

# Curriculum Committee

April 24, 2017

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# *December*

Initial discussion among the Central Office Leadership Team

- We want to improve:
  - Achievement – Looking back
  - Growth – Looking ahead
- Pockets of performance
- Potential for improvement is real

## **District Level**

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# *January*

Initial reflection with all district administrators

- Singular focus – Academic achievement and growth
- Honest, candid and informed
  - 45 norms generated, condensed to 4
- Areas of success
- Opportunities for improvement
  - 48 areas of strength/opportunity
  - 44 “I wonder” statements regarding improvement

## **District Level**

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## *Our Goal*

To continually improve teaching and learning in our PK-12 system through routine analysis of data and mutual support through the change process.

# **District Level**

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# *January/February*

## Academic Achievement and Growth Data

### Common Understanding

- System performance
  - **Past** academic achievement and growth
  - **Current** academic achievement
  - **Projected** academic achievement
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- Need and desire for change resulting in improvement

# **District Level**

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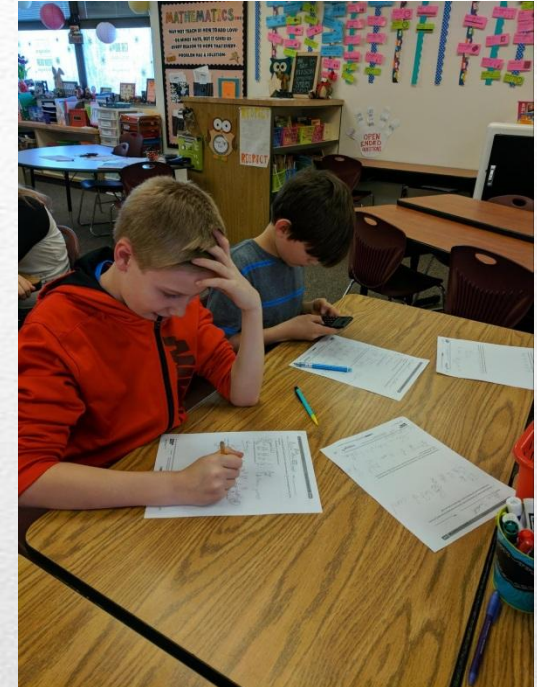


<b>School/Grade</b>	<b>Strength</b>	<b>Opportunity</b>
<b>CAPS</b>	System for collection of data exists and is analyzed by GLC's	Data is limited to 1 set, non-norm referenced. No projection data is available
<b>CAIS</b>	Growth is substantial	Achievement is upwards of 10% below state average in grades 3,4,5 in ELA/Math.
<b>Middle School</b>	Grade 8 ELA achieved above state average in 2016	Achievement is upwards of 20% below state average in Math/ELA with mixed growth results.
<b>High School</b>	The benchmarking for Biology compares projections to benchmarked performance allowing for a comparative discussion.	SAT scores are below state/national averages by 40 points or greater
<b>CTC</b>	Processes and awareness of data analysis lead to action/change. Data drives programmatic decisions.	Regardless of the data set, the processes used to analyze data are applicable to all other schools.
<b>District wide</b>	Organizational improvement is based on pockets of understanding performance.	An opportunity for improvement is to standardize assessment windows for benchmarking, followed by a period of organizational analysis and system-wide goal setting. Collect – Plan – Do – Review

# *April*

## Stakeholder engagement

- Elementary Grade Level Coordinators
- Middle School Subject Coordinators
- Curriculum Committee of the Board



# District Level

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## *Summer/Fall 2017*



- Thorough analysis of academic achievement and growth as measured by PSSA/Keystones
- System of consistent benchmarking practices K-8
- Short-term and long-term goal setting
  - Planning for success
  - Curriculum revisions

# **District Level**

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# *Highlights*

- Flexible, small group instruction
- Grade level collaboration
- Whole child perspective of decision making
- Parental involvement
- System of supports for children



# **Corry Area Primary School**

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## *Highlights*

- Informed decision making regarding student placement, transitions
- Strategic scheduling
  - Small group, individualized instruction
  - Maximized resources (human, time)
  - Increased collaboration
- Teacher leadership

# **Corry Area Primary School**

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# *Highlights*

- Learning environment
  - Comfortable
  - Culture of acceptance
  - “A beautiful school”
  - We are CAPS!



