

CONSOLIDATED STATE PERFORMANCE REPORT

PART I

SCHOOL YEAR 2019-2020

PENNSYLVANIA



The Consolidated State Performance Report (CSPR) is the required annual reporting tool for each State, the Bureau of Indian Education, District of Columbia, and Puerto Rico as authorized under Section 8303 of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA).

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0724. The time required to complete this information collection is estimated to average 35.00 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. The obligation to respond to this collection is required to obtain or retain a benefit under the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA). If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

1.1 GENERAL INFORMATION

This section collects data on State's Annual State Report Cards required under Section 1111(h)(1)(A) of the ESEA.

1.1.1 State Report Cards

State	State Report Card URL
Pennsylvania	https://public.tableau.com/profile/padeptofed#!/vizhome/ESSA_Dashboard_2020/2018AnnualMeaningfulDifferentiationCSIA-TSI

Data Quality Comment
We haven't made it public yet, as we're in the process of writing our PR responses related to COVID's impact on the numbers. When it goes live (likely next week),

1.3 TEACHERS

In the tables below, provide the number of teachers for each of the school types listed and the number of teachers who are inexperienced, emergency or provisional credentialed, or out of field. The percentages used for high- and low-poverty schools and the poverty metric used to determine those percentages are reported in the second table. Below the tables are FAQs about these data.

1.3.1 Inexperienced Teachers

In the table below, provide information on the experience of teachers by poverty quartile and level.

Populated with SCH-LEVEL FS103/DG699 and FS203/DG839

State	School Poverty Level	Total Teachers	Inexperienced Teachers	Percent Inexperienced Teachers
PENNSYLVANIA	High poverty quartile school	28028.71	5409.25	19.3
PENNSYLVANIA	Low poverty quartile school	34488	3132.02	9.1
PENNSYLVANIA	Missing	0.15	.	.
PENNSYLVANIA	Neither high nor low poverty quartile school	57196.75	5891.27	10.3
PENNSYLVANIA	Total Schools	119713.61	14432.54	12.1

1.3.2 Teachers Teaching with Emergency or Provisional Credentials

In the table below, provide information on the credentials of teachers by poverty quartile and level.

Populated with SCH-LEVEL FS103/DG699 and FS203/DG839

State	School Poverty Level	Total Teachers	Teachers Teaching with an Emergency or Provisional Credential	Percent Teachers Teaching with an Emergency or Provisional Credential
PENNSYLVANIA	High poverty quartile school	28028.71	.	.
PENNSYLVANIA	Low poverty quartile school	34488	.	.
PENNSYLVANIA	Missing	0.15	.	.
PENNSYLVANIA	Neither high nor low poverty quartile school	57196.75	.	.
PENNSYLVANIA	Total Schools	119713.61	.	.

1.3.3 Teachers Who Are Not Teaching in the Subject or Field for which they are Certified or Licensed

In the table below, provide information on teachers not teaching in the subject or field for which they are certified or licensed by poverty quartile and level.

Populated with SCH-LEVEL FS103/DG699 and FS203/DG839

State	School Poverty Level	Total Teachers	Teachers Not Teaching in Field	Percent Teachers Not Teaching in Field
PENNSYLVANIA	High poverty quartile school	28028.71	.	.
PENNSYLVANIA	Low poverty quartile school	34488	.	.
PENNSYLVANIA	Missing	0.15	.	.
PENNSYLVANIA	Neither high nor low poverty quartile school	57196.75	.	.
PENNSYLVANIA	Total Schools	119713.61	.	.

1.3.4 Poverty Quartile Breaks

In the table below, provide the poverty quartiles breaks used in determining high- and low-poverty schools and the poverty metric used to determine the poverty quartiles.

High-Poverty Schools (More than what %)	Low-Poverty Schools (Less than what %)	Poverty Metric Used
62	31	We use the Percentage of Enrollments from Low Income Families, as reported by LEAs, to determine poverty quartiles.

FAQ:How are the poverty quartiles determined?

