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 PERFORMANCE *fact*, Inc.

4-Lens Data Analysis Protocol™

Highlights of Student Achievement



Erie, Pennsylvania
February 2018

- A.** Demographics, Enrollment, Attendance & Discipline
- B.** Performance in Academic Subjects
- C.** Graduation and Dropout Rates
- D.** Higher-level & Applied Learning Programs
- E.** Student Voice

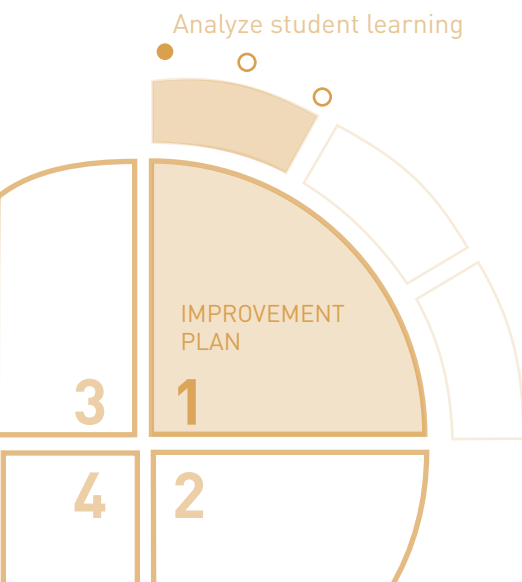
4-Lens Analysis of Student Data



Data tells “symptoms”; the underlying “problem” is often less obvious. To be most useful, data must be transformed into information through:

- Reviewing multiple kinds and sources of data (i.e., diagnostic, formative, summative, perceptual)
- Disaggregated analysis
- Problem-solving processes, such as root-cause analysis
- Informed discourse among practitioners and stakeholders

In the medical fields, physicians use Magnetic Resonance Imaging (MRI) to visualize internal structures in great detail. An MRI machine produces a number of images, or “slices” of parts of the human body. The various slices can then be reconstructed to develop a more detailed understanding of the whole of the scanned area of the body.



Performance Fact’s 4-Lens Analysis of Student Data process works in a similar manner. The 4-Lens process is a simple but comprehensive way to probe all kinds of student data, including data from benchmark assessments, state tests, survey data, attendance and disciplinary data, etc. By looking at the data through “four lenses,” practitioners will acquire a richer understanding of “what the data says.”

Lens 1: GROWTH focuses on “value-added” in learning and achievement for identical group of students or cohort.

Lens 2: CONSISTENCY investigates learning and achievement for different groups of students, or non-cohort.

Lens 3: EQUITY provides insights into the learning and achievement by students by subgroup.

Lens 4: STANDARDS tells us about student mastery of the academic standards that would prepare them for success at the next level.

By “looking through the data” from four perspectives, the 4-Lens process provides practitioners with more insightful information about student learning and achievement.

The 4-Lens Analysis of Student Data is the first step of Performance Fact’s Data Summit™ methodology. The second step of the Data Summit™ is evidence-based examination of the effectiveness of teaching practices, leadership practices and organizational practices, because they are the precursors to student learning.

Whether your findings about the implementation cycle that just ended turn out to be encouraging or concerning, you will have another chance to choose again; another opportunity to make conscious decisions about your priorities for student learning and professional practices for the next 6-to-12 week implementation cycle. Such disciplined implementation significantly enhances your chances of accomplishing your student learning goals for the school year.

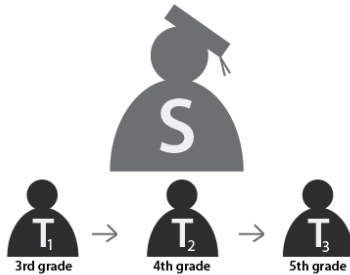
WHAT YOU WILL DO

- **ORGANIZE** your student data, making sure you consider student vital signs from multiple sources.
- **PROBE** your student data in depth, using a series of 4-Lens guiding questions.
- **MAKE** inferences about “what the data says”.
- **IDENTIFY** your highest priority Areas of Strength and Areas of Concern based solely on student data.



4-Lens Analysis of Student Data

Lens 1 GROWTH

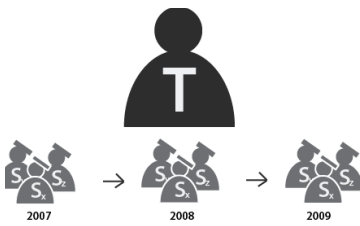


Did achievement improve for identical groups of students (i.e., cohort) from one assessment period to the next?

Example: 2008 4th grade vs. 2009 5th grade vs. 2010 6th grade or 2010 1st vs. 2nd benchmark assessments

Example: 2004 5th grade IEP students vs. 2007 8th grade vs. 2010 11th grade

Lens 2 CONSISTENCY

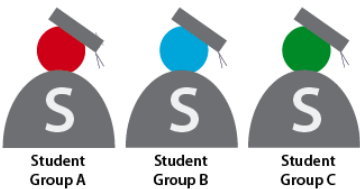


Are results consistent for different groups of students at the same grade-level or same subject from one assessment period to the next?

Example: 2007 3rd grade vs. 2008 3rd grade vs. 2009 3rd grade or 2009 vs. 2010 9th grade attendance rates

Example: 2010 results for Teacher A vs. Teacher B vs. Teacher C or 2009 6th vs. 7th vs. 8th grade results

Lens 3 EQUITY

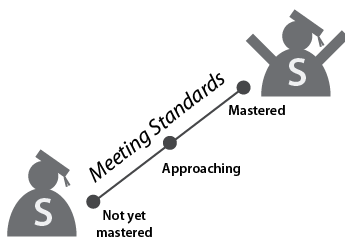


Is the “achievement gap” closing among student groups, regardless of background, condition or circumstance?

Example: 2009 vs 2010 data by student subgroup

Example: Proficiency rates for Male vs. Female; White student vs. other subgroups; IEP vs. “regular ed” students

Lens 4 STANDARDS



How are students progressing with the essential skills and concepts (i.e., standards) necessary for success at the next level?

Example: Percentage of students scoring 70% or higher on at least 85% of the Standards on benchmark test #1

Example: Percentage of students scoring 70% or higher on the Standards on benchmark tests #1 vs. #2

A Data-driven, Continuous Improvement Planning Process



What data do we have?	What does the data say? <i>and</i> Why does the data look that way?	What are we going to do about it all?
<p>Student data from multiple sources</p>	<p>Student Achievement Areas of Strength and Areas of Concern <i>and</i> "Root cause" (underlying causes) of the current state of student achievement</p>	<p>High-leverage research-based or promising practices</p>

A.

Demographics, Enrollment, Attendance & Discipline



*"But, Eugene, it's not enough to be gifted. We've got to
do something with our gift."*

Erie's Public Schools
District Fast Facts

Source: <http://www.paschoolperformance.org/Profile/153>

District Specifics

District Name	Erie City SD
District Address	148 W 21st St Erie, PA 16502
Website	http://www.eriesd.org
Telephone Number	814-874-6000
Number of Schools	18
Grades Offered	PreKF, K5F, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
Number of Advanced Placement Courses Offered	37
Number of Career and Technical Programs Offered by District	17
Average Years of Educational Experience (Total)	12.47
Average Years of Educational Experience (In District)	12.47
District Enrollment	11,387
Percent of Gifted Students	0.58
Dropout Rate (Percent)	4.89
Enrollment in Partnering Career and Technical Center(s)	1
Charter School Enrollment	2147
Geographic Size of District (Square Miles)	27.96

Percent Enrollment By Ethnicity



American Indian/Alaskan Native (not Hispanic)	0.28
Asian (not Hispanic)	5
Black or African American (not Hispanic)	36.75
Hispanic (any race)	13.73
Multi-Racial (not Hispanic)	3.14
White (not Hispanic)	41.02
Native Hawaiian or other Pacific Islander (not Hispanic)	0.07

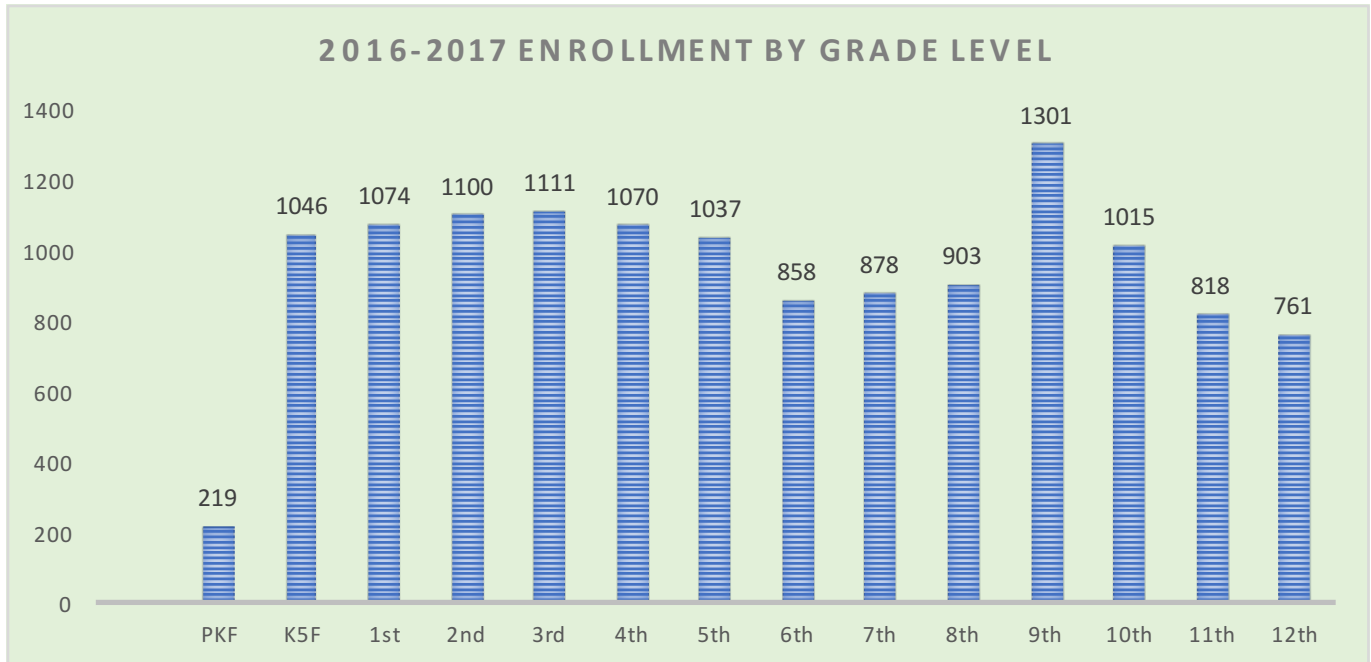
Percent Enrollment by Student Groups

Economically Disadvantaged	74.29
English Learner	8.26
Special Education	17.55

Percent Enrollment by Gender

Female	48.08
Male	51.92

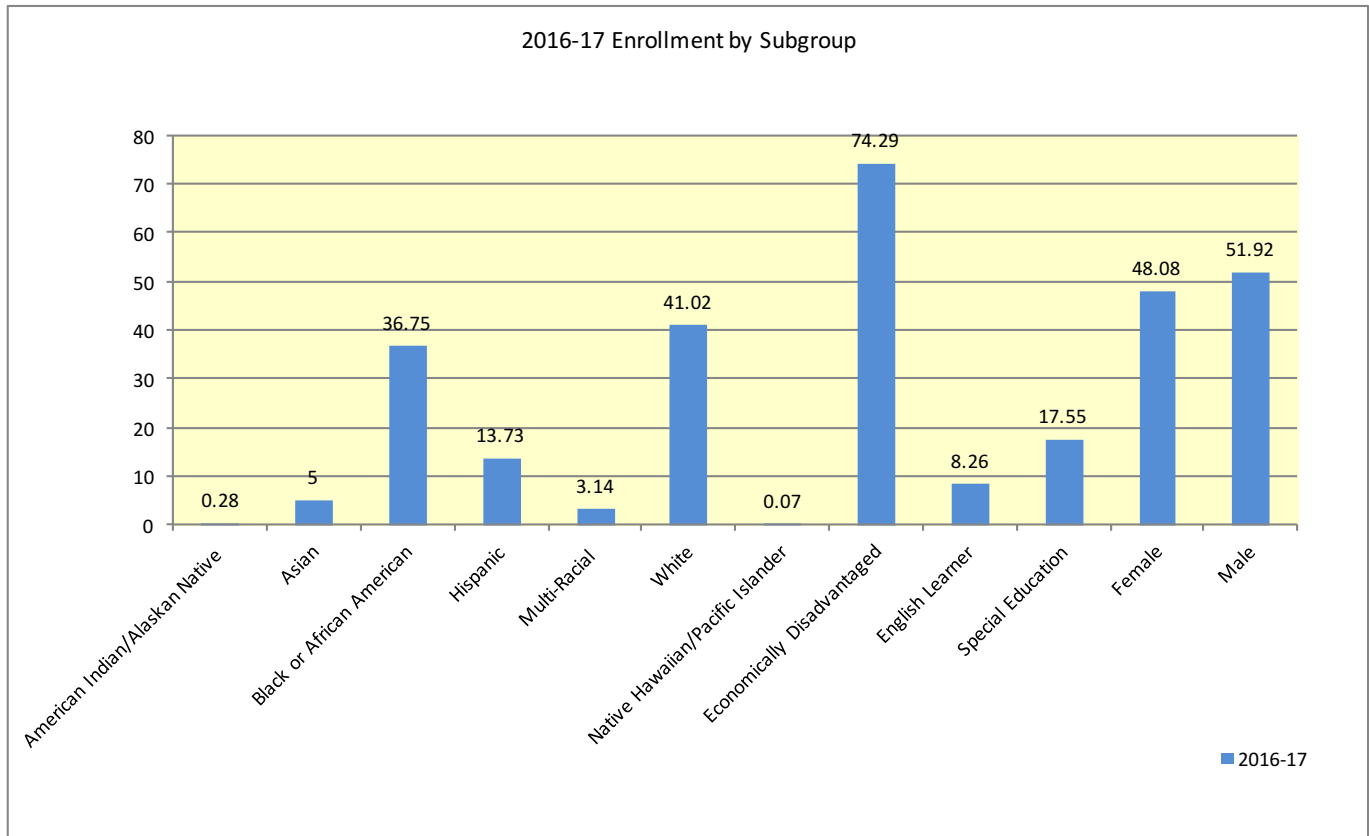
Erie's Public Schools
Student Enrollment by Grade



