PINE-RICHLAND SCHOOL DISTRICT

Academic Achievement and Growth Report

November 21, 2016

Presentation Outline

- The 2016 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 Outline

- Tonight's presentation will focus on a selection of high stakes assessments: SPP; PSSA; PVAAS; SAT; ACT; and AP.

- Key **refinements** in this year's report include: school performance profile (SPP) results; top decile comparisons; and an increased focus on growth.

- Sample analyses are included – such as grade 5 – without an attempt to review all grade levels in the presentation. All grade levels are addressed in the report.

Learning Goals

As a result of this session, we will….

- 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.

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

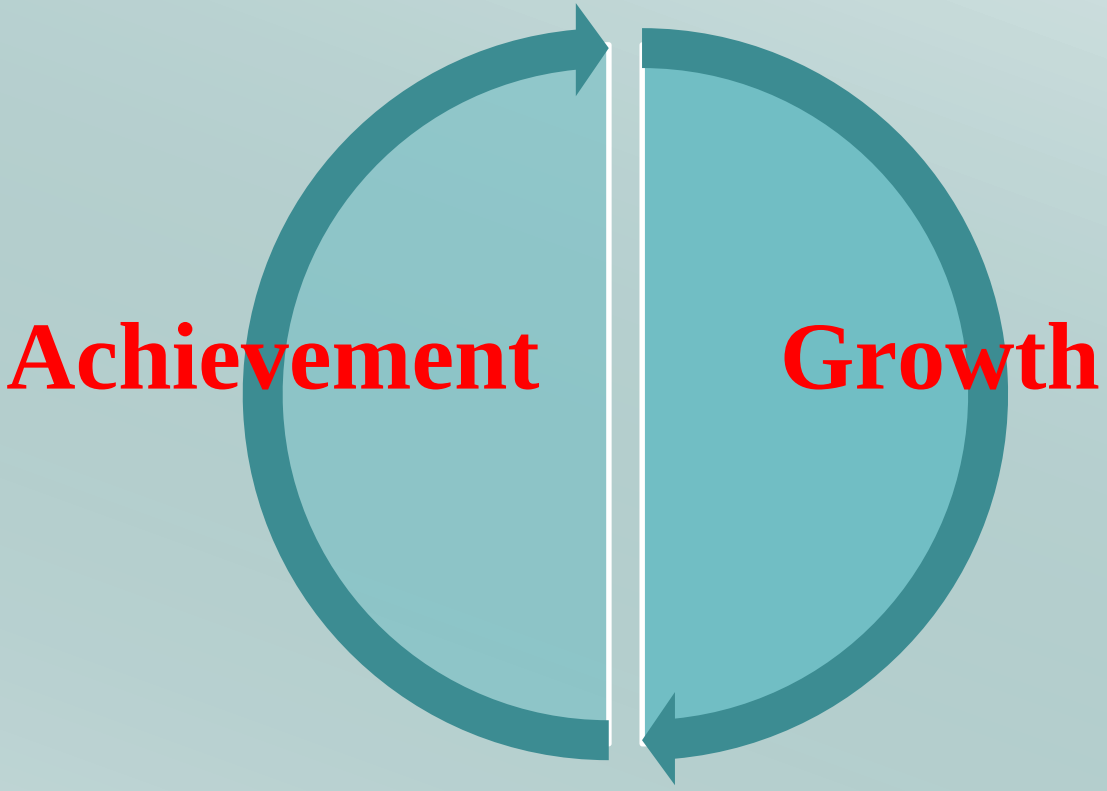
10,000’

Classroom and Student Groups: Eligible Content; Unit-Based Curriculum; Classroom/Teacher

Ground’

Individual Students: Lesson Planning; Flexible Groups; Formative Assessment

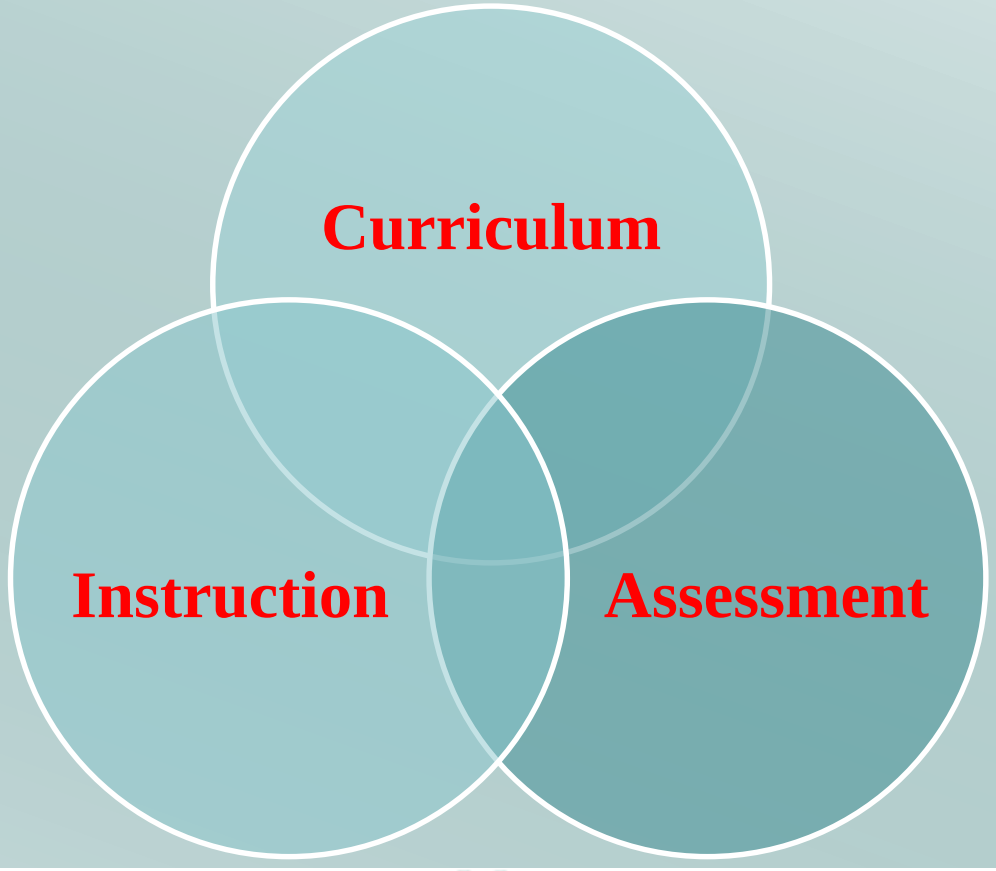
Big Idea



Results

- **Similar to last year, we consider evaluation of results through the Baldrige lens of "LeTCI":**
  - **Levels**
  - **Trends**
  - **Comparisons**
  - **Integration**

