

Addendum 1 – Pennsylvania Race to the Top Requirements for Participating Districts

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.
- 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).
- Building 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
- Providing 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.

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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 compensation. This allows good teachers to advance

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Objective 2: Human Capital Pipeline – *continued*

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.

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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 in the summer of 2011.

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 Participating Districts – *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.

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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 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 Participating Districts – *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.

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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.

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 Participating Districts – *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 instructional staff on the SAS (including the SAS portal);
- 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 1 – Pennsylvania Race to the Top Requirements for Participating Districts – *continued*

Objective 5: Turn Around the Lowest Performing Schools

Turning around struggling schools is one of the four key reform reforms of the educational initiatives and investments of the American Recovery and Reinvestment Act. Pennsylvania has identified these schools and they will qualify for additional funds from a Race to the Top award if their districts commit to be participating districts and to implement additional reform activities in these struggling schools. The following requirements are for **turnaround schools** in participating districts only. Participating districts without turnaround schools specifically identified by PDE are NOT required to implement these activities. These requirements must be implemented in addition to all of the other required activities outlined within Objectives 1 to 4.

These required activities for turnaround schools are intensive, tightly targeted and evidenced based. For these reasons, we expect to double the rate of student achievement in these most challenged school buildings with focused, faithful implementation of these rigorous reform activities.

Upon receipt of a Race to the Top award, the state will develop the following tools and resources to support these districts and schools. These tools and resources include the following:

- Updated, aligned and internationally benchmarked standards
- A voluntary curriculum framework aligned to the standards
- A comprehensive model system of assessments aligned to the standards
- A model multi-measure teacher and principal evaluation system (created in collaboration with appropriate stakeholders including teachers' unions)
- A model School Information System (SIS)
- A model Early Warning System
- A model career ladder
- Professional development on
 - the SAS instructional improvement system,
 - the teacher and principal model evaluation systems
 - the model Student Information System.

- Technical assistance to turnaround schools in the development and implementation of their plans.
- Office of School Turnarounds to coordinate technical assistance to turnaround schools and to oversee development and implementation of district turnaround plans.

Once the Race to the Top award is announced, districts will have 90 days to develop a plan for each of these turnaround schools. In the development of their school turnaround plans, participating districts with turnaround schools will need to consider and incorporate the required activities described below. The plan will begin with a root cause analysis that is also used in the Getting Results School Improvement plans.

Selection of an Intervention Model

Four school intervention models are set forth in extensive detail in the Race to the Top guidance. These same four school intervention models are also described in the recently released guidance for the Title I School Improvement funds; Title I SI funds and state school improvement funds will only be made available to eligible schools in participating districts. These districts will be expected to leverage these funds to help finance Race to the Top required activities. The four school intervention models are:

- Turnaround – hire new principal and replace at least 50% of staff
- Transformation – hire new principal and “transform” staff in place
- Restart as a charter school or under contract with an EMO
- School closure

New Leadership

- Replace any principal who has been at the school longer than 3 years
 - The state must approve the retention of any existing principal at a turnaround school and will consider evidence that the existing principal is already engaged in implementation of reforms that advance the goals of the State plan.

Addendum 1 – Pennsylvania Race to the Top Requirements for Participating Districts – *continued*

Objective 5: Turn Around the Lowest Performing Schools – *continued*

- The state will provide assistance and support to participating districts with turnaround schools by locating highly effective principals through a nationwide recruitment and through a state-funded Urban Principal Academy.
- Provide principals with flexibility in hiring and retention of staff, scheduling and budget. This would include site-based selection of teachers, flexibility in determining the master schedule and the ability to adjust the allocation of funds within school budgets.
- Require all principals of turnaround schools to take the PDE Teaching Matters coursework within the first year of the turnaround plan or the first year of their hiring whichever is sooner.
- Hire a Chief Turnaround Officer for each turnaround school to report directly to and support the principal in implementing required activities. Responsibilities include (depending on the need of the principals):
 - Providing oversight for school-level required activities with a school-level leadership team and report progress;
 - Ensuring that all required activities have clear implementation plans and timelines;
 - Assisting the principal in defining roles and responsibilities for staff;
 - Working with the principal to ensure effective, trust-based relationships are developed between staff member and students;
 - Ensuring that staff are receiving the right training, developing the right skills, and receiving timely feedback and evaluations; and
 - Monitoring early warning indicators such as attendance, student behavior, and benchmark assessment data.
- State will provide support and technical assistance including
 - Development of detailed CTO job description
 - Conduct national search and recruitment for CTO candidates
 - Provide ongoing coordination, coaching and technical assistance to CTOs.
- In districts with more than three turnaround schools, identify a district director of school turnarounds, reporting directly to the superintendent
- Provide signing bonuses or additional compensation, as appropriate, to attract highly effective principals, back-loaded over four year commitment. (optional)

Effective Teachers

- Develop a plan for hiring and retaining effective teachers going forward
 - The state will provide assistance and support to participating districts with turnaround schools in locating highly effective teachers with nationwide recruitment support, and establishing new sources of effective teachers within Pennsylvania including a Teach for PA initiative and an Urban Teachers Academy.
- If Turnaround strategy is selected as school intervention model, replace at least 50% of the instructional staff
- Ensure that new teacher induction includes side-by-side mentoring by a highly effective teacher for a period of at least one school year
 - The state will provide technical assistance and guidance clarifying the requirements of side by side mentoring and identification of mentor teachers.
- Provide signing bonuses and/or additional compensation to attract and retain highly effective teachers, back-loaded over a multi year commitment. (optional)
- Recruit and retain highly effective teachers using the cohort model, with signing bonuses and/or additional compensation, back-loaded over a multi year commitment.
 - The state will assist in the creation of cohorts of highly effective teachers to be placed as a group in high-needs schools.

Addendum 1 – Pennsylvania Race to the Top Requirements for Participating Districts – *continued*

Objective 5: Turn Around the Lowest Performing Schools – *continued*

- Adopt a career ladder for promotion, additional compensation, and advancement of effective teachers based on responsibility and other factors including student growth to be developed in collaboration with local teachers' union as appropriate.
 - State will develop a model career ladder as well as provide guidance on requirements for alternate models; participating districts with turnaround schools may adopt the state model or may develop their own model in accord with the state guidance.
- Implement PDE's Response to Instruction and Intervention (RTII) to address learning gaps and provide RTII professional development to all instructional staff
- Provide a summer academy for teachers of seven to ten days during the months immediately preceding the opening of the turnaround school with intense professional development in core instructional practices, RTII, student data analysis and individual learning plans.
 - The state will fund technical assistance support to turnaround schools to implement data related reform activities.
- Backward map district math and literacy curricula to ensure coherence from grade level to grade level
 - Align curriculum and lesson plans to standards and instruction across grade levels to ensure continuity of content and instruction
- Implement the Adolescent Literacy Academy model based on TALA (For further description, see <http://ritter.tea.state.tx.us/tala/about/about.html>.) in middle and high school turnaround schools (optional)
 - Training and professional development for ELA academy for English and reading teachers in grades 6–8 and 9–12 (as appropriate) and content area academy for mathematics, science, and social studies teachers in grades 6–8 and 9–12.

