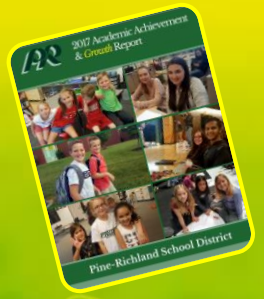
Pine-Richland School District



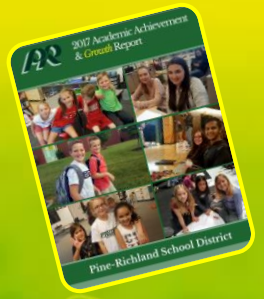
Academic Achievement & Growth Report 2017



Presentation Overview

- The 2017 Academic Achievement and Growth Report focuses on a review and analysis of several standardized assessments.

- In all cases, these test results serve as "assessments of learning" received well after the test is administered to provide "lagging indicators" of student achievement at a snapshot in time.

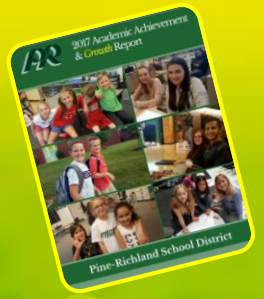


Presentation Overview



- Tonight's presentation will focus on a selection of high stakes assessments:
  - *SPP*
  - *PSSA*
  - *PVAAS*
  - *SAT*
  - *ACT*
  - *AP*
- Key **refinements** in this year's report include:
  - *Engagement of building administration in the analysis of data*
  - *Identification of major action steps to improve results*
  - *Integration of action steps with other district processes*
- Sample 5th grade analyses are included in the presentation, while all grade levels are addressed within the 2017 report.

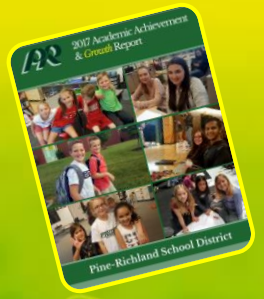




Learning Goals



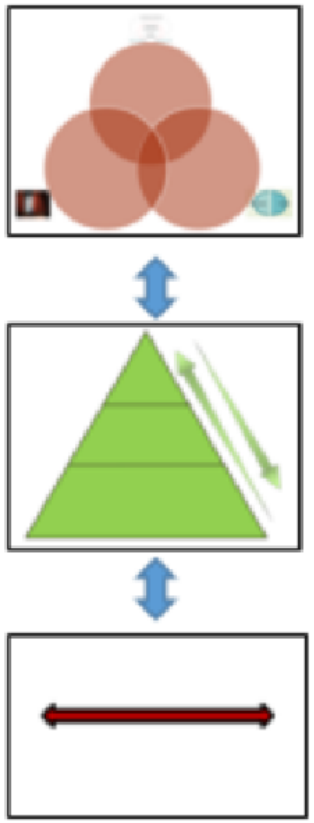
- Review selected **results** across multiple assessments
- Consider the concepts of **achievement and growth** across multiple forms of assessment
- **Analyze those results** with an eye towards levels, trends, comparisons, and integration
- Identify concrete **areas of focus** for curriculum and instruction that promote continuous improvement
- Remain focused on a **balanced and holistic assessment of organizational success** where standardized results are one part.

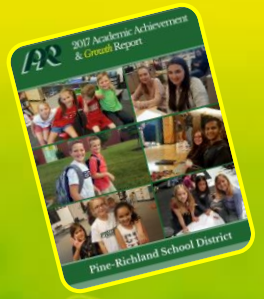


How do we focus on "academic" learning for every student every day?



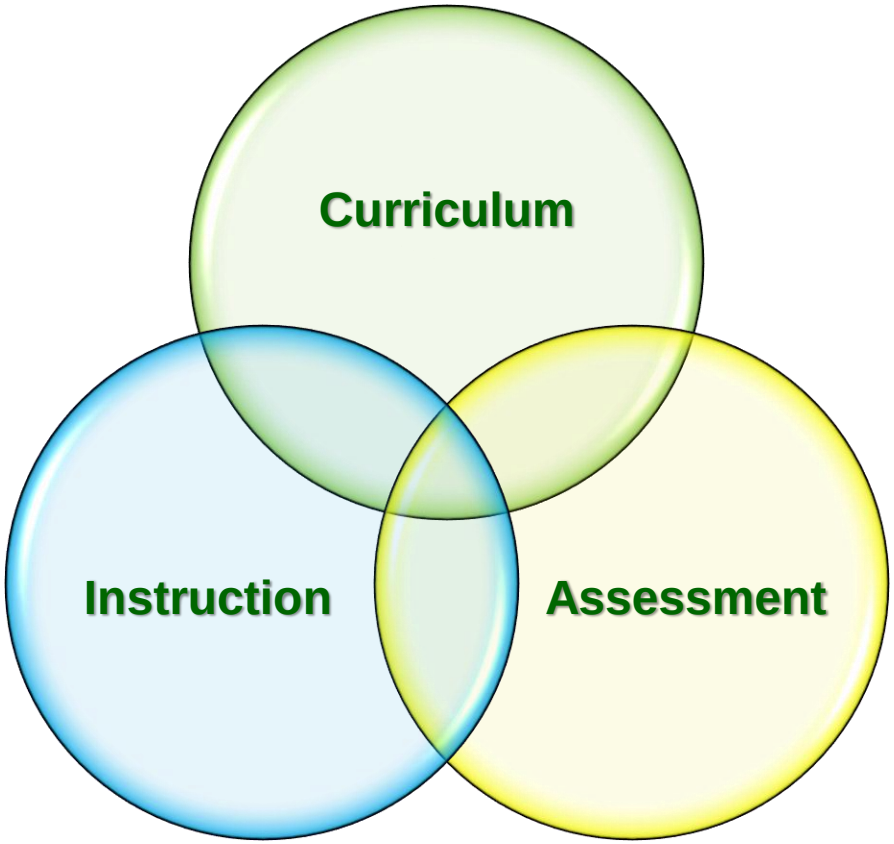
- **Model for Teaching and Learning**
  - ***Curriculum***
  - ***Instruction***
  - ***Assessment***
- **Multi-Tier System of Supports (MTSS)**
  - ***ELA and Math***
  - ***Decision Trees***
  - ***Research-Based Interventions***
- **Continuum of Services**
  - ***Special Education***
  - ***Gifted Education***
  - ***Other Programming***

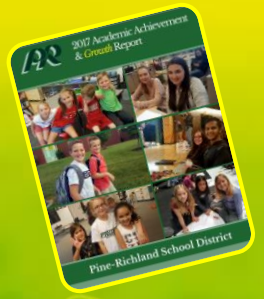




Model for Teaching and Learning

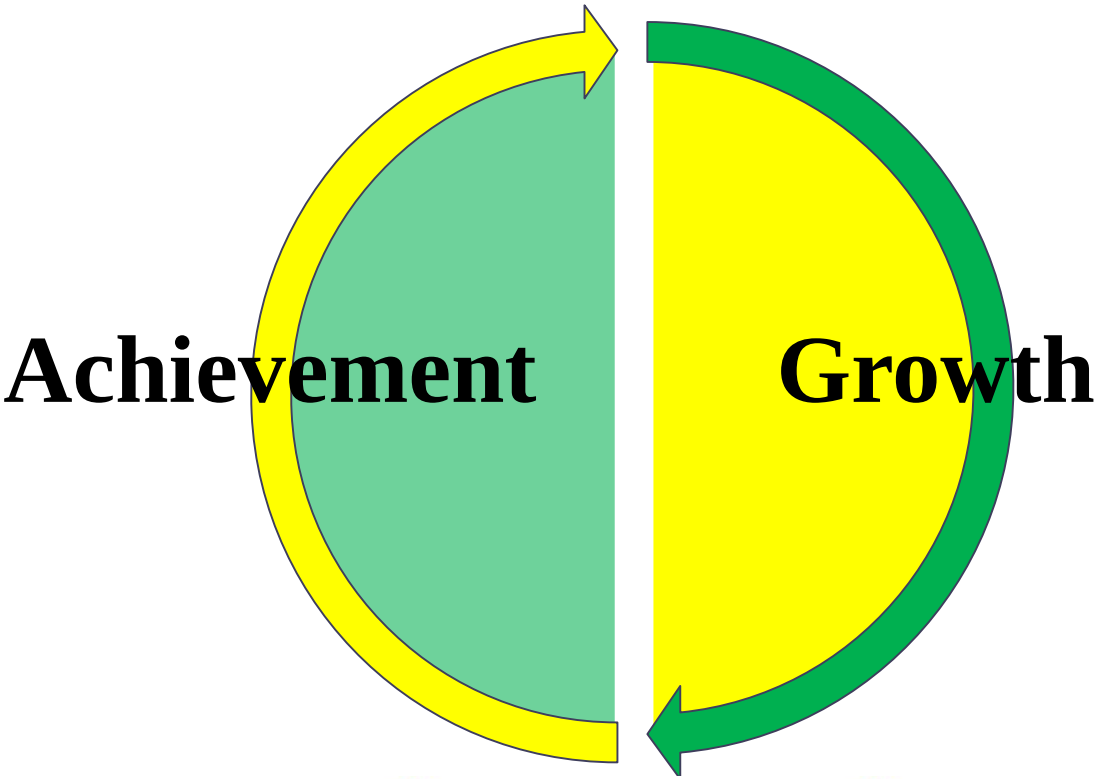


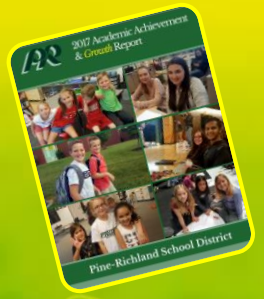



2007 Academic Achievement & Growth Report
Pine-Richland School District

Big Idea




Achievement
Growth



Perspective



30,000’

