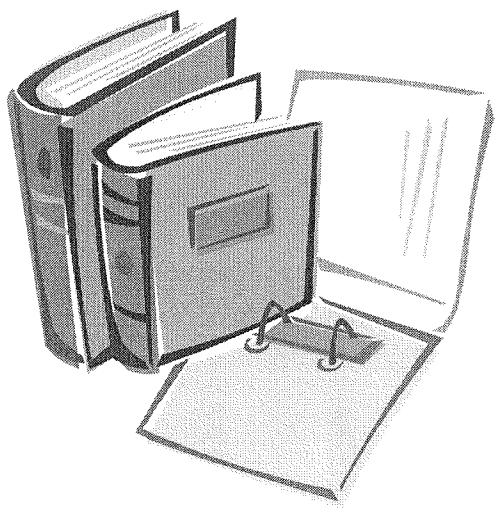


WEST CHESTER AREA SCHOOL DISTRICT
Dr. Alan G. Elko, Superintendent

EDUCATIONAL PROGRAM REVIEW

LANGUAGE ARTS



Mrs. Susan Tiernan
Dr. Linda Antonowich
February 2004

Language Arts Budget Review

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West Chester Area School District Regular Educational Program Budget Review Template

In accordance with School Board policy DCA, the Director of Business Affairs, or other Directors as deemed appropriate, will identify the educational programs and support services for which program budgets will be presented and obtain Board approval for such. The reviews are required to be part of the budget document.

Program Examination Purpose:

- To examine the current programs and proficiency at the k-12 levels
- To review and evaluate the current resources and staff development and determine the cost/benefit of how proficiency is being met for all students
- To discuss future program considerations based on the program review

Program Examination Scope:

- Three year history of changes in curriculum

Scope	Responsible Party
Summary description of curriculum changes	Asst. Superintendent/ Curriculum Supervisor
Cost analysis of the curriculum changes	Business Office
Analysis of headcount changes associated with curriculum changes	Human Resources
Analysis of technology associated with curriculum changes	Dir of Technology/Technology Coordinators

- Standardized test scores

Scope	Responsible Party
Present local, state and national test data	Curriculum Supervisor/ Assessment Supervisor

- Analysis of current year employee headcount associated with the curriculum area

Scope	Responsible Party
Chart of total headcount associated with curriculum by school. <ul style="list-style-type: none"> • Secondary level to be gathered by subject code • Elementary level to be calculated by ratio analysis of time spent in the curriculum area 	Human Resources/ Curriculum Supervisor Directors of Elementary and Secondary Education

- Prior year technology expenses directly related to the curriculum area

Scope	Responsible Party
Current year technology expenditures directly related to the curriculum area	Dir of Technology/Technology Coordinator

- Prior year per pupil allocation expenses directly related to the curriculum area

Scope	Responsible Party
Spreadsheet of PPA program expenses by school	Business Office

- Prior year program cost per student

Scope	Responsible Party
Spreadsheet of total program costs per FTE student	Business Office

- Prior year program cost as compared to total instructional cost

Scope	Responsible Party
Spreadsheet of program cost as a percentage of total regular instruction cost	Business Office

- Prior year staff development related to curriculum area

Scope	Responsible Party
Analysis of total staff development costs related to curriculum area	Asst. Superintendent/ Curriculum Supervisor
Groups participating in the staff development related to the curriculum area.	Asst. Superintendent/ Curriculum Supervisor
Future consideration for staff development related to curriculum area	Asst. Superintendent/ Curriculum Supervisor

**Curriculum Changes
for
Language Arts:
A Three Year Summary**

Curriculum Changes for Language Arts: A Three Year Summary

2001 – Present

The Reading Strategy of the district Strategic Plan has set parameters for changes in Language Arts over the last three years. The changes have been profound.

Our reading strategy goals can be summarized as follows:

- To identify students at risk
- To devise plans for remediating their needs
- To help all teachers (across the curriculum) become better teachers of reading

Changes in K-2

In order to identify students with reading needs at the earliest point, we have implemented the DIBELS assessments for K-2 (and next year K-3). These nationally standardized tests, the Dynamic Indicators of Basic Early Literacy, are used to screen students at the beginning of Kindergarten, 1st and 2nd grades and to monitor progress at regular intervals throughout the year. These and other assessments are used to prompt further diagnostic testing as needed so that we are giving the youngest students with the greatest needs the most help at the very beginning of their literacy learning. The elementary staff are still being trained in testing and implementation of the entire process.

A district-wide, K-2 Literacy Committee meets each month, and within the elementary schools, principals meet regularly with teachers, reading specialists, and other support staff to monitor student progress. Within the past three years, every classroom teacher, reading specialist, special education teacher and ESL teacher has been trained to use the two cornerstones of literacy instruction in our district: Project Read and Breakthrough to Literacy. Teachers are supported in their use of all the pieces of literacy instruction in our district

which include Houghton Mifflin Literature and non-fiction leveled books. Much time has been spent with our staff helping them to use best teaching practices for reading and writing across the curriculum.

Changes in 3-5

Last year the district purchased a new Houghton Mifflin reading series for Grades 3-5. The reading specialists developed and continue to revise a pacing guide for using the series, so that each grade coordinates the tests with the reading strategies being learned by that grade. The new materials provide supplemental materials for above, below and on grade level readers, as well as for special education and ESL students so that their reading instruction is coordinated and connected to the classroom reading instruction. We have developed new Reading Progress Assessments for Grades 3-8. These are given three times a year to all students. The results are used to redirect the teaching of reading in the classroom to meet the needs of the students. In addition to those assessments, we are giving the Gates McGinitie reading and vocabulary assessments to all students in Grades 5-8 to give us more data on student progress. The K-2 Summer Program was expanded last summer to a K-5 program for students at risk and in need of support over the summer months.

Changes in Middle School

Two reading specialists were added to each middle school this year, enabling us to offer intensive remedial reading work every day to non-proficient readers. Classes composed of no more than ten students each meet daily with a reading specialist who diagnoses and remediates the needs of those students. In sixth grade, this intensive reading class, called Reading Plus, takes the place of Social Studies. In seventh and eighth grade students are assigned to Reading Plus instead of exploratory foreign language or the first year of foreign language. Some students will test out of the class in one year; some may need more time.