Use student data to inform and differentiate instruction

- Implement the state model school information system (SIS) with capability to provide real time student level data to teachers and administrators
 - Train leaders and instructional staff in effective use of real time data
 - Provide at least twice weekly collaborative time for teachers to review real-time student data to drive instruction
- Implement the state model Early Warning System
 - An Early Warning System is a technology-based tool that uses assessment and rapid-time student-level data, e.g., number of unexcused absences, behavior referrals, missed homework or tests, or other indicators, to identify at-risk students in elementary, middle and high schools who need both academic and socio-emotional interventions/support
- The state will provide technical assistance through data facilitators to turnaround schools to provide support for a period of six months to assist schools in how to use the SAS instructional improvement system, and the model Early Warning System (ratio of approximately one data facilitator to 10 turnaround schools)

Rigorous curriculum

- Implement a rigorous research based curriculum aligned with Pennsylvania standards, curriculum framework, instruction, materials and interventions (e.g., for high schools: High Schools that Work; Talent Development; or Project Grad; elementary and middle schools: Success for All and America's Choice). See also other evidence-based curricula at What Works Clearinghouse (see <http://ies.ed.gov/ncee/wwc/>).
- Implement SAS as an instructional improvement system that aligns with the curriculum selected above
 - The state will fund/supply professional development on SAS to all leadership and instructional staff; if another system is used, the district must provide comparable professional development to all leadership and instructional staff

Addendum 1 – Pennsylvania Race to the Top Requirements for Participating Districts – *continued*

Objective 5: Turn Around the Lowest Performing Schools – *continued*

Provide increased learning time and curriculum opportunities

- Increase learning time by adopting one or more of the following:
 - Extending the school day by 30 minutes of learning time
 - Extending the school year by at least 15 days of learning time
 - Extending the school year for teachers for professional development or developing/sharing Individual Learning Plans
- All ninth grade students entering an turnaround high school to attend a preparatory summer academy to build basic skills (modeled on Project Grad or GEAR UP programs)
- Ensure that students entering elementary turnaround schools are prepared for a rigorous curriculum by providing that all students have been enrolled in a high-quality pre-kindergarten and full day kindergarten
 - Create partnerships with childcare and early learning providers to help ensure that all children entering kindergarten have access to state supported Head Start, Pre-K Counts or a Keystone Stars 3 pre-school

Required programs in turnaround schools

- Implement Reading Recovery or comparable elementary reading intervention model for all students below grade level in grades 1 through 3
 - State will increase the number of training sites for Reading Recovery teachers and teacher leaders
 - Provide professional development to support model
- Implement Science It's Elementary or other evidence based elementary science program in all turnaround elementary schools
- Increase the number of advanced, high rigor courses offered in turnaround high schools and the number of students taking such coursework
 - The state will provide professional development for AP teacher certification

Social/emotional and community oriented supports for students

- Create strong supports for students at high risk transitions
 - Develop a system to transfer comprehensive student information from one school to the next at transitions, i.e. elementary to middle, middle to high, and for new students.
 - Create a Freshman Academy for all ninth grade students entering turnaround high schools with small teams of teachers who teach the same students and have collaborative planning and data review time together every day
 - Provide a three day orientation to all incoming midyear transfer students including an opportunity to meet all relevant adults, diagnostic assessment, creation of an ILP (optional), and on boarding to local data system
- Connect students identified as at-risk to needed social/emotional and community based supports
- In turnaround high schools, provide multiple opportunities for students to earn credits towards graduation (e.g., double dosing, summer school, after-school, twilight school)
- Develop Individual Learning Plans (ILP) for all students, updated three times per year (optional)

Addendum 2

Pennsylvania Race to the Top Memorandum of Understanding for Participating Districts

This Memorandum of Understanding (“MOU”) is entered into by and between the Commonwealth of Pennsylvania (“State”) and _____ (“Participating District”). 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 1, the Preliminary Scope of Work, indicates the Required Activities consistent with the State’s proposed reform plans (“State Plan”), which the Participating District is agreeing to implement.

II. PROJECT ADMINISTRATION

A. PARTICIPATING DISTRICT RESPONSIBILITIES

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

- 1) Implement the District 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 Participating Districts 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 Participating District in carrying out the District Plan as identified in Exhibit I of this agreement;
- 2) Timely distribute the District’s portion of Race to the Top grant funds during the course of the project period and in accordance with the District Plan identified in Exhibit I;
- 3) Provide feedback on the District’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 Participating Districts – *continued*

C. JOINT RESPONSIBILITIES

- 1) The State and the Participating District will each appoint a key contact person for the Race to the Top grant.
- 2) These key contacts from the State and the Participating District will maintain frequent communication to facilitate cooperation under this MOU.
- 3) State and Participating District grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the whole grant period.
- 4) State and Participating District 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 Participating District, or when the District 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 collective bargaining agreements. By way of the signatures below, the Participating District and local teachers' union agree that if the State's application is funded they will bargain in good faith regarding those elements of the Participating District'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 Participating District 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 Participating District and the union.

D. STATE RECOURSE FOR DISTRICT NON-PERFORMANCE

The State intends to conduct reviews of Participating District progress in plan implementation three times per year. If the State determines that the District 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 District, or any of the enforcement measures that are detailed in 34 CFR section 80.43 including putting the District on reimbursement payment status, temporarily withholding funds, disallowing costs or terminating this MOU for non-compliance.

III. ASSURANCES

The Participating District 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) Agrees to be a Participating District 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 Participating Districts – *continued*

- 4) 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 District’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 District dated January 5, 2010 which is incorporated herein by reference (“District 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
- 5) 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 the Program, 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

District Superintendent:

Signature/Date

Print Name/Title

President of Local School Board:

Signature/Date

Print Name/Title

Local Teachers’ Union Leader:

Signature/Date

Print Name/Title

Authorized State Official:

By its signature below, the State hereby accepts the District as a Participating District.

Signature/Date

Print Name/Title

Addendum 2 – *continued*

Pennsylvania Race to the Top Memorandum of Understanding for Participating Districts – *continued*

Participating District hereby agrees to participate in implementing the State Plan in each of the areas identified below. The terms and conditions of Addendum 1 of that certain Letter from Secretary of Education Gerald Zahorchak to superintendents of Pennsylvania School Districts dated January 5, 2010 which provides additional detail on the required activities under the Primary Objectives set forth below are hereby incorporated by reference and made a part of this Exhibit I.

EXHIBIT I PRELIMINARY SCOPE OF WORK for Participating Districts

District 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	Implement a high quality curriculum that is aligned with standards, assessments, curriculum framework, instruction, materials and interventions (B)(3) Implement a system of assessments with capacity to inform instruction on timely and regular basis (B)(3) Implement a system to use real-time student data to identify students at academic risk in grade 6 and above. (C)(3) Implement a SIS that provides real-time student data and can communicate with PIMS (C)(3)(i) Provide collaborative time for teachers to review real-time student data to drive instruction
Develop a world-class human capital pipeline for teachers and leaders	Develop a human capital plan to identify strategies based on district 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) Adopt the state-developed standard application for prospective teachers. Provide signing and retention bonuses for effective teachers and principals in hard-to-staff schools and subject areas (optional activity)
Develop a robust multi-measure evaluation system	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 Conduct annual evaluations of teachers and principals that include timely and constructive feedback and provide data on student growth for students, classes and schools Provide training to all principals and teachers on effective use of the evaluation system Use evaluations to inform decisions regarding professional development, compensation, promotion and retention, tenure and removal of ineffective teachers after ample opportunity to improve
Initials: Superintendent _____ School Board President _____ Union President _____ State Official _____	

Addendum 2 – *continued*

Pennsylvania Race to the Top Memorandum of Understanding for Participating Districts – *continued*

EXHIBIT I PRELIMINARY SCOPE OF WORK for Participating Districts – *continued*

Primary Objective	Required Activity
Create a coherent approach to professional development	<p>Adopt a career ladder for promotion, additional 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 professional development to all district instructional staff on effective instructional practices including:</p> <ul style="list-style-type: none"> – The use of data including diagnostic and formative assessment tools to differentiate classroom instruction (C)(3)(ii) – SAS tools and resources – Response to Instruction and Intervention (RtII) – Systems to identify students at risk – Development of Individual Learning Plans (D)(5)(i) <p>Provide professional development to high school teachers in providing high-rigor coursework (e.g., AP, IB or Dual Enrollment).</p>
Turn around the lowest performing schools	N/A
Evaluate programs and identify and spread best practices	<p>Provide data and access to PDE to evaluate and study RTTT strategies and activities (C)(3)(iii); (D)(5)(ii)</p> <p>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</p>
<p>Initials: Superintendent _____ School Board President _____ Union President _____ State Official _____</p>	

VII. SIGNATURES:

District Superintendent:

Signature/Date

Print Name/Title

President of Local School Board:

Signature/Date

Print Name/Title

Local Teachers’ Union Leader:

Signature/Date

Print Name/Title

Authorized State Official:

By its signature below, the State hereby accepts the District as a Participating District.

