STACEY CHERNY: My name is Stacey Cherny and I work with Harrisburg School District. My position with Harrisburg is the school improvement administrator and my primary responsibility with that position is the oversight of the curriculum. Dr. Kristen Lewald may have noted on the schedule is -- was also -- she couldn't be here today to present. We did collaborate with her but she's unable to be here. I have with me Ms. Goldsworthy. Cindy?

CINDY H. GOLDSWORTHY: Hi, yes. Well, I'm Cindy Goldsworthy and I am here representing both Harrisburg School District where I am an independent consultant working with the district but also representing the PVAAS team. I did some work with the PVAAS team around the state and so as you know, this section is really about -- really connect the three fastest, RtII, PVAAS and urban schools. So I'll let Stacey take it from here.

STACEY CHERNY: Before we get started, I really need to acknowledge our Superintendent, Dr. Sidney Wyborn because without her support and guidance, we wouldn't be where we are today in terms of using PVAAS. So what we're going to focus on today, we have here our two main things and we're going to focus on Harrisburg's experience using PVAAS data to plan, monitor and evaluate the implementation of RtII in our district. We're also going to provide some opportunities for you to network looking at over and discuss your use of PVAAS in your district and then get some ideas from each other. So before we get started, we'd like to get to know you a little bit today. So if you could just raise your hand so we'd get an idea who's in the room. If you're a district level administrator, raise your hand please.

AUDIENCE MEMBER: Okay. We got building principal.

STACEY CHERNY: Building principal? Okay. And teachers? Lots of teachers. So what urban districts do we have in the room here today? I heard Philadelphia or the…

AUDIENCE MEMBER: Michigan. That's right.

AUDIENCE MEMBER: I still object if I'm not [inaudible]

STACEY CHERNY: Okay. And besides Philadelphia, we have a bunch of Harrisburg people in the house, so Harrisburg?

AUDIENCE MEMBER: Come on.

STACEY CHERNY: So Philadelphia, Harrisburg, who else?

AUDIENCE MEMBER: Chester Upland.

STACEY CHERNY: Chester Upland. Okay. [inaudible]

AUDIENCE MEMBER: Wilkinsburg High School.

STACEY CHERNY: Wilkinsburg, Pittsburgh. Wilkinsburg, thank you. Yes?

AUDIENCE MEMBER: York. York.

STACEY CHERNY: York. Okay. So would anyone like to share out what you're hoping to learn about in today's session? Okay. That's fine. Clean slate.

AUDIENCE MEMBER: We're trying to learn magic, the opposites of things without any [inaudible]

STACEY CHERNY: Well, I don't know magic but I'll do the best I can to explain, you know, how do we use data and RtII. We're going to do a fist to five. Fist, meaning you have no knowledge of or not sure with this. Five, meaning you know it so well you could explain it to someone. And this just gives us an idea of, you know, how much detail we need to give when we're going through some of the slides. So fist to five, what is your knowledge and implementation level of RtII? Fist means very new to implement at all, five means you know everything, you could explain it, and you have a flawless implementation. [inaudible] Great. Great. Okay. Fist to five again for PVAAS; using PVAAS data, understanding all those PVAAS reports. Just to let you know, Cindy--Dr. Goldsworthy here does a lot of work for PVAAS Statewide, so she has much more knowledge about PVAAS than most of us, especially me. So when we get to all the slides, she will go into great details explaining that. If you have any questions, please take time to stop and ask her because she really has a lot of knowledge about PVAAS.

AUDIENCE MEMBER: But don't get any obvious, she lives in Harrisburg with me.

STACEY CHERNY: So I'm going to give you a little demographic information about Harrisburg City and who are. We have a total of 10 schools in the district; two of them are high school, 9 through 12. We had eight schools that have a varying configuration of kindergarten through eighth grade. The majority of those schools currently for the last school year were K through eight buildings. Right now, we are working very, very hard to reconfigure those buildings this summer and I'll talk a little bit more later on about the reconfiguration. Our student population is a little over 6300 students. We have a 78% economically disadvantaged population, our special education population is about 23% and ELL is a little over 11%. So now, I'm going to talk to about Harrisburg's data, what that looks like. And we're going to look at two types of data when we -- when we discuss Harrisburg's data today. We're going to look at achievement data but we're also going to look at growth data, and that's what the PVAAS report really tell you about how we're growing our students. So Cindy is going to take over.

CINDY H. GOLDSWORTHY: Okay. So there weren't very many fingers up there in the air when we asked about who knows what about PVAAS. So this is going to be a little challenging because our session is really not about PVAAS today, but it's about how in an urban district, Harrisburg, we use PVAAS to hopefully change practices, change attitudes and beliefs, change perceptions about the district. But I'll try to give you a little bit of a background about PVAAS as we go. So my original work with both PVAAS and RtII actually began probably 10 years or so ago. PVAAS has actually been around for 10 years. So we know that RtII has also been around for about that long of a period of time and prior to the work that I do now as an independent consultant, I work at Derry Township School District as the assistant superintendent there, and what we did was implemented both RtII and PVAAS. And Derry

Township is a district that is very different from Harrisburg School District in terms of demographics and student needs and so forth. So it's really been interesting for me to look at how we can use PVAAS in both a high-achieving school district and a district like Harrisburg who has significant, like if it's fair and safe to say, it's certainly well-known that in Harrisburg we're really struggling with both -- with academic achievement. And so it's been really good, I think and I hope Dr. Mike would agree, to be able to bring PVAAS to Harrisburg because we've seen some changes in folks with attitudes and beliefs about what they can impact and what they can't impact and that's part of what we want to talk to you about today. You know, how do you take PVAAS, especially in a lot of cases where folks don't have a lot of background knowledge. How do you take that and bring that to a district, an urban setting, and scale that up because that's essentially what the work has been in Harrisburg for the last probably two years I would say, in terms of getting folks really aware of PVAAS and what that -- what that means. So I'm not sure what that is. It's scanning for something. So how many of you have seen Scatterplot on the PVAAS public site? Okay. So maybe half, that's good, that's a really good start. Here's one thing I would say to you, this is kind of an aside. For those of you who went like this in terms of what your knowledge of PVAAS, meaning, I don't have a whole lot, be sure to check to your intermediate units. This fall, they will have PVAAS sessions. They've been having those every fall for a number of years and I see some all new folks here already in the room. So I just want to do that little advertisement because that's a great place to get some training on PVAAS and something I think you're going to want to understand, not only because of what we're talking about today, but it's certainly the role that PVAAS is playing, the whole educator effectiveness system as this goes out as well. So PVAAS website will be also something at the end of the PowerPoint that you'll see, the website because the other thing I would encourage you to do is to go on a public site and also there are -- a number of virtual learning modules that you can -- you can use on your -- for yourself, your own professional development or they are great to use as a faculty meeting and you can do little portions of them, you can do whole portions of them. And also, there is a fabulous help -- sent help menus there. So that's for all the people who went like this, that's, you know, two-minute down and you already-- on your side you learn about PVAAS. So now let's go into the Scatterplots. So if you're familiar with the Scatterplots, the many of you said you were, if we could look at the quadrants here and if we could label those quadrants; quadrant one, quadrant two, quadrant three, quadrant four. Everybody got that?

AUDIENCE MEMBER: Uh-hmm.

CINDY H. GOLDSWORTHY: So that red line, who knows what that red line is going across, horizontally? What's that line?

AUDIENCE MEMBER: X?

AUDIENCE MEMBER: Target. It's the target.

CINDY H. GOLDSWORTHY: Yeah. That's the AYP or the achievement target. Exactly. And then this line -- oh, so you just read this, didn't you? So this line down here in the middle is the what? And that's the growth line, right? So if you are to your left of the growth line, is that a good thing or not a good thing?

AUDIENCE: Not a good thing.

