
ESEA Flexibility

Request from Pennsylvania



333 Market Street
Harrisburg PA 17126-0333

Submitted to the US Department of Education
February 28, 2013

Sent electronically to ESEAFlexibility@ed.gov to the attention of:

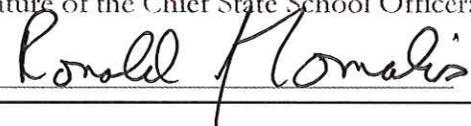
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6	State's Race to the Top Assessment Memorandum of Understanding (MOU) (if applicable)	NA
7	Evidence that the SEA has submitted high-quality assessments and academic achievement standards to the Department for peer review, or a timeline of when the SEA will submit the assessments and academic achievement	Att7

COVER SHEET FOR ESEA FLEXIBILITY REQUEST

<p>Legal Name of Requester: Ronald J. Tomalis Secretary of Education</p>	<p>Requester's Mailing Address: PA Department of Education 333 Market Street Harrisburg, PA 17126-0333</p>
<p>State Contact for the ESEA Flexibility Request</p> <p>Name: Amy C. Morton</p> <p>Position and Office: Executive Deputy Secretary</p> <p>Contact's Mailing Address: PA Department of Education 333 Market Street Harrisburg, PA 17126-0333</p> <p>Telephone: 717-772-4789</p> <p>Fax: 717-787-7222</p> <p>Email address: ammorton@pa.gov</p>	
<p>Chief State School Officer (Printed Name): Ronald J. Tomalis</p>	<p>Telephone: 717-783-9780</p>
<p>Signature of the Chief State School Officer: X </p>	<p>Date: February 28, 2013</p>
<p>The State, through its authorized representative, agrees to meet all principles of the ESEA Flexibility.</p>	

WAIVERS

By submitting this flexibility request, the SEA requests flexibility through waivers of the ten ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements by checking each of the boxes below. The provisions below represent the general areas of flexibility requested; a chart appended to the document titled *ESEA Flexibility Frequently Asked Questions* enumerates each specific provision of which the SEA requests a waiver, which the SEA incorporates into its request by reference.

- 1. The requirements in ESEA section 1111(b)(2)(E)-(H) that prescribe how an SEA must establish annual measurable objectives (AMOs) for determining adequate yearly progress (AYP) to ensure that all students meet or exceed the State's proficient level of academic achievement on the State's assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. The SEA requests this waiver to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that are used to guide support and improvement efforts for the State, LEAs, schools, and student subgroups.
- 2. The requirements in ESEA section 1116(b) for an LEA to identify for improvement, corrective action, or restructuring, as appropriate, a Title I school that fails, for two consecutive years or more, to make AYP, and for a school so identified and its LEA to take certain improvement actions. The SEA requests this waiver so that an LEA and its Title I schools need not comply with these requirements.
- 3. The requirements in ESEA section 1116(c) for an SEA to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and for an LEA so identified and its SEA to take certain improvement actions. The SEA requests this waiver so that it need not comply with these requirements with respect to its LEAs.
- 4. The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. The SEA requests this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.
- 5. The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a schoolwide program. The SEA requests this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and focus schools that meet the definitions of "priority schools" and "focus schools," respectively, set forth in the document titled *ESEA Flexibility*, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.
- 6. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that

section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver so that it may allocate section 1003(a) funds to its LEAs in order to serve any of the State's priority and focus schools that meet the definitions of "priority schools" and "focus schools," respectively, set forth in the document titled *ESEA Flexibility*.

- 7. The provision in ESEA section 1117(c)(2)(A) that authorizes an SEA to reserve Title I, Part A funds to reward a Title I school that (1) significantly closed the achievement gap between subgroups in the school; or (2) has exceeded AYP for two or more consecutive years. The SEA requests this waiver so that it may use funds reserved under ESEA section 1117(c)(2)(A) for any of the State's reward schools that meet the definition of "reward schools" set forth in the document titled *ESEA Flexibility*.
- 8. The requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers. The SEA requests this waiver to allow the SEA and its LEAs to focus on developing and implementing more meaningful evaluation and support systems.
- 9. The limitations in ESEA section 6123 that limit the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. The SEA requests this waiver so that it and its LEAs may transfer up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I, Part A.
- 10. The requirements in ESEA section 1003(g)(4) and the definition of a Tier I school in Section I.A.3 of the School Improvement Grants (SIG) final requirements. The SEA requests this waiver so that it may award SIG funds to an LEA to implement one of the four SIG models in any of the State's priority schools that meet the definition of "priority schools" set forth in the document titled *ESEA Flexibility*.

Optional Flexibilities:

If an SEA chooses to request waivers of any of the following requirements, it should check the corresponding box(es) below:

- 11. The requirements in ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program to activities provided only during non-school hours or periods when school is not in session (*i.e.*, before and after school or during summer recess). The SEA requests this waiver so that 21st CCLC funds may be used to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session.
- 12. The requirements in ESEA sections 1116(a)(1)(A)-(B) and 1116(c)(1)(A) that require LEAs and SEAs to make determinations of adequate yearly progress (AYP) for schools and LEAs, respectively. The SEA requests this waiver because continuing to determine whether an LEA and its schools make AYP is inconsistent with the SEA's State-developed differentiated recognition, accountability, and support system included in its ESEA flexibility request. The SEA and its LEAs must report on their report cards performance against the AMOs for all

subgroups identified in ESEA section 1111(b)(2)(C)(v), and use performance against the AMOs to support continuous improvement in Title I schools.

- 13. The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. The SEA requests this waiver in order to permit its LEAs to serve a Title I-eligible high school with a graduation rate below 60 percent that the SEA has identified as a priority school even if that school does not otherwise rank sufficiently high to be served under ESEA section 1113.

ASSURANCES

By submitting this request, the SEA assures that:

- 1. It requests waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of the flexibility, as described throughout the remainder of this request.
- 2. It will adopt English language proficiency (ELP) standards that correspond to the State's college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2), and that reflect the academic language skills necessary to access and meet the new college- and career-ready standards, no later than the 2013–2014 school year. (Principle 1)
- 3. It will develop and administer no later than the 2014–2015 school year alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent with 34 C.F.R. § 200.6(a)(2) and are aligned with the State's college- and career-ready standards. (Principle 1)
- 4. It will develop and administer ELP assessments aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii). (Principle 1)
- 5. It will report annually to the public on college-going and college credit-accumulation rates for all students and subgroups of students in each LEA and each public high school in the State. (Principle 1)
- 6. If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and uses achievement on those assessments to identify priority and focus schools, it has technical documentation, which can be made available to the Department upon request, demonstrating that the assessments are administered statewide; include all students, including by providing appropriate accommodations for English Learners and students with disabilities, as well as alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, consistent with 34 C.F.R. § 200.6(a)(2); and are valid and reliable for use in the SEA's differentiated recognition, accountability, and support system. (Principle 2)

- 7. It will report to the public its lists of reward schools, priority schools, and focus schools at the time the SEA is approved to implement the flexibility, and annually thereafter, it will publicly recognize its reward schools as well as make public its lists of priority and focus schools if it chooses to update those lists. (Principle 2)
- 8. Prior to submitting this request, it provided student growth data on their current students and the students they taught in the previous year to, at a minimum, all 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, or it will do so no later than the deadline required under the State Fiscal Stabilization Fund. (Principle 3)
- 9. It will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools. (Principle 4)
- 10. It has consulted with its Committee of Practitioners regarding the information set forth in its request.
- 11. Prior to submitting this request, it provided all LEAs with notice and a reasonable opportunity to comment on the request and has attached a copy of that notice (Attachment 1) as well as copies of any comments it received from LEAs (Attachment 2).
- 12. Prior to submitting this request, it provided notice and information regarding the request to the public in the manner in which the State customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice (Attachment 3).
- 13. It will provide to the Department, in a timely manner, all required reports, data, and evidence regarding its progress in implementing the plans contained throughout this request.
- 14. It will report annually on its State report card, and will ensure that its LEAs annually report on their local report cards, for the “all students” group and for each subgroup described in ESEA section 1111(b)(2)(C)(v)(II): information on student achievement at each proficiency level; data comparing actual achievement levels to the State’s annual measurable objectives; the percentage of students not tested; performance on the other academic indicator for elementary and middle schools; and graduation rates for high schools. It will also annually report, and will ensure that its LEAs annually report, all other information and data required by ESEA section 1111(h)(1)(C) and 1111(h)(2)(B), respectively.

If the SEA selects Option A in section 3.A of its request, indicating that it has not yet developed and adopted all the guidelines for teacher and principal evaluation and support systems, it must also assure that:

- 15. It will submit to the Department for peer review and approval a copy of the guidelines that it will adopt by the end of the 2012–2013 school year. (Principle 3)

Pennsylvania did not select Option A in section 3.A.

CONSULTATION

Pennsylvania meaningfully engaged and solicited input from diverse stakeholders and communities in the development of this request. As required, Pennsylvania's Committee of Practitioners... In addition, the following information is presented and supported with documentation as noted within the response.

1. A description of how the SEA meaningfully engaged and solicited input on its request from teachers and their representatives.

General:

A notice was sent to all Penn*Link account holders on Monday, February 4, 2013, notifying them that the PA Department of Education intended to submit a request for ESEA flexibility. The notification outlined the general principles associated with the request, identified the website for further information on ESEA Flexibility, and solicited feedback via a dedicated email account. See Attachments 1 & 2.

Specific: PDE engaged in significant outreach to solicit input on the details associated with each principle.

- For Principle 1, teachers and representatives of teachers participated in State Board hearings and roundtable sessions held on the Common Core State Standards. Pennsylvania teachers were directly involved in establishing content and recommending proficiency levels for the Keystone Exams.
- Likewise, regarding the School Performance Profile, the foundation for the proposed accountability system described in Principle 2, teachers attended forums held across the Commonwealth to learn about and provide feedback on this index. Special sessions to brief Pennsylvania State Education Association (PSEA) and Pennsylvania Federation of Teachers (PFT) leaders are noted on the appendix documents detailing these forums.
- Finally, for Principle 3, PSEA and PFT leaders served on the stakeholder committees that designed the evaluation tools and processes. Teachers participating in the three pilot phases to test the new rubrics, conducted between 2011 and 2013, provided substantial and meaningful improvements to the original scoring tools. And during the legislative process, representatives of PSEA and PFT testified in hearings regarding Act 82, the statute which calls for fifty percent (50%) of the teacher evaluation to be based on multiple measures of student performance.

The appendices for each principle include substantial evidence of the various opportunities provided to teachers and their representatives to share their thinking relative to college and career ready standards, the School Performance Profile, and the Educator Effectiveness initiative.

2. A description of how the SEA meaningfully engaged and solicited input on its request from other diverse communities, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes.

General:

A notice was sent to all Penn*Link account holders on Monday, February 4, 2013, notifying them that the PA Department of Education intended to submit a request for ESEA flexibility. The notification outlined the general principles associated with the request, identified the website for further information on ESEA Flexibility, and solicited feedback via a dedicated email account. See Attachments 1 & 2.

- A small group, including the superintendents or their representatives from PA's biggest cities (including Philadelphia, Pittsburgh, Allentown, and Erie) as well as small rural and urban districts, a career and technical center, and a cyber charter school, was convened to provide input into the overall accountability system.
- The PA Association of Federal Program Coordinators Executive Committee and members of the Committee of Practitioners were consulted on the accountability system.
- The Committee of Practitioners was advised on the contents of the plan via phone conference. The Committee members asked several questions and provided input regarding issues of concern.
- Legislative leadership staff members were briefed on the plan and expressed no concerns other than to ask if legislation would be required for implementation.

Specific: PDE engaged in significant outreach to solicit input on the details associated with each principle.

- For Principle 1, educators, business people, advocates, parents, and other interested parties participated in State Board hearings and roundtable sessions held on the Common Core State Standards. K-12 teachers, higher education faculty, and business representatives were directly involved in establishing content and/or recommending proficiency levels for the PA System of School Assessment and Keystone Exams.
- The foundation for the proposed accountability system described in Principle 2, the School Performance Profile, engaged educators, parents, advocates, business people, and others in forums held across the Commonwealth to learn about and provide feedback on this index. Special sessions to brief specific groups such as the Urban League and the PA Chamber of Commerce are noted on the appendix documents detailing these forums.
- Finally, for Principle 3, the stakeholder committees that designed the evaluation tools and processes included educators, researchers, higher education institution leaders, advocates, and professional association representatives. Teachers, principals, instructional coaches, and central office leaders participated in the three pilot phases conducted between 2011 and 2013, testing the new rubrics and providing substantial and meaningful improvements to the original scoring tools. During the legislative process, many individuals representing a variety of groups testified in hearings regarding Act 82, the statute which calls for fifty percent (50%) of the teacher evaluation to be based on student performance.

The appendices for each principle include substantial evidence of the various opportunities provided to a wide variety of constituencies to share their thinking relative to college and career ready standards, the School Performance Profile, and the Educator Effectiveness

initiative.

EVALUATION

The Department encourages an SEA that receives approval to implement the flexibility to collaborate with the Department to evaluate at least one program, practice, or strategy the SEA or its LEAs implement under principle 1, 2, or 3. Upon receipt of approval of the flexibility, an interested SEA will need to nominate for evaluation a program, practice, or strategy the SEA or its LEAs will implement under principles 1, 2, or 3. The Department will work with the SEA to determine the feasibility and design of the evaluation and, if it is determined to be feasible and appropriate, will fund and conduct the evaluation in partnership with the SEA, ensuring that the implementation of the chosen program, practice, or strategy is consistent with the evaluation design.

Check here if you are interested in collaborating with the Department in this evaluation, if your request for the flexibility is approved.

INTRODUCTION AND OVERVIEW

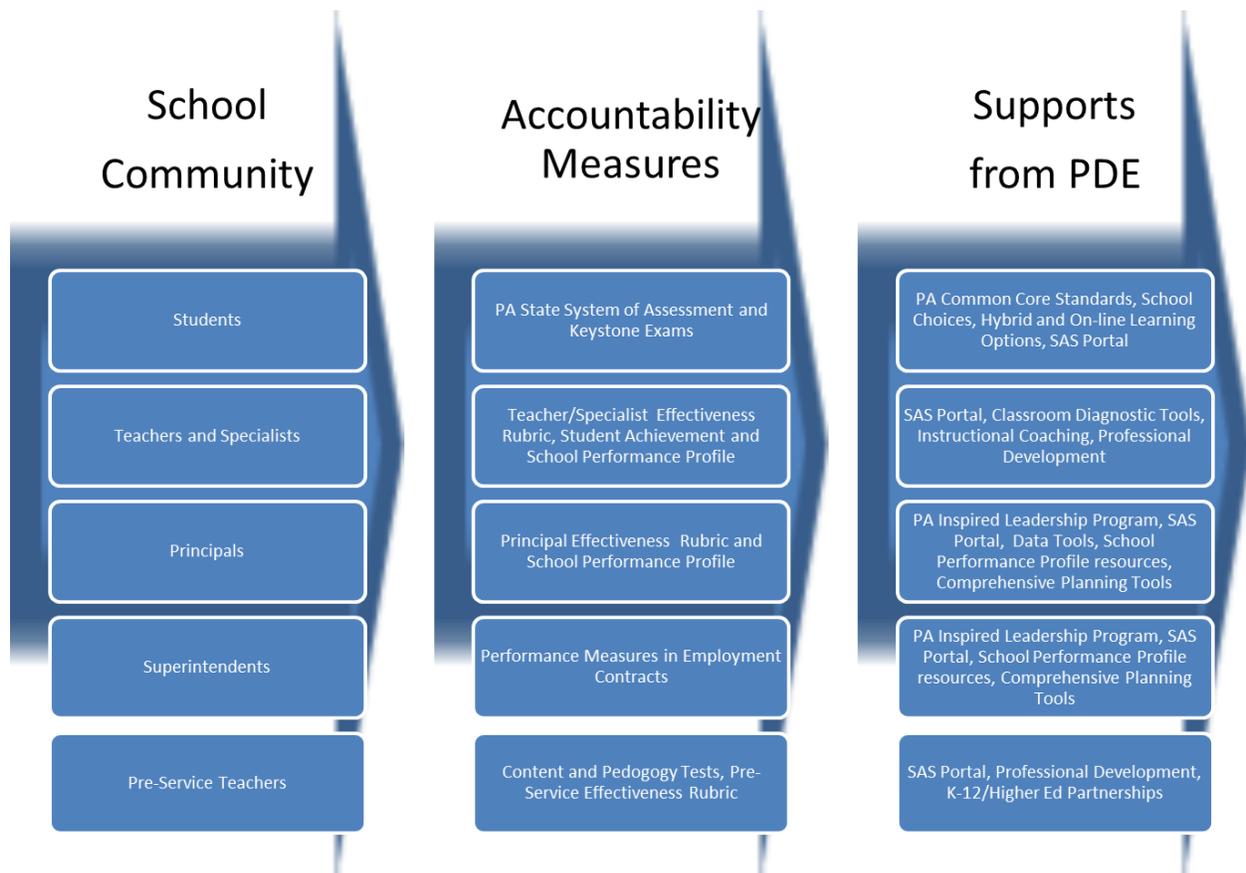
The Pennsylvania Department of Education requests flexibility on behalf of itself, its local educational agencies (LEAs), and its schools, in order to better focus on improving student learning and increasing the quality of instruction. This voluntary opportunity will provide educators and State and local leaders with flexibility regarding specific requirements of the No Child Left Behind Act of 2001 (NCLB) in exchange for rigorous and comprehensive State-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. This flexibility is intended to build on and support the significant State and local reform efforts already underway in critical areas such as transitioning to college- and career-ready standards and assessments; developing systems of differentiated recognition, accountability, and support; and evaluating and supporting teacher and principal effectiveness.

The PA Department of Education requests this flexibility pursuant to the authority in section 9401 of the Elementary and Secondary Education Act of 1965 (ESEA), which allows the United States Department of Education (USDE) Secretary to waive, with certain exceptions, any statutory or regulatory requirement of the ESEA for an State Education Agency (SEA) that receives funds under a program authorized by the ESEA and requests a waiver. Pennsylvania Department of Education acknowledges that the USDE will grant waivers through at least the 2014–2015 school year.

REVIEW AND EVALUATION OF PENNSYLVANIA'S REQUEST

The PA Department of Education understands that the USDE will use a review process that will include both external peer reviewers and staff reviewers to evaluate this request for this flexibility. Reviewers will evaluate whether and how this request for flexibility will support a comprehensive and coherent set of improvements in the areas of standards and assessments, accountability, and teacher and principal effectiveness that will lead to improved student outcomes. PDE leaders will have an opportunity, if necessary, to clarify its plans to peer and staff reviewers and to answer any questions reviewers may have. PDE also understands that if the request for this flexibility is not granted, peer reviewers and the USDE will provide feedback to PDE about the components that require additional development in order to gain approval.

GENERAL OVERVIEW



The Pennsylvania accountability and support system for effective educators and successful students is reflected in the illustration above. The Standards-Aligned System (SAS) portal, identified under PDE resources for every group, is the keystone for success for all members of the school community. This site is found at <http://www.pdesas.org>. Educators can/will be able to access the resources associated with each of the three principles required within this request for ESEA flexibility. The screenshot of the homepage is provided below to allow the reader some understanding of the depth and breadth of the site.


Welcome, Guest | [Login](#) | [Teacher Tools](#) | [Home](#) | [Help](#)

[Search](#)
[Advanced Search](#)

[Standards](#) | [Assessment](#) | [Curriculum Framework](#) | [Instruction](#) | [Materials & Resources](#) | [Safe & Supportive Schools](#)



SAS Featured Content:
Gettysburg and the Civil War

Many historians identify the Battle of Gettysburg as the turning point of the American Civil War. By stopping the Confederacy's charge North and decimating a third of their troops, the battle irrevocably turned the tide of the war in the Union's favor.

As Pennsylvania commemorates the 150th anniversaries of the Civil War and of the Battle of Gettysburg, please [click here](#) to access educational resources in the Standards Aligned System.



SAS PORTAL SITE UPDATES

2/14/2013 Attention K-2 Science Teachers
 PDE is seeking K-2 science teachers to assist in creating Anchor and Eligib...

1/17/2013 PA Mathematics Common Core Training Modules
 PDE has developed a series of training modules to assist educators as they ...

1/17/2013 PA Mathematics Common Core Emphasis Documents
 The Mathematics emphasis guides provide direction to educators in terms of ...

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15 Upcoming Trainings & Events


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Note that the SAS portal, as of February 18, 2013, has 141,830 registered users, attesting to both its relevance and value. In fact, there have been well over 28 million page views by 2,533,257 individuals from 216 countries since the SAS portal was first made available five years ago (absolute unique visitors; non-duplicated count of total visitors to the site).

OVERVIEW OF SEA'S REQUEST FOR THE ESEA FLEXIBILITY

Provide an overview (about 500 words) of the SEA's request for the flexibility that:

1. explains the SEA's comprehensive approach to implement the waivers and principles and describes the SEA's strategy to ensure this approach is coherent within and across the principles; and
2. describes how the implementation of the waivers and principles will enhance the SEA's and its LEAs' ability to increase the quality of instruction for students and improve student achievement.

Pennsylvania has been working on the three federally-defined principles for several years. With the ability to implement federal requirements with greater flexibility, schools within the Commonwealth will be able to target resources so that students are postsecondary and workforce ready, schools can show improvement based on realistic and fair measures, and educators have the supports they need to be as effective as possible.

COLLEGE AND CAREER READY EXPECTATIONS FOR ALL STUDENTS

Pennsylvania adopted the Common Core State Standards (CCSS) in English Language Arts and Mathematics standards in July 1, 2010. Subsequently, the State convened educators to create a set of Pennsylvania Common Core Standards. These standards embrace the content and rigor of CCSS but were customized for the Commonwealth. For example, both English Language Arts and mathematics now include a pre-kindergarten set of standards – standards not articulated in the CCSS model.

In addition to the PA Common Core Standards for English Language Arts, Pennsylvania has adopted the Reading and Writing Standards for History and Social Studies and the Reading and Writing Standards for Science and Technical Subjects. These standards focus on the critical literacy skills that must be addressed in these core content areas.

To facilitate the transition to PA Common Core Standards, the Pennsylvania Department of Education has focused on assisting educators so they 1) understand the standards and the significant implications on equity and access relative to instruction, 2) can provide professional development to staff, and 3) can develop revised curriculum to meet the PA Common Core expectations. Intermediate units across the state have been trained to deliver professional development through a series of training modules. The State's Standards Aligned System website (<http://www.pdesas.org/>) offers diverse resources, from a voluntary model curriculum, curriculum frameworks, alignment and emphasis guides, to online classroom diagnostic tests. An initiative currently underway is the creation of a PK – 12 curricula for both English Language Art and Mathematics.

While the new high school Keystone Exams in Literature and Algebra 1, administered for the

first time during the 2010-2011 school year and resumed in the 2012-2013 school year, were developed based on the CCSS, state tests in grades three through eight will be fully aligned to the PA Common Core Standards beginning in 2014-2015.

IMPROVED STATE AND DISTRICT ACCOUNTABILITY FOR ALL STUDENTS

Scoring System Based on High Expectations and Multiple Measures: Pennsylvania's School Performance Profile (SPP) is the basis for the scoring system applied to all public schools (charter, cyber charter, traditional district schools, and career and technical centers). The SPP generates a school-level score on a one hundred point scale. The score reflects weighted indicators of: 1) student achievement (Reading, Writing, Mathematics, and Science); 2) academic growth (Reading, Writing, Mathematics, and Science); 3) closing the achievement gap for all students and historically underperforming students; and 4) other factors including graduation rate, promotion rate, attendance rate, evidence of rigorous course offerings, and PSAT/Plan participation. Extra credit is provided for schools based upon advanced performance of students in state assessments, Advanced Placement, and industry standard certifications.

Pennsylvania's scoring system, the PA School Performance Profile, will be used to differentiate schools, identify the federally-required designations of Reward, Focus, and Priority status, and determine the level and type of support schools receive from PDE. The State affords top-performing schools recognition and greater flexibility while lower-performing schools receive progressively more prescriptive technical assistance, support, and monitoring.

Ambitious Performance Targets: Pennsylvania established new academic performance targets that identify Annual Measurable Objectives (AMO), using 2012-13 state test results as the baseline, to cut the gap to proficiency in half within six years for *All Students* and *Historically Underperforming Students*.

Renewed Focus on Closing Achievement Gaps and Aggressive Plan for Turning Around the Lowest-Performing Schools – Priority and Focus Schools: Pennsylvania will identify the lowest-performing schools in the Commonwealth as Priority schools. Priority schools, defined as schools with a School Performance Profile score below 60, will be required to implement meaningful interventions. Pennsylvania will require Priority schools to complete a needs assessment and implement targeted strategies designed to meet identified needs.

Pennsylvania will identify another group of schools in need of improvement: Focus schools. A school meeting any one or more of the following qualifies as a Focus school:

- School Performance Profile academic performance score ranging from 60.0 and 69.9
- Graduation rate below 60%
- Schools not otherwise designated as a Priority school but falling in the lowest 10% of Title I schools (excluding bottom 5%)

- Any school failing to meet the 95% test participation requirement in reading and mathematics (2012-2013 forward) and reading, mathematics, science and writing (2013-2014 forward).

Focus schools will also be required to complete a needs assessment, utilize data, and create an action plan that defines a set of interventions to improve student performance.

Both Priority and Focus schools will receive technical assistance and support from their districts, intermediate units, and PDE in developing, implementing, and evaluating the success of their school improvement plans. The Pennsylvania Comprehensive Planning Tool will serve as the centerpiece for guiding root cause analyses and strategic approaches to improving student achievement.

Building Capacity for School Improvement: PDE's action plan design found within the web-based Comprehensive Planning Tool is aligned with the ESEA waiver turnaround principles and will drive and support turnaround efforts statewide. Improvement plans will focus on actions to increase student achievement, including allocating funding to address identified needs, targeting curriculum and instruction, and partnering with high performing schools. Intermediate unit personnel will provide training and technical assistance in developing, implementing and evaluating the effectiveness of school improvement plans.

Similarly, the School Performance Profile will include detailed descriptions of the indicators, the research supporting each, and the resources available to immediately take action on those indicators for which a school received a low score.

Increased Accountability: To include more students in the accountability system, Pennsylvania has lowered from 40 to 11 the minimum number of students to be considered (known as *n* size) for both reporting and accountability purposes. The State combines historically underperforming students into a *gap* group to increase accountability. For example, a school with only five students with disabilities, three English Language Learners, and three economically disadvantaged students will be counted in the historically underperforming students with this lowered *n* count of 11; thus, this change will help to identify existing gaps in more schools.

Transparent Reporting: While Pennsylvania's online and publicly accessible School Performance Profile is an accountability system, it is also designed to inform the public of the academic performance measures of each school, comprehensive career and technical center, cyber charter and charter school in Pennsylvania. Calculations of data elements to create the academic score as well as the data sources themselves are clearly displayed, and with this information, the public will be able to monitor the status and improvement of schools. The School Performance Profile will be made public, populated with 2012-13 data, beginning in late fall 2013.

SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

Pennsylvania began transforming its accountability for effective educators in 2010 using an \$800,000 grant from the Bill and Melinda Gates Foundation. Now in its third and final pilot phase, and with the passage of Act 82 of 2012, all teachers, principals, and specialists will have equitable access to high quality professional development resources designed to support the requirement that 50% of the evaluation is based on multiple measures of student performance. The other 50% of their evaluation is based on a rubric designed to identify strengths and needs associated with their professional practices.

Beginning with the 2013-14 school year, in accordance with the new law, all teachers will be evaluated based on the Danielson Framework for Teaching rubric (which assesses planning and preparation, classroom environment, instruction, and professional responsibilities) and multiple performance measures, including the School Performance Profile and student achievement growth attributable to the individual teacher.

Beginning in 2014-15, all principals and specialists will be similarly evaluated, using rubrics and multiple measures associated with their professional responsibilities. Similarly, all superintendents and assistant superintendents are required, under recent changes to PA's School Code, to annually report on their district website annual performance measures for which they are responsible and whether or not those performance measures have been met.

To support these accountability measures, PDE provides substantial professional development, delivered virtually via the Standards-Aligned System portal, and in person, via Pennsylvania's 29 intermediate units and the PA Training and Technical Assistance Network (PaTTAN). Of significant concern is fidelity in applying the aforementioned rubrics; therefore, PDE has invested in resources designed to achieve inter-rater reliability.

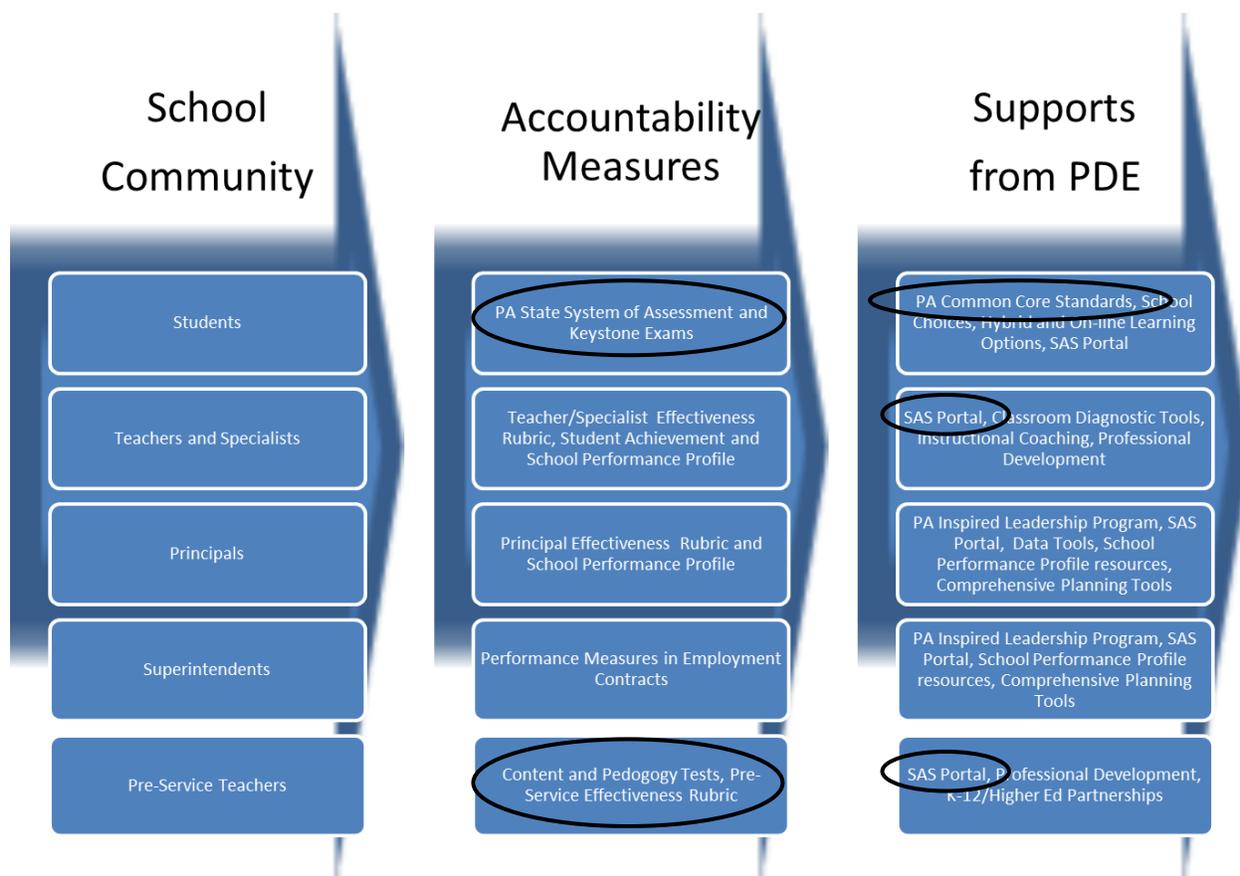
Districts are permitted to request approval of alternative rating systems, but that system must be at least as rigorous as the state system. Likewise, new PA School Code provisions allow for alternative paths to certification for principals and superintendents. Professional development requirements are in place to support these candidates. All educators are required to continually engage in professional growth, with PDE providing opportunities specifically aligned to the evaluation criteria identified above.

PRINCIPLE 1: COLLEGE- AND CAREER-READY EXPECTATIONS FOR ALL STUDENTS

1.A ADOPT COLLEGE- AND CAREER-READY STANDARDS

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

Option A	Option B
<p><input checked="" type="checkbox"/> The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college- and career-ready standards.</p> <p>i. Attach evidence that the State has adopted the standards, consistent with the State’s standards adoption process. (Attachment 4)</p>	<p><input type="checkbox"/> The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been approved and certified by a State network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards.</p> <p>i. Attach evidence that the State has adopted the standards, consistent with the State’s standards adoption process. (Attachment 4)</p> <p>ii. Attach a copy of the memorandum of understanding or letter from a State network of IHEs certifying that students who meet these standards will not need remedial coursework at the postsecondary level. (Attachment 5)</p>



1.B TRANSITION TO COLLEGE- AND CAREER-READY STANDARDS

Provide the SEA’s plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled *ESEA Flexibility Review Guidance for Window 3*, or to explain why one or more of those activities is not necessary to its plan.

OVERVIEW

The US Department of Education reports that of jobs added nationwide in the past year, 60 percent went to those with at least a bachelor’s degree, and 90 percent to those with at least some college. Over the next decade, as many as two-thirds of all new jobs will require education beyond high school.¹ Preparing students for post-secondary training and success in the workplace requires effort beyond past expectations. The release of the Common Core State Standards provided the opportunity for Pennsylvania to evaluate its existing standards and make decisions as to meeting the challenge of both college preparedness and work force

¹ U.S. Department of Education Releases Blueprint to Transform Career and Technical Education (April 2012)

readiness. While Pennsylvania Academic Standards were strong content-wise, the rigor of the Common Core State Standards (CCSS) exceeded the state standards and were ultimately adopted by the State Board of Education in July 2010. Further deliberation by the State Board resulted in the direction to create Pennsylvania Common Core State Standards.

Pennsylvania educators from across the state convened in 2012 to meld the PA Academic Standards with CCSS standards. Completed in January 2012, these English Language Arts and Mathematics standards were customized to embrace the content and rigor of Common Core as well as the best of what Pennsylvania Academic Standards offered. The Pennsylvania Common Core Standards, for example, include pre-kindergarten standards. Overall, the PA Common Core Standards reflect a rigorous set of standards that embraces the CCSS Anchor Standards in English Language Arts as well as the CCSS Standards for Mathematical Practice.

In concert with the revision of the standards is the revision of the state assessments. With the Pennsylvania System of School Assessments in the process of revision and alignment to PA Common Core (grades 3 through 8) and the implementation of end of course assessments at the high school that replace the PSSA at grade 11, the alignment of standards and assessments will be complete. Note that Keystone Exams are offered in Algebra I, Biology, and Literature.

Key to Pennsylvania initiatives is the Pennsylvania Department of Education's Standard Aligned System (SAS) portal (<http://www.pdesas.org/>). The Standards Aligned System (SAS) was developed by the Pennsylvania Department of Education and became operational in 2009. A comprehensive, researched-based resource to improve student achievement, SAS identifies six elements that impact student achievement: Standards, Assessments, Curriculum Framework, Instruction, Materials & Resources, and Safe and Supportive Schools. Schools and educators across Pennsylvania are supported in their efforts to implement SAS by the development of this state-of-the-art portal. The SAS portal is designed to organize and deliver educational content carefully aligned to the Pennsylvania Academic and Common Core Standards and provide educators with integrated classroom tools to enhance teaching effectiveness, including addressing critical issues as meeting the needs of diverse learners. It also provides Pennsylvania educators with leading edge networking technologies that create opportunities to communicate and collaborate with peers across the Commonwealth.

The SAS portal is continually refreshed to begin the process of informing and educating Local Education Agencies (LEAs) on the standards, their design, and supplementary resources to support implementation. Further discussion on SAS and its support of PA Common Core Standards follows later in this document.

Additional support for PA Common Core is the annual SAS Institute, a four-day event held in Hershey, PA, and open to all LEAs at minimal cost. Since the adoption of Common Core, each year's institute has offered multiple sessions related to student achievement and effective implementation of standards. While SAS has been the focus, nationally noted educators – to include Grant Wiggins, Jay McTighe, and Charlotte Danielson – have presented at the

institute in support of standards based curriculum and effective classroom strategies.

Outreach continues as the state's intermediate units support PA Common Core implementation. Intermediate units are entrepreneurial, highly skilled, technology-rich, and agile providers of cost-effective, instructional, and operational services to school districts, charter schools, and over 2,400 non-public and private schools. Additionally, intermediate units are direct providers of quality instruction to over 50,000 Pennsylvania students. Over the years, intermediate units have responded to a wide array of needs as they developed in schools and communities throughout the state. Today, intermediate units continue to fulfill their mission of service by addressing traditional and emerging needs, serving as essential links for learning in Pennsylvania, and as a liaison between local schools and the Pennsylvania Department of Education.

Intermediate units have participated in the development of training modules for PA Common Core and have been trained to deliver professional development to LEAs. With the ability to customize their services to meet individual LEA needs, intermediate units have been vital in responding to all aspects of curriculum and instruction.

In addition to intermediate units, the Pennsylvania Training and Assistance Network (PaTTAN), an extension of the Pennsylvania Department of Education's Bureau of Special Education, PaTTAN works in partnership with families and local education agencies, to support programs and services to improve student learning and achievement. PaTTAN offices are located across the state and are instrumental in supporting learning for all students through such initiatives as Response to Teaching and Intervention (RtII), inclusive practices, special education leadership, English Language Learner (ELL) support, and early intervention. PaTTAN excels in its ability to meet the needs of diverse learners via workshops, guided practice, seminars, statewide conferences, distance learning, videoconferences, and online courses.

The need to support and provide resources for Pennsylvania educators is ongoing. SAS is always a work in progress. As initiatives evolve, so the SAS portal responds with refreshed materials, professional development, and high quality vetted resources. So too the intermediate units and PaTTAN staffs embrace the state's student achievement goals and restructure its offerings and services to reflect such. Specifically, the intermediate units have an agreement with the State to assist in the development of SAS resources, to include, but not limited to, model curriculum maps and additional training materials for PA Common Core transition. PaTTAN, as an extension of the Bureau of Special Education, is responsive to all State initiatives related to students with disabilities and maintains an outgoing outreach to LEAs across the State.

ALIGNMENT

With the release of the Common Core State Standards in 2010, Pennsylvania completed an alignment study to assess the alignment of the Pennsylvania Academic Standards to CCSS. Generally, the content alignment was strong while the rigor of state standards was less than

that of CCSS. Some grade level differentiation was also evident: in some cases, a shift downward while in others, a shift upward. PDE has created and posted its crosswalk alignment of PA Common Core Standards to CCSS on SAS <http://www.pdesas.org/Standard/CommonCore>. Its alignment of PA Common Core to CCSS is well documented.

Upon the decision to create Pennsylvania Common Core Standards for English Language Arts (ELA) and Mathematics, the Pennsylvania Academic Standards were evaluated through the lens of CCSS and the resultant PA Common Core Standards were determined to be the high quality standards Pennsylvania deemed essential to meet the college and career ready expectations demanded of high school graduates. Inclusive of the ELA Standards was the adoption of the ELA Standards in Reading and Writing for History and Social Studies as well as in Science and Technical Subjects. The reading and writing standards (6-12) for history and science mirror the CCSS and are available at <http://www.pdesas.org/Standard/StandardsBrowser>.

SPECIAL POPULATIONS

The state's college and career readiness aspirations extend to all students, including those who are in need of specially designed instruction due to a disability or because English is not their first language.

The PaTTAN support mechanisms to improve student achievement for children with disabilities focuses on evidence-based practices. PaTTAN's operational milestones include the development and implementation of a comprehensive Response to Instruction and Intervention (RTII) plan to improve performance of all students, providing training and resources to schools statewide to implement RTII utilizing scientifically based approaches in the context of improving student performance. Other milestones include training and support in the use of Pennsylvania Value Added Assessment System (PVAAS). PVAAS offers a statistical analysis of state assessment data that provides districts and their schools with growth data to add to achievement data) and classroom diagnostic tests (online assessments, divided by content area, designed to provide diagnostic information in order to guide instruction and remediation in meeting the standards.

For students with significant cognitive disabilities, Pennsylvania participates in National Center and State Collaborative (NCSC). As a NCSC state partner, Pennsylvania is in the process of implementing the materials and resources developed by NCSC as an instructional model, aligned to Common Core. These resources will support educators as they design and implement appropriate instruction that address content and skill expectation aligned to PA Common Core Standards. All NCSC curriculum and instruction assets will be posted in SAS; this includes content modules and element cards, curriculum resource guides, instructional units and scripted lessons, and core content connectors. Although currently complete for Mathematics, English Language Arts – when available - will also be posted and available on the SAS portal. These high quality materials will help to prepare students with the most cognitive disabilities for college and career ready opportunities post high school.

Pennsylvania's English Language Proficiency (ELP) standards were last updated in 2007 and at that time were closely aligned to the state's 2001 English Language Arts curriculum framework. Pennsylvania is currently updating its English Language Proficiency Standards, comparing cognitive function/rigor to the PA Common Core Standards. The summative frameworks will remain in effect until ACCESS 2.0 (Assessing Comprehension and Communication in English State-to-State for English Language Learners) becomes the assessment measure (2015 – 2016). The Model Performance Indicators will be upgraded to align with Pennsylvania, and the CCSSO publication, *Framework for English Language Proficiency Development Standards corresponding to the Common Core State Standards*, will guide the development of the indicators.

World Class Instructional Design and Assessment (WIDA) has analyzed the linguistic demands of the college and career ready standards. As a result, they have revised and amplified their 2007 English Language Proficiency Standards to correlate to college-and-career- ready standards and to make explicit the Academic Language demands contained within. Pennsylvania plans to adapt the 2012 version of WIDA's framework and will build upon WIDA's 2012 framework by providing linkages to the PA Common Core Standards. This work will highlight the importance of the academic language required to succeed in the content areas by expanding standards that contain Pennsylvania specific content to include the cognitive functions and linguistic demands that teachers will need to focus on to ensure that our English Learners are engaging in the same cognitively demanding activities and accessing the college and career ready standards as are native English speaking students.

The current and future focus of the ESL program area advisors within PDE is the development and delivery of professional development on assisting our LEAs in meeting the challenges and opportunities presented by the college and career ready standards. Face to face professional development for administrators on planning for transitioning ELLs to the new standards and guidance for this topic through our Basic Education Circulars (BEC) provide the Department of Education's guidance on the implementation of law (regulation and policy) addressing program requirements and regulations.

PDE has recently added an additional ESL content advisor; a major part of her role is to develop and disseminate professional development on effective procedures and strategies for instruction of language and content. To sustain the professional development, a series of webinars and face-to-face trainings for the field will be scheduled so that implementing the protocol and strategies at the classroom level will occur with fidelity. Other important work includes the development of a revised set of ELL overlays (<http://www.pdesas.org/module/sas/curriculumframework/>) designed to guide classroom teachers as they instruct ELLs at various levels of language acquisition. The 2013 annual statewide ELL Symposium will focus on implementation of PA Common Core Standards. Objectives include Identifying the academic language demands, the language forms and functions that students need to understand and produce the standards, as well as supports and modes of differentiation.

All professional development will be available to content and ESL area teachers and will be archived on the PA Standards Aligned System for ease of access by teachers and administrators.

Pennsylvania is also a member state of the Assessment Services Supporting ELLs through Technology Systems (ASSETS) Consortium. The full system will measure student progress in attaining the academic English necessary to succeed in school and ultimately post-secondary studies and work. It will include a computer-based language proficiency test, screener, interim assessments, and formative resources. Utilizing ASSETS resources, Pennsylvania will implement professional development to ensure educator and LEA preparedness for full operationalization of the ASSETS assessment system in SY 2015-2016.

OUTREACH AND DISSEMINATION

Primarily through the SAS portal <http://www.pdesas.org/>, Pennsylvania Common Core Standards are available to all SAS users. While users may register to gain access to teacher tools, the site is open to all users. Standards can be viewed and downloaded in multiple ways. Copies of standards can be printed in pdf versions or the standards can be viewed as they relate to the Assessment Anchors (AA) and Eligible Content (EC). Assessment Anchors and Eligible Content are the blueprint from which the state assessments are derived. Thus, as the standards are the backbone of the SAS portal, the AA/EE define what can be assessed in a large scale testing.

Analytics as to views of the Common Core tab within the SAS portal may serve to underscore the importance of SAS as a valuable resource. Page views within the Common Core tab of the Standards element show 354,994 views (from May 2012 through February 2013).

As noted above, the annual Standards Aligned System Institute has been a primary source of face-to-face communication with LEAs regarding awareness and understanding of standards. With the institute averaging 1,200 attendees per year, it builds capacity very quickly across the state.

SUPPORTING PENNSYLVANIA EDUCATORS

With LEAs transitioning from PA Academic Standards to PA Common Core Standards in English Language Arts and Mathematics, PDE offers a variety of supports to assist in the transition. Success in translating standards into classroom practice lies with leadership, professional development, and materials and resources to inform classroom instruction.

- In partnership with intermediate units, PDE has developed training modules that are designed as train the trainer, i.e., intermediate unit curriculum personnel have been trained to deliver modules to schools and districts that in turn can train within their respective entities. These modules are also posted on SAS <http://www.pdesas.org/Standard/CommonCore> and can be accessed and used independently. Modules include such topics as unpacking the standards, rigor,

assessments, evaluating existing curriculum, and writing; a PowerPoint, a script, and all relevant handouts are available.

- Intermediate units and PaTTAN consultants continue to offer workshops and individualized sessions for LEAs. Topics range from unpacking the standards to evaluating existing curriculum to working with ELL students and students with disabilities.
- Through the National Center and State Collaborative (NSCS), Pennsylvania has established a community of practice. Composed of educators, consultants, and school administrators, its goal is to increase educators' knowledge of PA Common Core and the materials and resources available to improve instructional practice. Data gathered from this community will inform continued professional development.
- Professional development through intermediate units to LEAs will utilize National Center and State Collaborative (NCSC) materials to build sustainable practices in the classroom. Pennsylvania is the recipient of a five-year State Personnel Development federal grant designed to focus on students with disabilities and how educators can access the PA Common Core. (Project MAX: Maximizing Access and Learning: Pennsylvania Common Core Standards Project)
- ESL technical assistants, supported by Title III funding, work with LEAs across the state – work ranging from Annual Measurable Achievement Objectives improvement planning for identified districts, focused professional development sessions, one-on-one consulting with LEAs, and presentations at statewide ELL symposiums.
- Science, Technology, Engineering, and Math (STEM) activities throughout the state are designed to bring STEM education professionals from across the Commonwealth together to network, collaborate, learn, and share ideas in order to improve/enhance STEM education at the local level, and increase capacity for STEM within the state of Pennsylvania. Sample STEM activities are as follows:
 - STEMathon 2013 – an annual statewide event that focuses on standards, teaching, evaluation, and materials for STEM
 - Chevron STEM Center – established by the Carnegie Science Center and funded by Chevron, it offers featuring SciTech days, science fairs, and other student competitions
 - Math/Science Partnerships – ten funded Math Science Partnerships across the state funded through federal programs provide intensive professional development (at least 80 hours/year) on STEM
- The Pennsylvania Department of Education (PDE) has been awarded more than \$73 million through the United States Department of Education's Striving Readers Comprehensive Literacy Program. The Keystones to Opportunity (Striving Readers)

Grant (KTO) was awarded to support Pennsylvania's comprehensive approach to improving literacy outcomes for all children, including disadvantaged students, limited English proficient students and students with disabilities. Improvements in the local literacy context are important to the ultimate success of this initiative. PDE committed to creating 21st century literacy environments where children can acquire the reading, writing, speaking, listening and language skills they need to succeed academically.

Pennsylvania's KtO year one major grant activities include the formation of a guiding coalition of literacy stakeholders from across policy, program, and family levels. Its goal is to promote literacy improvement in Pennsylvania by providing guidance to the PDE on how to most effectively and efficiently align and improve birth through Grade 12 literacy research, literacy policy, and most importantly literacy practice across the Commonwealth.

To date, Pennsylvania has trained over 290 intermediate unit trainers to provide professional development related to key literacy initiatives. In 2012, over 11,000 teachers and 1,500 administrators participated in these trainings.

- Pennsylvania is one of five states participating in the RAISE (Reading Apprenticeship Improving Secondary Education) grant, a federally funded Investing in Innovation Grant (i3) awarded to WestEd's Strategic Literacy Initiative in 2010. The \$22.6 million grant addresses persistent academic achievement gaps in the nation's high schools by scaling up its proven model of academic literacy instruction through the Reading Apprenticeship framework. This research-based framework, in strong alignment to the Common Core State Standards, has proven to be effective in increasing students' reading comprehension, engagement, and motivation.

Pennsylvania is currently in year three of the i3 grant. The grant provides 10 days (65 hours) of high-quality professional development in the Reading Apprenticeship framework to secondary teachers of science, history and English language arts. To date, 61 high schools are participating in the RAISE Grant and 370 teachers and administrators have been trained in the Reading Apprenticeship framework. Over the next two years, an additional 260 teachers will be trained, impacting approximately 75,600 secondary students across the Commonwealth.

In an effort to build capacity in each of the RAISE schools, a 30-hour online course in Reading Apprenticeship has been developed and made available through the grant to all administrators of participating RAISE schools. Additionally, teacher leaders from each RAISE school come together for a statewide meeting three times a year to share successful practices, problem-solve, deepen their understanding of Reading Apprenticeship, and hone facilitation skills.

- Additional supports and resources to support the transition to college and career-

ready are in development in concert with IU curriculum personnel. Resources in process include a PK-12 model curriculum for English Language Arts and Mathematics as well as detailed implementation plans for districts. Included will be such assets as public relations materials and a guide on using the many SAS resources available online.

- Pennsylvania also participates in the PARCC Educator Leader Cadre, a series of regional meetings designed to allow educators to test the instructional tools and participate in professional development opportunities focused on the alignment of district curricula to the college and career ready standards.

PREPARING NEW EDUCATORS

It is critical that educators entering the profession have a sound working knowledge of the content and expectations of Pennsylvania Common Core and the end goal of college and career ready.

PREPARING NEW EDUCATORS: Teachers

- In keeping with its goal of ensuring that Pennsylvania teacher certification candidates have the knowledge and skills needed to perform the job of an entry-level teacher in Pennsylvania public schools, the Pennsylvania Department of Education (PDE) initiated the development of a new testing program: the Pennsylvania Educator Certification Tests (PECT). The PECTs were developed in alignment with Pennsylvania regulations and standards, including the Pennsylvania Program Framework Guidelines and the relevant Pennsylvania Academic Standards. The Pre-service Academic Performance Assessment (PAPA) is the means of assessing reading, mathematics, and writing skills for undergraduate candidates seeking a state-approved Pennsylvania educator preparation certificate. All undergraduate candidates for initial certification will be required to pass the PAPA as well as the test corresponding to the specific certification area.
- Recent changes in teacher certification were designed to focus new elementary level teachers by offering either a PK – 4 or 4 – 8 certificate rather than the issuance of a K – 6 certificate. Specifically, for those who will practice in the 4 through 8 grades, the college programs offer pedagogy aimed at middle level students and requires that prospective teachers pass a test that awards a concentration in a core content area.
- The importance of meeting the needs of students with disabilities and English Language Learners is reflected in the recently added pre-service requirement that requires candidates to have earned 9 credits (270 hours) in teaching students with disabilities and 3 credits (90 hours) in teaching English Language Learners.
- The newly implemented Professional Core of courses, competencies, and experiences for K-12 teacher preparation require that programs must be designed to address the

issues and knowledge that are relevant for K-12 levels of teaching and learning: Development, Cognition, and Learning, Subject Matter Content and Pedagogy, Assessment, Professionalism, Adaptations and Accommodations for Diverse Students in an Inclusive Setting, and Meeting the Needs of English Language Learners

- The PDE review process for program approval for teacher preparation colleges has been revised to reflect an outcomes based rather than a classroom focused evaluation.
- A monitoring system is in place to annually evaluate teacher preparation programs and to designate any program that meets the State's definition of low-performing or at risk of low-performing. The data used for determining low-performance or at-risk status is based on the reporting of programs that lead to initial certification. If so designated, the program receives a conditional approval status during the major review.
- A Title II Eligible Partnership program is in the planning stages, and when implemented, will create collaborative relationships between K-12 schools and higher education. The interchange will meld the needs of schools with the colleges' student teacher programs.
- Feedback from the field has been instituted to all educators applying for a certificate through the PA Teacher Information Management system. A brief six-question survey asks applicants to assess how well their undergraduate programs prepared them for classroom instruction, assessment of students, content knowledge, and impact on student achievement. While not necessarily pre-service training, this feedback informs teacher preparation program improvement.

PREPARING NEW EDUCATORS: Administrators

- Pennsylvania's administrative preparation program is based upon its Pennsylvania Inspired Leaders (PIL) Standards (See Appendix P1-A.) Derived from the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders, the core standards capture the strategic thinking skills, standards-based systems theory, and data-informed decision making necessary for instructional leaders.
- For new principals and other administrators, the National Institute for School Leadership (NISL) offers high-quality, research-based professional development programs designed to give principals the critical knowledge and skills they need to be instructional leaders and improve student achievement in their schools. This training brings the best practices used to train corporate CEOs and military commanders to our school leaders. Researchers benchmarked the training of school principals and the training of leaders in business, the military, medicine, and other fields to create a state-of-the-art executive education program for principals. The teaching materials

build on the best learning strategies (simulations and case studies, in both written and video formats) for adult professional education.

Participants develop skills in six types of thinking: strategic, visionary, systems, instructional, ethical and change agent and use these skills to plan and implement contextually sensitive initiatives and interventions for their own schools.

As related to standards and high expectations, several units of instruction focus on critical elements of student achievement:

- *Elements of Standards-Based Instructional Systems and School Design* - including the principal 's critical role/responsibilities in orchestrating an aligned and coherent standards-based instructional system, and ensuring that meeting standards comes first in everything the school does.
 - *Leadership for Excellence in Literacy and Mathematics* – including the principal's role in setting up processes within the school to ensure continuous improvement in teaching and learning.
 - *The Principal as Strategic Thinker* – including the principal's role of creating a vision of high expectations accompanied by deliberative decision-making and decisive actions—with accountability for success.
- Educator Effectiveness training is a two-day workshop that focuses on an understanding of the Danielson *Framework for Teaching* and the expectations for teacher performance. The training focuses on an understanding of the four domains as well as the clinical supervision and evaluation process – including differentiated supervision. As a result of this training, principals are poised to implement the evaluation system and cognizant of the instructional expectations for teachers in the Commonwealth.

INSTRUCTIONAL MATERIALS

The primary source for resources lies with the Standards Aligned System (SAS) portal.

Located online at <http://www.pdesas.org/>, SAS offers a wide array of tools:

- PA Common Core Standards and Anchor and Eligible Content – While the standards themselves provide guidance for curriculum and instruction, the Anchor and Eligible Content documents are the test blueprint – what is assessed on the PSSA and Keystone Exams. At the Keystone Exam level, sample questions are provided.
- PA Common Core Standards for History and Science – Reading and writing in the content area are supported by standards for history and social studies and science and technology for grade 6 – 12.
- Classroom Diagnostic Tools – This easily accessible online tool allows classroom teachers to administer an assessment to discern the level of performance of each and

every student in the classroom. Available for English Language Arts, Mathematics, and Science for grades 6 – 12, student performance levels are linked to a multitude of lessons and resources for instruction – whether for remediation or acceleration.

