



The Pathway to the Promise.™

Summary of 2009-2010 Student Achievement Results

Pennsylvania System of School Assessment (PSSA)
Grades 3-8 and 11

Adequate Yearly Progress (AYP) at District and
School Levels

Board Education Committee Meeting

Presented August 17, 2010

Slides 11-16 revised September 9, 2010

In 2007-2008 the District made substantial progress in student achievement across the board.

In 2008-2009 the District made AYP for the first time.

In 2009-10 the District continued to make progress in student achievement; however, not quite at the same rate as in the previous two years and high school achievement remained stalled.

In 2009-10, the core elements for raising student achievement were in place:

- ✓ Rigorous curriculum
- ✓ Nationally recognized system to train, support, evaluate and reward principals
- ✓ Use of diagnostic assessments to get help to students quickly
- ✓ Instructional coaches in every school
- ✓ Central Administration organized into Teaching and Learning Teams to support schools
- ✓ 1st year of reading intervention programs aligned to individual student needs

In 2009, the District made AYP, but fell just short in 2010.

In 2010, No Child Left Behind required Districts & Schools to demonstrate Adequate Yearly Progress (AYP) on specific targets that assess:

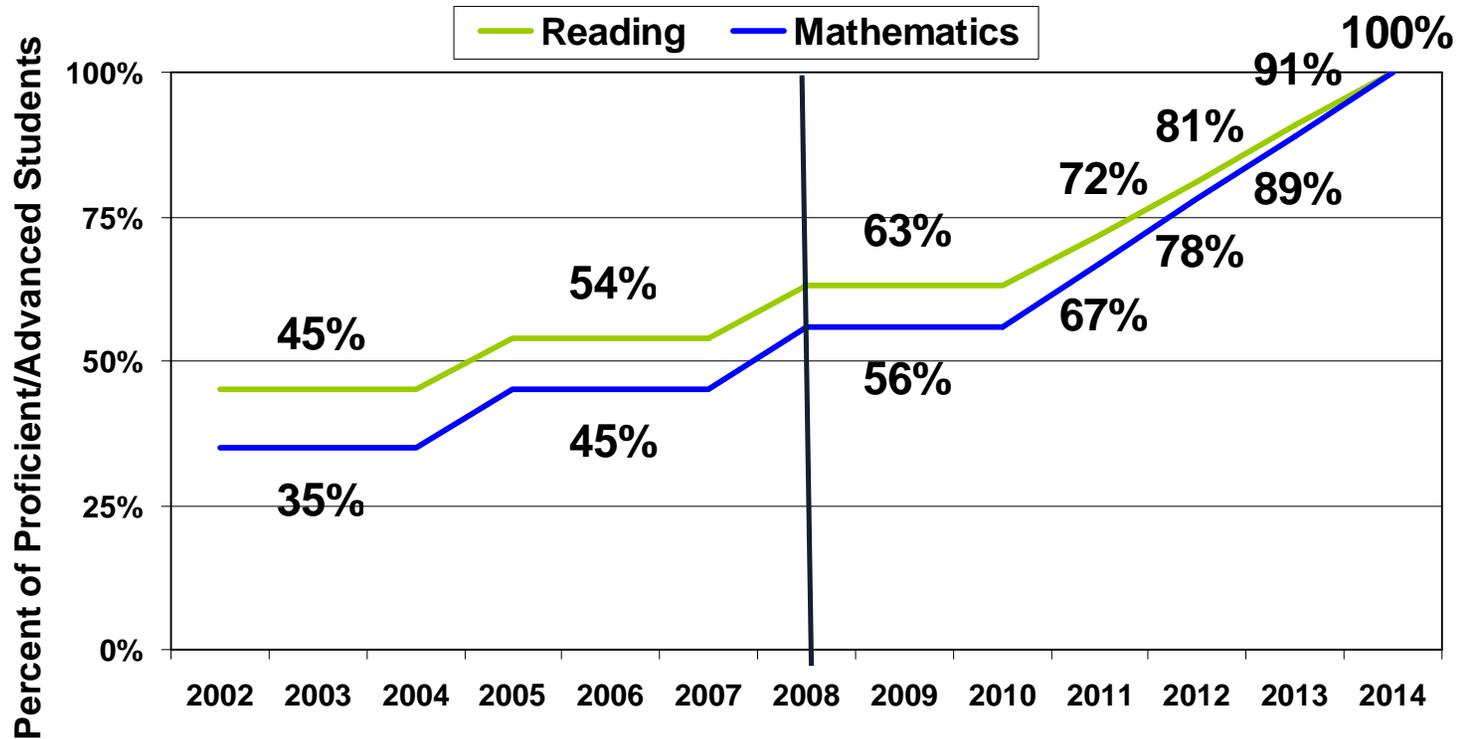
Attendance rates – must be higher than 90% (or show growth from the previous year)

Graduation rates – must be higher than 82.5%

PSSA Participation – for both Reading and Mathematics, 95% or more of the currently enrolled students must take each test

PSSA Performance – at least 63% of the students must score proficient or advanced in Reading, and at least 56% must score proficient or advanced in Mathematics.

Performance Targets remained the same in 2009-10, but will begin increasing each year starting in 2010-11.



- From 2008 to 2010, the **Reading** Target was 63%. In 2011, it will increase to 72%.
- From 2008 to 2010, the **Mathematics** target was 56%. In 2011, it will increase to 67%.

For the District to make AYP in performance *at least one grade band* must meet the Reading targets and *at least one grade band* must meet the Mathematics targets for all students and all subgroups.

AYP Mathematics Targets: In 2010, the District met *all* of the targets in both the 3-5 and 6-8 grade span.

Grade Span	Number of Targets Met	Total Number of Targets	% of Targets Met
3-5	18	18	100%
6-8	18	18	100%

AYP Reading Targets: In 2010, the District met *all but one* of the targets in both the 3-5 and 6-8 grade span.

Grade Span	Number of Targets Met	Total Number of Targets	% of Targets Met
3-5	17	18	94.4%
6-8	17	18	94.4%

At both grade spans, the only group that did not meet the reading target was students with Individualized Education Programs (special education).

**There is good news in AYP.
68% of schools (41 of 60) made AYP in
2010 compared to 53% (32 of 60) in
2009.**

2010 AYP Status: 8 ALAs

Met AYP (3)

Colfax*

Murray*

Weil

Warning (1)

Arlington

School Improvement I (1)

Northview

School Improvement II (3)

Fort Pitt

King

Rooney

Corrective Action I (0)

Corrective Action II (0)

*Identifies schools meeting 2010 AYP but classified as “Making Progress”

2010 AYP Status: 20 K-5 Schools

Met AYP (19)

Warning (1)

Allegheny

Liberty

West Liberty

Roosevelt

Arsenal*

Linden

Whittier

Banksville

Miller

Woolslair

Beechwood

Minadeo

Concord

Morrow

Dilworth

Phillips

Fulton

Spring Hill

Grandview

Vann

School Improvement I (0)

School Improvement II (0)

Corrective Action I (0)

Corrective Action II (0)

*Identifies schools meeting 2010 AYP but classified as "Making Progress"

2010 AYP Status: 12 K-8 Schools

Met AYP (9)

Brookline

Carmalt

Greenfield

Lincoln*

Manchester

Warning (0)

Mifflin

Pgh Montessori

Sunnyside*

Westwood*

School Improvement I (0)

School Improvement II (2)

Corrective Action I (1)

Corrective Action II (0)

Stevens

Faison

Schaeffer

*Identifies schools meeting 2010 AYP but classified as “Making Progress”

2010 AYP Status: 7 Middle Schools

Met AYP (6)

Warning (0)

Allegheny*	Schiller
Arsenal*	South Brook
Pgh Classical	Sterrett

<u>School Improvement (0)</u>	<u>School Improvement II (1)</u>	<u>Corrective Action I (0)</u>	<u>Corrective Action II (0)</u>
	South Hills		

*Identifies schools meeting 2010 AYP but classified as “Making Progress”

2010 AYP Status: 13 High Schools & 6-12 Schools

Met AYP (4)

Pgh CAPA
 Obama IB
 Sci-Tech
 Schenley*

Warning (1)

U-Prep

Corrective Action I (1)

Langley

Corrective Action 2 (7)

Allerdice
 Brashear
 Carrick
 Oliver
 Peabody
 Perry
 Westinghouse

School Improvement I (0)

School Improvement II (0)

*Identifies schools meeting 2010 AYP but classified as “Making Progress”

2010 PSSA results are presented here through a one-year and a three-year lens.

Consistent with our Empowering Effective Teachers plan in which one year of data are insufficient to evaluate a teacher's performance, one year of PSSA results are insufficient to evaluate the District's performance.

From 2009 to 2010, students continued to make gains in proficiency on a majority of PSSA exams (10 of 14). Gains were two or more percentage points on 8 of 14 exams.

- **Reading:** Percentage point gains ranged from 1.3 (2%) in 4th grade to 7 (15%) in 6th grade.
- **Mathematics:** Percentage point gains ranged from 1.5 (2%) in 4th grade to 5.1 (8%) in 6th grade.

Note: PSSA's are taken in two subjects (Reading and Mathematics) in seven grades (3-8 & 11)

From 2009 to 2010, students showed progress in moving to the advanced level on a majority of PSSA exams (10 of 14). Gains were three or more percentage points on 6 of 14 exams.

- **Reading:** Percentage point gains ranged from .6 (2%) in 7th grade to 6.7 (35%) in 6th grade.
- **Mathematics:** Percentage point gains ranged from .9 (3%) in 4th grade to 7.2 (23%) in 6th grade

Note: *PSSA's are taken in two subjects (Reading and Mathematics) in seven grades (3-8 & 11)*

From 2009 to 2010, students showed progress in moving out of the below basic level on a majority of PSSA exams (9 of 14). Reductions were two or more percentage points on 3 exams.

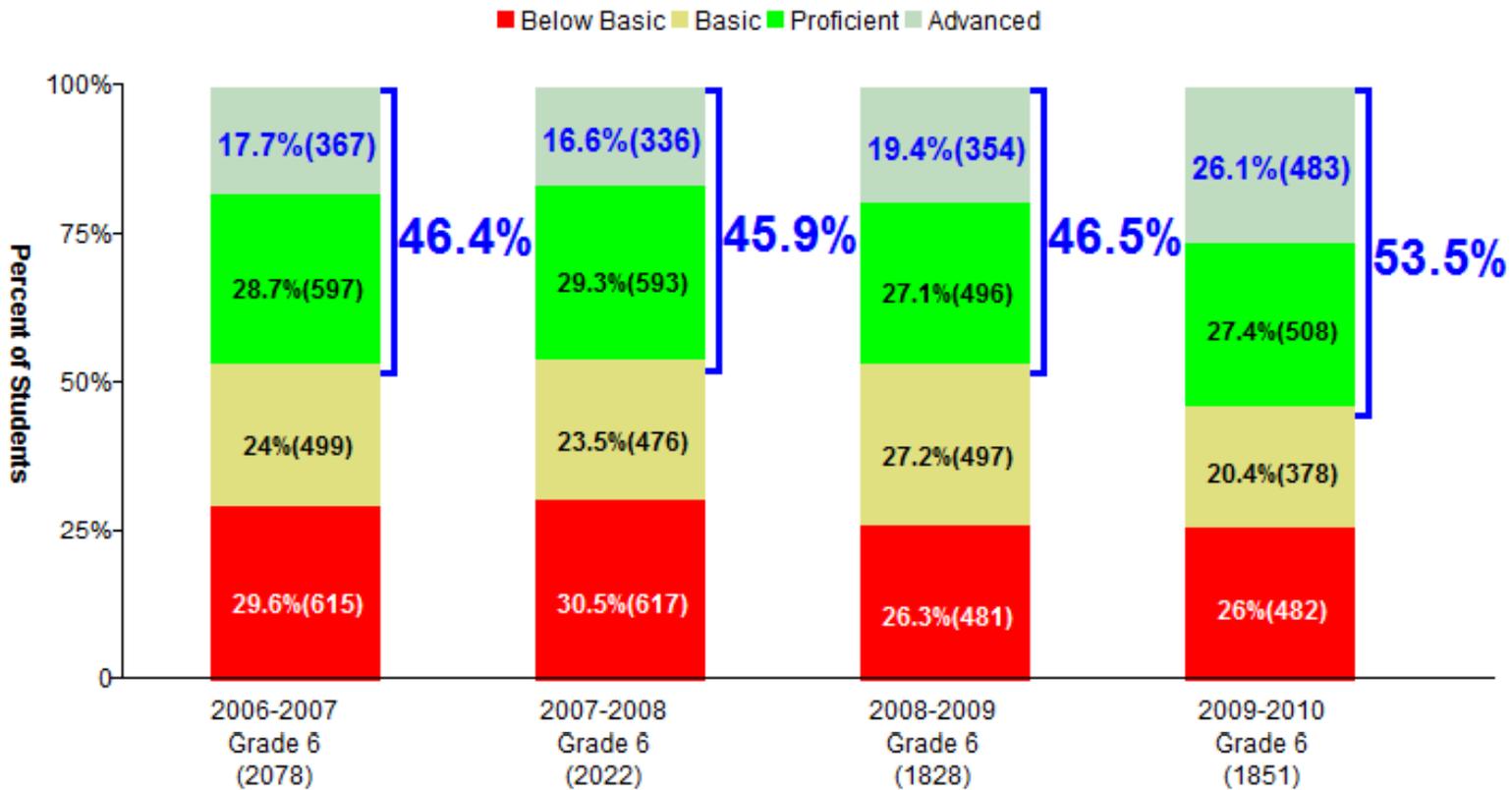
- **Reading:** Percentage point reductions in below basic ranged from .3 (1%) in 6th grade to 3.1 (18%) in 8th grade
- **Mathematics:** Percentage point reductions in below basic ranged from .8 (5%) in 5th grade to 2.1 (11%) in 6th grade

Over the past three years, the largest gains in Reading and Mathematics are in grades 6-8 where the District has made the most dramatic changes by closing six large, failing, comprehensive middle schools and expanding the number of K-8 schools.

Additionally, the districtwide curriculum has been in place the longest in grades 6-8 (3 years).

Grade 6 Reading Proficiency: Increased 7 points (15.1%) from 2009 and 7.1 points (15.3%) since 2007. **Advanced:** Increased 6.7 points (34.5%) from 2009 and 8.4 points (47.5%) since 2007.

