



4-Lens Data Analysis Protocol™

Highlights of Student Achievement



DOWNINGTOWN AREA SCHOOL DISTRICT

Downingtown, PA
October 2023

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Introduction

This report provides highlights of student learning, growth, and achievement in the Downingtown Area School District (DASD). We compiled the report to facilitate deliberations among stakeholders participating in the district's strategic alignment process.

Stakeholders will use these data visualizations to analyze and interpret trends in student learning and achievement, thereby enabling the community to draw conclusions about highest-priority areas of strengths and concerns.

The insights gained from the analysis of student data will enable the DASD community to discover the root causes of the current state of student learning and achievement; set aspirational goals and benchmarks for student success during the next 3-6 years; identify strategies and professional practices that will motivate continuous improvement to teaching practices, leadership practices, and organizational practices; delineate a pathway for ensuring disciplined implementation of the strategic plan; and establish a clear, practical process for sustaining the trust and commitment of all stakeholders for the long haul.

We'd like to acknowledge the pivotal roles of the following individuals: Kelly Byrne, Crystal Van Hoorebeke, Lou Chance, Mike Sheehan, TCHS and CCIU teams, DASD Pupil Services Department, DASD Human Resources Department, DASD Technology Department, and their colleagues who spent countless hours compiling the raw data which enabled the Performance Fact Team to create the data visualizations and analyses in this report. We greatly appreciate their "insiders' knowledge" and valuable technical assistance.

- The Performance Fact Team



INTRODUCTION TO **EQUITY-FOCUSED ANALYSIS OF STUDENT DATA**

4-Lens Analysis of Student Data



ANY TIME
Motivate & Facilitate with Data

Data tells symptoms; the underlying “problem” is often less obvious. To be most useful, data must be transformed into information through:

- Reviewing multiple kinds and sources of data (i.e., diagnostic, formative, summative, perceptual)
- Disaggregated analysis
- Problem-solving processes, such as root- cause analysis
- Informed discourse among practitioners and stakeholders

In the medical fields, physicians use Magnetic Resonance Imaging (MRI) to visualize internal structures in great detail. An MRI machine produces a number of images, or “slices” of parts of the human body. The various slices can then be reconstructed to develop a more detailed understanding of the whole of the scanned area of the body.

Performance Fact’s 4-Lens Analysis of Student Data process works in a similar manner. The 4-Lens process is a simple but comprehensive way to probe all kinds of student data, including data from benchmark assessments, state tests, survey data, attendance and disciplinary data, etc. By looking at the data through “four lenses,” practitioners will acquire a richer understanding of “what the data says.”

Lens 1: GROWTH focuses on “value-added” in learning and achievement for identical group of students or cohort.

Lens 2: CONSISTENCY investigates learning and achievement for different groups of students, or non-cohort.

Lens 3: EQUITY provides insights into the learning and achievement by students by subgroup.

Lens 4: STANDARDS tells us about student mastery of the academic standards that would prepare them for success at the next level.

By “looking through the data” from four perspectives, the 4-Lens process provides practitioners with more insightful information about student learning and achievement.

WHAT YOU WILL DO

- You will **ORGANIZE** your student data, making sure you consider student vital signs from multiple sources.
- **PROBE** your student data in depth, using a series of 4-Lens guiding questions.
- **MAKE** inferences about “what the data says”.
- **IDENTIFY** your highest-priority Areas of Strength and Areas of Concern based solely on student data.

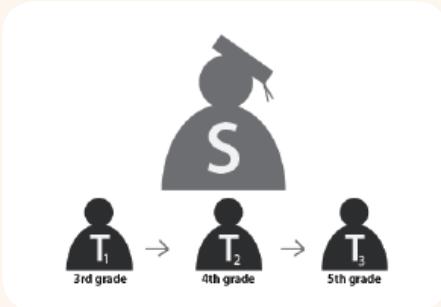
The 4-Lens Analysis of Student Data is the first step of Performance Fact’s Data Summit™ methodology. The second step of the Data Summit™ is evidence- based examination of the effectiveness of teaching practices, leadership practices and organizational practices, because they are the precursors to student learning.

4-Lens Analysis of Student Data



ANY TIME
Motivate & Facilitate with Data

Lens 1: GROWTH

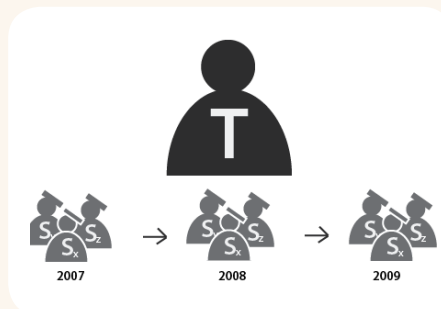


Did achievement improve for the cohort of students (i.e., same pool) from one assessment period to the next?

Example: 2008 4th grade vs. 2009 5th grade vs 2010 6th grade or 2010 1st vs. 2nd benchmark assessments

Example: 2004 5th grade IEP students vs 2007 8th grade vs. 2010 11th grade

Lens 2: CONSISTENCY

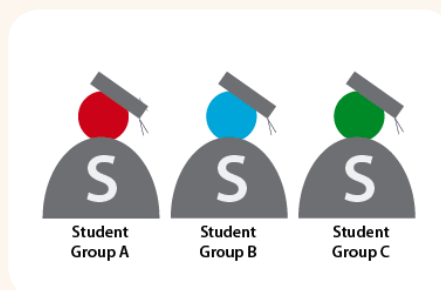


Is achievement consistent for non-cohort students (e.g., across classrooms or subjects), from one assessment cycle to the next?

Example: 2007 3rd grade vs. 2008 3rd grade vs. 2009 3rd grade or 2009 vs. 2010 9th grade attendance rates

Example: 2010 results for Teacher A vs. Teacher B vs. Teacher C or 2009 6th vs. 7th vs. 8th grade results

Lens 3: EQUITY

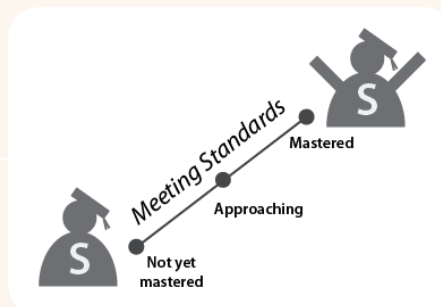


How quickly are we closing the "achievement gap" among student groups, regardless of each group's background, condition, or circumstance?

Example: 2009 vs. 2010 data by student subgroup

Example: Proficiency rates for Male vs. Female; White student vs. other subgroups; IEP vs. "regular ed" students


Lens 4: STANDARDS



How well are students mastering the essential concepts and skills (i.e., standards) critical for success at the next level in their learning?

Example: Percentage of students scoring 70% or higher on at least 85% of the Standards on benchmark test #1

Example: Percentage of students scoring 70% or higher on the Standards on benchmark tests #1 vs. #2



STUDENT VOICE

The District administered a YouthTruth survey in Spring 2023. The survey was offered to multiple stakeholder groups including students, family, and staff members.

Respondents were asked to answer questions relating to Engagement, Relationships, Culture, Academic Challenge, Belonging, Instructional Methods, and College & Career Readiness.

Executive Summary Percent Positives

Executive Summary Percent Positives: this table displays the percentage of respondents who chose a 3. - Overall

Selected Cohort: Typical PA school					
Summary Measure	Your District - Mar 2023	Your District - Jun 2022	Your District - Jun 2021	Typical YouthTruth school	Typical PA school
Engagement	89%	92%	92%	87%	90%
Academic Challenge	49%	42%	49%	50%	48%
Relationships	81%	81%	87%	78%	83%
Culture	28%	26%	40%	23%	29%
Instructional Methods	63%	63%	68%	61%	65%
Belonging	46%	N/A	N/A	34%	45%

Executive Summary Percent Positives: this table displays the percentage of respondents who chose a 3. - Subgroup

Selected Subgroup: School						
Summary Measure						
	Engagement	Academic Challenge	Relationships	Culture	Instructional Methods	Belonging
WB	93%	47%	82%	29%	64%	48%
LE	92%	48%	84%	26%	60%	45%
SC	87%	55%	84%	33%	61%	46%
SM	88%	42%	76%	25%	64%	45%
BH	89%	50%	83%	29%	61%	42%
EW	89%	48%	81%	33%	61%	45%
UH	88%	51%	79%	41%	67%	54%
BC	92%	50%	79%	18%	66%	37%
BW	94%	52%	84%	26%	73%	49%
PV	82%	42%	79%	16%	57%	41%
DCA ES	82%	62%	93%	56%	94%	71%

Executive Summary Percent Positives

Executive Summary Percent Positives: this table displays the percentage of respondents whose average rating across the questions in the theme was greater than 3.5 out of 5. - Overall

Selected Cohort: Typical PA school					
Summary Measure	Your District - Mar 2023	Your District - Jun 2022	Your District - Jun 2021	Typical YouthTruth school	Typical PA school
Engagement	56%	56%	54%	49%	49%
Academic Challenge	67%	69%	68%	63%	63%
Culture	44%	47%	56%	35%	40%
Belonging & Peer Collaboration	66%	66%	61%	46%	53%
Relationships	56%	59%	63%	47%	52%

Executive Summary Percent Positives: this table displays the percentage of respondents whose average rating across the questions in the theme was greater than 3.5 out of 5. - Subgroup

Selected Subgroup: School				
Summary Measure	DMS	MC6	LMS	DCA MS
Engagement	50%	62%	56%	52%
Academic Challenge	62%	72%	62%	64%
Culture	35%	49%	53%	76%
Belonging & Peer Collaboration	68%	66%	64%	50%
Relationships	55%	55%	65%	81%

Executive Summary Percent Positives

Executive Summary Percent Positives: this table displays the percentage of respondents whose average rating across the questions in the theme was greater than 3.5 out of 5. - Overall

Selected Cohort: Typical PA school					
Summary Measure	Your District - Mar 2023	Your District - Jun 2022	Your District - Jun 2021	Typical YouthTruth school	Typical PA school
Engagement	53%	51%	51%	54%	52%
Academic Challenge	62%	62%	66%	62%	60%
Culture	39%	37%	49%	37%	38%
Belonging & Peer Collaboration	58%	55%	50%	44%	48%
Relationships	38%	35%	37%	45%	45%
College & Career Readiness	35%	29%	24%	38%	33%

Executive Summary Percent Positives: this table displays the percentage of respondents whose average rating across the questions in the theme was greater than 3.5 out of 5. - Subgroup

Selected Subgroup: School				
Summary Measure	DHSW	DHSE	STEM	DCA HS
Engagement	50%	47%	68%	38%
Academic Challenge	61%	55%	76%	60%
Culture	27%	32%	71%	48%
Belonging & Peer Collaboration	51%	52%	82%	25%
Relationships	35%	34%	50%	48%
College & Career Readiness	30%	30%	51%	29%

OUTCOMES INDICATORS

Domain B:
K-12 Learning & Engagement

Pg 11-21

Domain C:
Educational Attainment

Pg 22-23

What students learn and how they perform in school positions them for future success as they progress through the K–12 system and as they pursue postsecondary options. To benefit from instruction, students first have to be at school. The positive relationship between instruction time and learning is well documented. Course performance and test scores are well-documented as reliable and valid indicators of academic learning and progress toward educational attainment. Group differences along these dimensions are problematic because they have been found to predict a wide range of longer-term disparities that can impede students from reaching their full potential.

