

Wissahickon School District

Achievement Gap Ten Year Attack Plan

ANNUAL REPORT #2

(through the 2017-18 school year)

1/28/19 Public Board Meeting



Setting the Stage—What is tonight?

- ▶ Annual Report #2 (of 10)—EVERY JANUARY
 - ▶ NOT district-wide totals or trends—ANNUAL STANDARDIZED TESTING REPORT
 - ▶ NOT a look at individual student growth—EVERY DAY IN EVERY CLASSROOM
- ▶ The Annual Report is exclusively focused on **OUR LOCAL ACHIEVEMENT GAP:**

“Students from certain demographic groups are more likely to achieve at lower levels than other students.”



Setting the Stage—Demographic Picture

District Demographics (as of 12/20/18)—DIVERSITY IS OUR STRENGTH!

<u>Ethnicity</u>	<u>#</u>	<u>Percent</u>
Asian	727	15.48%
Black/African American	463	9.86%
Hispanic	296	6.30%
Multi-Racial	309	6.58%
White	2901	61.78%
TOTAL:	4696	100.00%

<u>Lunch Status*</u>	<u>#</u>	<u>Percent</u>
Paid	3781	80.52%
Free/Reduced	915	19.48%
TOTAL:	4573	100.00%

*NOTE: "Lunch Status" is not perfect, but is the best proxy available for determining if a student comes from a low income household.



Setting the Stage—Timeline

- **2015-16 School Year:** Observe, study, meet, discuss, plan, refine
- **August 2016:** Launch the Achievement Gap Ten Year Attack Plan (AGTYAP)
- **2016-17 and 2017-18 School Years:** Years #1 and #2 of the Plan
 - Nine “sub-gap” teams formed—brainstorm strategies & implement dozens of ideas
 - Begin regular “status” reports at public board meetings from each team
- **January 2019** (tonight): AGTYAP Annual Report #2
- **ONGOING:** Continue our thinking and work to close the gap



Setting the Stage—Measuring Progress

- ONGOING: Nine “progress indicators” that we will track over 10 years
 - Grade 3: Reading on Grade Level?
 - Grade 4: Mastery of Math Facts?
 - Grade 5: Proficiency on PSSA?
 - Grade 7: Proficiency on PSSA?
 - Grade 8: Honor Roll in at least two marking periods?
 - Grade 10: Proficiency on Keystone?
 - Grade 11: Meet/Exceed PSAT Benchmark?
 - Grade 11: GPA (unweighted) of 3.0 or better?
 - Grade 12: Successful completion of at least one AP course?

