



PSSA Results 2006-07

Pittsburgh Public Schools

Mark Roosevelt, Superintendent

**Board Education Committee Meeting
September 10, 2007**

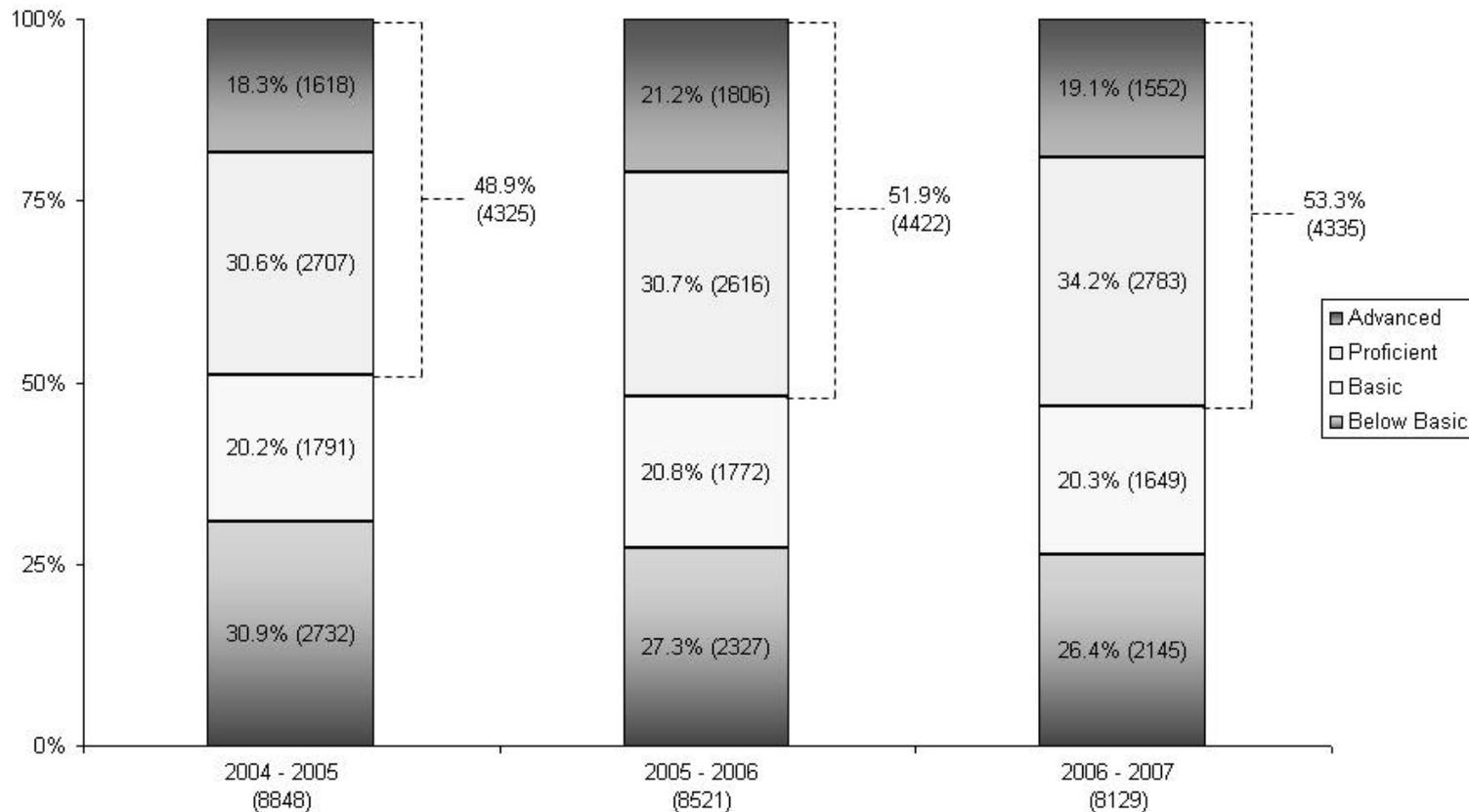
Overview of Presentation

- **Excellence for All**
- **District Level Results**
- **Adequate Yearly Progress**
- **Subgroup Performance**
- **Turning Data into Information**



EXCELLENCE
FOR ALL

Pittsburgh Public Schools
3 Year District Trend in PSSA Performance
Combined Grades 3,5,8 and 11 Reading



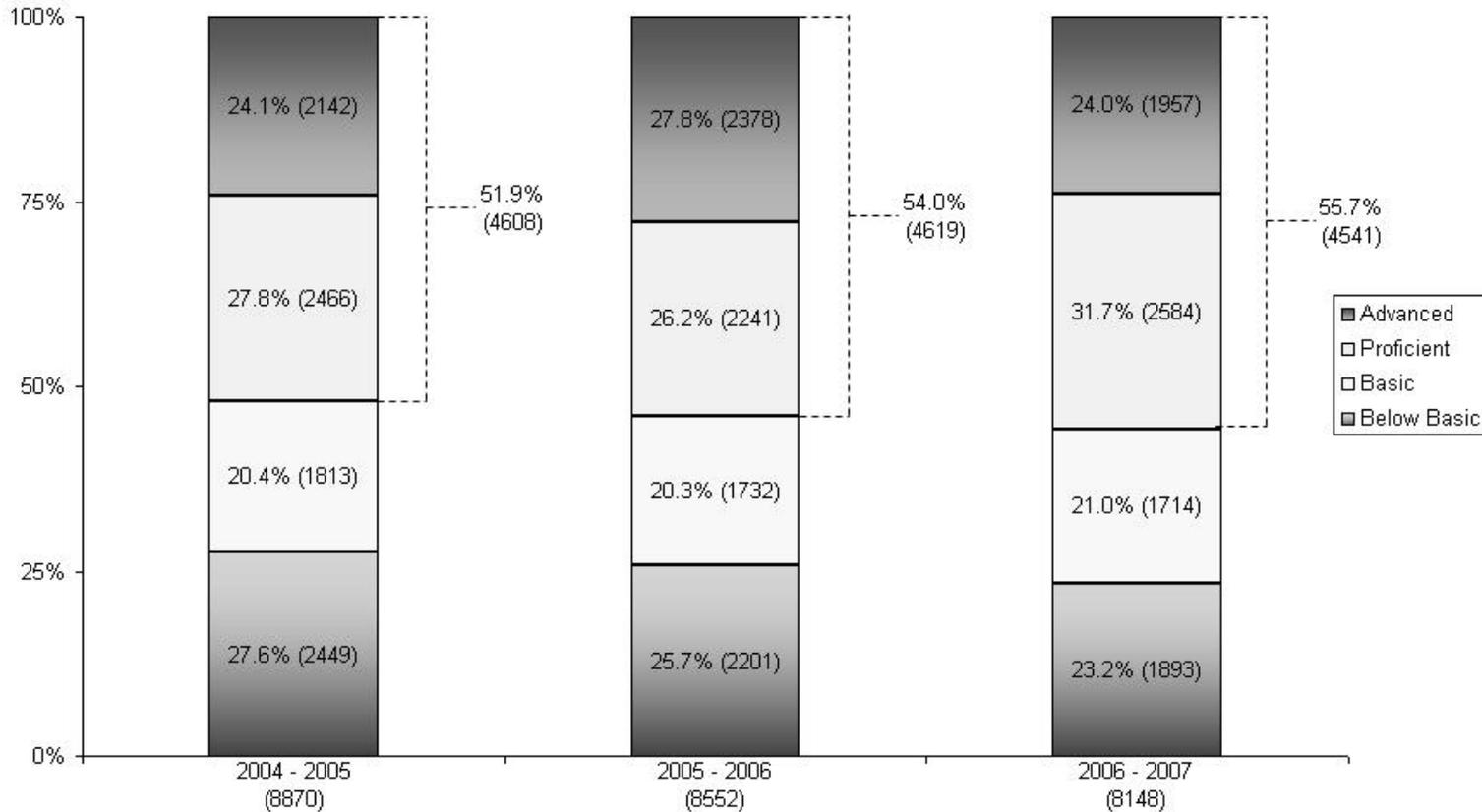
Note: Numbers in parentheses represent the number of students.

August 16, 2007



EXCELLENCE
FOR ALL

Pittsburgh Public Schools
3 Year District Trend in PSSA Performance
Combined Grades 3,5,8 and 11 Math



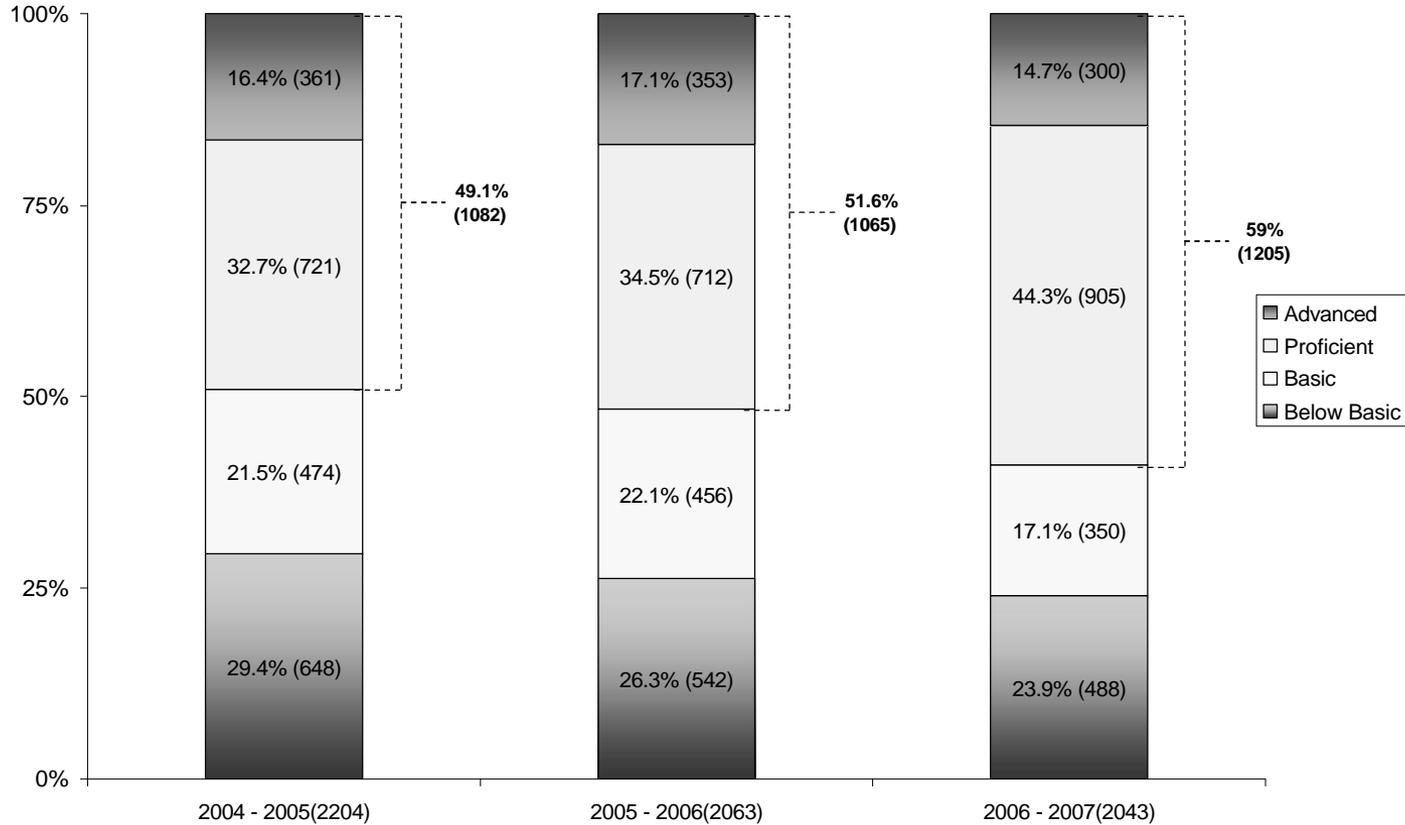
Note: Numbers in parentheses represent the number of students.

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EXCELLENCE
FOR ALL

District Trend in PSSA Performance Grade 3 Reading

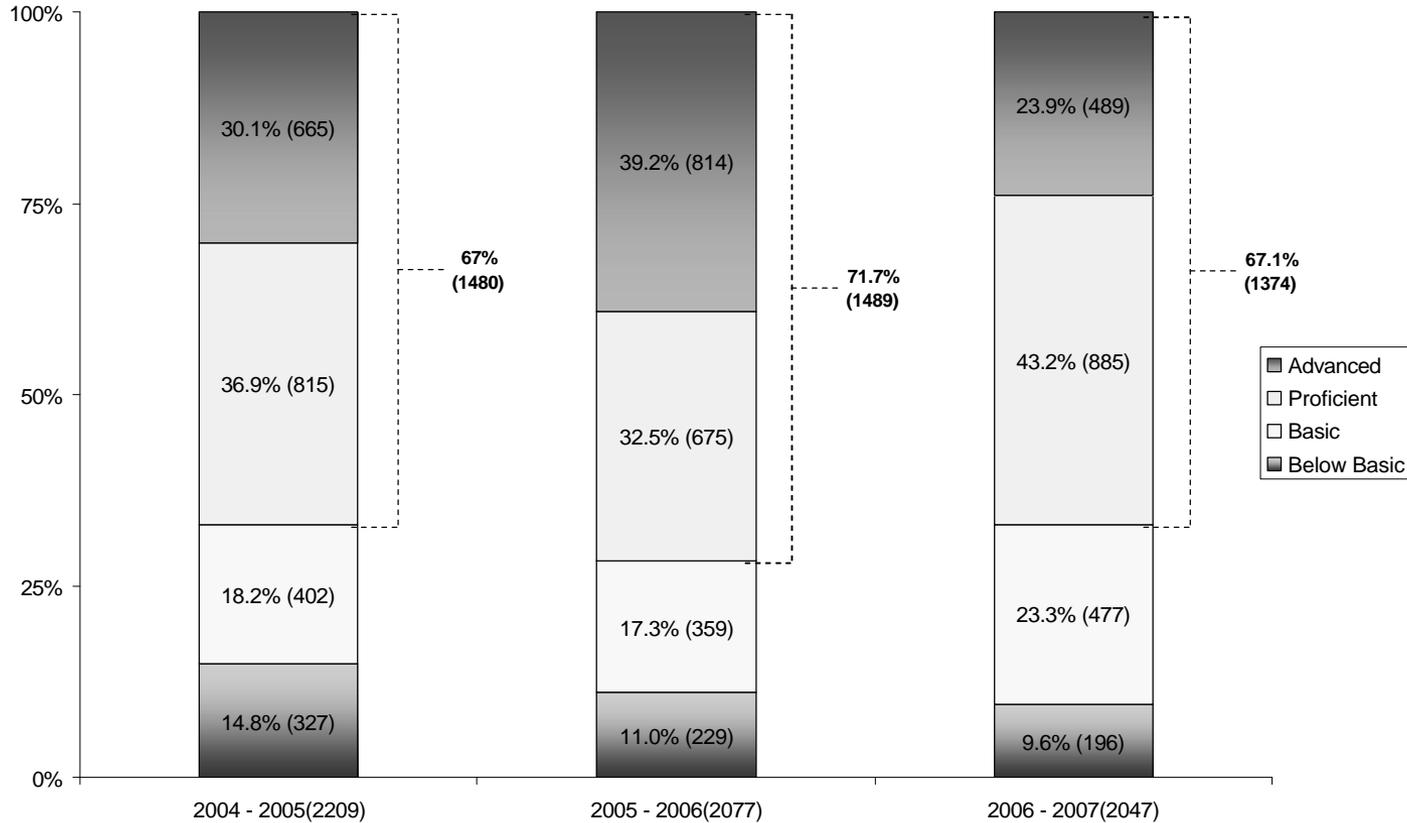


Note: Numbers in parentheses represent the number of students.