- ▶ Indicator 3: Disparities in Engagement in Schooling
- ▶ Indicator 4: Disparities in Performance in Coursework
- ▶ Indicator 5: Disparities in Performance on Tests

- *Monitoring Educational Equity (2019), p 4.*

The following data points were utilized for the indicators:

- ▶ Indicator 3: Disparities in Engagement in Schooling
 - Percentage of regular attenders (at least 90% attendance rate)
- ▶ Indicator 4: Disparities in Performance in Coursework
 - Percentage of 9th Grade students on-track to graduate
 - Percentage of Grades 9-12 students with D or F grade in Core Subjects
- ▶ Indicator 5: Disparities in Performance on Tests
 - Percentage of students meeting/exceeding standards on state tests PSSA and Keystone
 - Achievement in Rigorous Coursework (AP, IB, Dual Enrollment, CTE)

Indicator B-3: Engagement in Schooling (Regular Attenders “at least 90% attenders”)

DOMAIN B: K-12 LEARNING AND ENGAGEMENT

2022-23 SY

86.4%

of DASD students meeting requirements for Regular Attender Rate.

Regular Attendance

This indicator is the percentage of students enrolled in a school for 90 or more school days and present 90 percent or more of these school days. This is a lagging indicator indicating data is from the year prior to the reporting year.

Source: Pennsylvania Department of Education, Pennsylvania Information Management System (PIMS)

% of Regular Attenders (at least 90% Attendance Rate)
– Districtwide by Student Group (3-year trend)

	Districtwide - All Students	American Indian / Alaskan Native	Asian	Black/African American	Hispanic or Latino	Native Hawaiian/ Other Pacific Islander	Two or More Races	White	English Language Learners	Economically Disadvantaged	Students with Disabilities
2021	88.1	NA	94.6	66.1	73.5	NA	83.8	88.0	78.8	70.7	73.7
2022	84.0	NA	87.8	79.2	78.7	NA	82.3	83.4	73.4	71.7	75.2
2023	86.4	na	84.4	80.0	81.9	na	85.5	87.7	78.6	78.9	78.3

% of Regular Attenders (at least 90% Attendance Rate)
– By School & Student Group (2022-23 SY)

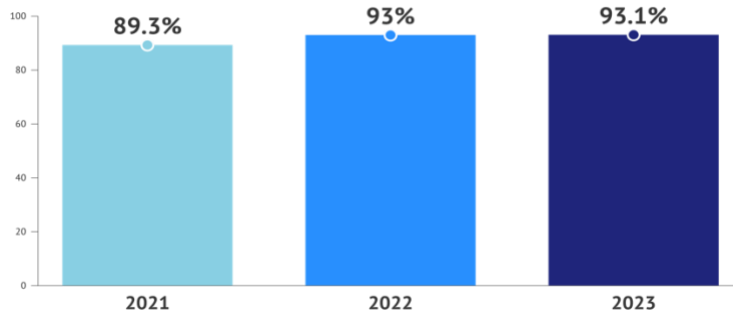
Percentage of "Regular Attenders" (2023)	Schoolwide	American Indian/ Alaskan Native	Asian	Black/ African American	Hispanic or Latino	Native Hawaiian/ Other Pacific Islander	Two or More Races	White	English Language Learners	Economically Disadvantaged	Students with Disabilities
Beaver Creek El Sch	84.6	NA	70.3	84.6	91.9	suppressed	95.5	88.7	76.9	77.8	84.1
Bradford Hgts El Sch	88.9	NA	82.6	81.8	87.0	suppressed	100.0	91.7	82.4	82.8	86.2
Brandywine-Wallace El Sch	89.5	NA	82.4	66.7	80.0	suppressed	88.9	93.5	69.2	81.0	93.6
East Ward El Sch	81.1	NA	70.1	75.0	82.0	NA	83.3	87.9	73.7	76.6	83.0
Lionville El Sch	88.7	NA	79.8	91.7	83.7	NA	93.9	92.6	84.8	82.6	87.3
Pickering Valley El Sch	78.1	suppressed	76.1	100.0	60.0	suppressed	100.0	89.0	60.5	76.5	68.3
Shamona Creek El Sch	87.8	suppressed	82.8	60.0	82.6	NA	95.2	93.0	73.7	72.2	88.6
Springton Manor El Sch	93.1	NA	88.9	100.0	84.6	suppressed	88.2	95.4	suppressed	88.5	94.2
Uwchlan Hills El Sch	89.3	NA	68.4	72.7	97.1	NA	96.3	94.7	78.8	92.9	89.1
West Bradford El Sch	88.7	NA	79.6	83.3	81.0	suppressed	85.3	94.0	77.8	80.0	84.0
Marsh Creek 6th Grade Center	90.1	NA	91.6	92.9	88.9	suppressed	81.3	92.2	86.0	86.3	86.8
Downington MS	89.8	suppressed	88.7	88.6	92.9	NA	96.2	91.4	96.2	86.3	83.5
Lionville MS	86.8	NA	89.4	91.3	83.1	suppressed	87.0	89.8	90.2	75.2	80.1
Downington HS East Campus	73.8	NA	82.9	63.0	76.2	suppressed	68.2	75.9	63.9	72.4	63.2
Downington HS West Campus	76.6	NA	84.0	77.9	66.9	suppressed	69.5	80.2	71.0	70.2	68.3
Downington STEM Academy	94.6	NA	94.8	100.0	95.2	suppressed	100.0	94.5	NA	91.5	85.7

NA: No data available.

Indicator B-4: On-track to Graduate (Grade 9)

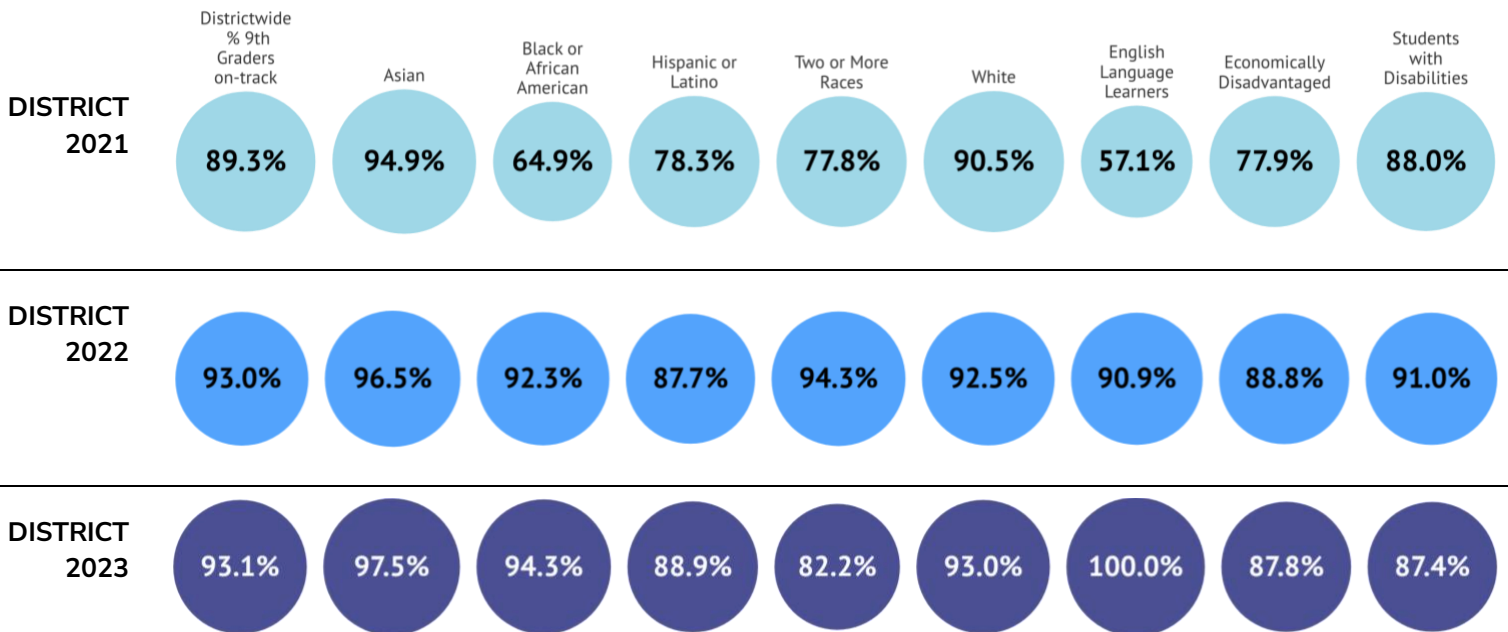
DOMAIN B: K-12 LEARNING AND ENGAGEMENT

% of Students On-track to Graduate – Districtwide by Grade Level (2022-23 SY)



9th graders on track to graduate are **9th graders with six credits at the end of freshmen year** earned by August 30th annually.

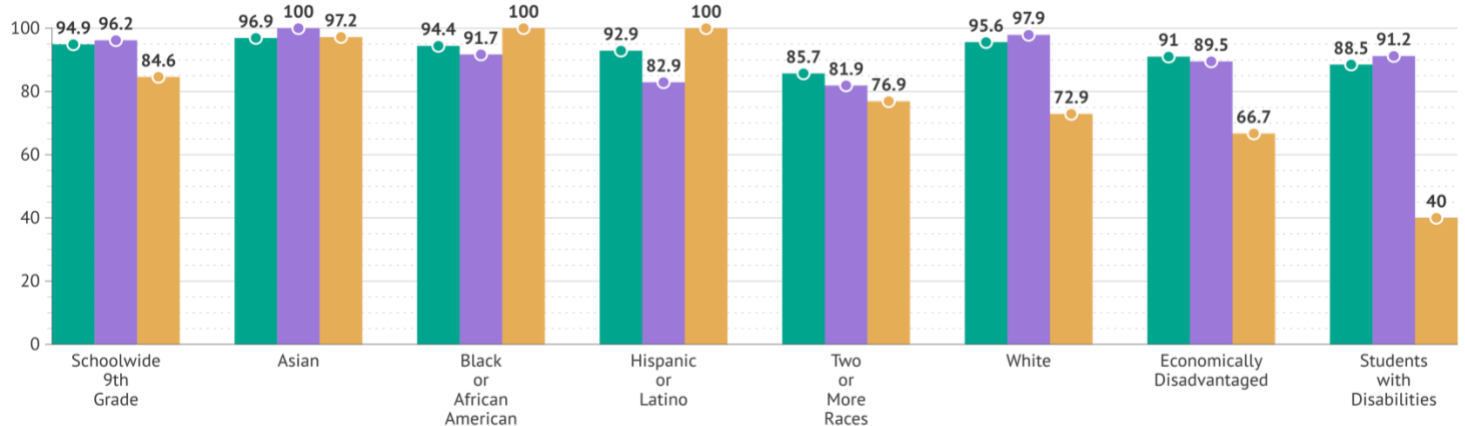
% of Students On-track to Graduate – by District and Student Group (3-year trend)



Data suppressed for the following subgroups: American Indian/Alaskan Native, Native Hawaiian/Pacific Islander

