Tonight, I am going to present a district view of student achievement and growth as reported in our Keystone and PSSA scores. We will also take a look at School Performance Profile (SPP) scores and specific indicators of achievement and growth. While standardized testing is part of our district assessment plan, it is only one piece. WSSD uses a variety of assessments to determine if we are meeting students' academic, social and emotional needs.

Overall Achievement
PSSA & Keystone Exams

	ELA - % Proficient and Advanced ELA			MATH - % Proficient and Advanced			SCIENCE - % Proficient and Advanced		
SCHOOL	2017	2016	2015	2017	2016	2015	2017	2016	2015
Cedar Cliff	72.6	74.8	72.6	56.8	58.9	62.3	58.7	63.1	65.1
Red Land	72.1	82.9	71.7	67.9	75.1	61.3	67.0	72.9	57.6
Allen	68.7	65.0	55.7	44.0	36.7	24.8	58.8	52.3	53.9
Crossroads	62.6	59.1	55.5	34.3	32.7	27.5	58.9	63.2	57.8
New Cumberland	62.2	56.9	52.7	34.6	31.2	23.6	51.0	55.7	60.4
Fairview	81.3	74.8	77.3	67.0	70.1	63.6	96.8	88.1	87.0
Fishing Creek	71.6	63.8	64.3	54.7	52.5	44.6	88.6	74.6	78.9
Highland	65.9	69.0	70.5	57.0	54.4	55.0	81.2	87.1	81.7
Hillside	66.1	70.5	68.5	52.6	56.7	49.6	72.8	68.0	81.9
Newberry	47.2	50.8	52.3	35.2	46.4	36.0	68.4	70.4	71.7
Red Mill	77.7	75.9	76.7	69.1	65.4	55.3	95.7	88.1	93.3
Rossmoyne	64.8	71.9	72.2	50.3	55.1	46.0	78.5	82.5	87.9
Washington Hts.	58.5	61.8	60.3	48.1	52.6	38.1	59.4	82.8	78.7
DISTRICT	65.7	63.9	61.3	46.2	44.9	37.0	68.1	69.0	70.3
STATE PSSA	61.2	60.4	59.9	42.6	42.5	39.7	63.7	67.0	67.9
STATE KEYSTONE	72.7	76.8	72.8	65.6	68.2	64.5	63.4	65.8	37.1

This is the third year of the PSSA PA Core Standards Exams. According to Pedro Rivera, Secretary of Education for Pennsylvania*, "Standardized tests help identify successes and needs in students and schools so they can prioritize and plan, as well as meet federal and state reporting requirements." "However, high-stakes testing does not tell the full story and the Department is taking several actions to better communicate student progress in our schools."* Before we begin our District review, I wanted to share some changes that are coming.

- Beginning this school year, the time required to take the PSSAs is reduced by an average of two days, allowing students and teachers to focus more on learning.
- As part of PDE's efforts to provide more comprehensive measures of school performance, they will launch the **Future Ready PA Index** during the 2019-2020 school year, replacing the SPP as Pennsylvania's forward-facing school report card. **The Future Ready PA Index will utilize a dashboard approach to present school-level data**, and will feature a **broad range of indicators**, such as English language acquisition, career readiness benchmark indicators, access to advanced coursework, and chronic absenteeism, among others.
- The PSSAs and Keystone Exams are used as part of Pennsylvania's statewide accountability system, as required under the federal Every Student Succeeds Act (ESSA). Pennsylvania submitted its ESSA Consolidated State Plan to the U.S. Department of Education for review and approval on September 18, 2017.

Remember, tonight I am presenting a District view. If you are interested in diving deeper into individual school data, I have provided school report cards and SPP documents in your folder. In addition, each school will be presenting a combination of school and District data at their respective buildings in the near future. Look for more information about dates. Finally, the building administrators will also be available to discuss their data.

According to PDE, this year's 2017 PSSA scores in English Language Arts and mathematics saw **slight** increases over last year. The District experienced the same overall pattern, although building level data varied. The chart shows three years of data. Red indicates a drop from last year and blue indicates an increase from the year before. If you look at the next to the third row from the bottom, you will notice the District has increased scores in grades 3-8 in ELA and math over the past 2 years. 2015 was the baseline year when we switched to the new PSSA assessment. Science scores did not reflect a positive trend, in fact we see a slight decrease. We recently aligned science curriculum and competed a standards' check to ensure all of the standards are

appropriately represented in the curriculum. Our teachers have access to Study Island Science as a tool. This tool allows teachers to check if students are mastering science concepts, processes and skills. When teachers use the curriculum and regular assessment in an engaging classroom, we will see an increase in scores.

Our greatest District increase is in math. While I recognize our proficiency is not near what we want it to be, I am encouraged we are trending in the right direction. No doubt, our trend lines needs to be steeper. The next to the last row of the chart reflects the PSSA state averages and the last row reflects the Keystone state averages. Our scores are on trend with the state.

While I will not go into each building's scores, there are a few general observations I want to point out.

ELEMENTARY SCORES

Our elementary achievement scores show no clear pattern. A highlight is the increased proficiency at FC and RM across all three subjects. Other schools have varied results. In fact, a few schools have lost ground. Our two schools with the most economically disadvantaged and the most special education students are examples of this. The majority of the schools are above the state average.