Concepts:

Achievement and Growth; Teaching and Learning; Multiple Indicators; Curriculum/Instruction/Assessment

20,000’

General Findings:

Levels; Trends; Comparisons; Multiple Assessments; Assessment Anchors

10,000’

Classroom and Student Groups:

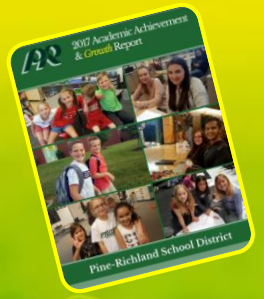
Eligible Content; Unit-Based Curriculum; Classroom/Teacher

Ground’

Individual Students:

Lesson Planning; Flexible Groups; Formative Assessment

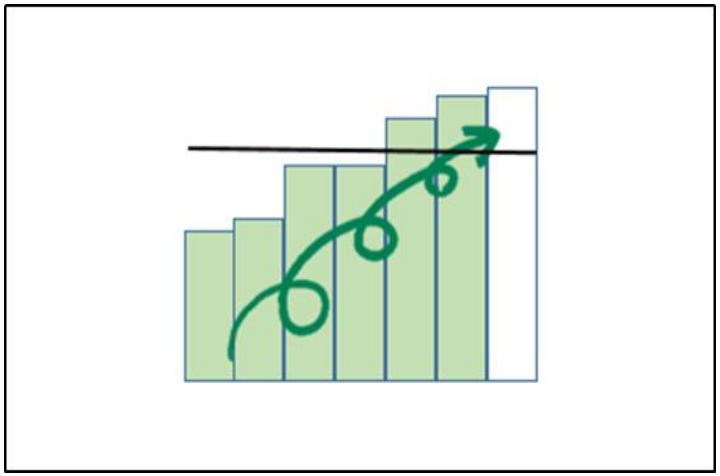




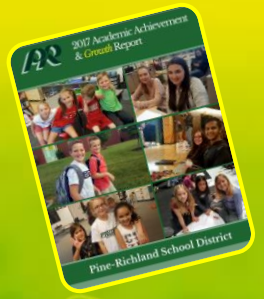
Results



- As we have shared over the last two years, we consider evaluation of results through the Baldrige lens of "LeTCI":
  - ***Levels***
  - ***Trends***
  - ***Comparisons***
  - ***Integration***





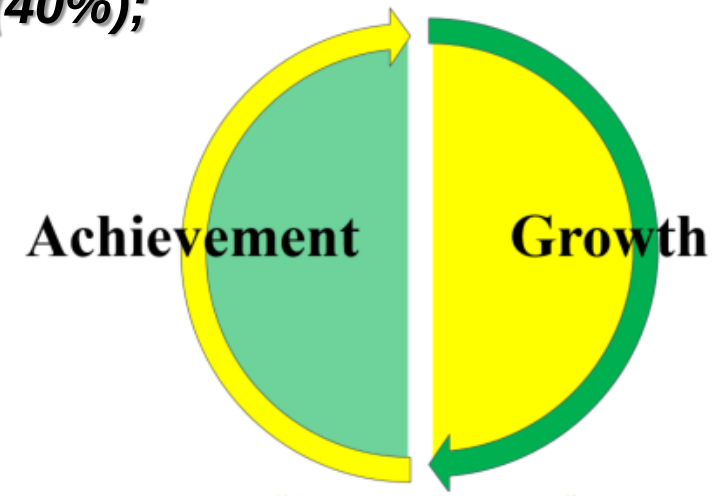


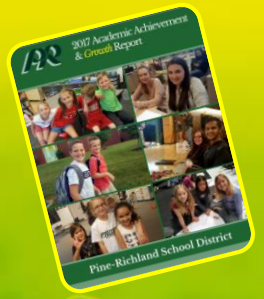
School Performance Profile



The SPP is designed to provide a building level score for educational systems and educators comprised of multiple indicators:

- ***Advanced/Proficient achievement (40%);***
- ***Closing achievement gap (10%);***
- ***PVAAS growth (40%);***
- ***Other indicators (10%).***



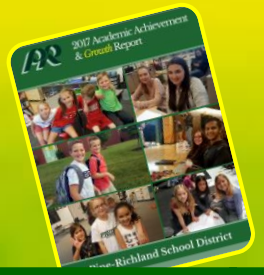


Pine-Richland School District 2017 SPP



Levels		
	PRHS	92.0
	PRMS	70.0
	EHUE	74.5
	Hance	99.1
	Richland	91.0
	Wexford	99.0

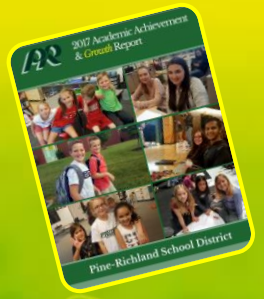




School Performance Profile Comparison



State Ranking 2017 Pgh BT	100 – 95	94.9 – 90	89.9 – 85	84.9 – 80	79.9 – 75	74.9 – 70	<70
PRSD (29)	**2**	**2**	**0**	**0**	**0**	**2**	**0**
1	0	1	2	1	2	0	0
2	0	1	0	0	2	1	1
3	0	0	0	1	2	1	0
4	0	3	2	3	0	1	1
5	0	0	3	1	3	1	0
6	0	1	1	2	2	0	0
7	5	2	1	1	0	1	0
8	1	1	0	0	1	0	2
9	0	1	0	1	1	1	1
10	1	1	1	1	1	1	0
11	1	4	1	1	2	0	2
12	1	0	1	1	2	0	0
13	1	1	3	1	0	0	0

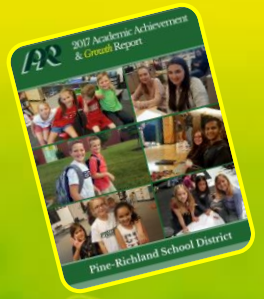


School Performance Profile Conclusions



- Pine-Richland continues to perform at or above the top-ranked school districts in Pennsylvania.
- School grade level configurations can impact comparisons of schools at one “elementary” versus another “elementary” based on grade spans tested and serviced (i.e., K-3, K-5, 4-6, etc.).
- Not all standardized assessments reflect the same level of rigor across the grade levels and can impact building level SPPs.

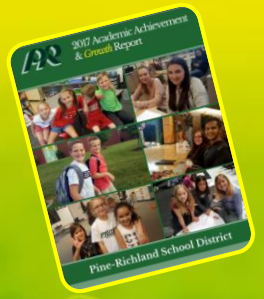




PSSA/Keystone Exams

- **Pennsylvania System of Standardized Assessment**
  - ***Grades 3 – 8 (Third Year of Revised Standards & Test)***
    - Mathematics
    - English Language Arts
  - ***Grades 4 & 8***
    - Science
- **Keystone Exams**
  - ***"End-of-Course" Exams***
    - Algebra I
    - Literature
    - Biology

Performance Levels
Advanced
Proficient
Basic
Below Basic



Achievement: eMetric Data Analysis Tool



Data Interaction
for **Pennsylvania Student Assessments**

Select Program PSSA

Select Report

- (•) **Group Summary: Scale Scores and Performance Levels**
- ( ) Group Summary: Reporting Categories and Anchors
- ( ) Graphical Summary: Performance Levels
- ( ) Graphical Summary: Reporting Categories and Anchors
- ( ) Individual Performance
- ( ) Longitudinal Individual Performance
- ( ) Cohort Comparison Report
- ( ) Matched Comparison Report

eMetric Features

- ✓ Interactive Reporting with Tables & Graphs
- ✓ Administrator/Principal Access to Student, Grade Level, Content Area, Building, District Aggregate & State Data

Group Summary: Scale Scores And Performance Levels

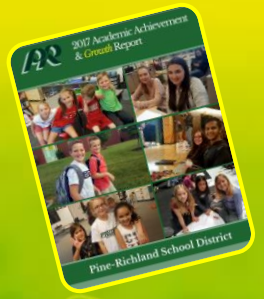
PSSA, Year 2017, Grade 5

Disaggregate: Gender

Years | Grades | Organization | Scores | Filter | Disaggregate | Other

Save Report

Group	Year	Mathematics					
		Number Tested	Mean Scale Score	% in Each Performance Level			
				Below Basic	Basic	Proficient	Advanced
Eden Hall Upper El Sch	2017	313	1080	7.0	16.9	36.7	39.3
Female	2017	123	1050	7.3	21.1	47.2	24.4
Male	2017	190	1100	6.8	14.2	30.0	48.9



PSSA Data: Grade 5 Comparisons & Trends



PSSA MATH

Note: The Spring of 2017 was the third assessment based upon the new PA Core standards introduced in 2015, allowing us to identify trends for the first time. The results of the 2010-2014 former Math PSSA are reflected for context only, not comparison.

