



A MESSAGE FROM DR. YANNI

LMSD is sharing this data presentation on [Making Practices Public](#) as a means to provide the community with easy access to our state assessment data and the steps we are taking to improve outcomes for our students. It is important to know that standardized testing data represent only some of the data points we use to improve our curriculum, instruction, and professional development.

LMSD BEYOND THE NUMBERS

# Our Focus on Continuous Improvement

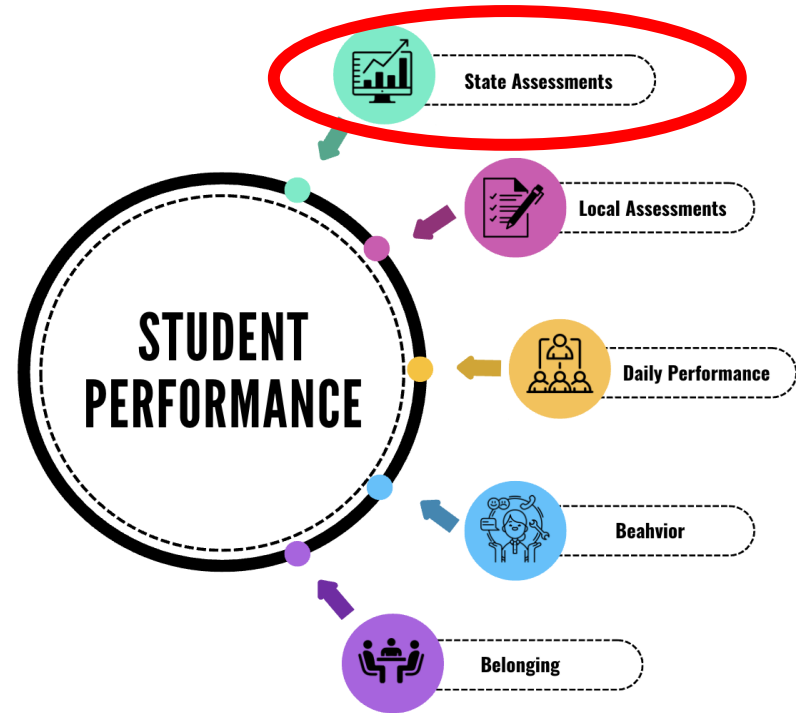
Education Committee | November 13, 2023

# Why Are We Presenting This Data?

State assessment data is public facing via the Future Ready PA Index and is...

- used by the Department of Education to evaluate the effectiveness of districts.
- is used by rating companies (e.g., Niche, US News & World Report, etc).
- is generally referred to by parents, guardians, and community members to articulate the efficacy (or lack of efficacy) of districts.

**Despite the public nature of this data, state assessment scores only tell a portion of our students' learning journeys.**

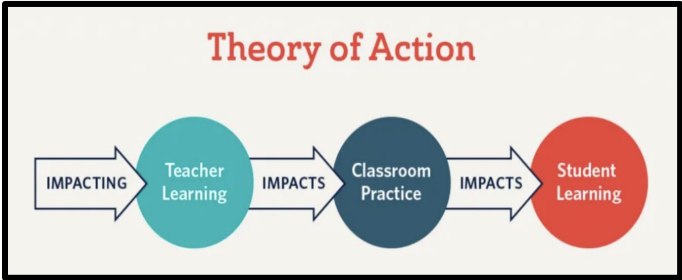


# Our Focus on Continuous Improvement – You Don’t Have to be Bad to Get Better

Achievement PSSA & Keystone Exam Achievement Levels			
Below Basic	Basic	Proficient	Advanced



Growth Pennsylvania Value-Added Assessment System (PVAAS)				
Well Below	Below	Meets	Above	Well Above



# Continuous Improvement – Our Theories of Action

## Culture

- When we develop a culture where everyone in the school and greater community acts upon the belief that ALL students are capable of learning at high levels, then all students will have greater opportunities and the necessary supports to be successful.

