



*West Allegheny School District  
A Tradition of Excellence . . . A Vision for Tomorrow*

# **Student Academic Outcomes Report**

**2016 – 2017**

**Presented Fall 2017**



*West Allegheny School District*  
*A Tradition of Excellence . . . A Vision for Tomorrow*

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## *West Allegheny School District* *A Tradition of Excellence . . . A Vision for Tomorrow*

### **Our Mission**

The mission of the West Allegheny School District, a leader in quality education, is to ensure each student acquires the necessary knowledge and skills to be a responsible citizen, prepared for life-long learning and employment; this is accomplished by providing meaningful and personally challenging learning experiences within a safe, nurturing environment in partnership with family and community.

### **Our Vision**

The West Allegheny School District will create a learning environment in which students maximize their potential and achieve success in a cooperative partnership with students, parents, staff, administration, and community through a positive, supportive, caring climate which promote the dignity of all individuals.

### **Shared Values**

- Quality education is essential to sustain our democratic society.
- Education benefits people throughout their lives.
- Every person is valuable and worthy of respect.
- All people can and want to learn.
- Quality education is a shared responsibility among students, family, school, and community.
- Higher expectations lead to higher performance.
- Family support provides a strong foundation for individual learning.
- Each individual is unique and capable of reaching higher levels of performance given the proper conditions.

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## Framework for Excellence

The Framework for Excellence is a research-based learning theory model. The Framework reflects the inter-relationship and interdependency of each of its components. If one of the parts of the Framework changes, the other parts must adapt and change as well. This indicates the reciprocal nature and dynamics of effective teaching and learning as well as the importance that school culture and climate contribute to student success. It also represents organizations that are focused on delivering excellence must constantly be in a state of reflection, continual adaption and growth. The Framework also suggests that the whole is greater than the sum of its parts. There are three priorities that support the Framework for Excellence with corresponding goals, foci, critical actions and critical indicators. Our three priorities are as follows:

### **Priority 1: Academic Rigor, Equity and Excellence for All Students**

*Each student will have access to rigorous, equitable academic opportunities and excellence in teaching and learning so that they realize tremendous success.*

- Goal: Career and College Ready
- Goal: Academic Preparedness
- Goal: Effort-based Learning and Innovation

### **Priority 2: High Quality Instruction in Every Classroom, Every Day Within Safe and Supportive School Cultures**

*Each student will have access to a highly effective teacher in every classroom that challenges them academically, builds authentic relationships with them, and espouses a growth-mindset. All students will participate and learn in safe and supportive school cultures that promote academic values as well as connectedness to school-related activities.*

- Goal: Highly Effective Educators
- Goal: Supportive School Cultures
- Goal: Engagement and Connectedness to School Activities

### **Priority 3: Family Engagement, Financial Responsibility and Operational Efficiency**

*Foster effective family engagement to support student success and connectedness to school and activities. Fiscal responsibility and efficiency in program delivery are essential to provide high quality academic programs and support services to our students.*

- Goal: Family Engagement and Partnership
- Goal: Safety and Emergency Preparedness
- Goal: Financial and Operational Efficiency and Effectiveness

## Introduction

The **2016-2017 Student Academic Outcomes Report** is a collection of aggregate data from the 2016-2017 school year used as indicators of programmatic and student success. This report represents summative achievement data that the District collects throughout the year via assessments such as the SAT, Advanced Placement (AP), Keystone, and Pennsylvania System of School Assessment (PSSA) exams.

District assessment data are regularly examined and analyzed to assist in program planning and evaluation. The data provide teachers with relevant information regarding student progress towards grade level learning outcomes. Specific data strengths and weaknesses are identified for each student in order to meet the unique needs of each learner and to promote academic achievement. Interventions in the form of differentiation and remediation are provided as progress is regularly monitored and new data are utilized to determine next steps.

Similarly, the data are reviewed when making decisions regarding alignment of learning standards and the use of curricular resources and instructional strategies. Teachers reflect on the data trends as they make decisions regarding the adaptation of curricula. Professional development planning becomes an integral part of the data review process in order to address instructional practices that promote academic achievement for all students.

Data analysis is a key part of the decision-making process related to instruction. Teachers and administrators meet in teams in order to reflect on data trends and to develop a targeted plan to either remediate or accelerate instruction specific to learner needs. In addition to the tests that provide summative data included in this report, diagnostic exams such as the Classroom Diagnostic Tools (CDT), easy CBM, and DIBELS as well as performance based assessments administered in the classroom are also utilized. These assessments provide teachers with relevant information regarding student progress towards meeting learning outcomes.

The use of data is an effective tool in providing insight in the delivery of instruction and directly relates to the implementation of the West Allegheny School District Framework for Excellence. Specifically, Priority 1 addresses Academic Rigor, Equity, and Excellence for All Students in which students have access to rigorous, equitable academic opportunities and excellence in teaching so that they realize success. Similarly, Priority 2 highlights High Quality Instruction in Every Classroom, Every Day Within Safe and Supportive School Cultures as students have access to a highly effective teacher in every classroom that challenges them academically, builds authentic relationships with them, and espouses a growth-mindset. The reflection of data leads to the development of high quality instruction that provides academic rigor and equity for all students and establishes the foundation for continuous improvement.

### **Context of West Allegheny**

The West Allegheny School District, located 6 miles from the Pittsburgh International Airport and 15 miles west of Pittsburgh, is comprised of the townships of Findlay and North Fayette and the borough of Oakdale, encompassing approximately 60 square miles. Total student enrollment for the three elementary schools, one middle school, and one high school is 3,346. The District has three elementary schools for children in full-day kindergarten through grade 5. Donaldson Elementary, McKee Elementary, and Wilson Elementary having enrollments of 525 students, 432 students, and 574 students, respectively. The Middle School provides instruction for 782 students in grades 6 through 8, while the High School educates 1,033 students in grades 9 through 12.

District attendance for 2016-2017 increased by .4% from the previous year to 94.9%. The percentage of students meeting the 95% attendance threshold goal increased by 2.9% to 65.5%.

Students are considered economically disadvantaged if they are eligible to participate in the free and reduced lunch program via application. Over the past year, the District has experienced a 1.56% decrease as it went from 22.97% to 21.41% receiving free and reduced lunches.

The District currently has 474 students, which is 14.1% of students receiving special education services. We are ensuring that all students receive a Free and Appropriate Education (FAPE) in the most conducive (safe and supportive) and least restrictive environment. To this end, the District prides itself on fostering and advancing a culture of academic inclusion by serving the needs of all students. This philosophy is reflected in the expansion in the number of students receiving at least 80% of their instruction in regular education classes. Our current least restrictive environment is 78%, which is a 6% increase from the previous year.

## **Conclusions**

### **Key Findings from the analysis of student outcomes:**

- The ongoing development and implementation of District K-12 curricula is rigorous and standards-aligned supporting continued improvement in student attainment and growth, ensuring students are prepared for a career and/or college pathway.
- The instructional resources provided by the District have established a strong foundation for effective instruction and student learning.
- The instructional practices utilized by teachers are engaging students and promoting a culture for learning fostering a growth mindset.
- The focus on using data to inform planning, instruction and targeted student intervention has contributed to positive student outcomes.
- The ongoing focus on career and college readiness indicators including academic preparedness (GPA and access to rigorous courses), academic tenacity (attendance and growth-mindset) and career and college knowledge (career awareness and exploration curriculum), is supporting positive student outcomes.

### **Key Focus Areas:**

- Grades K-12 Mathematics and K-12 English Language Arts instruction are priorities as teachers write and refine curriculum that address sound pedagogical practices and rigorous tasks. This addresses continued improvement in mathematics and ELA.
- The grades 6-8 science curriculum is being adapted to include a new inquiry-based program that engages students in the learning process and establishes a strong foundation for HS science.
- The District will continue to expand career awareness and exploration opportunities for students.
- The continued expansion of computer science and computer programming opportunities for students grades 3-12 remains a focus area.
- The District will continue to provide remediation, acceleration and alternative education programming to meet all students' needs.
- Special education inclusive practices are a priority as the District serves the diverse needs of all students.
- Focus on creating positive, safe and supportive school cultures where students are valued and supported to learn.

### **Recommendations:**

West Allegheny School District's learning theory is predicated on effort creating ability. As such, the District remains committed to continuous improvement as a learning organization. Our belief centers on creating and modeling growth-mindsets where socializing intelligence theory is applied at all levels and staff and students take ownership and investment in working hard to obtain better results. Ongoing and recursive cycles of data analysis, using multiple data sources, is a key part of the continuous improvement process. The District values and creates professional learning communities of educators where the adults study, learn and reflect on student data trends, instruction, curriculum and culture to develop action plans based on the identified needs for continual improvement.

- The District is committed to revising the K-12 curricula in order to engage students in rigorous, standards-aligned tasks that connect and prepare students for a career or college pathway.
- The West Allegheny Framework for Excellence that identifies District priorities, goals, foci, critical actions and indicators will continue to be implemented with the goal of establishing dynamic learning experiences and a culture and climate that contribute to academic success for all of our students.
- The District remains committed to providing professional learning models to support growing and sharing effective instructional practices as among teachers. Further, the District commits to continue to

engage lead teachers in designing, facilitating and participating in curriculum design and professional learning opportunities.

- There is a commitment to continue data summits, with administrators and teachers, analyzing trends leading to action planning for continuous improvement that directly effects curriculum development, selection of appropriate resources, specialized instruction and programming, and implementation of sound instructional practices.
- Data will be used to inform the multi-tiered system of support for students as well as specialized educational programming.

## **Executive Summary**

### **Highlights from 2016-2017 School Academic Outcomes**

The data presented in the 2017 Student Academic Outcomes Report demonstrate high levels of achievement as students meet or exceed the high expectations established by the West Allegheny School District. As our mission addresses the goal of providing meaningful and personally challenging learning experiences for our students, we take pride in our performance over the past year.

### **Highlights from 2016-2017 School Academic Outcomes**

#### **Post Graduate Endeavors**

- 75% of our students attending a college or university reported admissions to schools ranked as competitive or higher by Barron's Profile of American Colleges.
- One out of four graduates attending college reported attending a school in the top three tiers of Barron's Ratings.

#### **College and Career Indicator System**

- From 2015-2016 to 2016-2017 the District realized 2.9% growth in the number of students meeting or exceeding the 95% attendance expectation.
- 81% of our students in 2016-2017 maintained a 3.0 or higher GPA.
- The District focus on reducing chronic absenteeism has resulted in a 28% reduction in the number of chronically absent students.