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District Trend in PSSA Performance Grade 3 Math

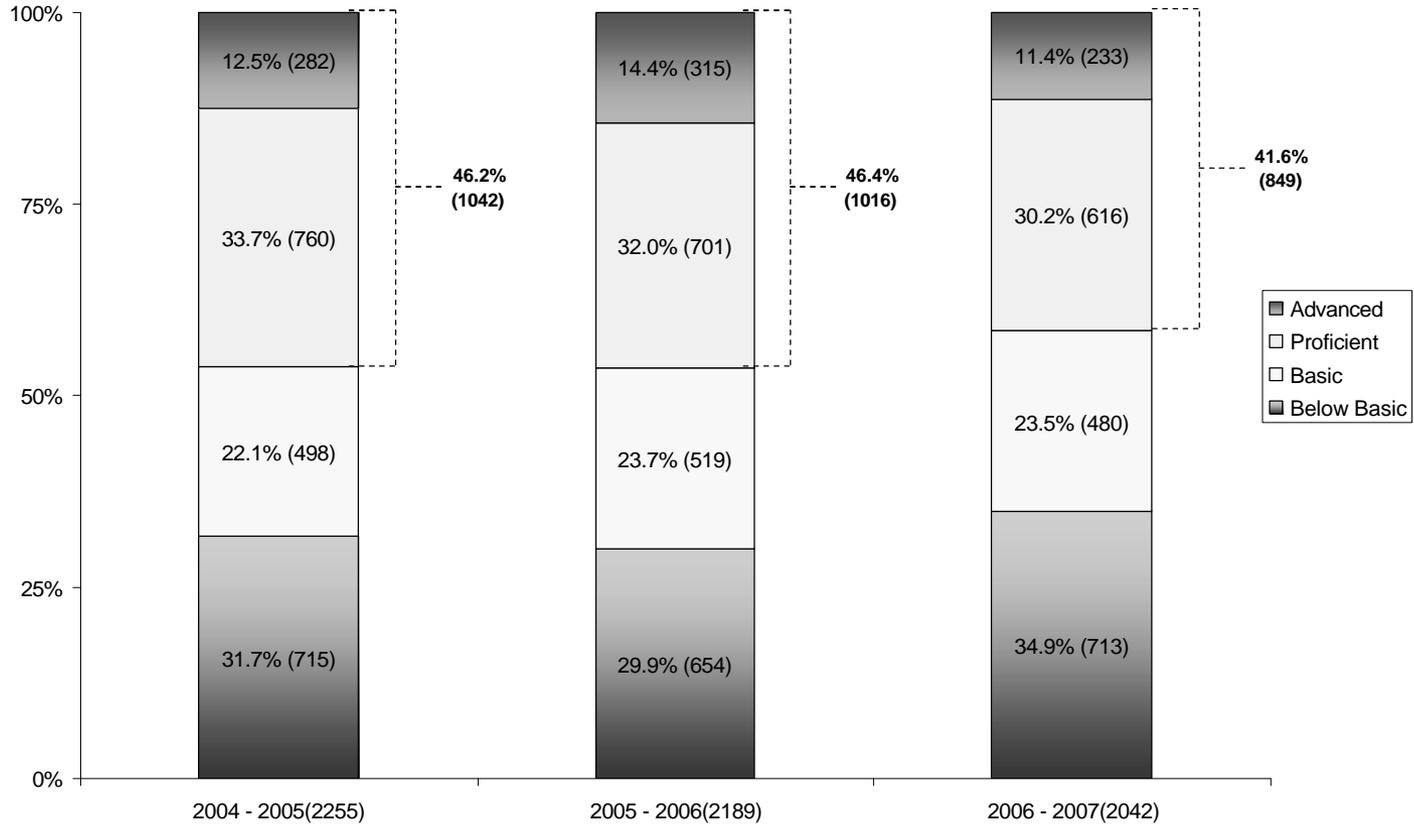


Note: Numbers in parentheses represent the number of students.

August 16, 2007



District Trend in PSSA Performance Grade 5 Reading

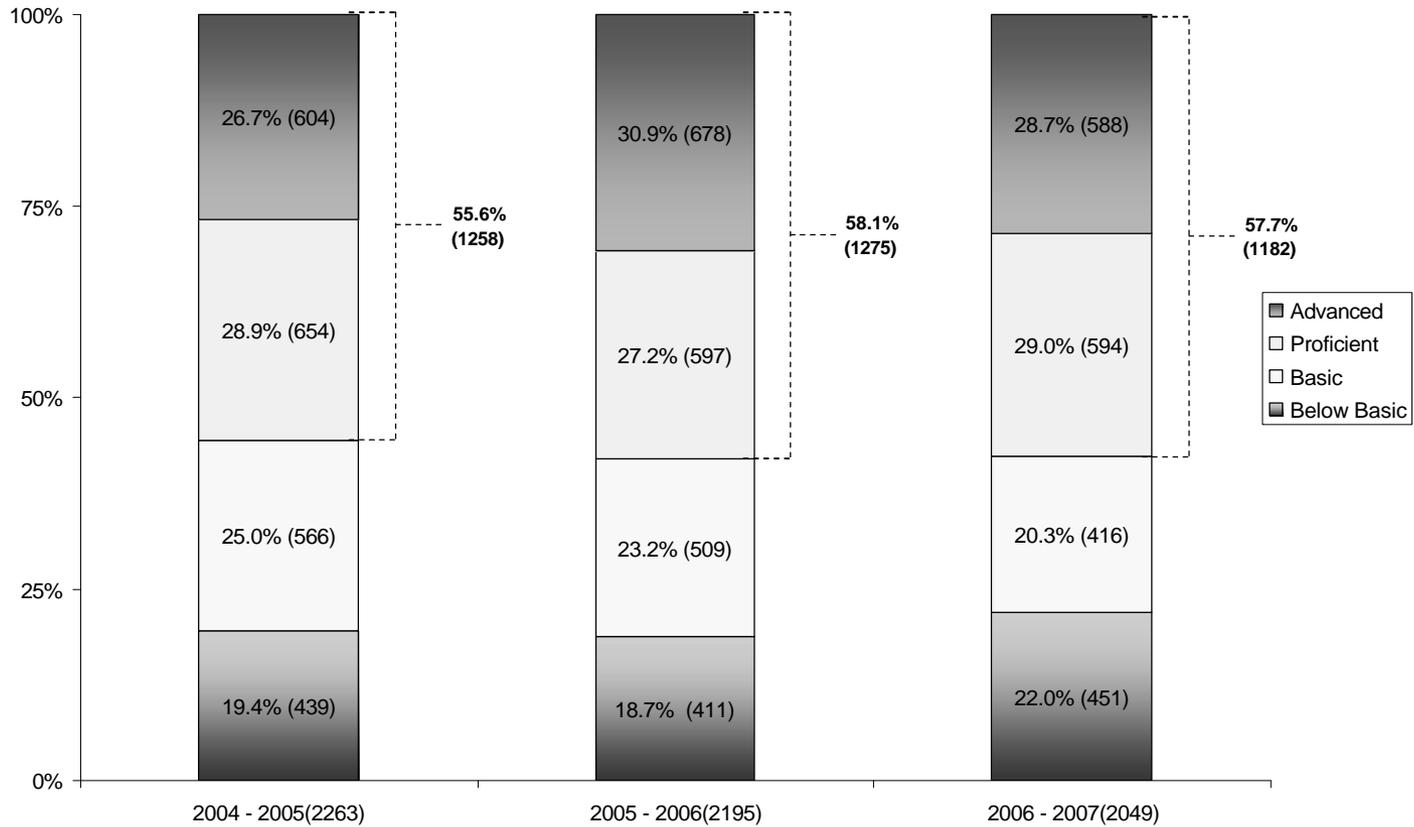


Note: Numbers in parentheses represent the number of students.

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District Trend in PSSA Performance Grade 5 Math

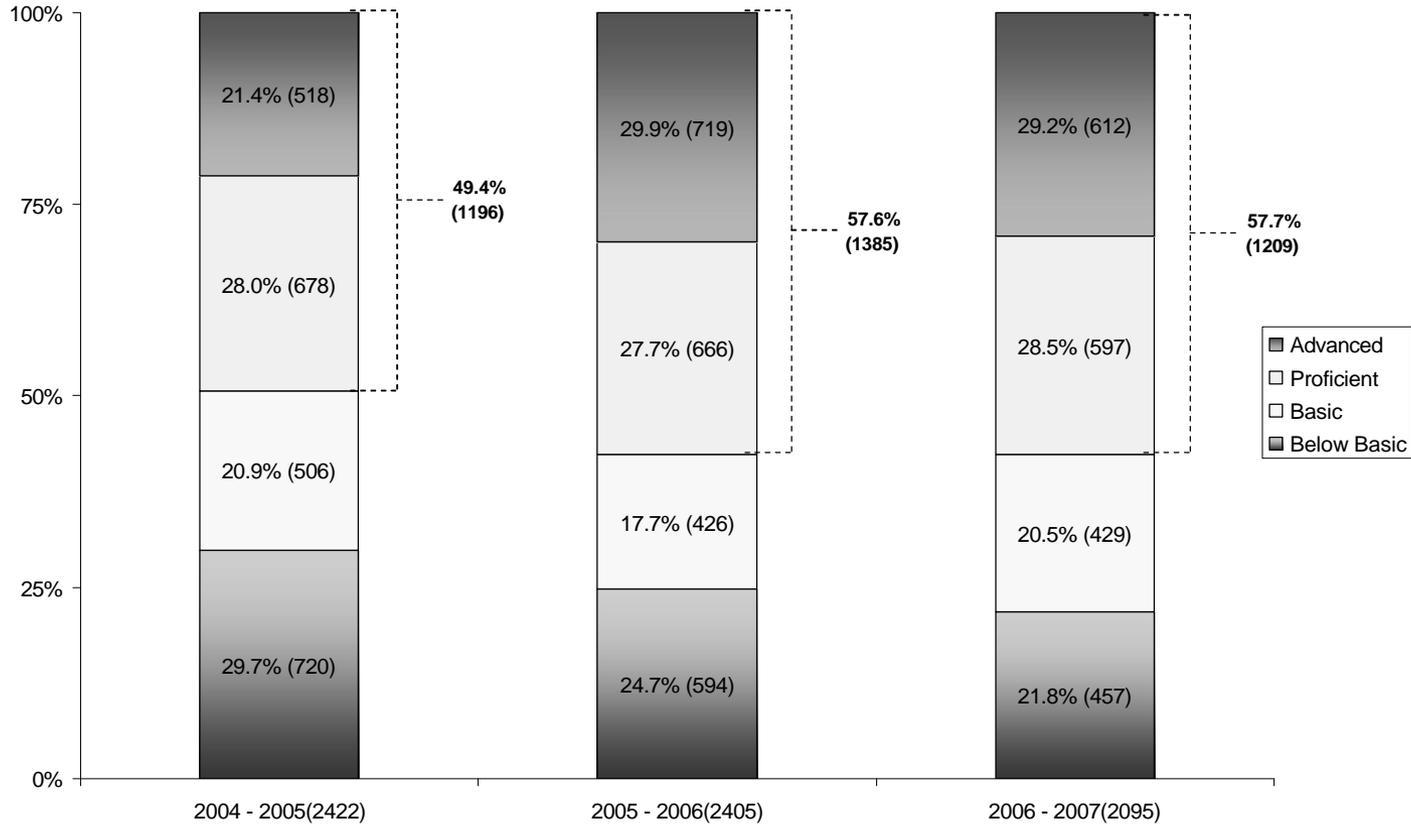


Note: Numbers in parentheses represent the number of students.

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District Trend in PSSA Performance Grade 8 Reading

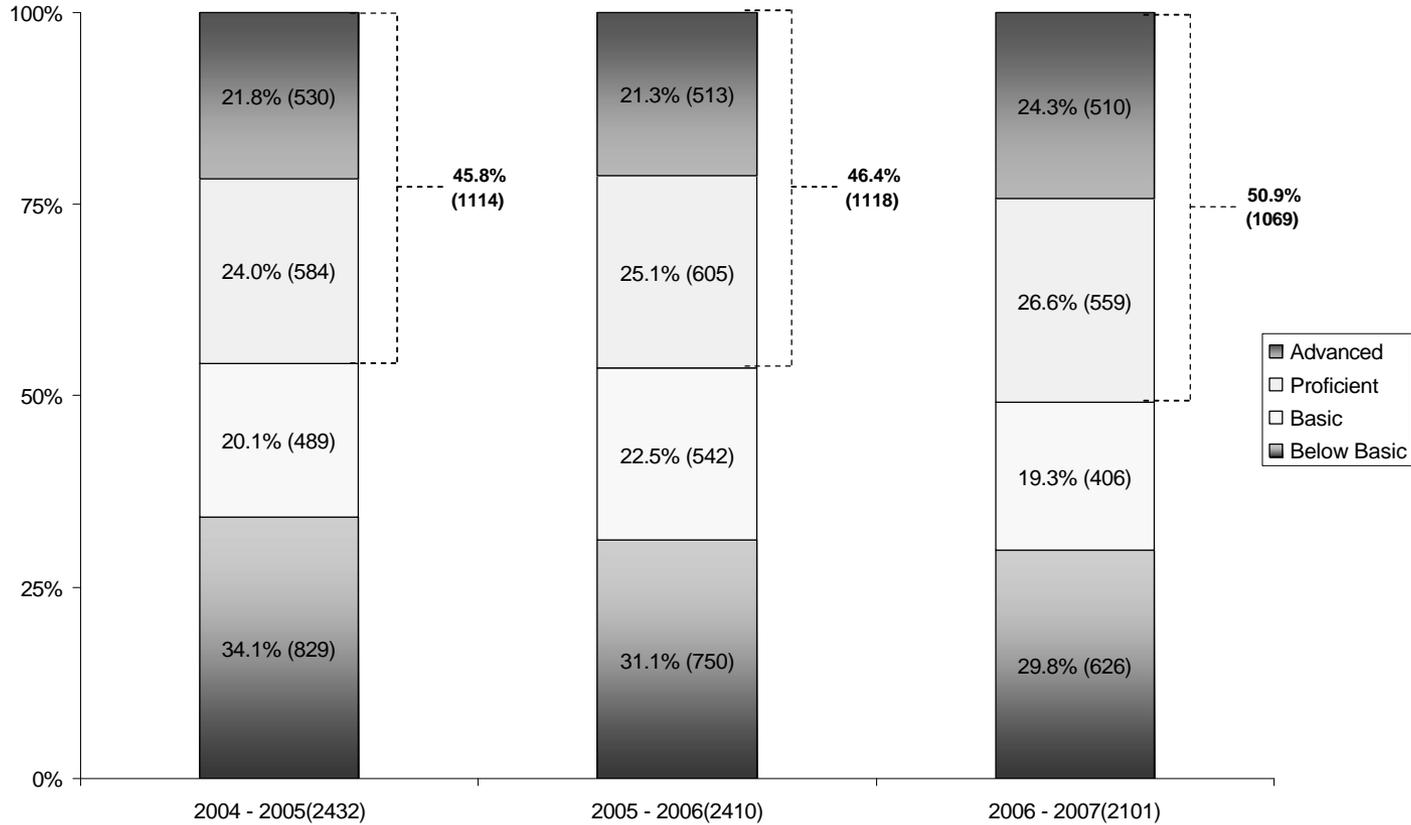


Note: Numbers in parentheses represent the number of students.

