

Wissahickon School District

Achievement Gap Ten Year Attack Plan

2016-17 ANNUAL REPORT



1/22/18 Board Meeting

Setting the Stage—What is tonight?

- ▶ Annual Report #1 (of 10)—EVERY JANUARY
 - ▶ NOT district-wide totals or trends or cohort tracking—FALL 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 12/22/17)—DIVERSITY IS OUR STRENGTH!

<u>Ethnicity</u>	<u>#</u>	<u>Percent</u>
Asian	678	14.83%
Black/African American	456	9.97%
Hispanic	285	6.23%
Multi-Racial	280	6.12%
White	2874	62.85%
TOTAL:	4573	100.00%

<u>Lunch Status*</u>	<u>#</u>	<u>Percent</u>
Paid	3655	79.93%
Free/Reduced	918	20.07%
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.

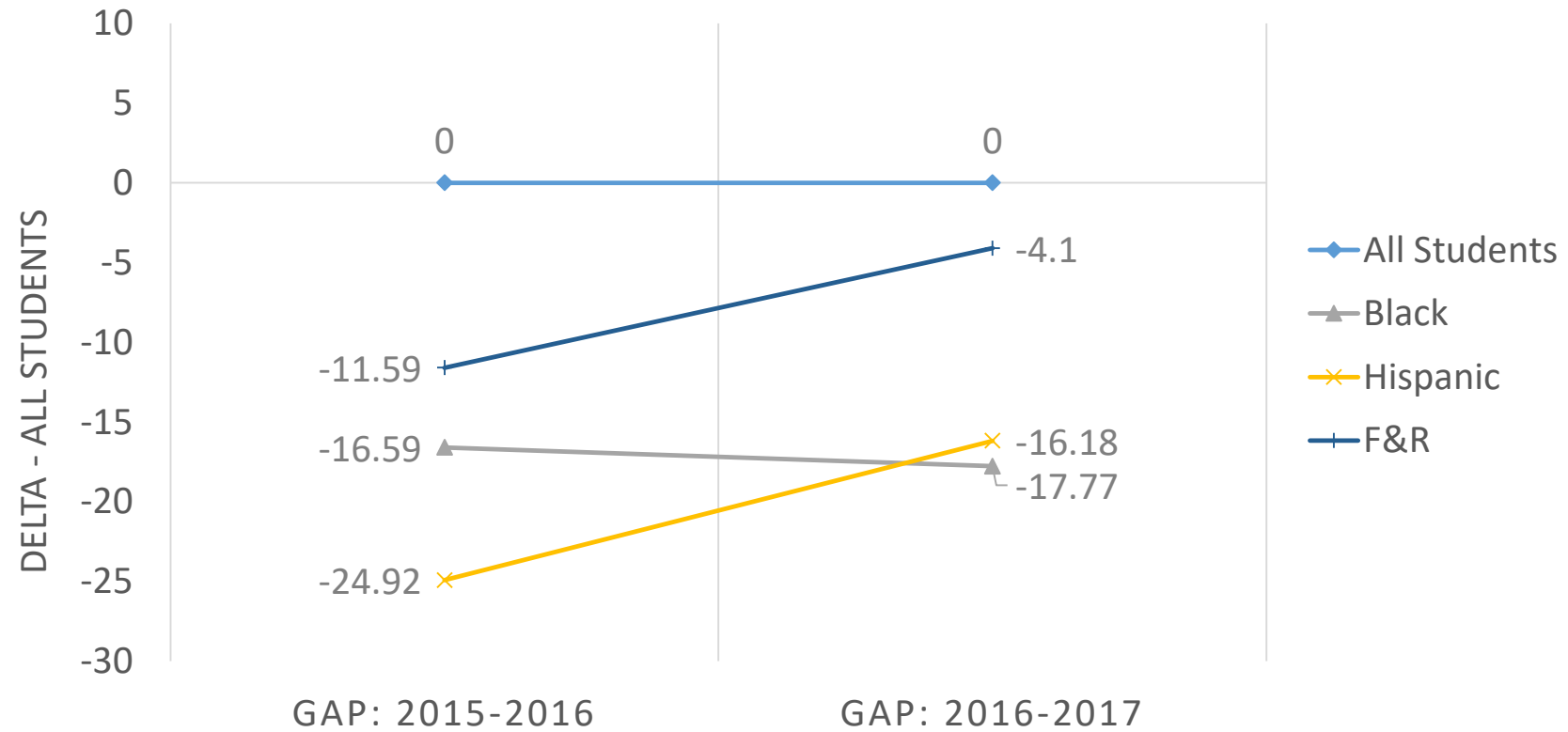
Setting the Stage—Timeline

- **2015-16 School Year:** Observe, study, meet, discuss, plan, refine
- **August 2016:** Launch the Achievement Gap Ten Year Attack Plan (AGTYAP)
- **2016-17 School Year: Year #1 of the Plan**
 - Ten “sub-gap” teams formed to brainstorm strategies & implement dozens of ideas
 - Begin regular “status” reports at public board meetings from each team
- **January 2018 (tonight):** AGTYAP Annual Report #1
- **ONGOING:** Continue our thinking and work to close the gap