Signature/Date

Print Name/Title

Addendum 3

Pennsylvania Race to the Top Memorandum of Understanding for Participating Districts with Turnaround Schools

This Memorandum of Understanding (“MOU”) is entered into by and between the Commonwealth of Pennsylvania (“State”) and _____ (“Participating District”). The purpose of this agreement is to establish a framework of collaboration, as well as to 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 1, the Preliminary Scope of Work, indicates the Required Activities consistent with the State’s proposed reform plans (“State Plan”), which the Participating District is agreeing to implement.

II. PROJECT ADMINISTRATION

A. PARTICIPATING DISTRICT RESPONSIBILITIES

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

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

Addendum 3 – *continued*

Pennsylvania Race to the Top Memorandum of Understanding for Participating Districts with Turnaround Schools – *continued*

C. JOINT RESPONSIBILITIES

- 1) The State and the Participating District will each appoint a key contact person for the Race to the Top grant.
- 2) These key contacts from the State and the Participating District will maintain frequent communication to facilitate cooperation under this MOU.
- 3) State and Participating District grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the whole grant period.
- 4) State and Participating District 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 Participating District, or when the District 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 collective bargaining agreements. By way of the signatures below, the Participating District and local teachers’ union agree that if the State’s application is funded they will bargain in good faith regarding those elements of the Participating District’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 Participating District 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 Participating District and the union.

D. STATE RECOURSE FOR DISTRICT NON-PERFORMANCE

The State intends to conduct reviews of Participating District progress in plan implementation three times per year. If the State determines that the District 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 District, or any of the enforcement measures that are detailed in 34 CFR section 80.43 including putting the District on reimbursement payment status, temporarily withholding funds, disallowing costs or terminating this MOU for non-compliance.

III. ASSURANCES

The Participating District 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) Agrees to be a Participating District and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded,
- 4) 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 District’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 District dated January 5, 2010 which is incorporated herein by reference (“District 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

Addendum 3 – *continued*

Pennsylvania Race to the Top Memorandum of Understanding for Participating Districts with Turnaround Schools – *continued*

- 5) 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 the Program, 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

District Superintendent:

Signature/Date

Print Name/Title

President of Local School Board:

Signature/Date

Print Name/Title

Local Teachers’ Union Leader:

Signature/Date

Print Name/Title

Authorized State Official:

By its signature below, the State hereby accepts the District as a Participating District.

Signature/Date

Print Name/Title

Addendum 3 – *continued*

Pennsylvania Race to the Top Memorandum of Understanding for Participating Districts with Turnaround Schools – *continued*

Participating District hereby agrees to participate in implementing the State Plan in each of the areas identified below. The terms and conditions of Addendum 1 of that certain Letter from Secretary of Education Gerald Zahorchak to superintendents of Pennsylvania School Districts dated January 5, 2010 which provides additional detail on the required activities under the Primary Objectives set forth below are hereby incorporated by reference and made a part of this Exhibit I.

EXHIBIT I – PRELIMINARY SCOPE OF WORK for Participating Districts with Turnaround Schools

District 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.	Implement a rigorous research based curriculum aligned with standards, assessments, curriculum framework, instruction, materials and interventions (B)(3) Implement the model system of assessments (B)(3) Backward map district math and literacy curricula to ensure coherence from grade level to grade level Implement the model Early Warning System for grades 6 and above that uses real-time student data (C)(3) Implement the model SIS (C)(3)(i) Provide at least twice weekly collaborative time for teachers to review real-time student data to drive instruction
Develop a world-class human capital pipeline for teachers and leaders	Develop a human capital plan identifying strategies based on district 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) Provide signing and retention bonuses for effective teachers and principals in hard-to-staff schools and subject areas (optional activity) Provide new teacher induction that includes side-by-side mentoring by highly effective teachers
Develop a multi-measure evaluation system	Implement the model multi-measure evaluation system for teachers and principals that takes into account data on student growth as a significant factor (D)(2)(i), (ii) 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) Provide training to all principals and teachers on effective use of the evaluation system Use evaluations to inform decisions regarding professional development, additional compensation, promotion and retention, tenure and removal of ineffective teachers after ample opportunity to improve (D)(2)(iv)(a – d)
Initials: Superintendent _____ School Board President _____ Union President _____ State Official _____	

Addendum 3 – *continued*

Pennsylvania Race to the Top Memorandum of Understanding for Participating Districts with Turnaround Schools – *continued*

EXHIBIT I – PRELIMINARY SCOPE OF WORK for Participating Districts with Turnaround Schools – *continued*

Primary Objective	Required Activity
Create a coherent approach to professional development	Adopt a career ladder for promotion, additional compensation and advancement of teachers based on responsibility and other factors including student growth Provide professional development to all district instructional staff based on the needs evidenced by teacher evaluation results (D)(5)(i) Provide PD to all district instructional staff on effective instructional practices including: <ul style="list-style-type: none"> – The use of data including diagnostic and formative assessment tools to differentiate classroom instruction (C)(3)(ii) – SAS tools and resources – Response to Instruction and Intervention (RTII) – Early Warning System – Development of Individual Learning Plans (D)(5)(i) Provide professional development to high school teachers in providing high rigor coursework (e.g., AP, IB or dual enrollment)
Turn around the lowest performing schools	Agree to select and implement one of four school intervention models for each turnaround school identified by the State and implement required detailed reform activities In districts with more than three turnaround schools, identify a district turnaround leader who reports to the superintendent Build high quality early childhood programs in partnership with local early childhood providers
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: Superintendent _____ School Board President _____ Union President _____ State Official _____	

Addendum 3 – *continued*

Pennsylvania Race to the Top Memorandum of Understanding for Participating Districts with Turnaround Schools – *continued*

VI. SIGNATURES

District Superintendent:

Signature/Date

Print Name/Title

President of Local School Board:

Signature/Date

Print Name/Title

Local Teachers' Union Leader:

Signature/Date

Print Name/Title

Authorized State Official:

By its signature below, the State hereby accepts the District as a Participating District.

