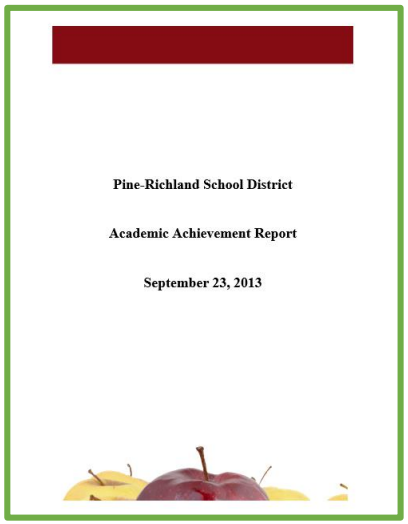
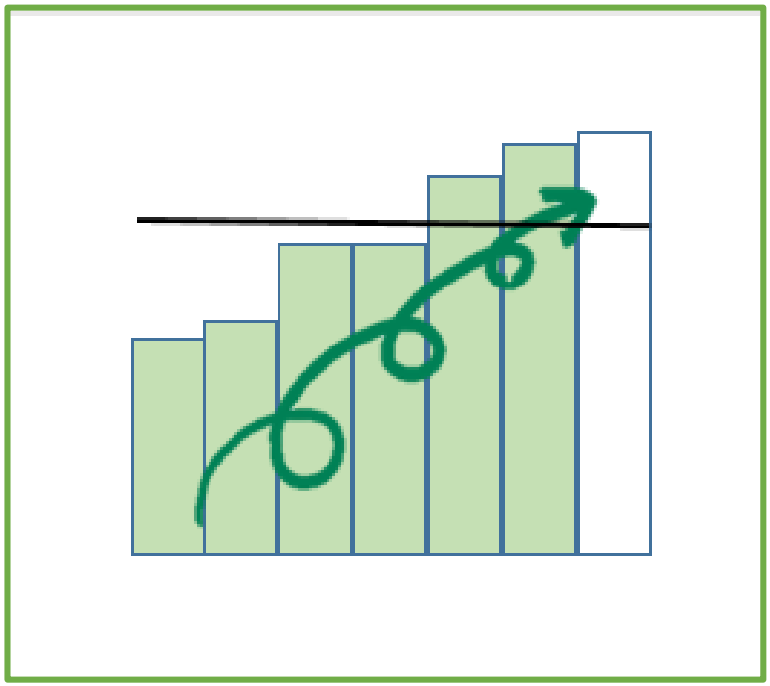
# Academic Achievement & Growth Report

*Pine-Richland School District*
*2018*



# Spotlight on Excellence



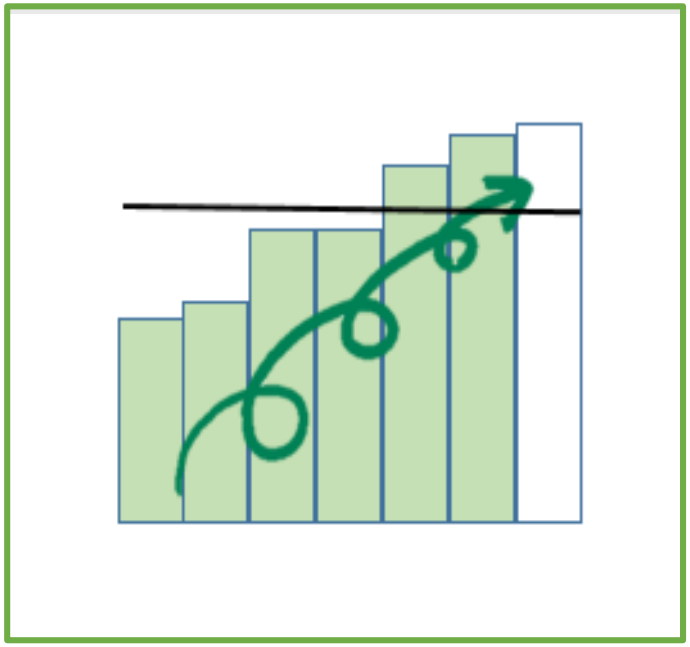





# Pursuit of Excellence









**Develop, refine and monitor a comprehensive system of performance measures - leading and lagging - to monitor results.**

# Presentation Overview



- The 2018 Academic Achievement and Growth Report focuses on a review and analysis of several standardized assessments.

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



# Presentation Overview



- Tonight's presentation will focus on a selection of high stakes assessments:
  - *SPP & Future Ready Index (Coming Soon!)*
  - *PSSA*
  - *PVAAS*
  - *SAT, ACT, & AP*

- Key **refinements** in this year's report include:
  - *Engagement of Academic Leadership Council and content/grade level teachers in the analysis of data and development of major action steps to improve results in addition to the principals*
  - *Integration of action steps with other district processes and a deepening of implementation (e.g. common assessments; MTSS system; resource integration for differentiation)*

# Learning Goals

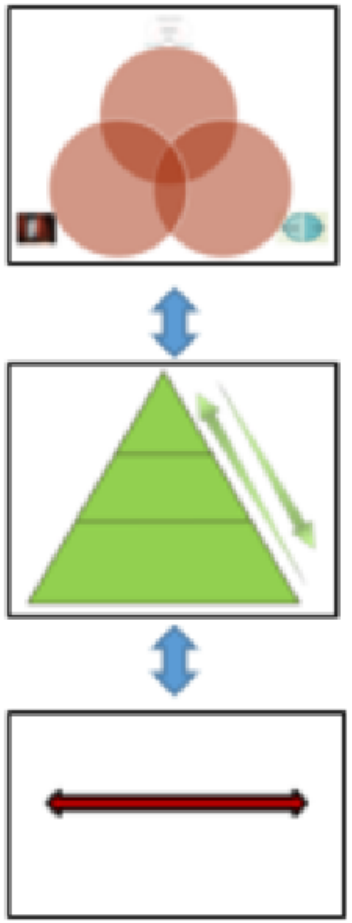


- Review selected **results** across multiple assessments.
- Consider the concepts of **achievement and growth** across multiple forms of assessment.
- **Analyze those results** with an eye towards levels, trends, comparisons, and integration.
- Identify concrete **areas of focus** for curriculum and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

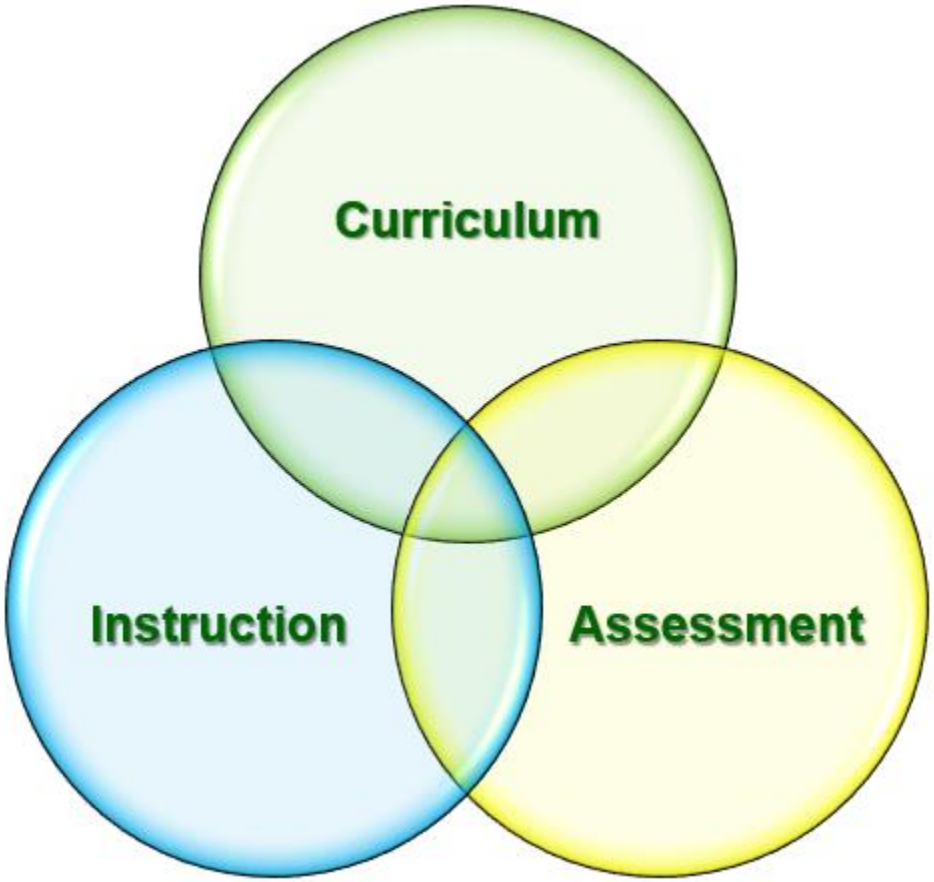
# How do we focus on "academic" learning for every student, every day?



- **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 and Learning



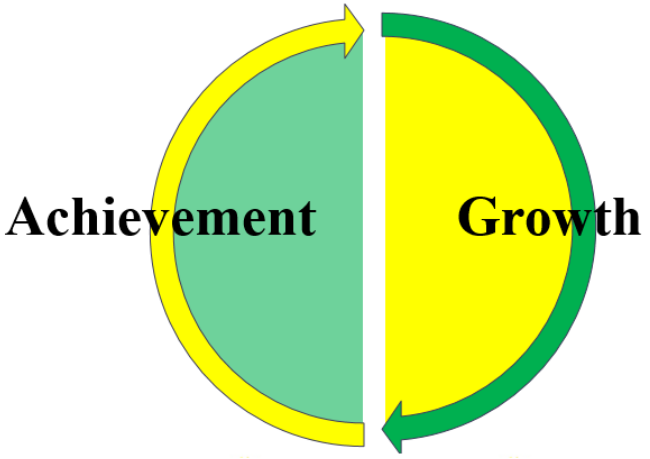
# 3 Big Ideas of Assessment



1. Achievement ***and*** Growth Provide a Complete Picture of Learning

2. We Assess for Different Reasons:
   - Assessments "of" Learning
   - Assessments "for" Learning

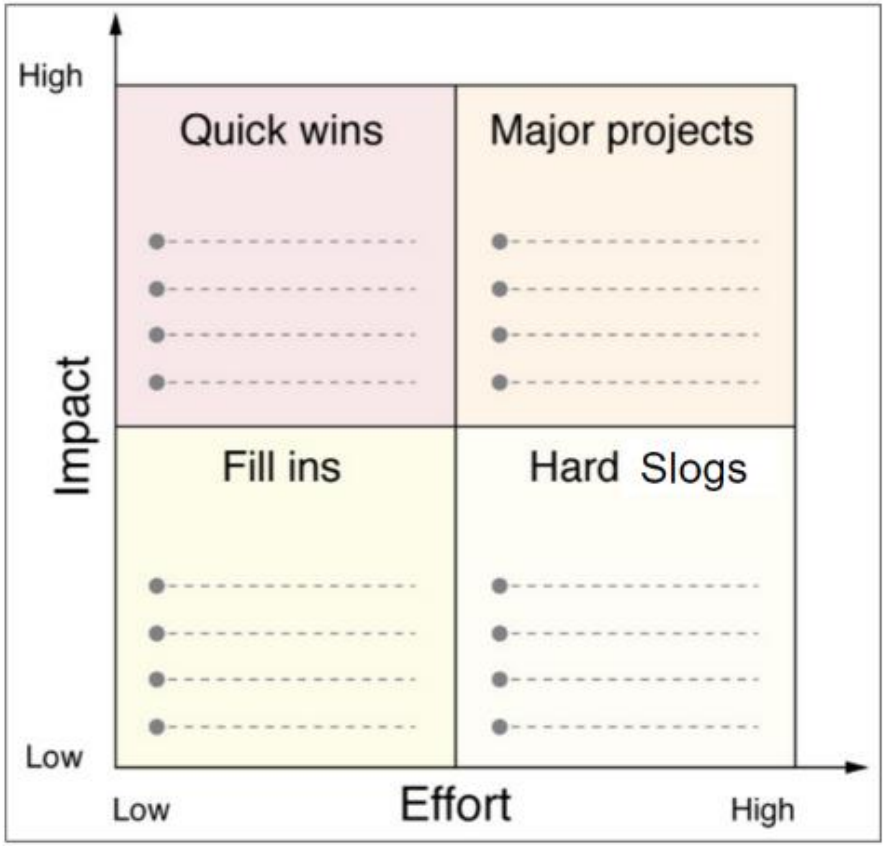
3. Assessments Measure Depth of Understanding



