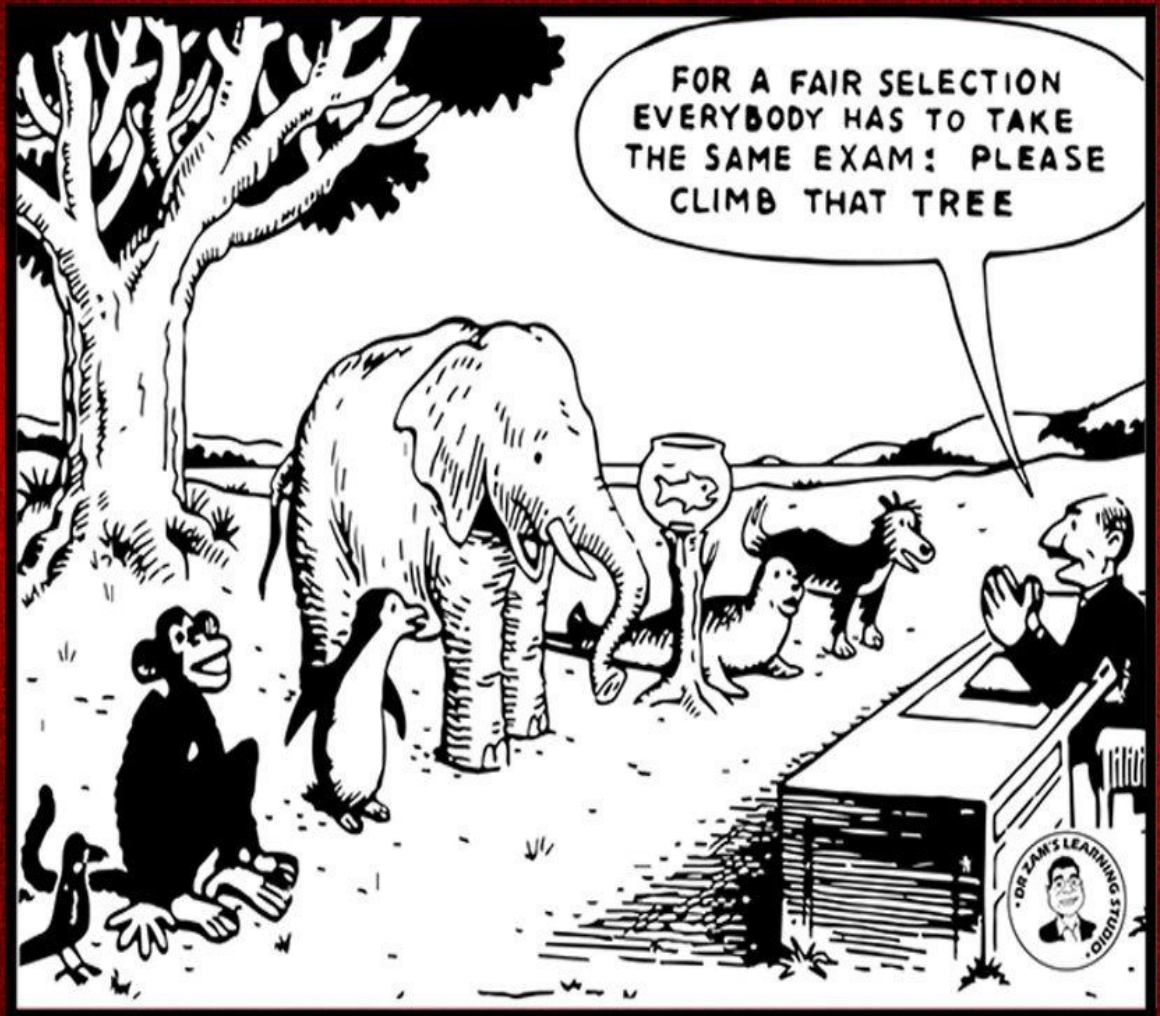
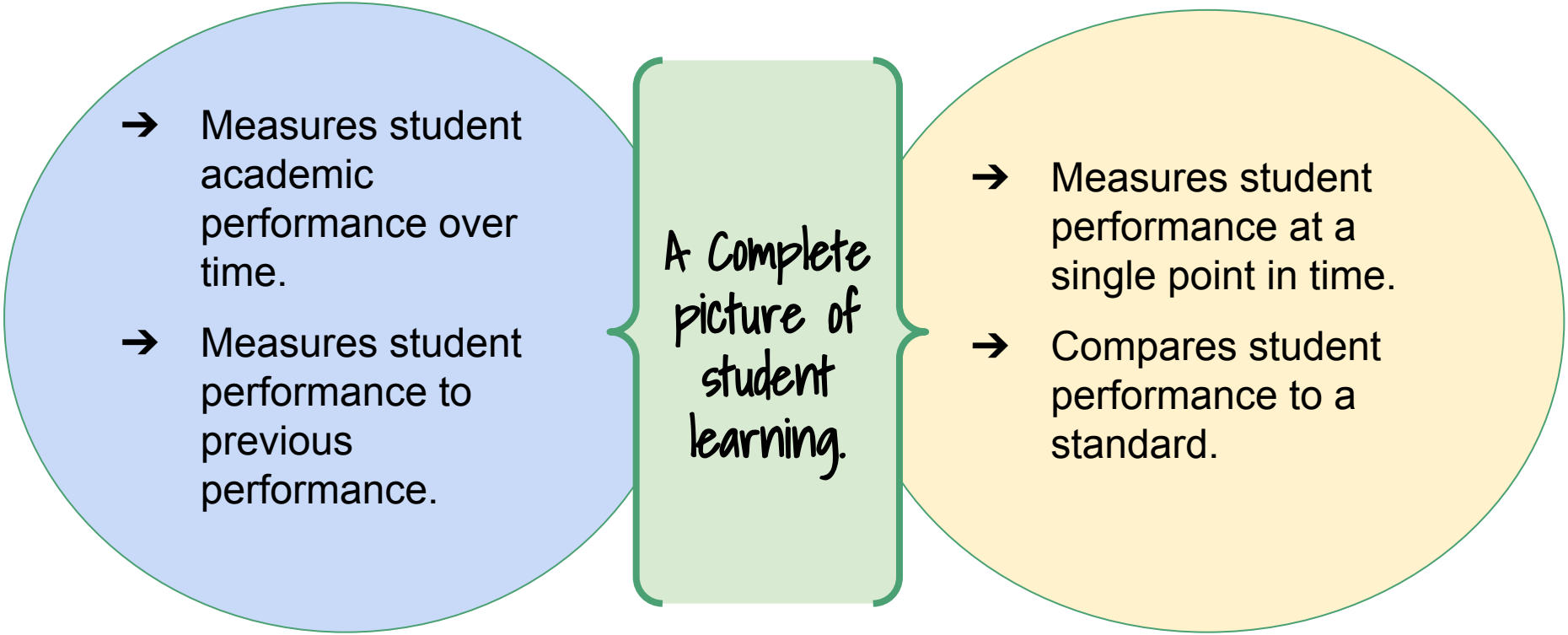
Elementary & Middle Level
Data Presentation
UPPER PERKIOMEN
SCHOOL DISTRICT

FRAMING THE DATA DISCUSSION



THEBEST SCHOOLS

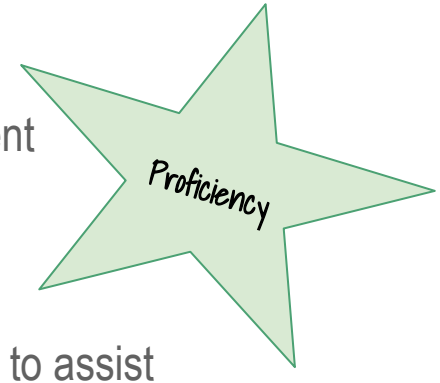
UNDERSTANDING SCHOOL PERFORMANCE DATA



UNDERSTANDING SCHOOL PERFORMANCE DATA

PSSA: : Pennsylvania System School Assessment is a standards-based, criterion-referenced assessment which provides an understanding of student and school performance related to the attainment of proficiency of the academic standards.

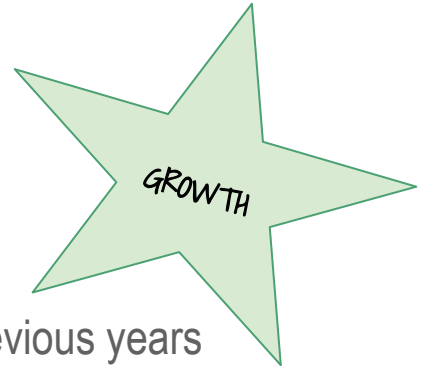
PSSA Proficiency: Assessment scores represent a snapshot in time of student performance related to the grade level PA Core Standards.



How is PSSA data used?

Individual student scores, provided only to their respective schools, can be used to assist teachers in identifying students who may be in need of additional educational opportunities, and school scores provide information to schools and districts for curriculum and instruction improvement discussions and planning.

UNDERSTANDING SCHOOL PERFORMANCE DATA



PVAAS: PVAAS is a statistical analysis of PSSA assessment data.

PVAAS Growth: The value-added, or growth, analyzes available data from previous years (looking back) to help schools evaluate how much cohorts of students have gained in a school year.

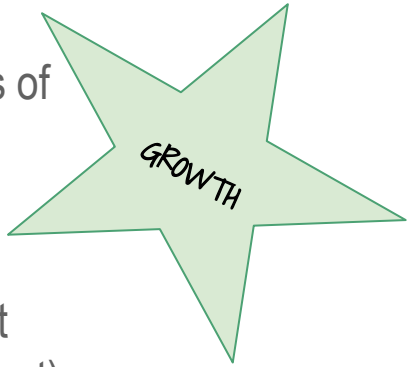
What does PVAAS do?

PVAAS uses students' scores, rather than their academic performance level across grades and subjects to generate a reliable estimate of the true achievement level of a group of students.

UNDERSTANDING SCHOOL PERFORMANCE DATA

What Does MAP Growth Measure?

MAP Growth is used to measure a student's performance level at different times of the school year and compute their academic growth.

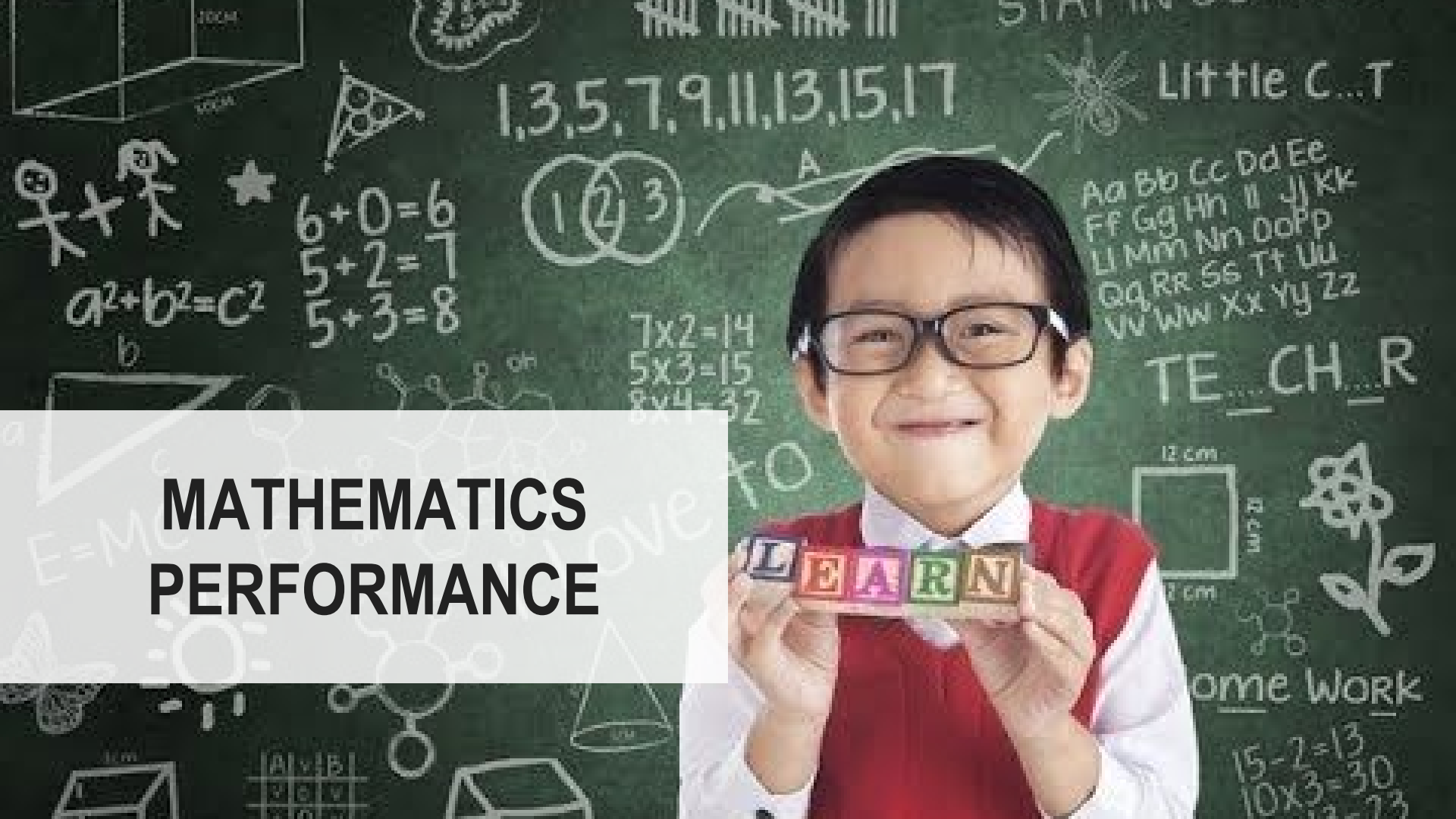


What is a RIT Score?

