



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

# **Student Academic Outcomes Report 2017 - 2018**

## **Presented Fall 2018**

***Publication Copy February 2019***



*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. The Framework values working in partnership with parents to support students and enhance connectedness to school through school-based activities and strong parental engagement. It also symbolizes that organizations focused on delivering excellence must constantly be in a state of continual reflection, adaptation 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 foci, critical actions and critical indicators. Our three priorities are as follows:

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 to ensure career and college readiness.
2. **High Quality Instruction in Every Classroom, Every Day within a Safe and Supportive Learning Environment:** Each student will have access to a highly effective teacher in every classroom that challenges them academically, builds authentic relationships, and supports an effort-based mindset within an accepting and inclusive school culture that promotes engagement and connectedness.
3. **Family Engagement, Financial Responsibility and Operational Efficiency:** Effective family engagement, fiscal responsibility and operational efficiency in program delivery are essential to provide high quality academic programs and support services to our students so they may excel.



**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 to ensure career and college readiness.*

**GOAL 1: Career and College Ready:** All students will be career and college ready with a viable post-secondary plan and ability to persist.

**GOAL 2: Academic Preparedness:** All students will be academically prepared demonstrating content area mastery at all grade levels.

**GOAL 3: Effort-based Learning and Innovation:** All students will have a growth mindset demonstrating resiliency, perseverance and intellectual curiosity. All students will have access to innovative and relevant academic programming.

**Priority #2: High Quality Instruction in Every Classroom, Every Day within a Safe and Supportive Learning Environment:** *Each student will have access to a highly effective teacher in every classroom that challenges them academically, builds authentic relationships and supports an effort-based mindset within an accepting and inclusive school culture that promotes engagement and connectedness.*

**GOAL 4: Highly Effective Educators:** All students will have educators committed to fostering active engagement, empowerment, productive disposition, critical thinking and the love of learning in and out of their classrooms.

**GOAL 5: Supportive School Cultures:** All students will be educated in safe and supportive school cultures fostering wellness, acceptance and the ability to learn and thrive free of bullying, harassment and other negative influences.

**GOAL 6: Engagement and Connectedness to School Activities:** All students will have opportunities to engage in school-based activities that support and enhance connectedness to school and develop positive relationships with staff.

**Priority #3: Family Engagement, Financial Responsibility and Operational Efficiency:** *Effective family engagement, fiscal responsibility and operational efficiency in program delivery are essential to provide high quality academic programs and support services to our students so they may excel.*

**GOAL 7: Family Engagement and Partnership:** The District will foster productive parent engagement in partnership to support student success and connectedness to school.

**GOAL 8: Safety and Emergency Preparedness:** The District will prepare all students and staff for emergency situations and ensure all facilities are well maintained and equipped with enhanced security measures.

**GOAL 9: Financial and Operational Effectiveness:** The District is committed to maintaining program enhancements in academics, arts and athletics with fiscal responsibility and operational efficiency, capitalizing on cost-saving measures that are repurposed to support student success.

## Introduction

The **2017-2018 Student Academic Outcomes Report** is a collection of aggregate data from the 2017-2018 school year used as indicators of programmatic and student success. This report represents summative achievement data that the District compiles 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 assessments that provide summative data included in this report, diagnostic exams such as the Classroom Diagnostic Tools (CDT), Study Island and other Edmentum diagnostic assessments, easy CBM, and DIBELS as well as curriculum-based assessments administered in classrooms are also utilized as part of robust data-inquiry cycles. These assessments provide teachers and administrators with relevant information regarding student progress towards meeting essential learning outcomes.

The use of data is an effective tool in providing insight to inform 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 and the advancement of learning.

### **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 3,350. The District has three elementary schools for children in full-day kindergarten through grade five, with Donaldson Elementary, McKee Elementary, and Wilson Elementary having enrollments of 533 students, 445 students, and 602 students, respectively. The Middle School provides instruction for 735 students in grades six through eight, while the High School educates 1,035 students in grades nine through 12.

District attendance for 2017-2018 increased by .3 percentage points from the previous year from 94.9% to 95.2%. The percentage of students meeting the 95% attendance threshold goal increased by 6.2 percentage points to 71.1% from 65.5% in 2016-17.

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 0.8 percentage point decrease as it went from 21.4%, with 689 eligible students, to 20.6% receiving free and reduced lunches.

The District currently has 462 students, which is 13.8% 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% for students receiving special education services, which is consistent from last 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 development and expansion of high school programs including Career and Technical Education, Advanced Placement programs, and Early College in High School Academy of Cybersecurity and Multimedia Game Simulation in partnership with Community College of Allegheny County (CCAC) have provided an increasing number of students with access to career and college preparatory programs.
- 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 refine curriculum and develop common assessments that address sound pedagogical practices and rigorous tasks. This addresses continued improvement in mathematics and ELA.
- The continued expansion of the Early College in High School Academy as well as increased access and participation in CTE programs is a priority focus area.
- 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 high school science.
- The District will continue to expand career awareness and exploration opportunities for students including an 8<sup>th</sup> grade career readiness culminating project and introduction of the junior seminar course for all eleventh graders.
- The continued expansion of computer science and computer programming opportunities for students grades 3-8 remains a focus area in order for students to access high school programs such as cybersecurity, multimedia game simulation and Advanced Placement computer science courses.
- The District will continue to provide remediation, acceleration and alternative education programming to meet all students' needs, which includes the implementation of Tier 3 programs such as Exact Path, Accucess and Reading Horizons.
- Special education inclusive practices are a priority as the District serves the diverse needs of all students.
- The District will continue to 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 inquiry, 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 learning artifacts and assessment data, instructional quality, curriculum and culture to develop action plans based on the identified needs for continual improvement.

- The District is committed to standards-aligned K-12 curricula in order to engage students in rigorous learning tasks that connect and prepare students for a career and/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 among teachers. Further, the District commits to continuing engagement with lead teachers in designing, facilitating and participating in curriculum and assessment development 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 and assessment 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 2017-2018 School Academic Outcomes**

The data presented in the 2017-18 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.

#### **Post Graduate Endeavors**

- The Class of 2018 post-secondary continuation (2-year and 4-year colleges) is 76.3%, which is consistent from the Class of 2016 at 77.7% and Class of 2017 at 81.7%.
- 71% of 2018 graduates attending a college or university reported admissions to schools ranked as competitive or higher by Barron's Profile of American Colleges.
- The majority of our college-bound graduates earned admittance to very competitive and competitive colleges and universities, representing 55% of the college-bound graduates.
- The top five colleges of post-secondary attendance are as follows: 37 students are continuing their post-secondary endeavors at CCAC; 23 students at Slippery Rock University; 12 students at Duquesne University; 12 students at Penn State University; eight students at Kent State University and eight students at Robert Morris University.

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

- The District's focus on reducing chronic absenteeism has resulted in a 66% reduction in the number of chronically absent students from school year 2015-16 (442 chronically absent students) to 2017-18 (152 chronically absent students).
- In 2017-18, over 95% of students met the national attendance goal of attending school 90% of the time.
- We had 72% of our students meet the District's 95% attendance goal.
- Our focus on reducing chronic absenteeism has resulted in 290 fewer students being chronically absent compared to 2015-16.

#### **Advanced Placement Scores**

- The number of students accessing Advanced Placement courses has increased from 211 to 360 in a five-year period, with 858 enrollments in 2017-18 compared to 274 enrollments in 2013-14.
- The total number of Advanced Placement exams taken by our students has increased from 178 to 786 over a five-year period.
- Advanced Placement qualifying scores have increased from 70 exams passed in 2014 to 323 exams passed last year, earned by 172 students.
- Last year, we had 72.5% of AP exams taken result in a score of two or higher.
- For a second year in a row, we have 60 College Board Advanced Placement Scholars.
- We currently offer 20 Advanced Placement courses.

#### **Early College in High School Academy**

- For 2018-2019, we have 256 students registered for 1144 college credits as part of West Allegheny's Early College in High School Academies of Cybersecurity, Multimedia Game Simulation, and general concurrent enrollment options.

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

- Our Career and Technical Education enrollment at Parkway CTC continues to have strong student participation with 112 students currently enrolled.
- Students enrolled in Career and Technical Education perform exceptionally with pass rates of 95-100% on the National Occupational Competency Testing Institute (NOCTI) exams.

- CTE students earned 114 industry certifications/credentials in 2017-18 compared to 75 in the 2014-15 school year.

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

- The Class of 2018 had 184 students take the SAT, which is 72% of the class and consistent with the Class of 2017.
- The Class of 2018 mean SAT score was slightly improved at 1112 compared to the Class of 2017 mean SAT score of 1090.
- West Allegheny's SAT regional rank is 42<sup>nd</sup> out of 117 districts with a state rank of 199 for the Class of 2017 based on a mean score of 1090. Continuing to improve our students SAT results is a focus area.

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

- The Class of 2018 had 82 students take the ACT with an improved composite score of 23.1, compared to 22.8 for the Class of 2017
- The Class of 2018 composite score of 23.1 is 2.2 points higher than the national mean score.
- West Allegheny High School's ACT regional rank is 46<sup>th</sup> out of 87 schools for the Class of 2017. We share the 46<sup>th</sup> ranking with eighteen other schools including Chartiers Valley, Hopewell, Shaler, and Keystone Oaks.

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

- The Class of 2019 has one student who is a National Merit Semi-finalist. The Class of 2018 celebrated five National Merit students.

### **2017-2018 Keystone Exam Data**

- West Allegheny outperformed Pennsylvania Keystone Exam proficiency in all five tested areas. Our most significant outperformance is in Keystone Biology with a 27.6 percentage point difference and Keystone Literature with an 18.7 percentage point difference.
- Keystone exam scores improved in all five tested areas from 2017 to 2018.
- Algebra proficiency rates in 7<sup>th</sup> and 8<sup>th</sup> grade are 91% and 98% respectively.
- Literature proficiency rates improved 12.8 percentage points from 71.1% in 2017 to 83.8% in 2018.
- Biology scores improved to 84.8% from 66.1%, which is an 18.7 percentage point 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 56.9% in 2015 to 77.2% in 2018, marking a 20.3 percentage point increase.
- Grade 9 Algebra has realized a 13.7 percentage point increase in proficiency across four years, improving from 28.2% in 2015 to 42% proficient and advanced in spring of 2018. Algebra 9<sup>th</sup> grade attainment rates continue to be an area of focus.
- Our Average Keystone exam improvement rate is 9.7 percentage points across five exams from 2017 to 2018 and 16.7 percentage points increase from 2015 to 2018.

### **2017-2018 PSSA Data**

- On the 2018 spring PSSA grades 3-8, the District outperformed the state in every assessment category (14 out of 14).
- The average proficiency rate across grades 3 through 8 is 80.7% of students reading and writing on or above grade level. The average percent improvement was 4.5 percentage points from 2017 to 2018, with an average improvement rate of 6.7 percentage points compared to 2015.
- On the 2018 PSSA ELA grade 3 and 5 assessment, the District realized 82.4% of students scoring proficient and advanced, compared to 80% in 2017.
- Over the past four years, grades 6 through 8 ELA have consistently improved performance with 79% of students reading and writing on or above grade level in 2018 compared to 72% of students in 2015.
- Grades 3 through 5 PSSA mathematics historical trend data shows dramatic and consistent improvement year-over-year for the past four years, with 77% of elementary students performing mathematics on or above grade

level. The average rate of proficiency improvement was 10.3 percentage points from 2017 to 2018 and 19 percentage points from 2015 to 2018.

- Over the last four years, grades 6 through 8 mathematics have demonstrated a consistent increase in proficient and advanced scores. Proficiency rates in grades 6 through 8 mathematics improved 15.8 percentage points on average from 2015 to 2018 from 37.0% proficiency to 52.9%. Attainment proficiency levels in middle grade mathematics is an area of continued focus.
- On the 2018 PSSA Mathematics assessment, students in grades 3 through 8 met proficiency expectations by 22.9% over the state average.
- Over the past four years, we have dramatically improved the percent of students performing in the advanced category across the majority of assessed areas.

#### **PVAAS Growth Data**

- Our 2018 PVAAS growth data indicates thirteen out of fifteen areas that we met or exceeded the PA academic growth expectation. Eleven out of fifteen growth areas demonstrated significant and moderate evidence that we exceeded the PA academic growth standard, meaning that our students grew more than a year for a year of time in school.
- In grade bands 4 through 8 ELA and 4 through 8 mathematics and Keystone Algebra, Literature and Biology, we significantly exceeded the PA growth expectation, which demonstrates improvement from 2016 and 2017 as well as in the 3-year growth average.
- The District met or exceeded the growth standard in 12 out of 15 categories based on the three-year growth average, with nine categories significantly exceeding the PA growth standard (Keystone Algebra 1, Keystone Literature, Keystone Biology, PSSA grades 4, 5 and 8 mathematics, PSSA grades 5 and 7 ELA, PSSA grade 4 science), 3 categories meeting the growth standard (ELA grade 4, mathematics grades 6 and 7).

