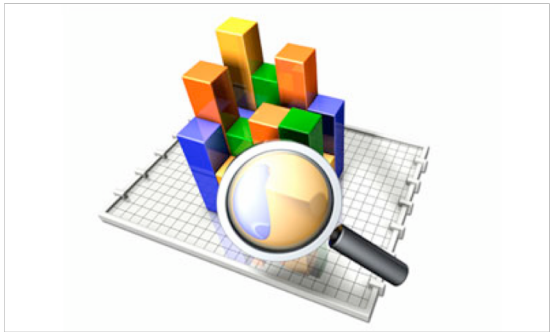
Lewisburg Area School District



Data Analysis Report
2017-2018 School Year

STAR Math and Reading
PSSA and Keystone Exams
Future Ready PA Index
AP School and Five Year Summary
SAT and ACT

December 6, 2018
Dr. Steven C. Skalka, Superintendent
Cathy Moser, Assistant Superintendent

STAR™ Assessments

STAR™ Early Literacy

STAR™ Reading

STAR™ Math

STAR™ Assessments

Why did we adopt STAR Assessments in place of Terra Nova testing?

Terra Nova is a summative, nationally normed assessments given in the spring (K-2)

STAR Assessments are:

- Take less time to administer and can be given at different intervals during the school year
- Can be used as a growth measure
- Allow for and identify areas for intervention during the student's current grade level and next grade level rather than solely for the next grade level
- Were already being given in different capacities in grades 3 - 8

STAR™ Assessments

Why did we adopt STAR Assessments in place of Terra Nova testing?

STAR Assessments:

- Are computer-adaptive tests (CATs) that continually adjust the difficulty of each student's test by choosing test questions based on the student's previous response
- Save testing time and ease students' frustration and boredom by not asking questions too difficult or too easy respectively
- On average are completed in 15 minutes for reading tests and 20 minutes for math tests
- Are used to:
  - Screen for possible interventions
  - Measure growth
  - Predict performance on state PSSA tests
  - Determine progress toward becoming independent readers of our earliest learners
  - Surrogate measure of "Summer Slide"

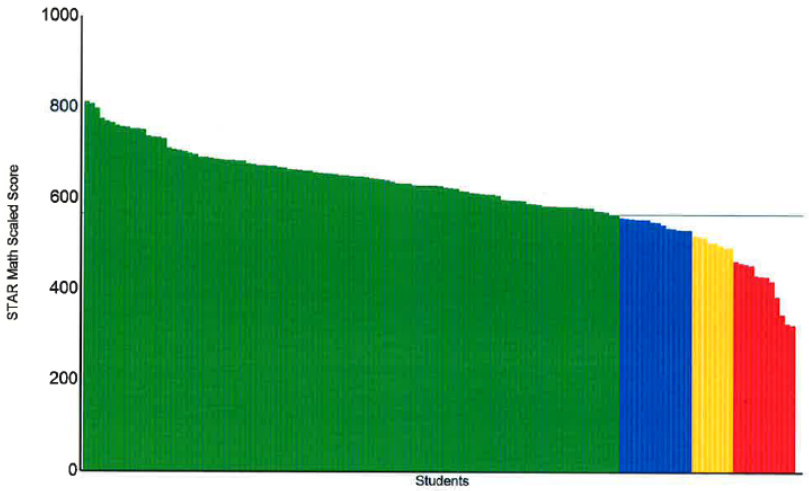
STAR™ Assessments

- Are used to:
  - Screen for possible interventions

Example: Grade 4 Math

Reporting Period 8/23/18 – 8/31/18

Grade: 4



Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
At/Above Benchmark	At/Above 567 SS	At/Above 40 PR	103	75%
Category Total			103	75%
Below Benchmark				
On Watch	Below 567 SS	Below 40 PR	14	10%
Intervention	Below 531 SS	Below 25 PR	8	6%
Urgent Intervention	Below 466 SS	Below 10 PR	12	9%
Category Total			34	25%
Students Tested			137	

STAR™ Assessments

- Are used to:
  - Screen for possible interventions

Example: Grade 4 Math

Reporting Period 8/23/18 – 8/31/18

Grade: 4

Urgent Intervention

Student	Class	Teacher	Test Date	SS	PR	GE	Recommended Accelerated Math™ Library
[redacted]	Weaver Homeroom C42	Weaver, E.	08/30/2018[c]	325	1	1.4	Early Numeracy
[redacted]	Ottmann Homeroom C31	Ottmann, P.	08/29/2018[c]	329	1	1.4	Early Numeracy
[redacted]	Leland Homeroom C36	Leland, B.	08/29/2018[c]	348	1	1.6	Grade 1

Intervention

Student	Class	Teacher	Test Date	SS	PR	GE	Recommended Accelerated Math™ Library
[redacted]	Ottmann Homeroom C31	Ottmann, P.	08/29/2018[c]	495	15	2.9	Grade 3

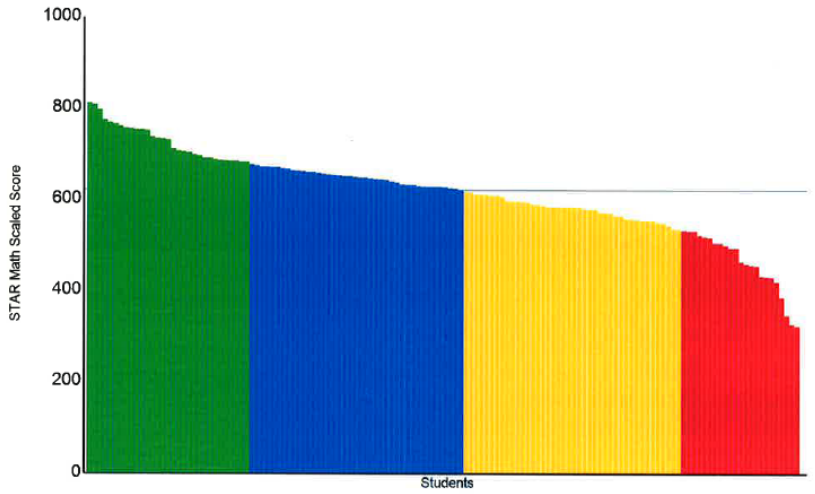
STAR™ Assessments

- Are used to:
  - Predict performance on state PSSA tests

Example: Grade 4 Math

Reporting Period 8/23/18 – 8/31/18

Grade: 4



Categories / Levels	Current Benchmark[d]	Number	Percent	Benchmark At Time of State Test
Proficient				
Advanced	At/Above 683 SS	31	23%	At/Above 762 SS
Proficient	At/Above 622 SS	41	30%	At/Above 704 SS
Category Total		72	53%	
Less Than Proficient				
Basic	Below 621 SS	42	31%	Below 704 SS
Below Basic	Below 534 SS	23	17%	Below 624 SS
Category Total		65	47%	
Students Tested		137		

