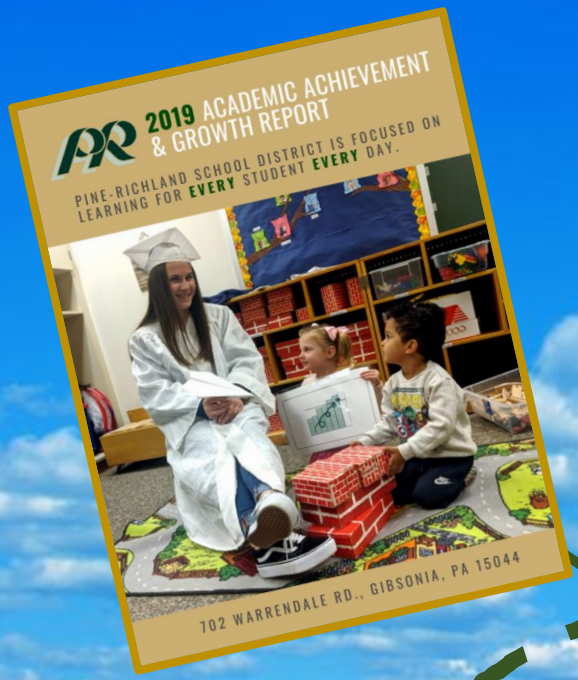


Academic Achievement & Growth:

Focused on Learning for Every Student, Every Day

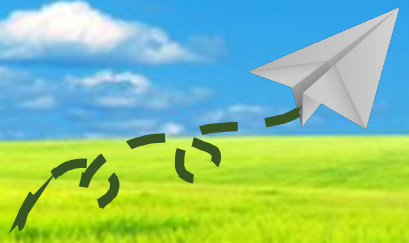
2019 Report


Effort and Persistence
STUDENTS
STAFF
PARENTS
COMMUNITY
FOCUSED ON LEARNING
A+
ACHIEVEMENT and GROWTH
4
3
2
1
Inside & Outside
Learning is Different for Different People

2019-2023 Strategic Plan:

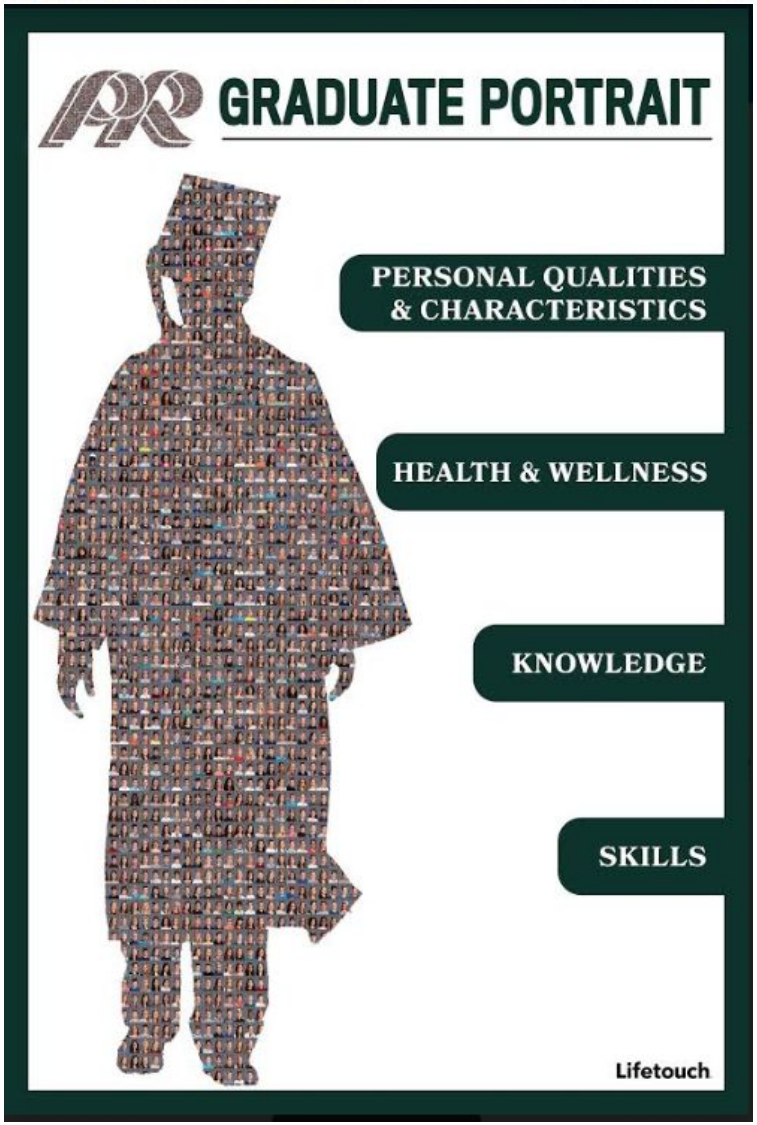
Teaching and Learning			
2019 – 2020	2020 – 2021	2021 – 2022	2022 - 2023
Refine and strengthen each element of the model for teaching and learning with a focus on integration.			
In-Depth Program Review Study Phase (English Language Arts, Library and Music)	In-Depth Program Review Study Phase (Special Education, World Language, and Art)	In-Depth Program Review Study Phase (H/PE, FCS, Counseling & Health Services)	In-Depth Program Review Study Phase (Engineering and Technology and Science)
In-Depth Program Review Implementation	In-Depth Program Review Implementation	In-Depth Program Review Implementation	In-Depth Program Review Implementation
Common Assessment Evaluation and Collaborative Discussion	Refine Common Assessments & Curriculum	Grading/Feedback Guidelines in New SIS (Design & Implementation)	Grading /Feedback Guidelines in New SIS (Refinement)
Implement K-12 Education Corporation Partnership (ECP) STEAM integration Plan	Refine and Expand ECP STEAM Integration Activity or Project for All Students	Develop and Deeply Embed One Additional STEAM Integration Project with an Additional Corporate Partner	Evaluate the Sustainability and Impact of STEAM-Related Corporate Partnerships
Fully deploy the MTSS model at all three tiers for all students for intervention and enrichment.			
MTSS for Math and ELA in Secondary Education: (7-12) and Alignment of Tiers 2 and 3 across K-12	MTSS: Monitor and Adjust K-12		

