State of the District
School-Level Data

Education Committee
January 3, 2013

The Next Phase of the *State of the District is* Understanding School Level Data

Dr. Lane's November 15th *State of the District* described the progress we are making and made clear the steps we are taking to drive forward on our three goals:

1. Accelerating achievement for all children
2. Eliminating racial disparities
3. Becoming a District of First Choice

As the community begins to understand the challenges and successes we are having at a district level, we think it is now time to help our families understand this data at a school level.

Goals for Today

- Prepare and equip board members to talk about our schools based on multiple data points; not just test scores (e.g. PSSA, AYP etc.)

- Make clear how our data collection and reporting are aligned so we can further our three district goals

- Review the timeline for the release of this data

Why We Want to Tell Each School's Story

Just like with teachers and the District overall, **we know a school cannot be measured by one data point or number**– which is why we want to tell a story about the journey of continuous improvement at each of our schools.

What Data Will We Share and Why?

- We have chosen major indicators that are common to all schools in the areas of :

  – Student Academic Achievement

  – Student Academic Growth

  – Perceptions of teachers, students and families

- We believe this data shows both:

  – Measures of success, and;

  – Underlying factors that can lead to our success.

What Data Will We Share and Why?

- For the first time, we are going to report on the publicly available data for our 9 charter schools and the 3100 city residents being educated in those schools

- In PPS we feel it is our responsibility to ensure excellence for *every* child in our City; we want to shift our thinking from:

  - A district of 25,000 students, to one of 28,000 students

  - A district of 54 schools, to one of 63 schools

- We want families and community members to ask questions about how *every* school in our City is performing in the areas we will discuss this evening

Goal 1:

Accelerating Student Achievement

# District Goal #1: Accelerating Achievement

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1. Proficiency Levels in Reading and Math Percentage of students who scored Proficient or Advanced on PSSA, PASA or PSSA-M exams during 2011-2012. Green = greater than 75%. Yellow = between 50-74%. Red = less than 50%.	**Reading** 66.9% ↓ **Math** 62.0% ↑
2. Adequate Yearly Progress (AYP) status AYP = Made AYP, MP = Making Progress, Warning, SI1 = School Improvement 1, SI2 = School Improvement 2, CAI = Corrective Action1, CAII = Corrective Action 2 (The number indicates number of years the school has been in this status.)	**Warning**
3. Graduation rate for Class of 2011 Green = greater than 90%. Yellow = between 80-89%. Red = less than 80%. N/A indicates the school did not have a graduating class in 2011.	92.0% ↓
4. Promise-Readiness Rates for 2011-2012 Seniors who had a GPA of 2.5 or higher and a 90% or greater attendance rate. Green = greater than 80%. Yellow = between 60-79%. Red = less than 60%.	78.0% ↑
5. Student Academic Growth, based on Value Added Measures (VAM) Certain test results and a formula based on state averages are used to determine a school's contribution to current student growth compared to the past two school years. The index ranks schools on a scale from 0-99. Green = greater than 50 (** indicates significantly above average). Yellow = less than 50. Red = significantly below average.)	76 **Composite** 70 **Math** 63 **Reading**

8

% of Students who are Proficient or Advanced in Reading and Math on the PSSA for 2011-12

Reading
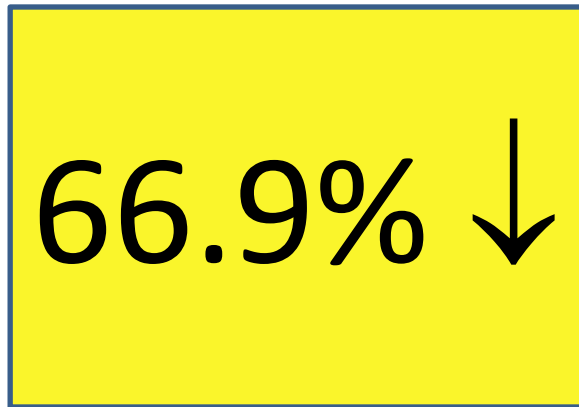
66.9% ↓

Green: >75% advanced or proficient
Yellow: 50-74% advanced or proficient
Red: <50% advanced or proficient
Up arrow (↑): Higher than last year
Down arrow (↓): Lower than last year

