

UPPER PERKIOMEN SCHOOL DISTRICT
Education Center, 2229 E. Buck Road, Pennsburg PA 18073

Educational Programs and Services Committee

October 19, 2023

Chair: Mike Elliott

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Assistant Superintendent-Dr. Andrea Farina
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Director of Curriculum and Instruction-Kimberly Bast
Curriculum Supervisor-Sarah Rothermel
Director of Technology-James Roth

Approval of September 21, 2023 EPS minutes.

UPHS Data review and TSI update; For 22-23 school year English Language Arts and Literature meet interim goal of 77.8% proficient with the statewide goal of 81.1% and state average 54.5%. Math and Algebra meet interim goal of 59.6% proficient with statewide goal at 71.8% and statewide average of 38.3%. Science and Biology did not meet the interim goal coming in at 60.6% with the statewide goal of 83% and statewide average 59.9%. The overall PVAAS growth for the 22-23 school year for English and literature exceeded standards of 90% with statewide growth 70% and statewide average 75.4%. Math and Algebra exceeded the standard by 100% with statewide growth 70% and statewide average 74.9%. Science and Biology did not meet the standard growth by 50% and statewide growth of 70% and statewide average 74.7%. Overall graduation rate for the 21-22 school year for 4-year Cohort is 92.6% with statewide 2033 goal 92.4% and statewide average 87%. For the 5-year Cohort it is 95.2% with statewide average of 89.7%.

Overall career standards benchmark for 22-23 school year met the benchmark of 94.2% with the statewide standard of 98% and statewide average of 89.5%.

Keystone achievement students with IEP's who scored proficient or advanced for 21-22 school year was 31.7% for ELA, 15.2% for Algebra 1 and 23.8% for Biology. For 22-23 school year ELA was 23.3%, Algebra 1 17.5% and Biology 17.1%. PVAAS growth students with IEP's who met growth standards for 21-22 school year for ELA was 54%, Algebra 76% and biology 75%. For 22-23 school year ELA is 50%, Algebra 1 80% and Biology 74%. Career standards benchmark for students with IEP's who met career standards for 21-22 was 93% and 22-23 80%. Graduation rate for students with IEP's for 4-year rate 78.4% for 20-21 school year and 74.4% for 21-22 school year. For the 5-year rate it was 69.8% for 20-21 school year and 86% for 21-22 school year.

The priority statements are If we develop a process in which teachers analyze standards aligned assessment data, then we will be able to collaboratively analyze student assessments and adjust instruction to be aligned with student needs, and our students will have their learning needs met to grow and achieve. The second statement is If we implement a multi-tiered system of supports process, then students will be identified earlier with learning and social emotional needs and will be provided with an individualized tiered response based on those needs developed through an action plan.

TSI building goals are through implementation of the MTSS process and regular monitoring of academic progress, 80% of all students with a disability in the Class of 2024 will graduate in the 4-year cohort. The second goal is through implementation of the MTSS process and regular monitoring of academic progress, 90% of 9th grade students will earn 6.5 credits or more by the end of the 2023-24 school year. TSI action steps are the following; Analyze and brainstorm recommendations for tiered interventions based on MAP, benchmark, fingertip and attendance data to identify at-risk students. Provide a list of at-risk students to all staff to monitor progress and identify instructional strategies that may aid in growth and achievement. Teachers will plan, implement, and document tier 1 interventions used to support student growth and achievement. Administer and analyze BOY diagnostic assessments (LinkIt Benchmark/IXL) and plan data day. Analyze current BOY assessment data to reassess the at-risk student list and update tier 1 plans. Share updated at-risk student list with all teachers and MTSS team. MTSS team meets once a cycle to monitor at-risk student data and progress. Special education case managers will complete a weekly report of academic progress (WRAP) for every student on their caseload. Create action plans for all seniors who are

credit deficient. Implement the Pathway to Graduation/Check and Connect evidence-based mentor program. Develop and implement a classroom walkthrough process focused on the utilization of best practices and instructional strategies that support student growth and achievement.

Plan monitoring for graduation rate is 65% of students with a disability will be passing all required courses for graduation by the end of quarter 1 and 65.7% of students with IEP's in the class of 2024 are on track to graduate – 13 seniors are with action plans. Plan monitoring for 9th grade credit accrual is 75% of 9th grade students will be passing all scheduled courses by end of quarter 1 and 86.5% of 9th grade students are on track to earn 6.5 credits.

UPMS Data review update; State achievement data PSSA for 22-23 school year was not met for English/Literature 59.7%, Math/Algebra 43.9% or Science 65.3%. The statewide 2033 goal for English/literature 81.1% and state average 54.5%, math/algebra statewide 2033 goal 71.8 % and statewide average 43.9% and science/biology statewide 2033 goal 83% and statewide average 58.9%. State growth data PSSA for 22-23 school year was 100% in English/Literature, 100% Math/Algebra and 84% in Science/Biology. The statewide average for Eng/Lit 75.4%, Math 74.9% and Sci 74.7%. The statewide growth standard for Eng/Lit, Math and Sci is all 70%.

The state attendance and career/college readiness data for 21-22 school year is 94.3% of students not chronically absent for regular attendance with a statewide average of 73.9% and statewide performance standard of 94.1%. The career standards benchmark for the 22-23 school year is 99.6% with a statewide average of 89.5% and statewide performance standard of 98%.

