Highlights of Preliminary Results in 2009-2010 AYP and the Pennsylvania System of School Assessment (PSSA)

August 16, 2010

In 2007-2008 the District made substantial progress in student achievement across the board.

In 2008-2009 the District made AYP for the first time.
In 2009-10 the District continued to make progress in student achievement; however, not quite at the same rate as in the previous two years and high school achievement remained stalled.

In 2009-10, the core elements for raising student achievement were in place:

- Rigorous curriculum
- Nationally recognized system to train, support, evaluate and reward principals
- Use of diagnostic assessments to get help to students quickly
- Instructional coaches in every school
- Central Administration organized into Teaching and Learning Teams to support schools
- 1st year of reading intervention programs aligned to individual student needs
In 2009, the District made AYP, but fell just short in 2010.

**AYP Mathematics Targets:** In 2010, the District met all of the targets in both the 3-5 and 6-8 grade span.

<table>
<thead>
<tr>
<th>Grade Span</th>
<th>Number of Targets Met</th>
<th>Total Number of Targets</th>
<th>% of Targets Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-5</td>
<td>18</td>
<td>18</td>
<td>100%</td>
</tr>
<tr>
<td>6-8</td>
<td>18</td>
<td>18</td>
<td>100%</td>
</tr>
</tbody>
</table>
**AYP Reading Targets:** In 2010, the District met all but one of the targets in both the 3-5 and 6-8 grade span.

<table>
<thead>
<tr>
<th>Grade Span</th>
<th>Number of Targets Met</th>
<th>Total Number of Targets</th>
<th>% of Targets Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-5</td>
<td>17</td>
<td>18</td>
<td>94.4%</td>
</tr>
<tr>
<td>6-8</td>
<td>17</td>
<td>18</td>
<td>94.4%</td>
</tr>
</tbody>
</table>

At both grade spans, the only group that did not meet the reading target was students with Individualized Education Programs (special education).

There is good news in AYP. 72% of schools (43 of 60) made AYP in 2010 compared to 53% (32 of 60) in 2009.

AYP is not final until the appeals process is completed at the end of August.
2010 PSSA results are presented here through a one-year and a three-year lens.

Consistent with our Empowering Effective Teachers plan in which one year of data are insufficient to evaluate a teacher’s performance, one year of PSSA results are insufficient to evaluate the District’s performance.

From 2009 to 2010, students continued to make gains in proficiency on a majority of PSSA exams (10 of 14). Gains were two or more percentage points on 8 of 14 exams.

- **Reading**: Percentage point gains ranged from 1.3 (2%) in 4th grade to 7 (15%) in 6th grade.
- **Mathematics**: Percentage point gains ranged from 1.5 (2%) in 4th grade to 5.1 (8%) in 6th grade.

Note: PSSA’s are taken in two subjects (Reading and Mathematics) in seven grades (3-8 & 11)
From 2009 to 2010, students showed progress in moving to the advanced level on a majority of PSSA exams (10 of 14). Gains were three or more percentage points on 6 of 14 exams.

- **Reading**: Percentage point gains ranged from .6 (2%) in 7th grade to 6.7 (35%) in 6th grade.
- **Mathematics**: Percentage point gains ranged from .9 (3%) in 4th grade to 7.2 (23%) in 6th grade

*Note: PSSA’s are taken in two subjects (Reading and Mathematics) in seven grades (3-8 & 11)*

Data Source: 2009-2010 Preliminary PSSA data from the Pennsylvania Department of Education

From 2009 to 2010, students showed progress in moving out of the below basic level on a majority of PSSA exams (9 of 14). Reductions were two or more percentage points on 3 exams.

- **Reading**: Percentage point reductions in below basic ranged from .3 (1%) in 6th grade to 3.1 (18%) in 8th grade
- **Mathematics**: Percentage point reductions in below basic ranged from .8 (5%) in 5th grade to 2.1 (11%) in 6th grade

Data Source: 2009-2010 Preliminary PSSA data from the Pennsylvania Department of Education
Over the past three years, the largest gains in Reading and Mathematics are in grades 6-8 where the District has made the most dramatic changes by closing six large, failing, comprehensive middle schools and expanding the number of K-8 schools.

