# Student Data Update

**November 10, 2026**
**ECI Committee Meeting**

**Elementary:**
Dr. Pamula Hart
Ms. Jennifer Sicinski

**Math:**
Ms. Rebecca Rousseau
Ms. Donna Dome

**Secondary:**
Dr. Dennis Williams
Dr. Sean O'Sullivan
Mr. Kyle Hassler
Dr. Melissa Bolden

**English Language Arts:**
Ms. Rachel Earley
Dr. Nina Fenstermaker

# Timeline

| Summer | Fall | Winter/Spring | Ongoing |
|---|---|---|---|
| • **Preliminary** PSSA & Keystone (Achievement) Data was released<br>• Science PSSA & Keystone has not been released yet<br>• **Waiting for validation from PDE**<br>• Advanced Placement Data was released (July) | • PVAAS (Growth) Data **(this has not been released)**<br>• BOY Benchmark Math/ELA Data is collected<br>• PSAT/NMSQT | • Mid-year Benchmark Math/ELA Data is collected<br>• Midterms are given at secondary (January) | • Monthly PLC meetings |
| • Analyzed at the district & building level<br>• District & School Goal plans are started | • Analyzed at the district & building level (Nov.)<br>• District & School Goal plans are finalized | • Mid-year data meetings<br>• Goal plans are monitored for mid-year progress | • Data to Impact Sessions |

