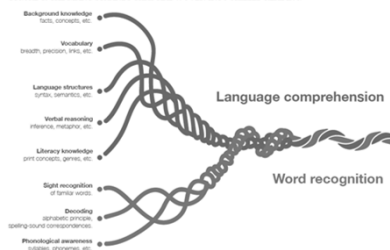


## **Aligning Language Development to the Scarborough Rope: Challenges for Elementary English Learners**

FIGURE 1. THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING\*



Ana Sainz de la Peña  
Francine Dutrisac  
Paula Zucker



Pennsylvania Training and Technical Assistance Network

### **PaTTAN's Mission**

The mission of the Pennsylvania Training and Technical Assistance Network (PaTTAN) is to support the efforts and initiatives of the Bureau of Special Education, and to build the capacity of local educational agencies to serve students who receive special education services.

## PDE's Commitment to Least Restrictive Environment (LRE)

Our goal for each child is to ensure Individualized Education Program (IEP) teams begin with the general education setting with the use of Supplementary Aids and Services before considering a more restrictive environment.

## OUTCOMES

### PARTICIPANTS WILL...



Recognize the complexity of language and literacy development for elementary English learners.



Explore word recognition and language comprehension, as illustrated in the Scarborough Rope for elementary English learners.



Identify tools at the elementary level to collect evidence of literacy development and language use for the purpose of progress monitoring.

## AGENDA

Address challenges regarding L2 reading skills at the elementary level, as related to English language development levels.

Define the strands of the Scarborough Rope and explore the sustainability of effective literacy development for elementary English learners.

Align instruction with effective progress monitoring tools for elementary English learners to ensure quality literacy and language development.

## TURN AND TALK

In your foreign language learning experience, how did you learn to read in that language?

What helped?

## WHAT DOES RESEARCH SAY ABOUT SECOND LANGUAGE DEVELOPMENT?

Language is a tool for communication.

We learn first and second languages because we want to do things with words.

The accomplishing of social acts is key in the development of ways of expressing ourselves.

## READING IS A SOCIAL ACTIVITY

*Robust evidence-based instruction that is culturally responsive considers reading as not only a skills-based approach, but also as a social activity. Additionally, 'If the social participation structure is familiar to students, then performing with new academic content is less alienating.'*

(Mehan et al., 1995)

## SCHOOL-WIDE SYSTEMS FOR STUDENT SUCCESS: PA'S MTSS MODEL

### Academic Systems

#### Tier 3/Tertiary Interventions

##### Few

- Individual students
- Assessment-based
- High intensity

#### Tier 2/Secondary Interventions

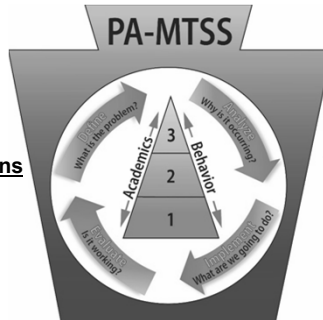
##### Some

- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

#### Tier 1/Universal Interventions

##### All

- All students
- Preventive, proactive



### Behavioral Systems

#### Tier 3/Tertiary Interventions

##### Few

- Individual students
- Assessment-based
- Intense, durable procedures

#### Tier 2/Secondary Interventions

##### Some

- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

#### Tier 1/Universal Interventions

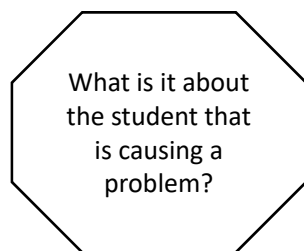
##### All

- All settings, all students
- Preventive, proactive

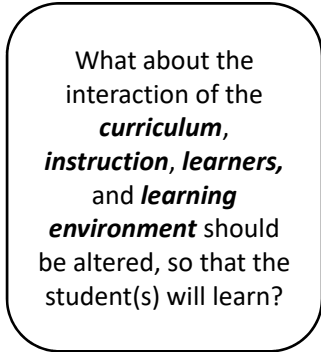
Illinois PBIS Network, Revised May 15, 2008. Adapted from "What is school-wide PBS?" OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. Accessed at <http://pbis.org/schoolwide.htm>

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## MTSS ASSUMES A SYSTEMS-LEVEL ORIENTATION



instead

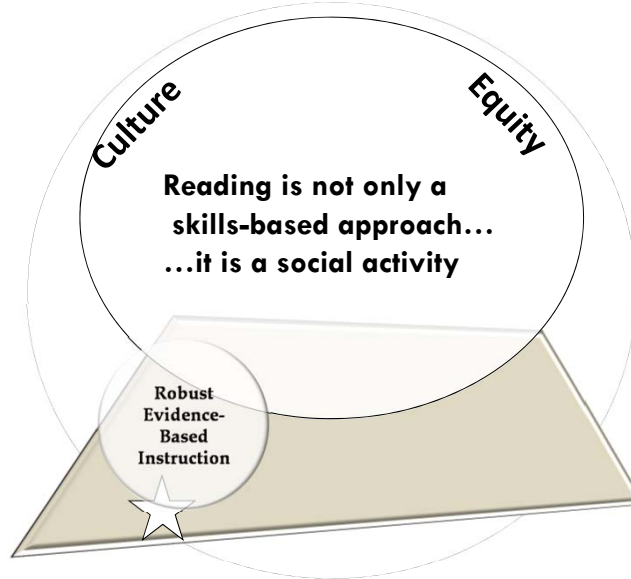


**This shift alters everything else!**

Adapted from Batsche and Elliott materials (citing Ken Howell)

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## ROBUST EVIDENCE-BASED LITERACY CURRICULUM & INSTRUCTION IN TIER 1