Things to Note

- We have started a guided math cohort at the elementary level. While elementary teachers typically teach in a station rotation model, guided math takes it to a different level. All students in a classroom will be appropriately challenged.
- We will be identifying math interventions this year and will determine the best way to schedule and deliver interventions during a math block.
- We are investigating some self-paced personalized math and ELA on-line programs to meet students where they are, close gaps and accelerate.

MIDDLE SCHOOL SCORES

Except for New Cumberland science, all 3 middle schools continue on an upward trend. This is a positive. Unfortunately our baseline proficiency scores were so low, we are still slowly pulling ourselves up. For example, in 2015 our math proficiency was around 25%. The next year proficiency was in the 30s and this year proficiency is in the mid-30s and low-40s. Bottom line is the proficiencies are not acceptable. Middle school administrators agree and during the Oct. 27th PD Data day, they communicated a sense of urgency to staff. All of us feel a deep responsibility to our students, parents and community and our goal is to raise proficiency scores in ELA, Math and Science to 80% or higher over the next few years.

Things to Note

- This year we are expanding our guided math model to all classrooms. Last year a small group of teachers and administrators from each building received training in guided math. This year, the trained math teachers have an extra period and are going into classrooms to team teach, model and help plan.
- We discovered inconsistent use of Study Island in math classes, Study Island provides students opportunities to work on and master grade level standards. Our administrators will be working to ensure consistent and effective use of this tool to inform planning and instruction.

KEYSTONE SCORES

As you know, the Keystone Exams are end-of-course assessments in Literature, Biology, and Algebra I. According to PDE, Keystone Exam scores amongst first-time test-takers **remained**

relatively flat over last year's scores. Remember, students' best scores are "banked" and reported in statewide data when the student is in 11th grade. **Banked grade 11 scores showed a decrease in all three subject areas across the state.** Unfortunately, both high schools followed the state trend.

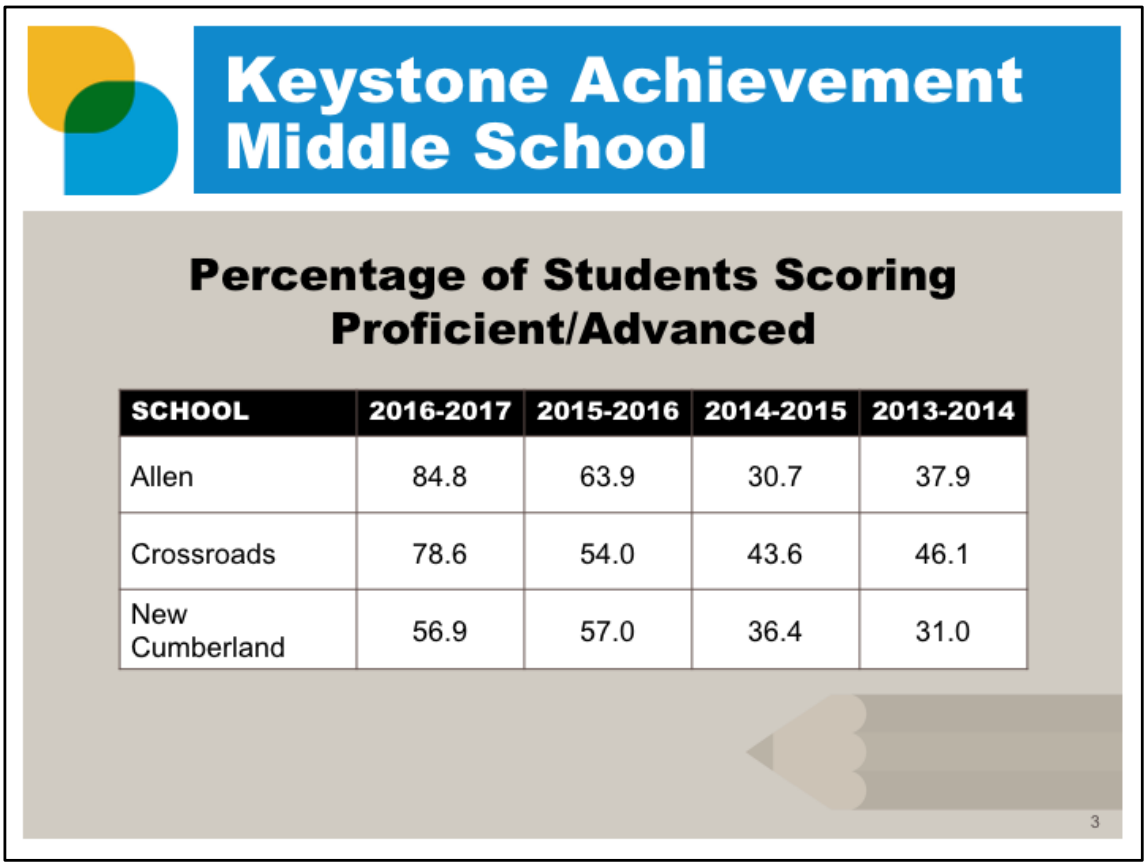
At the state level, 72.7% of students scored advanced or proficient on the literature test. That is drop from 77% last year. Red Land and Cedar Cliff both dropped and the scores are similar to the state average. This year, 65.6% of Pennsylvania students passed the Algebra I Keystone as compared to 68% last year. Red Land is above the state average and Cedar Cliff fell below. Same pattern exists for science.