% of Students On-track to Graduate (2021-22 SY) – by School & Grade Level (2021-22 SY)

● Downingtown HS East Campus ● Downingtown HS West Campus ● Downingtown STEM Academy



Indicator B-4: Performance in Coursework (Ds and Fs in Core Subjects – Grades 9-12)

DOMAIN B: K-12 LEARNING AND ENGAGEMENT

Ds and Fs in Core Subjects -Districtwide by Grade Level & Student Group (2022-23 SY)

English Language Arts

	Asian	Black or African American	Hispanic or Latino	Two or More Races	White	English Language Learners	Economically Disadvantaged	Students with Disabilities
Grade 9 (n=1086)	3.1%	11.4%	18.5%	15.6%	8.1%	0.0%	18.9%	20.7%
Grade 10 (n=1082)	2.0%	7.4%	23.1%	10.7%	7.5%	8.3%	21.0%	22.2%
Grade 11 (n=1167)	5.7%	23.3%	20.0%	13.9%	7.3%	10.0%	16.2%	23.5%
Grade 12 (n=1120)	3.2%	16.7%	12.5%	2.6%	11.7%	0.0%	17.8%	21.3%

Math

	Asian	Black or African American	Hispanic or Latino	Two or More Races	White	English Language Learners	Economically Disadvantaged	Students with Disabilities
Grade 9 (n=1086)	0.5%	17.1%	19.8%	17.8%	10.0%	12.5%	17.8%	20.1%
Grade 10 (n=1082)	3.0%	11.1%	24.6%	21.4%	9.2%	33.3%	22.8%	26.0%
Grade 11 (n=1167)	4.0%	23.3%	20.0%	16.7%	7.1%	30.0%	16.2%	25.4%
Grade 12 (n=1120)	6.5%	38.9%	5.6%	13.2%	9.4%	14.3%	16.9%	20.7%

Science

	Asian	Black or African American	Hispanic or Latino	Two or More Races	White	English Language Learners	Economically Disadvantaged	Students with Disabilities
Grade 9 (n=1086)	1.0%	20.0%	16.1%	13.3%	9.3%	12.5%	22.5%	23.0%
Grade 10 (n=1082)	0.5%	11.1%	20.0%	14.3%	6.6%	25.0%	16.7%	18.9%
Grade 11 (n=1167)	4.5%	14.0%	16.7%	8.3%	5.2%	0.0%	11.6%	15.2%
Grade 12 (n=1120)	4.3%	25.0%	9.7%	7.9%	8.0%	14.3%	19.3%	18.9%

Social Science

	Asian	Black or African American	Hispanic or Latino	Two or More Races	White	English Language Learners	Economically Disadvantaged	Students with Disabilities
Grade 9 (n=1086)	2.5%	17.1%	21.0%	13.3%	7.3%	12.5%	20.7%	23.0%
Grade 10 (n=1082)	1.0%	0.0%	13.9%	8.9%	3.6%	0.0%	9.9%	10.8%
Grade 11 (n=1167)	2.3%	14.0%	15.0%	11.1%	6.0%	0.0%	13.9%	21.2%
Grade 12 (n=1120)	3.2%	16.7%	15.3%	7.9%	10.7%	28.6%	17.4%	18.3%

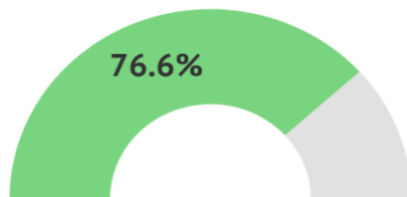
Data suppressed for the following subgroups: American Indian/Alaskan Native, Native Hawaiian/Pacific Islander

Indicator B-5: Achievement on State Tests (Summary – All Students Districtwide)

DOMAIN B: K-12 LEARNING AND ENGAGEMENT

PSSA & Keystone Exam SUMMARY All Students (2022-23)

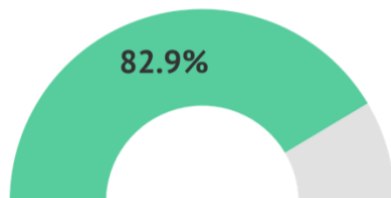
English Language Arts PSSA



15 out of every 20 students
proficient/advanced

2021 : 82.9% **2022**: 80.9%

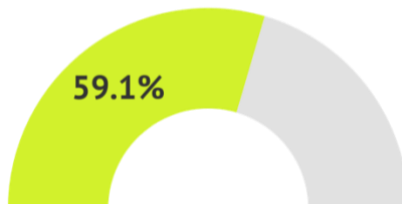
Literature Keystone



17 out of every 20 students
proficient/advanced

2021 : 83.5% **2022**: 82.8%

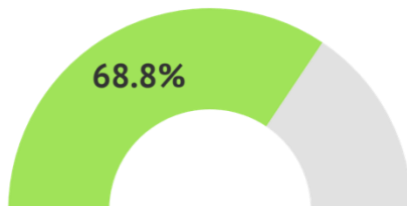
Mathematics PSSA



12 out of every 20 students
proficient/advanced

2021 : 62.7% **2022**: 55.2%

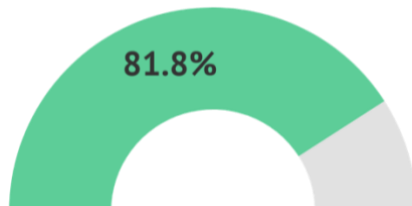
Algebra I Keystone



14 out of every 20 students
proficient/advanced

2021 : 58.6% **2022**: 61.8%

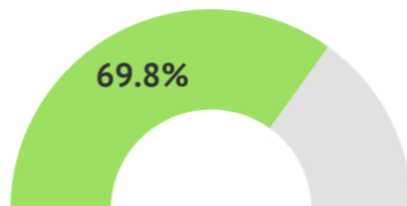
Science PSSA



16 out of every 20 students
proficient/advanced

2021 : 89.8% **2022**: 81.0%

Biology Keystone

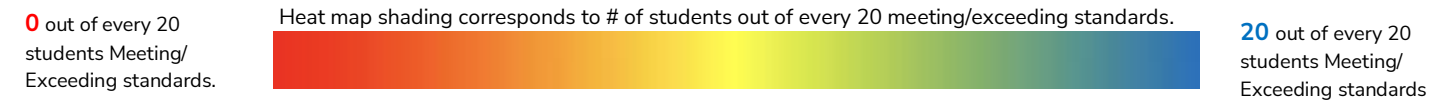


14 out of every 20 students
proficient/advanced

2021 : 62.2% **2022**: 72.7%

Indicator B-5: Achievement on State Tests (Summary – Student Group Districtwide)

DOMAIN B: K-12 LEARNING AND ENGAGEMENT



PSSA & Keystone Exam SUMMARY -By Student Group (3-year trend)

ELA PSSA	All Students	American Indian / Alaskan Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian/ Other Pacific Islander	Two or More Races	White	English Language Learners	Economically Disadvantaged	Students with Disabilities
2020-21	17	suppressed	18	13	13	suppressed	16	16	6	12	10
2021-22	16	suppressed	18	12	13	suppressed	15	16	6	12	9
2022-23	15	suppressed	18	11	11	suppressed	14	15	5	10	8
Literature Keystone	All Students	American Indian / Alaskan Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian / Other Pacific Islander	Two or More Races	White	English Language Learners	Economically Disadvantaged	Students with Disabilities
2020-21	17	NA	19	16	12	suppressed	16	17	4	13	10
2021-22	17	suppressed	19	9	14	suppressed	17	17	7	15	8
2022-23	17	NA	19	11	12	suppressed	16	16	9	13	9
Math PSSA	All Students	American Indian / Alaskan Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian / Other Pacific Islander	Two or More Races	White	English Language Learners	Economically Disadvantaged	Students with Disabilities
2020-21	13	suppressed	16	8	8	suppressed	10	12	4	7	6
2021-22	11	suppressed	16	5	7	suppressed	9	10	4	6	5
2022-23	12	suppressed	16	7	7	suppressed	11	11	6	6	5
Algebra I Keystone	All Students	American Indian / Alaskan Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian / Other Pacific Islander	Two or More Races	White	English Language Learners	Economically Disadvantaged	Students with Disabilities
2020-21	12	suppressed	17	4	8	suppressed	10	11	suppressed	9	3
2021-22	12	suppressed	18	6	7	suppressed	8	12	suppressed	6	5
2022-23	14	NA	18	7	9	NA	13	13	7	8	6
Science PSSA	All Students	American Indian / Alaskan Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian / Other Pacific Islander	Two or More Races	White	English Language Learners	Economically Disadvantaged	Students with Disabilities
2020-21	18	NA	19	18	16	suppressed	18	18	15	15	13
2021-22	16	suppressed	18	13	14	suppressed	16	16	13	12	10
2022-23	16	suppressed	18	11	13	suppressed	16	16	12	12	10
Biology Keystone	All Students	American Indian / Alaskan Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian / Other Pacific Islander	Two or More Races	White	English Language Learners	Economically Disadvantaged	Students with Disabilities
2020-21	12	NA	17	6	8	suppressed	11	12	0	9	4
2021-22	15	suppressed	19	10	10	suppressed	13	14	6	11	8
2022-23	14	NA	19	6	11	NA	13	14	7	8	6

Indicator B-5: Achievement on State Tests (ELA PSSA & Literature Keystone Exam)

DOMAIN B: K-12 LEARNING AND ENGAGEMENT

0 out of every 20
students Meeting/
Exceeding standards.

Heat map shading corresponds to # of students out of every 20 meeting/exceeding standards.

20 out of every 20
students Meeting/
Exceeding standards

ELA PSSA & Literature Keystone -By School & Student Group (2022-23)

of students out of every 20 Meeting/Exceeding Standards on English Language Arts (ELA) PSSA

ELA PSSA	All Students	American Indian / Alaskan Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian / Other Pacific Islander	Two or More Races	White	English Language Learners	Economically Disadvantaged	Students with Disabilities
Beaver Creek EI School	15	NA	17	17	9	NA	14	15	suppressed	9	8
Bradford Heights EI Sch	14	NA	15	7	8	NA	15	15	3	9	7
Brandywine Wallace EI Sch	17	NA	18	suppressed	13	NA	20	17	suppressed	15	11
East Ward EI Sch	16	NA	19	10	10	NA	14	17	3	12	9
Lionville EI Sch	16	NA	16	suppressed	19	NA	15	15	13	13	8
Pickering Valley EI Sch	18	NA	18	17	suppressed	suppressed	16	17	7	15	9
Shamona Creek EI Sch	17	NA	19	suppressed	15	NA	16	17	8	18	13
Springton Manor EI Sch	16	NA	16	suppressed	15	suppressed	16	16	NA	13	7
Uwchlan Hills EI Sch	16	NA	18	16	11	NA	15	16	4	6	9
West Bradford EI Sch	17	suppressed	18	20	11	suppressed	18	17	4	16	12
Marsh Creek 6	15	suppressed	18	12	11	suppressed	15	14	1	10	8
Downingtown MS	14	suppressed	18	8	9	NA	12	14	5	8	6
Lionville MS	15	NA	18	10	9	suppressed	12	15	2	10	7

of students out of every 20 Meeting/Exceeding Standards on Literature (Keystone Exam)

Literature Keystone	All Students	American Indian / Alaskan Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian / Other Pacific Islander	Two or More Races	White	English Language Learners	Economically Disadvantaged	Students with Disabilities
Downingtown East	15	NA	19	9	10	NA	12	15	suppressed	11	6
Downingtown West	16	NA	20	9	12	suppressed	17	16	suppressed	13	10
Downingtown STEM	20	NA	20	suppressed	suppressed	NA	20	20	NA	NA	suppressed

Indicator B-5: Achievement on State Tests (Math PSSA & Algebra I Keystone Exam)

DOMAIN B: K-12 LEARNING AND ENGAGEMENT

0 out of every 20 students Meeting/Exceeding standards.