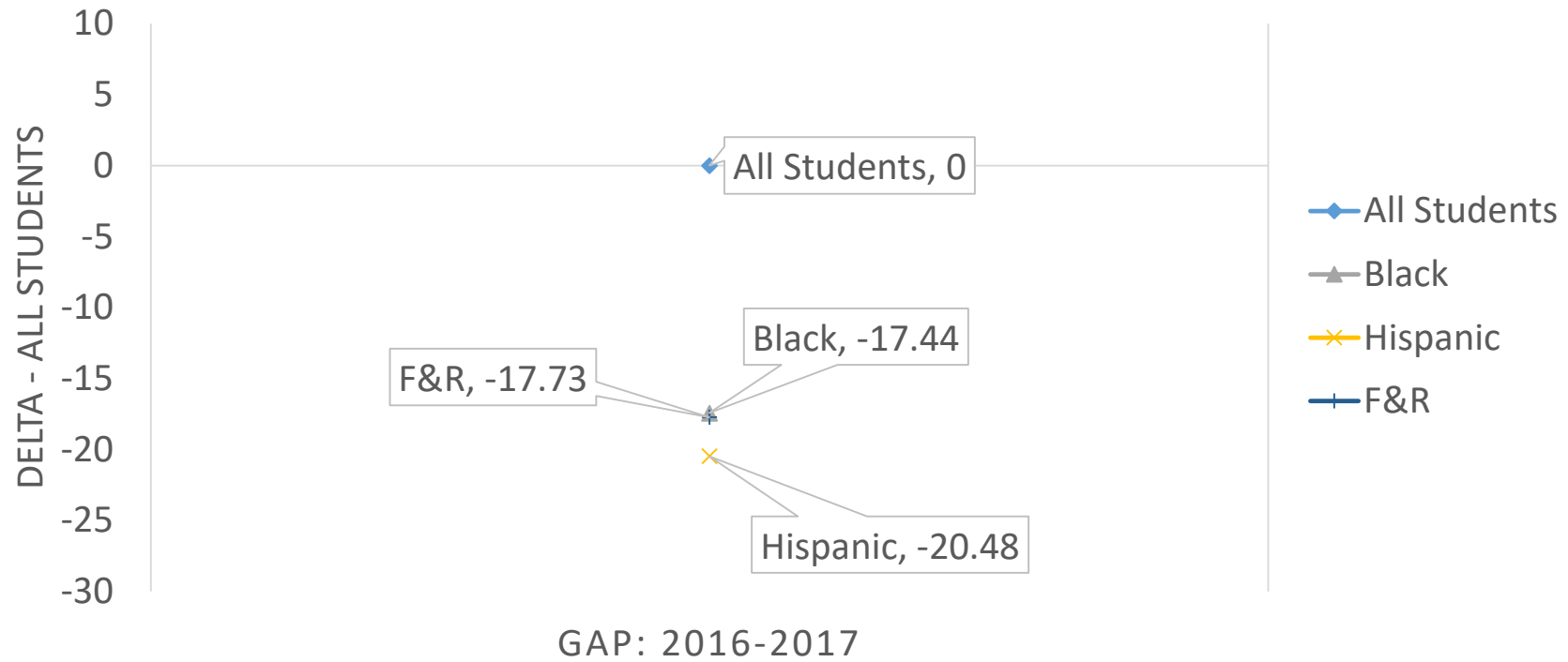
Setting the Stage—Progress Indicators

- ▶ We have selected 9 “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: Meet/Exceed PSAT Benchmark?
 - ▶ Grade 10: Proficiency on Keystone?
 - ▶ Grade 11: GPA (unweighted) of 3.0 or better?
 - ▶ Grade 12: Successful completion of at least one AP course?
- ▶ Concept is to track 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