- Grade Level Emphasis Guides – These documents detail the major shifts grade by grade in both English Language Arts and Mathematics.
- Standards Crosswalks – These documents show the alignment between and among the PA Academic Standards, the Common Core State Standards, and the PA Common Core Standards.
- Training Modules – The training modules described above are housed in SAS, and educators may download the modules for self-guided instruction on implementing the standards.
- Voluntary Model Curriculum (VMC) – When revised, the VMC units with sample lesson plans will be explicitly aligned to the PA Common Core Standards. These units and lessons offer embedded strategies to address the needs of ELLs and struggling learners.
- ELL Overlays – When revised and aligned to the PA Common Core Standards, the ELL overlays provide classroom teachers with strategies for creating lessons for students at various levels of language acquisition.
- Learning Progressions - The charts of learning progressions define the road or pathway that students travel as they progress toward mastery of the skills needed for career and college readiness. Linked to the Voluntary Model Curriculum units and lesson plans, learning progressions provide teachers with yet another framework for designing and delivering instruction.
- Curriculum Frameworks – Revised curriculum frameworks for both English Language Arts and Mathematics focus on long-term transfer goals, big ideas, and essential questions framed around the PA Common Core Standards.
- Algebra I Resources - In preparation for the Keystone Algebra I exam, educators have easy access to a multitude of lessons and activities directly aligned to the Algebra I standards.
- Library Model Curriculum – This model curriculum guide links the PA Common Core Standards to the school library and shows the strong connection of the library to PA Common Core.
- Literacy Design Collaborative – The Literacy Design Collaborative (LDC) teaching tasks

provide a blueprint for seamlessly integrating literacy and content standards in a rigorous, authentic classroom experience. Designed for English language arts and content area teachers in history and science, these tasks focus on PA Common Core English Language Arts, History, and Science standards.

- Online Resources – Common Core resources from other states and consortia are listed and available for use by PA educators – including the Tri-State Rubric and Publishers Criteria.
- Implementation of National Center and State Collaborative (NCSC) Material and Resources – Aligned to PA Common Core, these nationally developed resources will support students eligible for alternate assessments as well as provide a “ramp” for students with disabilities and at-risk students in the general population.

ACCELERATED LEARNING OPPORTUNITIES

Pennsylvania is supporting several pathways to expand access to college-level courses and their prerequisites.

- Advanced Placement (AP)/International Baccalaureate (IB) – While Pennsylvania has encouraged LEAs to expand earning opportunities for all students, the School Performance Profile now recognizes the importance of offering challenging coursework and awards points to LEAs who offer AP or IB and extra credit in the academic performance score for having students score 3 or higher in Advanced Placement courses in the core content areas.
- College courses in the high school give students the ability to simultaneously earn high school and college credit. Community colleges and four-year institutions partner with schools and jointly offer rigorous, college level courses that meets both LEA and college requirements.
- Credit flexibility allows students to earn academic credit requirements toward graduation by demonstrating competency outside the prevailing Carnegie units and seat time. Competency-based learning strategies within schools will result in graduating highly skilled students prepared for the 21st century economy. Demonstration of content mastery and the support for constructive anywhere, anytime student learning experiences can improve dropout rates, re-engage students, and provide opportunities for accelerated learning.
- Race to the Top is supporting an initiative to facilitate online learning for students, with an emphasis on STEM. Race to the Top is committed to implementing an online curriculum, with an emphasis on STEM, by designing a statewide means of achieving equitable access to high quality, rigorous courses for all students. The Online Course Choice (Keystone Catalog) initiative is designed to vet online courses via a rubric that

will evaluate the content and quality of. LEAs may then access these vetted courses, having confidence in their overall quality.

- Although many districts have been offering "cyber services" for years, true hybrid schools are new to Pennsylvania. While not specifically designed for accelerated learning, the PA Hybrid Learning Initiative provides access to national experts, leading-edge resources and collaborative tools to help schools interested in evaluating or implementing new hybrid school models. From the perspective of implementing rigorous standards, hybrid learning enables teachers to accelerate learning, provide more individualized instruction, and self-pacing.

INCREASING RIGOR

In addition to the adoption and implementation of the more rigorous PA Common Core Standards, Pennsylvania has begun several initiatives to move students to graduating college and career ready.

- Development of Pre-K standards that align with K -12 standards and set clear expectations for students as they segue into the K – 12 system. These standards set the stage for a more rigorous learning environment.
- Transition to revised PSSA tests based upon PA Common Core Standards; these grade 3 through 8 tests will be fully implemented in 2014 – 2015 and reflect a more rigorous, generally higher Depth of Knowledge level than the current PSSAs.
- Effective with the graduating class of 2017, students must demonstrate proficiency in the Algebra I, Biology, and Literature Keystone Exams in order to graduate. Proficiency in these three exams point to students on the pathway to college and career ready preparedness.
- The Pennsylvania School Performance Profile, a work in progress, is designed to provide a building level academic performance score for teachers and principals as part of the Educator Effectiveness System. Employing multiple measures of a school's academic performance, these measures contribute to scoring focused on increasing rigor in the schools through emphasis and weighting on the following:
 - Offering Advanced Placement (AP), International Baccalaureate, or College Courses
 - Meeting Advanced Placement scoring benchmarks
 - Meeting SAT/ACT college ready benchmarks
 - Meeting proficiency levels on industry certification exams [NOCTI (a job ready assessment for career and technical center students) and/or NIMS (National Institute for Metalworking Skills certification)]
- The Pennsylvania Alternate State Assessment (PASA) for reading and math, designed

for the one-percent population of students with significant cognitive disabilities, is in redesign to align with the PA Common Core Standards. Scheduled for field testing in 2013-2014, these assessments will be operational in 2014-2015.

1.C DEVELOP AND ADMINISTER ANNUAL, STATEWIDE, ALIGNED, HIGH-QUALITY ASSESSMENTS THAT MEASURE STUDENT GROWTH

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

<p>Option A</p> <p><input type="checkbox"/> The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment competition.</p> <p>i. Attach the State's Memorandum of Understanding (MOU) under that competition. (Attachment 6)</p>	<p>Option B</p> <p><input checked="" type="checkbox"/> The SEA is not participating in either one of the two State consortia that received a grant under the Race to the Top Assessment competition, and has not yet developed or administered statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p>i. Provide the SEA's plan to develop and administer annually, beginning no later than the 2014–2015 school year, statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs, as well as set academic achievement standards for those assessments.</p>	<p>Option C</p> <p><input type="checkbox"/> The SEA has developed and begun annually administering statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p>i. Attach evidence that the SEA has submitted these assessments and academic achievement standards to the Department for peer review or attach a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review. (Attachment 7)</p>
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TRANSITION TO NEW PA ASSESSMENTS: Grades 3-8 PSSA

Pennsylvania assesses students in grades 3 through 8 on the Pennsylvania System of School Assessment (PSSA) in math and reading and at the high school level via end-of-course Keystone Exams (Algebra I, Biology, Literature). While Pennsylvania is a member of both the Partnership for the Assessment of Readiness for College and Careers (PARCC) and Smarter Balanced Assessment consortium, it is currently revising its Pennsylvania State System of School Assessments (PSSA) to align to PA Common Core. Assessment Anchors and Eligible Content – the test blueprints – have been developed and are in the hands of educators as they prepare for the new assessments.

The new PSSAs in grades 3 through 8 will be implemented in 2014-15; these assessments will be aligned to PA Common Core Standards. Standards setting for the new PSSAs will be scheduled after the first administration.

TRANSITION TO NEW PA ASSESSMENTS: End-of-Course Keystone Exams

At the secondary level, Keystone Exams in Algebra I, Biology, and Literature are already aligned to the PA Common Core Standards and were initially administered in spring 2011. A one-year hiatus occurred in 2011-2012, but resumed in 2012-2013 replacing the 11th grade PSSA; these end-of course exams are designed as indicators of whether or not students are on track for college and career readiness. Academic achievement standards were set for the Keystone Exams in May 2011 based on the 2011 administration and subsequently approved by the State Board of Education. The Keystone Exams are one component of Pennsylvania's proposed system of high school graduation requirements. Keystone Exams will help LEAs guide students toward meeting state standards. Effective with the graduating class of 2017, students must score at Proficient or Advanced on the Keystone Exams in order to graduate.

TRANSITION TO NEW PA ASSESSMENTS: Timeline

The 2012 – 2013 PSSA is based on current PA Academic Assessment Anchor and Eligible Content - not the PA Common Core Standards. The grades 3-5 assessments will include embedded field test items aligned to PA Common Core Standards. The 2013-2014 PSSA is based on current Assessment Anchor and Eligible Content - not the PA Common Core standards. The grades 6-8 assessments will include embedded field test items aligned to PA Common Core Standards.

The 2014 – 2015 PSSA assessments in grades 3 through 8 will all be based on PA Common Core Assessment Anchors and Eligible Content. If funding permits, Keystone Composition will be added to the assessments and Civics and Government will be field-tested.

The testing schedule below reflects past practice and serves as a foundation to understand the transition to PA Common Core aligned assessments.

State Testing Timeline	
Year	Assessments
2011 – 2012	Grades 3-8 & 11 PSSA Mathematics and Reading Grades 4-8 & 11 PSSA-Modified Mathematics and Reading Grades 3-8 & 11 PASA* Mathematics and Reading Grades 4, 8, & 11 PSSA Science Grades 8 & 11 PSSA-Modified Science Grades 4, 8 & 11 Science PASA* Grades 5, 8, & 11 PSSA Writing
2012 – 2013	Grades 3-8 Mathematics and Reading PSSA Grades 3-8 & 11 Mathematics and Reading PASA Grades 5 & 8 Writing PSSA Grades 4 & 8 Science PSSA Grades 4, 8 & 11 Science PASA* No PSSA-Modified Grades 3-5 Stand-alone Writing Field Test Keystone Exams: Algebra I, Literature, Biology
2013-14	Grades 3-8 Mathematics and Reading PSSA Grades 3-8 & 11 Mathematics & Reading PASA* Grades 5 & 8 Writing PSSA Grades 4 & 8 Science PSSA Grades 4, 8 & 11 Science PASA* Grades 6-8 Stand-alone Writing Field Test Keystone Exams: Algebra I, Literature, Biology
2014-15	Grades 3-8 English Language Arts PSSA (PA CC) Grades 3-8 Mathematics PSSA (PA CC) Grades 3-8 & 11 Mathematics & Reading PASA* Grades 4 & 8 Science PSSA Grades 4, 8 & 11 Science PASA* Keystone Exams: Algebra I, Literature, Biology

**The Pennsylvania Alternate System of Assessment (PASA) is a statewide alternate assessment for students with the most significant cognitive disabilities.*

COORDINATION ACROSS STATE AGENCIES

Having a well-prepared and educated workforce is beneficial to the Commonwealth of Pennsylvania, its citizens, industries, businesses, and employers. It is recognized that by 2018, nearly two-thirds of all American jobs and more than one-half of Pennsylvania jobs will require some form of postsecondary education and training. Educating students to be successful in the workplace and providing appropriate career readiness pathways is a priority, as students must

acquire the skills necessary for 21st century careers. Collaboration between and among the Pennsylvania Department of Education and its related agencies, the Department of Public Welfare, concomitant with Labor & Industry, has focused on appropriate education and training opportunities for students to be career ready and assist them in reaching the first critical milestone – a high school diploma. This goal begins at the pre-school level and continues throughout the educational journey.

Current statewide efforts include the following:

- Stronger preschool/K-12 alignment in curriculum, instruction, and assessment. The Office of Childhood and Early Learning (OCDEL) collaboration on the Standards Aligned System - both through the integration of early education resources into the portal and an overall focus on use of standards-aligned curriculum and assessments in state-funded pre-K programs is committed to a PreK-12 articulation.
- Birth to age 5 focus on school readiness initiatives, including early learning [*Guiding Parents Smoothly (GPS)* for parent education, a focus on best practices for transitioning children (Early Childhood Executive Leadership Institute)]. The OCDEL focus on infant-toddler strategies will result in technical assistance to expand this area. The online GPS is designed to help families set the right course for their children's success in kindergarten and beyond. OCDEL has been piloting its Kindergarten Entry Inventory for the past two school years and will be piloting an electronic database this year.
- Refinement of current data protocols such as the Pennsylvania Value-Added Assessment System (PVAAS) will inform teacher effectiveness and related student achievement progress.
- Increasing student use of afterschool programs and services. PA's network of afterschool programs and services currently serve over 157,000 students and play an important role in helping students remain in school by providing opportunities to increase student achievement. The Pennsylvania Statewide Afterschool Youth Development Network (PSAYDN) brings together key policymakers, state agency representatives, local leaders, advocates, and providers in an effort to sustain a shared mission and vision for after school services. These out-of-school time programs and services are a "valued resource" in designing new flexible credit programs and strategies to meet students' educational needs.
- Development and implementation of Career and Technical Education (CTE) programs of study based on relevant career and technical content and competencies, as well as state academic standards will support career readiness. Students also have the opportunity to earn postsecondary credit for skills and tasks learned at the secondary level and to have that credit apply toward a postsecondary certificate, diploma, or degree. CTE programs of study serve as a pathway to postsecondary education and ensure students make the transition without experiencing delays or duplication of learning.

- Implementation of a Statewide Strategic Plan related to Pennsylvania Workforce Development that support three major goals: better connecting job seekers with job creators, developing a competitive work force, and building a pipeline for talent. This interagency collaboration is designed to address recent graduates as well as workers in need of assistance. From the perspective of career ready, this plan will inform curriculum that makes students employment-ready with portable and stackable evidence-based credentials that measure work place skills and are reliable predictors of work place success.
- Collaboration with Department of Finance has set the goal to increase the financial literacy of all students in the Commonwealth.

SUMMARY

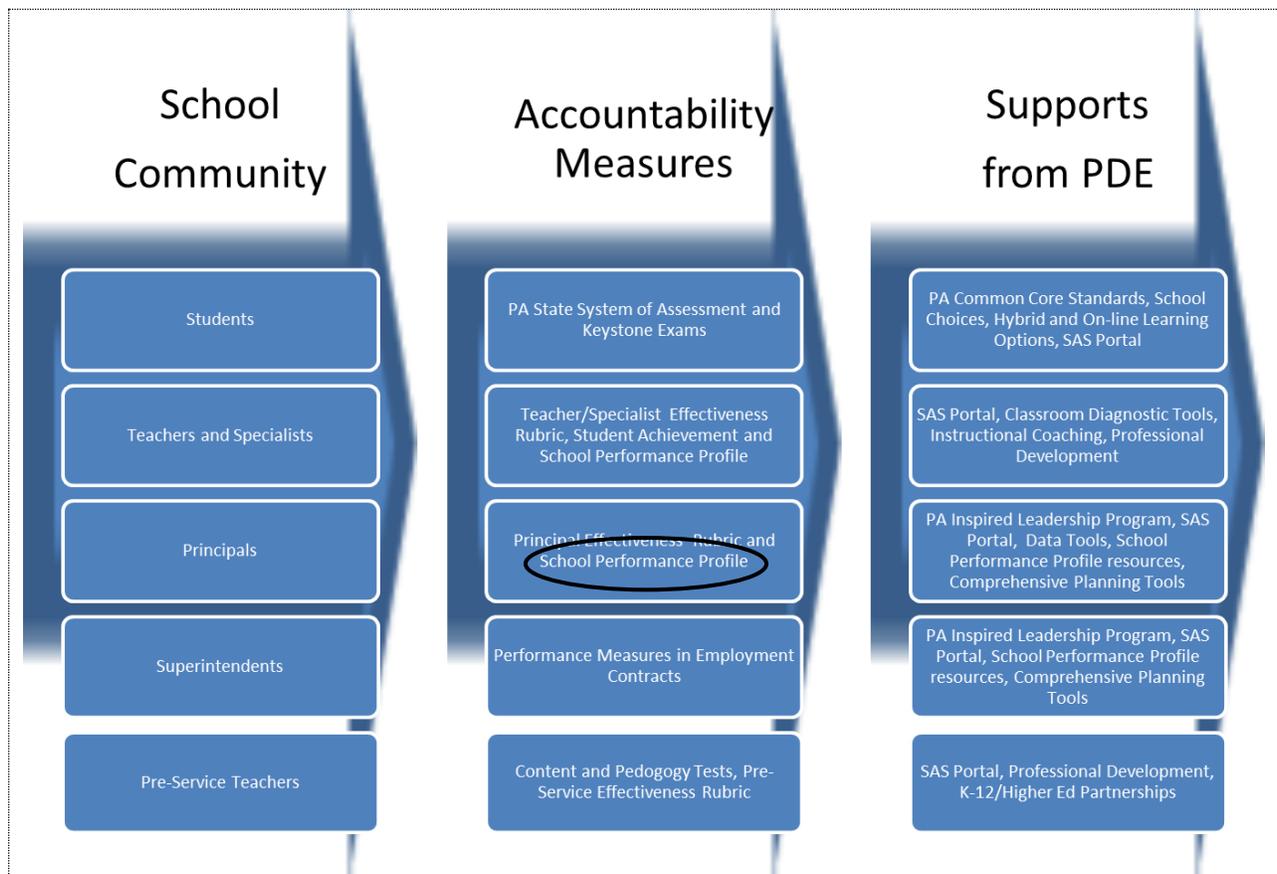
While Pennsylvania has committed to preparing students for college and/or career readiness, the notion of continuous improvement applies to both SEAs and LEAs. Ongoing support by the State is concomitant with successful implementation of PA Common Core and the resultant student achievement gains. Reflection of ongoing work and future plans suggest that Pennsylvania is responsive to LEA needs in its SAS portal, its IU and PaTTAN professional development and consultation services; yet, meeting the needs of the less than proficient students – whether identified as ELL or students with disabilities or low-performing students – will require additional effort and more outreach.

The School Performance Profile (SPP), a tool that provides an academic score for every school, must also be used as an analytic tool to define strengths and needs. It is incumbent upon Pennsylvania to educate its stakeholders to understand that the SPP is more than an evaluative measure of school level performance. It too contributes to continuous improvement and increased student achievement.

PRINCIPLE 2: STATE-DEVELOPED DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.A DEVELOP AND IMPLEMENT A STATE-BASED SYSTEM OF DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.A.i Provide a description of the SEA’s differentiated recognition, accountability, and support system that includes all the components listed in Principle 2, the SEA’s plan for implementation of the differentiated recognition, accountability, and support system no later than the 2013–2014 school year, and an explanation of how the SEA’s differentiated recognition, accountability, and support system is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.



SCHOOL PERFORMANCE PROFILE: Introduction

Pennsylvania proposes to utilize a School Performance Profile (SPP) to differentiate schools on the basis of multiple measures of performance. The SPP is the keystone of the accountability system and is designed to provide educators, board members, families, and the larger community with an easy-to-understand index on which they can find their local schools, know the indicators and data elements upon which those schools are rated, and compare the

performance of their schools against other schools nearby or with similar demographic characteristics. The SPP described herein is the same index referenced in the next section on Educator Effectiveness, as it serves as a portion of the teacher, specialist, and principal annual evaluation.

All public schools in Pennsylvania will be rated using the SPP described below. Traditional public schools, charter schools, cyber charter schools, and full-time career and technical centers are all subject to the SPP.

PDE leaders anticipate the SPP serving as a resource for LEAs to communicate and compare performance, analyze performance indicators as related to achievement, and encourage best practice. To facilitate these practices, the SPP indicators are substantiated with research and include built-in analysis tools to inform goal setting, planning, and aligning resources to improve student achievement.

The first table identifies the indicators used in the SPP, the weight (percent) of each indicator, and the data elements associated with each indicator. The second table describes the data elements and the calculations used for each.

Note that PSSA refers to the Pennsylvania System of School Assessment and includes the student tests given in grades 3 through 8 in mathematics, reading, science and writing. The Keystone Exams are the end-of-course tests in Algebra 1 (mathematics), Literature (reading) and Biology (science) in accordance with current ESEA high school testing requirements. The Historically Underperforming Students group includes an unduplicated count of students with disabilities, economically disadvantaged students, and English Language Learners.

SCHOOL PERFORMANCE PROFILE: Indicators

School Performance Profile Academic Performance Scoring		
Indicator	Weight	Data Elements
Academic Achievement	40%	<ul style="list-style-type: none"> • PSSA/Keystone Exam performance (mathematics, reading, writing, and science) • Industry standards-based competency assessment performance • Grade 3 reading proficiency (PSSA) • SAT/ACT college ready benchmarks
Academic Improvement: Closing the Achievement Gap – All Students	5%	<ul style="list-style-type: none"> • Percent of gap closure met (mathematics, reading, writing, and science)

Academic Improvement: Closing the Achievement Gap – Historically Underperforming Students	5%	<ul style="list-style-type: none"> • Percent of gap closure met (mathematics, reading, writing, and science)
Academic Growth	40%	<ul style="list-style-type: none"> • Academic progress of groups of students from year-to-year. All subjects (mathematics, reading, writing, and science)
Other Factors Influencing or Reflecting Academic Achievement	10%	<ul style="list-style-type: none"> • Cohort Graduation Rate • Promotion Rate • Attendance Rate • Advanced Placement or International Baccalaureate or College Credit Offered • PSAT/Plan Participation
Extra Credit		
Extra Credit for Advanced Achievement	Up to 7 points	<ul style="list-style-type: none"> • Percent PSSA advanced (mathematics, reading, writing, and science) • Percent advanced industry standards-based competency assessments • Percent 3 or higher on Advanced Placement Exams

SCHOOL PERFORMANCE PROFILE: Data Element Descriptors

Data Element Descriptors	
Indicator: Academic Achievement	Descriptor
Mathematics – Percent Proficient or Advanced on PSSA/Keystone Algebra 1	The first four data elements are the four PSSA tests for grades 3-8 and end-of-course Keystone Exams, including the percent of all students scoring Proficient or Advanced. Test scores are earned scores for 11 or more students enrolled for a full academic year.
Reading – Percent Proficient or Advanced on PSSA/Keystone Literature	
Science – Percent Proficient or Advanced on PSSA/Keystone Biology	

<p>Writing – Percent Proficient or Advanced on PSSA</p>	<p>Scaling is 1 to 1. If the percent proficient or advanced is 83.3, the score for the performance measure is 83.3.</p>
<p>Industry Standards-Based Competency Assessments - Percent Competent or Advanced [NOCTI and NIMS (National Institute for Metalworking Skills)]</p>	<p>These career readiness assessments are used to calculate career readiness based upon whether students reach Competent or Advanced. Test scores are reported for 11 or more students.</p> <p>Scaling is 1 to 1. If the percent competent or advanced is 78.8, the score for the performance measure is 78.8.</p> <p>Student scores are attributed to the Career and Technical Center if it is a full-time school; otherwise, scores are attributed to the home school.</p>
<p>Grade 3 Reading – Percent Proficient or Advanced</p>	<p>Grade 3 reading is a proven predictor of future success; hence, this tested subject receives additional emphasis. Test scores are earned scores for 11 or more students enrolled for a full academic year.</p> <p>Scaling is 1 to 1. If the percent proficient or advanced is 89.9, the score for the performance measure is 89.9.</p>

<p>SAT/ACT College Ready Benchmark</p>	<p>Students scoring 1550 or higher on the three areas of the SAT and/or 22 or higher on the four areas of the ACT have a high likelihood of success in their freshman year in college. Scores are reported for 11 or more students.</p> <p>This scoring is based upon the grade 12 cohort and the percent who earn a total score of 1550 or higher on the SAT and/or 22 or higher on the ACT. This is based upon the number of students in the grade 12 cohort – not the number of tests taken. Scoring is based on students’ highest total scores.</p> <p>The performance measure is a scaled score such that if 40% or more of the Grade 12 cohort’s SAT/ACT scores have met the college-ready benchmark, the performance measure is 100 (40 x 2.5). Otherwise, the performance measure is the percent of the Grade 12 cohort’s SAT/ACT scores that have met the college-ready benchmark multiplied by 2.5.</p>
<p>Indicator: Closing the Achievement Gap – All Students Group and Historically Underperforming Students Group</p>	
<p>Mathematics – Percent of Required Gap Closure Met</p>	<p>For both groups of students, Closing the Achievement Gap is calculated for each of the PSSA subjects and Keystone Exams. This measure is reported for 11 or more students.</p> <p>The achievement gap is determined by</p>
<p>Reading – Percent of Required Gap Closure Met</p>	
<p>Science – Percent of Required Gap Closure Met</p>	

<p>Writing – Percent of Required Gap Closure Met</p>	<p>comparing the percent of students who are proficient or advanced in a baseline year with 100% proficiency. The baseline year has been established as the 2012-13 school year. (For schools opening after the 2012-13 school year, the baseline year will be the first year the school is open.)</p> <p>Once the achievement gap is determined, schools are measured on the success in closing that gap. The benchmark for success is defined as follows: <i>Fifty percent (one-half of the achievement gap) is closed over a six-year period. This success rate is measured annually such that if a school is on track or exceeding the annual rate needed to close the gap, a score of 100 is earned for the performance measure. If a school has closed 80% of the gap, a score of 80 is earned. A school not making any progress in closing the gap or even widening the gap earns a score of zero.</i></p>
<p>Indicator: Academic Growth</p>	
<p>Mathematics – Meeting Annual Academic Growth Expectations</p>	<p>The Pennsylvania Added Assessment System (PVAAS) Growth Index is the basis for the Indicator of Academic Growth calculation. The PVAAS Growth Index is the growth measure (change of the achievement level for a group of students across grades) divided by the standard</p>
<p>Reading – Meeting Annual Academic Growth Expectations</p>	
<p>Science – Meeting Annual Academic Growth Expectations</p>	

<p>Writing – Meeting Annual Academic Growth Expectations</p>	<p>error (level of evidence one has around a particular measure in relationship to the amount of growth made with a group of students). This measure is reported for 10 or more students.</p> <p>The PVAAS Growth Index is converted to a scale ranging from 50 to 100. <i>If the PVAAS Growth Index for a school is a zero, then the school score is 75.</i></p> <p><i>If the PVAAS Growth Index is 3 or higher, the school performance measure score is 100. If the PVAAS Growth Index is -3 or lower, the school score is 50. (A score can be no lower than 50.) Performance measure scores are scaled proportionally within the range of -3 to +3.</i></p> <p><i>-3 to -2 (50.0 to 60.0)</i> <i>-2 to -1 (60.0 to 70.0)</i> <i>-1 to +1 (70.0 to 80.0)</i> <i>+1 to +2 (80.0 to 90.0)</i> <i>+2 to +3 (90.0 to 100.0)</i></p>
<p>Indicator: Other Factors Influencing or Reflecting Academic Achievement</p>	
<p>Cohort Graduation Rate or Promotion Rate (If No Graduation Rate)</p>	<p>The cohort graduation rate applies to a secondary school with a graduating class. If graduation rate is not available, promotion rate is used. (Both use previous year data.) This measure is reported for 11 or more students.</p> <p>Scaling is 1 to 1. If the graduation rate (or promotion rate) is 93.1, the score for the performance measure is 93.1.</p>
<p>Attendance</p>	<p>Attendance rate is calculated for all schools. This measure is reported for 11 or more students.</p> <p>Scaling is 1 to 1. If the attendance rate is 96.0, the score for the performance measure is 96.0.</p>

<p>Advanced Placement (AP) or International Baccalaureate (IB) or College Credit Offered</p>	<p>Programs representing academic rigor will be measured in the following manner: <i>If a school offers one AP, IB, or College Credit course in each of the four core academic areas, it is awarded maximum score – a performance measure of 100 (minimum of one offering in each of three core areas would be 75 points, etc.).</i></p> <p>This measure is reported for 11 or more students.</p>
<p>PSAT/Plan Participation</p>	<p>Students who take PSAT/Plan tend to score higher on SAT and ACT; thus, this indicator measures the percent of the grade 12 cohort who took the PSAT or Plan at some point in their school careers. This measure is reported for 11 or more students.</p> <p>PDE’s current benchmark is defined as follows: <i>Sixty percent of students in the grade 12 cohort will have taken the PSAT. If the school meets the 60% benchmark, then it receives a maximum score of 100 (60 x 1.667) for this performance measure. Thirty percent participation would receive a score of 50 (30 x 1.667), etc. (Scoring is scaled proportionally using the multiplier of 1.667.)</i></p>
<p>Indicator: Extra Credit for Advanced Achievement (up to 7 points) may be earned for each of the following:</p>	
<p>Mathematics – PSSA Advanced Achievement (1%)</p>	<p>Percent of Students Advanced on Mathematics PSSA/Keystone Algebra 1</p>
<p>Reading – PSSA Advanced Achievement (1%)</p>	<p>Percent of Students Advanced on Reading PSSA/Keystone Literature</p>
<p>Science – PSSA Advanced Achievement (1%)</p>	<p>Percent of Students Advanced on Science PSSA/Keystone Biology</p>
<p>Writing – PSSA Advanced Achievement (1%)</p>	<p>Percent of Students Advanced on Writing PSSA</p>

Industry Standards-Based Competency Assessments – Advanced Achievement (1%)	Percent of Students Advanced on Industry Standards-Based Competency Assessments
Advanced Placement – College Credit Equivalency (2%)	Percent of Grade 12 cohort scoring 3 or higher on any one AP Exam

Note that the “extra credit” section is designed to recognize achievement above and beyond expectations. Without extra credit, the highest possible SPP score is 100. With extra credit, schools may earn an SPP score of up to 107.

DIFFERENTIATED ACCOUNTABILITY: School Performance Profile Score + Four Annual Measurable Objectives (AMOs)

Schools will be held accountable under the ESEA flexibility provision that allows for a departure from the “Adequate Yearly Progress” (AYP) nomenclature that identifies schools in categories ranging from Making AYP to Corrective Action. That system, with various methods of achieving AYP such as through Safe Harbor, or not making AYP by having one subgroup miss a target, can be misleading to the general public in terms of understanding the actual academic performance of a school. Pennsylvania proposes to use a more fair and reasonable approach to accountability by considering the SPP score and four specific Annual Measureable Objectives (AMOs). Using this combination of factors, schools may be designated as *Reward: High Achievement, Reward: High Progress, Focus, and Priority*. Some schools may not be designated if they do not fall within the criteria established for these aforementioned performance categories.

DIFFERENTIATED ACCOUNTABILITY: Four AMOs

While the SPP incorporates multiple measures to analyze student achievement, the AMOs described below set clear, measurable goals related to test participation, graduation/attendance, and closing achievement gaps.

In addition to the SPP score, every school will be subject to four AMOs:

1. Test Participation Rate – To meet this AMO, the school must achieve 95% participation on the PSSAs and Keystone Exams. The All Students group will be used for accountability purposes. For school status associated with the 2011-2012 and 2012-2013 school years, test participation AMOs will be measured for Mathematics PSSA, Reading PSSA, Algebra I Keystone, and Literature Keystone, if applicable. For the 2013-2014 school year, test participation will be measured for Mathematics, Reading, Science and Writing PSSA as well as Algebra I, Literature, and Biology Keystone Exams. For the 2014-2015 school year and beyond, test participation will be measured on all state assessments aligned to the PA Common Core Standards and Keystone Exams.
2. Graduation Rate/Attendance Rate – To meet the AMO, the school must achieve an 85% graduation rate (applied to four-, five- and six-year cohorts) or improvement from the previous year, OR, if no graduation rate is applicable, an attendance rate of 90% or

improvement from the previous year. For accountability purposes, these rates will apply to the All Students group.

3. **Closing the Achievement Gap: All Students** – The achievement gap is determined by comparing the percent of students who are proficient or advanced in the 2012-13 baseline year with 100% proficiency. The benchmark for closing the achievement gap is that 50% of the gap will be closed over a six-year period. All Students is defined as all students enrolled for a full academic year taking the PSSA, Keystone Exams, or the Pennsylvania Alternate System of Assessment (PASA).
4. **Closing the Achievement Gap: Historically Underperforming Students** – Using the same approach as in #3 above, this AMO applies to a non-duplicated count of students with disabilities, economically disadvantaged students, and English Language Learners enrolled for a full academic year taking the PSSA, Keystone Exams or PASA. If a student is in more than one of the individual groups (e.g. special education and English Language Learner) s/he is counted only once.

The All Students and Historically Underperforming Students are not a cohort but rather students in the school meeting the definition during the reported year. The N size for all of the AMOs listed above is 11, a significant change from the current Pennsylvania N size of 40.

For all of the AMOs above, student performance at the school, district, and state level will be *reported* for every traditional disaggregated subgroup, but will not be used for accountability purposes.

DIFFERENTIATED RECOGNITION

The table below illustrates how the school designations (Reward, Focus, and Priority) will be determined. 2012-13 will serve as the baseline data year; therefore, the accountability system cannot be fully applied until a second year of data is available to determine the extent to which achievement gaps are being closed. For initial designations made in fall 2013, using 2012-2013 data, only the SPP score and the test participation and graduation rate/attendance AMOs will be used. Consequently, there will be no *Reward: High Progress* schools identified.

Differentiated Recognition	
School Status	Criteria
<i>Reward: High Achievement</i>	School Performance Profile score 95.0 or above AND Meets Test Participation and Attendance/Graduation Rate AMOs <i>OR</i> School Performance Profile score 90.0 or above AND Meets all four Annual Measurable Objectives (AMOs)
<i>Reward: High Progress</i>	School Performance Profile score 70.0 - 89.9 AND Meets all four Annual Measurable Objectives (AMOs)

Focus School	School Performance Profile score 60.0 - 69.9 <u>or</u> Graduation Rate below 60% Lowest 10% of Title I schools (based on SPP score) AND Not a Priority School OR Any school that does not meet Test Participation AMOs
Priority School	School Performance Profile score below 60.0 Lowest 5% of Title I schools (based on SPP score) Title I Schools receiving School Improvement Grant (SIG) funds

DIFFERENTIATED ACCOUNTABILITY AND RECOGNITION: Timeline for Implementation

Pennsylvania proposes to implement the new differentiated accountability/differentiated recognition system beginning in fall 2013, publishing the school profile using spring 2013 PSSA/Keystone results and test participation data, 2012-2013 attendance rate data and spring 2012 graduation rate data.

Recognition in fall 2013 will be limited in the Reward category to only high achievement schools since a second year of test result data will be required before the degree to which achievement gaps are closed can be determined. For fall 2013 recognition, only the SPP (minus the closing the achievement gap indicators, which constitute 10% of the SPP score) and the AMOs for test participation and attendance/graduation will be applied.

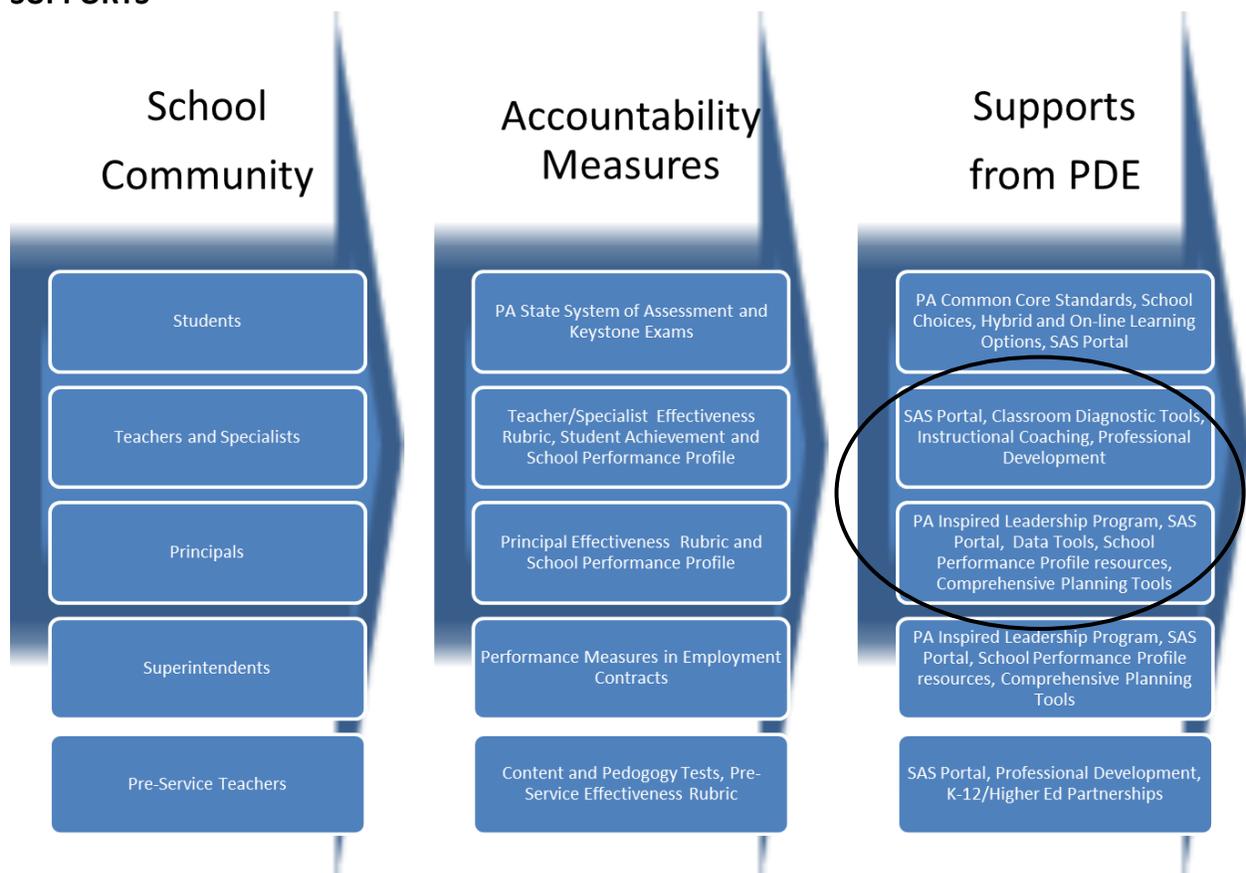
Once the differentiated recognition is made public in the fall, Focus and Priority schools will be required to develop plans, with technical assistance provided by PDE through the intermediate unit and PaTTAN offices (described under SUPPORTS); these schools will have access to topic- and subject-specific experts, including special education and English Language Learners. Plan implementation will be supported by IU and PaTTAN staff and monitored by PDE staff.

Timeline for New Differentiated Accountability/Recognition			
School Year	Assessments	Data Used for Current SY Accountability Status	School Designations For Current SY
2013-14	PSSA based on PA Academic Standards and PASA*; Keystone Exams w/ project alternative	2012-13 assessment results create baseline for AMOs and inform School Performance Profile (SPP); test participation and graduation/attendance rates used for AMOs	Reward: <i>High Achievement (only)</i> Priority Focus
2014-15	PSSA based on PA Common Core State Standards and PASA; Keystone Exams w/	2013-14 assessment results compared to 2012-13 baseline to determine if AMOs met; all four AMOs applied	Reward: <i>High Achievement</i> Reward: <i>High Progress</i> Priority

	project alternative		Focus
2015-16	PSSA based on PA Common Core State Standards and PASA; Keystone Exams w/ project alternative	2014-15 assessment results compared to 2012-13 baseline to determine if AMOs met	Reward: <i>High Achievement</i> Reward: <i>High Progress</i> Priority Focus

*PASA – Pennsylvania System of Alternate Assessment

SUPPORTS



Pennsylvania’s support system for all schools, including those not recognized, is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students. The support system is designed to assist students, teachers and specialist, principals and other school-level leaders, superintendents and other central office leaders, as well as higher education institutions that offer teacher preparation programs. In fact, anyone else with internet access, can utilize the Standards-Aligned System portal developed and maintained by the PA Department of Education. The SAS portal hosts a vast array of resources, both static and interactive, all designed to impact student achievement. The SAS portal is the keystone of Pennsylvania’s system of accountability and support for

effective educators and successful students.

Because the SAS portal is so vast, the PA Department of Education utilizes two other primary elements of education infrastructure in Pennsylvania to provide consultation, training, and technical assistance to ensure that educators know how to use the SAS portal resources and other elements of the support system effectively. These two critical elements are Pennsylvania's 29 intermediate units (IUs) and three PA Training and Technical Assistance Networks (PaTTANs).

SUPPORT: Standards-Aligned System

The online Standards Aligned System (<http://www.pdesas.org/>) is the primary vehicle for providing resources directly to educators. The SAS website is designed around six major strands, each targeting improved student achievement:

- Standards - Searchable databases of all Pennsylvania Academic and Common Core Standards and Assessment Anchors
- Curriculum Framework - Long Term Transfer Goals, Big Ideas, Essential Questions, Concepts and Competencies for all content areas
- Materials and Resources - Searchable, aligned classroom resources, learning progressions, lesson plans, and a Voluntary Model Curriculum
- Assessment - An assessment creator, as well as information on state exams and graduation requirements
- Instruction - Source for the Educator Effectiveness resources as well as a collection of videos and best practice strategies to meet needs of diverse learners
- Safe and Supportive Schools - An evidence-based framework for school and student safety, positive educational environment, and engagement

While the above six major strands offer a wealth of resources, the robustness of SAS is further reinforced by its interactive elements – from classroom diagnostic tools to a curriculum mapper to teacher-specific e-portfolios.

The SAS portal includes resources specific to English Language Learners and students with disabilities. The ELL Overlay is a framework for classroom instruction and formative assessment for teaching students who are English Language Learners. The framework addresses the students' communication needs in the areas of ideas and concepts necessary for academic success in the content areas of mathematics and language arts.

Likewise, there are abundant resources available for educators on modification, adaptations and instructional supports to best serve students with disabilities in the least restrictive, most inclusive settings possible.

Every year, more features are added to the SAS portal, and for every item included, a Quality Review Team comprised of subject-specific specialists determines whether or not content will be added based on quality and alignment to PA Common Core Standards.

SUPPORT: Classroom Diagnostic Tests and Other Tools

Registered users of the SAS portal who have PA Personal Identification (PPID) numbers can upload their student rosters and take advantage of the Classroom Diagnostic Tests (CDTs) available on the SAS portal. These formative assessments, aligned to the PSSA and Keystone Exams, may be given up to five times per year and generate student-specific information tied directly to SAS portal instructional resources.

In addition, PDE provides many statistical data tools for educators. These include the PA Value-Added Assessment System (PVAAS) to determine actual versus predicted student growth and eMetric which allows for in-depth analysis of individual student assessment results.

The capacity needed to support all of the LEAs in the use of the SAS portal, CDTs and other tools is beyond what PDE alone can provide; key partners work closely in the development and deployment of PDE initiatives and research-based strategies and interventions. These key partners include the intermediate units and Pennsylvania Training and Technical Assistance Network (PaTTAN) offices.

SUPPORT: Intermediate Units (IUs)

Pennsylvania's School Code was amended in 1970 to create 29 intermediate units (IUs) to provide regional education services to the schools within their respective geographic area. Since their inception, the intermediate units have built strong relationships within their regions and across the state. PDE secures services from IUs through contractual agreements that capitalize on IU staff members' particular areas of expertise such as special education, migrant education, professional development, subject area consultation, and more.

For example, IU specialists provide training and technical assistance to local educators on the use of all features within the SAS portal, Classroom Diagnostic Tests, PVAAS, eMetric, and more. IUs developed PAIUnet, a statewide, private, high-speed network on which the SAS portal resides so that digital content does not need to travel through the Internet "cloud." IUs are the infrastructure for implementing virtually all PDE initiatives, such as the Educator Effectiveness system described under Principle 3.

SUPPORT: Pennsylvania Training and Technical Assistance Network (PaTTAN)

The Pennsylvania Training and Technical Assistance Network (PaTTAN) is designed to support the efforts and initiatives of PDE's Bureau of Special Education and to build the capacity of intermediate units and LEAs to serve students who receive special education services. While there are 29 IUs, each typically serving one to three counties (PA has 67 counties), there are only three PaTTAN locations: eastern, central, and western regions of the state. They are supported with federal IDEA funds.

With staff members who are expert in all areas of special education and differentiated instruction and supports, Pennsylvania's PaTTAN system leads the Response to Instruction and Intervention (RtII) effort across the state. RtII refers to the use of a standards-aligned, comprehensive school improvement and/or multi-tiered system of support for implementing

PA's Standards Aligned System (SAS). Response to Instruction and Intervention rests on using a continuum of student performance data to continuously inform, monitor, and improve student access and response to high-quality core and supplemental instruction/intervention. Through a multi-tiered system of support, educators have a road map for facilitating systems change within the context of data-based decision-making and instructional matching. The intent of RtII is to improve learning as efficiently, effectively, and equitably as possible for all students.

SUPPORT: Pennsylvania Institute for Instructional Coaching (PIIC)

The PA Institute for Instructional Coaching is jointly funded by PDE and the Annenberg Foundation to support master teachers working with educators in kindergarten through high school for the purpose of improving professional practice to positively impact student achievement. Instructional coach mentors are intermediate unit employees or contractors who are either identified as instructional coaches or who are responsible for supporting improved instruction through coaching-like duties.

Educators who meet specific criteria can earn an instructional coach endorsement on their teaching certificates; instructional coaching in PA is very clearly defined and follows a set of principles and practices to ensure that the value and integrity of instructional coaching is maintained. The director of PIIC is a key member of the PDE-led Coaching Collaborative, comprised of higher education, IU, PaTTAN, and K-12 educators. The Coaching Collaborative recommends policies, procedures, and professional development to establish and sustain best practices in instructional coaching.

SUPPORT: Pennsylvania Inspired Leadership Program (PIL)

Just as PIIC is designed to support the continual growth and development of classroom teachers through coaching, PIL was developed to ensure that school leaders receive timely and effective support through a multi-year, 4-course program delivered to cohorts of principals and other school leaders. Open to administrators at the building and central office levels, participants engage in professional reading, discussion, activities, and projects throughout the year. They are expected to apply what they are learning within their roles and responsibilities.

PIL is delivered by trained facilitators across eight regions, each region led by an IU-based regional coordinator. Although understood to be an intensive and demanding series of courses, sessions fill quickly because the content and collegiality are considered invaluable to most participants. (PIL course content is explained in detail in Principle 1.) PDE covers the cost of providing PIL courses through state and federal funds.

SUPPORT: Comprehensive Planning Tools

Pennsylvania's regulations require a variety of plans, including professional development, technology, and special education. ESEA requirements for school improvement plans add to the mix of required "blueprints." In addition, Pennsylvania has a long history of district-level strategic planning. To facilitate deliberate, systemic approaches to improvement, PDE developed the Comprehensive Planning Tool, an online resource built on solid research to support the process of identifying needs through root-cause analyses, developing strategies

based on evidence-based practices, and monitoring implementation efforts. Schools/districts are divided into three phases, so that every LEA develops its plans on a manageable cycle, with support from IU staff specially trained in the use of the on-line tool. IUs also facilitate school improvement planning and review school improvement plans required under ESEA.

High performing LEAs with varied demographic conditions have shown they share common characteristics. These nine characteristics are strongly correlated to consistently high performing educational institutions. As planning teams go through the Comprehensive Planning Process, they will look for the presence of these characteristics. The characteristics are:

- Clear and Shared Focus
- High Standards and Expectations
- Effective Leadership
- High Levels of Collaboration and Communication
- Curriculum, Instruction, and Assessment Aligned with Standards
- Frequent Monitoring of Teaching and Learning
- Focused Professional Development
- Supportive Learning Environment
- High Levels of Community and Parent Involvement

COMMUNICATION

PDE will annually report to the public its lists of Reward, Focus, and Priority schools beginning in fall 2013 using 2012-13 data. PDE will update its current “report card” website at <http://paayp.emetric.net/> to reflect the approved accountability system described herein. School report cards through 2012-13 will remain accessible.

Schools identified as Reward, Focus, or Priority will be notified prior to public release of that information and will be advised of the opportunities, required actions, and technical assistance specifically associated with their status.

As has traditionally been done each fall in Pennsylvania relative to AYP status, PDE will issue a press release and conduct media briefings at the time the differentiated accountability and recognition results are released to the public.

PDE anticipates preparing educators and the general public for the new differentiated accountability and recognition system beginning with the PA Association of Federal Program Coordinators (PAFPC) annual conference in late April. Over the summer months, PDE will host webinars and post podcasts and supporting documentation to explain the new system.

2.A.ii Select the option that pertains to the SEA and provide the corresponding information, if any.

<p>Option A</p> <p><input type="checkbox"/> The SEA includes student achievement only on reading/language arts and mathematics assessments in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools.</p>	<p>Option B</p> <p><input checked="" type="checkbox"/> If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system or to identify reward, priority, and focus schools, it must:</p> <p>a. provide the percentage of students in the “all students” group that performed at the proficient level on the State’s most recent administration of each assessment for all grades assessed; and</p> <p>b. include an explanation of how the included assessments will be weighted in a manner that will result in holding schools accountable for ensuring all students achieve college- and career-ready standards.</p>
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Pennsylvania Proficiency Rates (Proficient and Advanced) - PSSA/PSSA-M/PASA				
Earned Scores				
2011 – 2012				
Student Group	Mathematics	Reading	Science	Writing
All Students	74.3	71.0	60.8	73.2
American Indian/Native American	69.5	66.1	56.5	68.9
Asian/Pacific Islander	88.4	81.4	70.3	83.9
Black/African American (not Hispanic)	51.1	47.7	32.4	52.4
Latino/Hispanic	57.1	50.7	39.4	54.9
Multi-Racial/Ethnic	68.8	65.8	57.7	65.7
White (not Hispanic)	80.6	77.9	68.3	78.8
Economically Disadvantaged	60.5	55.0	45.7	57.4
English Language Learner	35.4	19.7	25.0	29.8
Special Education	44.0	40.1	37.1	38.1

The table below illustrates how academic achievement (50%), academic improvement (10%), and academic growth (40%) are used to report a school’s performance relative to the PA Common Core Standards (reading, writing and math) and PA Academic Standards (biology).

The remaining 10% includes primarily those data elements that indicate preparation for post-secondary and workforce success. Likewise, the extra credit points available all relate to college and career readiness.

School Performance Profile Academic Performance Scoring		
Indicator	Weight	Data Elements
Academic Achievement	40%	<ul style="list-style-type: none"> • PSSA/Keystone Exam performance (mathematics, reading, writing, and science) • Industry standards-based competency assessment performance • Grade 3 reading proficiency (PSSA) • SAT/ACT college ready benchmarks
Academic Improvement: Closing the Achievement Gap – All Students	5%	<ul style="list-style-type: none"> • Percent of gap closure met (mathematics, reading, writing, and science)
Academic Improvement: Closing the Achievement Gap – Historically Underperforming Students	5%	<ul style="list-style-type: none"> • Percent of gap closure met (mathematics, reading, writing, and science)
Academic Growth	40%	<ul style="list-style-type: none"> • Academic progress of groups of students from year-to-year. All subjects (mathematics, reading, writing, and science)
Other Factors Influencing or Reflecting Academic Achievement	10%	<ul style="list-style-type: none"> • Cohort Graduation Rate • Promotion Rate • Attendance Rate • Advanced Placement or International Baccalaureate or College Credit Offered • PSAT/Plan Participation
Extra Credit		

Extra Credit for Advanced Achievement	Up to 7 points	<ul style="list-style-type: none"> • Percent PSSA advanced (mathematics, reading, writing, and science) • Percent advanced industry standards-based competency assessments • Percent 3 or higher on Advanced Placement Exams
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The School Performance Profile academic score is determined by applying assigned weightings to each data element used as a performance measure. The table below outlines the assigned weightings based upon each school’s grade configuration. For each element, the earned points are determined by multiplying the performance measure by the assigned weighting. Possible points for each data element are determined by multiplying the maximum performance measure by the assigned weighting. Performance measures are based on a 100 point scale.

Total earned points and total possible points are tabulated for all applicable data elements. A calculated score is then determined by dividing the total earned points by the total possible points and multiplying that result by 100. Once the calculated score is determined, any credit for advanced achievement is added to arrive at the final score.

Academic Performance Formula – All Building Configurations					
Indicators	K-12 Schools	Secondary Schools	Comprehensive CTCs	K-8 Schools with Grade 3	K-8 Schools w/out Grade 3
Academic Achievement (40%)	% Factor	% Factor	% Factor	% Factor	% Factor
Mathematics – Percent Proficient or Advanced on PSSA/Keystone Exam	7.50	7.50	4.75	7.50	10.00
Reading – Percent Proficient or Advanced on PSSA/Keystone Exam	7.50	7.50	4.75	7.50	10.00
Science – Percent Proficient or Advanced on PSSA/Keystone Exam	7.50	7.50	4.75	7.50	10.00
Writing – Percent Proficient or Advanced on PSSA	7.50	7.50	4.75	7.50	10.00
Industry Standards-Based Competency Assessments - Percent Competent or Advanced	2.50	5.00	25.00	NA	NA
Grade 3 Reading – Percent Proficient or Advanced on PSSA	2.50	NA	NA	10.00	NA
SAT/ACT College Ready Benchmark	5.00	5.00	NA	NA	NA

Academic Performance Formula – All Building Configurations

Indicators	K-12 Schools	Secondary Schools	Comprehensive CTCs	K-8 Schools with Grade 3	K-8 Schools w/out Grade 3
Closing the Achievement Gap – All Group (5%)	% Factor	% Factor	% Factor	% Factor	% Factor
Mathematics – Percent of Required Gap Closure Met	1.25	1.25	0.75	1.25	1.25
Reading – Percent of Required Gap Closure Met	1.25	1.25	0.75	1.25	1.25
Science – Percent of Required Gap Closure Met	1.25	1.25	0.75	1.25	1.25
Writing – Percent of Required Gap Closure Met	1.25	1.25	0.75	1.25	1.25
Closing the Achievement Gap – Historically Underperforming Students (5%)	% Factor	% Factor	% Factor	% Factor	% Factor
Mathematics – Percent of Required Gap Closure Met	1.25	1.25	0.75	1.25	1.25
Reading – Percent of Required Gap Closure Met	1.25	1.25	0.75	1.25	1.25
Science – Percent of Required Gap Closure Met	1.25	1.25	0.75	1.25	1.25
Writing – Percent of Required Gap Closure Met	1.25	1.25	0.75	1.25	1.25
Academic Achievement Factor Total	50.00	50.00	50.00	50.00	50.00
Indicators of Academic Growth (40%)	% Factor	% Factor	% Factor	% Factor	% Factor
Mathematics – Meeting Annual Academic Growth Expectations	10.00	10.00	10.00	10.00	10.00
Reading – Meeting Annual Academic Growth Expectations	10.00	10.00	10.00	10.00	10.00
Science – Meeting Annual Academic Growth Expectations	10.00	10.00	10.00	10.00	10.00
Writing – Meeting Annual Academic Growth Expectations	10.00	10.00	10.00	10.00	10.00
Academic Growth Factor Total	40.00	40.00	40.00	40.00	40.00
Other Academic Indicators (10%)	% Factor	% Factor	% Factor	% Factor	% Factor
Cohort Graduation Rate or	2.50	2.50	2.50	5.00	5.00

Academic Performance Formula – All Building Configurations					
Indicators	K-12 Schools	Secondary Schools	Comprehensive CTCs	K-8 Schools with Grade 3	K-8 Schools w/out Grade 3
Promotion Rate (if no Graduation Rate)					
Attendance	2.50	2.50	2.50	5.00	5.00
Advanced Placement (AP) or International Baccalaureate (IB) or College Credit Offered	2.50	2.50	2.50	NA	NA
PSAT/Plan Participation	2.50	2.50	2.50	NA	NA
Other Academic Indicators Factor Total	10.00	10.00	10.00	10.00	10.00
Overall Factor Total	100.00	100.00	100.00	100.00	100.00
Extra Credit for Advanced Achievement (up to 7 points)	Added Factor is 1% of each of the following (2% for Advanced Placement):				
Mathematics – PSSA/Keystone Exam Advanced Achievement	Percent of Students Advanced on Mathematics PSSA/Keystone Exam				
Reading – PSSA/Keystone Exam Advanced Achievement	Percent of Students Advanced on Reading PSSA/ Keystone Exam				
Science – PSSA/Keystone Exam Advanced Achievement	Percent of Students Advanced on Science PSSA/ Keystone Exam				
Writing – PSSA Advanced Achievement	Percent of Students Advanced on Writing PSSA/ Keystone Exam				
Industry Standards-Based Competency Assessments – Advanced Achievement	Percent of Students Advanced on Industry Standards-Based Competency Assessments				
Advanced Placement – College Credit Equivalency	Percent of Grade 12 Cohort scoring 3 or higher on any one AP Exam				

The chart on the following page shows the application of the calculations shown above to a sample high school. The sample high school's School Performance Profile index is 91.55 (before extra credit) based on 82.4 points earned out of a possible 90 points. Typically the divisor would be 100 but there is no data yet for the Indicators of Closing the Achievement Gap since 2012-13 is the baseline year. With extra credit for Advanced scoring on the PSSA, Industry Certification and Advanced Placement, the final index score for this sample high school is 96.11. Assuming this sample high school had met its 95% test participation and 85% graduation rate AMOs, this school would be recognized as *Reward: High Achievement* under Pennsylvania's differentiated accountability system.