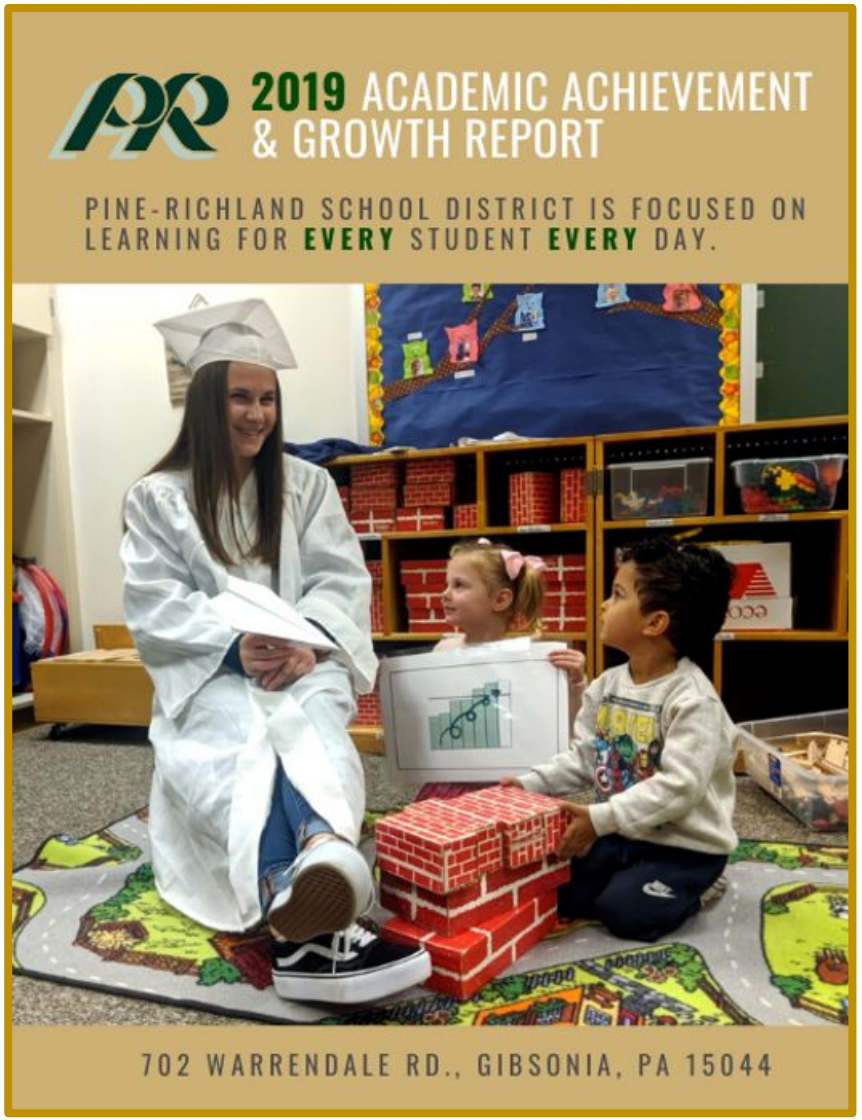
2019-2023 Strategic Plan:



Student Progress and Engagement			
2019 – 2020	2020 – 2021	2021 – 2022	2022 - 2023
Measure and respond to students holistic indicators (e.g., graduate portrait).			
Develop and Implement Stress Management Components to K -12 Health Curriculum or Programming (see IDPR for Health/PE)			
Research Systematic Approach to Social Justice, Equity, and Inclusive schools through College/University Partners with Developmentally Appropriate Implementation (see IDPR for Soc. St.)			
Finalize holistic PR Graduate Profile with Transitional Benchmarks (3, 6, 8, 12) and Sketch Crosswalk Document	Establish and Implement a K-12 Crosswalk Document to Reflect PR Graduate Profile Competencies	Monitor a PR Graduate Portrait Dashboard at the District, School, Grade, and Individual Levels	
Refine and Standardize a K-12 Post-Secondary / College / Career Portfolio	Design / Pilot a Digital Dashboard for PR Graduate Portrait		
Student and parent voice in evaluation and improvement of programming			
Extend curricular resource implementation for parents/guardians	Study and design end-of-course parent/student feedback options	Deploy end-of-course parent/student feedback options	Analyze feedback results to identify action items