#### **2017-2018 PVAAS Teacher Data**

- 91.4% of our teachers met or exceeded the expected 2018 PA growth standard. This is significantly above the state average of 74%.
- West Allegheny has significantly more teachers that moderately to significantly exceed the expected growth standard 54.3% as compared to the state at 26.4%.
- The number of our teachers meeting and exceeding growth expectations improved from 78% in 2017 to 91.4% in 2018.
- 81.3% of our teachers with a composite score met and/or exceeded the growth expectation. Three schools have 100% of teachers with composite scores of 1-3 years meeting/exceeding growth standards. Our goal is to have all West Allegheny teachers meeting/exceeding the growth standard.
- In all five schools, teacher PVAAS composite scores have improved from 2016 to 2018.

#### **Future Ready Index**

- In the preliminary release of the first Future Ready Index Report, West Allegheny meets interim goals and/or exceeds growth expectations and 2030 goals in all categories.

#### **Act 82 Scores (School Performance Profile)**

- Our Act 82 scores show significant improvement from last year, with all five schools improving. All schools earned scores 80 and above, with two elementary schools earning scores in the nineties.

#### **Post-Secondary College Persistence National Clearinghouse Report**

- On average, 75% of our graduating classes attend 2-year and 4-year colleges and universities. On average, 56% of our graduates attending college choose a 4-year college with an average of 20% choosing a 2-year college. The graduates who choose a 2-year or 4-year college or university have a very high persistence rate in their sophomore year averaging 90%. For the Classes of 2010 through 2018, our graduates' most attended college is CCAC (2-year) with 270 students. In ascending rank order, number two is Penn State University with 134 students, number three is Robert Morris with 108 students, number four is Slippery Rock University and University of Pittsburgh each with 78 students, and number five is Indiana University of Pennsylvania with 68 students.

### Post-Graduate Endeavors for the Class of 2018

The chart below summarizes the post-secondary commitments of the West Allegheny graduating Class of 2018.

<b>West Allegheny Class of 2018</b>	<b># 2018</b>	<b>% 2018</b>	<b># 2017</b>	<b>% 2017</b>
4-Year College and University	156	60.7%	168	60%
2-Year College	40	15.6%	60	21.5%
<b>Total College-Bound Grads</b>	<b>196</b>	<b>76.3%</b>	<b>228</b>	<b>81.7%</b>
Workforce	9	3.5%	17	6.1%
Armed Services	14	5.4%	4	1.4%
Undecided – Unknown	38	14.8%	30	10.7%

### Schools Attended by West Allegheny's Class of 2018

Appalachian State University – 1- VC	Penn College – 1 - MC
Baldwin Wallace University – 1 – VC	Penn State Beaver – 1 - NC
Bucknell University – 1 – MC	Penn State Behrend – 3 - VC
California University of Pennsylvania – 4 – LC	Penn State University- 12 - HC
Carlow University – 1 – LC	Pennsylvania College of Technology – 2 - NC
Case Western Reserve University – 1 – MC	Pittsburgh Technical College – 1 - S
Cedar Crest College – 1 – C	Point Park University – 2 - C
Clarion University of Pennsylvania – 2 – LC	Robert Morris University – 8 - C
Community College of Allegheny County – 37 – NC	Shippensburg University – 1 - C
Community College of Beaver County – 2 – NC	Slippery Rock University of Pennsylvania – 23 - C
Daytona State College – 1 – C	The Ohio State University – 7 - MC
Duquesne University – 12 – VC	Trine University – 1 - C
Eastern Gateway Community College – 1 – NC	United States Air Force/Military - 14
Edinboro University of Pennsylvania – 3 – LC	University of Alabama – 1 - VC
Embry-Riddle Aeronautical University – 2 – C	University of Dayton – 1 - VC
Full Sail University – 1 – NC	University of Delaware – 1 - VC
Gannon University – 1 – C	University of Illinois – 1 - VC
Geneva College – 2 – C	University of Kentucky – 1 - C
George Washington University – 1 – HC	University of Mississippi – 1 - C
Georgia Institute of Technology – 1 – NC	University of Mount Union – 1 - C
Grove City College – 2 – VC	University of Pittsburgh – 6 - MC
Howard University – 1 – C	University of Pittsburgh Johnstown – 1 - C
Indiana University of Pennsylvania – 4 – C	University of South Carolina – 1 - VC
Ithaca College – 1 – VC	University of Texas at San Antonio – 1 - C
Kent State University – 8 – C	Washington & Jefferson College – 3 - VC
Mercyhurst University – 1 – C	Waynesburg University – 1 - C
Muskingum University – 1 – C	West Liberty University – 3 - C
North Carolina State University – 2 – HC	West Virginia University – 3 - VC
North Hills Beauty Academy – 1 – S	West Virginia Wesleyan College – 1 - C
Ohio University – 4 – VC	Westminster College – 3 - C
Ohio Valley Hospital – 1 - S	York University – 1 - C
Oklahoma State University – 1 - C	

### College Attendance by College Competitiveness

Class of 2018			Class of 2017	
Admissions Competitiveness	# of Students	%	# of Students	%
Most Competitive (MC)	17	8.7%	6	3%
Highly Competitive (HC)	15	7.7%	11	6%
Very Competitive (VC)	35	17.9%	30	16%
Competitive (C)	72	36.7%	84	50%
Less Competitive (LC)	10	5.1%	18	10%
Non Competitive (NC)	44	22.4%	24	13%
Specialized (S)	3	1.5%	5	2%
<b>Total</b>	<b>196 students</b>	<b>100%</b>	<b>178 students</b>	<b>100%</b>

#### Analysis of College Attendance

Our Class of 2018 post-secondary continuation (2-year and 4-year colleges) is 76.3%, which is consistent with the Class of 2016 at 77.7% and Class of 2017 at 81.7%. The majority of our college-bound graduates find themselves admitted to very competitive and competitive colleges and universities, representing 55% of the college-bound graduates. Thirty-two students, representing 16% of the college-bound graduates were admitted to the most and highly competitive schools, which is an increase from 17 students (or 9 percentage points) from the Class of 2017.

Thirty-four percent of our graduates find themselves in the top three tiers of schools compared to 25% of our graduates from the Class of 2017. 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.

The Class of 2018 had 196 students attend a 2-year or 4-year college program. The top five colleges of post-secondary attendance are as follows:

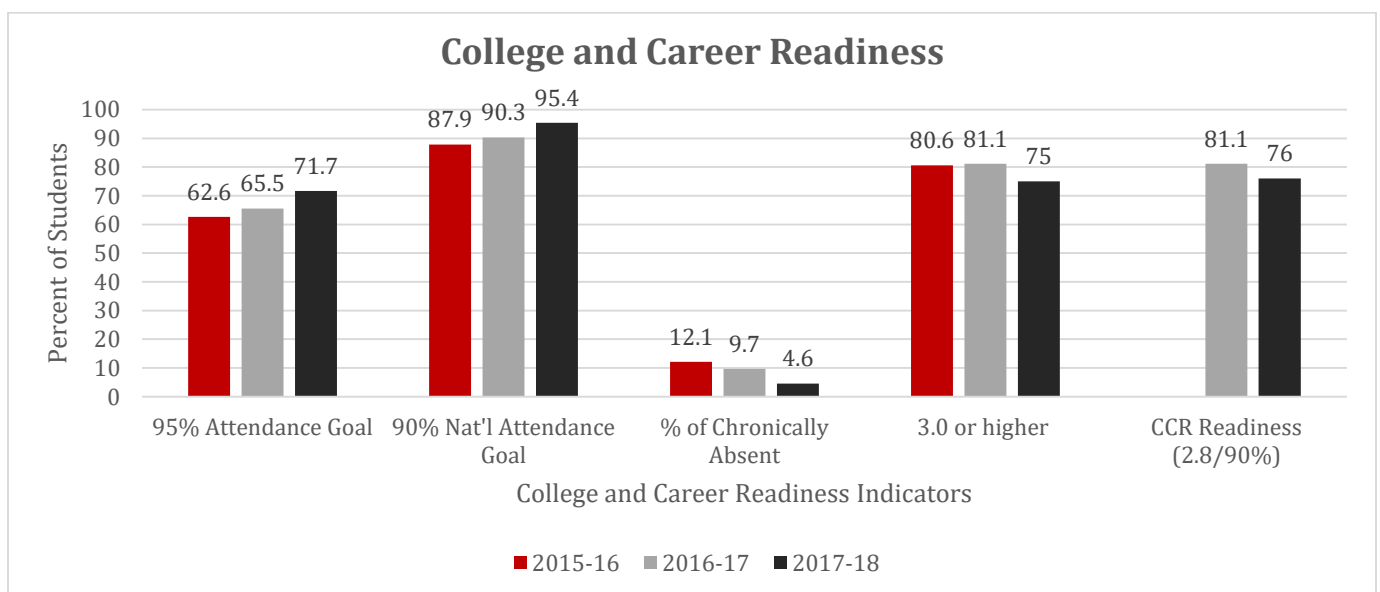
- Thirty-seven students are continuing their post-secondary endeavors at CCAC
- Twenty-three students at Slippery Rock University (competitive)
- Twelve students at Duquesne University (very competitive)
- Twelve students at Penn State University (highly competitive)
- Eight students at Kent State University (competitive)
- Eight students at Robert Morris University (competitive)
- Fourteen students committed to serve in the military

## College and Career Readiness Indicator System

In alignment with strategic 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) and 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, Junior Seminar, Virtual Job Shadow, career awareness curriculum, and developing a four-year program of studies aligned to one or more of the seven career and college pathways offered at the high school.





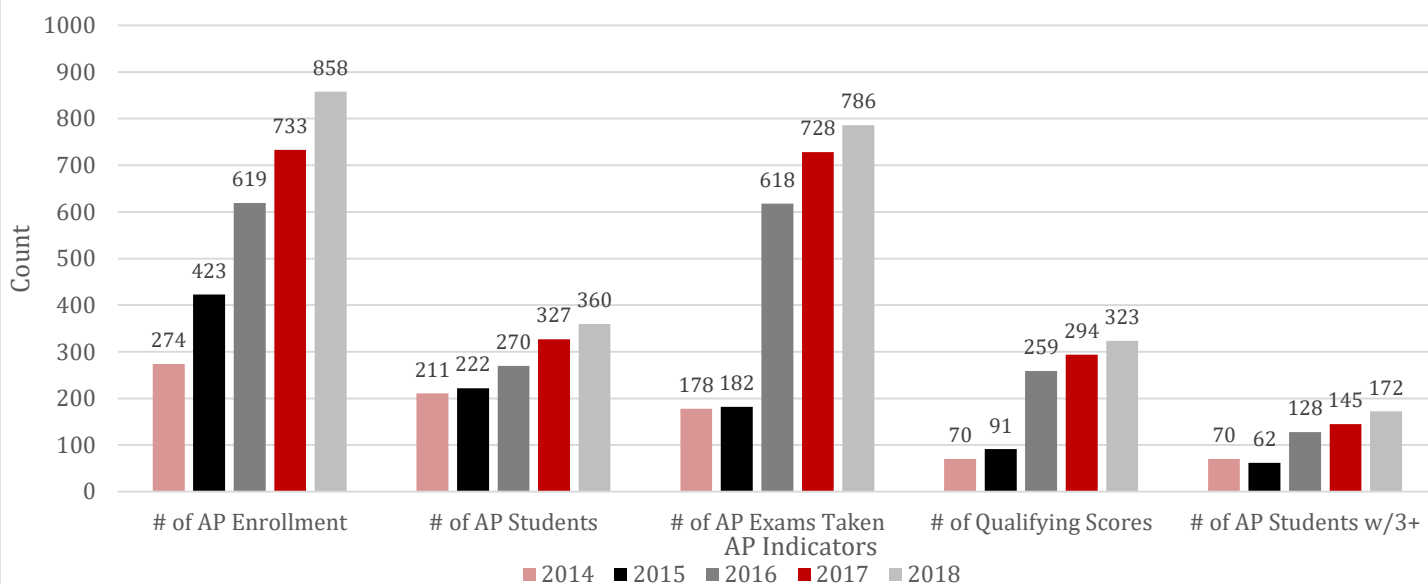
We are continuing to increase the number of students who attend school 95% of the time while decreasing our students who are chronically absent from school. Last school year, we had almost 72% of our students meet the 95% attendance goal. In 2015-16, 12.1% of students (442 students) were chronically absent. In 2016-17, 9.7% of students (319 students) were chronically absent. In 2017-18, we continued to decrease our chronic absenteeism to 4.6% (152 students). Over a three-year period, we realized a 53% reduction in the number of students chronically absent. Our focus on reducing chronic absenteeism has resulted in 167 fewer chronically absent students compared to 2016-17 and 290 fewer students compared to 2015-16.

The number of students maintaining a 3.0 GPA for grades 4-12 realized a slight decline from the prior two years. Similarly, we experienced a slight decline in the number of students meeting and exceeding the college/career ready national benchmark of 2.8 GPA and 90% attendance. For the 2017-18 school year, we had 76% of our students college and career ready.