Small group instruction

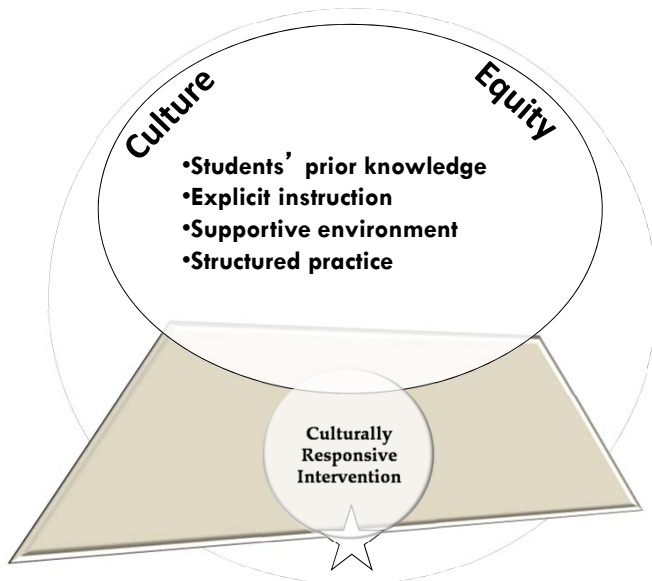


Application of word study (phonics) within authentic literacy activities



Questioning and participation structures that promoted higher-level thinking

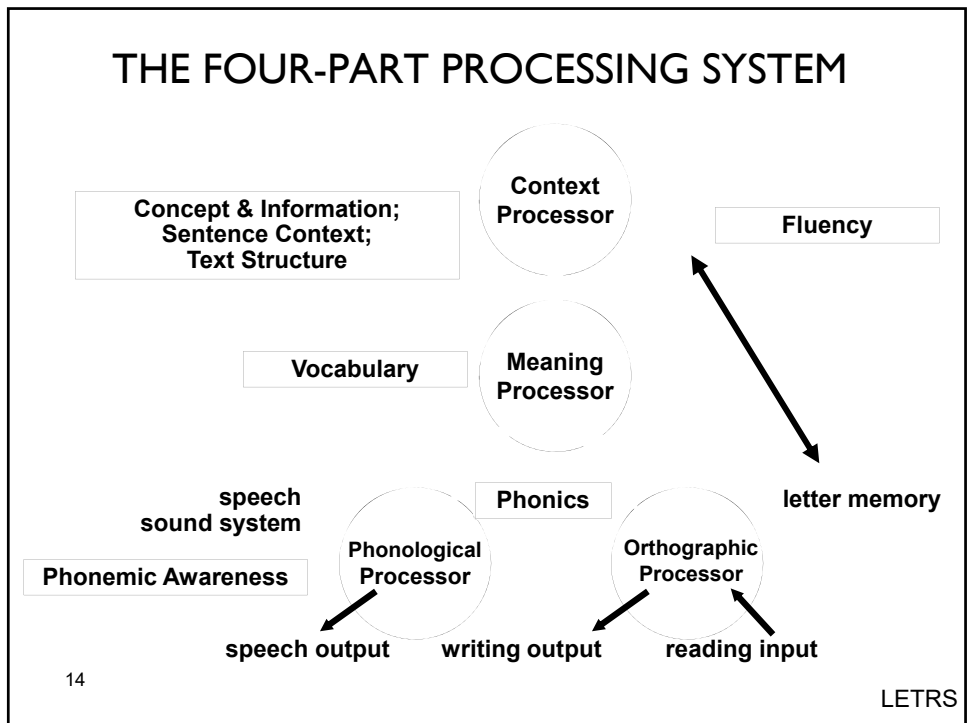
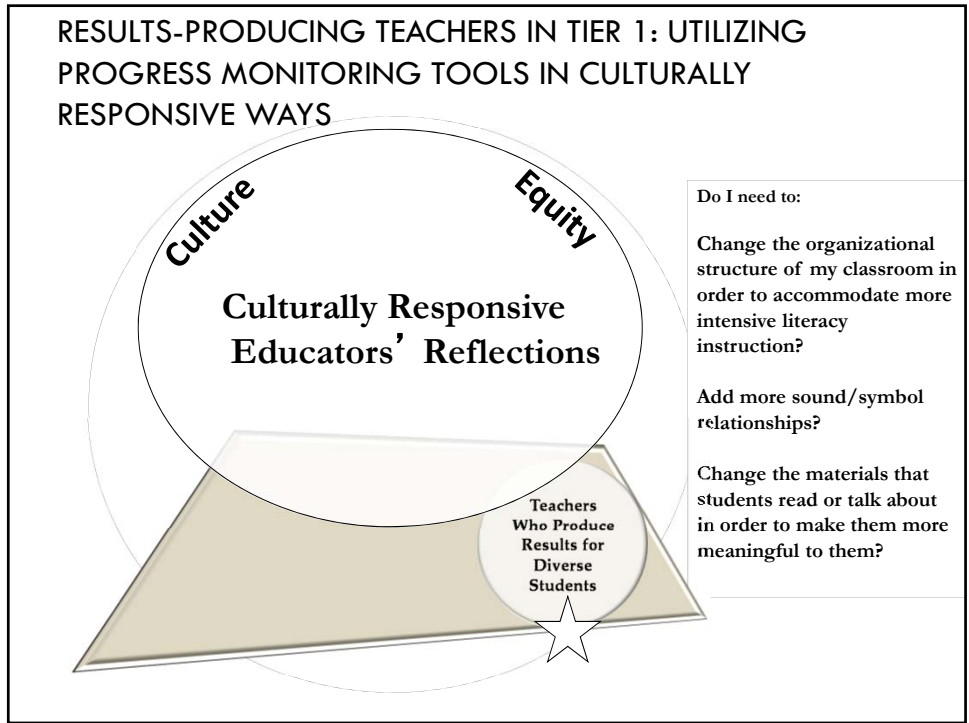
## CULTURALLY RESPONSIVE LITERACY INTERVENTION IN TIER 1