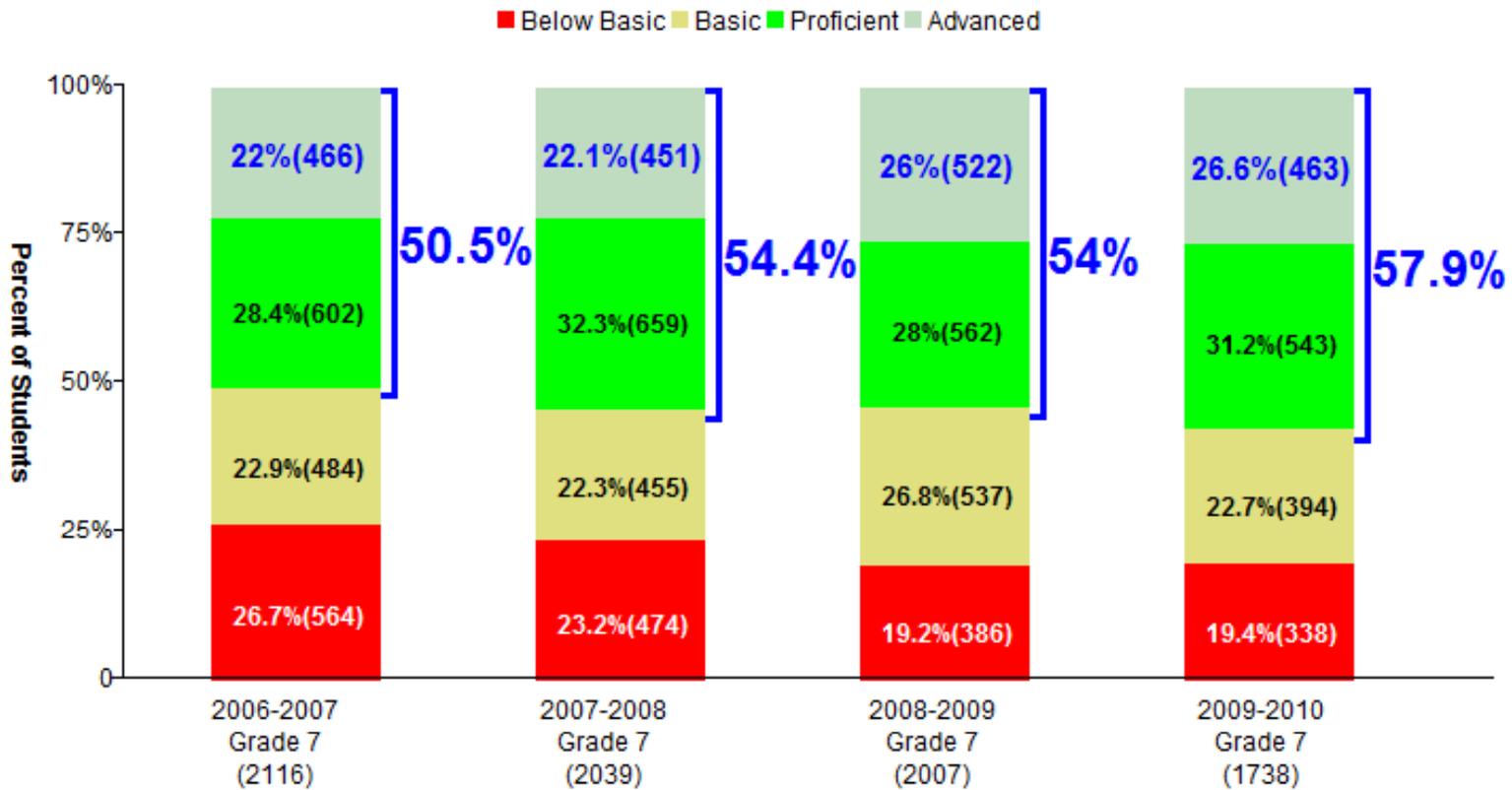
**District Trend in PSSA Reading Performance
Grade 6**



Data Source: 2009-2010 Preliminary PSSA data from the Pennsylvania Department of Education

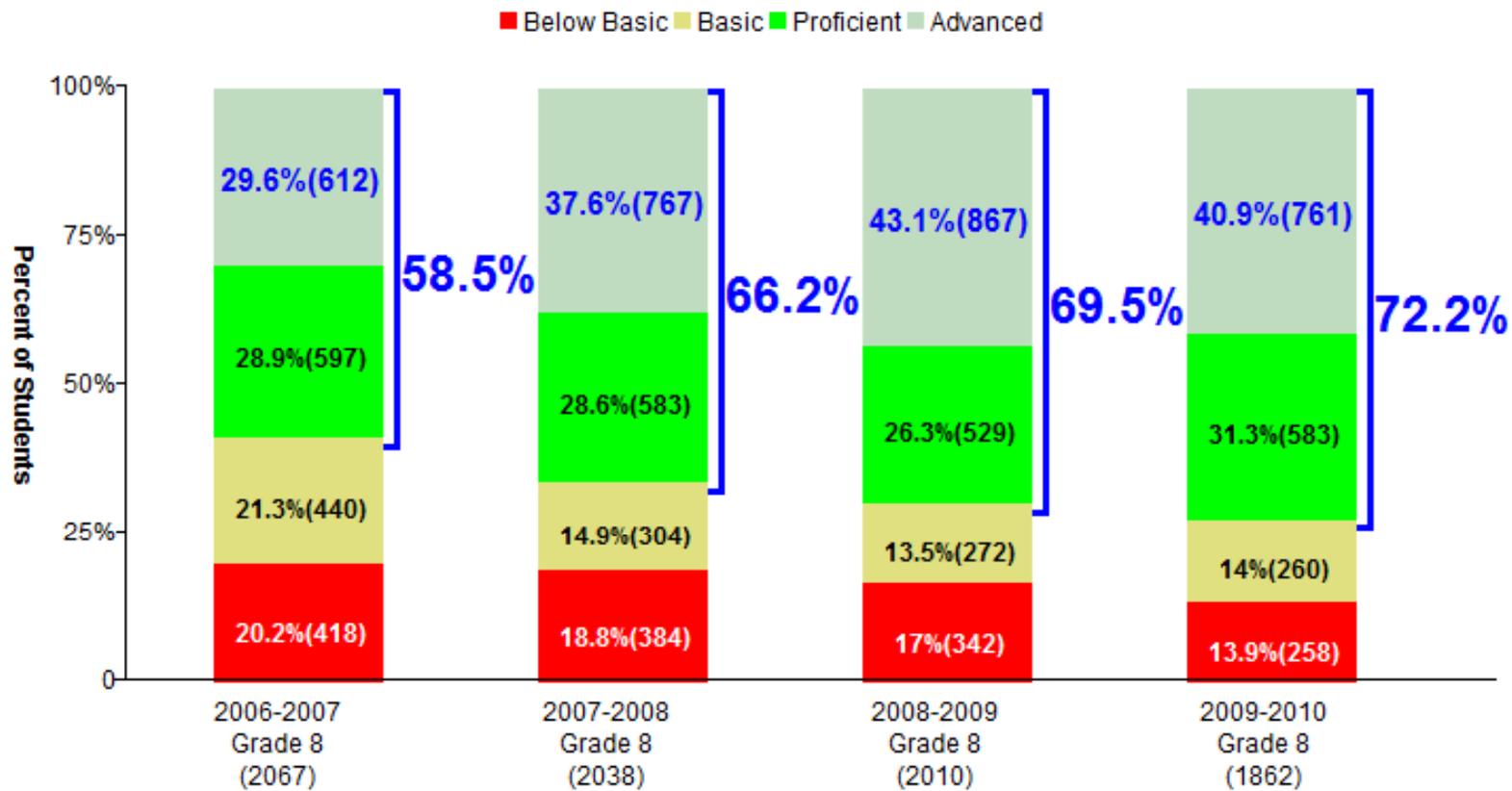
Grade 7 Reading Proficiency: Increased 3.9 points (7.2%) from 2009 and 7.4 points (14.7%) since 2007. **Advanced:** Increased .6 points (2.3%) from 2009 and 4.6 points (20.9%) since 2007.

**District Trend in PSSA Reading Performance
Grade 7**



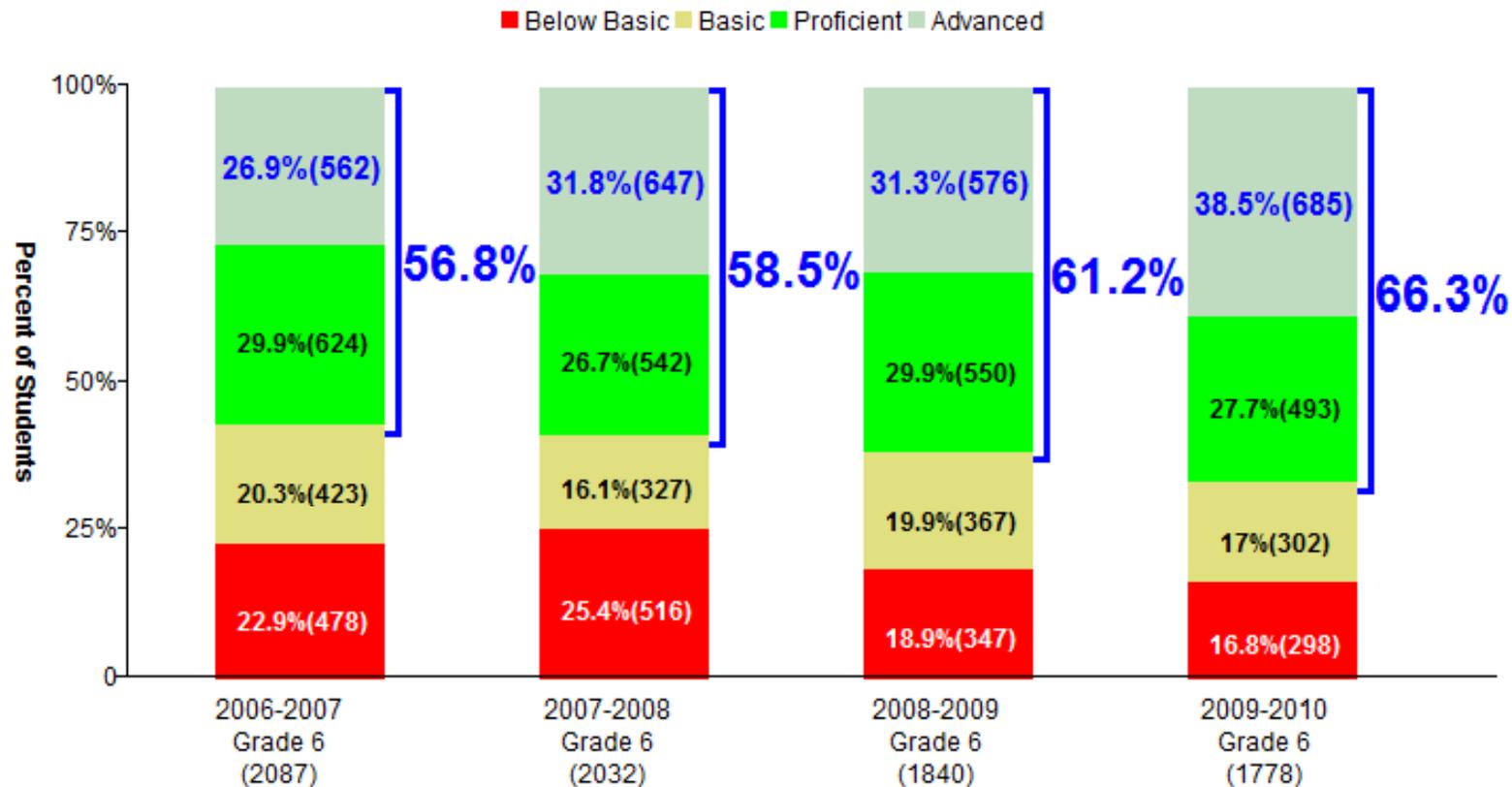
Grade 8 Reading Proficiency: Increased 2.7 points (3.9%) from 2009 and 13.7 points (23.4%) since 2007. **Advanced:** Decreased 2.2 points (-5.1%) from 2009 and increased 11.3 points (38.2%) since 2007.

**District Trend in PSSA Reading Performance
Grade 8**



Grade 6 Mathematics Proficiency: Increased 5.1 points (8.3%) from 2009 and 9.5 points (16.7%) since 2007. **Advanced:** Increased 7.2 points (23%) from 2009 and 11.6 points (43.1%) since 2007.