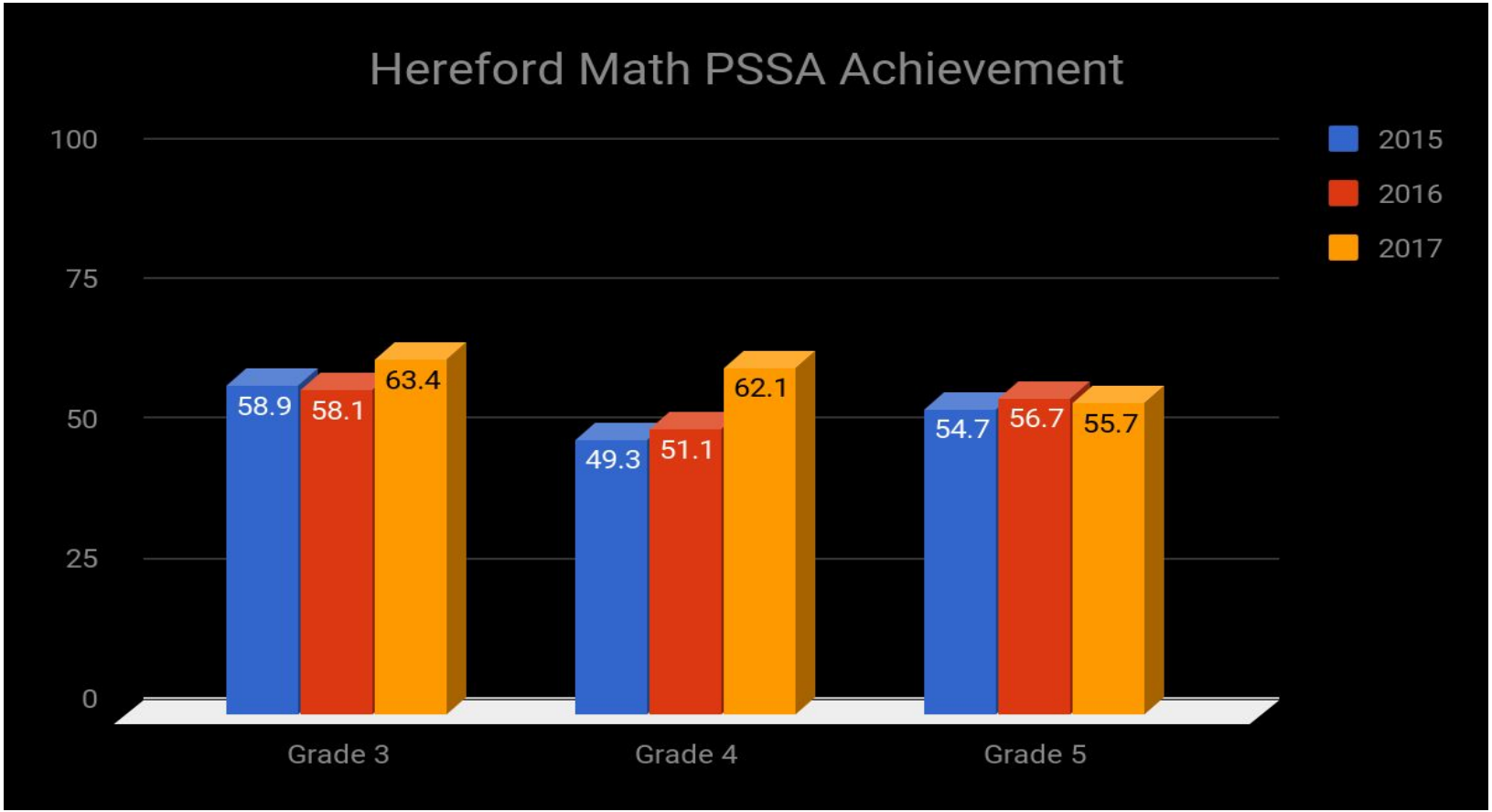
After each MAP Growth test, results are delivered in the form of a RIT score that reflects the student's academic knowledge, skills, and abilities. (Think growth chart)

The RIT (Rasch Unit) scale is a stable, equal-interval scale. Equal-interval means that a change of 10 RIT points indicates the same thing regardless of whether a student is at the top, bottom, or middle of the scale, and a RIT score has the same meaning regardless of grade level or age of the student. You can compare scores over time to tell how much growth a student has made.

HEREFORD
DATA & GOALS


MATHEMATICS
PERFORMANCE
LEARN
1,3,5,7,9,11,13,15,17
Little C...T
6+0=6
5+2=7
5+3=8
7x2=14
5x3=15
TE...CH...R
ome WORK

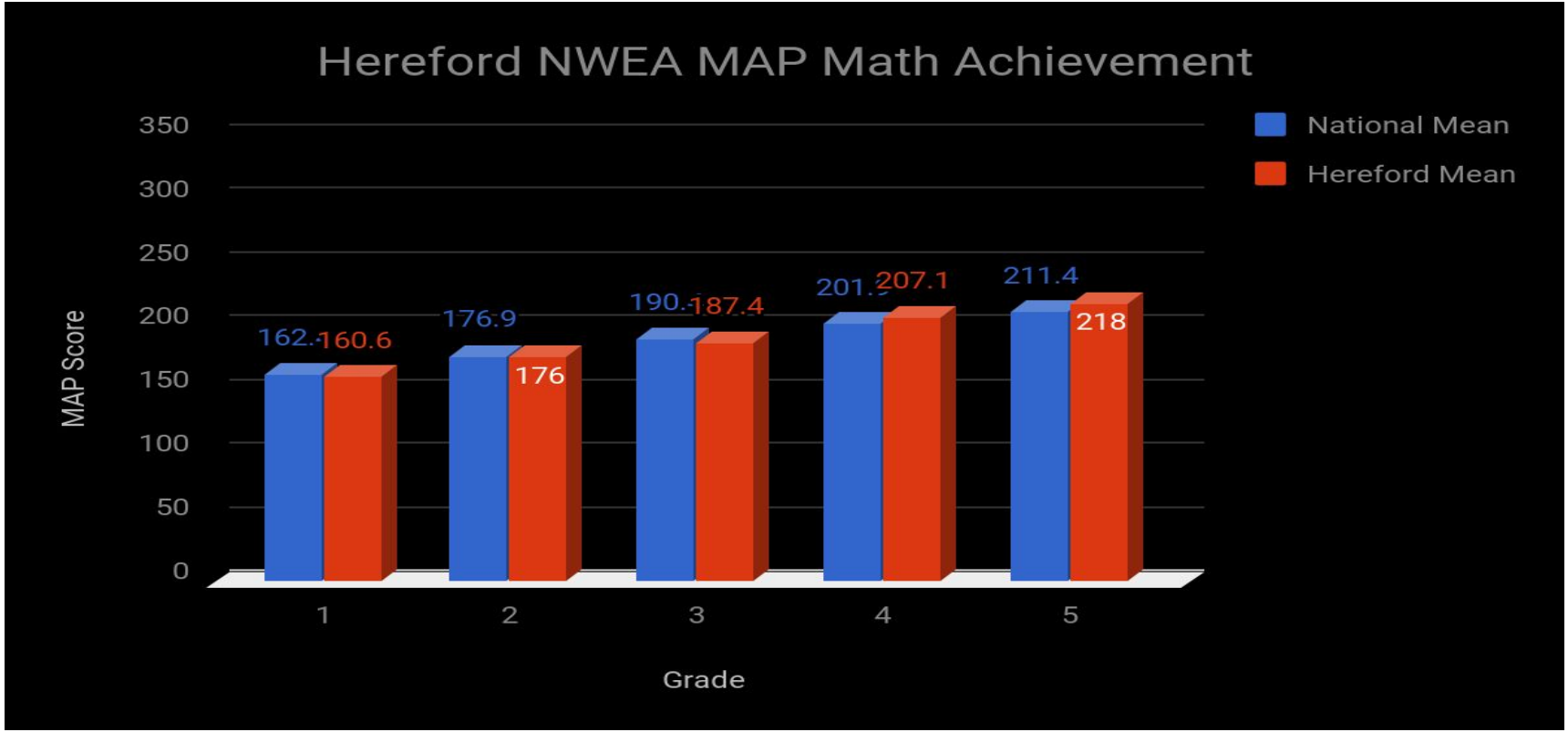
Hereford Mathematics PSSA Achievement



Hereford Mathematics PVAAS Growth

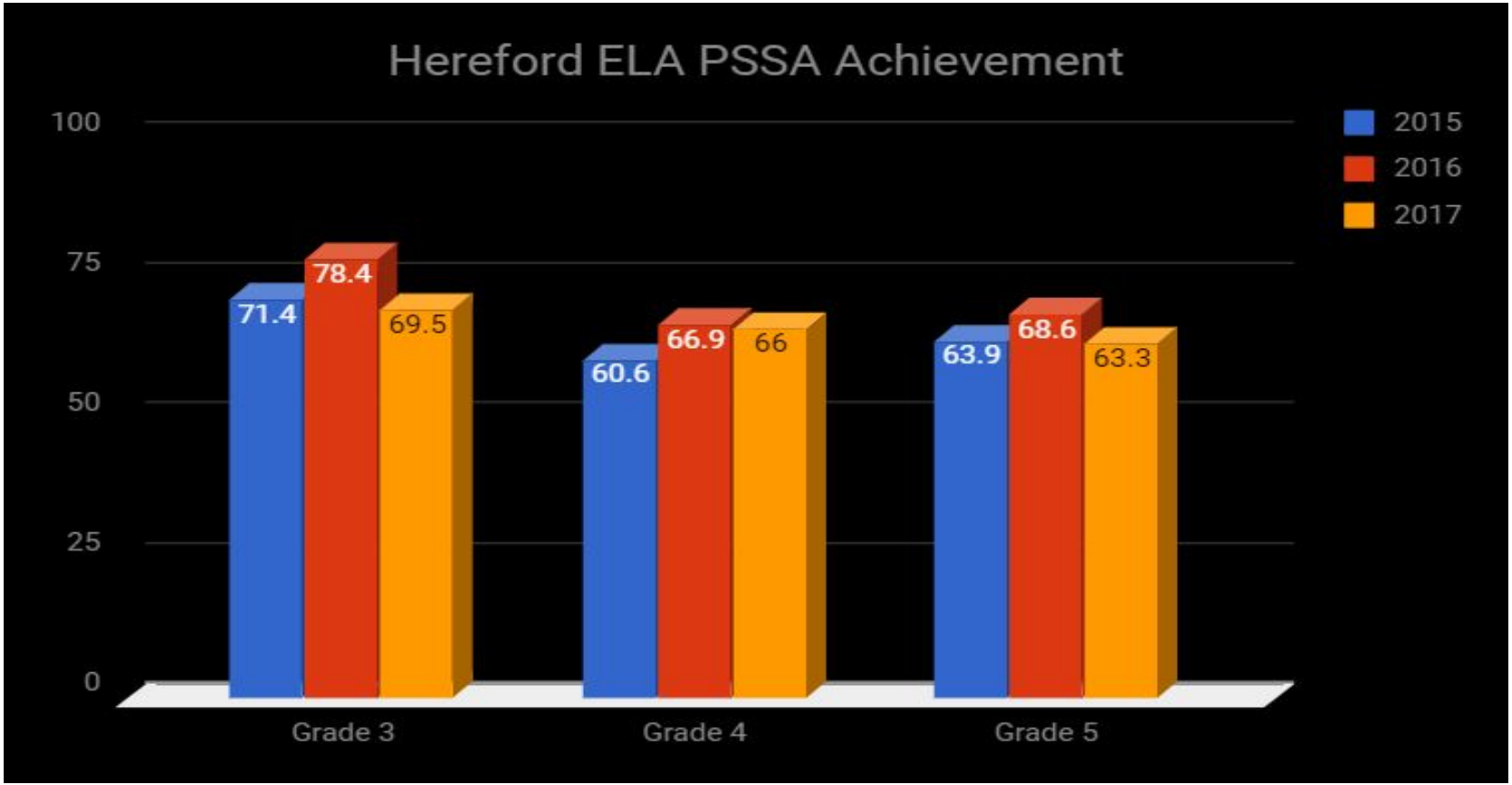
Estimated School Growth Measure				
Grade	3	4	5	Growth Measure over Grades Relative to Standard for PA Academic Growth
Standard for PA Academic Growth		0.0	0.0	
2015 Growth Measure		-5.1	-2.5	-3.8
Standard Error		1.0	0.9	0.7
2016 Growth Measure		-0.3	4.1	1.9
Standard Error		1.0	0.9	0.7
2017 Growth Measure		3.7 DB	3.5 DB	3.6 DB
Standard Error		1.0	0.9	0.7
3-Yr-Avg Growth Measure		0.6 G	1.7 DB	0.6 LB
Standard Error		0.6	0.5	0.3

