

## 2021-2022 Twin Valley School District Superintendent Goals

### Goal #1 - Improve literacy programming, alignment, resources, and achievement in Grades K-8.

- **Objective #1 - Grades 3 and 4 English Language Arts (ELA) Achievement**
  - **District 3rd and 4th Grade ELA proficiency will improve by 10% within each achievement level (i.e. Below Basic/Basic, Basic/Proficient, and Proficient/Advanced) as evidenced by 21-22 ELA PSSA data.**
  - **Revision (June 20, 2022) – District 3<sup>rd</sup> and 4<sup>th</sup> Grade ELA achievement will improve by 10% within each benchmark assessment level (i.e. Intensive/Strategic, Strategic/Proficient, and Proficient/Advanced) as evidenced by 21-22 aimswebPlus universal screening data. Note...We are using aimswebPlus achievement data because PSSA ELA achievement data is currently not available.**
- **Objective #2 - Middle School Grammar and Vocabulary Alignment**
  - **Throughout the 21-22 school year, all Grades 5-8 Units of Study with grammar and vocabulary standards and lessons will be aligned to ensure consistent implementation.**
- **Objective #3 - K-4 Tier 1, Tier 2, and Tier 3 Structure and Resources**
  - **Throughout the 21-22 school year, we will develop and establish guidelines, a formal structure, and core resources in ELA at K-4 for Tier 1, Tier 2, and Tier 3 instructional time.**

#### Evidence for Goal #1 (June 20, 2022)

21-22 ELA proficiency cannot be finalized until test results are released. However, aimswebPlus benchmark screening data indicates that we are very close to the goal of 10% improvement between proficiency levels. All Grades 5-8 Units of Study with grammar and vocabulary standards and lessons have been aligned to ensure consistent implementation. Guidelines and a structure have been developed for Grades K-4 Tier 1, Tier 2, and Tier 3 programming. However, core resources for all tiers are still being reviewed with staff and Administration in order to finalize next steps regarding intervention resources.

#### Additional Evidence for Goal #1 (June 21, 2022)

Students in Grades K-8 take the aimswebPlus Reading assessment three times per year – once in the Fall, once in the Winter, and once in the Spring. The District goal each time the assessment is given is to reduce the number of students that are Intensive and Strategic and to increase the number of students that are Proficient and Advanced. For the purpose of Objective 1 under Goal #1, we examined our aimswebPlus Reading data for this school year to gauge whether we made the 10% improvement across all four achievement levels. The data indicates the following:

- **3<sup>rd</sup> Grade Overall**
  - 33% Decrease in Number of Intensive Students (33 to 22)
  - 16% Decrease in Number of Strategic Students (25 to 21)
  - 34% Increase in Number of Proficient & Advanced Students (131 to 147)
- **4<sup>th</sup> Grade Overall**
  - 33% Decrease in Number of Intensive Students (24 to 16)
  - 22% Decrease in Number of Strategic Students (23 to 18)
  - 18% Increase in Number of Proficient & Advanced Students (162 to 176)

### Goal #2 - Improve math programming, alignment, resources, and growth in Grades K-8.

- **Objective #1 - Grade 4 Math Growth**
  - **At least 80% of all District 4th Graders will demonstrate moderate or significant growth as evidenced by 21-22 Math Pa Value-Added Assessment System (PVAAS) data.**
  - **Revision (June 20, 2022) – At least 80% of all District 4<sup>th</sup> Graders will demonstrate a Student Growth Percentile (SGP) score of 55 or higher as evidenced by 21-22 aimswebPlus universal screening data. Note...We are using aimswebPlus growth data because PVAAS Math growth data is currently unavailable.**
- **Objective #2 - Organization, Structure, & Consistency of Math Curriculum**

- **Throughout the 21-22 school year, the District will complete math report card alignment, write math common end-of-unit assessments, and facilitate math curriculum revisions in Grades K-8.**

Evidence for Goal #2 (June 20, 2022)

21-22 math growth data cannot be finalized until the PVAAS website is updated in the Fall. However, aimswebPlus benchmark screening data indicates that close to 80% of our 4<sup>th</sup> Graders experienced meaningful growth over the course of the 21-22 school year. PVAAS data will indicate if that growth is expected, moderate, or significant. Math report card alignment occurred throughout the year; common unit assessments were developed and used throughout the K-8 math pilot to ensure consistency of data when comparing pilot programs; and curricular revisions occurred K-8 with additional adjustments happening in 22-23 now that a K-4 core math resource has been identified moving forward, which is Everyday Mathematics.