English and reading, formerly taught as two separate classes in sixth grade, have been integrated into one Language Arts course. The English and reading teachers on the same team meet frequently to coordinate texts and reading and writing strategies.

Changes in High School

One additional reading specialist was added to each high school this year. Non-proficient readers entering high school are placed in a reading class where they receive remediation five days a week for a year. This class serves as an elective in 9th grade. In addition, the two reading specialists at the high school are working closely with the English teachers of our Basic English classes to create courses which meet the literacy needs of those students. An exciting change for next year is the elimination of Basic English as a choice for incoming 9th and 10th graders. Instead, that class will be called Literacy, and will serve students struggling with reading and writing. Students will be recommended for that class by middle school teachers and reading specialists, and the course will be designed to meet their literacy needs.

**West Chester Area School District
Financial Analysis of Curriculum Changes
Language Arts Educational Program Budget Review**

Cost Analysis of Curriculum Changes (excludes expenses related to additional headcount)				
	Breakthrough to Literacy	K-2 Proposal	3-5 Curriculum Proposal	6-8 Remedial Reading
2000-01 Gen'l Fund Expenses	\$131,235			
2000-01 Tech Fund Expenses	\$98,696			
2000-01 Grant Program Exp.*	\$142,861			
2000-01 Elementary PPA Exp.	\$11,550			
Total 2000-01	\$384,342			
2001-02 Gen'l Fund Expenses	\$247,500			
2001-02 Tech Fund Expenses	\$138,759			
2001-02 Grant Program Exp.*	\$142,861			
2001-02 Elementary PPA Exp.	\$23,100			
Total 2001-02	\$552,220			
2002-03 Gen'l Fund Expenses	\$211,610	\$135,920		
2002-03 Tech Fund Expenses	\$43,416	\$15,000		
2002-03 Grant Program Exp.*	\$85,717			
2002-03 Elementary PPA Exp.	\$37,750			
Total 2002-03	\$378,493	\$150,920		
2003-04 Gen'l Fund Budget	\$253,000		\$300,000	\$15,000
2003-04 Tech Fund Budget	\$87,000			
2003-04 Elem. PPA Budget	\$38,500			
Total 2003-04	\$378,500		\$300,000	\$15,000
Total	\$1,693,555	\$150,920	\$300,000	\$15,000

* Received state grant revenues for the Read to Succeed State Grant for school years 2000-01, 2001-02, 2002-03 totaling \$371,439

Analysis of Curriculum Headcount Changes Language Arts Educational Program Review				
Year	Position	FTE's	Rationale for Change	Net Salary & Benefit Cost
2003-04	Reading Specialist - High	2.0	Increase needed to support the reading strategy in accordance with the Strategic Plan	\$108,726
2003-04	Reading Specialist - Middle	6.0	Increase needed to support the reading strategy in accordance with the Strategic Plan	\$326,177
	Total			\$434,903

**Language Arts
Assessment Results
Local, State, National**

Language Arts Assessments Local, State, National

The WCASD is unique in the quality of our local assessments. For many years, we gave a district writing assessment to all students in grades 2,5,8 and 10. Now we do that assessment each year for grades 2, 5 and 8. Two years ago we decided to give the assessments in January, instead of May, to have teachers from each building participate in a training/scoring of those assessments, and to give the results back to students and teachers promptly so that the results could be used to help students the same year. We have just completed the third year of fifth grade writing assessment scoring. Each year we train two new teachers from each school. These teachers, from across the content areas, thereby become proficient writing scorers using the Pennsylvania State writing rubric. The understanding of what focus, content, organization, style and conventions mean serves them well when they return to their classroom and have students write. Without exception, these teachers are enthusiastic about the training they received as well as the opportunity to work with colleagues and talk about writing instruction. We are seeing better writing each year. Our students perform strongly on the PSSA writing assessments at all levels. Our graduates report to East and Henderson that they are successful writers at college because of the excellent preparation they receive in our system. The College Boards have just announced that the SATs will contain a writing test, beginning next year. It will also contain a section on grammar and sentence structure, areas we have been testing on our district midterms and finals for years.

Likewise, our Reading Progress Assessments (RPAs) help teachers look at student performance on a test which closely parallels the PSSA writing assessment, and which tests those skills with which students need the most help: comprehension and inferencing. The RPAs are now given to all students in grades 3 through 8 three or four times each year. The test consists of a nonfiction or fiction text which the student must read independently, of multiple choice questions on that passage, and a writing response in which the student must refer to the text and make connections to themselves. The first year we

introduced these tests, the reading specialists scored all the essays to establish reliability and consistency. The second year the reading specialists worked with the classroom teachers so that teachers can score these assessments with objectivity and consistency. Each RPA is returned to the students and the results are reviewed in English or reading classes. The students are shown the sample papers which were used to model the 4, the 3, the 2 or the 1 the students could have received on their essays. You will see on the chart containing the results of the three RPA scores at each elementary school, that our goal was to have the percentage of students scoring Advanced or Proficient increasing and the percentage scoring in the Basic and Below Basic decreasing. When you see that scenario on the data sheet, the scores represent weeks and months of intensive work on the part of students, teachers and reading specialists. Comparing that data to the PSSA results, you can see that our elementary schools did extremely well in reading, and that our local scores are fairly predictive of PSSA scores. We gave RPAs to middle school students for the first time this year. The results were excellent. Students scoring Basic or Below Basic will receive direct instruction from the building reading specialists.

2nd Grade Writing Assessment Scores 2002-2003
(District/Local Assessment given yearly in May)

School	# Students	% Advanced	% Prof.	% Basic	% BelowBasic
East Bradford	81	16	46	36	2
East Goshen	98	24	42	27	7
Exton	116	23	50	26	1
Fern Hill	73	37	38	22	3
Glen Acres	95	16	40	42	4
Hillsdale	68	31	50	15	1
M.C. Howse	72	24	57	18	1
Penn Wood	87	11	43	36	10
Starkweather	87	27	55	18	0
W-T	60	14	46	32	8

2002-3 was the first year we domain scored the second grade writing assessments. After training, teachers and reading specialists from each building gave students scores in the five domains (focus, content, organization, style, conventions). Each paper was read twice by two people from other buildings. The second grade writing assessment takes place in May. Results are used by the child's third grade teachers. Fifth grade writing assessments, like the eighth grade assessments, are done in January and returned in February.