Sample High School								
Data Element	Maximum Measure	Performance Measure	x	Factor Value	=	Earned Points	Possible Points	
Indicators of Academic Achievement								
Mathematics - Percent Proficient or Advanced on PSSA	100.00	83.59	x	0.08	=	6.27	7.50	
Reading - Percent Proficient or Advanced on PSSA	100.00	92.80	x	0.08	=	6.96	7.50	
Science - Percent Proficient or Advanced on PSSA	100.00	70.22	x	0.08	=	5.27	7.50	
Writing - Percent Proficient or Advanced on PSSA	100.00	98.40	x	0.08	=	7.38	7.50	
Industry Certification Exams - Percent Competent or Advanced	100.00	68.42	x	0.05	=	3.42	5.00	
Grade 3 Reading - Percent Proficient or Advanced on PSSA	0.00	0.00	x	0.00	=	0.00	0.00	
SAT/ACT College Ready Benchmark	100.00	100.00	x	0.05	=	5.00	5.00	
Indicators of Closing the Achievement Gap - All Students								
Mathematics - Percent of Required Gap Closure Met	100.00	No Factor - Baseline Year						
Reading - Percent of Required Gap Closure Met	100.00	No Factor - Baseline Year						
Science - Percent of Required Gap Closure Met	100.00	No Factor - Baseline Year						
Writing - Percent of Required Gap Closure Met	100.00	No Factor - Baseline Year						
Indicators of Closing the Achievement Gap - Subgroups								
Mathematics - Percent of Required Gap Closure Met	100.00	No Factor - Baseline Year						
Reading - Percent of Required Gap Closure Met	100.00	No Factor - Baseline Year						
Science - Percent of Required Gap Closure Met	100.00	No Factor - Baseline Year						
Writing - Percent of Required Gap Closure Met	100.00	No Factor - Baseline Year						
Indicators of Academic Growth/PVAAS								
Mathematics - Meeting Annual Academic Growth Expectations	100.00	100.00	x	0.10	=	10.00	10.00	
Reading - Meeting Annual Academic Growth Expectations	100.00	100.00	x	0.10	=	10.00	10.00	
Science - Meeting Annual Academic Growth Expectations	100.00	83.00	x	0.10	=	8.30	10.00	
Writing - Meeting Annual Academic Growth Expectations	100.00	100.00	x	0.10	=	10.00	10.00	
Other Academic Indicators								
Cohort Graduation Rate	100.00	97.40	x	0.025	=	2.44	2.50	
Promotion Rate	0.00	0.00	x	0.000	=	0.00	0.00	
Attendance Rate	100.00	94.68	x	0.025	=	2.37	2.50	
Advanced Placement, International Baccalaureate, or Dual Enrollment Offered	100.00	100.00	x	0.025	=	2.50	2.50	
PSAT/Plan Participation	100.00	100.00	x	0.025	=	2.50	2.50	
						Total Points	82.40	90.00
Calculated Score = Total Earned Points/Total Possible Points						=	91.55	
Credit for Advanced Achievement								
Percent PSSA Advanced - Mathematics	100.00	58.43	x	0.01	=	0.58		
Percent PSSA Advanced - Reading	100.00	66.51	x	0.01	=	0.67		
Percent PSSA Advanced - Science	100.00	34.07	x	0.01	=	0.34		
Percent PSSA Advanced - Writing	100.00	38.21	x	0.01	=	0.38		
Percent Advanced - Industry Certification Exams	100.00	57.89	x	0.01	=	0.58		
AP 3 or higher	100.00	100.00	x	0.02	=	2.00		
Final Score = Calculated Score + Credit for Advanced Achievement						=	96.11	

2.B SET AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES

Select the method the SEA will use to set new ambitious but achievable annual measurable objectives (AMOs) in at least reading/language arts and mathematics for the State and all LEAs, schools, and subgroups that provide meaningful goals and are used to guide support and improvement efforts. If the SEA sets AMOs that differ by LEA, school, or subgroup, the AMOs for LEAs, schools, or subgroups that are further behind must require greater rates of annual progress.

<p>Option A</p> <p><input type="checkbox"/> Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the “all students” group and in each subgroup who are not proficient within six years. The SEA must use current proficiency rates based on assessments administered in the 2011–2012 school year as the starting point for setting its AMOs.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p>	<p>Option B</p> <p><input type="checkbox"/> Set AMOs that increase in annual equal increments and result in 100 percent of students achieving proficiency no later than the end of the 2019–2020 school year. The SEA must use the average statewide proficiency based on assessments administered in the 2011–2012 school year as the starting point for setting its AMOs.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p>	<p>Option C</p> <p><input checked="" type="checkbox"/> Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p> <p>ii. Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below.</p> <p>iii. Provide a link to the State’s report card or attach a copy of the average statewide proficiency based on assessments administered in the 2011–2012 school year in reading/language arts and mathematics for the “all students” group and all subgroups. (Attachment 8)</p>
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ANNUAL MEASUREABLE OBJECTIVES (AMOs)

Pennsylvania is setting ambitious but achievable Annual Measurable Objectives (AMOs) in the following areas:

- Closing the Achievement Gap
- Test Participation
- Graduation Rate
- Attendance Rate (if no graduation rate)

AMO: Closing the Achievement Gap

While the School Performance Profile provides a snapshot of overall academic performance based upon the aggregation of multiple performance measures, Pennsylvania has established Closing the Achievement Gap as its basis for setting Annual Measurable Objectives (AMOs) for all students and all groups of students for academic achievement. The achievement gap is determined by comparing the baseline percent of students who are proficient or advanced to the goal of 100% proficiency. This emphasis on Closing the Achievement Gap for the SEA, LEAs, and all schools is intended to increase the likelihood of improved student achievement for all students and student subgroups.

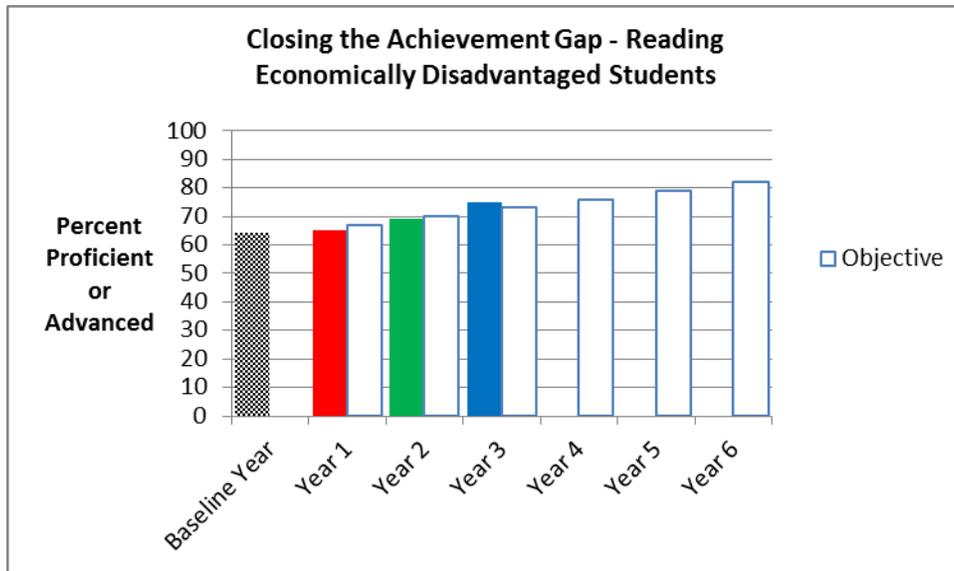
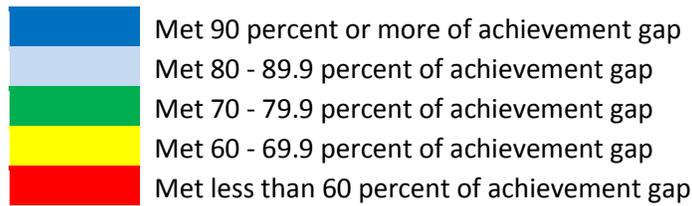
Pennsylvania's Annual Measurable Objectives for closing the achievement gap for all LEAs, schools, and subgroups are based upon setting annual equal increments toward a goal of reducing by half the percentage of students who are not proficient within six years. For accountability purposes as described at the outset of this section, the *All Students* group and the *Historically Underperforming Students* group will be used. For reporting purposes, each traditional disaggregated subgroup will be used. For both accountability and reporting purposes, these AMOs will be applied to each student group in each assessed subject in each year. This methodology of focusing on Closing the Achievement Gap sets reasonable standards of achievement for each LEA, school, and subgroup. A minimum closure of 70% of the cumulative Annual Measurable Objective is required to qualify that AMO as being met in a given year.

To measure Closing the Achievement Gap, a baseline year is required. Pennsylvania has established the 2012–2013 school year as the baseline year so that the first measure of Closing the Achievement Gap will be available in the 2013–2014 school year. Earned scores are used for students enrolled for a full academic year. Results are reported for 11 or more students.

The sample graph and data table below provide an example of the AMO displays for academic achievement for economically disadvantaged students in reading (through Year 3):

Displaying Annual Measurable Objectives for Academic Achievement

Annual Measurable Objectives (AMO) and their attainment status are displayed for each LEA, school and subgroup. Actual values as well as graphical representations will be provided. As illustrated below, graphical representations are color coded as follows:



		Reading – Economically Disadvantaged – AMO Progress						
		Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Percent P or A	Actual	64.0	65.0	69.0	75.0			
	Objective	NA	67.0	70.0	73.0	76.0	79.0	82.0

AMO: Incorporating *Closing the Achievement Gap* in the School Performance Profile

In addition to displaying the AMOs for academic achievement for each LEA, school, and group, a measure of *Closing the Achievement Gap* is included as a weighted value in each school’s School Performance Profile.

Closing the Achievement Gap is used for accountability purposes and included in the School Performance Profile for two groups of students:

- All Students – defined as all students enrolled for a full academic year taking the PSSA or PASA
- Historically Underperforming Students – defined as a non-duplicated count of students with disabilities, economically disadvantaged students, and English Language Learners enrolled for a full academic year taking the PSSA or PASA. If a student is in more than one of the individual groups (e.g., special education and English Language

Learner), s/he is only included in the Historically Underperforming Student group one time – a non-duplicated count. This group is not a cohort but rather students currently in the school meeting the definition during the reported year.

For both groups of students, *Closing the Achievement Gap* is calculated for each of the PSSA subjects (mathematics, reading, writing, and science) and Keystone subjects (algebra, literature, biology). The achievement gap is determined by comparing the baseline percent of students who are proficient or advanced to the goal of 100% proficiency. The baseline year has been established as the 2012-2013 school year; thus, *Closing the Achievement Gap* scores will be included for the first time using 2013-2014 test results compared to 2012-13 test results.

Once the achievement gap is determined with 2012-13 data, schools are measured on the success in closing that gap, beginning with 2013-14 data.

- The benchmark for success is defined as closing one-half of the achievement gap over a six year period.
- This success rate is measured annually; if a school is on track or exceeding the cumulative rate needed to close the gap, a score of 100 is earned.
- If a school has closed 80% of the gap, a score of 80 is earned.
- A school not making any progress in closing the gap or even widening the gap earns a score of zero.
- Closing the gap is cumulative; if the annual goal is exceeded one year and not met the following year, the gain is calculated on a cumulative basis.
- Closing 70% or more of the achievement gap will meet the requirement for success as related to AMO accountability status.

The example below illustrates how achievement gap closure is calculated:

The Historically Underperforming Student group achieves 40% Proficient or Advanced in the baseline year.

- Achievement gap = 60 percentage points (100% – 40%).
- One-half of the achievement gap is 30 percentage points. (Closing one-half of the achievement gap over a six-year period)
- Over six years, the school must increase the percent proficient or advanced by 5 percentage points each year of the six-year period to meet the goal. (30/6 = 5).
- The score is scaled proportionally based upon percent of annual goal met.
 - o 5 percentage point or more increase (meeting or exceeding the 5% annual goal) = 100%
 - o 4 percentage point increase (meeting 80% of the annual goal) = 80%
 - o 3 percentage point increase (meeting 60% of the annual goal) = 60%
 - o 2 percentage point increase (meeting 40% of the annual goal) = 40%
 - o No increase or decline = 0%
- The annual goal closure is cumulative; if the school improves scores by 6

percentage points in year one and 4 percentage points in year two, it earns a 100% in year 1 and year 2.

AMO: Incorporating *Closing the Achievement Gap* in Supplemental Reporting on the SPP

Closing the Achievement Gap AMOs for every disaggregated subgroup for every subject area tested per school will be reported on the School Performance Profile site so that all members of the school community, including parents, are aware of the progress being made by each subgroup on each subject area assessed. However, these AMOs will not be calculated into the School Performance Profile score or utilized for differentiated accountability and recognition. Publicly reporting on these AMOs is to ensure that all students' needs are known and addressed.

AMO: Test Participation

Participation on state assessments will remain a primary component of the accountability system. Presently, ESEA requires all districts, schools, and subgroups to assess a minimum of 95% of their students on the Pennsylvania System of School Assessment (PSSA), Keystone Exams, and/or the state English Language Learner (ELL) assessment.

Test Participation Rate – To meet this AMO, the school must achieve 95% participation on the PSSAs and Keystone Exams. The All Students group will be used for accountability purposes. For school status associated with the 2011-2012 and 2012-2013 school years, test participation AMOs will be measured for Mathematics PSSA, Reading PSSA, Keystone Algebra I, and Keystone Literature, if applicable. For the 2013-2014 school year, test participation will be measured for Mathematics, Reading, Science, and Writing PSSA as well as Keystone Exams (Algebra I, Literature, and Biology). For the 2014-2015 school year and beyond, test participation will be measured on all state assessments aligned to the PA Common Core Standards.

Any school with less than a 95% test participation rate for the *All Students* group in reading, writing, mathematics, or science will automatically fail to make its AMO in the aggregate; as a result, it will be identified as a Focus school, regardless of every other AMO and SPP score. English Language Learners in their first and second year of US schooling must take the state ELL assessment. English Language Learners must also take all other state assessments except that in the first year of schooling they are not required to participate in the Reading PSSA/Keystone Literature. Exceptions to the ELL assessment requirement will be made only where accommodations for ELLs with disabilities are not available for a particular test.

AMO: Graduation Rate

High school graduation rate is also a primary component of the accountability system. The end goal is to graduate all students who are postsecondary- and workforce-ready. To reach this goal, PDE is proposing a five-year adjusted cohort graduation rate to supplement its current four-year cohort rate; this five-year rate provides an adjusted target to accommodate students with disabilities whose IEPs dictate more time. The calculation for determining the five-year adjusted rate differs from the calculation presented in the non-regulatory

guidance. For example:

- For 2013, PDE will first look at the four-year cohort 2012 graduation rate based on the cohort of 9th grade students in 2008-09. If the goal of an 85% graduation rate is met or exceeded, the goal is achieved.
- If the four-year goal is not met, PDE will then look at the five-year cohort 2012 graduation rate based on the cohort of 9th grade students in 2007-08 and add any new graduates to the numerator. If the goal of 85% graduation rate is met with this five-year cohort, the goal is achieved.
- If the five-year goal is not met, PDE will then look at the six-year cohort 2012 graduation rate based on the cohort of 9th grade students in 2006-07 and add any new graduates to the numerator. If the goal of 85% graduation rate is met with this six-year cohort, the goal is achieved.

Regardless of the academic performance score, a school with a graduation rate below 60% and not otherwise designated as a Priority school will be designated as a Focus school. Any school that demonstrates improvement in the graduation rate, unless otherwise designated as a Focus or Priority school, will be considered as having met the Graduation Rate AMO.

AMO: Attendance Rate

Attendance continues to be a primary component of the accountability system when graduation rate is not applicable to a school. The end goal is for all students to attend school with high rates of attendance. To reach this goal, PDE is proposing an Annual Measurable Objective for attendance of 90%.

Attendance rates will be displayed for all student subgroups with an n size of 11 or more. However, for accountability status, only the attendance rate of the aggregate of students (*All Students* group) will be used. Any school that demonstrates an improved attendance rate that is not otherwise identified as a Focus or Priority school, will be considered as having met the Attendance Rate AMO.

AMOs: Achieving the Targets (general)

- For Closing the Achievement Gap, an AMO will have been met if at least 70% of the achievement gap has been closed.
- For test participation, an AMO is considered to have been met if the test participation rate is 95% or higher.
- For graduation rate, an AMO is considered to have been met if the four, five or six year cohort graduation rate is 85% (or improvement from previous year).
- For attendance rate, an AMO is considered to have been met if the attendance rate is 90% (or improvement from previous year).

AMOs: Rates of Annual Progress

Since baseline year performance is likely to be different for each LEA, school, and subgroup, the method of calculating each Annual Measurable Objective will require that those LEAs, schools, and subgroups which are further behind will need to make greater rates of annual

progress to meet the Closing the Achievement Gap AMOs.

For example, if the baseline year proficiency rate on the mathematics state assessment for a subgroup is 64%, the achievement gap is 36 percentage points. Closing half of that achievement gap over a six-year period would require progress in proficiency of 3 percentage points annually ($100 - 64 = 36$; $36/2 = 18$; $18/6 = 3$ percentage points annually).

Conversely, if the baseline year proficiency rate on the mathematics state assessment for a subgroup is 40%, the achievement gap is 60 percentage points. Closing half of that gap over a six-year period would require progress in proficiency of 5 percentage points annually ($100 - 40 = 60$; $60/2 = 30$; $30/6 = 5$ percentage points annually). In this example, a greater rate of annual progress is required for the subgroup.

Holding schools accountable for their overall academic performance based on multiple measures and reporting every measurable subgroup's progress in meeting Annual Measurable Objectives represents both depth and breadth in measures designed to represent college and career readiness. Furthermore, Pennsylvania has shifted from an n size of 40 to an n size of 11 or more to ensure a stronger representation of subgroups. An even greater level of inclusion is achieved with the Historically Underperforming Student group. For example, a subgroup of students with disabilities consisting of five students would not be a reportable subgroup with an n size of 11, but those students would be represented when included in the Historically Underperforming Student group as long as there are at least six other students from the economically disadvantaged student subgroup and/or the English Language Learner student subgroup.

Pennsylvania recognizes that all schools will not be recognized using the ESEA-required status labels of Reward, Focus, and Priority when the chart below is applied. However, all schools will earn a published School Performance Profile score and their performance relative to the AMOs described above will be reported publicly as well.

Differentiated Recognition	
School Status	Criteria
Reward: <i>High Achievement</i>	School Performance Profile score 95.0 or above AND Meets Test Participation and Attendance/Graduation Rate AMOs <i>OR</i> School Performance Profile score 90.0 or above AND Meets all four Annual Measurable Objectives (AMOs)
Reward: <i>High Progress</i>	School Performance Profile score 70.0 - 89.9 AND Meets all four Annual Measurable Objectives (AMOs)

Focus School	School Performance Profile score 60.0 - 69.9 OR Graduation Rate below 60% OR Lowest 10% of Title I schools (based on SPP score) AND Not a Priority School OR Any school that does not meet Test Participation AMOs
Priority School	School Performance Profile score below 60.0 OR Lowest 5% of Title I schools (based on SPP score) OR Title I Schools receiving School Improvement Grant (SIG) funds

Preliminary distribution of schools based on 2011-12 School Performance Profile data and graduation rate and test participation information (no achievement gap AMOs available) indicate that of the 3,095 public schools in Pennsylvania, about one third fall into the Reward, Focus or Priority status.

	All Schools	Title I Schools
Total Schools	3089	1869
Reward Schools	204	69
Percent Reward	6.6%	3.7%
Focus Schools	406	272
Percent Focus	13.6%	14.6%
Priority Schools	386	338
Percent Priority	12.5%	18.1%

Note that there is no data available to separately identify *Reward: High Progress* schools. Also note that 2012-13 is being used as the baseline year due to the introduction of Keystone Exams aligned to the PA Common Core Standards versus the 2011-12 eleventh grade PSSA aligned to the PA Academic Standards.

2.C REWARD SCHOOLS

2.C.i Describe the SEA’s methodology for identifying highest-performing and high-progress schools as reward schools . If the SEA’s methodology is not based on the definition of reward schools in *ESEA Flexibility* (but instead, e.g., based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

Differentiated Recognition	
School Status	Criteria
Reward: <i>High Achievement</i>	School Performance Profile score 95.0 or above AND Meets Test Participation and Attendance/Graduation Rate AMOs <i>OR</i> School Performance Profile score 90.0 or above AND Meets all four Annual Measurable Objectives (AMOs)
Reward: <i>High Progress</i>	School Performance Profile score 70.0 - 89.9 AND Meets all four Annual Measurable Objectives (AMOs)

Reward schools recognized for high achievement will need to meet all of their AMOs if their School Performance Profile score ranges from 90 to 94.9. However, schools with a score of 95 or higher will not have to meet the Closing the Achievement Gap AMOs separately from the School Performance Profile because the ability to do so will be greatly inhibited by the very small percentage required annually. Both of the Closing the Achievement Gap AMOs (*All Students* and *Historically Underperforming Students*) are in place within the School Performance Profile itself.

2.C.ii Provide the SEA’s list of reward schools in Table 2.

See Attachment 9

2.C.iii Describe how the SEA will publicly recognize and, if possible, reward highest-performing and high-progress schools.

DIFFERENTIATED RECOGNITION: Reward Schools

Reward schools will be recognized in the following manner:

- Receive the Keystone Award (specific to achievement or progress) at the annual PDE Institute. Note that this is the same conference at which Blue Ribbon Schools, the Milken Teacher, and PA Teacher of the Year (NTOY) finalists/winner are recognized. The Governor/First Lady typically preside at this ceremony.
- Invited to present their strategies for success during the annual PDE Institute (December), Title I Improving School Performance Conference (January), Annual Federal Programs Conference (April), and other venues as appropriate, including but not limited to those functions held for professionals serving specific populations (Special Education, ELL, Migrant Education, Dropout Prevention, etc.).
- Compete for Collaboration and/or Innovation Grants (depending on the availability of

funding).

- Collaboration Grants – for Reward schools making a commitment to work with Focus schools within their respective geographic regions. (The collaboration grant will be written and endorsed by both the Reward and the Focus school partner and must include measurable outcomes for one or more defined areas of need – validated need supported by the School Performance Profile scoring. Funding will be awarded to both the Reward and Focus school.
- Innovation Grants – to promote the implementation of new learning structures and processes designed to meet individual student needs. Innovation grant projects must be able to serve as a replicable model with the potential to be brought to scale.
- Invited to collaborate with PDE to develop new policies and design and pilot new practices.

2.D PRIORITY SCHOOLS

2.D.i Describe the SEA’s methodology for identifying a number of lowest-performing schools equal to at least five percent of the State’s Title I schools as priority schools. If the SEA’s methodology is not based on the definition of priority schools in *ESEA Flexibility* (but instead, e.g., based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

Differentiated Recognition	
School Status	Criteria
Priority School	School Performance Profile score below 60.0 OR Lowest 5% of Title I schools (based on SPP score) OR Title I Schools receiving School Improvement Grant (SIG) funds

The School Performance Profile has a strong system for identifying Priority schools. Using the SPP score, schools will be identified as Priority if their overall score is below 60. In addition, the lowest 5% of all Title I schools will be so identified and therefore eligible for sustained supports, although initial data runs would indicate that more than the lowest 5% of Title I schools already meet the Priority school criterion of a School Performance Profile score of below 60. In fact, using 2011-12 data, 18% of the Title I schools in PA would be in Priority status. Specifically, 336 of the 385 schools (nearly 88%) of the Priority schools are Title I schools.

2.D.ii Provide the SEA’s list of priority schools in Table 2.

See Attachment 9

2.D.iii Describe the meaningful interventions aligned with the turnaround principles that an LEA with priority schools will implement.

PRIORITY SCHOOLS: Meaningful Interventions

Turning around the Priority schools requires developing a comprehensive state-level strategy, structure, and process to drive and support turnaround efforts statewide. All stakeholders will be focused on results and informed of key decisions.

Truly effective school turnaround requires making controversial decisions that up end the status quo. Parents, educators, students, and community members will be informed of key decisions made by school leaders to inform a multi-year turnaround plan.

Aligned with the ESEA waiver turnaround principles, The Pennsylvania Department of Education theory of action will drive and support turnaround efforts statewide to include the following:

- Conditions
Cultivate a policy environment, create a governance structure, and develop local leadership capacity necessary for dramatic school turnaround.
- Strategy
Commit to a comprehensive, cohesive, agency-wide vision, mission, and set of aligned activities to turn around the State’s Priority and Focus schools.
- Organizational Structure and Communication
Design a coherent, agency-wide structure and communications strategy to effectively execute and communicate the State’s turnaround plan.
- Resource Targeting
Focus time, energy, and funds where they are most needed and will have the greatest impact.
- Accountability
Develop an accountability system that sets clear standards, monitors progress, and incentivizes dramatic reform.
- Human Capital
Through the implementation of the Educator Effectiveness System, the State has invested in highly effective teachers and leaders to drive turnaround at the LEA and school levels.

Interventions aligned to school needs should be based upon characteristics that research supports as those associated with high performing schools. Defining those characteristics will assist

Priority and Focus schools in evaluating their needs and acting accordingly.

Guiding schools to select meaningful interventions includes defining the characteristics of high performing schools. These characteristics are the following:

- Clear and Shared Focus
- High Standards and Expectations
- Effective Leadership
- High Levels of Collaboration and Communication
- Curriculum, Instruction, and Assessment Aligned to Standards
- Frequent Monitoring of Teaching and Learning
- Focused Professional Development
- Supportive Learning Environment
- High Levels of Community and Parent Involvement

By linking these characteristics to theories of action and the ESEA turnaround principles (see Appendix P2-A) schools may then respond to the questions associated with each characteristic and make connections to Pennsylvania's initiatives, including the Danielson-based Framework for Teaching and the PA Inspired Leaders' professional education program. These questions are directly embedded in Pennsylvania's online Comprehensive Planning Tool which is organized around the characteristics of high performing schools as listed above. The SPP serves as the entry point for data-based decision making and is further extrapolated through the school systems questions within the Comprehensive Planning Tools that uncover the root cause of problems. Alignment with Pennsylvania's Educator Effectiveness frameworks provides the critical connection for our professional responsibility for school improvement.

PRIORITY SCHOOLS: Targeted Resources

PDE has implemented a Statewide System of Support for several years which utilizes the expertise within intermediate units to provide training and technical assistance on the PDE supports described earlier in this Principle 2 description. The Statewide System of Support has included the following:

- Standards-Aligned System
- Classroom Diagnostic Tests and Other Tools (eMetric and PVAAS)
- Comprehensive Planning Tools

In addition, PDE utilizes IUs to provide training and technical assistance associated with:

- Pennsylvania Institute for Instructional Coaching (PIIC)
- Pennsylvania Inspired Leadership Program (PIL)

As described in the next section on Educator Effectiveness, PDE also relies on IUs, with substantial funding from PA's Race to the Top grant, to provide the training and technical assistance to implement the:

- Teacher Effectiveness Initiative
- Specialist Effectiveness Initiative
- Principal Effectiveness Initiative
- PA Institute for Instructional Coaching (with significant funding provided through

a major foundation as well)

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Recognizing that schools must address issues of safety and security, PDE has contracted with IUs to provide training and technical assistance in developing safe schools by implementing Student Assistance Team training and anti-bullying programs.

PRIORITY SCHOOLS: Targeted Resources - Academic Recovery Liaison

Despite all of the opportunities described above and previously in greater detail under *SUPPORTS*, many schools, particularly those with very low achievement, have not availed themselves of these services. Consequently, in PDE's Race to the Top grant implementation, PDE leaders required that IUs specifically target their lowest-performing schools (based on aggregate math and reading PSSA scores) and personally reach out to these schools inviting them to participate in the training and technical assistance available to them.

Compelling school leaders to effectively utilize available supports from PDE can be achieved, however, through other means. Pennsylvania proposes that Priority schools will be required to demonstrate that they have participated in the training and technical assistance available to them and are implementing and evaluating the efficacy of their implementation efforts.

PDE will provide a regionally-assigned Academic Recovery Liaison (ARL) to facilitate and oversee Priority schools' use of the training, technical assistance, and tools available to them from PDE. The ARL will develop a working relationship with the IUs within his/her assigned region and ensure that the IU is targeting the Priority schools, and conversely, the Priority schools are accessing the available IU services. Likewise, where there are needs associated with special populations, such as students with disabilities and English Language Learners, the ARL will facilitate the connection between school leaders and the appropriate PDE resources, such as the PaTTAN offices and Title III officials.

The cadre of PDE-selected Academic Recovery Liaisons will receive training from PDE, IU, and PaTTAN staff and national/international consultants; will work with PA partners such as the Mid-Atlantic Comprehensive Center (MACC) and Regional Education Lab (REL); will participate in convenings, such as those held by CCSSO, Achieve, and others, as invited, for the purpose of improving their services to Priority schools. Each ARL will be committed to his/her Priority schools for three years. Priority schools and the ARL will be required to maintain documentation related to training, technical assistance, implementation and evaluation. In other words, tracking and reconciliation of records associated with input and output measures related to training and technical assistance will be compared against impact; impact will ultimately be determined according to the School Performance Profile score and meeting the Annual Measurable Objectives. Leading indicators on the Comprehensive Planning Tool will also serve as a basis for determining progress on a qualitative level.

Finally, the Priority school principal, with the LEA superintendent/CEO, will be commit to working with the Academic Recovery Liaison to ensure that the various programs and initiatives across the district and school are coordinated within the context of the Comprehensive Plan.

In addition to targeted intervention by having the ARL ensure the use of all SUPPORTS previously identified, directed opportunities will be provided:

- Pennsylvania Comprehensive Literacy Plan– The literacy plan and the local literacy needs assessment provide road map for literacy learning while the local literacy needs assessment is a self-study analysis of current practice.
- Hybrid Learning Environment – Hybrid learning environments allow students to engage in small group, personalized, focused instruction based on real-time data. Instruction is delivered using a combination of on-line and face-to-face instruction.
- Targeted Cohort for PIL – Designed to support principals of Priority schools, professional development will focus on research based turnaround strategies. Additionally, participants in the targeted cohort will have the benefit of turnaround-specific support and guidance.

2.D.iv Provide the timeline the SEA will use to ensure that its LEAs that have one or more priority schools implement meaningful interventions aligned with the turnaround principles in each priority school no later than the 2014–2015 school year and provide a justification for the SEA’s choice of timeline.

PRIORITY SCHOOLS: Timeline

Pennsylvania will require implementation of meaningful interventions with its Priority schools, per the following timeline:

October 2013 – Schools receive notification of preliminary status as a Priority school based upon recognition criteria using 2012-2013 data; PDE assigns Academic Recovery Liaison

October to December 2013 – Schools develop improvement plan based upon implementing *all* meaningful interventions identified for the turnaround principles using the Comprehensive Planning Tool

December 2013 – Schools submit improvement plan to PDE for approval

February 2014 – PDE returns plans to LEAs/schools

March 2014 (ongoing) – Schools build capacity to implement improvement plan in 2014-2015 school year

July 2014 – Schools officially begin implementation of improvement plans

October 2014 – Schools receive recognition status based upon recognition criteria (see Table 2-1) using 2013-2014 data

June 2015 – Schools submit self-evaluation of improvement plan efficacy to PDE

This timeline allows adequate time for developing the cadre of Academic Recovery Liaison throughout summer 2013. After June 2015, Priority schools will revise their plans based on ARL-guided self-evaluation and preliminary data available on the 2014-2015 assessments.

2.D.v Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement exits priority status and a justification for the criteria selected.

PRIORITY SCHOOLS: Exit Criteria

Priority schools improving their academic score to 60.0 or above for two consecutive years will be designated in accordance with the recognition criteria described in this section. For example, if a Priority school achieves the criteria for a Reward: High Progress school, it remains a Priority school for an additional year. The use of two consecutive years adds a dimension of assurance that schools are likely to sustain improvement/progress. Successful transition to a higher school status will be determined after the second consecutive year of sustained improvement/progress. A school newly designated as a Focus school following Priority school status will be required to follow the guidelines for supports for Focus schools. Otherwise, schools no longer designated as Priority or Focus will be required to monitor the performance measures identified in the School Performance Profile and AMOs for a minimum of one year.

For schools not exiting Priority status within the 3-year improvement planning cycle, the LEA will implement significant changes aligned to the four (4) School Improvement Grant (SIG) options.

2.E FOCUS SCHOOLS

2.E.i Describe the SEA’s methodology for identifying a number of low-performing schools equal to at least 10 percent of the State’s Title I schools as “focus schools.” If the SEA’s methodology is not based on the definition of focus schools in *ESEA Flexibility* (but instead, e.g., based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

Differentiated Recognition	
School Status	Criteria
Focus School	School Performance Profile score 60.0 - 69.9 <i>OR</i> Graduation Rate below 60% <i>OR</i> Lowest 10% of Title I schools (based on SPP score) <i>AND</i> Not a Priority School <i>OR</i> Any school that does not meet Test Participation AMOs

Schools that achieve a School Performance Profile score of 70 or higher will have had to demonstrate increases in academic achievement given that 40% of the score is based on

growth (a student's progress in one year is indeed the equivalent of one year's growth or more) and 10% of the score is based on improvement (closing the achievement gap). Therefore, PDE anticipates only those schools with a School Performance Profile score below 70 but over 60, are schools whose primary challenge is growth and improvement, whereas schools with scores below 60 typically will have significant problems with both achievement (40% of the score) as well as growth (40%) and improvement (10%). Consequently, Focus schools will be uniquely served by PDE support services specifically in regard to growth and improvement.

2.E.ii Provide the SEA's list of focus schools in Table 2.

See Attachment 9

2.E.iii Describe the process and timeline the SEA will use to ensure that each LEA that has one or more focus schools will identify the specific needs of the LEA's focus schools and their students. Provide examples of and justifications for the interventions focus schools will be required to implement to improve the performance of students who are the furthest behind.

FOCUS SCHOOLS: Timeline

Pennsylvania will require implementation of meaningful interventions with its Focus schools, per the following timeline:

October 2013 – Schools receive notification of preliminary status as a Focus school based upon recognition criteria using 2012-2013 data; PDE provides comprehensive listing of resources available to access to address LEA/School-specific needs

October to December 2013 – Schools develop improvement plan based upon implementing selected interventions identified for the turnaround principles appropriate for the school's improvement needs

December 2013 – Schools submit improvement plan to PDE for approval

February 2014 – PDE returns plans to LEAs/schools

March 2014 (ongoing) – Schools build capacity to implement improvement plan in 2014-2015 school year

July 2014 – Schools begin implementation of improvement plans

October 2014 – Schools receive recognition status based upon recognition criteria using 2013-2014 data

June 2015 – Schools submit self-evaluation of improvement plan efficacy to PDE

Schools designated as Focus based upon 2013-2014 data will be required to implement an improvement plan. Schools no longer designated as Focus based upon 2013-2014 data will still be required to implement the improvement plan. However, if at the end of the 2014-2015 school year they no longer meet the criteria of a Focus school, they will be designated per recognition criteria using 2014-2015 data.

2.E.iv Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement and narrowing achievement gaps exits focus status and a justification for the criteria selected.

FOCUS SCHOOLS: Exit Criteria

Focus schools improving their academic score to 70.0 or above for two consecutive years or making all AMOs will be designated in accordance with the recognition criteria described previously. Schools otherwise designated as a Priority school will be required to follow the guidelines for supports for Priority schools. Otherwise, schools no longer designated as Priority or Focus will be required to monitor the performance measures identified in the School Performance Profile for a minimum of one year.

Schools not exiting Focus status within the 3-year improvement planning cycle will be required to develop and implement a revised improvement plan with additional supports. If after 2 years the school does not exit Focus status, the school will enter Priority status, regardless of their School Performance Profile score.

2.F PROVIDE INCENTIVES AND SUPPORTS FOR OTHER TITLE I SCHOOLS

- 2.F Describe how the SEA’s differentiated recognition, accountability, and support system will provide incentives and supports to ensure continuous improvement in other Title I schools that, based on the SEA’s new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps, and an explanation of how these incentives and supports are likely to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

INTRODUCTION

While all schools have access to the support and professional development provided by its partners, PDE recognizes the need to provide additional and intensive support to Priority and Focus schools. With a goal to move these schools out of these status rankings in a deliberate and focused manner, both IUs and PaTTAN support the implementation of intervention strategies based upon the turnaround principles. Specifically, the goal is to develop capacity based upon deliberate, focused, and frequent data-based decision making and implementing strategies for historically underperforming students. This capacity applies to not only Priority and Focus Schools but to all schools where improvement needs have been identified.

The School Performance Profile offers a coherent structure to link accountability and support activities. The SPP’s efficacy lies not only in its research-based scoring protocol but its collection of data that underpins the scoring. With key data housed in one place, educators have the ability to access this information and utilize it to analyze strengths and needs as related to school improvement. With data strategically interfaced into the SPP, the school supports component provides an unmatched functionality: universal strategies designed to improve student achievement linked to SPP elements; thus, schools are provided with specific direction in implementing improvement strategies.

Tiered strategies linked to SPP performance measures will provide research-based yet common sense approaches to improving student achievement. In addition to strategy options, funding sources, where available, will be specified.

DIFFERENTIATED RECOGNITION

PDE will recognize Reward schools exhibiting high achievement and high progress. Reward schools will serve as demonstration sites and be eligible to form formal partnerships with Priority and Focus schools.

Using remaining Title I School Improvement and Title IA set-aside funding, competitive grants will be available for schools that show improvement and move students toward proficient and advanced levels. These grants will support Title I initiatives and can be used to reward teachers and students. Examples include providing teachers an opportunity to purchase classroom materials, technology for classroom use, etc. Students can be rewarded in educationally related ways, as well.

DIFFERENTIATED ACCOUNTABILITY and SUPPORT

Title I schools may use their previously allocated Supplemental Education Services (SES) funding to assist with costs associated with implementing their comprehensive improvement plans. PDE will provide technical assistance and workshops for struggling schools, including the Title I *Improving School Performance* conference, as well as regional best practices workshops. Principal academies will allow principals and other administrators to share both their successes and areas of need. Reward school staff, curriculum experts, reform specialists, as well as PDE staff, will carry out these principal academies. Sessions will focus on relevant school improvement strategies: developing effective comprehensive improvement plans, conducting needs assessments, leadership skills, etc.

The following table describes the level of engagement as determined by a school's SPP score. While recognizing schools with high achievement is key, those same schools must maintain vigilance of their indicators for success. Frequent and on-going review of data with intermediary plan corrections will allow schools to continually grow.

Differentiated Accountability and Support System		
School Status	SEA Engagement	Level of Support
Reward: High Achievement	Very low engagement	<ul style="list-style-type: none"> • Access to all support tools and resources
Reward: High Progress	Low engagement	<ul style="list-style-type: none"> • Access to all support tools and resources
Undesignated	Moderate engagement	<ul style="list-style-type: none"> • May engage with PDE in conducting internal needs assessment, developing improvement plan and identifying selected interventions • Access to all support tools and resources
Focus	Very high engagement	<ul style="list-style-type: none"> • Required consultation with IU and PaTTAN (as appropriate to needs) • Development of improvement plan for areas of need • PDE approves interventions • Access to all support tools and resources
Priority	Very high engagement	<ul style="list-style-type: none"> • Assigned Academic Recovery Specialist • Development of comprehensive improvement plan with ARS • PDE approves plan and interventions via ARS • Accountability monitoring via ARS

ANTICIPATED RESULTS

PDE has set the conditions for instructional and educator accountability and quality. To support school and system accountability and quality, the Commonwealth provides a wide variety of resources available to all LEAs as previously described in the *SUPPORT* section. PDE recognizes the imperative to dramatically improve results in our Focus and Priority schools. We will target assistance to Focus schools and require participation and implementation of the following in all Priority schools:

- i. Culture: PIL Cohort for Priority School Principals
- ii. Standards and Instruction: Implementation of the PA Common Core with fidelity and the use of formative assessments.
- iii. Monitoring: Ongoing and frequent data reviews at the classroom, grade level/subject area and building level on leading indicators and early warning indicators, recognition of gains, Immediate adjustments to lack of progress.
- iv. Operational Stabilization: Build an infrastructure, including processes and procedures, that has the appropriate resources and funding to support implementation of items i-iii.

2.G BUILD SEA, LEA, AND SCHOOL CAPACITY TO IMPROVE STUDENT LEARNING

- 2.G Describe the SEA’s process for building SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps, including through:
- i. timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and focus schools;
 - ii. ensuring sufficient support for implementation of interventions in priority schools, focus schools, and other Title I schools identified under the SEA’s differentiated recognition, accountability, and support system (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources); and
 - iii. holding LEAs accountable for improving school and student performance, particularly for turning around their priority schools.

Explain how this process is likely to succeed in improving SEA, LEA, and school capacity.

TIMELY AND COMPREHENSIVE MONITORING

Federal program regional coordinators are responsible for monitoring federal grant sub-recipients. For LEAs with Focus and Priority schools, federal program staff and an SEA turnaround district liaison will conduct on-site and desk reviews to assess the quality of interventions being implemented in each Focus and Priority school. The review process provides opportunities for SEA staff to meet with local improvement teams to determine how the outcomes of school needs assessments are supported with differentiated interventions. The goal of monitoring and technical assistance will be to build local capacity to ensure that reform efforts will continue to be sustained in the absence of direct SEA

support.

During on-site monitoring, the regional coordinators will conduct documentation review, observation of interventions, and interviews with appropriate staff. Desk reviews will include monitoring of expenditures as described below and virtual interviews (e.g., phone conferences, webinars, etc.) as appropriate. All LEAs with Priority schools will be monitored through on-site and desk reviews minimally once each year, effective the 2013-2014 school year. SEA monitoring staff will meet quarterly to discuss individual school progress on leading indicators and locally identified goals written in their improvement plans. Schools will be rated on the progress toward the indicators and goals and provided with additional on-site reviews and intensive support as needed.

Districts with identified Focus schools will be monitored as part of a SEA two-year cycle. Districts are selected on an annual basis in consideration of risk assessment factors such as progress toward AMOs, schools identified as Focus and Priority, and previous compliance or program quality reviews. Districts with Focus schools will be given priority for on-site monitoring for the 2013-2014 school year. Site visits will include a review of each Focus school within the district.

LEA ACCOUNTABILITY

Beginning with the 2013-2014 school year, the School Performance Profile will provide parents and the general public with clear information about individual schools with the goal of improving student achievement in all schools but also as a mechanism for holding LEAs accountable for increasing graduation rates and closing the achievement gap.

School level improvement plans will include assurances that the LEA will provide the human and fiscal resources necessary to implement the plan and improve student achievement. LEAs must also provide the leadership support to the school principal in the form of a District level liaison who will champion turnaround efforts and serve as a partner in the reform effort.

ENSURING SUFFICIENT SUPPORT

All School Improvement Grants (SIG) authorized under 1003(g) are currently committed to schools implementing one of four rigorous intervention models as outlined in SIG final requirements. SIG 1003(g) funds are committed through the 2014-2015 school year and are contingent upon continuation of SIG funding. School Improvement grant funds authorized under 1003(a) will be allotted to districts to serve Priority schools that do not receive 1003(g) funds. 1003(a) funds will be allocated on a formula basis in consideration of the total number of Priority schools within an LEA and the average daily membership of any Priority school.

Under NCLB, many LEAs were required to reserve 20% of the districts' Title I allotments to implement choice and/or Supplemental Educational Services (SES). With approved waivers, funds that the LEA previously reserved to meet requirements of ESEA section 1116(b)(10) will be used to support the implementation of interventions in an LEA's Focus schools or Priority

schools in accordance with allowable use of Title I funds. Once the LEA demonstrates that sufficient resources are available to support interventions in its Priority and Focus schools, funds will be used to support instructional programs at the district-level or by providing Title I funds in school allocations under ESEA section 1113(c). An LEA may also reserve funds to support the implementation of interventions in an LEA's Focus schools or Priority schools in accordance with allowable use of Title I funds. Although the SEA will not require LEAs to use the funds in a specific way, all decisions must be made based on an LEA's careful analysis of local capacity and based on a comprehensive needs assessment. The LEA must demonstrate in its Title I application that resources have been allocated to its Priority and Focus schools sufficient to support the interventions described.

While the LEA assumes primary responsibility for implementing the intervention models or other interventions aligned to turnaround principles, SEA services will provide support for the implementation of the models including data analysis, budget review, identifying resources for sustainability and professional development.

PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

3.A DEVELOP AND ADOPT GUIDELINES FOR LOCAL TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

Select the option that pertains to the SEA and provide the corresponding description and evidence, as appropriate, for the option selected.

Option A	Option B
<input type="checkbox"/> If the SEA has not already developed and adopted all of the guidelines consistent with Principle 3, provide: <ol style="list-style-type: none"> i. the SEA’s plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2012–2013 school year; ii. a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; and iii. an assurance that the SEA will submit to the Department a copy of the guidelines that it will adopt by the end of the 2012–2013 school year (see Assurance 14). 	<input checked="" type="checkbox"/> If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide: <ol style="list-style-type: none"> i. a copy of the guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; ii. evidence of the adoption of the guidelines (Attachment 11); and iii. a description of the process the SEA used to involve teachers and principals in the development of these guidelines.

In June 2012 the Pennsylvania General Assembly passed, and Governor Tom Corbett subsequently signed into law, Act 82, which amends the PA School Code. Act 82 includes the statutory language associated with the teacher, specialist, and principal effectiveness initiative described in this section, including the use of student performance data as a significant part (50%) of teacher’s evaluation. The law was well-informed by the work completed during the initial pilot phases of the evaluation rubrics during the previous 18 months. Those pilot projects were guided by a stakeholder group including teachers, specialists, principals and their advocacy leaders. In addition, the PA State Education Association was directly involved in the language used in the law and PSEA leaders testified at the hearings associated with the law.

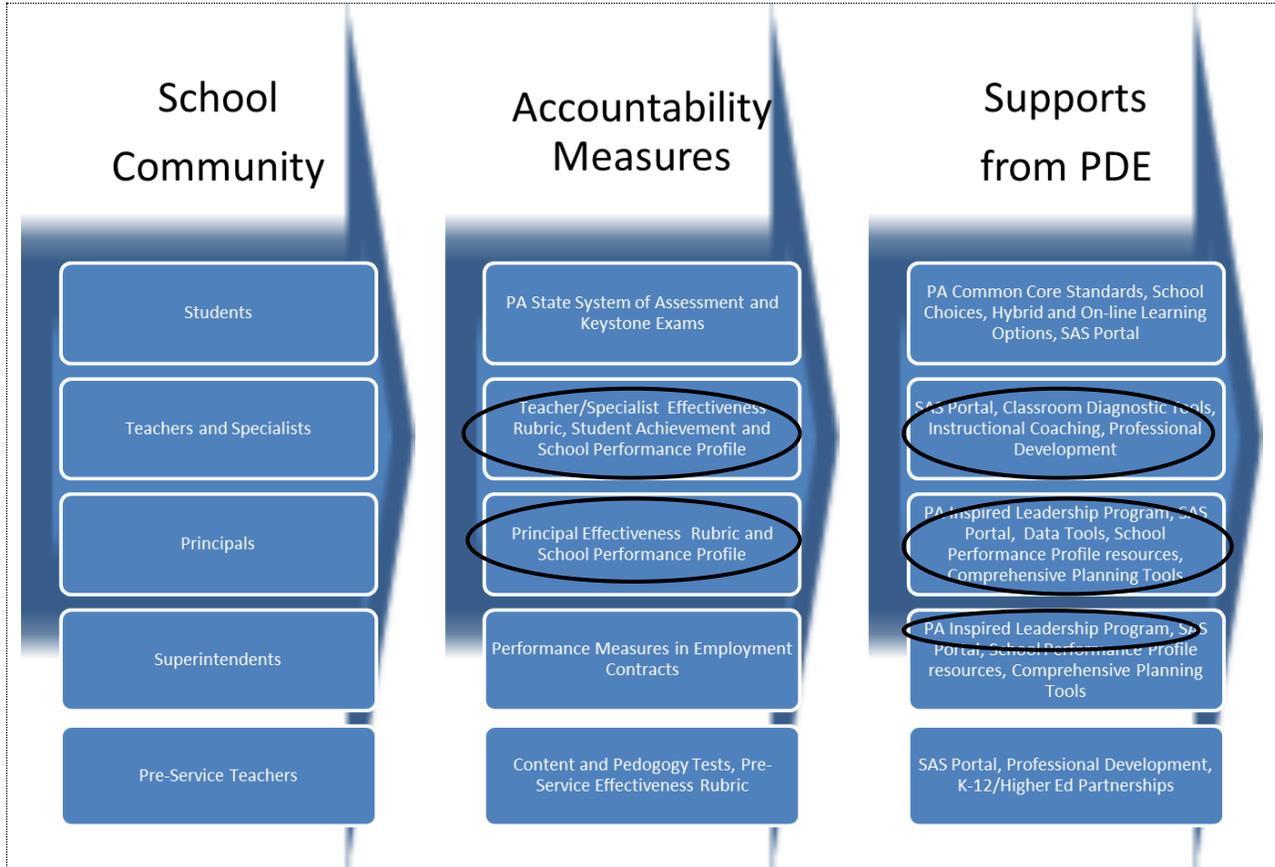
Currently, PDE leaders are working with the State Board of Education to draft the corresponding regulations called for in Act 82 and which are scheduled to be fully promulgated by June 30, 2013. These regulations, like the law, are being informed by the

most recent pilot with teachers (Phase 3) and principals (Phase 2) during 2012-13. Consequently, teachers and principals directly engaged in the use of the draft tools and processes have had significant input into the final form rating tools and methods for implementing the new evaluation system and supporting resources aimed at achieving effective instruction and leadership in Pennsylvania’s public schools.

Concurrent with the drafting of the regulations and the ongoing pilot phases, PDE staff and consultants have been working on a comprehensive manual that will guide educators through the application of the law and regulations with specific directions on how to apply the new evaluation rubrics and rating tools. Therefore, PDE considers the “guidelines” required in this section in three parts: the law, the regulations, and the manual. While all three are attached with this proposal, only Act 82 has been officially adopted. The other two documents are provided in draft form and may be modified after this proposal is submitted. Additional documentation regarding the stakeholder groups and meeting dates is included in Appendix P3-A (which includes all consultation for all ESEA Flexibility Principles).

3.B ENSURE LEAs IMPLEMENT TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

3.B Provide the SEA’s process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, including mechanisms to review, revise, and improve, high-quality teacher and principal evaluation and support systems consistent with the SEA’s adopted guidelines.



TEACHER EFFECTIVENESS: Teacher Evaluation - Background

Pennsylvania began the development of the new teacher evaluation system in 2010 supported by an \$800,000 Gates Foundation grant to facilitate the development of statewide policy, tools, and processes to evaluate teachers and principals developing a model in which student achievement is a significant factor affecting performance ratings. Through the involvement of a stakeholder group (see Appendix P3-B) that included educational and business organizations in the Commonwealth, a framework was selected for the teacher observation piece (*Charlotte Danielson Framework for Teaching*). A small pilot of five local education agencies (LEA) volunteered to use this rubric in the 2010-2011 school year to inform their teacher evaluation process. At the end of this first pilot, a University of Pittsburgh researcher (see Appendix P3-C) conducted a qualitative analysis focusing on the training and the comprehensiveness, validity, transparency, practicality, and quality of the proposed system. In addition, a third party

researcher (see Appendix P3-D) conducted a quantitative analysis evaluating the relationships between professional practices as measured by classroom observation scores and teacher contribution to student achievement.

The results of these studies moved the stakeholder group to make recommendations for revisions, specifically identifying the need for more focused training for the principals using the Danielson *Framework for Teaching* during the formal observation process. With the support from the stakeholder group, PDE conducted a second pilot in 2011 involving 120 LEAs, including school districts, charter schools, intermediate units, and comprehensive career and technical centers.

Employing the same researchers, PDE continued to examine its proposed system and make adjustments at the conclusion of the second pilot. In 2012, and in conjunction with Pennsylvania's Race to the Top (RTTT) grant, over 290 LEAs joined the final phase of the pilot. A currently ongoing pilot, PA will be collecting data from these LEAs in June 2013 for the researchers as PA continues to evaluate the relationships between professional practices as measured by classroom observation scores and teacher contributions to student achievement.

The Educator Effectiveness System recognizes that teachers in tested areas are one facet of the education community in a school. Many other classroom teachers have assignments (e.g., librarian, art teacher, social studies teacher) in non-tested areas. Still others (e.g., dental hygienist, guidance counselor, occupational therapist) provide critical support services for students. Thus, the Educator Effectiveness System is designed to meet the needs of all of these key educators. The table below lists the multiple measures and the applicability of each measure to each group, as appropriate.

Teacher Effectiveness System: Application of Multiple Measures	
Element	Audience
Observation Evidence	Classroom Teachers – with eligible PVAAS score Classroom Teachers – without eligible PVAAS score Educational Specialists and Licensed Professionals
Building Level Data	Classroom Teachers – with eligible PVAAS score Classroom Teachers – without eligible PVAAS score
Elective Data	Classroom Teachers – with eligible PVAAS score Classroom Teachers – without eligible PVAAS score Educational Specialists and Licensed Professionals
Teacher Specific Data	Classroom Teachers – with eligible PVAAS score

The teacher evaluation component of the Educator Effectiveness System consists of evidence from observation for all educator groups as well as at least one additional measure.

For the classroom teacher in a tested area, multiple measures include both student

achievement and growth. While the system includes four components, a staggered implementation timeline was developed to ensure that the multiple measures are properly vetted (see Appendix P3-F).

Teacher Effectiveness System: Classroom Teachers With Eligible PVAAS Score			
Key Components	Description	Weighting (%)	Implementation
Observation Evidence	Danielson <i>Framework for Teaching</i> observation instrument	50	2013 - 2014
Building Level Data	School academic performance score derived from the School Performance Profile	15	2013 - 2014
Elective Data	Teacher designed Student Learning Objectives, LEA assessments, or nationally recognized assessments	20	2014 - 2015
Teacher Specific Data	Growth measure – 3-year rolling average (PVAAS)	15	2015 - 2016

For the classroom teacher in a non-tested area, multiple measures include student achievement (building level data) and elective data. While this system includes three components, a staggered implementation timeline was developed for this group as well.

