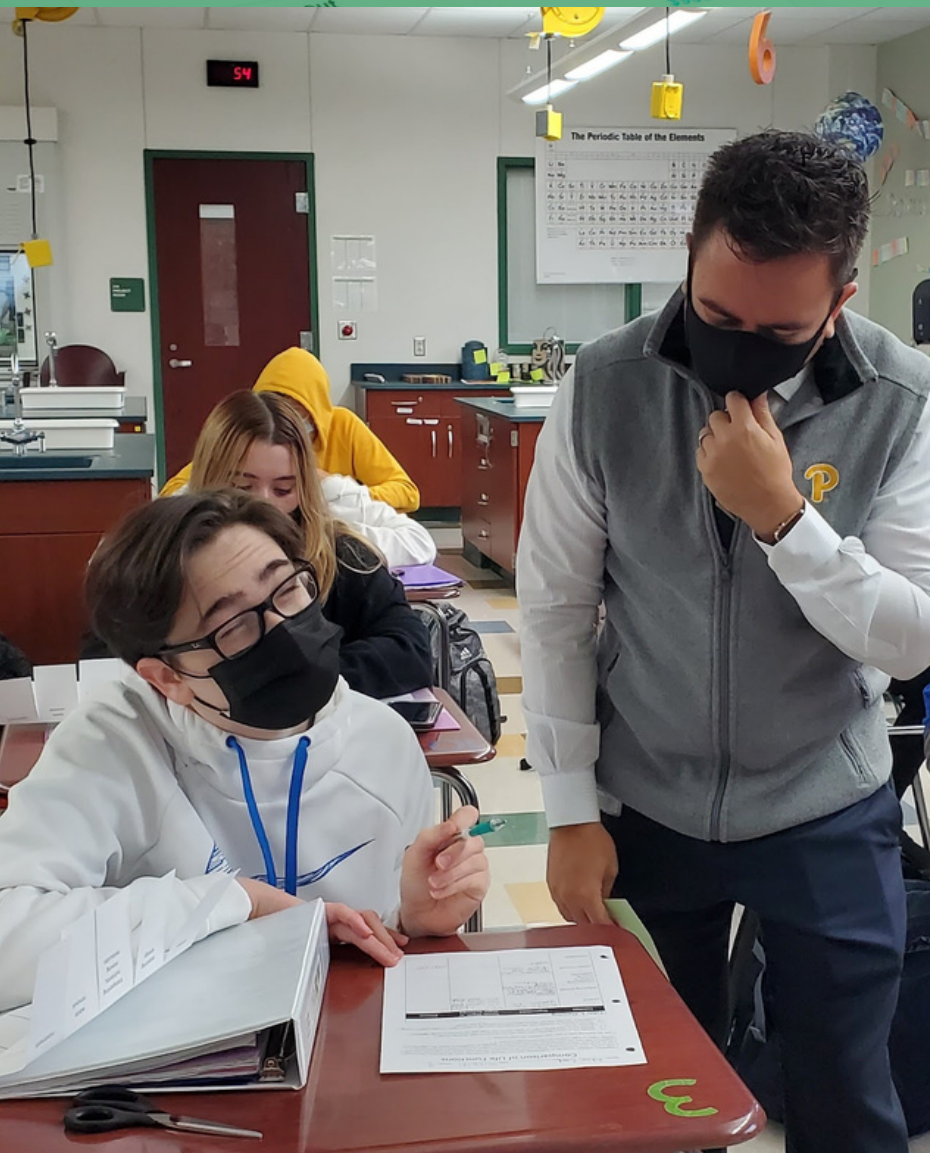




PINE-RICHLAND
SCHOOL DISTRICT

Data for Action

2021 ACADEMIC ACHIEVEMENT
& GROWTH REPORT



Focused on Learning for
Every Student Every Day

702 WARRENDALE RD., GIBSONIA, PA 15044



**Academic Achievement & Growth Report
November 18, 2021**

Pine-Richland School Board of Directors

- Mr. Peter Lyons, President
- Mrs. Christine Misback, Vice President
- Mr. Marc Casciani, Treasurer
- Mr. Gregory DiTullio
- Mrs. Amy Hayden
- Dr. Matthew Mehalik
- Dr. Carla Meyer
- Mr. Matthew Moye
- Mrs. Katarzyna Swope

**Dr. Brian R. Miller
Superintendent**

Report Prepared by:

- Dr. Brian R. Miller, Superintendent
- Dr. Michael Pasquinelli, Assistant Superintendent for Secondary Education & Curriculum
- Dr. Kristen Justus, Assistant Superintendent for Elementary Education & Curriculum
- Mr. Noel Hustwit, Director of Student Services & Special Education
- in Consultation with
- K-12 Principals & School Psychologists
- Academic Leadership Council Members
- Professional Staff Members

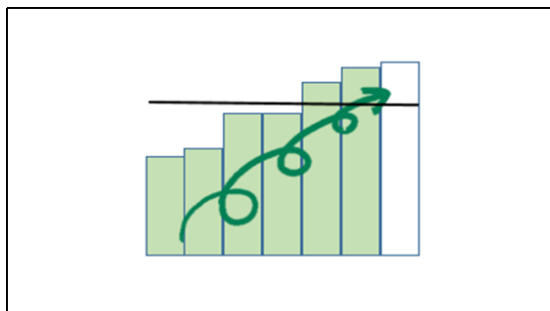
Table of Contents

Executive Summary	4
Future Ready Index	6
Benchmarking Student Achievement & Growth Throughout the Year	7
PSSA: Pennsylvania System of State Assessment	11
2021 PSSA Results: Math, English Language Arts, & Science	13
Historical PSSA Results: Math, English Language Arts, & Science	14
Keystone Exams	17
2021 Keystone Results: Algebra, Literature, Biology	18
Historical Keystone Results: Algebra, Literature, Biology	19
SAT: Scholastic Aptitude Test	20
ACT: American College Test	22
Advanced Placement Test	25
Portrait of a Graduate	28
Conclusion and Next Steps	30

Pine-Richland School District
Academic Achievement and Growth Report
Executive Summary

The mission of the Pine-Richland School District is to focus on learning for every student every day. The vision at PRSD emphasizes the fact that learning is reflected in both achievement and growth. In the eighth year of publication, the format and structure of this report have been refined each year to provide descriptive statistics and analyses across a series of standardized assessments.

Within the Baldrige Performance Excellence framework, “LeTCI” is used as an acronym to describe evaluation factors for reviewing results (i.e., Levels, Trends, Comparisons, and Integration). We have again utilized those factors in evaluating the results. Various types of PSSA and School Performance Profile comparisons with high performing schools and school districts are included in our presentation this year. We plan to further strengthen this approach in future years for the other assessments. The emphasis on both process and results is captured in the following image:



As a district, we are focusing on process and results. Building principals, assistant principals, Academic Leadership Council Members, and our K-12 classroom teachers have been actively engaged in the development of these reports annually. We have been intentional in celebrating strengths and identifying opportunities for improvement. The results in this report are directly integrated with other strategic initiatives related to the model for teaching and learning, in-depth program review, curriculum review process, and instructional strategies focus. Short-term and long-term goals of the strategic plan influence the educational program for students and the learning results. Within the strengths, we are working to highlight areas of success and effective instructional integration, assessment analysis, and revisions to curriculum and have lifted them up through the examples discussed as a part of the accompanying Joint Governance Committee meeting, as shared by our educators engaged in the direct work. We intend to communicate this knowledge and key learning across our organization through our Academic Leadership Council, principals, and grade level/departmental teams to continue our focus on success and iterations of improvement.

Given the impact of the pandemic, all state-based standardized testing for the PSSA and Keystone were halted in 2019-2020 and then began again in 2020-2021, but with interpretive cautions issued. Consequently, the data represented in the tables are reflective of data from the 2018-2019 school year as most recent for those

assessments, with updates for 2019-2021 being made only for the SAT, ACT, and AP exams. While testing did occur in the 2020-2021 school year for the PSSA and Keystone exams, the [Pennsylvania Department of Education issued a memo](#) cautioning against the comparisons and trends based on the number of factors that different between the 2020-2021 school year and prior years within an organization and the many non-standardized differences in the learning models between school districts within that year, “*necessitating caution in the interpretation and use of results*” (PDE, 2021). It is important to note that although Pine-Richland School District used the originally-designated testing window in the spring of 2021, districts across the Commonwealth were permitted to defer testing until the Fall of 2021. As such, the State will not be finalizing assessment results for all PA schools until February of 2022. Even at that time, districts are urged not to compare results given the lack of standardization in many aspects. [Recommendations were made to:](#) (1) Focus on describing and contextualizing performance; (2) Use results and other evidence to inform plans for the 2021-2022 school year; and (3) Avoid data comparisons and attributions (PDE, 2021). As such, these results are pulled into their own section for full transparency and to prevent comparison to other years of performance.

As a disclaimer to all who review this report, it is important to note the narrow focus on standardized achievement test results (i.e., PSSA, Keystone Exams, SAT, ACT, and AP). These are important and high stakes assessments. However, we also know that measures of school effectiveness and learning are far more comprehensive than the information in this report. Those measures include a holistic look at our schools and students, such as: classroom-based assessments; school climate; participation in extra- and co-curricular activities; graduation rates; attendance; discipline; post-secondary readiness; social-emotional development; wellness; and more.