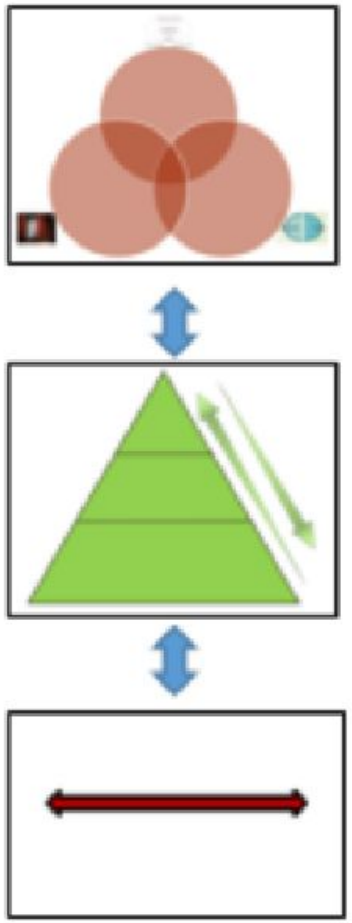
PR Graduate Portrait



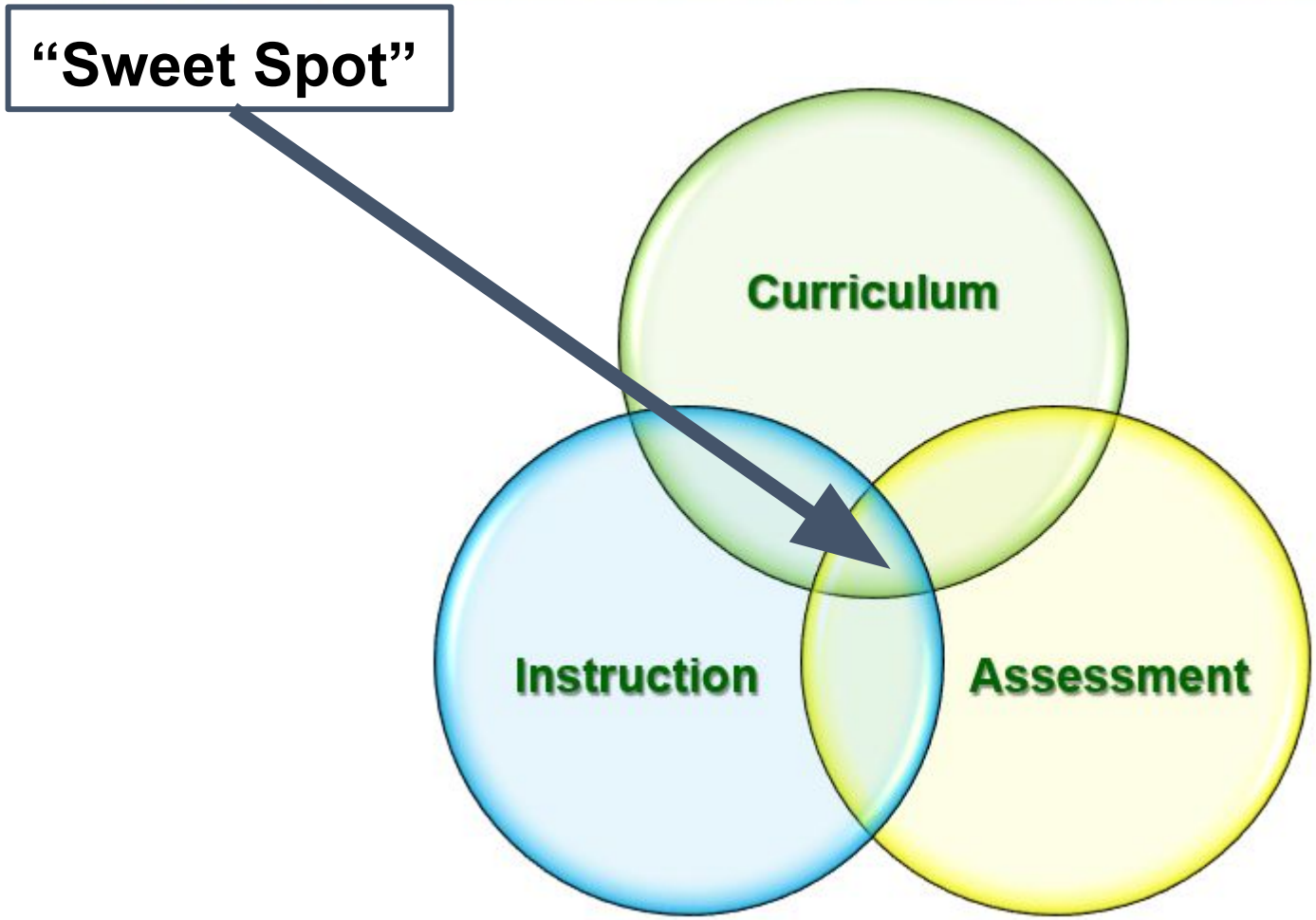


Academic System: Delivering on Our Mission - Every Student, Every Day

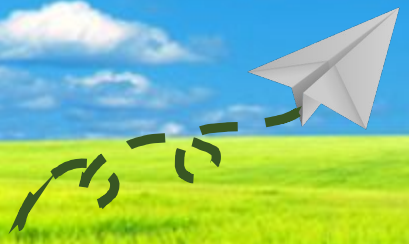
- **Model for Teaching and Learning**
  - *Curriculum*
  - *Instruction*
  - *Assessment*
- **Multi-Tier System of Supports (MTSS)**
  - *ELA and Math*
  - *Decision Trees*
  - *Research-Based Interventions*
- **Continuum of Services**
  - *Special Education*
  - *Gifted Education*
  - *Other Programming*



