



June 1, 2015

Dr. Monique M. Chism  
Director  
Office of State Support (OSS.Pennsylvania@ed.gov)  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-6132

Dear Dr. Chism:

I am pleased to submit a copy of Pennsylvania's State Plan for Ensuring Equitable Access to Excellent Educators for All Students to the U.S. Department of Education's Office of State Support. The commonwealth's plan was collaboratively developed by the offices of elementary and secondary education and postsecondary and higher education; superintendents and teachers, representing school districts with diverse demographics, including, but not limited to, urban-rural-suburban; high minority/low minority; poorest/wealthiest. Representatives from Pennsylvania's charter schools, intermediate units; educational organizations and associations; both of Pennsylvania's teachers' unions; parent-teacher organization; traditional and non-traditional preparation programs; community-based organizations; business, and a student assisted in identifying equity gaps, root causes, strategies to narrow or mitigate gaps and causes, and performance measures. The engagement of Pennsylvania's equity stakeholders will continue beyond the June 1<sup>st</sup> submission date. Highlights of Pennsylvania's State Plan for Ensuring Equitable Access to Excellent Educators for All Students are presented below.

Pennsylvania schools were divided into three samples: (1) all school districts, (2) school districts excluding Philadelphia School District and (3) charter schools. Hence, three samples were used in and are reported for each data analysis done. In addition, the analyses developed wealth or poverty groups and minority percentage groups for each of the three samples. Tables developed to report comparison data between Pennsylvania's wealthiest and poorest and highest and lowest minority schools include the "n" count, along with the corresponding ranges for wealth and minority enrollments.

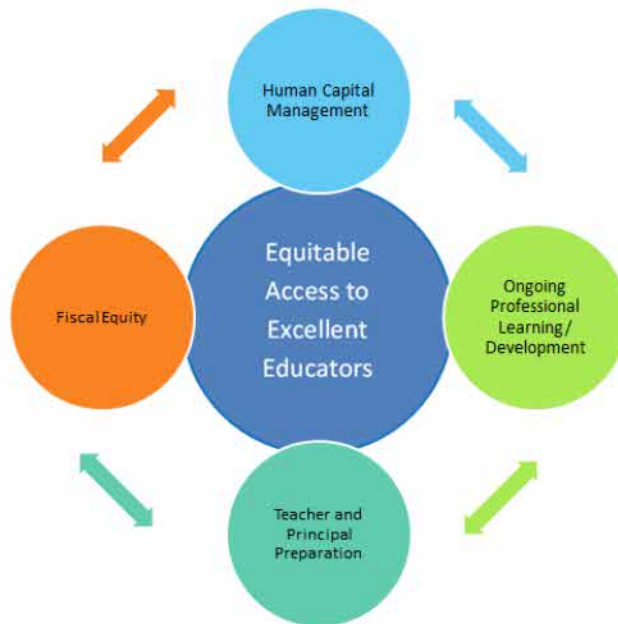
Data presented in Pennsylvania's state plan include:

- Comparison of Type 01 emergency permits across poverty and minority groups
- Comparison of highly qualified/not highly qualified statics across poverty and minority groups
- Comparison of years of experience as a teacher or a principal across poverty and minority groups

- Comparison of teacher and principal salaries across poverty and minority groups
- Classroom teacher and principal effectiveness; data by poverty and minority groups are not available
- Strategic management of human capital (recruitment, hiring, retention, support); data by poverty and minority are not available
- School learning environments (climate); data by poverty and minority groups are not available
- Expenditures per student across poverty and minority groups

