

**Student Performance Data and Action Plans**

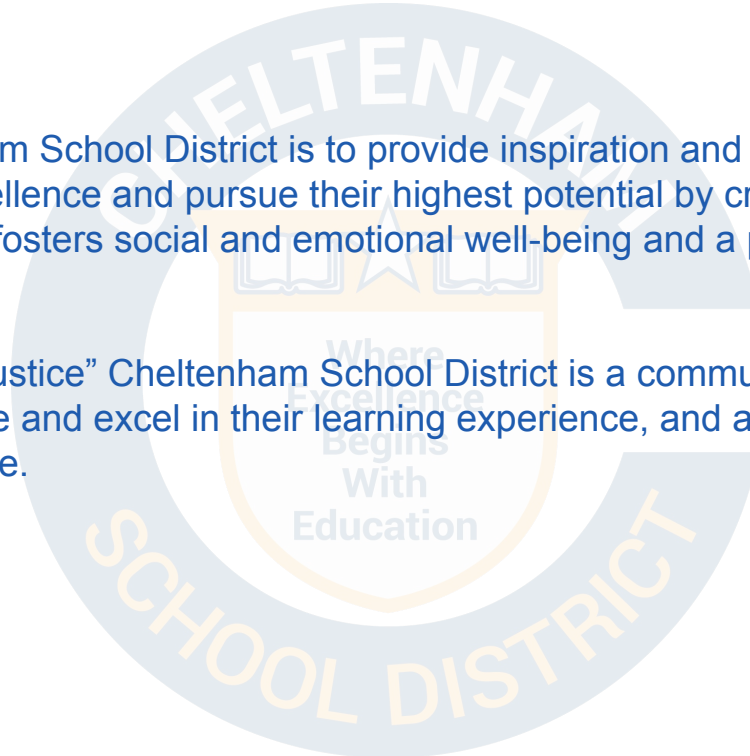
Education Affairs  
November 28, 2023  
7:00pm

## **Mission Statement**

The mission of Cheltenham School District is to provide inspiration and resources for every student to achieve academic excellence and pursue their highest potential by creating an equitable and inclusive community that fosters social and emotional well-being and a passion for learning.

## **Vision Statement**

“Belong, Engage, Seek Justice” Cheltenham School District is a community where all students know they belong, engage and excel in their learning experience, and are prepared to act as champions of social justice.



- 1) Data Analysis for Continuous School Improvement and Professional Learning
- 2) Data and Goals
- 3) Questions
- 4) School Based Data and Action Plans
- 5) Final Questions

Note: Appendix 1: Glossary of acronyms  
Appendix 2: High School Accountability - additional details

**DATA ANALYSIS FOR CONTINUOUS  
SCHOOL IMPROVEMENT**

Where  
Every  
Begin  
With  
Education  
**AND**

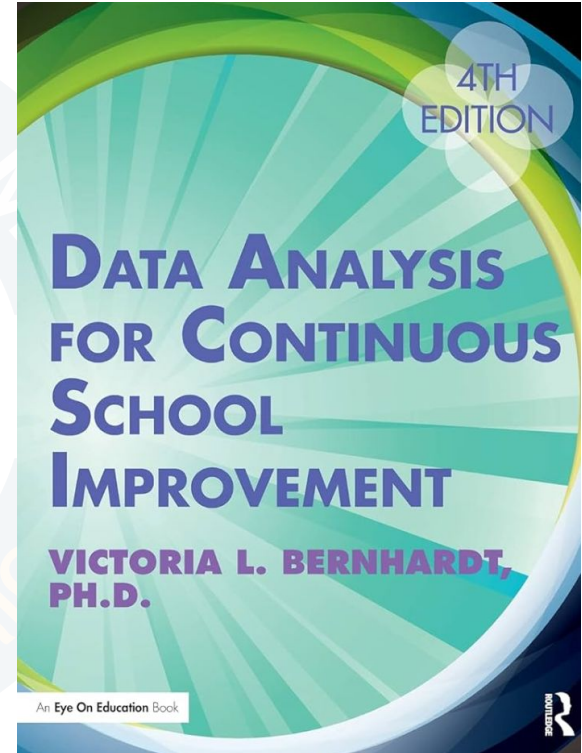
**PROFESSIONAL LEARNING**

## INTRODUCTION

CSD has partnered with Dr. Victoria Bernhardt's *Education for the Future Initiative* (EFI)

