

## **Proposed Redesigned School Performance Profile (SPP) Briefing Document**

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### **BACKGROUND**

Communities need a fair and useful tool to evaluate school and student success. Early in his Administration, Governor Tom Wolf charged the Department of Education with determining which indicators would provide for a more useful and holistic school measure and redesign the School Performance Profile.

After a year of formal and informal discussions – including 30 feedback sessions dedicated exclusively to exploring ideas to modify the SPP – leaders from the Department of Education assembled a list of recommendations on how to create a more holistic measure for assessing school performance.

During the Summer of 2016, PDE shared a preliminary list of recommendations to education leaders in the General Assembly. PDE is now launching a campaign to educate the public about those recommendations and why they are necessary.

### **FOCUS POINTS**

- The existing SPP is heavily reliant on standardized test scores, and its limited scope does not provide an accurate reflection of school success.
- A more holistic measure, with additional indicators and adjusted weights, would be more useful to communities when evaluating school and student success.
- At Governor Wolf's direction and under Secretary Rivera's leadership, the Department of Education (PDE) launched an extensive outreach strategy to engage stakeholders on how to design a more holistic measurement tool for schools and communities.
- To ensure the voices of Pennsylvania's communities were heard, the Department conducted more than 30 feedback sessions across the state soliciting input from over 1,000 stakeholders - including school administrators, teachers, parents, industry leaders, higher education officials, and policy makers – to discuss ways to develop a more holistic measure.
- The Department continues to meet with stakeholders to explore strategies to design a holistic measure to evaluate schools, and to serve as a more useful tool for communities.
- If we (Pennsylvania) want to encourage investment in innovative approaches in our classrooms and the expansion of pathways to postsecondary success, we must invest in our schools and adopt a more holistic and innovative way to evaluate and support those approaches.

## **RECOMMENDATIONS**

In looking at ways to create a more holistic School Performance Profile, the Pennsylvania Department of Education conducted more than 30 feedback sessions to solicit recommendations from more than 1,000 stakeholders.

Although retaining several of the indicators from the current SPP, the proposed measure provides a more holistic view of school success by:

- Increasing the weighting of value-added measures, which incentivizes a focus on all learners and is less sensitive to demographic variables.
- Measuring English language acquisition among ESL students, not simply performance on a test of grade level ELA standards.
- Incentivizing career awareness instruction beginning at the elementary level.
- Addressing the issue of unequal weighting of content areas in the current SPP.
- Increasing the weighting of rigorous course offerings such as AP, IB, and “dual enrollment.”
- Allowing LEAs to include locally-selected reading assessments (grade 3) and math assessments (grade 7) as additional snapshots of student progress.
- Awarding extra credit to schools graduating students with at least one high-value, industry-recognized credential.