#### **Advanced Placement Scores**

- The number of students accessing AP Courses has increased from 211 to 327 in a four-year period, with over 730 enrollments in 2016-2017.
- The total number of AP exams taken each year by West Allegheny students has increased from 178 to 728 over a four-year period.
- Advanced Placement qualifying scores have increased from 70 exams passed to 294 exams passed in a four-year period.
- We celebrated 60 College Board recognized Advanced Placement Scholars in the 2016-2017 school year, up from 18 students four years ago.

#### **Career and Technical Education**

- With the addition of the 9<sup>th</sup> grade program Parkway's CTE program enrollment has increased from 82 to 119 students.
- Students enrolled in our Parkway's CTE program perform exceptionally with 100% pass rates over the last three years on the National Occupational Competency Testing Institute (NOCTI) exams as well as increasing industry certifications/credentials earned.

### **Scholastic Aptitude Test (SAT)**

- The Class of 2017 saw an increase of 26 students taking the SAT, compared to the Class of 2016 as well as improvement in mean test scores in reading and mathematics.
- The class of 2017 mean SAT score was 1090 compared to a State score of 1073.

### **American College Test (ACT)**

- Over the past 5 years we have seen a consistent increase in the number of students taking the ACT.
- In 2017, 106 students took the ACT and posted a mean composite score of 22.8, which is 1.8 points above the national average.

### **Preliminary Scholastic Assessment Test (PSAT)/National Merit Scholarship qualifying Test (NMSQT)**

- In 2017, five West Allegheny students earned National Merit Scholarship commendations.

### **2016-2017 Keystone Data**

- West Allegheny continues to outperform the State average across four of the five Keystone Exams, with the exception of 9<sup>th</sup> grade Algebra.
- Our overall District Algebra proficiency (combined 7<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> grade Keystone Algebra) continues to increase from 48.8% in 2014-2015 to 65.6% in 2016-2017, demonstrating a 16.5% increase across three tested years. (reference data table in appendix)
- Grade 8 Algebra has realized a 38.2% increase in proficiency across four years, improving from 51.1% in 2013-2014 to 89.3% proficient and advanced in Spring of 2017.

### **2016-2017 PSSA Data**

- On the 2017 Spring PSSA grades 3-8 (tested school year 2016-2017), the District outperformed the State in every assessment category (14 out of 14).
- In grade bands 3-5 and 6-8, the District has realized continued improvement in mathematics performance across the last three tested years.
- In ELA grade bands 6-8, the District realized continued growth across the last three years.
- On the 2017 PSSA ELA grade 3 and 5 assessment, the District realized approximately 80% of students scoring proficient and advanced.

### **PVAAS Growth Data**

- In 2017, we have met or exceeded the PA growth standard in all Mathematics categories for the first time.
- In all Mathematics growth categories, our 2017 results exceeded or remained consistent with the 2016 growth results.
- In all ELA growth categories, our 2017 results exceeded or remained consistent with the 2016 growth data.
- In 2017, we have met or exceeded the PA growth standard for grade 4 and 8 Science and Keystone Biology for the first time.
- The District met or exceeded the growth standard in 11 out 15 categories based on the three-year growth average, with nine categories moderately or significantly exceeding the PA growth standard

(Keystone Algebra 1, Keystone Literature, Keystone Biology, PSSA grade 8 mathematics, PSSA grade 7 ELA, PSSA grade 5 Mathematics and ELA, PSSA grade 4 Science and ELA).

**2016-2017 PVAAS Teacher Data**

- West Allegheny has significantly more teachers who moderately to significantly exceed the expected growth standard as compared to the State.
- 78% of our teachers meet or exceed the expected PA growth standard. This is above the State average.
- Our composite teacher level data has improved from 2016 to 2017 with a higher percentage of teachers meeting or exceeding the growth standard. Our goal is to have all teachers meeting/exceeding the growth standard.

**School Performance Profile (SPP)**

- Four out of the five District schools exceeded the PA Growth Measure while Middle School made significant progress demonstrating a 9.4-point increase from 2016.

## Post-Graduate Endeavors for the Class of 2017

The chart below summarizes the post-secondary commitments of the West Allegheny graduating class of 2017.

West Allegheny Class of 2017	#	%
4-Year College and University	168	60%
2-Year College	60	21.5%
<b>Total College-Bound Grads</b>	<b>228</b>	<b>81.7%</b>
Workforce	17	6.1%
Armed Services	4	1.4%
Undecided-Unknown	30	10.7%

## Schools Attended by West Allegheny's Class of 2017

Alderson Broaddus University-3-C		Slippery Rock University-10-C
California University of PA-4-C	John Carroll University-4-C	The Ohio State University-2-HC
Case Western Reserve University-2-MC	Kent State University-12-C	The University of Mount Union-1-C
CCAC-19-NC	La Roche College-1-LC	United States Air Force Academy-1-MC
CCAC North-Special Needs Program-2-NC	Marquette University-1-VC	
Champlain College-1-VC		University of Cincinnati -1-VC
Chatham University-4-VC	Millersville University-1-C	University of Michigan, Ann Arbor-1-HC
Clarion University-1-C	North Central Texas College-1-NC	University of Pittsburgh-6-HC
Coastal Carolina University -3-C	Ohio University-3-VC	University of Pittsburgh at Greensburg-1-C
Colorado State University-1-VC	Old Dominion-1-C	
Community College of Beaver County-2-NC		Washington & Jefferson College-2-VC
Douglas Education Center-1-S	Penn State Beaver Campus-2-NC	Waynesburg University-5-C
Duquesne University-3-VC	Penn State University-12-VC	West Liberty University-1-C
Edinboro University-7-LC	Pittsburgh Technical College-2-S	West Virginia University-3-C
Fairleigh Dickinson University-1-C	Point Park Univ. Conservatory-1-C	West Virginia Wesleyan-1-C
Florida Gulf Coast University-2-C	Point Park University-1-C	Westminster College-1-C
Franklin and Marshall College-1-MC	Rensselaer Polytechnic Institute-1-MC	Xavier University-1-VC
Full Sail University-1-NC	Robert Morris University-22-C	Youngstown State University-1-C
Gannon University-3-C	Rochester Institute of Technology-1-HC	
Grove City College-1-HC	Rosedale Tech Institute-1-S	
Hiram G Andrews-1-VC	Saint Vincent College-1-C	
Indiana University of Pennsylvania-10-LC	Shadyside School of Nursing of UPMC-1-S	

Source Document: Barron's Profile of American Colleges (published May 2017) Most Competitive-MC, Highly Competitive-HC, Very Competitive- VC, Competitive-C, Less Competitive-LC, Non-Competitive-NC, Specialized-S

### College Attendance by College Competitiveness

Class of 2017		
	# of Students	%
Most Competitive	6	3%
Highly Competitive	11	6%
Very Competitive	30	16%
Competitive	84	50%
Less Competitive	18	10%
Non Competitive	24	13%
Specialized	5	2%
<b>TOTAL</b>	<b>178 Students</b>	<b>100%</b>

#### Analysis of College Attendance

Our Class of 2017 post-secondary continuation (2 and 4 year colleges) is 81.7%, which is up from the Class of 2016 at 77.7%. The majority of our college bound graduates find themselves admitted to very competitive and competitive colleges and universities, representing two-thirds (66%) of the college bound graduates. Seventeen students, representing 9% of the college bound graduates were admitted to the most and highly competitive schools.

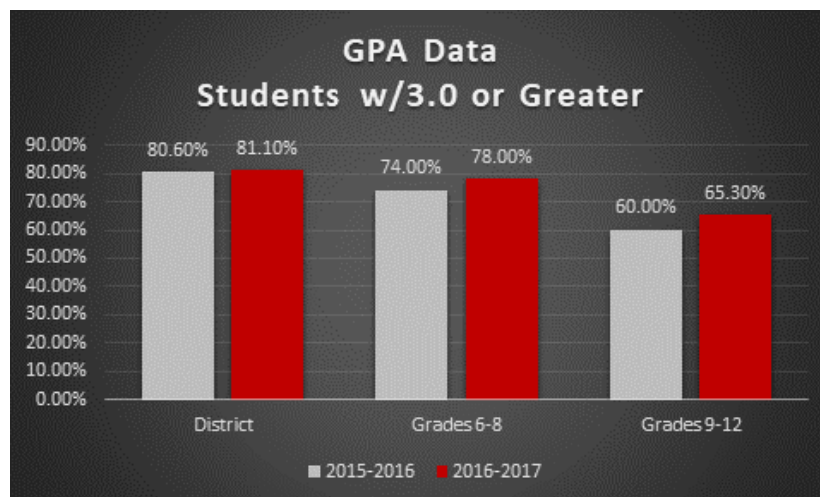
Twenty-five percent of our graduates find themselves in the top three tiers of schools. Most competitive schools are defined as top 10% to 20% in their class with a grade point average of A to B+. Highly competitive schools are defined as top 20% to 35% in their class with a grade point average of B+ to B. Very competitive schools are defined as top 35% to 50% in their graduating class with no less than a B- grade point average. We will report this data for each graduating class moving forward.