# **Corry Area Primary School**

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## *Opportunities*

- Assessment practices, tools
  - Consistency K-8
  - Normed
    - Well-child check up concept
    - Nonbiased
- School-wide behavior system
- Expanding academic achievement/data conversations



# **Corry Area Primary School**

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# *Opportunities*

- Kindergarten small group instruction
- Kindergarten instructional group placement
  - Informed decisions
    - Observation
    - Assessment
  - Real-time
- Transitioning
  - Grades 2 to 3



# **Corry Area Primary School**

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# *Highlights*



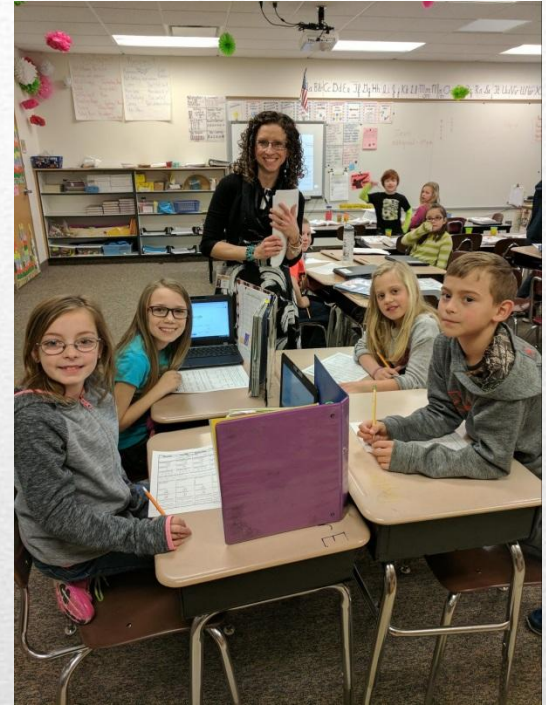
- Small group math and reading instruction
- Specialized Science, Social Studies and Math enrichment
- Growing substantially and rapidly
- Change has lead to proven improvement
- Parent involvement
  - Willingness to engage in education of the child

## **Corry Area Intermediate School**



# *Highlights*

- Flexibility in grouping, schedule
- Teacher leadership
  - Ownership
  - Empowerment
- Innovation
  - Risk taking encouraged
- STEM programming



## **Corry Area Intermediate School**



# *Highlights*

- Culture of the building
  - Vision Statement



*Corry Area Intermediate School will provide a challenging yet positive and engaging school experience for every child, where academic, social, emotional, and physical growth are the result of careful planning, teacher collaboration, and strong community partnerships.*

# **Corry Area Intermediate School**

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## *Highlights*

- Communication
- Student opportunities
- PTO engagement
- Community partnership



# **Corry Area Intermediate School**

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## *Highlights*

- Mrs. DeSanto - Grade 5 Math
- Mrs. Bayle - Grade 3 Math
- Mrs. Balek - Grade 3 Math 1
- Mrs. Balek – Grade 3 Math 2

