



# Curriculum/Technology/Student Service Committee Meeting

Upper Merion Area School District  
September 16, 2024



Upper Merion Area School District

# Agenda

## District and School-Wide Data Presentation



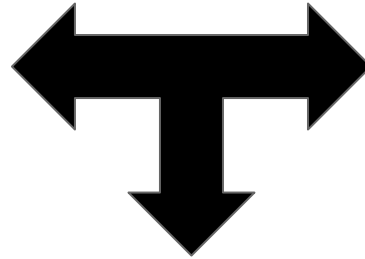
Upper Merion Area School District

# District-wide Focus: Intersectionality



Diversity, Equity, Inclusion & Belonging

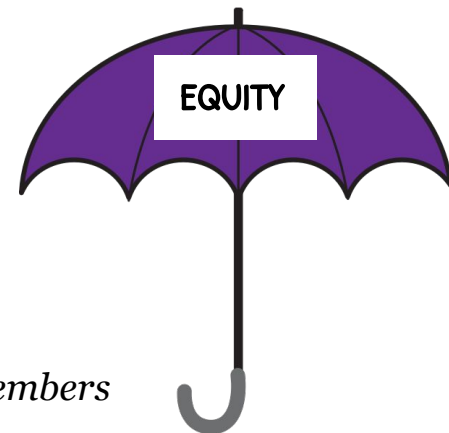
Social & Emotional  
Learning



Effective  
Instructional  
Practices

Academic  
Achievement

- **We are DATA-FOCUSED. - Multiple measures of data - Perceptions, Student Learning, School Process, & Demographics**
- EQUITY is the umbrella under which all District initiatives fall.
- Equity drives all decisions.
- All stakeholders\* participate in some way in this journey.

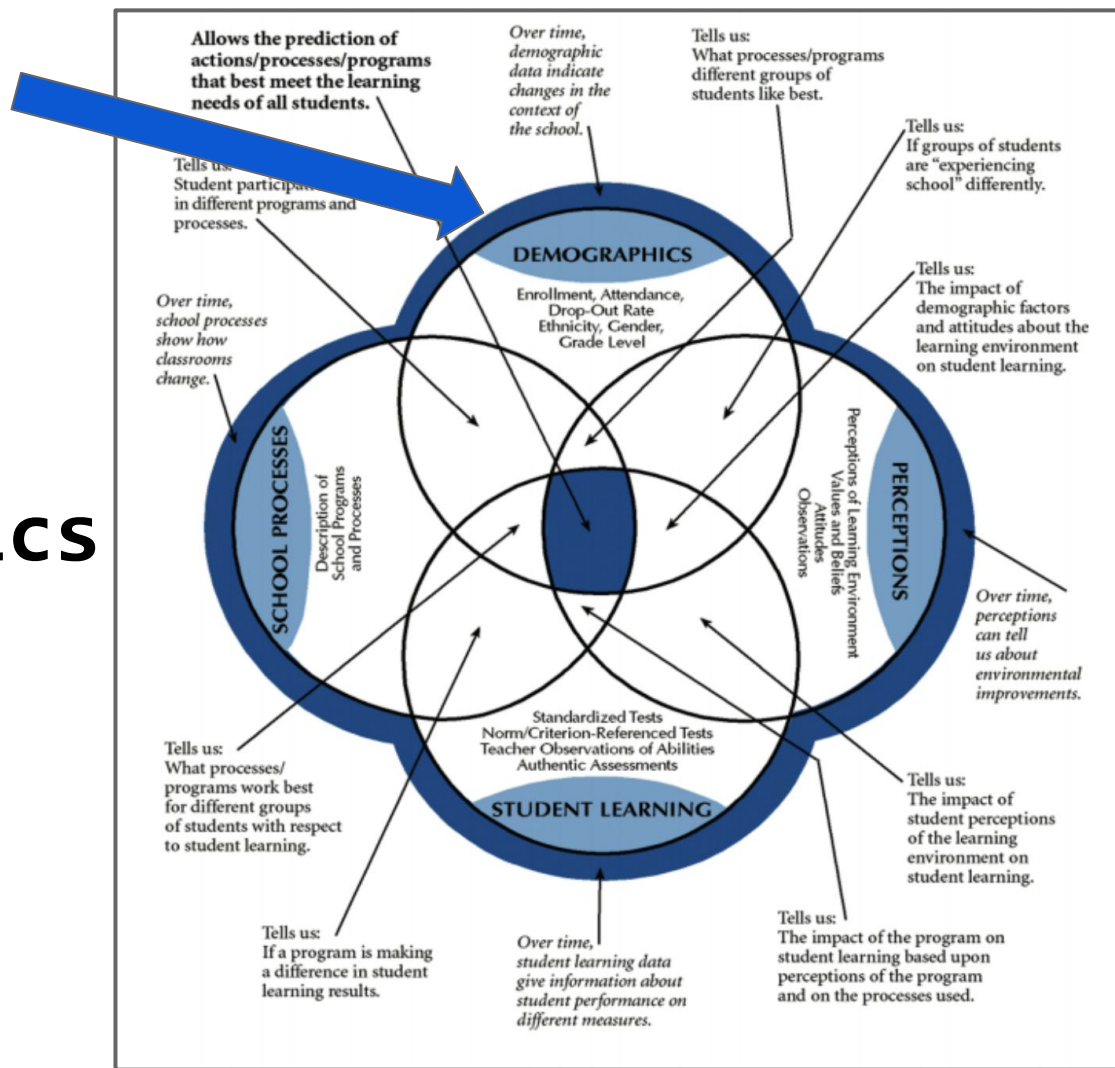


*\*Students, Parents, Staff, Teachers, Administrators, and Community Members*

# Bernhardt's Multiple Measure of Data

<b>Demographic</b>	<b>Processes</b>	<b>Perceptions</b>	<b>Student Learning</b>
Student Background	Purpose, mission and vision	District expectations and evaluations procedures	Classroom summative assessment results
Race/Gender/Sex	Leadership policies	Student attitudes	Formative strategies
Gender	Curriculum	Teacher attitudes	Teacher evaluations
Student and teacher attendance	Staff assignments	Parent, community attitudes	Benchmarks (interim) test results
Staff background qualifications	Professional learning, planning, collaboration	School/district climate	Standardized test results
Student behavior data (referrals, etc.)	Program offerings and access to them	Perceptions, preconceived notions/expectations	Common district assessment results
Physical environment	Instructional strategies and materials	Learning style preferences	Common school-wide assessment results

# Demographics



# Demographic Data



Student Group	2021-2022	2022-2023	September 2024
Economically Disadvantaged	39%	45%	48%
English Learner	8%	8%	9%
Special Education	17.4%	18.1%	18.1%
Foster Care	0.2%	0.1%	0.1%
Homeless	3%	3%	3%