## College and Career Readiness Indicator System

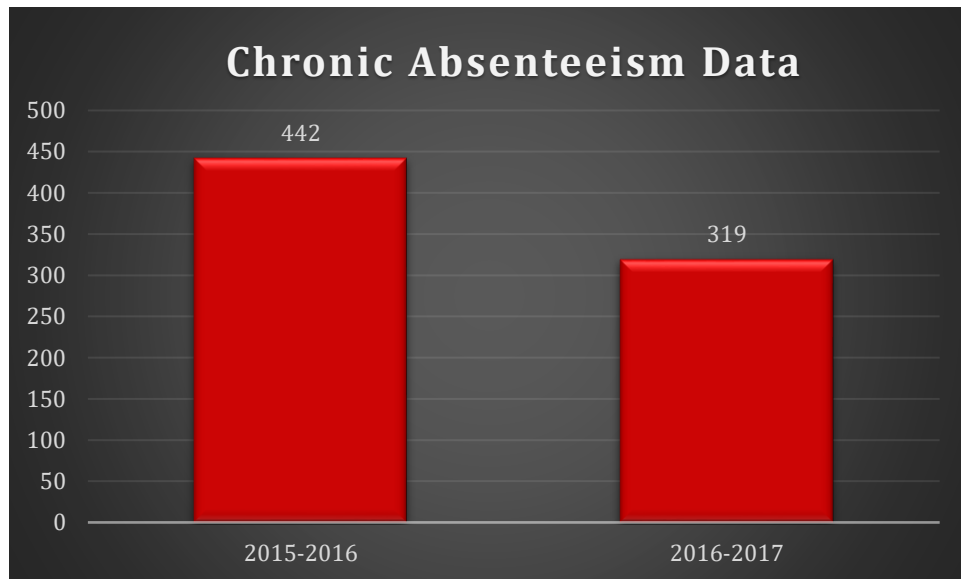
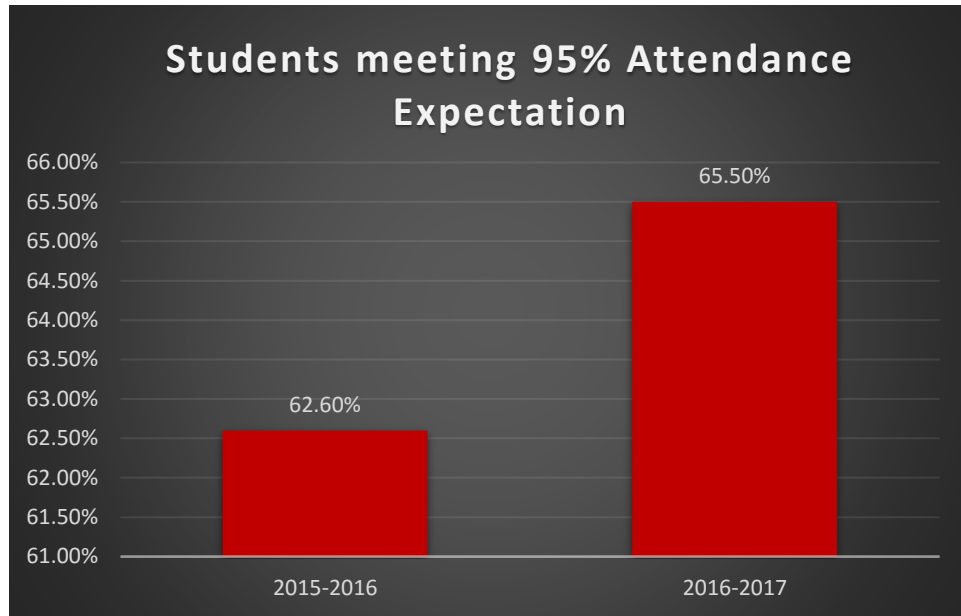
In alignment with District priorities identified in the District's Framework for Excellence (specifically Priority 1: Academic Rigor, Equity, and Excellence for All Students), we have made it our mission to prepare students for the workforce, a career certification program and/or a 2-4 year college degree program by the time they graduate. Our ultimate measure of meeting this mission is when our students are successful in obtaining career certification(s) and/or degree completion culminating with job placement. This is not a mission that begins in a student's senior year; this is a connection that is cultivated throughout their K-12 experience at West Allegheny by encouraging them to explore their interests and passions and to take full advantage of opportunities provided them. In order to accomplish this mission, the District has developed a three-tiered framework called the Career and College Readiness Indicator System (CCRIS), which is based on research from the Annenberg Institute for School Reform at Brown University. This system focuses on three dimensions of career and college readiness including academic preparedness, academic tenacity, and career and college knowledge.

- Academic preparedness refers to key academic content knowledge and cognitive strategies needed to succeed in doing college-level work and in preparing for career training.
- Academic tenacity refers to the underlying beliefs and attitudes that drive student achievement.
- Career and college knowledge is the knowledge base and contextual skills that enable students to successfully access and navigate college and career paths.

This system supports our ability to determine whether students are on track for career and/or college readiness. We use several indicators to monitor the three dimensions. Indicators include, but are not limited to, a GPA of 3.0 or higher and performance on standardized assessments such as PSAT, SAT, AP exams and state assessments such as PSSA and Keystone Exams for academic preparedness; whereas, attendance rates of 95% or better as well as chronic absenteeism (missing 10% or more) are discipline referrals are monitored for an academic tenacity measure. We have several robust measures that are qualitative for career and college knowledge including but not limited to Naviance career interest surveys, Virtual Job Shadow, career awareness curriculum, and developing four-year program of studies aligned to one or more of the seven career and college pathways offered at the high school.



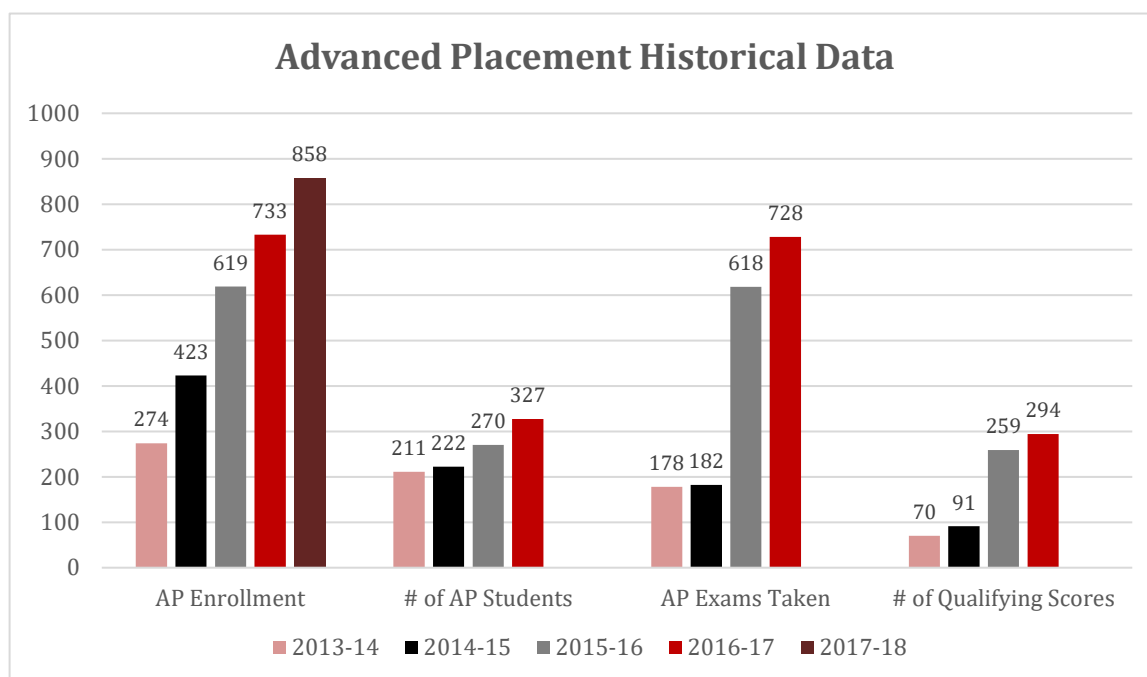
- 81% of students grades 4-12 had a GPA of 3.0 or greater. You will notice an improvement in the percent of students maintaining a GPA of 3.0 or higher from 2015-16 to 2016-17. We anticipate continued improvement in this benchmark.



We are continuing to increase the number of students who attend school 95% of the time while decreasing our students who are chronically absent from school. In 2015-2016, 12.1% of students (442 students) were chronically absent. In 2016-2017 9.7% of students (319 students) were chronically absent. Our focus on reducing chronic absenteeism has resulted in 123 fewer chronically absent students, representing a 28% reduction from the 2015-16 to 2016-17 school year.

## Advanced Placement Scores

Advanced Placement (AP) courses follow a prescribed syllabus developed and audited by the College Board. AP courses are designed to equate to the initial year of university study in a given subject. Students who score a 3 or above, out of a possible high score of 5, generally receive advanced placement and/or college credit from colleges and universities. Beginning in the 2015-2016 school year, West Allegheny was awarded a highly competitive and prestigious National Math and Science Grant in the amount of \$730,000 to support improvements in Advanced Placement including increasing the number of students taking AP courses and their success in earning qualifying scores. The District has seen dramatic success as evidenced by the tables and charts below. In 2016-2017, the District was also awarded the prestigious College Board Advanced Placement Diploma Program, being one of only 17 districts in Pennsylvania and 650 in the Nation that are able to offer this to their students. We currently offer 19 Advancement Placement Courses and will grow to 20 in 2018-2019.



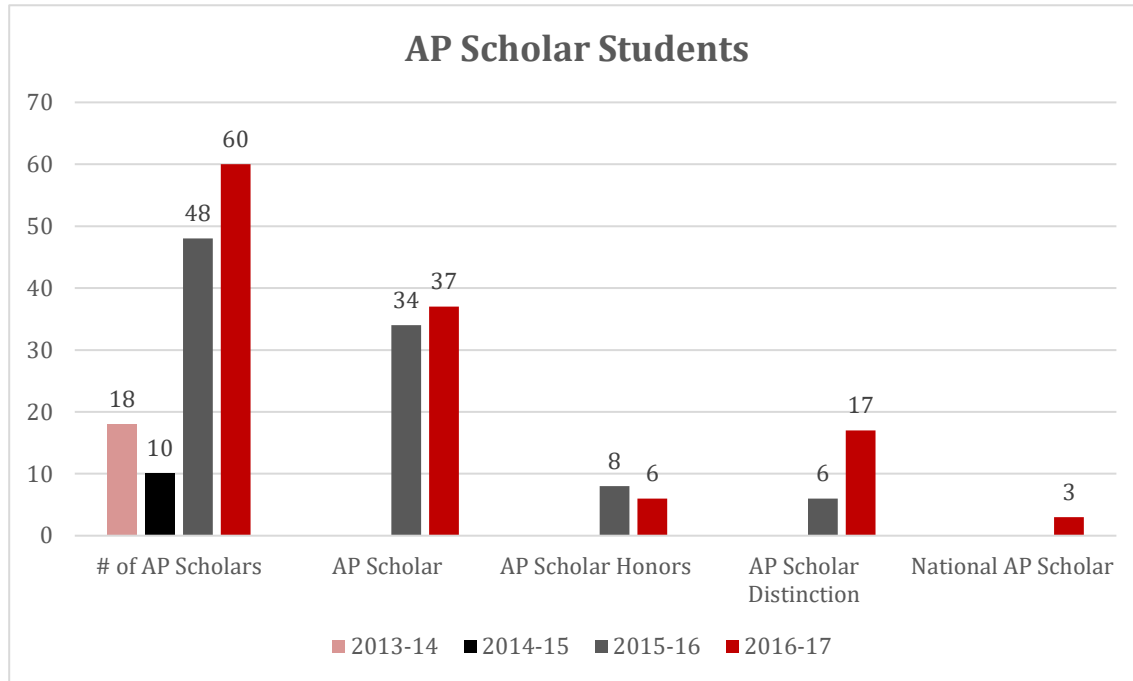
As evidenced in the chart above, AP enrollment, total number of AP students, exams taken and earning of qualifying scores have all increased dramatically over a four-year period. AP enrollment has increased 213% representing an increase of 55% of actual students taking AP courses. Students earning qualifying scores have increased 291%. Results in our first year of the NMSI grant (2015-2016) resulted in West Allegheny being ranked #1 in the Nation and in Pennsylvania for percent increase in AP math and science qualifying scores. Access to rigorous courses in high school is a predictor of college readiness and persistence. Students earning qualifying scores (3s, 4s, and 5s) earn higher GPAs in college and have higher degree attainment rates. This also applies to students earning exam scores of 2. Students are 85% more likely to persist in college with 3.0 GPA, 95% attendance and two AP courses in high school. Further, 85% of selective colleges/universities report student's AP experience favorably impacts admission decisions; and, colleges/universities rank grades in AP courses and strength of curriculum as the top two factors in college admission decisions. To remove barriers for students, the District is also committed to continuing to pay for Advanced Placement Exam costs.

