



Key Elements of the School Performance Profile Scoring System

As school leaders prepare to educate stakeholders on the School Performance Profile and its Academic Performance Score, there are several key points to keep in mind:

- With the approval of Pennsylvania’s ESEA Flexibility Waiver, the School Performance Profile is one key aspect of the state accountability system. Districts/schools no longer receive Adequate Yearly Progress status levels (e.g., Made AYP, Making Progress, Warning, School Improvement, Corrective Action). With the implementation of the waiver, only schools (not districts) will receive an Academic Performance Score.
- The SPP’s Academic Performance Score is the state measure of accountability for public schools in the Commonwealth.
 - The scoring system is based upon a 100-point system although schools may earn extra credit for advanced performance on state and defined national tests.
 - Refer to the Executive Summary for the list of elements that comprise the score.
 - Refer to the Academic Performance Score Configurations to see how the elements are weighted for various school configurations.
- The ESEA Flexibility Waiver is the federal accountability system. A differentiated recognition status is awarded to selected Title I schools only. Non-Title I schools do not receive a designation.
 - Title I schools may be designated as Reward: High Achievement, Reward: High Progress, Focus, Priority, or No Designation. (Refer to the ESEA Differentiated Recognition for detail percentages and criteria.)
 - On the SPP site, data for federal accountability will be displayed in the Academic Performance tab.
- While the School Performance Profile is an information system, it is also a source for defining school improvement strategies. Supports detailed in the SPP are linked to elements of the scoring protocol, and schools are encouraged to analyze data and identify strategies for improvement.
- While the Comprehensive Planning Tool is available to all schools, Focus and Priority schools will have specific requirements related to school improvement. Additionally, all Title I schools that are not identified as a Priority or Focus school and that fail to meet subgroup targets for achievement or graduation rate for two consecutive years must utilize the State’s comprehensive planning tool to develop an improvement plan targeting the missed target.