

# Exhibit A

Highlights of PPS Student Data, reorganized according to the indicators proposed by the National Academies of Sciences, Engineering and Medicine

*Compiled by: Performance Fact*

# Monitoring Educational Equity

## DOMAINS, INDICATORS, MEASURES

### Monitoring Equity of **OUTCOMES**

DOMAIN	INDICATORS	CONSTRUCTS TO MEASURE
A Kindergarten Readiness	<b>A-1</b> Disparities in Academic Readiness	<ul style="list-style-type: none"> <li>• Reading/literacy skills</li> <li>• Numeracy/math skills</li> </ul>
	<b>A-2</b> Disparities in Self-Regulation and Attention Skills	<ul style="list-style-type: none"> <li>• Self-regulation skills</li> <li>• Attention skills</li> </ul>
B K–12 Learning and Engagement	<b>B-3</b> Disparities in Engagement in Schooling	<ul style="list-style-type: none"> <li>• Attendance/absenteeism</li> <li>• Academic engagement</li> </ul>
	<b>B-4</b> Disparities in Performance in Coursework	<ul style="list-style-type: none"> <li>• Success in classes</li> <li>• Accumulating credits (being on track to graduate)</li> <li>• Grades, GPA</li> </ul>
	<b>B-5</b> Disparities in Performance on Tests	<ul style="list-style-type: none"> <li>• Achievement in reading, math, and science</li> <li>• Learning growth in reading, math, and science achievement</li> </ul>
C Educational Attainment	<b>C-6</b> Disparities in On-Time Graduation	<ul style="list-style-type: none"> <li>• On-time graduation</li> </ul>
	<b>C-7</b> Disparities in Postsecondary Readiness	<ul style="list-style-type: none"> <li>• Enrollment in college, entry into the workforce, enlistment in the military</li> </ul>

Reference: Monitoring Educational Equity | The National Academies of Sciences, Engineering, and Medicine (2019)

(continued)

## Monitoring Equity of **ACCESS**

DOMAIN	INDICATORS	CONSTRUCTS TO MEASURE
D Extent of Racial, Ethnic, and Economic Segregation	8 <b>Disparities in Students' Exposure to Racial, Ethnic, and Economic Segregation</b>	<ul style="list-style-type: none"> <li>• Concentration of poverty in schools</li> <li>• Racial segregation within and across schools</li> </ul>
E Equitable Access to High-Quality Early Learning Programs	9 <b>Disparities in Access to and Participation in High-Quality Pre-K Programs</b>	<ul style="list-style-type: none"> <li>• Availability of licensed pre-K programs</li> <li>• Participation in licensed pre-K programs</li> </ul>
F Equitable Access to High-Quality Curricula and Instruction	10 <b>Disparities in Access to Effective Teaching</b>	<ul style="list-style-type: none"> <li>• Teachers' years of experience</li> <li>• Teachers' credentials, certification</li> <li>• Racial and ethnic diversity of the teaching force</li> </ul>
	11 <b>Disparities in Access to and Enrollment in Rigorous Coursework</b>	<ul style="list-style-type: none"> <li>• Availability and enrollment in advanced, rigorous course work</li> <li>• Availability and enrollment in advanced placement, international baccalaureate, and dual enrollment programs</li> <li>• Availability and enrollment in gifted and talented programs</li> </ul>
	12 <b>Disparities in Curricular Breadth</b>	<ul style="list-style-type: none"> <li>• Availability and enrollment in coursework in the arts, social sciences, sciences, and technology</li> </ul>
	13 <b>Disparities in Access to High-Quality Academic Supports</b>	<ul style="list-style-type: none"> <li>• Access to and participation in formalized systems of tutoring or other types of academic supports, including special education services and services for English learners</li> </ul>
G Equitable Access to Supportive School and Classroom Environments	14 <b>Disparities in School Climate</b>	<ul style="list-style-type: none"> <li>• Perceptions of safety, academic support, academically focused culture, and teacher- student trust</li> </ul>
	15 <b>Disparities in Non-exclusionary Discipline Practices</b>	<ul style="list-style-type: none"> <li>• Out-of-school suspensions and expulsions</li> </ul>
	16 <b>Disparities in Nonacademic Supports for Student Success</b>	<ul style="list-style-type: none"> <li>• Supports for emotional, behavioral, mental, and physical health</li> </ul>

Reference: [Monitoring Educational Equity](#) | The National Academies of Sciences, Engineering, and Medicine (2019)