Advanced Placement Mean Score by Course					
AP Course	2012-13	2013-14	2014-15	2015-16*	2016-17*
Biology	4.00	3.00	2.75	2.63	3.14
Calculus AB		1.60	1.33	2.36	3.67
Chemistry				2.82	1.90
Computer Science A				2.50	2.64
Computer Science Principles					2.13
Eng Language & Composition	3.04	2.88	2.81	2.43	2.50
Eng Literature & Composition	2.80	2.56	2.82	2.68	2.51
German		2.75	3.00	2.30	3.22
Macroeconomics	3.00			1.50	1.53
Microeconomics	2.50		1.00	1.20	1.19
Physics 1				2.18	2.57
Physics 2			2.00	2.25	2.94
Psychology	3.00	2.42	2.30	1.88	1.95
Spanish			3.00	3.00	3.33
Statistics	2.80	2.66	2.10	2.34	1.85
Studio Art	2.80	2.60	2.00	3.00	3.50
US Government & Politics	3.16	2.65	2.60	2.66	2.69
World History					2.08

Beginning in the 2015-2016 school year, all students enrolled in an AP course are required to take the AP exam. In Prior years, AP mean exam scores were higher as a result of only a select number of enrolled students taking the exam. In several of the courses, the mean score has not changed dramatically from previous years where not all enrolled students took the AP exam to 2016-2017. In several courses (AP Biology, Calculus AB, German, Physics 2, Spanish, Studio Art, US Government), mean scores in the 2015-16 and 2016-17 school years were better than prior years. The majority of AP courses in 2016-17 continue to increase in mean exam scores compared to the 2015-2016 mean scores.

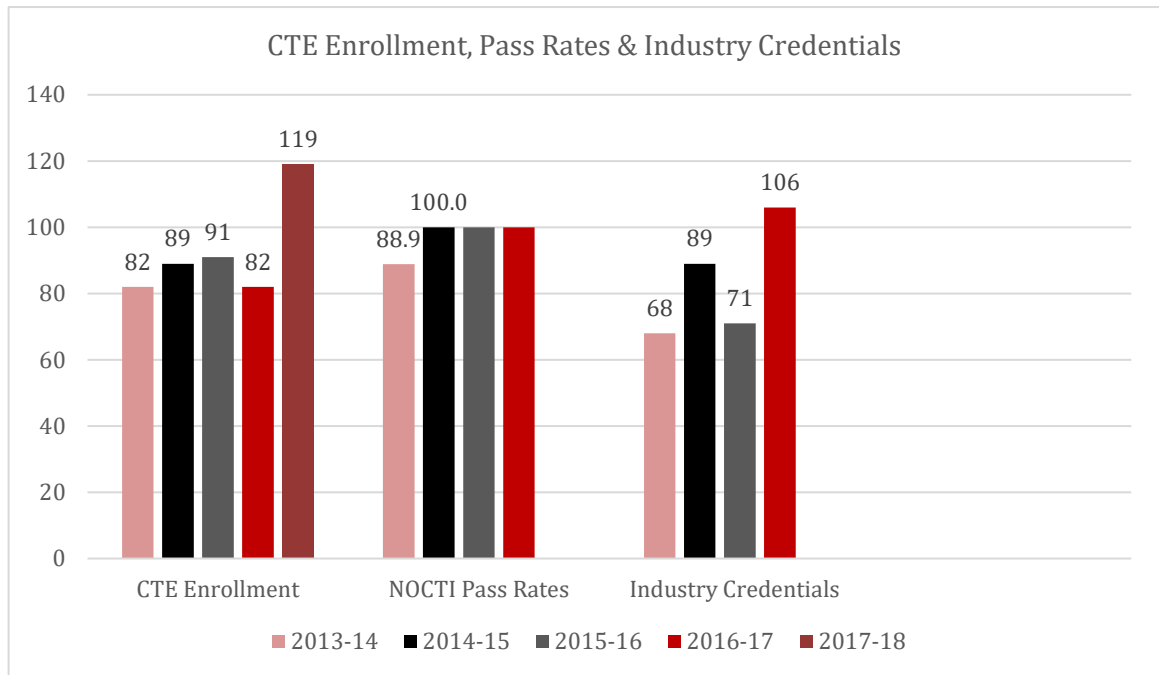
Advanced Placement by Grade Level Enrollment				
*All AP Enrolled Students began taking AP exams in 2015-16				
Academic Year	2013-14	2014-15	2015-16	2016-17
10th Graders	0	0	16	26
11th Graders	87	113	138	145
12th Graders	124	109	116	156
<b>Total Students</b>	<b>211</b>	<b>222</b>	<b>270</b>	<b>327</b>

In order to offer increased flexibility to students, we recently began to offer AP courses in 10<sup>th</sup> grade. This affords students the ability to spread AP courses across three years versus the traditional junior and senior years. This flexibility allows students to take more AP courses if they choose as well as decreasing the workload when courses are taken across three years. The above chart also indicates the continual increase in students taking AP courses.



The College Board has an AP Scholar Award Program that recognizes high school students who have demonstrated college-level achievement through AP courses and exams. In 2016-2017, we had **37 AP Scholars**. This distinction is granted to students who receive scores of 3 or higher on three or more AP Exams. Six students with **AP Scholars with Honors**. AP Scholars with Honors is granted to students who receive an average score of at least 3.25 on all AP Exams taken, and scores of 3 or higher on four or more of these exams. We had **17 AP Scholars with Distinction**. AP Scholars with Distinction is granted to students who receive an average score of at least 3.5 on all AP Exams taken, and scores of 3 or higher on five or more of these exams. In 2016-2017, we had for the first time in WA history, three students earn **National AP Scholars**; they were also awarded the AP Scholar with Distinction designation. This prestigious distinction is granted to students in the United States who receive an average score of at least 4 on all AP Exams taken, and scores of 4 or higher on eight or more of these exams. Impressively, all three National AP Scholars earned this distinction by the end of their junior year. This honor places these students among the nation's most elite academic performers. Our number of AP scholars have increased dramatically over the last four years, representing a 233% increase from 2013-2014.

## Career and Technical Education

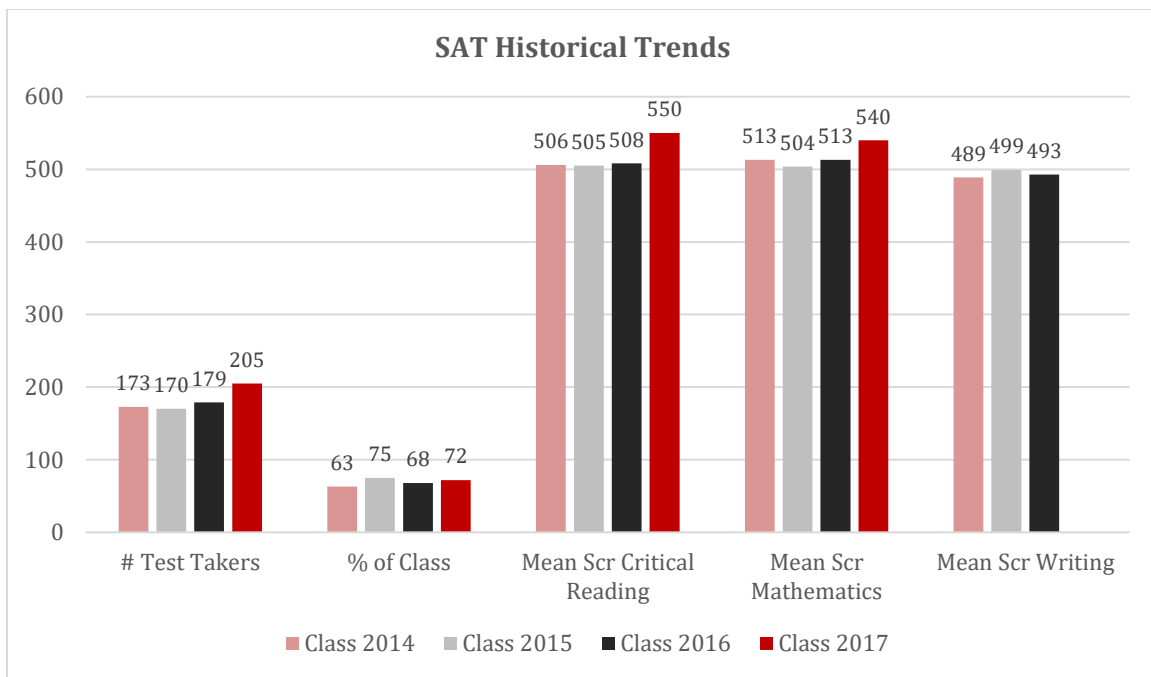


West Allegheny School District places equal emphasis on preparing our students for careers and college. Many K-12 institutions erroneously commit to the “college for all” rhetoric. At West Allegheny, we refute this educational trend based on research and workforce analysis. An ongoing challenge facing K-12 educators is providing students with the skills needed to be successful in a rapidly changing job market and for jobs that do not currently exist. At West Allegheny, we take this challenge very seriously and have made it our mission to prepare students for the workforce, a career certification program and/or a 2-4 year college degree program by the time they graduate. A recent Harvard study suggests that in 2018, 33 percent of all jobs will require at least a four-year degree while the overwhelming majority of jobs available, 57 percent, will require technical and applied skills obtained through certificate programs and/or associate degrees. Further, research on workforce trends suggest a 1:2:7 occupation ratio meaning that for every one job that requires a master’s degree or more, there are two jobs that require a university degree, and seven jobs that require a one-year certificate or two-year associate’s degree. The 1:2:7 occupation ratio is projected to be accurate through 2030.

