



PSSA & Keystone Data Report

Marple Newtown School District
November 27, 2018



Growth vs Achievement

Achievement	Growth
The final result of an academic experience	Is the concept underlying value-added analysis and reporting
Highly correlated with demographic factors, such as socioeconomic status	Typically little to no correlation with demographic factors
Affected by factors outside the school	Typically dependent upon what happens as a result of schooling
Measures students' performance at a single point in time	Measures students' progress across time and years
Compares student performance to a standard	Compares student performance to his/her own prior performance
Critical to students' post-secondary opportunities	Critical to ensuring students' future academic success



Growth

PVAAS helps educators determine what works in their districts, schools, and classrooms.

Provides customized reporting regarding the effectiveness of curricular and instructional practices.

Growth measures are not related to achievement measures



Districtwide ELA Data - Achievement

English Language Arts Performance Level Results

Percentages at Each Performance Level*	Below Basic	Basic	Proficient	Advanced	Percentage of Students Below Basic and Basic in English Language Arts	Percentage of Students Proficient and Advanced in English Language Arts
District 2018	2	17	51	31	18.3	81.7
District 2017	2	18	47	32	20.5	79.5
District 2016	3	19	47	32	21.3	78.7
State 2018	7	31	42	19	38.6	61.4

In 2018, 81.7 % of the students at MARPLE NEWTOWN SD met or exceeded proficiency in English Language Arts. Comparatively, 61.4 % of the students in Pennsylvania met or exceeded proficiency in English Language Arts. Use the 2016 and 2017 data provided to determine your district's three-year progress. These numbers indicate only the students who are in their full academic year.



ELA Cohort Data - Achievement

	2016	2017	2018
Grade 3	77.6	84.0	86.8
Grade 4	69.1	82.6	80.0
Grade 5	84.8	70.9	77.7
Grade 6	79.4	84.7	78.4
Grade 7	79.1	74.8	84.1
Grade 8	75.1	77.6	80.2

Total Percentage of Proficient and Advanced



TDA Cohort - Achievement

	2016	2017	2018
Grade 4	39.5	44.8	48.1
Grade 5	48.3	42.6	46.3

Total Percentage of Proficient and Advanced



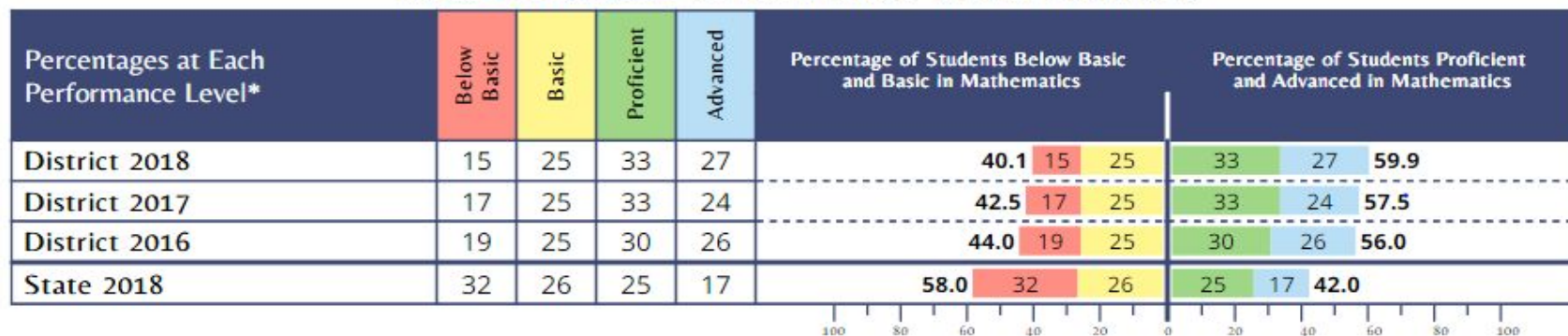
Districtwide ELA Data -Growth

Grade 4	Significant evidence that the district did not meet the standard for PA Academic Growth
Grade 5	Evidence that the district met the standard for PA Academic Growth
Grade 6	Evidence that the district met the standard for PA Academic Growth
Grade 7	Evidence that the district met the standard for PA Academic Growth
Grade 8	Evidence that the district met the standard for PA Academic Growth
Keystone - Literature	Moderate evidence that the district exceeded the standard for PA Academic Growth