Grade	2014-2015		2015-2016		2016-2017	
	Student Count	%	Student Count	%	Student Count	%
PKF	152	1%	182	1.4%	219	1.7%
K5F	1162	8.7%	1094	8.1%	1046	7.9%
1st	1228	9.2%	1161	8.6%	1074	8.1%
2nd	1154	8.6%	1162	8.6%	1100	8.3%
3rd	1006	7.5%	1105	8.2%	1111	8.4%
4th	997	7.4%	1063	7.9%	1070	8.1%
5th	981	7.3%	946	7.0%	1037	7.9%
6th	923	6.9%	901	6.7%	858	6.5%
7th	997	7.4%	889	6.6%	878	6.7%
8th	992	7.4%	973	7.2%	903	6.8%
9th	1278	9.5%	1209	9.0%	1301	9.9%
10th	913	6.8%	1004	7.5%	1015	7.7%
11th	809	6.0%	832	6.2%	818	6.2%
12th	822	6.1%	922	6.9%	761	5.8%
Total	13404	100.1%	13443	100.0%	13191	100.0%

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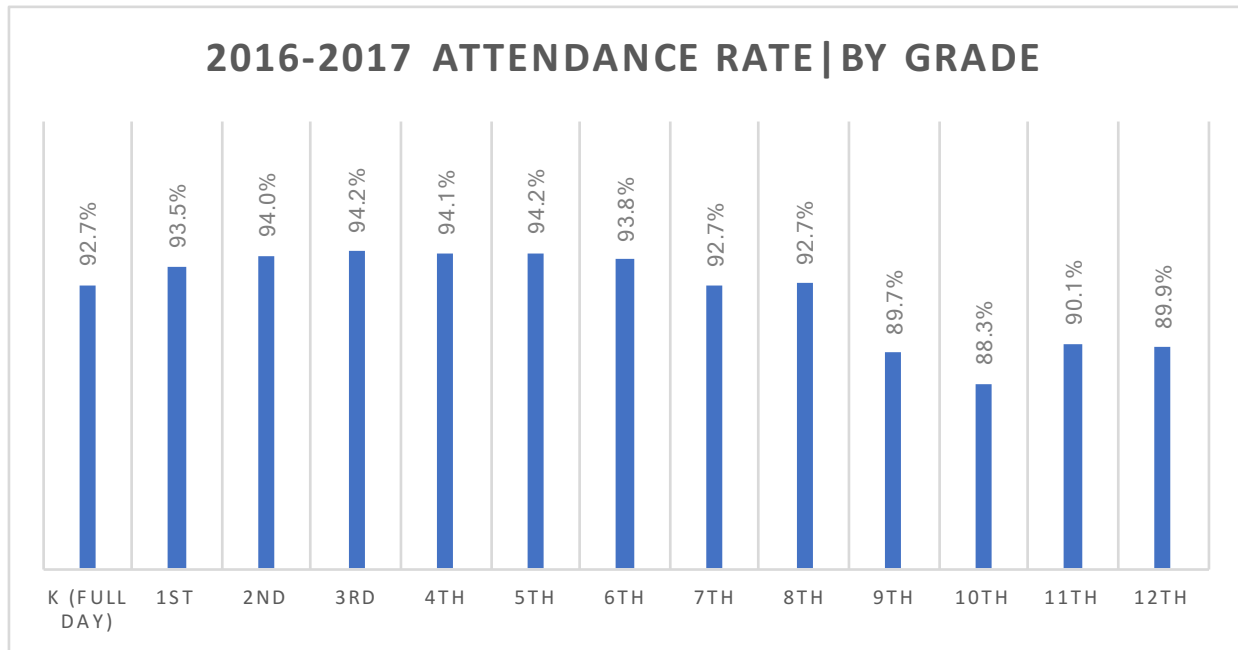
Enrollment by Student Subgroup/Demographics



Student Subgroup	% Enrollment 2016-17
American Indian/Alaskan Native	0.28
Asian	5.01
Black or African American	36.75
Hispanic	13.73
Multi-Racial	3.14
White	41.02
Native Hawaiian/Pacific Islander	0.07
Economically Disadvantaged	74.29
English Learner	8.26
Special Education	17.55
Female	48.08
Male	51.92

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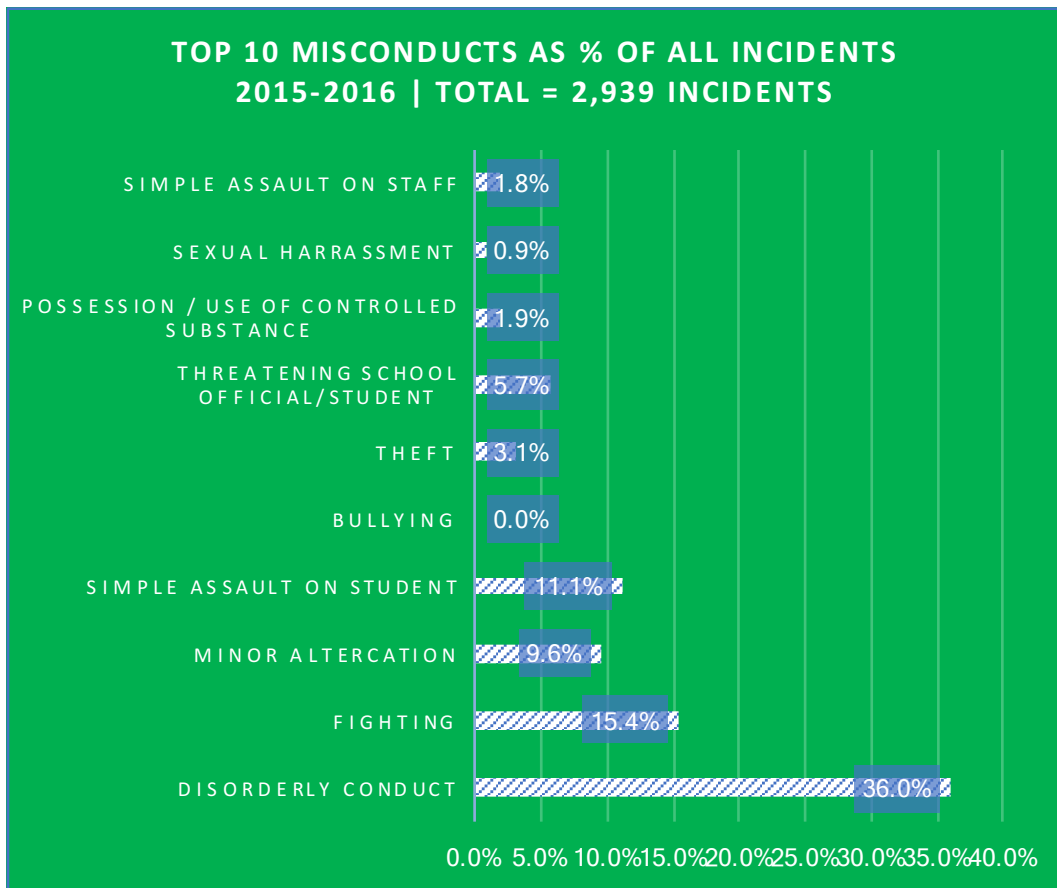
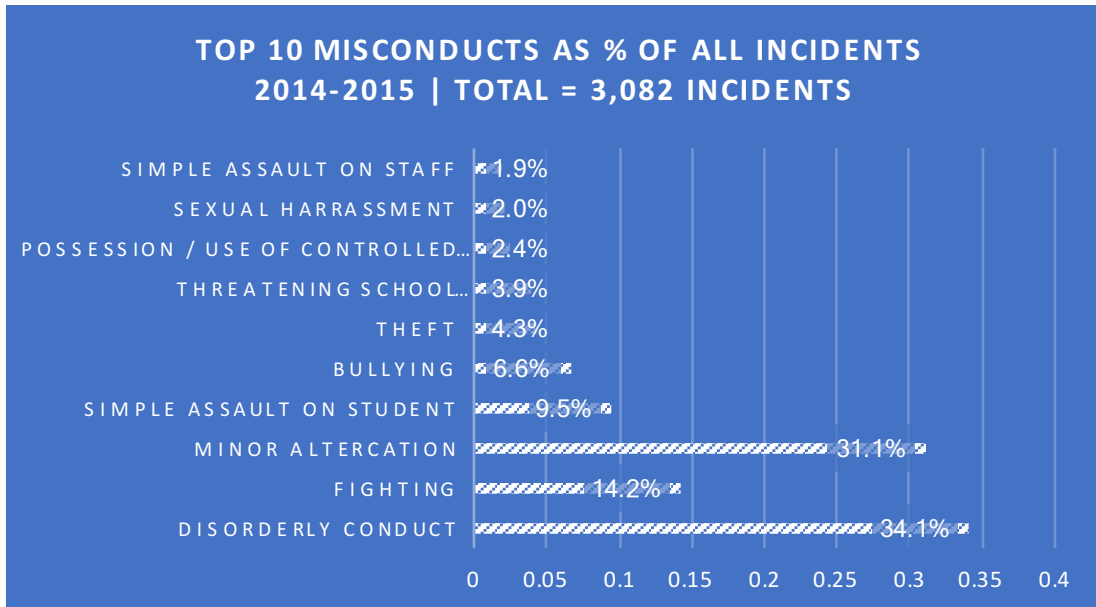
Student Attendance Rates by Grade



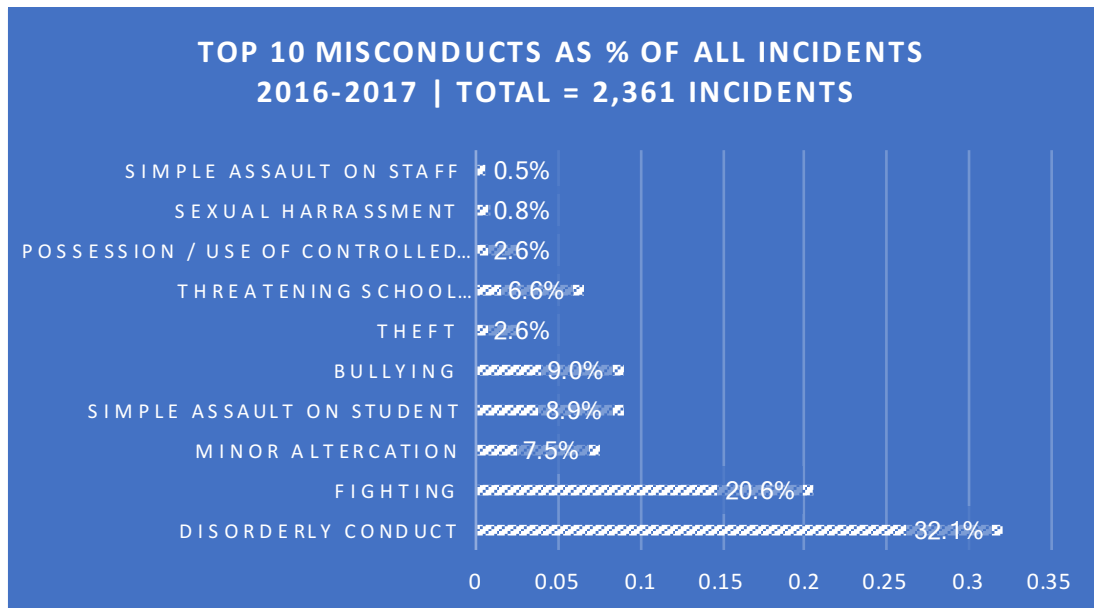
Grade	2014-2015		2015-2016		2016-2017	
	Student Count	%	Student Count	%	Student Count	%
PKF	152	94%	182	91.6%	219	92.4%
K5F	1162	92.6%	1094	93.0%	1046	92.7%
1st	1228	93.8%	1161	93.6%	1074	93.5%
2nd	1154	93.8%	1162	94.5%	1100	94.0%
3rd	1006	94.2%	1105	94.8%	1111	94.2%
4th	997	94.5%	1063	94.9%	1070	94.1%
5th	981	94.4%	946	94.9%	1037	94.2%
6th	923	93.8%	901	94.3%	858	93.8%
7th	997	92.1%	889	93.2%	878	92.7%
8th	992	91.8%	973	92.7%	903	92.7%
9th	1278	88.5%	1209	88.4%	1301	89.7%
10th	913	89.7%	1004	89.6%	1015	88.3%
11th	809	90.3%	832	89.2%	818	90.1%
12th	822	89.5%	922	88.1%	761	89.9%
Total	13404	92.3%	13443	92.5%	13191	92.4%

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Student Misconduct – Top 10 Types



Student Misconduct – Top 10 Types



Type of Misconduct	2014-2015		2015-2016		2016-2017	
	Number of Incidents	% of All Incidents	Number of Incidents	% of All Incidents	Number of Incidents	% of All Incidents
Disorderly Conduct	1050	34.1%	1059	36.0%	757	32.1%
Fighting	438	14.2%	451	15.4%	486	20.6%
Minor Altercation	403	31.1%	283	9.6%	178	7.5%
Simple Assault on Student	292	9.5%	326	11.1%	209	8.9%
Bullying	204	6.6%	226	7.7%	213	9.0%
Theft	132	4.3%	92	3.1%	62	2.6%
Threatening School Official/Student	122	3.9%	170	5.7%	155	6.6%
Possession / Use of Controlled Substance	74	2.4%	56	1.9%	62	2.6%
Sexual Harrassment	62	2.0%	26	0.9%	18	0.8%
Simple Assault on Staff	60	1.9%	53	1.8%	11	0.5%
All Incidents, All Types of Misconduct	3082	100.0%	2939	100.0%	2361	100.0%

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Discipline Referrals – Number of Offenders by Grade

Grade	2014-2015		2015-2016		2016-2017	
	Number of Offenders	% of All Offenders	Number of Offenders	% of All Offenders	Number of Offenders	% of All Offenders
K5 (Full Day)	64	3.7%	75	4.5%	39	2.5%
1st Grade	107	6.1%	103	6.2%	61	3.9%
2nd Grade	122	7.0%	123	7.4%	98	6.3%
3rd Grade	122	7.0%	140	8.4%	166	10.7%
4th Grade	165	9.5%	176	10.5%	199	12.8%
5th Grade	153	8.8%	151	9.0%	164	10.6%
6th Grade	129	7.4%	101	6.2%	109	7.1%
7th Grade	176	10.1%	159	9.5%	127	8.2%
8th Grade	136	7.8%	144	8.6%	92	5.9%
9th Grade	314	18.0%	229	13.7%	218	14.0%
10th Grade	125	7.2%	124	7.4%	158	10.2%
11th Grade	77	4.4%	88	5.3%	76	4.9%
12th Grade	56	3.2%	54	3.2%	45	2.9%
Total	1746	100.0%	1670	100.0%	1553	100.0%

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Discipline Referrals – Number of Offenders by Student Subgroup



Student Subgroup	2014-2015		2015-2016		2016-2017	
	Number of Offenders	% of All Offenders	Number of Offenders	% of All Offenders	Number of Offenders	% of All Offenders
American Indian / Alaskan Native	2	0.1%	4	0.2%	2	0.1%
Native Hawaiian or Other Pac Islander (non-Hispanic)	2	0.1%	2	0.1%	2	0.1%
Black or African American	1055	60.4%	1001	59.9%	889	57.2%
Hispanic	224	12.8%	22	13.6%	192	12.4%
White	372	21.3%	358	21.3%	394	25.4%
Multi-Racial	51	2.9%	33	2.0%	48	3.1%
Asian	40	2.3%	47	2.8%	26	1.7%
Special Education	82	4.7%	110	6.6%	11	0.7%
Female	570	32.7%	530	31.7%	555	35.7%
Male	1176	67.4%	1140	68.3%	998	64.3%
Total	1746		1670		1553	

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B. Performance in Academic Subjects



"I see trouble with algebra."

