

**Application for Funding
for Phase II of the Education Fund under the
State Fiscal Stabilization Fund Program**

CFDA Number: 84.394



U.S. Department of Education

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Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0695. The time required to complete this information collection is estimated to average between 4,990 and 5,577 hours per applicant, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: State Fiscal Stabilization Fund Program, Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Ave., S.W., Room 3E108, Washington, D.C. 20202-3118

NOTE: OMB Control Number forthcoming.

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APPLICATION FOR FUNDING FOR PHASE II OF THE EDUCATION FUND UNDER THE STATE FISCAL STABILIZATION PROGRAM

Purpose of Program

The State Fiscal Stabilization Fund (SFSF or Stabilization) program provides approximately \$48.6 billion in formula grants to States to help stabilize State and local budgets in order to minimize and avoid reductions in education and other essential services, in exchange for a State's commitment to advance essential education reform in key areas. Almost \$36.8 billion have already been awarded during SFSF Phase I. Approximately \$11.5 billion will be awarded under SFSF Phase II (through this application).

Program and Application Background

Section 14005(d) of Division A of the American Recovery and Reinvestment Act of 2009 (ARRA) requires a State receiving funds under the Stabilization program to provide assurances in four key areas of education reform: (a) achieving equity in teacher distribution, (b) improving collection and use of data, (c) standards and assessments, and (d) supporting struggling schools. For each area of reform, the ARRA prescribes specific action(s) that the State must assure that it will implement. In addition, section 14005(a) of the ARRA requires a State that receives funds under the Stabilization program to submit an application to the U.S. Department of Education (the Department) containing such information as the Secretary may reasonably require.

As part of its application for Phase II funding under the Stabilization program, a State must demonstrate its ability to meet specific data and information requirements (the assurance indicators and descriptors) with respect to the statutory assurances. In addition, in cases where a State is not currently able to meet the specific data and information requirements, a State must submit a State plan to describe how it will respond to the requirements of each assurance indicator and descriptor. Together, these two sets of requirements aim to provide transparency on the extent to which a State is implementing the actions for which it has provided assurances.

Increased access to and focus on this information will better enable States and other stakeholders to identify strengths and weaknesses in education systems and determine where concentrated reform effort is warranted. The Department will also use the data and information that States collect and report in assessing whether a State is qualified to participate in and receive funds under other reform-oriented programs administered by the Department.

An assurance indicator or descriptor may relate to data or other information that States currently collect and report to the Department, or to data or other information for which the Department is itself the source. In those cases, there are no new data or information collection requirements for a State; rather, the Department will provide the State with the relevant data or other information that the State will be required to confirm and make publicly available. In the other cases, requirements constitute new data or information collection and/or public reporting responsibilities for the State, to the extent the State does not currently collect and publicly report such data or information for other purposes.

The Department recognizes that requests for data and information should reflect an integrated and coordinated approach among the various programs supported with ARRA funds, particularly the SFSF, Race to the Top, School Improvement, and Statewide Longitudinal Data Systems grant programs. Accordingly, the Department has taken into consideration the context of those other programs in developing the requirements for SFSF Phase II.

Background Information on Assurances

Achieving Equity in Teacher Distribution

Regarding education reform area (a), achieving equity in teacher distribution, section 14005(d)(2) of the ARRA requires a State receiving funds under the Stabilization program to assure that it will take actions to improve teacher effectiveness and comply with section 1111(b)(8)(C) of the Elementary and Secondary Education Act of 1965, as amended (ESEA) (20 U.S.C. 6311), in order to address inequities in the distribution of highly qualified teachers between high- and low-poverty schools and to ensure that low-income and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. A State must collect and publicly report data and other information on the extent to which students in high- and low-poverty schools in the State have access to highly qualified teachers; on steps the State is currently taking to ensure that students from low-income families and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers; on how teacher and principal performance is evaluated and how the results of those evaluations are used for decisions regarding compensation, promotion, retention, and removal; and on the distribution of performance evaluation ratings or levels among teachers and principals.

Improving Collection and Use of Data

Regarding education reform area (b), improving collection and use of data, section 14005(d)(3) of the ARRA requires a State receiving funds under the Stabilization program to provide an assurance that it will establish a statewide longitudinal data system that includes the elements described in section 6401(e)(2)(D) of the America COMPETES Act (20 U.S.C. 9871). To provide indicators of the extent to which a State is meeting that requirement, the State must provide information on the elements of its statewide longitudinal data system and on whether the State provides teachers with: (1) data on student growth in a manner that is timely and informs instructional programs, and (2) reports of teacher impact on student achievement.

Standards and Assessments

Regarding education reform area (c), standards and assessments, section 14005(d)(4) of the ARRA requires a State receiving funds under the Stabilization program to assure that it will: (A) enhance the quality of the academic assessments it administers pursuant to section 1111(b)(3) of the ESEA (20 U.S.C. 6311) through activities such as those described in section 6112(a) of the ESEA (20 U.S.C. 7301a); (B) comply with the requirements of paragraphs (3)(C)(ix) and (6) of section 1111(b) of the ESEA (20 U.S.C. 6311) and section 612(a)(16) of the Individuals with Disabilities Education Act (20 U.S.C. 1412) related to the inclusion of children with disabilities and limited English proficient students in State assessments, the development of valid and

reliable assessments for those students, and the provision of accommodations that enable their participation in State assessments; and (C) take steps to improve State academic content standards and student academic achievement standards for secondary schools consistent with section 6401(e)(1)(A)(ii) of the America COMPETES Act (20 U.S.C. 9871). To provide indicators of the extent to which a State is taking these actions, the State must collect and publicly report data and other information regarding State assessment systems, including the assessment of students with disabilities and limited English proficient students, the public reporting of State National Assessment of Educational Progress (NAEP) data, and data on the number of students who graduate from high school, enroll in an Institute of Higher Education (IHE) (whether public or private, in-state or out-of-state), and complete at least one year of coursework (towards a degree) within two years of enrollment in a public in-state IHE.

As States prepare to significantly improve the rigor and effectiveness of their standards and assessment systems, this information will, in general, provide stakeholders with vital transparency on the current status of those systems and on the efforts to improve them that are currently underway.

Supporting Struggling Schools

Regarding education reform area (d), supporting struggling schools, section 14005(d)(5) of the ARRA requires a State receiving funds under the Stabilization program to provide an assurance that it will ensure compliance with the requirements of section 1116(b)(7)(C)(iv) and section 1116(b)(8)(B) of the ESEA (20 U.S.C. 6316) with respect to Title I schools identified for corrective action and restructuring. In order to provide indicators of the extent to which a State is implementing the statutory assurance, the State must provide data on the extent to which dramatic reforms to improve student academic achievement are implemented in Title I schools in improvement under section 1116(b)(1)(A) of the ESEA, in corrective action, or in restructuring and secondary schools that are Title I eligible, but not receiving funds. Additionally, a State must provide data on the operation and performance of its charter schools.

Requirements for Phase I Funding

Earlier this year, States applied to receive their initial allocation under the State Fiscal Stabilization Fund (Stabilization) program. States with approved applications were awarded at least 67 percent of their Education Fund allocation and all of their Government Services Fund Allocation. Governors submitted assurances that their State would commit to advancing education reform in the four assurance areas, and confirmed baseline data for purposes of demonstrating the State's current status in each of the four education reform areas for which the State provided assurances, or submitted alternative baseline data. In addition, to receive SFSF Phase I funds, States provided maintenance of effort (MOE) information (see Part 2 of this application for more information), including an assurance that the State would comply with the Stabilization program MOE requirements (or, if applicable, an assurance that the State met or would meet the eligibility criterion for a waiver of those requirements), as well as MOE baseline data.¹ States were also required to describe how they intended to use the funds allocated under (1) the Education Stabilization Fund and (2) the Government Services Fund, in addition to submitting accountability, transparency and reporting assurances.

¹ Guidance on the Maintenance of Effort Requirements for SFSF and MOE Waiver Form are available at <http://www.ed.gov/policy/gen/leg/recovery/statutory/moe-guidance.pdf>.

About the Application for Phase II Funding

States requesting the remainder of their State Fiscal Stabilization Fund monies—in most cases, the remaining 33 percent of the Education Fund allocation²—must complete and submit the application contained in this packet in its entirety. To receive funding, applications will need to meet standards of both completeness and quality. The Department will employ a two-tier review process to evaluate State applications. The first review will verify that a State submitted a complete Phase II application. The second review will judge the application against the approval criteria identified in the NFR to assess the quality of the plan.

The Department is taking steps to ensure that the process for awarding SFSF Phase II funds is transparent. Immediately upon the Department's receipt of a State application, the application will be made available for public viewing on the Department's web site at <http://www.ed.gov/programs/statestabilization/index.html>. The final approved version of a state application will also be posted on the Department's web site in addition to any revisions subsequent to an approved application. In addition to facilitating transparency, the Department's public sharing of applications will allow members of the public to learn about the availability of data and information related to the four assurance areas in each state. Also, such a level of transparency provides an additional layer of accountability for States.

Data Collection

This application asks States to answer questions about 37 separate items: indicators (of which there are 34) and descriptors (of which there are three). The Department is, as a general rule, *not asking States to submit the actual data* that respond to these indicators and descriptors; rather, the Department wants to know how States will respond to the requirements of the indicators and descriptors and make the data and information accessible to the public. Specifically, for assurances (a), (c), and (d) (with the exception of, in some cases, indicators (c)(11) and (c)(12)), the application requests a response as to whether or not States are collecting and publicly reporting the data or information via a State website for each indicator and descriptor. If the State is not currently collecting and/or publicly reporting the data for a particular indicator or descriptor, the Department also is requesting the State's plan for doing so as soon as possible, but no later than September 30, 2011. In the case of indicators (c)(11) and (c)(12), if a State will develop, but not implement, the capacity to collect and publicly report the data, the State plan need only address the development of capacity, and not implementation and public reporting for the relevant indicator (s). For indicators (b)(1) and (b)(2), a State must specify whether or not the State collects the information, and if not, what its plans and timelines are for developing and implementing the capacity to do so as soon as possible, but no later than September 30, 2011. For indicator (b)(3), a State must specify whether or not the State collects the information, and, if not, what its plan and timeline are for developing and implementing the capacity to implement this requirement.

² If a State's FY 2009 shortfall exceeded 67 percent of the Education Fund allocation, they could request an amount equal to the needed restoration amount, up to 90 percent of the State's total Education Fund allocation.

Public Reporting on a State Website

For the purposes of this program, indicator and descriptor data are largely intended for public use, rather than for Federal reporting. Individual States and communities have the greatest power to hold their schools accountable for the reforms that are in the best interest of their students. Rather than the Department collecting and warehousing this information, it is the intention that State Education Agencies (SEAs) and Local Education Agencies (LEAs) will make the information available to the public in a manner that is useful for stakeholders to understand key information about education in each state and community.

As such, the Department believes that the most effective and expeditious way for States to share information with the public is via the internet. For the purposes of this program, *publicly report* means that the data or information required for an indicator or descriptor are made available to anyone with access to an Internet connection without having to submit a request to the entity that maintains the data and information in order to access that data and information. Therefore, States are required to maintain a public website that provides the data and information that are responsive to the indicator and descriptor requirements. If a State does not currently provide the required data or information, it must provide on this website its plan with respect to the indicator or descriptor and its reports on its progress in implementing that plan.

The URLs (i.e., website addresses) where the data and information are available should be provided where requested in Part 3A of the application. URLs should link to the actual page where the data are available, rather than the main page of the website. Websites where the required data and information are available should show the last date on which the data and information were updated. For example, the URL should not link to the main page for an SEA or Governor's office. For further information on public reporting and website submission, please refer to SFSF Phase II guidance.

Preparing the Application

The Department strongly recommends that States involve parents, educators, content experts, policy makers, technical advisors, teachers' union(s), business, community, and civil rights leaders, and other community stakeholders when preparing the application. While such involvement is not a requirement for approval of State applications, the Department believes that stakeholder input and expertise will help States develop stronger applications and more successful implementation strategies.

APPLICATION INSTRUCTIONS

GENERAL INSTRUCTIONS

To receive the remaining portion of a State's allocation under Education Fund of the Stabilization program, a Governor must submit to the Department an application that provides the following information:

- A completed application cover sheet that includes the signature of the Governor or authorized representative (*Part 1 of the Application*).
- A complete updated and/or reaffirmation of Maintenance-of-Effort (MOE) data (*Part 2A of the Application*).
- An attestation that the State has met all MOE requirements for FY 2009 that includes the signature of the Governor or authorized representative, or acknowledgement of inability to meet MOE requirements (*Part 2B of the Application*).
- The State's status with regard to collection, public reporting and other information related to the indicators and descriptors in the following education reform assurance areas:
 - (a) achieving equity in teacher distribution;
 - (b) improving collection and use of data;
 - (c) standards and assessments; and
 - (d) supporting struggling schools (*Part 3A of the Application*).
- A completed State plan that describes how the applicant will collect and publicly report the data and information related to the assurance indicators and descriptors (*Part 3B of the Application*).
- Complete responses to the questions in the General Requirements section (*Part 3C of the Application*).

