


Presented by Superintendent Linda Lane

Pittsburgh Public Schools



**Our vision is audacious!**

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thePittsburgh  
PROMISE

2

Lest we all forget why we are here.

One of the criticisms of standards-based school reform is that a tight focus on test scores as the goal for a school or a student can result in people trying to get there the wrong way. That is why here in our District, we talk about our vision as “to and through.”

Our vision is for our students to not only complete high school, but also a two or four year college degree or a work force certification.

Yesterday, Sunday October 8, 2013, I had the privilege of presenting medals to about 40 of our seniors who were present at the All City Band Festival. As I hung the medal around each of their necks I asked them where they were going next year. I heard, Pitt, RMU, the Art Institute of Pittsburgh, the Marines, the Naval Academy, Spellman, Temple, Penn State, IUP and more. Only about eight told me, don’t know , not sure. One told me “the school of hard knocks!” I told him we all attend that school, but it cannot be the only one.

This is what we are about, and I wanted to ground these remarks with this reminder.

A collateral benefit that comes from the Pittsburgh Promise is the ability we now have to back track success. We can take our college graduates and see what they looked like in high school in both academic and qualities in the non academic areas. We learned from the research on our own graduates that the two biggest correlations or predictors of success were grade point average and attendance. More on that attendance piece later.

## Dictionary of School Assessments

Term Used	What is That?
<b>PSSA/PASA</b>	PA System of School Assessment, given annually in the spring in English Language Arts and Math, grades 3-8, Science Grades 4 and 8, and Writing grades 5 and 8. Students with severe cognitive disabilities take PASA, Pennsylvania's Alternate System of Assessment.
<b>Keystones</b>	End of course tests given when a student completes the course, but counts in grade 11 in Literature, Algebra, Biology. PA Core Standards aligned.
<b>PVAAS</b>	PA Value-added Assessment Score, a measure of student <i>growth</i> against a growth projection based on previous scores
<b>SPP</b>	School Performance Profile, a new measure of schools which includes both PSSA and PVAAS, and other measures, on a 1-100 point scale. Replaces AYP.

3

I was advised to talk this through before feeding you the alphabet soup of educational terms, so let's just remind ourselves of what this all means.

## Dictionary of School Assessments

Term Used	What is That?
<b>AYP</b>	<b>Annual Yearly Progress</b> , a measure of school progress under No Child Left Behind. No longer used in PA since a waiver was granted by the USDOE.
<b>USDOE</b>	<b>United States Department of Education</b> , has granted waivers to most states since Congress failed to reauthorize 'No Child Left Behind'.
<b>Focus, Reward and Priority Schools</b>	Title I schools at either the top 5% in growth (PVAAS) or achievement (PSSA) are "Reward Schools." The bottom 5% in achievement and all SIG Schools are "Priority". The bottom 10% are "Focus Schools."
<b>SIG</b>	<b>School Improvement Grant</b> , a federal grant to assist low-performing schools.

## **Our Results on 2013 Key Measures Vary**

- **Declining PSSA Results Correspond with Decreases Seen Statewide**
- **Keystones Show Promise**
- **District Exceeds Standards for Academic Growth**
- **Graduation Rate Increases**

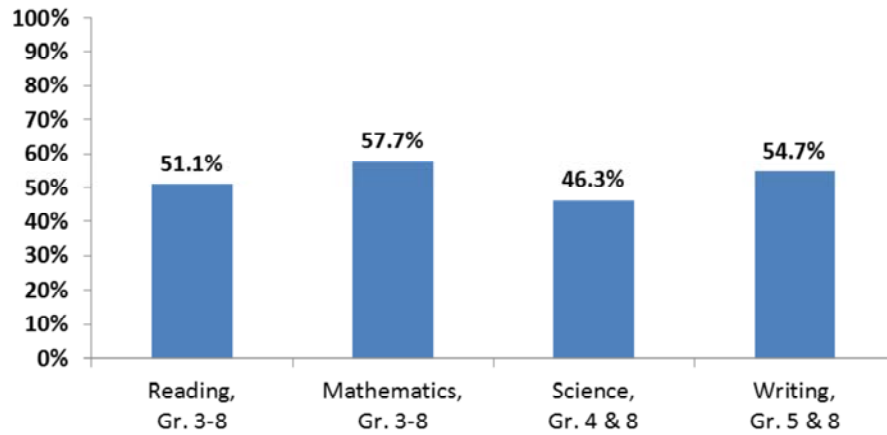
Here is the summary of our results for 2013.

As you may have expected, not only those of us in Central Support, but our teachers and principals as well were very disappointed in the PSSA outcomes this year.

We all were expecting a great result, based on how the students had done on the interim assessments.

## Our 2013 PSSA results show the percent of students who are proficient or advanced

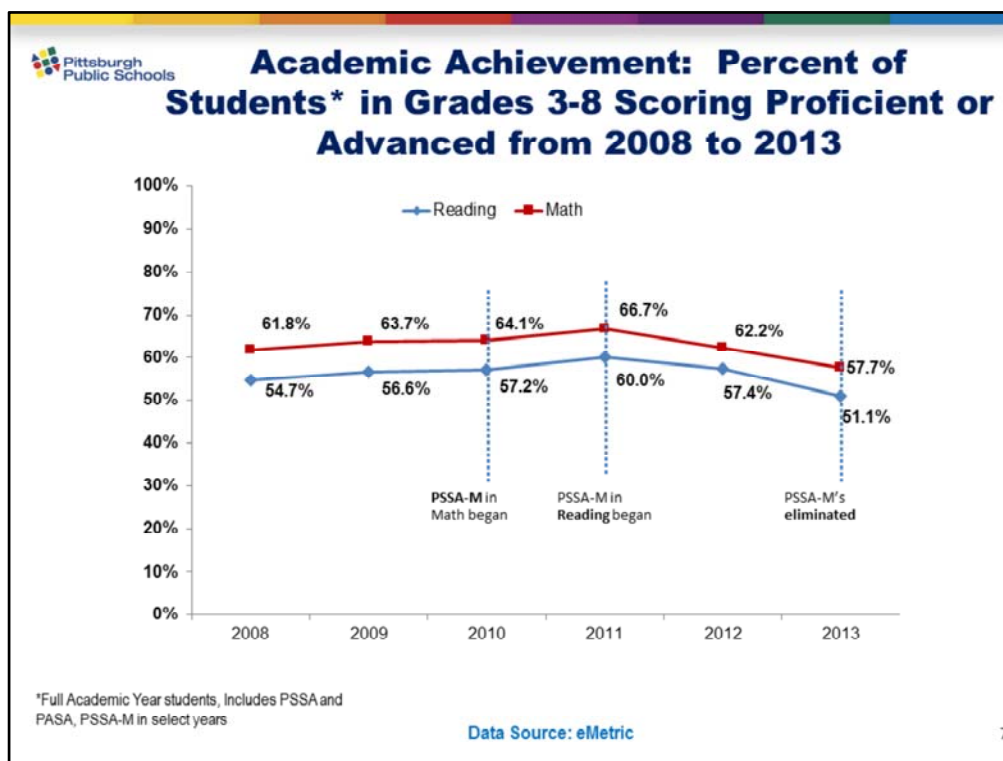
% Proficient and Advanced, Grades 3-8



\*Full Academic Year students, Includes PSSA and PASA

Data Source: eMetric

6



We first wanted to know if this was a few schools. We found that the drop was all but universal across our schools.