Build content over time

Strengthen vocabulary with many practice opportunities with same theme

Allow for strong connections across the curriculum



## CONTEXT PROCESSOR

### Native Speakers

- Understand the context or cultural knowledge in text
- Understand concepts and information
- Familiar with sentence and text structure

### ELs need

- Explicit teaching of popular culture found in text
- Explicit teaching of English language functions and forms
- Explicit teaching of sentence and text structure

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## MEANING PROCESSOR

### Native Speakers

- Come with oral language experiences and vocabulary related to those experiences
- Comprehend the words being asked to read
- Familiar with nursery rhymes and stories
- Familiar with cultural themes and history

### ELs need

- Explicit instruction and oral experiences using common words
- Explicit and systematic teaching of vocabulary in context to be able to appropriate the new vocabulary
- To develop background knowledge on themes that might not be part of their cultural traditions or history

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## ORTHOGRAPHIC PROCESSOR

### **Native Speakers**

- Have oral language to match to letters
- Have multiple opportunities to find connections between what they say and what is written
- Are familiar with letters in the alphabet

### **English Learners**

- Are acquiring a new language
- Function in two languages
- Have to make connections with what they say in English, and letters in an alphabet that sometimes is very different from theirs.

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## PHONOLOGICAL PROCESSOR

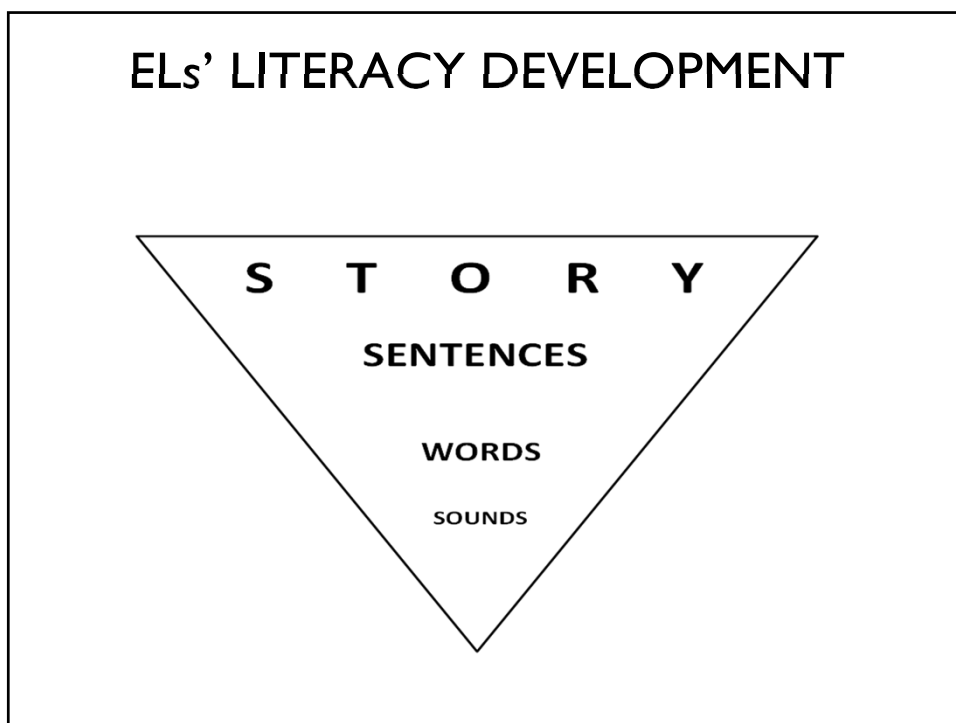
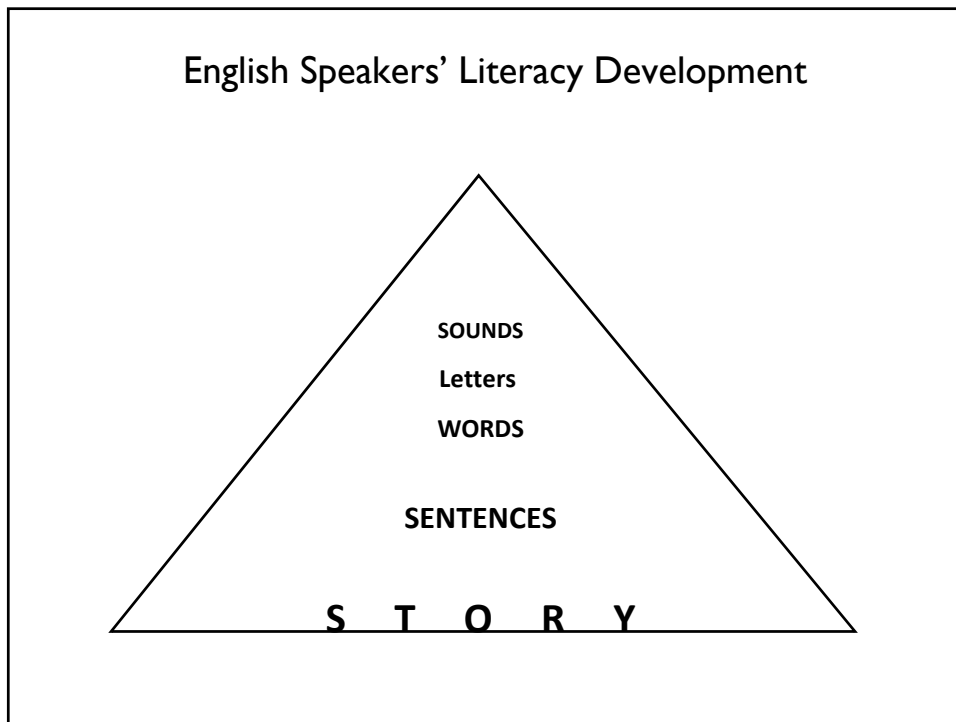
### **Native Speakers**