Our focal question continues to be “*How do we focus on academic learning for every student every day?*” The learning system at Pine-Richland School District is illustrated by the following image, allowing us to focus on “Data for Action”:

Model for Teaching and Learning

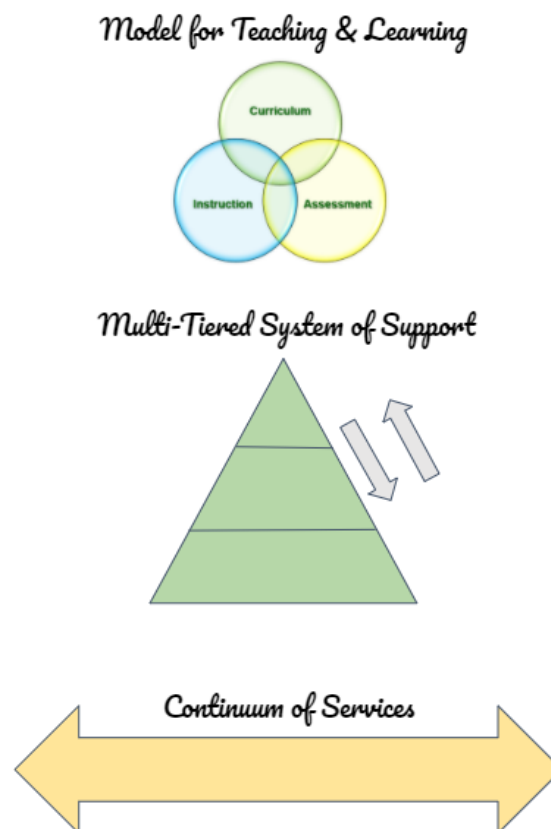
- Curriculum
- Instruction
- Assessment

Multi-Tier System of Supports (MTSS)

- ELA and Math Decision Trees
- Research-Based Interventions

Continuum of Services

- Special Education
- Gifted Education
- Other Programming



Key highlights of this year's report include:

- Focused attention on using data to support student learning with an emphasis on local assessments, universal screeners, and common assessments
- Streamlined reporting of key measures with an intentional separation of results from 2020-2021 from that of prior years
- Continued focus on “data for action” in its second year with an expansion of common assessments to include collaborative analysis and revision to instructional strategies, curriculum and identified resources, and/or the assessment structure and questions to be more effective in our approach to learning

Areas of action include:

- Continued examination and revisions of curriculum, assessment, and instruction at all grade levels
- Integration of regular, collaborative data analysis to replicate best practices among teachers and to understand the expressed differences in mastery among our learners and their pandemic educational model experiences and effectiveness (e.g. common assessment analysis and action plans)
- Ensure alignment and effectiveness of MTSS interventions to meet students' unique needs
- Establish a systematic approach and consistent implementation of curricular resources and instructional strategies

Future Ready Index

[Visit the Future Ready PA Index](#)

The Pennsylvania Department of Education utilizes the Future Ready PA Index as a method of evaluating schools in a more holistic manner than the SPP alone, utilizing a “dashboard model to highlight how schools are performing and showing progress on multiple measures” (PDE, 2018). The Future Ready PA Index:

- Increases an emphasis on student growth measures, which incentivizes a focus on all learners and is less sensitive to demographic variables.
- Measures English language acquisition among EL students, not simply performance on a test of grade-level ELA standards.
- Incentivizes career awareness instruction beginning at the elementary level.
- Addresses the issue of unequal weighting of content areas in the current SPP.
- Provides indicators of student success after graduation.
- Increases the emphasis on student access to course offerings such as AP, IB, college credit, and CTE programs of study.
- Allows LEAs to include locally-selected reading assessment (Grade 3) and math assessments (Grade 7) as additional snapshots of student progress.
- Incentivizes schools to offer career pathways that culminate in high value, industry-recognized credentials

"In March of 2021, the United States Department of Education (USDE) granted Pennsylvania's request to extend our State Assessment window through September to assist with schools' COVID mitigation efforts. The extended window delays the scoring and reporting of assessments. As a result, PDE will update the Future Ready PA Index, Pennsylvania's public-facing school progress report, in two phases based on the availability of data. Phase one will update indicators reliant on available enrollment, attendance, and demographic data: (a) District and School “Fast Facts”; (b) Regular Attendance; (c) Graduation Rate; and (d) Career Standards Benchmark” (PDE, September, 2021).

Benchmarking Student Achievement and Growth Throughout the Year

Starting in Kindergarten and continuing throughout the educational programs at Pine-Richland, we have embedded benchmark assessments to measure students' progress towards the grade level and content area standards, while also monitoring progress around individualized goals for students receiving support. The concept behind these tools is the ability to identify areas of relative strength and need for each child. Within the Learning System, our goal is to tightly align the areas of curriculum, instruction, and assessment to be responsive to students' needs. The Multi-Tiered System of Supports (MTSS) model allows students to move fluidly among interventions, by content area and particular topic within each content area. Building-based teams, including the school psychologists, principal, and counselor, in addition to the classroom teacher, meet regularly to reflect upon students' progress.

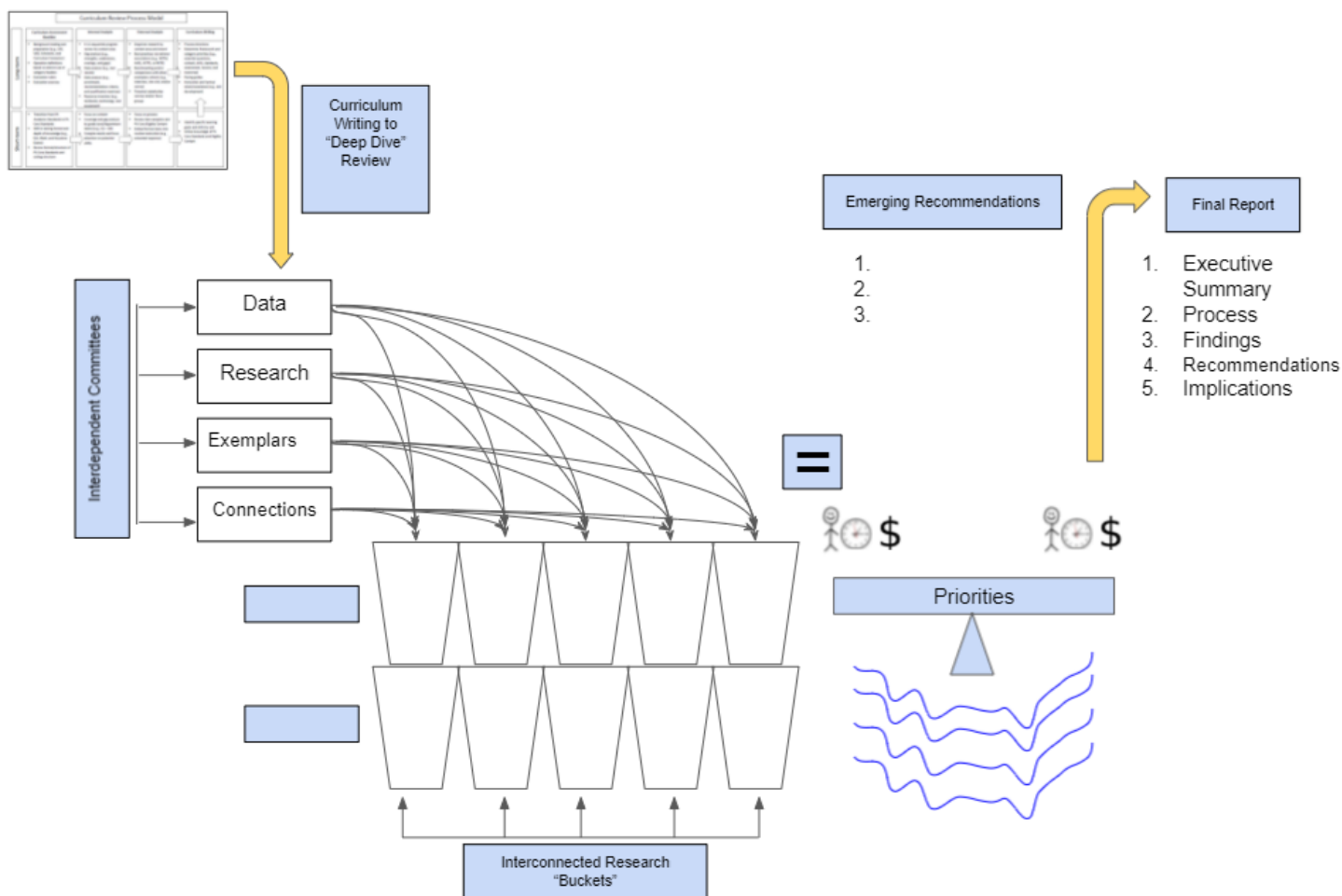
The STAR 360 Reading and Math benchmark assessments were first utilized during the 2017-2018 school year for students in Kindergarten through 6th grade. Within 7th-8th grade, students take the STAR 360 assessment for Reading and Mathematics, with the Classroom Diagnostic Tool (CDT) being administered in Science. During the 2019-2020 school year, students in Keystone "trigger" courses (Algebra I, Biology, English 9) took the CDT assessment. The results from these assessments are analyzed to assist in course placement and instructional interventions. For instance, a child in grade 5 would have several data points available for comparison, providing multiple criteria and a more robust sense of student performance. Within mathematics alone, the students would have data available including: (a) three STAR 360 benchmark performance points from their 4th-grade year and 5th grade year-to-date; (b) prior years' PSSA results; (c) past and current quarterly grades; (d) annual unit assessments and end-of-year exam data; (e) Cognitive Abilities Test results; and (f) annual student learning attributes rating. These data points can be pulled at one time and be utilized for the individualization of student learning. Teachers then also have the ability to drill further into a child's individual readiness levels and design an instructional sequence to help students progress through individual skills to find success. Based on a child's level, the MTSS model is utilized to flexibly and fluidly respond to their presented needs. Resources for interventions, both remediation and enrichment, have been identified on decision trees and are consistently implemented across grades K-6 and are being developed and refined in grades 7-12 alongside the typical course pathways. Each of these elements are being reexamined as a part of our In-Depth Program Review Process for Special Education and MTSS during the 2021-2022 school year.

Emphasis on Programs, Curriculum, Instruction, & Assessments (Local/Common)

Beginning in 2014, our staff members first captured their written curriculum within living, shared documents, which are continuously updated and improved. Elements of that written curriculum include big ideas, learning goals, assessments, standards, and resources. Each of these individual areas have been updated over time to continuously improve our learning system by course content and level. The intent is to never have to "write" curriculum again from scratch, as it is constantly being updated and rewritten to reflect the best approach possible. From its initial documentation, the departments each reflected on the relative areas of strength and opportunity within their curriculum and overarching program model. This led to the design of an in-depth program review process.

Each year, two or three programs are reviewed through a year-long study, resulting in recommendations for action and improvement. Through our in-depth program review processes, we examine each of our programs by department (e.g. English Language Arts; Math; Health & Physical Education) or service (e.g. Gifted and/or Highly Achieving; Special Education and Intervention Supports). Importantly, the process was designed to emphasize a balance of internal needs and a review of best practices from external sources. It asks questions, such as, “Are we doing the right things?” or “Do we need to consider more significant changes in program design?”