August 16, 2007



District Trend in PSSA Performance Grade 8 Math

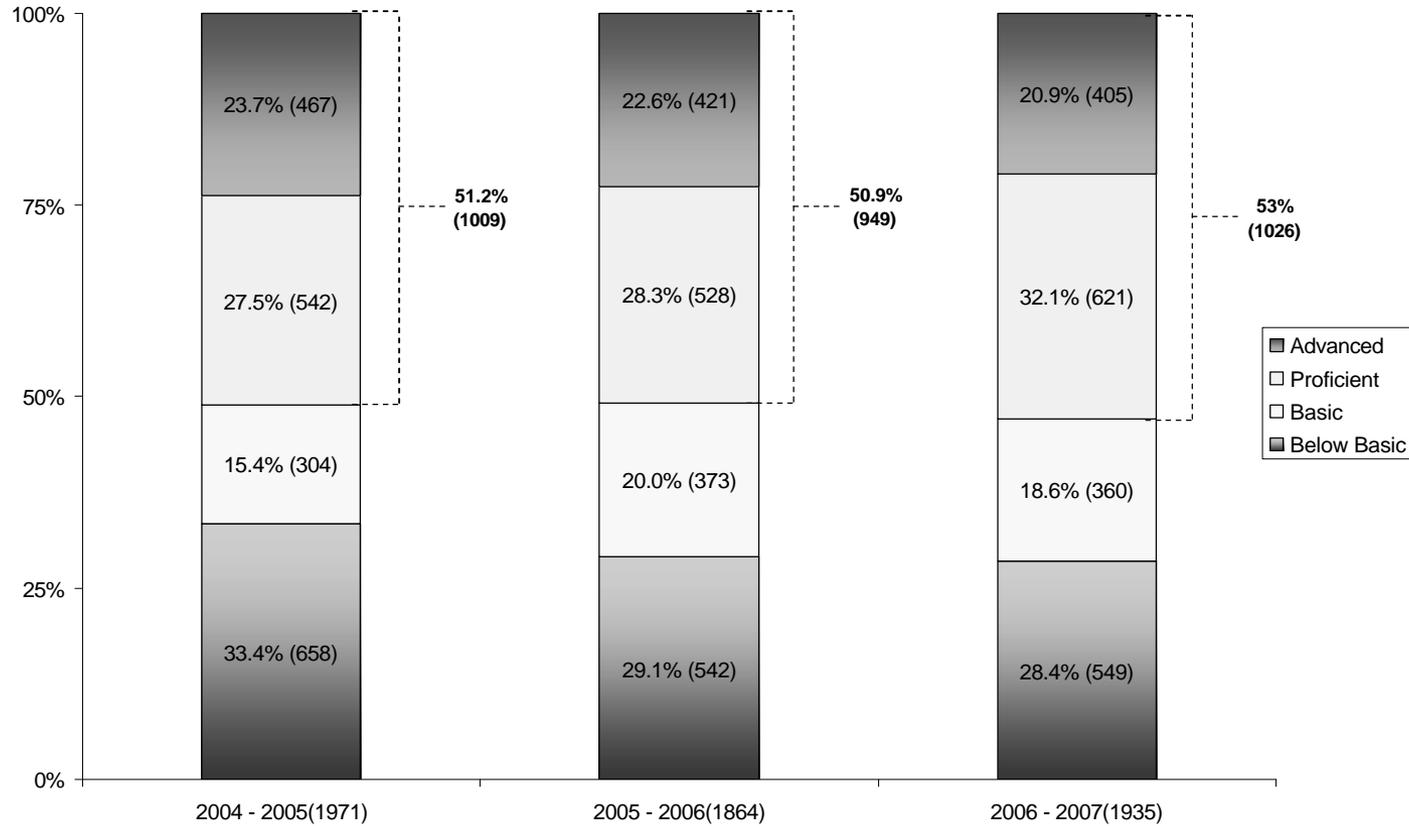


Note: Numbers in parentheses represent the number of students.

August 16, 2007



District Trend in PSSA Performance Grade 11 Reading

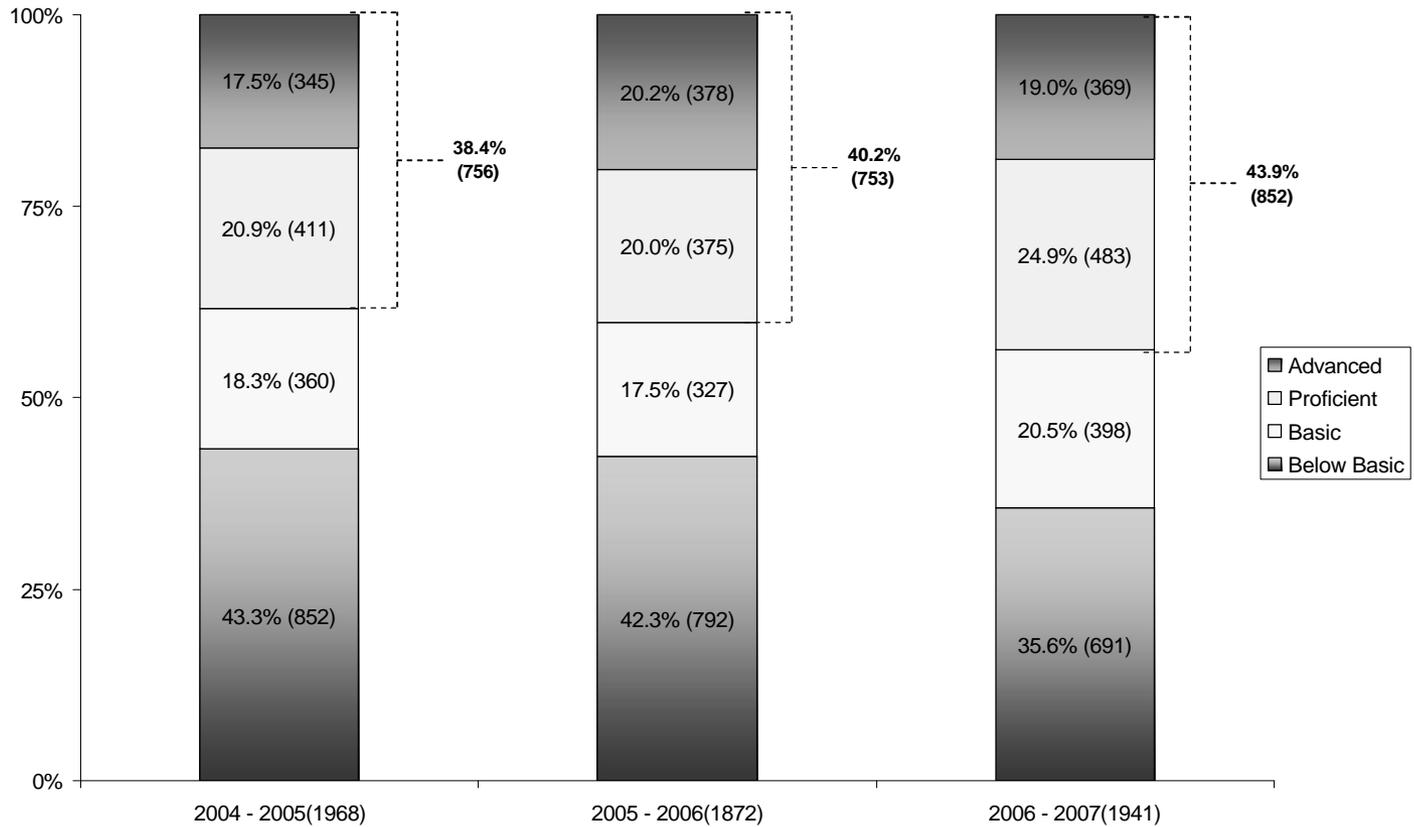


Note: Numbers in parentheses represent the number of students.

August 16, 2007



District Trend in PSSA Performance Grade 11 Math



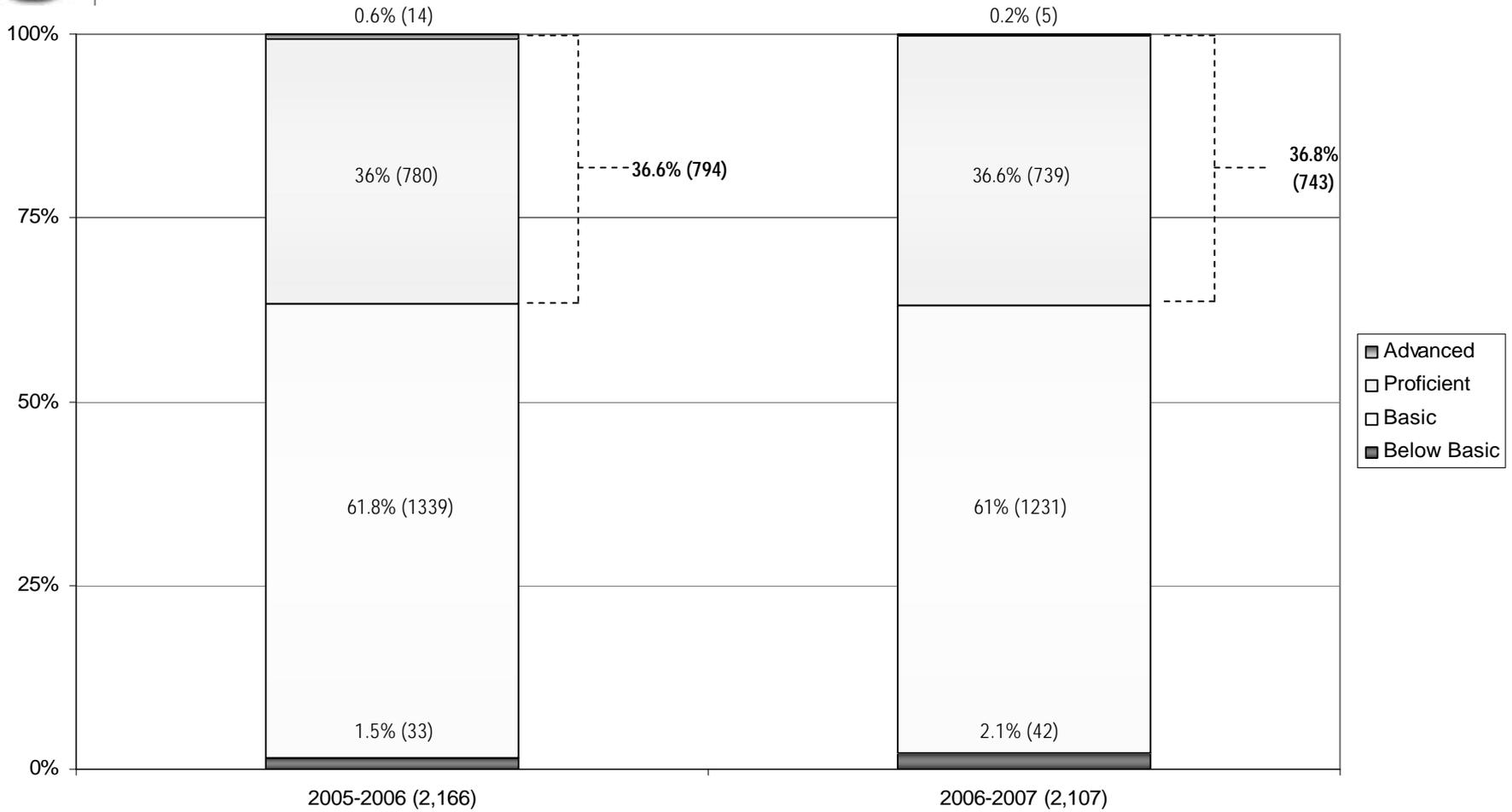
Note: Numbers in parentheses represent the number of students.

August 16, 2007



EXCELLENCE
FOR ALL

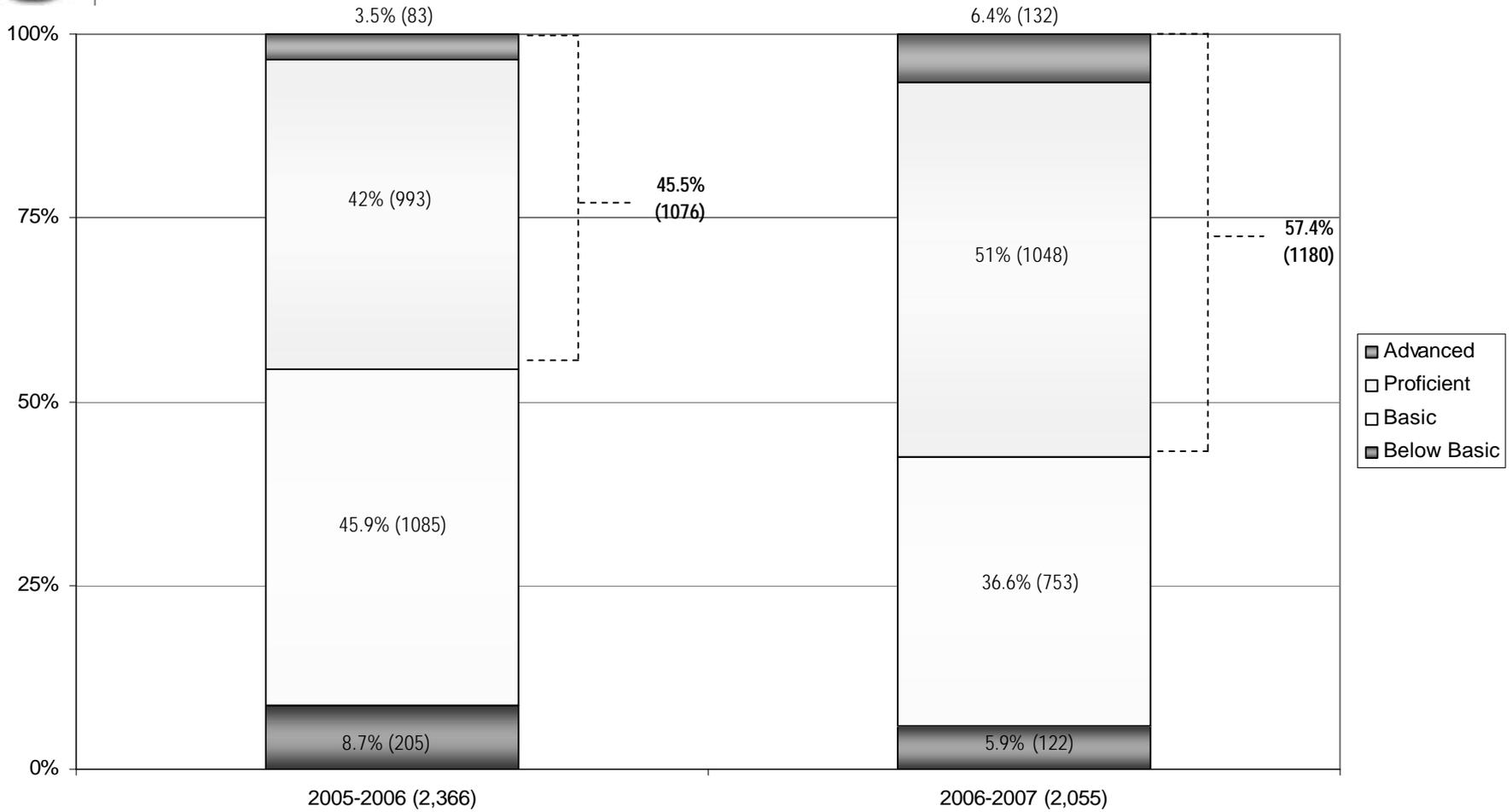
District Trend in PSSA Performance Grade 5 Writing