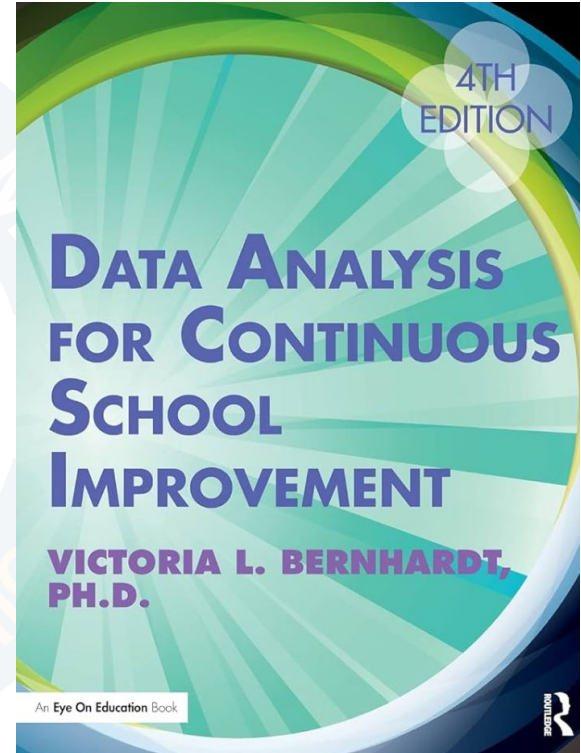
- EFI is non-profit that helps schools build capacity to use data to improve learning for all students
- Dr. Bernhardt is a preeminent voice in the use of data to improve schools, has authored over 20 books on the subject, and is Professor Emeritus at California State University.

EFI was selected for its holistic approach to data driven organizational decision making, and their work aligning CSI processes to the specific needs of Pennsylvania school districts



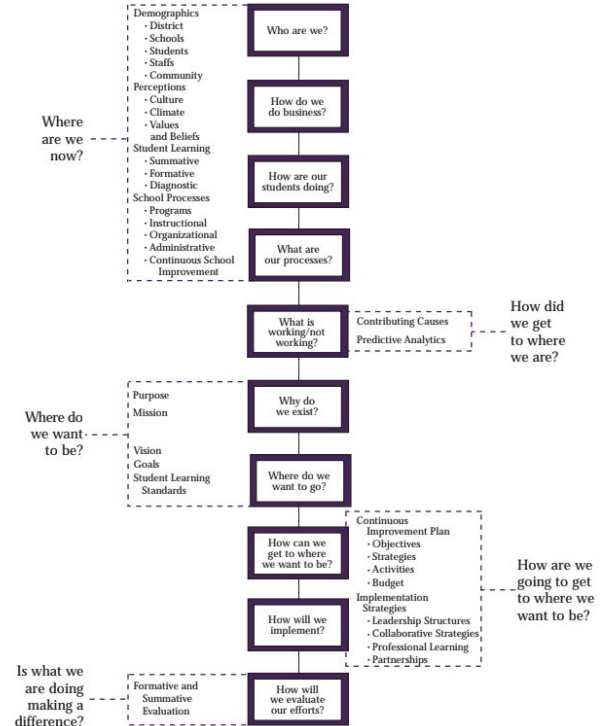
## WHY this approach?

If our sole school improvement strategy is *reacting to negative test results*, anything not traditionally tested is marginalized.



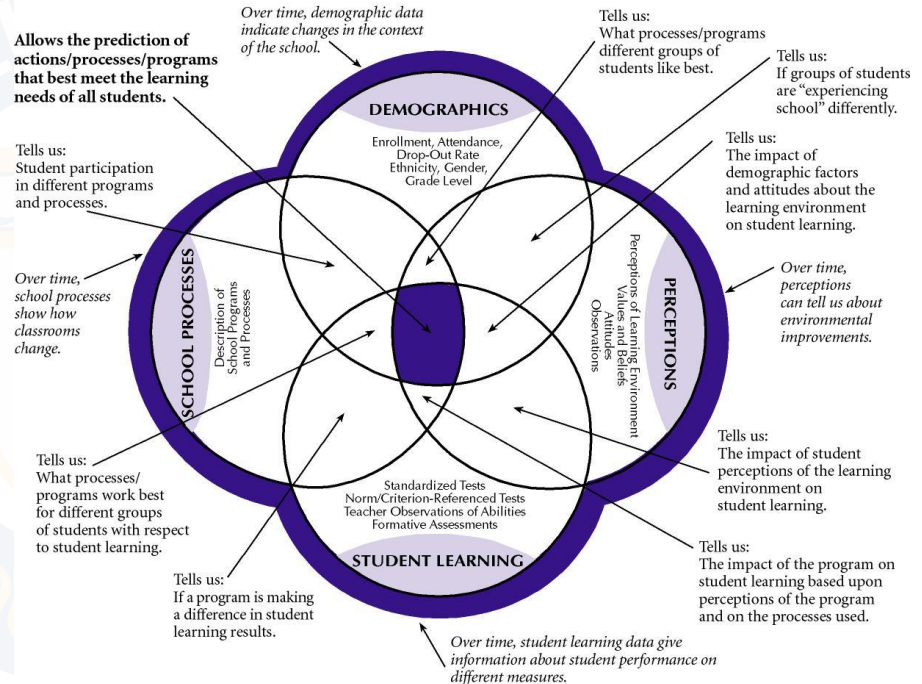
## HOW are we using data to make continuous improvements to our schools that are holistic?

