Academic Achievement & Growth Report

2019-2020



Context for the 2019-2020 Report

- **Impact of Pandemic**
  - No State-based Standardized Assessments in the Spring of 2020 (PSSA/Keystone)
  - Reliance on Universal Screeners, Benchmarks, Common Assessments, PVAAS Projections, Course Outcomes, & Teacher Input for Placement and Progress Monitoring of Achievement and Growth
  - Increased Need to Understand Students' Current Mastery of Eligible Content and the Vertical Alignment of Skill Progression to Bolster Instruction/Interventions

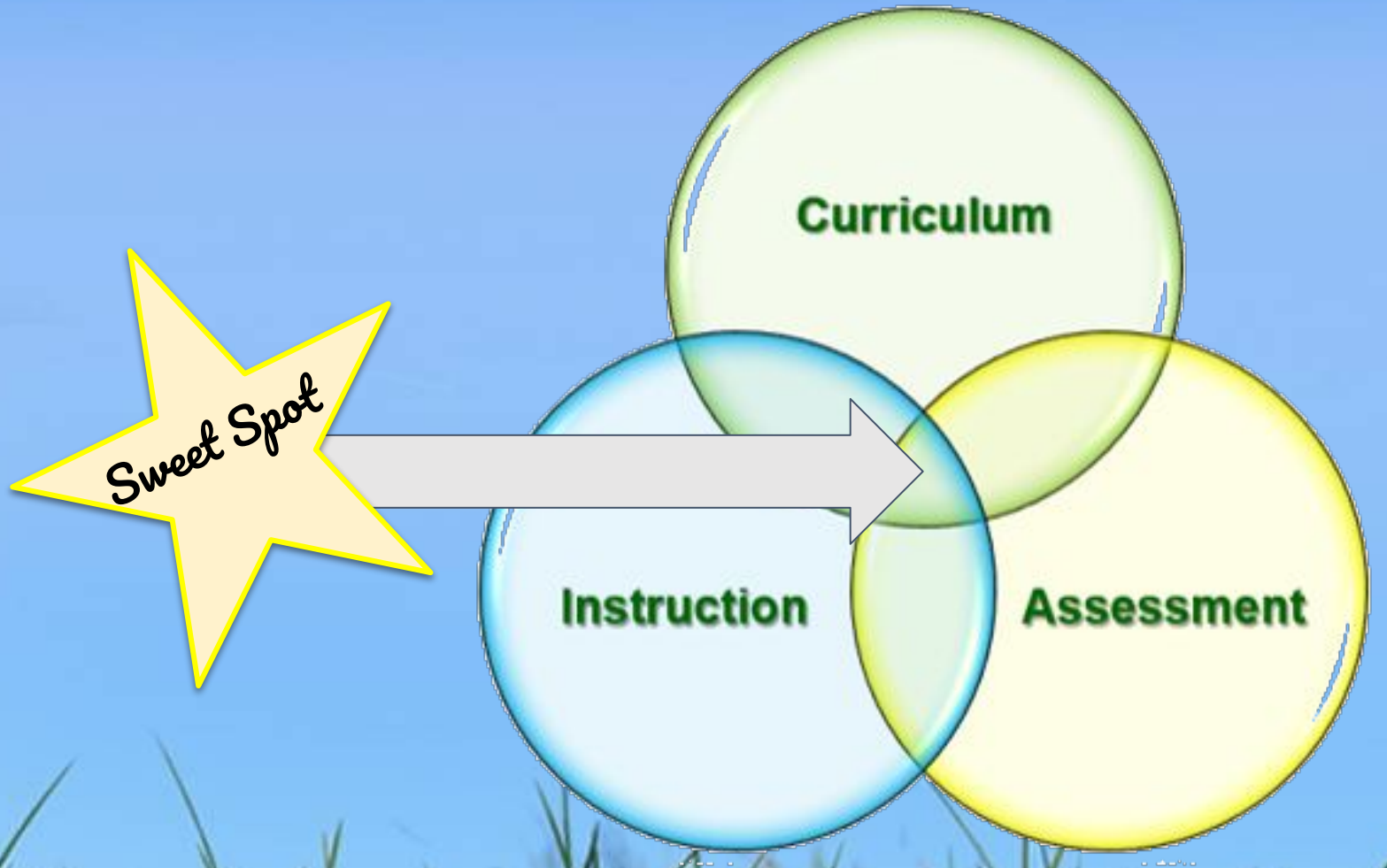


Focus on the Classroom Impact

- **Intentional Focus on "Data for Action"**
  - Previous Approach: Data Analysis 80% ; Action Implementation 20%
  - New Approach: Data Analysis 20% (ongoing) ; Action Implementation 80%
- **Culture of Data & Cyclical Integration of Data**
  - *"Focus on Learning for Every Student, Every Day"*
  - Role of Diagnostic, Formative, Benchmark, Screening, & Summative Assessments
  - Multi-Tiered System of Support
  - Teacher Skills for Differentiation & Instructional Responsiveness
  - Wealth of Data Established: Utility & Integration as Next Steps



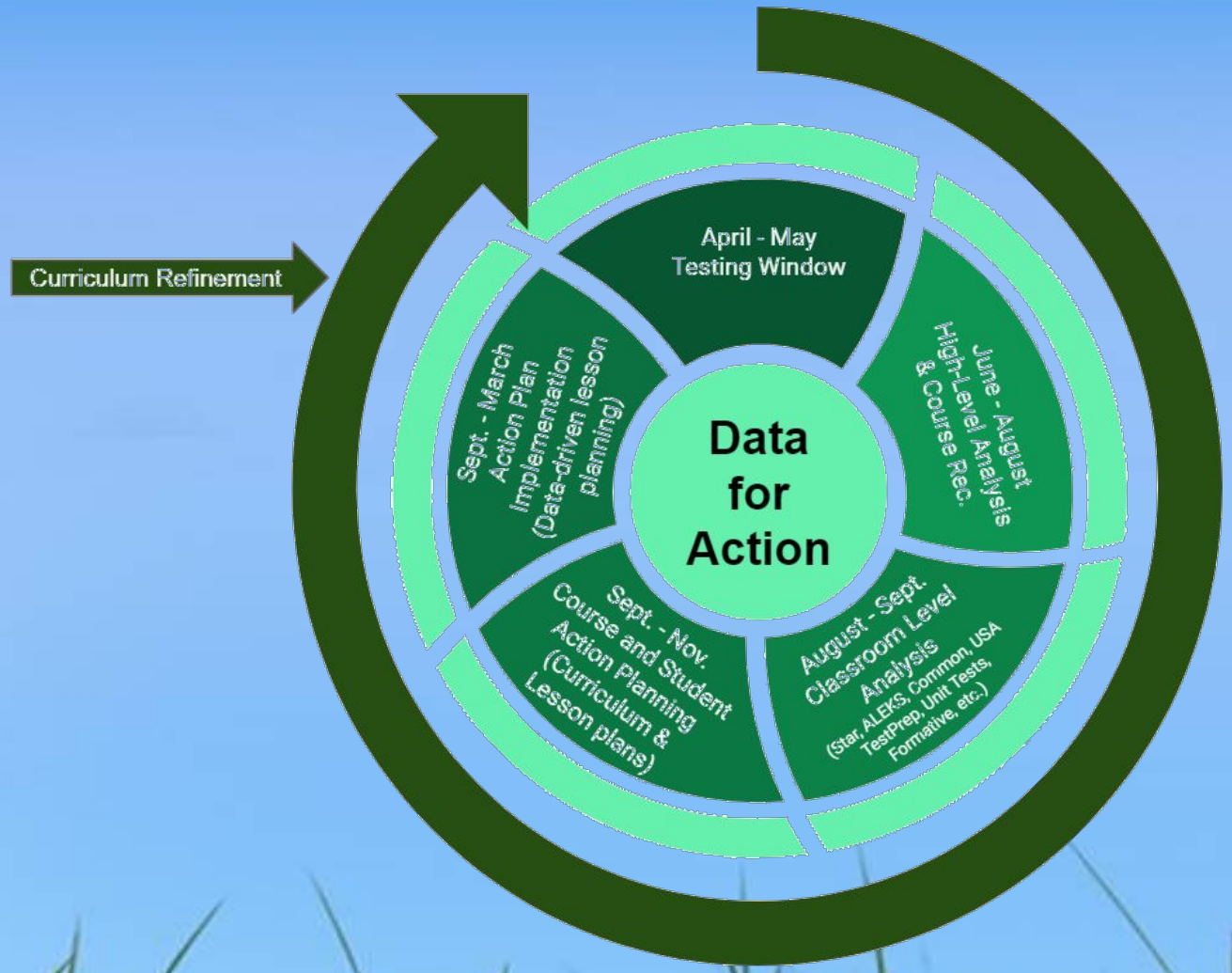
The Model for Teaching & Learning





Data for Action: Growing Ideas

Vignettes of Best Practices



4th Grade English Language Arts

7th Grade Mathematics

High School Biology



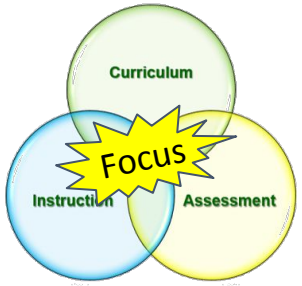


English Language Arts - Grade 4

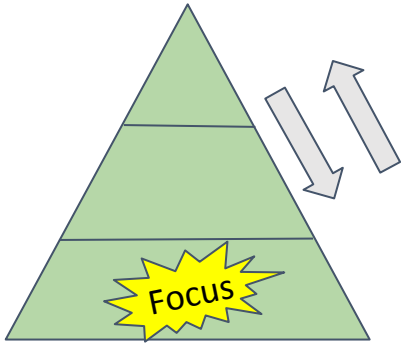
Learning System Overview

Learning System

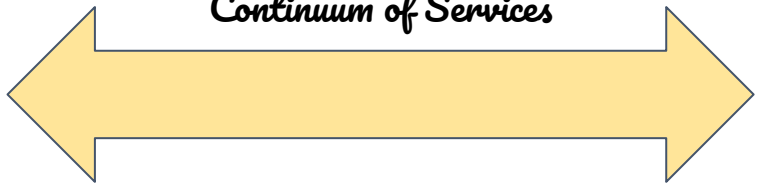
Model for Teaching & Learning



Multi-Tiered System of Support

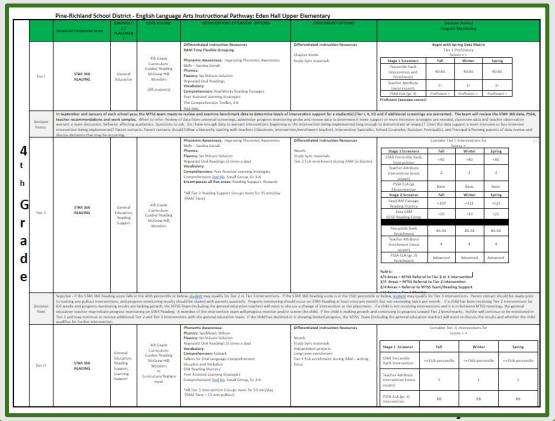


Continuum of Services





Decision Trees:
English Language Arts
Mathematics

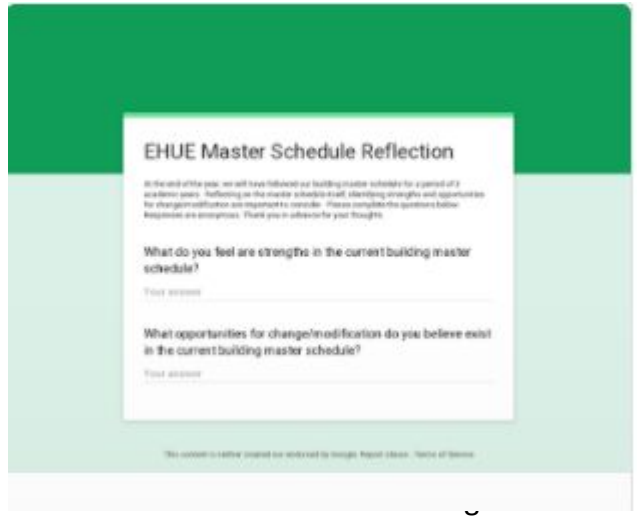


Overview of ELA Programming & Structure

- **Placement Process**
- **Oversight of Scheduling**
- **MTSS Referrals, Process, Progress**
- **Alignment between Buildings**
- **RAM Time for All Tiers**
- **Building Goal**



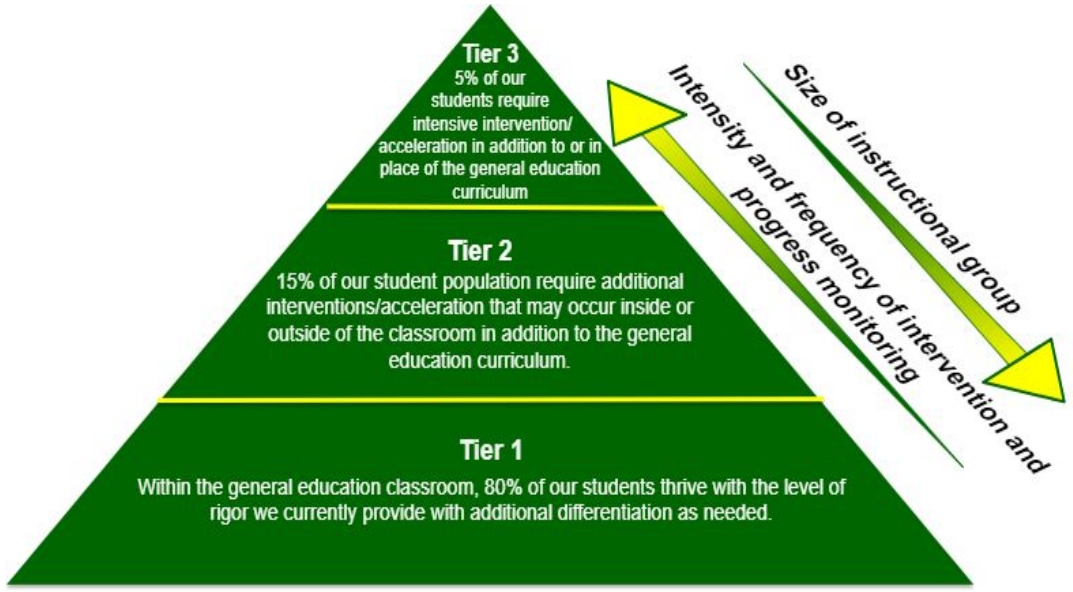




2019-2020	2020-2021	2021-2022	2022-2023
EHUE: Develop and implement a systematic approach for identifying and delivering instructional consistency in reading and math to students receiving intervention and enrichment in the biome.	EHUE: Evaluate and refine procedures for students receiving intervention and enrichment in the biome by analyzing data and gathering feedback from stakeholders (students, staff, and parents) and establish plan for improvement.	EHUE: Refine and extend intervention and enrichment model for students receiving pull-out services (outside of biome).	EHUE: Evaluate and refine systematic approach for identifying and delivering instructional consistency in reading and math to students receiving intervention and enrichment inside and outside of the biome.

MTSS Process

- **Multi-Tiered System of Support**
  - Addresses Remediation & Enrichment
    - Tier 1: Differentiation in Classroom (80%)
    - Tier 2: Additional Push-In or Pull-Out Services (15%)
    - Tier 3: Intensive Push-In or Pull-Out Services (5%)
  - ELA Supports are Sophisticated (Initial Focus)
  - Math Resources being Explored (Strategic Plan)
- **Decision Trees**
  - ELA Documents
  - Data-Driven Needs Identification
  - Prescriptive Tiered Supports
  - Team Discussions at Building Level
  - Continual Reflection on Growth