- NEW IDEA: Longitudinal **Case Study** (Class of 2025)—see below

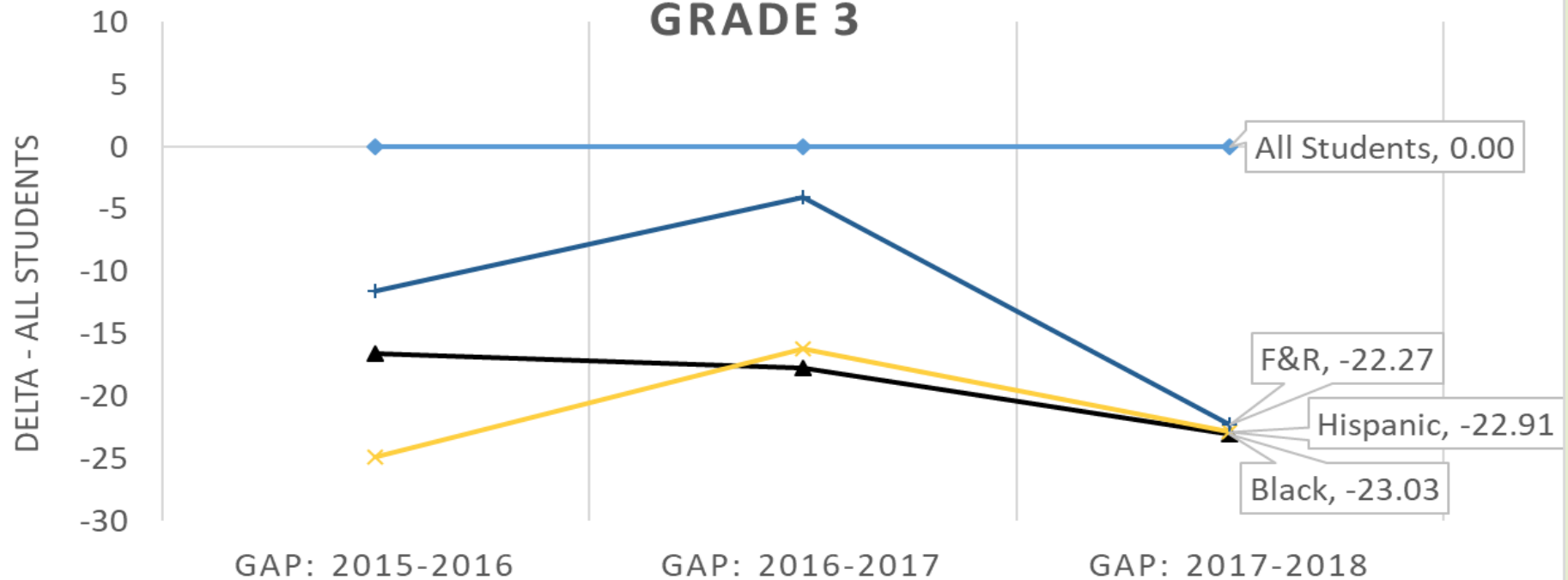


Setting the Stage—Measuring Progress

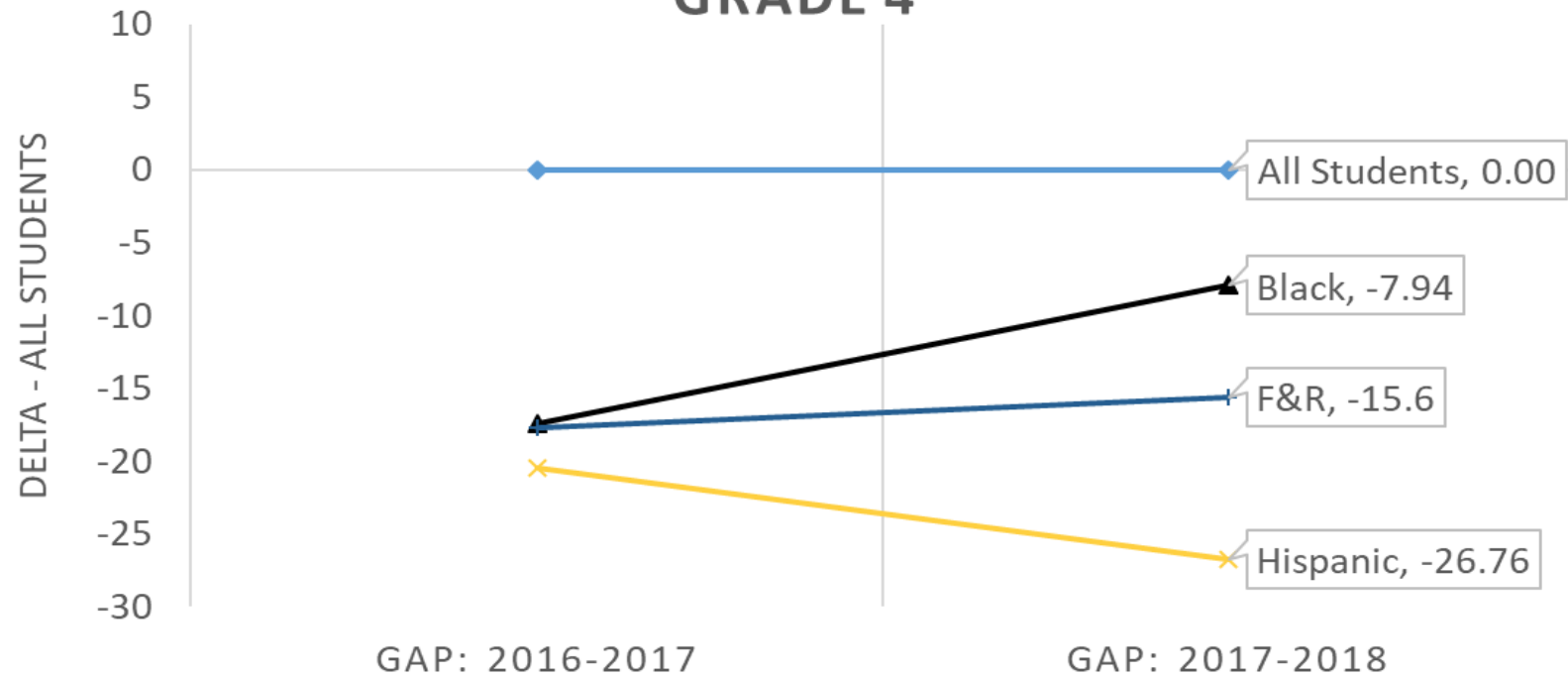
- ▶ Theoretical concept is the same for both the ongoing (9 indicators) and the new (Class of 2025 Case Study)
- ▶ We are tracking the **PERCENTAGE POINT GAP** between three groups that are not achieving at the level we want (Black students, Hispanic students and students from low income households) and the total population of students



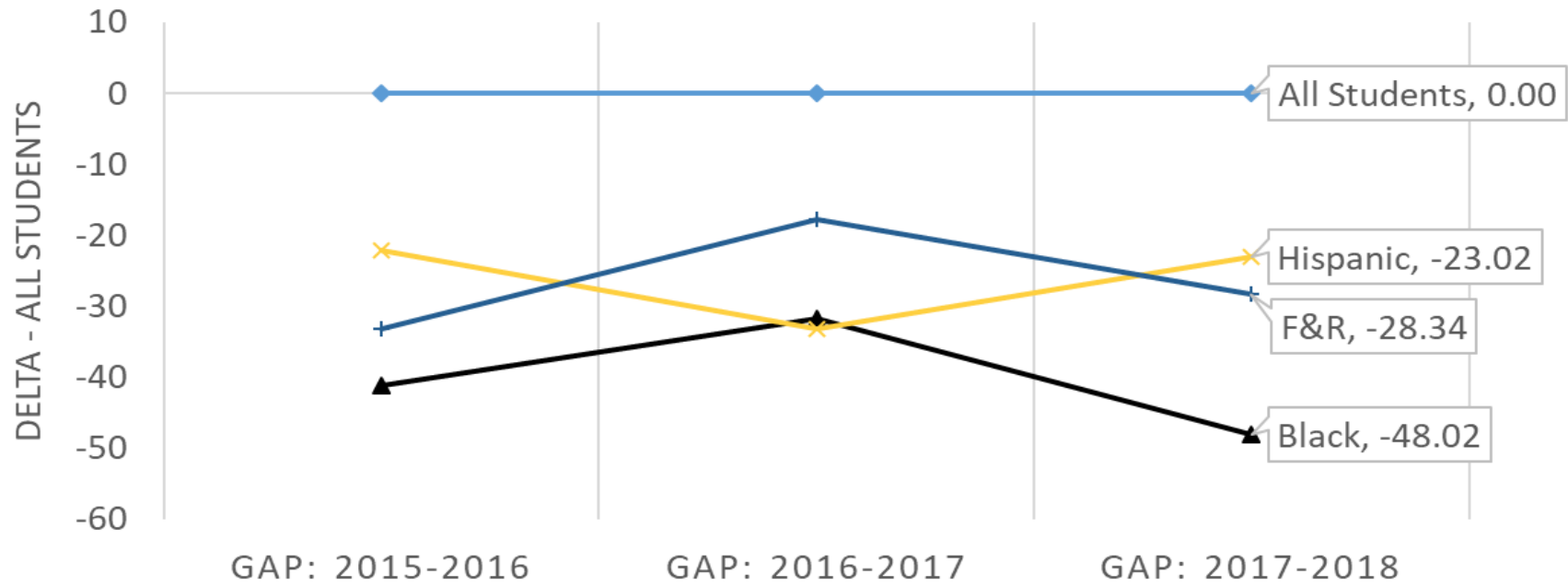
INDICATOR #1: READING ON GRADE LEVEL GRADE 3