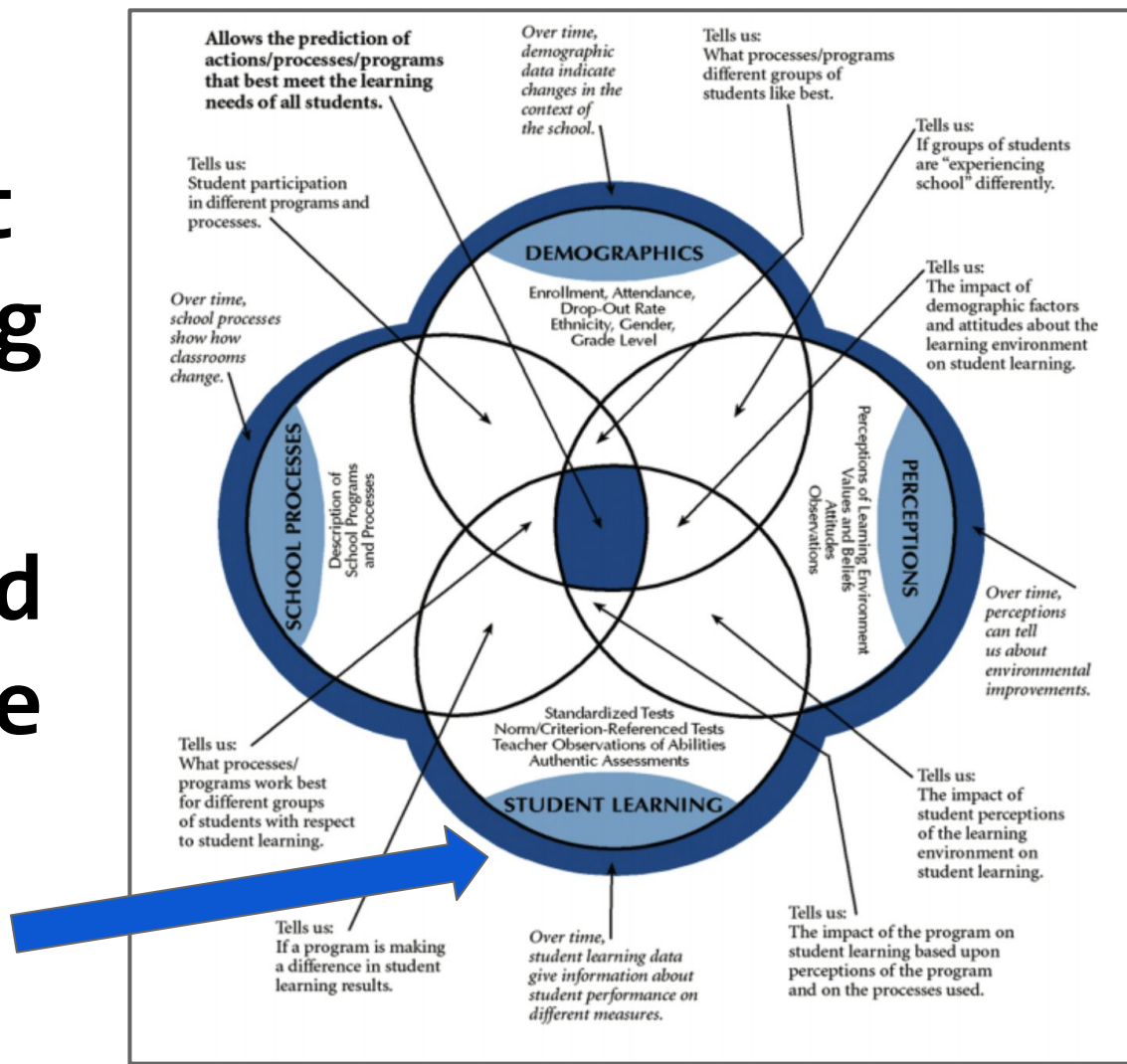
# Demographic Data



Student Group	2021-2022	2022-2023	September 2024
Native American	0%	0%	1%
Asian	17%	17%	16%
Black	13%	14%	14%
Hispanic	14%	14%	14%
White	48%	47%	45%
Two or More Races	9%	9%	9%



# Student Learning Data PSSA and Keystone Exams

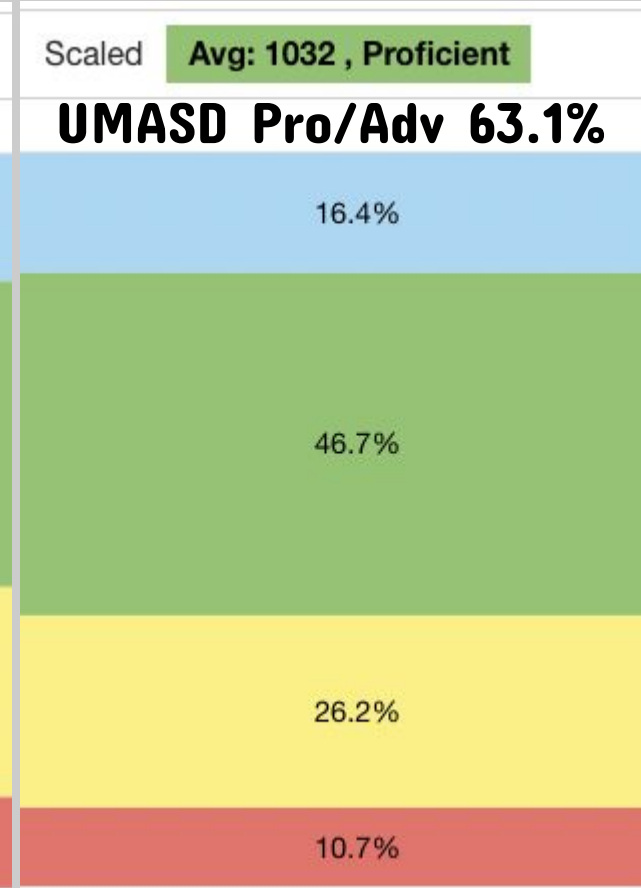
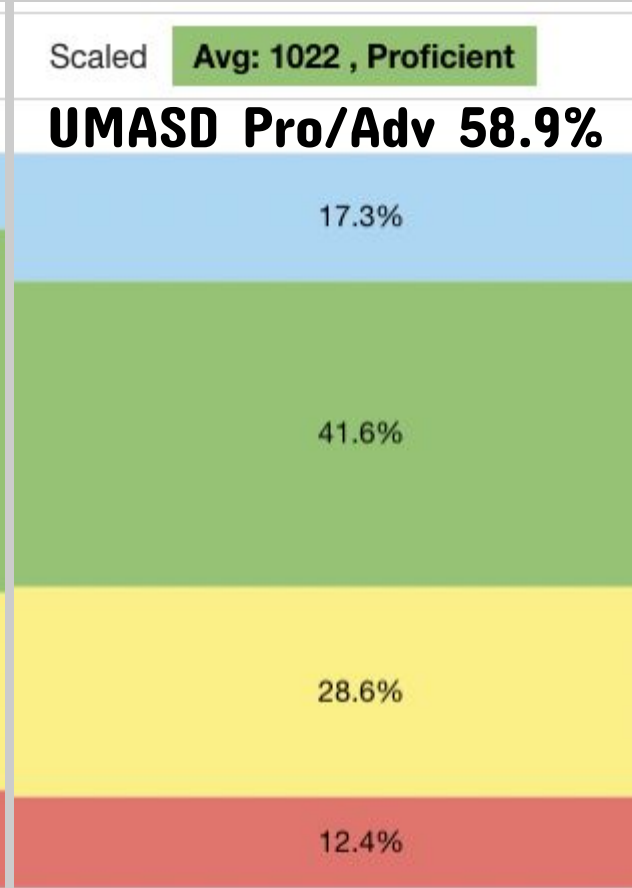
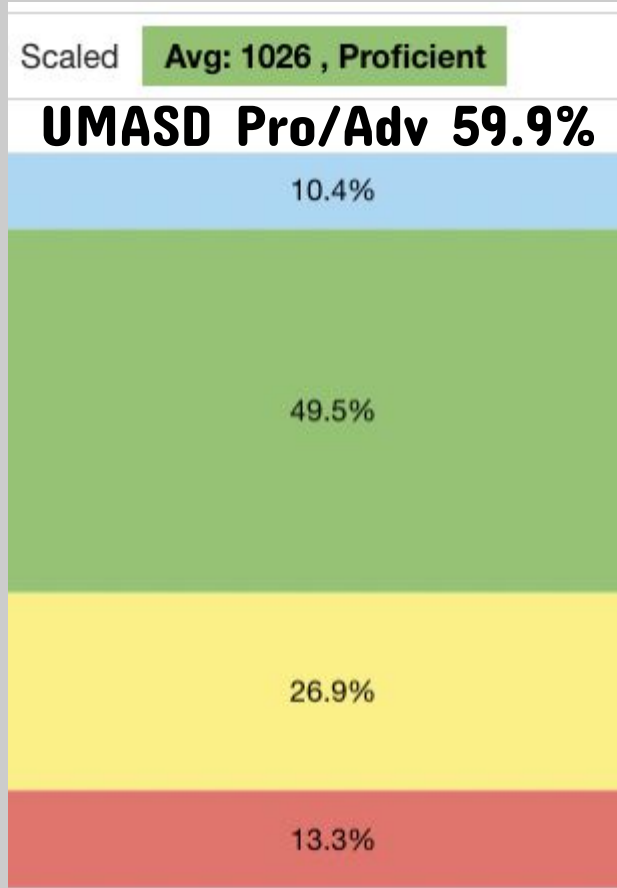