Hereford NWEA MAP Mathematics Performance



READING LANGUAGE ARTS PERFORMANCE

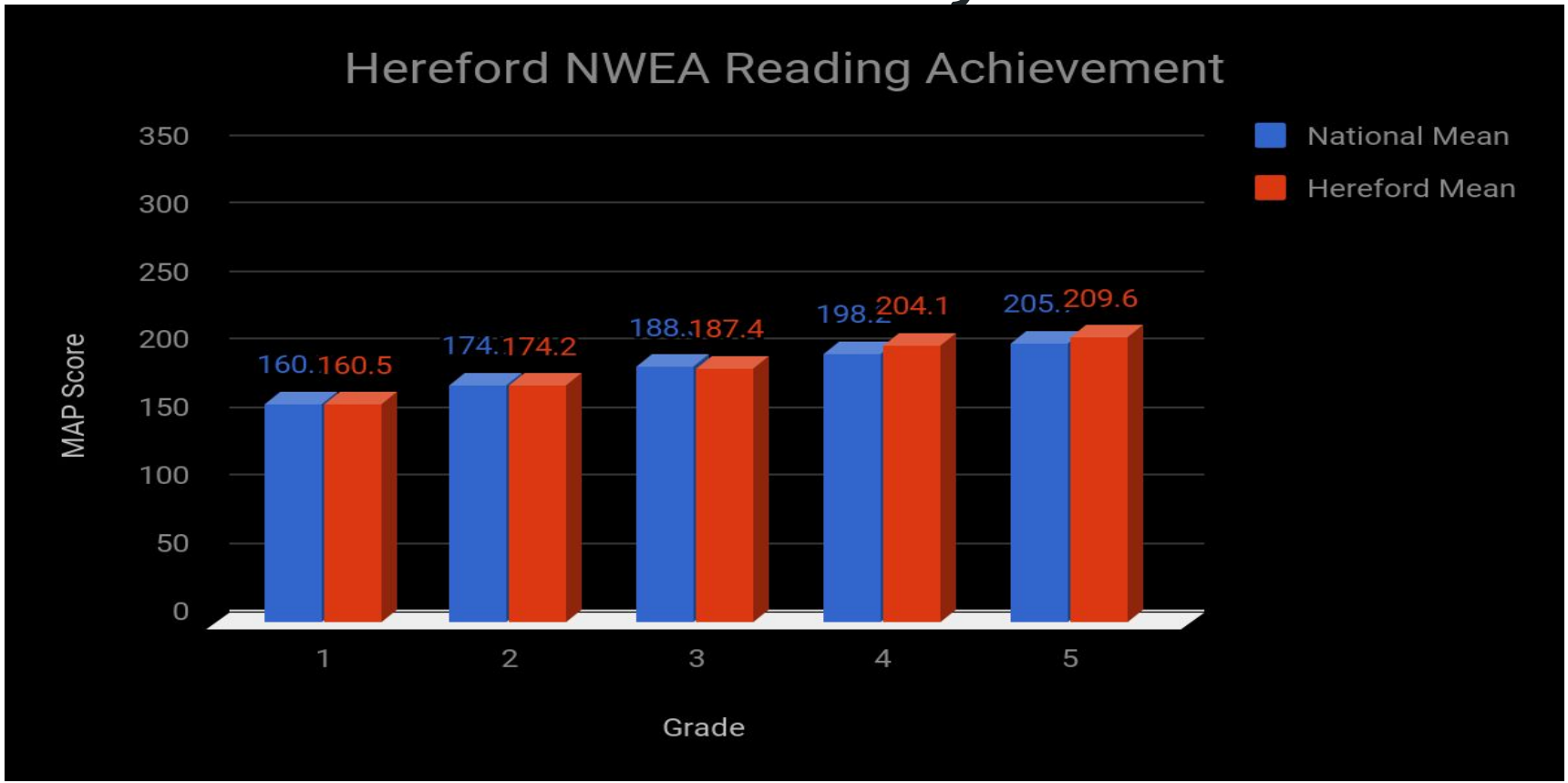
Hereford Reading/Language PSSA Achievement



Hereford Reading/Language PVAAS Growth

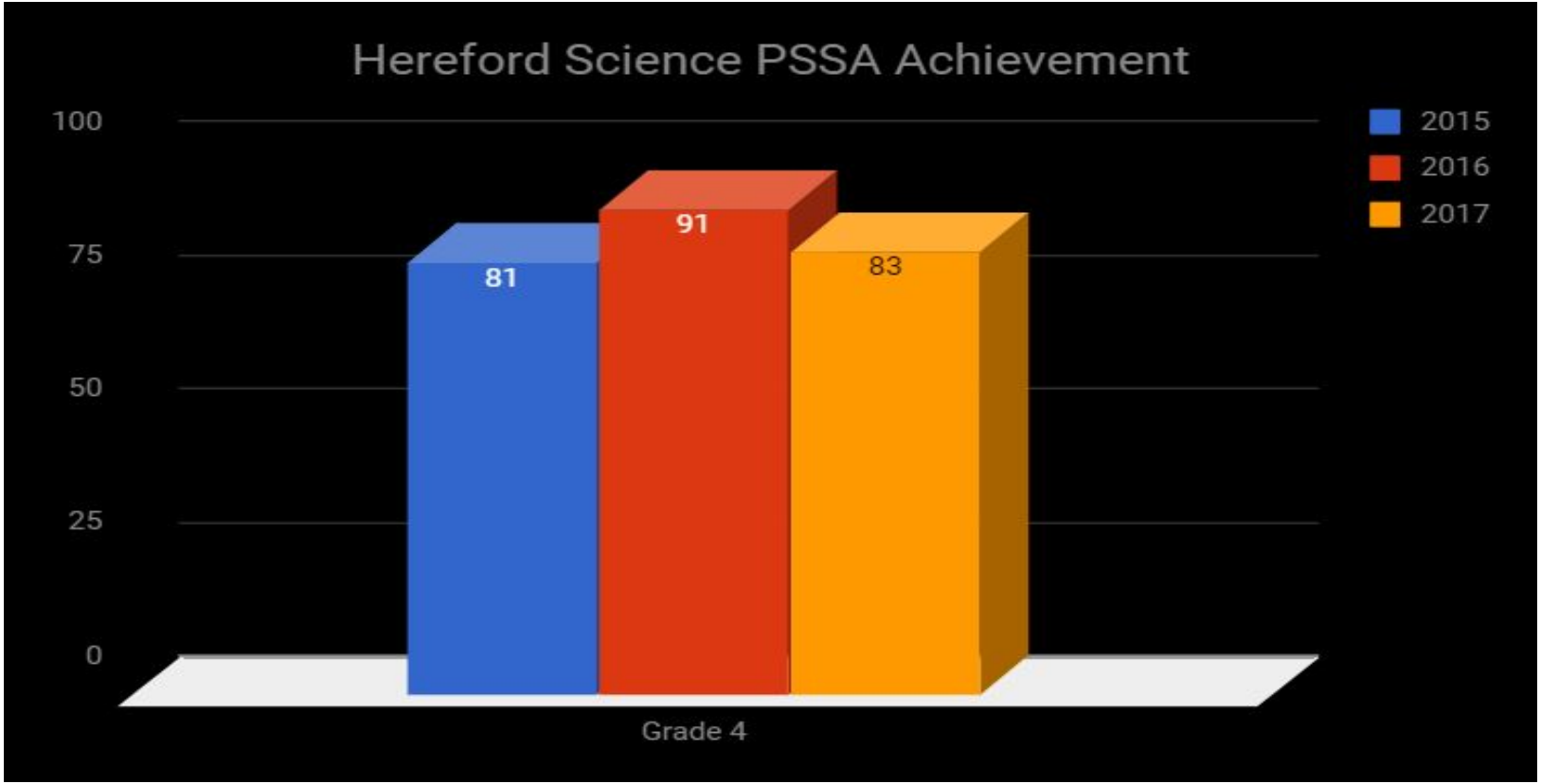
Estimated School Growth Measure				
Grade	3	4	5	Growth Measure over Grades Relative to Standard for PA Academic Growth
Standard for PA Academic Growth		0.0	0.0	
2015 Growth Measure		-1.3	-1.9	-1.6
Standard Error		1.1	1.0	0.7
2016 Growth Measure		-1.0	4.4	1.7
Standard Error		1.1	1.1	0.8
2017 Growth Measure		-1.5 Y	0.2 G	-0.6 G
Standard Error		1.0	1.1	0.7
3-Yr-Avg Growth Measure		-1.3 R	0.9 LB	-0.2 G
Standard Error		0.6	0.6	0.4

Hereford NWEA MAP Reading Performance



SCIENCE PERFORMANCE

Hereford Science PSSA Achievement



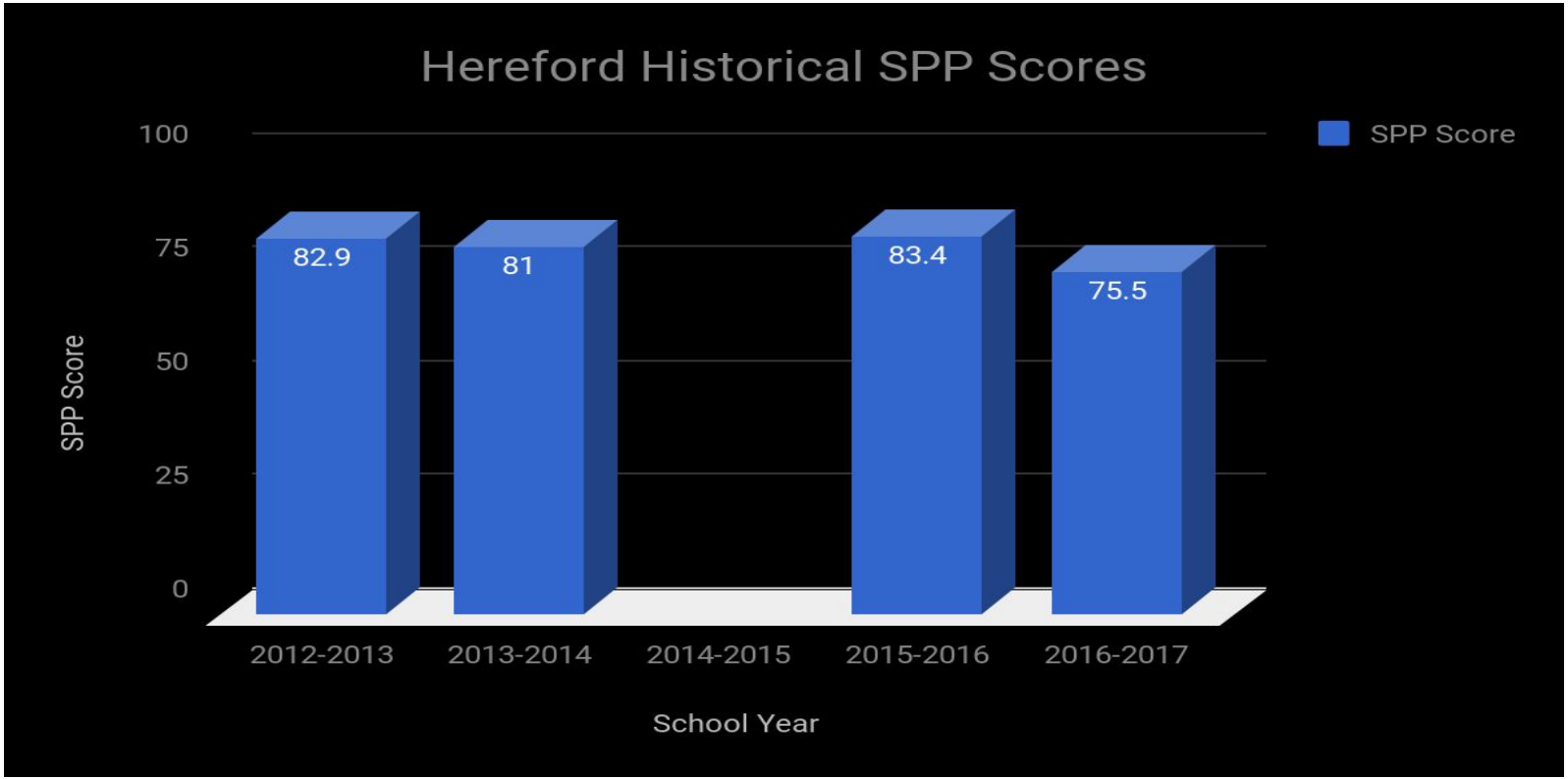
Hereford Science PVAAS Growth

Subject	Grade	Year	# of Students	Avg Scale Score	Avg %-ile	Avg Predicted Scale Score	Predicted Avg %-ile	Growth Measure	Standard Error
Science	4	2015	132	1428.1	48	1454.0	63	-24.8 R	9.3
		2016	130	1469.4	57	1452.1	54	16.4 LB	9.6
		2017	150	1438.5	57	1433.2	57	3.2 G	7.5
		3-Yr-Avg	412	1444.2	55	1445.8	55	-1.7 G	5.1

SCHOOL PERFORMANCE PROFILE (SPP)

- Official means by which the PA Department of Education assesses and reports school quality and achievement.
- Each building is given a score of up to 100 points, with an additional 7 points added for advanced performance on state, industry and/or AP exams.
- Comprises 15% of each building-level professional staff member's evaluation.

HEREFORD SCHOOL PERFORMANCE PROFILE (SPP)



Note: Scores were not released in 2015 for middle & elementary because of the new PSSA test; they were released in 2016 but significantly lower across the state

Hereford

School Improvement Goals

2017-2018

Areas of Strength

MAP:

- At Hereford:
  - Grades 2-5 are comparable to the national mean RIT scores as measured by the MAP assessment in the area of ELA; in grades 3-5 student performance is comparable to the national mean RIT scores, as measured by the MAP assessment in the area of Math

PSSA Achievement/Growth:

- Math:
  - Grew all learners beyond the PA Academic growth targets
  - Grade 3 and 4: increase in P/A by 5% and 11% respectively
- ELA:
  - Grade 5: 5% increase in advanced scores ELA

Areas of Concern

PSSA:

- ELA:
  - In the grades 3, 4 and 5, our students struggled with:
    - Types of writing;
    - Analysis of text;
    - Text-dependent analysis
- Math:
  - In the grades 3, 4 and 5, our students struggled with:
    - Measurement and Data

Goal 1: ELA Achievement Growth

Goal Description:

- In grades 3-5, Hereford Elementary School will achieve a 5% increase, as measured by the PSSAs in the area of ELA, moving from a 66.3% to 71.3% for overall proficient/advanced achievement.

Rationale for goal:

- Increasing overall PSSA scores in 4th grade and 5th grade ELA Proficient/Advanced range by specifically increasing student performance on Text Dependent Analysis (TDA)

Comprehensive Plan Goal Alignment: Student Achievement

Goal 1: ELA Achievement Growth

Action Steps:

- Professional Development on analysis of text
- Explicit Instruction Provided to Students
    - Uniform Instruction utilizing RAGES
- Implementation of Text-Dependent Analysis (TDA) Probes Bi-Weekly
- Monitor Student Performance on TDAs using PA TDA Rubric
- Use of Target Time to Provide Remediation on TDA Performance

Indicators of Effectiveness:

- Analysis of TDA rubric scores
- Analysis of MAP growth

Goal 2: Math Achievement Growth

Goal Description:

- In grades 3-5, Hereford Elementary School will achieve a 5% increase, as measured by the PSSAs in the area of Math, moving from a 60% to 65% for overall proficient/advanced achievement.