Additionally, the districtwide curriculum has been in place the longest in grades 6-8 (3 years).

**Grade 6 Reading Proficiency:** Increased 7 points (15.1%) from 2009 and 7.1 points (15.3%) since 2007. **Advanced:** Increased 6.7 points (34.5%) from 2009 and 8.4 points (47.5%) since 2007.
**Grade 7 Reading Proficiency:** Increased 3.9 points (7.2%) from 2009 and 7.4 points (14.7%) since 2007. **Advanced:** Increased .6 points (2.3%) from 2009 and 4.6 points (20.9%) since 2007.

**Grade 8 Reading Proficiency:** Increased 2.7 points (3.9%) from 2009 and 13.7 points (23.4%) since 2007. **Advanced:** Decreased 2.2 points (-5.1%) from 2009 and increased 11.3 points (38.2%) since 2007.
Grade 6 Mathematics Proficiency: Increased 5.1 points (8.3%) from 2009 and 9.5 points (16.7%) since 2007. **Advanced**: Increased 7.2 points (23%) from 2009 and 11.6 points (43.1%) since 2007.

Grade 7 Mathematics Proficiency: Increased 1.9 points (3.1%) from 2009 and 13.6 points (27.9%) since 2007. **Advanced**: Increased 3.5 points (11.1%) from 2009 and 12.5 points (55.6%) since 2007.

Data Source: 2009-2010 Preliminary PSSA data from the Pennsylvania Department of Education
Grade 8 Mathematics Proficiency: Increased 2.5 points (4.3%) from 2009 and 8.4 points (16.2%) since 2007. **Advanced**: Increased 4.7 points (15.2%) from 2009 and 11 points (44.5%) since 2007.

Over the past three years, 10 schools, all K-8, showed the greatest improvement in students scoring proficient and advanced in Reading in grades 6-8.

- Pittsburgh Carmalt K-8
- Pittsburgh Schaeffer K-8
- Pittsburgh Montessori K-8
- Pittsburgh Greenfield K-8
- Pittsburgh Weil ALA K-8
- Pittsburgh Manchester K-8
- Pittsburgh Faison K-8
- Pittsburgh Sunnyside K-8
- Pittsburgh Murray ALA K-8
- Pittsburgh Lincoln K-8
Spotlight Pittsburgh Greenfield K-8

Grades 6-8 Reading Proficiency: Increased 21.2 points (44.4%) from 2009 and 15.1 points (28.1%) since 2007.

Data Source: 2009-2010 Preliminary PSSA data from the Pennsylvania Department of Education

Over the past three years, 10 schools, eight of which are K-8, showed the greatest improvement in students scoring proficient and advanced in Mathematics in grades 6-8.

Pittsburgh Allegheny 6-8
Pittsburgh Sunnyside K-8
Pittsburgh Manchester K-8
Pittsburgh Carmalt K-8
Pittsburgh Westwood K-8

Pittsburgh Lincoln K-8
Pittsburgh CAPA 6-12
Pittsburgh Weil ALA K-8
Pittsburgh Murray ALA K-8
Pittsburgh Greenfield K-8

Data Source: 2009-2010 Preliminary PSSA data from the Pennsylvania Department of Education
**Spotlight Pittsburgh Manchester K-8**

**Grades 6-8 Mathematics Proficiency:** Increased 14.2 points (55%) since 2007.

Data Source: 2009-2010 Preliminary PSSA data from the Pennsylvania Department of Education

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**Middle grades results from the Pittsburgh Science & Technology Academy, which has a lottery admissions process, are very encouraging after one year of operation.**

**Demographics for Grades 6-8**

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Students</td>
<td>144</td>
</tr>
<tr>
<td>African-American</td>
<td>56%</td>
</tr>
<tr>
<td>White</td>
<td>36%</td>
</tr>
<tr>
<td>Other</td>
<td>8%</td>
</tr>
<tr>
<td>Students with IEPs</td>
<td>11%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>72%</td>
</tr>
</tbody>
</table>
Pittsburgh Science & Technology Academy Grades 6-8 Reading:
Students demonstrated high levels of performance in grades 6-8 in the school’s opening year.