# ELA - PSSA - Grades 3-5

PA 3rd Pro/Adv 54%

PA 4th Pro/Adv 52%

PA 5th Pro/Adv 54%



# ELA - PSSA - Grades 6-8

PA 6th Pro/Adv 56%

PA 7th Pro/Adv 55%

PA 8th Pro/Adv 53%

Scaled Avg: 1035 , Proficient

UMASD Pro/Adv 64.4%

17.3%

47.1%

31.7%

3.9%

Scaled Avg: 1035 , Proficient

UMASD Pro/Adv 60.2%

21.8%

38.4%

36%

3.8%

Scaled Avg: 1005 , Proficient

UMASD Pro/Adv 53.9%

13.3%

40.6%

30.1%

16.1%

# Math - PSSA - Grades 3-5

PA 3rd Pro/Adv 52%

PA 4th Pro/Adv 47%

PA 5th Pro/Adv 43%

Scaled Avg: 1025 , Proficient

UMASD Pro/Adv 54%

24.1%

29.9%

26%

19.9%

Scaled Avg: 1032 , Proficient

UMASD Pro/Adv 57%

29.7%

27.1%

24.4%

18.8%

Scaled Avg: 1026 , Proficient

UMASD Pro/Adv 56%

22%

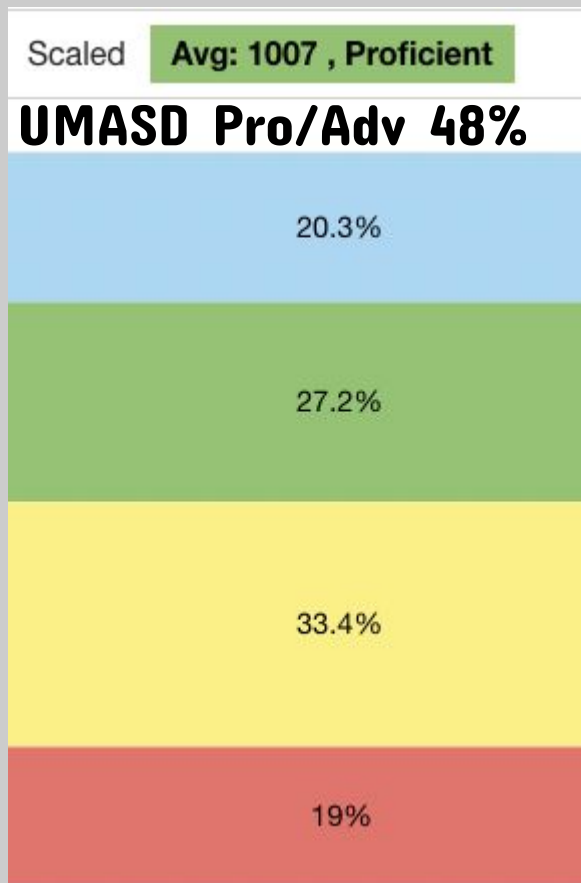
34%

26.7%

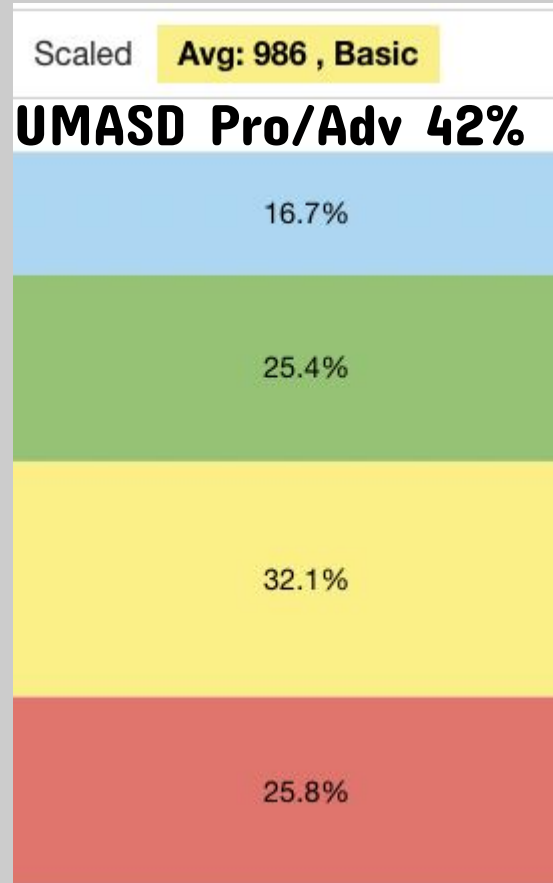
17.3%

# Math - PSSA - Grades 6-8

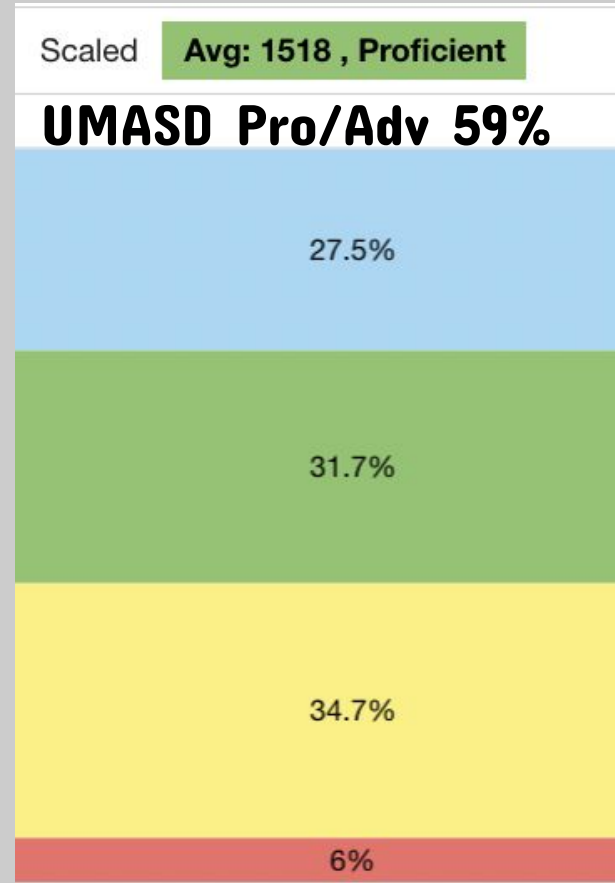
PA 6th Pro/Adv 37%



PA 7th Pro/Adv 33%



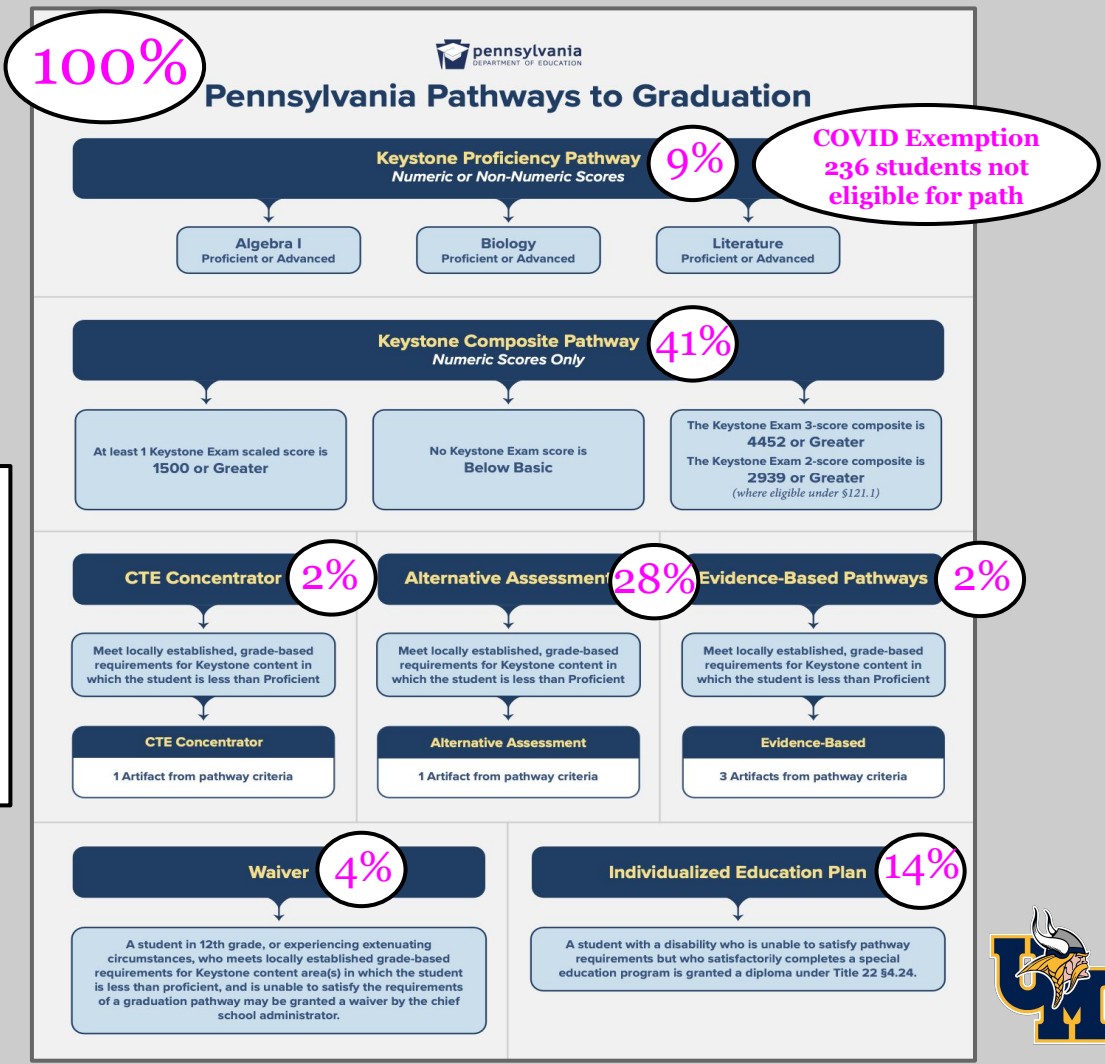
8th Best Keystone Alg



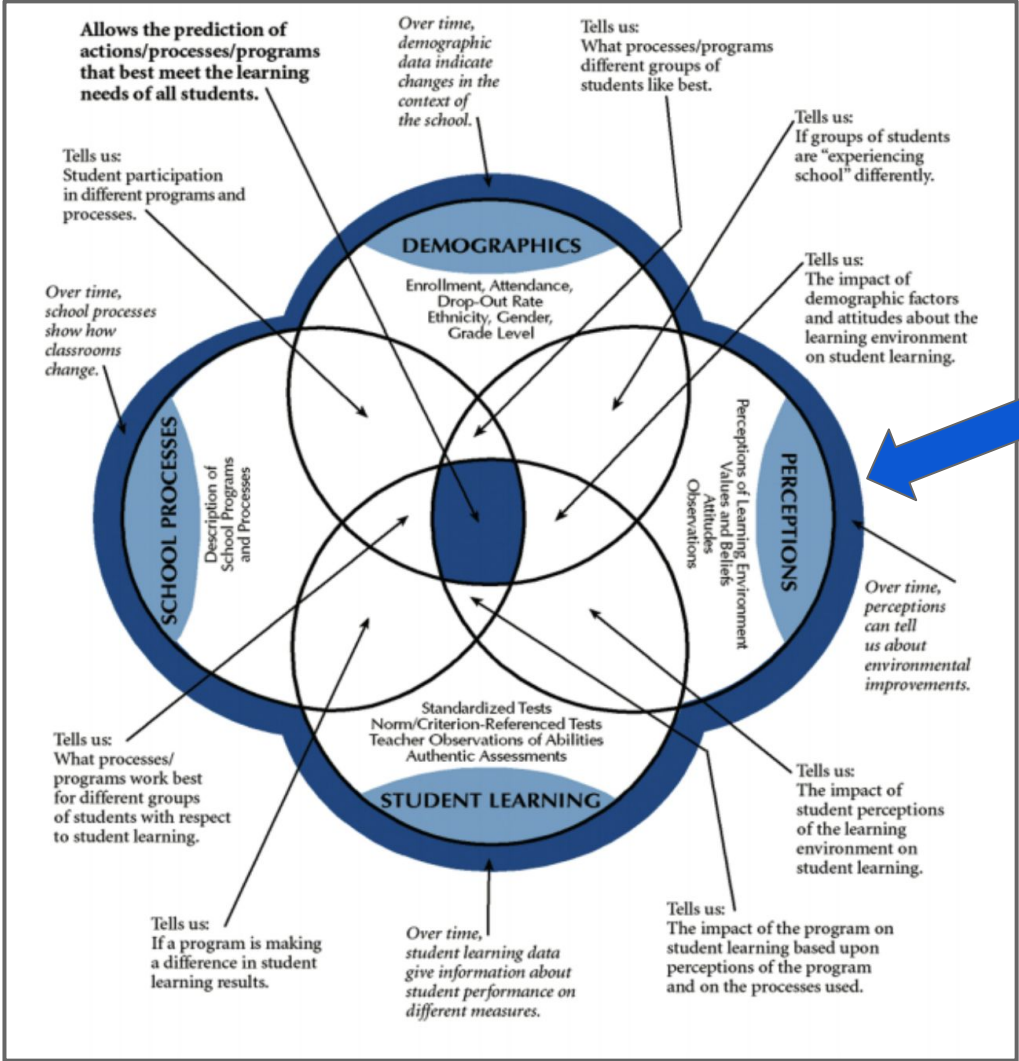
# ACT 158 7 Pathways for Graduation

Started with the  
Class of 2024  
(Last Year)