Things to Note

- The high schools will group a little differently next year in Algebra. They will group by instructional model. One of the groups will be engaged in a rotational model, that utilizes Math21 as a station. Math 21 is a self-paced competency-based on-line Algebra program. These students spend part of the time in smaller groups face-to-face with the teacher and part of the time practicing skills and application. The other group will use a co-teaching model, with two teachers in the classroom to better support learners and the third class will run more like a traditional classroom.
- English has embraced the rotational model, where students spend time in small groups: direct instruction with the teacher, on-line learning experience and a collaborative station. This type of a model allows the teacher to hone in on skills and to accelerate students.
- Both biology and English use the Classroom Diagnostic Tool 2 or 3 times a year to assess proficiency. Teachers use the data to group students and remediate.
- Our Administrators engaged in a District Data Review today and agreed on common practices and expectations for administrators to increase student growth and achievement. I will share this with you at the end as a wrap of the presentation.

Keystone Exams and Graduation Update

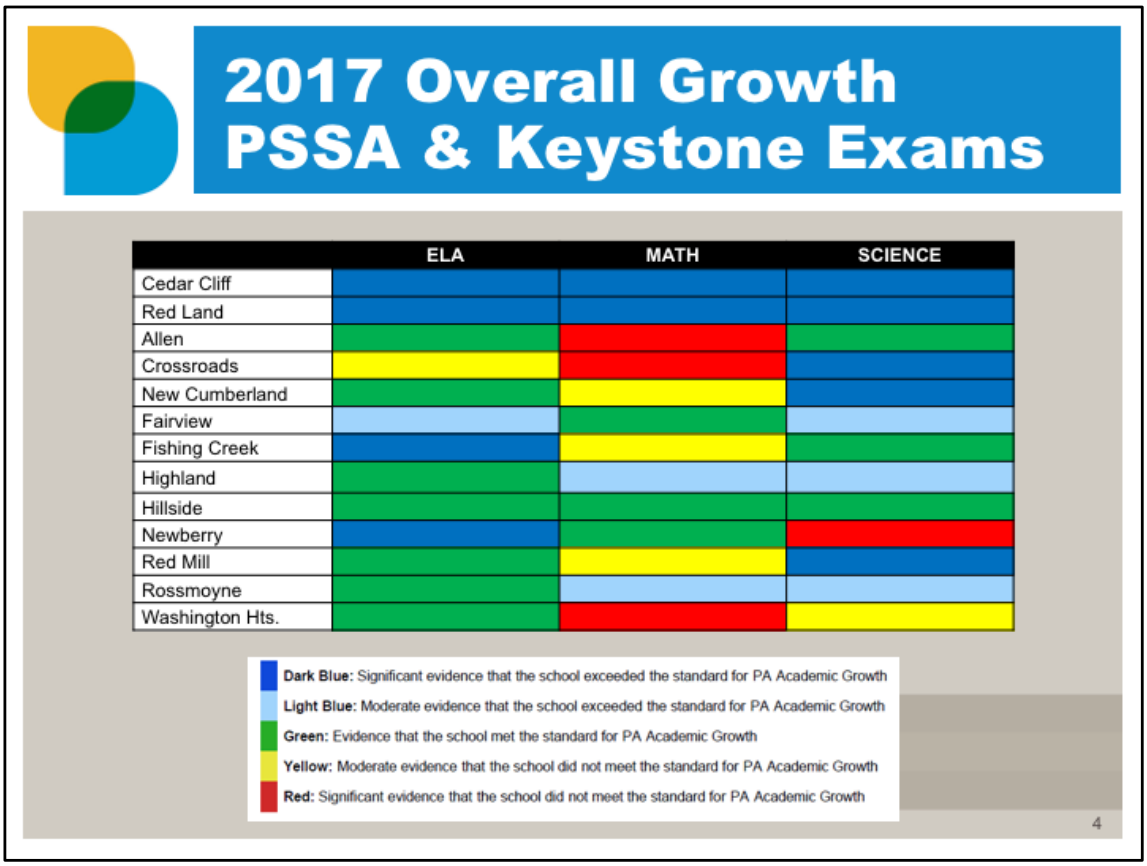
Keystone graduation requirement is delayed again. The state is now looking at 2019-2020. Please visit the PDE website for more information. Currently we offer remedial courses for students.



These scores represent all 3 grade levels at the middle school in regards to Keystone Exams. Obvious growth at Allen and Crossroads. I believe this is directly related to the changes made in entrance criteria. In 2014-2015 we began to implement changes to the entrance criteria. We refined the criteria the following year and believe these changes have helped to better identify students who can be successful in pre-algebra and algebra. Our goal is to ensure we have students in our middle level algebra classes who are ready to tackle the concepts. The reason you do not see that increase in New Cumberland's 2016-2017 scores, is because the school chose to include twice the number of students in their Algebra 1 course than the other two middle schools.

Things to Note

Our students are meeting with greater success in Algebra. Something we noticed though is that students taking advanced courses still need exposure to grade level math throughout the year. Many of our higher math students are not showing high proficiency on the PSSA but pass the Keystone. This year we will utilize Study Island to maintain skills and concepts. This tool will provide students opportunities to revisit grade level skills.