## Domain B: K-12 Learning &amp; Engagement

(Ref: National Academies of Sciences, Engineering &amp; Medicine)

B-3 Engagement in Schooling	Year	Districtwide	American Indian/ Alaskan Native	Asian, Native Hawaiian, or Pacific Islander	Black/ African American	Hispanic/ Latino	Multi-Racial	White	English Learner	Low-Income	Students with Disabilities
Percentage of students chronically absent	2020	16%	*	14%	11%	30%	5%	40%	7%	31%	28%
Discipline Index - % suspension rate divided by % of total enrollment	2020		*	0.0	0.0	3.3	6.1	0.0	0.0	4.3	4.7
B-5 Performance on State Tests	Year										
Students meeting state standards in <b>English Language Arts assessment Grade 4</b> - # out of every 20 students	2020	15	*	17	7	13	18	16	13	8	13
Students meeting state standards in <b>Mathematics assessment Grade 4</b> - # out of every 20 students	2020	13	*	18	5	10	19	13	13	6	10
Students meeting state standards in <b>Science assessment Grade 5</b> - # out of every 20 students	2020	12	*	12	4	4	12	16	5	3	5
Students meeting state standards in <b>English Language Arts assessment Grade 8</b> - # out of every 20 students	2020	16	*	18	9	13	18	17	16	9	9
Students meeting state standards in <b>Algebra I assessment</b> - # out of every 20 students	2020	12	*	16	5	7	16	13	10	3	4
Students meeting state standards in <b>Science assessment Grade 8</b> - # out of every 20 students	2020	11	*	15	4	9	17	11	10	2	4
Students meeting state standards in <b>English Language Arts assessment Grade 10</b> - # out of every 20 students	2020	16	*	18	11	9	19	17	7	6	6
Students meeting state standards in <b>Algebra II assessment</b> - # out of every 20 students	2020	14	*	18	*	8	19	13	*	3	7
Students meeting state standards in <b>Biology assessment</b> - # out of every 20 students	2020	12	*	14	4	9	15	13	*	2	4

## Domain C: Educational Attainment

(Ref: National Academies of Sciences, Engineering &amp; Medicine)

C-6 On-Time Graduation	Year	Districtwide	American Indian/ Alaskan Native	Asian, Native Hawaiian, or Pacific Islander	Black/ African American	Hispanic/ Latino	Multi-Racial	White	English Learner	Low-Income	Students with Disabilities
Percentage of students graduating in 4 years (4-year cohort graduation rate)	2020	97	*	100	92	83	100	99	67	80	89

  

C-7 Post-Secondary Readiness	Year	Districtwide	American Indian/ Alaskan Native	Asian, Native Hawaiian, or Pacific Islander	Black/ African American	Hispanic/ Latino	Multi-Racial	White	English Learner	Low-Income	Students with Disabilities
Percentage of graduates who enrolled in 2-year institution (relative to total number of graduates in the student group)	2021	8.8	*	4.4	*	31.6	11.1	5.1	*	40.7	34.5
Percentage of graduates who enrolled in 4-year institution (relative to total number of graduates in the student group)	2021	91.2	*	95.6	*	68.4	88.9	94.9	*	59.3	65.5

## Domain D: Extent of Racial, Ethnic, and Economic Segregation

(Ref: National Academies of Sciences, Engineering &amp; Medicine)

D-8 Disparities in Students' Exposure to Racial, Ethnic, and Economic Segregation	Year	Districtwide	American Indian/ Alaskan Native	Asian, Native Hawaiian, or Pacific Islander	Black/ African American	Hispanic/ Latino	Multi-Racial	White	English Learner	Low-Income	Students with Disabilities
Percentage of students enrolled - Districtwide	2021	3618	0%	22%	6%	15%	8%	49%	4%	12%	16%
Percentage of students enrolled - Community Park School	2021	327	0%	6%	6%	24%	9%	56%	8%	17%	12%
Percentage of students enrolled - Johnson Park School	2021	337	0%	19%	10%	24%	13%	35%	5%	28%	22%
Percentage of students enrolled - Littlebrook School	2021	349	0%	29%	3%	10%	10%	47%	6%	6%	13%
Percentage of students enrolled - Riverside School	2021	283	0%	13%	7%	13%	12%	54%	6%	6%	13%
Percentage of students enrolled - Princeton Middle School	2021	802	0%	21%	7%	17%	7%	49%	3%	13%	15%
Percentage of students enrolled - Princeton High School	2021	1520	0%	26%	4%	12%	7%	50%	2%	8%	12%

## Domain F: Equitable Access to High-Quality Curricula and Instruction

(Ref: National Academies of Sciences, Engineering &amp; Medicine)

F-10 Access to Effective Teaching	Year	Districtwide	American Indian/ Alaskan Native	Asian, Native Hawaiian, or Pacific Islander	Black/ African American	Hispanic/ Latino	Multi-Racial	White
Racial and ethnic diversity of the teaching force	2021	348	0%	6%	4%	8%	0%	82%

## F-11 Access to and Enrollment in Rigorous Coursework (AP Classes)

Participation Rates  
(% of students enrolled in...)