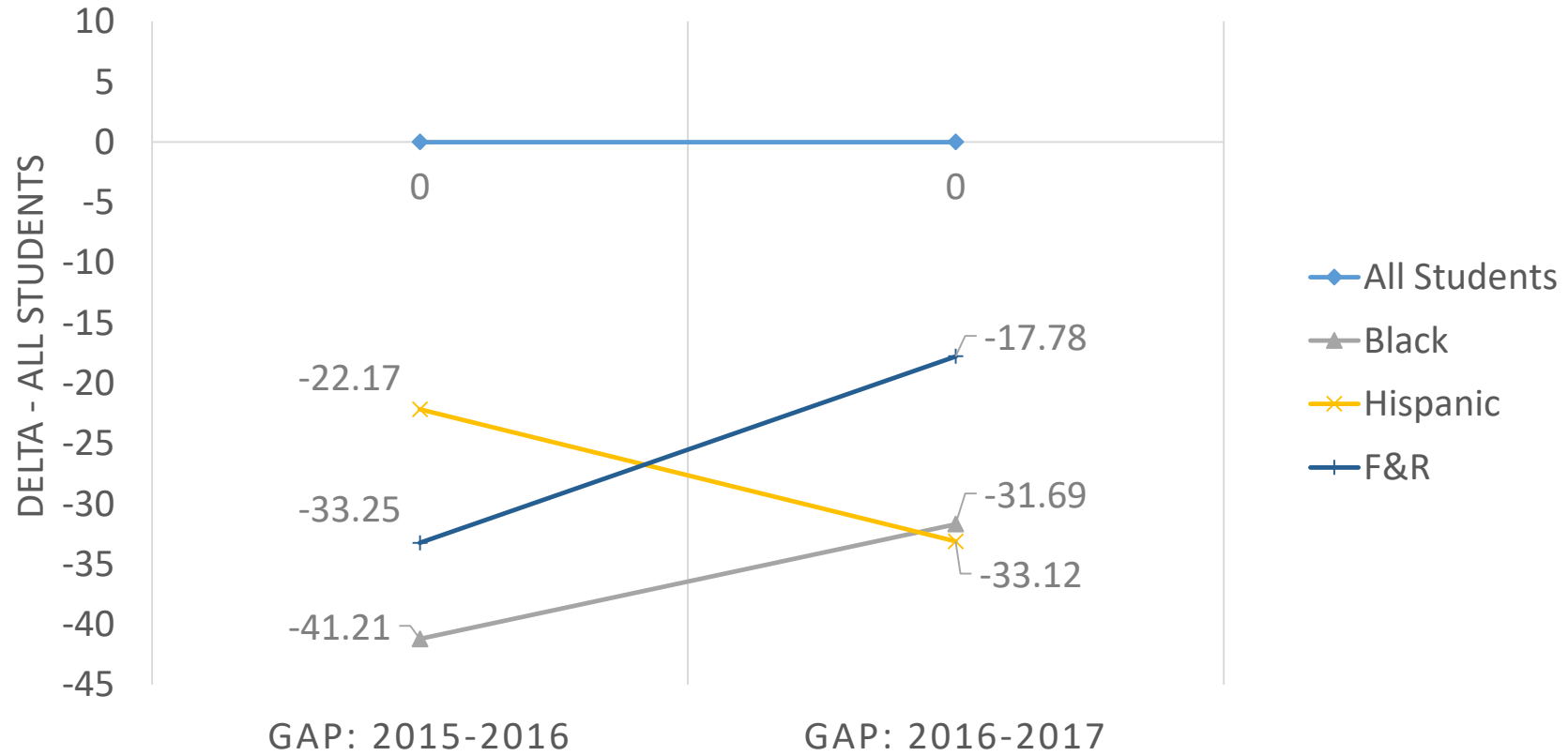


INDICATOR #2: MATH FACT FLUENCY GRADE 4

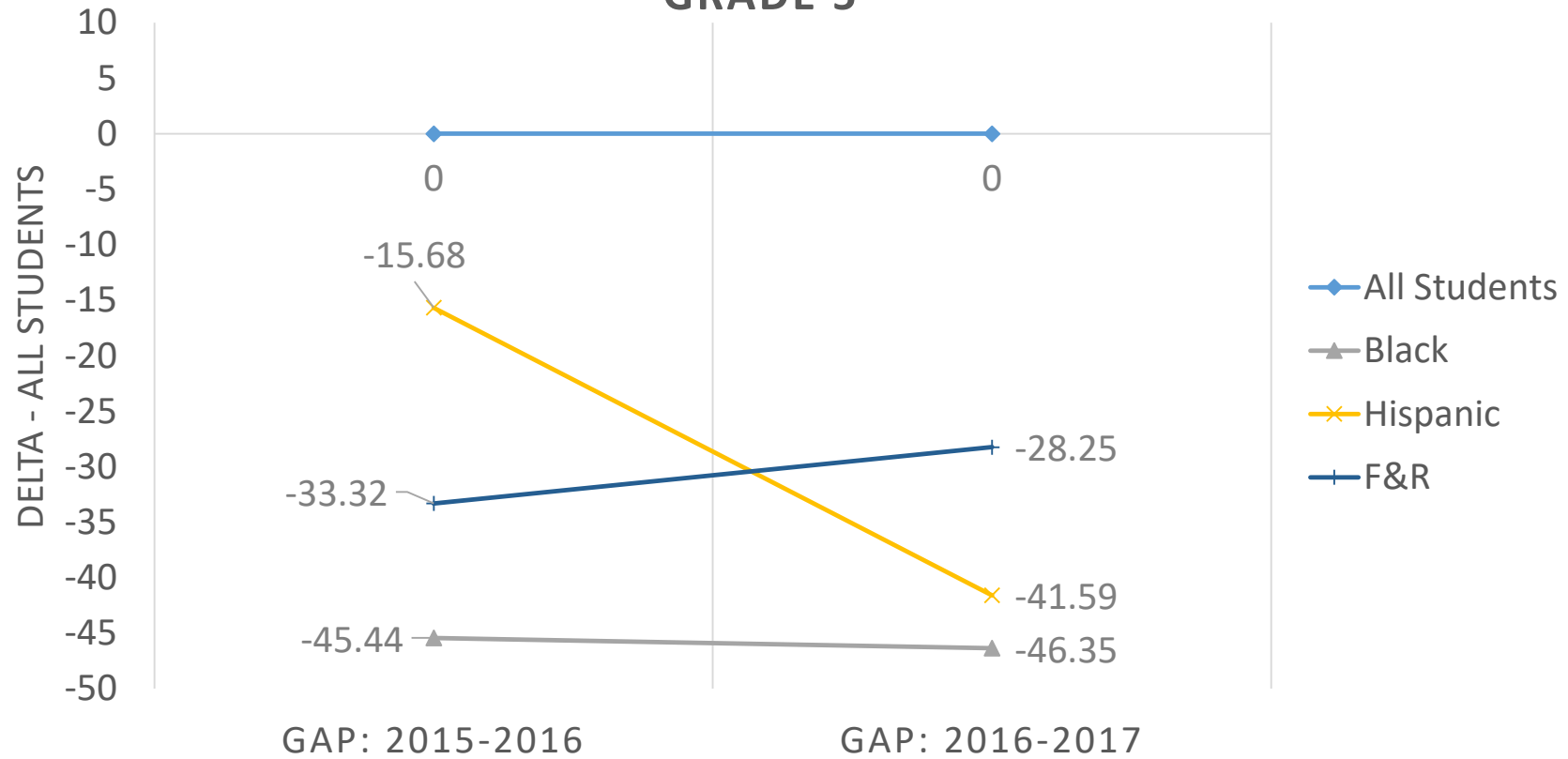


NOTE: Data gathering for this indicator began in 2016-17

