District Vision

All students will graduate high school

College, Career and Life-Ready

prepared to complete a two- or four-year college degree or workforce certification.
National College and Career Readiness Definitions

Students are College Ready if they meet either the following academic indicators OR standardized testing benchmarks…

**Academic Indicators:**
GPA 2.8 out of 4.0 and one or more of the following academic indicators:
- Advanced Placement Exam (3+)
- Advanced Placement Course (A, B or C)
- Dual Credit College English and/or Math (A, B or C)
- College Developmental/Remedial English and/or Math (A, B or C)
- Algebra II (A, B or C)
- International Baccalaureate Exam (4+)

---

National College Readiness Indicators

**Standardized Testing Benchmarks** (minimum score)
- SAT Exam: Math (530) | Reading and Writing (480)
- ACT Exam: English (18) | Reading (22) | Science (23) | Math (22)
- College Readiness Placement Assessment (determined by post-secondary institution)

**Additional Factors that Contribute to College Success**
- Earning As, Bs, Cs; FAFSA Completion;
- Enrollment in career pathway course sequence;
- College Academic Advising;
- Participation in College Bound Bridge Programs;
- Senior year math class;
- Completion of a math class after Algebra II
Students are Career Ready if they have identified a career interest and meet two of the following behavioral and experiential benchmarks:

- 90% Attendance
- 25 hours of Community Service
- Workplace Learning Experience
- Industry Credential
- Dual Credit Career Pathway Course
- Two or more organized Co-Curricular activities

In addition, students entering the military upon graduation must meet the passing scores on the Armed Services Vocational Aptitude Battery (ASVAB) for each branch of the military.

Being Life Ready means students leave high school with the grit and perseverance to tackle and achieve their goals. Students who are LIFE READY possess the growth mindset that empowers them to approach their future with confidence, to dream big and to achieve big.
Instructional Programming and Alignment

**Key Finding:** Instructional systems are weak and disjointed with little in place to build the District’s capacity and hold staff accountable for improving student achievement.

**Key Recommendations:**

- Articulate long-term and short-term goals for student learning
- Charge a cross-functional team with developing a strategic plan for managing system-wide change
- Clarify and articulate which instructional decisions the District holds “tight” and what flexibility schools have to tailor instruction
- Fully align curriculum, assessment system, professional development, and RISE with PA Core Standards

---

**Items Rated Highest Priority for Improvement in Order to Raise Student Achievement by at least 70% in any Group**

- Effective approaches to managing student discipline
- Academic support during the school day (beyond classroom instruction)
- Instruction and offerings in Math
- Alignment of curriculum – across teachers, among subjects
- Data availability, analysis and use
- Special Education services
- Equity in programs and instruction available to students
- Instruction and offerings in Language Arts (Reading/Writing)
- Staff training and support
- Hiring processes including recruitment and diversifying staff
- Students services to address non-academic needs
- Technology for school and district operations
- School safety
- Parent engagement
- Instruction and offerings in Science
- Instruction and offerings in Technology
• Decades of efforts to improve low-performing schools have produced relatively limited success. All too often, the changes undertaken are incremental or address only a few aspects of a school’s operation, and as such are insufficient to match the magnitude of challenges facing high-poverty schools mired in years of chronic dysfunction.

• More recently, research and policy have focused on school turnaround - efforts to fundamentally change the culture and practices of low-performing schools in order to dramatically improve achievement in a relatively short period of time.

- Mead, 2012
“Above all, it requires a new level of leadership to provide the inspiration, know-how, drive and endurance required to change the schools and raise student performance.”


---

**Strategic Plan Long-term Outcomes**

- Increase proficiency in literacy for all students
- Increase proficiency in math for all students
- Ensure all students are equipped with skills to succeed in college, career and life
- Eliminate racial disparity in achievement levels of African-American students
2017–2022 Strategic Plan Themes

Strategic Theme #1
Create a positive and supportive school culture.

Strategic Theme #2
Develop and implement a rigorous, aligned instructional system.

Strategic Theme #3
Provide appropriate instructional support for teachers and staff.

Strategic Theme #4
Foster a culture of high performance for all employees.