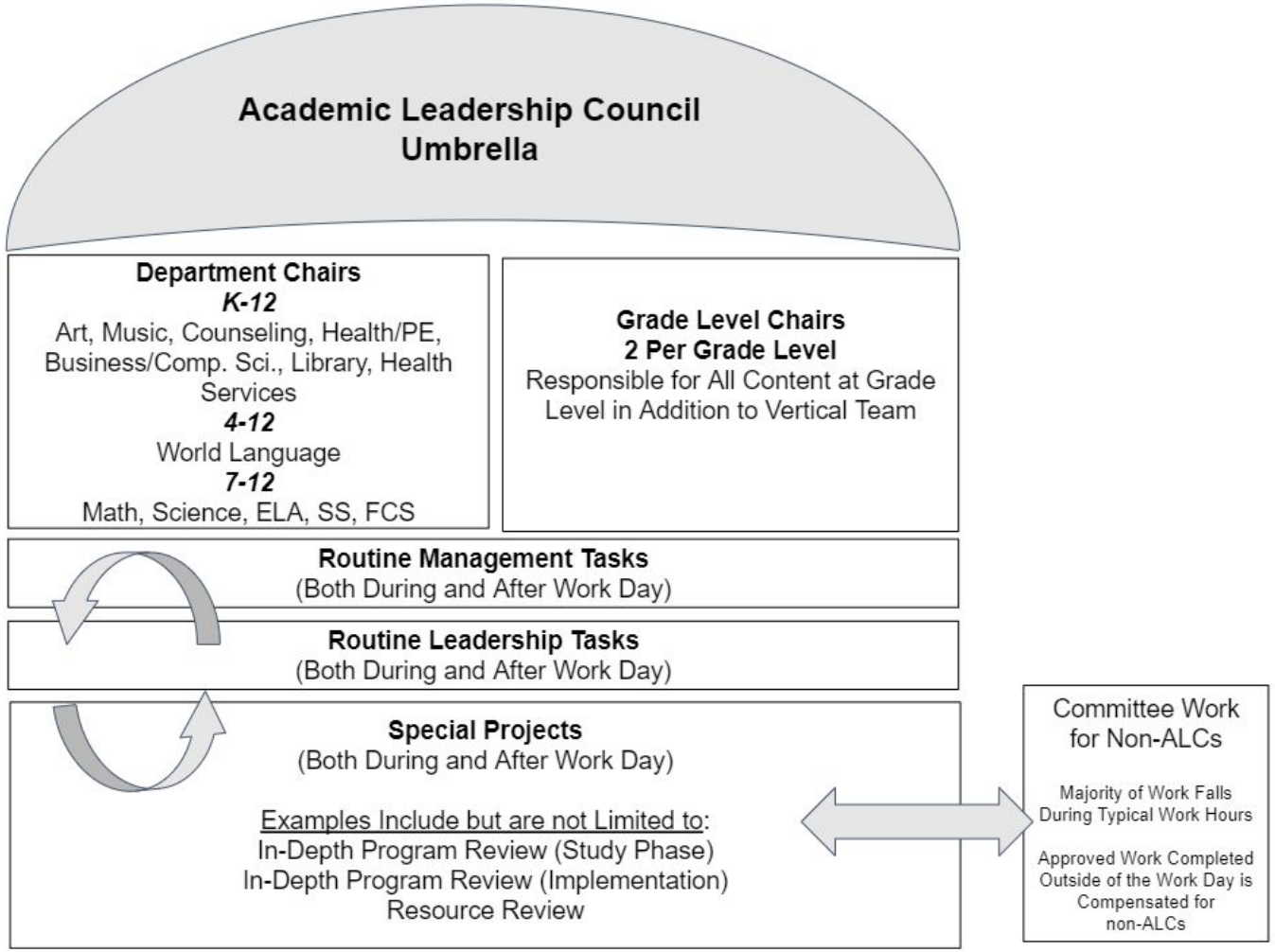
MTSS Process

	Universal Composite Score	DIAGNOSTIC / PLACEMENT	CORE COURSE	INTERVENTION/ EXTENSION OPTIONS	ENRICHMENT OPTIONS	Decision Points/ Progress Monitoring
Tier I	**STAR 360 READING**	General Education	4th Grade Curriculum: Guided Reading McGraw Hill, Wonders (All students)	**Differentiated Instruction Resources** **RAM Time Flexible Grouping** **Phonemic Awareness:** Improving Phonemic Awareness Skills – Sandra Donah **Phonics:** **Fluency:** Six Minute Solution Repeated Oral Readings **Vocabulary:** **Comprehension:** ReadWorks Reading Passages Peer Assisted Learning Strategies The Comprehension Toolkit, 3-6 RAZ-Kids	**Differentiated Instruction Resources** Chapter books Study Sync materials	**Begin with Spring Data Matrix** Tier 1 Proficiency Scores = > **Stage 1 Screeners** / **Fall** / **Winter** / **Spring** Percentile Rank Intervention and Enrichment / 40-85 / 40-85 / 40-85 Teacher Attribute (most recent) / 3+ / 3+ / 3+ PSSA ELA (gr. 3) / Proficient + / Proficient + / Proficient **Proficient (average scores)**
Decision Points:	**In September and January of each school year, the MTSS team meets to review and examine benchmark data to determine levels of intervention support for a student(s) (Tier I, II, III) and if additional screenings are warranted. The team will review the ST teacher recommendations and work samples.** When to refer: Review of data from universal screenings, administer progress monitoring probe and review data to determine if more support or more intensive strategies are needed, classroom data and teacher warrant a team discussion, behavior affecting academics. Questions to ask: Do I have enough data to warrant interventions beginning or the intervention being implemented long enough to demonstrate an impact? Does the data support a more intensive or l intervention being implemented? Parent contacts: Parent contacts should follow a hierarchy starting with teachers (classroom, intervention/enrichment teacher), Intervention Specialist, School Counselor, Assistant Principal(s), and Principal informing parents o discuss decisions that may be occurring.					
Tier II	**STAR 360 READING**	General Education, Reading Support	4th Grade Curriculum: Guided Reading McGraw Hill, Wonders	**Phonemic Awareness:** Improving Phonemic Awareness Skills – Sandra Donah **Phonics:** **Fluency:** Six Minute Solution Repeated Oral Readings (3 times a day) **Vocabulary:** **Comprehension:** Peer Assisted Learning Strategies Comprehension Tool Kit- Small Group, Gr 3-6 **Encompasses all five areas:** Reading Support: Rewards *All Tier 2 Reading Support Groups meet for 35 min/day (RAM Time)	**Differentiated Instruction Resources** Novels Study Sync materials Tier 2 ELA enrichment during RAM (in biome)	Consider Tier II Interventions for Scores = **Stage 1 Screeners** / **Fall** / **Winter** / **Spring** STAR Percentile Rank Intervention / <40 / <40 / <40 Teacher Attribute Intervention (most recent) / 2 / 2 / 2 PSSA ELA (gr. 3)Intervention / Basic / Basic / Basic **Stage 2 Screener** / **Fall** / **Winter** / **Spring** EasyCBM Passage Reading Fluency / <100 / <121 / <121 Easy CBM CCSS Reading Comp / <19 / <19 / <21 Percentile Rank Enrichment / 85-94 / 85-94 / 85-94 Teacher Attribute Enrichment (most recent) / 4 / 4 / 4

4th Gra

Tier 1 Approach: Leading the Team

- **Academic Leadership Council Members**
  - Setting Direction
  - Aligning Systems
  - Developing People
- **In-Depth Program Review**
  - Professional Development
  - Process Design & Alignment
  - Example: Text-Dependent Analysis



Tier 1 Approach: Leading the Team

- **PRSD Novel List Development 4-12**
  - Living document
  - ELA In-Depth Program Review revealed the need for more current, diverse novels and more student choice

- **Integration of analysis into instruction**
  - Professional Development provided to ELA teachers 4-8
  - Shift focus to embedding analysis into daily instruction instead of only TDA.

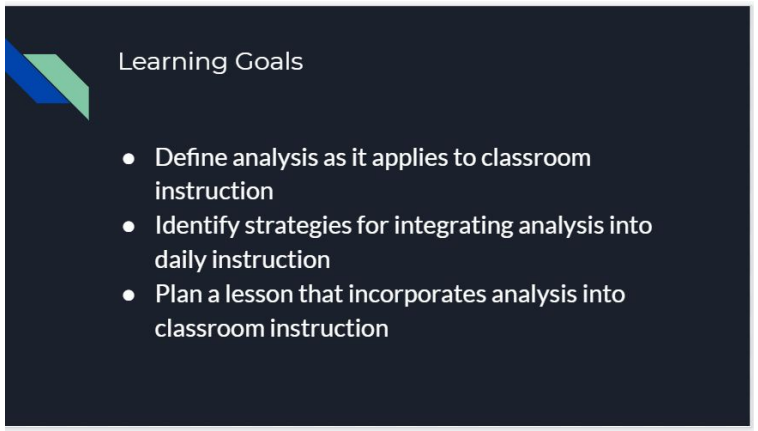
PRSD Novel List Grades 4-12

File Edit View Insert Format Data Tools Add-ons Help Last edit was made on September 14 by Nicole Berezo

Share

Happy Birthday, Martin Luther King (Wonders)

Title	Author	Author Gender	Author Race	Publishing Date	Grade Level/Course	Number Needed	Core Novel	Rationale
Mrs. Frisby and the Rats of Nimh (Wonders)	Robert C. O'Brien	M	Caucasian	1971				This novel is used for advanced 4th grade rea recommended by the Wonders resource to su instruction in point of view.
The Accidental Hero (Wonders)	Matt Myklusch	M	Caucasian	2011				Wonders recommended novel to support Unit
The Skirt (Wonders)	Gary Soto	M	Hispanic	1992				Wonders recommended novel to support Unit
America's Champion Swimmer: (Wonders)	David A. Adler	M	Caucasian	2000				Wonders recommended novel to support Unit
Happy Birthday, Martin Luther King (Wonders)	Jean Marzollo	F	Caucasian	1993				Wonders recommended novel to support Unit
Because of Winn-Dixie (Wonders)	Kate DiCamillo	F	Caucasian	2000			X	This novel will be used as a core novel to start school year. We will focus on reading skills in Wonders Unit 1. We are also going to work wi Notice and Note signposts, with a focus on ana text.
Cricket in Times Square (Wonders)	George Selden	M	Caucasian	1960				Wonders recommended novel to support Unit



Tier 1 Approach: TDA Instruction

- **Multiple components to a response: Introduction, citing evidence, analysis, inference, and conclusion**

- **Given a graphic organizer to use throughout the year, sentence starters for each component of the TDA, and mentor TDA responses to use for reference.**

TDA Organizer with Prompts and Sentence Starters

Introduction

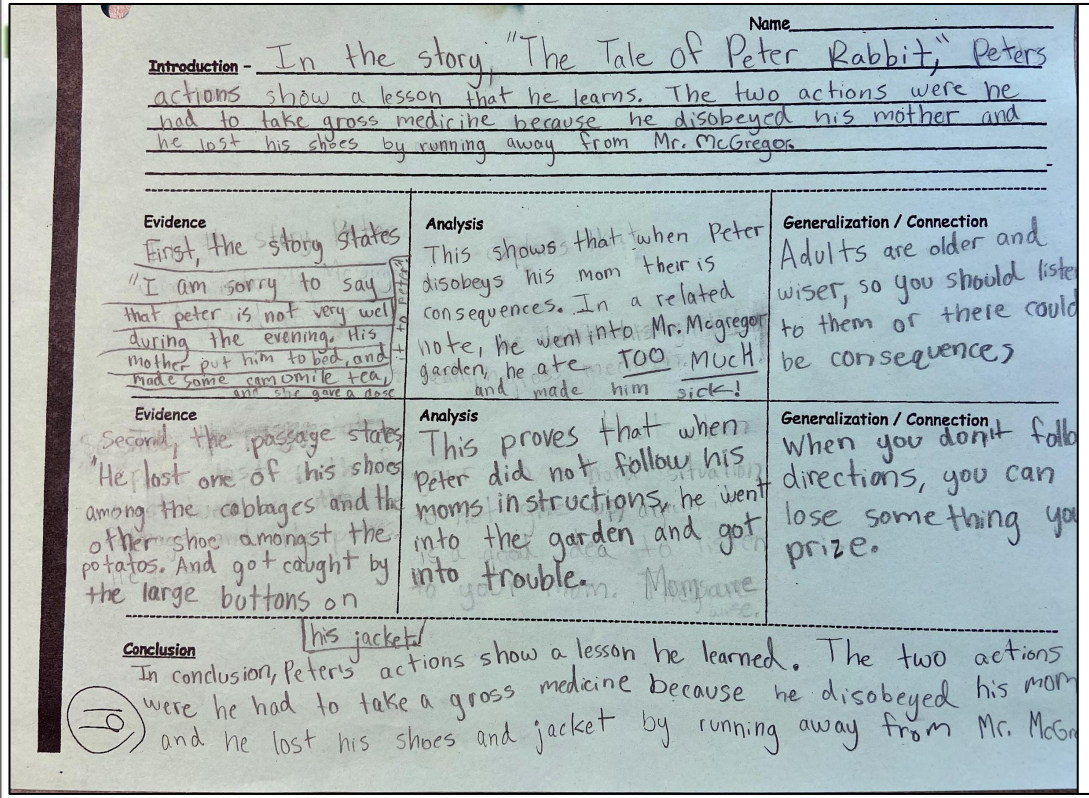
1. Before answering on organizer: What is the prompt asking? Create a web on the back.
2. Write your introduction: Restate the prompt / Write your answer / Write your thesis statement based on your top 2 choices from your web. (3 sentences)
3. You **MUST** start with the title of the story or passage in your introduction
   - In the story, "Title",
   - In the passage, "Title",

Evidence - 2 direct examples from the text for support your evidence	Analysis - explain how your evidence connects to your answer **At least** 2 sentences for each piece of evidence!	Inference - Connection to text and author. Use what you know and clues the author gives you in the text to support your evidence
Evidence - Starters • First / Second • The passage states, "Evidence" • The author states, "Evidence" • The story states, "Evidence" • The text states, "Evidence" • The author explains, "Evidence"	Analysis - Starters * This proves * This shows * This explains	Inference- Starters *The reader can infer... * The evidence suggests... *The author is trying to say.. * The author wanted the reader to know...

Conclusion - Wrap things up

1. Restate the prompt / State your thesis again / End with a strong statement
2. Must be at least 3 sentences
3. **Must start with**..... In conclusion,

Tier 1 Approach: TDA Instruction



Name_____

Introduction - In the story, "The Tale of Peter Rabbit," Peters actions show a lesson that he learns. The two actions were he had to take gross medicine because he disobeyed his mother and he lost his shoes by running away from Mr. McGregor.

Evidence	Analysis	Generalization / Connection
First, the story states "I am sorry to say that peter is not very well during the evening. His mother put him to bed, and made some camomile tea, and she gave a dose	This shows that when Peter disobeys his mom their is consequences. In a related note, he went into Mr. Mcgregor garden, he ate TOO MUCH and made him sick!	Adults are older and wiser, so you should liste to them or there could be consequences
Evidence	Analysis	Generalization / Connection
Second, the passage states, "He lost one of his shoes among the cabbages and th other shoe amongst the potatos. And got caught by the large buttons on his jacket!	This proves that when Peter did not follow his moms instructions, he went into the garden and got into trouble.	When you don't follo directions, you can lose something yo prize.

Conclusion

In conclusion, Peters actions show a lesson he learned. The two actions were he had to take a gross medicine because he disobeyed his mom and he lost his shoes and jacket by running away from Mr. McGr

In the story, "The Tale of Peter Rabbit" Peter's actions show a lesson that he learned. The two actions were he had to take gross medicine because disobeyed his mother and he lost his shoes and jacket by running away from Mr. McGregor.

First, The story states "I am sorry to say that Peter was not very well during the evening. His mother put him to bed, and made some chamomile tea; and she gave a dose of it to Peter!" This shows that when Peter disobeys his mom he had consequences. Peter went into Mr. McGregor's garden and ate way too much this then made him sick. Adults are older and wiser so you should listen to them or there could be consequences.

Second, the passage states, "He lost one of his shoes among the cabbages and the other shoe amongst the potatoes. And got caught by the large buttons on his jacket." This proves, that when Peter did not follow his mom's instructions he went into the garden and got into trouble. When you don't follow directions you could lose something you prize.

In conclusion, Peter's actions show a lesson he learned. The two actions were that he had to take a gross medicine because he disobeyed his mother and he lost his jacket and shoes in Mr. McGregor's garden. If you don't listen to your parents you will have consequences.

Tier 1 Approach: TDA Instruction

- **Scaffolded approach to teaching students how to respond to a TDA prompt.**
  - Explicitly teach components independently and complete activities for each component prior to writing a full response

- **5th and 6th grade build upon the components that are taught in 4th grade to ensure vertical alignment.**

4th Grade	
Skills needed to reach learning goal:	
Deconstruct a prompt	
Create a thesis statement that relates to / answers a prompt	
Cite relevant details from text to support what the text says explicitly and make inferences.	
Explain how an author uses reasons and evidence to support particular points in the text	
Analyze how evidence selected supports the thesis.	
Demonstrate grade level conventions of English grammar, usage, capitlization, punctuation, and spelling.	
5th Grade	**6th Grade**
Skills needed to reach learning goal:	**Skills needed to reach learning goal:**
Understanding the question and restating it	Determine what the prompt is requiring
Finding evidence to support the answer	Tie text evidence together to make a generalization
Analyze text evidence	Create a thesis statement
Comprehend the text	Organize information into an introduction, evidence, conclusion
Writing a thesis statement	
Write a concluding statement	

Tier 1 Approach: Classroom Practices

Novel Studies & Literature Circles





- Use Data
- High-Interest Books
- Use of EHUE Book Room for Leveled Novels
- Leveled Questions
- Discuss Guided by Teacher In-Person and Virtually

***Pictures from 2019-2020 - Pre-COVID-19*

Integration with Library Media Services

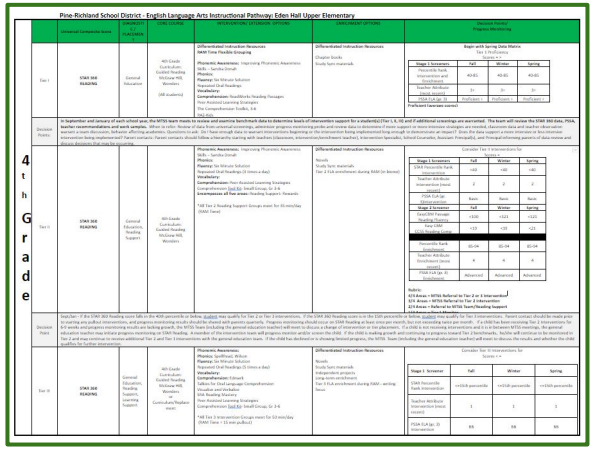
- **Collection Development**
- **Reader's Advisory**
- **Collaborative Book Clubs**
- **Battle of the Books**
- **Independent Inquiry**



***Pictures from 2019-2020 - Pre-COVID-19*

Tier 2: Enrichment Practices

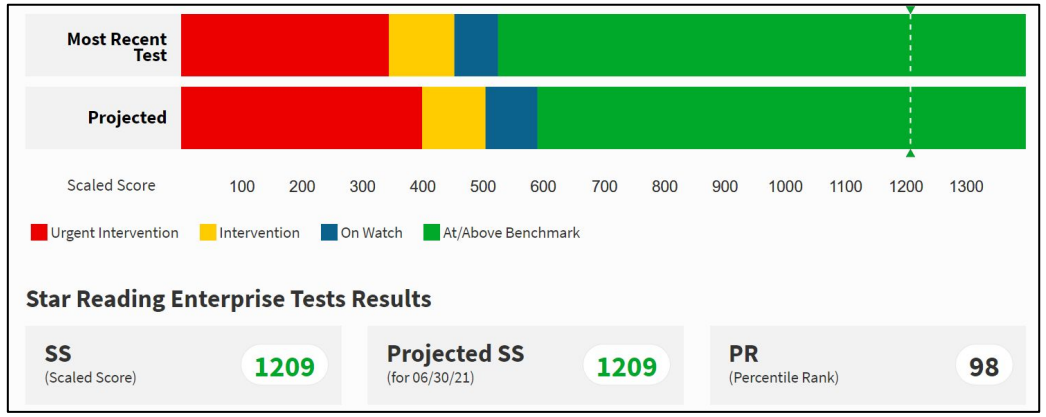
- STAR test reports provide score ranges, proficiency, growth, and suggested skills.