EXCELLENCE
FOR ALL

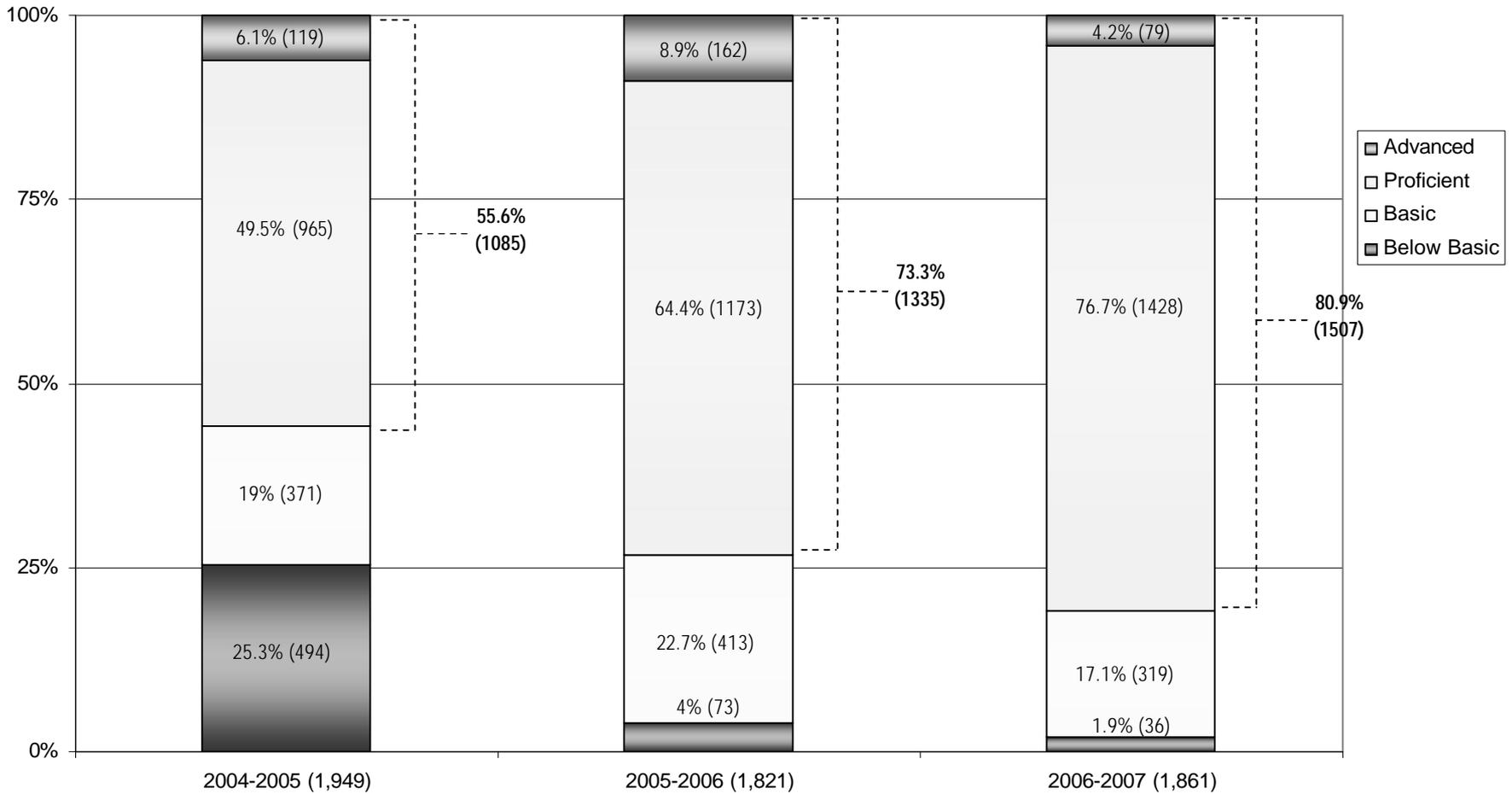
District Trend in PSSA Performance Grade 8 Writing





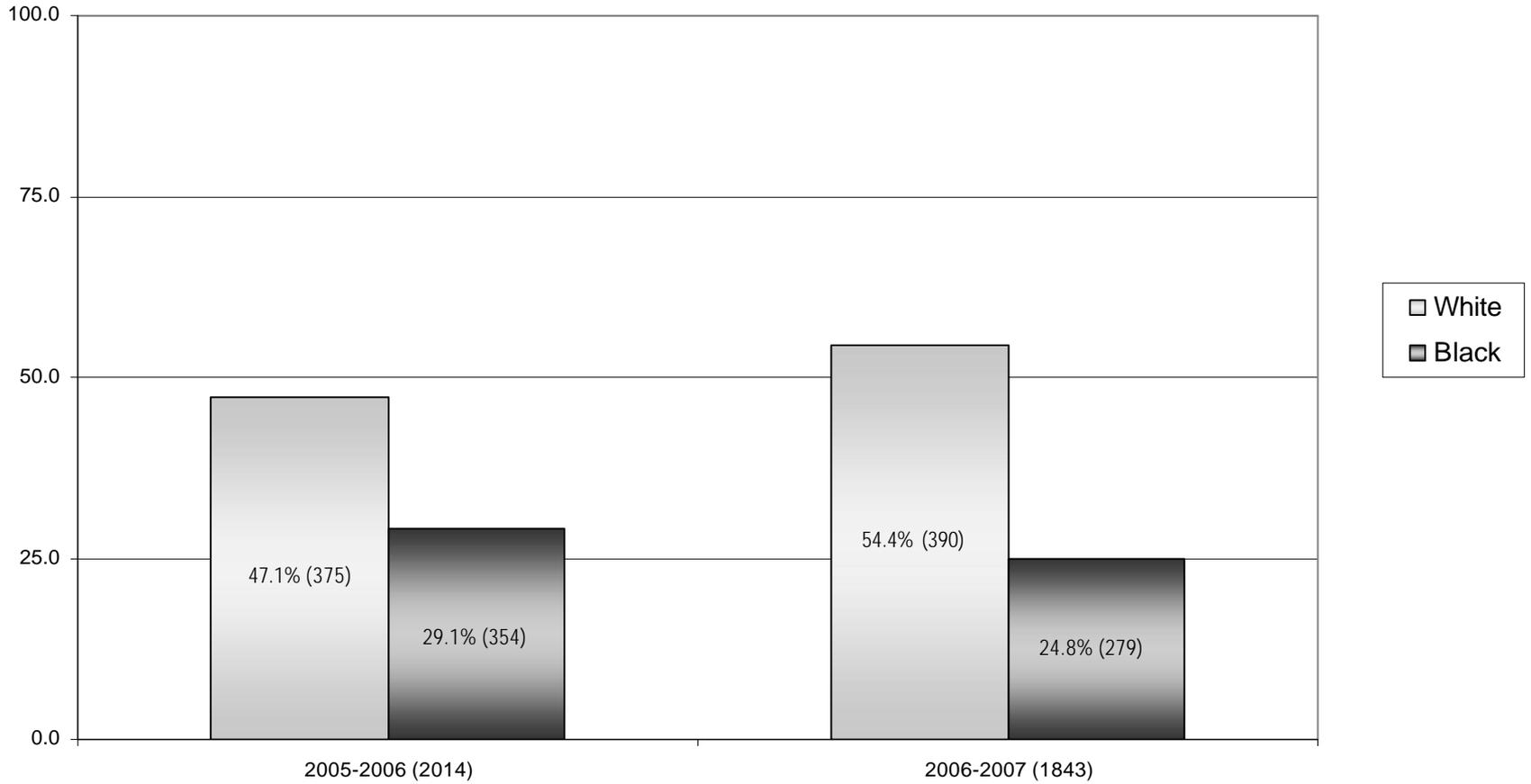
EXCELLENCE
FOR ALL

District Trend in PSSA Performance Grade 11 Writing



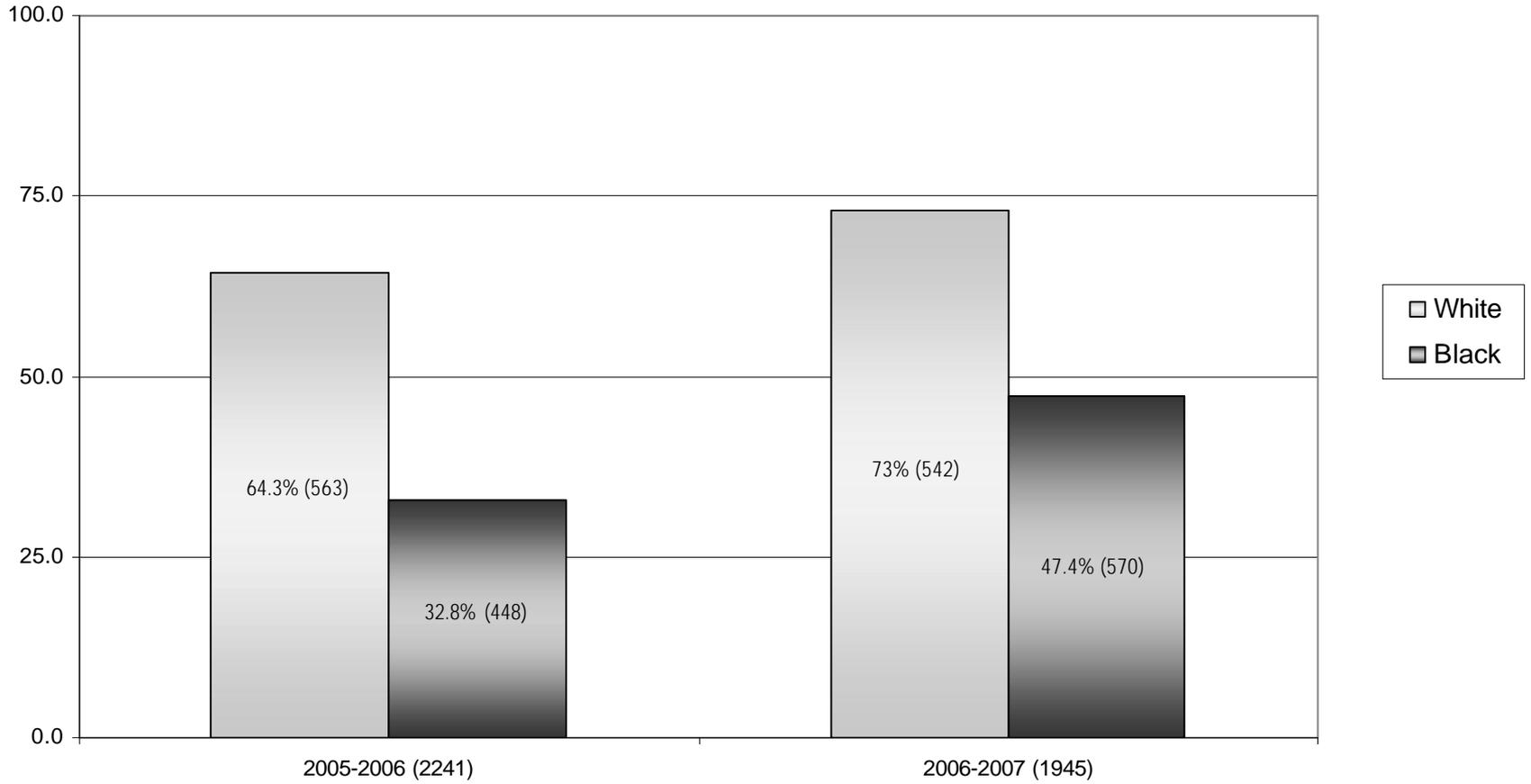


Academic Achievement Disparity PSSA Performance % Proficient or Advanced Grade 5 Writing



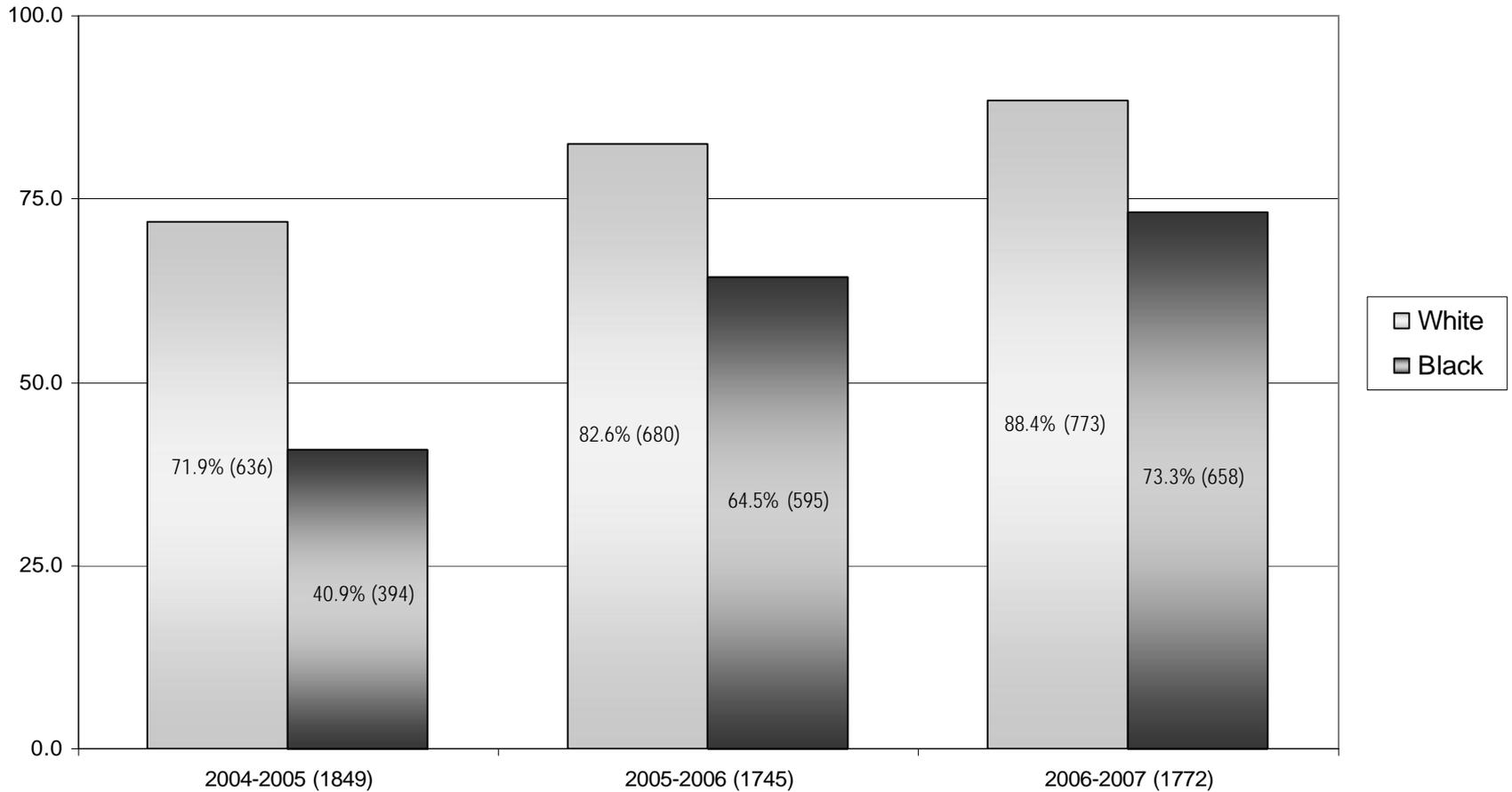


Academic Achievement Disparity PSSA Performance % Proficient or Advanced Grade 8 Writing