Signature/Date

Print Name/Title

Addendum 4

Pennsylvania Race to the Top Expected Impact and District Performance Targets

District	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)
ABINGTON HEIGHTS SD	75%	95%	1%	73%	95%	1%
ABINGTON SD	77%	95%	1%	68%	94%	1%
ALBERT GALLATIN AREA SD	59%	87%	4%	50%	84%	7%
ALIQUPPA SD	53%	79%	8%	37%	74%	9%
ALLEGHENY VALLEY SD	59%	88%	3%	58%	88%	6%
ALLEGHENY-CLARION VALLEY SD	57%	85%	4%	48%	83%	6%
ALLENTOWN CITY SD	56%	83%	5%	42%	78%	9%
ALTOONA AREA SD	64%	90%	3%	55%	87%	5%
AMBRIDGE AREA SD	66%	90%	2%	57%	90%	4%
ANNVILLE-CLEONA SD	68%	94%	1%	60%	91%	2%
ANTIETAM SD	56%	86%	4%	44%	82%	6%
APOLLO-RIDGE SD	56%	87%	4%	50%	85%	6%
ARMSTRONG SD	66%	91%	2%	58%	89%	4%
ATHENS AREA SD	62%	89%	3%	51%	85%	6%
AUSTIN AREA SD	63%	89%	4%	58%	83%	9%
AVELLA AREA SD	59%	86%	4%	58%	89%	5%
AVON GROVE SD	80%	96%	1%	70%	93%	3%
AVONWORTH SD	73%	95%	1%	72%	95%	1%
BALD EAGLE AREA SD	62%	89%	3%	55%	88%	4%
BALDWIN-WHITEHALL SD	66%	91%	3%	56%	87%	5%
BANGOR AREA SD	60%	86%	4%	55%	87%	5%
BEAVER AREA SD	76%	96%	0%	67%	95%	1%
BEDFORD AREA SD	63%	89%	3%	55%	87%	5%
BELLE VERNON AREA SD	63%	90%	3%	57%	88%	4%
BELLEFONTE AREA SD	63%	90%	3%	59%	89%	4%
BELLWOOD-ANTIS SD	71%	92%	2%	63%	91%	3%
BENSALEM TOWNSHIP SD	61%	88%	3%	52%	86%	5%
BENTON AREA SD	66%	91%	2%	55%	89%	3%
BENTWORTH SD	61%	88%	3%	53%	85%	6%
BERLIN BROTHERSVALLEY SD	72%	94%	1%	59%	89%	5%
BERMUDIAN SPRINGS SD	64%	88%	3%	54%	86%	5%
BERWICK AREA SD	63%	89%	3%	54%	86%	5%
BETHEL PARK SD	72%	96%	1%	68%	95%	1%
BETHLEHEM AREA SD	63%	88%	4%	55%	86%	5%
BETHLEHEM-CENTER SD	59%	87%	3%	54%	87%	5%
BIG BEAVER FALLS AREA SD	68%	91%	3%	55%	87%	5%

Addendum 4 – continued

Pennsylvania Race to the Top Expected Impact and District Performance Targets – continued

District	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)
BIG SPRING SD	62%	90%	3%	53%	86%	6%
BLACKHAWK SD	73%	95%	1%	64%	93%	2%
BLACKLICK VALLEY SD	60%	86%	4%	49%	83%	7%
BLAIRSVILLE-SALTSBURG SD	68%	91%	2%	58%	88%	5%
BLOOMSBURG AREA SD	72%	93%	2%	62%	91%	3%
BLUE MOUNTAIN SD	65%	90%	2%	62%	92%	2%
BLUE RIDGE SD	59%	87%	3%	54%	86%	5%
BOYERTOWN AREA SD	73%	95%	1%	63%	92%	2%
BRADFORD AREA SD	63%	87%	3%	56%	86%	6%
BRANDYWINE HEIGHTS AREA SD	64%	90%	2%	59%	89%	4%
BRENTWOOD BOROUGH SD	63%	90%	3%	59%	90%	3%
BRISTOL BOROUGH SD	62%	89%	3%	49%	84%	7%
BRISTOL TOWNSHIP SD	61%	89%	3%	50%	84%	6%
BROCKWAY AREA SD	61%	89%	3%	52%	85%	5%
BROOKVILLE AREA SD	57%	87%	3%	55%	87%	6%
BROWNSVILLE AREA SD	54%	84%	4%	46%	81%	8%
BURGETTSTOWN AREA SD	62%	91%	2%	52%	87%	5%
BURRELL SD	63%	91%	1%	61%	92%	3%
BUTLER AREA SD	65%	91%	2%	56%	90%	4%
CALIFORNIA AREA SD	62%	91%	2%	57%	87%	4%
CAMBRIA HEIGHTS SD	64%	90%	2%	61%	91%	3%
CAMERON COUNTY SD	57%	88%	4%	52%	88%	5%
CAMP HILL SD	70%	93%	0%	67%	94%	1%
CANON-MCMILLAN SD	69%	93%	2%	66%	93%	2%
CANTON AREA SD	58%	84%	4%	50%	84%	6%
CARBONDALE AREA SD	69%	92%	2%	62%	90%	3%
CARLISLE AREA SD	67%	91%	3%	62%	90%	4%
CARLYNTON SD	63%	89%	4%	54%	87%	5%
CARMICHAELS AREA SD	62%	88%	4%	50%	86%	6%
CATASAUQUA AREA SD	61%	87%	3%	51%	85%	6%
CENTENNIAL SD	66%	92%	1%	61%	91%	3%
CENTER AREA SD	69%	93%	1%	65%	94%	2%
CENTRAL BUCKS SD	84%	98%	0%	75%	97%	1%
CENTRAL CAMBRIA SD	63%	91%	3%	60%	90%	4%
CENTRAL COLUMBIA SD	69%	93%	2%	62%	89%	4%
CENTRAL DAUPHIN SD	67%	90%	3%	56%	87%	5%

Addendum 4 – continued

Pennsylvania Race to the Top Expected Impact and District Performance Targets – continued

District	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)
CENTRAL FULTON SD	67%	92%	2%	54%	85%	6%
CENTRAL GREENE SD	62%	88%	5%	52%	84%	6%
CENTRAL YORK SD	70%	94%	1%	67%	94%	2%
CHAMBERSBURG AREA SD	60%	87%	4%	53%	86%	6%
CHARLEROI SD	59%	87%	4%	51%	85%	6%
CHARTIERS VALLEY SD	65%	90%	3%	61%	89%	4%
CHARTIERS-HOUSTON SD	63%	89%	3%	59%	88%	4%
CHELTENHAM TOWNSHIP SD	72%	92%	1%	68%	92%	2%
CHESTER-UPLAND SD	46%	71%	15%	34%	68%	17%
CHESTNUT RIDGE SD	64%	90%	3%	55%	88%	5%
CHICHESTER SD	58%	84%	5%	50%	84%	6%
CLAIRTON CITY SD	50%	79%	7%	39%	73%	11%
CLARION AREA SD	67%	92%	1%	60%	92%	2%
CLARION-LIMESTONE AREA SD	65%	91%	2%	59%	90%	4%
CLAYSBURG-KIMMEL SD	61%	89%	3%	53%	87%	5%
CLEARFIELD AREA SD	61%	88%	4%	53%	85%	6%
COATESVILLE AREA SD	60%	87%	3%	54%	85%	6%
COCALICO SD	67%	92%	1%	63%	91%	3%
COLONIAL SD	80%	97%	1%	74%	96%	1%
COLUMBIA BOROUGH SD	58%	86%	4%	49%	82%	7%
COMMODORE PERRY SD	60%	90%	2%	61%	91%	3%
CONEMAUGH TOWNSHIP AREA SD	75%	95%	1%	64%	91%	3%
CONEMAUGH VALLEY SD	67%	91%	2%	57%	87%	4%
CONESTOGA VALLEY SD	65%	91%	2%	60%	90%	3%
CONEWAGO VALLEY SD	65%	90%	2%	54%	85%	5%
CONNEAUT SD	61%	88%	4%	54%	85%	5%
CONNELLSVILLE AREA SD	58%	86%	4%	50%	83%	7%
CONRAD WEISER AREA SD	65%	89%	3%	54%	87%	5%
CORNELL SD	64%	90%	4%	49%	86%	5%
CORNWALL-LEBANON SD	68%	94%	1%	63%	92%	2%
CORRY AREA SD	57%	86%	5%	48%	83%	7%
COUDERSPORT AREA SD	62%	89%	2%	58%	89%	4%
COUNCIL ROCK SD	73%	95%	1%	69%	95%	2%
CRANBERRY AREA SD	65%	91%	2%	58%	88%	5%
CRAWFORD CENTRAL SD	57%	84%	4%	53%	85%	6%
CRESTWOOD SD	67%	91%	2%	62%	93%	2%