## Advanced Placement Scores

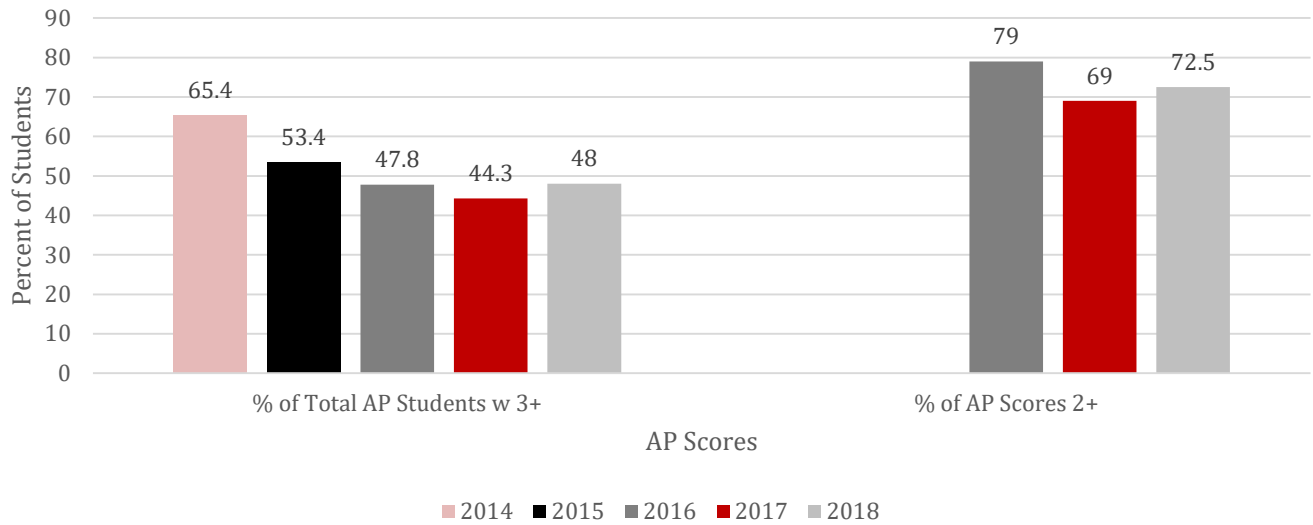
Advanced Placement (AP) courses follow a prescribed syllabus developed and audited by the College Board. AP courses are designed to equate to the initial year of university study in a given subject. Students who score a three or above, out of a possible high score of five, generally receive advanced 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 in 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 44 districts in Pennsylvania and 1500 in the nation that are able to offer this to their students. We currently offer 20 Advancement Placement Courses.

### Advanced Placement Historical Data



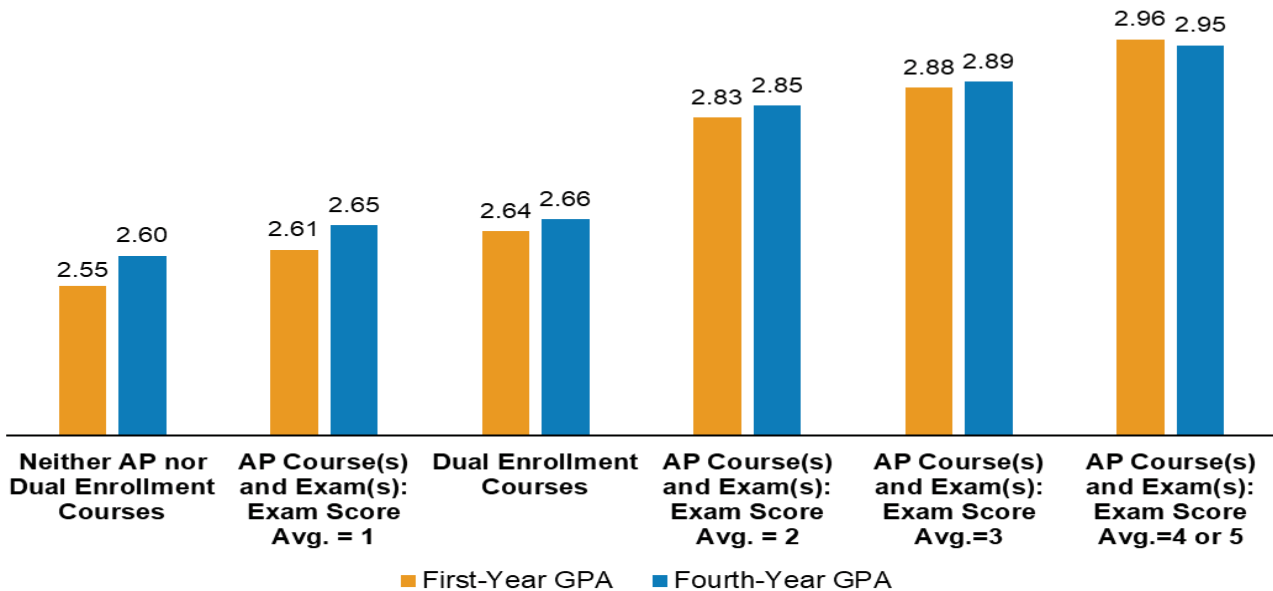
As evidenced in the chart above, AP enrollment, total number of AP students, exams taken and earning of qualifying scores have all increased dramatically over a five-year period. AP enrollment continues to increase with 858 enrollments in 2017-18, as does the number of students accessing AP courses, representing 360 students. Our students continue to earn more qualifying scores with 323 qualifying scores earned by 172 students. 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 two. 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 influences 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 Score Analysis in Percents



In 2017-18, we had 172 students earn 323 qualifying scores. This represents 48% of students taking AP courses earning qualifying scores. We had 72.5% of AP exams result in scores of two or higher, which is a known predictor of college readiness and persistence.

### First-Year and Fourth-Year Average College GPAs of Students with Varying AP and Non-AP Experiences



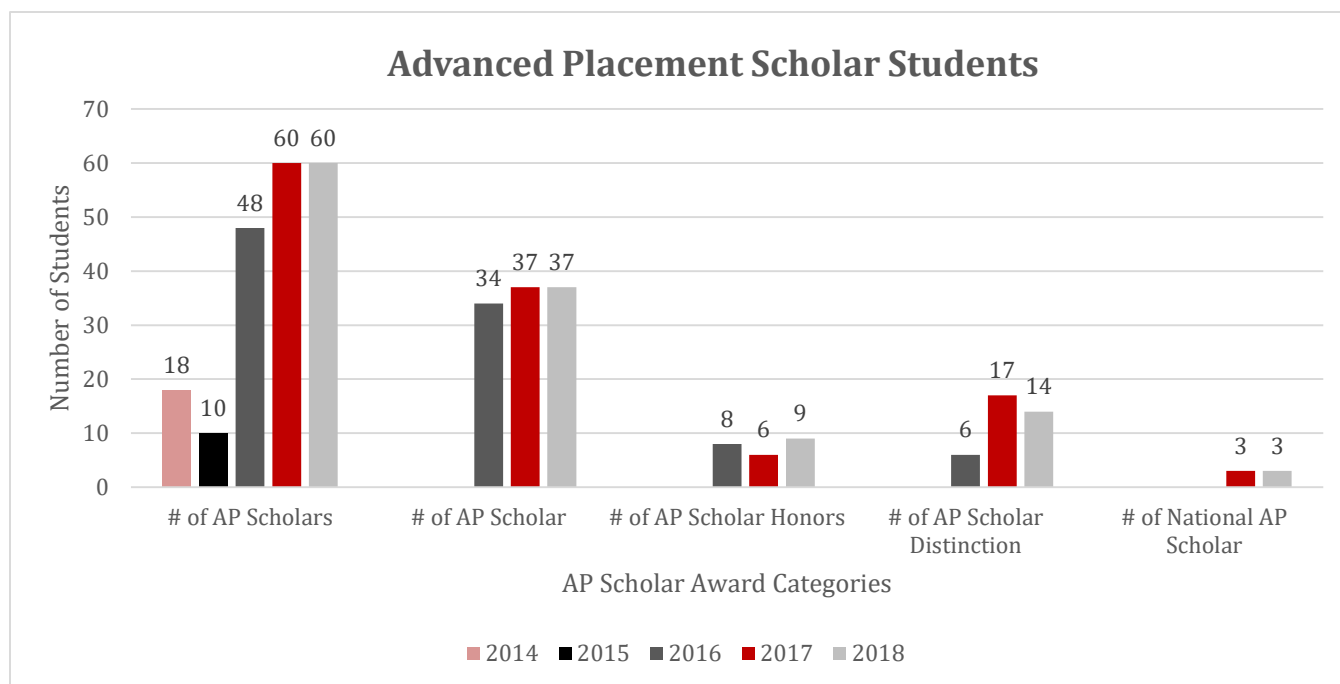
Source: *College Outcomes Comparisons by AP® and Non-AP High School Experiences* Hargrove, Godin and Dodd, 2008

Advanced Placement Mean Score by Course						
AP Course	2013	2014	2015	2016	2017	2018
Biology	4.00	3.00	2.75	2.63	3.14	2.76
Calculus AB		1.60	1.33	2.36	3.67	3.95
Chemistry				2.82	1.90	2.50
Computer Science A				2.50	2.64	2.20
Computer Science Principles					2.13	2.88
Eng Language & Composition	3.04	2.88	2.81	2.43	2.50	2.47
Eng Literature & Composition	2.80	2.56	2.82	2.68	2.51	1.95
German		2.75	3.00	2.30	3.22	2.19
Macroeconomics	3.00			1.50	1.53	2.05
Microeconomics	2.50		1.00	1.20	1.19	
Physics 1				2.18	2.57	2.00
Physics 2			2.00	2.25	2.94	3.23
Psychology	3.00	2.42	2.30	1.88	1.95	1.96
Seminar						3.33
Spanish			3.00	3.00	3.33	2.25
Statistics	2.80	2.66	2.10	2.34	1.85	1.85
Studio Art	2.80	2.60	2.00	3.00	3.50	3.13
US Government & Politics	3.16	2.65	2.60	2.66	2.69	3.38
US History						2.71
World History					2.08	1.55

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 (Calculus AB, Chemistry, Computer Science Principles, Macroeconomics, Physics 2, and US Government), mean scores in the 2017-18 were better than the prior year. The majority of AP courses in 2017-18 continue to increase in mean exam scores compared to the 2015-2016 mean scores.

<b>Advanced Placement by Grade Level Enrollment</b>					
* All AP Enrolled Students began taking AP exams in 2015-16					
<b>Academic Year</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
10th Graders	0	0	16	26	37
11th Graders	87	113	138	145	159
12th Graders	124	109	116	156	164
<b>Total Students</b>	<b>211</b>	<b>222</b>	<b>270</b>	<b>327</b>	<b>360</b>

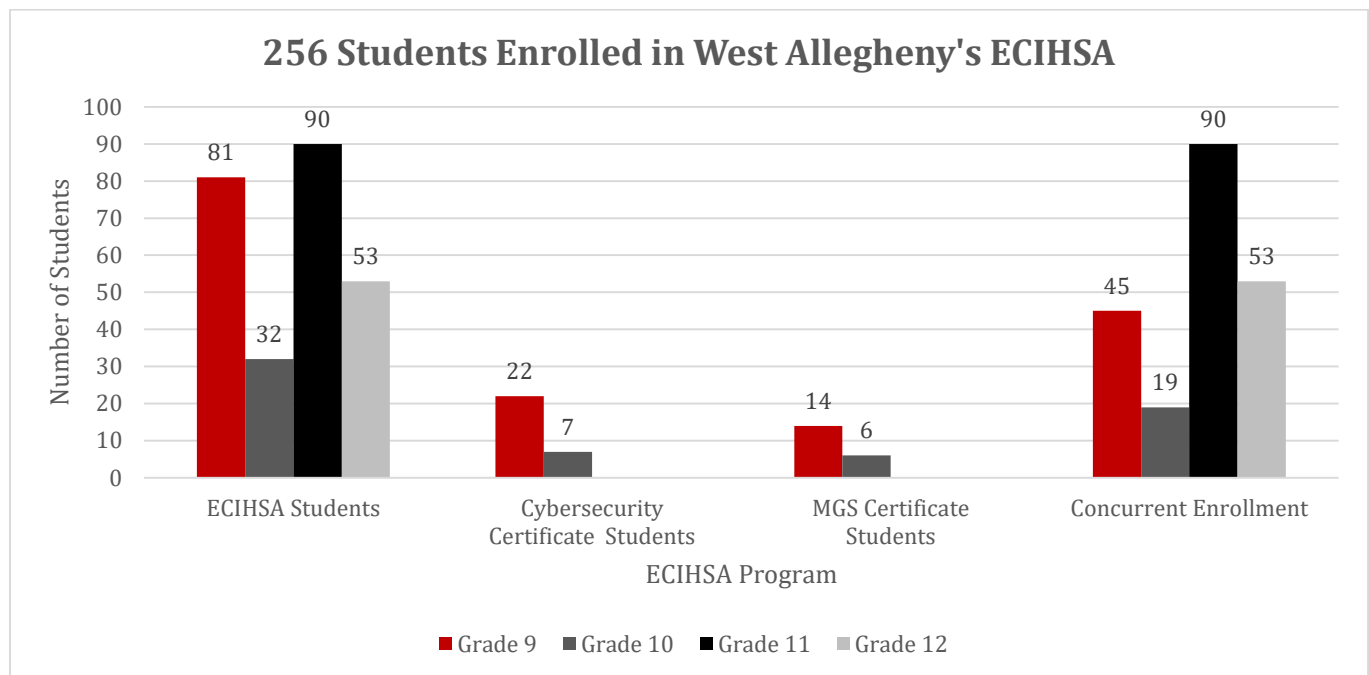
In order to offer increased flexibility to students, we recently began offering AP courses in 10<sup>th</sup> grade. This affords students the ability to spread AP courses across three years versus the traditional junior and senior years. This flexibility allows students to take more AP courses if they choose as well as decreases the workload when courses are taken across three years. The above chart also indicates the continual increase in students taking AP courses. The District currently offers 20 Advanced Placement 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 2017-2018, we had 37 **AP Scholars**, a distinction granted to students who receive scores of three or higher on three or more AP Exams. Nine students with **AP Scholars with Honors**, granted to students who receive an average score of at least 3.25 on all AP Exams taken, and scores of three or higher on four or more of these exams. We had 14 **AP Scholars with Distinction**, granted to students who receive an average score of at least 3.5 on all AP Exams taken, and scores of three or higher on five or more of these exams. In 2017-2018, we had 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 four on all AP Exams taken, and scores of four 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 has increased dramatically over the last five years.