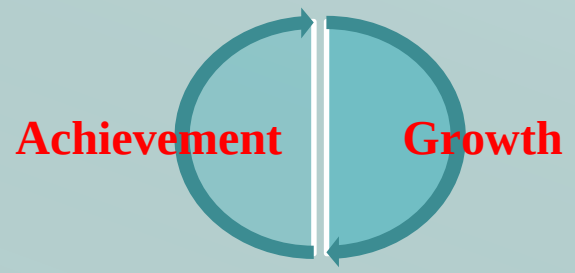
Model for Teaching and Learning



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%).**



PRSD 2016 SPP

Levels

PRHS	93.0
PRMS	84.3
EHUE	83.2
Hance	94.4
Richland	88.2
Wexford	91.9

SPP Comparison

State Ranking 2016 PBT	>95	94.9 – 90	89.9 – 85	84.9 – 80	79.9 – 75	<75
PRSD (27)		3	1	2		
1	1	1	4			
2			2		1	2
3		1	1	4	1	3
4	1	1	1		1	
5		2	1	6	1	
6			2		1	3
7		1	2			2
8		2	1	2	3	
9	2	2	2	3	1	1
10		1	1	1	2	

SPP Conclusions

- Composite score impacted by more rigorous PSSA assessment (i.e., lower combined advanced/proficient percentage)

- PRSD performance at or above the top ranked school districts in Pennsylvania

PSSA/Keystone Exam

- PSSAs are state assessments for students in grades 3 – 8 in Mathematics and English Language Arts.
  - Second year of shift from PA Academic Standards to PA Core Standards
- PSSA Science is tested in grades 4 and 8.
- The Keystone Exams are end-of-course assessments in Algebra I, Literature, and Biology.
- The following performance levels are utilized: Advanced; Proficient; Basic; and Below Basic.

PSSA Test Structure and Comparisons

PSSA MATH

Note: A newly developed Math assessment was given first in Spring 2015 to test PA Core standards. Spring 2016 is the second year the new assessment has been given. We do not yet have trend data for this test. Because the current (2015-2016) Math assessment is a different test than the earlier (2010-2014) Math assessment, comparisons between results may not be made.

GRADE 3 Performance Level Percentages over Time

	2010	2011	2012	2013	2014	PA 2014
ADV	66.8	71.3	73.8	66.8	74.0	39.7
PROF	29.9	26.4	22.5	26.5	22.6	35.3
ADV/PRO	**96.7**	**97.7**	**96.3**	**93.2**	**96.6**	**75.0**
BASIC	3.3	1.7	1.8	5.4	2.8	14.6
BEL BAS	0.0	0.6	1.8	1.4	0.6	10.3
# TESTED	361	348	325	355	327	124702

	2015 Percent	PA 2015 Percent	2016 Percent	PA 2016 Percent	PA Top Decile*
ADV	48.5	20.0	61.3	26.3	
PROF	32.3	28.5	26.9	28.1	
ADV/PRO	**80.8**	**48.5**	**88.2**	**54.4**	**81.1**
BASIC	11.7	23.5	7.1	21.0	
BEL BAS	7.6	28.5	4.6	24.6	
# TESTED	291	125309	323	124642	
		Mean Score	1140	1020	

***PA Top Decile**: Based on PDE-released data, all schools at this grade level were ranked-ordered based on combined levels of advanced/proficient performance. A benchmark level of the top 10% of schools was then identified. This comparison metric provides greater context for evaluating performance levels of high performing schools.

PSSA 5th Math

	2015 Percent	PA 2015 Percent	2016 Percent	PA 2016 Percent	PA Top Decile*
ADV	32.0	15.4	46.4	18.5	
PROF	40.2	27.4	29.8	25.9	
ADV/PRO	**72.2**	**42.8**	**76.2**	**44.4**	**71.6**
BASIC	17.6	31.3	17.3	27.6	
BEL BAS	10.2	25.9	6.5	28.0	
# TESTED	353	126683	336	122776	
		Mean Score	1090	990	

PSSA 5th Math Assessment Anchors

Strength

Numbers and Operations – Base Ten

	2015			2016				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M5.A-T	18	12.4	68.7	19	14.6	76.6	11.4	60.1
M5. A-T.1	10	6.3	62.6	11	7.8	70.5	6.1	55.4
M5.A-T.2	8	6.1	76.4	8	6.8	84.9	5.3	66.4

Opportunity

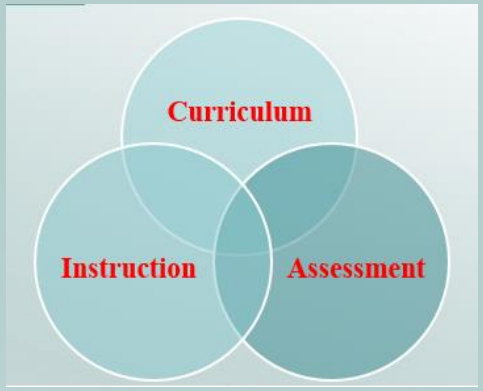
Numbers and Operations – Fractions

	2015			2016				
	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	10.1	50.6
M5.A-F.1	6	3.9	64.6	9	5.3	58.9	4.2	47.2
M5.A-F.2	14	8.1	57.5	11	7.3	66.6	5.9	53.3

PSSA 5th Math Assessment Anchors

Opportunity Focus - Systematic Approach

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



PSSA 5th Math

Opportunity: Curriculum

	Big Ideas	Learning Goals	Assessments	Standards	Resources
UNIT 2	**Unit Title:**	**Numbers and Operations - Fractions**		**Estimated Number of Days for the Unit:**	**Topic 9 - 9 days Topic 10 - 8 days Topic 11 - 7 days End of Unit Summative Assessment - 2 days**
	Big Ideas	**Learning Goals**	**Assessments**	**Standards**	**Resources**
	Mathematical relations amoung numbers can be represented, compared, and communicated.	Determine why equivalent fractions are equal.	5th Grade Math Common Assessments	M05.A-F.1.1.1	- Scott Foresman 5th Grade Textbook
	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.			5th Grade Math Unit Plans Current-Compacted
		Identify greatest common factors in effort to reduce a fraction to lowest terms.			- Pearson SuccessNet Website
	Understandings of multiplication and division can be applied to multiplying and dividing fractions.	Apply problem solving strategies to real world problems that include division of whole numbers with answers in mixed fraction form.		M05.A-F.2.1.1	