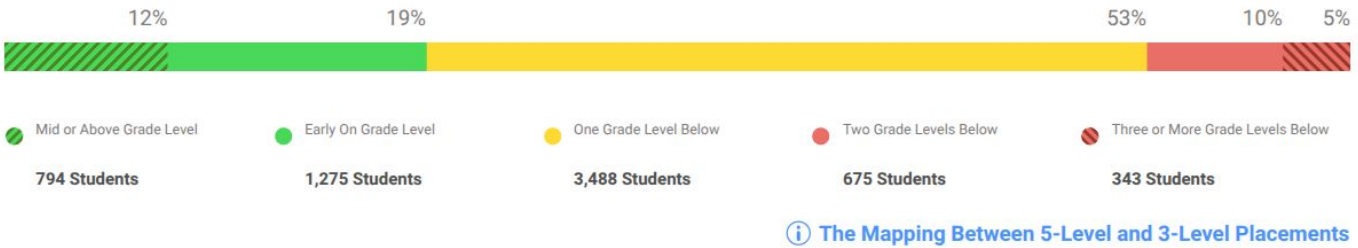
# Elementary

# iReady Inform - Math - Fall BOY

## Grades K - 6

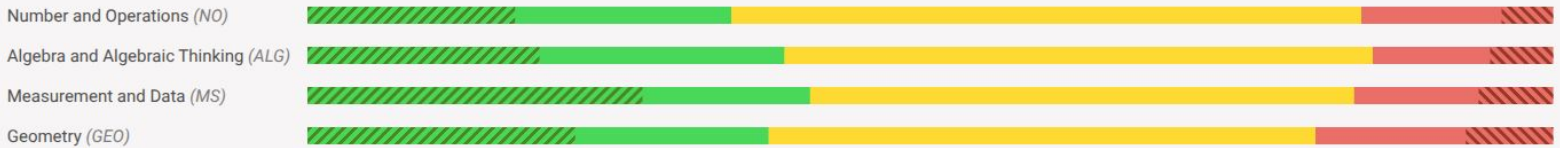
### Overall Placement

Students Assessed/Total: **6,575/6,782**

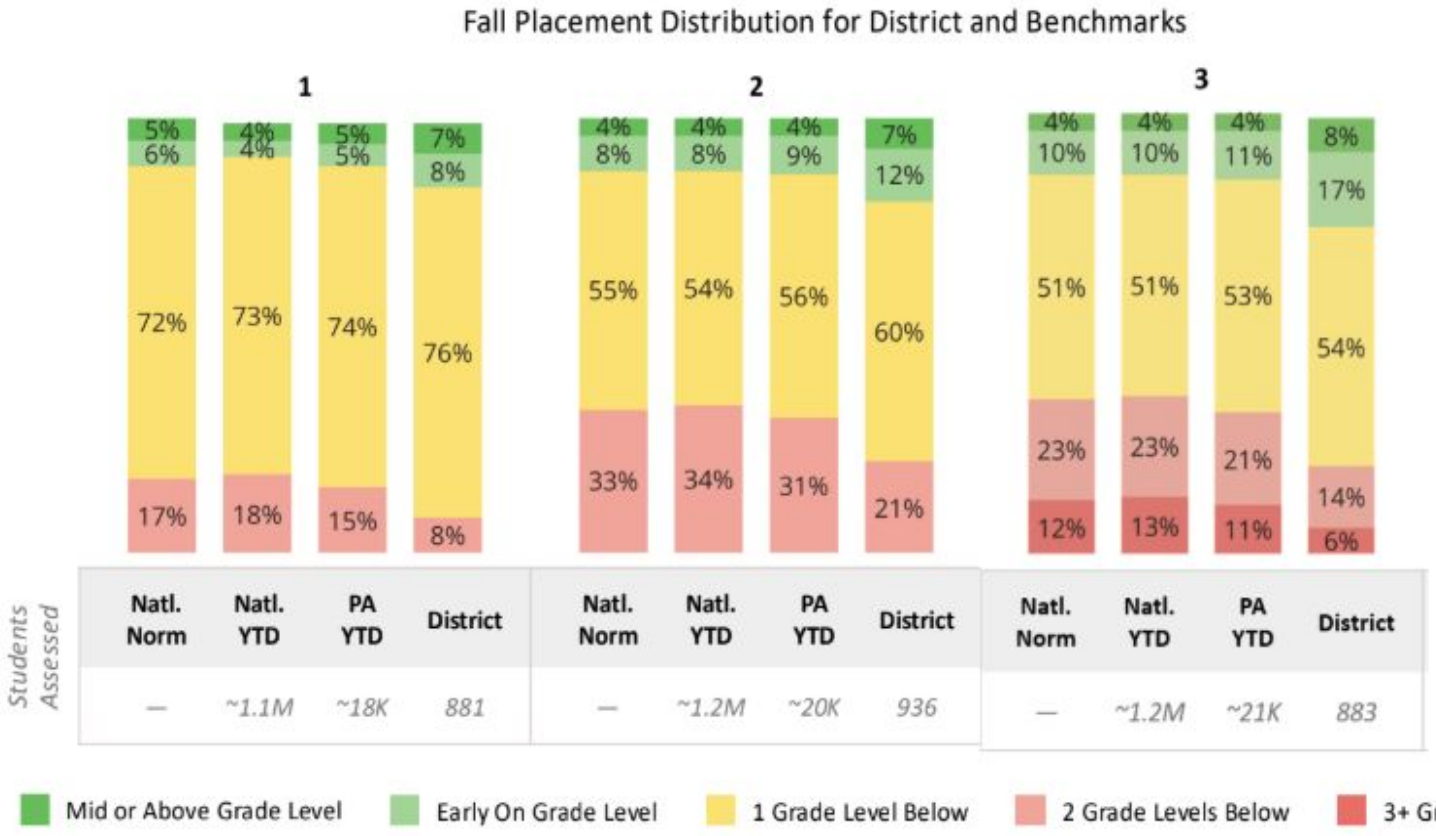



The Mapping Between 5-Level and 3-Level Placements

### Placement by Domain



# How Do the District's Placements Compare to the Benchmarks?



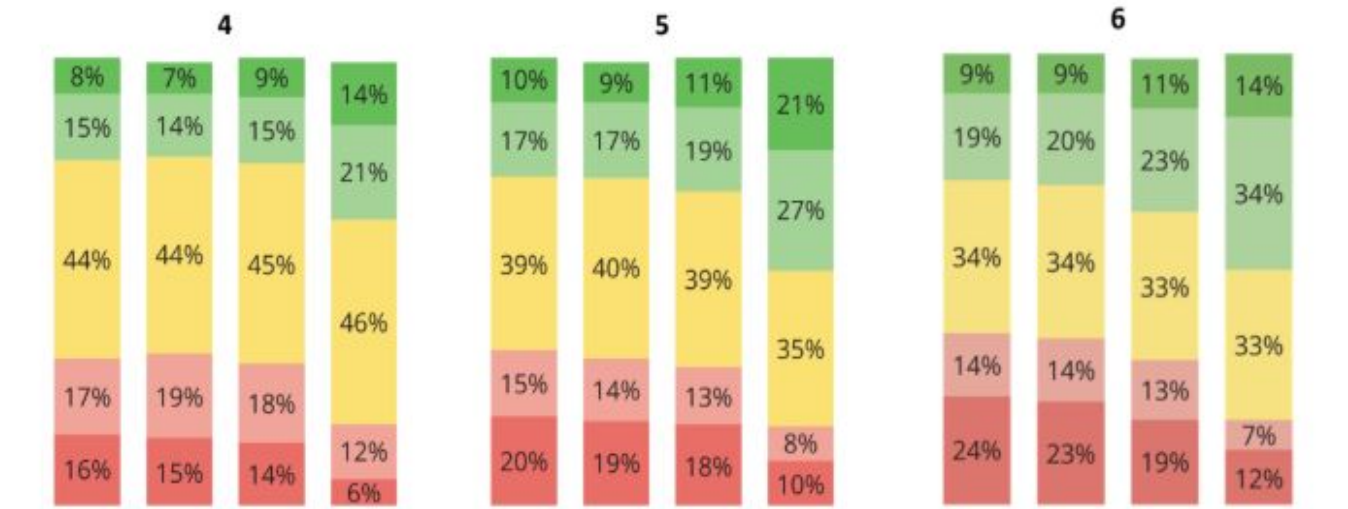

**Natl. Norm:** *i-Ready* National Norms Fall 22-23

**Natl. YTD:** National Year-to-Date Fall 26-27

**PA YTD:** PA Year-to-Date Fall 26-27

# How Do the District's Placements Compare to the Benchmarks?

Fall Placement Distribution for District and Benchmarks




| Natl. Norm | Natl. YTD | PA YTD | District | Natl. Norm | Natl. YTD | PA YTD | District | Natl. Norm | Natl. YTD | PA YTD | District |
|---|---|---|---|---|---|---|---|---|---|---|---|
| — | *~1.2M* | *~23K* | *945* | — | *~1.3M* | *~22K* | *1,077* | — | *~1.0M* | *~16K* | *941* |

Mid or Above Grade Level | Early On Grade Level | 1 Grade Level Below | 2 Grade Levels Below | 3+ Grade Levels Below

**Natl. Norm:** *i-Ready* National Norms Fall 22-23 **Natl. YTD:** National Year-to-Date Fall 26-27 **PA YTD:** PA Year-to-Date Fall 26-27

# How Does Domain-Level Performance Compare to National?

Percent of Students Placing **Early, Mid, or Above Grade Level**, District Fall 26-27 compared to 22-23 National Norms

| | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | *Natl.* | *Dist.* | *Natl.* | *Dist.* | *Natl.* | *Dist.* | *Natl.* | *Dist.* | *Natl.* | *Dist.* | *Natl.* | *Dist.* |
| Number and Operations | 13% | 21% | 18% | 26% | 18% | 27% | 34% | 46% | 30% | 47% | 30% | 43% |
| Algebra and Algebraic Thinking | 22% | 36% | 21% | 31% | 23% | 39% | 35% | 47% | 31% | 47% | 28% | 42% |
| Measurement and Data | 18% | 19% | 19% | 29% | 27% | 41% | 33% | 51% | 35% | 57% | 37% | 55% |
| Geometry | 21% | 29% | 21% | 32% | 17% | 28% | 21% | 35% | 25% | 44% | 27% | 50% |
| *Students Assessed* | | *881* | | *936* | | *883* | | *945* | | *1,077* | | *941* |

