2023 District Performance Results

PSSA/PASA and Keystone Exams

September 12, 2023
Office of Data, Research, Evaluation and Assessment
**Accountability Metrics**

- **Proficiency**
  - The percentage of students who scored either Proficient or Advanced (the highest performance levels) out of all attributed test takers
  - Increases in this metric reflect the desired outcome of a greater proportion of our students demonstrating grade-level performance

- **Percentage scoring Below Basic**
  - The percentage of students who scored Below Basic (the lowest performance level) out of all attributed test takers
  - Decreases in this metric reflect a smaller percentage of students scoring at the lowest level, and an increase in students performing at higher levels
Public school students in Pennsylvania take annual state assessments each Spring*. 

- Grades 3 through 8: Math and English Language Arts (ELA/Reading)
- Grades 4 and 8: Science

Most students take PSSA exams, while students with severe cognitive disabilities take the Pennsylvania Alternate System of Assessment (PASA) exams (roughly 3.5% of tested students in our district).

As a reminder, no exams were given in 2020 due to the Covid-19 pandemic.

*The 2021 exams were given in the FALL of 2021, not the spring. This means that for example, a student that was a seventh grader in the spring of 2021 took their 7th grade exam in the fall of 2021 when they started 8th grade.
Across all subject areas, PPS had a second consecutive year of moderate gains in the percentage of students scoring **Proficient or Advanced**, with the largest gains made in Math.

**Green** data labels represent an increase in the percentage of Proficient or Advanced students from previous year – **this is the desirable outcome**; **Red** data labels represent a decrease in the percentage of Proficient or Advanced students from previous year.
Across all subject areas, PPS had slight decreases in the percentage of students scoring **Below Basic**, with the largest decrease in Math.

**Green** data labels represent a decrease in the percentage of Below Basic students from the previous year – **this is the desirable outcome**.

**Red** data labels represent an increase in the percentage of Below Basic students from the previous year.
PSSA/PASA ELA Highlights

7,828 students included for ELA Accountability (including 338 PASA students)

**Glows**

- 3rd and 5th grade students led the way with the largest gains in students scoring Proficient or Advanced
- 3rd grade also had the largest decrease in students scoring Below Basic
- African American, White and Multi-racial students had slight gains in the percentage of students scoring Proficient or Advanced

**Grows**

- Gains in the percentage of students scoring Proficient or Advanced across all grade levels and all subgroups is inconsistent
- 4th grade had an increase in Below Basic students for the third consecutive year
- AIAN/NHPI students continued to decrease in percentage of students scoring Proficient or Advanced for the fourth straight year
Gains in ELA proficiency were inconsistent across grades, with 3rd grade having the largest gain (+9.3%) and 7th grade having the largest loss (-5.3%).

**Green** data labels represent an increase in the percentage of Proficient or Advanced students from previous year – **this is the desirable outcome**; **Red** data labels represent a decrease in the percentage of Proficient or Advanced students from previous year.
PSSA/PASA -- ELA Below Basic by Grade

3rd grade had the largest decrease in students scoring Below Basic in ELA (-8.9 %) while 7th and 8th grades both had increases in students scoring Below Basic.

Green data labels represent a decrease in the percentage of Below Basic students from the previous year – this is the desirable outcome; Red data labels represent an increase in the percentage of Below Basic students from the previous year.
Green data labels represent an increase in the percentage of Proficient or Advanced students from previous year – this is the desirable outcome; Red data labels represent a decrease in the percentage of Proficient or Advanced students from previous year.
PSSA/PASA -- ELA Racial Achievement Disparity Between African American and White Students

Achievement disparity showed little change from the previous year.

PSSA/PASA Proficiency Gap Between African American and White Students - ELA

By Year: Grades 3 to 8 Combined

- White
- African American

Gap

2018: 32.2%
2019: 34.1%
2020: 33.8%
2021: 38.2%
2022: 37.2%
2023: 37.1%

Full Academic Year students, Includes PSSA and PASA
Data source: PDE Accountability Files
3rd grade students improved across all subgroups, with a 10% increase among African American students and a 3.5% increase among ELL students.

Green data labels represent an increase in the percentage of Proficient or Advanced students from previous year – this is the desirable outcome; Red data labels represent a decrease in the percentage of Proficient or Advanced students from previous year.
4th grade students had a slight decrease in proficiency overall, but White students and ELL students both had slight increases.

Green data labels represent an increase in the percentage of Proficient or Advanced students from previous year – this is the desirable outcome.