Model for Teaching & Learning



Learning Goals



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

Scope of Presentation

- **The 2019 Academic Achievement and Growth Report focuses on a review and analysis of several standardized assessments.**

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

- **Tonight's presentation will focus on a selection of high stakes assessments:**
  - *PSSA*
  - *Keystone*
  - *SAT, ACT, & AP Exams*

Level of Perspective



30,000’

Concepts:

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

20,000’

General Findings:

Levels; Trends; Comparisons; Multiple Assessments; Assessment Anchors

10,000’

Classroom and Student Groups:

Eligible Content; Unit-Based Curriculum; Classroom/Teacher

Ground’

Individual Students:

Lesson Planning; Flexible Groups; Formative Assessment

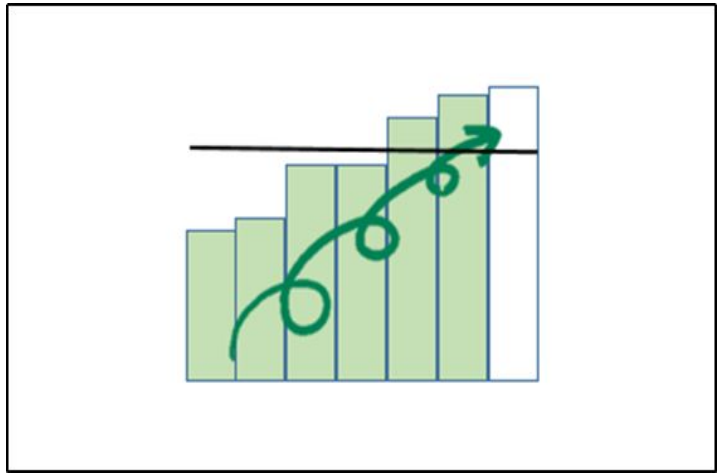
Culture of Continuous Improvement: Key Refinements to Process

- **October Building Level Meetings with Academic Leadership Council Members**
  - *Provision of eMetric Logins for Interactive Data Analysis*
  - *Increased Emphasis on Data Analysis and Next Action Steps versus Data for Analysis*
  - *Engagement of Teachers during Month of October at Grade Level Meetings*
  - *Utilization of October 28th In-Service to Refine Analysis and Action Steps (Data for Action)*

- **Intentional Integration (Year 2) of Data Analysis & Recommendations**
  - *In-Depth Program Review for ELA (Study Phase)*
  - *In-Depth Program Reviews Math/Science (Implementation)*
  - *Integration among Content Areas to Reinforce Skills*

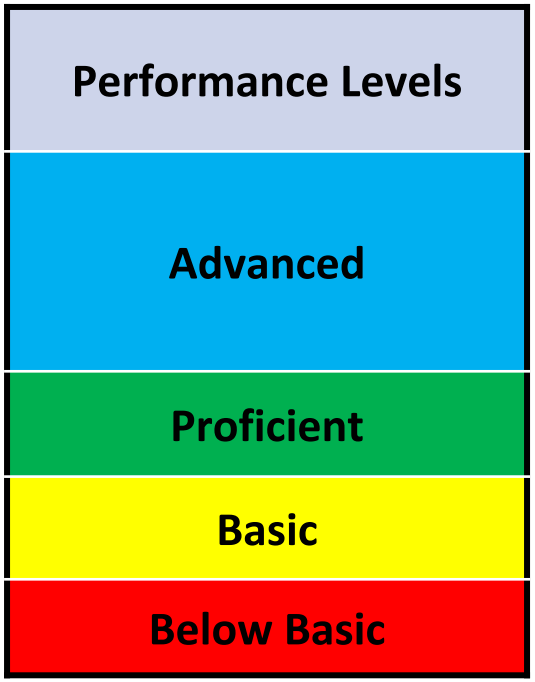
Analysis of Results

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



PSSA/Keystone Performance Levels Overview

- **Pennsylvania System of School Assessment**
  - ***Grades 3 – 8 (5th Year of Revised Standards & Test)***
    - Mathematics
    - English Language Arts
  - ***Grades 4 & 8***
    - Science
- **Keystone Exams**
  - ***"End-of-Course" Exams***
    - Algebra I
    - Literature
    - Biology



Data Analysis Tools

- **eMetric**
  - *PSSA & Keystone*
  - *Interactive Reports (Drill to Roster, Disaggregation, Historical Performance)*
  - *State & PRSD Aggregate Data Available for Comparison*
- **PVAAS: Pennsylvania Value-Added Assessment System**
  - *"Value-Added" Growth Model*
  - *Historical and Projected Growth Data*
  - *Summative Public Data Released for Comparison Points among Districts*
- **PerformancePlus**
  - *Data Warehouse*
  - *Aggregation of Multiple Data Points in One System*
- **Resources**
  - *Standards, Anchors, Eligible Content, Glossary Academic Vocabulary*
  - *Item Samplers & Test Blueprints*