***Above*** National >5% pts

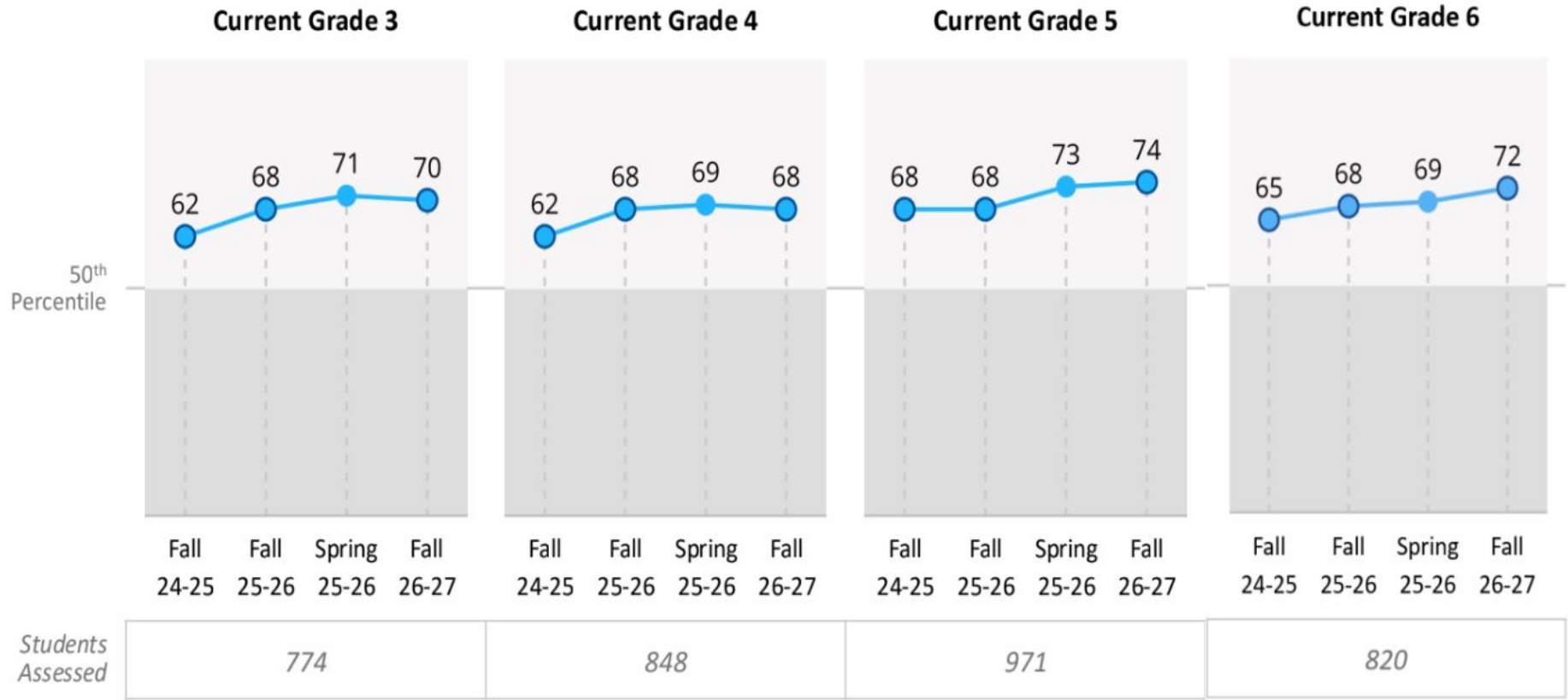
***Above*** National 0-5% pts

***Below*** National 1-5% pts

***Below*** National >5% pts

# How Has the District's Normed Performance Changed Year over Year?

Median Percentile Rank Relative to 22-23 National Norms, Fall 24-25 to Fall 26-27