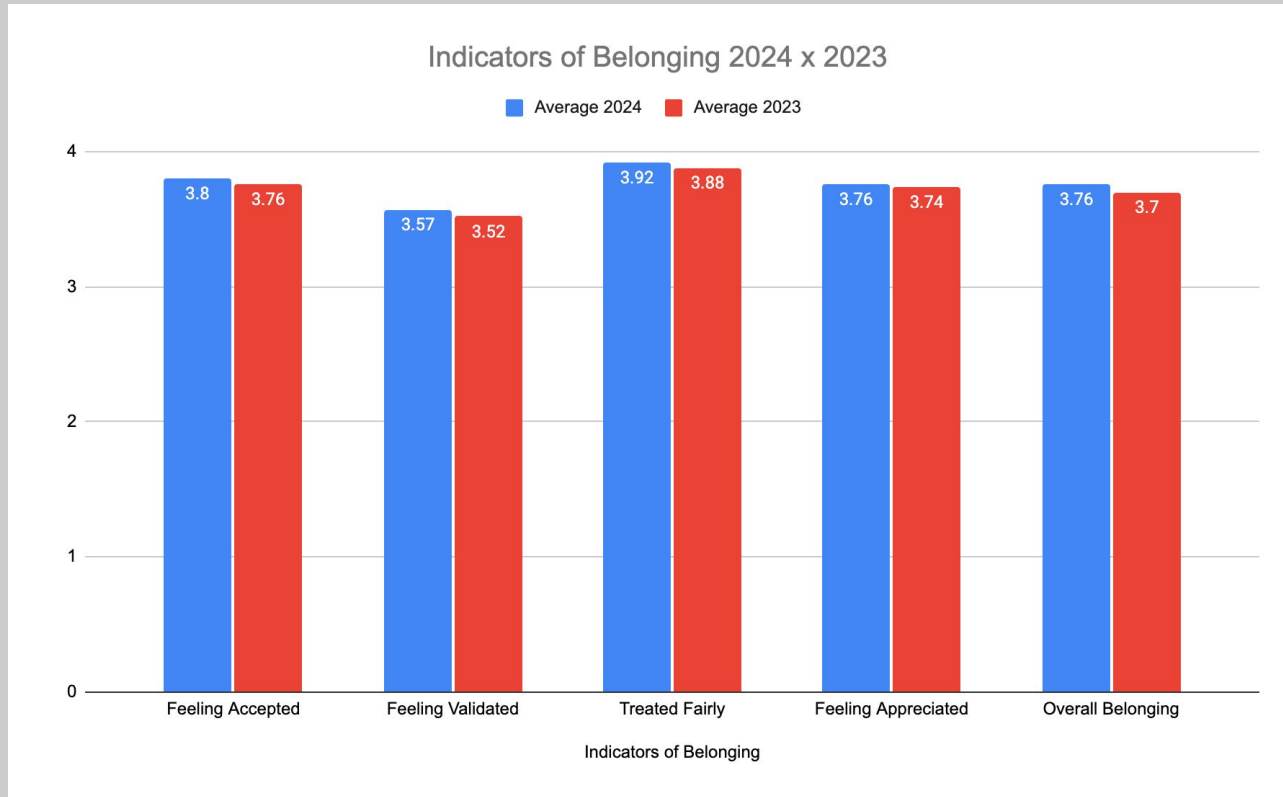
Class of  
2024 =



# Perception Data Surveys 2024

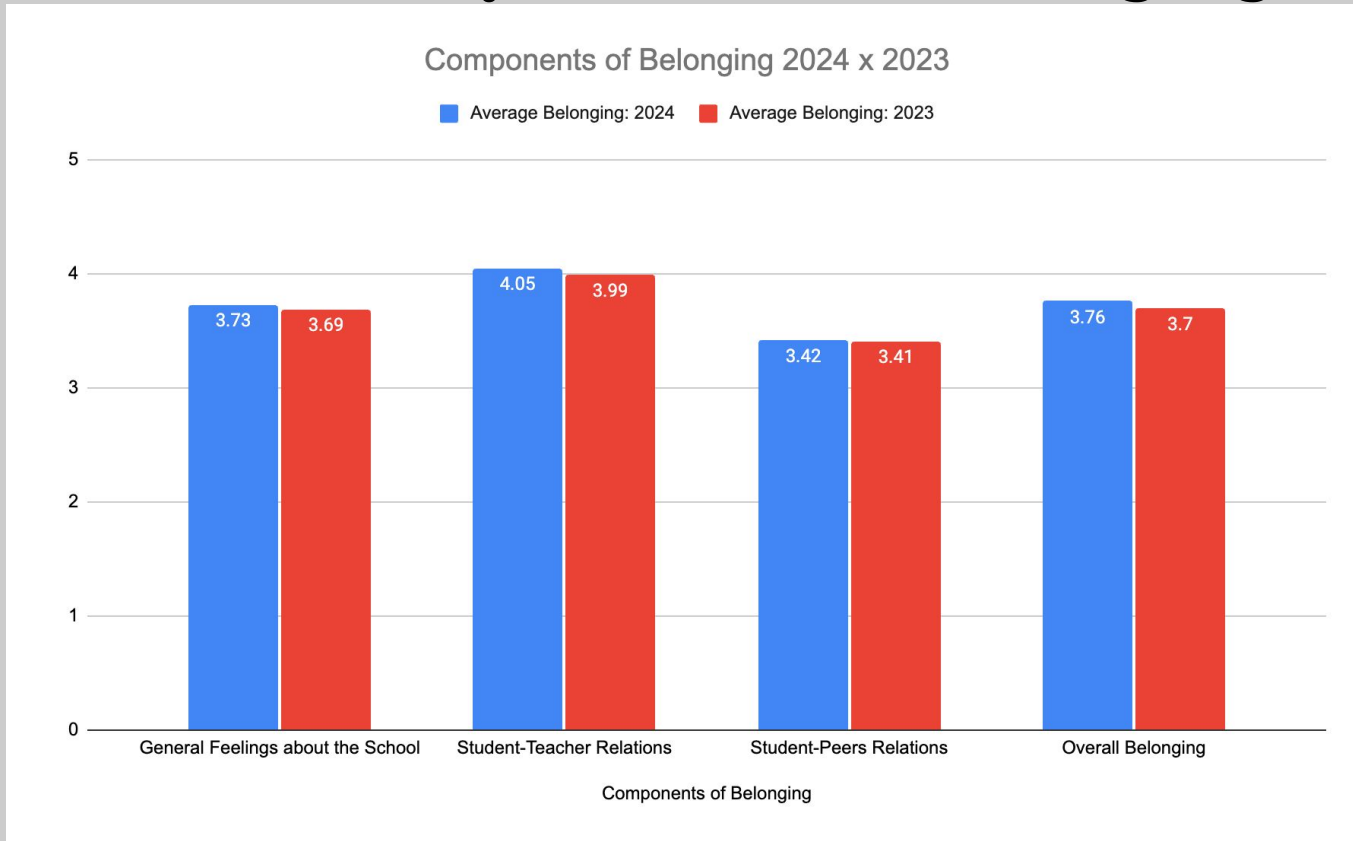


# MS Evolution of Belonging from 2023 to 2024: Indicators of Belonging

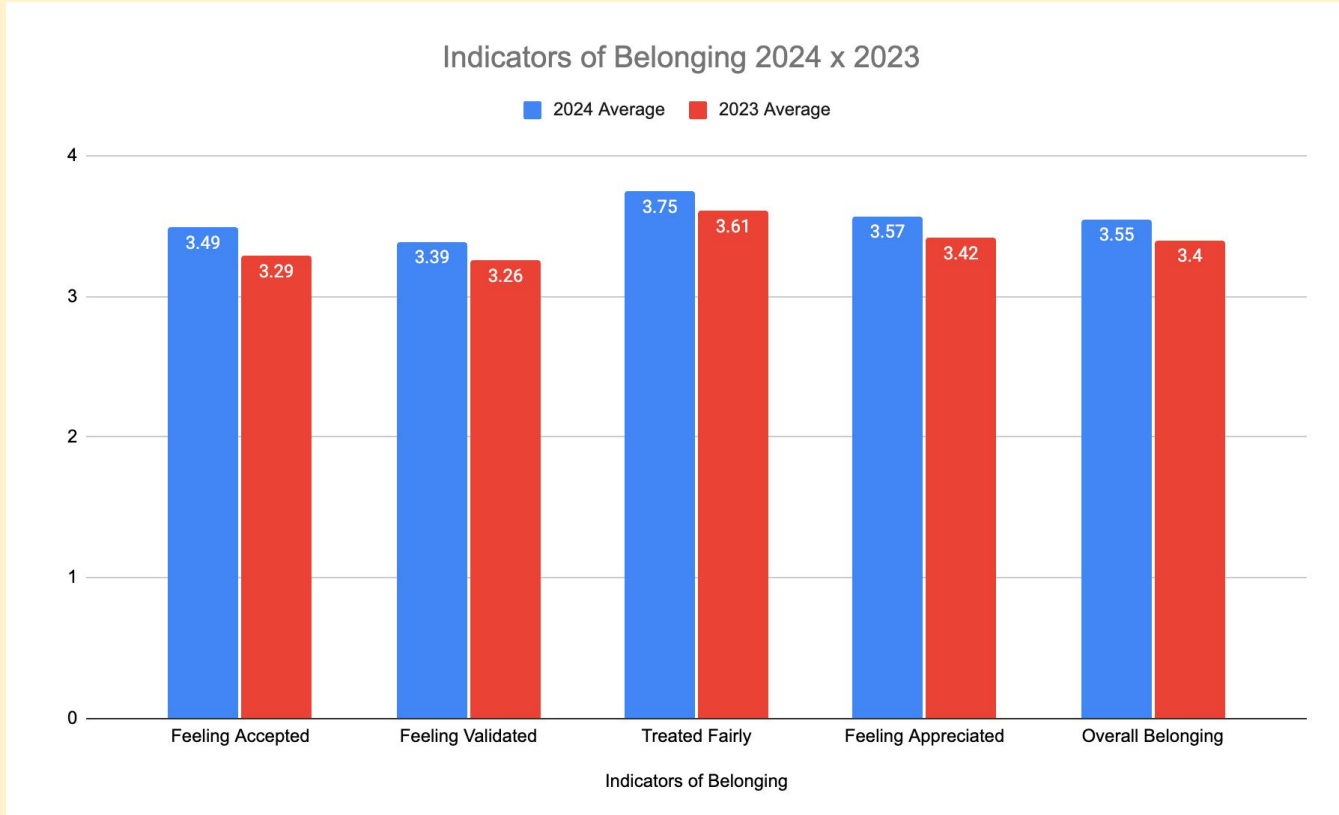




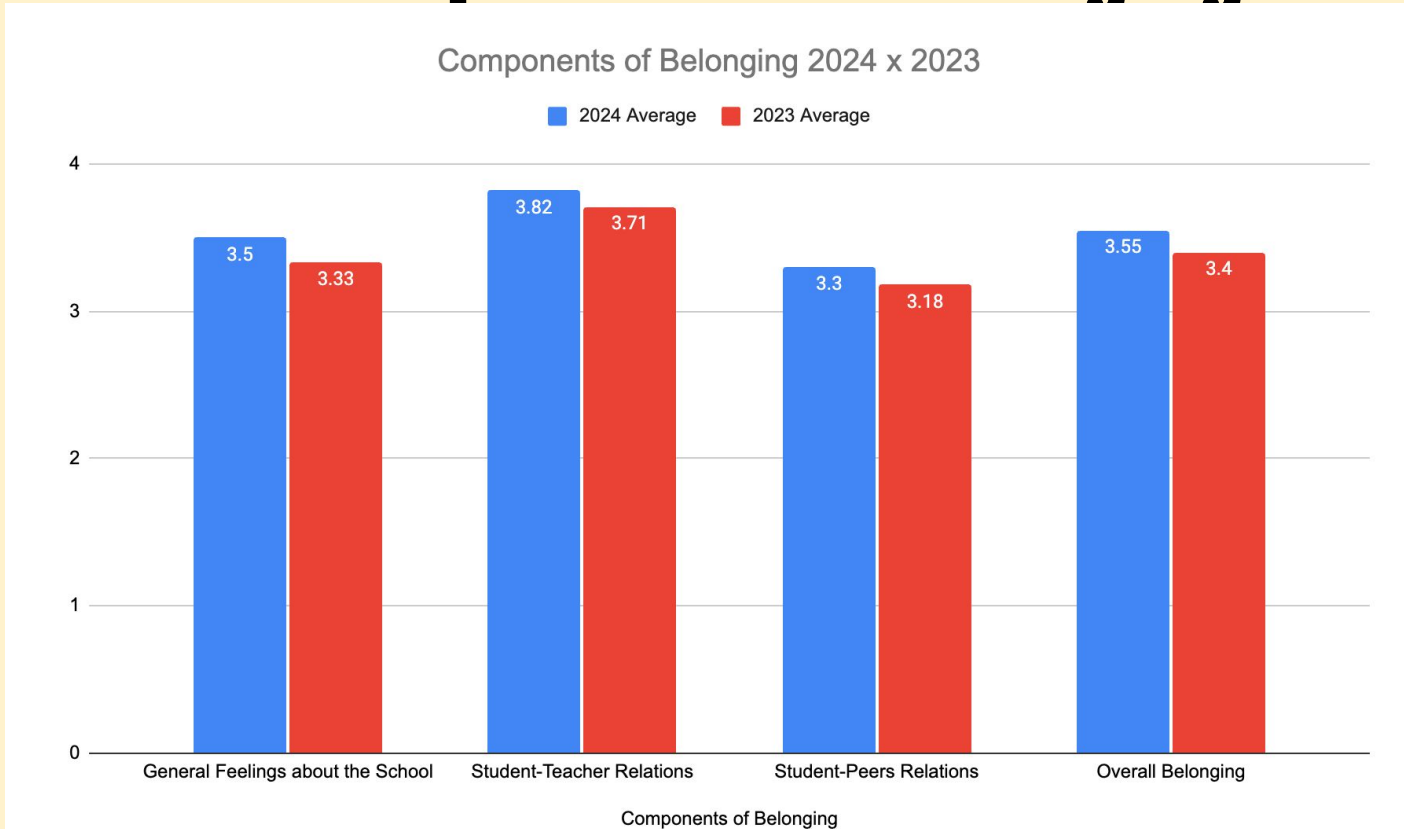
# MS Evolution of Belonging from 2023 to 2024: Components of Belonging