The World's Highest Performing Education Systems Have All Six Components

1. System-wide Goals
2. High Standards for ALL Students
3. Curriculum Framework
4. Syllabi and Related Instructional Materials
5. Assessments
6. Teacher Development System
Aligned Instructional System

Current Investments:
• Aligned K-5 ELA Curriculum
• Aligned Formative and Summative Assessments
• Aligned Curriculum Frameworks in all Content Areas
• More Professional Development time for Teachers:
  • Six additional ½ days
  • Professional Learning Communities
  • Common Planning Time – during the day
• Full-time Math and Reading Coaches
• Edmentum/ReadyGen: ELA & Math Interventions
• Performance Matters Data/Assessment Platform
• Computers in every K-8 School ELA Classroom

Strategic Plan Update

Strategic Theme #2
Develop and implement a rigorous aligned instructional system

Objectives
1. Establish a rigorous District-wide curriculum and assessment framework that is culturally inclusive.

Strategic Initiatives
PHASE 1
1a. Develop and design a common curriculum framework.
1b. Develop a comprehensive assessment system aligned to grade-level expectations.
1c. Implement an instructional system with aligned and equitably distributed resources.
### Reading: All Students

**PPS PSSA + PASA Results 2017 - All Students**

<table>
<thead>
<tr>
<th>Grade</th>
<th>N</th>
<th>% BB</th>
<th>% Basic</th>
<th>% Pro</th>
<th>% Adv</th>
<th>2017 %PA</th>
<th>2016 %PA</th>
<th>Diff.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-8</td>
<td>9682</td>
<td>14.8%</td>
<td>39.6%</td>
<td>32.5%</td>
<td>13.0%</td>
<td>45.6%</td>
<td>42.4%</td>
<td>3.2%</td>
</tr>
<tr>
<td>3</td>
<td>1735</td>
<td>15.7%</td>
<td>29.6%</td>
<td>40.3%</td>
<td>14.4%</td>
<td>54.7%</td>
<td>47.9%</td>
<td>6.8%</td>
</tr>
<tr>
<td>4</td>
<td>1739</td>
<td>15.8%</td>
<td>38.2%</td>
<td>27.7%</td>
<td>18.3%</td>
<td>46.0%</td>
<td>41.2%</td>
<td>4.8%</td>
</tr>
<tr>
<td>5</td>
<td>1563</td>
<td>18.2%</td>
<td>38.7%</td>
<td>31.9%</td>
<td>11.2%</td>
<td>43.1%</td>
<td>41.8%</td>
<td>1.3%</td>
</tr>
<tr>
<td>6</td>
<td>1554</td>
<td>13.8%</td>
<td>43.1%</td>
<td>30.4%</td>
<td>12.7%</td>
<td>43.1%</td>
<td>39.8%</td>
<td>3.4%</td>
</tr>
<tr>
<td>7</td>
<td>1575</td>
<td>8.4%</td>
<td>51.7%</td>
<td>29.5%</td>
<td>10.4%</td>
<td>39.9%</td>
<td>42.5%</td>
<td>-2.6%</td>
</tr>
<tr>
<td>8</td>
<td>1516</td>
<td>17.0%</td>
<td>37.4%</td>
<td>35.2%</td>
<td>10.5%</td>
<td>45.6%</td>
<td>40.7%</td>
<td>4.9%</td>
</tr>
</tbody>
</table>