STAR™ Assessments

- Are used to:
  - Predict performance on state PSSA tests

Example: Grade 4 Math

Reporting Period 8/23/18 – 8/31/18

Grade: 4

Below Basic

Student	Class	Teacher	Test Date	SS	PR	GE	Recommended Accelerated Math™ Library
[redacted]	Weaver Homeroom C42	Weaver, E.	08/30/2018 [c]	325	1	1.4	Early Numeracy
[redacted]	Ottmann Homeroom C31	Ottmann, P.	08/29/2018 [c]	329	1	1.4	Early Numeracy
[redacted]	Leland Homeroom C36	Leland, B.	08/29/2018 [c]	348	1	1.6	Grade 1

Basic

Student	Class	Teacher	Test Date	SS	PR	GE	Recommended Accelerated Math™ Library

Proficient

Student	Class	Teacher	Test Date	SS	PR	GE	Recommended Accelerated Math™ Library

STAR™ Assessments

- Are used to:
  - Screen for possible interventions

Example: Grade 4 Math

Reporting Period 8/23/18 – 8/31/18

Criteria for <u>Placement</u> in Math Support – 4th Grade

Quantitative:

- PSSA
  - Scored Below Basic
  - Scored Basic
  - Scored in lower range of Proficient
- STAR Math Assessment – Renaissance Learning
  - 30th Percentile of lower (School Benchmark)
  - Scaled Score Below Basic (Projected PSSA)
  - Scaled Score Basic (Projected PSSA)
- DIBELS Math
  - Beginning of the Year Benchmark
    - Computation
      - ❖ Well-Below Benchmark (Intensive Support)
      - ❖ Below Benchmark (Strategic Support)
    - Concepts and Applications
      - ❖ Well-Below Benchmark (Intensive Support)
      - ❖ Below Benchmark (Strategic Support)

Qualitative

- Teacher Input
- Individual Student Conferences and/or Observations

STAR™ Assessments

- Are used to:
  - Measure growth

Example: Grade 4 Math

Reporting Period 8/23/18 – 8/31/18

Reporting Period 10/9/18 – 10/28/18

Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
At/Above Benchmark	At/Above 567 SS	At/Above 40 PR	103	75%
Category Total			103	75%
Below Benchmark				
On Watch	Below 567 SS	Below 40 PR	14	10%
Intervention	Below 531 SS	Below 25 PR	8	6%
Urgent Intervention	Below 466 SS	Below 10 PR	12	9%
Category Total			34	25%
Students Tested			137	

Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
At/Above Benchmark	At/Above 575 SS	At/Above 40 PR	117	85%
Category Total			117	85%
Below Benchmark				
On Watch	Below 575 SS	Below 40 PR	8	6%
Intervention	Below 538 SS	Below 25 PR	9	7%
Urgent Intervention	Below 474 SS	Below 10 PR	4	3%
Category Total			21	15%
Students Tested			138	

STAR™ Assessments

- Are used to:
  - Screen for possible interventions

Example: Grade 4 Math

Reporting Period Q2, Q3, Q4

Criteria for <u>Exiting</u> Math Support – 4th Grade

Quantitative:

- STAR Math Assessment – Renaissance Learning
  - Maintains a percentile rank above 50 for two consecutive assessments (School Benchmark)
  - Scaled Score is in the Proficient range for two consecutive assessments (Projected PSSA)
- DIBELS Math
  - Student scores in the At or Above Benchmark on Middle of Year assessment
    - Computation
    - Concepts and Applications

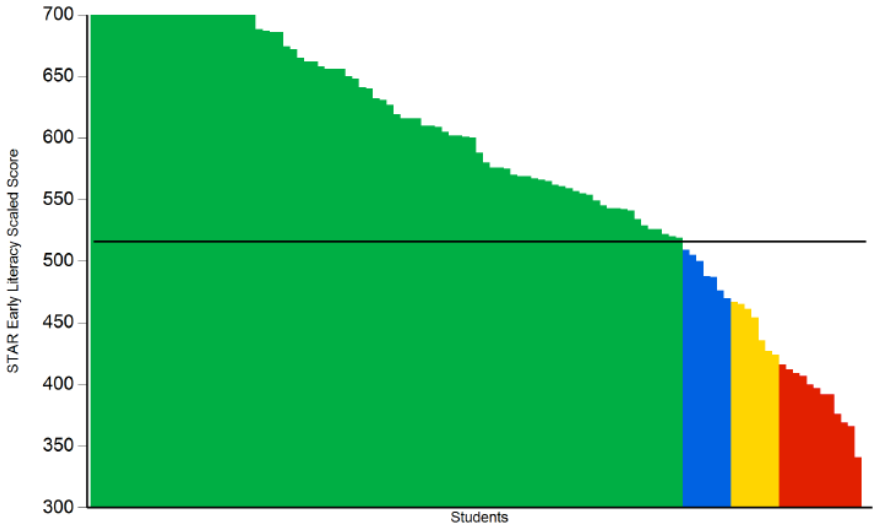
Qualitative

- Teacher Input
- Individual Student Conferences and/or Observations

STAR™ Early Literacy

- Are used to:
  - Determine progress toward becoming independent readers of our earliest learners

