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Hello and welcome to the School Performance Profile Parent Informational Session. During this session, you will be presented with information regarding the school performance profile website, the purpose behind the data that is presented including a brief overview of federal and state mandates that inform educational decision-making, how our district's performance-based data is compiled and presented, and the many features of the website. You will also be provided with additional resources that may assist you in better understanding the many aspects of achievement-based data.

Slide 3 – Overview video

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For those of you that are not familiar with me, my name is Roni Langley. I am a Turkeyfoot alumna who graduated in 2002. I began working at Turkeyfoot in December of 2008 as a substitute. I was hired full time the following year and taught middle school language arts for four years. At the beginning of the 2013-2014 school year, the position as the coordinator of Special Education opened up in our district. I asked to be considered for the position in an attempt to support the Turkeyfoot Valley School District, its teachers, students, and parents as a whole. I appreciate your participation and hope that this session is helpful.

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In order to have a greater understanding of our district's data, I would first like to provide you with some background information as to WHY we collect that data and what it means for the school and its students.

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In 2001, President Bush signed into effect the Elementary and Secondary Education Act; otherwise known as No Child Left Behind. This law brought about dramatic changes for the American education system. There are many components of this law that we do not have time to cover in this presentation; however, this law did raise awareness of and accountability toward ALL learners. Basically, it created a school report card. NCLB formed guidelines that essentially stated that schools receiving federal funding needed to meet incremental achievement goals within the given time frame based on standardized assessments given at specific times throughout a child's educational career. NCLB stated that all students (meaning all students being tested) needed to be 100% proficient in respective subject areas by the end of the 2014 school year. Achievement was measured through Adequate Yearly Progress (AYP). If a district met the AYP percentage goal, they received additional supports and funding to continue progress. If they did not, there were several additional layers of accountability and state-initiated support to address areas of need. For more detailed information, please view the website listed at the bottom of this slide.

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The accountability portion of NCLB meant that districts needed to be more aware of the data that they collected and how it was reported to the state and federal government. Data that was required was supported by federal funding if done accurately. Districts also had specific data goals that were required based on the areas of information collected. The largest percentage of the data that was accounted for came from the state standardized assessments (PSSAs for the elementary up through eighth grade and, as of last year, Keystones for High School students). We will discuss this more later. NCLB also informed the creation of academic standards based on specific topics and skills which students were required to master at given times in their educational development. To view Pennsylvania's State standards, the PA Core standards, or the PA Keystone standards that inform instructional decision making, please view the website listed on this slide. It will give you information as to which skills and concepts are being taught at which grade levels. It is a great resource for understanding and supporting the classes that your child/children are taking as it is a guiding force behind the instruction that the teachers give on a daily basis.

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The PSSAs and Keystones are designed to assess the standards for each grade level and academic area listed on this slide. PSSAs are given in reading and math in grades three through eight. They are given in science in grades four and eight and writing in grades five and eight. However, please note that the PA Core standards are the newest revision to the state standards. The core standards emphasize higher order thinking skills and writing in order to explain how and why the student came to a specific answer. The PSSAs are now also encouraging metacognition – thinking about the way you think and learn – and new tests are being developed at this time. This year, writing field tests (practice tests) will be given to gain baseline data for upcoming test development.

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The Keystones, similar to the PSSAs, are given at specific times throughout high school based on the classes in which your child is enrolled. For example, when your child takes the Algebra I class in high school, they are required to then take the Algebra I Keystone test at the end of the year, which counts toward our district achievement scores. Students have three attempts to pass their Keystones in the respective areas in order to meet graduation requirements. The Keystones are the newest form of standardized assessment to come from the Pennsylvania Department of Education. As such, they are continuing to make improvements and add tested areas as they can. For more information regarding the Keystones, please view the website listed at the bottom of the slide.

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To review, the standardized assessments (PSSAs/Keystones) inform the largest percentage of our district's achievement data. If you would like more information on these assessments or the Pennsylvania Alternate System of Assessment, known as the PASA, which is designed to meet the needs of our disabled students, please use this link to the PDE portal.