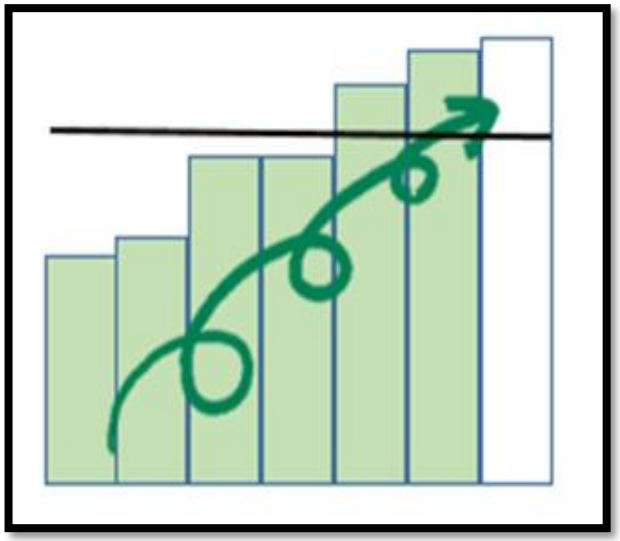
# Culture of Continuous Improvement



**Action Priority Matrix**




Elmansy, Rafiq. "Time Management Tips for Designers: The Action Priority Matrix."*Designorate*, 14 June 2016, www.designorate.com/time-management-the-action-priority-matrix/. Accessed 14 Mar. 2017.





# 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 Level

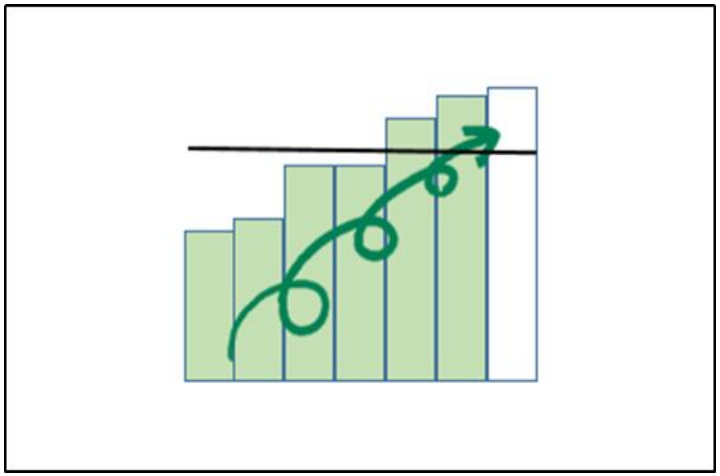
**Individual Students:**

**Lesson Planning; Flexible Groups; Formative Assessment**

# Analysis of Results



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



# Future Ready PA Index



- More Holistic Method of Evaluating Schools
- Multiple Measures to Highlight Performance
- "Dashboard Model"
- Response to Unequal Weighting of Content Areas in SPP
- Emphasis on Variety of Course Offerings (e.g. AP)
- College & Career Readiness as Post-Graduation Success

FUTURE READY
PA INDEX

# School Performance Profile



**The SPP is designed to provide a building level score for educational systems and educators comprised of multiple indicators:**

- ***Advanced/Proficient achievement (40%);***
- ***Closing achievement gap (10%);***
- ***PVAAS growth (40%);***
- ***Other indicators (10%).***



# Pine-Richland School Performance Profile



Levels

| Building | 2018 |
|---|---|
| PRHS | 89.8 |
| PRMS | 77.6 |
| EHUE | 85.6 |
| Hance | 78.5 |
| Richland | 93.8 |
| Wexford | 92.4 |

# School Performance Profile Conclusions



- Pine-Richland continues to perform at or above the top-ranked school districts in Pennsylvania.
- School grade level configurations can impact comparisons of schools at one “elementary” versus another “elementary” based on grade spans tested and serviced (i.e., K-3, K-5, 4-6, etc.).
- Not all standardized assessments reflect the same level of rigor across the grade levels and can impact building level SPPs.

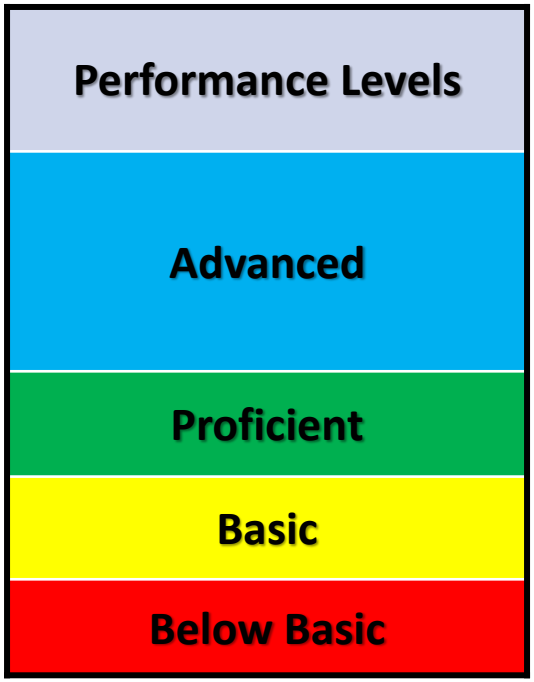
# PSSA Data



# PSSA/Keystone Exams: Levels of Performance



- **Pennsylvania System of Standardized Assessment**
  - ***Grades 3 – 8 (Fourth 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: Achievement & Growth



- **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***



# PSSA Data: Grade 5 Math Comparisons and Trends



**GRADE 5 Performance Level Percentages over Time**

| | PR 2015 Percent | PR 2016 Percent | PR 2017 Percent | PR 2018 Percent | PA 2018 Percent | PA Top Decile 2018 |
|---|---|---|---|---|---|---|
| ADV | 32.1 | 46.4 | 39.3 | 46.8 | 17.8 | |
| PROF | 40.3 | 29.8 | 36.7 | 31.7 | 27.4 | |
| **ADV/PRO** | **72.4** | **76.2** | **76** | **78.5** | **45.2** | **72.8** |
| BASIC | 17.6 | 17.3 | 16.9 | 14.2 | 26.1 | |
| BEL BAS | 9.9 | 6.5 | 7 | 7.3 | 28.7 | |
| # TESTED | 353 | 336 | 313 | 342 | 126868 | |
| | | | **Mean Score** | 1090 | 1030 | |

**Features of Data Analysis**

- ✓ Trend Line Across PRSD Data Over Past 3 Years of Different Cohorts of Students
- ✓ Comparison to Relevant Groups (e.g. PA Top Decile)

# PSSA Data: Grade 5 Math Assessment Anchors



- **Identify Strengths & Opportunities**
  - **Use Caution in Looking at Number of Items v.s. Percent**
  - **Strengths & Opportunities can Occur Across or Within Anchors**

**Geometry**

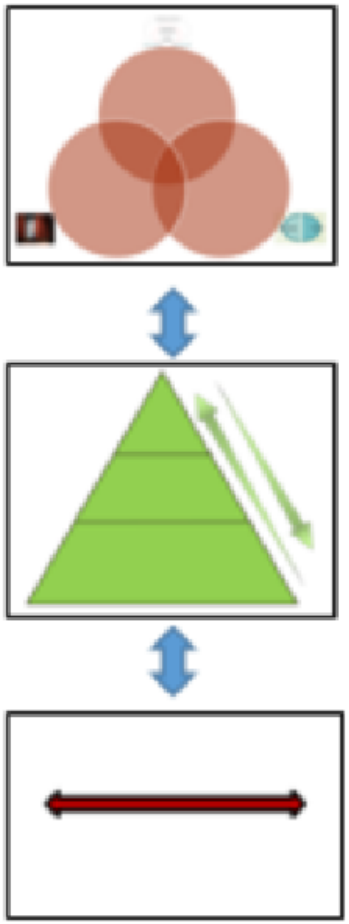
| | 2016 | | | 2017 | | | 2018 | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Max Points | PR Mean | PR Percent | Max Points | PR Mean | PR Percent | Max Points | PR Mean | PR Percent | PA Mean | PA Percent |
| M5.C-G | 10 | 8.0 | 79.9 | 11 | 9.3 | 84.3 | 8 | 5.6 | 70 | 3.8 | 48 |
| M5.C-G.1 | 6 | 4.9 | 81.9 | 6 | 5.2 | 86.7 | 6 | 3.9 | 65 | 2.4 | 40 |
| M5.C-G.2 | 4 | 3.1 | 76.9 | 5 | 4.1 | 81.5 | 2 | 1.7 | 85 | 1.4 | 70 |

| | |
|---|---|
| **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 |

# Systematic Approach to the Academic System



- **Review of Assessment Data**
  - Strengths & Opportunities in Anchors
  - Drill to Eligible Content / Competency
    - **Grade, Class, & Student Levels**
- **Reflect on Curriculum & Instructional Experiences**
  - Compare Approach/Results Across Classrooms
  - Engage in Professional Dialogue
  - Select Best Instructional Practices & Revise Curriculum
  - Ensure Effective, Formative Assessment to Make Adjustments
  - Solidify Tiers 1-3 to and Flexibly Move Students
  - Differentiate for Individual Students



# Driving Action to Student Level



**Performance Plus Data Warehouse**

**Select Assessments**

Year: 2017-18 only
Subject: Mathematics
Grade Range: Multiple Grades to Unspecified (SIF)
Series: EOY
Name:

☑ Only show assessments with scores
☐ Include Classroom Assessments Created by Other Users

Show Assessments

| | Assessment | Date | Grade | Subject | Scored | Item Level |
|---|---|---|---|---|---|---|
| ☐ | EOY_Math_Grade 2_2017-18 Gr2 | 5/1/2017 | 2 | Mathematics | ✔ | |
| ☐ | EOY_Math_Grade 3_2017-18 Gr3 | 5/1/2017 | 3 | Mathematics | ✔ | |
| ☑ | EOY_Math_Grade 4_2017-18 Gr4 | 4/4/2018 | 4 | Mathematics | ✔ | |
| ☐ | EOY_Math_Grade 5_2017-18 Gr5 | 4/4/2018 | 5 | Mathematics | ✔ | |

**Selected Assessments and Sections:**

| | | | |
|---|---|---|---|
| ⊞ | STAR 360_Math_Grade 5_Fall 2018-19 | Gr5 | 8/27/2018 |
| ⊞ | STAR 360_Math_Grade 4_Spring 2017-18 | Gr4 | 3/23/2018 |
| ⊞ | PSSA_Math_Grade 4_2017-18 | Gr4 | 4/15/2018 |
| ⊞ | PSSA_Math_Grade 3_2016-17 | Gr3 | 4/15/2017 |
| ⊞ | TeacherAtt_Math_Grade 4_Spring 2017-18 | Gr4 | 5/12/2017 |
| ⊞ | EOY_Math_Grade 4_2017-18 | Gr4 | 4/4/2018 |