Rank order all schools from highest to lowest on your percentage poverty measure. Divide the list into four equal groups. Schools in the first (highest group) are high-poverty schools. Schools in the last group (lowest group) are the low-poverty schools. Generally, States use the percentage of students who qualify for the free or reduced-price lunch program for this calculation.

Data Quality Comment

1.4 TITLE III AND LANGUAGE INSTRUCTIONAL PROGRAMS

This section collects annual performance and accountability data on the implementation of Title III programs.

1.4.1 EL Enrollment Data

1.4.1.1 Number of ALL ELs Enrolled in the State

In the table below, provide the October 1 count of ALL ELs in the State who meet the EL definition under Section 8101(21) of the ESEA.

-Include newly enrolled (recent arrivals to the U.S.) and continually enrolled ELs, whether or not they receive services in a Title III LIEP.

-Do not include students previously identified as ELs (as described in Section 1111(b)(3)(B) of the ESEA) or students who exit LIEPs based on attainment of ELP (as described in Section 3121(a)(4) of the ESEA) in the ALL EL student count in this table.

Populated with SEA-LEVEL FS141/DG678

State	Total ELs	#
PENNSYLVANIA	Total English Learners in State	72200
PENNSYLVANIA	English Learners with Disabilities	11159

1.4.1.2 Number of ELs in LEAs Receiving Title III Funds

In the table below, provide the October 1 count of ELs in the State served by LIEPs in LEAs receiving Title III funds.

Populated with SEA_LEVEL FS116/DG648

State	ELs Receiving Services	#
PENNSYLVANIA	English Learners Served by LIEP	67739

1.4.2 LIEPs

Note: Section 3201(7) – The term ‘LIEP’ means an instruction course – (A) in which an EL is placed for the purpose of developing and attaining English proficiency, while meeting challenging State academic standards; and (B) that may make instructional use of both English and a child’s native language to enable the child to develop and attain English proficiency and may include the participation of English proficient children if such course is designed to enable all participating children to become proficient in English and a second language.

In the table below, place a check next to each type of LIEP implemented in the State, as defined under Section 3201(7), as required by Sections 3121(a)(1) and 3122(b)(1) of the ESEA.

Populated with SEA_LEVEL FS116/DG849

State	LIEP	#	Language of Instruction
PENNSYLVANIA	Content Classes with integrated ESL support	66068	English
PENNSYLVANIA	Dual Language or Two-way Immersion	367	English, Spanish
PENNSYLVANIA	ESL or ELD	0	English
PENNSYLVANIA	Newcomer programs	0	
PENNSYLVANIA	Other	0	
PENNSYLVANIA	Transitional Bilingual Education or Early-Exit Bilingual Education	1304	English, Spanish

Explain in the comment box below if the State has any additional LIEPs that are not captured in the table above.

State	Comments
PENNSYLVANIA	

Data Quality Comment
We do not recognize newcomer as a program type, so no districts can be reported in that category. It should not identify a language.

1.4.3 Most Common Languages Spoken in the State

In the table below, provide the five most commonly spoken languages, other than English, in the State (for all ELs, not just ELs enrolled in LEAs that received Title III services). The top five languages should be determined by the highest number of ELs speaking each of the languages listed.

Populated with SEA-LEVEL FS141/DG678

State	Language	# ELs
PENNSYLVANIA	Spanish; Castilian	45574
PENNSYLVANIA	Arabic	3219
PENNSYLVANIA	Chinese	3038
PENNSYLVANIA	Nepali	1975
PENNSYLVANIA	Russian	1625

1.4.4 Teacher Information and Professional Development

This section collects information about teachers as required under Section 3122 (b)(5) of the ESEA.

In the table below, report the unduplicated headcount of teachers who are working in LIEPs as defined under Section 3302(7) of the ESEA and reported in CSPR Section 1.4.2(LIEPs) even if they are not paid with Title III funds.

