

# Addendum 1 – Pennsylvania Race to the Top Requirements for Charter Schools

## Objective 1: SAS and the Use of Data

Pennsylvania will further strengthen and expand the use and understanding of the standards-aligned system (SAS) and the data systems to support it. Such a system will enable district leaders, educators and classroom teachers to utilize and develop a coherent set of well aligned tools to directly target instruction to meet the academic and the social-emotional needs of individual students.

Effective use of SAS and a system of real time student level data promotes educational achievement because:

- Students and their parents will have an accurate picture of students' academic and social-emotional strengths and weaknesses;
- Teachers will know exactly where to target additional instructional and social-emotional support and have access to high-quality tools and resources;
- Leaders will understand if there is a school-, district-, or postsecondary institution-wide issue that needs attention or promote an effective practice that could be spread more broadly;
- PDE and IUs will be able to provide direct support and resources where they need to be deployed; and
- Policymakers will clearly understand where spending is having the most impact.

The state will take appropriate action to align the model system of assessments to the final common core standards when adopted in Pennsylvania and will also develop and institute a system for appropriate assessment of all kindergarten children through the Pennsylvania Kindergarten Early Learning Network.

The following provides the specific required activities for participating districts to ensure that teachers and leaders are expanding the use of SAS and making the best use of an appropriate data system and the data available to them.

### **Required Activity 1: Implement a high quality curriculum that is aligned with standards, assessments, curriculum framework, instruction, materials and interventions.**

Participating districts will be responsible for:

- Crafting a strategic and coherent approach to these six elements of the standards aligned system that is consistent with the definitions and descriptions of these elements on the SAS portal at [www.pdesas.org](http://www.pdesas.org).
- Aligning all district instructional materials and resources to the most granular level available (eligible content in the assessed content areas and standards-level in the non-assessment content areas).
- Build time into the schedule for teachers to participate in collaborative learning such as peer-to-peer observations and teaming within and across grade levels that includes the use of SAS online tools; and
- Provide additional supports to teachers in the use of SAS activities such as assigning mentors to staff needing additional assistance.

The Pennsylvania Department of Education will create voluntary training for district staff in curriculum mapping, delivery and evaluation of the alignment of all resources.

### **Required Activity 2: Implement a system of assessments with capacity to inform instruction on timely and regular basis.**

Participating districts will utilize a coherent multi-level system of assessments that is fully aligned with standards and informs instruction on a regular basis. Levels of assessment must include summative assessment, including but not limited to the PSSA and Keystone Exams, when available, formative, benchmark and diagnostic assessments. Examples of benchmark assessments include 4Sight, Acuity, and Assess2Know. Examples of diagnostic assessments include DRAs, running records, GRADE and GMADE. Districts may

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### Objective 1: SAS and the Use of Data – *continued*

utilize the tools and resources as part of their system of assessments, which are available at PDE's Standards Aligned System portal or develop their own system so long as it meets the same requirements.

Participating districts will be required to describe their system of assessments and how data from assessment will be collected, reviewed and used by teachers to inform and differentiate instruction and implement aligned interventions.

#### **Required Activity 3: Implement a system to use real time student data to identify students at academic risk in grade 6 and above.**

The state will develop a model Early Warning System that collects various elements of data which are predictive indicators of students who may be at risk for academic failure. Participating districts may adopt the state model or develop their own model which meets required standards. An early warning system must do the following:

- Collect diagnostic, benchmark and summative assessment data as well as data on attendance, discipline, grades and credit accumulation;
- Generate a “watch list” of students with at-risk indicators before school starts in September each year;
- Update the “watch list” on a quarterly basis with progress of students on the list and addition of new students with at-risk indicators;
- Identify and implement interventions for students on the “watch list” to address the problems identified by the at-risk indicators with particular emphasis on credit recovery interventions for high school students who fall behind in credit accumulation;
- Monitor the performance of each school in the district at improving the performance of students identified with at-risk indicators and identify schools having success and schools that need additional help;

- Generate automatic alerts e.g. e-mails, text messages or phone calls to parents, teachers and administrators when at risk indicators occur such as specified number of unexcused absences, string of poor test scores, second behavioral report, falling behind in credit accumulation;
- Generate weekly reports for teachers and administrators of students showing early signs of risk of academic failure; and
- Connect output from the early warning system to the state's Response to Intervention (RTII) framework to assist teachers in identifying the most appropriate interventions based on the reported data

#### **Required Activity 4: Implement a SIS that provides real time student data and can communicate with PIMS.**

Pennsylvania will establish a **voluntary statewide, real-time model Student Information System (SIS)** which will enable efficient and effective communication with the Pennsylvania Information Management System (PIMS). PDE will convene a steering committee of PDE staff, identified state-wide organizations, and participating district representatives to identify system requirements, assist in drafting an RFP through which a vendor will be selected for system development as well as training of schools, districts and IUs on the use of the SIS. PDE will allocate Race to the Top state funds for the one-time design and purchasing costs of the voluntary SIS, school and district data cleaning and conversion, and school and district staff training. Schools and districts who choose to adopt the voluntary SIS will be responsible for the annual maintenance costs and service level agreements.