- Come with oral English language experiences since birth
- Come with cultural innuendos of their environments

### **ELs need**

- Practice with oral communication of whole ideas
- Explicit teaching of sounds that do not exist in L1
- Intonation patterns of English
- Come with cultural innuendos that might be very different from the ones in school

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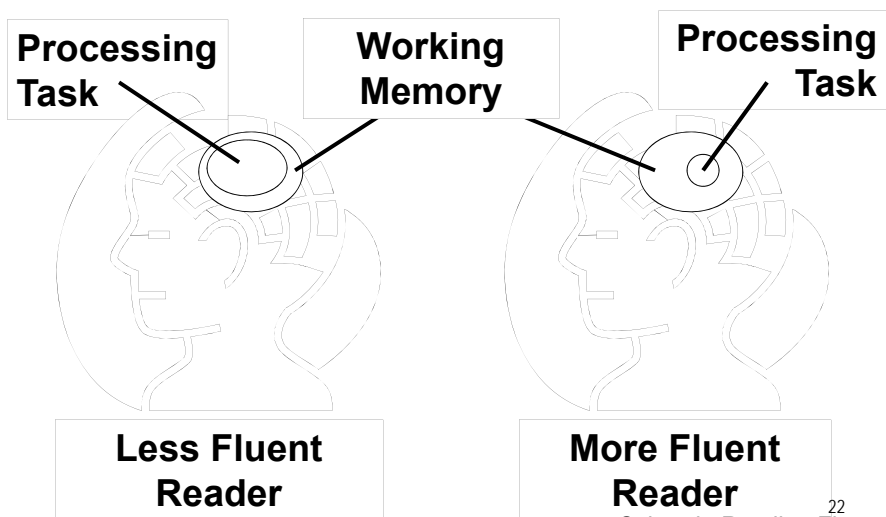
## ORAL LANGUAGE



Create a language-rich environment that includes modeling and scaffolding of oral language and vocabulary with ample opportunities to practice.

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## WORKING MEMORY AND ORAL LANGUAGE



## ORAL LANGUAGE IS THE HEART OF LITERACY AND ENGLISH LANGUAGE DEVELOPMENT INSTRUCTION

**Who:** The classroom teacher

**When:** All Day – Every Day

**How:**



- Focus on activities that develop speaking, listening, and conversational skills.
- Create opportunities for purposeful talk
- Model the use of rich and interesting language

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## RESTRICTED SPEECH VS. ELABORATED SPEECH

### **Restricted Speech**

brief, unelaborated, assumes shared situational background knowledge, used more in homes with less education.

- Parent wants a child to move over
- “Move, Jimmy.”

### **Elaborated Speech**

elaborated code, used more in homes with higher levels of education, increased use of explicit content knowledge and less dependent on shared situational knowledge.

- “Jimmy, will you please move over, so your sister can see the television better.” <sup>24</sup>

## IN A LANGUAGE-CENTERED CLASSROOM

### **Children can:**

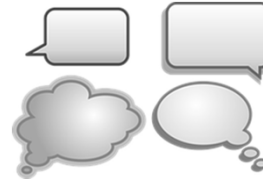
- Ask and answer who, what, where, when, why, and how questions
- Hear good models of language used and respond to it appropriately
- Discuss topics of interest

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## FIVE-STEP FRAMEWORK FOR APPROACHING ORAL LANGUAGE INSTRUCTION - BLISS

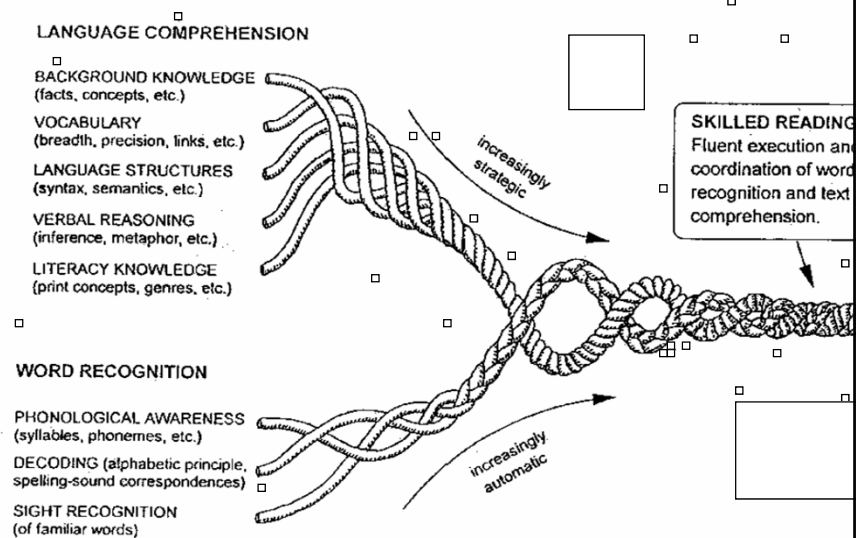
1. **B**uild background knowledge about a topic
2. **L**isten actively and speak responsively about the topic
3. **I**ntegrate and connect old knowledge with new learning
4. **S**how your knowledge through discussion, sorting, creating, and writing
5. **S**hare your knowledge about the topic by reading and sharing your work orally

Activity — Connecting BLISS to the *Oracy in the Classroom: Strategies for Effective Talk* video



- Talk at your table, how is the BLISS strategy implemented in the video?
- How would you implement BLISS in your instruction?