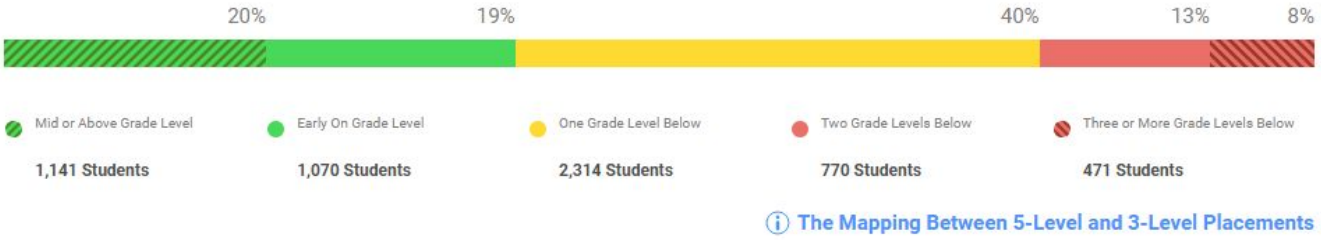


# iReady Inform - ELA - Fall/BOY

## Overall - Grades 1-6

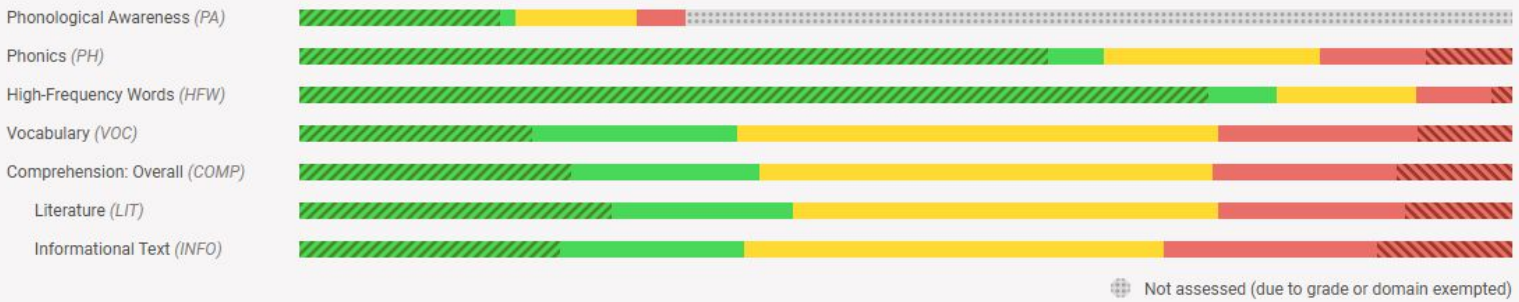
### Overall Placement

Students Assessed/Total: **5,766/6,752**



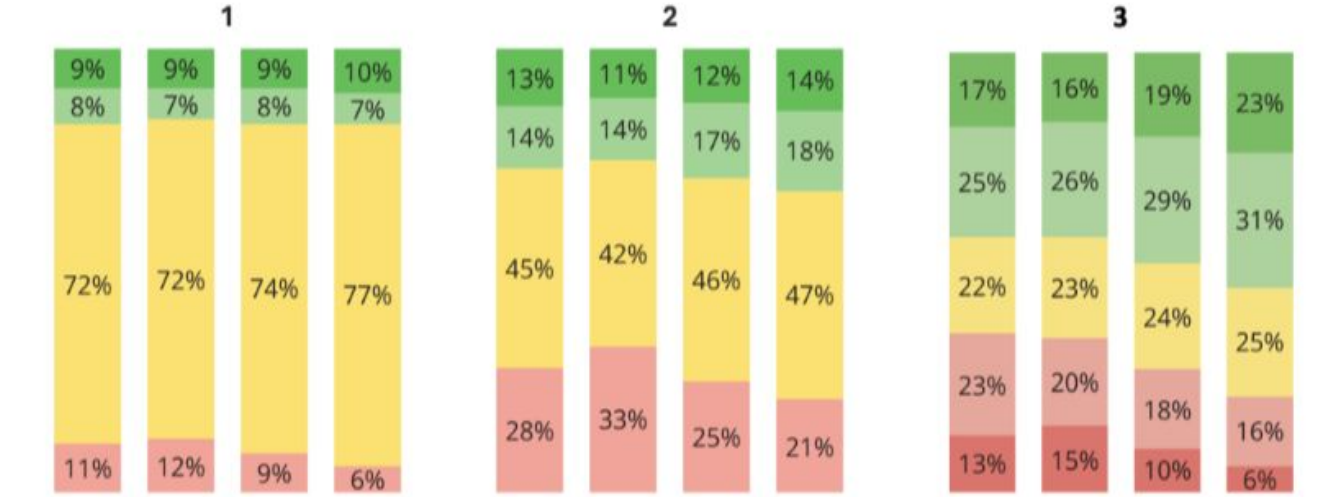

The Mapping Between 5-Level and 3-Level Placements

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# How Do the District's Placements Compare to the Benchmarks?

Fall Placement Distribution for District and Benchmarks




| Students Assessed | Natl. Norm | Natl. YTD | PA YTD | District | Natl. Norm | Natl. YTD | PA YTD | District | Natl. Norm | Natl. YTD | PA YTD | District |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | — | ~928K | ~12K | 888 | — | ~1.0M | ~13K | 938 | — | ~1.1M | ~14K | 882 |

Mid or Above Grade Level | Early On Grade Level | 1 Grade Level Below | 2 Grade Levels Below | 3+ Grade Levels Below

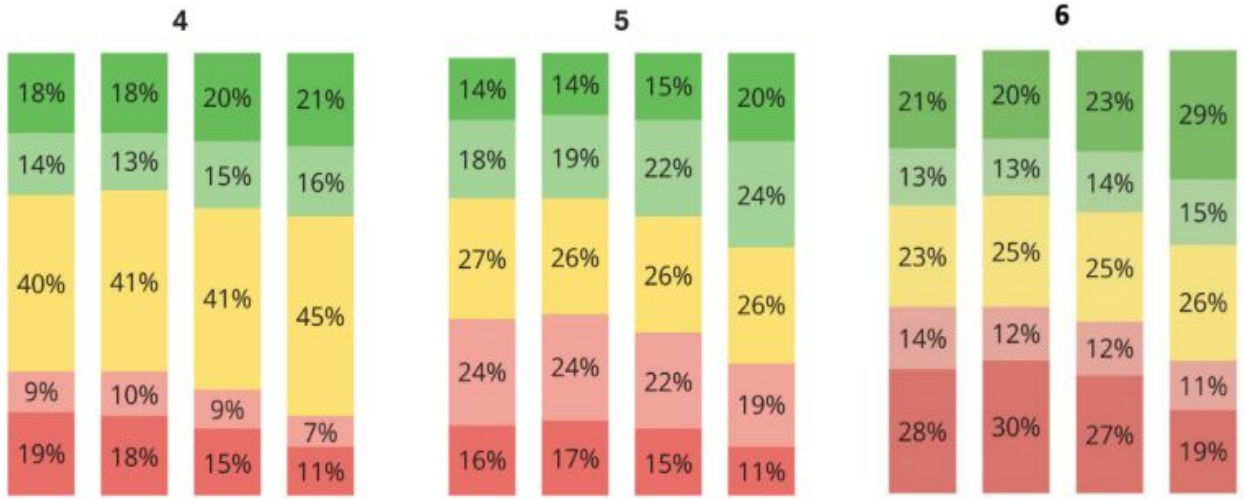
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**Natl. YTD:** National Year-to-Date Fall 26-27

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# How Do the District's Placements Compare to the Benchmarks?

Fall Placement Distribution for District and Benchmarks




| Students Assessed | Natl. Norm | Natl. YTD | PA YTD | District | Natl. Norm | Natl. YTD | PA YTD | District | Natl. Norm | Natl. YTD | PA YTD | District |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | — | ~1.2M | ~16K | 948 | — | ~1.2M | ~15K | 1,080 | — | ~1.0M | ~11K | 1,004 |

Mid or Above Grade Level | Early On Grade Level | 1 Grade Level Below | 2 Grade Levels Below | 3+ Grade Levels Below

**Natl. Norm:** *i-Ready* National Norms Fall 22-23

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# How Does Domain-Level Performance Compare to National?

Percent of Students Placing **Early, Mid, or Above Grade Level**, District Fall 26-27 compared to 22-23 National Norms

| | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | *Natl.* | *Dist.* | *Natl.* | *Dist.* | *Natl.* | *Dist.* | *Natl.* | *Dist.* | *Natl.* | *Dist.* | *Natl.* | *Dist.* |
| Phonological Awareness | 33% | 29% | — | 82% | | | | | | | | |
| High-Frequency Words | 29% | 31% | 55% | 62% | — | 93% | | | | | | |
| Phonics | 24% | 30% | 30% | 39% | 51% | 65% | — | 79% | — | 87% | — | 92% |
| Vocabulary | 20% | 21% | 25% | 31% | 39% | 49% | 33% | 37% | 31% | 40% | 32% | 38% |
| Comprehension: Overall | 20% | 17% | 25% | 29% | 37% | 46% | 33% | 40% | 36% | 46% | 36% | 48% |
| Literature | 23% | 19% | 27% | 30% | 40% | 49% | 38% | 45% | 40% | 51% | 39% | 49% |
| Informational Text | 24% | 22% | 25% | 30% | 36% | 42% | 31% | 36% | 32% | 43% | 33% | 46% |
| *Students Assessed* | | *888* | | *938* | | *882* | | *948* | | *1,080* | | *1,004* |

**Above** National >5% pts

**Above** National 0-5% pts

**Below** National 1-5% pts

**Below** National >5% pts

xx % National Comparison Not Available

# The **Throughline:** A Data-Driven Framework for Student Success



## DATA RETREAT & GOAL SETTING

Establishing the baseline throughline that aligns school-wide objectives with initial student data analysis.



## DATA DAYS

Direct response meetings where staff analyze performance to drive resource allocation and instructional shifts.

## MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

The overarching framework providing consistent Tier 1, 2, and 3 language and support levels.



## PROFESSIONAL LEARNING COMMUNITIES (PLC)

Collaborative teams leveraging resources and shared strategies to plan targeted student skill development.