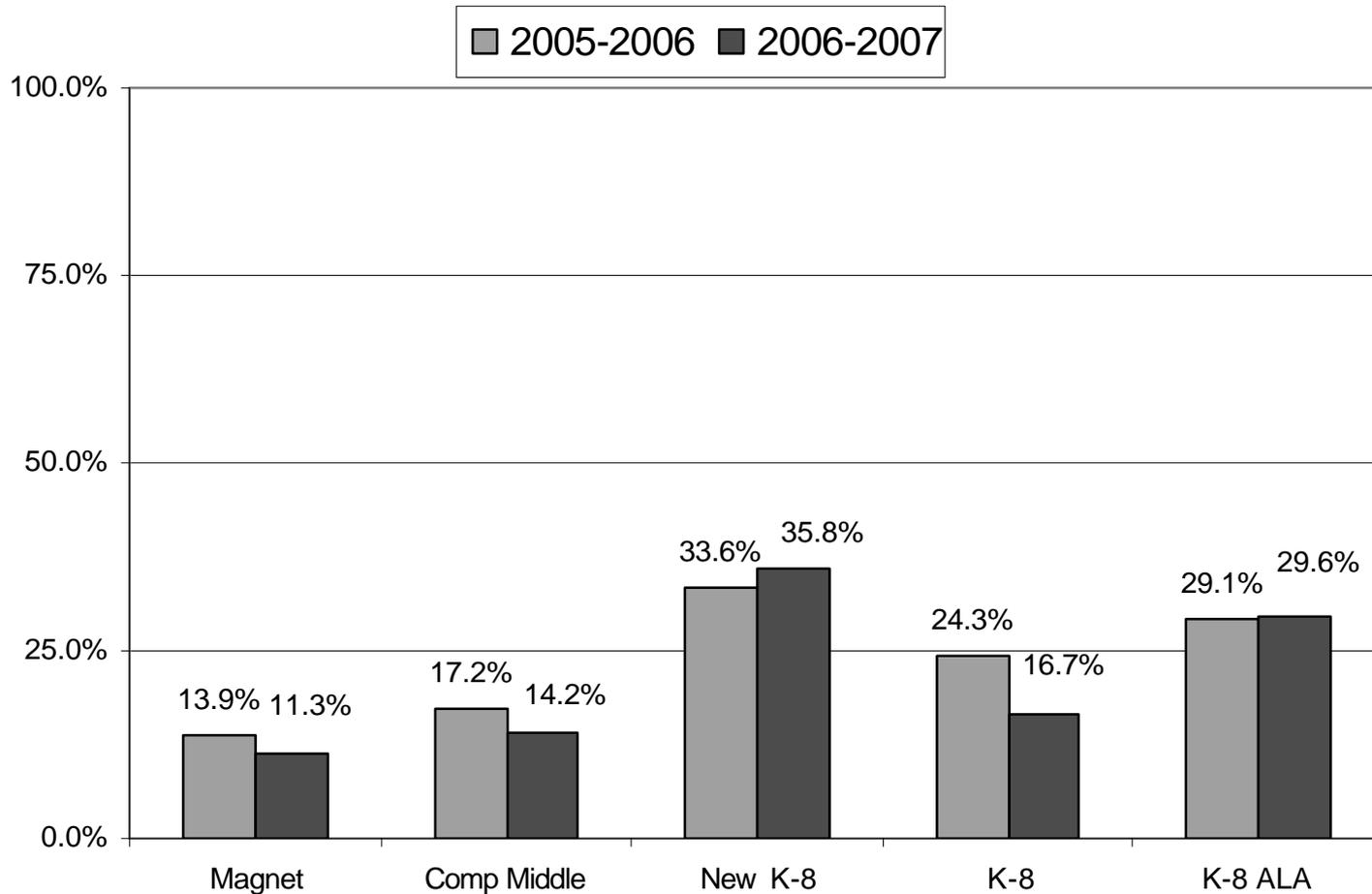




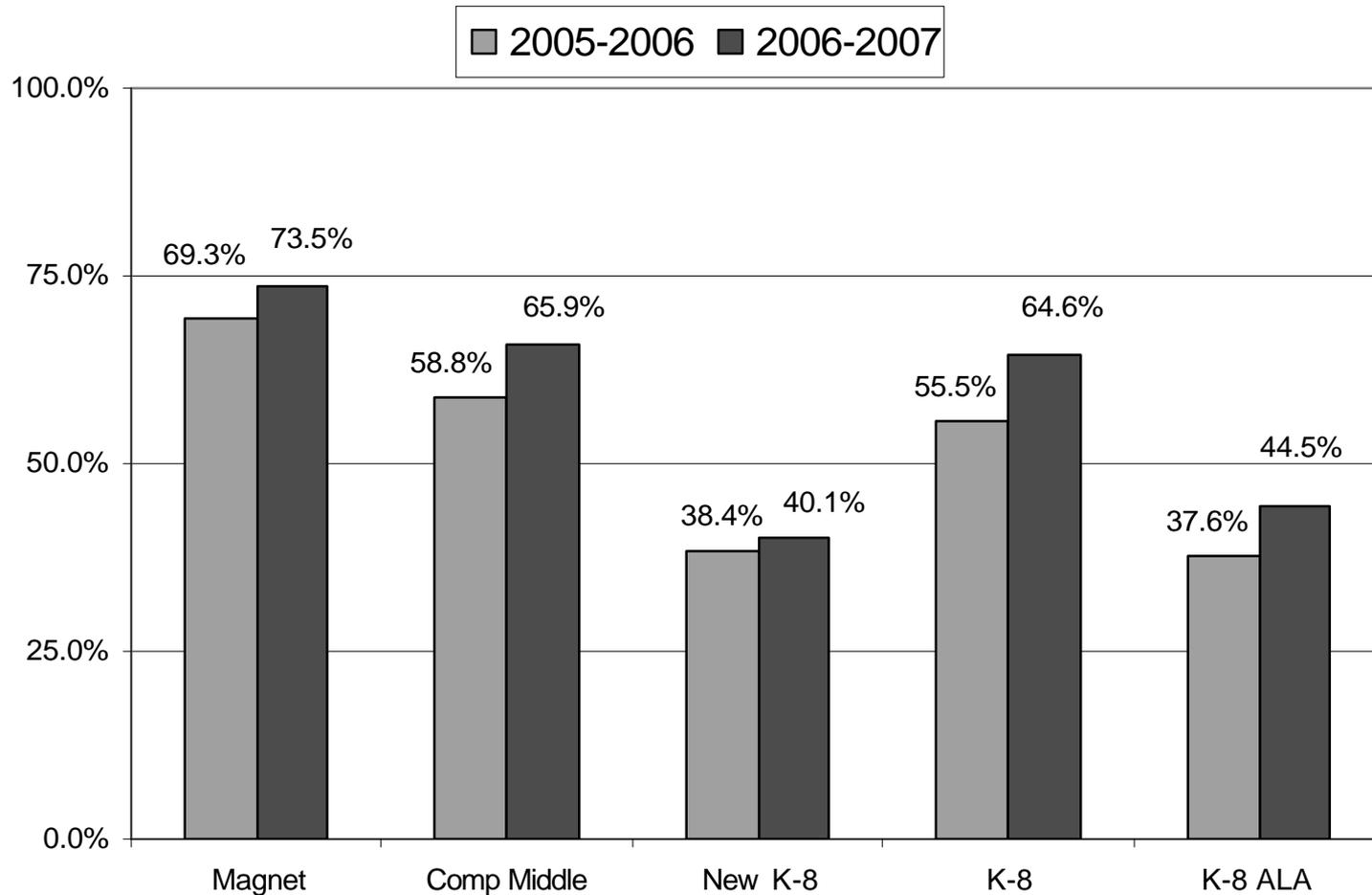
Academic Achievement Disparity PSSA Performance % Proficient or Advanced Grade 11 Writing



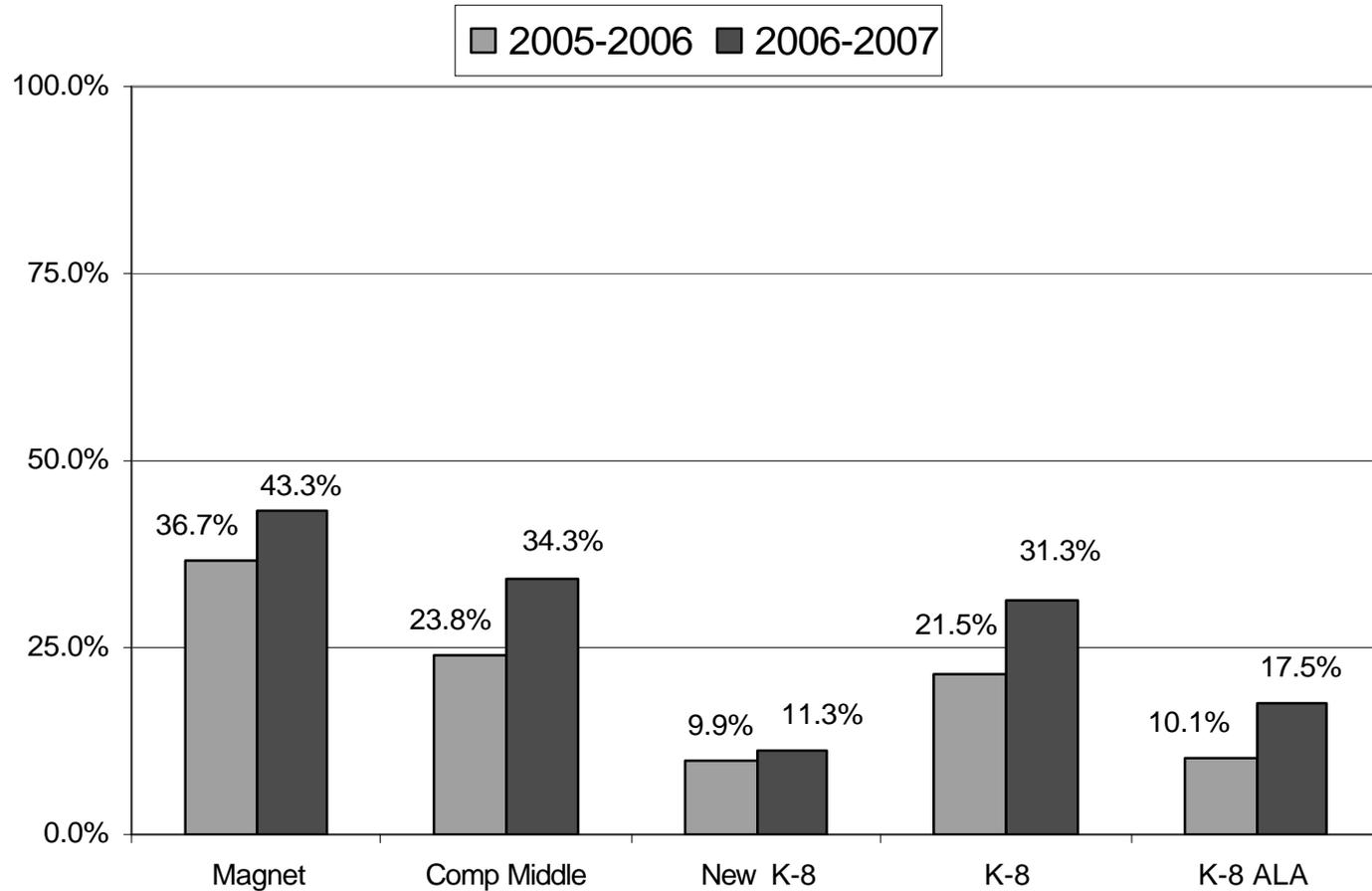
2-Year Longitudinal Performance by School Type Grade 7 to 8 Reading % Below Basic



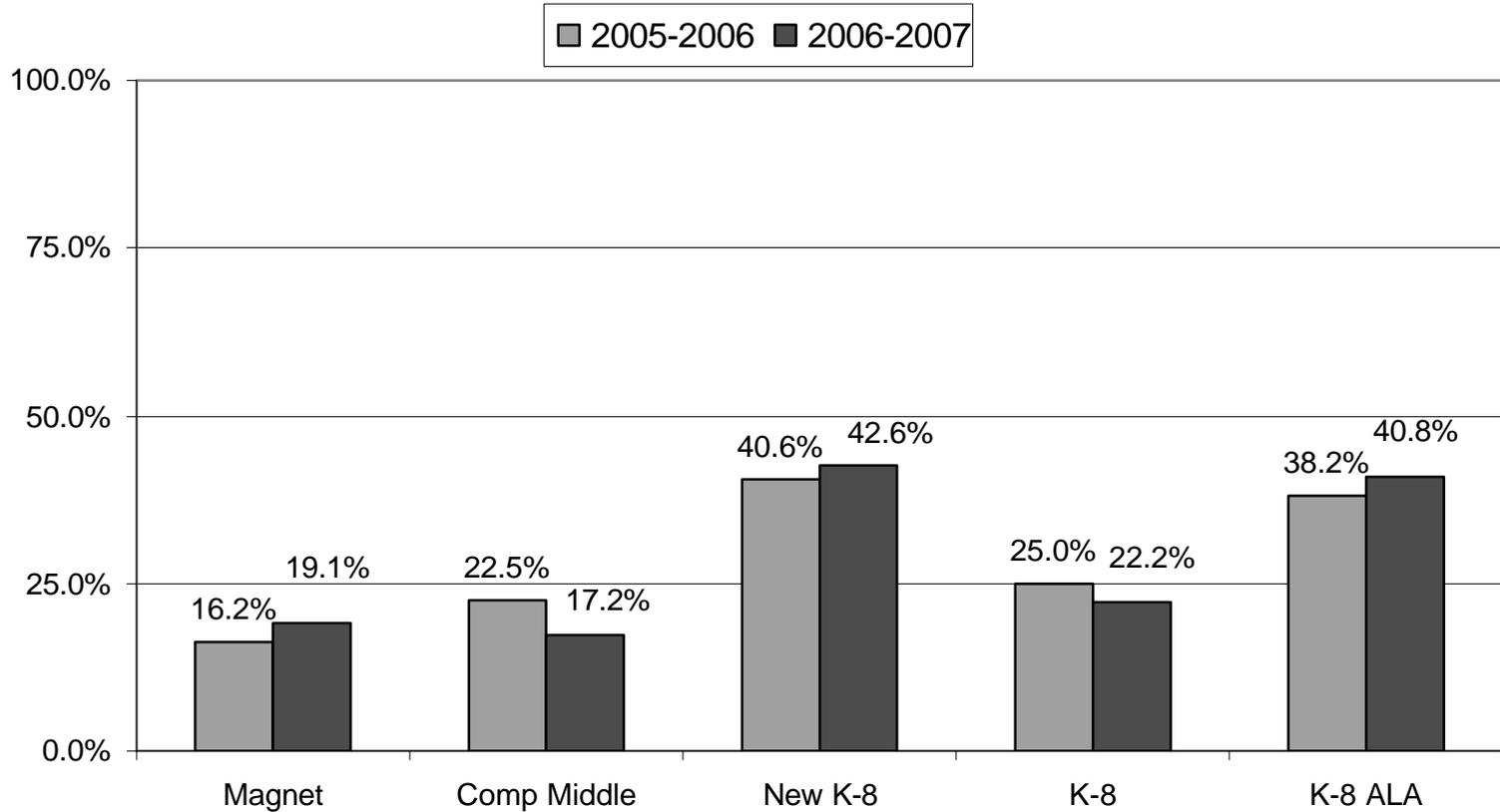
2-Year Longitudinal Performance by School Type Grade 7 to 8 Reading % Proficient or Advanced



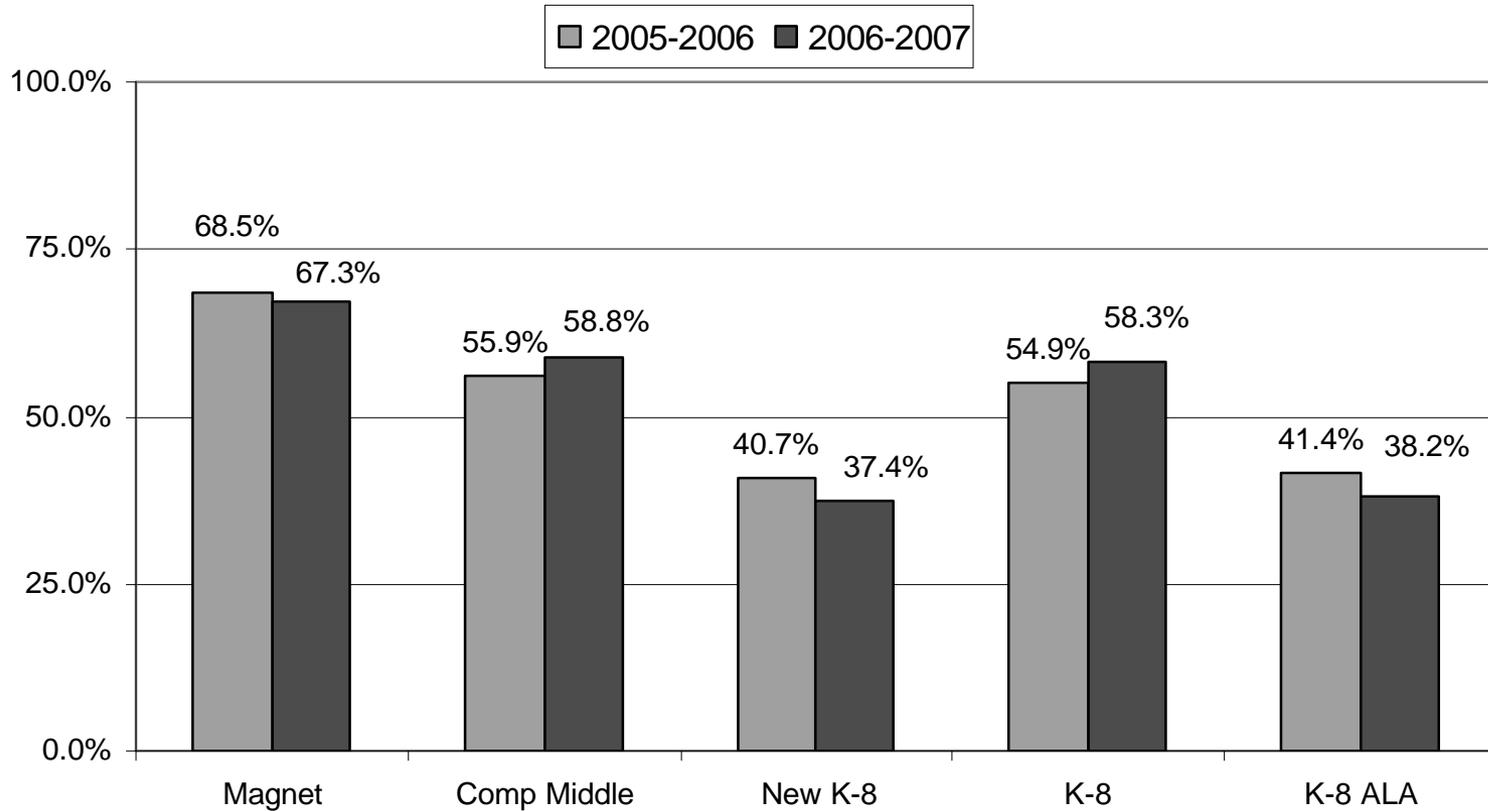
2-Year Longitudinal Performance by School Type Grade 7 to 8 Reading % Advanced