The Many Strands that are Woven into Skilled Reading  
(Scarborough, 2001)



## LANGUAGE COMPREHENSION

### **Amplify, don't simplify!**

- Amplify by scaffolding
- Graphic organizers
- Cooperative grouping
- Visual supports
- Provide feedback
- Use technology

## BACKGROUND KNOWLEDGE

Applies to all the information we have stored in long-term memory from direct or indirect experience

- Facts and references
- Word meaning
- Concepts in academic disciplines
- Personal experiences
- Political, social, and historical contexts

## LANGUAGE STRUCTURES

ESL teachers teach English language functions and forms:

- Sentence frames for semantics
- Syntax
- Social registers
- Language functions

## VOCABULARY

Vocabulary: Should be practiced orally, so students can appropriate the new word.

- Breadth
- Precision
- Links (e.g., word origins)
- Affixes
- Cognates

## VERBAL REASONING

ELs should have ample opportunities to use oral language to present points of view, discuss, compare, contrast, and be able to express their ideas.

- Transfer oral skills to reading and writing
- Infer
- Metaphors
- Simile

Reading comprehension strategies should be taught explicitly!

### WIDA Performance Definitions - Listening and Reading Grades K-12

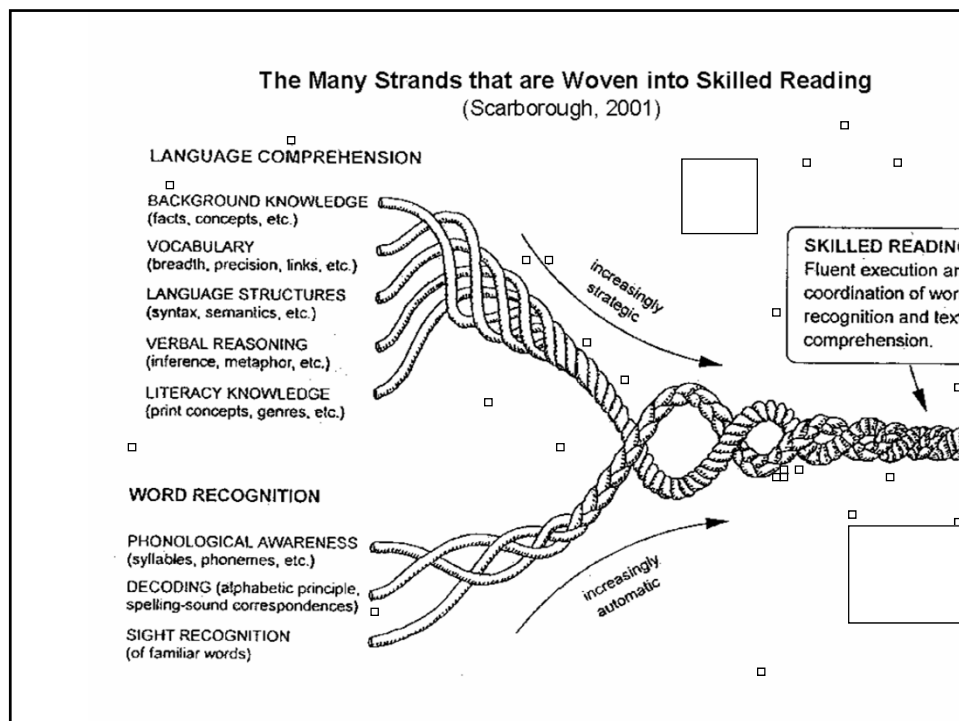
Within sociocultural contexts for processing language...

	Discourse Dimension	Sentence Dimension	Word/Phrase Dimension
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
<b>Level 6 - Reaching</b> Language that meets all criteria through Level 5, Bridging			
At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will process...			
<b>Level 5 Bridging</b>	<ul style="list-style-type: none"> <li>• Rich descriptive discourse with complex sentences</li> <li>• Cohesive and organized related ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Compound, complex grammatical constructions (e.g., multiple phrases and clauses)</li> <li>• A broad range of sentence patterns characteristic of particular content areas</li> </ul>	<ul style="list-style-type: none"> <li>• Technical and abstract content-area language</li> <li>• Words and expressions with shades of meaning across content areas</li> </ul>
<b>Level 4 Expanding</b>	<ul style="list-style-type: none"> <li>• Connected discourse with a variety of sentences</li> <li>• Expanded related ideas</li> </ul>	<ul style="list-style-type: none"> <li>• A variety of complex grammatical constructions</li> <li>• Sentence patterns characteristic of particular content areas</li> </ul>	<ul style="list-style-type: none"> <li>• Specific and some technical content-area language</li> <li>• Words or expressions with multiple meanings across content areas</li> </ul>
<b>Level 3 Developing</b>	<ul style="list-style-type: none"> <li>• Discourse with a series of extended sentences</li> <li>• Related ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Compound and some complex (e.g., noun phrase, verb phrase, prepositional phrase) grammatical constructions</li> <li>• Sentence patterns across content areas</li> </ul>	<ul style="list-style-type: none"> <li>• Specific content language, including expressions</li> <li>• Words and expressions with common collocations and idioms across content areas</li> </ul>
<b>Level 2 Emerging</b>	<ul style="list-style-type: none"> <li>• Multiple related simple sentences</li> <li>• An idea with details</li> </ul>	<ul style="list-style-type: none"> <li>• Compound grammatical constructions</li> <li>• Repetitive phrasal and sentence patterns across content areas</li> </ul>	<ul style="list-style-type: none"> <li>• General content words and expressions, including cognates</li> <li>• Social and instructional words and expressions across content areas</li> </ul>
<b>Level 1 Entering</b>	<ul style="list-style-type: none"> <li>• Single statements or questions</li> <li>• An idea within words, phrases, or chunks of language</li> </ul>	<ul style="list-style-type: none"> <li>• Simple grammatical constructions (e.g., commands, Wh- questions, declaratives)</li> <li>• Common social and instructional forms and patterns</li> </ul>	<ul style="list-style-type: none"> <li>• General content-related words</li> <li>• Everyday social and instructional words and expressions</li> </ul>

## LITERACY KNOWLEDGE

Do you know the L1 literacy development level of your English learners?