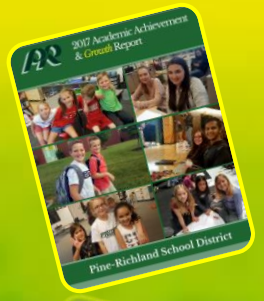
GRADE 5 Performance Level Percentages over Time

	PR 2010 Percent	PR 2011 Percent	PR 2012 Percent	PR 2013 Percent	PR 2014 Percent	PA 2014 Percent
ADV	57.1	57.3	61.6	64.4	60.8	44.4
PROF	25.2	28.5	24.0	27.0	24.4	22.8
ADV/PRO	**82.5**	**85.8**	**85.6**	**91.4**	**85.2**	**67.2**
BASIC	13.0	11.0	11.5	8.3	8.9	17.4
BEL BAS	4.5	3.3	2.9	0.3	5.8	15.4
# TESTED	331	337	375	348	360	126693

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PA 2017 Percent	PA Top Decile*
ADV	32.1	46.4	39.3	16.2	
PROF	40.3	29.8	36.7	27.5	
ADV/PRO	**72.4**	**76.2**	**76**	**43.7**	**71.3**
BASIC	17.6	17.3	16.9	31.4	
BEL BAS	9.9	6.5	7	24.8	
# TESTED	353	336	313	124405	
		Mean Score	1080	990	

Features of Data Analysis

- ✓ Trend Line Across PRSD Data Over Past 3 Years of Different Cohorts of Students
- ✓ Comparison to Relevant Groups (e.g. PA Top Decile)



5th Grade PSSA Math Assessment Anchors



Identify Strengths:

Geometry

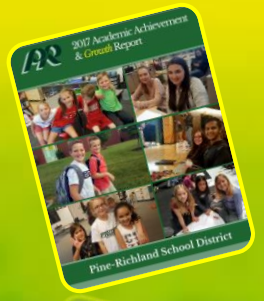
	2015			2016			2017				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M5.C-G	10	7.2	72.5	10	8.0	79.9	11	9.3	84.3	7.3	66.3
M5.C-G.1	6	4.9	82.2	6	4.9	81.9	6	5.2	86.7	4.2	69.2
M5.C-G.2	4	2.3	57.9	4	3.1	76.9	5	4.1	81.5	3.1	62.7

Identify Opportunities:

Numbers and Operations – Fractions

	2015			2016			2017				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M5.A-F	20	11.9	59.6	20	12.6	63.1	19	11.7	61.8	9.3	48.8
M5.A-F.1	6	3.9	64.6	9	5.3	58.9	8	5	62.5	4	49.4
M5.A-F.2	14	8.1	57.5	11	7.3	66.6	11	6.7	61.3	5.3	48.4





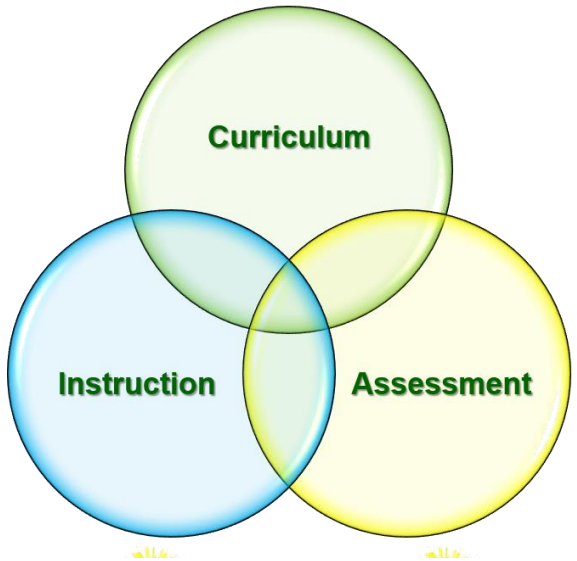
5th Grade Example: Systematic Approach



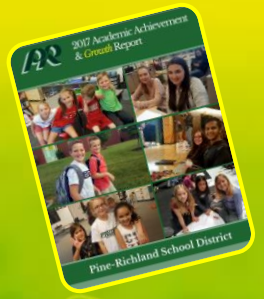
❑ Opportunities Framed through Systematic Approach

- ❑ ***Review Eligible Content***
- ❑ ***Connection to Model for Teaching and Learning***
- ❑ ***Revisions to Unit-Based Curriculum***
- ❑ ***Formative Assessment & Remediation***

		Course Name: Math - Grade 05	
	Big Ideas	Learning Goals	Assessments
UNIT 2	Unit Title:	Numbers and Operations - Fractions	
	Big Ideas	**Learning Goals**	**Assessments**
	Mathematical relations among numbers can be represented, compared, and communicated.	Determine why equivalent fractions are equal.	5th Grade Math Common Assessments
	Mathematical relations and functions can be modeled through multiple representations and analyzed to raise and answer questions.	Understand the concept of equal parts of a whole in order to find the sum of two fractions with unlike denominators. The fractions may be represented as common or mixed fractions.	



M5.A-F	**Numbers and Operations - Fractions**
M5.A-F.1	Use equivalent fractions as a strategy to add and subtract fractions
M5.A-F.2	Apply and extend previous understanding of multiplication and division to multiply and divide fractions

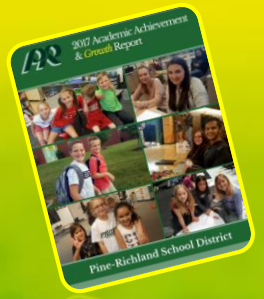


Growth: PA Value-Added Assessment System



- PVAAS is a statistical analysis of state assessment data that provides districts and schools with growth data to compliment achievement data.
- Value-added data help to determine if students have made “a year’s worth of growth in one year’s time”.

PVAAS
PENNSYLVANIA



5th Grade PVAAS Reporting Features



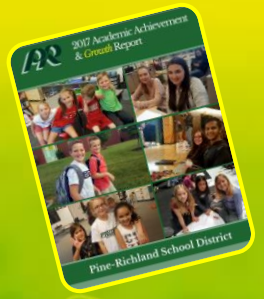
	PSSA, Grade 5
Math	
Value Added	2017 · 3Yr A
Diagnostic	

District Value Added

- Significant evidence that the district exceeded the standard for PA Academic Growth
- Moderate evidence that the district exceeded the standard for PA Academic Growth
- Evidence that the district met the standard for PA Academic Growth
- Moderate evidence that the district did not meet the standard for PA Academic Growth
- Significant evidence that the district did not meet the standard for PA Academic Growth
- No data currently available

District Quintile Diagnostic

- Moderate evidence that the group exceeded the standard for PA Academic Growth.
- Evidence that the group met the standard for PA Academic Growth.
- Moderate evidence that the group did not meet the standard for PA Academic Growth.
- There were not enough students to define growth.



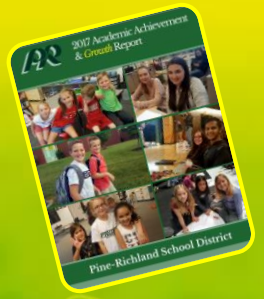
Impact of 5th Grade Math Programming









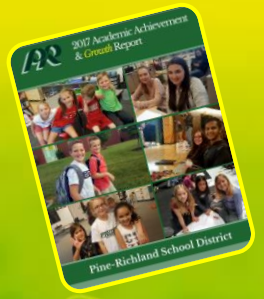


5th Grade Math PSSA Results/Findings



- PRSD 5th Grade outperformed the state and the top decile for combined advanced/proficient performance.
- There are 2 main anchors with one piece of eligible content each, which need to be examined:
  - *M5.A-F.2 Numbers & Operations Fractions*
  - *M5.D-M.3 Measurement & Data*
- PRSD 5th Grade exceeded the standard for growth for 2017 and for the 3-year value-added average.
- PRSD 5th Grade is meeting or exceeding growth in all quintiles, except the 1st.





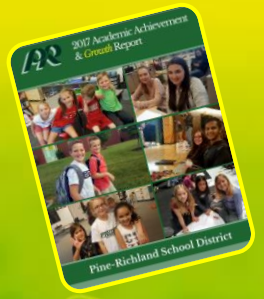
5th Grade Math PSSA Next Steps Samples



- Continue use of STAR360 math as an online computer-adapted assessment aligned with the revised standards and eligible content and integrated with the MTSS resources and process.
  - Key Personnel: Administration, Department/Grade Level Chairs, Teachers, District data team
  - Timeline (Anticipated Start/Finish): 12/1/2017-6/1/2018
  - Major Action Steps: (1) Re-examine benchmark criteria; (2) Determine most effective instructional planning tools and reports within the system; (3) Ensure integration of the STAR 360 math data with the MTSS decision trees and instructional programming; and (4) Utilize the PA-Standards aligned norms to begin predicting student performance.

- Refine MTSS processes for mathematics to determine next steps for a systematic approach to interventions for enrichment and/or remediation.
  - Key Personnel: Principals, Intervention Specialist, School Psychologist
  - Timeline (Anticipated Start/Finish): 12/1/2017 - 04/27/18
  - Major Action Steps: (1) Identify math interventions and resources as a part of the in-depth program review; (2) Develop/revise the decision tree matrix to include these materials; (3) Train personnel in the use of the new instructional materials; and (4) Determine effectiveness of interventions based on students' formative and summative performance and growth data.





5th Grade ELA PSSA



PSSA ELA

Note: The Spring of 2017 was the third assessment based upon the new PA Core standards introduced in 2015, allowing us to identify trends. The results of the 2010-2014 former Reading and Writing PSSA are reflected for context only, not comparison.