Grade: K



Initial 2018-19 Assessment
Given 10/11/18 – 10/26/18

Categories / Levels	Benchmark Scaled Score	Benchmark Percentile Rank	Students Number	Students Percent
At/Above Benchmark				
At/Above Benchmark	At/Above 516 SS	At/Above 40 PR	86	77%
Category Total			86	77%
Categories / Levels	**Benchmark** Scaled Score	**Benchmark** Percentile Rank	**Students** Number	**Students** Percent
Below Benchmark				
On Watch	Below 516 SS	Below 40 PR	7	6%
Intervention	Below 470 SS	Below 25 PR	7	6%
Urgent Intervention	Below 417 SS	Below 10 PR	12	11%
Category Total			26	23%
Students Tested			112	

STAR™ Assessments

- Are used to:
  - Surrogate measure of “Summer Slide”

Testing at the start of each academic quarter provides:

- “Year End” (Q4 or May) achievement results demonstrates growth over **current** school year
- “Baseline” (Q1) achievement results provides starting point for **subsequent** school year
- “Summer Slide” surrogate measure of the difference between Q4 and subsequent Q1 results

PSSA

PSSA Results – Percent Advanced or Proficient

	Math				**ELA**			
	2015	2016	2017	2018	2015	2016	2017	2018
3rd	69%	78%	80%	65%	76%	77%	81%	79%
4th	70%	63%	66%	68%	80%	77%	81%	79%
5th	73%	78%	71%	75%	84%	84%	81%	82%
	Science							
	2015	2016	2017	2018				
4th	97%	88%	88%	87%				

"New PSSA" aligned to PA Core introduced in 2016

PSSA Results – Percent Advanced or Proficient

	Math				**ELA**			
	2015	2016	2017	2018	2015	2016	2017	2018
6th	71%	78%	74%	60%	72%	81%	77%	83%
7th	68%	64%	73%	67%	78%	80%	82%	76%
8th	61%	71%	64%	72%	77%	78%	84%	87%
	Science							
	2015	2016	2017	2018				
8th	78%	80%	80%	79%				

"New PSSA" aligned to PA Core introduced in 2016

PSSA Results – **Longitudinal** Percent Advanced or Proficient

	Math				ELA			
	2015	2016	2017	2018	2015	2016	2017	2018
3rd	69% →	78% →	80% →	65%	76% →	77% →	81% →	79%
4th	70%	63%	66%	68%	80%	77%	81%	79%
5th	73%	78%	71%	75%	84%	84%	81%	82%
6th	71%	78%	74%	60%	72%	81%	77%	83%
7th	68%	64%	73%	67%	78%	80%	82%	76%
8th	61%	71%	64%	72%	77%	78%	84%	87%

"New PSSA" aligned to PA Core introduced in 2016

PSSA Results – **Cohort** Percent Advanced or Proficient

	Math				ELA			
	2015	2016	2017	2018	2015	2016	2017	2018
3rd	69%	78%	80%	65%	76%	77%	81%	79%
4th	70%	63%	66%	68%	80%	77%	81%	79%
5th	73%	78%	71%	75%	84%	84%	81%	82%
6th	71%	78%	74%	60%	72%	81%	77%	83%
7th	68%	64%	73%	67%	78%	80%	82%	76%
8th	61%	71%	64%	72%	77%	78%	84%	87%

"New PSSA" aligned to PA Core introduced in 2016

PSSA Results – **Cohort** Spring ’17 to Spring ‘18

MATH	(-2)	(-1)	E	(+1)	(+2)
3rd-4th G	0.7%	**27.0%**	63.5%	8.8%	0.0%
4th-5th G	0.8%	10.1%	63.6%	**25.6%**	0.0%
5th-6th G	0.0%	**25.2%**	65.9%	8.1%	0.7%
6th-7th G	0.7%	15.5%	64.9%	**18.9%**	0.0%
7th-8th G	1.4%	11.7%	70.3%	**15.9%**	0.7%
Total	0.7%	17.9%	65.7%	15.4%	0.3%

Transition Years v Non-Transition Years?

ELA	(-2)	(-1)	E	(+1)	(+2)
3rd-4th G	0.0%	12.6%	63.7%	**23.0%**	0.7%
4th-5th G	0.0%	**20.0%**	66.9%	13.1%	0.0%
5th-6th G	0.0%	14.0%	62.5%	**23.5%**	0.0%
6th-7th G	0.0%	**18.8%**	67.1%	13.4%	0.0%
7th-8th G	0.0%	10.6%	73.8%	15.6%	0.0%
Total	0.0%	15.2%	66.9%	17.7%	0.1%

Wait, what?

Rank w/in CSIU - **Math**

District	3rd		4th	5th	6th	7th	8th
Benton	1	(76)	14	6	13	9	5
Berwick	9		4	10	14	12	14
Bloomsburg	7		12	5	11	11	11
C Columbia	4	(69)	2	4	2	2	2
Danville	5		6	2	4	5	7
Lewisburg	**10**	**(65)**	**1**	**1**	**3**	**1**	**1**
Line Mtn	13		3	13	12	15	13
Midd-West	12		11	12	15	7	8
Mifflinburg	8		10	3	9	10	12
Millville	14		16	15	8	8	16
Milton	15		9	9	6	13	6
Mt Carmel	11		13	14	10	14	10
Selinsgrove	6		7	8	1	6	4
Shamokin	16		15	13	16	16	15
S Columbia	3		8	11	5	4	9
Warrior Run	2		5	7	7	3	3

Rank w/in CSIU - **ELA**

District	3rd		4th	5th	6th	7th	8th
Benton	11	(67)	8	8	4	2	14
Berwick	8		6	11	9	13	15
Bloomsburg	3		11	5	12	9	5
C Columbia	5		1	4	2	1	2
Danville	4		4	3	8	5	3
Lewisburg	**1**	**(79)**	**2**	**1**	**3**	**3**	**1**
Line Mtn	6		3	14	10	8	4
Midd-West	12		13	10	15	12	11
Mifflinburg	7		9	2	14	11	8
Millville	14		16	12	6	6	12
Milton	16		10	9	11	15	7
Mt Carmel	13		14	16	13	16	13
Selinsgrove	2		5	6	7	7	6
Shamokin	15		15	15	16	14	16
S Columbia	10		7	7	1	4	9
Warrior Run	9		12	13	5	10	10