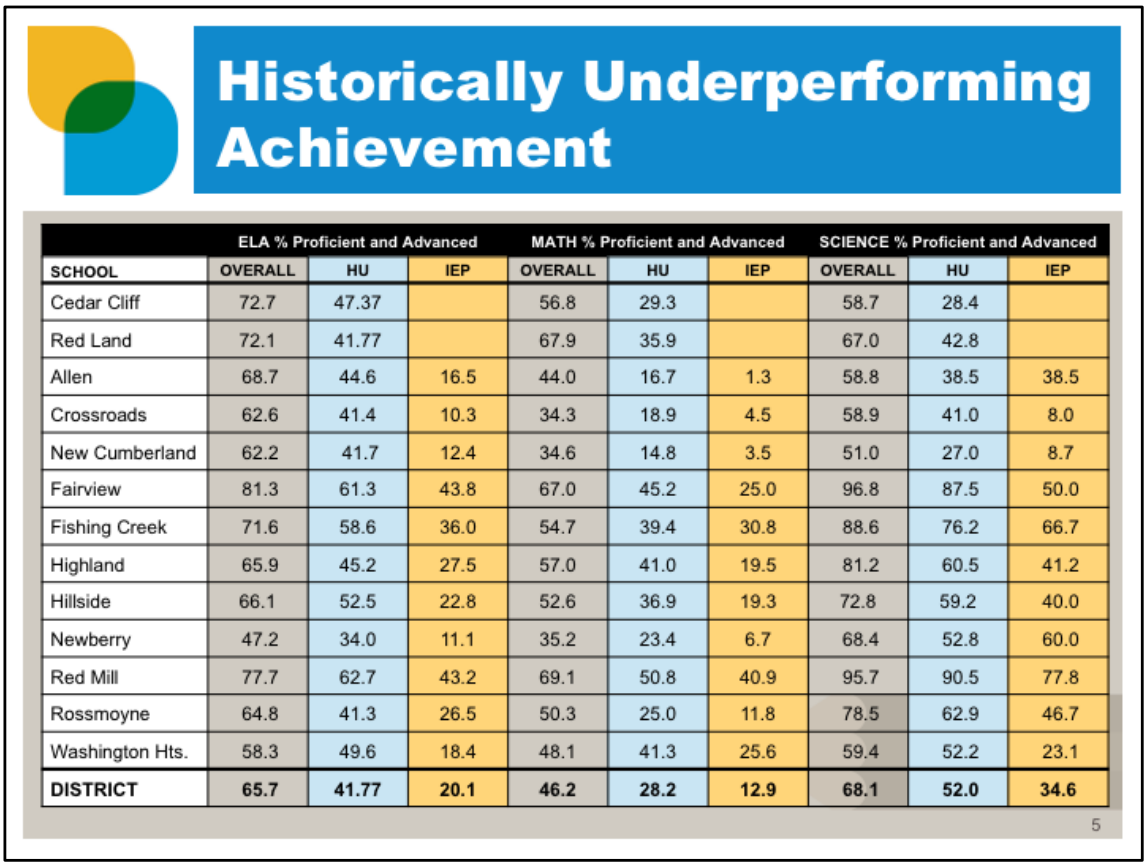


While achievement is important, growth is even more important. Without growth, achievement will not increase. The chart above reflects overall growth in the assessed subjects. Achievement data compares apples to oranges, in other words, each year is a different group of students. Growth data compares apples to apples as it reflects whether a group of students made their projected growth. Growth targets are set based on the groups previous performance. The key explains what each color means. Green indicates that the PA Growth standard was met for the group of students that were assessed. A group must make a year's worth of growth to earn a green color.

You will notice that we have several dark blues and light blues which indicate significant evidence that students exceeded the standard for PA Academic Growth, or more than a year's worth of growth. That is especially important if the group's achievement scores are not proficient because it means the group will be able to "catch up" . If the color is green, that is fine if the achievement is high. It means they are maintaining at grade level. If the color is yellow, the group just missed the growth expectation, which is not good if the group's achievement is low. Red is quite concerning.

Both high schools exceeded the growth standard for ELA. 2 of the 3 middle schools met the standard. All elementary schools met or exceeded the growth standard for ELA, in fact 3 elementary schools exceeded the standard. Math growth is varied. Both high schools met the growth standard in math. All 3 middle schools did not meet the growth standard for math. Three elementary schools did not meet the standard and 2 exceeded the standard. All but 2 schools in the District met or exceeded the science growth standard.

We have more greens and blues, which is positive. Our goal is to have more blues across the board. With that, our achievement will follow. As you can see, math growth is the most challenging. I shared some of the strategies and programs we have in place, like guided math and regular and effective use of Study Island.