---

**PPS PSSA + PASA Results 2017 - AA Students**

<table>
<thead>
<tr>
<th>Grade</th>
<th>N</th>
<th>% BB</th>
<th>% Basic</th>
<th>% Pro</th>
<th>% Adv</th>
<th>2017 %PA</th>
<th>2016 %PA</th>
<th>Diff.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-8</td>
<td>5278</td>
<td>19.8%</td>
<td>47.1%</td>
<td>27.1%</td>
<td>6.0%</td>
<td>33.1%</td>
<td>30.0%</td>
<td>3.0%</td>
</tr>
<tr>
<td>3</td>
<td>946</td>
<td>20.7%</td>
<td>35.4%</td>
<td>37.0%</td>
<td>6.2%</td>
<td>43.9%</td>
<td>34.3%</td>
<td>9.6%</td>
</tr>
<tr>
<td>4</td>
<td>941</td>
<td>22.3%</td>
<td>44.8%</td>
<td>24.0%</td>
<td>8.8%</td>
<td>32.0%</td>
<td>28.0%</td>
<td>4.0%</td>
</tr>
<tr>
<td>5</td>
<td>877</td>
<td>24.9%</td>
<td>45.2%</td>
<td>25.3%</td>
<td>4.7%</td>
<td>30.0%</td>
<td>28.2%</td>
<td>1.8%</td>
</tr>
<tr>
<td>6</td>
<td>849</td>
<td>17.0%</td>
<td>53.0%</td>
<td>24.1%</td>
<td>5.9%</td>
<td>30.0%</td>
<td>28.6%</td>
<td>1.4%</td>
</tr>
<tr>
<td>7</td>
<td>848</td>
<td>11.7%</td>
<td>62.5%</td>
<td>23.9%</td>
<td>4.1%</td>
<td>25.1%</td>
<td>30.7%</td>
<td>-5.6%</td>
</tr>
<tr>
<td>8</td>
<td>817</td>
<td>21.9%</td>
<td>43.6%</td>
<td>28.6%</td>
<td>5.9%</td>
<td>34.5%</td>
<td>30.3%</td>
<td>4.2%</td>
</tr>
</tbody>
</table>

**PPS PSSA + PASA Results 2017 - W Students**

<table>
<thead>
<tr>
<th>Grade</th>
<th>N</th>
<th>% BB</th>
<th>% Basic</th>
<th>% Pro</th>
<th>% Adv</th>
<th>2017 %PA</th>
<th>2016 %PA</th>
<th>Diff.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-8</td>
<td>5078</td>
<td>7.5%</td>
<td>28.2%</td>
<td>40.4%</td>
<td>23.8%</td>
<td>64.3%</td>
<td>60.9%</td>
<td>3.4%</td>
</tr>
<tr>
<td>3</td>
<td>509</td>
<td>7.7%</td>
<td>21.2%</td>
<td>43.4%</td>
<td>27.7%</td>
<td>71.1%</td>
<td>68.1%</td>
<td>3.0%</td>
</tr>
<tr>
<td>4</td>
<td>533</td>
<td>6.4%</td>
<td>28.0%</td>
<td>32.6%</td>
<td>33.0%</td>
<td>65.7%</td>
<td>60.4%</td>
<td>5.3%</td>
</tr>
<tr>
<td>5</td>
<td>474</td>
<td>8.6%</td>
<td>27.2%</td>
<td>42.6%</td>
<td>21.5%</td>
<td>64.1%</td>
<td>62.6%</td>
<td>1.5%</td>
</tr>
<tr>
<td>6</td>
<td>478</td>
<td>8.3%</td>
<td>29.5%</td>
<td>39.2%</td>
<td>22.9%</td>
<td>62.1%</td>
<td>56.6%</td>
<td>5.5%</td>
</tr>
<tr>
<td>7</td>
<td>520</td>
<td>4.2%</td>
<td>36.0%</td>
<td>40.4%</td>
<td>19.4%</td>
<td>59.8%</td>
<td>60.2%</td>
<td>-0.4%</td>
</tr>
<tr>
<td>8</td>
<td>514</td>
<td>9.9%</td>
<td>27.0%</td>
<td>44.9%</td>
<td>18.1%</td>
<td>63.0%</td>
<td>57.4%</td>
<td>5.7%</td>
</tr>
</tbody>
</table>

---

**African American Students**

*12% Below All Students.

