Targeted School Improvement (TSI)

An Early Warning Indicator for

At-Risk Student Groups

Methacton Indicators for TSI Designation

► Methacton High School was identified for TSI in the area of one specific subgroup: Students with Disabilities

► All other indicators were at or above the required targeted levels

► Within the Students with Disabilities subgroup, the following indicators were identified:

   ► Achievement: Math & ELA Combined 43.08%

   ► Growth: Math & ELA Combined   -3.03%

   ► Graduation Rate 77.31%

Areas of Strength

- **Proficient or Advanced Achievement**
  - ELA/Literature 85.4% of students (Statewide 2030 goal is 81.1%)
  - Mathematics/Algebra 83.3% of students (Statewide 2030 goal is 71.8%)
  - Science/Biology 84.1% of students (Statewide 2030 goal is 83%)

- **PVAAS Meeting Annual Growth Expectations**
  - Mathematics/Algebra 100 (Statewide growth standard is 70)
  - Science/Biology 100 (Statewide growth standard is 70)

- **Graduation Cohort Rate**
  - Four year 93.7% (Statewide 2030 goal is 92.4%)
  - Five year 95.6% (No statewide 2030 goal)

Areas of Challenge

- PVAAS Meeting Annual Growth Standard for ELA/Literature 50 for all students (Statewide growth standard is 70)

- ELA/Mathematics Achievement for three subgroup areas (**Students with Disabilities**, Economically Disadvantaged, & Black) lower than overall achievement

- ELA growth standard identified as lower in the following subgroups: Asian, Economically Disadvantaged, **Students with Disabilities**, White

- Graduation rate is lower than all students in one subgroup: Students with Disabilities
  - Four year cohort 80.6%
  - Five year cohort 73.7%

Considerations for Leading, Teaching, Learning

▶ Based on evaluating our status according to a rubric provided by PDE, identified areas for immediate focus are:

- ▶ Align curricular materials and lesson plans to the PA Core Standards with a focus on ELA Grades 9-10 and Mathematics Algebra II and Statistics

- ▶ Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust instructional practices with a focus on ELA, Grades 9-10 and Mathematics Algebra II and Statistics

- ▶ Identify and address individual student learning needs

Goals and Strategies to Address TSI Identified Data

- Revise planned course documents utilizing the Understanding by Design (UBD) framework to ensure proper alignment of curricular offerings in both ELA Grades 9 and 10 and Mathematics Algebra II & Statistics

- As a component of the curricular revision work, include creation and implementation of common assessments (aligned to Core) and use of data from the assessments to guide instruction as well as future curricular work.

  - Assessment work will focus on ELA Grades 9 and 10 and Mathematics Algebra I

- Identify and address individual student learning needs by utilizing data to differentiate instruction

- Review associated PIMS data regarding the graduation status of students

Moving Forward

- Despite the uncertainty of the current time, we are moving forward with our plan specific to ELA, Math, and Graduation rate

- Continue to await updates from PDE to help guide the process

- Updates will be provided during the 2020-2021 school year