	ELA % Proficient and Advanced			MATH % Proficient and Advanced			SCIENCE % Proficient and Advanced		
SCHOOL	OVERALL	HU	IEP	OVERALL	HU	IEP	OVERALL	HU	IEP
Cedar Cliff	72.7	47.37		56.8	29.3		58.7	28.4	
Red Land	72.1	41.77		67.9	35.9		67.0	42.8	
Allen	68.7	44.6	16.5	44.0	16.7	1.3	58.8	38.5	38.5
Crossroads	62.6	41.4	10.3	34.3	18.9	4.5	58.9	41.0	8.0
New Cumberland	62.2	41.7	12.4	34.6	14.8	3.5	51.0	27.0	8.7
Fairview	81.3	61.3	43.8	67.0	45.2	25.0	96.8	87.5	50.0
Fishing Creek	71.6	58.6	36.0	54.7	39.4	30.8	88.6	76.2	66.7
Highland	65.9	45.2	27.5	57.0	41.0	19.5	81.2	60.5	41.2
Hillside	66.1	52.5	22.8	52.6	36.9	19.3	72.8	59.2	40.0
Newberry	47.2	34.0	11.1	35.2	23.4	6.7	68.4	52.8	60.0
Red Mill	77.7	62.7	43.2	69.1	50.8	40.9	95.7	90.5	77.8
Rossmoyne	64.8	41.3	26.5	50.3	25.0	11.8	78.5	62.9	46.7
Washington Hts.	58.3	49.6	18.4	48.1	41.3	25.6	59.4	52.2	23.1
DISTRICT	**65.7**	**41.77**	**20.1**	**46.2**	**28.2**	**12.9**	**68.1**	**52.0**	**34.6**

One of our responsibilities as a District is to keep a careful eye on our Historically underperforming students (HU). These are students who fall under the category of special education, English language learners and economically disadvantaged. I have included 3 categories for each assessed subject: overall achievement, historically underperforming (HU) achievement, and special education achievement indicated as IEP. You can see a few trends:

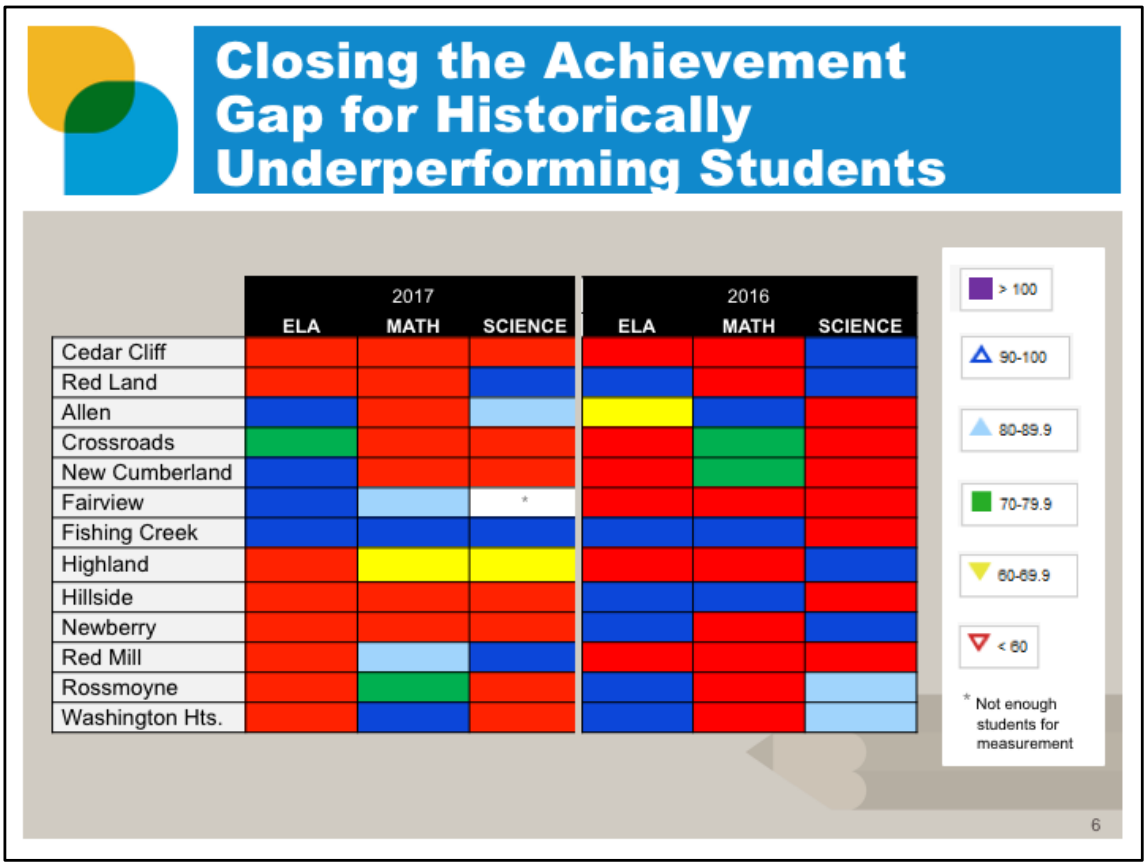
Historically Underperforming

- HU students perform better in ELA than math. That is also true for overall students.
- There is great variability in HU science achievement.
- HU math and science students at the middle school overall score lower than HU elementary students.
- It is also interesting to note that HU students are excelling in some areas. RM science had 90% proficient and FV Science had 87% proficient.

IEP (Students with Individual Education Plan)

- IEP students have a low proficiency in all subjects across the middle level.
- Our needier schools have lower proficiency rates across the board.
- IEP students generally perform better in elementary school, especially science. One reason for science scores may be that IEP students are included in the regular education classroom, therefore are receiving grade level concepts with appropriate accommodations. At Allen, students are included in regular education science and their proficiency is 38% as compared to 8% at CM and 8.7% at NC. Red Mill is also using a more inclusionary model and 77% of their students are proficient in science.