Districtwide Math PSSA

Mathematics Performance Level Results





Math Cohort Data

	2016	2017	2018
Grade 3	73.2	75.2	81.6
Grade 4	56.1	67.1	58.8
Grade 5	69.5	60.0	69.5
Grade 6	50.4	54.5	49.4
Grade 7	44.5	49.6	57.1
Grade 8	43.1	36.9	40.8

Total Percentage of Proficient and Advanced



Math Open Ended Cohort

	2016	2017	2018
Grade 3	6.4	6.6	6.9
Grade 4	5.4	5.8	6.7
Grade 5	6.1	5.8	6.1

Raw Score Points (out of 12 possible points)



Districtwide Math Data -Growth

Grade 4	Evidence that the district met the standard for PA Academic Growth
Grade 5	Significant evidence that the district met the standard for PA Academic Growth
Grade 6	Significant evidence that the district did not meet the standard for PA Academic Growth
Grade 7	Evidence that the district met the standard for PA Academic Growth
Grade 8	Evidence that the district met the standard for PA Academic Growth
Keystone - Algebra I	Significant evidence that the district exceeded the standard for PA Academic Growth



Districtwide Science PSSA

Percentages at Each Performance Level*	Below Basic	Basic	Proficient	Advanced	Percentage of Students Below Basic and Basic In Science		Percentage of Students Proficient and Advanced In Science		
					Percentage	Count	Percentage	Count	Percentage
District 2018	4	17	36	43	21.1	17	36	43	78.9
District 2017	8	12	42	38	20.0	8 12	42	38	80.0
District 2016	9	11	38	43	19.7	9 11	38	43	80.3
State 2018	14	21	37	28	35.2	14 21	37	28	64.8



Districtwide Science PSSA

Percentages at Each Performance Level*	Grade	Below Basic	Basic	Proficient	Advanced	Percentage of Students Below Basic and Basic In Science		Percentage of Students Proficient and Advanced In Science			
District	4	0	9	36	55	8.7	9	36	55	91.3	
State		5	19	40	36	24.5	5	19	40	36	75.5
District	8	8	27	36	29	34.6	8	27	36	29	65.4
State		22	24	33	20	46.1	22	24	33	20	53.9



Districtwide Science Data -Growth

Grade 4	Moderate evidence that the district exceeded the standard for PA Academic Growth
Grade 8	Moderate evidence that the district exceeded the standard for PA Academic Growth
Keystone - Biology	Significant evidence that the district exceeded the standard for PA Academic Growth





Districtwide Action Steps

- Utilization of Study Island for Benchmarking
- Increase opportunities for professional learning through classroom visitations both within and outside district
- Shared practice with analysis and collaborative conversations for close reading
- Embed Total Participation Techniques with new resource and related professional development
- Using data to inform instruction- google sheets, data meetings, item analysis
- Common Lesson Planning through BDA

Elementary Action Steps

- IE/Flex time for to meet the needs of all learners
 - Similar blocks of time allotted for subjects
 - Common open-ended math problem solving strategies
 - Utilization of new resources for ELA: Storyworks, Storyworks Jr., ACT Now, commonlit.org, mentor texts (picture books/novels)
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Culbertson Schoolwide Data