Based on constant analysis of workforce data and research, West Allegheny continues to enhance and grow our career development programs. This includes encouraging freshman to enroll in our CTE program provided by Parkway Career and Technical Center. Our enrollment trend data supports this programmatic enhancement. Our students enrolled in our Parkway’s CTE program perform exceptionally with 100% pass rates over the last three years on the NOCTI as well as increasing industry certifications/credentials earned.

### Scholastic Aptitude Test (SAT)

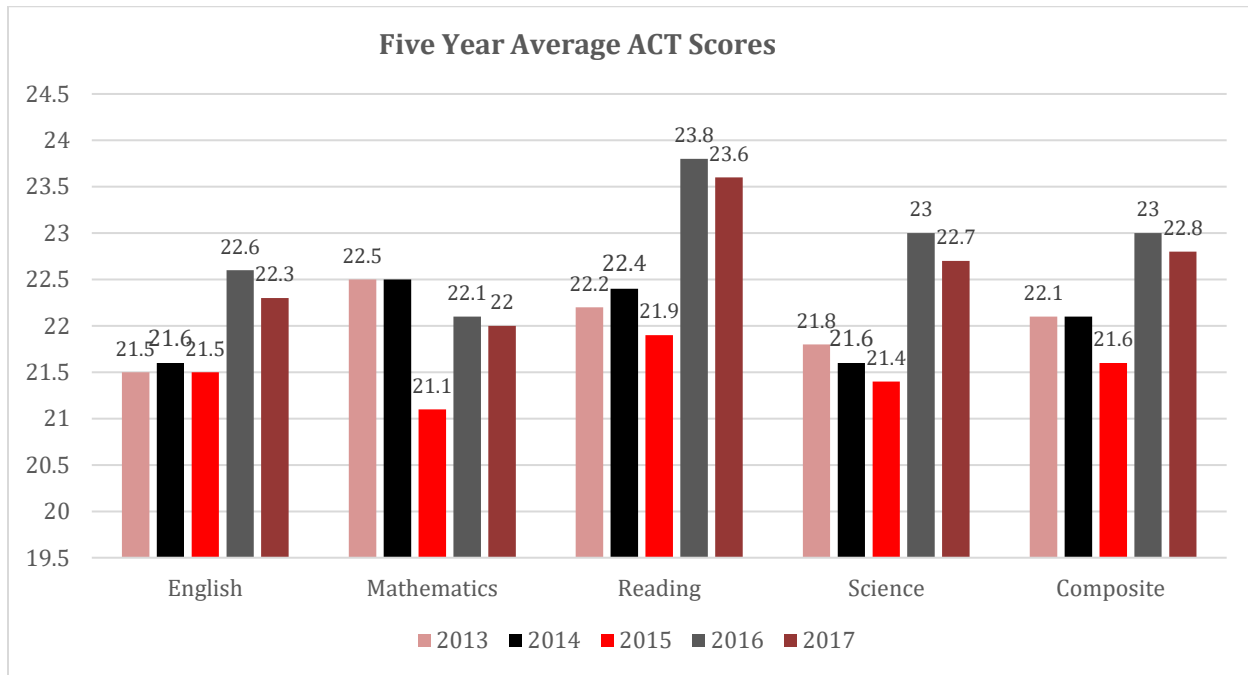
The SAT is a nationally-normed benchmark utilized by college and universities as a major admission indicator. It is designed to help admission personnel in assessing a student's likelihood of success in a college environment. A product of the Educational Testing Service (ETS) also known as the College Board, the SAT Reasoning test addresses three core areas- Critical Reading, Mathematics, and Writing. SAT scores range from 200-800 on each of the tests. In 2017, the West Allegheny mean score for mathematics was 539 while the Evidence -Based Reading and Writing (EBRW) mean score was 550.



The Class of 2017 saw an increase in the number of students taking the SAT, compared to the Class of 2016 as well as improvement in mean test scores in reading and mathematics. As we continue to improve our academic programming K-12, we anticipate continued improvement in our mean scores. In future years, we will include district comparison to state comparison of mean scores. We currently are performing slightly (not significantly) better than State mean scores. The class of 2017 mean SAT score was 1090 compared to a State score of 1073. Our SAT rank regionally has improved from 48 in 2013-2014 (Class of 2014) to 27 for the Class of 2017. Our SAT rank in the region is something we are focused on improving, given the competitiveness of college admissions.

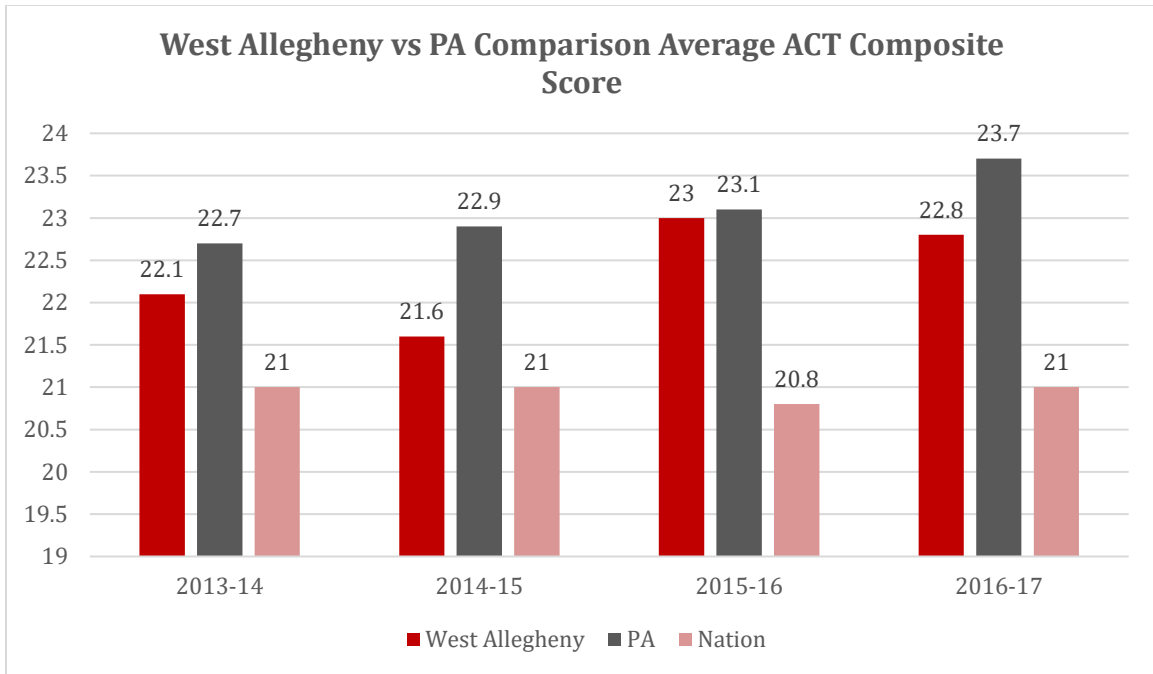
### American College Test (ACT)

The ACT is a college admission test in direct competition with SAT. The ACT Assessment contains four curriculum based tests that measure academic achievement in the areas of English, Mathematics, Reading, and Science. The ACT also provides an overall composite score. In 2017, the West Allegheny average scores included: English- 22.3, Mathematics 22.0, Reading 23.6, Science- 22.7, with an average composite of 22.8.



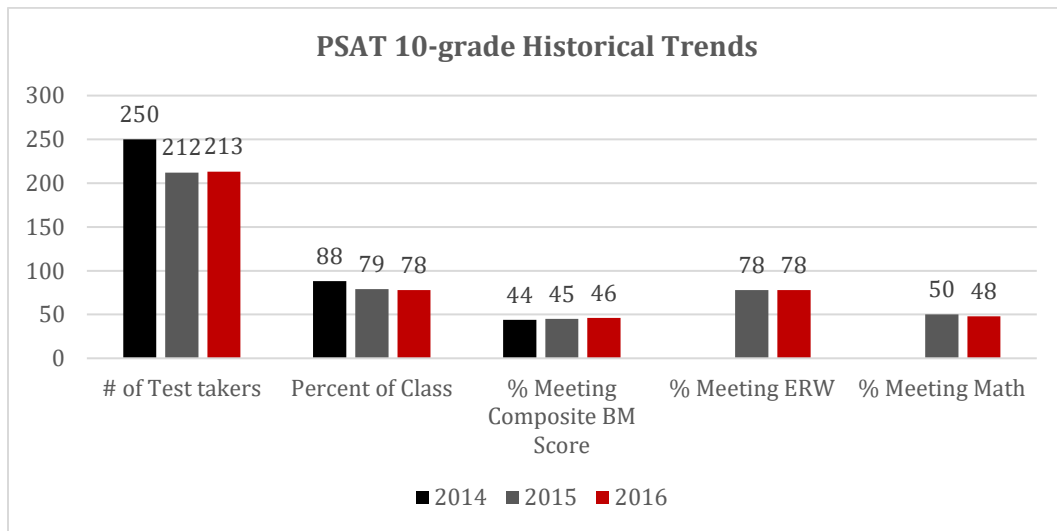
Number of Students Taking ACT	2012-13	2013-14	2014-15	2015-16	2016-17
	87	81	93	102	106

In addition to SAT exams, we are focused on improving our students average ACT scores across the four sub-tests and overall composite scores. We have far fewer students taking the ACT, 106 students, compared to students taking the SAT exam, 205 students for the Class of 2017. Our Class of 2017 data realized a slight decline in all subtests and composite scores compared to the 2016 data. Whereas, our SAT data outperforms the State data (slightly), our ACT scores are below the State but higher than the national average, when comparing composite scores.



### Preliminary Scholastic Assessment Test (PSAT)/National Merit Scholarship qualifying Test (NMSQT)

This report represents a summary of the Preliminary Scholastic Assessment Test (PSAT)/National Merit Scholarship Qualifying Test (NMSQT). The scores for both verbal and math sections range from 20 to 80. Two thirds of the Selection Index are verbal (critical reading and writing scores) and one third is the mathematics score. The total score possible is 240. The majority of West Allegheny students complete the exam during their sophomore year, while junior year students may choose to retake the exam for the purposes of earning National Merit recognition.