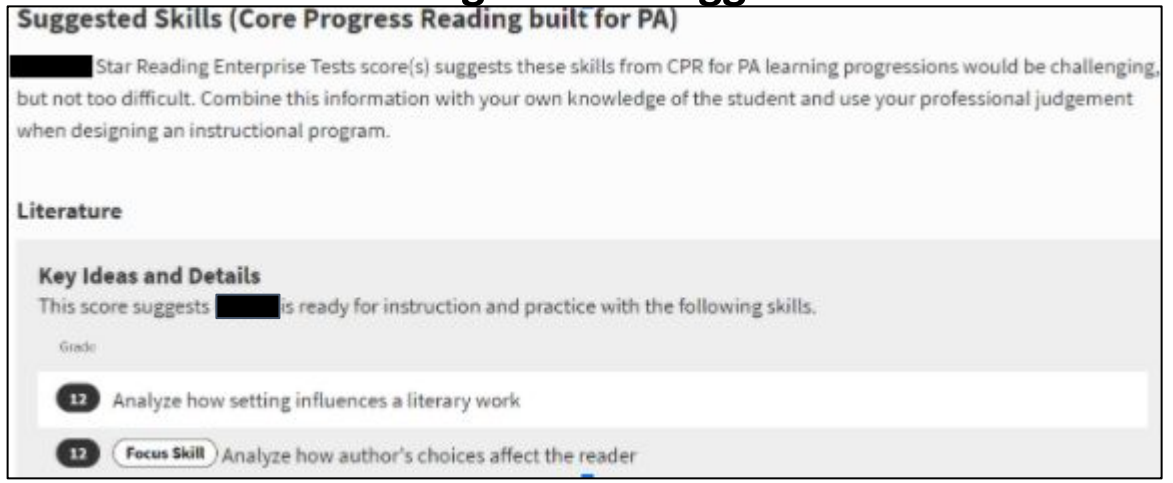
Star Growth Report

Growth Proficiency Category	SGP *(Exp. = 50)*	Test Date	Test Duration	SS	PR
High Growth, High Proficiency	91	02/06/20	25:13	953	97
		05/09/20	18:14	987	97
		09/23/20	29:00	1209	98

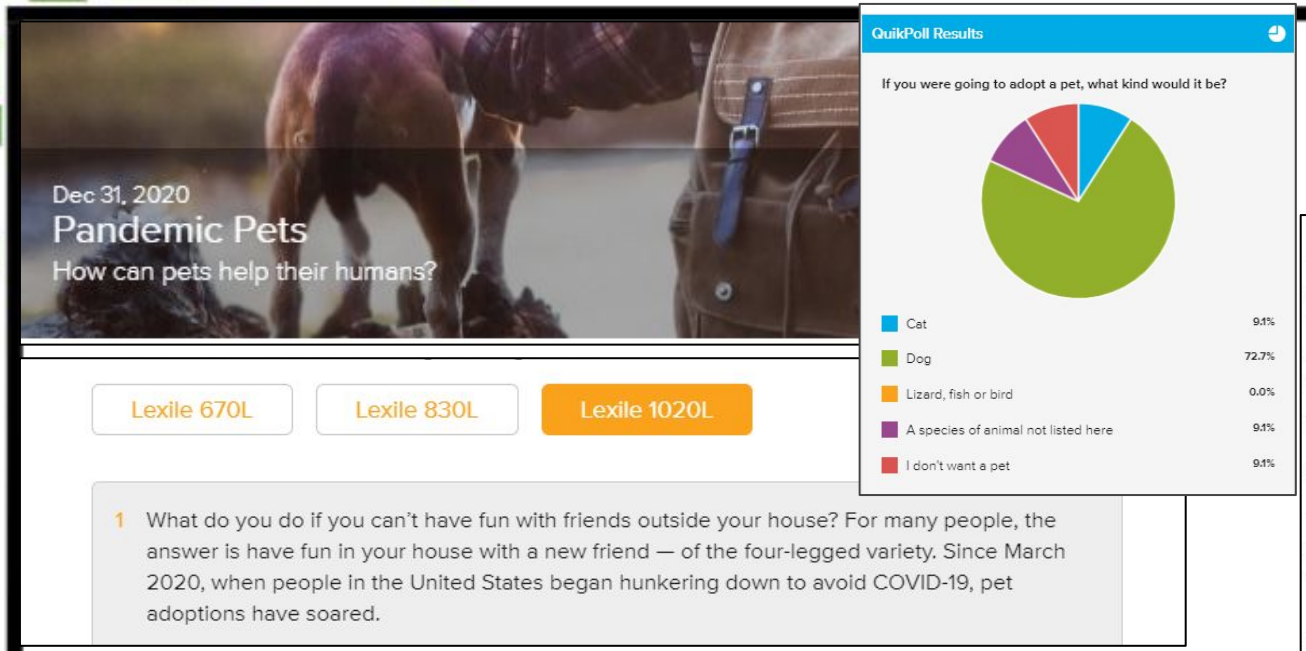
Instructional Planning - Student Report



Skill Progression Suggestions

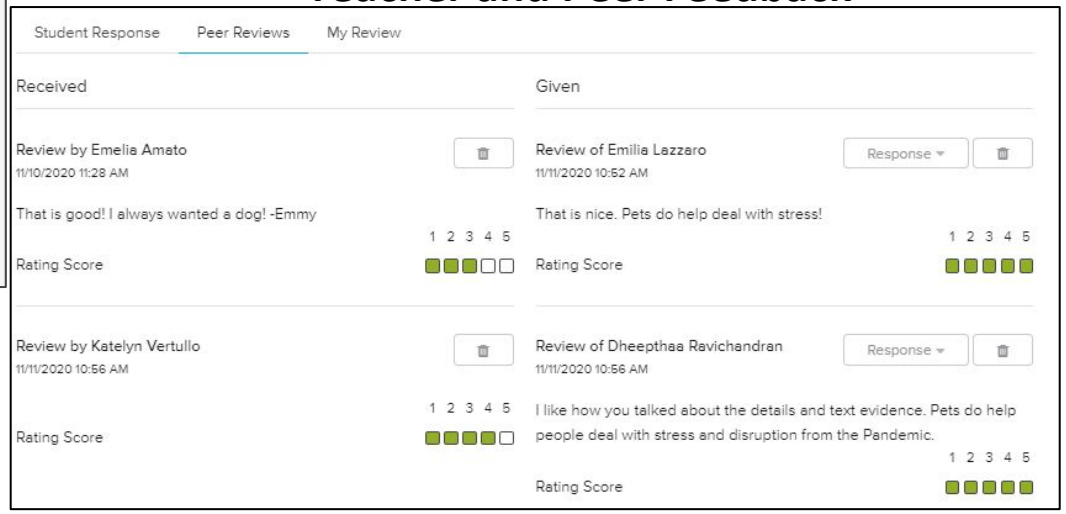


Tier 2: Enrichment Practices

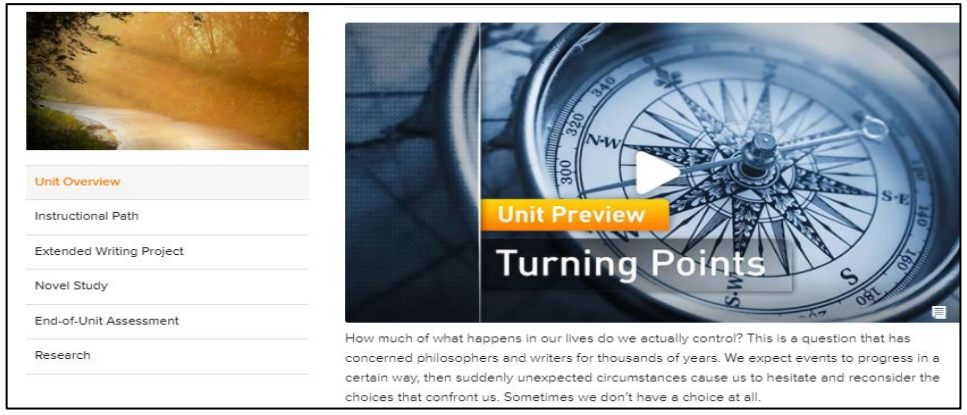


StudySync Blast

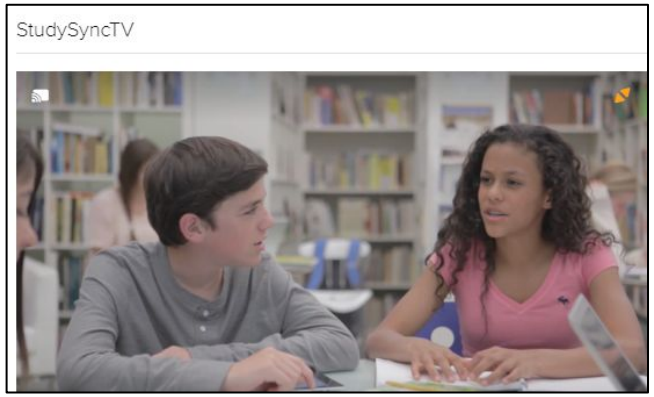
Teacher and Peer Feedback



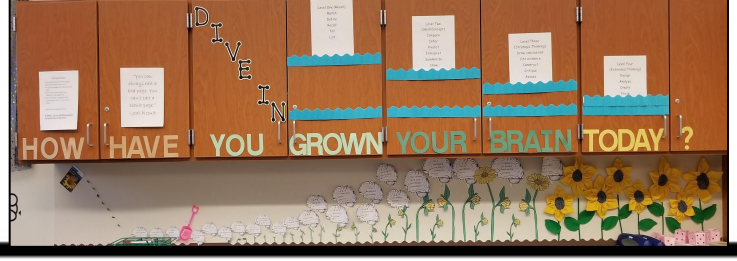
StudySync Core ELA Unit



StudySync TV - Academic Conversations

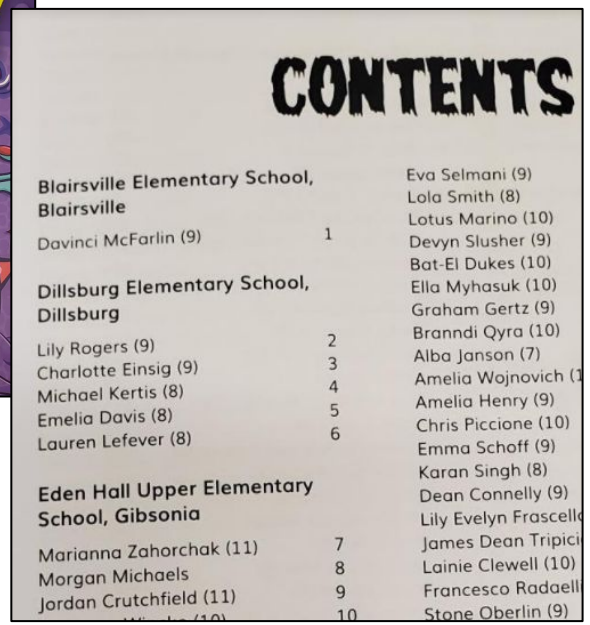


Tier 2: Enrichment Practices



- **Socratic Seminar**: Student-led academic conversations




CONTENTS

Blairsville Elementary School, Blairsville
Davinci McFarlin (9) 1

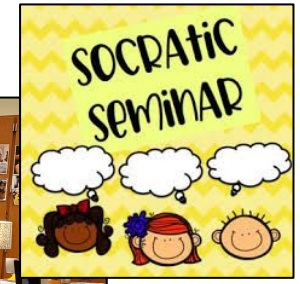
Dillsburg Elementary School, Dillsburg
Lily Rogers (9) 2
Charlotte Einsig (9) 3
Michael Kertis (8) 4
Emelia Davis (8) 5
Lauren Lefever (8) 6

Eden Hall Upper Elementary School, Gibsonia
Marianna Zahorchak (11) 7
Morgan Michaels 8
Jordan Crutchfield (11) 9
10

Eva Selmani (9)
Lola Smith (8)
Lotus Marino (10)
Devyn Slusher (9)
Bat-El Dukes (10)
Ella Myhasuk (10)
Graham Gertz (9)
Branndi Qyra (10)
Alba Janson (7)
Amelia Wojnovich (1
Amelia Henry (9)
Chris Piccione (10)
Emma Schoff (9)
Karan Singh (8)
Dean Connelly (9)
Lily Evelyn Frascell
James Dean Tripici
Lainie Clewell (10)
Francesco Radaell
Stone Oberlin (9)

Writing Contests





Student Choice

Seesaw Flipgrid

- **Writing Circles**: Process writing approach utilizing Writer's Workshop

Tier 2: Intervention Supports

The Process

Who: Students identified through Universal Screeners who are in need of reading intervention.

Why: Taking a Closer Look with **Diagnostic Assessments**



1. **Identify students' strengths and weaknesses**

2. **Determine *why* the students are not performing at the expected level of proficiency**
   - Have to drill down
     Measure Word Attack vs. Comprehension

3. **Establish baselines to measure growth in the critical "Big Five" areas.**
   - Formal (TOWRE)
   - Informal (IRI Qualitative Reading Behaviors)



Tier 2: Intervention Supports



Diagnostic decision tree for students who perform below standards on a measure of reading comprehension (universal screener - STAR 360) in 3rd grade or later

Diagnostic Assessment
TOWRE Sight Word Efficiency

Scores **above** 39%ile

IRI Comprehension and Qualitative Reading Behaviors

Identify instructional reading level; Diagnose reading/ thinking strategies

Build Background Knowledge
Expand Vocabulary
Teach Comprehension Active Reading Strategies

Scores **at or below** 39%ile

TOWRE Phonemic Decoding Efficiency

Above 39%ile

Build Fluency
Increase volume of reading

At or below 39%ile

WJ-DRB Word Attack Subtest
(untimed measure)

Scores **low average** 39-25 %ile
or below average 24-16%ile

Needs grade-level phonics/decoding program and fluency
REWARDS Program

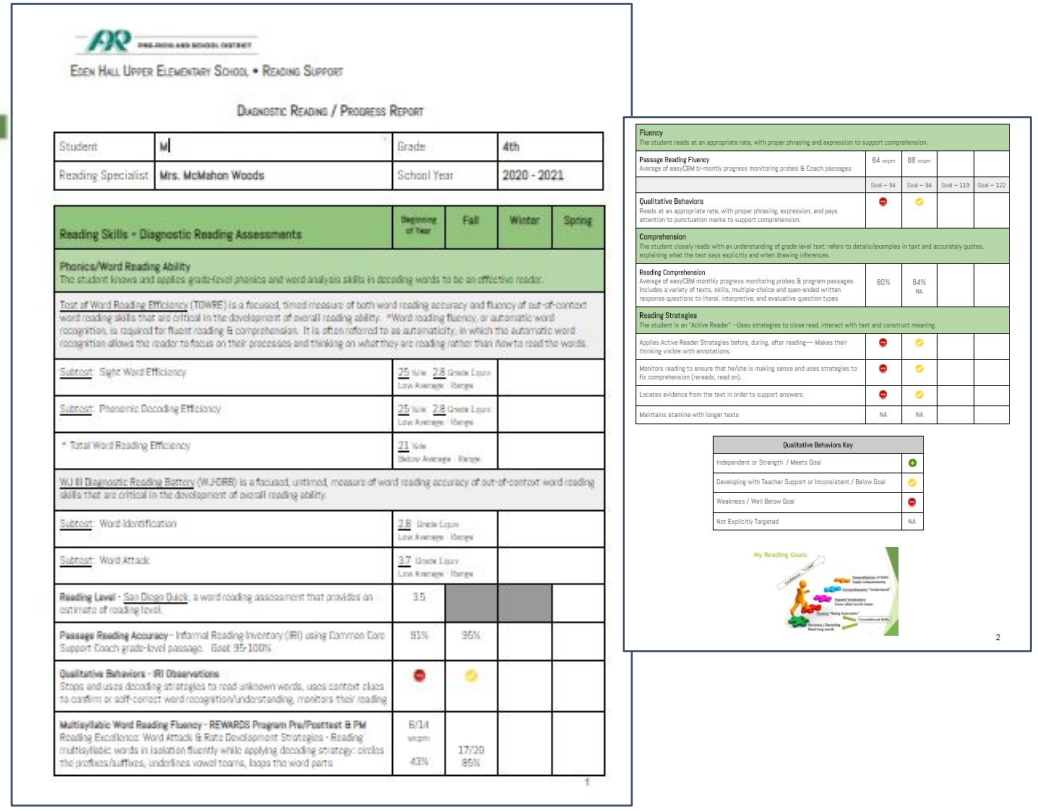
Scores **well below average** 15-1 %ile
(2 years below grade level)

Needs intensive instruction in a Tier 3 phonics based program

Adapted from J. Torgesen, FSU/FCRR
S. McMahon ~ RS 2009

Tier 2: Intervention Supports

Diagnostic Reading / Progress Report



EDEN HALL UPPER ELEMENTARY SCHOOL • READING SUPPORT

DIAGNOSTIC READING / PROGRESS REPORT

Student	[redacted]	Grade	4th
Reading Specialist	Mrs. McMahon Woods	School Year	2020 - 2021

Reading Skills + Diagnostic Reading Assessments	Beginning of Year	Fall	Winter	Spring
Phonics/Word Reading Ability The student knows and applies grade-level phonics and word analysis skills in decoding words to be an effective reader.				
Test of Word Reading Efficiency (TOWRE) is a focused, timed measure of both word reading accuracy and fluency of out-of-context word reading skills that are critical in the development of overall reading ability. "Word reading fluency, or automatic word recognition, is required for fluent reading & comprehension. It is often referred to as automaticity, in which the automatic word recognition allows the reader to focus on their processes and thinking on what they are reading rather than how to read the words.				
Subtest: Sight Word Efficiency	25 Note 2.8 Grade Equiv. Low Average Range			
Subtest: Phonemic Decoding Efficiency	25 Note 2.8 Grade Equiv. Low Average Range			
* Total Word Reading Efficiency	21 Note Below Average Range			
WJ III Diagnostic Reading Battery (WJ-DRB) is a focused, untimed, measure of word reading accuracy of out-of-context word reading skills that are critical in the development of overall reading ability.				
Subtest: Word Identification	2.8 Grade Equiv. Low Average Range			
Subtest: Word Attack	3.7 Grade Equiv. Low Average Range			
Reading Level - San Diego Quick, a word reading assessment that provides an estimate of reading level.	3.5			
Passage Reading Accuracy - Informal Reading Inventory (IRI) using Common Core Support Coach grade-level passage. Goal: 95-100%	91%	95%		
Qualitative Behaviors - IRI Observations Stops and uses decoding strategies to read unknown words, uses context clues to confirm or self-correct word recognition/understanding, monitors their reading				
Multisyllabic Word Reading Fluency - REWARDS Program Pre/Posttest & PM Reading Excellence: Word Attack & Rate Development Strategies - Reading multisyllabic words in isolation fluently while applying decoding strategy: circles the prefixes/suffixes, underlines vowel teams, loops the word parts	6/14 wcpm 43%	17/20 85%		

Fluency
The student reads at an appropriate rate, with proper phrasing and expression to support comprehension.

Passage Reading Fluency Average of easyCBM bi-monthly progress monitoring probes & Coach passages	84 wcpm	88 wcpm		
	Goal – 94	Goal – 94	Goal – 119	Goal – 122
Qualitative Behaviors Reads at an appropriate rate, with proper phrasing, expression, and pays attention to punctuation marks to support comprehension.				

Comprehension
The student closely reads with an understanding of grade-level text: refers to details/examples in text and accurately quotes, explaining what the text says explicitly and when drawing inferences.

