

# William Penn School District K-12 Reading Language Arts Program Review Presentation

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CONDUCTED BY THE DELAWARE COUNTY INTERMEDIATE UNIT

CONSULTANTS:

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# Purpose of the Program Review

“To determine if the current Reading Language Arts programming in the William Penn School District is aligned with and supports the achievement of the Pennsylvania Common Core State Standards by students in grades K-12”



# What is a “Program Review?”

- ▶ A “snapshot” of a school district program
- ▶ A review of programs by a team of experts
- ▶ Not an evaluation of staff

# Timeline

- January 2018** DCIU Consultants Dr. Burke-Stevenson and Dr. Masko met with Mr. McKay to discuss objectives and framework for a review.
- February 2018** WPSD contracted with the DCIU to conduct the review. Review team recruited, preparations completed, and review visit scheduled for March 8 and 9
- Mar/April 2018** ☁️ Cancellation! / Spring Break / Title 1 Audit / PSSA testing
- Apr19-20, 2018** Review visit completed
- May 2018** Report drafted, reviewed by team, edited and finalized
- June 2018** Report delivered to William Penn School District



# Focus of the Review

- ▶ The review was based on research questions in 4 areas:
  - ▶ Curriculum
  - ▶ Instruction
  - ▶ Assessment
  - ▶ Leadership and Professional Development
- ▶ DCIU consultants and WPSD leadership collaborated to develop the research questions.

# Research and Data Collection

- ▶ Observations of teaching and learning in each school
- ▶ Interviews
- ▶ Focus groups
- ▶ Document review
- ▶ Instructional materials review
- ▶ Student achievement data analysis



# How can WPSD use the report?

- ▶ Recognize and celebrate strengths
- ▶ Set priorities for action
- ▶ Determine procedures for accomplishing recommendations

# Format of the Report

- ▶ Introduction
- ▶ Findings
- ▶ Strengths
- ▶ Needs and Recommendations



# Findings: Curriculum

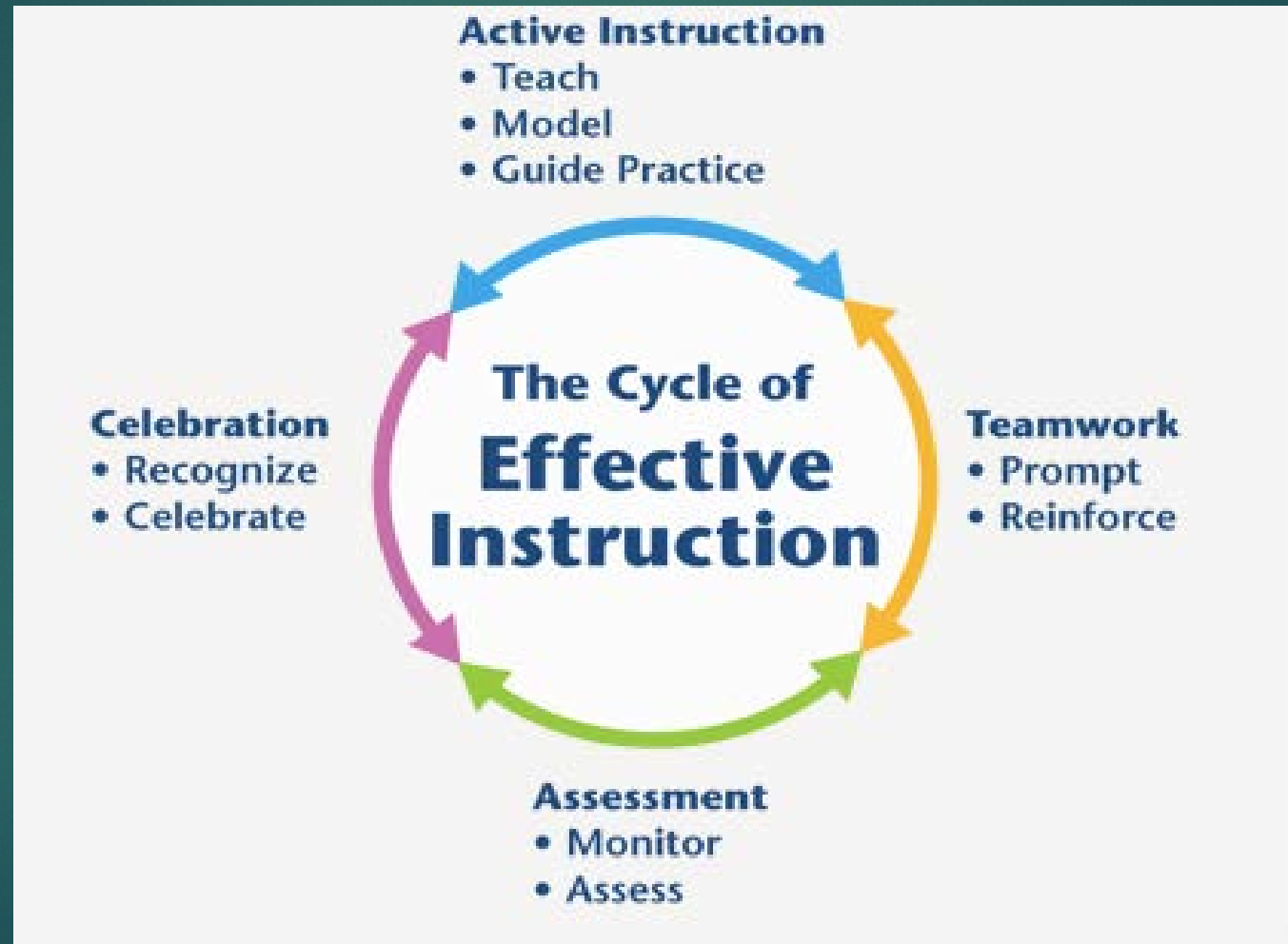
- ▶ WPSD lacks a system for review and renewal of curriculum.
- ▶ Success for All (SFA) = a whole school reform model in grades K-8
- ▶ US Dept. of Education review of 49 studies of SFA (What Works Clearinghouse, 2017)
- ▶ History of SFA in WPSD: 2011-present
- ▶ SFA facilitators (district, elementary and middle school)
- ▶ Features of SFA: structure, scripting, schedule and accountability
- ▶ Lack of differentiation, interventions, and opportunities to reteach
- ▶ Supplemental writing and grammar programs, K-8
- ▶ High School English/Language Arts curriculum