Math
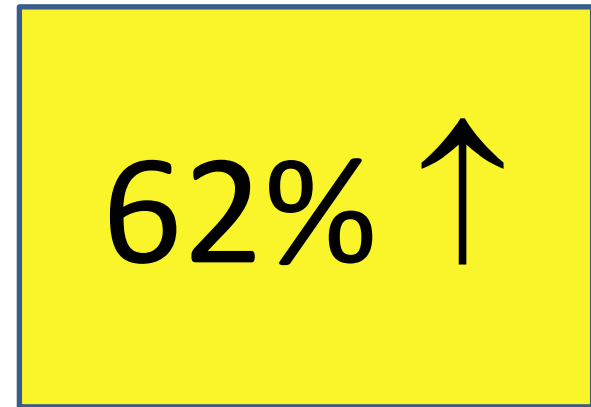
62% ↑

Green: >75% advanced or proficient
Yellow: 50-74% advanced or proficient
Red: <50% advanced or proficient
Up arrow (↑): Higher than last year
Down arrow (↓): Lower than last year

A School's AYP Status for 2011-12
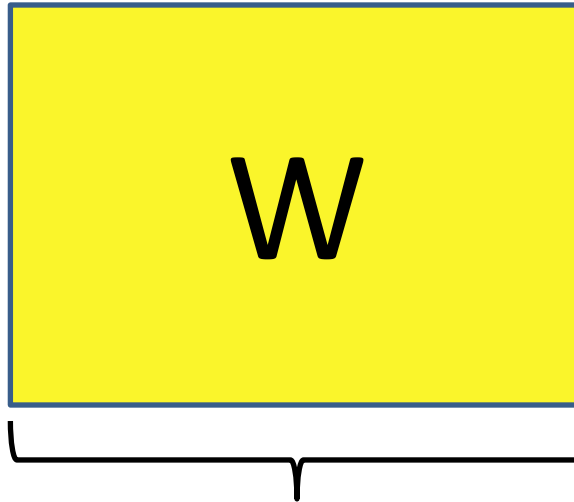
Made AYP: Made AYP/Green
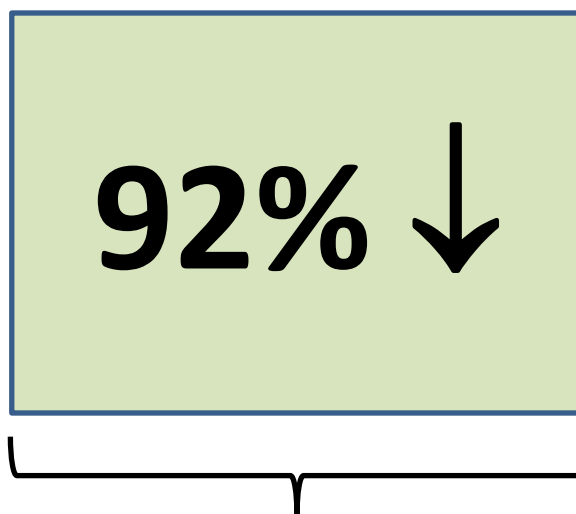**W**: In warning/Yellow
SI1: School Improvement 1/Red
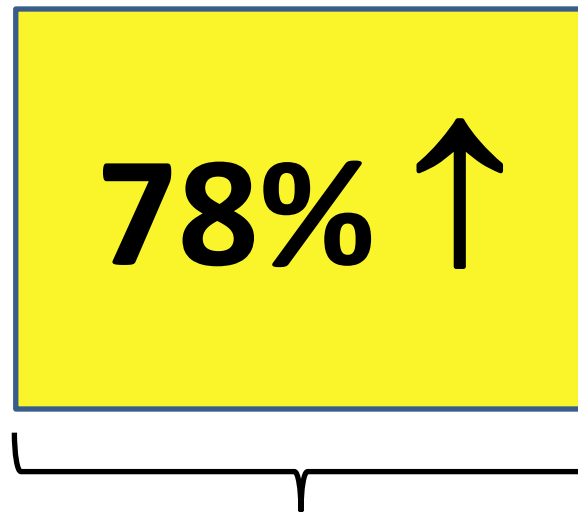**SI2**: School Improvement 2/Red
CAII: Corrective Action 1/Red
CAII: Corrective Action 2/Red

A School's Graduation Rate in (2011-12 AYP)

92%↓

Green: >=90% graduation rate
Yellow: 80-89% graduation rate
Red: <80% graduation rate
Up arrow (↑): Higher than last year
Down arrow (↓): Lower than last year
N/A: No graduating class in 2010-11

% of Seniors who were Promise Ready in 2011-12

78% ↑

Green: >=80% Promise Ready
Yellow: 60-79% Promise Ready
Red: <60% Promise Ready
Up arrow (↑): Higher than last year
Down arrow (↓): Lower than last year

School's Contribution to Student Growth (2011-12)

Composite	Math	ELA
78	**70**	**63**

Green *: Significantly greater than 50
Green: Greater than or equal to 50
Yellow: Less than 50, but evidence suggests it may not be significantly lower than average for the state
Red: Less than 50, but evidence suggests it is significantly lower than average for the state

All data points are compared to state wide averages.