Reading Comprehension Average of easyCBM monthly progress monitoring probes & program passages includes a variety of tasks, skills, multiple-choice and open-ended written response questions to literal, interpretive, and evaluative question types	80%	84% NA		

Reading Strategies
The student is an "Active Reader" –Uses strategies to close read, interact with text and construct meaning

Applies Active Reader Strategies before, during, after reading— Makes their thinking visible with annotations.				
Monitors reading to ensure that he/she is making sense and uses strategies to fix comprehension (rereads, read on).				
Locates evidence from the text in order to support answers.				
Maintains stamina with longer texts	NA	NA		

Qualitative Behaviors Key	
Independent or Strength / Meets Goal	
Developing with Teacher Support or Inconsistent / Below Goal	
Weakness / Well Below Goal	
Not Explicitly Targeted	NA

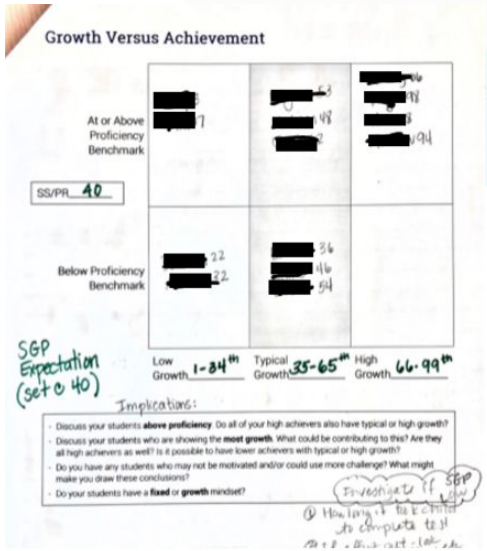
My Reading Goals

2

Star Growth Report

Star Reading

Student	Growth Proficiency Category	SGP (Exp. = 40)	Test Date	Test Duration	SS	GE	PR	NCE	IRL	Est. ORF[a]
[redacted]	High Growth, Low Proficiency	54	01/23/20	23:37	379	3.5	24	35.1	3.2	88
			05/04/20	23:33	523	4.6	50	50	4.3	121
			09/18/20	25:36	480	4.3	31	39.6	4.0	-
			Latest Change		**-43**	**<1**	**-19**	**-10.4**	**-0.3**	**-**
[redacted]	High Growth, High Proficiency	98	01/10/20	22:29	343	3.2	17	29.9	2.9	79
			05/08/20	30:18	464	4.1	36	42.5	3.9	107
			10/16/20	29:11	619	5.4	57	53.7	5.1	-
			Latest Change		**155**	**1.3**	**21**	**11.2**	**1.2**	**-**
[redacted]	High Growth, High Proficiency	78	01/10/20	20:07	513	4.5	54	52.1	4.3	118
			05/04/20	16:32	489	4.4	42	45.8	4.1	113
			10/16/20	21:45	588	5.2	52	51.1	4.8	-
			Latest Change		**99**	**0.8**	**10**	**5.3**	**0.7**	**-**
		48	01/22/20	24:42	506	4.5	52	51.1	4.2	117
			05/05/20	26:56	672	5.8	75	64.2	5.6	149
			10/19/20	28:15	608	5.3	55	52.6	4.9	-
			Latest Change		**-64**	**<1**	**-20**	**-11.6**	**-0.7**	**-**



Growth Versus Achievement

At or Above Proficiency Benchmark

Below Proficiency Benchmark

SS/PR 40

SGP Expectation (set @ 40)

Low Growth 1-34th Typical Growth 35-65th High Growth 66-99th

Implications:

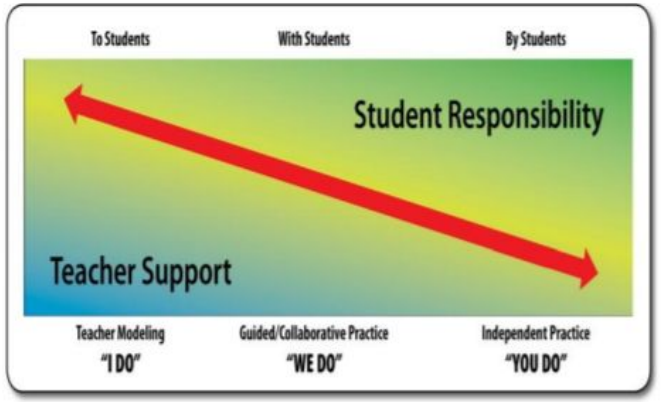
- Discuss your students **above proficiency**. Do all of your high achievers also have typical or high growth?
- Discuss your students who are showing the **most growth**. What could be contributing to this? Are they all high achievers as well? Is it possible to have lower achievers with typical or high growth?
- Do you have any students who may not be motivated and/or could use more challenge? What might make you draw these conclusions?
- Do your students have a **fixed** or **growth** mindset?

Tier 2: Intervention Supports

While the ***content*** of instruction is critical, ***how*** that content is taught is equally important.

Essential Principles of Instruction

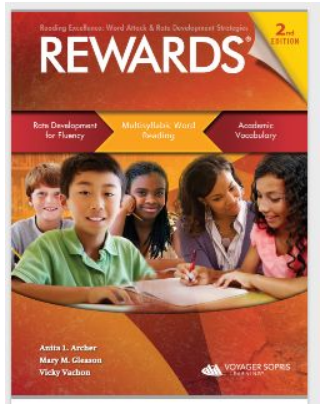
- **Explicit and Scaffolded Teaching**
  - Teacher modeling, guided practice, independent
- **High Student Active Engagement**
  - Multiple opportunities… Lots of reps
  - Students understand the "whys" of all parts of a lesson
- **Immediate Feedback**
  - On the spot corrective feedback on errors
  - Specific positive confirmations
- **Diagnostic and Prescriptive**
  - Tune into them - STAR360 Reports (SGP); Additional Diagnostics; Charting progress - quantifying reading
- **Systematic**
  - Sequential and cumulative
  - Target specific skills - Application with authentic reading experiences



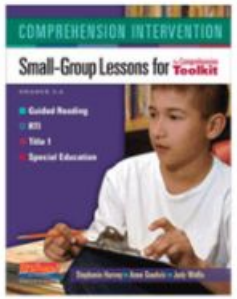
Tier 2: Intervention Supports

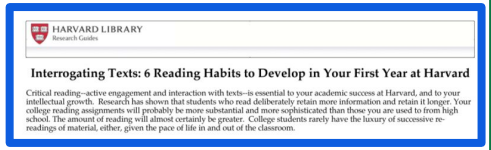
A Comprehensive and Effective Program

Research-based programs and instruction in the **essential components** of reading, **"The Big Five".**



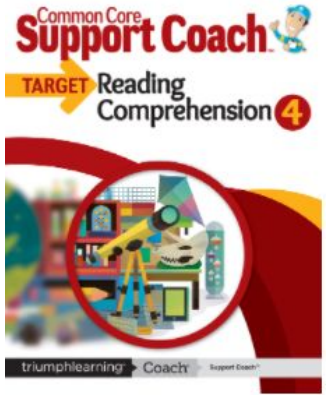
Specialized program built for readers who struggle with automatic recognition of phonics and word reading ability with multisyllabic words.



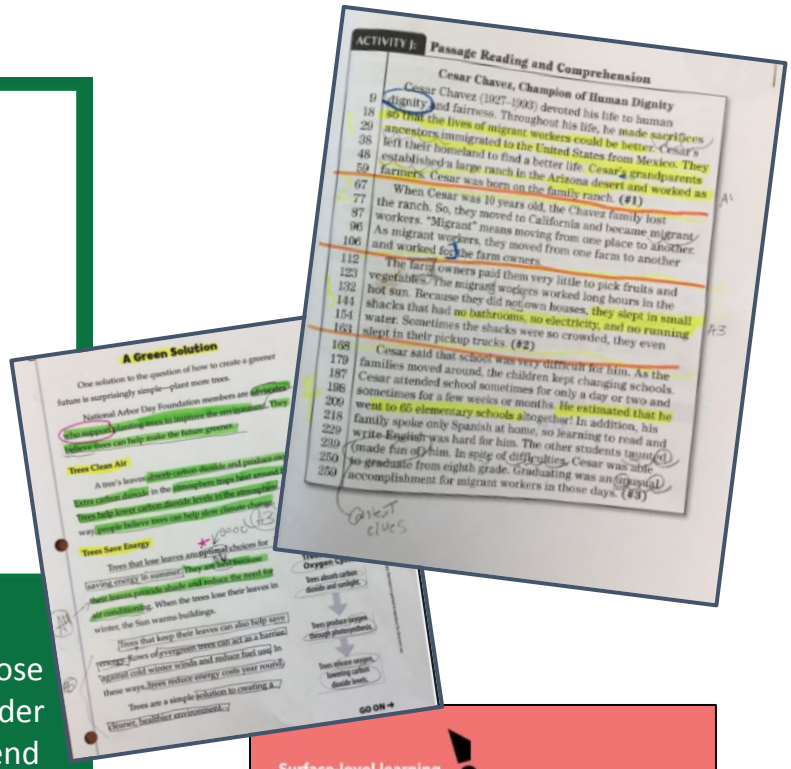


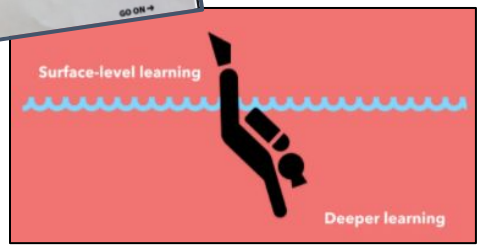
Active reading strategies and building background knowledge.

Students learn that ***annotation*** is a powerful reading tool.



Program that follows the close reading strategy. Higher order guiding questions help extend thinking and promote deeper, critical thinking vs. surface level, literal thinking.

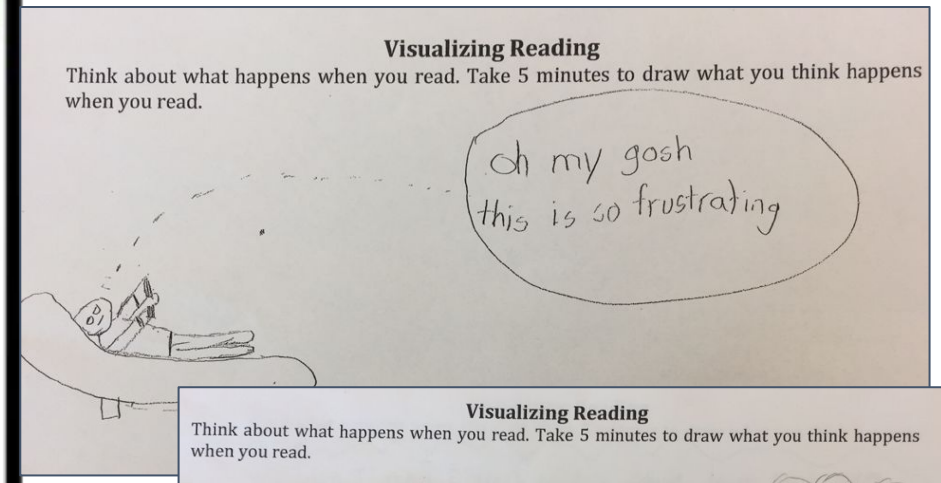


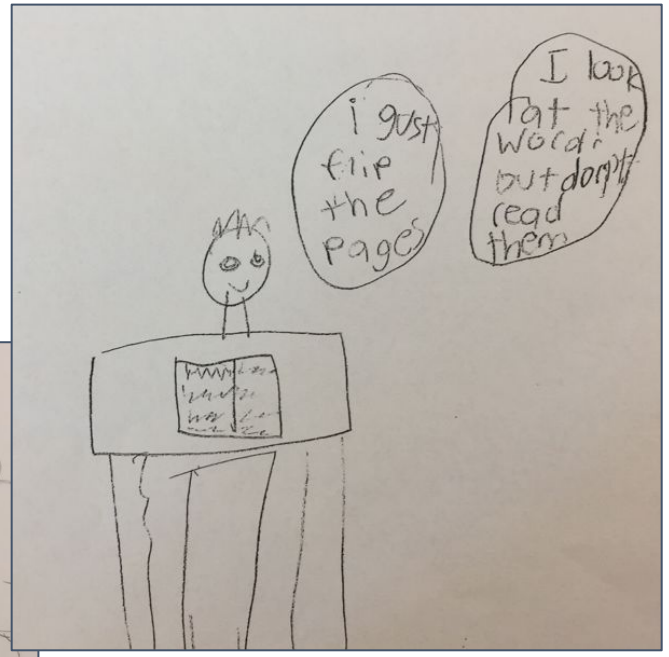


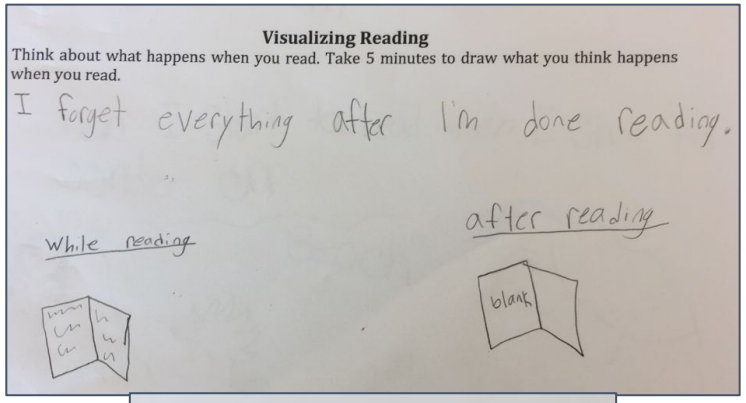
Tier 2: Intervention Supports

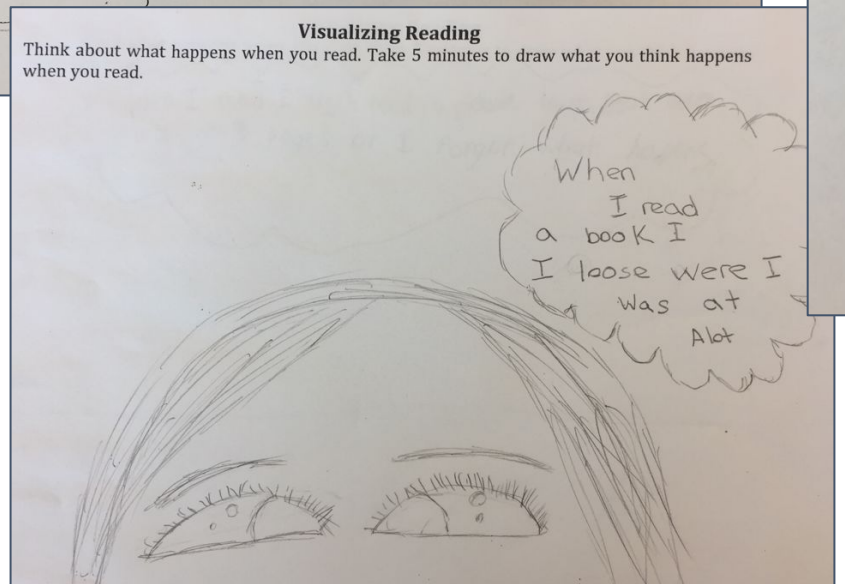
Progress Monitoring of Growth & Achievement

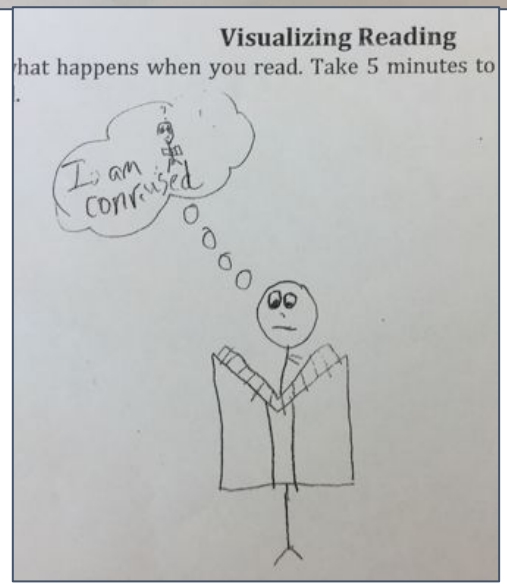
The process cycles back **to measuring growth** through **diagnostics, STAR360, easyCBM Fluency, CCSS Reading Measures,** and Beginning and End-of-Year **Student Reflections.**