Sample PSSA Results: 5th Grade ELA

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	

PSSA Anchors: Strengths & Opportunities

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

- **5th Grade ELA Relative Strength**
  - **E.5.A & B-K.1**
    - Demonstrate understanding of key ideas and details in literature texts
    - Demonstrate understanding of key ideas and details in informational texts
- **5th Grade ELA Relative Opportunity**
  - **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

Value-Added Growth Data

PVAAS Grade 5

ELA	
Value-Added	2019 3Yr A
Diagnostic	

District Value Added

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

District Quintile Diagnostic

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

"Data for Action"

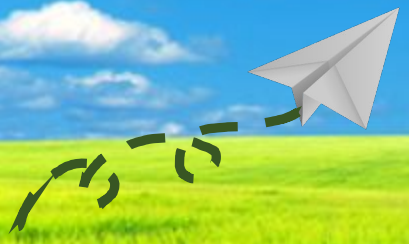
Grade 5: Additional Next Steps:

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.

“Data for Action”

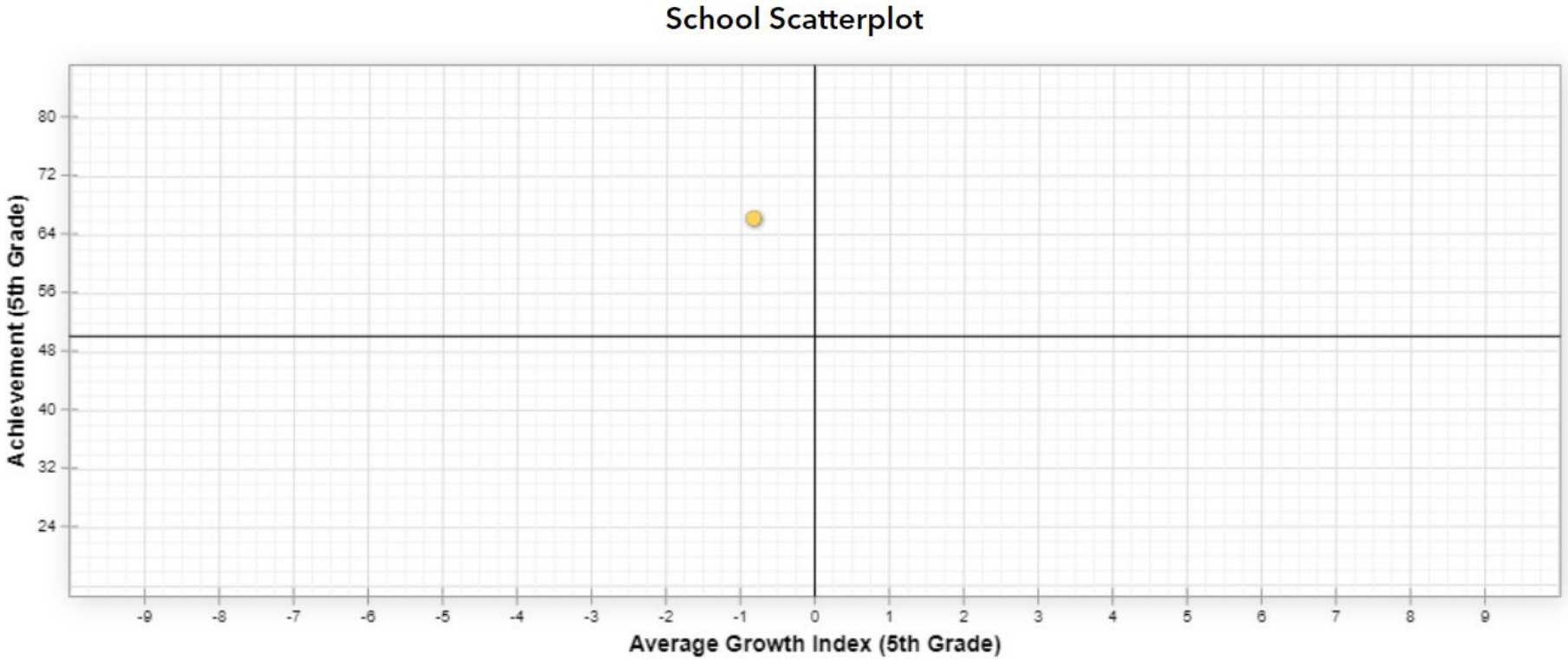
2. Continue integration of vocabulary instruction and implement new methods of instruction based upon areas of need across the grade-level for ELA.
    - Key Personnel: ELA teachers and intervention specialists
    - Timeline (Anticipated Start/Finish): 10/28/2019 - 5/30/2020
    - Major Action Steps: (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.

PVAAS Scatterplots: Growth & Achievement



- The scatterplot combines the concepts of growth and achievement together.
- The upper right quadrant represents both high achievement and growth rates.
- Value-added reports provide us a perspective of the entire programmatic impact.