PENNSYLVANIA
KEYSTONE EXAMS

Keystone Exams – State Assessment/Federal Accountability

Percent Advanced/Proficient by the end of Grade 11

	Class of 2017	Class of 2018	Class of 2019	Class of 2020
Algebra 1	79%	89%	91%	83%
Biology	76%	71%	81%	80%
Literature	85%	97%	87%	80%

FUTURE READY
PA INDEX

Progress Towards Goal/Standard

- Meets or Exceeds Statewide Goal
- Meets or Exceeds Interim Target
- Not Meeting Statewide Goal/ Interim Target

Current and Previous Performance Comparison

- Increase in Performance from the Previous Year
- Maintained the Same Performance from the Previous Year
- Decrease in Performance from the Previous Year

IS- Insufficient Sample **NA**- Not Applicable

Color coding and arrows provide information about school progress.

www.futurereadypa.org

AP®

CollegeBoard

Advanced Placement Program

	2014	2015	2016	2017	2018
# Students	177	169	146	146	101
# of Exams	277	254	255	243	169
# Scores 3+	112	123	98	108	79
% 3+ LAHS	63.3	72.8	67.1	74.0	78.2
% 3+ PA	69.1	68.3	67.7	67.0	68.2
% 3+ Global	61.3	60.7	60.3	60.3	61.3

Students self-select whether or not to take the AP Test for each AP course they complete

“Post-Secondary” Credit Experiences

SUN Tech

2016-17	8
2017-18	27
2018-19	19

Bucknell

2016-17	4 (Fall)	5 (Winter)	6 (Summer)
2017-18	6 (Fall)	0 (Winter)	7 (Summer)
2018-19	3 (Fall)		

Bloomsburg University ACE (Advanced College Experience)

2016-17	6
2017-18	15
2018-19	12

Bloomsburg University Education Magnet Program (STEM)

2016-17	
2017-18	3 (new this year)
2018-19	1

CollegeBoard SAT

connect to college success™

What Do SAT Scores Measure? IQ? Income?

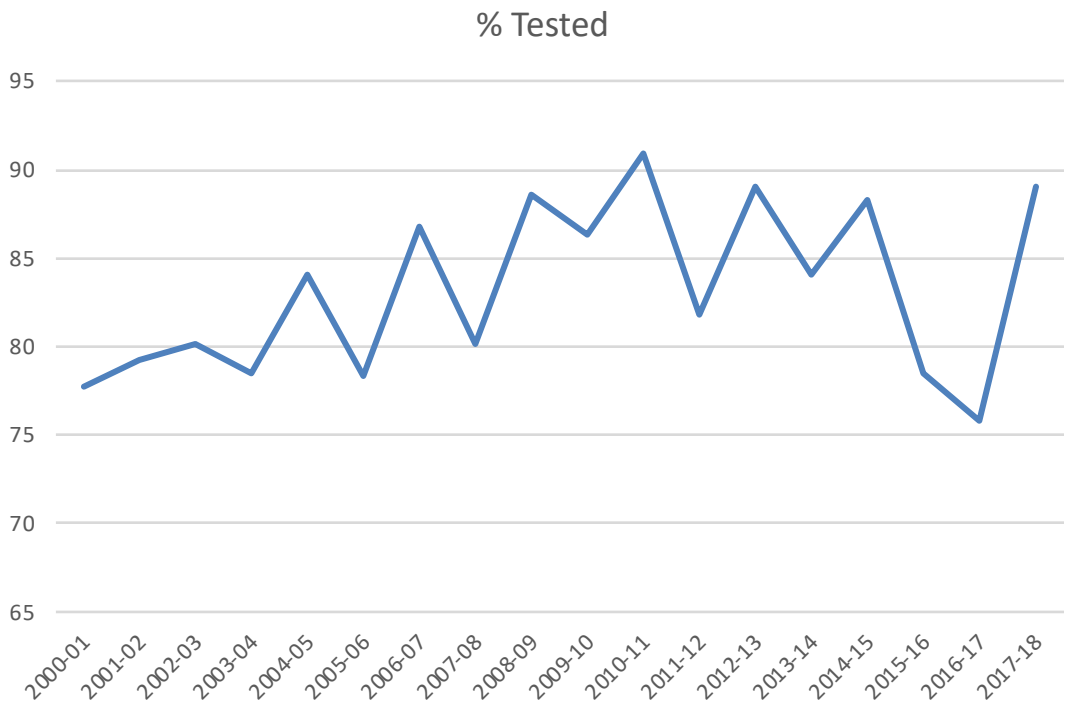
Samantha Lindsay, (blog.prepscholar.com 2015)

"…, you could argue that since students have the ability to prep for the SAT, it's a better measure of intelligence than traditional IQ tests. **The score is a result of innate intelligence *and* perseverance.** Two people can get the same score while possessing different amounts of each quality. If we're talking about innate intelligence alone, the SAT doesn't necessarily measure accurately. If we're talking about a combination of innate intelligence and the determination that allows students to succeed in school, it may be a better metric."

