

# PSSA and AYP Fast Facts

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## 2006-07 Student Achievement in Pennsylvania

- Student achievement in Pennsylvania continues to rise. This year's PSSA results show students not only met the 2007 proficiency goals, but in most grades already have met target proficiency goals for 2008.
- In 2007, 69.2 % of students were on grade level (above proficient) in math. In reading, the percent of students on grade level reached 67.7%. The target proficiencies levels were 45% in math and 54% in reading.
- Some grades have seen double-digit gains since testing began in 2002, and the achievement gap between student subgroups is narrowing even as proficiency levels increase.
- Pennsylvania is on track to reach 100% proficiency by 2014 as required by No Child Left Behind, but the challenge will become more difficult as proficiency targets increase. Continued investment in programs that are proven to boost student achievement is essential as we work towards the goal of every child achieving proficiency.
- Though we are showing progress, more than 2,000 Pennsylvania schools still need to increase student achievement to meet next year's higher proficiency targets. Pennsylvania must accelerate its progress to meet these higher performance targets and guarantee all students graduate prepared for college and high-skill careers.
- In the three grades where we have been testing the longest – 5<sup>th</sup>, 8<sup>th</sup> and 11<sup>th</sup> – Pennsylvania has made clear progress in both reading and math, including double-digit gains in 5<sup>th</sup> grade math (+18 points since 2002), 8<sup>th</sup> grade math (+16 points since 2002) and 8<sup>th</sup> grade reading (+16 points since 2002). The state added 3<sup>rd</sup> grade in 2005 and 4<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> grades in 2006.
- Student achievement is rising among all student subgroups. Today there are 22,000 more African-American and Latino students on grade level in math and 19,500 more African-American and Latino students on grade level in reading than in 2002 in 5<sup>th</sup>, 8<sup>th</sup> and 11<sup>th</sup> grades.
- This year's Adequate Yearly Progress (AYP) results are the first to include all of the grades required by No Child Left Behind: 3 through 8 and 11. Now that we are testing more grades – and therefore more students – this is the first time that we have a true picture of whether schools are meeting the needs of all groups of students. Schools have to reach 40 students before they are held accountable for a specific “subgroup” (i.e. African-American, IEP (Individual Educational Plans) and Economically Disadvantaged students). If a school fails to meet the targets for just one subgroup, then the school does not make AYP.
- Despite needing to meet more performance targets, 77% of Pennsylvania schools and 92% of Pennsylvania school districts met all of their AYP targets in 2007.
- The promising results from our Project 720 high school reform initiative demonstrate that smart investment works. This year, 72,784 11<sup>th</sup> grade students were above proficient in math, up from 59,564 in 2002. In reading, 88,487 11<sup>th</sup> grade students were above proficient this year, compared to 70,736 in 2002.

## 2006-07 Pennsylvania System of School Assessment (PSSA) Results

- Pennsylvania students exceeded the No Child Left Behind targets of 45% above proficient in math and 54% above proficient in reading in each of the seven grade levels tested (3-8 and 11) for math and reading in 2006-07.