5th Grade Writing Assessment Scores 2002-2003

School	# Students	% Advanced	% Proficient	% Basic	%Below Basic
East Bradford	97	6	59	19	16
East Goshen	108	61	21	11	7
Exton	124	6	54	27	13
Fern Hill	86	14	71	9	6
Glen Acres	76	0	63	30	7
Hillsdale	104	15	63	19	3
M.C. Howse	100	0	58	39	3
Penn Wood	101	6	45	23	26
Starkweather	101	4	48	43	5
W-T	72	8	49	25	18

5th Grade Writing Assessment Scores 2003-2004

School	# Students	% Advanced	% Proficient	% Basic	%Below Basic
East Bradford	93	40	38	19	3
East Goshen	87	17	50	24	9
Exton	100	12	48	32	8
Fern Hill	91	20	36	33	11
Glen Acres	81	9	40	51	0
Hillsdale	93	33	44	16	7
M.C. Howse	94	23	48	24	5
Penn Wood	88	19	36	30	15
Starkweather	83	22	45	25	8
W-T	69	36	39	16	9

8th Grade Writing Assessment Scores (District)
2001-2002

School	# Students	%Advanced	%Proficient	% Basic	%Below Basic
Fugett	314	14	46	28	12
Peirce	343	12	38	37	13
Stetson	259	18	48	29	5

Note: 2001-2002 was the first year in which we gave the writing assessment in January, scored them with teachers from each building, and returned the results to teachers and their students in February. This change permits each teacher to review the results with students and to work on needs and strengths in the five domains for the remainder of the year.

8th Grade Writing Assessment Scores (District)
2002-2003

School	# Students	%Advanced	%Proficient	% Basic	%Below Basic
Fugett	304	17	46	29	8
Peirce	354	20	45	28	7
Stetson	292	16	54	26	4

PSSA Writing Scores Grades 6, 9, 11 (State)
2002-2003

School	Grade	%Advanced	%Proficient	%Basic	% Below Basic
Fugett	6	27	50	16	7
Peirce	6	21	52	21	6
Stetson	6	28	47	15	8
East	9	29	54	10	7
East	11	4	88	5	3
Henderson	9	25	60	9	6
	11	8	79	9	4

WEST CHESTER AREA SCHOOL DISTRICT
READING PROGRESS ASSESSMENTS 2002-2003

School/Grade	# RPA	Total #	%Advanced	%Proficient	%Basic	%Below Basic
East Bradford 3	1	87	2	24	43	30
	2	87	7	25	33	34
	3	87	30	52	5	13
East Bradford 4	1	94	8	29	38	24
	2	94	28	38	10	23
	3	94	8	40	30	22
East Bradford 5	1	96	1	18	32	50
	2	96	10	32	30	27
	3	96	28	46	9	15

School/Grade	# RPA	Total #	%Advanced	%Proficient	%Basic	%Below Basic
East Goshen 3	1	96	3	43	23	31
	2	96	9	28	25	35
	3	96	27	48	10	14
East Goshen 4	1	79	14	44	15	27
	2	79	9	30	31	30
	3	79	23	41	11	25
East Goshen 5	1	105	3	31	29	37
	2	105	13	28	32	27
	3	105	24	51	9	8

Exton 3	1	127	5	39	43	19
	2	127	8	35	33	22
	3	127	2	22	31	44
Exton 4	1	122	11	36	25	22
	2	122	9	45	26	20
	3	122	6	27	39	28
Exton 5	1	121	2	22	31	44
	2	121	6	27	39	28
	3	121	20	35	16	21

Fern Hill 3	1	83	1	12	54	33
	2	83	12	33	27	27
	3	83	25	46	12	17
Fern Hill 4	1	90	4	36	22	38
	2	90	7	24	33	36
	3	90	23	38	6	33
Fern Hill 5	1	88	1	16	26	57
	2	88	3	37	33	27
	3	88	14	46	13	27

Glen Acres 3	1	69	10	30	35	25
	2	69	8	30	24	38
	3	69	17	34	6	15
Glen Acres 4	1	77	6	32	35	26
	2	77	13	47	28	3
	3	77	32	35	2	10
Glen Acres 5	1	76	1	21	29	48
	2	76	11	36	31	23
	3	76	20	43	3	7

Hillsdale 3	1	73	5	48	22	23
	2	73	18	38	26	18
	3	73	44	39	9	8
Hillsdale 4	1	89	4	42	30	24
	2	89	14	50	17	19
	3	89	27	44	5	24
Hillsdale 5	1	104	2	29	24	45
	2	104	4	30	37	29
	3	104	11	58	12	19

M.C. Howse 3	1	93	4	32	42	22
	2	93	1	21	34	44
	3	93	48	40	4	6
M.C. Howse 4	1	77	3	14	34	51
	2	77	13	48	25	28
	3	77	15	42	14	29
M.C. Howse 5	1	98	1	14	34	51
	2	98	18	34	30	18
	3	98	40	55	1	3

Penn Wood 3	1	91	1	20	43	35
	2	91	2	23	32	43
	3	91	15	42	13	29
Penn Wood 4	1	101	3	32	30	36
	2	101	1	36	29	35
	3	101	17	45	5	34
Penn Wood 5	1	101	2	20	31	48
	2	101	4	32	29	36
	3	101	15	43	8	35

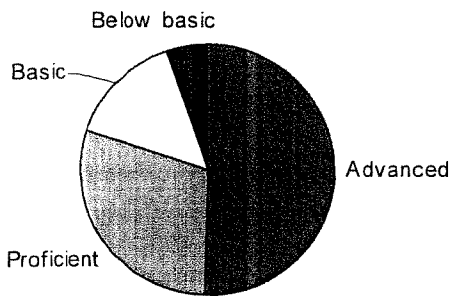
Starkweather	1	94	7	35	37	21
	2	94	9	35	23	35
	3	94	30	46	9	14
Starkweather	1	77	4	38	32	26
	2	77	12	33	29	24
	3	77	34	39	13	14
Starkweather	1	102	1	13	28	58
	2	102	14	47	19	21
	3	102	21	36	11	33