Erie's Public Schools
Students Proficient/Advanced on the State Tests
(number out of every 20 students)

ENGLISH LANGUAGE ARTS: Grades 3-8

English Language Arts (ELA)	2014-2015 by Grade Levels						2015-2016 by Grade Levels						2016-2017 by Grade Levels					
	3rd	4th	5th	6th	7th	8th	3rd	4th	5th	6th	7th	8th	3rd	4th	5th	6th	7th	8th
All Students	7	6	7	7	7	6	6	5	7	7	7	6	7	6	6	7	7	7
American Indian or Alaska Native	7	13	13	20	5	0	5	10	10	0	20	0	13	7	15	20	13	20
Black or African American	6	4	4	5	5	3	4	3	4	4	4	4	5	4	4	4	4	4
Asian	4	5	5	3	5	3	6	6	4	6	5	5	8	5	8	4	6	6
Hispanic/Latino of any race	6	4	6	5	10	5	5	4	5	7	3	4	7	6	5	6	5	4
White	8	9	9	11	10	9	8	7	10	9	10	10	9	9	8	10	9	10
Native Hawaiian or other Pacific Islander	0	0	NA	NA	8	0	0	5	0	NA	NA	20	10	NA	NA	NA	NA	NA
Multi-racial	7	5	8	6	6	7	0	4	4	8	6	9	5	0	6	9	9	5
Economically Disadvantaged	6	6	6	7	2	5	5	1	5	5	5	5	6	5	5	5	5	5
LEP	2	0	1	1	3	1	3	2	0	1	1	2	2	1	1	0	1	1
Individualized Education Plan	2	3	2	3	7	3	3	6	3	2	4	3	4	3	4	3	2	3

MATHEMATICS: Grades 3-8

Mathematics	2014-2015 by Grade Levels						2015-2016 by Grade Levels						2016-2017 by Grade Levels					
	3rd	4th	5th	6th	7th	8th	3rd	4th	5th	6th	7th	8th	3rd	4th	5th	6th	7th	8th
All Students	5	4	4	4	4	3	6	4	4	4	4	4	6	4	4	4	4	3
American Indian or Alaska Native	7	13	13	0	1	0	5	13	10	10	0	0	13	7	5	0	7	20
Black or African American	3	2	2	2	3	1	4	2	2	2	2	2	4	3	2	2	1	1
Asian	4	2	4	4	3	3	4	4	4	4	4	4	6	4	5	2	4	4
Hispanic/Latino of any race	4	2	4	2	6	1	5	4	3	4	3	3	6	3	4	4	4	1
White	7	6	6	6	0	5	8	6	7	6	6	6	8	7	5	6	6	6
Native Hawaiian/other Pacific Islander	0	0	NA	NA	2	0	0	10	0	NA	NA	0	0	NA	NA	NA	NA	NA
Multi-racial	13	4	3	5	3	4	0	3	3	4	4	3	0	0	6	5	4	6
Economically Disadvantaged	5	3	4	4	1	3	5	0	3	3	3	2	5	4	5	3	3	5
LEP	1	0	1	1	1	1	2	3	0	1	0	1	2	0	1	0	2	0
Individualized Education Plan	3	2	2	2	4	1	3	4	2	2	2	2	3	3	4	1	2	3

SCIENCE: Grades 3-8

Science	2014-2015		2015-2016		2016-2017	
	4th	8th	4th	8th	4th	8th
All Students	10	6	9	7	8	7
American Indian or Alaska Native	13	0	13	0	7	20
Black or African American	7	3	6	3	6	3
Asian	6	2	9	5	8	5
Hispanic/Latino of any race	9	4	8	4	8	5
White	13	10	12	10	11	11
Native Hawaiian or other Pacific Islander	NA	0	NA	20	NA	NA
Multi-racial	5	9	10	9	10	6
Economically Disadvantaged	10	6	8	5	8	5
LEP	2	1	2	1	2	0
Individualized Education Plan	5	3	5	3	5	3

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Erie's Public Schools
Students Proficient/Advanced on the Keystone Exam
(Percent and number out of every 20 students)

ALGEBRA I

Algebra I	% of Each Student Subgroup			# of Students out of Every 20		
	2014-2015	2015-2016	2016-2017	2014-2015	2015-2016	2016-2017
All Students	24%	26%	20%	5	5	4
Female	24.2	24.8	22.1	5	5	4
Male	23.7	27.3	17.9	5	5	4
IEP - Special Education	3.8	2.9	4.8	1	1	1
Migrant	23.5	37.5	0	5	8	0
Economically Disadvantaged	20.3	16.6	13.1	4	3	3
ELL	6.8	3	0.9	1	1	0
Historically Underperforming	19.4	15.6	13	4	3	3
American Indian/Alaskan Native	28.6	0	100	6	0	20
Asian	14.5	17.6	25.8	3	4	5
Black/African American	13.4	14.3	8.3	3	3	2
Hispanic	17.3	18.9	8	3	4	2
Multi-Racial	21.1	34.7	16.7	4	7	3
White	35.3	37.1	36.1	7	7	7
Native Hawaiian/Pacific Islander	0	NA	NA	0	NA	NA

LITERATURE

Literature	% of Each Student Subgroup			# of Students out of Every 20		
	2014-2015	2015-2016	2016-2017	2014-2015	2015-2016	2016-2017
All Students	37.1%	34.0%	35.2%	7	7	7
Female	42.3	37.8	11.6	8	8	2
Male	32	30.1	31.7	6	6	6
IEP - Special Education	9.8	5.7	5.5	2	1	1
Migrant	11.1	14.3	28.6	2	3	6
Economically Disadvantaged	29.2	21.9	23.8	6	4	5
ELL	2.8	0.8	0	1	0	0
Historically Underperforming	27.8	20.8	23.1	6	4	5
American Indian/Alaskan Native	0	60	100	0	12	20
Asian	7.8	18.1	20.6	2	4	4
Black/African American	24	21.5	14.9	5	4	3
Hispanic	33.3	26.5	29	7	5	6
Multi-Racial	28.6	9.1	44.7	6	2	9
White	54.4	48.9	55.1	11	10	11
Native Hawaiian/Pacific Islander	0	100	N/A	0	20	NA

BIOLOGY

Biology	% of Each Student Subgroup			# of Students out of Every 20		
	2014-2015	2015-2016	2016-2017	2014-2015	2015-2016	2016-2017
All Students	29.1%	29.1%	33.2%	6	6	7
Female	26.8	29.5	31.8	5	6	6
Male	32	28.8	34.5	6	6	7
IEP - Special Education	28.7	4.1	9	6	1	2
Migrant	7.7	33.3	0	2	7	0
Economically Disadvantaged	21.4	19.6	19.7	4	4	4
ELL	0	5.6	1.4	0	1	0
Historically Underperforming	20.9	18.7	19.2	4	4	4
American Indian/Alaskan Native	66.6	0	NA	13	0	NA
Asian	14.1	19.4	26.9	3	4	5
Black/African American	16.8	15.3	13.7	3	3	3
Hispanic	16.4	21.2	17.5	3	4	4
Multi-Racial	15.5	31.6	26.3	3	6	5
White	34.4	41	52.9	7	8	11
Native Hawaiian/Pacific Islander	50	NA	NA	10	NA	NA

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Erie's Public Schools

Students Proficient/Advanced on the State Tests
(Number out of every 20 students)

BY SCHOOL

School Name	English Language Arts (ELA)		Mathematics		Science	
	2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017
Cleveland	11	11	9	9	15	14
Connell	10	10	8	7	12	11
Diehl	5	5	2	2	7	8
Edison	5	5	3	3	8	7
Emerson G	5	5	3	3	10	7
Harding	10	10	9	8	12	12
Jefferson	8	7	5	5	10	5
Lincoln	7	6	6	5	8	9
McKinley	4	4	2	2	6	4
Pfeiffer B	4	4	2	2	5	5
Perry	6	7	6	6	9	10
Roosevelt	8	7	4	3	7	7
Wayne	3	3	2	2	4	5
Wilson	6	7	3	4	5	7

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Percent Students Proficient/Advanced on the State Tests

BY SCHOOL

School Name	English Language Arts		Mathematics		Science	
	2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017
Cleveland	52.5	55.8	45.7	46.1	72.5	70.7
Connell	49.9	49.6	40.8	33	60	56.6
Diehl	25.3	23.5	11.4	12.3	36.1	39.4
Edison	23.1	26.6	15.8	16	42.1	35.8
Emerson G	26	24.5	14.1	14.4	49.3	36.5
Harding	49	50.8	45.9	41	59.4	61.2
Jefferson	38.6	33.6	26.1	24.8	48.1	27.2
Lincoln	34.2	32.4	30	22.5	38.5	44.5
McKinley	17.6	22.3	9.5	11.4	31.6	18.7
Pfeiffer B	21.2	18.3	10.6	12.2	26.7	25.7
Perry	31.8	37.4	32.3	29.8	44.6	50
Roosevelt	38.5	35.4	19.7	16.7	37.1	35.5
Wayne	13	17.1	10.2	10	19	22.7
Wilson	30.5	35.8	17.2	18.9	22.9	34.3

**

Students Proficient/Advanced on the Keystone Exam

(Percent and number out of every 20 students)

BY SCHOOL – Algebra I

% of Students Prof/Adv in Algebra I	2015-2016	2016-2017	%-pt Difference
Central	18.8	16.3	-2.5
Collegiate	72.4	88	15.6
Connell	100	100	0
East	6.5	3.1	-3.4
Harding	95	100	5
Roosevelt	69.7	56.8	-12.9
S Vincent	7.5	5.1	-2.4
Wilson	100	63	-37

BY SCHOOL – Literature

% of Students Prof/Adv in Literature	2015-2016	2016-2017	%-pt Difference
Central	22.8	44.8	22
Collegiate	93.9	93.1	-0.8
East	13.7	9.4	-4.3
S Vincent	11.7	14.9	3.2

BY SCHOOL – Biology

% of Students Prof/Adv in Biology	2015-2016	2016-2017	%-pt Difference
Central	13.4	20.8	7.4
Collegiate	81.5	91	9.5
East	13.1	9.6	-3.5
S Vincent	12.9	11.8	-1.1

**

Report: District Launchpad
 District: Erie City School District

Select items below to see them above.								
Add All Remove All								
Subject	Test/Grade	District Value Added		LEA/District Quintile Diagnostic				
		2017	3 Year Average	1 (Lowest)	2	3 (Middle)	4	5 (Highest)
Math	Keystone (Algebra I)	▽	▽	◇	◇	◇	◇	○
	PSSA, Grade 4	■	▽	○	◇	◇	○	●
	PSSA, Grade 5	■	▲	○	○	○	○	○
	PSSA, Grade 6	▲	▲	●	●	●	●	○
	PSSA, Grade 7	▲	▲	●	●	●	○	●
	PSSA, Grade 8	▲	▲	●	○	○	○	○
ELA	Keystone (Literature)	▽	▽	◇	◇	◇	○	◇
	PSSA, Grade 4	▽	▽	◇	○	◇	○	○
	PSSA, Grade 5	■	▽	○	●	●	●	○
	PSSA, Grade 6	■	▲	●	○	○	○	○
	PSSA, Grade 7	▲	▲	●	●	●	○	●
	PSSA, Grade 8	▲	▽	●	○	●	○	○
Science	Keystone (Biology)	▽	▽	○	◇	◇	◇	◇
	PSSA, Grade 4	▽	▽	◇	◇	◇	◇	◇
	PSSA, Grade 8	▲	■	●	○	●	●	●

District Value Added

- ▲ Significant evidence that the district exceeded the standard for PA Academic Growth
- ▲ Moderate evidence that the district exceeded the standard for PA Academic Growth
- Evidence that the district met the standard for PA Academic Growth
- ▼ Moderate evidence that the district did not meet the standard for PA Academic Growth
- ▽ Significant evidence that the district did not meet the standard for PA Academic Growth

LEA/District Quintile Diagnostic

- Moderate evidence that the group exceeded the standard for PA Academic Growth.
- Evidence that the group met the standard for PA Academic Growth.
- ◇ Moderate evidence that the group did not meet the standard for PA Academic Growth.
- There were not enough students to define growth.

PVAAS

Math

PSSA, Grade 4



Math

PSSA, Grade 5



Math

PSSA, Grade 6



Math

PSSA, Grade 7



Math

PSSA, Grade 8



Algebra I
Math

Keystone



ELA

PSSA, Grade 4



ELA

PSSA, Grade 5



ELA

PSSA, Grade 6



ELA

PSSA, Grade 7



ELA

PSSA, Grade 8



Literature
ELA

Keystone



Science

PSSA, Grade 4



Science

PSSA, Grade 8



Biology
Science

Keystone



PVAAS

Report: District Value Added **Test:** PSSA
District: Erie City School District **Subject:** Math
Year: 2017

Estimated LEA/District Growth Measure							
Grade	3	4	5	6	7	8	Growth Measure over Grades Standard for PA Academic Growth
Standard for PA Academic Growth		0.0	0.0	0.0	0.0	0.0	
2015 Growth Measure		-4.0	0.3	-1.0	-0.1	1.8	-0.6
Standard Error		0.4	0.4	0.4	0.4	0.4	0.2
2016 Growth Measure		-0.3	0.3	1.6	1.6	0.8	0.8
Standard Error		0.4	0.4	0.4	0.4	0.4	0.2
2017 Growth Measure		-0.2 G	0.3 G	2.0 DB	0.7 LB	0.5 LB	0.7 DB
Standard Error		0.4	0.4	0.4	0.4	0.4	0.2
3-Yr-Avg Growth Measure		-1.5 R	0.3 LB	0.8 DB	0.7 DB	1.0 DB	0.3 DB
Standard Error		0.3	0.2	0.2	0.2	0.2	0.1
Estimated LEA/District Avg Achievement							
Grade	3	4	5	6	7	8	
State NCE Average	50.0	50.0	50.0	50.0	50.0	50.0	
2014 Avg Achievement	43.0	40.9	43.1	43.6	41.7	44.5	
2015 Avg Achievement	38.1	38.9	41.2	42.0	43.4	43.5	
2016 Avg Achievement	38.6	37.9	39.2	42.7	43.6	44.2	
2017 Avg Achievement	38.8	38.3	38.0	41.1	43.5	44.1	

DB	Significant evidence that the district exceeded the standard for PA Academic Growth
LB	Moderate evidence that the district exceeded the standard for PA Academic Growth
G	Evidence that the district met the standard for PA Academic Growth
Y	Moderate evidence that the district did not meet the standard for PA Academic Growth
R	Significant evidence that the district did not meet the standard for PA Academic Growth

Achievement results (PA state assessments) and growth results (PVAAS) must be used together to get a complete picture of student learning.
PA Academic Growth for Math & ELA:
The standard for PA Academic Growth is met when the student group maintains their relative average achievement from one year to the next.