Evidence for Goal #2 (June 21, 2022)

Students in Grades K-8 take the aimswebPlus Math assessment three times per year – once in the Fall, once in the Winter, and once in the Spring. The District growth goal each time the assessment is given is to increase the number of students that at least have a Student Growth Percentile (SGP) score of 55. For the purpose of Objective 1 under Goal #2, we examined our aimswebPlus Math data for this school year to gauge whether 80% of our 4<sup>th</sup> Graders had an SGP of 55 or higher. The data indicates that 68% of our 4<sup>th</sup> Grades (140 out of 207 students) had an SGP of 55 or higher based on aimswebPlus Math growth data.

**Goal #3 - Increase in the percentage of high school students graduating with their cohort with post-secondary options (i.e. workforce, military, college, etc.).**

- **Objective #1 - Cohort Graduation Rate**
  - **Twin Valley High School Cohort Graduation Rate will improve by three percent for the 21-22 school year. *Note...Cohort Graduation Rate for 20-21 was 91.5%.***
  - **Revision (June 20, 2022) – Twin Valley High School Graduation Rate will improve by three percent for the 21-22 school year.**  
**Note...We are using a 21-22 District-calculated graduation rate because the 21-22 Cohort Graduation Rate found on the Future Ready Pa Index is currently unavailable.**

Evidence for Goal #3

Cohort Graduation Rate data for the Class of 2022 will not be released until the Future Ready PA Index is finalized. However, the percentage of students that graduated this year was 95% based on a District-calculated graduation rate, meaning 267 of a possible 281 students graduated this year. Specifically, seven students deferred their diploma an additional year to receive additional special education services, and another seven students did not meet the established graduation requirements and were either retained for a thirteenth year or had to complete summer school programming. Our Cohort Graduation Rate for 21-22 will likely be lower than 95% because that rate is the percentage of students that graduate with their class in four years.

**Goal #4 - Development of K-12 special education continuum of services that includes learning support (LS), life skills support, (LSS), emotional support (ES), and autistic support (AS).**

- **Objective #1 - Multi-Year Plan**
  - **Create a multi-year special education plan to address continuum of services needs in the areas referenced in the Goal #4 statement.**
- **Objective #2 - 22-23 K-12 Emotional Support (ES) Continuum of Services**
  - **Prepare for and plan to transition to one K-12 ES classroom per building level for the 22-23 school year.**
- **Objective #3 - Audit of Multi-Tiered System of Supports (MTSS) Protocols in Twin Valley School District.**
  - **Conduct an audit of MTSS processes in the District to ensure proper training for staff as well as proper K-12 structures and implementation procedures in preparation for the 22-23 school year.**

Evidence for Goal #4

Learning Support Services had been in place in the District for numerous years prior to 2020-2021. Life Skills Support Services functioned as a full K-12 continuum during the 21-22 school year. We have prepared and planned for a successful Emotional Support Services program by level during the 22-23 school year with a focus on staff support and training as well as accountability. An Autistic Support Services program, starting at the K-2 level, is being delayed at least until 2024-2025 so that we have ample time to ensure our other special education continuum of services are functioning at a high level with high accountability and a focus on student behavior. We engaged in an audit of MTSS processes this year by revising the MTSS Handbook and ensuring that all of our K-4 buildings had an established structure in place. Additionally, the Middle School and High School have the capacity to use MTSS as well. Next steps will focus on consistency of MTSS implementation across buildings.

**Based upon performance toward these goals, the overall rating is satisfactory.**