## Teaching and Learning

- When we ensure that every lesson is planned using standards-based curricula, is rigorous, and is taught in a differentiated manner designed to meet the learning needs of each student, then we will accelerate learning and close identified achievement gaps.
- When we implement high quality formative and summative assessments on a recursive basis and engage in ongoing analysis of learning and teaching, then we will make responsive adjustments to instructional planning and delivery.
- When we implement high quality staff evaluations and reflection process that is directly connected to responsive professional development programs based on the learning needs of students and staff, then the process of continuous improvement will be enhanced.

# Continuous Improvement – Our Theories of Action

## Continuous Improvement

- When we engage in a deep and continuous process of data-driven decision-making with the best interest of our students in mind, then we will expand successful programs and support areas of need.

## Leadership

- When we employ high quality administrators and teacher leaders and provide opportunities for them to continuously enhance their professional skills, then our leadership team will be capable of solving the most challenging problems of practice, while facilitating every-increasing levels of achievement.

## Resources

- When we prioritize our needs based on student outcomes, then we will make informed decisions when allocating resources.

## Parent/Guardian & Community Partnerships

- When we increase meaningful engagement in each school, then our students will benefit from greater support before, during, and after school.

# PSSA Achievement Results – LMSD’s Data in Context

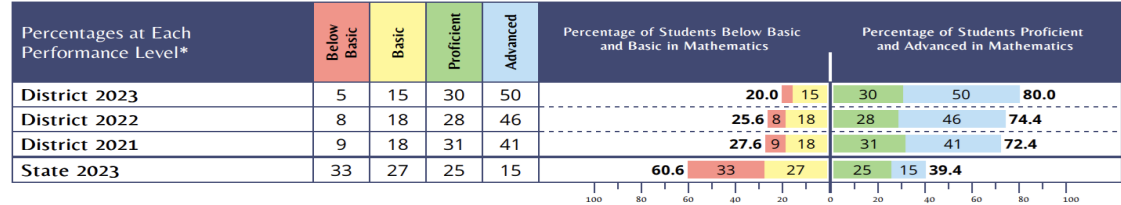
## Knowns

- LMSD outperformed the Commonwealth.
- Test participation rate surpassed 95%.
- Our data matches statewide trends of improvement and regression.
- Achievement and growth together provide a strong understanding of data.

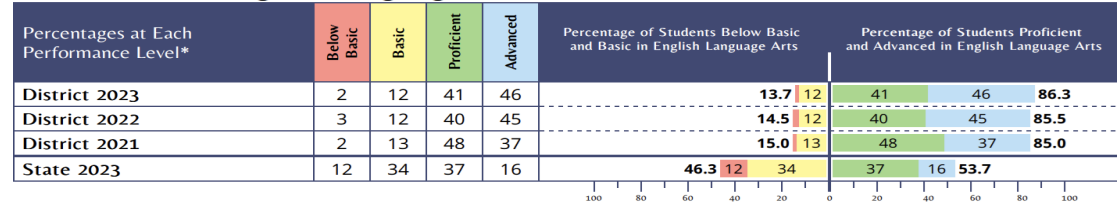
## Unknowns

- Until we have access to other districts’ data, we do not yet know how our performance compares to our peer districts.

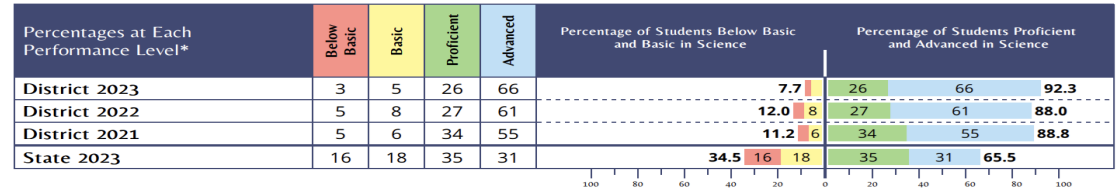
### Mathematics Performance Level Results



### English Language Arts Performance Level Results



### Science Performance Level Results



# Mathematics PSSAs Achievement & Growth – Grades 3-8

## Mathematics Performance by Group

**Areas of Opportunity** - Fractions, Operations with Rational Numbers, and Geometric Transformations

### Focus on Continuous Improvement

- Process Focus
  - Use of a common Districtwide evidence-based data protocol across all buildings (Team-Initiated Problem-Solving (TIPS), a What Works Clearinghouse approved Tier 1 intervention)
- Classroom Focus
  - Conferring about assessment results
  - Second chance learning
  - Refining common assessments (grades 6-8)
- Program Focus
  - Integration of STEM Special grades K-4 and PBLs
  - Summer programs for STEM grades 4-8
  - Summer Math Jumpstart Program grades 6-8