AP World History	2020	253	0%	30%	3%	3%	8%	56%
AP U.S. History	2020	166	0%	36%	1%	4%	10%	49%
AP English Language and Composition	2020	148	0%	32%	4%	3%	9%	51%
AP English Literature and Composition	2020	131	0%	41%	2%	2%	14%	41%
AP Macroeconomics	2020	124	0%	49%	1%	0%	8%	42%
AP Physics I	2020	124	0%	35%	2%	2%	7%	53%
AP Microeconomics	2020	117	0%	49%	1%	0%	9%	41%
AP Biology	2020	105	0%	44%	1%	1%	10%	45%
AP Calculus AB	2020	103	0%	41%	0%	3%	9%	48%
AP Statistics	2020	100	0%	56%	2%	1%	10%	31%

**F-12 Disparities in Curricular Breadth: English Language Arts**

*Participation Rates  
(% of students enrolled in...)*

		Districtwide	American Indian/ Alaskan Native	Asian, Native Hawaiian, or Pacific Islander	Black/ African American	Hispanic/ Latino	Multi-Racial	White
AP English Language & Composition	2021	147	1%	33%	2%	3%	13%	48%
AP English Literature & Composition	2021	177	0%	34%	3%	3%	8%	51%
English (D)	2021	6	0%	50%	0%	0%	0%	50%
English (PF)	2021	12	0%		33%	17%	0%	33%
English 1	2021	20	0%	5%	25%	15%	15%	40%
English 2	2021	15	0%	0%	20%	40%	13%	27%
English 3	2021	20	0%	5%	20%	35%	15%	25%
Participation in : English 4	2021	22	0%	9%	18%	41%	18%	14%
Participation in : English I	2021	323	0%	28%	3%	7%	15%	46%
Participation in : English II	2021	341	0%	31%	3%	6%	9%	50%
Participation in : English III	2021	234	0%	20%	5%	6%	9%	60%
Participation in : English IV	2021	211	0%	18%	5%	9%	9%	58%

**F-12 Disparities in Curricular Breadth: Math**

*Participation Rates  
(% of students enrolled in...)*

Participation in Math coursework: Algebra I	2021	39	0%	13%	13%	21%	18%	36%
Participation in Math coursework: Geometry	2021	304	0%	21%	6%	9%	14%	50%
Participation in Math coursework: Algebra II	2021	275	0%	19%	6%	12%	8%	55%
Participation in Math coursework: Pre-Calculus	2021	354	0%	31%	3%	4%	11%	52%
Participation in ELA coursework: Calculus	2021	339	0%	37%	2%	3%	11%	48%
Participation in ELA coursework: Statistics	2021	129	0%	43%	2%	1%	10%	45%

**F-12 Disparities in Curricular Breadth: Science**

*Participation Rates  
(% of students enrolled in...)*

		Districtwide	American Indian/ Alaskan Native	Asian, Native Hawaiian, or Pacific Islander	Black/ African American	Hispanic/ Latino	Multi-Racial	White
Participation in Science coursework: Biology	2021	444	0%	28%	4%	7%	14%	47%
Participation in Science coursework: Chemistry	2021	383	0%	31%	3%	7%	11%	49%
Participation in Science coursework: Earth and Space Science	2021	22	0%	9%	5%	9%	27%	50%
Participation in Science coursework: Environmental Science	2021	150	0%	15%	9%	7%	14%	55%
Participation in Science coursework: Physics	2021	305	0%	16%	7%	18%	8%	50%
Participation in Science coursework: Other Science	2021	271	0%	40%	2%	1%	7%	50%

**F-12 Disparities in Curricular Breadth: Social Sciences**

*Participation Rates  
(% of students enrolled in...)*

Participation in Social Science coursework: World History	2021	519	0%	21%	3%	7%	11%	58%
Participation in Social Science coursework: US History I & II	2021	810	0%	28%	4%	6%	12%	50%
Participation in Social Science coursework: Psychology	2021	71	0%	17%	4%	7%	11%	61%
Participation in Social Science coursework: Sociology	2021	69	0%	38%	1%	3%	9%	49%
Participation in Social Science coursework: Other Social Studies or History	2021	50	0%	14%	18%	12%	6%	50%