Heat map shading corresponds to # of students out of every 20 meeting/exceeding standards.

20 out of every 20 students Meeting/Exceeding standards

Math PSSA & Algebra I Keystone -By School & Student Group (2022-23)

of students out of every 20
Meeting/Exceeding Standards on Math PSSA

Math PSSA	All Students	American Indian / Alaskan Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian / Other Pacific Islander	Two or More Races	White	English Language Learners	Economically Disadvantaged	Students with Disabilities
Beaver Creek EI School	13	NA	16	14	8	NA	11	13	7	7	6
Bradford Heights EI Sch	12	NA	17	6	8	NA	13	13	6	6	5
Brandywine Wallace EI Sch	16	NA	18	suppressed	15	NA	18	15	suppressed	12	9
East Ward EI Sch	14	NA	18	5	7	NA	13	14	7	9	7
Lionville EI Sch	15	NA	16	suppressed	15	NA	15	15	14	11	8
Pickering Valley EI Sch	17	NA	17	13	suppressed	suppressed	20	15	3	9	9
Shamona Creek EI Sch	16	NA	19	suppressed	10	NA	11	15	6	12	10
Springton Manor EI Sch	14	NA	17	suppressed	15	suppressed	15	14	NA	13	5
Uwchlan Hills EI Sch	16	NA	17	12	11	NA	18	16	6	6	12
West Bradford EI Sch	16	suppressed	19	17	11	suppressed	14	16	4	13	10
Marsh Creek 6	10	suppressed	16	7	6	suppressed	7	9	1	4	4
Downingtown MS	8	suppressed	15	3	4	NA	7	8	4	4	2
Lionville MS	10	NA	15	4	4	suppressed	7	8	2	3	3

of students out of every 20
Meeting/Exceeding Standards on Algebra I (Keystone Exam)

Algebra I Keystone	All Students	American Indian / Alaskan Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian / Other Pacific Islander	Two or More Races	White	English Language Learners	Economically Disadvantaged	Students with Disabilities
Downingtown MS	20	NA	20	NA	suppressed	NA	suppressed	20	NA	suppressed	suppressed
Lionville MS	20	NA	20	NA	suppressed	NA	suppressed	20	NA	suppressed	suppressed
Downingtown East	11	NA	16	3	7	NA	11	11	suppressed	6	4
Downingtown West	12	NA	14	9	9	NA	5	12	suppressed	6	6
Downingtown STEM	19	NA	19	suppressed	suppressed	NA	18	19	NA	20	17

Indicator B-5: Achievement on State Tests (Science PSSA & Biology Keystone Exam)

DOMAIN B: K-12 LEARNING AND ENGAGEMENT

0 out of every 20 students Meeting/Exceeding standards.

Heat map shading corresponds to # of students out of every 20 meeting/exceeding standards.

20 out of every 20 students Meeting/Exceeding standards

Science PSSA & Biology Keystone -By School & Student Group (2022-23)

of students out of every 20 Meeting/Exceeding Standards on Science PSSA

Science PSSA	All Students	American Indian / Alaskan Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian / Other Pacific Islander	Two or More Races	White	English Language Learners	Economically Disadvantaged	Students with Disabilities
Beaver Creek El School	18	NA	16	NA	suppressed	NA	suppressed	18	suppressed	13	16
Bradford Heights El Sch	17	NA	suppressed	11	13	NA	suppressed	18	suppressed	12	12
Brandywine Wallace El Sch	19	NA	20	NA	suppressed	NA	20	19	NA	20	15
East Ward El Sch	18	NA	20	suppressed	11	NA	18	19	suppressed	13	11
Lionville El Sch	20	NA	19	NA	20	NA	suppressed	20	17	20	20
Pickering Valley El Sch	19	NA	19	suppressed	NA	NA	20	18	suppressed	suppressed	13
Shamona Creek El Sch	18	NA	19	NA	suppressed	NA	suppressed	18	NA	20	12
Springton Manor El Sch	18	NA	20	NA	suppressed	NA	20	18	NA	11	14
Uwchlan Hills El Sch	18	NA	19	suppressed	16	NA	16	18	12	9	12
West Bradford El Sch	19	suppressed	19	suppressed	suppressed	suppressed	20	19	suppressed	20	17
Marsh Creek 6	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Downingtown MS	14	NA	17	8	12	NA	14	15	0	9	7
Lionville MS	15	NA	18	11	8	NA	11	14	suppressed	10	7

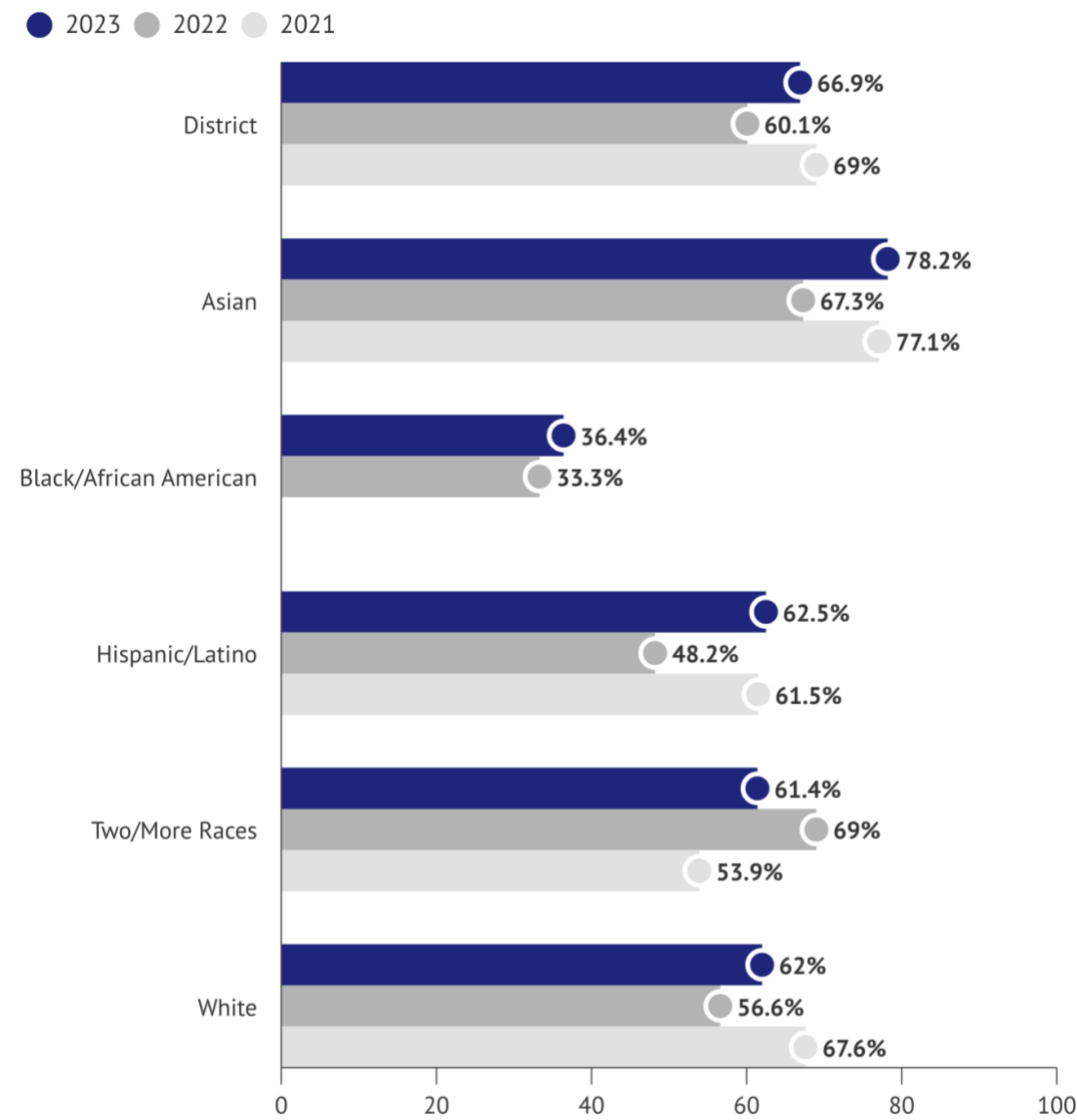
of students out of every 20 Meeting/Exceeding Standards on Biology(Keystone Exam)

Biology Keystone	All Students	American Indian / Alaskan Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian / Other Pacific Islander	Two or More Races	White	English Language Learners	Economically Disadvantaged	Students with Disabilities
Downingtown East	12	NA	17	2	8	NA	12	12	suppressed	7	4
Downingtown West	13	NA	18	5	12	NA	7	13	suppressed	8	6
Downingtown STEM	20	NA	20	suppressed	suppressed	NA	20	20	NA	20	suppressed

Indicator B-5: Achievement in Rigorous Coursework

DOMAIN B: K-12 LEARNING AND ENGAGEMENT

% of Students Scoring at least 3 on at least 1 AP Exam – by Student Group (3-year trend)



		% Students Scoring 3/Higher on AP Exams (3-Year Trend)											
Rigorous Coursework - AP Exam 3 or Higher	Rate/ Denominator	Divisionwide All Students	American Indian / Alaskan Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian/ Pacific Islander	Multiple Races	White	English Learners	Economically Disadvantaged	Students with Disabilities	
	2021 % of tests	Rate	69.1%	suppressed	77.1%	suppressed	61.5%	na	53.9%	67.6%	no reporting	71.6%	no reporting
		N Denominator	1,228	7	402	9	39	na	52	686		74	
	2022 % of tests	Rate	60.1%	suppressed	67.3%	33.3%	48.2%	suppressed	69.0%	56.6%		56.0%	
		N Denominator	1,622	7	526	21	56	1	58	919		75	
	2023 % of tests	Rate	66.9%	suppressed	78.2%	36.4%	62.5%	na	61.4%	62.0%		73.0%	
		N Denominator	1,919	1	606	22	80	na	57	1117		127	

* fee reduction granted

Indicator B-5: Achievement in Rigorous Coursework

DOMAIN B: K-12 LEARNING AND ENGAGEMENT

% of Students Achievement in Rigorous Coursework (AP, CTE, IB, Dual Enrollment) – by Student Group (3-year trend)