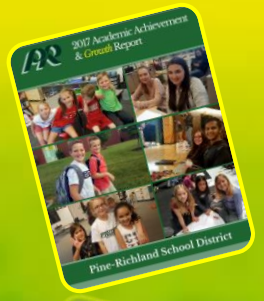
GRADE 5 Performance Level Percentages over Time

	PR 2010 Percent	PR 2011 Percent	PR 2012 Percent	PR 2013 Percent	PR 2014 Percent	PA 2014 Percent
ADV	26.8	29.9	41.5	36.5	34.9	24.2
PROF	47.5	49.7	40.2	44.8	45.5	36.3
ADV/PRO	**74.3**	**79.6**	**81.7**	**81.3**	**80.4**	**60.5**
BASIC	15.9	15.6	13.7	13.2	13.7	18.0
BEL BAS	9.7	4.8	4.6	5.5	5.9	21.4
# TESTED	339	334	371	348	358	126639

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PA 2017 Percent	PA Top Decile*
ADV	31	34.8	27.4	16.4	
PROF	52.6	55.4	55.7	43.2	
ADV/PRO	**83.6**	**90.2**	**83.1**	**59.6**	**84.1**
BASIC	13.1	8.6	14.6	28.9	
BEL BAS	3.4	1.2	2.2	11.5	
# TESTED	352	336	314	124183	
		Mean Score	1090	1030	

Data Analysis

- ✓ Trend Line Across PRSD Data Over Past 3 Years of Different Cohorts of Students
- ✓ Comparison to Relevant Groups (e.g. PA Top Decile)



5th Grade PSSA ELA Assessment Anchors



Identify Strengths:

Key Ideas and Details

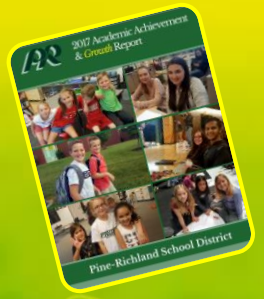
	2015			2016			2017				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E5.F	19	14.0	73.4	18	13.7	76.1	16	12.2	76.5	10.2	63.5
E5.A-K.1	9	7.1	79.4	8	6.2	77.8	8	5.9	73.7	4.9	60.7
E5.B-K.1	10	6.8	68.1	10	7.5	74.7	8	6.3	79.3	5.3	66.3

Identify Opportunities:

Text Dependent Analysis

	2015			2016			2017				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E5.E	16	7.4	46.4	16	7.2	45.0	16	7.2	45.2	6.6	41.3
E5.E.1	16	7.4	46.4	16	7.2	45.0	16	7.2	45.2	6.6	41.3



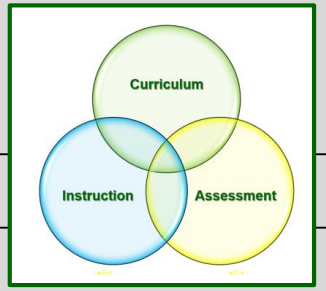


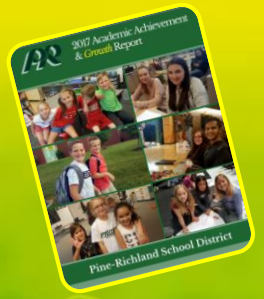
5th Grade ELA: Systematic Approach



E5.E **Text-Dependent Analysis**

E5.E.1 Read with accuracy to support comprehension, analysis, reflection, and research

UNIT 1	Unit Title:	Eureka! I've Got It!		Estimated Number of Days for the Unit:	36-38 days
	Big Ideas	**Learning Goals**	**Assessments**	**Standards**	**Resources**
	Good readers and writers draw evidence from texts to support analysis, reflection, and/or research	Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.		E05.E.1.1.1	Wonders Weekly Assessment Essay Questions; RACE (reword, answer, cite, explain)
		Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.		E05.E.1.1.2	
		Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).		E05.E1.1.3	
		Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.		E05.E.1.1.4	
		Establish and maintain a formal style.		E05.E.1.1.5	
		Provide a concluding section related to the analysis presented.		E05.E.1.1.6	



5th Grade ELA PVAAS Data



ELA

Value Added	2017	3Yr A
Diagnostic		

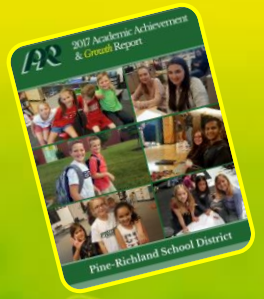


District Value Added

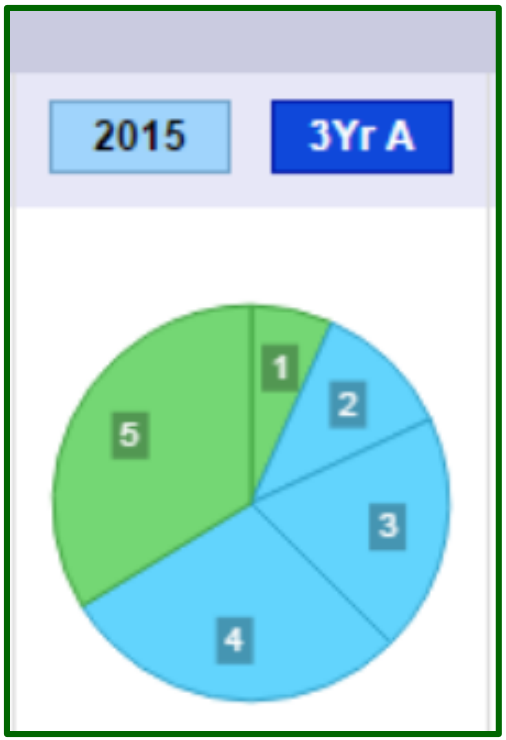
- Significant evidence that the district exceeded the standard for PA Academic Growth
- Moderate evidence that the district exceeded the standard for PA Academic Growth
- Evidence that the district met the standard for PA Academic Growth
- Moderate evidence that the district did not meet the standard for PA Academic Growth
- Significant evidence that the district did not meet the standard for PA Academic Growth
- No data currently available

District Quintile Diagnostic

- Moderate evidence that the group exceeded the standard for PA Academic Growth.
- Evidence that the group met the standard for PA Academic Growth.
- Moderate evidence that the group did not meet the standard for PA Academic Growth.
- There were not enough students to define growth.

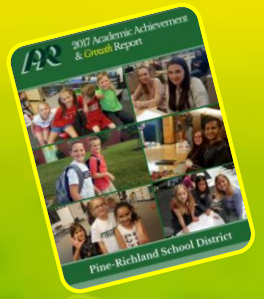


5th Grade ELA Program









5th Grade ELA PSSA Results/Findings



- PRSD 5th Grade outperformed the state and nearly performed commensurate with the top decile.
- There are 3 anchors with one eligible content concept each, which need to be solidified:
  - *E5.E.1 Text Dependent Analysis*
  - *E5.A Literature Texts*
  - *E5.A-C.3 Craft & Structure*
- The 2017 and 3-year value-added report showed that 5th grade exceeded the growth standard.
- All quintiles met or exceeded the growth standard in 5th Grade ELA.

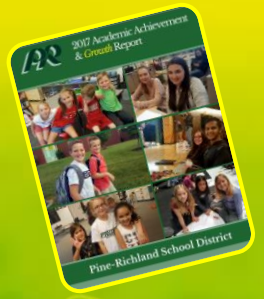


5th Grade ELA PSSA Next Steps Samples



- Expand the use of ELA curricular materials, including the intervention resources (e.g. *Wonder Works*).
  - Key Personnel: Principals, Director of Special Education and Student Services, Intervention Specialist, K-6 teachers
  - Timeline (Anticipated Start/Finish): 12/1/2017 - 5/31/2017
  - Major Action Steps: (1) Utilize professional learning communities to explore the intervention resources within our textbook and ancillary resources with which it came for both remediation and extension; (2) Share findings and recommendations with all grade level teachers; (3) Ensure staff members are able to leverage the technological resources and set parameters to support student needs; and (4) Determine effectiveness of resources and share feedback within the professional learning communities to ensure cyclical improvement of practice.

- Develop instructional strategies for text-dependent analysis in vertical teams to enhance students' skills as demonstrated through increased achievement and growth.
  - Key Personnel: ALCs, ELA Administrators, K-12 ELA Teachers
  - Timeline (Anticipated Start/Finish): 12/1/2017 - 10/1/2018
  - Major Action Steps: (1) Identify a core team of ELA teachers and administrators to develop a professional development session for the ELA Vertical Team; (2) Engage members of the ELA Vertical Team in exchanging best instructional practices, learning from research, and creating new resources for integration into the classroom across grade levels; (3) Begin developing students' capacity to cite evidence from a text in the primary schools as an approach to critical reading and academic writing and continue the learning progression throughout the 12th grade as developmentally appropriate; (4) Create common rubrics to assess TDAs within each grade level incorporating grade -specific skills; and (5) Utilize common rubrics to assess students' writing and provide individualized feedback.



4th Grade Science PSSA

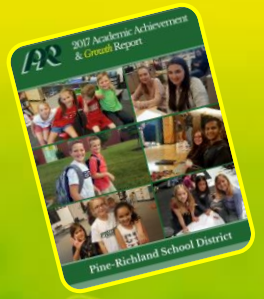


PSSA SCIENCE

Note: PDE has not revised the Science assessment. Comparisons of results over time may be made. Trends can also be identified across the years; although it should be noted that each year represents a different group of students contributing to the results. Identified trends could be an indication of curricular impact.