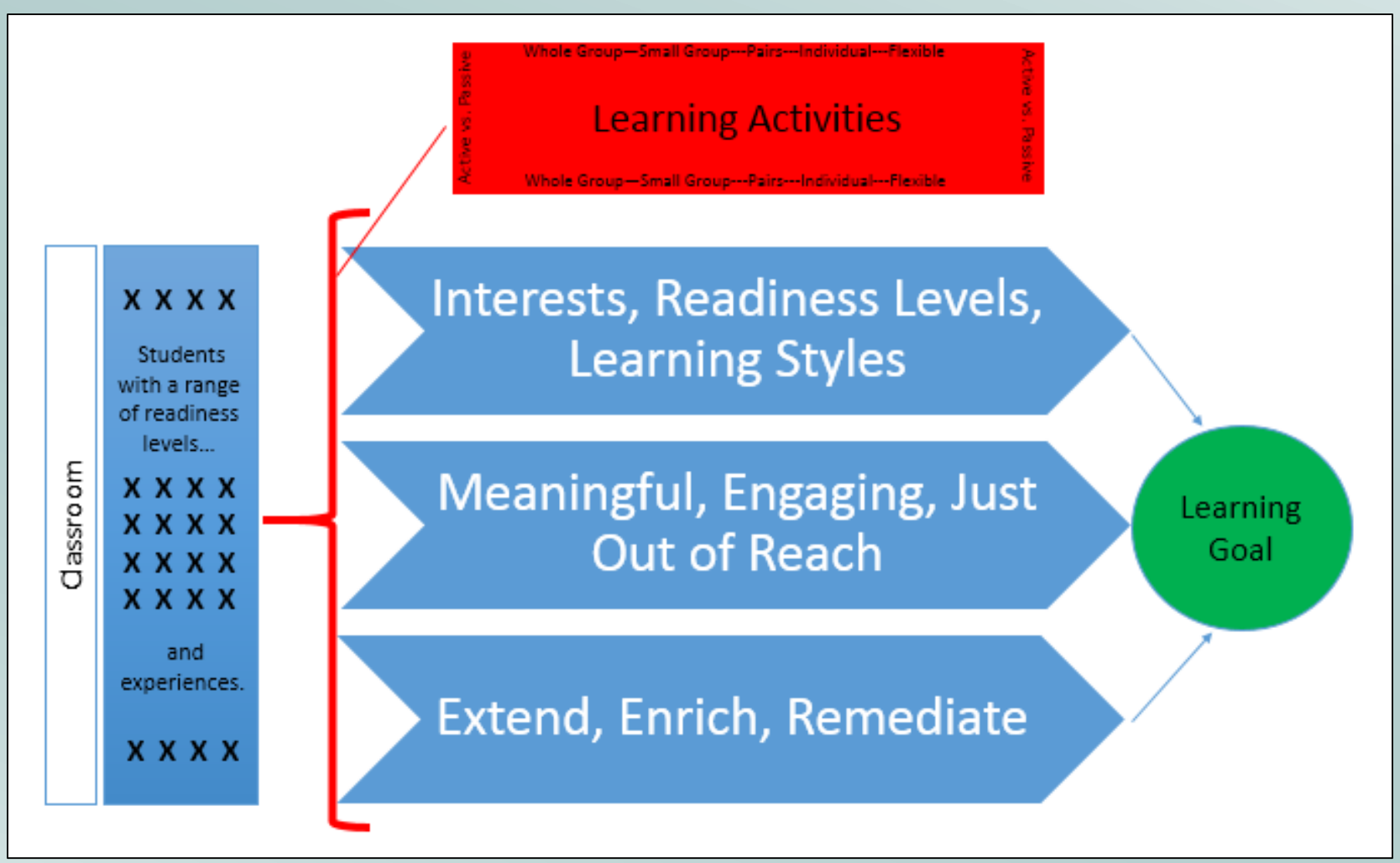
PSSA 5th Math

Opportunity: Assessment

Diagnostic Category	Diagnostic Sub-category	ECC	ECC Description	ECC Grade/Course	Summary ECC Dot Color	# Green ECC Dots	# Red ECC Dots
Numbers and Operations	Operational Fluency	M05.A-F.1.	Add and subtract fractions (including mixed numbers) with unlike denominators. (May include multiple methods and representations.)	5	RED	32	31
Numbers and Operations	Operational Fluency	M05.A-T.2.	Add, subtract, multiply, and divide decimals to hundredths (no divisors with decimals).	5	RED	54	21
Numbers and Operations	Operational Fluency	M05.A-F.2.	Solve word problems involving division of whole numbers leading to answers in the form of fractions (including mixed numbers).	5	RED	25	25
Numbers and Operations	Operational Fluency	M05.A-F.2.	Multiply a fraction (including mixed numbers) by a fraction.	5	RED	27	35
Numbers and Operations	Operational Fluency	M05.A-F.2.	Demonstrate an understanding of multiplication as scaling (resizing).	5	RED	31	25
Numbers and Operations	Operational Fluency	M05.A-F.2.	Divide unit fractions by whole numbers and whole numbers by unit fractions.	5	RED	31	24

PSSA 5th Math

Opportunity: Instruction



PVAAS

- The Pennsylvania Value-Added Assessment System (PVAAS) is a statistical analysis of state assessment data that provides districts and schools with growth data to add to achievement data (i.e., “year’s worth of growth in a year’s time”).

PVAAS 5th Math

PSSA, Grade 5

2016 | 3Yr A



District Value Added

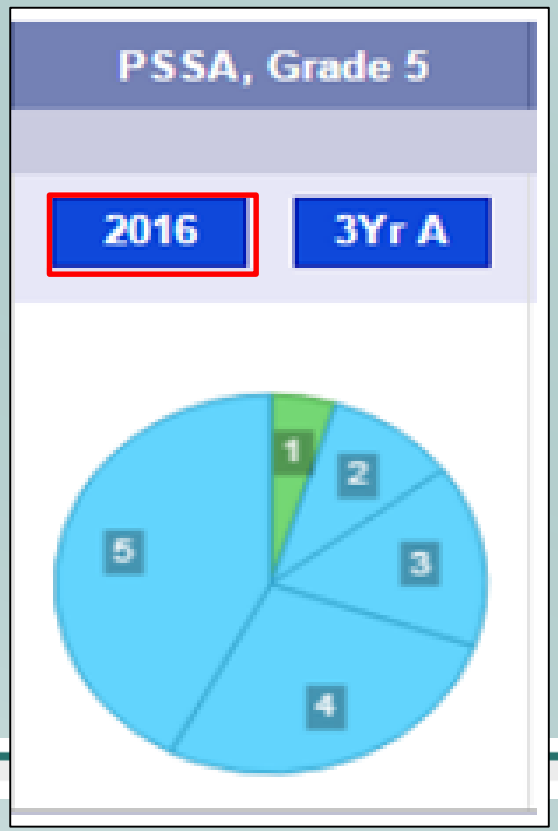
- Significant evidence that the district exceeded the standard for PA Academic Growth
- Moderate evidence that the district exceeded the standard for PA Academic Growth
- Evidence that the district met the standard for PA Academic Growth
- Moderate evidence that the district did not meet the standard 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 Program

2016

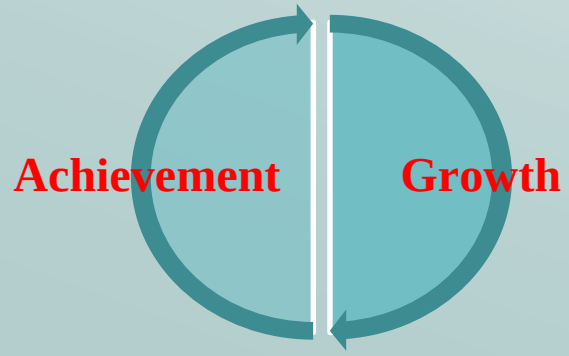


2015



5th Grade Math Summary

- Achievement is strong compared to top decile performers.
- Growth is strong compared to the PA Standard for Academic Growth.
- Specific learning goals should be refined based on results (e.g., fractions).
- Specific student groups can be considered based on results (e.g., 1st quintile).