	2016	2017	2018
ELA	82.0	78.3	81.4
Math	70.5	69.2	60.3
Science	90.7	95.3	93.9



Culbertson Action Plan 2018-19

- Moved our math classes to a Flexible grouping model.
 - Created an Individual Excellence block for all grades. This will be utilized as an intervention period.
 - Our 4th grade teachers will be observing our 5th grade teachers when they are instructing the Text Dependent Analysis.
 - Teachers will be utilizing the Standards Aligned System (SAS) for further instruction/practice on open-ended responses, in both Math and ELA.
 - Provide more support to Kindergarten, 1st and 2nd grades for reading.
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Loomis Schoolwide Data

	2016	2017	2018
ELA	65.7	74.0	75.0
Math	49.7	59.7	67.6
Science	85.2	87.5	88.7



Loomis PSSA - Current Action Steps

All Grades:

- Focus on Increasing Student Engagement - Professional Learning Community

Grades 3, 4, 5:

- Utilization of PDE SAS website for Mathematics

Grade 5:

- Schedule changes
 - Professional Learning in ELA
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Russell Schoolwide Data

	2016	2017	2018
ELA	78.7	80.3	82.8
Math	69.4*	66.1	71.6
Science	81.1	92.5	87.9



Russell PSSA

Action Steps for 18-19

Implement our new math program: Math in Focus

Continue to challenge learners across all levels

Evaluate data

Increase support in the primary grades



Worrall Schoolwide Data

	2016	2017	2018
ELA	88.7	90.0	88.2
Math	88.7	83.3	80.3
Science	95.8	98.5	94.9



Worrall PSSA--Focus Areas

Weekly Child Study Team meetings

Enhanced utilization of Reading Specialist for grades 3-5 intervention and K-2 early literacy

Integration of Total Participation Techniques (Differentiated Supervision group)

Grades 1 and 2 Tiger Time ELA groups--enrichment, grade-level, and intervention

Walkthrough rotations



Paxon Hollow Schoolwide Data

	2016	2017	2018
ELA	79.2	78.9	81.5
Math	46.4	46.7	46.4
Science	73.2	66.0	65.4



Paxon Hollow Action Steps

2018-2019

Schedule

- 6th and 8th grade schedule switched
- 6th grade ELA and Math coupling of classes to both occur nine times in a six day cycle. This change increased math instructional time by 50% for the year.

Professional Development

- Increased professional development to 90 minutes a month

Student Placement/Instruction

- The 6th grade transition: Paxton profile, student, teacher, and parent communication, revised 6th grade orientation
- Schoolwide, the math teaching assignments were reassigned to different grade levels and courses.
- Math Cycle class changed to schedule students based on skill need.

Implementation of Resources

- PSSA Science Coach books
 - Makerspace STEM activities
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MNHS Schoolwide Data

	2016	2017	2018
Literature	78.9	73.7	75.1
Algebra I	51.7	50.4	54.2
Biology	62.6	60.7	69.7



MNHS

STRENGTHS

- Several areas of increase for each testing course.
- Increases in multiple HUP subcategories
- 8 of 8 categories increased for Biology
- 4 of 8 categories increased in Algebra 1 (all students, Repeaters, HUP, ED)
- 3 of 8 categories increased in Literature (all students, IEP, EL)

AREAS FOR IMPROVEMENT

- Algebra 1 overall math language and knowledge
 - Communication with parents regarding remediation courses. (Parent perception)
 - Student perception of course participation in remediation courses.
 - Inconsistent growth for HUP and regular education students.
 - Decreases in 1st time testers in Lit and Algebra
 - Current 9th grade were 40.4 in math (Reg. Ed 47.7)
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MNHS

ACTIONS TAKING PLACE

- Meeting with Biology and Literature teachers
 - Sustaining DI efforts through coaching support provided by Pete Grande in Winter/Spring.
 - Investigate our Guided Study, Support Classes, Remediation Classes and how we assign and the effectiveness of our Special Education Co-teaching.
 - Utilization of Reading Specialist as an additional support to analyze available data to inform instruction and provide an additional level of intervention in the classroom.
 - Introduce Productive Struggle training to staff.
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