SAT – Percentage of Students Tested **(18 year average = 83.2%)**

TESTED

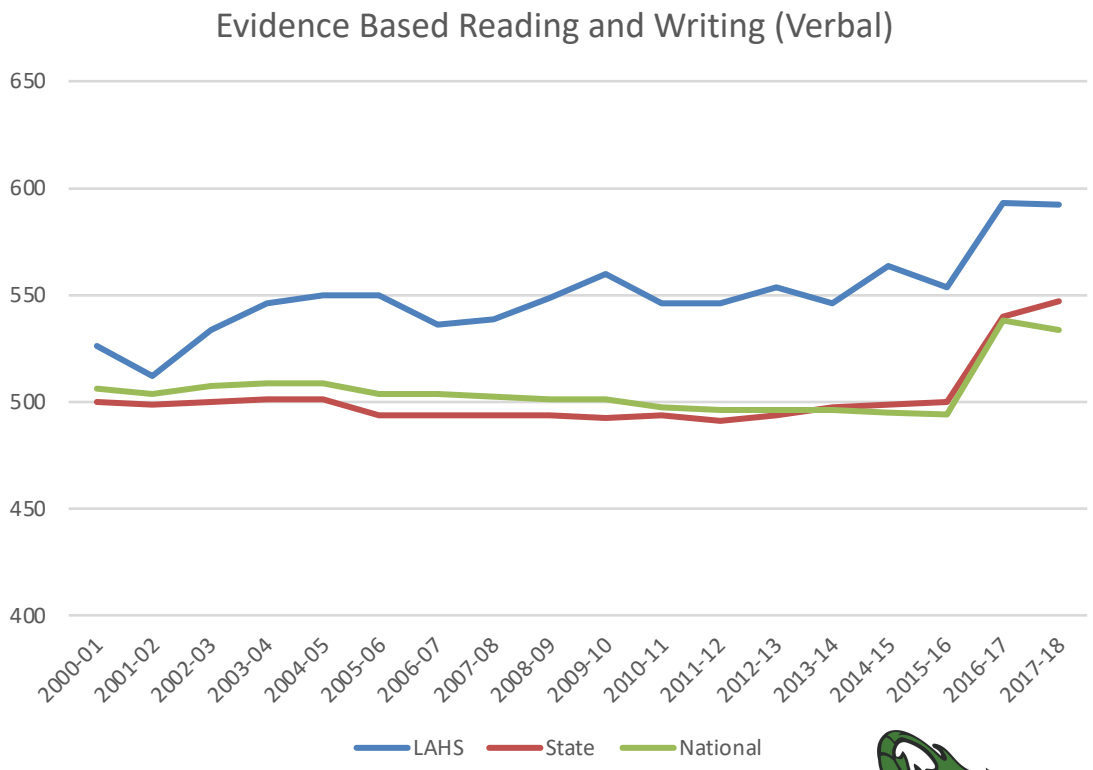
	% Tested
2000-01	77.8
2001-02	79.2
2002-03	80.2
2003-04	78.5
2004-05	84.0
2005-06	78.3
2006-07	86.7
2007-08	80.1
2008-09	88.5
2009-10	86.3
2010-11	90.9
2011-12	81.8
2012-13	89.0
2013-14	84.0
2014-15	88.2
2015-16	78.5
2016-17	75.8
2017-18	89.0



“The SAT has undergone its biggest change in 30 years. The New SAT made its debut in March 2016 and impacts students in the class of 2017 or younger” – The Princeton Review

VERBAL

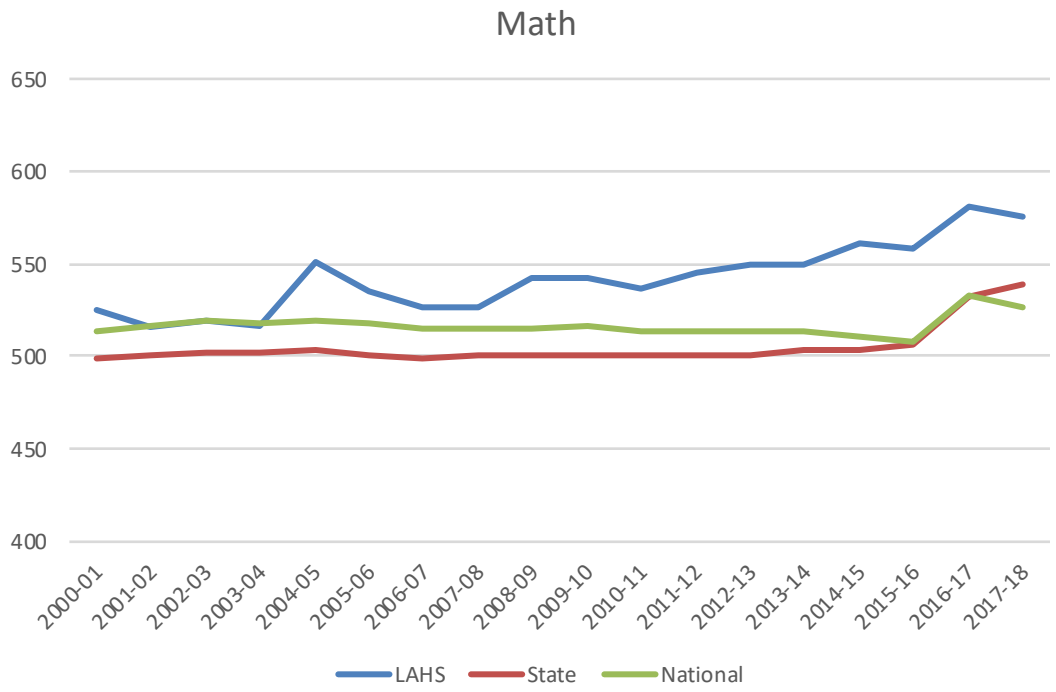
	LAHS	State	National
2000-01	526	500	506
2001-02	512	498	504
2002-03	533	500	507
2003-04	546	501	508
2004-05	550	501	508
2005-06	550	493	503
2006-07	536	493	503
2007-08	539	494	502
2008-09	548	493	501
2009-10	560	492	501
2010-11	546	493	497
2011-12	546	491	496
2012-13	554	494	496
2013-14	546	497	496
2014-15	564	499	495
2015-16	553	500	494
2016-17	593	540	538
2017-18	592	547	533



“The SAT has undergone its biggest change in 30 years. The New SAT made its debut in March 2016 and impacts students in the class of 2017 or younger” – The Princeton Review