Rationale of goal:

- Increasing overall math PSSA scores in the range of Proficient/Advanced performance by specifically increasing student performance on Measurement and Data.

Comprehensive Plan Goal Alignment: Student Achievement

Goal 2: Math Achievement Growth

Action Steps:

- Explicit instruction of measurement and data concepts provided to students prior to PSSA assessments (was taught after PSSAs in past)
- Use of “Target Time” to provide differentiated instruction (remediation and enrichment) on measurement and data concepts
    - Increase of math instructional time from 60 minutes to 90 minutes

Goal 3: Social and Emotional Wellness

Goal Description:

- Through the use of Schoolwide Positive Behavior Interventions and Supports (SWPBIS), Hereford Elementary School students in grades K-5 will demonstrate a decrease in disciplinary concerns, as measured by the SWIS data system, across all school environments.

Rationale for the goal:

- Students who are in a safe and supportive environment perform higher on academic achievement measures.

Comprehensive Plan Goal Alignment: Social and Emotional Wellness

Goal 3: Social and Emotional Wellness

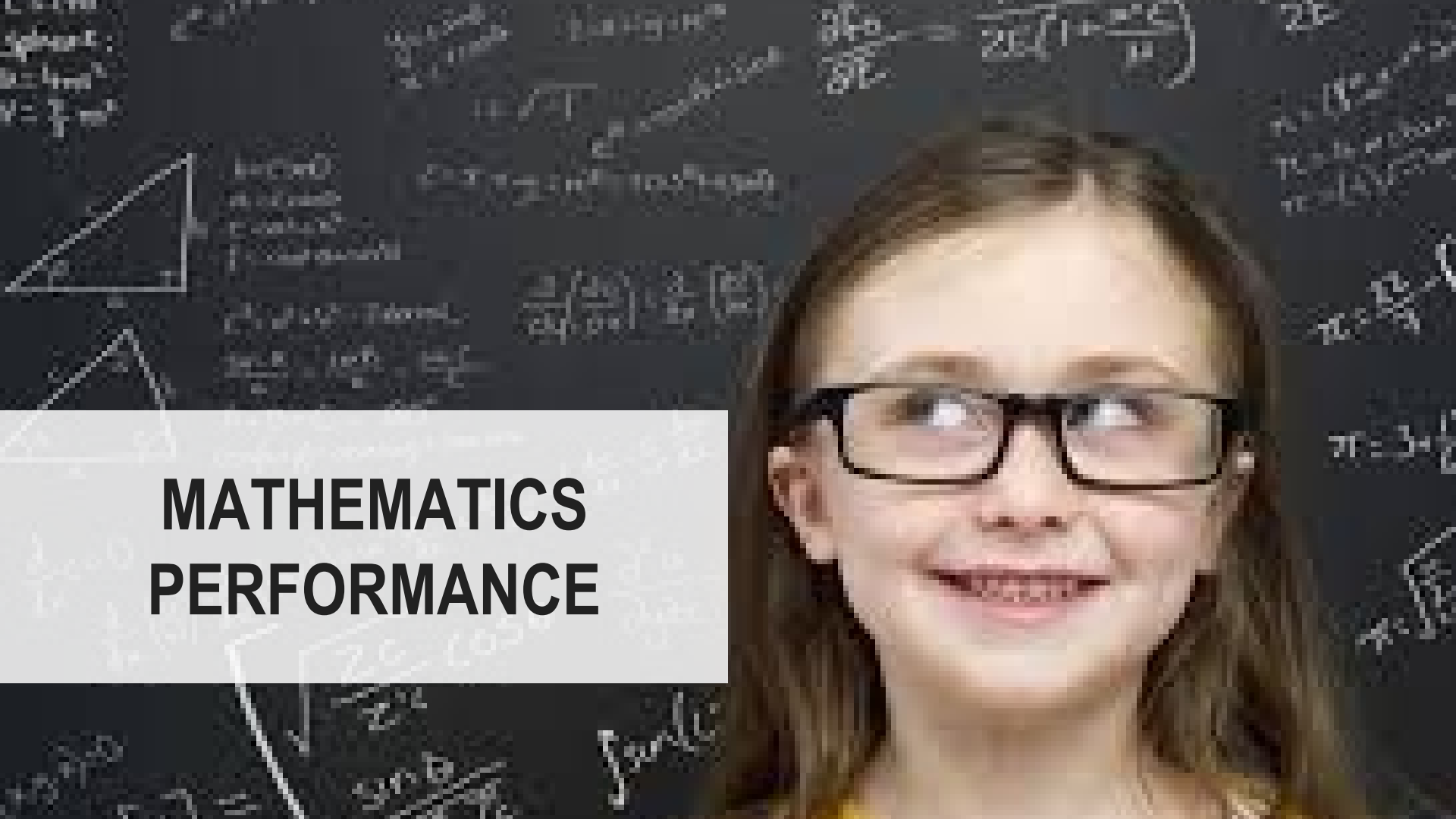
Action Steps:

- Implementation of staff and student schoolwide positive behavior intervention and supports system for instruction of expected behaviors across all settings;
- Instruction of SWPBIS data collection form (tracked through SWIS system);
- Use of a schoolwide reinforcement system for students and staff for following expected behaviors;
- Instruction for resistant behaviors (differentiation of instruction) for students

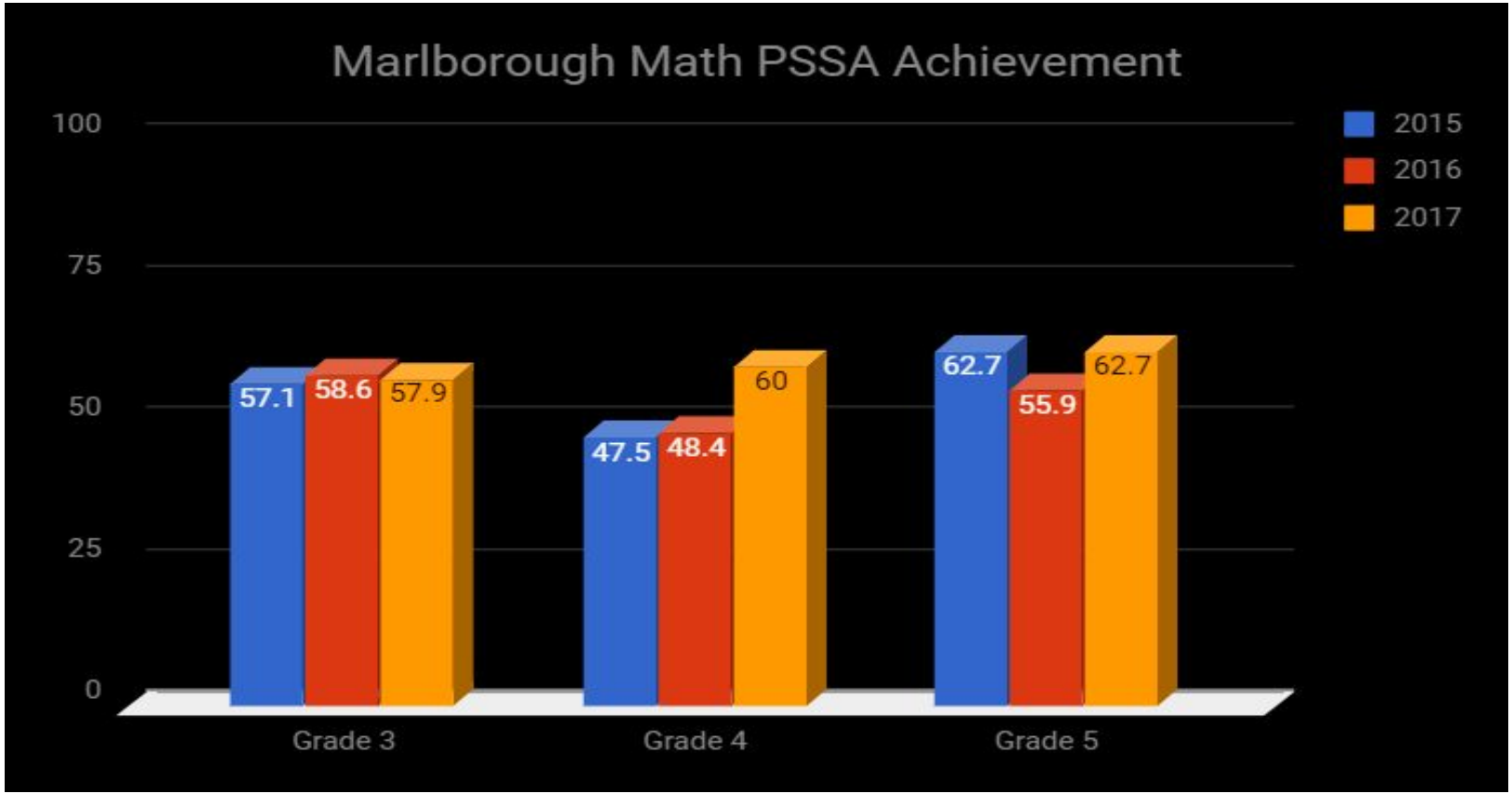
MARLBOROUGH

DATA & GOALS

MATHEMATICS PERFORMANCE



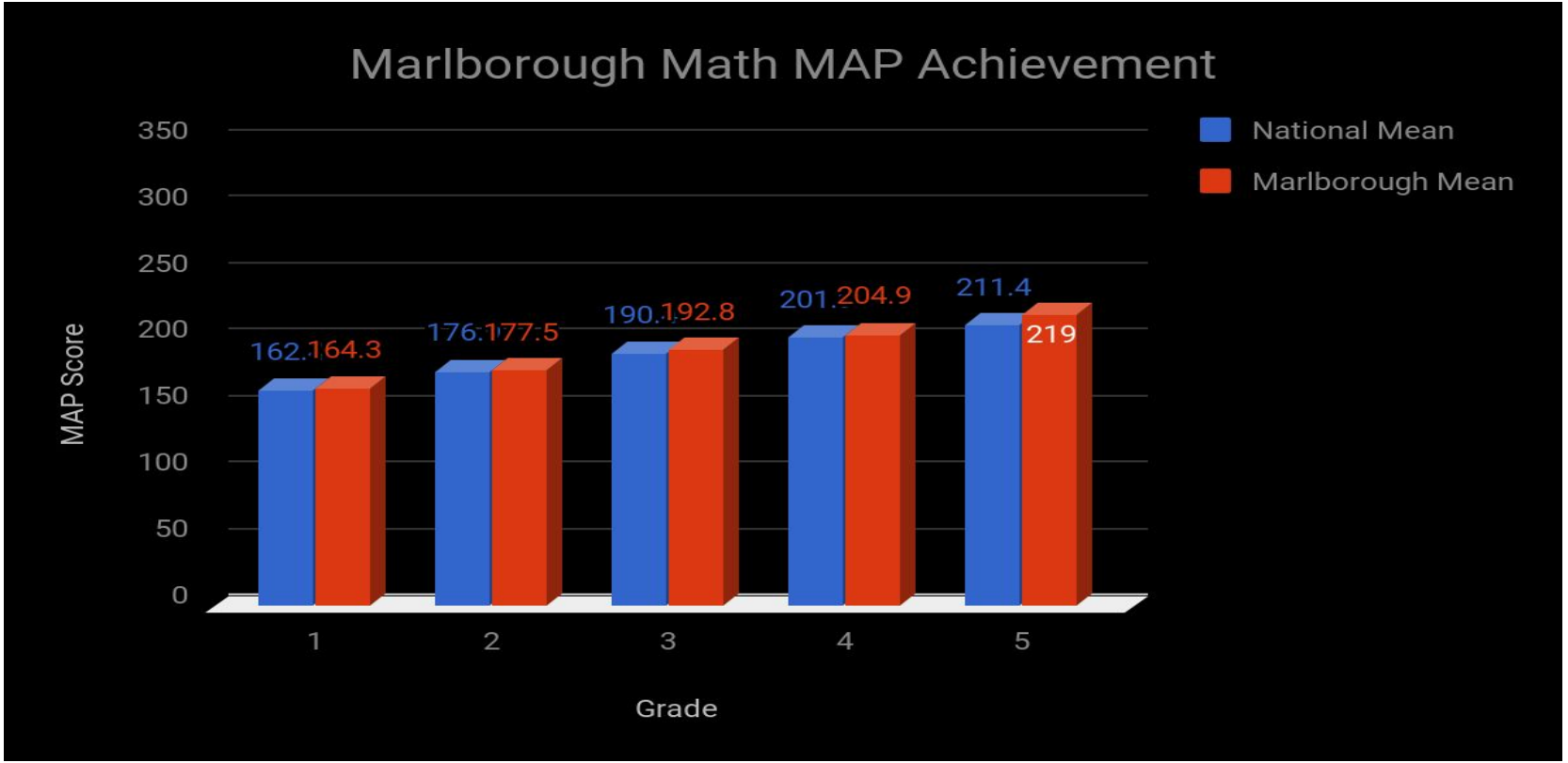
Marlborough Mathematics PSSA Achievement