PVAAS

Report: District Value Added
District: Erie City School District
Year: 2017

Test: PSSA
Subject: English Language Arts

Estimated LEA/District Growth Measure							
Grade	3	4	5	6	7	8	Growth Measure over Grades Standard for PA Academic Growth
Standard for PA Academic Growth		0.0	0.0	0.0	0.0	0.0	
2015 Growth Measure		-2.0	-1.4	0.6	0.5	-2.2	-0.9
Standard Error		0.5	0.5	0.5	0.4	0.4	0.2
2016 Growth Measure		-1.5	-0.7	0.4	-0.5	-0.9	-0.7
Standard Error		0.5	0.5	0.5	0.5	0.5	0.2
2017 Growth Measure		-1.3 R	0.4 G	0.2 G	1.6 DB	0.6 LB	0.3 LB
Standard Error		0.5	0.5	0.5	0.5	0.5	0.2
3-Yr-Avg Growth Measure		-1.6 R	-0.6 R	0.4 LB	0.5 DB	-0.8 R	-0.4 R
Standard Error		0.3	0.3	0.3	0.3	0.3	0.1
Estimated LEA/District Avg Achievement							
Grade	3	4	5	6	7	8	
State NCE Average	50.0	50.0	50.0	50.0	50.0	50.0	
2014 Avg Achievement	40.1	40.5	39.7	40.3	40.8	41.7	
2015 Avg Achievement	35.6	38.1	39.0	40.2	40.8	38.7	
2016 Avg Achievement	36.5	34.0	37.4	39.4	39.7	39.9	
2017 Avg Achievement	36.6	35.0	34.4	37.5	41.0	40.3	

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 PA Academic Growth for Math & ELA:
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PVAAS

Report: District Value Added
District: Erie City School District
Year: 2017

Test: PSSA
Subject: Science

Subject	Grade	Year	# of Students	Avg Scale Score	Avg %-ile	Avg Predicted Scale Score	Predicted Avg %-ile	Growth Measure	Standard Error
Science	4	2015	740	1294.9	25	1353.9	34	-58.4 R	4.3
		2016	733	1263.8	22	1318.3	30	-53.8 R	4.5
		2017	758	1287.0	27	1324.5	34	-37.1 R	3.7
		3-Yr-Avg	2231	1282.0	24	1332.2	33	-49.8 R	2.4
	8	2015	631	1210.1	30	1221.5	31	-11.1 R	4.2
		2016	660	1199.0	31	1205.6	32	-6.3 Y	4.3
		2017	590	1227.2	38	1205.9	34	20.8 DB	3.8
		3-Yr-Avg	1881	1211.6	31	1211.0	31	1.1 G	2.4

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R	Significant evidence that the district did not meet the standard for PA Academic Growth

Achievement results (PA state assessments) and growth results (PVAAS) must be used together to get a complete picture of student learning.

PA Academic Growth for Science and Keystone content areas (Algebra I, Biology, and Literature):

The standard for PA Academic Growth is met when the student group's actual achievement meets their predicted achievement - based on the average schooling experience in PA.

PVAAS

Report: District Value Added
District: Erie City School District
Year: 2017

Test: Keystone
Subject: Algebra I

Subject	Year	# of Students	Avg Scale Score	Avg %-ile	Avg Predicted Scale Score	Predicted Avg %-ile	Growth Measure	Standard Error
Algebra I	2015	1188	1466.3	36	1470.5	38	-3.9 R	0.9
	2016	794	1483.2	38	1485.7	41	-2.4 R	1.1
	2017	932	1468.9	31	1477.4	36	-8.5 R	0.9
	3-Yr-Avg	2914	1471.7	33	1476.8	36	-4.9 R	0.6

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PA Academic Growth for Science and Keystone content areas (Algebra I, Biology, and Literature):

The standard for PA Academic Growth is met when the student group's actual achievement meets their predicted achievement - based on the average schooling experience in PA.

PVAAS

Report: District Value Added
District: Erie City School District
Year: 2017

Test: Keystone
Subject: Biology

Subject	Year	# of Students	Avg Scale Score	Avg %-ile	Avg Predicted Scale Score	Predicted Avg %-ile	Growth Measure	Standard Error
Biology	2015	787	1478.3	37	1486.7	42	-8.5 R	1.1
	2016	726	1482.8	35	1489.2	39	-6.6 R	1.1
	2017	715	1487.0	35	1492.8	40	-5.8 R	1.1
	3-Yr-Avg	2228	1482.5	36	1489.5	40	-7.0 R	0.6

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PA Academic Growth for Science and Keystone content areas (Algebra I, Biology, and Literature):

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PVAAS

Report: District Value Added
District: Erie City School District
Year: 2017

Test: Keystone
Subject: Literature

Subject	Year	# of Students	Avg Scale Score	Avg %-ile	Avg Predicted Scale Score	Predicted Avg %-ile	Growth Measure	Standard Error
Literature	2015	683	1485.5	29	1492.9	34	-7.3 R	1.1
	2016	739	1487.2	27	1495.1	33	-7.6 R	1.0
	2017	653	1484.6	27	1490.3	30	-5.4 R	1.1
	3-Yr-Avg	2075	1485.8	32	1492.9	38	-6.8 R	0.6

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PA Academic Growth for Science and Keystone content areas (Algebra I, Biology, and Literature):

The standard for PA Academic Growth is met when the student group's actual achievement meets their predicted achievement - based on the average schooling experience in PA.

PVAAS

Report: District Value Added Summary

Test: PSSA

District: Erie City School District

Subject: English Language Arts

Year: 2017

Estimated School Growth Measure						
School Name		4	5	6	7	8
Diehl School	2017	4.0	-0.9	1.2	0.2	2.2
	3-Yr-Avg	0.4	-1.6	5.2	-0.5	1.4
Edison Elementary School	2017	-3.7	0.1	--	--	--
	3-Yr-Avg	-5.0	1.5	--	--	--
Emerson-Gridley Elementary School	2017	-3.1	-2.3	--	--	--
	3-Yr-Avg	-4.5	-1.1	--	--	--
Grover Cleveland Elementary School	2017	-0.8	3.8	--	--	--
	3-Yr-Avg	1.1	1.9	--	--	--
Harding School	2017	-4.3	4.6	-1.2	3.2	-4.7
	3-Yr-Avg	-3.5	1.2	-0.3	3.6	-3.1
Jefferson Elementary School	2017	-3.4	0.0	--	--	--
	3-Yr-Avg	-3.3	-2.7	--	--	--
Joanna Connell School	2017	1.0	0.4	-3.4	4.4	3.8
	3-Yr-Avg	-0.2	-1.3	-1.6	2.9	1.4
Lincoln Elementary School	2017	-4.9	-0.0	--	--	--
	3-Yr-Avg	-3.9	0.3	--	--	--
Mckinley Elementary School	2017	-0.1	4.0	--	--	--
	3-Yr-Avg	-2.8	-1.5	--	--	--
Perry Elementary School	2017	4.8	-2.1	--	--	--
	3-Yr-Avg	3.6	-2.5	--	--	--
Pfeiffer-Burleigh School	2017	-1.7	-2.4	1.9	0.7	4.5
	3-Yr-Avg	0.4	0.5	-0.3	2.0	1.9
Roosevelt Middle School	2017	--	--	-3.1	3.0	-1.3
	3-Yr-Avg	--	--	-2.2	0.5	-2.2
Wayne School	2017	-6.1	-0.4	3.0	3.9	5.0
	3-Yr-Avg	-5.8	-0.4	2.5	0.1	1.5
Woodrow Wilson Middle School	2017	--	--	3.6	-0.7	0.4
	3-Yr-Avg	--	--	2.3	-0.9	-1.2

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	Moderate evidence that the school exceeded the standard for PA Academic Growth
	Evidence that the school met the standard for PA Academic Growth
	Moderate evidence that the school did not meet the standard for PA Academic Growth
	Significant evidence that the school did not meet the standard for PA Academic Growth
--	The school does not have data for this test and subject in the most recent year.

Achievement results (PA state assessments) and growth results (PVAAS) must be used together to get a complete picture of student learning.

PA Academic Growth for Math & ELA:

The standard for PA Academic Growth is met when the student group maintains their relative average achievement from one year to the next.

PVAAS

Report: District Value Added Summary
District: Erie City School District
Year: 2017

Test: PSSA
Subject: Math

Estimated School Growth Measure						
School Name		4	5	6	7	8
Diehl School	2017	6.9	4.6	15.4	-4.4	-0.1
	3-Yr-Avg	4.1	-0.3	11.7	-4.2	1.9
Edison Elementary School	2017	-5.7	1.6	--	--	--
	3-Yr-Avg	-8.3	2.2	--	--	--
Emerson-Gridley Elementary School	2017	-3.5	-1.1	--	--	--
	3-Yr-Avg	-3.3	-2.1	--	--	--
Grover Cleveland Elementary School	2017	4.6	-0.9	--	--	--
	3-Yr-Avg	2.5	1.3	--	--	--
Harding School	2017	-0.9	9.4	-2.4	-2.7	5.0
	3-Yr-Avg	-2.2	6.6	-2.4	1.9	4.2
Jefferson Elementary School	2017	-5.0	6.0	--	--	--
	3-Yr-Avg	-6.0	0.7	--	--	--
Joanna Connell School	2017	-0.8	-2.9	1.3	1.5	1.6
	3-Yr-Avg	-2.6	-2.9	-0.1	1.8	5.2
Lincoln Elementary School	2017	-0.7	0.2	--	--	--
	3-Yr-Avg	2.8	0.4	--	--	--
Mckinley Elementary School	2017	-5.3	-3.8	--	--	--
	3-Yr-Avg	-6.2	-3.1	--	--	--
Perry Elementary School	2017	6.6	-2.8	--	--	--
	3-Yr-Avg	3.4	1.2	--	--	--
Pfeiffer-Burleigh School	2017	5.1	-0.3	2.3	7.2	0.5
	3-Yr-Avg	-0.3	1.0	-0.8	4.8	4.4
Roosevelt Middle School	2017	--	--	-2.1	-1.7	2.0
	3-Yr-Avg	--	--	-2.7	-1.8	0.5
Wayne School	2017	-2.8	-4.9	-2.4	9.5	4.7
	3-Yr-Avg	-3.1	-1.4	-1.2	6.0	1.1
Woodrow Wilson Middle School	2017	--	--	5.7	2.4	-3.7
	3-Yr-Avg	--	--	2.4	2.1	-1.8

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	Moderate evidence that the school exceeded the standard for PA Academic Growth
	Evidence that the school met the standard for PA Academic Growth
	Moderate evidence that the school did not meet the standard for PA Academic Growth
	Significant evidence that the school did not meet the standard for PA Academic Growth
--	The school does not have data for this test and subject in the most recent year.

Achievement results (PA state assessments) and growth results (PVAAS) must be used together to get a complete picture of student learning.

PA Academic Growth for Math & ELA:

The standard for PA Academic Growth is met when the student group maintains their relative average achievement from one year to the next.

PVAAS

Report: District Value Added Summary
District: Erie City School District
Year: 2017

Test: PSSA
Subject: Science

Estimated School Growth Measure				
School Name			4	8
Diehl School	2017		13.6	20.2
	3-Yr-Avg		-27.9	17.5
Edison Elementary School	2017		-40.5	--
	3-Yr-Avg		-65.4	--
Emerson-Gridley Elementary School	2017		-37.2	--
	3-Yr-Avg		-44.2	--
Grover Cleveland Elementary School	2017		-0.4	--
	3-Yr-Avg		-21.0	--
Harding School	2017		-12.5	-5.9
	3-Yr-Avg		9.6	-11.1
Jefferson Elementary School	2017		-52.8	--
	3-Yr-Avg		-40.0	--
Joanna Connell School	2017		-26.8	41.1
	3-Yr-Avg		-46.3	31.9
Lincoln Elementary School	2017		-46.9	--
	3-Yr-Avg		-55.2	--
Mckinley Elementary School	2017		-65.0	--
	3-Yr-Avg		-73.3	--
Perry Elementary School	2017		-4.6	--
	3-Yr-Avg		-14.0	--
Pfeiffer-Burleigh School	2017		-26.0	18.7
	3-Yr-Avg		-33.3	15.8
Roosevelt Middle School	2017		--	17.3
	3-Yr-Avg		--	-2.8
Wayne School	2017		-66.4	14.3
	3-Yr-Avg		-79.3	-16.8
Woodrow Wilson Middle School	2017		--	27.0
	3-Yr-Avg		--	6.0

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	Moderate evidence that the school exceeded the standard for PA Academic Growth
	Evidence that the school met the standard for PA Academic Growth
	Moderate evidence that the school did not meet the standard for PA Academic Growth
	Significant evidence that the school did not meet the standard for PA Academic Growth
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Achievement results (PA state assessments) and growth results (PVAAS) must be used together to get a complete picture of student learning.

PA Academic Growth for Science and Keystone content areas (Algebra I, Biology, and Literature):

The standard for PA Academic Growth is met when the student group's actual achievement meets their predicted achievement - based on the average schooling experience in PA.

PVAAS







Report: District Value Added Summary

Test: Keystone

District: Erie City School District

Year: 2017

Estimated School Growth Measure				
School Name		Algebra I	Biology	Literature
Central Career & Technical School	2017	-6.5	-9.0	-2.4
	3-Yr-Avg	-2.7	-11.8	-4.2
East High School	2017	-11.4	-1.9	-8.1
	3-Yr-Avg	-8.2	-0.5	-6.8
Harding School	2017	11.5	--	--
	3-Yr-Avg	12.6	--	--
Joanna Connell School	2017	10.3	--	--
	3-Yr-Avg	11.3	--	--
Northwest Pa Collegiate Academy	2017	4.6	-0.4	-2.2
	3-Yr-Avg	-1.5	-0.3	-2.3
Roosevelt Middle School	2017	-14.4	--	--
	3-Yr-Avg	-10.2	--	--
Strong Vincent High School	2017	-14.3	-7.2	-6.6
	3-Yr-Avg	-11.2	-7.5	-12.9
Woodrow Wilson Middle School	2017	-15.9	--	--
	3-Yr-Avg	-6.4	--	--

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	Moderate evidence that the school exceeded the standard for PA Academic Growth
	Evidence that the school met the standard for PA Academic Growth
	Moderate evidence that the school did not meet the standard for PA Academic Growth
	Significant evidence that the school did not meet the standard for PA Academic Growth
	The school does not have data for this test and subject in the most recent year.

Achievement results (PA state assessments) and growth results (PVAAS) must be used together to get a complete picture of student learning.

PA Academic Growth for Science and Keystone content areas (Algebra I, Biology, and Literature):

The standard for PA Academic Growth is met when the student group's actual achievement meets their predicted achievement - based on the average schooling experience in PA.