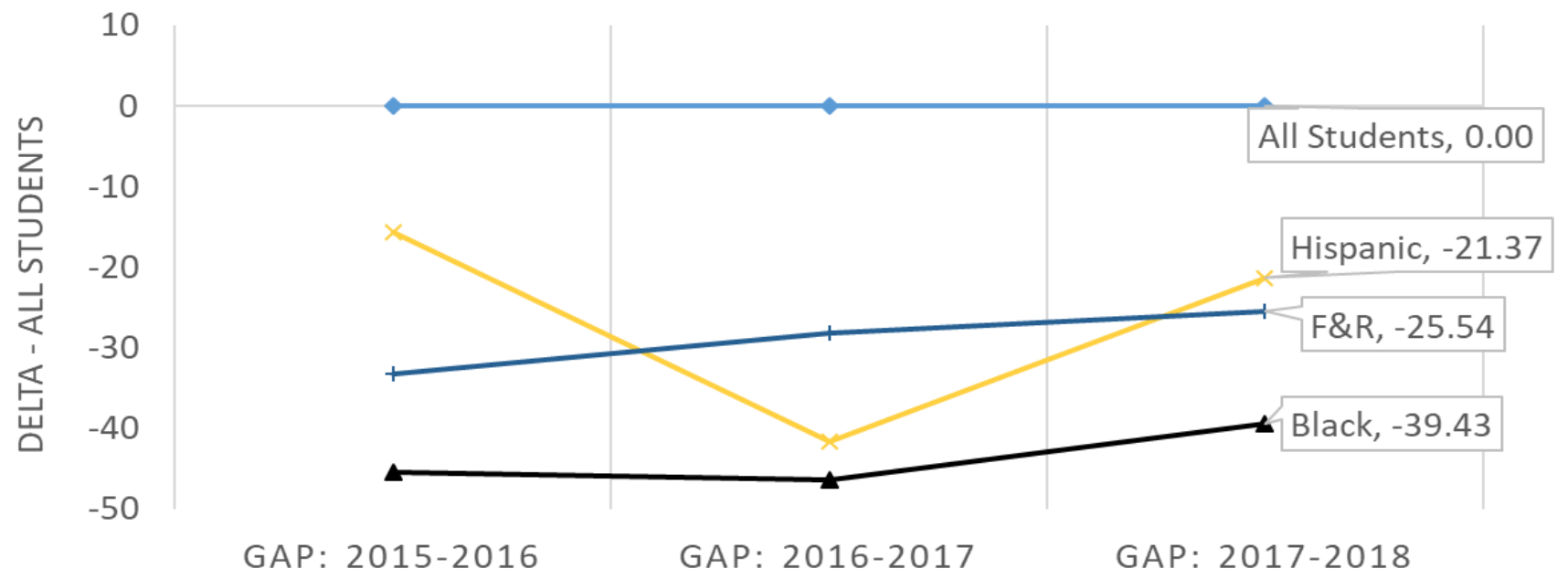
INDICATOR #2: MATH FACT FLUENCY GRADE 4



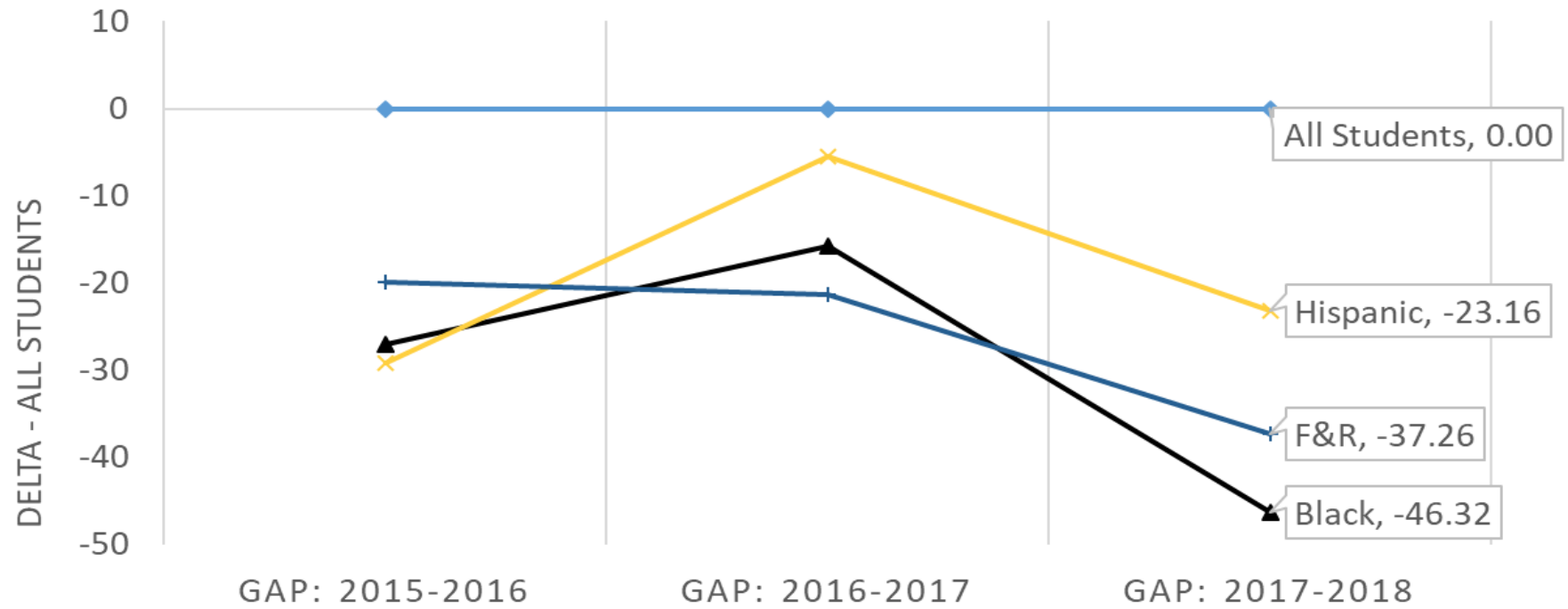
INDICATOR #3A: ELA PROFICIENCY GRADE 5