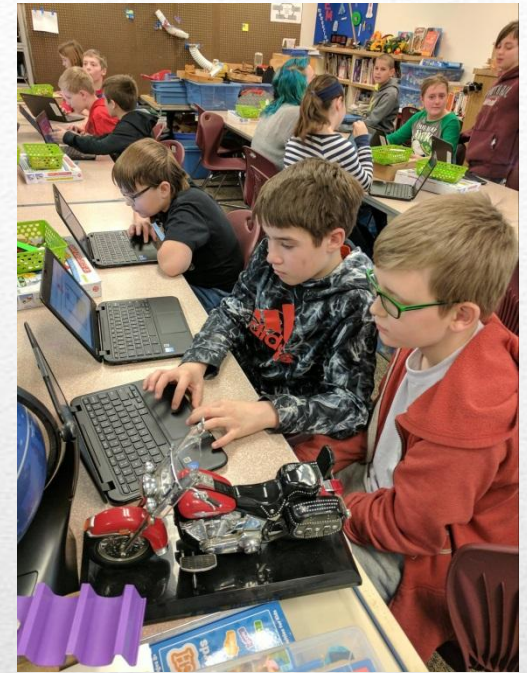
**Corry Area Intermediate School**

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# *Opportunities*

- Curricular improvement
- Increase academic achievement
- Guarantee growth for every child
- Transitioning
  - Grades 5 to 6
- Offering something for every child
  - Whole child
- Continued determination to challenge everyone to higher levels of academic and personal achievement



## **Corry Area Intermediate School**

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# *Our future...*

- Improve academic achievement
- Innovate, innovate, innovate
  - Curricular planning
- Systems of student achievement
  - Informed and strategic decision making
- Systems of student support
- Growth and achievement



## **All Elementary**

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- Secondary Data Team
- Middle School Data Review
- Middle School Schedule Proposal
- Career and Technical Center Data Review
- Keystone Exams

## **Secondary Data/Curriculum Initiatives**

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- Team of Teachers, Counselors, Administrators
- Initial Training – Early December
  - Consultant through CTC
- SREB Data Review Protocol
  - 1. What parts of the data catch your attention? Just the facts.
  - 2. What does the data tell us? What does the data not tell us?
  - 3. What good news is there to celebrate?
  - 4. What are the problems of practice suggested by the data?
  - 5. What are the key conclusions? What recommendations does the team have for addressing the problems of practice?

# Secondary Data Team

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- Purpose
  - First filter for various data sets
  - Use the SREB protocol to review various data sets
  - Develop initial action plans to address problem of practice
  - Assist in implementation of action plans

# Secondary Data Team

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- June – PSSA Results
- July – Keystone Results
- August – NOCTI/NIMS Results/Data Rollout
- September – AP Results
- October – PVAAS Growth – Keystone
- November – PVAAS Growth - PSSA
- December – SAT/ACT Results
- January – Mid-Year Review
- February – PVAAS Projections – Scheduling
- March – Closing the Achievement Gap
- April – Future Ready PA Index
- May – Graduation Rate/Attendance Rate

# Secondary Data Team – Calendar of Data Review

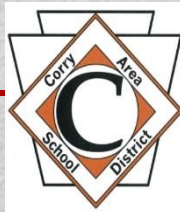




- Two Focuses
  - SAT/ACT
  - Using PVAAS Projections in decision-making for HS Scheduling
    - AP Courses
    - Foundational Science – 9<sup>th</sup> Grade

# Secondary Data Team

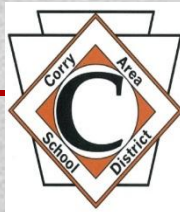
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- Reviewed SAT/ACT Data – Using SREB Protocol
  - Identified Areas of Practice to Improve
    - Assessment Familiarity – Teachers, Counselors, and Administrators
      - What is the Content of the SAT/ACT
      - What resources are available
    - Assessment Familiarity - Students
      - Rigor of Assessment
      - Timed Assessment

# Secondary Data Team

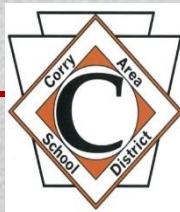
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- Action Plan
  - Investigated Resources on SAT/ACT
  - Expand Team – Teachers of Students who will be taking the SAT/ACT
  - Share Resources with Expanded Team
  - Create Content Specific Plan targeted at preparing students for SAT/ACT – Integration into current course offerings