Marlborough Mathematics PVAAS Growth

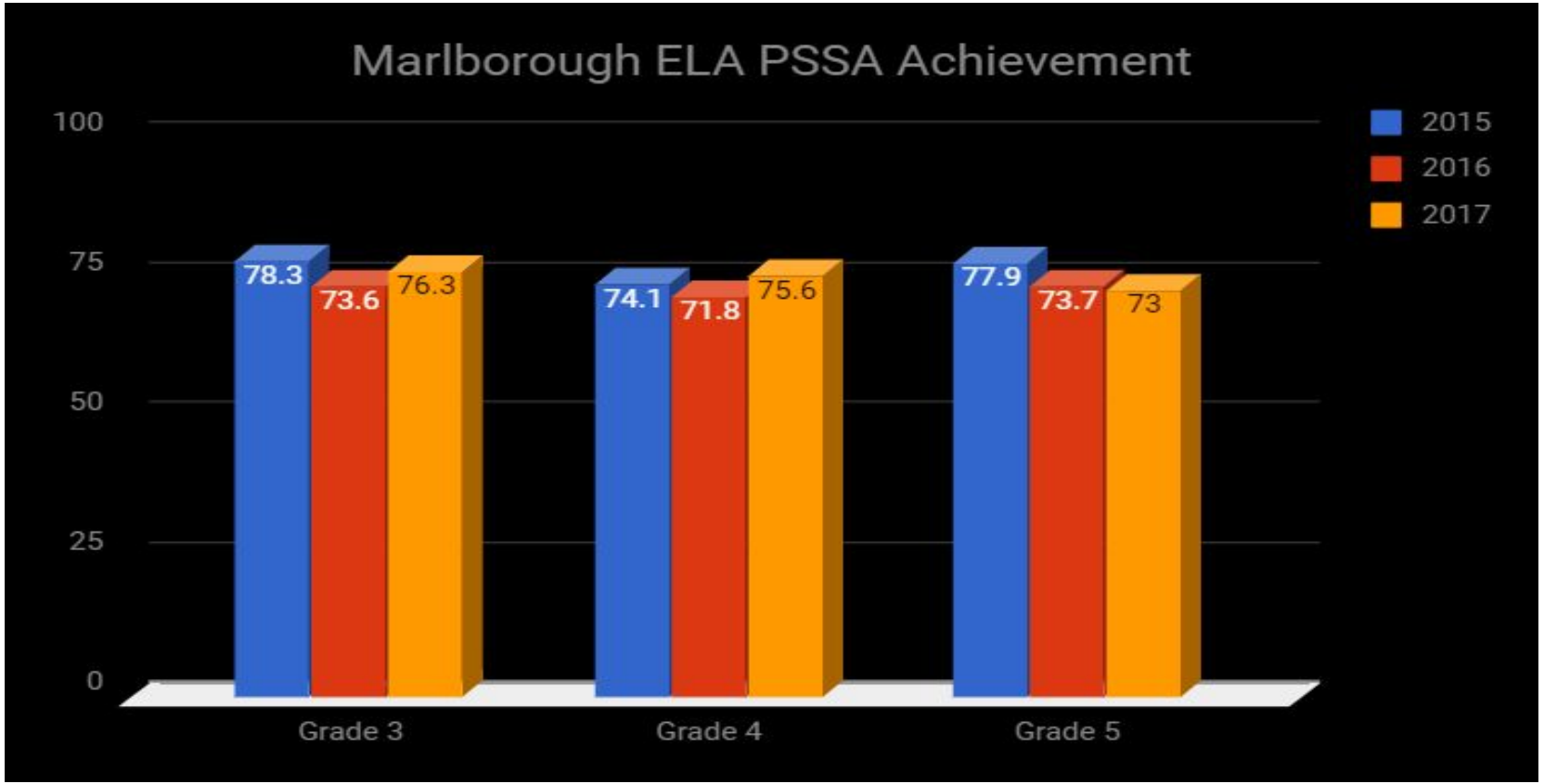
Estimated School Growth Measure				
Grade	3	4	5	Growth Measure over Grades Relative to Standard for PA Academic Growth
Standard for PA Academic Growth		0.0	0.0	
2015 Growth Measure		-1.6	4.0	1.2
Standard Error		1.1	1.1	0.8
2016 Growth Measure		-5.0	1.9	-1.6
Standard Error		1.0	1.0	0.7
2017 Growth Measure		8.4 DB	8.6 DB	8.5 DB
Standard Error		1.2	1.0	0.8
3-Yr-Avg Growth Measure		0.6 G	4.8 DB	2.7 DB
Standard Error		0.6	0.6	0.4

Marlborough NWEA Mathematics Performance



READING LANGUAGE ARTS PERFORMANCE

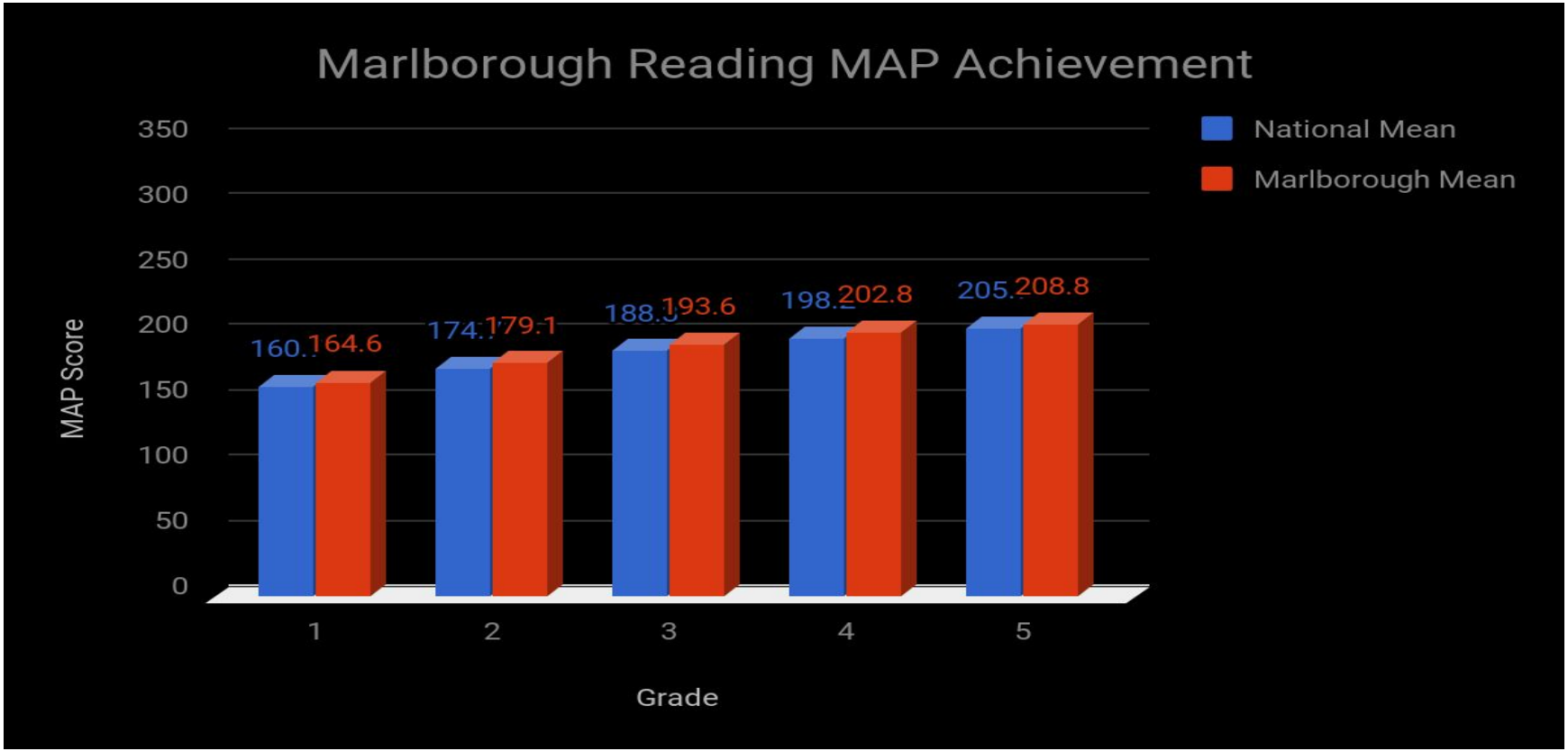
Marlborough Reading/Language PSSA Achievement



Marlborough Reading/Language PVAAS Growth

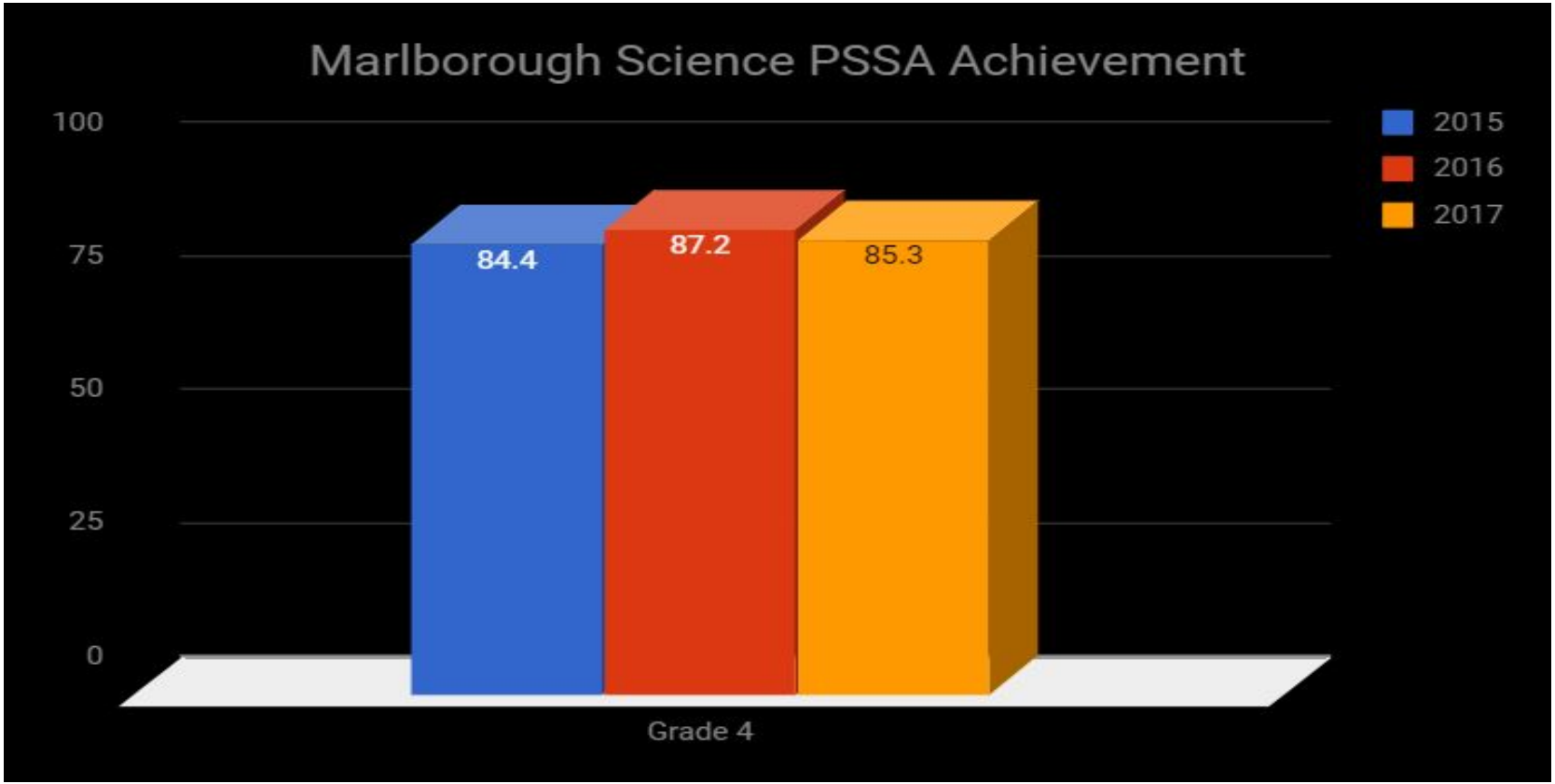
Estimated School Growth Measure				
Grade	3	4	5	Growth Measure over Grades Relative to Standard for PA Academic Growth
Standard for PA Academic Growth		0.0	0.0	
2015 Growth Measure		-1.4	-0.4	-0.9
Standard Error		1.2	1.3	0.9
2016 Growth Measure		-2.7	0.5	-1.1
Standard Error		1.1	1.1	0.8
2017 Growth Measure		0.5 G	0.5 G	0.5 G
Standard Error		1.3	1.1	0.9
3-Yr-Avg Growth Measure		-1.2 Y	0.2 G	-0.5 Y
Standard Error		0.7	0.7	0.4