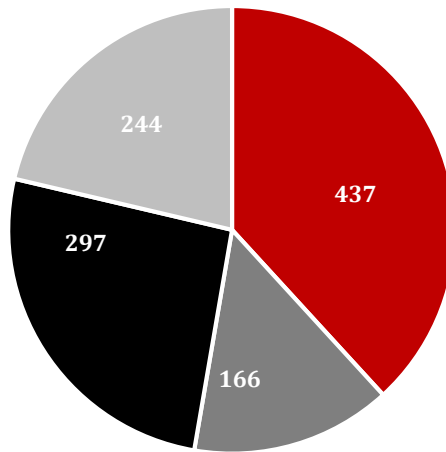
### Early College in High School Academy

The 2018-19 school year marks the inaugural year of the West Allegheny Early College in High School Academy (ECIHSA) in partnership with the Community College of Allegheny County (CCAC). The ECIHSA was designed in 2017-18 school year and offers hallmark programs in Cybersecurity and Multimedia Game Simulation. Students are able to earn a college certificate and associate degree in both programs by the time they graduate. The cybersecurity certificate consists of 25 college credits earned in four West Allegheny courses. The Cybersecurity Associate Degree offers 71 college credits earned in 13 West Allegheny courses. Multimedia Game Simulation offers 27 college credits in six West Allegheny courses, and an Associate Degree of 62 college credits in 13 West Allegheny courses. All courses are taught by West Allegheny teachers who are certificated as CCAC adjunct professors. Our students earn college credits at significantly reduced or free tuition ranging from \$0 to \$56.50 per course NOT per credit. We are working on designing a Mechatronics Technology Certificate consisting of 30 college credits across five West Allegheny courses for the 2019-20 school year as well as a General Studies Certificate consisting of 35-36 college credits in eight West Allegheny courses. Below is a chart that continues first year ECIHSA data.



A total of 256 students are taking advantage of the ECIHSA program and are registered for 1144 college credits. We currently have 29 students enrolled to complete the cybersecurity certificate program. We have 20 students enrolled in the MGS certificate and/or associate degree program. Two hundred and seven students are taking advantage of concurrent enrollment courses. Eight students are enrolled in both cybersecurity and MGS certification courses.

### 1144 College Credits for 2018-2019 Registration by Grade Level

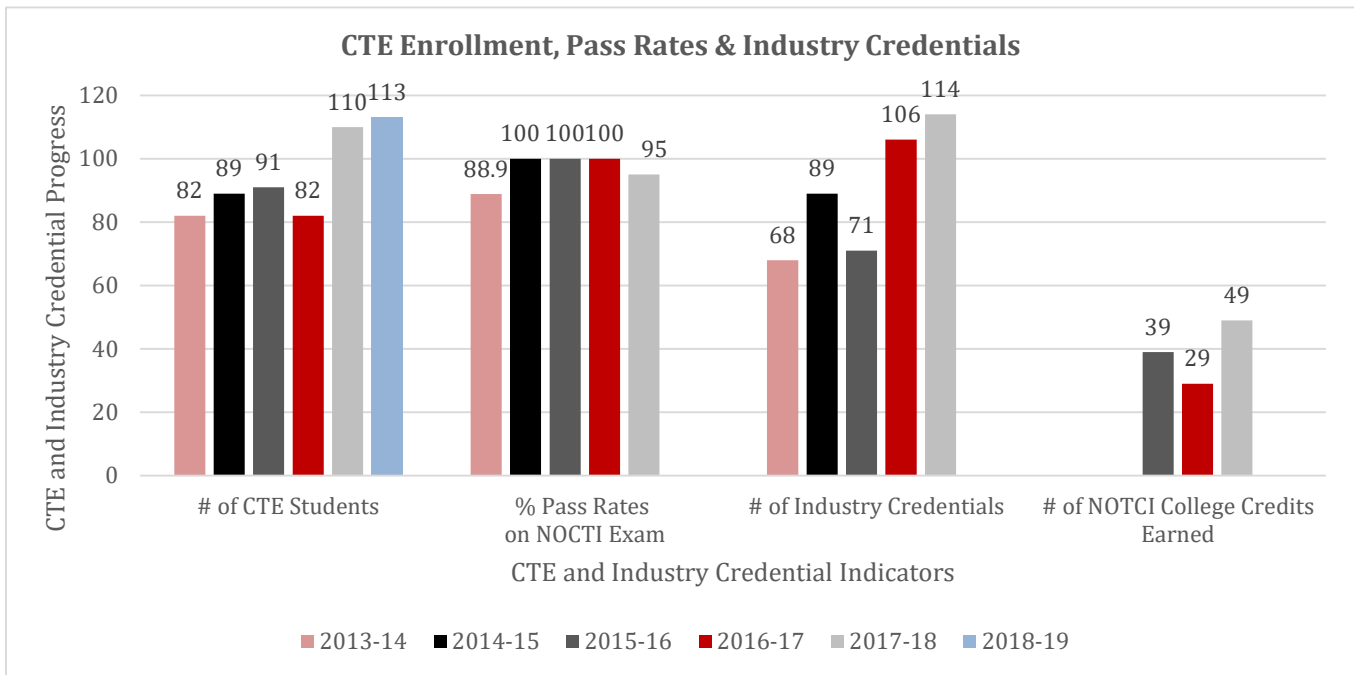


■ Grade 9 ■ Grade 10 ■ Grade 11 ■ Grade 12

The majority of the 256 students are enrolled in an average of 4.5 college credits. West Allegheny partnered with CCAC as a result of the highest number of our graduates choosing CCAC as their post-secondary institution along with CCAC credits being transferrable to most colleges and universities. West Allegheny is committed to ensuring that every graduate is connected to a viable post-secondary pathway whether that is through our Early College in High School Academy, Advanced Placement program, or Career and Technical Education Program. Our goal is to have every graduate earn college credits and/or industry credentials/certificates by the time they graduate through the above named programs.



## Career and Technical Education

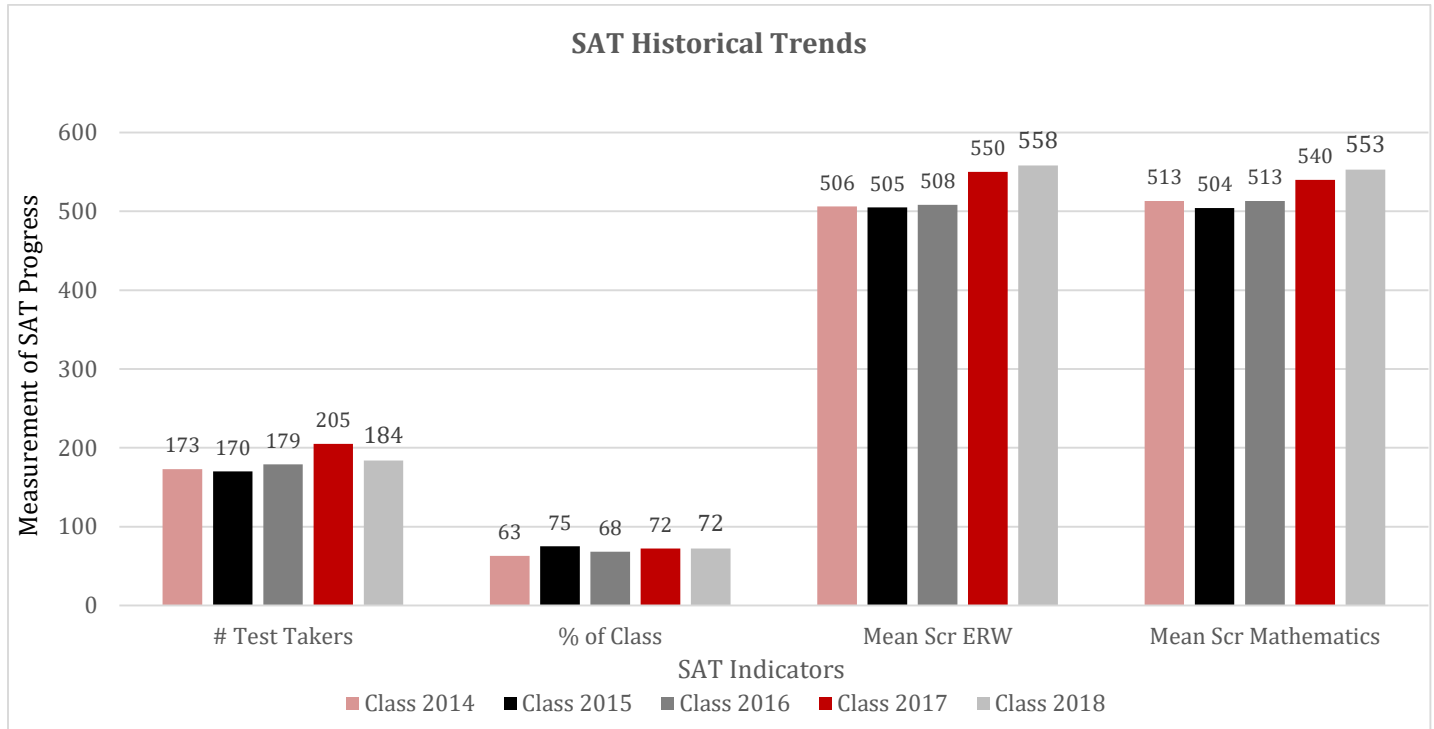


West Allegheny School District places equal emphasis on preparing our students for careers and college. Many K-12 institutions erroneously commit to the “college for all” rhetoric. At West Allegheny, we refute this educational trend based on research and workforce analysis. An ongoing challenge facing 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% of all jobs will require at least a four-year degree while the overwhelming majority of jobs available, 57%, 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 freshmen to enroll in our CTE program provided by Parkway Career and Technology Center. Our enrollment trend data supports this programmatic enhancement. Our students enrolled in Parkway’s CTE program perform exceptionally with 95% to 100% pass rates over the last four years on the NOCTI as well as increasing industry certifications/credentials earned. We are extremely proud that the number of industry credentials earned by our students continues to increase. Across a five-year period, our students have almost doubled the number of industry credentials earned.