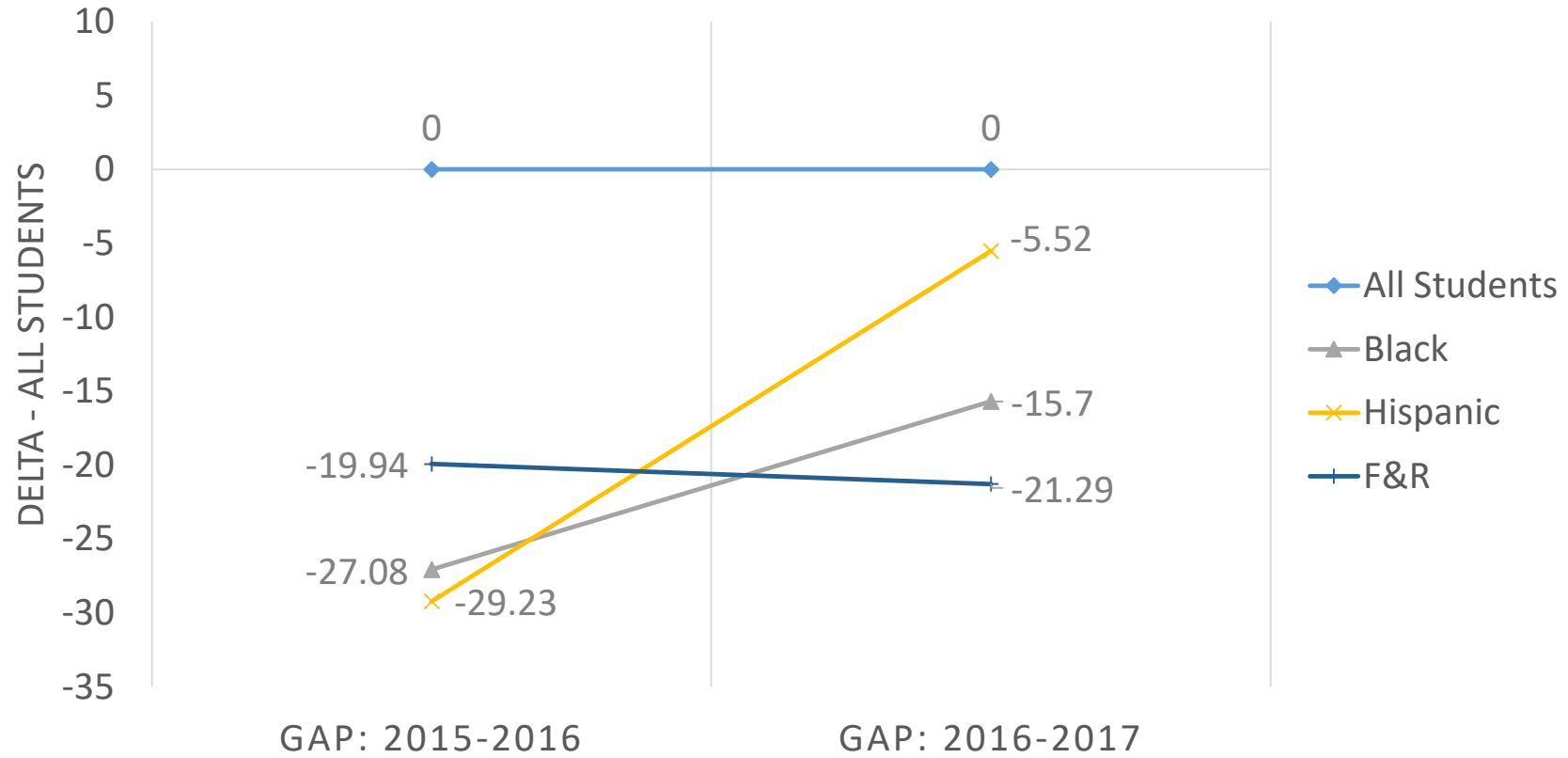
INDICATOR #3A: ELA PROFICIENCY GRADE 5



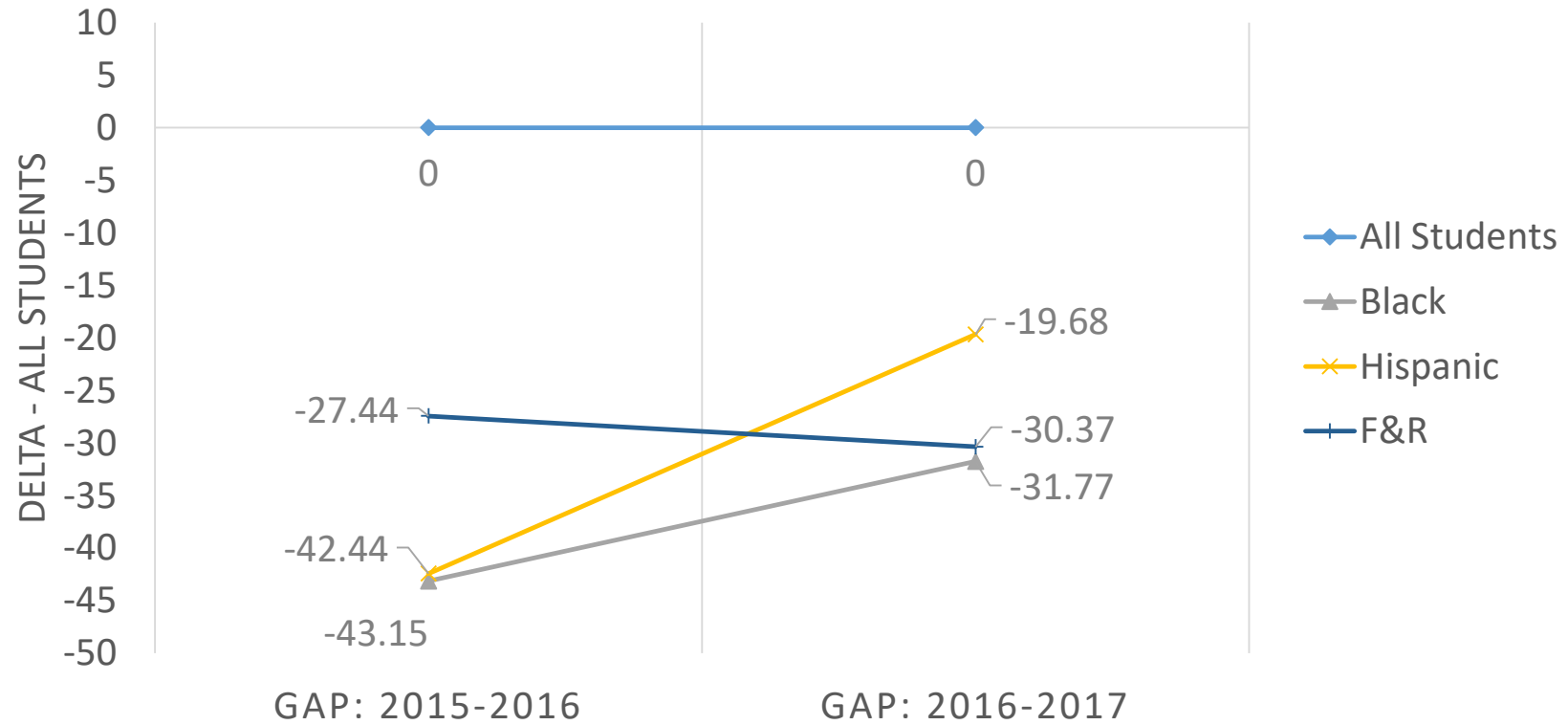
INDICATOR #3B: MATH PROFICIENCY GRADE 5