Red data labels represent a decrease in the percentage of Proficient or Advanced students from previous year.
Green data labels represent an increase in the percentage of Proficient or Advanced students from previous year – this is the desirable outcome.
Red data labels represent a decrease in the percentage of Proficient or Advanced students from previous year.

5th grade students improved across all subgroups, with the exception of ELL’s, which decreased (-3.3%). Students with IEP’s had the largest gains (+5.7%).
Green data labels represent an increase in the percentage of Proficient or Advanced students from previous year. Red data labels represent a decrease in the percentage of Proficient or Advanced students from previous year.
Green data labels represent an increase in the percentage of Proficient or Advanced students from previous year; this is the desirable outcome.

Red data labels represent a decrease in the percentage of Proficient or Advanced students from previous year.
8th grade students decreased slightly in proficiency. However, ELL students proficiency increased in proficiency by 8.5%.

Green data labels represent an increase in the percentage of Proficient or Advanced students from previous year – this is the desirable outcome:

Red data labels represent a decrease in the percentage of Proficient or Advanced students from previous year.
The Science of Reading and Structured Literacy in grades K-5
Data-informed interventions to target foundational learning gaps across all grades
Thinking and learning routines across all grades
Updates to the curriculum and professional learning foci for high school grades to target foundational and comprehension skill gaps
Text-dependent analysis and writing across grades
Cultural and Historically Responsive Pedagogy
Expansion of after-school tutoring both in-person and at home
PSSA/PASA Math Highlights

7,913 students included for Math Accountability (including 338 PASA students)

Glows

- All grade levels, overall, had increases in students demonstrating proficiency for the second consecutive year
- All student race groups, overall, had increases in students demonstrating proficiency for the second consecutive year
- The percentage of students scoring Below Basic decreased across all grades and all races for the second consecutive year
- Students with IEP's saw increases across most grade levels.

Grows

- Percentage of students scoring Proficient or Advanced consistently decreases by grade level
- Gains made by African American students in percentage of students scoring Proficient or Advanced (+3.3%) were less than half of the gains made by White students (+6.8%), leading to an increase in the racial achievement disparity between African American and White students
PSSA/PASA -- Math Proficiency by Grade
All grades gained in proficiency. 3rd grade students led the way with a 9.6% increase.

Green data labels represent an increase in the percentage of Proficient or Advanced students from previous year – this is the desirable outcome; Red data labels represent a decrease in the percentage of Proficient or Advanced students from previous year.
Green data labels represent a decrease in the percentage of Below Basic students from the previous year – this is the desirable outcome. Red data labels represent an increase in the percentage of Below Basic students from the previous year.
All racial groups had improvement. Multi-racial students had the largest increase in proficiency with an 8.1% increase. Green data labels represent an increase in the percentage of Proficient or Advanced students from previous year – this is the desirable outcome; Red data labels represent a decrease in the percentage of Proficient or Advanced students from previous year.
Both African American and White students had gains, but white students increased at a higher rate, leading to a greater racial achievement disparity.

Full Academic Year students. Includes PSSA and PASA
Data source: PDE Accountability Files
Green data labels represent an increase in the percentage of Proficient or Advanced students from previous year – this is the desirable outcome;
Red data labels represent a decrease in the percentage of Proficient or Advanced students from previous year.
Green data labels represent an increase in the percentage of Proficient or Advanced students from previous year – this is the desirable outcome; Red data labels represent a decrease in the percentage of Proficient or Advanced students from previous year.
5th grade students had increased proficiency across all subgroups, but all subgroups are still much lower in proficiency compared to their White peers.

Green data labels represent an increase in the percentage of Proficient or Advanced students from previous year – this is the desirable outcome; Red data labels represent a decrease in the percentage of Proficient or Advanced students from previous year.
Green data labels represent an increase in the percentage of Proficient or Advanced students from previous year – this is the desirable outcome; Red data labels represent a decrease in the percentage of Proficient or Advanced students from previous year.
With the exception of 7th grade ELL students (-1%), all other 7th grade subgroups had an increase in proficiency.

Green data labels represent an increase in the percentage of Proficient or Advanced students from previous year – this is the desirable outcome.

Red data labels represent a decrease in the percentage of Proficient or Advanced students from previous year.
Green data labels represent an increase in the percentage of Proficient or Advanced students from previous year – this is the desirable outcome.

Red data labels represent a decrease in the percentage of Proficient or Advanced students from previous year.