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To sum up, NCLB provided guidelines by which a district's achievement is now measured. However, as we mentioned before, NCLB did require that 100% of test takers would be proficient by the end of the 2013-2014 school year. Given that this goal was found to be somewhat unobtainable by many for a variety of reasons, the U.S. Department of Education under the Obama administration revised the Elementary and Secondary Education Act to include a waiver that gave states the ability to create their own guidelines for achievement. The waiver program required that states were to submit their plans for achievement for federal approval. In August of 2013, Pennsylvania's ESEA waiver plan was approved under the guidance of the Corbett administration. The Pennsylvania ESEA waiver eliminates the 100% proficiency goal for this school year and the idea of Adequate Yearly Progress. Instead, the waiver requires districts to show growth and "bridge the achievement gap" within a six year time frame, which means that our percentage goals are smaller and potentially more obtainable. The three areas that the ESEA waiver focuses on are: College and career readiness, State-developed recognition and accountability, and Improving and supporting effective practices.

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The biggest area of focus with the ESEA waiver is IMPROVEMENT THROUGH GROWTH. Essentially, we have to show that what we are doing is working because our students are improving.

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For specifics on the ESEA waiver from both a federal and state level, please view these websites.

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I understand that we have already covered a great deal of information; however, I hope you now have a better understanding of where our data comes from and why we are required to account for certain types of data. Now we are going to explore the School Performance Profile website and see some data first-hand. I will also be briefly introducing some of the most important features of the website as they relate to data calculation and interpretation – how the state determines our data and how to read it.

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The School Performance Profile website can be found using the website listed here. It is available for public viewing because it is federally reported information. The SPP website provides information regarding demographic and achievement-based data from a district level. When you log in to the website, you may receive a pop-up message regarding updates to the data. As new data is reported to the state, they will update the site. Therefore, some of the data may be subject to change.

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When you first enter the site, you will see a welcome message on the left (as seen on the next slide) that provides information about the site. You can review this at your leisure. However, before you can officially begin reviewing data, the site will ask you to input your role (which you will see an example of in two slides). The site requests this information so that they can track who logs into their site. You can do this at the bottom left of the page. Once you find your role in the pull-down menu, click GET STARTED to begin your search.

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There are several ways in which to search; however, the easiest way is to search using the district's name. If you search "Turkeyfoot Valley," it will provide you with options to view the elementary or the high school (since they are considered separate buildings based on how we are required to report our data). Examples of what you will see are found on the next two slides.

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Once you click on the building that you would like to view, you will first be presented with the FAST FACTS page. This page provides you with information regarding the demographics at the building level. This includes everything from the contact information to the grade levels of the building to the population information and enrollment status and so forth. Each fact is listed as a blue hyperlink. If you click on the hyperlink, they provide you with further clarification as to how they define the term being used. An example is provided on this slide. This information explains further how a district receives the indicator of a Title I school. Further explanation of our district's Title I designation will be offered later in this presentation.

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The next tab that you will see at the top is the SCORING tab. This is an exceptionally valuable piece of clarification as to how our achievement data is scored and weighted. Please pay close attention to how our overall performance is broken down. 50% of our performance score is based on our test scores on the PSSAs and/or keystones. This includes students who score proficient or advanced, an average rating of all student scores, and an average rating of the district's underperforming students. 40% of our performance score comes from the growth that our students make (based on their test scores) from year to year. This takes into consideration the programs, instruction, and so forth that the district has put into place to improve student achievement on the test. Therefore, 90% of our total score hinges upon the test scores and the score growth from year to year. The final 10% of our score is based on graduation, promotion from grade to grade each year, attendance, and so forth. Another feature of the ESEA waiver is that schools can now receive bonus points (or extra credit) for advanced performance by comparison to other schools; therefore, we truly get rewarded for what we do well.

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Before we begin looking at specific data, please note that the ESEA waiver requires that the state gather baseline data that can be used for comparing growth. Last year, this year, and next year will be considered baseline years. Averages of achievement and growth will be taken from these three years to inform our long-term (6-year) goals. However, as a district, Turkeyfoot has already begun forming short-term and long term goals based on the data that is already available. More information on that will come at the end of this presentation. Also, please know that our Intermediate Unit, a state supported facet of education, helps guide the district in its interpretation of the data as well as the forming of our data-driven goals.

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The middle tab on the SPP website is the ACADEMIC PERFORMANCE tab. This is considered the “meat and potatoes” of the SPP website. The information on this page relates to the previous school year’s data. At this point, it is unclear how the representation of the data will change as more data is added and averages are taken into consideration for growth. I encourage you to look at this page again before the next school year to compare changes based on the data that will be reported for this school year. The first feature of the site you should be aware of is the symbols that are used to delineate achievement percentages. Each symbol is based on the percentage of test taking students that meet or exceed the standard level of achievement on their standardized assessments. Please note that in order for data to be reported for a specific group, we have to have at least eleven students representing that group. Otherwise, the data is signified with a black “Insufficient sample” box.

