2019 ACADEMIC ACHIEVEMENT & GROWTH REPORT

PINE-RICHLAND SCHOOL DISTRICT IS FOCUSED ON LEARNING FOR **EVERY** STUDENT **EVERY** DAY.



PINE-RICHLAND SCHOOL DISTRICT

Pine-Richland School District

Academic Achievement & Growth Report

November 18, 2019

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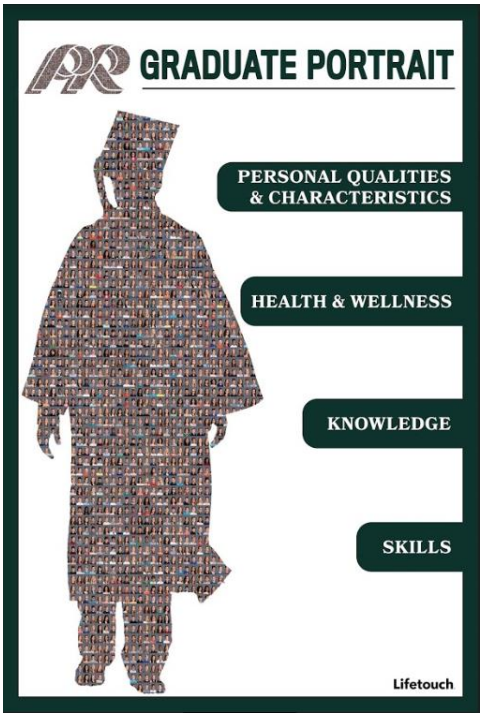
Pine-Richland School District

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. Now in the seventh 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. For the 2019 report, we refined our process of engagement to include interactive, state-provided data analysis accounts to our Academic Leadership Council (ALC) members. The data accessible in these systems allows for disaggregation and a several year snapshot of student performance, with multiple permutations. Folders of static data and spreadsheets were also created, which were utilized by ALCs and principals in leading data analysis sessions with our departmental and grade level teams of teachers. The collective group of administrators and professional staff identified and prioritized strengths, opportunities, and action steps to be reflected in the recommendations section. Emphasis was placed on integrated action steps, in a prioritized manner targeting high-leverage actions. Connecting these action steps to work and recommendations emerging from the in-depth program reviews and to the teaching and learning occurring in our classrooms daily is of utmost importance to ensure sustainability and alignment.



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. In the 2019- 2023 PRSD Strategic Plan, we have called specific attention to the holistic development of our students through the PR Graduate Portrait. The sub-skills identified under the four overarching categories were defined with help from our community, including educators, students, and parents, and the greater community as essential for success within and beyond our school experience. This concept will continue to grow in future years.

Framing our mission to drive action in the classroom and school system on a day-to-day basis, we have asked, "*How do we focus on academic learning for every student every day?*" The academic system at Pine-Richland School District is illustrated by the following image:



Model for Teaching and Learning

- Curriculum
- Instruction
- Assessment

Multi-Tier System of Supports (MTSS)

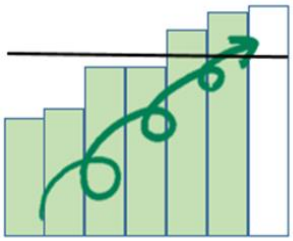
- ELA and Math
- Decision Trees
- Research-Based Interventions

Continuum of Services

- Special Education
- Gifted Education
- Other Programming

As a district, we are focusing on process and results. Building principals, assistant principals, Academic Leadership Council Members, and our K-12 classroom teachers were actively engaged in the development of this year's report. 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 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:



Key highlights of this year's report include:

- PSSA achievement levels at or above the top decile in almost all cases
- Use of benchmarking tools to drive instructional interventions down to the student level
- Provision of access via individual accounts for Academic Leadership Council during the data analysis through state data analysis tools in addition to our district data warehouse
- Engagement of the professional staff during the data analysis, reflection, and action planning portions of the Academic Achievement & Growth Report creation.

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
- 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
- Effectiveness of the academic system to ensure that student learning experiences yield meaningful learning opportunities for each student, based upon their unique needs

School Performance Profile: Former and Current Purpose

The Pennsylvania School Performance Profile serves the purpose of providing a building level academic score to be used as part of the Educator Effectiveness System and as information to determine federal accountability status as required by the Federal Elementary and Secondary Education Act. The School Performance Profile had been utilized in the past to inform the public of the academic performance measures of each school. Specifically, this measure assisted in communicating and comparing school performance overall. This measure has been adapted for educator evaluation only and was replaced by a new measure for school comparison, called the Future Ready PA Index.

Each school receives its own School Performance Profile annually which contains a score that indicates the effectiveness of its educational programs. The score is composed of many data elements, most of which have been included here in the Academic Achievement and Growth Report. The various data elements included in the profile are weighted differently in the calculation of the school's overall score. The elements are categorized into the following five areas: Indicators of Academic Achievement (40%); Indicators of Closing the Achievement Gap – All Students (5%); Percent of gap closure met in Mathematics/Algebra 1, ELA/Literature, and Science/Biology; Indicators of Closing the Achievement Gap – Historically Underperforming Students (5%); Percent of gap closure met in Mathematics/Algebra 1, ELA/Literature, and Science/Biology; Indicators of Academic Growth/PVAAS (40%). The 2019 SPP scores were: PRHS (87.9); PRMS (76.3); EHUE (72.1); HES (90.3); RES (95.7); and WES (84.0).

Visit the Future Ready PA Index

Now in its second year, the Pennsylvania Department of Education is also releasing the Future Ready PA Index as a method of evaluating schools in a more holistic manner than the SPP, utilizing a "dashboard model to highlight how schools are performing and showing progress on multiple measures" (PDE, 2018). The dashboard elements were designed to reflect reporting that:

- 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

Benchmarking Student Achievement and Growth Throughout the Year

Starting in Kindergarten and continuing throughout the educational process 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 supports. The concept behind these tools is the ability to identify areas of relative strength and need for each child. Within the Academic System (see page 6), 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 psychologist, intervention specialist, principal, and counselor, in addition to the classroom teacher, meet regularly to reflect upon students' progress. At the district-level, students' achievement and growth is monitored by the District Data Team during quarterly meetings. It is during these sessions that the teams review the decision trees created to help chart an intervention pathway for students presenting with specific needs. The decision trees have assisted in ensuring aligned systems, consistency of programming, and the regular monitoring of student growth and achievement to allow fluid movement among the tiered supports, for both remediation and enrichment.

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 grade, students had taken the STAR 360 assessment for Reading only, with the Classroom Diagnostic Tool (CDT) being administered for Mathematics and Science. Beginning in 8th grade, students' progress was then benchmarked utilizing the CDT suite of assessments across all three content areas, English Language Arts, Mathematics, and Science, mapping to the PSSA and/or Keystone assessments and their corresponding standards, anchors, and eligible content. Starting in the 2019-2020 school year, the middle school piloted the use of STAR as the screener in conjunction with the CDT, while evaluating the utility of the data produced, as well as the correlation of the results with student performance both within the classroom and on standardized measures. There is a recommendation going forward that the STAR replace the CDT as the universal screener, where the CDT could be utilized as a secondary screener to gather additional information as necessary. Regardless of the age or grade level of students, teachers are able to analyze data for the building, grade, classroom, and individual student level for comparisons. The most valuable component of these tools has been the tracking of student progress throughout the year in terms of scaled score point increases, marking growth within specific competencies.

The results from these assessments can be analyzed within the system itself; however, we also upload them to our district's data warehouse for additional comparisons across achievement measures. 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 student 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 as an initiative identified on the 2019-2023 PRSD Strategic Plan.

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. This is the third year since the adoption of the PA Core Academic Standards for the 2015 PSSA that trends in the achievement of different cohorts of students can be analyzed given the collection of four years of data points. An adjustment in the format and number of sections for each content area was made in 2018, leading to a reduction in the number of maximum points per anchor and eligible content section. In capturing the scores for the 2017 report, great care was taken to ensure consistent data points were rerun utilizing eMetric for the past years and this attention to detail persisted into the 2018 analysis. For example, when analyzing data at the 4-6 grade level, one could select either "Eden Hall Upper Elementary School" or "Pine-Richland School District". The "school" data points were utilized in the last three years of the report to reflect students taking part in our daily instruction at our school, as opposed to students attributed back to the district from other instructional settings. Since these updates have been made, one might notice slightly different percentages when comparing the 2017 through 2019 reports to past reports.

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 five 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. In the spring of 2018, the test format was reduced by a section on each of the three content area assessments. ELA was reduced from 4 to 3 sections and Math was reduced from 3 to 2 sections. Science remained the same with 2 sections, but a limited number of questions within the sections. This resulted in a decline in the maximum number of points possible for each anchor and piece of eligible content; however, comparisons can still be made based upon the consistent assessment of the same standards and the statistical integrity maintained by the state design.

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.

PVAAS quintile diagnostic scores for each grade level are presented to check the growth of five subsets (quintiles) of students. Pine-Richland students are placed into a quintile based on their performance relative to all students in the state. The first quintile represents the growth made by students scoring in the lowest 20%. While these students will not have scored proficient or advanced on the test, they are able to demonstrate growth in their learning. The fifth quintile represents the growth made by the highest scoring 20% of students (i.e. 80%ile – 99%ile). These students will have scored proficient or above on the PSSA but may or may not have made one year's growth in their learning.

Following the PVAAS scores is performance data on how well students mastered the content of each standard. Each assessment has anchors that describe the eligible content to be tested. Data presented are the numbers and percentages of students who answered the anchor questions correctly. An analysis of levels, trends, comparisons, and integrations (LeTCI) of anchor performance assessment data provides educators with information about areas of strength and weakness in curriculum and instruction.

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. Analyzing the anchor data of these state tests helps us understand areas of relative strength and weakness in our curriculum and instruction. The summative data presented here provide information for educators to consider when making improvements in curriculum and instruction to increase student learning.

PSSA MATH

Note: The Spring of 2019 was the fifth assessment based upon the new PA Core standards introduced in 2015, allowing us to identify trends. The math assessment was updated in 2018 to reduce the number of test sections from 3 down to 2, altering the total points possible in each anchor.

GRADE 3 Performance Level Percentages over Time

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PR 2019 Percent	PA 2019 Percent	PA Top Decile 2019
ADV	48.5	61.3	62.5	59.4	70.1	26.7	
PROF	32.3	26.9	25.7	28.1	20.8	29.3	
ADV/PRO	**80.8**	**88.2**	**88.2**	**87.5**	**90.9**	**56**	**83.3**
BASIC	11.7	7.1	9.9	10.2	6	21.6	
BEL BAS	7.6	4.6	1.9	2.3	3	22.4	
# TESTED	291	323	323	352	331	120604	
				Mean Score	1150	1030	

Female

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PR 2019 Percent	PA 2019 Percent
ADV	34.8	54.1	61.7	59.7	67.1	25.9
PROF	38.3	33.1	28.1	27.6	20.4	29.6
ADV/PRO	**73.1**	**87.2**	**89.8**	**87.3**	**87.4**	**55.5**
BASIC	16.5	8.7	7.8	11	7.8	22.4
BEL BAS	10.4	4.1	2.4	1.7	4.8	22.1
# TESTED	115	172	167	181	167	58964
				Mean Score	1140	1030

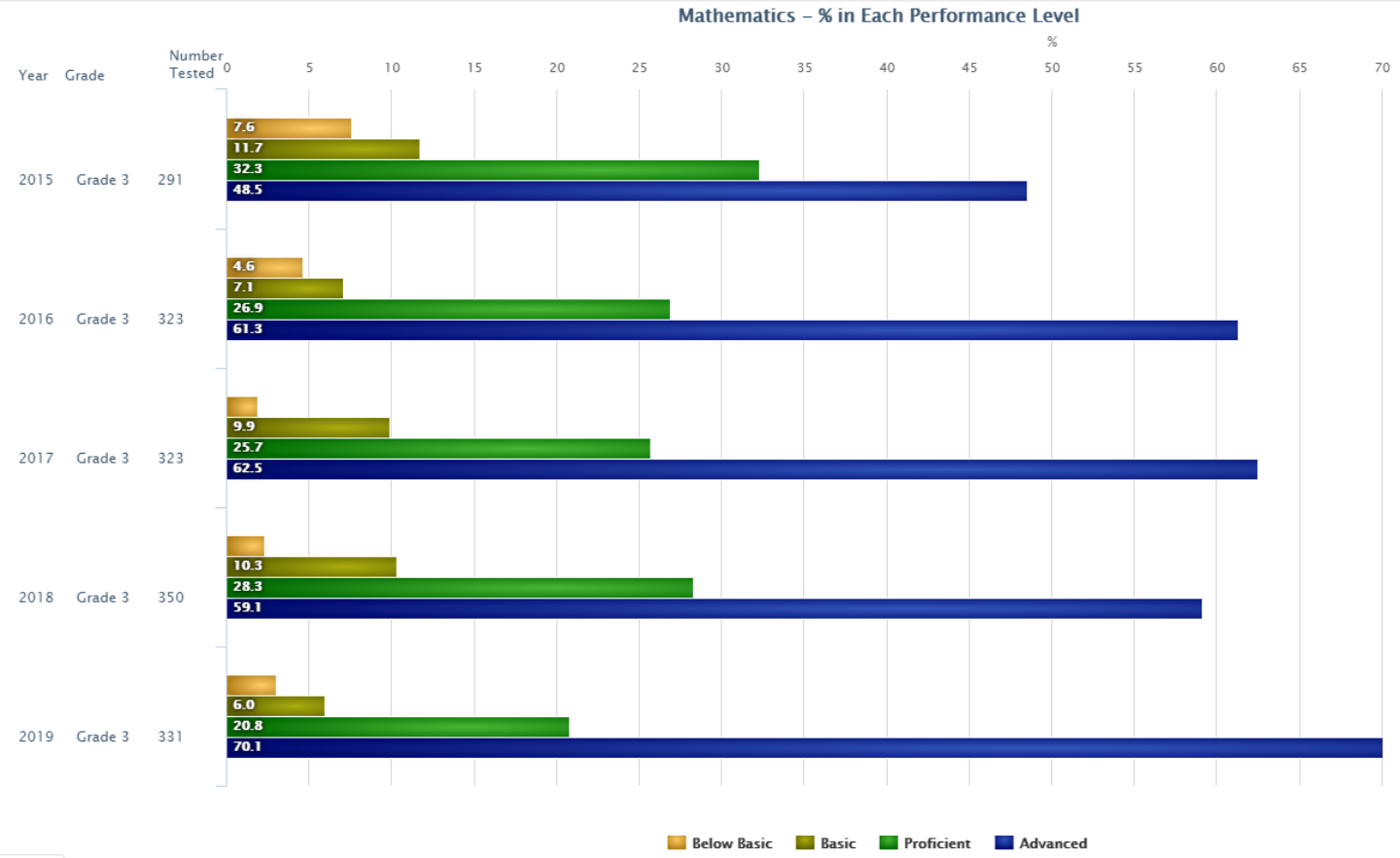
Males

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PR 2019 Percent	PA 2019 Percent
ADV	57.4	69.5	63.5	59.1	73.2	27.4
PROF	28.4	19.9	23.1	28.7	21.3	29
ADV/PRO	**85.8**	**89.4**	**86.5**	**87.8**	**94.5**	**56.5**
BASIC	8.5	5.3	12.2	9.4	4.3	20.8
BEL BAS	5.7	5.3	1.3	2.9	1.2	22.7
# TESTED	176	151	156	171	164	61640
				Mean Score	1160	1030

Students with IEPs

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PR 2019 Percent	PA 2019 Percent
ADV	36.6	36.4	45.5	27.5	39.7	10.3
PROF	19.5	27.3	34.5	25.5	27.6	17.7
ADV/PRO	**56.1**	**63.6**	**80**	**53**	**67.2**	**28.1**
BASIC	22.0	15.9	16.4	35.3	15.5	23.4
BEL BAS	22.0	20.5	3.6	11.8	17.2	48.5
# TESTED	41	44	55	51	58	20765
				Mean Score	1050	950

GRADE 3 Performance Level Percentages over Time



HANCE Grade 3 Performance Level Percentages over Time

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PR 2019 Percent	PA 2019 Percent
ADV	44.6	58.6	58.7	53	69.8	26.7
PROF	33.7	31.3	30.4	34	21.9	29.3
ADV/PRO	**78.3**	**89.9**	**89.1**	**87**	**91.7**	**56**
BASIC	14.5	5.1	10.9	10	7.3	21.6
BEL BAS	7.2	5.1	0	3	1	22.4
# TESTED	83	99	92	100	96	120604
				Mean Score	1150	1030

RICHLAND Grade 3 Performance Level Percentages over Time

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PR 2019 Percent	PA 2019 Percent
ADV	41.7	53.4	54.1	55	67.2	26.7
PROF	33.9	32.2	30.1	30	26.1	29.3
ADV/PRO	**75.7**	**85.6**	**84.2**	**85**	**93.3**	**56**
BASIC	15.7	9.3	12.8	12.9	3.4	21.6
BEL BAS	8.7	5.1	3	2.1	3.4	22.4
# TESTED	115	118	133	140	119	120604
				Mean Score	1150	1030

WEXFORD Grade 3 Performance Level Percentages over Time

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent		PR 2019 Percent	PA 2019 Percent
ADV	60.9	72	77.6	70.5		73.3	26.7
PROF	29.3	17.8	15.3	20.5		14.7	29.3
ADV/PRO	**90.2**	**89.7**	**92.9**	**91**		**87.9**	**56**
BASIC	4.3	6.5	5.1	7.1		7.8	21.6
BEL BAS	5.4	3.7	2	1.8		4.3	22.4
# TESTED	92	106	98	112		116	120604
				Mean Score		1150	1030

Grade 3 Anchor Performance vs. State

Numbers and Operations – Base Ten

	2017			2018			2019				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M3.A-T	12	9.2	76.5	8	6	80.7	7	5.6	80.5	4.3	60.8
M3. A-T.1	12	9.2	76.5	8	6	80.7	7	5.6	80.5	4.3	60.8

Numbers and Operations – Fractions

	2017			2018			2019				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M3.A-F	10	7.3	72.8	8	4.7	80.1	7	4.5	64.4	3	43
M3.A-F.1	10	7.3	72.8	8	4.7	80.1	7	4.5	64.4	3	43

Operations and Algebraic Thinking

	2017			2018			2019				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M3.B-O	20	17.5	87.4	15	11.8	82.6	15	11.4	76.2	8.2	54.5
M3.B-O.1	6	5.2	86.2	5	4	89.2	4	3.2	80.1	2.4	60
M3.B-O.2	6	5.5	90.9	4	3.3	82.9	4	3.2	80.7	2.3	58.1
M3.B-O.3	8	6.9	85.7	6	4.5	75.8	7	5	71.5	3.4	49.3

Geometry

	2017			2018			2019				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M3.C-G	10	7.5	75.1	7	5	84.4	7	5.4	77.3	4.1	59.1
M3.C-G.1	10	7.5	75.1	7	5	84.4	7	5.4	77.3	4.1	59.1

Measurement and Data

	2017			2018			2019				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M3.D-M	20	15.3	76.5	14	10.2	90	16	12.5	78.4	8.9	55.5
M3.D-M.1	8	6.7	84.3	4	2.8	86.4	5	3.9	77.2	2.7	53.4
M3.D-M.2	5	3.7	74.1	4	3.1	92.4	4	3.5	88.1	2.7	66.6
M3.D-M.3	4	2.7	67.2	4	2.7	82.9	4	2.7	68.2	1.8	45.4
M3.D-M.4	3	2.2	72.2	2	1.7	98.3	3	2.4	81.2	1.7	57.7

Grade 3 Math Anchors

M3.A-T **Numbers and Operations in Base Ten**

M3.A-T.1 Use place-value understanding and properties of operations to perform multi-digit arithmetic

M3.A-F **Numbers and Operations - Fractions**

M3.A-F.1 Develop an understanding of fractions as numbers

M3.B-O **Operations and Algebraic Thinking**

M3.B-O.1 Represent and solve problems involving multiplication and division

M3.B-O.2 Understand properties of multiplication and the relationship between multiplication and division

M3.B-O.3 Solve problems involving the four operations, and identify and explain patterns in arithmetic

M3.C-G **Geometry**

M3.C-G.1 Reason with shapes and their attributes

M3.D-M **Measurement and Data**

M3.D-M.1 Solve problems involving measurement and estimation of intervals of time, money, liquid volumes, masses, and lengths of objects

M3.D-M.2 Represent and interpret data

M3.D-M.3 Geometric measurement: understand concepts of area and relate area to multiplication and addition

M3.D-M.4 Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measurements

PSSA MATH

Note: The Spring of 2019 was the fifth assessment based upon the new PA Core standards introduced in 2015, allowing us to identify trends. The math assessment was updated in 2018 to reduce the number of test sections from 3 down to 2, altering the total points possible in each anchor.

GRADE 4 Performance Level Percentages over Time

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PR 2019 Percent	PA 2019 Percent	PA Top Decile 2019
ADV	34.9	41.3	39.1	41.1	34.6	19	
PROF	35.2	31.0	36.7	32.4	36.6	27.2	
ADV/PRO	**70.1**	**72.3**	**75.8**	**73.6**	**71.3**	**46.2**	**75.2**
BASIC	22.4	18.8	17.1	19.5	23.4	27.7	
BEL BAS	7.5	8.9	7	6.9	5.4	26.1	
# TESTED	335	303	327	333	355	123286	
				Mean Score	1070	990	

Females

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PR 2019 Percent	PA 2019 Percent
ADV	32.9	26.0	31.6	38.6	32.1	17.4
PROF	37.5	37.4	41.1	35.7	39	27.8
ADV/PRO	**70.4**	**63.4**	**72.7**	**74.3**	**71.1**	**45.2**
BASIC	23.0	25.2	19.5	19.9	24.6	29
BEL BAS	6.6	11.4	7.5	5.8	4.3	25.9
# TESTED	152	123	174	171	187	60489
				Mean Score	1070	990

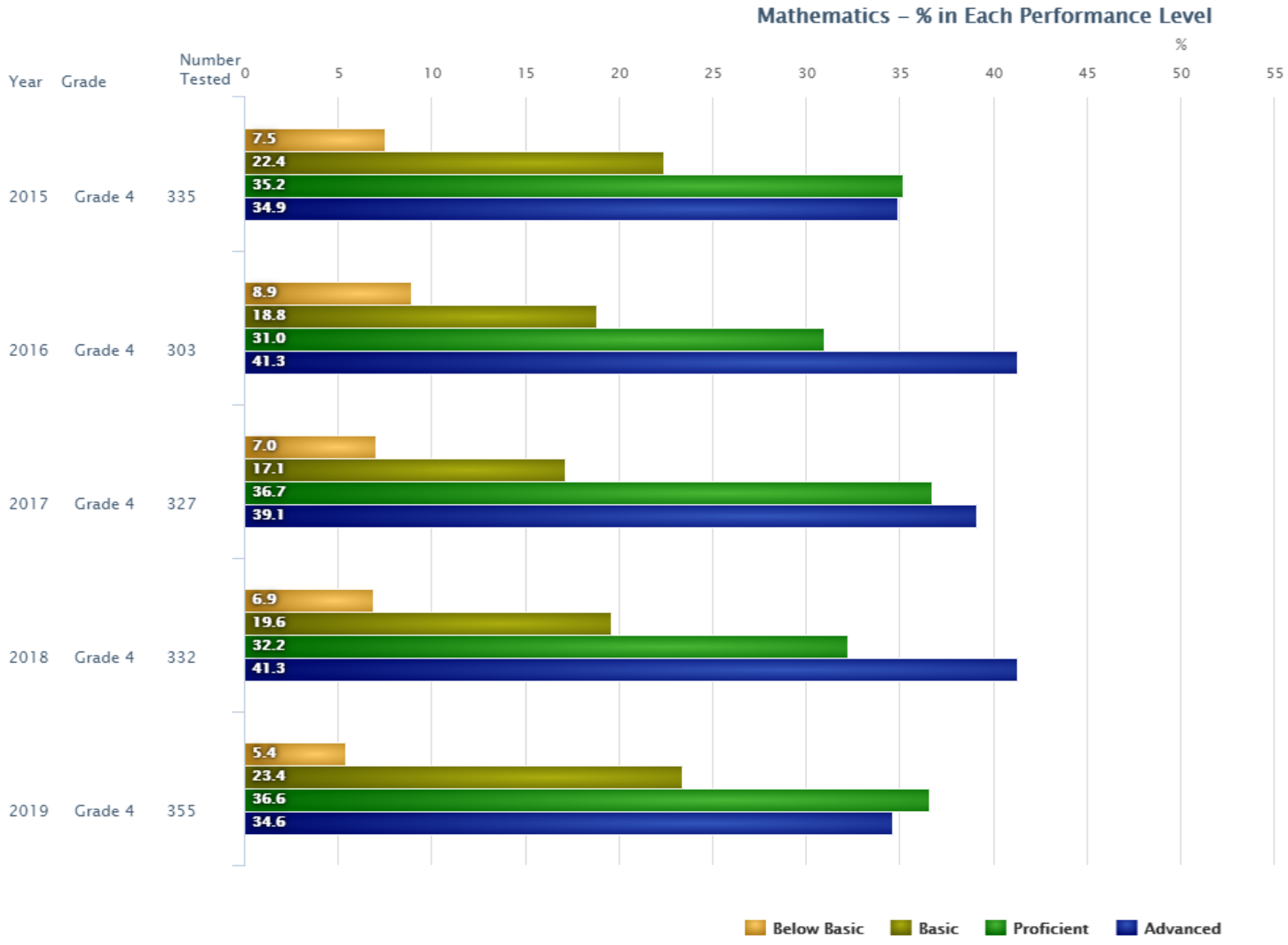
Males

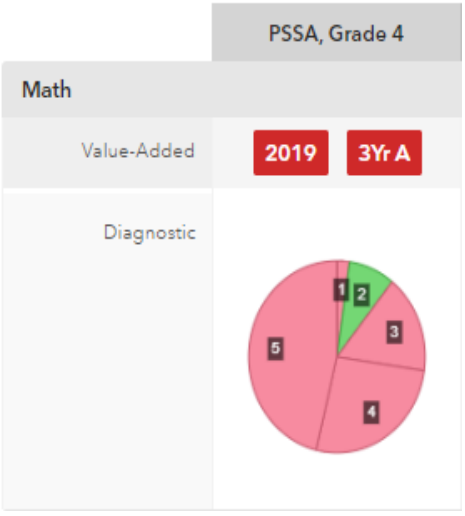
	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PR 2019 Percent	PA 2019 Percent
ADV	36.6	51.7	47.7	43.8	37.5	20.6
PROF	33.3	26.7	31.4	29	33.9	26.7
ADV/PRO	**69.9**	**78.4**	**78.8**	**72.8**	**71.4**	**47.3**
BASIC	21.9	14.4	14.4	19.1	22	26.5
BEL BAS	8.2	7.2	6.5	8	6.5	26.2
# TESTED	183	180	153	162	168	62797
				Mean Score	1070	1000

Students with IEPs

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PR 2019 Percent	PA 2019 Percent
ADV	16.7	27.9	19.5	26.5	12	6.3
PROF	25.9	18.6	29.3	20.4	18	13.3
ADV/PRO	**42.6**	**46.5**	**48.8**	**46.9**	**30**	**19.5**
BASIC	29.6	18.6	26.8	26.5	46	25.3
BEL BAS	27.8	34.9	24.4	26.5	24	55.1
# TESTED	54	43	41	49	50	22180
				Mean Score	980	910

GRADE 4 Performance Level Percentages over Time





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

LEA/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.

Grade 4 Math Anchor Performance vs. State

Numbers and Operations – Base Ten

	2017			2018			2019				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M4.A-T	15	10.7	71.6	10	6.0	60	10	5.7	57.1	4.4	44.3
M4.A-T.1	9	5.9	65.3	6	3.1	52	6	3.1	51.1	2.3	37.5
M4.A-T.2	6	4.9	81	4	2.9	73	4	2.6	66.2	2.2	54.4

Numbers and Operations – Fractions

	2017			2018			2019				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M4.A-F	15	10.5	69.7	11	6.7	61	11	7.4	66.9	6	55
M4.A-F.1	3	2.2	74.1	3	1.7	57	3	1.9	62.8	1.3	44.3
M4.A-F.2	8	5.5	69.1	4	2.2	55	4	2.8	70.5	2.4	60.3
M4.A-F.3	4	2.7	67.7	4	2.7	68	4	2.7	66.3	2.3	57.7

Operations and Algebraic Thinking

	2017			2018			2019				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M4.B-O	19	14.1	74.1	13	9	69	13	7.8	60.3	5.8	44.7
M4.B-O.1	9	6.7	74.9	6	4.2	70	3	1.7	57	1.3	43.9
M4. B-O.2	3	2.2	73.6	3	2.2	73	6	3.5	58.9	2.5	41.6
M4.B-O.3	7	5.1	73.4	4	2.6	65	4	2.6	64.9	2	50.1

Geometry

	2017			2018			2019				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M4.C-G	10	7.4	74	8	5.4	68	8	5.5	68.3	4.5	56
M4.C-G.1	10	7.4	74	8	5.4	68	8	5.5	68.3	4.5	56

Measurement and Data

	2017			2018			2019				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M4.D-M	13	7.8	60	10	7.2	72	10	7.1	71.3	6	59.7
M4.D-M.1	8	4.1	50.8	4	2.9	73	4	2.9	72.7	2.4	60.2
M4.D-M.2	2	1.8	88.7	3	2.1	70	2	1.3	63.8	1	51.2
M4.D-M.3	3	2	65.4	3	2.2	73	4	2.9	73.7	2.5	63.5

Grade 4 PSSA Math Anchors

M4.A-T **Numbers and Operations in Base Ten**

M4.A-T.1 Generalize place-value understanding of multi-digit whole numbers

M4.A-T.2 Use place-value understanding and properties of operations to perform multi-digit arithmetic

M4.A-F **Numbers and Operations-Fractions**

M4.A-F.1 Extend understanding of fraction equivalence and ordering

M4.A-F.2 Build fractions from unit fractions by applying and extending previous understanding of operations on whole numbers

M4.A-F.3 Understand decimal notion for fractions and compare decimal fractions

M4.B-O **Operations and Algebraic Thinking**

M4.B-O.1 Use the four operations with whole numbers to solve problems

M4.B-O.2 Gain familiarity with factors and multiples

M4.B-O.3 Generate and analyze patterns

M4.C-G **Geometry**

M4.C-G.1 Draw and identify lines and angles, and classify shapes by the properties of their lines and angles

M4.D-M **Measurement and Data**

M4.D-M.1 Solve problems involving measurement and conversion of measurements from a larger unit to a
smaller unit

M4.D-M.2 Represent and interpret data

M4.D-M.3 Geometric measurement: understand concepts of angle; measure and create angles

PSSA MATH

Note: The Spring of 2019 was the fifth assessment based upon the new PA Core standards introduced in 2015, allowing us to identify trends. The math assessment was updated in 2018 to reduce the number of test sections from 3 down to 2, altering the total points possible in each anchor.

GRADE 5 Performance Level Percentages over Time

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PR 2019 Percent	PA 2019 Percent	PA Top Decile 2019
ADV	32.1	46.4	39.3	46.8	33.3	15.8	
PROF	40.3	29.8	36.7	31.7	36	27.2	
ADV/PRO	**72.4**	**76.2**	**76**	**78.5**	**69.3**	**43.1**	**69.8**
BASIC	17.6	17.3	16.9	14.2	25.1	33.7	
BEL BAS	9.9	6.5	7	7.3	5.6	23.3	
# TESTED	353	336	313	342	342	127592	
				Mean Score	1070	990	

Females

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PR 2019 Percent	PA 2019 Percent
ADV	28.7	47.8	24.4	41.9	28.7	14.9
PROF	43.3	31.8	47.2	35.8	39.3	28
ADV/PRO	**72**	**79.6**	**71.6**	**77.7**	**68**	**42.9**
BASIC	20.2	15.9	21.1	15.6	25.8	35.3
BEL BAS	7.9	4.5	7.3	6.7	6.2	21.8
# TESTED	178	157	123	179	178	62306
				Mean Score	1060	990

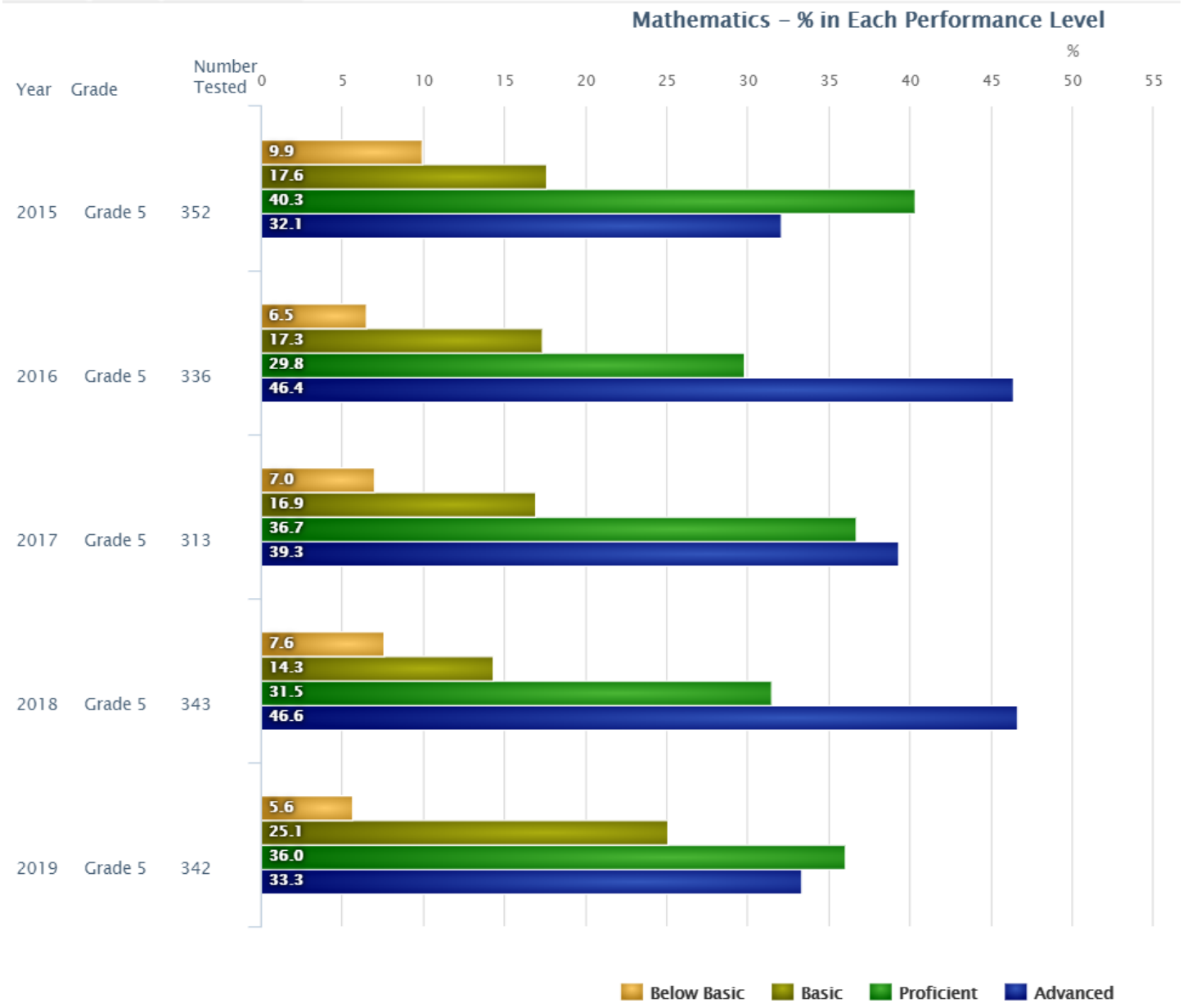
Males

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PR 2019 Percent	PA 2019 Percent
ADV	35.6	45.3	48.9	52.1	38.4	16.7
PROF	37.4	27.9	30	27.3	32.3	26.4
ADV/PRO	**73**	**73.2**	**78.9**	**79.4**	**70.7**	**43.2**
BASIC	14.9	18.4	14.2	12.7	24.4	32.1
BEL BAS	12.1	8.4	6.8	7.9	4.9	24.7
# TESTED	174	179	190	165	164	65286
				Mean Score	1080	990

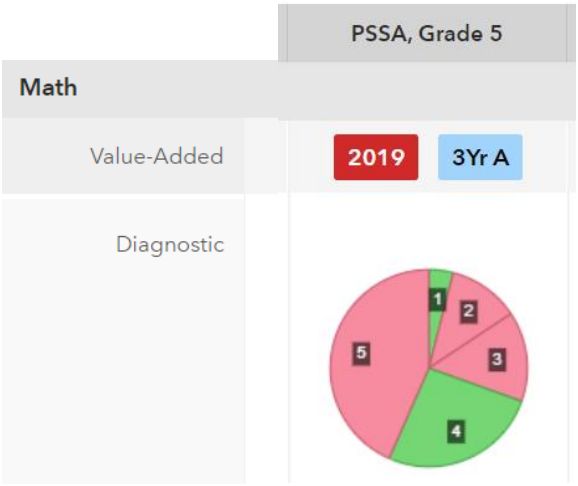
Students with IEPs

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PR 2019 Percent	PA 2019 Percent
ADV	5	19.2	14.3	22.2	18.2	4.3
PROF	15	25.0	28.6	17.8	18.2	10.6
ADV/PRO	**20**	**44.2**	**42.9**	**40**	**36.4**	**14.9**
BASIC	22.5	32.7	19	22.2	47.3	31.3
BEL BAS	57.5	23.1	38.1	37.8	16.4	53.8
# TESTED	40	52	42	45	55	23037
				Mean Score	990	910

GRADE 5 Performance Level Percentages over Time



PVAAS Grade 5 Math



District Value Added

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LEA/District Quintile Diagnostic

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

Grade 5 Math Anchor Performance vs. State

Numbers and Operations – Base Ten

	2017			2018			2019				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR M4.7ean	PR Percent	PA Mean	PA Percent
M5.A-T	18	12.1	67.1	13	8.9	68	13	7.8	59.8	5.7	43.8
M5. A-T.1	11	6.6	60	8	5.1	64	9	4.7	52.8	3.4	37.7
M5.A-T.2	7	5.5	78.1	5	3.8	76	4	3	75.5	2.3	57.6

Numbers and Operations – Fractions

	2017			2018			2019				
	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	19	11.7	61.8	15	9.9	66	14	8.7	62	7.1	50.4
M5.A-F.1	8	5	62.5	8	5.1	64	6	4.2	69.2	3.7	62.2
M5.A-F.2	11	6.7	61.3	7	4.8	69	8	4.5	56.5	3.3	41.6

Operations and Algebraic Thinking

	2017			2018			2019				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M5.B-O	11	8	72.8	7	5.1	73	8	5.3	66.4	4.2	52.9
M5.B-O.1	5	3.8	75.7	3	2.2	73	5	3.5	69.5	2.8	55.4
M5.B-O.2	6	4.2	70.4	4	2.9	73	3	1.8	61.3	1.5	48.6

Geometry

	2017			2018			2019				
	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	11	9.3	84.3	8	5.6	70	8	4.8	59.9	2.5	44.5
M5.C-G.1	6	5.2	86.7	6	3.9	65	6	3.5	58	1.1	41.2
M5.C-G.2	5	4.1	81.5	2	1.7	85	2	1.3	65.4	3.9	54.3

Measurement and Data

	2017			2018			2019				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M5.D-M	13	8.1	62.1	9	6.2	69	9	5.3	57.8	3.9	43
M5.D-M.1	4	2.6	66.2	2	1.4	70	3	1.6	52	1.1	36.8
M5.D-M.2	3	2.2	72.6	4	2.8	70	4	2.6	64.5	1.9	48
M5.D-M.3	6	3.2	54.1	3	2.1	70	2	1.1	53.2	0.8	42.4

Grade 5 PSSA Math Anchors

M5.A-T **Numbers and Operations in Base Ten**
M5.A-T.1 Understand the place-value system
M5.A-T.2 Perform operations with multi-digit whole numbers and decimals to hundredths

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

M5.B-O **Operations and Algebraic Thinking**
M5.B-O.1 Write and interpret numerical expressions
M5.B-O.2 Analyze patterns and relationships

M5.C-G **Geometry**
M5.C-G.1 Graph points on the coordinate plane to solve real-world and mathematical problems
M5.C-G.2 Classify two-dimensional figures into categories based on their properties

M5.D-M **Measurement and Data**
M5.D-M.1 Convert like measurement units within a given measurement system
M5.D-M.2 Represent and interpret data
M5.D-M.3 Geometric measurement: understand concepts of volume and relate volume to multiplication and addition

PSSA MATH

Note: The Spring of 2019 was the fifth assessment based upon the new PA Core standards introduced in 2015, allowing us to identify trends. The math assessment was updated in 2018 to reduce the number of test sections from 3 down to 2, altering the total points possible in each anchor.

GRADE 6 Performance Level Percentages over Time

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PR 2019 Percent	PA 2019 Percent	PA Top Decile 2019
ADV	29.6	40.3	35.7	40.30	39	15.8	
PROF	39.6	35.2	43.5	32.00	33.9	23.2	
ADV/PRO	**69.2**	**75.5**	**79.2**	**72.3**	**72.9**	**39**	**65.2**
BASIC	24.9	15.6	14.9	20.00	21.5	35.1	
BEL BAS	5.8	8.8	6	7.70	5.6	25.9	
# TESTED	361	352	336	325	354	127496	
				Mean Score	1070	980	

Females

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PR 2019 Percent	PA 2019 Percent
ADV	32.5	41.7	32.9	28.8	35.3	15.8
PROF	40.2	37.1	50.3	41.7	36.4	24.5
ADV/PRO	**72.7**	**78.9**	**83.2**	**70.5**	**71.7**	**40.3**
BASIC	21.9	12.6	10.6	24.2	21.7	36.4
BEL BAS	5.3	8.6	6.2	5.3	6.5	23.3
# TESTED	169	175	161	132	184	62277
				Mean Score	1070	980

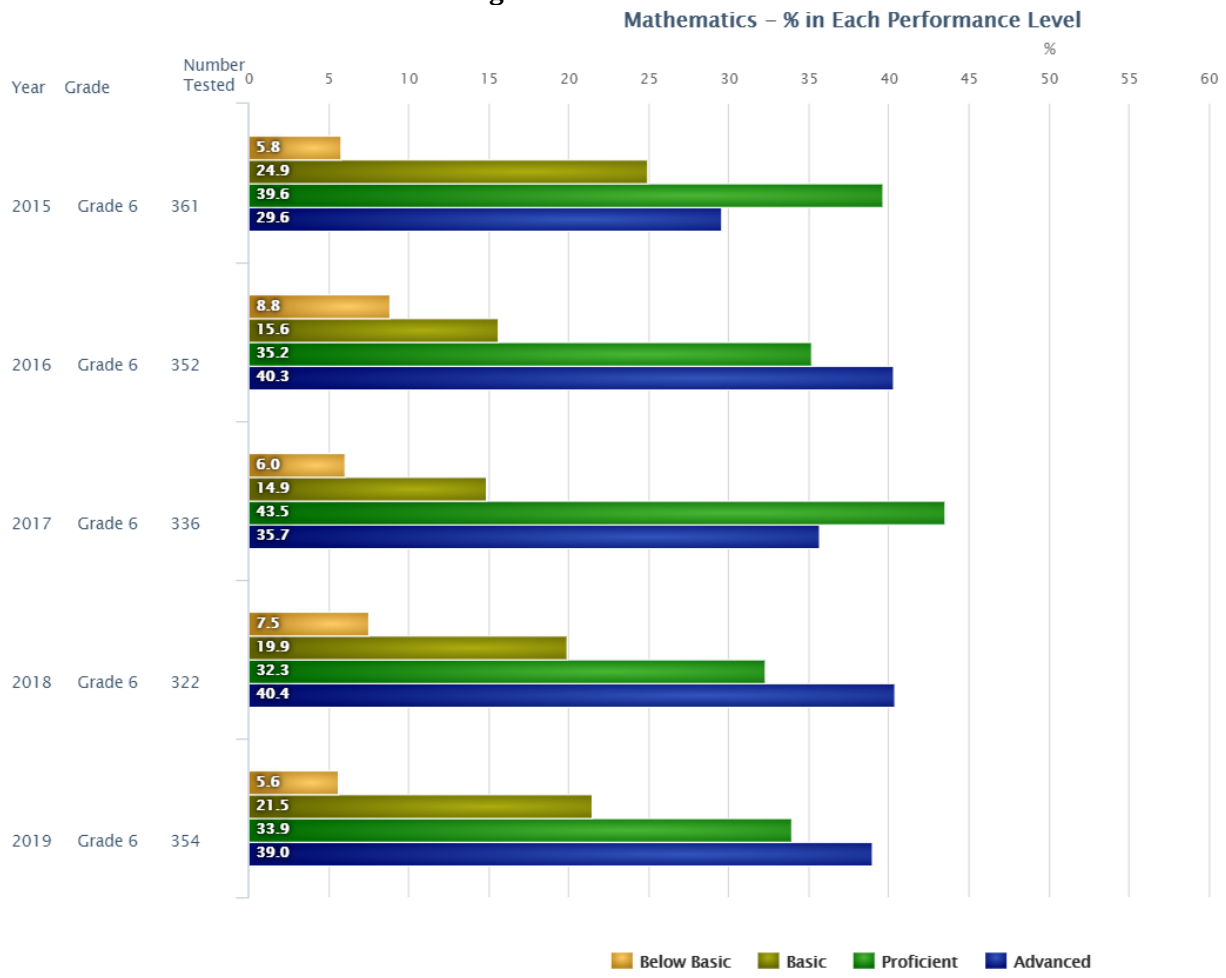
Males

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PR 2019 Percent	PA 2019 Percent
ADV	27.1	39.0	38.3	48.2	42.9	15.8
PROF	39.1	33.3	37.1	25.4	31.2	21.9
ADV/PRO	**66.2**	**72.3**	**75.4**	**73.6**	**74.1**	**37.7**
BASIC	27.6	18.6	18.9	17.1	21.2	33.8
BEL BAS	6.3	9.0	5.7	9.3	4.7	28.4
# TESTED	192	177	175	193	170	65219
				Mean Score	1080	980

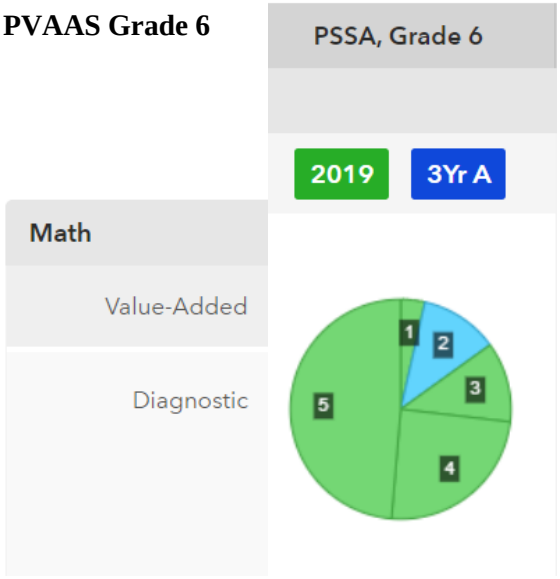
Students with IEPs

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PR 2019 Percent	PA 2019 Percent
ADV	7.8	0	8.2	22	12.8	3
PROF	17.6	23.1	36.7	17.1	14.9	7
ADV/PRO	**25.4**	**23.1**	**44.9**	**39**	**27.7**	**10**
BASIC	43.1	23.1	28.6	24.4	38.3	29.1
BEL BAS	31.4	53.8	26.5	36.6	34	60.9
# TESTED	51	39	49	41	47	22401
				Mean Score	960	890

GRADE 6 Performance Level Percentages over Time



PVAAS Grade 6



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LEA/District Quintile Diagnostic

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Grade 6 Math Anchor Performance vs. State

The Number System

	2017			2018			2019				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M6.A-N	15	10.9	72.5	10	7.7	77	11	8.4	76.8	6.5	59.2
M6. A-N.1	4	2.7	67.2	2	1.4	70	6	4.3	71.6	3.2	53.1
M6.A-N.2	6	4.4	73.5	4	3	75	3	2.3	76.6	1.7	58.3
M6.A-N.3	5	3.8	75.6	4	3.2	80.0	2	1.9	92.9	1.6	79.1

Ratios and Proportional Relationships

	2017			2018			2019				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M6.A-R	12	7.4	61.8	10	6.2	62	9	6.4	70.6	4.8	53.6
M6.A-R.1	12	7.4	61.8	10	6.2	62	9	6.4	70.6	4.8	53.6

Expressions and Equations

	2017			2018			2019				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M6.B-E	22	16.2	73.8	15	9.8	65	15	8.6	57.1	6.5	43.3
M6.B-E.1	6	4.9	81.9	4	2.8	70	5	3.3	65.1	2.8	56.3
M6.B-E.2	10	6.6	66.1	7	4.1	59	7	3.3	47.3	2.1	30.6
M6.B-E.3	6	4.7	78.5	4.0	3	75	3	2	66.6	1.5	51.2

Geometry

	2017			2018			2019				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M6.C-G	10	7.3	73.4	8	5.4	68	8	4.9	61.3	3.1	38.6
M6.C-G.1	10	7.3	73.4	8	5.4	68	8	4.9	61.3	3.1	38.6

Statistics and Probability

	2017			2018			2019				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M6.D-S	13	7.4	56.6	9	6.6	73	9	6.6	73.6	5	55.2
M6.D-S.1	13	7.4	56.6	9	6.6	73	9	6.6	73.6	5	55.2

Grade 6 PSSA Math Anchors

M6.A-N	**The Number System**
M6.A-N.1	Apply and extend previous understandings of multiplication and division to divide fractions by fractions
M6.A-N.2	Compute with multi-digit numbers and find common factors and multiples
M6.A-N.3	Apply and extend previous understandings of numbers to the system of rational numbers
M6.A-R	**Ratios and Proportional Relationships**
M6.A-R.1	Understand ratio concepts and use ratio reasoning to solve problems
M6.B-E	**Expressions and Equations**
M6.B-E.1	Apply and extend previous understanding of arithmetic to numerical and algebraic expressions
M6.B-E.2	Interpret and solve one-variable equations and inequalities
M6.B-E.3	Represent and analyze quantitative relationships between dependent and independent variables
M6.C-G	**Geometry**
M6-C.G.1	Solve real-world and mathematical problems involving area, surface area, and volume
M6.D-S	**Statistics and Probability**
M6-S.1	Demonstrate understanding of statistical variability by summarizing and describing distributions

PSSA MATH

Note: The Spring of 2019 was the fifth assessment based upon the new PA Core standards introduced in 2015, allowing us to identify trends. The math assessment was updated in 2018 to reduce the number of test sections from 3 down to 2, altering the total points possible in each anchor.

GRADE 7 Performance Level Percentages over Time

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PR 2019 Percent	PA 2019 Percent	PA Top Decile 2019
ADV	13.0	29.0	35.0	39.5	32.4	13.9	
PROF	37.0	37.5	35.8	38.9	36.1	24.3	
ADV/PRO	**50.0**	**66.5**	**70.8**	**78.3**	**68.5**	**38.2**	**59.1**
BASIC	36.7	22.3	18.3	10.5	22.5	26	
BEL BAS	13.3	11.3	10.8	11.1	9	35.8	
# TESTED	346	373	360	332	324	125808	
				Mean Score	1060	970	

Females

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PR 2019 Percent	PA 2019 Percent
ADV	10.2	30.7	35	37.6	22.2	13.8
PROF	38.0	36.9	36.1	41.4	40.7	25.1
ADV/PRO	**48.2**	**67.6**	**71.1**	**79**	**63**	**38.9**
BASIC	39.8	21.0	17.5	11.5	26.7	26.8
BEL BAS	12.0	11.4	11.5	9.6	10.4	34.3
# TESTED	166	176	183	157	135	61413
				Mean Score	1030	970

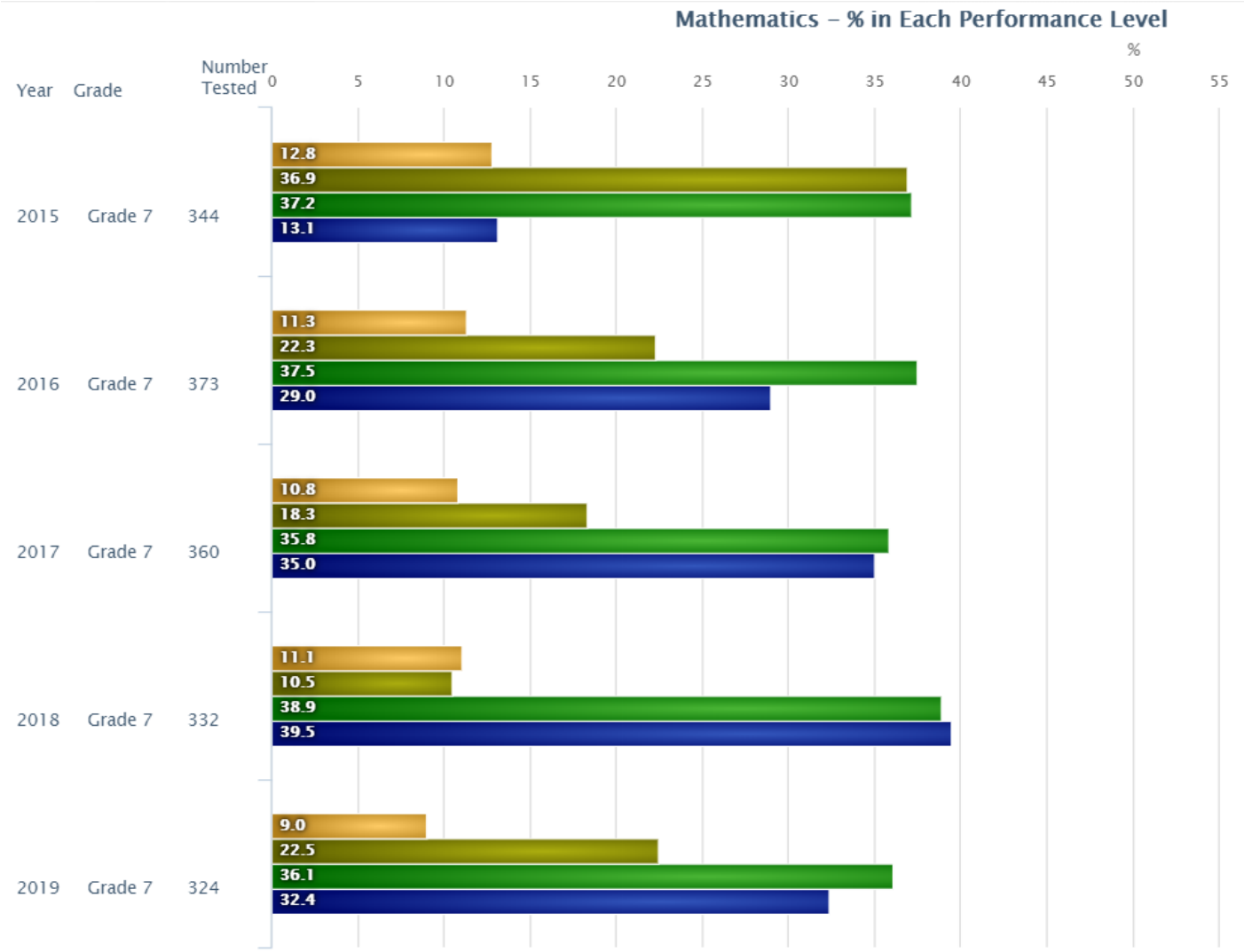
Males

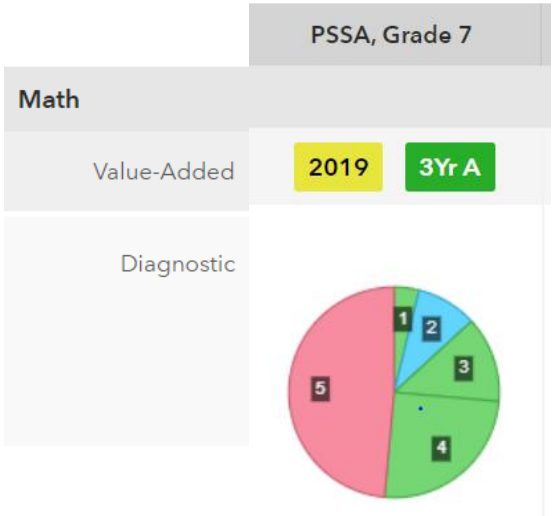
	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PR 2019 Percent	PA 2019 Percent
ADV	15.6	27.4	35	41.1	39.7	14.1
PROF	36.1	38.1	35.6	36.6	32.8	23.5
ADV/PRO	**51.7**	**65.5**	**70.6**	**77.7**	**72.5**	**37.6**
BASIC	33.9	23.4	19.2	9.7	19.6	25.2
BEL BAS	14.4	11.2	10.2	12.6	7.9	37.2
# TESTED	180	197	177	175	189	64396
				Mean Score	1080	960

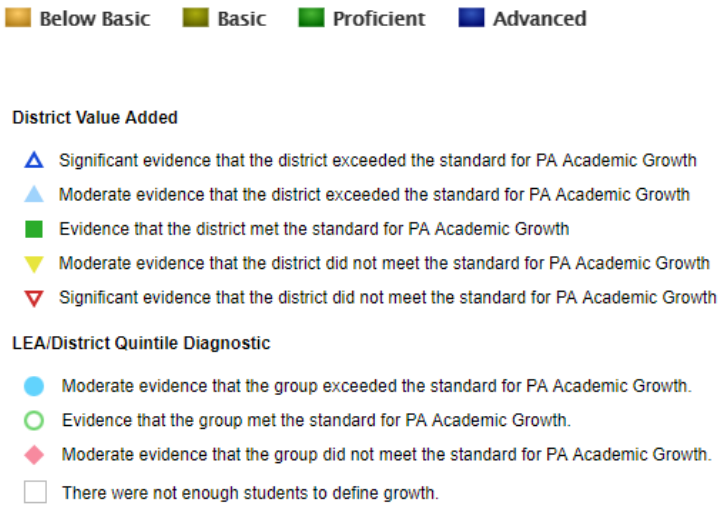
Students with IEPs

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PR 2019 Percent	PA 2019 Percent
ADV	2.6	5.6	0	6.3	13.5	2
PROF	17.9	20.4	20.9	31.3	16.2	6.3
ADV/PRO	**20.5**	**25.9**	**20.9**	**37.5**	**29.7**	**8.3**
BASIC	25.6	29.6	19.1	16.7	24.3	17
BEL BAS	53.8	44.4	58.1	45.8	45.9	74.8
# TESTED	39	54	43	48	37	21630
				Mean Score	950	870

GRADE 7 Performance Level Percentages over Time







Grade 7 Math Anchor Performance vs. State

The Number System

	2017			2018			2019				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M7.A-N	11	7.7	70	8	6	75.5	9	5.5	61.1	3.8	42.2
M7.A-N.1	11	7.7	70	8	6	75.5	9	5.5	61.1	3.8	42.2

Ratios and Proportional Relationships

	2017			2018			2019				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M7.A-R	19	13.4	70.5	13	9.5	72.8	12	8.4	70	6.6	54.7
M7.A-R.1	19	13.4	70.5	13	9.5	72.8	12	8.4	70	6.6	54.7

Expressions and Equations

	2017			2018			2019				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M7.B-E	18	10.8	60.1	14	9.6	68.6	14	9.5	67.8	7.1	50.7
M7.B-E.1	7	3.4	48	4	3	75.1	4	3.1	76.8	2.5	63.5
M7.B-E.2	11	7.5	67.7	10	6.6	66.0	10	6.4	64.2	4.6	45.5

Geometry

	2017			2018			2019				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M7.C-G	13	7.9	60.7	9	4.7	52.4	9	4.1	45.7	2.8	31.3
M7.C-G.1	9	4.9	54.9	6	3	49.9	6	2.6	42.6	1.7	28.2
M7.C-G.2	4	3	73.8	3	1.7	57.2	3	1.6	52.1	1.1	37.6

Statistics and Probability

	2017			2018			2019				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M7.D-S	11	8.4	76.6	8	6.5	81.6	8	5.4	67.1	4	49.6
M7.D-S.1	3	2.5	84.6	3	2.5	82.3	2	1.3	64	0.9	46.7
M7.D-S.2	2	1.4	71	1	0.6	55.4	1	0.5	46	0.4	39.8
M7.D-S.3	6	4.5	74.5	4	3.5	87.5	5	3.6	72.6	2.6	52.7

Grade 7 PSSA Math Anchors

M7.A-N	**The Number System**
M7.A-N.1	Apply and extend previous understandings of operations to add, subtract, and divide rational numbers
M7.A-R	**Ratios and Proportional Relationships**
M7.A-R.1	Demonstrate an understanding of proportional relationships
M7.B-E	**Expressions and Equations**
M7.B-E.1	Represent expressions in equivalent forms
M7.B-E.2	Solve real-world mathematical problems using mathematical and algebraic expressions, equations, and inequalities
M7.C-G	**Geometry**
M7.C-G.1	Demonstrate an understanding of geometric figures and their properties
M7.C-G.2	Solve real-world and mathematical problems involving angle measure, circumference, area, surface area, and volume
M7.D-S	**Statistics and Probability**
M7.D-S.1	Use random sampling to draw inferences about a population
M7.D-S.2	Draw comparative inferences about a population
M7.D-S.3	Investigate chance processes and develop, use, and evaluate probability models

PSSA MATH

Note: The Spring of 2019 was the fifth assessment based upon the new PA Core standards introduced in 2015, allowing us to identify trends. The math assessment was updated in 2018 to reduce the number of test sections from 3 down to 2, altering the total points possible in each anchor.

GRADE 8 Performance Level Percentages over Time

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PR 2019 Percent	PA 2019 Percent	PA Top Decile 2019
ADV	13.3	17.7	21.9	24.3	25.1	9.9	
PROF	31.4	36.3	39.1	33.1	42	22.3	
ADV/PRO	**44.7**	**54.1**	**61**	**57.5**	**67.2**	**32.2**	**51.1**
BASIC	39.8	34.2	26.5	30.4	23.1	28.2	
BEL BAS	15.6	11.7	12.6	12.2	9.8	39.6	
# TESTED	392	333	389	362.0	338	123186	
				Mean Score	1050	950	

Females

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PR 2019 Percent	PA 2019 Percent
ADV	9.4	17.2	23.1	25	24.2	9.9
PROF	31.8	35.0	37.4	33.9	47.2	24
ADV/PRO	**41.2**	**52.2**	**60.5**	**58.9**	**71.4**	**33.9**
BASIC	44.7	38.9	28.6	30.6	21.7	30.9
BEL BAS	14.1	8.9	11	10.6	6.8	35.2
# TESTED	170	157	183	180	161	59849
				Mean Score	1050	960

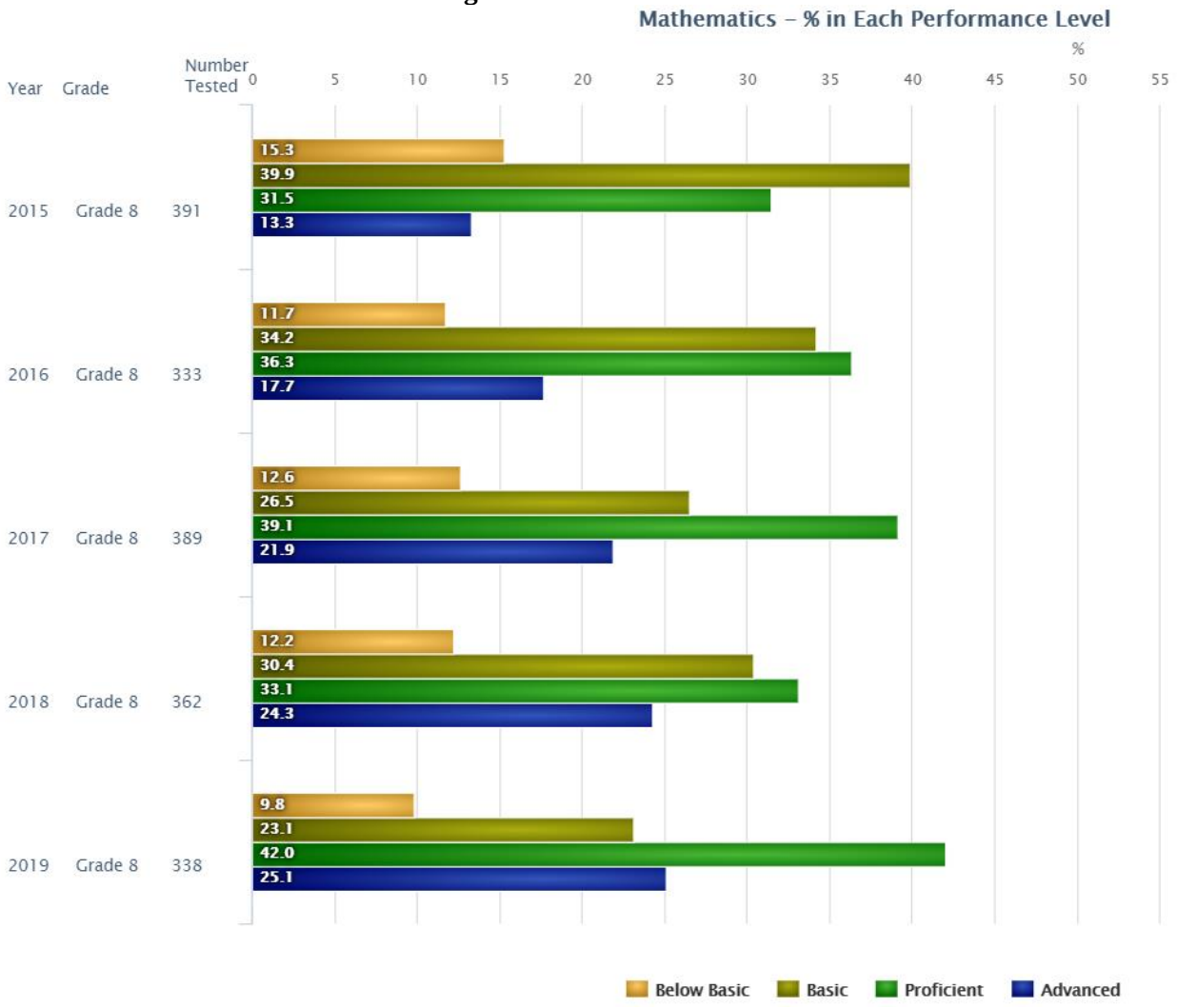
Males

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PR 2019 Percent	PA 2019 Percent
ADV	16.2	18.2	20.8	23.6	26	9.8
PROF	31.1	37.5	40.6	32.4	37.3	20.7
ADV/PRO	**47.3**	**55.7**	**61.4**	**56**	**63.3**	**30.5**
BASIC	36.0	30.1	24.6	30.2	24.3	25.8
BEL BAS	16.7	14.2	14	13.7	12.4	43.7
# TESTED	222	176	207	182	177	63337
				Mean Score	1040	940

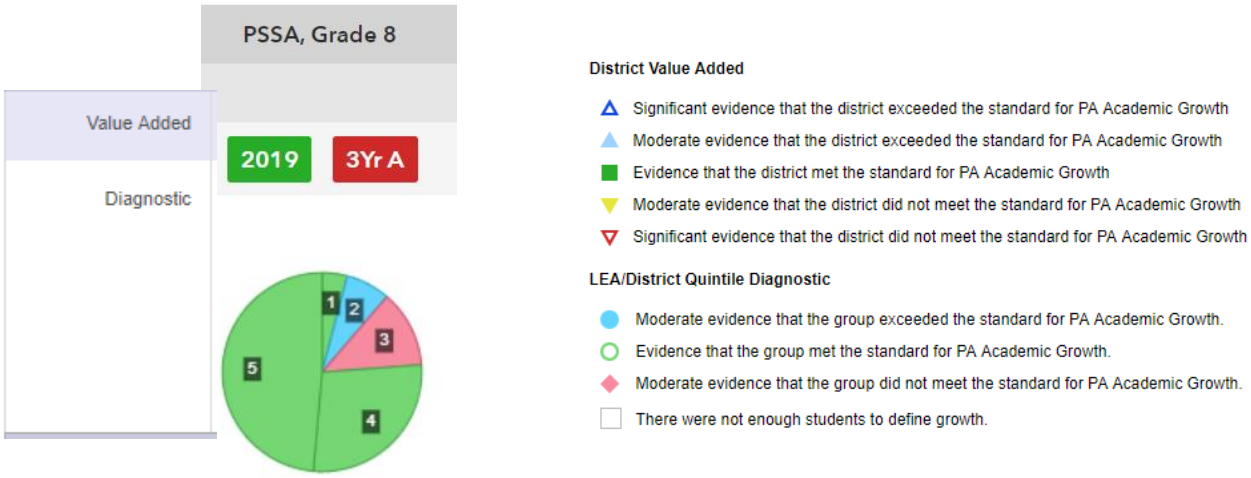
Students with IEPs

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PR 2019 Percent	PA 2019 Percent
ADV	0.0	5.7	0	2.3	3.8	1.3
PROF	6.7	17.1	16.9	9.1	21.2	4.3
ADV/PRO	**6.7**	**22.9**	**16.9**	**11.4**	**25**	**5.5**
BASIC	37.8	28.6	33.9	27.3	36.5	14.3
BEL BAS	55.6	48.6	49.2	61.4	38.5	80.2
# TESTED	45	35	59	44	52	20874
				Mean Score	940	860

GRADE 8 Performance Level Percentages over Time



PVAAS Grade 8



Grade 8 Math Anchor Performance vs. State

The Number System

	2017			2018			2019				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M8.A-N	12	7.5	62.8	7	5.1	73.3	7	4.5	63.8	3.4	48.8
M8.A-N.1	12	7.5	62.8	7	5.1	73.3	7	4.5	63.8	3.4	48.8

Expressions and Equations

	2017			2018			2019				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M8.B-E	22	14.4	65.5	17	11.6	68.2	17	11.6	68	8.5	49.9
M8.B-E.1	7	5	71.6	5	3.3	66.1	5	3.4	68.5	2.5	50.8
M8.B-E.2	9	5.4	60.5	7	4.6	66.3	8	5.2	65.4	3.8	47.1
M8.B-E.3	6	4	66	5	3.6	72.9	4	2.9	72.5	2.2	54.5

Functions

	2017			2018			2019				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M8.B-F	15	10.2	68	11	7.6	69.3	11	8.5	76.9	6	54.2
M8.B-F.1	10	6.8	67.6	4	2.9	72	5	3.7	73.9	2.8	55.1
M8.B-F.2	5	3.4	68.8	7	4.7	67.8	6	4.8	79.3	3.2	53.4

Geometry

	2017			2018			2019				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M8.C-G	13	7.9	60.6	9	5.7	63	10	5.7	56.5	4	40.1
M8.C-G.1	4	2.4	60	4	2.4	60.7	3	1.7	57.9	1.4	45.2
M8.C-G.2	6	3.5	57.7	3	2	66.7	2	1.4	68.8	1	51.9
M8.C-G.3	3	2.0	67.2	2	1.2	62.3	5	2.5	50.8	1.6	32.3

Statistics and Probability

	2017			2018			2019				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M8.D-S	10	5.8	58	8	4.6	57.3	7	4.9	69.5	3.7	53.1
M8.D-S.1	10	5.8	58	8	4.6	57.3	7	4.9	69.5	3.7	53.1

Grade 8 PSSA Math Anchors

M8.A-N	**The Number System**
M8.A-N.1	Demonstrate an understanding of rational and irrational numbers
M8.B-E	**Expressions and Equations**
M8.B-E.1	Demonstrate an understanding of expressions and equations with radicals and integer exponents
M8.B-E.2	Understand the connections between proportional relationships, lines, and linear equations
M8.B-E.3	Analyze and solve linear equations and pairs of simultaneous linear equations
M8.B-F	**Functions**
M8.B-F.1	Analyze and interpret functions
M8.B-F.2	Use functions to model relationships between quantities
M8.C-G	**Geometry**
M8.C-G.1	Demonstrate and understanding of geometric transformations
M8.C-G.2	Understand and apply the Pythagorean Theorem
M8.C-G.3	Solve real-world and mathematical problems involving volume
M8-D.S	**Statistics and Probability**
M8.D-S.1	Investigate patterns of association in bivariate data

PSSA MATH

Results and Findings

- Pine-Richland students outperformed the state average at all levels of the PSSA Math assessment.

- Pine-Richland students outperformed the 2019 top decile benchmark for combined advanced/proficient performance at all grade levels except grades 4 & 5 (i.e., top 10% of schools in Pennsylvania).
    - While grades four and give did not reach the top decile of performance (4th: 71.2% v.s. 75.2%; 5th: 69.3% v.s. 69.8%) the total number of students performing at the below basic level continued to decrease.
    - When comparing grade 4 achievement results across 2017, 2018, and 2019, the percentage of students at the advanced/proficient levels decreased from 76%, 73%, 71%, respectively.
    - While M3/4.A-F Numbers and Operations remains a relative area of opportunity in grade 3 and continues into grade four in the area of equivalent fractions and ordering as well as decimal notation for fractions and comparison of decimal fractions, particularly as applied to problem-solving and application to word problems. Within grade 5, this area was an identified need in 2018, yet increased levels of proficiency were realized in 2019 (from 63.9% to 69.2%).
    - M3/4.D-M Measurement and Data is a relative area of strength for grade three, yet the organization and display of data to answer questions with applied problems in grade 4 is a challenge.
    - Within grade 6, the number of students scoring at the advanced/proficient levels increased from 71.2% to 73.24%, well above the top decile (65.2). Grade 6 was also the only grade to demonstrate growth across all quintiles.
    - In grades 7 and 8, all quintiles, with the exception of the 5th quintile in grade 7 and the 3rd quintile in grade 8 are meeting or exceeding the growth standard.

- The analysis of student performance by PA Math Assessment Anchors helps us understand areas of relative strength and need with a higher level of meaning. While there are many strengths, the relative opportunities for improvement are outlined below by grade level, along with grade-level specific action steps:

    - **<u>Grade 3</u>**
        - **M3.A-F Numbers and Operations**
            - Develop an understanding of fractions as numbers
        - **M3.B-O.3 Operations and Algebraic Thinking**
            - Solve problems involving the four operations and identify and explain patterns in arithmetic

- **Grade 4**
  - **M4.A-T. Numbers and Operations in Base Ten**
    - Apply place-value and numeration concepts to compare, find equivalencies, and round.
    - Use operations to solve problems.
  - **M4.A-F.2 Numbers and Operations Fractions**
    - Connect decimal notation to fractions, and compare decimal fractions.
    - Use operations to solve problems involving decimals, including converting between fractions and decimals (may include word problems).
  - **M4.B-O.3 Operations and Algebraic Thinking**
    - Use numbers and symbols to model the concepts of expressions and equations.
    - Develop and apply number theory concepts to represent numbers in various ways.
  - **M04.D-M Measurement and Data**
    - Organize, display, and answer questions based on data.

- **Grade 5**
  - **M5.A-T.1&2 Numbers and Operations in Base 10**
    - Understand the place-value system
    - Perform operations within multi-digit whole numbers and decimals to hundredths
  - **M5.A-F.2 Numbers and Operations Fractions**
    - Apply and extend previous understandings of multiplication and division to multiply and divide fractions
  - **M5.B-O.1 Operations and Algebraic Thinking**
    - Write and interpret numerical expressions
  - **M5.C-G Geometry**
    - Classify two-dimensional figures into categories based on their properties.
    - Graph points on the coordinate plane to solve real-world and mathematical problems
  - **M5.D-M.3 Measurement and Data**
    - Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition

- **Grade 6**
  - **M6.A-R.1 Ratios and Proportional Relationships**
    - Understand ratio concepts and use ratio reasoning to solve problems

        - M06.A-R.1.1.2 : Find the unit rate a/b associated with a ratio a:b and use rate language in the context of a ratio relationship.
        - M06.A-R.1.1.4 : Solve unit rate problems including those involving unit pricing and constant speed.
        - M06.A-R.1.1.5 : Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percentage.
    - **M6.D-S.1 Statistics and Probability**
        - Demonstrate understanding of statistical variability by summarizing and describing distributions.
            - M06.D-S.1.1.3 : Describe any overall pattern and any deviations from the overall pattern with reference to the context in which the data were gathered.
            - M06.D-S.1.1.4 : Relate the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.
    - **M6.C-G Geometry**
        - Solve real-world and mathematical problems involving area, surface area, and volume.
            - M06.C-G.1.1.3 : Determine the volume of right rectangular prisms with fractional edge lengths.
            - M06.C-G.1.1.4 : Given coordinates for the vertices of a polygon in the plane, use the coordinates to find side lengths and area of the polygon (limited to triangles and special quadrilaterals).

- **Grade 7**
    - **M7.B-E Expressions and Equations**
        - Solve real-world mathematical problems using mathematical and algebraic expressions, equations, and inequalities
    - **M7.C-G Geometry**
        - Demonstrate an understanding of geometric figures and their properties
        - Solve real-world mathematical problems involving angle measure, circumference, area, surface area, and volume
    - **M7.D-S Statistics and Probability**
        - Draw comparative inferences about a population
            - Compare two numerical data distributions using measures of center and variability

- **Grade 8**
  - **M8.A-N.1 The Number System**
    - Demonstrate an understanding of rational and irrational numbers
  - **M8.C-G.1-2 Geometry**
    - Demonstrate an understanding of geometric transformations
    - Solve real-world mathematical problems involving volume
  - **M8.D-S.1 Statistics and Probability**
    - Investigate patterns of association in bivariate data

- The Pennsylvania 3-Year Value-Added Report indicates varying levels of evidence that "students met the Standard for PA Academic Growth" in math for 2017 through 2019. The District:
  - Significantly exceeded the standard for PA Academic Growth in grades 5 and 6 (i.e., light and dark blue respectively).
  - Demonstrated evidence that grade 7 met the standard for PA Academic Growth (i.e., green).
  - Reflected moderate evidence that grade 7 did not meet the standard for PA Academic Growth (i.e., yellow).
  - Did not meet the standard for PA Academic Growth in grades 4 and 8 (i.e., red).

- Although grades 6 and 8 met the standard for growth (i.e green) for 2019, grades 4, 5, and 7 had moderate to significant evidence of no growth (i.e., yellow or red).

- Utilizing the PVAAS Math Quintile Diagnostic Report, evidence continues to vary among the quintile groups and grade levels regarding the Standard for PA Academic Growth.
  - Students in the 1st and 2nd quintile met or exceeded the standard for growth, with the exception of the first quintile in grade 4 and the second quintile in grade 5.
  - Students in the 4th quintile met the standard for growth in all cases except 4th grade.
  - The 3rd, 4th, and 5th quintiles of achievement reflect well over 75% of our student population; however, the growth within the 3rd and 5th quintiles varies greatly across the 4 through 8 grade span.

Grades 3-8 Next Steps:

1. Continue refining implementation of Compacted/Extended (C/E) and Current pathways and monitor alignment with PA Core in Math, particularly in Grades K-5 where new resources were just integrated in 2018-2019.
   - Key Personnel: Administration, Academic Leadership Council, Math Resource Selection Committee, Math Vertical Team
   - Timeline (Anticipated Start/Finish): November 2019 - June 2020
   - Major Action Steps: (1) Monitor the math pathway data matrix based on the inclusion of STAR data to determine appropriate cut scores and placement decisions; (2) Study the success through both achievement and growth of individual and groups of students in

various courses in the math pathways to make curricular and instructional recommendations K-12; (3) Fully integrate the new math resources with fidelity and consistency in both Compacted/Extended and Current pathways which are aligned to the PA Core (e.g. Real World Problem Solving Readers); and (4) Create guidelines for the best use of self-paced, computer-adaptive resources across the K-8 grade span (e.g. Splash Math, Red Bird).

2. Continue using STAR 360 math as a predictor of student performance on the PSSA given a year of data to start correlations to standardized testing scores and ensure alignment and integration with the MTSS resources and process.
    - Key Personnel: Administration, ALCs, District Data Team, MTSS Building Teams, Teachers
    - Timeline (Anticipated Start/Finish): November 2019 - June 2020
    - 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-Core Standards aligned norms to begin predicting student performance.

3. Continue to refine MTSS processes for mathematics to determine next steps for a systematic approach to interventions for enrichment and/or remediation through differentiation in the classroom.
    - Key Personnel: Principals, ALCs, Intervention Specialists, School Psychologists, Director of Special Education
    - Timeline (Anticipated Start/Finish): November 2019 - June 2020
    - Major Action Steps: (1) Identify math interventions and resources in addition to ALEKS and Red Bird to embed in the decision trees and MTSS process; (2) Include Splash Math as part of the decision trees and MTSS to enhance computational skills; (3) Train personnel in the use of the new instructional materials and online resources, as well as the data analysis and integration process to design instructional opportunities for students across Tiers 1 through 3; and (4) Ensure time during the school day for interventions to take place at each grade span (e.g. RAM Time); (5) Determine effectiveness of interventions based on students' formative and summative performance and growth data.

Grade 3: Additional Next Steps:

1. Enhance and embed a systematic and explicit manner of teaching fractions that includes additional repetition through spiraling and real-world connections to help students master application of the concept.

    - Key Personnel: Principals, Third Grade Teachers, Fourth Grade Math Teachers, Learning Support Teachers
    - Timeline (Anticipated Start/Finish): November 2019 - June 2020

- Major Action Steps: (1) Add more days into the math pacing guide to provide more time to teach, practice, and reinforce fractions; (2) Specifically add days to the calendar to teach fractions with greater depth (i.e., fractions on a number line, writing whole numbers as fractions (e.g.., difference between 3/3 and 3/1); (3) Use models and hands-on activities to introduce and explain concepts while dispelling misconceptions about the skill; (4) Provide daily repetition of skills through utilization of RedBird and Splash Math drills practice; (5) Share data with second and fourth grade to begin teaching pre-requisite skills that will bolster conceptual understanding prior to third grade and reinforce the basic building blocks for grade 4 to allow for application of skills; (6) Pre-test this skill and concept using a test that not only covers this particular standard but the pre-requisite skills that accompany to determine if students are missing underlying concepts providing a barrier to acquisition

Grade 4: Additional Next Steps:

1. Address areas of need regarding each of the four grade 4 PA Math Assessment Anchors targeted above.
   - Key Personnel: Grade Four Math Teachers
   - Timeline (Anticipated Start/Finish): November, 2019 - ongoing
   - Major Action Steps: (1) Grade 4 math teachers will meet to review and revise learning goals and pacing guide within the PRSD curriculum (2) integrate the use of Redbird Mathematics online adaptive learning program and Moby Max to meet the differentiated needs of students (3) implement procedures and practices for basic math facts with a focus on fidelity. (4) integrate math concepts (graphing) into other content areas (science and social studies).

2. Continue to revise common assessments with a focus on targeted areas of evidenced need (e.g. Apply place-value and numeration concepts to compare, find equivalencies, and round; Use operations to solve problems).
   - Key Personnel: Grade Four Math teachers; Principal
   - Timeline (Anticipated Start/Finish): November 2019 - ongoing
   - Major Action Steps: (1) Ensure 4th grade teachers' identification of targeted areas of evidenced need; (2) Intentionally revise common assessments for mastery of these targeted concepts; (3) Compare students' results on common assessments and discuss instructional strategies leveraged to obtain those results; (4) Update curriculum and instructional practices to replicate successful strategies across the entire grade level; (5) reinforce consistent expectations across the grade level for student work production (show work, number sentences, strategies, CUBES).

3. Utilize RAM Time to flexibly group students within the team (switch class) based on greatest need identified through STAR results, individual performance report (eMetric)

and work to provide the necessary remediation or enrichment to meet those specific identified needs.
    - Key Personnel: Grade 4 Math teachers; Principal
    - Timeline (Anticipated Start/Finish): November, 2019-ongoing
    - Major Action Steps: (1) Based on the assessment data, flexibly group students within the team (switch teacher) to meet specific identified needs; (2) Monitor student progress during RAM Time and make adjustments accordingly (grouping of students, skills taught, length of time for skill, etc.)

4. Understand PA Core Reporting Categories, Assessment Anchors, Glossary of Terms and Eligible Content and ensure the eligible content/vocabulary is embedded in grade four math classes.
    - Key Personnel: Grade 4 Math Teachers
    - Timeline: November 2019- ongoing
    - Major Action Steps: (1) Ensure that all identified terms outlined in the PA Math Glossary are incorporated in instruction and assessments; (2) expose students to learning activities that reinforce key vocabulary concepts.

5. Revise the essential lesson components identified in the first year of implementation to best leverage the resource for learning.
    - Key Personnel: Grade 4 Math Teachers
    - Timeline: November, 2019- January, 2020
    - Major Action Steps: (1) Review current essential lesson components (problem of the day, Quick Check, Math in My World. etc.) and revise to reflect lessons learned from implementation year; (2) Communicate and document these required lesson elements to all grade four math teachers.

Grade 5: Additional Next Steps:

1. Address areas of need within the identified PA Math Assessment Anchors and Eligible Content through use of the full Academic System (model for teaching & learning; MTSS; continuum of services).
    - Key Personnel: Department/Grade Level Teachers; Intervention Specialist; Principals
    - Timeline (Anticipated Start/Finish): November 2019- June 2020
    - Major Action Steps: (1) Refine pacing and sequencing of math curriculum in the PRSD written curriculum based on first year implementation of the My Math resource suite and student learning results from both standardized and classroom-based/common assessments; (2) Data-driven use of Redbird Mathematics online adaptive learning program and Moby Max basic facts tools to reinforce students'

individual math skills based upon need; (3) Use RAM Time to address areas of focus: (a) Graphing/interpreting data (b) Converting measurements (c) Concepts of volume (d) Fractions

2. Continue to review, revise, and monitor for consistency (all grade 5 math classes) common assessments with a focus on targeted areas of evidenced need.
    - Key Personnel: Grade five math teachers; Intervention Specialist; Principals
    - Timeline (Anticipated Start/Finish): November 2019 - ongoing
    - Major Action Items: (1) meet as a grade level content team and ensure that all teachers are utilizing the common assessment; (2) review PSSA Mathematics Item and Scoring Sampler to ensure students are exposed to released items; (3) reinforce consistent expectations across grade level for student work production (show work, number sentences, strategies); compare students' results on common assessments and discuss as a team the instructional strategies leveraged to obtain those results

3. Gain a deeper understanding of PA Assessment Reporting Categories, Eligible Content, and PA Glossary of Terms and ensure the eligible content/vocabulary is embedded in grade five math classes.
    - Key Personnel: Grade 5 Math Teachers; Principals
    - Timeline: November 2019- June 2020
    - Major Action Steps: (1) Ensure that all identified terms outlined in the PA Math Glossary are incorporated in instruction and assessments; (2) expose students to learning activities that reinforce key vocabulary concepts.

4. Revise the essential lesson components identified in the first year of implementation of new math series to best leverage the resource for learning.
    - Key Personnel: Grade 4 math teachers
    - Timeline: November 2019-ongoing
    - Major Action Steps: (1) Review current essential lesson components (problem of the day, Quick check, etc.) and revise to reflect lessons learned from implementation year; (2) communication and collaboration between all fifth grade math teachers to ensure consistent implementation of these identified lesson components.

Grade 6: Additional Next Steps:

1. Address areas of need regarding each of the three PA Math Assessment Anchors listed above.
    - Key Personnel: Grade Six Math Teachers
    - Timeline (Anticipated Start/Finish): November, 2019 - ongoing
    - Major Action Steps: (1) Grade 6 math teachers will meet to review and revise learning goals and pacing guide within the PRSD curriculum; (2) integrate the use of ALEKS Mathematics online adaptive learning program to meet the differentiated needs of students

2. Continue to revise common assessments with a focus on targeted areas of evidenced need (e.g. Ratios, Proportional relationships, Statistics and Probability, and Geometry).
    - Key Personnel: Grade Six Math teachers; Principal
    - Timeline (Anticipated Start/Finish): November 2019 - ongoing
    - Major Action Steps: (1) Ensure 6th grade teachers' identification of targeted areas of evidenced need; (2) Intentionally revise common assessments for mastery of these targeted concepts; (3) Compare students' results on common assessments and discuss instructional strategies leveraged to obtain those results; (4) Update curriculum and instructional practices to replicate successful strategies across the entire grade level.

3. Utilize RAM Time to flexibly group students within the team based on greatest need identified through STAR results, individual performance report (eMetric) and work to provide the necessary remediation or enrichment to meet those specific identified needs.
    - Key Personnel: Grade 6 Math teachers; Principal
    - Timeline (Anticipated Start/Finish): November, 2019-ongoing
    - Major Action Steps: (1) Based on the assessment data, flexibly group students within the team to meet specific identified needs; (2) Monitor student progress during RAM Time and make adjustments accordingly (grouping of students, skills taught, length of time for skill, etc.)

4. Understand PA Core Reporting Categories, Assessment Anchors, Glossary of Terms and Eligible Content and ensure the eligible content/vocabulary is embedded in grade four math classes.
    - Key Personnel: Grade 6 Math Teachers
    - Timeline: November 2019- ongoing
    - Major Action Steps: (1) Ensure that all identified terms outlined in the PA Math Glossary are incorporated in instruction and assessments; (2) expose students to learning activities that reinforce key vocabulary concepts (RAM Time/ Explore).

Grade 7: Additional Next Steps:

1. Continue to build upon the numerous strengths and address the areas of opportunities within the identified Standards through best practices and academic support class.
    a. Key Personnel: 7th grade math teachers for the school year 2019-2020.
    b. Timeline (Anticipated Start/Finish): 11/1/2019-ongoing
    c. Major Action Steps: (1) Continue to differentiate instruction based on STAR 360 data to improve students' understanding of equivalent expressions and probability; (2) Continue to work with grade level and department team to implement best teaching practices; (3) Use data provided by the State as well as local data to drive instruction.
2. Understand PA Core Reporting Categories, Assessment Anchors, Eligible Content, and Glossary of Terms, and ensure the eligible content is embedded in all grade 7 courses.
    a. Key Personnel: 7th grade math teachers for the school year 2019-2020.
    b. Timeline (Anticipated Start/Finish): 11/1/2019-5/1/2019
    c. Major Action Steps: (1) Review eligible content and written curriculum; (2) Make adjustments to the curriculum as needed.
3. Modify assessments based on findings.
    a. Key Personnel: 7th-grade math teachers for the school year 2019-2020.
    b. Timeline (Anticipated Start/Finish): 11/1/2019-5/1/2019
    c. Major Action Steps: (1) Review common assessment to ensure eligible content is embedded in the assessments and the format of questions align with the sample released questions from PSSA
4. Use assessment data to guide instructional decisions.
    a. Key Personnel: 7th-grade math teachers for the school year 2019-2020.
    b. Timeline (Anticipated Start/Finish): 11/1/2019-5/1/2019
    c. Major Action Steps: (1) Use Star 360, ALEKS, and common assessment results to determine course-level, classroom, and individual student modifications and adjustments; (2) use academic support time as another block of time to provide individualized and small group enrichment and remediation.
5. Align and integrate PSSA eligible content with Algebra I curriculum
    a. Key Personnel: 7th-grade math teachers for the school year 2019-2020.
    b. Timeline (Anticipated Start/Finish): 11/1/2019-5/1/2019
    c. Major Action Steps: (1) Integrate PSSA eligible content into Algebra I curriculum; (2) format assessment questions throughout the year to align with sample released items.

Grade 8: Additional Next Steps:

1. Modify and revise curriculum based on areas of opportunity within specific assessment anchors.

- Key Personnel: 8th grade math teachers with consultation from 8th grade science teachers for the school year 2019-2020
- Timeline (Anticipated Start/Finish): 11/1/2019 - 6/1/2020
- Major Action Steps: (1) Initiate in-depth review of units of study that include bivariate data (M8.D-S.1) and geometric formulas (M8.C-G.3) to refine instruction in conjunction with a data review including STARS 360, quarterly assessments, PSSA individual result, and classroom assessments.

2. Deepen Understanding of PA Core Reporting Categories, Assessment Anchors, Eligible Content, and Glossary of Terms. Ensure the eligible content is embedded in all grade 8 math courses.
   - Key Personnel: 8th-grade math teachers for the school year 2019-2020.
   - Timeline (Anticipated Start/Finish): 11/1/2019- ongoing
   - Major Action Steps: (1) Review eligible content and written curriculum; (2) Make adjustments to the curriculum as needed.
3. Modify assessments based on findings.
   - Key Personnel: 8th-grade math teachers for the school year 2019-2020.
   - Timeline (Anticipated Start/Finish): 11/1/2019-ongoing
   - Major Action Steps: (1) Modify common assessments based on consistent findings and use common assessment results to inform course, classroom, and individual student action.
4. Use assessment data to guide instructional decisions
   - Key Personnel: 8th-grade math teachers for the school year 2019-2020.
   - Timeline (Anticipated Start/Finish): 11/1/2019- ongoing
   - Major Action Steps: Use Star 360, ALEKS, and common assessment results to determine course-level, classroom, and individual student modifications and adjustments; (2) continue to use academic support time as another block of time to provide individualized and small group enrichment and remediation.
5. Align and integrate PSSA eligible content with Algebra I and Honors Geometry curriculum
   - Key Personnel: 8th-grade math teachers for the school year 2019-2020.
   - Timeline (Anticipated Start/Finish): 11/1/2019-ongoing
   - Major Action Steps: (1) Integrate PSSA eligible content into Algebra I curriculum; (2) format assessment questions throughout the year to align with sample released items. (3) Integrate PSSA eligible content into Honors Geometry curriculum; (4) format assessment questions throughout the year to align with sample released items (this can occur through daily checks for understanding, quizzes, or unit/chapter tests).

PSSA ENGLISH LANGUAGE ARTS (ELA)

Note: The Spring of 2019 was the fifth assessment based upon the new PA Core standards introduced in 2015, allowing us to identify trends. The ELA assessment was updated in 2018 to reduce the number of test sections from 4 down to 3, altering the total points possible in each anchor.

GRADE 3 Performance Level Percentages over Time

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PR 2019 Percent	PA 2019 Percent	PA Top Decile 2019
ADV	21.3	39.2	46.6	45.2	50.6	16.5	
PROF	62.9	50.0	46	45.7	40.7	45.4	
ADV/PRO	**84.2**	**89.2**	**92.6**	**90.9**	**91.3**	**61.9**	**85.7**
BASIC	15.5	9.3	6.5	8.2	7.2	26.6	
BEL BAS	0.3	1.5	0.9	0.9	1.5	11.4	
# TESTED	291	324	324	352.0	332	120564	
				Mean Score	**1140**	1040	

Females

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PR 2019 Percent	PA 2019 Percent
ADV	18.3	42.2	55.1	46.4	56.9	18.6
PROF	68.7	48.6	39.5	46.4	36.5	46.4
ADV/PRO	**87.0**	**90.8**	**94.6**	**92.8**	**93.4**	**65.1**
BASIC	13.0	8.1	4.8	7.2	4.2	25.6
BEL BAS	0.0	1.2	0.6	0	2.4	9.3
# TESTED	115	173	167	181	167	58956
				Mean Score	1150	1050

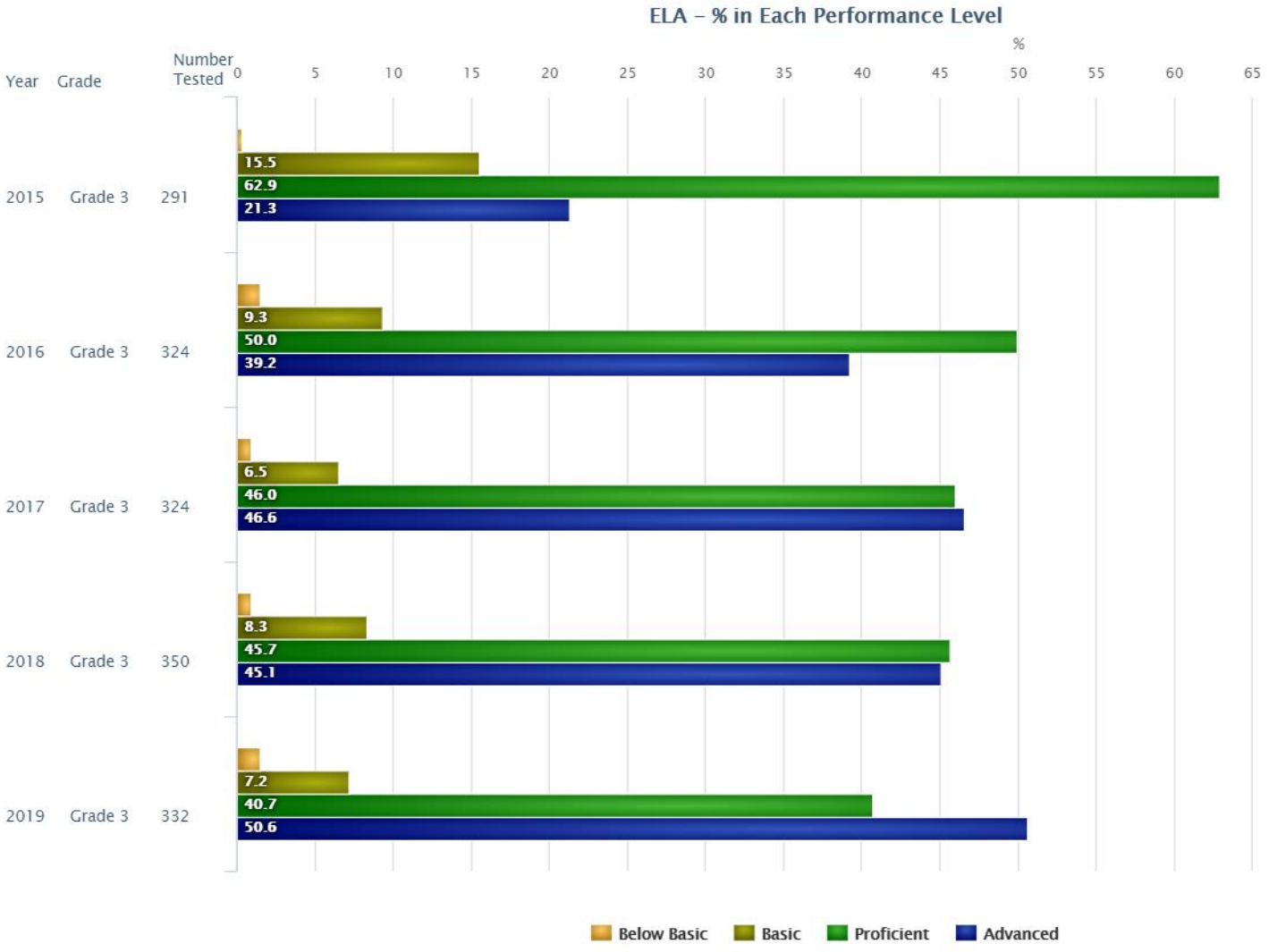
Males

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PR 2019 Percent	PA 2019 Percent
ADV	23.3	35.8	37.6	43.9	44.2	14.4
PROF	59.1	51.7	52.9	45	44.8	44.5
ADV/PRO	**82.4**	**87.4**	**90.4**	**88.9**	**89.1**	**58.9**
BASIC	17.0	10.6	8.3	9.4	10.3	27.6
BEL BAS	0.6	2.0	1.3	1.8	0.6	13.5
# TESTED	176	151	157	171	165	61608
				Mean Score	**1130**	1030

Students with IEPs

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PR 2019 Percent	PA 2019 Percent
ADV	9.5	15.6	30.4	23.5	17.2	5.1
PROF	38.1	42.2	48.2	37.3	41.4	24.5
ADV/PRO	**47.6**	**57.8**	**78.6**	**60.8**	**58.6**	**29.6**
BASIC	52.4	31.1	17.9	33.3	32.8	38.6
BEL BAS	0.0	11.1	3.6	5.9	8.6	31.9
# TESTED	42	45	56	51	58	20759
				Mean Score	**1040**	960

GRADE 3 Performance Level Percentages over Time



HANCE Grade 3 Performance Level Percentages over Time

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PR 2019 Percent	PA 2019 Percent
ADV	14.3	40.8	51.1	48	54.2	16.5
PROF	70.2	49	47.8	36	37.5	45.4
ADV/PRO	**84.5**	**89.8**	**98.9**	**84**	**91.7**	**61.9**
BASIC	14.3	10.2	0	16	8.3	26.6
BEL BAS	1.2	0	1.1	0	0	11.4
# TESTED	83	98	92	100	96	120564
				Mean Score	1150	1040

RICHLAND Grade 3 Performance Level Percentages over Time

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PR 2019 Percent	PA 2019 Percent
ADV	20.0	32.5	33.6	42.1	44.2	16.5
PROF	61.7	51.7	51.5	50	49.2	45.4
ADV/PRO	**81.7**	**84.2**	**85.1**	**92.1**	**93.3**	**61.9**
BASIC	18.3	12.5	13.4	5.7	4.2	26.6
BEL BAS	0.0	3.3	1.5	2.1	2.5	11.4
# TESTED	115	120	134	140	120	120564
				Mean Score	1130	1040

WEXFORD Grade 3 Performance Level Percentages over Time

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PR 2019 Percent	PA 2019 Percent
ADV	29.3	45.3	60.2	46.4	54.3	16.5
PROF	57.6	49.1	36.7	49.1	34.5	45.4
ADV/PRO	**86.9**	**94.3**	**96.9**	**95.5**	**88.8**	**61.9**
BASIC	13.0	4.7	3.1	4.5	9.5	26.6
BEL BAS	0.0	0.9	0	0	1.7	11.4
# TESTED	92	106	98	112	116	120564
				Mean Score	1140	1040

GRADE 3 ELA Anchor Performance vs. State

Key Ideas and Details

	2017			2018			2019				
Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent	Max Points
21	14.7	70.0	17	11.2	87.8	16	12.3	76.6	9.4	58.6	21
12	8.7	72.9	8	5.6	91	10	7.6	76.1	5.6	56.5	12
9	6	66.2	9	5.6	84.6	6	4.6	77.4	3.7	62.2	9

Craft and Structure/Integration of Knowledge and Ideas

	2017			2018			2019				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E3.G	6	4.1	68	8	5.4	79.9	12	8.6	71.5	6.4	53
E3.A-C.2	1	0.7	68.2	5	3.2	87.3	3	2	65.2	1.5	50.8
E3.B-C.2	1	0.7	65.4	1	0.6	60.5	3	2.3	77.9	1.8	60.4
E3.B-C.3	3	2.1	71.4	2	1.6	91.8	6	4.3	71.5	3	50.4

Vocabulary Acquisition and Use

	2017			2018			2019				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E3.H	9	7.6	84.5	11	8.9	89.7	8	6.1	75.7	4.7	59
E3.A-V.4	4	3.6	90.8	6	5	91.8	5	3.7	74	2.9	57.2
E3.B-V.4	5	4	79.4	5	3.9	87.5	3	2.4	78.6	1.9	62.2

Types of Writing

	2017			2018			2019				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E3.C	8	4.6	57.9	Not Assessed			Not Assessed				
E3.C.1	8	4.6	57.9								

Language

	2017			2018			2019				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E3.D	18	13.9	77.1	9	6.3	71.9	9	5.9	65.3	4.2	46.2
E3.D.1	16	12.6	78.7	8	5.8	90.3	8	5.4	67.9	3.8	47.5
E3.D.2	2	1.3	65	1	0.5	53.4	1	0.4	44.3	0.4	36.6

Literature Text

	2017			2018			2019				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E3.A	18	13.7	75.9	19	13.8	90.0	18	13.3	73.7	10	55.7
E3.A-K.1	12	8.7	72.9	8	5.6	91	10	7.6	76.1	5.6	56.5
E3.A-C.2	1	0.7	68.2	5	3.2	87.3	3	2	65.2	1.5	50.8
E3.A-V.4	4	3.6	90.8	6	5	91.6	5	3.7	74	2.9	57.2

Informational Text

	2017			2018			2019				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E3.B	18	12.7	70.7	17	11.7	81.1	18	13.6	75.7	10.4	58
E3.B-K.1	9	6	66.2	9	5.6	84.6	6	4.6	77.4	3.7	62.2
E3.B-C.2	1	0.7	65.4	1	0.6	60.5	3	2.3	77.9	1.8	60.4
E3.B-C.3	3	2.1	71.4	2	1.6	91.8	6	4.3	71.5	3	50.4
E3.B-V.4	5	4	79.4	5	3.9	87.5	3	2.4	78.6	1.9	62.2

GRADE 3 PSSA ELA Anchors

E3.F **Key Ideas and Details**

3E.A-K.1 Demonstrate understanding of key ideas and details in literature texts

3E.B-K.1 Demonstrate understanding of key ideas and details in informational texts

E3.G **Craft and Structure/Integration of Knowledge and Ideas**

E3.A-C.2 Demonstrate knowledge of craft and structure of literature texts

E3.B-C.2 Demonstrate craft and structure of informational texts

E3.B-C.3 Integration of knowledge and ideas; demonstrate understanding of connections within, between, or among informational texts

E3.H **Vocabulary Acquisition and Use**

E3.A-V.4 Demonstrate understanding of vocabulary and figurative language in literature texts

E3.B-V.4 Demonstrate understanding of vocabulary and figurative language in informational texts

E3.C **Types of Writing**

E3.C.1 Text Types and Purposes

E3.D **Language**

E3.D.1 Conventions of Standard English

E3.D.2 Knowledge of Language

E3.A	**Literature Text**
E3.A-K.1	Demonstrate understanding of key ideas and details in literature texts
E3.A-C.2	Demonstrate knowledge of craft and structure of literature texts
E3.A-V.4	Demonstrate understanding of vocabulary and figurative language in literature texts

E3.B	**Informational Text**
E3.B-K.1	Demonstrate understanding of key ideas and details in literature texts
E3.B-C.2	Demonstrate craft and structure of informational texts
E3.B-C.3	Integration of knowledge and ideas; demonstrate understanding of connections within, between, or among informational texts
E3.B-V.4	Demonstrate understanding of vocabulary and figurative language in informational texts

PSSA ELA

Note: The Spring of 2019 was the fifth assessment based upon the new PA Core standards introduced in 2015, allowing us to identify trends. The ELA assessment was updated in 2018 to reduce the number of test sections from 4 down to 3, altering the total points possible in each anchor.

GRADE 4 Performance Level Percentages over Time

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PR 2019 Percent	PA 2019 Percent	PA Top Decile 2019
ADV	37.1	34.4	43.5	54.8	56.3	27.3	
PROF	45.2	46.7	46.2	31.6	34.4	36.3	
ADV/PRO	**82.3**	**81.1**	**89.7**	**86.4**	**90.7**	**63.6**	**86.5**
BASIC	16.2	16.6	9.4	12.3	8.7	26.1	
BEL BAS	1.5	2.3	0.9	1.2	0.6	10.3	
# TESTED	334	302	329	332	355	123172	
				Mean Score	1120	1040	

Females

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PR 2019 Percent	PA 2019 Percent
ADV	51.7	32.5	48.6	61.5	64.7	31.6
PROF	36.4	49.6	44.1	27.8	27.8	36.8
ADV/PRO	**88.1**	**82.1**	**92.7**	**89.3**	**92.5**	**68.4**
BASIC	11.3	16.3	6.8	9.5	7.5	23.6
BEL BAS	0.7	1.6	0.6	1.2	0	8
# TESTED	151	123	177	169	187	60458
				Mean Score	1140	1050

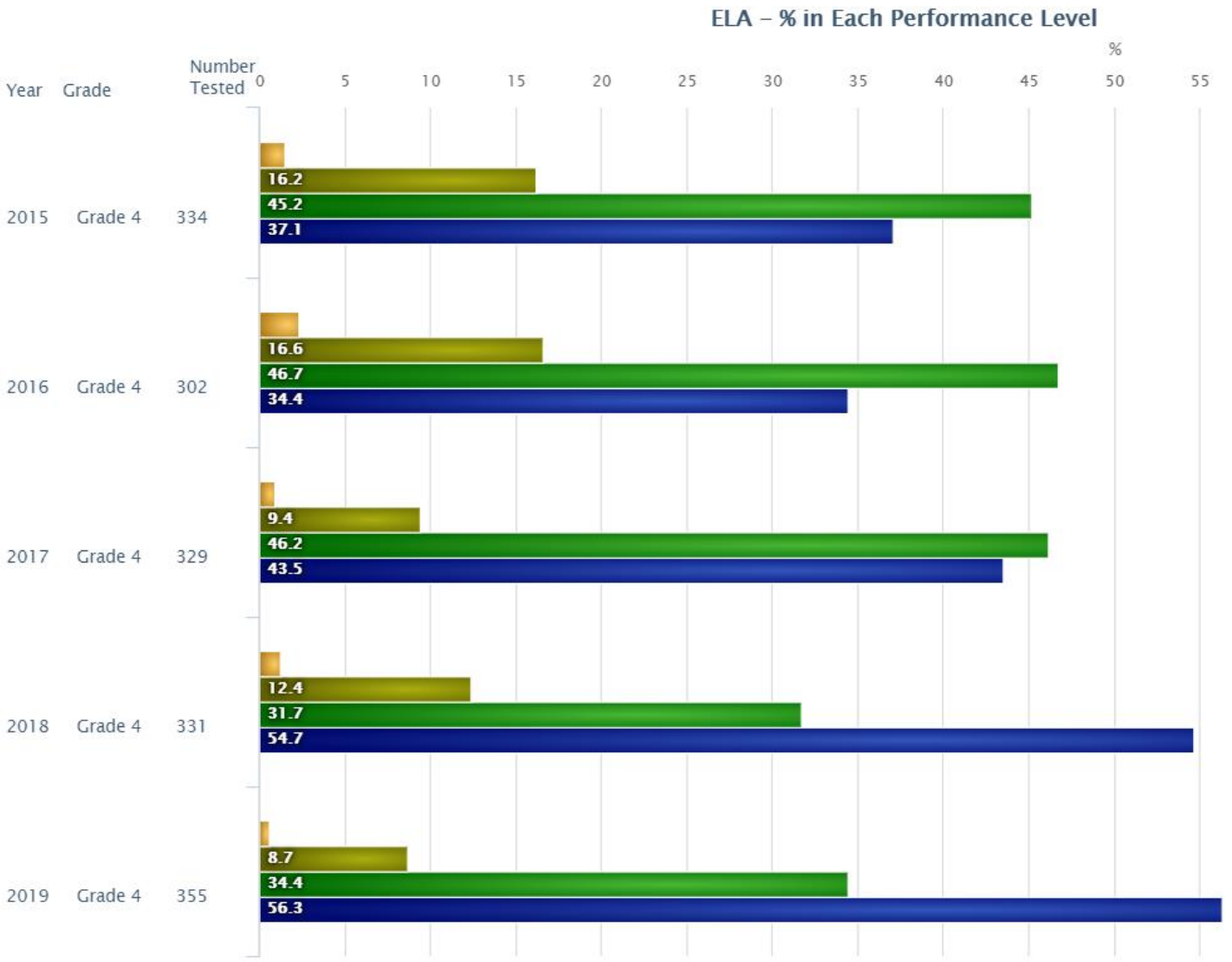
Males

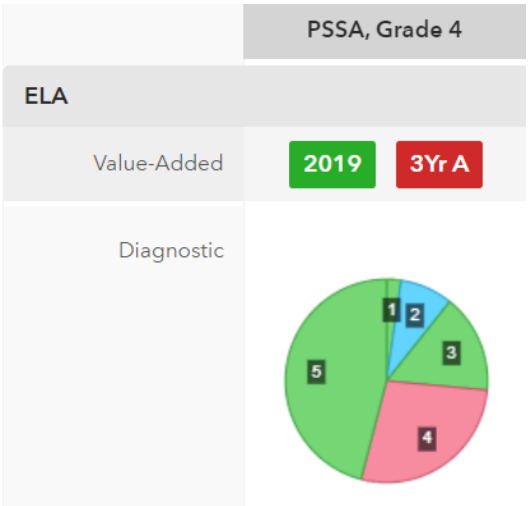
	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PR 2019 Percent	PA 2019 Percent
ADV	25.1	35.8	37.5	47.5	47	23.2
PROF	52.5	44.7	48.7	35.8	41.7	35.8
ADV/PRO	**77.6**	**80.5**	**86.2**	**83.3**	**88.7**	**59**
BASIC	20.2	16.8	12.5	15.4	10.1	28.4
BEL BAS	2.2	2.8	1.3	1.2	1.2	12.6
# TESTED	183	179	152	162	168	62714
				Mean Score	1100	1020

Students with IEPs

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PR 2019 Percent	PA 2019 Percent
ADV	16.7	11.6	26.8	32.7	24	7.6
PROF	44.4	39.5	41.5	24.5	38	20
ADV/PRO	**61.1**	**27.9**	**68.3**	**57.1**	**62**	**27.6**
BASIC	29.6	32.6	24.4	34.7	34	41.2
BEL BAS	9.3	16.3	7.3	8.2	4	31.2
# TESTED	54	43	41	49	50	22161
				Mean Score	1030	940

GRADE 4 Performance Level Percentages over Time





Below Basic Basic Proficient Advanced

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.

GRADE 4 ELA Anchor Performance vs. State

Key Ideas and Details

	2017			2018			2019				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E4.F	15	11.9	79.4	16	11.2	70	14	10.4	72.7	8.4	60.3
E4.A-K.1	8	7	87.2	9	6.5	72.0	7	5.4	76.6	4.3	61.9
E4.B-K.1	7	4.9	70.6	7	4.7	67	7	4.8	68.8	4.1	58.7

Craft and Structure/Integration of Knowledge and Ideas

	2017			2018			2019				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E4.G	15	10.8	71.9	13	9.7	75	16	12.2	76.3	9.8	61.3
E4.A-C.2	2	1.7	85	1	0.8	80	2	1.3	62.8	1	51.7
E4.A-C.3	6	4.8	80.5	3	2.4	80	3	2.7	89.9	2.2	74.8
E4.B-C.2	1	0.5	51.2	2	1.4	70	4	3	74	2.3	57.4
E4.B-C.3	6	3.7	62.2	7	5.2	74	7	5.3	75.5	4.2	60.5

Vocabulary Acquisition and Use

	2017			2018			2019				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E4.H	8	5.9	73.8	9	6.6	73	8	6.3	79.3	5.2	64.9
E4.A-V.4	2	1.3	64.1	4	2.6	65	5	4.2	83.8	3.3	65.9
E4.B-V.4	6	4.6	77	5	3.9	78	3	2.2	71.7	1.9	63.3

Types of Writing

	2017			2018			2019				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E4.C	12	7.5	62.3	Not Assessed			Not Assessed				
E4.C.1	12	7.5	62.3								

Language

	2017			2018			2019				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E4.D	18	13.3	74.1	9	6.8	76	9	6.3	70.2	5.2	57.3
E4.D.1	12	9	75	6	4.7	78	7	4.9	69.8	4	56.5
E4.D.2	6	4.3	72.3	3	2.1	70	2	1.4	71.5	1.2	60.3

Text Dependent Analysis

	2017			2018			2019				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E4.E	16	7.6	47.2	16	8.3	52	16	9.4	58.8	6.8	42.3
E4.E.1	16	7.6	47.2	16	8.3	52	16	9.4	58.8	6.8	42.3

Literature Text

	2017			2018			2019				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E4.A	18	14.8	82.2	17	12.3	72	17	13.5	79.4	10.9	64.2
E4.A-K.1	8	7	87.2	9	6.5	72.0	7	5.4	76.6	4.3	61.9
E4.A-C.2	2	1.7	85	1	0.8	80	2	1.3	62.8	1	51.7
E4.A-C.3	6	4.8	80.6	3	2.4	80	3	2.7	89.9	2.2	74.8
E4.A-V.4	2	1.3	54.1	4	2.6	65	5	4.2	83.8	3.3	65.9

Informational Text

	2017			2018			2019				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E4.B	20	13.8	69	21	15.2	72	21	15.2	72.5	12.5	59.7
E4.B-K.1	7	4.9	70.6	7	4.7	67	7	4.8	68.8	4.1	58.7
E4.B-C.2	1	0.5	51.2	2	1.4	70	4	3	74	2.3	57.4
E4.B-C.3	6	3.7	62.2	7	5.2	74	7	5.3	75.5	4.2	60.5
E4.B-V.4	6	4.6	77	5	3.9	78	3	2.2	71.7	1.9	63.3

GRADE 4 English Language Arts Anchor Performance vs. State

E4.F	**Key Ideas and Details**
E4.A-K.1	Demonstrate understanding of key ideas and details in literature texts
E4.B-K.1	Demonstrate understanding of key ideas and details in informational texts
E4.G	**Craft and Structure/Integration of Knowledge and Ideas**
E4.A-C.2	Demonstrate knowledge of craft and structure of literature texts
E4.A-C.3	Integration of knowledge and ideas; demonstrate understanding of connections within, between, or among literature texts
E4.B-C.2	Demonstrate craft and structure of informational texts
E4.B-C.3	Integration of knowledge and ideas; demonstrate understanding of connections within, between, or among informational texts
E4.H	**Vocabulary Acquisition and Use**
E4.A-V.4	Demonstrate understanding of vocabulary and figurative language in literature texts
E4.B-V.4	Demonstrate understanding of vocabulary and figurative language in informational texts
E4.C	**Types of Writing**
E4.C.1	Text Types and Purposes
E4.D	**Language**
E4.D.1	Conventions of Standard English
E4.D.2	Knowledge of Language
E4.E	**Text-Dependent Analysis**
E4.E.1	Read with accuracy to support comprehension, analysis, reflection, and research
E4.A	**Literature Text**
E4.A-K.1	Demonstrate understanding of key ideas and details in literature texts
E4.A-C.2	Craft and Structure/Integration of Knowledge and Ideas
E4.A-C.3	Integration of knowledge and ideas; demonstrate understanding of connections within, between, or among literature texts
E4.A-V.4	Demonstrate understanding of vocabulary and figurative language in literature text
E4.B	**Informational Text**
E4.B-K.1	Demonstrate understanding of key ideas and details in informational texts
E4.B-C.2	Demonstrate craft and structure of informational texts
E4.B-C.3	Integration of knowledge and ideas; demonstrate understanding of connections within, between, or among informational texts
E4.B-V.4	Demonstrate understanding of vocabulary and figurative language in informational texts

PSSA ELA

Note: The Spring of 2019 was the fifth assessment based upon the new PA Core standards introduced in 2015, allowing us to identify trends. The ELA assessment was updated in 2018 to reduce the number of test sections from 4 down to 3, altering the total points possible in each anchor.

GRADE 5 Performance Level Percentages over Time

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PR 2019 Percent	PA 2019 Percent	PA Top Decile 2019
ADV	31	34.8	27.4	35.0	37.8	15.8	
PROF	52.6	55.4	55.7	57.1	51.3	42.7	
ADV/PRO	**83.6**	**90.2**	**83.1**	**92.1**	**89.1**	**58.5**	**82.5**
BASIC	13.1	8.6	14.6	7.3	9.7	31.8	
BEL BAS	3.4	1.2	2.2	0.6	1.2	9.6	
# TESTED	352	336	314	343.0	341	127550	
				Mean Score	1110	1030	

Females

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PR 2019 Percent	PA 2019 Percent
ADV	36.5	47.1	19.4	39.7	43.3	18.6
PROF	47.8	47.8	66.9	54.2	46.6	44.8
ADV/PRO	**84.3**	**94.9**	**86.3**	**93.9**	**89.9**	**63.4**
BASIC	13.5	5.1	12.9	5	9.6	29.6
BEL BAS	2.2	0.0	0.8	1.1	0.6	7
# TESTED	178	157	124	179	178	62310
				Mean Score	1120	1040

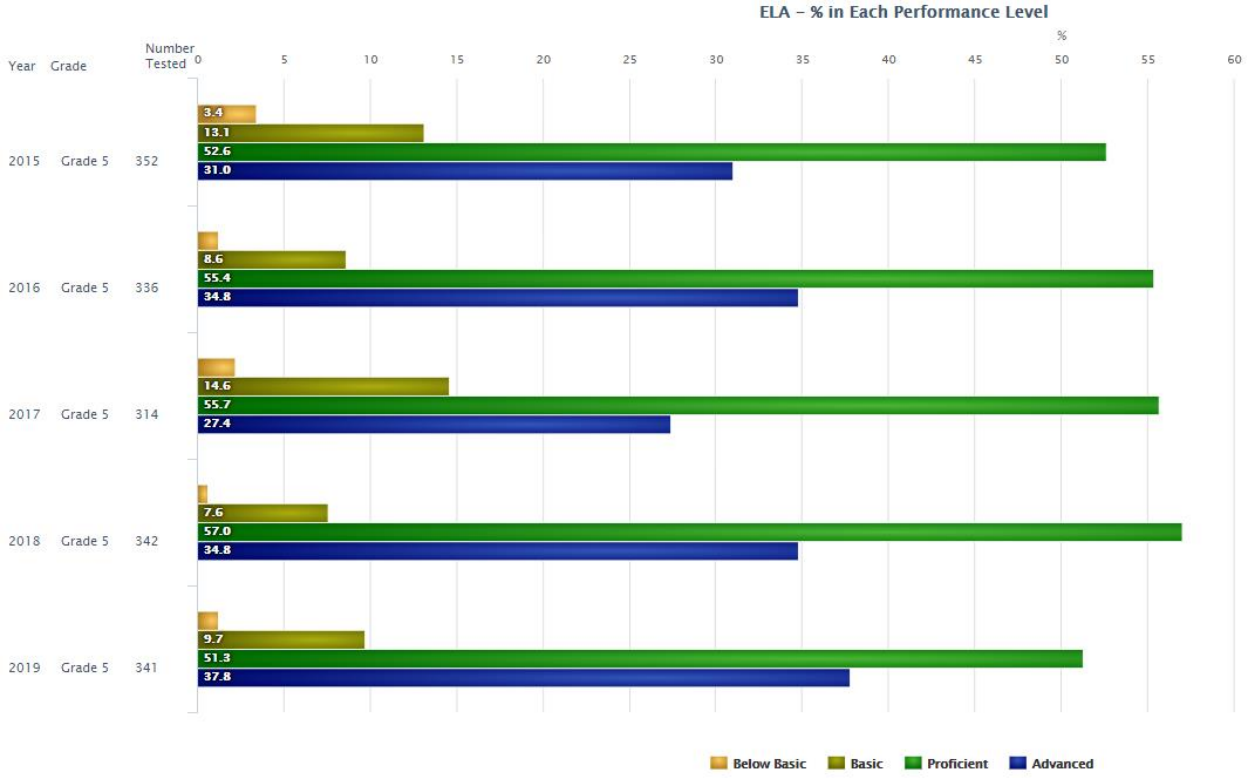
Males

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PR 2019 Percent	PA 2019 Percent
ADV	25.3	24.0	32.6	29.4	31.9	13.2
PROF	57.5	62.0	48.4	60.1	56.4	40.7
ADV/PRO	**82.8**	**86.0**	**81**	**89.6**	**88.3**	**53.9**
BASIC	12.6	11.7	15.8	10/4	9.8	34
BEL BAS	4.6	2.2	3.2	0	1.8	12.1
# TESTED	174	179	190	163	163	65240
				Mean Score	1090	1010

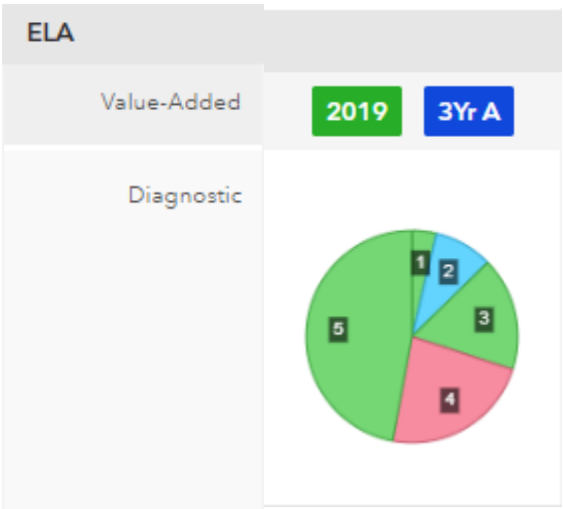
Students with IEPs

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PR 2019 Percent	PA 2019 Percent
ADV	2.5	7.7	4.7	9.1	16.4	3.5
PROF	22.5	59.6	41.9	52.3	49.1	18.6
ADV/PRO	**25**	**67.3**	**46.6**	**61.4**	**65.5**	**22**
BASIC	47.5	25.0	41.9	34.1	27.3	47.3
BEL BAS	27.5	7.7	11.6	4.5	7.3	30.7
# TESTED	40	52	43	44	55	23040
				Mean Score	1030	940

Performance Level Percentages over Time



PVAAS Grade 5



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.

GRADE 5 ELA Anchor Performance vs. State

Key Ideas and Details

	2017			2018			2019				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E5.F	16	12.2	76.5	20	14.2	71	20	14.3	71.7	11.5	57.6
E5.A-K.1	8	5.9	73.7	12	8.5	71	12	8.7	72.8	7.2	60
E5.B-K.1	8	6.3	79.3	8	5.7	71	8	5.6	70	4.3	54

Craft and Structure/Integration of Knowledge and Ideas

	2017			2018			2019				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E5.G	14	9.4	67.2	11	7	64	10	6.2	62	4.6	46.4
E5.A-C.2	6	4.1	69.1	2	1.3	65	1	0.7	73	0.6	60.1
E5.A-C.3	1	0.6	58.3	2	1.3	65.0	2	1.2	60.3	0.9	46.5
E5.B-C.3	7	4.7	66.8	7	4.5	64	7	4.3	60.9	3.1	44.4

Vocabulary Acquisition and Use

	2017			2018			2019				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E5.H	8	5.9	74.3	7	4.5	64	8	6.3	78.8	5.3	65.6
E5.A-V.4	4	2.8	69.4	5	3.1	62	5	3.9	77.8	3.3	65.7
E5.B-V.4	4	3.2	79.1	2	1.4	70	3	2.4	80.4	2.0	65.6

Types of Writing

	2017			2018			2019				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E5.C	12	7.1	58.9	Not Assessed			Not Assessed				
E5.C.1	12	7.1	58.9								

Language

	2017			2018			2019				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E5.D	18	13.0	72.4	9	6.2	69	9	6	66.3	4.8	53
E5.D.1	12	8.7	72.8	6	4.2	70	6	3.9	65.3	3.1	51.6
E5.D.2	6	4.3	71.5	3	2.0	67	3	2	68.3	1.7	55.7

Text Dependent Analysis

	2017			2018			2019				
	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	7.2	45.2	16	8.7	54	16	8.7	54.1	7	43.7
E5.E.1	16	7.2	45.2	16	8.7	54	16	8.7	54.1	7	43.7

Literature Text

	2017			2018			2019				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E5.A	19	13.4	70.5	19	13.4	71	18	13.3	74.2	11.1	61.6
E5.A-K.1	8	5.9	73.7	12	8.5	71	12	8.7	72.8	7.2	60
E5.A-C.2	6	4.1	69.1	2	1.3	65	1	0.7	73	0.6	60.1
E5.A-C.3	4	2.8	69.4	Not Assessed			Not Assessed				
E5.A-V.4	1	0.6	58.3	5	3.7	74	5	3.9	77.8	3.3	65.7

Informational Text

	2017			2018			2019				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E5.B	19	14.2	74.7	19	13.2	69	20	13.5	67.4	10.3	51.6
E5.B-K.1	8	6.3	79.3	8	5.7	71	8	5.6	70	4.3	54
E5.B-C.2	Not Assessed			2	1.3	65	2	1.2	60.3	0.9	46.5
E5.B-C.3	7	4.7	66.8	7	4.5	64	7	4.3	60.9	3.1	44.4
E5.B-V.4	4	3.2	79.1	2	1.8	90	3	2.4	80.4	2	65.6

GRADE 5 PSSA ELA Anchors

E5.F	**Key Ideas and Details**
E5.A-K.1	Demonstrate understanding of key ideas and details in literature texts
E5.B-K.1	Demonstrate understanding of key ideas and details in informational texts
E5.G	**Craft and Structure/Integration of Knowledge and Ideas**
E5.A-C.2	Demonstrate knowledge of craft and structure of literature texts
E5.A-C.3	Integration of knowledge and ideas; demonstrate understanding of connections within, between, or among literature texts
E5.B-C.3	Integration of knowledge and ideas; demonstrate understanding of connections within, between, or among informational texts
E5.H	**Vocabulary Acquisition and Use**
E5.A-V.4	Demonstrate understanding of vocabulary and figurative language in literature texts
E5.B-V.4	Demonstrate understanding of vocabulary and figurative language in informational texts
E5.C	**Types of Writing**
E5.C.1	Text Types and Purposes
E5.D	**Language**
E5.D.1	Conventions of Standard English
E5.D.2	Knowledge of Language
E5.E	**Text-Dependent Analysis**
E5.E.1	Read with accuracy to support comprehension, analysis, reflection, and research
E5.A	**Literature Text**
E5.A-K.1	Demonstrate understanding of key ideas and details in literature texts
E5.A-C.2	Demonstrate knowledge of craft and structure of literature texts
E5.A-C.3	Integration of knowledge and ideas; demonstrate understanding of connections within, between, or among literature texts
E5.A-V.4	Demonstrate understanding of vocabulary and figurative language in literature texts
E5.B	**Informational Text**
E5.B-K.1	Demonstrate understanding of key ideas and details in informational texts
E5.B-C.3	Integration of knowledge and ideas; demonstrate understanding of connections within, between, or among informational texts
E5.B-V.4	Demonstrate understanding of vocabulary and figurative language in informational texts

PSSA ELA

Note: The Spring of 2019 was the fifth assessment based upon the new PA Core standards introduced in 2015, allowing us to identify trends. The ELA assessment was updated in 2018 to reduce the number of test sections from 4 down to 3, altering the total points possible in each anchor.

GRADE 6 Performance Level Percentages over Time

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PR 2019 Percent	PA 2019 Percent	PA Top Decile 2019
ADV	34.3	41.4	40.2	47.5	41.8	20.8	
PROF	49.0	44	48.8	38.9	49.4	42.2	
ADV/PRO	**83.3**	**85.1**	**89**	**86.4**	**91.2**	**63**	**84**
BASIC	14.7	13.1	10.7	12.3	8.5	31.3	
BEL BAS	1.9	1.4	0.3	1.2	0.3	5.7	
# TESTED	361	350	336	324	352	127560	
				Mean Score	1110	1030	

Females

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PR 2019 Percent	PA 2019 Percent
ADV	46.5	47.7	49.1	43.1	47	24.9
PROF	45.9	40.8	43.5	46.9	45.9	43.8
ADV/PRO	**92.4**	**88.5**	**92.6**	**90**	**92.9**	**68.7**
BASIC	7.1	10.9	7.5	9.2	7.1	27.5
BEL BAS	0.6	0.6	0	0.8	0	3.8
# TESTED	170	174	161	130	183	62360
				Mean Score	1120	1050

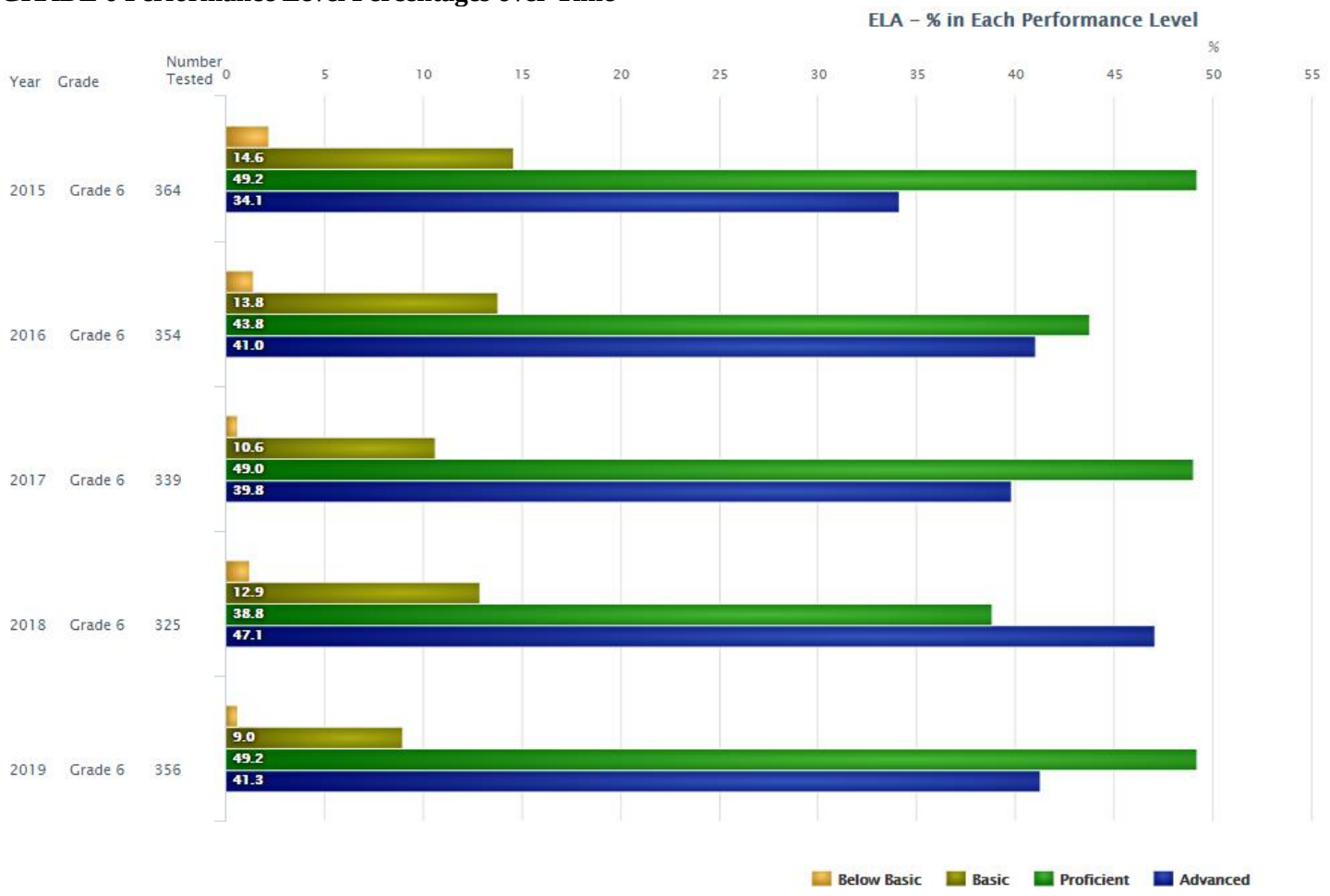
Males

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PR 2019 Percent	PA 2019 Percent
ADV	23.6	35.2	32	50.8	36.1	16.9
PROF	51.8	47.2	53.7	33	53.3	40.8
ADV/PRO	**75.4**	**82.4**	**85.7**	**83.8**	**89.3**	**57.6**
BASIC	21.5	15.3	13.7	14.7	10.1	34.9
BEL BAS	3.1	2.3	0.6	1.6	0.6	7.5
# TESTED	191	176	175	191	169	65200
				Mean Score	1100	1020

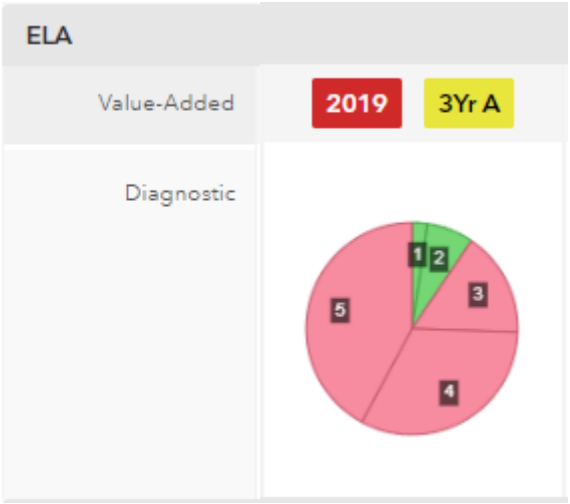
Students with IEPs

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PR 2019 Percent	PA 2018 Percent
ADV	3.8	0	8.2	17.1	13.3	3.9
PROF	41.5	35.1	51	34.1	55.6	19.9
ADV/PRO	**45.3**	**35.1**	**59.2**	**51.2**	**68.9**	**23.8**
BASIC	41.5	51.4	38.8	39	28.9	56.5
BEL BAS	13.2	13.5	2	9.8	2.2	19.7
# TESTED	53	37	49	41	45	22417
				Mean Score	**1030**	940

GRADE 6 Performance Level Percentages over Time



PVAAS Grade 6



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

LEA/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.

GRADE 6 ELA Anchor Performance vs. State

Key Ideas and Details

	2017			2018			2019				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E6.F	15	11.6	77	13	9.3	72	15	10.6	70.9	8.6	57.6
E6.A-K.1	10	7.6	76.5	6	4.3	72	9	6.5	72.5	5.3	58.8
E6.B-K.1	5	3.9	78.2	7	5	71	6	4.1	68.5	3.3	55.8

Craft and Structure/Integration of Knowledge and Ideas

	2017			2018			2019				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E6.G	18	12.9	71.6	20	14.3	70	18	12.6	69.8	10.1	55.8
E6.A-C.2	5	3	60.6	5	3.4	68.0	5	3.7	74.5	2.9	58.1
E6.A-C.3	Not Assessed			4	3	75	4	2.8	71	2.4	59.5
E6.B-C.2	5	3.8	75.2	6	4.4	73	5	3.4	68.7	2.8	56
E6.B-C.3	8	6.1	76.2	5	3.5	69.6	4	2.6	63.8	2	49

Vocabulary Acquisition and Use

	2017			2018			2019				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E6.H	5	3.7	74.3	5	3.7	74	5	4	79.7	3.2	63.7
E6.A-V.4	3	2.3	76.7	3	2.2	73	2	1.3	65.5	1	47.9
E6.B-V.4	2	1.4	70.8	2	1.4	70	3	2.7	89.2	2.2	74.3

Types of Writing

	2016			2017			2018				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E6.C	12	7.3	60.7	12	7.8	65	Not Assessed				
E6.C.1	12	7.3	60.7	12	7.8	65					

Language

	2017			2018			2019				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E6.D	18	12.9	71.7	9	6.6	73	9	5.7	63.4	4.7	52
E6.D.1	12	9.4	78.3	5	3.9	78	5	2.9	58.4	2.4	48.8
E6.D.2	6	3.5	58.6	4	2.7	68	4	2.8	69.7	2.2	55.9

Text Dependent Analysis

	2017			2018			2019				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E6.E	16	8.3	51.9	16	7.6	48	16	9.1	56.8	7.3	45.6
E6.E.1	16	8.3	51.9	16	7.6	48	16	9.1	56.8	7.3	45.6

Literature Text

	2017			2018			2019				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E6.A	18	13	72.1	18	12.9	72	20	14.4	72	11.5	57.7
6.A-K.1	10	7.6	76.5	6	4.3	72	9	6.5	72.5	5.3	58.8
E6.A-C.2	5	3	60.3	3	2.2	73	5	3.7	74.5	2.9	58.1
E6.A-V.4	3	2.3	76.7	4	3	75	4	2.8	71	2.4	59.5
E6.B-K.1	Not Assessed			5	3.4	68	2	1.3	65.5	1	47.9

Informational Text

	2017			2018			2019				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E6.B	20	15.2	75.9	20	14.4	72	18	12.8	71	10.3	57.4
E6.B-K.1	5	3.9	78.2	7	5	71	6	4.1	68.5	3.3	55.8
E6.B-C.2	5	3.8	75.2	6	4.4	73	5	3.4	68.7	2.8	56
E6.B-C.3	8	6.1	76.2	5	3.5	70	4	2.6	63.8	2	49
E6.B-V.4	2	1.4	70.8	2	1.4	70	3	2.7	89.2	2.2	74.3

GRADE 6 ELA Anchor Performance vs. State

E6.F	**Key Ideas and Details**
E6.A-K.1	Demonstrate understanding of key ideas and details in literature texts
E6.B-K.1	Demonstrate understanding of key ideas and details in informational texts

E6.G	**Craft and Structure/Integration of Knowledge and Ideas**
E6.A-C.2	Demonstrate knowledge of craft and structure of literature texts
E6.B-C.2	Demonstrate craft and structure of informational texts
E6.B-C.3	Integration of knowledge and ideas; demonstrate understanding of connections within, between, or among informational texts

E6.H	**Vocabulary Acquisition and Use**
E6.A-V.4	Demonstrate understanding of vocabulary and figurative language in literature texts
E6.B-V.4	Demonstrate understanding of vocabulary and figurative language in informational texts

E6.C	**Types of Writing**
E6.C.1	Text Types and Purposes

E6.D	**Language**
E6.D.1	Conventions of Standard English
E6.D.2	Knowledge of Language

E6.E	**Text-Dependent Analysis**
E6.E.1	Read with accuracy to support comprehension, analysis, reflection, and research

E6.A	**Literature Text**
E6.A-K.1	Demonstrate understanding of key ideas and details in literature texts
E6.A-C.2	Demonstrate knowledge of craft and structure of literature texts
E6.A-V.4	Demonstrate understanding of vocabulary and figurative language in literature texts

E6.B	**Informational Text**
E6.B-K.1	Demonstrate understanding of key ideas and details in informational texts
E6.B-C.2	Demonstrate craft and structure of informational texts
E6.B-C.3	Integration of knowledge and ideas; demonstrate understanding of connections within, between, or among informational texts
E6.B-V.4	Demonstrate understanding of vocabulary and figurative language in informational texts

PSSA ELA

Note: The Spring of 2019 was the fifth assessment based upon the new PA Core standards introduced in 2015, allowing us to identify trends. The ELA assessment was updated in 2018 to reduce the number of test sections from 4 down to 3, altering the total points possible in each anchor.

GRADE 7 Performance Level Percentages over Time

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PR 2019 Percent	PA 2019 Percent	PA Top Decile 2019
ADV	33.8	37.6	42.9	43.8	37.3	14.9	
PROF	48.8	52.7	43.5	45.9	50.6	45.6	
ADV/PRO	**82.6**	**90.3**	**86.4**	**89.7**	**88**	**60.4**	**79.3**
BASIC	16.5	9.4	13.4	9.9	12	36.9	
BEL BAS	0.9	0.3	0.3	0.3	0	2.6	
# TESTED	346	372	359	333.0	324	125998	
				Mean Score	1100	1030	

Females

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PR 2019 Percent	PA 2019 Percent
ADV	41.6	44.9	51.4	52.5	36.3	19.2
PROF	48.8	50	36.6	40.5	54.1	48.9
ADV/PRO	**90.4**	**94.9**	**88**	**93**	**90.4**	**68.1**
BASIC	9.6	5.1	12	7	9.6	30.4
BEL BAS	0.0	0	0	0	0	1.5
# TESTED	166	176	183	158	135	61493
				Mean Score	1100	1050

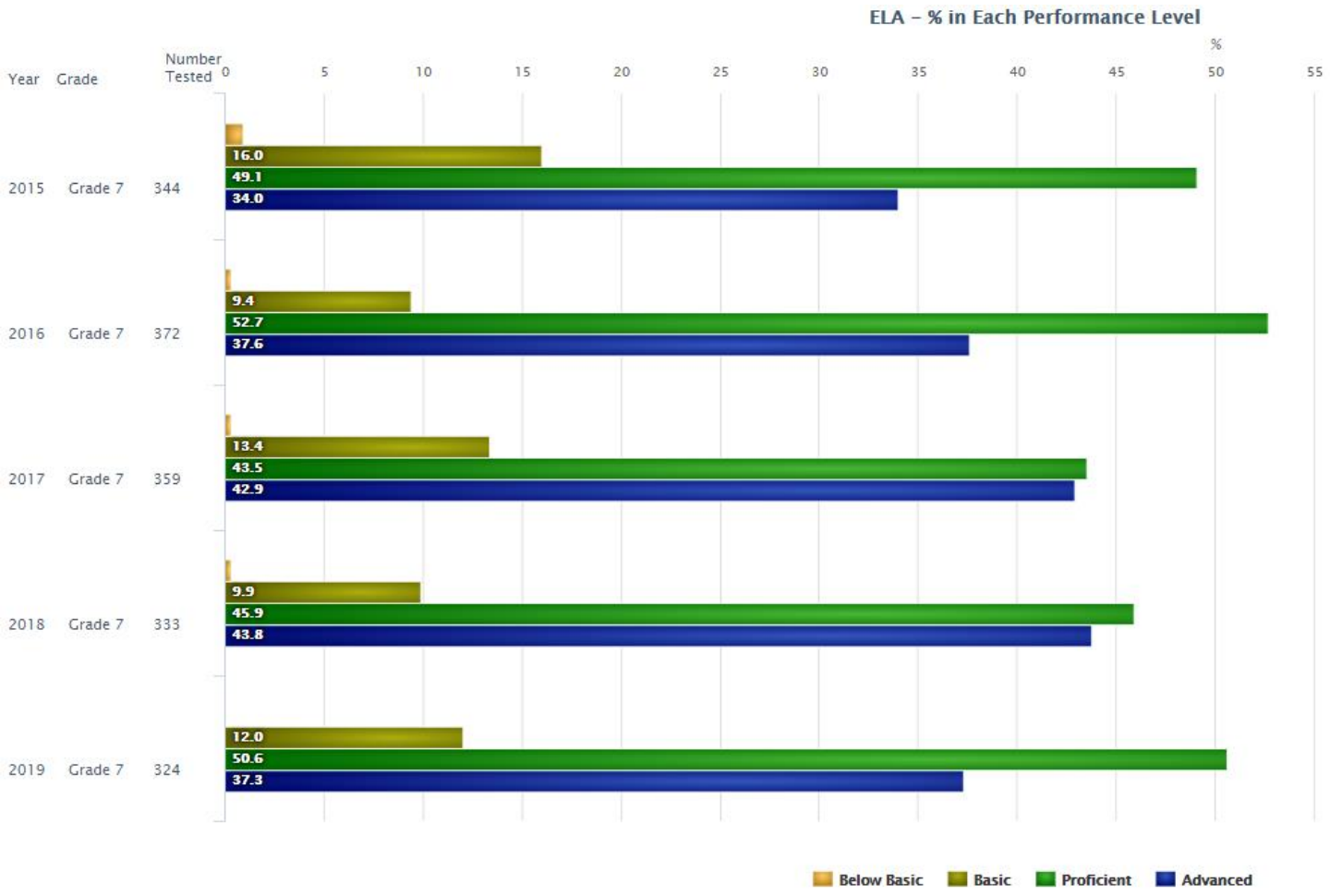
Males

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PR 2019 Percent	PA 2019 Percent
ADV	26.7	31.1	34.1	36	38.1	10.7
PROF	48.9	55.1	50.6	50.9	48.1	42.4
ADV/PRO	**75.6**	**86.2**	**84.7**	**86.9**	**86.2**	**53.1**
BASIC	22.8	13.3	14.8	12.6	13.8	43.2
BEL BAS	1.7	0.5	0.6	0.6	0	3.7
# TESTED	180	196	176	175	189	64505
				Mean Score	1100	1010

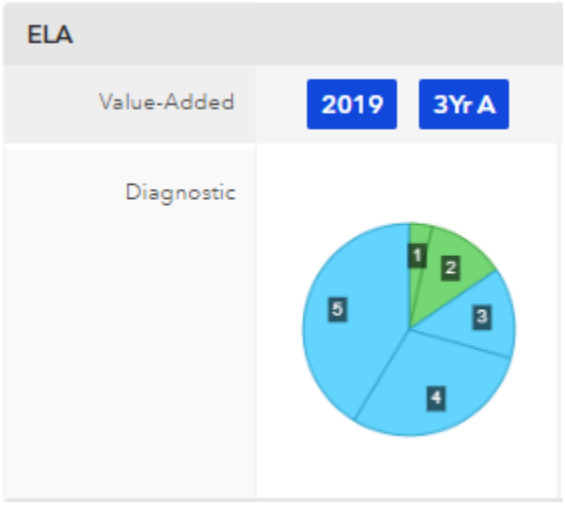
Students with IEPs

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PR 2019 Percent	PA 2018 Percent
ADV	7.7	9.4	4.8	6.4	10.8	1.9
PROF	25.6	47.2	21.4	53.2	32.4	18.9
ADV/PRO	**33.3**	**56.6**	**26.2**	**59.6**	**43.2**	**20.8**
BASIC	64.1	41.5	71.4	38.3	56.8	69.6
BEL BAS	2.6	1.9	2.4	2.1	0	9.6
# TESTED	39	53	42	47	37	21715
				Mean Score	1010	940

GRADE 7 Performance Level Percentages over Time



PVAAS Grade 7



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.

GRADE 7 ELA Anchor Performance vs. State

Key Ideas and Details

	2017			2018			2019				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E7.F	18	12.6	70.1	16	11.5	71.6	15	9.3	62	7.6	50.5
E7.A-K.1	10	6.7	66.5	7	5	71.3	5	3	60.2	2.4	47.5
E7.B-K.1	8	6	74.5	9	6.5	71.8	10	6.3	62.9	5.2	52

Craft and Structure/Integration of Knowledge and Ideas

	2017			2018			2019				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E7.G	11	8.1	73.2	15	10.5	70.3	15	9.9	66	8.1	53.8
E7.A-C.2	4	3.1	77.2	6	4.3	71.9	7	4.9	70.5	4.2	59.4
E7.A-C.3	Not Tested			Not Tested			1	0.6	62.7	0.5	49.7
E7.B-C.2	3	2.3	76	4	3.1	77.1	4	2.9	71.8	2.3	58.1
E7.B-C.3	4	2.7	67.2	5	3.1	62.9	3	1.5	49.2	1.1	36.2

Vocabulary Acquisition and Use

	2017			2018			2019				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E7.H	9	6.7	75	7	5.5	79	8	6.3	79.2	5.7	71
E7.A-V.4	5	3.9	77.3	5	3.9	77.5	6	4.5	75.3	4.1	68.1
E7.B-V.4	4	2.9	72.1	2	1.7	82.6	2	1.8	91.2	1.6	79.8

Types of Writing

	2017			2018			2019				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E7.C	12	8.3	69.2	Not Assessed			Not Assessed				
E7.C.1	12	8.3	69.2								

Language

	2017			2018			2019				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E7.D	18	13.3	73.6	9	6.2	69.1	9	5.9	65.4	4.8	53.7
E7.D.1	12	9.2	76.9	6	4.3	71.6	6	4	67.5	3.4	56.1
E7.D.2	6	4	67	3	1.9	64.1	3	1.8	61.3	1.5	48.8

Text Dependent Analysis

	2017			2018			2019				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E7.E	16	8.4	52.2	16	9.7	60.6	16	10.4	65	7.9	49.1
E7.E.1	16	8.4	52.2	16	9.7	60.6	16	10.4	65	7.9	49.1

Literature Text

	2017			2018			2019				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E7.A	19	13.6	71.6	18	13.2	73.3	19	13.1	68.9	11.1	58.5
E7.A-K.1	10	6.7	66.5	7	5	71.3	5	3	60.2	2.4	47.5
E7.A-C.2	4	3.1	77.2	6	4.3	71.9	7	4.9	70.5	4.2	59.4
E7.A-C.3	Not Assessed						1	0.6	62.7	0.5	49.7
E7.A-V.4	5	3.9	77.3	5	3.9	77.5	6	4.5	75.3	4.1	68.1

Informational Text

	2017			2018			2019				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E7.B	19	13.8	72.7	20	14.3	71.7	19	12.5	65.6	10.2	53.7
E7.B-K.1	8	6	74.5	9	6.5	71.8	10	6.3	62.9	5.2	52
E7.B-C.2	3	2.3	76	4	3.1	77.1	4	2.9	71.8	2.3	58.1
E7.B-C.3	4	2.7	67.2	5	3.1	62.9	3	1.5	49.2	1.1	36.2
E7.B-C.4	4	2.9	72.1	2	1.7	82.6	2	1.8	91.2	1.6	79.8

GRADE 7 PSSA Anchors

E7.F	**Key Ideas and Details**
E7.A-K.1	Demonstrate understanding of key ideas and details in literature texts
E7.B-K.1	Demonstrate understanding of key ideas and details in informational texts
E7.G	**Craft and Structure/Integration of Knowledge and Ideas**
E7.A-C.2	Demonstrate knowledge of craft and structure of literature texts
E7.A-C.3	Integration of knowledge and ideas; demonstrate understanding of connections within, between, or among literature texts
E7.B-C.2	Demonstrate craft and structure of informational texts
E7.B-C.3	Integration of knowledge and ideas; demonstrate understanding of connections within, between, or among informational texts
E7.H	**Vocabulary Acquisition and Use**
E7.A-V.4	Demonstrate understanding of vocabulary and figurative language in literature texts
E7.B-V.4	Demonstrate understanding of vocabulary and figurative language in informational texts
E7.C	**Types of Writing**
E7.C.1	Text Types and Purposes
E7.D	**Language**
E7.D.1	Conventions of Standard English
E7.D.2	Knowledge of Language
E7.E	**Text-Dependent Analysis**
E7.E.1	Read with accuracy to support comprehension, analysis, reflection, and research
E7.A	**Literature Text**
E7.A-K.1	Demonstrate understanding of key ideas and details in literature texts
E7.A-C.2	Demonstrate knowledge of craft and structure of literature texts
E7.A-C.3	Integration of knowledge and ideas; demonstrate understanding of connections within, between, or among literature texts
E7.A-V.4	Demonstrate understanding of vocabulary and figurative language in literature texts
E7.B	**Informational Text**
E7.B-K.1	Demonstrate understanding of key ideas and details in informational texts
E7.B-C.2	Demonstrate craft and structure of informational texts
E7.B-C.3	Integration of knowledge and ideas; demonstrate understanding of connections within, between, or among informational texts
E7.B-V.4	Demonstrate understanding of vocabulary and figurative language in informational texts

PSSA ELA

Note: The Spring of 2019 was the fifth assessment based upon the new PA Core standards introduced in 2015, allowing us to identify trends. The ELA assessment was updated in 2018 to reduce the number of test sections from 4 down to 3, altering the total points possible in each anchor.

GRADE 8 Performance Level Percentages over Time

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PR 2019 Percent	PA 2019 Percent	PA Top Decile 2019
ADV	27.7	28.8	28.8	29.6	31.3	16	
PROF	54.2	54.8	54.8	55.2	51.9	41.9	
ADV/PRO	**81.8**	**83.6**	**83.6**	**84.8**	**83.2**	**57.9**	**51.1**
BASIC	15.5	13.9	13.9	13.8	15.6	30.2	
BEL BAS	2.7	2.6	2.6	1.4	1.2	11.9	
# TESTED	336	389	389	362	339	123503	
				Mean Score	1090	1020	

Females

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PR 2019 Percent	PA 2019 Percent
ADV	35.7	33.3	38.8	36.7	41.6	20.6
PROF	53.8	58.5	50.3	55	47.8	44.7
ADV/PRO	**89.5**	**91.8**	**89.1**	**91.7**	**89.4**	**65.3**
BASIC	10.5	8.2	9.8	7.8	10.6	27
BEL BAS	0	0	1.1	0.6	0	7.7
# TESTED	171	159	183	180	161	59996
				Mean Score	1110	1050

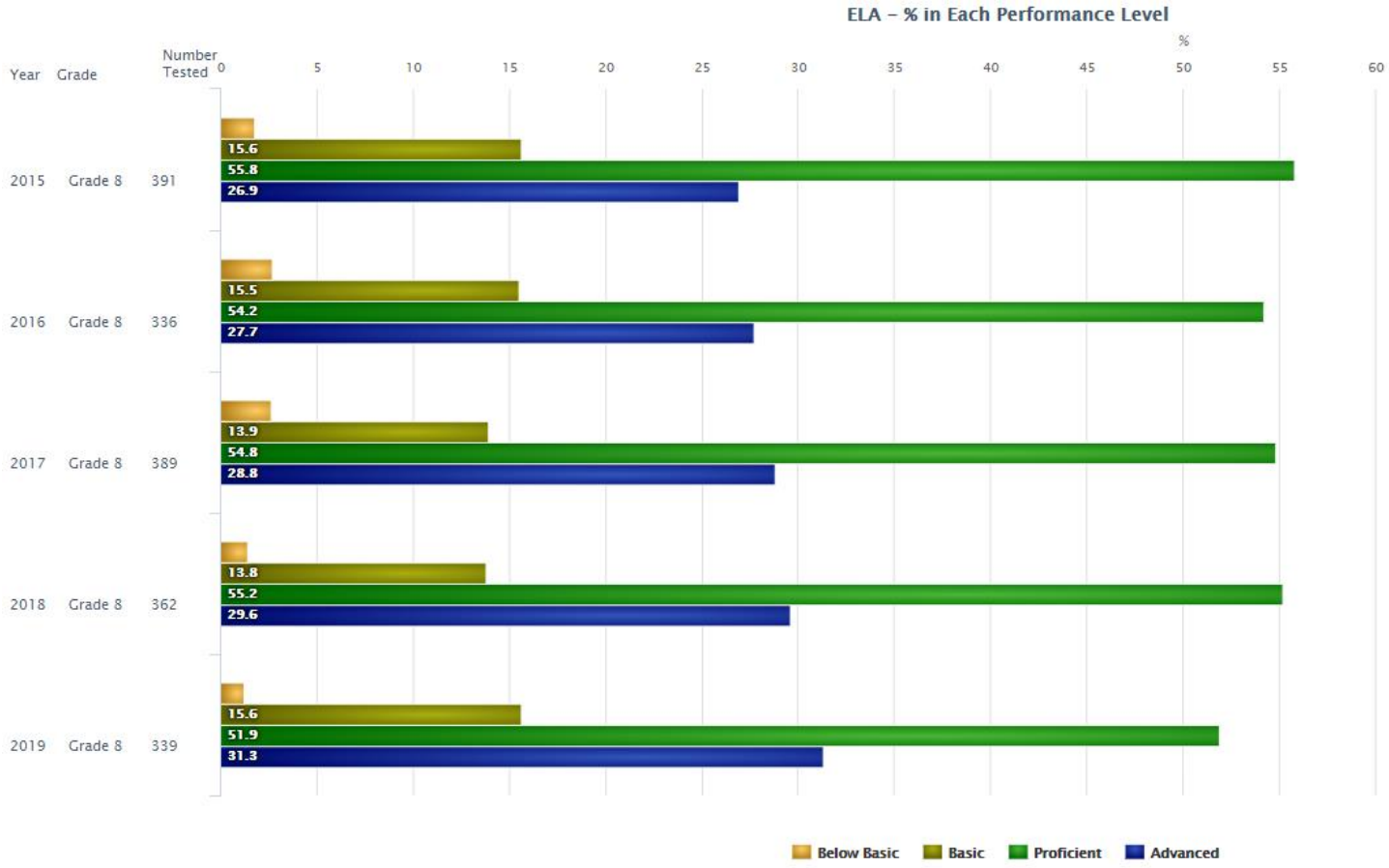
Males

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PR 2019 Percent	PA 2019 Percent
ADV	20.3	22.6	19.9	22.5	21.9	11.7
PROF	56.8	50.3	58.7	55.5	55.6	39.2
ADV/PRO	**77.1**	**72.9**	**78.6**	**78**	**77.5**	**50.8**
BASIC	19.4	22	17.5	19.8	20.2	33.2
BEL BAS	3.6	5.1	3.9	2.2	2.2	16
# TESTED	222	177	206	182	178	63507
				Mean Score	1070	1000

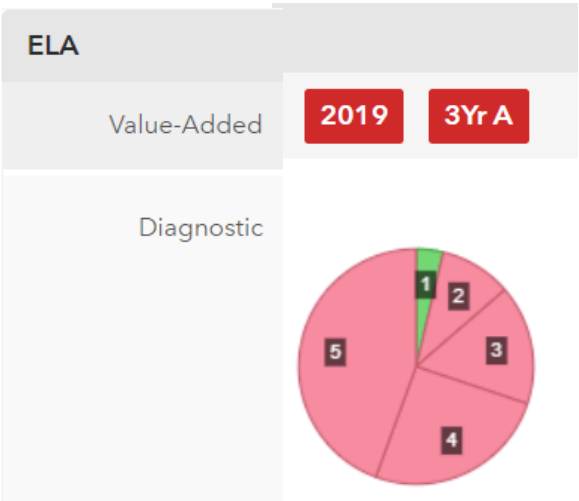
Students with IEPs

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PR 2019 Percent	PA 2019 Percent
ADV	6.7	5.7	6.9	5	5.8	1.9
PROF	24.4	31.4	34.5	23	42.3	15.9
ADV/PRO	**31.1**	**37.1**	**41.4**	**28**	**48.1**	**17.8**
BASIC	53.3	40	43.1	61	46.2	44.7
BEL BAS	15.6	22.9	15.5	11	5.8	37.5
# TESTED	45	35	58	44	52	20986
				Mean Score	990	920

GRADE 8 Performance Level Percentages over Time



PVAAS Grade 8



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GRADE 8 ELA Anchor Performance vs. State

Key Ideas and Details

	2017			2018			2019				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA M6.2ean	PA Percent
E8.F	18	12.9	71.9	12	8.1	67.6	14	11.4	81.7	9.5	67.8
E8.A-K.1	10	7.2	71.9	9	6.1	67.9	9	7.5	83.5	6.2	69.2
E8.B-K.1	8	5.8	71.9	3	2	66.5	5	3.9	78.5	3.3	65.2

Craft and Structure/Integration of Knowledge and Ideas

	2017			2018			2019				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E8.G	10	5.9	58.6	16	11.5	71.7	15	11.5	76.6	9.7	64.5
E8.A-C.2	2	1	51.4	5	3.3	65.6	4	2.9	71.8	2.4	60.3
E8.A-C.3	1	0.7	72.8	Not Assessed			2	1.5	77.3	1.3	62.9
E8.B-C.2	6	3.6	59.8	7	5	71.5	5	3.9	77.2	3.3	66.3
E8.B-C.3	1	0.5	51.2	4	3.2	79.7	4	3.2	80.4	2.7	67.2

Vocabulary Acquisition and Use

	2017			2018			2019				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E8.H	10	7.9	79.1	10	6.6	66.2	9	6	67	5.1	56.7
E8.A-V.4	5	3.8	76	5	3.6	71.4	3	2.2	72.8	1.9	64.8
E8.B-V.4	5	4.1	82.2	5	3.1	61	6	3.8	64.2	3.2	52.7

Types of Writing

	2017			2018			2019				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E8.C	12	8.3	68.8	Not Assessed			Not Assessed				
E8.C.1	12	8.3	68.8								

Language

	2017			2018			2019				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E8.D	18	12.5	69.7	9	6.2	69.0	9	5.5	61.6	4.6	50.7
E8.D.1	12	8.8	73.4	6	4.4	72.7	7	4.4	63.4	3.7	53.4
E8.D.2	6	3.7	62.1	3	1.9	61.7	2	1.1	55.3	0.8	41.6

Text Dependent Analysis

	2017			2018			2019				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E8.E	16	9.4	58.7	16	9.9	62.1	16	9.3	57.8	7.9	49.2
E8.E.1	16	9.4	58.7	16	9.9	62.1	16	9.3	57.8	7.9	49.2

Literature Text

	2017			2018			2019				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E8.A	18	12.8	70.8	19	13.0	68.2	18	14.1	78.4	11.8	65.8
E8.A-K.1	10	7.2	71.9	9	6.1	67.9	9	7.5	83.5	6.2	69.2
E8.A-C.2	2	1	51.4	5	3.3	65.6	4	2.9	71.8	2.4	60.3
E8.A-C.3	1	0.7	72.8	Not Assessed			2	1.5	77.3	1.3	62.9
E8.A-V.4	5	3.8	76	5	3.6	71.4	3	2.2	72.8	1.9	64.8

Informational Text

	2017			2018			2019				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E8.B	20	14	69.8	19	13.2	69.7	20	14.8	74.2	12.4	62.1
E8.B-K.1	8	5.7	71.9	3	2	66.5	5	3.9	78.5	3.3	65.2
E8.B-C.2	6	3.6	59.9	7	5	71.5	5	3.9	77.2	3.3	66.3
E8.B-C.3	1	0.5	51	4	3.2	79.7	4	3.2	80.4	2.7	67.2
E8.B-V.4	5	4.1	82.2	5	3.1	61	6	3.8	64.2	3.2	52.7

GRADE 8 PSSA ELA Anchors

E8.F	**Key Ideas and Details**
E8.A-K.1	Demonstrate understanding of key ideas and details in literature texts
E8.B-K.1	Demonstrate understanding of key ideas and details in informational texts
E8.G	**Craft and Structure/Integration of Knowledge and Ideas**
E8.A-C.2	Demonstrate knowledge of craft and structure of literature texts
E8.A-C.3	Integration of knowledge and ideas; demonstrate understanding of connections within, between, or among literature texts
E8.B-C.2	Demonstrate craft and structure of informational texts
E8.B-C.3	Integration of knowledge and ideas; demonstrate understanding of connections within, between, or among informational texts
E8.H	**Vocabulary Acquisition and Use**
E8.A-V.4	Demonstrate understanding of vocabulary and figurative language in literature texts
E8.B-V.4	Demonstrate understanding of vocabulary and figurative language in informational texts
E8.C	**Types of Writing**
E8.C.1	Text Types and Purposes
E8.D	**Language**
E8.D.1	Conventions of Standard English
E8.D.2	Knowledge of Language
E8.E	**Text-Dependent Analysis**
E8.E.1	Read with accuracy to support comprehension, analysis, reflection, and research
E8.A	**Literature Text**
E8.A-K.1	Demonstrate understanding of key ideas and details in literature texts
E8.A-C.2	Demonstrate knowledge of craft and structure of literature texts
E8.A-C.3	Integration of knowledge and ideas; demonstrate understanding of connections within, between, or among literature texts
E8.A-V.4	Demonstrate understanding of vocabulary and figurative language in literature texts
E8.B	**Informational Text**
E8.B-K.1	Demonstrate understanding of key ideas and details in informational texts
E8.B-C.2	Demonstrate craft and structure of informational texts
E8.B-V.4	Demonstrate understanding of vocabulary and figurative language in informational texts

PSSA ELA

Results and Findings

- Pine-Richland students outperformed the state average at all levels of the PSSA ELA assessment.

- Pine-Richland students outperformed the top decile benchmark for combined advanced/proficient performance at all grade levels (i.e., top 10% of schools in Pennsylvania).
    - Third grade increased their performance in the area of informational text, specifically within E3.B-C2, from 60.2% in 2018 to 77.9% in 2019. While it still remains a relative area of opportunity, the number of students considered proficient and advanced increased and surpassed the performance of students with literature texts.
    - When comparing the 2018 and 2019 grade level achievement in ELA, the percentage of students at the advanced/proficient levels increased by 5% in grade 4, with 90% of students in the Advanced/Proficient range, including 56% in the Advanced range on the ELA PSSA assessment.
    - When comparing TDA scores from 2017, 2018, and 2019, Pine-Richland 4th Grade students have shown a steady increase in scores on the Text-Dependent Analysis question on the ELA PSSA.
    - When comparing the 2016, 2017, 2018, and 2019 grade level achievement, the percentage of students at the advanced/proficient levels remained between 81% and 84%.

- The analysis of student performance by PA ELA Assessment Anchors helps us understand areas of relative strength and need with a higher level of meaning. While there are many strengths, the opportunities by grade span for improvement include:

    - **Grade 3**
        - **E3.A-C.2 Craft and Structure/Integration of Knowledge and Ideas**
            - Demonstrate craft and structure of literature texts
        - **E3.D.1 Language**
            - Conventions of Standard English

    - **Grade 4**
        - **E04.A-C.2 & E04.B-C.2 Craft and Structure/Integration of Knowledge and Ideas**
            - Demonstrate understanding of craft and structure in literature.
            - Demonstrate understanding of craft and structure in informational texts.
        - **E04.D.1 Language**
            - Conventions of Standard English
        - **E4.E.1 Text Dependent Analysis**

- Read with accuracy to support comprehension, analysis, reflection, and research

- **Grade 5**
  - **E5.A-V.4 Vocabulary Acquisition and Use**
    - Demonstrate understanding of vocabulary and figurative language in literature texts
  - **E.5.B-C.2&3 Craft and Structure/Integration of Knowledge and Ideas**
    - Demonstrate understanding of craft and structure in informational text
    - Integration of knowledge and ideas; demonstrate understanding of connections within, between, or among informational texts
  - **E.5.D.1 Language Conventions of Standard English**
    - Demonstrate command of the conventions of standard English, grammar, and usage
  - **E5.E.1 Text Dependent Analysis**
    - Read with accuracy to support comprehension, analysis, reflection, and research

- **Grade 6**
  - **E6.B Informational Text**
    - Demonstrate understanding of key ideas and details in informational texts
  - **E6.D Language**
    - Knowledge of Language
  - **E6.E.1 Text Dependent Analysis**
    - Read with accuracy to support comprehension, analysis, reflection, and research
  - **E6.G Craft and Structure/Integration of Knowledge and Ideas**
    - Demonstrate knowledge of craft and structure of literature texts
    - Integration of knowledge and ideas; demonstrate understanding of connections within, between, or among informational texts

- **Grade 7**
  - **E7.A-C 2.1.3 Literature Text**
    - Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings.
  - **E7.B-C.3.1.2 Informational Text**
    - Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
  - **E7.E.1.1.2 Text Dependent Analysis**
    - Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an

understanding of the text(s).

- **Grade 8**
  - **E8.A-C.2-3 and E8.B-C.3 Craft and Structure**
    - Demonstrate knowledge of craft and structure of literature texts
  - **E8.B-V.4 Vocabulary Acquisition and Use**
    - Demonstrating understanding of vocabulary and figurative language in informational texts
  - **E8.D.2 Language**
    - Knowledge of Language
  - **E8.E.1 Text Dependent Analysis**
    - Read with accuracy to support, comprehension, analysis, reflection, and research

- The 3 Year Pennsylvania Value-Added Report indicates "significant evidence that students did not meet the Standard for PA Academic Growth" in ELA for grades 4 and 8. (i.e., red). Conversely, the 3 Year Value-Added Report reflects "significant evidence that the students exceeded the Standard for PA Academic Growth" in ELA for grades 5 and 7 (i.e. dark blue).

- The 2019 value added report shows that students in grades 4, 5, and 7 met or exceeded that standard for growth; whereas, students in grades 6 and 8 had significant evidence that they did not meet the standard for growth.

- Across the grades on the PVAAS ELA Quintile Diagnostic Report, the first and second quintiles all met or exceeded the growth standard, with the exception of the second quintile in grade 8. Conversely, the fourth quintile across all grades but 7th, did not evidence growth.

Next Steps Grades 3-8:

1. Revisit PSSA and PVAAS data analysis process, results, findings, and next steps with grade level and vertical teams, leveraging formative assessments and interventions to ensure student success.
   - Key Personnel: Principals, Academic Leadership Council, Teachers
   - Timeline (Anticipated Start/Finish): November 2019 – April 2020
   - Major Action Steps: (1) Distribute the Academic Achievement and Growth Report to the teachers and have them revisit their content and grade level results and action steps; (2) Locate specific areas of content focus within the unit-based curriculum for analysis; (3) Identify potential modifications to learning goals and/or learning activities to strengthen learning; (4) View individual student achievement and predicted performance reports to plan for students and flexible groups in lesson design; (5) Identify resources to support students' needs from

approved resources across Tiers 1-3 in MTSS; (6) Monitor performance in specific focus areas on a regular basis and through collaboration with grade level and/or same course teachers and embedded formative assessment probes; and (7) Leverage data analysis conducted by Tier 2 and 3 teachers, including enrichment and remediation specialists to target students' individual needs.

2. Continue using STAR 360 reading in grades 3-6 and initiate use in grades 7-8 as a predictor of student performance on the PSSA given a year of data to start correlations to standardized testing scores and ensure alignment, effectiveness, and integration of the MTSS resources and process.
    - Key Personnel: Administration, ALCs, District Data Team, MTSS Building Teams, Teachers
    - Timeline (Anticipated Start/Finish): November 2019 - Ongoing
    - 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 reading data with the MTSS decision trees and instructional programming; (4) Provide time in the schedule for interventions to occur at each grade span outside of the core content time; and (5) Utilize the PA-Standards aligned norms to begin predicting student performance.

3. Refine the systematic, integrated, and progressive approach to text-dependent analysis instructional strategies and feedback provision, beginning to develop students' capacity as early as grade one and building upon the necessary skills at each grade level.
    - Key Personnel: ALCs, ELA Administrators, K-12 ELA Teachers
    - Timeline (Anticipated Start/Finish): November 2019 – March 2020
    - Major Action Steps: (1) Refine checklist and instructional approach to use when assisting students in responding to TDAs to ensure inclusion of all components; (2) Utilize the common rubrics to assess TDAs within each grade level incorporating grade -specific skills and developmentally appropriate feedback; (3) Engage ELA teachers in exchanging best instructional practices based on their results, learning from research, and creating new resources for integration into the classroom across grade levels; (4) Incorporate best practices learned through the in-depth program review for ELA.

4. Utilize teacher-specific data and collaborative analysis of common assessment results to identify strengths and instructional strategies utilized, allowing replication of effective practices across the district.
    - Key Personnel: Principals, Professional Staff across Grade Levels and Departments
    - Timeline (Anticipated Start/Finish): November 2019 – June 2020
    - Major Action Steps: (1) Conduct walk-throughs with predetermined criteria based upon teacher specific data with administrators across buildings and grade spans;

(2) Document and share the approach used to attain effective results; (3) Foster professional learning communities to engage in collaborative inquiry and discussion of best practices; and (4) Capture instructional strategies within the unit-based curriculum and reflect them within weekly lesson plans

5. Engage fully in the In-Depth Program Review (IDPR) and generate additional recommendations based upon both the internal and external findings and emerging trends and best practices.
    - Key Personnel: IDPR committee members, ALC's, ELA and Reading Department Members
    - Timeline (Anticipated Start/Finish): 2019 - 2020 School Year
    - Major Action Steps: (1) IDPR committee member and ELA and Reading ALC's will meet monthly to examine and analyze data, research various pertinent topics, make connections within the community to gather information, and examine exemplar programs outside of Pine-Richland; (2) Committee members will share findings and information with department members and bring topics of need to IDPR monthly meetings; (3) Findings and recommendations will be made in the Spring of 2020 which will impact future ELA programming.

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Grade 3: Additional Next Steps:

1. Review the PRSD written curriculum to determine where these standards and eligible content are instructed and reinforced through spiraling. Consider revising curriculum and pacing to provide additional reinforcement of targeted skills.
    - Key Personnel: Building principals, Third Grade Teachers, Learning Support Teachers, and Reading Support Teachers.
    - Timeline (Anticipated Start/Finish): November 2019 - June 2020
    - Major Action Steps: (1) Utilize additional resources in Wonders to reinforce skills; (2) Spend more time on teaching and reinforcing craft and structure as well as integration of knowledge and ideas; (3) Provide more direct instruction on text structure specifically related to literature texts. (4) Integrate teaching of text structure in other subject areas (i.e., Science with use of Amplify resource).

2. Align teaching of the areas of opportunity including craft and structure as well as language standards vertically. Begin with reviewing PSSA data with 2nd grade and review their curriculum to determine integration of these skills.
    - Key Personnel: 3rd Grade Teachers, Principals, 2nd Grade Teachers, Learning Support Teachers, Reading Support Teachers

- Timeline (Anticipated Start/Finish): November 2019 - June 2020
- Major Action Steps: (1) Share data including opportunities for improvement with second grade teachers; (2) Analyze second grade ELA curriculum to look for building block skills those that specifically address scaffolding the standards that are areas of opportunity; (3) Integrate more opportunities to introduce these skills and begin to scaffold in second grade to help students build success in these areas.

3. Females are outperforming males scoring advanced on the third grade ELA test with 56.9% scoring advanced compared to males scoring 44.2% advanced. This trend is historical and can be tracked back over previous academic achievement and growth reports and is evident beginning in 2016. The next step is to monitor common assessment results as well as STAR 360 data disaggregated by gender to review progress.
    - Key Personnel: Building principals, Third Grade Teachers, Learning Support Teachers, and Reading Support Teachers.
    - Timeline (Anticipated Start/Finish): November 2019 to June 2020
    - Major Action Steps: (1) Monitor and discuss student progress on common assessment data in ELA specifically looking at gender when reviewing as a grade levels and teams; (2) Research instructional strategies tailored to closing the gender gap; (3) Monitor progress of males versus females using STAR 360 data to continually adjust and differentiate instruction in ELA to support high levels of achievement and growth.

4. Students with individualized education plans are performing better in the area of math compared to ELA. Specifically, students with individualized education plans obtained 39.7% advanced scores in the area of math and only 17.2% scored advanced on ELA. The district teams should review and study the impact of interventions on achievement in relation to the PSSAs as well as within the PRSD curriculum and common assessments coupled with STAR 360 benchmarking data.
    - Key Personnel: Building principals, ELA in-depth program review committee, Intervention Specialist, School Psychologist, Third Grade Teachers, Learning Support Teachers, and Reading Support Teachers.
    - Timeline (Anticipated Start/Finish): November 2019 to June 2020
    - Major Action Steps: (1) Review interventions being utilized during ELA in-depth program review to ensure alignment and rigor; (2) Review common assessment data to determine if students are making progress in the curriculum as well as within their intervention; (3) Review and revise common assessments in ELA to ensure students are having their needs met, while being appropriately challenged; (4) Align and document assessment hierarchy in MTSS decision tree based on student data to create consistency (Ex: When to use on-level, below-level, and Wonderworks assessments.

Grade 4: Additional Next Steps:

1. Revisit PSSA and PVAAS data analysis process, results, findings, and next steps with grade level.
    - Key Personnel: Teachers, Intervention Specialist, Principal
    - Timeline (Anticipated Start/Finish): November 2019 – ongoing
    - Major Action Steps: (1) Review the Academic Achievement and Growth Report as a team and revisit content and grade level results and action steps; (2) Locate specific areas of content focus within the unit-based curriculum for analysis; (3) Identify potential modifications to learning goals and/or learning activities to strengthen learning; (4) View individual student achievement and predicted performance reports to plan for students and flexible groups (RAM time) in lesson design; (5) Identify resources to support students' needs from approved resources across Tiers 1-3 in MTSS in alignment with any recommendations from the ELA In-Depth Program Review; and (6) Monitor performance in specific focus areas on a regular basis and through collaboration with grade level and/or same course teachers and embedded formative assessment probes.

2. Utilize RAM Time to flexibly group students within the team based on the greatest need identified through STAR results, individual performance report (eMetric) and work to provide the necessary remediation or enrichment to meet those specific identified needs.
    - Key Personnel: Grade 4 ELA teachers; Intervention Specialist; Principal
    - Timeline (Anticipated Start/Finish): November, 2019-ongoing
    - Major Action Steps: (1) Based on the assessment data, flexibly group students within the team to meet specific identified needs; (2) Monitor student progress during RAM Time and make adjustments accordingly (grouping of students, skills taught, length of time for skill, etc.)

3. Integrate a daily language review into the classroom routine.
    - Key Personnel: 4th Grade ELA teachers
    - Timeline (Anticipated Start/Finish): 2019-2020 School Year
    - Major Action Steps: (1) Utilize grade-level planning meetings to establish a common daily language review; (2) Discuss student progress during grade-level planning meetings. (3) Resequence 4th grade curriculum map aligned to the eligible content and the glossary of academic vocabulary from the Assessment Anchors & Eligible Content document.

4. Continue refining TDA Instructional Plan
    - Key Personnel: 4th Grade ELA teachers

- Timeline (Anticipated Start/Finish): 2019-2020 School Year
- Major Action Steps: (1) Utilize grade-level planning meetings to discuss and reflect on strengths and needs in TDA Instructional Plan; (2) Continue reading passages and writing TDA prompts to add to our library of TDA texts and prompts; (3) Collect and share model TDA writings from students to identify continued areas of need.

Grade 5: Additional Next Steps:

1. Revisit PSSA and PVAAS data analysis process, results, findings, and next steps with grade level.
    - Key Personnel: Principals, Teachers, intervention specialist
    - Timeline (Anticipated Start/Finish): November 2019 – January 2020
    - Major Action Steps: (1) Review the Academic Achievement and Growth Report as a team and revisit content and grade level results and action steps; (2) Locate specific areas of content focus within the unit-based curriculum for analysis; (3) Identify potential modifications to learning goals and/or learning activities to strengthen learning; (4) View individual student achievement and predicted performance reports to plan for students and flexible groups (RAM time) in lesson design; (5) Identify resources to support students' needs from approved resources across Tiers 1-3 in MTSS in alignment with any recommendations from the ELA In-Depth Program Review; and (6) Monitor performance in specific focus areas on a regular basis and through collaboration with grade level and/or same course teachers and embedded formative assessment probes.

2. Continue integration of vocabulary instruction and implement new methods of instruction based upon areas of need across the grade-level for ELA.
    - Key Personnel: ELA teachers and intervention specialists
    - Timeline (Anticipated Start/Finish): 10/28/2019 - 5/30/2020
    - Major Action Steps: (1) Continue integration of *Word Masters* vocabulary instruction and assessment; (2) Continue implementation of instruction to reflect practices outlined in *Notice and Note: Strategies for Close Reading* by K. Beers and R. Probst; and (3) Resequence 5th grade curriculum map aligned to the eligible content and the Glossary of Academic Vocabulary from the Assessment Anchors and Eligible Content document.

Grade 6: Additional Next Steps:

1. Revisit PSSA and PVAAS data analysis process, results, findings, and next steps with grade level.
    - Key Personnel: Teachers, Intervention Specialist, Principal
    - Timeline (Anticipated Start/Finish): November 2019 – ongoing
    - Major Action Steps: (1) Review the Academic Achievement and Growth Report as a team and revisit content and grade level results and action steps; (2) Locate specific areas

of content focus within the unit-based curriculum for analysis; (3) Identify potential modifications to learning goals and/or learning activities to strengthen learning; (4) View individual student achievement and predicted performance reports to plan for students and flexible groups (RAM time) in lesson design; (5) Identify resources to support students' needs from approved resources across Tiers 1-3 in MTSS in alignment with any recommendations from the ELA In-Depth Program Review; and (6) Monitor performance in specific focus areas on a regular basis and through collaboration with grade level and/or same course teachers and embedded formative assessment probes.

2. Utilize RAM Time to flexibly group students within the team based on the greatest need identified through STAR results, individual performance report (eMetric) and work to provide the necessary remediation or enrichment to meet those specific identified needs.
    - Key Personnel: Grade 6 ELA teachers; Principal; Intervention Specialist
    - Timeline (Anticipated Start/Finish): November, 2019-ongoing
    - Major Action Steps: (1) Based on the assessment data, flexibly group students within the team to meet specific identified needs; (2) Monitor student progress during RAM Time and make adjustments accordingly (grouping of students, skills taught, length of time for skill, etc.)

3. Refine approach to TDA instruction across content areas, utilizing the checklist and instructional approach designed by the committee in 2018-2019 in collaboration with the AIU and continued training at PaTTAN in 2019-2020.
    - Key Personnel: Sixth Grade Social Studies, Science, and Reading Teachers
    - Timeline (Anticipated Start/Finish): November 2019 - June 2020
    - Major Action Steps: (1)Tiered instruction preparing for Wonders Unit Test (first semester reading teachers); (2) AIU TDA Instruction Packet Practice (1 month/ first semester/ Reading teachers); (3) Curriculum related TDA assessments (Science and Social Studies Teachers)

4. Utilize flexible instructional groups and mini-lessons to address informational and literature text needs related to key ideas and details.
    - Key Personnel: Sixth Grade Reading Teachers
    - Timeline (Anticipated Start/Finish): August 2019 - June 2020
    - Major Action Steps: (1) Through the use of grade-level class novels, craft and structure of texts will be analyzed and reading strategies taught to students; (2) Daily and weekly whole group/small group reading practice, assessment, and feedback; and (3) Use of mini-lessons as determined by data/student needs until mastery is reached.

5. Develop an approach to spiraling language and conventions of Standard English practice within the classroom, based upon student needs identified in assessments.
    - Key Personnel: Sixth Grade Social Studies and ELA Teachers
    - Timeline (Anticipated Start/Finish): August 2019-June 2020
    - Major Action Steps: (1) Utilize Study Sync and common grammar resources with students and embed resources within the written curriculum; (2) Facilitate mini-lessons as

determined by data/student needs on common assessments targeting language and conventions.

Grade 7: Additional Next Steps:

1. Ensure intentional and direct instruction of figurative language is embedded within the written curriculum and occurring across all classrooms, with assessment to lead to responsive differentiated learning opportunities.
    - Key Personnel: 7th grade English and Reading teachers
    - Timeline (Anticipated Start/Finish): Quarter 2 - November 2019 - December 2019
    - Major Action Steps: (1) In English, utilize Collections Interactive lesson tied to Collection 2 poems; (2) In Reading, leverage direct instruction of each type of figurative language with application of each in independent novels; (3) Assess students' mastery and offer differentiated learning opportunities to ensure mastery.

2. Facilitate guided discussions and Socratic seminars with multiple informational texts.
    - Key Personnel: 7th grade English and Reading teachers
    - Timeline (Anticipated Start/Finish): Quarter 3 - January 2020 - March 2020
    - Major Action Steps: (1) Both English and Reading teachers will coordinate text selections and instruction to complete 1-2 information texts each, embedding this instructional strategy in the critical skills and TDA units; (2) Upon completion of reading the texts, both groups will participate in small group discussion and/or Socratic seminars.

3. Informational texts will be utilized for TDA application within the ELA and reading courses.
    - Key Personnel: 7th Grade English and Reading teachers
    - Timeline (Anticipated Start/Finish): Quarter 3 - January 2020 - March 2020
    - Major Action Steps: (1) As a follow up to the guided information text discussion and analysis, students will write an information text TDA on those texts; (2) Teachers will conduct small group conferences determined by areas of strengths and weaknesses to improve overall writing quality and analysis.

Grade 8: Additional Next Steps:

1. Analyze and understand data from the Stars 360 assessment, connecting back to curriculum and instruction through the PRSD Model for Teaching and Learning.
    - Key Personnel: Principal, Assistant Principal, Grade 8 and ELA teachers
    - Timeline: September 2019 - June 2020
    - Major Action Steps: (1) Test all students on STAR 360 in September (2) Share data with classroom teachers and data teams (3) Develop and implement instructional interventions to meet the needs of students (4) Test all students on STAR 360 in January (5) Share data with classroom teachers and data teams and begin to make 9th grade class recommendations (6) Develop and implement instructional interventions to meet the needs of students (7) Test all students on STAR 360 in April (8) Share data with classroom teachers and data teams.

2. Continue collaborating with core content teachers (science and social studies) on critical reading skills, particularly analyzing, inferencing, and drawing conclusions.
    - Key Personnel: 8th grade core teachers

- Timeline: September 2019 - June 2020
- Major Action Steps: (1) Meet and share critical reading skills and strategies first as an English department each month; (2) Meet with content area teachers quarterly to reiterate and reinforce these skills.

3. Continue to strengthen student scores in "Craft and Structure" and "Integration of Knowledge and Ideas" within Literature and Informational texts. Student scores in both of these categories are trending upward, and our goal is to reach 80%, maintaining or exceeding this minimum standard expectation.
    - Key Personnel: ELA teachers
    - Timeline: September 2019 -June 2020
    - Major Action Steps: (1) Review curriculum to confirm these standards are embedded in instruction; (2) Share data and strategies based upon successful results; (3) After sharing data and strategies, teachers will revise lessons as needed and reflect resources and strategies in the written curriculum.

PSSA SCIENCE

Note: PDE reduced the number of items on the Science assessment in the Spring of 2018 and the number of max points reflects this change in the anchor performance chart.

GRADE 4 Performance Level Percentages over Time

	PR 2014 Percent	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PR 2019 Percent	PA 2019 Percent	PA Top Decile 2019
ADV	61.3	62.8	58.2	57.8	64.4	56.6	38.8	
PROF	30.6	31.5	33.9	36.4	29.9	38	39	
ADV/PRO	**91.9**	**94.3**	**92.1**	**94.2**	**94.3**	**94.6**	**77.8**	**95.2**
BASIC	5.8	3.6	5.3	5.2	5.1	5.1	17.2	
BEL BAS	2.2	2.1	2.6	0.6	0.6	0.3	5	
# TESTED	359	336	304	327	334	355	123093	
			Mean Score	1510	1520	1510	1420	

Females

	PR 2014 Percent	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PR 2019 Percent	PA 2019 Percent
ADV	62.9	66.0	48.0	54.6	62.2	54	37
PROF	30.3	29.4	44.7	39.1	30.8	40.1	41.2
ADV/PRO	**93.3**	**95.4**	**92.7**	**93.7**	**93**	**94.1**	**78.2**
BASIC	5.1	3.3	4.1	5.7	6.4	5.9	17.2
BEL BAS	1.7	1.3	3.3	0.6	0.6	0	4.5
# TESTED	178	153	123	174	172	187	60402
			Mean Score	1500	1500	1500	1420

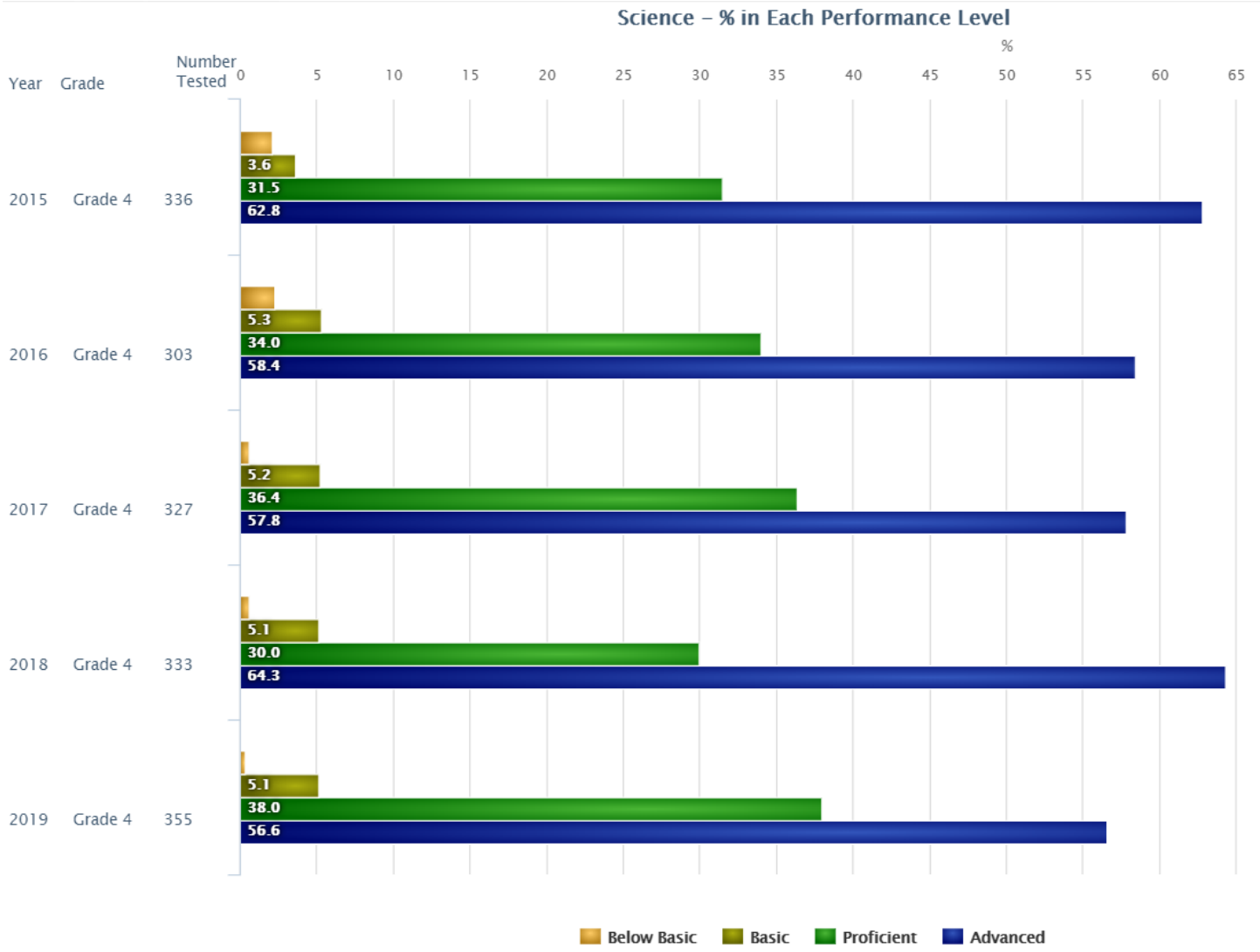
Males

	PR 2014 Percent	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PR 2019 Percent	PA 2019 Percent
ADV	59.7	60.1	65.2	61.4	66.7	59.5	40.5
PROF	30.9	33,3	26.5	33.3	29	35.7	36.9
ADV/PRO	**90.6**	**93.4**	**91.7**	**94.7**	**95.7**	**95.2**	**77.4**
BASIC	6.6	3.8	6.1	4.6	3.7	4.2	17.1
BEL BAS	2.8	2.7	2.2	0.7	0.6	0.6	5.5
# TESTED	181	183	181	153	162	168	62691
			Mean Score	1520	1530	1510	1430

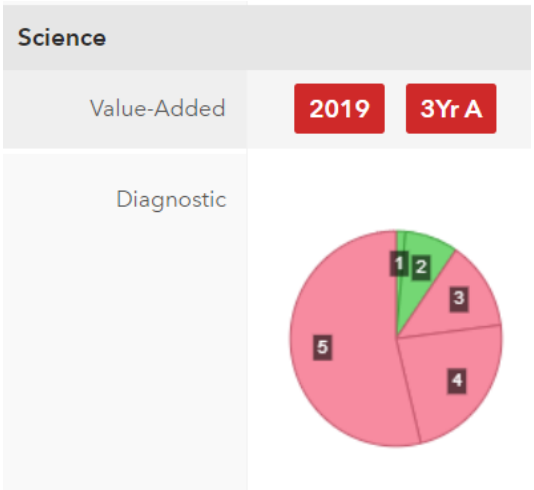
Students with IEPs

	PR 2014 Percent	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PR 2019 Percent	PA 2019 Percent
ADV	21.3	37.0	34.1	34.1	40.8	26	16.7
PROF	36.2	40.7	36.4	39	40.8	50	36.6
ADV/PRO	**57.5**	**77.8**	**70.5**	**73.1**	**81.6**	**76**	**53.2**
BASIC	27.7	11.1	15.9	22	14.3	22	33.3
BEL BAS	14.9	11.1	13.6	4.9	4.1	2	13.4
# TESTED	49	54	44	41	49	50	22143
			Mean Score	1420	1430	1400	1320

GRADE 4 Performance Level Percentages over Time



PVAAS Grade 4



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.

GRADE 4 PSSA SCIENCE Assessment Anchors
Performance Averages over Time

	2014			2015			2016		
	Mean	Max	Percent	Mean	Max	Percent	Mean	Max	Percent
S.A	26.7	35	76	26.4	34	78	25.5	33	77
S.A.1	9.4	12	78	9.4	12	78	12.7	16	80
S.A.2	5.4	7	78	7.4	9	82	5.9	8	74
S.A.3	11.9	16	74	9.6	13	74	6.6	9	76
S.B	9.4	12	79	9.8	12	82	10.7	13	82
S.B.1	1.9	2	96	2.8	3	93	5.3	6	89
S.B.2	0.4	1	43	3.8	5	77	3.0	4	75
S.B.3	7.1	9	79	3.2	4	79	2.4	3	79
S.C	9.2	11	84	8.3	10	83	10.0	12	83
S.C.1	2.6	3	88	2.3	3	78	1.8	2	88
S.C.2	3.9	5	78	2.6	3	87	3.4	4	85
S.C.3	2.7	3	88	3.4	4	84	4.8	6	80
S.D	7.0	10	70	8.6	12	72	7.6	10	76
S.D.1	5.4	8	67	3.8	5	76	4.6	6	76
S.D.2	0.9	1	94	2.3	4	59	0.9	1	88
S.D.3	0.7	1	69	2.4	3	81	2.2	3	72

2019 Grade 4 Anchor Performance vs. State
Nature of Sciences

	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
S4.A	25	16.9	67.8	14.2	56.7
S4.A.1	12	8.3	69.5	6.9	57.5
S4.A.2	6	4	67.1	3.3	55.5
S4.A.3	7	4.6	65.4	4	56.5

Biological Sciences

	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
S4.B	9	5.5	60.8	4.7	51.9
S4.B.1	2	1.3	65.6	1.1	56.2
S4.B.2	5	3.2	63.4	2.7	54.9
S4.B.3	2	1	49.3	0.8	40.2

Physical Sciences

	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
S4.C	8	4.4	55.1	3.9	49
S4.C.1	3	1.9	64	1.6	53.4
S4.C.2	2	0.9	47	0.8	39
S4.C.3	3	1.5	51.5	1.5	51.1

Earth and Space Sciences

	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
S4.D	6	3.7	62	3.2	52.8
S4.D.1	2	1.7	83.7	1.4	71.7
S4.D.2	2	1.1	55.6	1	48
S4.D.3	2	0.9	46.6	0.8	38.7

GRADE 4 SCIENCE Assessment Anchors

Performance Averages over Time

	2017			2018			2019		
	Mean	Max	Percent	Mean	Max	Percent	Mean	Max	Percent
S.A	21.7	32	68	16.6	24	69	16.9	25	67.8
S.A.1	6.6	9	73.2	5.8	8	73.0	8.3	12	69.5
S.A.2	5.8	8	73	5.5	8	69	4	6	67.1
S.A.3	9.3	15	62.1	5.3	8	66	4.6	7	65.4
S.B	7.8	12	65.1	5.8	8	73	5.5	9	60.8
S.B.1	2	3	67.5	1.9	3	63	1.3	2	65.6
S.B.2	1.3	2	65.2	2.5	3	83	3.2	5	63.4
S.B.3	4.5	7	64	1.4	2	70	1	2	49.3
S.C	8.4	12	69.7	5.1	8	64.0	4.4	8	55.1
S.C.1	Not Tested			1.2	2	51.2	1.9	3	51.5
S.C.2	4.1	6	68.6	2.3	3	77	0.9	2	47
S.C.3	4.2	5	70.7	1.6	3	53	1.5	3	51.5
S.D	7.6	12	63.4	3.5	8	44	3.7	6	62
S.D.1	5.8	9	64	1.3	3	43	1.7	2	83.7
S.D.2	1.9	3	61.8	1.3	3	43	1.1	2	55.6
S.D.3	Not Tested			1.0	2	50	0.9	2	46.6

Anchor Descriptors

S.A **Nature of Science**
- S.A.1 Reasoning and Analysis
- S.A.2 Processes, Procedures, and Tools of Scientific Investigation
- S.A.3 Systems, Models, and Patterns

S.B **Biological Sciences**
- S.B.1 Structure and Function of Organisms
- S.B.2 Continuity of Life
- S.B.3 Ecological Behavior and Systems

S.C **Physical Sciences**
- S.C.1 Structure, Properties, and Interactions of Matter and Energy
- S.C.2 Forms, Sources, Conversions, and Transfer of Energy
- S.C.3 Principles of Force and Motion

S.D **Earth and Space Sciences**
- S.D.1 Earth Features and Processes that Change Earth and its Resources
- S.D.2 Weather, Climate, and Atmospheric Processes
- S.D.3 Composition and Structure of the Universe

PSSA SCIENCE

Note: PDE reduced the number of items on the Science assessment in the Spring of 2018 and the number of max points reflects this change in the anchor performance chart.

GRADE 8 Performance Level Percentages over Time

	PR 2014 Percent	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PR 2019 Percent	PA 2019 Percent	PA Top Decile 2019
ADV	31.3	38.8	37.3	31.1	29.4	40.2	23.1	
PROF	45.0	40.6	41.9	39.9	43.1	43.5	35.1	
ADV/PRO	**76.3**	**79.4**	**79.2**	**71.0**	**72.5**	**83.7**	**58.2**	**77.5**
BASIC	16.8	13.5	13.3	18.1	20.0	10.4	21.9	
BEL BAS	7.0	7.1	7.5	10.9	7.5	5.9	20	
# TESTED	364	394	332	386	360	338	122654	
				Mean Score	1380	1420	1320	

Females

	PR 2014 Percent	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PA 2018 Percent	PA 2019 Percent	PA 2019 Percent
ADV	25.1	29.8	34.4	28	27.4	42.9	22.7
PROF	48.0	48.0	47.1	44.5	46.9	44.7	38.3
ADV/PRO	**73.1**	**77.8**	**81.5**	**72.5**	**74.3**	**87.6**	**61**
BASIC	19.9	13.5	15.9	18.7	20.7	8.7	22.9
BEL BAS	7.0	8.8	2.5	8.8	5	3.7	16.2
# TESTED	175	171	157	182	179	161	59582
				Mean Score	1380	1430	1330

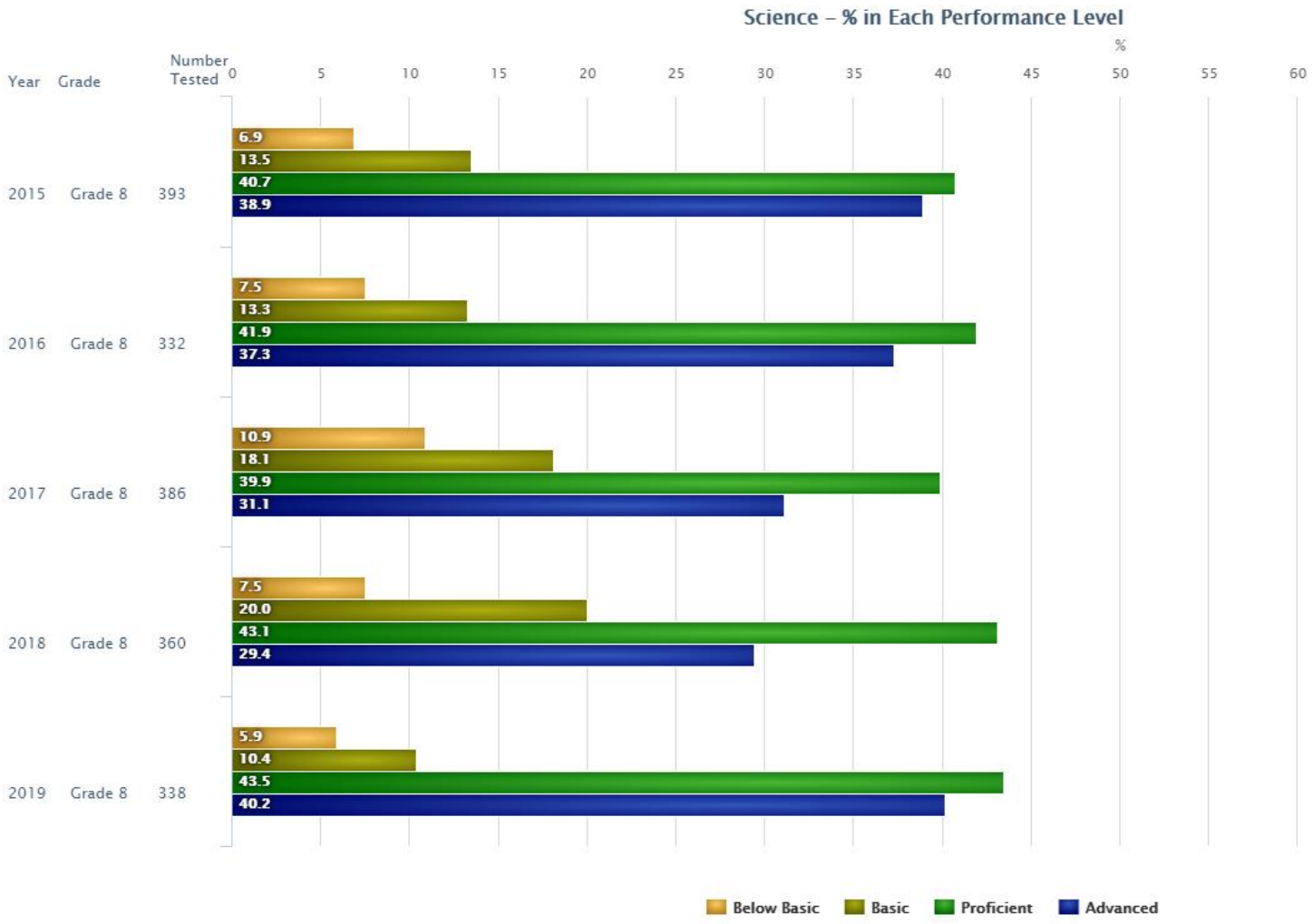
Males

	PR 2014 Percent	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PR 2019 Percent	PA 2019 Percent
ADV	36.9	45.7	40.0	33.8	31.5	37.9	23.4
PROF	42.2	35.0	37.1	35.8	39.2	42.4	32.1
ADV/PRO	**79.1**	**80.7**	**77.1**	**69.6**	**70.7**	**80.2**	**55.5**
BASIC	13.9	13.5	10.9	17.6	19.3	11.9	20.9
BEL BAS	7.0	5.8	12.0	12.7	9.9	7.9	23.6
# TESTED	189	223	175	204	181	177	63072
				Mean Score	1370	1410	1310

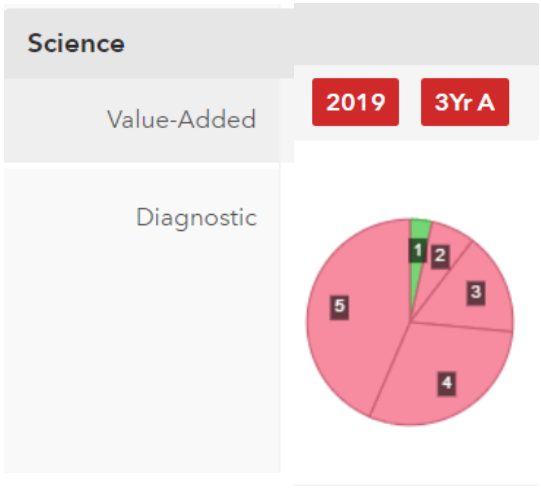
Students with IEPs

	PR 2014 Percent	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PA 2018 Percent	PA 2019 Percent	PA 2019 Percent
ADV	18.9	6.7	2.9	7	7	17.3	4.9
PROF	24.5	20.0	35.3	24.6	27.9	34.6	15.9
ADV/PRO	**43.4**	**26.7**	**38.2**	**31.6**	**34.9**	**51.9**	**20.8**
BASIC	24.5	31.1	26.5	24.6	30.2	19.2	27.8
BEL BAS	32.1	42.2	35.3	43.9	34.9	28.8	51.3
# TESTED	53	45	34	57	43	52	20724
				Mean Score	1230	1270	1160

GRADE 8 Performance Level Percentages over Time



PVAAS Grade 8



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.

GRADE 8 SCIENCE Assessment Anchors
Performance Averages over Time

	2014			2015			2016		
	Mean	**Max**	**Percent**	**Mean**	**Max**	**Percent**	**Mean**	**Max**	**Percent**
S.A	26.1	34	77	26.1	34	77	25.9	34	76
S.A.1	10.6	14	75	10.7	14	76	12.0	17	70
S.A.2	6.6	9	74	9.5	12	80	9.0	11	82
S.A.3	8.9	11	81	5.8	8	73	4.9	6	82
S.B	9.6	12	80	9.7	13	75	10.5	14	75
S.B.1	0.7	1	68	1.6	2	79	3.7	5	75
S.B.2	2.9	4	73	2.0	3	66	1.5	2	77
S.B.3	6.0	7	85	6.2	8	77	5.3	7	75
S.C	7.5	10	75	8.5	11	78	6.9	9	77
S.C.1	3.0	4	74	2.5	3	82	2.3	3	77
S.C.2	3.2	4	79	3.0	4	75	3.9	5	78
S.C.3	1.4	2	71	3.1	4	77	0.7	1	73
S.D	7.5	12	62	7.0	10	70	7.4	11	68
S.D.1	5.2	8	65	3.9	5	78	6.6	10	66
S.D.2	0.6	1	62	1.2	2	61	Not Tested		
S.D.3	1.7	2	55	1.8	3	61	0.8	1	82

2019 Grade 8 Anchor Performance vs. State
Nature of Sciences

	Max Points	**PR Mean**	**PR Percent**	**PA Mean**	**PA Percent**
S8.A	25	16.4	65.4	13.3	53.2
S8.A.1	6	4.4	73.1	3.8	63.6
S8.A.2	9	5.7	63	4.2	47
S8.A.3	10	6.3	63	5.3	52.6

Biological Sciences

	Max Points	**PR Mean**	**PR Percent**	**PA Mean**	**PA Percent**
S8.B	8	4.6	57	4	49.5
S8.B.1	5	2.3	47	2.1	42.1
S8.B.2	1	0.7	73.4	0.6	61.3
S8.B.3	2	1.5	74	1.2	62

Physical Sciences

	Max Points	**PR Mean**	**PR Percent**	**PA Mean**	**PA Percent**
S8.C	8	5.1	63.2	4.3	54.1
S8.C.1	3	1.5	49.9	1.3	43.2
S8.C.2	3	2	66.8	1.8	61
S8.C.3	2	1.6	77.7	1.2	60.1

Earth and Space Sciences

	Max Points	**PR Mean**	**PR Percent**	**PA Mean**	**PA Percent**
S8.D	7	4.1	58.1	3.5	50.6
S8.D.1	4	2.4	60.2	2.1	51.9
S8.D.2	1	0.4	45	0.4	43.3
S8.D.3	2	1.2	60.5	1	51.6

GRADE 8 SCIENCE Assessment Anchors

Performance Averages over Time

	2017			2018			2019		
	Mean	**Max**	**Percent**	**Mean**	**Max**	**Percent**	**Mean**	**Max**	**Percent**
S.A	21	33	63.5	14.0	23	60.8	16.4	25	65.4
S.A.1	7.9	13	60.5	3.9	6	64.7	4.4	6	73.1
S.A.2	8.6	13	65.9	5.3	9	58.4	5.7	9	63
S.A.3	4.5	7	64.8	4.8	8	60.6	6.3	10	63
S.B	6.9	11	62.3	5.4	9	60.2	4.6	8	57
S.B.1	2.3	3	75.1	1.9	3	64.5	2.3	5	47
S.B.2	2.5	4	62.2	1.8	3	60.4	0.7	1	73.4
S.B.3	2.1	4	52.9	1.7	3	55.7	1.5	2	74
S.C	6.8	12	56.5	4.7	8	58.5	5.1	8	63.2
S.C.1	1.9	3	63	1.5	3	50.6	1.5	3	49.9
S.C.2	3.6	6	59.3	1.1	2	53.1	2	3	66.8
S.C.3	1.3	3	44.6	2.1	3	70.1	1.6	2	77.7
S.D	5.7	12	47.7	3.6	8	44.7	4.1	7	58.1
S.D.1	5.3	11	48.2	2.1	5	42.3	2.4	4	60.2
S.D.2	0.4	1	42.2	0.5	1	47.2	0.4	1	45
S.D.3	Not Tested			1.0	2	49.3	1.2	2	60.5

Anchor Descriptors

S.A **Nature of Science**
- S.A.1 Reasoning and Analysis
- S.A.2 Processes, Procedures, and Tools of Scientific Investigation
- S.A.3 Systems, Models, and Patterns

S.B **Biological Sciences**
- S.B.1 Structure and Function of Organisms
- S.B.2 Continuity of Life
- S.B.3 Ecological Behavior and Systems

S.C **Physical Sciences**
- S.C.1 Structure, Properties, and Interactions of Matter and Energy
- S.C.2 Forms, Sources, Conversions, and Transfer of Energy
- S.C.3 Principles of Force and Motion

S.D **Earth and Space Sciences**
- S.D.1 Earth Features and Processes that Change Earth and its Resources
- S.D.2 Weather, Climate, and Atmospheric Processes
- S.D.3 Composition and Structure of the Universe

PSSA SCIENCE

Results and Findings

- Pine-Richland students outperformed the state average of students scoring proficient and advanced on the PSSA Science assessment in both the 4th and 8th Grade.
    - When comparing the percent of students scoring in the combined proficient and advanced category in 2019, Pine-Richland 4th Grade students (94.6%) were less than 1% away from being within the top decile (95.2%).
    - 83.7% of the 8th grade students scored proficient/advanced, outperforming the top decile benchmark (77.5%).
    - In both 4th and 8th grade the relative areas of opportunity have some consistency in that they occur within the Physical (e.g. energy) or Earth and Space sciences, with select areas in different reporting categories by grade level.
    - In grade 8, the percent of students scoring at the advanced/proficient level increased 11% from 2018 to 2019, reflecting the highest level attained in the past 5 years.
    - Scores of IEP students improved. In 2018, 35% of these students performed at the below basic level. In 2019, only 29% of them scored in the below basic category. Finally, 7% of these students scored in the advanced range in 2018, and the number increased to 17% in 2019.
    - For the fourth year in a row, females out-performed male students. 88% of the females scored in the advanced or proficient category, while 80% of the males scored advanced or proficient.
    -

- The analysis of student performance by PA Science Assessment Anchors helps us understand areas of relative strength and need with a higher level of meaning. While there are several relative strengths, the opportunities for improvement include:

    - **<u>Grade 4</u>**
        - **S4.C.2 Forms, Sources, Conversion, and Transfer of Energy**
            - Identify energy forms, energy transfer, and energy examples.
            - Describe the flow of energy through an object or system.
            - Recognize or illustrate simple direct current series and parallel circuits composed of batteries, light bulbs, wire, and on/off switches.
            - Identify characteristics of sound
        - **S4.C.3 Principle of Force and Motion**
            - Describe changes in motion caused by forces (e.g., magnetic, pushes or pulls, gravity, friction).
            - Compare the relative movement of objects or describe types of motion that are evident (e.g., bouncing ball, moving in a straight line, back and forth, merry-go-round).

- Describe the position of an object by locating it relative to another object or stationary background (e.g., geographic direction, left, up).

- **S4.D.3 Composition and Structure of the Universe**
  - Describe motion of the Sun-Earth-Moon system.
  - Explain how the motion of the Sun-Earth-Moon system relates to time.
  - Describe the causes of seasonal change as they relate to the revolution of the Earth and the tilt of Earth's axis.

- **Grade 8**

  - **S8.B.1 Structure and Function of Organisms**
    - Describe and compare structural and functional similarities and differences that characterize diverse living things.
  - **S8.C.1 Structure, Properties, and Interactions of Matter and Energy**
    - Explain concepts about the structure and properties (physical and chemical) of matter.
  - **S8.D.2 Weather, Climate, and Atmospheric Processes**
    - Explain how pressure, temperature, moisture, and wind are used to describe atmospheric conditions that affect regional weather or climate.

- The 2019 PVAAS District Value-Added Report for grades 4 and 8 indicates "significant evidence that the district did not meet the standard for PA Academic Growth" (i.e., red) in quintiles 3, 4 and 5, as well as quintile 2 in grade 8. In addition the 3 year value-added measures for both grades indicate the same.

- The 2019 PVAAS Quintile Diagnostic Report for grades 4 and 8 demonstrates that students in the first quintile met the growth standard while students in the second, third, fourth, and fifth quintiles did not meet the growth standard for PSSA Science, with the exception of the second quintile in grade 4.

Next Steps

1. Revisit PSSA and PVAAS data analysis process, results, findings, and next steps with grade level and vertical teams.
   - Key Personnel: Principals, Academic Leadership Council, Teachers
   - Timeline (Anticipated Start/Finish): November 2019 – March 2020
   - Major Action Steps: (1) Distribute the Academic Achievement and Growth Report to the teachers and have them revisit their content and grade level results and action steps; (2) Locate specific areas of content focus within the unit-based curriculum for analysis; (3) Identify potential modifications to learning goals and/or learning activities to strengthen learning; (4) View individual student achievement and predicted performance reports to plan for students and flexible groups in lesson design; (5) Identify resources to support students' needs from approved resources across Tiers 1-3 in MTSS; and (6) Monitor performance in

specific focus areas on a regular basis and through collaboration with grade level and/or same course teachers and embedded formative assessment probes.

2. Continue professional development regarding new curricular resources (e.g Amplify), as well as instructional and assessment strategies based on the PA Academic and Next Generation Science Standards in concert with the PRSD Model for Teaching and Learning.
    - Key Personnel: Assistant Superintendents, Administrative Science Liaisons, ALCs, and Science Teachers
    - Timeline (Anticipated Start/Finish): January 2020 – June 2020
    - Major Action Steps: (1) Identify professional development needs by grade span; (2) Plan professional development sessions to increase engagement, learning, and to impact teacher behavior/instruction and student results; (3) Utilize learning from professional development sessions to help guide curricular alignment and to identify instructional and resource needs; and (4) Update the written curriculum to inform the instructional topics and sequence within the K-12 classrooms with an eye on vertical alignment and spiraling of content to ensure mastery and retention of concepts..

3. Continue implementation of 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): August 2019 – June 2020
    - Major Action Steps: (1) Review recommendations and key personnel responsible for each action with department members; (2) Review action plan and update progress in real time to reflect implementation levels; and (3) Monitor effectiveness and fidelity of implemented changes.

4. Analyze and understand data from the Classroom Diagnostic Tools (CDT) assessment.
    - Key Personnel: Principal, Assistant Principal, Grades 7 and 8 Science Teachers
    - Timeline (Anticipated Start/Finish): December 2018 – April 2019
    - Major Action Steps: (1) Analyze assessment data and identify strengths and opportunities for improvement; (2) Share data with classroom teachers and data teams; (3) Develop and implement instructional interventions to meet the needs of students; and (4) Monitor assessment data formatively and continue responding to students' needs to impact results.

5. Continue to examine the K-8 unit-based curriculum for Science and back-map 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: October 2019-
    - 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.

6. Continue to utilize teacher-specific data and collaborative analysis of common assessment results to identify strengths and instructional strategies utilized, allowing replication of effective practices across the district.
    - Key Personnel: Principals, Professional Staff across Grade Levels and Departments
    - Timeline (Anticipated Start/Finish): October 2019-
    - Major Action Steps: (1) Conduct walk-throughs with predetermined criteria based upon teacher specific data with administrators across buildings and grade spans; (2) Document and share the approach used to attain effective results; (3) Foster professional learning communities to engage in collaborative inquiry and discussion of best practices; and (4) Capture instructional strategies within the unit-based curriculum.

7. Investigate and analyze the number of units of the Amplify Science program in the 7th grade.
    - Key Personnel: Principals, Seventh grade science teachers
    - Timeline (Anticipated Start/Finish): November 2019 – June 2020
    - Major Action Steps: (1) Analyze PSSA, Biological Science data from the initial implementation of the Amplify Science program 2016-2019; (2) Evaluate the overall effectiveness of each Amplify Science unit; (3) Determine which units to utilize in the 7th grade science classes.

8. Continue the differentiation of the Current and Compacted Extended science classes in 8th grade.
    - Key Personnel: Eighth grade science teachers
    - Timeline (Anticipated Start/Finish): November 2019 – June 2020
    - Major Action Steps: (1) Modify and make additions to the written curriculum as needed; (2) Continue to modify the learning activities to differentiate between the Current and Compacted/Extended classes as the learning goals remain common.

KEYSTONE EXAMS: Pennsylvania System of State Assessment

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 2022. 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.

In the pages that follow, Keystone Exam results have been presented first for Algebra 1, followed by Literature and Biology. For each exam, data is presented that provides the comparison of district performance to state performance levels. Similarly to PSSA data, PVAAS data for value-added and quintile scores is provided for each exam. Next are performance levels by grade level over time for each exam. Last, data on the performance over time for each graduating class is presented.

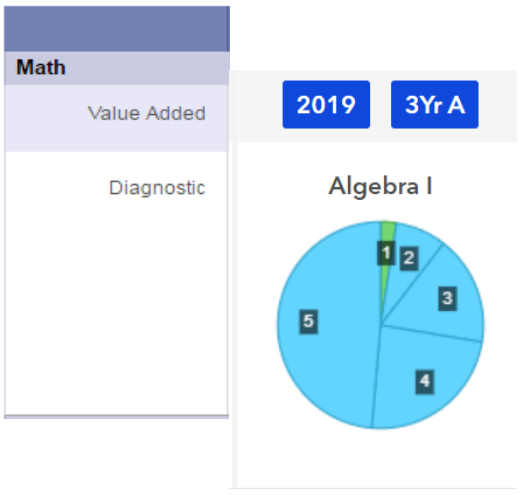
ALGEBRA I Keystone Exam

Comparison of District and State Results
Percentage of Students Scoring at Each Performance Level
All Test Takers, Spring 2019

	# Students	Below Basic	Basic	Adv./Pro	Proficient	Advanced
PR TL	387	1.0	20.9	78.1	25.1	53.0
PA TL	157523	19.3	41.6	39.9	20.2	18.9



PVAAS ALGEBRA 1



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.

Algebra 1 Spring Assessment Results
Performance Levels by Grade Level Tested over Time

GRADE 6		2016 Percent	2017 Percent	2018 Percent	2019 Percent
ADV		100	100	0	0
PROF		0	0	0	0
ADV/PRO		**100**	**100**	**0**	**0**
BASIC		0	0	0	0
BEL BAS		0	0	0	0
# TESTED		2	1	0	0

GRADE 7	2015 Percent	2016 Percent	2017 Percent	2018 Percent	2019 Percent
ADV	82	91	96	91	92.8
PROF	18	9	4	9	7.2
ADV/PRO	**100**	**100**	**100**	**100**	**100**
BASIC	0	0	0	0	0
BEL BAS	0	0	0	0	0
# TESTED	66	80	50	91	83

GRADE 8	2015 Percent	2016 Percent	2017 Percent	2018 Percent	2019 Percent
ADV	36	39	52	52	58.6
PROF	44	44	37	36	33.5
ADV/PRO	**80**	**83**	**89**	**88**	**92.1**
BASIC	19	17	10	12	7.9
BEL BAS	0	0	1	0	0
# TESTED	254	224	245	265	203

GRADE 9	2015 Percent	2016 Percent	2017 Percent	2018 Percent	2019 Percent
ADV	9	5	3	7	13.6
PROF	35	27	34	32	34.1
ADV/PRO	**44**	**32**	**37**	**39**	**47.7**
BASIC	52	58	55	57	52.3
BEL BAS	4	10	8	4	0
# TESTED	100	88	88	82	44

GRADE 10	2015 Percent	2016 Percent	2017 Percent	2018 Percent	2019 Percent
ADV	2	0	2	3	2.4
PROF	27	5	16	15	16.7
ADV/PRO	**30**	**5**	**18**	**18**	**19.1**
BASIC	70	88	72	75	78.6
BEL BAS	0	7	9	8	2.4
# TESTED	44	41	43	40	42

GRADE 11	2015 Percent	2016 Percent	2017 Percent	2018 Percent	2019 Percent
ADV	0	0	0	0	2.4
PROF	35	36	30	8	6.7
ADV/PRO	**35**	**36**	**30**	**7**	**9.1**
BASIC	59	27	30	62	60
BEL BAS	6	36	40	31	20
# TESTED	17	11	10	13	15

Algebra I Results by Graduating Class

Class of 2017 (Graduates)

Level	2010-11 School Year Grade 6						2011-2012 School Year – Grade 7					
	Winter		Spring		Summer		Winter		Spring		Summer	
	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent
ADV	0		2	100	0		0		0		0	
PROF	0		0	0	0		0		0		0	
ADV/PRO	**0**		**2**	**100**	**0**		**0**		**0**		**0**	
BASIC	0		0	0	0		0		0		0	
BEL BAS	0		0	0	0		0		0		0	
# Tested	0		2		0		0		0		0	

Class of 2017 (Graduates) continued

Level	2012-13 School Year Grade 8						2013-2014 School Year – Grade 9					
	Winter		Spring		Summer		Winter		Spring		Summer	
	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent
ADV	45	87	99	47	0		4	13	5	5	0	0
PROF	7	13	93	44	0		13	42	41	39	1	20
ADV/PRO	**52**	**100**	**192**	**91**	**0**		**17**	**55**	**46**	**44**	**1**	**20**
BASIC	0	0	19	9	0		14	45	54	51	4	80
BEL BAS	0	0	0	0	0		0	0	5	5	0	0
# Tested	52		211		0		31		105		5	

Class of 2017 (Graduates) continued

Level	2014-15 School Year Grade 10						2015-2016 School Year – Grade 11					
	Winter		Spring		Summer		Winter		Spring		Summer	
	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent
ADV	3	5	1	2	1	25	0	0	0	0	0	
PROF	16	28	12	27	0	0	11	27	4	36	0	
ADV/PRO	**19**	**33**	**13**	**30**	**1**	**25**	**11**	**27**	**4**	**36**	**0**	
BASIC	38	66	31	70	3	75	29	71	3	27	0	
BEL BAS	1	2	0	0	0	0	1	2	4	36	0	
# Tested	58		44		4		41		11		0	

Class of 2018 (Graduates)

Level	2012-13 School Year Grade 7						2013-2014 School Year – Grade 8					
	Winter		Spring		Summer		Winter		Spring		Summer	
	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent
ADV	0		57	92	0		0		99	46	0	0
PROF	0		5	8	0		0		88	41	0	0
ADV/PRO	**0**		**62**	**100**	**0**		**0**		**187**	**87**	**0**	**0**
BASIC	0		0	0	0		0		26	12	2	100
BEL BAS	0		0	0	0		0		1	0	0	0
# Tested	0		62		0		0		214		2	

Class of 2018 (Graduates) continued

Level	2014-15 School Year Grade 9						2015-2016 School Year – Grade 10					
	Winter		Spring		Summer		Winter		Spring		Summer	
	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent
ADV	3	8	9	9	1	17	2	3	0	0	0	
PROF	24	62	35	35	0	0	17	28	2	5	0	
ADV/PRO	**27**	**69**	**44**	**44**	**1**	**17**	**19**	**31**	**2**	**5**	**0**	
BASIC	12	31	52	52	5	83	41	68	36	88	0	
BEL BAS	0	0	4	4	0	0	0	0	3	7	0	
# Tested	39		100		6		60		41		0	

Class of 2018 (Graduates) continued

Level	2016-17 School Year Grade 11					
	Winter		Spring		Summer	
	# scoring	percent	# scoring	percent	# scoring	percent
ADV	0	0	0	0	0	
PROF	3	33	2	29	0	
ADV/PRO	**3**	**33**	**2**	**29**	**0**	
BASIC	6	67	1	14	0	
BEL BAS	0	0	4	57	0	
# Tested	9		7		0	

Class of 2019 (Graduates)

Level	2013-14 School Year Grade 7						2014-2015 School Year – Grade 8					
	Winter		Spring		Summer		Winter		Spring		Summer	
	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent
ADV	0		69	86	0		0		92	36	0	0
PROF	0		11	14	0		0		112	44	4	33
ADV/PRO	**0**		**80**	**100**	**0**		**0**		**204**	**80**	**4**	**33**
BASIC	0		0	0	0		0		49	19	8	67
BEL BAS	0		0	0	0		0		1	0	0	0
# Tested	0		80		0		0		254		12	

Class of 2019 (Graduates) continued

Level	2015-16 School Year Grade 9						2016-17 School Year Grade 10					
	Winter		Spring		Summer		Winter		Spring		Summer	
	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent
ADV	5	9	4	5	0	0	2	4	1	3	0	0
PROF	26	45	24	27	0	0	8	16	5	13	1	100
ADV/PRO	**31**	**54**	**28**	**32**	**0**	**0**	**10**	**20**	**6**	**15**	**1**	**100**
BASIC	26	45	51	58	2	100	40	80	25	63	0	0
BEL BAS	1	2	9	10	0	0	0	0	9	23	0	0
# Tested	58		88		2		50		40		1	

Class of 2019 (Graduates) continued

Level	2017-18 School Year Grade 11					
	Winter		Spring		Summer	
	# scoring	percent	# scoring	percent	# scoring	percent
ADV	4	20	0	0	0	0
PROF	2	10	1	7.7	0	0
ADV/PRO	6	30	1	7.7	**0**	**0**
BASIC	12	60	8	61.5	0	0
BEL BAS	2	10	4	30.8	0	0
# Tested	20		13		0	

Class of 2020 (Seniors)

Level	2014-15 School Year Grade 7						2015-2016 School Year – Grade 8					
	Winter		Spring		Summer		Winter		Spring		Summer	
	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent
ADV	0		54	82	0		0		87	39	0	0
PROF	0		12	18	0		0		99	44	5	83
ADV/PRO	**0**		**66**	**100**	**0**		**0**		**186**	**83**	**5**	**83**
BASIC	0		0	0	0		0		37	17	1	17
BEL BAS	0		0	0	0		0		1	0	0	0
# Tested	0		66		0		0		224		6	

Class of 2020 (Seniors) continued

Level	2016-17 School Year Grade 9						2017-18 School Year Grade 10					
	Winter		Spring		Summer		Winter		Spring		Summer	
	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent
ADV	0	0	3	3	0	0	7	13.0	1	2.5	0	0
PROF	12	38	27	31	0	0	11	20.4	6	15.0	0	0
ADV/PRO	**12**	**38**	**30**	**34**	**0**	**0**	18	33.4	7	17.5	0	0
BASIC	20	63	50	57	4	100	36	66.7	30	75.0	3	100
BEL BAS	0	0	7	8	0	0	0	0	3	7.5	0	0
# Tested	32		87		4		54		40		3	

Class of 2020 (Seniors) continued

Level	2018-19 School Year Grade 11					
	Winter		Spring		Summer	
	# scoring	percent	# scoring	percent	# scoring	percent
ADV	1	3.6	2	13.3	0	0
PROF	11	39.3	1	6.7	1	25
ADV/PRO	**12**	**42.9**	**3**	**20**	**1**	**25**
BASIC	14	50	9	60	2	50
BEL BAS	2	7.1	3	20	1	25
# Tested	28		15		4	

Class of 2021 (Juniors)

Level	2015-16 School Year Grade 7						2016-17 School Year Grade 8					
	Winter		Spring		Summer		Winter		Spring		Summer	
	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent
ADV	0		73	91	0		0		128	52	0	0
PROF	0		7	9	0		0		90	37	4	100
ADV/PRO	**0**		**80**	**100**	**0**		**0**		**218**	89	**4**	100
BASIC	0		0	0	0		0		25	10	0	0
BEL BAS	0		0	0	0		0		2	1	0	0
# Tested	0		80		0		0		245		4	

Class of 2021 (Juniors) continued

Level	2017-18 School Year Grade 9						2018-19 School Year Grade 10					
	Winter		Spring		Summer		Winter		Spring		Summer	
	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	#scoring	percent
ADV	2	8.0	6	7.3	1	14.3	0	0	1	2.4	0	0
PROF	10	40.0	26	31.7	2	28.6	6	14	7	16.7	1	33.3
ADV/PRO	**12**	**48.0**	**32**	**39.0**	**3**	**42.9**	**6**	**14**	**8**	**19.1**	**0**	**33.3**
BASIC	13	52.0	47	57.3	4	57.1	36	83.7	33	78.6	2	66.7
BEL BAS	0	0	3	3.7	0	0	1	2.3	1	2.4	0	0
# Tested	25		82		7		43		42		3	

Class of 2022 (Sophomores)

Level	2015-16 School Year Grade 6						2016-17 School Year Grade 7					
	Winter		Spring		Summer		Winter		Spring		Summer	
	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent
ADV	0		2	100	0		0		48	96	0	
PROF	0		0	0	0		0		2	4	0	
ADV/PRO	**0**		**2**	**100**	**0**		**0**		**50**	100	**0**	
BASIC	0		0	0	0		0		0	0	0	
BEL BAS	0		0	0	0		0		0	0	0	
# Tested	0		2		0		0		50		0	

Class of 2022 (Sophomores) Continued

Level	2017-18 School Year Grade 8						2018-19 School Year Grade 9					
	Winter		Spring		Summer		Winter		Spring		Summer	
	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	Percent	# scoring	Percent	# scoring	percent
ADV	0	0	137	51.7	0	0	0	0	6	13.6	0	0
PROF	0	0	95	35.8	3	60.0	14	53.8	15	34.1	3	60
ADV/PRO	**0**	**0**	**232**	**87.5**	**3**	**60**	**14**	**53.8**		**47.7**	**3**	**60**
BASIC	0	0	33	12.5	2	40.0	12	46.2	23	52.3	2	40
BEL BAS	0		0	0	0	0	0	0	0	0	0	0
# Tested	0		265		5		26		44		5	

Class of 2023 (Freshmen)

Level	2016-17 School Year Grade 6						2017-18 School Year Grade 7					
	Winter		Spring		Summer		Winter		Spring		Summer	
	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent
ADV	0		1	100	0		0	0	83	91.2		
PROF	0		0	0	0		0	0	8	8.8		
ADV/PRO	**0**		**1**	**100**	**0**		**0**	0	91	**100**		
BASIC	0		0	0	0		0	0	0	0		
BEL BAS	0		0	0	0		0	0	0	0		
# Tested	0		1		0		0		91			

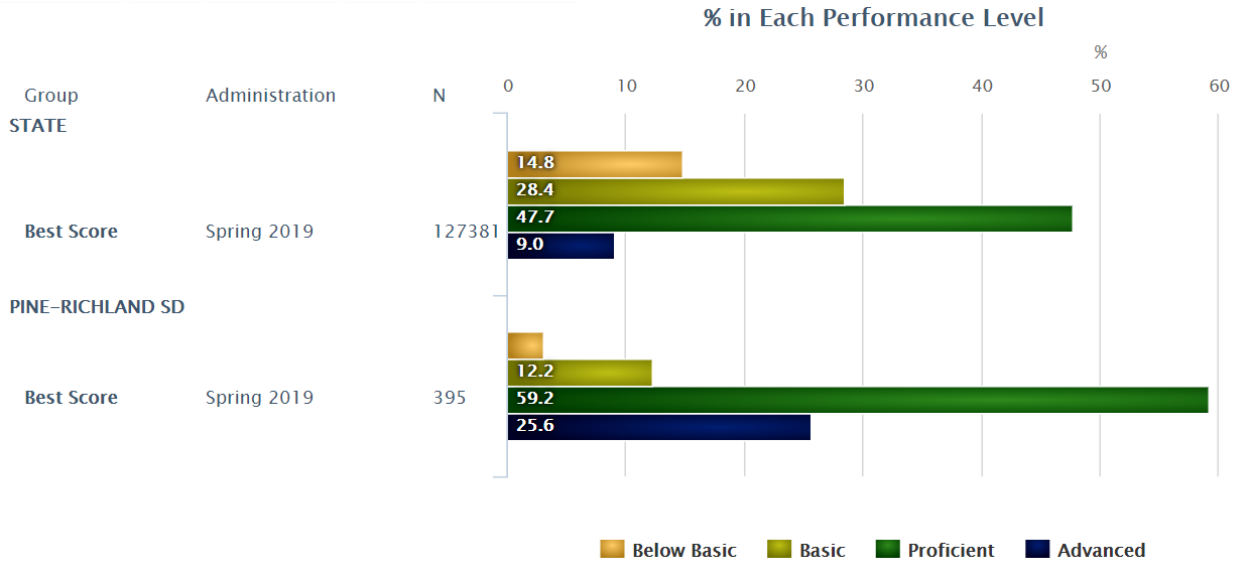
Class of 2023 (Freshmen) Continued

Level	2018-19 School Year Grade 8					
	Winter		Spring		Summer	
	# scoring	percent	# scoring	percent	# scoring	percent
ADV			119	58.6		
PROF			68	33.5		
ADV/PRO			**187**	**92.1**		
BASIC			16	7.9		
BEL BAS			0	0		
# Tested			203			

LITERATURE Keystone Exam

Comparison of District and State Results
Percentage of Students Scoring at Each Performance Level
All Test Takers, Spring 2019

	# Students	Below Basic	Basic	Adv./Pro.	Proficient	Advanced
PR TL	395	3.0	12.2	**84.8**	59.2	25.6
PA TL	127381	14.8	28.4	**56.7**	47.7	9.0



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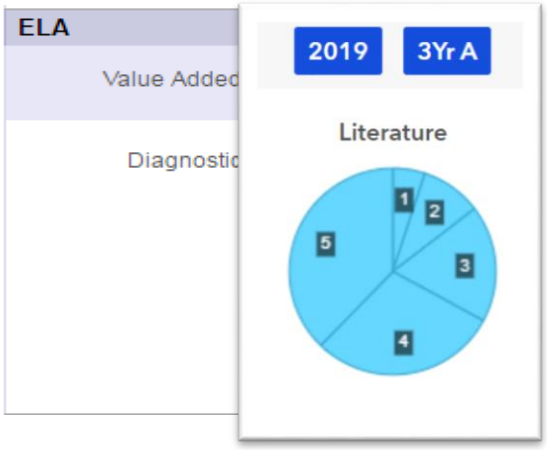
Literature



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.

Literature End-of-Course Assessment Results
Performance Levels by Grade Level Tested over Time

GRADE 9	2015 Percent	2016 Percent	2017 Percent	2018 Percent	2019 Percent
ADV	12	10	19	27	28.5
PROF	72	74	67	62	62.3
ADV/PRO	**84**	**84**	**86**	**89**	**90.8**
BASIC	14	15	11	9	12.2
BEL BAS	2	1	2	1	3.0
# TESTED	362	397	341	376	355

GRADE 10	2015 Percent	2016 Percent	2017 Percent	2018 Percent	2019 Percent
ADV	0	0	3	0	0
PROF	24	32	29	27	36.4
ADV/PRO	**24**	**32**	**32**	**27**	**36.4**
BASIC	71	64	62	64	51.5
BEL BAS	5	4	6	9	12.1
# TESTED	21	28	34	33	33

GRADE 11	2015 Percent	2016 Percent	2017 Percent	2018 Percent	2019 Percent
ADV	0	0	0	0	0
PROF	0	33	0	0	14.3
ADV/PRO	**0**	**33**	**0**	**0**	**14.3**
BASIC	0	50	60	90	57.1
BEL BAS	0	17	40	10	28.6
# TESTED	0	6	5	10	7

Literature Results by Graduating Class

Class of 2017 (Graduates)

Level	2013-14 School Year Grade 9						2014-2015 School Year – Grade 10					
	Winter		Spring		Summer		Winter		Spring		Summer	
	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent
ADV	0		47	13	0	0	2	3	0	0	0	0
PROF	0		237	68	9	82	42	60	5	24	1	13
ADV/PRO	**0**		**284**	**81**	**9**	**82**	**44**	**63**	**5**	**24**	**1**	**13**
BASIC	0		57	16	2	18	24	34	15	71	7	88
BEL BAS	0		8	2	0	0	2	3	1	5	0	0
# Tested	0		349		11		70		21		8	

Class of 2017 (Graduates) continued

Level	2015-16 School Year Grade 11					
	Winter		Spring		Summer	
	# scoring	percent	# scoring	percent	# scoring	percent
ADV	0	0	0	0	0	
PROF	7	27	2	33	0	
ADV/PRO	**7**	**27**	**2**	**33**	**0**	
BASIC	16	62	3	50	0	
BEL BAS	3	11	1	17	0	
# Tested	26		6		0	

Class of 2018 (Graduates)

Level	2014-15 School Year Grade 9						2015-2016 School Year – Grade 10					
	Winter		Spring		Summer		Winter		Spring		Summer	
	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent
ADV	0		45	12	1	9	1	1	0	0	0	0
PROF	0		265	72	5	45	32	52	9	32	1	100
ADV/PRO	**0**		**310**	**84**	**6**	**55**	**33**	**53**	**9**	**32**	**1**	**100**
BASIC	0		51	14	5	45	28	45	18	64	0	0
BEL BAS	0		6	2	0	0	1	1	1	4	0	0
# Tested	0		367		11		62		28		1	

Class of 2018 (Graduates) continued

Level	2016-17 School Year Grade 11					
	Winter		Spring		Summer	
	# scoring	percent	# scoring	percent	# scoring	percent
ADV	1	14	0	0	0	
PROF	2	29	0	0	0	
ADV/PRO	**3**	**43**	**0**	**0**	**0**	
BASIC	4	57	1	33	0	
BEL BAS	0	0	2	67	0	
# Tested	7		3		0	

Class of 2019 (Graduates)

Level	2015-16 School Year Grade 9						2016-17 School Year Grade 10					
	Winter		Spring		Summer		Winter		Spring		Summer	
	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent
ADV	0		40	10	0	0	0	0	1	3	0	0
PROF	0		295	74	4	80	32	58	8	24	0	0
ADV/PRO	**0**		**335**	**84**	**4**	**80**	**32**	**58**	**9**	**27**	**0**	**0**
BASIC	0		59	15	1	20	22	40	17	52	1	100
BEL BAS	0		3	1	0	0	1	2	7	21	0	0
# Tested	0		397		5		55		33		1	

Class of 2019 (Graduates) continued

Level	2017-18 School Year Grade 11					
	Winter		Spring		Summer	
	# scoring	percent	# scoring	percent	# scoring	percent
ADV	2	10.5	0	0	0	0
PROF	4	21.1	0	0	0	0
ADV/PRO	**6**	**31.6**	**0**	**0**	**0**	**0**
BASIC	12	63.2	9	90.0	0	0
BEL BAS	1	5.3	1	10.0	0	0
# Tested	19		10		0	

Class of 2020 (Seniors)

Level	2016-17 School Year Grade 9						2017-18 School Year Grade 10					
	Winter		Spring		Summer							
	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent
ADV	0		67	19	0	0	1	2.0	0	0	0	0
PROF	0		233	67	6	86	25	51.0	9	27.3	0	0
ADV/PRO	0		**300**	**86**	**6**	**86**	**26**	**53.0**	**9**	**27.3**	**0**	**0**
BASIC	0		41	12	1	14	19	38.8	21	63.6	1	100
BEL BAS	0		9	3	0	0	4	8.2	3	9.1	0	0
# Tested	0		350		7		49		33		1	

Class of 2020 (Seniors) Continued

Level	2018-19 School Year Grade 11					
	Winter		Spring		Summer	
	# scoring	percent	# scoring	percent	# scoring	percent
ADV	0	0	0	0		
PROF	4	19	1	14.3		
ADV/PRO	**4**	**19**	**1**	**14.3**		
BASIC	16	76.2	4	57.1		
BEL BAS	1	4.8	2	28.6		
# Tested	21		7		0	

Class of 2021 (Juniors)

Level	2017-18 School Year Grade 9						2018-19 School Year Grade 10					
	Winter		Spring		Summer		Winter		Spring		Summer	
	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent
ADV			102	27.1	0	0	1	3.1	0	0	0	0
PROF			234	62.2	3	42.9	15	46.9	12	36.4	1	50
ADV/PRO			**336**	**89.3**	**3**	**42.9**	**16**	**50**	**12**	**36.4**	**1**	**50**
BASIC			35	9.3	4	57.1	16	50	17	51.5	1	50
BEL BAS			5	1.3	0	0	0	0	4	12.1	0	0
# Tested			376		7		32		33		2	

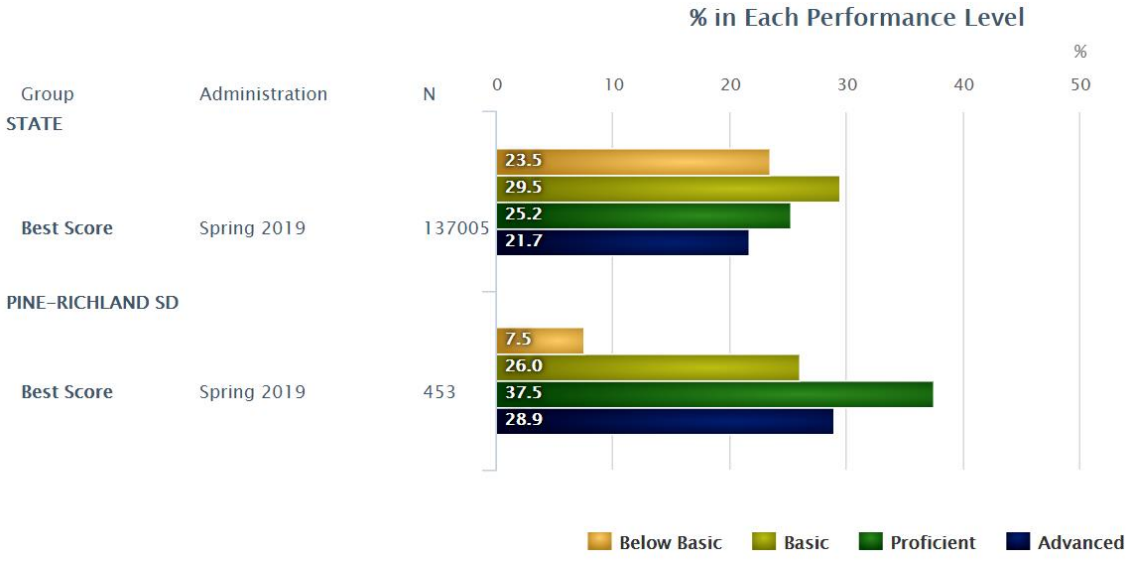
Class of 2022 (Sophomores)

Level	2018-19 School Year Grade 9					
	Winter		Spring		Summer	
	# scoring	percent	# scoring	percent	# scoring	percent
ADV			101	28.5	0	0
PROF			221	62.3	4	50
ADV/PRO			**322**	**90.8**	**4**	**50**
BASIC			27	7.6	4	50
BEL BAS			6	1.7	0	0
# Tested			355		8	

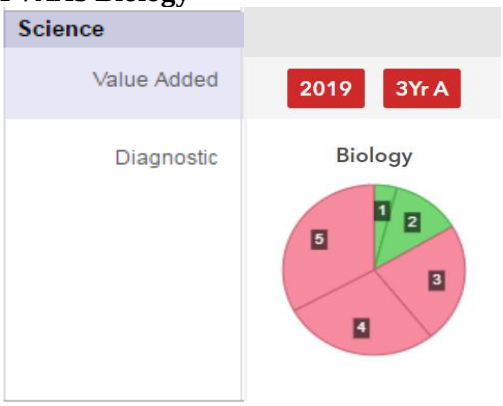
BIOLOGY Keystone Exam

Comparison and State Results
Percentage of Students Scoring at Each Performance Level
All Test Takers, Spring 2019

	# Students	Below Basic	Basic	Adv./Pro.	Proficient	Advanced
PR TL	137005	23.5	29.5	46.9	25.2	21.7
PA TL	453	7.5	26.0	66.4	37.5	28.9



PVAAS Biology



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Biology

End-of-Course Assessment Results
Performance Levels by Grade Level Tested over Time

GRADE 9	2015 Percent	2016 Percent	2017 Percent	2018 Percent	2019 Percent
ADV	52	57	42	54	38
PROF	40	34	45	36	42
ADV/PRO	**92**	**91**	**87**	**90**	**80**
BASIC	5	8	13	9	17
BEL BAS	0	1	1	1	3
# TESTED	280	325	264	302	331

GRADE 10	2015 Percent	2016 Percent	2017 Percent	2018 Percent	2019 Percent
ADV	16	5	9	9	6
PROF	43	43	28	32	32
ADV/PRO	**59**	**48**	**37**	**41**	**38**
BASIC	30	35	54	42	41
BEL BAS	11	17	9	17	21
# TESTED	110	98	90	105	90

GRADE 11	2015 Percent	2016 Percent	2017 Percent	2018 Percent	2019 Percent
ADV	3	0	0	2	0
PROF	19	12	8	7	3
ADV/PRO	**22**	**12**	**8**	**9**	**3**
BASIC	65	58	58	71	83
BEL BAS	14	30	33	21	13
# TESTED	37	33	36	44	30

Biology Results by Graduating Class

Class of 2017 (Graduates)

Level	2013-14 School Year Grade 9						2014-2015 School Year – Grade 10					
	Winter		Spring		Summer		Winter		Spring		Summer	
	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent
ADV	0		125	52	0	0	5	25	18	16	0	0
PROF	0		100	41	1	50	10	50	47	43	1	17
ADV/PRO	**0**		**225**	**93**	**1**	**50**	**15**	**75**	**65**	**59**	**1**	**17**
BASIC	0		15	6	1	50	4	20	33	30	5	83
BEL BAS	0		2	1	0	0	1	5	12	11	0	0
# Tested	0		242		2		20		110		6	

Class of 2017 (Graduates) continued

Level	2015-16 School Year Grade 11					
	Winter		Spring		Summer	
	# scoring	percent	# scoring	percent	# scoring	percent
ADV	2	4	0	0	0	
PROF	12	23	4	12	0	
ADV/PRO	**14**	**27**	**4**	**12**	**0**	
BASIC	30	58	19	58	0	
BEL BAS	8	15	10	30	0	
# Tested	52		33		0	

Class of 2018 (Graduates)

Level	2014-15 School Year Grade 9						2015-2016 School Year – Grade 10					
	Winter		Spring		Summer		Winter		Spring		Summer	
	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent
ADV	0		145	52	0	0	1	5	5	5	0	0
PROF	0		113	40	2	33	10	45	42	43	0	0
ADV/PRO	**0**		**258**	**92**	**2**	**33**	**11**	**50**	**47**	**48**	**0**	**0**
BASIC	0		22	8	4	67	11	50	34	35	1	100
BEL BAS	0		0	0	0	0	0	0	17	17	0	0
# Tested	0		280		6				98		1	0

Class of 2018 (Graduates) continued

Level	2016-17 School Year Grade 11					
	Winter		Spring		Summer	
	# scoring	percent	# scoring	percent	# scoring	percent
ADV	0	0	0	0	0	0
PROF	2	6	1	3	0	0
ADV/PRO	**2**	**6**	**1**	**3**	**0**	**0**
BASIC	28	88	13	43	1	100
BEL BAS	2	6	16	53	0	0
# Tested	32		30		1	

Class of 2019 (Graduates)

Level	2015-16 School Year Grade 9						2016-17 School Year Grade 10					
	Winter		Spring		Summer		Winter		Spring		Summer	
	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent
ADV	0		186	57	1	33	0	0	8	9	0	0
PROF	0		110	34	1	33	10	36	22	25	0	0
ADV/PRO	**0**		**296**	**91**	**2**	**66**	**10**	**36**	**30**	**34**	**0**	**0**
BASIC	0		27	8	1	33	18	64	46	53	1	100
BEL BAS	0		2	1	0	0	0	0	11	13	0	0
# Tested	0		325		3		28		87		1	

Class of 2019 (Graduates) Continued

Level	2017-18 School Year Grade 11					
	Winter		Spring		Summer	
	# scoring	percent	# scoring	percent	# scoring	percent
ADV	2	4.1	1	2.3	0	0
PROF	6	12.2	3	6.8	0	0
ADV/PRO	**8**	**16.3**	**4**	**9.1**	**0**	**0**
BASIC	34	69.4	31	70.5	1	100
BEL BAS	7	14.3	9	20.5	0	0
# Tested	49		44		1	

Class of 2020 (Seniors)

Level	2016-17 School Year Grade 9						2017-18 School Year Grade 10					
	Winter		Spring		Summer		Winter		Spring		Summer	
	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent
ADV	0		110	42	1	20	3	7.7	9	8.6	0	0
PROF	0		118	45	2	40	15	38.5	34	32.4	2	25.0
ADV/PRO	**0**		**228**	**86**	**3**	**60**	**18**	**46.2**	**43**	**41**	**2**	**25.0**
BASIC	0		34	13	2	40	21	53.8	44	41.9	6	75.0
BEL BAS	0		2	1	0	0	0	0	18	17.1	0	0
# Tested	0		264		5		39		105		8	

Class of 2020 (Seniors) Continued

Level	2018-19 School Year Grade 11					
	Winter		Spring		Summer	
	# scoring	percent	# scoring	percent	# scoring	percent
ADV	0	0	0	0	0	0
PROF	6	15.4	1	3.3	1	50
ADV/PRO	**6**	**15.4**	**1**	**3.3**	**1**	**50**
BASIC	30	76.9	25	83.3	1	50
BEL BAS	3	7.7	4	13.3	0	0
# Tested	39		30		2	

Class of 2021 (Juniors)

Level	2017-18 School Year Grade 9						2018-19 School Year Grade 10					
	Winter		Spring		Summer		Winter		Spring		Summer	
	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent
ADV	0		164	54.3	0	0	1	4.0	5	5.6	0	0
PROF	0		108	35.8	5	71.4	11	44.0	29	32.2	1	50
ADV/PRO	**0**		**272**	**90.1**	**5**	**71.4**	**12**	**48.0**	**34**	**37.8**	**1**	**50**
BASIC	0		27	8.9	2	28.6	12	48.0	37	41.1	1	50
BEL BAS	0		3	1.0	0	0	1	4.0	19	21.1	0	0
# Tested	0		302		7		25		90		2	

Class of 2022 (Sophomores)

Level	2018-19 School Year Grade 9					
	Winter		Spring		Summer	
	# scoring	percent	# scoring	percent	# scoring	percent
ADV			125	37.8	0	0
PROF			140	42.3	9	42.9
ADV/PRO			**265**	**80.1**	**9**	**42.9**
BASIC			56	16.9	12	57.1
BEL BAS			10	3.0	0	0
# Tested			331		21	

KEYSTONE EXAMS

Results and Findings

Algebra 1

- In 2019, 78.1% of all test-takers at Pine-Richland scored advanced/proficient on the Keystone Algebra 1 Exam. In comparison, 39.9% of test-takers statewide scored advanced/proficient. Of note, is that 53% of the Pine-Richland students scored at the advanced level, in comparison to 18.9% statewide.

- The percentages of students scoring advanced/proficient increases the earlier the students take the exams. For example, in 2019, 92.1% of students in grade 8 scored advanced/proficient as compared to 47.7% in grade 9.

- Trend data indicates that Pine-Richland students in grades 7 or below have consistently scored at 100% proficiency.

- Opportunities exist to improve the supplemental instruction and other supports that students who score below proficiency receive. For example, less than 20% of the students taking the algebra I exam in 10th and 11th grade scored proficient or advanced.

- The School Profile Report is partially linked to the percentage of students who reach proficiency by the end of 11th grade. To date, 363 of the current 11th-grade students scored at the proficient or advanced level on the Keystone Algebra I Exam.

- The 2019 District Value-Added PVAAS data indicates "significant evidence that the district exceeded the standard for PA Academic Growth" (i.e., dark blue). The 3-year average value-added data is also dark blue.

- The 2019 Diagnostic Quintile data demonstrates evidence that every student quintile group met (1) or exceeded (2 - 5) the growth standard in Algebra I.

Literature

- In 2019, 84.8% of all test-takers at Pine-Richland scored advanced/proficient on the Keystone Literature Exam.

- In 2019, the percentage of students in grade 9 scoring advanced/proficient and taking the exam for the first time was 90.6%, compared to 89.3% in 2018 and 86.8% in 2017, respectively.

- Although they are different cohorts of students, the percentage of students scoring at the advanced level has increased in each of the past 4 years.

- Opportunities exist to improve the supplemental instruction and other supports that students who score below proficiency receive. For example, less than 40% of the students taking the algebra I exam in 10th and 11th grade scored proficient or advanced.

- The 2019 District Value-Added PVAAS data indicates "significant evidence that the district exceeded the growth standard for PA Academic Growth" (i.e., dark blue). The 3-year average value-added data is

dark blue indicating moderate evidence that the district exceeded the growth standard over the time period.

- The 2019 Diagnostic Quintile data demonstrates evidence that students in all 5 quintiles exceeded the growth standard. This is also true of the 2018 Diagnostic Quintile data.

Biology

- In 2019, 66.4% of all test-takers at Pine-Richland scored advanced/proficient on the Keystone Biology Exam. In comparison, 46.9% of all test-takers statewide scored advanced/proficient. Of note, 28.9% of Pine-Richland students scored at the advanced level in comparison to 21.7% statewide.

- 80% of 9th grade students scored at the proficient or advanced level on the spring Keystone Exam. This is a decrease over the past few years. However, the percent of 9th-grade students taking the Biology Keystone Exam increased.

- The 2019 District Value-Added PVAAS data indicates "significant evidence that the district did not meet the growth standard" (i.e., pink). The 3-year average value-added measure is red, indicating evidence that the district did not meet the growth standard.

- The 2019 Diagnostic Quintile data demonstrates evidence that students in the first and second quintiles did meet the growth standard. Students in quintiles 3, 4, and 5 did not meet the growth standard.

- The percentage of students scoring at the proficient or advanced levels after grade 9 significantly decreases. Opportunities exist to identify ways to guide individualized instructional plans for students retaking the exam during their sophomore or junior years.

Next Steps

- Ensure that all teachers identify their current students who did not yet score at the proficiency level and implement interventions to support student mastery, prior to retesting (December and May).
    - Key Personnel: Math, English, Science Teachers
    - Timeline (Anticipated Start/Finish): Yearly (Repeats every year)
    - Major Action Steps: (1) Identify students who scored at the basic and below basic levels at the beginning of the year; (2) Flexibly groups students based on their identified strengths and weaknesses; (3) Use other assessment data throughout the year to guide individualized instruction for students; (4) Identify pathway options for students to provide for greatest level of support (co-taught classes, supplemental instruction, USA Test Prep, etc.).

- Use all assessment results (Keystone, CDT, Common, Curriculum-based) to improve the learning experience for all students in Keystone courses.
    - Key Personnel: Principals, Academic Leadership Council, Keystone Teachers
    - Timeline (Anticipated Start/Finish): November 2019 – August 2020
    - Major Action Steps: (1) Review assessment data; (2) Locate specific areas of content focus within the unit-based curriculum for analysis; (3) Identify potential modifications to learning goals and/or learning activities to strengthen learning; (4) Monitor performance in specific focus

areas on a regular basis and through collaboration with the same course and/or departmental teachers and embedded formative assessment probes.

- (Algebra I) Establish criteria for advancement from high school Concepts of Math to Algebra 1 (with or without lab).
    - Key Personnel: Principals, Counselors, Teachers
    - Timeline (Anticipated Start/Finish): 11/30/2019-1/31/2020
    - Major Action Steps: (1) identify multiple data points and/or reliable and accurate testing vehicle to determine algebra readiness; (2) establish a sequence of options for students moving out of Concepts of Math.

- (Biology) Revise after school supplemental instruction sessions
    - Key Personnel: Biology Teachers, HS Administrators
    - Timeline (Anticipated Start/Finish): 11/30/2019-4/31/2020
    - Major Action Steps: (1) Use CDT and Keystone results to identify students; (2) Revise instructional delivery options (small groups based on assessment results).

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.

Prior to 2017, the SAT had three subtests, each with a maximum score of 800 points; perfect scores on all three subtests resulted in a combined score of 2400. In the spring of 2016, CollegeBoard changed the format of the SAT reducing to two subtests, combining the reading and writing components. Each subtest in the revised SAT still received 800 points for a combined total of 1600 points.

Former SAT Scoring Structure		
Total Score (600-2400)		
Critical Reading (200-800) $33\frac{1}{3}$% of Total Score	Writing (200-800) $33\frac{1}{3}$% of Total Score	Math (200-800) $33\frac{1}{3}$% 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	

To help prepare our students for the SAT, the district provides students with user accounts for Naviance, a college and career planning software. This program includes SAT test taking tips and practice tests for students. Starting in the winter of 2017, students were also offered an opportunity to take face-to-face SAT preparation courses on campus, due to a partnership with a local services provider. Students are also able to make use of free open source preparation classes through the Khan Academy online. Providing families with options to meet their students' needs through various formats of instruction was a goal of the District. In addition, the district administers the PSAT, a preliminary SAT, to juniors. Some of our students choose to take the PSAT as sophomores. While PDE does not include SAT scores as part of the SPP calculation, it does include participation in the PSAT test.

In the pages that follow are SAT test results for the last five years in the former testing format for Math, Critical Reading, and Writing and the first two years of the new testing format with results in Math and Evidence-based Reading & Writing for Pine-Richland School District, Pennsylvania, and the Total Group. Total Group refers to all students both nationally and

internationally who took the SAT test. Also given is eight years of participation data for Pine-Richland School District. Finally, test results for the past seven years for male and female student performance are given for the district, state, and Total Group. Comparisons between 2017 and 2018 can now be made; however, trends will not be identifiable until the third year of administration in 2019.

SAT Data Tables

Note: Beginning in the spring of 2016 the format of the SAT changed from 3 equally-weighted subtests, including Critical Reading, Writing, and Mathematics, to only 2 subtests. The results were reported in this manner starting in the spring of 2017. Within the altered format, the newly-named Evidence-based Reading & Writing were combined to comprise one subtest, with Mathematics remaining as the second. The weights and score scales of 2 subcategories altered from the previous format and therefore cannot be compared to previous testing years.

PARTICIPATION

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	2018	2019
Total # taking test	302	318	359
Total # graduates	356	354	397
% taking test	84.8	89.8	90.4

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	2018	2019
District	302	318	359
State	81840	96740	95794
TL Group	1828107	2136539	2220087

Gender as a Percent of Test Takers over Time

	2012 F/M	2013 F/M	2014 F/M	2015 F/M	2016 F/M
District	50/50	46/54	52/48	51/49	52/48
State	53/47	53/47	53/47	54/46	54/46
TL Group	53/47	53/47	53/47	53/47	53/47

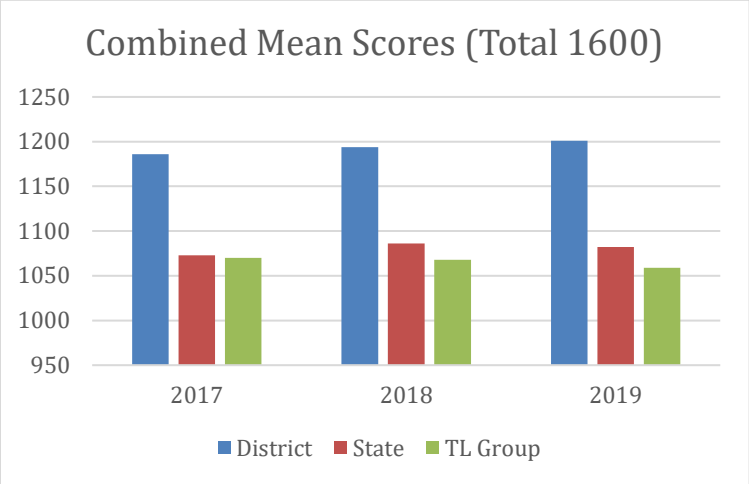
	2017 F/M	2018 F/M	2019 F/M
District	51/49	51/49	46/54
State	54/46	54/46	54/46
TL Group	53/47	52/48	52/48

COMBINED SCORES

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	2018	2019
District	1186	1194	1201
State	1073	1086	1082
TL Group	1070	1068	1059



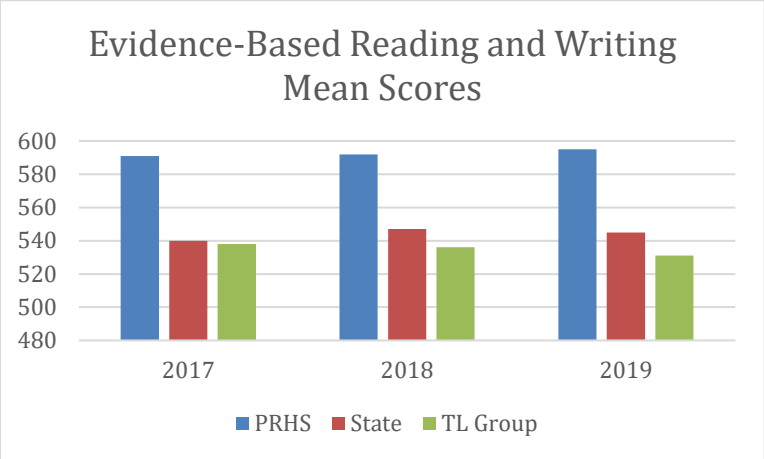
EVIDENCE-BASED READING AND WRITING

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

Evidence-Based Reading and Writing Mean Scores (Three Years in New Format)

	2017	2018	2019
PRHS	591	592	595
State	540	547	545
TL Group	538	536	531



Critical Reading Female Student Mean Scores over Time

	2012	2013	2014	2015	2016
PRHS	553	552	548	543	545
State	488	491	493	494	497
TL Group	493	494	495	493	493

Evidence-Based Reading and Writing Female Student Mean Scores (Three Years in New Format)

	2017	2018	2019
PRHS	586	591	594
State	539	546	545
TL Group	539	539	534

Critical Reading Male Student Mean Scores over Time

	2012	2013	2014	2015	2016
PRHS	533	547	528	531	544
State	495	497	501	504	504
TL Group	498	499	499	497	495

Evidence-Based Reading and Writing Male Student Mean Scores (Three Years in New Format)

	2017	2018	2019
PRHS	597	593	596
State	543	549	546
TL Group	537	534	529

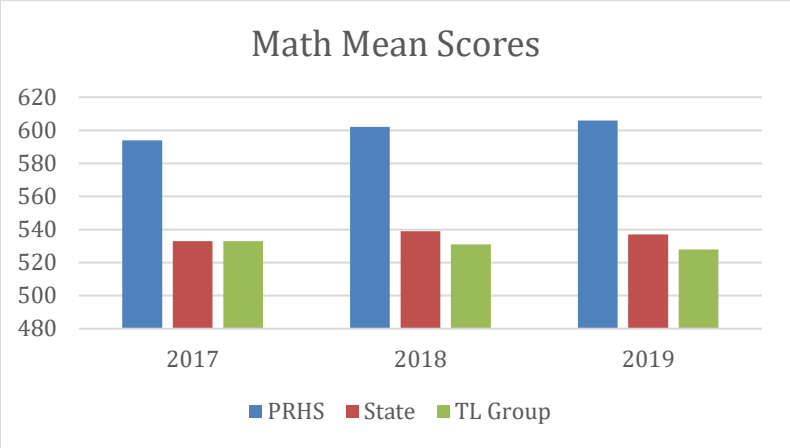
MATHEMATICS

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

Mathematics Mean Scores (Three Years in New Format)

	2017	2018	2019
PRHS	594	602	606
State	533	539	537
TL Group	533	531	528



Female Student Mean Scores over Time

	2012	2013	2014	2015	2016
PRHS	560	562	552	558	559
State	485	489	489	489	492
TL Group	499	499	499	496	496

Female Student Mean Scores (Three Years in New Format)

	2017	2018	2019
PRHS	579	591	587
State	520	526	525
TL Group	522	522	519

Male Student Mean Scores over Time

	2012	2013	2014	2015	2016
PRHS	562	591	574	576	577
State	519	520	521	521	524
TL Group	532	531	530	527	524

Male Student Mean Scores (Three Years in New Format)

	2017	2018	2019
PRHS	609	614	623
State	548	554	551
TL Group	544	542	537

SAT

Results and Findings

- For the 2019 SAT, 359 out of the 397 students in the senior class (90.4%) took the SAT exam. This is a increase from 2018's 89.8%.

- For the first time since implementing the revised format (2017), a greater percentage of male students took the assessment compared to female students.

- The mean for student performance is 1201 for the 2019 SAT. The majority of the students (53%) scored above this mean. The mean score has increased over the past 3 years.

- While the 75th percentile for Pennsylvania was 1210, Pine-Richland's 75th percentile was 1300.

- Pine-Richland male students (623) outperformed female students (587) on the mathematics section; whereas, performance on Evidence-based Reading and Writing was more equitable with males scoring on average 596 points and females scoring 594 points on average.

Next Steps

- Continue the partnership established to permit students the option to receive face-to-face SAT preparation instruction, now in its third year
    - Key Personnel: District Administrators, School counselors, Building administrators
    - Timeline: December 2019 – June 2020
    - Major Action Steps: (1) Identify number of students participating in each course; (2) Review pre- and post-assessment results to monitor benefit; and (3) Ensure communication of preparatory options available to students based upon their preferences.

- Inform students and families of the SAT preparation instructional opportunities that are available online through Naviance and other web-based programs.
    - Key Personnel: Building Administrators; School Counselors; Director of Communications, Director of College and Career Counseling
    - Timeline: Annually & Ongoing
    - Major Action Steps: (1) Initiate electronic communications to families once students have access to Naviance, both targeted and static on the website; (2) Hold information sessions for students during counselor classroom visits; and (3) Monitor the use of the available tools and corresponding performance of students on the assessments.

- Implement test-taking strategies involving differentiating between good/best answers and tailored critical reading strategies for SAT/ACT passages into the curriculum at each grade level in order to improve the subscore of the ERW and Math on the SAT

- Key Personnel: IDPR committee, AP Teachers
- Timeline: 2019-2020 In-Depth Program Review and implementation moving forward
- Major Action Steps: (1) Review sample assessments with staff (2) Identify opportunities for incorporating SAT/ACT test-taking strategies into the curriculum, common assessments, in ELA, math as well as science and social studies. (3) Implement curricular changes.

ACT: American College Test

Overview

The ACT is designed to measure high school students' general education 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.

Similarly 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.

In the pages that follow are test results for the past seven years for Pine-Richland School District, Pennsylvania, and United States students in English, Math, Reading, and Science as well as their composite scores. Pine-Richland School District participation rates are given for seven years both generally and disaggregated by gender. Finally, test scores for Pine-Richland School District and Pennsylvania students are presented for each subject area over the past seven years.

ACT Data Tables

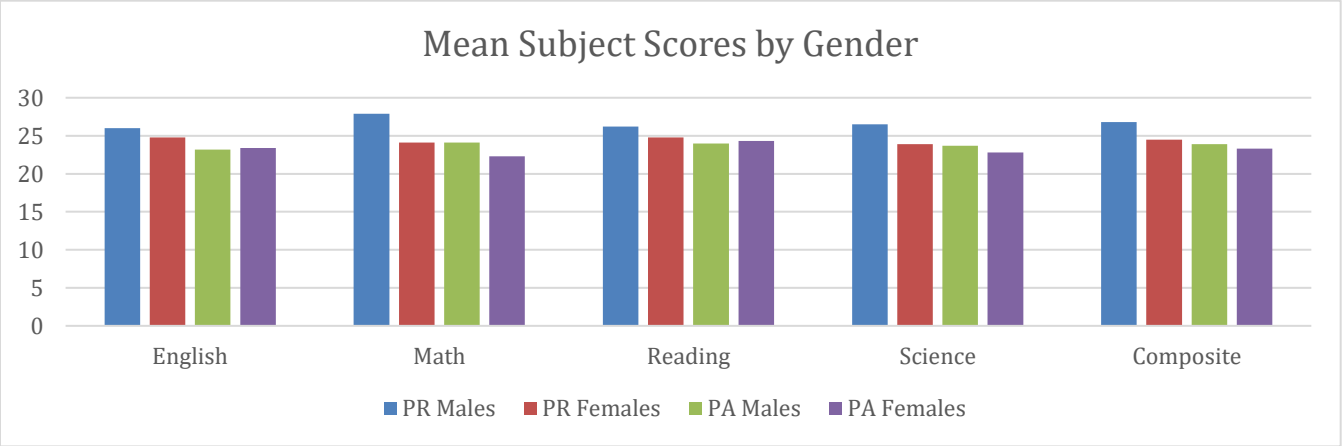
Participation over Time

	2013	2014	2015	2016	2017	2018	2019
TL # PR Students	206	182	219	220	203	174	168
TL # PR Graduates	372	367	367	379	361	356	397
% of Class Tested	55.4	49.6	59.7	58.0	56.2	48.9	42.3
# PR Boys Tested	96	78	96	95	101	80	70
# PR Girls Tested	110	104	123	125	102	94	98
TL # PA Tested	26171	27136	29776	31342	30987	27694	23855
TL # US Tested	1799243	1845787	1924436	2090342	2030038	1914817	1782820

2019 Mean Scores by Gender

	English	Math	Reading	Science	Composite
PR Males	26.0	27.9	26.2	26.5	26.8
PR Females	24.8	24.1	24.8	23.9	24.5
PA Males	23.2	24.1	24.0	23.7	23.9
PA Females	23.4	22.3	24.3	22.8	23.3

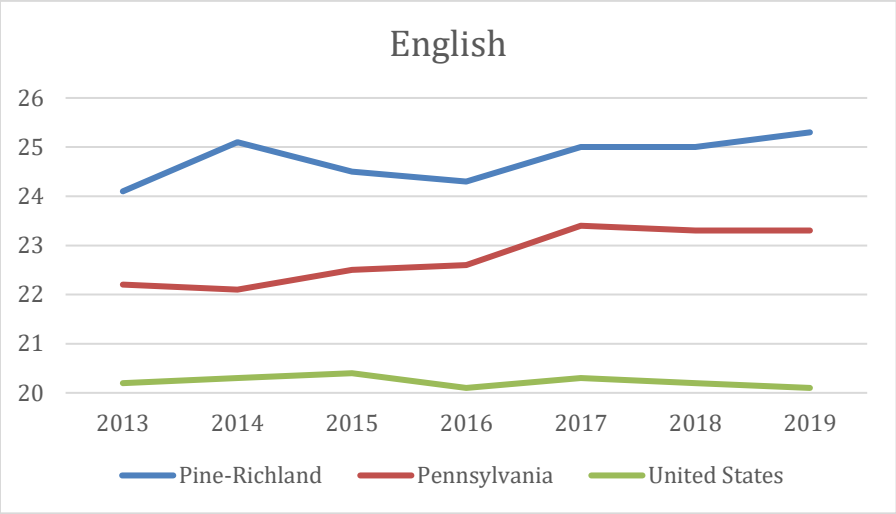
2019 Mean Scores by Gender per Subject Test



Mean Scores over Time

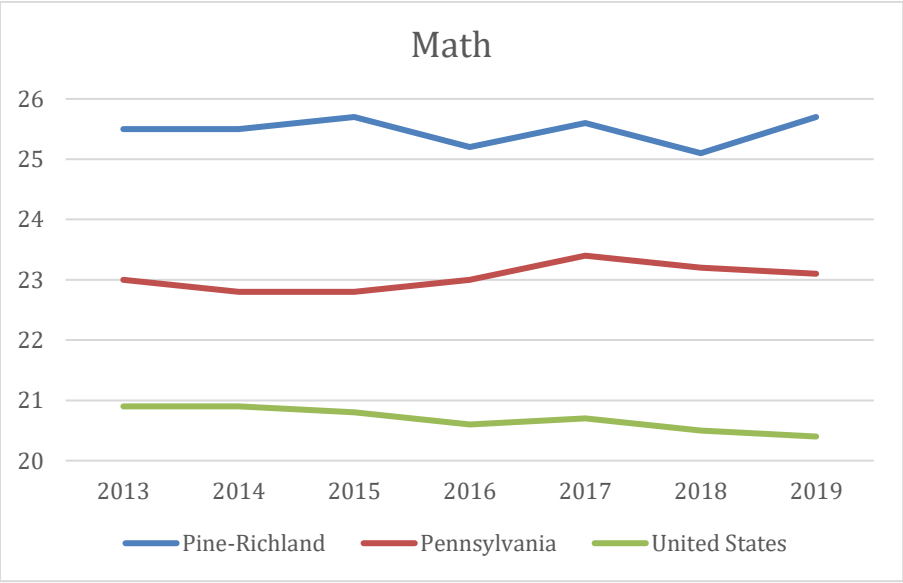
ENGLISH

	2013	2014	2015	2016	2017	2018	2019
Pine-Richland	24.1	25.1	24.5	24.3	25	25.0	25.3
Pennsylvania	22.2	22.1	22.5	22.6	23.4	23.3	23.3
United States	20.2	20.3	20.4	20.1	20.3	20.2	20.1



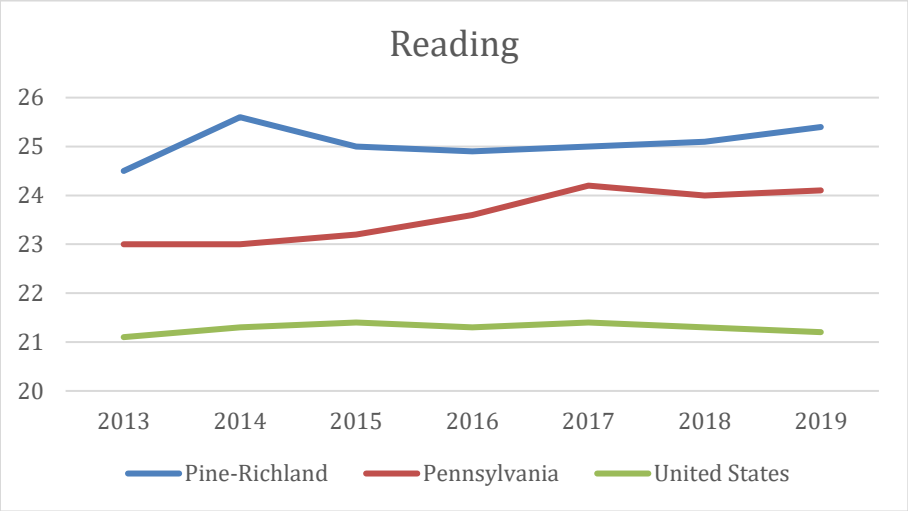
MATH

	2013	2014	2015	2016	2017	2018	2019
Pine-Richland	25.5	25.5	25.7	25.2	25.6	25.1	25.7
Pennsylvania	23.0	22.8	22.8	23.0	23.4	23.2	23.1
United States	20.9	20.9	20.8	20.6	20.7	20.5	20.4



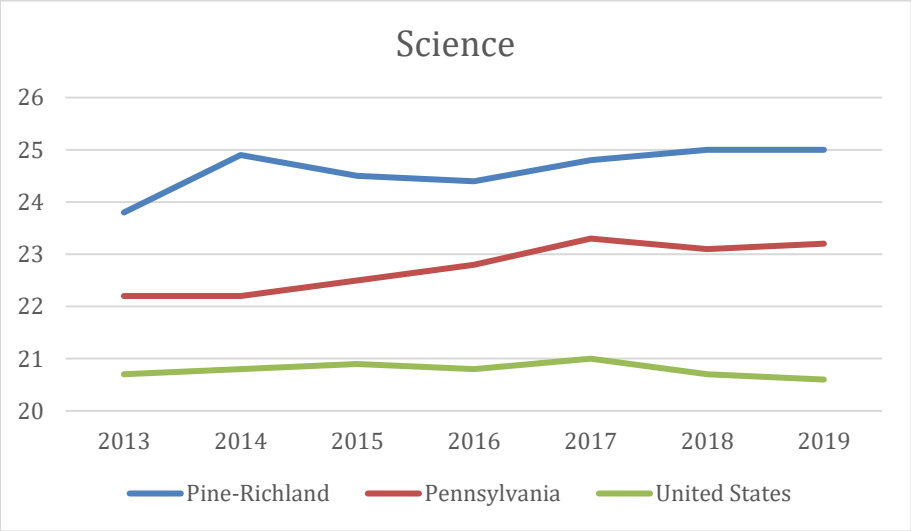
READING

	2013	2014	2015	2016	2017	2018	2019
Pine-Richland	24.5	25.6	25.0	24.9	25	25.1	25.4
Pennsylvania	23.0	23.0	23.2	23.6	24.2	24.0	24.1
United States	21.1	21.3	21.4	21.3	21.4	21.3	21.2



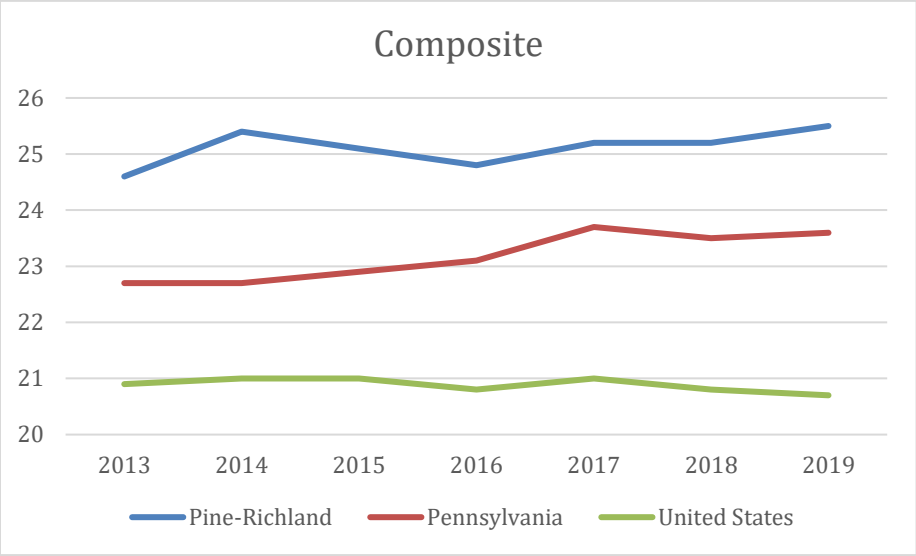
SCIENCE

	2013	2014	2015	2016	2017	2018	2019
Pine-Richland	23.8	24.9	24.5	24.4	24.8	25.0	25.0
Pennsylvania	22.2	22.2	22.5	22.8	23.3	23.1	23.2
United States	20.7	20.8	20.9	20.8	21	20.7	20.6



COMPOSITE

	2013	2014	2015	2016	2017	2018	2019
Pine-Richland	24.6	25.4	25.1	24.8	25.2	25.2	25.5
Pennsylvania	22.7	22.7	22.9	23.1	23.7	23.5	23.6
United States	20.9	21.0	21.0	20.8	21	20.8	20.7



ACT

Results and Findings

- Over the past 3 years, participation rates for Pine-Richland students have decreased slightly each year along with the percentage of Pine-Richland graduates choosing to take the ACT. This likely aligns with the requirements for admission from popular colleges and universities. Composite scores for both PR male and female students are higher than state and national averages.

- For the past seven years, Pine-Richland students have outperformed Pennsylvania and United States students in all subject areas.

- The Composite, English, Math, and Reading mean scores for Pine-Richland students increased slightly for the class of 2019.

- In 2019, male students at Pine-Richland scored higher than female students on the subject tests. The average composite score difference was 2.3 points.

Next Steps

- Continue to offer a face-to-face ACT preparation courses for Pine-Richland students.
    - Key Personnel: District Administrators; Directors of College and Career Planning
    - Timeline: November 2019 - June 2020
    - Major Action Steps: A partnership with a local SAT/ACT test preparation company was established during the 2017-2018 school year. (1) Advertise face-to-face course offerings throughout the 2019-2020 school year.

- Offer and communicate additional ACT online training opportunities, such as available services through Naviance and other potential sources.
    - Key Personnel: District Administrators; Director of College and Career Planning; Director of Communications; Teachers
    - Timeline: December 2019 – June 2020
    - Major Action Steps: (1) Publish the available online resources on the website and send electronic communications to families; (2) Teach students how to access the resources during homeroom or activity periods; (3) Provide a family awareness/training night to update parents.

- Incorporate similarly formatted test questions into their common assessments to help prepare students for the ACT/SAT.
    - Key Personnel: School Counselors; District Administrators; Teachers
    - Timeline: December 2019 – June 2020
    - Major Action Steps: (1) Integrate the question format into common assessments; (2) Analyze the responses across common courses; (3) Provide feedback to students based upon their responses.

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.

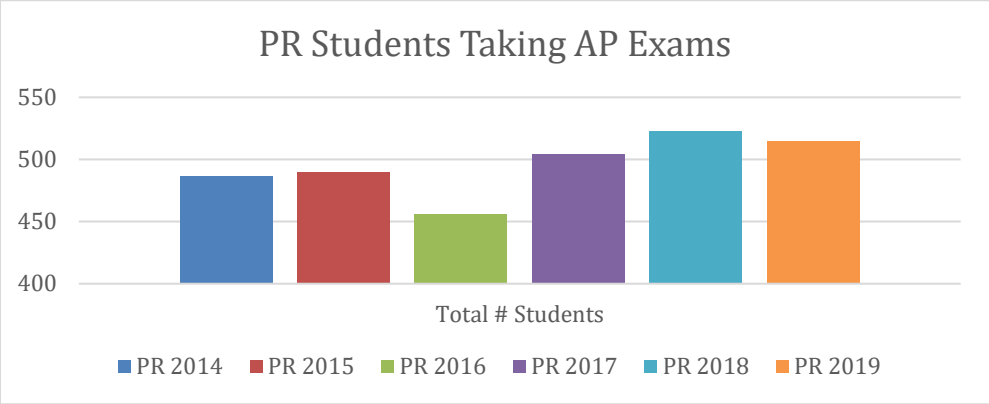
Currently, Pine-Richland offers 22 Advanced Placement courses at the high school. Pine-Richland added AP Environmental Science and AP Computer Science during the 2019-2020 school year. Six years of exam scores per subject area are presented as well state and global results for 2019. Data analyses of levels of performance, trends in performance, and comparisons of performance may all be made.

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 the AP course are themselves rigorous. PDE includes in its calculation of the high school SPP the offering of Advanced Placement courses and the percent of students scoring a 3 or above on the AP exams.

AP Data Tables

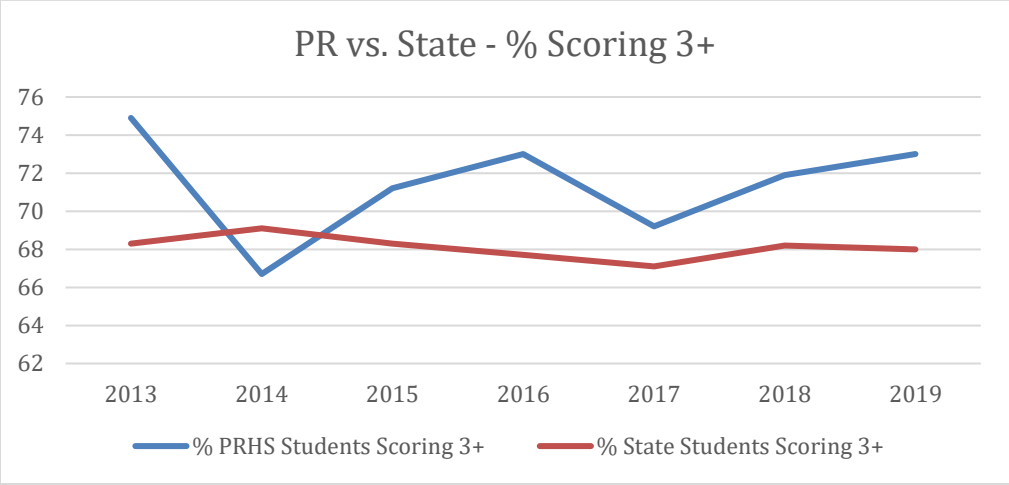
PRHS AP Test Participation over Time

	PR 2014	PR 2015	PR 2016	PR 2017	PR 2018	PR 2019
Total # Students	486	490	456	504	523	515
Total # Exams Taken	932	958	911	983	1024	1028
# Students Scoring 3+	324	349	333	349	376	376



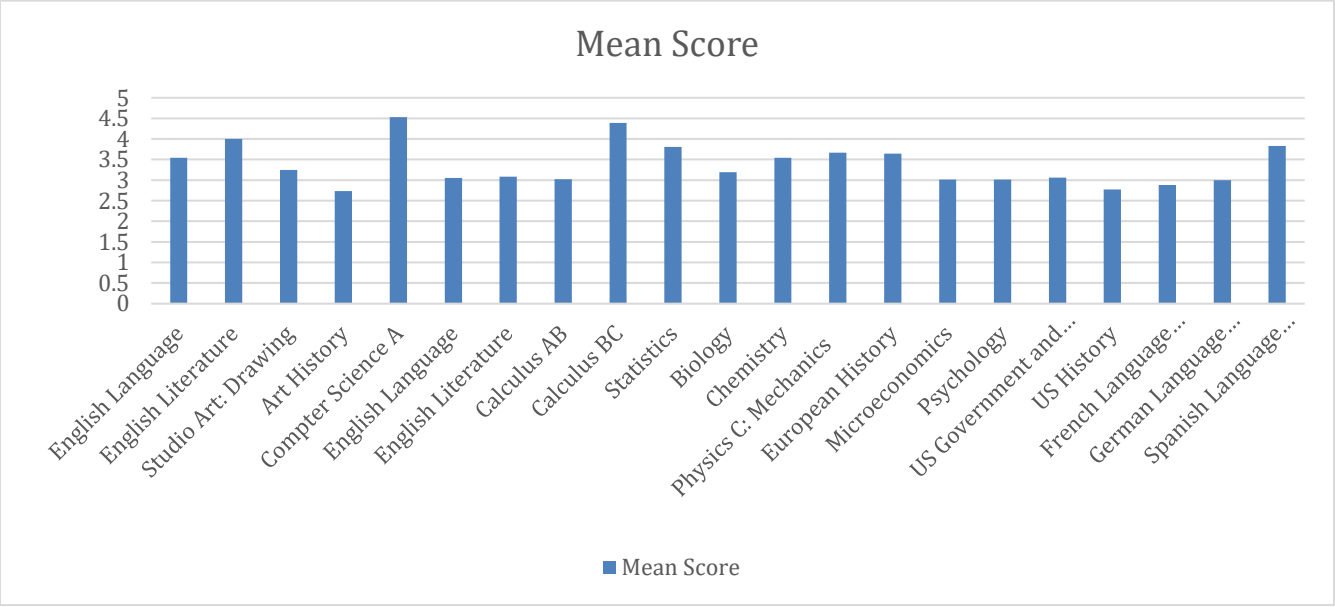
PRHS AP Test Performance vs. State over Time

	2013	2014	2015	2016	2017	2018	2019
% PRHS Students Scoring 3+	74.9	66.7	71.2	73.0	69.2	71.9	73
% State Students Scoring 3+	68.3	69.1	68.3	67.7	67.1	68.2	68



2019 PRHS AP Test Results

Subject Area Test	# Tests Taken	# Scored 3+	% Scored 3+	Mean Score
ART				
Studio Art: 2-D	13	12	92	3.54
Studio Art: 3-D	1	1	100	4
Studio Art: Drawing	8	8	100	3.25
Art History	41	22	54	2.73
COMPUTER SCIENCE				
Computer Science A	15	15	100	4.53
ENGLISH				
English Language	120	79	66	3.05
English Literature	72	53	74	3.08
MATH				
Calculus AB	42	29	69	3.02
Calculus BC	23	22	96	4.39
Statistics	69	67	97	3.81
SCIENCE				
Biology	69	56	81	3.19
Chemistry	46	41	89	3.54
Physics C: Mechanics	18	16	89	3.67
SOCIAL STUDIES				
European History	66	56	85	3.64
Microeconomics	76	49	65	3.01
Psychology	158	104	66	3.01
US Government and Politics	32	22	69	3.06
US History	86	50	58	2.72
WORLD LANGUAGES				
French Language and Culture	25	15	60	2.88
German Language and Culture	10	6	60	3
Spanish Language and Culture	18	18	100	3.83



ART

Studio Art: 2-D Design Portfolio

	PR 2014	PR 2015	PR 2016	PR 2017	PR 2018	PR 2019	PA 2019	Global 2019
5	7.1	16.7	6.7	28.6	5.88	8	22	21
4	50.0	25.0	40.0	28.6	11.76	46	32	31
3	42.9	50.0	26.7	42.9	76.47	38	32	34
3 and above	**100**	**91.7**	**73.3**	**100**	**94.12**	**92.3**	**85.4**	**86.4**
2	0	8.3	26.7	0	5.88	8	11	11
1	0	0	0.0	0	0.00	0	4	3
Total Tests Taken	14	12	15	14	17	13	767	37748
Average Score	3.64	3.50	3.27	3.86	3.18	3.54	3.58	3.57

Studio Art: Drawing Portfolio

	PR 2014	PR 2015	PR 2016	PR 2017	PR 2018	PR 2019	PA 2019	Global 2019
5	0	33.3	0	0	16.67	0	21	21
4	16.6	33.3	75.0	33	33.33	25	39	33
3	50.0	33.3	25.0	66.7	50.00	75	33	37
3 and above	**66.6**	**100**	**100**	**100**	**100.0**	**100.0**	**93.2**	**91.1**
2	33.3	0	0	0	0.00	0	6	8
1	0	0	0	0	0.00	0	1	1
Total Tests Taken	6	6	4	6	6	8	544	21769
Average Score	2.83	4.00	3.75	3.33	3.67	3.25	3.74	3.65

Art History

	PR 2017	PR 2018	PR 2019	PA 2019	Global 2019
5	14.6	4.62	10	10	12
4	17.07	10.77	17	21	25
3	29.27	35.38	27	23	27
3 and above	**60.94**	**50.77**	**53.7**	**54.5**	**63.1**
2	19.51	26.15	29	27	25
1	19.51	7.69	17	18	12
Total Tests Taken	41	65	41	466	24475
Average Score	2.88	2.94	2.73	2.77	2.99

ENGLISH

English Language and Composition

	PR 2014	PR 2015	PR 2016	PR 2017	PR 2018	PR 2019	PA 2019	Global 2019
5	5.6	18.2	15.9	10.4	10.07	8	13	10
4	28.0	24.2	32.7	25.9	20.86	25	23	18
3	37.8	31.3	29.0	31.9	41.73	33	30	26
3 and above	**71.4**	**73.7**	**77.6**	**68.1**	**72.66**	**65.8**	**65.9**	**54.3**
2	28.0	24.2	22.4	30.4	24.46	32	26	31
1	0.6	2.0	0.0	1.5	2.88	3	8	14
Total Tests Taken	143	99	107	135	139	120	14175	573188
Average Score	3.10	3.32	3.42	3.13	3.11	3.05	3.07	2.78

English Literature and Composition

	PR 2014	PR 2015	PR 2016	PR 2017	PR 2018	PR 2019	PA 2019	Global 2019
5	11.7	15.7	31.9	13.3	15.15	7	7	6
4	30.0	31.4	40.4	44.4	27.27	26	19	16
3	36.7	39.2	19.1	31.1	48.48	40	32	28
3 and above	**78.4**	**86.3**	**91.5**	**88.9**	**90.91**	**73.6**	**58.9**	**49.7**
2	18.3	13.7	8.5	10.0	6.06	21	30	34
1	3.3	0	0.0	0.0	3.03	6	11	16
Total Tests Taken	60	51	47	45	33	72	10290	380144
Average Score	3.28	3.49	3.96	3.6	3.45	3.08	2.82	2.62

COMPUTER SCIENCE

Computer Science A

	PR 2019	PA 2019	Global 2019
5	67	26	27
4	20	24	22
3	13	23	21
3 and above	**100**	**73**	**70**
2	0	12	12
1	0	16	18
Total Tests Taken	15	2261	70163
Average Score	4.53	3031	3.27

MATH

Calculus AB

	PR 2014	PR 2015	PR 2016	PR 2017	PR 2018	PR 2019	PA 2019	Global 2019
5	12.0	26.1	11.1	18.0	9.38	12	22	19
4	24.0	17.4	16.7	22.0	15.63	17	21	19
3	28.0	26.1	36.1	30.0	40.63	40	22	21
3 and above	**64.0**	**69.6**	**63.9**	**70.0**	**65.63**	**69.0**	**64.7**	**58.4**
2	32.0	4.3	19.4	26.0	31.25	24	21	23
1	2.9	26.1	16.7	4.0	3.13	7	14	18
Total Tests Taken	25	23	36	50	32	42	10550	300683
Average Score	3.08	3.13	2.86	3.24	2.97	3.02	3.16	2.97

Calculus BC

	PR 2014	PR 2015	PR 2016	PR 2017	PR 2018	PR 2019	PA 2019	Global 2019
5	56.4	64.0	42.9	3.5	40.63	57	47	43
4	17.9	16.0	34.3	27.5	25.00	30	18	18
3	17.9	12.0	17.1	25.0	21.88	9	20	20
3 and above	**92.2**	**92.0**	**94.3**	**85.0**	**87.50**	**95.7**	**84.2**	**81.0**
2	5.1	4.0	5.7	7.5	9.38	4	12	14
1	2.7	4.0	0.0	5.0	3.13	0	3	5
Total Tests Taken	39	25	35	40	32	23	4577	139209
Average Score	4.21	4.32	4.14	3.8	3.91	4.39	3.92	3.80

Statistics

	PR 2014	PR 2015	PR 2016	PR 2017	PR 2018	PR 2019	PA 2019	Global 2019
5	25.0	42.9	33.3	20.0	45.61	25	17	15
4	45.8	34.7	41.7	40.0	17.54	36	22	18
3	12.5	16.3	25.0	32.0	28.07	36	30	27
3 and above	**83.3**	**93.9**	**100.0**	**92.0**	**91.23**	**97.1**	**68.3**	**59.7**
2	12.5	6.1	0.0	8.0	7.02	1	18	19
1	4.2	0	0.0	0.0	1.75	1	14	21
Total Tests Taken	24	49	48	25	57	69	8267	219391
Average Score	3.70	4.14	4.08	3.72	3.98	3.81	3.09	2.87

SCIENCE

Biology

	PR 2014	PR 2015	PR 2016	PR 2017	PR 2018	PR 2019	PA 2019	Global 2019
5	2.9	3.7	7.6	4.0	5.56	3	8	7
4	24.6	31.7	27.3	21.0	18.52	32	26	22
3	50.7	46.3	45.5	52.0	46.30	46	39	35
3 and above	**78.2**	**81.7**	**80.3**	**77.0**	**70.37**	**81.2**	**72.8**	**64.7**
2	18.8	18.3	18.2	27.0	27.78	19	22	27
1	2.9	0	1.5	0.0	1.85	0	5	9
Total Tests Taken	69	82	66	75	108	69	8703	260785
Average Score	3.06	3.21	3.21	3.07	2.98	3.19	3.10	2.93

Chemistry

	PR 2014	PR 2015	PR 2016	PR 2017	PR 2018	PR 2019	PA 2019	Global 2019
5	17.2	16.1	17.2	16.4	28.57	20	12	11
4	31.3	30.6	32.8	40.0	42.86	26	18	17
3	28.1	45.2	39.1	43.6	23.81	43	29	27
3 and above	**76.6**	**91.9**	**89.1**	**81.8**	**95.24**	**89.1**	**59.5**	**55.6**
2	20.3	8.1	10.9	18.2	4.76	11	23	23
1	3.1	0	0.0	0.0	0.00	0	17	21
Total Tests Taken	64	62	64	55	42	46	5803	158849
Average Score	3.39	3.55	3.56	3.36	3.95	3.54	2.84	2.74

Physics C: Mechanics

	PR 2016	PR 2017	PR 2018	PR 2019	PA 2019	Global 2019
5	16.7	14.3	30.00	17	36	38
4	50.0	42.9	30.00	44	29	27
3	16.7	28.6	10.00	28	19	17
3 and above	**83.3**	**85.7**	**70.00**	**88.9**	**83.8**	**81.8**
2	16.7	0.0	30.00	11	10	10
1	0.0	14.3	0.00	0	6	8
Total Tests Taken	6	7	10	18	2718	57131
Average Score	3.67	3.43	3.6	3.67	3.79	3.76

SOCIAL STUDIES

European History

	PR 2014	PR 2015	PR 2016	PR 2017	PR 2018	PR 2019	PA 2019	Global 2019
5	21.4	12.2	31.2	18.2	14.89	24	15	12
4	42.9	29.3	46.9	31.8	29.79	32	25	20
3	14.3	34.1	15.6	40.9	25.53	29	28	26
3 and above	**78.6**	**75.6**	**93.7**	**93.2**	**70.21**	**84.8**	**68.1**	**58.1**
2	3.6	9.8	6.3	6.8	25.53	14	26	29
1	17.9	14.6	0.0	0.0	4.26	2	6	13
Total Tests Taken	28	41	32	44	47	66	3631	100660
Average Score	3.46	3.15	4.03	3.64	3.26	3.64	3.16	2.90

Microeconomics

	PR 2014	PR 2015	PR 2016	PR 2017	PR 2018	PR 2019	PA 2019	Global 2019
5	4.9	7.8	14.8	12.3	13.70	16	25	24
4	13.9	30.1	45.9	35.1	24.66	28	33	28
3	22.9	19.4	11.4	26.3	19.18	21	18	17
3 and above	**41.7**	**57.3**	**72.1**	**73.7**	**57.53**	**64.5**	**75.5**	**69.6**
2	26.2	25.4	16.4	8.8	27.40	13	11	12
1	32.0	17.4	11.4	17.5	15.07	22	13	18
Total Tests Taken	132	103	61	57	73	76	2862	91555
Average Score	2.34	2.85	3.36	3.16	2.95	3.01	3.45	3.28

Psychology

	PR 2014	PR 2015	PR 2016	PR 2017	PR 2018	PR 2019	PA 2019	Global 2019
5	17.0	21.6	18.1	18.7	18.30	14	24	20
4	22.6	30.4	35.5	26.6	27.45	25	27	25
3	24.5	20.3	19.6	21.6	23.53	27	20	19
3 and above	**64.1**	**72.3**	**73.2**	**66.9**	**69.28**	**65.8**	**71.2**	**64.5**
2	15.7	12.2	13.8	15.1	16.34	16	13	13
1	20.1	15.5	13.0	18.0	14.38	18	16	22
Total Tests Taken	159	148	138	139	153	158	10290	311260
Average Score	3.01	3.30	3.32	3.13	3.19	3.01	3.30	3.09

United States Government and Politics

	PR 2014	PR 2015	PR 2016	PR 2017	PR 2018	PR 2019	PA 2019	Global 2019
5	9.4	1.4	9.2	3.0	14.04	19	16	13
4	6.2	0	7.1	4.0	12.28	13	14	12
3	28.1	12.9	19.4	27.0	28.07	38	31	30
3 and above	**43.7**	**14.3**	**35.7**	**34.0**	**54.39**	**68.8**	**61.2**	**55.1**
2	31.2	30.0	30.6	17.0	29.82	19	22	25
1	25.0	55.7	33.7	49.0	15.79	13	16	20
Total Tests Taken	32	70	98	100	57	32	8629	314921
Average Score	2.44	1.61	2.68	1.95	2.79	3.06	2.91	2.73

United States History

	PR 2014	PR 2015	PR 2016	PR 2017	PR 2018	PR 2019	PA 2019	Global 2019
5	12.0	8.9	14.1	11.0	9.84	6	14	12
4	34.3	22.2	26.1	24.0	20.49	20	23	18
3	29.6	30.4	37.0	36.0	33.61	33	26	23
3 and above	**75.9**	**61.5**	**77.2**	**69.0**	**63.93**	**58.1**	**63.1**	**53.7**
2	18.5	26.7	19.6	25.0	28.69	24	20	22
1	5.6	11.9	3.3	6.4	7.38	17	17	24
Total Tests Taken	108	135	92	110	122	86	12809	496930
Average Score	3.29	2.90	3.28	3.08	2.97	2.72	2.98	2.71

WORLD LANGUAGES

French Language and Culture

	PR 2014	PR 2015	PR 2016	PR 2017	PR 2018	PR 2019	PA 2019	Global 2019
5	0	0	0	0	0.00	8	13	16
4	6.2	0	9.5	11.1	16.67	12	27	25
3	68.8	50.0	66.7	44.4	66.67	40	39	36
3 and above	**75.0**	**50.0**	**76.2**	**55.6**	**83.33**	**60.0**	**80.1**	**77.1**
2	25.0	31.8	23.8	44.4	16.67	40	19	18
1	0	18.2	0	0	0.00	0	1	5
Total Tests Taken	16	22	21	9	6	25	826	23257
Average Score	2.81	2.32	2.86	2.67	3	2.88	3.33	3.30

German Language and Culture

	PR 2014	PR 2015	PR 2016	PR 2017	PR 2018	PR 2019	PA 2019	Global 2019
5	0	0	9.5	50.0	0.00	10	11	21
4	60.0	50.0	33.3	0.0	40.00	30	29	24
3	30.0	16.7	28.6	50.0	40.00	20	37	27
3 and above	**90.0**	**66.7**	**71.4**	**100.0**	**80.0**	**60.0**	**77.0**	**72.3**
2	0	33.3	28.6	0.0	20.00	30	18	20
1	10.0	0	0.0	0.0	0.00	10	5	8
Total Tests Taken	10	6	21	2	5	10	440	5160
Average Score	3.4	3.17	3.24	4	3.2	3.00	3.23	3.30

Spanish Language and Culture

	PR 2014	PR 2015	PR 2016	PR 2017	PR 2018	PR 2019	PA 2019	Global 2019
5	50.0	28.6	35.7	25.0	50.00	17	19	25
4	25.0	28.6	35.7	50.0	37.50	50	31	34
3	25.0	28.6	28.6	25.0	12.50	33	33	29
3 and above	**100**	**85.7**	**100.0**	**100.0**	**100.0**	**100.0**	**83.2**	**88.6**
2	0	14.3	0.0	0.0	0.00	0	13	10
1	0	0	0.0	0.0	0.00	0	4	2
Total Tests Taken	8	7	14	4	8	18	2573	188336
Average Score	4.25	3.71	4.07	4	4.38	3.83	3.48	3.71

AP

Results and Findings

- The percentage of Pine-Richland students scoring a 3 or better on an AP exam has been higher than state or global comparisons for 6 of the past seven years.

- In 2019, 73% of Pine-Richland students scored 3 or above on an AP exam; this percentage is a slight increase compared to 2018 data. State results decreased slightly.

- The 2019 Pine-Richland student scores averaged above 4.00 in two courses: Calculus BC (4.39) and Computer Science A (4.53). In 2019, Pine-Richland student scores averaged under 3.0 in three courses: Art History (2.73); US History (2.77); and French Language and Culture (2.88).

- Based on an analysis of individual 2019 AP assessments, the following observations were made:
    - *Art*
        - Studio Art: 2-D Design Portfolio – 92% of the 13 students participating scored a 3 or above, with 3.54 being the average score for the group.
        - Studio Art: Drawing Portfolio – 100% of students scored a 3 or above, with 3.25 being the average score for the group which is an increase from last year.
        - Art History - This course was added to the Program of Studies for the 2016-2017 school year. The number of students taking the exam decreased to 41 in 2019. The average score decreased from 2.94 to 2.73 in 2019.
    - *English*
        - English Language and Composition – There was a decrease in the number of students enrolled in the course in 2019. The average score of 3.05 is a decline when comparing the past three years.
        - English Literature and Composition – There is a slight decrease in the average score to 3.08, however, 72 took the exam, which exceeds all of the previous years.
    - *Computer Science*
        - Computer Science A – Computer Science A was added to the Pine-Richland High School Program of Studies for the 2019-2020, however, a group of students were prepared for this assessment through their other courses of study. All 15 student scored a 3 or above. The average score was 4.53.

- *Math*
  - Calculus AB – The average score of 3.02 is an increase when compared to 2018 results. The enrollment increased from 32 to 42.
  - Calculus BC – The average score of 4.39 is an increase compared to 2018 results. Enrollment in the course was 23, a decrease from the previous year.
  - Statistics – Student average score decreased slightly but enrollment increased from 57 to 69. The average score is still well above the state and global averages for this exam.
- *Science*
  - Biology – In 2019, enrollment decreased but the average score increased from 2.98 to 3.19.
  - Chemistry – Enrollment in this course increased to 46. The average score of 3.54 is a slight decrease but well above state and global averages.
  - Physics C: Mechanics – The number of students increased from 10 to 18 with 89% of the group achieving a 3 or above.
- *Social Studies*
  - European History – Enrollment increased to 66 students, the highest number in five years. The average score in 2019 of 3.64 is an increase for Pine-Richland. In 2019, 85% of the students scored above a 3.
  - Microeconomics – Enrollment increased to 76 students and students achieving a 3 or above increased to 64.5%. This however, is lower than the state average.
  - Psychology – Student participation continues to grow (158). The average score earned decreased slightly to 3.01.
  - United States Government and Politics – Student enrollment dropped from 57 to 32, a four year low. The average score increased from 2.79 to 3.06.
  - United States History – Enrollment in the course decreased from 122 to 86. The average score of 2.72 was a slight decrease from last year.
- *World Languages*
  - French Language and Culture – The average score in 2019 was 2.88, a slight decrease from 2018.
  - German Language and Culture - The number of students taking this test increased from 5 to 10; the average score for the students was a 3.0.
  - Spanish Language and Culture – In 2019, 18 students took the exam, 100% of the students scored a 3 or higher. The average score decreased from 4.38 to 3.83. All students have scored a 3 or higher over the past 4 years.

Next Steps

- Compare end-of-course grades to AP test scores.
    - Key Personnel: Building Administrators and AP Teachers
    - Timeline (Anticipated Start/Finish): December 2019 – June 2020
    - 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.

- Continue to monitor and address changes from CollegeBoard for AP curriculum.
    - Key Personnel: Building Administrators and AP Teachers
    - Timeline (Anticipated Start/Finish): December 2019 – May 2020
    - Major Action Steps: (1) Review AP test information and any available blueprints to ensure balanced approach to content instruction; (2) Review test format and scoring protocols, sharing information with Keystone teachers, students, and parents.

- During vertical teaming for curriculum review, focus on the instructional strategies needed in earlier years to prepare students for the challenge of AP coursework.
    - Key Personnel: Administrators, Academic Leadership Council Members, Vertical Teams
    - Timeline (Anticipated Start/Finish): December 2019 – June 2020
    - Major Action Steps: (1) Examine Academic Achievement and Growth Report and other sources of data for analysis to identify intradisciplinary areas of strength and need; (2) Solidify understanding of content across Webb's Depth of Knowledge for transfer and application of skills in real world scenarios; (3) Strengthen students' close reading and evidence-based analysis skills in grade-appropriate progression to build accuracy, quality, independence, and stamina; and (4) Increase expectations for the rigor of work (not quantity) performed independently throughout the students' schooling experience.

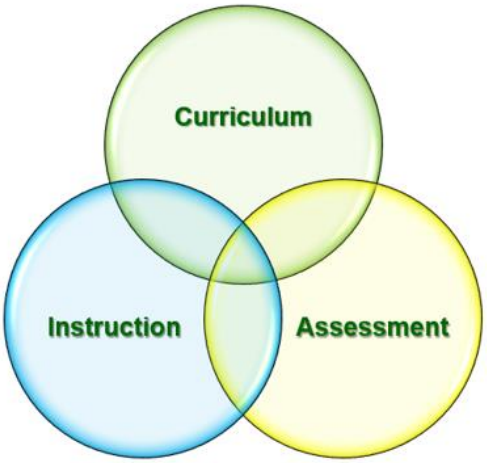
- Utilize benchmark assessment results to monitor student progress.
    - Key Personnel: Administrators and Teachers
    - Timeline (Anticipated Start/Finish): December 2019 – May 2020
    - Major Action Steps: (1) Provide professional development for teachers where benchmark assessments are available through newly purchased curriculum resources; (2) Monitor assessments results to measure student growth from one benchmark to the next; (3) Evaluate correlations between final benchmark assessments and AP exam scores.

Conclusion and Next Steps

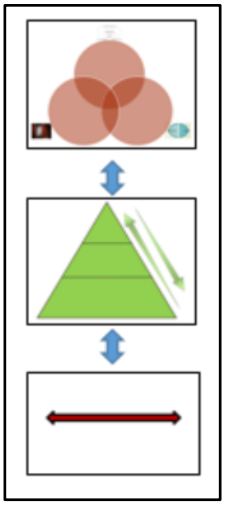
The 2019 Academic Achievement and Growth Report is the result of a collaborative effort to identify our areas of opportunity for continuous improvement and to identify relative areas of strength. As a district, we recognize the results of these multiple standardized tests are valued, representing one approach to the measurement of school effectiveness. At Pine-Richland School District, we value the growth and achievement of individual students across multiple holistic measures in addition to those conveyed through this annual report (e.g. PR Graduate Portrait). Our desire to drive effective change to the classroom and individual student level is evident through our mission, vision, and values and through the long-term goals and short-term actions outlined in our strategic plan.

The next steps outlined in this annual report help us to commit to taking action based upon the results and findings within each content area, particularly within the lesson planning process at the intersection of curriculum, instruction, and assessment. It takes knowledge, skill, and discipline to "jump the gap" from "knowing" about an area of concern to "doing" something about it. Educators use assessment results to analyze and modify curriculum and instruction to positively impact student achievement and growth. The Pine-Richland School District Model for Teaching and Learning is intended to emphasize the "sweet spot" situated at the intersection of curriculum, assessment, and instruction. When these three areas are tightly aligned, the model works as a foundational component to our academic system, allowing for interventions and a wide range of learner supports to be offered.

Model for Teaching and Learning



Academic System



Via district- and building-level teams, administrators and teachers must work collaboratively to understand the results and refine the educational program. These actions must recognize that students (and teachers) may feel a level of stress associated with high stakes tests. In an ideal situation, the refinements occur at the level of written curriculum with embedded practice in the normal day-to-day educational experience through lesson plans to determine instructional interventions and assessments of learning to drive future instruction. When the three circles above are more aligned, this level of improvement – without artificial test preparation – is possible.

Summative assessments give a snapshot of student learning at one point in time. The Academic Achievement and Growth Report is itself a snapshot of achievement and growth in the 2018-2019 school year. Already this year, teachers and students together are ***focusing on learning for every student every day*** through personal journeys of resilience, innovation, diverse opportunities, and engagement. There is no more important work than ensuring the achievement and growth of all students, who attend our schools.