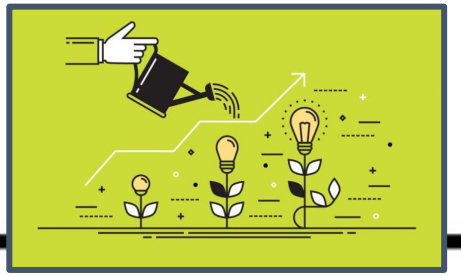






Beginning-of-Year
Students' Visualizing Their Reading

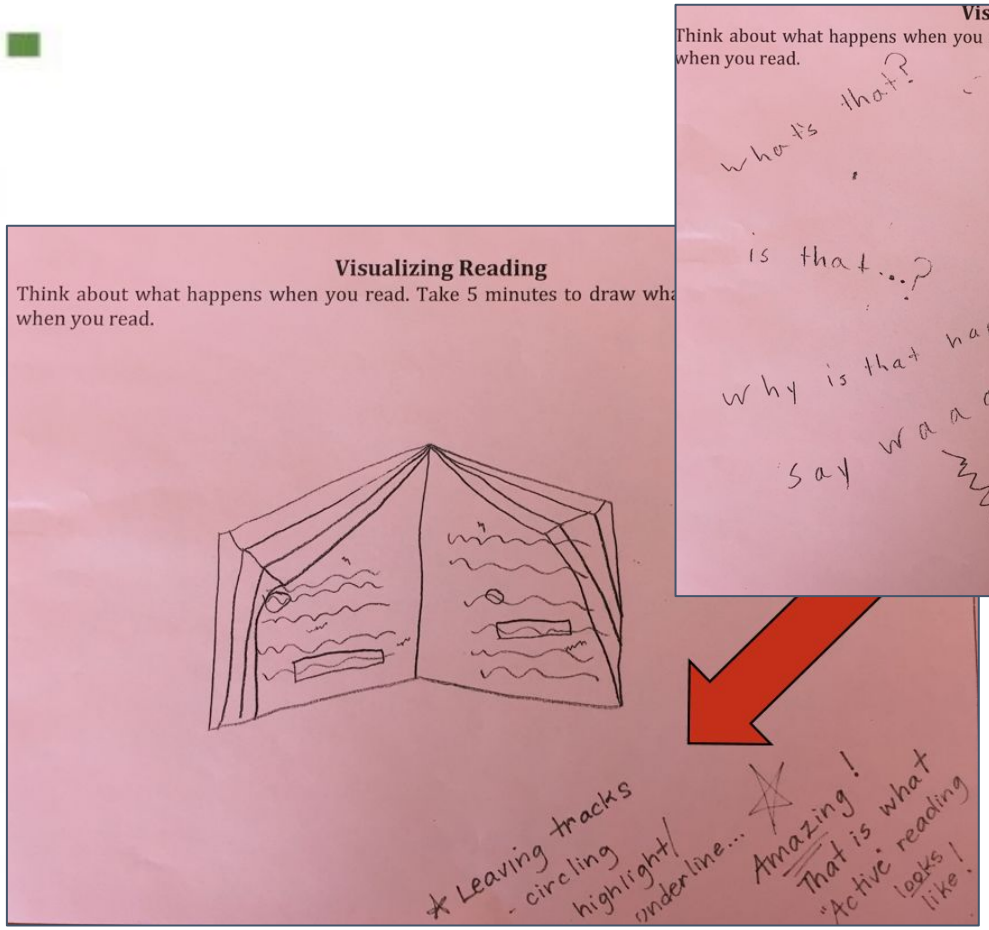
Tier 2: Intervention Supports

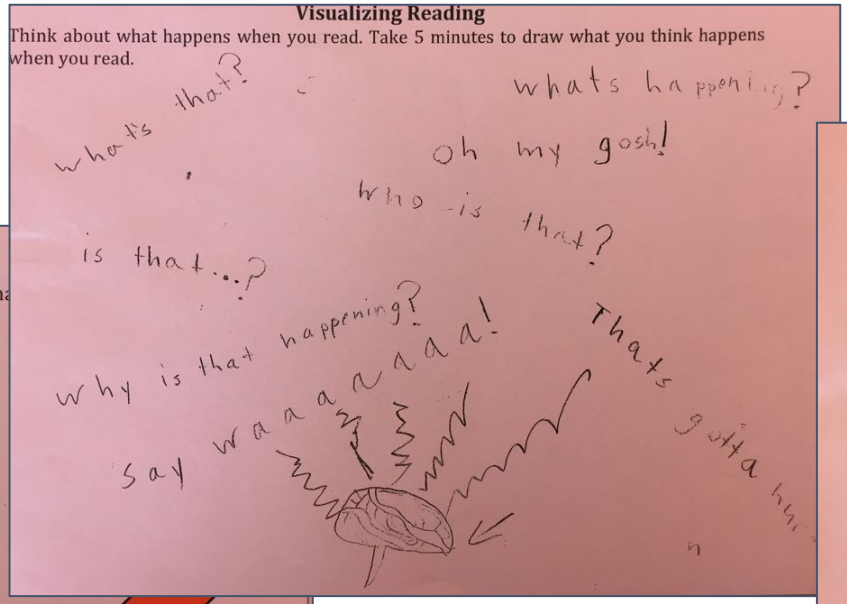


Progress Monitoring of Growth & Achievement

Beginning and End-of-Year Student Reflections...

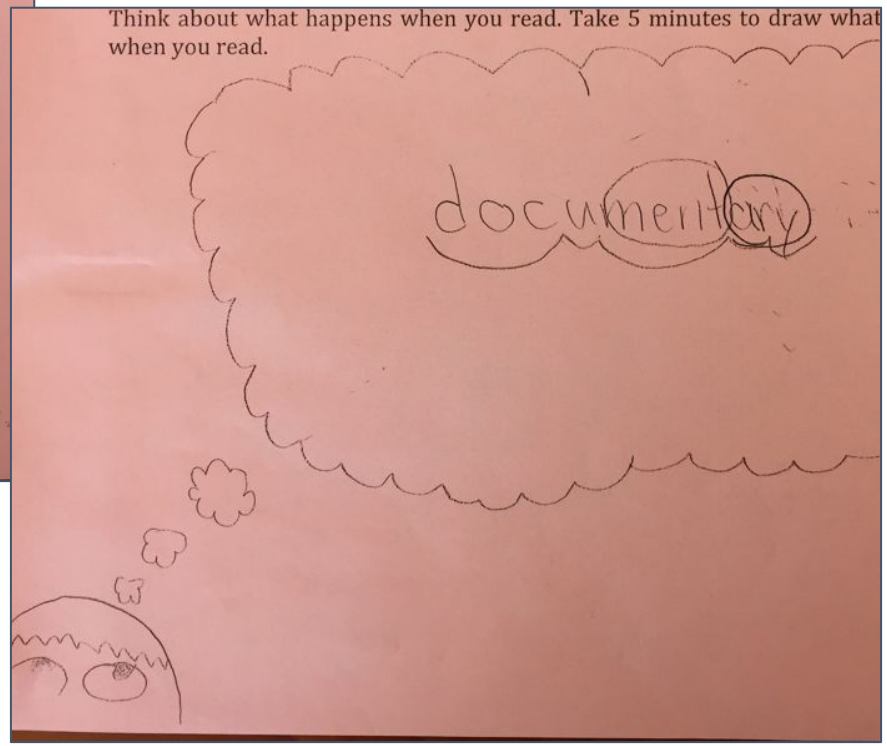
So insightful and powerful!





End-of-Year

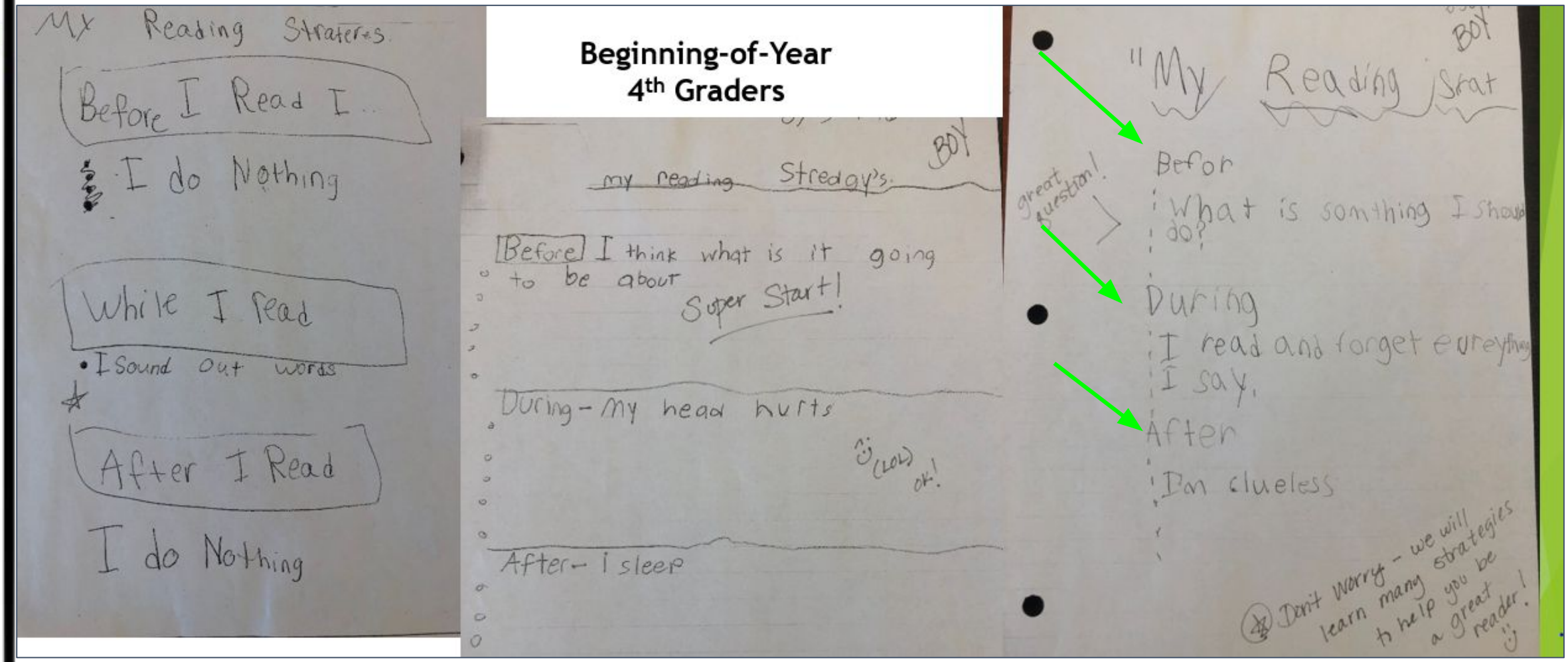
Students' Visualizing Their Reading Growth



Tier 2: Intervention Supports

Progress Monitoring of Growth & Achievement

Pretest: "Show What You Know" - BDA Reading Strategies

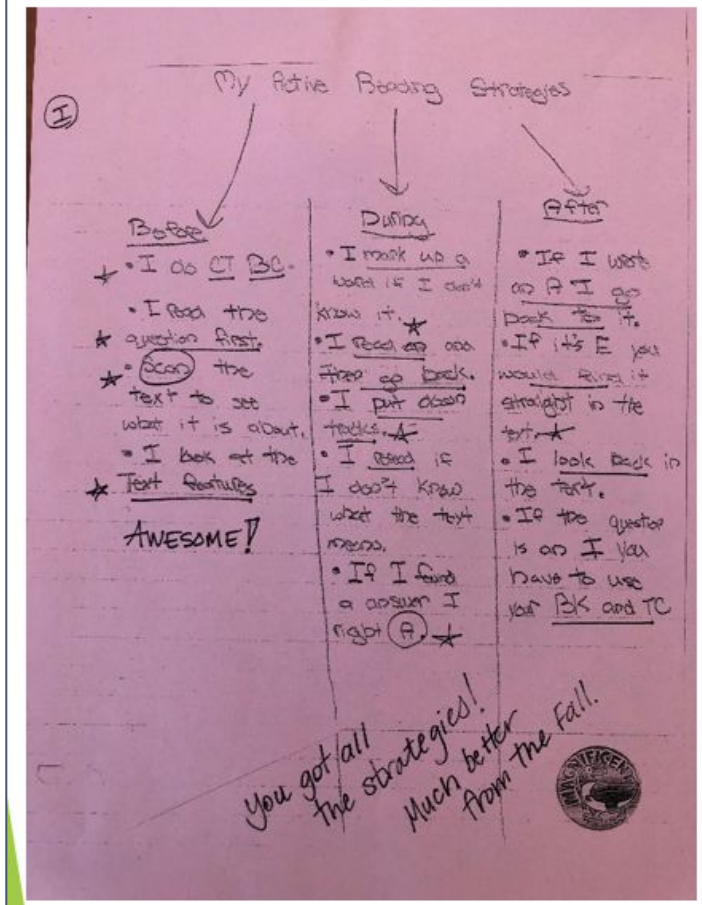


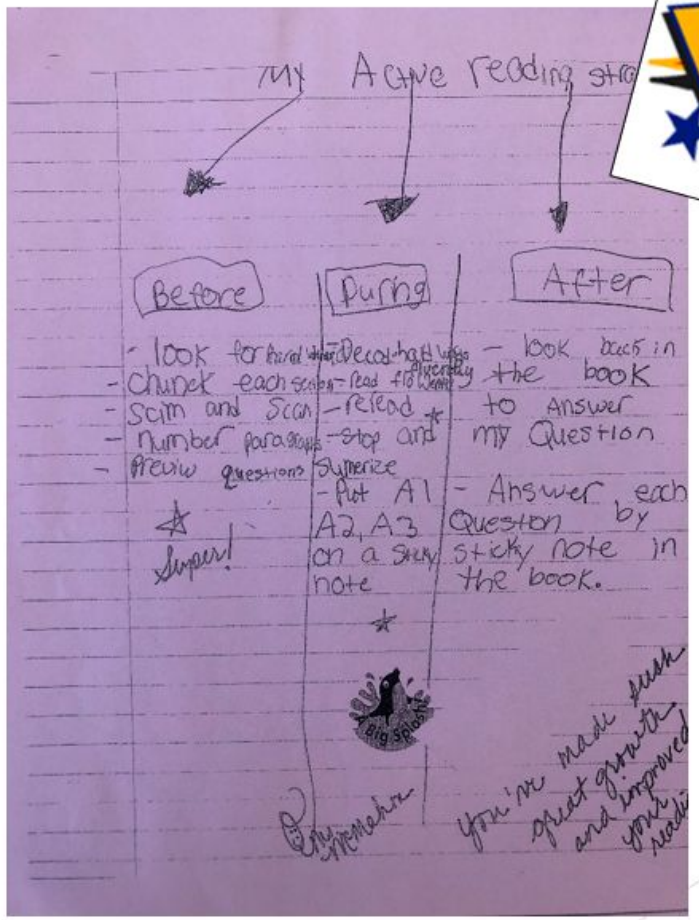
Tier 2: Intervention Supports



Progress Monitoring of Growth & Achievement

End-of-Year
4th Graders



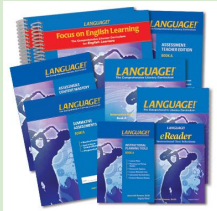




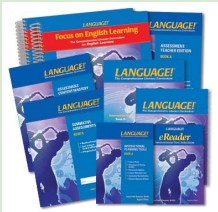
Tier 3: Interventions

The Big 5

Comprehension



Vocabulary

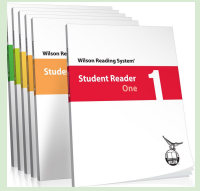


Fluency



Phonics

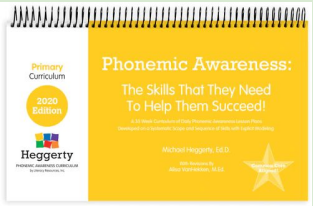




Sight Word Recognition



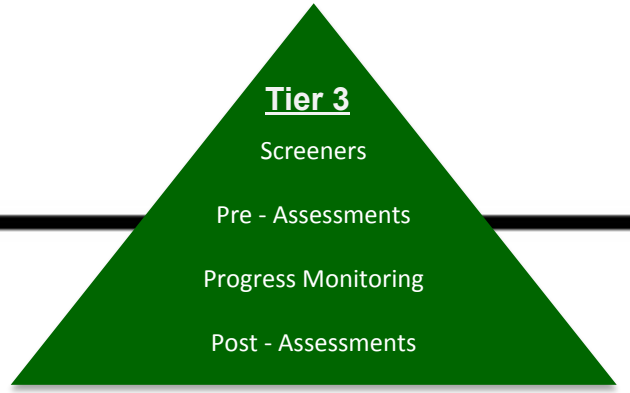
Phonological Awareness



Tier 3

5% of our students require intensive intervention in addition to or in place of the general education curriculum

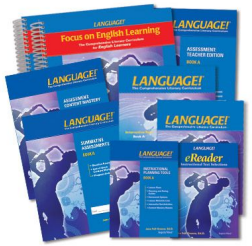
Tier 3: Interventions



Evaluate Students' Growth

Comprehension

Vocabulary



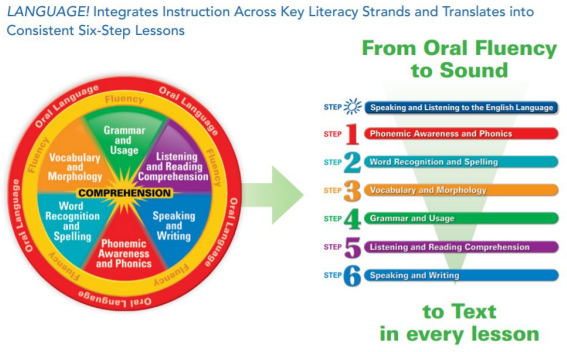
Screeners

Pre-Assessment

Progress Monitoring

Post-Assessment

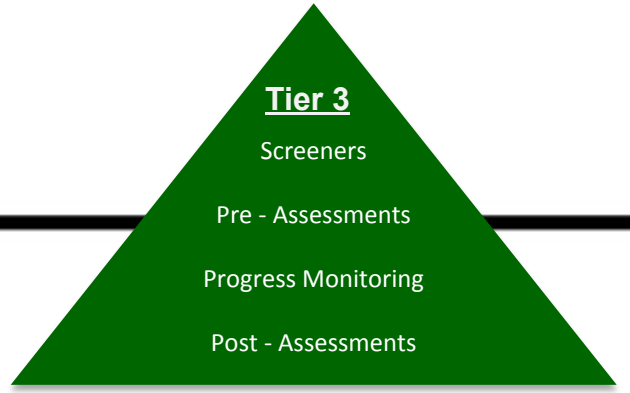
LANGUAGE! → easyCBM: CCSS Reading or GORT → LANGUAGE! Reading Scale Assessment → Benchmark Assessments → LANGUAGE! Reading Scale Assessment







Tier 3: Interventions



Evaluate Students' Growth

THE SIX-MINUTE SOLUTION: A READING FLUENCY PROGRAM

Repeated Reading

Screeners	Pre-Assessment	Progress Monitoring	Post-Assessment
Fluency	**Reading Fluency Drill**	easyCBM Benchmark	Median of three 1 minute assessments (WCPM)	2 times/month 1 minute assessments (wcpm)	Achieve set goal 3 consecutive times on 1 minute assessments (wcpm)

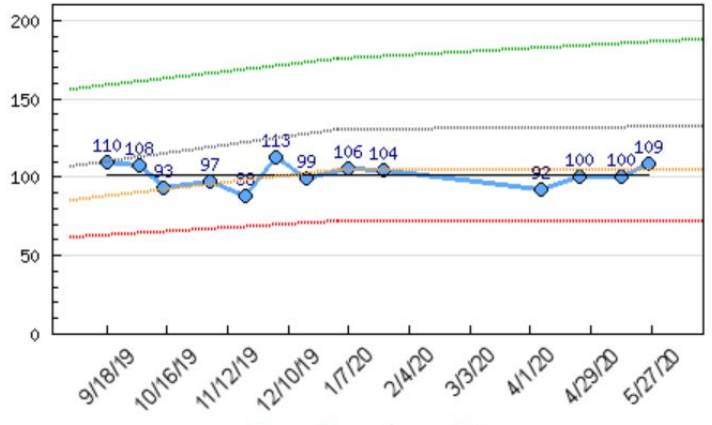
Assessor Copy **Form 4-Fall**

Student Name: _____ Date: _____

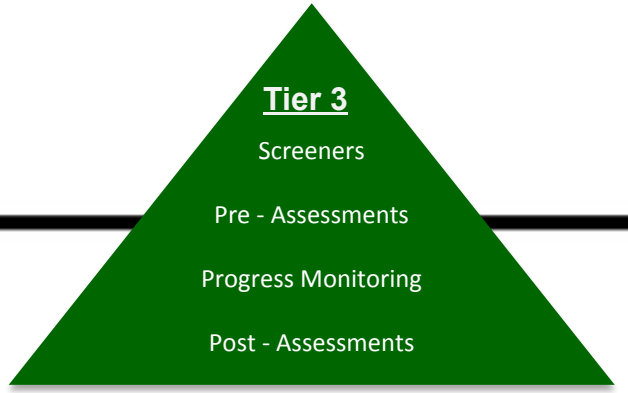
1. Place the Student Copy in front of the student. Point to the names on the Student Copy as you read them:

   "**This is a story about Kenny, Ella, and Max. I want you to read this story to me. You'll have 1 minute to read as much as you can. When I say "begin," start reading aloud at the top of the page. Do your best reading. If you have trouble with a word, I'll tell it to you. Do you have any questions? Begin.**"
2. Start the timer.
3. While the student is reading, mark errors with a slash (/).
4. At 1 minute, mark the last word read with a bracket (]).
5. When the student gets to a logical stopping place, say "**Stop.**"

Kenny was given the best thing to do for homework ever! He was asked to	15
write about the super power he would most like to have. Kenny thought long and	30
hard about what he would write. He thought that he might like to be invisible.	45



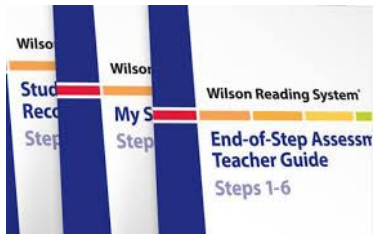
Tier 3: Interventions



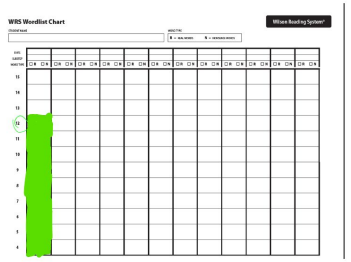
Evaluate Students' Growth

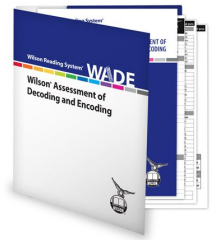


Phonics

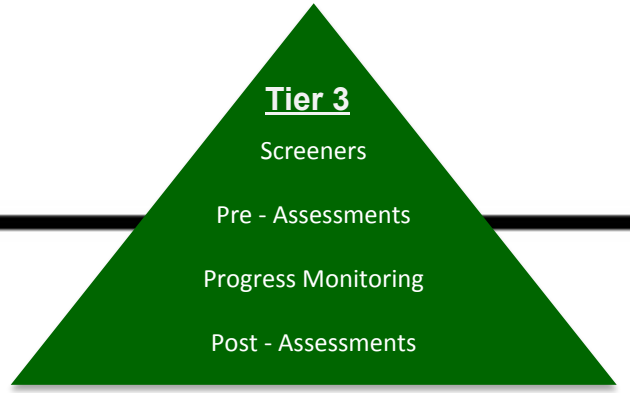


	Screeners	Pre-Assessment	Progress Monitoring	Post-Assessment
SpellRead	Woodcock Reading Mastery (Word ID & Word Attack) AND TOWRE (Sight Word Efficiency and Phonemic Decoding Efficiency	Woodcock & TOWRE	Speed Packs	Woodcock & TOWRE
Wilson		WADE	Word Lists & End of Step Assessments	WADE





Tier 3: Interventions



Evaluate Students' Growth

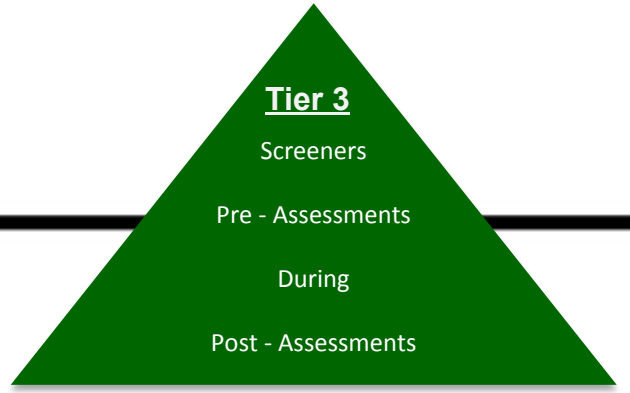
	Screeners	Pre-Assessment	Progress Monitoring	Post-Assessment
Phonemic Awareness	**Heggerty**	PAST C-TOPP2	Phonemic Awareness Skills Screener & Strands Assessments	Monthly Phonemic Awareness Skills Assessments	Achieve Mastery on Phonemic Awareness Skills Screener & Strands Assessments

Heggerty

Phonemic Awareness Skills Screener Assessment for 2nd grade & above

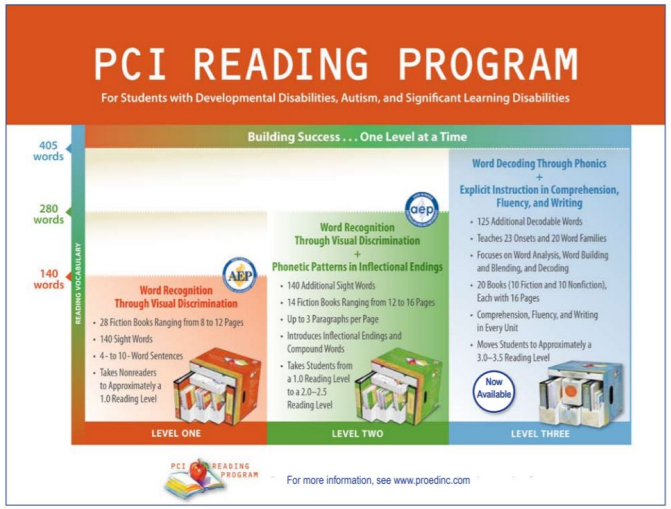
Phonemic Awareness Skill
Rhyme Production
Onset Fluency
Blending Phonemes
Isolating Final Sounds
Segmenting Words into Phonemes
Isolating Medial Sounds
Adding Initial Phonemes
Deleting Initial Phonemes
Substituting Initial Phonemes

Tier 3: Interventions

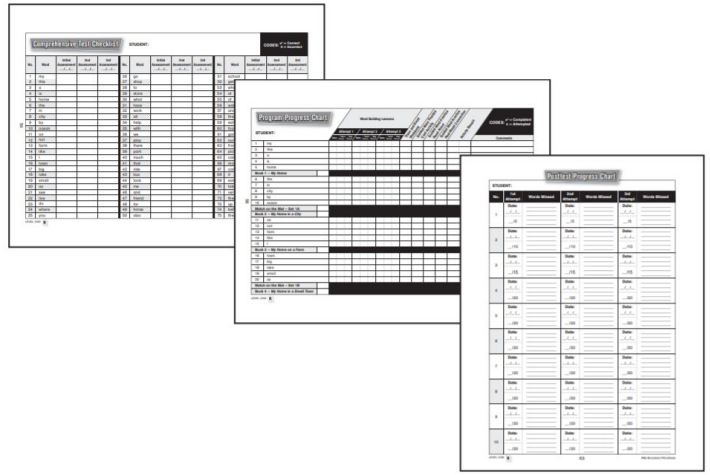


Evaluate Students' Growth

	Screeners	Pre-Assessment	Progress Monitoring	Post-Assessment
Sight Word Recognition	**PCI Reading Program**	easyCBM Benchmark	PCI's Comprehensive Test	Post-test Assessments	PCI's Comprehensive Test



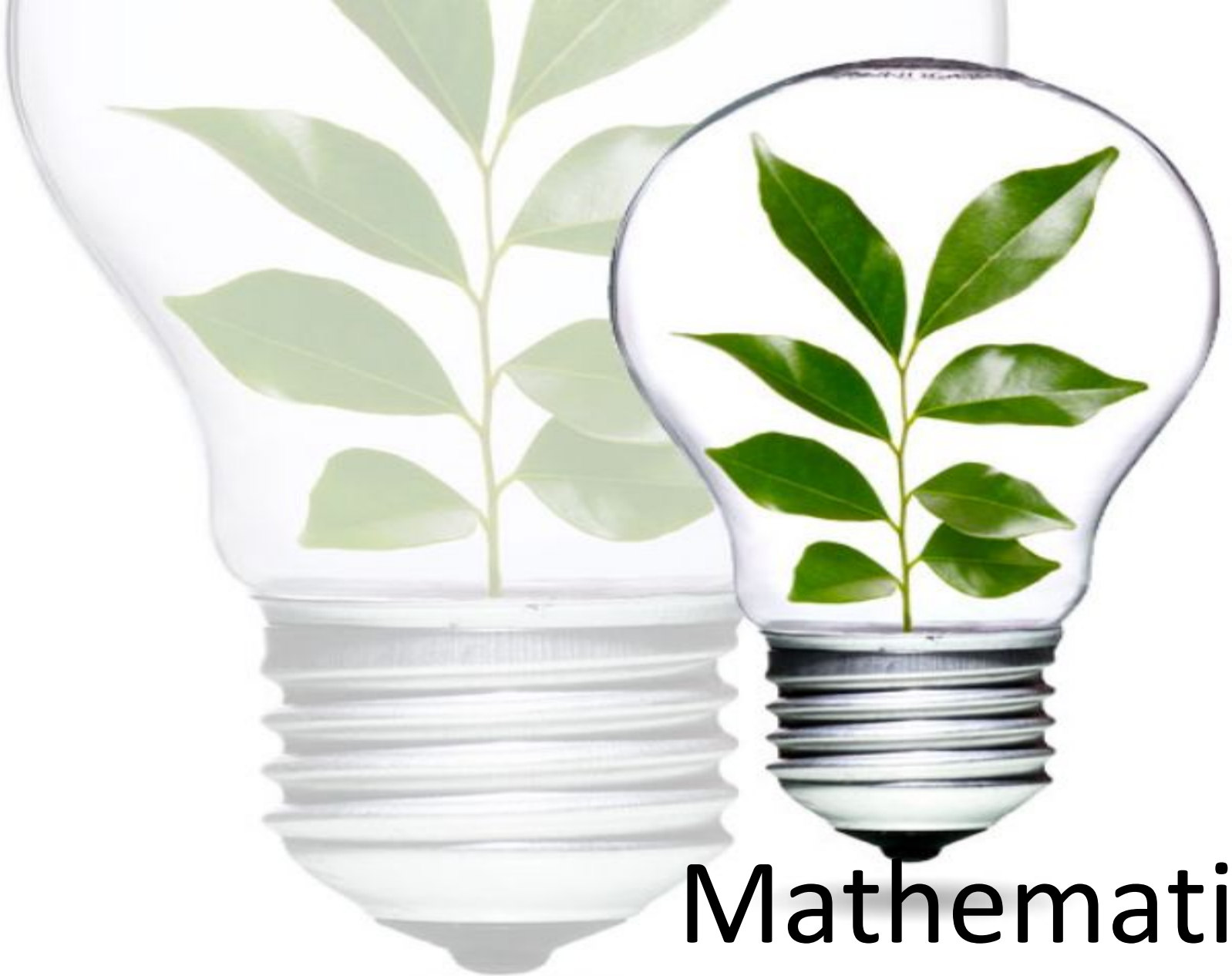






Questions?

English Language Arts - Grade 4



Mathematics - Grade 7

Matrix Data to Course Recommendations

	2nd to 3rd	3rd to 4th	4th to 5th	5th to 6th	6th to 7th	7th to 8th	9th-12th
40%	End of Year Envision	End of Year Envision	3rd grade PSSA	4th grade PSSA	5th grade PSSA	6th grade PSSA	100% - Previous End-of-Course Grade and Teacher Recommendation
30%	Topic Tests	Topic Tests	End of Year Q1, Q2, Q3	End of Year Q1, Q2, Q3	End of Year Q1, Q2, Q3	End of Year Q1, Q2,M, Q3	
20%	STAR 360	STAR 360	STAR 360	STAR 360	STAR 360	STAR 360	
10%	Teacher Attribute	Teacher Attribute	Teacher Attribute	Teacher Attribute	Teacher Attribute	Teacher Attribute	

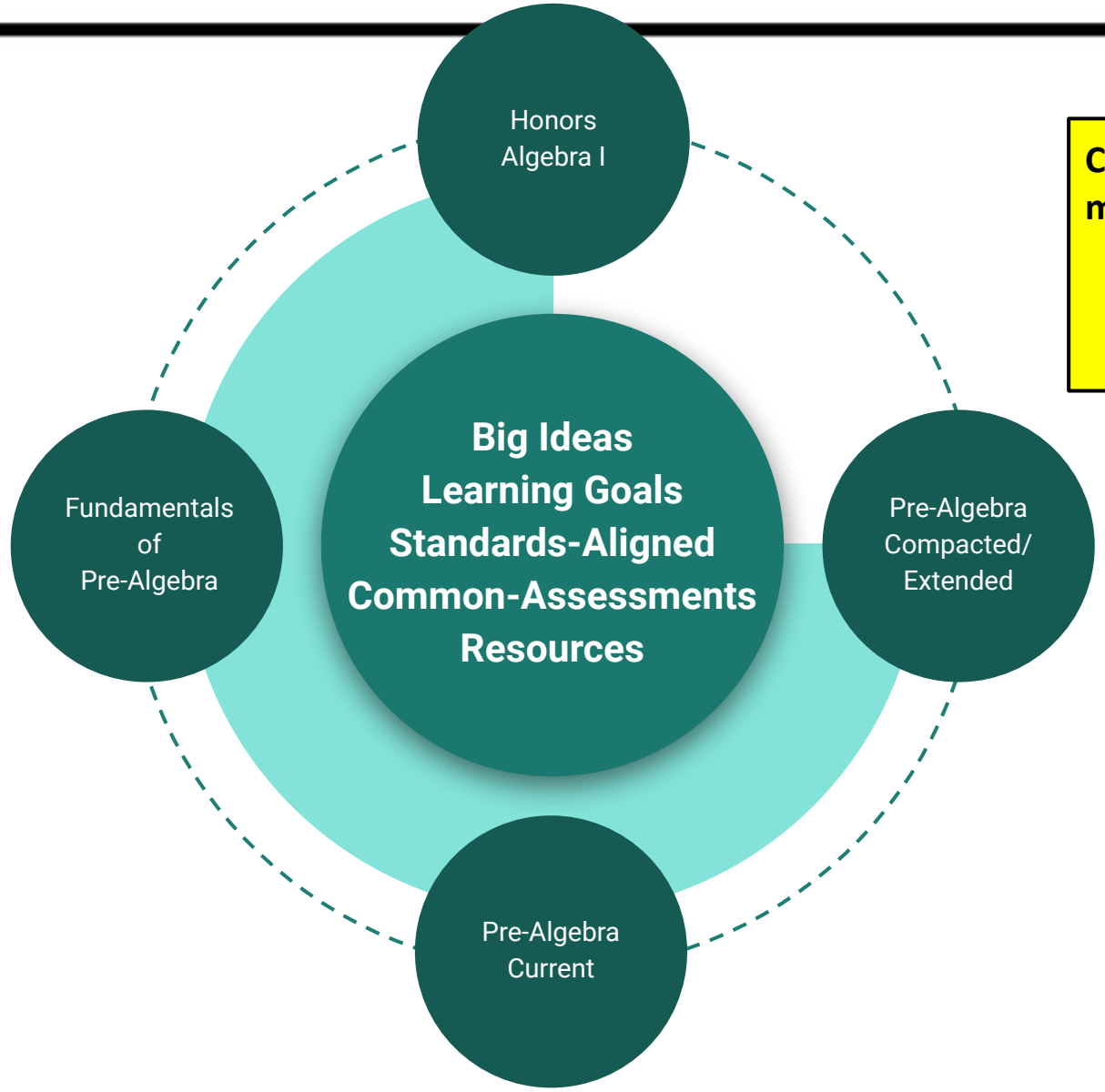
Math Placement Matrix

Math Pathway Options

PRSD Math Pathways

K	1	2	3	4	5	6	7	8	9	10	11	12
Course Level Determination				Course Acceleration								
				Math (5th)	Math (6th)	Pre-Alg	Hon.Alg 1	Hon.Geo	Hon.Alg2 ≥90% in Alg.1	Hon.TIA ≥90% in Geo/Alg.2 ≥80% in Hn.Geo/Hn.Al2	APCalcAB ≥90% in AA&T ≥80% in Hon.TIA APCalcBC ≥90% in Hon.TIA APStats ≥90% in AA&T ≥80% in Hon.TIA	APCalcAB ≥90% in AA&T ≥80% in Hon.TIA APCalcBC ≥90% in Hon.TIA APStats ≥90% in AA&T ≥80% in Hon.TIA
Math K	Math 1	Math 2	Compacted/Extended Pathway									
			Math 3	Math 4	Math 5	Math 6	Pre-Al	Algebra1	Hon.Geo ≥90% in Alg. 1	Hon.Alg2 ≥90% in Alg.1	Hon.Pre-Calc ≥90% in Alg.2 OR ≥80% in Hn.Al2	CHSBusCalc ≥80% in Trig APCalcAB ≥90% in AA&T ≥80% in Hon.TIA APCalcBC ≥90% in Hon.TIA APStats ≥90% in AA&T ≥80% in Hon.TIA
			Current Pathway									
			Math 3	Math 4	Math 5	Math6	Pre-Al	Algebra1	Geometry Alg. 1	Alg2 Alg. 1 & Geom. Or Concurrent w/ Geom.	Pre-Calculus >=80% Alg. 2 or >=70% H.Alg. 2 OR Trig. & Anal. Geom. Geom. & Alg. 2 OR Stats *complete Alg2	CHSBusCalc ≥80% in Trig or BusCalc ≥80% in Trig or Stats *complete Alg2
									Algebra 1	Geometry Alg. 1	Alg2 Alg. 1 & Geom. Or Concurrent w/ Geom.	Pre-Calculus >=80% Alg. 2 or >=70% H.Alg. 2 OR Trig. & Anal. Geom. Geom. & Alg. 2 OR Stats *complete Alg2
							Fund. of Pre-Al	Fund. of Alg. I	Algebra I w/Lab	Geo w/ Lab ≤80% in Alg1	Alg2 w/ Lab Alg. 1 & Geom. Or Concurrent w/ Geom.	