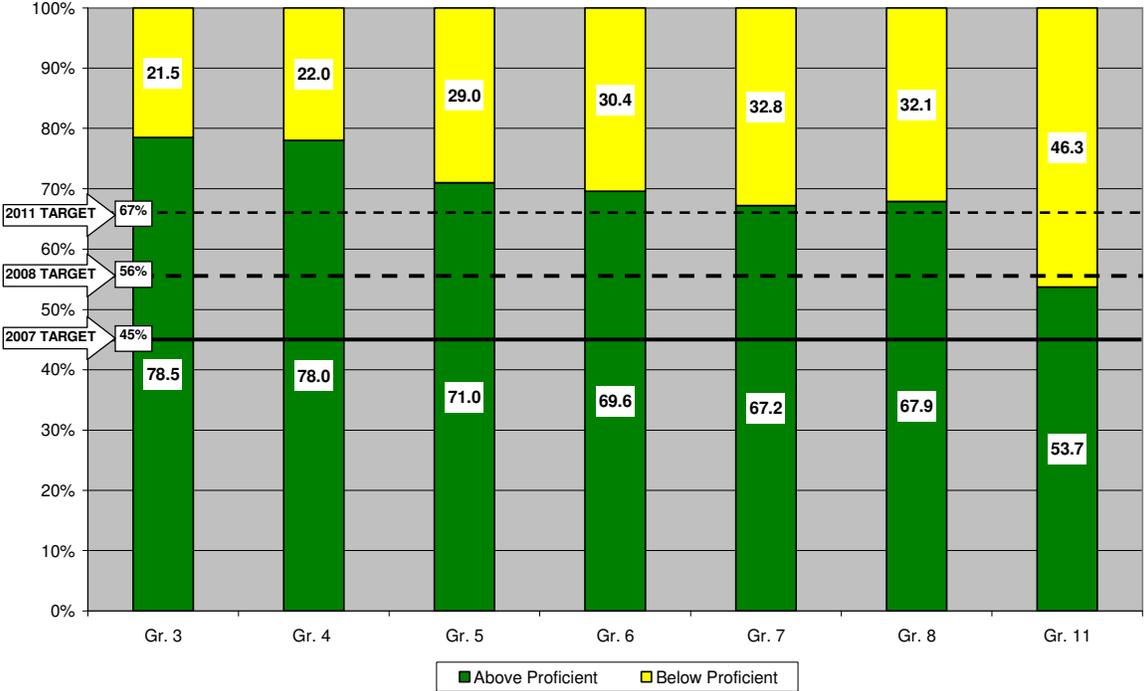
<b>Math</b>	2002	2003	2004	2005	2006	2007
3 <sup>rd</sup> graders	*	*	*	80.2	82.7	78.5
4 <sup>th</sup> graders	*	*	*	*	77.3	78.0
5 <sup>th</sup> graders	53.1	56.3	61.8	69.0	66.9	71.0
6 <sup>th</sup> graders	*	*	*	*	68.0	69.6
7 <sup>th</sup> graders	*	*	*	*	66.4	67.2
8 <sup>th</sup> graders	51.7	51.3	57.9	62.9	62.2	67.9
11 <sup>th</sup> graders	49.6	49.1	49.1	50.8	52.0	53.7

<b>Reading</b>	2002	2003	2004	2005	2006	2007
3 <sup>rd</sup> graders	*	*	*	68.2	69.0	72.8
4 <sup>th</sup> graders	*	*	*	*	68.1	70.1
5 <sup>th</sup> graders	57.0	58.0	62.7	64.2	60.6	59.9
6 <sup>th</sup> graders	*	*	*	*	65.9	63.5
7 <sup>th</sup> graders	*	*	*	*	68.0	66.8
8 <sup>th</sup> graders	58.8	63.4	68.9	64.0	70.6	75.0
11 <sup>th</sup> graders	59.0	59.2	60.8	65.1	65.1	65.4