MATH

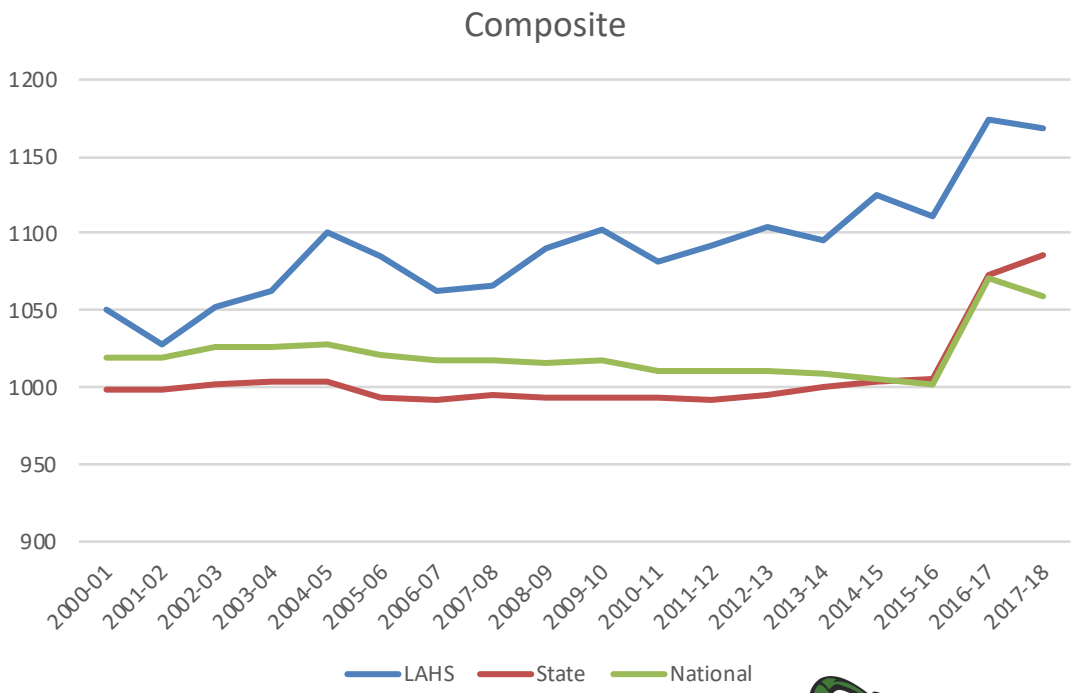
	LAHS	State	National
2000-01	525	499	514
2001-02	516	500	516
2002-03	519	502	519
2003-04	517	502	518
2004-05	551	503	520
2005-06	535	500	518
2006-07	527	499	515
2007-08	527	501	515
2008-09	543	501	515
2009-10	542	501	516
2010-11	536	501	514
2011-12	546	501	514
2012-13	550	501	514
2013-14	550	504	513
2014-15	561	504	511
2015-16	559	506	508
2016-17	581	533	533
2017-18	576	539	527



“The SAT has undergone its biggest change in 30 years. The New SAT made its debut in March 2016 and impacts students in the class of 2017 or younger” – The Princeton Review

COMPOSITE

	LAHS	State	National
2000-01	1051	999	1020
2001-02	1028	998	1020
2002-03	1052	1002	1026
2003-04	1063	1003	1026
2004-05	1101	1004	1028
2005-06	1085	993	1021
2006-07	1063	992	1018
2007-08	1066	995	1017
2008-09	1091	994	1016
2009-10	1102	993	1017
2010-11	1082	994	1011
2011-12	1092	992	1010
2012-13	1104	995	1010
2013-14	1096	1001	1009
2014-15	1125	1003	1006
2015-16	1112	1006	1002
2016-17	1174	1073	1071
2017-18	1168	1086	1060



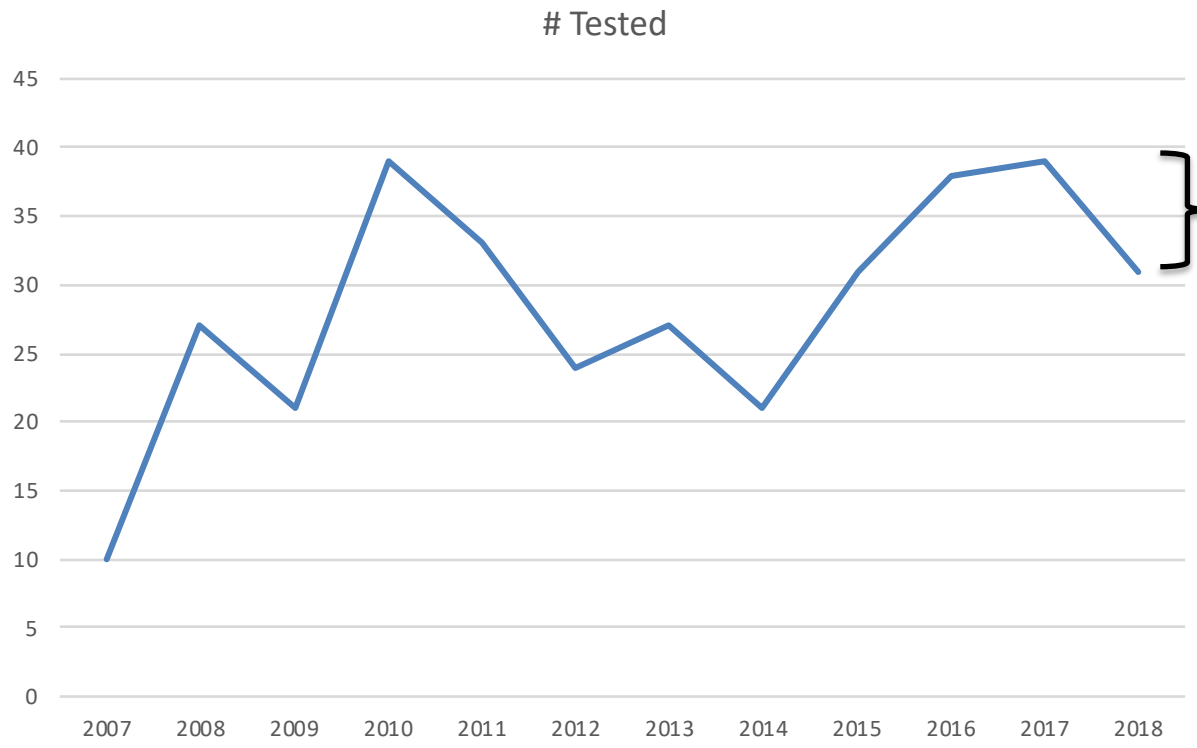
ACT®

What Do ACT Scores Measure? IQ? Income?