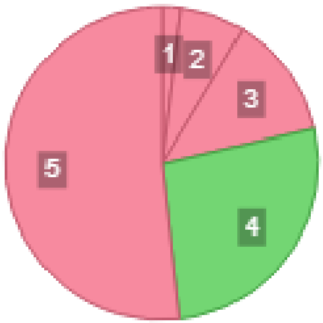
GRADE 4 Performance Level Percentages over Time

	PR 2012 Percent	PR 2013 Percent	PR 2014 Percent	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PA 2017 Percent	PA Top Decile*
ADV	56.4	53.4	61.3	62.8	58.2	57.8	33	
PROF	37.0	38.3	30.6	31.5	33.9	36.4	41.6	
ADV/PRO	**93.4**	**91.7**	**91.9**	**94.3**	**92.1**	**94.2**	**74.6**	**94.0**
BASIC	4.9	6.5	5.8	3.6	5.3	5.2	20.2	
BEL BAS	1.7	1.8	2.2	2.1	2.6	0.6	5.3	
# TESTED	346	339	359	336	304	327	125488	
				Mean Score	1520	1510	1410	



4th Grade Science PVAAS Data



	PSSA, Grade 4
Science	
Value Added	2017 — 3Yr A
Diagnostic	

District Value Added

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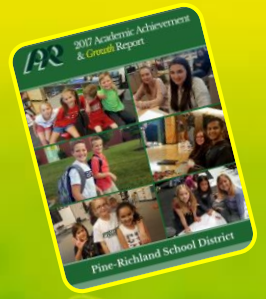
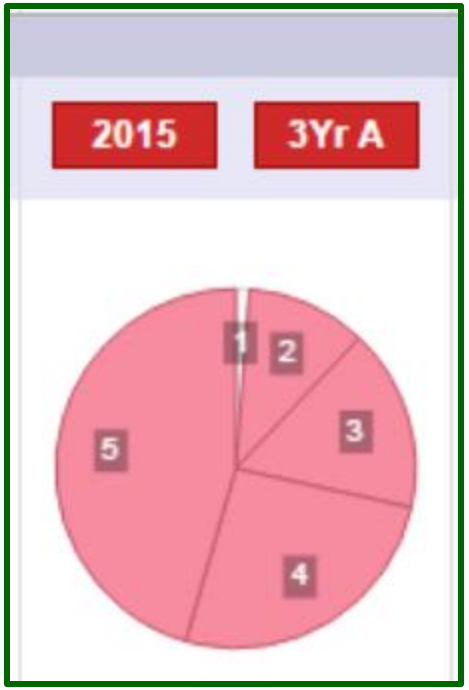
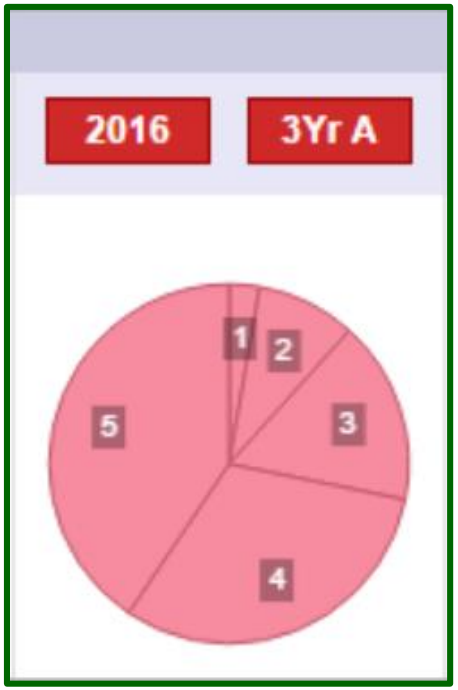
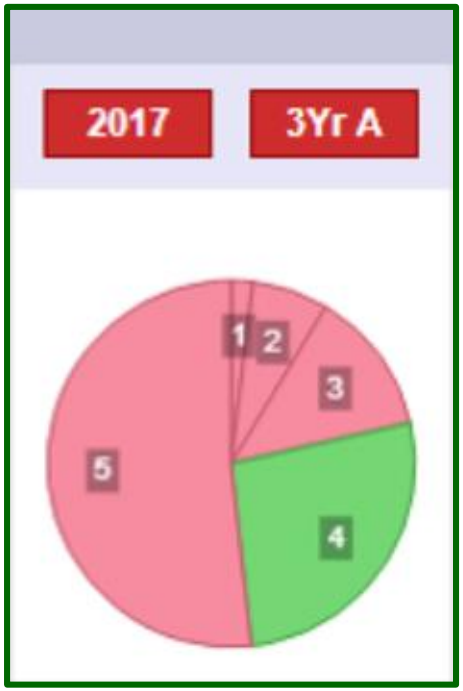


4th Grade Science Program









4th Grade Science Results/Findings



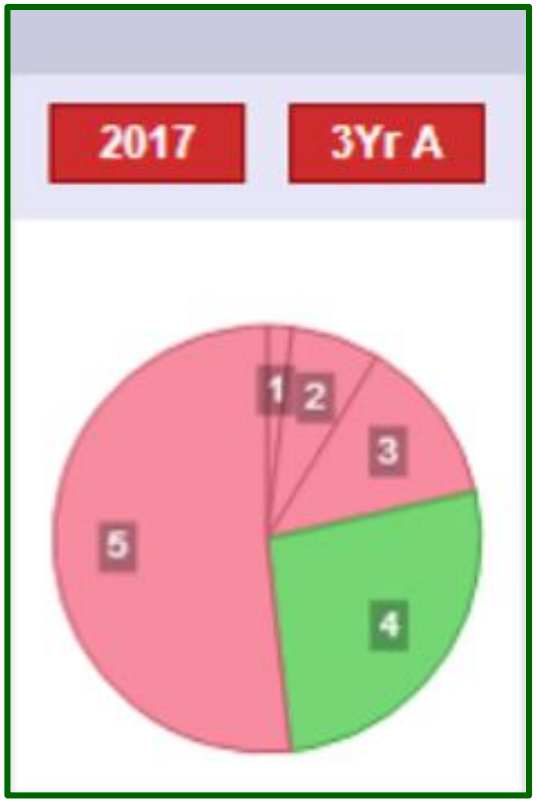
- PRSD 4th Grade students outperformed the state and top decile in science through the combined advanced/proficient category.
- PRSD students with an IEP in Grade 4 (73.1%) performed nearly commensurate with the overall performance of all PA students (74.6%).
- There are 3 anchors with 1 or 2 eligible content each in 4th Grade to address:
  - ***S.A.3 Nature of Science***
  - ***S4.B.3 Biological Sciences***
  - ***S.D.1-2 Earth and Space Sciences***

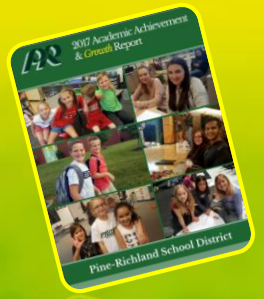


4th Grade Science Results/Findings



- Although the PRSD value added report for both 2017 and the 3-year average is "red", indicating that the district did not meet the growth standard, we noticed the 4th quintile maintaining their progress this year for the first time in the last 2 years.

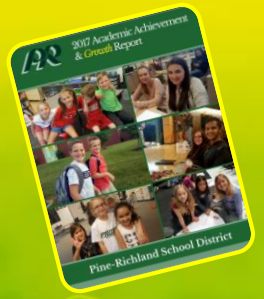




4th Grade Science PSSA Next Steps



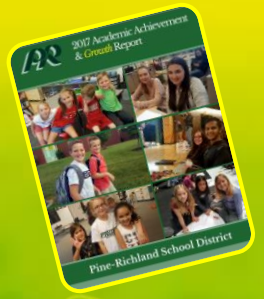
- Implement the recommendations from the systematic, in-depth program review with the Science Department aimed at improving our educational program K-12.
  - Key Personnel: Assistant Superintendents, ALCs, & Science Department Teachers
  - Timeline (Anticipated Start/Finish): 6/1/2017 - 6/1/2019
  - Major Action Steps: (1) Review recommendations and key personnel responsible for each action with department members; (2) Create additional short-term goals and quarterly benchmarking points to assess performance measures; (3) Capture completion of each of the recommendations on the performance measures spreadsheet; and (4) Share updates with the Academic Achievement Committee, School Board, Department, and community through electronic newsletters and forums like Key Communicators.
- Examine the K-3 unit-based curriculum for Science and backmap the eligible content and skills to be mastered by grade 4, ensuring spiraling of content through instructional and learning opportunities and formative assessment.
  - Key Personnel: Assistant Superintendent for Elementary Education & Curriculum, K-6 Principals, K-4 Teachers
  - Timeline: 12/1/2017 - 9/1/2018
  - Major Action Steps: (1) Examine unit-based curriculum for science in grades K-4; (2) Determine where each of the eligible content items are being addressed already and determine any gaps; (3) Identify additional big ideas tied to the eligible content and embed them in the unit-based curriculum by grade level; (4) Design learning activities and identify resources to support mastery of the learning goals; (5) Infuse the Next Generation Science Standards where appropriate; (6) Create common assessments by unit; (7) Establish professional learning communities within each building and across buildings through the use of both face-to-face and video conferencing technology to share ideas and learning across grade levels; and (8) Continue to refine the curriculum, instruction, and assessment annually, based on students' results.