#### **Required Activity 5: Provide collaborative time for teachers to review real time student data to drive instruction.**

In addition to developing a model early warning system, the state will also develop a set of model routines and tools that facilitate review of data and data informed decision making at the classroom, school and district level and identification and implementation

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### Objective 1: SAS and the Use of Data – *continued*

of appropriate interventions. Data routines and tools are for the purpose of assisting teachers to differentiate instruction and help advanced students accelerate their learning and help struggling students catch up. Participating schools and districts must adopt these model data routines and tools or develop their own routines and tools that accomplish the same purpose of providing teachers and leaders with collaborative time to review student data and then to use that data to identify and implement appropriate, targeted interventions. These routines will include:

- **Conduct staff data review meeting one week before the new school year** facilitated by the leadership data team. During the meeting teachers will:
  - Review the prior-year’s summative assessment data for their incoming students, segment their students by performance and identify high-need students
  - Be trained on the use of the diagnostic reports on the SAS portal so that diagnostic assessments can be administered within the first week of school and be used to customize instruction for each student segment by integrating the appropriate instructional strategies, learning progressions, and academic interventions
  - Be trained in the appropriate instructional interventions to respond to specific deficiencies or needs identified by the data;
  - Collectively review school-level and grade-level data to identify issues and devise and implement action plans to address the issues.
- **Conduct staff data review** meetings with all staff at least quarterly during the school year led by the school’s leadership team. The meetings will be seminars organized each quarter (or after the release of interim assessment results) and time for these meetings will qualify as an ACT 80 activity. During the meetings staff will:
  - Discuss the previous quarter’s data and evaluate the outcomes of various action plans/ interventions;
  - Review the quarterly early warning system report to assess the effectiveness of interventions in helping at-risk students;
  - Devise new action plans for newly identified and previously identified at-risk students;
  - Review and discuss the school’s goals articulated in its school improvement plan, and use data to assess whether the school is on track to achieving the goals; and
  - Identify new targets and share strategies for the upcoming quarter
- **Conduct bi-weekly leadership data team** meetings where the school leadership team and instructional coaches will:
  - Use the early warning system data to identify at-risk students and devise strategies and interventions to respond to student specific needs;
  - Focus on school-wide issues identified during the quarterly reviews by using school-level data to track performance; and
  - Develop agendas and materials that will guide teacher collaborative planning time and make the time spent more effective
- **Provide for weekly teacher collaborative planning time** facilitated by instructional coaches or data facilitators where:
  - Grade-level teachers review at-risk students flagged by the early warning system, discuss the specific needs of such students and collaborate in the development of appropriate intervention strategies;
  - Subject matter teachers discuss common challenges they face with teaching specific portions of the curriculum;
  - Coaches help teachers with instructional strategies for specific objectives and share effective classroom practices that help improve outcomes

PDE will work with a vendor that specializes in developing tools for utilizing data in this manner. The vendor will be identified through an RFP process.

# Addendum 1 – Pennsylvania Race to the Top Requirements for Charter Schools – *continued*

## Objective 2: Human Capital Pipeline

Pennsylvania's strategy for ensuring the equitable distribution of effective teachers includes activities at both the state level and within participating districts and charter schools. At the state level, activities will be directed to increase the number of effective teachers, especially in subject matter shortage areas and in high need schools. Participating districts and charter schools will need to ensure they have human capital plans to attract and retain effective teachers and principals and to distribute them equitably across all schools and classrooms.

### **Required Activity 1: Develop a human capital plan to identify strategies based on district or school needs to attract and retain effective teachers, limit teacher vacancies, staff hard-to-staff subjects, and address the equitable distribution of highly effective teachers.**

Participating districts and charter schools will be required to develop a human capital plan that identifies the district or charter school's strategies for attracting and retaining effective teachers and leaders and to report the distribution of effective teachers across their schools and classrooms. In addition, schools and districts which are determined to lack equity in distribution of effective teachers among their lowest performing schools and schools that are high minority and high poverty will be required to develop Teacher Equity Plans as part of their RTTT Implementation Plan and also part of their Strategic Plan.

The human capital plan will be required to include specific elements described in guidance to be issued by the state, developed in collaboration with appropriate stakeholders including representatives of teachers unions, which elements may include:

- Identification of the specific skills and competencies incoming teachers should be able to demonstrate;
- Induction strategies for new teachers and for teachers new to the district;
- Plans to develop a career ladder and/or compensation incentives, if any;
- The hiring and placement of teams of teachers together in a cohort model;

- Assisting teachers in taking advantage of state-provided professional development opportunities in hard to staff and high rigor subjects;
- Incentives for teachers and leaders who pursue specific types of professional advancement linked to increased student achievement (e.g. National Board Certification, Advanced Placement certification, Reading Recovery teacher or teacher/leader certification)
- Partnerships with IHE teacher preparation programs for districts or schools to offer enhanced student teacher placements with highly effective supervising teachers; and
- Measurable outcomes of plan elements.

In addition, participating districts and schools will be required to adopt a common application for prospective teachers in order to facilitate the state wide online marketplace to be developed by the state. (See below under State level Activities).

### **Required Activity 2 (optional): Provide signing and retention bonuses for effective teachers and principals in hard to staff schools and subject areas.**

Strategies available to districts to enhance equitable distribution of effective teachers include paying bonuses to teachers in hard-to-staff subjects and for moving to high need schools. Bonus payments can be back loaded to the end of four or five years to facilitate teacher retention.

### **Required Activity 3 (optional): Adopt a career ladder for promotion, compensation, and advancement of teachers based upon responsibility and other factors including student growth.**

Development of a career ladders allows teachers to pursue a variety of positions throughout their careers – teacher, mentor and master teacher – depending upon their interests, abilities and accomplishments. As teachers move up the ranks, their qualifications, roles and responsibilities increase – and so does their

## Addendum 1 – Pennsylvania Race to the Top Requirements for Charter Schools – *continued*

### Objective 2: Human Capital Pipeline – *continued*

compensation. This allows good teachers to advance professionally without having to leave the classroom. It also creates expert teacher leaders within schools to provide support to other teachers.

Participating districts and charter schools, in collaboration with local unions as appropriate, may use teacher and principal evaluation results to develop individual goals and learning plans for all educators and link them to professional opportunities and additional compensation along a well-specified career ladder.

PDE will assist participating districts and charter schools by creating a model career ladder in collaboration with appropriate stakeholders that will include traditional rungs, such as advancement to team leaders, coaches, and district positions. The model will also include non-traditional rungs such as induction mentor, student teacher supervisor and master teacher.