# Secondary Data Team

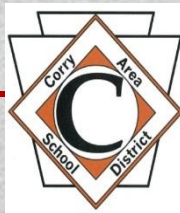
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- Implement Changes to Practice
  - Content Specific Plans to address Assessment Familiarity
  - All Juniors take the PSAT
  - Exploring Pre-ACT assessment for Sophomores
  - System of Notification to Counselors when students sign up the SAT/ACT
    - Link Students to Free Resources to prepare

# Secondary Data Team

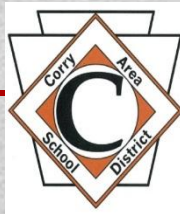
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- ELA - Val Toplovich
- Math - Kyle Jewell
- Science - Eric Brumagin
- Social Studies - Jeff Goodwill

## **Middle School Subject Coordinators**

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PVAAS 70+ to Basic = 113

PVAAS 70+ to Pro = 42

PVAAS 70+ to Adv = 3

Advanced	12	7.41%
Proficient	48	29.63%
Basic	52	32.10%
Below Basic	10	6.17%
Not Tested	40	24.69%

# February 2017 ELA Benchmarks - 8th Grade



PVAAS 70+ to Basic = 118

PVAAS 70+ to Pro = 45

PVAAS 70+ to Adv = 2

Advanced	19	12.93%
Proficient	54	36.73%
Basic	26	17.69%
Below Basic	5	3.40%
Not Tested	43	29.25%

## February 2017 ELA Benchmarks - 7th Grade



PVAAS 70+ to Basic = 123

PVAAS 70+ to Pro = 70

PVAAS 70+ to Adv = 8

Advanced	17	11.81%
Proficient	57	39.58%
Basic	19	13.19%
Below Basic	10	6.94%
Not Tested	41	28.47%

## February 2017 ELA Benchmarks - 6th Grade





PVAAS 70+ to Basic = 86

PVAAS 70+ to Pro = 44

PVAAS 70+ to Adv = 9

Advanced	33	21.57%
Proficient	36	23.53%
Basic	30	19.61%
Below Basic	46	30.07%
Not Tested	8	5.23%

## April 2017 Science Benchmarks - 8th Grade



PVAAS 70+ to Basic = 54

PVAAS 70+ to Pro = 11

PVAAS 70+ to Adv = 0

Advanced	0	0.00%
Proficient	4	2.47%
Basic	45	27.78%
Below Basic	51	31.48%
Not Tested	62	38.27%

## February 2017 Math Benchmarks - 8th Grade

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PVAAS 70+ to Basic = 68

PVAAS 70+ to Pro = 20

PVAAS 70+ to Adv = 0

Advanced	5	3.40%
Proficient	19	12.93%
Basic	44	29.93%
Below Basic	36	24.49%
Not Tested	43	29.25%

## February 2017 Math Benchmarks - 7th Grade



PVAAS 70+ to Basic = 86

PVAAS 70+ to Pro = 39

PVAAS 70+ to Adv = 6

	Early - February	Mid - March	Mid - March
Advanced	5	21	14.58%
Proficient	32	34	23.61%
Basic	47	42	29.17%
Below Basic	40	39	27.08%
Not Tested	20	8	5.56%

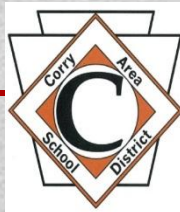
## Spring 2017 ELA Benchmarks - 6th Grade



- Short-Term
  - 6th Grade
    - ELA
    - Math
  - 8th Grade Science

# Middle School Schedule Proposal

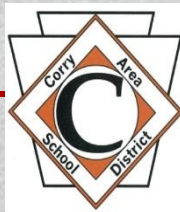
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- 6th Grade
  - 100% Small groups in ELA and Math
  - Flexible grouping for Science and Social Studies
  - Implement 5th to 6th grade transitions
- 7th and 8th Grade
  - 7th Grade - 67% Small groups in ELA and Math
  - 8th Grade - 33% Small groups in ELA and Math
  - Flexible grouping for Science and Social Studies
  - Exploratory Options
- 6th - 8th Grades
  - ELA, Math, and Science Benchmarking and Data driven adjustments
  - Shift of focus from coverage of material to assessment with a response