Percentages and Total Number by Group*	Total Tested	Below Basic	Basic	Proficient	Advanced	Percentage of Students Below Basic and Basic in Mathematics			Percentage of Students Proficient and Advanced in Mathematics		
All Students	3692	5	15	30	50	20.0	15	30	50	80.0	
Historically Underperforming	1129	15	26	31	28	40.7	15	26	31	28	59.3
IEP-Special Education	733	17	25	28	30	41.7	17	25	28	30	58.3
English Learner	103	12	27	44	17	38.8	12	27	44	17	61.2
Economically Disadvantaged	472	17	30	32	21	47.2	17	30	32	21	52.8
Male	1901	6	14	29	52	19.5	6	14	29	52	80.5
Female	1791	5	16	31	48	20.6	5	16	31	48	79.4
American Indian/Alaskan Native (not Hispanic)	1	0	0	100	0				100		100.0
Asian (not Hispanic)	433	2	7	20	71	9.2	2	7	20	71	90.8
Black or African American (not Hispanic)	288	20	35	29	16	54.9	20	35	29	16	45.1
Hispanic (any race)	238	11	16	31	42	27.3	11	16	31	42	72.7
Multi-Racial (not Hispanic)	353	6	13	25	56	18.4	6	13	25	56	81.6
White (not Hispanic)	2378	4	14	32	51	17.3	4	14	32	51	82.7
Native Hawaiian/other Pacific Islander (not Hispanic)	1	0	0	0	100				100		100.0
Migrant	0	0	0	0	0						

**Growth - Gr. 4-8: Met Growth Standard**

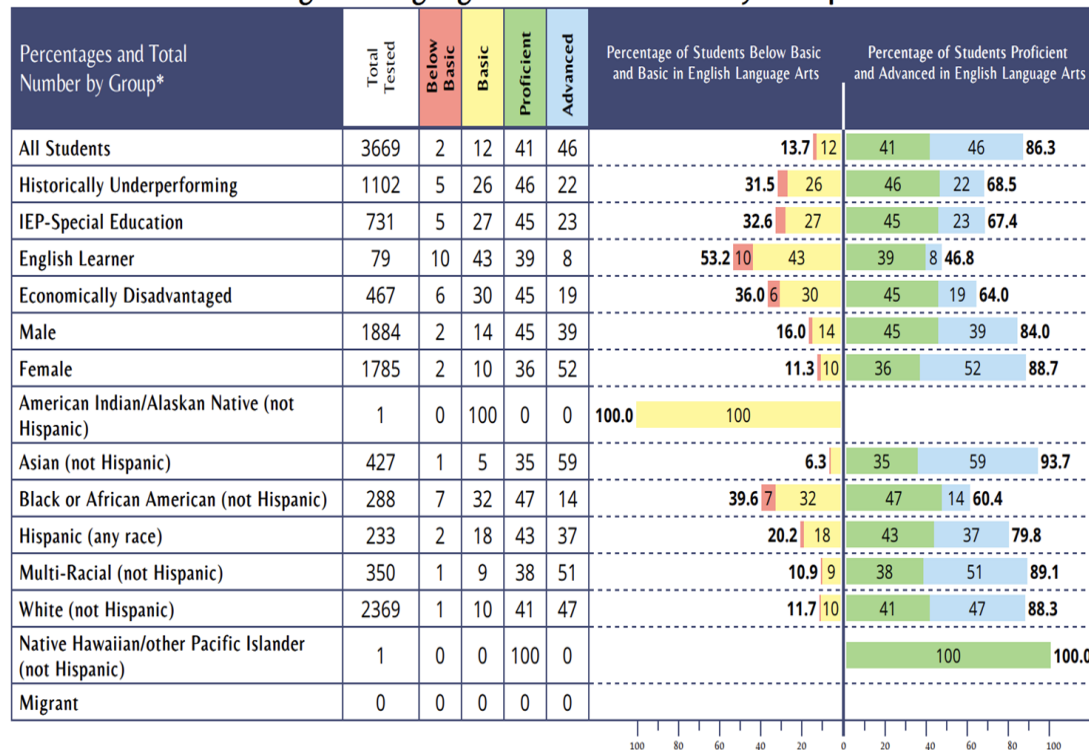
# English Language Arts PSSAs – Grades 3-8