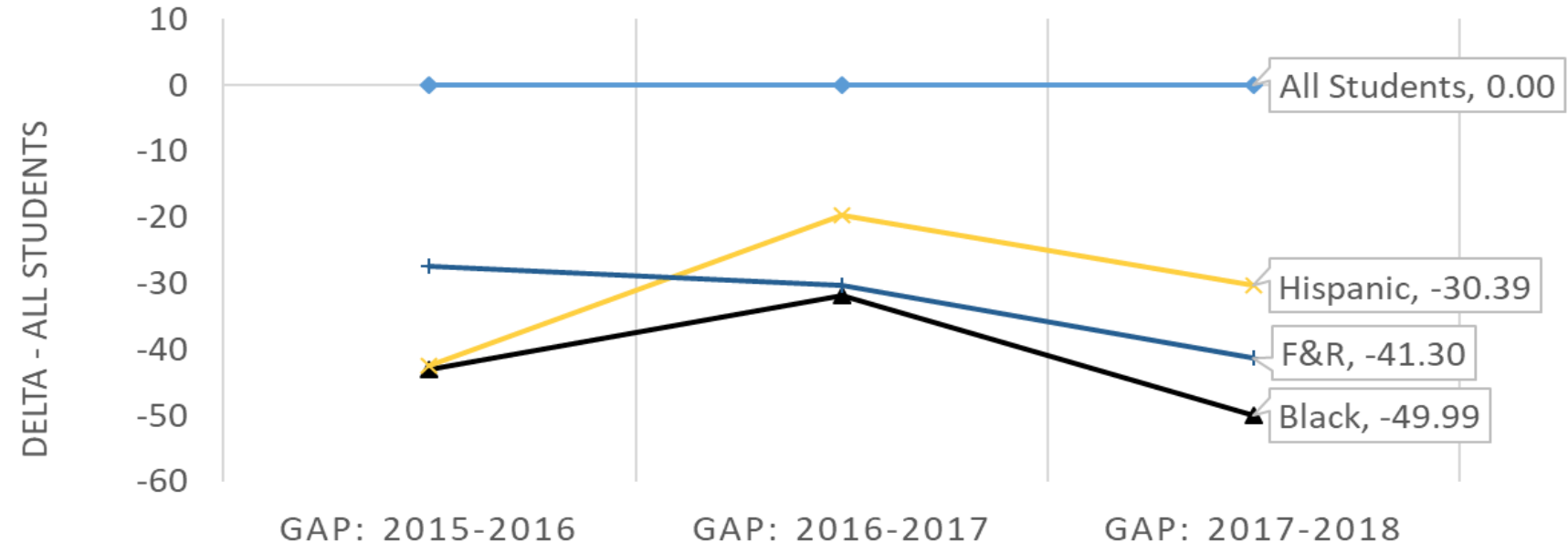
INDICATOR #3B: MATH PROFICIENCY GRADE 5



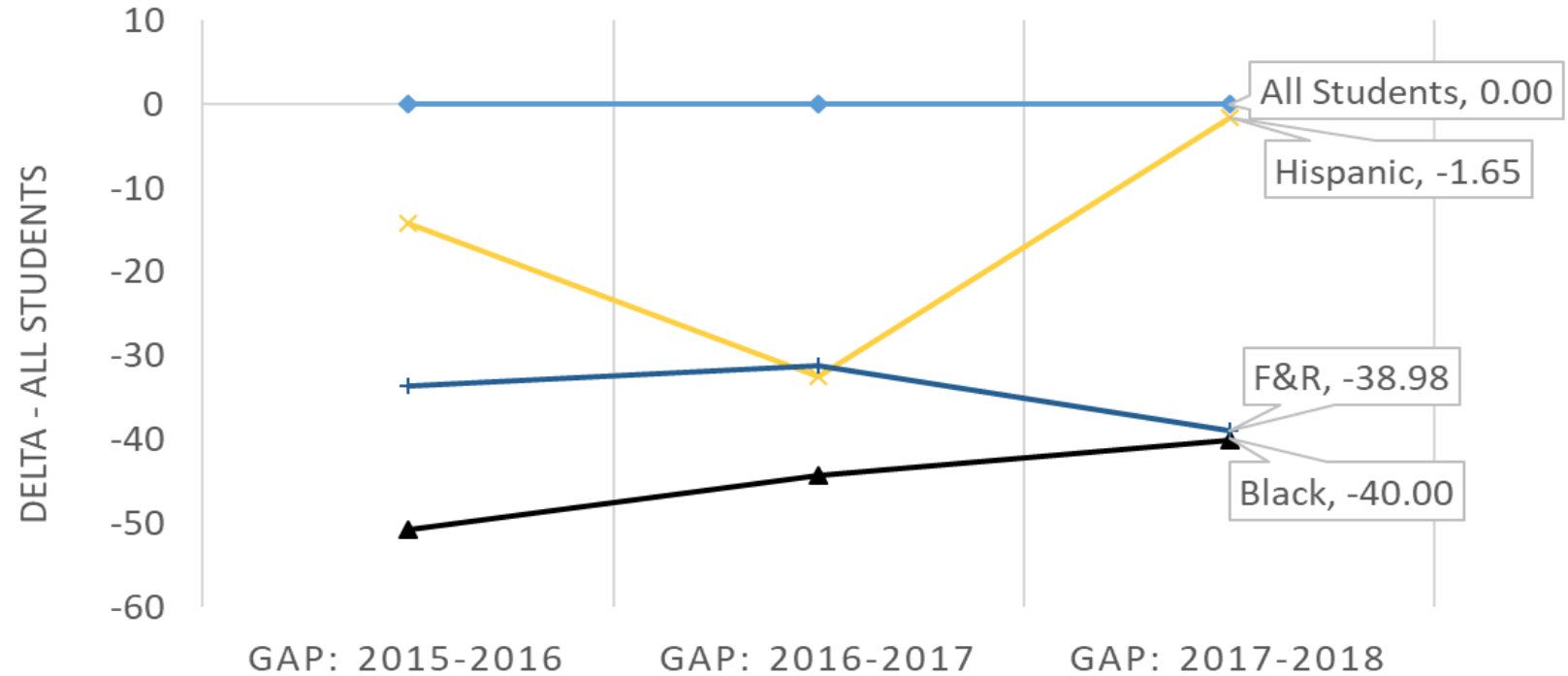
INDICATOR #4A: PROFICIENCY ON PSSA ELA GRADE 7