# Middle School Schedule Proposal

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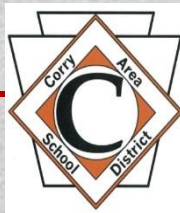
What are we measured on?

Perkins requires Performance Indicators

8 Areas

- Keystone Literature
- Keystone Algebra
- Technical Skill Attainment (NOCTI/NIMS)
- Student Attainment (Diploma)
- Graduation Rate
- Placement (Job/Post-Secondary/Military)
- Non-Traditional Participation
- Non-Traditional Completion

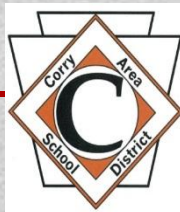
# CTC – Performance Indicators



## 2017-2018 Performance Levels

Indicators	1S1 Lit	1S2 Alg	2S1 Skill Attain	3S1 Student Attain	4S1 Grad Rate	5S1 Place	6S1 Non- Trad Part	6S2 Non- Trad Comp
State Expectation	53	43	80	98	98	97.70	17.70	12.80
State Performance 2015-2016	54.23	47.89	84.06	99.00	99.01	90.74	16.74	12.96
Consortium Performance	50	53.85	93.75	98.11	100	95.12	7.3	3.12

# CTC – Performance Indicators





## NOCTI

National Occupational Competency Testing Institute

Specific tests for PA Students

Aligned to Programs of Study

Written (online) and Performance Test

Pre-test fall of sophomore, junior and senior year

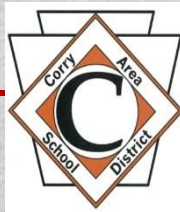
Post-test spring of senior year as end of program

Programs take this

- Automotive Technology
- Building Construction Trades
- Cosmetology
- Diversified Occupations (written only)
- Early Child Education
- Health Care Technology
- (Metalworking and Machine Tool Tech for data purposes only)

# CTC – End of Program Testing

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## NIMS

National Institute of Metalworking Skills

Series of written (online) and performance tasks

Programs take this

- Metalworking
- Machine Tool Technology

Students must complete and pass 3 to be competent, 4 or more advanced

7 assessments include:

Measurement, Materials and Safety

Drill Press

CNC Milling

Vertical Milling

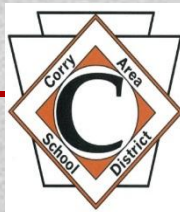
CNC Lathe Turning

Lathe Between Centers

Vertical Milling

Job Planning Benchmark Layout

# CTC – End of Program Testing



Program	#	Overall			Written			Performance		
		Advanced	Competent	Basic	Advanced	Competent	Basic	Advanced	Competent	Basic
Automotive	10	4	4	2	5	5	0	5	3	2
Early Childhood Education	5	4	1	0	5	0	0	4	1	0
Construction/Maintenance	5	3	1	1	5	0	0	3	1	1
Cosmetology	8	7	0	1	8	0	0	7	0	1
Diversified Occupation	6	5	1	0	5	1	0	N/A	N/A	N/A
Health Assisting	4	1	3	0	4	0	0	1	3	0
<b>TOTAL</b>	<b>38</b>	<b>24</b>	<b>10</b>	<b>4</b>	<b>32</b>	<b>6</b>	<b>0</b>	<b>20</b>	<b>8</b>	<b>4</b>
Percentage		63%	26%	11%	84%	16%	0%	63%	25%	12%
Overall % Proficient/Advanced		89%								
2015-2016 NIMS RESULTS - CORRY AREA CTEC										
Program	#	Advanced	Proficient	Basic						
Metalworking	8	0	8	0						
Machine Tool Technology	4	3	0	1						
Total	12	3	8	1						
Percentage		25%	67%	8%						
Overall % Proficient/Advanced		92%								