The next step was to find out about some of the factors we knew of and do the math on those.

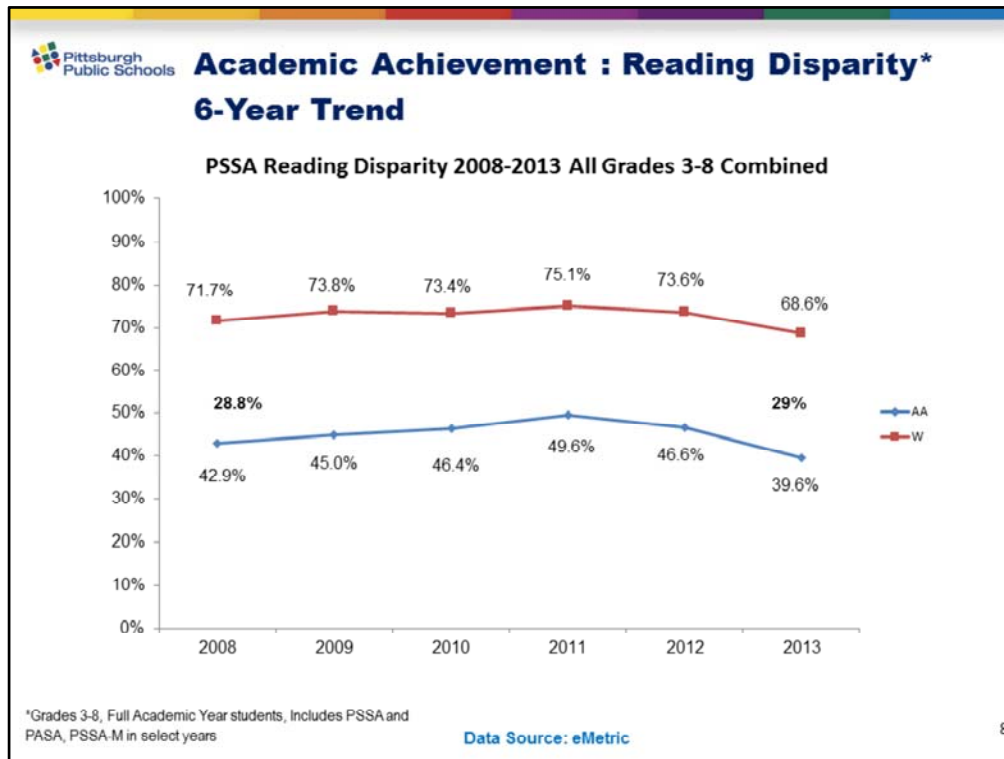
We closed seven schools before last year and moved over 600 teachers. Some impact from teacher and student movement is measureable but not significant. Not so measureable is the impact on the Professional Learning Communities at our schools, where new people came and some team members moved.

We expected a drop in math at 5th grade since we decided to go ahead and start the 5th graders on the PA Common Core Standards curriculum, even though it did not align with the PSSA. We knew it was better and would serve our students better in the long run.

The elimination of the PSSA-m accounts for approximately 2% more or less of the declines. This was a test given to qualifying students who receive Special Education services; these students had to take the regular PSSA this year.

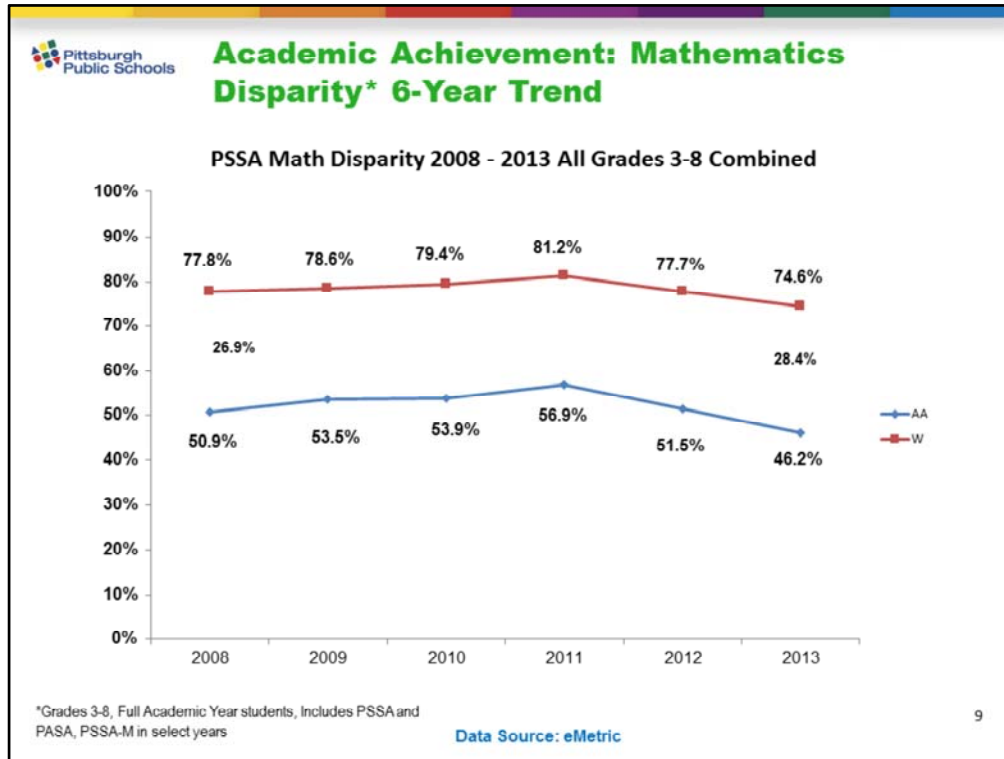
Some concerns from principals include:


- the impact of the PA Common Core Standards questions that did not count towards the students results but may have caused fatigue, and
- the number of interim assessments, as well as their ability to predict the PSSA results, and
- the need for additional central administration support.



All groups had a lower percent of proficient students than last year. Our African American students scores went down more than our white students.