Clear All Assessment Filters

Set Criteria to Find Assessment

Add Assessments to Selection

Run Report: Multiple Data Points

# Driving Action to Student Level



- Report is Generated: 1 Student per Row
- Look across Measures (Color Coded)
- Sort Alphabetically, Ascending, Descending, etc.

| PSSA_Math_Grade 3_20... | | PSSA_Math_Grade 4_20... | | EOY_Math_Grade 4_201... | | STAR 360_Math_Grade 4_Spring 2017-18 | | | | | | | | TeacherAtt_Math_Grad... | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Scaled Score | | Scale Score | | EOY (Q1-3) Average | | Scale Score | | Grade Equivalent | | Normal Curve Equival... | | Percentile Rank | | Teacher Attribute | |
| Score | Level | Score | Level | Score | Level | Score | Level | Score | Level | Score | Level | Score | Level | Score | Level |
| - | | 1144 | Advanced | 98.4 | Well Above Average | 825 | At/Above Benchmark | 10.1 | Reference Only | 93.3 | Reference Only | 98 | Advanced | 4 | Average |
| 1289 | Advanced | 1158 | Advanced | 99.8 | Well Above Average | 865 | At/Above Benchmark | 13 | Reference Only | 99 | Reference Only | 99 | Advanced | 5 | Well Above Average |
| 1122 | Advanced | 1028 | Proficient | 88.3 | Average | 834 | At/Above Benchmark | 11 | Reference Only | 99 | Reference Only | 99 | Advanced | 3 | Average |
| 1207 | Advanced | 1207 | Advanced | 98.1 | Well Above Average | 838 | At/Above Benchmark | 11.6 | Reference Only | 99 | Reference Only | 99 | Advanced | 3 | Average |
| 1207 | Advanced | 1086 | Proficient | 94.7 | Well Above Average | 770 | At/Above Benchmark | 7.2 | Reference Only | 82.7 | Reference Only | 94 | Advanced | 4 | Average |
| 1047 | Proficient | 1028 | Proficient | 81.4 | Average | 696 | At/Above Benchmark | 5.5 | Reference Only | 64.9 | Reference Only | 76 | Advanced | 3 | Average |
| 853 | Below Basic | 819 | Below Basic | 77.3 | Below Average | 411 | Urgent | 2.1 | Reference Only | 6.7 | Reference Only | 2 | Below Basic | - | |
| 1192 | Advanced | 1131 | Advanced | 88.9 | Average | 765 | At/Above Benchmark | 7 | Reference Only | 82.7 | Reference Only | 94 | Advanced | 3 | Average |

# Driving Action to Student Level



**STAR 360**
**Instructional Planning Reports**
**Class Instructional Groups**

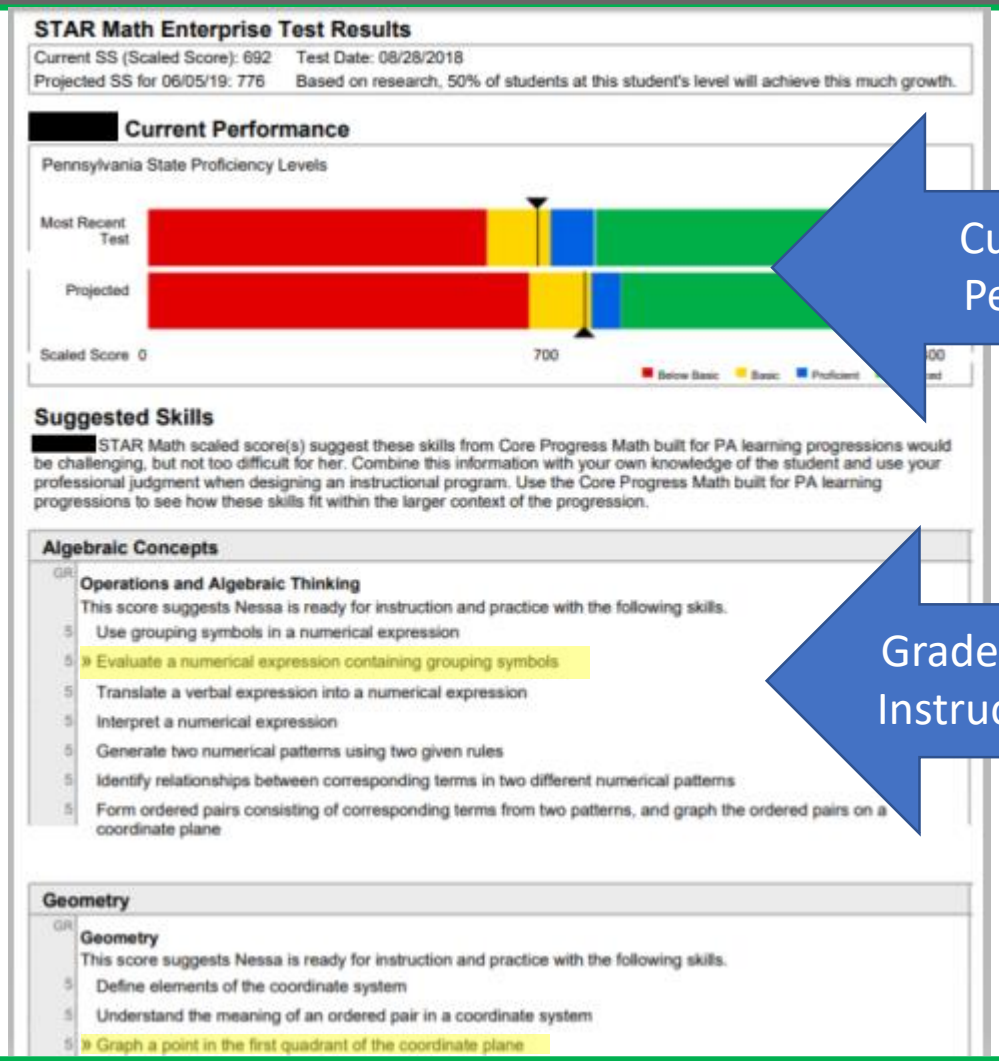
| Student | Scaled Score / Percentile Rank | Instructional Groups: 4 ▼ 1 | 2 | 3 | 4 | Unassigned |
|---|---|---|---|---|---|---|
| [redacted] | 702 SS / 69 PR | ○ | ○ | ○ | ○ | |
| | 692 SS / 66 PR | ○ | ○ | ○ | ○ | |
| | 675 SS / 58 PR | ○ | ○ | ○ | ○ | |
| | 671 SS / 57 PR | ○ | ○ | ○ | ○ | |
| | 661 SS / 52 PR | ○ | ○ | ○ | ○ | ◉ |
| | 659 SS / 51 PR | ○ | ○ | ○ | ○ | ◉ |
| | 652 SS / 48 PR | ○ | ○ | ○ | ○ | ◉ |
| | 639 SS / 42 PR | ○ | ○ | ○ | ○ | ◉ |
| | 634 SS / 40 PR | ○ | ○ | ○ | ○ | ◉ |
| | 629 SS / 38 PR | ○ | ○ | ○ | ○ | ◉ |
| | 615 SS / 32 PR | ○ | ○ | ○ | ○ | ◉ |
| | 587 SS / 23 PR | ○ | ○ | ○ | ○ | ◉ |
| | 578 SS / 20 PR | ○ | ○ | ○ | ○ | ◉ |
| | 571 SS / 18 PR | ○ | ○ | ○ | ○ | ◉ |

Set Instructional Group by Individual Student

# Driving Action to Student Level



**STAR 360**
**Instructional Planning Reports**
**Individual Student Planning**



**STAR Math Enterprise Test Results**

Current SS (Scaled Score): 692 Test Date: 08/28/2018
Projected SS for 06/05/19: 776 Based on research, 50% of students at this student's level will achieve this much growth.

**[redacted] Current Performance**

Pennsylvania State Proficiency Levels

Most Recent Test
Projected
Scaled Score 0 700

**Suggested Skills**

[redacted] STAR Math scaled score(s) suggest these skills from Core Progress Math built for PA learning progressions would be challenging, but not too difficult for her. Combine this information with your own knowledge of the student and use your professional judgment when designing an instructional program. Use the Core Progress Math built for PA learning progressions to see how these skills fit within the larger context of the progression.

**Algebraic Concepts**

GR
**Operations and Algebraic Thinking**
This score suggests Nessa is ready for instruction and practice with the following skills.
5 Use grouping symbols in a numerical expression
5 » Evaluate a numerical expression containing grouping symbols
5 Translate a verbal expression into a numerical expression
5 Interpret a numerical expression
5 Generate two numerical patterns using two given rules
5 Identify relationships between corresponding terms in two different numerical patterns
5 Form ordered pairs consisting of corresponding terms from two patterns, and graph the ordered pairs on a coordinate plane

**Geometry**

GR
**Geometry**
This score suggests Nessa is ready for instruction and practice with the following skills.
5 Define elements of the coordinate system
5 Understand the meaning of an ordered pair in a coordinate system
5 » Graph a point in the first quadrant of the coordinate plane

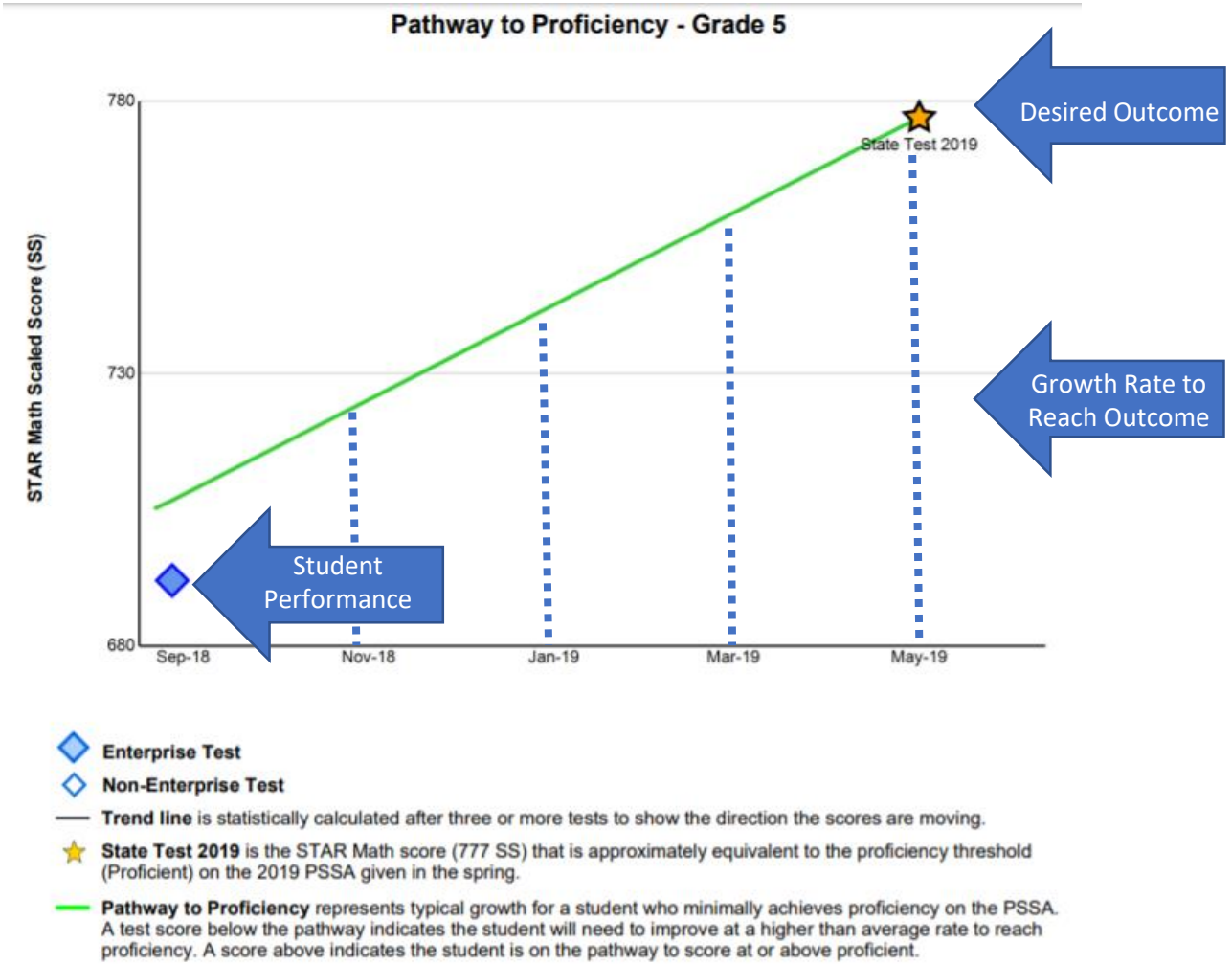
Current & Projected Performance Levels

Grade Level Performance & Instructional Progression >>

# Driving Action to Student Level



**STAR 360**
**Pathway to Proficiency Reports**
**Individual Student Planning**



# Value-Added *Growth* Data



## ❑ Value-Added Data for the District

- ❑ ***Data included here is not publicly available***
- ❑ ***Data is summarized by Grade Level, Course, or Content Area***