- Print Concepts
- Genres



## COMPONENTS OF INFLUENCE ON SPOKEN AND WRITTEN LANGUAGE

Phonology  
Semantics  
Syntax  
Orthography  
Pragmatics  
Discourse  
Morphology



## WHAT IS THE NATURE OF EFFECTIVE INSTRUCTION FOR MOST STUDENTS WHO ARE LEARNING TO READ?

**The methods supported by research are explicit, systematic, cumulative, and multisensory in that they integrate listening, speaking, reading, and writing.**

**They are also multilinguistic, as they directly teach the structure of language at all levels, including the speech sound system (phonology), the writing system (orthography), the structure of sentences (syntax), the meaningful parts of words (morphology), word and phrase meanings (semantics), and the organization of spoken and written discourse.**

*IDA (2016) Knowledge and Practice Standards for Teachers of Reading, p.6*

## WORD RECOGNITION

### Phonological awareness

- Syllables
- Phonemes

### Decoding

### Sight recognition

## THE ENGLISH LANGUAGE

- Of all languages in the world, the alphabetic writing system of English is complex.
- This is because English is a morphophonemic language (sound and meaning).
- The meaningful parts of words are often spelled consistently, even though their pronunciations change from one word to the other

## THE ENGLISH LANGUAGE

Let's look at these examples:

child, children

site, situation

heal, health

anxious, anxiety

compete, competition

deep, depth

perspire, perspiration

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### THE PHONETIC ALPHABET ENGLISH CONSONANTS

	Lips together	Teeth on lip	Tongue between teeth	Tongue on ridge behind teeth	Tongue Pulled back on roof of mouth	Back of throat	Glottis
Stops Unvoiced Voiced	/p/ /b/			/t/ /d/		/k/ /g/	
Nasals	/m/			/n/		/ŋg/	
Fricatives Unvoiced voiced		/f/ /v/	/θ/ /ð/	/s/ /z/	/ʃ/ /ʒ/		
Affricates Unvoiced voiced					/tʃ/ /dʒ/		
Glides Unvoiced voiced					/j/	/w/ /w/	/h/
Liquids				/l/ /r/			

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Front, smiley

see

these

me

eat

key

happy

chief

either

sit

gym

make

rain

play

baby

eight

vein

great

they

pet

head

cat

time

pie

right

rifle

by

buy

heist

fox

father

palm

about

lessn

glect

definition

circus

cup

cover

flood

tough

among

saw

pause

call

water

daughter

thought

vote

doe

boat

snow

open

old

go

though

took

put

could

moo

tube

blue

chew

ruby

suit

Low, open

boy, oil

cow, out, bough

sir

her

fur

car

pour, or

Moats, 2000<sup>43</sup>

## ENGLISH PHONICS DEMONS FOR SPANISH-SPEAKERS

- All the short vowels: **hat, bed, hit, top, up**
- The /sh/ sound: **shoes, mission, nation, ocean, chef, special, sugar** (one sound with six spellings!)
- The /th/ of **thank** and /th/ of **this**
- The /j/ of **jello, edge, giant**
- The /z/ of **zero, has**
- The /v/ of **voice, very**
- The **r**-controlled vowels — especially the one sound (**ir, er, ur**)
- The /zh/ of **measure, mirage**
- The /d/ of **day, ladder, bad**
- The /h/ of **home, house, hare**

## DECODING

How close/far is the native language to English (language distance)?

- Different directionality,
- Different alphabet or characters
- Different sound system

Spelling-sound correspondence: English is a morphophonemic language (sound and meaning)