**STATE FISCAL STABILIZATION FUND PHASE II APPLICATION
PART 1: APPLICATION COVER SHEET**

(CFDA No. 84.394)

<p>Legal Name of Applicant (Office of the Governor): Office of the Governor</p>	<p>Applicant's Mailing Address: 225 Main Capitol Building Harrisburg, PA 17120.</p>
<p>State Contact for the Education Stabilization Fund</p> <p>Name: Michael Walsh</p> <p>Position and Office: Deputy Secretary Office of Administration Pennsylvania Department of Education</p> <p>Contact's Mailing Address: Pa Department of Education 333 Market St. Harrisburg, PA 17126-03333</p> <p>Telephone: 717.772.4789 Fax: 717.787.7222 E-mail address: micwalsh@state.pa.us.</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>Governor or Authorized Representative of the Governor (Printed Name): Edward G. Rendell, Governor</p>	<p>Telephone: 717.787.2500</p>
<p>Signature of Governor or Authorized Representative of the Governor: <input checked="" type="checkbox"/> <u>Edward G Rendell</u></p>	<p>Date: January 11, 2010</p>
<p>Recommended Statement of Support from the Chief State School Officer (<i>Optional</i>): The State educational agency will cooperate with the Governor in the implementation of the State Fiscal Stabilization Fund program.</p>	
<p>Chief State School Officer (Printed Name): Gerald L. Zahorchak, D.Ed. Secretary, Department of Education</p>	<p>Telephone: 717.787.5820</p>
<p>Signature of the Chief State School Officer: <input checked="" type="checkbox"/> <u>Gerald L. Zahorchak</u></p>	<p>Date: January 11, 2010</p>

Form Approved OMB Number: 1810-0695; Expiration Date: 05/31/2010

PART 2: MAINTENANCE-OF-EFFORT INFORMATION

In the SFSF Phase I Application, States were required to submit the following in order to receive the first portion of funds:

- A *Maintenance-of-Effort Assurance* (Part 4, Section A) of maintaining State support for elementary and secondary education and for public institutions of higher education (IHEs) at least at the level of such support in FY 2006 for FYs 2009, 2010, and 2011.
- A *Maintenance-of-Effort Waiver Assurance* (Part 4, Section B). In the event that a State anticipated being unable to comply with one or more of the Stabilization program MOE requirements referenced in the Maintenance-of-Effort Assurance, the State would provide an assurance that it met the eligibility criteria for a MOE waiver.³
- A *Maintenance-of-Effort Baseline Data* form.

In order to complete this Phase II Application, States must reaffirm and/or update the MOE baseline data referenced above as requested in Phase I. Part 2A of this application, *Update of Maintenance-of-Effort Data*, asks that a State reaffirm or update the baseline data provided in Phase I (Maintenance-of-Effort Baseline Data), including actual levels of support for FY 2009.

In Part 2B, a Governor or Authorized Representative of the Governor must provide an attestation that the State has met the MOE requirements as was assured in Phase I. If a State cannot meet the MOE requirements, it must submit a Waiver of MOE Requirements or note that it has submitted one already.

Additional information on the MOE requirements can be found in Appendix D—*Instructions for Part 2, Maintenance-Of-Effort*.

³ Guidance on the Maintenance of Effort Requirements for SFSF and MOE Waiver Form are available at <http://www.ed.gov/policy/gen/leg/recovery/statutory/moe-guidance.pdf>.

PART 2A: UPDATE OF MAINTENANCE-OF-EFFORT DATA

SPECIAL NOTES:

- In the SFSF Phase I Application, States were required to submit MOE data. The Department is requesting that States reaffirm these data for Phase II, and in particular, to update FY 2009 data to actual levels of State support.
- *For further information, see Appendix D – Instructions for Part 2: Maintenance of Effort.*

1. Levels of State support for elementary and secondary education *(the amounts may reflect the levels of State support on either an aggregate basis or a per-student basis):*

FY 2006	<u>\$4,492,184,000</u>
FY 2009	<u>\$5,226,142,000</u>
FY 2010*	<u>\$4,871,339,000</u>
FY 2011*	<u>To be determined</u>

(* Provide data to the extent that data are currently available.)

2. Levels of State support for public institutions of higher education *(enter amounts for each year):*

FY 2006	<u>\$1,309,467,000</u>
FY 2009	<u>\$1,375,497,000</u>
FY 2010*	<u>\$1,345,123,000</u>
FY 2011*	<u>To be determined</u>

(* Provide data to the extent that data are currently available.)

3. Additional Submission Requirements: In an attachment to the application –

- (a) Identify and describe the data sources used in determining the levels of State support for elementary and secondary education; - and -
- (b) Identify and describe the data sources used in determining the levels of State support for public IHEs.

PART 2B: ATTESTATION OF MAINTENANCE-OF-EFFORT COMPLIANCE

The Governor or his/her authorized representative attests to the following:

To the best of his/her knowledge and based on the best available data, the State has met all maintenance-of-effort requirements for the State Fiscal Stabilization Program for FY 2009 (check all that apply):

- for elementary and secondary education.
- for public Institutions of Higher Education (IHEs).

Governor or Authorized Representative of the Governor (Printed Name):	
Edward G. Rendell, Governor	
Signature: <i>Edward G Rendell</i>	Date: January 11, 2010

If a State has not met or cannot meet MOE for either elementary and secondary education or public IHEs, or both, it must complete the following:

The State has not met all maintenance-of-effort requirements for the State Fiscal Stabilization Program for FY 2009 and

(check one):

- has already submitted a MOE Waiver Request to the US Department of Education.
- is submitting a MOE Waiver Request with this application package.

PART 3: DATA COLLECTION, PUBLIC REPORTING, AND PLANNING

Requirements

The State plan must describe the State's current ability to collect the data or other information needed for the assurance indicators and descriptors as well as the State's current ability to publicly report (as defined in the Notice of Final Requirements, included here as Appendix E) the data. If the State is currently able to fully collect and publicly report the required data or other information, the State must provide a URL where the most recent data or information may be accessed. If a State is not currently able to collect or publicly report the data or other information, the plan must describe the State's process and timeline for developing and implementing the means to do so as soon as possible but no later than September 30, 2011. These requirements apply to the assurance indicators and descriptors in the following education reform assurance areas: (a) Achieving Equity in Teacher Distribution, (c) Standards and Assessments (with the exception, in many cases, of Indicators (c)(11) and (c)(12)), and (d) Supporting Struggling Schools. Sections related to these assurances are located in sections I, III, and IV of Part 3A and Section I of Part 3B in the application.

In the event that a State will develop, but not implement, the ability to fully collect and publicly report the data for Indicator(s) (c)(11) and/or (c)(12), its plan need not meet the requirements of Section I of Part 3B. Rather, a State should complete a plan that meets the requirements of Section V of Part 3B for the relevant indicator(s). If a State will be able to both develop and implement collection and public reporting of either of these indicators, the plan requirements of Section I of Part 3B will apply to the relevant indicator(s).

Regarding education reform assurance area (b) Improving Collection and Use of Data, the State must describe in the State plan whether the State's data system includes the required elements of a statewide longitudinal data system and whether the State provides teachers with their students' growth data and information related to individual teacher impact. If the State does not meet the requirement, the State plan must describe the State's process and timeline for developing and implementing the means to meet the requirement in accordance with the requirements in the notice. Sections related to this assurance are Section II of Part 3A and Sections II, III, and IV of Part 3B.

The data or information needed for an assurance indicator or descriptor are in some cases already reported to the Department by the State, or are provided by the Department. In those cases, it is understood that the State does and is currently able to collect the data or information. For those elements, the State's plan only needs to address the State's ability to publicly report the data or information, and the State does not need to include a plan for collecting the data or information in Part 3B. The indicators and descriptors involving data or information currently reported to the Department or provided by the Department are marked below with a Confirm icon (see Icon Key below). Sections requiring States to confirm data or information already reported to the Department contain specific links to the appropriate Department webpage. The overall webpage housing all information for indicators requiring confirmation is <http://www.ed.gov/programs/statestabilization/confirm-indicators.html>.

Some elements in this application are of a cross-cutting nature, sharing indicators and/or definitions with another Recovery Act initiative, Race to the Top. These elements are marked by a Cross-Cutting icon with the recovery.gov logo and the Race to the Top logo (see Icon Key below). It is the Department's hope that marking these cross-cutting elements will facilitate consistency and improve the ease of completing the application for the Race to the Top program.

Icon Key

Confirm Icons



Cross-Cutting Icon



Numbering of Fields

Applicants may notice small numbers to the left of checkboxes and text fields in Part 3A. These numbers do not have any significance in terms of point values or codes. Rather, they are designed to be used by both applicants and Department staff alike as a convenient reference point when referring to a particular part of the application.

Overview of Part 3

Part 3A, *Indicators and Descriptors under the Assurances*, is designed to collect short answers about the State's current status with respect to each indicator and descriptor. If you are using the macro-enabled⁴ MS Word version of this form, you will be able to check boxes and type your answers directly into the form. If you wish to attach narrative answers in a separate document, you may do so, but be sure to clearly note in the relevant text box that the response is attached and mark the attachment with the citation of the indicator or descriptor to which you are responding.

⁴ To enable macros in Microsoft Word, select Save As (if you are using the 2007 version, Save As is under the round icon in the top left hand corner; in older versions, Save As is under the File menu) and from the Save File as Type menu, select Word Macro-Enabled Document.

Part 3B is the *State Plan* section. For those indicators and descriptors for which the State is not currently collecting and/or publicly reporting the requested data and information in such a way that addresses the program requirements, you must provide a plan for doing so in Part 3B. If, based on your answer, you are directed to address the element in Part 3B, write the element reference in the Plan Element Verification chart in Part 3B to keep a running list of the items you will need to address in your State Plan. Directions for which elements must be addressed in the State Plan are embedded into each indicator and descriptor boxes below. Part 3B contains five subsections. The subsections provide separate instructions for the plan elements that must be included for:

- I. Assurances (a), (c) (with the exception of Indicators (c)(11) and (c)(12)), and (d);
- II. Indicator (b)(1);
- III. Indicator (b)(2);
- IV. Indicator (b)(3); and,
- V. If applicable, Indicators (c)(11) and (c)(12) (Section V).

PART 3A: ASSURANCE INDICATORS AND DESCRIPTORS

Instructions

For each indicator and descriptor, please follow the specific directions in the boxes below. There are two basic types of elements: indicators and descriptors.

- An **indicator** requests a discrete response (e.g., a yes/no answer or short answer) about whether a State is collecting or publicly reporting certain information, as well as where the information can be found. Indicators that involve data already submitted by States to the Department through preexisting collections will only need to be confirmed. The Department will ask States to confirm whether or not these data are accurate and to verify public reporting of them. States need not submit the actual data for each indicator; rather, the data should be reported directly to the public per the application instructions.
- A **descriptor** asks about information which could be provided in a narrative response (e.g., about the development of a type of assessment or teacher evaluation system) about the progress or development of system elements. The Department of Education also asks whether information requested in descriptors is publicly reported. As with the indicators, States do not have to submit the actual descriptor information to the Department. Rather, the State must publicly report the information per the application instructions.

I. Assurance (a): Achieving Equity in Teacher Distribution

A State must collect and publicly report data and other information on: (1) the extent that students in high- and low-poverty schools in the State have access to highly qualified teachers; (2) the extent that current strategies and efforts to address inequities in the distribution of inexperienced, unqualified, or out-of-field teachers; (3) how teacher and principal performance is evaluated and how performance ratings are used; and (4) the distribution of performance evaluation ratings or levels among teachers and principals.

Indicator (a)(1) Confirm, for the State, the number and percentage (including numerator and denominator) of core academic courses taught, in the highest-poverty and lowest-poverty schools, by teachers who are highly qualified consistent with section 9101(23) of the Elementary and Secondary Education Act of 1965, as amended (ESEA).



Please respond (Yes or No): Are the data related to this indicator at <http://www.ed.gov/programs/statestabilization/indicator-a1.xls> correct?

- ¹ Yes, the data are correct.
 ² No, the data are not correct.

If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient.³ [Click here to enter text.](#)

Please respond (check only one):

- The State makes the data *publicly available* and updates the data *annually* on a website.
- Provide the State website where the data are provided by the State to the public:⁵
Annual LEA report cards are the mechanism for making school level data on highly qualified teachers publicly available.
Annual report cards at the state, district and school level are or will be posted on the website of the Pennsylvania Department of Education (PDE) website at http://paayp.emetric.net/StateReport#report_card . As of January 11, 2010, district level report cards are available on this site. The state report card and school level report cards are expected to be posted by the end of February 2010 and will be updated annually thereafter. Currently, the state report card contains a summary of the percentage of highly qualified teachers in high poverty schools and low poverty schools. See state plan in Part 3B for plans for additional activities.

⁶ The State makes the data *publicly available* on a website but updates it *less than annually*.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
Provide the State website where the most recently updated data are provided by the State to the public: ⁷ [Click here to enter text.](#)

⁸ The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(1)" in the Plan Element Verification chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(2) Confirm whether the State's Teacher Equity Plan (as part of the State's Highly Qualified Teacher Plan) fully reflects the steps the State is currently taking to ensure that students from low-income families and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers (as required in section 1111(b)(8)(C) of the ESEA).



Please respond (Yes or No): Is the State's Teacher Equity Plan located at <http://www.ed.gov/programs/teacherqual/hqtplans/index.html> correct?

Yes, the information is correct.

No, the information is not correct.

→ If checked, provide below or in an attachment the State's most updated Teacher Equity Plan. A URL linking to the correct data on the State's website is also sufficient.³ [Click here to enter text.](#)

Please respond (check only one):

The State makes the information *publicly available* and updates the information *annually* on a website.

Provide the State website where the information is provided by the State to the public:⁵

http://www.education.state.pa.us/portal/server.pt/community/highly_qualified_teacher_requirements/8631

The State makes the information *publicly available* on a website but updates it *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 2B. Cite "Indicator (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public?⁷ [Click here to enter text.](#)

The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating the information annually on a website in Part 3B. Cite "Indicator (a)(2)" in the Plan Element Verification chart in Part 4B, Section I and mark both the Collection and Public Reporting columns.

Descriptor (a)(1) Describe, for each local educational agency (LEA) in the State, the systems used to evaluate the performance of teachers and the use of results from those systems in decisions regarding teacher development, compensation, promotion, retention, and removal.

Please respond (check Yes or No): Does the State collect a description of the system each LEA uses to evaluate the performance of teachers?

Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:³ [Click here to enter text.](#)

⁴ The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information are provided by the State to the public:

⁵ [Click here to enter text.](#)

⁶ The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Please respond (check Yes or No): Does the State collect a description of the manner in which each LEA uses the results of the evaluation systems described above related to the performance of teachers in decisions regarding teacher development, compensation, promotion, retention, and removal?

⁸ Yes, the State collects this information.

If Yes, please respond (check one):

⁹ The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:¹⁰ Click here to enter text.

¹¹ The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information are provided by the State to the public:
¹² Click here to enter text.

¹³ The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

¹⁴ No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(3) Indicate, for each LEA in the State, whether the systems used to evaluate the performance of teachers include student achievement outcomes or student growth data as an evaluation criterion.