## English Language Arts Performance by Group

**Areas of Opportunity** - Key Ideas & Details; Conventions; Text-Dependent Analysis

### Focus on Continuous Improvement

- Process Focus
  - Use of a common Districtwide evidence-based data protocol across all buildings (Team-Initiated Problem-Solving (TIPS), a What Works Clearinghouse approved Tier 1 intervention)
- Classroom Focus
  - Implementation of common assessments
  - Analysis of benchmark scores for instructional decisions
- Program Focus
  - Review core literacy materials to ensure appropriate alignment to standards



**Growth - Gr. 4-8: Well Below Growth Standard**



# Science PSSAs – Grades 4 and 8

**Area of Opportunity** – Composition and Structure of the Universe, Planetary Motion, Weather

## Focus on Continuous Improvement

- Process Focus
  - Use of a common Districtwide evidence-based data protocol across all buildings (Team-Initiated Problem-Solving (TIPS), a What Works Clearinghouse approved Tier 1 intervention)
- Classroom Focus
  - Refining common assessments (grades 6-12)
- Program Focus
  - Analysis and enhancement of STEM block for students in grades 7 or 8
  - Integration of STEM Special grades K-4 and PBLs
  - Summer programs for STEM grades 4-8

Science Performance by Group

Percentages and Total Number by Group*	Total Tested	Below Basic	Basic	Proficient	Advanced	Percentage of Students Below Basic and Basic in Science		Percentage of Students Proficient and Advanced in Science	
All Students	1252	3	5	26	66	7.7	26	66	92.3
Historically Underperforming	388	7	11	37	45	18.3	37	45	81.7
IEP-Special Education	267	7	10	36	47	17.6	36	47	82.4
English Learner	27	15	19	33	33	33.3	33	33	66.7
Economically Disadvantaged	152	7	15	42	36	22.4	42	36	77.6
Male	637	3	6	24	67	8.9	24	67	91.1
Female	615	2	4	28	66	6.3	28	66	93.7
American Indian/Alaskan Native (not Hispanic)	0	0	0	0	0				
Asian (not Hispanic)	130	1	4	18	78	4.6	18	78	95.4
Black or African American (not Hispanic)	94	11	11	47	32	21.3	47	32	78.7
Hispanic (any race)	76	7	7	25	62	13.2	25	62	86.8
Multi-Racial (not Hispanic)	125	2	6	22	70	8.0	22	70	92.0
White (not Hispanic)	827	2	4	25	69	6.0	25	69	94.0
Native Hawaiian/other Pacific Islander (not Hispanic)	0	0	0	0	0				
Migrant	0	0	0	0	0				

Growth - Gr. 4-8: Well Above Growth Standard

# Keystone Exam Results – LMSD's Performance in Context

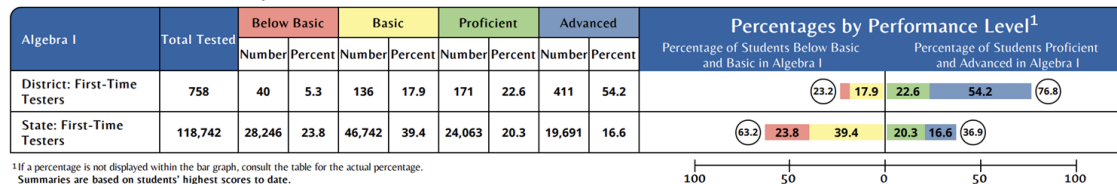
## Knowns

- LMSD outperformed the Commonwealth.
- Our data matches statewide trends.
- Achievement and growth together provide a strong understanding of data.
- Our students exceeded the growth standard on all three Keystone Exams.