Marlborough NWEA Reading Performance



SCIENCE PERFORMANCE

Marlborough Science PSSA Achievement



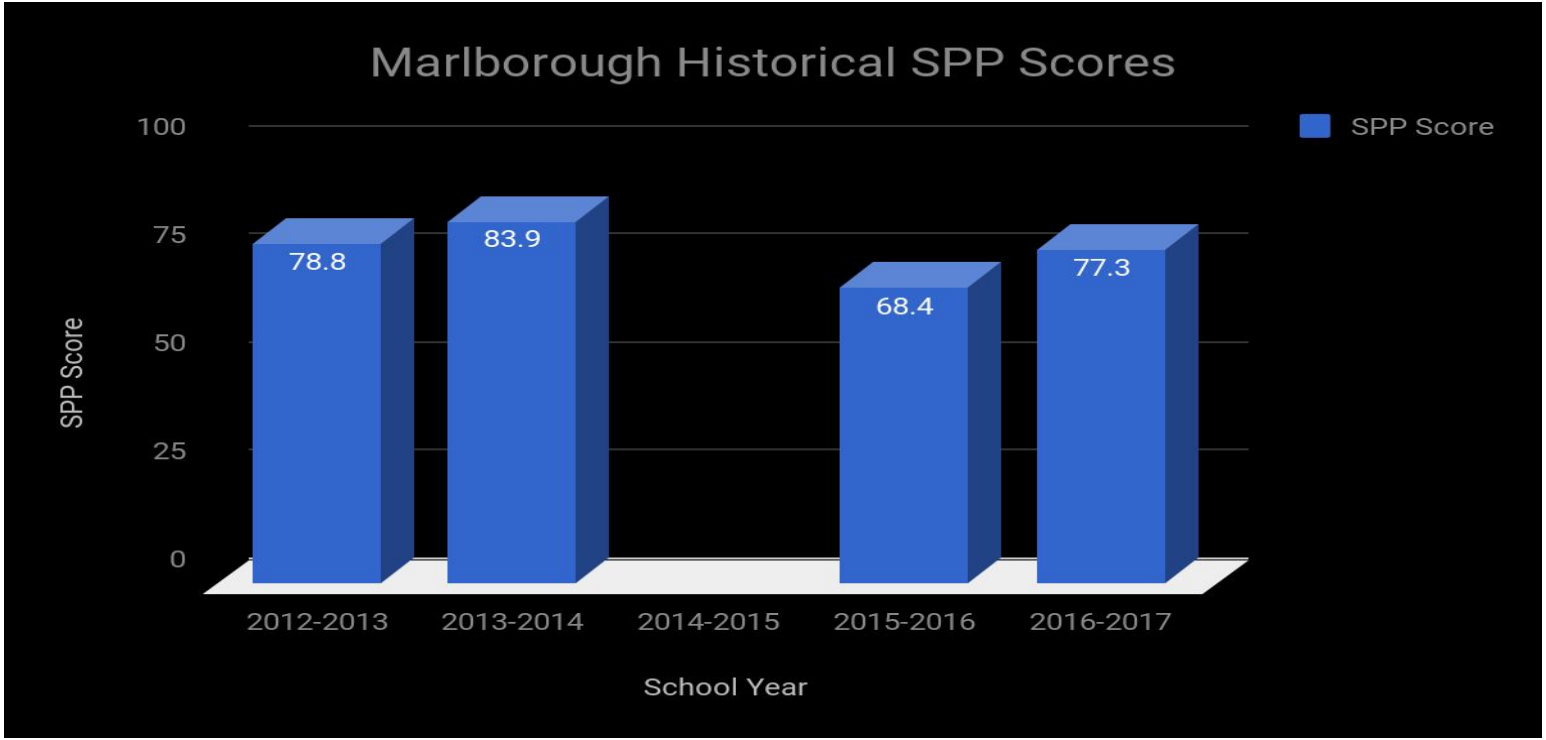
Marlborough Science PVAAS Growth

Subject	Grade	Year	# of Students	Avg Scale Score	Avg %-ile	Avg Predicted Scale Score	Predicted Avg %-ile	Growth Measure	Standard Error
Science	4	2015	115	1434.6	49	1465.6	66	-29.5 R	9.9
		2016	122	1478.7	59	1468.8	57	9.4 G	9.9
		2017	92	1430.7	56	1419.0	54	10.8 LB	9.4
		3-Yr-Avg	329	1449.9	55	1453.8	56	-3.1 G	5.6

SCHOOL PERFORMANCE PROFILE (SPP)

- Official means by which the PA Department of Education assesses and reports school quality and achievement.
- Each building is given a score of up to 100 points, with an additional 7 points added for advanced performance on state, industry and/or AP exams.
- Comprises 15% of each building-level professional staff member's evaluation.

MARLBOROUGH SCHOOL PERFORMANCE PROFILE (SPP)



Note: Scores were not released in 2015 for middle & elementary because of the new PSSA test; they were released in 2016 but significantly lower across the state

Marlborough

School Improvement Goals

2017-2018

Areas of Strength

MAP:

- At Marlborough, grades 2-5 are above the national mean RIT scores as measured by the MAP assessment in the area of ELA and Math.

PVASS:

- ELA in 5th grade demonstrated meeting the standards and above consistently for the last 3 years.
- Math in 5th grade demonstrated meeting the standards and above for the last 3 years.
- Math in 4th grade demonstrated a large leap in Advanced/Proficient for 2017 PSSA from 46% to 60%.

Areas of Concern

PSSA:

- ELA:
  - In the grades 3, 4 and 5, our students struggled with:
    - Analysis of text;
    - Text-dependent analysis
- Math:
  - Analyzing the Math Anchor Proficiencies - Measurement and Data remain an area of need.

PVAAS:

- Math:
  - Grade 4 Math struggled to make a year's growth in previous years.

Goal 1: Growth in ELA Achievement

Goal Description:

- In 4th grade ELA Proficient/Advanced students will achieve PSSA scores from 75.6% to 80.6% by specifically increasing student performance on Text Dependant Analysis (TDA) from 43% to 48%.

- In 5th grade ELA Proficient/Advanced students will achieve PSSA scores from 73% to 78% by specifically increasing student performance in Text Dependant Analysis (TDA) from 40% to 45%.

Rationale for Goal:

- Increasing overall PSSA scores in 4th grade and 5th grade ELA Proficient/Advanced range by specifically increasing student performance on Text Dependent Analysis (TDA)

Comprehensive Plan Goal Alignment: Student Achievement/College and Career Readiness

Goal 1: Growth in ELA Achievement

Action Steps:

- Professional Development on Text Dependent Analysis
- Explicit Instruction Provided to Students
  - Uniform Instruction utilizing RAGES
- Implementation of TDA Probes Bi-Weekly
- Monitor Student Performance on TDAs using PA TDA Rubric
- Use of Target Time to Provide Remediation on TDA Performance (30 minutes per day)

Indicators of Effectiveness:

- Analysis of TDA rubric scores
- Analysis of MAP growth

Goal 2: Growth in Math Achievement

Goal Description:

- In 3rd grade Math Proficient/Advanced students will achieve PSSA scores from 57.9% to 62.9% by specifically increasing student performance on Measurement and Data from 57% to 62%.
- In 4th grade Math Proficient/Advanced students will achieve PSSA scores from 60% to 65% by specifically increasing student performance on Measurement and Data from 55% to 60%.
- In 5th grade Math Proficient/Advanced students will achieve PSSA scores from 62.7% to 67.7% by specifically increasing student performance in Measurement and Data from 53% to 58%.

Rationale of the goal:

- Increasing overall math PSSA scores in the range of Proficient/Advanced performance by specifically increasing student performance on Measurement and Data.

Comprehensive Plan Goal Alignment: Student Achievement/College and Career Readiness

Goal 2: Growth in Math Achievement

Action Steps:

- Professional Development provided to staff on Measurement and Data
- Explicit Instruction Provided to Students prior to PSSA assessments
- Use of Target Time to Provide Remediation and Enrichment on Measurement and Data Performance. (30 minutes provided per day)

Indicators of Effectiveness:

- Analysis of MAP Data using the Continuum of learning

Goal 3: Social and Emotional Wellness

Goal Description:

- Deployment and Implementation of Schoolwide Positive Behavior Instruction and Support (SWPBIS) at Marlborough Elementary for the 2018-2019 school year as measured by the disciplinary data.

Rationale of the goal:

- Need universal system to teach and communicate behavioral expectations for all students and staff.

Comprehensive Plan Goal Alignment: Social and Emotional Wellness

Goal 3: Social and Emotional Wellness

Action Steps:

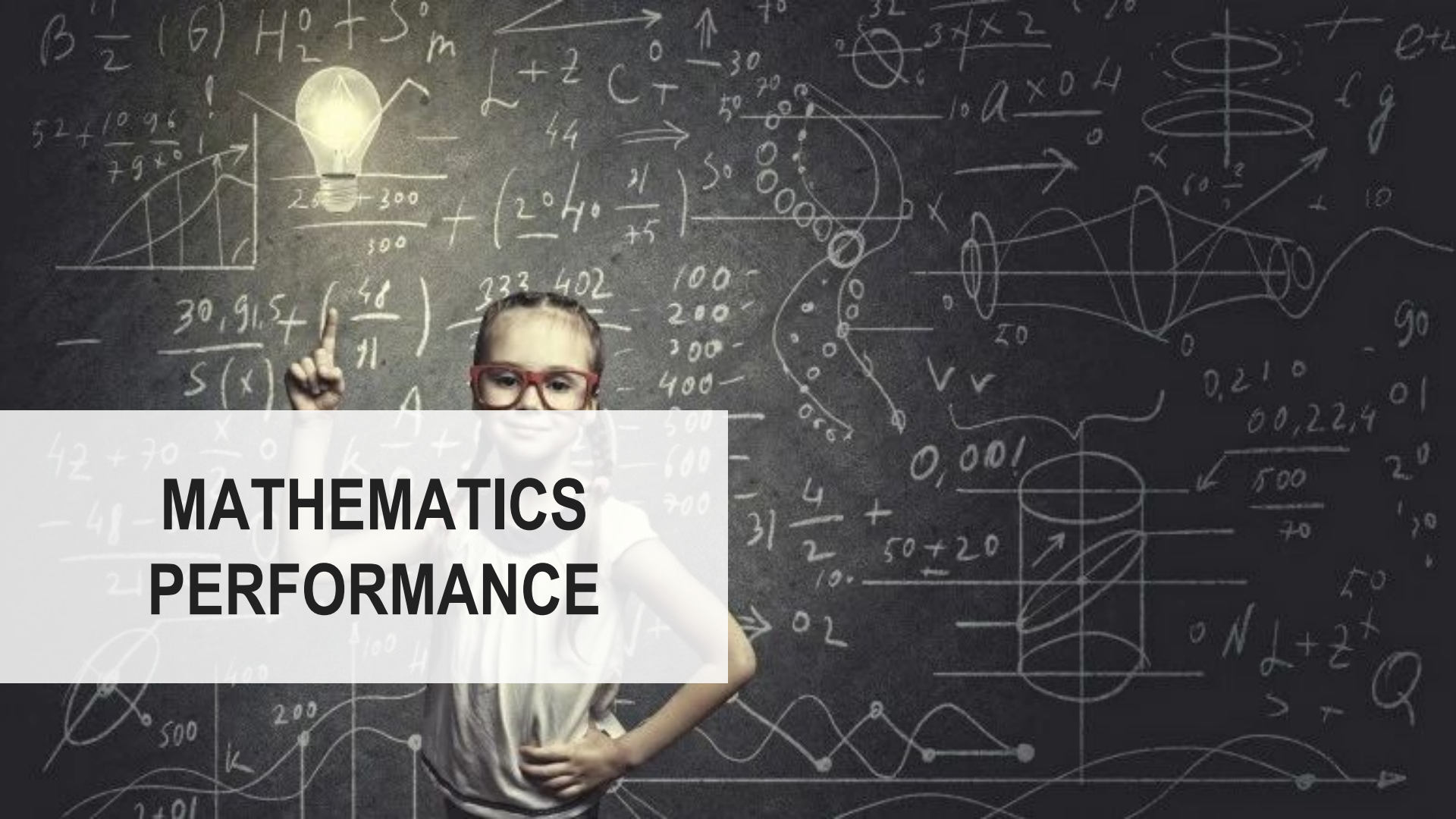
- Professional Development on SWPBIS
- Develop Data Collection Tool
- Develop Lesson Plans for expected behaviors

Indicators of Effectiveness:

- Self - Assessment Survey
- School Safety Survey
- Reduction of Discipline Referrals