Please respond (check Yes or No): Does the State request information on whether the system each LEA uses to evaluate the performance of teachers includes student achievement outcomes or student growth data as an evaluation criterion?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:³ [Click here to enter text.](#)

⁴ The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:⁵ [Click here to enter text.](#)

⁶ The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(4) Provide, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level.

Please respond (check Yes or No): Does the State collect, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage of teachers rated at each performance rating or level?

Yes, the State collects these data.

If Yes, please respond (check one):

The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:³ [Click here to enter text.](#)

The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated data are provided by the State to the public:⁵ [Click here to enter text.](#)

The State does not make the data publicly available on a website.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

No, the State does not collect these data.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(5) Indicate, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, whether the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level are publicly reported for each school in the LEA.

Please respond (check Yes or No): Does the State collect, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level?

Yes, the State collects these data.

If Yes, please respond (check one):

The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:³ Click here to enter text.

The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column. Provide the State website where the most recently updated data are provided by the State to the public:⁵ Click here to enter text.

The State does not make the data publicly available on a website.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

No, the State does not collect these data.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Descriptor (a)(2) Describe, for each LEA in the State, the systems used to evaluate the performance of principals and the use of results from those systems in decisions regarding principal development, compensation, promotion, retention, and removal.

Please respond (check Yes or No): Does the State collect a description of the system each LEA uses to evaluate the performance of principals?

Yes, the State collects this information.

If Yes, please respond (check one):

The State makes the information *publicly available* and updates it *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available.³ [Click here to enter text.](#)

The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:
⁵ [Click here to enter text.](#)

The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Please respond (check Yes or No): Does the State collect a description of the manner in which each LEA uses the results of the evaluation systems described above related to the performance of principals in decisions regarding principal development, compensation, promotion, retention, and removal?

⁸ Yes, the State collects this information.

If Yes, please respond (check one):

⁹ The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available.¹⁰ [Click here to enter text.](#)

¹¹ The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information are provided by the State to the public:
¹² [Click here to enter text.](#)

¹³ The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

¹⁴ No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(6) Indicate, for each LEA in the State, whether the systems used to evaluate the performance of principals include student achievement outcomes or student growth data as an evaluation criterion.

Please respond (check one): Does the State collect information on whether the system each LEA uses to evaluate the performance of principals includes student achievement outcomes or student growth data as an evaluation criterion?

Yes, the State collects this information.

If Yes, please respond (check one):

The State makes the information *publicly available* and updates it *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:³ [Click here to enter text.](#)

The State makes the information *publicly available* on a website and updates it *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:
⁵ [Click here to enter text.](#)

The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(7) Provide, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of principals rated at each performance rating or level.

Please respond (check one): Does the State collect and publicly report, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage of principals rated at each performance rating or level?

Yes, the State collects these data.

If Yes, please respond (check one):

² The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:³ [Click here to enter text.](#)

⁴ The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated data are provided by the State to the public:

⁵ [Click here to enter text.](#)

⁶ The State does not make the data publicly available on a website.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect these data.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

II. Assurance (b): Improving Collection and Use of Data

A State must collect and publicly report information on the elements of its statewide longitudinal data system, on whether teachers receive data on student growth in a manner that is timely and informs instructional programs, and on whether the State provides teachers with reports of individual teacher impact on student achievement.

Indicator (b)(1) Indicate which of the 12 elements described in section 6401(e)(2)(D) of the America COMPETES Act are included in the State's statewide longitudinal data system.



Instructions: Please indicate which of the 12 elements of the America COMPETES Act are included in the State's statewide longitudinal data system.

Please respond (check Yes or No): For pre-K through postsecondary education, does the State's statewide longitudinal data system include the following elements:

(1) A unique statewide student identifier that does not permit a student to be individually identified by users of the system?

Yes.

No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #1 in the Plan Element Verification Chart in Part 3B, Section II.

(2) Student-level enrollment, demographic, and program participation information?

Yes.

No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #2 in the Plan Element Verification Chart in Part 3B, Section II.

(3) Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete pre-K through postsecondary education programs?

Yes.

No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #3 in the Plan Element Verification Chart in Part 3B, Section II.

4) The capacity to communicate with higher education data systems?

Yes.

No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #4 in the Plan Element Verification Chart in Part 3B, Section II.

(5) An audit system assessing data quality, validity, and reliability?

Yes.

No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #5 in the Plan Element Verification Chart in Part 3B, Section II.

Please respond (check Yes or No): For pre-K through grade 12 education, does the State's statewide longitudinal data system include the following elements:

(6) Yearly State assessment records of individual students?

Yes.

No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #6 in the Plan Element Verification Chart in Part 3B, Section II.

(7) Information on students not tested, by grade and subject?

Yes.

No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #7 in the Plan Element Verification Chart in Part 3B, Section II.

(8) A teacher identifier system with the ability to match teachers to students?

Yes.

No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #8 in the Plan Element Verification Chart in Part 3B, Section II.

(9) Student-level transcript information, including on courses completed and grades earned?

- Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #9 in the Plan Element Verification Chart in Part 3B, Section II.

(10) Student-level college readiness test scores?

- Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #10 in the Plan Element Verification Chart in Part 3B, Section II.

Please respond (check Yes or No): For postsecondary education, does the State's statewide longitudinal data system include the following elements:

(11) Information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework?

- Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #11 in the Plan Element Verification Chart in Part 3B, Section II.

(12) Other information determined necessary to address alignment and adequate preparation for success in postsecondary education?

- Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #12 in the Plan Element Verification Chart in Part 3B, Section II.

Indicator (b)(2) Indicate whether the State provides student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs.

Please respond (check Yes or No): Does the State provide student growth data on their current students and the students they taught the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects, in a manner that is timely and informs instructional programs?

- Yes. You are not required to provide further information. In Part 3B, Section III, check "Not Applicable."
- No. Provide a plan for providing this information to teachers in Part 3B, Section III.

Indicator (b)(3) Indicate whether the State provides teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement on those assessments.

Please respond (check Yes or No): Does the State provide teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement on those assessments?

- Yes. You are not required to provide further information. In Part 3B, Section IV, check "Not Applicable."
- No. Provide a plan for providing this information to teachers in Part 3B, Section IV.

III. Assurance (c): Standards and Assessments

A State must collect and publicly report data and other information on whether students are provided high-quality State assessments; whether students with disabilities and limited English proficient students are included in State assessment systems; whether the State makes information available regarding student academic performance in the State compared to the academic performance of students in other States; and on the extent to which students graduate from high school in four years with a regular high school diploma and continue on to pursue a college education.

Indicator (c)(1) Confirm the approval status, as determined by the Department, of the State's assessment system under section 111(b)(3) of the ESEA with respect to reading/language arts, mathematics, and science assessments.

Please respond (check one): Is the status of the Department's approval, available at <http://www.ed.gov/programs/statestabilization/indicator-cl.xls> correct?

¹ Yes, the status is correct.

² No, the status is not correct. If checked, provide below or in an attachment the correct information and any other supporting information. A URL linking to the correct data on the State's website is also sufficient. ³ [Click here to enter text.](#)

Please respond (check one):

⁴ The State makes the status information *publicly available* and keeps it *up-to-date* on a website.

⁵ Provide the State website where the status is provided by the State to the public. ⁶ [Click here to enter text.](#)

⁶ The State makes the status information *publicly available* on a website but *does not keep it up-to-date*.

⁷ If checked, provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(1)" in the Plan Element Verification chart in Part 3B, Section I and mark the Public Reporting column.

⁸ Provide the State website where the most recently updated information is provided by the State to the public: ⁷ [Click here to enter text.](#)

⁸ The State does not make the status information publicly available on a website.

⁹ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(2) Confirm whether the State has developed and implemented valid and reliable alternate assessments for students with disabilities that are approved by the Department.

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Please respond (Yes or No): Is the information related to this indicator, available at <http://www.ed.gov/programs/statestabilization/indicator-cl.xls>, correct?

Yes, the status is correct.

→ No, the status is not correct. If checked, provide below or in an attachment the correct information and any other supporting information. A URL linking to the correct data on the State's website is also sufficient.³ [Click here to enter text.](#)

Please respond (check one):

⁴ The State makes the status information *publicly available* and keeps it *up-to-date* on a website.

→ Provide the State website where the status is provided by the State to the public:⁵ [Click here to enter text.](#)

⁶ The State makes the status information *publicly available* on a website and *does not keep it up-to-date*.

→ Provide the State's plan for making the status publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the information is collected and publicly available:⁷ [Click here to enter text.](#)

⁸ The State does not make the status information publicly available on a website.

→ Provide the State's plan for making the status publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(3) Confirm whether the State's alternate assessments for students with disabilities, if approved by the Department, are based on grade-level, modified, or alternate academic achievement standards.

Please respond (check one): Is the information related to this indicator, available at <http://www.ed.gov/programs/statestabilization/indicator-cl.xls>, correct?

- Yes, the information is correct.
 No, the information is not correct.

→ If checked, provide below or in an attachment the correct information and any other supporting information. A URL linking to the correct data on the State's website is also sufficient: [Click here to enter text.](#)

Please respond (check one):

The State makes the information *publicly available* and keeps it *up-to-date* on a website.

→ Provide the State website where the information is collected and publicly available:⁵ [Click here to enter text.](#)

The State makes the information *publicly available* on a website but *does not keep it up-to-date*.

→ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the information is collected and publicly available:⁷ [Click here to enter text.](#)

The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(4) Indicate whether the State has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides students with disabilities to ensure their meaningful participation in State assessments.

Please respond (check one): Has the State, within the last two years, completed an analysis of the appropriateness and effectiveness of the accommodations it provides students with disabilities to ensure their meaningful participation in State assessments?

- ¹ Yes, this has been completed within the last two years.
- ² No, this has been completed, but it occurred more than two years ago.
- ³ No, this has never been completed.

Please respond (check one):

- ⁴ The State makes the information *publicly available* and keeps it *up-to-date* on a website.
- ⁵ Provide the State website where the information is collected and publicly available:⁵ [Click here to enter text.](#)
- ⁶ The State makes the information *publicly available* on a website but *does not keep it up-to-date*.
- ⁷ Provide the State’s plan for making the information publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(4)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
- ⁸ Provide the State website where the information is collected and publicly available:⁷ [Click here to enter text.](#)
- ⁸ The State does not make the information publicly available on a website.
- ⁹ Provide the State’s plan for making the information publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(4)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(5) Confirm the number and percentage (including numerator and denominator) of students with disabilities who are included in State reading/language arts and mathematics assessments.

Please respond (check one): Can the State confirm that the number and percentage of students with disabilities who are included in State *reading/language arts* assessments, available at <http://www.ed.gov/programs/statestabilization/indicator-c5r.xls>, are correct?

Yes, the data are correct.

No, the data are not correct.

→ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient.

³ [Click here to enter text.](#)

Please respond (check one):

The State makes the data relative to the inclusion of students with disabilities on State assessments in *reading/language arts* publicly available and keeps it *up-to-date* on a website.

→ Provide the State website where the data are collected and publicly available:⁵ [Click here to enter text.](#)

The State makes the data relative to the inclusion of students with disabilities on State assessments in *reading/language arts* publicly available on a website but *does not keep it up-to-date*.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the data are collected and publicly available:⁷ [Click here to enter text.](#)

The State does not make the data relative to the inclusion of students with disabilities on State assessments in *reading/language arts* publicly available on a website.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Please respond (check one): Can the State confirm that the number and percentage of students with disabilities who are included in State *mathematics* assessments, available at <http://www.ed.gov/programs/statestabilization/indicator-c5m.xls>, are correct?

Yes, the data are correct.

No, the data are not correct.

→ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:

¹¹ [Click here to enter text.](#)

Please respond (check one):

¹² The State makes the data relative to the inclusion of students with disabilities on State assessments in *mathematics* publicly available and keeps it *up-to-date* on a website.

→ Provide the State website where the data are collected and publicly available: [Click here to enter text.](#)

¹⁴ The State makes the data relative to the inclusion of students with disabilities on State assessments in *mathematics* publicly available on a website but *does not keep it up-to-date*.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the data are collected and publicly available: [Click here to enter text.](#)

¹⁶ The State does not make the data relative to the inclusion of students with disabilities on State assessments in *mathematics* publicly available on a website.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(6) Indicate whether the State has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides limited English proficient students to ensure their meaningful participation in State assessments.

Please respond (check one): Has the State completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides limited English proficient students to ensure their meaningful participation in State assessments?

- ¹ Yes, this was completed within the last two years.
- ² No, this was completed more than two years ago.
- ³ No, this has never been completed.

Please respond (check one):

⁴ The State makes the information *publicly available* and keeps it *up-to-date* on a website.

→ Provide the State website where the information is collected and publicly available.⁵ [Click here to enter text.](#)

⁶ The State makes the information *publicly available* on a website but *does not keep it up-to-date*.

→ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the information is collected and publicly available.⁷ [Click here to enter text.](#)

⁸ The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(7) Confirm whether the State provides native language versions of State assessments for limited English proficient students that are approved by the Department.

Indicator

Please respond (check one): Is the information related to this indicator, available at <http://www.ed.gov/programs/statestabilization/indicator-cl.xls>, correct?

¹ Yes, the information is correct.

² No, the information is not correct.

→ If checked, provide below or in an attachment the correct information and any supporting information. A URL linking to the correct data on the State's website is also sufficient:

³ [Click here to enter text.](#)

Please respond (check one): Is the State's current status available on the State's website?

⁴ The State makes the information *publicly available* and keeps it *up-to-date* on a website.

→ Provide the State website where the information is collected and publicly available:⁵ [Click here to enter text.](#)

⁶ The State makes the information *publicly available* on a website but *does not keep it up-to-date*.

→ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the information is collected and publicly available:⁷ [Click here to enter text.](#)

⁸ The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(8) Confirm the number and percentage (including numerator and denominator) of limited English proficient students who are included in State reading/language arts and mathematics assessments.

Please respond (check one): Can the State confirm that the number and percentage of limited English proficient students who are included in State *reading/language arts* assessments, available at <http://www.ed.gov/programs/statestabilization/indicator-c8r.xls>, are correct?