Goal 2:

Eliminating Racial Disparities

District Goal #2: Eliminating Racial Disparities

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6. Race-Based Achievement Disparities Difference between white and African-American students who scored Proficient or Advanced on PSSA Math or Reading exams during 2011-2012. Green = gap is less than 10 percentage points. Yellow = gap is more than 10 percentage points but has decreased since 2010-2011. Red = gap is more than 10 percentage points. Schools that have no historical trend data are not shaded. * indicates that there is no in-school gap, so school data has been compared to District data. + indicates that the school does not have an African-American sub-group	**21.2 pt Reading** **13.3 pt Math**
7. Race-Based Graduation Rate Disparities Difference between graduate rate percent of white and African-American students. Green = gap is less than 10 percentage points. Yellow = gap is more than 10 percentage points but has decreased since 2010-2011. Red = gap is more than 10 percentage points. * indicates that there is no in-school gap, so school data has been compared to District data. + indicates that the school does not have an African-American sub-group	**15.0 pt**

The Racial Disparity on the PSSA in Math and Reading (2011-12)
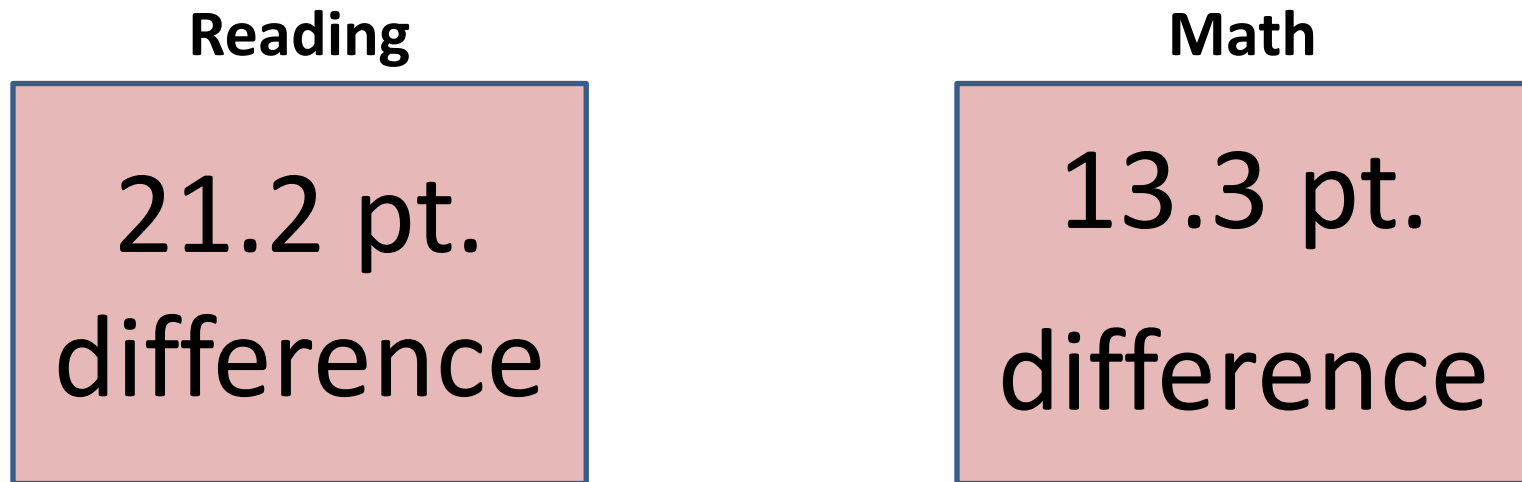
Reading

21.2 pt. difference

Math

13.3 pt. difference

Green: < 10% disparity
Yellow: > 10% disparity, but smaller than last year
Red: > 10% disparity, and larger than last year

*: Gap shown is that between African American students within the school and white students district-wide because school's white subgroup is too small for comparison
+: African American subgroup too small to compare within-school gap

All data points are compared to PPS averages by school configuration.