Teacher Effectiveness System: Classroom Teachers Without Eligible PVAAS Score			
Key Components	Description	Weighting (%)	Implementation
Observation Evidence	Danielson <i>Framework for Teaching</i> observation tool	50	2013 - 2014
Building Level Data	School academic performance score derived from the School Performance Profile	15	2013 - 2014
Elective Data	Teacher designed Student Learning Objectives, LEA assessments, or nationally recognized assessments	35	2014 - 2015

For the non-teaching professional employee, multiple measures include student performance for all students based upon elective data.

Teacher Effectiveness System: Educational Specialists and Licensed Professionals			
Key Components	Description	Weighting (%)	Implementation
Observation Evidence	Danielson <i>Framework for Teaching</i> observation tool	80	2014 - 2015
Student Performance	Student performance of all students in the school building in which the non-teaching professional employee is employed	20	2014 - 2015

This new system goes beyond the inclusion of multiple measures and is founded in the belief that effective educators need opportunities to articulate their instructional approaches, receive objective feedback for reflection, and proactively identify areas for their own professional growth. To this end, PDE has committed resources to assist in this cycle of continuous professional improvement leading to improved student achievement.

TEACHER EFFECTIVENESS: The Teacher Evaluation System

Overview

PDE has developed a system that strikes a balance between teacher practice and the inclusion of multiple measures that include student achievement and student growth. Each component has been thoughtfully developed and thoroughly vetted. PDE has never wavered from the goal of improving student achievement: teacher effectiveness is paramount to that worthy goal. This focus on providing multiple opportunities for teachers to continually grow professionally reinforces that this system is collaborative and not isolating.

Observation/Evidence Component

Based upon the findings from a literature review produced by the University of Pittsburgh and the recommendation from a stakeholder group representing various professional organizations, the Danielson *Framework for Teaching* has been selected as the model recommended by PDE. This four domain with a twenty-two-component rubric provides the critical evidence to collect for each of the four performance ratings: Distinguished, Proficient, Needs Improvement, and Failing. As previously indicated, this component is 50% of the summative rating.

The *Framework for Teaching* is written in language familiar to teachers and evaluators. For the majority of classroom teachers, the domains represent the construct of their day:

- Planning and Preparation
- Classroom Environment
- Instruction
- Professional Responsibilities

For those teachers with unique roles and responsibilities PDE has convened practitioners to better articulate the statements of evidence. Still using the Danielson *Framework for Teaching*,

professionals who work primarily with English Language Learners and/or students with special needs have identified statements of evidence that more precisely articulate the role of an effective teacher working with these groups of students. These statements are critical to ensure that evaluators are confident in collecting evidence that best represents what has been observed in these classrooms as well as the use of common language as they provide feedback to staff.

In addition, PDE is currently bringing together practitioners who represent specialists and licensed professionals (non-teaching professional employees). While these professionals may not have a classroom, they provide important supports to students. Based upon the general structure of the Danielson *Framework for Teaching*, these professionals are developing rubrics that are better aligned to their work, but still linked to their role in supporting a culture for learning.

PDE has articulated that while the observation/evidence component will be a part of the final summative rating for a teacher, it also is the basis of the formative supervision provided by the evaluator. While the formal observation process consists of the pre-observation conference, observation/evidence gathering, and the post-observation conference, this is only one aspect. Evaluators are able to collect evidence through informal observations as well. Whether walkthroughs, school functions, or other venues, the evaluator collects information to inform the final rating. Critical to this is the collaborative approach: as an evaluator shares evidence collected, then in turn, a teacher may bring additional evidence to help inform the final rating. This process helps to ensure that the teacher owns the evaluation as part of his/her professional growth instead of receiving an evaluation that may only provide the final judgment made without input.

Pennsylvania's Public School Code mandates that Temporary Professional Employees must be evaluated twice each year using the summative evaluation form approved by PDE or an approved alternative. Permanent Professional Employees must be evaluated once each year on the PDE mandated form.

Multiple Measures Components

Three components comprise the multiple measures used in this system: Building Level Data, Teacher Specific Data, and Elective Data.

1. Building Level Data - The Pennsylvania School Performance Profile will provide a quantitative academic performance score based upon a 100-point scale to represent the overall academic performance of each school in Pennsylvania. Scores are calculated based upon defined weighted data elements. If an element is not applicable to a school, that element is nulled out; the score is then adjusted accordingly. Hence, there is no penalty for a non-applicable element. For Educator Effectiveness, the 100-point scale is converted to a 0 – 3 scale to facilitate combining with the other multiple measures.

The score for a school is based upon indicators that define a high performing school.

Many data elements come together to create the academic score. These elements are categorized into five areas.

The first three areas represent 50% of the building level score:

- Indicators of Academic Achievement include PSSA performance, industry standards-based competency assessment performance, grade 3 reading proficiency, and SAT/ACT college ready benchmarks.
- Indicators of Closing the Achievement Gap - All Students scores how well a school is making progress toward proficiency of all students.
- Indicators of Closing the Achievement Gap – Historically Low Performing Students scores how well a school is making progress toward proficiency of high needs students who have historically not demonstrated proficiency.

This category represents 40% of the building level score:

- Indicators of Academic Growth/PVAAS measure the school's impact on the academic progress of groups of students from year-to-year.

This category represents 10% of the building level score:

- Other Academic Indicators assesses factors that contribute to student achievement (e.g., graduation rate, promotion rate).

Schools may earn additional points via Extra Credit for Advanced Achievement based upon advanced performance on state, industry standards-based competency assessments, and Advanced Placement exams.

2. Teacher Specific Data (classroom teachers in tested areas only)

Reporting at the teacher specific level from the Pennsylvania Value-Added Assessment System (PVAAS) will comprise 15% of the overall Educator Effectiveness system in Pennsylvania. PVAAS teacher-specific reporting estimates the effect of a teacher's performance on the academic progress of a group of students. The reports are based on the Education Value-Added Assessment System (EVAAS) methodology provided to Pennsylvania (PA) by SAS EVAAS.

Although measuring academic achievement is important, it only identifies where students are at a specific point in time rather than identifying how much students have progressed. PVAAS provides a measure of academic progress for students by taking into account - *both* their endpoints and their entering achievement levels. Progress depends on the effectiveness of the instructional program: how *well* an educator has met students' needs over a defined period of time. Students arrive at school at different levels of achievement. By concentrating on progress, PVAAS puts the emphasis on what educators *can* influence.

PVAAS teacher-specific reporting serves several purposes including providing a teacher-

specific growth measure to be used as part of Pennsylvania’s Educator Evaluation System, as well as providing diagnostic feedback to teachers regarding their influence on the academic growth of students - including high achieving, low achieving, middle achieving and subgroups of students; including economically disadvantaged, English Language Learners, students with disabilities/IEPs, migrant, gifted, male, female, Title I, and migrant.

PVAAS teacher-specific reporting will inform decisions about which teachers may function effectively in various roles:

- Promoting differentiated instruction in the classroom
- Tutoring students in need of extra support
- Serving as mentors for beginning teachers
- Serving as cooperating teachers assigned to work with student teachers
- Serving as instructional coaches
- Becoming lead teachers
- Serving as members of a school-wide planning committee
- Participating in curricular planning
- Serving as professional development committee members

Teachers receiving PVAAS teacher-specific reporting are temporary or permanent professional employees who hold a valid PA teaching certificate and who have full or partial responsibility for content specific instruction of assessed Eligible Content as measured by PA’s assessments (PSSA and/or Keystone Exams). *This may include other teachers than those who are teachers of record.* Pennsylvania defines the teacher of record as “a temporary or permanent professional educator assigned by a school entity as the primary instructor for a group of students.” (Source: *Highly Qualified Teacher Guidelines*)

<http://www.portal.state.pa.us/portal/server.pt?open=514&objID=506867&mode=2>)

- This currently includes PA certified teachers providing content-specific instruction in assessed Eligible Content in subjects/courses/grades assessed by the PSSA and Keystone Exams (with and without accommodations).
- This includes the grades/subjects/courses of PSSA reading and mathematics in grades four through eight; PSSA science in grades four and eight; PSSA writing in grades five and eight; and Keystone-related courses.

Note: The Pennsylvania Alternate System of Assessment (PASA) is not included in PVAAS analyses since there are too few students tested statewide to build a statistical model to yield value-added measures for teachers from this assessment.

Appendix P3-G describes the PVAAS methodology and teacher-specific reporting.

3. Elective Data

PDE has identified Student Learning Objectives (SLO) as the process for the elective data (see Appendix P3-H). Central to the concept is that student achievement can be measured in ways that reflect performance learning of content standards. Teachers draw connections between student learning targets, assessments tasks, and scoring tools. Classroom teachers in both tested and non-tested areas define goals for student learning, collect baseline data, identify target data, and assess how well students met those objectives at the end of the instructional period.

Currently PA is using a train-the-trainer model in the development of training to support practitioners in the design and implementation of a SLO. Once this training has been completed, practitioners will come together to develop model SLOs in various content areas, concentrating at first in content areas for which there is no state assessment. These models will be placed on the SAS portal and will available be to educators across the Commonwealth.

TEACHER EFFECTIVENESS: Rating Tool – Teacher Evaluation

PDE is in the process of finalizing a new rating tool that will be used for those with an instructional certificate (see Appendix P3-I). The tool will provide the weighting for each of the four components as well as a conversion chart for a final performance rating. The performance rating categories are defined as Distinguished, Proficient, Progressing, and Failing. Each professional must be rated annually. There are two versions of the rating tool. One will be used for the summative rating for teachers with an eligible PVAAS score and the second for all others.

While the form has been designed for an individual rating, the individual summative rating will remain with the LEA; only aggregate reporting by performance rating will be submitted to PDE.

Regulatory language will accompany the rating tool to ensure evaluators understand each of the sections that will produce the final performance rating. This language will reinforce policy and procedure; fidelity from LEA to LEA is critical. This underscores PDE's expectation that LEAs will implement the new evaluation with fidelity and will support any LEA who has implementation questions.

TEACHER EFFECTIVENESS: Differentiated Supervision - Teacher Evaluation

Recognizing the need to implement meaningful differentiated supervision, Educator Effectiveness's supervision model may be used to determine the summative rating for a professional for the Observation/Evidence component comprising 50% of the final summative rating.

Differentiated supervision recognizes the level of experience, the effectiveness, and professionalism of teachers as well as the intensity and time commitment of the formal observation process using the Danielson *Framework for Teaching*. In addition, it provides a framework for professional growth designed to improve teacher effectiveness, instructional practices, and student achievement.

Participation in differentiated supervision may be available to any tenured professional who has received at least a Satisfactory rating on the Danielson *Framework for Teaching* or an alternate rating system approved by the PDE in the previous two years. Tenured professionals who are newly hired by a district will be eligible to participate in differentiated supervision after successfully completing their first year in the formal observation mode.

LEAs will collaboratively create a timeline for the completion of the professional's differentiated supervision action plan that includes the mid-year review and the end-of-year reporting documents. As part of differentiated supervision, the professional employee will be required to complete a mid-year review and an end-of-the-year self-reflection report with respect to goal setting, planning, progress, and results. It is also recommended that the professional employee report the findings of his/her action plan to a professional learning community.

The professional will select a differentiated supervision mode in collaboration with the supervising administrator. All differentiated supervision modes must be aligned to the Danielson *Framework for Teaching* or a PDE approved alternate system and/or is related to a district or school initiative designed to improve instructional practices. Such modes may include, but not limited to, peer-coaching, self-directed/action research project, or portfolio (see Appendix P3-J).

TEACHER EFFECTIVENESS: Training - Teacher Evaluation

Any large-scale change must be supported with focused, high quality professional development. PDE partnered with its statewide intermediate units (IU) to deliver a two-day training module for evaluators. These trainers were initially trained in October 2012 by a representative from the Danielson Group and will receive refresher training each year; refresher training focuses on areas identified by the trainers. Since this training is delivered regionally, trainers are familiar with the LEAs and are often aware of the LEA's strengths as well as areas of challenge. Also, these trainers continue to support the LEAs as they encounter issues in implementation or areas needing clarification. This training is offered at no cost to the LEAs that have participated in the pilots.

A core focus has been to provide a vehicle for frequently scheduled opportunities to receive feedback from the work being done with the LEAs. Beginning with the second pilot, PDE has held monthly webinars with its IU regional contacts across the state. These webinars provide the opportunity for both PDE and IU representatives to share critical information. PDE has the opportunity to provide the most recent updates as the implementation date nears. Often PDE is able to hear questions that best represent the thinking of those involved in the work at the local level. In addition, the regional contacts ask questions to assist them to better communicate and provide support at the local level. These monthly webinars inform the development of the Frequently Asked Question (FAQ) documents produced by PDE and posted on the PDE website (<http://www.education.state.pa.us>).

In addition, PDE has committed to providing inter-rater reliability training for evaluators. PDE

has contracted with Teachscape: an online program that provides evaluators the opportunity to enhance their knowledge base and understanding of the domains and components in the Danielson *Framework for Teaching*. Currently, Pennsylvania has purchased 5,330 licenses for the *Framework for Teaching Proficiency System* and the online system is available to evaluators at no cost. In addition, participants are able to practice collecting evidence and then by referencing the Danielson *Framework for Teaching* rubric, rate the teacher. Each of these practice videos models the same activity on the proficiency test as well as providing explicit feedback on the rating of the component. Finally, the participant takes a proficiency test to ensure that the focus on collecting evidence has been captured successfully. Since this is the first year of availability, PDE plans to ask for feedback from participants to ensure that the professional development program selected is effective in assisting evaluators to hone their evidence collecting skills and applying that evidence to the Danielson *Framework for Teaching* for both formative and summative feedback. Participants who successfully complete this course also receive Act 45 hours.

Since the rating tool will represent a new way of determining a performance rating, PDE is developing an administrative manual to assist LEAs in their implementation of the new system. This manual will provide guidelines as well as recommendations to assist LEAs as they address the new system and provide direction to their staff.

PDE has also committed to providing support for teachers. This support is available on the Standard Aligned System (SAS) portal (<http://www.pdesas.org/>), a system that is available to all PA educators at no cost. One professional development opportunity, available through Pennsylvania's contract with Teachscape, is the *Framework for Teacher Effectiveness Series*. This online course provides a deep understanding of the Danielson *Framework for Teaching* by domain and component. In addition, the course provides the participant an opportunity to view master-scored videos of proficient teaching as a model.

The second support provided for teachers, also housed on the SAS portal, is a series of online courses aligned to the Danielson *Framework for Teaching*. These courses have been developed to provide an opportunity for teachers to gain a deeper knowledge of the components within the framework. These courses combine both the theory behind the strategies as well as classroom embedded activities to practice the theory. A facilitator supports each course so that the participant is able to ask clarifying questions. In addition, evaluators are able to select from these offerings to develop a plan of assistance for teachers who have demonstrated an area of need. These courses offer Act 48 credit and are also available at no cost.

TEACHER EFFECTIVENESS: Alternative Evaluation Rating Process – Teacher Evaluation

Act 82, Section 1123 of the Public School Code also permits an LEA to create an alternative rating tool that must be approved by PDE as meeting or exceeding the measures found in the statute. PDE is finalizing a tool that will guide LEAs through this process by clearly outlining the targets LEAs must meet if seeking approval for an alternative tool. If LEAs seek permission to use a different framework for the observation process, then a detailed alignment to the Danielson *Framework for Teaching* must be completed by the LEA. If permission is being sought

to divert from the multiple measures components, a more robust review may be needed. PDE is currently creating a Technical Advisory Committee (TAC) composed of educational researchers, statisticians, and psychometricians to review the multiple measures alternatives (see Appendix P3-K).

TEACHER EFFECTIVENESS: Moving Forward - Teacher Evaluation

As PA is poised to implement the new teacher evaluation system in compliance with Act 82, a new stakeholder group has been assembled for input (see Appendix P3-E). This group, composed of practitioners ranging from classroom teachers to higher education faculty as well as parents, met in October 2012 to review and receive detailed explanations of each required components of the new teacher evaluation system. Their questions and feedback assisted the team in refining the work. In February 2013, this stakeholder group will review the final rating tool and again will provide feedback. In March 2013, the Pennsylvania State Board of Education will receive its final briefing and as outlined in the legislation, the rating tool and its supportive regulatory language will be published in the *PA Bulletin* by June 30, 2013. Once published, this will become the system that is to be implemented statewide.

PRINCIPAL EFFECTIVENESS: Principal Evaluation - Background

While teacher quality is a critical element, school leadership also plays a paramount role. Research clearly confirms the role of principals in retaining teachers, improving student learning and creating effective schools; thus, the principal evaluation component of Pennsylvania's Principal Effectiveness instrument will provide data regarding the practices of the principal and various outputs involving student and building achievement.

Pennsylvania's efforts on principal assessment can be traced to 2004-05 when a stakeholder's group of superintendents, principals, and association leaders were brought together with individuals from higher education to review research on how school leaders could impact student achievement. As a result, a set of three core and six corollary leadership standards were incorporated into Act 45 of 2007, which became the basis for the Pennsylvania Inspired Leadership program (PIL). Certified principals and assistant principals, newly hired after January 1, 2008, are required to participate in a PIL induction program that addresses Pennsylvania's Leadership Standards. Superintendents, principals, and assistant principals must also satisfy Act 45 continuing education requirements by completing PIL program courses. A work team from the Pennsylvania Department of Education, using available research in conjunction with input from a stakeholder's group (composed of superintendents and principals), crafted a principal rubric with a focus on:

- Providing sample evidence that could be measured within each of the Core and Corollary Leadership Standards.
- Establishing competency levels for each of the Core and Corollary Leadership Standards, requiring an explanation of the evidence used to substantiate the numerical ratings for each of the domains and the overall competency level.
- Determining frequency of assessments.
- Utilizing assessments that are valid and help inform principal professional development

needs.

- Incorporating multiple forms of assessment and varying the types of data collected to obtain a holistic view of principal performance.

With the goal of improving instructional leadership, classroom practice, and student achievement, the principal evaluation system provides a fair and balanced measure of the critical impact principals have on the learning environment.

The National Institute for School Leadership (NISL), in addition to developing the PIL curriculum, was contracted to develop a School Leadership Standards Evaluation Instrument that would inform development of an evaluation instrument capturing the essential skills and competencies necessary to increase student achievement and teacher effectiveness. Piloted during the 2010-2011 school year, feedback was largely negative and offered the following criticisms:

- The critical piece in developing any evaluation instrument is the objectivity component that would impact on “who the evaluator will be.”
- Compatibility between teacher and principal evaluation tools is essential.
- Research from the Old Dominion Study (See Appendix P3-L) which found positive correlation between those going through the PIL program and the achievement of students in buildings led by PIL trained administrators, particularly at the secondary level, was largely ignored.
- The principal evaluation document must include both qualitative and quantitative feedback.
- Consideration must be given to those principals transitioning into a new building.
- There must be collaborative goal setting denoted in the principal’s evaluation document.

PDE has concluded that while the observation/evidence component will be a part of the annual summative rating for a principal, it also is the basis of the formative supervision provided by the evaluator.

Principal Effectiveness System		
Elements	Description	Weighting (%)
Observation Evidence	Observation instrument	50
Building Level Data	School academic performance score derived from the School Performance Profile	15
Correlation Data	Correlation between student performance and teacher evaluation*	15
Elective Data	Principal designed Student Learning Objectives, LEA assessments, or nationally recognized assessments	20

* Under development

PRINCIPAL EFFECTIVENESS: The Principal Evaluation System

Overview

After receiving feedback based upon the 2010 – 2011 principal evaluation pilot, it was clear that a staggered Educator Effectiveness System implementation was necessary. Thus, the teacher system was identified as a first priority. As noted above, the teacher evaluation system will begin its implementation in 2013- 2014, with full implementation in 2014 – 2015.

The principal evaluation system is currently in its second pilot (2012 – 2103). Approximately 194 LEAs (1,249 schools) are currently using the revised observation instrument and will provide feedback to PDE on its quality and efficacy. This feedback will inform the development of the final instrument.

Building level data is derived from the School Performance Profile, as described above in the Teacher Evaluation System. Correlation Data will seek to link *Framework for Teaching* performance ratings to student achievement. This work is in the development phase; simulations are in process. Elective Data, also in development, will include building specific measures paralleling the evidence used in the Teacher Evaluation System.

Observation Evidence

The observation instrument for principal evaluation (Appendix P3-M) consists of four domains:

- **Strategic/Cultural Leadership** - The school leader will systematically and collaboratively develop a positive culture to promote continuous student growth and staff development. The leader articulates and models a clear vision of the school's culture that involves students, families, and staff.
- **Systems Leadership** - The school leader will ensure that the school has processes and systems in place for budgeting, staffing, problem solving, communicating expectations and scheduling that result in organizing the work routines in the building. The school leader must efficiently, effectively, and safely manage the building to foster staff accountability and student achievement.

- Leadership for Learning - The school leader assures a Standards Aligned System is in place to address the linkage of curriculum, instruction, assessment, and data on student learning and teacher effectiveness based on research and best practices.
- School and Community Leadership - The school leader promotes the success of all students, the positive interactions among building stakeholders, and the professional growth of staff by acting with integrity, fairness, and in an ethical manner.

PRINCIPAL EFFECTIVENESS: Rating Tool – Principal Evaluation

PDE is in the process of finalizing a new rating tool that will be used for those with principal certification. The tool will provide the weighting for each of the four components as well as a conversion chart for a final performance rating. Each professional must be rated annually.

While the form has been designed for an individual rating, the individual summative rating will be kept with the LEA and only aggregate reporting by performance rating will be submitted to PDE.

Regulatory language will accompany the rating tool to ensure that evaluators understand each of the sections that produce the final performance rating. This language will reinforce policy and procedure; fidelity from LEA to LEA is critical. This underscores PDE's expectation that LEAs will implement the new evaluation with fidelity and support any LEA who has implementation questions.

PRINCIPAL EFFECTIVENESS: Implementation - Principal Evaluation System

Following two years of research and development, Pennsylvania is in Phase Two of the implementation of a principal effectiveness instrument, which will become the universal evaluation tool for building administrators effective July 1, 2014. It is to be used with all building leaders, in compliance with Act 82. Currently, all School Improvement Grant (SIG) schools and Race to the Top (RTTT) grant recipients are piloting the hybrid instrument. Throughout the implementation process, a principal stakeholder group (see Appendix P3-N) has been meeting in an advisory capacity to review, evaluate, and revise the document based on feedback from the field. This group will continue to convene quarterly to assist in making any course corrections required prior to full implementation in 2014-15. Recognizing that building leadership is second only to teaching in its impact on student learning, the Department has also been soliciting input from our intermediate unit trainers, who not only conducted turn-around training in the field, but also continue to monitor the fidelity of implementation. Plans call for a full briefing to be provided to the Pennsylvania State Board of Education in March 2014, as denoted in the legislation. In addition, the final version of the rating tool concomitant with supportive regulatory language will be published in the PA Bulletin by June 30, 2014.

Since the rating tool will represent a new methodology to determine performance ratings, PDE will develop an administrative manual to assist LEAs in their implementation; the manual will include guidelines as well as recommendations to assist LEAs and provide direction to their building principals.

PRINCIPAL EFFECTIVENESS: Training - Principal Evaluation

As noted above relative to development and implementation of the teacher evaluation system, monthly webinars with regional leads have proven beneficial. These webinars provide the opportunity for both PDE and IU representatives to share critical information. These monthly webinars now include the principal evaluation system and serve a similar function in terms of dialogue and feedback.

Training on the use of the teacher and principal frameworks will be sustained through the Pennsylvania Inspired Leadership Program (PIL). PIL is a standards-based professional education program offered by the Department of Education through eight regional sites to all active school and system leaders in Pennsylvania. Currently, certified first time principals, vice principals/assistant principals and candidates applying for administrative certificates must participate in the Principal Induction Program.

During the fall of 2012, PIL regional coordinators provided in depth training on the principal effectiveness instrument to IU representatives. The regional coordinators and IU representatives worked collaboratively to provide training to central office administrators and principals.

The strategic intent of PIL is to continue to provide school and system leaders with an aligned and clearly articulated program of preparation, induction, and continuing professional development.

PRINCIPAL EFFECTIVENESS: Alternative Evaluation Rating Process – Principal Evaluation

New legislation does permit an LEA to create an alternative rating tool that must be approved by PDE as meeting or exceeding the measures found in the statute. A PDE developed tool will guide LEAs through this process by clearly outlining the required targets LEAs must meet in order to gain approval for an alternative tool.

If LEAs request permission to use a different framework for the observation process, then the LEA must complete a detailed alignment to the PIL framework. If permission is being sought to divert from the multiple measures components, a more robust review may be needed. PDE is currently creating a Technical Advisory Committee (TAC) composed of educational researchers, statisticians, and psychometricians to conduct reviews.

EDUCATOR EFFECTIVENESS: A Coherent Educator Effectiveness System

Two decades of research have consistently told us that teachers matter more to student learning than any other in-school factor. Improving the effectiveness of teachers is critical to student success, as well as creating safe, nurturing school environments based on the premise of high expectations for all. Through the Educator Effectiveness Project, Pennsylvania is actively engaged in improving teaching and learning by implementing better teacher, educational specialist, and principal evaluation systems and providing these professionals with the feedback they need to improve their practice.

Research clearly shows that next to classroom instruction, building leadership has the greatest impact on student achievement. Pennsylvania’s Principal Effectiveness Instrument will be the major vehicle to improve leadership, learning and overall school performance - as the role of the principal is critical in retaining quality teachers, improving student learning, and creating effective schools.

Measuring principal effectiveness is an important element in promoting and sustaining acceptable levels of teacher performance as it impacts on student learning. Superintendents need to have the tools necessary to accurately and objectively assess the performance of principals on the essential duties of the building leader. Principals need to be advised of expectations and performance standards.

Pennsylvania’s Educator Effectiveness System, embracing both teacher and principal effectiveness, addresses student achievement with the belief that all professionals within a school have a major responsibility to create and support an effective learning environment for students.

Penn*link on ESEA Flexibility

The following notification is provided with the intent of soliciting input into the Pennsylvania Department of Education's proposal to the U.S. Department of Education seeking flexibility in implementing the Elementary and Secondary Education Act (ESEA).

Listed below are three principles which our proposal must address. The "ESEA Flexibility Policy Document" explains these principles and also lists the flexibility available to Pennsylvania and its LEAs once our application for flexibility is approved. The "ESEA Flexibility Policy Document" can be found at <http://www2.ed.gov/policy/elsec/guid/esea-flexibility/index.html>.

During the past several years, these principles have been pursued by Pennsylvania education leaders. The State Board of Education's adoption of the Pennsylvania Common Core State Standards and Keystone Exams demonstrate adherence to Principle 1. Our work on the PA School Performance Profile creates an excellent foundation for a new accountability system under Principle 2. Principle 3 requirements are met with the implementation of our Educator Effectiveness initiative.

Although there have already been opportunities for input into Pennsylvania's approach to standards and assessments, school performance profile, and educator effectiveness rubrics and multiple measures, we are once again requesting, in accordance with guidance from USDE, that if you have input you believe should be considered relative to the principles noted below and/or on implementing the allowed flexibility identified in the above-referenced policy document, please send your thoughts to RA-NCLB_Flex@pa.gov no later than February 21, 2013. Thank you.

REQUIRED ELEMENTS

Principle 1: College- and Career-Ready Expectations for All Students

- 1.A Adopt college- and career-ready standards
- 1.B Transition to college- and career-ready standards
- 1.C Develop and administer annual, statewide, aligned, high-quality assessments that measure student growth

Principle 2: State-Developed Differentiated Recognition, Accountability, and Support

- 2.A Develop and implement a State-based system of differentiated recognition, accountability, and support
- 2.B Set ambitious but achievable annual measurable objectives
- 2.C Reward schools
- 2.D Priority schools
- 2.E Focus schools
- 2.F Provide incentives and supports for other Title I schools
- 2.G Build SEA, LEA, and school capacity to improve student learning

Principle 3: Supporting Effective Instruction and Leadership

- 3.A Develop and adopt guidelines for local teacher and principal evaluation and support systems
- 3.B Ensure LEAs implement teacher and principal evaluation and support systems

COMMENTS RECEIVED IN RESPONSE TO Penn*Link Notification to LEAs

As the Title I supervisor, I see that the punishment of labels and the implementation of School Choice has been a total negative for our children, parents and district. We have the same curriculum in all 3 of our elementary schools. We hold many meetings to explain the sanctions and have had only 7 students actually transfer. There reasons had more to do with location than education. The School Choice process has been a waste of time and energy for our district, energy that we would much rather put into positive change and parent involvement evenings based on something more helpful to students.

We would totally support a different approach to Title I that would recognize the good work we are doing that offers real supports.

I hope this was the kind of feedback you desired. If it is not, please disregard. Thanks for listening.

My district uses the “Exclusion Clause” for its Title I program – our non-Title I schools are Title I-like. In this way, we do not supplant. This clause has served us exceedingly well, and it is my hope that it will remain a part of the reauthorized ESEA.

Any support for the inclusion of the “Exclusion Clause” in the reauthorized ESEA law will be greatly appreciated.

I am not sure if this is the kind of input you are looking for, but from reading the Measures of Effective Teaching reports, it seems that student survey data is one of the more reliable sources for measuring teacher effectiveness (a bit more reliable than administrative evaluations). Is that something that the state could explore and provide reliable resources to District to incorporate that as the "elective data" in the evaluating equation? It seem the Tripod surveys from Cambridge is one of the oldest and most tested, but there are other possibilities too.

Please see thoughts below in blue

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End of course Keystone testing was a move in the right direction at the high school level. For these tests to be truly useful beyond mere determination of student progress and teacher/school/district accountability, we need to receive the performance feedback, especially PVAAS results, earlier. To receive PVAAS results at the end of September/beginning of October, after we are more than a month into the school year, greatly limits our ability to use this information effectively to improve curricular

programs and instructional practices in a way that allows us to be most responsive to the needs of students as reflected in the data. We really need PVAAS data by August 10 (at the latest) to give administrators time to prepare data analysis materials and experiences teachers need going into the school year to maximize instructional time with their new students right from the outset of the school term.

Thanks for considering this input – I am sure that what I've shared is not novel, but it is important.

Thanks so much for seeking and considering input from folks working in districts across the state. I greatly appreciate that folks at PDE are interested in receiving our feedback. Take care -

1. State reservation of Title I funds for School Improvement - Do not waive. School Improvement needs to remain a focus, and funding must come from the federal and state government in order to meet these initiatives. If anything, more funding needs to be made available to these schools in order to offer all students adequate educational opportunities.
2. State reservation of Title I funds to reward schools - Do not waive.
3. 100% proficiency timeline - WAIVE. There is no such thing as perfect. You will never get 100% on anything in any aspect of society.
4. Making AYP - WAIVE. However, if this can be done in a manner that is supportive and not punitive, then allow for this to be restructured in a way that provides funding and support to those schools in need of assistance.
5. School Identification - WAIVE. This entire NCLB was wrong from the start. It should have been No School Left Behind; provide all schools with the "level playing field"- staff development, materials of instruction, financial support for implementing special education and meeting student needs. Get the structure in place, including the Common Core State Standards, then allow for teachers to be monitored and evaluated. Once this is in place, then begin identifying schools.
6. LEA Identification - WAIVE. See above #5
7. Report Card identifying improvement status - WAIVE. See above #'s 4 & 5
8. School Choice and SES - WAIVE. If we are going to correct the system, and CCSS gives us the perfect opportunity to begin addressing the system, school choice should not be offered until the new evaluation system, the new curriculum based on CCSS, the new assessments based on CCSS, and appropriate training is provided to all schools. SES- this is a joke. We are giving away public money to private organizations that may or may not meet student needs. I provided one provider (Sylvan), names of five students; Sylvan never contacted them. Only by going to the local Sylvan site, did I find out they closed. A note was on the door of the Greensburg office stating that students "could go to the Sylvan Center in Butler, PA."

The education of our children needs to be looked upon as an investment to our future, not a burden or expense. We are the only country that educates all regardless of status, wealth or ability. The time has come for the government entities to realize that the only way we as a free nation will continue is if we educate the people of the future, our children. There is no need to point fingers, criticize, and attempt to cut opportunities for growth, just to cut expenses of government. Education is a service to all people, to provide the best educated leaders in business, medicine, industry and government. Waive the unfair components of NCLB; revise the idea to be NSLB; provide schools and teachers what is best for students, train them appropriately to meet the needs of individuals; THEN hold schools accountable if data does not provide evidence of growth and success.

Implementation of Waivers by SEAs and LEAs

REQUIREMENT TO BE WAIVED	SEA IMPLEMENTATION	LEA IMPLEMENTATION
State reservation of Title I, Part A funds for school improvement activities	SEA considers whether to distribute section 1003(a) reservation for use in priority and focus schools even if they are not in improvement, corrective action, or restructuring	None
State reservation of Title I, Part A funds for reward schools	SEA considers whether to distribute section 1117(c) reservation for use in reward schools	None
Timeline for 100 percent proficiency	SEA sets ambitious but achievable AMOs	Accountability determinations based on new AMOs
Making AYP determinations (*Optional)	SEA need not make AYP determinations for LEAs	LEA need not make AYP determinations for schools
Identification of schools for improvement, corrective action, or restructuring	None	LEA need not identify schools for improvement, corrective action, or restructuring
Identification of LEAs for improvement or corrective action	SEA need not identify LEAs for improvement or corrective action	LEA no longer subject to improvement or corrective actions
Requirements for SEA and LEAs to include on their respective report cards information regarding LEAs and schools in improvement status	SEA need not include on its report card information on LEAs that are in improvement status	LEA need not include on its report card information on schools within the LEA that are in improvement status
Requirements for schools and LEAs in improvement status to take certain specified actions (e.g., offer public school choice and SES)	SEA need not carry out its responsibilities for LEAs and schools within those LEAs (e.g., approve and monitor SES providers)	LEA no longer subject to the school improvement requirements of section 1116(b), including public school choice and SES, or the LEA improvement requirements of section 1116(c)
Poverty threshold for operation of a schoolwide program	None	LEA may operate a schoolwide program in a priority or focus school even if the school does not meet the poverty threshold in order to allow the LEA to implement interventions aligned with the turnaround principles or an intervention that is based on the needs of the students in the school and designed to enhance the entire educational program of the school, as appropriate

REQUIREMENT TO BE WAIVED	SEA IMPLEMENTATION	LEA IMPLEMENTATION
Requirement to serve schools with Title I funds in rank order of poverty (*Optional)	None	LEA may serve with Title I funds a Title I-eligible high school with a graduation rate below 60 percent that the SEA has identified as a priority school even if it does not rank high enough to be served based solely on the school's poverty rate
Requirement that LEAs not making progress toward meeting HQT requirements develop an improvement plan and SEA provides technical assistance	SEA would no longer need to provide technical assistance to LEAs developing improvement plans to meet HQT requirements	LEA that is not making progress toward meeting HQT requirements would no longer have to develop an improvement plan
Requirement for SEA to enter into or enforce agreements with LEAs regarding HQT requirements	SEA would not enter into or enforce existing agreements with LEAs	LEA would not have to enter into agreement with the SEA, even if it has not met the applicable HQT requirements and has not met AYP for 3 consecutive years LEA that has already entered into agreement with SEA no longer needs to implement terms of agreement
Limits on transferability of funds	SEA would be permitted to exceed relevant transferability limits; SEA would not be required to report to Department prior to transferring funds	LEA would be permitted to exceed relevant transferability limits; LEA would not be required to report to the SEA prior to transferring funds
Requirement regarding use of 21st CCLC program funds	SEA may award funds to eligible entities to provide activities that support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session	LEA may apply for funds to provide activities that support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session

NOTE: The above was sent as shown. A follow-up email clarified that attention was to be paid to the highlighted section.

As to each of the three worthy items, if indeed college and career readiness is the target, why do we only have one present measure of growth, PSSA 11, in the high school years? and will we have more measures of growth with the Keystones to give us a better picture in the high school years?

How will the accountability system reward schools? It seems as if the new "report card" is a way to publicize what will at first be our shortcomings, given the proficiency rates on the Keystones. This reminds me of 1995. Will this be used to justify static funding?

There's nothing wrong with the observation component of the new evaluations and perhaps even the school concept, but the first time a teacher loses his or her job the only people profiting will be lawyers.

Do [name deleted by PDE] and [name deleted by PDE] need new boats? I don't think [name deleted by PDE] is a sailor, but he'll have lots of money to go on cruises. I'm not sure about [name deleted by PDE]. Besides, bad test scores are like low hanging fruit - it would be irresponsible for an evaluator to ignore a pattern of low scores; hence, low scores may already be used under IV, Professionalism, on the 426/428. Are we risking a legal conflagration because using test scores was necessary to get the RT3 cash? All that being said, there are many worthy ideas in Berhardt's books, particularly the use of environmental scanning and surveys. Perhaps we should preach "Continuous Improvement," not hang ourselves on test scores for individual teachers because most districts have nothing but the PSSAs and SATs. We no longer can afford Iowas, CATs, Riversides, or Terra Novas.

Thank you for allowing me my two cents.

Principle 1: College- and Career-Ready Expectations for All Students

1.A Adopt college-and career-ready standards

1.B Transition to college- and career-ready standards

1.C Develop and administer annual, statewide, aligned, high-quality assessments that measure student growth

Comments:

- Limit the use of Keystone Exams to the federal mandate. Specifically, require three tests for federal accountability. Do not tie performance on these tests to graduation requirements. If performance must be reflected on a student diploma, allow for a tiered diploma system that recognizes proficiency, but enables students to graduate meeting the local assessment of mastery of state standards. Do not expand Keystone Exams to include Composition and Civics/Government.
- Develop and make readily available alternative forms of these assessments to meet diverse student needs. Do not limit the administration of an alternative Keystone Exam to the senior year, as is required by the proposed changes to Chapter 4.
- Consult with business leaders about the skills they are really looking for in the workplace. We have found that many employers are seeking workers with personal integrity, creativity, technology skills, cultural competence, motivation, leadership, and collaborative skills. The Keystone Exams are not at all aligned with these workplace expectations.
- Increase efforts to support STEM in schools. If the stakes attached to the common core standards are too extreme, science and technology may become casualties as schools allocate resources to basic skills.

- Because of the increase in online learning at colleges, provide support for online learning programs at the high school level. This may come in the form of state-offered courses at low-cost and the accreditation of providers to assist schools with evaluating the effectiveness of programs. Please collaborate with teachers to develop these opportunities for students. However, it is vital to define online learning opportunities as NOT subject to collective bargaining restrictions or this important initiative will fail.
- Transitioning from the Pennsylvania standards to the PA Common Core standards will require resources and staff training. Please provide through funding and/or mandate relief.
- Local districts have received and will continue to receive questions from the public regarding the PA Common Core, new PSSAs, and Keystone Exams. Since these were not local decisions, the state needs to communicate the reasons for the changes and the associated benefits. Provide resources with this information that can be shared with residents and parents who have questions.

Principle 2: State-Developed Differentiated Recognition, Accountability, and Support

- 2.A *Develop and implement a State-based system of differentiated recognition, accountability, and support*
- 2.B *Set ambitious but achievable annual measurable objectives*
- 2.C *Reward schools*
- 2.D *Priority schools*
- 2.E *Focus schools*
- 2.F *Provide incentives and supports for other Title I schools*
- 2.G *Build SEA, LEA, and school capacity to improve student learning*

Comments:

- School performance profiles are a positive step because they use multiple measures of achievement. However, the formulas that calculate school scores should not be unfair to low performing schools or high performing schools. For example, measures that require closing an achievement gap are unfair to schools who already demonstrate high levels of proficiency. Example: A school currently shows 94% proficiency in reading. Under the current formula, this school would need to gradually increase to 97% over

six years. If the school reflects 93% proficiency, no points are awarded in this category. It is incomprehensible that a 93% proficiency rate would cost points to *any* school.

- Use the performance profile to provide incentives for exemplary schools (mandate relief), supports for performing schools to become exemplary, and interventions for schools who are underperforming.
- Reset reasonable annual measurable objectives (AMOs) for the new assessments. Performance levels that exceed 80% are unreasonable, particularly because the 2011 Keystone Exam results suggest that these tests are more challenging than the former 11th grade PSSA test.

Principle 3: Supporting Effective Instruction and Leadership

3.A Develop and adopt guidelines for local teacher and principal evaluation and support systems

3.B Ensure LEAs implement teacher and principal evaluation and support systems

Comments:

- While reforms to the teacher evaluation system are a requirement for the waiver, legislation and regulation must be aligned to ensure the system to be implemented is fair, flexible, and practical. The proposed system meets none of these requirements.
- Fairness:
 - ✓ Plan could award an unfair advantage to unsatisfactory teachers in high performing districts and an unfair disadvantage to satisfactory teachers in low performing districts.
 - ✓ Plan could require observation and evaluation process prior to dismissal for immoral or criminal behavior.
 - ✓ Student achievement data that can be directly linked to an individual teacher's performance is only available for a fraction of teachers (Core teachers in grades 3-8 and teachers of Algebra 1, Literature, and Biology only).
- Flexibility:
 - ✓ Support alternative evaluation options for distinguished teachers.
 - ✓ Support local control of the observation process, aligned by a common tool for evaluation.
- Practicality:

- ✓ The timing of teacher evaluations (end of semester and end of school year) does not coincide with the availability of student achievement data.
- ✓ The mandated deadline for release of the evaluation form (June 30, 2013) does not allow sufficient time for September implementation.
- ✓ The formula to calculate a teacher's evaluation will be complex and resource-intensive to calculate.
- ✓ Early descriptions of the elective data component of the system that requires the use of student learning objectives suggest the need for greater administrative resources. They are subject to tampering by the individual being evaluated and may invite union grievances. This component needs to be completely reworked from the current draft.
- ✓ The waiver requirements include a criterion for a teacher evaluation system that includes student achievement as a *significant* part, but no specific percentage is required. Other states have received approval for a formula that places greater weight on observation data.
- The evaluation process should be aligned with a statewide 4-month performance improvement plan timeline that is needed to dismiss an unsatisfactory teacher.

Please contact me if you have any questions. Thank you.

Please see my comment on Principle 1, 1.C

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I am writing in regards to the needs of Pennsylvania's English Language Learners (ELLs) when they take statewide assessments. I would like specific assessment accommodations and modifications be included in the PDE Flexible Policy plan. If PDE's goal is to know that we have prepared college- and career-ready students for their post-secondary experiences, we must be certain that we have appropriate methods of accurately assessing our students who do not yet have fully developed academic English reading and writing skills. We will get a true picture of our ELLs'

understanding and attainment of college- and career-ready standards when we utilize reliable and evidence-based assessment procedures for English Language Learners.

Thank you for your consideration of my comments.

PUBLIC NOTIFICATION of PENNSYLVANIA'S INTENT TO REQUEST FLEXIBILITY
(as posted on the PA Department of Education's website at www.pde.state.pa.us)

The following notification is provided with the intent of soliciting input into the Pennsylvania Department of Education's proposal to the U.S. Department of Education seeking flexibility in implementing the Elementary and Secondary Education Act (ESEA).

Listed below are three principles which our proposal must address. The "ESEA Flexibility Policy Document" explains these principles and also lists the flexibility available to Pennsylvania and its LEAs once our application for flexibility is approved. The "ESEA Flexibility Policy Document" can be found at <http://www2.ed.gov/policy/elsec/guid/esea-flexibility/index.html>.

During the past several years, these principles have been pursued by Pennsylvania education leaders. The State Board of Education's adoption of the Pennsylvania Common Core State Standards and Keystone Exams demonstrate adherence to Principle 1. Our work on the PA School Performance Profile creates an excellent foundation for a new accountability system under Principle 2. Principle 3 requirements are met with the implementation of our Educator Effectiveness initiative.

Although there have already been opportunities for input into Pennsylvania's approach to standards and assessments, school performance profile, and educator effectiveness rubrics and multiple measures, we are once again requesting, in accordance with guidance from USDE, that if you have input you believe should be considered relative to the principles noted below and/or on implementing the allowed flexibility identified in the above-referenced policy document, please send your thoughts to RA-NCLB_Flex@pa.gov. Thank you.

REQUIRED ELEMENTS

Principle 1: College- and Career-Ready Expectations for All Students

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- 3.B Ensure LEAs implement teacher and principal evaluation and support systems

ESEA Flexibility

Introduction and Overview

The Pennsylvania Department of Education requests flexibility on behalf of itself, its local educational agencies (LEAs), and its schools, in order to better focus on improving student learning and increasing the quality of instruction. This voluntary opportunity will provide educators and State and local leaders with flexibility regarding specific requirements of the No Child Left Behind Act of 2001 (NCLB) in exchange for rigorous and comprehensive State-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. This flexibility is intended to build on and support the significant State and local reform efforts already underway in critical areas such as transitioning to college- and career-ready standards and assessments; developing systems of differentiated recognition, accountability, and support; and evaluating and supporting teacher and principal effectiveness.

The PA Department of Education requests this flexibility pursuant to the authority in section 9401 of the Elementary and Secondary Education Act of 1965 (ESEA), which allows the United States Department of Education (USDE) Secretary to waive, with certain exceptions, any statutory or regulatory requirement of the ESEA for an State Education Agency (SEA) that receives funds under a program authorized by the ESEA and requests a waiver. Pennsylvania Department of Education acknowledges that the USDE will grant waivers through at least the 2014-2015 school year.

Review and Evaluation of Pennsylvania's Request

The PA Department of Education understands that the USDE will use a review process that will include both external peer reviewers and staff reviewers to evaluate this request for this flexibility. Reviewers will evaluate whether and how this request for flexibility will support a comprehensive and coherent set of improvements in the areas of standards and assessments, accountability, and teacher and principal effectiveness that will lead to improved student outcomes. PDE leaders will have an opportunity, if necessary, to clarify its plans to peer and staff reviewers and to answer any questions reviewers may have. PDE also understands that if the request for this flexibility is not granted, peer reviewers and the USDE will provide feedback to PDE about the components that require additional development in order to gain approval.

- [Public Notification](#) (PDF)
- [Notification via PENN*LINK](#) (PDF)
- [Introduction to Pennsylvania's ESEA Flexibility Request](#) (PDF)

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**STATE BOARD OF EDUCATION
COUNCIL OF BASIC EDUCATION**

June 30, 2010

MINUTES

The meeting was called to order at 1:40 p.m. by Dr. James Barker, Chair.

Council Members Attending:

Dr. James Barker	Ms. Mollie Phillips
Ms. Connie Davis	Mr. Edward Sheehan, Jr.
Mr. Daniel Fogarty	Ms. Karen Farmer White
Mr. Travis Gilbert	Mr. Larry Wittig
Dr. Arnold Hillman	Ms. Shannon Sullivan

Absent:

Sen. Jeffrey Piccola
Rep. James Roebuck, Jr.

APPROVAL OF MINUTES

A motion to approve the minutes of the May 5, 2010 Council of Basic Education meeting was made by Mr. Daniel Fogarty and seconded by Dr. Arnold Hillman. The minutes were approved by unanimous voice vote.

CHAIRMAN'S REMARKS

Dr. Barker commended Deputy Secretary Diane Castelbuono for her contributions to the Department of Education and the students of Pennsylvania as she prepared to assume a new position with the School District of Philadelphia.

REPORT OF THE DEPUTY SECRETARY FOR ELEMENTARY AND SECONDARY EDUCATION

Ms. Castelbuono reviewed development of the performance level descriptors and cut scores for the PSSA-M (Pennsylvania System of School Assessment - Modified). The U.S. Department of Education requested that states develop two additional assessments for students with disabilities – the PASA (Pennsylvania Alternate System of Assessment) and the PSSA-M. The Council will vote today on approval of the PSSA-M performance levels and cut scores.

Mr. Ray Young, Chief of the Division of Assessment, presented an overview of the achievement levels, both qualitative (performance level descriptors) and quantitative (cut scores associated with each performance level). Dr. Richard Maraschiello of the Secretary's Office supplied the Board with a detailed explanation, through the use of a PowerPoint presentation, of how performance levels and cut scores for mathematics were derived.

PUBLIC COMMENTS

Ms. Carla Claycomb, Education Services Director for the PA State Education Association (PSEA), outlined PSEA's stance on the Common Core State Standards and, while expressing support, urged careful attention to implementation issues.

Dr. A. Lee Williams read the recommendations of the special panel of higher education faculty who reviewed the Common Core mathematics standards.

Mr. Jim Willshier, PA Chamber of Commerce Special Projects Manager, spoke in support of the Common Core standards.

ACADEMIC STANDARDS

Mr. Larry Wittig reported that the committee met to hear presentations on the Common Core standards and invite additional public comment. During the course of the spring, three roundtable meetings were held with approximately 100 people attending. The committee unanimously passed a motion to recommend amending Chapter 4 to reflect the addition of Common Core standards.

ACTION ITEMS

COMMON CORE STANDARDS

A motion was made by Ms. Karen Farmer-White to recommend to the State Board of Education adoption of the final-omitted rulemaking amending Chapter 4 to establish the Common Core standards as Pennsylvania's academic standards in English language arts and mathematics, effective July 1, 2013. The motion was seconded by Dr. Arnold Hillman and all members were in favor as indicated by voice vote.

PSSA-M (Mathematics)

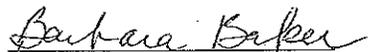
A motion was made by Mr. Dan Fogarty to recommend approval by the State Board of Education of the PSSA-M cut scores and performance level descriptors in mathematics, which was seconded by Ms. Mollie Phillips. All were in favor as indicated by voice vote.

ANNOUNCEMENTS

Dr. Barker announced that public meetings will be held around the state to receive comments on implementation of the Common Core standards.

ADJOURNMENT

The meeting was adjourned at 2:40 p.m. on a Hillman/Phillips motion.



Barbara Baker

Administrative Assistant

COMMONWEALTH OF PENNSYLVANIA
STATE BOARD OF EDUCATION
Minutes
295th Meeting of the State Board of Education
July 1, 2010

The 295th meeting of the State Board of Education was convened on Thursday, July 1, 2010 at 333 Market Street, Harrisburg, PA. Public notice of the meeting was made in accordance with the Sunshine Meeting Act of 1986. Dr. James Barker, Acting Chair, called the meeting to order at 10:15 a.m.

Attending:

James Agras
James Barker
Esther Bush
Connie Davis
Sen. Andrew Dinniman
Daniel Fogarty
Sheila Dow Ford
Sandra Dungee Glenn
Arnold Hillman

Francis Michelini
Mollie Phillips
Sen. Jeffrey Piccola
Rep. James Roebuck
Edward Sheehan, Jr.
Karen Farmer-White
Lee Williams
Larry Wittig
Andrew Youstic

Absent:

Corrinne Caldwell
Rep. Paul Clymer
Travis Gilbert
Francine McNairy
Joseph Torsella

CHAIRPERSON'S REMARKS

Dr. Barker called the meeting to order and welcomed Mr. Thomas Gluck as the new Secretary of Education.

APPROVAL OF THE MINUTES

On a motion by Mr. Daniel Fogarty, seconded by Mr. Edward Sheehan, Jr., the minutes of the May 6, 2010 meeting of the State Board of Education were approved by unanimous voice vote.

REPORT OF THE SECRETARY OF EDUCATION

Secretary Gluck remarked on the newly enacted State budget and the impact of increased funding to support educational programs. He noted that Pennsylvania has submitted its application for Phase II of the Race to the Top initiative. The decision on disbursement of those funds will be announced by the first of September. The Gates Foundation offered Pennsylvania a grant to support a teacher and principal evaluation system with the ability to track student progress as a result of the impressive work done through Race to the Top. The Secretary reported on the progress of the Common Core standards. Pennsylvania has joined three consortia to work on broad concepts for the creation of student assessments. A federal grant was also awarded to Pennsylvania in support of the work on its longitudinal data system which will link the PIMS system to the early learning network.

PROFESSIONAL STANDARDS AND PRACTICES COMMISSION

Ms. Carolyn Angelo, Executive Director, explained the purpose of the two reports provided to the Board: the Professional Standards and Practices Commission Annual Report and the Professional Educator Discipline Report. She reviewed the cases brought before the Commission. Ms. Angelo talked about the ongoing efforts to educate teachers regarding their relationships with students and reported that a tool kit dealing with ethics is being developed for the on-line teacher preparation programs to help address this issue.

PUBLIC COMMENT

Mr. Timothy Allwein, Governmental and Member Relations for the Pennsylvania School Boards Association, spoke in support of the Common Core standards.

Ms. Carla Claycomb, Education Services Director for the PA State Education Association, outlined PSEA's stance on the Common Core State Standards and, while expressing support, urged careful attention to implementation issues.

ACTION ITEMS

A motion to adopt the PSSA-M cut scores and the accompanying performance level descriptors was made by Dr. James Barker and was seconded by Ms. Mollie Phillips.

COMMON CORE STANDARDS

A motion to approve the adoption of the final-omitted rulemaking amending Chapter 4 to establish the Common Core standards as Pennsylvania's academic standards in English language arts and mathematics, effective July 1, 2013, was made by Dr. James Barker, seconded by Dr. Francis Michelini.

FOR: **18** (Agras, Barker, Bush, Davis, Dinniman, Fogarty, Dow-Ford, Glen, Hillman, Michelini, Phillips, Piccola, Roebuck, Sheehan, Farmer-White, Williams, Wittig, Torsella)

OPPOSED: None

PSSA-M CUT SCORES/PERFORMANCE LEVEL DESCRIPTORS

FOR: **14** (Agras, Barker, Bush, Fogarty, Dow-Ford, Dungee Glenn, Hillman, Michelini, Phillips, Sheehan, Farmer-White, Williams, Wittig)

OPPOSED: None

ANNOUNCEMENTS

Dr. Hillman reported that a review of The Educational Enrichment Initiative application for accreditation is continuing and a recommendation is expected to be presented at the September meeting.

ADJOURNMENT

There being no further items of business, the meeting was adjourned at 11:10 a.m.

Barbara Baker, Administrative Assistant

March 13, 2012

Ms. Vicki Robinson
US Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-6132

Dear Ms. Robinson,

Enclosed are the materials for the peer review of the Pennsylvania Keystone Exams End-of-Course assessments for Algebra I, Biology, and Literature. There are six separate packages each identical in contents. The supporting evidence is presented in various colored file folders with each color designating a different major critical element. For example, the various subsections of Element 2 will each have a different file folder and all will be the same color and numbered as 2.1, etc.