Let's look at how we are doing in closing the achievement gap for our historically underperforming students.



On slide 4 we looked at overall growth in the 3 tested areas and noticed we had many places where our students exceeded the growth expectation with few falling below expectation in yellow or red. This chart looks quite different. One of our jobs as a District is to close the achievement gap for our Historically Underperforming group. This performance chart represents the success in closing the achievement gap in ELA/Literature, math and science. The achievement gap performance measure is determined by comparing the percent of students who are proficient or advanced in a baseline year(which would have been 2 years ago for PSSA and 2012-2013 for Keystones) with 100% proficiency. Once the achievement gap is determined, schools are measured on the success in closing that gap. The benchmark for success is defined as fifty percent (one-half of the achievement gap) closed over a six-year period. This success rate is measured annually such that if a school is on track or exceeding the annual rate needed to close the gap, a score of 100 is earned for the performance measure on the SPP. If a school has closed 80% of the gap, a score of 80 is earned. A school not making any progress in closing the gap or even widening the gap earns a score of zero. Closing the gap looks different for each building because the gap between their baseline scores and 100% is different.

To simplify the math, if 40% of the HU group was proficient in math out of 100% proficient then our gap is 60%. We have 6 years to close ½ of the gap. Half of the gap is 30%. 30 /6 years is 5% a year.

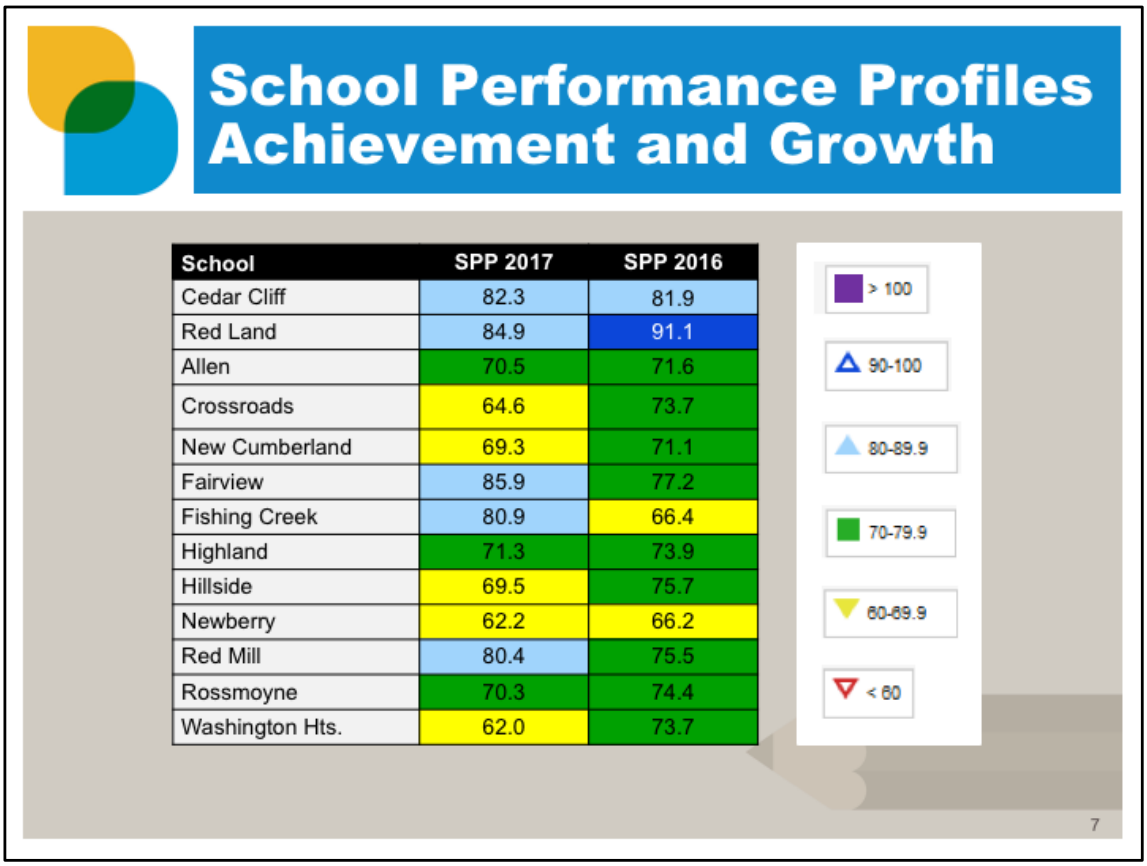
Let's look at year 2 of 6 with Fairview. Last year Fairview was red across all 3 subjects. This means they did not close the gap enough. This year FV is light blue and dark blue. A big difference. Science is white because they did not have a large enough group in the historically underperforming performing group to accurately assess growth.

Both of the high schools are showing a lack of growth with this group as compared to last year. Red Mill shows some promising growth in ELA and science as compared to last year.