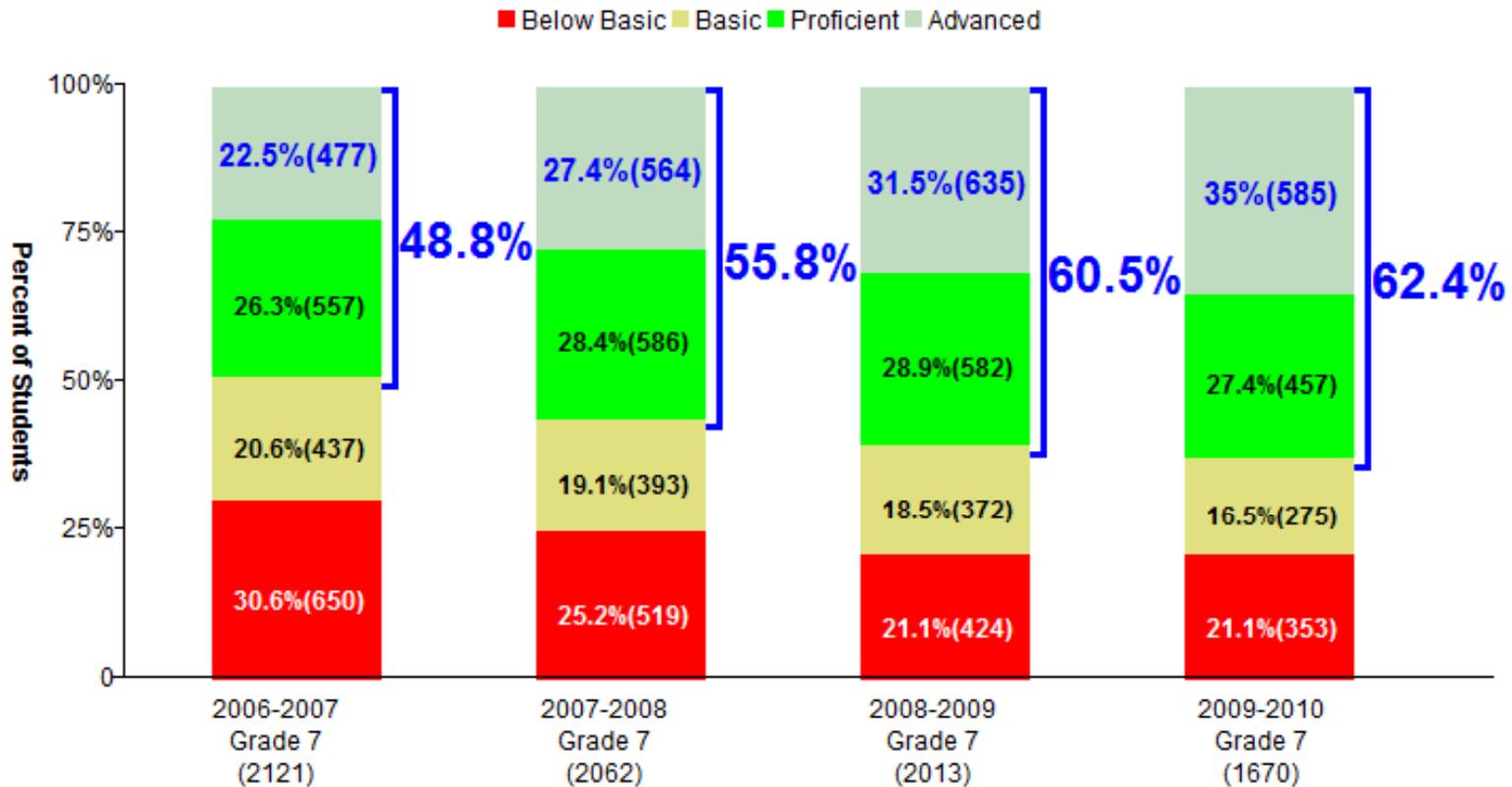
**District Trend in PSSA Mathematics Performance
Grade 6**



Data Source: 2009-2010 Preliminary PSSA data from the Pennsylvania Department of Education

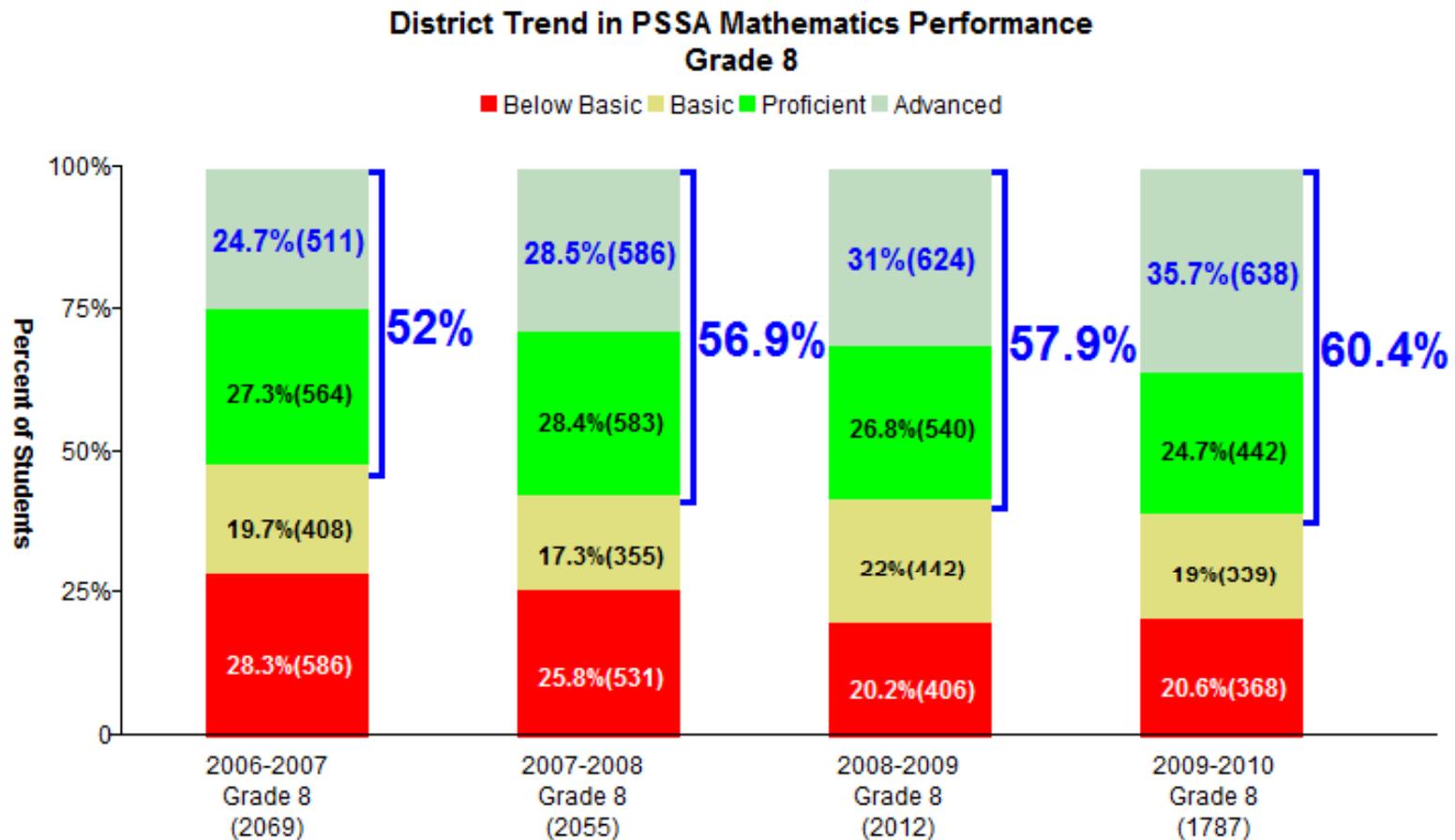
Grade 7 Mathematics Proficiency: Increased 1.9 points (3.1%) from 2009 and 13.6 points (27.9%) since 2007. **Advanced:** Increased 3.5 points (11.1%) from 2009 and 12.5 points (55.6%) since 2007.

**District Trend in PSSA Mathematics Performance
Grade 7**



Data Source: 2009-2010 Preliminary PSSA data from the Pennsylvania Department of Education

Grade 8 Mathematics Proficiency: Increased 2.5 points (4.3%) from 2009 and 8.4 points (16.2%) since 2007. **Advanced:** Increased 4.7 points (15.2%) from 2009 and 11 points (44.5%) since 2007.

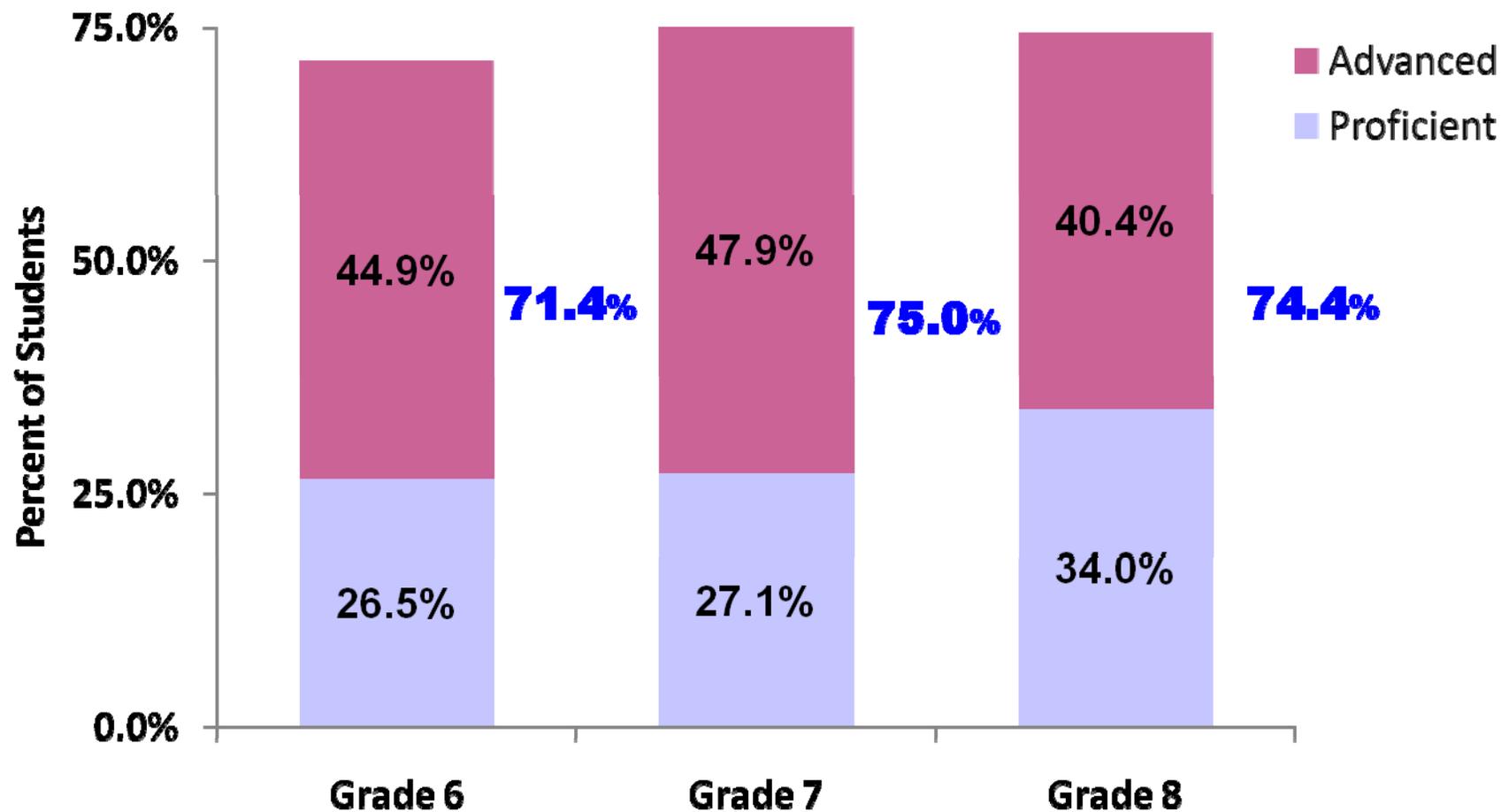


Middle grades results from the Pittsburgh Science & Technology Academy, which has a lottery admissions process, are very encouraging after one year of operation.

Demographics for Grades 6-8

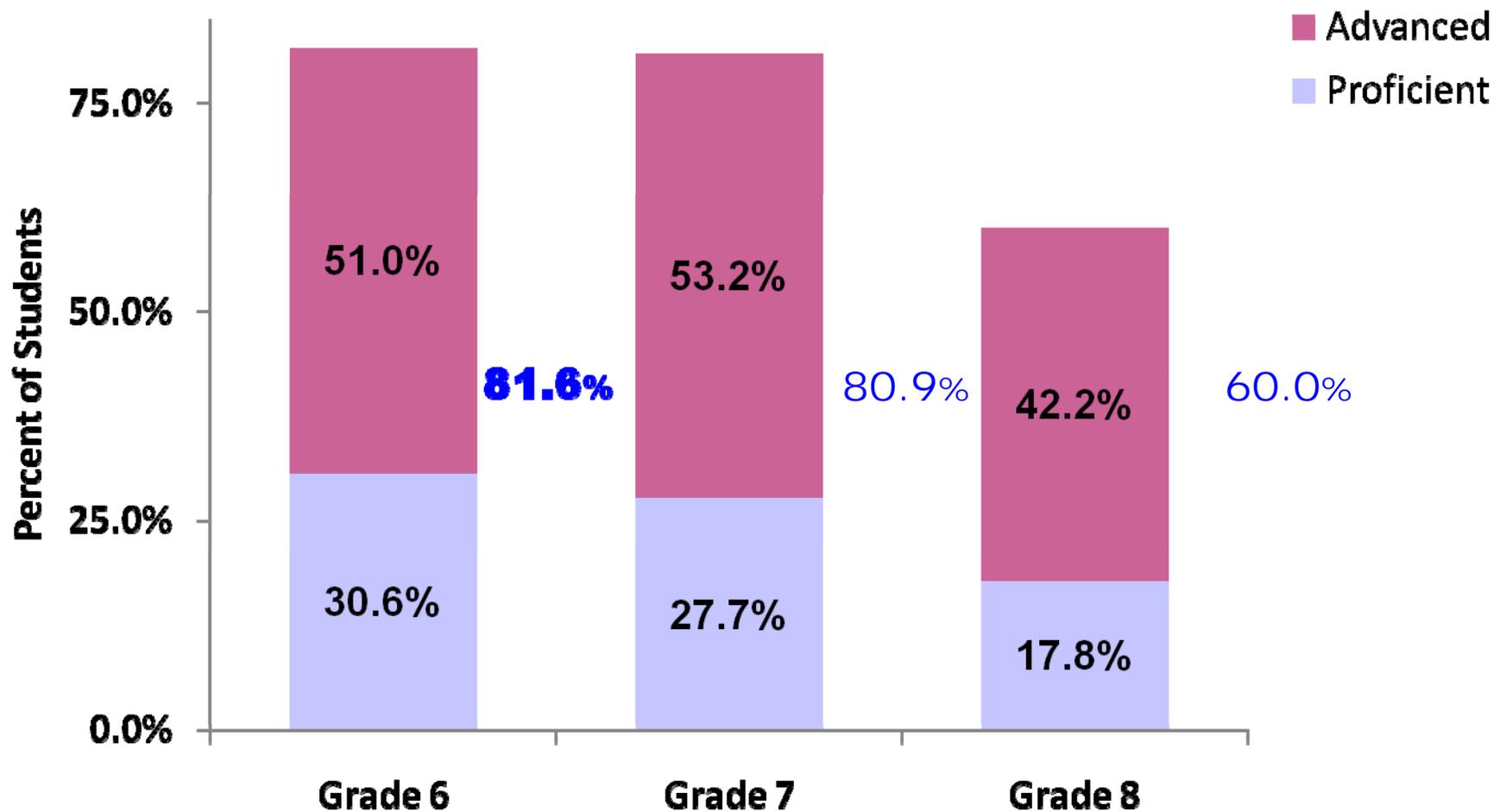
Total Number of Students	144
African-American	56%
White	36%
Other	8%
Students with IEPs	11%
Economically Disadvantaged	72%

Pittsburgh Science & Technology Academy Grades 6-8 Reading: Students demonstrated high levels of performance in grades 6-8 in the school's opening year.