**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.

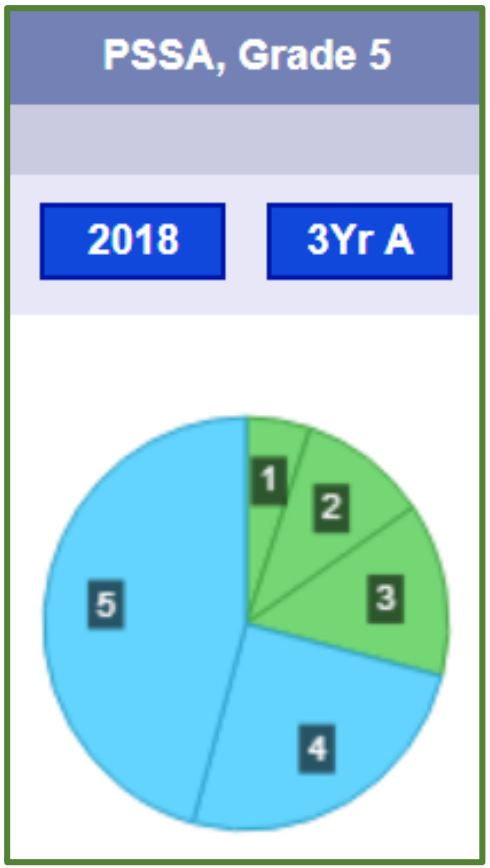
# Analysis of Programmatic Impact: Grade 5 Math Over Time











# Value-Added Tables: PRSD Math 2018 & 3-Year Avg.



**Report:** LEA/District Value-Added Summary **Test:** PSSA
**District:** Pine-Richland School District **Subject:** Math
**Year:** 2018

**LEARN HOW TO USE THIS REPORT (Flash required)**
PVAAS Value-Added Reports Growth Standard Model (30 minutes) | PVAAS Value-Added Reports: Predictive Model (28 minutes)

**Estimated School Growth Measure**

| School Name | | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|
| Eden Hall Upper Elementary School | 2018 | -5.2 | 2.0 | 2.0 | -- | -- |
| | 3-Yr-Avg | -4.4 | 2.2 | 1.6 | -- | -- |
| Pine-Richland Middle School | 2018 | -- | -- | -- | 0.3 | -1.3 |
| | 3-Yr-Avg | -- | -- | -- | -0.4 | 0.1 |

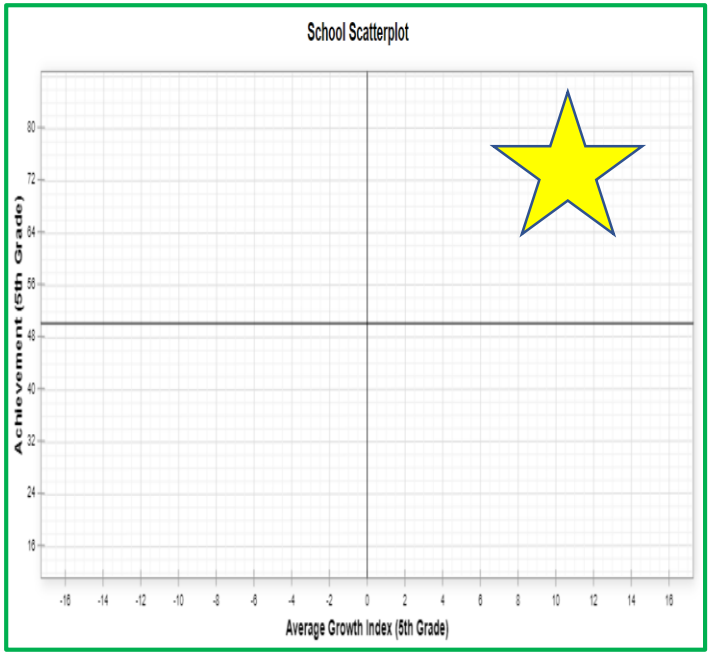
| | |
|---|---|
| | Significant evidence that the school exceeded the standard for PA Academic Growth |
| | Moderate evidence that the school exceeded the standard for PA Academic Growth |
| | Evidence that the school met the standard for PA Academic Growth |
| | Moderate evidence that the school did not meet the standard for PA Academic Growth |
| | Significant evidence that the school did not meet the standard for PA Academic Growth |
| -- | The school does not have data for this test and subject in the most recent year. |

Achievement results (PA state assessments) and growth results (PVAAS) must be used together to get a complete picture of student learning.
**PA Academic Growth for Math & ELA:**
The standard for PA Academic Growth is met when the student group maintains their relative average achievement from one year to the next.

# PVAAS Scatterplot: *Growth* & Achievement

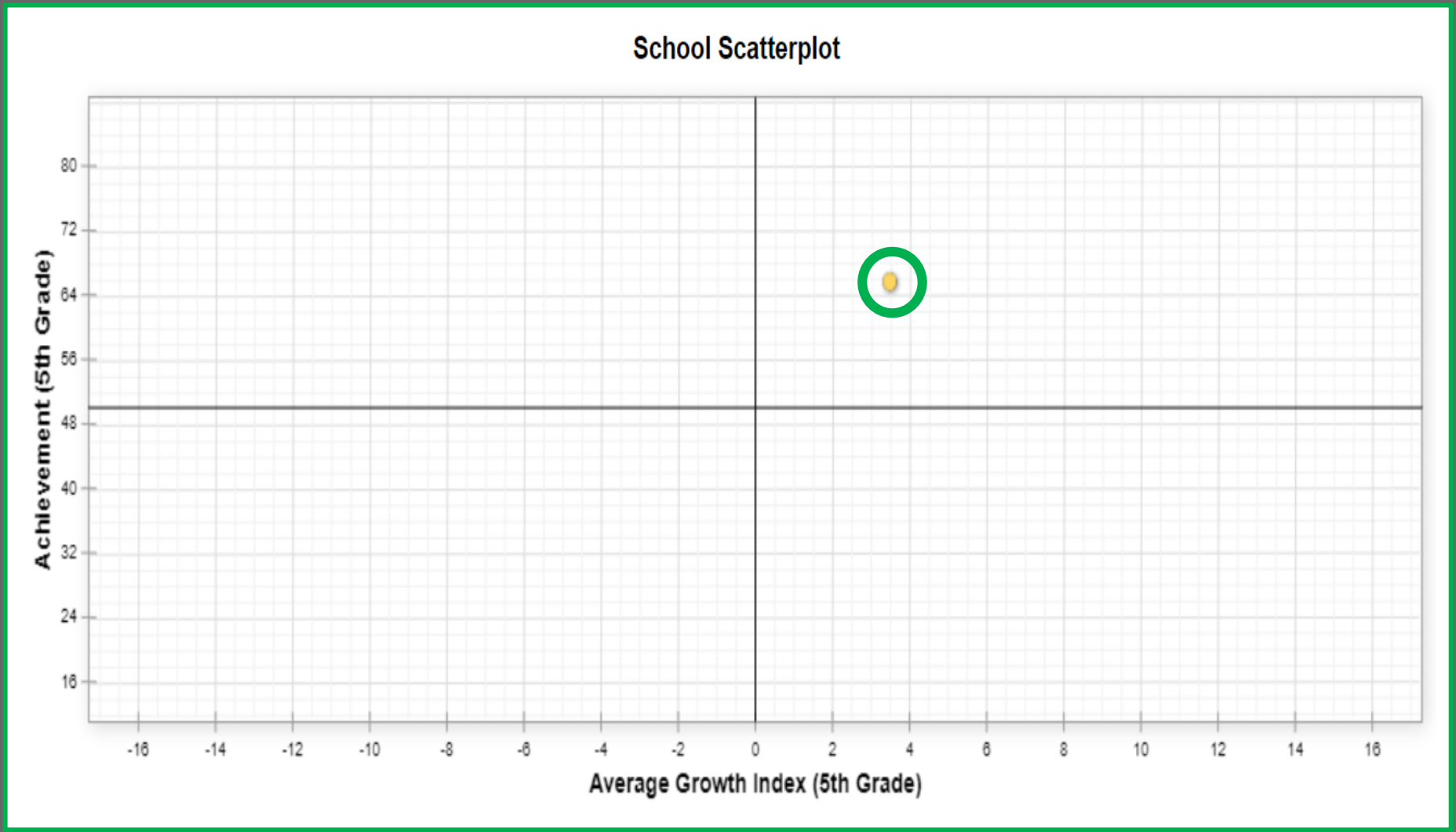


- The scatterplot combines the concepts of growth and achievement together.
- The upper right quadrant represents both high achievement and growth rates.
- We will examine:
  - ***2018 Single Year PVAAS Scatterplots***
  - ***Combined 3-Year Average PVAAS Scatterplots***
- Value-added reports provide us a perspective of the entire programmatic impact.