If you have questions, please contact me by telephone or electronic mail at:

717-783-6633 (Office)
717-805-6169 (Mobile)
rayyoung@pa.gov

Sincerely,

Ray A. Young
Chief, Division of Assessment

Table 2: Reward, Priority, and Focus Schools

School ID #	Priority School				Focus School					Reward School	
	Score	Title I	GR <60%	SIG	Score	Title I	GR <60%	SIG	PR<95%	Score	Title I
0001	42.17	YES	NA	YES							
0002	49.29	YES	NA	YES							
0003	49.84	YES	NA	YES							
0004	50.13	YES	YES	YES							
0005	51.70	NO	YES	YES							
0006	52.52	YES	NA	YES							
0007	63.25	NO	YES	YES							
0008	66.43	YES	NA	YES							
0009	67.94	YES	NA	YES							
0010	75.02	NO	YES	YES							
0011	19.05	NO	YES	NO							
0012	22.58	YES	YES	NO							
0013	29.66	YES	NA	NO							
0014	30.86	YES	YES	NO							
0015	31.33	NO	YES	NO							
0016	31.81	YES	YES	NO							
0017	34.22	YES	YES	NO							
0018	34.37	NO	YES	NO							
0019	35.30	YES	NA	NO							
0020	35.42	YES	YES	NO							
0021	35.67	YES	YES	NO							
0022	35.97	NO	YES	NO							
0023	36.01	YES	YES	NO							
0024	36.73	YES	YES	NO							
0025	37.69	YES	YES	NO							
0026	37.93	YES	YES	NO							
0027	38.21	YES	YES	NO							
0028	38.30	YES	YES	NO							
0029	38.43	YES	NA	NO							
0030	38.89	YES	YES	NO							
0031	39.34	YES	YES	NO							
0032	39.49	YES	YES	NO							
0033	39.51	YES	YES	NO							
0034	39.56	YES	NA	NO							
0035	39.76	YES	NA	NO							

Table 2: Reward, Priority, and Focus Schools

School ID #	Priority School				Focus School					Reward School	
	Score	Title I	GR <60%	SIG	Score	Title I	GR <60%	SIG	PR<95%	Score	Title I
0036	40.03	YES	NA	NO							
0037	40.19	YES	YES	NO							
0038	40.20	YES	NA	NO							
0039	40.21	YES	NA	NO							
0040	40.35	NO	YES	NO							
0041	40.61	YES	NA	NO							
0042	40.63	YES	NA	NO							
0043	40.64	YES	NA	NO							
0044	40.82	YES	YES	NO							
0045	40.85	YES	YES	NO							
0046	40.91	YES	YES	NO							
0047	41.01	YES	NA	NO							
0048	41.06	YES	NA	NO							
0049	41.14	YES	YES	NO							
0050	41.15	YES	YES	NO							
0051	41.24	YES	YES	NO							
0052	41.56	YES	NA	NO							
0053	41.61	YES	NA	NO							
0054	41.75	YES	YES	NO							
0055	41.81	NO	YES	NO							
0056	41.88	YES	NA	NO							
0057	41.92	YES	YES	NO							
0058	42.06	YES	NA	NO							
0059	42.07	YES	NA	NO							
0060	42.23	YES	YES	NO							
0061	42.24	YES	NA	NO							
0062	42.26	YES	NA	NO							
0063	42.27	YES	YES	NO							
0064	42.42	NO	NA	NO							
0065	42.44	YES	NA	NO							
0066	42.85	YES	YES	NO							
0067	43.00	YES	NA	NO							
0068	43.11	NO	YES	NO							
0069	43.19	YES	NA	NO							
0070	43.47	YES	YES	NO							

Table 2: Reward, Priority, and Focus Schools

School ID #	Priority School				Focus School					Reward School	
	Score	Title I	GR <60%	SIG	Score	Title I	GR <60%	SIG	PR<95%	Score	Title I
0071	43.67	YES	NA	NO							
0072	43.71	YES	NA	NO							
0073	43.84	YES	YES	NO							
0074	43.98	YES	YES	NO							
0075	44.07	YES	YES	NO							
0076	44.09	NO	YES	NO							
0077	44.11	YES	NA	NO							
0078	44.52	NO	NA	NO							
0079	44.65	YES	NA	NO							
0080	44.83	YES	YES	NO							
0081	44.90	YES	NA	NO							
0082	44.92	YES	NA	NO							
0083	45.05	YES	YES	NO							
0084	45.09	YES	YES	NO							
0085	45.12	YES	NA	NO							
0086	45.12	YES	NA	NO							
0087	45.19	YES	YES	NO							
0088	45.20	YES	NA	NO							
0089	45.32	YES	YES	NO							
0090	45.34	YES	NA	NO							
0091	45.41	YES	NA	NO							
0092	45.58	YES	NA	NO							
0093	45.68	YES	NA	NO							
0094	45.70	NO	NA	NO							
0095	45.74	YES	YES	NO							
0096	45.76	YES	NA	NO							
0097	45.82	YES	NA	NO							
0098	45.89	NO	YES	NO							
0099	46.16	YES	NA	NO							
0100	46.23	YES	NA	NO							
0101	46.49	YES	NA	NO							
0102	46.54	YES	NA	NO							
0103	46.79	YES	NA	NO							
0104	46.95	YES	YES	NO							
0105	46.97	YES	NA	NO							

Table 2: Reward, Priority, and Focus Schools

School ID #	Priority School				Focus School					Reward School	
	Score	Title I	GR <60%	SIG	Score	Title I	GR <60%	SIG	PR<95%	Score	Title I
0106	47.06	YES	NA	NO							
0107	47.20	YES	NA	NO							
0108	47.30	YES	NA	NO							
0109	47.30	YES	NA	NO							
0110	47.46	YES	NA	NO							
0111	47.62	NO	YES	NO							
0112	47.66	YES	NA	NO							
0113	47.77	YES	YES	NO							
0114	47.96	YES	NA	NO							
0115	48.08	YES	NA	NO							
0116	48.15	YES	NA	NO							
0117	48.27	YES	NA	NO							
0118	48.29	YES	NA	NO							
0119	48.30	YES	NA	NO							
0120	48.36	NO	NA	NO							
0121	48.39	YES	YES	NO							
0122	48.42	YES	NA	NO							
0123	48.70	YES	YES	NO							
0124	48.82	YES	NA	NO							
0125	48.90	YES	NA	NO							
0126	48.98	YES	NA	NO							
0127	49.05	YES	NA	NO							
0128	49.34	YES	YES	NO							
0129	49.35	YES	NA	NO							
0130	49.36	YES	NA	NO							
0131	49.36	YES	NA	NO							
0132	49.41	YES	NA	NO							
0133	49.44	YES	NA	NO							
0134	49.67	YES	NA	NO							
0135	49.69	YES	NA	NO							
0136	49.71	YES	YES	NO							
0137	49.76	NO	YES	NO							
0138	49.76	YES	NA	NO							
0139	49.91	YES	YES	NO							
0140	49.96	YES	NA	NO							

Table 2: Reward, Priority, and Focus Schools

School ID #	Priority School				Focus School					Reward School	
	Score	Title I	GR <60%	SIG	Score	Title I	GR <60%	SIG	PR<95%	Score	Title I
0141	49.99	YES	NA	NO							
0142	50.00	YES	NA	NO							
0143	50.23	YES	YES	NO							
0144	50.32	YES	NA	NO							
0145	50.35	YES	NA	NO							
0146	50.41	YES	NA	NO							
0147	50.41	YES	NA	NO							
0148	50.58	YES	NA	NO							
0149	50.64	YES	NA	NO							
0150	50.69	YES	NA	NO							
0151	50.81	YES	YES	NO							
0152	50.83	YES	NA	NO							
0153	50.84	YES	NA	NO							
0154	50.87	YES	NA	NO							
0155	50.91	YES	NA	NO							
0156	50.91	YES	NA	NO							
0157	51.15	YES	NA	NO							
0158	51.20	NO	YES	NO							
0159	51.25	YES	NA	NO							
0160	51.25	YES	NA	NO							
0161	51.27	YES	NA	NO							
0162	51.29	YES	NA	NO							
0163	51.33	YES	NA	NO							
0164	51.44	YES	NA	NO							
0165	51.49	YES	NA	NO							
0166	51.51	YES	NA	NO							
0167	51.62	YES	NA	NO							
0168	51.64	NO	NA	NO							
0169	51.66	YES	NA	NO							
0170	51.76	YES	YES	NO							
0171	51.81	YES	NA	NO							
0172	51.88	YES	NA	NO							
0173	51.89	YES	NA	NO							
0174	51.89	YES	NA	NO							
0175	51.96	YES	NA	NO							

Table 2: Reward, Priority, and Focus Schools

School ID #	Priority School				Focus School					Reward School	
	Score	Title I	GR <60%	SIG	Score	Title I	GR <60%	SIG	PR<95%	Score	Title I
0176	51.99	YES	NA	NO							
0177	52.00	YES	NA	NO							
0178	52.02	YES	NA	NO							
0179	52.03	YES	NA	NO							
0180	52.09	YES	YES	NO							
0181	52.09	YES	NA	NO							
0182	52.13	YES	NA	NO							
0183	52.18	YES	YES	NO							
0184	52.23	YES	NA	NO							
0185	52.30	YES	NA	NO							
0186	52.36	YES	NA	NO							
0187	52.41	YES	NA	NO							
0188	52.47	YES	NA	NO							
0189	52.51	NO	NA	NO							
0190	52.51	YES	NA	NO							
0191	52.52	YES	NA	NO							
0192	52.55	YES	NA	NO							
0193	52.59	YES	NA	NO							
0194	52.65	YES	YES	NO							
0195	52.68	YES	NA	NO							
0196	52.80	YES	YES	NO							
0197	52.81	YES	YES	NO							
0198	52.86	YES	NA	NO							
0199	52.89	YES	NA	NO							
0200	52.90	YES	NA	NO							
0201	52.91	YES	YES	NO							
0202	53.01	YES	YES	NO							
0203	53.07	YES	NA	NO							
0204	53.12	YES	NA	NO							
0205	53.14	YES	NA	NO							
0206	53.27	YES	YES	NO							
0207	53.28	YES	NA	NO							
0208	53.35	YES	NA	NO							
0209	53.40	YES	NA	NO							
0210	53.56	YES	YES	NO							

Table 2: Reward, Priority, and Focus Schools

School ID #	Priority School				Focus School					Reward School	
	Score	Title I	GR <60%	SIG	Score	Title I	GR <60%	SIG	PR<95%	Score	Title I
0211	53.67	YES	NA	NO							
0212	53.72	YES	NA	NO							
0213	53.73	YES	NA	NO							
0214	53.80	YES	NA	NO							
0215	53.84	YES	NA	NO							
0216	53.84	YES	NA	NO							
0217	53.85	YES	NA	NO							
0218	53.87	YES	NA	NO							
0219	53.91	YES	NA	NO							
0220	54.00	YES	NA	NO							
0221	54.04	YES	YES	NO							
0222	54.10	YES	YES	NO							
0223	54.14	YES	NA	NO							
0224	54.15	YES	NA	NO							
0225	54.16	YES	NA	NO							
0226	54.35	NO	YES	NO							
0227	54.36	YES	NA	NO							
0228	54.38	YES	NA	NO							
0229	54.49	YES	NA	NO							
0230	54.57	YES	NA	NO							
0231	54.63	YES	NA	NO							
0232	54.64	YES	NA	NO							
0233	54.67	YES	NA	NO							
0234	54.76	NO	YES	NO							
0235	54.77	NO	NA	NO							
0236	54.81	YES	NA	NO							
0237	54.83	NO	YES	NO							
0238	54.85	YES	NA	NO							
0239	54.96	YES	YES	NO							
0240	54.99	YES	YES	NO							
0241	55.02	YES	NA	NO							
0242	55.05	YES	NA	NO							
0243	55.06	YES	NA	NO							
0244	55.07	YES	YES	NO							
0245	55.09	YES	YES	NO							

Table 2: Reward, Priority, and Focus Schools

School ID #	Priority School				Focus School					Reward School	
	Score	Title I	GR <60%	SIG	Score	Title I	GR <60%	SIG	PR<95%	Score	Title I
0246	55.14	YES	NA	NO							
0247	55.14	YES	NA	NO							
0248	55.17	YES	NA	NO							
0249	55.26	YES	NA	NO							
0250	55.27	NO	YES	NO							
0251	55.30	YES	NA	NO							
0252	55.34	NO	NA	NO							
0253	55.35	YES	NA	NO							
0254	55.37	YES	NA	NO							
0255	55.37	NO	YES	NO							
0256	55.38	YES	NA	NO							
0257	55.38	YES	NA	NO							
0258	55.40	YES	YES	NO							
0259	55.41	YES	YES	NO							
0260	55.51	YES	NA	NO							
0261	55.55	YES	NA	NO							
0262	55.60	YES	NA	NO							
0263	55.64	YES	YES	NO							
0264	55.73	NO	YES	NO							
0265	55.73	YES	NA	NO							
0266	55.77	YES	NA	NO							
0267	55.77	YES	NA	NO							
0268	55.78	YES	NA	NO							
0269	55.78	YES	NA	NO							
0270	55.81	YES	NA	NO							
0271	55.89	YES	NA	NO							
0272	55.94	YES	NA	NO							
0273	56.02	YES	NA	NO							
0274	56.06	YES	NA	NO							
0275	56.11	YES	YES	NO							
0276	56.16	NO	YES	NO							
0277	56.19	YES	NA	NO							
0278	56.24	YES	NA	NO							
0279	56.29	YES	NA	NO							
0280	56.36	YES	NA	NO							

Table 2: Reward, Priority, and Focus Schools

School ID #	Priority School				Focus School					Reward School	
	Score	Title I	GR <60%	SIG	Score	Title I	GR <60%	SIG	PR<95%	Score	Title I
0281	56.38	NO	YES	NO							
0282	56.40	YES	YES	NO							
0283	56.40	YES	YES	NO							
0284	56.51	YES	NA	NO							
0285	56.58	YES	NA	NO							
0286	56.61	YES	NA	NO							
0287	56.63	YES	NA	NO							
0288	56.66	YES	YES	NO							
0289	56.69	YES	NA	NO							
0290	56.72	YES	NA	NO							
0291	56.83	YES	NA	NO							
0292	56.84	YES	NA	NO							
0293	57.02	YES	NA	NO							
0294	57.06	YES	NA	NO							
0295	57.07	YES	NA	NO							
0296	57.11	YES	YES	NO							
0297	57.14	NO	NA	NO							
0298	57.22	YES	NA	NO							
0299	57.25	YES	NA	NO							
0300	57.32	YES	NA	NO							
0301	57.34	YES	NA	NO							
0302	57.37	YES	NA	NO							
0303	57.39	YES	YES	NO							
0304	57.46	YES	NA	NO							
0305	57.47	YES	NA	NO							
0306	57.51	YES	NA	NO							
0307	57.52	YES	NA	NO							
0308	57.52	YES	NA	NO							
0309	57.55	NO	YES	NO							
0310	57.56	YES	NA	NO							
0311	57.66	YES	NA	NO							
0312	57.71	NO	NA	NO							
0313	57.72	NO	YES	NO							
0314	57.72	YES	NA	NO							
0315	57.74	YES	NA	NO							

Table 2: Reward, Priority, and Focus Schools

School ID #	Priority School				Focus School					Reward School	
	Score	Title I	GR <60%	SIG	Score	Title I	GR <60%	SIG	PR<95%	Score	Title I
0316	57.74	YES	NA	NO							
0317	57.80	YES	YES	NO							
0318	57.83	YES	NA	NO							
0319	57.85	NO	YES	NO							
0320	57.85	YES	NA	NO							
0321	57.86	YES	NA	NO							
0322	57.95	YES	YES	NO							
0323	57.99	YES	NA	NO							
0324	58.01	NO	NA	NO							
0325	58.06	YES	NA	NO							
0326	58.14	YES	YES	NO							
0327	58.15	YES	NA	NO							
0328	58.17	YES	NA	NO							
0329	58.17	YES	NA	NO							
0330	58.20	YES	NA	NO							
0331	58.26	YES	NA	NO							
0332	58.29	NO	YES	NO							
0333	58.31	YES	YES	NO							
0334	58.31	YES	NA	NO							
0335	58.32	YES	NA	NO							
0336	58.48	YES	NA	NO							
0337	58.49	YES	YES	NO							
0338	58.49	YES	YES	NO							
0339	58.52	YES	YES	NO							
0340	58.58	YES	NA	NO							
0341	58.62	YES	NA	NO							
0342	58.69	YES	NA	NO							
0343	58.75	YES	YES	NO							
0344	58.76	YES	NA	NO							
0345	58.87	YES	NA	NO							
0346	58.89	YES	YES	NO							
0347	58.91	YES	YES	NO							
0348	58.92	YES	NA	NO							
0349	58.93	YES	NA	NO							
0350	58.94	YES	NA	NO							

Table 2: Reward, Priority, and Focus Schools

School ID #	Priority School				Focus School					Reward School	
	Score	Title I	GR <60%	SIG	Score	Title I	GR <60%	SIG	PR<95%	Score	Title I
0351	58.97	YES	NA	NO							
0352	59.03	YES	NA	NO							
0353	59.03	YES	NA	NO							
0354	59.11	NO	YES	NO							
0355	59.12	YES	NA	NO							
0356	59.13	YES	NA	NO							
0357	59.17	YES	NA	NO							
0358	59.19	YES	NA	NO							
0359	59.19	YES	NA	NO							
0360	59.29	YES	NA	NO							
0361	59.36	YES	NA	NO							
0362	59.38	NO	YES	NO							
0363	59.40	NO	YES	NO							
0364	59.43	YES	NA	NO							
0365	59.45	NO	YES	NO							
0366	59.48	YES	NA	NO							
0367	59.49	NO	NA	NO							
0368	59.50	NO	NA	NO							
0369	59.53	YES	NA	NO							
0370	59.60	YES	NA	NO							
0371	59.63	YES	YES	NO							
0372	59.76	YES	NA	NO							
0373	59.77	NO	YES	NO							
0374	59.79	NO	YES	NO							
0375	59.80	YES	NA	NO							
0376	59.83	YES	NA	NO							
0377	59.85	YES	NA	NO							
0378	59.85	YES	NA	NO							
0379	59.86	YES	NA	NO							
0380	59.86	NO	YES	NO							
0381	59.90	YES	NA	NO							
0382	59.93	YES	NA	NO							
0383	59.95	YES	NA	NO							
0384	59.96	YES	NA	NO							
0385	59.96	YES	NA	NO							

Table 2: Reward, Priority, and Focus Schools

School ID #	Priority School				Focus School					Reward School	
	Score	Title I	GR <60%	SIG	Score	Title I	GR <60%	SIG	PR<95%	Score	Title I
0386	59.98	NO	YES	NO							
0387					60.02	YES	NA	NO	NO		
0388					60.11	YES	NA	NO	NO		
0389					60.14	NO	NO	NO	NO		
0390					60.17	YES	NA	NO	NO		
0391					60.22	YES	NO	NO	NO		
0392					60.24	YES	NA	NO	NO		
0393					60.28	YES	NA	NO	NO		
0394					60.28	YES	NO	NO	NO		
0395					60.30	YES	NA	NO	NO		
0396					60.35	YES	NA	NO	NO		
0397					60.38	YES	NA	NO	NO		
0398					60.38	YES	NA	NO	NO		
0399					60.46	YES	NA	NO	NO		
0400					60.47	YES	NA	NO	NO		
0401					60.50	NO	NA	NO	NO		
0402					60.50	YES	NA	NO	NO		
0403					60.53	YES	NA	NO	NO		
0404					60.56	YES	NA	NO	NO		
0405					60.56	YES	NA	NO	NO		
0406					60.58	YES	NA	NO	NO		
0407					60.58	YES	NA	NO	NO		
0408					60.62	YES	NA	NO	NO		
0409					60.63	YES	NA	NO	NO		
0410					60.70	YES	NA	NO	NO		
0411					60.76	YES	NO	NO	NO		
0412					60.78	YES	NA	NO	NO		
0413					60.78	YES	NA	NO	NO		
0414					60.85	YES	NA	NO	NO		
0415					60.86	YES	NA	NO	NO		
0416					60.88	YES	NA	NO	NO		
0417					60.92	NO	NA	NO	NO		
0418					60.99	NO	NO	NO	NO		
0419					61.12	YES	NA	NO	NO		
0420					61.17	YES	NA	NO	NO		

Table 2: Reward, Priority, and Focus Schools

School ID #	Priority School				Focus School					Reward School	
	Score	Title I	GR <60%	SIG	Score	Title I	GR <60%	SIG	PR<95%	Score	Title I
0421					61.20	NO	NA	NO	NO		
0422					61.27	YES	NO	NO	NO		
0423					61.34	YES	NA	NO	NO		
0424					61.37	YES	NA	NO	NO		
0425					61.37	NO	NA	NO	NO		
0426					61.38	YES	NA	NO	NO		
0427					61.38	NO	NO	NO	NO		
0428					61.39	YES	NA	NO	NO		
0429					61.41	YES	NA	NO	NO		
0430					61.41	NO	NO	NO	NO		
0431					61.50	YES	NA	NO	NO		
0432					61.59	YES	NA	NO	NO		
0433					61.60	YES	NO	NO	NO		
0434					61.61	YES	NA	NO	NO		
0435					61.72	YES	NA	NO	NO		
0436					61.74	YES	NO	NO	NO		
0437					61.75	YES	NA	NO	NO		
0438					61.77	YES	NO	NO	NO		
0439					61.81	YES	NA	NO	NO		
0440					61.83	YES	NA	NO	YES		
0441					61.84	YES	NA	NO	NO		
0442					61.87	YES	NA	NO	NO		
0443					61.94	YES	NA	NO	NO		
0444					61.95	YES	NA	NO	NO		
0445					61.95	YES	NA	NO	NO		
0446					61.95	YES	NO	NO	NO		
0447					62.00	YES	NA	NO	NO		
0448					62.01	NO	NA	NO	NO		
0449					62.04	NO	NO	NO	NO		
0450					62.19	YES	NA	NO	NO		
0451					62.19	YES	NA	NO	NO		
0452					62.19	NO	NA	NO	NO		
0453					62.20	YES	NA	NO	NO		
0454					62.23	NO	NO	NO	NO		
0455					62.30	YES	NO	NO	NO		

Table 2: Reward, Priority, and Focus Schools

School ID #	Priority School				Focus School					Reward School	
	Score	Title I	GR <60%	SIG	Score	Title I	GR <60%	SIG	PR<95%	Score	Title I
0456					62.32	YES	NO	NO	NO		
0457					62.33	YES	NA	NO	NO		
0458					62.34	NO	NA	NO	NO		
0459					62.39	YES	NA	NO	NO		
0460					62.40	YES	NA	NO	NO		
0461					62.40	YES	NO	NO	NO		
0462					62.46	YES	NA	NO	NO		
0463					62.47	YES	NA	NO	NO		
0464					62.50	NO	NO	NO	NO		
0465					62.52	YES	NA	NO	NO		
0466					62.54	YES	NA	NO	NO		
0467					62.55	YES	NO	NO	NO		
0468					62.56	YES	NA	NO	NO		
0469					62.65	YES	NA	NO	NO		
0470					62.68	NO	NA	NO	NO		
0471					62.74	NO	NO	NO	NO		
0472					62.75	YES	NA	NO	NO		
0473					62.77	YES	NA	NO	NO		
0474					62.77	YES	NA	NO	NO		
0475					62.78	YES	NO	NO	NO		
0476					62.81	YES	NA	NO	NO		
0477					62.82	YES	NA	NO	NO		
0478					62.87	YES	NA	NO	NO		
0479					62.87	YES	NA	NO	NO		
0480					62.88	YES	NA	NO	NO		
0481					62.89	YES	NO	NO	NO		
0482					62.92	NO	NO	NO	NO		
0483					62.92	YES	NO	NO	NO		
0484					63.04	YES	NA	NO	NO		
0485					63.04	YES	NA	NO	NO		
0486					63.08	YES	NA	NO	NO		
0487					63.14	YES	NA	NO	NO		
0488					63.14	YES	NO	NO	NO		
0489					63.19	YES	NA	NO	NO		
0490					63.19	NO	NA	NO	NO		

Table 2: Reward, Priority, and Focus Schools

School ID #	Priority School				Focus School					Reward School	
	Score	Title I	GR <60%	SIG	Score	Title I	GR <60%	SIG	PR<95%	Score	Title I
0491					63.20	NO	NA	NO	NO		
0492					63.24	NO	NA	NO	NO		
0493					63.27	NO	NO	NO	NO		
0494					63.28	YES	NA	NO	NO		
0495					63.29	YES	NA	NO	NO		
0496					63.30	YES	NA	NO	NO		
0497					63.31	YES	NA	NO	NO		
0498					63.32	NO	NA	NO	NO		
0499					63.33	YES	NA	NO	NO		
0500					63.37	YES	NA	NO	NO		
0501					63.43	NO	NO	NO	NO		
0502					63.49	NO	NO	NO	NO		
0503					63.51	YES	NA	NO	NO		
0504					63.53	NO	NO	NO	NO		
0505					63.54	YES	NA	NO	NO		
0506					63.57	NO	NA	NO	NO		
0507					63.59	NO	NO	NO	YES		
0508					63.61	NO	NO	NO	NO		
0509					63.65	YES	NA	NO	NO		
0510					63.66	NO	NO	NO	NO		
0511					63.67	YES	NA	NO	NO		
0512					63.68	YES	NA	NO	NO		
0513					63.72	YES	NA	NO	NO		
0514					63.72	YES	NO	NO	NO		
0515					63.73	YES	NA	NO	NO		
0516					63.73	NO	NA	NO	NO		
0517					63.74	YES	NA	NO	NO		
0518					63.75	YES	NA	NO	NO		
0519					63.75	YES	NA	NO	NO		
0520					63.79	YES	NA	NO	NO		
0521					63.84	YES	NA	NO	NO		
0522					63.84	NO	NO	NO	NO		
0523					63.88	NO	NO	NO	NO		
0524					63.92	YES	NA	NO	NO		
0525					63.95	NO	NA	NO	NO		

Table 2: Reward, Priority, and Focus Schools

School ID #	Priority School				Focus School					Reward School	
	Score	Title I	GR <60%	SIG	Score	Title I	GR <60%	SIG	PR<95%	Score	Title I
0526					64.03	NO	NO	NO	NO		
0527					64.03	YES	NO	NO	NO		
0528					64.10	YES	NA	NO	NO		
0529					64.11	NO	NO	NO	NO		
0530					64.12	YES	NA	NO	NO		
0531					64.13	YES	NA	NO	NO		
0532					64.20	YES	NA	NO	NO		
0533					64.20	NO	NO	NO	NO		
0534					64.21	YES	NA	NO	NO		
0535					64.23	YES	NA	NO	NO		
0536					64.25	YES	NA	NO	NO		
0537					64.26	NO	NA	NO	NO		
0538					64.27	NO	NO	NO	NO		
0539					64.31	YES	NO	NO	NO		
0540					64.32	NO	NO	NO	NO		
0541					64.35	YES	NO	NO	NO		
0542					64.38	YES	NA	NO	NO		
0543					64.46	YES	NA	NO	NO		
0544					64.50	YES	NA	NO	NO		
0545					64.50	YES	NA	NO	NO		
0546					64.56	YES	NA	NO	NO		
0547					64.58	YES	NA	NO	NO		
0548					64.60	YES	NA	NO	NO		
0549					64.72	YES	NA	NO	NO		
0550					64.78	NO	NA	NO	NO		
0551					64.84	YES	NA	NO	NO		
0552					64.84	YES	NO	NO	NO		
0553					64.88	NO	NO	NO	NO		
0554					64.90	YES	NA	NO	NO		
0555					64.92	NO	NO	NO	NO		
0556					64.98	YES	NA	NO	NO		
0557					65.00	YES	NA	NO	NO		
0558					65.02	YES	NA	NO	NO		
0559					65.03	YES	NA	NO	NO		
0560					65.05	NO	NA	NO	NO		

Table 2: Reward, Priority, and Focus Schools

School ID #	Priority School				Focus School					Reward School	
	Score	Title I	GR <60%	SIG	Score	Title I	GR <60%	SIG	PR<95%	Score	Title I
0561					65.17	YES	NA	NO	NO		
0562					65.17	NO	NO	NO	NO		
0563					65.23	YES	NO	NO	NO		
0564					65.24	YES	NA	NO	NO		
0565					65.24	NO	NA	NO	NO		
0566					65.31	NO	NO	NO	NO		
0567					65.33	NO	NA	NO	NO		
0568					65.37	NO	NA	NO	NO		
0569					65.40	NO	NO	NO	NO		
0570					65.43	YES	NA	NO	NO		
0571					65.44	NO	NA	NO	NO		
0572					65.52	NO	NO	NO	NO		
0573					65.53	YES	NA	NO	NO		
0574					65.58	YES	NA	NO	NO		
0575					65.60	YES	NA	NO	NO		
0576					65.66	YES	NA	NO	NO		
0577					65.69	YES	NA	NO	NO		
0578					65.69	NO	NO	NO	NO		
0579					65.71	YES	NA	NO	NO		
0580					65.75	YES	NA	NO	NO		
0581					65.77	YES	NA	NO	NO		
0582					65.77	YES	NA	NO	NO		
0583					65.78	YES	NA	NO	NO		
0584					65.79	YES	NA	NO	NO		
0585					65.81	NO	NO	NO	NO		
0586					65.82	NO	NA	NO	NO		
0587					65.84	YES	NA	NO	NO		
0588					65.86	YES	NA	NO	NO		
0589					65.88	YES	NA	NO	NO		
0590					65.91	YES	NA	NO	NO		
0591					65.94	YES	NA	NO	NO		
0592					65.94	NO	NA	NO	NO		
0593					65.99	YES	NO	NO	NO		
0594					66.02	YES	NA	NO	NO		
0595					66.02	NO	NO	NO	NO		

Table 2: Reward, Priority, and Focus Schools

School ID #	Priority School				Focus School					Reward School	
	Score	Title I	GR <60%	SIG	Score	Title I	GR <60%	SIG	PR<95%	Score	Title I
0596					66.02	NO	NO	NO	NO		
0597					66.03	YES	NA	NO	NO		
0598					66.07	YES	NO	NO	NO		
0599					66.08	YES	NA	NO	NO		
0600					66.11	NO	NO	NO	NO		
0601					66.15	YES	NA	NO	NO		
0602					66.15	YES	NO	NO	NO		
0603					66.25	NO	NA	NO	NO		
0604					66.26	YES	NA	NO	NO		
0605					66.28	NO	NO	NO	NO		
0606					66.32	YES	NA	NO	NO		
0607					66.33	YES	NA	NO	NO		
0608					66.35	NO	NA	NO	NO		
0609					66.35	NO	NO	NO	NO		
0610					66.40	YES	NA	NO	NO		
0611					66.41	YES	NA	NO	NO		
0612					66.41	YES	NA	NO	NO		
0613					66.45	NO	NO	NO	NO		
0614					66.47	YES	NO	NO	NO		
0615					66.49	YES	NA	NO	NO		
0616					66.52	YES	NA	NO	NO		
0617					66.53	YES	NA	NO	NO		
0618					66.54	NO	NO	NO	NO		
0619					66.55	NO	NO	NO	NO		
0620					66.58	YES	NA	NO	NO		
0621					66.60	YES	NA	NO	NO		
0622					66.60	NO	NA	NO	NO		
0623					66.61	YES	NA	NO	NO		
0624					66.63	YES	NA	NO	NO		
0625					66.64	YES	NA	NO	NO		
0626					66.64	NO	NO	NO	NO		
0627					66.66	YES	NA	NO	NO		
0628					66.70	YES	NA	NO	NO		
0629					66.72	NO	NA	NO	NO		
0630					66.73	YES	NA	NO	NO		

Table 2: Reward, Priority, and Focus Schools

School ID #	Priority School				Focus School					Reward School	
	Score	Title I	GR <60%	SIG	Score	Title I	GR <60%	SIG	PR<95%	Score	Title I
0631					66.73	YES	NA	NO	NO		
0632					66.73	YES	NO	NO	NO		
0633					66.81	YES	NA	NO	NO		
0634					66.82	NO	NO	NO	NO		
0635					66.83	YES	NO	NO	NO		
0636					66.85	NO	NO	NO	NO		
0637					66.86	NO	NO	NO	NO		
0638					66.93	NO	NA	NO	NO		
0639					66.97	YES	NA	NO	NO		
0640					66.97	NO	NO	NO	NO		
0641					67.01	YES	NO	NO	NO		
0642					67.04	NO	NA	NO	NO		
0643					67.06	YES	NA	NO	NO		
0644					67.09	YES	NA	NO	NO		
0645					67.10	NO	NO	NO	YES		
0646					67.11	NO	NA	NO	NO		
0647					67.12	NO	NO	NO	NO		
0648					67.17	YES	NA	NO	NO		
0649					67.17	YES	NA	NO	NO		
0650					67.18	YES	NA	NO	NO		
0651					67.18	YES	NA	NO	NO		
0652					67.22	YES	NO	NO	NO		
0653					67.25	NO	NA	NO	NO		
0654					67.27	YES	NA	NO	NO		
0655					67.28	YES	NA	NO	NO		
0656					67.29	YES	NA	NO	NO		
0657					67.30	YES	NA	NO	NO		
0658					67.34	YES	NA	NO	NO		
0659					67.36	NO	NO	NO	NO		
0660					67.38	YES	NA	NO	NO		
0661					67.38	YES	NA	NO	NO		
0662					67.38	YES	NO	NO	NO		
0663					67.38	NO	NO	NO	NO		
0664					67.40	NO	NO	NO	NO		
0665					67.40	NO	NO	NO	NO		

Table 2: Reward, Priority, and Focus Schools

School ID #	Priority School				Focus School					Reward School	
	Score	Title I	GR <60%	SIG	Score	Title I	GR <60%	SIG	PR<95%	Score	Title I
0666					67.41	YES	NA	NO	NO		
0667					67.44	NO	NO	NO	NO		
0668					67.51	YES	NA	NO	NO		
0669					67.51	NO	NA	NO	NO		
0670					67.51	NO	NO	NO	NO		
0671					67.52	NO	NA	NO	NO		
0672					67.56	NO	NO	NO	NO		
0673					67.57	YES	NA	NO	NO		
0674					67.61	YES	NA	NO	NO		
0675					67.64	YES	NA	NO	NO		
0676					67.67	NO	NO	NO	NO		
0677					67.68	YES	NA	NO	NO		
0678					67.70	YES	NA	NO	NO		
0679					67.71	NO	NO	NO	NO		
0680					67.72	YES	NA	NO	NO		
0681					67.74	YES	NA	NO	NO		
0682					67.78	YES	NA	NO	NO		
0683					67.78	NO	NO	NO	NO		
0684					67.79	YES	NO	NO	NO		
0685					67.80	YES	NA	NO	NO		
0686					67.86	NO	NA	NO	NO		
0687					67.87	YES	NA	NO	NO		
0688					67.92	YES	NA	NO	NO		
0689					67.94	YES	NA	NO	NO		
0690					67.96	NO	NO	NO	NO		
0691					67.97	YES	NO	NO	NO		
0692					67.98	YES	NA	NO	NO		
0693					68.00	YES	NA	NO	NO		
0694					68.02	YES	NA	NO	NO		
0695					68.05	NO	NA	NO	NO		
0696					68.07	NO	NA	NO	NO		
0697					68.11	YES	NA	NO	NO		
0698					68.15	YES	NA	NO	NO		
0699					68.22	NO	NO	NO	NO		
0700					68.27	NO	NA	NO	NO		

Table 2: Reward, Priority, and Focus Schools

School ID #	Priority School				Focus School					Reward School	
	Score	Title I	GR <60%	SIG	Score	Title I	GR <60%	SIG	PR<95%	Score	Title I
0701					68.28	NO	NA	NO	NO		
0702					68.30	YES	NA	NO	NO		
0703					68.32	YES	NA	NO	NO		
0704					68.34	NO	NA	NO	NO		
0705					68.37	NO	NO	NO	NO		
0706					68.39	YES	NA	NO	NO		
0707					68.43	YES	NA	NO	NO		
0708					68.47	YES	NA	NO	NO		
0709					68.47	YES	NA	NO	NO		
0710					68.50	YES	NA	NO	NO		
0711					68.52	YES	NA	NO	NO		
0712					68.52	NO	NO	NO	NO		
0713					68.53	YES	NA	NO	NO		
0714					68.57	NO	NO	NO	NO		
0715					68.60	NO	NO	NO	NO		
0716					68.62	YES	NA	NO	NO		
0717					68.62	YES	NA	NO	NO		
0718					68.64	YES	NA	NO	NO		
0719					68.66	NO	NA	NO	NO		
0720					68.67	YES	NA	NO	NO		
0721					68.67	YES	NO	NO	NO		
0722					68.69	NO	NA	NO	NO		
0723					68.71	YES	NA	NO	NO		
0724					68.71	YES	NO	NO	NO		
0725					68.72	YES	NA	NO	NO		
0726					68.72	YES	NA	NO	NO		
0727					68.74	NO	NO	NO	NO		
0728					68.76	NO	NO	NO	NO		
0729					68.77	NO	NO	NO	NO		
0730					68.78	YES	NA	NO	NO		
0731					68.80	YES	NA	NO	NO		
0732					68.81	YES	NA	NO	NO		
0733					68.84	NO	NA	NO	NO		
0734					68.84	NO	NO	NO	NO		
0735					68.87	YES	NA	NO	NO		

Table 2: Reward, Priority, and Focus Schools

School ID #	Priority School				Focus School					Reward School	
	Score	Title I	GR <60%	SIG	Score	Title I	GR <60%	SIG	PR<95%	Score	Title I
0736					68.87	YES	NA	NO	NO		
0737					68.89	YES	NA	NO	NO		
0738					68.90	YES	NA	NO	NO		
0739					68.95	YES	NA	NO	NO		
0740					68.96	NO	NO	NO	NO		
0741					68.98	YES	NO	NO	NO		
0742					68.98	NO	NO	NO	NO		
0743					69.00	YES	NO	NO	NO		
0744					69.03	NO	NO	NO	NO		
0745					69.06	YES	NA	NO	NO		
0746					69.15	YES	NA	NO	NO		
0747					69.16	NO	NA	NO	NO		
0748					69.16	NO	NO	NO	NO		
0749					69.17	YES	NA	NO	NO		
0750					69.18	YES	NA	NO	NO		
0751					69.19	YES	NA	NO	NO		
0752					69.20	YES	NA	NO	NO		
0753					69.24	NO	NA	NO	NO		
0754					69.25	NO	NO	NO	NO		
0755					69.29	YES	NA	NO	NO		
0756					69.29	YES	NO	NO	NO		
0757					69.32	NO	NA	NO	NO		
0758					69.33	YES	NA	NO	NO		
0759					69.34	YES	NA	NO	NO		
0760					69.34	NO	NO	NO	NO		
0761					69.35	YES	NA	NO	NO		
0762					69.36	NO	NO	NO	NO		
0763					69.36	NO	NO	NO	NO		
0764					69.40	NO	NO	NO	NO		
0765					69.43	YES	NA	NO	NO		
0766					69.46	YES	NA	NO	NO		
0767					69.56	NO	NA	NO	NO		
0768					69.57	NO	NO	NO	NO		
0769					69.61	YES	NA	NO	NO		
0770					69.66	NO	NA	NO	NO		

Table 2: Reward, Priority, and Focus Schools

School ID #	Priority School				Focus School					Reward School	
	Score	Title I	GR <60%	SIG	Score	Title I	GR <60%	SIG	PR<95%	Score	Title I
0771					69.66	YES	NA	NO	NO		
0772					69.67	YES	NA	NO	NO		
0773					69.67	YES	NA	NO	NO		
0774					69.68	NO	NA	NO	NO		
0775					69.70	YES	NA	NO	NO		
0776					69.71	YES	NA	NO	NO		
0777					69.71	NO	NO	NO	NO		
0778					69.72	NO	NO	NO	NO		
0779					69.73	YES	NA	NO	NO		
0780					69.74	YES	NA	NO	NO		
0781					69.75	NO	NO	NO	NO		
0782					69.81	YES	NA	NO	NO		
0783					69.85	NO	NA	NO	NO		
0784					69.86	NO	NA	NO	NO		
0785					69.91	NO	NA	NO	NO		
0786					69.92	NO	NO	NO	NO		
0787					69.95	YES	NO	NO	NO		
0788					69.96	YES	NA	NO	NO		
0789					75.57	YES	YES	NO	NO		
0790					84.31	NO	YES	NO	NO		
0791					84.75	YES	YES	NO	NO		
0792					89.92	NO	YES	NO	NO		
0793										95.01	NO
0794										95.01	YES
0795										95.02	NO
0796										95.03	NO
0797										95.04	YES
0798										95.05	NO
0799										95.07	YES
0800										95.11	NO
0801										95.13	NO
0802										95.14	NO
0803										95.18	YES
0804										95.21	YES
0805										95.21	YES

Table 2: Reward, Priority, and Focus Schools

School ID #	Priority School				Focus School					Reward School	
	Score	Title I	GR <60%	SIG	Score	Title I	GR <60%	SIG	PR<95%	Score	Title I
0806										95.22	NO
0807										95.22	YES
0808										95.23	NO
0809										95.24	NO
0810										95.25	YES
0811										95.25	YES
0812										95.27	NO
0813										95.27	YES
0814										95.27	YES
0815										95.28	NO
0816										95.28	YES
0817										95.28	NO
0818										95.30	NO
0819										95.31	NO
0820										95.31	YES
0821										95.33	NO
0822										95.41	NO
0823										95.42	YES
0824										95.44	NO
0825										95.49	NO
0826										95.53	NO
0827										95.55	NO
0828										95.56	YES
0829										95.59	YES
0830										95.60	NO
0831										95.64	NO
0832										95.65	NO
0833										95.67	NO
0834										95.70	NO
0835										95.74	YES
0836										95.75	YES
0837										95.76	YES
0838										95.77	NO
0839										95.77	YES
0840										95.78	YES

Table 2: Reward, Priority, and Focus Schools

School ID #	Priority School				Focus School					Reward School	
	Score	Title I	GR <60%	SIG	Score	Title I	GR <60%	SIG	PR<95%	Score	Title I
0841										95.82	NO
0842										95.82	NO
0843										95.83	NO
0844										95.86	NO
0845										95.88	YES
0846										95.89	NO
0847										95.89	NO
0848										95.89	NO
0849										95.90	NO
0850										95.91	NO
0851										95.92	NO
0852										95.92	NO
0853										95.95	YES
0854										95.96	NO
0855										95.97	YES
0856										95.98	NO
0857										95.99	YES
0858										96.00	YES
0859										96.01	NO
0860										96.03	YES
0861										96.04	NO
0862										96.08	NO
0863										96.09	NO
0864										96.11	NO
0865										96.19	YES
0866										96.21	NO
0867										96.22	NO
0868										96.25	NO
0869										96.26	YES
0870										96.28	NO
0871										96.29	NO
0872										96.29	YES
0873										96.34	YES
0874										96.35	YES
0875										96.35	NO

Table 2: Reward, Priority, and Focus Schools

School ID #	Priority School				Focus School					Reward School	
	Score	Title I	GR <60%	SIG	Score	Title I	GR <60%	SIG	PR<95%	Score	Title I
0876										96.38	NO
0877										96.40	YES
0878										96.41	NO
0879										96.45	NO
0880										96.46	NO
0881										96.50	YES
0882										96.50	YES
0883										96.52	YES
0884										96.52	NO
0885										96.55	YES
0886										96.57	YES
0887										96.57	YES
0888										96.59	NO
0889										96.60	YES
0890										96.61	NO
0891										96.62	NO
0892										96.66	NO
0893										96.67	NO
0894										96.69	NO
0895										96.70	NO
0896										96.72	NO
0897										96.74	YES
0898										96.76	NO
0899										96.77	NO
0900										96.79	YES
0901										96.80	NO
0902										96.80	NO
0903										96.85	YES
0904										96.85	YES
0905										96.87	NO
0906										96.93	NO
0907										96.97	NO
0908										96.97	NO
0909										97.01	NO
0910										97.02	NO

Table 2: Reward, Priority, and Focus Schools

School ID #	Priority School				Focus School					Reward School	
	Score	Title I	GR <60%	SIG	Score	Title I	GR <60%	SIG	PR<95%	Score	Title I
0911										97.03	YES
0912										97.04	NO
0913										97.05	NO
0914										97.07	NO
0915										97.09	NO
0916										97.11	NO
0917										97.12	NO
0918										97.13	NO
0919										97.28	NO
0920										97.29	NO
0921										97.32	NO
0922										97.36	NO
0923										97.43	NO
0924										97.45	YES
0925										97.50	YES
0926										97.55	YES
0927										97.60	YES
0928										97.60	NO
0929										97.62	YES
0930										97.63	NO
0931										97.67	NO
0932										97.67	NO
0933										97.67	NO
0934										97.68	YES
0935										97.69	NO
0936										97.71	YES
0937										97.72	YES
0938										97.72	NO
0939										97.75	NO
0940										97.76	YES
0941										97.76	NO
0942										97.77	NO
0943										97.78	YES
0944										97.85	YES
0945										97.93	NO

Table 2: Reward, Priority, and Focus Schools

School ID #	Priority School				Focus School					Reward School	
	Score	Title I	GR <60%	SIG	Score	Title I	GR <60%	SIG	PR<95%	Score	Title I
0946										97.95	NO
0947										97.98	NO
0948										97.99	NO
0949										98.00	YES
0950										98.04	NO
0951										98.09	NO
0952										98.15	NO
0953										98.15	NO
0954										98.18	NO
0955										98.20	NO
0956										98.22	NO
0957										98.22	NO
0958										98.26	NO
0959										98.27	YES
0960										98.27	NO
0961										98.27	NO
0962										98.28	NO
0963										98.32	YES
0964										98.35	YES
0965										98.36	NO
0966										98.39	NO
0967										98.40	NO
0968										98.43	NO
0969										98.56	NO
0970										98.58	NO
0971										98.62	NO
0972										98.64	NO
0973										98.69	NO
0974										98.77	YES
0975										98.78	YES
0976										98.79	YES
0977										98.89	NO
0978										98.94	NO
0979										99.03	NO
0980										99.12	NO

Table 2: Reward, Priority, and Focus Schools

School ID #	Priority School				Focus School					Reward School	
	Score	Title I	GR <60%	SIG	Score	Title I	GR <60%	SIG	PR<95%	Score	Title I
0981										99.12	YES
0982										99.20	YES
0983										99.23	NO
0984										99.35	NO
0985										99.37	NO
0986										99.38	YES
0987										99.41	NO
0988										99.67	YES
0989										99.68	NO
0990										99.73	NO
0991										99.93	NO
0992										100.00	NO
0993										100.07	YES
0994										100.54	NO
0995										100.74	YES
0996										100.90	NO

PUBLIC SCHOOL CODE OF 1949 - OMNIBUS AMENDMENTS
Act of Jun. 30, 2012, P.L. 684, No. 82 **Cl. 24**
Session of 2012
No. 2012-82

HB 1901

AN ACT

Amending the act of March 10, 1949 (P.L.30, No.14), entitled "An act relating to the public school system, including certain provisions applicable as well to private and parochial schools; amending, revising, consolidating and changing the laws relating thereto," in preliminary provisions, further providing for definitions, for background checks of prospective employees and conviction of employees of certain offenses and for collection of identifying information of students attending institutions of higher education; providing for adjustments based on Consumer Price Index and for Keystone Exams; in school districts, further providing for moratorium on certain data collection systems and data sets; in school finances, providing for reopening of 2012-2013 budget and for intergovernmental agreements for school security and safety; in grounds and buildings, providing for limitation on new applications for the Department of Education's approval of public school building projects and further providing for work to be done under contract let on bids and exception; in books, furniture and supplies, further providing for purchase of supplies; in district superintendents and assistant district superintendents, further providing for eligibility and for manner of election or approval, providing for performance review and further providing for election of assistant district superintendents, for term and salary of assistants, for commissions and for removal; in professional employees, further providing for rating system and for causes for suspension; in pupils and attendance, further providing for liability for tuition and enforcement of payment and for school lunch and breakfast reimbursement; in safe schools, further providing for regulations; adding a requirement relating to cardiopulmonary resuscitation; providing for open campus initiatives; in high schools, further providing for attendance in other districts; providing for disclosure by school entities of certain interscholastic athletic opportunity information; reenacting and amending provisions relating to school boards and educational empowerment; in community colleges, further providing for financial program, reimbursement of payments; in Thaddeus Stevens College of Technology, further providing for contracts for construction, repair, renovation or maintenance; in State System of Higher Education, further providing for project contracts and for powers and duties of institution presidents; in school districts of the first class, further providing for superintendents of schools or buildings and of supplies; in funding for public libraries, providing for State and for fiscal year 2012-2013; in reimbursements by Commonwealth and between school districts, providing for basic education funding for 2011-2012 school year, further providing for payments to intermediate units and for special education payments to school districts, providing for assistance to school districts certified as education empowerment districts, further providing for Pennsylvania accountability grants and providing for targeted industry cluster certificate scholarship program; and making editorial changes.

The General Assembly of the Commonwealth of Pennsylvania hereby enacts as follows:

Section 1. Section 102 of the act of March 10, 1949 (P.L.30, No.14), known as the Public School Code of 1949, is amended by adding a definition to read:

Section 102. Definitions.--When used in this act the following words and phrases shall have the following meanings:

* * *

"Keystone Exam." An assessment developed or caused to be developed by the Department of Education pursuant to 22 Pa. Code § 4.51(f) (relating to State assessment system).

* * *

Section 2. Section 111 heading, (a.1), (e), (f.1), (f.2), (h), (i) and (j) of the act, amended or added July 11, 2006 (P.L.1092, No.114) and June 30, 2011 (P.L.112, No.24), are amended to read:

Section 111. [Background Checks of] **Criminal History of Employes and Prospective Employes; Conviction of [Employes of] Certain Offenses.**--* * *

(a.1) Beginning April 1, 2007, this section shall apply to all **current and** prospective employes of public and private schools, intermediate units and area vocational-technical schools, including, but not limited to, teachers, substitutes, janitors, cafeteria workers, independent contractors and their employes, except those employes and independent contractors and their employes who have no direct contact with children.

(1) Beginning April 1, 2007, this section shall apply to bus drivers **employed or** offered employment by a school district, private school, nonpublic school, intermediate unit or area vocational-technical school or by an independent contractor.

(2) Beginning April 1, 2007, this section shall apply to **student teachers and** student teacher candidates assigned to all public and private schools, intermediate units and area vocational-technical schools.

(3) For purposes of this section, **"student teacher" or "student teacher candidate"** shall mean an individual participating in a classroom teaching, internship, clinical or field experience who, as part of a program for the initial or advanced preparation of professional educators, performs classroom teaching or assists in the education program in a public or private school, intermediate unit or area vocational-technical school under the supervision of educator preparation program faculty.

(4) Prior to a **student teacher or** student teacher candidate's participation in any classroom teaching, internship, clinical or field experience, [that candidate] **the student teacher or student teacher candidate** shall provide to the administrator of his or her educator preparation program all criminal history record information required of an employe or prospective employe who is subject to this section.

(5) [The] **A student teacher or** student teacher candidate may not participate in any classroom teaching, internship, clinical or field experience if this section would prohibit an employe or prospective employe subject to this section from being employed under those circumstances.

(6) During the course of a **student teacher or** student teacher candidate's participation in an educator preparation program, the administrator of the **student teacher or** student teacher candidate's educator preparation program shall maintain a copy of the criminal history record information that was provided by the **student teacher or** student teacher candidate. The penalty provisions of subsection (g) shall be applicable to the administrator of a **student teacher or** student teacher candidate's educator preparation program.

(7) If a **student teacher or** student teacher candidate is continuously enrolled in an educator preparation program, the criminal history record information initially submitted by [that] **the student teacher or student teacher candidate** to that program shall remain valid during that period of enrollment, **subject to the requirements of subsection (j).** If a **student teacher or** student teacher candidate's enrollment in an educator preparation

program is interrupted or if [that] **the student teacher or student teacher candidate** transfers to another educator preparation program, the **student teacher or student teacher candidate** shall provide to the administrator of his or her educator preparation program all criminal history record information required of an employe who is subject to this section.

* * *

(e) No person subject to this act shall be employed **or remain employed** in a public or private school, intermediate unit or area vocational-technical school where [the] **a report of criminal history record information or a form submitted by an employe under subsection (j)** indicates the [applicant] **person** has been convicted of any of the following offenses:

(1) An offense under one or more of the following provisions of Title 18 of the Pennsylvania Consolidated Statutes:

Chapter 25 (relating to criminal homicide).

Section 2702 (relating to aggravated assault).

Section 2709.1 (relating to stalking).

Section 2901 (relating to kidnapping).

Section 2902 (relating to unlawful restraint).

Section 2910 (relating to luring a child into a motor vehicle or structure).

Section 3121 (relating to rape).

Section 3122.1 (relating to statutory sexual assault).

Section 3123 (relating to involuntary deviate sexual intercourse).

Section 3124.1 (relating to sexual assault).

Section 3124.2 (relating to institutional sexual assault).

Section 3125 (relating to aggravated indecent assault).

Section 3126 (relating to indecent assault).

Section 3127 (relating to indecent exposure).

Section 3129 (relating to sexual intercourse with animal).

Section 4302 (relating to incest).

Section 4303 (relating to concealing death of child).

Section 4304 (relating to endangering welfare of children).

Section 4305 (relating to dealing in infant children).

A felony offense under section 5902(b) (relating to prostitution and related offenses).

Section 5903(c) or (d) (relating to obscene and other sexual materials and performances).

Section 6301(a)(1) (relating to corruption of minors).

Section 6312 (relating to sexual abuse of children).

Section 6318 (relating to unlawful contact with minor).

Section 6319 (relating to solicitation of minors to traffic drugs).

Section 6320 (relating to sexual exploitation of children).

(2) An offense designated as a felony under the act of April 14, 1972 (P.L.233, No.64), known as "The Controlled Substance, Drug, Device and Cosmetic Act."

(3) An offense similar in nature to those crimes listed in clauses (1) and (2) under the laws or former laws of the United States or one of its territories or possessions, another state, the District of Columbia, the Commonwealth of Puerto Rico or a foreign nation, or under a former law of this Commonwealth.

(f.1) (1) If [the] **a report of criminal history record information or a form submitted by an employe under subsection (j)** indicates the person has been convicted of **an offense graded as a felony offense of the first, second or third degree other than [those] one of the offenses** enumerated under subsection (e), the person shall be eligible for **continued or** prospective employment only if a period of ten years has elapsed from the date of expiration of the sentence for the offense.

(2) If [the conviction is for] **a report of criminal history record information or a form submitted by an employe under subsection (j)** indicates

the person has been convicted of an offense graded as a misdemeanor of the first degree, other than one of the offenses enumerated in subsection (e), the person shall be eligible for **continued or** prospective employment only if a period of five years has elapsed from the date of expiration of the sentence for the offense.

(3) If the report of criminal history record information **or a form submitted by an employe under subsection (j)** indicates the person has been convicted more than once for an offense under 75 Pa.C.S. § 3802(a), (b), (c) or (d) (relating to driving under influence of alcohol or controlled substance) and the offense is graded as a misdemeanor of the first degree under 75 Pa.C.S. § 3803 (relating to grading), the person shall be eligible for **current or** prospective employment only if a period of three years has elapsed from the date of expiration of the sentence for the most recent offense.

(f.2) Nothing in this section shall be construed to interfere with the ability of a public or private school, intermediate unit or area vocational-technical school to make employment, discipline or termination decisions, **provided that this subsection shall not be construed to conflict with subsection (e), (f.1) or (j) (6).**

* * *

(h) [Any] **Subject to the requirements of subsection (j), any** person who has once obtained the information required under [this section] **subsections (b), (c) and (c.1)** may transfer to or provide services to another school in the same district, diocese or religious judicatory or established and supervised by the same organization and shall not be required to obtain additional reports before making such transfer.