**F-12 Disparities in Curricular Breadth: Visual and Performing Arts**

*Participation Rates  
(% of students enrolled in...)*

		Districtwide	American Indian/ Alaskan Native	Asian, Native Hawaiian, or Pacific Islander	Black/ African American	Hispanic/ Latino	Multi-Racial	White
Participation in VAPA coursework: Music	2021	404	0%	28%	4%	7%	14%	47%
Participation in VAPA coursework: Drama	2021	59	0%	31%	3%	7%	11%	49%
Participation in VAPA coursework: Visual Arts	2021	367	0%	9%	5%	9%	27%	50%

**F-12 Disparities in Curricular Breadth: Technology**

*Participation Rates  
(% of students enrolled in...)*

Participation in Technology coursework: Computer Programming	2021	279	0%	48%	1%	2%	8%	42%
Participation in Technology coursework: Computer Systems	2021	173	0%	22%	8%	11%	13%	46%
Participation in Technology coursework: Other Computer Science	2021	22	0%	50%	5%	5%	5%	36%
Participation in Technology coursework: Networking	2021	1	0%	0%	0%	0%	0%	100%

## Domain G: Equitable Access to Supportive School and Classroom Environments

(Ref: National Academies of Sciences, Engineering &amp; Medicine)

## G-14 Disparities in School Climate

Average % Rating Survey Respondents	American Indian/ Alaskan Native	Asian, Native Hawaiian, or Pacific Islander	Black/ African American	Hispanic/ Latino	Multi-Racial	White	English Learner	Low-Income	Students with Disabilities
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## Elementary (Grades 3-5)

(% of students responding Agree/Strongly Agree)

My school is a welcoming and safe place to be.	2022	82.4	9	0	-7	6	1	8	N/A	N/A	N/A
I feel like I belong at this school.	2022	78.0	14	-4	-6	-1	6	2	N/A	N/A	N/A
When something is really bothering me, there is at least one adult that I can go to and talk about the problem.	2022	67.9	-10	-6	0	17	1	0	N/A	N/A	N/A
Adults in this school ask students about how to make the school better.	2022	53.6	-12	0	3	14	-3	-1	N/A	N/A	N/A
My teachers care about me as a person.	2022	86.4	5	0	-3	5	-4	0	N/A	N/A	N/A

## Middle School (Grades 6-8)

(% of students responding Agree/Strongly Agree)

My school is a welcoming and safe place to be.	2022	65.3	N/A	4	1	3	-6	0	N/A	N/A	N/A
I feel like I belong at this school.	2022	63.8	N/A	4	-12	-6	-5	2	N/A	N/A	N/A
When something is really bothering me, there is at least one adult that I can go to and talk about the problem.	2022	56.2	N/A	-5	0	1	0	2	N/A	N/A	N/A
Adults at this school ask students about their ideas of how to improve the school.	2022	48.1	N/A	1	4	17	-9	-3	N/A	N/A	N/A
My teachers care about me as a person.	2022	59.6	N/A	2	1	13	-4	-4	N/A	N/A	N/A

## High School (Grades 9-12)

(% of students responding Agree/Strongly Agree)

My school is a welcoming and safe place to be.	2022	56.4	N/A	3	1	-28	-6	8	N/A	N/A	N/A
I feel like I belong at this school.	2022	56.3	N/A	14	-6	-39	-6	5	N/A	N/A	N/A
When something is really bothering me, there is at least one adult that I can go to and talk about the problem.	2022	44.2	N/A	3	13	-20	-14	7	N/A	N/A	N/A
Adults at this school ask students about their ideas of how to improve the school.	2022	29.6	N/A	4	28	-14	-7	0	N/A	N/A	N/A
My teachers care about me as a person.	2022	46.5	N/A	10	-4	-27	-10	3	N/A	N/A	N/A

## G-15 Disparities in Non-exclusionary Discipline Practices

Discipline Index - % suspension rate divided by % of total enrollment

Districtwide	American Indian/ Alaskan Native	Asian, Native Hawaiian, or Pacific Islander	Black/ African American	Hispanic/ Latino	Multi-Racial	White	English Learner	Low-Income	Students with Disabilities
2020	*	0.0	0.0	3.3	6.1	0.0	0.0	4.3	4.7