Educational Affairs Committee Meeting
Tuesday, December 20, 2022
7:00 p.m.

Agenda

Cheltenham High School

Approval of New Courses

Additional Targeted Supports and Intervention (A-TSI) Plan Update

Approval of Cheltenham High School New Courses

1. Advanced Placement African American Studies

   - College Board pilot 2023-2024 school year

2. Sewing & Fashion II

3. Unified Choir

Overview:

Over two decades ago, Cheltenham High School began offering an African American Studies elective course. Cheltenham High School was selected to participate in year two of the AP African American Studies pilot by College Board. The AP African American Studies is scheduled to be offered to all schools in the 2024 - 2025 school year.

Course Description:

For more than a decade, the AP Program has worked alongside colleges, universities, and secondary schools to create an AP course in African American studies.   Drawing from the expertise and experience of college faculty and teachers across the country, the course is designed to offer high school students an evidence-based introduction to African American studies. The interdisciplinary course reaches into a variety of fields—literature, the arts and humanities, political science, geography, and science—to explore the vital contributions and experiences of African Americans.

Course Prerequisites: Completion of US History Courses
Course Credit: 1

Staffing Implications: No new teachers are required

Materials/Resources: 50 subscriptions to a TBD approved text

Projected Cost to District:

$1500 for summer training
TBD on Textbook/Resource cost.

Anticipated Costs to Students/Families: No cost

Sewing & Fashion II

Course Description: This one-semester course is designed for students who have successfully completed Sewing I and would like to learn more difficult sewing techniques and increase their sewing skills.Students in this course increase their understanding and proficiency of construction and design techniques. A variety of projects, including clothing, formal wear, accessories and home décor may be created in the classroom. Advanced sewing equipment and techniques are emphasized in classroom instruction. Students will need to purchase materials for individual projects at various times throughout the semester.

Course Prerequisites: Successful completion of Fashion & Sewing with a grade of 70% or better

Course Credit: 0.5

Materials:
1. Students would be required to purchase materials for sewing projects
2. Building already has sewing machines and equipment

Projected Staffing: No new teachers required

Anticipated Costs to District: No additional cost

Anticipated Costs to Student/Family: Students would be required to purchase materials for sewing projects

CSD CHELTENHAM SCHOOL DISTRICT — Unified Choir

Course Description: This course is designed to provide regular education students with a firm grasp on basic singing skills and strong leadership skills through the opportunity to work with students' with special needs. Students enrolled in Unified Choir work with students with intellectual and/or physical disabilities that are of similar age and/or matched by singing ability. Students engage in various musical activities, develop musical skill through various repertoire, and culminate their experience with a concert performance. The program helps to build confidence and improve on important social skills, all while giving students a chance to create new friendships and feelings of self-worth.

Course Prerequisites: N/A

Course Credit: 0.5

Materials: All necessary materials are already part of the music program. The music department budget will take care of purchasing music.

Projected Staffing: No new teachers required

Anticipated Costs to District: No additional cost

Anticipated Costs to Student/Family: No Cost to Families

Questions?

Additional Targeted Supports and Intervention
A-TSI

As part of the Every Student Succeeds Act (ESSA), as of December 2018, the State identified Districts in need of "meaningful differentiation."

The Cheltenham School District was identified as having specific needs for special education students at CHS.

This designation mandated CSD to create a committee of stakeholders, including students and parents, to review these needs.

CHS was designated as an A-TSI school in the following areas for special education students:

- ○ Academic Achievement in ELA and Math based on the Keystone Exam (2017-2018)

- ○ Academic Growth in ELA and Math based on the Keystone Exam (2017-2018)

- ○ Regular Attendance of students (2016-2017)

Priority Statement

To increase achievement for students with IEPs in Math and ELA as evidenced by Keystone Exam results

Goal

The CSD will increase the number of students scoring proficient and advanced on the Algebra I and Literature Keystone Exam by at least 3% each year.

- Targeted instruction on Keystone exam-specific skills

- Development of standards-based aligned Algebra and Literature Curriculum

- Professional development on targeted strategies for struggling readers

The District will increase the average growth index as determined by Pennsylvania Value Added Assessment System (PVAAS) in the areas of Algebra I and Literature for students with IEPs.

The District will increase the average growth index by 3 points each year as determined by Keystone Assessments in the areas of Algebra and Literature for students with IEPs over three years.

Modify the Master Schedule to increase instructional time allocated for targeted intervention

Use of data-informed instructional practices related to individualized interventions

Align evaluation procedure with CSD instructional initiatives

Implementation of specially-designed instruction (SDI) with fidelity across all academic environments

Priority Statement

The District will increase regular student attendance among students with IEPs.

Goal

The District will increase regular student attendance among students with IEPs by at least two percentage points each year.

Improve and ensure accurate attendance-tracking procedures

- Improve attendance procedures

- Provide systems and designated roles related to intervention directed at identifying and improving absenteeism

- Formalize attendance procedures utilizing existing software

- Coordinate quarterly meetings with attendance secretaries to ensure consistency with monitoring student attendance

At a minimum, to exit A-TSI status, your school will be required to demonstrate each of the following during the four-year designation cycle:

1. Show continued progress on at least the academic achievement indicator and, in the case of high schools, the adjusted cohort graduation rate, such that the school contributes to the state's progress toward both interim and long-term goals;

2. Show continued progress on the school quality or student success indicator(s) for which the school was designated;

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Exit Criteria Overview Continued

3. Exceed the standards for designation for A-TSI that were applied the year of initial designation, as well as the standards that will be used for the next cycle of annual meaningful differentiation;

4. Submit an updated improvement plan that details LEA and school activities that focus on sustainability and continued improvement, including a focus on phased withdrawal of A-TSI supports; and

5. Participate in PDE-sponsored technical assistance activities throughout the duration of A-TSI status.

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Students with Disabilities

Indicators	Baseline Performance	Target Annual Increase			Required Aggregate Gains by 2021-2022
		2019-2020	2020-2021	2021-2022	
ELA Proficiency	32.6%	2.8%	2.8%	2.8%	**8.4%**
Math Proficiency	8.7%	3.0%	3.0%	3.0%	**9.0%**
Regular Attendance	70.6%	2.0%*	2.0%	2.0%	**3.9%**

Students with Disabilities

Aggregate Gains in ELA Proficiency	Required ELA PVAAS Growth – 3-year aggregate	Aggregate Gains in Math Proficiency	Required Math PVAAS Growth – 3-year aggregate
$\geq 8.4\%$	Green, Light blue, or Dark blue	$\geq 9.0\%$	Green, Light blue, or Dark blue
6.3%-8.3%	Light blue or Dark blue	6.7%-8.9%	Light blue or Dark blue
5.6%-6.2%	Dark blue	6.0%-6.6%	Dark blue

PVASS Growth Indicator Key

Growth Color Indicators

- **Well Above** — Significant evidence that the LEA/district exceeded the growth standard.
- **Above** — Moderate evidence that the LEA/district exceeded the growth standard.
- **Meets** — Evidence that the LEA/district met the growth standard.
- **Below** — Moderate evidence that the LEA/district did not meet the growth standard.
- **Well Below** — Significant evidence that the LEA/district did not meet the growth standard.

Students with Disabilities

Indicators	Baseline Performance	Performance		
		2019-2020	2020-2021	2021-2022
ELA Proficiency	32.6%	No Data	No Data	17.9%
Math Proficiency	8.7%	No Data	14.9%	26.3%
Regular Attendance	70.6%	63.1%	78.2%	89%

At this time, we are awaiting information from PDE, regarding any updates to the A-TSI status of Cheltenham High School.

Questions?