School Performance Profile (SPP)

School Name	2015-2016	2016-2017
Cleveland	74.8	73.6
Edison	51.8	50.2
Emerson-Gridley	45.8	42.3
Jefferson	44.8	48.9
Lincoln	56.2	49.4
McKinley	41.5	47.2
Perry	53.9	58.3
Connell	60.6	62.2
Diehl	56.7	57.5
Harding	65.6	62
Pfeiffer-Burleigh	57.6	53.6
Wayne	45.8	51
Roosevelt	49.4	53.3
Wilson	47.8	61.3
Central	57.6	50.1
Collegiate	91.3	89.7
East	42.4	41.2
Vincent	46.1	40.6

**

C. Graduation Rate and Dropout Rate



"Big deal, an A in math. That would be a D in any other country."

High School Graduation & Dropout Rates

2-Year Rates – Cohort Summary

School Name	Year	Grads (#)	Grad Rate	Dropouts (#)	Dropout Rate
Central Career and Technical School	2015	193	82.5%	24	10.3%
East HS	2015	160	59.5%	68	25.3%
Erie City SD	2015	2	25.0%	0	
Northwest PA Collegiate Academy	2015	179	98.9%	2	1.1%
Strong Vincent HS	2015	131	69.3%	32	16.9%
SUMMARY		665	75.5%	126	14.3%
Central Career and Technical School	2016	200	85.1%	10	4.3%
East HS	2016	140	57.4%	57	23.4%
Erie City SD	2016	1	8.3%	4	33.3%
Northwest PA Collegiate Academy	2016	167	100.0%	0	0.0%
Strong Vincent HS	2016	97	59.9%	38	23.5%
SUMMARY		605	73.8%	109	13.3%

2-Year HS Graduation Rates – by Student Subgroup

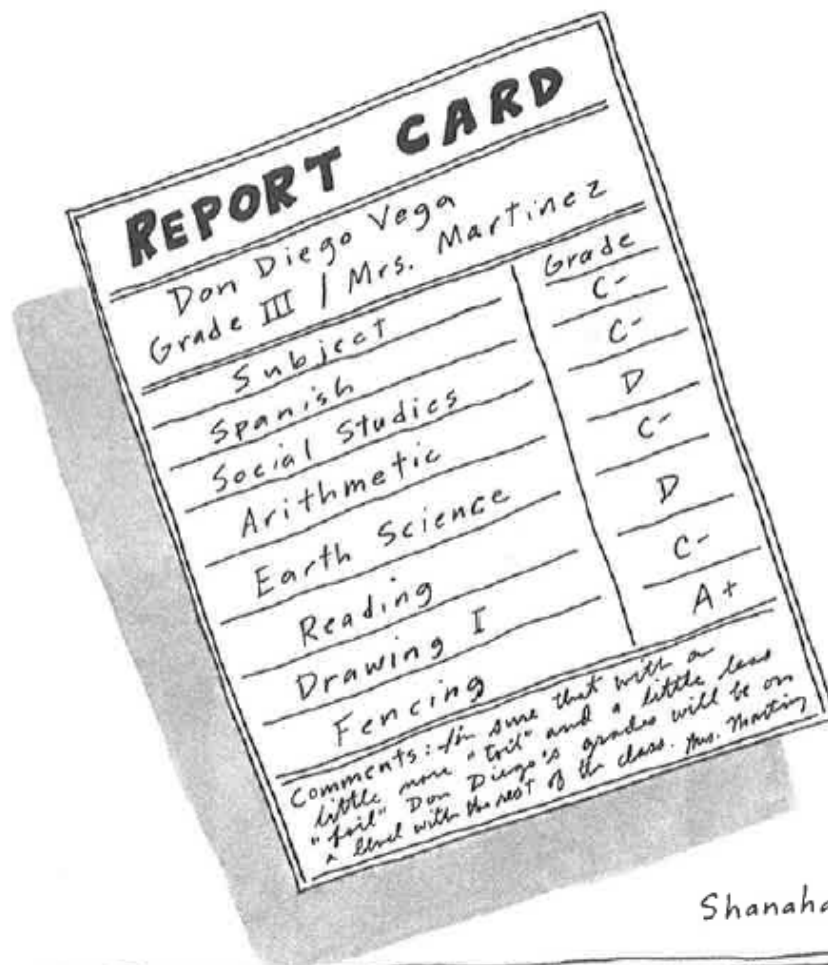
Student Subgroup	2015	2016	% -point Change
Male	70%	69%	-1%
Female	80%	80%	0%
Asian	80%	76%	-4%
Black	67%	65%	-3%
Hispanic	61%	54%	-7%
White	83%	84%	1%
Multi-Racial	68%	75%	7%
SPED	55%	55%	0%
ELL	79%	64%	-15%
Economically Disadvantaged	74%	66%	-8%
Migrant	100%	33%	-67%

3-Year Dropout Rates – by Student Subgroup

Subgroup	2014- 2015		2015-2016		2016-2017		% -point Change	
	#	%	#	%	#	%	2014/15 to 2016/17 (1 year)	2014/15 to 2016/17 (2 years)
American Indian/Alaskan Native	0	0.0%	0	0.0%	2	16.7%	0.0%	16.7%
Asian	7	2.2%	13	4.5%	17	6.9%	2.3%	4.8%
Black/African American	88	5.4%	103	6.3%	112	6.8%	0.9%	1.5%
Hispanic	35	5.8%	35	5.9%	46	8.0%	0.0%	2.2%
Multi-Racial	2	1.0%	9	4.7%	7	3.4%	3.7%	2.4%
Native Hawaiian/other Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0.0%	0.0%
White	56	2.4%	81	3.7%	62	2.9%	1.3%	0.5%

D.

Higher-level & Applied Learning Programs



THE MARKS OF ZORRO

Erie’s Public Schools
PSAT Fall 2017 Results

Note: This one-page overview is abstracted (by Performance fact, unedited) from a more detailed PSAT report, available from the district.

Attached you will find the results of the 2017 Preliminary SAT (PSAT) for grades seven, eight, ten, and eleven. The first report is an overview of the seventh and eighth grade students who are involved in the Middle School Talent Search. Following this report is a break-down of results by grade level as compared to the state and nation. The tenth grade report only consists of students that attend Collegiate Academy. The final report shows the eleventh grade results by school. Please note students meeting benchmark are those who are said to be on track for college and career readiness.

2017 PSAT Results for Grades 7 and 8-Overview

School	Grade	Number of Participants	Students Eligible for SAT	Scores Exceeding Evidence Based Reading and Writing Average	Scores Exceeding Math Average
East	7	2	2	2	1
	8	32	7	3	6
	Totals	34	9	5	7
Strong Vincent	7	2	1	1	1
	8	56	33	27	23
	Totals	58	34	28	24
Wilson	7	11	8	7	6
	8	37	28	20	20
	Totals	48	36	27	26
District Totals	7	15	11	10	8
	8	125	68	50	49
ALL		140	79	60	57

The percentage of students eligible to take the SAT in June is 56%. This is 11% lower than last year and 19% lower than two years ago. More students in seventh and eighth grade this year met the Evidence Based Reading and Writing criteria (60) than Math (57). Compared to last year there has been a 10% decline in meeting the criteria for Evidence Based Reading and Writing and 12% in Math.

Advanced Placement (AP)

Note: The summaries that follow on the next five pages were abstracted from two separate documents:

- **AP District Summary by School (2017)**
- **AP Five-year School Score Summary (2017)**.

The selected pages highlight AP data for Erie High School, Northwest Collegiate Academy, and Strong Vincent High School.

The complete reports are available at the district office.

**

AP[®] District Summary by School (2017)

This report contains a summary of the total numbers and percentages of each AP Exam score (1 to 5) by subject in your district, the total number of exams taken by subject at each school in your district, and the total number of students by education level at each school in your district.

✓ Data Updated Oct 23, 2017, Report Run Jan 19, 2018

Erie City School District (D104260) Total Students: 317; Total Schools: 3

District Totals by Score

Score	Sem	Art Hist	Stu Art 2D	Stu Art Draw	Eng Lang Comp	Eng Lit Comp	Euro Hist	Hum Geog	Macr Econ	Micr Econ	Psyc	US Gov Pol	US Hist	Worl Hist	Calc AB	Calc BC	Comp Sci A	Stat	Biol	Chem	Env Sci	Phys 1	Phys 2	Span Lang	Total Exams	% of Total Exams
5	2				6	5		4		1	8	1	5	3	1	2		1	1		6			1	47	9.7
4	2		2		19	13	1	10	3	1	5	1	14	7		3		6	2	1		2			92	18.9
3	21	1	1	1	29	12	1	17	1		8	3	8	17		7		5		6	2	6	2	3	151	31.0
2					25	4		21	1		3	2	9	15		6		1	1	6	1	10	1		106	21.8
1					16			43			4	1	7		2	3	2	2		5		6			91	18.7
Total	25	1	3	1	95	34	2	95	5	2	28	8	43	42	3	21	2	15	4	18	9	24	3	4	487	100.0

District Totals by School

School	Sem	Art Hist	Stu Art 2D	Stu Art Draw	Eng Lang Comp	Eng Lit Comp	Euro Hist	Hum Geog	Macr Econ	Micr Econ	Psyc	US Gov Pol	US Hist	Worl Hist	Calc AB	Calc BC	Comp Sci A	Stat	Biol	Chem	Env Sci	Phys 1	Phys 2	Span Lang	Total Exams
Erie High School (391315)					9										2										11
Northwest Pennsylvania Collegiate Academy (391298)	25	1	3	1	82	34	2	95	5	2	28	7	37	42	1	21	2	14	3	18	9	24	3	4	463
Strong Vincent High School (391310)					4							1	6					1	1						13

This table shows the total number of students, by education level, who took AP Exams in your district. If you apply filter options to customize this report, the data in this table will not change. It is available in each District Summary Report as a reference.



AP[®] District Summary by School (2017)

This report contains a summary of the total numbers and percentages of each AP Exam score (1 to 5) by subject in your district, the total number of exams taken by subject at each school in your district, and the total number of students by education level at each school in your district.

✓ Data Updated Oct 23, 2017, Report Run Jan 19, 2018

Students by Education Level

School	Total Students	Unknown	No Longer in High School	12th Grade	11th Grade	10th Grade	9th Grade	<9th Grade
Erie High School	10			10				
Northwest Pennsylvania Collegiate Academy	296	2		25	101	75	93	
Strong Vincent High School	11			2	5	4		

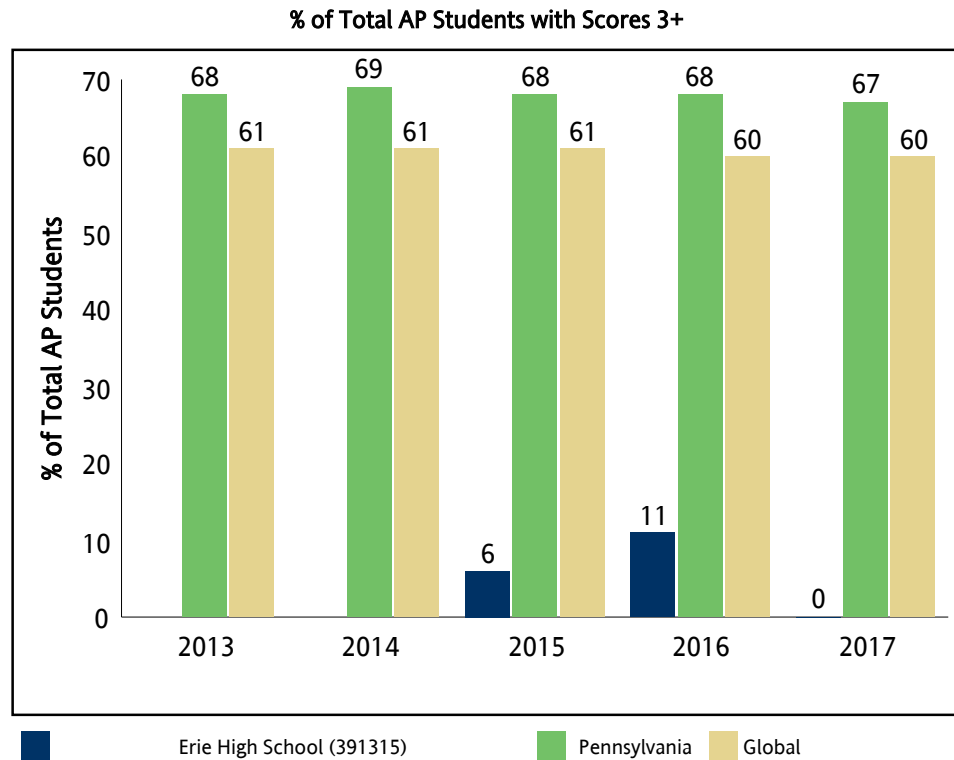
The data in this report differs from other College Board reports, such as *The AP Cohort Data Report*, which tracks exams taken by seniors throughout their time in high school (cohort-based) and includes public school data only.

AP[®] Five-Year School Score Summary (2017)

This report shows five years of data at the school, state and global levels. On the first page, a graph illustrates the year-over-year change in the percentage of AP students with scores of 3 or higher, next to a table that provides the overall total exams, total unique students and both the number and percentage of AP students with one or more scores of 3 or higher. On subsequent pages, the report provides subject-specific summary data by year: total exams, total exams by score and mean score.

✓ Data Updated Oct 23, 2017, Report Run Jan 19, 2018

Erie High School (391315)



	2013	2014	2015	2016	2017
Erie High School (391315)					
Total AP Students			17	19	10
Number of Exams			20	19	11
AP Students with Scores 3+			1	2	0
% of Total AP Students with Scores 3+			5.9	10.5	0.0
Pennsylvania					
Total AP Students	61,256	64,488	68,638	72,017	76,346
Number of Exams	105,359	112,847	121,610	128,287	136,945
AP Students with Scores 3+	41,853	44,565	46,898	48,772	51,153
% of Total AP Students with Scores 3+	68.3	69.1	68.3	67.7	67.0
Global					
Total AP Students	2,225,625	2,352,026	2,497,164	2,625,319	2,762,490
Number of Exams	3,955,410	4,199,454	4,516,044	4,741,566	5,006,477
AP Students with Scores 3+	1,354,800	1,442,136	1,515,264	1,583,115	1,666,103
% of Total AP Students with Scores 3+	60.9	61.3	60.7	60.3	60.3

“Success” on an AP Exam is defined as an exam score of 3 or higher, which represents the score point that research finds predictive of college success and college graduation. These findings have held consistent across the decades. One example of such a study comes from the National Center for Educational Accountability, which found that an AP Exam score, and a score of 3 or higher in particular, is a strong predictor of a student’s ability to persist in college and earn a bachelor’s degree.

The data in this report differs from other College Board reports, such as *The AP Cohort Data Report*, which tracks exams taken by seniors throughout their time in high school (cohort-based) and includes public school data only.