#### State level activities:

A key strategy at the state level will be to develop statewide recruitment and alternative certification initiatives. The state will implement *Teach for PA*, a statewide centralized program to provide schools and districts with high-quality teachers for high-need subjects and schools through statewide marketing, a centralized application process, matching teachers with schools and districts, and facilitation of certification and program evaluation. *Teach for PA* will provide seed money to the following alternative certification programs:

- **Add-on certification:** For certified teachers needing additional certifications (e.g., English teacher moving to Special Education).
- **Residency certification:** For candidates with more than 5 years of work experience who meet content requirements (e.g., BA in Biology). Candidate completes 4 months of coursework and spends one year in residence with a highly effective teacher.
- **Internship Certification:** For candidates with less than 5 years of work experience or without content coursework. Candidates are in classroom full-time while earning their certification through one of 37 IHE programs around the state. Includes rural intern certification comprised of virtual coursework with on-site field component.
- **Turnaround Academies:** For certified and uncertified teachers wanting to teach in turnaround schools. Candidates are trained through a rigorous one-year residency program in a turnaround school.
- **Scholarship Program:** For high performing high school students from high-need schools who become certified to teach and agree to teach in high-need schools for 4 years in exchange for college tuition support.

Participating districts will have an opportunity to partner with the state to implement these activities in their district, including development of local turnaround academies.

In addition, the state will also streamline the certification process for out of state teachers by making requirements more relevant, using an interactive on-line program to guide teachers through requirements, and expediting the process for out-of-state teachers wanting to teach in high needs schools and subjects.

The state will also develop a state wide online marketplace where teaching applicants can fill out one standard application and easily apply for multiple positions. School and district staff will be able to view the statewide applicant pool and search by specific requirements as positions open. The state will also monitor the distribution of highly effective teachers and principals and deploy supports as appropriate.

## Addendum 1 – Pennsylvania Race to the Top Requirements for Charter Schools – *continued*

### Objective 3: Multi-measure Evaluation

Addendum 1 to Secretary Zahorchak’s letter to superintendents on December 4, 2009 listed four specific “proposed activities” for participating districts relating to the primary objective of “multi-measure evaluation.” Set forth below is additional detail about each of these activities so participating districts and charter schools can understand exactly what is required by taking part in Pennsylvania’s Race to the Top application.

#### Multi-measure Teacher Evaluations

##### **Required Activity 1. Develop and implement a multi-measure evaluation system for teachers that takes into account data on student growth as a significant factor and is designed and developed with teacher involvement.**

Upon the awarding of a Race to the Top grant, the state will convene a steering committee to develop a model teacher evaluation system which is expected to be ready for a pilot by January 1, 2011. The steering committee will include representation of district leadership, Intermediate Units, teachers’ unions and other appropriate stakeholders.

Participating districts and charter schools may choose to adopt the state model, or adapt it with variations; participating districts and charter schools may also choose to develop their own evaluation system which must be approved by PDE. In the spring of the 2010-2011 school year, the state model evaluation system will be piloted in select districts. Professional development on the implementation of the new evaluation system will begin statewide for all participating districts and charter schools.

All participating districts and charter schools must begin implementation of a Race to the Top teacher evaluation system beginning in September 2011, using either the state model or a district developed model that has been approved by PDE.

Both the state model and district specific systems must meet the standards for teacher evaluation systems set forth in our Race to the Top application. For teachers, these standards include:

- Utilizing multiple measures for evaluation that include at least the following;
  - Planning and Preparation (e.g., Setting instructional Outcomes, knowledge of resources and planning coherent instruction)
  - Classroom Environment (e.g., establishing a culture for learning, managing classroom procedures and managing student behavior)
  - Instruction (e.g., engaging students in learning, using assessments to inform instruction and demonstrating flexibility and responsiveness)
  - Professional Responsibilities (e.g., reflecting on teaching and student learning, keeping accurate records and appropriate communications with families)
  - Student Growth (student achievement gains through a range of assessments both quantitative and qualitative)
- For each measure in the evaluation system, creating a transparent rubric by which teachers’ progress will be evaluated.
- Providing for five levels of evaluation ratings. The ratings will be aligned with years of experience and expected performance as defined in the evaluation system. Educators will receive one of the following five ratings:
  - Entry
  - Emerging
  - Achieving
  - Highly Effective 1
  - Highly Effective 2

## Addendum 1 – Pennsylvania Race to the Top Requirements for Charter Schools – *continued*

### Objective 3: Multi-measure Evaluation – *continued*

#### **Required Activity 2. Conduct annual evaluations of teachers that include timely and constructive feedback and provide data on student growth for students, classes and schools.**

As part of the formal evaluation, teachers will be rated as described above, and placed in one of two tracks for the following review period: the growth track or the improvement track.

The purpose of the growth track is to collect information which will result in professional growth by allowing the teacher to progress toward mutually developed goals. For teachers in the growth track, principals or other trained evaluators will conduct at least two formal observations per year and complete an annual summative evaluation. The principal and the teacher will prepare and sign a development plan for the teacher. As part of creating and informing the development plan, principals will provide and discuss appropriate student growth data with teachers.

Teachers who have underperformed the effectiveness level expected based on their years of experience and qualifications are put into the *improvement track*. For teachers placed in the improvement track, the principal will design an improvement plan for the teacher with specific goals and benchmarks. For teachers in the improvement track, principals or other trained evaluators will conduct two formal evaluations per year. Each evaluation period will include two formal observations as well as informal observations as needed.

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

#### **Required Activity 3. Provide training to all teachers on effective use of the evaluation system.**

During the school year 2010-11, the state led evaluation steering committee will work with Intermediate Units to design and implement a statewide roll out of the model evaluation systems for teachers and principals including professional development at state expense for teachers, principals and superintendents in how best to implement and utilize the model system. Participating districts and charter schools that develop their own plan must also provide teachers and principals with professional development on how best to implement and use their evaluation system. The training plans will provide for ongoing coaching and development in addition to initial training.