CINDY H. GOLDSWORTHY: You're not growing at the expected rate. If you're to the right of that center line, what's that mean?

AUDIENCE: You're growing.

CINDY H. GOLDSWORTHY: Growing. So which part would you want to be in; one, two, three or four? Knowing what this line means and knowing what this line means?

AUDIENCE: One.

CINDY H. GOLDSWORTHY: One would be ideal, right? High growth, high achievement. What about quadrant two, what's that mean?

AUDIENCE MEMBER: Deficits.

AUDIENCE MEMBER: High.

CINDY H. GOLDSWORTHY: High achievement about what?

AUDIENCE: Low growth.

CINDY H. GOLDSWORTHY: Low growth. Okay. So in my own personal experience, occasionally in certain schools and certain grade levels, that's where we saw Derry Township falling that we had some schools and some grade levels high achieving but low growth. So we tried to think of that in terms of the word slipping. Kids were here but we were losing some ground of kids. On the third quadrant, what do you think about that quadrant? Is it a good place to be?

AUDIENCE: No.

CINDY H. GOLDSWORTHY: No, because it's?

AUDIENCE: Low growth and low achievement.

CINDY H. GOLDSWORTHY: Low growth and low achievement growth. Fourth quadrant? Helpful, right? Improving. You're not at the AYP line but what's happening?

AUDIENCE: Growing kids.

CINDY H. GOLDSWORTHY: You're growing kids. Now, so further over you are here, what do you think that makes?

AUDIENCE: [inaudible]

CINDY H. GOLDSWORTHY: The more you're growing students. Does that -- does it make a difference to grow them fast or faster to get over the line? Well, sure. So you want to make a trajectory that gets you over that line. So you can go on the public site on PVAAS and you can look up where your school is. You can't see grade levels but you can see schools.

STACEY CHERNY: Just out of curiosity, because you guys had -- most of you said you've seen the Scatterplot. Do you know where your school lies in the Scatterplot?

CINDY H. GOLDSWORTHY: How many of you could say I know where my school lies in the Scatterplot? Okay. Just a few, so here is your homework. All right? You're going to go home and you're going to…

STACEY CHERNY: There is someone looking it up.

CINDY H. GOLDSWORTHY: Yeah, you go to the PVAAS website, go to the public site and you'll be able to pull that Scatterplot. And again, today's session, in an hour and a half, we really can't go into detail teaching you PVAAS but I encourage you to access that website to get some information. So we know that sometimes our words -- some terms that we sometimes use are optimal, slipping, concerning, and improving to define those four quadrants. So let's look at where Harrisburg is. This -- as I said, you are not going in as individual grade level on the public site so what you see here is grades four to eight and so each one of those asterisks is a building in Harrisburg. So that's four to eight math. So we've got one building -- oops, why here? Maintaining and above the line. We have few buildings over here where we don't want to be. Good news, we've got some buildings in that fourth quadrant which says, "Yes, not making AYP," but what's happening there?

AUDIENCE: [inaudible]

CINDY H. GOLDSWORTHY: Really good growth. So that's part of the reason and the message that we wanted to communicate about PVAAS. Not only to communicate it quite frankly for PR reasons for the school board, the community and so forth, but also to be able to look at those buildings and say, "Well, what's making them successful in math? Why are they growing students? What's happening there that we might be able to replicate in the other buildings?" So just, again, to quickly show you our reading data grades four to eight math; two very different high schools, two very different places on the Scatterplot, reading. So again, this just gives you somewhat of an idea of where Harrisburg, what the status of Harrisburg is in terms of achievement and growth, and we're going to go into a little bit more about what the difference is between those two and why the understanding of the Scatterplots, not only for us in Harrisburg but for all of you in urban districts, why it's so important to be able to understand it and use this Scatterplots.

STACEY CHERNY: So before we start to talk about the role that PVAAS plays in RtII, I'm going to give you some information about the development of RtII in the district and -- where the district is currently stand -- where it stands right now with new initiatives that were in the process of implementing. So I did

see York, Chester Upland, you know what I'm about to tell you where Harrisburg is in terms of our chief recovery plan. Harrisburg has been identified as a moderately distressed district. So we have been assigned a Chief Recovery Officer and their duty is to look at our finances and to help come up with a financial recovery plan that includes academics. So right now, our superintendent and our CRO are working very collaboratively to implement a plan that was board approved in May. Part of that plan requires a reconfiguration of our schools. As I stated earlier, our buildings at the elementary level or K to eight and we are moving away from that and we are going to move to a five through eight configuration and a K to four configuration. We are in the process of doing that right now. There is also a significant focus in that plan, on improve student achievement and that is going to be measured and PVAAS will play a part in looking at that achievement. So not only will they look at, you know, our performance data but they're also going to look at our growth data. So history of RtII in Harrisburg. We started planning -- really planning for RtII implementation in 2010-2011 School Year. And what we did as a district level is we developed a guidance document with a team of district administrators, and that guidance document really was the foundation of what the schools were going to use to put -- to put RtII into practice. As you know, those -- many of you said you're implementing RtII at your schools. A lot of RtII implementation is based on your particular school. The configuration of your school, the amount of resources you have in your school, but we wanted some uniformity with how things run in terms of RtII. So though it is kind of based on your building configuration and your personnel there, we do have some district level expectations and guidance in terms of implementing RtII. So full implementation I would say started in 2011-2012 School Year. To get that implemented, we had to trained all teachers and principals. To do that, we relied heavily on the support from IU 15 and PaTTAN Harrisburg, and we continued to work collaboratively with them and utilized their supports. Our initial focus was really at Tier 1 because when we looked at our data and we saw that we had about 70% of our kids that technically qualified for Tier 2, Tier 3 intervention, we had to like take a step back and look at what was happening in Tier 1 to adjust things at Tier 1. And we just started and we're beginning to move further into now as the system of tiered supports. So adding in, you know, standard protocol interventions for Tier 2 and Tier 3. So some of the challenges with RtII in an urban district, one challenge is there's this climate of low expectations and defeat, and I'm sure many of you can relate that, you know, our teachers or administrator start to feel beat up when they pick up the newspaper and they're constantly reading about, you know, the low performing students and how awful things are in the district and then so it just sets the whole tone to be, you know, kind of defeat us. So that's one challenge that, you know, we face. But that PVAAS scores and information has kind of helped with it as well because we can see that growth. We have the "upside down" triangle, so when we first went through missing, we had, you know, administrators, teachers throwing up their hands and saying, "Well, we can't do this. We had -- we don't have enough people to provide intervention for 70% of the kids." So we really had to think outside of the box and say, you know, well, then we put the intervention in the core and 70% of them meet the intervention, we took the right intervention and put that--and add that into the core. So that was a big challenge but like I said, you kind

of had to think outside the box and adjust depending on your data and what resources you have. And then just the system level change and reform, you know, we really needed to look at it from a district level and get that guidance document into place so that we had guidance for all the buildings and we had some, you know, systems in place for people that's on. So now we're going to talk about two types of information that you can get from PVAAS or the PVAAS reports and Cindy is going to explain that.