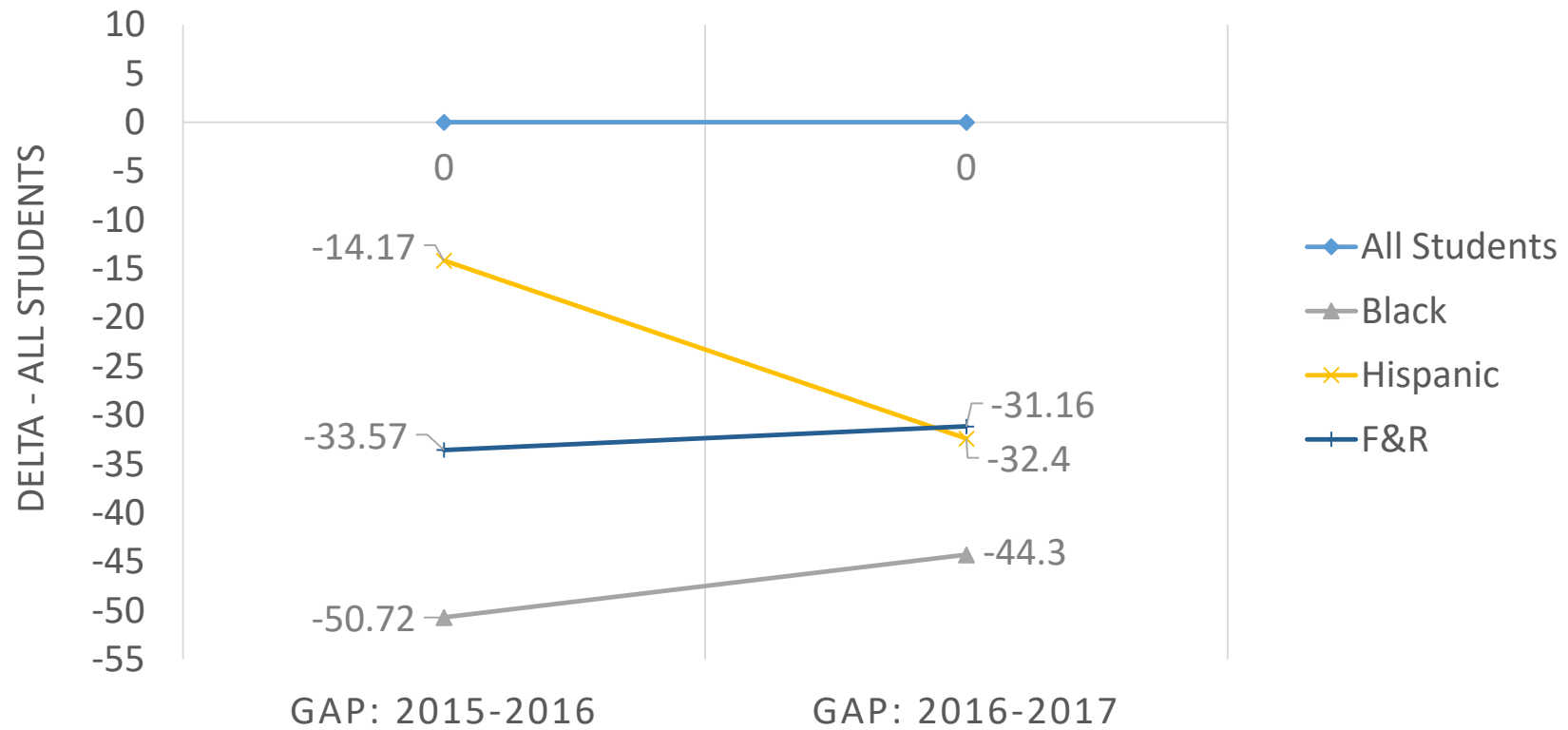
INDICATOR #4A: PROFICIENCY ON PSSA ELA GRADE 7



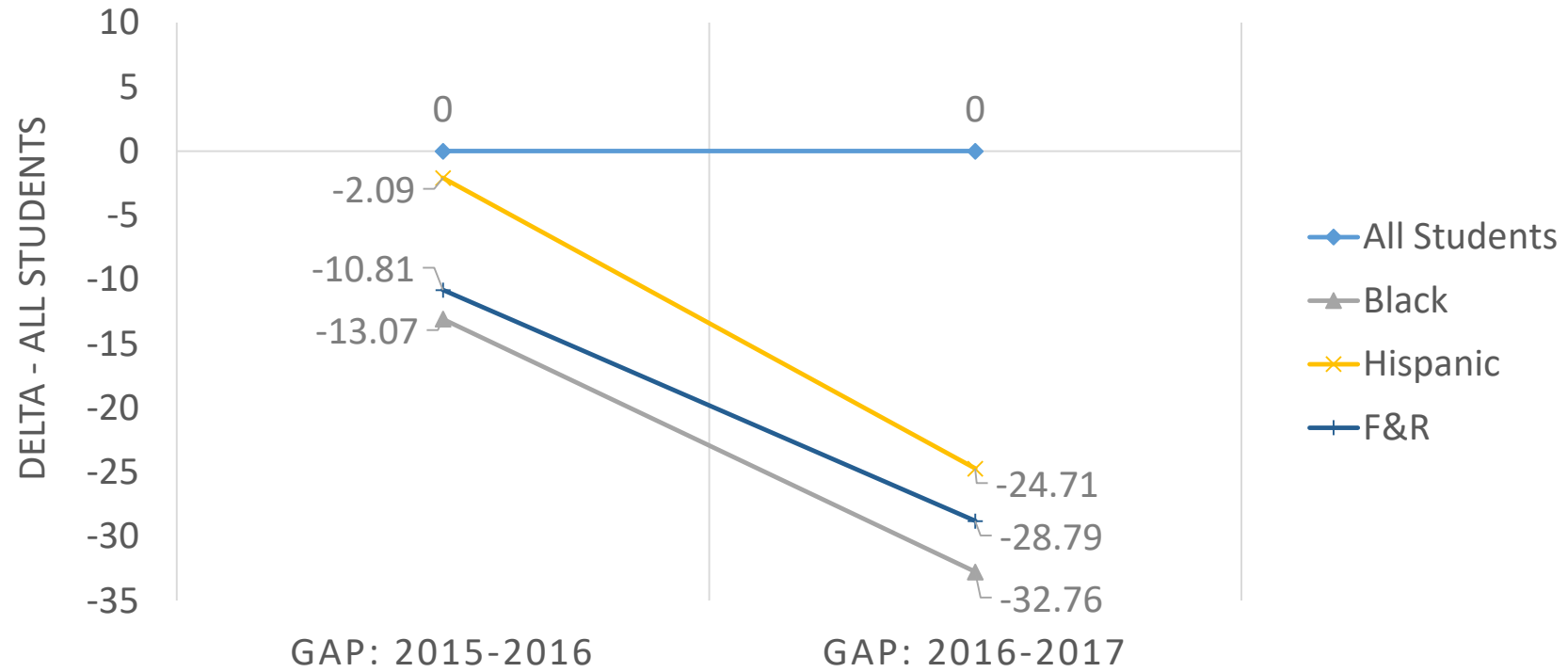
INDICATOR #4B: PROFICIENCY ON PSSA MATH GRADE 7