# HS Evolution of Belonging from 2023 to 2024: Indicators of Belonging

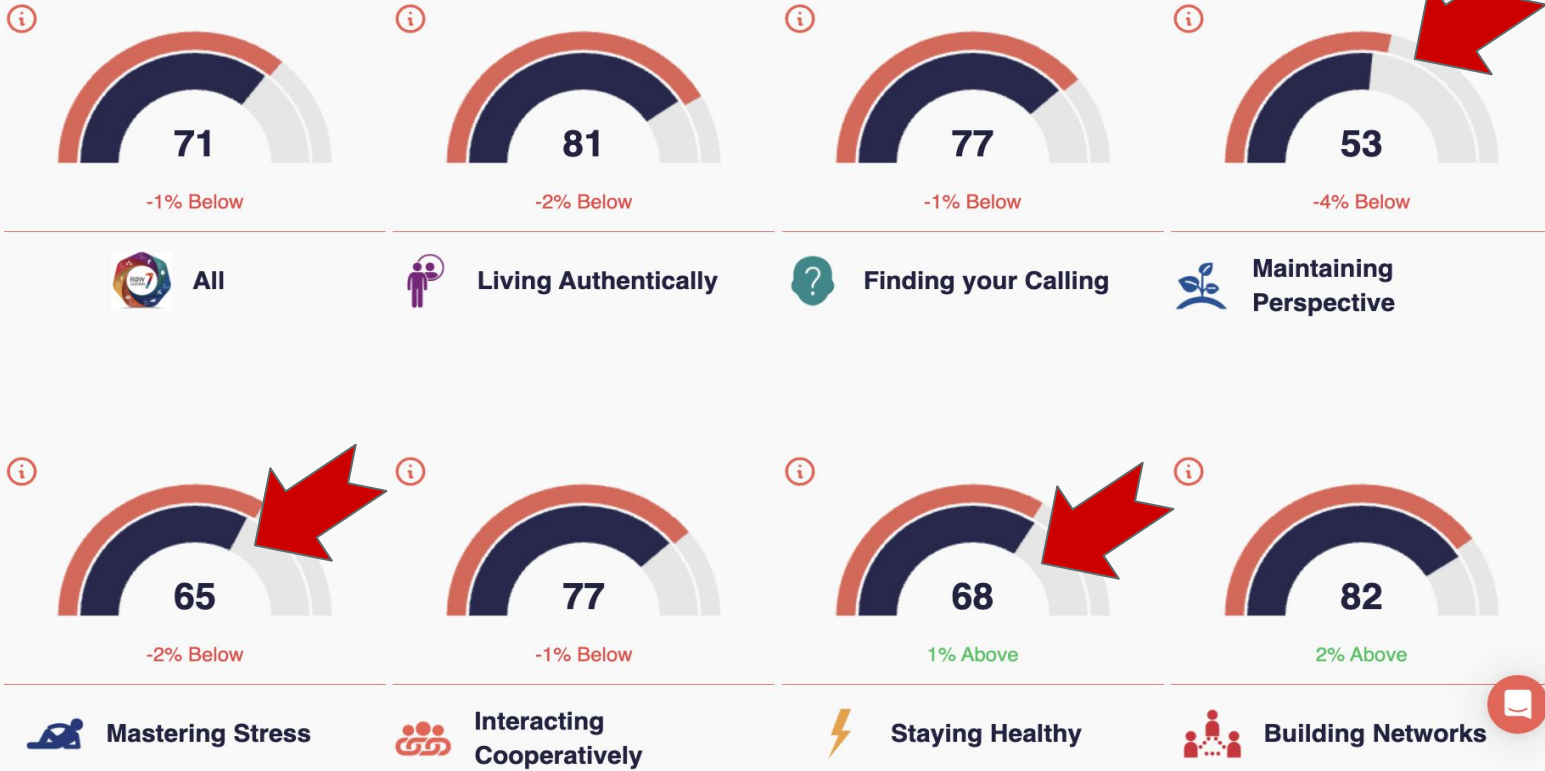


# HS Evolution of Belonging from 2023 to 2024: Components of Belonging



# Peoplebench Survey - Teacher Resilience

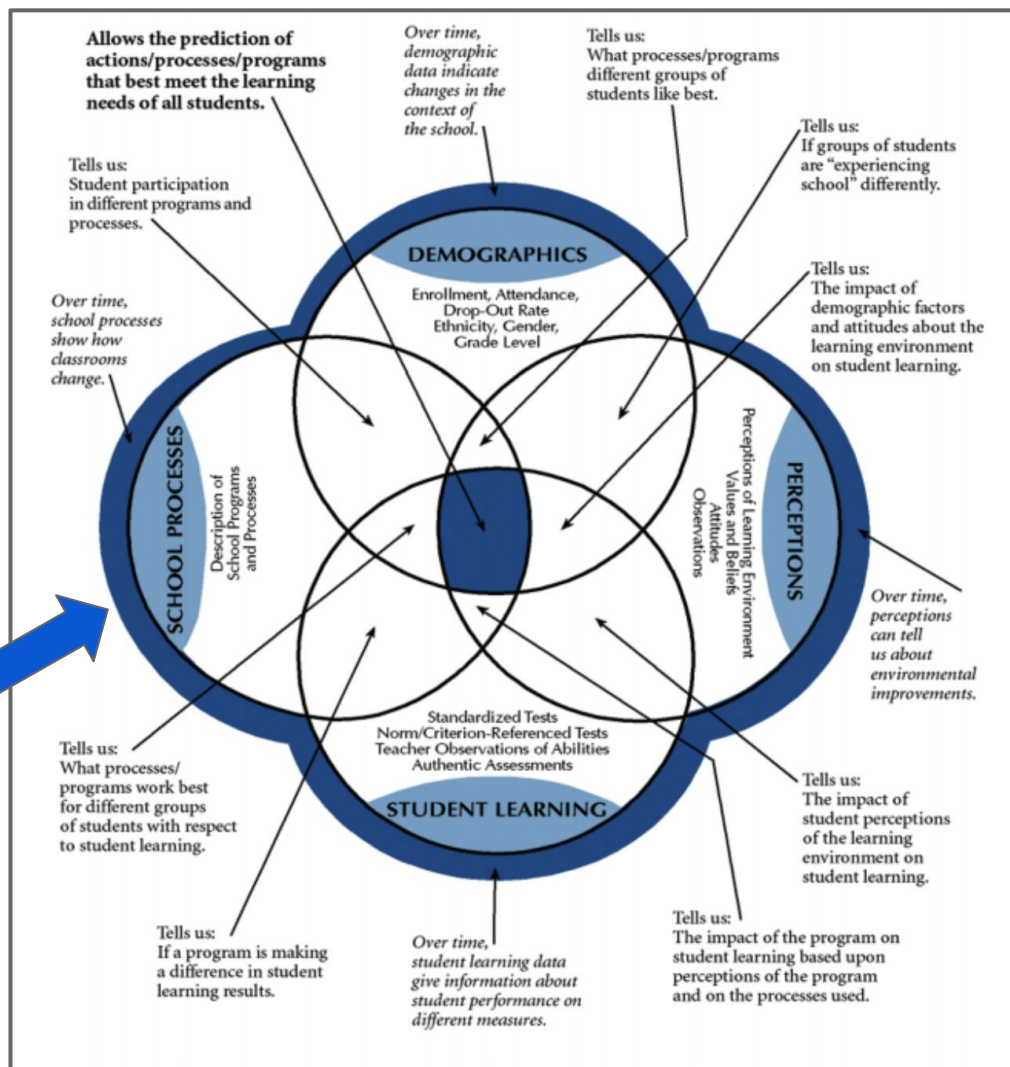
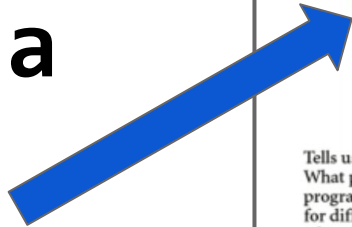
## R@W overall scores.



Benchmark

Our School

# School Process Data



# Evidence-based strategies - Behavior

- MTSS-B:Positive Behavior Interventions and Supports - All
- Morning Meeting & Responsive Classroom K-4
- Fly Five Social and Emotional Curriculum
- Second Step - Kindergarten & Specialty Groups K-5
- SAP - Student Assistance Program - K-12
- Youth Aid Program (YAP) - Montgomery County
- Link Crew
- Lincoln Drug & Alcohol Counseling
- Springfield REACH
- No Place for Hate
- Cultural Proficiency Training - staff & students
- Advisor for Diversity, Equity, & Climate



# Evidence-based strategies - Behavior (con't)

- UPENN Consortium for Mental Health and Optimal Development
- MCIU Dreaming Forward 2024-2025 - Student Voice
- DVCEE Middle School Student Summit - Student Voice
- Lakeside - School Counselors
- Art & Music Therapy for Tier 2 and 3 interventions
- Check-in/Check-Out for Tier 2 and 3 Interventions
- Elementary Therapy Dogs



# Evidence-based strategies - Academic

## Math

- First in Math
- Trapezium Math
- EM4 Reboot
- Building Thinking Classrooms
- Math Acadience Pilot - Progress Monitoring

## ELA

- Science of Reading
- Matrix Resources - DIBELS, Just Words for Phonics/Fluency
- IXL Learning - MS
- MTSS-A: Response to Intervention - K-8
- HS English 9 and 10 skills-based anthologies

## STEM

- Addition of STEM Experience in Bridgeport ES, Candlebrook ES, and Roberts ES
- 2x/Month - Library and Tinker Tuesday

## High School

- AP and Dual Enrollment
- Seal of Biliteracy
- 70% of Graduating Seniors took an AP or Dual Enrollment Course