- ¹ Yes, the data are correct.
 ² No, the data are not correct.

→ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient.

³ [Click here to enter text.](#)

Please respond (check one):

⁴ The State makes the data relative to the inclusion of limited English proficient students on State assessments in *reading/language arts publicly available* and keeps it *up-to-date* on a website.

→ Provide the State website where the data are collected and publicly available:⁵ [Click here to enter text.](#)

⁶ The State makes the data relative to the inclusion of limited English proficient students on State assessments in *reading/language arts publicly available* on a website but *does not keep it up-to-date*.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the data are collected and publicly available:⁷ [Click here to enter text.](#)

⁸ The State does not make the data relative to the inclusion of limited English proficient students on State assessments in *reading/language arts publicly available* on a website.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Please respond (check one): Can the State confirm that the number and percentage of limited English proficient students who are included in State *mathematics* assessments, available at <http://www.ed.gov/programs/statestabilization/indicator-e8m.xls>, are correct?

Yes, the data are correct.

No, the data are not correct.

→ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:

// [Click here to enter text.](#)

Please respond (check one):

The State makes the data relative to the inclusion of limited English proficient students on State assessments in *mathematics* publicly available and keeps it *up-to-date* on a website.

→ Provide the State website where the data are collected and publicly available:¹³ [Click here to enter text.](#)

The State makes the data relative to the inclusion of limited English proficient students on State assessments in *mathematics* publicly available on a website but *does not keep it up-to-date*.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the data are collected and publicly available:¹⁵ [Click here to enter text.](#)

The State does not make the data relative to the inclusion of limited English proficient students on State assessments in *mathematics* publicly available on a website.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(9) Confirm that the State's annual State Report Card (under section 111(h)(1) of the ESEA) contains the most recent available State reading and mathematics National Assessment of Educational Progress (NAEP) results as required by 34 CFR 200.11(c).

Please respond (check one): Does the State Report Card include the most recent available State reading and math National Assessment of Educational Progress (NAEP) results?

Yes, the State Report Card includes this information.

No, the State Report Card does not include this information.

→ If checked, please provide a plan for including this information on the State Report Card in Part 3B. Cite "Indicator (c)(9)" in the Plan Element Verification Chart in Part 3B, Section I, and mark the Public Reporting column.

Please supply the following information:

Please attach the State Report Card or provide the URL where the State Report Card is provided to the public: .
http://www.education.state.pa.us/portal/server.pt/community/state_report_cards/7438

Indicator (c)(10) Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 111(b)(2)(C)(v)(II) of the ESFA), the number and percentage (including numerator and denominator) of students who graduate from high school using a four-year adjusted cohort graduation rate as required by 34 CFR 200.19(b)(1)(i).

Please respond (check one): Does the State collect these data (as defined in Indicator (c)(10))?

Yes, the State collects these data.

If Yes, please respond (check one):

The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available.³ [Click here to enter text.](#)

The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the data are collected and publicly available.⁵ [Click here to enter text.](#)

The State does not make the data publicly available on a website.

→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

No, the State does not collect these data.

→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Collection and Public Reporting column.

Indicator (c)(11) Provide, for the State, for each LEA in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i), the number and percentage (including numerator and denominator) who enroll in an institution of higher education (IHE) (as defined in section 101(a) of the Higher Education Act of 1965, as amended (HEA)) within 16 months of receiving a regular high school diploma.

Please respond (check one): Does the State collect these data (as defined in Indicator (c)(11))?

Yes, the State collects these data.

If Yes, please respond (check one):

The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:³ Click here to enter text.

The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(11)" in the Plan Element Verification Chart in Part 3B, Section I.

→ Provide the State website where the data are collected and publicly available:⁵ Click here to enter text.

The State does not make the data publicly available on a website.

→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(11)" in the Plan Element Verification Chart in Part 3B, Section I.

⁷ No, the State does not collect these data.

If No, please respond (check one):

The State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) by September 30, 2011.

➔ Provide the State's plan for collecting, making the data publicly available, and updating it annually on a website in Part 3B, Section I. Mark both the Collection and Public Reporting columns next to "Indicator (c)(1)" in the Plan Element Verification Chart in Part 3B, Section I.

The State will develop but not implement the means to collect and publicly report the data (i.e., the State will not collect and publicly report the data) by September 30, 2011.

➔ Provide the State's plan for developing the means to collect and to publicly report the data (but not the State's implementation of those means) in Part 3B, Section V.

Indicator (c)(12) Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 111(b)(2)(C)(v)(II) of the ESFA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(f) who enroll in a public IHE (as defined in section 101(a) of the HEA) in the State within 16 months of receiving a regular high school diploma, the number and percentage (including numerator and denominator) who complete at least one year's worth of college credit (applicable to a degree) within two years of enrollment in the IHE.

Please respond (check one): Does the State collect these data (as defined in Indicator (c)(12))?

Yes, the State collects these data.

If Yes, please respond (check one):

The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:³ [Click here to enter text.](#)

The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(12)" in the Plan Element Verification Chart in Part 3B, Section I.

→ Provide the State website where the data are collected and publicly available:⁵ [Click here to enter text.](#)

The State does not make the data publicly available on a website.

→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(12)" in the Plan Element Verification Chart in Part 3B, Section I.

No, the State does not collect these data.

If No, please respond (check one):

The State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) by September 30, 2011.

→ Provide the State's plan for collecting, making the data publicly available, and updating it annually on a website in Part 3B, Section I. Mark both the Collection and Public Reporting columns next to "Indicator (c)(12)" in the Plan Element Verification Chart in Part 3B, Section I.

The State will develop but not implement the means to collect and publicly report the data (i.e., the State will not collect and publicly report the data) by September 30, 2011.

→ Provide the State's plan for developing the means to collect and to publicly report the data (but not the State's implementation of those means) in Part 3B, Section V.

IV. Assurance (d): Supporting Struggling Schools

A State must collect and publicly report data and other information on the progress of certain groups of schools in the State on State assessments in reading/language arts and mathematics; on the extent to which reforms to improve student academic achievement are implemented in the persistently lowest-achieving schools in the State; and on the extent to which charter schools are operating in the State.

Indicator (d)(1) Provide, for the State, the average statewide school gain in the “all students” category and the average statewide school gain for each student subgroup (as under section 111(b)(2)(C)(v) of the ESEA) on the State assessments in reading/language arts and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress (as defined in this notice) on State assessments in reading/language arts in the last year.

Please respond (check one): Does the State collect these data?

Yes, the State collects these data.

If Yes, please respond (check one):

² The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available.³ [Click here to enter text.](#)

⁴ The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated data are provided by the State to the public:
⁵ [Click here to enter text.](#)

⁶ The State does not make the data publicly available on a website.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

No, the State does not collect these data.

→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(2) Provide, for the State, the average statewide school gain in the “all students” category and the average statewide school gain for each student subgroup (as under section 111(b)(2)(C)(v) of the ESEA) on State assessments in mathematics and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress on State assessments in mathematics in the last year.

Please respond (check one): Does the State collect these data?

¹ Yes, the State collects these data.

If Yes, please respond (check one):

² The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available.³ Click here to enter text.

⁴ The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated data are provided by the State to the public:
⁵ Click here to enter text.

⁶ The State does not make the data publicly available on a website.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect these data.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Descriptor Provide the definition of “persistently lowest-achieving schools” (consistent with the requirements for (d)(1) defining this term set forth in the Definitions section of the NFR) that the State uses to identify such schools.



Please respond (check Yes or No): Does the State have a definition of “persistently lowest achieving schools” (consistent with the requirements for defining this term set forth in the Definitions section of the NFR) for the purposes of this indicator?

Yes, the State has a definition of “persistently lowest achieving schools” for the purposes of this indicator.

→ Provide the definition here:²

Pennsylvania has developed the following definition for “persistently lowest achieving schools” to be applied consistently across SFSF, Race to the Top and the Title I, School Improvement Program:

1. Any school that receives Title I funds and is
 - a. Among the lowest achieving 5% of schools in that group in terms of average proficiency on the 2009 state assessment (PSSA) and
 - b. Has failed to increase its average proficiency by at least 10 percentage points since 2006.
 - c. “Average Proficiency” is determined by adding the number of students who scored proficient or advanced in math with the number of students who scored proficient or advanced in reading. This total is then divided by the sum of the total number of students who took the math assessment with the total number of students who took the reading assessment.
2. Any secondary school that is eligible for, but does not receive Title I funds and is
 - a. Among the lowest achieving 5% of schools in that group in terms of average proficiency on the 2009 PSSA and
 - b. Has failed to increase its average proficiency by at least 10 percentage points since 2006.
3. Any additional Title I eligible school not in the above two categories with a graduation rate of which was below 60 % for two of the last three years for which the state has data, i.e. 2006 through 2008.
4. Any additional Title I eligible school not in the above three categories but which has at least 50% of students below basic in the PSSA OR has at least 30% of students below basic and has not shown a decrease in below basic performance of more than 7% since 2005.

If Yes, please respond (check one):

³ The State has made the definition *publicly available* on a website.

→ Provide the State website where the definition is publicly available:⁴ [Click here to enter text.](#)

⁵ The State does not make the definition publicly available on a website.

→ Provide the State's plan for making the definition publicly available in Part 3B. Cite "Descriptor (d)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁶ No, the State does not have a definition of "persistently lowest achieving schools" for the purposes of this indicator.

→ Provide the State's plan for developing a definition and making it publicly available on a website in Part 3B. Cite "Descriptor (d)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(3) Provide, for the State, the number and identity of the schools that are Title I schools in improvement, corrective action, or restructuring, that are identified as persistently lowest-achieving schools.



Please respond (check one): Does the State collect this information?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:³ [Click here to enter text.](#)

⁴ The State makes the data *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:
⁵ [Click here to enter text.](#)

⁶ The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(4)

Provide, for the State, of the persistently lowest-achieving schools that are Title I schools in improvement, corrective action, or restructuring, the number and identity of those schools that have been turned around, restarted, closed, or transformed (as defined in the NFR) in the last year.



Please respond (check one): Does the State collect this information?

Yes, the State collects this information.

If Yes, please respond (check one):

The State makes the information *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available.³ [Click here to enter text.](#)

The State makes the data *publicly available* on a website and updates the information *less than annually*.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite

“Indicator (d)(4)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:

⁵ [Click here to enter text.](#)

The State does not make the information publicly available on a website.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite

“Indicator (d)(4)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

No, the State does not collect this information.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(4)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.



Indicator (d)(5) Provide, for the State, the number and identity of the schools that are secondary schools that are eligible for but do not receive, Title I funds, that are identified as persistently lowest-achieving schools.

Please respond (check one): Does the State collect this information?

Yes, the State collects this information.

If Yes, please respond (check one):

The State makes the information *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available.³ [Click here to enter text.](#)

The State makes the data *publicly available* on a website and updates the information *less than annually*.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite

“Indicator (d)(5)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:

⁵ [Click here to enter text.](#)

The State does not make the information publicly available on a website.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite

“Indicator (d)(5)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

No, the State does not collect this information.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator

(d)(5)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(6) Provide, for the State, of the persistently low-est-achieving schools that are secondary schools that are eligible for, but do not receive, Title I funds, the number and identity of those schools that have been turned around, restarted, closed, or transformed in the last year.



Please respond (check one): Does the State collect this information?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available.³ [Click here to enter text.](#)

⁴ The State makes the data *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:
⁵ [Click here to enter text.](#)

⁶ The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(7) Provide, for the State and, if applicable, for each LEA in the State, the number of charter schools that are currently permitted to operate under State law.



Please respond (check one): Does the State collect this information?

Yes, the State collects this information.

If Yes, please respond (check one):

The State makes the information *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:³ The information is available at http://www.education.state.pa.us/portal/server.pl/community/charter_schools/7356/charter_schools_where_we%27re_locate_d/508152

→ Since the state does not have a cap on the number of charter schools permitted to operate in the state, the number of "authorized" charter schools reflects the number permitted to operate.

The State makes the data *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:⁵ Click here to enter text.

The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(8) Confirm, for the State and for each LEA in the State that operates charter schools, the number of charter schools currently operating.

Please respond (check one): Is the number of charter schools publicly reported as currently operating for the State and for each LEA at <http://www.ed.gov/programs/statestabilization/indicator-d8.xls> correct?

Yes, the data are correct.

No, the data are not correct.

→ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:

¹ It appears that the information on the Ed.gov website most closely represents the 2008-09 charter schools operating in PA. However, the table lists 127 charter schools but indicates at the top of the charter there are 128 charters. Additionally, several of the charter school names are incorrect on the list provided on the Ed.gov website. The correct information is available at http://www.education.state.pa.us/portal/server.pt/community/charter_schools/7356/charter_schools_where_we%27re_located/50815

Please respond (check one):

The State makes the data *publicly available* and keeps it *up-to-date* on a website.

Provide the State website where the data are collected and publicly available:²

http://www.education.state.pa.us/portal/server.pt/community/charter_schools/7356/charter_schools_where_we%27re_located/50815

→

The State makes the data *publicly available* on a website but *does not keep it up-to-date*.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (d)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:

³ [Click here to enter text.](#)

⁸ The State does not make the data publicly available on a website.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (d)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (d)(9) Provide, for the State and for each LEA in the State that operates charter schools, the number and percentage of charter schools that have made progress on State assessments in reading/language arts in the last year.

Please respond (check one): Does the State collect this information?

Yes, the State collects this information.

If Yes, please respond (check one):

The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:³ [Click here to enter text.](#)

The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(9)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:⁵ [Click here to enter text.](#)

The State does not make the information publicly available on a website.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(9)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

No, the State does not collect this information.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(9)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(10) Provide, for the State and for each LEA in the State that operates charter schools, the number and percentage of charter schools that have made progress on State assessments in mathematics in the last year.

Please respond (check one): Does the State collect this information?

Yes, the State collects this information.

If Yes, please respond (check one):

The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:³ Click here to enter text.

The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:⁵ Click here to enter text.

The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(11) Provide, for the State and for each LEA in the State that operates charter schools, the number and identity of charter schools that have closed (including schools that were not reauthorized to operate) within each of the last five years.