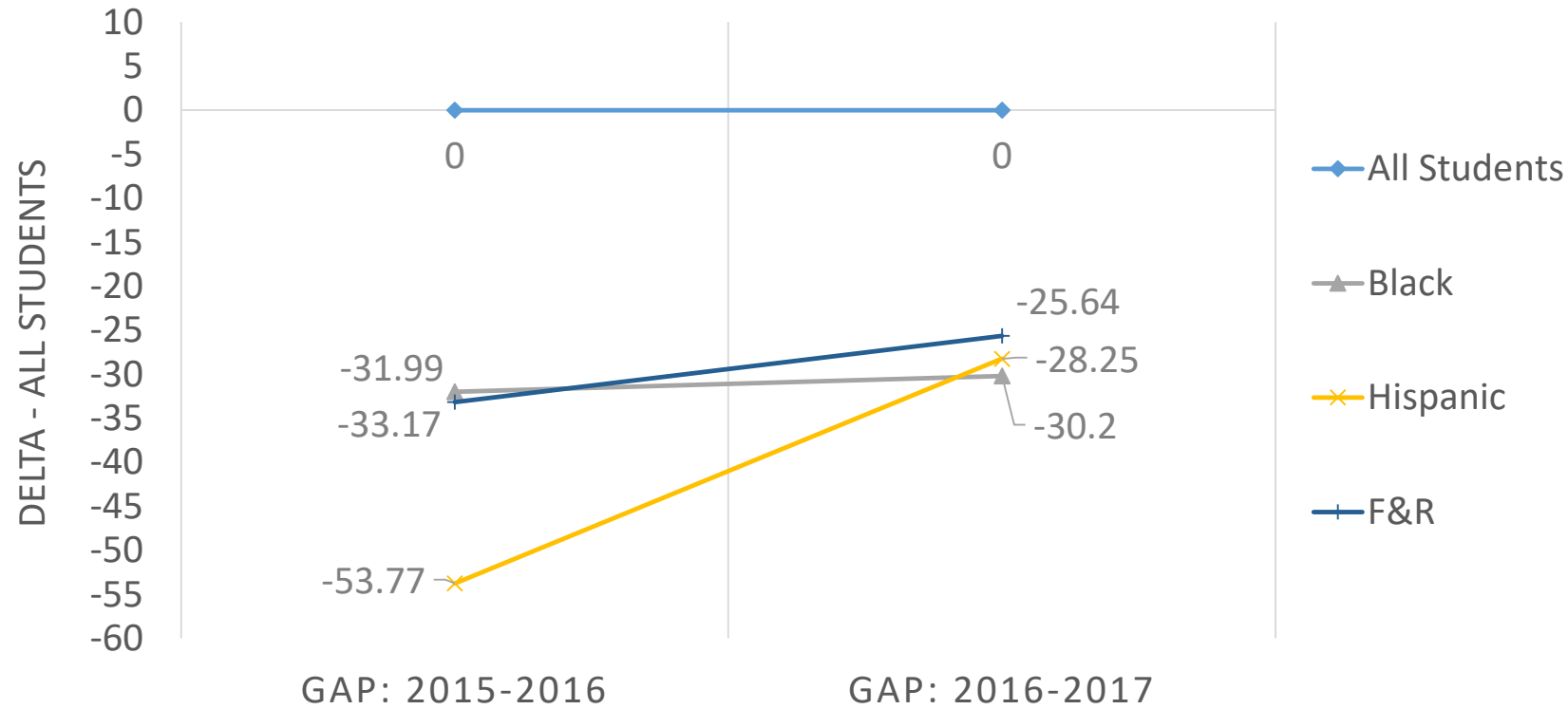
INDICATOR #5: HONOR ROLL FOR 2+ QUARTERS GRADE 8