National Merit Scholarship Qualifying (NMSQT) Summary					
Class of	# of Students in Class	Students Taking NMSQT	Semi-finalist Students	Commended Students	Total Semi-finalists and Commended Students
2016	266	52	0	0	0
2017	293	106	1	2	3
2018	253	83	1	4	5
2019	273	95			

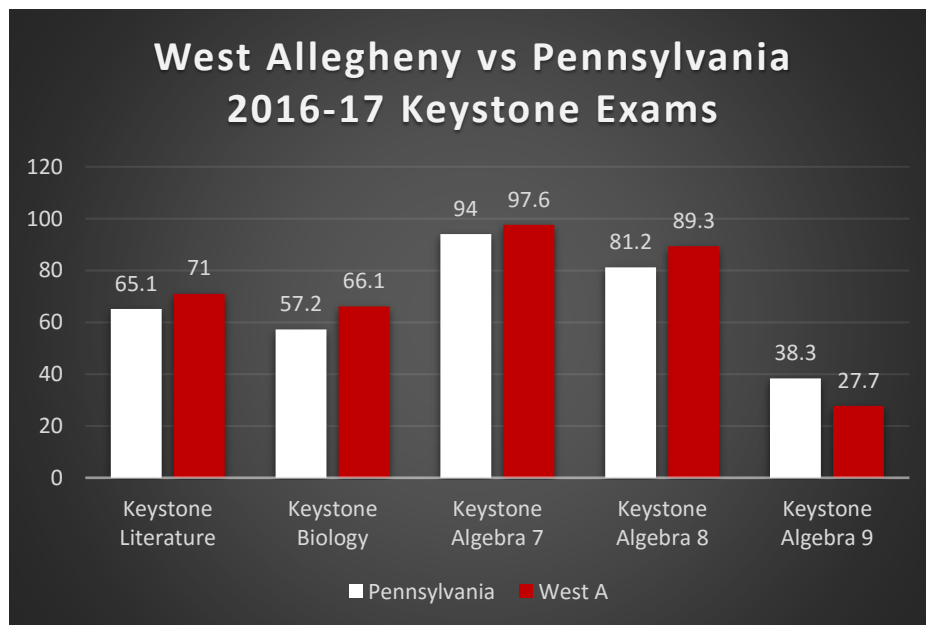
Our PSAT data is relatively flat with little improvement across a three-year period for our Sophomores. We have been focusing on increasing the number of juniors taking the PSAT to increase their ability to be qualified as National Merit Scholars. We are proud to have five national merit recognitions from the Fall 2016 exam (representing five of our current seniors).

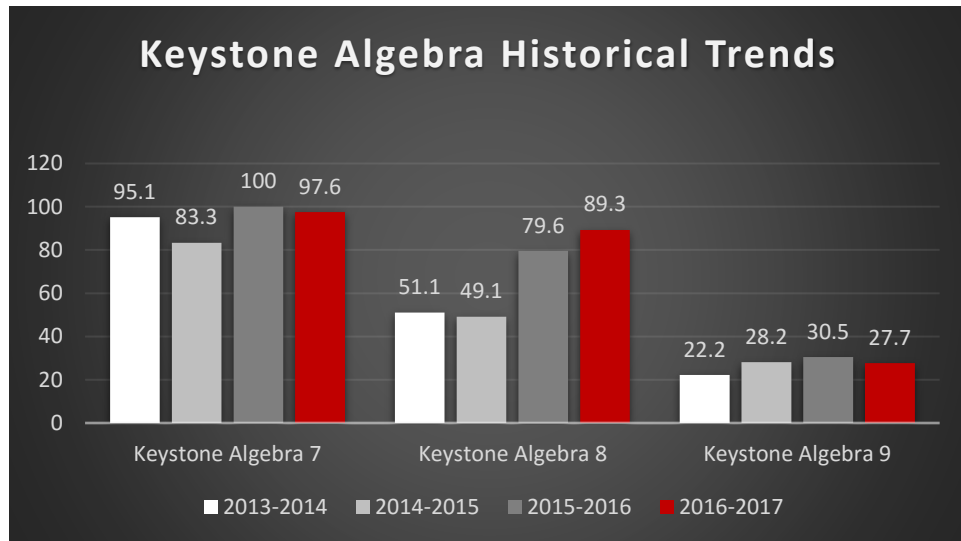
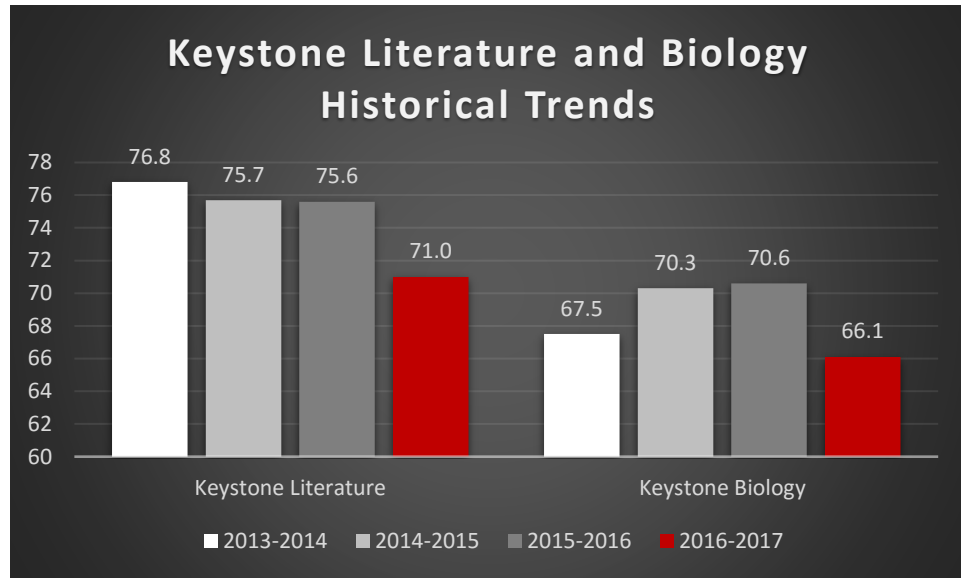
### 2016-2017 Keystone Data

The Keystone Exams are end-of-course assessments designed to assess proficiency in the subject areas of Algebra I, Biology, and Literature and help school districts guide students toward meeting course and state standards. As established, proficiency in Algebra I, Biology and Literature as measured by the Keystone Exam or district approved alternative assessment is a West Allegheny School District graduation requirement. Non-proficient students receive remediation to meet a given requirement for each subject area in which they are not proficient.

Upon reviewing the Keystone data, the following highlights are noteworthy:

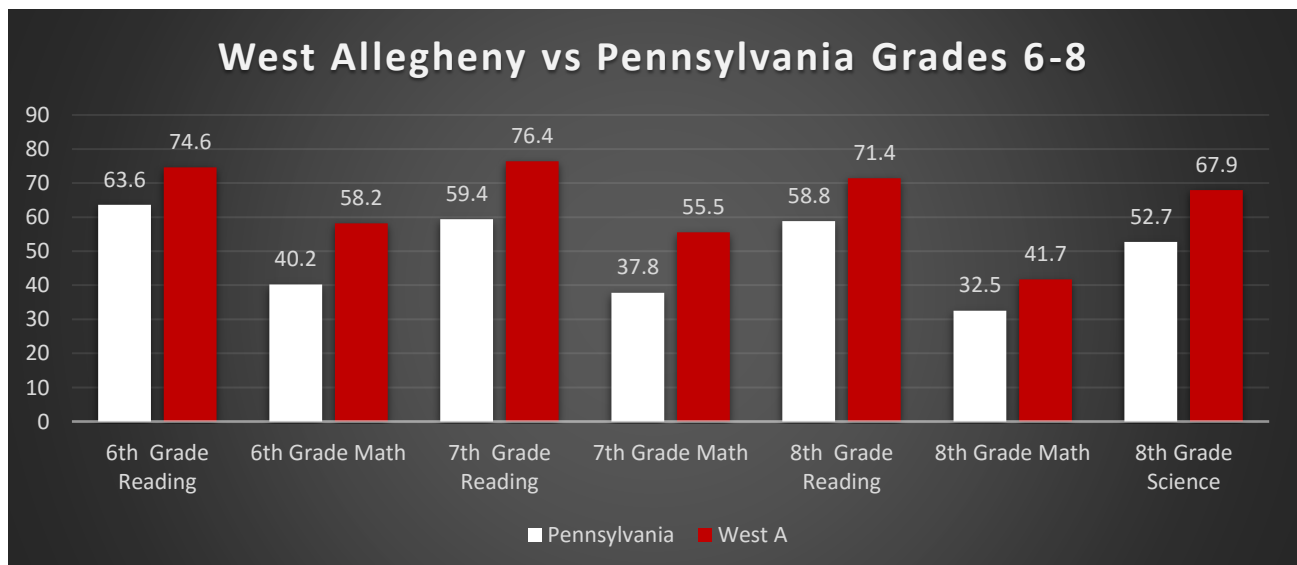
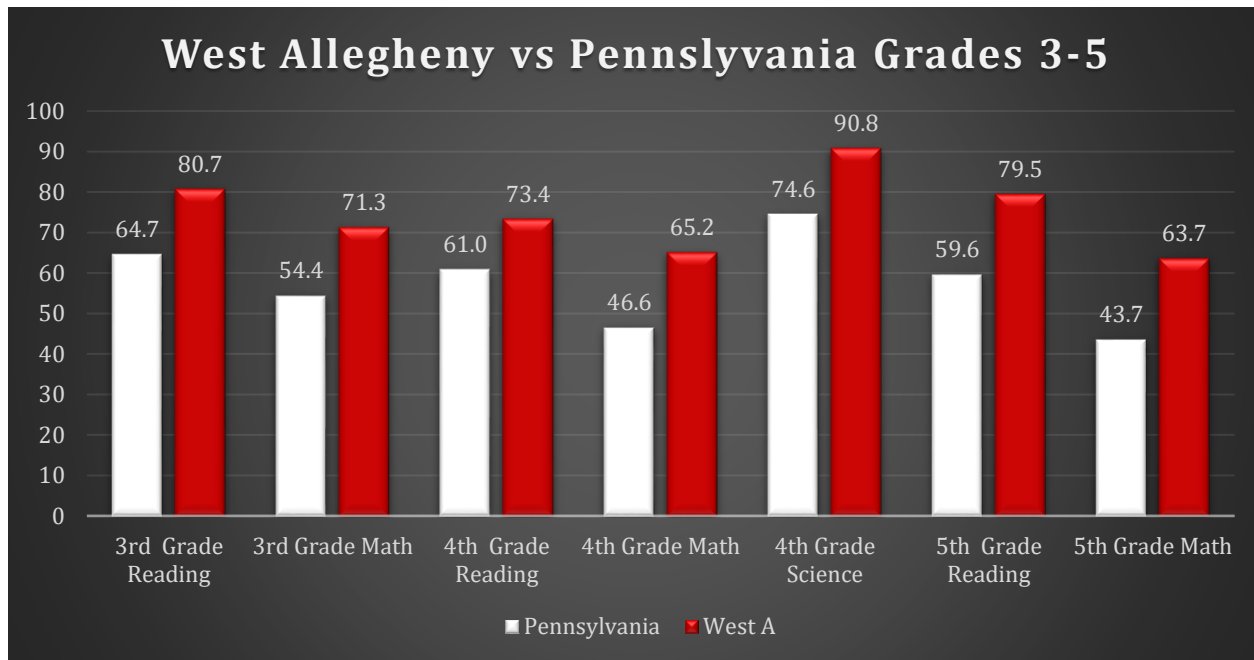
- West Allegheny continues to outperform the State average across four of the five Keystone Exams, with the exception of 9<sup>th</sup> grade Algebra.
- Biology and Literature proficient and advanced scores remain relatively stable across four years. This is an area of focus for improvement.
- Our overall District Algebra proficiency (combined 7<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> grade Keystone Algebra) continues to increase from 48.8% in 2014-2015 to 65.6% in 2016-2017, demonstrating a 16.5% increase across three tested years. (reference data table in appendix)
- Grade 8 Algebra has realized a 38.2% increase in proficiency across four years, improving from 51.1% in 2013-2014 to 89.3% proficient and advanced in spring of 2017.