PSSA 5th ELA

	2015 Percent	PA 2015 Percent	2016 Percent	PA 2016 Percent	PA Top Decile*
ADV	30.9	17.8	34.8	16.2	
PROF	52.4	44.1	55.4	45.3	
ADV/PRO	**83.3**	**61.8**	**90.2**	**61.5**	**85.3**
BASIC	13.0	24.8	8.6	24.4	
BEL BAS	3.7	13.4	1.2	14.1	
# TESTED	353	126501	336	122662	
		Mean Score	1110	1030	

PSSA 5th ELA Assessment Anchors

Strength

Vocabulary Acquisition and Use

	2015			2016				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E5.H	12	9.7	80.9	13	10.6	81.5	8.7	66.8
E5.A-V.4	7	5.8	82.2	9	6.9	77.1	5.6	62.2
E5.B-V.4	5	3.9	78.9	4	3.7	91.5	3.1	77.1

Opportunity

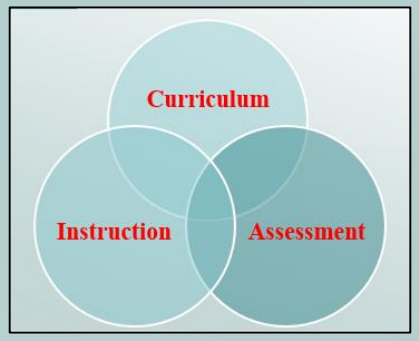
Text Dependent Analysis

	2015			2016				
	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	6.1	38.4
E5.E.1	16	7.4	46.4	16	7.2	45.0	6.1	38.4

PSSA 5th ELA Assessment Anchors

Opportunity Focus

E5.E	**Text-Dependent Analysis**
E5.E.1	Read with accuracy to support comprehension, analysis, reflection, and research



PSSA 5th ELA Assessment Anchors

Opportunity Focus

	Big Ideas	Learning Goals	Assessments	Standards	Resources
UNIT 2	Unit Title:	Taking the Next Step		Estimated Number of Days for the Unit:	34-38 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	
		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	

PSSA 5th ELA Assessment Anchors

Opportunity Focus

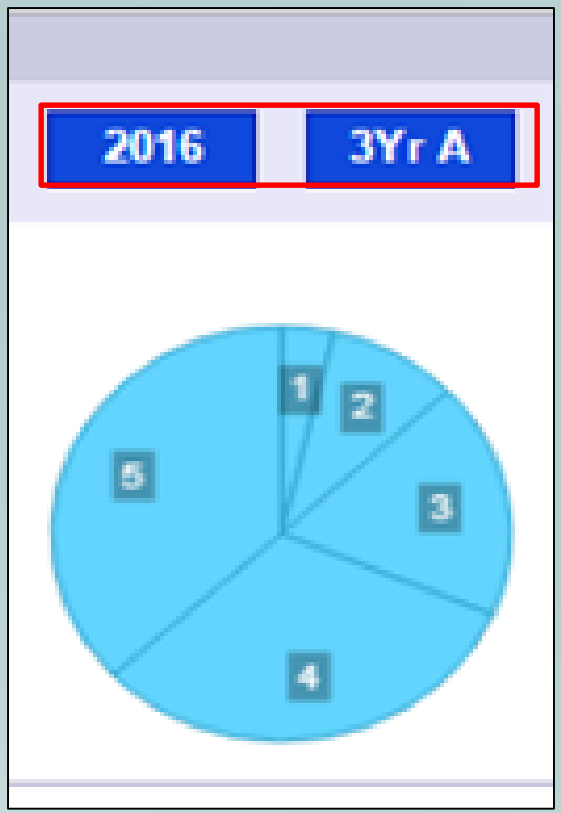
Text Dependent Analysis

Supporting writing from multiple sources (i.e., using evidence from multiple texts to inform or make an argument) to help students to use evidence and respond to the ideas, events, facts, and arguments presented in a variety of texts that they read.

Students provide evidence from text to draw inferences and support analyses.

The author of "Because of Winn Dixie" uses a dog to introduce two people. Write an essay to analyze why "Because of Winn Dixie" is an appropriate title for the passage. Be sure to use evidence from the text to support your analysis.

PVAAS 5th ELA



District Value Added

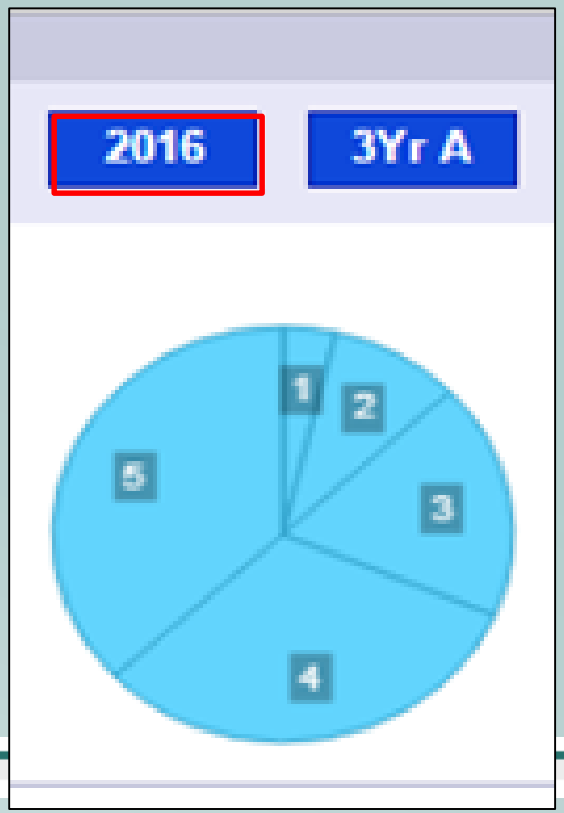
- Significant evidence that the district exceeded the standard for PA Academic Growth
- Moderate evidence that the district exceeded the standard for PA Academic Growth
- Evidence that the district met the standard for PA Academic Growth
- Moderate evidence that the district did not meet the standard 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

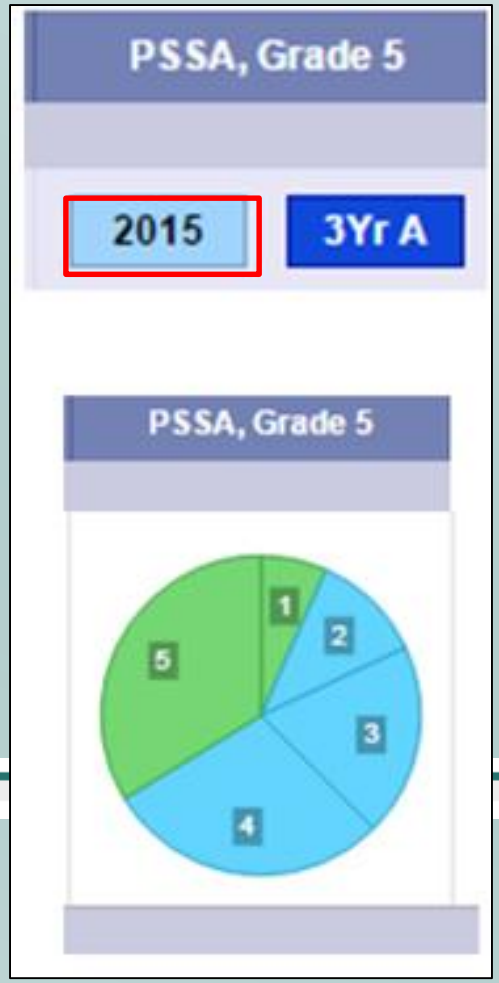
- Moderate evidence that the group exceeded the standard for PA Academic Growth.
- Evidence that the group met the standard for PA Academic Growth.
- Moderate evidence that the group did not meet the standard for PA Academic Growth.
- There were not enough students to define growth.