Data Source: 2009-2010 Preliminary PSSA data from the Pennsylvania Department of Education

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Pittsburgh Science & Technology Academy Grades 6-8 Mathematics:
Students demonstrated high levels of performance in grades 6-8 in the school’s opening year.

Data Source: 2009-2010 Preliminary PSSA data from the Pennsylvania Department of Education
Another District goal is to narrow the academic disparity between African-American and White students. The disparity narrowed on a majority of PSSA exams (12 of 14) since 2007.

Again, the middle grades are making the most progress.

**Reading Disparity:** Over the past three years, the disparity was reduced on 6 of 7 exams while achievement for both African American and White students increased on 6 of the exams.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Disparity from 2007 to 2010 African American Reading Proficiency</th>
<th>Disparity from 2007 to 2010 White Reading Proficiency</th>
<th>% Change in Academic Disparity from 2007 to 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>-</td>
<td>+</td>
<td>15.9%</td>
</tr>
<tr>
<td>4</td>
<td>+</td>
<td>+</td>
<td>-3.8%</td>
</tr>
<tr>
<td>5</td>
<td>+</td>
<td>+</td>
<td>-9.2%</td>
</tr>
<tr>
<td>6</td>
<td>+</td>
<td>+</td>
<td>-6.8%</td>
</tr>
<tr>
<td>7</td>
<td>+</td>
<td>+</td>
<td>-9.4%</td>
</tr>
<tr>
<td>8</td>
<td>+</td>
<td>+</td>
<td>-43.8%</td>
</tr>
<tr>
<td>11</td>
<td>+</td>
<td>+</td>
<td>-5.2%</td>
</tr>
</tbody>
</table>

*Increase in proficiency* | *Increase in disparity*  
*Decrease in proficiency* | *Decrease in disparity*
**Mathematics Disparity:** Over the past three years, the disparity was reduced on 6 of 7 exams while achievement for both African American and White students increased on 4 of the exams.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Disparity from 2007 to 2010 African American Mathematics Proficiency</th>
<th>Disparity from 2007 to 2010 White Mathematics Proficiency</th>
<th>% Change in Academic Disparity from 2007 to 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>+</td>
<td>+</td>
<td>4.2%</td>
</tr>
<tr>
<td>4</td>
<td>+</td>
<td>+</td>
<td>-13.0%</td>
</tr>
<tr>
<td>5</td>
<td>+</td>
<td>-</td>
<td>-27.0%</td>
</tr>
<tr>
<td>6</td>
<td>+</td>
<td>+</td>
<td>-30.6%</td>
</tr>
<tr>
<td>7</td>
<td>+</td>
<td>+</td>
<td>-4.2%</td>
</tr>
<tr>
<td>8</td>
<td>+</td>
<td>+</td>
<td>-4.3%</td>
</tr>
<tr>
<td>11</td>
<td>+</td>
<td>-</td>
<td>-6.6%</td>
</tr>
</tbody>
</table>

+ Increase in proficiency
- Decrease in proficiency

*Data Source: 2009-2010 Preliminary PSSA data from the Pennsylvania Department of Education*

**Reading Disparity:** Over the past three years, grade 8 showed the largest reduction in the disparity, 14.2 points (43.3%).

- 1.9 percentage point decrease (6.2%)
- 2.6 percentage point decrease (9.4%)
- 14.2 percentage point decrease (43.3%)
Mathematics Disparity: Over the past three years, grade 6 showed the largest reduction in the disparity, 9.6 points (30.9%).

Over the past three years, 10 schools, nine of which are K-8, showed the greatest improvement in the percent of African-American students scoring proficient and advanced in Reading in grades 6-8.