Samantha Lindsay, (blog.prepscholar.com 2015)

"The intent of the ACT from the beginning was not to measure intelligence as a general quality but to measure what students learned in school and gauge their college and career readiness (a model that the College Board has tried to emulate on the latest version of the SAT). **It's less of a measure of intelligence than it is a measure of college preparedness, and even then it doesn't give you the entire picture.** While innate intelligence certainly plays a role, scores are also affected by many other factors that don't have much to do with a person's overall cognitive abilities. "

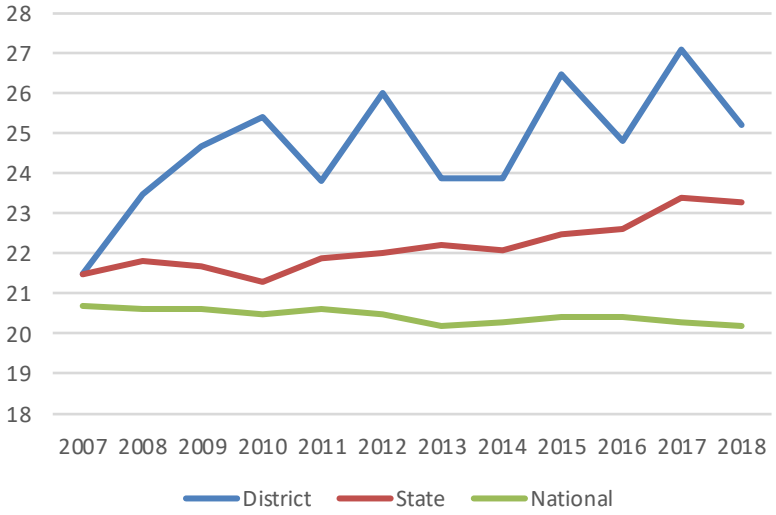
ACT



Traditionally, the lower number of students taking the ACT as compared to the SAT can be attributed to the ACT being used more often by schools “west” of PA – today, nearly all colleges and universities will accept either.

ACT

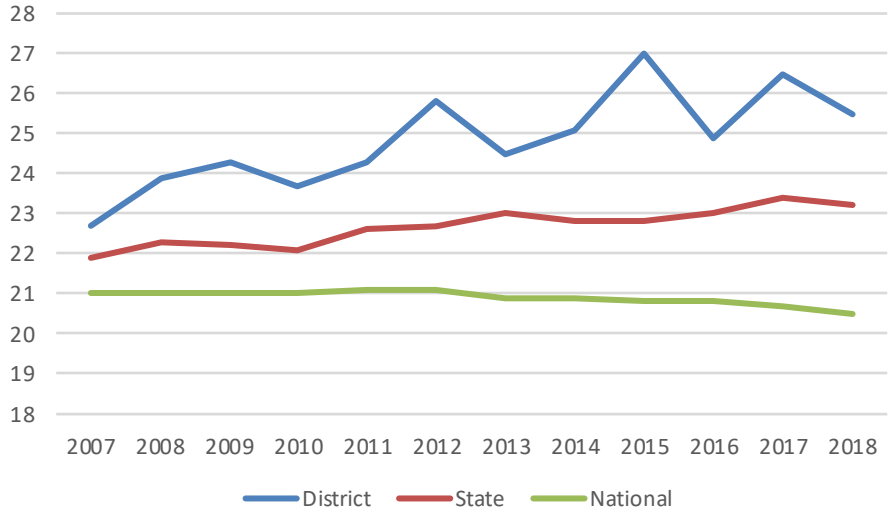
English



English

	District	State	National
2007	21.5	21.5	20.7
2008	23.5	21.8	20.6
2009	24.7	21.7	20.6
2010	25.4	21.3	20.5
2011	23.8	21.9	20.6
2012	26.0	22.0	20.5
2013	23.9	22.2	20.2
2014	23.9	22.1	20.3
2015	26.5	22.5	20.4
2016	24.8	22.6	20.4
2017	27.1	23.4	20.3
2018	25.2	23.3	20.2