		% Students Scoring 3/Higher on AP Exams (3-Year Trend)										
Rigorous Coursework - AP Exam 3 or Higher	Rate/ Denominator	Divisionwide All Students	American Indian / Alaskan Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian/ Pacific Islander	Multiple Races	White	English Learners	Economically Disadvantaged	Students with Disabilities
2021 % of tests	Rate	69.1%	suppressed	77.1%	suppressed	61.5%	na	53.9%	67.6%	no reporting	71.6%	no reporting
	N Denominator	1,228	7	402	9	39	na	52	686		74	
2022 % of tests	Rate	60.1%	suppressed	67.3%	33.3%	48.2%	suppressed	69.0%	56.6%		56.0%	
	N Denominator	1,622	7	526	21	56	1	58	919		75	
2023 % of tests	Rate	66.9%	suppressed	78.2%	36.4%	62.5%	na	61.4%	62.0%		73.0%	
	N Denominator	1,919	1	606	22	80	na	57	1117		127	

* fee reduction
granted

		% Students Receiving CTE/Career Pathway Certification (3-Year Trend)										
Rigorous Coursework CTE/Career Pathway Certification	Rate/ Denominator	Districtwide All Students	American Indian / Alaskan Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian/ Pacific Islander	Multiple Races	White	English Learners	Economically Disadvantaged	Students with Disabilities
2022 (seniors only)	Rate	2.5%	na	na	1.1%	1.1%	na	0.0%	29.2%	0.0%	7.9%	21.3%
	N Denominator	1,130	na	na	89	89	na	89	89	89	89	89
2023	Rate	4.0%	na	0.0%	5.7%	6.9%	na	0.0%	39.1%	2.3%	49.4%	27.6%
	N Denominator	1,131	na	87	87	87	na	87	87	87	87	87

		# Students Receiving Dual Enrollment Course Credit (3-Year Trend)										
Rigorous Coursework Dual Enrollment Course Credit	Rate/ Denominator	Districtwide All Students	American Indian / Alaskan Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian/ Pacific Islander	Multiple Races	White	English Learners	Economically Disadvantaged	Students with Disabilities
2021	N Denominator	9	na	na	1	1	na	na	7	na	na	2
2022	N Denominator	11	na	4	na	na	na	2	5	na	na	na
2023	N Denominator	58	na	15	2	3	na	4	34	na	3	4

NOTE: Participation numbers used instead of rate.

		% Students Receiving IB Diploma (3-Year Trend)										
Rigorous Coursework IB Diploma	Rate/ Denominator	Districtwide All Students	American Indian / Alaskan Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian/ Pacific Islander	Multiple Races	White	English Learners	Economically Disadvantaged	Students with Disabilities
2021	Rate	88.0%	na	85.0%	suppressed	suppressed	na	suppressed	89.0%	na	na	suppressed
	N Denominator	156	na	72	4	4	na	1	75	na	na	1
2022	Rate	86.0%	na	90.0%	suppressed	na	na	suppressed	86.0%	na	na	suppressed
	N Denominator	150	na	62	2	na	na	2	84	na	na	4
2023	Rate	78.0%	na	76.0%	suppressed	suppressed	na	suppressed	80.0%	na	na	suppressed
	N Denominator	171	na	82	3	4	na	1	81	na	na	4

Education is a critically important way for individuals to pursue their goals in life. On average, higher levels of educational attainment are associated with higher levels of financial, emotional, and physical well-being. Yet research consistently shows between-group differences in educational attainment related to people's race, ethnicity, and gender.

Given the lifelong benefits that accrue with increasing levels of education, the committee's aspiration is for all students to earn a 2- or 4-year college degree. This goal includes high-school graduation, readiness for postsecondary education, and postsecondary matriculation and completion. Because postsecondary persistence and completion are beyond the scope of this report, our indicators are focused on readiness for the transition to 2- or 4-year postsecondary education.

- ▶ Indicator 6: Disparities in On-Time Graduation
- ▶ Indicator 7: Disparities in Postsecondary Readiness

- Monitoring Educational Equity (2019), p 7.

The following data points were utilized for the indicators:

- ▶ Indicator 6: Disparities in On-Time Graduation
 - 4-year cohort graduation rate

Indicator C-6: On-time Graduation (Adjusted Cohort 4-year Graduation Rate)

DOMAIN C: DISPARITIES IN ON-TIME GRADUATION

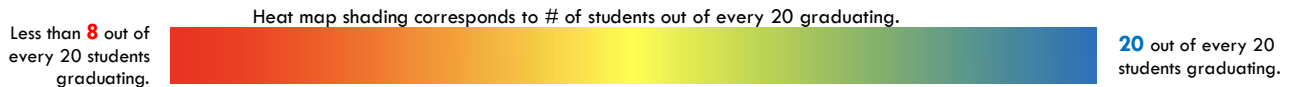


2022-23 SY

97.1%

4-year
Adjusted Cohort
Graduation Rate

4-Year Adjusted Cohort Graduation Rate -Districtwide by Student Group (3-Year Trend)



of students out of every 20 Graduating in 4 years _ DISTRICTWIDE 3-Year Trend

	Districtwide	American Indian / Alaskan Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian / Other Pacific Islander	Two or More Races	White	English Language Learners	Low-Income
2020-21	19	suppressed	20	19	19	suppressed	19	20	suppressed	19
%	97.4%		99.3%	93.8%	93.3%		96.8%	97.6%		93.5%
2021-22	19	suppressed	20	19	18	suppressed	18	19	suppressed	17
%	95.2%		98.8%	94.4%	91.5%		87.8%	95.2%		86.4%
2022-23	19	NA	20	19	19	suppressed	19	19	suppressed	18
%	97.1%		100.0%	93.9%	92.9%		97.4%	96.9%		89.1%

4-Year Adjusted Cohort Graduation Rate - by School & Subgroup (2022-23 SY)

of students out of every 20 Graduating in 4 years _ BY SCHOOL 2022-23 SY

	Schoolwide	American Indian / Alaskan Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian / Other Pacific Islander	Two or More Races	White	English Language Learners	Low-Income
Downington HS East Campus	19	NA	20	20	18	suppressed	20	20	suppressed	18
%	96.2%	na	100.0%	100.0%	89.7%	suppressed	100.0%	98.2%	suppressed	91.6%
Downington HS West Campus	18	NA	20	17	19	NA	19	19	NA	17
%	91.0%	na	100.0%	84.6%	94.3%	na	93.3%	95.0%	na	84.8%
Downington STEM Academy	20	NA	20	suppressed	suppressed	NA	suppressed	20	NA	20
%	100.0%	na	100.0%	suppressed	suppressed	na	suppressed	100.0%	na	100.0%

ACCESS INDICATORS

Domain D: Extent of Racial, Ethnic & Economic Segregation	<i>Pg 25-30</i>
Domain F: Equitable Access to High-Quality Curricula and Instruction	<i>Pg 31-35</i>
Domain G: Equitable Access to Supportive School & Classroom Environments	<i>Pg 36-37</i>

Domain D: Extent of Racial, Ethnic and Economic Segregation

Segregation, both economic and racial/ethnic, poses one of the most formidable barriers to educational equity. Under conditions of economic segregation, low-income students disproportionately attend schools with high concentrations of other low-income students. Schools that are marked by concentrated poverty often lack the human, material, and curricular resources to meet the academic and socioemotional needs of their populations. Segregation also brings racial differences in exposure to concentrated poverty, leading to nonwhite students being in schools with higher rates of concentrated poverty than other students. This situation exacerbates racial disparities in educational outcomes.

- ▶ Indicator 8: Disparities in Students' Exposure to Racial, Ethnic, and Economic Segregation

- Monitoring Educational Equity (2019), p 7-8

The following data points were utilized for the indicators:

- ▶ Indicator 8: Disparities in Students' Exposure to Racial, Ethnic, and Economic Segregation
 - Districtwide Enrollment
 - Enrollment by School
 - Intersectionality

Indicator D-8: Students' Exposure to Racial, Ethnic, and Economic Segregation (District Enrollment)

DOMAIN D: EXTENT OF RACIAL, ETHNIC AND ECONOMIC SEGREGATION

Total Enrollment: **13,207** (2022-23 SY)

Districtwide Enrollment 2022-23 SY
– Snapshot by Race/ Ethnicity



2022-23 SY
Out of every 100* DASD students ...

- 19 are Asian (18.7%)
- 3 are African American/Black (2.7%)
- 6 are Hispanic/Latino (5.9%)
- 5 are Two or More Races (4.8%)
- 68 are White (67.7%)

0.02% are American Indian/Alaskan Native

0.1% are Native Hawaiian/Pacific Islander

**Total varies slightly due to rounding to nearest whole number.*

Districtwide Enrollment 2022-23 SY
– Snapshot by Program

English Learners
n=284



Economically Disadvantaged
n= 1,886



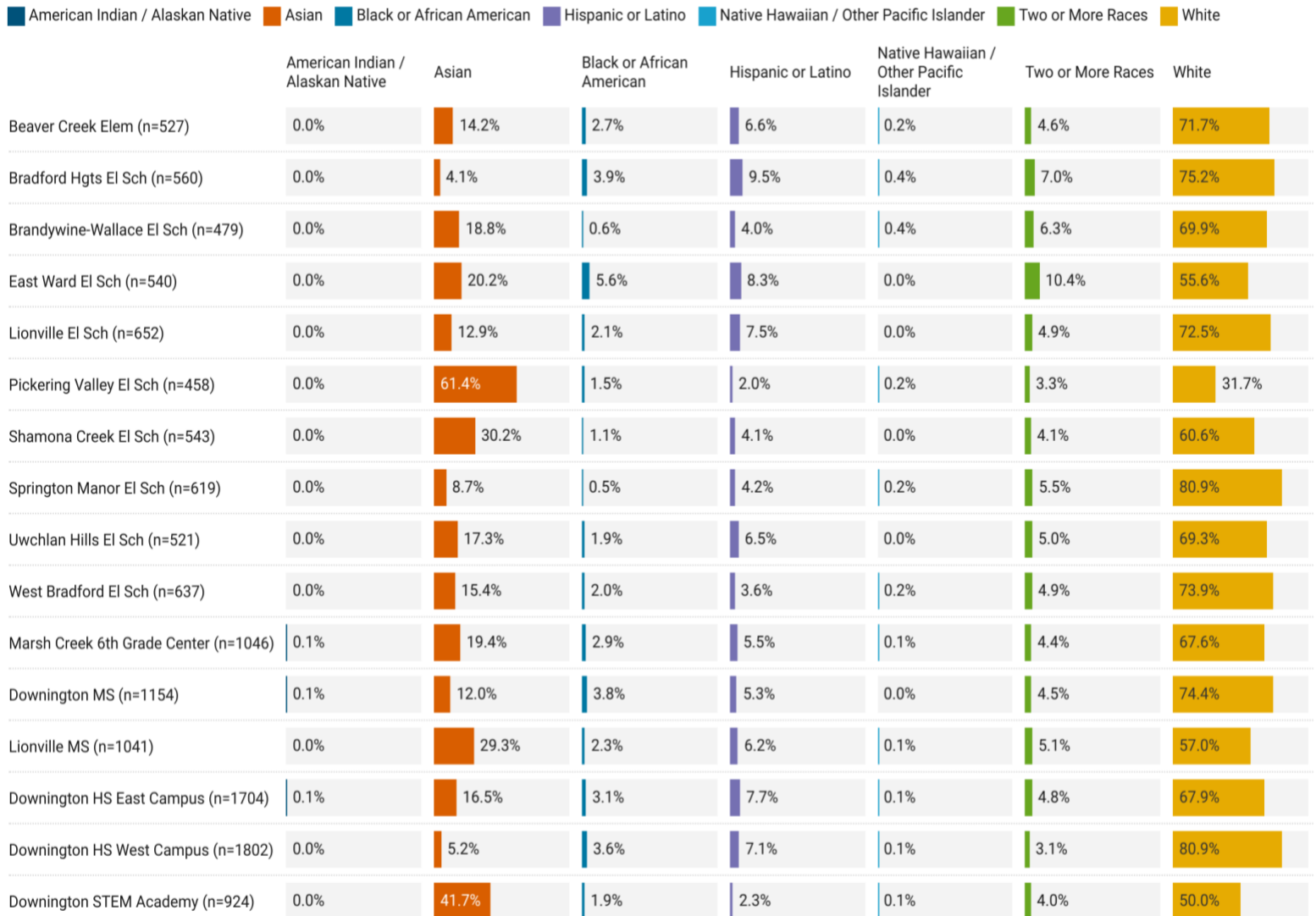
Special Education
n=2,229



Indicator D-8: Students' Exposure to Racial, Ethnic, and Economic Segregation (School Enrollment)