Impact of 5th Grade ELA

2016

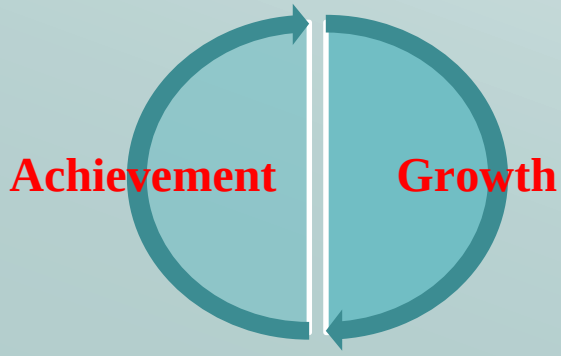


2015



5th Grade ELA Summary

- Achievement is strong compared to top decile performers.
- Growth is strong compared to the PA Standard for Academic Growth as a cohort and at all quintile groups.
- Specific learning goals should be refined based on results (e.g., text dependent analysis).

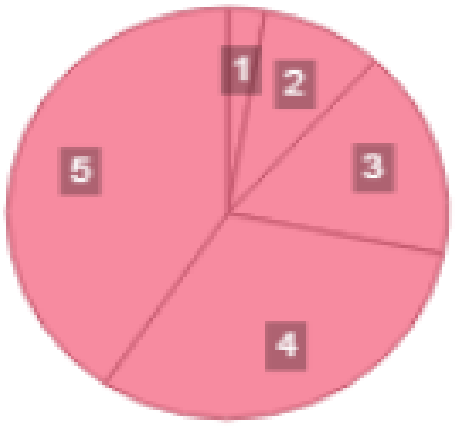


PSSA 4th Science

	2012	2013	2014	2015	2016	PA 2016	PA Top Decile*
ADV	56.4	53.4	61.3	62.8	58.2	39.5	
PROF	37.0	38.3	30.6	31.5	33.9	36.7	
ADV/PRO	**93.4**	**91.7**	**91.9**	**94.3**	**92.1**	**76.2**	**94.4**
BASIC	4.9	6.5	5.8	3.6	5.3	12.1	
BEL BAS	1.7	1.8	2.2	2.1	2.6	11.6	
# TESTED	346	339	359	336	304	123527	
				Mean Score	1520	1430	

PVAAS 4th Science

2016 | 3Yr A



District Value Added

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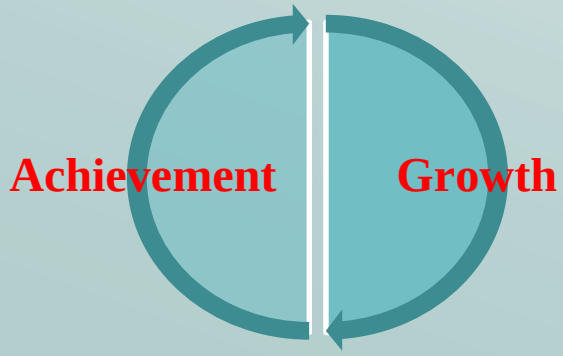
- Evidence that the district met the standard for PA Academic Growth
- Moderate evidence that the district did not meet the standard for PA Academic Growth
- Significant evidence that the district did not meet the standard for PA Academic Growth
- No data currently available

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.

4th Grade Science Summary

- Achievement is slightly below top decile performers.
- Growth is a concern compared to the PA Standard for Academic Growth as a cohort and at all quintile groups.
- Curriculum, instruction, and assessments will be carefully studied and reviews as part of the in-depth program review process.



PVAAS

- **The value of viewing the PVAAS scatterplot is seeing achievement and growth on a coordinate plane with the goal of scoring in the "upper right" quadrant.**
  - **2016 Scatterplot**
  - **3-Year Average Scatterplot**
- **The PVAAS value-add report allows us to view the net impact of the entire program.**

Math 4 – 8 Scatterplot 2016 (Last Year)

Report: Scatterplots **Test/Subject:** PSSA Math
Year: 2016 **Grade:** Across Grades

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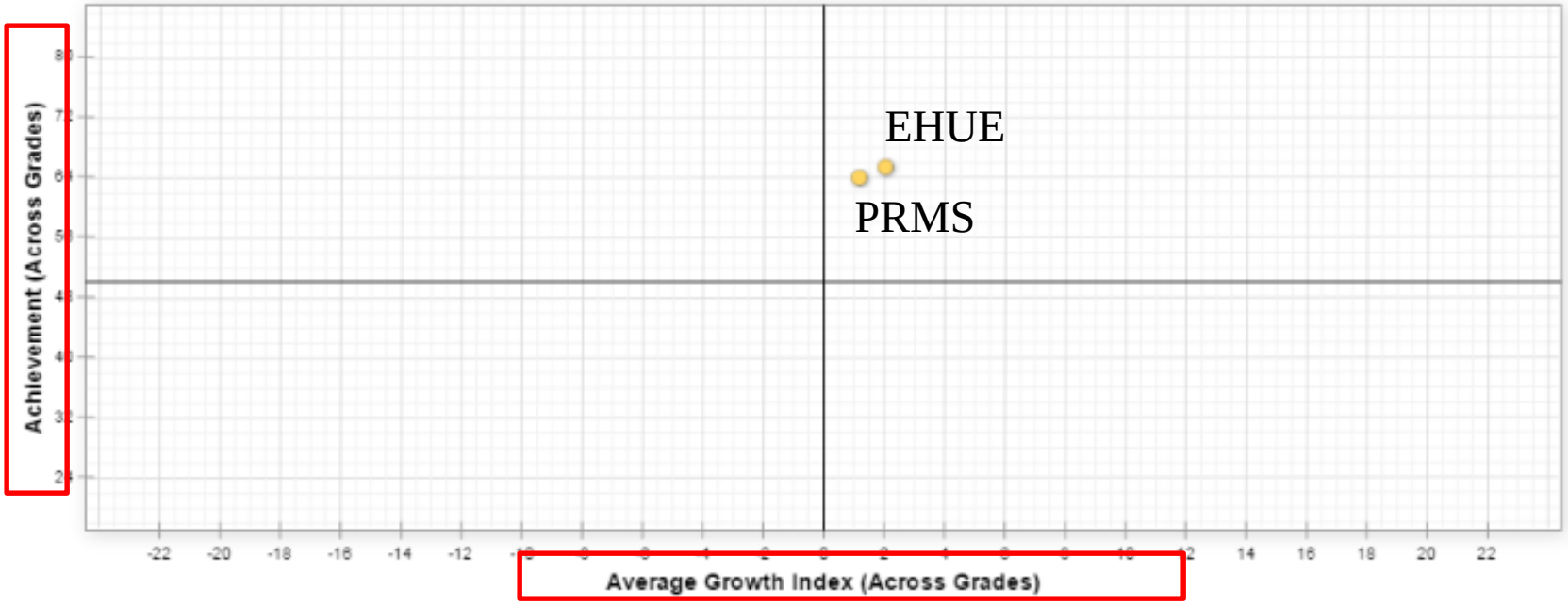
Achievement vs. Growth

Achievement vs Average Growth Index

This selection shows the relationship between growth and students' average achievement. The pattern you see can provide insight into the effects of educational practices and policies in your area. SAS EVAAS analyses typically show little to no correlation between students' growth and their achievement. Therefore, schools and LEAs/districts with high, average, or low percentages of higher or lower achieving students can show good progress.