## WIN (What I Need)

Targeted 30-45 minute sessions focused on specific interventions or multi-step enrichment.



### Clarifying Core Instruction vs. WIN Intervention

| Feature | Core Instruction | WIN (What I Need) |
|---|---|---|
| Focus | Grade-level standards for all students | Focused skill development for specific needs |
| Tech Use | Varied classroom applications | Individual iReady pathways and digital tools |
| Instruction | Universal Tier 1 delivery | Targeted small group and hands-on strategies |

NotebookLM

# How Knapp Puts Data into Action

Collaborative Conversations → Data-Driven Decisions → Targeted Instruction

**Bi-Weekly PLC Meetings**

- Within and across grade levels
- Ability to review student performance, identify trends and share instructional strategies

**Data Days 3x Year**

- Teams analyze student growth on benchmarks, identify areas of strength/need, and monitor progress toward schoolwide building goals

**Daily Targeted Instruction (WIN time: What I Need)**

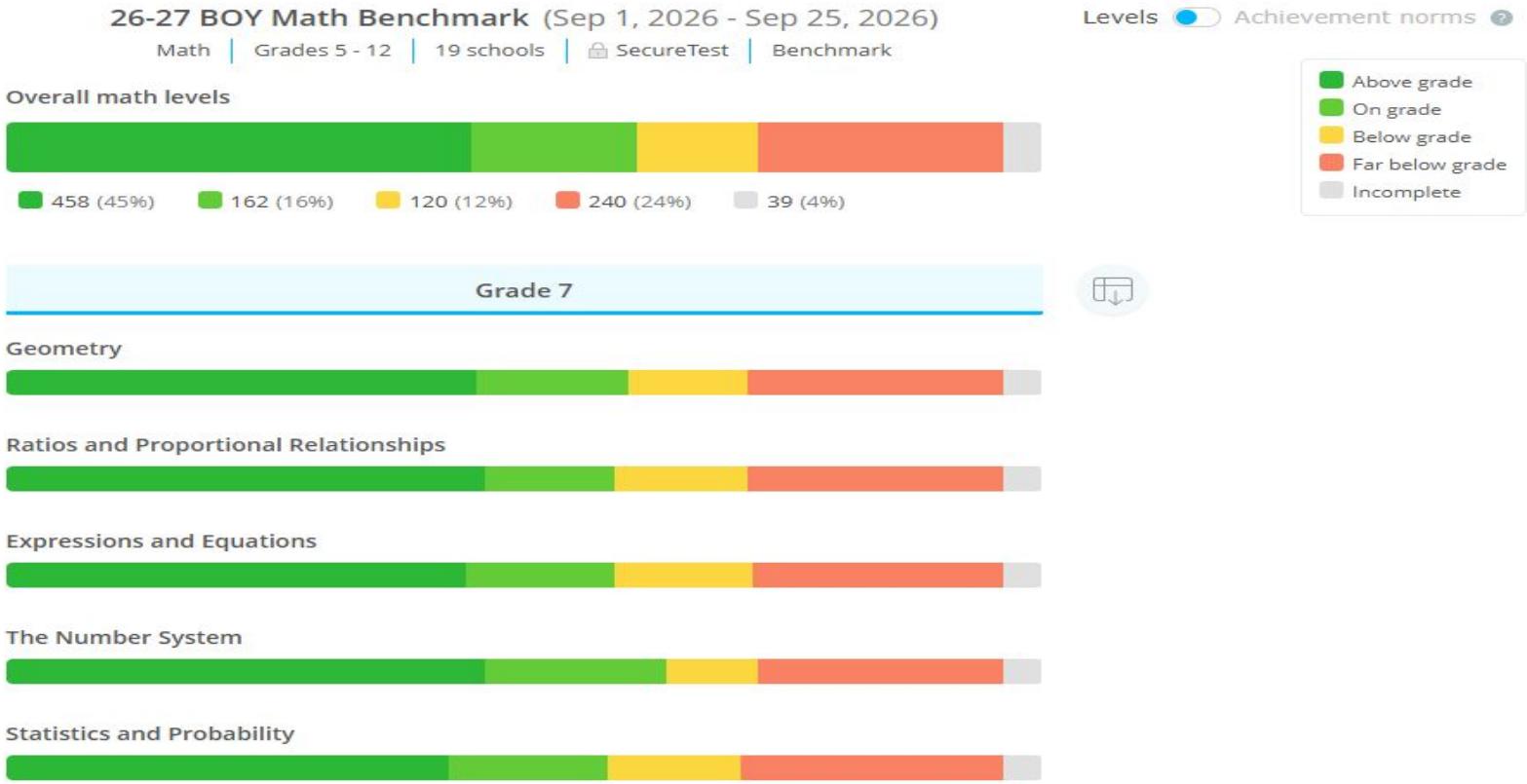
- As we review progress-monitoring data and classroom performance, students can move between Tier 1, Tier 2, and Tier 3 supports