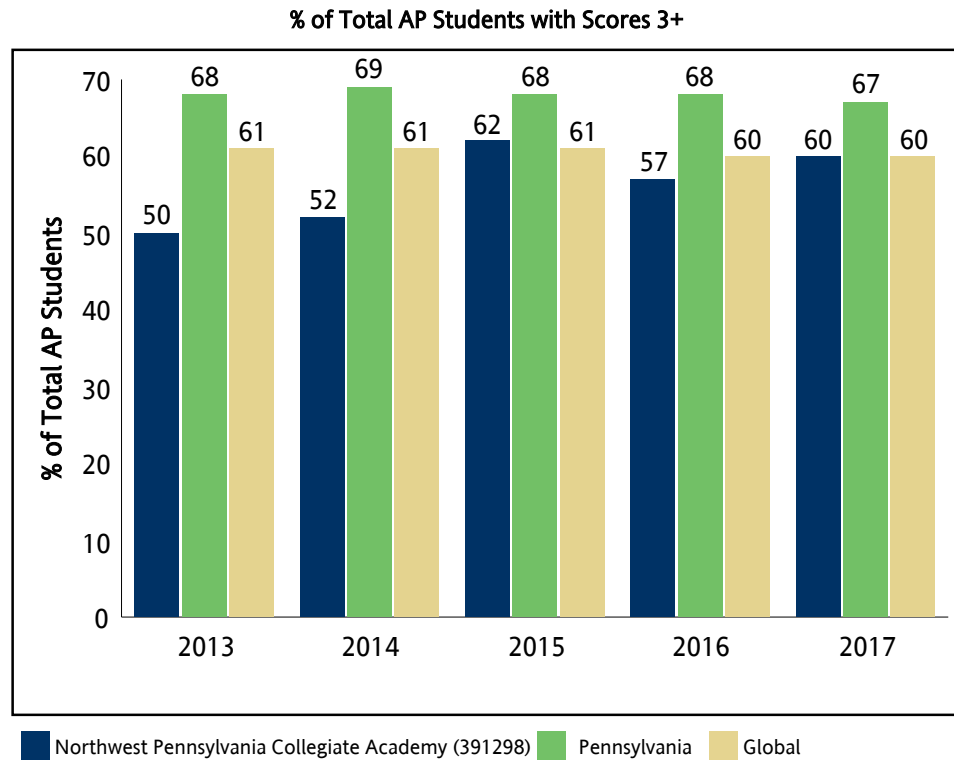


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✓ Data Updated Oct 23, 2017, Report Run Jan 19, 2018

Northwest Pennsylvania Collegiate Academy (391298)



	2013	2014	2015	2016	2017
Northwest Pennsylvania Collegiate Academy (391298)					
Total AP Students	460	375	254	259	296
Number of Exams	784	670	421	400	463
AP Students with Scores 3+	232	195	157	147	177
% of Total AP Students with Scores 3+	50.4	52.0	61.8	56.8	59.8
Pennsylvania					
Total AP Students	61,256	64,488	68,638	72,017	76,346
Number of Exams	105,359	112,847	121,610	128,287	136,945
AP Students with Scores 3+	41,853	44,565	46,898	48,772	51,153
% of Total AP Students with Scores 3+	68.3	69.1	68.3	67.7	67.0
Global					
Total AP Students	2,225,625	2,352,026	2,497,164	2,625,319	2,762,490
Number of Exams	3,955,410	4,199,454	4,516,044	4,741,566	5,006,477
AP Students with Scores 3+	1,354,800	1,442,136	1,515,264	1,583,115	1,666,103
% of Total AP Students with Scores 3+	60.9	61.3	60.7	60.3	60.3

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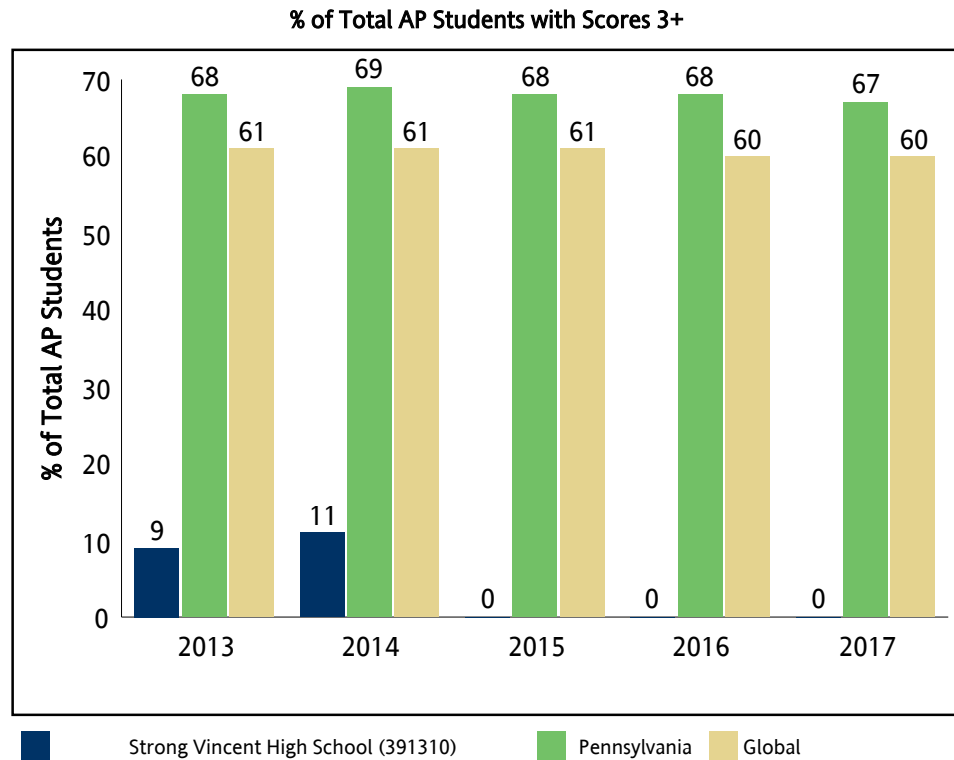


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✓ Data Updated Oct 23, 2017, Report Run Jan 19, 2018

Strong Vincent High School (391310)



	2013	2014	2015	2016	2017
Strong Vincent High School (391310)					
Total AP Students	74	28	20	5	11
Number of Exams	101	39	30	9	13
AP Students with Scores 3+	7	3	0	0	0
% of Total AP Students with Scores 3+	9.5	10.7	0.0	0.0	0.0
Pennsylvania					
Total AP Students	61,256	64,488	68,638	72,017	76,346
Number of Exams	105,359	112,847	121,610	128,287	136,945
AP Students with Scores 3+	41,853	44,565	46,898	48,772	51,153
% of Total AP Students with Scores 3+	68.3	69.1	68.3	67.7	67.0
Global					
Total AP Students	2,225,625	2,352,026	2,497,164	2,625,319	2,762,490
Number of Exams	3,955,410	4,199,454	4,516,044	4,741,566	5,006,477
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% of Total AP Students with Scores 3+	60.9	61.3	60.7	60.3	60.3

“Success” on an AP Exam is defined as an exam score of 3 or higher, which represents the score point that research finds predictive of college success and college graduation. These findings have held consistent across the decades. One example of such a study comes from the National Center for Educational Accountability, which found that an AP Exam score, and a score of 3 or higher in particular, is a strong predictor of a student’s ability to persist in college and earn a bachelor’s degree.

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Erie's Public Schools
Career & Technical Education (CTE)

CTE Lab Numbers

CTE Lab Numbers	2014-15	2015-16	2016-17		
Auto Body	28	31	44		
Auto Mechanics	14	15	23		
Business	18				
Carpentry	41	27			
Construction Trades	13	35	69		
Computer Programing	43	35	29		
Cosmetology	44	45	47		
Marketing	48	62	48		
Pre-Engineering	76	73	101		
Mechanical Drafting	75				
Electricity	37	27			
Mechantronics/Electronics	32	27			
Food Services	47	42	73		
Dental Assistant	38	42			
Nursing Assistant	46	52	97		
Machine Trades	33	27	38		
Welding	19	24	23		
Landscaping	43	44	50		
Medical Assistant	44	44	47		
PT/Med Assistant	26	29	42		
Protective Services	88	71	74		
Digital Media	67	45	41		
		no longer offered as a CTE program			

**

16-17
Erie High School

3325 CHERRY STREET, ERIE PA 16508
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Student Enrollment Summary Report

Effective Date: 06/09/2017 Enrollment Types: P, S, N
Total Race/Ethnicities: 7 of 7 Total Schools: 1
Race/Ethnicity Source: Federal Male/Female/Total: 371/344/715

Student Population by Race/Ethnicity and Grade Level (Male/Female/Total)

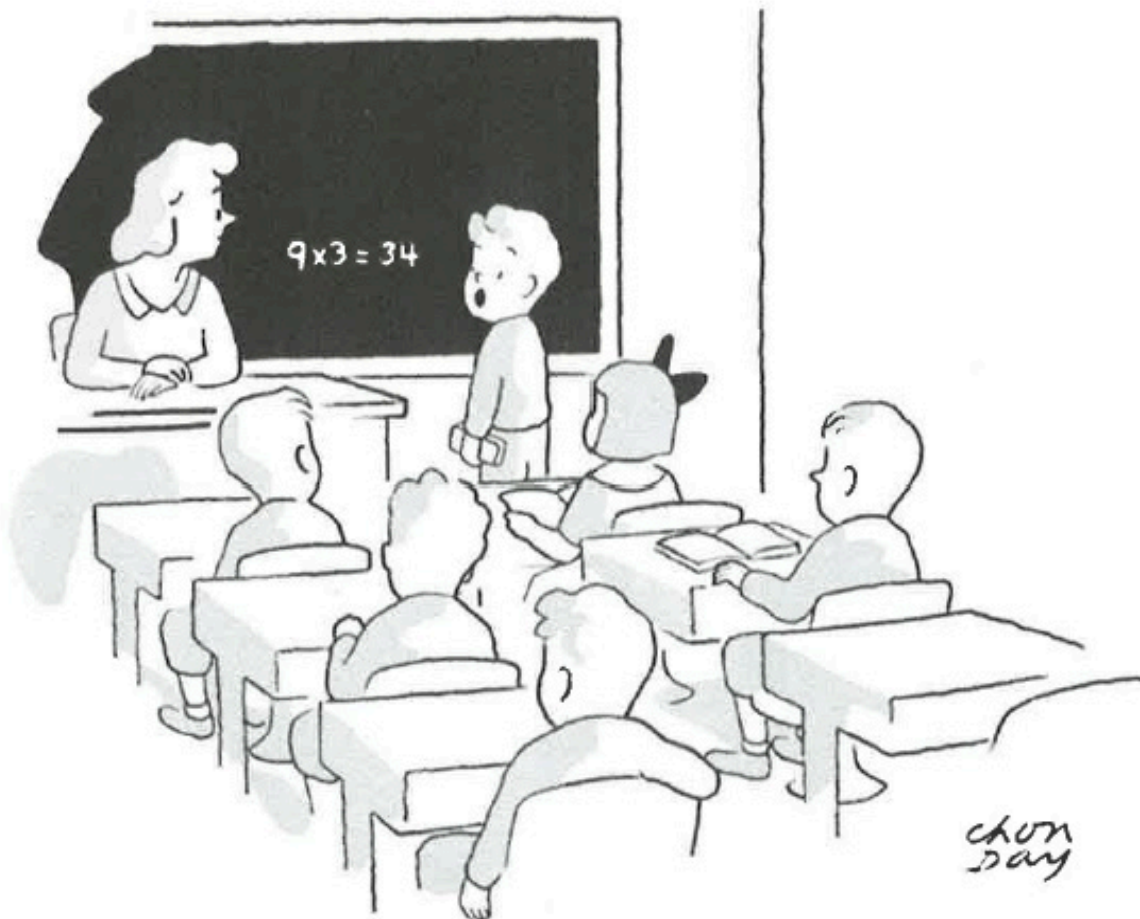
Erie High School

Grade	1:Hispanic/Latino	2:American Indian or Alaska Native	3:Asian	4:Black or African American	5:Native Hawaiian or Other Pacific Islander	6:White	7:Two or more races	Undefined	Total
09	23/24/47	-	6/10/16	36/40/76	0/1/1	71/60/131	3/8/11	10/12/22	149/155/304
10	9/11/20	-	3/8/11	24/15/39	-	57/44/101	2/1/3	14/7/21	109/86/195
11	12/10/22	0/1/1	3/7/10	12/25/37	-	55/41/96	0/1/1	7/4/11	89/89/178
12	1/1/2	-	2/1/3	6/1/7	-	8/4/12	-	0/1/1	17/8/25
13	1/0/1	-	-	-	-	-	-	6/6/12	7/6/13
All Grades	46/46/92	0/1/1	14/26/40	78/81/159	0/1/1	191/149/340	5/10/15	37/30/67	371/344/715

Student Population Excluding White not of Hispanic Origin

<u>School</u>	<u>Total</u>	<u>Percentage</u>
Erie High School	375	52.45%

E. Student Voice



"Am I warm?"

Erie's Public Schools

Students' Voice

This section – **Students' Voice** – highlights feedback from students regarding various aspects of their educational experiences. The data in this section were based on two separate exercises that engaged students.

1. We facilitated *focus group* sessions with three groups of students: separately with Elementary, Middle, & High School; each group involved approximately 15-25 students and lasted about one hour. The feedback from *one* of the exercises – The One Guarantee – is presented on the pages that follow.
2. We conducted an online survey of all students in Grades 3-12, and attained a high student-response rate (the surveys were completed in class). Highlights of the survey results follow.
3. We also fielded online surveys of all district teachers, principals, and administrators. Analysis of those survey results will be presented in a separate series of reports. In the future, surveys of parents/community may be fielded, as well, to gather feedback from the district's external stakeholders.

The surveys were designed, fielded, and analyzed by Dr. Edward J. Fuller, Assoc. Professor, Educational Leadership Program; Exec. Director, Ctr for Education Evaluation and Policy Analysis; Dept. of Education Policy Studies; College of Education; Penn State University (State College, Pennsylvania). Dr. Fuller collaborates with Performance Fact to provide this service to our clients.

These “soft” data are a crucial part of the assessment of current state of student learning, growth and success; they contribute significantly to our understanding of the strength and needs of our students.

**

Students' Voice: Focus Groups (Elem/MS/HS)

The One Guarantee Exercise

If your school or school district only guaranteed only one (1) aspect of your education, what should it be? What is the one promise you would like your school or your district to commit to in order to ensure your growth and success?