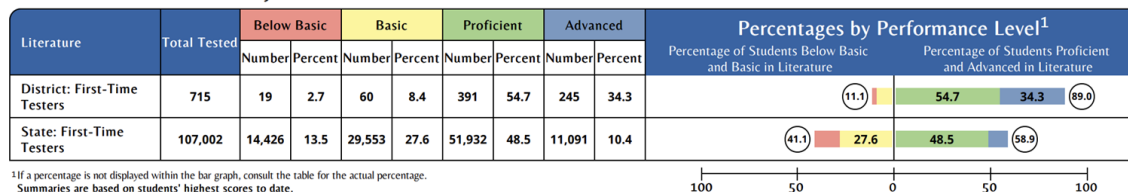
## Unknowns

- Until we have access to other districts' data, we do not yet know how our performance compares to our peer districts.

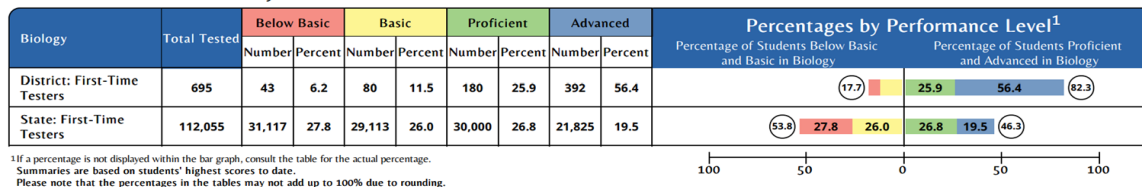
Performance Level Summary: First-Time Testers



Performance Level Summary: First-Time Testers



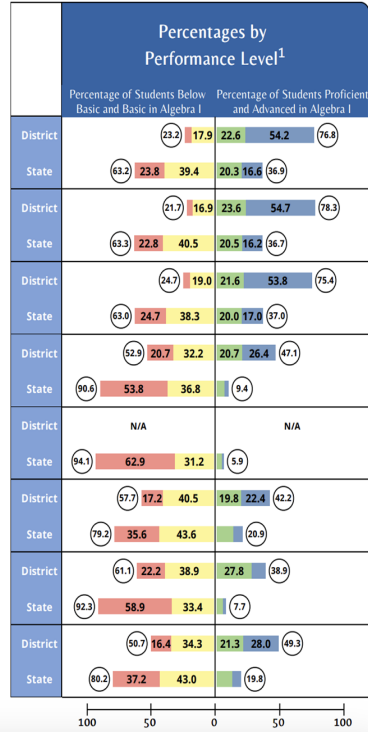
Performance Level Summary: First-Time Testers



# Algebra I Keystone Exam Achievement & Growth

Performance Level Summary by Group: First-Time Testers

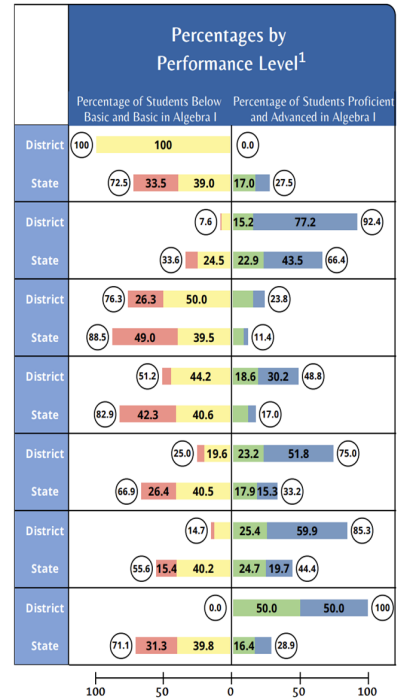
	Algebra I		District				State			
			Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
All Students	#	40	136	171	411	28,246	46,742	24,063	19,691	
	%	5.3	17.9	22.6	54.2	23.8	39.4	20.3	16.6	
Female	#	18	63	88	204	13,218	23,477	11,880	9,371	
	%	4.8	16.9	23.6	54.7	22.8	40.5	20.5	16.2	
Male	#	22	73	83	207	15,012	23,253	12,175	10,315	
	%	5.7	19.0	21.6	53.8	24.7	38.3	20.0	17.0	
IEP-Special Education	#	25	39	25	32	10,277	7,035	1,223	576	
	%	20.7	32.2	20.7	26.4	53.8	36.8	6.4	3.0	
Migrant Education Program	#	0	0	0	0	129	64	9	3	
	%	N/A	N/A	N/A	N/A	62.9	31.2	4.4	1.5	
Economically Disadvantaged	#	20	47	23	26	18,870	23,090	7,188	3,845	
	%	17.2	40.5	19.8	22.4	35.6	43.6	13.6	7.3	
English Learner	#	4	7	5	2	3,741	2,118	333	156	
	%	22.2	38.9	27.8	11.1	58.9	33.4	5.2	2.5	
Historically Underperforming	#	34	71	44	58	23,453	27,069	8,113	4,364	
	%	16.4	34.3	21.3	28.0	37.2	43.0	12.9	6.9	