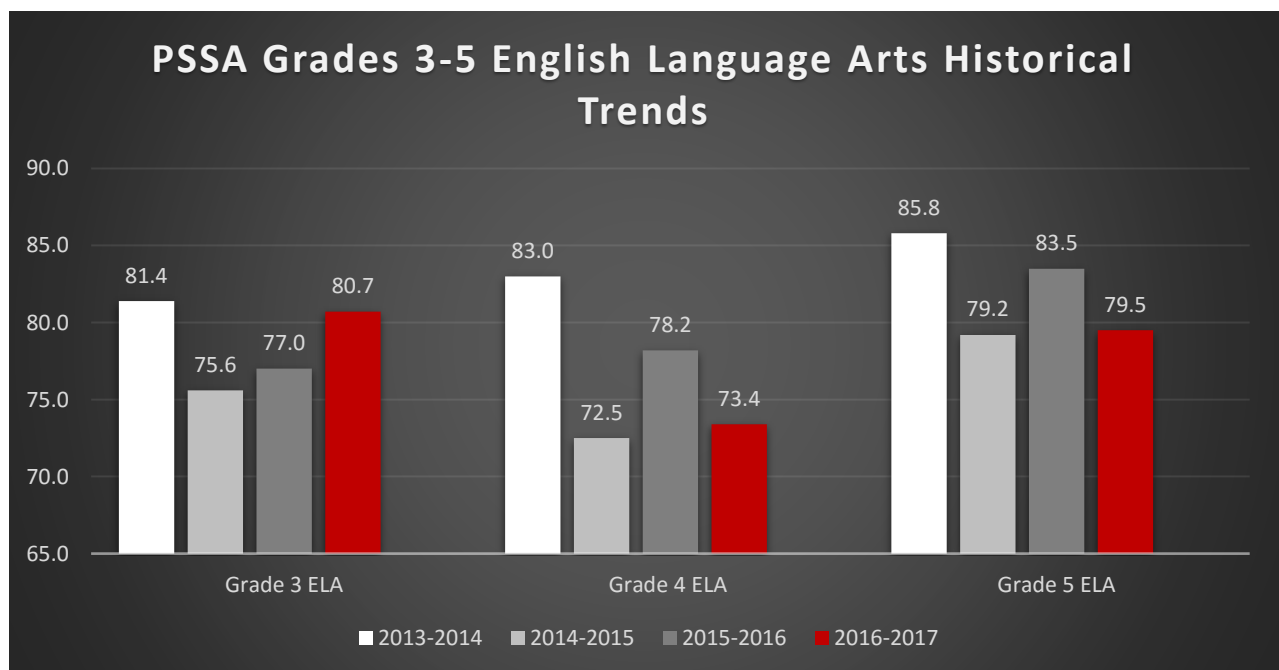
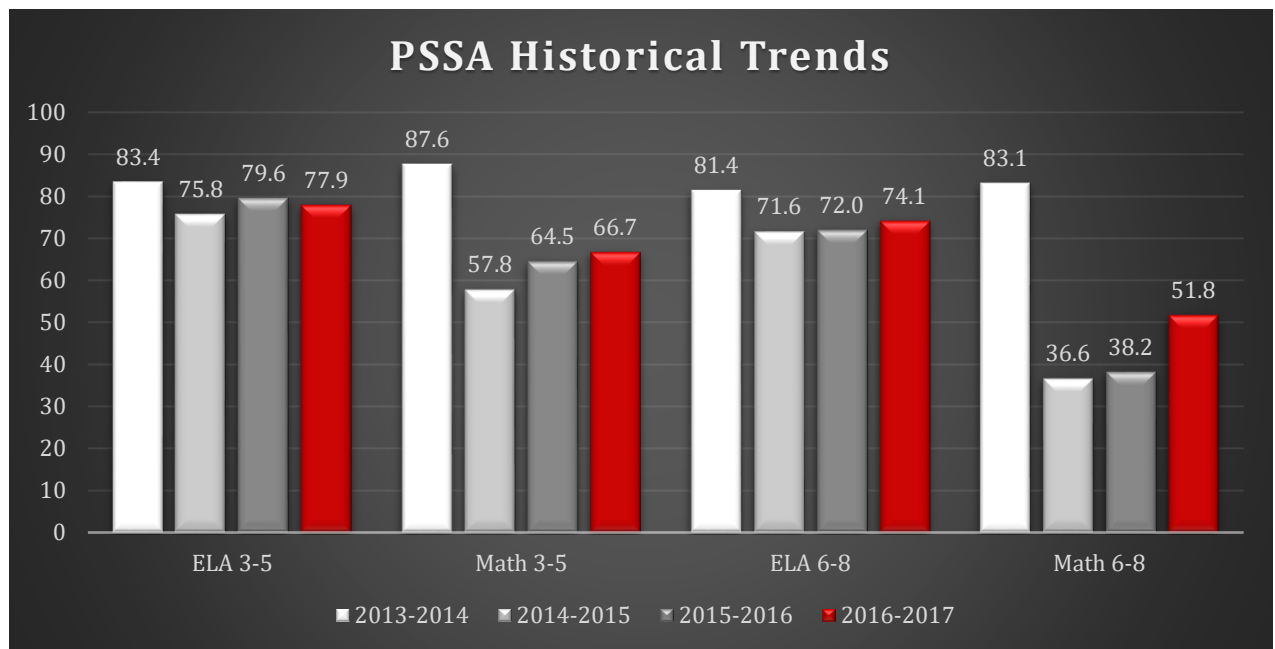


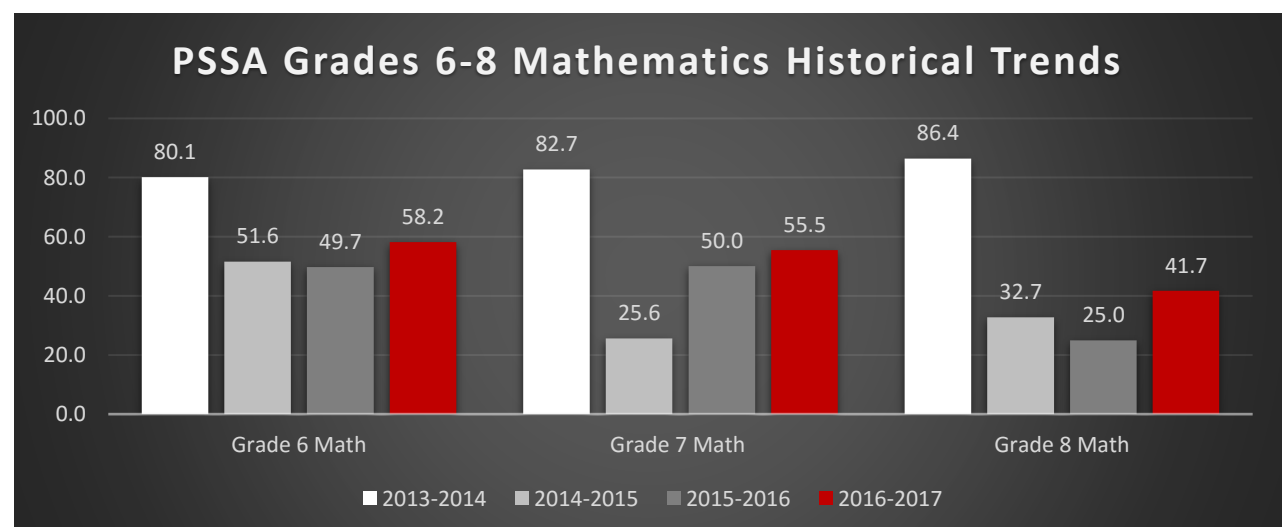
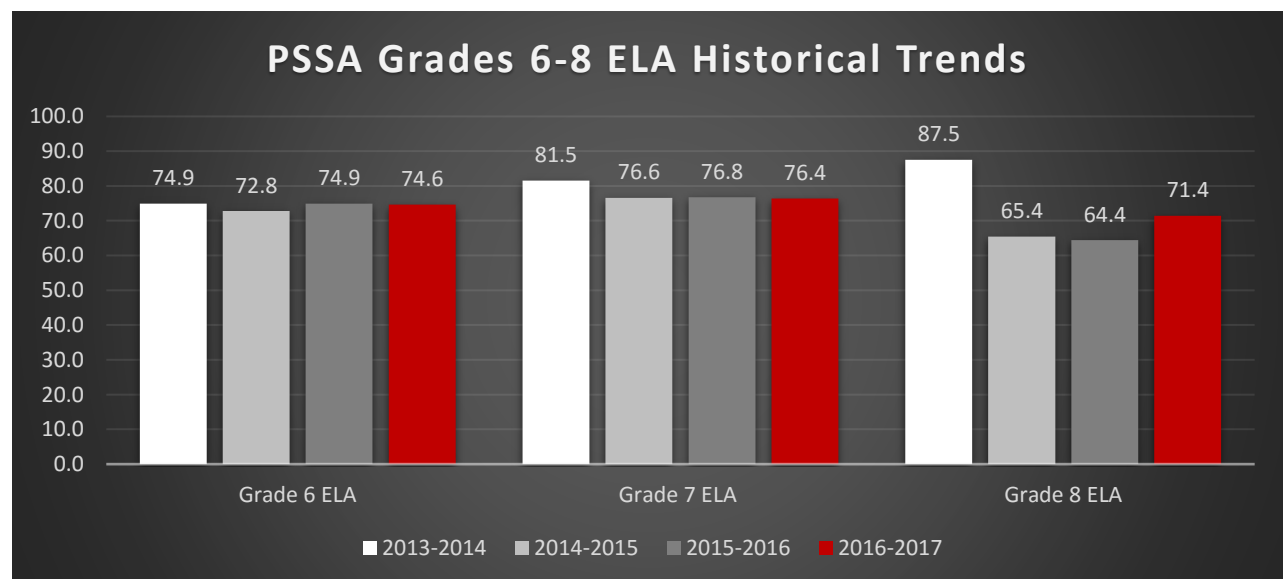
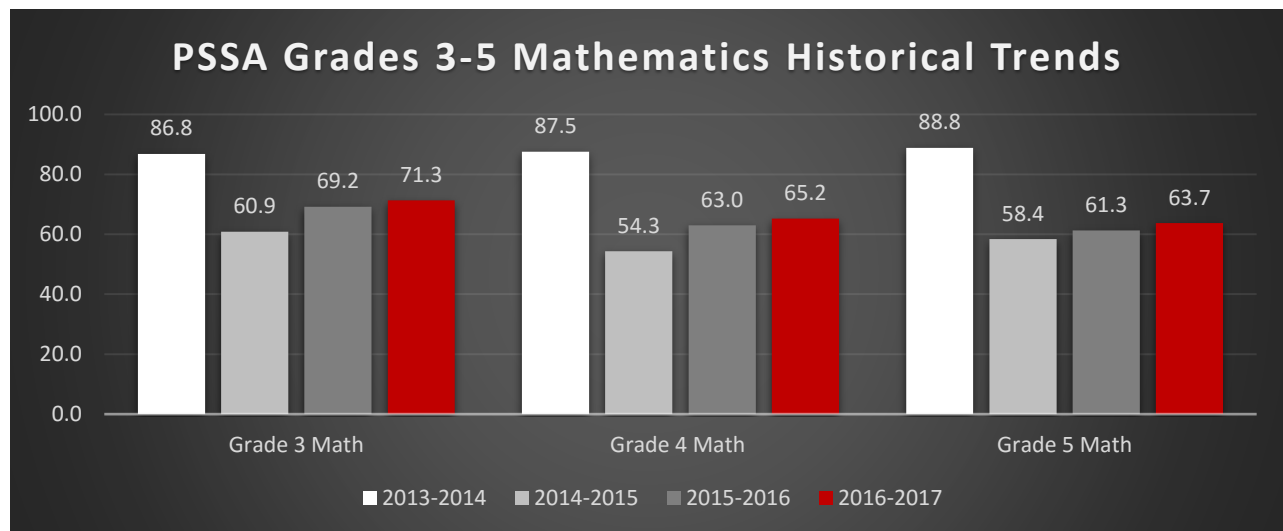
### 2016-2017 PSSA Data