### Scholastic Aptitude Test (SAT)

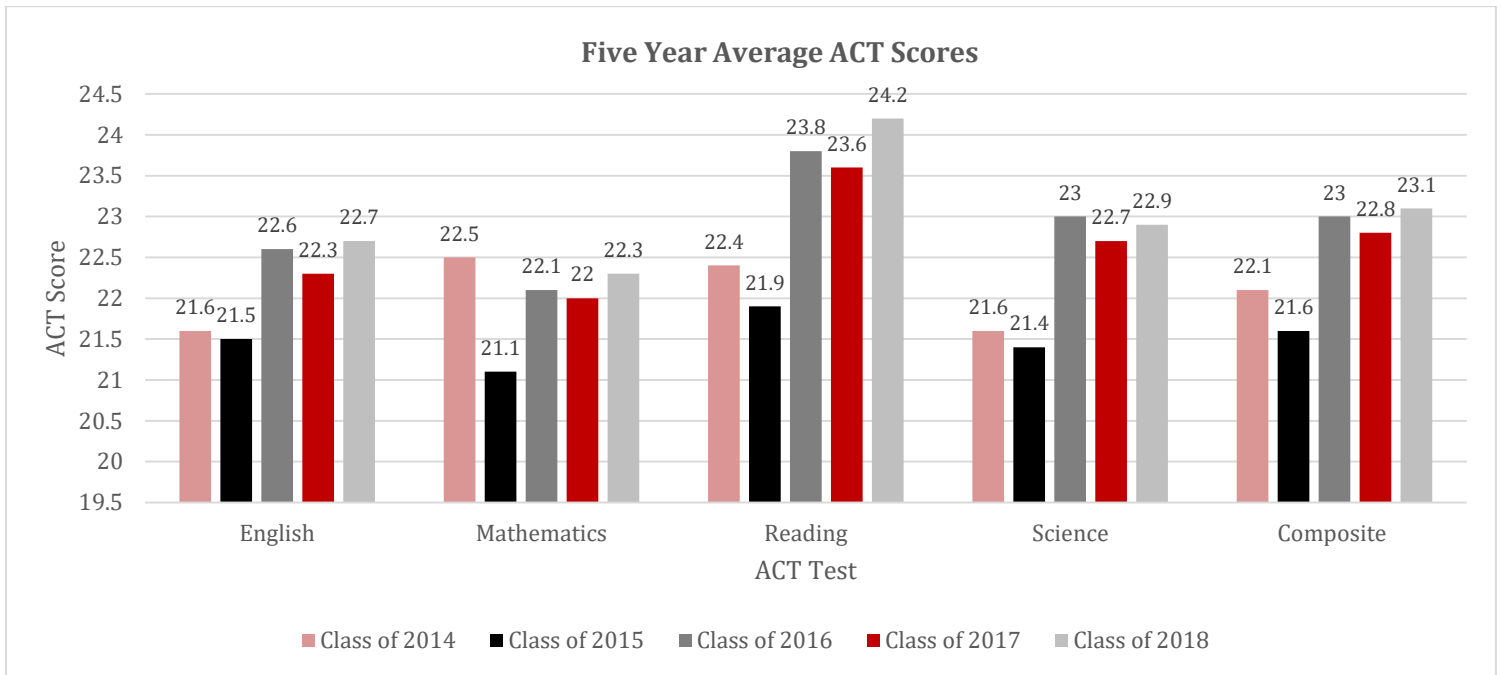
The SAT is a nationally normed benchmark utilized by colleges and universities as a major admission indicator. It is designed to help admission personnel in assessing a student's likelihood of success in a college environment. A product of the Educational Testing Service (ETS) also known as the College 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 2018, the West Allegheny mean score for mathematics was 553 while the Evidence-Based Reading and Writing (EBRW) mean score was 558. Both categories for the graduating Class of 2018 had a slight improvement compared to the Class of 2017.



The Class of 2018 saw improvement in mean test scores in Evidenced-based Reading and Writing and Mathematics, improving from 1090 to 1112. The Class of 2018 saw a decline in the number of test takers but had a consistent percent of 72% of the class taking the SAT. As we continue to improve our academic programming K-12, we anticipate continued improvement in our mean scores. Our SAT rank regionally has improved from 48 in 2013-2014 (Class of 2014) to 42 for the Class of 2017, but West Allegheny rank declined from the Class of 2016 rank at 29. Our SAT rank in the region is something we are focused on improving, given the competitiveness of college admissions.

### American College Test (ACT)

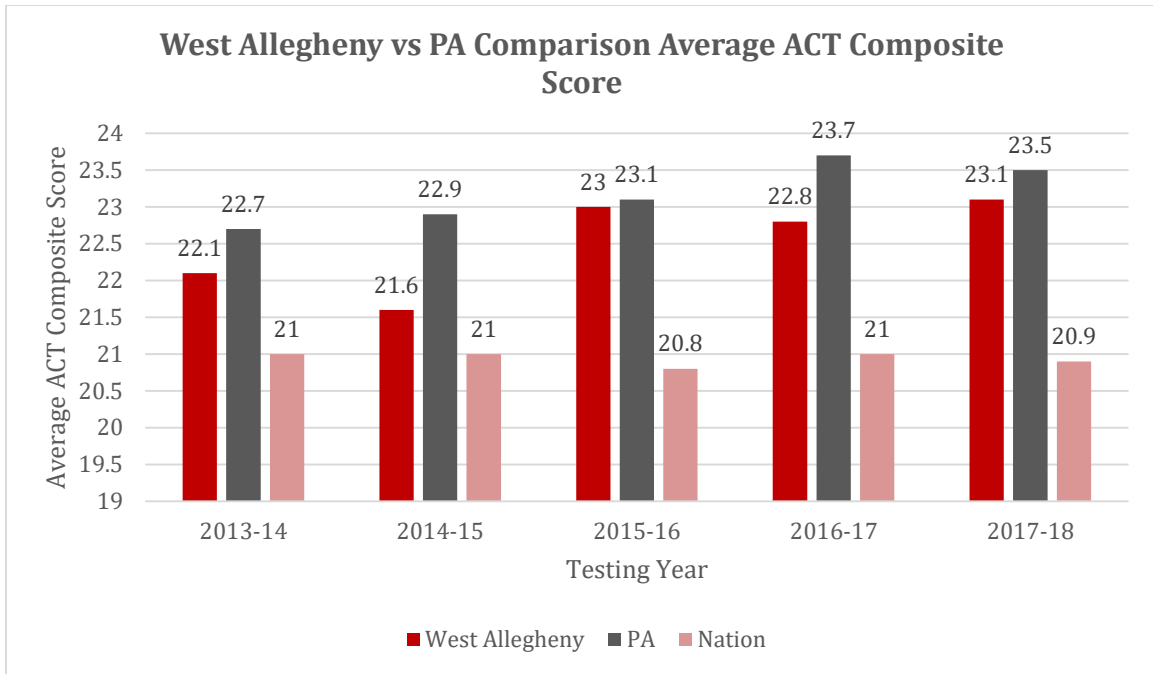
The ACT is a college admission test in direct competition with SAT. The ACT Assessment contains four curriculum-based tests that measure academic achievement in the areas of English, Mathematics, Reading, and Science. The ACT also provides an overall composite score. In 2017, the West Allegheny average scores included English 22.7, Mathematics 22.3, Reading 24.2, Science 22.9, with an average composite of 23.1.



Number of Students Taking ACT	Class of 2013	Class of 2014	Class of 2015	Class of 2016	Class of 2017	Class of 2018
	87	81	93	102	106	82

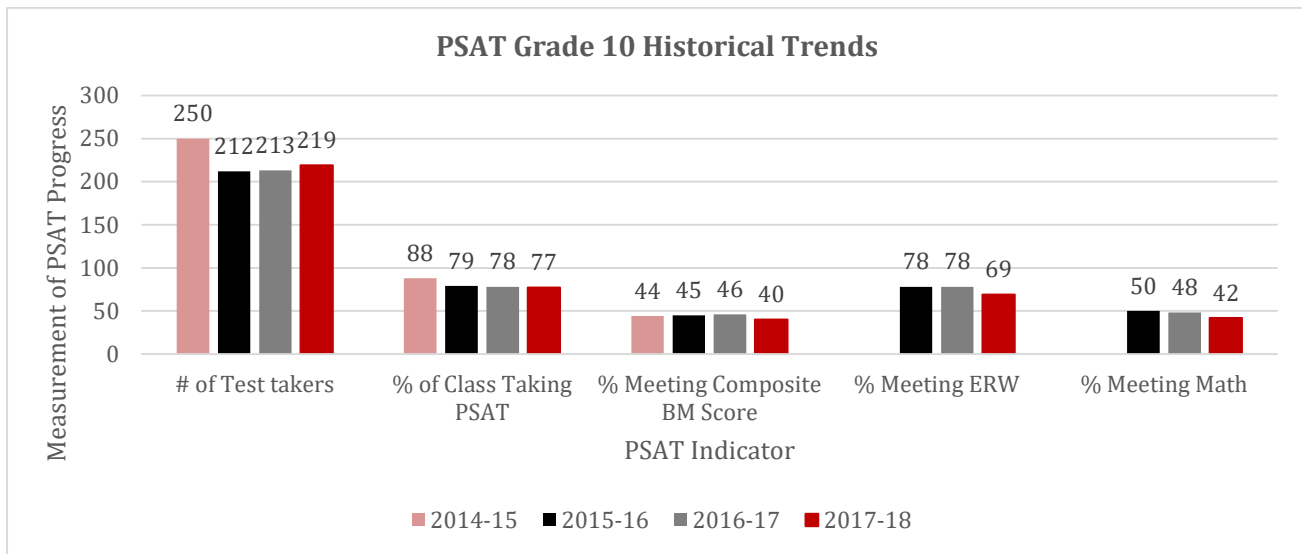
In addition to SAT exams, we are focused on improving our students' average ACT scores across the four subtests and overall composite scores. We have far fewer students taking the ACT, 82 students, compared to students taking the SAT exam, 184 students for the Class of 2018. Our Class of 2018 results realized a slight increase in all subtests and composite scores compared to the 2017 data. The Class of 2018 realized the highest ACT composite score in six years, with the most significant improvement in English, Reading and Science. Our Act composite score of 23.1 is slightly below the state at 23.5; however, our 2018 graduates outperformed the national average of 20.9. West Allegheny's regional ACT\* rank for 2017 is 46 out of 87, which requires improvement. West Allegheny shares the 46<sup>th</sup> rank with eighteen other high schools in the area.

\*source is the Pittsburgh Business Times



### 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.



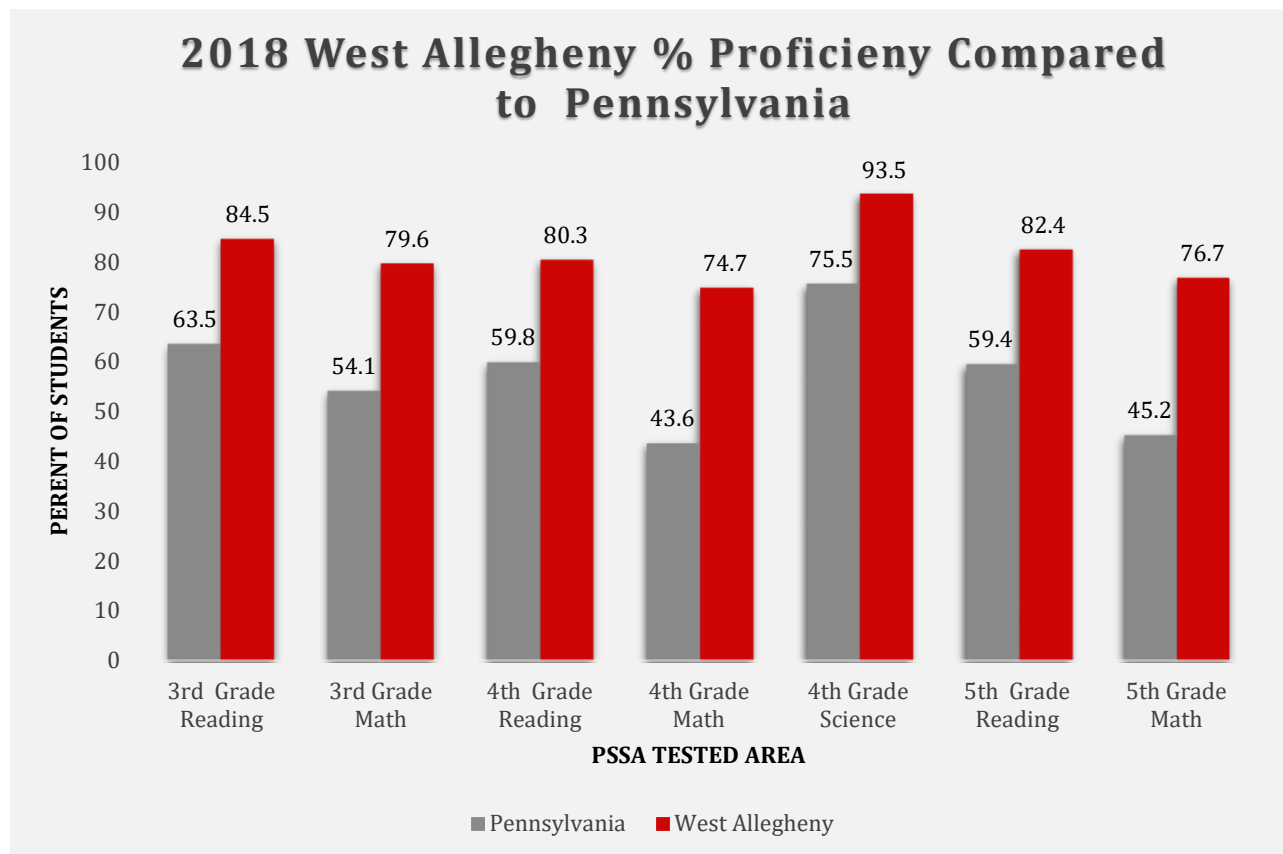
National Merit Scholarship Qualifying (NMSQT) Summary					
Class of	# of Students in Class	Students Taking NMSQT	Semi-finalist Students	Commended Students	Total Semi-finalists and Commended Students
2016	266	52	0	0	0
2017	293	106	1	2	3
2018	253	83	1	4	5
2019	265	91	1	0	1

Our PSAT data is relatively flat with little improvement across a four-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. Our 2017 PSAT mean score of 938 (ERW 475, Math 463) is slightly less than 2016 PSAT mean score of 967 (ERW 492, Math 475).