### Resource: *National Geographic Reach, Using the Language Transfer Supports*

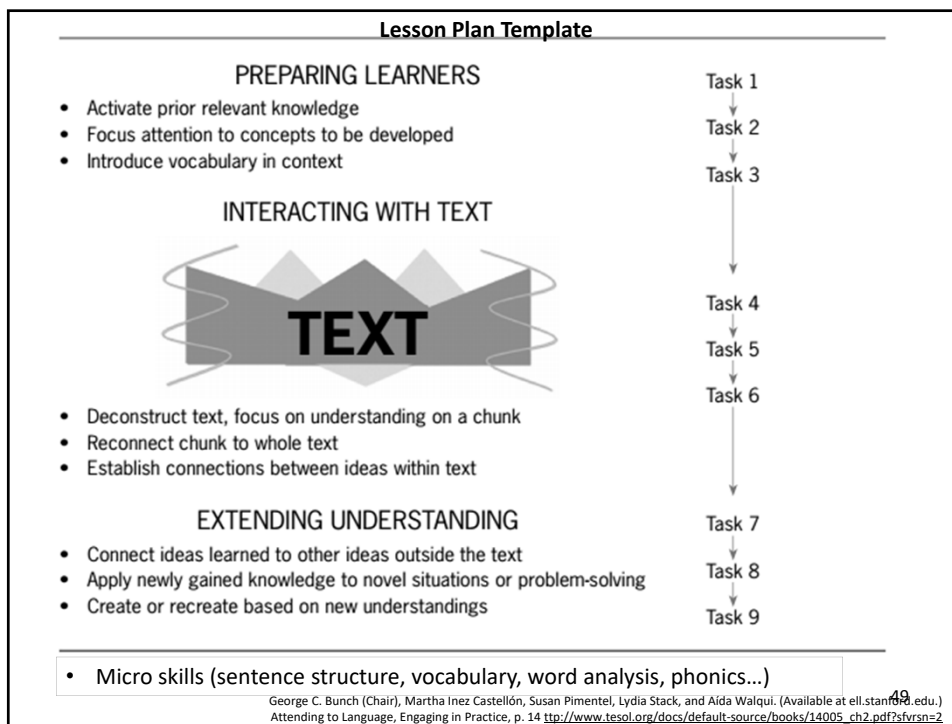
ENGLISH STRUCTURE	LANGUAGE TRANSFER ISSUE	LANGUAGES	SAMPLE TRANSFER ERRORS IN ENGLISH
Verbs, <i>continued</i>	A verb is not inflected for person and number.	<b>Chinese</b> <b>Haitian Creole</b> <b>Hmong</b> <b>Korean</b> (verbs are inflected to reflect age or status) <b>Vietnamese</b>	That house have a big door. = That house has a big door. Everyone like you. = Everyone likes you.
	Several verbs can be used together with no words or punctuation to separate them.	<b>Hmong</b> <b>Vietnamese</b>	I cook eat at home. = I cook and eat at home.
	There is no gerund form (-ing) and/or no distinction between gerunds and infinitives.	<b>Chinese</b> (no form to show that an action is ongoing) <b>Haitian Creole</b> <b>Hmong</b> <b>Korean</b> <b>Spanish</b> <b>Vietnamese</b>	She hates to read. = She hates reading.

### Phonics Transfer Chart

Phoneme	ENGLISH		SPANISH		CANTONESE		VIETNAMESE	
	Grapheme	Key Word	Sound Transfer?	Sound-Symbol Match?	Sound Transfer?	Sound-Symbol Match?	Sound Transfer?	Sound-Symbol Match?
/b/	b	book	yes	yes	approx.	no	approx.	yes
	c	carrot	yes	yes	yes	no	yes	yes
/k/	k	key	yes	yes	yes	no	yes	yes
	ck	check	yes	no	yes	no	yes	no
/d/	d	desk	approx.	yes	approx.	no	approx.	yes
/f/	f	fish	yes	yes	yes	no	yes	no
/g/	g	girl	yes	yes	approx.	no	yes	yes
/h/	h	hand	yes	no	yes	no	yes	yes
/j/	j	jacket	no	no	approx.	no	approx.	no
	g	cage	no	no	approx.	no	approx.	no
	dge	badge	no	no	approx.	no	approx.	no
/l/	l	lamp	yes	yes	yes	no	yes	yes
/m/	m	map	yes	yes	yes	no	yes	yes
/n/	n	newspaper	yes	yes	yes	no	yes	yes
/p/	p	pizza	yes	yes	yes	no	yes	yes
/kw/	qu	quarter	yes	no	approx.	no	yes	yes
/r/	r	red	approx.	approx.	no	no	no	yes
/s/	s	seed	yes	yes	yes	no	yes	yes
	c	city	yes	yes	yes	no	yes	yes
/t/	t	ten	yes	yes	yes	no	approx.	yes

### SIGHT RECOGNITION OF FAMILIAR WORDS

- Romance languages (Spanish, Portuguese, Italian, French) have cognates (familia - family, metamorfosis - metamorphosis)
- Germanic influences
- False cognates
- Latin and Greek word origin (visual, formal, curricula, psychology, crises, metamorphosis)
- Anglo-Saxon word origin (neighbor, eat, heaven, sky, said, does)



## EXAMPLES OF EVIDENCE-BASED PRACTICES FOR PHONEMIC AWARENESS (K-1)

**Dr. Michael Heggerty's - "Phonemic Awareness: The skills that they need to help them succeed"; extra-strength Tylenol to Penicillin (can be done K-2 – comprehensive Tier 1 option)**

- PATR – Phonological Awareness Training for Reading (Torgesen) – Small Group, 4-5 days per week, 15-20 min., supplemental intervention, limited training required, extra-strength Tylenol (can be done with older students)
- David Kilpatrick's "Equipped for Reading Success: A Comprehensive Step by Step Program for Developing Phonemic Awareness and Fluent Word Recognition" (Tiers 1, 2 and 3)
- Road to the Code (Tier 2; Penicillin)
- Interactive Strategies Approach (Scanlon et al)
- K-PALS – Kindergarten PALS – used as part of core reading instruction in Kindergarten by classroom teacher 2-3 days per week from fall to winter – kids get into pairs and use a game-like approach

**EXAMPLES OF EVIDENCE-BASED PRACTICES FOR PHONICS**  
*SOME W/ADVANCED PA COMPONENT*

Phonics and Spelling through Phoneme-Grapheme Mapping (extra- strength Tylenol-Penicillin)

Phonics for Reading (PFR Levels 1, 2 and 3) (Penicillin)

Saxon Phonics and Spelling (Core and Supplemental) (Penicillin)

Teacher-Directed PALS (Berninger)

Orton Gillingham and Sonday System (Penicillin-Neurosurgery)

*PhonoGraphix (Neurosurgery)*

*LIPS (Neurosurgery)*

Project Read, Foundations, Wilson (Extra-strength Tylenol)

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**ORAL LANGUAGE/VOCABULARY**  
**EVIDENCE-BASED PRACTICES**

Word Generation (Grades 4-8)

[http://wordgen.serpmedia.org/4\\_1.html](http://wordgen.serpmedia.org/4_1.html)