DOMAIN D: EXTENT OF RACIAL, ETHNIC AND ECONOMIC SEGREGATION

School Enrollment Snapshot – % by School and Student Group (2022-23 SY)



Indicator D-8: Students' Exposure to Racial, Ethnic, and Economic Segregation (School Enrollment)

DOMAIN D: EXTENT OF RACIAL, ETHNIC AND ECONOMIC SEGREGATION

School Enrollment Snapshot – # by School and Student Group (2022-23 SY)

	English Language Learners	Low-Income	Students with Disabilities
Beaver Creek Elem (n=527)	2.8%	19.0%	20.3%
Bradford Hgts El Sch (n=560)	5.5%	19.8%	19.5%
Brandywine-Wallace El Sch (n=479)	2.1%	10.6%	16.3%
East Ward El Sch (n=540)	4.4%	26.3%	19.6%
Lionville El Sch (n=652)	6.0%	14.6%	15.6%
Pickering Valley El Sch (n=458)	4.6%	6.3%	13.1%
Shamona Creek El Sch (n=543)	2.6%	6.4%	19.3%
Springton Manor El Sch (n=619)	0.3%	8.7%	19.4%
Uwchlan Hills El Sch (n=521)	5.4%	11.1%	21.1%
West Bradford El Sch (n=637)	1.9%	8.6%	16.6%
Marsh Creek 6th Grade Center (n=1046)	2.0%	13.1%	18.8%
Downington MS (n=1154)	1.2%	13.3%	17.9%
Lionville MS (n=1041)	1.3%	14.3%	14.5%
Downington HS East Campus (n=1704)	1.2%	18.5%	19.3%
Downington HS West Campus (n=1802)	1.0%	19.2%	17.5%
Downington STEM Academy (n=924)	0.0%	5.8%	3.0%

Indicator D-8: INTERSECTIONALITY: Experiences of Economically Disadvantaged Students

DOMAIN D: EXTENT OF RACIAL, ETHNIC AND ECONOMIC SEGREGATION

	American Indian/ Alaskan Native		Asian		Black		Hispanic/Latino		Native Hawaiian/ Pacific Islander		Multi-Racial		White	
Intersectionality - Economically Disadvantaged	Economically Disadvantaged	Non-Economically Disadvantaged	Economically Disadvantaged	Non-Economically Disadvantaged	Economically Disadvantaged	Non-Economically Disadvantaged	Economically Disadvantaged	Non-Economically Disadvantaged	Economically Disadvantaged	Non-Economically Disadvantaged	Economically Disadvantaged	Non-Economically Disadvantaged	Economically Disadvantaged	Non-Economically Disadvantaged
Meeting/Exceeding Standards in English/ELA (Grades 3-8 PSSA) # out of every 20 students # (Denominator)	NA 0	suppressed 3	17 41	18 1,157	9 73	13 84	7 135	14 188	suppressed 3	suppressed 6	12 66	15 229	11 440	15 3,492
Meeting/Exceeding Standards in Math (Grades 3-8 PSSA) - # out of every 20 students # (Denominator)	NA 0	suppressed 3	12 41	16 1,156	4 73	8 84	4 137	10 188	7 3	17 7	7 66	12 229	7 443	12 3,497
Meeting/Exceeding Standards in Science (Grades 3-8 PSSA) - # out of every 20 students # (Denominator)	NA 0	suppressed 1	17 14	18 423	6 22	13 27	9 41	16 58	NA 0	suppressed 2	11 21	16 71	13 145	16 1,226
Meeting/Exceeding Standards in Literature (Keystone) # out of every 20 students # (Denominator)	NA 0	suppressed 0	16 10	20 187	suppressed suppressed	14 17	10 23	13 32	NA 0	NA 0	11 16	18 33	14 84	17 615
Meeting/Exceeding Standards in Algebra I (Keystone) # out of every 20 students # (Denominator)	NA 0	NA 0	15 12	18 181	suppressed 7	9 23	7 33	11 38	NA 0	NA 0	5 12	16 29	8 86	14 643
Meeting/Exceeding Standards in Biology (Keystone) # out of every 20 students # (Denominator)	NA 0	NA 0	15 12	19 178	suppressed 8	8 25	8 39	13 41	NA 0	NA 0	2 10	17 29	9 91	14 639
Chronic Absenteeism Rate : >10% absences # (Denominator)	NA 0	40.0% 5	23.4% 107	15.2% 2,522	24.3% 148	17.2% 227	18.5% 314	17.8% 500	suppressed 5	16.7% 12	22.0% 150	12.3% 514	21.2% 1,059	11.2% 8,221

Indicator D-8: INTERSECTIONALITY: Experiences of Students with Disabilities

DOMAIN D: EXTENT OF RACIAL, ETHNIC AND ECONOMIC SEGREGATION

	American Indian/ Alaskan Native		Asian		Black		Hispanic/Latino		Native Hawaiian/ Pacific Islander		Multi-Racial		White	
Intersectionality - Students with Disabilities	Students with Disabilities	Students without Disabilities	Students with Disabilities	Students without Disabilities	Students with Disabilities	Students without Disabilities	Students with Disabilities	Students without Disabilities	Students with Disabilities	Students without Disabilities	Students with Disabilities	Students without Disabilities	Students with Disabilities	Students without Disabilities
Meeting/Exceeding Standards in English/ELA (Grades 3-8 PSSA) # out of every 20 students # (Denominator)	NA 0	suppressed 3	8 81	18 1,120	6 43	13 114	6 79	13 246	suppressed 3	suppressed 6	7 57	16 238	8 736	17 3,196
Meeting/Exceeding Standards in Math (Grades 3-8 PSSA) - # out of every 20 students # (Denominator)	NA 0	suppressed 3	7 81	17 1,120	2 43	8 114	4 78	8 249	suppressed 3	suppressed 7	6 57	12 238	5 741	12 3,199
Meeting/Exceeding Standards in Science (Grades 3-8 PSSA) - # out of every 20 students # (Denominator)	NA 0	suppressed 1	10 30	19 407	5 12	12 37	7 23	14 76	NA 0	suppressed 2	9 20	17 72	10 255	17 1,116
Meeting/Exceeding Standards in Literature (Keystone) # out of every 20 students # (Denominator)	NA 0	suppressed 4	suppressed 7	20 190	suppressed 5	14 20	4 16	15 39	NA 0	suppressed 1	suppressed 5	16 44	10 109	18 590
Meeting/Exceeding Standards in Algebra I (Keystone) # out of every 20 students # (Denominator)	NA 0	NA 0	suppressed 5	19 188	suppressed 4	8 26	6 10	10 61	NA 0	NA 0	suppressed 8	15 33	7 110	15 619
Meeting/Exceeding Standards in Biology (Keystone) # out of every 20 students # (Denominator)	NA 0	NA 0	suppressed 5	19 185	suppressed 6	7 27	4 17	12 63	NA 0	NA 0	suppressed 8	15 31	7 112	15 618
Chronic Absenteeism Rate : >10% absences # (Denominator)	NA 0	suppressed 5	22.9% 166	15.1% 2,463	27.6% 105	17.0% 270	26.0% 204	15.4% 610	suppressed 3	14.3% 14	25.0% 124	12.0% 540	20.5% 1,771	10.4% 7,509

Indicator D-8: INTERSECTIONALITY: Experiences of English Language Learners

DOMAIN D: EXTENT OF RACIAL, ETHNIC AND ECONOMIC SEGREGATION

	American Indian/ Alaskan Native		Asian		Black		Hispanic/Latino		Native Hawaiian/ Pacific Islander		Multi-Racial		White	
Intersectionality - Students with Disabilities	English Learner	Non- English Learner	English Learner	Non- English Learner	English Learner	Non- English Learner	English Learner	Non- English Learner	English Learner	Non- English Learner	English Learner	Non- English Learner	English Learner	Non- English Learner
Meeting/Exceeding Standards in English/ELA (Grades 3-8 PSSA) # out of every 20 students <i># (Denominator)</i>	NA	suppressed	7	18	suppressed	11	3	12	NA	suppressed	NA	14	4	15
	0	3	47	1,157	3	154	49	276	0	9	0	295	15	3,917
Meeting/Exceeding Standards in Math (Grades 3-8 PSSA) - # out of every 20 students <i># (Denominator)</i>	NA	suppressed	9	17	suppressed	7	4	8	NA	suppressed	NA	11	4	11
	0	3	48	1,153	3	154	52	275	0	10	0	295	18	3,922
Meeting/Exceeding Standards in Science (Grades 3-8 PSSA) - # out of every 20 students <i># (Denominator)</i>	NA	suppressed	14	18	suppressed	10	11	13	NA	suppressed	NA	15	suppressed	16
	0	1	23	414	1	48	15	84	0	2	0	92	6	1,365
Meeting/Exceeding Standards in Literature (Keystone) # out of every 20 students <i># (Denominator)</i>	NA	NA	suppressed	19	NA	11	suppressed	12	NA	suppressed	NA	16	NA	16
	0	0	2	195	0	25	5	50	0	1	0	49	0	699
Meeting/Exceeding Standards in Algebra I (Keystone) # out of every 20 students <i># (Denominator)</i>	NA	NA	suppressed	18	suppressed	8	suppressed	9	NA	NA	NA	13	suppressed	13
	0	0	1	192	1	29	9	62	0	0	0	41	1	728
Meeting/Exceeding Standards in Biology (Keystone) # out of every 20 students <i># (Denominator)</i>	NA	NA	NA	19	suppressed	6	suppressed	11	NA	NA	NA	13	suppressed	14
	0	0	0	190	1	32	7	73	0	0	0	39	1	729
Chronic Absenteeism Rate : >10% absences <i># (Denominator)</i>	NA	suppressed	22.0%	15.0%	100.0%	20.7%	20.2%	17.4%	NA	NA	suppressed	14.4%	28.1%	12.2%
	0	5	200	2,429	12	363	183	631	0	0	6	658	57	9,223

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

The interaction between students and teachers—through curriculum, coursework, and instruction—is at the heart of education. Students’ exposure to a rich and broad curriculum, challenging coursework, and inspired teaching is therefore vital for their learning and development. There is no widespread agreement on which specific elements of curriculum, coursework, and teaching matter for student outcomes, but there is evidence that these core elements are not distributed in an equitable way—in relation to either proportionality or need.