Math 4 – 8 Scatterplot Three Year

Report: Scatterplots **Test/Subject:** PSSA Math
Year: 3 Year Avg **Grade:** Across Grades

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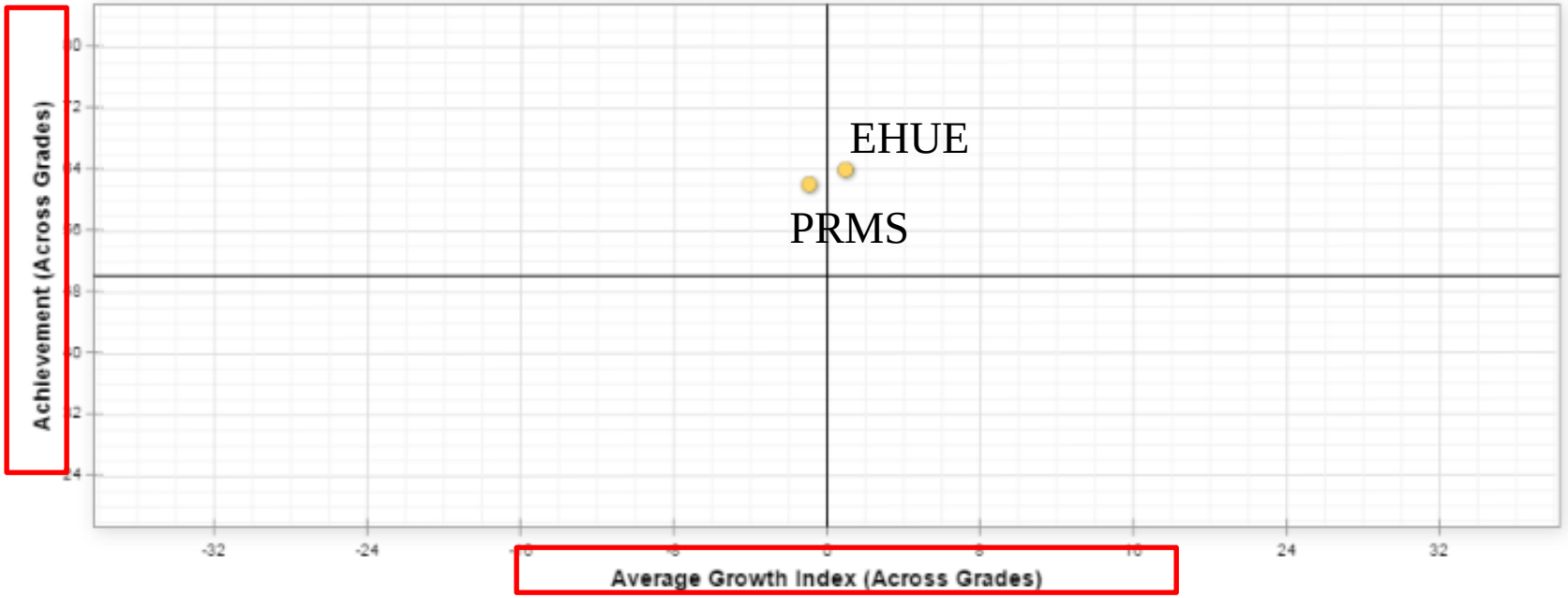

Math 4 – 8 Value Add

Estimated LEA/District Growth Measure							
Grade	3	4	5	6	7	8	Growth Measure over Grades
Standard for PA Academic Growth		0.0	0.0	0.0	0.0	0.0	Standard for PA Academic Growth
2014 Growth Measure		-3.4 R	0.6 LB	0.2 G	-2.7 R	1.1 LB	-0.8 R
Standard Error		0.6	0.6	0.6	0.5	0.6	0.3
2015 Growth Measure		-4.2 R	1.1 LB	4.9 DB	-1.5 R	1.1 DB	0.3 LB
Standard Error		0.6	0.6	0.6	0.5	0.5	0.3
2016 Growth Measure		-3.5 R	3.1 DB	2.5 DB	-1.3 R	2.3 DB	0.6 DB
Standard Error		0.7	0.6	0.6	0.5	0.6	0.3
3-Yr-Avg Growth Measure		-3.7 R	1.6 DB	2.6 DB	-1.8 R	1.5 DB	0.0 G
Standard Error		0.4	0.3	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	
2013 Avg Achievement	65.9	60.1	61.9	62.2	59.6	61.5	
2014 Avg Achievement	67.6	62.5	60.7	62.1	59.5	60.6	
2015 Avg Achievement	67.3	63.4	63.7	65.6	60.6	60.7	
2016 Avg Achievement	68.7	63.8	66.5	66.2	64.3	62.9	

ELA 4 – 8 Scatterplot 2016 (Last Year)

Report: Scatterplots **Test/Subject:** PSSA English Language Arts
Year: 2016 **Grade:** Across Grades

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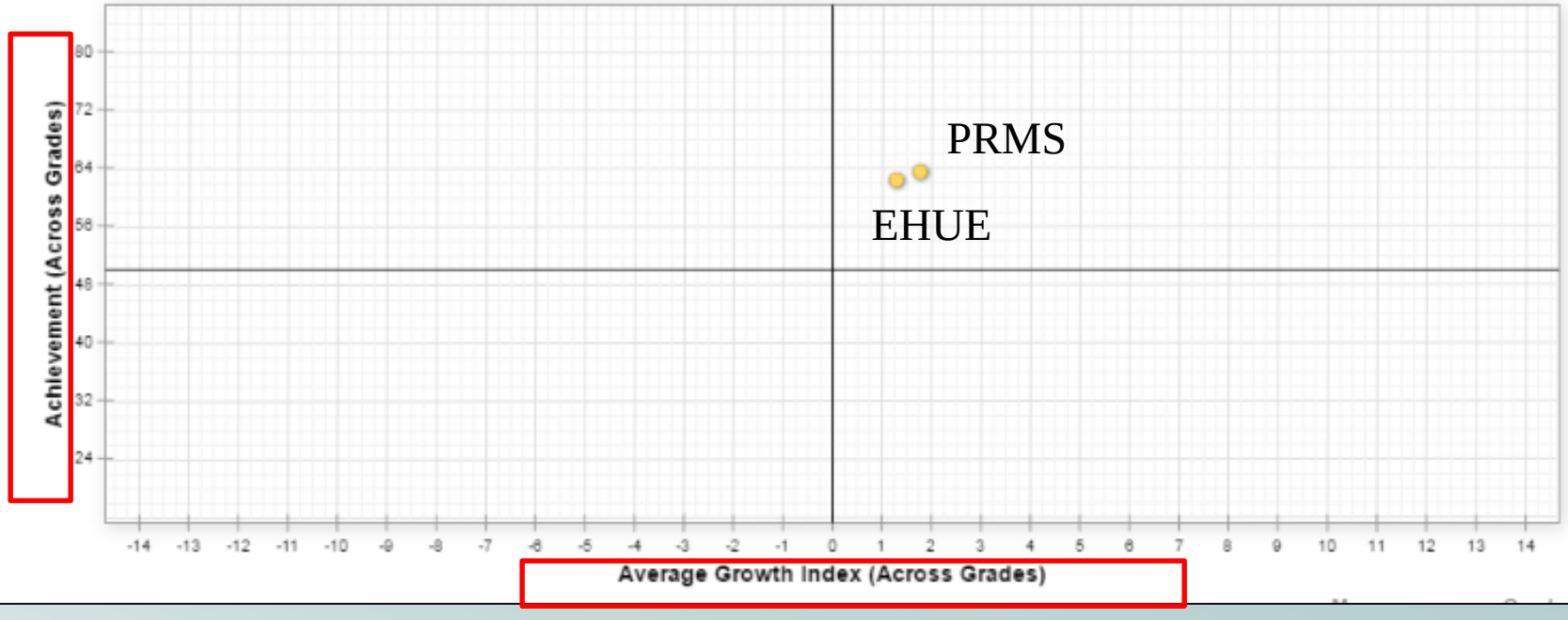
Achievement vs. Growth