Please respond (check one): Does the State collect this information?

Yes, the State collects this information.

If Yes, please respond (check one):

The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available.³ The information is updated in real time on the [Education Names and Addresses Application \(EDNA\)](http://www.edna.ed.state.pa.us/rptserver/%2Easp?cmd=get_pg&viewer=html_page&vfmt=html_page&page=1)

→ As part of the plan submitted for this section, the department will plan to make this information available in a more accessible format.

The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(11)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:

⁵ [Click here to enter text.](#)

The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(11)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(11)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(12) Indicate, for each charter school that has closed (including a school that was not reauthorized to operate) within each of the last five years, whether the closure of the school was for financial, enrollment, academic, or other reasons.

Please respond (check one): Does the State collect this information?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:³ Click here to enter text.

⁴ The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(12)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:

⁵ Click here to enter text.

⁶ The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(12)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(12)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

PART 3B: DATA COLLECTION & PUBLIC REPORTING PLAN

Requirement: The State must collect and publicly report the data or other information required by an assurance indicator or descriptor. If the State is not able to fully collect or publicly report, at least annually through September 30, 2011, the State plan must describe the State's process and timeline for developing and implementing, as soon as possible but no later than September 30, 2011, the means to fully collect and publicly report the data or information, including the milestones that the State establishes toward developing and implementing those means, the date by which the State expects to reach each milestone, and any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy. The plan must also include the nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II), the amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

I. ASSURANCES (a), (c), AND (d)

Important note regarding indicators (c)(11) and (c)(12):

If the State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) for either of these indicators by September 30, 2011, the plan requirements of this section apply to the indicator(s) for which this is the case.

If the State will develop but not implement the means to collect and publicly report the data (i.e., the State will not collect and publicly report the data) by September 30, 2011, for either of these indicators the requirements for this section do not apply to the indicator for which this is the case. Proceed to Section V.

State Plan Instructions: For each assurance indicator or descriptor under education reform areas (a), (c), and (d) for which the State is not able to fully collect or publicly report annually the required data or information (as indicated in Part 3A), please attach a plan that provides:

The process and timeline for developing and implementing, as soon as possible, but no later than September 30, 2011, the means to fully collect and/or publicly report (as required) the data or information, including:

- The milestones that the State establishes toward developing and implementing those means;
- The date by which the State expects to reach each milestone;

- Any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

- (A) Describe the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;
- (B) Describe the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;
- (C) Provide the overall budget for the development, execution, and oversight of the plan.
- (D) Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

Plan Element Verification: Please fill out the following chart to indicate which elements, per the instructions in Part 1, must be addressed in the State plan, and whether they must address collection, public reporting, or both. Do not list elements that do not need to be addressed in the State plan. Only list those for which the State has been directed to do so in completing Part 3A.

<u>Element</u>	<u>Collection</u> <u>(check if</u> <u>applies)</u>	<u>Public</u> <u>Reporting</u> <u>(check if</u> <u>applies)</u>
Descriptor (a)(1)	x	x
Indicator (a)(3)	x	x
Indicator (a)(4)	x	x
Indicator (a)(5)	x	x
Descriptor (a)(2)	x	x
Indicator (a)(6)	x	x
Indicator (a)(7)	x	x
Indicator (c)(1)		x

<u>Element</u>	<u>Collection (check if applies)</u>	<u>Public Reporting (check if applies)</u>
Indicator (c)(2)		x
Indicator (c)(3)		x
Indicator (c)(4)		x
Indicator (c)(5)		x
Indicator (c)(6)		x
Indicator (c)(7)		x
Indicator (c)(8)		x
Indicator (c)(9)		x
Indicator (c)(10)		x
Indicator (c)(11)		x
Indicator (c)(12)		x
Indicator (d)(1)		x
Indicator (d)(2)		x

II. INDICATOR (b)(1)

Plan Instructions

If (as indicated in Part 3A) the State does not have a statewide longitudinal data system that fully includes all 12 elements of the America COMPETES Act, as addressed in indicator **(b)(1)**, please attach a plan that provides the process and timeline for developing and implementing, as soon as possible, but no later than September 30, 2011, a statewide longitudinal data system that includes all 12 elements of the America COMPETES Act, including the following information:

- The milestones that the State establishes toward developing and implementing those means;
- The date by which the State expects to reach each milestone;
- Any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

- (A) Describe the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;
- (B) Describe the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;
- (C) Provide the overall budget for the development, execution, and oversight of the plan; and
- (D) Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

Plan Element Verification: Please mark which elements, per the instructions in Part 1, must be addressed in your state plan:

<u>COMPETES</u> <u>Element</u>	<u>Must be</u> <u>addressed in</u> <u>plan</u>	<u>Does not</u> <u>need to be</u> <u>addressed in</u> <u>plan</u>
1		x
2		x
3	x	
4	x	
5	x	
6		x
7		x
8		x
9	x	
10	x	
11	x	
12	x	

III. INDICATOR (b)(2) Not applicable.

Instructions: If (as indicated in Part 3A, Indicator (b)(2)) the State does not provide student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects, in a manner that is timely and informs instructional programs, please attach a plan that provides:

The process and timeline for developing and implementing the means to provide teachers with such data by September 30, 2011, including:

- The milestones that the State establishes toward developing and implementing those means and the date by which the State expects to reach each milestone;
- Any obstacles that may prevent the State from developing and implementing those means by September 30, 2011 (including but not limited to requirements and prohibitions of State law and policy);
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

- (A) Identify the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;
- (B) Identify the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;
- (C) Provide the overall budget for the development, execution, and oversight of the plan; and
- (D) Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

IV. INDICATOR (b)(3)

Instructions: If (as indicated in **Part 3A, Indicator (b)(3)**) the State does not provide teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement, please attach a plan that provides:

The process and timeline for developing and implementing the means to provide teachers with such data, including:

- The milestones that the State establishes toward developing and implementing those means and the date by which the State expects to reach each milestone;
- Any obstacles that may prevent the State from developing and implementing those means (including but not limited to requirements and prohibitions of State law and policy);
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

- (A) Identify the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;
- (B) Identify the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;
- (C) Provide the overall budget for the development, execution, and oversight of the plan; and
- (D) Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

V. INDICATORS (c)(11) AND (c)(12)

Important note regarding this section:

In the case of new Indicators (c)(11) and (c)(12), regarding the data States will collect from IHEs, the State is required to, at a minimum, possess the ability to collect and report the data. In such circumstances, a State plan need only address the development of capacity, and not implementation and reporting for the relevant indicators.

If the State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) for either of these indicators by September 30, 2011, the full plan requirements for this section do apply. If that is the case, please report all elements of that plan in Part 3B, Section I above.

State Plan Instructions: For each of *Indicators (c)(11) and (c)(12)* for which the State is not able to fully collect or publicly report annually the required data or information (as indicated in Part 3A), please attach a plan that provides:

- (1) The process and timeline for achieving the ability to implement the means to fully collect and/or publicly report (as required) the data or information by September 30, 2011, including:
 - The milestones established toward developing those means;
 - The date by which the State expects to reach each such milestone; and any obstacles that may prevent the State from developing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;
 - The nature and frequency of reports that the State will provide to the public regarding its progress in developing those means; and
 - The amount of funds the State is using or will use to develop those means, and whether the funds are or will be Federal, State, or local funds.
- (2) A description of the evidence that the State will provide to the Department of Education to demonstrate that it has developed the means to collect and publicly report the data for each indicator for which the State is not able to fully collect or publicly report annually the required data, by September 30, 2011.

Furthermore, the plan must satisfy the following general requirements:

- (A) Identify the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;
- (B) Identify the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;
- (C) Provide the overall budget for the development, execution, and oversight of the plan; and
- (D) Describe the way the State will publicly report the plan and the State’s progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

Plan Element Verification: Please check only the boxes that apply in the following chart to indicate which elements must be addressed in this section of your state plan:

<u>Element</u>	<u>Not Applicable: The State will develop and implement the means to collect and publicly report the data (Complete Plan in Section I).</u>	<u>Applicable: The State will develop but not implement the means to collect and publicly report the data (Complete Plan in this section).</u>
Indicator (c)(11)	x	
Indicator (c)(12)		x

Indicator (c)(12): Number of students at state level, for each LEA and high school and by student subgroup, by number and percentage, who graduate from high school and enroll in a public IHE in the state within 16 months who complete at least one year’s worth of credits within two years of enrollment.

Pennsylvania’s PIMS system currently has the capacity to collect this data and we have begun collecting the data for students who matriculate at the 14 state system universities or 13 state-supported community colleges. The state system institutions and the community colleges have agreed to participate in PIMS and are presently engaged in coordinating PIMS data entry.

However, the four state related institutions – Penn State, University of Pittsburgh, Temple University and Lincoln University – have not yet agreed to participate in PIMS. The Pennsylvania Department of Education is actively engaged in discussions with these public

institutions about participating in this data collection in such a way as to fulfill these requirements but their reluctance to participate stands as a significant obstacle to collecting this information for students at these institutions.

PART 3C-- GENERAL REQUIREMENTS

Please attach the following information—

- (1) Describe the processes the State employs to review and verify the required data and other information on the indicators and descriptors.**

Pennsylvania employs the processes and protocols described below to review and verify the collection of data referenced in the indicators and descriptors.

For all data collected through the Pa Information Management System (PIMS), the Division of Data Quality (DDQ) in the Office of Administration requires the signature of the Chief School Administrator on Accuracy Certification Statements that summarize each data collection. In addition, DDQ edits all data by checking to be sure the files are complete, the values are reasonable in comparison to what was reported in the past, and common errors are avoided.

- (2) Describe the processes the State employs to ensure that, consistent with 34 CFR 99.31(b), the required data and other information are not made publicly available in a manner that personally identifies students, where applicable.**

Personal information about students in required data and other information is made publicly available by the Pennsylvania Department of Education (PDE) is protected by the provisions of the PDE Student Data Access and Use Policy adopted by the department in 2009. This policy is publicly available on the department's website at <http://www.google.com/search?hl=en&source=hp&q=Student+Data+Access+and+Use+Policy%2C+Pennsylvania&aq=f&oq=&aqi=> and is attached hereto in an appendix.

**Attachment
to the State Fiscal Stabilization Fund Phase II Application
of the Commonwealth of Pennsylvania
Part 2A: Update of Maintenance of Effort Data**

Part 2A, Item 3 a: Identification and description of the data sources used in determining the levels of State support for elementary and secondary education.

The commonwealth hereby confirms the description of the level of state support for elementary and secondary education for maintenance of effort purposes reported in Part 4, Section C, Item 3 a in the commonwealth's Phase 1 SFSF application. The level of state support is calculated using the state's primary elementary and secondary funding formula. In Pennsylvania, this funding is distributed to all school districts through the Basic Education Funding appropriation.

In FY 2006, Basic Education Funding totaled \$4,492,184,000 in General Fund appropriation. The enacted FY 2009 Basic Education Funding appropriation is \$5,226,142,000. The enacted FY 2010 Basic Education Funding appropriation is \$4,871,339,000. The FY 2011 Basic Education Funding appropriation will be determined through the state budget process, beginning with the Governor's Executive Budget proposal in early 2010.

Part 2A, Item 3 b: Identification and description of the data sources used in determining the levels of State support for public IHEs.

The commonwealth hereby confirms the description of the level of state support for public institutions of higher education for maintenance of effort purposes reported in Part 4, Section C, Item 3 b in the commonwealth's Phase 1 SFSF application. The level of state support is calculated using the following data for the Pennsylvania State System of Higher Education, the community colleges, Thaddeus Stevens College of Technology, and the four state-related universities (dollar amounts are in thousands):

	2005-06 Enacted	2008-09 Actual	2009-10 Enacted
Pennsylvania State System of Higher Education	\$465,197	\$497,168	\$465,197
Community Colleges	\$214,217	\$236,240	\$214,217
Pennsylvania State University	\$287,543	\$292,709	\$318,072
University of Pittsburgh	\$157,234	\$160,490	\$160,490
Temple University	\$162,234	\$164,974	\$164,974
Lincoln University	\$12,934	\$13,623	\$13,623
Thaddeus Stevens College of Technology	\$10,108	\$10,293	\$8,550
Total	\$1,309,467	\$1,375,497	\$1,345,123

Capital/debt service allocations and any funding for research & development have been excluded from the FY 2006 and FY 2009 levels of State support, and are not applicable to the FY 2010 appropriations. The FY 2011 higher education appropriations will be determined through the state budget process, beginning with the Governor's Executive Budget proposal in early 2010.

**State Fiscal Stabilization Fund Phase II Application
of the Commonwealth of Pennsylvania
Part 3B: Data Collection and Public Reporting Plan**

I. Assurances (a), (c) and (d)

Indicator (a)(1) – Highly qualified teachers in high and low poverty districts:

Pennsylvania collects data on highly qualified teachers at high and low poverty schools and presently posts information in summary form on its state report card. However, Pennsylvania believes that it can enhance the presentation of such data to the public in a manner that is more useful and accessible than present practice. To that end, the Bureau of School Leadership and Teacher Quality in the Office of Postsecondary and Higher Education of the Pennsylvania Department of Education (PDE) will do the following:

1. Post a summary of Highly Qualified Teacher data in high and low poverty districts with both narrative explanation and spreadsheet information listed by LEA on its website by February 28, 2010 at http://www.portal.state.pa.us/portal/server.pt/community/highly_qualified_teacher_requirements/8631
2. Convene a group of appropriate stakeholders to discuss the best format and organization in which to present data on highly qualified teachers in Pennsylvania schools including high and low poverty schools.
 - a. The stakeholders will include appropriate personnel from the Bureau of School Leadership and Teacher Quality, the Bureau of Assessment and Accountability in the Office of Elementary and Secondary Education, representatives of teachers' unions, district superintendents and principals from high poverty schools, parents and non-profit organizations with interest in the subject.
 - b. The stakeholder group will be convened on or before October 31, 2010 with a goal of posting enhanced data for the 2009-10 HQT report in January 2011
 - c. The convening of the stakeholder group and a description of its goals will be posted to the HQT website at the time of the group's convening.