WT 3	1	74	9	43	28	19
	2	74	28	26	24	22
	3	74	19	49	27	5
WT 4	1	61	7	34	28	31
	2	61	13	32	25	30
	3	61	14	2	63	3
WT 5	1	71	6	17	37	41
	2	71	7	27	36	30
	3	71	29	38	22	11

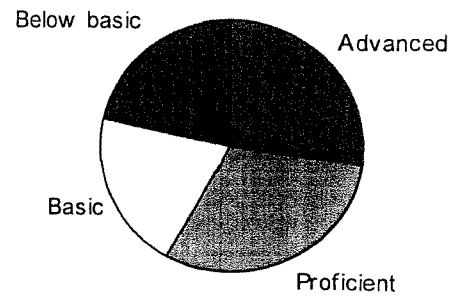
**PENNSYLVANIA SYSTEM OF SCHOOL ASSESSMENT (PSSA)
ACADEMIC STANDARDS PERFORMANCE RESULTS:**

GRADE 5 READING, APRIL 2003

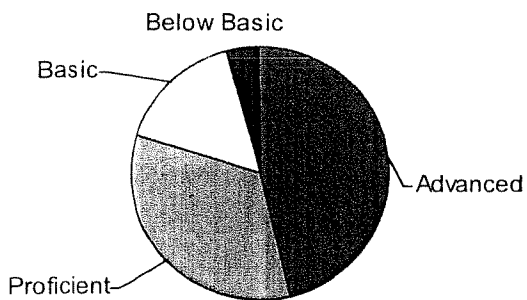
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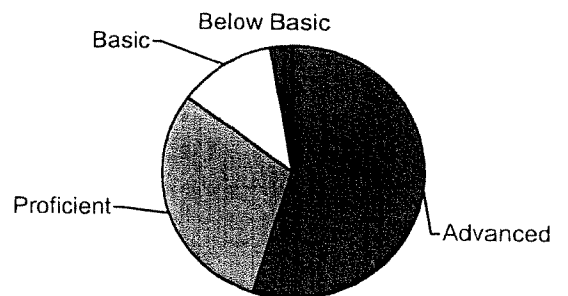
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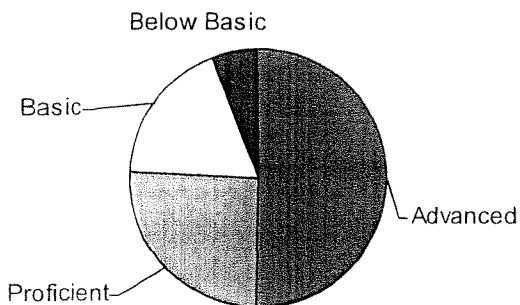
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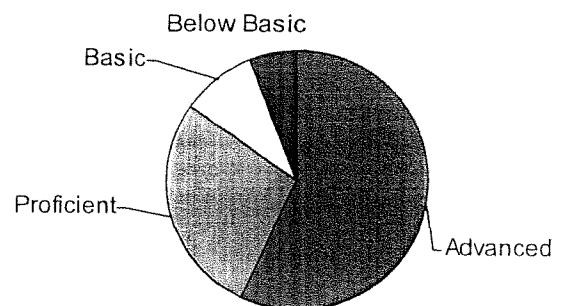
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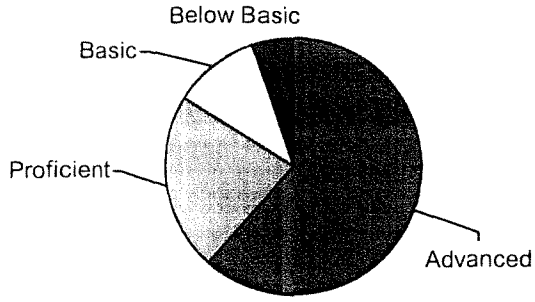
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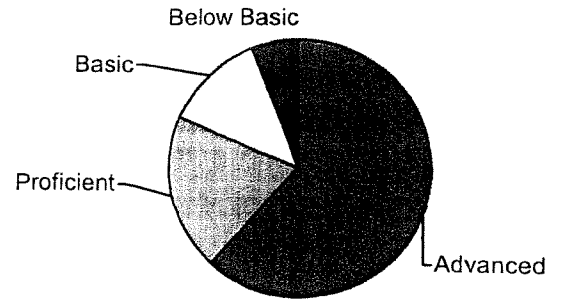
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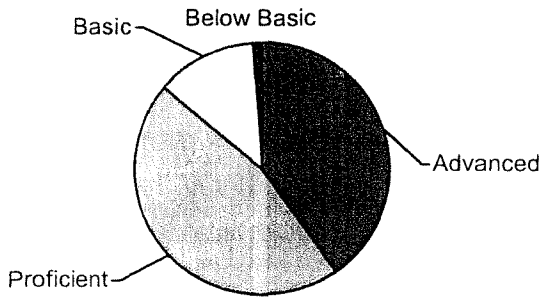
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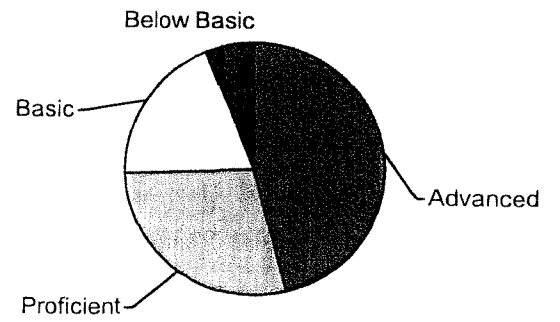
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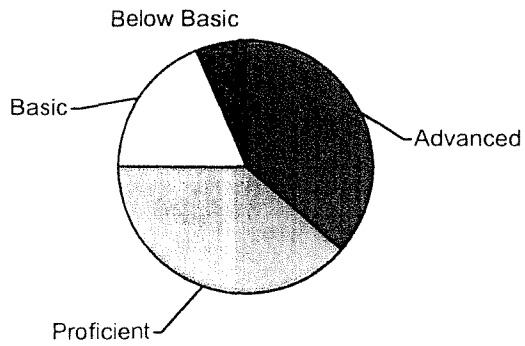
Mary C. Howse