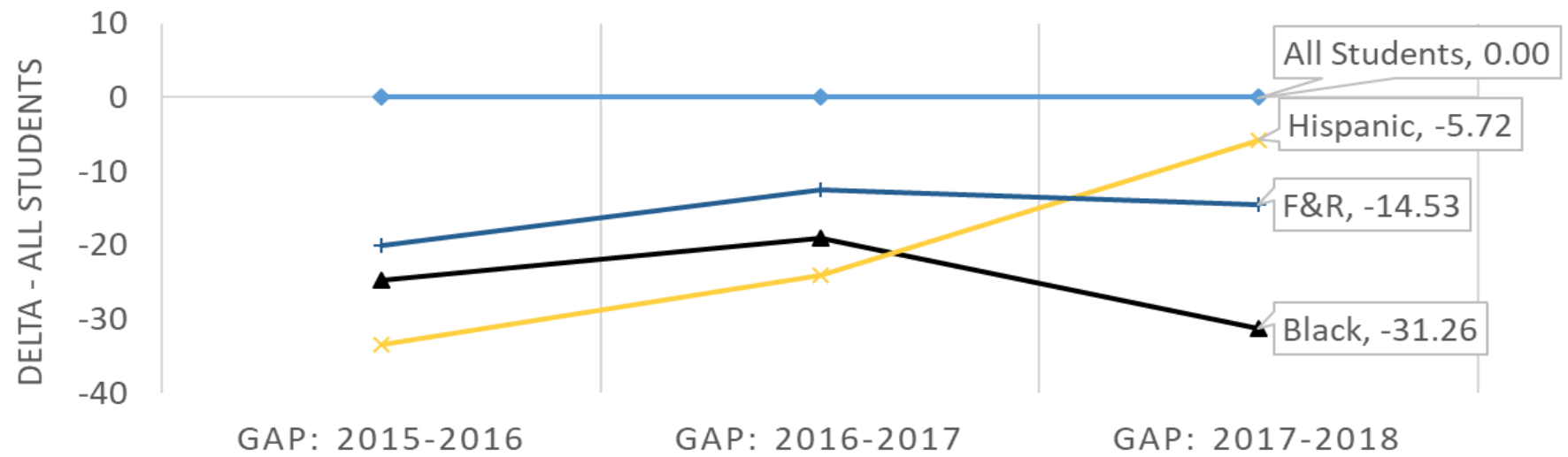
INDICATOR #4B: PROFICIENCY ON PSSA MATH GRADE 7



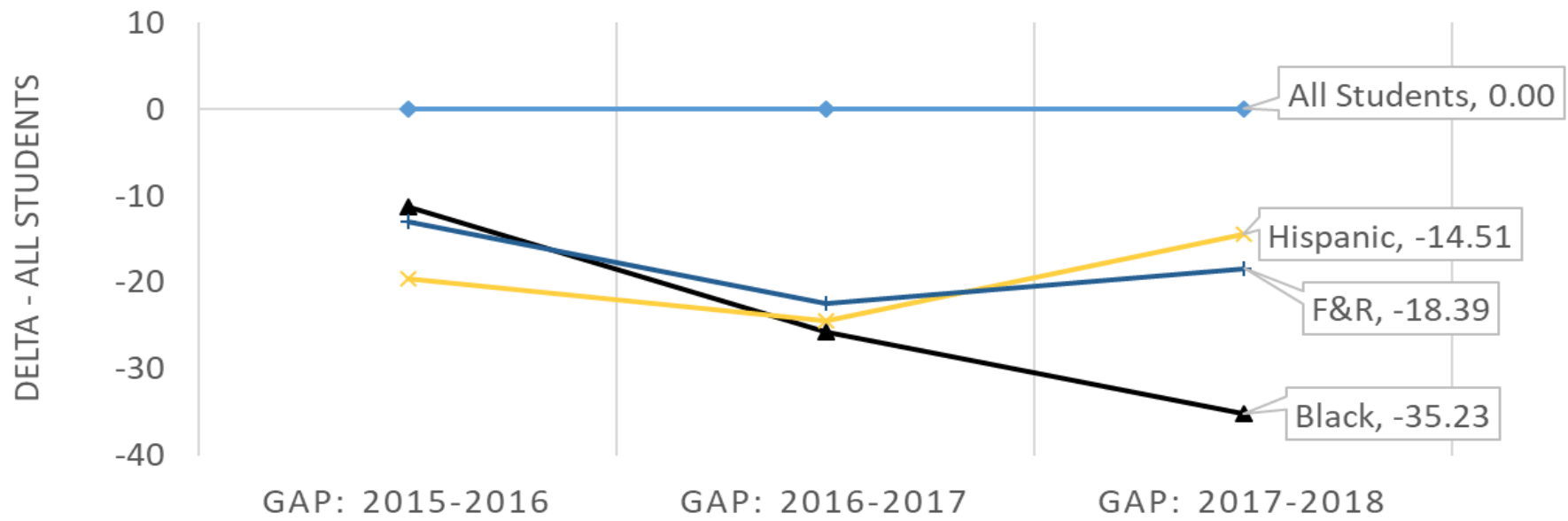
INDICATOR #5: HONOR ROLL FOR 2+ QUARTERS GRADE 8