### DATA ANALYSIS FOR CONTINUOUS SCHOOL IMPROVEMENT



## WHAT our holistic and data centered approach looks like (part 1)

### Multiple Measures of Data





## WHAT our holistic and data centered approach looks like (part 2)

Program Evaluation Tool, please list the program or process to be evaluated:

Needs Assessment	Purpose		Participants	Implementation		Results	
<i>What are your data telling you about the need for the program or process?</i>	<i>What is the purpose of the program or process?</i>	<i>What are the intended outcomes?</i>	<i>Who is the program/process intended to serve?</i>	<i>How should the program/process be implemented with integrity and fidelity to ensure attainment of intended outcomes?</i>	<i>How is implementation being monitored?</i>	<i>How will results be measured?</i>	<i>What are the results?</i>
			<i>Who is being served? Who is not being served?</i>		<i>How should implementation be monitored?</i>		
					<i>To what degree is the program being implemented with integrity and fidelity?</i>		
<p><b>Implications for the Continuous Improvement Plan:</b> Describe big picture next steps that result from the work above.</p>							

## WHEN our Continuous School Improvement work happens

**July 2023**

Su	M	T	W	Th	F	S
						1
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23	24	25	26	27	28	29
30	31					

**August 2023**

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27	★	29	30	31		

**September 2023**

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**October 2023**

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22	23	24	25	26	27	28
29	30	31				

**November 2023**

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26	27	28	29	30		

**December 2023**

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31						

**January 2024**

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28	29	30	31			

**February 2024**

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25	26	27	28	29		

**March 2024**

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**April 2024**

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28	29	30				

**May 2024**

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26	27	28	29	30	31	

**June 2024**

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9	10	★	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						



### Cheltenham School District 2023-2024 Academic Calendar

- July 3-4 Independence Holiday – Offices Closed
- Aug 14-17 New Teacher Induction
- Aug 22 All Staff – Prof. Development Days \*1
- Aug 23 Teachers & Paraprofessionals Prof. Development Days \*2
- Aug 24 In-Service/Day 1 Conferences
- Aug 25 Schools Closed/Offices Open
- Aug 28 1<sup>st</sup> Day of School
- Sept 1 Schools Closed/Offices Open
- Sept 4 Labor Day – Schools/Offices Closed
- Sept 5 Yom Kippur – Schools/Offices Closed
- Oct 9 Professional Development Day \*4
- Oct 10 Professional Development Day \*5
- Nov 7 Holiday Dismissal K-8
- Nov 20 \*Evening Report Card Conferences
- Nov 21 Parent/Teacher Conferences – No Classes K-8
- Nov 22 Holiday Dismissal
- Nov 22 Parent/Teacher Conferences – No Classes K-12
- Nov 23-24 Thanksgiving – Schools/Offices Closed
- Dec 22 Holiday Dismissal K-12
- Dec 25-26 Winter Break – Schools/Offices Closed
- Dec 27-29 Winter Break – Schools Closed/Offices Open
- Jan 1 Winter Break – Schools/Offices Closed
- Jan 15 MLK Day of Service – Schools/Offices Closed
- Feb 16 Professional Development Day \*6
- Feb 19 Presidents' Day – Schools/Offices Closed
- Mar 26 Holiday Dismissal
- Mar 27-28 Spring Break – Schools Closed/Offices Open
- Mar 29 Spring Break – Schools/Offices Closed
- Apr 1 Spring Break – Schools Closed/Offices Open
- Apr 23 Professional Development Day \*7
- May 27 Memorial Day – Schools/Offices Closed
- Jun 5 CHS Graduation
- Jun 11 Last Student Day (4 snow days included)
- Jun 12 & 13 PD/In-Service Day \*8 & \*9
- Jun 13 Last Teacher Day (4 snow days included)
- Jun 19 Juneteenth Holiday – Offices Closed

