## PSSA Results 2012

## Manheim Township School District



| Reading |  | Math AYP |
| :---: | :---: | :---: |
| AYP Benchmarks | Benchmarks |  |
| $2008-2010$ | $63 \%$ | $2008-2010$ |
| 2011 | $72 \%$ | 2011 |
| 2012 | $81 \%$ | 2012 |
| 2013 | $91 \%$ | 2013 |
| 2014 | $100 \%$ | 2014 |

## Making AYP in 2012

- Participation Goal - 95\%
- Performance Goals - 78\% Math \& 81\% Reading
- District
- Building
- Grade Spans (3-5 / 6-8 / 11)
- Target Groups (Sub-pops)


## Student Groups

Groups comprised of 40 or more students

- All**
- Male
- Female
- White**
- Black**
- Latino/Hispanic**
- Asian**
- Multiracial**
- IEP**
- LEP (ELLs - English Language Learners) ${ }^{\star *}$
- Economically Disadvantaged**
** Connected to AYP


## AYP Targets

Brecht ..... 12/13

## Bucher

Neff
Nitrauer
Reid.
Schaeffer
Neff 6
Middle School
High School

13/13
13/13
13/13
13/13
13/13
25/25
32/33
15/19
For target groups: Math (participation \& performance) /
Reading (participation \& performance) / Attendance or Graduation Rate

## What The Terms Mean

- Confidence Interval (CI) -- controls for sampling error and variation across years; it means the group met AYP only when using a 95\% confidence interval
- Two Years of Data (N2) - the average \% proficient of the two years of data is greater than or equal to the current performance target
- Safe Harbor (SH) -- it means the group met AYP through reducing the percentage of non-proficient students by 10\%
- Safe Harbor with a Confidence Interval (SHCI) -- controls for sampling error and variation across years; it means the group met AYP through safe harbor only when using a 75\% confidence interval
- Growth Model (GM) -- it means the group met AYP because students are on a trajectory to proficiency even though they are not there yet (PVAAS)

2012 Results - goal 78\%
Math 3-5

|  | All |
| :---: | :---: |
| Brecht | $88.5 \%$ |
| Bucher | $88.2 \%$ |
| Neff | $90.5 \%$ |
| Nitrauer | $93.1 \%$ |
| Reid. | $90.2 \%$ |
| Schaeffer | $86.3 \%$ |

## 2012 Results - goal 78\%

## Math 6-8 \& 11

|  | All |
| :---: | :---: |
| Neff 6 | $86.6 \%$ |
| Middle School | $88.4 \%^{*}$ |

High School

## 2012 Results - goal 81\%

Reading 3-5

|  | All |
| :---: | :---: |
| Brecht | $71.2 \%^{*}$ |
| Bucher | $75.8 \%$ |
| Neff | $79.9 \%$ |
| Nitrauer | $85.5 \%$ |
| Reid. | $84.3 \%$ |
| Schaeffer | $77.6 \%$ |

## 2012 Results - goal 81\%

## Reading 6-8 \& 11

|  | All |
| :---: | :---: |
| Neff 6 | 82.1 |
| Middle School | $88 \%$ |

High School
77.6\%*

What does this mean for us as we move into the 2012-2013 school year?

## K-6 Next Steps

- All K-6 buildings (except Brecht) made AYP.
- Brecht will be on "WARNING"
- Improvement plans will be developed for all buildings (specifically in reading)
- Administrative Data Sessions - Facilitated by district employees, PDE, and IU13
- Intervention Plan Developed
- Staff Data Sessions - 3 times a year (benchmark data) \& monthly in buildings (progress monitoring data)


## K-6 Next Steps (Continued)

- Alignment of Reading Curriculum - PA Common Core Standards (K-2)
- Measuring the Fidelity to the Core Program
- Instructional Expectations Established in Reading \& Math
- Increased Instructional Time in all buildings
- Staff Development - Teacher Effectiveness Rubric (multiple measures) \& Reading Audit
- A new PSSA in 2014...we are participating in the field testing for the new assessment


## Middle School Next Steps

- Continue to implement differentiated instruction techniques across all subject areas
- Place math and reading on teams
- Create 80 minute math and reading support blocks for non-proficient students
- Participate in the Educator Effectiveness Program
- Continue to support ELL learners in a co-taught regular education English class
- Support the work of the Professional Learning Communities
- Develop common assessments in math, reading and science


## High School Next Steps

- Keystones
- Review Plan - English, Science, Math
- Prep for Keystones
- Voluntary Pilot Site
- Adjust Curriculum \& Instruction
- Establish a Culture of "Intentionality"
- Data Teams \& Professional Learning Groups
- Meeting Individual Student Needs
- DI \& ELL Training
- OTI - AM \& Lunch
- Continue School Improvement Plan/Co-teaching Plan


## Teacher Effectiveness System in Act 82 (HB 1901) MULTIPLE MEASURES

Observation/Evidence
Danielson Framework Domains

1. Planning and Preparation
2. Classroom Environment
3. Instruction
4. Professional Responsibilities


## Building Level Data

PSSA Achievement
PVAAS Growth
Graduation Rate
Promotion Rate
Attendance Rate
AP Course Participation

Teacher Specific Data
PSSA Achievement
PVAAS Growth
IEP Growth
Locally Developed District Rubrics

| Elective |  |  | Elective Data/SLOs |
| :--- | :--- | :---: | :---: |
| Data, 20\% | District Designed Measures and Examinations <br> Nationally Recognized Standardized Tests <br> Industry Certification Examinations |  |  |
|  | Student Projects Pursuant to Local Requirements <br> Student Portfolios Pursuant to Local Requirements |  |  |