Pittsburgh Science & Technology Academy Grades 6-8

Mathematics: Students demonstrated high levels of performance in grades 6-8 in the school's opening year.



Data Source: 2009-2010 Preliminary PSSA data from the Pennsylvania Department of Education

Another District goal is to narrow the academic disparity between African-American and White students. The disparity narrowed on a majority of PSSA exams (12 of 14) since 2007.

Again, the middle grades are making the most progress.

Reading Disparity: Over the past three years, the disparity was reduced on 6 of 7 exams while achievement for both African American and White students increased on 6 of the exams.

Grade	Disparity from 2007 to 2010 African American Reading Proficiency	Disparity from 2007 to 2010 White Reading Proficiency	% Change in Academic Disparity from 2007 to 2010
3	-	+	15.9%
4	+	+	-3.8%
5	+	+	-9.2%
6	+	+	-6.8%
7	+	+	-9.4%
8	+	+	-43.8%
11	+	+	-5.2%

- + Increase in proficiency
- Decrease in proficiency

Increase in disparity
Decrease in disparity

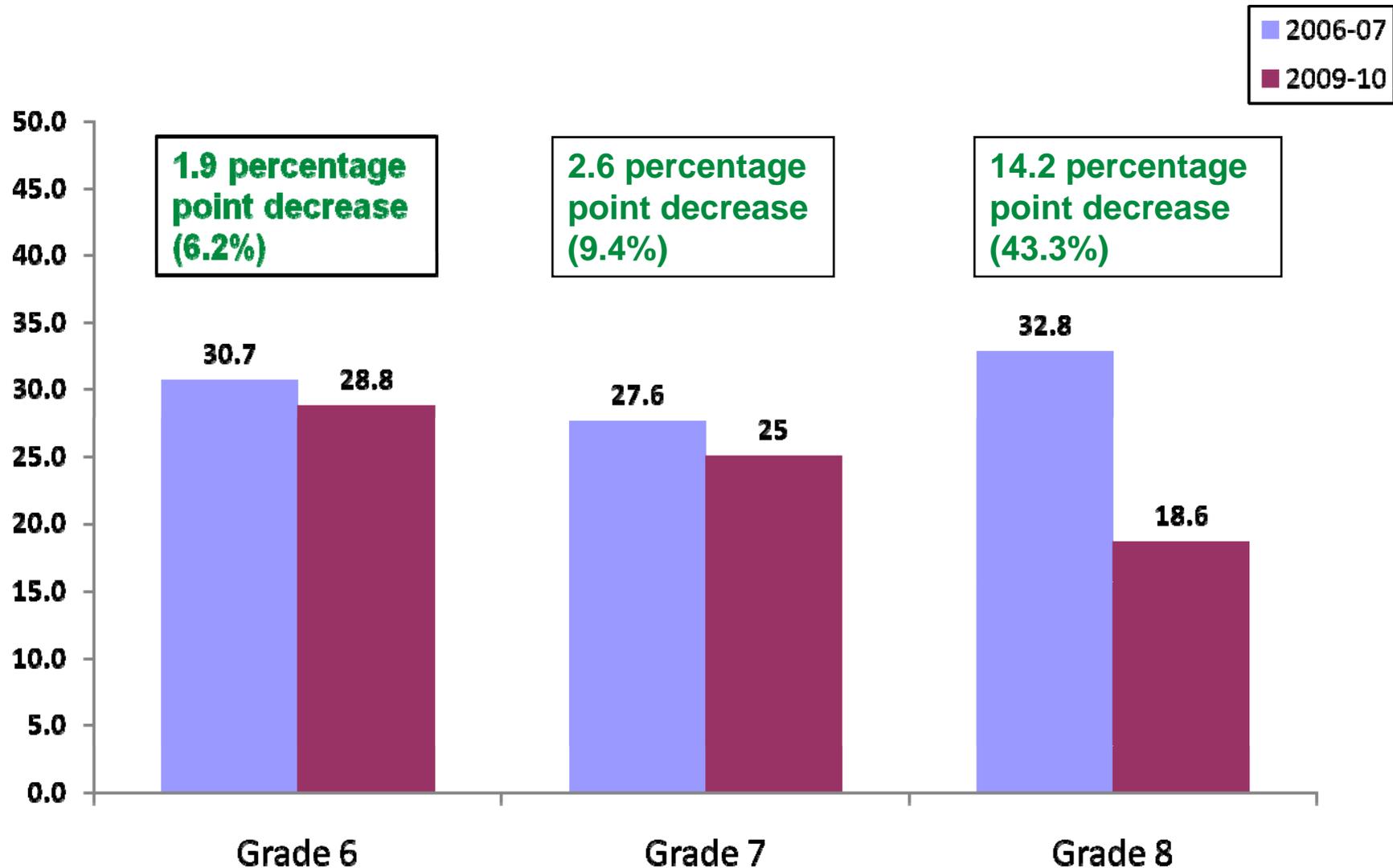
Mathematics Disparity: Over the past three years, the disparity was reduced on 6 of 7 exams while achievement for both African American and White students increased on 5 of the exams.

Grade	Disparity from 2007 to 2010 African American Mathematics Proficiency	Disparity from 2007 to 2010 White Mathematics Proficiency	% Change in Academic Disparity from 2007 to 2010
3	+	+	4.2%
4	+	+	-13.0%
5	+	-	-27.0%
6	+	+	-30.6%
7	+	+	-4.2 %
8	+	+	-4.3%
11	+	-	-6.6%

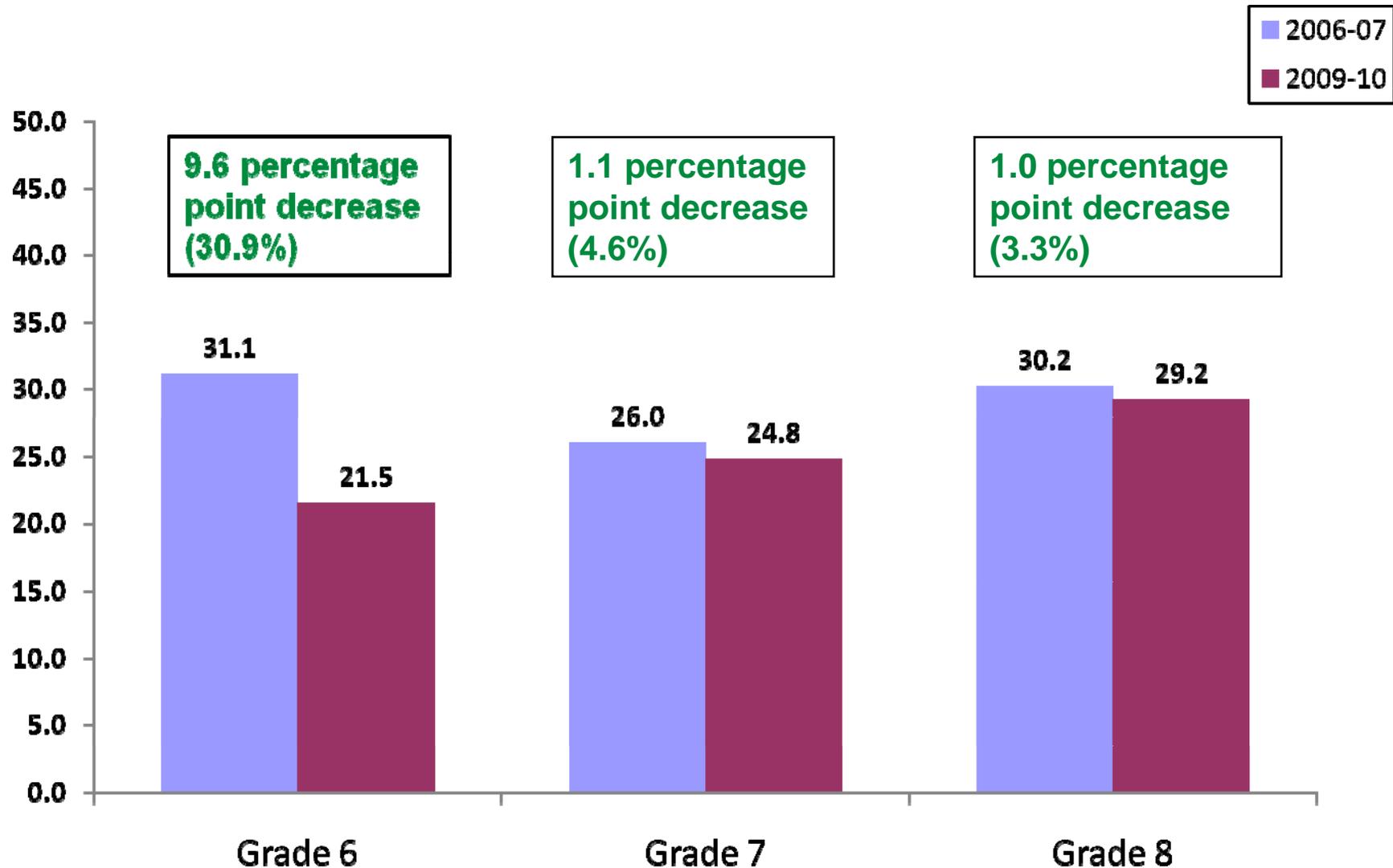
- + Increase in proficiency
- Decrease in proficiency

Increase in disparity
Decrease in disparity

Reading Disparity: Over the past three years, grade 8 showed the largest reduction in the disparity, 14.2 points (43.3%).



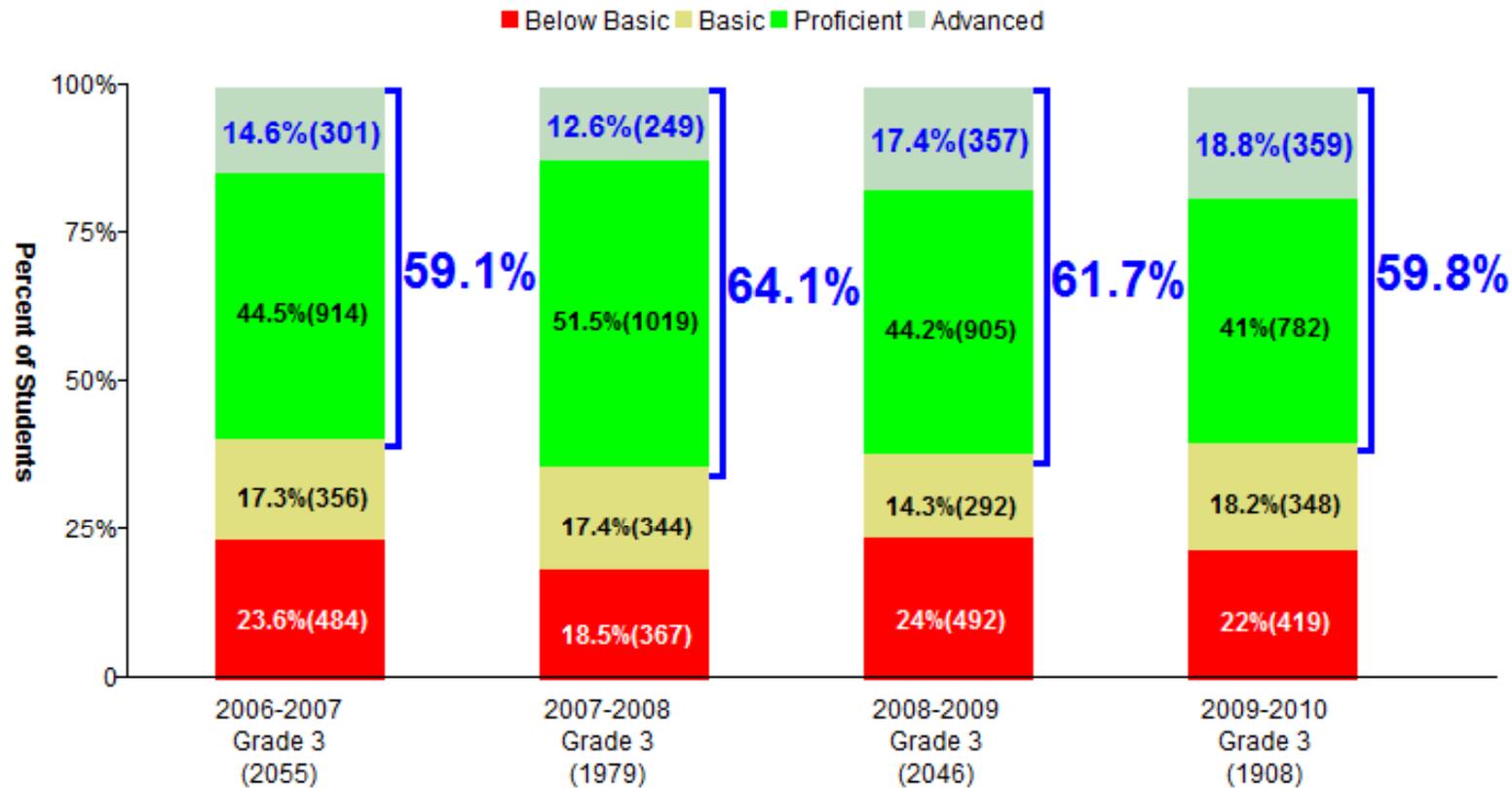
Mathematics Disparity: Over the past three years, grade 6 showed the largest reduction in the disparity, 9.6 points (30.9%).



Over the past three years, the District has made gains in Reading and Mathematics in grades 3-5, achieving relatively high levels of performance in Mathematics.

Grade 3 Reading Proficiency: Decreased 1.9 points (3.1%) from 2009 and increased 0.7 points (1.2%) since 2007. **Advanced:** Increased 1.4 points (8%) from 2009 and 4.2 points (28.8%) since 2007.