#### **Required Activity 4. Use evaluations to inform decisions regarding professional development, compensation, promotion and retention, tenure and removal of ineffective teachers after ample opportunity to improve.**

Results of evaluations are to be used to inform the professional development of teachers both individually and in teams or groups. Evaluations will highlight *what* skills need improvement; targeted professional development can then focus on *how* to improve those specific skills.

As described above, principals will work with teachers in the growth track to create an annual development plan, and principals will work with teachers in the improvement track to develop an annual improvement plan.

Districts must develop a plan for how the teacher evaluation process will be used to identify highly effective teachers for additional responsibilities and/or additional compensation.

## Addendum 1 – Pennsylvania Race to the Top Requirements for Charter Schools – *continued*

### Objective 3: Multi-measure Evaluation – *continued*

Specific opportunities and compensation levels for teachers designated highly effective must be collectively bargained at the local level but may include:

- Pay supplements or increases for highly effective I teachers and highly effective II teachers who choose to take on additional responsibilities, or highly effective teachers who work in high needs schools
- Group performance compensation (e.g., grade level, school)

### Multi-measure Principal Evaluation

#### **Required Activity 1. Develop and implement a multi-measure evaluation system for principals that takes into account data on student growth as a significant factor and is designed and developed with principal involvement.**

Upon the awarding of a Race to the Top grant, the state will convene a steering committee that includes principals and teachers to develop a model principal evaluation system that is expected to be substantially completed by January 1, 2011. Participating districts may choose to adopt the state model, or adapt it with variations; participating districts may also choose to develop their own evaluation system which must be approved by PDE. School year 2010-11 will be a time for training and professional development on implementation of a principal evaluation system. All participating districts must begin implementation of a Race to the Top principal evaluation system beginning in September 2011, using either the state model or a district developed model that has been approved by PDE.

Both the state model and district specific Principal evaluation systems must meet include the following:

Core Standards:

- The leader has the knowledge and skills to think and plan strategically, creating an organizational vision around personalized student success.
- The leader has an understanding of standards-based systems theory and design and the ability to transfer that knowledge to the leader's job as the architect of standards-based reform in the school.

- The leader has the ability to access and use appropriate data to inform decision-making at all levels of the system.

Corollary Standards:

- The leader knows how to create a culture of teaching and learning with an emphasis on learning.
- The leader knows how to manage resources for effective results.
- The leader knows how to collaborate, communicate, engage and empower others inside and outside of the organization to pursue excellence in learning.
- The leader knows how to operate in a fair and equitable manner with personal and professional integrity.
- The leader knows how to advocate for children and public education in the larger political, social, economic, legal and cultural context.
- The leader knows how to support professional growth of self and others through practice and inquiry.

#### **Required Activity 2. Conduct annual evaluations of principals that include timely and constructive feedback and provide data on student growth for students, classes and schools.**

The model system and any district developed systems will provide for at least annual formal evaluations of principals. For principals working on an Administrative I certificate, evaluations shall be at least twice annually. Principal evaluations are to be conducted by their superintendent or direct supervisor, e.g. regional supervisor and will be based on competencies included in the Pennsylvania Inspired Leadership Program as well as student growth data. Evaluation input will include progress against an individual's annual performance plan and goals developed jointly between principal and superintendent, superintendent observations, student achievement, teacher surveys and self-assessment. Student Growth Data will include student achievement gains through a range of assessments both quantitative and qualitative for the principal's school.

## Addendum 1 – Pennsylvania Race to the Top Requirements for Charter Schools – *continued*

### Objective 3: Multi-measure Evaluation – *continued*

Like the teacher evaluation system, the principal evaluation system will have multiple ratings that can be used to identify ineffective principals as well as highly effective principals for additional responsibilities, e.g. leading high needs school, acting as PIL facilitators, principal mentors and, potentially, earning higher compensation. Evaluation will result in identification of one of five levels of principal “effectiveness”:

- Residency
- Induction
- Emerging
- Achieving
- Highly effective

Principals who have underperformed the effectiveness level expected of them are put into the *improvement track*. They will receive an improvement plan with specific goals and benchmarks. If the principal receives two unsatisfactory ratings, they may be dismissed according to State Statute using fair and transparent procedures.

#### **Required Activity 3. Provide training to all principals on effective use of the evaluation system.**

During the school year 2010-11, the state led evaluation steering committee will work with Intermediate Units to design and implement a statewide roll out of the model evaluation systems for teachers and principals including professional development for teachers, principals and superintendents in how best to implement and utilize the model system. The training plan will provide for ongoing coaching and development in addition to initial training.

#### **Required Activity 4. Use evaluations to inform decisions regarding professional development, compensation, promotion and retention.**

Principals will be evaluated each year by the superintendent, have post-evaluation conversations with their superintendent and be required to submit an individualized development plan. Effectiveness levels will be based on achievement of the performance plan,

which includes student growth objectives, and yearly goals. Principals identified as “ineffective” will have an improvement plan designed by their superintendent with semi-annual goals. Principals will have quarterly reviews and semi-annual evaluations. Principals identified as “unsatisfactory” for two consecutive evaluations can be dismissed. Principals working on an Administrative I certificate whose schools fail to show improved student growth for two consecutive years will not be recommended for an Administrative II certificate.