CINDY H. GOLDSWORTHY: Yup. So basically in PVAAS, we know that we can look back. Meaning that we can look to say how did our students do? How did they grow? That's called the growth side of PVAAS, and that's looking backwards. That's saying, "We know where they started, where did they end?" So last fall, in fall of 2012, you got your growth data that show how much growth your groups of students made during the '11-'12 School Year. This fall, you'll get your growth data for the '12-'13 School Year. We also can look forward. This is a really -- also a really important part of PVAAS. The PVAAS data that helps you look forward is called the projection side. That says where are we headed. So you can look back and say, "How did we do?" You can look ahead and say, "Where are we going?" It's almost like the rearview mirror in your car. The rearview mirror is that left-hand side looking back, right? Your windshield would be your looking ahead side. Both sides of PVAAS give you valuable information and can be very helpful to all school districts but particularly as we're talking today in your urban districts. One point that I really want to stress here, because there's a lot of misconception out there around PVAAS which is really the model out of Tennessee, the EVAAS model and that is this. You cannot get an individual growth major on a student. So I can't say, "Jamie grew and met the growth standard." I can say, "Jamie and all her other students in this group of students grew but not Jamie." That's really important to understand. And that has to do with the amount of error that is in any one given test. So EVAAS-SAS Incorporated who does this statistical work will not report growth on an individual student because statistically it is not reliable. You need to have a group of students for that growth report. That's contrasted with the looking ahead side. On the looking ahead side, you can get individual student reports saying, "Where is Jamie headed? With what percentage is Jamie -- what likelihood is she act relative to where we think she's going to score on the next Keystone that she takes, on the next PSSA that she takes." Okay? So I just wanted to clear that up because I know there's -- there continues to be confusion about that. We don't -- what we don't want is for folks to be trying to look and say whether an individual student grew or not. PVAAS cannot be used that way. All right. So let's talk about why the looking back side, the growth side is so important. So one of the things that we -- we're going to talk about in just a minute is how growth is different than achievement. But I think you can see from the Scatterplots that when we were able to see those schools with the asterisks that were on that not yet AYP but growing side, that helps us separate out achievement from growth. That helps us say, "Okay. We're not where we want to be achievement wise but we're on the right track." And that's really important because you got to, in your settings, be looking for where are we on the right track and then figuring out why you're on the right track with those schools or those groups of students. You also can look at, as I just said, how we work our groups of students. So we might find, in our looking back reports for example, that we're doing

really well with our kids that are predicted to be advanced. We can look back and say, "Wow, we really grew those kids." But we didn't grow the kids that were predicted to be basic or below basic. So what's that tell us about our system? We're -- we need to focus on more than just our kids predicatively advanced, right? So the whole idea is you can break this down into groups of students as well and not necessarily have to look as we did on the Scatterplot at your whole school for a number of grade levels together. So you can look at special ed students, you can look at economically disadvantaged students. All those subgroups you can check out and see just how they probably do with those students. Here's another really important thing for folks to understand and that is that there is ample evidence to support that achievement is related to demographics but it is not related to growth. So let me say that again, achievement is related to demographics, growth is not. Why do you think that is? Anybody have any thoughts about that? Were any of you in yesterday's session on vocabulary? Nobody? It was a really good session. Remember the slides she was showing about the number of words that kids know and they come in to school and the difference in poverty, kids with coming from poverty have less exposure to words. So we know that demographics affect achievement. With the work of folks involved in this kind of -- on these kinds of growth models has proven is that growth can be measured not necessarily relate -- it's related to the starting point and how far they grow and that is not related to demographics. So that changes, and it should change people's expectations and that's the hope is that we can look -- and we have ample evidence of this across Pennsylvania. We can look at schools with high special ed populations, high minority populations, high economically disadvantaged populations that are growing their students a year for a year or more. So growth is not related to demographics, achievement is. A really important point, probably if you leave with anything today about PVAAS in urban schools, that'd be one thing I'd want you to think about and think about how you can have that conversation with folks back in your district. And aside to that, for those of you that are somewhat familiar with PVAAS is that when you do the one-day public site, you -- and even on your restricted site with the password, you can check out their districts that are similar to yours demographically and you can find districts and schools that has demographics like yours that have more group or less group than you do and you can also look at that in terms of subgroups. So there's a great chance to be able to say, "Is there another district we can contact? I wonder what they're doing that they're getting so much growth." And the important thing overall to understand is the difference between growth and achievement which we're going to do in just a second. Left or looking back side, any thoughts or comments about that? Anybody doing that now? Anybody spending time?

AUDIENCE MEMBER: I'm from New Jersey too.

CINDY H. GOLDSWORTHY: Okay.

AUDIENCE MEMBER: They're putting up our work together and similar issue [inaudible] like working in teams [inaudible]

CINDY H. GOLDSWORTHY: Okay. Very good. All right. So let's talk about projections now. This is the looking ahead side, remember? This is looking through the windshield. So now you're going to say, "Here's what we did. Where are we headed?" Do you think it's important for you right now to have a sense of where your kids are headed next year? Would that help you in planning?

AUDIENCE MEMBER: Yes.

CINDY H. GOLDSWORTHY: Would it help you in figuring out what you're going to do for -- to prepare kids for the Keystone Exams? Would that make a difference if you knew how many kids were on the trajectory of passing, getting proficient on the next Keystone? That's all going to be available to you in the fall. Basically what that helps you do is who needs intervention? What kind of intervention do they need? How much risk do they have? So we have levels of risks. We can look through our PVAAS plans and say, "These kids just have a marginal risk and they probably just need a little Tier 2 bump." They might need a lot -- not a lot of intervention but just some targeted skills filled in. And then we have other students that might have a one percent or a five percent or a ten percent chance of being proficient on the next PSSA or the next Keystone. And those kids are Tier 3 kids, right? Those kids need heavy duty triage, they need lots of intervention. That's how the PVAAS projection site can help you. And then it also helps you with master schedules. Some of you were probably in Dr. Reddick's sessions today on scheduling. PVAAS can play a really key role in -- on the projection side of things to figure out human resources. How many people do we need to teach? How many sections of this intervention course? All the things that he was talking about today with intervention and enrichment forces. So that's the importance of projections. So--yes. Question?

AUDIENCE MEMBER: With that projection, if there is growth between a Tier 3 and once you put the student into a Tier 2, and in Tier 2, they're still below basic. How does EVAAS going to report if it was still below basic?

CINDY H. GOLDSWORTHY: So hold on to that question. You might -- that might be better understood when we talk about this. And remember, it's not a single kid. You're not going to get a growth major on a single student.

AUDIENCE MEMBER: But if you're looking at that whole tier -- if there's a Tier 3 intervention and you're going to be documenting that data, okay? It's still being reported as below basic so there could be…

CINDY H. GOLDSWORTHY: That's correct.

AUDIENCE MEMBER: …significant growth.

CINDY H. GOLDSWORTHY: That's correct. And you can see that on a PVAAS report. You could see that the student -- the students may still be in below basic. If he -- this is probably the quickest way to explain that. If you still think of that quadrant, there's still going to be below basic but they're going to be

on the growth side of below basic. So it's showing you that they grew, they just didn't grow enough to be in the proficient category yet.

STACEY CHERNY: It would be the quadrant four.

CINDY H. GOLDSWORTHY: But they're growing.

AUDIENCE MEMBER: But what does that -- was it -- what does that mean towards AYP?