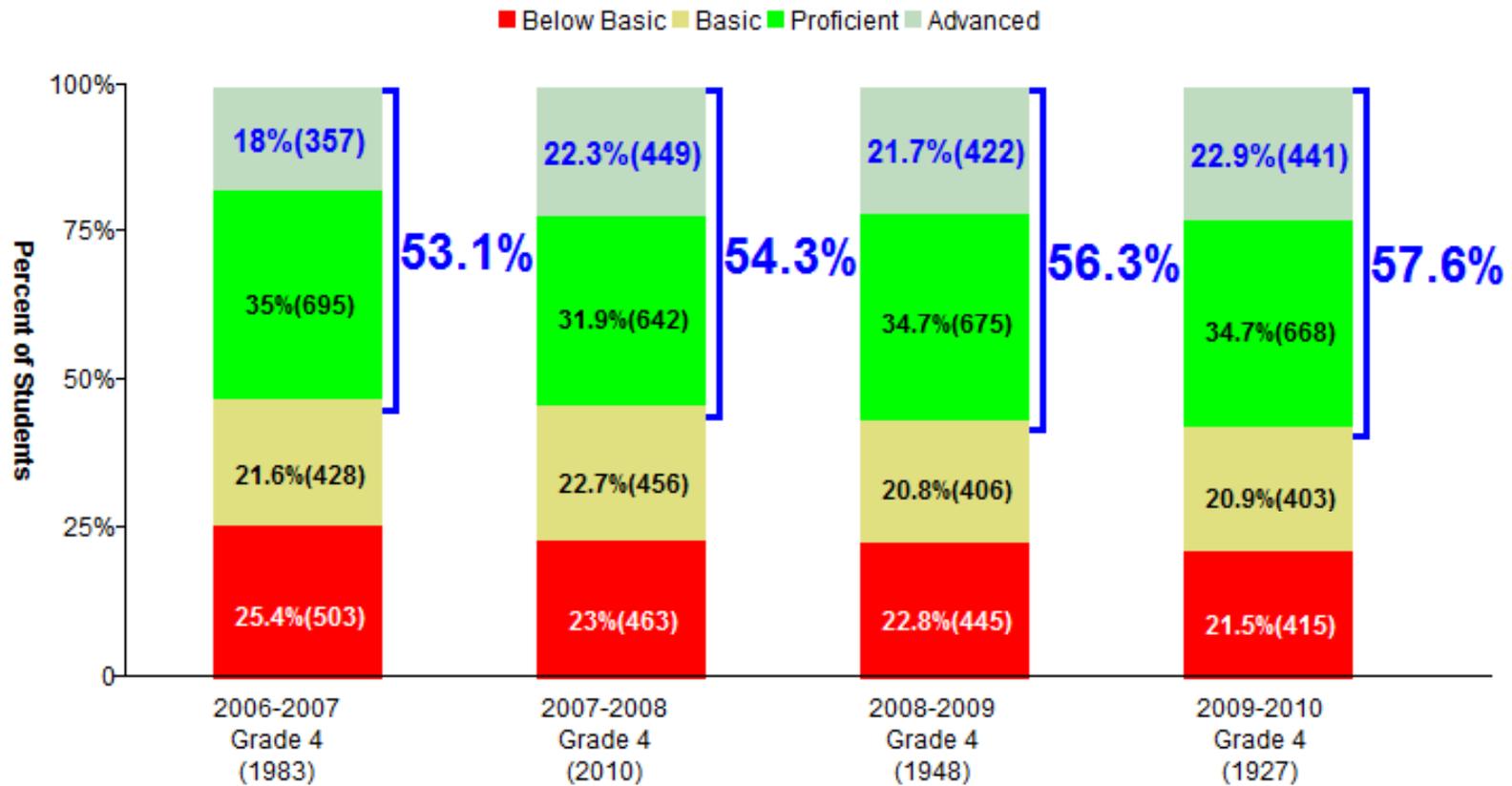
**District Trend in PSSA Reading Performance
Grade 3**



Data Source: 2009-2010 Preliminary PSSA data from the Pennsylvania Department of Education

Grade 4 Reading Proficiency: Increased 1.3 points (2.3%) from 2009 and 4.5 points (8.5%) since 2007. **Advanced:** Increased 1.2 points (5.5%) from 2009 and 4.9 points (27.2%) since 2007.

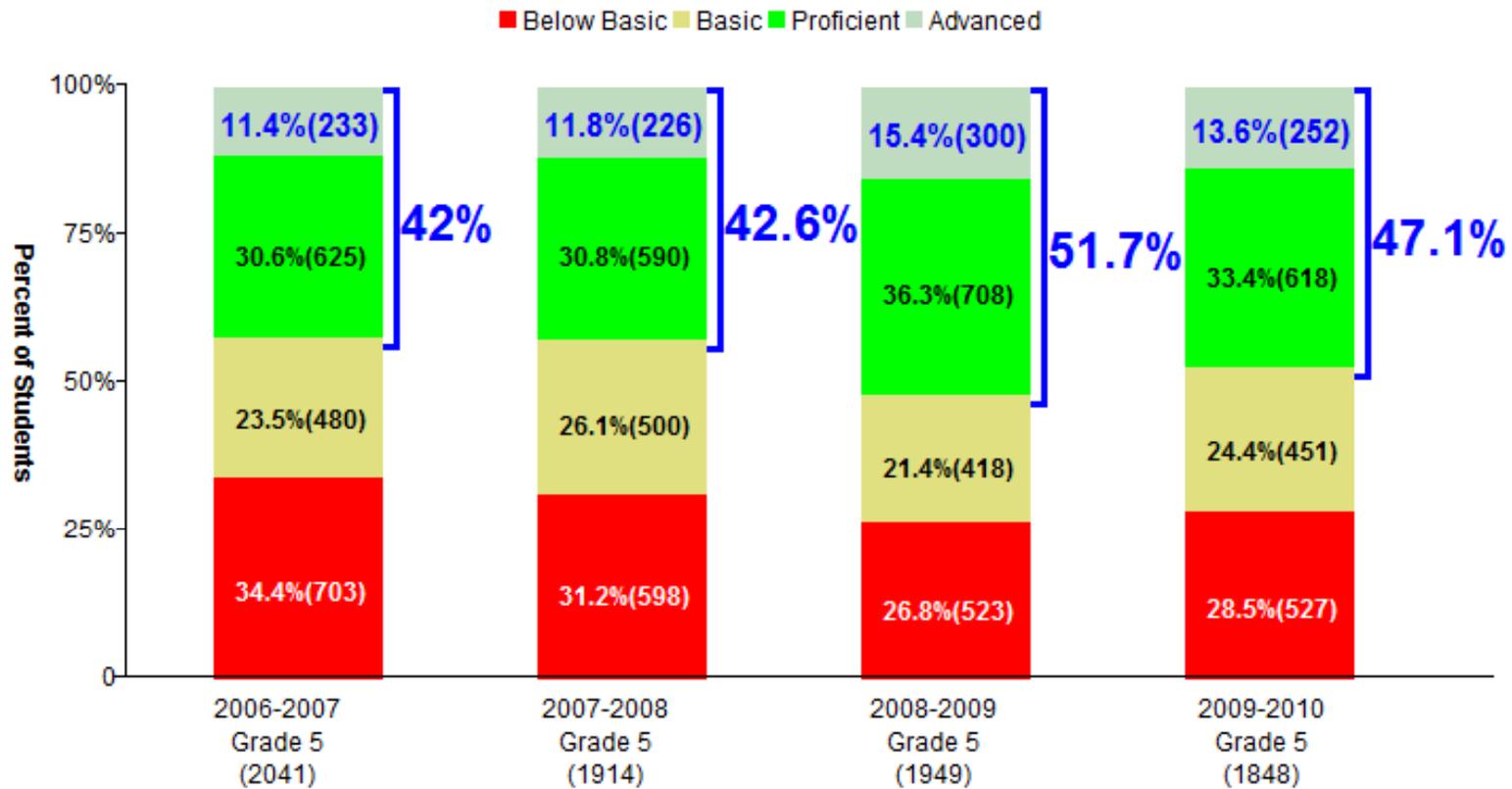
**District Trend in PSSA Reading Performance
Grade 4**



Data Source: 2009-2010 Preliminary PSSA data from the Pennsylvania Department of Education

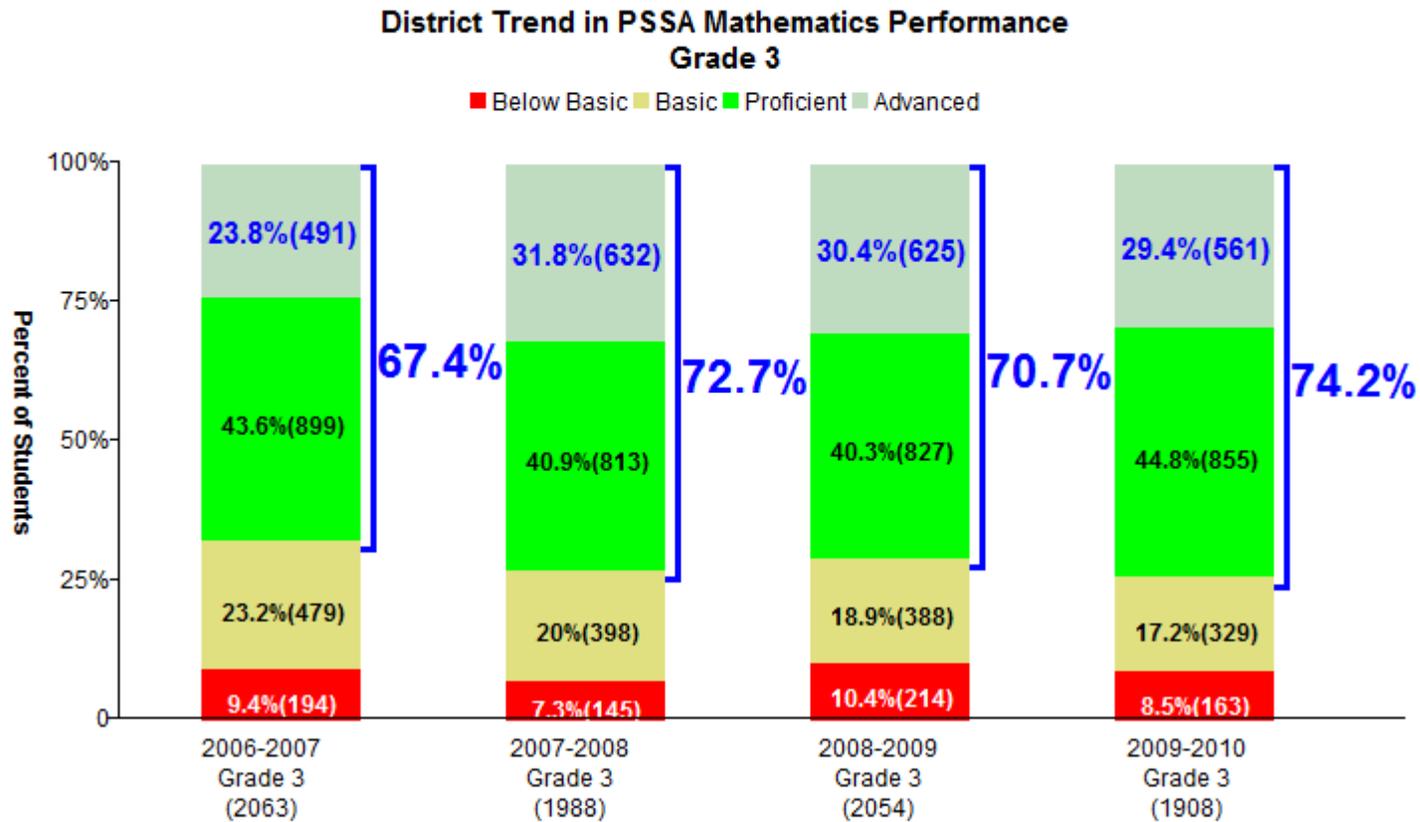
Grade 5 Reading Proficiency: Decreased 4.6 points (8.9%) from 2009 and increased 5.1 points (12.1%) since 2007. **Advanced:** Decreased 1.8 points (11.7%) from 2009 and increased 2.2 points (19.3%) since 2007.

**District Trend in PSSA Reading Performance
Grade 5**



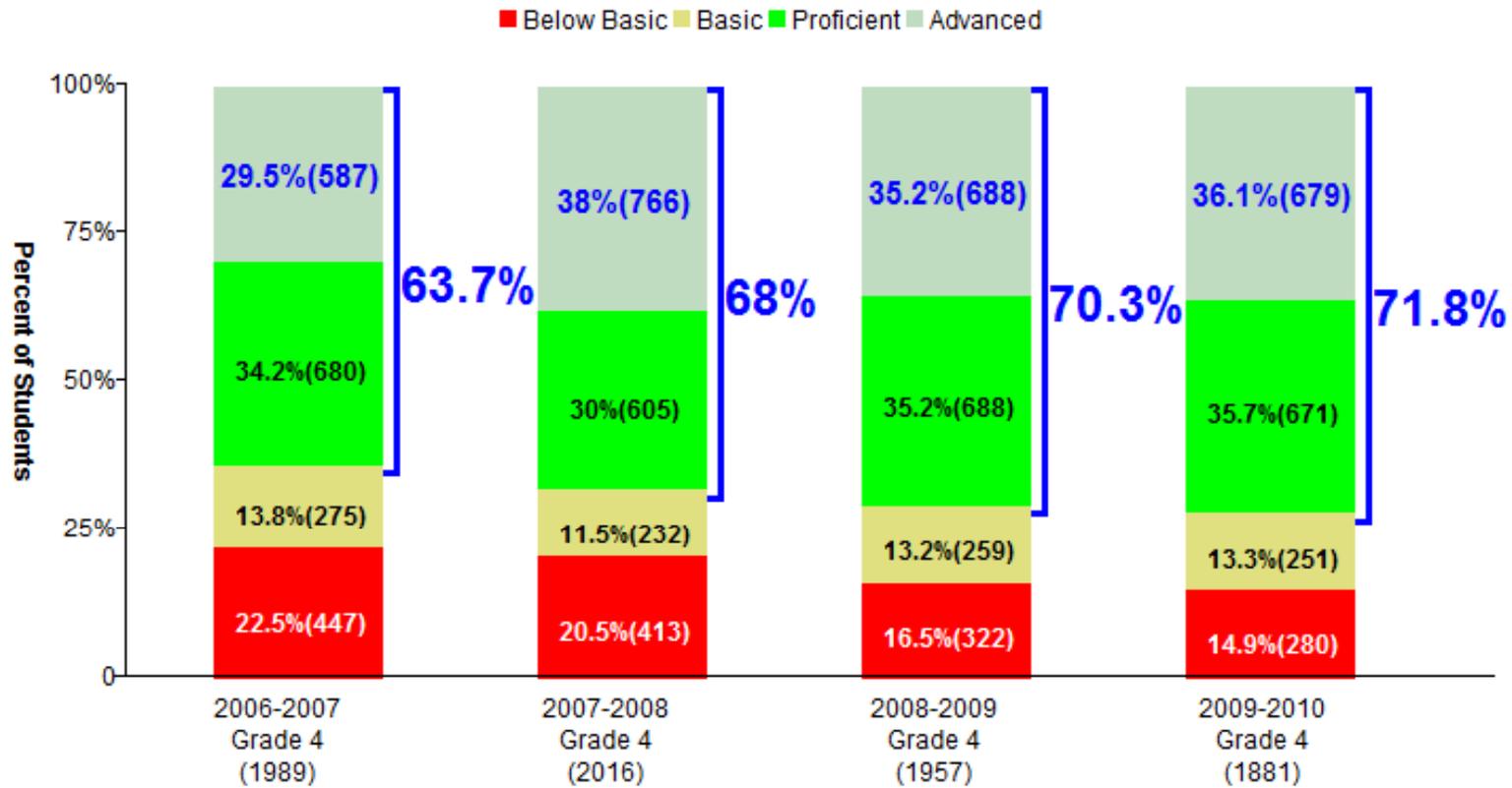
Data Source: 2009-2010 Preliminary PSSA data from the Pennsylvania Department of Education

Grade 3 Mathematics Proficiency: Increased 3.5 points (5.0%) from 2009 and 6.8 points (10.1%) since 2007. **Advanced:** Decreased 1 point (3.3%) from 2009 and increased 5.6 points (23.6%) since 2007.