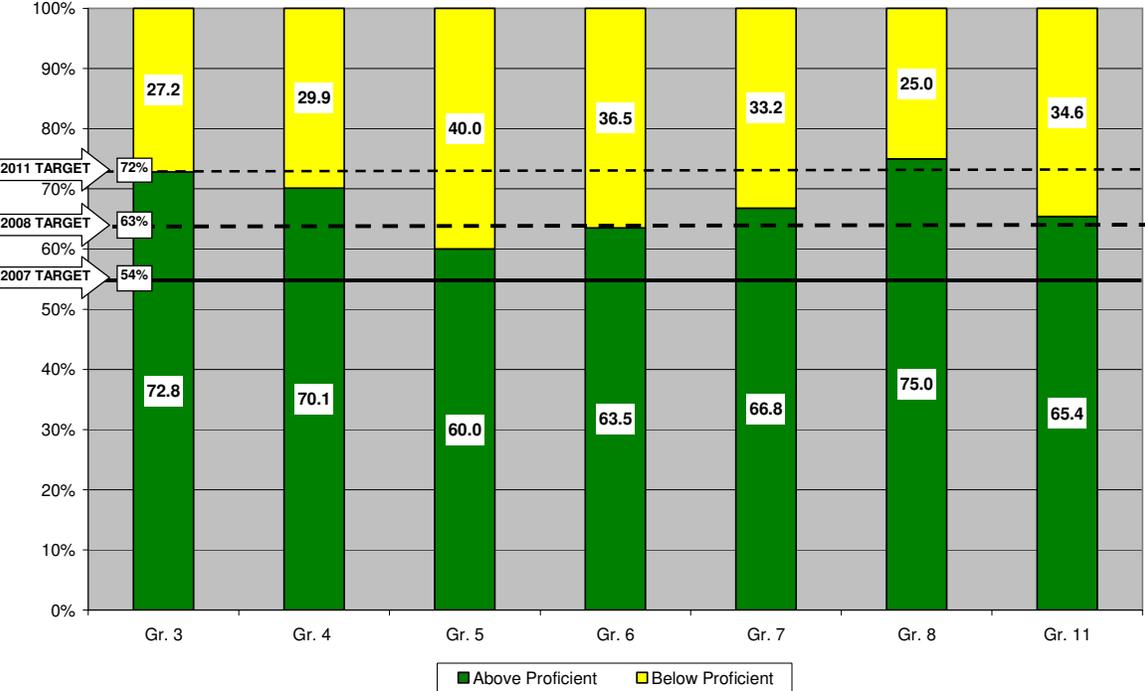
\* = no test administered

Students in six of the seven grades tested already have exceeded the 2008-10 goal of 56% above proficient in math and 63% above proficient in reading.