There is widespread agreement that teachers are the most important in-school factor contributing to student outcomes, but the research is not as conclusive about which teacher characteristics are associated with effectiveness. From an equity standpoint, the biggest concern is that teachers with more experience and credentials are currently not distributed equally or equitably among schools with different student populations.

Coursework is another central component of academic progress and attainment. Research has long shown that differences in exposure to challenging courses and instruction contribute to disparities in educational outcomes by race, ethnicity, and socioeconomic status. As such, improving access to high-quality advanced coursework across several disciplines represents a potential lever for reducing group disparities in educational attainment.

Access to a broad curriculum that includes courses in art, geography, history, civics, technology, music, science, world languages, and other subjects is important to help all students become well-rounded individuals.

Excellence in academic programming and resources needs to include not only equitable access to advanced placement courses and other advanced coursework, but also meeting the academic needs of students on the other end of the achievement distribution. The adequacy of formal academic support for students who are struggling to achieve is at least as important as fair access to enrichment opportunities for high-achieving students.

- ▶ Indicator 10: Disparities in Access to Effective Teaching
- ▶ Indicator 11: Disparities in Access to and Enrollment in Rigorous Coursework
- ▶ Indicator 12: Disparities in Curricular Breadth
- ▶ Indicator 13: Disparities in Access to High-Quality Academic Supports

The following data points were utilized for the indicators:

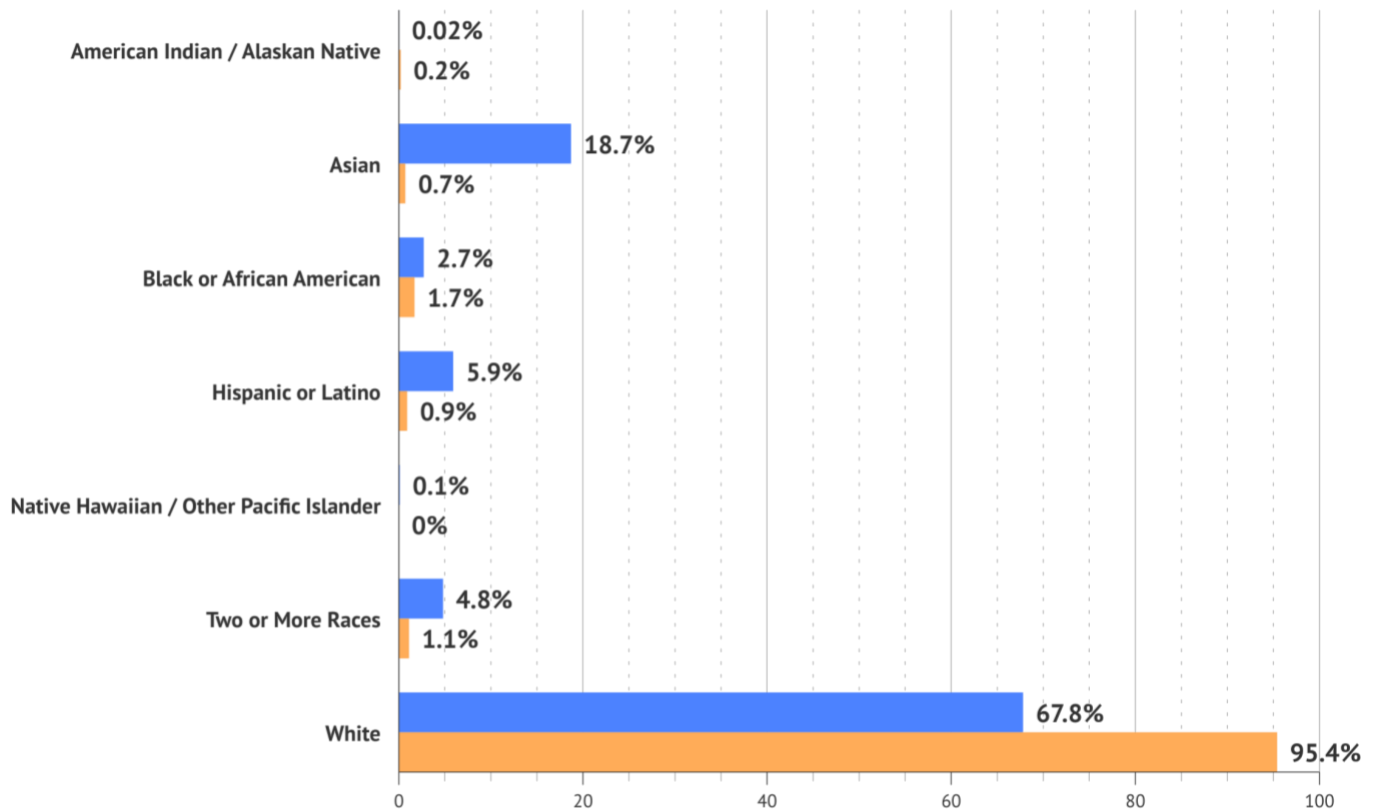
- ▶ Indicator 10: Disparities in Access to Effective Teaching
 - Racial/Ethnic makeup of teaching staff
 - Teaching staff years of experience by school
 -
- ▶ Indicator 11: Disparities in Access to and Enrollment in Rigorous Coursework
 - Access and Enrollment in Rigorous Coursework (AP, IB, CTE, Dual Enrollment, Honors)
- ▶ Indicator 13: Disparities in Access to High-Quality Academic Supports
 - Access to High-Quality Academic Supports

Indicator F-10: Racial and Ethnic Diversity of Teaching Staff, Years of Service

DOMAIN F: EQUITABLE ACCESS TO HIGH-QUALITY CURRICULA AND INSTRUCTION

Racial and Ethnic Diversity of Student Body & Teaching Staff – Districtwide by Race/Ethnicity (2022-23 SY)

● % Students Enrolled ● % of Teachers



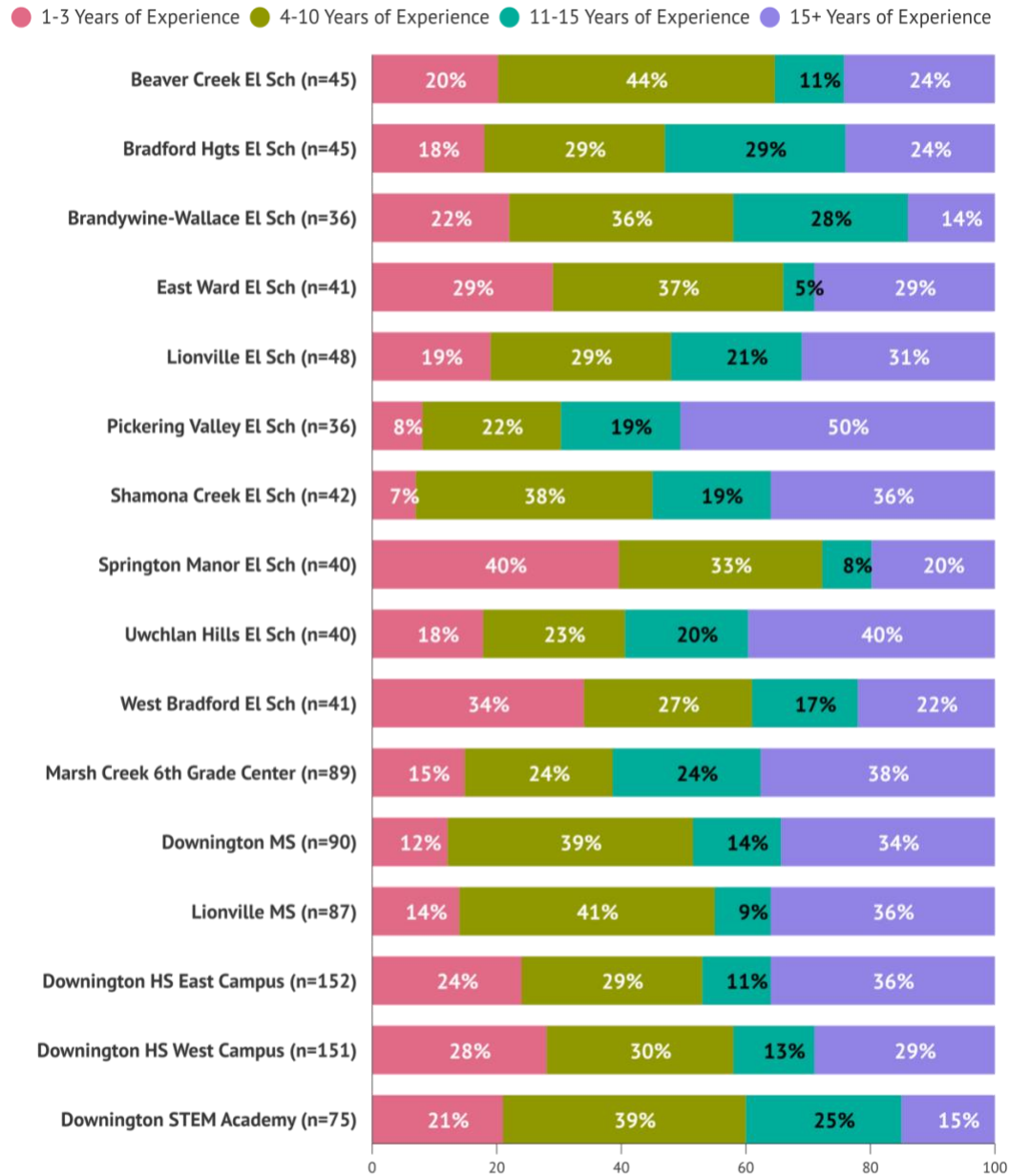
Racial and Ethnic Diversity of District Staff (2022-23 SY)

2022/2023	TOTAL (DISTRICTWIDE)	American Indian / Alaskan Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian / Other Pacific Islander	Two or More Races	White
Number of Licensed /Certified	1061	2	7	18	10	NA	12	1012
Number of Administrators	117	NA	NA	6	2	NA	NA	109
Number of Classified	637	NA	68	35	17	NA	1	516
Number of teachers certified	1061	2	7	18	10	NA	12	1012
% Teachers with Masters degree or Higher	81.8%	0.2%	0.3%	1.5%	0.8%	NA	0.9%	96.2%

Indicator F-10: Racial and Ethnic Diversity of Teaching Staff, Years of Service

DOMAIN F: EQUITABLE ACCESS TO HIGH-QUALITY CURRICULA AND INSTRUCTION

Teachers Years of Service – % by School (2022-23 SY)



Indicator F-11: Access to and Enrollment in Rigorous Coursework (AP, CTE, IB, Dual Enrollment)

DOMAIN F: EQUITABLE ACCESS TO HIGH-QUALITY CURRICULA AND INSTRUCTION

Rigorous Coursework Participation - By Student Group (2022-23)