PVAAS Scatterplots: Growth & Achievement 2019 Value-Added 5th Grade ELA



PVAAS Value-Added Table: ELA 1- and 3-Year Average Growth

Estimated School Growth Measure				
Grade	4	5	6	Growth Measure over Grades Standard for PA Academic Growth
Standard for PA Academic Growth	0.0	0.0	0.0	
2017 Growth Measure	-4.9 R	1.9 DB	-1.3 R	**-1.4 R**
Standard Error	0.7	0.7	0.6	0.4
2018 Growth Measure	-1.8 R	4.9 DB	1.7 DB	**1.6 DB**
Standard Error	0.7	0.6	0.6	0.4
2019 Growth Measure	-0.4 G	-0.5 G	-1.9 R	**-1.0 R**
Standard Error	0.7	0.6	0.6	0.4
3-Year-Average Growth Measure	**-2.4 R**	**2.1 DB**	**-0.5 Y**	**-0.3 Y**
Standard Error	0.4	0.4	0.4	0.2

Keystone Exams

- **Algebra (7 & 8)**
  Biology (9)
  Literature (9)



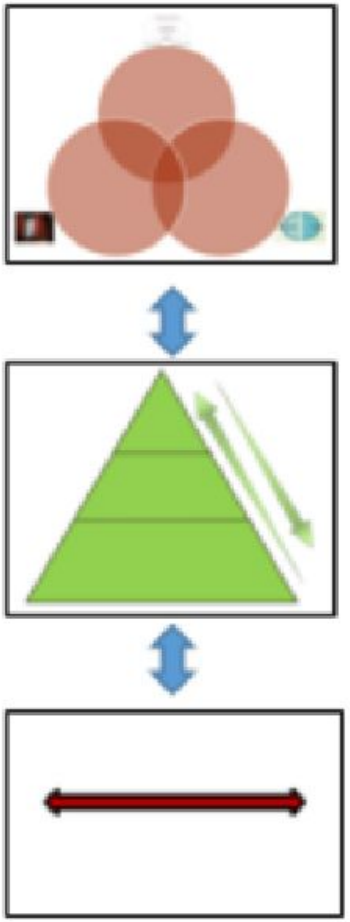
GRADE 9	2015 Percent	2016 Percent	2017 Percent	2018 Percent	2019 Percent
ADV	12	10	19	27	28.5
PROF	72	74	67	62	62.3
ADV/PRO	**84**	**84**	**86**	**89**	**90.8**
BASIC	14	15	11	9	7.6
BEL BAS	2	1	2	1	1.7
# TESTED	362	397	341	376	355

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

Academic System: Student Services and Special Education

- **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*



SAT Overview

- The SAT is a globally recognized college admission test in evidence-based reading and writing, as well as mathematics.
- The test was redesigned with new reporting categories and scoring guidelines, which were first reported in the Spring of 2017.
- Since the 2019 assessment is now in its third year, we can compare this year's performance against the state and global benchmarks and have trend data for the first time.

SAT Scoring Comparison

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

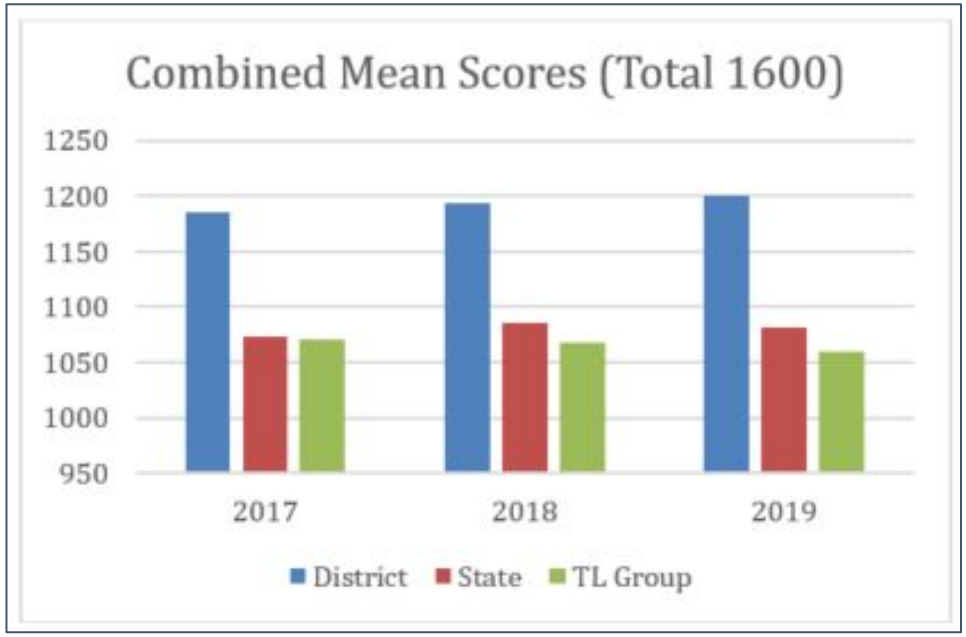
Revised SAT Scoring Structure		
Total Score (400-1600)		
Evidence-Based Reading and Writing (200-800) 50% of Total Score		Math (200-800) 50% of Total Score
Reading 25% of Total Score	Writing 25% of Total Score	

SAT Participation

	2017	2018	2019
Total # taking test	302	318	359
Total # graduates	356	354	397
% taking test	84.8	89.8	90.4