Populated with SEA-LEVEL FS067/DG422

State	Number of teachers serving in LIEPs in LEAs receiving Title III funds	Number of certified, licensed or endorsed teachers serving in LIEP in LEAs receiving Title III funds	How many ESL bilingual education endorsed teachers will be needed for the succeeding 5 fiscal years
PENNSYLVANIA	2701	2567.00	520

Data Quality Comment

1.4.5 Activities of Subgrantees Related to the Teaching and Learning of ELs

This section aggregates data on LEA-level activities that support the education of ELs with Title III funds.

In the tables below, provide information about allowable activities conducted under Section 3115 of the ESEA.

State	Activities of LEAs	Number of LEAs
PENNSYLVANIA	Supporting the development and implementation of LIEPs	306
PENNSYLVANIA	Enhancing existing LIEPs and programs for restructuring and reforming schools with ELs	306
PENNSYLVANIA	Supporting implementation of school wide programs	306
PENNSYLVANIA	Professional development to teachers and other personnel serving ELs	594
PENNSYLVANIA	Parent and community engagement activities	.
PENNSYLVANIA	Supporting the development and implementation of pre-school programs	.
PENNSYLVANIA	Improving LIEPs by upgrading curricula, instructional materials, software and assessment procedures	306
PENNSYLVANIA	Improving instruction of ELs with disabilities	288
PENNSYLVANIA	Providing tutorials, career and technical education	288
PENNSYLVANIA	Offering programs to help ELs achieve success in post-secondary education	305
PENNSYLVANIA	Other	.

If State reports a nonzero count of LEAs under “Other”, please describe the activities that were conducted during SY2018-19 in the comment box below.