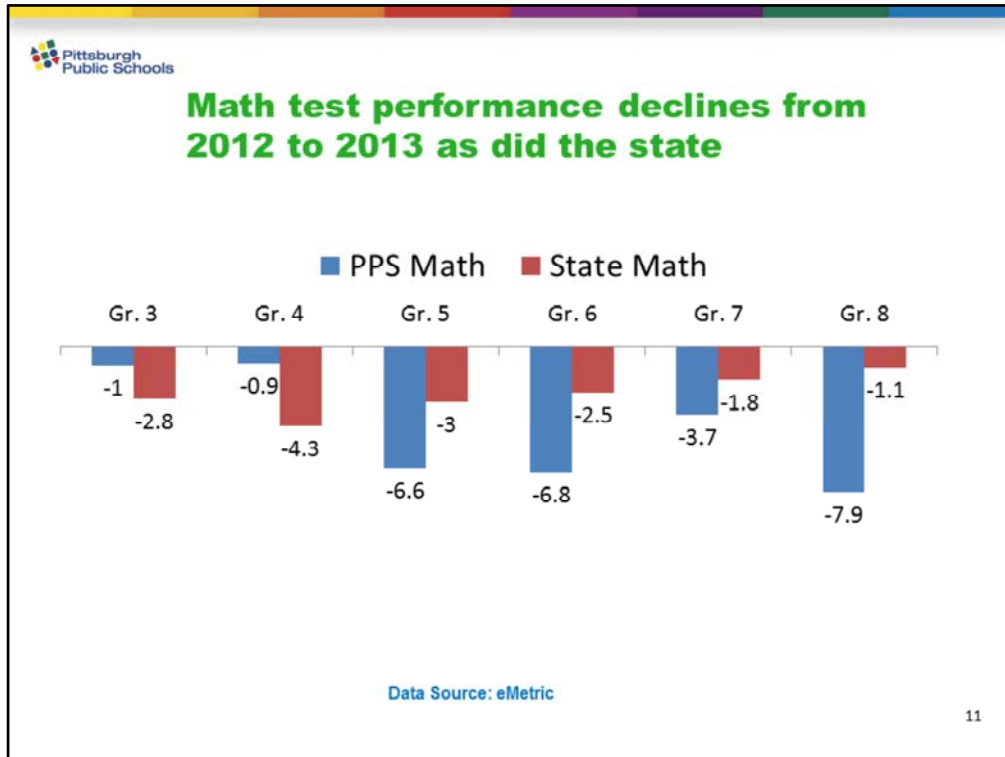




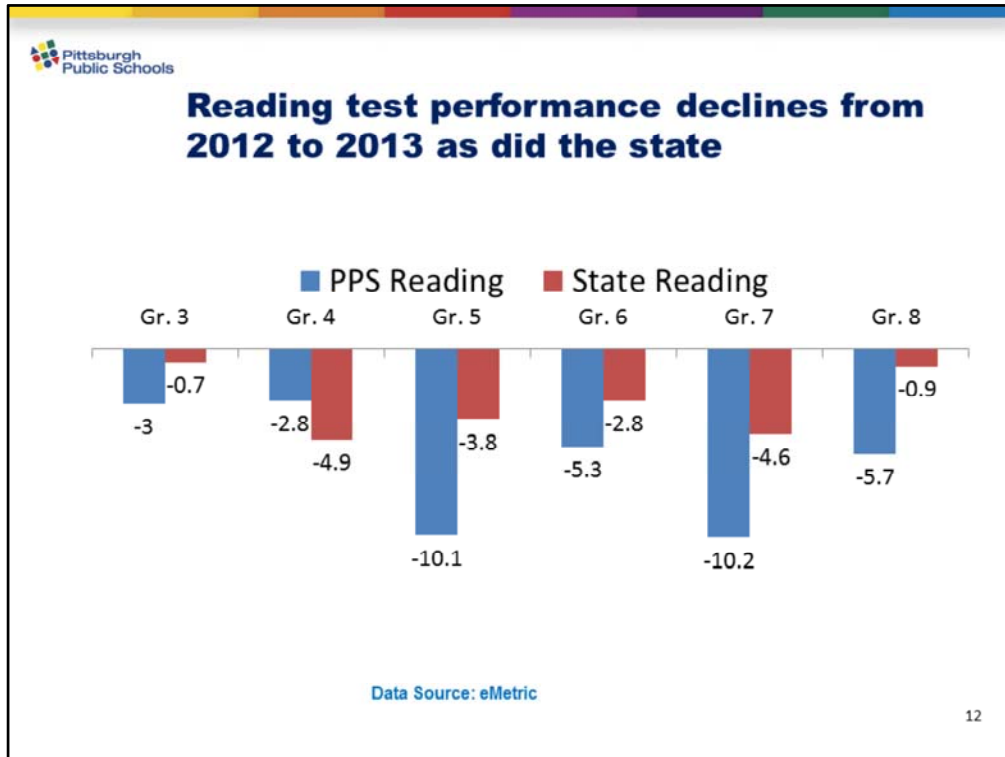
## **Declining PSSA Results Correspond with Decreases Seen Statewide**

10


We wanted to know what was the root cause of the decline, and although we learned some things, there was no clear culprit, so to speak. There were several likely contributors.



We wanted to know how we compared to the State. The graphic above compares our results to the state in math and you can see in grades 3-4 we declined less than the state, but exceeded the state decline in grades 5-8.



Here is the same comparison in Reading.  
You see that our decline was less than the state's in 4<sup>th</sup> grade only.



# **Strong Results on First Administration of Common Core-aligned Keystones**

13

In 2012-13, we administered Keystone exams in Algebra 1, Literature and Biology.

**As of the 2012-2013 school year, Keystone Exams replaced Grade 11 PSSA as the high school accountability measure.**

**Percent of Students\* Scoring Proficient or Advanced on 2012-2013 Keystone Exams**

2013 Keystone Algebra I		2012 PSSA Math % P+A	
Grade 11	51.1	Grade 11	43.5
2013 Keystone Literature		2012 PSSA Reading % P+A	
Grade 11	63.5	Grade 11	56.7


\*Only Grade 11 results are used for accountability under NCLB

2013 Keystone Algebra I	
All Tested Grades	42.6
2013 Keystone Literature	
All Tested Grades	54.8

Data Source: 2013 PDE Accountability File; RTI

14

While the two tests, 11<sup>th</sup> grade PSSA and Keystones are like comparing Jonathan apples and Granny Smith apples, we are pleased to see the results of the Keystones.

 <b>Performance on the Keystone Algebra I and Literature Exams exceeded the PSSA at most high schools in the District.</b>				
<b>Percent of Grade 11 Students* Scoring Proficient or Advanced on 2012-2013 Keystone Exams vs. 2012 PSSA by School</b>				
	2013 Keystone Algebra I	2012 PSSA Math	2013 Keystone Literature	2012 PSSA Reading
<b>Allderdice</b>	64.0	53.5	73.4	67.7
<b>Brashear</b>	46.5	39.0	58.8	50.2
<b>CAPA</b>	81.2	81.8	95.7	90.8
<b>Carrick</b>	53.0	37.9	66.9	57.0
<b>Obama</b>	71.6	70.8	88.0	70.1
<b>Perry</b>	27.3	22.4	34.8	32.8
<b>SciTech</b>	74.1	80.6	81.4	85.0
<b>U Prep Milliones</b>	27.7	38.2	43.4	34.1
<b>Westinghouse</b>	9.1	7.5	31.8	30.2


15

Data Source: 2013 PDE Accountability File; eMetric

Here is the high school by high school result.

Why did we feel so good about this? State by state, the switch to Common Core aligned assessments has resulted in a significant drop in proficiency levels.

In a phone news conference, acting state Education Secretary Carolyn Dumaesq said the Keystone Exams are "much more difficult" and "much more rigorous" than the 11th-grade PSSA was. She said Keystone scores in general statewide will be lower.