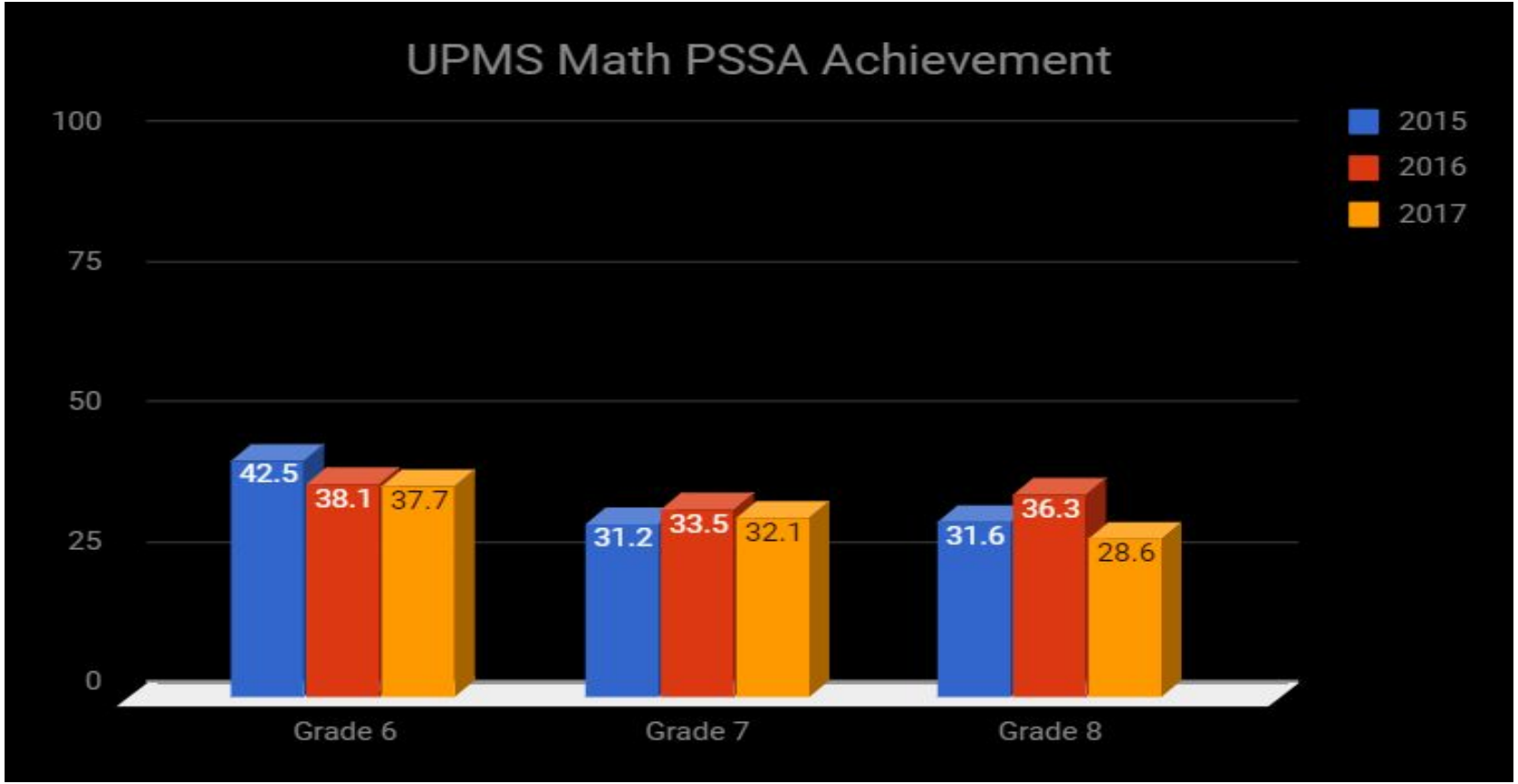
MIDDLE SCHOOL

DATA + GOALS



MATHEMATICS PERFORMANCE

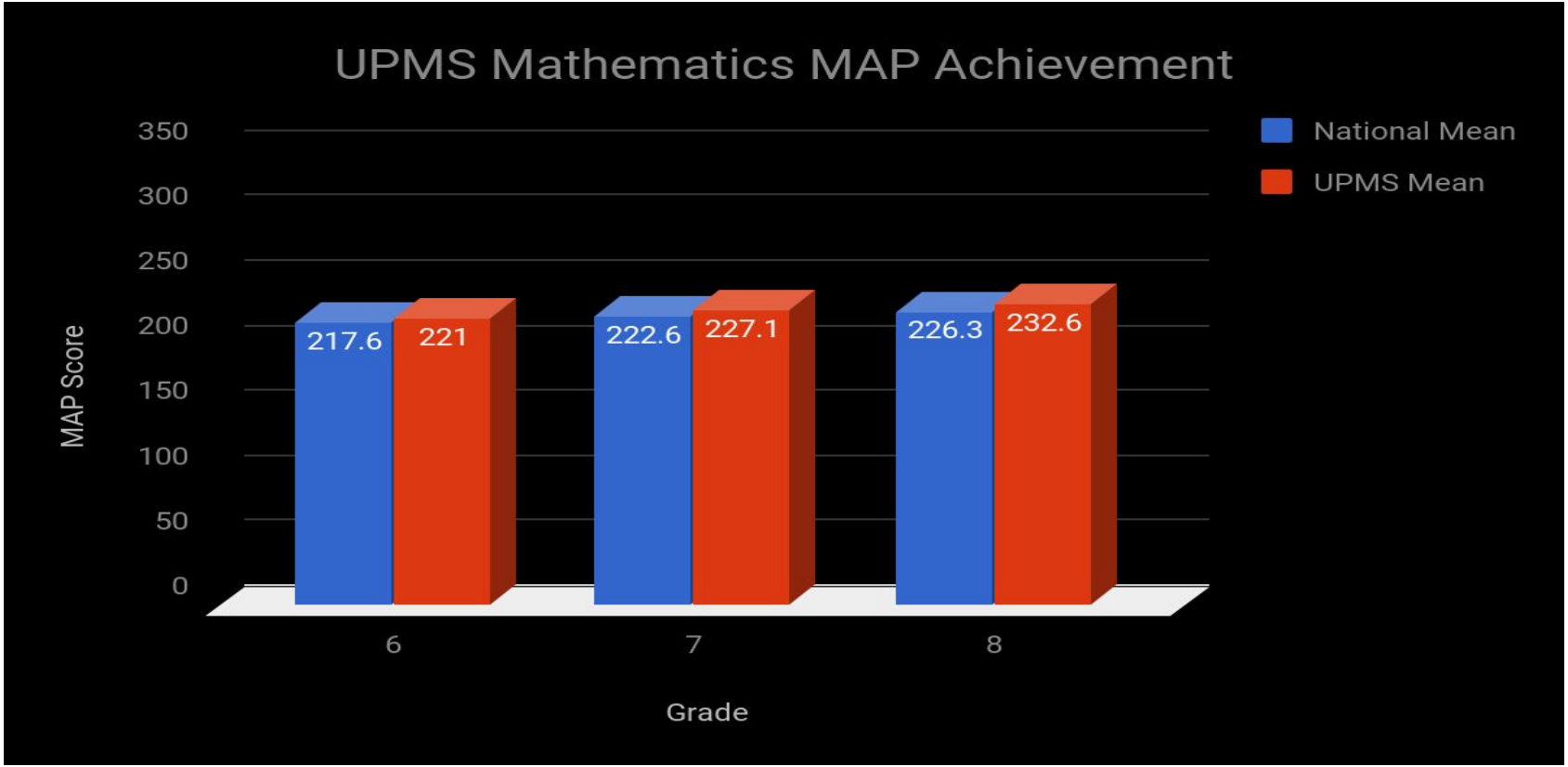
Middle School Mathematics PSSA Achievement



Middle School Mathematics PVAAS Growth

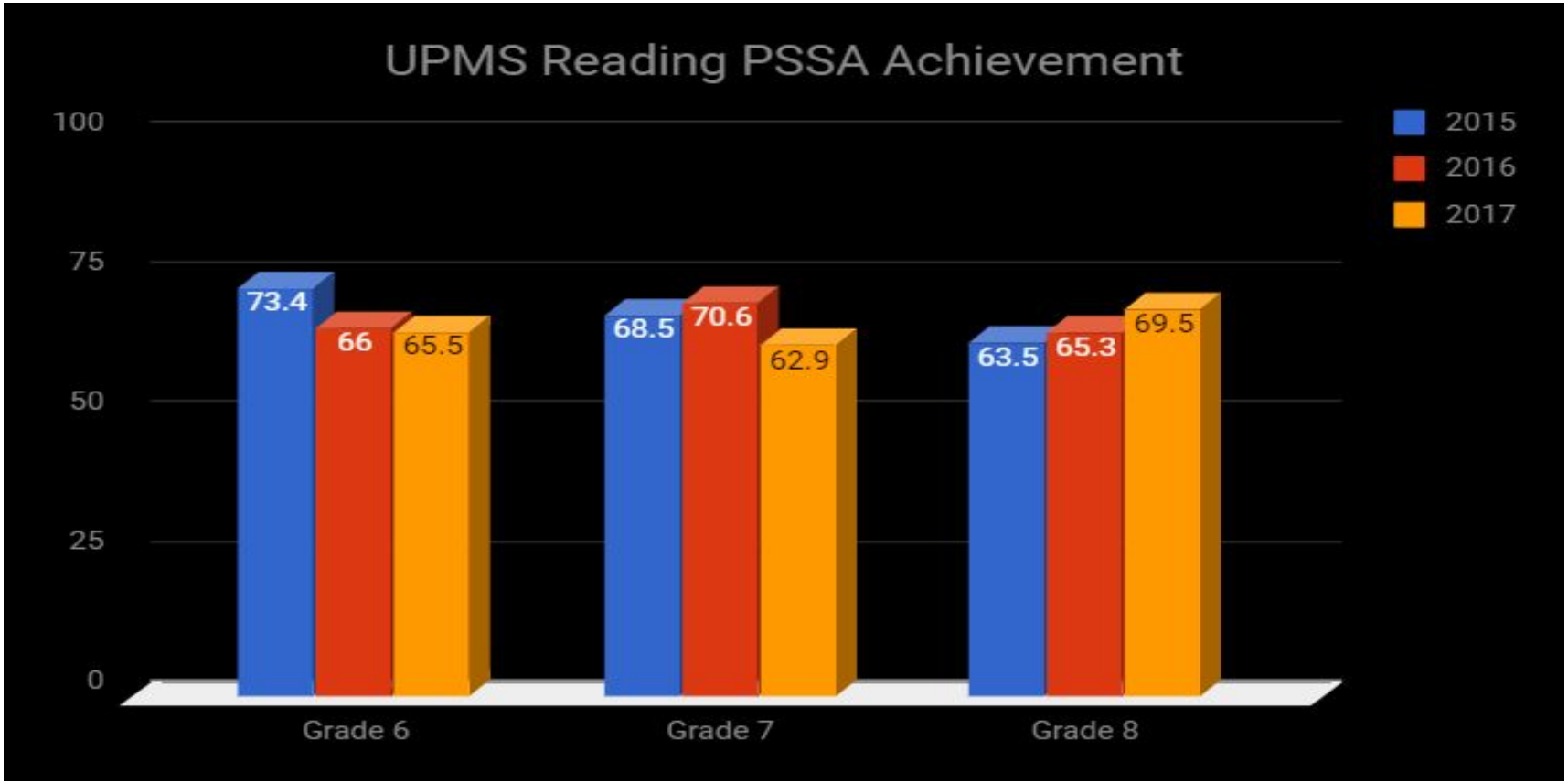
Estimated School Growth Measure				
Grade	6	7	8	Growth Measure over Grades Relative to Standard for PA Academic Growth
Standard for PA Academic Growth	0.0	0.0	0.0	
2015 Growth Measure	-0.4	-0.9	-4.2	-1.8
Standard Error	0.7	0.8	0.7	0.4
2016 Growth Measure	-5.0	-1.1	4.2	-0.7
Standard Error	0.7	0.8	0.7	0.4
2017 Growth Measure	-6.3 R	-1.4 R	0.4 G	-2.5 R
Standard Error	0.7	0.8	0.7	0.4
3-Yr-Avg Growth Measure	-3.9 R	-1.2 R	0.1 G	-1.6 R
Standard Error	0.4	0.4	0.4	0.2

UPMS NWEA Math Mathematics Performance



READING LANGUAGE ARTS PERFORMANCE

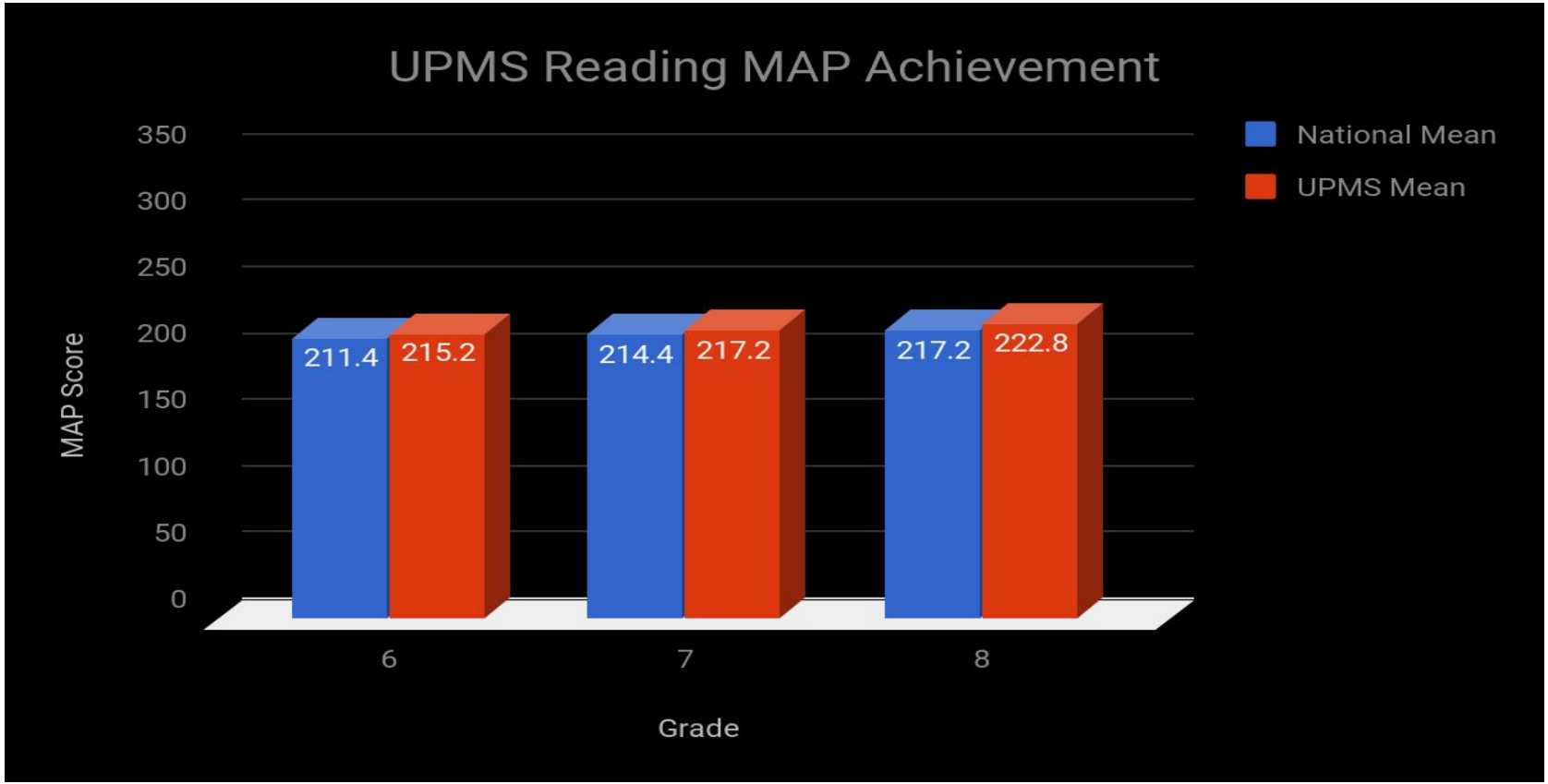
Middle School Reading/Language Achievement