Addendum 4 – continued

Pennsylvania Race to the Top

Expected Impact and District Performance Targets – continued

District	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)
CUMBERLAND VALLEY SD	78%	96%	1%	71%	94%	2%
CURWENSVILLE AREA SD	68%	92%	2%	60%	90%	4%
DALLAS SD	75%	96%	1%	67%	95%	1%
DALLASTOWN AREA SD	68%	93%	1%	67%	93%	2%
DANIEL BOONE AREA SD	62%	90%	2%	54%	89%	4%
DANVILLE AREA SD	69%	92%	2%	63%	92%	3%
DEER LAKES SD	63%	90%	2%	63%	91%	4%
DELAWARE VALLEY SD	74%	96%	1%	70%	95%	1%
DERRY AREA SD	68%	92%	2%	62%	91%	3%
DERRY TOWNSHIP SD	78%	96%	1%	68%	93%	2%
DONEGAL SD	63%	89%	2%	53%	87%	5%
DOVER AREA SD	59%	89%	2%	56%	88%	4%
DOWNINGTOWN AREA SD	74%	94%	1%	71%	95%	1%
DUBOIS AREA SD	66%	90%	2%	57%	88%	5%
DUNMORE SD	65%	92%	1%	60%	93%	2%
DUQUESNE CITY SD	51%	76%	12%	34%	66%	21%
EAST ALLEGHENY SD	58%	86%	3%	50%	85%	5%
EAST LYCOMING SD	77%	95%	1%	65%	91%	3%
EAST PENN SD	70%	94%	1%	65%	93%	2%
EAST PENNSBORO AREA SD	67%	92%	2%	58%	90%	3%
EAST STROUDSBURG AREA SD	60%	87%	3%	55%	87%	4%
EASTERN LANCASTER CO SD	68%	92%	2%	60%	90%	3%
EASTERN LEBANON CO SD	61%	87%	3%	54%	86%	5%
EASTERN YORK SD	64%	90%	3%	53%	88%	5%
EASTON AREA SD	64%	90%	3%	54%	85%	6%
ELIZABETH FORWARD SD	66%	92%	2%	57%	89%	4%
ELIZABETHTOWN AREA SD	66%	92%	2%	59%	90%	4%
ELK LAKE SD	65%	90%	2%	57%	89%	4%
ELLWOOD CITY AREA SD	64%	90%	3%	56%	89%	4%
EPHRATA AREA SD	67%	90%	2%	58%	88%	5%
ERIE CITY SD	66%	92%	2%	54%	89%	3%
EVERETT AREA SD	62%	89%	2%	52%	87%	5%
EXETER TOWNSHIP SD	65%	91%	2%	61%	92%	3%
FAIRFIELD AREA SD	63%	88%	3%	55%	87%	5%
FAIRVIEW SD	66%	92%	2%	73%	95%	2%
FANNETT-METAL SD	58%	88%	3%	44%	82%	7%

Addendum 4 – continued

Pennsylvania Race to the Top Expected Impact and District Performance Targets – continued

District	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)
FARRELL AREA SD	50%	80%	8%	40%	75%	10%
FERNDALE AREA SD	64%	92%	2%	51%	88%	5%
FLEETWOOD AREA SD	63%	91%	2%	57%	90%	3%
FORBES ROAD SD	62%	87%	4%	54%	83%	8%
FOREST AREA SD	57%	86%	5%	52%	87%	6%
FOREST CITY REGIONAL SD	57%	85%	4%	58%	89%	4%
FOREST HILLS SD	66%	91%	2%	56%	88%	5%
FORT CHERRY SD	60%	90%	3%	58%	91%	4%
FORT LEOEUF SD	67%	92%	1%	63%	92%	3%
FOX CHAPEL AREA SD	80%	96%	0%	75%	96%	1%
FRANKLIN AREA SD	62%	88%	3%	52%	85%	6%
FRANKLIN REGIONAL SD	73%	97%	1%	75%	97%	2%
FRAZIER SD	71%	93%	2%	58%	91%	4%
FREEDOM AREA SD	73%	95%	0%	60%	92%	3%
FREEMPORT AREA SD	68%	92%	1%	62%	94%	2%
GALETON AREA SD	66%	92%	2%	50%	87%	3%
GARNET VALLEY SD	77%	95%	1%	74%	97%	0%
GATEWAY SD	67%	91%	3%	62%	90%	4%
GENERAL MCLANE SD	65%	91%	1%	59%	90%	4%
GETTYSBURG AREA SD	66%	92%	2%	60%	88%	4%
GIRARD SD	75%	95%	1%	57%	90%	3%
GLENDALE SD	57%	87%	4%	48%	83%	5%
GOVERNOR MIFFLIN SD	62%	89%	2%	60%	92%	3%
GREAT VALLEY SD	79%	96%	1%	77%	97%	1%
GREATER JOHNSTOWN SD	56%	85%	4%	44%	81%	7%
GREATER LATROBE SD	76%	96%	1%	66%	93%	2%
GREATER NANTICOKE AREA SD	61%	87%	4%	52%	84%	7%
GREENCASTLE-ANTRIM SD	64%	89%	3%	59%	89%	4%
GREENSBURG SALEM SD	78%	96%	1%	64%	93%	2%
GREENVILLE AREA SD	61%	89%	3%	55%	87%	5%
GREENWOOD SD	59%	89%	3%	53%	88%	4%
GROVE CITY AREA SD	71%	92%	1%	64%	92%	3%
HALIFAX AREA SD	59%	88%	2%	59%	89%	4%
HAMBURG AREA SD	64%	90%	2%	53%	87%	5%
HAMPTON TOWNSHIP SD	81%	96%	0%	78%	98%	1%
HANOVER AREA SD	58%	86%	3%	53%	84%	5%

Addendum 4 – continued

Pennsylvania Race to the Top Expected Impact and District Performance Targets – continued

District	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)
HANOVER PUBLIC SD	60%	87%	4%	52%	86%	5%
HARBOR CREEK SD	67%	95%	1%	62%	93%	3%
HARMONY AREA SD	58%	86%	4%	50%	82%	8%
HARRISBURG CITY SD	45%	70%	15%	35%	66%	19%
HATBORO-HORSHAM SD	80%	97%	1%	69%	95%	1%
HAVERFORD TOWNSHIP SD	73%	94%	2%	65%	93%	2%
HAZLETON AREA SD	62%	88%	3%	56%	86%	6%
HEMPFIELD SD	71%	93%	1%	65%	93%	3%
HEMPFIELD AREA SD	66%	92%	2%	63%	93%	3%
HERMITAGE SD	70%	93%	1%	64%	91%	3%
HIGHLANDS SD	64%	90%	3%	52%	87%	5%
HOLLIDAYSBURG AREA SD	69%	93%	2%	64%	92%	4%
HOMER-CENTER SD	64%	91%	2%	55%	88%	5%
HOPEWELL AREA SD	69%	94%	1%	60%	91%	3%
HUNTINGDON AREA SD	65%	90%	3%	56%	87%	5%
INDIANA AREA SD	64%	89%	3%	63%	90%	4%
INTERBORO SD	61%	90%	3%	55%	87%	4%
IROQUOIS SD	60%	89%	3%	50%	83%	6%
JAMESTOWN AREA SD	71%	93%	1%	63%	94%	2%
JEANNETTE CITY SD	58%	88%	3%	54%	87%	5%
JEFFERSON-MORGAN SD	56%	86%	5%	47%	84%	6%
JENKINTOWN SD	77%	95%	1%	75%	96%	1%
JERSEY SHORE AREA SD	67%	92%	2%	55%	88%	5%
JIM THORPE AREA SD	59%	89%	3%	53%	87%	5%
JOHNSONBURG AREA SD	64%	89%	3%	55%	87%	4%
JUNIATA COUNTY SD	61%	89%	3%	53%	86%	6%
JUNIATA VALLEY SD	62%	90%	1%	55%	86%	5%
KANE AREA SD	60%	88%	2%	55%	87%	5%
KARNS CITY AREA SD	63%	90%	2%	57%	91%	3%
KENNETT CONSOLIDATED SD	67%	90%	3%	62%	89%	5%
KEYSTONE CENTRAL SD	61%	88%	3%	51%	85%	6%
KEYSTONE OAKS SD	66%	92%	3%	58%	89%	4%
KEYSTONE SD	62%	92%	2%	59%	91%	4%
KISKI AREA SD	67%	92%	2%	64%	93%	3%
KUTZTOWN AREA SD	66%	90%	2%	60%	90%	4%
LACKAWANNA TRAIL SD	64%	90%	3%	58%	88%	4%