# **District PVAAS Results Exceed Standards for Academic Growth**

16

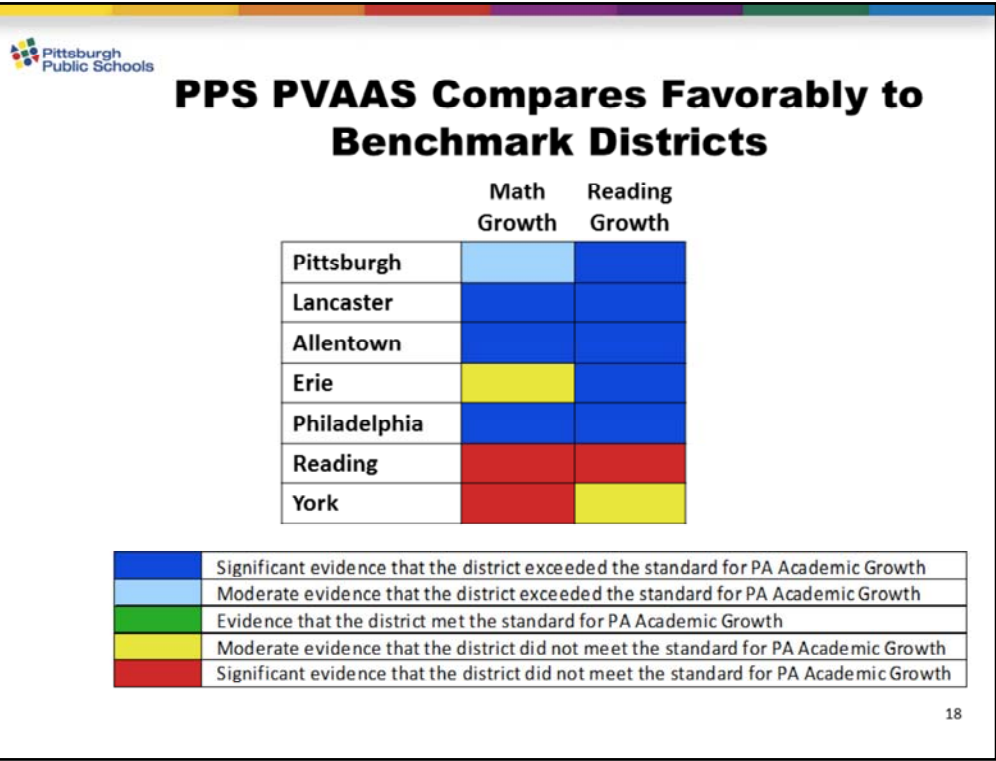
PVAAS is based on the PSSA results and measures actual “growth” against expected growth.



## 2013 PVAAS – the growth measure - shows significant evidence of growth in Grades 5, 7 and 8 in both Reading and Math.

	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	OVERALL
Reading						
Math						
Science		--	--	--		--
Writing	--		--	--		--

	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



We were also interested in the comparison to the districts most like us in size and free and reduced lunch percentages. This slide shows that comparison.

## 2013 Math PVAAS, across grades 3 to 8 was strong

Growth	#	Schools
Significant Evidence – Exceeded Growth Standard	14	Arsenal 6-8, Carmalt, Colfax, Concord, Faison, Liberty, Manchester, Pgh Classical, Phillips, Roosevelt, Sunnyside, Weil, West Liberty, Woolslair
Moderate Evidence – Exceeded Growth Standard	6	Greenfield, King, Linden, Miller, Schiller, Whittier
Evidence – Met the Growth Standard	15	Allegheny K-5, Allegheny 6-8, Arsenal K-5, Banksville, Brookline, Fulton, Grandview, Langley, Lincoln, Milliones, Minadeo, SciTech, Spring Hill, Westwood, Westinghouse
Moderate Evidence – Below Growth Standard	4	Arlington, Mifflin, South Hills, Sterrett
Significant Evidence – Below Growth Standard	7	CAPA, Beechwood, Dilworth, Montessori, Morrow, Obama, South Brook

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

## 2013 Reading PVAAS, across grades 3 to 8 was stronger

Growth	#	Schools
Significant Evidence – Exceeded Growth Standard	11	Arsenal 6-8, Carmalt, Faison, King, Lincoln, Linden, Manchester, South Hills, Sunnyside, Westinghouse Whittier
Moderate Evidence – Exceeded Growth Standard	6	Dilworth, Pgh Classical, Milliones, Roosevelt, Schiller, Woolslair
Evidence – Met the Growth Standard	20	Allegheny K-5, Allegheny 6-8, Arsenal K-5, Banksville, Brookline, Colfax, Concord, Fulton, Grandview, Langley, Liberty, Mifflin, Minadeo, Obama, Phillips, South Brook, Sterrett, Weil, West Liberty, Westwood
Moderate Evidence – Below Growth Standard	7	Arlington, Beechwood, Greenfield, Miller, Montessori, Morrow, Spring Hill
Significant Evidence – Below Growth Standard	2	CAPA, SciTech

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



This again highlights the work of our teachers, principals, central support and families as well as the decisions the Board has made to support our work.

## Graduation Rate 2012

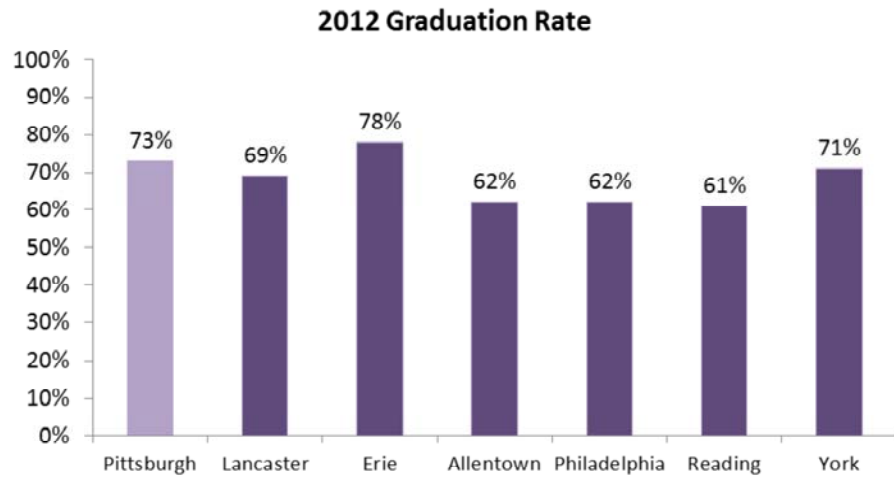
	Class of 2012	Class of 2011	Change from 2011 to 2012
Allderdice	82.5%	80.1%	+2.4
Brashear	68.7%	67.9%	+0.8
CAPA	97.8%	98.5%	-0.7
Carrick	69.2%	61.9%	+7.3
Milliones	80.5%	--	
Obama	91.2%	--	
Perry	86.1%	79.8%	+6.3
SciTech	--	--	
Westinghouse	70.0%	--	

The 4-year cohort graduation rate is the percent of students who graduate on time, 4 years after grade 9 entry.