Bottom line, while we have some pockets of praise, we have far too many reds across the district. Until we consistently work with students to close the achievement gap through effective instruction and inclusionary practices, we will remain in the red and our achievement will remain low. All students must have access to grade level standards in regular education classes with appropriate accommodations in place and receive direct instruction in the student's area of need. We will not close the gap until this is fully in place.

Dr. Washington meets with a District Inclusionary Team that is tasked with helping our District move forward with this initiative. She also completed a three year plan for the state, as a result of the compliance monitoring findings that stated we have too many children pulled out of regular education classes too often. I have included the outline of her plan in your folder.

Finally, let's look at our SPP or School Performance Profile Scores.



Here are the past 2 years of SPP scores. It is interesting to note that we have 3 more schools added to the blue color as compared to last year. We also have 3 more schools added to the yellow as compared to last year. The IU shared average SPP scores in the CAIU.

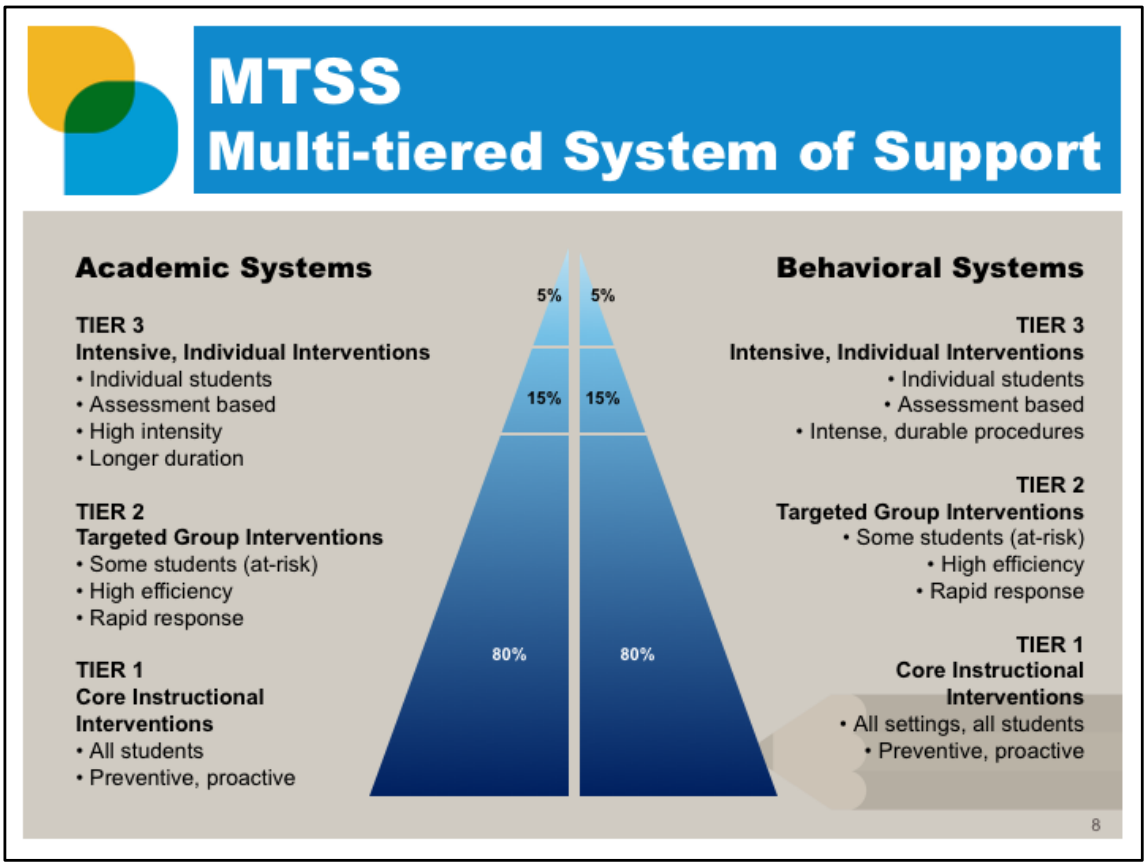
CAIU Elementary/Intermediate Elementary Schools
86 Schools
Average SPP: 70.2% West Shore's Average SPP: 72.8%

CAIU Middle Schools
33 Schools
Average SPP: 65.5% West Shore's Average SPP: 68.2%

CAIU High Schools:
28 Schools
Average SPP: 76.35% West Shore's Average SPP: 83.6%

SPP scores include more than just achievement scores. Growth scores are also indicators of success which includes PVAAS growth and closing the achievement gap for all students and for historically underperforming students. Ultimately we want all of our students to grow and achieve so they can be career and college ready. I have included a copy of the SPP scores in your packet. Take a look at Cedar Cliff's SPP. I want to remind you of the indicators. We discussed achievement and growth today as well as closing the achievement gap for HU students. SPP scores also have other indicators used to measure success:
Graduation rate, promotion and attendance, AP exam- scoring 3 or higher, extra credit for advanced scores that includes Industry Standards. At the elementary level grade 3 ELA scores double any other grade. If you want an interactive document to dive deeper into a school's SPP score, visit http://www.paschoolperformance.org/

You also have a comparison chart in your folder of our SPPs compared to Districts in the Capital Area IU. I included the percentage of economically disadvantaged and special education for each school. You will see a pattern.