The Pennsylvania System of School Assessment (PSSA) is an annual assessment administered in commonwealth classrooms in grades 3 through 8, and in English Language Arts and Mathematics. Pennsylvania adopted more rigorous PA Core Standards in late 2013 and the 2015 PSSA (school year 2014-2015) marks the first time the assessment was fully-aligned to the standards. These new, more rigorous standards aim to better prepare students for the 21<sup>st</sup> century work force.



On the 2017 Spring PSSA grades 3-8 (tested school year 2016-2017), the District outperformed the State in every assessment category (14 out of 14).





**PSSA Historical Trend Data Highlights:**

- Based on the PSSA Historical Trend Chart grade bands 3-5 and 6-8 ELA and Mathematics, the District has realized continual improvement in mathematics performance across the last three tested years. In ELA grade bands 3-5, the District realized very little decline in proficiency when the assessment was transitioned in 2014-15. In ELA grade bands 6-8, we have realized continual growth across the last three years.
- On the 2017 PSSA ELA grade 3 and 5 assessment, the District realized approximately 80% of students scoring proficient and advanced.
- The grade 3-5 PSSA Mathematics historical trend data shows consistent improvement year over year for the past three years.
- Over the past three years, grades 6 and 7 ELA have performed consistently, with approximately 75% of students scoring proficient and advanced. In 2017, grade 8 ELA increased proficient and advanced scores by 7.0% improving from 64.4% in 2015-2016 to 71.4% in 2016-2017.
- Over the last three years, grade 6-8 mathematics have demonstrated a consistent increase in proficient and advanced scores. Grade 8 proficiency rates in mathematics improved 16.7% from 25% in 2015-2016 to 41.7% in 2016-2017.

## PVAAS Growth Data

The 2016-2017 Pennsylvania Value- Added Assessment System (PVAAS) growth data have been released. Through PVAAS, teachers have access to information regarding the academic progress of their groups of students. PVAAS provides a measure of academic growth for students by taking into account both their endpoint and their entering achievement level. This gives the teacher additional measures of effectiveness of the instructional program and a means to determine areas of strength and growth. The teacher can monitor student progress from low achieving to high achieving promoting growth opportunities for all students. This provides an additional measure for teachers to align professional development to their specific needs as a teacher. PVAAS Teacher-Specific Reporting is used as 10% of the Pennsylvania's Educator Effectiveness System. West Allegheny principals review the data with teachers as they establish instructional goals for the school year.

Value Added Summary Table:

Subject	Test/Grade	2015-2016	2016-2017		3 Year Average
Mathematics	Keystone (Algebra I)	Dark blue	Dark blue		Dark blue
	PSSA, Grade 4	Yellow	Dark blue		Green
	PSSA, Grade 5	Dark blue	Dark blue		Dark blue
	PSSA, Grade 6	Red	Light blue		Red
	PSSA, Grade 7	Green	Dark blue		Green
	PSSA, Grade 8	Green	Green		Light blue
English Language Arts	Keystone (Literature)	Light blue	Light blue		Dark blue
	PSSA, Grade 4	Yellow	Light blue		Light blue
	PSSA, Grade 5	Dark blue	Dark blue		Dark blue
	PSSA, Grade 6	Red	Red		Red
	PSSA, Grade 7	Green	Dark blue		Dark blue
	PSSA, Grade 8	Red	Red		Red
Science	Keystone (Biology)	Dark blue	Dark blue		Dark blue
	PSSA, Grade 4	Light blue	Green		Light blue
	PSSA, Grade 8	Red	Green		Red

### Value Added Color Code

**Dark blue** significant evidence that the school exceeded the standard for PA Academic growth  
**Light blue** moderate evidence that the school exceeded the standard for PA Academic growth  
**Green** evidence that the school met the standard for PA Academic growth  
**Yellow** moderate evidence that the school did not meet the standard for PA Academic growth  
**Red** significant evidence that the school did not meet the standard of PA Academic growth

- 2017 Grades 4, 5, 6, 7, 8 Mathematics and Algebra I show evidence that the District met or exceeded the standard for PA academic growth. In all Mathematics growth categories, our 2017 results exceeded or remained consistent with the 2016 growth results.
- In 2017, we have met or exceeded the PA growth standard in all Mathematics categories for the first time.
- In all ELA growth categories, our 2017 results exceeded or remained consistent with the 2016 growth data. In Grades 4, 5, and 7 English Language Arts and Keystone Literature the District exceeded the standard for PA academic growth, with grades 4 and 7 improving from the 2016 data. Despite proficiency scores of 74.6 and 71.4 respectively in grades 6 and 8, we have not met the expected growth standard in 2017 for ELA. This is an area of focused improvement.

- In 2017, we have met or exceeded the PA growth standard for Grade 4 and 8 Science and Keystone Biology for the first time. Grade 8 Science improved from significantly not meeting the growth standard in 2016 to meeting the growth standard in 2017.
- The District met or exceeded the growth standard in 11 out 15 categories based on the three-year growth average, with nine categories moderately or significantly exceeding the PA growth standard (Keystone Algebra 1, Keystone Literature, Keystone Biology, PSSA grade 8 Mathematics, PSSA grade 7 ELA, PSSA grade 5 Mathematics and ELA, PSSA grade 4 Science and ELA).

### School Performance Profile (SPP)

The School Performance Profile (SPP) performance score is designed to inform the public of school performance and to compare schools across the state, give schools a methodology to analyze their strengths and needs, and provide a building level score for teacher educators as 15% of their evaluation system.

SPP scores are organized by weighted elements in determining the score in the following manner: indicators of academic achievement for 40%, indicators of academic growth/PVAAS for 40%, academic indicators of promotion and attendance rate for 10%, indicators of closing the achievement gap for all students for 5%, and indicators of closing the achievement gap-historically underperforming students for 5%. Schools may also earn extra points beyond the 100 point scoring system for those students who have earned advanced scores on the state exam at all levels and high school exams related to industry, Advanced Placement Exams, and college readiness such as the SAT. In addition to the scoring aspect of the site, the public can compare schools within and across the state.

Upon reviewing the West Allegheny SPP data, we are pleased with the performance of the schools. The West Allegheny High School, Donaldson Elementary, McKee Elementary and Wilson Elementary are showing evidence that the schools are exceeding the standards for PA Academic Achievement, Closing the Achievement Gap, and Academic Growth. The West Allegheny Middle School is showing evidence that the standard for PA Academic Growth was just missed by .7%. A score of 70% would have indicated that growth was met. This score shows an increase of 10.6% from the 2015-2016 school year. It is also noteworthy to highlight the increase from the previous school year for students scoring at the advanced and proficient levels on the grade 8 PSSA Science Exam. Similarly, at the Middle School, gains were achieved in Mathematics and English Language Arts for historically underperforming students and for Mathematics and Science in meeting the annual academic growth expectations.

Grade levels and departments continue to meet to analyze assessment data and identify action plans to address the specific strengths and needs of each grade level. The focus of the data analysis sessions is to identify strategies to promote increased student attendance and student performance on the PSSA, Keystone, and Advanced Placement exams.

The SPP scores for the last several years are listed in the chart below.

School	2015-2016	2016-2017	PA's Growth Measure	3-Year Average
Donaldson	86.6	82.5	Exceeded Growth	87.7
Wilson	78.0	81.0	Exceeded Growth	80.2
McKee	89.2	80.7	Exceeded Growth	84.6
Middle School	59.9	69.3	Did not meet	69.0
High School	86.1	81.7	Exceeded Growth	87.0
District	79.96	79.04	Met Growth Measure	81.7

Four out of our five schools have exceeded the State's growth standard with marked improvement in the Middle School from the 2015-2016 school year.