# How Knapp Puts Data into Action

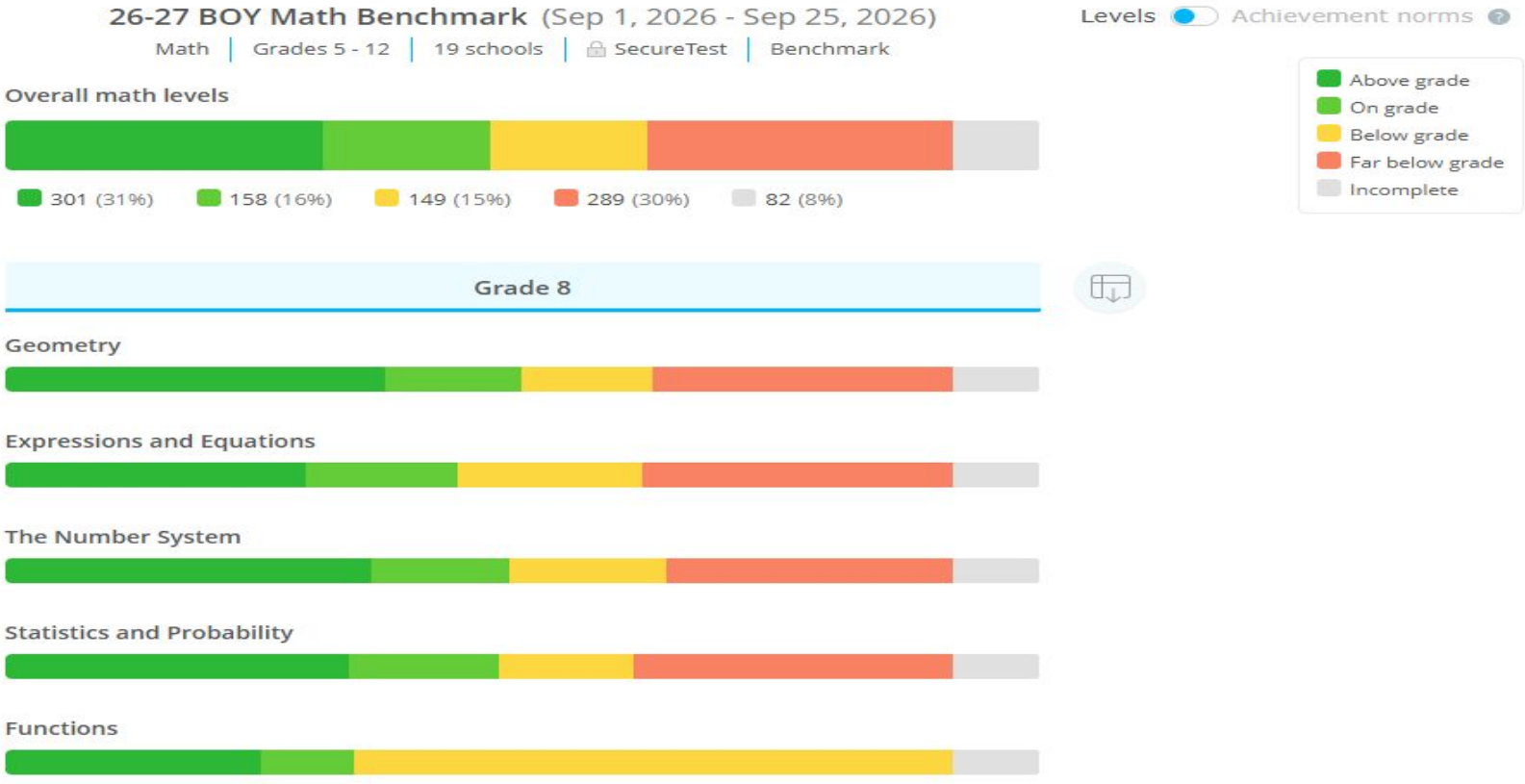


# Secondary

# MS IXL BOY Data - Math



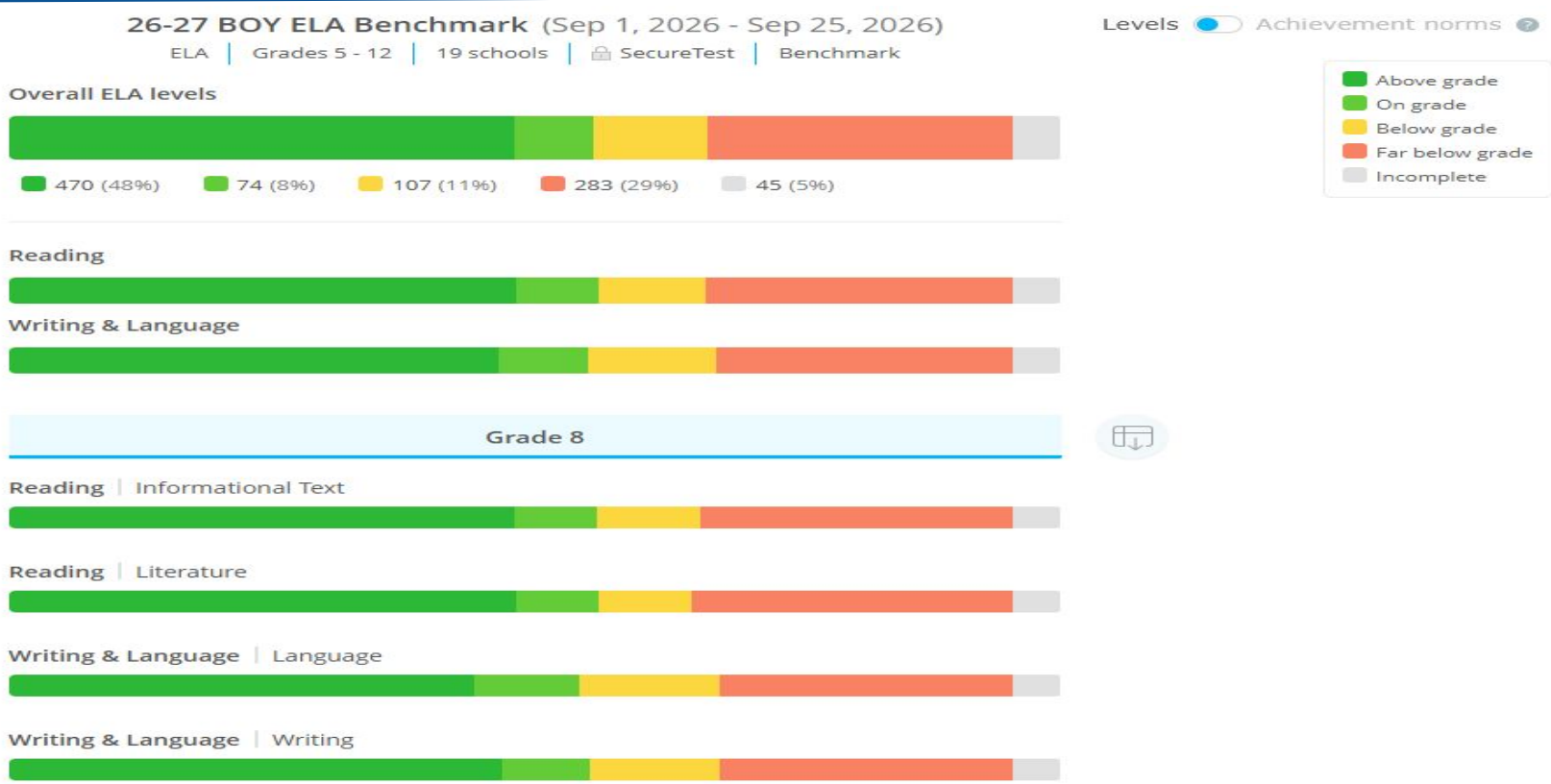
# MS IXL BOY Data - Math



# MS IXL BOY Data - ELA



# MS IXL BOY Data - ELA



# Middle Schools Putting Data into Action

1x PER CYCLE

## PLC Meetings

Department and grade level teams collaborate to analyze current assessment data, identify learning gaps and share best practices.