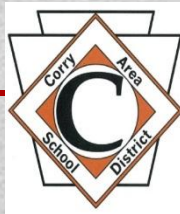
## 2015-2016 Post NOCTI RESULTS - CORRY AREA CTEC



- NOCTI
  - Look at overall scores
  - Look specifically at “competency areas” for instructional improvement
  - Look at individual score reports for student improvement before post-testing
  - Study Guides
  - Job Ready Assessment Blueprints
  - Individual Student Booklets

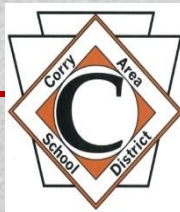
# Using Data to Improve Instruction

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Child Care Year 1	Child Care Year 2	Child Care Year 2	Child Care Year 3	Child Care Year 3	Child Care Year post
Prof. 53	Prof. 71	Prof. 78	Prof. 87	Prof. 86	Prof. 92
Safety 74	Safety 80	Safety 83	Safety 89	Safety 91	Safety 92
Env. 58	Env. 57	Env. 85	Env. 89	Env. 92	Env. 88
Child Dev. 62	Child Dev. 61	Child Dev. 82	Child Dev. 85	Child Dev. 79	Child Dev. 81
Classroom 70	Classroom 58	Classroom 79	Classroom 84	Classroom 86	Classroom 88
Standards 55	Standards 60	Standards 81	Standards 81	Standards 78	Standards 82
Curr. 36	Curr. 55	Curr. 66	Curr. 71	Curr. 81	Curr. 85
Activities 68	Activities 69	Activities 86	Activities 89	Activities 90	Activities 96
Partnerships 60	Partnerships 62	Partnerships 86	Partnerships 86	Partnerships 93	Partnerships 93

# Overall Scores to Improve Performance



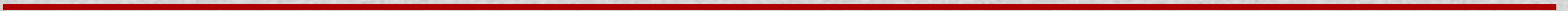
- End of Course Exams
  - Algebra 1 – 8<sup>th</sup>, 9<sup>th</sup>, or 10<sup>th</sup> Grade
  - Biology – 9<sup>th</sup> or 10<sup>th</sup> Grade
  - Literature – 10<sup>th</sup> Grade
- Graduation Requirement
  - Originally – Class of 2017
  - 2 Year Moratorium – Class of 2019
  - PDE Proposal – Menu of Pathways – Under Review

# Keystone Exams

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- Algebra 1 – 63%
- Biology – 48%
- Literature – 56%

## **Current Results – Class of 2018**

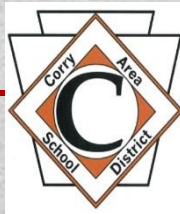
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- Monthly Data Team Meetings
- Collaboration between ELA and SS
  - Non-Fiction ELA Content
- Study Island Benchmarks
  - Correlated to Keystone Exams

