

Quality Review Criteria

Intermediate Units and PDE will use the following criteria to review School Improvement Plans.

	Data (Phase 1 & 2)	Acceptable	Needs Revision	Reviewer's Comments	Location in Getting Results
1	Longitudinal achievement data is analyzed to identify strengths and concerns (e.g., PSSA, PVAAS).				Worksheets 3 & 4 – data analysis sections Worksheet 5 – locally relevant data analysis
2	Achievement data, growth data, and demographic data are analyzed to identify strengths or concerns (e.g., PSSA, PVAAS).				Worksheet 6 – strengths and concerns
3	Data for all students and relevant ¹ subgroups is analyzed and interpreted; achievement gaps are identified.				Worksheets 3 & 4 – data analysis sections Worksheet 5 – locally relevant data analysis
4	Using the Foundational Guiding Questions, weaknesses are examined and prioritized using root cause analysis.				Worksheet 6 & 7 – strengths, concerns & root cause analysis
5	Root cause analysis is supported by school based evidence.				Worksheet 7
6	PAAYP, eMetric, and PVAAS data sets are submitted with your School Improvement Plan.				Attached printouts from PAAYP, eMetric and PVAAS
	Design (Phase 3)	Acceptable	Needs Revision	Reviewer's Comments	Location in Getting Results
7	Student achievement priority areas are aligned to the analysis of the data.				Worksheets 3, 4, 5, & 6
8	Plan sets rigorous and attainable student achievement goals for all students and relevant subgroups the first year of the plan. (If achieved, school will be identified as Making Progress).				Worksheets 8 & 9 – student achievement goals

Design (Phase 3) (cont'd)		Acceptable	Needs Revision	Reviewer's Comments	Location in Getting Results
9	Plan sets students achievement milestones to monitor progress towards reaching established goals.				Monitoring plan implementation
10	Research-based strategies/best practices are specifically targeted to relevant student groups.				Action sequences, worksheet 2 and PAAYP data page
11	Alignment is evident between data, root cause, and research-based strategies/best practices.				Action sequences steps 1 & 2
Delivery (Phase 3)		Acceptable	Needs Revision	Reviewer's Comments	Location in Getting Results
12	Includes all steps needed for implementation of identified research-based strategies/best practices.				Action Sequences - step 3
13	Addresses all improvement targets where school failed to make AYP or made AYP with special provisions.				Action Sequences, worksheet 2 & PAAYP data page
14	Identifies lead personnel, resources, and timeline for completion.				Action Sequences – step 3
15	Identifies observable, measurable evidence of effectiveness grounded in the impact on teaching and learning.				Action Sequences – step 3, monitoring implementation
16	Identifies what resources will be used to implement the research based strategy/best practices.				Action Resources-Step 3 What Resources?
17	The planned professional development is aligned to factors that caused the school to be identified for improvement.				Action Sequences – Step 4 & Worksheet 2, PAAYP data page
18	Professional development is sufficient in duration (i.e., on-going and sustained) to effect the desired change in practice and includes all relevant staff.				Action Sequences – Step 4

Development of People (Phase 3)		Acceptable	Needs Revision	Reviewer's Comments	Location in Getting Results
19	Professional development is classroom focused and is designed to increase teachers' knowledge of content area; uses of effective, scientifically-based instructional strategies; or strategies for teaching diverse learners.				Action Sequences – Step 4
20	Plan outlines timely, effective support and intervention for new and/or struggling teachers, staff, and administrators. (Title I schools must include description of teacher mentoring program).				Worksheet 7 – Supporting evidence for question 4.8 Title I Assurances
Parent Involvement (Phase 3)		Acceptable	Needs Revision	Reviewer's Comments	Location in Getting Results
21	Plan includes strategies to engage parents in supporting teachers to educate their children.				Parent Action Sequence
22	Plan outlines process to notify parents about AYP status of the school.				Parent Action Sequence
Monitoring Implementation of the Plan (Phase 4)		Acceptable	Needs Revision	Reviewer's Comments	Location in Getting Results
23	Monitoring indicators are aligned to root causes and action plan sequences.				Action Sequences – Step 3, Monitoring Plan Implementation
24	Observable, measurable indicators will effectively monitor plan implementation based on student learning data.				Action Sequences – Step 4, Effectiveness Monitoring Plan Implementation

	Process and Submission	Acceptable	Needs Revision	Reviewer's Comments	Location in Getting Results
25	Plan was developed in consultation with at least one administrator, one regular educator, and one special educator.				Worksheet 1 – team members
26	Title I Assurances document is signed If a Title I school.				Title I Signature page, Cover
27	Assurance of Quality and Accountability is signed by Superintendent or CEO.				Signature page, AYP Status on cover
28	Assurance of Quality & Accountability is signed by President of the Board of Education.				Signature page, AYP Status on cover
29	Assurance of Quality & Accountability is signed by Executive Director of Intermediate Unit - (School Improvement I and Corrective Action I)				Signature page, AYP Status on cover
	Getting Results! District Supplement Corrective Action Schools ONLY or Making Progress Schools that were in Corrective Action last year	Acceptable	Needs Revision	Reviewer's Comments	Location in District Supplement
30	District Supplement is signed by both the Superintendent/CEO and Principal.				District Supplement, Cover page
31	Technical assistance clearly identifies lead personnel, funding sources, and timeline for completion.				District Supplement, page 3
32	The steps outline the actions needed to implement the corrective action option chosen by the LEA.				District Supplement, page 2

¹Relevant subgroups are any student groups with 40 or more total students in the tested grades of the school