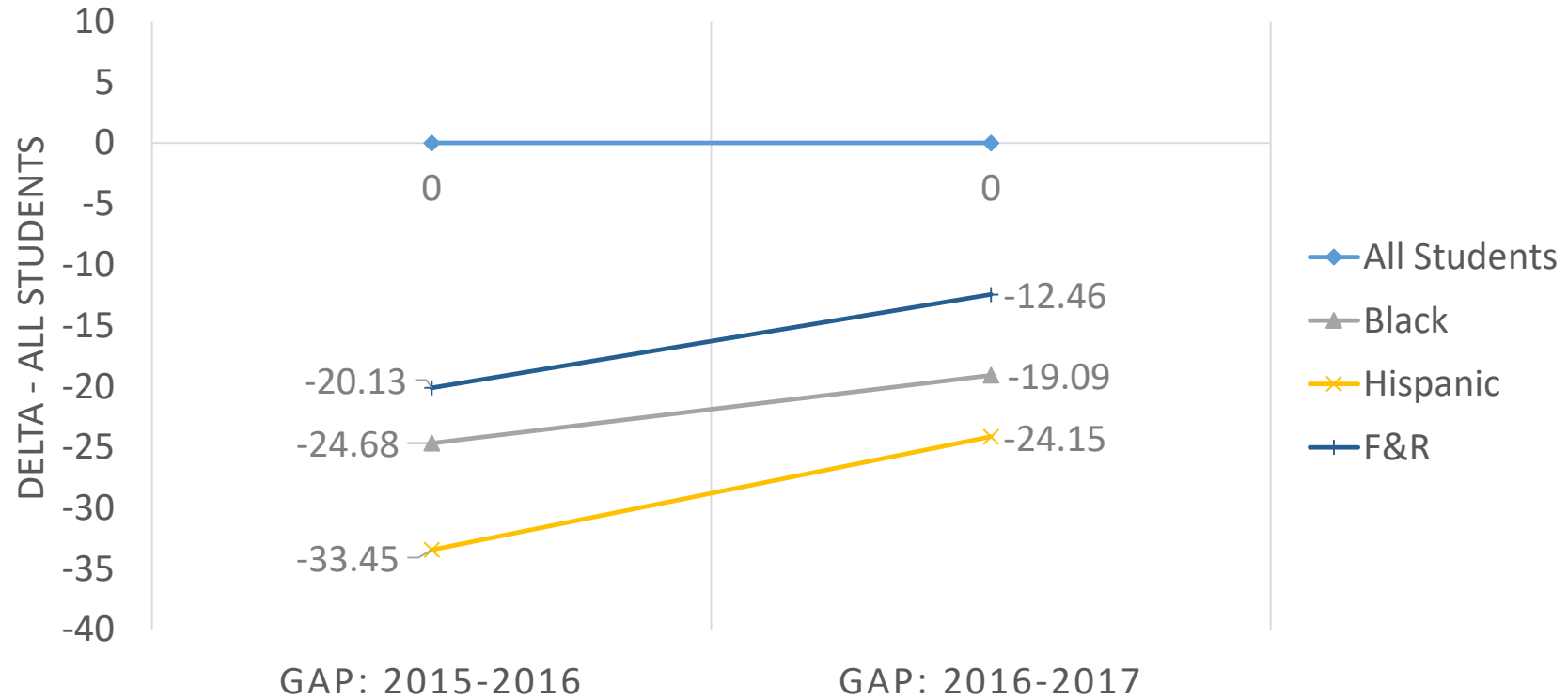
INDICATOR #6A: MEETING/EXCEEDING PSAT EBRW BENCHMARK GRADE 10



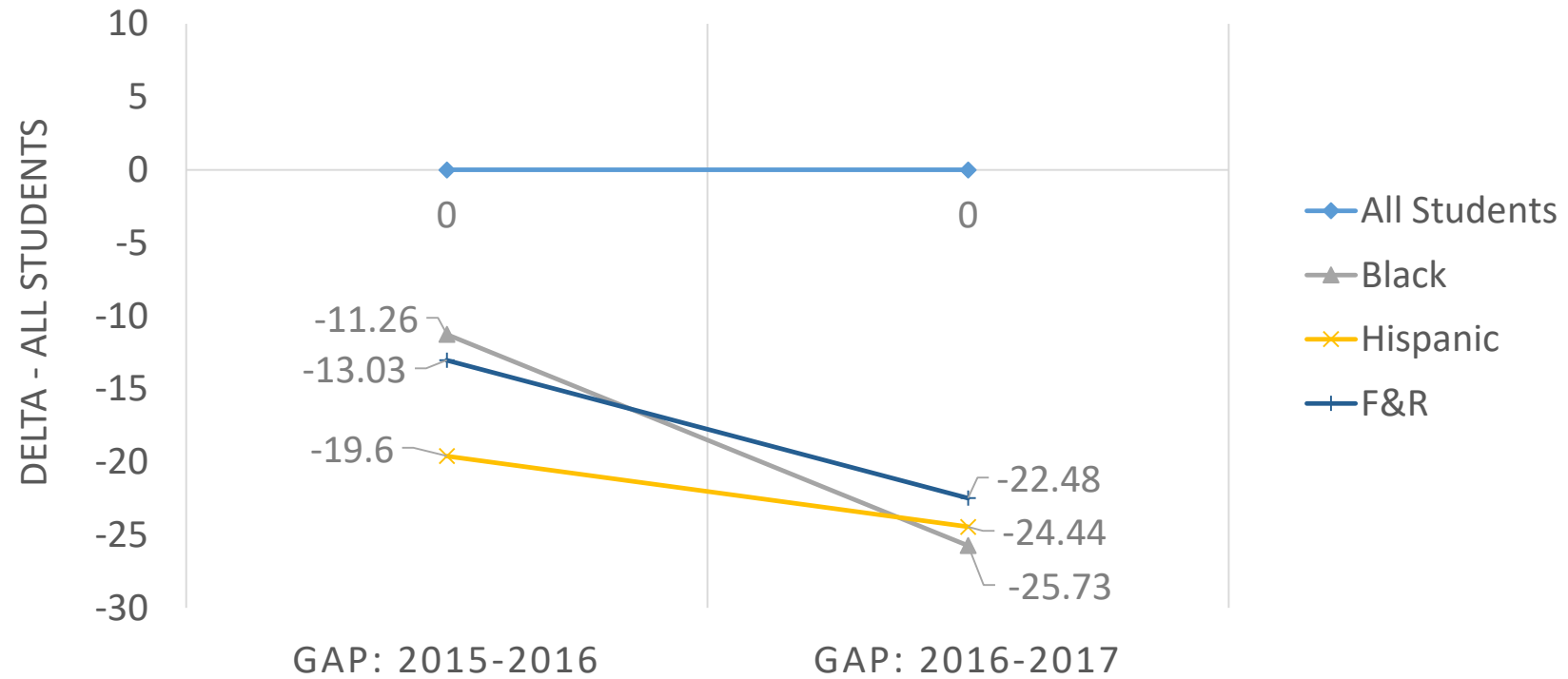
INDICATOR #6B: MEETING/EXCEEDING PSAT MATH BENCHMARK GRADE 10



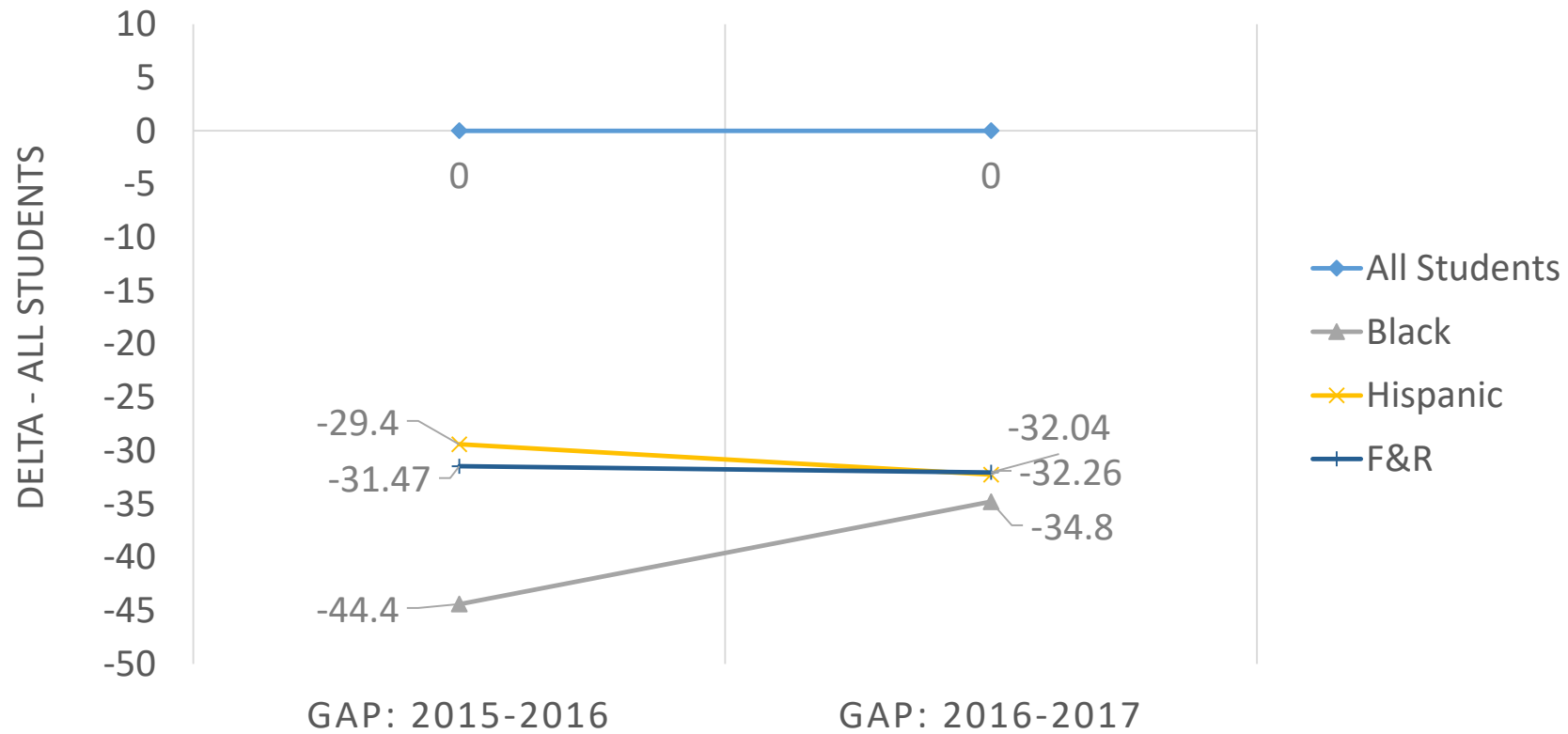
INDICATOR #7A: PROFICIENCY ON KEYSTONE LITERATURE GRADE 10



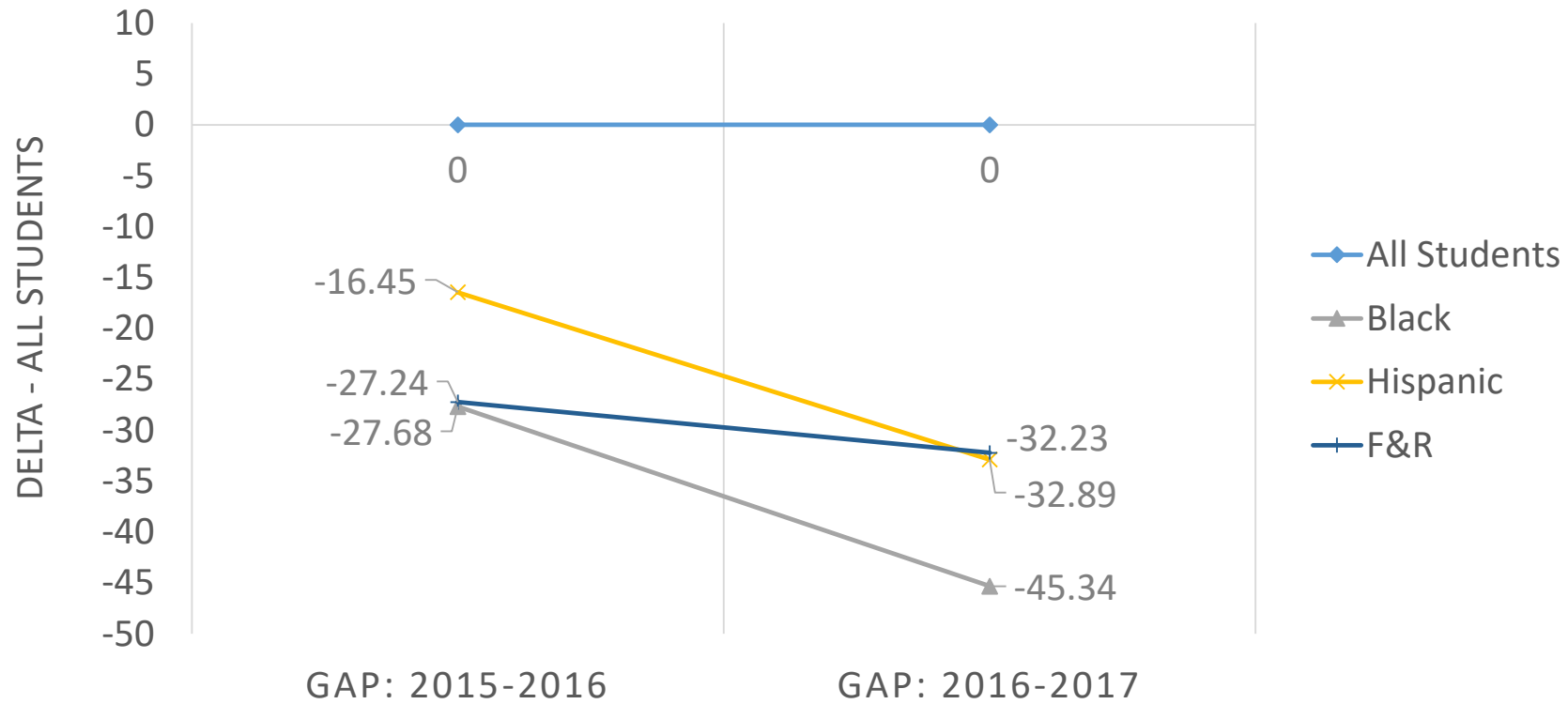
INDICATOR #7B: PROFICIENCY ON KEYSTONE ALGEBRA I GRADE 10



INDICATOR #8: AT LEAST 3.0 UNWEIGHTED GPA GRADE 11



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



Takeaways--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—The Bottom Line

BOTTOM LINE:

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

QUESTIONS?