Achievement vs Average Growth Index

This selection shows the relationship between growth and students' average achievement. The pattern you see can provide insight into the effects of educational practices and policies in your area. SAS EVAAS analyses typically show little to no correlation between students' growth and their achievement. Therefore, schools and LEAs/districts with high, average, or low percentages of higher or lower achieving students can show good progress.



ELA 4 – 8 Scatterplot Three Year

Report: Scatterplots **Test/Subject:** PSSA English Language Arts
Year: 3 Year Avg **Grade:** Across Grades

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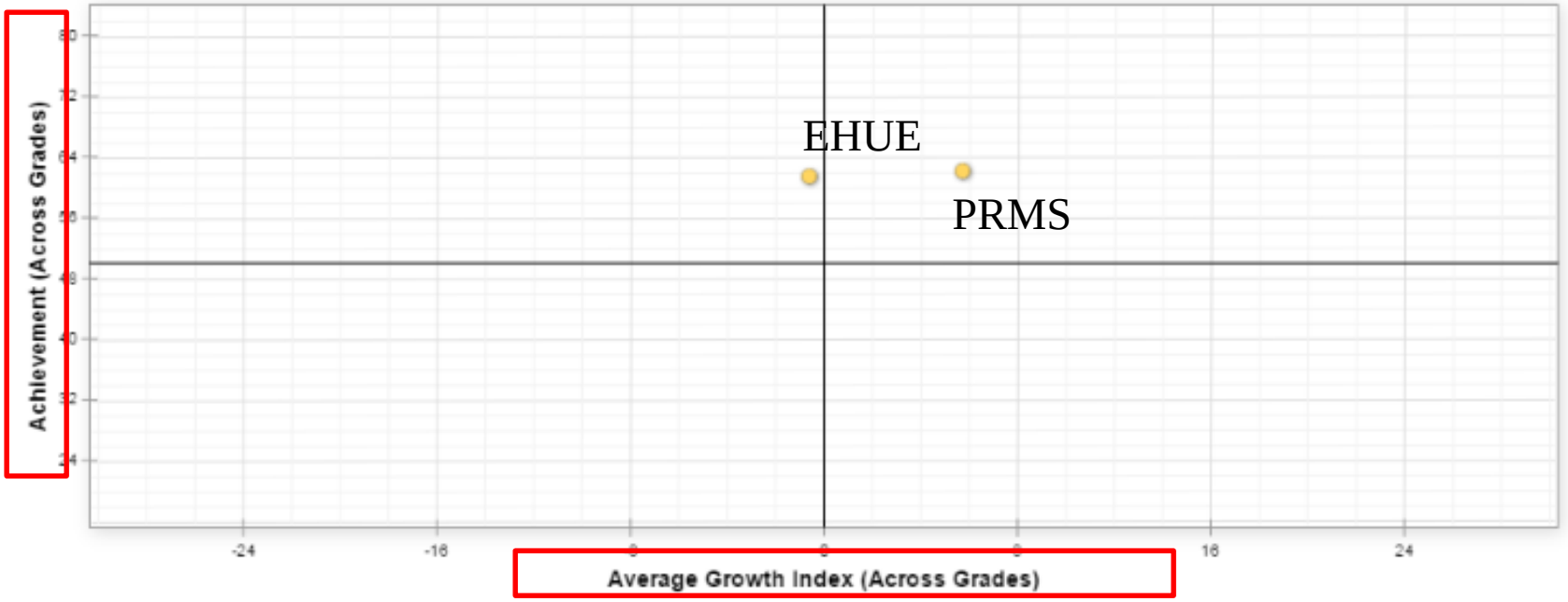
Achievement vs. Growth

Achievement vs Average Growth Index

This selection shows the relationship between growth and students' average achievement. The pattern you see can provide insight into the effects of educational practices and policies in your area. SAS EVAAS analyses typically show little to no correlation between students' growth and their achievement. Therefore, schools and LEAs/districts with high, average, or low percentages of higher or lower achieving students can show good progress.



ELA 4 – 8 Value Add

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	
2014 Growth Measure		-2.6 R	-0.1 G	-0.9 Y	1.6 DB	-0.6 G	-0.5 Y
Standard Error		0.7	0.7	0.6	0.6	0.6	0.3
2015 Growth Measure		-1.8 R	1.1 LB	1.8 DB	3.4 DB	1.2 DB	1.2 DB
Standard Error		0.7	0.6	0.6	0.6	0.6	0.3
2016 Growth Measure		-2.7 R	2.9 DB	1.3 DB	4.9 DB	-3.3 R	0.6 DB
Standard Error		0.7	0.7	0.6	0.6	0.6	0.3
3-Yr-Avg Growth Measure		-2.4 R	1.3 DB	0.8 DB	3.3 DB	-0.9 R	0.4 DB
Standard Error		0.4	0.4	0.4	0.4	0.4	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
2013 Avg Achievement	62.6	60.0	60.9	59.2	61.8	59.6
2014 Avg Achievement	63.6	60.1	59.9	60.0	60.8	61.2
2015 Avg Achievement	62.1	61.8	61.2	61.7	63.4	62.0
2016 Avg Achievement	66.7	59.4	64.7	62.6	66.6	60.2

PSSA/PVAAS Findings

- Pine-Richland students outperformed the state average at all levels of the PSSA Math assessment.
- Pine-Richland students outperformed the top decile benchmark for combined advanced/proficient performance at grades 3, 5, 6, 7, and 8 (i.e., top 10% of schools in Pennsylvania).
- The PVAAS District Value-Added Report indicates "*significant evidence students exceeded the Standard for PA Academic Growth*" in **math and ELA** for 2016 (i.e., dark blue).
- Specific opportunity areas will be addressed in all three areas of curriculum, assessment, and instruction (all three MTSS tiers) through building-level and vertical teams.

SAT

- The SAT is a globally recognized college admission test in reading, writing and math.
- For each of the sub-tests, a score of 800 is possible for a combined total of 2400.
- The results can be compared on a state and global level.