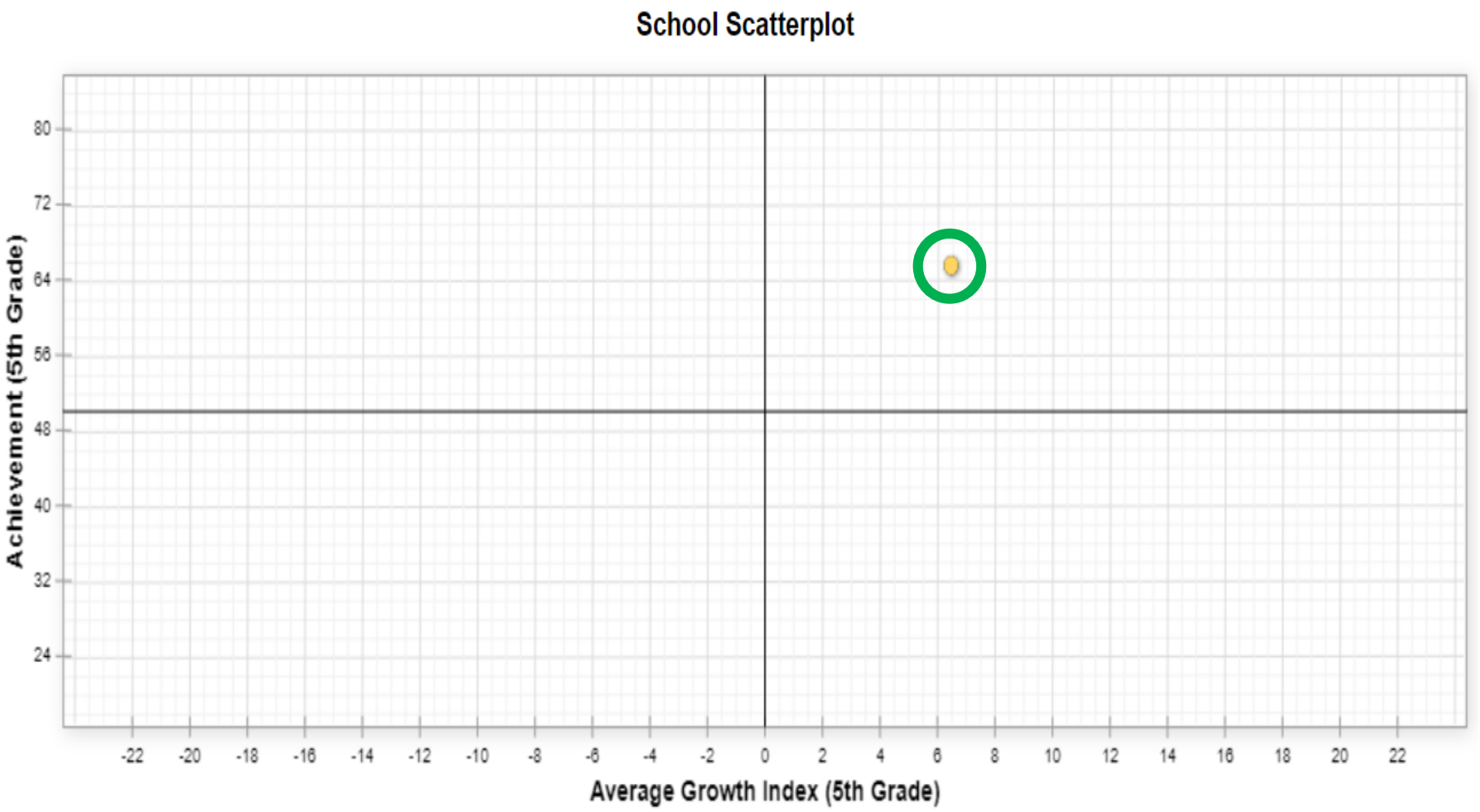
# 5th Grade Math 2018: Achievement v.s. Growth





# 5th Grade Math 3-Year Average: Achievement v.s. Growth





# Analyzing Results, Generating Findings, & Developing Action Plans



My Drive > Academic Achievement and Growth Report > Team Resources >

Name

- AAGR - Algebra Keystone
- AAGR - Biology Keystone 8
- AAGR ACT and SAT
- AAGR AP Exams
- AAGR for Grade 3: Math and ELA
- AAGR Grade 4: ELA, Math, Science
- AAGR Grade 5 - ELA and Math
- AAGR Grade 6 - ELA and Math
- AAGR Grade 7 - ELA and Math
- AAGR Grade 8 - ELA, Math, and Science 1
- AAGR Literature Keystone
- Academic Achievement & Growth Data Strengths and Needs

Academic Achievement & Growth Report Data 2018

File Edit View Insert Format Data Tools Add-ons Help Last edit was 11 days ago

Pine-Richland School District

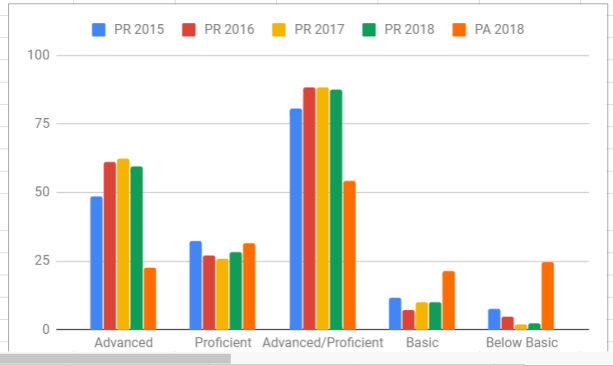
**Pine-Richland School District**
**PSSA Math Test Results - GRADE 3**
**Percentages in Performance Levels over Time**

**GRADE 3 Performance Level Percentages over Time**

| | PR 2010 | PR 2011 | PR 2012 | PR 2013 | PR 2014 | PA 2014 |
|---|---|---|---|---|---|---|
| Advanced | 66.8 | 71.3 | 73.8 | 66.8 | 74.0 | 39.7 |
| Proficient | 29.9 | 26.4 | 22.5 | 26.5 | 22.6 | 35.3 |
| Advanced/Proficient | 96.7 | 97.7 | 96.3 | 93.2 | 96.6 | 75.0 |
| Basic | 3.3 | 1.7 | 1.8 | 5.4 | 2.8 | 14.6 |
| Below Basic | 0.0 | 0.6 | 1.8 | 1.4 | 0.6 | 10.3 |
| TL # of Students | 361 | 348 | 325 | 355 | 327 | 124702 |

| | PR 2015 | PR 2016 | PR 2017 | PR 2018 | PA 2018 | PA Top Decile |
|---|---|---|---|---|---|---|
| Advanced | 48.5 | 61.3 | 62.5 | 59.4 | 22.7 | |
| Proficient | 32.3 | 26.9 | 25.7 | 28.1 | 31.4 | |
| Advanced/Proficient | 80.8 | 88.2 | 88.2 | 87.5 | 54.1 | |
| Basic | 11.7 | 7.1 | 9.9 | 10.2 | 21.4 | |
| Below Basic | 7.6 | 4.6 | 1.9 | 2.3 | 24.5 | |

**GRADE 3 Performance Level Percentages over Time**




PSSA Math Gr3 | PSSA Math Gr4 | PSSA Math Gr5 | PSSA Math Gr6 | PSSA Math Gr7 | PSSA Math Gr8 | PSSA ELA Gr3 | PSS

**Use of GoogleFolder with Team Resources & Shared Data Analysis Spreadsheet to Generate Recommendations**

# PSSA Grade 5 Math Findings Related to Achievement & *Growth*



- **PRSD 5th Grade outperformed the state and the 2018 top decile for combined proficient/advanced levels.**
- **Several of the anchor shared similar performance levels with at least 1 to 2 focal areas under each anchor to be reinforced.**
- **PRSD 5th Grade exceeded the standard for growth in 2018 and for the 3-Year average, and is meeting or exceeding growth in all quintiles.**

- **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.1&2 Numbers and Operations Fractions**
    - Use equivalent fractions as a strategy to add and subtract fractions
    - Apply and extend previous understandings of multiplication and division to multiply and divide fractions
  - **M5.C-G.1 Geometry**
    - Graph points on the coordinate plane to solve real-world and mathematical problems
  - **M5.D-M.3 Measurement and Data**
    - Convert like measurement units within a given measurement system
    - Represent and interpret data
    - Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition

# PSSA Grade 5 Math Next Steps: Action Plan Sample



- Begin 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 2018 - 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 math data with the MTSS decision trees and instructional programming; and (4) Utilize the PA-Standards aligned norms to begin predicting student performance.

- Refine MTSS processes for mathematics to determine next steps for a systematic approach to interventions for enrichment and/or remediation.
    - Key Personnel: Principals, ALCs, Intervention Specialists, School Psychologists
    - Timeline (Anticipated Start/Finish): November 2018 - Ongoing
    - 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) Revise the decision tree matrix to include these materials; (3) Train personnel in the use of the new instructional materials; and (4) Ensure time during the school day for interventions to take place at each grade span; (5) Determine effectiveness of interventions based on students' formative and summative performance and growth data.

# PSSA Data: Grade 5 ELA Comparisons and Trends



**GRADE 5 Performance Level Percentages over Time**

| | PR 2015 Percent | PR 2016 Percent | PR 2017 Percent | PR 2018 Percent | PA 2018 Percent | PA Top Decile 2018 |
|---|---|---|---|---|---|---|
| ADV | 31 | 34.8 | 27.4 | 35.0 | 14 | |
| PROF | 52.6 | 55.4 | 55.7 | 57.1 | 45.4 | |
| **ADV/PRO** | **83.6** | **90.2** | **83.1** | **92.1** | **59.4** | **84.0** |
| BASIC | 13.1 | 8.6 | 14.6 | 7.3 | 31.7 | |
| BEL BAS | 3.4 | 1.2 | 2.2 | 0.6 | 8.9 | |
| # TESTED | 352 | 336 | 314 | 343.0 | 126761 | |
| | | | **Mean Score** | 1110 | 1030 | |

**Features of Data Analysis**

- ✓ Trend Line Across PRSD Data Over Past 3 Years of Different Cohorts of Students
- ✓ Comparison to Relevant Groups (e.g. PA Top Decile)

# PSSA Data: Grade 5 Assessment Anchors



- **Identify Strengths & Opportunities**
  - **Use Caution in Looking at Number of Items v.s. Percent**
  - **Strengths & Weaknesses can Occur Across or Within Anchors**

**Key Ideas and Details**

| | 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 |
| E5.F | 18 | 13.7 | 76.1 | 16 | 12.2 | 76.5 | 20 | 14.2 | 71 | 11.1 | 56 |
| E5.A-K.1 | 8 | 6.2 | 77.8 | 8 | 5.9 | 73.7 | 12 | 8.5 | 71 | 6.7 | 56 |
| E5.B-K.1 | 10 | 7.5 | 74.7 | 8 | 6.3 | 79.3 | 8 | 5.7 | 71 | 4.4 | 55 |

**Text Dependent Analysis**

| | 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 |
| E5.E | 16 | 7.2 | 45.0 | 16 | 7.2 | 45.2 | 16 | 8.7 | 54 | 6.7 | 42.0 |
| E5.E.1 | 16 | 7.2 | 45.0 | 16 | 7.2 | 45.2 | 16 | 8.7 | 54 | 6.7 | 42.0 |

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

# Analysis of Programmatic Impact: Grade 5 ELA Over Time











# Value-Added Tables: PRSD ELA 2018 & 3-Year Avg.



**Report:** LEA/District Value-Added Summary **Test:** PSSA
**District:** Pine-Richland School District **Subject:** English Language Arts
**Year:** 2018

**LEARN HOW TO USE THIS REPORT (Flash required)**
PVAAS Value-Added Reports Growth Standard Model (30 minutes) | PVAAS Value-Added Reports: Predictive Model (28 minutes)