PVAAS Scatterplot: Growth & Achievement



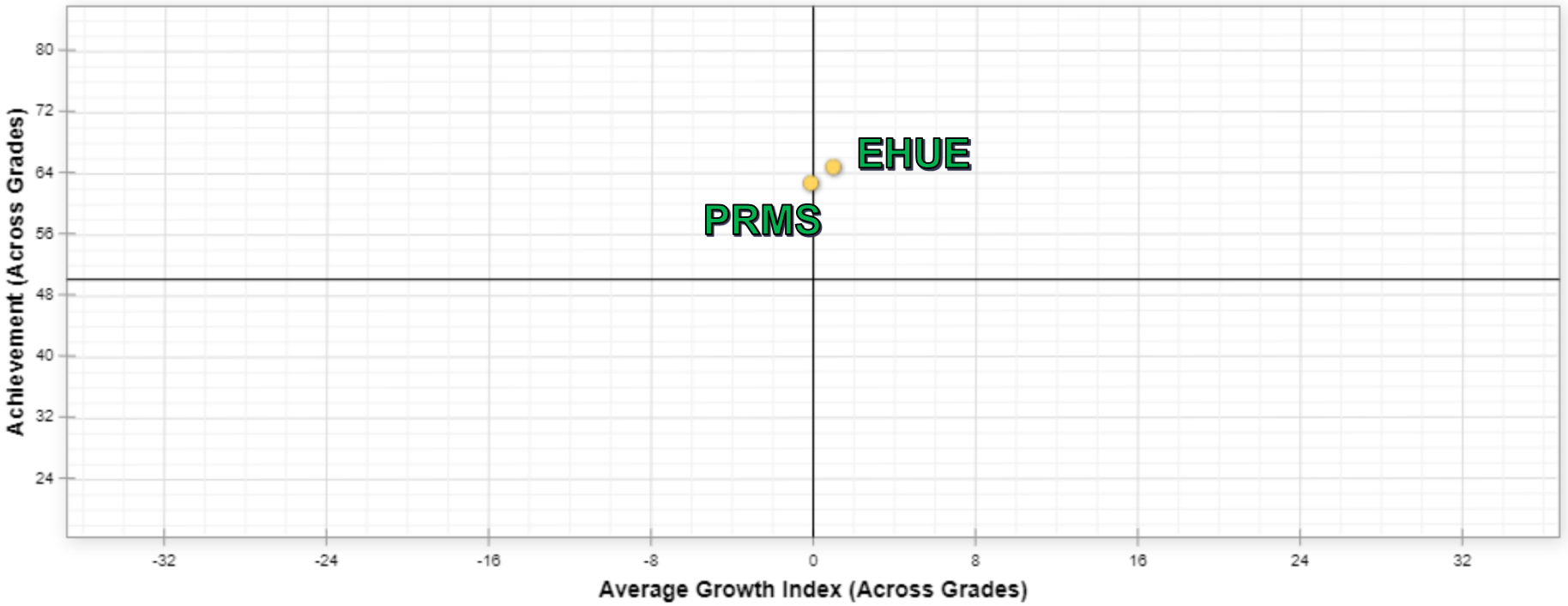
- The scatterplot combines the concepts of growth and achievement together.
- The upper right quadrant represents both high achievement and growth rates.
- We will examine:
  - ***2017 Single Year PVAAS Scatterplots***
  - ***Combined 3-Year Average PVAAS Scatterplots***
- Value-added reports provide us a perspective of the entire programmatic impact.



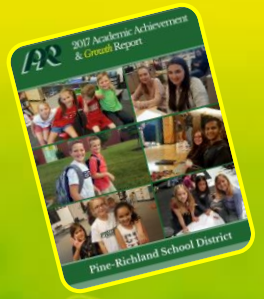
Math 4-8 Scatterplot Three Year Average



School Scatterplot







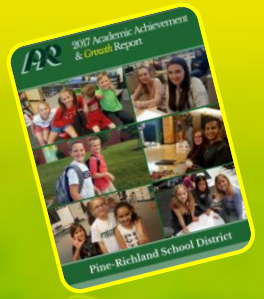
Math 4-8 Value Added



Estimated LEA/District Growth Measure							
Grade	3	4	5	6	7	8	Growth Measure over Grades Standard for PA Academic Growth
Standard for PA Academic Growth		0.0	0.0	0.0	0.0	0.0	
2015 Growth Measure		-4.2 R	1.1 LB	5.0 DB	-1.5 R	1.1 DB	0.3 LB
Standard Error		0.7	0.6	0.6	0.5	0.5	0.3
2016 Growth Measure		-3.3 R	3.1 DB	2.6 DB	-1.4 R	2.3 DB	0.7 DB
Standard Error		0.7	0.6	0.6	0.5	0.6	0.3
2017 Growth Measure		-4.6 R	1.4 DB	0.4 G	-0.0 G	-0.6 Y	-0.7 R
Standard Error		0.7	0.6	0.6	0.5	0.5	0.3
3-Yr-Avg Growth Measure		-4.0 R	1.9 DB	2.7 DB	-1.0 R	0.9 DB	0.1 G
Standard Error		0.4	0.4	0.3	0.3	0.3	0.1

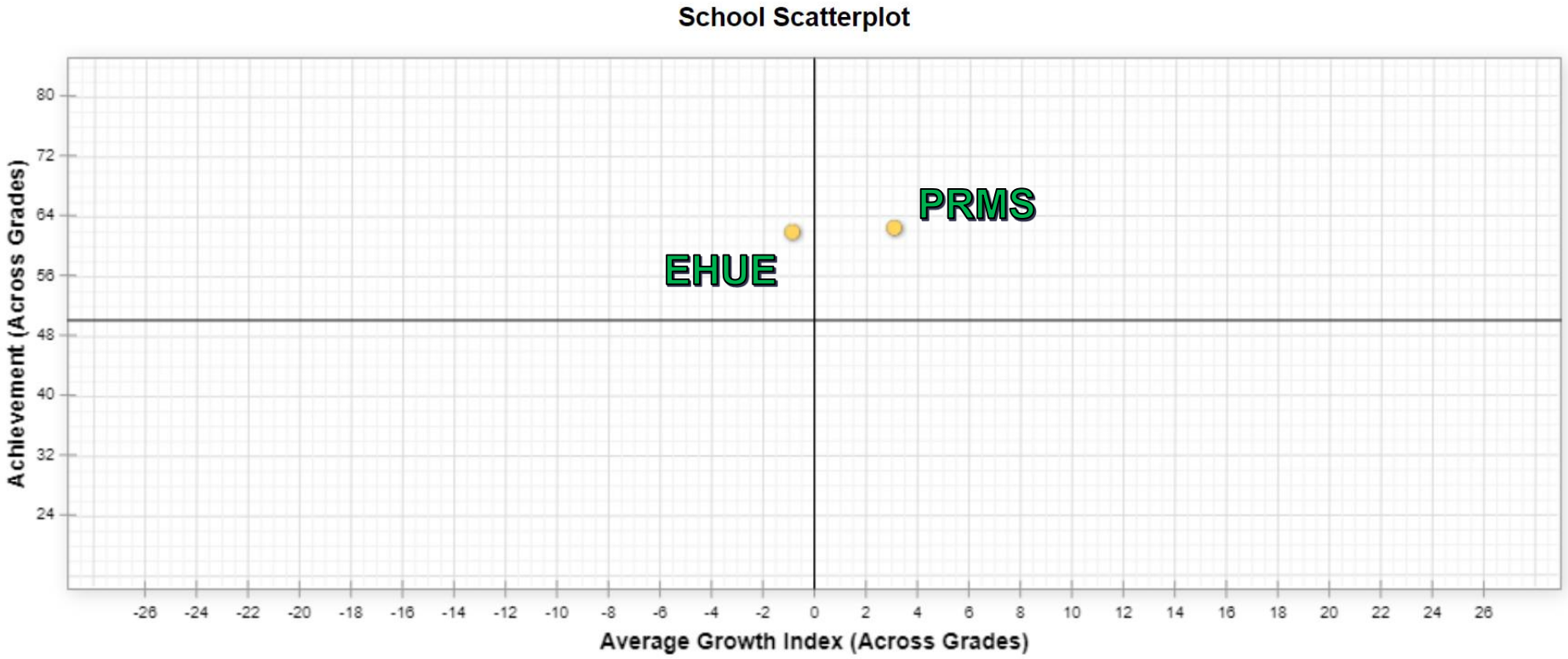
Estimated LEA/District Avg Achievement						
Grade	3	4	5	6	7	8
State NCE Average	50.0	50.0	50.0	50.0	50.0	50.0
2014 Avg Achievement	67.6	62.4	61.0	62.1	59.7	60.9
2015 Avg Achievement	67.4	63.4	63.5	66.0	60.6	60.9
2016 Avg Achievement	68.9	64.1	66.5	66.1	64.7	62.9
2017 Avg Achievement	70.7	64.3	65.5	66.9	66.0	64.1

DB	Significant evidence that the district exceeded the standard for PA Academic Growth
LB	Moderate evidence that the district exceeded the standard for PA Academic Growth
G	Evidence that the district met the standard for PA Academic Growth
Y	Moderate evidence that the district did not meet the standard for PA Academic Growth
R	Significant evidence that the district did not meet the standard for PA Academic Growth

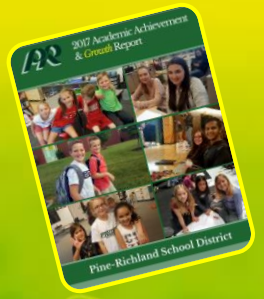


ELA 4-8 Scatterplot Three Year Average









ELA 4-8 Value Added



Estimated LEA/District Growth Measure							
Grade	3	4	5	6	7	8	Growth Measure over Grades Standard for PA Academic Growth
Standard for PA Academic Growth		0.0	0.0	0.0	0.0	0.0	
2015 Growth Measure		-1.9 R	1.2 LB	1.8 DB	3.4 DB	1.2 DB	**1.2 DB**
Standard Error		0.7	0.7	0.6	0.6	0.6	0.3
2016 Growth Measure		-2.7 R	2.9 DB	1.3 DB	4.9 DB	-3.4 R	**0.6 DB**
Standard Error		0.8	0.7	0.6	0.6	0.6	0.3
2017 Growth Measure		-4.8 R	2.0 DB	-1.3 Y	2.5 DB	-4.8 R	**-1.3 R**
Standard Error		0.7	0.7	0.7	0.6	0.6	0.3
3-Yr-Avg Growth Measure		-3.1 R	2.1 DB	0.6 LB	3.6 DB	-2.3 R	**0.2 LB**
Standard Error		0.4	0.4	0.4	0.4	0.3	0.1