(i) Notwithstanding subsections (b), (c) and (c.1), **and subject to the requirements of subsection (j),** administrators, before April 1, 2007, may employ in-State applicants on a provisional basis for a single period not to exceed thirty (30) days and may employ out-of-State applicants on a provisional basis for a single period not to exceed ninety (90) days and, after March 31, 2007, may employ any applicants on a provisional basis for a single period not to exceed ninety (90) days, except during a lawful strike proceeding under the provisions of the act of July 23, 1970 (P.L.563, No.195), known as the "Public Employe Relations Act," provided that all of the following conditions are met:

(1) the applicant has applied for the information required under subsection (b) and, where applicable, under subsection (c) or (c.1) and the applicant provides a copy of the appropriate completed request forms to the administrator;

(2) the administrator has no knowledge of information pertaining to the applicant which would disqualify him from employment pursuant to subsection (e) **or (f.1);**

(3) the applicant swears or affirms in writing that he is not disqualified from employment pursuant to subsection (e) **or (f.1);**

(4) if the information obtained pursuant to subsection (b), (c) or (c.1) reveals that the applicant is disqualified from employment pursuant to subsection (e) **or (f.1),** the applicant shall be suspended and subject to termination proceedings as provided for by law; and

(5) the administrator requires that the applicant not be permitted to work alone with children and that the applicant work in the immediate vicinity of a permanent employe.

(j) (1) The department shall develop a standardized form to be used by current and prospective employes of public and private schools, intermediate units and area vocational-technical schools for the written reporting by current and prospective employes of any arrest or conviction for an offense enumerated under [subsection (e)] **subsections (e) and (f.1).** The form shall provide a space in which a current or prospective employe who has not been

convicted of or arrested for any such offense will respond "no conviction" and "no arrest." The form also shall provide that failure to accurately report any arrest or conviction for an offense enumerated under subsection (e) **or (f.1)** shall subject the current or prospective employe to criminal prosecution under 18 Pa.C.S. § 4904 (relating to unsworn falsification to authorities). The department shall publish the form on its publicly accessible Internet website and in the Pennsylvania Bulletin.

(2) [Within ninety (90) days of the effective date of this subsection, all current] **All current and prospective** employes of a public or private school, intermediate unit or area vocational-technical school shall complete the form described in clause (1), indicating whether or not they have been **arrested for or** convicted of an offense enumerated under [subsection (e)] **subsections (e) and (f.1), provided that any current employe who completed the form on or before December 27, 2011, in compliance with clauses (1) and (2) on that date and who has not been arrested for or convicted of an offense enumerated under subsections (e) and (f.1) shall not be required to complete an additional form under this subsection.**

(3) If, as required in clause (2), [an] **a current or prospective** employe refuses to submit the form described in clause (1), the administrator or other person responsible for employment decisions in a school or other institution shall immediately require the **current or prospective** employe to submit to the administrator a current report of criminal history record information as required under subsections (a.1), (b) and (c.1).

(4) If the arrest or conviction for an offense enumerated under subsection (e) **or (f.1)** occurs after the effective date of this subsection, the **current or prospective** employe shall provide the administrator or designee with written notice utilizing the form provided for in clause (1) not later than seventy-two (72) hours after an arrest or conviction.

(5) If an administrator or other person responsible for employment decisions in a school or other institution has a reasonable belief that [an] **a current or prospective** employe was arrested or has a conviction for an offense required to be reported under clause (2) or (4) and the employe or prospective employe has not notified the administrator as required under this section, the administrator or other person responsible for employment decisions in a school or other institution shall immediately require the **current or prospective** employe to submit to the administrator a current report of criminal history record information as required under subsections (a.1), (b) and (c.1). The cost of the criminal background check shall be borne by the employing entity.

(6) [(i) An] **A current or prospective** employe who willfully fails to disclose a conviction or an arrest for an offense enumerated under [subsection (e)(1)] **this section** shall be subject to discipline up to and including termination or denial of employment and may be subject to criminal prosecution under 18 Pa.C.S. § 4904 (relating to unsworn falsification to authorities).

[(ii) An employe who willfully fails to disclose a conviction of any other offense required to be reported by this section may be subject to discipline and may be subject to criminal prosecution under 18 Pa.C.S. § 4904.]

Section 3. Section 118(a)(1) of the act, added June 30, 2011 (P.L.112, No.24), is amended to read:

Section 118. Collection of Identifying Information of Students Attending Institutions of Higher Education.--(a) The following provisions shall apply to the Department of Education's collection of identifying information of students:

(1) The department may collect identifying information of students only if:

(i) the department is specifically required to do so under Federal statute or regulation or under another provision of this act; or

(ii) the information is voluntarily provided by an institution of higher education.

* * *

Section 4. Section 119 of the act, added November 3, 2011 (P.L.400, No.97), is repealed:

[Section 119. Adjustments Based on Consumer Price Index.--Adjustments to the base amounts shall be made as follows:

(1) The Department of Labor and Industry shall determine the percentage change in the Consumer Price Index for All Urban Consumers: All Items (CPI-U) for the United States City Average as published by the United States Department of Labor, Bureau of Labor Statistics, for the twelve-month period ending September 30, 2012, and for each successive twelve-month period thereafter.

(2) If the department determines that there is no positive percentage change, then no adjustment to the base amounts shall occur for the relevant time period.

(3) (i) If the department determines that there is a positive percentage change in the first year that the determination is made under paragraph (1), the positive percentage change shall be multiplied by each base amount, and the products shall be added to the base amounts, respectively, and the sums shall be preliminary adjusted amounts.

(ii) The preliminary adjusted amounts shall be rounded to the nearest one hundred dollars (\$100) to determine the final adjusted base amounts.

(4) In each successive year in which there is a positive percentage change in the CPI-U for the United States City Average, the positive percentage change shall be multiplied by the most recent preliminary adjusted amounts, and the products shall be added to the preliminary adjusted amount of the prior year to calculate the preliminary adjusted amounts for the current year. The sums thereof shall be rounded to the nearest one hundred dollars (\$100) to determine the new final adjusted base amounts.

(5) The determinations and adjustments required under this section shall be made in the period between October 1 and November 15 of the year following the effective date of this section and annually between October 1 and November 15 of each year thereafter.

(6) The final adjusted base amounts and new final adjusted base amounts obtained under paragraphs (3) and (4) shall become effective January 1 for the calendar year following the year in which the determination required under paragraph (1) is made.

(7) The department shall publish notice in the Pennsylvania Bulletin prior to January 1 of each calendar year of the annual percentage change determined under paragraph (1) and the unadjusted or final adjusted base amounts determined under paragraphs (3) and (4) at which competitive bidding is required and written or telephonic price quotations are required, respectively, for the calendar year beginning the first day of January after publication of the notice. The notice shall include a written and illustrative explanation of the calculations performed by the department in establishing the unadjusted or final adjusted base amounts under this section for the ensuing calendar year.

(8) The annual increase in the preliminary adjusted base amounts obtained under paragraphs (3) and (4) shall not exceed three percent (3%).]

Section 5. The act is amended by adding sections to read:

Section 120. Adjustments Based on Consumer Price Index.--Adjustments to the base amounts shall be made as follows:

(1) The Department of Labor and Industry shall determine the percentage change in the Consumer Price Index for All Urban Consumers: All Items (CPI-U) for the United States City Average as published by the United States

Department of Labor, Bureau of Labor Statistics, for the twelve-month period ending September 30, 2012, and for each successive twelve-month period thereafter.

(2) If the Department of Labor and Industry determines that there is no positive percentage change, then no adjustment to the base amounts shall occur for the relevant time period.

(3) (i) If the Department of Labor and Industry determines that there is a positive percentage change in the first year that the determination is made under paragraph (1), the positive percentage change shall be multiplied by each base amount, and the products shall be added to the base amounts, respectively, and the sums shall be preliminary adjusted amounts.

(ii) The preliminary adjusted amounts shall be rounded to the nearest one hundred dollars (\$100) to determine the final adjusted base amounts.

(4) In each successive year in which there is a positive percentage change in the CPI-U for the United States City Average, the positive percentage change shall be multiplied by the most recent preliminary adjusted amounts, and the products shall be added to the preliminary adjusted amount of the prior year to calculate the preliminary adjusted amounts for the current year. The sums thereof shall be rounded to the nearest one hundred dollars (\$100) to determine the new final adjusted base amounts.

(5) The determinations and adjustments required under this section shall be made in the period between October 1 and November 15, 2012, and annually between October 1 and November 15 of each year thereafter.

(6) The final adjusted base amounts and new final adjusted base amounts obtained under paragraphs (3) and (4) shall become effective January 1 for the calendar year following the year in which the determination required under paragraph (1) is made.

(7) The Department of Labor and Industry shall publish notice in the Pennsylvania Bulletin prior to January 1 of each calendar year of the annual percentage change determined under paragraph (1) and the unadjusted or final adjusted base amounts determined under paragraphs (3) and (4) at which competitive bidding is required and written or telephonic price quotations are required, respectively, for the calendar year beginning the first day of January after publication of the notice. The notice shall include a written and illustrative explanation of the calculations performed by the Department of Labor and Industry in establishing the unadjusted or final adjusted base amounts under this section for the ensuing calendar year.

(8) The annual increase in the preliminary adjusted base amounts obtained under paragraphs (3) and (4) shall not exceed three percent (3%).

Section 121. Keystone Exams.--Subject to annual appropriation, not later than the 2020-2021 school year, the Department of Education shall develop and implement Keystone Exams in the following subjects: algebra I, literature, biology, English composition, algebra II, geometry, United States history, chemistry, civics and government and world history. The State Board of Education shall promulgate regulations, subject to the act of June 25, 1982 (P.L.633, No.181), known as the "Regulatory Review Act," necessary to implement this section.

Section 6. Section 221.1(a) of the act, added June 30, 2011 (P.L.112, No.24), is amended to read:

Section 221.1. Moratorium on Certain Data Collection Systems and Data Sets.--(a) For the school years 2011-2012 and 2012-2013, the Department of Education and the Department of Public Welfare shall suspend the collection of data through Pennsylvania's Enterprise to Link Information for Children Across Network (PELICAN) and the Pennsylvania Information Management System (PIMS) except as follows:

(1) Information required to meet Federal mandates in the following:

(i) The Elementary and Secondary Education Act of 1965 (Public Law 89-10, 20 U.S.C. § 6301 et seq.).

(ii) The Individuals with Disabilities Education Act (Public Law 91-230, 20 U.S.C. § 1400 et seq.).

(iii) The Educational Technical Assistance Act of 2002 (Public Law 107-279, 116 Stat. 1975).

(iv) Title VI of the America COMPETES Act or the America Creating Opportunities to Meaningfully Promote Excellence in Technology, Education, and Science Act (Public Law 110-69, 121 Stat. 572).

(v) The American Recovery and Reinvestment Act of 2009 (Public Law 111-5, 123 Stat. 115).

(vi) The Head Start Act (Public Law 97-35, 42 U.S.C. § 9831 et seq.).

(vii) The Child Care and Development Block Grant Act of 1990 (Public Law 101-508, 42 U.S.C. § 9858 et seq.).

(viii) The Social Security Act (49 Stat. 620, 42 U.S.C. § 301 et seq.).

(ix) Any data pursuant to other Federal requirements and to meet eligibility requirements for Federal funds.

(2) Pennsylvania Value-Added Assessment System (PVAAS), including any revisions or improvements made to the system.

(3) Information required by the Department of Public Welfare to supervise, license or register a child-care provider under Articles IX and X of the act of June 13, 1967 (P.L.31, No.21), known as the "Public Welfare Code."

(4) Information relating to background checks required in section 111 and in 23 Pa.C.S. §§ 6344 (relating to information relating to prospective child-care personnel) and 6344.1 (relating to information relating to family day-care home residents).

(5) Information necessary for all payments or reimbursement by the Commonwealth.

(6) Information required to be reported pursuant to Article XIII-A of this act.

(7) Information which is voluntarily provided by an institution of higher education.

* * *

Section 7. The act is amended by adding sections to read:

Section 616. Reopening of 2012-2013 Budget.--Notwithstanding any other provisions of law, a board of school directors of a school district may reopen its 2012-2013 budget to reflect the following:

(1) Federal and State allocations for fiscal years 2011-2012 and 2012-2013 provided by the act of June 30, 2012 (P.L. , No.9A), known as the General Appropriation Act of 2012; and

(2) any increase in local revenue allocations that result from other legislation enacted by the General Assembly during the 2011 regular session.

Section 617. Intergovernmental Agreements for School Security and Safety.--The board of school directors of a school district may enter into agreements with other political subdivisions to provide for the safety and security of the school. The board of school directors may use school funds to share costs with municipalities and counties for such expenses as benefits and salaries of school resource officers and probation officers. Such officers are not required to be employees of the school district and may be employees of other political subdivisions.

Section 732.1. Limitation on New Applications for Department of Education Approval of Public School Building Projects.--(a) For the 2012-2013 fiscal year, the Department of Education shall not accept or approve new school building construction or reconstruction project applications. Completed school building construction or reconstruction project applications received by the Department of Education by October 1, 2012, are not subject to this provision.

(b) The Department of Education shall, in consultation with school district officials and the General Assembly, conduct a review of the Department of Education's current process through which public school building projects are reviewed and approved for Commonwealth reimbursement. The review shall incorporate an analysis of impacting local factors, including, but not limited to, tax effort and building requirements, and shall make recommendations to the chair and minority chair of the Appropriations Committee of the Senate, the chair and minority chair of the Education Committee of the Senate, the chair and minority chair of the Appropriations Committee of the House of Representatives and the chair and minority chair of the Education Committee of the House of Representatives by May 1, 2013.

Section 8. Sections 751(a), (a.1), (b) and (f) and 807.1 of the act, amended November 3, 2011 (P.L.400, No.97), are amended and the sections are amended by adding subsections to read:

Section 751. Work to be Done Under Contract Let on Bids; Exception.--
[(a) All construction, reconstruction, repairs, maintenance or work of any nature, including the introduction of plumbing, heating and ventilating, or lighting systems, upon any school building or upon any school property, or upon any building or portion of a building leased under the provisions of section 703.1, made by any school district, where the entire cost, value, or amount of such construction, reconstruction, repairs, maintenance or work, including labor and material, shall exceed a base amount of eighteen thousand five hundred dollars (\$18,500), subject to adjustment under section 119, shall be done under separate contracts to be entered into by such school district with the lowest responsible bidder, upon proper terms, after due public notice has been given asking for competitive bids. Whenever a board of school directors shall approve the use of a prefabricated unit, complete in itself, for a school building or other proper structure to be erected upon school property, the board of school directors may have prepared appropriate specifications detailing the size and material desired in a particular prefabricated unit, including all utilities such as plumbing, heating and ventilating, and electrical work, and may advertise for a single bid on all the work and award the contract therefor to the lowest responsible bidder: Provided, That if due to an emergency a school plant or any part thereof becomes unusable competitive bids for repairs or replacement may be solicited from at least three responsible bidders, and upon the approval of any of these bids by the Secretary of Education, the board of school directors may proceed at once to make the necessary repairs or replacements in accordance with the terms of said approved bid or bids.]

(a.1) Written or telephonic price quotations from at least three qualified and responsible contractors shall be requested by the board of school directors for all contracts that exceed a base amount of ten thousand dollars (\$10,000), subject to adjustment under section 119, but are less than the amount requiring advertisement and competitive bidding, or, in lieu of price quotations, a memorandum shall be kept on file showing that fewer than three qualified contractors exist in the market area within which it is practicable to obtain quotations. A written record of telephonic price quotations shall be made and shall contain at least the date of the quotation, the name of the contractor and the contractor's representative, the construction, reconstruction, repair, maintenance or work which was the subject of the quotation and the price. Written price quotations, written records of telephonic price quotations and memoranda shall be retained for a period of three years.]

(a.2) All construction, reconstruction, repairs, maintenance or work of any nature, including the introduction of plumbing, heating and ventilating, or lighting systems, upon any school building or upon any school property, or upon any building or portion of a building leased under the provisions of section 703.1, made by any school district where the entire cost, value or

amount of such construction, reconstruction, repairs, maintenance or work, including labor and material, shall exceed a base amount of eighteen thousand five hundred dollars (\$18,500), subject to adjustment under section 120, shall be done under separate contracts to be entered into by such school district with the lowest responsible bidder, upon proper terms, after due public notice has been given asking for competitive bids. Whenever a board of school directors shall approve the use of a prefabricated unit, complete in itself, for a school building or other proper structure to be erected upon school property, the board of school directors may have prepared appropriate specifications detailing the size and material desired in a particular prefabricated unit, including all utilities such as plumbing, heating and ventilating, and electrical work, and may advertise for a single bid on all the work and award the contract therefor to the lowest responsible bidder: Provided, That, if due to an emergency a school plant or any part thereof becomes unusable, competitive bids for repairs or replacement may be solicited from at least three responsible bidders, and, upon the approval of any of these bids by the board of school directors, the school district may proceed at once to make the necessary repairs or replacements in accordance with the terms of said approved bid or bids; and Provided further, That the school district shall notify the Secretary of Education in a form and manner determined by the Secretary of Education that an emergency has occurred and a bid has been selected under the emergency process provided for in this section.

(a.3) Written or telephonic price quotations from at least three qualified and responsible contractors shall be requested by the board of school directors for all contracts that exceed a base amount of ten thousand dollars (\$10,000), subject to adjustment under section 120, but are less than the amount requiring advertisement and competitive bidding, or, in lieu of price quotations, a memorandum shall be kept on file showing that fewer than three qualified contractors exist in the market area within which it is practicable to obtain quotations. A written record of telephonic price quotations shall be made and shall contain at least the date of the quotation, the name of the contractor and the contractor's representative, the construction, reconstruction, repair, maintenance or work which was the subject of the quotation and the price. Written price quotations, written records of telephonic price quotations and memoranda shall be retained for a period of three years.

[(b) The board of school directors in any school district may perform any construction, reconstruction, repairs, or work of any nature, where the entire cost or value, including labor and material, is less than a base amount of ten thousand dollars (\$10,000), subject to adjustment under section 119, by its own maintenance personnel. The board of school directors in any school district may authorize the secretary of the board or other executive to award contracts for construction, reconstruction, repairs, or work of any nature, where the entire cost or value, including labor and material, subject to adjustment under section 119, is a base amount of eighteen thousand five hundred dollars (\$18,500) or less, without soliciting competitive bids, subject, however, to the provisions of subsection (a.1).]

(b.1) The board of school directors in any school district may perform any construction, reconstruction, repairs, or work of any nature where the entire cost or value, including labor and material, is less than a base amount of ten thousand dollars (\$10,000), subject to adjustment under section 120, by its own maintenance personnel. The board of school directors in any school district may authorize the secretary of the board or other executive to award contracts for construction, reconstruction, repairs, or work of any nature, where the entire cost or value, including labor and material, subject to adjustment under section 120, is a base amount of eighteen thousand five hundred dollars (\$18,500) or less, without soliciting competitive bids, subject, however, to the provisions of subsection (a.3).

* * *

[(f) No board of school directors shall evade the provisions of this section as to advertising for bids or purchasing materials or contracting for services piecemeal for the purpose of obtaining prices under a base amount of eighteen thousand five hundred dollars (\$18,500), subject to adjustment under section 119, upon transactions which should, in the exercise of reasonable discretion and prudence, be conducted as one transaction amounting to more than a base amount of eighteen thousand five hundred dollars (\$18,500), subject to adjustment under section 119. This provision is intended to make unlawful the practice of evading advertising requirements by making a series of purchases or contracts each for less than the advertising requirement price, or by making several simultaneous purchases or contracts each below said price, when in either case the transaction involved should have been made as one transaction for one price.]

(g) No board of school directors shall evade the provisions of this section as to advertising for bids or purchasing materials or contracting for services piecemeal for the purpose of obtaining prices under a base amount of eighteen thousand five hundred dollars (\$18,500), subject to adjustment under section 120, upon transactions which should, in the exercise of reasonable discretion and prudence, be conducted as one transaction amounting to more than a base amount of eighteen thousand five hundred dollars (\$18,500), subject to adjustment under section 120. This provision is intended to make unlawful the practice of evading advertising requirements by making a series of purchases or contracts each for less than the advertising requirement price, or by making several simultaneous purchases or contracts each below said price, when in either case the transaction involved should have been made as one transaction for one price.

Section 807.1. Purchase of Supplies.--[(a) All furniture, equipment, textbooks, school supplies and other appliances for the use of the public schools, costing, subject to adjustment under section 119, a base amount of eighteen thousand five hundred dollars (\$18,500) or more shall be purchased by the board of school directors only after due advertisement as hereinafter provided. Supplies costing, subject to adjustment under section 119, a base amount of eighteen thousand five hundred dollars (\$18,500) or more shall be purchased by the board of school directors only after public notice has been given by advertisement once a week for three (3) weeks in not less than two (2) newspapers of general circulation. In any district where no newspaper is published, said notice may, in lieu of such publication, be posted in at least five (5) public places.

(a.1) Written or telephonic price quotations from at least three qualified and responsible vendors shall be requested by the board of school directors for all purchases of supplies that exceed a base amount of ten thousand dollars (\$10,000), subject to adjustment under section 119, but are less than the amount requiring advertisement and competitive bidding, or, in lieu of price quotations, a memorandum shall be kept on file showing that fewer than three qualified vendors exist in the market area within which it is practicable to obtain quotations. A written record of telephonic price quotations shall be made and shall contain at least the date of the quotation, the name of the vendor and the vendor's representative, the supplies which were the subject of the quotation and the price of the supplies. Written price quotations, written records of telephonic price quotations and memoranda shall be retained for a period of three years.]

(a.2) All furniture, equipment, textbooks, school supplies and other appliances for the use of the public schools costing, subject to adjustment under section 120, a base amount of eighteen thousand five hundred dollars (\$18,500) or more shall be purchased by the board of school directors only after due advertisement as hereinafter provided. Supplies costing, subject to adjustment under section 120, a base amount of eighteen thousand five hundred dollars (\$18,500) or more shall be purchased by the board of school directors

only after public notice has been given by advertisement once a week for three (3) weeks in not less than two (2) newspapers of general circulation. In any district where no newspaper is published, said notice may, in lieu of such publication, be posted in at least five (5) public places.

(a.3) Written or telephonic price quotations from at least three (3) qualified and responsible vendors shall be requested by the board of school directors for all purchases of supplies that exceed a base amount of ten thousand dollars (\$10,000), subject to adjustment under section 120, but are less than the amount requiring advertisement and competitive bidding, or, in lieu of price quotations, a memorandum shall be kept on file showing that fewer than three (3) qualified vendors exist in the market area within which it is practicable to obtain quotations. A written record of telephonic price quotations shall be made and shall contain at least the date of the quotation, the name of the vendor and the vendor's representative, the supplies which were the subject of the quotation and the price of the supplies. Written price quotations, written records of telephonic price quotations and memoranda shall be retained for a period of three years.

[(b) The board of school directors shall accept the bid of the lowest responsible bidder, kind, quality, and material being equal, but shall have the right to reject any and all bids, or select a single item from any bid. The board of school directors in any district may authorize or appoint the secretary of the board or other executive as purchasing agent for the district, with authority to purchase supplies that cost a base amount of less than eighteen thousand five hundred dollars (\$18,500), subject to adjustment under section 119.]

(b.1) The board of school directors shall accept the bid of the lowest responsible bidder, kind, quality, and material being equal, but shall have the right to reject any and all bids or select a single item from any bid. The board of school directors in any district may authorize or appoint the secretary of the board or other executive as purchasing agent for the district, with authority to purchase supplies that cost a base amount of less than eighteen thousand five hundred dollars (\$18,500), subject to adjustment under section 120.

(c) The following shall be exempt from the above provisions: maps, music, globes, charts, educational films, filmstrips, prepared transparencies and slides, pre-recorded magnetic tapes and disc recordings, textbooks, games, toys, prepared kits, flannel board materials, flash cards, models, projectuals and teacher demonstration devices necessary for school use.

[(d) No board of school directors shall evade the provisions of this section as to advertising for bids or purchasing materials piecemeal for the purpose of obtaining prices under the base amount of eighteen thousand five hundred dollars (\$18,500), subject to adjustment under section 119, upon transactions which should, in the exercise of reasonable discretion and prudence, be conducted as one transaction amounting to more than a base amount of eighteen thousand five hundred dollars (\$18,500), subject to adjustment under section 119. This provision is intended to make unlawful the practice of evading advertising requirements by making a series of purchases or contracts each for less than the advertising requirement price, or by making several simultaneous purchases or contracts each below said price, when in either case the transaction involved should have been made as one transaction for one price.]

(e) No board of school directors shall evade the provisions of this section as to advertising for bids or purchasing materials piecemeal for the purpose of obtaining prices under the base amount of eighteen thousand five hundred dollars (\$18,500), subject to adjustment under section 120, upon transactions which should, in the exercise of reasonable discretion and prudence, be conducted as one transaction amounting to more than a base amount of eighteen thousand five hundred dollars (\$18,500), subject to adjustment under section 120. This provision is intended to make unlawful the

practice of evading advertising requirements by making a series of purchases or contracts each for less than the advertising requirement price, or by making several simultaneous purchases or contracts each below said price, when in either case the transaction involved should have been made as one transaction for one price.

Section 9. Section 1003 of the act, amended June 30, 2011 (P.L.112, No.24), is amended to read:

Section 1003. Eligibility.--(a) Except as otherwise provided in [subsection (b)] **subsections (b) and (b.1)**, no person shall receive a letter of eligibility or be elected or appointed as a district superintendent or assistant district superintendent, unless--

(1) He holds a diploma from a college or other institution approved by the Department of Education;

(2) He has had six (6) years' successful teaching experience, not less than three of which shall have been in a supervisory or administrative capacity;

(3) He has completed in a college or university a graduate program in education approved by the Department of Education that includes the Pennsylvania school leadership standards under section 1217. Completion of the program shall not be subject to waiver under section 1714-B unless the candidate provides to the Secretary of Education evidence that the candidate has successfully completed an equivalent leadership development program that addresses the school leadership standards under section 1217.

(4) Provided that in school districts of the first class, five (5) years of administrative experience at the level of assistant, associate or deputy superintendent, may be substituted for prescribed graduate administrative courses, and which shall be the responsibility of the Secretary of Education to review these equivalences to conform with State board regulations.

(b) Notwithstanding the requirements of subsection (a), a person shall be eligible for election or appointment as a district superintendent or assistant district superintendent if he holds a graduate degree from an accredited higher education institution in business [or finance], **finance or management** and has at least four (4) years of relevant experience in business, finance or management.

(b.1) Notwithstanding the requirements of subsection (a), a person shall be eligible for election or appointment as a district superintendent or assistant district superintendent if he holds a juris doctorate degree from an accredited law school and has at least four (4) years of relevant experience in law. This subsection shall expire three (3) years from the effective date of this subsection. A person who is issued a commission by the department based on satisfaction of the requirements of this subsection may retain his commission after the expiration of this subsection.

(b.2) The department shall, upon request in a form and manner as prescribed by the department and made available on the department's publicly accessible Internet website, confirm that an individual satisfies the requirements of subsection (b) or (b.1) and that the individual is eligible for election or appointment as a district superintendent or assistant district superintendent. Upon a school district's hiring of an individual who satisfies the requirements of subsection (b) or (b.1), the department shall issue the individual a commission.

(c) Notwithstanding the provisions of sections 1205.1(f), 1205.2(n.1) and 1205.5(h), a person elected or appointed as a district superintendent or assistant district superintendent for the first time in this Commonwealth under subsection (b) **or (b.1)** shall successfully complete a leadership development program that meets the Pennsylvania school leadership standards under section 1217.

Section 10. Section 1073 of the act, amended January 14, 1970 (1969 P.L.468, No.192) and January 16, 1974 (P.L.1, No.1), is amended to read:

Section 1073. Manner of Election or Approval.--(a) The board of school directors of each school district[, except in school districts of the first class,] shall meet at its regular place of meeting, during the last year of the term of the district superintendent or at any other time when a vacancy shall occur in the office of district superintendent, at an hour previously fixed by the board. The secretary of each board of school directors shall mail to each member thereof at least five days beforehand, a notice of the time, place and purpose of such meeting. At such meeting the board shall elect or approve a properly qualified district superintendent **to enter into a contract** to serve a term of [from] three to five years from the first day of July next following his election or from a time mutually agreed upon by the duly elected district superintendent and the board of school directors. **The contract shall be subject to the act of February 14, 2008 (P.L.6, No.3), known as the "Right-to-Know Law."**

(b) At a regular meeting of the board of school directors occurring at least one hundred fifty (150) days prior to the expiration date of the term of office of the district superintendent, the agenda shall include an item requiring affirmative action by five or more members of the board of school directors to notify the district superintendent that the board intends to retain him for a further term of [from] three (3) to five (5) years or that another or other candidates will be considered for the office. In the event that the board fails to take such action at a regular meeting of the board of school directors occurring at least one hundred fifty (150) days prior to the expiration date of the term of office of the district superintendent, he shall continue in office for a further term of similar length to that which he is serving.

(d) The term of office or commission of a district superintendent or assistant district superintendent shall not be shortened by reason of the fact that the district in which he serves shall [be come] **become** part of a joint school, or by reason of the fact that the district in which he serves shall become a part of a new school district established as the result of reorganization of school districts pursuant to Article II., subdivision (i) or section 224 of this act. Any district superintendent, assistant district superintendent or supervising principal not selected as the district superintendent of the joint school or newly established school district in which the district he serves becomes a part shall be assigned to a position or office for which he is eligible: Provided, however, That in a new school district reorganized under Article II., subdivision (i) or section 224 of this act, he shall be assigned to a position or office which is administrative or supervisory in nature only, but there shall be no reduction in salary until the expiration of his commission. Thereafter, unless elected to an office requiring a commission he shall have the status of a professional employe: Provided, That the board of school directors may adjust the salary according to the classification of the position to which he may be assigned, and that the period of service as a commissioned district superintendent, assistant district superintendent or associate superintendent shall be counted as time served as a professional employe in determining his seniority rights.

(e) The following shall apply:

(1) Notwithstanding any other provision of law, no individual shall be employed as a district superintendent or assistant district superintendent by a school district except pursuant to a written contract of employment expressly stating the terms and conditions of employment.

(2) A contract for the employment of a district superintendent or assistant district superintendent shall do all of the following:

(i) Contain the mutual and complete agreement between the district superintendent or assistant district superintendent and the board of school directors with respect to the terms and conditions of employment.

(ii) Consistent with State Board of Education certification requirements, specify the duties, responsibilities, job description and performance expectations, including performance standards and assessments provided for under section 1073.1.

(iii) Incorporate all provisions relating to compensation and benefits to be paid to or on behalf of the district superintendent or assistant district superintendent.

(iv) Specify the term of employment and state that the contract shall terminate immediately, except as otherwise provided under this section, upon the expiration of the term unless the contract is allowed to renew automatically under subsection (b).

(v) Specify the termination, buyout and severance provisions, including all postemployment compensation and the period of time in which the compensation shall be provided. Termination, buyout and severance provisions may not be modified during the course of the contract or in the event a contract is terminated prematurely.

(vi) Contain provisions relating to outside work that may be performed, if any.

(vii) State that any modification to the contract must be in writing.

(viii) State that the contract shall be governed by the laws of this Commonwealth.

(ix) Limit compensation for unused sick leave in new employment contracts entered into after the effective date of this subsection for district superintendents or assistant district superintendents who have no prior experience as a district superintendent or assistant district superintendent to the maximum compensation for unused sick leave under the school district's administrator compensation plan under section 1164 in effect at the time of the contract.

(x) Limit transferred sick leave from previous employment to not more than thirty (30) days in new employment contracts after the effective date of this subsection for district superintendents or assistant district superintendents who have no prior experience as a district superintendent or assistant district superintendent.

(xi) Specify postretirement benefits and the period of time in which the benefits shall be provided.

(3) No agreement between the board of school directors and a district superintendent or assistant district superintendent for a negotiated severance of employment prior to the end of the specified contract term shall provide for severance compensation to the district superintendent or assistant district superintendent, including the reasonable value of any noncash severance benefits or postemployment benefits not otherwise accruing under the contract or pursuant to law, that:

(i) If the agreement takes effect two (2) years or more prior to the end of the specified contract term, exceeds the equivalent of one (1) year's compensation and benefits otherwise due under the contract.

(ii) If the agreement takes effect less than two (2) years prior to the end of the specified contract term, exceeds the equivalent of one-half of the total compensation and benefits due under the contract for the remainder of the term.

Section 11. The act is amended by adding a section to read:

Section 1073.1. Performance Review.--(a) In addition to any other requirements provided for under this act, the employment contract for a district superintendent or assistant district superintendent shall include objective performance standards mutually agreed to in writing by the board of school directors and the district superintendent or assistant district superintendent. The objective performance standards may be based upon the following:

(1) achievement of annual measurable objectives established by the school district;

(2) achievement on Pennsylvania System of School Assessment (PSSA) tests;

(3) achievement on Keystone Exams;

(4) student growth as measured by the Pennsylvania Value-Added Assessment System;

(5) attrition rates or graduation rates;

(6) financial management standards;

(7) standards of operational excellence; or

(8) any additional criteria deemed relevant and mutually agreed to by the board of school directors and the district superintendent or assistant district superintendent.

(b) The board of school directors shall conduct a formal written performance assessment of the district superintendent and assistant district superintendent annually. A time frame for the assessment shall be included in the contract.

(b.1) The board of school directors shall post the mutually agreed to objective performance standards contained in the contract on the school district's publicly accessible Internet website. Upon completion of the annual performance assessment, the board of school directors shall post the date of the assessment and whether or not the district superintendent and assistant district superintendent have met the agreed-to objective performance standards on the school district's publicly accessible Internet website.

(c) The State Board of Education may promulgate regulations pursuant to the act of June 25, 1982 (P.L.633, No.181), known as the "Regulatory Review Act," in order to implement this section.

Section 12. Sections 1076 and 1077 of the act, amended January 16, 1974 (P.L.1, No.1), are amended to read:

Section 1076. Election of Assistant District Superintendents[, Except in Districts First Class].--[Except in districts of the first class, assistant] **Assistant** district superintendents shall be chosen by a majority vote of all the members of the board of school directors of the district, for a term of [from] three to five years upon the nomination by the district superintendent.

Section 1077. Term and Salary of Assistants.--**(a)** Assistant district superintendents may serve through the term of the district superintendent, or enter a contract for a term of [from] three to five years at salaries paid by the district, and fixed by a majority vote of the whole board of school directors prior to their election. **The contract shall be subject to the act of February 14, 2008 (P.L.6, No.3), known as the "Right-to-Know Law."**

(b) At a regular meeting of the board of school directors occurring at least one hundred fifty (150) days prior to the expiration date of the term of office of the assistant district superintendent, the agenda shall include an item requiring affirmative action by five (5) or more members of the board of school directors to notify the assistant district superintendent that the board intends to retain him for a further term of [from] three (3) to five (5) years or that another or other candidates will be considered for the office. In the event that the board fails to take such action at a regular meeting of the board of school directors occurring at least one hundred fifty (150) days prior to the expiration date of the term of office of the assistant district superintendent, he shall continue in office for a further term of similar length to that which he is serving.

Section 13. Section 1078 of the act, amended January 14, 1970 (1969 P.L.468, No.192), is amended to read:

Section 1078. Commissions.--District superintendents and assistant district superintendents shall be commissioned by the [Superintendent of Public Instruction] **Secretary of Education.**

Section 14. Section 1080 of the act is amended to read:

Section 1080. Removal.-- **(a)** District superintendents and assistant district superintendents may be removed from office **and have their contracts terminated**, after hearing, by a majority vote of the board of school directors of the district, for neglect of duty, incompetency, intemperance, or immorality, of which hearing notice of at least one week has been sent by mail to the accused, as well as to each member of the board of school directors.

(b) The board of school directors shall publicly disclose at the next regularly scheduled monthly meeting the removal of a district superintendent or assistant district superintendent from office under subsection (a).

(c) Proceedings under this section shall be held under 2 Pa.C.S. Ch. 5 Subch. B (relating to practice and procedure of local agencies).

Section 14.1. Section 1123 of the act, amended March 29, 1996 (P.L.47, No.16), is amended to read:

Section 1123. Rating System.-- **(a)** In determining whether a professional employe shall be dismissed for incompetency or unsatisfactory teaching performance as provided for in section 1122(a) of this act, and in rating [the services of a temporary professional employe, the professional employe or temporary professional employe shall be rated by an approved rating system which shall give due consideration to personality, preparation, technique, and pupil reaction, in accordance with standards and regulations for such scoring as defined by rating cards to be prepared by the Department of Education, and to be revised, from time to time, by the Department of Education with the cooperation and advice of a committee appointed by the Secretary of Education, including representation from district superintendents of schools, classroom teachers, school directors, school supervisors, parents of school-age children enrolled in a public school, a representative from a college or department of education within a higher education institution located within this Commonwealth, and such other groups or interests as the Secretary of Education may deem appropriate. Rating shall be done by or under the supervision of the superintendent of schools or, if so directed by him, the same may be done by an assistant superintendent, a supervisor, or a principal, who has supervision over the work of the professional employe or temporary professional employe who is being rated: Provided, That no unsatisfactory rating shall be valid unless approved by the district superintendent.] **professional employes and temporary professional employes, all professional employes and temporary professional employes shall be rated through the use of an approved rating tool developed by the Secretary of Education in consultation with education experts, parents of school-age children enrolled in a public school, teachers and administrators, including research and collaboration conducted by the department.**

(b) For professional employes and temporary professional employes who serve as classroom teachers, the following shall apply:

(1) Beginning in the 2013-2014 school year, the evaluation of the effectiveness of professional employes and temporary professional employes serving as classroom teachers shall give due consideration to the following:

(i) Classroom observation and practice models that are related to student achievement in each of the following areas:

- (A)** Planning and preparation.
- (B)** Classroom environment.
- (C)** Instruction.
- (D)** Professional responsibilities.

(ii) Student performance, which shall comprise fifty per centum (50%) of the overall rating of the professional employe or temporary professional employe serving as a classroom teacher and shall be based upon multiple measures of student achievement. The fifty per centum (50%) shall be comprised of the following:

(A) Fifteen per centum (15%) building-level data, including, but not limited to, all of the following:

(I) Student performance on assessments.

(II) Value-added assessment system data made available by the department under section 221.

(III) Graduation rate as reported to the department under section 222.

(IV) Promotion rate.

(V) Attendance rate as reported to the department under section 2512.

(VI) Advanced placement course participation.

(VII) Scholastic aptitude test and preliminary scholastic aptitude test data.

(B) Fifteen per centum (15%) teacher-specific data, including, but not limited to, student achievement attributable to a specific teacher as measured by all of the following:

(I) Student performance on assessments.

(II) Value-added assessment system data made available by the department under section 221.

(III) Progress in meeting the goals of student individualized education plans required under the Individuals With Disabilities Education Act (Public Law 91-230, 20 U.S.C. § 1400 et seq.).

(IV) Locally developed school district rubrics.

(C) Twenty per centum (20%) elective data, including measures of student achievement that are locally developed and selected by the school district from a list approved by the department and published in the Pennsylvania Bulletin by June 30 of each year, including, but not limited to, the following:

(I) District-designed measures and examinations.

(II) Nationally recognized standardized tests.

(III) Industry certification examinations.

(IV) Student projects pursuant to local requirements.

(V) Student portfolios pursuant to local requirements.

(2) (i) No later than June 30, 2013, the department shall develop, issue and publish in the Pennsylvania Bulletin a rating tool for professional employes and temporary professional employes serving as classroom teachers that is consistent with this subsection and includes the weights given to the multiple measures of student performance contained in clause (1) (ii).

(ii) Following publication, the rating tool developed under this subsection shall be used in the rating of all professional employes and temporary professional employes serving as classroom teachers.

(iii) After June 30, 2013, any changes to the rating tool developed under this subsection shall be made by the State Board of Education through regulations promulgated under the act of June 25, 1982 (P.L.633, No.181), known as the "Regulatory Review Act."

(c) For professional employes and temporary professional employes serving as principals, the following shall apply:

(1) Beginning in the 2014-2015 school year, principal effectiveness shall be measured using a rating tool designed specifically for professional employes and temporary professional employes serving as principals which shall give due consideration to the following:

(i) Planning and preparation.

(ii) School environment.

(iii) Delivery of service.

(iv) Professional development.

(v) Student performance, pursuant to clause (2).

(2) Student performance shall be measured as provided in subsection (b) (1) (ii) for professional employes and temporary professional employes

supervised by the principal and shall comprise fifty per centum (50%) of the principal's overall rating. The fifty per centum (50%) shall be comprised of the following:

(A) Fifteen per centum (15%) building-level data, including, but not limited to, all of the following:

(I) Student performance on assessments.

(II) Value-added assessment system data made available by the department under section 221.

(III) Graduation rate as reported to the department under section 222.

(IV) Promotion rate.

(V) Attendance rate as reported to the department under section 2512.

(VI) Advanced placement course participation.

(VII) Scholastic aptitude test and preliminary scholastic aptitude test data.

(B) Fifteen per centum (15%) correlation data based on teacher-level measures.

(C) Twenty per centum (20%) elective data, including measures of student achievement that are locally developed and selected by the school district from a list approved by the department and published in the Pennsylvania Bulletin by June 30 each year, which shall include, but not be limited to, the following:

(I) District-designed measures and examinations.

(II) Nationally recognized standardized tests.

(III) Industry certification examinations.

(IV) Student projects pursuant to local requirements.

(V) Student portfolios pursuant to local requirements.

(3) (i) No later than June 30, 2014, the department shall develop, issue and publish in the Pennsylvania Bulletin a rating tool for professional employes and temporary professional employes serving as principals that is consistent with this subsection and includes the weights given to the multiple measures of student performance contained in clause (2).

(ii) Following publication, the rating tool developed under this subsection shall be used in the rating of all principals superseding all other rating cards and forms used previously.

(iii) After June 30, 2014, any changes to the rating tool developed under this subsection shall be made by the State Board of Education through regulations promulgated under the "Regulatory Review Act."

(d) For nonteaching professional employes, the following shall apply:

(1) Beginning in the 2014-2015 school year, nonteaching professional employes shall be evaluated using a rating tool designed specifically for nonteaching professional employes which shall give due consideration to the following:

(i) Planning and preparation.

(ii) Educational environment.

(iii) Delivery of service.

(iv) Professional development.

(v) Student performance of all students in the school building in which the nonteaching professional employe is employed which shall comprise twenty per centum (20%) of the overall rating of nonteaching professional employes and temporary professional employes.

(2) (i) No later than June 30, 2014, the department shall develop, issue and publish in the Pennsylvania Bulletin a rating tool for nonteaching professional employes that is consistent with this subsection and includes the weights given to the multiple measures of student performance contained in clause

(1) (v).

(ii) Following publication, the rating tool developed under this subsection shall be used in the rating of all nonteaching professional employes.

(iii) After June 30, 2014, any subsequent changes to the rating tool developed under this paragraph shall be made by the State Board of Education through regulations promulgated under the "Regulatory Review Act."

(e) Notwithstanding subsections (b), (c) and (d), professional employes and temporary professional employes serving as classroom teachers, principals and nonteaching professional employes may be evaluated through the use of a rating tool developed by an individual school district, intermediate unit or area vocational-technical school that the department has approved as meeting or exceeding the measures of effectiveness established under this section.

(f) (1) Each rating tool developed or approved under this section shall identify the overall performance rating of the professional employes and temporary professional employes serving as classroom teachers, principals and nonteaching professional employes as one of the following:

- (i) Distinguished.
- (ii) Proficient.
- (iii) Needs improvement.
- (iv) Failing.

(2) An overall performance rating of either "distinguished" or "proficient" shall be considered satisfactory.

(3) An overall performance rating of "needs improvement" shall be considered satisfactory, except that any subsequent overall rating of "needs improvement" issued by the same employer within ten (10) years of the first overall performance rating of "needs improvement" where the employe is in the same certification shall be considered unsatisfactory.

(4) An overall performance rating of "failing" shall be considered unsatisfactory.

(5) An overall performance rating of "needs improvement" or "failing" shall require the employe to participate in a performance improvement plan. No employe shall be rated "needs improvement" or "failing" based solely upon student test scores.

(6) The department shall develop a rating scale to reflect student performance measures and employe observation results and establish overall score ranges for each of the four rating categories contained in clause (1).

(g) Upon publication in the Pennsylvania Bulletin of a rating tool developed under this section, the rating cards set forth in 22 Pa. Code § 351.21 (relating to rating form) and any alternative rating forms approved pursuant to 22 Pa. Code Ch. 351 (relating to teacher tenure hearings) prior to the implementation of this section shall be discontinued for use in the evaluation of professional and temporary professional employes.

(h) The following shall apply to the ratings of all professional employes and temporary professional employes:

(1) All ratings shall be completed using the rating tools developed or approved under this section.

(2) Professional employes shall be rated at least annually and temporary professional employes shall be rated at least twice annually.

(3) Ratings shall be performed by or under the supervision of the chief school administrator or, if so directed by the chief school administrator, by an assistant administrator, a supervisor or a principal who has supervision over the work of the professional employe or temporary professional employe being rated, provided that no unsatisfactory rating shall be valid unless approved by the chief school administrator.

(4) No employe shall be dismissed under section 1122 unless the employe has been provided a completed rating tool provided for under this section, which includes a description based upon classroom observations of

deficiencies in practice supported by detailed anecdotal records that justify the unsatisfactory rating.

(i) All school districts, intermediate units and area vocational-technical schools shall provide to the department the aggregate results of all professional employe and temporary professional employe, principal and nonteaching professional employe evaluations.

(j) (1) Any rating tool developed by the Department of Education under this section shall be exempt from:

(i) Sections 201, 202, 203, 204 and 205 of the act of July 31, 1968 (P.L.769, No.240), referred to as the "Commonwealth Documents Law."

(ii) Section 204(b) of the act of October 15, 1980 (P.L.950, No.164), known as the "Commonwealth Attorneys Act."

(iii) The "Regulatory Review Act."

(2) This subsection shall not apply to any changes made to a rating tool or new rating tool developed by the State Board of Education pursuant to subsections (b) (2) (iii), (c) (3) (iii) and (d) (2) (iii).

(k) The State Board of Education may develop standards or regulations consistent with this section.

(1) (1) The department's duty to develop a rating tool under subsection (b) (2) shall expire on June 30, 2013.

(2) The department's duty to develop rating tools under subsections (c) (3) and (d) (2) shall expire on June 30, 2014.

(m) No collective bargaining agreement negotiated by a school district and an exclusive representative of the employes in accordance with the act of July 23, 1970 (P.L.563, No.195), known as the "Public Employe Relations Act," after the effective date of this subsection shall provide for a rating system other than as provided for in this section. A provision in any agreement or contract in effect on the effective date of this subsection that provides for a rating system in conflict with this section shall be discontinued in any new or renewed agreement or contract or during the period of status quo following an expired contract.

(n) The requirements of this section shall apply to all school districts, intermediate units and area vocational-technical schools.

(o) For purposes of this section:

(1) The term "assessment" shall mean the Pennsylvania System of School Assessment test, the Keystone Exam, an equivalent local assessment or another test established by the State Board of Education to meet the requirements of section

2603-B(d) (10) (i) and required under the No Child Left Behind Act of 2001 (Public Law 107-110, 115 Stat. 1425) or its successor statute or required to achieve other standards established by the department for the school or school district under 22 Pa. Code § 403.3 (relating to single accountability system).

(2) The term "chief school administrator" shall include individuals who are employed as a school district superintendent, an executive director of an intermediate unit or a chief school administrator of an area vocational-technical school.

(3) The term "classroom teacher" shall mean a professional employe or temporary professional employe who provides direct instruction to students related to a specific subject or grade level.

(4) The term "department" shall mean the Department of Education of the Commonwealth.

(5) The term "education specialist" shall have the meaning given to it under the act of December 12, 1973 (P.L.397, No.141), known as the "Professional Educator Discipline Act."

(6) The term "nonteaching professional employe" shall mean an education specialist or a professional employe or temporary professional employe who provides services other than classroom instruction.

(7) The term "performance improvement plan" shall mean a plan, designed by a district with input of the employe, that may include mentoring, coaching, recommendations for professional development and intensive supervision based on the contents of the rating tool provided for under this section.

(8) The term "principal" shall include a building principal, an assistant principal, a vice principal or a director of vocational education.

(p) An employe's individual rating form shall not be subject to disclosure under the act of February 14, 2008 (P.L.6, No.3), known as the "Right-to-Know Law."

Section 15. Section 1124 of the act, amended August 8, 1963 (P.L.564, No.299), is amended to read:

Section 1124. Causes for Suspension.--(a) Any board of school directors may suspend the necessary number of professional employes, for any of the causes hereinafter enumerated:

(1) [Substantial] **substantial** decrease in pupil enrollment in the school district;

(2) [Curtailment] **curtailment** or alteration of the educational program on recommendation of the superintendent[, concurred in] **and on concurrence** by the board of school directors, [approved by the Department of Public Instruction,] as a result of substantial decline in class or course enrollments or to conform with standards of organization or educational activities required by law or recommended by the Department of Public Instruction;

(3) [Consolidation] **consolidation** of schools, whether within a single district, through a merger of districts, or as a result of joint board agreements, when such consolidation makes it unnecessary to retain the full staff of professional employes[.]; **or**

(4) [When] **when** new school districts are established as the result of reorganization of school districts pursuant to Article II., subdivision (i) of this act, and when such reorganization makes it unnecessary to retain the full staff of professional employes.

(b) **Notwithstanding an existing or future provision in a collective bargaining agreement or other similar employment contract to the contrary, suspension of a professional employe due to the curtailment or alteration of the educational program as set forth in subsection (a) (2) may be effectuated without the approval of the curtailment or alteration of the educational program by the Department of Education, provided that, where an educational program is altered or curtailed as set forth in subsection (a) (2), the school district shall notify the Department of Education of the actions taken pursuant to subsection (a) (2). The Department of Education shall post all notifications received from a school district pursuant to this subsection on the Department of Education's publicly accessible Internet website.**

Section 16. Section 1205.1(c) of the act, amended June 22, 2001 (P.L.530, No.35), is amended to read:

Section 1205.1. Continuing Professional Development.--* * *

(c) The professional education plan of each school entity shall be designed to meet the educational needs of that school entity and its professional employes. A school entity shall annually review its plan to determine whether or not it continues to reflect the needs of the school entity [and its strategic plan] and the needs of its professional employes, students and the community. The plan shall be amended as necessary to ensure that the plan meets the requirements of this subsection. The plan shall specify the continuing professional educational courses, programs, activities and other learning experiences approved to meet continuing professional

development requirements under section 1205.2(c), including efforts designed to improve teacher knowledge in subject areas covering the academic standards listed in 22 Pa. Code Ch. 4 (relating to academic standards and assessment).

* * *

Section 16.1. Section 1308 of the act, amended June 7, 1993 (P.L.49, No.16), is amended to read:

Section 1308. Liability for Tuition and Enforcement of Payment.--(a) In all cases not covered by the preceding section if a charge is made by any school district for tuition for the inmates of any such institution, the officers of the institution shall submit to the board of school directors a sworn statement, setting forth the names, ages, and school districts liable for tuition of all children who are inmates thereof, and desire to attend public school in the district. The district in which the institution is located shall obtain a blank acknowledging or disclaiming residence, signed by the secretary of the school district in which the institution declares the legal residence of the child to be. If said district shall fail to file said blank within fifteen (15) days from the date it is sent to the district by registered mail, the district in which the institution is located shall again notify the district of its failure to comply with the provisions of this act. If the district shall fail to comply within fifteen (15) days following the second notice, said failures to return the blank shall be construed as an acknowledgement of said child's residence. The tuition of such inmates as are included in the sworn statement to the board of school directors shall be paid by the district of residence of the inmates upon receipt of a bill from the district in which the institution is located setting forth the names, ages and tuition charges of the inmates. The district so charged with tuition may file an appeal with the Secretary of Education, in which it shall be the complainant and the district in which the institution is located the respondent. The decision of the Secretary of Education, as to which of said parties is responsible for tuition, shall be final.

(b) In the event that the district in which the institution is located contracts with a third party to provide educational services to children who are inmates of the institution, the third party may seek payment of tuition directly from the district of residence. The third party shall notify the district in which the institution is located of its payment request to the district of residence, and, if the district of residence makes payment to the third party, the third party shall notify the district in which the institution is located. Such payment to the third party shall satisfy and extinguish the contractual payment obligation of the district in which the institution is located. The district so charged with tuition by the third party may file an appeal with the secretary as set forth in subsection (a).

(c) If any inmates have been received from outside of Pennsylvania, or if the institution cannot certify as to their residence, their tuition shall be paid by the institution having the care or custody of said children, except in the case of medically indigent children hospitalized in exclusively charitable children's hospitals exempt under section 501(c) (3) of the Internal Revenue Code which make no charges to any of its patients nor accepts any third-party payments for services provided to any of its patients. In such cases their tuition shall be paid by the Commonwealth out of moneys appropriated by the General Assembly for the purposes of this act. Enrollment of any out-of-state student in a school district or intermediate unit program shall be conditioned upon a guarantee, or actual advance receipt, of tuition and transportation payment from the institution, from the student's home state or out-of-state school district, or from the out-of-state party or agency which placed the student in the institution, except in the case of medically indigent children hospitalized in exclusively charitable children's hospitals exempt under section 501(c) (3) of the Internal Revenue Code which make no charges to any of its patients nor accepts any third-party payments for services provided to any of its patients

where the Commonwealth is paying the tuition as otherwise provided for in this paragraph. If the Secretary of Education decides that the legal residence of any of said inmates is in Pennsylvania, but cannot be fixed in a particular district, the Commonwealth shall pay the tuition of such inmate out of moneys appropriated to the Department of Education by the General Assembly for the maintenance and support of the public schools of the Commonwealth.

Section 17. Section 1337.1 of the act, amended or added May 10, 2000 (P.L.44, No.16) and July 20, 2007 (P.L.278, No.45), is amended to read:

Section 1337.1. School Lunch and Breakfast Reimbursement.--(a) Schools that participate in the school lunch program shall be reimbursed in the following manner:

(1) Subject to future adjustments under clause (2), each school which offers the school lunch program shall receive a reimbursement of no less than ten cents (10¢) per lunch served, exclusive of any reimbursements under subsection (c).

(2) For the 2000-2001 school year and each school year thereafter, reimbursements for the school lunch program shall be fixed by regulation of the Department of Education: Provided, That such reimbursements shall be no less than the amounts per lunch served established by clause (1).

(b) Schools that participate in the school breakfast program shall be reimbursed in the following manner:

(1) Subject to future adjustments under clause (2), each school which offers the school breakfast program shall receive a reimbursement of no less than ten cents (10¢) per breakfast served.

(2) For the 2000-2001 school year and each school year thereafter, reimbursements for the school breakfast program shall be fixed by regulation of the Department of Education: Provided, That such reimbursements shall be no less than the amounts per breakfast served established by clause (1).

(c) Schools that participate in both the school lunch program and the school breakfast program shall be provided with the following incentive reimbursements:

(1) Subject to future adjustments under clause (3), each school which offers both a school lunch program under subsection (a) and a school breakfast program under subsection (b) which serves less than or equal to twenty per centum (20%) of its student enrollment shall receive an additional reimbursement of two cents (2¢) per lunch served.

(2) Subject to future adjustments under clause (3), each school which offers a school lunch program under subsection (a) and a school breakfast program under subsection (b) which serves more than twenty per centum (20%) of its student enrollment shall receive an additional reimbursement of four cents (4¢) per lunch served.

(3) For the 2000-2001 school year and each school year thereafter, reimbursements for the school breakfast incentive program shall be fixed by regulation of the Department of Education: Provided, That such reimbursement shall be no less than the amounts per lunch served established by clauses (1) and (2).