Addendum 4 – continued

Pennsylvania Race to the Top Expected Impact and District Performance Targets – continued

District	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)
LAKELAND SD	61%	90%	2%	58%	89%	3%
LAKE-LEHMAN SD	65%	90%	3%	63%	91%	3%
LAKEVIEW SD	63%	91%	2%	54%	89%	4%
LAMPETER-STRASBURG SD	73%	95%	1%	69%	95%	2%
LANCASTER SD	55%	82%	6%	42%	77%	10%
LAUREL SD	61%	88%	3%	54%	87%	4%
LAUREL HIGHLANDS SD	60%	86%	4%	54%	85%	7%
LEBANON SD	55%	84%	6%	42%	78%	9%
LEECHBURG AREA SD	60%	88%	3%	51%	86%	5%
LEHIGHTON AREA SD	64%	89%	2%	56%	89%	4%
LEWISBURG AREA SD	75%	96%	1%	73%	93%	3%
LIGONIER VALLEY SD	72%	94%	1%	63%	91%	2%
LINE MOUNTAIN SD	66%	91%	3%	58%	87%	5%
LITTLESTOWN AREA SD	60%	88%	3%	52%	86%	5%
LOWER DAUPHIN SD	72%	94%	1%	64%	92%	3%
LOWER MERION SD	83%	97%	1%	79%	98%	1%
LOWER MORELAND TOWNSHIP SD	81%	98%	0%	74%	97%	1%
LOYALSOCK TOWNSHIP SD	73%	95%	1%	62%	89%	5%
MAHANOEY AREA SD	65%	90%	3%	56%	86%	5%
MANHEIM CENTRAL SD	67%	91%	2%	58%	90%	4%
MANHEIM TOWNSHIP SD	73%	94%	1%	68%	93%	3%
MARION CENTER AREA SD	65%	93%	2%	58%	89%	5%
MARPLE NEWTOWN SD	70%	94%	1%	66%	94%	1%
MARS AREA SD	70%	95%	1%	66%	95%	1%
MCGUFFEY SD	61%	89%	3%	57%	88%	5%
MCKEESPORT AREA SD	56%	83%	6%	46%	80%	8%
MECHANICSBURG AREA SD	71%	95%	1%	63%	92%	3%
MERCER AREA SD	67%	92%	1%	64%	92%	4%
METHACTON SD	78%	95%	1%	72%	96%	1%
MEYERSDALE AREA SD	60%	87%	3%	54%	87%	5%
MID VALLEY SD	62%	89%	3%	49%	85%	6%
MIDDLETOWN AREA SD	63%	90%	2%	51%	87%	5%
MIDD-WEST SD	62%	90%	2%	54%	87%	4%
MIDLAND BOROUGH SD	73%	93%	1%	57%	91%	4%
MIFFLIN COUNTY SD	62%	89%	2%	51%	85%	5%
MIFFLINBURG AREA SD	71%	92%	2%	62%	90%	4%

Addendum 4 – continued

Pennsylvania Race to the Top Expected Impact and District Performance Targets – continued

District	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)
MILLCREEK TOWNSHIP SD	65%	91%	2%	61%	90%	4%
MILLERSBURG AREA SD	60%	90%	3%	57%	88%	5%
MILLVILLE AREA SD	63%	89%	3%	62%	89%	4%
MILTON AREA SD	61%	87%	4%	51%	85%	6%
MINERSVILLE AREA SD	63%	88%	4%	57%	88%	4%
MOHAWK AREA SD	62%	88%	2%	51%	85%	6%
MONACA SD	58%	90%	3%	49%	86%	5%
MONESSEN CITY SD	64%	89%	3%	47%	83%	6%
MONITEAU SD	63%	90%	2%	55%	88%	4%
MONTGOMERY AREA SD	77%	95%	1%	61%	93%	2%
MONTOUR SD	68%	92%	2%	64%	92%	3%
MONTOURSVILLE AREA SD	74%	94%	1%	64%	93%	2%
MONTROSE AREA SD	62%	89%	3%	58%	88%	4%
MOON AREA SD	73%	94%	1%	65%	95%	2%
MORRISVILLE BOROUGH SD	60%	87%	3%	52%	86%	6%
MOSHANNON VALLEY SD	58%	88%	3%	52%	87%	5%
MOUNT CARMEL AREA SD	61%	88%	3%	53%	86%	6%
MOUNT PLEASANT AREA SD	61%	88%	3%	59%	89%	5%
MOUNT UNION AREA SD	62%	88%	3%	48%	83%	7%
MOUNTAIN VIEW SD	56%	85%	3%	53%	86%	5%
MT LEBANON SD	76%	96%	0%	78%	98%	1%
MUHLENBERG SD	62%	89%	3%	54%	85%	5%
MUNCY SD	64%	89%	2%	57%	88%	4%
NAZARETH AREA SD	67%	92%	2%	61%	91%	3%
NESHAMINY SD	69%	93%	1%	62%	92%	2%
NESHANNOCK TOWNSHIP SD	70%	94%	1%	60%	93%	3%
NEW BRIGHTON AREA SD	57%	86%	4%	52%	85%	5%
NEW CASTLE AREA SD	62%	88%	3%	51%	85%	6%
NEW HOPE-SOLEBURY SD	76%	96%	1%	72%	95%	2%
NEW KENSINGTON-ARNOLD SD	61%	87%	3%	52%	84%	7%
NEWPORT SD	59%	85%	4%	50%	85%	6%
NORRISTOWN SD	62%	87%	4%	48%	83%	8%
NORTH ALLEGHENY SD	83%	98%	0%	77%	98%	1%
NORTH CLARION COUNTY SD	63%	92%	2%	58%	90%	4%
NORTH EAST SD	66%	90%	2%	60%	90%	5%
NORTH HILLS SD	70%	94%	2%	65%	93%	2%

Addendum 4 – continued

Pennsylvania Race to the Top Expected Impact and District Performance Targets – continued

District	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)
NORTH PENN SD	76%	96%	1%	67%	94%	2%
NORTH POCONO SD	61%	90%	2%	59%	89%	4%
NORTH SCHUYLKILL SD	61%	89%	2%	50%	85%	5%
NORTH STAR SD	64%	91%	3%	57%	87%	5%
NORTHAMPTON AREA SD	63%	90%	2%	56%	90%	4%
NORTHEAST BRADFORD SD	60%	87%	4%	48%	83%	7%
NORTHEASTERN YORK SD	65%	91%	2%	53%	88%	4%
NORTHERN BEDFORD COUNTY SD	61%	89%	2%	55%	85%	5%
NORTHERN CAMBRIA SD	66%	90%	2%	55%	87%	4%
NORTHERN LEBANON SD	54%	84%	5%	50%	85%	6%
NORTHERN LEHIGH SD	60%	87%	3%	53%	85%	5%
NORTHERN POTTER SD	63%	88%	4%	48%	83%	6%
NORTHERN TIOGA SD	61%	90%	3%	53%	85%	5%
NORTHERN YORK CO SD	67%	91%	2%	59%	91%	3%
NORTHGATE SD	65%	91%	2%	57%	90%	5%
NORTHWEST AREA SD	57%	84%	5%	54%	85%	6%
NORTHWESTERN LEHIGH SD	66%	91%	1%	64%	91%	3%
NORTHWESTERN SD	61%	88%	4%	54%	85%	6%
NORWIN SD	77%	97%	1%	69%	93%	2%
OCTORARA AREA SD	65%	91%	2%	57%	88%	4%
OIL CITY AREA SD	58%	87%	4%	47%	83%	7%
OLD FORGE SD	64%	90%	2%	56%	88%	5%
OLEY VALLEY SD	63%	91%	2%	63%	92%	3%
OSWAYO VALLEY SD	63%	88%	4%	53%	86%	7%
OTTO-ELDRED SD	65%	90%	2%	58%	90%	4%
OWEN J ROBERTS SD	74%	94%	1%	68%	95%	1%
OXFORD AREA SD	65%	89%	2%	60%	89%	5%
PALISADES SD	68%	93%	2%	64%	92%	3%
PALMERTON AREA SD	66%	90%	3%	58%	90%	3%
PALMYRA AREA SD	65%	91%	2%	60%	91%	3%
PANTHER VALLEY SD	53%	81%	7%	43%	79%	8%
PARKLAND SD	77%	96%	1%	68%	94%	2%
PEN ARGYL AREA SD	65%	92%	1%	59%	89%	4%
PENN CAMBRIA SD	64%	89%	3%	56%	88%	5%
PENN HILLS SD	54%	84%	5%	48%	82%	7%
PENN MANOR SD	63%	90%	3%	56%	88%	4%