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The next feature of the performance page, which may have caught your eye right from the start, is the building level academic score box located at the top left. This is the building's overall score based on the calculation of all available data. If you click on the "View Calculation" search link at the bottom, it will give you a detailed review of the data that was taken into consideration for calculation. You will notice as you scroll down through the data, that many portions are (for the time being) not applicable. This is because we are still compiling baseline data. Once baseline data is compiled, it will begin to inform our areas of growth especially. Many of these areas will become available once the 2013-2014 data is made available. Please take a moment (at your earliest convenience) to look down over the data that is presented. Again, remember that each link in blue can be clicked on to provide information regarding the data that is reviewed for that area.

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The third feature of the performance page that I would like to draw your attention to is the Federal Accountability Designation box on the left. Turkeyfoot Elementary is considered a Title I school, meaning that we receive federal funds under the Title I initiative based on the economic status of our students and their families. Each of the two plus signs can be clicked on to bring up more information regarding what Title I is, what aspects are taken into consideration to determine funding under Title I, and how Title I districts are held accountable under the ESEA waiver.

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I would like to draw your attention to the Federal Accountability Descriptions link. This link provides information as to how funds are distributed based on achievement and performance on the state assessments. Turkeyfoot Elementary is a Title I school with “No Designation” related to our achievement. “No Designation” means that our achievement is average by comparison to other districts in the state. Other descriptions include: Reward schools who are the top five percent of schools in the state based on high achievement and/or high progress. These are the schools have high test scores and/or who are dramatically improving upon their previous scores. Focus schools are schools who are in the bottom 10% of all schools in the state based on the achievement gap. These are districts who have had average to low scores in the past, but have failed to make adequate gains based on growth. Finally, priority schools are the bottom five percent of schools in the state based strictly on their test scores. At this point, having no designation simply means that we have room to improve, but we are not achieving at such a low level as to cause concern. We have high hopes for the fact that we will continue to achieve in our areas of strength while also improving upon our areas of need through growth.

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If you are interested in delving a little deeper into how Turkeyfoot measures up to other districts in the area or even in the state, you may want to use the COMPARE tab. This option allows you to, of course, compare schools. You have several options for how you set up your comparison, but the easiest way is to use the “SHOW A NEARBY SCHOOL” option and check the boxes next to the schools you want to look at (in case you are unsure of what you are looking for). If you know exactly the type of search you want to perform, click the FIND MORE SCHOOLS option and you can type the names in. Just be aware of the following: first, you can only compare three schools at a time. Second, if you try to compare a set of three then compare a new set of three, you need to hit the RESET button; however, this doesn’t always work. In that case, you may have to go back from the initial search where you looked up TURKEYFOOT VALLEY and begin again. This is just a small glitch I found while navigating the site. You may or may not experience the same issue as you explore.

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The final feature of the SPP website that I would like to draw your attention to is the SCHOOL SUPPORTS tab. Each plus sign on the left next to each topic can be clicked on to expand into an extensive list of subtopics. If you select a subtopic, it will provide you with resources including videos, lectures, articles, and so forth that support the topic being addressed. Each of these topics has been selected based on Turkeyfoot's areas of strength and need. The district and its teachers utilize this resource (among many others) to help support our daily practices including some of our data-driven decision making. Growth-based goals are currently set based on the 2012-2013 school year data. As programs are implemented, students are instructed, and data is collected, it becomes clearer that our students have great potential to grow and succeed based on the goals that we have set. For questions regarding specific goals for the upcoming year, please use the contact information provided on the next slide or view the SPP Parent Information form on the website.

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If you have questions, comments, concerns, or would like additional resources, please let me know. You can reach me using the school email address or school phone number listed here. Please make sure that you provide me with contact information so that I may best support you. I greatly appreciate your willingness to participate in this parent session. If you have suggestions as to future parent sessions, please let me know!

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Here are some additional resources. Please note that all the resources made available to you through this informational session are updated frequently and subject to change. Please beware of sites such as [greatschools.org](http://greatschools.org), which is strictly opinion-based. The sites that you have been provided are based on factual data made available to the government. If you have questions as to how to interpret the information provided about our district's performance, please let me know. I would be happy to help! This concludes the parent information session on the School Performance Profile and our district's data. Thank you again.