Gains were made by all subgroups with the exception of ELL students, who decreased slightly (-0.7%).
• Concrete, representational, and abstract teaching strategies in grades K-5
• Implementation of a universal screener in grades K-2
• Data-informed interventions to target foundational learning gaps across all grades
• Procedural and conceptual fluency demonstration and related writing in all grades
• Emphasis on anticipation and error analysis strategies for effective planning and relevant student support in all grades
• Thinking and learning routines across all grades
• Culturally and Historically Responsive Pedagogy
• Expansion of after-school tutoring both in-person and at home
2,634 students included for Science Accountability (including 116 PASA students)

**Glows**

- Both grades had increases in proficiency for the second consecutive year
- The percentage of Hispanic students scoring Proficient or Advanced improved by 16.2%
- The racial achievement disparity between black and white students reduced slightly between school years

**Grows**

- The percentage of students scoring Below Basic increased for 4th grade students
- Increases in the percentages of students scoring Proficient or Advanced were smaller than the increases in SY2022
Green data labels represent an increase in the percentage of Proficient or Advanced students from previous year – this is the desirable outcome.

Red data labels represent a decrease in the percentage of Proficient or Advanced students from previous year.
Green data labels represent a decrease in the percentage of Below Basic students from the previous year – **this is the desirable outcome**; Red data labels represent an increase in the percentage of Below Basic students from the previous year.
Green data labels represent an increase in the percentage of Proficient or Advanced students from previous year – this is the desirable outcome; Red data labels represent a decrease in the percentage of Proficient or Advanced students from previous year.

<table>
<thead>
<tr>
<th>Race</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>56.8%</td>
<td>25.6%</td>
<td>31.0%</td>
<td>33.3%</td>
<td>33.3%</td>
</tr>
<tr>
<td>White</td>
<td>69.9%</td>
<td>61.7%</td>
<td>69.2%</td>
<td>70.9%</td>
<td>70.9%</td>
</tr>
<tr>
<td>Multi-racial</td>
<td>52.3%</td>
<td>43.8%</td>
<td>53.1%</td>
<td>66.5%</td>
<td>66.5%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>58.0%</td>
<td>53.1%</td>
<td>61.4%</td>
<td>61.4%</td>
<td>61.4%</td>
</tr>
<tr>
<td>Asian</td>
<td>71.4%</td>
<td>61.4%</td>
<td>73.4%</td>
<td>64.6%</td>
<td>64.6%</td>
</tr>
<tr>
<td>AIAN/NHPI</td>
<td>42.9%</td>
<td>33.3%</td>
<td>60.0%</td>
<td>60.0%</td>
<td>60.0%</td>
</tr>
</tbody>
</table>

Full Academic Year students. Includes PSSA and PASA. Race listed in order of population. Data source: PDE Accountability Files

Our two smallest racial subgroups had decreases in proficiency.
The racial achievement disparity narrowed slightly (-0.7%) from SY2022.
Green data labels represent an increase in the percentage of Proficient or Advanced students from previous year – this is the desirable outcome; Red data labels represent a decrease in the percentage of Proficient or Advanced students from previous year.
8th grade proficiency increased across all subgroups.

**Green** data labels represent an increase in the percentage of Proficient or Advanced students from previous year – this is the desirable outcome; **Red** data labels represent a decrease in the percentage of Proficient or Advanced students from previous year.
• Learning through exploration

• Thinking and learning routines across all grades

• Culturally and Historically Responsive Pedagogy

• Expansion of out-of-school time learning opportunities and tutoring
Accountability for 11\textsuperscript{th} grade uses Keystone or PASA exam results for students in 11\textsuperscript{th} grade during the school year.

- Unlike PSSA tests given at the completion of a grade level, each Keystone Exam is given at the completion of 3 respective specific core courses: Literature, Algebra I and Biology.
- Assessments are usually taken in the same year in which each course is completed (typically in grades 9-11, although Algebra I is sometimes taken earlier), but results are not included for accountability until the student reaches 11\textsuperscript{th} grade.
- Students may retake an exam if they do not pass the first time (often for the purposes of meeting graduation requirements).
- By 11th grade, students may have multiple scores for each Keystone if they have opted to retake an exam, so only the highest score per Keystone is used for Accountability purposes.
- PASA exams given in 11\textsuperscript{th} grade are used for students with an IEP that requires an alternative assessment.
11th Grade Accountability Scores Highlights

**Glows**

- The racial achievement disparity between African American and White students shrank in Math by 11.6%
- Proficiency in Science increased across all subgroups