As you can see, it is important we consider both achievement and growth. We reviewed this data at the district level and discussed possible reasons for the ELA and math gaps in both HU and IEP as well as the overall proficiency percentages across the subjects. Our buildings also engaged in these conversations. We continue to be committed to actions I presented last year, and will focus our efforts in these ways.

1. We need to strengthen Tier 1 Core instruction. This is instruction all students receive in the regular classroom. 80% of our students should be successful within the Core instruction. We are not at an 80% P/A level.
2. We need to establish an MTSS model at the elementary and middle school levels in order to have 80% of students successful and to have interventions in place to help the 20% who are below proficiency. We did establish a model at elementary and are in the beginning stages at the middle level.

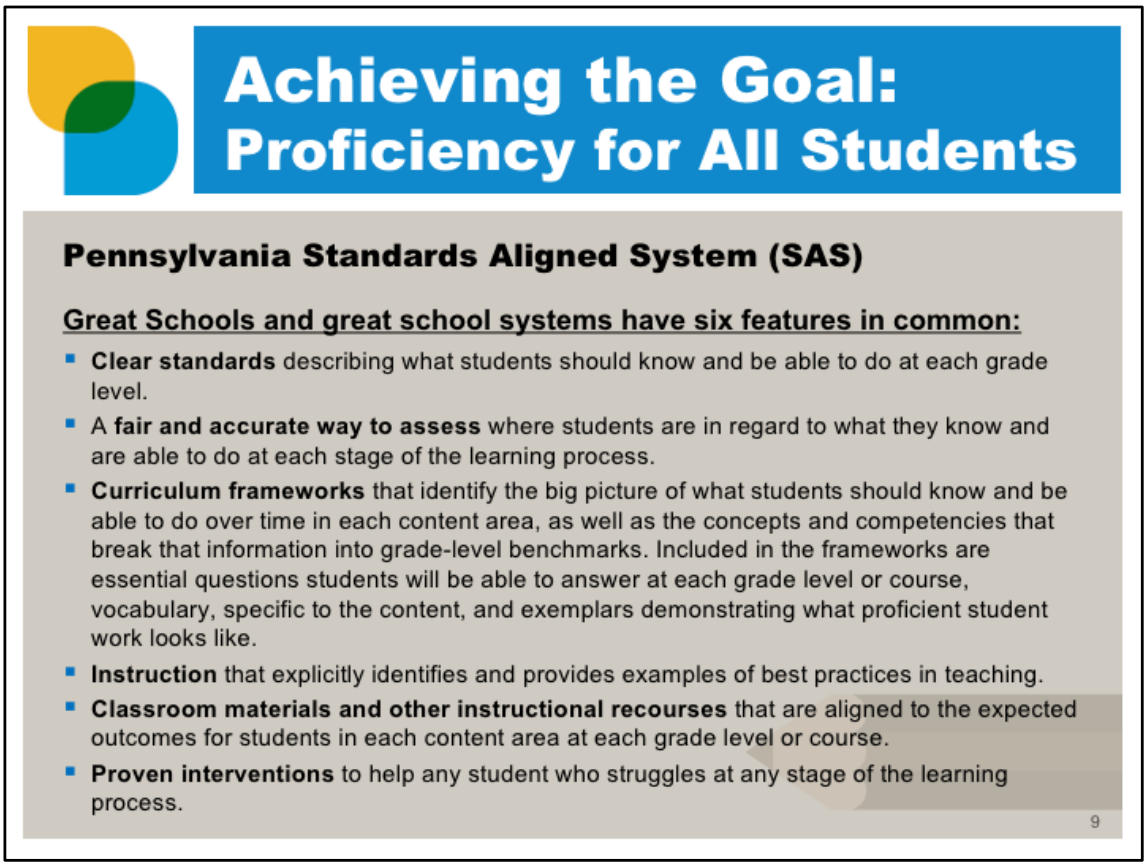
In order to establish an MTSS model we designed a schedule that supports:

- The ability to include special education students in regular education classes at the elementary level. This must be established at the middle level.
- Intervention periods scheduled into the elementary day. Literacy specialists, paraprofessionals, special education teachers and regular education teachers will provide the interventions. This must be established at the middle level.
- Common team and content planning time to progress monitor.

- Identified universal assessments in math and ELA for elementary students. This must be established at the middle level.
- Identified research-based interventions for tier 2 and tier 3 instruction in literacy. We must establish this for math at elementary and middle.
- Provide professional development for teachers in how to differentiate their lessons, interpret the assessment data, and utilize intervention materials and strategies in the classroom.
- Have a literacy specialist at each middle school who has been trained in the MTSS model and coaching.

3. Ensure all staff internalize the Growth Mindset. Every student can grow and learn and intelligence is not fixed.
4. Build and strengthen a school and district culture that sees all students as our students and that we are all responsible for every student's success.

Earlier in the presentation I said I wanted to share the work we did as an Administrative Team today.



I shared this chart with you last year and want to come back to it. It provides a framework for us as we strive to increase both achievement and growth. Before we finish tonight, I feel it is important to summarize with 3 key findings:

- While our scores have increased for the most part, we have more work to do in providing instruction where at least 80% of our students are successful in every class.
- We need to better support all of our students via an MTSS and Inclusionary Model.
- Every student and staff member needs to adopt a growth mindset and truly believe all students can learn and that we are all responsible for every student's success.