SAT Results - Combined Mean Scores

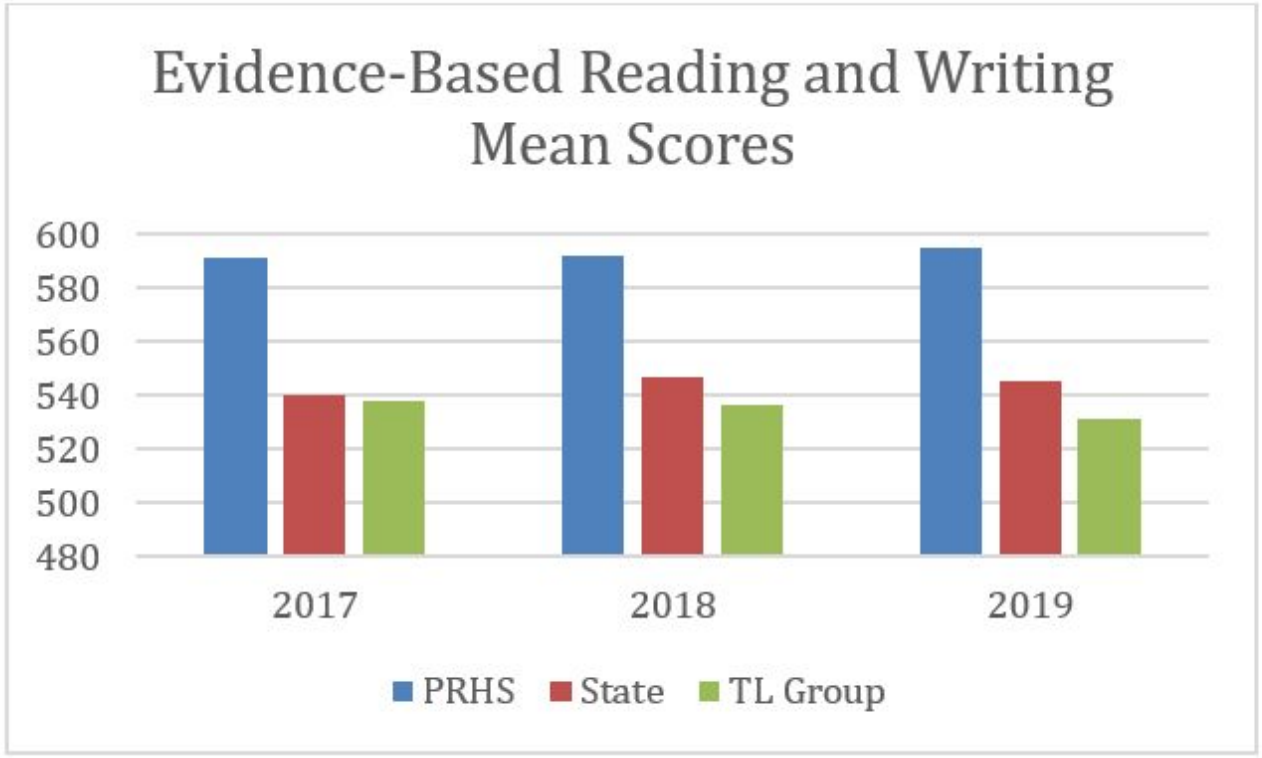
	2017	2018	2019
District	1186	1194	1201
State	1073	1086	1082
TL Group	1070	1068	1059



SAT Evidenced-Based Reading and Writing

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

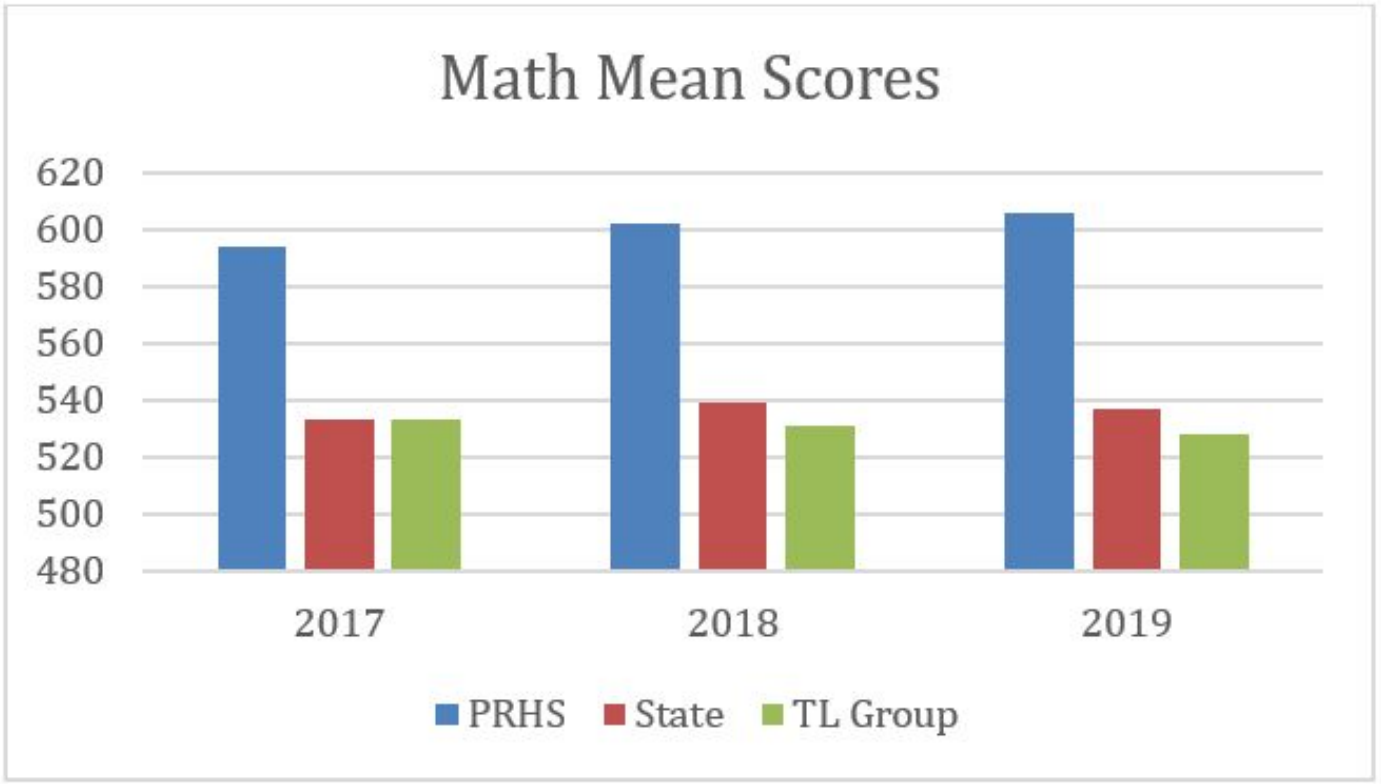
	2017	2018	2019
PRHS	591	592	595
State	540	547	545
TL Group	538	536	531