★ First and Last Day of School

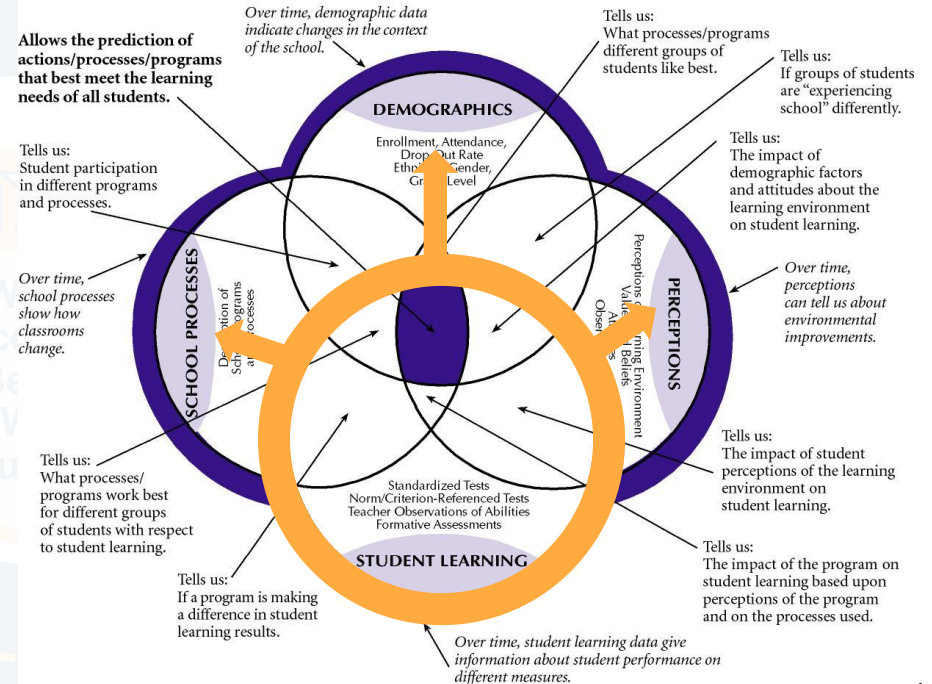
Yellow	Schools and Offices Closed
Light Blue	Teacher/Staff Professional Development – No Classes
Red	In-Service – No Classes
Dark Blue	Schools Closed/Offices Open
Red Circle	Early Dismissal Wednesdays
Green	Gr K-6: 2:00 p.m.   Gr 7-8: 1:30 p.m.   Gr 9-12: 12:50 p.m.
Light Green	No Classes K-8 Parent/Teacher Conferences
Light Blue	No Classes K-12 Parent/Teacher Conferences
Light Green	CHS Graduation
Light Blue	Induction
Light Green	Administrator Work Day
Light Blue	Act 80 Days (2023) – 8/22, 8/23, 10/9, 11/7, 11/21, 11/22
Light Blue	Act 80 Days (2024) – 2/16, 4/23
Light Green	Student Days: 184 (4 snow days included)
Light Green	Teacher Days: 194 (4 snow days included)

School Board Approved 1/10/2023

## Regarding Today's Presentation

- The Continuous School Improvement (CSI) process is an ongoing, yearlong process
- We have not yet completed the CSI process
- Tonight's presentation is centered on Student Learning Data (performance) alone. Future presentations will share with the community the full CSI approach

## Multiple Measures of Data



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**DATA AND GOALS**

- Source
  - Future Ready PA Index from PA Dept. of Ed.
  - Every Student Succeeds Act (ESSA) from U.S. Dept. of Education
- School Performance
- Statewide Average
- Statewide Goal (2033)
  - Accountability Indicators
  - Yearly Interim Targets

Subject	Interim Target (2024)	Long Term Goal (2033)
ELA	70.3%	81.1%
Mathematics	55.8%	71.8%
Science	73.1%	83.0%

## 2033 State ESSA Goals

Student Groups	English Language Arts: Baseline Data	Measures of Interim Progress - English Language Arts															
		2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033
All Students	<b>61.6</b>	62.9	64.2	65.5	66.7	67.9	69.1	70.3	71.5	72.7	73.9	75.1	76.3	77.5	78.7	79.9	81.1
White	<b>69.4</b>	70.4	71.4	72.4	73.4	74.4	75.4	76.4	77.4	78.4	79.4	80.4	81.3	82.2	83.1	84	85
African-American/Black	<b>35.9</b>	38	40.1	42.2	44.3	46.4	48.4	50.4	52.4	54.4	56.4	58.4	60.4	62.4	64.4	66.4	68.4
Hispanic	<b>40</b>	41.9	43.8	45.7	47.6	49.5	51.4	53.3	55.2	57.1	59	60.8	62.6	64.4	66.2	68	69.9
Asian (not Hispanic)	<b>77.9</b>	78.7	79.5	80.3	81.1	81.9	82.6	83.3	84	84.7	85.4	86.1	86.8	87.5	88.2	88.9	89.6
American Indian or Alaskan Native	<b>55.3</b>	56.7	58.1	59.5	60.9	62.3	63.7	65.1	66.5	67.9	69.3	70.7	72.1	73.5	74.8	76.1	77.4
Multi-Racial (not Hispanic)	<b>55</b>	56.4	57.8	59.2	60.6	62	63.4	64.8	66.2	67.6	69	70.4	71.8	73.2	74.5	75.8	77.1
Hawaiian Native/Pacific Islander	<b>70</b>	71	72	73	74	75	76	77	78	79	80	81	81.9	82.8	83.7	84.6	85.6
Students with Disabilities	<b>25.3</b>	27.7	30.1	32.5	34.9	37.3	39.7	42.1	44.5	46.8	49.1	51.4	53.7	56	58.3	60.6	63
English Learners	<b>11.7</b>	14.5	17.3	20.1	22.9	25.7	28.5	31.3	34.1	36.9	39.7	42.4	45.1	47.8	50.5	53.1	55.9
Economically Disadvantaged	<b>43.9</b>	45.7	47.5	49.3	51.1	52.9	54.7	56.5	58.3	60.1	61.9	63.7	65.5	67.3	69	70.7	72.5