4x PER YEAR

## Data to Impact Days

- Dedicated deep-dive sessions
- Teacher led professional development with shared responsibility for student success.

TARGETED SUPPORT

## Interventions

- Designated time within the regular schedule for targeted support and remediation.
- Small-group or individualized Tier 1, 2, or 3 interventions.
- MTSS specialist working to assist staff in data collection, analysis, and action planning.

# AP Performance Overview
# 5-Year Trend Data

**Total AP Students (2026)**
**889** +31.5% 5-Yr

**Exams Administered (2026)**
**1,872** +39.2% 5-Yr

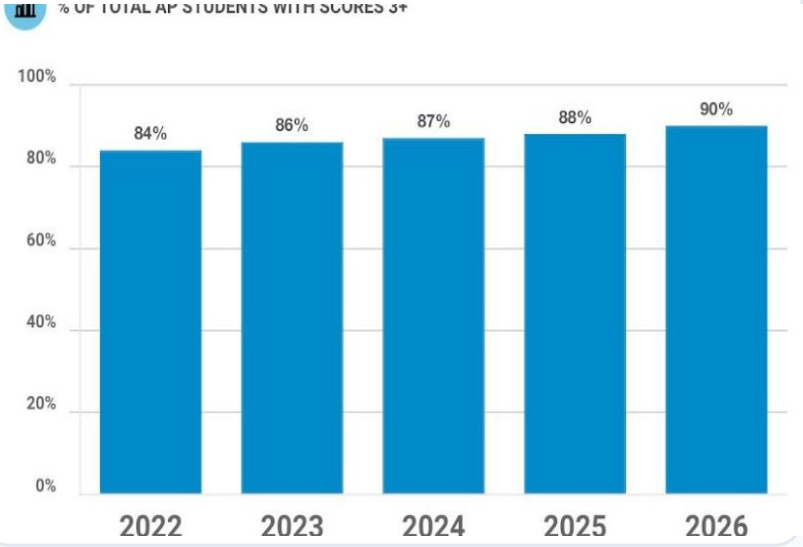
**Passing Rate (Score 3+)**
**90.10%** Record High

## SCHOOL SUMMARY METRICS

SCHOOL SUMMARY

| | 2022 | 2023 | 2024 | 2025 | 2026 |
|---|---|---|---|---|---|
| Total AP Students | 676 | 744 | 822 | 879 | 889 |
| Number of Exams | 1,345 | 1,446 | 1,761 | 1,931 | 1,872 |
| AP Students with Scores 3+ | 565 | 637 | 712 | 774 | 801 |
| % of Total AP Students with Scores 3+ | 83.58 | 85.62 | 86.62 | 88.05 | 90.10 |

## % OF TOTAL AP STUDENTS WITH SCORES 3+

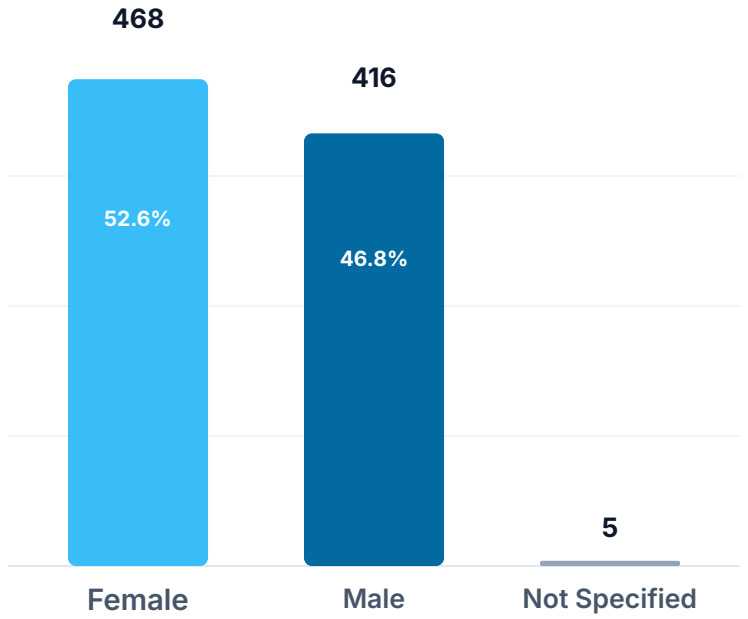


# AP DEMOGRAPHIC DATA (2026)

## TOTAL AP STUDENTS BY GRADE LEVEL

| | | |
|---|---|---|
| 9th Grade | 3 | 0.3% |
| 10th Grade | 170 | 19.3% |
| 11th Grade | 376 | 42.3% |
| 12th Grade | 330 | 37.1% |