Math

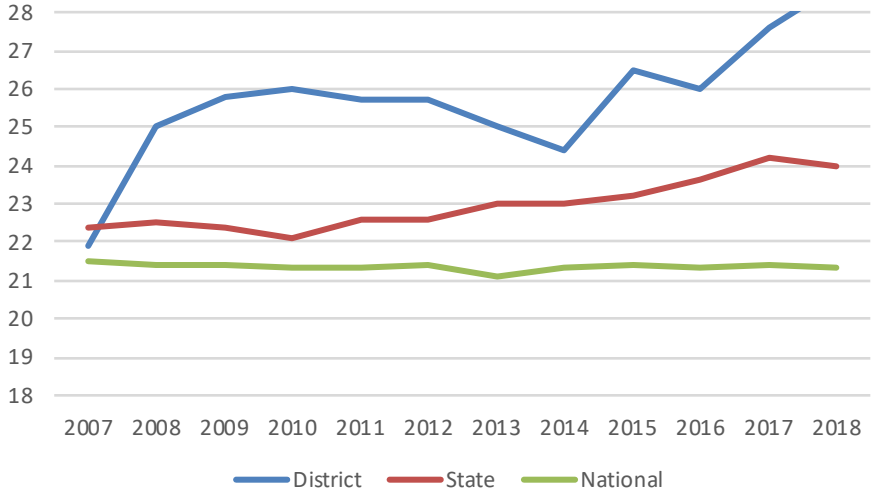


Math

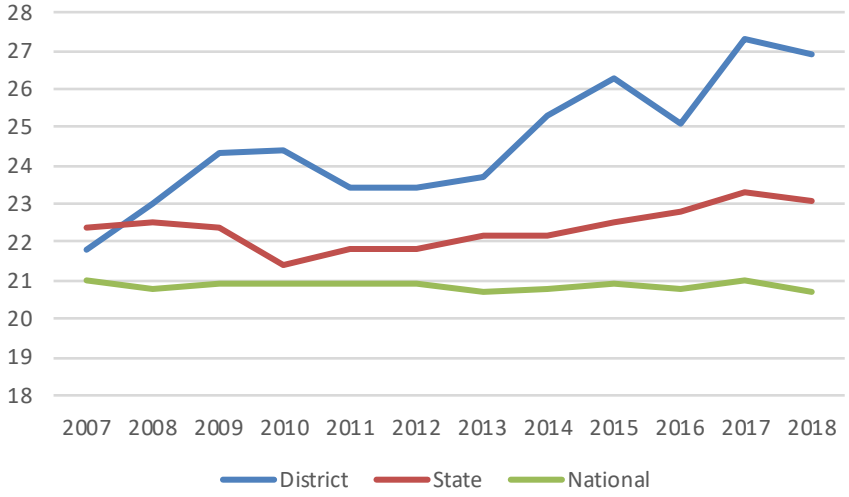
	District	State	National
2007	22.7	21.9	21.0
2008	23.9	22.3	21.0
2009	24.3	22.2	21.0
2010	23.7	22.1	21.0
2011	24.3	22.6	21.1
2012	25.8	22.7	21.1
2013	24.5	23.0	20.9
2014	25.1	22.8	20.9
2015	27.0	22.8	20.8
2016	24.9	23.0	20.8
2017	26.5	23.4	20.7
2018	25.5	23.2	20.5

ACT

Reading



Science



Reading

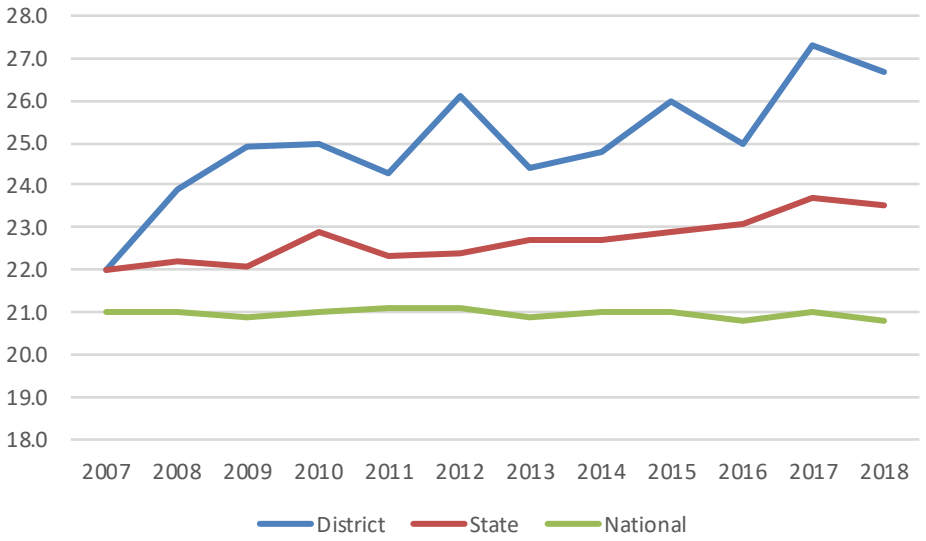
	District	State	National
2007	21.9	22.4	21.5
2008	25.0	22.5	21.4
2009	25.8	22.4	21.4
2010	26.0	22.1	21.3
2011	25.7	22.6	21.3
2012	25.7	22.6	21.4
2013	25.0	23.0	21.1
2014	24.4	23.0	21.3
2015	26.5	23.2	21.4
2016	26.0	23.6	21.3
2017	27.6	24.2	21.4
2018	28.7	24.0	21.3

Science

	District	State	National
2007	21.8	22.4	21.0
2008	23.0	22.5	20.8
2009	24.3	22.4	20.9
2010	24.4	21.4	20.9
2011	23.4	21.8	20.9
2012	23.4	21.8	20.9
2013	23.7	22.2	20.7
2014	25.3	22.2	20.8
2015	26.3	22.5	20.9
2016	25.1	22.8	20.8
2017	27.3	23.3	21.0
2018	26.9	23.1	20.7

ACT

Composite



Composite

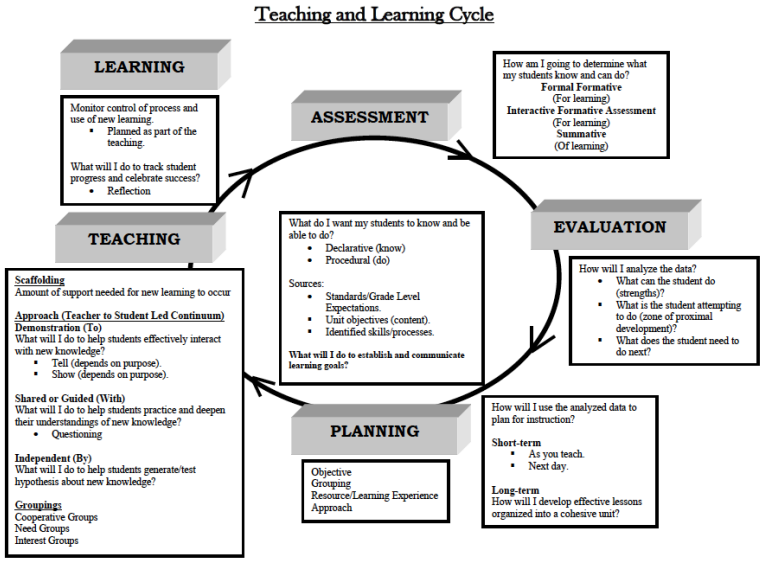
	District	State	National
2007	22.0	22.0	21.0
2008	23.9	22.2	21.0
2009	24.9	22.1	20.9
2010	25.0	22.9	21.0
2011	24.3	22.3	21.1
2012	26.1	22.4	21.1
2013	24.4	22.7	20.9
2014	24.8	22.7	21.0
2015	26.0	22.9	21.0
2016	25.0	23.1	20.8
2017	27.3	23.7	21.0
2018	26.7	23.5	20.8

“DATA ANALYSIS REPORT”

Maybe should be retitled “Testing Report”

PURPOSES OF TESTING

• Inform Instruction*	Classroom Assessments
• Academic Support	STAR
• College Admission	SAT/ACT
• College Credit	AP
• Accountability	PSSA/Keystone



DATA