CINDY H. GOLDSWORTHY: It's separate from AYP except for -- except for one thing. In the -- in the special provisions for making AYP, PVAAS is one of the special provisions. It's the last special provision. However, that's not the growth side of PVAAS, that's the projection side of PVAAS. So your questions are good questions. I'll be happy to talk with you afterwards if it's a little -- it's a little more complicated then I can probably explain right here. But just to say that achievement in growth are -- you get PSSA scores for achievement, you're going to look at growth scores from PVAAS and they intersect but they're still separate scores. They're still going to be separate. So let's talk about this for a second and see if this clears it up at all. So if you look at this and you look across, achievement measures a student's single point in time performance. So they take the PSSA in April, that's how they did, that's what achievement is. Progress measures a student's progress across the years over time. So it's a more longitudinal, it's a historical picture. Achievement, as we said, is highly correlated with the student's demographics. Growth is not related to student's demographics. If the model for growth sufficiently has for this. Now that's a whole other conversation about EVAAS that you would get if you were in the fall sessions. The only caveat that I want to say right now is that there's a lot of talk nationally about growth models. So, if you're a person who Googles or you, you know, subscribes newsletters and you're reading some things, you might see all sorts of positive and negative about growth models. So just like the buyer beware saying, "Remember that all growth models are not the same." So you could have one state that has a growth model that doesn't account for demographics in the same way as Pennsylvania does. It is very important to understand that you're going to read lots of things over the next X number of years about growth models. They are not all the same. Pennsylvania chose the growth model that they've chose, meaning EVAAS, for a number of reasons but one advantage is that it does account for the demographics in the very sophisticated methodology that's used in PVAAS. In achievement, kids are compared to a standard. You need this many points, you need this many right to get this score. In growth, they are compared to themselves. Here's where we work at the end of this year, here's where work at the end of the next year. So it looks at amount of growth versus achievement. And achievement is critical to a student's pro-secondary opportunities. We know that. We know students have to have a certain grade point average. They've got to get certain score on the SATs which is an achievement test. We also know that progress is critical to a student's success. So wherever they are, at this woman's question was, whether they are below basic or advanced, making progress is going to matter. We want advanced kids to make progress. We want efficient kids to make progress basic, below basic and so on. So that is the very short down-and-dirty explanation of achievement versus progress. Here's what I would

say to you. Again, if you go to the PVAAS website, PVAAS.sas.com, it's on your last -- next to the last slide I think. If you go to that website, you will be able to download and view under the tab that says E-Learning, a number or virtual learning modules that address the difference between progress, growth and achievement.

AUDIENCE MEMBER: And that's at the public portion?

CINDY H. GOLDSWORTHY: Yes.

AUDIENCE MEMBER: Okay.

CINDY H. GOLDSWORTHY: That's on the public site. Yup. So when you first pull off the PVAAS website, it'll say view public site, you click on that and then you'll see on the top right, you'll see E-learning, you click on that and all the virtual learning modules are there. All right? So questions so far or thoughts? Is this making sense? So if you were here like this, can you sort of go like this now and then wiggle your finger? Yeah?

AUDIENCE MEMBER: Just really quickly, maybe not quick. I mean, how are they calculating progression based on other students with similar growth rate?

CINDY H. GOLDSWORTHY: Yes. That's one thing that it's based on. It is based on a student's past history all the way back. Even if the student was in another district using a student's PPID, if they were in Pennsylvania, pulling that student's whole past history in every -- in reading and math to get your reading and reading and math to get their math. Why? Because that's been shown to be correlated and then it also takes into account other students with similar testing histories and takes into account what happens to kids in the school to which that kid is in.

AUDIENCE MEMBER: And is it pretty accurate or no?

CINDY H. GOLDSWORTHY: Very accurate. I don't have -- I -- there are also slides on the website that shows you the accuracy because they've done studies on that. It's very accurate. So here's what I would say, leading half on the projections. Now -- I guess it's hard for me not to talk about EVAAS when we're supposed to be talking about Harrisburg. So I got to stop sudden here. But the important thing really to understand about that is that those projections are -- if everything stays the same. So if we don't like the projection, we want to change it. So, when if Jamie only has a ten percent chance of being proficient, if we don't change anything, Jamie is going to be basic or below basic. But we don't have to go, "Oh, well. It's not a doom and gloom. It's like a red flag. Jamie needs something. Or this is what's going to happen." If we change what happens for Jamie, she will beat her projection which is what we want. That's why it's so helpful when planned. Only 20% of your kids are projected to pass the Algebra 1 Keystone, what are you going to do? Are you going to go, "Oh, well?" Hopefully not, right? You're going to put some things in place so that doesn't become reality. That's really the value of it -- of the projection itself. If we look at a number of questions, in this case we have four questions listed there that are often

questions that school district, particularly urban districts, but certainly all school districts wrestle with, this is a handy chart for you hopefully. If I'm wondering about my curriculum and instruction, how solid is it? How are we doing with curriculum and instruction? These are the reports in PVAAS that will help you answer that. If I'm saying, who's at risk and how much risk do these kids have? Is my ED population at risk? Is my IEP population at risk? Is my -- are my below basic kids at risk? I can look at the reports that you see here on the right, performance diagnostic and my projection reports. If I want to know the third block, who needs intervention? Those are the reports that you would go to. And on your principal or teacher leader, and I'm involved in that committee that Dr. Reddick talked about working on the master schedule, I should be looking at my projection data so that I know who's coming, who needs enrichment, who needs intervention. That's how that -- those reports would help you. Now, again, this isn't a PVAAS session but if you'd come in the fall, you would be able to learn more about these reports. Now, let's put this in RtII language. So in our RtII language, curriculum instruction, Tier 1. Is Tier1 working? Same reports. Who needs intervention? There's the report. Tiers 2 and 3, are the students responding to the intervention? So this is a little bit like the question that you have back here. One of the things you can do, and it's actually on our to-do list at Harrisburg, is to do something called Custom Diagnostic Reports which would allow you to take groups of kids for whom you provided interventions and say did they broke -- did it work? That we could learn about it -- on the PVAAS website. But this is a really valuable thing relative to RtII that PVAAS users probably aren't using quite as much as we could be. And again, if you're going to look at resources, those are the report. So the reports are all the same on this slide as they were on the previous slide. This is just showing you kind of RtII language for those questions on the left. And as Stacey indicated in Harrisburg, because we had the upside down RtII triangle, our focus has been on Tier 1. Make sense? So because of that, these are the reports that we spent the most time on in the last year and a half or so. Looking at, making sure folks understand them and so forth.

STACEY CHERNY: So with that said, some of the ways that Harrisburg has used the PVAAS reports to assist them for the RtII implementation is we looked at growth measures and looked at progress for student improvement outcomes. So we tried to look for trends in the progress. We looked at the successes. As I said earlier, it could be really, you know, you come into this culture of, you know, the finniest, you know, culture and attitude because you're always reading negative things in the paper. You're looking at your achievement scores and you've worked so hard and they're still really low. When you start to pull these reports and you see the successes and the progress, it really starts to boost the morale with your building and with your staff. When you really use that projections and planning, as we put together that RtII guidance document that I talked about, we looked at the projections, we looked at, you know, where students were projected to be and things that we had to change and adjust in the core because we had so many kids that were not projecting to be proficient that we had to go a step further and add extra supports and scaffolds into the core instruction. The growth measure reports can show where the needs are and you can pinpoint different areas. And also, the reports had been really beneficial in communicating with all of our stakeholders, our [inaudible] sometimes it's really difficult to

explain to your school board why your achievement is so slow. But when you do look at growth and show them that we're -- it actually had been the right direction and your kids are growing that, you know, that conversation becomes very different with parents as well. So some of our initial steps in terms of giving the PVAAS information because it is a lot of information, we just really brushed the surface here today. It is -- all of our administrators and all of our principals attended a fall PVAAS training session. And I used it too. And those are the sessions that Cindy was talking about that would be available in the fall. So check your IUs and make sure you had signed up for those because they're really, really helpful. Then we provided on-site follow up sessions with principals, namely Cindy, worked one-on-one with our principals and their leadership teams to really understand PVAAS and to use PVAAS and help with the decision-making for that particular building. We developed a PVAAS Communication Plan. As I said before, we really use the information to communicate with our school board members and our parents and our parent liaisons in the building to give them an idea of how our students were growing in the building.

CINDY H. GOLDSWORTHY: And we do have a copy of that Communication Plan for you that we can share.

STACEY CHERNY: We developed an understanding of the Scatterplots, so the information that you got today, all the different quadrants and [inaudible] but we gave that information to our parents so that they were able to see where their child school was scoring on the Scatterplots. We met with the local media to provide that information to them as well, you know. As I said, it can be really daunting to always open up the paper and read something negative about our achievement or to hear it on the news. But we decided that we were going spin that and talk about the positive things in Harrisburg and how we're growing students and how our schools are growing and headed in the right direction.

