



THE SCHOOL DISTRICT OF
PHILADELPHIA

Grades 6-12 Literacy Assessment Data Snapshot

End of Year (EOY) 2020-2021

September 2021

Office of Research and Evaluation

This slide deck provides a District-level overview of 6 – 12th grade student performance on the Star Reading Assessments from fall to spring.



Star is a suite of computer-adaptive universal screening, progress monitoring, and formative assessment products from Renaissance.



During the 2020-21 school year, Star was administered four times in grades 6-8 and three times in grades 9-12.*



The Star reading assessment assesses students' skills in vocabulary, reading comprehension, analyzing literary text, understanding author's craft, and analyzing argument and evaluating text.

*Results presented in this slide deck use the time periods Fall, Winter, and Spring for all grades. For Grades 6-8, this means the first, second, and fourth test administrations.

The District tracks student progress toward Board Goals by using *Leading Indicators*

The **Leading Indicator** toward Goals 1 and 4 for the 2020-2021 school year is that by Spring 2021, 51.4% of students in grades 3-8 and 47.4% of students in grades 9-11 will test at target on their within-year literacy assessment.

Board Goal #1

The percentage of students in grades 3-8 who are proficient on the state ELA assessment will grow from 35.7% in August 2019 to 65.0% by August 2026.

Board Goal #4

The percentage of students who are proficient on all three state high school assessments (Algebra, Literature, and Biology) by the end of their 11th grade year will grow from 26.1% in August 2019 to 52.0% by August 2026.



For more information, please visit the District's [Office of Evaluation, Research, and Accountability's Goals and Guardrails page](#).

The following sections present student performance for all 6th -12th grade students who took the Star **Literacy** assessments in 2020-21

- Student performance and growth on the key metrics outlined on the previous slide is presented as follows:
 - Overall and by grade
 - By racial/ethnic subgroup (separately for 6-8 and 9-12)
 - By other student subgroups (economically disadvantaged status, receiving special education services, English Learner)
- Tier levels are presented first, followed by Average National Percentile Rank.

We measure **student performance** using the following metrics:

Metric	Description	Analytic Purpose
Average National Percentile	A student's National Percentile; a norm-referenced performance measure that compares a student's scaled score to her grade-level peers nationwide.	The Percentile Rank is useful for understanding a student's reading ability compared to other students in the same grade nationally.
Tier Level	<p>Based on a student's Percentile Rank, Tiers are used to identify the level of intervention students need in order to reach proficiency. There are four tier levels:</p> <ul style="list-style-type: none"> • Intensive Intervention (Below the 10th percentile) • Strategic Intervention (Between and including the 10th percentile and the 24th percentile) • On Watch (between and including the 25th percentile and the 39th percentile) • At/Above Benchmark (the 40th percentile or above) 	Tier Levels are useful for understanding District-wide performance trends, as well as for identifying students who need additional supports in the classroom.

Student Participation in Assessments

How many students participated in the fall and spring 2020-21 assessments?

Overall, 6-8th grade students' Star participation rates decreased between fall and spring.

Grade Level	Term	Number of students eligible to participate in assessment	Number of students who were assessed	Participation rate (percentage of students who were assessed)
6-8th Overall	Fall	27,808	23,689	85.2%
	Winter	27,725	23,425	84.5%
	Spring	27,736	20,316	73.2%
6th Grade	Fall	9,154	7,873	85.2%
	Winter	9,115	7,892	85.5%
	Spring	9,081	6,917	75.7%
7th Grade	Fall	9,295	7,926	83.9%
	Winter	9,267	7,802	83.9%
	Spring	9,287	6,720	71.7%
8th Grade	Fall	9,359	7,890	85.3%
	Winter	9,343	7,731	83.0%
	Spring	9,368	6,679	72.0%

Overall, 9-12th grade students' Star participation rates decreased between fall and spring.