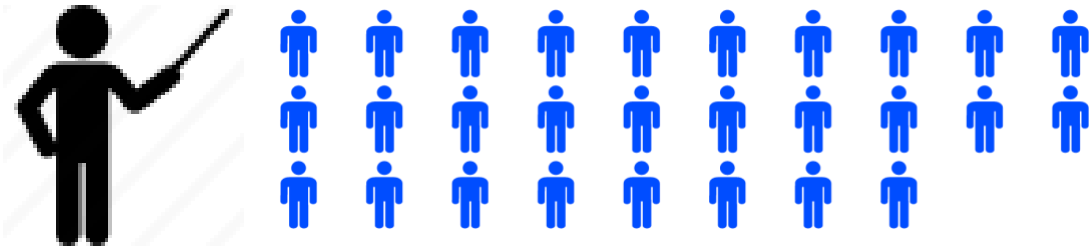
		AP Course Participation Rate Districtwide (relative to ALL students and relative to subgroup)										
2022-23 * Only for Downingtown East HS and Downingtown West HS	Rate/ Denominator	Districtwide	American Indian / Alaskan Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian/ Pacific Islander	Multiple Races	White	English Learners	Economically Disadvantaged	Students with Disabilities
% of <u>ALL</u> students taking at least 1 AP course	Rate	32.69%	na	7.36%	0.40%	1.06%	0.06%	1.20%	22.62%	na	1.77%	1.51%
	N Denominator	3,506	3,506	3,506	3,506	3,506	3,506	3,506	3,506	3,506	3,506	3,506
% of students in <u>EACH</u> subgroup taking at least 1 AP course	Rate	37.5%	suppressed	68.8%	12.1%	14.3%	suppressed	30.7%	30.3%	0.0%	9.4%	8.2%
	N Denominator	3,056	1	375	116	259	3	137	2,615	39	662	644
		CTE Participation Rate Districtwide (relative to ALL students and relative to subgroup)										
2022-23	Rate/ Denominator	Districtwide	American Indian / Alaskan Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian/ Pacific Islander	Multiple Races	White	English Learners	Economically Disadvantaged	Students with Disabilities
% of <u>ALL</u> students pursuing at least 1 CTE pathway	Rate	9.3%	na	0.12%	0.87%	1.22%	na	0.38%	6.72%	0.26%	8.00%	5.65%
	N Denominator	3,436	na	3,436	3,436	3,436	na	3,436	3,436	3,436	3,436	3,436
% of students in <u>EACH</u> subgroup pursuing at least 1 CTE pathway	Rate	9.3%	na	1.3%	9.4%	13.1%	na	4.1%	72.2%	2.8%	85.9%	60.6%
	N Denominator	3,436	na	320	320	320	na	320	320	320	320	320
		Dual Enrollment Course Participation Rate Districtwide (relative to ALL students and relative to subgroup)										
2022-23 * Only for Downingtown East HS and Downingtown West HS	Rate/ Denominator	Districtwide	American Indian / Alaskan Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian/ Pacific Islander	Multiple Races	White	English Learners	Economically Disadvantaged	Students with Disabilities
% of <u>ALL</u> students taking at least 1 DE course	Rate	1.7%	na	25.9%	3.4%	5.2%	na	6.9%	58.6%	0.0%	5.2%	6.9%
	N Denominator	3,506	na	58	58	58	na	58	58	58	58	58
% of students in <u>EACH</u> subgroup taking at least 1 DE course	Rate	1.7%	na	4.0%	1.7%	1.2%	na	2.9%	1.3%	0.0%	0.5%	0.6%
	N Denominator	3,506	na	375	116	259	na	137	2,615	39	662	644
		IB Course Participation Rate Districtwide (relative to ALL students and relative to subgroup)										
2022-23	Rate/ Denominator	Districtwide	American Indian / Alaskan Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian/ Pacific Islander	Multiple Races	White	English Learners	Economically Disadvantaged	Students with Disabilities
% of <u>ALL</u> students taking at least 1 IB course	Rate	100.0%	na	35.1%	suppressed	na	na	suppressed	62.8%	na	na	suppressed
	N Denominator	191	na	67	2	na	na	2	120	na	na	10
% of students in <u>EACH</u> subgroup taking at least 1 IB course	Rate	100.0%	na	100.0%	suppressed	na	na	suppressed	100.0%	na	na	suppressed
	N Denominator	191	na	67	2	na	na	2	120	na	na	10
		Honors Course Participation Rate Districtwide (relative to ALL students and relative to subgroup)										
2022-23 * Only for Downingtown East HS and Downingtown West HS	Rate/ Denominator	Districtwide	American Indian / Alaskan Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian/ Pacific Islander	Multiple Races	White	English Learners	Economically Disadvantaged	Students with Disabilities
% of <u>ALL</u> students taking at least 1 HN course	Rate	62.0%	0.0%	8.9%	1.4%	3.2%	0.1%	2.0%	46.6%	0.4%	5.5%	4.4%
	N Denominator	3,514	3,514	3,514	3,514	3,514	3,514	3,514	3,514	3,514	3,514	3,514
% of students in <u>EACH</u> subgroup taking at least 1 HN course	Rate	62.0%	suppressed	82.9%	41.4%	42.9%	suppressed	50.4%	62.6%	33.3%	29.3%	24.2%
	N Denominator	3,514	1	375	116	259	3	137	2,615	39	662	644

Student to Counselor Ratio
(2022-23)

Elementary	Middle School	High School
557 students : 1 counselor	360 students : 1 counselor	201 students : 1 counselor

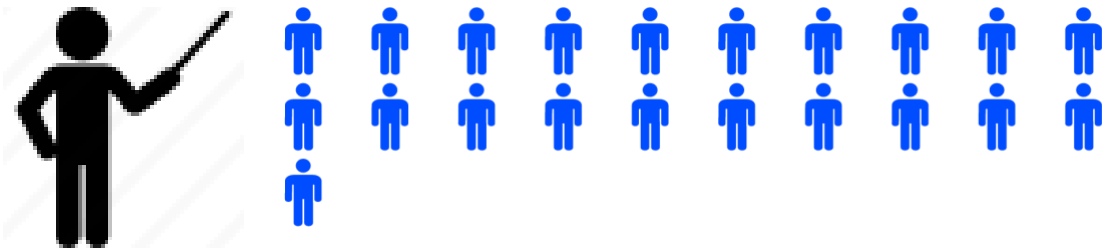
English Learner (EL) Student
to EL Teacher Ratio (2022-23)

1 EL Teacher for every **28.4** EL Students



Special Education (SPED) Student
to SPED Teacher/Support Staff Ratio (2022-23)

1 SPED Teacher/Support Staff for every **20.6** SPED Students



1 **school nurse** for every **1103** students

1 **psychologist** for every **970.5** students

1 **social worker** for every **427.1** students

Students need more than challenging courses and effective teachers to thrive academically. They also need physically and emotionally safe learning environments, with a range of supports that pave the way for them to succeed by addressing their socioemotional and academic needs. Safe, supportive school environments and access to counseling, as well as referral to social services, are especially important for students who experience chronic stressors outside of school that affect their learning and development.

- ▶ Indicator 14: Disparities in School Climate
- ▶ Indicator 15: Disparities in Non Exclusionary Discipline Practices
- ▶ Indicator 16: Disparities in Non Academic Supports for Student Success

- ▶ Indicator 15: Disparities in Non-Exclusionary Discipline Practices
 - Discipline Index

Indicator G-15: Disparities in Non-exclusionary Discipline Practices

DOMAIN G: EQUITABLE ACCESS TO SUPPORTIVE SCHOOL AND CLASSROOM ENVIRONMENTS

Discipline Index (Suspensions) –Districtwide by Subgroup (3-year trend)

Note: The Discipline Index for a subgroup is calculated by dividing the percentage of total suspensions for that subgroup (suspension rate) by the percentage that the subgroup represents out of the total enrolled students in the district.

Student Subgroup	2020-21			2021-2022			2022-23		
	Percentage of all students	Percentage of ISS + OSS Suspensions & Expulsions (Total n = 132)	Discipline Index	Percentage of all students	Percentage of ISS + OSS Suspensions & Expulsions (Total n = 682)	Discipline Index	Percentage of all students	Percentage of ISS + OSS Suspensions & Expulsions (Total n = 714)	Discipline Index
American Indian / Alaskan Native	0.1%	0.0%	0.00	0.0%	0.0%	0.00	0.0%	0.0%	0.00
Asian	16.4%	3.0%	0.18	18.8%	2.9%	0.16	18.7%	3.5%	0.19
Black or African American	2.8%	14.4%	5.09	2.7%	13.6%	5.08	2.7%	13.4%	5.02
Hispanic or Latino	5.2%	21.2%	4.07	5.9%	10.7%	1.81	5.9%	14.3%	2.42
Native Hawaiian / Other Pacific Islander	0.1%	0.0%	0.00	0.1%	0.4%	4.14	0.1%	0.3%	2.64
Two or More Races	3.6%	5.3%	1.48	4.8%	6.0%	1.25	4.8%	9.7%	2.01
White	71.8%	56.1%	0.78	67.9%	66.3%	0.98	67.8%	58.8%	0.87
English Learners	1.3%	2.3%	1.72	1.6%	1.3%	0.81	2.2%	0.7%	0.33
Economically Disadvantaged	11.7%	45.5%	3.88	11.8%	34.6%	2.92	14.3%	44.4%	3.11
Students with Disabilities	16.0%	59.8%	3.73	18.8%	54.7%	2.92	17.1%	56.0%	3.27



About Us

Created in 1997 by Mutiu Fagbayi, Performance Fact's sole commitment is to provide educational leaders, their teams, and their communities with a system of solutions for building stronger schools and accelerating learning for all students ... from thought to results.

We collaborate with our clients by aligning our external perspective with their internal vision for their schools and community.

Our Core Values

Our name - Performance Fact – is derived from five timeless ideals.

PERFORMANCE

We believe that results matter. They tell us about the effectiveness of our practice, and focus our attention on solutions that matter most.

fast forward

We act with a sense of urgency, and continually search for ways to accelerate time to results for our clients.

accountability

We rely on a fact-based approach, not opinion. Accountability means standing up for the results we produce, individually and collectively.

continuous learning

We view personal and team learning as professional expectations, and as the fuel for continuous improvement of services to our clients.

trust

We build relationships based on uncompromising integrity, deep caring, and total commitment to helping our clients achieve the goals that are important to them.

Since 1997, we have served nearly 100 school systems in 10+ US states. Together, these districts educate more than 1,000,000 students every day in nearly 1,800 schools. Internationally, Performance Fact works with leaders and practitioners in more than 100 schools serving more than 40,000 pupils.



Think. Believe. Move Mountains.

"We must believe in the inherent ability of all children to reach the same high expectations which we must set for all of them.

It is this trust in the natural potential in every child, backed by the purposeful action, that will produce the highest levels of student achievement.

And we will know that we truly believe when the results for students match our pronouncements."

— Mutiu O. Fagbayi
Founder, President/CEO

The Performance Fact Premise:

"All students will learn at high levels when instruction meets their needs. What a student has not learned well yet, is something she/he has not been taught well yet .

Student learning, then, is an "effect" whose "cause" lies in the quality and effectiveness of educational PRACTICES .

If we want improved outcomes for students, the starting point must be the continuous improvement of teaching practices, leadership practices and organizational practices, because they are the precursors to student learning."

Performance Fact, Inc.
333 Hegenberger Road, Suite 204
Oakland, California 94621
Telephone: 510.568.7944
contact@performancefact.com
www.performancefact.com

www.eyeonthegoal.com