Student Groups	Language Arts: Baseline Data						Measures of Interim Progress			English Language Arts						
	2018	2019	2020	2021	2022	2023	2024	2025	2027	2028	2029	2030	2031	2032	2033	
All Students	61.6	62.9	64.2	65.5	66.7	67.9	69.1	70.3	71.5	73.9	75.1	76.3	77.5	78.7	79.9	81.1
White	69.4	70.4	71.4	72.4	73.4	74.4	75.4	76.4	77.4	79.4	80.4	81.3	82.2	83.1	84	85
African-American/Black	35.9	38	40.1	42.2	44.3	46.4	48.4	50.4	52.4	56.4	58.4	60.4	62.4	64.4	66.4	68.4
Hispanic	40	41.9	43.8	45.7	47.6	49.5	51.4	53.3	55.2	59	60.8	62.6	64.4	66.2	68	69.9
Asian (not Hispanic)	77.9	78.7	79.5	80.3	81.1	81.9	82.6	83.3	84	85.4	86.1	86.8	87.5	88.2	88.9	89.6
American Indian or Alaskan Native	55.3	56.7	58.1	59.5	60.9	62.3	63.7	65.1	66.5	69.3	70.7	72.1	73.5	74.8	76.1	77.4
Multi-Racial (not Hispanic)	55	56.4	57.8	59.2	60.6	62	63.4	64.8	66.2	69	70.4	71.8	73.2	74.5	75.8	77.1
Hawaiian Native/Pacific Islander	25.3	27.7	30.1	32.5	34.9	37.3	76	77	78	49.1	51.4	53.7	56	58.3	60.6	63
Students with Disabilities	11.7	14.5	17.3	20.1	22.9	25.7	39.7	42.1	44.5	39.7	42.4	45.1	47.8	50.5	53.1	55.9
English Learners	43.9	45.7	47.5	49.3	51.1	52.9	28.5	31.3	34.1	61.9	63.7	65.5	67.3	69	70.7	72.5
Economically Disadvantaged							54.7	56.5	58.3							



## **Factors informing the design of the 2023-2024 targets:**

- Benchmark performance
- Performance and growth on PSSA and Keystone Exams (historical and predictive)
- Goal of continuous school improvement
- Other considerations
  - Lingering effects of Covid-19 (“banked” data)
    - High School accountability
  - Changes to the standards (STEELS)
  - Changes to the assessments



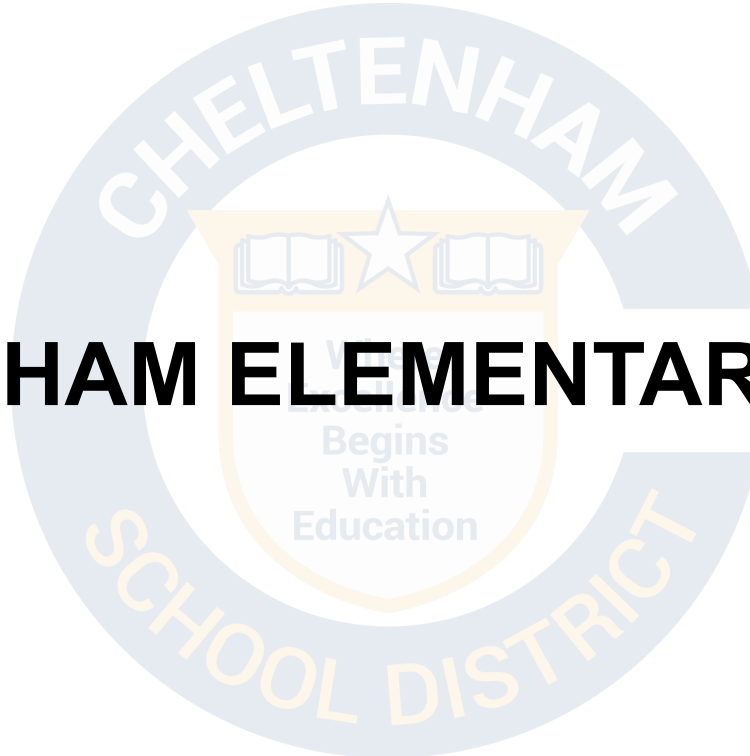
# QUESTIONS



**SCHOOL-BASED DATA  
and  
ACTION PLANS**

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**CHELTENHAM ELEMENTARY SCHOOL**