22

Graduation data always lags one year to account for summer school.  
The increase we see is so important since our vision for our students is totally contingent on raising the graduation rate.


## Benchmark Districts: Graduation Rates



**Pennsylvania School  
Performance Profile or SPP  
Replaces Adequate Yearly  
Progress or AYP**

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**In August 2013, Pennsylvania received a Federal waiver that changed school accountability reporting.**

Then	Now
<b>AYP</b>	<b>Federal Accountability Designations</b>
Reading & Math state assessments, Graduation or attendance	Reading, Math, Biology & Writing state assessments, Graduation or attendance
Public reporting on schools available from multiple sources	<b>School Performance Profiles</b> that report on state assessments and other multiple indicators, with a score from 1 to 100
Multiple subgroups of 40 or more students: African-American, White, Asian, Hispanic, Multiracial, students with IEP, ELL and ED status	<b>One Historically Underperforming subgroup</b> of 11 or more students with IEP, ELL or ED status

25

No Child Left Behind was passed in 2001, and was to be reauthorized in 2011, but that did not happen. That is why the USDOE began issuing waivers

PA was much later applying than most other states, our waiver was not issued until August 20, 2013.

If the waiver had not been approved, the AYP proficiency targets for this year would have been 100%.

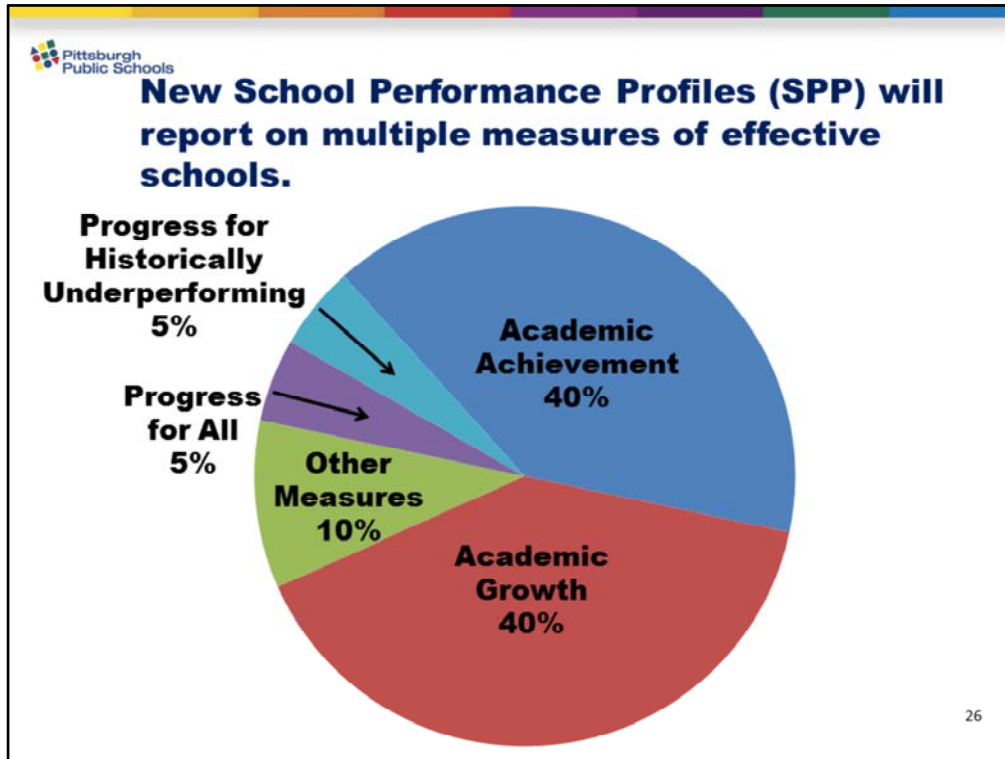
This late waiver request and even later approval had an impact on the dates the 2013 testing results were ready and when the School Performance Profiles were ready.

An important difference is in regard to subgroups. First sub groups size reduced 40 or more per grade span to 11 students. The impact is that many more schools will now have a sub group.

Second there are three non-duplicate categories to form a subgroup – an one of the three categories places a student once into the subgroup.

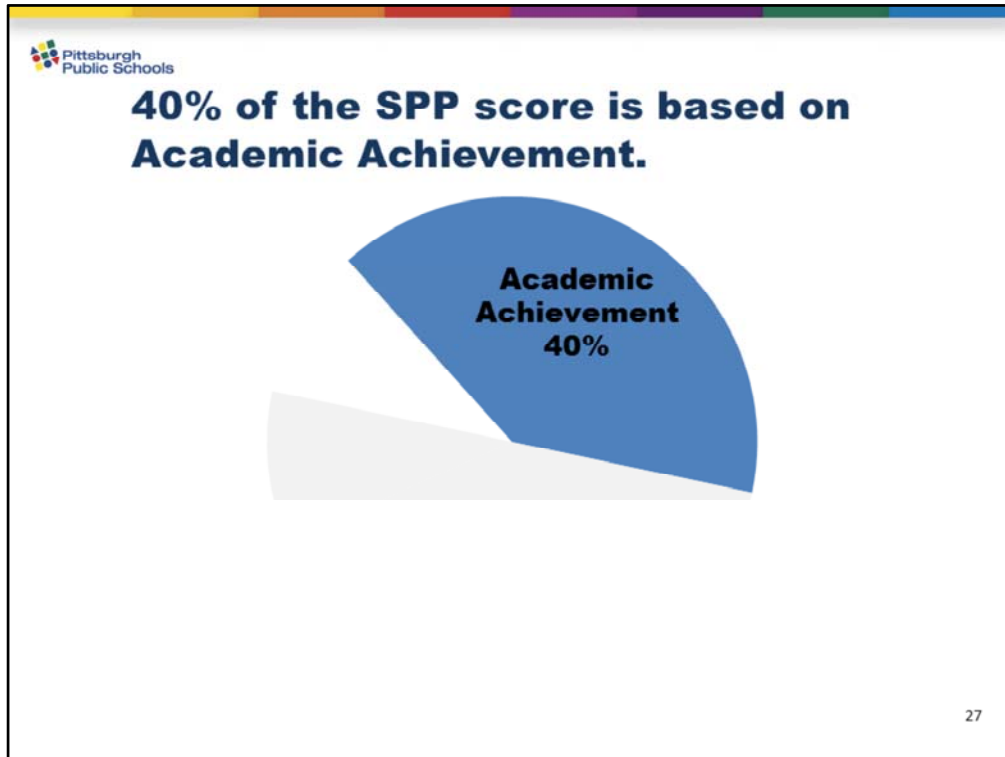
Finally, race is no longer as category.

These were federal decisions.



This is the way schools will be measured in PA under the new waiver from ESEA, or “No Child Left Behind.”

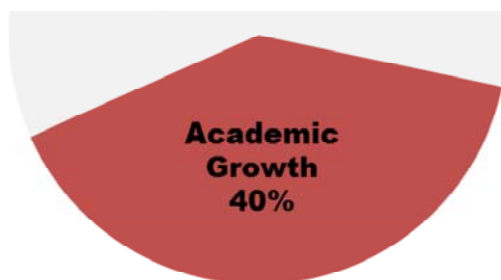
Again scores are assigned on a scale up to 100.