Pennsylvania does not foresee any obstacles to implementing this plan or in meeting the benchmarks by the specified dates. No additional funding is required to implement this plan

Descriptor (a)(1) – collection of a description of the system each LEA uses to evaluate the performance of teachers:

Pennsylvania does not presently collect a description of the system each LEA uses to evaluate the performance of its teachers and how evaluation results are used in decisions regarding teacher development, compensation, promotion, retention, and removal. There are 500 school districts in Pennsylvania, each with its own teachers' union and collective bargaining agreement which affects, to at least some extent, the system used in the district to evaluate the performance of teachers and how evaluation results are used.

In addition to the 500 school districts, there are 117 charter schools. Each of these charter schools has its own system of teacher evaluation. In light of the substantial number of LEAs and charter schools in Pennsylvania, collection of this information and making it publicly available will be a substantial undertaking.

The initial decision is a determination of which technology platform to use to collect this information. Utilizing the Pennsylvania Information Management System (PIMS) may be the best choice but other technology platforms are also possible, e.g. the system used to collect ARRA Section 1512 data from school districts and charters. The PDE Office of Administration will conduct this technology assessment in February and March 2010 and make a recommendation to the cabinet level Data Steering Committee by early spring. The technology decision will be made at that time, which will allow for this decision to be incorporated in the annual planning for PIMS for the following school year in April 2010 with public comment on proposed changes in May 2010. If PIMS is identified as the technology platform, teacher and principal evaluation data in compliance with the indicators and descriptors in Assurance A will be collected in fall 2010.

Once the technology platform is identified, the Bureau of School Leadership and Teacher Quality in the Office of Postsecondary and Higher Education will take over as lead in developing the policy and communications aspects of the state's plan to collect this information and make it publicly available. The bureau will convene a group of stakeholders to develop the state's implementation plan. The group will include stakeholders external to PDE including superintendents, business administrators, charter school administrators and representatives of teachers' unions, parents, and business groups as well as community groups with an interest in teacher and principal evaluations.

The Bureau of School Leadership and Teacher Quality will convene the stakeholders group by May 30, 2010 to discuss the data collection process and develop policy and implementation plans for data collection, organization, formatting and presentation of Assurance A information on PDE's website. The information for each school district and charter school will be made publicly available on the department's website by March 1, 2011 in a manner that allows access the data by interested persons at a state, district and charter school level. There are no obstacles or significant costs associated with this activity.

Indicator (a)(3) - Indicate, for each LEA in the State, whether the systems used to evaluate the performance of teachers include student achievement outcomes or student growth data as an evaluation criterion:

Pennsylvania does not presently collect this information. Pennsylvania will implement the plans set forth under Descriptor (a)(1) to collect this information and make it publicly available.

Indicator (a)(4) - Provide, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level:

Pennsylvania does not presently collect this information. Pennsylvania will implement the plans set forth under Descriptor (a)(1) to collect this information and make it publicly available.

Indicator (a)(5) - Indicate, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, whether the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level are publicly reported for each school in the LEA.

Pennsylvania does not presently collect this information. Pennsylvania will implement the plans set forth under Descriptor (a)(1) to collect this information and make it publicly available.

Descriptor (a)(2)-Describe, for each LEA in the State, the systems used to evaluate the performance of principals and the use of results from those systems in decisions regarding principal development, compensation, promotion, retention, and removal:

Pennsylvania does not presently collect this information. Pennsylvania will implement the plans set forth under Descriptor (a)(1) to collect this information and make it publicly available.

Indicator (a)(6)- Indicate, for each LEA in the State, whether the systems used to evaluate the performance of principals include student achievement outcomes or student growth data as an evaluation criterion:

Pennsylvania does not presently collect this information. Pennsylvania will implement the plans set forth under Descriptor (a)(1) to collect this information and make it publicly available.

Indicator (a)(7)- Provide, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of principals rated at each performance rating or level.

Pennsylvania does not presently collect this information. Pennsylvania will implement the plans set forth under Descriptor (a)(1) to collect this information and make it publicly available.

Indicator (c)(1) Confirm the approval status of State's assessment system.

Pennsylvania's status is correct as posted on the Department's website. Pennsylvania has not made this status information publicly available. The Bureau of Assessment and Accountability will collaborate with the department's Office of Communications to develop a strategy to make the information publicly available on the department's website. There are no obstacles or costs associated with this activity and the status information will be made publicly available by December 31, 2010 and updated annually thereafter.

Indicator (c)(2): Confirm whether the state has developed and implemented valid and reliable alternate assessments for students with disabilities that are approved by the Department.

Pennsylvania has accomplished this goal but has not made this status information publicly available. The Bureau of Assessment and Accountability will collaborate with the department's Office of Communications to develop a strategy to make the information publicly available on the department's website. There are no obstacles or costs associated with this activity and the status information will be made publicly available by December 31, 2010 and updated annually thereafter.

Indicator (c)(3): confirm whether the state's alternate assessments for students with disabilities are based on grade level, modified or alternate academic achievement standards.

Pennsylvania's alternate assessments are based upon alternate standards. Pennsylvania has accomplished this goal but has not made this information publicly available. The Bureau of Assessment and Accountability will collaborate with the department's Office of Communications to develop a strategy to make the information publicly available on the department's website. There are no obstacles or costs associated with this activity and the information will be made publicly available by December 31, 2010 and updated annually thereafter.

Indicator (c)(4): Whether the state has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides students with disabilities to ensure their meaningful participating in State assessments.

The state has not completed such an analysis. Pennsylvania will use the research upon which the accommodations were developed to conduct an analysis of their appropriateness and effectiveness. After this analysis is complete, the Bureau of Assessment and Accountability will collaborate with the department's Office of Communications to develop a strategy to make the results of this analysis publicly available on the department's website. There are no obstacles or costs associated with this activity and the information will be made publicly available by December 31, 2010 and updated annually thereafter.

Indicator (c)(5): Confirm the number and percentage (including numerator and denominator) of students with disabilities who are included in State reading/language arts and mathematics assessments.

The status on the Department's website is correct. However, Pennsylvania has not made this information publicly available. The Bureau of Assessment and Accountability will collaborate with the department's Office of Communications to develop a strategy to make the results of this analysis publicly available on the department's website. There are no obstacles or costs associated with this activity and the information will be made publicly available by December 31, 2010 and updated annually thereafter.

Indicator (c)(6): Whether the state has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides limited English proficient students to ensure their meaningful participating in State assessments.

The state has not completed such an analysis. Pennsylvania will use the research upon which the accommodations were developed to conduct an analysis of their appropriateness and effectiveness. The Bureau of Assessment and Accountability will collaborate with the department's Office of Communications to develop a strategy to make the results of this analysis publicly available on the department's website. There are no obstacles or costs associated with this activity and the information will be made publicly available by December 31, 2010 and updated annually thereafter.

Indicator (c)(7): whether the state provides native language versions of state assessments for limited English proficient students.

The status on the Department's website is correct. However, Pennsylvania has not made this status information publicly available. The Bureau of Assessment and Accountability will collaborate with the department's Office of Communications to develop a strategy to make the information publicly available on the department's website. There are no obstacles or costs associated with this activity and the status information will be made publicly available by December 31, 2010 and updated annually thereafter.

Indicator (c)(9): NAEP results in State Report Card.

The most recent available State reading and math NAEP results will be included in the 2008-09 State report card to be posted to the website by February 2010.

Indicator (c)(10): Use of the cohort graduation rate for the state, each LEA, each high school and by student subgroup.

Pennsylvania has begun collecting the appropriate student data in the Pennsylvania Information Management System (PIMS) and will be ready to use the four year cohort graduation rate for the first time with the graduating class of 2010 and for accountability purposes beginning with the report cards that include 2010-2011 assessments, consistent with the guidelines for 34 CFR 200.19(b)(1). There are no obstacles or additional costs to implementing this plan.

Indicator (d)(1): Average statewide school gain on state assessments for "all students" group and for each subgroup in reading and for the State and each LEA the number and percentage of Title I schools in improvement, corrective action or restructuring that have made progress on the State assessment in the last year.

Pennsylvania collects this data but does not presently make it publicly available. The Bureau of Assessment and Accountability will collaborate with the Division of Federal Programs and the department's Office of Communications to develop a strategy to make the information publicly available on the department's website. There are no obstacles or costs associated with this activity and the data will be made publicly available by December 31, 2010 and updated annually thereafter.

Indicator (d)(2): Average statewide school gain on state assessments for "all students" group and for each subgroup in math and for the State and each LEA the number and

percentage of Title I schools in improvement, corrective action or restructuring that have made progress on the State assessment in the last year.

Pennsylvania collects this data but does not presently make it publicly available. The Bureau of Assessment and Accountability will collaborate with the Division of Federal Programs and the department's Office of Communications to develop a strategy to make the information publicly available on the department's website. There are no obstacles or costs associated with this activity and the data will be made publicly available by December 31, 2010 and updated annually thereafter.

Descriptor (d)(1): Provide the definition of "persistently lowest achieving schools"

Pennsylvania has a definition of persistently lowest achieving schools but has not made the definition public. The Bureau of Assessment and Accountability will collaborate with the Division of Federal Programs and the department's Office of Communications to develop a strategy to make the information publicly available on the department's website by June 1, 2010. There are no obstacles or costs associated with this activity.

Pennsylvania has developed the following definition for "persistently lowest achieving schools" to be applied consistently across SFSF, Race to the Top and the Title I, School Improvement Program:

1. Any school that receives Title I funds and is
 - a. Among the lowest achieving 5% of schools in that group in terms of average proficiency on the 2009 state assessment (PSSA) and
 - b. Has failed to increase its average proficiency by at least 10 percentage points since 2006.
 - c. "Average Proficiency" is determined by adding the number of students who scored proficient or advanced in math with the number of students who scored proficient or advanced in reading. This total is then divided by the sum of the total number of students who took the math assessment with the total number of students who took the reading assessment.
2. Any secondary school that is eligible for, but does not receive Title I funds and is
 - a. Among the lowest achieving 5% of schools in that group in terms of average proficiency on the 2009 PSSA and
 - b. Has failed to increase its average proficiency by at least 10 percentage points since 2006.
3. Any additional Title I eligible school not in the above two categories with a graduation rate of which was below 60 % for two of the last three years for which the state has data, i.e. 2006 through 2008.
4. Any additional title I eligible school not in the above three categories but which has at least 50% of students below basic in the PSSA OR has at least 30% of students below

basic and has not shown a decrease in below basic performance of more than 7% since 2005.

Indicator (d)(3): Number and identity of title I schools in improvement, corrective action, or restructuring that are “persistently lowest achieving schools.”

There are currently 24 schools in this category. While Pennsylvania has identified these schools, it has not made the information publicly available. The Bureau of Assessment and Accountability will collaborate with the Division of Federal Programs and the department’s Office of Communications to develop a strategy to make the information publicly available on the department’s website. There are no obstacles or costs associated with this activity and the data will be made publicly available by April 1, 2010 for this year and updated annually thereafter by September 30 of each year.

AUN	DISTRICT NAME	SCHOOL NUMBER	SCHOOL NAME
105250001	PERSEUS HOUSE CS OF EXCELLENCE	7770	PERSEUS HOUSE CS OF EXCELLENCE
113362940	LA ACADEMIA CS	7538	LA ACADEMIA CS
115220003	PA DISTANCE LEARNING CS	7821	PA DISTANCE LEARNING CS
115222752	HARRISBURG CITY SD	7900	CAREER TECHNOLOGY ACADEMY
125230001	ACHIEVEMENT HOUSE CS	7824	ACHIEVEMENT HOUSE CS
125231232	CHESTER-UPLAND SD	6492	CHESTER HS
126510003	HOPE CS	7723	HOPE CS
126515001	PHILADELPHIA CITY SD	3816	FELS SAMUEL HS
126515001	PHILADELPHIA CITY SD	3844	ROXBOROUGH HS
126515001	PHILADELPHIA CITY SD	3845	LINCOLN ABRAHAM HS
126515001	PHILADELPHIA CITY SD	3847	JOHN BARTRAM HS
126515001	PHILADELPHIA CITY SD	3849	EDISON HS - FAREIRA SKILLS
126515001	PHILADELPHIA CITY SD	3850	FRANKFORD HS
126515001	PHILADELPHIA CITY SD	3852	GERMANTOWN HS
126515001	PHILADELPHIA CITY SD	3853	GRATZ SIMON HS
126515001	PHILADELPHIA CITY SD	3858	PENN WILLIAM HS
126515001	PHILADELPHIA CITY SD	3859	SOUTH PHILADELPHIA HS
126515001	PHILADELPHIA CITY SD	3860	WEST PHILADELPHIA HS
126515001	PHILADELPHIA CITY SD	6523	UNIVERSITY CITY HS
126515001	PHILADELPHIA CITY SD	6675	KING MARTIN LUTHER HS
126515001	PHILADELPHIA CITY SD	7245	SAYRE WILLIAM L MS
126515001	PHILADELPHIA CITY SD	7252	VAUX ROBERTS HS
126515001	PHILADELPHIA CITY SD	7851	KENSINGTON INTL BUSINESS FINANCE
126515001	PHILADELPHIA CITY SD	7854	OLNEY HS WEST-704

Indicator (d)(4): For schools which are persistently lowest achieving schools that are Title I and are in improvement, corrective action, or restructuring, the number and percentage that have been turned around, restarted, closed or transformed in the last year.

Pennsylvania collects this data but does not presently make it publicly available. The answer is “none” at present because these school intervention models which are part of the Title I School Improvement program have not yet been implemented in any schools. With regard to making the information publicly available, the Bureau of Assessment and Accountability will collaborate with the Division of Federal Programs and the department’s Office of Communications to develop a strategy to make the information publicly available on the department’s website. There are no obstacles or costs associated with this activity and the data will be made publicly available by November 15, 2010 and updated annually thereafter.

Indicator (d)(5): Number and identity of schools that are secondary schools, eligible for but do not receive Title I funds that are persistently lowest achieving.