SAT Mathematics

Mathematics Mean Scores (Three Years in New Format)

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



ACT Overview



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

ACT Participation

	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
# 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

ACT Results - Composite Scores Over Time (36 Total)

	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

SAT/ACT Findings

For the 2019 SAT, 359 out of the 397 students in the senior class took the SAT exam (90.4%).

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.

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 on the ACT.

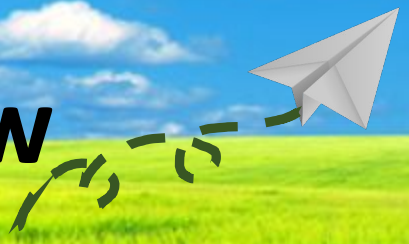
The Composite, English, Math, and Reading mean scores for Pine-Richland students increased slightly for the class of 2019. Science remained the same.

SAT/ACT Recommendation Examples

1. 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: AP Teachers, Academic Leadership Council Members
   - 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.

2. 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.

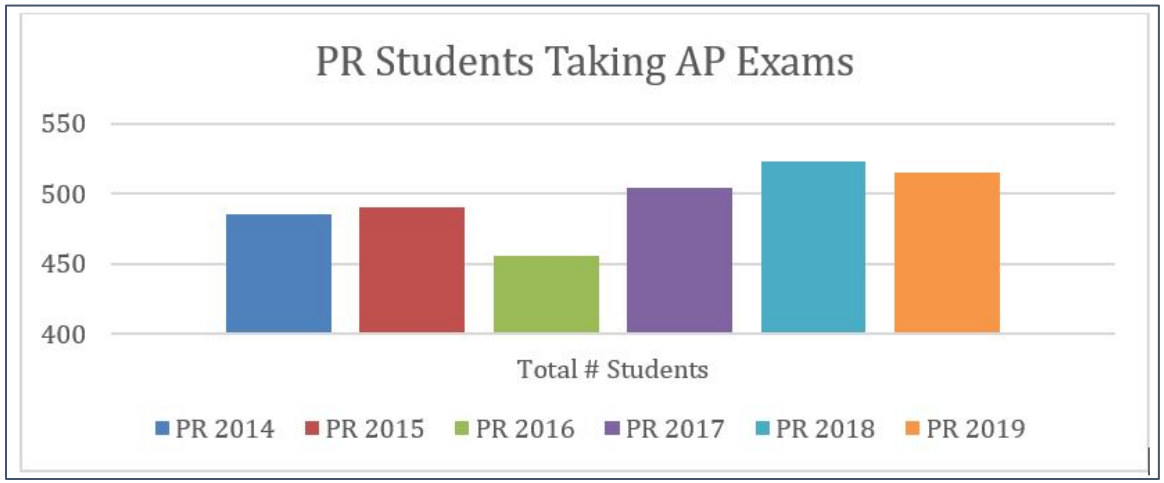
Advanced Placement Overview



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

AP Exam Participation

	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



Advanced Placement 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

Sample Results Detail

Popular Course Over Time

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

Positive Trends Over Time (Participation, % 3+)

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

Sample Results Detail

New Course 2019-2020

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

Course for Further Study to Understand Trends

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

AP Exam 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).

AP Exam Recommendations

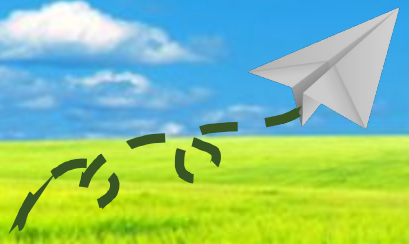
Compare end-of-course grades to AP test scores.

- 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.

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.

Overarching Conclusions



- With a few exceptions, PRSD student achievement is at or above the top decile and well above state averages.
- Growth results in mathematics grades 6, 8, and Algebra I are positive.
- Growth results in ELA grades 4, 7, and Literature are positive.
- Areas of focus related to achievement and growth results exist in grades 4 and 5 mathematics, grades 6 and 8 ELA, and science.
- Students are finding success in college readiness assessments (SAT, AP, ACT).
- “Data for action” will guide our work and efforts.


Questions & Discussion
Leveraging Data to Lift PRSD
Action & Continuous Improvement