



EXECUTIVE SUMMARY

Introduction

The PA School Performance Profile serves several purposes:

- Provides a building level academic score for educators as part of the Educator Effectiveness System as required by 24 P.S. § 11-123 – Act 82 – 2012.
- Provides information used in determining federal accountability status for Title I schools as required by the Federal Elementary and Secondary Act, section 111(h)(1) and (h)2.
- Informs the public of the academic performance measures of each public school in Pennsylvania, including traditional public schools, comprehensive career and technical centers, cyber charters and charter schools.
- Offers a resource for local education agencies (LEA) to communicate and compare performance, analyze performance indicators as related to achievement, and encourage best practice.
 - Employ as an analysis tool to inform goal setting, planning, and allocating resources to improve student achievement.
 - Compare performance to other local schools.
 - Compare performance to schools with similar demographics.
 - Communicate performance to various constituencies.

PA School Performance Profile

The Educator Effectiveness System (24 P.S. § 11-1123 – Act 82 – 2012) is designed to evaluate classroom teachers based upon classroom observations, teacher-specific data, elective data, and building-level data. The building level data is used to develop the school academic performance score displayed as part of the Pennsylvania School Performance Profile. The School Performance Profile academic performance score comprises 15 percent of each classroom teacher and principal/school leader and 20 percent for each non-teaching professional's Educator Effectiveness final rating.

The score for a school is based upon indicators that define a high-performing school. Many data elements come together to create the academic score. These elements are categorized into five areas.

The first three areas represent 50 percent of the school academic performance score:

- **Indicators of Academic Achievement** – Includes PSSA/PASA/Keystone performance, industry standards-based competency assessments, grade three reading proficiency, and SAT/ACT college-ready benchmarks.
- **Indicators of Closing the Achievement Gap** – All student scores (PSSA/PASA/Keystone Exams) are used to define how well a school is making progress toward proficiency of all students.



- **Indicators of Closing the Achievement Gap** – Historically Underperforming Students’ scores (PSSA/PASA/Keystone Exams) are used to define how well a school is progressing toward proficiency for those students who have historically not demonstrated proficiency.

This category represents 40 percent of the school academic performance score:

- **Indicators of Academic Growth/PVAAS** – Measures the school’s impact on the academic progress of groups of students from year-to-year.

This category represents 10 percent of the school academic performance score:

- **Other Academic Indicators** – Assesses factors that contribute to student achievement (e.g., graduation rate, promotion rate, attendance rate).

Schools may earn up to seven additional points via Extra Credit for Advanced Achievement based upon advanced performance on state and industry assessments, as well as for students earning a 3 or higher on an Advanced Placement exam or 4 or higher on an International Baccalaureate exam.

Note 1: Data is displayed for each element if there are 11 or more students represented. This includes all the performance measures used to determine the academic performance score.

Note 2: Closing the achievement gap measures are based on a closure expectation over six years. As such, only Science/Biology closing the achievement gap measures will be included in the 2013-14 SPP as the baseline year for Science/Biology remains as the 2012-13 school year. Clicking on an underlined performance measure for closing the achievement gap for Science/Biology will display the calculations associated with that measure.

Note 3: Due to new assessments for Mathematics and English Language Arts (ELA) in the 2014-15 school year, the baseline year for calculating the six-year closure expectation for those related subjects has been set as 2014-15. As such, to provide LEAs the full opportunity to meet the six-year closure expectation, performance measures for Mathematics/Algebra I and ELA/Literature will be applied in the 2015-16 SPP (year 1 after the new baseline in 2014-15).

Note 4: The 2013-14 SPP was the last year for Writing as an independent performance measure on the SPP. The factors/weightings associated with Writing performance measures have been added to the ELA/Literature factors/weightings.