Agenda

• “5 Year” Trends (PSSAs, Keystones, SATs, AP)
• Cohort Data (current 7th-10th graders)
• Growth Data
• Building Reports
  o Points of Pride
  o Opportunities for Growth
  o Current Interventions
  o Next Steps
• District Goals
• District Next Steps
5 Year Trends
"11th Grade" Keystones

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
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<tbody>
<tr>
<td>Algebra</td>
<td>70.7</td>
<td>80.5</td>
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<tr>
<td>Biology</td>
<td>56.5</td>
<td>75.5</td>
</tr>
<tr>
<td>Literature</td>
<td>81.5</td>
<td>86.4</td>
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</table>
% of AP Test Results of 3+
# Trends Summary

<table>
<thead>
<tr>
<th></th>
<th>Grade 3</th>
<th>Grade 4/5</th>
<th>Grade 8</th>
<th>Grade 11</th>
<th>SATs</th>
<th>AP</th>
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<tbody>
<tr>
<td>Math</td>
<td>+</td>
<td>--</td>
<td>-</td>
<td>++</td>
<td>++</td>
<td>++</td>
</tr>
<tr>
<td>Reading</td>
<td>-</td>
<td>-</td>
<td>=</td>
<td>+</td>
<td>++</td>
<td>++</td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td>-</td>
<td>++</td>
<td>++</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>=</td>
<td></td>
<td>++</td>
<td></td>
<td></td>
<td>++</td>
</tr>
<tr>
<td>ALL</td>
<td></td>
<td></td>
<td></td>
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<td>+</td>
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</tbody>
</table>
Cohort Data
Class of 2019 (Curr. 8th Grade)

- **Mathematics**
- **Reading**

PSSA % Prof/Adv

Gr. 3 | Gr. 4 | Gr. 5 | Gr. 6 | Gr. 7
Class of 2020 (Curr. 7th Grade)

PSSA % Prof/Adv

Mathematics

Reading

Gr. 3  Gr. 4  Gr. 5  Gr. 6
## Cohort Summary

<table>
<thead>
<tr>
<th></th>
<th>Class of 2017</th>
<th>Class of 2018</th>
<th>Class of 2019</th>
<th>Class of 2020</th>
</tr>
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<tbody>
<tr>
<td>Math</td>
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<td>-</td>
<td>-</td>
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<tr>
<td>Reading</td>
<td>++</td>
<td>=</td>
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</table>
Growth
PVAAS Key

- Significant evidence that the district exceeded the standard for PA Academic Growth
- Moderate evidence that the district exceeded the standard for PA Academic Growth
- Evidence that the district met the standard for PA Academic Growth
- Moderate evidence that the district did not meet the standard for PA Academic Growth
- Significant evidence that the district did not meet the standard for PA Academic Growth
# Growth

<table>
<thead>
<tr>
<th>How did students grow from...</th>
<th>Math</th>
<th>Reading</th>
<th>Science</th>
<th>Writing</th>
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</thead>
<tbody>
<tr>
<td>3rd grade to 4th grade?</td>
<td>86.9</td>
<td>71</td>
<td>93.8</td>
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<tr>
<td>4th grade to 5th grade?</td>
<td>74</td>
<td>73</td>
<td>70.6</td>
<td>72.4</td>
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<tr>
<td>5th grade to 6th grade?</td>
<td>73.9</td>
<td>71.2</td>
<td></td>
<td>81</td>
</tr>
<tr>
<td>6th grade to 7th grade?</td>
<td>79.3</td>
<td>80.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7th grade to 8th grade?</td>
<td>71</td>
<td>91</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8th grade to Keystone?</td>
<td></td>
<td></td>
<td></td>
<td>--------</td>
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</tbody>
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Results by School
GREENWICH-LENHARTSVILLE ELEMENTARY SCHOOL
Learning to create the world of the future

KUTZTOWN ELEMENTARY SCHOOL
Learning to create the world of the future
GES Points of Pride

- PSSA Mathematics – 83% Proficient/Advanced
  - Increase from 2013 (80%)
- Gr. 4 PSSA Science – 93% Proficient/Advanced
  - Increase from 2013 (83%)
- SPP Annual Academic Growth Expectation for Science – Score of 100
  - Increase from 2013 (93)
- SPP Annual Academic Growth Expectations for Writing – Score of 81
  - Increase from 2013 (78)
GES
Opportunities for Growth

• Gr. 3-5 Reading
  o 73% Proficient/Advanced

• Writing
  o 68% Proficient/Advanced

• Science Achievement Gap
  o Needed to score 81.03 on 2014 PSSA to be on target
  o Scored 80 on 2014 PSSA
KES Points of Pride

• PSSA Mathematics – 84 % Proficient/Advanced
  o Increase from 2013 (83%)
• 3rd Gr. PSSA Reading – 82% Proficient/Advanced
  o Increase from 2013 (80%)
• SPP Annual Academic Growth Expectation for Science – Score of 97
• SPP Annual Academic Growth Expectation for Writing – Score 99
KES