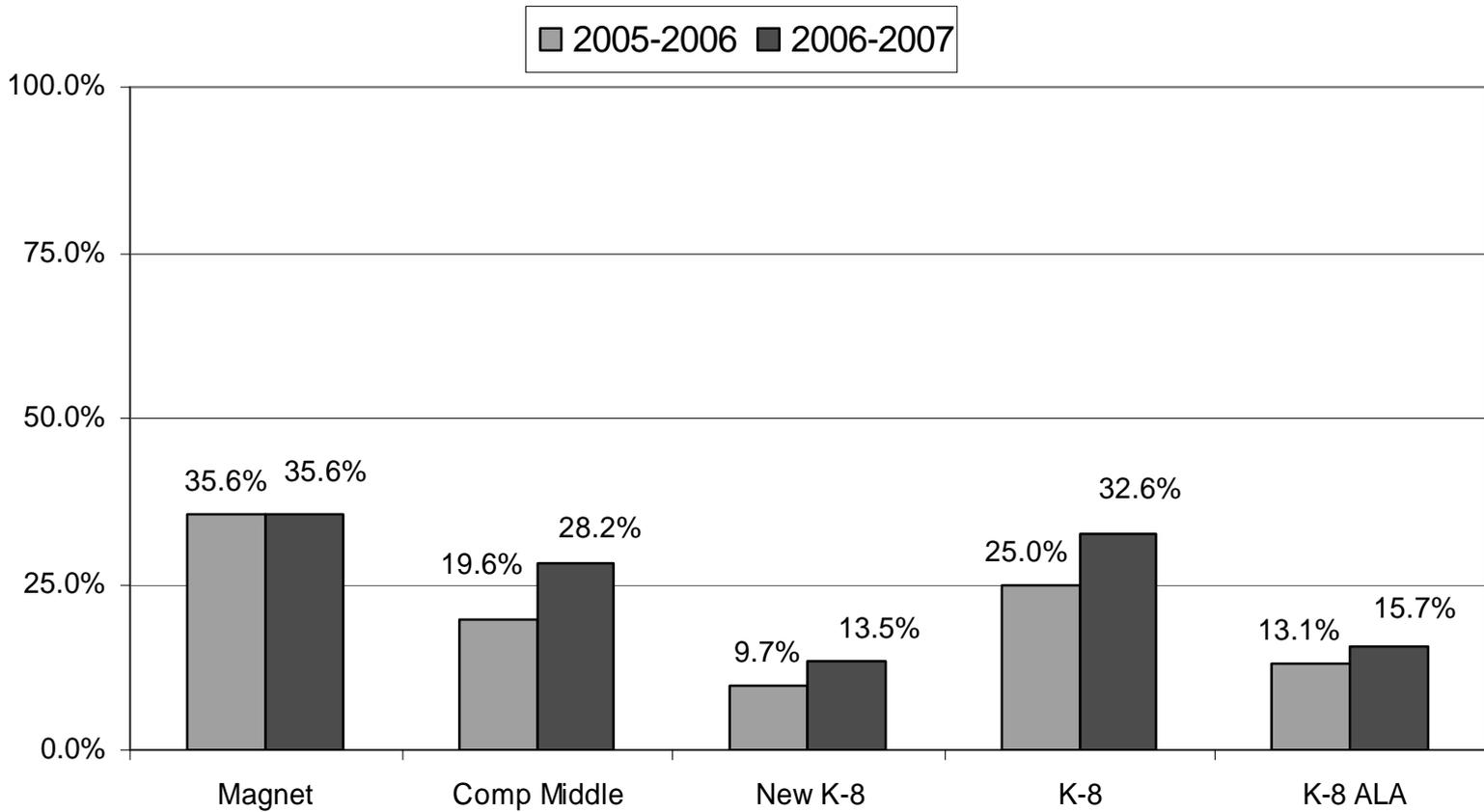
2-Year Longitudinal Performance by School Type Grade 7 to 8 Mathematics % Below Basic



2-Year Longitudinal Performance by School Type Grade 7 to 8 Mathematics % Proficient or Advanced



2-Year Longitudinal Performance by School Type Grade 7 to 8 Mathematics % Advanced



AYP: Adequate Yearly Progress

Achievement of African American Students

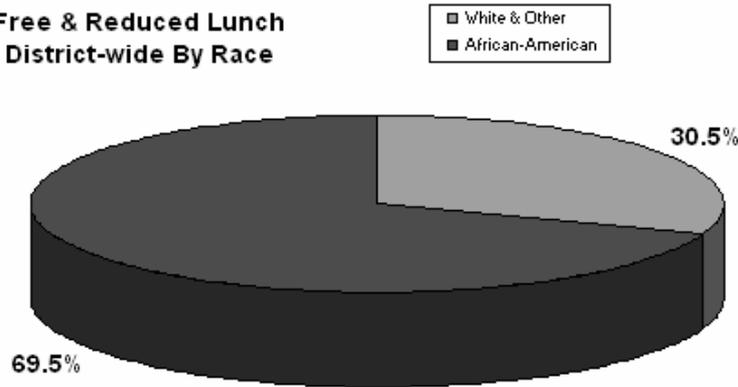


Under NCLB subgroups are designated by race, socio-economic class, ELL status, and IEP status (special education)

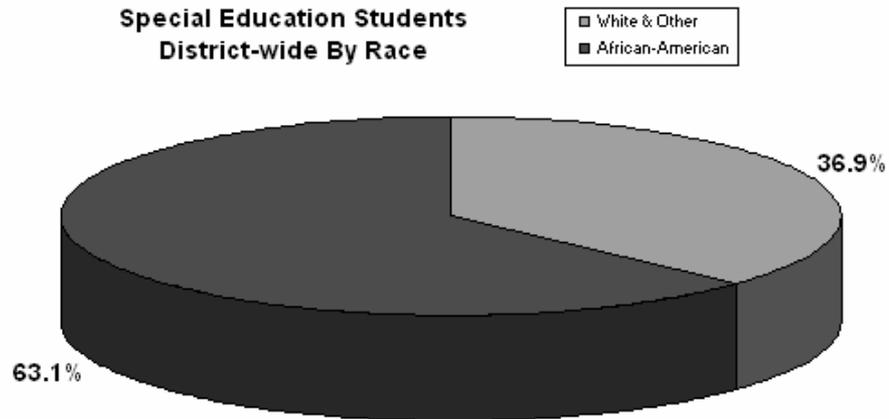


In PPS, there is a great deal of overlap between groups

**Free & Reduced Lunch
District-wide By Race**



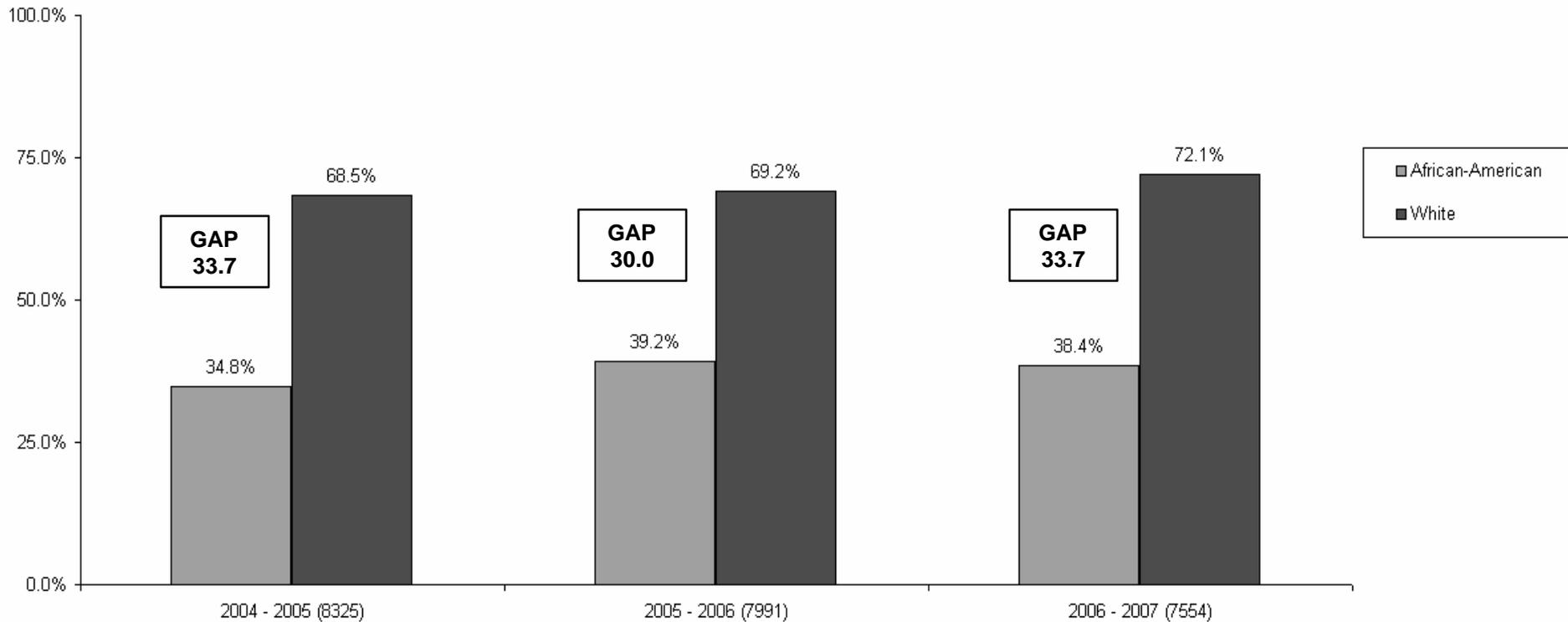
**Special Education Students
District-wide By Race**



Reading Grades 3-11

Although the achievement of African American students is higher than 2004-05, the disparity in reading achievement is unchanged.

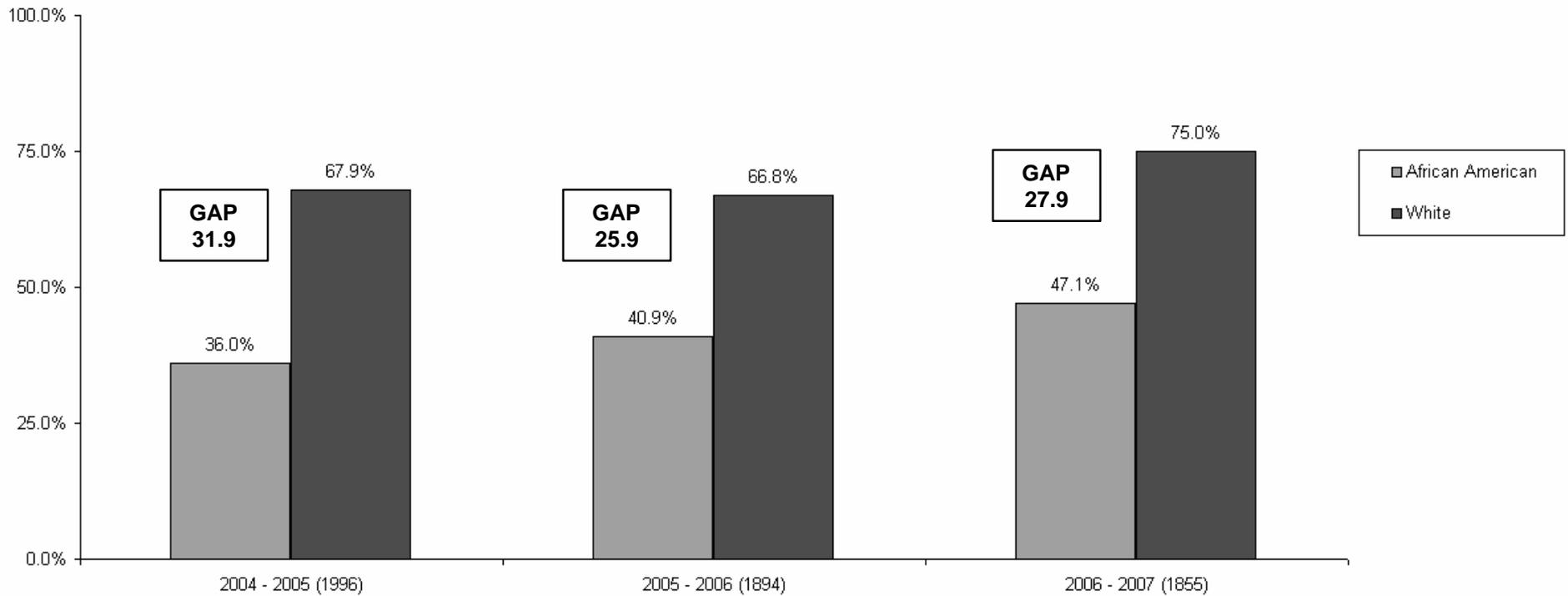
Academic Disparity
PSSA Performance
District-Level Performance Levels
Grade 3,5,8,11 Reading