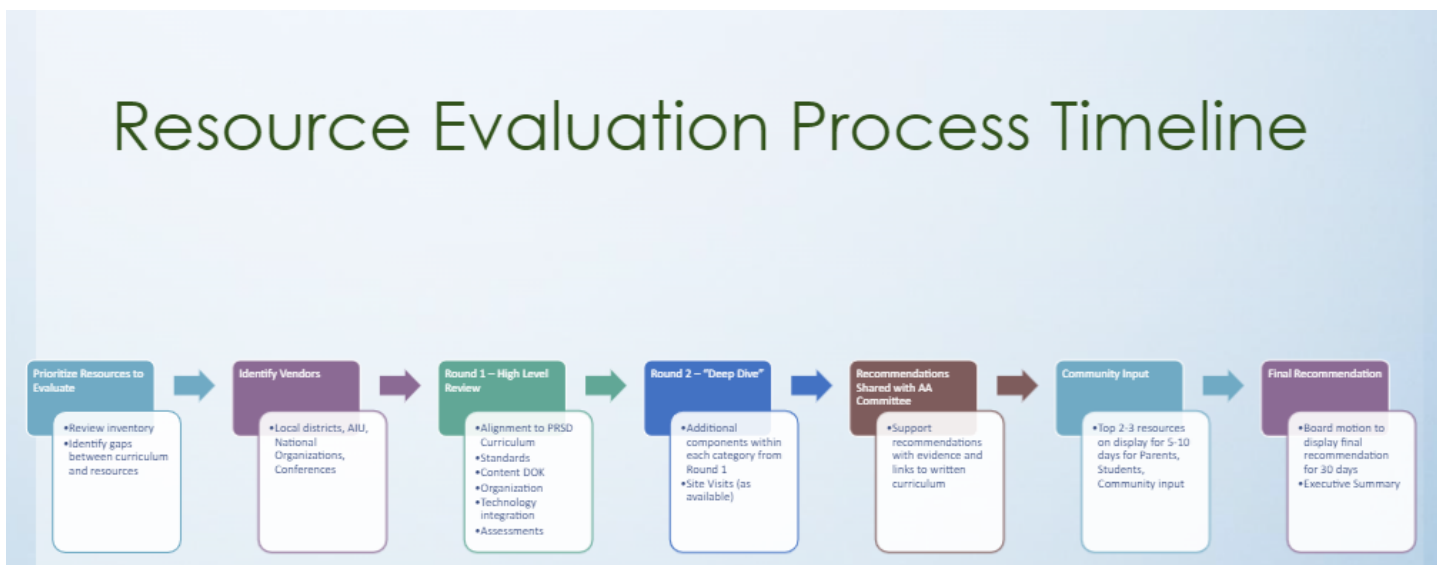
Program Review Process Model



In the image above, the curriculum writing process is like a “springboard” to “dive” more deeply into the content area. The personnel, structure, and work processes are then organized into four major sub-committees: (a) research; (b) data; (c) K-12 exemplars; and (d) community connections. Recommendations emerge and are taken through an action priority matrix to inform the final report conclusions, based on the internal and external findings. Formal action plans support the implementation process and ensure deployment to appropriate workforce members for shared ownership and accountability. It is understood that the entire program cannot be overhauled at once. The recommendations made are prioritized based on the degree of impact they will have on

our students, which typically results in about 8-10 focused, strategic improvements in a cycle for that department/program.

At times, recommendations emerge around the need for new resources to support learning. The resource review process is systematic and begins with an evaluation of gaps between the curriculum and the resources available to support the learning opportunities. Vendors with products to address these gaps and to support the rest of the curriculum are then identified with recommendations coming from local districts, the Allegheny Intermediate Unit, national professional organizations, etc. A list of key requirements for the resources is developed through which each vendor is able to present and be evaluated by a representative committee of staff members through two rounds, which increase in depth and detail. Where possible, pilots are arranged for the tools and aspects are trialed. Recommendations are then shared with the Academic Achievement Committee with evidence from the demonstrations and the written evaluations of the resource review team. Resources still being considered for recommendation (i.e. typically the top 2-3) are then put on display for parent, student, and community input. Input sought helps to guide the recommendation for just one of the resources and a 30-day display period commences during which stakeholder input is once again requested and reviewed. As resources are approved, professional development is arranged for staff members, focusing on the best practices around instructional integration of the resource, which is subsequently embedded into the written curriculum. Considerable time is spent on reviewing the assessments provided through the tool and to ensure that they meet the expectations we have set forth for our local assessments, including customization, differentiation, computer adaptivity, depth of knowledge, variation in assessment types, etc.

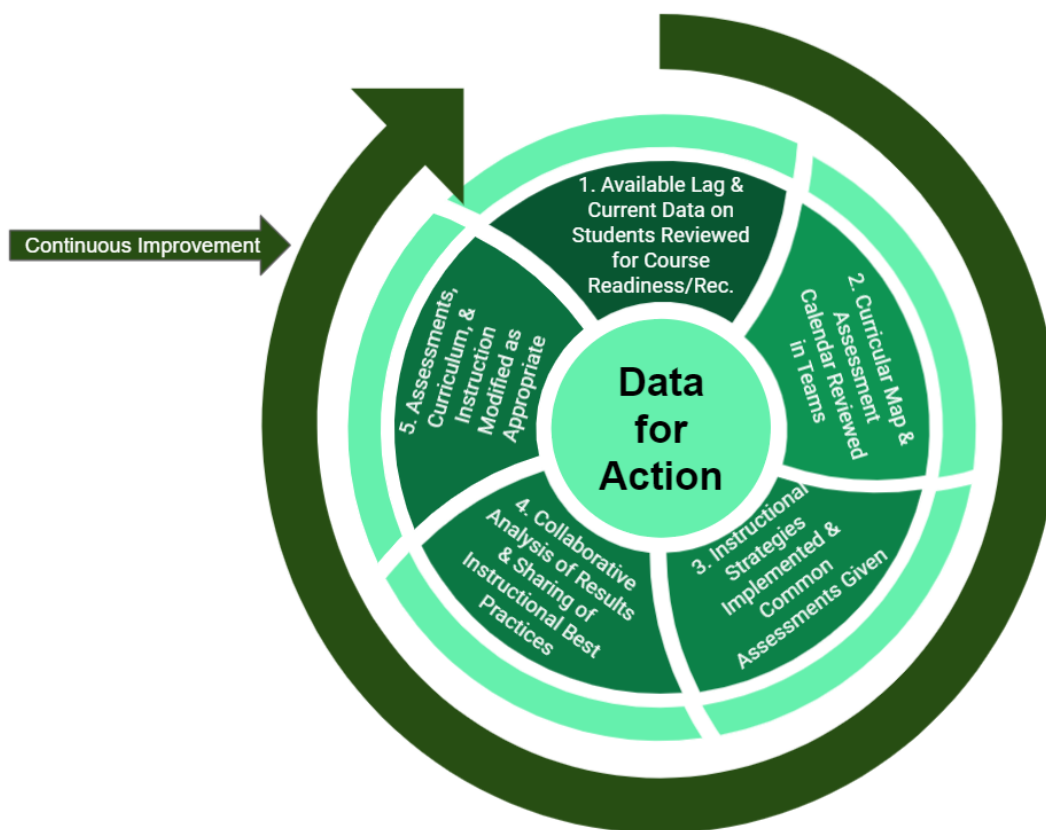


The development of common assessments has been an additional recommendation surfacing from our in-depth program reviews for each department and program being evaluated. Since 2018-2019, the District has been committed to developing, implementing, and refining a system of assessment that takes into account the local, universal screeners, student growth and achievement data within the classroom, and across courses through common assessments. As reflected in the PRSD Learning System and the Model for Teaching & Learning in particular, assessment results help our staff members to improve instructional approaches, better align and

define curricular expectations, and potentially even update the assessments to best reflect the depth of knowledge sought.

Three big ideas underpin the philosophy of assessment at Pine-Richland School District: (1) “Achievement and growth provide a complete picture of learning”; (2) “We assess for different reasons”; and (3) “Assessments measure depth of understanding”. For these reasons, the district emphasizes the ideals of pre-assessment to determine where students are prior to instruction, in order to design the most effective instructional and learning experiences, which also will lead to students’ growth as measured by a summative assessment. Formative assessments, which are not always used as a grade, help to inform teachers about the effectiveness of their own instruction and how the learning experiences need to be adjusted for groups and individual students based on their performance and reflected levels of mastery. Focused and reflective attention is placed on the questions and prompts for our assessments to ensure that the correct level of mastery is reflected based on Webb’s Depth of Knowledge. Utilizing these lenses in concert leads to the most effective system of assessment and ultimately learning.

As a key strategic initiative for the 2021-2022 school year, common assessments were the focus of a professional development session in October around the collaborative analysis of results and revisions to curriculum, instruction, and assessments as course-based teams. Initial work on common assessments began in 2018. We are moving beyond siloed analysis into the power of collaborative professional learning communities to enhance our approach to teaching and learning by sharing best practices with one another. This is referenced within our Data for Action illustration below, with steps #4 and 5 being supported by collaborative analysis, reflection, and revision.



PSSA: Pennsylvania System of State Assessment

Overview of Achievement and Growth

Summative assessment of learning is an important element in monitoring the achievement of our students. In addition to curriculum and instruction, assessment data provides information on the effectiveness of the overall educational program. PSSA data for Pine-Richland students within this report is compared generally to other students in the state and particularly to students scoring in the top decile, as it is the most relevant and challenging comparator group. These comparisons provide a context for understanding how well we are educating our students. The performance levels of our students on the PSSA tests for 2019 and several years prior is presented. In a separate section, we have highlighted the performance for the spring of 2021, which is to be interpreted with caution and intentionally is not paired next to prior data as it was not a standardized educational experience to which we can compare outcomes from prior years.

During the spring of 2020, the PSSA was not administered. Within the 2020-2021 school year, instructional modalities and assessment modalities varied by schools and districts. Even within Pine-Richland, students were receiving instruction either virtually, in-person, or both, and were assessed with either paper/pencil or online assessments depending on the level. In the 2020-2021 school year, students in Grade 3 took the paper-based assessments. Students in Grades 4-6 were assessed online, unless a student-specific accommodation for paper/pencil was documented within their support services and records. Students in Grades 7 and 8 were assigned to either through the online or paper-based version of the assessment based on the number of district-owned devices with assessment software and the need to permit physical distancing between students (e.g. couldn't use every seat in a computer lab to test at one time).

The PSSA tests are scored according to the performance levels of:

- **Advanced:** The advanced level reflects superior academic performance. Advanced work indicates an in-depth understanding and exemplary display of the skills included in the Pennsylvania Core Academic Standards.
- **Proficient:** The proficient level reflects satisfactory academic performance. Proficient work indicates a solid understanding and adequate display of the skills included in the Pennsylvania Core Academic Standards.
- **Basic:** The basic level reflects marginal academic performance. Basic work indicates a partial understanding and limited display of the skills included in the Pennsylvania Core Academic Standards.
- **Below Basic:** The below basic level reflects inadequate academic performance. Below basic work indicates little understanding and minimal display of the skills included in the Pennsylvania Core Academic Standards.