Comment

Data Quality Comment

The state does not currently have a code for 'parent and community engagement activities'. These activities are contained under 'other'. A variety of reading strategies were given to regular education teachers for EL scholars. We reviewed Access test results and developed additional strategies for EL scholars; Additional PD was provided for office staff pertaining to communicating with families of ELs (Language line; Administration of LIEP; Anti-bias and folk arts education integration; Building-Level PD (research-based instructional strategies for ELs - provided by District ESL teachers) & Technical Training for administrators; Canvas courses; Coaching regarding ELD data; Cohort of HS teachers trained through the MCIU.; Communicating with Culturally and Linguistically Diverse Families; Conferences; Consultative Services via CAIU; Continue to understand student data in order to support current LEP students. This is part of the MTSS system.; continued research-based strategy (SIOP) focusing on improving language acquisition skills of students; culturally responsive classroom; curriculum mapping process; Curriculum revision; Data Analysis WIDA; Department Planning; Dispelling Misconceptions about ELL:Research-based ways to improve instruction; Best practice for teaching refugee & immigrant children; District wide professional development; EL Identification; ELD Department team ongoing PD. Implementation of ELlevation Student Tracking system.; ELD Point of Contact Meetings; ELD staff met with classroom teachers; ELD Standards; WIDA ACCESS Reports Training; ELD teachers attended professional development activities offered through the ELD Consortium @ DCIU.; Equity and ELL strand provided at all-staff conference Professional Development; Equity Training; ESL Networking Supports for Immigrant and Refugee Students/Families; ESL Overview; ESL workshop on Structured Intervention Activities; 5 professional development workshops on various days; Explained cultural and educational background and impact on learning in district classroom.; Foundational Literacy training; Foundations & School Wide Positive Behavior Support; Grad classes at DeSales Univ in Master of ED program created & designed by; Health and Wellness; Homelessness and program accessibilities for Els; How to use translation/interpretation services to communicate with non-English speaking families; Intermediate Unit 29 offers professional developments for all faculty.; Language Acquisition; Leadership skills to cultivate collaborative relationships between teachers; Liaison Mtgs; LIEP; LIEP Administration; LIEP administration; LIEP administration; LIEP administration; LIEP Administration; MCIU ESL Council; Mtgs: Faculty; Networking; offer targeted professional development sessions to and parent workshops to strengthen the home to school connection; Offered through AIU3: Welcome To Your New School video; The Trouble With My Name; How to work with an interpreter; Implicit Bias Technology and ELs and additional technical trainings; Online modules for summer training; PA Core Standards; Parent engagement; parent nights; Parent Open House/Staff Training/ Program Quality Review/ Quarterly Newsletters; PD for Bloomsburg University Education majors as part of their Urban Initiative program. Mentoring Student Teachers; PD through IU 12 and participated in other webinars. ESL teachers provided training at faculty meetings for all staff.; Personalized Learning; Please see email from nphillips@agcharter.org; PowerPoint for all staff on topics: who are the Els in district; Professional Development - English as a Second Language (February PDS In-Service 2020); Professional development around ASSESS for EL's WIDA assessment; Professional Development for programs iLit and Las-Links for ELL; Reclassification; Reclassification Guidelines; Reclassification of ELs and Special Ed Law Symposium (ELLs and Spec Ed); Regular education teachers and guidance counselors had training to meet the needs of the students.; Representatives from the district attended PD with local IU; Reviewed; Secondary Trauma; Small groups to work on how to meet the needs of the newcomer; Staff Development; Strategies and supports to help your English learners and their families.; Strategies for working with Individual EL Students. State Mandates; Supporting ELLs in Regular Education Classroom; Supports for EL; Team Meetings with Content Area Teachers; Technical Training; The goal of the IU 13 Consortium Title III supplemental services is to provide districts highly effective professional development opportunities and inter-connected technical support services that will increase English proficiency for students served in district ESL programs; This year we focused on rules and procedures for students. We also provided activities for remote learning during Covid-19; Title III Activities and Administration; Title III Consortium PD is offered at the local level.; Title III professional development for high school and middle school secondary students pertaining to modifications and differentiation for ELL's.; Title III Technical Training Sessions (AIU); Els and Special education using the MTSS process; Culturally and Linguistically Responsive Frameworks; Els and Secondary Math; Rights of Els in the COVID Era; AIU Virtual Training series during COVID-19; Weekly teaching tips via email; Translation of documents & forms for all content areas in various classrooms; use of interpretation services; Use of Nearpod with Els; Utilizing ELD Overlays to differentiate instruction; We meet on an annual basis with our consortia which is NEIU 19 to discuss strategies with one another to help us gain new information to become better ESL teachers.; Writing strategies for EL students. EL technology resources. Instructional strategies for non-English speaking students in general education classroom settings. Online course support for general education classroom teachers to learn more about accommodating instruction for all students. MTSS for ESL students.

1.4.6 Assistance Provided by SEAs

Provide information on technical assistance and other forms of assistance provided by the SEA to LEAs that are receiving Title III subgrants.

State	Activities	Check all that apply
PENNSYLVANIA	Identifying and implementing effective LIEPs and curricula for teaching English learners	X
PENNSYLVANIA	Helping ELs meet the same challenging State academic standards that all children are expected to meet	X
PENNSYLVANIA	Identifying or developing, and implementing, measures of English proficiency	X
PENNSYLVANIA	Strengthening and increasing parent, family, and community engagement in programs that serve ELs	X
PENNSYLVANIA	Providing recognition, which may include providing financial awards, to recipients of subgrants under section 3115 that have significantly improved the achievement and progress of ELs	
PENNSYLVANIA	Other	X

If “Other” is checked, please provide information in the comment box below on the types of technical assistance provided by the SEA to LEAs that aren’t captured by the first five types of activities in the table.

State	Comments
PENNSYLVANIA	Implementation of ELD standards, Reclassification procedures for ELs, Data analysis, Identification and screening procedures, compliance with federal and state laws, understanding accountability measures, progress monitoring of ELs, culturally responsive education, sociolinguistics, Engaging Multilingual Newcomers, ELD curriculum development, equity and social justice for ELs

Data Quality Comment

1.4.7 Education Programs and Activities for Immigrant Students

In the table below, report the unduplicated number of immigrant students enrolled in schools in the State and the number of immigrant students in LEAs receiving funds under Section 3114(d) of the ESEA.