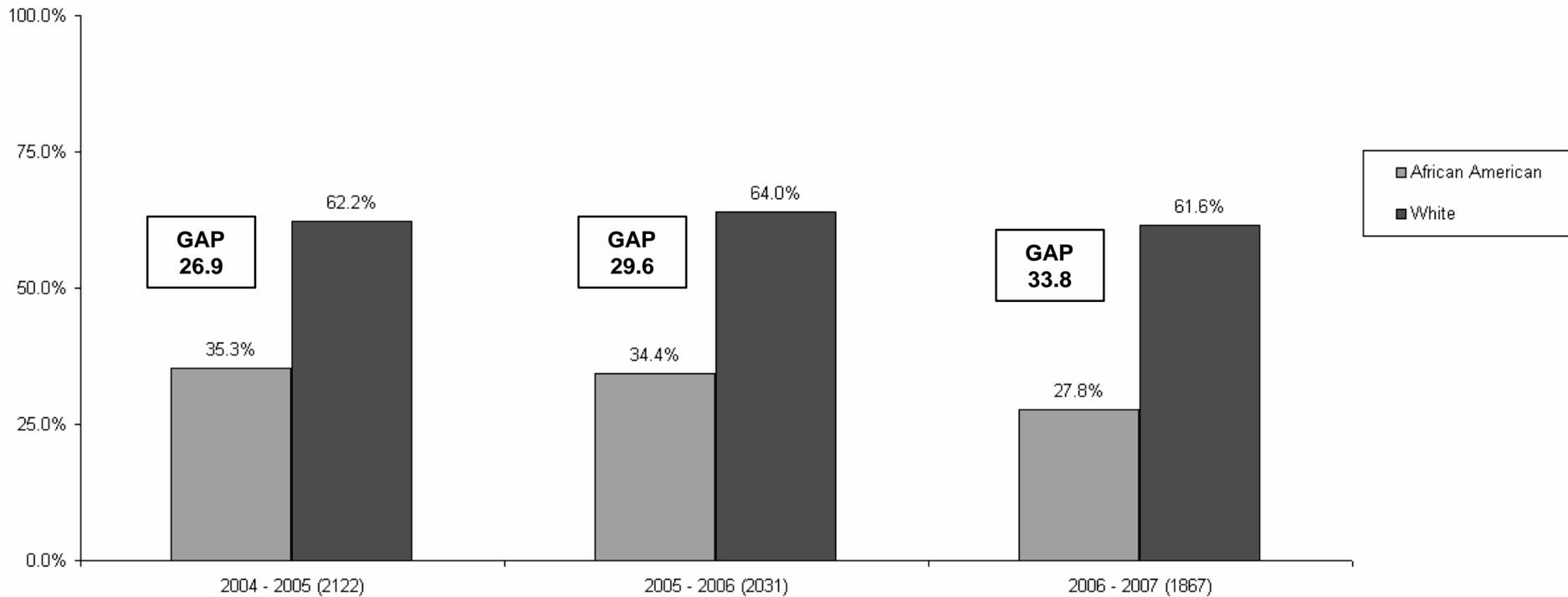
Third Grade shows best results

- **Achievement is higher for African American student and for all students**
- **Disparity is smaller over two years**

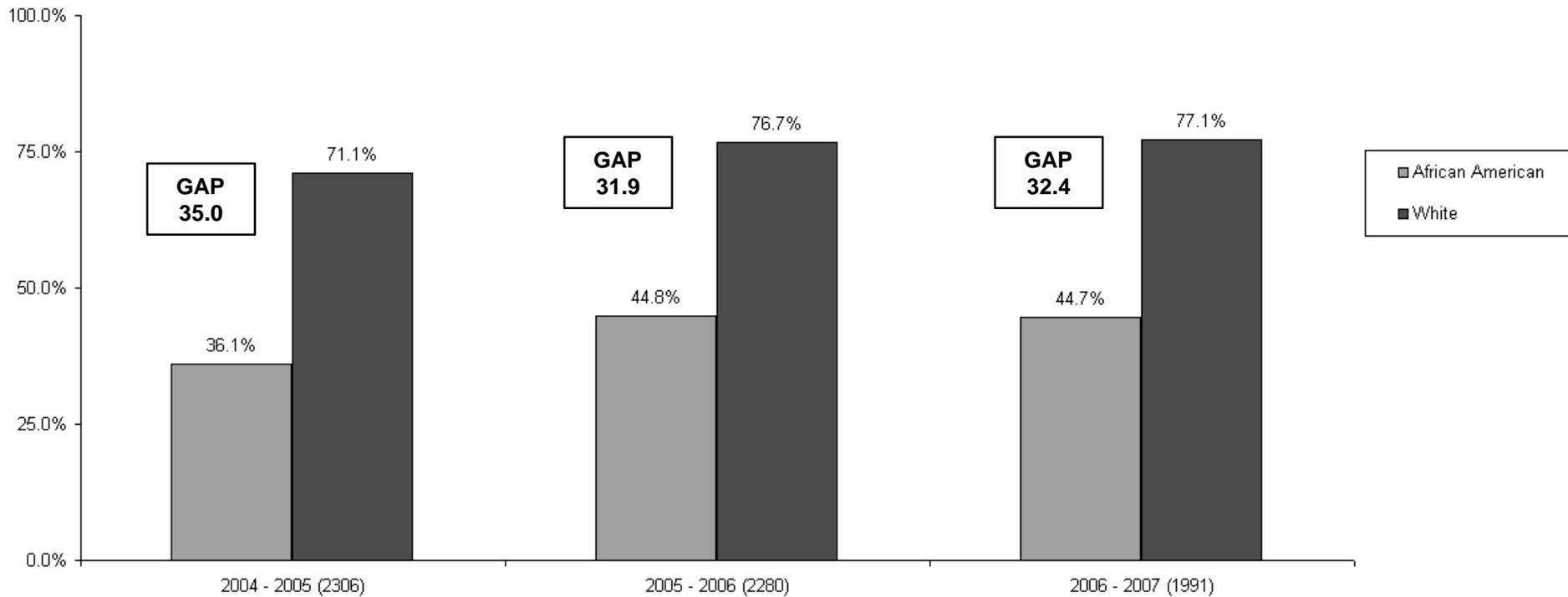
Academic Disparity
PSSA Performance
District-Level Performance Levels
Grade 3 Reading



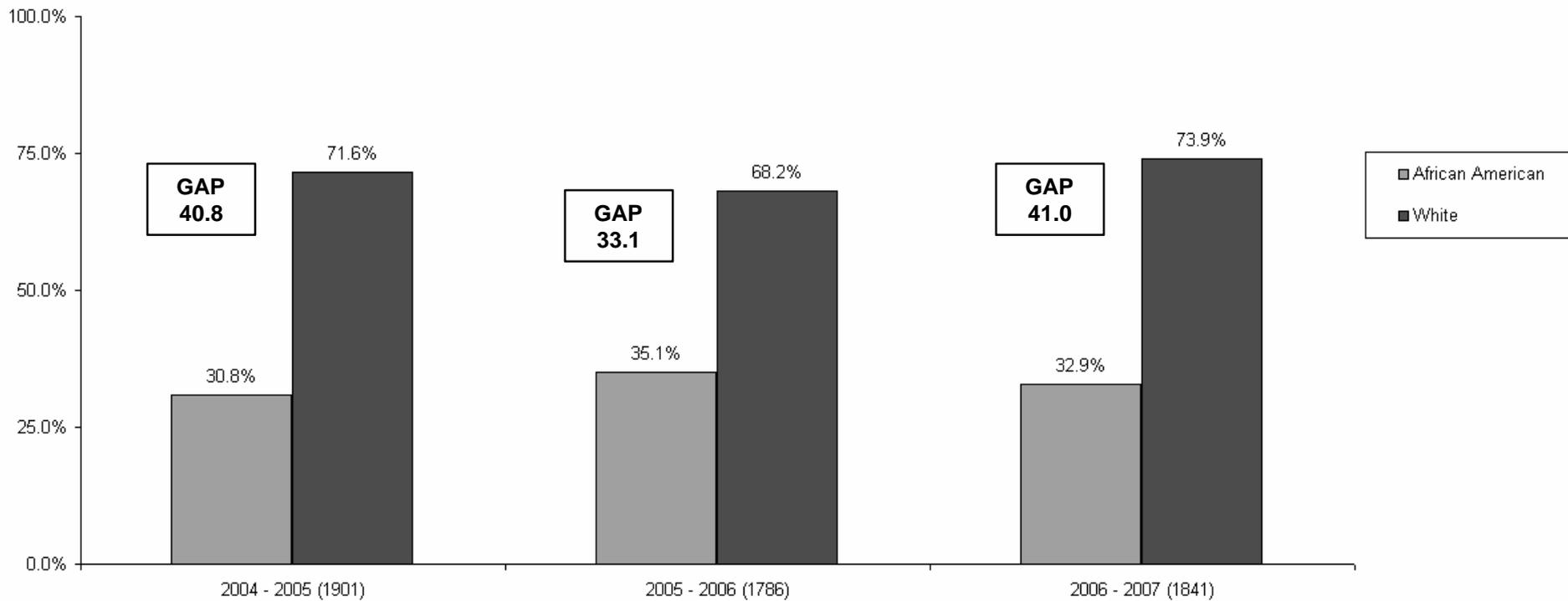
Academic Disparity
PSSA Performance
District-Level Performance Levels
Grade 5 Reading



Academic Disparity
PSSA Performance
District-Level Performance Levels
Grade 8 Reading



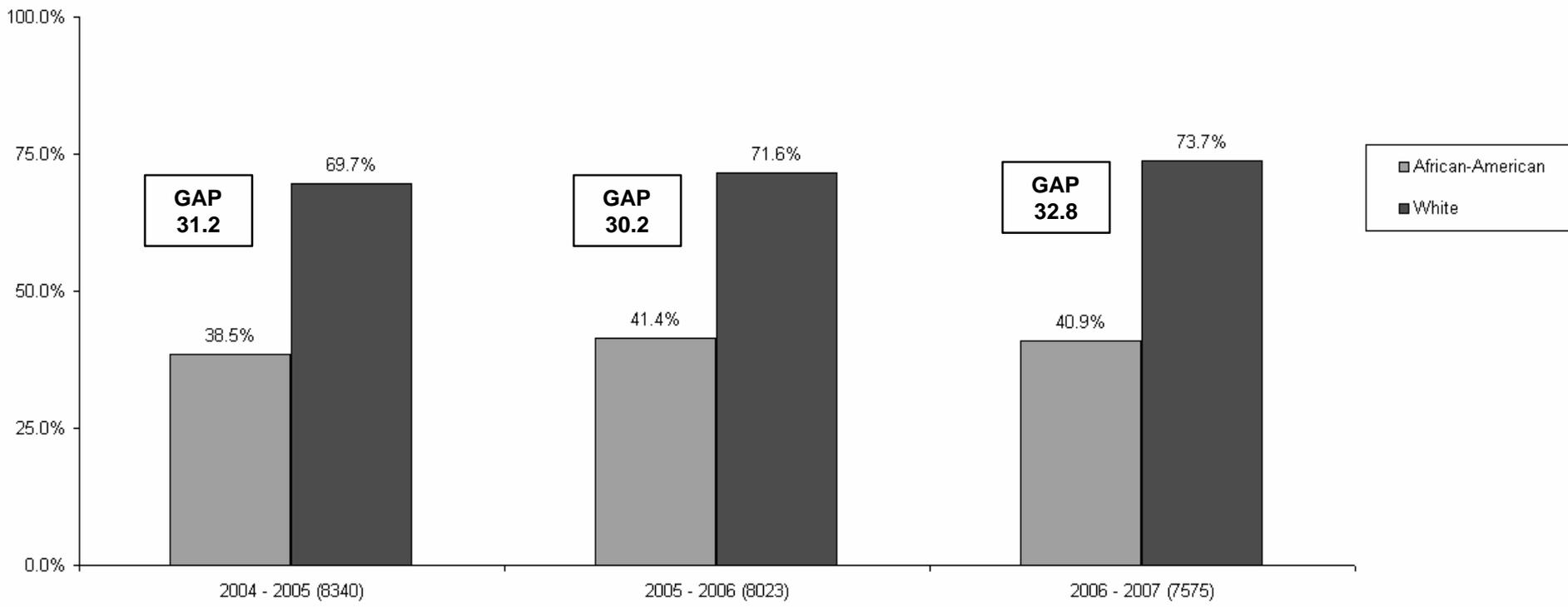
Academic Disparity
PSSA Performance
District-Level Performance Levels
Grade 11 Reading



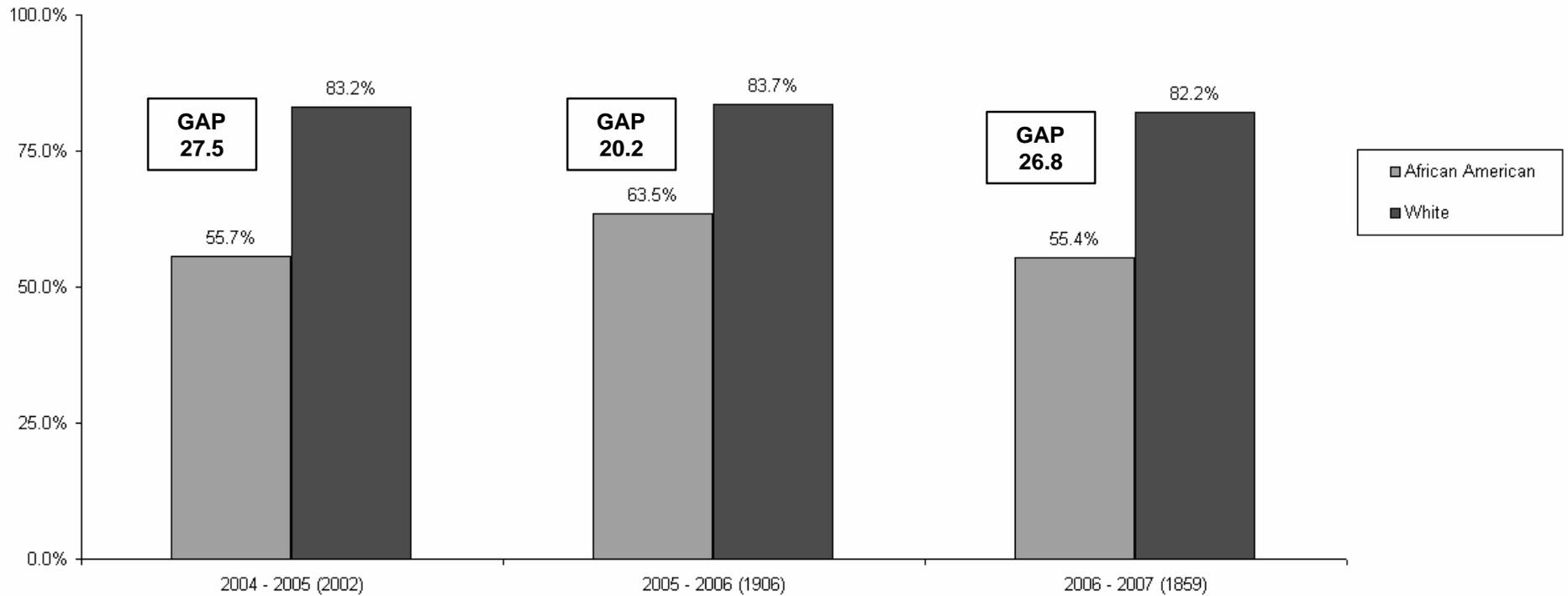
Math Grades 3, 5, 8 ,11

Although math achievement is slightly higher over the two years, the gap has opened slightly.