CINDY H. GOLDSWORTHY: Stacey, if I can just interrupt there. To credit doctor Mike, what Dr. Mike wanted to do was get ahead of this last year. So what she did as a superintendent was -- and I don't want to speak for anybody but contacted the local media and said, "Would you come in and sit with us and let us show you PVAAS." And so Dr. Mike and I did a -- I don't know, an hour long, little, mini presentation with the media because we wanted them to understand that. And I think that really is something for you to think about. If you have some schools that are making some progress, I guess it would be the best if you think about that. But we have some schools that were making some progress with that Scatterplots. So we were able to show that and explain that and have a discussion about the importance of understanding the difference between achievement and growth. And the same thing then with the school board, numerous conversations with the school board and presentations to them as well.

STACEY CHERNY: And then we also provided training to all of our teacher leaders and our leadership teams in the building. And then there was a training with our entire K to 12 step. So we were really, really focused last year on providing PVAAS information and making sure everyone understood PVAAS. It was -- it was ongoing and it was not just one session but it was several sessions with several follow-up sessions.

CINDY H. GOLDSWORTHY: And in fact, again, let me just jump in here. We did a session last October, I believe, where we pulled together every teacher in the district and had a presentation with the whole auditorium of one of the high schools film.

STACEY CHERNY: Six hundred people.

CINDY H. GOLDSWORTHY: …with six hundred people going over PVAAS followed by department chairs and teacher leaders working with small groups back in their buildings in the afternoon. And we did some preliminary work with those folks so that they were going to be able to give questions and look at the building level data with a closer eye. So, I don't know if any of those teacher leaders are here with us today, but we were really very enthused and really kudos to all of them because they raised this, they took this on and they were prepared to work with their group staff at the building and that I -- in my estimation, it made a big difference because you could, you know, you can do those sit and get things and you have 600 people in the room and, you know, how many are really getting it. So when we went back to the building level and we had teachers trained to actually then bring out that building's data and show that data, it was a way for people to really get their hands around it. Because what we're trying to do, is have teachers have more access to data, either in performance factor or by having access -- website access, so that it's not something that gets handed to them, but they own the data. They go looking for the data. I saw a hand up over here.

AUDIENCE MEMBER: Just a question.

STACEY CHERNY: Uh-hmm.

AUDIENCE MEMBER: And you were already talking about PVAAS to [inaudible] what are you doing as you take thye read [inaudible] form of data and so forth. So have you come up with anything?

STACEY CHERNY: We use DIBELS as our benchmark assessment and there is, I guess, the closest report in DIBELS that gives you an understanding of how kids grow, would be the summary of effectiveness report. So that report tells you, you know, all of the kids that came in at the beginning of the year, how many were benchmark and how many remained benchmark at the end of the year? Because in DIBELS the -- to remain benchmark, that benchmark score increases throughout the year. So frequently if you don't, you know, really -- you go on top that you'll have a bunch of kids that came in benchmark and may leave and they're not on benchmark.

AUDIENCE MEMBER: What about math?

CINDY H. GOLDSWORTHY: Easy CBM.

STACEY CHERNY: Math, we use easy CBM.

AUDIENCE MEMBER: And to make sure, how often is that?

STACEY CHERNY: Three times a year.

AUDIENCE MEMBER: Okay.

CINDY H. GOLDSWORTHY: So the DIBELS is three times a year for the benchmark, but then processes are progress monitoring.

STACEY CHERNY: One thing, if I could comment on, you know, this information was extensive and it happened in the fall of last year and it was -- it took up a lot of PD time and PD time -- PD time is very precious, but it was so beneficial because a couple slides back when we talked about typically in an urban district there are low expectations. You know, the kids come in so far behind that teachers frequently get frustrated and feel like they can't do what they need to do and they kind of give up. With giving this information, it just sheds a new light on things. So teachers are no longer thinking about just achievement, but they're thinking about, "Hey, I'm also being measured on how much I can grow students in here." And so that really changes, you know, the mindset of the teachers and when they think about what they can do for the kids in the classroom, so that has been really, really beneficial. So, some specific steps that we taught and some specific ways that we use PVAAS, we just went through the comprehensive planning process in the district that we use PVAAS data to assist in math. When I talked about the RtII guidance document that was used district-wide, an assessment calendar was one thing that would put in place, so that we had common assessments across all buildings at the same time more throughout the year. We added PVAAS to our IDEEAL plan meetings, and IDEEAL is just a data protocol that we use for looking at data and adjusting core instructions. So, you know, its grade level teams coming together looking at various, different types of data and then making an adjustment to core instruction based on a trend that they see within their particular classroom. And PVAAS data is part of that protocol. And then, we also adjusted our master schedules and came up with a WIN time, WIN standing for "What I Need." We did use last summer, we went to the Reddick session on scheduling, we went to the School Scheduling Associate website and it's totally free. We had all of our principals come together. We used that website to set schedules in common times for everything, and we were able to add an intervention blog for reading and math in all of our schools. So, we knew that that was essential based on where our kids were projected to be. We knew that they needed something extra. So if you guys have not used that website, I strongly suggest that you look at it. It really helps maximize your instructional day, you will find so much extra time with your day. Yes.

AUDIENCE MEMBER: [inaudible] in structure in reaching defiance where they [inaudible] in working on specifics.

STACY CHERNY: Yes. We have -- WIN time is for all students so it includes enrichment.

AUDIENCE MEMBER: Enrichment.

STACY CHERNY: Yup. And for our most intensive student, we use standard protocol interventions, so interventions that have been proven to be effective. So things like at the elementary level, the 95%

growth for different -- so you make awareness of chronic steps since. At the middle school level, READ 180 or corrective reading, so specific interventions.

AUDIENCE MEMBER: So including [inaudible] employees?

STACY CHERNY: Yes.

AUDIENCE MEMBER: Now in reviewing students, are the parents aware of that though?

STACY CHERNY: We do student data checks and so that is reviewed with the students. We -- the classroom teachers during the parent teacher conferences do review which interventions the students are in.

AUDIENCE MEMBER: So they do data checks more of -- more of the knowledge score versus specific skills that they'll be working on during the course of the intervention time, you know, in a [inaudible]

STACY CHERNY: It's -- though, students are aware of their performance and they're aware of the intervention that they have and why they need that because of -- because of their scores.

AUDIENCE MEMBER: Okay.

STACY CHERNY: You know, some of ours -- and that they're rebuilding it by building.

AUDIENCE MEMBER: Is that reading and -- is that reading and mathematics?

STACY CHERNY: Yes. And that they're rebuilding by buildings, some buildings had, you know, that student data as a focus on students being aware of they're data so they have different charts and graphs that the students kept on themselves or they charted it in the hallway. Yes, so, some buildings really took it a step further. Yes.

AUDIENCE MEMBER: Repeat that website, please. The website?

STACY CHERNY: It's called School Scheduling Associates, and it's either .com or .org.

AUDIENCE MEMBER: It's .com. It's .com, yes.

STACY CHERNY: So if you're in the Reddick section, all of those templates that he had, that's all on that website. So you can go on there, you type in your minutes, like you type in the minutes, and then you choose for each subject, and then you come up with, you have this little -- it's almost like you play with Lego, you choose to place the box and create your schedule.

CINDY H. GOLDSWORTHY: Another question, Stacy, over here.

STACY CHERNY: Yes.

AUDIENCE MEMBER: Did you develop that IDEEAL protocol or is that something that's available?

STACY CHERNY: I have to say that the IDEEAL data protocol plan really came from our partner at IU15.

AUDIENCE MEMBER: Okay.

STACY CHERNY: We did adjust it somewhat to meet Harrisburg needs, but for the most part, it was developed by IU15.