[(c.1) (1) In order to promote initiatives regarding child health and nutrition, the department shall establish a School Nutrition Incentive Program. The program shall provide a supplemental school lunch and breakfast reimbursement to any school in a local education agency that has adopted and implemented the nutritional guidelines for food and beverages available on each school campus published by the department pursuant to section 1422.3(5).

(2) To qualify, the local wellness policy adopted by the local education agency pursuant to section 1422.1 must indicate adoption of such guidelines.

(3) For the 2007-2008 school year and each school year thereafter, supplemental reimbursement shall be provided to schools in qualifying local education agencies as follows:

(i) Each school that offers the school lunch program under subsection (a) shall receive an additional reimbursement of one cent (1¢) per lunch served, exclusive of any additional supplemental reimbursement under subclause (iii) or (iv).

(ii) Each school that offers the school breakfast program under subsection (b) shall receive an additional reimbursement of one cent (1¢) per breakfast served, exclusive of any additional supplemental reimbursement under subclause (iii) or (iv).

(iii) Each school that offers both a school lunch program under subsection (a) and a school breakfast program under subsection (b) that serves breakfast to less than or equal to twenty per centum (20%) of its student enrollment shall receive an additional reimbursement of two cents (2¢) per lunch served.

(iv) Each school that offers both a school lunch program under subsection (a) and a school breakfast program under subsection (b) that serves breakfast to more than twenty per centum (20%) of its student enrollment shall receive an additional reimbursement of three cents (3¢) per lunch served.]

(d) For the purposes of this section, the following terms shall have the following meanings:

"School" shall have the same meaning as given to that term in 7 CFR 210.2 (relating to definitions).

"School lunch program" shall have the same meaning as given to the term "National School Lunch Program" in 7 CFR 210.2 (relating to definitions).

"School breakfast program" shall have the same meaning as given to that term in 7 CFR Pt. 220 (relating to School Breakfast Program).

Section 18. Section 1302.1-A(a) of the act, added November 17, 2010 (P.L.996, No.104), is amended to read:

Section 1302.1-A. Regulations.--(a) Within one year of the effective date of this section, the State Board of Education shall promulgate final-omitted regulations pursuant to the act of June 25, 1982 (P.L.633, No.181), known as the "Regulatory Review Act," necessary to implement this article. The regulations shall include the following:

(1) A model memorandum of understanding between school entities and local police departments. The model memorandum of understanding shall be reviewed on a biennial basis and revised where necessary. **The State Board of Education may revise the model memorandum of understanding by publishing a notice in the Pennsylvania Bulletin that contains the complete revised model memorandum of understanding. The revised model memorandum of understanding shall be incorporated into the Pennsylvania Code in place of the existing model memorandum of understanding.**

(2) Protocol for the notification of the police department when an offense listed under section 1303-A(b) (4.1) occurs on school property, which shall include a requirement that the local police department be notified immediately when such an offense occurs.

(3) Protocol for the notification of the police department at the discretion of the chief school administrator regarding an offense listed under section 1303-A(b) (4.2) or any other offense that occurs on school property.

(4) Protocol for emergency and nonemergency response by the police department, which shall include a requirement that the school district shall supply the police department with a copy of the comprehensive disaster response and emergency preparedness plan as required by 35 Pa.C.S. § 7701(g) (relating to duties concerning disaster prevention).

(5) Procedures and protocols for the response and handling of students with a disability, including procedures related to student behavior as required by 22 Pa. Code §§ 14.104 (relating to special education plans) and 14.133 (relating to positive behavior support).

* * *

Section 19. Section 1422.1 of the act, amended November 17, 2010 (P.L.996, No.104), is amended to read:

Section 1422.1. Local Wellness Policy.--(a) Not later than the first day of the school year beginning after June 30, 2006, each local education agency shall, pursuant to section 204 of the Child Nutrition and WIC Reauthorization Act of 2004 (Public Law 108-265, 118 Stat. 729), establish a local wellness policy for schools within the local education agency.

[(b) A local education agency to which 22 Pa. Code § 4.13 (relating to strategic plans) applies shall include the local wellness policy as part of the strategic plan required under 22 Pa. Code § 4.13.]

(c) A local education agency may submit its local wellness policy or information on other initiatives regarding child health, nutrition, food allergy reaction management and physical education to the Department of Education for inclusion in the clearinghouse established under section 1422.3(3). [An update to the policy information may be done in concert with the scheduled submission of the school district's strategic plan as required under 22 Pa. Code § 4.13.]

Section 19.1. The act is amended by adding a section to read:

Section 1424. Cardiopulmonary Resuscitation.--(a) A school entity shall have at each school, or in the case of a cyber charter school at each location, under its jurisdiction, except in extenuating circumstances, one person certified in the use of cardiopulmonary resuscitation during regular school hours when school is in session and students are present.

(b) The provisions of 42 Pa.C.S. §§ 8332 (relating to nonmedical good Samaritan civil immunity) and 8337.1 (relating to civil immunity of school officers or employees relating to emergency care, first aid and rescue) shall apply to a person who renders cardiopulmonary resuscitation.

(c) As used in this section, "school entity" means an area vocational-technical school, a charter school, a cyber charter school, an intermediate unit, a nonpublic school or a school district.

Section 20. Section 1524(a) of the act, added December 9, 2002 (P.L.1472, No.187), is amended to read:

Section 1524. Recognition of American Sign Language Courses.--(a) A student shall receive credit for completion of a course in American Sign Language at the high school level toward the satisfaction of the foreign language requirements included in [a school district's strategic plan or] requirements for graduation established pursuant to 22 Pa. Code Ch. 4 (relating to academic standards and assessment).

* * *

Section 21. The act is amended by adding an article to read:

**ARTICLE XV-G
OPEN CAMPUS INITIATIVES**

Section 1501-G. Legislative intent.

It is the intent of the General Assembly to encourage collaborative partnerships between school districts for the purpose of providing expanded access to high-quality curricula to students in a cost-effective manner through the use of technology.

Section 1502-G. Definitions.

The following words and phrases when used in this article shall have the meaning given to them in this section unless the context clearly indicates otherwise:

"Department." The Department of Education of the Commonwealth.

"Nonparticipating school entity." A school district, which is not a party to a cooperative agreement between school districts, a charter school, cyber charter school, nonpublic school or home education program provided under section 1327.1.

"Open campus initiative." A program established under section 1503-G.

"Participating school district." A school district which is party to the cooperative agreement between school districts establishing the open campus initiative.

Section 1503-G. Open campus initiatives.

(a) Establishment.--An open campus initiative may be established between school districts through a cooperative agreement.

(b) Courses.--Courses of an open campus initiative may be delivered outside of a school building in whole or in part using technology that may include the Internet, video conferencing or other electronic means.

(c) Grades, credit, promotion and graduation.--Course grades, credit, promotion and graduation policies for students participating in open campus initiative courses shall be determined by the school district, charter school, cyber charter school, nonpublic school or evaluator of a home education program in which the student is enrolled and the cooperative agreement between the participating school districts.

(d) Student eligibility requirements.--Eligibility requirements for student participation in open campus initiative courses shall be determined by the school district, charter school, cyber charter school, nonpublic school or supervisor of a home education program in which each student is enrolled and the cooperative agreement between the participating school districts.

(e) Nonparticipating school entities.--A cooperative agreement between participating school districts may provide for students attending a nonparticipating school entity to participate in an open campus initiative course.

(f) Compulsory attendance requirements.--The time during which a student participates in open campus initiative courses shall be considered to be compliant with the compulsory attendance requirements of section 1327.

(g) Student participation.--The school district, charter school, cyber charter school, nonpublic school or home education program in which the student is enrolled shall ensure that a student participating in open campus initiative courses is offered at least 990 hours of instruction at the secondary level and 900 hours of instruction at the elementary level.

(h) Technical assistance.--The department shall provide technical assistance as needed to school districts establishing and operating an open campus initiative.

Section 1504-G. Cooperative agreements.

(a) Contents.--School districts desiring to establish and operate an open campus initiative shall develop and enter into a cooperative agreement that shall, at a minimum, include:

(1) A policy for grading, credit and promotion of students participating in open campus initiative courses.

(2) A policy for participation of students from participating school districts which shall include minimum academic and attendance criteria.

(3) A policy for participation of students from nonparticipating school entities, which includes a fee schedule for determining tuition charges for courses delivered to those students, if the participating school districts allow participation of students from nonparticipating school entities.

(4) A policy for discipline and removal of students from open campus initiative courses in compliance with State law related to student discipline.

(5) Information about the attribution of student data to the school district, charter school, cyber charter school, nonpublic school or home education program in which the student is enrolled, including student assessment data.

(6) Information about the sharing of costs between the participating school districts.

- (7) Information about the use and distribution of tuition revenue.
- (8) Processes for adding and removing open campus initiative courses.
- (9) Processes for termination of the open campus initiative.

(b) Adoption by boards of school directors.--Each open campus initiative cooperative agreement shall be adopted by majority vote of the board of school directors of each of the participating school districts.

Section 1505-G. Reimbursements by the Commonwealth.

For the purpose of making reimbursements under Article XXV, a student participating in an open campus initiative shall be considered to be enrolled in the school district, charter school, cyber charter school, nonpublic school or home education program which determines the student's eligibility for participation in the open campus initiative.

Section 1506-G. Parental and public information.

All policies related to an open campus initiative shall be made accessible to parents and posted on the participating school districts' publicly accessible Internet websites.

Section 1507-G. Students with disabilities.

Nothing in this article or in any policy or cooperative agreement developed under this article shall conflict with:

- (1) Federal or State law regarding the protections provided to a student with a disability for receiving education in the least restrictive environment.
- (2) The legal authority of an individualized education program team to make appropriate program and placement decisions for a student with a disability in accordance with the student's individualized education program.

Section 1508-G. Collective bargaining.

Nothing contained in this article shall be construed to supersede or preempt the rights, remedies and procedures afforded to school employees or labor organizations under Federal or State law, including the act of July 23, 1970 (P.L.563, No.195), known as the Public Employee Relations Act, or any provision of a collective bargaining agreement negotiated between a school entity and an exclusive representative of the employees in accordance with that act.

Section 22. Section 1607(b) of the act, amended November 23, 2010 (P.L.1350, No.123), is amended and the section is amended by adding a subsection to read:

Section 1607. Attendance in Other Districts.--* * *

(b) If a third class school district operating under a special board of control pursuant to section 692 has, with the approval of the Secretary of Education, curtailed its educational program by eliminating its high school and has not assigned its high school pupils to another school district and provided adequate transportation in a manner under subsection (a), the secretary shall have the following authority:

- (1) To designate two or more school districts, which shall accept on a tuition basis the high school students of the distressed school district, so long as a designated school district's border is no more than three (3) miles from the border of the distressed school district. The designation under this paragraph shall occur no later than thirty (30) days after receiving the approval of the secretary to curtail its educational program by the elimination of its high school, provided, however, that if any school district meets the criteria of this subsection on the effective date of this subsection, the designation of school districts shall occur no later than thirty (30) days after the effective date of this subsection. [No designated school district shall be assigned more than one hundred sixty-five (165) students from the distressed school district.]

(2) To establish a process for the distressed school district to use to reassign its high school students to the school districts designated under paragraph (1).

(3) To establish the per-pupil tuition rate that a school district designated under paragraph (1) shall receive for each reassigned student in a regular or special education program. For the 2010-2011 **and 2011-2012** school [year and each school year thereafter] **years**, the tuition rate established under this paragraph may not exceed the product of:

- (i) the tuition rate established for the 2007-2008 school year; and
- (ii) the greater of:

(A) two percent (2%); or

(B) the percentage increase in total budgeted revenues available to a distressed school district.

(4) For the 2012-2013 school year and each school year thereafter, the per pupil tuition rate that a school district designated under paragraph (1) shall receive for each reassigned student in a regular or special education program shall be the greater of ten thousand dollars (\$10,000) or the product of:

- (i) the tuition rate established for the prior school year; and
- (ii) the greater of:

(A) the percentage increase in total budgeted revenues available to a distressed school district; or

(B) the index set pursuant to the act of June 27, 2006 (1st Sp.Sess., P.L.1873, No.1), known as the "Taxpayer Relief Act," for the distressed school district.

* * *

(h.1) For the two (2) consecutive school years following the effective date of this subsection, a school district designated under subsection (b) (1) shall receive an additional per-pupil sum of five hundred (\$500) dollars for students reassigned and entering grades seven, eight and nine pursuant to this section. These additional funds shall be used for transition services to students, including student mentoring, tutoring, employe in-service programs designed to assist transition students and security expenditures.

Section 22.1. The act is amended by adding an article to read:

**ARTICLE XVI-C
DISCLOSURE OF INTERSCHOLASTIC
ATHLETICS OPPORTUNITIES**

Section 1601-C. Scope of article.

This article requires reporting by school entities of athletic opportunities afforded to male and female secondary school students.

Section 1602-C. Definitions.

The following words and phrases when used in this article shall have the meanings given to them in this section unless the context clearly indicates otherwise:

"Athletic facilities." Locker rooms, playing fields, gymnasiums, field houses, arenas, athletic training rooms, stadiums, weight rooms or any other location used by secondary school students and their coaches for sports training, practice, competition and coaching.

"Department." The Department of Education of the Commonwealth.

"Equipment and supplies." Sport-specific equipment and supplies, general equipment and supplies, instructional devices and conditioning and weight training equipment.

"Participant." A secondary school student who is:

- (1) receiving institutionally sponsored support normally provided to athletes competing at the institution involved, such as coaching, equipment, medical and training room services, on a regular basis during a sport's season;

(2) participating in organized practice sessions and other team meetings and activities on a regular basis during a sport's season; and

(3) listed on the team list on the day of the team's first scheduled competition, excluding preseason scrimmages.

"School entity." A school of a school district, joint school district, area vocational-technical school or charter school that provides interscholastic athletic opportunities for secondary school students.

"Secondary school student." A student who attends a school entity in grades 7 through 12.

"Travel." Transportation, housing furnished during travel and per diem dining allowances.

"Uniforms." Clothing for practice and games, such as shoes, rain gear and warm-up suits.

Section 1603-C. Duty to disclose.

(a) Information.--A school entity shall annually submit information to the department regarding interscholastic athletic opportunity and treatment for male and female secondary school students for the preceding school year.

(b) Disclosure form.--The information shall be submitted on a disclosure form and in a manner to be established by the department.

(c) Submission.--By October 15, 2013, and October 15 of each year thereafter, a school entity shall submit to the department the completed disclosure form for the immediately preceding school year.

(d) Public access.--No later than November 1 of each year, a school entity shall make a copy of the completed disclosure form available for public inspection during regular business hours, including on any publicly accessible Internet website of the school entity. The completed disclosure form shall constitute a public record subject to public inspection under the act of February 14, 2008 (P.L.6, No.3), known as the Right-to-Know Law.

(e) Notice to students and other affected individuals.--As soon as the disclosure form required by this section is completed, each school entity shall provide notice of its availability for review to students, educational personnel, student athletes and parents by posting a notice on school bulletin boards, in the school newspaper, on any electronic mailing list or list serve and by any other means reasonably likely to provide such notice.

Section 1604-C. Department duties.

(a) Duties.--The department shall establish a disclosure form for the submission of the required information for the immediately preceding school year by school entities. The department shall provide for the distribution of the disclosure form through the department's Internet website and shall provide technical assistance to school entities.

(b) Disclosure form information.--The following information shall be collected for all secondary school students in grades 7 through 12 and shall be included in the disclosure form:

(1) The total number of students in each school entity as of October 1 of the immediately preceding school year, including:

(i) the total number of students by gender; and

(ii) the total number of male students by race or ethnicity and the total number of female students by race or ethnicity.

(2) A listing by gender of each varsity, junior varsity and freshman athletic team that competed in interscholastic athletic competition.

(3) For each team identified in paragraph (2), the following information:

(i) The total number of team participants as of the day of the first scheduled competition for each team by gender.

(ii) The total number of male team participants by race or ethnicity and the total number of female team participants by race or

ethnicity as of the day of the first scheduled competition for each team.

(iii) For the initial submission under this article, the school year in which each existing interscholastic athletic team was established and, for teams that the school entity sponsored in the past but no longer sponsors, the identity of the team and the year it was eliminated or demoted from interscholastic competition. For each subsequent year, a listing of interscholastic athletic teams that were newly established, reestablished, eliminated or demoted from interscholastic competition during the reported school year.

(iv) The seasons during which each interscholastic athletic team competed.

(v) The total value of contributions and purchases made on behalf of each team by booster clubs, alumni and any other nonschool sources.

(vi) The total expenditures for each team in the school year, including a separate listing of expenditures for each team in each of the following categories:

(A) The total amount of expenditures for travel.

(B) The total amount of expenditures for purchase and replacement of athletic uniforms.

(C) The total amount of expenditures for purchase and replacement of equipment and supplies.

(D) Compensation of coaches, per sport and per season.

(E) Expenditures made for construction, renovation, expansion, maintenance, repair and rental of athletic facilities. For any facilities shared by multiple teams, expenditures per team shall be calculated either by dividing expenditures by the number of teams using the facility or percentage of time used by each team.

(F) Compensation of athletic trainers per academic year.

(vii) The total number of athletic trainers, including the amount of time spent by each athletic trainer with each team.

(viii) The total number of coaches per team by employment status, full time, part time, head and assistant.

(ix) The total number of competitions scheduled and played per team.

(x) The name of the school entity's Title IX compliance officer required under 34 CFR § 106.8(a) (relating to designation of responsible employee and adoption of grievance procedures).

(c) Copies.--The department shall make copies of all submitted disclosures available for public inspection on the department's publicly accessible Internet website.

(d) Annual report.--No later than January 15 of each year, the department shall prepare and submit an annual report to the General Assembly regarding the compliance with the disclosure requirements of this article and summarizing the information submitted to it regarding interscholastic athletic opportunity for and treatment of each gender by race and ethnic group and other such information as the department deems relevant.

Section 1605-C. Regulations.

The department may promulgate rules, regulations or standards to administer this article.

Section 22.2. Section 1704-B heading and (c) of the act, amended or added July 11, 2006 (P.L.1092, No.114) and July 9, 2008 (P.L.846, No.61), are reenacted and amended to read:

Section 1704-B. Board of School Directors of Commonwealth Partnership School Districts.--* * *

(c) (1) In addition to all current rights, powers, privileges, prerogatives and duties, a board of school directors of a school district that has been placed on the empowerment list **on or after June 30, 2006**, due to the designation by the secretary as a Commonwealth partnership school district shall have the power to cancel or renegotiate any contract, other than collective bargaining agreements, for the purpose of making necessary economies in the operation of the schools within the school district; eliminate nonprofessional positions for services nonessential for the operation of the school district; or enter into agreements with individuals, for-profit or nonprofit organizations for the operation of school buildings or groups of school buildings or for the provision of educational or other types of services to or for the school district.

(2) The superintendent shall be responsible for the implementation of a system of performance review of school administrators, as approved by the board of school directors. Administrator performance shall be evaluated on the basis of abilities and effectiveness to manage the operation of the school facilities and staff, manage resources, provide instructional leadership, implement and administer the school budget and promote and maintain a positive educational learning environment.

(3) Based upon an unsatisfactory review and evaluation of a school administrator arising from the implementation of the program established in paragraph (2), a board of school directors may reassign, transfer or suspend the school administrator without regard to section 1125.1 or 1151.

(4) Based upon an unsatisfactory review and evaluation of a school administrator arising from the implementation of the program established in paragraph (2), a board of school directors may dismiss the school administrator pursuant to the procedure contained in section 1127, provided that the board of school directors shall afford the school administrator notice and an opportunity to be heard pursuant to 2 Pa.C.S. Ch. 5 Subch. B (relating to practice and procedure of local agencies).

(4.1) In addition to powers enumerated in this act, a school district designated as a Commonwealth partnership school district may dispose of unused and unnecessary lands and buildings, if such buildings are in excess of twenty-five (25) years of age, in the following manner, notwithstanding the provisions of section 707 of this act:

(i) By negotiated sale, provided the district has an affidavit of at least three (3) persons who are familiar with the value of real estate in the locality in which the lands and buildings proposed to be sold are located, who have examined the property and set forth a value for the property and who opine that the consideration for the property is equal to or better than that which could be received by sealed bid. The sale price shall not be less than the highest value set forth in the three (3) affidavits.

(ii) By entering into agreements with an urban redevelopment authority organized under the act of May 24, 1945 (P.L.991, No.385), known as the Urban Redevelopment Law, under which the district may convey property to the authority for the purpose of the authority facilitating the conveyance of the property consistent with the goals of the school district and the authority.

(5) [As used in] **For purposes of** this subsection, ["school administrator" shall have the same meaning given to it under section 1164] **the following terms shall have the following meanings:**

"Commonwealth partnership school district." A school district for which the secretary has determined, on or after July 11, 2006, and not later than September 9, 2006, all of the following:

(i) **The school district has experienced a decline of fifteen per centum (15%) or more in student enrollment during the immediately preceding five-year period.**

(ii) The school district has experienced a loss of revenue during the immediately preceding three-year period due to the statutory removal of one or more of the sources of revenue made available pursuant to section 652.1.

(iii) The school district has an equalized millage for the 2004-2005 fiscal year of greater than twenty-seven (27).

"Empowerment list." A list prepared by the Department of Education containing school districts that fall below certain academic assessments as provided in former section 1703-B.

"School administrator." As defined in section 1164.

"Secretary." The Secretary of Education of the Commonwealth.

[(6) This subsection shall expire June 30, 2012.]

Section 23. Section 1913-A(b)(1.6)(v) of the act, amended June 30, 2011 (P.L.112, No.24), is amended and the clause is amended by adding a subclause to read:

Section 1913-A. Financial Program; Reimbursement of Payments.--* * *

(b) * * *

(1.6) For the 2006-2007 fiscal year and each fiscal year thereafter, the payment for a community college shall consist of the following:

* * *

(v) Subclauses (i), (ii), (iii) and (iv) shall not apply to the 2011-2012 and 2012-2013 fiscal [year] years.

* * *

(vii) For the 2012-2013 fiscal year, each community college shall receive an amount equal to the sum of the following:

(A) A reimbursement for operating costs determined by:

(I) dividing the amount of funding that the community college received in fiscal year 2011-2012 under subclause (vi)(A) by the total amount of funding provided to community colleges in fiscal year 2011-2012 under subclause (vi)(A); and

(II) multiplying the quotient under subparagraph (I) by \$168,167,000.

(B) An economic development stipend determined by:

(I) dividing the amount of funding that the community college received in fiscal year 2011-2012 under subclause (vi)(B) by the total amount of funding provided to all community colleges in fiscal year 2011-2012 under subclause (vi)(B); and

(II) multiplying the quotient under subparagraph (I) by \$44,000,000.

* * *

Section 24. Sections 1913-B.1(c) and 2003-A.1(c) and (c.1) of the act, amended or added November 3, 2011 (P.L.400, No.97), are amended and the sections are amended by adding subsections to read:

Section 1913-B.1. Contracts for Construction, Repair, Renovation or Maintenance.--* * *

[(c) All contracts, other than contracts for the retention of architects and engineers, authorized by this section which exceed a base amount of eighteen thousand five hundred dollars (\$18,500), subject to adjustment under section 119, shall be advertised in the manner provided by law and competitively bid and awarded to the lowest responsible bidder. In case of emergencies and notwithstanding any other provision of this section to the contrary, the board of trustees may make or authorize others to make an emergency procurement whenever a threat exists to public health, welfare or safety or circumstances outside the control of the college and creates an urgency of need which does not permit the delay involved in using more formal competitive methods. Whenever practical, in the case of a procurement of a supply, at least two (2) bids shall be solicited. A written determination of the basis for the emergency and for the selection of the particular contractor shall be included in the contract file.]

(c.1) All contracts, other than contracts for the retention of architects and engineers, authorized by this section which exceed a base amount of eighteen thousand five hundred dollars (\$18,500), subject to adjustment under section 120, shall be advertised in the manner provided by law and competitively bid and awarded to the lowest responsible bidder. In case of emergencies and notwithstanding any other provision of this section to the contrary, the board of trustees may make or authorize others to make an emergency procurement whenever a threat exists to public health, welfare or safety or circumstances outside the control of the college and creates an urgency of need which does not permit the delay involved in using more formal competitive methods. Whenever practical, in the case of a procurement of a supply, at least two (2) bids shall be solicited. A written determination of the basis for the emergency and for the selection of the particular contractor shall be included in the contract file.

* * *

Section 2003-A.1. Project Contracts.--* * *

[(c) All contracts, other than contracts for the retention of architects and engineers, authorized by this section which exceed a base amount of eighteen thousand five hundred dollars (\$18,500), subject to adjustment under subsection (c.1), shall be advertised in the manner provided by law and competitively bid and awarded to the lowest responsible bidder. In case of emergencies and notwithstanding any other provision of this section to the contrary, the chancellor may make or authorize others to make an emergency procurement whenever a threat exists to public health, welfare or safety or circumstances outside the control of the State system and creates an urgency of need which does not permit the delay involved in using more formal competitive methods. Whenever practical, in the case of a procurement of a supply, at least two (2) bids shall be solicited. A written determination of the basis for the emergency and for the selection of the particular contractor shall be included in the contract file.

(c.1) Adjustments shall be made as follows:

(1) The Department of Labor and Industry shall calculate the average annual percentage change in the Consumer Price Index for All Urban Consumers: All Items (CPI-U) for the United States City Average as published by the United States Department of Labor, Bureau of Labor Statistics, for the twelve-month period ending September 30, 2012, and for each successive twelve-month period thereafter.

(1.1) If the department determines that there is no positive percentage change, then no adjustment to the base amounts shall occur for the relevant time period.

(2) The positive percentage change, as determined in accordance with clause (1), shall be multiplied by the amount applicable under subsection (c) for the current period, and the product thereof shall be added to the amount applicable under subsection (c) for the current period, with the result rounded to the nearest multiple of one hundred dollars (\$100).

(3) The determination required under clause (1) and the calculation adjustments required under clause (2) shall be made in the period between October 1 and November 15 of the year following the effective date of this subsection and between October 1 and November 15 of each successive year.

(4) The adjusted amounts obtained in accordance with clause (2) shall become effective January 1 for the period following the year in which the determination required under clause (1) is made.

(5) The Department of Labor and Industry shall give notice in the Pennsylvania Bulletin prior to January 1 of each calendar year in which the percentage change is determined in accordance with clause (1) of the amounts, whether adjusted or unadjusted in accordance with clause (2), at which competitive bidding is required under subsection (c) for the period beginning the first day of January after publication of the notice.

(6) The annual increase in the preliminary adjusted base amounts obtained under clauses (3) and (4) shall not exceed three percent (3%).]

(c.2) All contracts, other than contracts for the retention of architects and engineers, authorized by this section which exceed a base amount of eighteen thousand five hundred dollars (\$18,500), subject to adjustment under subsection (c.3), shall be advertised in the manner provided by law and competitively bid and awarded to the lowest responsible bidder. In case of emergencies and notwithstanding any other provision of this section to the contrary, the chancellor may make or authorize others to make an emergency procurement whenever a threat exists to public health, welfare or safety or circumstances outside the control of the State system and creates an urgency of need which does not permit the delay involved in using more formal competitive methods. Whenever practical, in the case of a procurement of a supply, at least two (2) bids shall be solicited. A written determination of the basis for the emergency and for the selection of the particular contractor shall be included in the contract file.

(c.3) Adjustments shall be made as follows:

(1) The Department of Labor and Industry shall calculate the average annual percentage change in the Consumer Price Index for All Urban Consumers: All Items (CPI-U) for the United States City Average as published by the United States Department of Labor, Bureau of Labor Statistics, for the twelve-month period ending September 30, 2012, and for each successive twelve-month period thereafter.

(1.1) If the Department of Labor and Industry determines that there is no positive percentage change, then no adjustment to the base amounts shall occur for the relevant time period.

(2) The positive percentage change, as determined in accordance with clause (1), shall be multiplied by the amount applicable under subsection (c.2) for the current period, and the product thereof shall be added to the amount applicable under subsection (c.2) for the current period, with the result rounded to the nearest multiple of one hundred dollars (\$100).

(3) The determination required under clause (1) and the calculation adjustments required under clause (2) shall be made in the period between October 1 and November 15, 2012, and between October 1 and November 15 of each successive year.

(4) The adjusted amounts obtained in accordance with clause (2) shall become effective January 1 for the period following the year in which the determination required under clause (1) is made.

(5) The Department of Labor and Industry shall give notice in the Pennsylvania Bulletin prior to January 1 of each calendar year in which the percentage change is determined in accordance with clause (1) of the amounts, whether adjusted or unadjusted in accordance with clause (2), at which competitive bidding is required under subsection (c.2) for the period beginning the first day of January after publication of the notice.

(6) The annual increase in the preliminary adjusted base amounts obtained under clauses (3) and (4) shall not exceed three percent (3%).

* * *

Section 25. Section 2010-A(10) of the act, amended November 3, 2011 (P.L.400, No.97), is amended and the section is amended by adding a paragraph to read:

Section 2010-A. Power and Duties of Institution Presidents.--The president of each institution shall be appointed by the board. The president shall be the chief executive officer of that institution. He shall have the right to attend all meetings of the council of that institution and shall have the right to speak on all matters before the council but not to vote. Subject to the stated authority of the board and the council, each president shall have the following powers and duties:

* * *

[(10) Within the limitations of the operating budget and other available funds in accordance with the procedures established by the board and with the approval of the local council, to negotiate and award all contracts for equipment, services and supplies in excess of a cost of a base amount of eighteen thousand five hundred dollars (\$18,500), subject to adjustment under section 119, on a competitive bid basis and to purchase instructional, educational, extracurricular, technical, administrative, custodial and maintenance equipment and supplies not in excess of a cost of a base amount of eighteen thousand five hundred dollars (\$18,500), subject to adjustment under section 119, without competitive bidding, except that such items shall not be bought in series to avoid the dollar ceiling.]

(10.1) Within the limitations of the operating budget and other available funds in accordance with the procedures established by the board and with the approval of the local council, to negotiate and award all contracts for equipment, services and supplies in excess of a cost of a base amount of eighteen thousand five hundred dollars (\$18,500), subject to adjustment under section 120, on a competitive bid basis and to purchase instructional, educational, extracurricular, technical, administrative, custodial and maintenance equipment and supplies not in excess of a cost of a base amount of eighteen thousand five hundred dollars (\$18,500), subject to adjustment under section 120, without competitive bidding, except that such items shall not be bought in series to avoid the dollar ceiling.

* * *

Section 26. Section 2104 of the act is amended to read:

Section 2104. Superintendents of Schools or Buildings and of Supplies.-- The board of public education in each school district of the first class shall, whenever a vacancy in said office shall occur, appoint a district superintendent, who shall be designated and known as superintendent of schools[, for a term of not more than six (6) years]. The board may also appoint a superintendent of buildings and a superintendent of supplies. The board shall prescribe the terms and duties and fix the salaries of each of such employees. They shall be responsible to the board for the conduct of their respective departments, shall make annual reports to the board, and shall from time to time submit such plans and suggestions for the improvement of the schools and the school system as they shall deem expedient or as the board of public education may require.

The superintendent of buildings shall be an engineer or architect of good standing in his profession. The superintendent of buildings and the superintendent of supplies shall each give such security for the faithful performance of the duties of their respective offices as the board of public education shall prescribe.

Section 27. The act is amended by adding sections to read:

Section 2319. State aid for fiscal year 2012-2013.

Notwithstanding any other provision of law to the contrary, each library subject to the act of June 14, 1961 (P.L.324, No.188), known as The Library Code, shall be eligible for State aid for fiscal year 2012-2013, which shall consist of the following:

(1) Funds appropriated for libraries shall be distributed to each library under the following formula:

(i) Divide the amount of funding that the library received in fiscal year 2011-2012 under section 2318 by the total State-aid subsidy for fiscal year 2011-2012.

(ii) Multiply the quotient under subparagraph (i) by the total State-aid subsidy for 2012-2013.

(2) Following distribution of funds appropriated for State aid to libraries under paragraph (1), any remaining funds may be distributed at the discretion of the State Librarian.

(3) If funds appropriated for State aid to libraries in fiscal year 2012-2013 are less than funds appropriated in fiscal year 2002-2003, the State Librarian may waive standards as prescribed in section 103 of The Library Code.

(4) (i) Each library system receiving State aid under this section may distribute the local library share of that aid in a manner as determined by the board of directors of the library system.

(ii) In the case of a library system that contains a library operating in a city of the second class, changes to the distribution of State aid to the library shall be made by mutual agreement between the library and the library system.

(5) In the event of a change in district library center population prior to the effective date of this section as a result of:

(i) a city, borough, town, township, school district or county moving from one library center to another; or

(ii) a transfer of district library center status to a county library system,

funding of district library center aid shall be paid based on the population of the newly established or reconfigured district library center.

Section 2502.51. Basic Education Funding for 2011-2012 School Year.--

(a) For the 2011-2012 school year, the Commonwealth shall pay to each school district a basic education funding allocation which shall consist of the following:

(1) An amount equal to the basic education funding allocation for the 2010-2011 school year pursuant to section 2502.50.

(2) An English language learner high incidence supplement calculated for qualifying school districts as follows:

(i) To qualify for the English language learner high incidence supplement, a school district's 2011-2012 market value/income aid ratio must be greater than seven thousand ten-thousandths (0.7000) and its English language learner concentration must be equal to or greater than six percent (6%).

(ii) The English language learner high incidence supplement shall be calculated for qualifying school districts as follows:

(A) Multiply the qualifying school district's 2009-2010 average daily membership by seventeen million four hundred fifty thousand dollars (\$17,450,000).

(B) Divide the product from clause (A) by the sum of the 2009-2010 average daily membership for all qualifying school districts.

(3) A charter and cyber charter school extraordinary enrollment supplement calculated for qualifying school districts as follows:

(i) To qualify for the charter and cyber charter school extraordinary enrollment supplement, a school district's 2011-2012 market value/income aid ratio must be greater than eight thousand ten-thousandths (0.8000), its 2009-2010 average daily membership must be greater than five thousand (5,000) and its charter and cyber charter school concentration must be greater than fourteen percent (14%).

(ii) The charter and cyber charter school extraordinary enrollment supplement shall be calculated for qualifying school districts as follows:

(A) For school districts with a charter and cyber charter school concentration equal to or greater than thirty percent (30%), multiply the qualifying school district's 2009-2010 average daily membership by one thousand three hundred seventeen dollars (\$1,317).

(B) For school districts with a charter and cyber charter school concentration less than thirty percent (30%), multiply the qualifying school district's 2009-2010 average daily membership by five hundred dollars (\$500).

(4) A second class county school district supplement calculated for qualifying school districts as follows:

(i) To qualify for the second class county school district supplement, a school district must be located in a county of the second class, its 2011-2012 market value/income aid ratio must be greater than six thousand ten-thousandths (0.6000), its 2009-2010 average daily membership must be greater than one thousand (1,000) and less than two thousand five hundred (2,500) and its number of students eligible for free or reduced-price meals under the National School Lunch Program during the 2010-2011 school year must be greater than one thousand fifty (1,050) and less than one thousand two hundred fifty (1,250).

(ii) The second class county school district supplement shall be calculated for qualifying school districts as follows:

(A) Multiply the qualifying school district's 2009-2010 average daily membership by one million dollars (\$1,000,000).

(B) Divide the product from clause (A) by the sum of the 2009-2010 average daily membership for all qualifying school districts.

(5) A second class school district supplement calculated for qualifying school districts as follows:

(i) To qualify for the second class school district supplement, a school district must have been classified as a second class school district during the 2000 census, it must have received State reimbursements pursuant to section 2591.1 for the 2009-2010 school year in an amount greater than three million five hundred thousand dollars (\$3,500,000), and it must have a 2009-2010 average daily membership greater than eight thousand (8,000).

(ii) The second class school district supplement shall be calculated for qualifying school districts as follows:

(A) Multiply the qualifying school district's 2009-2010 average daily membership by one million dollars (\$1,000,000).

(B) Divide the product from clause (A) by the sum of the 2009-2010 average daily membership for all qualifying school districts.

(6) An increasing aid ratio supplement calculated for qualifying school districts as follows:

(i) To qualify for the increasing aid ratio supplement, a school district's 2011-2012 market value/income aid ratio must be greater than six thousand ten-thousandths (0.6000), its 2009-2010 average daily membership must be greater than eleven thousand (11,000), its number of students eligible for free or reduced-price meals under the National School Lunch Program during the 2010-2011 school year must be greater than six thousand (6,000) and its market value/income aid ratio must have increased from the 1991-1992 school year to the 2011-2012 school year by more than sixty percent (60%).

(ii) The increasing aid ratio supplement shall be calculated for qualifying school districts as follows:

(A) Multiply the qualifying school district's 2009-2010 average daily membership by two million dollars (\$2,000,000).

(B) Divide the product from clause (A) by the sum of the 2009-2010 average daily membership for all qualifying school districts.

(7) A personal income supplement calculated for qualifying school districts as follows:

(i) To qualify for the personal income supplement, a school district's 2011-2012 market value/income aid ratio must be greater than fifty-two hundred ten-thousandths (0.5200) and less than six thousand ten-thousandths (0.6000), its 2009-2010 average daily membership must be greater than five thousand five hundred (5,500), its 2010-2011 equalized millage rate must be greater than twenty-two (22) and less than twenty-six (26), its adjusted personal income valuation for the 2008 tax year must be greater than six hundred fifty million dollars (\$650,000,000) and its number of students

eligible for free or reduced-price meals under the National School Lunch Program during the 2010-2011 school year must be greater than one thousand five hundred (1,500).

(ii) The personal income supplement shall be calculated for qualifying school districts as follows:

(A) For each school district with an adjusted personal income valuation for the 2008 tax year greater than eight hundred million dollars (\$800,000,000), the personal income supplement shall be two million dollars (\$2,000,000).

(B) For each school district with an adjusted personal income valuation for the 2008 tax year less than eight hundred million dollars (\$800,000,000), the personal income supplement shall be one million five hundred thousand dollars (\$1,500,000).

(8) A small district increasing aid ratio supplement calculated for qualifying school districts as follows:

(i) To qualify for the small district increasing aid ratio supplement, a school district's 2011-2012 market value/income aid ratio must be greater than five thousand ten-thousandths (0.5000) and less than fifty-five hundred ten-thousandths (0.5500), its market value/income aid ratio must have increased from the 1991-1992 school year to the 2011-2012 school year by more than thirty percent (30%), and its 2009-2010 average daily membership must be greater than one thousand seven hundred (1,700) and less than one thousand eight hundred (1,800).

(ii) The small district increasing aid ratio supplement shall be calculated for qualifying school districts as follows:

(A) Multiply the qualifying school district's 2009-2010 average daily membership by three hundred thousand dollars (\$300,000).

(B) Divide the product from clause (A) by the sum of the 2009-2010 average daily membership for all qualifying school districts.

(9) A small district supplement calculated for qualifying school districts as follows:

(i) To qualify for the small district supplement, a school district's 2011-2012 market value/income aid ratio must be greater than seven thousand ten-thousandths (0.7000) and less than seventy-five ten-thousandths (0.7500), its 2009-2010 average daily membership must be greater than one thousand two hundred (1,200) and less than one thousand three hundred (1,300), and its 2010-2011 equalized millage rate must be greater than nineteen (19).

(ii) The small district supplement shall be calculated for qualifying school districts as follows:

(A) Multiply the qualifying school district's 2009-2010 average daily membership by two hundred fifty thousand dollars (\$250,000).

(B) Divide the product from clause (A) by the sum of the 2009-2010 average daily membership for all qualifying school districts.

(b) The data used to calculate the provisions contained in subsection (a) (2), (3), (4), (5), (6), (7), (8) and (9) shall be based on information available to the Department of Education as of June 30, 2012.

(c) Funds received under subsection (a) (2) (ii) by a school district with a 2011-2012 market value/income aid ratio greater than eighty-five hundred ten-thousandths (0.8500) shall be withheld until such time that a spending plan proposed by the school district's board of school directors for use of the funds is approved by the Secretary of Education in consultation with the local intermediate unit.

(d) The following shall apply:

(1) (i) Funds received by a school district under subsection (a) (3) (ii) (A) shall be used to satisfy judgments and past-due accounts payable beyond ninety (90) or more days, including health care benefits, payments to charter schools, payments to approved private schools and payments to intermediate units.

(ii) If all judgments have been satisfied and past-due accounts paid, funds may be used for timely payment of health care benefits, payments to charter schools, payments to approved private schools, payments to intermediate units and for other expenses approved by the Secretary of Education to ensure the fiscal stability of the school district.

(2) Not later than August 31, 2012, the school district shall submit a report to the Department of Education detailing the use of the funds received under this subsection, including specific payment amounts, specific payment dates and the entities receiving payment.

(e) Any undistributed funds shall be deposited in the Financial Recovery School District Transitional Loan Account.

(f) For the purposes of this section:

(1) The English language learner concentration shall be determined by dividing the school district's number of enrolled students identified as limited English proficient during the 2009-2010 school year by its 2009-2010 average daily membership.

(2) The charter and cyber school concentration shall be determined by dividing the school district's 2009-2010 average daily membership enrolled in charter and cyber charter schools by its 2009-2010 average daily membership.

Section 28. Sections 2509.1(c.1) and 2509.5(aaa) of the act, added June 30, 2011 (P.L.112, No.24), are amended to read:

Section 2509.1. Payments to Intermediate Units.--* * *

(c.1) For the 2011-2012 [school year] **and 2012-2013 school years**, five and one-half percent (5.5%) of the State special education appropriation shall be paid to intermediate units on account of special education services. Of this five and one-half percent (5.5%), thirty-five percent (35%) shall be distributed equally among all intermediate units. The remaining sixty-five percent (65%) shall be distributed to each intermediate unit in proportion to the number of average daily membership of the component school districts of each intermediate unit as compared to the Statewide total average daily membership.

* * *

Section 2509.5. Special Education Payments to School Districts.--* * *

(aaa) During the 2009-2010 through the [2011-2012] **2012-2013** school years, each school district shall be paid the amount it received during the 2008-2009 school year under subsection (zz). If insufficient funds are appropriated, the payments shall be made on a pro rata basis.

Section 29. The act is amended by adding a section to read:

Section 2510.2. Assistance to School Districts Certified as Education Empowerment Districts.--For the 2012-2013 fiscal year, the Department of Education may utilize up to \$4,500,000 of undistributed funds not expended, encumbered or committed from appropriations for grants and subsidies made to the Department of Education to assist school districts certified on or before June 30, 2010, as an education empowerment district under section 1705-B(h) (3). The funds shall be transferred by the Secretary of the Budget to a restricted account as necessary to make payments under this section and, when transferred, are hereby appropriated to carry out the provisions of this section.

Section 30. Section 2574(a) of the act, amended September 29, 1959 (P.L.992, No.407), is amended to read:

Section 2574. Approved Reimbursable Rental for Leases Hereafter Approved and Approved Reimbursable Sinking Fund Charges on Indebtedness.--(a) For school building projects for which the general construction contract is awarded subsequent to March 22, 1956, and for approved school building projects for which the general construction contract was awarded but for which a lease was not approved by the Department of [Public Instruction] **Education** prior to March 22, 1956, the Department of [Public Instruction] **Education** shall calculate an approved reimbursable rental or approved

reimbursable sinking fund charges. Reimbursable sinking fund charges may include charges for temporary indebtedness within constitutional limitations, if the indebtedness is incurred for approved permanent improvements to the school plant including the cost of acquiring a suitable site for a school building, the cost of constructing a new school building, or the cost of providing needed additions or alterations to existing buildings for which no bond issue is provided and for which an approved obligation or obligations other than bonds have been issued and the obligation or obligations are payable within five (5) years from the date of issue of the obligation in equal annual installments.

Nothing in this section or in the Department of Education guidelines shall prohibit a school district from receiving reimbursement for approved building improvements, including the cost of acquiring a suitable site for a school building, the cost of constructing a new school building or the cost of providing needed additions or alterations to existing buildings, if a school district elects not to remove any relocatable or modular classroom utilized after the completion of a building project. The term "relocatable or modular classroom" shall mean a classroom not of a permanent nature which meets the criteria and specifications of the Department of Education.

Approved reimbursable rental or sinking fund charge shall consist of that part of the annual rental or sinking fund charge attributable to--

(1) The cost of acquiring the land upon which the school buildings are situate, the cost of necessary rough grading to permit proper placement of the building upon said land and the cost of sewage treatment plants, as required by the Department of Health, to the extent that such costs are deemed reasonable by the Department of [Public Instruction] **Education** and the interest on such costs of acquisition, grading and sewage treatment plants earned subsequent to date the construction contract is awarded, and

(2) The approved building construction cost and the interest on such construction cost.

* * *

Section 31. Section 2599.2(e)(7) of the act, added July 9, 2008 (P.L.846, No.61), is amended to read:

Section 2599.2. Pennsylvania Accountability Grants.--* * *

(e) * * *

(7) For the 2008-2009 **and 2012-2013** fiscal [year] **years**, if insufficient funds are appropriated to make Commonwealth payments pursuant to this section, such payments shall be made on a pro rata basis.

* * *

Section 32. The act is amended by adding a section to read:

Section 2599.4. Targeted Industry Cluster Certificate Scholarship Program.--(a) The Targeted Industry Cluster Certificate Scholarship Program is established within the Pennsylvania Higher Education Assistance Agency.

(b) The agency may use funds appropriated to provide grants for defraying the necessary expense of residents of this Commonwealth who are eligible students pursuing an eligible course of study at an eligible educational provider.

(c) The agency shall determine and approve student eligibility and educational provider eligibility requirements for the program.

(d) The Department of Education shall consult with the Department of Labor and Industry to identify programs of study that train individuals for areas of immediate workforce need and provide the agency with a list of eligible programs of study.

(e) Grant awards shall be established by the agency based upon available resources.

Section 33. Section 2506-A(b) of the act, added December 23, 2003 (P.L.304, No.48), is amended to read:

Section 2506-A. Review process.

* * *

(b) [Strategic plan.--Each district's review shall be scheduled one year prior to the date required for filing of the district's strategic plan under 22 Pa. Code § 4.13 (relating to strategic plans) or its successor regulations, except that all districts placed on the education empowerment list pursuant to section 1703-B or determined to be distressed pursuant to section 691 as of the effective date of this article shall be included in the initial cycle of school districts subject to a review.] **(Reserved)**.

* * *

Section 34. This act shall apply as follows:

(1) The amendment or addition of sections 1073, 1073.1, 1076, 1077, 1078 and 1080 of the act shall apply to contracts of district superintendents or assistant district superintendents entered into or renewed on or after November 1, 2012.

(2) To contracts and purchases advertised on or after July 1, 2012, or immediately, whichever is later.

Section 35. This act shall take effect as follows:

(1) The amendment of section 1308 of the act shall take effect in 60 days.

(2) The amendments of section 1439 of the act shall take effect in 90 days.

(3) The addition of Article XV-G of the act shall take effect immediately.

(4) Except as otherwise provided in paragraph (5), the addition of Article XVI-C of the act shall take effect in 60 days.

(5) The addition of section 1604-C(b)(3)(v) of the act shall take effect two years from the effective date of this section.

(6) The reenactment and amendment of section 1704-B heading and (c) of the act shall take effect immediately.

(7) Section 34 and this section shall take effect immediately.

(8) The remainder of this act shall take effect July 1, 2012, or immediately, whichever is later.

APPROVED--The 30th day of June, A.D. 2012.

TOM CORBETT

Pennsylvania Department of Education

Educator Effectiveness

Administrative Manual

Governor
Tom Corbett

Secretary of Education
Ron Tomalis



2012-13 Part 1

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Administrative Policies for Effective Evaluation Procedures

Project Goal

To develop an Educator Effectiveness Manual that will provide guidance in the evaluation of educators, highlight critical components of effectiveness training, and offer opportunities for professional growth. The term “educator” includes teachers, all professional and temporary professional employees, education specialists, and school administrators/principals.

The *Educator Effectiveness Manual* describes the features of Act 82 and compliance requirements set forth by the legislation. This manual is designed to help guide educators in the implementation of the rating tool and to provide assistance for educators regarding required and recommended information related to educator effectiveness.

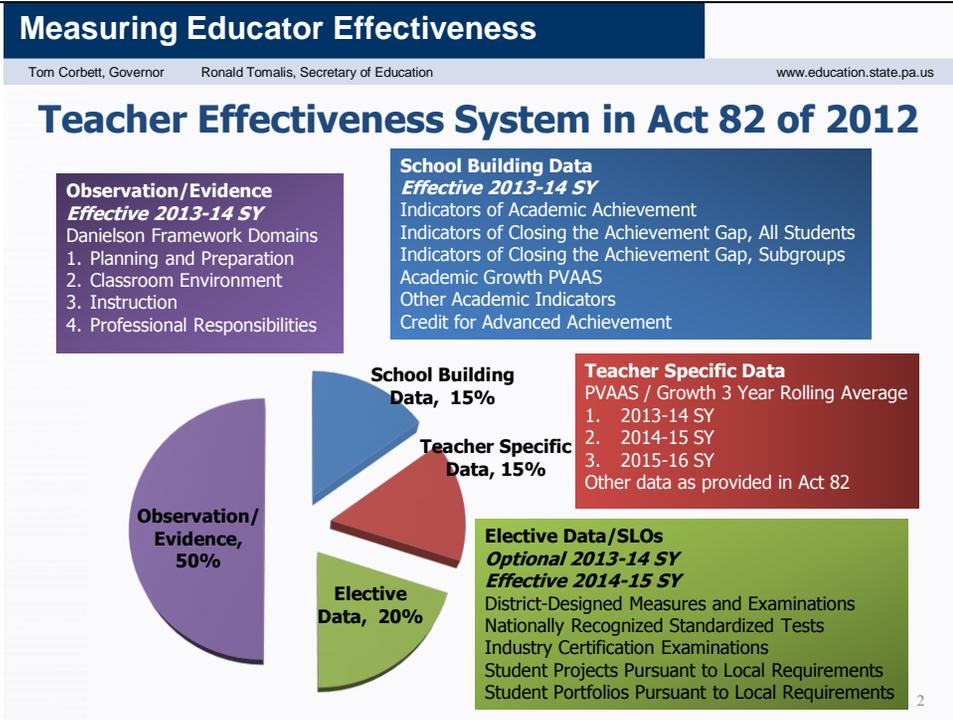
Pennsylvania Department of Education has approved an evaluation tool and provide guidance with best practices, but will not approve a Supervision Model. The supervision of teachers is a local decision.

The goal of the Educator Effectiveness Project is to ensure that students have an effective teacher in their classrooms and effective leadership in every building.

Chapter 1: Act 82 (Published in Section 1123 of the School Code)

Teacher Evaluation	<p>Beginning with the 2013-2014 school year, the evaluation of the effectiveness of professional and temporary professional employees with instructional certificates serving as classroom teachers shall be give due consideration to the following:</p> <ol style="list-style-type: none">1. Classroom observation and practice models which shall comprise fifty percent (50%) of the overall rating that are related to student achievement in each of the following areas:<ol style="list-style-type: none">a. Planning and preparationb. Classroom environmentc. Instructiond. Professional responsibilities2. Student Performance, which shall comprise fifty percent (50%) of the overall rating of the professional employee or temporary employee serving as a classroom teacher, shall be based upon multiple measures of student achievement.3. The department shall develop a rating scale to reflect student performance measures and employee observation results. <p>The following charts are visuals depicting the rating tool of the Teachers Effectiveness Instruments for professional and temporary professional employees with and without eligible PVAAS scores: The third chart depicts the Principal Effective rating tool.</p>
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Teachers with Eligible PVAAS Score



Teachers without eligible PVAAS scores

Measuring Educator Effectiveness
 Tom Corbett, Governor - Ronald Tomalis, Secretary of Education
 www.education.state.pa.us

Teacher Effectiveness System in Act 82 of 2012

Observation/Evidence
Effective 2013-2014
 Danielson Framework Domains
 1. Planning and Preparation
 2. Classroom Environment
 3. Instruction
 4. Professional Responsibilities

Building Level Data
Effective 2013-2014 SY
 Indicators of Academic Achievement
 Indicators of Closing the Achievement Gap, All Students
 Indicators of Closing the Achievement Gap, Subgroups
 Academic Growth PVAAS
 Other Academic Indicators
 Credit for Advanced Achievement

Building Level Data, 15%

Elective Data, 35%

Observation/Evidence, 50%

Elective Data/SLOs
Optional 2013-2014 SY
Effective 2014-2015 SY
 District Designed Measures and Examinations
 Nationally Recognized Standardized Tests
 Industry Certification Examinations
 Student Projects Pursuant to Local Requirements
 Student Portfolios Pursuant to Local Requirements

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Principal Evaluation Tool

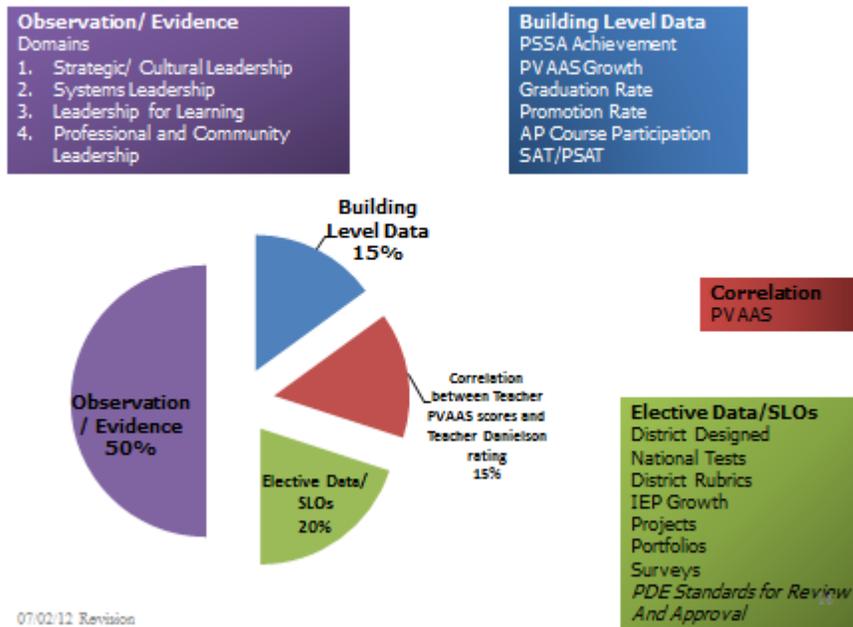
Beginning in the 2014–15 school year, **principal effectiveness** shall be measured using a rating tool designed specifically for professional employees and temporary professional employees serving as principals which give due consideration to the following:

1. Planning and preparation
2. School environment
3. Delivery of service
4. Professional development
5. Student performance

Student performance shall be measured for professional and temporary professional employees supervised by the principal and shall comprise fifty percent (50%) of the principal’s overall rating.