**White Students**

*31% Below White Students.
Math: All Students

<table>
<thead>
<tr>
<th>Grade</th>
<th>N</th>
<th>% BB</th>
<th>% Basic</th>
<th>% Pro</th>
<th>% Adv</th>
<th>2017 %PA</th>
<th>2016 %PA</th>
<th>Diff.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-8</td>
<td>9689</td>
<td>44.9%</td>
<td>26.8%</td>
<td>18.1%</td>
<td>10.2%</td>
<td>28.2%</td>
<td>28.0%</td>
<td>0.3%</td>
</tr>
<tr>
<td>3</td>
<td>1729</td>
<td>36.4%</td>
<td>22.8%</td>
<td>23.1%</td>
<td>17.6%</td>
<td>40.7%</td>
<td>38.9%</td>
<td>1.8%</td>
</tr>
<tr>
<td>4</td>
<td>1740</td>
<td>36.2%</td>
<td>32.6%</td>
<td>19.7%</td>
<td>11.5%</td>
<td>31.1%</td>
<td>33.3%</td>
<td>-2.1%</td>
</tr>
<tr>
<td>5</td>
<td>1566</td>
<td>38.6%</td>
<td>33.1%</td>
<td>18.6%</td>
<td>9.6%</td>
<td>28.3%</td>
<td>29.0%</td>
<td>-0.7%</td>
</tr>
<tr>
<td>6</td>
<td>1565</td>
<td>50.2%</td>
<td>27.8%</td>
<td>15.2%</td>
<td>6.8%</td>
<td>22.0%</td>
<td>25.5%</td>
<td>-3.5%</td>
</tr>
<tr>
<td>7</td>
<td>1569</td>
<td>55.6%</td>
<td>20.7%</td>
<td>16.3%</td>
<td>7.4%</td>
<td>23.7%</td>
<td>20.1%</td>
<td>3.7%</td>
</tr>
<tr>
<td>8</td>
<td>1520</td>
<td>54.7%</td>
<td>23.6%</td>
<td>14.6%</td>
<td>7.2%</td>
<td>21.8%</td>
<td>19.3%</td>
<td>2.5%</td>
</tr>
</tbody>
</table>

African American Students

*12.2% Below All Students.

*30.2% Below White Students

Expect great things.
### School Performance Profile Scores: 2015 - 2017

<table>
<thead>
<tr>
<th>School Name</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allison Hughes: Network A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Banksville K-5</td>
<td>65.3</td>
<td>62.7</td>
<td></td>
</tr>
<tr>
<td>Beechwood K-5</td>
<td>71.6</td>
<td>66.0</td>
<td></td>
</tr>
<tr>
<td>Concord K-5</td>
<td>76.7</td>
<td>67.6</td>
<td></td>
</tr>
<tr>
<td>Falcon K-5 (merit)</td>
<td>45.0</td>
<td>46.2</td>
<td></td>
</tr>
<tr>
<td>Grandview K-5</td>
<td>52.7</td>
<td>49.2</td>
<td></td>
</tr>
<tr>
<td>Lincoln K-5 (Focus)</td>
<td>45.5</td>
<td>53.5</td>
<td></td>
</tr>
<tr>
<td>Minadeo K-5</td>
<td>54.6</td>
<td>54.7</td>
<td></td>
</tr>
<tr>
<td>Roosevelt K-5</td>
<td>57.3</td>
<td>52.5</td>
<td></td>
</tr>
<tr>
<td>Spring Hill K-5 (Focus)</td>
<td>55.5</td>
<td>48.1</td>
<td></td>
</tr>
<tr>
<td>West Liberty K-5</td>
<td>56.7</td>
<td>60.1</td>
<td></td>
</tr>
<tr>
<td>Whittier K-5</td>
<td>66.2</td>
<td>58.4</td>
<td></td>
</tr>
<tr>
<td>Kevin Blakes: Network B</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Allegheny K-5</td>
<td>55.7</td>
<td>69.0</td>
<td></td>
</tr>
<tr>
<td>Arlington K-5 (Focus)</td>
<td>30.3</td>
<td>51.7</td>
<td></td>
</tr>
<tr>
<td>Arsenal K-5 (Focus)</td>
<td>42.2</td>
<td>48.3</td>
<td></td>
</tr>
<tr>
<td>Dilworth K-5</td>
<td>65.5</td>
<td>69.8</td>
<td></td>
</tr>
<tr>
<td>Fulton K-5</td>
<td>65.0</td>
<td>72.6</td>
<td></td>
</tr>
<tr>
<td>King K-8 (Priority)</td>
<td>42.6</td>
<td>38.6</td>
<td></td>
</tr>
<tr>
<td>Liberty K-5</td>
<td>52.9</td>
<td>53.4</td>
<td></td>
</tr>
<tr>
<td>Lindsay K-5</td>
<td>56.7</td>
<td>53.8</td>
<td></td>
</tr>
<tr>
<td>Manchester K-8</td>
<td>53.9</td>
<td>54.3</td>
<td></td>
</tr>
<tr>
<td>Morrow K-8 (Focus)</td>
<td>53.1</td>
<td>52.3</td>
<td></td>
</tr>
<tr>
<td>Miller K-5 (Focus)</td>
<td>45.5</td>
<td>56.7</td>
<td></td>
</tr>
<tr>
<td>Montessori K-5 (Focus)</td>
<td>68.1</td>
<td>75.1</td>
<td></td>
</tr>
<tr>
<td>Phillips K-5</td>
<td>53.7</td>
<td>54.9</td>
<td></td>
</tr>
<tr>
<td>Weir K-5</td>
<td>48.0</td>
<td>48.9</td>
<td></td>
</tr>
<tr>
<td>Westwood K-5</td>
<td>52.8</td>
<td>64.5</td>
<td></td>
</tr>
<tr>
<td>Rodney Nwosu: Network C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Allegheny K-5</td>
<td>53.0</td>
<td>67.2</td>
<td></td>
</tr>
<tr>
<td>Arsenal K-8</td>
<td>67.0</td>
<td>61.8</td>
<td></td>
</tr>
<tr>
<td>Brookline K-8</td>
<td>70.4</td>
<td>74.7</td>
<td></td>
</tr>
<tr>
<td>Carneal K-8</td>
<td>69.8</td>
<td>60.0</td>
<td></td>
</tr>
<tr>
<td>Classical K-8</td>
<td>51.0</td>
<td>45.5</td>
<td></td>
</tr>
<tr>
<td>Colfax K-8</td>
<td>68.7</td>
<td>77.6</td>
<td></td>
</tr>
<tr>
<td>Greenfield K-8</td>
<td>67.0</td>
<td>79.7</td>
<td></td>
</tr>
<tr>
<td>Langley K-8 (Focus)</td>
<td>42.2</td>
<td>44.1</td>
<td></td>
</tr>
<tr>
<td>Milford K-8</td>
<td>57.1</td>
<td>53.6</td>
<td></td>
</tr>
<tr>
<td>Schilder K-8</td>
<td>48.3</td>
<td>64.4</td>
<td></td>
</tr>
<tr>
<td>South Brook K-8</td>
<td>55.8</td>
<td>54.2</td>
<td></td>
</tr>
<tr>
<td>South Hills K-8</td>
<td>53.0</td>
<td>58.2</td>
<td></td>
</tr>
<tr>
<td>Sterrett K-8</td>
<td>56.5</td>
<td>54.6</td>
<td></td>
</tr>
<tr>
<td>Sunnydale K-8</td>
<td>61.4</td>
<td>60.5</td>
<td></td>
</tr>
</tbody>
</table>