- Pittsburgh Allegheny 6-8
- Pittsburgh Carmalt K-8
- Pittsburgh Faison K-8
- Pittsburgh Greenfield K-8
- Pittsburgh Lincoln K-8
- Pittsburgh Manchester K-8
- Pittsburgh Montessori K-8
- Pittsburgh Schaeffer K-8
- Pittsburgh Sunnyside K-8
- Pittsburgh Weil ALA K-8

Data Source: 2009-2010 Preliminary PSSA data from the Pennsylvania Department of Education
Spotlight Pittsburgh Allegheny 6-8

African American proficiency in Reading in grades 6-8 increased 9.5 points (22.1%) since 2007.

Over the past three years, 10 schools, eight of which are K-8, showed the greatest improvement in the percent of African-American students scoring proficient and advanced in Mathematics in grades 6-8.

- Pittsburgh Allegheny 6-8
- Pittsburgh CAPA 6-12
- Pittsburgh Carmalt K-8
- Pittsburgh Lincoln K-8
- Pittsburgh Manchester K-8
- Pittsburgh Murray K-8 ALA
- Pittsburgh Schaeffer K-8
- Pittsburgh Sunnyside K-8
- Pittsburgh Weil K-8 ALA
- Pittsburgh Westwood K-8

Data Source: 2009-2010 Preliminary PSSA data from the Pennsylvania Department of Education
Spotlight Pittsburgh Carmalt

African American proficiency in Mathematics in grades 6-8 increased 31.7 points (62%) since 2007.

Data Source: 2009-2010 Preliminary PSSA data from the Pennsylvania Department of Education

Over the past three years, the District has made gains in Reading and Mathematics in grades 3-5, achieving relatively high levels of performance in Mathematics.
Grade 3 Reading Proficiency: Decreased 1.9 points (3.1%) from 2009 and increased 0.7 points (1.2%) since 2007. Advanced: Increased 1.4 points (8%) from 2009 and 4.2 points (28.8%) since 2007.

Grade 4 Reading Proficiency: Increased 1.3 points (2.3%) from 2009 and 4.5 points (8.5%) since 2007. Advanced: Increased 1.2 points (5.5%) from 2009 and 4.9 points (27.2%) since 2007.
Data Source: 2009-2010 Preliminary PSSA data from the Pennsylvania Department of Education

**Grade 5 Reading Proficiency:** Decreased 4.6 points (8.9%) from 2009 and increased 5.1 points (12.1%) since 2007. **Advanced:** Decreased 1.8 points (11.7%) from 2009 and increased 2.2 points (19.3%) since 2007.

**Grade 3 Mathematics Proficiency:** Increased 3.5 points (5.0%) from 2009 and 6.8 points (10.1%) since 2007. **Advanced:** Decreased 1 point (3.3%) from 2009 and increased 5.6 points (23.6%) since 2007.
Grade 4 Mathematics Proficiency: Increased 1.5 points (2.1%) from 2009 and 8.1 points (12.7%) since 2007. Advanced: Increased .9 points (2.6%) from 2009 and 6.6 points (22.4%) since 2007.

Grade 5 Mathematics Proficiency: Decreased 2.1 points (3.3%) from 2009 and increased 3.1 points (5.3%) since 2007. Advanced: Increased 5.2 points (18.1%) since 2007.
2009-2010 results confirm that we must do even more to accelerate our commitment to making dramatic changes in high schools.

There has been some progress in the percent of students moving to the advanced level in both Reading and Mathematics.

Grade 11 Reading: Increased 2.4 points (4.8%) from 2009 and decreased 0.6 points (1.1%) since 2007. Advanced: Increased 3.2 points (13.8%) from 2009 and 5.9 points (28.7%) since 2007.

Data Source: 2009-2010 Preliminary PSSA data from the Pennsylvania Department of Education
Grade 11 Mathematics Proficiency: Decreased 0.3 points (0.7%) from 2009 and 1.4 points (3.2%) since 2007. Advanced: Increased 6.1 points (36.3%) from 2009 and 4.3 points (23.2%) since 2007.

