Agenda

1. Review 2015 Test Scores
   - PSSA
   - Keystones
   - SATs
   - AP Participation
   - AP Scores

2. Building Reports:
   - Points of Pride
   - Needs Improvement
   - Current Interventions
   - Next Steps

3. District Goals

4. District Action Plan
2015 Results
Gr. 3-8 2015 ELA PSSA (P/A)
End of Course Keystone Scores (P/A)

- Alg. 1 (8th)
- Alg 1 (9th)
- Bio (10th)
- Lit (10th)
SAT Scores

- Reading
- Math
- Writing
% of AP Tests of 3+

% 3+ Scores
Enrollment in AP vs. Scores of 3+

# of AP Students

% 3+ Scores

<table>
<thead>
<tr>
<th>Year</th>
<th># of AP Students</th>
<th>% 3+ Scores</th>
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<tr>
<td>2010</td>
<td>49</td>
<td>100</td>
</tr>
<tr>
<td>2011</td>
<td>70</td>
<td>90</td>
</tr>
<tr>
<td>2012</td>
<td>80</td>
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<tr>
<td>2013</td>
<td>70</td>
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<td>2014</td>
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<td>100</td>
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<tr>
<td>2015</td>
<td>50</td>
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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
2014/2015 Growth

<table>
<thead>
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<th>How did students grow from...</th>
<th>Math</th>
<th>Reading</th>
<th>Science</th>
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<tbody>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt; grade to 4&lt;sup&gt;th&lt;/sup&gt; grade?</td>
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<tr>
<td>4&lt;sup&gt;th&lt;/sup&gt; grade to 5&lt;sup&gt;th&lt;/sup&gt; grade?</td>
<td></td>
<td>blue</td>
<td></td>
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<tr>
<td>5&lt;sup&gt;th&lt;/sup&gt; grade to 6&lt;sup&gt;th&lt;/sup&gt; grade?</td>
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<tr>
<td>6&lt;sup&gt;th&lt;/sup&gt; grade to 7&lt;sup&gt;th&lt;/sup&gt; grade?</td>
<td>green</td>
<td></td>
<td></td>
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<tr>
<td>7&lt;sup&gt;th&lt;/sup&gt; grade to 8&lt;sup&gt;th&lt;/sup&gt; grade?</td>
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<td></td>
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<tr>
<td>8&lt;sup&gt;th&lt;/sup&gt; grade to Keystone?</td>
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<td>blue</td>
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Results by School
Greenwich Elementary School
&
Kutztown Elementary School
GES Points of Pride

Achievement (PSSA)
- Gr. 3-5 ELA
  - 72% Prof./Adv.
    (21.8 % Adv.)
- Gr. 4 Science
  - 93% Prof./Adv.
    (53% Adv.)

Growth (PVAAS)
- Gr. 4 Science
  - 3
- Gr. 4 ELA
  - 3
- Gr. 4 Math
  - 3
- Gr. 5 ELA
  - 3
GES
Needs Improvement

Achievement (PSSA)
- Gr. 3-5 Math (56%)

Growth (PVAAS)
- Gr. 5 Math

3
KES Points of Pride

- **Achievement (PSSA)**
  - Math
    - Gr. 4 outscored State in 3 proficiency levels
    - Gr. 5 outscored State in all 4 levels
  - ELA
    - Gr. 4 outscored State in 3 proficiency levels
    - Gr. 5 outscored State in 3 proficiency levels

- **Growth (PVAAS)**
  - Gr. 4 Science
  - Gr. 5 ELA
  - Gr. 5 Math
KES
Needs Improvement

• Achievement (PSSA)
  o Gr. 3-5 Math (52.4%)
  o Gr. 3-5 ELA (64.2%)

• Growth (PVAAS)
  o Gr. 4 Math
  o Gr. 4 ELA
Elementary Current Interventions

- Focused lesson and walkthrough feedback with Danielson Framework
- PLC and grade level team meetings
  - team planning and analysis of student work
  - researching/sharing best practices
- Focus on developing understanding of Eureka Math
  - monthly grade level team meetings focused on Eureka
  - all Act 80 and in-service PD focused on Eureka Math
- Use of Student Learning Objectives (SLOs) to provide focused learning goals
Elementary Next Steps