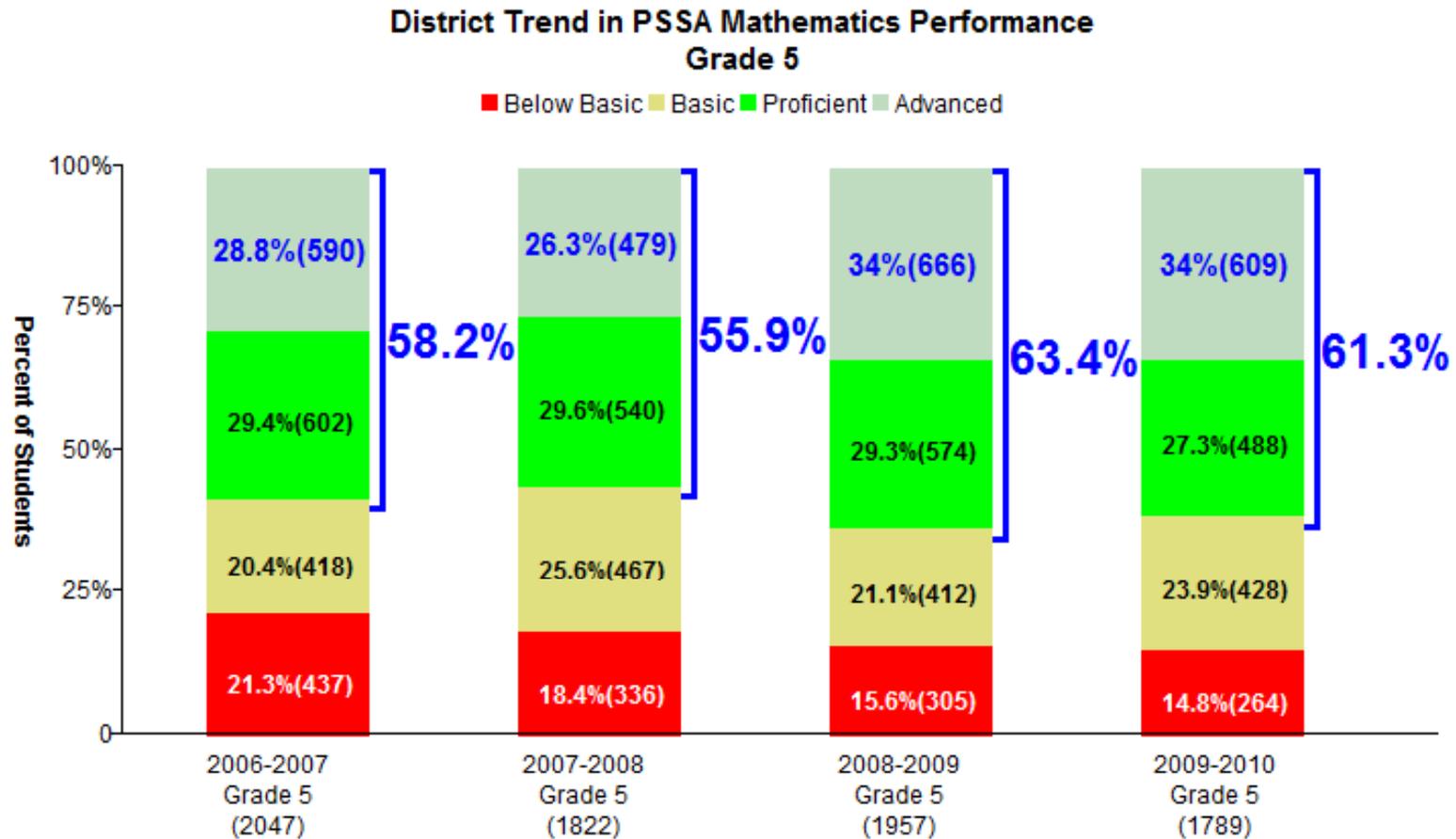
Grade 4 Mathematics Proficiency: Increased 1.5 points (2.1%) from 2009 and 8.1 points (12.7%) since 2007. **Advanced:** Increased .9 points (2.6%) from 2009 and 6.6 points (22.4%) since 2007.

**District Trend in PSSA Mathematics Performance
Grade 4**



Data Source: 2009-2010 Preliminary PSSA data from the Pennsylvania Department of Education

Grade 5 Mathematics Proficiency: Decreased 2.1 points (3.3%) from 2009 and increased 3.1 points (5.3%) since 2007. **Advanced:** Increased 5.2 points (18.1%) since 2007.



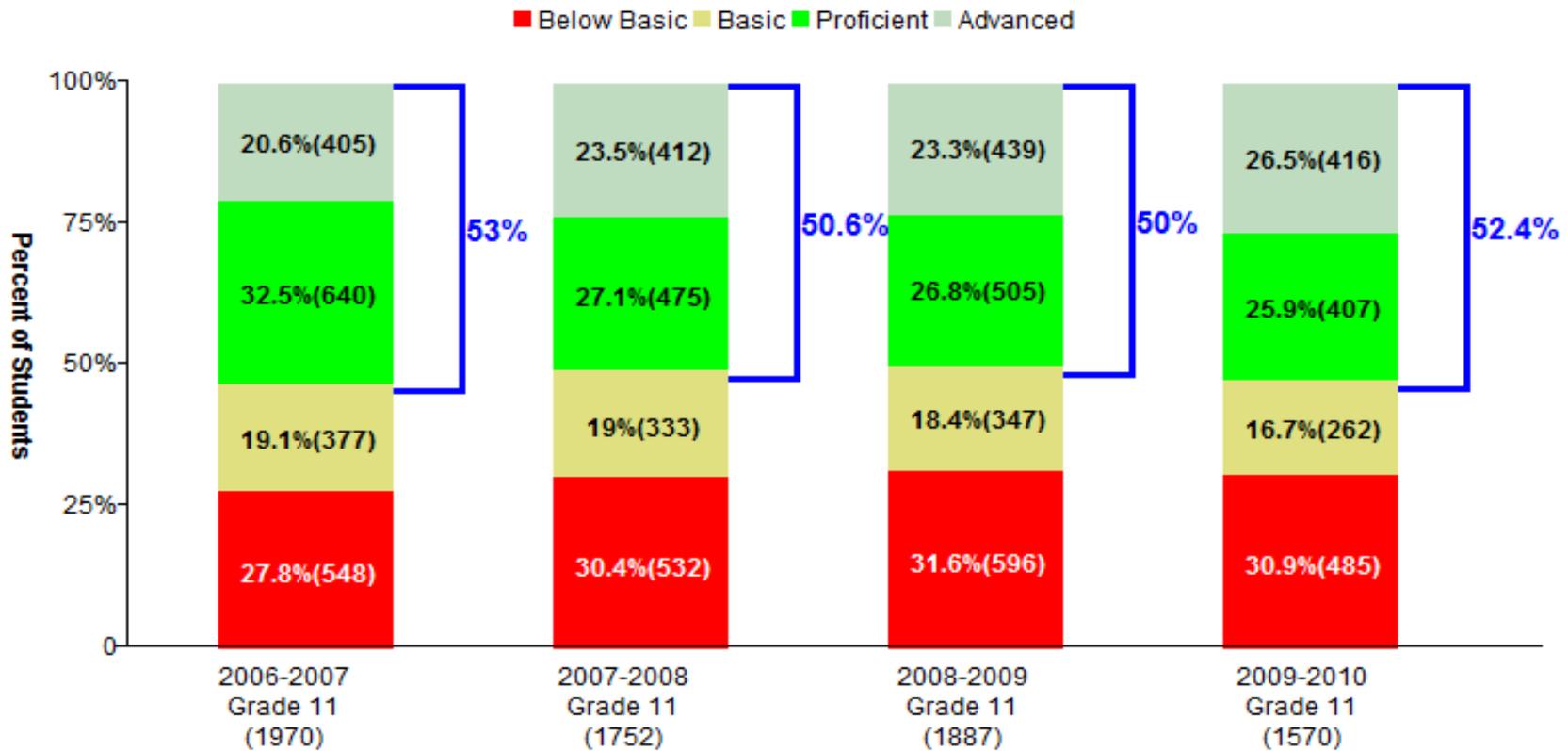
Data Source: 2009-2010 Preliminary PSSA data from the Pennsylvania Department of Education

2009-2010 results confirm that we must do even more to accelerate our commitment to making dramatic changes in high schools.

There has been some progress in the percent of students moving to the advanced level in both Reading and Mathematics.

Grade 11 Reading: Increased 2.4 points (4.8%) from 2009 and decreased 0.6 points (1.1%) since 2007. **Advanced:** Increased 3.2 points (13.8%) from 2009 and 5.9 points (28.7%) since 2007.

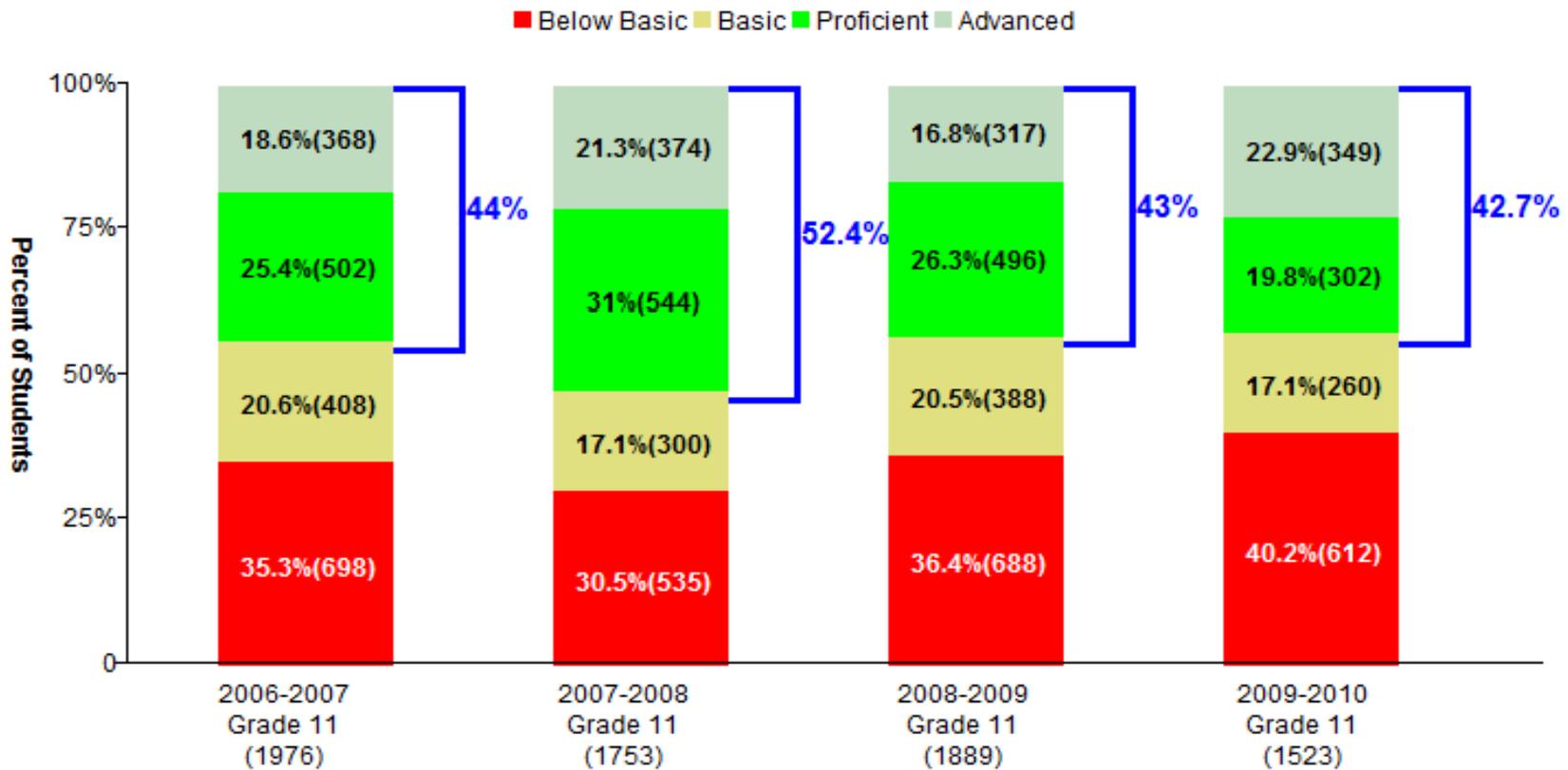
**District Trend in PSSA Reading Performance
Grade 11**



Data Source: 2009-2010 Preliminary PSSA data from the Pennsylvania Department of Education

Grade 11 Mathematics Proficiency: Decreased 0.3 points (0.7%) from 2009 and 1.4 points (3.2%) since 2007. **Advanced:** Increased 6.1 points (36.3%) from 2009 and 4.3 points (23.2%) since 2007.