### State Collection and Publication of Teacher Evaluation Data

Reporting requirements of the ARRA State Fiscal Stabilization Fund grant require the state to collect data on the evaluation systems **of all LEAs** and make the following information “publicly available”:

- A description of the systems used to evaluate the performance of teachers and the use of results from those systems in decisions regarding teacher development, compensation, promotion, retention and removal (This will be summary data. No data that could identify any individual will be made publicly available.)
- Whether the systems used to evaluate the performance of teachers include student achievement outcomes or student growth data as an evaluation criterion.
- If the district’s teachers receive performance ratings or levels through an evaluation system, the number and percentage of teachers rated at each performance rating or level.
- If the district’s teachers receive performance ratings or levels through an evaluation system, whether the number and percentage of teachers rated at each performance rating or level are publicly reported for each school in the LEA.

## Addendum 1 – Pennsylvania Race to the Top Requirements for Charter Schools – *continued*

### Objective 4: Professional Development and Training

Pennsylvania has identified the knowledge and skills that successful teachers, principals and other school leaders need to improve student achievement, and the Department of Education has created a comprehensive system of preparation, induction, and continuing professional education to build those competencies. Building on the success of the Pennsylvania Inspired Leadership Program, the commonwealth will create a coherent approach to professional development for teachers as well as leaders. Recognizing that the best professional development is job-embedded and designed to change practice, Pennsylvania's system will ensure that all professional development activities for teachers are linked to classroom practice and the needs of teachers both individually and in groups as identified by the evaluation system. Likewise, professional development activities for principals will be linked to those needed leadership practices identified in the evaluations that will impact student achievement.

#### **Required Activity 1: Provide professional development to teachers and principals based upon the needs evidenced by teacher and principal evaluation results**

Through the multi-measure evaluation system described in Primary Objective 3, principals in participating district schools and charter schools will:

- In collaboration with teachers on the growth track, create an individual development plan for teachers on the growth track based on the results of the teacher's evaluation;
- Create an individual improvement plan for teachers on the improvement track based on the results of the teacher's evaluation;
- Establish school-wide professional development based upon the needs of the teachers as identified in the individual development/improvement plans;

- Create a system of supports that provides teachers with the opportunity to learn new skills and practice them in the classroom with guidance from the principal, mentors, master teachers or coaches;
- Ensure that the professional development and training opportunities detailed in the plans of individual teachers and the group plan directly meet the teachers' needs as described in evaluations;
- Be responsible for ensuring that the professional development plans of individual teachers and the group plan are fully implemented; and
- To the extent possible, identify effects on student achievement, engagement or other student related factors or particular professional development activities.

PDE will develop an online rubric to assist teachers and principals in matching professional development opportunities to specific individual needs and interests as identified in teacher professional development plans. For principals, Act 45 core and corollary standards are mapped to Pennsylvania Inspired Leadership (PIL) programs via an electronic rubric, so principals can clearly see what professional development is suited to specific needs identified through the evaluation process. Principals identified as "in need of improvement" will have an improvement plan designed by their superintendent with semi-annual goals and a professional development plan set forth. All professional development programs will include job-embedded activities that are designed to address the specific areas of improvement identified through the evaluation. Mentors may be assigned by the district to guide and support the principal in implementing identified improvements.

## Addendum 1 – Pennsylvania Race to the Top Requirements for Charter Schools – *continued*

### Objective 4: Professional Development and Training – *continued*

**Required Activity 2: Provide professional development to all district instructional staff on effective instructional practices including: the use of data and systems of assessment to differentiate instruction; providing high rigor coursework; SAS tools and resources; Response to Instruction and Intervention; systems to identify students at risk; and development of Individual Learning Plans.**

Participating districts and charter schools will:

- Provide training to their instructional staff on their systems of assessment and their use in differentiating and customizing instruction based upon student needs and integrating the appropriate instructional strategies, learning progressions, and academic interventions;
- Provide training to their instruction staff on the SAS (including the SAS portal) or on their own instructional improvement system;
- Build time into the schedule for collaborative learning such as peer-to-peer observations and teaming within and across grade levels that includes the use of model SAS online tools or a similar instructional improvement system;
- Provide supports such as assigning mentors to staff needing additional assistance in utilizing the instructional improvement system;
- Implement systems to identify students at risk and align student needs with high quality intervention such as the Response to Instruction and Intervention (RTII) framework;
- Provide professional development to high school teachers in providing high rigor coursework; and
- Train on the development of Individual Learning Plans.

**Required Activity 3: Ensure that district professional development plans and policies align with Race to the Top strategies and requirements.**

- Professional development expenditures of all participating districts will be aligned with the Race to the Top activities and the district professional development plan.
- Review the district professional development plan and policies to ensure there are no barriers to teachers and principals participating in professional development that addresses needs identified in teacher and principal evaluations and individual development or improvement plans and revise as necessary;
- District-sponsored professional development beginning in the 2010-2011 school year must focus on the implementation of Race to the Top activities including but not limited to the use and understanding of the standards-aligned system (SAS) to improve student achievement and the use of data to improve instruction based on student needs;
- The plan must ensure that all Race to the Top professional development activities are included in district oversight of professional development activities; and
- All school district leadership including school board members will receive training to assure that all district plans and policies align with Race to the Top strategies and requirements.

## Addendum 2

### Pennsylvania Race to the Top Memorandum of Understanding for Charter Schools

This Memorandum of Understanding (“MOU”) is entered into by and between the Commonwealth of Pennsylvania (“State”) and \_\_\_\_\_ (“RTTT Charter”). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top grant project.

#### I. SCOPE OF WORK

Exhibit I, the Preliminary Scope of Work, indicates the Required Activities consistent with the State’s proposed reform plans (“State Plan”) which the RTTT Charter is agreeing to implement

#### II. PROJECT ADMINISTRATION

##### A. RTTT CHARTER RESPONSIBILITIES

In assisting the State in implementing the tasks and activities described in the State’s Race to the Top application, the RTTT Charter subgrantee will:

- 1) Implement the RTTT Charter plan as identified in Exhibit I of this agreement;
- 2) Actively participate in all relevant convenings, communities of practice, or other practice-sharing events that are organized or sponsored by the State or by the U.S. Department of Education (“ED”);
- 3) Post to any website specified by the State or ED, in a timely manner, all non-proprietary products and lessons learned developed using funds associated with the Race to the Top grant;
- 4) Participate, as requested, in any evaluations of this grant conducted by the State or ED;
- 5) Be responsive to State or ED requests for information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered;
- 6) Participate in meetings and telephone conferences with the State to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the Race to the Top grant period, and (d) other matters related to the Race to the Top grant and associated plans.