ELA achievement and growth for 22-23 school year for 6th grade is 65%, 7th grade 56%, 8th grade 62% and all grades combined 61%. ELA cohort achievement and growth for all grades for 22-23 school year is 63% and non-cohort for all grades 58%. ELA analysis for same students/growth for 6 grade conventions 9%, craft structure 2%, key ideas 3%, TDA-open ended 16%, vocabulary 15%, literature 6% and informational text 6%. For 7th grade It was as follows same categories 14%, 8%, 9%, 19%, 14%, 4% and 8%. 8th grade same categories were 10%, 11%, 1%, 29%, 7%, 2% and 18%.

Math achievement and growth for 22-23 school year for 6 grade 49%, 7th grade 43%, 8th grade 42% and all grades combined 45%. Math cohort and achievement and growth for all grades 22-23 school year cohort 49% and non-cohort 37%. Math analysis for same students/growth for 6 grade geometry 13%, number systems 12%, ratios & proportions N/A, expressions & equations 15% and prob & stats 1%. For 7th grade same categories were 3%, 25%, 8%, 4% and 1%. For 8th grade 8%, 3%, N/A, 11% and 15%.

For science achievement and growth for 8th grade for 22-23 school year is 68%. Science analysis for different students/achievement for nature 6%, biology 4%, physics 1% and earth & space 17%.

UPMS yearly PSSA comparisons for 22-23 school year for advanced/proficient for ELA is 61%, math 45% and science 68%. For basic/below basic for ELA is 39%, math 55% and science 32%. Goals for 23-24 school year are Goal 1: In the 2023-2024 school year, our overall achievement score in ELA was 61%. Through targeted instruction and work on TDA's, we will look to increase our achievement by 5% for an overall achievement score of 66%. We will be working with students to increase points earned in the 12- and 16-point categories of the PSSA TDAs. Goal 2: In the 2023-2024 school year, our overall achievement score in Math was 45%, the highest in 8 years. Through the first year of implementation of CPM we will be looking to increase our achievement by 5% for an overall achievement score of 50%. Improvement strategies are use our building, grade and class level data to make informed decisions about the needs of our students. Develop a plan of action to address those needs through interventions and differentiated instruction in the classroom using TLS strategies. Involve students in setting SMART goals for themselves and tracking their progress. Monitor the results of the plan to determine if it is working. Refine the plan based upon the results. Continuous process for improvement of student growth and achievement.

4th and 5th Grade Center state achievement data (PSSAs) for 22-23 school year for eng lang arts/lit is 55.8% math/alg 47.9% and sci/bio 80%. 2023 school year for 5th grade adv 13%, pro 46%, adv & pro 59%, bas 32% and bel 9% and 4th grade same categories 165, 37%, 53%, 35% and 12%. ELA anchor achievement for 2023 for English 62%, craft/structure/integration of K&I 51%, key ideas & details 56%, text-dependent analysis 75%, vocabulary acquisition & use 50%, A: literature text 57% and B: information text 50%.

Math PSA data for 2023 school year for 5th grade adv 19%, pro 29%, adv & pro 48%, bas 30%, bel 22% and same categories for 4th grade is 14%, 32%, 46%, 35% and 19%. Math anchor achievement PSSA for 2023 school year A-F numbers, operations & fractions 50%, A-T numbers, operations in base 10 47%, B-O operations & algebraic thinking 54%, D-M measurement & data

42%, C-G geometry 46%. Science for adv/pro is 81%. State achievement data for PVAAS growth 22-23 school year for Eng Lang Art/Lit 96%, math/Alg 100% and sci/bio 88%. ELA cohort achievement and growth for all grades is 56% cohort and 48% non-cohort., Math cohort 49% and 40% non-cohort.

College and career readiness benchmark for 22-23 school year is 99.6% for standards benchmark with statewide average of 89.5%. On-track measures for 21-22 attendance is 81.6% of students not chronically absent. 4th & 5th grade center school goals are they will provide a safe and supportive school environment that promotes appreciation of all students and staff and they will foster a collaborative learning community amongst staff focused on improving individual student achievement through data-based decisions and differentiated practices.

For Marlborough Elementary state achievement data for the 22-23 school year eng lang art/lit is 74.1%, math/alg 76.9% and sci/bio data does not apply. Math achievement data anchor for A-F 58%, A-T 71%, B-O 72%, C-G 75% and D-M 71%. ELA anchor achievements are 80% conventions of standard English, 69% craft & structure/integration of K&I, 80% key ideas and details, 54% vocabulary acquisition & use, 72% A: literature text and 75% B: informational text. On-track measures for regular attendance for 21-22 school year is 77% for not chronically absent and 22-23 school year 74.1% for 3rd grade reading. School level data Map Math 81% and Reading 68%. Building goal and improvement strategies are continued focus on root cause analysis and ensuring that all students are reading on grade level by third grade, progress monitoring protocols have been implemented to ensure that building, grade level, classroom and individual goals are being met, resource sharing by instructional leadership team, PLC protocol which focuses on differentiation of standards based curriculum, instruction and assessment in math and ELA and Data analysis of SWIS, attendance and academic data on a monthly basis through Building Leadership Team meetings.

For Hereford Elementary state achievement data for the 22-23 school year eng lang art/lit 55.9%, math/alg 42.4% and sci/bio data does not apply. On-track measures for the 21-22 school year with regular attendance was 76% for not chronically absent students and for 2023 all students in math 43% and ELA 56%. Faculty school improvement plan for 23-24 school year includes alignment and intentionality. This year's theme at Hereford is all children win with reading, math, attendance and behavior. Students will track their own growth of Acadience and DIBELS benchmarks and students will keep track of their daily behavior and this will be shared with parents each day. Daily impacts of plans in action include anti-bullying, self-regulation focus, daily class meetings and teach routines & expectations thoroughly & early.

The next EPS Committee meeting will be held in January 2024.