### 2017-2018 Keystone Data

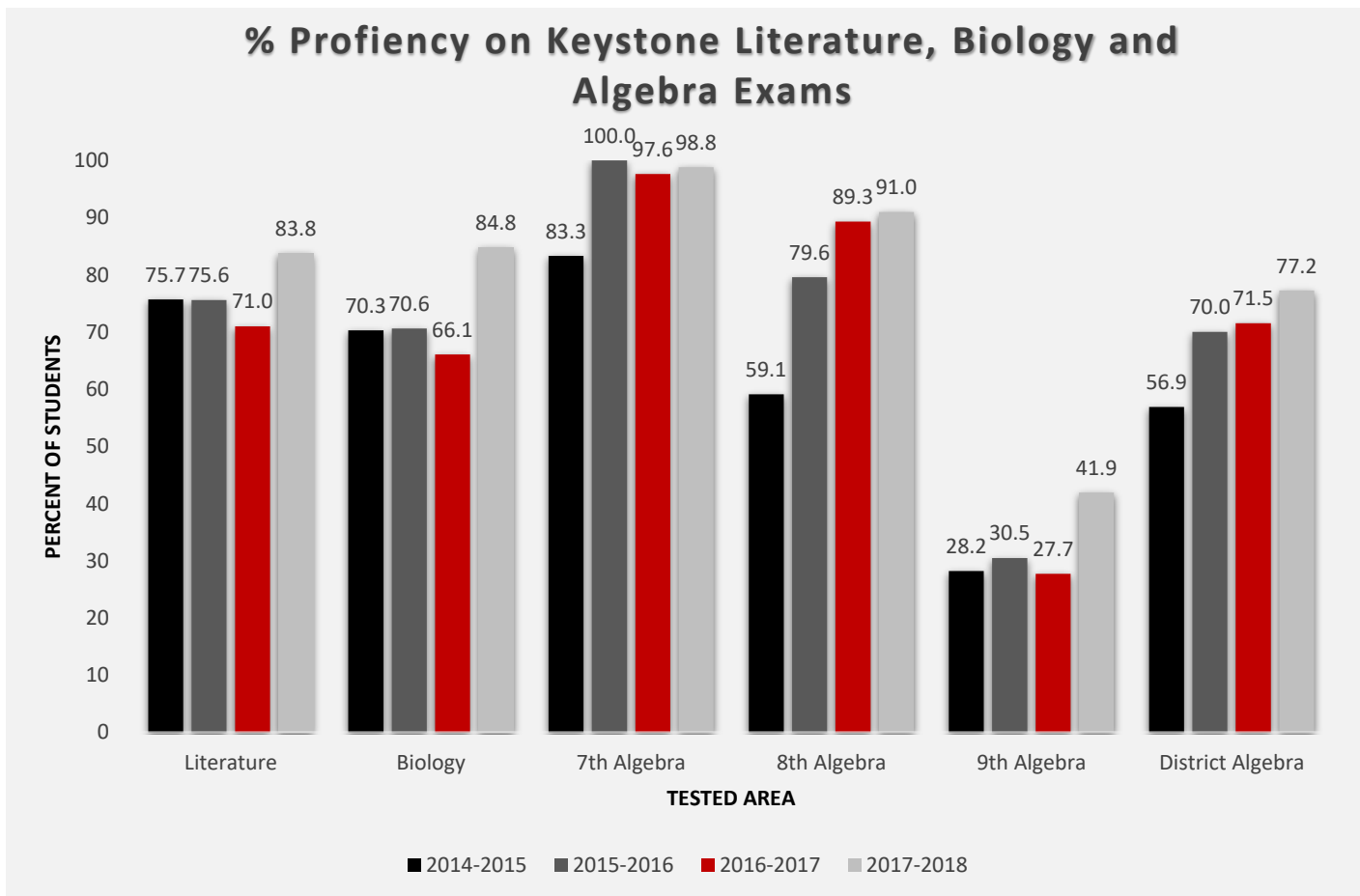
The Keystone Exams are end-of-course assessments designed to assess proficiency in the subject areas of Algebra I, Biology, and Literature and help school districts guide students toward meeting course and state standards. As established, proficiency in Algebra I, Biology and Literature as measured by 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.

West Allegheny outperformed Pennsylvania Keystone Exam proficiency in all five tested areas. Our most significant outperformance is in Keystone Biology with a 27.6 percentage point difference and Keystone Literature with an 18.7 percentage point difference. We are working to dramatically improve our Algebra proficiency rates in grade 9 as well as marked improvement in outperforming the state average.



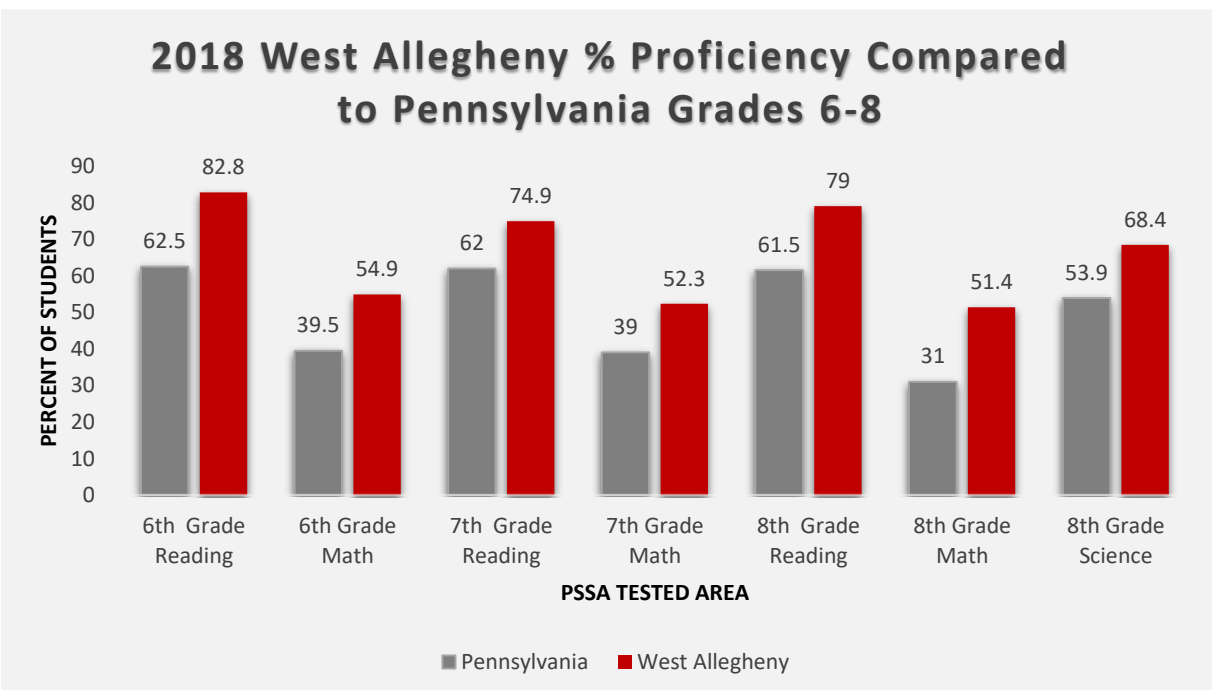
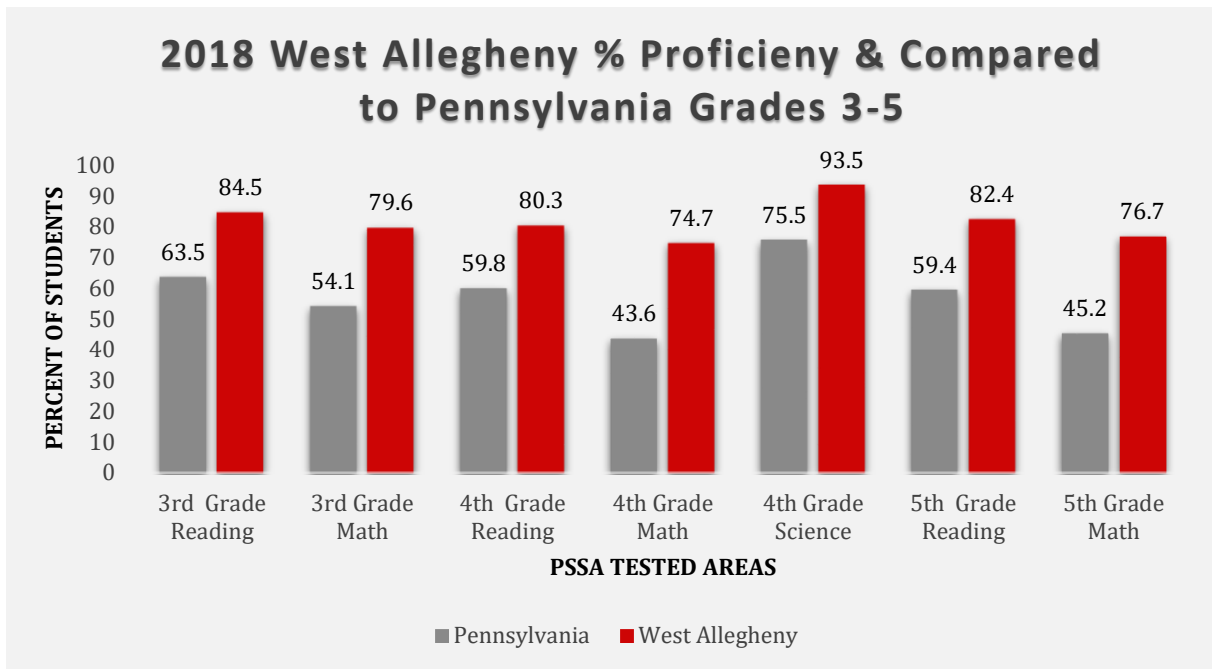
Upon reviewing the Keystone data, the following highlights are noteworthy:

- Across all Keystone exams, the District realized an increase in 2018 scores compared to 2017.
- Biology and Literature proficient and advanced scores increased in 2018 demonstrating considerable improvement from 2017. Literature scores improved to 83.8% from 71.0%, which is a 12.8 percentage point increase. Biology scores improved to 84.8% from 66.1%, which is an 18.7 percentage point 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 56.9% in 2015 to 77.2% in 2018.
- Grade 9 Algebra has realized a 13.7 percentage point increase in proficiency across four years, improving from 28.2% in 2015 to 42% proficient and advanced in spring of 2018.
- We continue to celebrate very high proficiency rates in Algebra keystones in 7<sup>th</sup> and 8<sup>th</sup> grade.
- Our average Keystone exam improvement rate is 9.7 percentage points across five exams from 2017 to 2018 and 16.7 percentage point increase from 2015 to 2018.



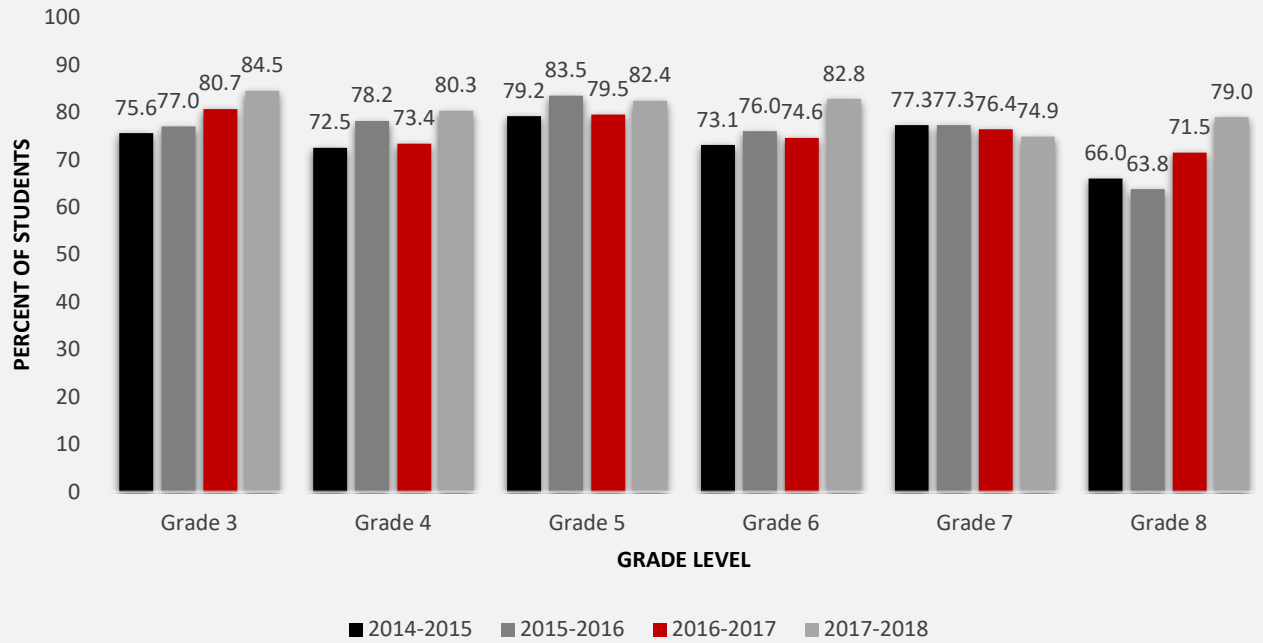
### 2017-2018 PSSA Data

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 2018 Spring PSSA grades 3-8 (tested school year 2017-2018), the District outperformed the state significantly in every assessment category (14 out of 14).