### System-wide Alignment

#### Random Acts of Improvement

- **LOW STUDENT ACHIEVEMENT**

#### Focused & Aligned Acts of Improvement

- **HIGH STUDENT ACHIEVEMENT**
Transformation

School transformation (i.e., systemic reform) impacts multiple levels of the school, aspiring to make changes throughout a defined system that are intended to influence every student and every staff member in a school, reflecting a consistent educational philosophy aimed at achieving common objectives.

Adapted from Edglossary.org
Framework for High Quality Instruction

Plan - Do – Check - Act (Edward Deming’s work based on that of Shewhart)

Continuous Improvement Model

Continuous Improvement Process
The ongoing cycle of planning, doing, checking, and acting designed to improve results—constantly.

Plan - Do – Check - Act (Edward Deming’s work based on that of Shewhart)
Formative Assessment - An assessment for learning used to advance and not merely monitor each student’s learning; the assessment informs the teacher regarding the effectiveness of instruction and the individual student regarding progress in becoming proficient. The checks for understanding that individual teachers use in the classroom on a daily basis are examples of formative assessments.

Analyzing the Data

- What percent of our students have mastered the standard?
- Does our students’ data indicate that some instructional approaches may be more effective than others?
- What common error(s) did our students make?
- What will we do for students who have not mastered the standard?
- How will we assess if students have mastered the standard following re-teaching?
**Summative Assessment** - An assessment of learning (Stiggins, 2002) designed to provide a final measure to determine if learning goals have been met within the designated time frame (Ainsworth & Viegut, 2006). Summative assessments yield a dichotomy: pass or fail, proficient or not proficient. Additional timely support is typically not forthcoming.