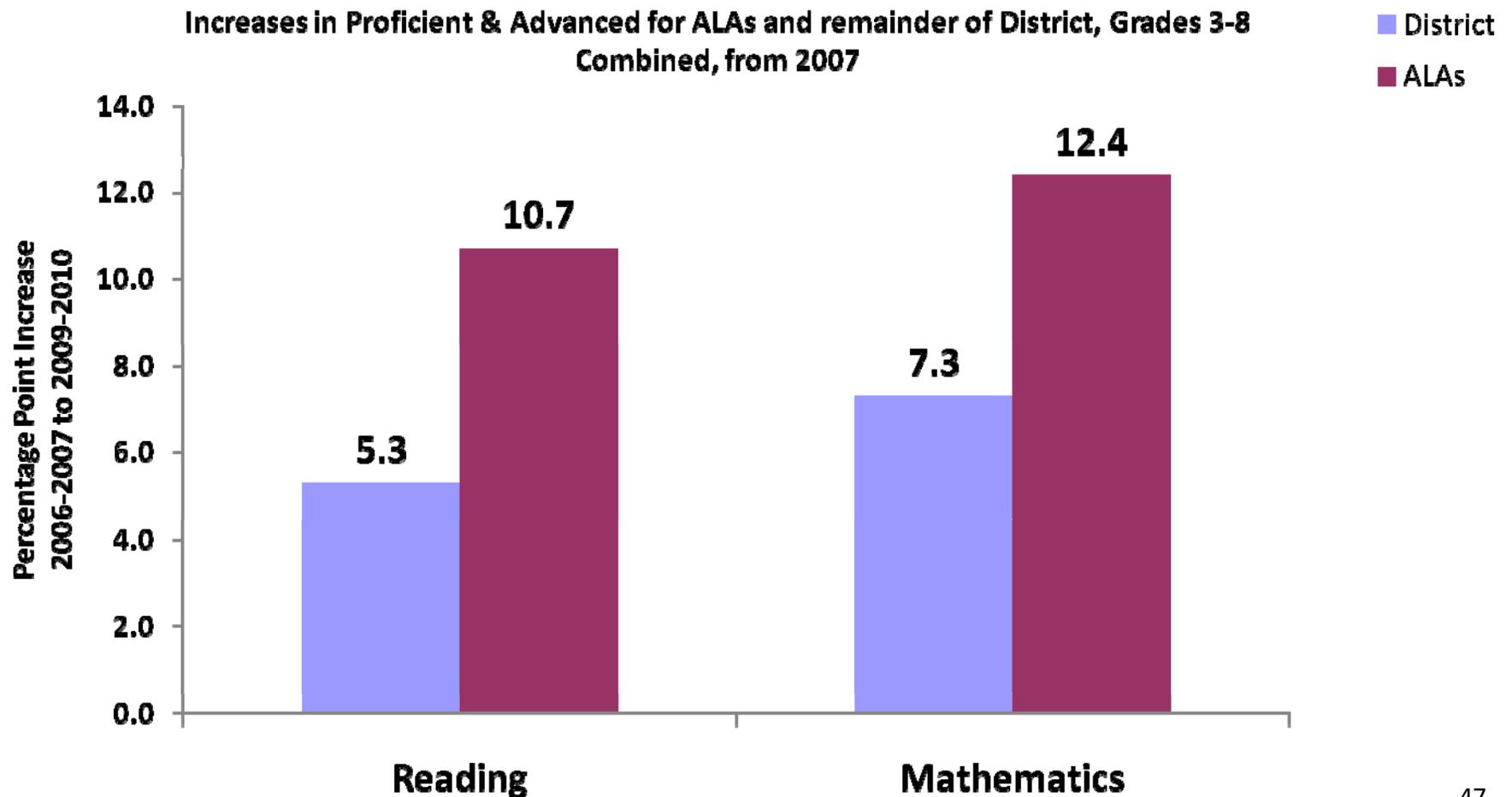
**District Trend in PSSA Mathematics Performance
Grade 11**



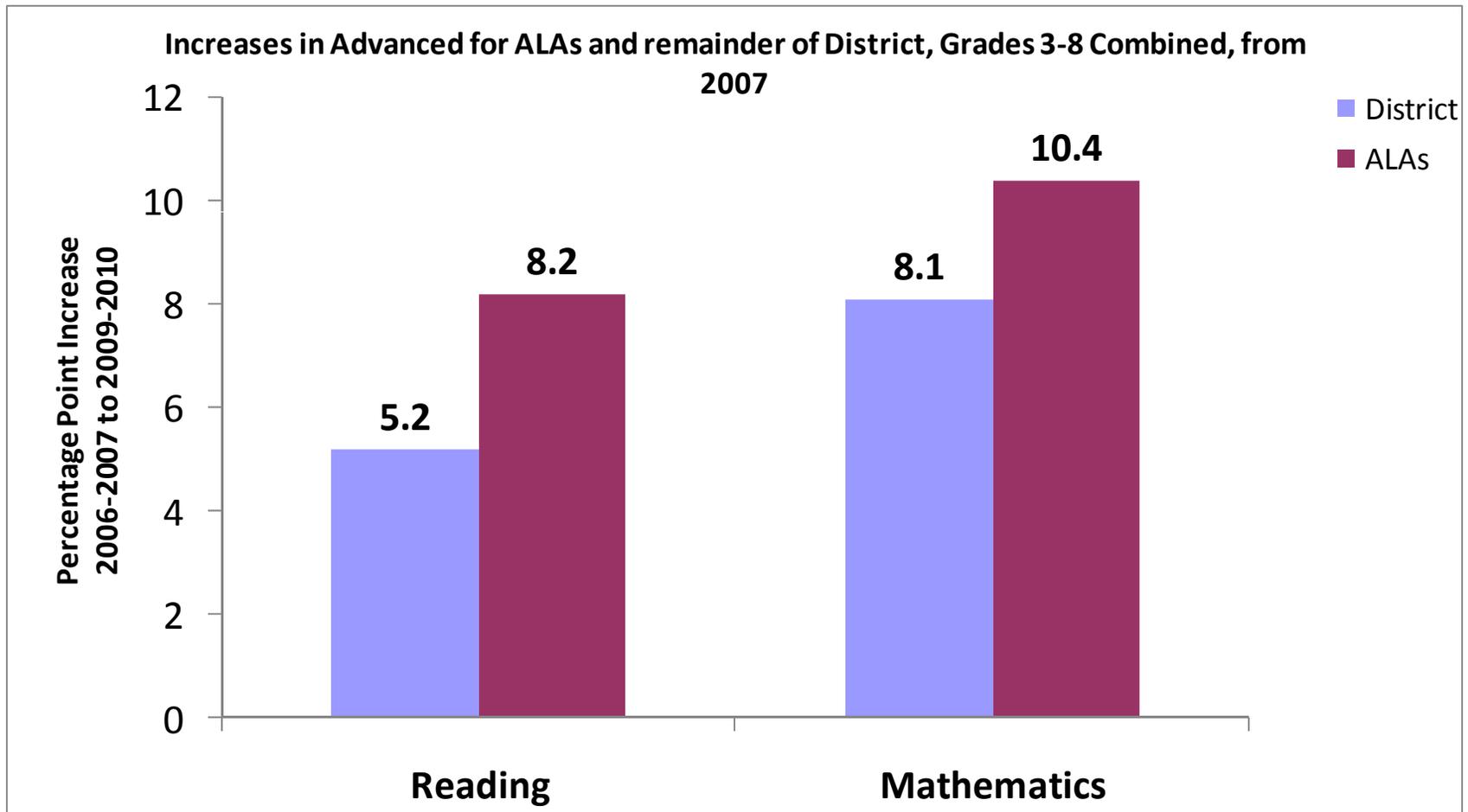
Data Source: 2009-2010 Preliminary PSSA data from the Pennsylvania Department of Education

Over the past three years, Accelerated Learning Academies' (ALA) gains are larger than the remainder of the District.

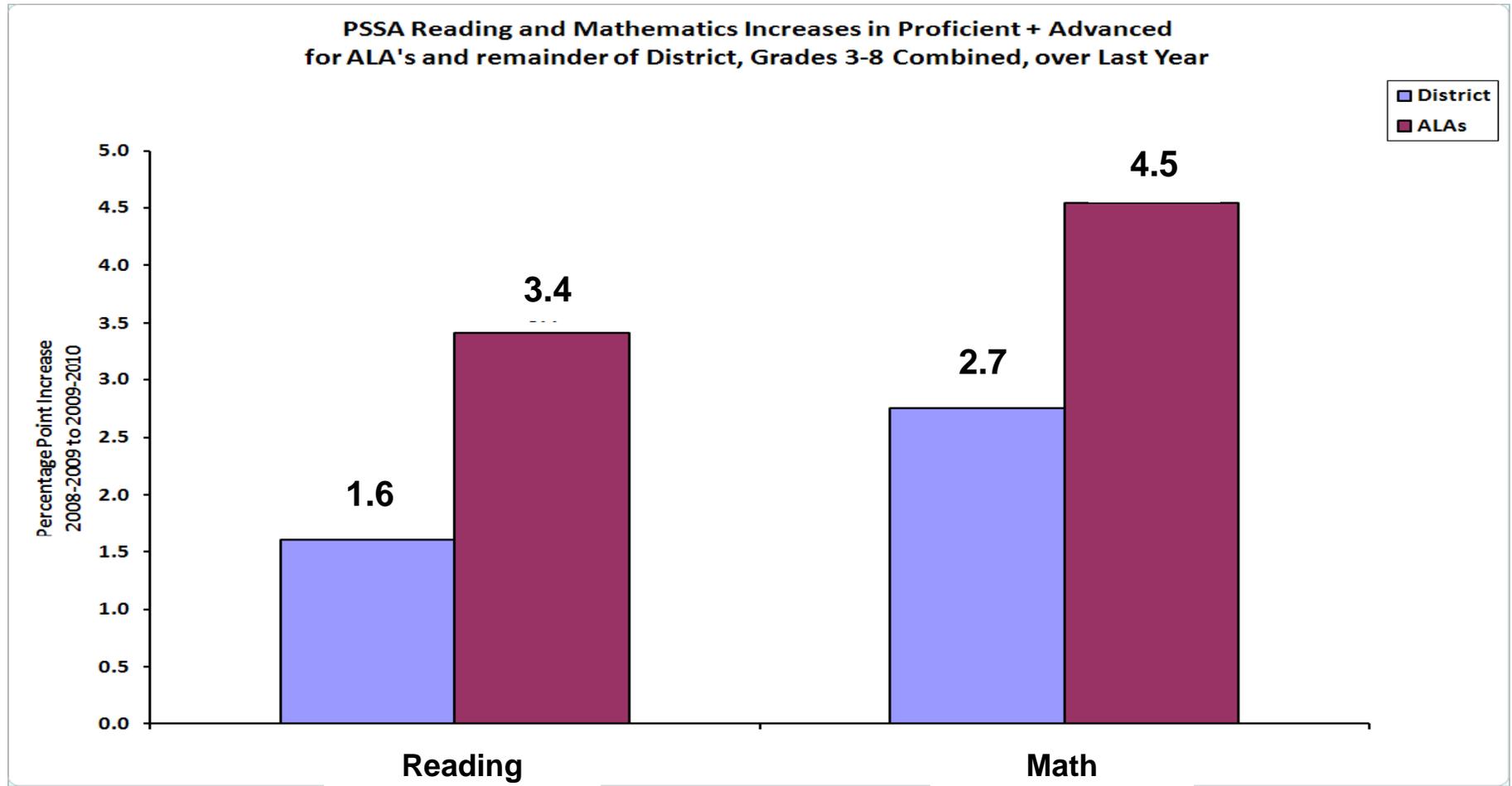
Since 2007, students in ALAs posted increases in proficient and advanced 2 times greater than the remainder of the District in Reading and 1.7 times greater in Mathematics.



Since 2007, students in ALAs posted increases in advanced 1.6 times greater than the remainder of the District in Reading and 1.3 times greater in Mathematics.