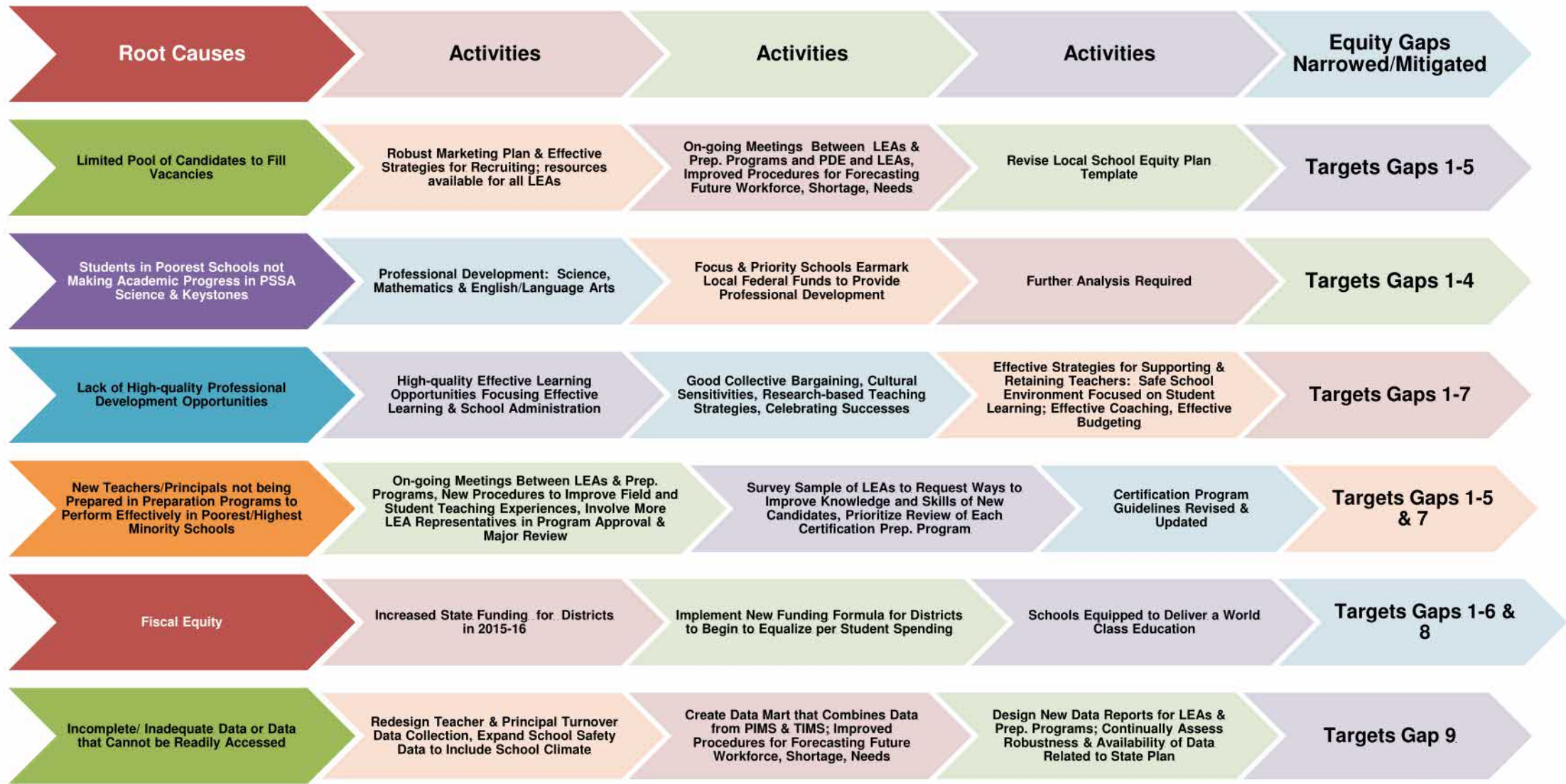
Pennsylvania’s theory of action is built around four strategies, starting with strategically improving the management of Pennsylvania’s human capital in our schools—especially in the poorest and highest minority schools--to enable them to recruit, hire, retain, and support a pool of highly effective, qualified, fully certified teachers, principals, and other school staff. Implementation of all strategies will be monitored to identify which are more effective in mitigating Pennsylvania’s equity gaps; progress will be reported first to Pennsylvania’s equity stakeholders and second to the public; and adjustments will be made to the plan if desired results are not achieved.

### Pennsylvania’s Theory of Action



Activities will focus on eliminating the underlying causes that result in Pennsylvania’s eight equity gaps; a ninth gap dedicated to incomplete, inadequate or data that cannot be readily accessed was also included. The schematic below depicts Pennsylvania’s equity gaps, root causes, and activities. Equity gaps are numbered in the plan and coincide with the gaps included in the “Equity Gaps Narrowed/Mitigated” arrow below.





**Equitable Access to Excellent Educators for All Pennsylvania Students**

**Improved Teaching & Learning**

The plan carefully includes activities that are under the purview of the Pennsylvania Department of Education and local education agencies to improve the commonwealth's abilities in narrowing and/or mitigating equity gaps and root causes. For example, as a collective bargaining state, salary schedules, furloughing of teachers and other employees represented by a union, pay incentives, hours in a work day, work days in a school year, etc. are all determined through collective bargaining that occurs at each one of Pennsylvania's 499 school districts. Consequently, it would be futile for Pennsylvania's equitable access plan to identify salary differences between Pennsylvania's wealthiest and poorest and highest and lowest minority schools, because setting salary schedules is outside the purview and control of the Pennsylvania Department of Education or the Pennsylvania legislative branch.

It is my understanding that since the Department of Education voluntarily participated in the May virtual technical assistance opportunity, USDE will review our plan upon its receipt. Our team looks forward to receiving your feedback.

Sincerely,

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Linda J. Beredetto  
Bureau of School Leadership and Teacher Quality

Enclosures: Pennsylvania's Equity Plan  
Appendices A-H

# **Pennsylvania's State Plan for Ensuring Equitable Access to Excellent Educators for All Students**

**June 1, 2015**



**COMMONWEALTH OF PENNSYLVANIA  
DEPARTMENT OF EDUCATION**

333 Market Street  
Harrisburg, PA 17126-0333  
[www.education.pa.gov](http://www.education.pa.gov)

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