Addendum 4 – continued

Pennsylvania Race to the Top Expected Impact and District Performance Targets – continued

District	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)
PENNCREST SD	63%	88%	3%	56%	87%	6%
PENN-DELCO SD	70%	94%	1%	64%	93%	2%
PENNRIDGE SD	66%	93%	1%	63%	93%	2%
PENNS MANOR AREA SD	56%	85%	4%	50%	86%	5%
PENNS VALLEY AREA SD	69%	93%	1%	62%	91%	3%
PENNSBURY SD	69%	92%	2%	66%	93%	2%
PENN-TRAFFORD SD	78%	97%	1%	70%	96%	1%
PEQUEA VALLEY SD	63%	89%	3%	56%	87%	5%
PERKIOMEN VALLEY SD	76%	96%	1%	69%	96%	1%
PETERS TOWNSHIP SD	79%	97%	0%	73%	97%	1%
PHILADELPHIA CITY SD	55%	81%	8%	43%	76%	11%
PHILIPSBURG-OSCEOLA AREA SD	57%	86%	4%	52%	85%	6%
PHOENIXVILLE AREA SD	75%	95%	1%	67%	94%	2%
PINE GROVE AREA SD	65%	91%	2%	53%	87%	4%
PINE-RICHLAND SD	72%	94%	1%	67%	94%	2%
PITTSBURGH SD	57%	84%	5%	47%	80%	8%
PITTSTON AREA SD	65%	90%	2%	58%	88%	5%
PLEASANT VALLEY SD	59%	88%	3%	55%	88%	4%
PLUM BOROUGH SD	64%	91%	1%	64%	93%	2%
POCONO MOUNTAIN SD	62%	89%	3%	52%	86%	5%
PORT ALLEGANY SD	60%	87%	4%	52%	84%	7%
PORTAGE AREA SD	61%	89%	3%	55%	86%	6%
POTTSGROVE SD	64%	90%	3%	54%	88%	5%
POTTSTOWN SD	60%	87%	3%	47%	85%	6%
POTTSVILLE AREA SD	59%	89%	3%	55%	87%	5%
PUNXSUTAWNEY AREA SD	62%	89%	3%	56%	87%	5%
PURCHASE LINE SD	63%	87%	5%	52%	86%	6%
QUAKER VALLEY SD	76%	95%	0%	75%	95%	2%
QUAKERTOWN COMMUNITY SD	78%	95%	1%	66%	93%	2%
RADNOR TOWNSHIP SD	84%	98%	0%	80%	98%	1%
READING SD	56%	84%	5%	41%	77%	9%
RED LION AREA SD	67%	91%	2%	55%	88%	5%
REDBANK VALLEY SD	64%	90%	3%	54%	88%	4%
REYNOLDS SD	62%	91%	3%	59%	87%	4%
RICHLAND SD	69%	94%	1%	67%	94%	2%
RIDGWAY AREA SD	62%	89%	2%	54%	86%	6%

Addendum 4 – continued

Pennsylvania Race to the Top

Expected Impact and District Performance Targets – continued

District	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)
RIDLEY SD	63%	89%	3%	54%	87%	5%
RINGGOLD SD	59%	87%	4%	53%	86%	6%
RIVERSIDE SD	61%	88%	4%	53%	86%	6%
RIVERSIDE BEAVER COUNTY SD	66%	91%	2%	58%	89%	3%
RIVERVIEW SD	71%	91%	3%	64%	91%	3%
ROCHESTER AREA SD	60%	88%	3%	50%	85%	4%
ROCKWOOD AREA SD	65%	92%	3%	56%	90%	4%
ROSE TREE MEDIA SD	77%	95%	1%	73%	95%	1%
SAINT CLAIR AREA SD	60%	87%	3%	52%	87%	4%
SAINT MARYS AREA SD	70%	96%	1%	58%	90%	3%
SALISBURY TOWNSHIP SD	66%	92%	2%	66%	93%	2%
SALISBURY-ELK LICK SD	65%	90%	3%	50%	88%	5%
SAUCON VALLEY SD	74%	96%	1%	63%	94%	2%
SAYRE AREA SD	69%	93%	1%	59%	91%	2%
SCHUYLKILL HAVEN AREA SD	63%	91%	2%	54%	88%	5%
SCHUYLKILL VALLEY SD	66%	91%	1%	63%	91%	2%
SCRANTON SD	64%	90%	3%	56%	87%	5%
SELINGSGROVE AREA SD	71%	94%	1%	65%	91%	3%
SENECA VALLEY SD	72%	95%	1%	66%	93%	2%
SHADE-CENTRAL CITY SD	61%	88%	3%	52%	86%	6%
SHALER AREA SD	63%	88%	3%	56%	88%	5%
SHAMOKIN AREA SD	59%	89%	3%	52%	86%	6%
SHANKSVILLE-STONYCREEK SD	64%	92%	1%	56%	88%	4%
SHARON CITY SD	62%	88%	3%	51%	84%	6%
SHARPSVILLE AREA SD	57%	87%	4%	55%	87%	5%
SHENANDOAH VALLEY SD	59%	87%	4%	50%	85%	6%
SHENANGO AREA SD	68%	94%	2%	60%	91%	3%
SHIKELLAMY SD	59%	86%	3%	52%	85%	6%
SHIPPENSBURG AREA SD	63%	88%	3%	54%	85%	6%
SLIPPERY ROCK AREA SD	64%	90%	3%	57%	88%	5%
SMETHPORT AREA SD	65%	91%	2%	52%	84%	7%
SOLANCO SD	67%	91%	2%	60%	90%	3%
SOMERSET AREA SD	60%	87%	4%	51%	84%	6%
SOUDERTON AREA SD	76%	95%	1%	68%	94%	2%
SOUTH ALLEGHENY SD	61%	87%	4%	52%	85%	6%
SOUTH BUTLER COUNTY SD	66%	92%	1%	61%	91%	4%

Addendum 4 – continued

Pennsylvania Race to the Top Expected Impact and District Performance Targets – continued