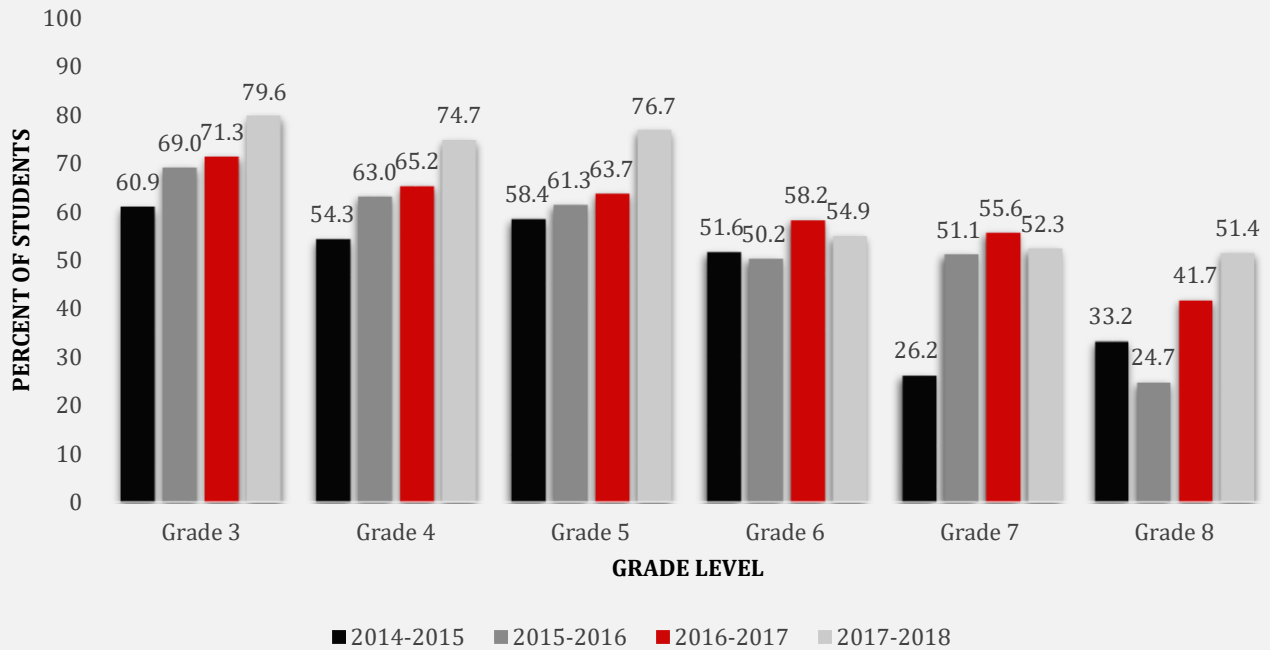




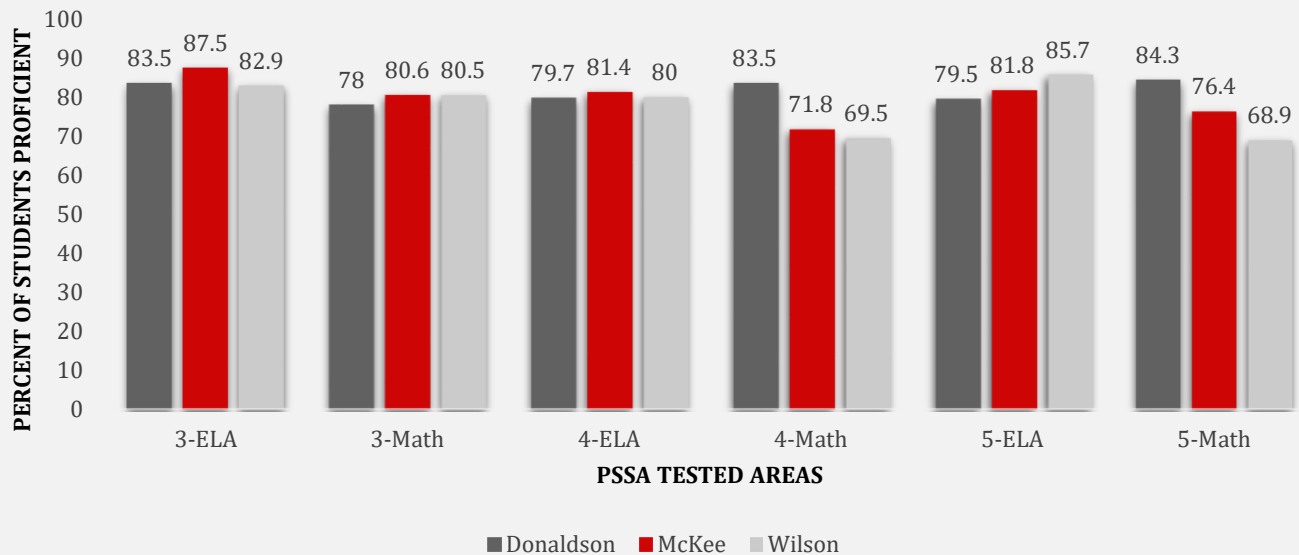
### % Proficiency PSSA ELA GRADES 3-8



### % Proficiency PSSA MATHEMATICS GRADES 3-8



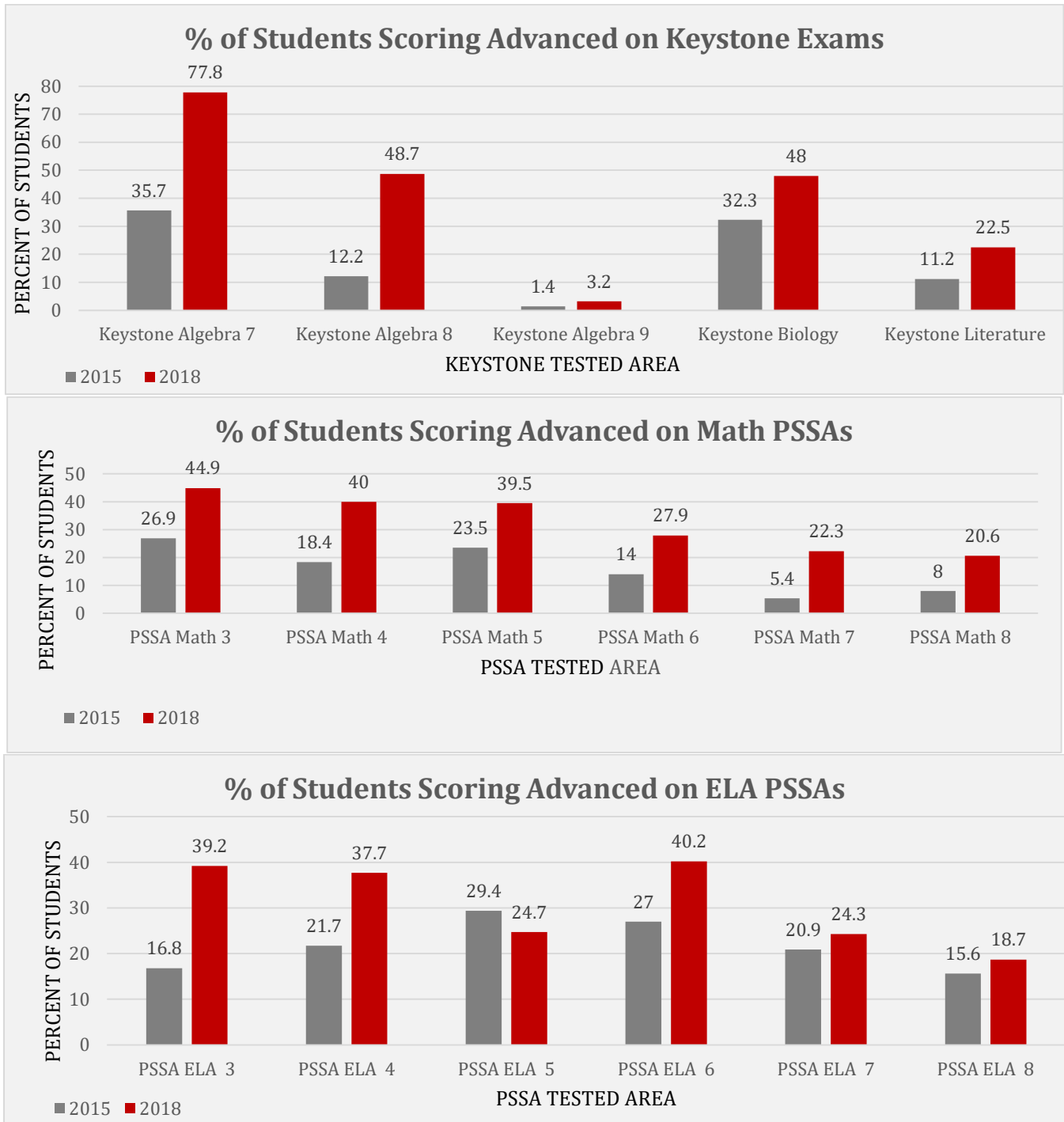
## % Proficiency 2018 PSSA Grade 3-5 Elementary School Comparison



### PSSA Historical Trend Data Highlights:

- Based on the PSSA historical ELA analysis across four tested years, West Allegheny improved proficiency rates in five of the six tested grade levels from 2017 to 2018 and compared to 2015. Grade 7 ELA is the only tested area that saw a slight decline from 2017.
- The average proficiency rate across grades 3 through 8 is 80.7% of students reading and writing on or above grade level. The average percent improvement was 4.6 percentage points from 2017 to 2018, with an average improvement of 6.7 percentage points compared to 2015.
- On the 2018 PSSA ELA grade 3 and 5 assessment, the District realized 82.4% of students scoring proficient and advanced, compared to 80% in 2017.
- Over the past four years, grades 6 through 8 ELA have consistently improved performance with 79% of students reading and writing on or above grade level in 2018 compared to 72% of students in 2015.
- Based on the PSSA historical mathematics analysis across four tested years, West Allegheny improved proficiency rates in four out of six tested grade levels from 2017 to 2018 and six out of six tested areas compared to 2015. Grade 6 and 7 mathematics realized a slight decline from 2017.
- Grades 3 through 5 PSSA mathematics historical trend data shows dramatic and consistent improvement year over year for the past four years, with 77% of elementary students performing mathematics on or above grade level. The average rate of proficiency improvement was 10.3 percentage points from 2017 to 2018 and 19 percentage points from 2015 to 2018.
- Over the last four years, grades 6 through 8 mathematics have demonstrated a consistent increase in proficient and advanced scores. Proficiency rates in grades 6-8 mathematics improved 15.9 percentage points on average from 2015 to 2018 from 37.0% proficiency to 52.9%.
- The elementary school analysis chart indicates very consistent performance with little variation in student performance across our three schools in ELA grades 3 through 5. Although mathematics achievement is high and consistent in grade 3 across our three elementary schools, grade 4 and 5 mathematics achievement demonstrates some variation in student achievement, which is being addressed as focus areas at McKee and Wilson.

### Keystone and PSSA Percent of Students Advanced



In order for our students to perform well on college and career readiness indicators such as PSAT, SAT, ACT, Advanced Placement exams, and earn industry credentials and certifications, we need to consistently work to have an increasing number of students moving to the advanced performance category on state standardized assessments (PSSAs and Keystone exams). As the above table indicates, over the past four years, we have dramatically improved the percent of students performing in the advanced category across most of the 17 state assessed areas.