HIGH SCHOOL RESPONSES

1. Not so much student conflict security, teacher involvement and challenging courses
2. I would want my school to promise a stable transition to the real world and college. I feel my school is doing a good job doing that goal.
3. If this were personal, I would strive and encourage students to get into science. But primarily it would be too conscious of every individual person that is part of this school district.
4. Motivation of students and teachers towards a common goal of stellar performance and competitive academic achievements through the development of a genuine academic curiosity
5. Readiness for college and more emphasis on your future
6. I would like kids to be provided the opportunity to learn and grow in the hobbies they love
7. I want to be guaranteed that even if I don't go to college, I will be a certified medical assistant and taking the rest at the end of senior year.
8. I would like for the schools to promote that you couldn't give up just yet. Me personally, I want every class to do something with the student's future (Career).
9. Separation of the kids that want to learn from the ones that do not.
10. Closure for our future
11. The mass majority of students will graduate
12. To help poor people if anyone sees their state.
13. That I can have connections back to ESD after I graduate
14. No more shop
15. A better education
16. Better education resources to prep for college
17. Better preparation for college
18. Helpful teachers
19. No bullying, have every student respecting each other and the teachers. The one promise is that when I graduate out of medical, I have the chance to get into any hospital job I would like.
20. Better education. I would want our school district to provide better education such as more AP courses classes or college classes.
21. I would like it to be that we actually mature throughout high school.
22. Keep allowing opportunities for adolescents to help their future careers.
23. Keep the kids who want to learn separated from the kids who do not.
24. Encouragement in our future opportunities and helping us understand what career path we can take.

MIDDLE SCHOOL RESPONSES

1. My little brother in elementary school is very challenged in reading. He has dyslexia so letters don't look right to him. Our school district does not recognize dyslexia as a learning disability. I myself have dyslexia and I am terrible at spelling. So many students have difficulties reading that we should offer programs besides pulling students from classes because that just gets them behind in school. Some kids just need a little extra training and they will be able to read just as well as any other student.
2. If my school could promise me something it would be accepting me to Collegiate Academy because I work really hard and it's way better than going to Erie High School.
3. That everyone would be able to go to college for free because everyone does not make enough money to afford to go to college.
4. More leniencies and no dress code. All the kids get in trouble for being out of it (dress code) so get rid of the dress code so fewer kids get suspended.
5. Group work to help bond and make learning fun.
6. The one guarantee I want the school district to make is that I will be ready for college.
7. Supportive friends, teachers and community to make you feel more "welcome"
8. To always help students with the lesson if they don't get it. If someone is not there to stay after school and re-teach the lesson or help them if they don't get something.
9. One guarantee that I would want is the guarantee of a successful life.
10. I want the "no child left behind" is really enacted and that no student should ever get held back, or fail a grade.
11. To get a college degree and to learn a lot from my teachers.
12. That I will be successful in school at all times.
13. I want them to promise me that I will be ready for the future.
14. To guarantee me I'm going to go to college.
15. That I will be ready for high school and once I get there I will be prepared for college.
16. For teachers to stop all of the bullying that's been happening to students in middle school.
17. To be prepared for college.
18. To prepare me for college.
19. Greatness
20. If my school district could guarantee anything it would be that I get the help and support I need to graduate and be successful.
21. If the school district could promise me one thing, it would be that they would prepare me for college.
22. One thing that the school district could guarantee is to help me succeed in life.
23. I want to graduate and play college basketball and then go to the NBA.
24. If my school could guarantee me anything, I would like them to guarantee me a degree to become a surgeon.
25. I would want them to guarantee me that high school would prepare me for college.

ELEMENTARY SCHOOL RESPONSES

1. I want to stop being bullied.
2. I would like them to help with my path I chose being an artist. I've studied the definition of what I need to know in order to become the most successful artist I've dreamt of.
3. For me to see no one giving up at all. Keep going to school!
4. I guarantee I will be ready for high school.
5. I want you to guarantee me a good college.
6. I want you to guarantee better food.
7. I want the bullying to stop.
8. I want them to teach different languages and get us ready for middle school.
9. I feel we should have more group efforts and have 5th grade dances.
10. One guarantee I really would like if you know everything, you can take classes in the higher grade so it would be easier, or you can skip a class.
11. I would want them to have better food
12. The one guarantee would be for me to be ready for the new challenges and my future that will be they're waiting for me.
13. I feel that when I get out of high school, I will do well in college and get a good job and a more successful life.
14. I want you to guarantee clean bathrooms, good food with only beef and a good education.
15. To learn a lot
16. Go to college
17. I would like a successful future
18. The kids could be more nice
19. No bullying

**

Students’ Voice: Online Survey – ELEMENTARY STUDENTS

Survey Statement for Student Engagement	Definitely No	No	Sometimes	Yes	Definitely Yes
I like school.	6.6	3.1	39.8	22.2	28.3
It is important to try my best at school every day.	0.8	0.6	7.4	26.3	64.9
My teacher makes learning fun.	5.7	4.5	32.6	25.3	31.9
My teacher asks us questions during class.	1.6	2.6	16.8	37.9	41.2
In class, I get to work with other students or in groups.	2.0	4.2	42.7	27.9	23.2
My teacher has us do lots of different activities in class.	3.2	5.1	29.4	33.9	28.4
My class is a happy place to be.	9.7	6.4	30.7	23.4	29.8
Survey Statement for Student Support	Definitely No	No	Sometimes	Yes	Definitely Yes
My teacher cares about me.	2.7	2.7	8.5	32.1	54.0
My teacher tells me when I do a good job.	1.6	2.9	20.9	38.9	35.6
I feel safe at my school.	5.3	6.0	23.3	28.0	37.3
My school is a welcoming and friendly place to be.	6.0	6.0	26.8	29.9	31.4
My teachers help me when I need it.	1.7	2.0	22.6	33.5	40.1
My teacher asks if me if I understand the work I am doing.	2.6	4.7	19.9	36.8	35.9
Students at this school help each other.	6.5	7.4	43.3	22.5	20.2
I feel like I am part of the school community.	6.7	10.1	17.9	32.8	32.6
My teacher really knows a lot about me.	9.7	13.9	18.6	31.5	26.4
My principal knows who I am.	5.0	6.6	8.9	35.7	43.8
I see my principal almost every day.	7.1	9.9	26.1	26.2	30.7
Survey Statement for Relationships	Definitely No	No	Sometimes	Yes	Definitely Yes
My teachers treat me with respect.	2.8	1.9	15.7	33.6	46.0
The other students treat me with respect.	9.7	8.7	44.9	21.8	15.0
My teacher pays attention to me.	3.3	4.6	28.8	33.1	30.2
My teacher is nice to me.	3.7	2.0	18.4	31.1	44.8
People here notice when I'm good at something.	5.6	7.5	26.0	31.9	29.0
My teachers always keep their promises.	6.2	5.4	26.5	29.8	32.0
My teacher tells me when I do a good job.	2.2	2.8	21.6	35.2	38.3
I have friends at this school.	1.7	2.0	7.3	25.3	63.7
The other kids in my class are nice to me.	6.2	5.0	39.9	23.9	25.0
I always have someone to play with at recess.	4.1	5.2	19.8	24.8	46.2
I always have someone to sit with at lunch.	2.2	3.4	11.6	24.6	58.3

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Students' Voice: Online Survey – ELEMENTARY STUDENTS

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Survey Statement for Student Voice	Definitely No	No	Sometimes	Yes	Definitely Yes
My teacher really listens to me when I am talking to her or him.	2.3	3.0	19.4	37.5	37.7
My teacher has students help create the classroom rules, procedures, and expectations.	9.2	15.6	22.4	31.2	21.5
I feel comfortable telling my teacher how I feel.	13.4	13.4	28.8	24.0	20.5
My teacher asks us what we think about our class.	10.6	22.1	30.0	22.7	14.6
My teacher thinks what I have to say is important.	5.2	6.3	34.1	29.8	24.7
Survey Statement for Teaching and Learning	Definitely No	No	Sometimes	Yes	Definitely Yes
My teacher explains something until we all understand.	2.5	3.8	19.4	30.4	44.0
My teacher makes learning fun.	5.5	6.1	31.5	23.4	33.5
In class, we learn to correct our mistakes.	1.8	2.5	15.6	35.1	45.1
My teacher asks me to explain my answers.	2.2	2.9	21.9	30.8	42.2
We learn a lot in class every day.	1.8	2.3	15.1	29.1	51.8
My teacher uses examples from real-life during class.	3.9	5.4	28.9	27.1	34.6
Survey Statement for Expectations	Definitely No	No	Sometimes	Yes	Definitely Yes
The work I do in class makes me think.	2.6	3.2	24.4	33.1	36.7
My teacher expects me to try my best.	1.0	1.3	5.1	27.6	65.0
My teacher encourages me to keep trying when the work is hard.	2.8	2.9	13.0	30.6	50.6
My teachers believe that I am smart.	2.3	2.8	9.3	27.7	57.9
Survey Statement for Equity and Inclusion	Definitely No	No	Sometimes	Yes	Definitely Yes
My teachers tell us how important it is to treat students of different cultures, races, and genders with respect.	3.3	3.0	10.8	28.4	54.5
The adults in this school make sure that all students feel welcome and accepted, no matter where they are from and what they look like.	3.2	3.7	10.1	26.9	56.1
The other students tease me/call me names because of how I look. (R)	33.8	18.0	25.0	10.4	12.8
The adults in this school expect me to be nice to everyone else.	2.3	2.1	7.2	31.7	56.7
My school promotes the appreciation of cultural, racial, and ethnic differences.	5.1	5.3	12.0	33.4	44.3
My teacher respects my cultural background.	3.8	3.0	10.4	34.0	48.8
In my classes, we talk and read about people who look like me and are like me.	19.4	18.3	24.5	18.5	19.3

Students’ Voice: Online Survey – MIDDLE SCHOOL STUDENTS

Survey Statement for Student Engagement	N	Strongly Disagree	Dis- agree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
I look forward to going to school.	1069	9.5	6.7	7.3	28.1	28.2	20.2
Once I am at school, I usually like being there.	1061	8.8	8.8	13.2	34.5	24.1	10.7
I don't give up easily.	999	3.9	4.1	8.8	20.1	32.0	31.0
My teachers make our class interesting.	1048	12.2	9.8	15.6	28.0	19.7	14.8
My teachers have us do lots of different activities in class.	1051	8.1	10.7	15.5	24.9	23.6	17.2
Survey Statement for Student Support	N	Strongly Disagree	Dis- agree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
My school is a welcoming and friendly place to be.	1072	11.2	7.1	12.2	27.2	24.7	17.5
I feel physically safe at my school.	1065	8.0	6.9	10.2	21.7	30.8	22.4
I feel emotionally safe at my school.	1019	10.7	10.5	13.4	22.3	26.5	16.7
Students at this school care about each other.	1058	19.0	14.2	18.7	28.3	12.7	7.2
I feel supported by my teachers.	1038	7.2	6.5	8.8	27.1	27.1	23.4
My teachers care about me.	1051	7.8	3.9	10.2	27.0	27.8	23.3
The principal cares about students.	1045	7.0	4.3	7.0	21.7	27.3	32.7
The principal knows my name.	1051	16.3	11.8	10.3	15.6	17.6	28.5
My teacher tells me when I do a good job.	1039	6.9	6.0	10.4	21.9	29.9	24.8
My teachers help me when I need it.	1052	4.2	4.9	8.7	20.0	31.7	30.7
I feel supported by my teachers.	1046	6.5	4.8	10.9	24.9	29.4	23.6
I feel supported by my counselors.	1050	7.9	7.0	8.7	24.7	28.7	23.1
There is at least one adult in this school who knows me well.	1055	10.1	8.3	8.1	14.7	21.3	37.4
There is at least one adult in this school who cares about me.	1049	8.1	4.4	8.7	19.9	24.0	34.9
In the past week, a teacher has recognized or praised me for doing good schoolwork.	1058	12.5	10.6	12.1	20.4	22.2	22.2
When something is really bothering me, there is at least one adult that I can go to and talk about the problem.	1062	13.9	9.1	13.8	16.1	20.2	26.7
Teachers pay attention to ALL students, not just a small group of students.	1057	14.5	9.1	11.7	18.2	22.3	24.2
My teachers give me support when I am struggling in class.	1052	7.0	6.5	10.8	24.1	28.6	23.0
I take pride in this school.	1052	9.8	4.9	11.0	22.9	24.6	26.7
I feel like I am part of the school community.	1060	13.0	7.7	11.8	22.1	22.6	22.7

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Students’ Voice: Online Survey – MIDDLE SCHOOL STUDENTS

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Survey Statement for Relationships	N	Strongly Disagree	Dis- agree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
In this school, there is an atmosphere of trust and respect.	1053	14.2	11.7	11.9	30.1	20.7	11.5
The other students treat me with respect.	1050	13.6	11.0	14.4	28.5	20.9	11.7
In this school, students treat each other with respect.	1013	20.6	13.3	19.6	25.4	13.8	7.3
My teacher pays attention to me.	1039	8.8	5.8	10.7	27.3	30.2	17.2
My teacher is nice to me.	1019	7.7	3.8	8.9	23.2	29.8	26.6
In this school, administrators (principals and assistant principals) treat students with respect.	1049	7.7	3.9	9.7	20.2	28.8	29.7
My teacher makes an effort to know about my interests, hobbies, hopes, and dreams.	1045	14.9	11.2	15.6	25.6	19.4	13.3
I trust my school administrators to do what is best for me.	1046	12.1	4.8	11.6	24.2	23.9	23.4
Survey Statement for Student Friendships	N	Strongly Disagree	Dis- agree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
I have friends at school.	1043	4.0	1.2	2.8	8.4	20.2	63.4
I am comfortable being myself at this school.	1029	9.5	6.3	7.8	16.3	24.0	36.1
My friends think it is important to come to school every day.	1026	11.5	7.7	12.8	25.0	21.2	21.9
My friends think it is important to always try your best.	1035	7.0	6.1	9.9	23.6	24.8	28.7
My friends accept me for who I am.	1033	5.1	2.8	3.9	11.9	24.0	52.3
Survey Statement for Student Voice	N	Strongly Disagree	Dis- agree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
My teachers really listen to me when I am talking to them.	1042	7.5	4.6	10.4	21.6	32.4	23.5
My teachers have students help create classroom rules.	1037	22.4	18.1	14.2	19.7	14.0	11.7
My teachers ask us how the class could be improved.	1021	18.8	12.7	14.4	20.9	18.8	14.4
I have opportunities to offer my opinions and share my ideas in class.	1038	12.0	8.2	12.3	24.2	24.9	18.5
In my school, principals and assistant principals listen to what students have to say.	1034	10.0	6.3	11.5	24.0	27.4	20.9
My opinions are respected by principals and assistant principals in this school.	1034	11.2	6.6	13.3	26.7	21.4	20.9
Adults in this school ask for student suggestions about improving the school.	1034	15.1	9.9	13.4	25.3	19.9	16.3