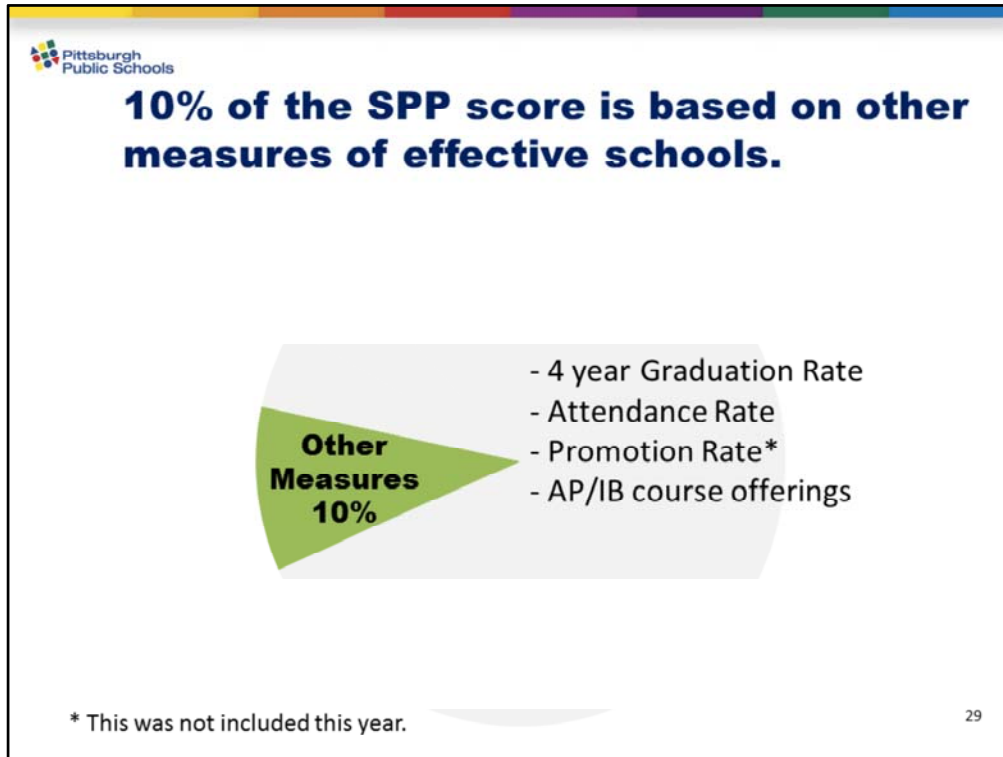
This segment of the score includes the PSSA/PASA and Keystone performance in Math as well as the following:

- Reading, Writing and Science, with emphasis on
- Grade 3 Reading
- Industry-based CTE assessments
- SAT/ACT performance.

**40% of the SPP score is based on  
Academic Growth.**

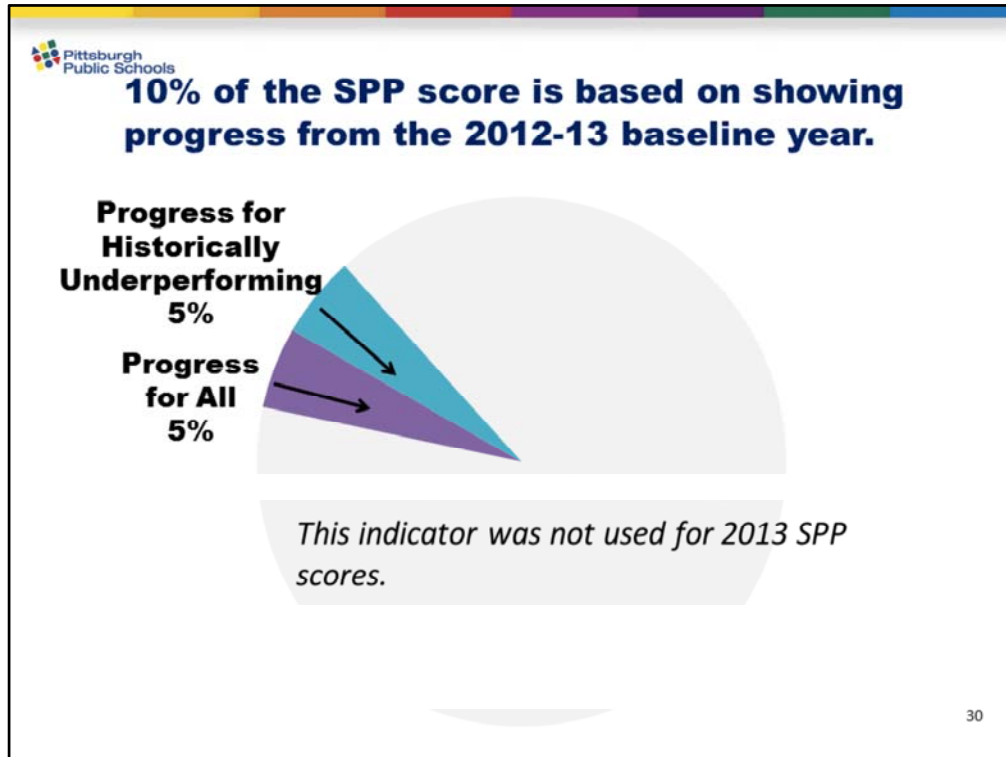


This segment includes growth from year to year on all PSSA/PASA and Keystone exams, measured by PVAAS.



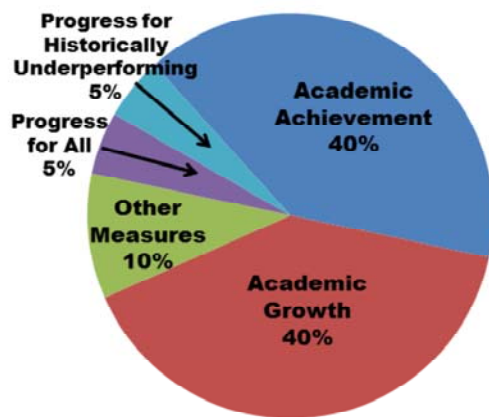
The “other measures” are appropriate to the level of the school.

Since this makes more sense for single high school districts, we are going to appeal or find a way for any student who takes AP or IB Course at another school, to have that count at their home school.



This segment measure the progress for “historically under-performing groups, which include children receiving special education services, English Language Learners, and children whose families are eligible to receive free or reduced price lunch. **Schools must close these gaps by half over six years, so by 1/6 of the gap per year.**

**In addition, schools have an opportunity to earn extra credit points.**



**Extra Credit**

- Advanced scores on PSSA/PASA and Keystone
- Advanced scores on Industry CTE assessments
- High scores on Advanced Placement Exams

You also see the ways schools may earn “extra credit.”