• Learning Walks designed to foster professional growth

• Focused lesson self-reflection and dialog through Danielson Model (planning for Distinguished in Domain 1)

• Improved and targeted data meetings focused on action planning for student learning targets
Kutztown Middle School
KMS Points of Pride

- Growth (PVAAS)
  - Gr. 6 ELA
  - Gr. 7 ELA
  - Gr. 8 Science
KMS Needs Improvement

• Enhance math program to increase student achievement
  o increase instructional time in math
• Increase blended learning opportunities
• Increase participation in extra-curricular academic activities
KMS

Current Interventions

- Extra period added to 6th & 7th grade for remediation
- 8th grade math (pre-algebra) extended period
- Close examination of math curriculum alignment to standards
- Expansion of co-teaching
- Increased use of formative assessments
KMS
Next Steps

• Peer observation/curriculum alignment
• Expand co-teaching model
• Differentiated Instruction professional development
• Investigate Eureka Math in 6th grade
• Expand data team meetings (vertical)
Kutztown High School
KHS

Points of Pride

• Closing the Achievement Gap:
  • historically underperforming students in ELA
  • all students in Biology
• ELA Keystone: 91.8% Prof/Adv.
• PVAAS Growth in Literature
• PVAAS Growth in Biology

• Out of School Learning Opportunities:
  o 2nd year at East Penn Manufacturing Partnership program
  o 1st full year of Internship Program with Mr. Miller (15 students)
KHS Needs Improvement

- Increase number of students earning 4s and 5s on AP Exam
- Increase percentages of students scoring proficient/advanced on Keystones (Biology-70.8%, Algebra-41.3%)
- Increase student performance on NOCTI Exam (54% Competent/Advanced)
- PVAAS Growth in Algebra 1
- Close the Achievement Gap w/Historically Underperforming Students in Algebra & Biology
KHS
Current Interventions

• Using data to focus remediation on areas of greatest need
  o ELA and Biology using USA Test Prep
  o Algebra 1 using Study Island
• Read 180 Students have additional coursework/time before taking Literature Keystone
• Academic support for all students
• Investigate additional intervention strategies for Algebra and historically underperforming students
• Align Algebra, Biology, & ELA curriculum with standards
• Utilize PSAT data for curricular/instructional purposes and student placement
• In 2016/2017, all sophomores will take PSAT
2015/2016 District Goals

• The PSAT will be offered to all 11th grade students, and the data from the assessment will be used by school teachers to inform instruction during the 2015-16 school year.
• 87% of scores on AP exams taken in 2015/2016 will be 3 or higher.
• The rate of participation in AP courses will increase for the 2016-17 school year based on information from PSAT test results that indicated AP readiness. The measure of success will be the number of requests students submit for AP courses in spring 2016.
• Cohorts of students will meet the PA Academic Growth Standard in at least 12 of 15 possible areas for the 2015-16 school year.

All students take PSATs; use results for planning
Increase AP scores & participation
80% of students make growth
2015/2016 District Goals

- KASD educators will investigate ways to increase the amount of math instruction at the elementary and middle school levels.
- Out-of-school learning opportunities, such as internships or other partnerships, offered to high school students will increase by 50% during the 2015-16 school year.
- Student participation data in academic-based extracurricular activities at all levels (K-12) will be collected in the 2015-16 school year to provide baseline information. The data will be used in the 2016-17 school year to determine which groups are under-represented and create plan to increase participation.

Increase math instruction K-8.

Increase out-of-school learning via internships and extracurricular activities.
2015/2016 District Goals

• Publish a district Data Portfolio on the district website August
  o PSSA
  o Keystone
  o PVAAS
  o AP
  o ACT
  o SAT
  o PSAT
  o Nocti
  o Participation
  o Course enrollments
  o Demographics
  o Perceptual data
Current District Action Plan

- Writing/analyzing effectiveness of curriculum
- Implementing Eureka Math in Grades K-5
- Increasing leadership capacity, establishing common language, and creating/implementing Data Team protocols
- Focusing professional development on
  - Student engagement
  - Increasing rigor
  - Differentiated instruction
District Next Steps

- Completing curriculum alignment/development
- Analyzing Data more deeply
- Continuing analyzing effectiveness of interventions/programs
- Continuing professional development in Differentiated Instruction
  - Cohort III begins Spring 2016 (60 teachers, K-12)
- Planning professional development in formative assessment