**Estimated School Growth Measure**

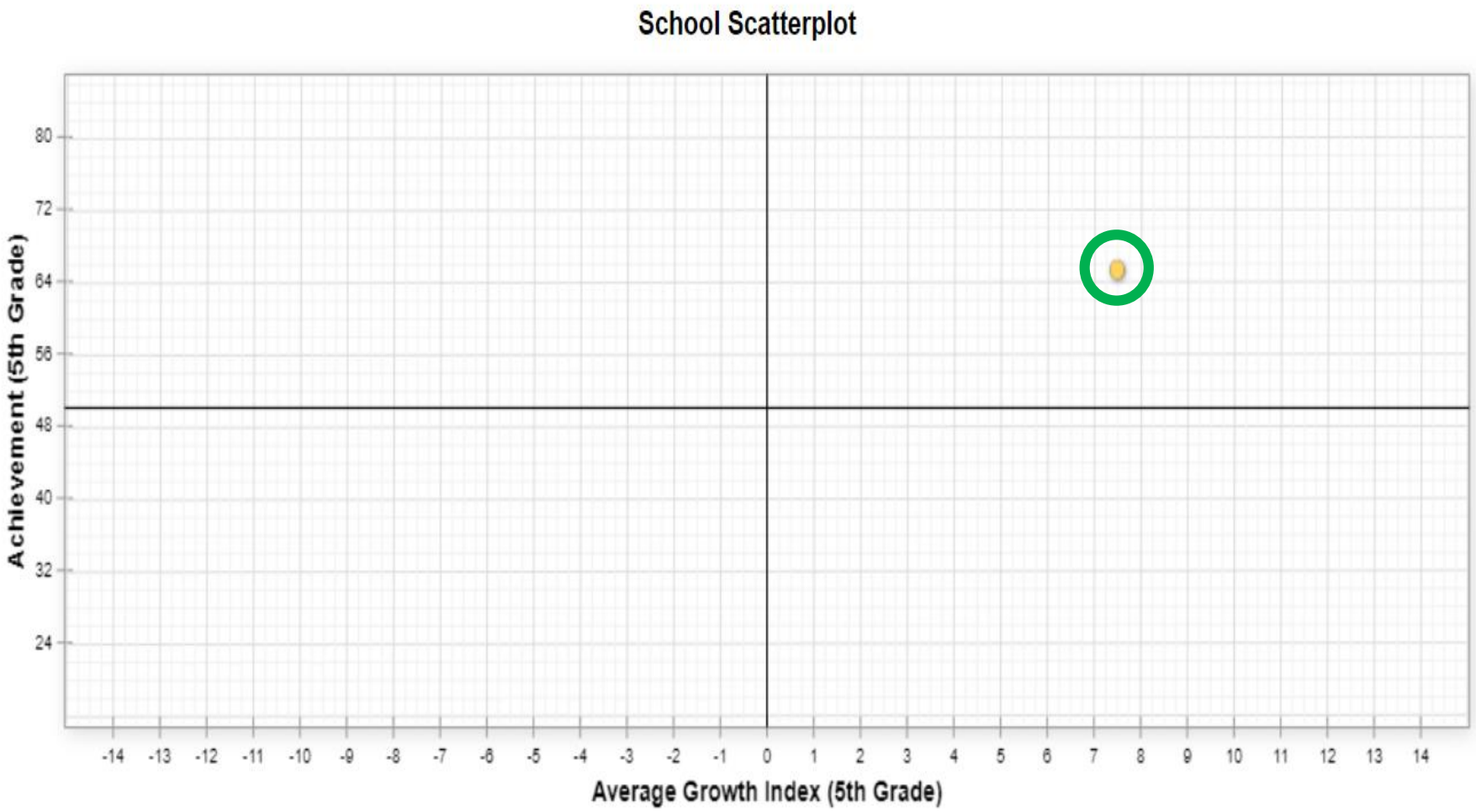
| School Name | | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|
| Eden Hall Upper Elementary School | 2018 | -1.8 | 4.9 | 1.5 | -- | -- |
| | 3-Yr-Avg | -3.2 | 3.2 | 0.5 | -- | -- |
| Pine-Richland Middle School | 2018 | -- | -- | -- | 2.6 | -2.2 |
| | 3-Yr-Avg | -- | -- | -- | 3.4 | -3.5 |

- Significant evidence that the school exceeded the standard for PA Academic Growth
- Moderate evidence that the school exceeded the standard for PA Academic Growth
- Evidence that the school met the standard for PA Academic Growth
- Moderate evidence that the school did not meet the standard for PA Academic Growth
- Significant evidence that the school did not meet the standard for PA Academic Growth
- -- The school does not have data for this test and subject in the most recent year.

Achievement results (PA state assessments) and growth results (PVAAS) must be used together to get a complete picture of student learning.
**PA Academic Growth for Math & ELA:**
The standard for PA Academic Growth is met when the student group maintains their relative average achievement from one year to the next.

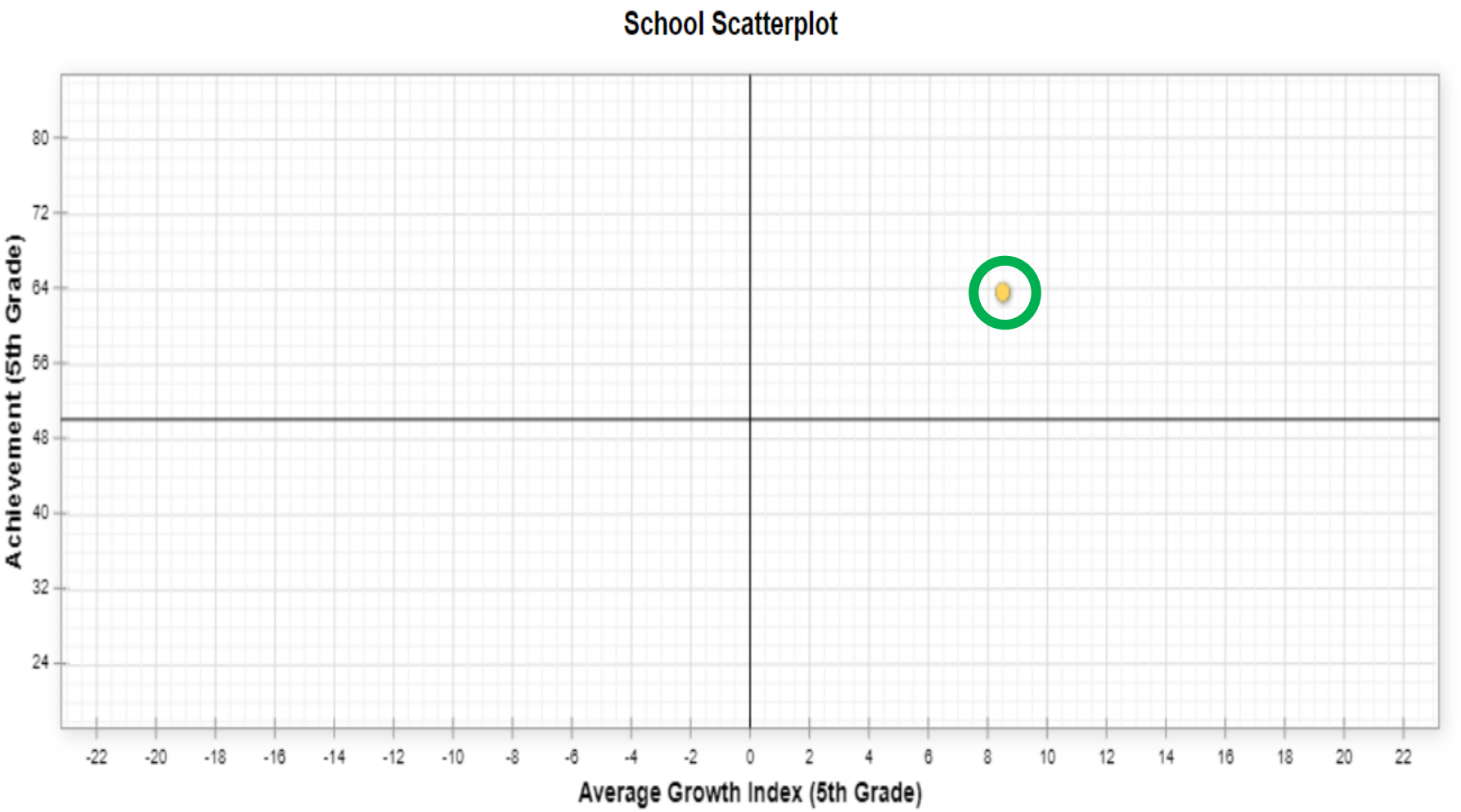
# 5th Grade ELA 2018: Achievement v.s. Growth





# 5th Grade ELA 3-Year Average: Achievement v.s. Growth





# PSSA Grade 5 ELA Findings Related to Achievement & *Growth*



- **PRSD 5th Grade outperformed the state and the 2018 top decile for combined proficient/advanced levels.**
- **TDAs continue to be an area of opportunity, adding vocabulary use, craft and structure, and integration of knowledge and ideas.**
- **PRSD 5th Grade exceeded the standard for growth in 2018 and for the 3-Year average, and is meeting or exceeding growth in all quintiles.**

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

# PSSA Grade 5 ELA Next Steps: Action Plan Sample



- Expand the use of ELA curricular materials, including the intervention resources (e.g. *Wonder Works*), ensuring fidelity and best practices in implementation (e.g. independent cold read v.s. teacher read-aloud for comprehension checks; use of grade level materials for instruction and assessment unless a student has a formally documented need within an IEP).
    - Key Personnel: Principals, Director of Special Education and Student Services, Building-Based MTSS Teams, Intervention Specialist, K-6 teachers
    - Timeline (Anticipated Start/Finish): November 2018 – June 2018
    - Major Action Steps: (1) Utilize professional learning communities to explore the intervention resources within our textbook and ancillary resources with which it came for both remediation and extension; (2) Share findings and recommendations with all grade level teachers; (3) Ensure staff members are able to leverage the technological resources and set parameters to support student needs; and (4) Determine effectiveness of resources and share feedback within the professional learning communities to ensure cyclical improvement of practice.

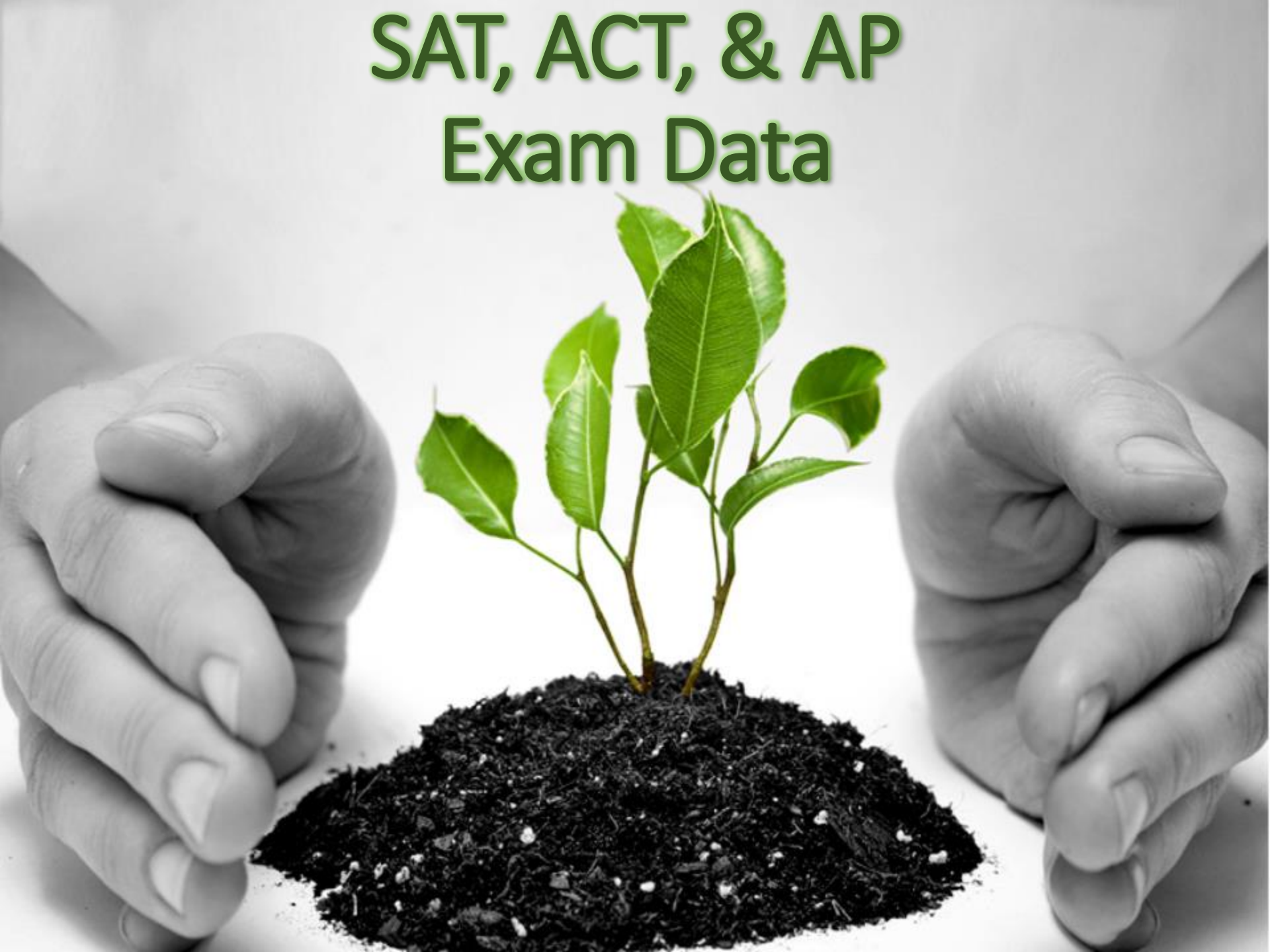
- Develop a systematic, integrated, and progressive approach to text-dependent analysis instructional strategies and feedback provision, beginning to develop students' capacity as early as grade one and building upon the necessary skills at each grade level.
    - Key Personnel: ALCs, ELA Administrators, K-12 ELA Teachers
    - Timeline (Anticipated Start/Finish): December 2018 – March 2019
    - Major Action Steps: (1) Identify a core team of ELA teachers and administrators to engage in professional development; (2) Develop a checklist/model for students to use when responding to TDAs to ensure inclusion of all components; (3) Utilizing a train-the-trainer model, the core team will create a training session for ELA teachers by grade level including the progression of skills and checklist/model; (4) Create common rubrics to assess TDAs within each grade level incorporating grade -specific skills; (5) Utilize common rubrics to assess students' writing and provide individualized feedback; and (6) 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.