Performance Level Summary by Group: First-Time Testers (Continued)

	Algebra I		District				State			
			Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
American Indian / Alaskan Native (not Hispanic)	#	0	1	0	0	67	78	34	21	
	%	0.0	100	0.0	0.0	33.5	39.0	17.0	10.5	
Asian (not Hispanic)	#	1	6	14	71	540	1,457	1,365	2,588	
	%	1.1	6.5	15.2	77.2	9.1	24.5	22.9	43.5	
Black or African American (not Hispanic)	#	21	40	12	7	7,550	6,093	1,266	499	
	%	26.3	50.0	15.0	8.8	49.0	39.5	8.2	3.2	
Hispanic (any race)	#	3	19	8	13	7,050	6,766	1,866	971	
	%	7.0	44.2	18.6	30.2	42.3	40.6	11.2	5.8	
Multi-Racial/Two or more races (not Hispanic)	#	3	11	13	29	1,383	2,118	936	799	
	%	5.4	19.6	23.2	51.8	26.4	40.5	17.9	15.3	
White (not Hispanic)	#	12	59	123	290	11,598	30,166	18,567	14,792	
	%	2.5	12.2	25.4	59.9	15.4	40.2	24.7	19.7	
Native Hawaiian or other Pacific Islander (not Hispanic)	#	0	0	1	1	40	51	21	16	
	%	0.0	0.0	50.0	50.0	31.3	39.8	16.4	12.5	

<sup>1</sup>If a percentage is not displayed within the bar graph, consult the table for the actual percentage.  
Summaries are based on students' highest scores to date.  
Please note that the percentages in the tables may not add up to 100% due to rounding.