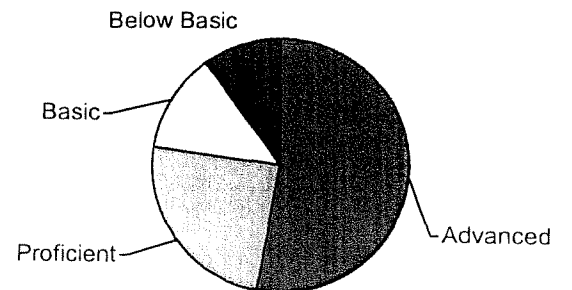
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Starkweather

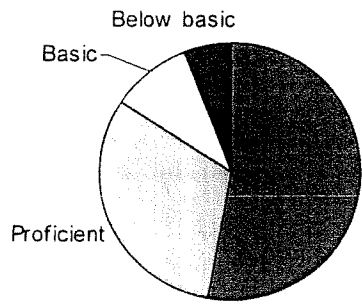


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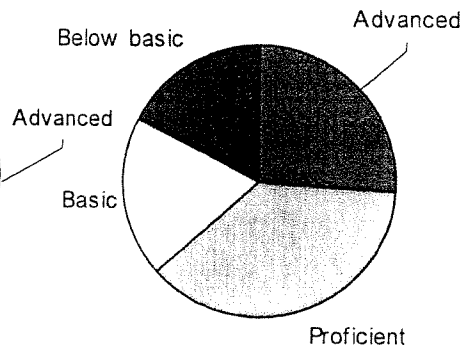


GRADE 8 READING, APRIL 2003

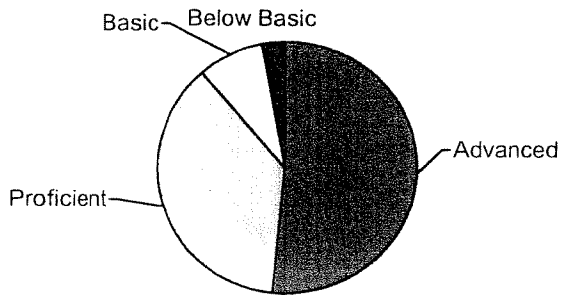
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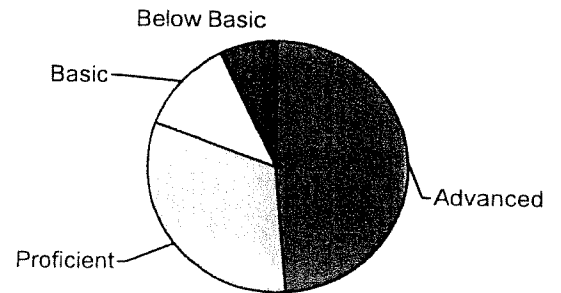
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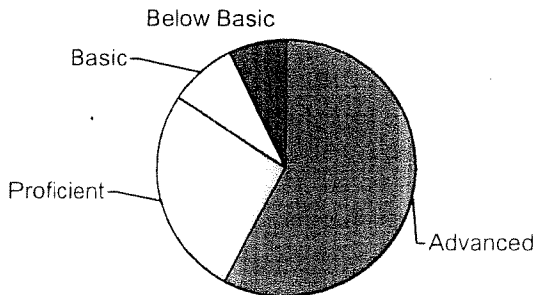
Fugett



Peirce

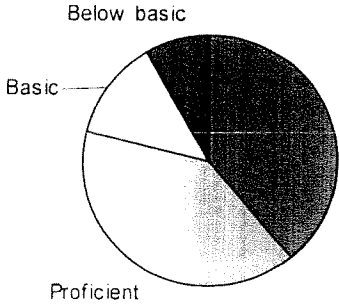


Stetson

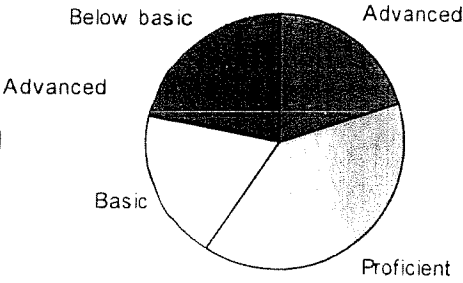


GRADE 11 READING, APRIL 2003

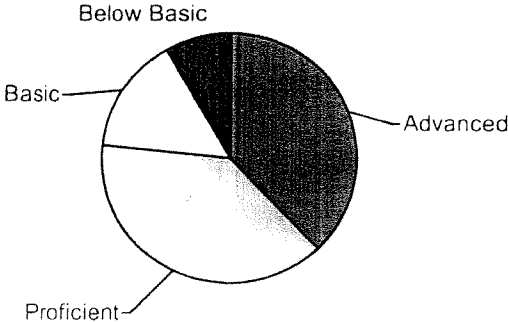
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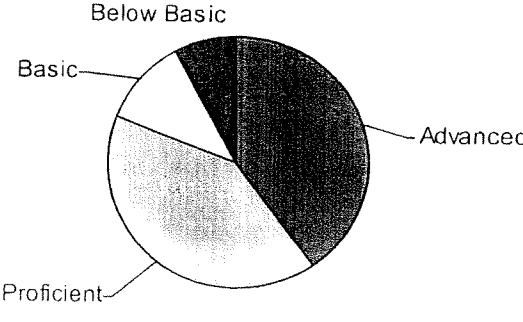
State