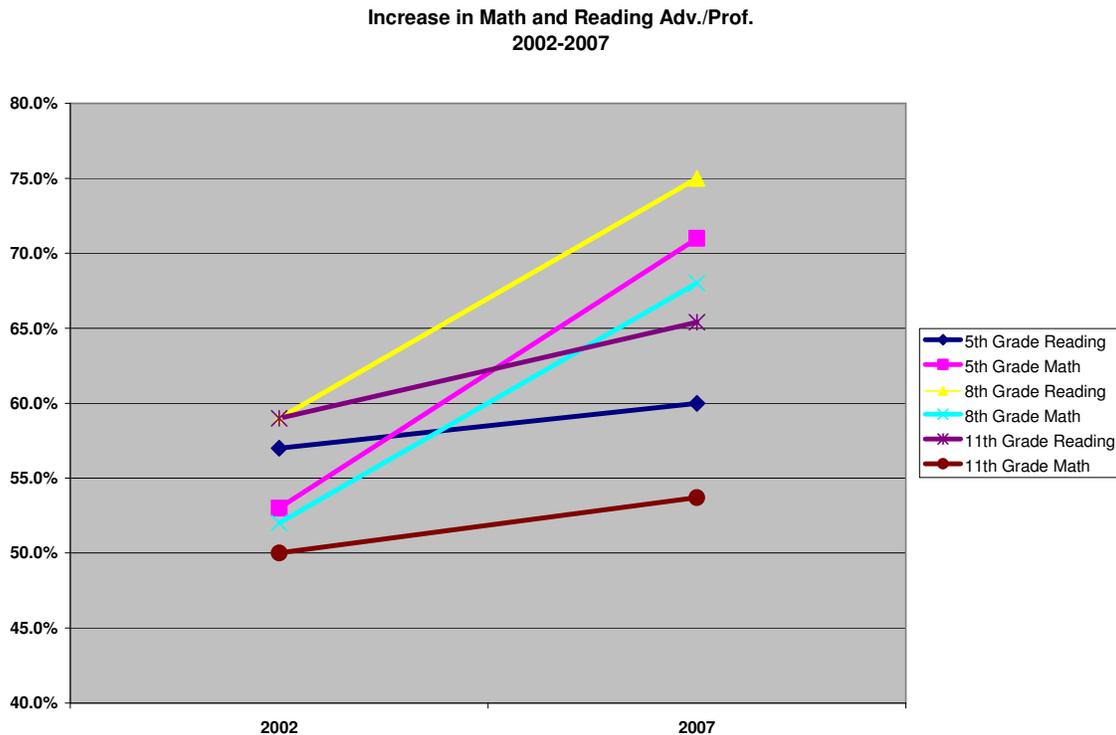
2007 Math



2007 Reading



- The Rendell administration’s targeted education initiatives, such as the Project 720, Distinguished Educators and other high school reform initiatives, are reaping results. Investing in proven practices is raising student achievement at all levels.
  - Between 2002 and 2007, improved student performance in 11<sup>th</sup> grade math at Project 720 schools put an additional 13,220 students into the ranks of above proficient.
  - Between 2002 and 2007, improved student performance in 11<sup>th</sup> grade reading at Project 720 schools put an additional 17,751 students into the ranks of above proficient.
  - The Distinguished Educators (DE) program is having an impact. Seven of the 11 districts with a DE team for both 2005-06 and 2006-07 met all AYP targets this year. Three years ago, all 11 districts were in “District Improvement” or “Corrective Action.”
- The long-term gains in student performance can be seen by looking at where students began in 2002 compared to where they are in 2007. Since 2002, achievement across every grade level has increased:



- 71.0 % of all 5th grade students were above proficient in math, up from 53.1 % in 2001-02.
- 59.9 % of all 5th grade students were above proficient in reading, up from 57.0 % in 2001-02.
- 67.9 % of all 8th grade students were above proficient in math, up from 51.7 % in 2001-02.
- 75.0 % of all 8th grade students were above proficient in reading, up from 58.8 % in 2001-02.

- 53.7 % of all 11th grade students were above proficient in math, up from 49.6 % in 2001-02.
- 65.4 % of all 11th grade students were above proficient in reading, up from 59.0 % in 2001-02.
- Pennsylvania continues to close the achievement gap between white and African-American students, between white and Latino students and between economically disadvantaged and non-economically disadvantaged students statewide. For example, since 2001-02, the gap between
  - White and African-American students closed by 10.2% for 5<sup>th</sup> grade math;
  - White and Latino students closed by 8.5% for 8<sup>th</sup> grade math; and
  - Economically disadvantaged and non-economically disadvantaged students closed by 8.6% for 8<sup>th</sup> grade reading.
- Many student subgroups have increased their proficiency rates across all grade levels by **DOUBLE DIGITS** since 2002. (Subgroups are based upon race or ethnicity, special education needs, limited English proficiency and economically disadvantaged status. In Pennsylvania, a minimum of 40 students is required to establish a measurable subgroup.)

5th Grade - Student Subgroups	2001-02	2006-07	GROWTH
<b>MATH</b>			
African-American	18.2	44.9	26.7
Latino	28.8	49.7	20.9
IEP	16.9	37.4	20.5
ELL	18.7	34.5	15.8
Economically Disadvantaged	29.3	53.7	24.4
<b>READING</b>			
African-American	22.0	33.2	11.2
Latino	28.8	35.2	6.4
IEP	15.4	23.3	7.9
ELL	12.8	16.9	4.1
Economically Disadvantaged	32.0	39.6	7.6
8 <sup>th</sup> Grade - Student Subgroups	2001-02	2006-07	GROWTH
<b>MATH</b>			
African-American	15.5	39.8	24.3
Latino	23.7	47.7	24.0
IEP	10.4	25.9	15.5
ELL	23.0	30.9	7.9
Economically Disadvantaged	24.6	48.9	24.3
<b>READING</b>			
African-American	24.0	50.7	26.7
Latino	30.0	51.4	21.4
IEP	13.2	33.4	20.2
ELL	10.3	23.4	13.1
Economically Disadvantaged	31.2	56.3	25.1

11 <sup>th</sup> Grade - Student Subgroups	2001-02	2006-07	GROWTH
<b>MATH</b>			
African-American	17.3	24.6	7.3
Latino	21.3	27.7	6.4
IEP	9.9	11.8	1.9
ELL	23.4	26.3	2.9
Economically Disadvantaged	21.9	31.7	9.8
<b>READING</b>			
African-American	25.9	35.6	9.7
Latino	28.7	36.2	7.5
IEP	13.6	18.6	5.0
ELL	5.7	14.2	8.5
Economically Disadvantaged	29.4	42.4	13.0

## 2006-07 Adequate Yearly Progress Determinations in Pennsylvania

- Ninety-two percent of Pennsylvania's school districts – 460 out of 501 – made AYP or were classified as “making progress” in 2006-07. Of those 460 districts, 452 have an AYP status of “met AYP” based on meeting targets for two consecutive years.