Estimated LEA/District Avg Achievement						
Grade	3	4	5	6	7	8
State NCE Average	50.0	50.0	50.0	50.0	50.0	50.0
2014 Avg Achievement	63.6	60.0	60.2	60.0	61.0	61.5
2015 Avg Achievement	62.2	61.8	61.2	62.0	63.4	62.3
2016 Avg Achievement	66.9	59.5	64.7	62.6	67.0	60.0
2017 Avg Achievement	67.8	62.0	61.5	63.4	65.1	62.1

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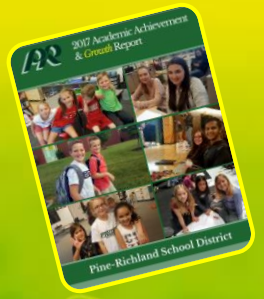
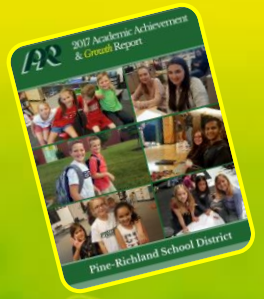


PSSA/PVAAS Overall Findings

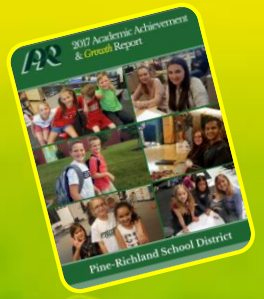


- PRSD students outperformed the state and top decile average for the combined advanced/proficient level of performance in all grade levels.
- The 3-Year Value-Added report indicates that PRSD students met the growth standard in math and exceeded the growth standard in ELA.
- Action steps will assist us in addressing the intersection of curriculum, instruction, and assessment across grade levels and vertically within departments/content areas.



SAT Overview

- The SAT is a globally recognized college admission test in evidence-based reading and writing, as well as mathematics.
- The test was redesigned with new reporting categories and scoring guidelines, which were first reported in the Spring of 2017.
- While the 2017 assessment is new, we can compare this year's performance against the state and global benchmarks; however, no trend data is available.

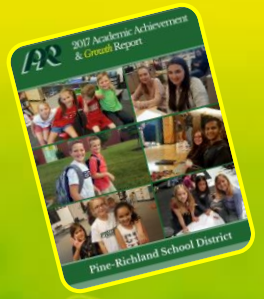


SAT Test Changes & New Scoring Practice



Former SAT Scoring Structure		
Total Score (600-2400)		
Critical Reading (200-800) 33 1/3% of Total Score	Writing (200-800) 33 1/3% of Total Score	Math (200-800) 33 1/3% of Total Score

Revised SAT Scoring Structure		
Total Score (400-1600)		
Evidence-Based Reading and Writing (200-800) 50% of Total Score		Math (200-800) 50% of Total Score
Reading 25% of Total Score	Writing 25% of Total Score	



SAT 2017



Percent of Graduating Class Taking the SATs

	2012	2013	2014	2015	2016
Total # taking test	331	328	333	341	336
Total # graduates	363	372	367	367	379
% taking test	91.2	88.2	90.7	92.9	88.7

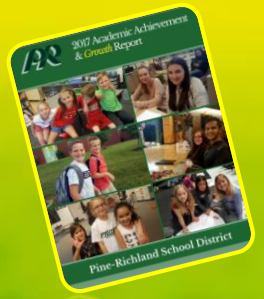
	2017
Total # taking test	302
Total # graduates	356
% taking test	84.8

Participation over Time

	2012	2013	2014	2015	2016
District	331	328	333	341	336
State	104220	101368	99460	96826	92569
TL Group	1664479	1660047	1672365	1698521	1637589

	2017
District	302
State	81840
TL Group	1828107





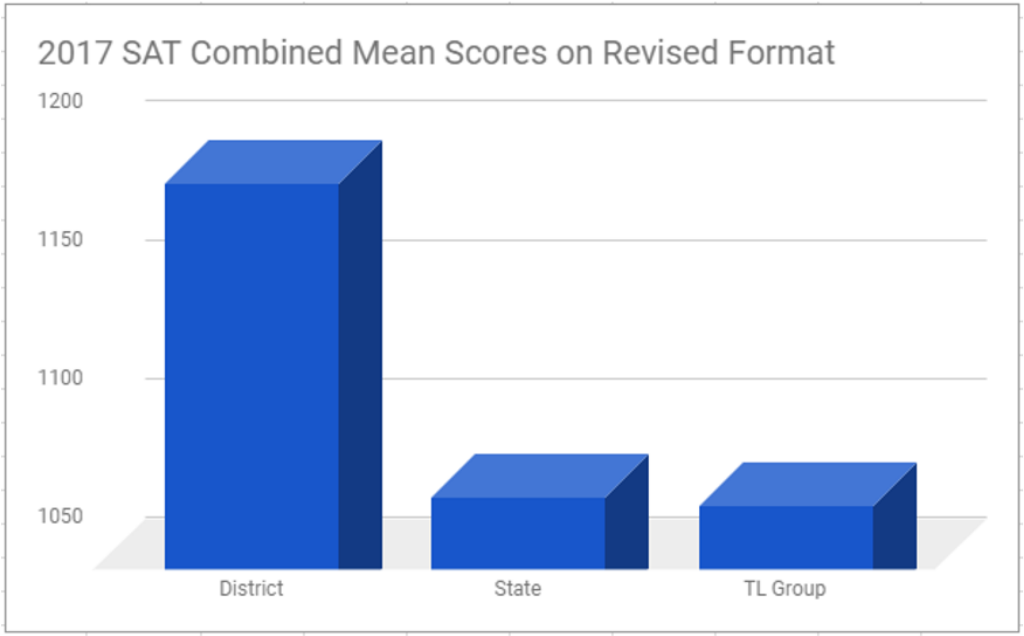
SAT 2017

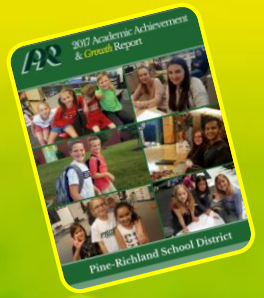
Combined Mean Scores over Time

	2012	2013	2014	2015	2016
District	1639	1676	1638	1634	1642
State	1472	1480	1481	1485	1487
TL Group	1498	1498	1497	1490	1484

	2017
District	1186
State	1073
TL Group	1070

Scoring Changes:
Past Test: 2400 max score
New Test: 1600 max score





SAT 2017

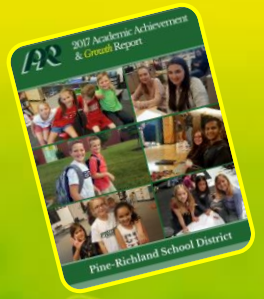


Evidence-Based Reading and Writing Mean Scores (First Year of New Format)

	2017
PRHS	591
State	540
TL Group	538

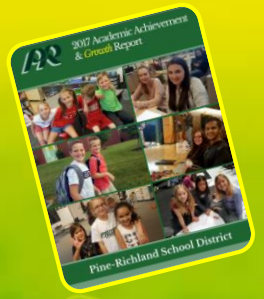
Mathematics Mean Scores (First Year of New Format)

	2017
PRHS	594
State	533
TL Group	533



ACT Overview

- The ACT is designed to measure high school students general education development and their ability to complete college-level work.
- Skills assessed include: English, Math, Reading, & Science
- 36 is the maximum composite score across all four subject areas.
- Comparisons include state and national level data.
- The ACT has remained the same for years, allowing trends to be identified.



ACT 2017

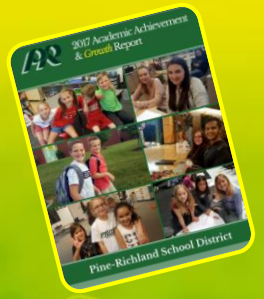


Participation over Time

	2012	2013	2014	2015	2016	2017
TL # PR Students	171	206	182	219	220	203
TL # PR Graduates	363	372	367	367	379	361
% of Class Tested	47.1	55.4	49.6	59.7	58.0	56.2
# PR Boys Tested	77	96	78	96	95	101
# PR Girls Tested	94	110	104	123	125	102
TL # PA Tested	25426	26171	27136	29776	31342	30987
TL # US Tested	1666017	1799243	1845787	1924436	2090342	2030038

COMPOSITE

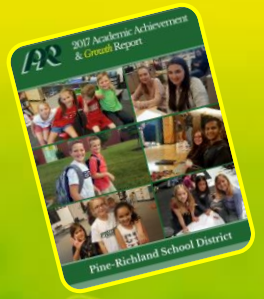
	2012	2013	2014	2015	2016	2017
Pine-Richland	25.0	24.6	25.4	25.1	24.8	25.2
Pennsylvania	22.4	22.7	22.7	22.9	23.1	23.7
United States	21.1	20.9	21.0	21.0	20.8	21



SAT/ACT Findings



- PRSD students have consistently outperformed both State and Total Group/US comparisons over the past six years on the SAT and ACT.
- In the first year of the new SAT test, PRSD students performed nearly equally across both subtests, Evidence-Based Reading and Writing (591) and Mathematics (594).
- Males continue to outperform females in mathematics, whereas females continue to outperform males in reading on the SAT and ACT; although, composite scores for both genders are very similar (SAT) or identical (ACT).



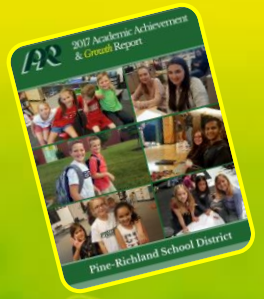
SAT/ACT Next Steps



- Continue to communicate changes to the SAT format.
  - Key Personnel: School Counselors, Director of College and Career Planning
  - Timeline: 12/1/2017 - 6/1/2018
  - Major Action Steps: (1) Communicate changes to SAT format during parent informational sessions; (2) Communicate changes to SAT format during classroom visitations to students.