	3rd Grade PSSA ELA	3rd Grade PSSA Math	4th Grade PSSA ELA	4th Grade PSSA Math	4th Grade PSSA Science
<b>2022-2023 Performance</b> (% Proficient + Advanced)	45%	42%	34%	22%	64%
<b>2023-2024 Target</b> (% Proficient + Advanced)	48.6%	45%	38.7%	27%	65.1%*
<b>Action Plan</b>	<ol style="list-style-type: none"> <li>1. Analyze multiple measures of data</li> <li>2. Analyze disaggregated data</li> <li>3. Schoolwide audit of ELA/Math/Science curriculum.</li> <li>4. Schoolwide audit of daily balanced literacy/math/science block.</li> </ol>				
					<ol style="list-style-type: none"> <li>5. School based Science lead teacher to analyze school wide science programming, create a school base team, attend and turnaround professional development.</li> <li>6. Walkthroughs to identify alignment of content to PSSA format.</li> </ol>
	<ol style="list-style-type: none"> <li>5. Weekly <a href="#">MTSS</a> lead meeting agendas focused on “whole child” by all stakeholders.</li> <li>6. Grade team meetings and PD agendas focused on co-planning including special education, intervention, specialists, etc...</li> <li>7. Flexible scheduling supporting collegial peer visits, Tier II meetings, <a href="#">PD</a>, etc...</li> <li>8. Multiple measure/ disaggregated data analysis of program</li> </ol>				<ol style="list-style-type: none"> <li>7. Multiple measure/ disaggregated data analysis of program</li> </ol>

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**GLENSIDE ELEMENTARY SCHOOL**

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	3rd Grade PSSA ELA	3rd Grade PSSA Math	4th Grade PSSA ELA	4th Grade PSSA Math	4th Grade PSSA Science
<b>2022-2023 Performance</b> (% Proficient + Advanced)	67%	61%	61%	62%	77%
<b>2023-2024 Target</b> (% Proficient + Advanced)	68.4%	62.1%	63%	63%	78.3%*
<b>Action Plan</b>	<ol style="list-style-type: none"> <li>Analyze multiple measures of data</li> <li>Analyze disaggregated data</li> <li>Perform root cause analysis</li> </ol>				
	<ol style="list-style-type: none"> <li>Block Scheduling</li> <li>MTSS Liaisons loop with grade</li> <li>Evaluate ELA instruction around Vocabulary Acquisition and Use</li> <li>Provide yearlong PD on structured literacy</li> </ol>	<ol style="list-style-type: none"> <li>Block Scheduling</li> <li>MTSS Liaisons loop with grade</li> <li>Continue daily math routines</li> <li>Provide yearlong PD on differentiated planning and formative assessment with enVision</li> </ol>	<ol style="list-style-type: none"> <li>Block Scheduling</li> <li>MTSS Liaisons loop with grade</li> <li>Evaluate ELA instruction around Text-Dependent Analysis</li> <li>Provide yearlong PD on structured literacy</li> </ol>	<ol style="list-style-type: none"> <li>Block Scheduling</li> <li>MTSS Liaisons loop with grade</li> <li>Continue daily math routines</li> <li>Provide yearlong PD on differentiated planning and formative assessment with enVision</li> </ol>	<ol style="list-style-type: none"> <li>Introduce K-4 STEEL standards</li> <li>Provide robust STEM instruction through challenge</li> <li>Increase science units of study via 4th grade curriculum</li> </ol>
	<ol style="list-style-type: none"> <li>Differentiated WIN Plans with SMART goals</li> <li>Multiple measure/disaggregated data analysis of program</li> </ol>				

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**MYERS ELEMENTARY SCHOOL**

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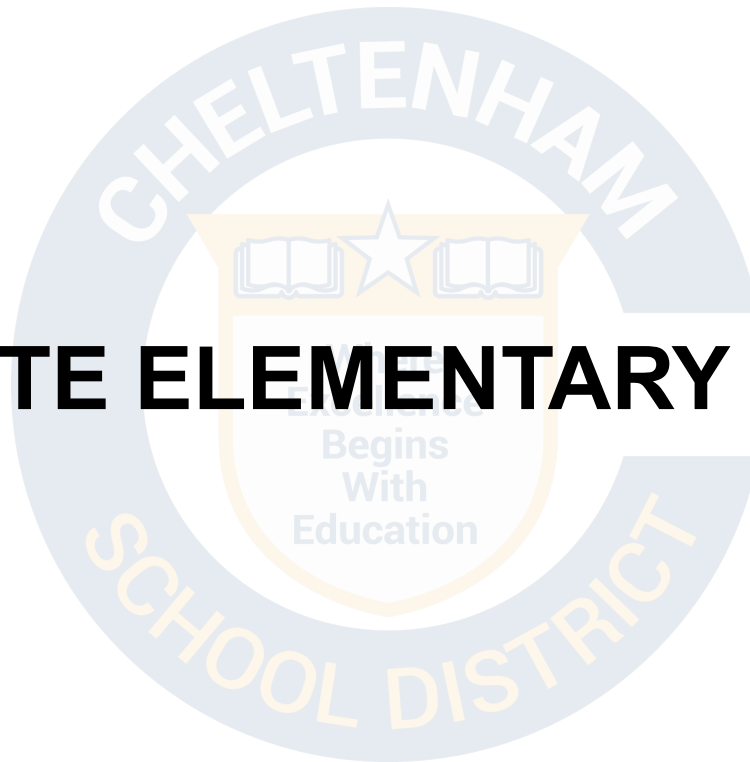