**Grows**

- The percentage of students scoring Proficient or Advanced in ELA declined for the second consecutive year
- While demonstrated proficiency increased for Science in SY2023, the percentage of students scoring Proficient or Advanced is still 20.3% less than in SY2021

<table>
<thead>
<tr>
<th>School Year</th>
<th>Math Assessments</th>
<th>ELA Assessments</th>
<th>Science Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>1,455</td>
<td>1,457</td>
<td>1,436</td>
</tr>
<tr>
<td>2019</td>
<td>1,459</td>
<td>1,441</td>
<td>1,433</td>
</tr>
<tr>
<td>2021</td>
<td>1,069</td>
<td>218</td>
<td>924</td>
</tr>
<tr>
<td>2022</td>
<td>586</td>
<td>1,143</td>
<td>294</td>
</tr>
<tr>
<td>2023</td>
<td>891</td>
<td>1,164</td>
<td>1,137</td>
</tr>
</tbody>
</table>
Green data labels represent an increase in the percentage of Proficient or Advanced students from previous year – this is the desirable outcome; Red data labels represent a decrease in the percentage of Proficient or Advanced students from previous year.
While ELA proficiency remained roughly the same, there were substantial swings in Math (-33%) and Science(+20.2%).

Green data labels represent an increase in the percentage of Proficient or Advanced students from previous year – this is the desirable outcome; Red data labels represent a decrease in the percentage of Proficient or Advanced students from previous year.
11th Grade Accountability -- ELA Racial Achievement Disparity Between African American and White Students

The racial achievement disparity narrowed slightly from SY2022 (-0.6%).

Keystone Racial Achievement Disparity Between African American and White Students - ELA

By Year: Keystone and PASA Exams

- White
- African American

Disparities and Percentages:
- 2018: 37.9% Disparity
  - White: 82.5%
  - African American: 44.7%
- 2019: 34.1% Disparity
  - White: 78.1%
  - African American: 44.0%
- 2020: 19.6% Disparity
  - White: 67.1%
  - African American: 47.5%
- 2021: 41.4% Disparity
  - White: 72.9%
  - African American: 31.5%
- 2022: 40.8% Disparity
  - White: 73.3%
  - African American: 32.5%

11th Grade Students
Data source: PDE Accountability Files

2023 District Performance Results
Page 42 | September 8, 2023
Math proficiency decreased across all subgroups.

Green data labels represent an increase in the percentage of Proficient or Advanced students from previous year – this is the desirable outcome.

Red data labels represent a decrease in the percentage of Proficient or Advanced students from previous year.
Keystone Racial Achievement Disparity Between African American and White Students - Math

By Year: Keystone and PASA Exams

- White
- African American

- 2018: 72.2% White, 29.7% African American (42.5% Disparity)
- 2019: 70.8% White, 31.5% African American (39.3% Disparity)
- 2020: 66.0% White, 26.9% African American (39.1% Disparity)
- 2021: 66.0% White, 25.5% African American (52.4% Disparity)
- 2022: 77.9% White, 25.0% African American (50.0% Disparity)
- 2023: 77.9% White, 9.2% African American (9.2% Disparity)

11th Grade Students
Data source: PDE Accountability Files

The racial achievement disparity narrowed from SY2022 (-11.6%).

2023 District Performance Results
Page 44 | September 8, 2023
Green data labels represent an increase in the percentage of Proficient or Advanced students from previous year – this is the desirable outcome; Red data labels represent a decrease in the percentage of Proficient or Advanced students from previous year.
The racial achievement disparity increased from SY2022.
Literature
- Newly adopted culturally relevant high school novels
- Thinking and learning routines
- Cultural and Historically Responsive Pedagogy

Algebra I
- Data-informed support to target foundational learning gaps across all grades
- Thinking and learning routines

Biology
- Aligning teaching and curriculum to the Next Generation Science Standards (NGSS) and STEELS standards
- New biology curriculum materials
- Learning through exploration
- Thinking and learning routines across all grades
- Culturally and Historically Responsive Pedagogy

All Subjects
- Expansion of after-school tutoring both in-person and at home
Student learning experiences during SY2024 will include research and evidence-based instruction that includes but is not limited to an emphasis on:

- The Science of Reading
- CRA in mathematics
- Next Generation Science Standards
- Culturally and Historically Responsive Pedagogy
- Thinking and learning routines
- Writing across all content areas
- Extended opportunities for acceleration, intervention, and remediation as necessary throughout the school year