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## ORAL LANGUAGE/VOCABULARY EVIDENCE-BASED PRACTICES

- RAVE-O  
<http://www.voyagersopris.com/curriculum/subject/literacy/rave-o/overview>
- Elements of Reading Vocabulary (ERV)
- Act it Out (BOV, 2007)
- Loop Writer
- Golden 20 Prefixes (BOV, 2007)
- Antonyms (BOV, 2007)
- Language Links (Wilson and Fox, 2007)
- Line Up Like a Sentence (Funnel to Phonics, 2003)
- Associated Vocabulary (Davies, 2007)

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## COLLECTING EVIDENCE AND MONITORING THE DEVELOPMENT OF READING

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## BEST READING PRACTICES FOR ENGLISH LEARNERS

Multiple opportunities to read a text for different purposes

- Oral reading
- Pair reading
- Choral reading

*Round Robin reading – should not be practiced*

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## FORMATIVE ASSESSMENT AND READING COMPREHENSION

Gottlieb, Margo *Assessing English Language Learners: Bridges to Educational Equity* Second Edition, Corwin, 2016

Montalvo-Balbed, Maria *Using Formative Assessment to Help English Language Learners*, ASCD PD Online, 2016  
[http://pdo.ascd.org/lmscourses/PD13OC002/media/ELL\\_CC\\_M4\\_Reading\\_Using\\_Formative01.pdf](http://pdo.ascd.org/lmscourses/PD13OC002/media/ELL_CC_M4_Reading_Using_Formative01.pdf)

O' Malley, Michael and Valdez-Pierce, Lorraine *Authentic Assessment for English Language Learners* Longman, 1996

Shore, Jane R., Kim Wolf, Mikyung and Blood, Ian. *English Learner Formative Assessment (ELFA) Teacher's Guide*, ETS, November 2013  
[https://www.ets.org/s/research/pdf/elfa\\_teachers\\_guide.pdf](https://www.ets.org/s/research/pdf/elfa_teachers_guide.pdf)

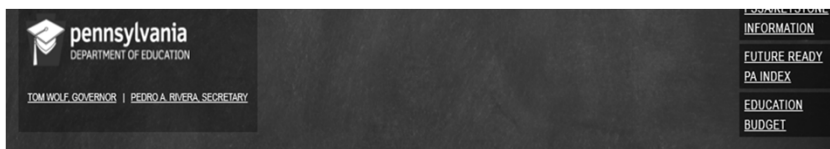
Trumbull, Elise and Lash, Andrea *Understanding Formative Assessment Insights from Learning Theory and Measurement Theory*, WestEd, 2013

WIDA *Focus on Formative Assessment Bulletin*, September 10, 2009, volume 1, issue 2 [www.wida.us](http://www.wida.us)

Word Generation <https://wordgen.serpmedia.org/>

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## NEW RECLASSIFICATION, MONITORING, AND REDESIGNATION OF ELS— OCTOBER 1, 2017



[PDE](#) > [Teachers & Administrators](#) > [Curriculum](#) > [Educating English Learners](#) > [Reclassification and Exit Criteria](#)

### RECLASSIFICATION, MONITORING, AND REDESIGNATION OF ELS

Once ELS attain English proficiency as defined in the state reclassification procedure, they must be reclassified as former ELS. The academic progress of former ELS must be actively monitored by district personnel for a period of two (2) years after reclassification. Former ELS must be reported to the state as such for a period of four years after reclassification.

[State Required Reclassification, Monitoring, and Redesignation of ELS Criteria and Procedures \(PDF\)](#) This document is in effect as of October 1, 2017.

Training materials related to the reclassification procedure are being developed and will be made available as soon as possible.

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### GRADES: 4-12 RUBRIC 1 - INTERACTION, LISTENING, SPEAKING, AND READING LANGUAGE USE INVENTORY

This rubric should be used to evaluate a student's use of language as part of the reclassification process. The evaluation must consist of multiple observations, although it is not necessary to complete multiple inventories.

It is recommended that the teacher who will complete this inventory be well-trained in the use of the rubric and begin to make notes of the students' language use in enough time to develop a firm evaluation before completing this inventory. (Reclassification, p. 13)

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**GRADES: 4-12****RUBRIC 1 - INTERACTION, LISTENING, SPEAKING, AND  
READING LANGUAGE USE INVENTORY****Speaking**

<b>LOW (0)</b>	<b>MODERATE (.3)</b>	<b>HIGH (.5)</b>	<b>Value</b>
Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar topics.	Can connect phrases to talk about familiar topics using simple sentences. Can briefly give reasons and explanations for reactions, opinions, and plans.	Can present clear, detailed descriptions of complex subjects integrating subthemes, developing particular points, and finishing with an appropriate conclusion.	

**Reading**

<b>LOW (0)</b>	<b>MODERATE (.3)</b>	<b>HIGH (.5)</b>	<b>Value</b>
Can read very short, simple texts and find specific, predictable information in everyday materials (such as advertisements, letters, schedules, and menus).	Can understand texts with a familiar organization that include high frequency content-specific language. Begins to understand some idiomatic expressions and words/phrases with multiple meanings.	Can understand long and complex fiction and non-fiction texts on unfamiliar topics, appreciating distinctions of style.	

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**PROFESSIONAL CONVERSATION**

- What have you found relevant today?
- What will you implement in your classroom?
- What else would you like to know regarding teaching reading to English learners?

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## PROFESSIONAL CONVERSATION

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[www.wida.us](http://www.wida.us) WIDA Can Do Descriptors 1-2; 3-5; 9-12

[www.wida.us](http://www.wida.us) WIDA Performance Definitions K-12

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## Contact Information

[www.pattan.net](http://www.pattan.net)

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**Commonwealth of Pennsylvania**  
Tom Wolf, Governor

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