# Keystone Exams

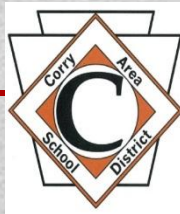
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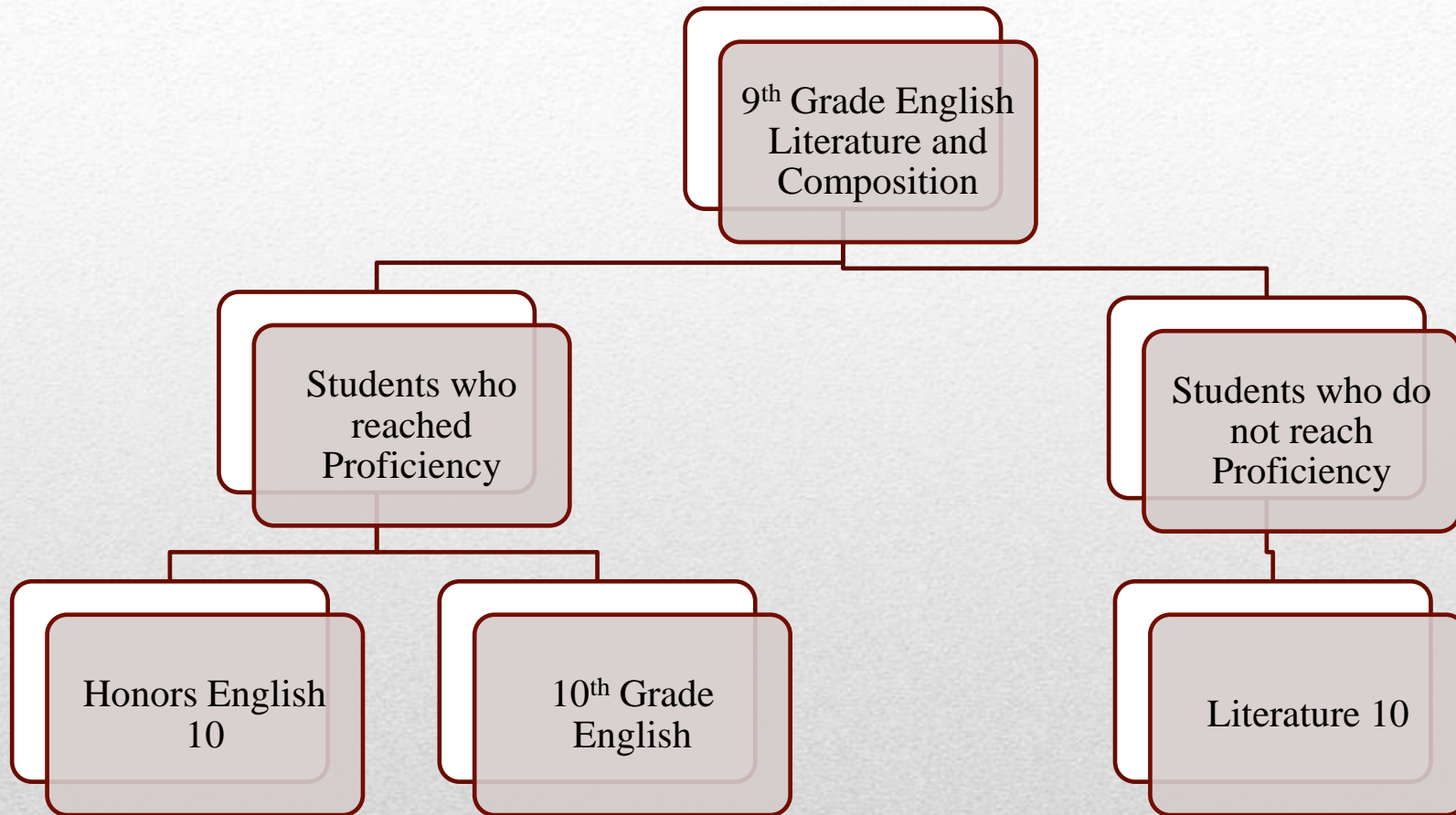


- Revised Sequence
  - Currently
    - 10<sup>th</sup> Grade Literature
    - Remediation – 11<sup>th</sup> Grade English
  - Starting in 2017-2018
    - 9<sup>th</sup> Grade English Composition and Literature
    - Natural Remediation Pathway in 10<sup>th</sup> Grade Based on Performance

# Literature Keystone Exam

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# Literature Keystone Exam



# *Going forward...*

- We want to improve:
  - Achievement – Looking back
  - Growth – Looking ahead
- Pockets of performance
- Potential for improvement is real

## **District Level**

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