Note: Not all immigrant students are ELs.

Populated with SEA-LEVEL FS045/DG519

State	# Immigrant Students Enrolled	# Immigrant Students in LEAs receiving funds under Section 3114(d)	Number of 3114(d)(1) Subgrants
PENNSYLVANIA	26042	20573	29

If State reports zero (0) students in LEAs receiving funds under Section 3114(d) or the ESEA or zero (0) subgrants, explain in comment box below.

State	Comments
PENNSYLVANIA	

Data Quality Comment

Table 1.4.7 Definitions:

- 1. Immigrant Students Enrolled:** Number of students who meet the definition of immigrant children and youth under Section 3201(5) of the ESEA and enrolled in the elementary or secondary schools in the State.
- 2. Immigrant Students in LEAs receiving funds under Section 3114(d):** Number of immigrant students enrolled in LEAs receiving funds reserved for immigrant education programs/activities under Section 3114(d) of the ESEA. This number should not include immigrant students who are enrolled in an LEA that receives Title III funds under Section 3114(a) of the ESEA, but not Section 3114(d) of the ESEA.
- 3. 3114(d) Subgrants:** Number of subgrants made in the State under Section 3114(d) of the ESEA, with funds reserved for immigrant children and youth. Do not include in the count LEAs that receive Title III English language acquisition subgrants made under Section 3114(a) of the ESEA, but that do not receive subgrants under Section 3114(d) of the ESEA, even if immigrant students are enrolled in those LEAs.

1.4.8 State Subgrant Activities

This section collects data on State subgrant activities.

1.4.8.1 State Subgrant Process

In the table below, report the time between when the State receives the Title III allocation from the U.S. Department of Education (ED), normally on July 1 of each year for the upcoming school year, and the time when the State distributes these funds to subgrantees for the intended school year. Dates must be submitted using the MM/DD/YY format.

Example: State received SY2018-19 funds July 1, 2018, and then made these funds available to subgrantees on August 1, 2018, for SY 2018-19 programs. Then the “# of days/\$\$ Distribution” is 30 days.

State	Date State Received Allocation	Date Funds Available to Subgrantees	# Days \$\$ Distribution
PENNSYLVANIA	7/1/2019	7/1/2019	0

Data Quality Comment

Table 1.4.8.1 Definitions:

- 1. Date State Received Allocation:** Date the State receives the Title III allocation from ED.
- 2. Date Funds Available to Subgrantees:** Date that Title III funds are available to approved subgrantees.
- 3. # of Days/\$\$ Distribution** Average number of days for States receiving Title III funds to make subgrants to subgrantees beginning from July 1 of each year, except under conditions where funds are being withheld.

1.4.8.2 Steps to Shorten the Distribution of Title III Funds to Subgrantees

In the comment box below, describe how your State can shorten the process of distributing Title III funds to subgrantees.

State	Comments
PENNSYLVANIA	NA

1.4.9 Title III Subgrantees

This section collects data on the performance of Title III subgrantees.

1.4.9.1 Termination of Title III Language Instruction Educational Programs

This section collects data on the termination of Title III programs or activities as required by Section 3122(b)(7) of the ESEA.

State	Were any Title III language instruction educational programs or activities terminated for failure to reach program goals?
PENNSYLVANIA	No

Data Quality Comment
NA

1.5 PERSISTENTLY DANGEROUS SCHOOLS

In the table below, provide the number of schools identified as persistently dangerous, as determined by the State, by the start of the school year. For further guidance on persistently dangerous schools, refer to Section B “Identifying Persistently Dangerous Schools” in the Unsafe School Choice Option Non-Regulatory Guidance, available at: <http://www.ed.gov/policy/elsec/guid/unsafeschoolchoice.pdf>.

Populated with SCH-LEVEL FS130/DG36; Note a table will only appear if the State reported at least one school as persistently dangerous.

1.6 EDUCATION FOR HOMELESS CHILDREN AND YOUTHS PROGRAM

This section collects data on homeless children and youth and the McKinney-Vento grant program.