A School's Racial Disparity in Graduation Rates (2011-12 AYP)

15 pt. difference

Green: < 10% disparity
Yellow: > 10% disparity, but smaller than last year
Red: > 10% disparity, and larger than last year

*: Gap shown is that between African American students within the school and white students district-wide because school's white subgroup is too small for comparison
+: African American subgroup too small to compare within-school gap

Goal 3:

Becoming the District of First Choice

District Goal #3: Becoming the District of First Choice

8. Student Perceptions – Tripod Survey Students evaluate teachers on "Seven C's" — Care, Control, Clarify, Challenge, Captivate, Confer and Consolidate — and the results are shown as one composite number.	**Middle Third**
9. Teacher Perceptions – Teaching & Learning Conditions Survey Teachers and paraprofessionals rate the teaching and learning conditions in their building.	**Top Third ↑**
10. Parent & Family Perceptions – Parent Survey Percentage of parents that replied to the 2012 Parent Survey and answered "Agree" or "Strongly Agree" when asked if "you would recommend this school to another family." Green = greater than 75%. Yellow = between 50-74%. Red= less than 50%.	**50-75%**

A Measure of Student Experiences in the Classroom using Tripod Data

Middle Third

Green: Top third of responses
Yellow: Middle third of responses
Red: Bottom third of responses

All data points are compared to PPS averages within school configuration.

A Measure of Teaching and Learning Conditions using Staff TLC Survey

Top Third ↑

Green: Top third of responses district-wide
Yellow: Middle third of responses district-wide
Red: Bottom third of responses district-wide
Up arrow (↑): Higher than last year
Down arrow (↓): Lower than last year

Data points are across all schools in the District.

The % of Parents who Would Recommend this School to Others

50-74%

Green: >75% would recommend
Yellow: 50-74% would recommend
Red: <50% would recommend

This School's Story Has Indications of Strength, of Challenge and of Variation

- When we look at the 5th row down, we see that in all content areas, students are growing at a faster rate than state average– indicating a real strength of this school

- In rows 6 and 7, we see large disparities exist between white and African American students, indicating that there is work to be done to reduce and eventually eliminate these disparities

- In rows 8-10, we see that there is variation between how teachers, students and parents perceive the school

For all of our children to succeed– we cannot do this alone

Involving the Community

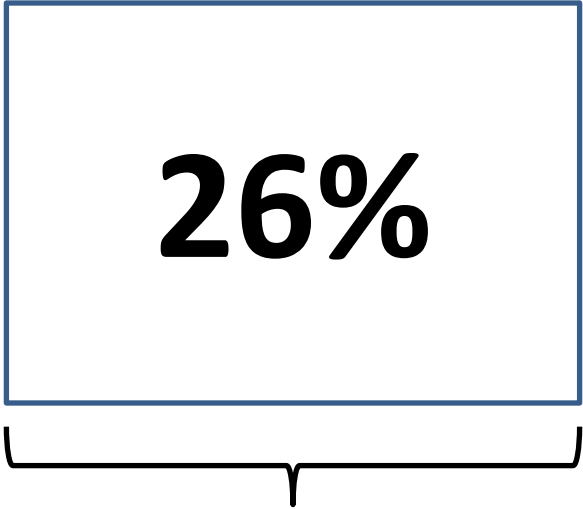|	
11. Parent Survey Response Rate Percentage of parent surveys completed for 2011-2012 school year.	**8%**
12. Chronically Absent Students Percentage of students who missed 10% or more days of school (including excused and unexcused absences).	**26%**

% of Parents who Completed the Parent Survey

8%

We call on the community to work with us to develop strategies to increase the participation in the parent survey so we can better understand what is working and what is not in our schools.

% of Students who are Chronically Absent (miss more than 10% of school days, excused or unexcused)

26%

We must look for ways to develop opportunities to work with families, community groups and other agencies to ensure we have children in school each and every day.

How Has School Level Data been Shared?

- **With Principals– October 25, 2012**
  - Principals were shown their school's data in October
- **With Staff, EFA Parents & FACE Coordinators– December, 2012**
  - Principals shared their school level data with their school staff during staff meetings in December.
  - Presentations were given to EFA parents and FACE coordinators about how to read and interpret sample data
- **With Parents– January, 2013**
  - Principals will share their school specific data with parents during their January PSCC meeting.
- **With the Board– January and February 2013**
  - Sample data is being shared this evening, and a full data table will be shared in early February
- **With the Community, February 2013**
  - A compilation of school-level information will be released to the public in early February and will be available on the PPS website and mailed home with the March edition of the *Pittsburgh Educator*.