	3rd Grade PSSA ELA	3rd Grade PSSA Math	4th Grade PSSA ELA	4th Grade PSSA Math	4th Grade PSSA Science
<b>2022-2023 Performance</b> (% Proficient + Advanced)	59%	61%	70%	62%	83%
<b>2023-2024 Target</b> (% Proficient + Advanced)	61.2%	62.1%	71.1%	63%	84.4%*

### Action Plan

1. Analyze multiple measures data
2. Analyze disaggregated data
3. Teacher [PD](#), feedback, and coaching on small group instruction.
4. Revisit best practices for utilization of print instructional resources such as [SAS](#), Wonders, Envision, [CBI](#)'s. Etc.
5. Utilize Grade Team Meetings to support small group instruction progress monitoring & small group instruction
6. Increase emphasis on aligning instructional focus of Computer-based Interventions to areas of individual student and unit instructional focus areas.
7. Initiate alignment of grade level assessments based upon PA Common Core Standards & grade level expectations.
8. Utilization of before/after school tutoring
9. Analyze instructional practices related to standards in which students underperformed and revisit lesson planning/assessment
10. Multiple measures/ disaggregated data analysis of program.

**WYNCOTE ELEMENTARY SCHOOL**



	3rd Grade PSSA ELA	3rd Grade PSSA Math	4th Grade PSSA ELA	4th Grade PSSA Math	4th Grade PSSA Science
<b>2022-2023 Performance</b> (% Proficient + Advanced)	70%	60%	65%	63%	85%
<b>2023-2024 Target</b> (% Proficient + Advanced)	71.1%	61.2%	66.6%	63.9%	86.4%*
<b>Action Plan</b>	<ol style="list-style-type: none"> <li>Analyze multiple measures of data</li> <li>Analyze disaggregated data</li> </ol>				
	<ol style="list-style-type: none"> <li>Implement curriculum with fidelity to WONDERS resource</li> <li>Ongoing <a href="#">PD</a> with Penn Literacy Network</li> <li>Targeted small group instruction using <a href="#">NSGR</a></li> <li>Diagnostic use of IXL</li> <li>Targeted intervention during <a href="#">WIN</a></li> <li>I-Ready Pilot In Special Ed</li> <li>Data review every 2 weeks following selection test; 4 weeks after every theme</li> <li>Data review of Winter <a href="#">CDT</a></li> <li>Wake Up with Wyncote tutoring</li> </ol>	<ol style="list-style-type: none"> <li>Implement aligned curriculum with fidelity to enVision resource</li> <li>Diagnostic use of IXL               <ul style="list-style-type: none"> <li>-Small group instruction</li> <li>-Recommended skills</li> </ul> </li> <li>Xtra Math (fact fluency) -- Math Monday</li> <li>Targeted intervention during WIN</li> <li><a href="#">SAS</a> Portal</li> <li>Lunch Bunch with math interventionist</li> <li>Wake Up with Wyncote tutoring</li> <li>Data review of Winter CDT</li> </ol>	<ol style="list-style-type: none"> <li>Implement curriculum with fidelity to WONDERS resource</li> <li>Ongoing PD with Penn Literacy Network</li> <li>Targeted small group instruction using Next Steps Guided Reading</li> <li>Diagnostic use of IXL</li> <li>Targeted intervention during WIN</li> <li>Data review every 2 weeks following selection test; 4 weeks after every theme.</li> <li>Data review of January 24 CDT</li> <li>Wake up With Wyncote tutoring</li> <li>Grade conversation on <a href="#">IDA</a></li> </ol>	<ol style="list-style-type: none"> <li>Implement aligned curriculum with fidelity to enVision resource               <ul style="list-style-type: none"> <li>-Small group instruction</li> <li>-Recommended skills</li> </ul> </li> <li>Xtra Math (fact fluency) -- Math Monday</li> <li>Targeted intervention during WIN</li> <li>SAS Portal</li> <li>Lunch Bunch with math interventionist</li> <li>Wake Up with Wyncote tutoring</li> <li>Data review of Winter CDT</li> </ol>	<ol style="list-style-type: none"> <li>FOSS Kits for hands-on learning as aligned to standards</li> <li>Science PSSA Coach books</li> <li>Use of online resources including Generation Genius/Mystery Science</li> <li>SAS portal</li> <li>Data analysis of Winter CDT</li> <li>PD on new PA science standards</li> </ol>
Final Step: Multiple Measures//disaggregated data analysis for progress monitoring					