##### B. STATE RESPONSIBILITIES

In assisting RTTT Charters in implementing their tasks and activities described in the State’s Race to the Top application, the State grantee will:

- 1) Work collaboratively with, and support the RTTT Charter in carrying out the Charter Plan as identified in Exhibit I of this agreement;
- 2) Timely distribute the RTTT Charter’s portion of Race to the Top grant funds during the course of the project period and in accordance with the Charter Plan identified in Exhibit I;
- 3) Provide feedback on the RTTT Charter’s status updates, annual reports, any interim reports, and project plans and products; and
- 4) Identify sources of technical assistance for the project:

## Addendum 2 – *continued*

### Pennsylvania Race to the Top Memorandum of Understanding for Charter Schools – *continued*

#### **C. JOINT RESPONSIBILITIES**

- 1) The State and the RTTT Charter will each appoint a key contact person for the Race to the Top grant.
- 2) These key contacts from the State and the RTTT Charter will maintain frequent communication to facilitate cooperation under this MOU.
- 3) State and RTTT Charter grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the whole grant period.
- 4) State and RTTT Charter grant personnel will negotiate in good faith to continue to achieve the overall goals of the State's Race to the Top grant, even when the State Plan requires modifications that affect the RTTT Charter, or when the Charter Plan requires modifications.
- 5) Nothing in this MOU shall be construed to alter or otherwise affect the rights, remedies, and procedures afforded under federal, state, or local laws (including applicable regulations or court orders) or under the terms of any applicable collective bargaining agreements. By way of the signatures below, the RTTT Charter and any local teachers' union agree that if the State's application is funded they will bargain in good faith regarding those elements of the RTTT Charter's plan in Exhibit I that are mandatory subjects of collective bargaining or are contrary to any provision of the collective bargaining agreement between the RTTT Charter and the union; and further agree that those portions of Exhibit I that are mandatory subjects of bargaining, as provided by the Public Employee Relations Act and decisions of the PA Labor Relations Board or courts, or are contrary to any provision of the collective bargaining agreement shall be implemented only upon agreement of the RTTT Charter and the union.

#### **D. STATE RECOURSE FOR CHARTER NON-PERFORMANCE**

The State intends to conduct reviews of RTTT Charter progress in plan implementation three times per year. If the State determines that the Charter is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the State grantee will take appropriate enforcement action, which could include a collaborative process between the State and the RTTT Charter, or any of the enforcement measures that are detailed in 34 CFR section 80.43 including putting the RTTT Charter on reimbursement payment status, temporarily withholding funds, disallowing costs or terminating this MOU for non compliance.

#### **III. ASSURANCES**

The RTTT Charter hereby certifies and represents that it:

- 1) Has all requisite power and authority to execute this MOU;
- 2) Is familiar with the State's Race to the Top grant application and is supportive of and committed to working on all or significant portions of the State Plan;
- 3) Is a bricks-and mortar charter school chartered by a school district in Pennsylvania that has met AYP in the most recent year or has the ability to meet AYP by being in Warning, School Improvement 1 or School Improvement 2, and is therefore eligible to take advantage of the dedicated charter school funding described in the State Plan;
- 4) Agrees to be a RTTT Charter and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded,

# Addendum 2 – continued

## Pennsylvania Race to the Top Memorandum of Understanding for Charter Schools – continued

- 5) Will provide a Final Scope of Work in a form to be prescribed by the State only if the State’s application is funded; will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe in the Final Scope of Work the Charter’s specific goals, activities, timelines, budgets including budget detail by line item, key personnel, and annual targets for key performance measures attached as an Addendum to that certain letter from Pennsylvania Secretary of Education Gerald Zahorchak to RTTT Charter dated January 5, 2010 which is incorporated herein by reference (“Charter Plan”) in a manner that is consistent with (i) the Preliminary Scope of Work (Exhibit I) and (ii) the State Plan; and which Final Scope of Work will be subject to State approval and will be incorporated by reference into this MOU; and
- 6) Will comply with all of the terms of the Grant, the State’s subgrant, and all applicable Federal and State laws and regulations, including laws and regulations applicable to Race to the Top, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

### IV. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, and in consultation with ED. In particular, the approval of State shall be required for changes in any budget line items once a Final Scope of Work has been approved including shifting of costs between or among line items.

### V. DURATION/TERMINATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

### VI. SIGNATURES

**Charter Administrator:**

\_\_\_\_\_  
Signature/Date

\_\_\_\_\_  
Print Name/Title

**President of Charter Board of Directors:**

\_\_\_\_\_  
Signature/Date

\_\_\_\_\_  
Print Name/Title

**Teachers’ Union Leader (if applicable):**

\_\_\_\_\_  
Signature/Date

\_\_\_\_\_  
Print Name/Title

**Authorized State Official:**

By its signature below, the State hereby accepts the Charter as a RTTT Charter.

\_\_\_\_\_  
Signature/Date

\_\_\_\_\_  
Print Name/Title

## Addendum 2 – continued

### Pennsylvania Race to the Top Memorandum of Understanding for Charter Schools – continued

#### EXHIBIT I – PRELIMINARY SCOPE OF WORK for RTTT Charters

RTTT Charter hereby agrees to participate in implementing the State Plan in each of the areas identified below.