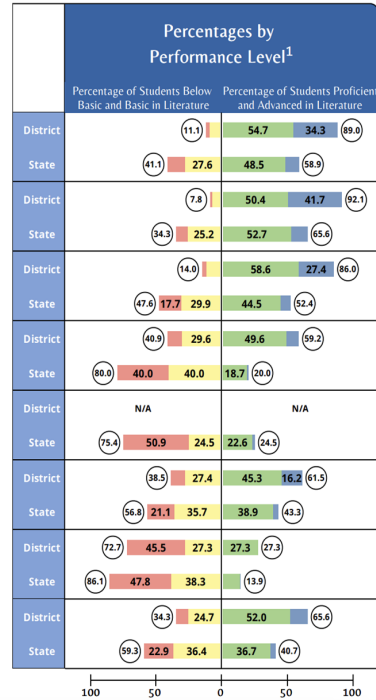


Growth - Algebra I : Well Above Growth Standard

# English Literature Keystone Exam Achievement & Growth

Performance Level Summary by Group: First-Time Testers

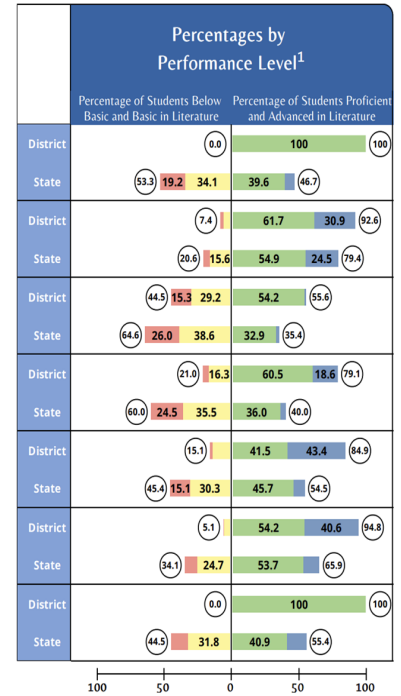
	Literature		District				State			
			Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
All Students	#		19	60	391	245	14,426	29,553	51,932	11,091
	%		2.7	8.4	54.7	34.3	13.5	27.6	48.5	10.4
Female	#		6	21	173	143	4,811	13,265	27,724	6,785
	%		1.7	6.1	50.4	41.7	9.1	25.2	52.7	12.9
Male	#		13	39	218	102	9,605	16,287	24,203	4,305
	%		3.5	10.5	58.6	27.4	17.7	29.9	44.5	7.9
IEP-Special Education	#		13	34	57	11	7,085	7,077	3,301	235
	%		11.3	29.6	49.6	9.6	40.0	40.0	18.7	1.3
Migrant Education Program	#		0	0	0	0	54	26	24	2
	%		N/A	N/A	N/A	N/A	50.9	24.5	22.6	1.9
Economically Disadvantaged	#		13	32	53	19	9,718	16,424	17,918	2,008
	%		11.1	27.4	45.3	16.2	21.1	35.7	38.9	4.4
English Learner	#		5	3	3	0	1,933	1,547	544	17
	%		45.5	27.3	27.3	0.0	47.8	38.3	13.5	0.4
Historically Underperforming	#		19	49	103	27	12,489	19,800	19,981	2,182
	%		9.6	24.7	52.0	13.6	22.9	36.4	36.7	4.0



Performance Level Summary by Group: First-Time Testers (Continued)

	Literature		District				State			
			Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
American Indian / Alaskan Native (not Hispanic)	#		0	0	1	0	35	62	72	13
	%		0.0	0.0	100	0.0	19.2	34.1	39.6	7.1
Asian (not Hispanic)	#		2	4	50	25	260	810	2,847	1,270
	%		2.5	4.9	61.7	30.9	5.0	15.6	54.9	24.5
Black or African American (not Hispanic)	#		11	21	39	1	3,460	5,137	4,375	328
	%		15.3	29.2	54.2	1.4	26.0	38.6	32.9	2.5
Hispanic (any race)	#		2	7	26	8	3,364	4,869	4,941	544
	%		4.7	16.3	60.5	18.6	24.5	35.5	36.0	4.0
Multi-Racial/Two or more races (not Hispanic)	#		1	7	22	23	672	1,346	2,028	390
	%		1.9	13.2	41.5	43.4	15.1	30.3	45.7	8.8
White (not Hispanic)	#		3	21	251	188	6,611	17,292	37,618	8,529
	%		0.6	4.5	54.2	40.6	9.4	24.7	53.7	12.2
Native Hawaiian or other Pacific Islander (not Hispanic)	#		0	0	2	0	14	35	45	16
	%		0.0	0.0	100	0.0	12.7	31.8	40.9	14.5

<sup>1</sup>If a percentage is not displayed within the bar graph, consult the table for the actual percentage.  
Summaries are based on students' highest scores to date.  
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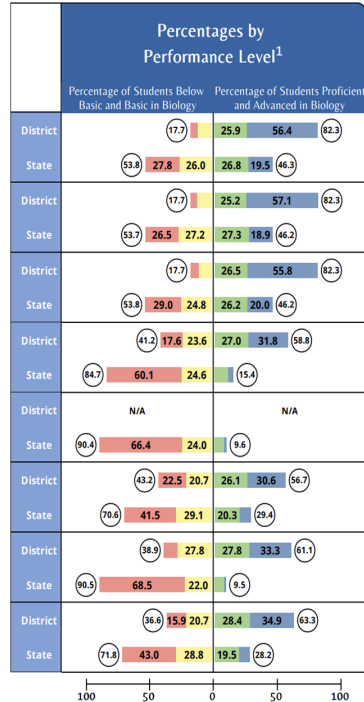