## PVAAS Growth Data

The 2017-2018 Pennsylvania Value-Added Assessment System (PVAAS) growth data is included below along with 2015-16, 2016-17 and our 3-year average. 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 15% 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	2017-2018	3-Year Average
<b>Mathematics</b>	<b>Keystone (Algebra I)</b>	Dark Blue	Dark Blue	Dark Blue	Dark Blue
	PSSA, Grade 4	Yellow	Dark Blue	Dark Blue	Dark Blue
	PSSA, Grade 5	Dark Blue	Dark Blue	Dark Blue	Dark Blue
	PSSA, Grade 6	Red	Light Blue	Green	Green
	PSSA, Grade 7	Green	Dark Blue	Red	Green
	PSSA, Grade 8	Green	Green	Dark Blue	Dark Blue
	<b>District Grades 4-8</b>	Green	Dark Blue	Dark Blue	Dark Blue
<b>English Language Arts</b>	<b>Keystone (Literature)</b>	Light blue	Light blue	Dark Blue	Dark blue
	PSSA, Grade 4	Yellow	Light blue	Light Blue	Green
	PSSA, Grade 5	Dark blue	Dark blue	Dark Blue	Dark Blue
	PSSA, Grade 6	Red	Red	Green	Red
	PSSA, Grade 7	Green	Dark blue	Dark Blue	Dark Blue
	PSSA, Grade 8	Red	Red	Light Blue	Red
	<b>District Grades 4-8</b>	Red	Green	Dark Blue	Dark Blue
<b>Science</b>	<b>Keystone (Biology)</b>	Dark Blue	Dark Blue	Dark Blue	Dark Blue
	PSSA, Grade 4	Light blue	Green	Dark Blue	Dark Blue
	PSSA, Grade 8	Red	Green	Yellow	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

- Our 2018 PVAAS growth data indicates 13 out of 15 areas that we met or exceeded the PA academic growth expectation. In 11 out of 15 areas, we demonstrated significant and moderate evidence that we exceeded the PA academic growth standard, meaning that our students grew more than a year for a year of time.
- In grade bands 4 through 8 ELA and mathematics and Keystone Algebra, Literature and Biology, we significantly exceeded the PA growth expectation, which demonstrated improvement from 2016 and 2017.

- 2018 Grades 4, 5, 6, and 8 mathematics and Algebra I show evidence that the District met or exceeded the standard for PA academic growth. Combined grades 4-8 and District Algebra demonstrated significant evidence that we exceeded the standard for PA academic growth.
- In 2018, we did not meet the growth standard in grade 7 mathematics and declined from 2017. Grade 7 mathematics remains a focus area.
- In all 2018 ELA growth categories, we met or exceeded PA growth expectations, with results exceeding or remaining consistent with the 2017 growth data. In grades 4 through 8 English Language Arts and Keystone Literature, the District exceeded the standard for PA academic growth. In ELA, grades 6, 7, 8 and Keystone Literature improved growth standards from the prior year.
- In 2018, we have met or exceeded the PA growth standard for grade 4 science and Keystone Biology. Grade 8 science did not meet the growth standard and experienced a decline from 2017.
- The District met or exceeded the growth standard in 12 out of 15 categories based on the three-year growth average, with nine categories significantly exceeding the PA growth standard (Keystone Algebra 1, Keystone Literature, Keystone Biology, PSSA grades 4, 5 and 8 mathematics, PSSA grades 5 and 7 ELA, PSSA grade 4 science), 3 categories meeting the growth standard (ELA grade 4, mathematics grades 6 and 7).

## Future Ready Index

The Future Ready PA Index is designed to provide clarity around specific indicators, including a subset of indicators that will be used in federal accountability determinations under Pennsylvania's newly-approved ESSA Consolidated State Plan. Each Future Ready PA Index indicator was selected based on extensive feedback from education stakeholders from across the commonwealth, along with careful evaluation of the practices and systems that tie to continuous school improvement. The Future Ready Index will replace the School Performance Profile as a comparison for schools across the commonwealth. District's will still receive SPP scores, although they will not be published on the Pennsylvania Department of Education website, due to the use in Educator Effectiveness (Act 82) evaluation accounting for 15% of the evaluation rating.

The Future Ready PA Index indicators are divided into three main categories, as listed below.

**1. State Assessment Measures:**

- Percent Proficient or Advanced on PSSA/Keystone Exam (Mathematics/Algebra I, Science/Biology, and English Language Arts/Literature)
- Meeting Annual Growth Expectations (PVAAS) (Mathematics/Algebra I, Science/Biology, and English Language Arts/Literature)
- Percent Advanced on PSSA/Keystone Exam (Mathematics/Algebra I, Science/Biology, and English Language Arts/Literature)

**2. On-Track Measures:**

- English Language Proficiency (NEW Indicator)
- Chronic Absenteeism (NEW Indicator)
- Grade 3 Reading/Grade 7 Mathematics Early Indicators of Success (NEW Indicator)

**3. College and Career Measures:**

- Graduation Rate
- Career Readiness Benchmark (NEW Indicator)
- Industry Based Learning, including Industry Standards-Based Competency Assessments, High Value Industry Recognized Credentials, or Work Based Learning Experiences) (NEW Indicator)
- Rigorous Courses of Study, including Advanced Placement (AP)/International Baccalaureate (IB)/College Course Offerings, or CTE Career Pathways
- Post-Secondary Transition to School, Military, or Work (NEW Indicator)

To learn more about PA Future Ready Index visit <https://www.education.pa.gov/Pages/Future-Ready-PA.aspx>

Future Ready Index Summary 2018		WAHS	WAMS	Donaldson	McKee	Wilson
State Assessment Measures	% P/A in Lit/ELA	Meets 2030 Goal ↓	Meets Interim Goal ↑	Meets Interim Goal ↑	Meets 2030 Goal ↑	Meets Interim Goal ↑
	Growth in ELA/Lit	Exceeds Growth ↑	Exceeds Growth ↑	Exceeds Growth ↑	Meets Growth Standard	Exceeds Growth
	% P/A in Alg/Math	Meets 2030 Goal ↓	Meets Interim Goal ↑	Meets 2030 Goal ↑	Meets 2030 Goal ↑	Meets Interim Goal ↑
	Growth in Alg/Math	Exceeds Growth ↑	Exceeds Growth ↓	Exceeds Growth	Exceeds Growth ↓	Exceeds Growth ↑
On-Track Measures	% ELL Prof	Not Applicable	Not Applicable	Meets 2030 Goal	Not Applicable	Not Applicable
	Regular Attendance	Meets Standard	Meets Standard	Exceeds Perf Standard	Meets Standard	Meets Standard
Career and College Measures	% Career Standards Benchmark	Meets Standard	Meets Standard	Exceeds Perf Standard	Exceeds Perf Standard	Exceeds Perf Standard
	4-yr Cohort Graduation	Meets 2030 Goal ↑	Not Applicable	Not Applicable	Not Applicable	Not Applicable

In the preliminary release of the first Future Ready Index Report, West Allegheny meets interim goals and/or exceeds growth expectations and 2030 goals in all categories. The arrows indicate performance compared to the prior school year. The high school exceeds standards in five of seven categories; the middle schools exceeds expectations in two of six categories; Donaldson exceeds expectations in six of seven categories; McKee exceeds performance expectations in four of six; Wilson exceeds growth expectations in three of six. We will focus on improving areas where we met interim targets and/or standards.

**Act 82 Scores**  
**(Formerly known as School Performance Profile (SPP))**

The Act 82 performance score is designed to provide a building level score for educators as 15% of their annual rating.

Act 82 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 for 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.

Upon reviewing the West Allegheny 2018 Act 82 Scores data, we are excited to realize significant improvements from the prior year, with all five schools improving. All schools are also earning scores 80 and above, with Donaldson and Wilson elementary schools earning scores in the nineties. The average point increase across all five schools is 9.1 points, with two schools, Wilson and the Middle School with 12.5 and 11.6 point increase from the prior year. All five of our schools exceeded the growth measure as well.

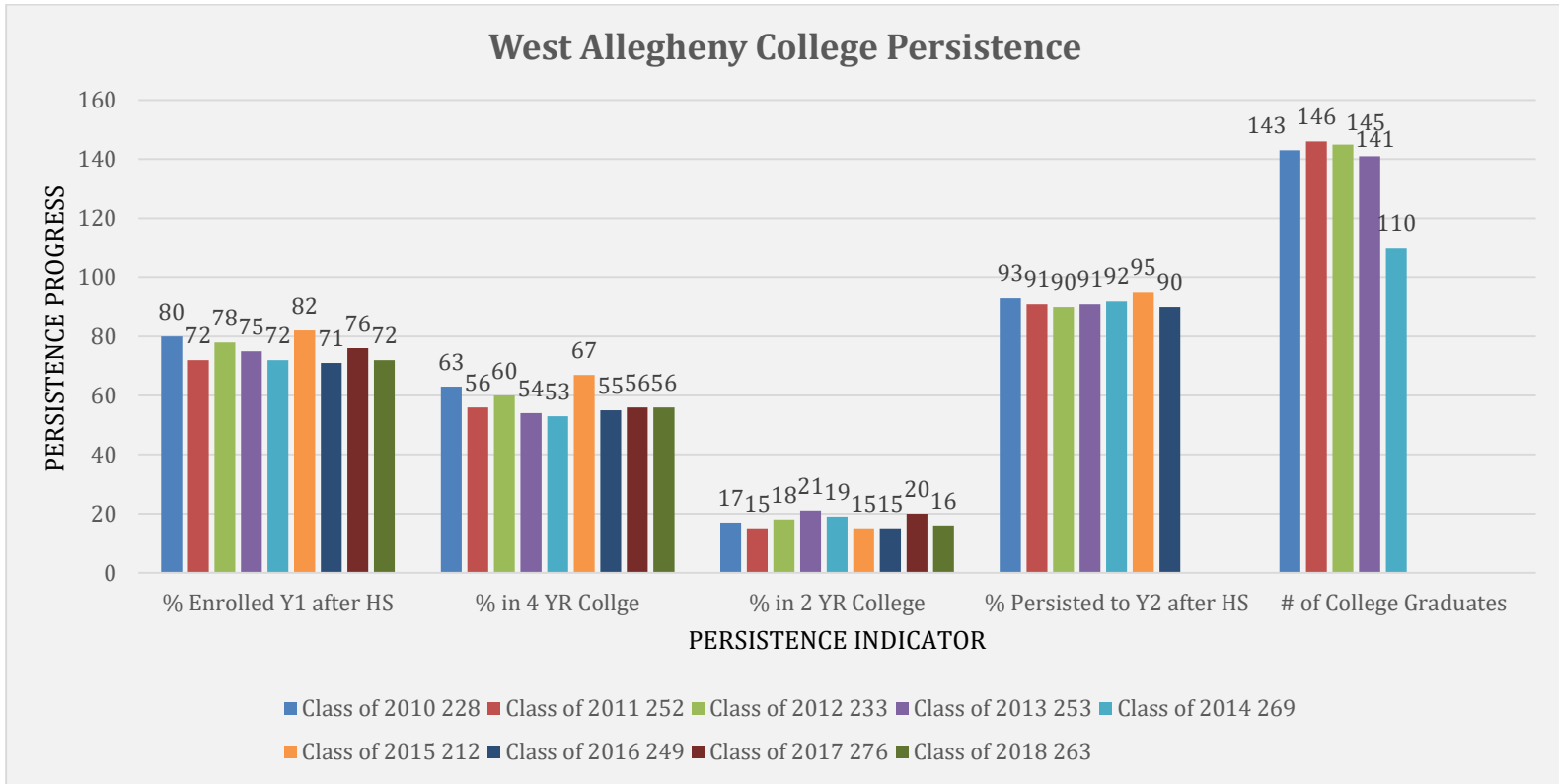
Grade levels and departments continue to meet to analyze assessment data and identify action plans to address the specific strengths and needs of each grade level. The focus of the data analysis sessions is to identify strategies to promote increased student attendance and student performance on curriculum-based assessments, interim assessments and end-of-year summative assessments.

The Act 82 (SPP) scores for the last several years are listed in the chart below.

School	2015-16	2016-17	2017-18	PA's Growth Measure 2016-2017	PA's Growth Measure 2017-2018	3-Year Average
Donaldson	86.6	82.5	91.1	Exceeded Growth Measure	Exceeded Growth Measure	86.7
Wilson	78.0	81.0	93.5	Exceeded Growth Measure	Exceeded Growth Measure	84.2
McKee	89.2	80.7	88.3	Exceeded Growth Measure	Exceeded Growth Measure	86.1
Middle School	59.9	69.3	80.9	Did Not Meet Growth Measure	Exceeded Growth Measure	70.0
High School	86.1	81.7	87.0	Exceeded Growth Measure	Exceeded Growth Measure	84.9
District	79.96	79.0	88.2	Met Growth Measure	Exceeded Growth Measure	82.4



**Post-Secondary College Persistence National Clearinghouse Report  
Updated Fall 2018 with Class of 2018 Added**



In April of each year, the National Student Clearinghouse provides the District data on our post-secondary attendance, persistence and degree/graduation data. The charts above indicate that for the Classes of 2010 through 2018 we have on average 75% of our graduating classes attending 2-year and 4-year colleges and universities. On average, 56% of our graduates attending college choose a 4-year college with an average of 20% choosing a 2-year college. The graduates who choose a 2-year or 4-year college or university have a very high persistence rate in their sophomore year averaging 90%. For the Classes of 2010 through 2018, our graduates' most attended college is CCAC (2-year) with 270 students. In ascending rank order, number two is Penn State University with 134 students, number three is Robert Morris with 108 students, number four is Slippery Rock University and University of Pittsburgh each with 78 students, and number five is Indiana University of Pennsylvania with 68 students.