# PSSA Overall Findings Related to Achievement & *Growth*



- **PRSD Students outperformed the state and 2017 top decile average for the combined proficient/advanced levels in math, science, and ELA. The only exception was 4th grade math at PRSD performing at 73.6% as compared to the 2017 top decile at 74.6%.**
- **The value-added tables for 2018 and the 3-year average differ by content area and grade level. Grades 4 & 8 represent clear areas of opportunity across all three content areas (math, science, ELA) based upon both the 2018 and 3-year growth data.**
- **Integration of new resources and deepening the implementation of our action plans (e.g. embedded AAGR action plans; building goals; in-depth program review recommendations) will help us alter our approach, benchmark progress, and continue to drive improvements in our results.**

# SAT, ACT, & AP Exam Data



# 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.
- While the 2018 assessment is only in its second year, we can compare this year's performance against the state and global benchmarks; however, no trend data will be available until the third year of implementation.

# SAT Changes & Scoring System



| Former SAT Scoring Structure | | |
|---|---|---|
| Total Score (600-2400) | | |
| Critical Reading (200-800)<br>33 $^{1}/_{3}$% of Total Score | Writing (200-800)<br>33 $^{1}/_{3}$% of Total Score | Math (200-800)<br>33 $^{1}/_{3}$% of Total Score |

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

# SAT 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 |
|---|---|---|
| Total # taking test | 302 | 318 |
| Total # graduates | 356 | 354 |
| % taking test | 84.8 | 89.8 |

**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 |
|---|---|---|
| District | 302 | 318 |
| State | 81840 | 96740 |
| TL Group | 1828107 | 2136539 |

# SAT Results

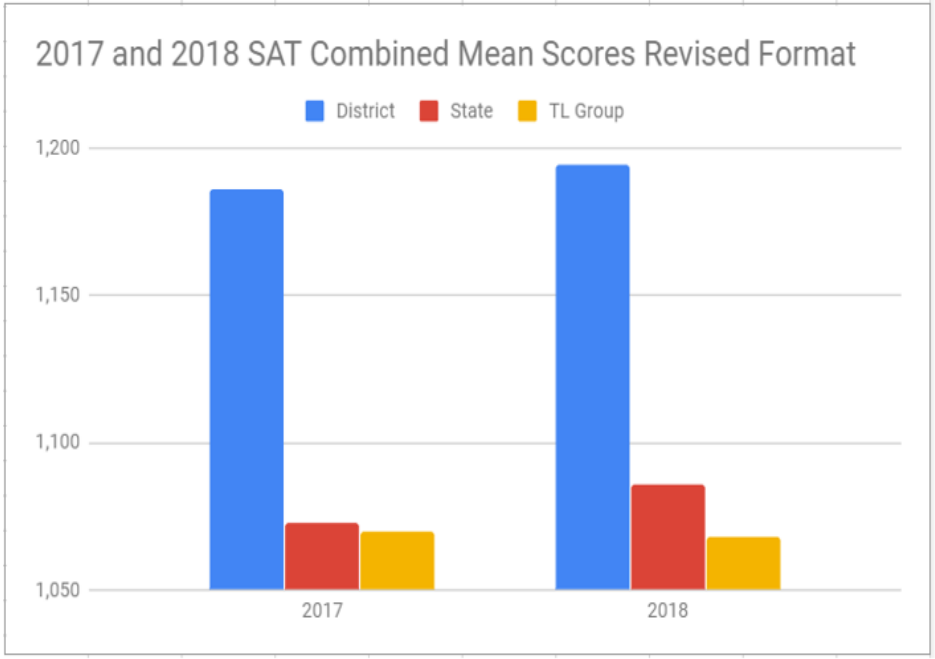


**Combined Mean Scores over Time**

| | 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 |
|---|---|---|
| District | 1186 | 1194 |
| State | 1073 | 1086 |
| TL Group | 1070 | 1068 |

**Scoring Changes:**
Past Test: 2400 max score
New Test: 1600 max score

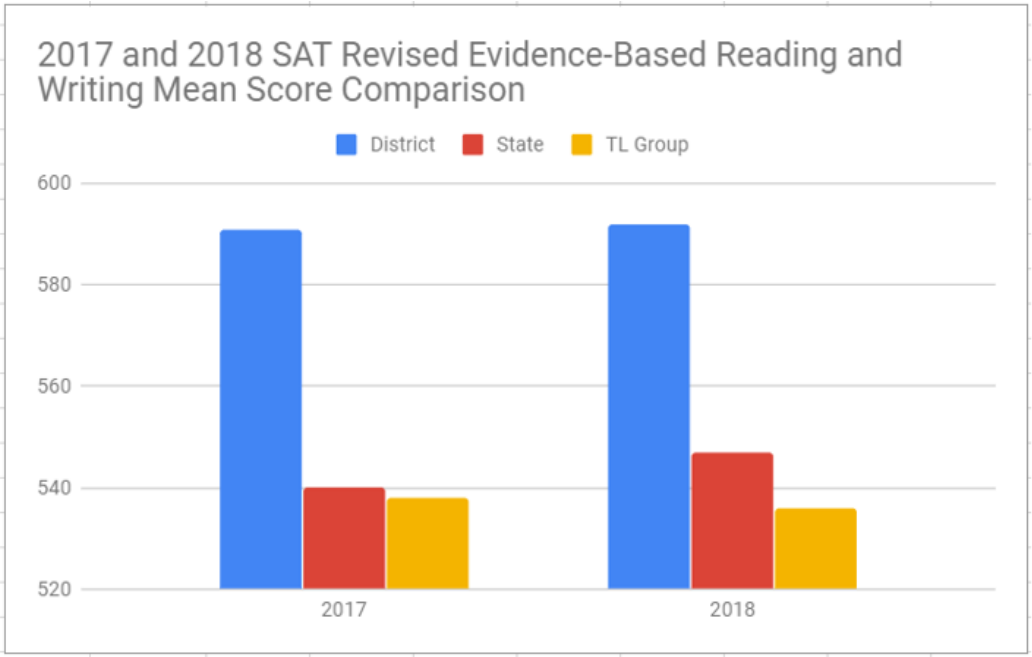


# SAT Results: Evidence-Based Reading & Writing



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

| | 2017 | 2018 |
|---|---|---|
| **PRHS** | 591 | 592 |
| **State** | 540 | 547 |
| **TL Group** | 538 | 536 |

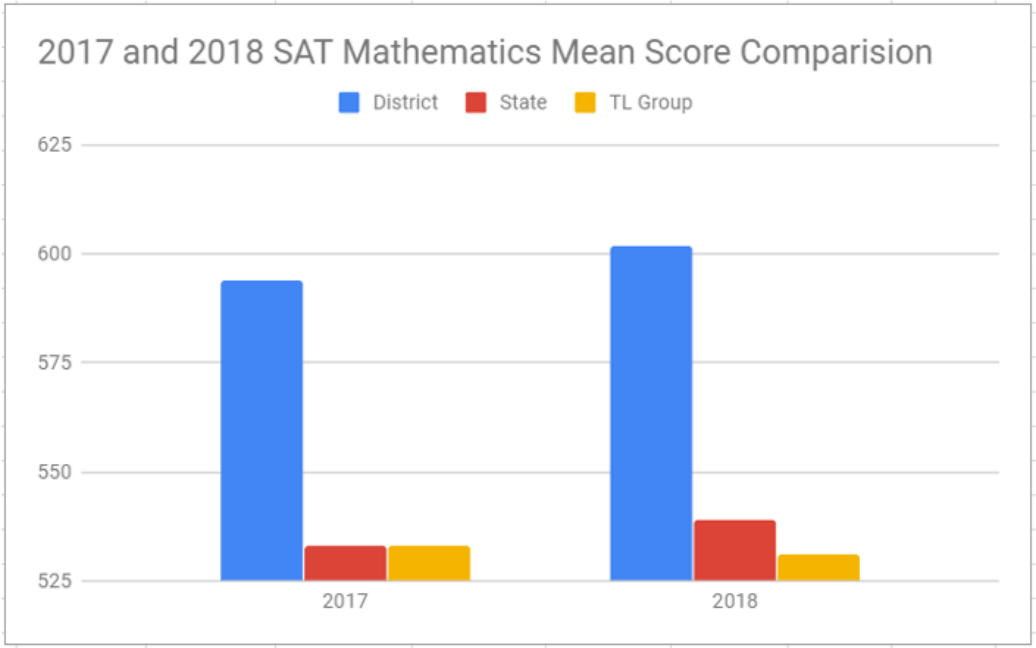


# SAT Results: Mathematics



**Mathematics Mean Scores (Two Years in New Format)**

| | 2017 | 2018 |
|---|---|---|
| **PRHS** | 594 | 602 |
| **State** | 533 | 539 |
| **TL Group** | 533 | 531 |



# 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 Results



**Participation over Time**

| | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
|---|---|---|---|---|---|---|---|
| **TL # PR Students** | 171 | 206 | 182 | 219 | 220 | 203 | 174 |
| **TL # PR Graduates** | 363 | 372 | 367 | 367 | 379 | 361 | 356 |
| **% of Class Tested** | 47.1 | 55.4 | 49.6 | 59.7 | 58.0 | 56.2 | 48.9 |
| **# PR Boys Tested** | 77 | 96 | 78 | 96 | 95 | 101 | 80 |
| **# PR Girls Tested** | 94 | 110 | 104 | 123 | 125 | 102 | 94 |
| **TL # PA Tested** | 25426 | 26171 | 27136 | 29776 | 31342 | 30987 | 27694 |
| **TL # US Tested** | 1666017 | 1799243 | 1845787 | 1924436 | 2090342 | 2030038 | 1914817 |

**COMPOSITE**

| | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
|---|---|---|---|---|---|---|---|
| **Pine-Richland** | 25.0 | 24.6 | 25.4 | 25.1 | 24.8 | 25.2 | 25.2 |
| **Pennsylvania** | 22.4 | 22.7 | 22.7 | 22.9 | 23.1 | 23.7 | 23.5 |
| **United States** | 21.1 | 20.9 | 21.0 | 21.0 | 20.8 | 21 | 20.8 |

# SAT/ACT Findings



- **PRSD Students have consistently outperformed both state and total group/US comparisons over the past seven years on the SAT and ACT.**
- **In the second year of the new SAT test format, PRSD students performed at commensurate levels across both subtests, Evidence-based Reading and Writing (592) and Mathematics (602), increasing performance levels on both subtests slightly from the 2017 test results.**
- **Males outperformed females in mathematics on the SAT and ACT; females outperformed males on the reading portion of the ACT; males and females scored similarly on the reading section of the SAT (males +2 points).**

# SAT/ACT Action Recommendations



- Continue the partnership established to permit students the option to receive face-to-face SAT preparation instruction, now in its second year.
  - Key Personnel: District Administrators, School counselors, Building administrators
  - Timeline: December 2018 – June 2019
  - 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.