**Continuous Improvement Model**

**Continuous Improvement Process**
The ongoing cycle of planning, doing, checking, and acting designed to improve results—constantly.

---

**Plan**

**Do**

**Check**

**Act**
**Acting on the Data: In the School and Classroom**

- Academic Leadership Teams meet to discuss data and plan for school-wide emphasis
- Additionally:
  - Principal holds teacher data chats
  - Teachers/Coaches hold student data chats
  - Teachers share results with parents
  - Teachers share and analyze results with Leadership Teams
  - Leadership Teams determine necessary instructional changes based on data (enrichment, small group instruction, intervention and re-teaching)

**PLC Collaborative Teams and Data Analysis**

- Data Analysis provides PLC Collaborative Team Meeting structure, direction, and purpose
  - (Schools must provide common planning time for PLC Collaborative Team Meetings within the master schedule)
- Data analysis drives PLC Collaborative Team Meeting discussions and decision-making
- PLC Collaborative Team members share an equal responsibility for implementing Standards-based Common Formative Assessments
PLCs and Data Analysis

• PLC Collaborative Team Members learn together through data analysis
  • Seek out best practices
  • Test best practices in the classroom (e.g., through lesson study)
  • Develop common understanding of expectations
  • Develop common understanding of quality student work products
  • Analyze evidence of student learning
  • Use evidence of student learning to guide lesson planning and delivery
  • Develop a sense of interdependence and collective responsibility

What can we do for students who do not master specific skills?

• During Class
  • Small group instruction
  • Extra practice on skills
  • Research-Based Computer Programs (iLit, iRead, Edmentum, etc.)

• During the Day
  • Intervention Block for students scoring non-proficient on PSSA/Keystone or District Diagnostics
  • Elective Teacher Tutorials
  • Across content reading and writing instruction

• Afternoon/Weekends
  • After-School Program
  • Saturday Academy
Acting on the Data: Central Office Support

Instructional Review Objectives:
- Determine the extent to which the school is offering instruction that will put students on a path to post-secondary success
- Review implementation of Core Curriculum and Instructional Framework
- Identify Implementation of Tier 2 and Tier 3 Intervention and Intentional Small Group Instruction
- Identify up to three improvement priorities per content which, if addressed, would most improve student learning in the school
- Review implementation of the Positive Behavior Intervention Support System (PBIS), Professional Learning Communities (PLC), and the MTSS Process
- Review school-wide structures and processes aligned to the Strategic Plan
- Develop an action plan for addressing the school’s improvement priorities

Why Instructional Reviews?

- **Collaborative:** School and district staff came together as a unified team to understand schools’ strengths and development areas
- **Focus on Student Learning and School-wide Structures:** School and district staff focused on student learning, the instructional core, and school-wide structures instead of focusing on teacher actions
- **Reflective:** School teams had a structured opportunity to reflect on results and the strategies they’d employed to affect them
- **Driven by Data:** Schools’ self-assessments and discussion about results were rooted in data and evidence from classrooms
- **Consistent:** School teams knew what to expect from the IR process and were able to prepare accordingly
Leadership to Transformation

“Progress occurs when courageous, skillful leaders seize the opportunity to change things for the better.”
- Harry S. Truman

“What is needed is the development of people who are interested not in being leaders as much as in developing leadership in others.”
- Ella Baker

"True leadership must be for the benefit of the followers, not to enrich the leader."
- John C. Maxwell

Key Performance Indicators Examples

Next month data reporting twice a month (Education Committee/Agenda Review):

- State Assessment Data (PSSA, PVAAS, Keystone)
- Students who have at least 70% proficiency on all standards for unit tests
- Four year cohort graduation rate
- Students on track for eligibility for the Pittsburgh Promise
- Student who were recommended for gifted/talented evaluation and Placement
- Absenteeism or attendance rates in each demographic group
- Students with out-of-school suspensions of various lengths and instructional days lost
- Students reporting that they participate in extracurricular activity or group
- Students who are taking one or more AP or IB courses
- Students Tripod survey results
- Students with an Industrial Recognized Credential
- Students enrolled in College or entering the Military