Students’ Voice: Online Survey – MIDDLE SCHOOL STUDENTS

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Survey Statement for Student Voice	N	Strongly Disagree	Dis- agree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
My teachers ask us to explain our answers.	1023	4.7	1.8	2.8	13.0	33.3	44.4
In math class, the teacher connects what we learn to the real world.	1024	7.1	3.9	6.9	16.6	26.5	39.0
In English class, the teacher connects what we learn to the real world.	1023	8.9	4.6	7.9	21.2	27.2	30.2
In science class, the teacher connects what we learn to the real world.	1024	7.1	3.2	6.5	16.8	29.1	37.2
In social studies class, the teacher connects what we learn to the real world.	1018	7.3	3.1	5.4	16.3	24.7	43.2
In this class, it is more important to understand the concepts than to memorize the answers	1017	6.3	3.2	9.8	25.2	27.9	27.5
My teachers help me catch up if I get behind.	1008	10.5	6.2	10.3	22.3	26.1	24.6
In class, I get to work with other students or in groups.	1020	7.6	4.4	9.8	28.4	26.8	23.0
My teacher gives good directions on how to do classwork and homework.	1021	7.1	4.2	11.2	22.9	27.3	27.3
My teacher explains something until we all understand.	1020	8.7	6.3	12.9	23.1	23.9	25.0
My teacher likes to teach.	999	7.7	2.8	7.9	21.8	30.1	29.6
In class, we learn to correct our mistakes.	1016	5.7	3.4	8.1	22.1	29.7	31.1
My teachers emphasize that making mistakes is an important part of learning.	1017	8.8	5.6	9.8	21.2	26.1	28.5
My teachers teach us to use technology as a tool to research, organize, evaluate and communicate information.	1008	9.3	5.0	10.3	23.3	27.1	25.0
Survey Statement for Expectations	N	Strongly Disagree	Dis- agree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
My teachers expect me to try my best.	1015	4.3	2.1	4.4	11.6	27.6	50.0
My teachers encourage me to keep trying when the work is hard.	1012	5.1	4.2	7.4	19.4	30.0	33.9
The work I do in class makes me think.	998	4.8	2.6	7.2	18.4	31.8	35.2
We learn a lot every day.	1010	6.3	4.2	8.2	21.2	27.4	32.7
In some of my classes, I get bored because the class is too easy.	1014	16.1	11.1	14.7	19.5	16.6	22.1
Challenge in Classes	N	Too easy	About right	Too hard			
English LanguageArts	987	21.9	65.3	12.9			
Mathematics	994	18.3	59.3	22.4			
Science	978	24.0	60.4	15.5			
Social Studies	978	30.3	59.0	10.7			
Other classes	943	39.8	53.7	6.6			

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Students’ Voice: Online Survey – MIDDLE SCHOOL STUDENTS

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Survey Statement for Equity and Inclusion	N	Strongly Disagree	Dis- agree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
My teachers tell us how important it is to treat students of different races and cultures with respect.	1000	8.6	4.5	8.0	19.3	27.1	32.5
The adults in this school make sure that all students feel welcome and accepted, no matter where they are from and what they look like.	996	7.7	5.4	8.7	18.1	28.8	31.2
My school promotes the appreciation of cultural, racial, and ethnic differences.	993	7.6	5.0	10.1	20.9	28.6	27.9
My school promotes the appreciation of cultural, racial, and ethnic differences.	981	7.1	4.7	10.1	23.7	27.6	26.8
This school values all of its students.	971	7.9	4.9	8.8	20.0	29.8	28.6
Students of different cultural backgrounds, races, or ethnicity get along well at this school.	988	8.7	5.7	10.2	22.9	28.4	24.1
My teacher treats all students fairly.	984	10.6	5.0	9.6	18.6	29.0	27.3
Teachers tell us how important it is to treat students of different races and cultures with respect.	983	8.8	5.8	10.0	21.6	26.1	27.8
I have been called names because of what I look like.	983	22.6	10.9	11.2	18.1	16.3	21.0
Racial discrimination is a real problem in this school.	977	23.8	15.4	16.0	16.6	13.7	14.6
Discrimination against students who are from countries other than the United States or whose parents are from countries other than the United States is a real problem in this school.	986	27.0	16.6	15.1	15.4	12.4	13.5
Sexual harassment is a real problem in this school.	989	29.2	16.9	11.4	15.5	11.3	15.7
Harassment of LGBTQ students is a real problem in this school.	970	29.5	16.4	13.0	15.1	11.0	15.1

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Students’ Voice: Online Survey – HIGH SCHOOL STUDENTS

Survey Statement for Student Engagement	N	Strongly Disagree	Dis- agree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
I look forward to going to school.	1632	11.5	9.4	12.4	32.6	22.6	11.5
Once I am at school, I usually like being there.	1625	9.9	10.3	17.1	35.5	21.1	6.2
I don't give up easily.	1583	3.2	4.4	9.2	24.2	37.1	21.9
My teachers make our class interesting.	1624	9.6	10.4	16.8	37.9	19.2	6.2
My teachers have us do lots of different activities in class.	1615	8.0	12.8	16.1	32.8	23.3	7.1
Survey Statement for Student Support	N	Strongly Disagree	Dis- agree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
My school is a welcoming and friendly place to be.	1633	14.4	12.4	15.3	25.4	21.3	11.3
I feel physically safe at my school.	1629	11.4	10.1	11.7	21.2	26.0	19.6
I feel emotionally safe at my school.	1604	11.2	10.7	12.9	24.8	28.3	12.2
Students at this school care about each other.	1625	22.5	14.8	17.2	25.5	13.7	6.3
I feel supported by my teachers.	1613	7.1	6.0	11.0	32.6	29.3	14.0
My teachers care about me.	1620	7.2	6.2	12.1	34.0	27.5	13.0
The principal cares about students.	1615	11.5	9.0	11.9	27.9	25.0	14.9
The principal knows my name.	1620	31.7	17.4	11.2	14.4	12.2	13.2
My teacher tells me when I do a good job.	1614	7.3	7.3	10.7	34.3	29.5	11.0
My teachers help me when I need it.	1619	4.1	2.8	8.7	25.8	38.2	20.4
I feel supported by my teachers.	1596	6.4	5.3	10.6	34.8	29.8	13.2
I feel supported by my counselors.	1615	9.6	9.0	12.5	29.7	25.9	13.4
There is at least one adult in this school who knows me well.	1621	9.0	7.3	7.2	16.2	26.8	33.6
There is at least one adult in this school who cares about me.	1623	6.5	5.1	7.8	21.3	29.8	29.6
In the past week, a teacher has recognized or praised me for doing good schoolwork.	1623	14.4	14.5	12.5	23.5	22.0	13.1
When something is really bothering me, there is at least one adult that I can go to and talk about the problem.	1623	16.8	10.8	12.4	21.6	21.8	16.6
Teachers pay attention to ALL students, not just a small group of students.	1620	15.5	12.0	15.4	24.6	22.7	9.9
My teachers give me support when I am struggling in class.	1621	7.2	5.9	12.2	29.2	32.1	13.4
I take pride in this school.	1620	16.1	7.7	11.9	23.8	22.0	18.5
I feel like I am part of the school community.	1616	17.6	9.2	14.5	24.2	21.7	12.8

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Students’ Voice: Online Survey – HIGH SCHOOL STUDENTS

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Survey Statement for Relationships	N	Strongly Disagree	Dis- agree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
In this school, there is an atmosphere of trust and respect.	1601	20.4	14.2	15.8	24.7	17.8	7.1
The other students treat me with respect.	1601	12.4	8.4	13.2	32.6	23.9	9.6
In this school, students treat each other with respect.	1575	20.5	14.6	18.0	25.7	15.6	5.5
My teacher pays attention to me.	1596	7.1	6.5	12.8	35.6	28.0	10.0
My teacher is nice to me.	1586	4.7	3.0	7.9	28.9	39.9	15.7
In this school , administrators (principals and assistant principals) treat students with respect.	1600	9.5	7.1	13.4	24.8	28.1	17.1
My teacher makes an effort to know about my interests, hobbies, hopes, and dreams.	1595	13.3	12.5	17.7	31.2	18.7	6.7
I trust the school administrators in this school to do what is best for me.	1595	15.6	10.9	13.5	28.5	21.1	10.4
Survey Statement for Student Friendships	N	Strongly Disagree	Dis- agree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
I have friends at school.	1573	3.1	2.1	3.4	14.4	33.6	43.5
I am comfortable being myself at this school.	1568	6.5	5.8	7.7	22.1	30.0	27.9
My friends think it is important to come to school every day.	1560	8.5	8.0	13.5	27.8	26.9	15.5
My friends think it is important to always try your best.	1564	4.9	4.7	9.8	30.1	31.0	19.6
My friends accept me for who I am.	1566	3.2	1.9	3.2	15.3	32.1	44.4
Survey Statement for Student Voice	N	Strongly Disagree	Dis- agree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
My teachers really listen to me when I am talking to them.	1572	6.4	5.1	10.2	31.9	33.6	12.8
My teachers have students help create classroom rules.	1557	20.8	20.2	16.7	23.6	14.1	4.6
My teachers ask us how the class could be improved.	1547	15.1	13.8	15.8	29.4	18.4	7.6
I have opportunities to offer my opinions and share my ideas in class.	1565	9.3	9.8	12.5	31.8	26.6	10.0
In my school, principals and assistant principals listen to what students have to say.	1556	16.8	10.6	14.7	28.7	20.1	9.1
My opinions are respected by principals and assistant principals in this school.	1547	16.8	10.5	15.7	28.4	20.2	8.3
Adults in this school ask for student suggestions about improving the school.	1556	19.0	11.1	18.1	27.8	16.6	7.5

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Students’ Voice: Online Survey – HIGH SCHOOL STUDENTS

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Survey Statement for Student Voice	N	Strongly Disagree	Dis- agree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
My teachers ask us to explain our answers.	1524	3.8	2.3	4.4	24.2	43.4	21.9
In math class, the teacher connects what we learn to the real world.	1523	10.8	9.2	13.1	28.0	23.9	15.0
In English class, the teacher connects what we learn to the real world.	1521	8.7	7.2	10.4	30.6	26.1	17.0
In science class, the teacher connects what we learn to the real world.	1522	9.4	6.6	11.1	26.2	28.1	18.7
In social studies class, the teacher connects what we learn to the real world.	1522	6.8	4.9	9.0	23.4	26.8	29.2
In this class, it is more important to understand the concepts than to memorize the answers	1521	6.0	5.9	10.8	32.2	29.3	15.9
My teachers help me catch up if I get behind.	1519	9.3	7.8	12.5	30.4	27.1	12.9
In class, I get to work with other students or in groups.	1514	5.8	5.6	10.0	28.8	36.5	13.4
My teacher gives good directions on how to do classwork and homework.	1516	6.6	5.8	12.6	32.9	32.1	10.0
My teacher explains something until we all understand.	1518	9.8	8.0	13.7	32.0	26.9	9.5
My teacher likes to teach.	1502	6.6	5.3	11.1	28.6	31.7	16.6
In class, we learn to correct our mistakes.	1515	6.7	4.4	12.3	30.8	32.8	12.9
My teachers emphasize that making mistakes is an important part of learning.	1515	10.1	8.5	13.7	29.2	26.6	11.9
My teachers teach us to use technology as a tool to research, organize, evaluate and communicate information.	1510	11.9	7.8	12.1	29.3	26.2	12.9
Survey Statement for Expectations	N	Strongly Disagree	Dis- agree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
My teachers expect me to try my best.	1483	4.5	3.2	4.5	20.0	37.6	30.3
My teachers encourage me to keep trying when the work is hard.	1479	5.2	5.2	8.3	26.2	34.2	21.0
The work I do in class makes me think.	1474	5.8	4.3	9.7	27.0	34.5	18.7
We learn a lot every day.	1472	7.7	6.7	11.4	30.4	26.5	17.3
In some of my classes, I get bored because the class is too easy. (R)	1476	12.4	12.4	16.9	26.1	18.0	14.2
Challenge in Classes	N	Too easy	About right	Too hard			
English LanguageArts	1470	13.9	73.3	12.8			
Mathematics	1477	15.9	59.7	24.4			
Science	1445	12.9	63.0	24.1			
Social Studies	1456	21.8	66.7	11.5			
Other classes	1438	22.0	70.9	7.0			


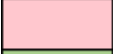




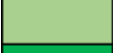





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Students’ Voice: Online Survey – HIGH SCHOOL STUDENTS

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Survey Statement for Equity and Inclusion	N	Strongly Disagree	Dis- agree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
My teachers tell us how important it is to treat students of different races and cultures with respect.	1445	8.4	6.8	10.0	25.5	30.0	19.5
The adults in this school make sure that all students feel welcome and accepted, no matter where they are from and what they look like.	1438	8.1	5.9	11.5	27.3	29.0	18.3
My school promotes the appreciation of cultural, racial, and ethnic differences.	1435	8.1	6.1	13.0	26.2	29.1	17.6
This school values all of its students.	1418	10.9	8.1	12.9	25.1	26.1	16.9
Students of different cultural backgrounds, races, or ethnicity get along well at this school.	1431	9.1	6.0	14.1	28.1	27.3	15.4
My teacher treats all students fairly.	1422	9.4	6.1	12.7	27.9	27.7	16.3
Teachers tell us how important it is to treat students of different races and cultures with respect.	1427	8.3	5.9	13.0	29.4	28.0	15.4
I have been called names because of what I look like. (R)	1429	24.7	20.5	12.3	18.2	13.2	11.2
Racial discrimination is a real problem in this school. (R)	1425	21.9	19.5	17.3	21.1	11.4	8.8
Discrimination against students who are from countries other than the United States or whose parents are from countries other than the United States is a real problem in this school. (R)	1429	23.0	23.0	18.5	18.9	9.5	7.1
Sexual harassment is a real problem in this school. (R)	1431	27.1	23.9	16.8	17.3	7.6	7.3
Harassment of LGBTQ students is a real problem in this school. (R)	1427	27.1	23.8	16.0	17.3	7.7	8.1

Key

Elementary School	
	Definitely No and No > 30
	Definitely No and No > 15 but less than 30
	Yes and Definitely Yes > 70, but less than 80
	Yes and Definitely Yes > 80
Middle School	
	Strongly Disagree, Disagree, and Somewhat Disagree > 35
	Strongly Disagree, Disagree, and Somewhat Disagree > 30 but less than 40
	Agree and Strongly Agree > 50 but less than 60 and Agree > 25
	Agree and Strongly Agree > 60 and Agree > 30
High School	
	Strongly Disagree, Disagree, and Somewhat Disagree > 35
	Strongly Disagree, Disagree, and Somewhat Disagree > 30 but less than 40
	Agree and Strongly Agree > 50 but less than 60
	Agree and Strongly Agree > 60

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Our Premise. Our Purpose. Our Promise.

All students will learn at high levels when instruction meets their needs. What a student has not learned well yet, is something she/he has not been taught well yet. Student learning, then, is an “effect” whose “cause” lies in the quality and effectiveness of educational practices.

If we want improved outcomes for students, the starting point must be the continuous improvement of teaching practices, leadership practices and organizational practices, because they are the precursors to student learning.

Although all schools and districts have the potential to educate every student at high levels, the capacity to build and sustain the high-functioning systems they need are often beyond their capability at the beginning. However, in time, schools and districts can acquire and sustain the capabilities internally by working with professional organizations with proven track records.

Performance Fact, Inc. collaborates with leaders, teachers and staff by aligning our external expertise with their internal vision for their schools and communities. Our approach centers on strengthening the competence, confidence, and commitment of practitioners so that, over time, they strengthen the “internal muscles,” or capacity for accelerating student learning through continuous improvement of teaching practices, leadership practices, and organizational practices.

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