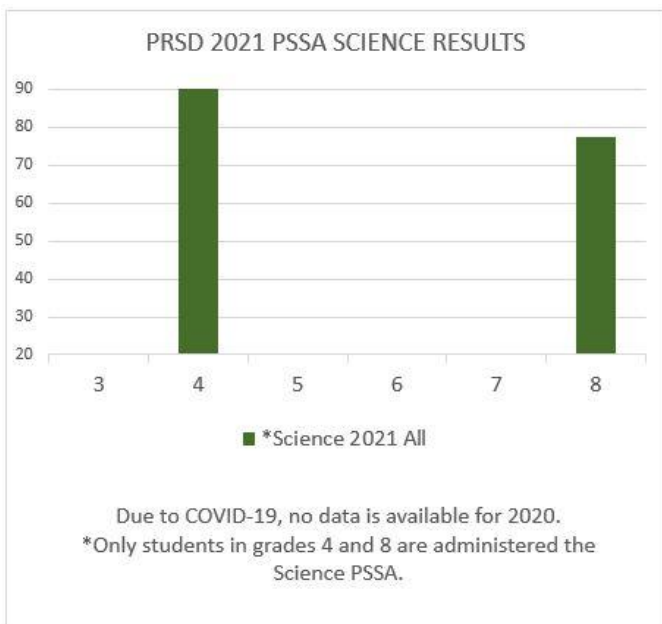
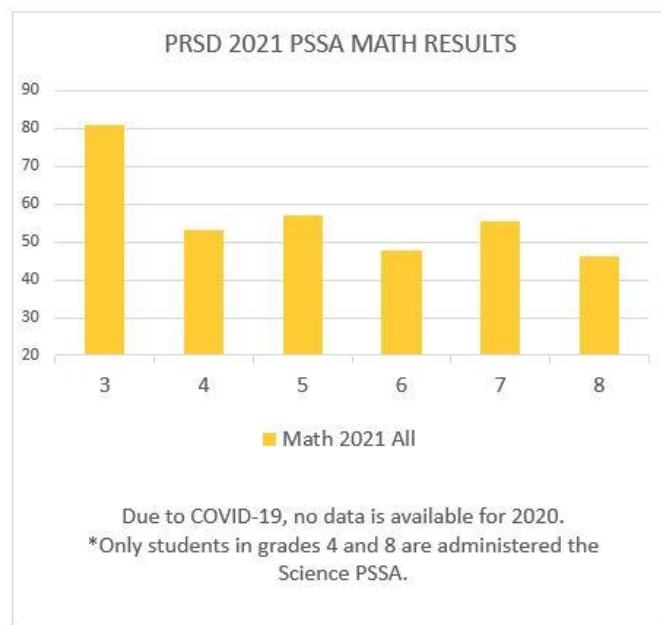
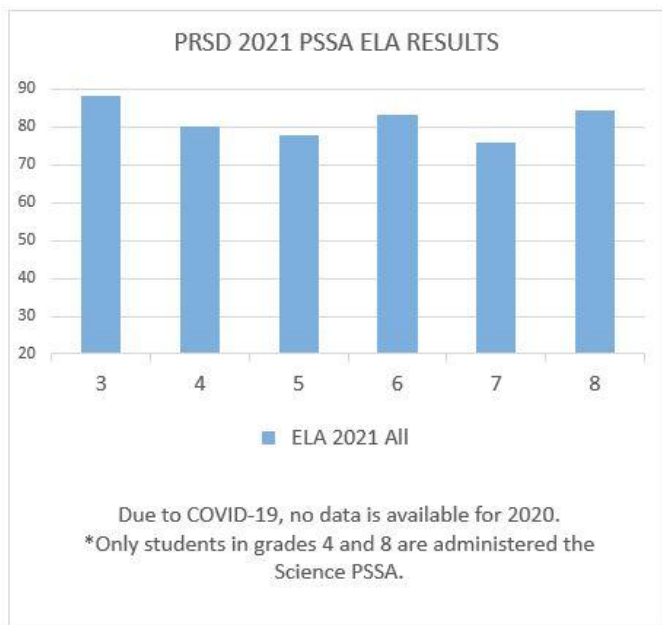
For PSSA Math and ELA, data is presented for 2015-2019, the years in which the revised standards were assessed through the PSSA administration. The standards assessed on the Science PSSA have not been revised and multiple years of anchor performance level data is available for trend analysis and comparisons to state performance. These are the only years for which a trend can be established. The 2021 scores are a standalone to which we are comparing performance to other districts for context, yet again acknowledging the vast differences in educational models during the 2020-2021 school year (e.g. in-person, hybrid, full virtual, asynchronous, etc.).

Equally important in the monitoring of student learning is the assessment of growth in achievement. PVAAS data is the way in which Pennsylvania provides feedback to schools and parents about the value that educational programs add to student achievement. In addition to the presentation of PSSA performance level data, the PVAAS value-added and quintile diagnostic scores are presented for each grade level. The value-added score indicates whether the entire grade level of students met the standard for academic growth (i.e., one year of academic growth). In order to demonstrate adequate growth, students must maintain their relative position in performance relative to all other students in the state. A 3-year average value-added score is also included for each grade level as a measure of growth over time (blue-exceeded growth standard, green-met growth standard, yellow-below growth standard, red-well below growth standard). Utilizing individual student’s PVAAS performance projections are a new area of focus for the district, given placement discussions and the need to scaffold students appropriately to attain their best performance results based on statistical probability and past assessment performance across content areas. Our goal is to demonstrate high-performance levels of student achievement and growth in student achievement as measured by the state system of assessment. By examining both achievement and growth, we gain the most complete picture of how well our students are learning.



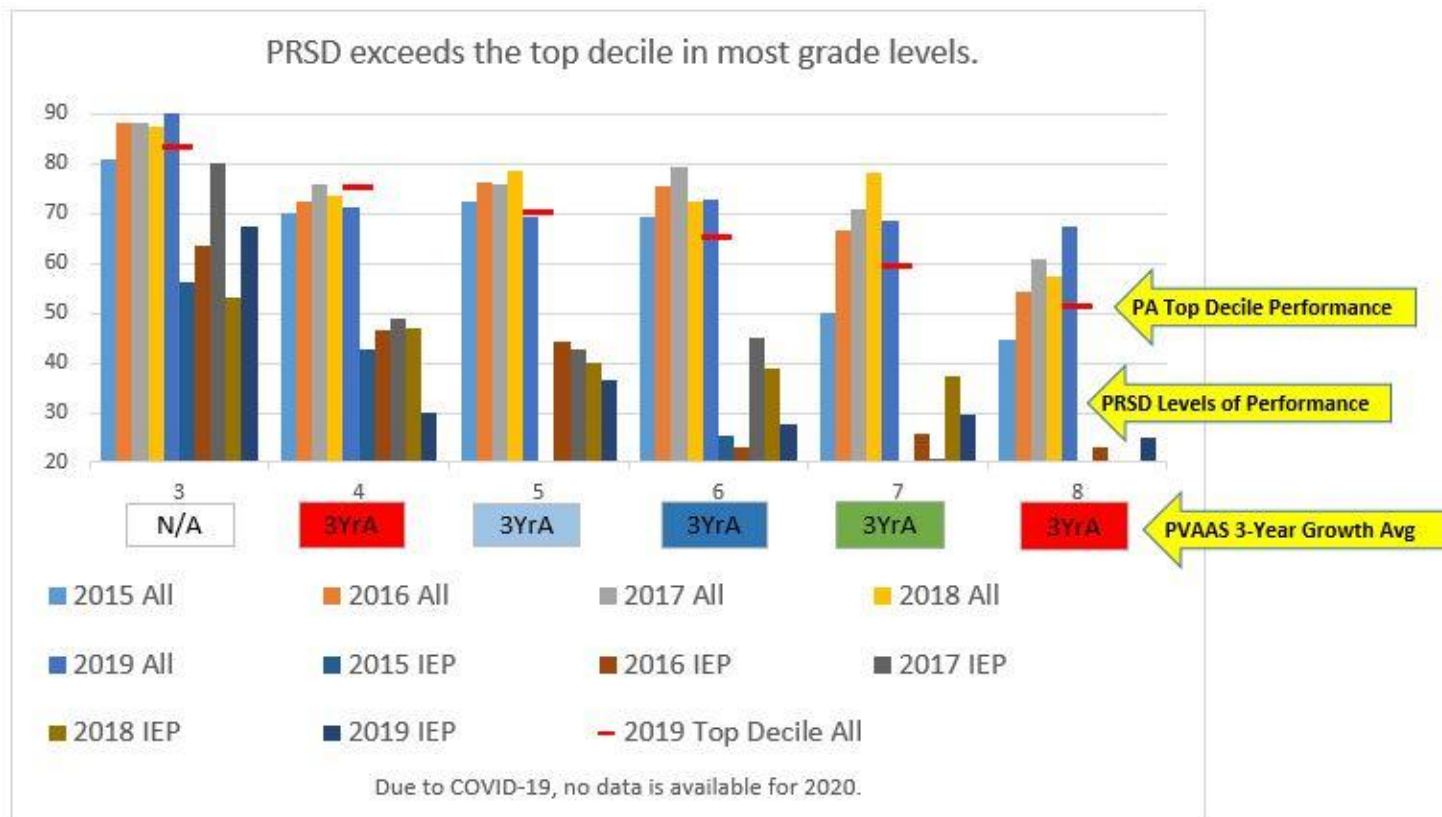
PSSA RESULTS 2021**

***Per the guidance of the Pennsylvania Department of Education, results contained in this section are intentionally removed from the historical data to prevent invalid comparisons between years, due to the impact of the pandemic on various learning modalities. Comparisons to other districts are also not possible at this time, as the testing windows were extended until the Fall of 2021 for interested districts. Final results for all assessments will not be made available to districts until February of 2022.*



PSSA MATH HISTORICAL RESULTS

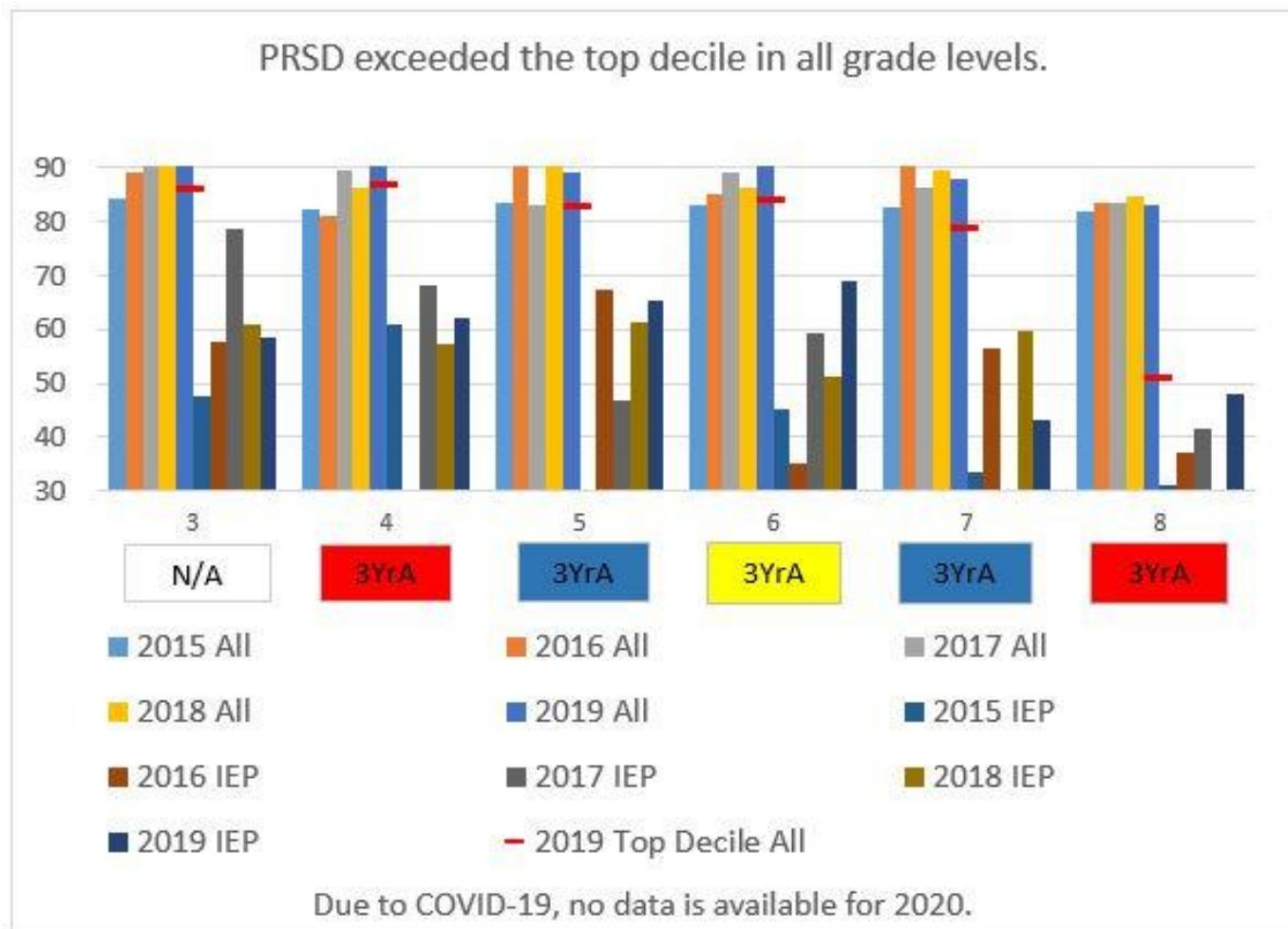
Results contained in this section are reflective of historical performance from 2015-2019, as trends and comparisons can be made for these years only. In 2020, the assessment was not given as students were not in attendance in-person at the conclusion of the year (e.g. starting March 13, 2020) across the Commonwealth of Pennsylvania.



	2015 All	2016 All	2017 All	2018 All	2019 All	2015 IEP	2016 IEP	2017 IEP	2018 IEP	2019 IEP	2019 Top Decile All
3	80.8	88.2	88.2	87.5	90.9	56.1	63.6	80	53	67.2	83
4	70.1	72.3	75.8	73.6	71.3	42.6	46.5	48.8	46.9	30	75
5	72.4	76.2	76	78.5	69.3	20	44.2	42.9	40	36.4	70
6	69.2	75.5	79.2	72.3	72.9	25.4	23.1	44.9	39	27.7	65
7	50	66.5	70.8	78.3	68.5	20.5	25.9	20.9	37.5	29.7	59
8	44.7	54.1	61	57.5	67.2	6.7	22.9	16.9	11.4	25	51

PSSA ENGLISH LANGUAGE ARTS (ELA) HISTORICAL RESULTS

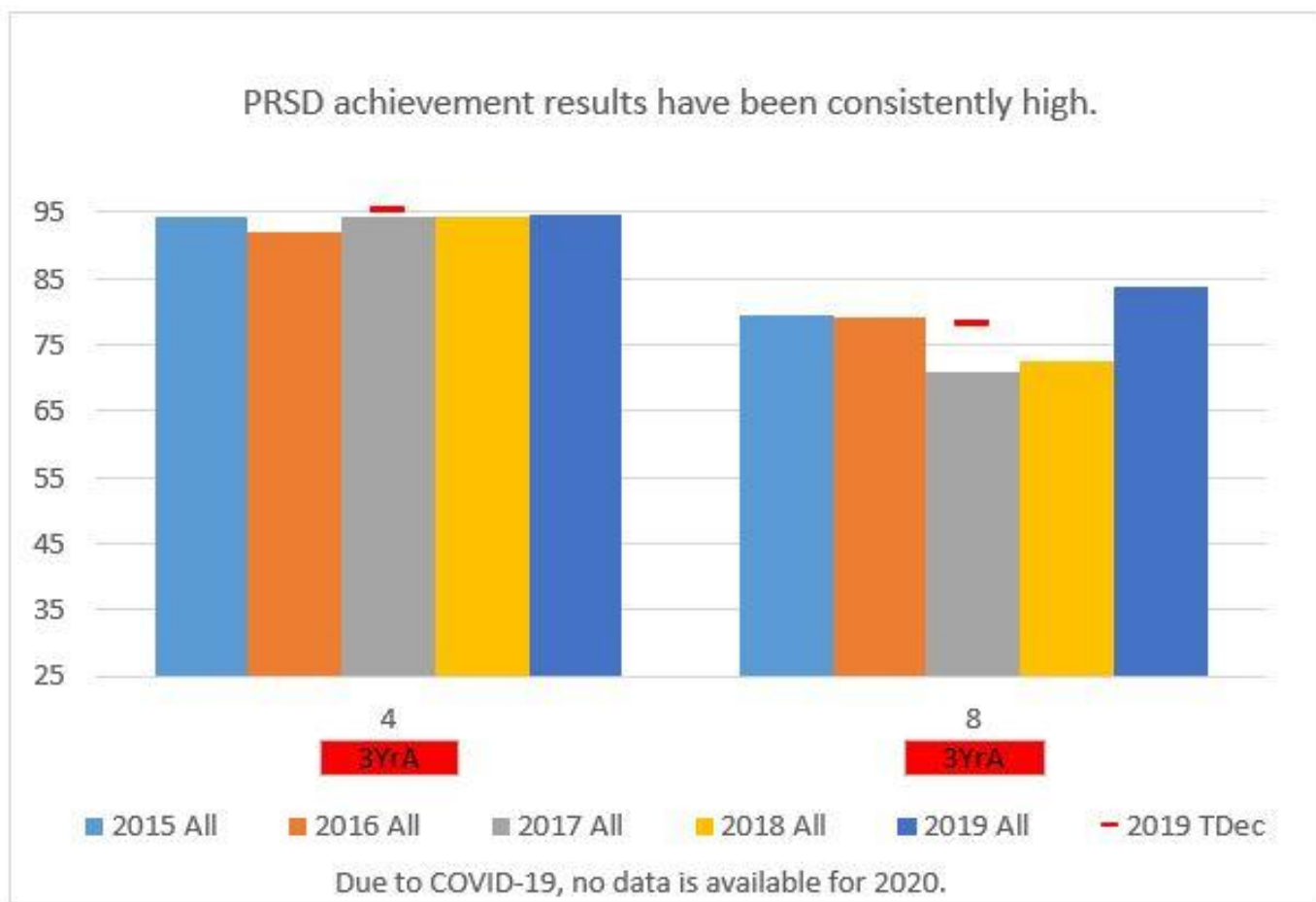
Results contained in this section are reflective of historical performance from 2015-2019, as trends and comparisons can be made for these years only. In 2020, the assessment was not given as students were not in attendance in-person at the conclusion of the year (e.g. starting March 13, 2020) across the Commonwealth of Pennsylvania.



	2015 All	2016 All	2017 All	2018 All	2019 All	2015 IEP	2016 IEP	2017 IEP	2018 IEP	2019 IEP	2019 Top Decile All
3	84.2	89.2	92.6	90.9	91.3	47.6	57.8	78.6	60.8	58.6	86
4	82.3	81.1	89.7	86.4	90.7	61.1	27.9	68.3	57.1	62	87
5	83.6	90.2	83.1	92.1	89.1	25	67.3	46.6	61.4	65.5	83
6	83.3	85.1	89	86.4	91.2	45.3	35.1	59.2	51.2	68.9	84
7	82.6	90.3	86.4	89.7	88	33.3	56.6	26.2	59.6	43.2	79
8	81.8	83.6	83.6	84.8	83.2	31.1	37.1	41.4	28	48.1	51

PSSA SCIENCE HISTORICAL RESULTS

Results contained in this section are reflective of historical performance from 2015-2019, as trends and comparisons can be made for these years only. In 2020, the assessment was not given as students were not in attendance in-person at the conclusion of the year (e.g. starting March 13, 2020) across the Commonwealth of Pennsylvania.



	2015 All	2016 All	2017 All	2018 All	2019 All	2019 TDec
4	94.3	92.1	94.2	94.3	94.6	95
8	79.4	79.2	71	72.5	83.7	78

KEYSTONE EXAMS

Overview of Achievement and Growth

Keystone Exams are part of the Pennsylvania State System of Assessment (PSSA) and replaced the PSSAs in Math, Reading, Writing, and Science in grade 11 beginning in 2012. Keystone Exams are end-of-course assessments designed to assess proficiency in the subject areas of Algebra I, Literature, and Biology. The Algebra I and Literature Keystone Exams include items written to the assessment anchors and eligible content aligned to the Pennsylvania Core Standards in Mathematics and English Language Arts. The Biology Keystone Exam includes items written to the assessment anchors and eligible content aligned to the enhanced Pennsylvania Academic Standards for Science. Student performance is measured with the same levels as the PSSA tests: advanced, proficient, basic, and below basic.

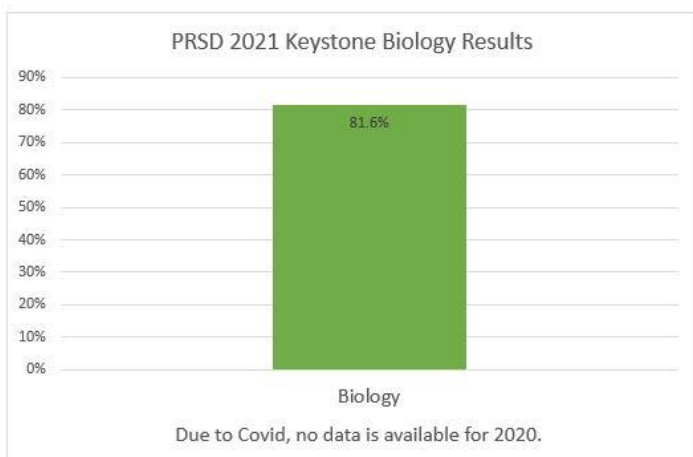
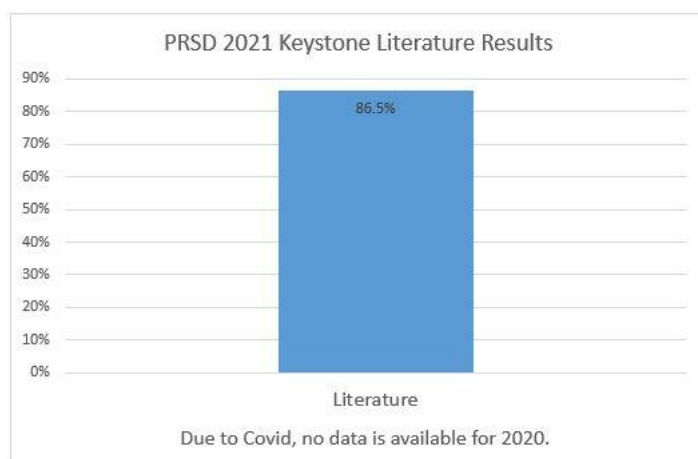
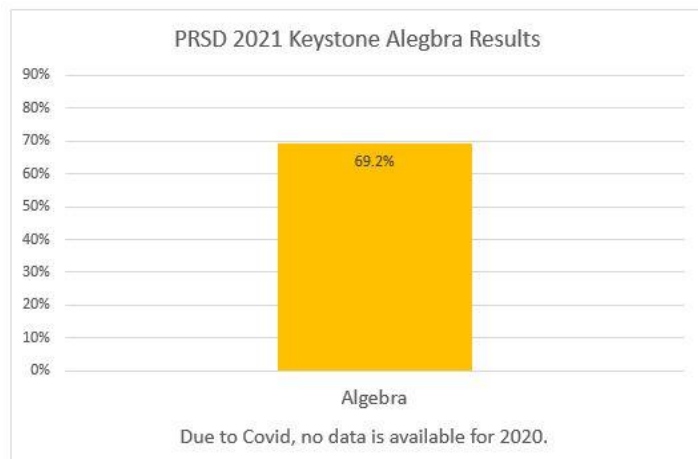
For accountability purposes, the results of Keystone Exams are used as the high school assessment for federal compliance and the Pennsylvania School Performance Profile. Pine-Richland requires proficiency on the Keystone Exams as a high school graduation requirement. Pennsylvania will require proficiency on the Keystone Exams as a requirement for high school graduation beginning with the Class of 2023. All students must take the Keystone Exams and non-proficient students are required to retake the exam. Students have three opportunities to take Keystone Exams throughout the year: winter, spring, and summer. School districts have the responsibility of providing some form of supplemental instruction for non-proficient students before they retake the exam. Students who have retaken the Keystone Exam and remain non-proficient have alternative methods to demonstrate proficiency in the content areas and meet graduation requirements. Students with IEPs who are non-proficient may graduate by demonstrating proficiency through progress towards their IEP goals.

Because the Keystone Exams are end-of-course assessments, students are tested at different times, whenever they have taken the corresponding course. Students enroll in Algebra 1 whenever they are ready for the challenge, most typically in grades 7-9. All students take the Literature Keystone at the end of grade 9 while students take the Biology Keystone at the end of either grade 9 or grade 10. Because the majority of our students have attempted the Keystone Exams by the end of their sophomore year, non-proficient students have time for remediation of their skills before retesting. The proficiency levels for accountability purposes and the school performance profile are determined at the end of junior year.

During the spring of 2020, the Keystone was not administered. Within the 2020-2021 school year, instructional modalities and assessment modalities varied by schools and districts. Even within Pine-Richland, students were receiving instruction either virtually, in-person, or both, and were assessed with either paper/pencil or online assessments depending on the level. In the 2020-2021 school year, students in Grades 7-12 were assigned to either through the online or paper-based version of the assessment based on the number of district-owned devices with assessment software and the need to permit physical distancing between students (e.g. couldn't use every seat in a computer lab to test at one time). As was described in the overview section of this report, caveats were issued by the Pennsylvania Department of Education regarding the interpretation of data and use of assessments.

KEYSTONE RESULTS 2021**

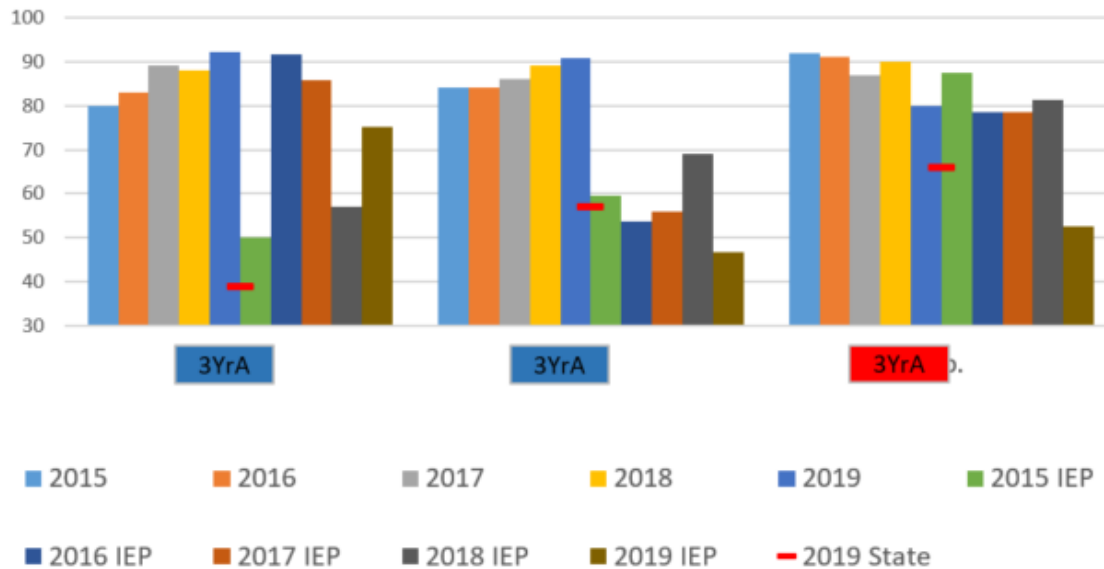
***Per the guidance of the Pennsylvania Department of Education, results contained in this section are intentionally removed from the historical data to prevent invalid comparisons between years, due to the impact of the pandemic on various learning modalities. Comparisons to other districts are also not possible at this time, as the testing windows were extended until the Fall of 2021 for interested districts. Final results for all assessments will not be made available to districts until February of 2022.*



KEYSTONE HISTORICAL RESULTS

Results contained in this section are reflective of historical performance from 2015-2019, as trends and comparisons can be made for these years only. In 2020, the assessment was not given as students were not in attendance in-person at the conclusion of the year (e.g. starting March 13, 2020) across the Commonwealth of Pennsylvania.

PRSD achievement far exceeds state average.



Due to Covid, no data is available for 2020.

ALGEBRA I Keystone Exam

	2015	2016	2017	2018	2019	2019 State	2015 IEP	2016 IEP	2017 IEP	2018 IEP	2019 IEP
Alg.	80	83	89	88	92.1	39	50	91.7	85.7	57.2	75.1

LITERATURE Keystone Exam

	2015	2016	2017	2018	2019	2019 State	2015 IEP	2016 IEP	2017 IEP	2018 IEP	2019 IEP
Lit.	84	84	86	89	90.8	57	59.5	53.7	55.9	69.1	46.7

BIOLOGY Keystone Exam

	2015	2016	2017	2018	2019	2019 State	2015 IEP	2016 IEP	2017 IEP	2018 IEP	2019 IEP
Bio.	92	91	87	90	80	66	87.5	78.6	78.6	81.3	52.7

SAT: Scholastic Aptitude Test

Overview

The SAT is published by CollegeBoard and administered typically to juniors and seniors in high school. Many colleges and universities require that applicants take the SAT as part of their admissions processes. The SAT is a four hour test that measures the critical thinking skills students need for academic success in college. Two subtests are given: (a) Math and (b) Evidence-based Reading & Writing.



	2017 (F)	2018 (F)	2019 (F)	2020 (F)	2021 (F)	2017 All	2018 All	2019 All	2020 All	2021 All	2017 (M)	2018 (M)	2019 (M)	2020 (M)	2021 (M)
ELA	586	591	594	591	611	591	592	595	589	605	597	593	596	589	599
Math	579	591	587	576	602	594	602	606	596	614	609	614	623	615	625

	2019 State	2019 Global	2020 State	2020 Global	2021 State	2021 Global
ELA	545	531	543	528	566	533
Math	537	528	534	523	557	528

SAT

Results and Findings

- For the 2021 SAT, the PRSD students outperformed the Global and State groups.
- Pine-Richland male students (625) outperformed female students (602) in the mathematics section; whereas, female students’ average performance on Evidence-based Reading and Writing was higher than male students’ average score (F-611, M-599).
- Average scores for all students increased from 2020 to 2021.

Percent of Graduating Class Taking the SATs

	2012	2013	2014	2015	2016	2017	2018
Total # taking test	331	328	333	341	336	302	318
Total # graduates	363	372	367	367	379	356	354
% taking test	91.2	88.2	90.7	92.9	88.7	84.8	89.8

	2019	2020	2021
Total # taking test	359	304	286
Total # graduates	397	341	378
% taking test	90.4	89.2	75.7

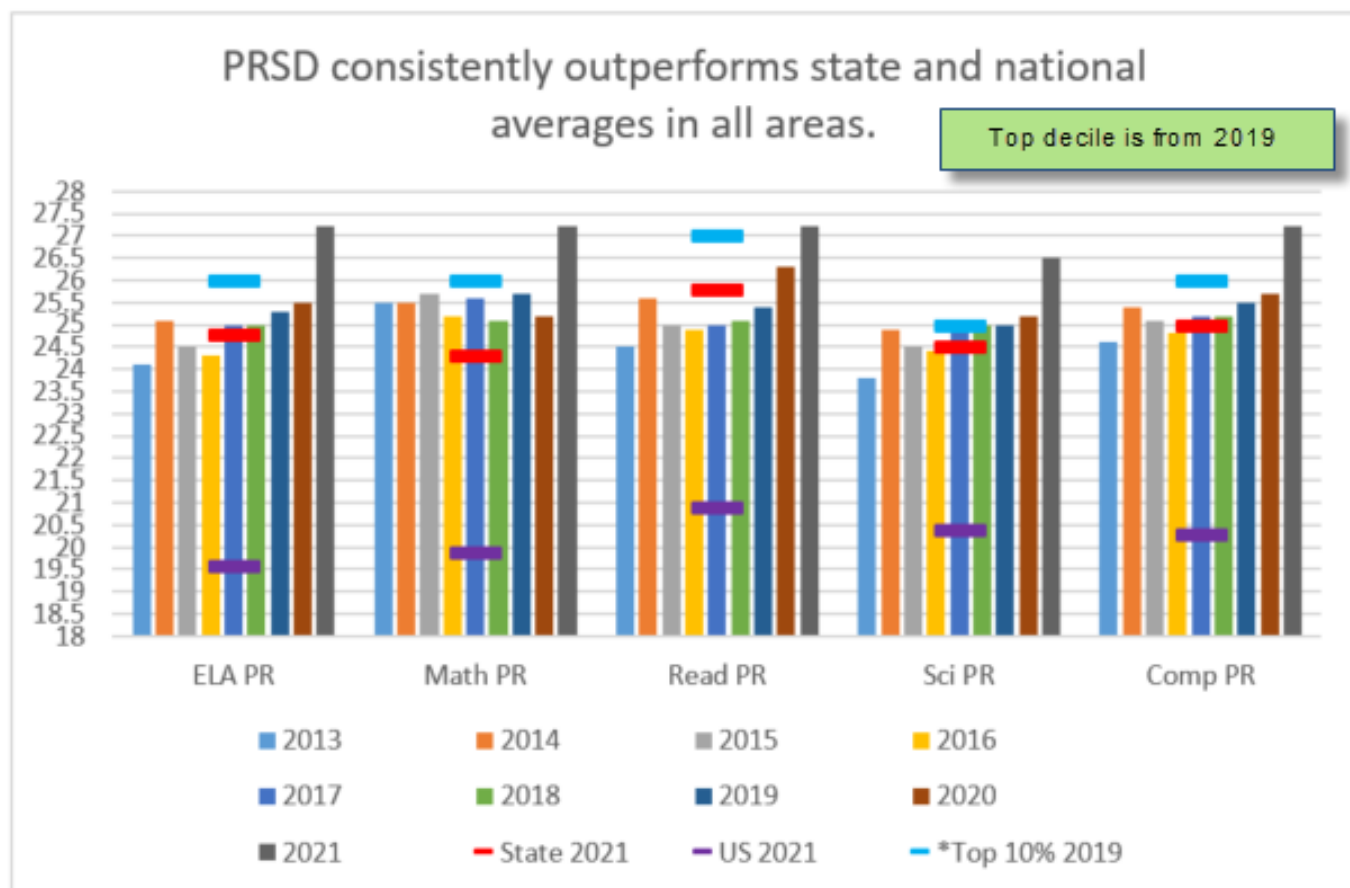
ACT: American College Test

Overview

The ACT is designed to measure high school students' general educational development and their ability to complete college-level work. The ACT measures skills in English, Math, Reading, and Science. Test results can help students with career as well as educational planning. The highest possible scaled score for each subject area test as well as a composite score across all four subject areas is 36. Students may use their Naviance accounts to prepare for the ACT as well as the SAT.

Similar to the SAT, some colleges and universities require ACT scores in their admissions processes. Some colleges and universities allow students to choose which scores to send with their applications: ACT or SAT. Historically, ACT scores were more likely required by technical and western colleges; this is changing. College admissions practices vary and many of our students take both the ACT and the SAT to be prepared for any application process.

ACT Data Tables



Participation over Time - by Graduating Class

	2012	2013	2014	2015	2016	2017	2018
TL # PR Students	171	206	182	219	220	203	174
TL # PR Graduates	363	372	367	367	379	361	356
% of Class Tested	47.1	55.4	49.6	59.7	58.0	56.2	48.9
TL # PA Tested	25426	26171	27136	29776	31342	30987	27694
TL # US Tested	1666017	1799243	1845787	1924436	2090342	2030038	1914817

	2019	2020	2021
TL # PR Students	168	123	85
TL # PR Graduates	397	341	378
% of Class Tested	42.3	36.1	22.5
TL # PA Tested	23855	20114	9698
TL # US Tested	1782820	1670497	1295349

ACT

Results and Findings

- Participation rate increased from 2021 compared to 2020. Composite scores for both PR male and female students are higher than state and national averages.
- For the past nine years, Pine-Richland students have outperformed Pennsylvania and United States students in all subject areas.
- The Composite score for Pine-Richland students was higher than the past eight years - 27.2.
- Current top decile data is not yet available. In 2021, PRSD students scored higher in all categories compared to the 2019 top decile scores.

Advanced Placement Test

Overview

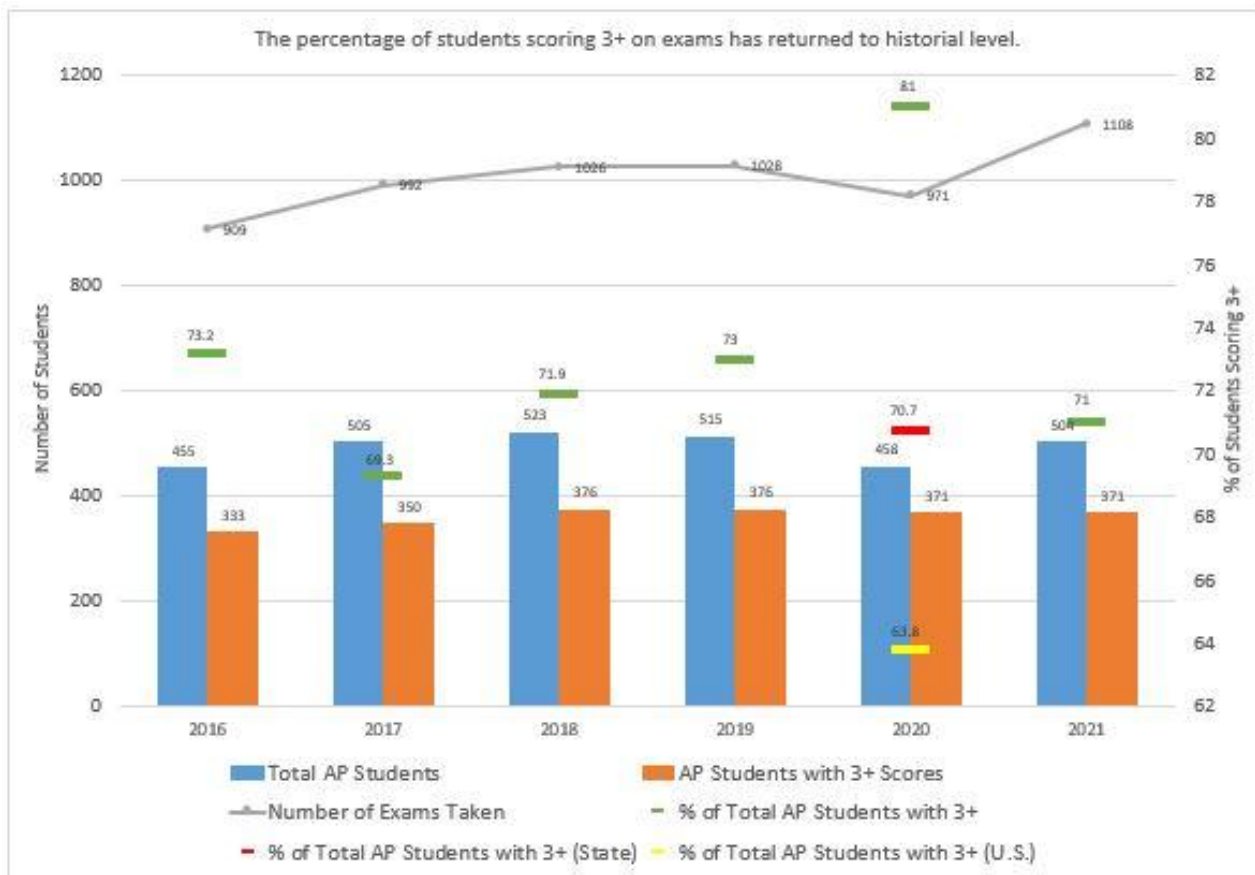
AP exams are published by CollegeBoard. By taking AP courses and exams, students have the opportunity to experience college-level work in high school and gain valuable skills and study habits for college. At Pine-Richland School District, students enrolled in AP courses must take the end-of-course AP exam. Students may elect to take an AP exam without having taken the corresponding course. Scores range from a low of one through a high of five, with a five indicating a student is well qualified to receive college credit and/or advanced placement in college programs. Colleges and universities vary in the ways they use AP exam scores.

Advanced Placement exams can be thought of as the culminating exams within an area of study. Student performance on the AP exams provides us with information about the quality of our education programs. Students are best prepared for college-level work when courses in the pathways leading up to the AP course are themselves rigorous. PDE includes in its calculation of the high school SPP the number of offerings of Advanced Placement courses and the percent of students scoring a 3 or above on the AP exams.

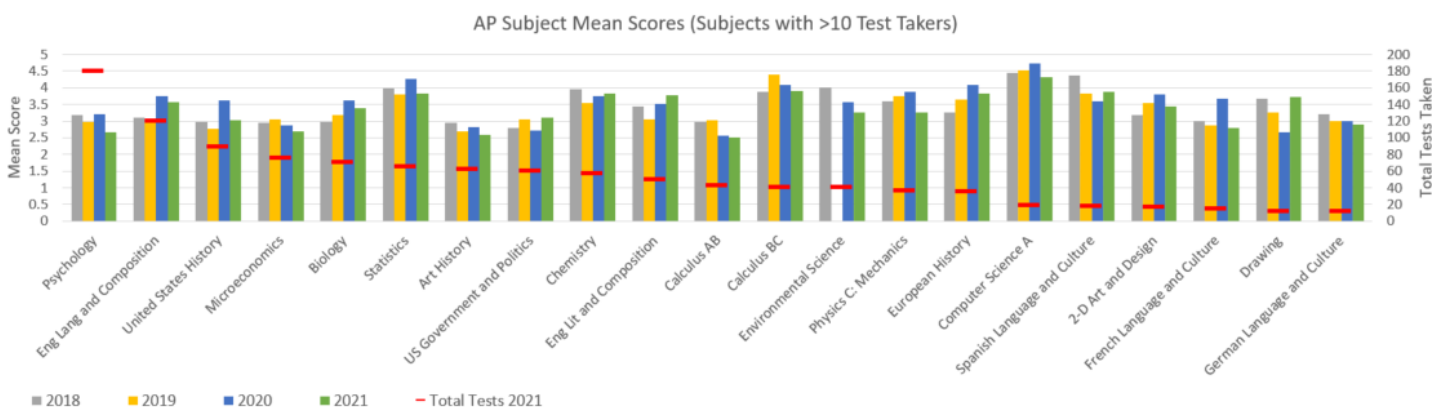
While the data below reflects results from 2016 through 2021, caution should be taken in comparing the results between years. In the spring of 2020, while students' instructional experiences were traditional up until March, the assessments themselves were modified and also taken from home, as opposed to onsite at the school. This process was modified given that all students in the Commonwealth of Pennsylvania, and the nation, were forced to finish the school year from home. The assessment results are therefore not to be compared to those of other years. Additionally, within the 2020-2021 school year, while the assessment experience was more traditional in its standardization, all students taken the AP exams at and outside of Pine-Richland were engaged in different learning modalities (e.g. virtual, in-person, hybrid, asynchronous, synchronous, etc.). Caution in interpretation of result trends and in comparisons among results should be exercised.

AP Data Tables

Results contained in this section are reflective of historical performance from 2016-2021, yet caution in comparing years or content areas to one another from 2019-2020 and 2020-2021 should be exercised as described in the overview. Assessments were modified and administered “at home” in 2019-2020 and were not standardized. Additionally, instruction in 2020-2021 varied among students within and outside of the district (e.g. synchronous, asynchronous, virtual, in-person, hybrid, etc), despite having a more standardized assessment experience.



*2021 State and National data was not available.



PRHS AP Test Participation over Time

	PR 2013	PR 2014	PR 2015	PR 2016	PR 2017	PR 2018	PR 2019	PR 2020	PR 2021	*PA 2020	Global 2021
Total # Students	450	486	490	456	504	523	515	458	504	74276	2548228
Total # Exams Taken	944	932	958	911	983	1024	1028	971	1108	132032	4578302
# Students Scoring 3+	337	324	349	333	349	376	376	362	358	93294	2729517

*PA 2021 Data is not yet available

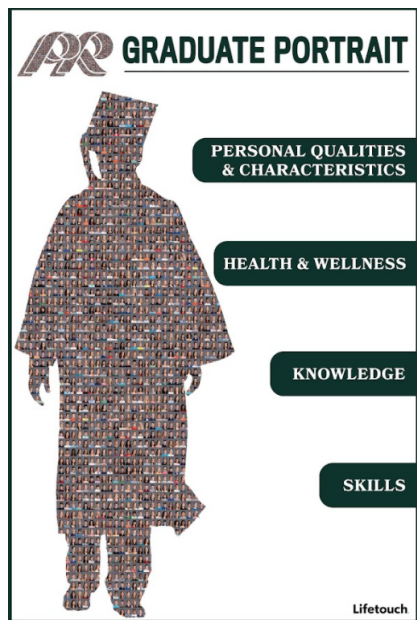
AP

Results and Findings

- Advanced Placement (AP) exams were taken online for the first time in 2020 due to the Coronavirus. Fewer students participated as a result of the pandemic’s impact but the percentage of students scoring a 3 or greater increased.
- In 2020, 458 different students took at least one AP exam. In 2021, 504 different students took at least one AP exam.
- The percentage of students scoring a 3 or greater dropped in 2021 back to a more typical level - 71%. Most 2021 exams were taken in a traditional in-person format.
- Students took AP exams in 24 different subjects during the 2021 school year. Of those 24 subjects, the average score was 3.47.
- In the 21 subjects with greater than ten (10) test takers, 71% of the subject average scores were greater than a 3.0.

Portrait of a Graduate

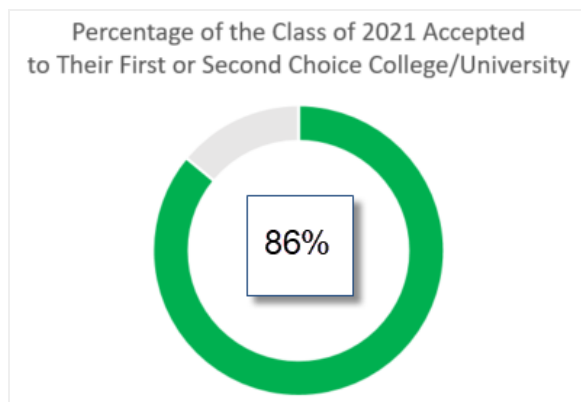
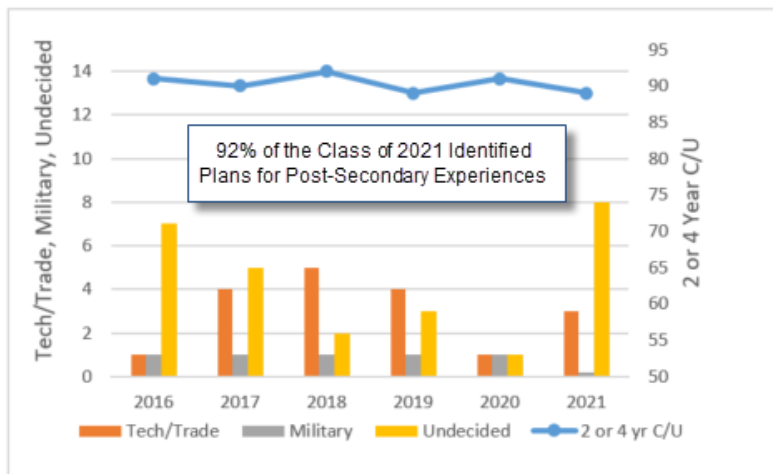
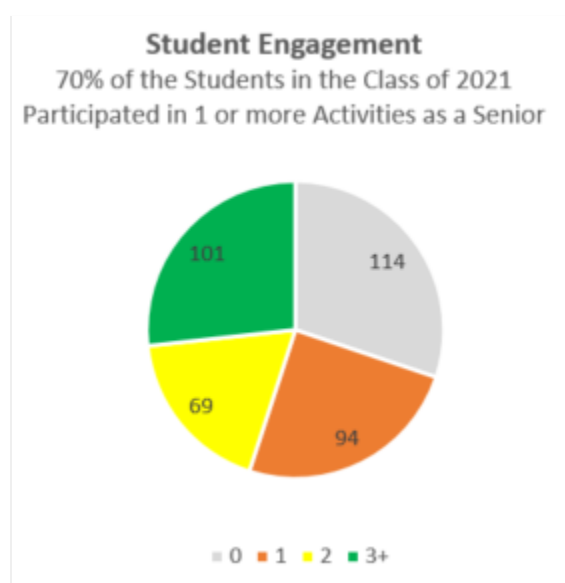
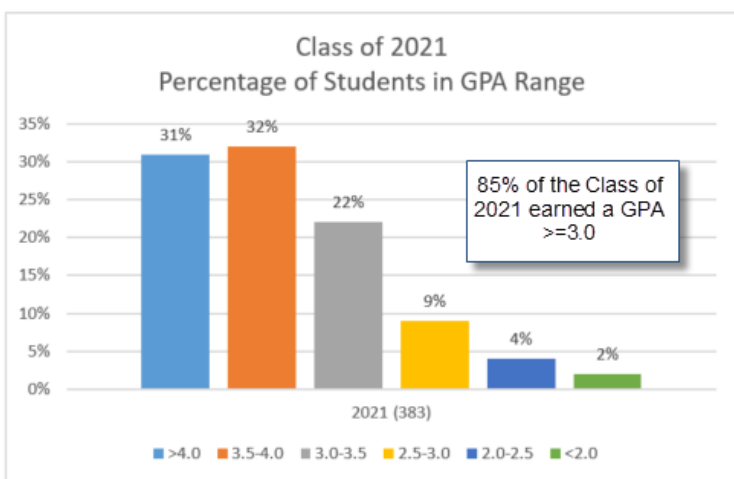
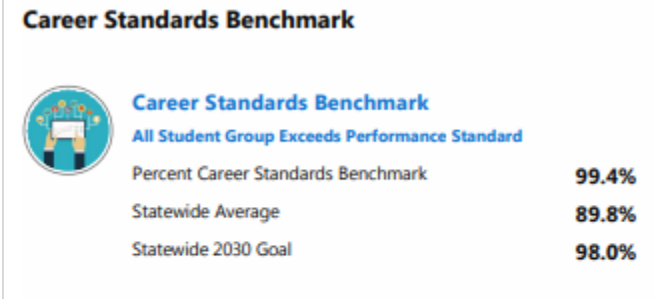
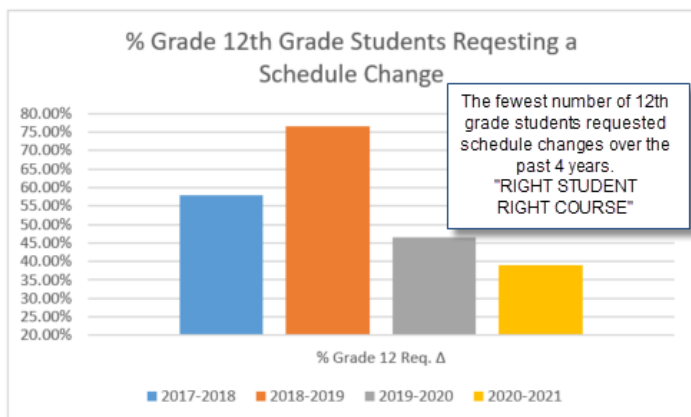
Overview



During the 2019-2023 strategic planning process, the district and community developed the concept of the “Portrait of a Graduate”. School districts are historically measured by achievement scores (SAT, ACT, AP, Keystone Exams, etc.). The graduate portrait considers not only the knowledge attained throughout a student’s school career but also key skills, health/wellness and personal qualities and characteristics. It is through this “well rounded” portrait that students will be prepared to follow their individual, post-secondary paths.

<p>Skills</p> <ul style="list-style-type: none"> • Organization • Time Management • Balancing Life’s Activities • Study/Work Skills • Communication (Oral and Written) • Teamwork • Conflict Resolution • Research • Critical Thinking & Problem Solving • Creativity & Novel Thinking • Self-Advocacy 	<p>Knowledge</p> <ul style="list-style-type: none"> • Foundation of Academic Content • Comprehension • Money Management • Independent Living • Career Awareness • College and Postsecondary Information • Global Awareness & Understanding • Legal & Societal Responsibilities • Technology Mastery <p style="text-align: center;">Examples of key behaviors/skills</p>
<p>Health and Wellness</p> <ul style="list-style-type: none"> • Sleep Habits • Exercise • Eating Healthy • Taking Time to Relax • Participate in Activities • Emotional Well-Being • Mindfulness • Resiliency/Coping/Stress Management • Go Outdoors More • Less Screen Time 	<p>Personal Qualities & Characteristics</p> <ul style="list-style-type: none"> • Good Morals, Ethics, and Academic Integrity • Valuing Other Cultures & People • Civic and Community Involvement • Resiliency • Confidence • Leadership • Respect • Adapt/Versatility • Passionate/Motivated • Engagement

Portrait of the Class of 2021



Conclusion and Next Steps

Continuing to leverage the Learning System we have in place to drive the Data for Action efforts will be the focus this year and in coming years, as we continue to deepen the deployment and implementation at the classroom level, through a collaborative approach in professional learning teams.

Our refinement of common assessments throughout the 2021-2022 school year and updates to curriculum, instruction, and the assessments themselves should be reflected in the student performance outcomes on our local and standardized assessments in this and future years.

Additionally, our work through the study phase and subsequent implementation of the In-Depth Program Review for Special Education and MTSS will lead to revisions and improvements to our student support model. This is also bolstered through the prior work on the Gifted and/or Highly Achieving In-Depth Program Review, from which recommendations are currently being implemented and positively altering the experiences for our students.

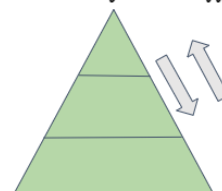
K-12 there is a strategic focus on the growth of our MTSS programming and the building goals related to the use of RAM time to differentiate programming based on students' individual needs. Each of these elements are being monitored and measured against benchmarks to ensure a focus on success and accountability to our continuous improvement goals, which are transparently reported as a part of our Strategic Plan Monitoring and Measurement website indicators.

The Learning System

Model for Teaching & Learning



Multi-Tiered System of Support



Continuum of Services