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**ELKINS PARK SCHOOL**

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	5th Grade PSSA ELA	5th Grade PSSA Math	6th Grade PSSA ELA	6th Grade PSSA Math
<b>2022-2023 Performance</b> (% Proficient + Advanced)	53%	49%	59%	47%
<b>2023-2024 Target</b> (% Proficient + Advanced)	55.8%	51.3%	61.2%	49.5%
<b>Action Plan</b>	<ol style="list-style-type: none"> <li>Analyze multiple measures of data</li> <li>Analyze disaggregated data</li> <li>Eagle Hour <a href="#">SEL</a> block</li> <li>Community Liaison stipend position created to help increase family engagement</li> </ol>			
	<ol style="list-style-type: none"> <li>4th Grade Shadow Day and teacher meetings</li> <li>Heavy teacher involvement in creating heterogeneous academic clusters</li> <li>Divided all 5th grade teachers into content specific area</li> </ol>		<ol style="list-style-type: none"> <li>Heavy teacher involvement in creating heterogeneous academic clusters</li> </ol>	
	<ol style="list-style-type: none"> <li>Content specific <a href="#">PLC</a> on 2:00 early dismissal</li> <li>Peer Tutoring club allows struggling students to get support from peers</li> <li>Added an Academic Interventionist to support lower tier groups</li> <li>Streamlined <a href="#">MTSS</a> process to better inform</li> <li>Identified an academic focus area for ELA/Math</li> <li>Aligned teacher <a href="#">SPM</a> to school-wide growth goals</li> <li>Built in targeted intervention/extension time for special education and challenge teachers</li> <li>Established a new Tiered <a href="#">WIN</a> Instruction process within the class environment for areas of greatest need</li> <li>Established robust vocabulary goals for Encore teachers that correlate with cross curricular exposure</li> <li>Multiple measure/disaggregated data analysis for progress monitoring</li> </ol>			



**CEDARBROOK MIDDLE SCHOOL**

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	7th Grade PSSA ELA	7th Grade PSSA Math	8th Grade PSSA ELA	8th Grade PSSA Math	8th Grade PSSA Science	Algebra 1 Keystone
2022-2023 Performance (% Proficient + Advanced)	39%	33%	51%	34%	53%	100%
2023-2024 Target (% Proficient + Advanced)	43.2%	36.8%	54%	37.8%	56%	
Action Plan	<ol style="list-style-type: none"> <li>Analyze multiple measures of data</li> <li>Analyze disaggregated data</li> <li>Improved <a href="#">MTSS</a></li> <li>Common assessments</li> <li>Restructured Acad Sem</li> <li><a href="#">PLC</a> and Team meetings/review data and plan (note: Science also received <a href="#">PD</a> from the <a href="#">MCIU</a>)</li> <li>Small group instruction and <a href="#">WIN</a> intervention and enrichment</li> <li>Learning walks</li> <li>Increased rigor of assessments to match that of PSSA</li> <li><a href="#">PLN</a> Coaching</li> <li><a href="#">AFA</a></li> <li>Community Org.</li> <li>Multiple measure/disaggregated data analysis of program</li> </ol>					

**CHELTENHAM HIGH SCHOOL**





	Algebra 1 Keystone	Biology Keystone	Literature Keystone
2022-2023 Performance (Grade 11 Accountability)	22.4%	29.5%	59.3%
2023-2024 Target (Grade 11 Accountability)	27.3%	34.7%	62.0%
Action Plan	<ol style="list-style-type: none"> <li>Analyze multiple measures of data</li> <li>Analyze disaggregated data</li> <li><a href="#">PLC</a> Collaboration</li> <li>Classroom Observations</li> <li>Disaggregated analysis of benchmark assessments to inform instructional practices</li> <li><a href="#">MTSS</a> Monitoring &amp; Interventions</li> <li>Lunch &amp; Learn</li> </ol>		
	8. IXL		8. Penn Literacy Coaching
	Final Step: Multiple measure/disaggregated data analysis of program		



**THANK YOU**

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## GLOSSARY of ACRONYMS

- AFA : Advocacy for All
- CBI : Content Based Instruction
- CDT : Classroom Diagnostic Tool
- ESSA : Every Student Succeeds Act
- IU : Intermediate Unit (Montgomery County)
- MTSS : Multi-Tiered System of Support
- NSGR : Next Steps Guided Reading
- PD : Professional Development
- PLC : Professional Learning Community
- PLN : Penn Literacy Network
- SAS : Standards Aligned System
- SEL : Social Emotional Learning
- SGI : Small Group Instruction
- SMART : Specific Measurable Achievable Relevant Time-based
- SPM : Student Performance Measure
- TDA : Text Dependent Analysis
- WIN : What-I-Need

## HIGH SCHOOL PERFORMANCE MEASURES

- High school performance measures are a reflection of Keystone Exam scores.
- Regardless of when students take the Keystone, their score is “banked” until they reach grade 11.
- High school performance measures depict the performance of the prior year’s grade 11 cohort only.
- The Covid-19 pandemic has, and will continue to, impact the high school performance measures due to the Act 136 waiver.
  - *Act 136 of 2020 waived “banked scores” for middle and high school students who would have taken a Keystone Exam in school year 2019-2020, decreasing the count of eligible testers in the cohort of test takers. These test waivers will impact Keystone results reporting through at least 2023-24.*
    - Quoted from the [PDE media release from 11/08/2023](#)