Data Source: 2009-2010 Preliminary PSSA data from the Pennsylvania Department of Education

Over the past three years, Accelerated Learning Academies’ (ALA) gains are larger than the remainder of the District.
Since 2007, students in ALAs posted increases in proficient and advanced 2 times greater than the remainder of the District in Reading and 1.7 times greater in Mathematics.

Data Source: 2009-2010 Preliminary PSSA data from the Pennsylvania Department of Education

Since 2007, students in ALAs posted increases in advanced 1.6 times greater than the remainder of the District in Reading and 1.3 times greater in Mathematics.

Data Source: 2009-2010 Preliminary PSSA data from the Pennsylvania Department of Education
From 2009 to 2010, students in ALAs posted increases in proficient and advanced 2.1 times greater than the remainder of the District in Reading and 1.7 times greater in Mathematics.

![Bar chart showing increases in proficient and advanced scores for ALAs and the remainder of the District in Reading and Math.](chart1)

Data Source: 2009-2010 Preliminary PSSA data from the Pennsylvania Department of Education

From 2009 to 2010, students in ALAs posted increases in advanced 1.2 times greater than the remainder of the District in Reading and 1.2 times greater in Mathematics.

![Bar chart showing increases in advanced scores for ALAs and the remainder of the District in Reading and Math.](chart2)

Data Source: 2009-2010 Preliminary PSSA data from the Pennsylvania Department of Education
Pittsburgh Emerging Leadership Academy (PELA), one of the District’s major reform efforts, continues to show promising results in the second year of implementation.

Schools with Principals who participated in PELA
- Pittsburgh Allderdice 9-12
- Pittsburgh Rooney ALA 6-8
- Pittsburgh Arsenal K-5
- Pittsburgh CAPA 6-12
- Pittsburgh Langley 9-12
- Pittsburgh Morrow K-5
- Pittsburgh Schiller 6-8
- Pittsburgh West Liberty K-5
- Pittsburgh Westinghouse 9-12

From 2009 to 2010, students in schools led by Principals who participated in PELA posted increases in proficient and advanced 2.5 times greater in Reading and 2 times greater in Mathematics than the remainder of the District.

Data Source: 2009-2010 Preliminary PSSA data from the Pennsylvania Department of Education
Four schools with PELA-trained principals for 2 years showed larger performance increases from 2008 to 2010 than schools without a PELA principal -- 1.6 times larger in Reading and nearly 2 times larger in Mathematics.

Data Source: 2009-2010 Preliminary PSSA data from the Pennsylvania Department of Education

After just one year, six schools with PELA-trained principals showed larger performance increases than schools without a PELA principal – 2 times larger in Reading and 1.6 times larger in Mathematics.

Data Source: 2009-2010 Preliminary PSSA data from the Pennsylvania Department of Education
What have we learned?

There is evidence to suggest that constructive change advances achievement.

There are more dramatic gains where we have been more aggressive, such as:

- Moving students to higher performing schools and/or providing enhanced educational programs,
- Reducing the number of school transitions students make,
- Implementing a district-wide curriculum,
- Using data to provide students the support they need.

To continue to accelerate the achievement of students in grades 6-8 so that all students arrive to 9th Grade prepared for the rigors of high school, the District has utilized its stimulus funds to launch Summer Dreamers.

Let’s welcome a few of this summer’s campers!
**Summer Dreamers Chant:**

“You gotta be ... what?
You gotta be ... what?
You gotta be ... what?
You gotta be BIG DREAMERS!”
(Repeat)

“I am a Big Dreamer
I know what to do
I will grad-u-ate
And I’ll GET the Promise too!”
“WE have got the knowledge
WE have lots of fun
WE will go to college
And show YOU just how it’s done!”

“Now, IF you want to doubt us
And DON’T believe it’s true
Then COME to Summer Dreamers
And SEE what we can do!”
“You gotta be ... what?
You gotta be ... what?
You gotta be ... what?
You gotta be BIG DREAMERS!
(Repeat)"

Thank You!