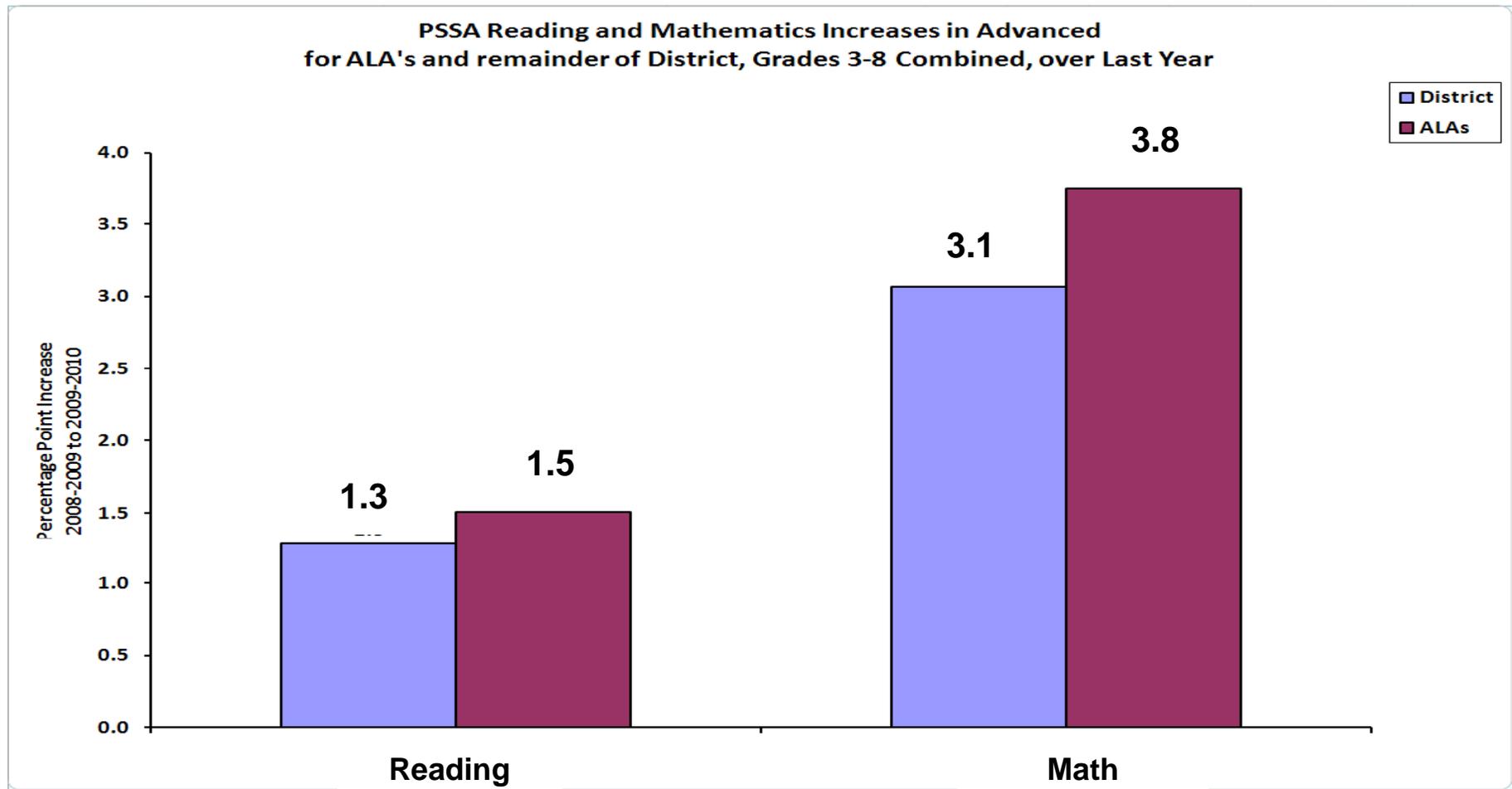


From 2009 to 2010, students in ALAs posted increases in proficient and advanced 2.1 times greater than the remainder of the District in Reading and 1.7 times greater in Mathematics.



Data Source: 2009-2010 Preliminary PSSA data from the Pennsylvania Department of Education

From 2009 to 2010, students in ALAs posted increases in advanced 1.2 times greater than the remainder of the District in Reading and 1.2 times greater in Mathematics.



Data Source: 2009-2010 Preliminary PSSA data from the Pennsylvania Department of Education

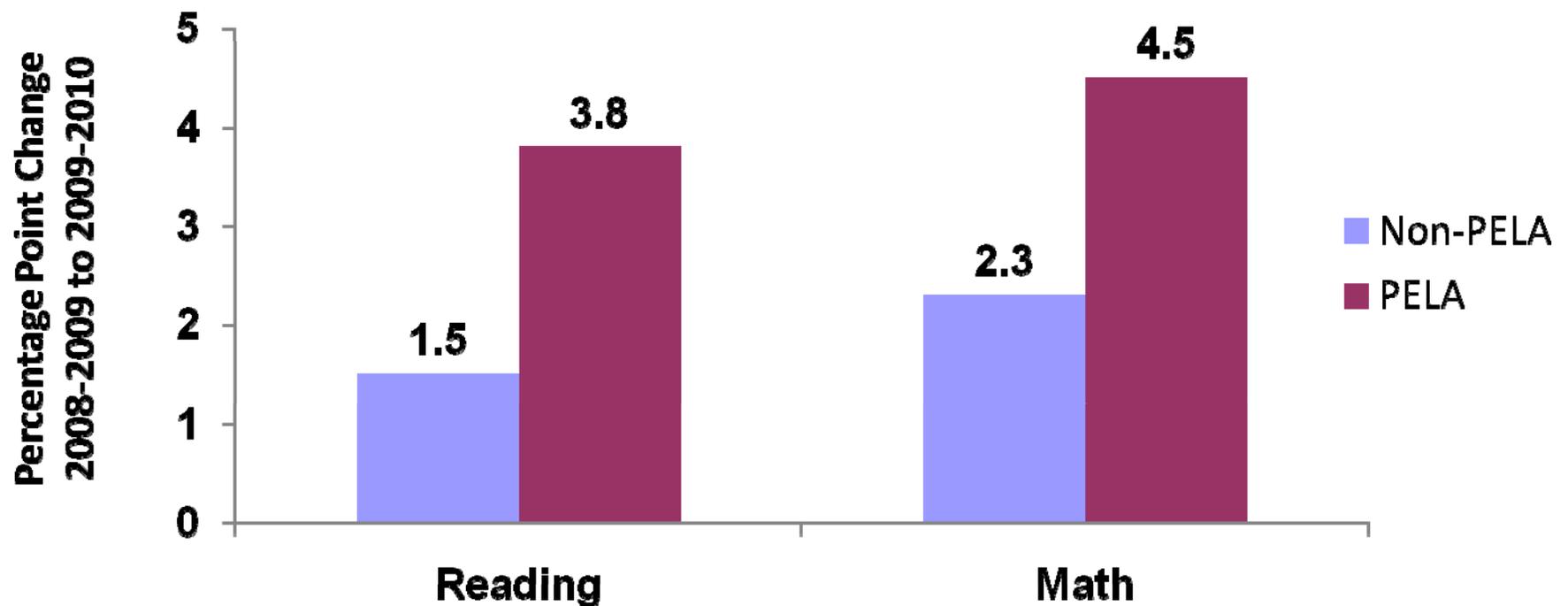
Pittsburgh Emerging Leadership Academy (PELA), one of the District's major reform efforts, continues to show promising results in the second year of implementation.

Schools with Principals who participated in PELA

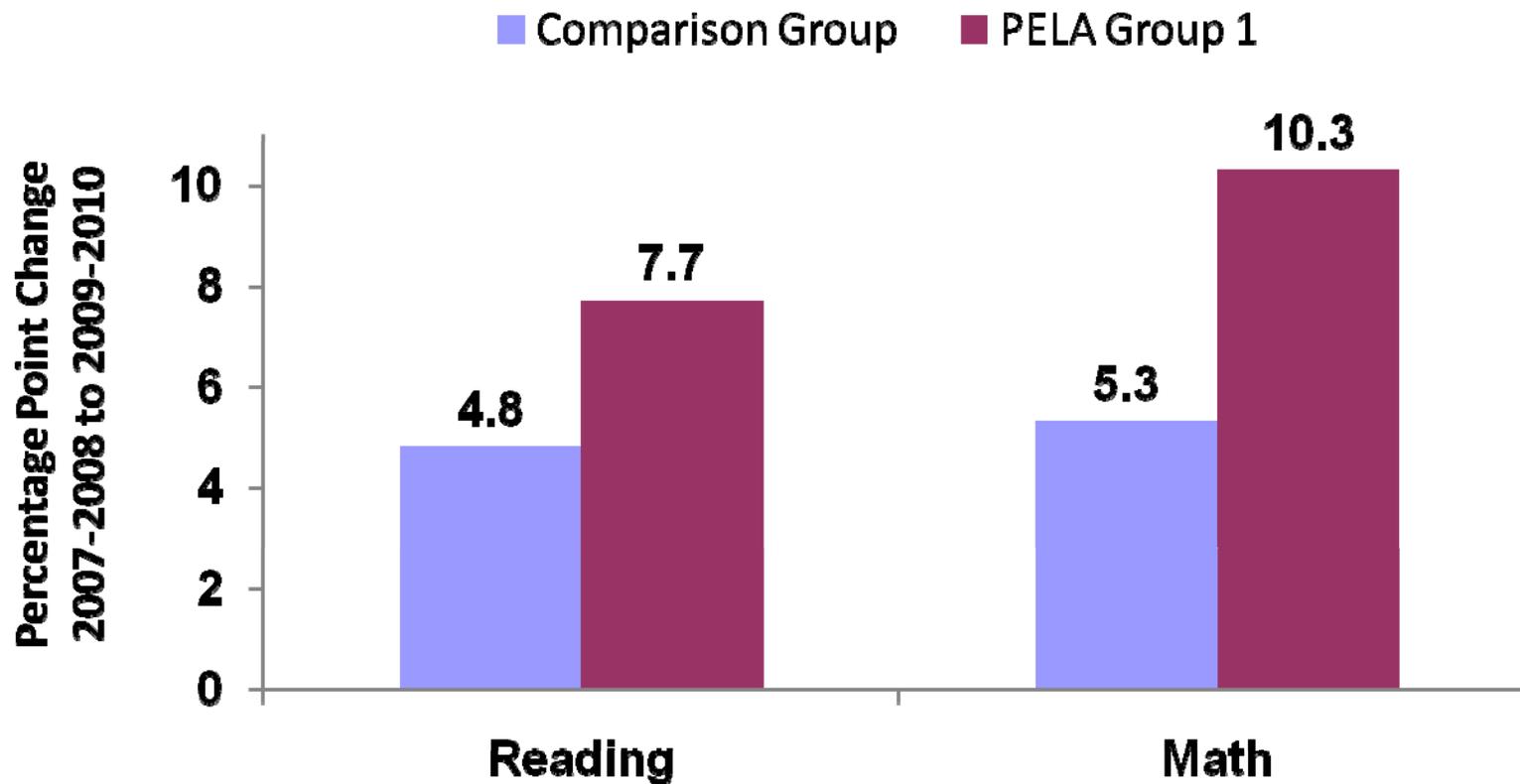
Pittsburgh Alderdice 9-12
Pittsburgh Arsenal K-5
Pittsburgh CAPA 6-12
Pittsburgh Langley 9-12
Pittsburgh Morrow K-5

Pittsburgh Rooney ALA 6-8
Pittsburgh Schiller 6-8
Pittsburgh West Liberty K-5
Pittsburgh Westinghouse 9-12

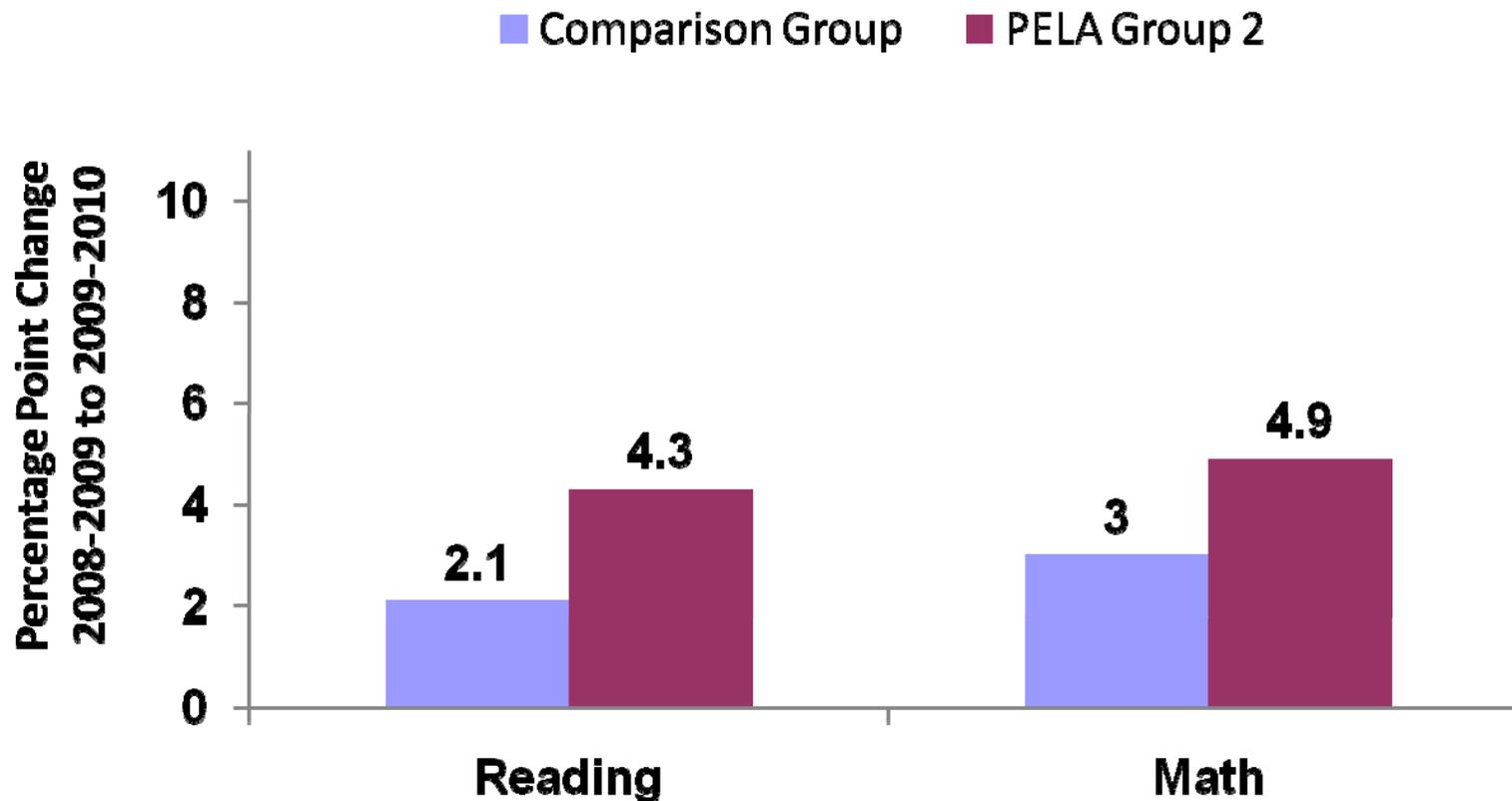
From 2009 to 2010, students in schools led by Principals who participated in PELA posted increases in proficient and advanced 2.5 times greater in Reading and 2 times greater in Mathematics than the remainder of the District.



Four schools with PELA-trained principals for 2 years showed larger performance increases from 2008 to 2010 than schools without a PELA principal -- 1.6 times larger in Reading and nearly 2 times larger in Mathematics.



After just one year, six schools with PELA-trained principals showed larger performance increases than schools without a PELA principal – 2 times larger in Reading and 1.6 times larger in Mathematics.



What have we learned?

There is evidence to suggest that constructive change advances achievement.

There are more dramatic gains where we have been more aggressive, such as:

- **Moving students to higher performing schools and/or providing enhanced educational programs,**
- **Reducing the number of school transitions students make,**
- **Implementing a district-wide curriculum,**
- **Using data to provide students the support they need.**

Thank You!