SAT 2016

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

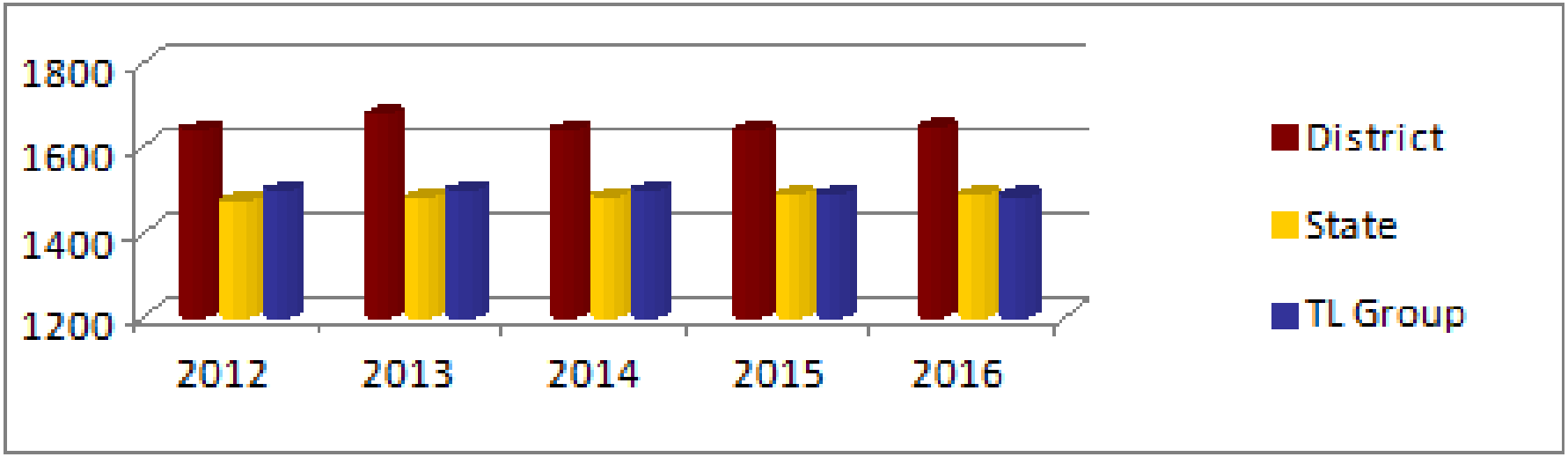
Participation over Time

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

SAT 2016

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



SAT 2016

CRITICAL READING

Mean Scores over Time

	2012	2013	2014	2015	2016
PRHS	543	549	539	537	545
State	491	494	497	499	500
TL Group	496	496	497	495	494

MATHEMATICS

Means Scores over Time

	2012	2013	2014	2015	2016
PRHS	561	577	562	567	567
State	501	504	504	504	506
TL Group	514	514	513	511	508

WRITING

Means Scores over Time

	2012	2013	2014	2015	2016
PRHS	535	550	537	530	530
State	480	482	480	482	481
TL Group	488	488	487	484	482

ACT

- The ACT assessment measures skills in English, reading, mathematics, and science reasoning.
- For each category and as a composite, a score of 36 is possible.
- The results can be compared on a state and national level.

ACT 2016

Participation over Time

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

COMPOSITE

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

SAT/ACT Findings

- Pine-Richland students consistently outperform State and Total Group/US comparisons over the past five years.
- PRSD student performance on the SAT is stable in all test areas and in the overall combined score (i.e., math, reading, and writing).
- PRSD student performance on the ACT is stable in all tested areas and in the composite score (i.e., math, reading, English, science, and composite).
- Finalize a recommendation for potential SAT and ACT preparation courses.

Advanced Placement

- The Advanced Placement (AP) Exam is a test on which students demonstrate mastery of particular subjects and readiness for a college-equivalent course.
- Students earn a score of 1 – 5 with “5” indicating “extremely well-qualified” and “3” as a “qualified” score.
- The results can be compared on a national level.

AP 2016

PRHS AP Test Participation over Time

	2012	2013	2014	2015	2016	PA 2016	Global 2016
Total # Students	453	450	486	490	456	71809	2613264
Total # Exams Taken	900	944	932	958	911	127738	4711915
# Students Scoring 3+	326	337	324	349	333	48629	1573240

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

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

AP 2016

Subject Area Test	# Tests Taken	# Scored 3+	% Scored 3+	Mean Score
ART				
Studio Art: 2-D	15	11	73.3	3.27
Studio Art: Drawing	4	4	100	3.75
ENGLISH				
English Language	107	83	77.6	3.42
English Literature	47	43	91.5	3.96
MATH				
Calculus AB	36	23	63.9	2.86
Calculus BC	35	33	94.3	4.14
Statistics	48	48	100	4.08
SCIENCE				
Biology	66	53	80.3	3.21
Chemistry	64	57	89.1	3.56
Physics C: Mechanics	6	5	83.3	3.67
SOCIAL STUDIES				
European History	32	30	93.8	4.03
Microeconomics	61	44	72.1	3.36
Psychology	138	101	73.2	3.32
US Government and Politics	98	35	35.7	2.68
US History	92	71	77.2	3.28
WORLD LANGUAGES				
French Language and Culture	21	16	76.2	2.86
German Language and Culture	21	15	71.4	3.24
Spanish Language and Culture	14	14	100	4.07

Sample AP Results Over Time

English Language and Composition

	2012	2013	2014	2015	2016	PA 2016	Global 2016
5	8.9	18.9	5.6	18.2	15.9	17.7	10.7
4	22.6	24.5	28.0	24.2	32.7	23.8	17.6
3	44.6	33.0	37.8	31.3	29.0	29.5	27.1
3 and above	76.1	76.4	71.4	73.7	77.6	71.0	55.4
2	22.6	22.6	28.0	24.2	22.4	23.1	32.1
1	1.2	0.9	0.6	2.0	0.0	5.9	12.6
Total Tests Taken	168	106	143	99	107	12242	547796
Average Score	3.15	3.38	3.10	3.32	3.42	3.24	2.82

United States Government and Politics

	2012	2013	2014	2015	2016	PA 2016	Global 2016
5	13.6	12.5	9.4	1.4	9.2	16.2	12.3
4	27.3	7.5	6.2	0	7.1	16.0	13.5
3	18.2	42.5	28.1	12.9	19.4	26.4	24.9
3 and above	59.1	62.5	43.7	14.3	35.7	58.6	50.8
2	36.4	17.5	31.2	30.0	30.6	21.4	24.0
1	4.5	20.0	25.0	55.7	33.7	20.0	25.2
Total Tests Taken	22	40	32	70	98	9036	296362
Average Score	3.09	2.75	2.44	1.61	2.68	2.87	2.64

AP Findings

- The district has maintain high levels of student participation in AP courses over the past five years.
- In 2016, average PRSD scores exceeded Pennsylvania and Global comparisons for 13 of 18 reported testing areas.
- Monitor changes in College Board curriculum and provide professional development based on teacher interest or student performance results as needed.
- Ensure student awareness of AP course offerings and academic readiness for AP courses within the content specific pathways.

Conclusions

- We are **achieving** at high levels across multiple standardized assessments…but we have the potential for much higher levels of achievement.
- We are **growing** across most grades and subjects that includes our higher performing student group…but we have the potential for more significant growth.
- We need to ensure that the results and findings of these data are **integrated into the model for teaching and learning** to reach the vertical teams and individual classrooms.

Discussion