Middle School Reading/Language Growth

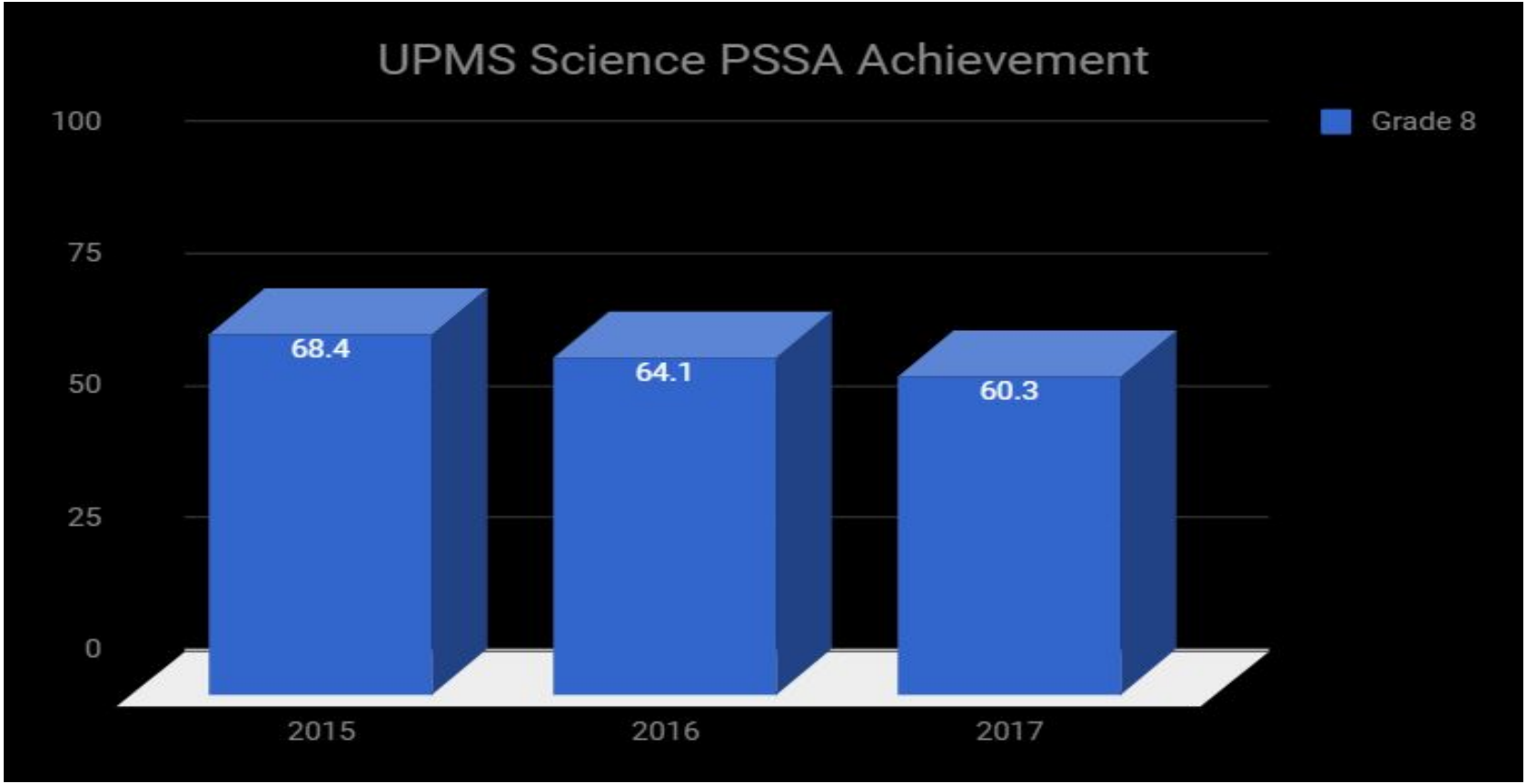
Estimated School Growth Measure				
Grade	6	7	8	Growth Measure over Grades Relative to Standard for PA Academic Growth
Standard for PA Academic Growth	0.0	0.0	0.0	
2015 Growth Measure	2.3	1.6	-1.6	0.8
Standard Error	0.7	0.7	0.8	0.4
2016 Growth Measure	0.2	-1.1	-1.4	-0.8
Standard Error	0.8	0.7	0.7	0.4
2017 Growth Measure	-3.9 R	-1.2 Y	0.6 G	-1.5 R
Standard Error	0.7	0.7	0.7	0.4
3-Yr-Avg Growth Measure	-0.5 Y	-0.2 G	-0.8 Y	-0.5 R
Standard Error	0.4	0.4	0.4	0.2

UPMS NWEA Reading Performance



SCIENCE PERFORMANCE

Middle School Science PSSA Achievement



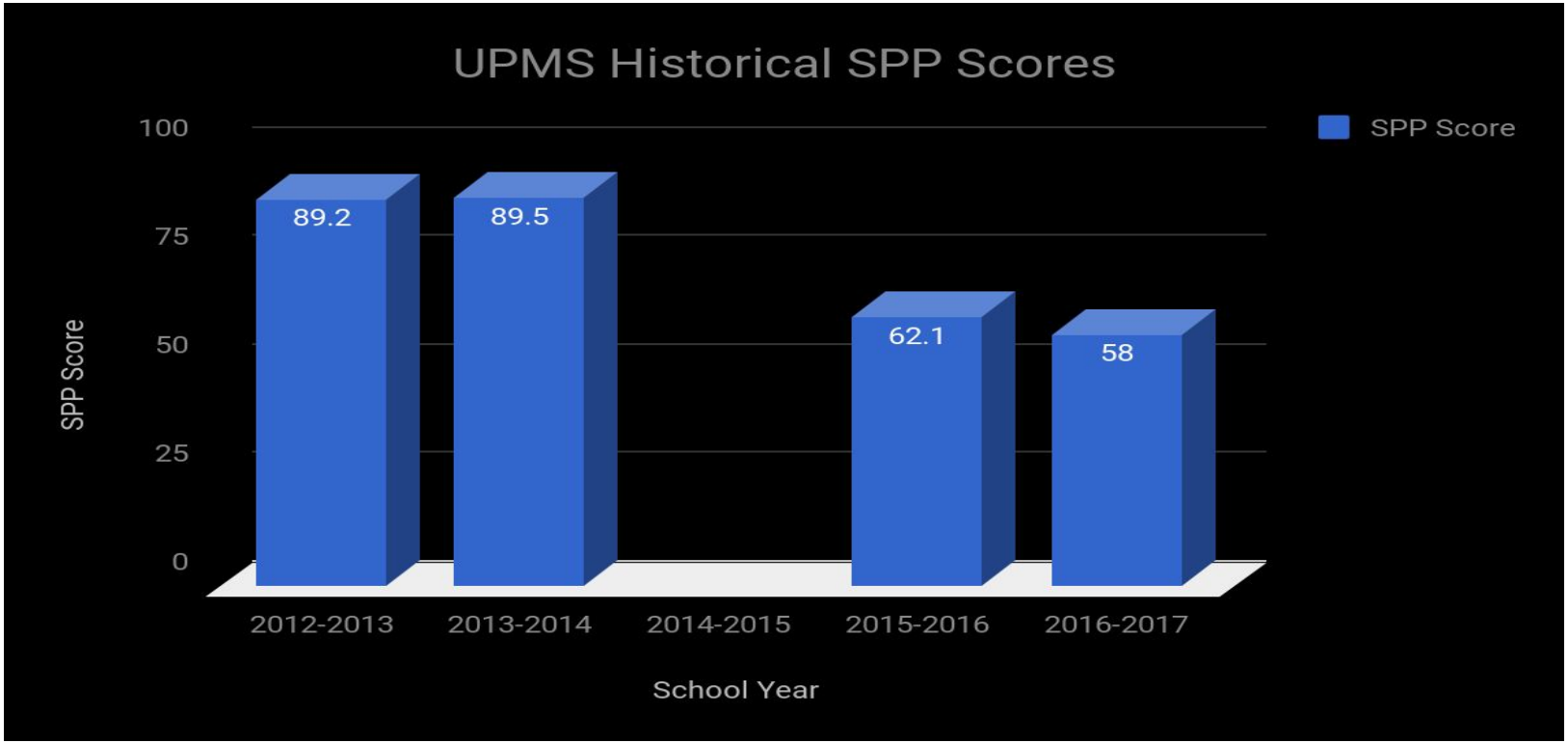
Middle School Science PVAAS Growth

Subject	Grade	Year	# of Students	Avg Scale Score	Avg %-ile	Avg Predicted Scale Score	Predicted Avg %-ile	Growth Measure	Standard Error
Science	8	2015	211	1350.1	53	1342.9	51	6.8 G	6.9
		2016	227	1345.5	53	1334.7	51	10.5 LB	6.9
		2017	247	1333.4	57	1322.6	55	9.9 LB	5.6
		3-Yr-Avg	685	1342.6	53	1332.9	52	9.1 DB	3.7

SCHOOL PERFORMANCE PROFILE (SPP)

- Official means by which the PA Department of Education assesses and reports school quality and achievement.
- Each building is given a score of up to 100 points, with an additional 7 points added for advanced performance on state, industry and/or AP exams.
- Comprises 15% of each building-level professional staff member's evaluation.

UPMS SCHOOL PERFORMANCE PROFILE (SPP)



Notes: Scores were not released in 2015 for middle & elementary because of the new PSSA test; they were released in 2016 but significantly lower across the state

Middle School

School Improvement Goals

2017-2018

Areas of Strength - Academics

Reporting Category Analysis (source: Measures of Academic Progress, fall 2017)

- English Language Arts & Mathematics
  - Grade 6-8 - UPMS mean RIT above national mean
    - ELA: Reading Informational Text, Reading Literature & Vocab Acquisition
    - Math: Numbers & Operations, Algebraic Concepts, Geometry, Data & Probability
- Initial implementation of MTSS process (root cause analysis)
- Initiation of master scheduling revision - Michael Rettig
- MCIU, UPHS & UPMS professional development series focused on aligned curriculum, instruction & assessment

Areas of Concern - Academics

Reporting Category Analysis (source: Measures of Academic Progress, fall 2017)

- English Language Arts
  - Grade 6 - Reading Informational Text & Reading Literature
  - Grade 7 - Reading Informational Text
  - Grade 8 - Reading Informational Text
- Mathematics
  - Grade 6 - Algebraic Concepts and Data & Probability
  - Grade 7 - Algebraic Concepts and Data & Probability
  - Grade 8 - Numbers & Operations and Data & Probability
- Inconsistency in:
  - availability of Tiered levels of academic supports;
  - core instructional and intervention time for content areas;
  - Common curriculum-based assessments reflecting DOK and rigor
  - Curricular scope and sequence
  - Instructional practices in the classroom

Areas of Strength - Social Emotional

Grade Level Team Analysis (source: Skyward, fall 2017)

- Implementation of new electronic referral and follow-up process;
- On-going individualized and small group counseling;
- Initial implementation of MTSS process (root cause analysis);
- Active Student Assistance Program (SAP); and
- Decrease in disciplinary issues in the following reporting categories::
    - Late to class, Defiance, Cell Phone Violations

Areas of Concern - Social Emotional

Grade Level Team Analysis (source: Skyward, fall 2017)

- Overall Increase in Reported Disciplinary Issues:
  - Bus referrals, late to school, inappropriate behavior, and cutting detentions
  - Increase in referrals as students get older
- Inconsistent Interpretation:
  - Individual staff member tolerance level
  - Definition of each discipline reporting category
  - Lack of consistent school-wide rules/expectations
  - Levels of infractions
  - How to make a referral
  - Communicating administrative follow-up/consequences
- Inconsistent availability of Tiered levels of social emotional supports

Areas of Strength - Attendance

Grade Level Team Analysis (source: Skyward, fall 2017)

- Implementation of new electronic referral and follow-up process;
- On-going individualized and small group counseling;
- Initial implementation of MTSS process (root cause analysis);
- Active Student Assistance Program (SAP); and
- District social worker

Areas of Concern – Attendance

Grade Level Team Analysis (source: Skyward, fall 2017)

- Total absence codes enter for the year: 13,704
  - 2382 unexcused absences - 900 in 7th grade alone
  - 6787 excused absences - 2600 in 7th grade alone
  - 348 out of school suspensions - 240 in 8th grade alone
  - 1310 educational trips
- Unclear communicated attendance policies and procedures for parents and staff
  - Staff example - lates to school/class
  - Parent - number of days to submit an excuse
- Inconsistent availability of Tiered levels of social emotional supports

UPMS Goals:

Goal Description:

1. Establish a system that fully ensures the consistent implementation of effective instructional practices across all classrooms.
2. Establish a system that fully ensures consistent implementation of standards aligned curricula & assessment for all students.

Rationale for goal: To realize overall improvement in student outcomes, UPMS needs:

1. Consistent implementation of effective instructional practices across all classrooms;
2. Consistent process of identification of students who are academically at risk, selection of appropriate interventions and procedures for monitoring the effectiveness;
3. Consistent system of professional development that is focused, comprehensive and implemented with fidelity; and
4. Consistent system of providing teachers and administrators feedback in a timely manner while providing support and interventions as needed.

Comprehensive Plan Goal Alignment: All

Action Planning Sequence

Action	Indicator of Implementation
Implementation of a tiered system of K-12 Safety Nets	Implement a comprehensive system of Safety Nets that include research-based instructional, attendance and social emotional interventions and increase learning and tutoring time along with an identification process for students in need of small group and individualized interventions.
School Level Administrative Walkthroughs	Completed Danielson Model rubrics focused on: ● 3b: Using questioning and discussion techniques ● 3c: Engaging students in learning ● 3d: Using Assessment in Instruction Research-based instructional practices will be implemented across <u>all</u> classrooms and comprise the majority of observed practices in each classroom
Professional Learning Walks	Completed Danielson Model rubrics focused on: ● 3b: Using questioning and discussion techniques ● 3c: Engaging students in learning ● 3d: Using Assessment in Instruction

Action Planning Sequence

Action	Indicator of Implementation
Focused Professional Learning Communities	Completed Fisher & Frey CBA data analysis and planning documents by grade level content area teams
Focused Professional Development	In conjunction with the MCIU & UP High School, all PD opportunities offered will focus on, implementing high-quality instruction, aligning curriculum scope & sequence and developing high-quality curriculum-based assessments across all courses
Revised MTSS Process	Completed MTSS workbooks indicating systematic process of reviewing individual student academic, behavior & attendance data, identifying root cause issues and planning for appropriate intervention

Action Planning Sequence

Action	Indicator of Implementation
In-Class Instructional Coaching	Completed coaching logs using the Pennsylvania Institute for Instructional Coaching (PIIC)
Positive School-Wide Behavior Intervention & Support	In conjunction with the MCIU, completed Cultural Norms Surveys; Completed baseline implementation checklists
Master Scheduling to Ensure Balanced Core Instruction & Targeted Intervention Instruction	Completed master schedule including 80 minutes of both Math & ELA instruction as well as a common 30 I&E period for all students each day; Students completing their personal schedules prior to the end of the current school year