# Findings: Instruction

- ▶ SFA addressed lack of instructional consistency and accountability.
- ▶ SFA must be implemented with fidelity to be successful.
- ▶ SFA – PSSA data correlation
- ▶ Student engagement
- ▶ Student data analysis and regrouping
- ▶ Lack of integration of reading, writing and grammar
- ▶ Teacher perceptions regarding instruction
- ▶ Tutoring blocks
- ▶ High School students' perceptions
- ▶ Limited support for English Language Learners and students with special needs



# Success for All Instructional Model



# Findings: Assessment

- ▶ Regularly scheduled SFA assessments (every 3<sup>rd</sup>, 5<sup>th</sup> or 7<sup>th</sup> day)
- ▶ Regularly scheduled SFA data entry and analysis of student data
- ▶ Teacher-Facilitator SFA data meetings every 2 weeks
- ▶ Solutions Coordinators are scheduled to meet with teachers weekly.
- ▶ Effects of memorization in Kindergarten.
- ▶ Predominant modes of high school student assessment are classwork, homework, tests and projects
- ▶ Little evidence of formative assessment at the high school
- ▶ No published WPSD assessment plan



# Findings: Assessment

WPSD student performance for 2016-17 reported by PDE

- ▶ Indicators of Academic Achievement (PSSA reading and PSSA/Keystone Exam ELA/Literature)
- ▶ Indicators of Closing the Achievement Gap – All Students
- ▶ Indicators of Closing the Achievement Gap – Historically Underperforming Students
- ▶ Indicators of Academic Growth (PVAAS)

# Findings: Assessment

**William Penn School District PSSA/Keystone English/Language Arts  
Percent Proficient Increase/Decrease from 2015/16 to 2016/17**

	2015/16	2016/17	Increase/Decrease
Grade 3	36.9	41.0	+4.1
Grade 4	33.9	38.8	+4.9
Grade 5	29.4	35.7	+6.3
Grade 6	38.8	42.6	+3.8
Grades 7/8	29.0	27.1	-1.9
Grade 11	56.1	46.6	-9.5



# Findings: Leadership and Professional Development

- ▶ SFA professional development is job embedded.
- ▶ SFA Foundation Educational Coach visits each school 6 times per year as an external consultant.
- ▶ The Superintendent and the Director of Curriculum and Instruction are committed to on-going training.
- ▶ Inconsistent interview data regarding instructional leadership for SFA program
- ▶ Some principals need more training and/or involvement in the elements, goals, and leadership of SFA.



# Overall Strengths

- ▶ SFA provides consistent curriculum and uniform approach to instruction.
- ▶ SFA Foundation Educational Coach
- ▶ One district-based and ten school-based SFA facilitators
- ▶ Phonics and decoding
- ▶ Ongoing review and revision of high school ELA courses
- ▶ SFA research-based instructional practices
- ▶ Quarterly achievement targets for students
- ▶ Uniform student data collection
- ▶ Elementary schools and high school are meeting PVAAS growth expectations
- ▶ Commitment to on-going training for staff implementation of SFA



# Needs and Recommendations

1. Establish Curriculum Renewal Cycle
2. Conduct an SFA cost-benefit analysis
3. Establish future direction of K-12 ELA Curriculum
4. Enhance instructional model
5. Provide leadership training for program and instructional accountability
6. Improve assessment mechanisms
7. Design a professional development plan



Thank you for this  
opportunity!