## Special Population

- K-12 VB- MAPP
- Assessment of Functional Living Skills (AFLS)





**CLUBS**

**SPORTS**

**81 Activities  
63%**

**Music &  
Arts**

<b>HS Extra-Curricular Participation 2023-2024</b>	<b>#</b>
<b>White</b>	<b>454</b>
<b>Hispanic</b>	<b>86</b>
<b>Asian</b>	<b>135</b>
<b>Multi-Racial</b>	<b>55</b>
<b>Black/African American</b>	<b>107</b>
<b>Total</b>	<b>837</b>



# **School-wide Improvement Plans & Goal Setting**



**Upper Merion Area School District**

# FRCPP: Priorities & Measurable Goals

- ❑ Increase over the next three years, the overall math achievement with a focus on math fluency, problem-solving, and reasoning skills for all elementary school and Middle School students through response to intervention (RTI) programming and effective core instruction. (**Math Achievement**)
- ❑ Increase over the next three years, a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs as evaluated through perception surveys for staff, students and parents. (**Cultural Proficiency**)
- ❑ The District will increase the District's focus and training for all staff in best practices of inclusion through embedded, ongoing and appropriate professional development. (**Professional Development**)



# Target Supports & Improvement Plans:

TSI designations will function as an early warning system for at-risk student groups and as a signal to schools that may be at future risk for more intensive accountability cycles.

- ❑ Upper Merion Area High School
  - ❑ Identified Areas: Attendance (Missing 18 days or more)
- ❑ Gulph Elementary School
  - ❑ Identified Areas: Attendance & ELA for 3rd and 4th grade (Disaggregated Groups: Students with Disabilities & Black)



Upper Merion Area School District





**Thank you for all  
of your support!**

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**Upper Merion Area School District**