There are currently 13 schools in this category. While Pennsylvania has identified these schools, it has not made the information publicly available. The Bureau of Assessment and Accountability will collaborate with the Division of Federal Programs and the department’s Office of Communications to develop a strategy to make the information publicly available on the department’s website. There are no obstacles or costs associated with this activity and the data will be made publicly available by April 1, 2010 for this year and updated annually thereafter by September 30 of each year.

AUN	DISTRICT NAME	SCHOOL NUMBER	SCHOOL NAME	TIER
101260803	Brownsville Area SD	4818	Brownsville Area HS	2
101308503	West Greene SD	7136	West Greene HS	2
103022103	Cornell SD	6946	Cornell SHS	2
103022803	East Allegheny SD	5193	East Allegheny HS	2
103026002	McKeesport Area SD	6105	McKeesport Area SHS	2
103027352	Penn Hills SD	309	Penn Hills SHS	2
105251453	Corry Area SD	1998	Corry Area HS	2
105252602	Erie City SD	2027	Strong Vincent HS	2
108568404	Turkeyfoot Valley Area SD	6216	Turkeyfoot Valley Area JSHS	2
111316003	Mount Union Area SD	7944	Mount Union Area SHS	2
113384603	Lebanon SD	5155	Lebanon SHS	2
121136603	Panther Valley SD	6693	Panther Valley SHS	2
125239652	William Penn SD	1892	Penn Wood HS - Green Ave Campus	2

Indicator (d)(6): For schools which are persistently lowest achieving schools that are secondary schools, eligible for but do not receive Title I funds, the number and percentage that have been turned around, restarted, closed or transformed in the last year.

Pennsylvania collects this data but does not presently make it publicly available. The answer is “none” at present because these school intervention models, which are a part of the Title I School Improvement program have not yet been implemented in any schools. With regard to making the information publicly available, the Bureau of Assessment and Accountability will collaborate with the Division of Federal Programs and the department’s Office of Communications to develop a strategy to make the information publicly available on the department’s website. There are no obstacles or costs associated with this activity and the data will be made publicly available by November 15, 2010 and updated annually thereafter.

Indicator (d)(9): Provide, for the State and for each LEA in the State that operates charter schools, the number and percentage of charter schools that have made progress on State assessments in reading/language arts in the last year.

Pennsylvania collects this data but does not presently make it publicly available in this format. The PDE charter school webpage will continue to be the primary source for charter school information. This information will be posted on the PDE charter school website by November 15, 2010 and updated annually thereafter.

Indicator (d)(12):

Pennsylvania collects this data but does not presently make it publicly available. The Office of Charter Schools will collaborate with the department’s Office of Communications to develop a strategy to make the information publicly available on the department’s website. There are no obstacles or costs associated with this activity and the data will be made publicly available by May 1, 2010 and updated annually thereafter.

II. Indicator (b)(1) – items (3), (4), (5), (9), (10), (11) and (12)

Pennsylvania has made great progress in recent years in the development of its ability to collect, disseminate and utilize data to improve student achievement and we have big plans to accelerate the improvements to our Pennsylvania Information Management System (PIMS), which is Pennsylvania’s SLDS. Our vision for PIMS is for it to become a critical tool to improve education and workforce outcomes for all of the Commonwealth’s children, adolescents, and adults. To this end, we have designed PIMS to be the consolidated hub of a comprehensive statewide longitudinal data system—comprising individual student, faculty and other relevant data from birth to high school, college, and career—that interfaces with an integrated statewide online portal with role-based accessibility and reporting applications.

To date, Pennsylvania has made significant strides designing a comprehensive K-12 data system and creating a solid foundation for a “womb to workplace” information system. Thus far, we

have developed the foundational features of PIMS and have two years' worth of longitudinal data in a state data warehouse. Pennsylvania has expended approximately \$10 million through SLDS grants from the U.S. Department of Education and a total of \$4.5 million of state funding – including both direct funding for tasks and staff time across PDE – per annum to sustain the expansion, improvement, and use of a statewide longitudinal data system. These investments reflect our commitment to building a data-rich, tightly aligned education system designed to improve the academic experiences and performance of each and every student in our state.

We have used those resources well. In 2005, prior to receiving our first SLDS grant, Pennsylvania met just two of 10 essential elements of a state longitudinal data system as identified by the Data Quality Campaign (DQC). In only three years, this number increased to seven. In 2008, the DQC recognized our accomplishments, awarding Pennsylvania Governor Edward G. Rendell its annual Leadership Award.

Today, Pennsylvania has a system with:

- Statewide student identification numbers
 - Pennsylvania's longitudinal data system comprises 2,136,000 Student IDs, representing 1,800,000 students in K-12, 51,000 students in PK/early learning, and 285,000 postsecondary students
- Student-level test scores, enrollment, participation and program data
- Information on students not taking tests
- Statewide teacher identification numbers with a student/teacher match
 - PIMS houses 150,000 faculty records which are linked to students at the grade, course, and period levels
- High school graduation and drop out data
- Capacity to exchange data between K-12 and postsecondary institutions (14 state system universities and 13 community colleges)
- A state data audit system

Although we are proud of our progress, we recognize that much work remains. Our plans for FY 2009 and 2010 under currently available funding include:

- Expand Pre-Kindergarten to 12th grade (P-12) data collection to include local assessments, special education and financial data
- Develop reporting for principals (via Cognos cubes)
- Continue our public postsecondary implementation
- Link the Early Learning Network to PIMS
- Link PIMS to National Student Clearinghouse Data
- Begin implementation of the PDE Data Access and Use Policy
- Retire additional legacy data collections and supporting systems (e.g., discipline).

Even with these enhancements, however, PIMS will continue to lack three of DQC's 10 elements until fully resourced:

- (1) student-level transcript data,
- (2) student-level ACT and SAT scores, and Advanced Placement (AP) participation to calculate college readiness test scores, and
- (3) the ability to match student-level PK-12 and all higher education data (PIMS currently links P-12 data to the 14 state system universities and 13 community colleges, but not to the four state-related universities or private institutions).

Pennsylvania recently submitted an application to the USDE’s SLDS grant competition for funds to accomplish these objectives and additional elements (e.g., data that allow analysis of postsecondary alignment and transition) and capabilities (e.g., ability to examine student progress from P-20 and into the workforce, ability to link certification and teacher preparation programs and institutions to individual teachers) that our current system does not have.

In particular, these funds would provide for the following outcomes:

Required Capabilities and Outcomes	Outcomes
1. Unique statewide student identifier	Will expand to graduate students
2. Student-level enrollment, demographic, and program participation information	Completed
3. Student-level information: exit, transfer in, transfer out, drop out, or complete P-16 education programs	Implement a system to track mobile students across jurisdictions to ensure accurate tracking of transfer and withdrawals and allow for calculation of cohort grad rate. Indicator (b)(1)(3)
4. Capacity to communicate with higher education	-Connect to workforce data - Connect to Adult and Basic Literacy Education (ABLE) data - Expand to all state related institutions (Penn State, Univ. of Pittsburgh, Temple, & Lincoln) - Expand further into private and independent higher education institutions (20 institutions) - Expand to include graduate students - Link to PA Higher Education Assistance Agency data Indicator (b)(1)(4)
5. State data audit system assessing data quality, validity, and reliability	- Establish an external technical working group - Develop and implement data auditing plans, procedures, and training - Support for reporting, data quality and data management through a single point of contact (i.e., HelpDesk) - Support data quality (including additional front-end edits), management, and reporting at local institution level and state level, including an annual PIMS user conference

	Indicator (b)(1)(5)
6. Yearly test scores of individual students	Completed
7. Information: students not tested by grade and subject	Completed
8. Teacher identifier system with ability to match teachers to students	Completed
9. Student-level transcript data (courses completed, grades)	<ul style="list-style-type: none"> - Connect kindergarten assessment outcomes and demographic data in PIMS and link to ELN - Expand existing student files including: transcript data (i.e., grades, pass fail, GPA) and ACT/SAT - Include local assessment data (high school exit exam) in PIMS Indicator (b)(1)(9)
10. Student-level college readiness test scores	Expand existing student files including: transcript data (i.e., grades, pass fail, GPA) and ACT/SAT Indicator (b)(1)(10)
11. Data: Successful transition to postsecondary education (remedial coursework)	<ul style="list-style-type: none"> - Expand to all state related institutions (Penn State, Univ. of Pittsburgh, Temple, & Lincoln) - Expand further into private and independent higher education institutions (20 institutions) Indicator (b)(1)(11)
12. Data: Information necessary to address alignment and preparation for postsecondary success	<ul style="list-style-type: none"> - Expand existing student files including: transcript data (i.e., grades, pass fail, GPA) and ACT/SAT Indicator (b)(1)(12)

We estimate that the costs of creating a fully integrated data system as described here will cost approximately \$15 million. To cover the difference between (1) these costs and other costs for implementing additional data related tools and resources and (2) the funds requested in our recent SLDS proposal, we will: (1) allocate a portion of formula funding (e.g., Title I, Education Technology under Title II), (2) seek additional competitive funding (e.g., Race to the Top), and (3) continue re-allocation of internal funding and resources by replacing a number of legacy data collection and support systems.

III. Indicator (b)(2): Not applicable

IV. Indicator (b)(3) – Reports provided to teachers of individual teacher impact on student achievement on state assessments:

Pennsylvania has a successful seven year history (2002- present) of implementing a statewide longitudinal student assessment database/data warehouse for the purposes of providing measures of growth reporting to all public schools in Pennsylvania. This system, called the Pennsylvania Value-Added Assessment System (PVAAS), is based on the federally peer reviewed and approved statistical methodology called the Educational Value-Added Assessment System (EVAAS) developed by Dr. William Sanders. This system yields web-based reporting on districts, schools, subgroups, and students to all of Pennsylvania's school districts and charters schools.

This system provides an analysis of Pennsylvania's state assessment/achievement data to yield growth reporting to Pennsylvania's schools. This reporting is used by district/school administrators and teachers for strategic planning, school improvement planning, grade level meetings with teachers and student level instructional planning. The only piece that is missing is the teacher level reporting metric- the report that would allow a teacher to see his/her level of effectiveness with the students served that school year by each teacher.

The technical data warehouse system that is essential as the foundation of any teacher effectiveness reporting system is in place in Pennsylvania in the PVAAS system. The statistical methodology, EVAAS, to yield reports on the effectiveness of teachers has been used for many years in other states and districts. This methodology has been peer reviewed by various researchers. The level of statistical integrity needed in a teacher reporting system is present in the EVAAS methodology proposal by Pennsylvania in this plan. Due to the psychometrics of assessment, a state must use a statistical methodology that can handle normal, inherent psychometric issues present in ANY statewide assessment. Other less statistically robust approaches to value-added analysis are filled with issues of error which would immediately undermine the use of a teacher effectiveness metric.

For Pennsylvania to move forward with teacher reporting from the PVAAS system, some additional data collection is needed. The data needed are the linkages of students to the teachers that provide their instruction. While Pennsylvania has a start in this work in the PIMS system, there is a need for additional data to ensure an accurate reflection of which students were taught which subject and by which teacher AND what proportion/percentage of instruction EACH teacher is being held accountable during the school year. Any system of teacher reporting that does not reflect these linkages is going to need to deal with concerns of credibility from teachers and teacher unions. Pennsylvania does not want to create a system of doubt in the teacher metric, hence the need for additional, essential data as detailed in this proposal.

The cost for the system and process to collect the data of student-to-teacher linkages would not exceed \$800,000 for students in grades 4 to 8 which the grades presently tested with the state system of assessment.

V. Indicators (c)(11)

Indicator (c)(11): Number of students at state level, for each LEA and high school and by student subgroup, by number and percentage, who graduate from high school and enroll in college within 16 months.

Pennsylvania has recently entered into a contract with the National Student Clearinghouse for data on Pennsylvania students who matriculate at any college or university in the U.S. We are in the process of merging student data from our SLDS with the Clearinghouse data. This process is expected to be completed shortly. The combination of Pennsylvania data with clearinghouse data will provide the information required in this indicator. The cost of this contract with the Clearinghouse is approximately \$86,000 on an annual basis. At this time and in the foreseeable future, Pennsylvania expects to pay fifty percent of this cost from federal Perkins funds as the contract fulfills requirements of the Perkins Act for the collection and reporting of verifiable data on the retention and transfer of all adult and postsecondary students in career and tech ed programs receiving federal funds; and any student leaving a 2-year program and enrolling in a 4-year program. The remaining fifty percent is paid from state funds.

The Office of Postsecondary and Higher Education in collaboration with the Office of Administration and the Bureau of Career and Technical Education will be responsible for implementation of this activity. Pennsylvania will make this data publicly available by LEA, high school, and at each level, by student subgroup by number and percentage by December 31, 2010. There are no additional costs or obstacles to completion.

Pennsylvania
Department of Education



Student Data
Access and Use Policy

Pennsylvania Department of Education

Student Data Access and Use Policy

Purpose:

Data on student status and performance linked to a random numerical identifier is collected by the Pennsylvania Department of Education (PDE) for the purposes of satisfying federal and state mandates and reporting requirements and improving education for all students in the Commonwealth. This collection of data is designated as the Pennsylvania Information Management System (PIMS).

The confidentiality of this data must be protected. Therefore, PDE will not release or disclose personally identifiable student level data regarding students in the public schools of Pennsylvania unless permitted by law.

The purpose of this policy is to prescribe how data will be collected, maintained and disseminated in compliance with applicable federal and state laws. This policy applies to all organizational units, their agents and staff within PDE, their authorized agents and any contractors, subcontractors and their agents.

PDE personnel with specific questions regarding the release of student information should direct those inquiries to the Office of Chief Counsel. Any other individual with any questions regarding student information or this policy should contact the Division of Data Services, Pennsylvania Department of Education.

I. Introduction/Background

This policy statement pertains to individual student data collected and maintained by PDE. Individual student data are used for the purpose of collecting data needed for state and federal reporting, including the federal *No Child Left Behind Act*, state assessments, state aid, special education and program participation as well as to satisfy other data requests from PDE, the state legislature, and other authorized entities.