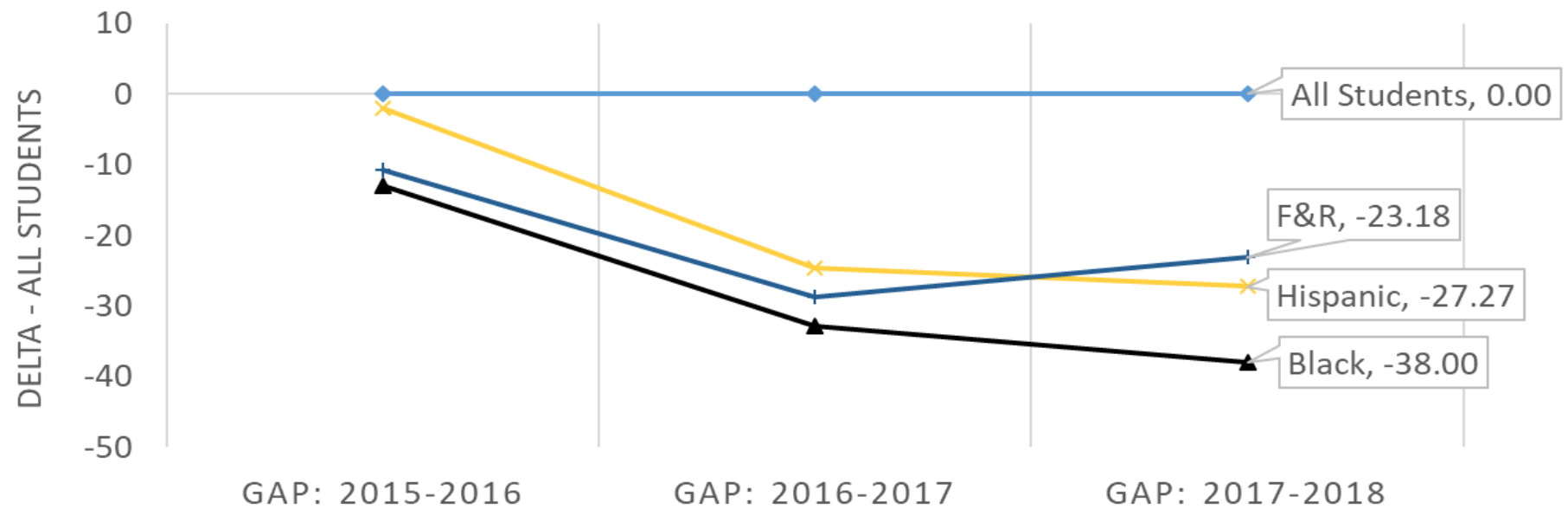
INDICATOR #6A: PROFICIENCY ON KEYSTONE LITERATURE GRADE 10



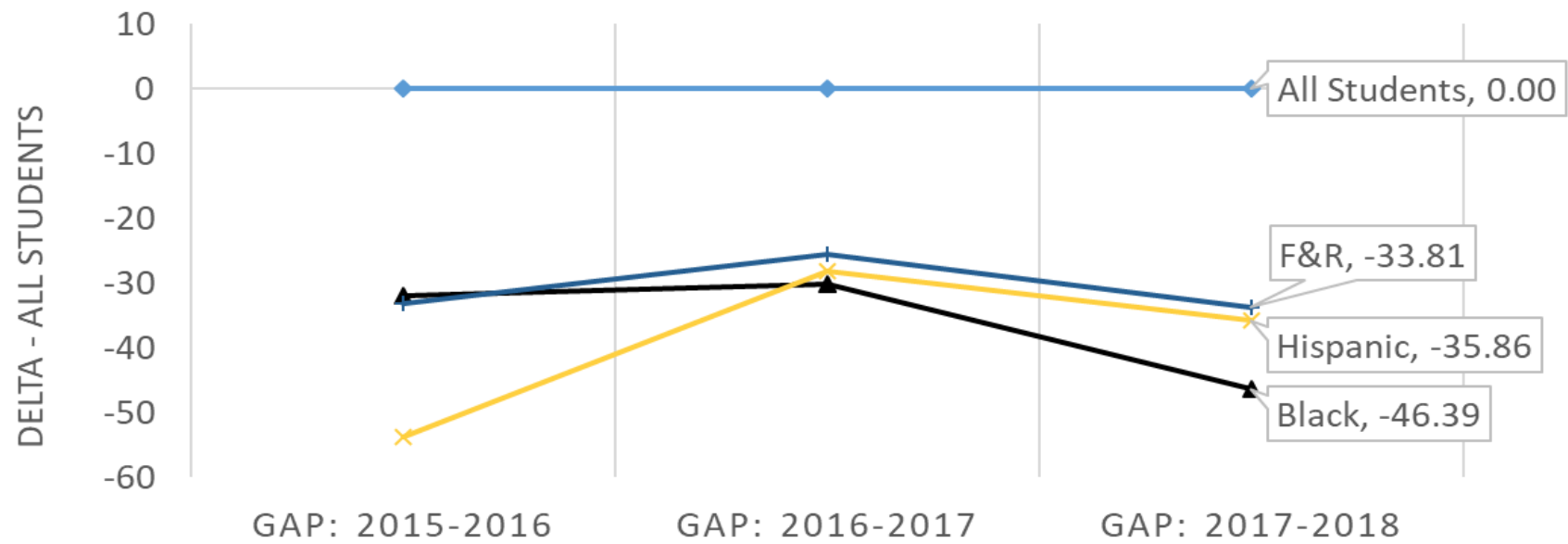
INDICATOR #6B: PROFICIENCY ON KEYSTONE ALGEBRA I GRADE 10



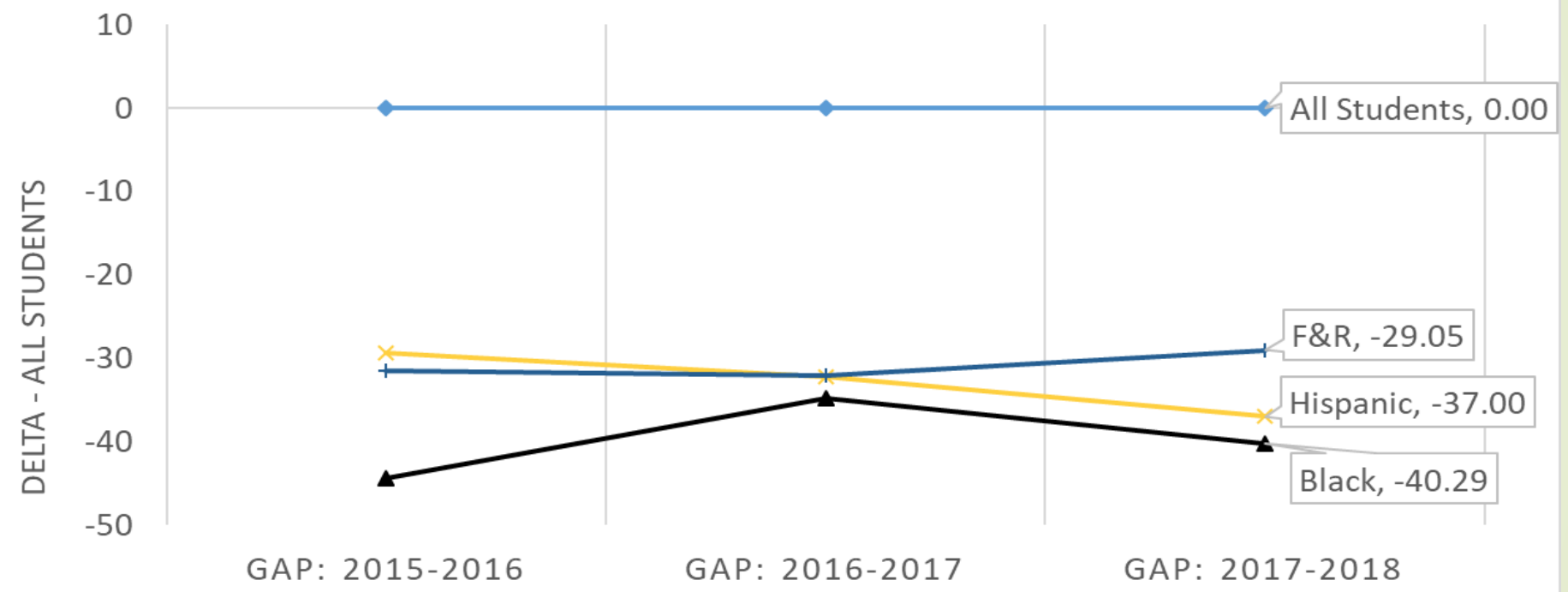
INDICATOR #7A: MEETING/EXCEEDING PSAT ELA BENCHMARK GRADE 11