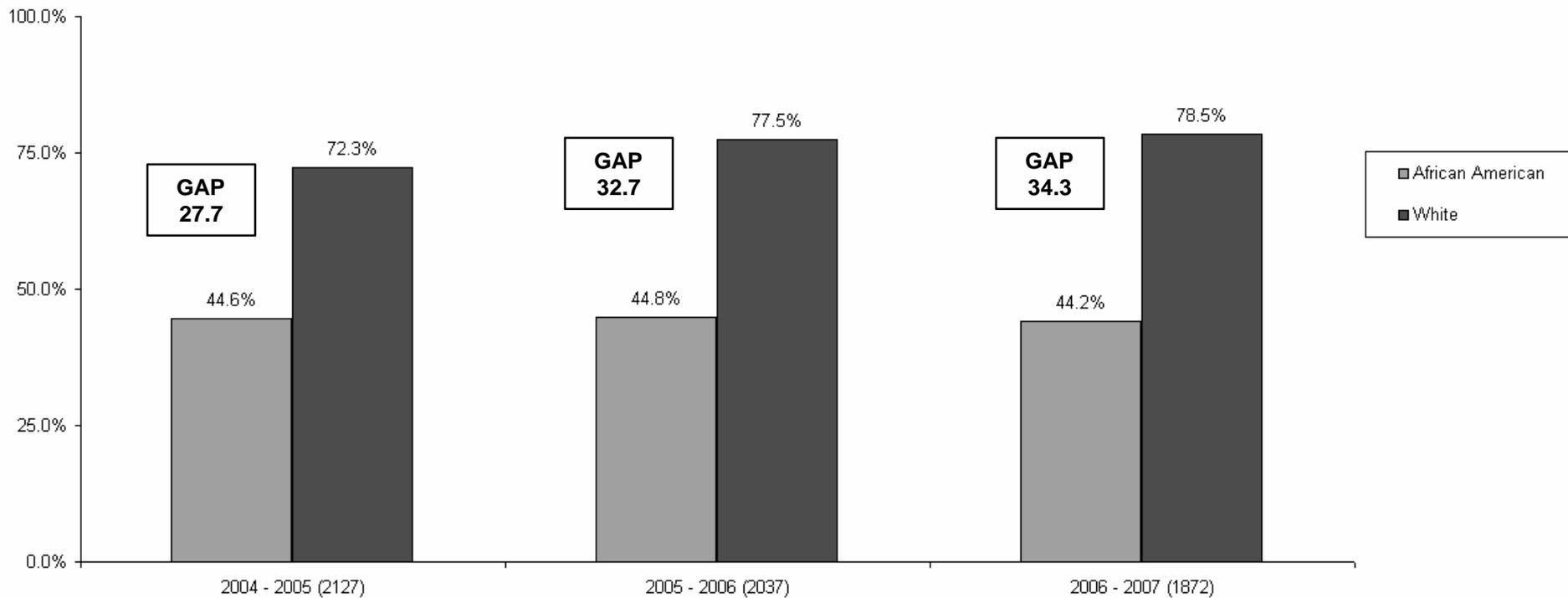
Academic Disparity
PSSA Performance
District-Level Performance Levels
Grade 3,5,8,11 Mathematics



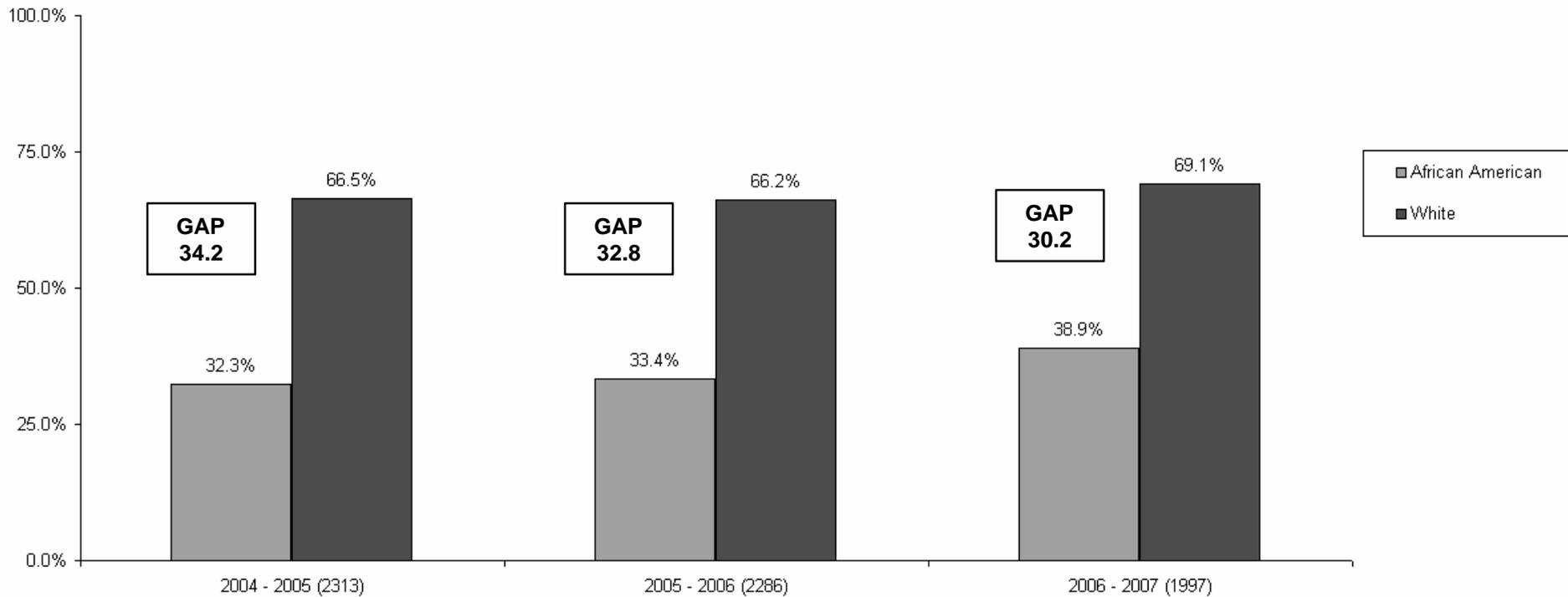
Academic Disparity
PSSA Performance
District-Level Performance Levels
Grade 3 Mathematics



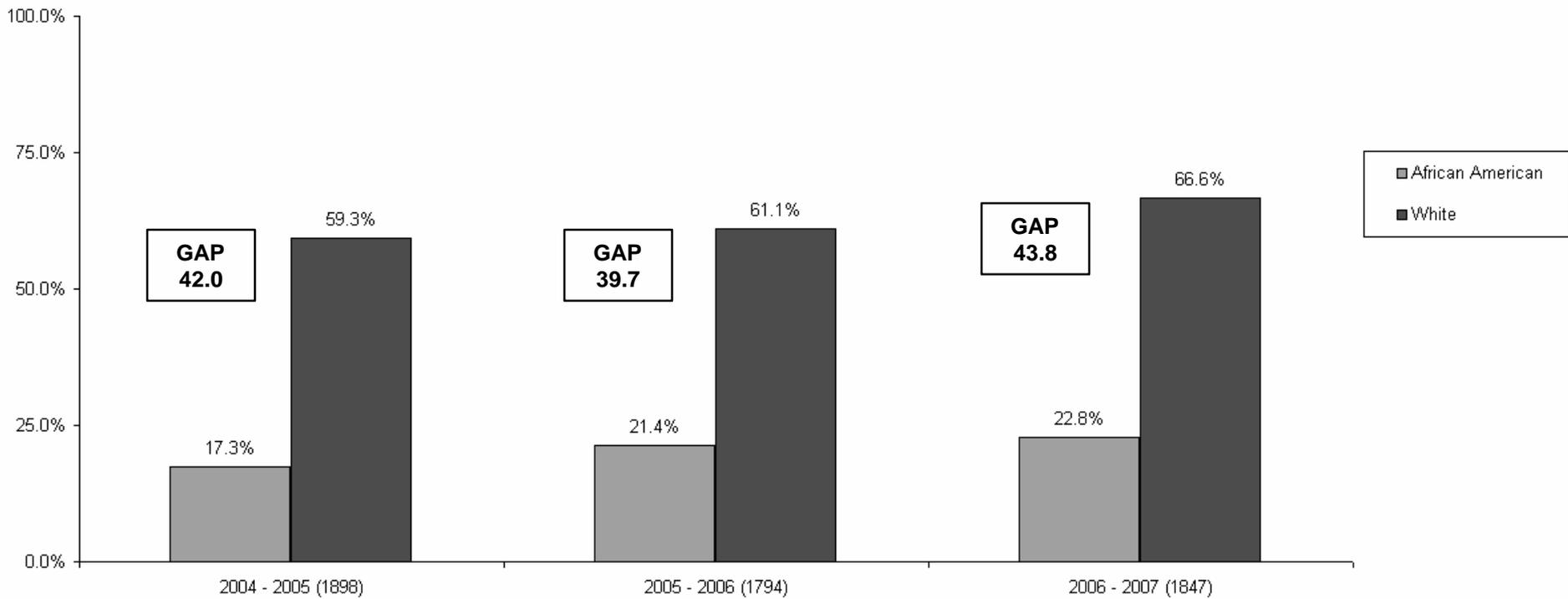
Academic Disparity
PSSA Performance
District-Level Performance Levels
Grade 5 Mathematics



Academic Disparity
PSSA Performance
District-Level Performance Levels
Grade 8 Mathematics

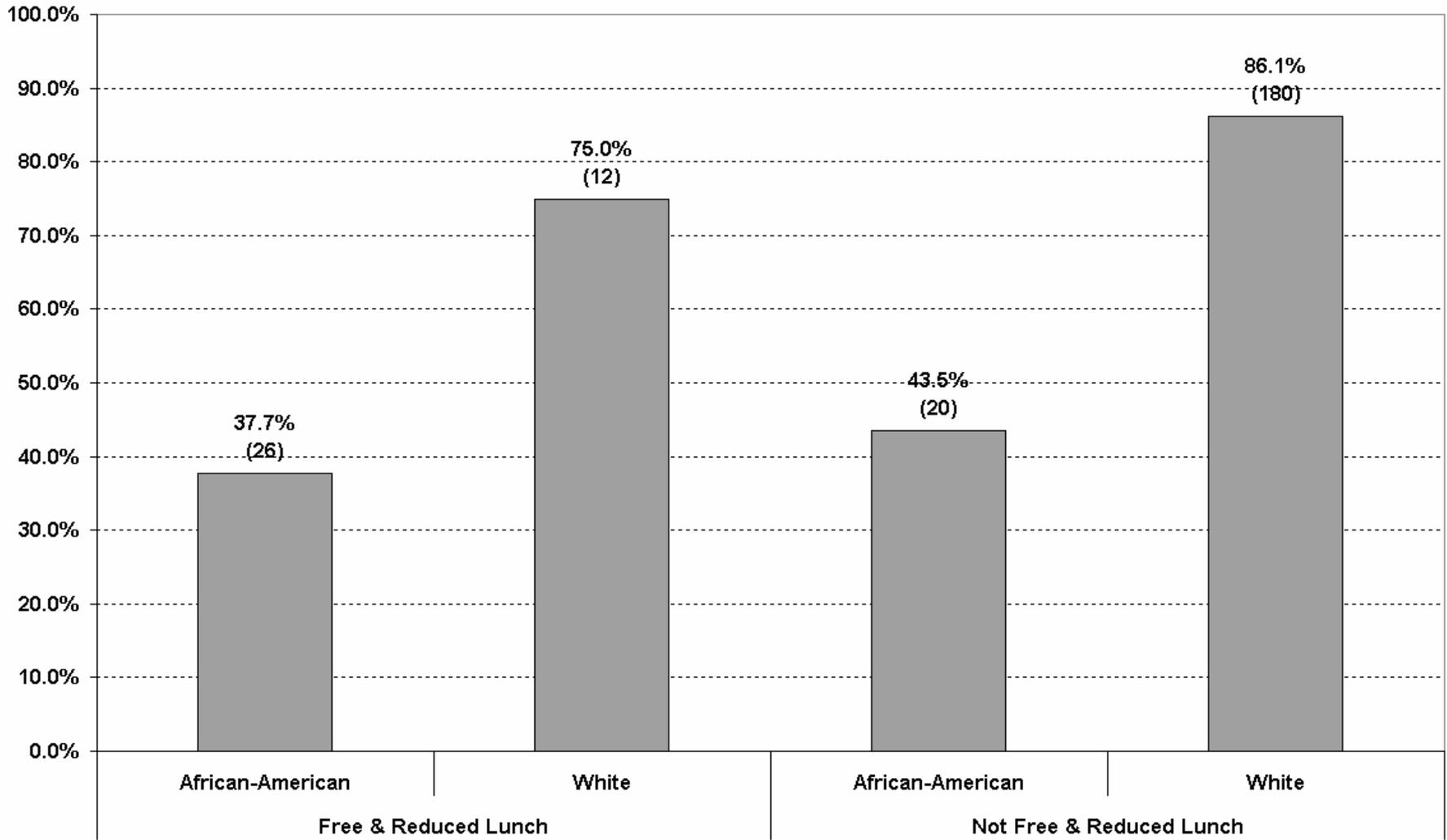


Academic Disparity
PSSA Performance
District-Level Performance Levels
Grade 11 Mathematics



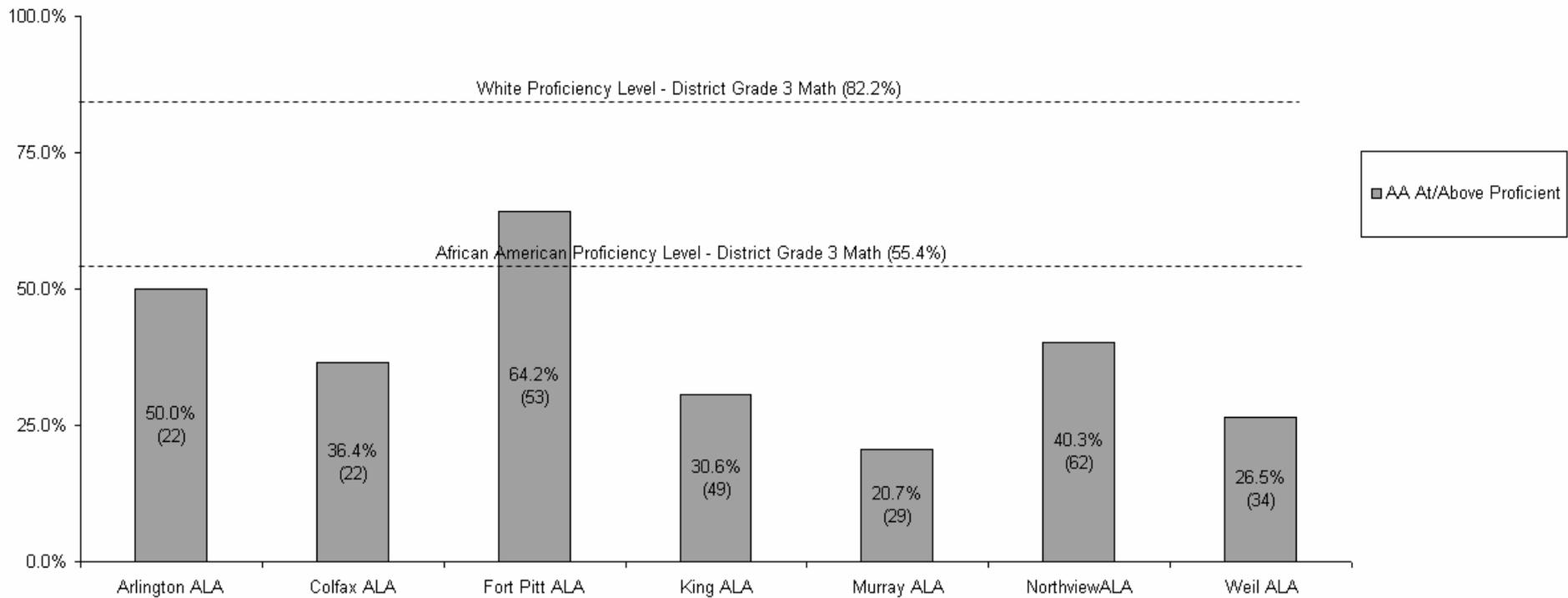
**As in most urban districts,
poverty is a factor in
achievement, however, race
is a larger factor.**

ALLDERDICE HIGH SCHOOL
Grade 11 Reading % Proficient + Advanced



There is wide variance in the achievement levels of African American students across the district.

**Academic Disparity
PSSA Performance
Accelerated Learning Academies
Grade 3 Mathematics**



Addressing Disparities Excellence for All

- **Rigorous Curriculum**
- **Professional Development**
- **Coaching Model**
- **Accelerated Learning Academies**
- **School and District Leadership**
- **School Plans for Excellence (SPEs)**
- **High School Reform**

Addressing Disparities Excellence for All

- **Early Childhood rigor and participation**
- **Collect and use benchmark data**
- **Relationship to safe and orderly schools**
 - **PBIS, suspension disparity**
- **Family and Community Engagement**

Additional Efforts- Immediate

- **Deepen the work in ways which are specific to the needs of African American students**
 - Teaching
 - Curriculum
 - Leadership
- **Study “Positive Deviance”**
 - Locally
 - State and national, Stanton Elementary

Additional Effort, Medium Term

- **Establish Benchmark Districts and initiate outside review.**
- **Establish Task Force to make recommendations based on district data, benchmark report, and research**
- **Investigate resource allocation, expectations, and teacher preparation**
- **Explore pilot projects in selected schools**

Long Term

- **Review the implementation and the results of EFA strategies**
- **Review the implementation and results of additional immediate efforts**
- **Confer with Benchmark districts**
- **Make adjustments based on student data**