Principal Evaluation Tool

Principal Effectiveness System



Non-teaching professional employees

Beginning in the 2014–15 school year, **non-teaching professional employees** shall be evaluated using a rating tool designed specifically for non-teaching employees which give due consideration to the following:

1. Planning and preparation
2. Educational environment
3. Delivery of service
4. Professional development
5. Student performance

<p>Student performance of all students in the school building in which the non-teaching professional employee is employed which shall comprise twenty percent (20%) of the overall rating of non-teaching professional employees and temporary employees.</p> <p>The term “non-teaching professional employee” shall mean an education specialist or professional employee or temporary professional employee who provides services other than classroom instruction.</p> <p>Each rating tool developed or approved shall identify the overall performance rating of the professional employees and temporary professional employees serving as classroom teachers, principals, and non-teaching professional employees as one of the following:</p> <ol style="list-style-type: none">1. Distinguished – shall be considered satisfactory2. Proficient – shall be considered satisfactory3. Needs improvement – shall be considered satisfactory, except that any subsequent overall rating of "needs improvement" issued by the same employer within ten (10) years of the first overall performance rating of "needs improvement" where the employee is in the same certification shall be considered unsatisfactory4. Failing – shall be considered unsatisfactory <p>Supervision and Evaluation</p> <p>The Teachers' Effectiveness Instrument is designed to improve student achievement by providing a process for continuous professional development and the inclusion of multiple measures of student growth. Supervision of the teachers' practice is accomplished through formal and informal observations measured against research supported best practices-<i>Danielson's Framework for Teachers</i>. The assessment of the Framework for Teachers and other observational data is formative. The collaborative reflections of the observational data will focus the efforts of the teacher on a professional development plan to improve instructional practices and student achievement.</p> <p>Summative evaluations complement the formative supervision process. Act 82 states that all professional employees must be evaluated once a year and temporary professional employees must be evaluated twice a year. The data from the <i>Danielson's Framework for Teaching</i>, other observational data, and the Multiple Measures data will be used to determine a performance rating (Summative Evaluation). Act 82 requires that all teachers will be rated as Distinguished, Proficient, Needs Improvement or Failing. An overall rating of Distinguished and Proficient shall be considered satisfactory. An overall performance rating of Needs Improvement shall be considered satisfactory, except that any subsequent overall rating of Needs Improvement issued by the same</p>
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	<p>employer within ten (10) years of the first overall performance rating of Needs Improvement where the employee is in the same certification shall be considered as unsatisfactory. An overall performance rating of Failing is considered unsatisfactory. An unsatisfactory rating requires a Performance Improvement Plan and Intensive Supervision that is enacted for evaluation purposes based upon the Performance Improvement Plan.</p> <p>Pennsylvania's Department of Education has identified a supervision model consisting of two modes that will result in professional development of educators: Formal Observation and Differentiated Supervision. The Differentiated Supervision Mode recognizes the level of experience, the effectiveness, and professionalism of teachers as well as the intensity and time commitment of the Formal Observation Mode using the <i>Danielson Framework for Teaching</i>. Therefore, it is recommended that a Cycle of Supervision should be established by the local LEA based upon the number of teachers required to be observed in the Formal Observation Mode (temporary professional employees, professional employees new to a district, employees assigned to the required year of Formal Observation and employees assigned to a Performance Improvement Plan).</p> <p>Temporary professional employees will be rated a minimum of two times during the school year and professional employees will be rated annually. Ratings shall be performed by or under the supervision of the chief school administrator or, if so directed by the chief school administrator, by an assistant administrator, a supervisor or a principal who has supervision over the work of the professional employee or temporary professional employee being rated, provided that no unsatisfactory rating shall be valid unless approved by the chief school administrator. No employee shall be dismissed unless the employee has been provided a complete rating tool provided for classroom observations of deficiencies in practice supported by anecdotal records that justify the unsatisfactory rating.</p> <p>Charter schools are not included in this rating system but may choose to participate.</p> <p>The following chart depicts a timeline for the Keystone Exams and implementation of the three year rolling average of the PVAAS data:</p>
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Testing Timeline



Pennsylvania's Educator Effectiveness System: PVAAS Teacher Reporting Implementation Timeline

School Years:	<u>SY12-13</u>	<u>SY13-14</u>	<u>SY14-15</u>	<u>SY15-16</u>	<u>SY16-17</u>
PA State Assessments	<p>Keystones: Alg I, Bio, Lit Operational</p> <p>PSSA 3-8: Operational PSSA-CC 3-5: Field Test PSSA-CC 6-8: Not tested</p> <p><i>PVAAS Base Yr Reset 4-8</i></p>	<p>Keystones: Alg I, Bio, Lit Operational</p> <p>PSSA 3-8: Operational PSSA-CC 3-5: Field Test PSSA-CC 6-8: Field Test</p> <p><i>PVAAS Base Yr Reset 4-8</i></p>	<p>Keystones: Alg I, Bio, Lit Operational</p> <p>PSSA-CC 3-8: Operational</p> <p><i>PVAAS Base Yr Reset 4-8</i></p>	<p>Keystones: Alg I, Bio, Lit Operational</p> <p>PSSA-CC 3-8: Operational</p> <p><i>PVAAS Base Year Set 4-8 Based on SY15-16</i></p>	<p>Keystones: Alg I, Bio, Lit Operational</p> <p>PSSA-CC 3-8: Operational</p> <p><i>PVAAS Base Year for 4-8 -Based on SY15-16 Base</i></p>
PVAAS Roster Verification & PVAAS Teacher Reporting	<p>Spring 2013 LEA Pilot of PVAAS Roster Verification Window</p> <p>Fall 2013 Release Pilot Release of PVAAS Teacher Reporting (Based on SY12-13)</p> <p><i>Does <u>NOT</u> Count Towards 1st Educator Effectiveness PVAAS 3 Year Rolling Average</i></p>	<p>Winter 2013 & Spring 2014 PVAAS Roster Verification Windows</p> <p>Fall 2014 Release PVAAS 1-Year Teacher Reporting (Based on SY13-14)</p> <p><i>DOES Count Towards Educator Effectiveness PVAAS 3 Year Rolling Average</i></p>	<p>Winter 2014 & Spring 2015 PVAAS Roster Verification Windows</p> <p>Fall 2015 Release PVAAS 1-Year Teacher Reporting (Based on SY14-15)</p> <p><i>DOES Count Towards Educator Effectiveness PVAAS 3 Year Rolling Average</i></p>	<p>Winter 2015 & Spring 2016 PVAAS Roster Verification Windows</p> <p>Fall 2016 Release PVAAS 1-Year Teacher Reporting (Based on SY15-16)</p> <p><i>Fall 2016 Release of 1st PVAAS 3-Year Rolling Average to be Used on PA Educator Effectiveness System Rating Form for SY15-16 (Based on SY13-14, SY14-15, SY15-16)</i></p>	<p>Winter 2016 & Spring 2017 PVAAS Roster Verification Windows</p> <p>Fall 2017 Release PVAAS 1-Year Teacher Reporting (Based on SY16-17)</p> <p><i>Fall 2017 Release of 2nd PVAAS 3-Year Rolling Average to be Used on PA Educator Effectiveness System Rating Form for SY16-17 (Based on SY14-15, SY15-16, SY16-17)</i></p>

February 2013
PVAAS Statewide Team for PDE
pdepvaas@iu13.org

Chapter 2: Overview of the Danielson System

<p>Overview of the Danielson Framework Regulatory requirements Best Practices 4 rating Definitions recommendations</p> <p><i>Professional Development Available</i></p> <p><i>Describe Danielson 50% Supervision Use for evaluation - the preponderance of evidence Domain level</i></p> <p><i>Who is the evaluator?</i></p>	<p>Ratings shall be performed by or under the supervision of the chief school administrator or, if so directed by the chief school administrator, by an assistant administrator, a supervisor or a principal who has supervision over the work of the professional employee or temporary professional employee being rated, provided that no unsatisfactory rating shall be valid unless approved by the chief school administrator</p> <p>(b) <i>Rating and Evaluation procedure.</i> The rater shall determine and assign a performance rating for teacher practice. In determining a rating, the rater may utilize any of the following functions:</p> <ol style="list-style-type: none">(1) Examine sources of evidence provided by the teacher;(2) Refer to each of the four domains identified in Subsection (a);(3) Record dates when evidence is received or obtained by rater, and dates for observations, interviews and conferences; and(4) Record sources of evidence used to determine the results of the rating in each domain. <p>(c) <i>Evidentiary documentation.</i> Teacher practice evaluation results and ratings shall be based on clear and timely records. As appropriate for the employee and their placement in a classroom and educational program, these records may include, but not be limited to, a combination of any of the following items:</p> <ol style="list-style-type: none">(1) Documented notations of classroom observations, teacher/rater conferences or interviews, or
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<p>Formal Observation IU Training Best Practice Domain Ratings Weightings??</p>	<p>informal observations or visits.</p> <p>(2) Lesson unit plans (types, titles and numbers), materials, technology, teacher resource documents, visual technology, space, student assignment sheets, student work, instructional resources, student records, grade book, progress reports and report cards.</p> <p>(3) Interaction with student’s family.</p> <p>(4) Family, parent, school and community feedback.</p> <p>(5) Act 48 documentation.</p> <p>(6) Use of teaching and learning reflections.</p> <p>The documentation, evidence and findings of the rater shall provide a basis for the rating of the employee in each of the four domains of teacher practice as set forth in Subsections (d) and (e).</p> <p><i>Classroom observations by the Principal/supervisor will include demonstrated behaviors associated with improving student achievement. There are four (4) Domains that describe the effective teaching process:</i></p> <ul style="list-style-type: none">– <i>Domain 1 - <u>Planning and preparation</u></i>, including selecting standards-based lesson goals and designing effective instruction and assessment;– <i>Domain 2 - <u>Classroom environment</u></i>, including establishing a culture for learning and appropriate classroom management techniques that maximize instructional time;– <i>Domain 3 - <u>Instruction</u></i>, including the use of research-based strategies which
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- engage students in meaningful learning and utilize assessment results to make decisions about student needs; and
- **Domain 4 - Professional responsibilities**, including using systems for managing student data and communicating with student families

- *Domains 2 and 3 are the onstage or observation modes for an evaluator to view.*

Teachers interested in experiencing a training module relative to Charlotte Danielson’s “Framework For Teaching” may review a Teachscape module that will result in 2 hours of Act 48 Professional Development

*The Danielson Framework can be found on the PDE website at <http://www.pdesas.org>
Click on the framework link

A Formal Observation guideline should include the following three segments:

A **pre-conference**, which should be held before the observation. Prior to the pre-conference, the teacher should provide the observer a copy of the lesson plan (Domain 1). The teacher should add additional input to the lesson plan that emerges from the pre-observation conference.

The **observation**: The observer should arrive prior to the start of the lesson. The evaluator provides the teacher a completed observation form as soon as possible after the observation. Prior to the post conference, the teacher should complete a self assessment rubric for the observer prior to the post-conference.

The **post-conference** should be held within a **reasonable timeframe after the** observation. At the conference the comparison of the observer’s report and the teacher’s summary should be

	reviewed. The evaluator notes the components of agreement and then invites the teacher to take the lead in discussing the other components where agreement does not occur.
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(A) Teacher Practice

Domain	Title	*Rating* (A)	Factor (B)	Earned Points (A x B)	Max Points
I.	Planning & Preparation		20%		0.60
II.	Classroom Environment		30%		0.90
III.	Instruction		30%		0.90
IV.	Professional Responsibilities		20%		0.60
(1) Total Teacher Practice Rating					3.00

Domain Rating Assignment 3 Point Scale (A)	
Rating	Value
Failing	0
Needs Improvement	1
Proficient	2
Distinguished	3

Chapter 3: Multiple Measures: Building Data

Building Level Data (15%)	15% of the evaluation will be based on Building Level Data: Provided by PDE
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<p>School Performance Profile</p>	<p>PSSA Achievement PVAAS Growth Graduation Rate Promotion Rate Attendance Rate AP Course Participation SAT/PSAT</p>
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The assessment of teachers with a PVAAS score will be based upon multiple measures of student achievement including, but not limited to, student standardized test scores. Fifteen percent (15%) will be based upon building data including student standardized test scores, graduation rates, attendance, and advanced placement course participation. An additional fifteen percent (15%) of the assessment will be based upon teacher specific valued added data including student progress. The remaining twenty percent (20%) will be based on Elective Data using the **Student Learning Objectives Process (SLO's)** developed locally which measures student achievement selected by the school district from a list of measures of elective data such as:

- a. District Designed Measures and Examinations approved by the Department of Education
- b. National Recognized Standardized Tests
- c. Industry Certification Examinations
- d. Student Projects Pursuant to Local Requirements
- e. Student Portfolios Pursuant to Local Requirements

<p>Pennsylvania School Performance Profile</p>	<p>The PA School Performance Profile will provide a quantitative academic score based upon a 100-point scale to represent the overall academic performance of each school in Pennsylvania. Scores are calculated based upon defined weighted data elements. If a school is missing a data element and thus, its representative score, the display area will reflect that circumstance and the calculation for the academic score will be adjusted accordingly. For Educator Effectiveness, the 100-point scale is converted to a 0 – 3 scale to</p>
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	<p>facilitate combining with the other multiple measures.</p> <p>The score for a school is based upon indicators that define a high performing school. Many data elements come together to create the academic score. These elements are categorized into five areas.</p> <p>The first three areas represent 50% of the building level score:</p> <ul style="list-style-type: none">• <u>Indicators of Academic Achievement</u> (40%) include PSSA performance, industry standards-based competency assessment performance, grade 3 reading proficiency, and SAT/ACT college ready benchmarks. (NOCTI/NIMS for schools Industry Based)• <u>Indicators of Closing the Achievement Gap (5%)- All Students</u> scores how well a school is making progress toward proficiency of all students in the schools Taking exams..• <u>Indicators of Closing the Achievement Gap(5%) – Historically Low Performing Students</u> scores how well a school is making progress toward proficiency of high needs students who have historically not demonstrated proficiency. Students with Disabilities, English Language Learners, Economically Disadvantaged Students. The goal is to close half the gap over 6 years. <p>This category represents 40% of the building level score:</p> <ul style="list-style-type: none">• <u>Indicators of Academic Growth/PVAAS</u> measure the school’s impact on the academic progress of groups of students from year-to-year. Ten percent (10%) in each of the four subjects. (Math, Reading, Science, and Writing) <p>This category represents 10% of the building level score:</p> <ul style="list-style-type: none">• <u>Other Academic Indicators</u> assesses factors that contribute to student achievement (e.g., graduation rate, promotion rate).Attendance Rates, Offering of Rigor (Advance Placements/International Baccalaureate or College Credit PSAT/Plan Participation) <p>Schools may earn additional points via <u>Extra Credit for Advanced Achievement</u> (Extra 7 Points) based upon advanced performance on state, industry standards-based competency assessments, and advanced placement exams. (PSSA Keystones, PSSA Exams)</p> <p>Pennsylvania School Performance Profile</p> <p>The PA School Performance Profile will provide a quantitative academic score based upon a 100-point scale to represent the overall academic performance of each school in Pennsylvania. Scores are calculated based upon defined weighted data elements. These elements include: Indicators of Academic</p>
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Achievement, Indicators of Closing the Achievement Gap, Indicators of Academic Growth/PVAAS, Other Academic Indicators, and Extra Credit for Advanced Achievement. If a school is missing a data element and thus, its representative score, the display area will reflect that circumstance and the calculation for the academic score will be adjusted accordingly. For Educator Effectiveness, the 100-point scale is converted to a 0 – 3 scale to facilitate combining with the other multiple measures.

Pennsylvania School Performance Profile

The PA School Performance Profile will provide a quantitative academic score based upon a 100-point scale to represent the overall academic performance of each school in Pennsylvania. Scores are calculated based upon defined weighted data elements. If a school is missing a data element and thus, its representative score, the display area will reflect that circumstance and the calculation for the academic score will be adjusted accordingly. For Educator Effectiveness, the 100-point scale is converted to a 0 – 3 scale to facilitate combining with the other multiple measures. The following indicators are used to determine the quantitative academic score:

Indicators of Academic Achievement

- Percent Proficient or Advanced on Pennsylvania System of School Assessment (PSSA) Mathematics, Reading, Science, and Writing tests
- Percent Competent or Advanced on Industry Standards-Based Competency Assessments [NOCTI (a job ready assessment for career and technology center students) and/or NIMS (National Institute for Metalworking Skills certification)]
- Percent Proficient or Advanced on PSSA grade 3 reading
- Percent meeting SAT/ACT college ready benchmark

Indicators of Closing the Achievement Gap – All Students

- Percent of gap closure met in Mathematics, Reading, Science, and Writing

Indicators of Closing the Achievement Gap – Historically Low Performing Students

- Percent of gap closure met in Mathematics, Reading, Science, and Writing

Indicators of Academic Growth/PVAAS

	<ul style="list-style-type: none"> • The PVAAS Average Growth Index <ul style="list-style-type: none"> ○ A measure of student progress across the tested grade levels in a school in Mathematics, Reading, Science, and Writing <p><u>Other Academic Indicators</u></p> <ul style="list-style-type: none"> • Cohort graduation rate • Promotion rate • Attendance rate • Advanced Placement, International Baccalaureate Diploma, or Dual Enrollment offered • PSAT/Plan participation <p><u>Credit for Advanced Placement</u></p> <ul style="list-style-type: none"> • Percent Advanced on Pennsylvania System of School Assessment (PSSA) Mathematics, Reading, Science, and Writing • Percent Advanced on Industry Standards-Based Competency Assessments [NOCTI (a job ready assessment for career and technical center students) and/or NIMS (National Institute for Metalworking Skills certification)] <p>Percent of Grade 12 Cohort Scoring 3 or higher on an Advanced Placement Exam</p>
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(B) Student Performance - Building Level Data, Teacher Specific Data, and Elective Data

Building Level Score (0 – 107)	
(2) Building Level Score Converted to 3 Point Rating	

Overview Calculated by the PDE

Regulatory Piece

Best Practice Teachers in more than 4 Buildings Data Substitute Danielson Average up to 4 Absence of data less than 25% of time means absence Local decision

Chapter 4: Multiple Measures: Teacher Specific Data

Overview
Regulatory Piece
Best Practice
Professional /development

<p>Teacher Specific Value Added Growth Measure (15%)</p> <p>Pennsylvania Value-Added Assessment System (PVAAS)</p>	<p>Fifteen (15%) of the evaluation will be based on Teacher Specific Valued Added Growth Data:</p> <p>Teacher specific data shall include but not be limited to all of the following:</p> <ul style="list-style-type: none">- Student performance on standardize assessments (PSSA Tests and Keystone Assessments)- Value-added assessment system data made available by the Department under section 221 (PVAAS)- Locally developed value assessment system data- Progress in meeting the goals of student individualized education plans required under IDEA <p>The Department has contracted SAS Inc. to make available PVAAS for schools to use as the rating tool in the evaluation for the teacher effectiveness tool. SAS has been working in three other states and has been in business since 1996. PVAAS is not a test, but a growth tool to separate achievement from the progress of the individual student. Building and schools will be assessed, but not individual grades levels. Teacher effectiveness rating will not occur until a teacher has three years of a rolling average in academic growth (PVAAS). This data will be used as part of the teacher’s summative evaluation. TLEA’s are responsible to make sure the right teacher will need to be linked to the right students and the right course for the right proportion of time. Certified educators who are assigned full or partial responsibility for a student’s learning in a particular subject/grade/course are assigned as the teacher of record for PVAAS reporting. Intervention specialists, literacy coaches, gifted teachers, and special education teachers who also meet the criteria below are also included in the PVAAS growth model.</p> <p>The following are examples of the criteria to be used in assessing PVAAS reporting:</p>
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	<ul style="list-style-type: none"> • Lead Teacher having primary responsibility for instruction • Co-Teacher having shared responsibility for instruction • Contributing Professional – providing key contribution or service for instruction <p>Staff in the following roles are not included in PVAAS reporting:</p> <ul style="list-style-type: none"> • Paraprofessionals/Instructional Aides in a role not requiring a PA instructional certificate • Supporting Professionals providing limited or targeted support in a subject/grade/course • Mentor serving in a coaching role to an education professional <p>The Department of Education will offer other options of Elective Data when the data is available in the district and approved by the Department of Education.</p> <p>PVAAS information resources can be found at XXXXXXXXXXXXXXXXXXXX</p>
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(3) Teacher Specific Rating	
(4) Elective Rating	

Chapter 5: Multiple Measures: Elective Data

Overview

Regulatory Piece SLO May use

Best Practice – PDE will publish on SAS

Professional /development

<p>Elective Data (20%)</p>	<p>Twenty (20%) of the evaluation will be based on Elective Data/Student Learning Objectives (SLOs): The 20% is locally developed and selected by the school district from a list of measures approved by the Department and published in the PA. Bulletin by June 30th of each year and including but not limited to the following:</p> <ol style="list-style-type: none"> 1. Student Learning Objectives Process <ol style="list-style-type: none"> a. District Designed Measures and Examinations b. Nationally Recognized Standardized Tests c. Industry Certification Examinations d. Student Projects Pursuant to Local Requirements e. Student Portfolios Pursuant to Local Requirements <p>The SLO Template and training modules can be found at XXXXXXXXXXXXXXXXXX</p> <ol style="list-style-type: none"> 2. Surveys <p>This information can be found at the following website: www.pdesas.org</p>
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<p>(4) Elective Rating</p>	
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Who would be the "rater" of an employee when there is no principal of record?

Act 82 states that the rating must be performed by the "chief school administrator" or a designee (the employee's supervisor who is directed to do the rating by the chief school administrator). Section 1123(h)(3) of Act 82 reads:
 Ratings shall be performed by or under the supervision of the chief school administrator or, if so directed by the chief school administrator, by an assistant administrator, a supervisor or a principal who has supervision over the work of the professional employee or temporary professional employee being rated, provided that no unsatisfactory rating shall be valid unless approved by the chief school administrator.
 "Chief school administrator" is defined by Act 82 as including "individuals who are employed as a school district superintendent, an executive director of an intermediate unit or a chief school administrator of an area vocational-technical school."

Draft 2/12/13

Hence, the task of rating a professional employee is under the direction of the chief administrator of the organization or a supervisor who is directed to do the rating by the chief administrator. There is no need to have a “principal of record.”

Chapter 6: Rating Tool: Teachers with Eligible PVAAS Scores

Rating form

<p>Overview</p> <p>For teachers with eligible PVAAS scores</p>	<p>Teachers with an eligible PVAAS score are permanent or temporary professional employees who hold a valid Pennsylvania teaching certificate who are responsible for the eligible content on the state assessment in the following areas:</p> <p>Tests that provide PVAAS scores include:</p> <table border="0"> <tr> <td data-bbox="514 381 1218 592"> <p><u>PSSA</u></p> <p>English/Language Arts Grades 4 through 8 Mathematics, Grade 4 through 8 Science , Grades 5 and 8</p> </td> <td data-bbox="1218 381 1921 682"> <p><u>Keystone Exams</u></p> <p>Literature exam Algebra I exam Biology exam, and any future Keystone exams approved by the Department of Education.</p> </td> </tr> </table> <p>Attribution: The percent of time assigned to the teacher will be determined by the local LEA's for the purpose of evaluation. Although grade 3 teachers will test PSSA's, the attribution of the PSSA scores will not occur until Grade 4.</p> <p>PVAAS cannot be used until year 3 of the of teacher specific data. Along as you are in the same certificated area you will be evaluated on the three year rolling average. If you change your certificated area of instruction, the rolling average will start over in year one. Reporting will begin from 2013-14, 2014-15, 2015-16.</p> <p>For teachers with eligible PVAAS scores the final evaluation will be based upon the following multiple measures:</p> <ol style="list-style-type: none"> 1. Observation evidence based upon the Danielson Framework (50%) 2. School Performance Profile (15%) 3. Teacher Specific Value Added Growth Measure (15%) 4. Elective Data (20%). 	<p><u>PSSA</u></p> <p>English/Language Arts Grades 4 through 8 Mathematics, Grade 4 through 8 Science , Grades 5 and 8</p>	<p><u>Keystone Exams</u></p> <p>Literature exam Algebra I exam Biology exam, and any future Keystone exams approved by the Department of Education.</p>
<p><u>PSSA</u></p> <p>English/Language Arts Grades 4 through 8 Mathematics, Grade 4 through 8 Science , Grades 5 and 8</p>	<p><u>Keystone Exams</u></p> <p>Literature exam Algebra I exam Biology exam, and any future Keystone exams approved by the Department of Education.</p>		

<p>Observation Evidence (50%)</p>	<p><u>Teachers will be evaluated on the following domains found in the Danielson Framework for Teaching Evaluation Instrument:</u></p> <p><i>Domain 1 - <u>Planning and preparation</u>, including selecting standards-based lesson goals and designing effective instruction and assessment.</i></p> <p><i>Domain 2 - <u>Classroom environment</u>, including establishing a culture for learning and appropriate classroom management techniques that maximize instructional time.</i></p> <p><i>Domain 3 - <u>Instruction</u>, including the use of research-based strategies which engage students in meaningful learning and utilize assessment results to make decisions about student needs.</i></p> <p><i>Domain 4 - <u>Professional responsibilities</u>, including using systems for managing student data and communicating with student families.</i></p>
<p>School Performance Profile (15%)</p>	<p>15% of the evaluation will be based on Building Level Data: Provided by PDE</p> <p>PSSA Achievement PVAAS Growth Graduation Rate Promotion Rate Attendance Rate AP Course Participation SAT/PSAT</p>

<p>Teacher Specific Value Added Growth Measure (15%)</p>	<p>Fifteen (15%) of the evaluation will be based on Teacher Specific Valued Added Growth Data:</p> <p>Teacher specific data shall include but not be limited to all of the following:</p> <ul style="list-style-type: none">- Student performance on standardize assessments (PSSA Tests and Keystone Assessments)- Value-added assessment system data made available by the Department under section 221 (PVAAS)- Locally developed value assessment system data- Progress in meeting the goals of student individualized education plans required under IDEA <p>The Department has contracted SAS Inc. to make available PVAAS for schools to use as the rating tool in the evaluation for the teacher effectiveness tool. PVAAS is not a test, but a growth tool to separate achievement from the progress of the individual student. Building and schools will be assessed, but not individual grades levels. Teacher effectiveness rating will not occur until a teacher has three years of a rolling average in academic growth (PVAAS). This data will be used as part of the teacher’s summative evaluation. Certified educators who are assigned full or partial responsibility for a student’s learning in a particular subject/grade/course are assigned as the teacher of record for PVAAS reporting. Intervention specialists, literacy coaches, gifted teachers, and special education teachers who also meet the criteria below are also included in the PVAAS growth model.</p> <p>The following are examples of the criteria to be used in assessing PVAAS reporting:</p> <ul style="list-style-type: none">• Lead Teacher having primary responsibility for instruction• Co-Teacher having shared responsibility for instruction• Contributing Professional – providing key contribution or service for instruction
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	<p>Staff in the following roles are not included in PVAAS reporting:</p> <ul style="list-style-type: none">• Paraprofessionals/Instructional Aides in a role not requiring a PA instructional certificate• Supporting Professionals providing limited or targeted support in a subject/grade/course• Mentor serving in a coaching role to an education professional <p>The Department of Education will offer other options of Elective Data when the data is available in the district and approved by the Department of Education.</p> <p>PVAAS information resources can be found at XXXXXXXXXXXXXXXXXXXX</p>
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<p>Elective Data (20%)</p>	<p>Twenty (20%) of the evaluation will be based on Elective Data/Student Learning Objectives (SLOs): The 20% is locally developed and selected by the school district from a list of measures approved by the Department and published in the PA. Bulletin by June 30th of each year and including but not limited to the following:</p> <p>3. Student Learning Objectives Process</p> <ul style="list-style-type: none">f. District Designed Measures and Examinationsg. Nationally Recognized Standardized Testsh. Industry Certification Examinationsi. Student Projects Pursuant to Local Requirementsj. Student Portfolios Pursuant to Local Requirements <p>The SLO Template and training modules can be found at XXXXXXXXXXXXXXXXXXXX</p> <p>4. Surveys</p>
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	This information can be found at the following website: www.pdesas.org
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Procedure	<p>The Department of Education (Department) will develop a rating scale to reflect student performance measures, employee observation results, and establish a procedure for combining measures to establish an overall score ranges for each of the four rating categories: Failing, Needs Improvement, Proficient, and Distinguished</p> <p>The final evaluation will be given to all employees when school profile information is available. In the absence of data, the rating piece will be based on the Danielson Framework</p> <p>Administrators will evaluate all non-tenured teachers at least two times during the year and tenured teachers at least once per year. Any professional employee who has been rated as Needs Improvement or Failing, shall be placed on a Performance Improvement Plan. A preponderance of evidence will be used to determine the rating of the professional staff.</p> <p>Current Rating Systems under existing agreements or contracts must be discontinued in any new or renewed agreements or contracts or during the “status quo” period after an expired contract. No new agreements or contract may provide for a rating system other than what is provided by Act 82.</p>
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<p>Rating Tool</p>	<p>Beginning with the 2013-2014 school year, the evaluation of the tenured professional employees and temporary professional employees servicing as classroom teachers will be based on the Preponderance of Observation Evidence collected by the administrator.</p> <ol style="list-style-type: none">1. Fifty (50%) of the evaluation will be based on the Observable Evidence based upon the Danielson Framework2. (15%) School Performance Profile3. (15%) Teacher-Specific Value Added Growth Measure4. (20%) Elective Data <p>Consideration will be given to Classroom Observation and practice models that are related to student achievement in each of the following areas:</p> <p>XXXXXXXXXXXXXXXXXXXXXXXXXXXX</p> <p>Each rating tool developed or approved under this section shall identify the overall performance rating of the professional employees and temporary professional employee serving as classroom teachers, principals, and nonteaching professional employees as one of the following:</p> <ol style="list-style-type: none">i. 3 Points Distinguishedii. 2 Points Proficientiii. 1 Point Needs Improvementiv. 0 Points Failing <p>An overall performance of “Needs Improvement” or “Failing” shall require the employee to participate in a Performance Improvement Plan. No employee shall be rated “Needs Improvement” or “Failing” based solely upon student test scores.</p> <p>Rating Tool Form</p>
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	<p>The actual evaluation tool can be found at the following website: XXXXXXXXXXXXXXXXXX</p> <p><i>Resources for teachers can be found at:</i> http://www.pdesas.org <i>click on Materials and Resources</i></p>
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<p>Professional Development</p>	<p><i>Resources for the Danielson Framework for Teaching Effectiveness Instrument can be found at:</i></p> <p>http://www.pdesas.org <i>(click on the Teachscope icon)</i> Teachers may review a Teachscope module that will result in 2 hours of Act 48 Professional Development</p> <p><i>The teacher evaluation rubric is located at www.education.state.pa.us</i></p> <p><i>Educator Effectiveness Project is on the right side under Quick Link Once inside the link, click on Teacher Effectiveness Rubric</i></p> <p><i>Professional Development courses applicable to teacher evaluation can be found at: www.pdesas.org . Click on Teacher Tools, PD Center, Class Registration, Charlotte Danielson: the Framework for Teaching</i></p>
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CLASSROOM TEACHER / TEMPORARY CLASSROOM TEACHER RATING FORM

PDE 82-1 (9/12) – Teachers with Eligible PVAAS Score

Last Name	First	Middle
District/LEA	School	

Rating Date: _____ Evaluation: (Check one) Semi-annual Annual

(C) Teacher Practice

Domain	Title	*Rating* (A)	Factor (B)	Earned Points (A x B)	Max Points
I.	Planning & Preparation		20%		0.60
II.	Classroom Environment		30%		0.90
III.	Instruction		30%		0.90
IV.	Professional Responsibilities		20%		0.60
(1) Total Teacher Practice Rating					3.00

Domain Rating Assignment 3 Point Scale (A)	
Rating	Value
Failing	0
Needs Improvement	1
Proficient	2
Distinguished	3

(D) Student Performance - Building Level Data, Teacher Specific Data, and Elective Data

Building Level Score (0 – 107)	
(2) Building Level Score Converted to 3 Point Rating	

(3) Teacher Specific Rating	
(4) Elective Rating	

(E) Final Teacher Effectiveness Rating – All Measures

Measure	Rating (C)	Factor (D)	Earned Points (C x D)	Max Points
(1) Total Teacher Practice Rating		50%		1.50
(2) Building Level Rating		15%		0.45
(3) Teacher Specific Rating		15%		0.45
(4) Elective Rating		20%		0.60
Total Earned Points				3.00

Draft 2/12/13

Rating: Classroom Teacher, OR Rating: Temporary Classroom Teacher

I certify that the above-named employee for the period beginning _____ and ending _____ has received a

performance rating of: _____ (month/day/year) _____ (month/day/year)

DISTINGUISHED PROFICIENT NEEDS IMPROVEMENT FAILING
resulting in a FINAL rating of:

SATISFACTORY UNSATISFACTORY

years of the first final rating of Needs Improvement where the employee is in the same certification shall be considered unsatisfactory. A rating of Failing shall be considered unsatisfactory.

Conversion to Performance Rating	
Total Earned Points	Rating
0.00-0.49	Failing
0.50-1.49	Needs Improvement
1.50-2.49	Proficient
2.50-3.00	Distinguished

Performance Rating	
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An overall performance rating of Distinguished, Proficient or Needs Improvement shall be considered satisfactory, except that the second Needs Improvement rating issued by the same employer within 10

Date Designated Rater / Position: _____ Date Chief School Administrator

I acknowledge that I have read the report and that I have been

given an opportunity to discuss it with the rater.

My signature does not necessarily mean that I agree with the performance evaluation.

Date Signature of Employee

Chapter 7: Rating Form: Teachers Without a PVAAS Scores

<p><u>Overview</u> <u>Teacher without a PVAAS Score</u></p>	<p>Professional Employees Without a PVAAS Score include: Teachers in grades: K, 1,2, 3 Arts: Music, Art, Theater, Dance Family Consumer Science Health and Physical Education</p>
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	<p>Math Tutors Science Technology Education Social Studies World Language Reading Specialists Instructional Coaches Instructional Support Teachers Vocational Teachers</p>
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	<p>For teachers without eligible PVAAS scores the final evaluation will be based upon the following multiple measures:</p> <ol style="list-style-type: none"> 1. Observation evidence based upon the Danielson Framework (50%) 2. School Performance Profile (15%) 3. Elective Data (35%)
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<p>Observation Evidence (50%)</p>	<p><u>Teachers will be evaluated on the following domains found in the Danielson Framework for Teaching Evaluation Instrument:</u></p> <p style="padding-left: 40px;"><i>Domain 1 - <u>Planning and preparation</u>, including selecting standards-based lesson goals and designing effective instruction and assessment.</i></p> <p style="padding-left: 40px;"><i>Domain 2 - <u>Classroom environment</u>, including establishing a culture for learning and appropriate classroom management techniques that maximize instructional time.</i></p>
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	<p><i>Domain 3 - Instruction</i>, including the use of research-based strategies which engage students in meaningful learning and utilize assessment results to make decisions about student needs.</p> <p><i>Domain 4 - Professional responsibilities</i>, including using systems for managing student data and communicating with student families</p>
<p>School Performance Profile (15%)</p>	<p>15% of the evaluation will be based on Building Level Data:</p> <p>PSSA Achievement PVAAS Growth Graduation Rate Promotion Rate Attendance Rate AP Course Participation SAT/PSAT</p>

<p>Elective Data (35%)</p>	<p>Thirty-five Percent(35%) of the evaluation will be based on Elective Data/Student Learning Objectives (SLOs):</p> <p>The 35% of data percentage is locally developed and selected by the school district from a list of measures approved by the Department and published in the Pa. Bulletin by June 30th of each year and including but not limited to the following:</p> <ol style="list-style-type: none"> 1. Student Learning Objectives Process <ol style="list-style-type: none"> k. District Designed Measures and Examinations
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	<ul style="list-style-type: none">l. Nationally Recognized Standardized Testsm. Industry Certification Examinationsn. Student Projects Pursuant to Local Requirementso. Student Portfolios Pursuant to Local Requirements <p>The SLO Template and training modules can be found at XXXXXXXXXXXXXXXXXX</p> <ul style="list-style-type: none">2. Surveys <p>This information can be found at the following website: www.pdesas.org</p>
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Procedure	<p>The Department of Education will develop a rating scale to reflect student performance measures, employee observation results, and establish overall score ranges for each of the four rating categories: Failing, Needs Improvement, Proficient, and Distinguished</p> <p>In the absence of data, the Danielson Framework will populate the incomplete component.</p> <p>The final evaluation will be given to all employees when all applicable data school profile information is available. Check each chapter PVAAS</p> <p>Administrators will evaluate all non-tenured teachers at least two times during the year and tenured teachers at least once per year. Any professional employee who has been rated as Needs Improvement or Failing, shall be placed on a Performance Improvement Plan. A preponderance of evidence will be used to determine the rating of the professional staff.</p> <p>The final evaluation will be given to all employees when school profile information is available. In the absence of data, the rating piece will be based on the Danielson Framework</p>
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	<p>Current Rating Systems under existing agreements or contracts must be discontinued in any new or renewed agreements or contracts or during the “status quo” period after an expired contract. No new agreements or contract may provide for a rating system other than what is provided by Act 82, subsection M Page 23. Move. Overview</p>
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<p>Rating Tool</p>	<p>Beginning with the 2013-2014 school year, the evaluation of the tenured professional employees and temporary professional employees servng as classroom teachers will be based on the Preponderance of Observation Evidence collected by the administrator. Fifty (50%) of the evaluation will be based on the Observable Evidence according to the percent weighing factor on the rating form. Consideration will be given to Classroom Observation and practice models that are related to student achievement in each of the following areas:</p> <p>Each rating tool developed or approved under this section shall identify the overall performance rating of the professional employees and temporary professional employee serving as classroom teachers, principals, and nonteaching professional employees as one of the following:</p> <ul style="list-style-type: none">i. 3 Points Distinguishedii. 2 Points Proficientiii. 1 Point Needs Improvementiv. 0 Points Failing <p>An overall performance of “Needs Improvement” or “Failing” shall require the employee to participate in a Performance Improvement Plan. No employee shall be rated “Needs Improvement” or “Failing” based solely upon student test scores.</p> <p>Rating Tool Form</p> <p>The actual evaluation tools can be found at the following website: XXXXXXXXXXXXXXXXXX</p>
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	<p><i>Resources for teachers can be found at:</i> http://www.pdesas.org <i>click on Materials and Resources</i></p> <p><i>Also the teacher Rubric is located at www.education.state.pa.us Educator Effectiveness Project on the right side under Quick Link Once inside the link, click on Teacher Effectiveness Rubric</i></p> <p>Teachers may review a Teachscape module that will result in 2 hours of Act 48 Professional Development</p>
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Professional Development	<p><i>Resources for the Danielson Framework for Teaching Effectiveness Instrument can be found at:</i></p> <p>http://www.pdesas.org <i>(click on the Teachscape icon)</i></p> <p>Teachers may review a Teachscape module that will result in 2 hours of Act 48 Professional Development</p> <p><i>The teacher evaluation rubric is located at www.education.state.pa.us</i></p> <p><i>Educator Effectiveness Project is on the right side under Quick Link Once inside the link, click on Teacher Effectiveness Rubric</i></p>
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Professional Development courses applicable to teacher evaluation can be found at: www.pdesas.org . Click on Teacher Tools, PD Center, Class Registration, Charlotte Danielson: the Framework for Teaching

CLASSROOM TEACHER / TEMPORARY CLASSROOM TEACHER RATING FORM

PDE 82-2 (9/12) – Teachers without Eligible PVAAS Score

Last Name	First	Middle
District/LEA	School	
Rating Date:	Evaluation: (Check one) <input type="checkbox"/> Semi-annual <input type="checkbox"/> Annual	

(F) Teacher Practice

Domain	Title	*Rating* (A)	Factor (B)	Earned Points (A x B)	Max Points
I.	Planning & Preparation		20%		0.60
II.	Classroom Environment		30%		0.90
III.	Instruction		30%		0.90
IV.	Professional Responsibilities		20%		0.60
(1) Total Teacher Practice Rating					3.00

Domain Rating Assignment 3 Point Scale (A)	
Rating	Value
Failing	0
Needs Improvement	1
Proficient	2
Distinguished	3

(G) Student Performance - Building Level Data, Teacher Specific Data, and Elective Data

Building Level Score (0 – 107)	
(2) Building Level Score Converted to 3 Point Rating	

(3) Teacher Specific Rating	
(4) Elective Rating	

(H) Final Teacher Effectiveness Rating – All Measures

Measure	Rating (C)	Factor (D)	Earned Points (C x D)	Max Points
(1) Total Teacher Practice Rating		50%		1.50
(2) Building Level Rating		15%		0.45
(3) Teacher Specific Rating	NA	NA	NA	NA
(4) Elective Rating		35%		1.05
Total Earned Points				3.00

Conversion to Performance Rating	
Total Earned Points	Rating
0.00-0.49	Failing
0.50-1.49	Needs Improvement
1.50-2.49	Proficient
2.50-3.00	Distinguished

Rating: Classroom Teacher, **OR** Rating: Temporary Classroom Teacher

Performance Rating	
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I certify that the above-named employee for the period beginning _____ and ending _____ has received a performance rating of: _____ (month/day/year) _____ (month/day/year)

- DISTINGUISHED**
 PROFICIENT
 NEEDS IMPROVEMENT
 FAILING
 resulting in a FINAL rating of:
 SATISFACTORY
 UNSATISFACTORY

An overall performance rating of Distinguished, Proficient or Needs Improvement shall be considered satisfactory, except that the second Needs Improvement rating issued by the same employer within 10

years of the first final rating of Needs Improvement where the employee is in the same certification shall be considered unsatisfactory. A rating of Failing shall be considered unsatisfactory.

 Date Designated Rater / Position: _____ Date Chief School Administrator

I acknowledge that I have read the report and that I have been

given an opportunity to discuss it with the rater.

My signature does not necessarily mean that I agree with the performance evaluation.

Date

Signature of Employee

Chapter 8 Teachers with Instructional Certifications with Unique Roles and Functions **Evidence Rating same as Chapter 7**

<p><u>Overview</u></p> <p><u>For professionals with Unique Roles and Functions</u></p>	<p>Professional Employees with Unique Roles and Functions include:</p> <ul style="list-style-type: none">Gifted TeachersSpecial Education TeachersESL TeachersReading SpecialistsEarly Childhood and Early Intervention TeachersCareer Technology Education TeachersSpeech Language PathologistsSchool Librarians
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<p><u>Observation Evidence (50%)</u></p>	<p><u>Teachers will be evaluated on the following domains found in the Danielson Framework for Teaching Evaluation Instrument:</u></p> <p><i>Domain 1 - <u>Planning and preparation</u>, including selecting standards-based lesson goals and designing effective instruction and assessment.</i></p> <p><i>Domain 2 - <u>Classroom environment</u>, including establishing a culture for learning and appropriate classroom management techniques that maximize instructional time.</i></p> <p><i>Domain 3 - <u>Instruction</u>, including the use of research-based strategies which engage students in meaningful learning and utilize assessment results to make decisions about student needs.</i></p> <p><i>Domain 4 - <u>Professional responsibilities</u>, including using systems for managing student data and communicating with student families</i></p>
<p><u>School Performance Profile (15%)</u></p>	<p>15% of the evaluation will be based on Building Level Data:</p> <p>PSSA Achievement PVAAS Growth Graduation Rate Promotion Rate Attendance Rate AP Course Participation SAT/PSAT</p>

<p><u>Elective Data (35%)</u></p>	<p>Thirty-five Percent(35%) of the evaluation will be based on Elective Data/Student Learning Objectives (SLOs):</p> <p>The 35% of data percentage is locally developed and selected by the school district from a list of measures approved by the Department and published in the Pa. Bulletin by June 30th of each year and including but not limited to the following:</p> <ol style="list-style-type: none">1. Student Learning Objectives Process<ol style="list-style-type: none">a. District Designed Measures and Examinationsb. Nationally Recognized Standardized Testsc. Industry Certification Examinationsd. Student Projects Pursuant to Local Requirementse. Student Portfolios Pursuant to Local Requirements <p>The SLO Template and training modules can be found at XXXXXXXXXXXXXXXXXX</p> <ol style="list-style-type: none">2. Surveys <p>This information can be found at the following website: www.pdesas.org</p>
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<p>Procedure</p>	<p>The Department of Education will develop a rating scale to reflect student performance measures, employee observation results, and establish overall score ranges for each of the four rating categories: Failing, Needs Improvement, Proficient, and Distinguished</p> <p>In the absence of data, the Danielson Framework will populate the incomplete component.</p> <p>This final evaluation will be given to all employees when the school profile information is available.</p>
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	<p>Administrators will evaluate all non-tenured teachers at least two times during the year and tenured teachers at least once per year. Any professional employee who has been rated as Needs Improvement or Failing, shall be placed on a Performance Improvement Plan. A preponderance of evidence will be used to determine the rating of the professional staff.</p> <p>The final evaluation will be given to all employees when school profile information is available. In the absence of data, the rating piece will be based on the Danielson Framework</p> <p>Current Rating Systems under existing agreements or contracts must be discontinued in any new or renewed agreements or contracts or during the “status quo” period after an expired contract. No new agreements or contract may provide for a rating system other than what is provided by Act 82.</p>
<p>Rating Tool</p>	<p>Beginning with the 2013-2014 school year, the evaluation of the tenured professional employees and temporary professional employees servicing as classroom teachers will be based on the Preponderance of Observation Evidence collected by the administrator. Fifty (50%) of the evaluation will be based on the Observable Evidence according to the percent weighing factor on the rating form. Consideration will be given to Classroom Observation and practice models that are related to student achievement in each of the following areas:</p> <p>Each rating tool developed or approved under this section shall identify the overall performance rating of the professional employees and temporary professional employee serving as classroom teachers, principals, and nonteaching professional employees as one of the following:</p> <ul style="list-style-type: none"> v. 3 Points Distinguished vi. 2 Points Proficient vii. 1 Point Needs Improvement viii. 0 Points Failing

An overall performance of “Needs Improvement” or “Failing” shall require the employee to participate in a Performance Improvement Plan. No employee shall be rated “Needs Improvement” or “Failing” based solely upon student test scores.

Best Practice for Teachers Serving Multiple Buildings:

A teacher should serve at least 25% of the time in a building to receive a building score. For teachers in multiple buildings that meet this criterion, the building level scores should be combined. If a teacher spends less than 25% of the time in any building, then, no building level data should be counted. If a teacher has no building level data, then the Danielson rating is applied.

staff

Rating Tool Form

The actual evaluation tool can be found at the following website:

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Resources for teachers can be found at:

<http://www.pdesas.org> click on Materials and Resources

*Also the teacher Rubric is located at www.education.state.pa.us
Educator Effectiveness Project on the right side under Quick Link
Once inside the link, click on Teacher Effectiveness Rubric*

Teachers may review a Teachscape module that will result in 2 hours of Act 48 Professional Development

Professional Development	<p><i>Resources for the Danielson Framework for Teaching Effectiveness Instrument can be found at:</i></p> <p>http://www.pdesas.org (click on the Teachscape icon)</p> <p>Teachers may review a Teachscape module that will result in 2 hours of Act 48 Professional Development</p> <p><i>The teacher evaluation rubric is located at www.education.state.pa.us</i></p> <p><i>Educator Effectiveness Project is on the right side under Quick Link</i> <i>Once inside the link, click on Teacher Effectiveness Rubric</i></p> <p><i>Professional Development courses applicable to teacher evaluation can be found at: www.pdesas.org. Click on Teacher Tools, PD Center, Class Registration, Charlotte Danielson: the Framework for Teaching</i></p>
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Chapter 9: Differentiated Supervision

<p>Differentiated Supervision</p>	<p>Differentiated Supervision recognizes the level of experience, the effectiveness, and professionalism of teachers as well as the intensity and time commitment of the formal observation process using the <i>Danielson Framework for Teaching</i>. Differentiated Supervision provides a framework for professional growth designed to improve teacher effectiveness, instructional practices, and student achievement.</p> <p>As long as a district develops a Differentiated Supervision model based on PDE’s guidelines, the plan DOES NOT need to be approved by PDE.</p>
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<p>Guidelines</p> <p>Eligibility to Participate in Differentiated Supervision</p>	<p>PDE recommends that professional employees who have received a Satisfactory summative rating in the previous two years should be eligible to participate in Differentiated Supervision. Prior to the 2013 - 2014 school year, a Satisfactory performance rating using a previously approved rating tool, e.g., PDE 5501, PDE 426, PDE 427, or PDE 428 may be used to qualify for participation in Differentiated Supervision. It is also recommended that professional employees newly hired by a district should be eligible to participate in</p>
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<p>Cycle of Supervision</p>	<p>Differentiated Supervision after successfully completing their first year in the Formal Observation Mode.</p> <p>LEA’s should create a Cycle of Supervision based on the number of teachers requiring Formal Observations (temporary professional employees, professional employees new to a district, employees assigned to their required year of Formal Observation and employees assigned to a performance improvement plan). Professional employees should be assigned to Differentiated Supervision for the length of the Cycle of Supervision except for the required year of Formal Observation, e.g., if a district has a three year Cycle of Supervision and a teacher is assigned to the Formal Observation Mode in the second year of the cycle, the teacher would be placed in the Differentiated Supervision Mode in years one and three of the cycle. A Cycle of Supervision usually last for three (3) or four (4) years: however, this is a local decision.</p> <p>LEAs will collaboratively create a timeline to ensure the successful completion of the professional’s Differentiated Supervision Action Plan. The professional employee should be required to complete a mid-year review and an end-of-the-year self-reflection report with respect to his/her goal setting, planning, progress, and results. It is also recommended that the professional employee report the findings of their action plan to a Professional Learning Community (faculty meeting, in-service gathering, PTA/PTO) however, this is a local decision.</p> <p>The professional should select a Differentiated Supervision Mode in collaboration with the supervising administrator. All Differentiated Supervision Modes must be aligned to the <i>Danielson Framework for Teaching</i> or a PDE approved alternative system and/or is related to a district or school initiative designed to improve instructional practices.</p> <p>Additionally, while formal observations may not occur in Differentiated Supervision, it is recommended informal observations occur throughout the school year. The principal also reserves the right to remove a teacher from Differentiated Supervision at any time and place the teacher in the Formal Observation Mode or assign the teacher to a Performance Improvement Plan with Intensive Supervision. The professional employee should remain in Differentiated Supervision for the length of the Cycle of Supervision except for the required year of Formal Observation.</p> <p>The rating tool will require principals/supervisors to provide a score in the 4 domains for all teachers every year regardless of their mode of supervision. Therefore, principals will collect evidence in each of the four domains for teachers in Differentiated Supervision through walkthroughs, informal observations, conversations, etc. Resources employed by the professional employee, data collection instruments, and the results of the reflective sessions, will be used in formative and summative assessments. In the absence of data, the score assigned to a domain for the employee would revert to their most recent summative</p>
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Guidelines can be found at the following link:
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An example of the Rating Tool for evaluation is listed below:

Teacher Effectiveness Measure
Classroom Objective How will the aggregated scores of individual student assessment results be used to define teacher effectiveness?

<u>Failing</u> : few students achieve content mastery or growth	<u>Needs Improvement</u> : less than a significant number of students achieve content mastery or growth	<u>Proficient</u> : A significant number of students achieve content mastery or growth	<u>Distinguished</u> : An exceptional number of students achieve content mastery or growth
<p>Targeted Objective <i>How will the mastery or growth of targeted student populations be described and used to define teacher effectiveness?</i></p>			
<i><u>Failing</u>: Did not meet goal, little to no student mastery or growth</i>	<i><u>Needs Improvement</u>: Did not fully meet goal but showed some student mastery or growth</i>	<i><u>Proficient</u>: Met goal or otherwise demonstrated significant student mastery or growth</i>	<i><u>Distinguished</u>: Surpassed goal or otherwise demonstrated significant student mastery or growth</i>

Chapter 10: Professional Development

The Manual for Evaluators:	Educational Supervisors of the Professional Staff
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<p><u>Additional Information for Administrators</u></p>	<p>Professional Development.</p> <p>It is recommended for all administrators:</p> <ul style="list-style-type: none">• Complete one formal observation cycle using the Danielson Framework for Teaching: pre-observation conference, observation, post-observation conference• Complete one walkthrough using the form provided in the turnaround training for principals <p>It is mandatory for all administrators:</p> <ul style="list-style-type: none">• Use the teacher effectiveness evaluation system in School Year 13/14• Use the educational specialists effectiveness system in School Year 14-15• Use the principal effectiveness system in School Year 14-15
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<p>Elective Data</p>	<p>The SLO Template and training modules can be found at XXXXXXXXXXXXXXXXXX</p> <p>This information can be found at the following website: www.pdesas.org</p>
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<p>Alternative Rating System Requirements</p>	<p><i><u>Information can be found at:</u></i></p> <p>www.education.state.pa.us</p> <p><i>Educator Effectiveness Project on the right side under Quick Link</i></p> <p><i>Once inside the link, click on Alternative Form Conditional Checklist</i></p> <p><i><u>Alternative Rating tools</u></i></p>
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Chapter 11: Process to Apply for an Alternative Rating Form

<p>Overview Alternative Rating Tools</p>	<p>Professional and temporary professional employees with instructional certificates serving as classroom teachers, principals and nonteaching professional employees, may be evaluated through the use of a rating tool developed by an individual school district, intermediate unit, or area vocational-technical school that the Pennsylvania Department of Education has approved as meeting or exceeding the measures of Educator Effectiveness.</p> <p><i>Schools may use the Danielson Framework 2007 or later, a modified model of the Danielson, or another tool that will meet or exceed the Danielson Framework submitted to the Department of Education through an alternative rating form.</i></p>
<p>Procedure/ Process</p>	<p>The following guidelines will need to be followed to allow an alternative rating tool to be approved for a district.</p> <p>Guidelines</p>

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Guidelines	Alternative Rating System Requirements <ul style="list-style-type: none">• <u>Must be approved by PDE</u>• <u>Must meet or exceed the measures of effectiveness in the PA Educator Effectiveness System</u>• <u>Must identify the employee as Distinguished, Proficient, Needs Improvement, or Failing</u> <p><u>Information can be found at:</u></p> <p>www.education.state.pa.us</p> <p><i>Educator Effectiveness Project on the right side under Quick Link</i> <i>Once inside the link, click on Alternative Form Conditional Checklist</i> <u>Alternative Rating tools</u></p>
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Glossary

ACT 82 – Passed in June 30, 2012 with requirements for evaluation in Section 1123 of the School Code

Alternative Evaluation Plan – An Individual School District Evaluation Plan (Must be approved by PDE)

AYP – Annual Yearly Progress

CDT – Classroom Diagnostic Tools

Educator Effectiveness – The Program developed by PDE to improve teaching and learning

EDNA – Education Names and Addresses

EVAAS – Education Value-Added Assessment System

Differentiated Supervision Option – Used by schools to diversify evaluations of Instructional II Staff

FFL - Framework For Leadership

FFT – Framework For Teaching

FFTPS – Framework For Teaching Proficiency

LEA – Local Education Association

Multiple Measures – The right side of the effectiveness pie chart that looks at Student Performance

Overall Performance Rating – Distinguished, Proficient, Needs Improvement, Failing

PDE – Pennsylvania Department Of Education

Pennsylvania Bulletin – Published each month with updated

Performance Improvement Plan – District plan to improve performance of professional employees based on contents of the rating tool for ratings of failing and needs improvement with the evaluator and employee input.

PSSA – Pennsylvania System of School Assessments

PIL – Pennsylvania Inspired Leadership Program

PIMS – Pennsylvania Information Management System

PPID – Pennsylvania Personal Identification Number

Principal Effectiveness Instrument – The Rating Tool used to evaluate a principal

PVAAS – Pennsylvania Value-Added Assessment System

Rating Tool – An Instrument used to determine an evaluation

RTTT – Race To The Top

Rubric – Information used to determine an evaluation

SAS – Standards Aligned System

School Profile – Evaluation number determine by student performance and school assessments

SIG Schools – School Improvement Grant Schools

SLO – Student Learning Objectives as used to measure educator effectiveness based on student achievement

Teacher Effectiveness Instrument – The evaluation tool used by administrators for evaluation

Teachscape – Administrative Tool to train evaluators in the supervision of teachers