**Based on these indicators, every year each school will receive a School Performance Profile (SPP) score of up to \*107.**

	90-100
	80-89
	70-79
	60-69
	below 60

An overall score, as well as scores for each category, can be found on the state website at [paschoolperformance.org](http://paschoolperformance.org).


\*Up to 7 additional points may be earned through extra credit

32

Right now, only our K-5 schools have a score.

There were State-wide coding errors on the Keystone exams which result in all the schools which gave Keystones being recalibrated. For us, 28 schools do not have a SPP.

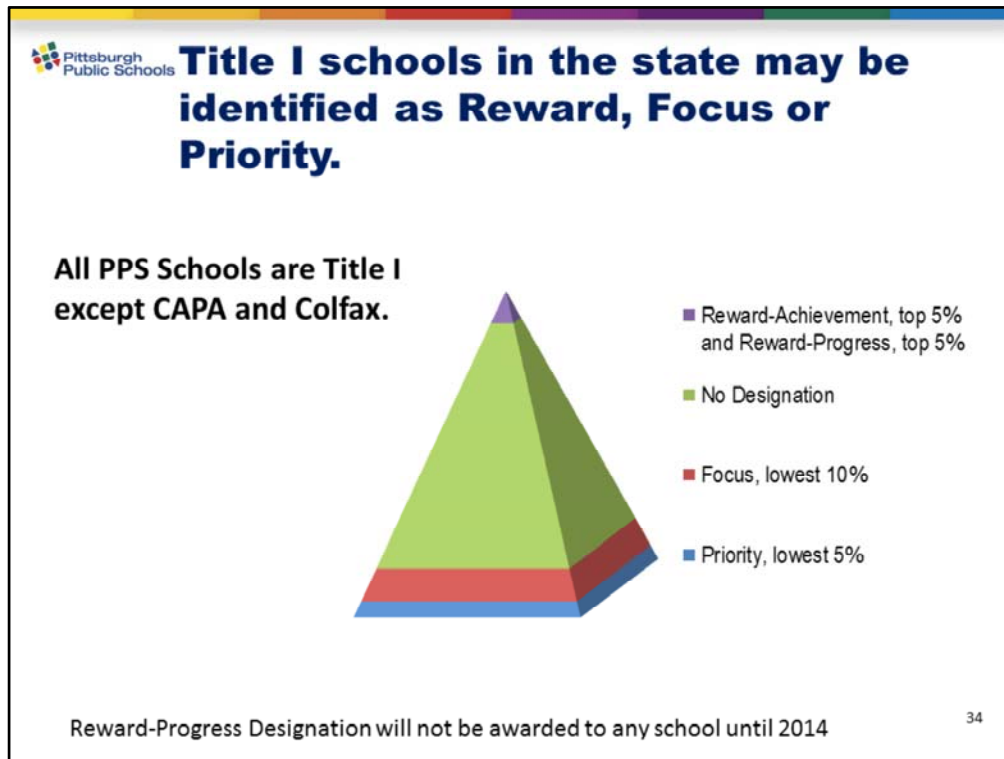


 <b>School Performance Profile Scores, as of 10/4/13</b>		
Score Range	#	Schools
90 to 100	0	
80 to 89	1	Liberty
70 to 79	8	Allegheny K-5, Banksville, Dilworth, Linden, Phillips, Roosevelt, West Liberty, Whittier
60 to 69	7	Concord, Fulton, Lincoln, Minadeo, Weil, Westwood, Woolslair
Below 60	6	Arsenal K-5, Beechwood, Faison, Grandview, Miller, Spring Hill

33

Scores for our K-5 Schools have a considerable range, as we expected. Since the PDE is going to be issuing an SPP, as well as the report issued by A+ Schools, we are working with A+ to include things we think are important, like chronic absenteeism, so we will not also give individual “State of the Schools” reports. Our efforts to reduce our spending means we have to find ways to also reduce work and eliminate redundancies. Just this morning we were notified by Carey Harris, Executive Director of A+ Schools that their report is delayed this year; the PDE still has not released the data file and so they will miss their print deadline for November. They will set a publication deadline as soon as they get a date for release from PDE.

PDE expects to have SPP recalibration completed in December 2013 or January 2014.



There is one more new measure which is for Title I schools only.

All schools in the District, except CAPA and Colfax, are Title 1. The following counts toward the federal designations:

- ✓ PSSA, PASA and Keystone assessment performance and participation,
- ✓ graduation/attendance,
- ✓ progress towards 100% proficiency for All students, and
- ✓ progress towards 100% proficiency and Historically Underperforming students.

There are about 3,000 schools in the state. Of that group about 61% are Title 1 schools (1,831). Of the Title 1 schools, this year about 20% will receive a Federal Designation.

about 92 Reward-achievement  
 about 183 Focus  
 about 92 Priority

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 about 367 total

Reward - progress does not apply this year, but will next year. Going forward, 25% of title 1 schools will get a Federal Designation.


## Federal Designation by School Configuration

	K-5	K-8 and 6-8	6-12 and 9-12
<b>Reward – Achievement</b>  <b>Top 5%</b>			
<b>Focus</b>  <b>Lowest 10%</b>	<b>Arsenal Lincoln Miller Woolslair</b>	<b>Arlington Langley Morrow</b>	<b>Carrick Milliones</b>
<b>Priority</b>  <b>Lowest 5%</b>	<b>Faison</b>	<b>King</b>	<b>Brashear Perry Westinghouse</b>


35

Any school receiving School Improvement Grant (SIG) funding automatically receives Priority designation. All five of the District's schools awarded a School Improvement Grant – Pittsburgh Brashear, Pittsburgh Faison, Pittsburgh King, Pittsburgh Perry and Pittsburgh Westinghouse received the automatic "Priority" designation.

A majority of District schools received no designation.

 Pittsburgh Public Schools

**All of our schools without a graduating class met the USDOE attendance requirement of 95%.**



36

High schools have attendance as a part of their SPP, but for federal purposes high schools are held accountable only for graduation rate.

An end of the year school overall attendance rate does not show the numbers of individual students who may have attendance problems.

Last year we reported to you the number of students who were "not there" for all reasons for over three weeks of school.

As a District, we are committed to continually monitoring our student attendance data to identify and help our students with chronic, severe or at-risk attendance issues.

On October 9<sup>th</sup> and 10<sup>th</sup> Hedy Chang from Attendance Works will be here to help us kick off this push to be there!

Our staff will be with her on Wednesday and staff from around the county will join some of our staff on Thursday.

## Excellence for All Parents Meeting October 3, 2013



37

In summary, it was a mixed result.

PSSA a disappointment and certainly a place to dig in and learn more.

We are doing that. I have met with 17 of our principals already.

So far, there are several things I have learned. First, our school improvement planning process is not what it should be.

Great teachers and great leaders still need to plan improvement, it does not happen on its own.

I also learned that we need to align the planning processes, we have about three of them and there must be one.

Finally, we cannot expect additional supports to substitute for effective instruction in the classroom.

When a few students are struggling, the additional supports are the way to go.

However, when most of the class is, support in the regular instruction is the place to apply the help.

I said, "It is like the relationship between nutrition and vitamins, adding vitamins cannot make up for poor nutrition."