East



Henderson

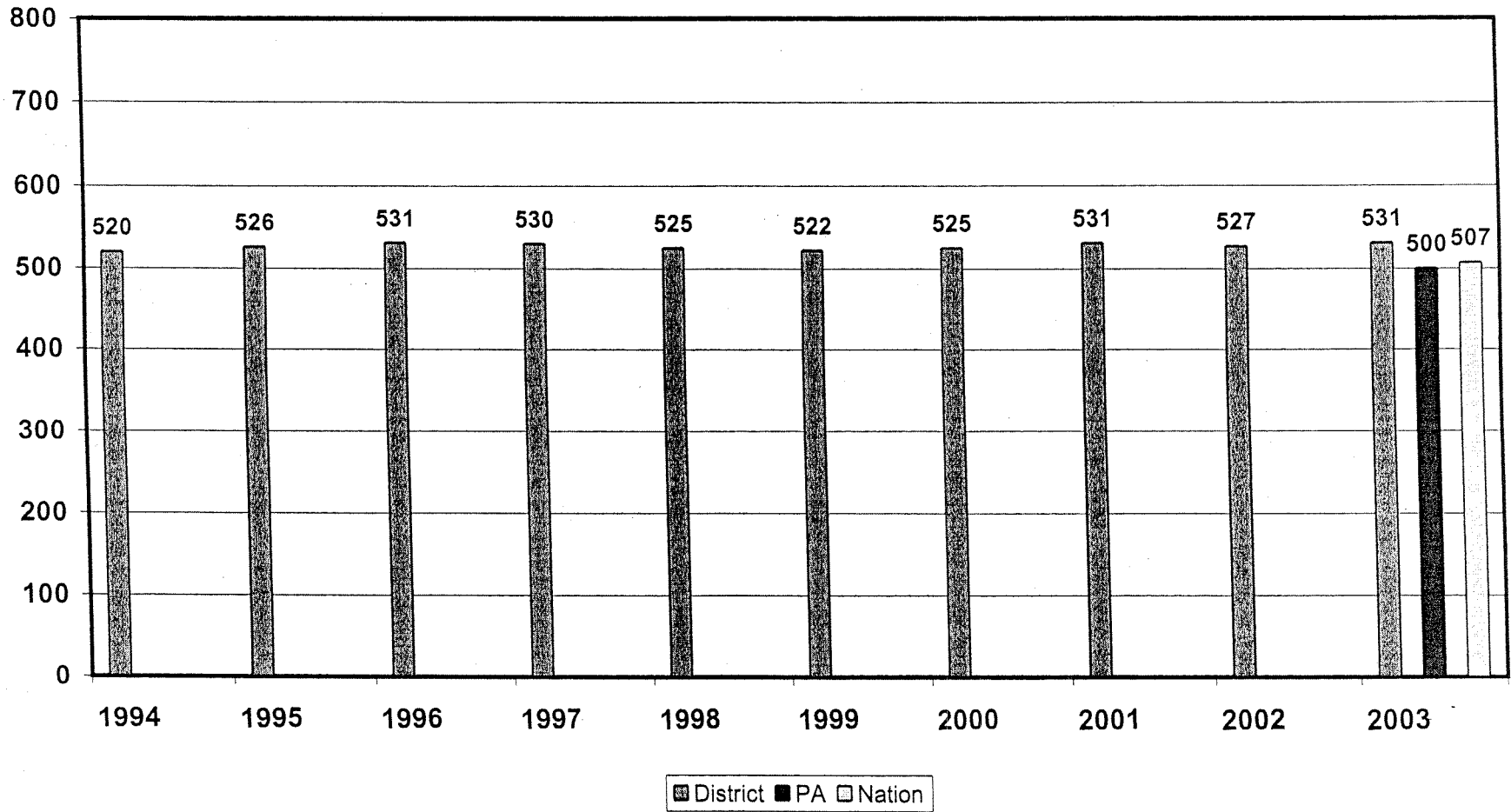


**Terra Nova Scores - Reading
2003-2004**

<u>SCHOOL/GRADE</u>	<u># TESTED</u>	<u>%Advanced</u>	<u>%Proficient</u>	<u>%Basic</u>	<u>% Bel. Basic</u>
<u>4th Grade</u>					
East Bradford	94	30	62	3	5
East Goshen	88	40	45	14	1
Exton	87	38	54	3	5
Fern Hill	88	23	59	8	10
Glen Acres	74	28	47	12	12
Hillsdale	76	37	49	11	4
M C Howse	75	31	51	16	3
Penn Wood	70	37	39	14	10
Starkweather	105	46	38	11	5
W-T	84	33	54	7	6
<u>7th Grade</u>					
Fugett	297	33	42	13	11
Peirce	293	35	37	17	11
Stetson	313	34	48	11	8
<u>10th Grade</u>					
East	393	26	39	17	18
Henderson	525	25	37	19	19

West Chester Area School District 2003 College Board Test Scores District Verbal Mean Score - 10 Year Comparison