CINDY H. GOLDSWORTHY: But we can share that.

STACY CHERNY: Yeah, we do have a -- do we have a copy of it right there?

CINDY H. GOLDSWORTHY: No.

STACY CHERNY: Okay. Yes.

AUDIENCE MEMBER: When you rate in configuration you're going to take your core by [inaudible]

STACY CHERNY: Uh-hmm.

AUDIENCE MEMBER: Fourth grade is the only one having it with PVAAS data and in teaching, the administrator brings it back to the way teachers even shares the teaching and understanding PVAAS with everybody. Are you bringing K-1, 2, 3 in that understanding of PVAAS? Can you speak to where the primary grades are in that literacy continuum and understanding projection with growth?

STACY CHERNY: Yeah.

CINDY H. GOLDSWORTHY: We don't.

STACY CHERNY: Yeah, yeah. When data is typically shared by the leadership team at the beginning of the year with the entire staff, so not only PVAAS projections, but then your PSSA performing scores and your DIBELS state of what the school is like as a whole, so everyone would be involved in that.

AUDIENCE MEMBER: So even the grades that they have…

STACY CHERNY: Yes, correct.

CINDY H. GOLDSWORTHY: …long and certainly look at their DIBELS data and their math data, but we also wanted them to see where the kids ended up in third grade. Now in third grade, you're not going to get growth data by looking backside, but you are going to get projections, so you can get the looking forward side in third grade, by the way, just wanted to add.

AUDIENCE MEMBER: So we're talking from K 2-3, 4 through 6…

STACY CHERNY: Uh-hmm.

AUDIENCE MEMBER: …configuration [inaudible] and K 2-3 domain using math third grade.

CINDY H. GOLDSWORTHY: I would want my K-1 and 2 in a K 2-3 configuration. I would want my K 1 and 2 to understand PVAAS for a number of reasons. The ownership, one being primary, the second one, quite frankly being a new educator effectiveness system, where PVAAS is going to be part of a

school performance profile, so I would want my K 2-3, all teachers to be trained to understand that. It's another piece of data even though, it might not be specific to what the kindergarten teacher is doing, but I would want them to see the big picture. Okay.

STACY CHERNY: Another question? Yes.

AUDIENCE MEMBER: Do you have [inaudible] with DIBELS and IDEEAL plan, are your teachers responsible for [inaudible] the data and recording the [inaudible]

STACY CHERNY: After each benchmark testing and we have it -- it's part of the guidance document, we had it very clearly defined for people. This is the window for benchmark testing, your data meeting must occur before this date, and it's typically about a week after the window for benchmark testing has closed. So all schools are then responsible for having the IDEEAL plan meeting which will accept the data and the entire team has to look in the data, and they actually come up with an action plan based on the data. So they do a little data analysis…

CINDY H. GOLDSWORTHY: By grade level.

STACY CHERNY: Yes. So every grade level in every building, they do a data analysis and then they have a discussion about group causes, why the data looks the way it does. And then they set a goal for improving as a grade level that data for the next benchmark and then what they're going to do, what are the instructional strategies they're going to build to meet that goal.

AUDIENCE MEMBER: Now, do you have interventional strategies for the lower grades?

STACY CHERNY: Yes. So that is a different meeting. We also have a intervention meeting. The IDEEAL plan meeting is all Tier 1. So it's adjusting core instruction based on the data trend that you save from the students in your current classroom, and then we have an additional meeting that's read by -- led by a reading specialist for intervention for that WIN time.

AUDIENCE MEMBER: Okay. For the reading but does it tackle the math?

STACY CHERNY: We have math title 1 coaches. Yep.

AUDIENCE MEMBER: [inaudible]

STACY CHERNY: Yup.

AUDIENCE MEMBER: [inaudible]

STACY CHERNY: Yup, quite good questions. Any others? Okay. So we used -- as I said before, your question, we used the student projections for individual student conferences so the older students understand what they're projected to, how they projected to score gives them a little, you know, into their efforts in changing that outcome that easy. And we have really used projections to create some criteria

especially in our middle school classes for courses. Prior to using PVAAS, every K-2 went into eighth grade for Algebra 1, every student in the -- in the entire district. When we looked at their test scores, and we looked at our growth scores at our eleventh grade at the high school, was in that quadrant three where you don't want to be, so low achievement, low growth. When we did an analysis of that, we were putting kids into Algebra 1, when they were not ready for Algebra 1 and they were not successful. So we use PVAAS as one of the criteria for being placed into Algebra 1 in eight grade or ninth grade. We also used PVAAS projections for determining what core instruction kids get in middle school for English Language Arts, for some of our kids we had to imbed and infuse READ 180 an intervention into the core. So we added that, that scaffold and that support into the core knowing, as I said before, READ 180 is an intervention, but if you got 70% of your kids that need an intervention, you add that intervention to the core. And it really caused us to dig deeper into the reading issues. We had so many kids at the middle school that were not projected to be proficient in middle school, we had to like take a step back and look what was happening prior to that to understand. So, if we look at math, like I said before, the Tier 1 that Algebra 1 was the main change that we made in eight grade, we knew we had to make a change there and have our criteria. We do have a copy of the criteria we put together for eight graders taking Algebra 1.

CINDY H. GOLDSWORTHY: I'll pass that around.

STACEY CHERNY: And we knew we had to make a share like everyone, and aligned our curriculum to PA Common Core and the Keystones. In literacy, when we look at things, the first thing we did, as I said before we have to look at Tier 1 is we adopted a core reading program. Our district did not have a core reading program, so we knew we had to adopt a core reading program and we did that eight to twelve. We also knew as we really dug deep into the data that we needed to support our teachers and their content knowledge of literacy and how kids learn nowadays. So we provided LETRS training, LETRS standing for Language Essentials for Teachers of Reading and Spelling. We actually brought in national trainers to come in and work with our teachers to give them that content level reading information. We -- as we started to dig deeper we had to look at our DIBELS data because we were looking at our projections, kids we're not presented to be proficient. When we dug deeper into the data, we realize that kids weren't actually reading, they were decoding, they did not have phonics skills. So what we did was we added READ 180 which is kind of like -- or project reading which is kind of a multi-sensory explicit phonics program into our first grade classrooms, we just started that this -- last year and we've seen really good results on our DIBEL score in the classrooms that use project READ and the classrooms that did not, there was a big difference. So next year we're going to use project READ across all of our first grade classrooms to hopefully change that decoding issue.

AUDIENCE MEMBER: [inaudible]

STACEY CHERNY: I'm sorry?

AUDIENCE MEMBER: [inaudible]

STACEY CHERNY: Journeys. Are you familiar with that?

AUDIENCE MEMBER: All the way through twelve grade?

STACEY CHERNY: Not for twelve grade. Journeys goes to sixth grade and then we stuck with the same publisher, the Holt McDougal or the HMH, Houghton Mifflin Harcourt publisher, and at the middle level of high school it's called Holt McDougal Literature series. We added REWARDS to our fifth through seventh grade students who were having trouble decoding. REWARDS, is a program that teaches kids how to decode multisyllabic words. As I said before, we integrated READ 180 to the core so the kids who have the support and the scaffold of READ 180 to the core, also got an additional intervention of corrective reading or reward or something else so that they were getting that double dip between the, you know, the Tier 3 kids were getting a double dip of intervention.

CINDY H. GOLDSWORTHY: And just to keep in mind, making decisions -- but planning is part of this, making decisions about which kids get what. PVAAS reports, projection reports in particular, play a big role because we were able to say and we have a handout to show you that, we were able to say if you score below this probability of proficiency, you're going to get this level of support, and that was not the only criteria but a main criteria that we use, both for algebra and our reading interventions and reading core.