Primary Objective	Required Activity
Strengthen and expand the standards-aligned system (SAS) and develop data systems capable of supporting reform.	<p>Implement a high quality curriculum that is aligned with standards, assessments, curriculum framework, instruction, materials and interventions (B)(3)</p> <p>Implement a system of assessments with capacity to inform instruction on timely and regular basis (B)(3)</p> <p>Implement a system to use real-time student data to identify students at academic risk in grade 6 and above. (C)(3)</p> <p>Implement a SIS that provides real-time student data and can communicate with PIMS ((C)(3)(i)</p> <p>Provide collaborative time for teachers to review real-time student data to drive instruction</p>
Develop a world-class human capital pipeline for teachers and leaders	<p>Develop a human capital plan to identify strategies based on charter school needs to attract and retain effective teachers, limit teacher vacancies, staff hard to-staff subjects, and address the equitable distribution of highly effective teachers (D)(3)(i) and (ii)</p> <p>Adopt the state-developed standard application for prospective teachers.</p> <p>Provide signing and retention bonuses for effective teachers and principals in hard-to-staff schools and subject areas (optional activity)</p>
Develop a robust multi-measure evaluation system	<p>Implement a multi-measure evaluation system for teachers and principals that takes into account data on student growth as a significant factor and is designed and developed with teacher and principal involvement (D)(2)(i), (ii)</p> <p>Conduct annual evaluations of teachers and principals that include timely and constructive feedback and provide data on student growth for students, classes and schools (D)(2)(iii)</p> <p>Provide training to all principals and teachers on effective use of the evaluation system</p> <p>Use evaluations to inform decisions regarding professional development, compensation, promotion and retention, tenure and removal of ineffective teachers after ample opportunity to improve (D)(2)(iv)(a – d)</p>
Create a coherent approach to professional development	<p>Adopt a career ladder for promotion, compensation and advancement of teachers based on responsibility and other factors including student growth (optional activity)</p> <p>Provide professional development to teachers based on the needs evidenced by teacher evaluation results (D)(5)(i)</p> <p>Provide PD to all instructional staff on effective instructional practices including:</p> <ul style="list-style-type: none"> <li>– The use of data including diagnostic and formative assessment tools to differentiate classroom instruction (C)(3)(ii)</li> <li>– SAS tools and resources</li> <li>– Response to Instruction and Intervention (RTII)</li> <li>– Systems to identify students at risk</li> <li>– Development of Individual Learning Plans (D)(5)(i)</li> </ul> <p>Provide professional development to high school teachers in providing high-rigor coursework (e.g., AP, IB or Dual Enrollment).</p>

**Initials:** Charter Administrator \_\_\_\_\_ Board President \_\_\_\_\_ Union President \_\_\_\_\_ State Official \_\_\_\_\_

# Addendum 2 – continued

## Pennsylvania Race to the Top Memorandum of Understanding for Charter Schools – continued

**EXHIBIT I – PRELIMINARY SCOPE OF WORK for RTTT Charters**

RTTT Charter hereby agrees to participate in implementing the State Plan in each of the areas identified below.

Primary Objective	Required Activity
Turn around the lowest performing schools	N/A
Evaluate programs and identify and spread best practices	Provide data and access to PDE to evaluate and study RTTT strategies and activities (C)(3)(iii); (D)(5)(ii) Review available research and evaluations when developing school reform plans and work with PDE and the State’s technical assistance network to implement best-practices

**Initials:** Charter Administrator \_\_\_\_\_ Board President \_\_\_\_\_ Union President \_\_\_\_\_ State Official \_\_\_\_\_

### VII. SIGNATURES:

**Charter School Administrator:**

\_\_\_\_\_  
Signature/Date

\_\_\_\_\_  
Print Name/Title

**President of Board of Directors:**

\_\_\_\_\_  
Signature/Date

\_\_\_\_\_  
Print Name/Title

**Local Teachers’ Union Leader (if applicable):**

\_\_\_\_\_  
Signature/Date

\_\_\_\_\_  
Print Name/Title

**Authorized State Official:**

By its signature below, the State hereby accepts the Charter as a RTTT Charter.

\_\_\_\_\_  
Signature/Date

\_\_\_\_\_  
Print Name/Title

## Addendum 3

### Pennsylvania Race to the Top Expected Impact and Charter School Performance Targets

Charter School	Math			Reading		
	Expected advanced math (2014)	Expected above proficient math (2014)	Expected below basic math (2014)	Expected advanced reading (2014)	Expected above proficient reading (2014)	Expected below basic reading (2014)
Academy CS	14%	48%	31%	23%	49%	38%
Ad Prima CS	90%	100%	0%	62%	99%	2%
Alliance for Progress CS	53%	85%	2%	28%	72%	10%
Antonia Pantoja Community CS	50%	77%	9%	36%	71%	12%
Avon Grove CS	65%	88%	2%	56%	89%	4%
Bear Creek Community CS	71%	93%	2%	60%	92%	3%
Belmont Charter School	56%	82%	4%	34%	72%	11%
Boys Latin of Philadelphia CS	51%	80%	6%	34%	72%	11%
Career Connections CHS	20%	61%	18%	28%	61%	24%
Center for Student Learning CS at Pennsbury	29%	52%	28%	40%	65%	19%
Charter High School for Architecture and Design	23%	69%	8%	32%	71%	8%
Chester Community CS	57%	86%	5%	39%	81%	6%
Christopher Columbus CS	60%	88%	3%	54%	90%	3%
City CHS	25%	75%	9%	42%	82%	9%
Collegium CS	58%	87%	4%	49%	87%	5%
Delaware Valley CHS	17%	56%	16%	34%	68%	15%
Discovery Charter School	57%	87%	4%	41%	82%	6%
Environmental Charter School at Frick Park	67%	91%	1%	55%	93%	4%
Eugenio Maria De Hostos CS	57%	87%	3%	31%	79%	7%
Fell CS	54%	80%	6%	44%	79%	9%
First Phila CS For Literacy	60%	86%	4%	49%	86%	4%
Folk Arts-Cultural Treasures CS	66%	91%	2%	46%	83%	5%
Franklin Towne CHS	28%	74%	8%	40%	76%	8%
Freire CS	28%	74%	9%	36%	77%	10%
Global Leadership Academy CS	55%	82%	7%	39%	78%	8%
Graystone Academy CS	55%	80%	7%	38%	76%	9%
Green Woods CS	68%	93%	1%	62%	92%	2%
Imani Education Circle CS	51%	81%	7%	41%	81%	7%
Independence CS	68%	91%	1%	56%	87%	3%
Khepera CS	60%	87%	2%	45%	83%	6%
KIPP Academy Charter School	65%	89%	2%	48%	78%	5%
Laboratory CS	86%	100%	0%	65%	100%	0%
Lehigh Valley Academy Regional CS	65%	93%	2%	59%	92%	2%
Lehigh Valley CHS for Performing Arts	25%	74%	9%	63%	87%	0%