- Provide professional development to teachers about incorporating similarly formatted test questions into their common assessments to help prepare students for the ACT and SAT.
  - Key Personnel: School Counselors; District Administrators; Teachers
  - Timeline: December 2018 – June 2019
  - Major Action Steps: (1) Refine and update the professional development presentation; (2) Present the information to high school teachers; (3) Integrate the question format into unit assessments.

# 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 comparted to national scores and can be analyzed over time for trends.
- Average scores across subject area tests are provided.

AP® CollegeBoard Advanced Placement Program

# AP Exam Participation



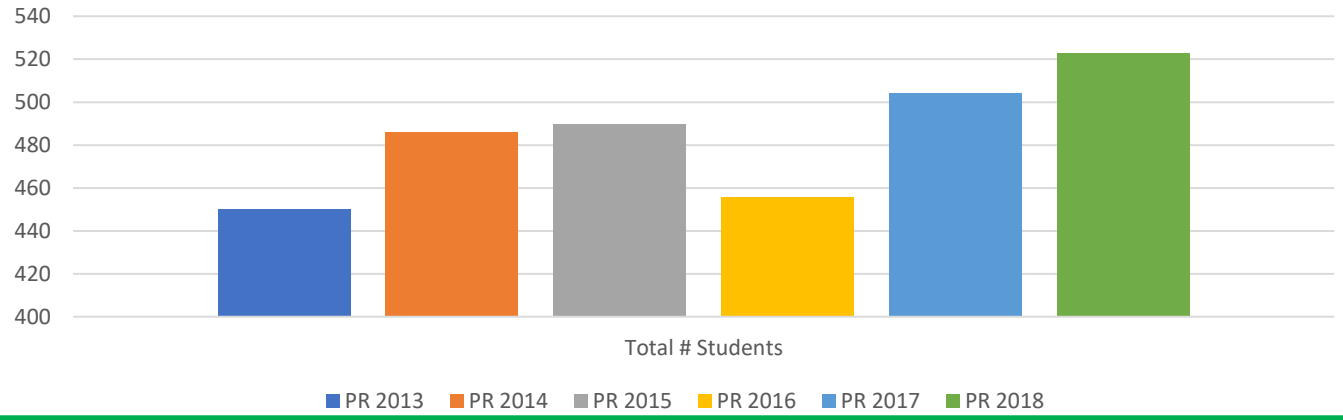
**PRHS AP Test Participation over Time**

| | PR 2013 | PR 2014 | PR 2015 | PR 2016 | PR 2017 | PR 2018 | PA 2018 | Global 2018 |
|---|---|---|---|---|---|---|---|---|
| Total # Students | 450 | 486 | 490 | 456 | 504 | 523 | 77527 | 2827137 |
| Total # Exams Taken | 944 | 932 | 958 | 911 | 983 | 1024 | 139986 | 5129734 |
| # Students Scoring 3+ | 337 | 324 | 349 | 333 | 349 | 376 | 52865 | 1734395 |

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

| | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
|---|---|---|---|---|---|---|---|
| % PRHS Students Scoring 3+ | 72.0 | 74.9 | 66.7 | 71.2 | 73.0 | 69.2 | 71.9 |
| % State Students Scoring 3+ | 68.2 | 68.3 | 69.1 | 68.3 | 67.7 | 67.1 | 68.2 |
| % Global Students Scoring 3+ | 61.5 | 60.9 | 61.3 | 60.7 | 60.2 | 60.3 | 61.3 |

**PRSD Student Participation in AP Exams Over Time**



# AP Exam Results: Subject/Course Tests



| Subject Area Test | # Tests Taken | # Scored 3+ | % Scored 3+ | Mean Score |
|---|---|---|---|---|
| **ART** | | | | |
| Studio Art: 2-D | 17 | 16 | 94.1 | 3.18 |
| Studio Art: 3-D | 1 | 1 | 100% | 4 |
| Studio Art: Drawing | 6 | 6 | 100.0 | 3.67 |
| Art History | 65 | 33 | 50.8 | 2.94 |
| **ENGLISH** | | | | |
| English Language | 139 | 101 | 72.7 | 3.11 |
| English Literature | 33 | 30 | 90.9 | 3.45 |
| **MATH** | | | | |
| Calculus AB | 32 | 21 | 65.6 | 2.97 |
| Calculus BC | 32 | 28 | 87.5 | 3.91 |
| Statistics | 57 | 52 | 91.2 | 3.98 |
| **SCIENCE** | | | | |
| Biology | 108 | 76 | 70.3 | 2.98 |
| Chemistry | 42 | 40 | 95.2 | 3.95 |
| Physics C: Mechanics | 10 | 7 | 70.0 | 3.6 |
| **SOCIAL STUDIES** | | | | |
| European History | 47 | 33 | 70.2 | 3.26 |
| Microeconomics | 73 | 42 | 57.5 | 2.95 |
| Psychology | 153 | 106 | 69.3 | 3.19 |
| US Government and Politics | 57 | 31 | 54.4 | 2.79 |
| US History | 122 | 78 | 63.9 | 2.97 |
| **WORLD LANGUAGES** | | | | |
| French Language and Culture | 6 | 5 | 83.3 | 3.00 |
| German Language and Culture | 5 | 4 | 80.0 | 3.20 |
| Spanish Language and Culture | 8 | 8 | 100.0 | 4.38 |

# AP Exam Results: Sample Subject Tests



**English Language and Composition**

| | PR 2013 | PR 2014 | PR 2015 | PR 2016 | PR 2017 | PR 2018 | PA 2018 | Global 2018 |
|---|---|---|---|---|---|---|---|---|
| **5** | 18.9 | 5.6 | 18.2 | 15.9 | 10.4 | 10.07 | 14.35 | 10.61 |
| **4** | 24.5 | 28.0 | 24.2 | 32.7 | 25.9 | 20.86 | 22.08 | 17.75 |
| **3** | 33.0 | 37.8 | 31.3 | 29.0 | 31.9 | 41.73 | 31.61 | 28.81 |
| **3 and above** | **76.4** | **71.4** | **73.7** | **77.6** | **68.1** | **72.66** | **68.04** | **57.17** |
| **2** | 22.6 | 28.0 | 24.2 | 22.4 | 30.4 | 24.46 | 24.47 | 29.28 |
| **1** | 0.9 | 0.6 | 2.0 | 0.0 | 1.5 | 2.88 | 7.49 | 13.56 |
| **Total Tests Taken** | 106 | 143 | 99 | 107 | 135 | 139 | 14171 | 583192 |
| **Average Score** | 3.38 | 3.10 | 3.32 | 3.42 | 3.13 | 3.11 | 3.11 | 2.83 |

**Biology**

| | PR 2013 | PR 2014 | PR 2015 | PR 2016 | PR 2017 | PR 2018 | PA 2018 | Global 2018 |
|---|---|---|---|---|---|---|---|---|
| **5** | 0 | 2.9 | 3.7 | 7.6 | 4.0 | 5.56 | 8.53 | 7.16 |
| **4** | 28.9 | 24.6 | 31.7 | 27.3 | 21.0 | 18.52 | 25.13 | 21.56 |
| **3** | 51.3 | 50.7 | 46.3 | 45.5 | 52.0 | 46.30 | 37.33 | 32.79 |
| **3 and above** | **80.2** | **78.2** | **81.7** | **80.3** | **77.0** | **70.37** | **70.99** | **61.51** |
| **2** | 18.4 | 18.8 | 18.3 | 18.2 | 27.0 | 27.78 | 23.96 | 28.31 |
| **1** | 1.3 | 2.9 | 0 | 1.5 | 0.0 | 1.85 | 5.06 | 10.18 |
| **Total Tests Taken** | 76 | 69 | 82 | 66 | 75 | 108 | 8524 | 260662 |
| **Average Score** | 3.08 | 3.06 | 3.21 | 3.21 | 3.07 | 2.98 | 3.08 | 2.87 |

# AP Exam Findings



- **In 2018, we saw the highest number of students enrolled in AP courses, taking AP tests, and performing at a 3+ on the assessments.**
- **The percentage of PRSD students scoring 3+ on AP exams has been higher than the state or global comparisons for 7 of the past 8 years, including our 2018 performance.**
- **71.9% of students scored a 3+ on this year's AP exams, which was a slight increase from the prior year.**

# AP Exam Action Recommendations



- Continue to correlate end-of-course grades to AP test scores.
  - Key Personnel: Building Administrators, Director of College and Career Planning, & Keystone Teachers
  - Timeline (Anticipated Start/Finish): December 2018 – June 2019
  - 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 in courses where benchmark assessments are available.
  - Key Personnel: Administrators and Teachers
  - Timeline (Anticipated Start/Finish): December 2018 – September 2019
  - 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

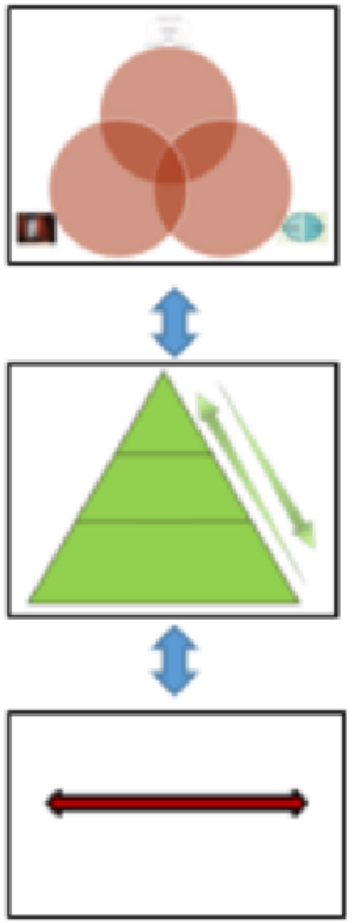


- **PRSD students continue to achieve similarly to or above the top decile, and significantly outperform the state or total group.**
- **Growth has improved tremendously in grades 5, 6, and 7; whereas it could be further enhanced in grades 4 and 8. The 4th and 5th quintiles are demonstrating more growth than in past years.**
- **Our growth mindset and desire to use our results to drive continuous improvements to our curriculum, instruction, and tiered supports/programs helped to determine the next steps. We will work collaboratively to improve each child's educational outcomes.**

# How do we focus on "academic" learning for 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***



# Measuring Student Progress: Academic, Social, & Emotional



**While this report focuses on the academic achievement and growth of our students, we are taking a holistic look at measuring overall student success.**

**We envision a dashboard to monitor students' growth across multiple measures:**

| | | |
|---|---|---|
| **Attendance** | **Discipline** | **Participation in Co- & Extra-Curricular Opportunities** |
| **Achievement & Growth** | **Nurse / Counselor / Support Visits** | **Awards & Recognition** |

# Fostering Achievement & Growth

***for Every Student, Every Day***