PRSD Written Curriculum - Math (7)



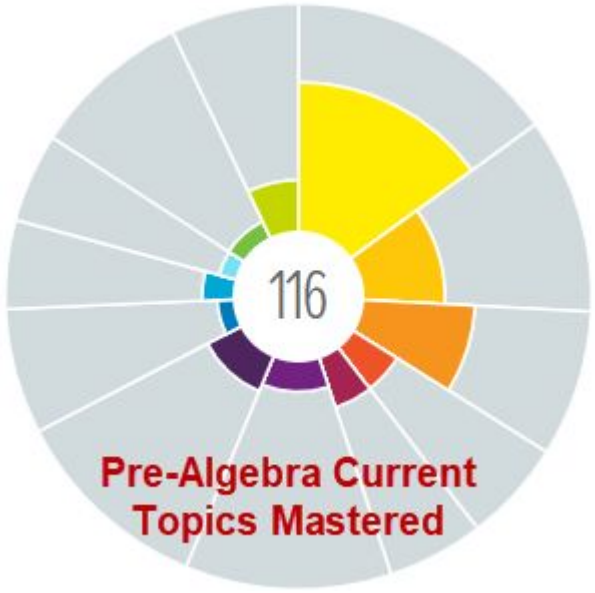
Courses recommended based on math matrix rankings

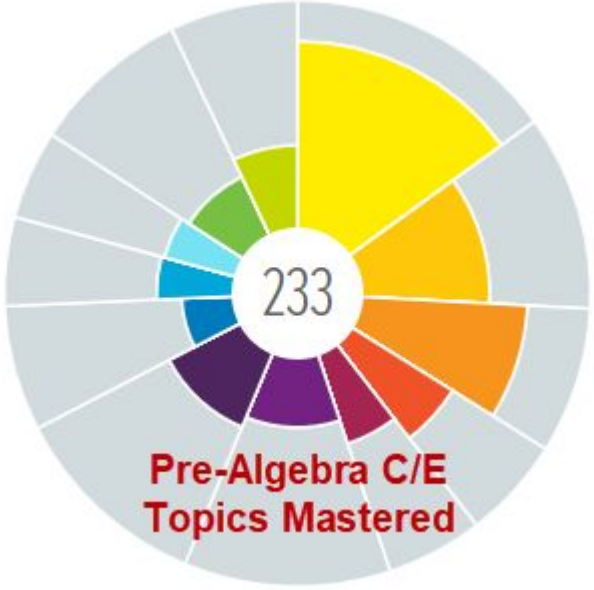
- Natural break points
- Narrows the range of readiness in a classroom

First Common Data Point

Common Resource for Grades K - Geometry (Redbird K-5)

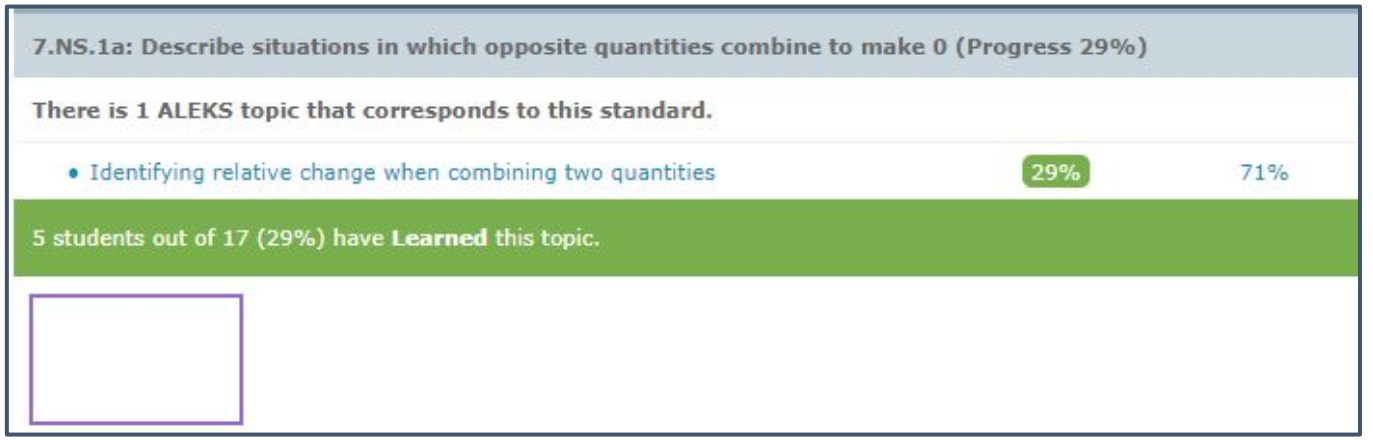
- **A**ssessment and **LE**arning in **K**nowledge **S**paces (**ALEKS**)
  - Math assessment to determine student readiness for a particular math course.

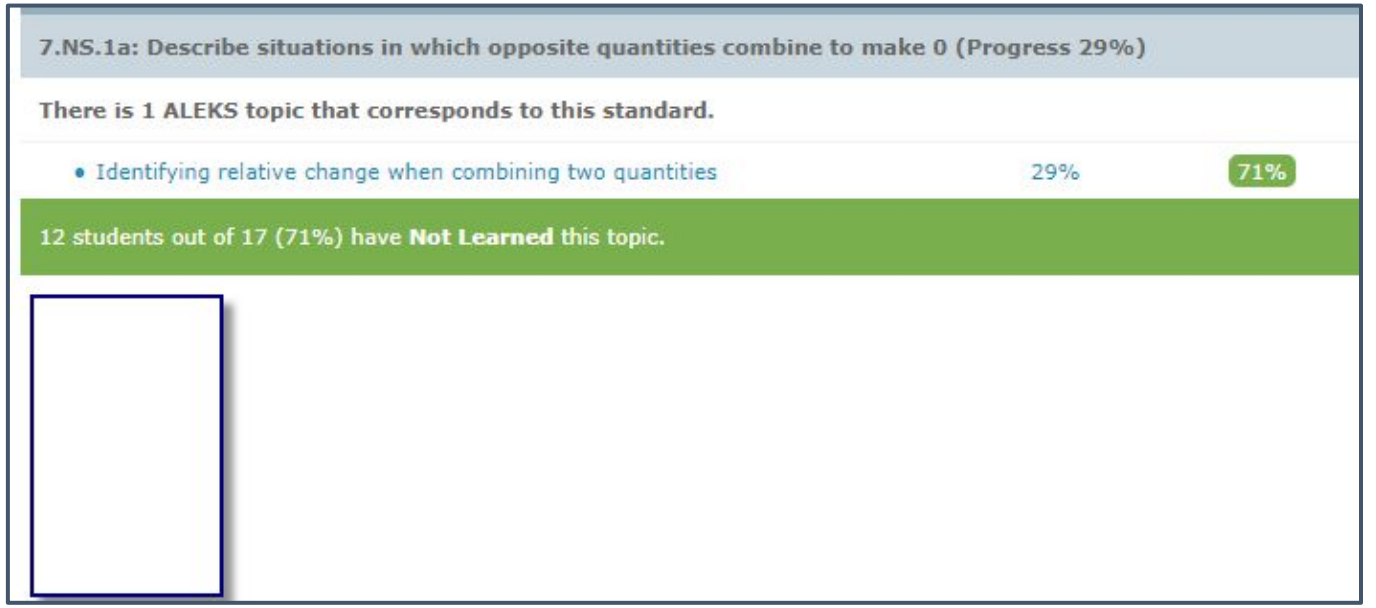




ALEKS in the Classroom

- Topics learned **by class**
  - Informs instruction and curriculum
- Topics learned **by student**
  - Grouping options for enrichment and remediation
- ALEKS + Teacher
  - Prescribes learning paths based on assessment results by class





STAR 360 - Quarterly Assessment





Master Levels by:
Reporting Category -
Class or **Student**

Beginning Developing Secure

STAR 360 In the Classroom

RED: 0-50% Beginning

YELLOW: 60-79% Developing

GREEN: 80-100% Secure

Current	Projected	End of School Year
%	%	**Projected Mastery**

Algebraic Concepts

Domains	Expressions and Equations	
Standards	Students acquire the knowledge	Students acquire the knowledge
	81 82	71 72
	71 78	**59** 67
	82 82	72 72
	77 81	66 71
	75 75	63 63
	82 84	72 75
	70 77	**58** 66
	82 83	72 74
	78 85	67 75
	79 81	69 70
	81 83	71 74
	88 88	80 80
	67 76	**55** 65
	43 65	**33** 53
	79 84	69 74
	71 77	**59** 66
	88 89	79 82
	58 71	**46** 60
	67 77	**55** 66
	68 75	**56** 64
	80 83	70 74
	72 77	61 66

Common Assessments



Name _____ Period _____

Mid-Term Item Analysis and Self Reflection ~ PA and PACE

Part 1

	Fractions	Fractions	Fractions	Fractions	Decimals	Decimals	Decimals	Decimals	Integers	Integers	Integers	Integers	Integers	Integers	Integers
Question	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Topic	F	F	F	F	D	D	D	D	I	I	I	I	I	I	I
Correct?			X	X	X									X	

Part 2

	Algebraic Expressions	Algebraic Expressions	Algebraic Expressions	Properties of Exponents	Properties of Exponents	Scientific Notation	Scientific Notation	Square Roots	Square Roots	Properties	Algebraic Expressions	Integers	Coordinate Plane	Coordinate Plane	Properties of Exponents	Rates and Ratios	Conversions	Proportions
Question	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Topic	A	A	A	PE	PE	SN	SN	SR	SR	AP	A	I	CP	CP	PE	RR	C	PR
Correct?			X			X	X	X									X	

	Scale Maps and Drawings	Scale Maps and Drawings	Proportionality	Proportionality	Similar Figures	Properties of Exponents	Integers	Algebraic Expressions	Conversions	Proportionality	Fractions	Integers	Similar Figures	Proportionality	Fractions and Decimals	Fractions and Decimals	Coordinate Plane	TOTAL SCORE
Question	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	38/50
Topic	S	S	PR	PR	S	PE	I	A	C	PR	F	I	S	PR	FD	FD	CP	
Correct?	X				X		X											76%

Use the "topic codes" above to place each question into the correct box below.

Operations with Real Numbers

	# Correct	# Possible	% Correct
Integers (I)	8	10	80%
Decimals (D)	3	4	75%
Fractions (F)	3	5	60%
Fract-Dec Conv (FD)	2	2	100%
TOTAL	16	21	76%

Proportionality

	# Correct	# Possible	% Correct
Rates and Ratios (RR)	1	1	100%
Proportionality (PR)	5	5	100%
Similarity (S)	2	4	50%
Conversions (C)	1	2	50%
TOTAL	9	12	75%

Algebraic Concepts

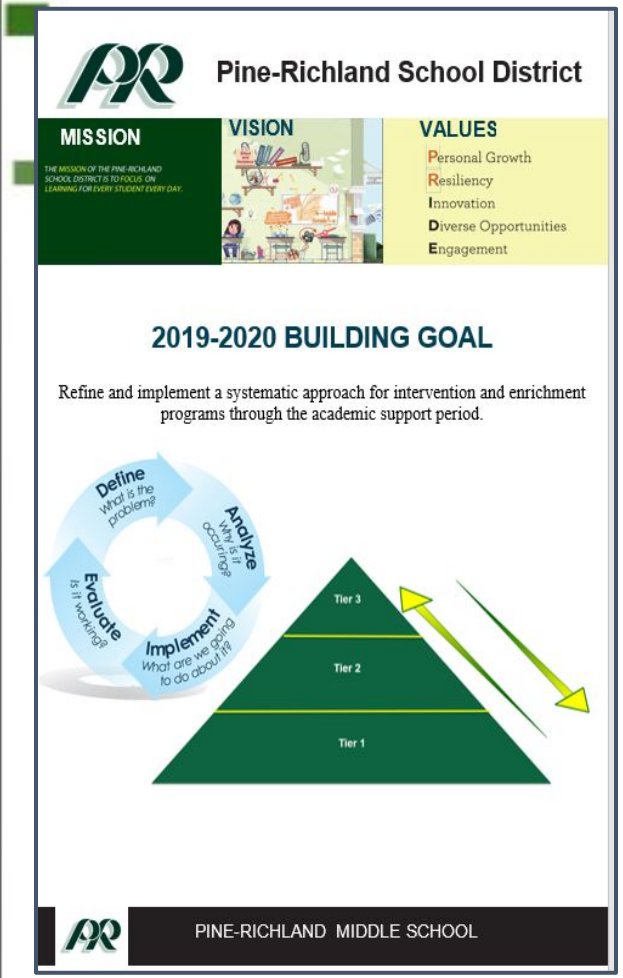
	# Correct	# Possible	% Correct
Simplify or Write (A)	4	5	80%
Properties (AP)	1	1	100%
Coordinate Plane (CP)	3	3	100%
TOTAL	8	9	89%

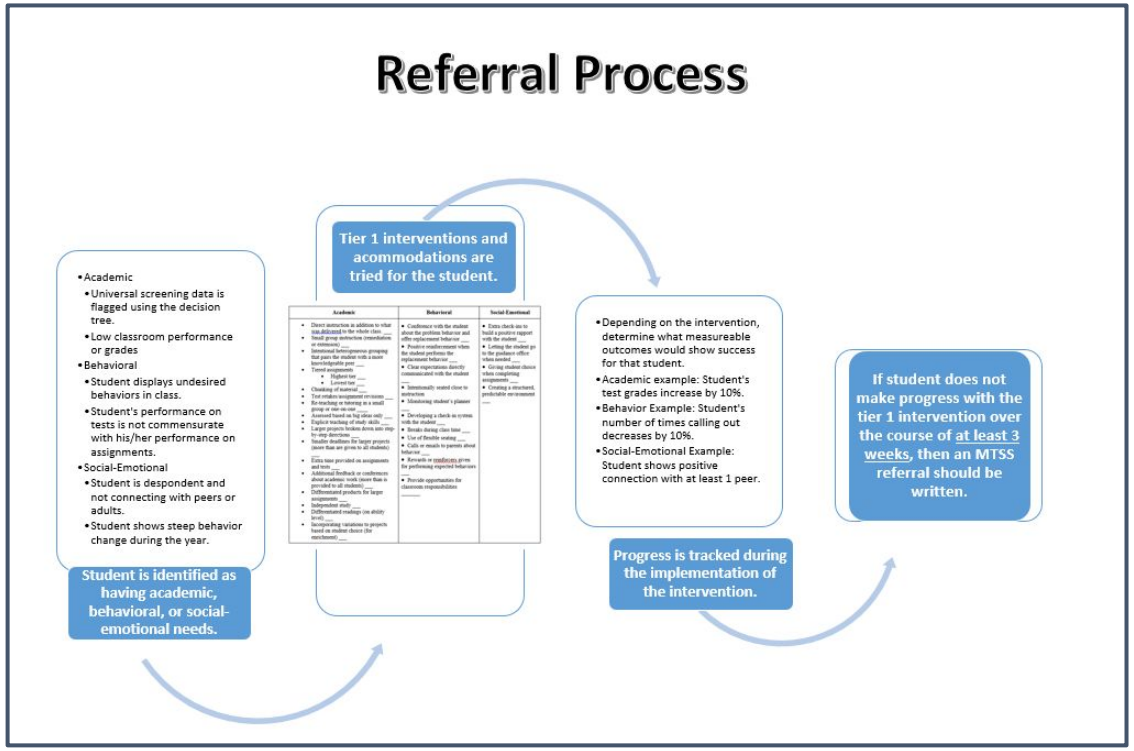
Exponents

	# Correct	# Possible	% Correct
Properties (PE)	4	4	100%
Scientific Notation (SN)	0	2	0%
Square Roots (SR)	1	2	50%
TOTAL	5	8	63%

Parent Signature: _____ **Date:** _____

Academic Support and MTSS



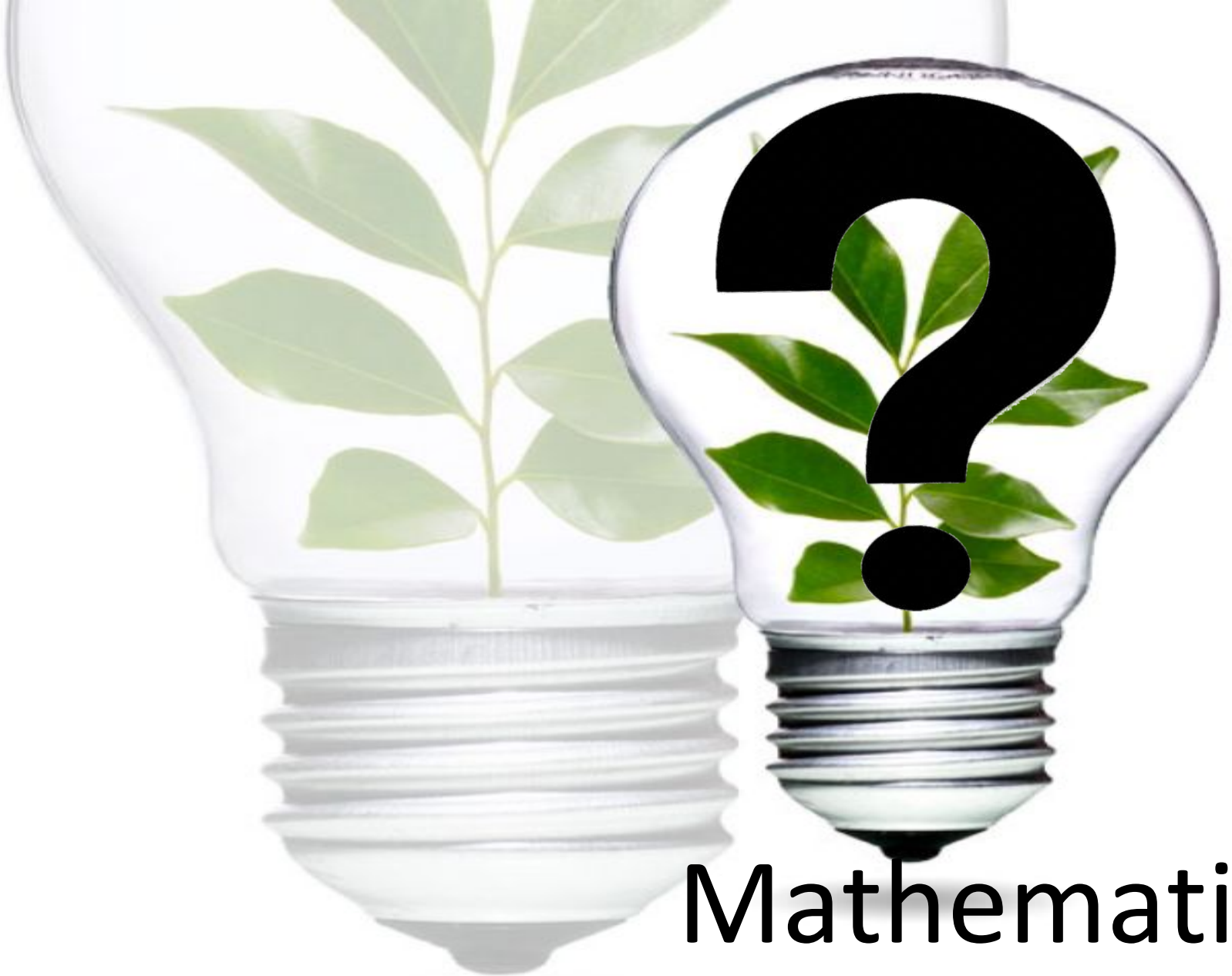




Looking Ahead: PVAAS Projections

- Growth measure
- Probability of proficiency/ advanced
- Predictive measure based on years of PSSA data
- More reliable than a single year PSSA score

	Previous PSSA Scores	Probability of **Proficiency** on 7th Grade PSSA Math Test	Probability of **Advanced** on 7th Grade PSSA Math Test
Student A	5th Grade: Advanced 4th Grade: Proficient 3rd Grade: Advanced	82.9	16.8
Student B	5th Grade: Advanced 4th Grade: Advanced 3rd Grade: Advanced	99.9	98.2
Student C	5th Grade: Basic 4th Grade: Basic 3rd Grade: Proficient	29.2	0.7



Questions?