14



**Language Arts
Local, State, National
Calendar for
Assessments**

District Testing Information Schedule

Last update: July 8, 2003

July	August	September	October
<p>Assessments given:</p> <p>Scores received: 11, 12 – SAT I, II (Jun) 9, 10, 11, 12 – AP 11, 12 – ACT (Jun)</p>	<p>Assessments given:</p> <p>Scores received: 3, 5, 8, 11 – PSSA Reading, Math, & Writing</p>	<p>Assessments given: K – DIBELS (ISF, LNF) Listening Comp 1 – DIBELS (PSF, NWF), BTL 2 – DIBELS (ORF), BTL, 2 (Title 1, At-risk) – QRI-III 11, 12 – ACT (27th)</p> <p>Scores received: K – DIBELS (ISF, LNF), Listening Comp 1 – DIBELS (PSF, NWF), BTL 2 – DIBELS (ORF), BTL 2 (Title 1, At-risk) – QRI-III</p>	<p>Assessments given: 6, 9 – PSSA Writing (20th-24th) 2, 4, 7, 10 – Terra Nova Reading & Math 3, 4, 5, 6, 7, 8 – RPA (13th-17th) 10, 11 – PSAT (18th & 21st) 11, 12 – SAT I, II (11th) 11, 12 – ACT (25th)</p> <p>Scores received:</p>
November	December	January	February
<p>Assessments given: 11, 12 – SAT I, II (1st) 12 – PSSA Retest (27th-Nov 7th)</p> <p>Scores received: 2, 4, 7, 10 – Terra Nova Reading & Math 11, 12 – SAT I, II (Oct) 11, 12 – ACT (Sept)</p>	<p>Assessments given: 11, 12 – SAT I, II (6th) 11, 12 – ACT (13th)</p> <p>Scores received: 10, 11 - PSAT 11, 12 – SAT I, II (Nov) 11, 12 – ACT (Oct)</p>	<p>Assessments given: K, 1 & 2 DIBELS (Jan 12-16th) 3, 4, 5 – Math Assessment (Jan 26th-Feb 6th) 3, 4, 5, 6, 7, 8 – RPA (Jan 26th-6th) 5 – Gates MacGinitie () 11, 12 – SAT I, II (24th) 9, 10, 11, 12 – Mid-terms (Jan 29th-Feb 4) 6, 7, 8, – Math mid-term</p> <p>Scores received: DIBELS 6, 9 – PSSA Writing 11, 12 – SAT I, II (Dec) 11, 12 – ACT (Dec)</p>	<p>Assessments given: B & BB – DIBELS (9th-13th) 11 – PSSA Writing (23rd-27th) 11, 12 – ACT (7th)</p> <p>Scores received: 11, 12 – SAT I, II (Jan)</p>
March	April	May	June
<p>Assessments given: B & BB – DIBELS (8th-12th) 3, 5, 8, 11 – PSSA Reading & Math (22nd-Apr 2nd) 11, 12 – SAT I (27th)</p> <p>Scores received: 11, 12 – ACT (Feb)</p>	<p>Assessments given: 2 (Title 1, At-risk) – QRI-III, ELAB 11, 12 – ACT (3rd)</p> <p>Scores received: 2 (Title 1, At-risk) – QRI-III, ELAB 11, 12 – SAT I, II (Mar)</p>	<p>Assessments given: K -2 – DIBELS (3rd – 7th) 3, 4, 5, 6, 7, 8 – RPA (17th-21st) 3, 4, 5 – Math Assessment (end of month) 6, 7, 8 Gates-MacGinitie (3rd – 7th) 11, 12 – SAT I, II (1st) 9, 10, 11, 12 – AP</p> <p>Scores received: K – DIBELS (PSF, NWF), ELAB, BTL) 11, 12 – ACT (Apr)</p>	<p>Assessments given: 11, 12 – SAT I, II (5th) 11, 12 – ACT (12th) 9, 10, 11, 12 – Finals Eng, Sci, SocSt (14th-16th) 6, 7, 8, 9, 10, 11, 12 – Finals – Math</p> <p>Scores received: 11, 12 – SAT I, II (May)</p>

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Math Problem-solving – to be scheduled

Kindergarten

- DIBELS (ISF, LNF), Listening Comp – September
- DIBELS (ISF, LNF, NWF, PSF), BTL – January
- DIBELS (PSF, NWF), ELAB, BTL – May

Grade 1

- DIBELS (PSF, NWF), BTL – September
- DIBELS (ORF), BTL – January
- DIBELS (ORF), BTL – April

Grade 2

- DIBELS (ORF), BTL – September
- Terra Nova Reading & Math – Oct.
- DIBELS (ORF), BTL – January
- DIBELS (ORF), BTL – April

Grade 3

- RPA - October
- Math Assessment – January
- RPA - January
- PSSA Reading & Math – March
- Math Assessment – end of May
- RPA - May

Grade 4

- Terra Nova Reading & Math – Oct.
- RPA – October
- Math Assessment – January
- RPA - January
- Math Assessment – end of May
- RPA - May

Grade 5

- RPA – October
- PSSA Reading and Math – March
- Gates MacGinitie – January
- RPA - January

- Math Assessment – January
- Math Assessment – end of May
- RPA - May

Grade 6

- PSSA Writing – October
- RPA – October
- Gates MacGinitie – Sept. May
- RPA - January
- Math mid-term - January
- RPA – May
- Math Final - June

Grade 7

- Terra Nova Reading & Math – Oct.
- Gates-MacGinitie – Sept/May
- RPA – October
- RPA – January
- Math mid-term - January
- RPA – May
- Math Final June

Grade 8

- RPA – October
- Gates MacGinitie – Sept/May
- RPA - January
- Math mid-term - January
- PSSA Reading & Math – March
- RPA – May
- Math final - June

Grade 9

- PSSA Writing – October
- Mid-terms – January
- AP exams – May
- Finals - June

Grade 10

- Terra Nova Reading & Math – Oct.
- PSAT – October

- Mid-terms - January
- AP exams – May
- Finals - June

Grade 11

- PSAT – October
- SAT I & II – October, November, December, January, May, June
- ACT – September, October, December, February, April, June
- Mid-terms - January
- PSSA Reading & Math – March
- SAT I – March
- AP exams – May
- Finals - June

Grade 12

- SAT I & II – October, November, December, January
- ACT – September, October, December, February
- PSSA Retest – October/November
- Mid-terms - January
- SAT I – March
- AP exams – May
- Finals - June

Grade 1, Title 1 and At-risk

- ELAB – January
- ELAB– April

Grade 2, Title 1 and At-risk

- QRI-III – September
- QRI-III– April

Language Arts
2002-03
Staff Development

**WEST CHESTER AREA SCHOOL DISTRICT
LANGUAGE ARTS STAFF DEVELOPMENT 2002-2003**

Type of Staff Development	Grades Involved	Content of Staff Development
Attendance at region, state, national workshops	K-12	Teachers are involved with professional organizations in reading, English, librarians
Book study groups	K-5	Led by principals and reading specialists
Breakthrough to Literacy	K-2	Training, review, updates
Curriculum Mapping	K-12	Writing curriculum maps Coordinating contents Using data from tests to adjust maps
Curriculum Writing/Revision	K-12	Creating new remedial reading program; writing new courses for Basic English 9,10; revising English/Reading middle school
Developing Reading Strategies	K-12	By building, by grade
Librarians	K-12	Integrated all standards; integrate literacy standards into all content areas
Professional development by consultants	K-12	Small group and whole school workshops and institutes
Project Read	K-2	Training, updates, reviews
Reading/Writing-Content Areas	K-12	Work with teachers in all content areas on developing reading/writing strategies
Reading Progress Assessments	3-8	Revised 3-5; wrote new ones for 6-8; Scoring, analyzing results, revising tests
Teaching explicit/systematic phonics	K-12	Work with special education/ESL teachers

Type of Staff Development	Grades Involved	Content
Training for new Houghton Mifflin literature series for Grade 3-5 teachers		New Houghton Mifflin literature work; revising curriculum
Writing Assessment Scoring	2,5,8	Using PDE rubrics and writing domains, training teachers to score with consistency

Staff Development Costs Summary

Costs for staff development for 2002-2003 include payment for outside consultants, contractual hourly rate for after-hours training for staff and payment for substitutes. The approximate total cost for the above staff development was \$93,925.23. Based on approximate hours for attendance, the cost per teacher would be \$234.80.