STACEY CHERNY: Yeah, we -- actually, you'll see in the -- we have a decision making flowchart. We use the PVAAS projection score as our first decision maker on the flowchart. So, it starts with a 70% probability. So kids are projected to be proficient with a 70% probability, then they kind of go over to this category where they're low risk, and they don't need the READ 180 added to the core, and they get enrichment for intervention. If they don't have that 70% probability, then they go into this category where they get additional assessments. So, we dig a little deeper and we find out, is it a comprehension problem, is it a decoded problem, and then depending on that additional assessment, we then place that. So it really does start with the PVAAS projection. In the RtII model we kind of use in the middle school the PVAAS projection as our screener for all kids, if it makes sense. Any questions about that? Yes.

AUDIENCE MEMBER: I have question. What do you do for the enrichment [inaudible] because your interventions components is really well map out.

STACEY CHERNY: Uh-hmm.

AUDIENCE MEMBER: And my concern is that the enrichment time, is one of those -- what we see in our IU is the lack of growth of the students predictably advanced and proficient, they're not keeping them advanced and proficient.

CINDY H. GOLDSWORTHY: That's not a [inaudible] problem in here, so.

STACEY CHERNY: Yes.

AUDIENCE MEMBER: And so what do you do with the enrichment?

STACEY CHERNY: We do not -- like with our Tier 2 and Tier 3, we have the standard protocol interventions. We do not have a standard protocol intervention for enrichment. We have -- it's more up to the teacher and their planning, but we required them to use the data just like they use the data for, you know, kids that need intervention, they need to look at the four side, we take -- we also take four sides. So they'll get four sides to determine within that group of kids, what is it that they need to do to push them to the next level. It is comprehension, you know, work so it would be a comprehension-based activity, but that would vary depending on what the data says for that particular group of kids.

CINDY H. GOLDSWORTHY: And that's during WIN time.

STACEY CHERNY: Yes, all of it.

CINDY H. GOLDSWORTHY: So the WIN time. Just like [inaudible] talked about this morning, [inaudible] show this morning that the enrichment and intervention period is -- all falls under WIN. So it's just not as developed as the intervention given the upside down triangle where we spent most of the time was on that 70% of [inaudible].

STACEY CHERNY: Yes?

AUDIENCE MEMBER: My question is so this basically is the year when you just started doing it. So…

CINDY H. GOLDSWORTHY: Correct.

AUDIENCE MEMBER: …the results will…

STACEY CHERNY: We'll see.

CINDY H. GOLDSWORTHY: We're anxiously waiting right now. I mean this -- but I would say about this is one of the first things that we felt we needed to do is put structures and systems in place. So putting these structures and systems in place is the first thing, you'll see later we set on the slide, we've just began. There's a lot of hard work in terms of implementation and fidelity of the intervention and scaling this up and making sure it's consistent and so forth, but huge changes, I think it's safe to say relative to pay more attention to PVAAS. Kind of like [inaudible] question there on the back, one thing I would encourage you to do is certainly look at what your enrichment activities or instruction is going to be like, but even before that do you know which kid need enrichment and therefore PVAAS projections, that looking through the windshield, that looking ahead will tell you that, and if you go onto PVAAS you can actually change your parameters. What it then falls to is who are the kids 70% and higher, with that likelihood, but you could change that to ninety to a hundred percent and pull a group of kids that you know really need to have some sort of enrichment. Guidance counselors, we're spending a lot of time talking to the guidance counselors. So when students come to you in the high school or middle school

and they choose -- they say, "I think I'm going to take the second call. I really don't think I'm going to take this honor scores." Or "I don't think I'm going to take this other elective." And you know that they have a 90% chance of being advance or proficient. You might want to have a different conversation with them, you know, like when my own child cam home and said that I call you -- he's grown now, but I talk to him like, "Think again, we're going to take a little more rigorous scores here." So that's the kind of conversations that really using the student projections can help you start to have.

AUDIENCE MEMBER: The projection aren't [inaudible] looking at a difference benchmark [inaudible]

CINDY H. GOLDSWORTHY: The projections will be to proficiency on the next PSSA or the Keystone. Uh-hmm.

STACEY CHERNY: So -- and then the last thing that we really put into place in terms of literacy and this was -- this is very powerful in a ninth through twelve grade setting, is the data protocol works together all content area teachers to look at literacy data and infuse literacy, strategies across the content. We really could not have done that without supports from the IU and PaTTAN, they were really instrumental in taking our teachers through that process to learn how to do that, but very successful at the same time. So we have social studies teachers that are adding literacy strategies into the social studies class. So where are we now? We just finish out with the PVAAS Roster Verification pilot. Anyone in here, participate. So we took all of our principals for that pilot and they showed, I believe 10% of their staff to participate in that pilot. So, one of our quote from our principals was, "It Went OK!" They were a little apprehensive to start, you know, they were a little intimated by the thought of attributing students to teachers and how that would look, but at -- in the end they said, "Okay, everything's okay." The rationale for that pilot -- because, you know, it was a pilot, but we made it mandatory for all of our principals. Our rationale is, you know, we're going to have to do this anyway next year. So this is a little preview for you. We started to work out things in our system in terms of attendance and things like that, and it provided teachers with the preview of what's coming and it really -- it really advanced their understanding of the PVAAS, then why don't have this PVAAS? Oh, okay. I'm going to get this distributed to me even if I'm a reading specialist, I don't have a class. So you started to understand more of that growth model and how that will impact them, and the last point exactly, bringing home that knowledge of the PVAAS. In terms of RtII, this PVAAS Roster Verification has been really instrumental in the shared ownership piece of RtII frequently we battled when we worked with teams of teachers who we're all sharing the kids for WIN time and some teachers that wanted to say "No, these are my kids I don't want them going anywhere." You know, "They're mine -- I mean, and -- " You know "Will do better with me." Now, that they know that they're going to share the attribution of the students' scores, it's helping with the shared ownership piece of RtII. So, where can we need to go? We are certainly not there yet. We're going to continue to infuse PVAAS into -- into data decision making. We're going to now start to look at PVAAS and the Keystone report scores. The custom diagnostic reports, we're going to start to utilize that with selected groups of students to determine the relationship between the growth and specific criteria. And we really want to

start to use this data in our extended learning. We do have after school program that we're really focused to on, really keeping things very consistent between the regular school day and the after school program. So we have to start to review some of the PVAAS information in to the data that's being utilized in the after school program. And one big thing that we're working on the summer is developing some guidelines at the district office for that PVAAS Roster Verification in terms of instructional time, knowing that every teacher is going to have to, you know, account for the amount of instructional time we have with kids, is that it can get a little tricky with RtII because your groups have to be flexible, so the district offices working on some guidelines for buildings to use next year for PVAAS Roster Verification. Okay. So questions?

CINDY H. GOLDSWORTHY: These are some of the websites, the pvaas.sas.com website and RtII or PaTTAN's website where you can find all sorts of information on RtII that is downloadable. And the bottom line is that our recommendation -- relative to thinking about it, let's go back to the big picture. This is today's session certainly short, but today's session wants to talk about in an urban school district, how can growth, meaning PVAAS reports as well as the projection side things, what's the benefit of that? Certainly, PVAAS isn't the only data as you heard that pairs for [inaudible] but our hope was to be able to share today how helpful PVAAS can be in an urban district or perhaps a low achieving district, because it really does allow you to get beyond that, kind of, historical achievement view and look again at, are we headed in the right direction? Are we heading out quickly enough? Because that's really where we want to be, we want to at least be on that right-hand side of that growth line that we showed you -- for all of you. And the more schools that we get on that right-hand side, the more likely we are to increase our number of students that are proficient, so we can have time for questions. Okay. Go ahead.

AUDIENCE MEMBER: The things that you implemented could you just implement any type of behavior intervention? If you're in our school district and we have a horrible rate of attendance, and how did you address that, because that's huge when you're adding intervention.