## Addendum 3 – continued

### Pennsylvania Race to the Top Expected Impact and Charter School Performance Targets – continued

Charter School	Math			Reading		
	Expected advanced math (2014)	Expected above proficient math (2014)	Expected below basic math (2014)	Expected advanced reading (2014)	Expected above proficient reading (2014)	Expected below basic reading (2014)
Lincoln CS	59%	87%	4%	34%	78%	6%
Lincoln Park Performing Arts CS	41%	76%	6%	65%	90%	2%
Manchester Academic CS	66%	91%	2%	52%	85%	5%
Maritime Academy Charter School	61%	84%	4%	53%	85%	5%
MAST Community Charter School	75%	95%	1%	65%	94%	2%
Mastery Charter High School	48%	84%	4%	48%	77%	5%
Mastery CS-Pickett Campus	66%	88%	4%	57%	85%	6%
Mastery CS-Shoemaker Campus	79%	96%	0%	68%	90%	3%
Mastery CS-Thomas Campus	53%	84%	4%	49%	81%	6%
Math Civics and Sciences CS	50%	79%	7%	38%	76%	8%
Montessori Regional CS	58%	86%	3%	47%	92%	2%
Multi-Cultural Academy CS	18%	70%	12%	31%	70%	6%
New Foundations CS	67%	96%	0%	52%	92%	0%
New Hope Academy CS	48%	69%	15%	41%	67%	11%
New Media Technology CS	47%	77%	8%	47%	78%	6%
Northside Urban Pathways CS	46%	78%	6%	49%	84%	6%
Northwood Academy CS	62%	87%	4%	51%	87%	6%
Nueva Esperanza Academy CS	16%	42%	33%	25%	44%	30%
Pan American Academy CS	50%	82%	6%	34%	84%	9%
People for People CS	54%	83%	6%	40%	75%	11%
Philadelphia Electrical & Tech CHS	25%	70%	10%	42%	68%	13%
Philadelphia Harambee Inst CS	59%	87%	4%	48%	86%	5%
Philadelphia Performing Arts CS	68%	92%	1%	58%	91%	2%
Planet Abacus CS	91%	100%	0%	60%	100%	0%
Pocono Mountain Charter School	52%	80%	7%	40%	77%	9%
Preparatory CS	33%	79%	4%	55%	86%	4%
Propel CS-East	71%	92%	3%	55%	89%	4%
Propel CS-Homestead	63%	90%	2%	43%	81%	6%
Propel CS-McKeesport	89%	99%	0%	58%	91%	3%
Propel CS-Montour	61%	88%	4%	48%	82%	6%
Renaissance Academy CS	67%	90%	1%	61%	91%	2%
Richard Allen Preparatory CS	50%	74%	9%	40%	73%	9%
Robert Benjamin Wiley Community CS	54%	86%	7%	33%	74%	13%
Roberto Clemente CS	46%	70%	11%	41%	73%	11%
Russell Byers CS	54%	86%	4%	37%	80%	7%

## Addendum 3 – continued

### Pennsylvania Race to the Top Expected Impact and Charter School Performance Targets – continued

Charter School	Math			Reading		
	Expected advanced math (2014)	Expected above proficient math (2014)	Expected below basic math (2014)	Expected advanced reading (2014)	Expected above proficient reading (2014)	Expected below basic reading (2014)
School Lane CS	64%	90%	2%	53%	89%	3%
Southwest Leadership Academy CS	50%	81%	9%	33%	79%	10%
Sugar Valley Rural CS	47%	73%	16%	32%	73%	13%
Sylvan Heights Science CS	49%	86%	2%	31%	84%	4%
Tidioute Community CS	61%	82%	5%	46%	82%	6%
Truebright Science Academy CS	54%	76%	9%	41%	70%	9%
Tuscarora Blended Learning CS	24%	39%	45%	27%	44%	37%
Universal Institute CS	62%	89%	3%	46%	84%	4%
Urban League of Pittsburgh CS	59%	90%	0%	32%	88%	3%
West Oak Lane CS	60%	91%	1%	39%	80%	7%
West Phila. Achievement CES	50%	80%	5%	27%	71%	10%
Widener Partnership CS	55%	91%	0%	39%	91%	6%
Wissahickon CS	60%	85%	5%	47%	84%	5%
World Communications CS	47%	83%	4%	41%	79%	4%
Young Scholars CS	66%	88%	6%	54%	81%	8%
Young Scholars of Central PA CS	71%	94%	0%	64%	95%	3%

\*Only eligible charters that (A) receive Title 1 Part A funding and (B) have students who took the 2009 PSSA appear on this list. Eligible charters who do not appear on this list and do not have students who take the PSSA will be required to meet an alternative set of targets.