## TOTAL STUDENTS BY GENDER

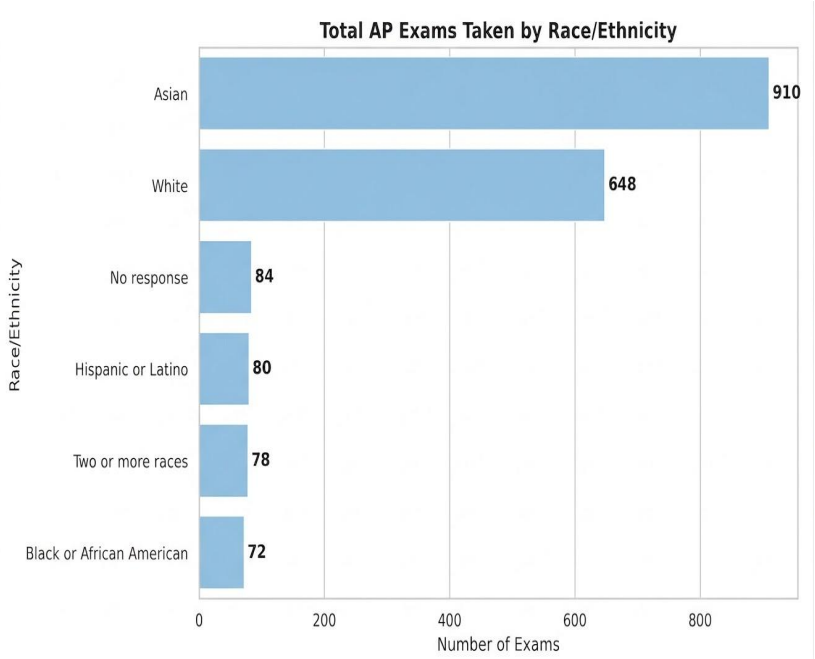



Total AP Cohort Size: **889 Students**

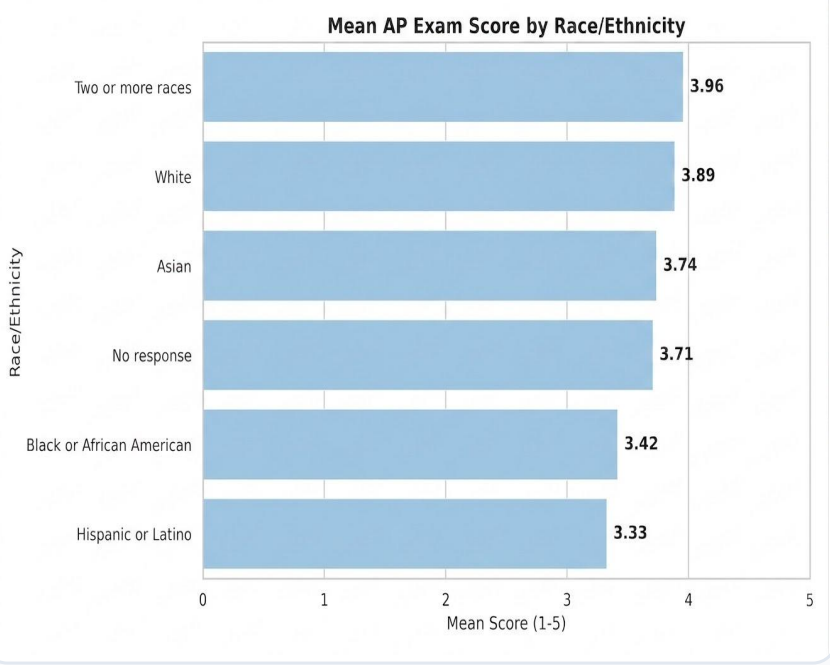
## AP DEMOGRAPHIC BREAKDOWN

# Performance & Participation by Race/Ethnicity

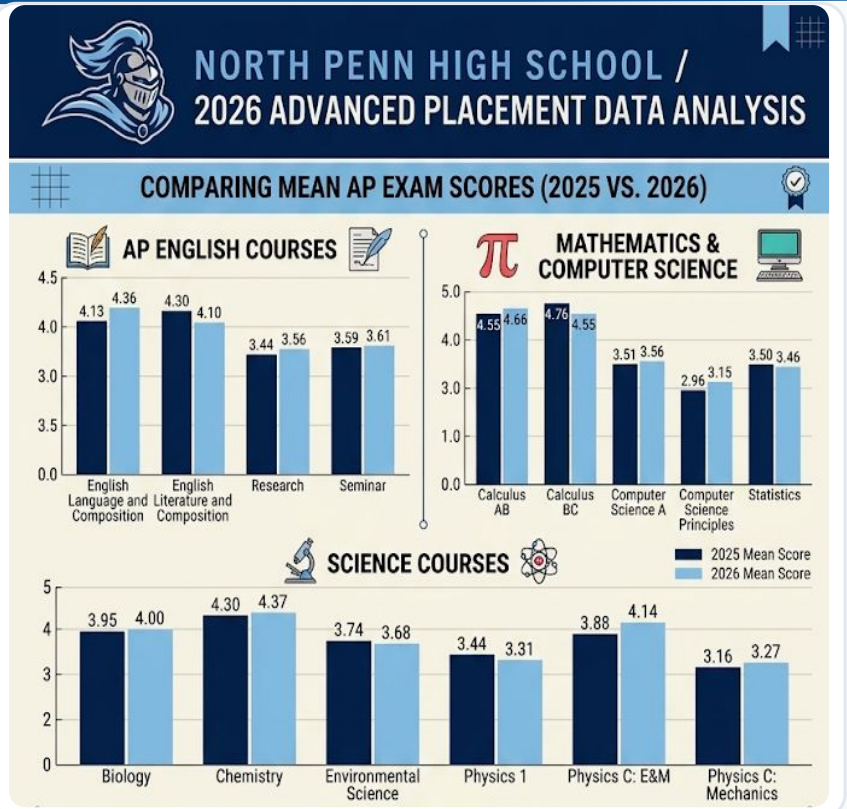
### TOTAL AP EXAMS TAKEN BY RACE/ETHNICITY

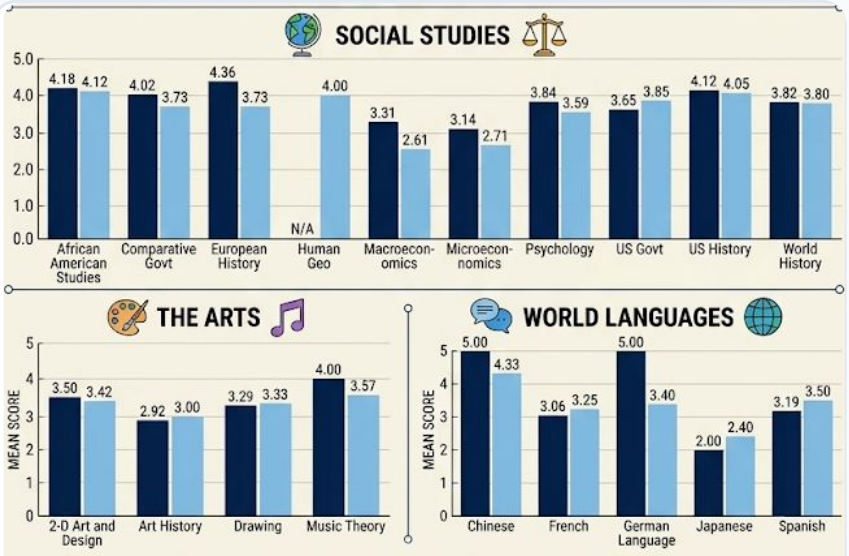



### MEAN AP EXAM SCORE BY RACE/ETHNICITY



# AP Exam Scores by Mean Average (2025 vs. 2026)



# Plan for English Language Arts

**PDE Literacy Update - Act 135 & 47**

1. Evidence-based reading curriculum (K–3)
2. Universal reading screening (K–3)
3. Identification of reading deficiencies and parent notification
4. Individualized reading intervention plans
5. Professional development and educator training
6. Designated literacy leadership and implementation support
7. Accountability, reporting, and monitoring student outcomes

# Data-Informed Priorities

**From Data to Impact:**

- K-2 focus: *Building the Bridge from Accuracy to Fluency*
- 3+ focus: *Comprehension: Key Ideas and Details*

# Questions?

# Thank You!