Opportunities for Growth

• Increase PSSA Reading (76.2%) and Writing (75.4%) proficiency

• Increase PSSA Math Growth SPP score (57)
Elementary Current Interventions

- Walk-through observations with immediate feedback
- Focused lesson feedback through Danielson Model
- PLC and grade level team meetings
  - developing common assessments
  - researching/sharing best practices
- Quarterly data meetings
  - identifying and providing intervention services
  - Monitoring RtII program, Title I, Read 180, & System 44 interventions
- Building level leadership teams
Elementary Next Steps

- Learning Walks with teachers and administrators
- Focused lesson self-reflection and dialog through Danielson Model
- Quarterly data meetings focused on action planning for student learning targets
- Use of Student Learning Objectives (SLOs) to provide focused learning goals
Kutztown Area Middle School
Learning to create the world of the future
KMS Points of Pride

• SPP Annual Academic Growth Expectation for Science – Score of 94
  o last year score of 79
• Score of 100 on Closing Achievement Gap
  o students with IEPs, ED, ELLs
  o well exceeded required measure
• Algebra I students exceeded standard for PA Academic Growth
  o 80% of students achieved proficient/advanced
• 7th Grade Math & Reading and 8th Reading met standard for PA Academic Growth
KMS
Opportunities for Growth

- 6\textsuperscript{th} and 8\textsuperscript{th} Grade Math
  - did not meet standard for PA Growth

- 6\textsuperscript{th} Grade Reading
  - did not meet standard for PA Growth

- 8\textsuperscript{th} Grade Writing
  - did not meet standard for PA Growth
KMS
Current Interventions

• Added an extra period into 6th and 7th grade schedule for remediation
• Created an 8th grade math (pre-algebra) extended period
• Piloted CDTs to identify strengths and needs of gifted students in reading and Algebra 1
• Co-teaching development
KMS
Next Steps

- Peer observation/curriculum alignment
- Literacy across content areas – Text Dependent Analysis questions on assessments
- Investigate growing co-teaching model
- Differentiated Instruction Professional Development
- Evaluating what AA/EC (specific content) we must address
KHS
Points of Pride

• Building Level SPP – 3rd in Berks County
  o Increase from 89.4 to 90.8
  o Algebra 1 SPP Score (70.7-80.5)
  o Literature SPP Score (81.5 – 86.4)
  o Biology SPP Score (56.5-75.7)
• 59% of seniors enrolled in AP courses scored 3 or above on AP exams (last year 53%)
• Increased cohort graduation rate from 88% to 93%
KHS
Opportunities for Growth

• 9th graders’ proficiency on Algebra I Keystone
  o 26.7 (2013), 38 (2014)
• 10th graders’ proficiency on Biology Keystone
  o 76.5 (2013), 50 (2014)
• 10th graders’ proficiency on Literature Keystone
  o 73.1 (2013), 66.7 (2014)
• Increase total number of students scoring competent/advanced on NOCTI exams (SPP score of 70)
KHS Current Interventions

- School-wide academic support system
  - students not proficient in Literature, Algebra, or Biology scheduled with English/Science teacher
- Benchmarking students against standards to monitor progress in Algebra 1, Biology, and Literature 10 students
- Co-teaching professional development
- Analyze NOCTI data
KHS
Next Steps

• Increase differentiated instruction in the classroom via Professional Development
• Introduce use of PBA (Project Based Assessments) for remediation
• Grow co-teaching
• Align curriculum with best practices at BCTC
  o Offer Pre-test
  o Attend NOCTI leadership training
2014/2015 District Goals

• Goal #1: Improved Student Achievement on State Assessments
  o Implement cycle through which all teachers and administrators will collaborate to...
    • identify data sources
    • create structures by which data analysis takes place
    • access and analyze data
    • use data to guide instruction and intervention
    • assess the effectiveness,
    • and reinitiate the process
2014/2015 District Goals

• Goal #1: Improved Student Achievement on State Assessments
  o All teachers will demonstrate proficiency or significant growth in components 1b, 1e, and 3e of the Teacher Effectiveness rubric
    • Demonstrating Knowledge of Students
    • Designing Coherent Instruction
    • Demonstrating Flexibility and Responsiveness
2014/2015 District Goals

• Goal #1: Improved Student Achievement on State Assessments
  o Top 30% of the county in math
  o Top 30% of the county in reading
  o Top 30% of the county for SPP in for each building
Current District Actions

• Writing/analyzing effectiveness of curriculum
• Implementing new programs/interventions
• Adopting key shifts of PA Core Standards:
  o Standards of Mathematical Practice
  o Developing conceptual and procedural understanding of math
  o Balance of fiction/non-fiction across the curriculum
  o Balance of writing and reading across the curriculum
  o Focus on building academic vocabulary

• Analyzing state data
• Professional development focused on:
  o Student engagement
  o Increasing rigor
  o Differentiated instruction
District Next Steps

• Complete curriculum alignment/development
• Data analysis (local and state)
• Analyzing effectiveness of interventions/programs
• Systemic professional development on Differentiated Instruction (beginning with ELA/Social Studies)