Mathematics - Grade 7



Biology - Grade 9

Data for Course Recommendations

- **8th Grade Course Grades**
- **Teacher Recommendation**
  - PVAAS Projections
  - CDT Results
  - Mid-Term Exams

Freshman
Course
Honors Biology
Science Pathway Options
Academic Biology
Biology
Earth Science

Course Title:	Honors Biology	Credit Value:	1.0
Course Number:	103220	Term(s) Offered:	Full Year
Prerequisite(s):	Completion of Compacted Extended Science 8 with a 90% or higher and teacher recommendation	Open to Grades:	9
Career Cluster(s):	Agriculture, Food and Natural Resources Architecture and Construction Arts, Audio/Video Technology and Communications Business Management and Administration Education and Training Finance Government and Public Administration Health Science		Hospitality and Tourism Human Services Information Technology Law, Public Safety, Corrections and Security Manufacturing Marketing Science, Technology, Engineering and Mathematics Transportation, Distribution and Logistics

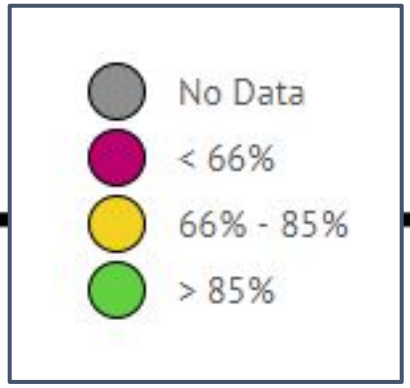
Course Title:	Academic Biology	Credit Value:	1.0
Course Number:	103210	Term(s) Offered:	Full Year
Prerequisite(s):	For 9th grade: Completion of Compacted Extended Science 8 with an 80% or higher For 10th grade: Completion of previous science course with an 80% or higher	Open to Grades:	9, 10
Career Cluster(s):	Agriculture, Food and Natural Resources Architecture and Construction Arts, Audio/Video Technology and Communications Business Management and Administration Education and Training Finance Government and Public Administration Health Science		Hospitality and Tourism Human Services Information Technology Law, Public Safety, Corrections and Security Manufacturing Marketing Science, Technology, Engineering and Mathematics Transportation, Distribution and Logistics

PVAAS Keystone Exam Predictions

Benchmark Score USA TestPrep	Projected State Percentile	Probability of Scoring in the Indicated Performance Level (or above)
1450	45	25.3
1415	65	68.9
1535	71	81.6
1415	29	6.9
1385	83	97
1465	64	67
1480	70	81.1
1385	10	1.2
1330	42	20
1565	84	97.4
1565	77	90.8
1585	67	74
1500	47	29.7
1500	57	50
1450	61	59.4
1450	72	82.5
1400	38	14.8
1465	46	26.7
1520	54	43.4

- **Benchmark Assessment Compared to PVAAS Projections**
- **Most Align**
  - Opportunity to Further Investigate for Those that do not Align
    - Effort
    - One data point (USA Test Prep)
    - PVAAS Projections (Multiple Data Points)
- **Student Goal Setting**

First Common Data Point



Green Dot Challenge
By Student and By Class

Progress Report

Switch Test

Period 1 - Biology 2020

Your progress report shows cumulative data to help identify areas of strength and weakness using our Dot Rank system.

+ Search

Class Dot Rank | Student Dot Rank | Graphs

Basic Biological Principles

		Dot Rank	Click to Assign
1	(BIO.A.1.1.1) Describe Life Characteristics	53% (27/51)	
2	(BIO.A.1.2.1) Compare Structures	-	
3	(BIO.A.1.2.2) Describe Organization	-	
	Reporting Category Totals	53% (27/51)	

The Chemical Basis for Life

		Dot Rank	Click to Assign
1	(BIO.A.2.1.1) Water Properties	47% (8/17)	
2	(BIO.A.2.2.1) Carbon	-	
3	(BIO.A.2.2.2) Macromolecules	-	
4	(BIO.A.2.2.3) Compare Carbohydrates	31% (16/51)	
5	(BIO.A.2.3.1) Enzyme Role	-	
6	(BIO.A.2.3.2) Enzyme Function	50% (17/34)	
	Reporting Category Totals	40% (41/102)	

Progress Report

Switch Test

Honors Biology 2020-2021

Your progress report shows cumulative data to help identify areas of strength and weakness using our Dot Rank system.

+ Search

Class Dot Rank | Student Dot Rank | Graphs

Basic Biological Principles

		Dot Rank	Click to Assign
1	(BIO.A.1.1.1) Describe Life Characteristics	71% (96/135)	
2	(BIO.A.1.2.1) Compare Structures	-	
3	(BIO.A.1.2.2) Describe Organization	-	
	Reporting Category Totals	71% (96/135)	

The Chemical Basis for Life

		Dot Rank	Click to Assign
1	(BIO.A.2.1.1) Water Properties	51% (23/45)	
2	(BIO.A.2.2.1) Carbon	-	
3	(BIO.A.2.2.2) Macromolecules	-	
4	(BIO.A.2.2.3) Compare Carbohydrates	34% (46/135)	
5	(BIO.A.2.3.1) Enzyme Role	-	
6	(BIO.A.2.3.2) Enzyme Function	68% (61/90)	
	Reporting Category Totals	48% (130/270)	

Common Assessments

Common unit assessments, midterms and finals are given within the different levels of biology.

Results from common assessments drive the following:

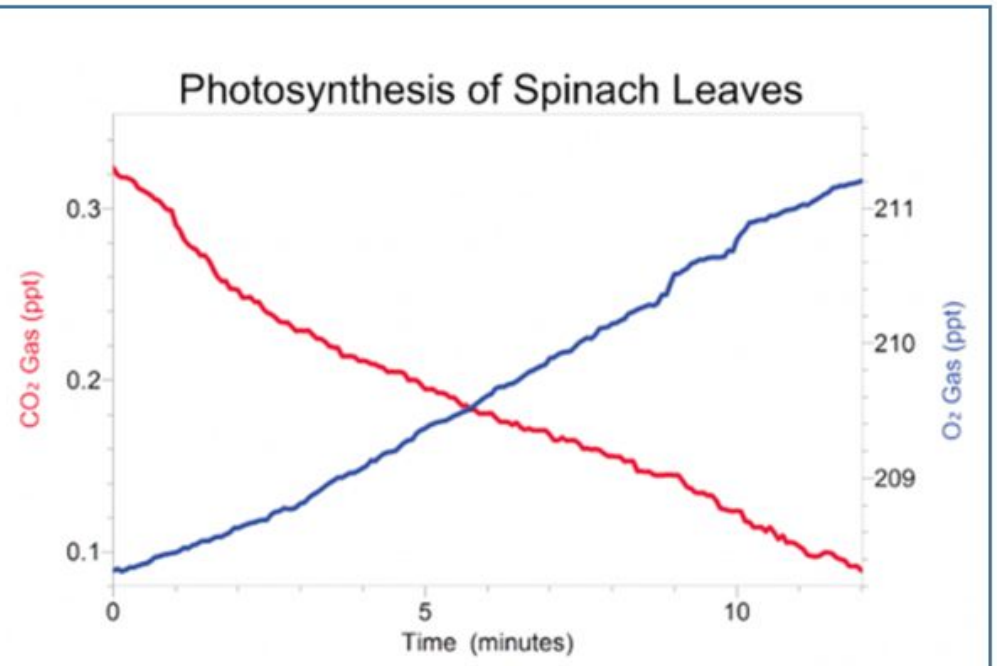
- Daily warm-ups in class: focus on both content and skills
- Review content for next unit exams

Starting 2020 - 2021:

Additional USA Test Prep assessments will be given at the end of each quarter reflecting only the Keystone modules taught in that quarter.

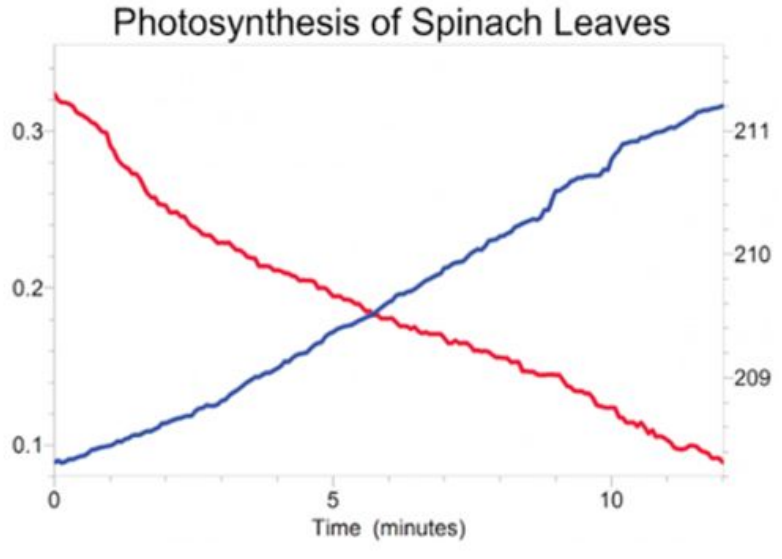
- Results of these assessments will be used to help students prepare for Keystone exams (remediation in USA TP/Keystone Readiness)

Sample Warm-Up - Content and Skill



a. **Identify** the variables being measured in this experiment.

b. **Describe** what the graph tells you about photosynthesis.



a. Based on your knowledge of photosynthesis, **identify** the gas measured by each line.

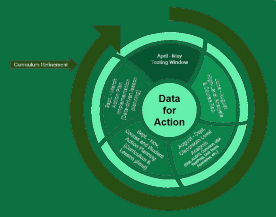
b. **Label** the y-axes of the graph.

c. **Predict** the approximate level of each gas at 20 minutes.

More Data = Clearer Picture (Class and Student)

01

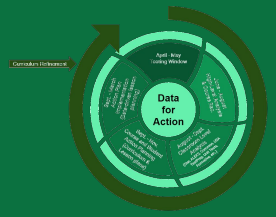
Benchmark Assessment
Formative Assessments
Summative Assessments
Common Assessments



- **Curriculum**
  - Modifications to pace and scope and sequence
    - Keystone data results (lag data) guide adjustments
  - Resource: Incorporation of Individualized USATestPrep remediation

02

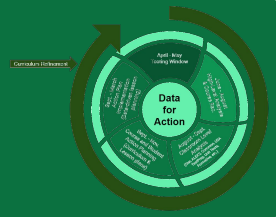
Benchmark Assessment
Formative Assessments
Summative Assessments
Common Assessments



- **Classroom Lesson Plans**
  - Refined based on assessment data
  - Strategic and focused to individual and class specific needs
  - Driven to student understanding

03

Benchmark Assessment
Formative Assessments
Summative Assessments
Common Assessments



- **Individual Student Plans**
  - Each student has specific areas of focus as determined by yearly assessment data
  - Targeted classroom guidance through **student goals**
  - Individualized intervention program

Data In the Classroom

All students are participating in the same activity in order to solve the same problem

Problem: How does nature select specific traits that promote survival?

Students in Group 1

Higher reading / writing readiness

Students are able to write conclusions with minimal support

Problem: How does nature select for specific traits that promote survival?

Conclusion Paragraph: Make sure you include the unit vocabulary terms in your conclusion.

- **Introduction:**
  - Goal? (What is your claim?)
  - What did you do to gather evidence?
- **Body:**
  - Observations:
    - How did the food source influence selection?
  - Results
    - Which species were advantageous? When?
  - Outliers/Inconsistent Data?
- **Conclusion:**
  - What did you learn?
  - Can you address the problem?
  - Discuss how nature may have selected differently if the rainy season occurred before the plague of mice.

Problem: How does nature select for specific traits that promote survival?

Define each of the following terms. Each one MUST show up in one section of your conclusion. • Adaptation • Advantage • Evolution • Natural selection • Promote survival • Descent with modification	Write your notes / rough draft in this column:
Introduction: 2 Sentences (minimum) What was your goal? (State your claim) Describe the procedures you followed to gather evidence?	
Body: 3-4 Sentences (minimum) Discuss your observations. • How did the food source influence selection (think about which seeds were hardest to pick up with which tools)? Show the audience your results • Which species were advantageous? When? Discuss your errors: • Did you have outliers/Inconsistent Data?	
Conclusion: 3-4 sentences (minimum) Using the evidence from this lab, discuss the problem: How does nature select for specific traits that promote survival? Discuss how nature may have selected differently if the rainy season occurred before the plague of mice.	
Put it all together: 1. Have your rough draft ideas checked by the teacher. 2. Use your definitions to decide where your vocabulary terms should be included. 3. Use your rough draft sentences to write your conclusion paragraph for the lab.	

Students in Group 2

Emerging reading / writing skills

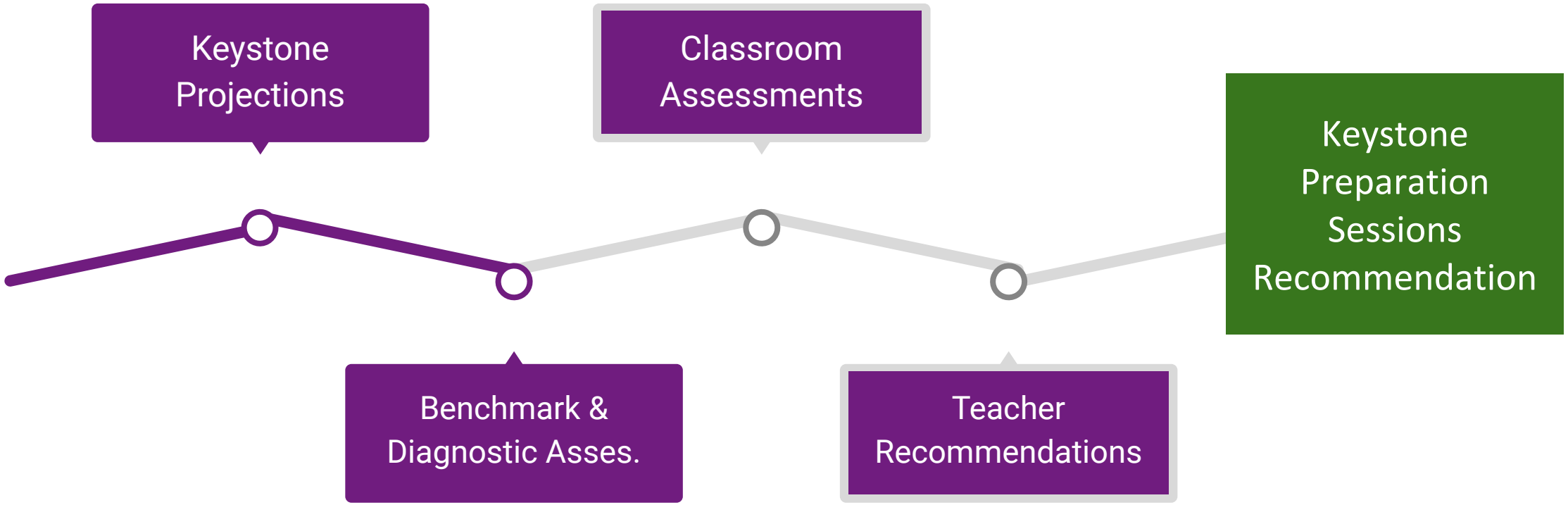
Students require more guidance on how to communicate results and how to transfer ideas into a cohesive conclusion

Students self-assessed their skill level and shared their ideas on group placement with the teacher.

Teacher finalized groups based on student assessment and current English or Reading courses.

Keystone Preparation (IDPR)

Recommendation 6: Revise Science Pathways to strengthen and expand opportunities for students to be appropriately challenged in courses within each pathway.



Keystone Preparation (IDPR)

Recommendation 6: Revise Science Pathways to strengthen and expand opportunities for students to be appropriately challenged in courses within each pathway.

2018 - 2019	2019-2020	2020-2021
• Program ran after school one day per week from Feb. to May • Attendance dropped sharply after the start of spring sports	• Program was moved to weekly activity period • Attendance almost doubled for in-school program • One week in before COVID shutdown	• Program will be virtual • Teacher created interactive podcasts for each unit • Will be monitored by biology teachers • Module-specific breakout groups



Post Keystone Process

(Students scoring below proficient)

Data Guiding Keystone **Supplemental Course**

- **All students scoring below basic or low in basic on their first attempt are eligible for enrollment in this course.**
- **Once enrolled in the course, baseline testing data guides instruction for students.**

- **Through IDPR the following changes were made:**
  - Shortened to a semester course
  - Graded on standard grading scale
  - Students that successfully complete the course and/or successfully complete another attempt on the Keystone exam will meet the PR graduation requirement.

Biology Support in Chemistry

- **Focus in chemistry is on test taking skills that will help students with Keystone exams and AP exams.**
- **"Keystone style" wording is used and discussed in lab analysis and assessments when possible.**
- **Asynchronous USA TestPrep Course**

Examples:

A match is lit and placed into an Erlenmeyer flask and a peeled, hard boiled egg is placed on top of the flask. **Describe** what happens to the lit match and the egg. **Explain** why this happens.

Discuss the relationship between empirical and molecular formulas.

Compare and contrast Thomson's model of the atom and Rutherford's model of the atom.



Questions?

Biology - Grade 9

Growing Ideas - Impacting Learning

Discussion & Questions