- Monitor the impact of the newly formed partnership for students to receive face-to-face SAT preparation instruction.
  - Key Personnel: District Administrators, School counselors, Building administrators
  - Timeline: 12/1/2017 - 5/31/2018
  - Major Action Steps: (1) Identify number of students participating in each course; (2) Gather feedback from sample students; (3) Review pre- and post-assessment results to determine impact and benefit.

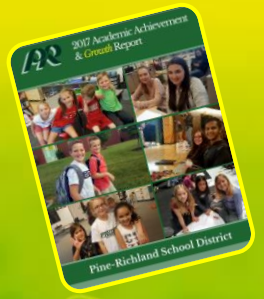
- Offer and communicate additional ACT online training opportunities, such as available services through Naviance and potential other sources.
  - Key Personnel: District Administrators; Director of College and Career Planning; Director of Communications
  - Timeline: 12/1/2017 - 6/1/2018
  - Major Action Steps: (1) Evaluate ACT preparation courses online, particularly those offered through open source free formats; (2) Compile a list of viable online opportunities for students, whose needs are best met electronically in a flexible format; (3) Publish the resources on the website and send electronic communications to families.



Advanced Placement Overview



- Advanced Placement (AP) exams show students' mastery of particular content areas, as well as their readiness for a college level course in that subject.
- Scores are scaled from 1 through 5 ("extremely well-qualified"), with 3 representing "qualified".
- The results can be comparted to national scores and can be analyzed over time for trends.
- Average scores across subject area tests are provided.
- PRSD had students take the "Art History" AP Exam for the first time in 2017.



AP Exams 2017

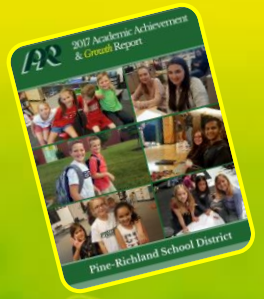


PRHS AP Test Participation over Time

	PR 2012	PR 2013	PR 2014	PR 2015	PR 2016	PR 2017	PA 2017	Global 2017
Total # Students	453	450	486	490	456	504	75,952	2,741,399
Total # Exams Taken	900	944	932	958	911	983	135,747	4,957,885
# Students Scoring 3+	326	337	324	349	333	349	50,945	1,651,991

PRHS AP Test Performance vs. State and Global Performance over Time

	2012	2013	2014	2015	2016	2017
% PRHS Students Scoring 3+	72.0	74.9	66.7	71.2	73.0	69.2
% State Students Scoring 3+	68.2	68.3	69.1	68.3	67.7	67.1
% Global Students Scoring 3+	61.5	60.9	61.3	60.7	60.2	60.3



AP 2017: Sample Subject Tests



Subject Area Test	# Tests Taken	# Scored 3+	% Scored 3+	Mean Score
ART				
Studio Art: 2-D	14	14	100	3.857
Studio Art: Drawing	6	6	100	3.333
Art History	41	25	60.98	2.878
ENGLISH				
English Language	135	92	68.15	3.133
English Literature	45	40	88.88	3.6
MATH				
Calculus AB	50	35	70	3.24
Calculus BC	40	35	87.5	3.8
Statistics	25	23	92	3.72
SCIENCE				
Biology	75	58	77.3	3.067
Chemistry	55	45	81.81	3.364
Physics C: Mechanics	7	6	85.71	3.429
SOCIAL STUDIES				
European History	44	41	93.18	3.636
Microeconomics	57	42	73.68	3.158
Psychology	99	68	68.68	3.129
US Government and Politics	100	34	34	1.95
US History	110	76	69.09	3.082
WORLD LANGUAGES				
French Language and Culture	9	5	55.56	2.667
German Language and Culture	2	2	100	4
Spanish Language and Culture	4	4	100	4





Sample AP Results Over Time

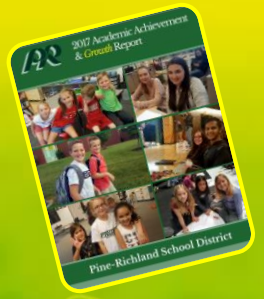


English Language and Composition

	PR 2012	PR 2013	PR 2014	PR 2015	PR 2016	PR 2017	PA 2017	Global 2017
5	8.9	18.9	5.6	18.2	15.9	10.4	13.6	9.1
4	22.6	24.5	28.0	24.2	32.7	25.9	24.4	18.3
3	44.6	33.0	37.8	31.3	29.0	31.9	30.1	27.7
3 and above	76.1	76.4	71.4	73.7	77.6	68.1	68.1	55.0
2	22.6	22.6	28.0	24.2	22.4	30.4	24.2	30.7
1	1.2	0.9	0.6	2.0	0.0	1.5	7.7	14.2
Total Tests Taken	168	106	143	99	107	135	13559	579423
Average Score	3.15	3.38	3.10	3.32	3.42	3.13	3.12	2.77

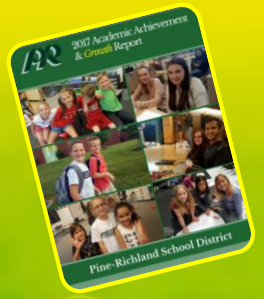
Biology

	PR 2012	PR 2013	PR 2014	PR 2015	PR 2016	PR 2017	PA 2017	Global 2017
5	14.3	0	2.9	3.7	7.6	4.0	7.6	6.4
4	20.8	28.9	24.6	31.7	27.3	21.0	25.5	21.0
3	19.5	51.3	50.7	46.3	45.5	52.0	39.5	36.7
3 and above	54.6	80.2	78.2	81.7	80.3	77.0	72.6	64.1
2	22.1	18.4	18.8	18.3	18.2	27.0	22.4	27.1
1	23.3	1.3	2.9	0	1.5	0.0	5.1	8.4
Total Tests Taken	77	76	69	82	66	75	8,607	254,266
Average Score	2.81	3.08	3.06	3.21	3.21	3.07	3.08	2.89



AP Findings

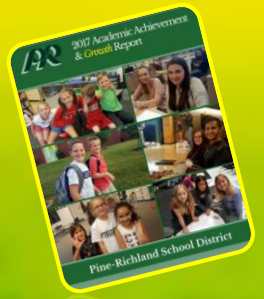
- In 2017, we saw the highest number of students enrolled in AP courses and taking AP tests than we have in the history of our District.
- The percentage of PRSD students scoring a 3 or better on AP exams has been higher than state or global comparisons for 6 of the past 7 years.
- In 2017, 69.2% of PRSD students scored a 3+ on an AP exam, representing a slight decrease in comparison to the last two years.



AP Next Steps



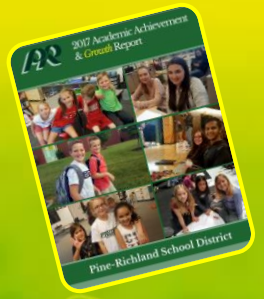
- Continue to correlate end-of-course grades to AP test scores.
  - Key Personnel: Building Administrators, Director of College and Career Planning, & Keystone Teachers
  - Timeline (Anticipated Start/Finish): 12/1/2017 - 6/1/2018
  - Major Action Steps: (1) Gather AP test scores disaggregated by subject and subtest scores at the conclusion of the year; (2) Create a spreadsheet of end-of-course grades by individual student and enter AP data by student; (3) Compare students' performance in each subtest area with their end-of-course grades; (4) Examine data for areas of strength and opportunity, particularly for consistent performance patterns across the student population; and (5) Alter unit-based curriculum to reflect necessary curricular or instructional updates to address trends in student needs over several cohorts.



Overarching Conclusions



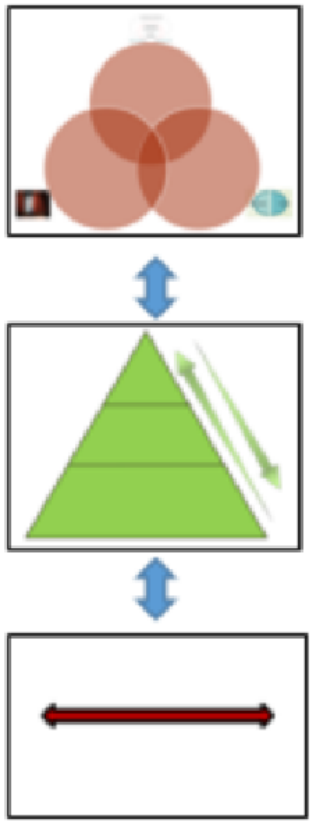
- PRSD student continue to achieve at very high levels across each of these standardized measure, in most cases outperforming the state, total group, or top decile, where applicable. Pockets still could certainly achieve higher.
- PRSD students are growing, yet relative to achievement levels, our growth could certainly improve.
- Integration of next steps will help us leverage the model for teaching and learning to impact students, classrooms, grade levels, and departments.



How do we focus on "academic" learning for every student every day?



- **Model for Teaching and Learning**
  - ***Curriculum***
  - ***Instruction***
  - ***Assessment***
- **Multi-Tier System of Supports (MTSS)**
  - ***ELA and Math***
  - ***Decision Trees***
  - ***Research-Based Interventions***
- **Continuum of Services**
  - ***Special Education***
  - ***Gifted Education***
  - ***Other Programming***



Focus on Learning for Every Student Every Day



Discussion

Fostering the *Growth* of Our Students
& Planting the Seeds of Learning