In the table below, provide the following information about the number of LEAs in the State who reported data on homeless children and youth and the McKinney-Vento program. The totals will be automatically calculated.

Populated with LEA-LEVEL FS170/DG754

State	LEAs	#	# LEAs Reporting Data
PENNSYLVANIA	LEAs with subgrants	715	715
PENNSYLVANIA	LEAs without subgrants	72	72

Data Quality Comment

The response is limited to 8,000 characters. Though 72 LEAs are not considered McKinney-Vento subgrant recipients, the ECYEH Program implements protocols for every child experiencing homelessness to be identified: Sixty (60) of these LEAs without subgrants are Occupational CTCs whose students are reported with their sending LEA, six (6) of these are residential state juvenile correctional institutions, three (3) of these do not enroll students, and three (3) of these are technical schools nested inside of larger LEAs that act as the reporting entity.

1.6.1 All LEAs (with and without McKinney-Vento subgrants)

The following questions collect data on homeless children and youth in the State.

1.6.1.1 Homeless Children and Youth

In the table below, provide the number of homeless children and youth by grade level enrolled in public school at any time during the regular school year. The totals will be automatically calculated.

Populated with SEA-LEVEL FS118/DG655

State	Grade Level	Number of Homeless Enrolled Students
PENNSYLVANIA	Age 3 through 5 (not Kindergarten)	816
PENNSYLVANIA	Grade 1	2756
PENNSYLVANIA	Grade 10	2061
PENNSYLVANIA	Grade 11	1926
PENNSYLVANIA	Grade 12	2485
PENNSYLVANIA	Grade 2	2582
PENNSYLVANIA	Grade 3	2549
PENNSYLVANIA	Grade 4	2454
PENNSYLVANIA	Grade 5	2526
PENNSYLVANIA	Grade 6	2324
PENNSYLVANIA	Grade 7	2349
PENNSYLVANIA	Grade 8	2033
PENNSYLVANIA	Grade 9	2503
PENNSYLVANIA	Kindergarten	2512
PENNSYLVANIA	Ungraded	0
PENNSYLVANIA	No category code available or required	31876

1.6.1.2 Primary Nighttime Residence of Homeless Children and Youth

In the table below, provide the number of homeless children and youth by primary nighttime residence enrolled in public school at any time during the regular school year. The primary nighttime residence should be the student's nighttime residence when he/she was identified as homeless. The totals will be automatically calculated.

Populated with SEA-LEVEL FS118/DG655

State	Primary Nighttime Residence Type	Number of Homeless Enrolled Students Who Are Unaccompanied Homeless Youth	Number of Homeless Enrolled Students
PENNSYLVANIA	Doubled Up	4559	21773
PENNSYLVANIA	Hotels/Motels	146	2443
PENNSYLVANIA	Sheltered	925	6849
PENNSYLVANIA	Unsheltered	129	811

1.6.1.3 Subgroups of Homeless Students Enrolled

In the table below, please provide the following information about the homeless students enrolled during the regular school year.

Populated with SEA-LEVEL FS118/DG655

State	Subgroup	Number of Homeless Enrolled Students
PENNSYLVANIA	Children with one or more disabilities (IDEA)	8631
PENNSYLVANIA	English learner	3467
PENNSYLVANIA	Unaccompanied youth	5759
PENNSYLVANIA	Migratory students	987

1.6.2 Young Homeless Children Served by McKinney-Vento Subgrants

In the table below, provide the number of young homeless children who were served by McKinney-Vento subgrants during the regular school year. The total will be automatically calculated.

Populated with SEA-LEVEL FS194/DG818

State	Age Level	Number of Young Homeless Children Served
PENNSYLVANIA	Age 3 through 5 (not Kindergarten)	3067
PENNSYLVANIA	Age Birth through 2	3803

STATE CERTIFICATION

Did the State certify this report?

YES

Date the State certified

3/24/2021 10:13:15 AM