STACEY CHERNY: Yeah. We are -- all of our schools are implementing PVIS

AUDIENCE MEMBER: What is it?

STACEY CHERNY: PVIS, Positive Behavior Intervention Support. So all of our schools are in the process of that and that implementation is very structured and so, it's through the IU15 that we're implementing, and we are at different levels of implementations. So they call it year one level of implementation of year two. So we have some schools that just finished up year one, we have some schools that they're in their third year of PVIS implementation, but all of the behavior expectations including, you know, incentives for improving attendance and tracking where you see a trans of attendance problem, that is all counted for within PVIS implementation.

CINDY H. GOLDSWORTHY: And it's also part of our so the -- so on our IDEEAL plans. And by the way, there was a slide in there that we skip that said, here are some examples, we gave you a couple of handouts. One of the things that was on there was the -- we gave you an example of the IDEEAL plan

which we don't have. The reason we don't have that is once again, we're making revisions to the IDEEAL plans. Every year, we look at this and said "What do we need to change?" But relative to your questions on the IDEEAL plan, there is a line for entering attendance there. So we do have that as part of what gets monitored at that those IDEEAL meetings, three or four times a year was the protocol for the buildings this year. Now, the other thing that we did which we had IDEEAL plans for behavior last year, we're rolling all of that into the same IDEEAL plan this year. So we'll have one IDEEAL plan that will address both the academics and then the behaviors for grade level planning. And they will be looking at things on the IDEEAL plan like, attendance data and some of the other [inaudible] data that's collected.

AUDIENCE MEMBER: Where did the funding come from for your incentives?

CINDY H. GOLDSWORTHY: School and program grant that…

STACEY CHERNY: And the incentives sometimes don't require any tons at all. I can tell you that one of our biggest incentives in the school right now that really motivates the kids, is it that they are part of the principal's 200 club. When their name gets called, they can paint a sealing tile and decide where it goes in the building, in their classroom or out in the hall.

AUDIENCE: And that's within their own level?

STACEY CHERNY: Uh-huh. That's the biggest motivator in our middle schools, because the kids will love to do that.

CINDY H. GOLDSWORTHY: Yes.

AUDIENCE MEMBER: I was just wondering if you have done any faculty, kind of, surveys to [inaudible] changes, just kind of culture pieces of data lookout system level.

CINDY H. GOLDSWORTHY: No we haven't, but that's a great idea. And yeah. That's a good one.

AUDIENCE MEMBER: Thank you.

STACEY CHERNY: Yes.

AUDIENCE MEMBER: I was wondering what your WIN time looks like more or like did you pull in regular ed teacher to do enrichment during that time or…

STACEY CHERNY: The WIN -- the WIN time is all hands on day. Any available personnel during that time is available for WIN. So it varies, we could have a PE teacher conductive WIN. All the classroom teachers are conducting WIN. Reading specialists, title one reading and math teacher, so it's all hands on that during that time. Yes.

AUDIENCE MEMBER: It's kind of follows up to his question, how many rejects teacher you say "Well, I'm not highly qualified in that area." Let's say that PE teachers anticipate that.

STACEY CHERNY: Yeah. It's an -- it's an intervention. So they're not teaching core instruction, they don't need to be all equal aligned.

AUDIENCE MEMBER: Okay.

STACEY CHERNY: Yes.

AUDIENCE MEMBER: I want to know for your custom diagnostics reports for growth, what's the minimum number of students that [inaudible]

CINDY GOLDSWORTHY: 15.

AUDIENCE MEMBER: And also -- well, I don't know. [inaudible] up.

CINDY GOLDSWORTHY: Yes, for the projection.

AUDIENCE MEMBER: [inaudible] just exam?

CINDY GOLDSWORTHY: Yes.

AUDIENCE MEMBER: Or 70 generally concerns you so it's a [inaudible]?

CINDY H. GOLDSWORTHY: Now, that's a good question. So on the projection reports that the default is, who where the kids from 70 to a hundred percent likelihood, who were the kids from 40 to 70, who were the kids from 0 to 40? You can say any crammers you want. Other questions?

AUDIENCE MEMBER: The monitoring progress?

STACEY CHERNY: Progress monitoring, depending on where you're at, intensive students is weekly, strategic students [inaudible] weekly, and benchmark students [inaudible].

AUDIENCE MEMBER: And then what type of [inaudible] score are they monitoring progress [inaudible] the district or the system?

STACEY CHERNY: No. We actually -- we enter, we used the DIBELS progress monitoring, so we enter that data in to the DIBELS system and then we print the DIBELS report to show us, for each individual kid then you get a report that shows, you know, how they're progressing.

AUDIENCE MEMBER: So this question [inaudible] production I have [inaudible] and comprehend good really kids and then holograms and they're having both reviews.

STACEY CHERNY: If they're having both of those, they go into that group that has READ 180 infused into the core, so they have the scaffolds of READ 180, comprehension, and then they also get decoding.

AUDIENCE MEMBER: Within that core?

STACEY CHERNY: Within the core or getting READ 180 and the core.

AUDIENCE MEMBER: Okay. So [inaudible]

STACEY CHERNY: It is -- it is -- I believe, it is a 90 minute blog but the way it works is we have -- we use Holt McDougal Literature series, so the kids get and it differs…

AUDIENCE MEMBER: [inaudible]

STACEY CHERNY: Yes.

AUDIENCE MEMBER: What about your four through the six or [inaudible]

STACEY CHERNY: It's fourth through six grades, they have -- need to achieve if it's a comprehension intervention, if it is a decoding intervention, they use either corrective reading or the [inaudible].

AUDIENCE MEMBER: [inaudible]

AUDIENCE: [inaudible]

STACEY CHERNY: If it's both well -- and it's both we start with the decoding because we figure they're not going to be teaching how to comprehend, they'll [inaudible]

AUDIENCE MEMBER: And does it typically came out with that?

STACEY CHERNY: For -- no that story [inaudible].

CINDY H. GOLDSWORTHY: And nobody visits core instructions, RPII basic they principle, so they go to that during WIN.

AUDIENCE MEMBER: And does that tells helps you how many minutes?

STACEY CHERNY: Thirty minutes a day.

CINDY H. GOLDSWORTHY: And that's building. That's what Stacey was talking about, we used the regular scheduling template and built all that in.

AUDIENCE: [inaudible]

STACEY CHERNY: So that's specific in all of our buildings because I'm sure you guys have a view of [inaudible] as well. I mean our kids from building from building to building that sometimes [inaudible] from here. So every building has the same blocks of time to set aside for everything. So they will connect the building, you know, they can just continue that intervention.

AUDIENCE MEMBER: [inaudible]

STACEY CHERNY: It depends. The core teachers will teach the intervention.

AUDIENCE MEMBER: Right.

STACEY CHERNY: Yes.

AUDIENCE MEMBER: So they have that blocking time?

STACEY CHERNY: Yup. Everyone -- every one does that blocking time all the [inaudible]

CINDY GOLDSWORTHY: Okay. So it looks like we're at the end of the time, I think.

STACEY CHERNY: There's work to do.

CINDY H. GOLDSWORTHY: Yeah, but…

STACEY CHERNY: Okay.

CINDY H. GOLDSWORTHY: We have a…

STACEY CHERNY: It's 4:30 for some reason.

CINDY H. GOLDSWORTHY: So we're trying to look at our watches here. We have about three minutes [inaudible] I'm sure everybody wants to get out here, so we want to thank you. If anybody wants a copy of the IDEEAL plan, they're up here on this sheet and write down your name and address or email address. I will make sure that you get a copy of it. Again, it's under revision, so it may be a couple of weeks until we get final, but I'll get that to you. Other than that, we want to thank you. We'll kind of [inaudible] a little bit if you have any questions, but thanks for your participation.