	2006		2007	
	Number of districts	Percent of districts	Number of districts	Percent of districts
Met AYP	452	90.4%	452	90.4%
Making Progress	24	4.8%	8	1.6%
Warning	6	1.2%	18	3.6%
District Improvement 1	4	0.8%	0	0.0%
District Improvement 2	7	1.4%	2	0.4%
Corrective Action 1	5	1.0%	12	2.4%
Corrective Action 2	3	0.6%	8	1.6%

- Seventy-seven percent of schools - 2,404 in all - met all AYP targets. Of those, 2,302 have an AYP status of “met AYP,” while 102 achieved “making progress.”

	2006		2007	
	Number of schools	Percent of schools	Number of schools	Percent of schools
Met AYP	2458	78.8%	2302	74.2%
Making Progress	112	3.6%	102	3.3%
Warning	242	7.8%	380	12.2%
School Improvement 1	98	3.1%	81	2.6%
School Improvement 2	50	1.6%	53	1.7%
Corrective Action 1	82	2.6%	44	1.4%
Corrective Action 2	79	2.5%	142	4.6%

- Comparing the 2006-07 AYP to previous years is difficult because the addition of grades 4, 6 and 7 has dramatically increased the number of measurable subgroups used in determining AYP. Consider:

Number of school buildings		
	Grades 3, 5, 8 and 11	Grades 3-8 and 11
Subgroups	2006	2007
3 or more	443	1,224
4 or more	149	435
5 or more	60	203

- Last year, 18.8% of schools had a measurable African-American subgroup. This year, it increased to 25.3%.
- The percentage of schools with a measurable economically disadvantaged subgroup increased from 47.5% last year to 66.1% this year.
- The subgroup with the largest percentage increase was the IEP (Individual Educational Plans) subgroup. Last year, 14.5% of schools had a measurable IEP subgroup. This year, 43.5% had such a subgroup.
- The addition of more subgroups sets a higher hurdle for schools in meeting AYP. The more diverse the student population, the greater the number of AYP targets that must be met. The addition of more subgroups allows schools to focus better attention and direct more resources on these groups, ensuring the needs of these students will be addressed.

## HOW SCHOOLS AND DISTRICTS MAKE AYP

- Schools must meet targets in five areas in order to make AYP. Those targets are:
  1. Attendance or graduation rate (dependent upon type of school)
  2. Participation in math assessment (overall and for every measurable subgroup)
  3. Participation in reading assessment (overall and for every measurable subgroup)
  4. Performance on math assessment (overall and for every measurable subgroup)
  5. Performance on reading assessment (overall and for every measurable subgroup)

*\*Assessment = PSSA*
- School districts must meet targets in six areas in order to reach AYP. Those targets include:
  1. Attendance in all schools that do not have a graduating class
  2. Graduation in all secondary schools
  3. Math participation in all schools
  4. Reading participation in all schools
  5. Math performance in all schools
  6. Reading performance in all schools

Overall, a school or district either meets or does not meet AYP. While it only takes one missed target to “Not Meet AYP,” there are several ways to meet AYP targets:

- **“Met AYP Target”**: indicates that a school or district met or exceeded the threshold.
- **“Met AYP Target using 95% Confidence Interval”**: indicates that a group met AYP by the state target criteria only when using a 95% Confidence Interval.
- **“Met AYP Performance Target using a 2 tier average”**: indicates that a group met AYP by the state target criteria when 2 years of data are used for a combined average.
- **“Met AYP Performance Target using a 2 tier average with a 95% Confidence Interval”**: indicates that a group met AYP by the state target criteria when 2 years of data are utilized for a combined average only when using a 95% Confidence Interval.
- **“Met AYP by Safe Harbor Target”**: indicates that a group met AYP by the Safe Harbor improvement criteria. The requirement for improvement is a reduction in the percentage of students who scored below proficient by at least 10% from the previous year.
- **“Met AYP by Safe Harbor Target using 75% Confidence Interval”**: indicates that a group met AYP by the Safe Harbor improvement criteria only when using a 75% Confidence Interval.
- **“Met AYP by PPI Target”**: indicates that a group met AYP by the PPI improvement criteria. PPI allows each school/district to start at a unique baseline based on its proficiency levels (a weight is given to each performance level with the below basic and basic levels divided into two levels). Each year the district/school must show a fixed amount of growth. 2001-02 established the baseline for PPI.