Growth - English Literature: Well Above Growth Standard

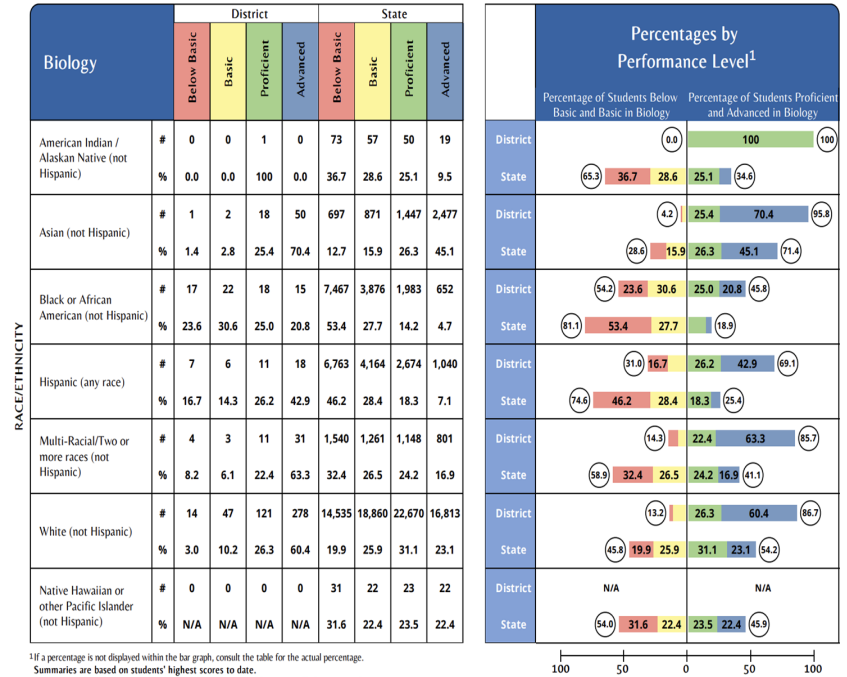
# Biology Keystone Exam Achievement & Growth

Performance Level Summary by Group: First-Time Testers

	Biology		District				State			
			Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
GENDER	All Students	#	43	80	180	392	31,117	29,113	30,000	21,825
		%	6.2	11.5	25.9	56.4	27.8	26.0	26.8	19.5
	Female	#	18	41	84	190	14,603	15,008	15,057	10,421
		%	5.4	12.3	25.2	57.1	26.5	27.2	27.3	18.9
	Male	#	25	39	96	202	16,504	14,103	14,938	11,403
		%	6.9	10.8	26.5	55.8	29.0	24.8	26.2	20.0
PROGRAM STATUS	IEP-Special Education	#	26	35	40	47	11,119	4,541	2,044	792
		%	17.6	23.6	27.0	31.8	60.1	24.6	11.1	4.3
	Migrant Education Program	#	0	0	0	0	97	35	11	3
		%	N/A	N/A	N/A	N/A	66.4	24.0	7.5	2.1
	Economically Disadvantaged	#	25	23	29	34	20,293	14,239	9,917	4,429
		%	22.5	20.7	26.1	30.6	41.5	29.1	20.3	9.1
	English Learner	#	2	5	5	6	3,421	1,100	385	90
		%	11.1	27.8	27.8	33.3	68.5	22.0	7.7	1.8
	Historically Underperforming	#	37	48	66	81	24,953	16,706	11,279	5,025
		%	15.9	20.7	28.4	34.9	43.0	28.8	19.5	8.7



Performance Level Summary by Group: First-Time Testers (Continued)



<sup>1</sup> If a percentage is not displayed within the bar graph, consult the table for the actual percentage.  
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**Growth - Biology: Well Above Growth Standard**

# Our Focus on Continuous Improvement

## Algebra

### Areas of Opportunity –

Inequalities and Systems of Inequalities (solving, graphing, shading)

## Biology

**Areas of Opportunity –** Cell Growth and Genetic Inheritance

## English Literature

**Areas of Opportunity –** Reading for Meaning



## Focus on Continuous Improvement

### Process

- Strengthening professional learning communities (PLC) processes

### Classroom

- Conferring about assessment results
- Second chance learning
- Refinding common assessments (grades 6-12)

### Program

- Curriculum revisions and alignment