District	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)
SOUTH EASTERN SD	64%	90%	2%	58%	89%	4%
SOUTH FAYETTE TOWNSHIP SD	90%	98%	0%	77%	97%	1%
SOUTH MIDDLETON SD	64%	91%	2%	61%	91%	4%
SOUTH PARK SD	67%	91%	2%	63%	91%	4%
SOUTH SIDE AREA SD	62%	90%	3%	57%	90%	3%
SOUTH WESTERN SD	68%	92%	2%	57%	89%	5%
SOUTH WILLIAMSPORT AREA SD	69%	94%	1%	61%	92%	2%
SOUTHEAST DELCO SD	54%	83%	5%	43%	79%	8%
SOUTHEASTERN GREENE SD	58%	88%	4%	49%	83%	7%
SOUTHERN COLUMBIA AREA SD	67%	92%	2%	59%	90%	4%
SOUTHERN FULTON SD	78%	96%	1%	68%	92%	2%
SOUTHERN HUNTINGDON COUNTY SD	59%	87%	4%	48%	83%	7%
SOUTHERN LEHIGH SD	72%	94%	1%	65%	95%	2%
SOUTHERN TIOGA SD	60%	89%	3%	53%	87%	5%
SOUTHERN YORK CO SD	69%	94%	1%	65%	93%	2%
SOUTHMORELAND SD	68%	93%	2%	58%	89%	5%
SPRING COVE SD	62%	88%	3%	57%	88%	5%
SPRING GROVE AREA SD	65%	91%	2%	56%	88%	4%
SPRINGFIELD SD	76%	95%	1%	67%	94%	2%
SPRINGFIELD TOWNSHIP SD	70%	92%	2%	65%	92%	3%
SPRING-FORD AREA SD	80%	97%	1%	67%	94%	2%
STATE COLLEGE AREA SD	73%	92%	2%	72%	94%	2%
STEEL VALLEY SD	63%	89%	3%	52%	84%	6%
STEELTON-HIGHSPIRE SD	53%	80%	7%	39%	75%	10%
STO-ROX SD	55%	84%	6%	42%	76%	9%
STROUDSBURG AREA SD	63%	88%	3%	58%	88%	5%
SULLIVAN COUNTY SD	65%	89%	2%	59%	92%	3%
SUSQUEHANNA COMM SD	69%	92%	3%	59%	88%	4%
SUSQUEHANNA TOWNSHIP SD	65%	89%	3%	55%	86%	5%
SUSQUENITA SD	62%	89%	3%	54%	85%	5%
TAMAQUA AREA SD	61%	90%	2%	55%	89%	4%
TITUSVILLE AREA SD	64%	90%	2%	54%	88%	3%
TOWANDA AREA SD	61%	88%	3%	50%	86%	6%
TREDYFFRIN-EASTTOWN SD	80%	97%	0%	80%	98%	0%
TRINITY AREA SD	65%	90%	2%	62%	90%	4%
TRI-VALLEY SD	66%	92%	2%	57%	89%	4%

Addendum 4 – continued

Pennsylvania Race to the Top Expected Impact and District Performance Targets – continued

District	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)
TROY AREA SD	69%	92%	2%	57%	88%	4%
TULPEHOCKEN AREA SD	70%	93%	3%	57%	88%	5%
TUNKHANNOCK AREA SD	64%	90%	3%	59%	88%	4%
TURKEYFOOT VALLEY AREA SD	54%	82%	7%	41%	77%	9%
TUSCARORA SD	58%	86%	4%	51%	84%	6%
TUSSEY MOUNTAIN SD	57%	88%	3%	48%	82%	6%
TWIN VALLEY SD	72%	94%	0%	62%	91%	3%
TYRONE AREA SD	61%	88%	3%	61%	89%	5%
UNION SD	62%	88%	3%	53%	85%	5%
UNION AREA SD	63%	89%	3%	58%	88%	3%
UNION CITY AREA SD	61%	87%	4%	49%	83%	7%
UNIONTOWN AREA SD	61%	88%	4%	55%	85%	6%
UNIONVILLE-CHADDS FORD SD	87%	99%	0%	79%	99%	0%
UNITED SD	65%	90%	3%	57%	88%	5%
UPPER ADAMS SD	65%	89%	3%	57%	87%	5%
UPPER DARBY SD	62%	88%	4%	50%	84%	6%
UPPER DAUPHIN AREA SD	64%	90%	2%	53%	88%	5%
UPPER DUBLIN SD	82%	97%	1%	75%	95%	1%
UPPER MERION AREA SD	73%	95%	1%	65%	93%	2%
UPPER MORELAND TOWNSHIP SD	69%	95%	1%	64%	93%	2%
UPPER PERKIOMEN SD	64%	92%	2%	59%	90%	3%
UPPER SAINT CLAIR SD	86%	99%	0%	80%	99%	0%
VALLEY GROVE SD	55%	86%	4%	44%	84%	5%
VALLEY VIEW SD	65%	91%	1%	58%	91%	3%
WALLENPAUPACK AREA SD	65%	91%	2%	63%	91%	2%
WALLINGFORD-SWARTHMORE SD	81%	96%	1%	78%	97%	1%
WARREN COUNTY SD	61%	88%	3%	53%	87%	5%
WARRIOR RUN SD	66%	91%	2%	54%	89%	4%
WARWICK SD	66%	92%	2%	62%	91%	3%
WASHINGTON SD	60%	86%	5%	47%	83%	7%
WATTSBURG AREA SD	60%	88%	1%	58%	89%	4%
WAYNE HIGHLANDS SD	69%	92%	1%	60%	90%	4%
WAYNESBORO AREA SD	65%	90%	2%	55%	87%	5%
WEATHERLY AREA SD	72%	93%	2%	63%	90%	3%
WELLSBORO AREA SD	62%	89%	2%	55%	87%	4%
WEST ALLEGHENY SD	67%	92%	1%	62%	93%	2%

Addendum 4 – continued

Pennsylvania Race to the Top Expected Impact and District Performance Targets – continued

District	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)
WEST BRANCH AREA SD	56%	84%	5%	48%	83%	7%
WEST CHESTER AREA SD	74%	95%	1%	72%	96%	2%
WEST GREENE SD	56%	85%	6%	48%	81%	8%
WEST JEFFERSON HILLS SD	67%	93%	1%	69%	95%	1%
WEST MIDDLESEX AREA SD	62%	89%	1%	55%	86%	5%
WEST MIFFLIN AREA SD	63%	89%	3%	54%	86%	5%
WEST PERRY SD	55%	85%	4%	52%	84%	6%
WEST SHORE SD	61%	88%	3%	58%	88%	5%
WEST YORK AREA SD	69%	92%	1%	60%	89%	4%
WESTERN BEAVER COUNTY SD	66%	92%	2%	58%	88%	5%
WESTERN WAYNE SD	65%	89%	2%	59%	89%	4%
WESTMONT HILLTOP SD	71%	96%	0%	67%	94%	1%
WHITEHALL-COPLAY SD	64%	91%	2%	57%	89%	4%
WILKES-BARRE AREA SD	59%	87%	3%	51%	85%	6%
WILKINSBURG BOROUGH SD	50%	77%	8%	35%	72%	11%
WILLIAM PENN SD	51%	80%	7%	40%	75%	11%
WILLIAMS VALLEY SD	54%	86%	5%	49%	83%	6%
WILLIAMSBURG COMMUNITY SD	56%	87%	4%	49%	84%	7%
WILLIAMSPORT AREA SD	66%	90%	3%	52%	86%	5%
WILMINGTON AREA SD	66%	91%	2%	61%	91%	4%
WILSON AREA SD	69%	93%	1%	61%	90%	4%
WILSON SD	75%	95%	1%	67%	94%	1%
WINDBER AREA SD	68%	89%	3%	66%	92%	4%
WISSAHICKON SD	77%	95%	1%	72%	94%	2%
WOODLAND HILLS SD	54%	83%	6%	45%	80%	8%
WYALUSING AREA SD	60%	88%	4%	54%	86%	5%
WYOMING AREA SD	72%	94%	1%	62%	92%	2%
WYOMING VALLEY WEST SD	59%	87%	3%	53%	86%	5%
WYOMISSING AREA SD	73%	92%	2%	66%	91%	4%
YORK CITY SD	54%	81%	7%	38%	74%	11%
YORK SUBURBAN SD	75%	95%	1%	69%	93%	2%
YOUGH SD	58%	87%	4%	54%	88%	5%