So from a few of our principals, I am learning a great deal. I hope the meetings we have had are as helpful to them as they are to me.

As for the rest- the PVAAS, the Keystones and the graduation rate we need to celebrate and thank our teachers, principals and staff as well as our parents for all the effort in 2012-2013. We know that this is a new year, that is one of the things I love about this work, the sense of a fresh start and always working to learn from the past and apply oneself to make a better present.

Education Committee

October 7, 2013

Data Attachments



### Change in the Percent of All Tested\* Students Grades 3-8 Scoring Proficient or Advanced from 2012 to 2013

Reading - PPS			
Grade	2012	2013	Change
3	58.8	55.8	-3.0
4	54.0	51.2	-2.8
5	51.4	41.3	-10.1
6	50.8	45.5	-5.3
7	60.9	50.7	-10.2
8	68.6	62.9	-5.7

Reading - State			
Grade	2012	2013	Change
3	73.8	73.1	-0.7
4	71.4	66.5	-4.9
5	64.6	60.8	-3.8
6	67.8	65.0	-2.8
7	74.7	70.1	-4.6
8	78.1	77.2	-0.9

\*Includes PSSA, PSSA-M and PASA

Data Source: eMetric

1



### Change in the Percent of All Tested\* Students Grades 3-8 Scoring Proficient or Advanced from 2012 to 2013

Mathematics- PPS			
Grade	2012	2013	Change
3	66.0	65.0	-1.0
4	65.5	64.6	-.9
5	58.1	51.5	-6.6
6	60.6	53.8	-6.8
7	61.0	57.3	-3.7
8	62.1	54.2	-7.9

Mathematics - State			
Grade	2012	2013	Change
3	79.5	76.7	-2.8
4	81.4	77.1	-4.3
5	72.0	69.0	-3.0
6	75.8	73.3	-2.5
7	78.0	76.2	-1.8
8	74.7	73.6	-1.1

\*Includes PSSA, PSSA-M and PASA

Data Source: eMetric

2



## Change in the Percent of All Tested\* Students Grades 3-8 Scoring Proficient or Advanced from 2012 to 2013

Science - PPS			
Grade	2012	2013	Change
4	62.6	59.2	-3.4
8	40.4	33.1	-7.3

Science - State			
Grade	2012	2013	Change
4	81.8	78.2	-3.6
8	59.1	60.0	+0.9

Writing - PPS			
Grade	2012	2013	Change
5	47.9	50.0	+2.1
8	58.6	59.7	+1.1

Writing - State			
Grade	2012	2013	Change
5	64.2	63.3	-0.9
8	72.7	72.6	-0.1

\*Includes PSSA, PSSA-M and PASA

Data Source: eMetric

3



## Disparity\* from 2012 to 2013

Grade 5 showed a decline in mathematics disparity from last year.

Reading Disparity			
Grade	2012	2013	Change
3	28.8	31.6	2.8
4	26.0	30.2	4.2
5	26.2	27.3	1.1
6	30.7	31.2	0.5
7	27.1	29.9	2.8
8	21.9	23.3	1.4
3-8	27.0	29.0	2.0

Mathematics Disparity			
Grade	2012	2013	Change
3	25.7	25.8	0.1
4	26.6	29.0	2.4
5	33.8	28.1	-5.7
6	26.5	33.5	7.0
7	19.7	26.7	7.0
8	24.6	26.1	1.5
3-8	26.2	28.4	2.2

\*Grades 3-8; Includes PSSA, PSSA-M and PASA

Data Source: eMetric

4



## 2013 PSSA/PSSA Results: % Proficient and Advanced

School	Math %PA	Reading %PA	Science %PA	Writing %PA
Allegheny K-5	74.8%	57.5%	69.5%	62.5%
Allegheny 6-8	54.8%	51.7%	21.6%	56.7%
Arlington K-8	45.6%	37.8%	27.1%	43.4%
Arsenal K-5	47.9%	30.7%	40.5%	44.4%
Arsenal 6-8	54.0%	37.4%	9.4%	50.0%
Banksville K-5	77.8%	57.8%	70.6%	60.5%
Beechwood K-5	65.1%	49.7%	67.7%	33.3%
Brookline K-8	77.8%	65.1%	69.9%	64.6%
CAPA 6-12 (6-8 grades)	82.5%	86.7%	66.7%	97.1%
Carmalt K-8	70.4%	62.6%	58.5%	79.1%
Pgh Classical 6-8	56.5%	55.8%	41.6%	74.2%
Colfax K-8	73.9%	66.8%	68.3%	63.3%
Concord K-5	56.9%	46.0%	47.1%	44.6%
Dilworth K-5	73.0%	67.5%	79.2%	68.4%
Faison K-5	33.2%	30.6%	36.8%	31.2%
Fulton K-5	69.9%	51.7%	53.5%	57.1%
Grandview K-5	51.3%	36.2%	35.6%	37.9%
Greenfield K-8	70.2%	71.1%	63.1%	59.1%
King K-8	32.6%	25.1%	19.4%	28.7%
Langley K-8	37.1%	36.3%	37.9%	33.9%
Liberty K-5	77.4%	67.7%	73.6%	75.0%
Lincoln K-5	37.8%	36.2%	21.9%	65.9%
Linden K-5	64.6%	64.8%	70.8%	69.1%
Manchester K-8	48.6%	40.2%	39.3%	33.3%
Mifflin K-8	62.7%	54.2%	45.5%	65.2%
Miller K-5	44.5%	33.3%	62.5%	32.4%
Milliones 6-12 (6-8 only)	32.9%	32.9%	16.1%	11.1%
Minadeo K-5	68.4%	54.5%	68.2%	61.6%
Pgh Montessori K-8	51.4%	47.4%	45.1%	57.9%
Morrow K-8 (3-6 only)	47.0%	35.8%	43.8%	37.3%
Obama 6-12 (6-8 only)	64.0%	60.4%	50.5%	72.7%
Online Academy	50.0%	50.0%	0.0%	0.0%
Phillips K-5	80.6%	67.9%	78.6%	70.7%
Roosevelt K-5	71.2%	55.1%	79.7%	65.3%
Schiller 6-8	49.8%	46.4%	12.5%	51.3%
SciTech 6-12 (6-8 only)	86.0%	71.5%	62.0%	62.0%
South Brook 6-8	58.9%	54.3%	41.4%	58.2%
South Hills 6-8	57.0%	52.9%	34.6%	62.1%
Spring Hill K-5	46.0%	40.9%	47.2%	39.1%
Sterrett 6-8	60.3%	64.1%	33.9%	66.7%
Sunnyside K-8	59.5%	51.2%	34.5%	74.2%
Weil K-5	52.2%	42.4%	53.1%	60.0%
West Liberty K-5	77.0%	62.8%	66.0%	72.5%
Westinghouse 6-12 (6-8 only)	29.4%	27.4%	13.6%	22.6%
Westwood K-5	60.2%	57.0%	63.3%	37.9%
Whittier K-5	80.4%	70.9%	81.0%	59.4%
Woolslair K-5	45.9%	31.6%	41.7%	19.4%