Future Staff Development Considerations

Staff development is the means by which educators acquire knowledge, skills and information necessary to create high levels of learning for all students. Today's staff development takes many forms, and draws on the talents and contributions of many individuals in various roles within an organization. Having developed a focused approach to professional development for West Chester, that is directly linked to our district strategic plan and the school strategic plans, the one essential that is the basis for all future professional development is for it to directly affect student achievement. All planning and implementation of staff development will be guided through regular meetings of the Act 48 committee and administrators and analysis of feedback from staff, the newly introduced teacher evaluation system and assessment data. We need to continue to embed training and support throughout the regular daily routine so that professional growth becomes the norm for all. Much of the trainings for literacy that are discussed earlier will continue on a regular schedule. Elementary as well as secondary English teachers must continue to develop the skills necessary to be experts in the instruction of reading and writing. The district will also continue to stress and support the belief that all other content area teachers learn and implement both reading and writing strategies in their various content areas.

**Language Arts
2002-03 Program Costs
and
2003-04 Headcount**

**West Chester Area School District
Language Arts Educational Program Budget Review
Year 2002-03 Expenses**

Locations	Total PPA* Expenses	Total Program Expenses**	FTE Student Enrollment	Cost per Student	02-03 Total Regular Instruction Exp.	% of Program vs. Total Reg. Instruction Exp.
Total High	\$ 27,050	\$ 2,728,097	3,567	\$ 764.82	\$ 12,071,814	22.6%
Total Middle	\$ 25,696	\$ 3,079,155	2,827	\$ 1,089.20	\$ 9,456,149	32.6%
Total Elementary	\$ 165,372	\$ 8,049,885	4,838	\$ 1,663.89	\$ 17,888,720	45.0%
Administration		\$ 393,633	11,232	\$ 35.05	\$ 15,844,237	2.5%
Technology Fund***		\$ 1,108,570	11,232	\$ 98.70	\$ 5,108,620	21.7%
Total Program Expen	\$ 218,119	\$ 15,359,341	11,232	\$ 1,367	\$ 60,369,539	25.4%
Cost per Student per Day		\$ 7.60				

* Per Pupil Allocation is the school allocated budget. (Elementary is calculated as 18% of total PPA for L.A. costs, excluding Breakthrough, and \$550 for every Breakthrough class in the District.)

** This includes PPA expenses, educational and administrative salaries, benefits, assessment expenses and also includes technology related items.

*** Tech Fund - Total Program Expense column allocation is based on calculation of L. A. and Reading teachers As a % of of total teachers times total Tech Fund expense. Total Regular Instruction Expense column lists total Tech fund expenses.

**West Chester Area School District
Analysis of Headcount
Language Arts Educational Program Budget Review**

2003-04 Headcount Analysis Secondary Schools			
	FTE Reading/English Teachers	FTE Reading Specialist	FTE Totals
East	16	2	18
Henderson	17.6	2	19.6
Total High School	33.6	4	37.6
Fugett	10.8	3	13.8
Peirce	10.8	3	13.8
Stetson	11.8	3	14.8
Total Middle School	33.4	9	42.4

2003-04 Headcount Analysis Elementary Schools					
	# of Classroom Teachers	% of time allocated to language Arts	FTE * Reading/English Teachers *	FTE Reading Support	FTE Totals
East Bradford	19.5	35%	6.8	3.7	10.5
East Goshen	22.0	35%	7.7	3.7	11.4
Exton	23.0	35%	8.1	3.7	11.8
Fern Hill	20.5	35%	7.2	3.7	10.9
Glen Acres	20.0	35%	7.0	3.7	10.7
Hillsdale	23.0	35%	8.1	3.7	11.8
M.C.Howse	21.0	35%	7.4	3.7	11.1
PennWood	18.5	35%	6.5	3.7	10.2
Starkweather	22.0	35%	7.7	3.7	11.4
West/Thorn	18.5	35%	6.5	3.7	10.2
Total Elementary Schools	208.0		72.8	37.0	109.8

FTE = Full time equivalent

* FTE Elementary Reading/English teachers were calculated as 35% of the total regular instructional teachers, based on Principals estimate of time spent with subject areas

**Priorities for Language Arts
for 2004-05**

Priorities for Language Arts for 2004-2005

Literacy is often defined as the ability to read, write, speak, listen and think critically. Students need to develop strong literacy skills to communicate effectively, gain respect from peers and authority, participate in their communities in meaningful ways, and fully contribute to society. Our long term goals for the students of our district, therefore, are to improve literacy skills K-12. We know that our children must learn to read well in early elementary grades. We also know that many of our middle and high school students are struggling to read and comprehend grade level textbooks and subject matter. Therefore, our priorities for 2004-2005 are as follows:

- Continue to identify students at risk in reading and writing K-12
- Continue to remediate those students in reading and writing K-12
- Continue to work with elementary teachers to make them master literacy teachers
- Continue to assess regularly and to use that data to inform instruction all year
- Train 3rd grade teachers and support staff in use of DIBELS
- Provide training and information to our families and our community to foster parental understanding of literacy issues
- Insure that all teachers across the curriculum are using effective instructional methods and a rigorous curriculum
- Add a third reading specialist to each high school
- Purchase materials for reading specialists to enable them to meet all student needs