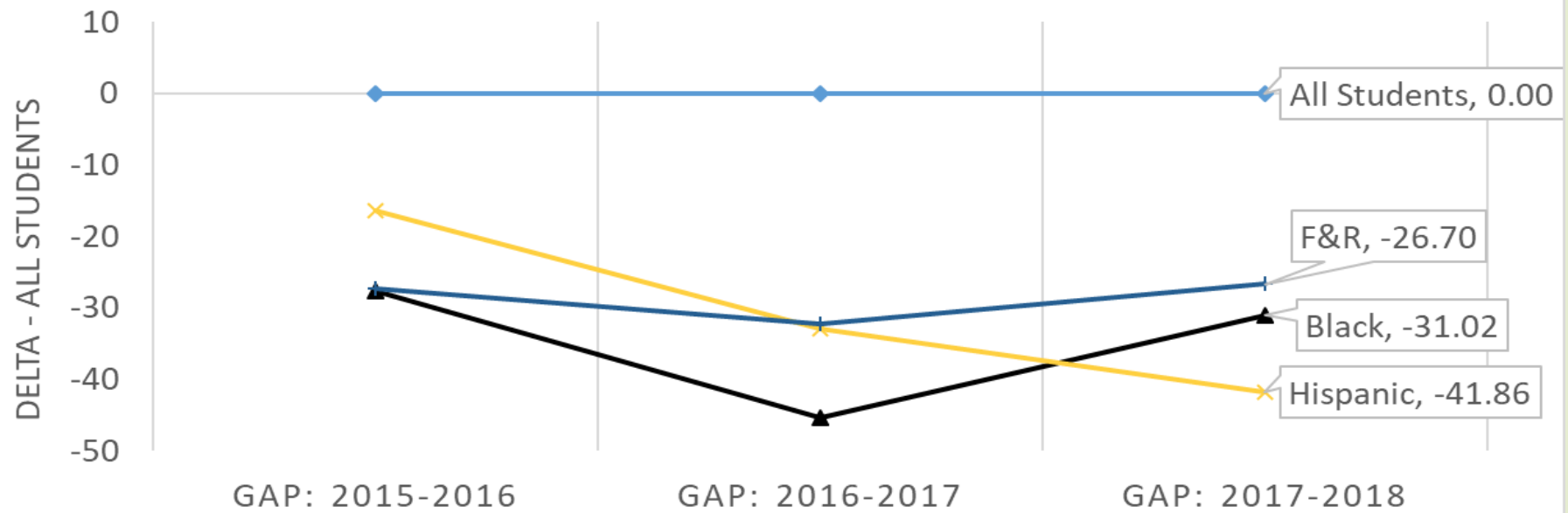
INDICATOR #7B: MEETING/EXCEEDING PSAT MATH BENCHMARK GRADE 11



INDICATOR #8: AT LEAST 3.0 UNWEIGHTED GPA GRADE 11



INDICATOR #9: SUCCESSFUL COMPLETION OF AT LEAST ONE AP COURSE GRADE 12

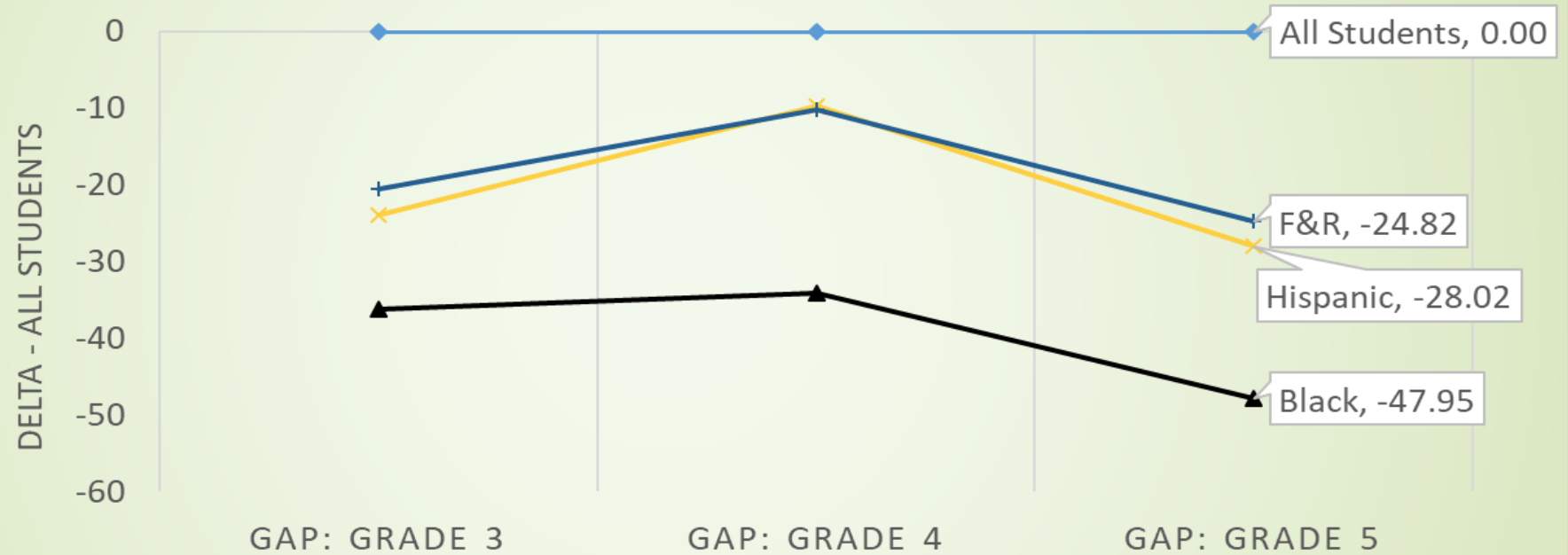


Class of 2025 Longitudinal Case Study

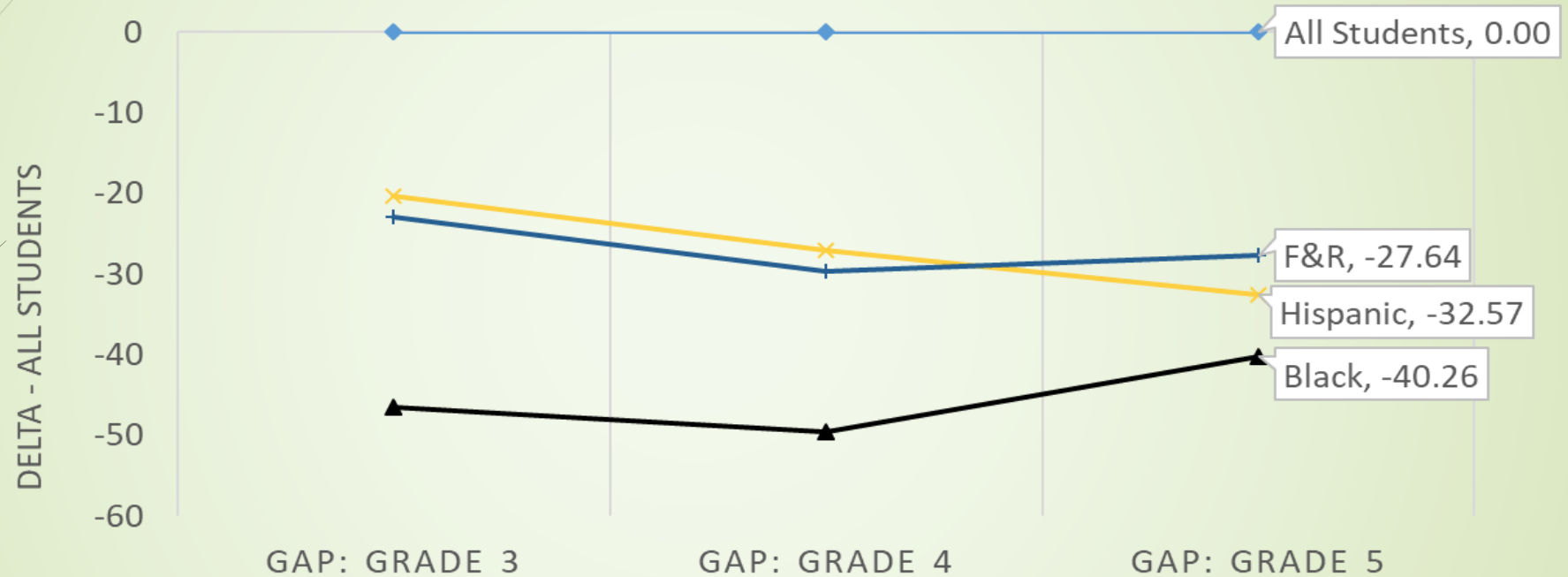
1. **NEW IDEA**—track one particular class (WHS Class of 2025), over time, to obtain a longitudinal perspective. Do not include new students who may have moved in over time—just the original students who were in Grade 3 in 2015-16. What can those not (yet) proficient tell us about leading indicators, interventions that work or don't work, etc.
2. Using only one indicator every year (PSSA scores in Grades 3-8)
3. Slice the data in two ways:
 - ✓ Track the three groups vs. the entire student population (same as ongoing)
 - ✓ Track over time all students in Grade 3 who were below proficient—how many of those specific students moved up to proficient or better (slicing that subset by ethnicity and income status)—*in other words, did we get **growth**, and what kind?*



WHS CLASS OF 2025: PERCENTAGE OF STUDENTS WHO SCORED PROFICIENT OR BETTER ON PSSA ELA



WHS CLASS OF 2025: PERCENTAGE OF STUDENTS WHO SCORED PROFICIENT OR BETTER ON PSSA MATH



Takeaways—Unchanged Perspective

1. This is nothing new—this achievement gap has been in place for years.
2. In fact, this is a very real national, state and local problem—we are not alone!