Individual student data are managed by PDE in accordance with state and federal laws. The Family Educational Rights and Privacy Act of 1974 (FERPA), 20 U.S.C. §1232g, and its implementing regulations found at 34 CFR Part 99, the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §1417(c), 1439(a)(2), and its implementing regulations found at 34 CFR § 300.123 and §300.622, and Pennsylvania statutes, regulations and policies govern the confidentiality of, and access to, students' educational records. This policy statement contains information about the procedures that will be used to ensure the confidentiality of student information and data maintained by PDE. This policy does not expand or in any way change the allowable uses by staff of these data or the availability of student data to any other educator or member of the public.

The student data collected in PIMS is intended to support better decision-making and policies for improving the performance of students and schools. PDE intends that PIMS will ultimately reduce the reporting burden, help to facilitate the entry of students into a new local education agency (LEA), and ensure that timely, high quality data are available to authorized users.

Data is collected on all Pennsylvania students in public schools, as well as students in participating private or nonpublic school entities. The data are collected periodically in a prescribed format and reflect what is needed for reporting and decision-making. Student data are consistent with best practice definitions as identified by state and national standards groups, such as the National Center for Education Statistics (NCES).

The Secretary of Education or his/her designee has the authority to establish a system that maintains data in accordance with FERPA and other relevant state and federal laws and regulations.

II. Definitions and Background Information Related to this Policy

Pennsylvania adheres to the confidentiality requirements of both federal and state laws, including, but not limited to, FERPA, IDEA, the Protection of Pupil Rights Amendment (PPRA), the National School Lunch Act, and 22 Pa. Code §12.31-§12.32. The following definitions are derived from these laws and other related documents that are relevant to the implementation of this policy.

Access means viewing, editing, printing, downloading, copying, or retrieving data from a computer, computer system, computer network, or other medium.

Confidential data includes personally identifiable information about a student that is prohibited from disclosure pursuant to state or federal law or information that is intended for the use of a particular person/group and whose unauthorized disclosure could be prejudicial to the individual it identifies. **Information which allows for the identification of an individual student and that is collected by PDE is considered personally identifiable information and may not be released without parental consent**, except in very limited circumstances set forth in 34 C.F.R. §99.31. This information includes, but is not limited to:

- Family information such as names, address, phone numbers, personal and business financial data, household members' social security numbers, household members' employment information, household Temporary Assistance for Needy Families (TANF), Food Stamp eligibility.
- Personal information such as identification codes, grades, scores, courses taken, other specific information linked directly to a student
- Special Education records
- Free or Reduced Price eligibility status of individual students in USDA-funded school lunch, breakfast and milk programs, Summer Food Service Programs, and Child and Adult Care Food Programs.
- Information that would make the student's identity easily traceable.

Confidentiality refers to PDE's obligation not to disclose or transmit personally identifiable information about individual students to unauthorized parties. Confidentiality

consists of the measures used to protect how personally identifiable information is collected and maintained and when consent by the student or his or her parent/guardian is required to release information.

Disclosure means permitting access to, revealing, releasing, transferring, or otherwise communicating personally identifiable information contained in education records to any party, by any means, including oral, written, or electronic.

Personally identifiable student level data and/or information includes, but is not limited to: the student's name; the name of the student's parent/guardian; the address of the student or student's family; personal identifiers, personal characteristics or other information that would make the student's identity easily traceable.

III. Guiding Principles

The following principles have been used in establishing this policy:

- Student information is a valuable asset and should be treated as such;
- PDE manages student information under its control throughout its life cycle, from original submission to appropriate destruction;
- PDE is responsible for managing appropriate access to and use of student information;
- Chief School Administrators are responsible for authorizing access to student information at the LEA level;
- PDE is responsible for reviewing and updating policies and regulations covering confidential student information and ensuring that its activities comply with state and federal law;
- PDE will make its student data access and use policy available to the public.

IV. Measures Used to Protect Confidentiality

To ensure the maintenance of confidentiality of student data, this policy includes four privacy and confidentiality protections. These include assignment of a unique identifier, data security, restricted access and statistical security.

Assignment of a Unique Identifier (PAsecureID)

The PAsecureID is a ten digit number that is generated for each student, is unique to that student and will protect the confidentiality of the individual student record of each student. The PAsecureID database contains a selected set of data about individual students that will allow for the assignment of a unique student identifier. The PAsecureID is randomly generated and contains no embedded meaning. Once the number is created it is first checked for duplicates. If any duplicates are found, they will be reconciled using a set of information, such as the first name, last name, date of birth, gender, race/ethnicity, and the LEA identification number of the student. After being checked for duplicates, the number is made permanent.

There are numerous benefits which result from the assignment of a PAsecure ID. For

example, upon receiving a student who has transferred into his/her LEA from another LEA within Pennsylvania, an LEA administrator must locate the student's unique student identifier and access personally identifiable information regarding the student. The goal of this system is to maintain a unique identifier for every Pennsylvania student such that: 1) only one student is ever assigned a particular number; 2) once a student is assigned a number, that number is always associated with that student throughout his or her educational career or until he or she leaves the state; and 3) a student is only assigned one number so that the student is not duplicated when reporting to PDE.

Data Security

Security includes the technical measures put into place by the Commonwealth of Pennsylvania to ensure that records are not lost, stolen, vandalized, illegally accessed, or otherwise rendered useless. Since the data are stored on computers there will be a high level of protection that provides integrity and availability commensurate with the level of risk and magnitude of harm. Procedures that will be used include secure firewalls, secure socket layers, audit trails and physical security, such as restricted server room access. All Commonwealth of Pennsylvania and federal security policies shall be followed and regularly audited.

Restricted Access to Student Level Data

LEA and School Personnel

The chief school administrator of an LEA or their designee is responsible for authorizing access to data concerning students enrolled in that LEA. An individual will be granted access to specific data upon signing an assurance statement and receiving approval of the chief school administrator or his/her designee.

LEA Access to PAsecureID

PAsecureID allows LEAs to upload a batch file of their students, download a batch file of students previously submitted from their LEA, create a PAsecureID on-line, or use the search functionality to locate individual students. LEAs will only be allowed to view or download their own batch files. LEA staff may only use the search functionality for the purpose of locating students already assigned a PAsecureID.

PDE Staff Access

PDE staff will have access to student level data on an individual basis only through a PAsecureID. No PDE personnel will have access to student names and individual state assessment test scores. The Data Base Administrator will have access to the entire database, but only for purposes of troubleshooting and correcting errors or avoiding potential errors. Any PDE employee or authorized agent assigned responsibilities that require student level data access must sign an assurance statement. Examples of staff requiring access are those who work directly with LEAs in implementing and supporting student longitudinal data

systems and the technical staff required to support those systems. The specific level of access to student data depends upon the staff member's responsibilities. Other PDE staff will only have access to student data at an aggregate level.

Other Access

Individuals, other than those listed above, will not have access to student level data, except under the circumstances listed below.

Access Exceptions

Under this Policy, no personally identifiable student information will be released without the consent of the parent or eligible student except under the following circumstances as permitted by FERPA , as set forth in 34 C.F.R. §99.31:

1. To teachers and officials of the LEA in which the student is currently enrolled who have a legitimate educational interest in the information, under Section 99.31(a)(1), with the approval of the chief school administrator or designee.
2. To LEA and school personnel where a student seeks or intends to enroll, under Section 99.31(a)(2).
3. To comply with a lawfully issued subpoena or court order, under Section 99.31(a)(9)(i), following notification requirements set forth in Section 99.31(a)(9)(ii).
4. To educational officials in connection with an audit or evaluation of a federal or state supported education program, under Section 99.32(c)(3), subject to the requirements of Section 99.35.
5. To appropriate parties in connection with a health or safety emergency, if such knowledge is necessary to protect the health and safety of the student or other individuals under Section 99.36(a).

Record of Access

The Secretary of Education or his/her designee shall maintain a record of each request for access to personally identifiable information regarding a student which is granted and of each instance where personally identifiable information is disclosed. This record shall include the parties who have requested or received personally identifiable information and the legitimate interests the parties had in making the request or in having been provided access. A record need not be maintained if the request was from, or the disclosure was to: (1) The parent or eligible student; (2) A school official or employee of the LEA in which the student is currently enrolled with a demonstrated legitimate educational interest; (3) A party with written consent from the parent or eligible student; or (4) A party seeking or receiving the records as directed by a Federal grand jury or other law enforcement subpoena and the issuing

court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed.

Disclosures

Any release of personally identifiable information is subject to the following conditions: (1) the party to whom the data are released does not disclose the information to any third party without the prior written consent of parent or eligible student; (2) the data will be used only for the purpose for which the disclosure was made; and (3) the data are destroyed when no longer needed for the purposes under which the disclosure was granted.

Statistical Security

PDE will use the student data to produce aggregate reports from individual data that relate to groups of students, rather than individual students. The student data will also be linked to other PDE databases to produce additional aggregate reports. While it may seem that the use of anonymous aggregated data poses little threat to confidentiality, there are some cases where specific populations may include only a few individuals. Statistical disclosure is the risk that arises when a population is so narrowly defined that tabulations are apt to produce a reported number small enough to permit the identification of a single individual. In such cases, the Secretary of Education will enforce statistical cutoff procedures using a minimum confidentiality n of 10 to ensure that student confidentiality is maintained. It is the intent of PDE to avoid the possibility of inadvertently reporting personally identifiable information about any student.

V. *Data Use and Release*

State and Federal Reporting

A key purpose of maintaining student level data is to provide access to statistical information that improves the education-related decisions of teachers, administrators, policymakers, parents, and other education stakeholders.

Confidential data on an individual student will not be disseminated in violation of federal or state law. Furthermore, it shall not be used for any purpose other than those stated in this policy. If PDE enters into a contract with a private individual or third party to perform any of the data reporting or statistical analysis, that agreement shall require that the data be protected in the same manner.

PDE will aggregate the individual student data to comply with required state and federal reporting.

Agency Data Sharing

PDE has inter-agency agreements to share limited amounts of data for the benefit of the

children of Pennsylvania, as allowed by law. All sharing of student data must comply with the requirements of FERPA. PDE will comply with requests for individual student data from federal and state governmental agencies as required by law.

Researchers

Aggregate Information- PDE regularly responds to requests for aggregate student data by researchers. Aggregate data does not include any student specific information, including, but not limited to, name and student identifier. The Department will work with researchers with the goal that they receive the most meaningful data possible without the disclosure of information that would make any student's identity easily traceable.

Personally identifiable information- PDE also receives requests for personally identifiable information about students from researchers in many contexts. Since PDE acquires personally identifiable information from LEAs pursuant to Section 99.31(a)(3) of the FERPA regulations, the Department may not redisclose personally identifiable information to a third party researcher unless the researcher is acting as an "authorized representative" of the Department acting under the direct control of the Department as an employee, appointed official or contractor who is providing services that the Department would otherwise provide for itself.

Likewise, Section 99.31(a)(6) permits information about individual students to be released without parental permission to researchers conducting studies for or on behalf of the Department to develop, validate or administer predictive tests; administer student aid programs or improve instruction. In order to permit a release of personally identifiable information under Section 99.31(a)(6), the Department must have authorized the study and it must be conducted for or on behalf of the Department. The fact that an outside entity, on its own initiative, conducts a study which may benefit an educational agency or institution does not transform the study into one done "for or on behalf of" the Department.

Beyond these limited circumstances, personally identifiable information about a student may not be provided in response to research requests. Researchers must submit a written request for any data to the Secretary of Education or his/her designee. The request must explain the purpose of the research study, the facts that demonstrate that the Department authorized the study or that the study is being conducted on behalf of the Department, and how the researchers will ensure data confidentiality and security. This includes how the data will be stored, used, maintained, disseminated and destroyed. Requests will be considered on a case-by-case basis to determine if they are in compliance with state and federal laws and regulations. Any release of student data to researchers outside PDE is considered a loan of data, i.e., the recipients do not have ownership of the data. Researchers will be required to supply a copy of any analysis or reports created with the data and to destroy the data once the research is completed. PDE reserves the right to charge a reasonable fee for the use of data by researchers to help offset the state's costs of collecting and storing the data.

Parents

Upon request, and as specified under Section 99.10(a)(2) of the FERPA regulations, the Secretary of Education or his/her designee will provide access to a student's education data to a parent, legal guardian or the student if the individual is over the age of eighteen. Such access must be provided within 45 days of a request. If the education data contains information on more than one student, the parent or eligible student may inspect and review or be informed of only the specific information about that student.

VI. Improper Disclosure of Student Records

The Secretary of Education or his/her designee has the responsibility for determining whether a request for access to student records constitutes a legitimate request for an appropriate usage of student data. If the request does not meet standards established by PDE for the lawful release of student data, then the Secretary of Education or his/her designee will deny the request.

The Secretary of Education is also responsible for determining if personally identifiable or confidential information has been inappropriately disclosed by a PDE employee or authorized agent in violation of this policy. Such disclosure, which may constitute a violation of federal law, may be subject to a disciplinary action, including termination (if a PDE employee), or suspension of login privileges. If an improper disclosure is made by someone other than a PDE employee or authorized agent, then the involved parties will not have access to any student data for five years.

VII. Ownership of the Data

LEAs or other primary sources of the data that are located at PDE are the originators and owners of those data. The Secretary of Education functions as the custodian of the data in PDE. In order to protect the data in its custody, PDE has established this policy that is implemented by the Secretary. The policy ensures that all data are securely maintained with safeguards on all personally identifiable or confidential information.

Student Data Non-disclosure Agreement

Individual student information maintained in the Pennsylvania Information Management System is collected for the purpose of meeting local, state and federal reporting requirements. The data are protected by state and federal laws and must be maintained in a confidential manner at all times.

As an individual authorized to access student data, you are required to maintain this information in a confidential manner. Any unauthorized access to, modification, deletion, or disclosure of these data is a violation of this agreement and potentially a violation of state and federal laws governing the confidentiality of education data, and it could constitute a punishable act.

Unauthorized viewing, reproducing/copying, and/or distribution of any student record or information outside the intended and approved use are strictly prohibited. Users violating this agreement will lose access privileges to the data.

I certify that I have reviewed PDE's Student Data Access and Use Policy Statement. I hereby acknowledge and agree to comply with the Policy and the above requirements.

I agree

I do not agree

Signature

Date

Typed Name:

Title:

School Name: