PINE-RICHLAND
SCHOOL DISTRICT

2020 ACADEMIC ACHIEVEMENT & GROWTH REPORT



Data for Action
GROWING IDEAS

Focused on Learning for
Every Student Every Day

702 WARRENDALE RD.
GIBSONIA, PA 15044



Academic Achievement & Growth Report
November 23, 2020

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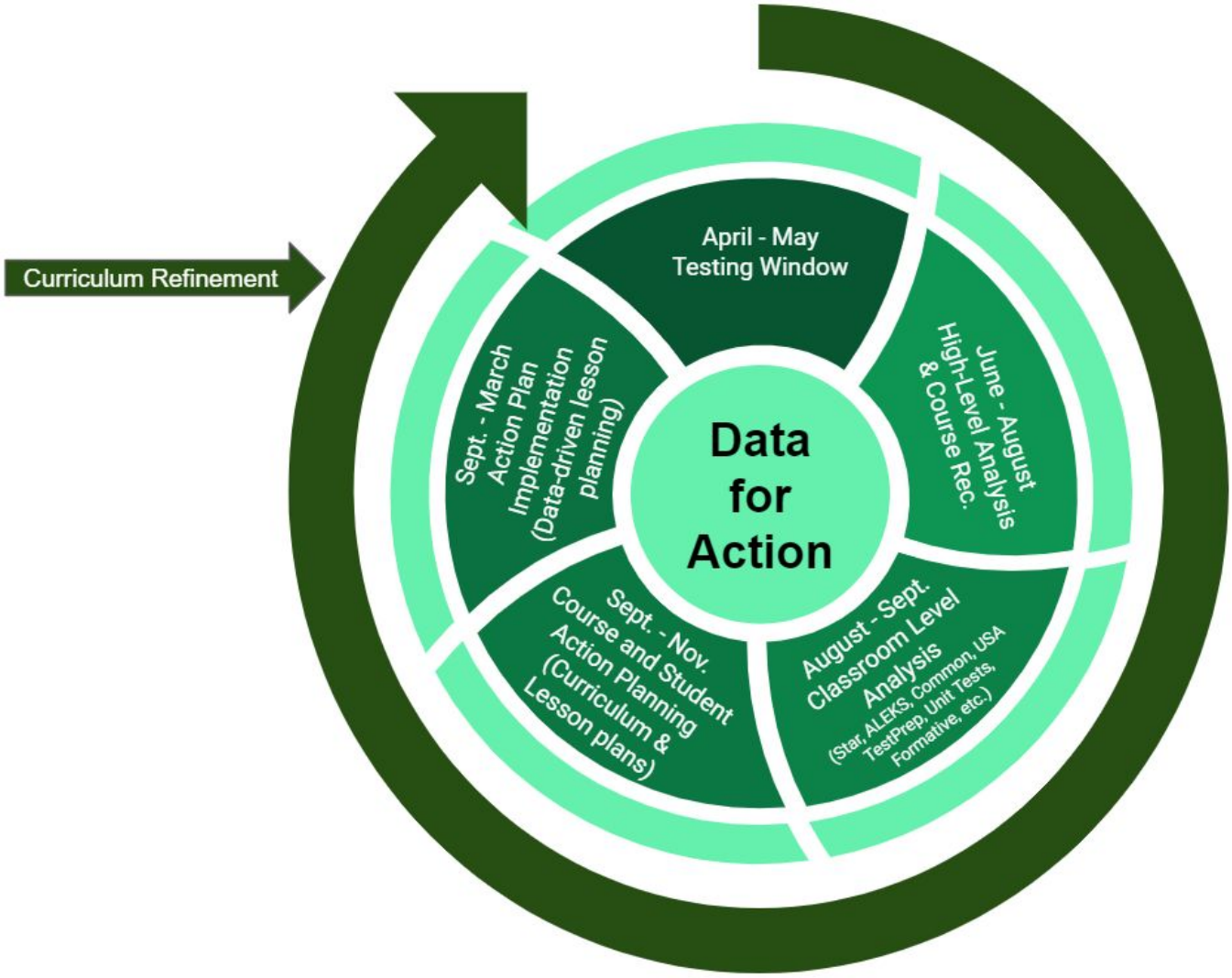
Data for Action

1. **Standardized Assessments (PSSA, Keystone, SAT, ACT, AP, PVAAS)**
2. **High-Level Analysis and Course Recommendations (Pathways [3-12])**
3. **Initial Assessment and Analysis (Star 360, ALEKS, CDT, USA TestPrep, Curriculum-Based)**
4. **Action Planning (Course and Student) Based on Initial Assessment Analysis**
5. **Daily Lesson Plan Adjustments (Course and Student) Based on Ongoing Assessment Analysis**

Collaborative Planning (#4 and #5)

Curriculum is continuously refined and improved throughout the process.



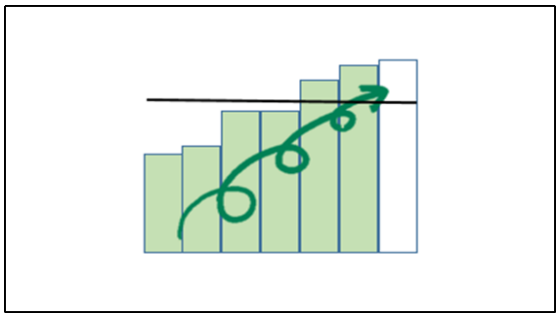
Pine-Richland School District

Academic Achievement and Growth Report

Executive Summary

The mission of the Pine-Richland School District is to focus on learning for every student every day**.** The vision at PRSD emphasizes the fact that learning is reflected in both achievement and growth. In the 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.

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



As an improvement this year, the amount of time spent producing an exhaustive library of individual assessment results tables was streamlined to provide dense summary information by assessment type. These tables include levels of achievement and growth, benchmark comparisons, and trends over time where a minimum of three years' data exists. The presentation designed to accompany this report focuses on the integration of assessment data within our Model for Teaching and Learning and the entire Learning System as pictured and explained below, through specific vignettes.

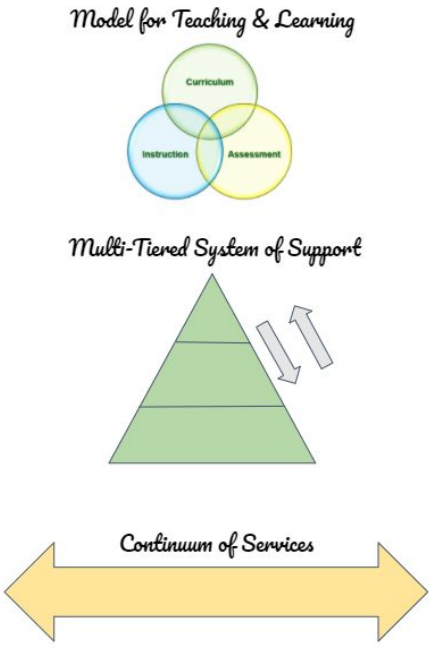
As a district, we are focusing on process and results. Building principals, assistant principals, Academic Leadership Council Members, and our K-12 classroom teachers have been actively engaged in the development of these reports annually. We have been intentional in celebrating strengths and identifying opportunities for improvement. The results in this report are directly integrated with other strategic initiatives related to the model for teaching and learning, in-depth program review, curriculum review process, and instructional

strategies focus. Short-term and long-term goals of the strategic plan influence the educational program for students and the learning results. Within the strengths, we are working to highlight areas of success and effective instructional integration within our programming and have lifted them up through the vignettes, as shared by our educators engaged in the direct work. We intend to communicate this knowledge and key learning across our organization through our Academic Leadership Council, principals, and grade level/departmental teams to continue our focus on success and iterations of improvement.

Given the impact of the pandemic, all state-based standardized testing for the PSSA and Keystone were halted. Consequently, the data represented in the tables are reflective of data from the 2018-2019 school year for those assessments, with updates for 2019-2020 being made only for the SAT, ACT, and AP exams. As a result, there are not updated results for student achievement and growth reflected on the PA Future Ready Index either.

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

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



Model for Teaching and Learning

- Curriculum
- Instruction
- Assessment

Multi-Tier System of Supports (MTSS)

- ELA and Math Decision Trees
- Research-Based Interventions

Continuum of Services

- Special Education
- Gifted Education
- Other Programming

Key highlights of this year's report include:

- Focused attention on using data to support student learning
- Streamlined reporting of key measures
- Addition of top decile reporting for SAT and ACT results
- Lack of PSSA and Keystone data DOES NOT equate to lack of data for action

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

School Performance Profile

The Pennsylvania School Performance Profile currently 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. These measures assist schools and districts in the evaluation of the effectiveness of their educational programs. Scores were not provided to the schools for the 2019-2020 school year, based on the absence of standardized assessments.

Each school receives its own School Performance Profile annually which contains a score composed of many data elements, as reflected in the following five areas:

Indicators of Academic Achievement (40%)

- Percent of students scoring Proficient or Advanced on the PSSA tests and Keystone Exams
- Percent of students scoring Proficient or Advanced on PSSA Grade 3 Reading
- Percent of students scoring Competent or Advanced on Industry Standards-Based Assessments
- Percent of students meeting benchmarks set by SAT and ACT for College/Career Readiness

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 PVAAS growth index for the school overall represents a measure of student progress across the tested grade levels in a school in Mathematics/Algebra 1, Reading/Literature, and Science/Biology

Other Academic Indicators (10%)

- Cohort graduation rate
- Promotion rate
- Attendance rate
- Advanced Placement, International Baccalaureate, or College Credit courses offered
- PSAT/PLAN test participation

Extra credit for Advanced Achievement (up to 7 points)

- Percent of students scoring Advanced on PSSA tests and Keystone Exams
- Percent of students scoring 3 or higher on Advanced Placement tests
- Percent of students Advanced on the Industry Standards-Based Competency Assessment

Future Ready Index

Visit the Future Ready PA Index

The Pennsylvania Department of Education utilizes the Future Ready PA Index as a method of evaluating schools in a more holistic manner than the SPP alone, utilizing a "dashboard model to highlight how schools are performing and showing progress on multiple measures" (PDE, 2018). While the data was not updated for the 2019-2020 school year based on the context of the pandemic and lack of standardized assessments, 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 support. 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 psychologists, principal, and counselor, in addition to the classroom teacher, meet regularly to reflect upon students' progress.

The STAR 360 Reading and Math benchmark assessments were first utilized during the 2017-2018 school year for students in Kindergarten through 6th grade. Within 7th-8th grade, students take the STAR 360 assessment for Reading and Mathematics, with the Classroom Diagnostic Tool (CDT) being administered in Science. During the 2019-2020 school year, students in Keystone "trigger" courses (Algebra I, Biology, English 9) took the CDT assessment. The results from these assessments are analyzed to assist in course placement and instructional interventions. For instance, a child in grade 5 would have several data points available for comparison, providing multiple criteria and a more robust sense of student performance. Within mathematics alone, the students would have data available including: (a) three STAR 360 benchmark performance points from their 4th-grade year and 5th grade year-to-date; (b) prior years' PSSA results; (c) past and current quarterly grades; (d) annual unit assessments and end-of-year exam data; (e) Cognitive Abilities Test results; and (f) annual student learning attributes rating. These data points can be pulled at one time and be utilized for the individualization of student learning. Teachers then also have the ability to drill further into a child's individual readiness levels and design an instructional sequence to help 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.

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. Given that the PA Core Academic Standards were adopted and assessed starting in the 2015

PSSA, we now are able to analyze trends in the achievement of different cohorts of students given several years of data points.

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

- Advanced: The advanced level reflects superior academic performance. Advanced work indicates an in-depth understanding and exemplary display of the skills included in the Pennsylvania Core Academic Standards.

- Proficient: The proficient level reflects satisfactory academic performance. Proficient work indicates a solid understanding and adequate display of the skills included in the Pennsylvania Core Academic Standards.

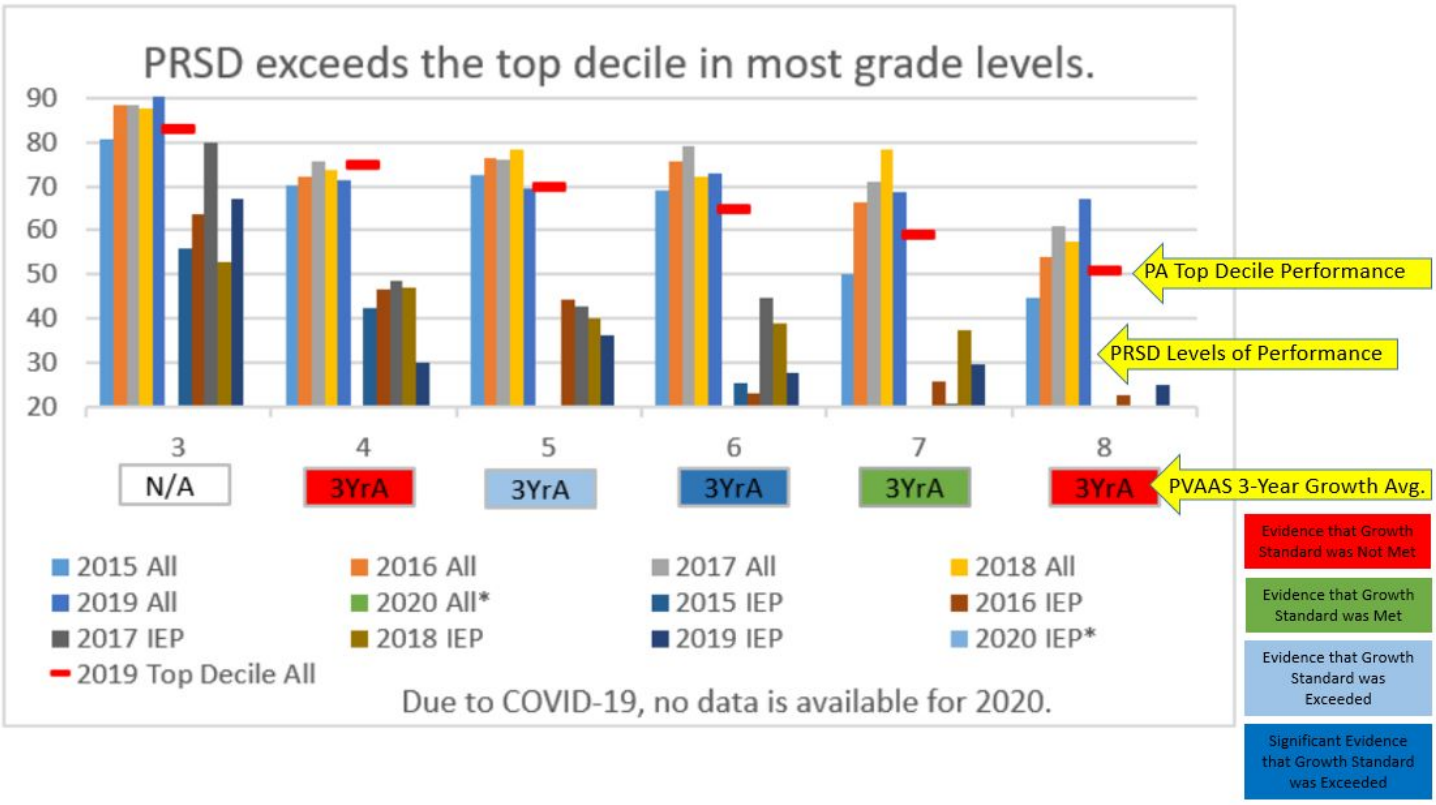
- Basic: The basic level reflects marginal academic performance. Basic work indicates a partial understanding and limited display of the skills included in the Pennsylvania Core Academic Standards.

- Below Basic: The below basic level reflects inadequate academic performance. Below basic work indicates little understanding and minimal display of the skills included in the Pennsylvania Core Academic Standards.

For PSSA Math and ELA, data is presented for 2015-2019, the years in which the revised standards were assessed through the PSSA administration. The standards assessed on the Science PSSA have not been revised and multiple years of anchor performance level data is available for trend analysis and comparisons to state performance.

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

PSSA MATH



	2015 All	2016 All	2017 All	2018 All	2019 All	2020 All*	2015 IEP	2016 IEP	2017 IEP	2018 IEP	2019 IEP	2019 Top Decile All	2020 IEP*
3	80.8	88.2	88.2	87.5	90.9	N/A	56.1	63.6	80	53	67.2	83	N/A
4	70.1	72.3	75.8	73.6	71.3	N/A	42.6	46.5	48.8	46.9	30	75	N/A
5	72.4	76.2	76	78.5	69.3	N/A	20	44.2	42.9	40	36.4	70	N/A
6	69.2	75.5	79.2	72.3	72.9	N/A	25.4	23.1	44.9	39	27.7	65	N/A
7	50	66.5	70.8	78.3	68.5	N/A	20.5	25.9	20.9	37.5	29.7	59	N/A
8	44.7	54.1	61	57.5	67.2	N/A	6.7	22.9	16.9	11.4	25	51	N/A

PSSA MATH

Results and Findings

- 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).

- 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:

    - **Grade 3**
        - **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

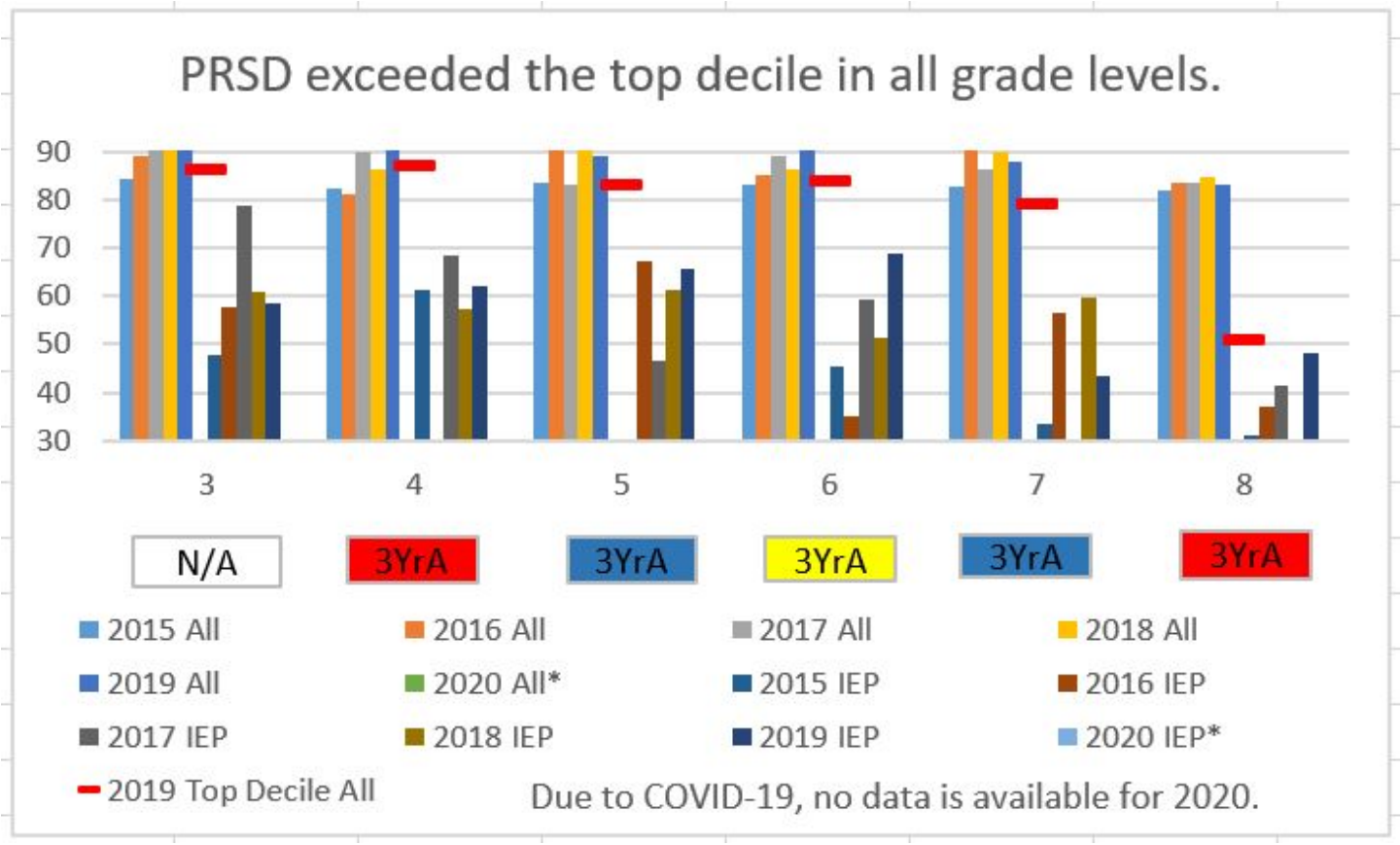
- **Grade 6**
    - **M6.A-R.1 Ratios and Proportional Relationships**
        - Understand ratio concepts and use ratio reasoning to solve problems
    - **M6.D-S.1 Statistics and Probability**
        - Demonstrate understanding of statistical variability by summarizing and describing distributions.
    - **M6.C-G Geometry**
        - Solve real-world and mathematical problems involving area, surface area, and volume.

- **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

- **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.

PSSA ENGLISH LANGUAGE ARTS (ELA)



	2015 All	2016 All	2017 All	2018 All	2019 All	2020 All*	2015 IEP	2016 IEP	2017 IEP	2018 IEP	2019 IEP	2019 Top Decile All	2020 IEP*
3	84.2	89.2	92.6	90.9	91.3	N/A	47.6	57.8	78.6	60.8	58.6	86	N/A
4	82.3	81.1	89.7	86.4	90.7	N/A	61.1	27.9	68.3	57.1	62	87	N/A
5	83.6	90.2	83.1	92.1	89.1	N/A	25	67.3	46.6	61.4	65.5	83	N/A
6	83.3	85.1	89	86.4	91.2	N/A	45.3	35.1	59.2	51.2	68.9	84	N/A
7	82.6	90.3	86.4	89.7	88	N/A	33.3	56.6	26.2	59.6	43.2	79	N/A
8	81.8	83.6	83.6	84.8	83.2	N/A	31.1	37.1	41.4	28	48.1	51	N/A

PSSA ELA

Results and Findings

- 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).

- 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 several relative strengths, **relative areas of opportunity** 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**

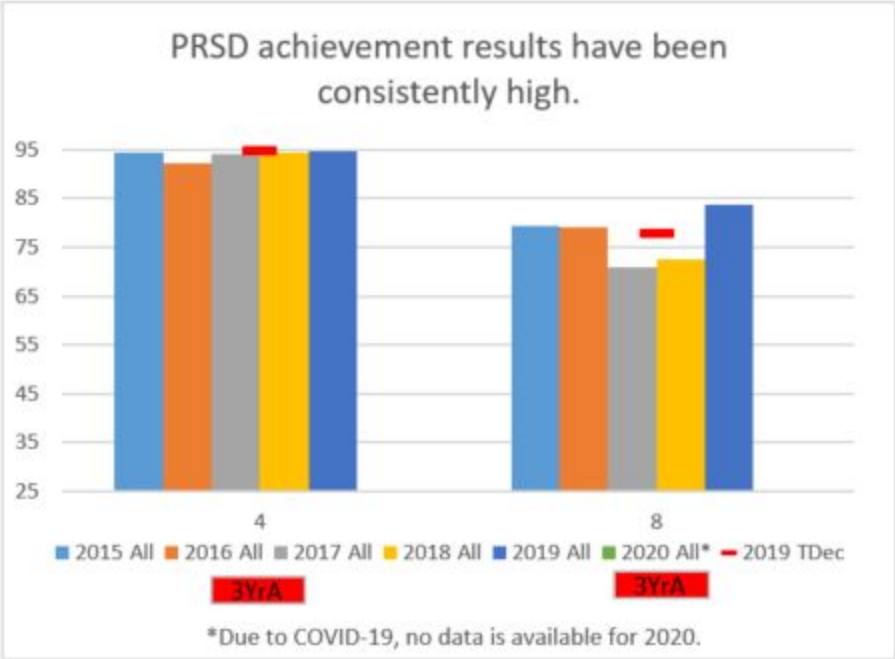
        - Read with accuracy to support comprehension, analysis, reflection, and research
    - **E6.G Craft and Structure/Integration of Knowledge and Ideas**
        - Demonstrate knowledge of craft and structure of literature texts
        - Integration of knowledge and ideas; demonstrate understanding of 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).

PSSA SCIENCE



	2015 All	2016 All	2017 All	2018 All	2019 All	2020 All*	2019 TDec
4	94.3	92.1	94.2	94.3	94.6	N/A	95
8	79.4	79.2	71	72.5	83.7	N/A	78

PSSA SCIENCE

Results and Findings

- Pine-Richland students in Grade 8 outperformed the top decile and students in Grade 4 were less than 1% away from being within the top decile in Pennsylvania.

- 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, **relative areas of opportunity** for improvement include:

  - **Grade 4**

    - **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 3-Year 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).

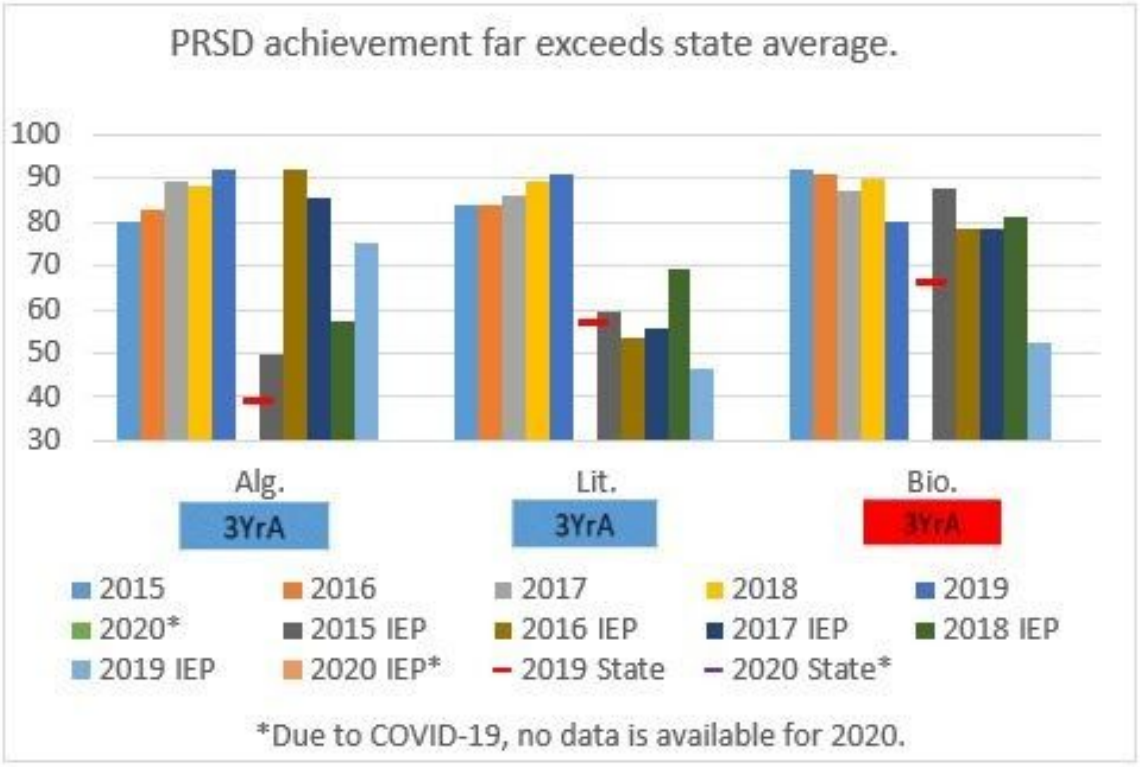
KEYSTONE EXAMS: Pennsylvania System of State Assessment

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 2023. All students must take the Keystone Exams and non-proficient students are required to retake the exam. Students have three opportunities to take Keystone Exams throughout the year: winter, spring, and summer. School districts have the responsibility of providing some form of supplemental instruction for non-proficient students before they retake the exam. Students who have retaken the Keystone Exam and remain non-proficient have alternative methods to demonstrate proficiency in the content areas and meet graduation requirements. Students with IEPs who are non-proficient may graduate by demonstrating proficiency through progress towards their IEP goals.

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


PRSD achievement far exceeds state average.
100
90
80
70
60
50
40
30
Alg.
3YrA
Lit.
3YrA
Bio.
3YrA
2015
2016
2017
2018
2019
2020*
2015 IEP
2016 IEP
2017 IEP
2018 IEP
2019 IEP
2020 IEP*
2019 State
2020 State*
*Due to COVID-19, no data is available for 2020.

ALGEBRA I Keystone Exam

	2015	2016	2017	2018	2019	2020*	2019 State	2020 State*	2015 IEP	2016 IEP	2017 IEP	2018 IEP	2019 IEP	2020 IEP*
Alg.	80	83	89	88	92.1	N/A	39	N/A	50	91.7	85.7	57.2	75.1	N/A

LITERATURE Keystone Exam

	2015	2016	2017	2018	2019	2020*	2019 State	2020 State*	2015 IEP	2016 IEP	2017 IEP	2018 IEP	2019 IEP	2020 IEP*
Lit.	84	84	86	89	90.8	N/A	57	N/A	59.5	53.7	55.9	69.1	46.7	N/A

BIOLOGY Keystone Exam

	2015	2016	2017	2018	2019	2020	2019 State	2020 State*	2015 IEP	2016 IEP	2017 IEP	2018 IEP	2019 IEP	2020 IEP*
Bio.	92	91	87	90	80	N/A	66	N/A	87.5	78.6	78.6	81.3	52.7	N/A

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 3-Year District Value-Added PVAAS data indicates “significant evidence that the district exceeded the standard for PA Academic Growth” (i.e., dark blue).

Literature

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

- The 3-Year District Value-Added PVAAS data indicates “significant evidence that the district exceeded the growth standard for PA Academic Growth” (i.e., dark blue).

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.

- The 3-year average value-added measure is red, indicating evidence that the district did not meet the growth standard.

SAT: Scholastic Aptitude Test

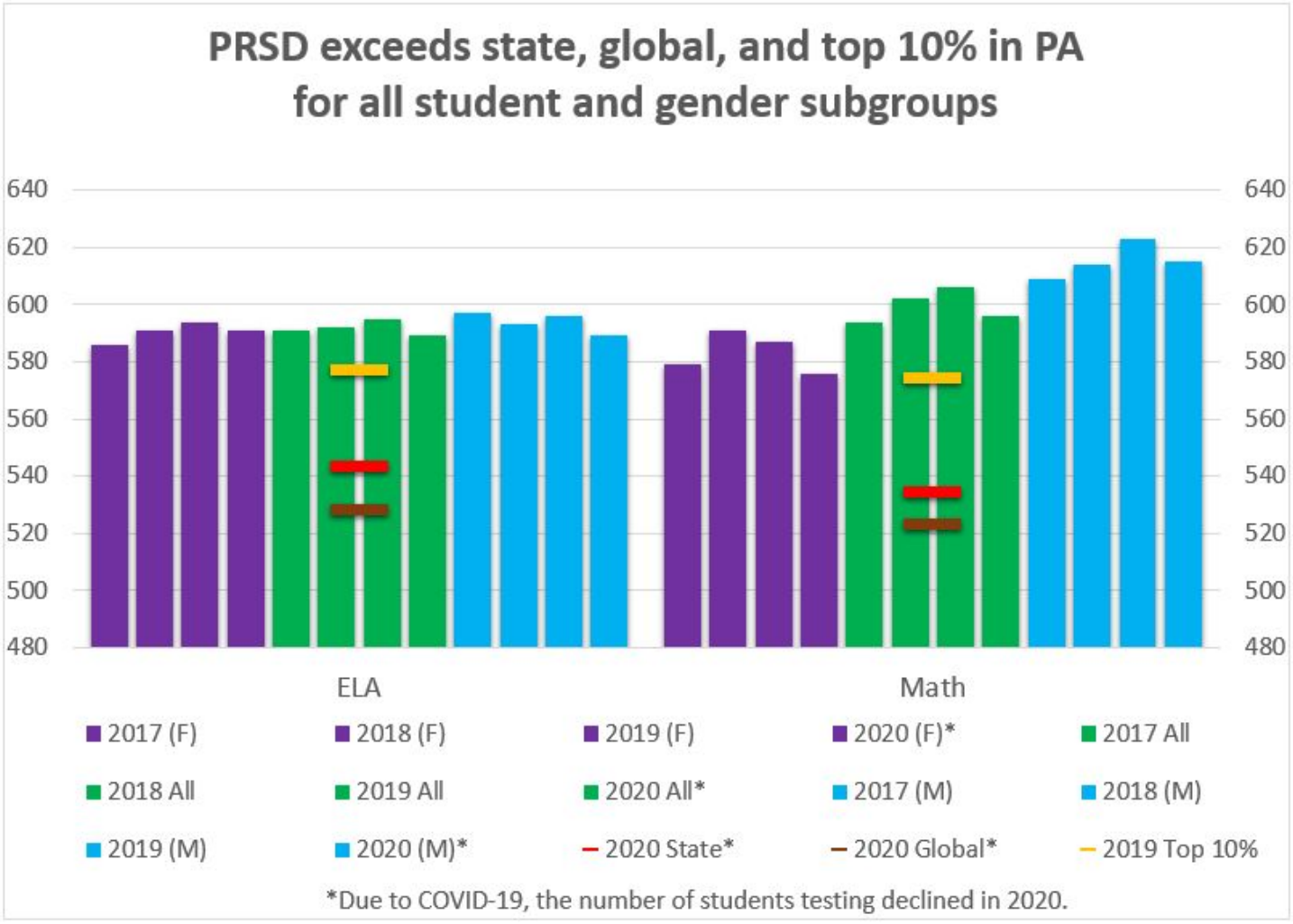
Overview

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.

<table>
<tr><th colspan="3">SAT Scoring Structure</th></tr>
<tr><th colspan="3">Total Score (400-1600)</th></tr>
<tr><td colspan="2">Evidence-Based Reading and Writing (200-800)
50% of Total Score</td><td rowspan="2">Math (200-800)
50% of Total Score</td></tr>
<tr><td>Reading
25% of Total Score</td><td>Writing
25% of Total Score</td></tr>
</table>

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.

New this year, top decile scores from public schools across the state were added to charts.



	2019 State	2019 Global	2020 State*	2020 Global*	2017 (F)	2018 (F)	2019 (F)	2020 (F)*	2017 All	2018 All	2019 All	2020 All*	2017 (M)	2018 (M)	2019 (M)	2020 (M)*
ELA	545	531	543	528	586	591	594	591	591	592	595	589	597	593	596	589
Math	537	528	534	523	579	591	587	576	594	602	606	596	609	614	623	615

SAT

Results and Findings

- For the 2020 SAT, the PRSD students outperformed the Global and State groups.

- Pine-Richland male students (615) outperformed female students (576) in the mathematics section; whereas, performance on Evidence-based Reading and Writing was more equitable with males scoring on average 589 points and females scoring 591 points on average.

ACT: American College Test

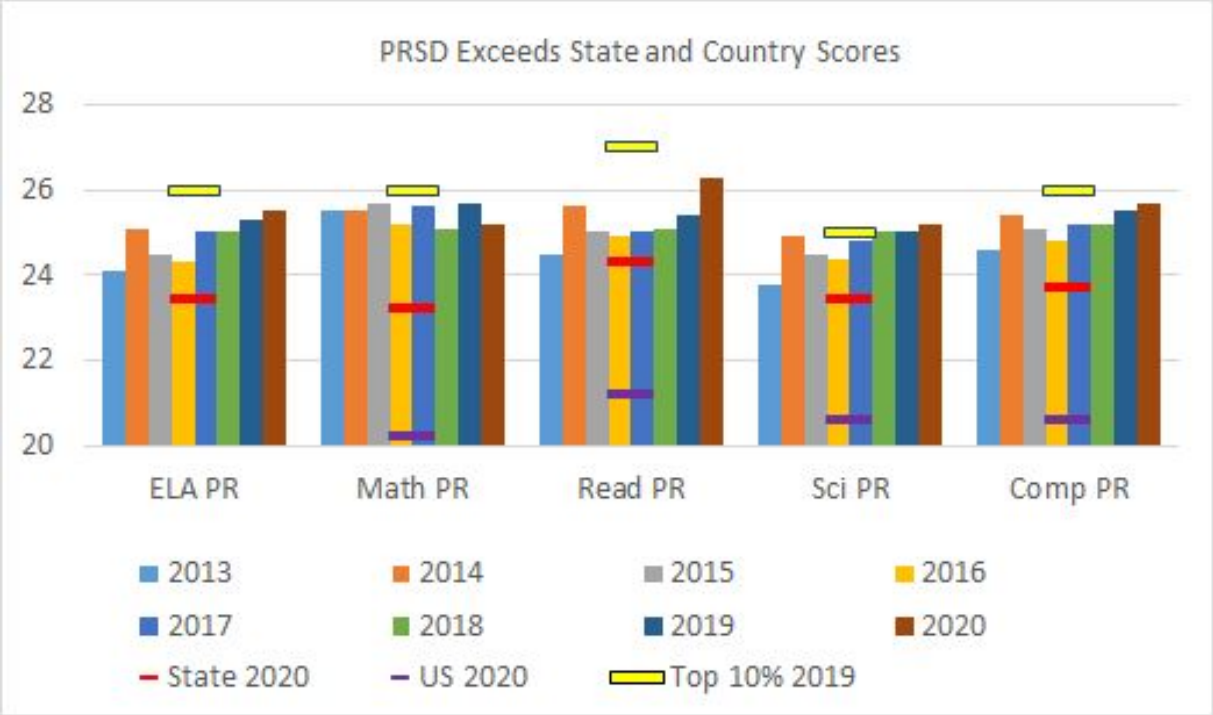
Overview

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

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

New this year, top decile scores from public schools across the state were added to charts.

ACT Data Tables



ACT

Results and Findings

- Over the past 3 years, participation rates for Pine-Richland students have decreased slightly each year. 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. The impact of participation in COVID-19 was more evident in 2020 given canceled test sessions.

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

- The Composite, English, Science, and Reading mean scores for Pine-Richland students increased slightly for the class of 2020. There was a slight decrease in mathematics.

- PRSD is performing slightly below the PA Top Decile Scores in all categories.

Advanced Placement Test

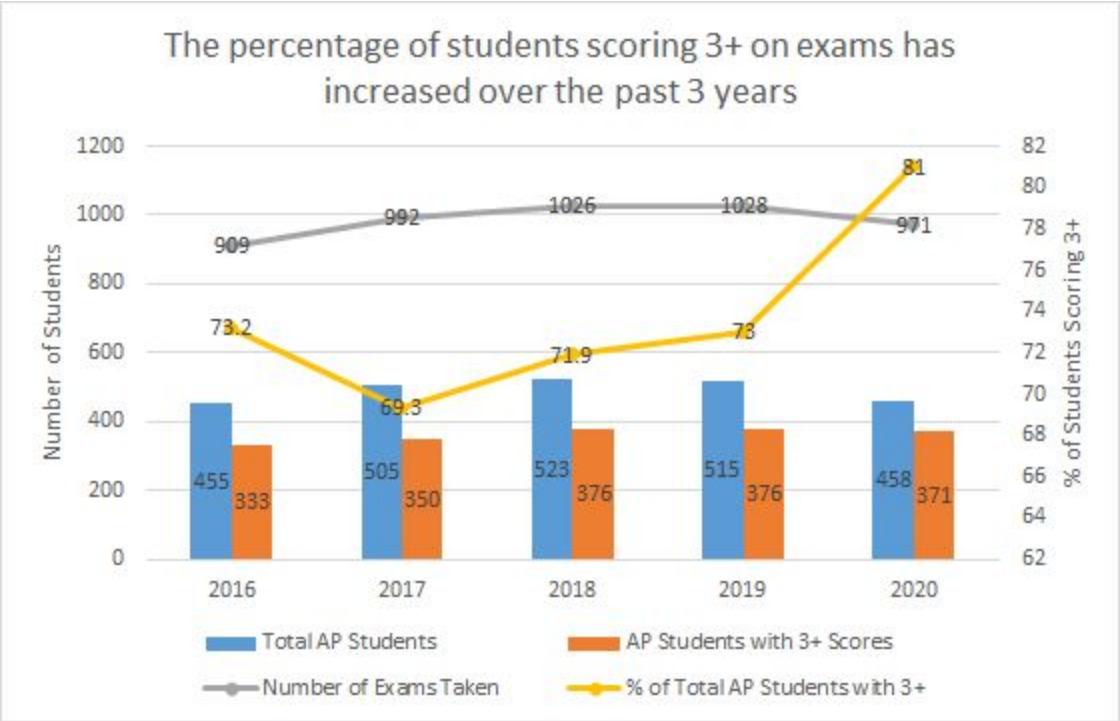
Overview

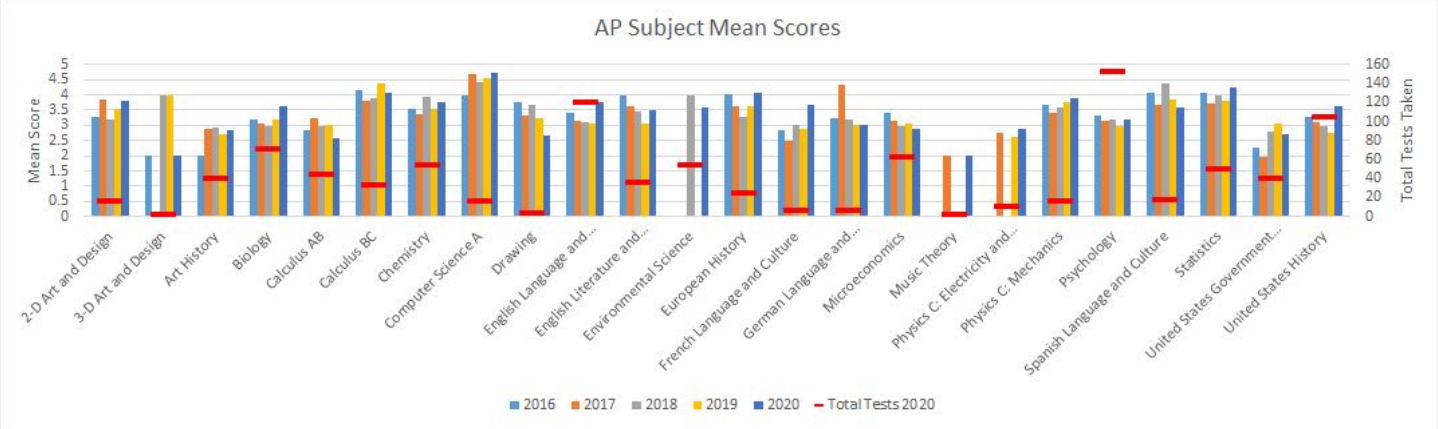
AP exams are published by CollegeBoard. By taking AP courses and exams, students have the opportunity to experience college-level work in high school and gain valuable skills and study habits for college. At Pine-Richland School District, students enrolled in AP courses must take the end-of-course AP 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. 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 to the AP course are themselves rigorous. PDE includes in its calculation of the high school SPP the number of offerings of Advanced Placement courses and the percent of students scoring a 3 or above on the AP exams.

AP Data Tables





AP

Results and Findings

- Advanced Placement (AP) exams were taken online for the first time in 2020 due to the Coronavirus. Fewer students participated as a result of the pandemic's impact but the percentage of students scoring a 3 or greater increased.

- The 2020 Pine-Richland student scores averaged above 4.00 in four courses: Calculus BC (4.09), Computer Science A (4.73), European History (4.08), and Statistics (4.26). Average scores in US History rose from 2.77 to 3.61.

- In courses with greater than ten tests taken, four courses averaged below 3.00: Art History (2.83), Calculus AB (2.57), Microeconomics (2.87), and US Government (2.72).

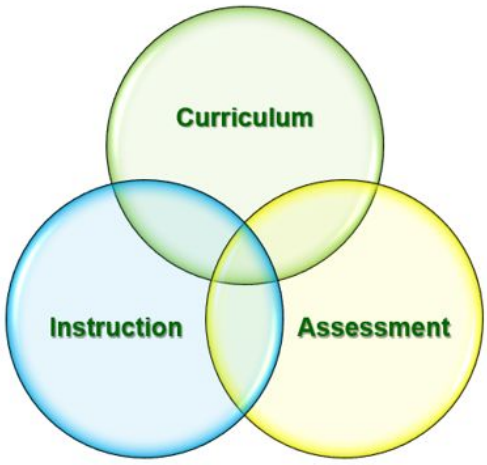
- Students took AP exams in 21 different courses during the 2019 and 2020 school years. Of those 21 courses, average scores increased in 14 courses (67%).

Conclusion and Next Steps

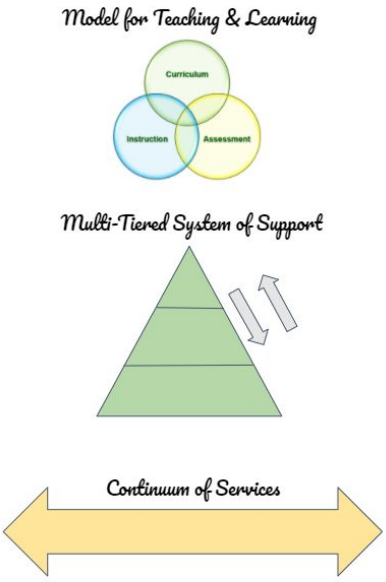
The 2020 Academic Achievement and Growth Report is the result of a collaborative effort to identify our areas of opportunity for continuous improvement and to identify relative areas of strength. As a district, we recognize the results of these multiple standardized tests are valued, representing one 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's 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. 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 2019-2020 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.