3. Difference now is we're ripping the bandaid off and confronting the brutal facts...and doing something about it!
4. Any meaningful, lasting changes are **going to take time**—**we need to temper our natural sense of urgency with a long-term perspective and commitment**



Takeaways—New Ideas to Explore

1. Class of 2025—STUDENT BY STUDENT

- **Nine “sub-gap” teams**—examine each student in the gap, one by one, to search for insight (e.g., how did each student do w/ attendance, engagement, etc.?) that can in turn shed light on which of the teams’ efforts should be prioritized in the future
- **Building Principals** (w/ assistance from building data teams)—what interventions were (or were not) tried to support these students?

2. See if “Duration in Wissahickon” is a meaningful or insightful variable.

3. Examine homework—could it be contributing to the gap?



Takeaways—New Ideas to Explore (cont.)

4. PILOT a look at growth (w/ MAP)—is there also a growth gap?
5. Consider district-wide Social/Emotional Learning (SEL) and/or Cultural Responsiveness (CR) major initiatives (once the current “Differentiated Instruction” or “DI” moves to the next phase).
6. Research: To what extent does poverty and/or trauma overwhelm our efforts in school (and can we partner with community groups to get at the root of the problem)?



Takeaways—The Bottom Line

BOTTOM LINE:

- ✓ We are *still* motivated.
- ✓ We are *still* committed.
- ✓ We are *still* not letting up.
- ✓ We are *still* in this for the long haul.

QUESTIONS?