Grade Level	Term	Number of students eligible to participate in assessment	Number of students who were assessed	Participation rate (percentage of students who were assessed)
9-12th Overall	Fall	38,739	28,506	73.6%
	Winter	38,751	25,986	67.1%
	Spring	38,528	20,627	53.5%
9th Grade	Fall	10,150	7,928	78.6%
	Winter	10,257	7,560	74.1%
	Spring	10,342	6,134	59.4%
10th Grade	Fall	10,264	7,641	71.4%
	Winter	10,298	6,960	66.3%
	Spring	10,299	5,702	50.7%
11th Grade	Fall	9,108	6,521	69.8%
	Winter	9,104	5,852	62.9%
	Spring	9,033	4,596	48.4%
12th Grade	Fall	9,217	6,416	53.6%
	Winter	9,092	5,614	47.2%
	Spring	8,854	4,195	36.7%

A higher percentage of 6-12th Asian grade students took the spring Star assessment when compared to their peers.

Race/Ethnicity	Term	Number of students eligible to participate in assessment	Number of students who were assessed	Participation rate (percentage of students who were assessed)
Asian	Fall	6,477	5,916	88.8%
	Winter	6,469	5,811	86.6%
	Spring	6,448	5,135	76.0%
Black/African American	Fall	33,471	25,251	72.2%
	Winter	33,538	23,844	68.4%
	Spring	33,387	19,220	55.4%
Hispanic/Latinx	Fall	14,321	10,583	71.4%
	Winter	14,285	9,933	67.8%
	Spring	14,314	8,218	54.9%
Multi-racial/Other	Fall	3,175	2,508	76.5%
	Winter	3,153	2,319	72.5%
	Spring	3,129	2,000	60.4%
White	Fall	8,864	7,746	83.9%
	Winter	8,797	7,318	80.6%
	Spring	8,752	6,219	67.9%

Participation rates for 6-12th grade Economically Disadvantaged students decreased by 16.5 percentage points from fall to spring.

Subgroup	Term	Number of students eligible to participate in assessment	Number of students who were assessed	Participation rate (percentage of students who were assessed)
Economically Disadvantaged	Fall	43,174	33,758	75.2%
	Winter	44,176	33,009	72.1%
	Spring	45,359	27,868	58.7%
ELs (English Learners)	Fall	8,067	5,927	72.7%
	Winter	8,057	5,813	71.1%
	Spring	8,065	5,029	61.3%
Has IEP (Individualized Education Plan*)	Fall	11,627	7,308	62.2%
	Winter	11,612	7,025	59.4%
	Spring	11,563	5,705	48.6%

* All students are required to participate except for students who are exempted based on their Individualized Education Plan (IEP). For the Special Education student group, participation rate includes all students, including those who are exempted, in the denominator.

Focus on Grades 6-8 Tier-Level Analysis

The percentage of 6-8th grade students requiring Intensive Intervention increased from fall to spring.

Grade Level	Term	At or Above Benchmark	On Watch	Strategic Intervention	Intensive Intervention
6th Grade	Fall	24.0%	11.5%	20.7%	43.7%
	Winter	24.6%	11.7%	19.7%	44.0%
	Spring	24.8%	11.8%	17.5%	45.9%
7th Grade	Fall	25.4%	12.2%	19.7%	42.7%
	Winter	25.8%	11.4%	18.7%	44.1%
	Spring	27.2%	11.7%	17.8%	43.3%
8th Grade	Fall	24.6%	13.5%	19.6%	42.4%
	Winter	24.8%	13.4%	17.5%	44.4%
	Spring	26.8%	12.9%	17.1%	43.2%

About 70% of 6-8th grade EL students and 80% students with an IEP required Intensive Intervention.

Subgroup	Term	At or Above Benchmark	On Watch	Strategic Intervention	Intensive Intervention
ELs (English Learners)	Fall	3.9%	7.1%	16.0%	73.1%
	Winter	4.2%	6.9%	15.9%	73.0%
	Spring	6.6%	7.1%	17.0%	69.3%
Economically Disadvantaged	Fall	18.8%	12.1%	21.1%	48.0%
	Winter	19.5%	11.9%	19.6%	49.0%
	Spring	21.1%	11.8%	18.4%	48.8%
Has IEP (Individualized Education Plan*)	Fall	6.0%	4.4%	12.2%	77.4%
	Winter	5.6%	4.3%	11.0%	79.1%
	Spring	5.6%	4.6%	10.4%	79.3%

* All students are required to participate except for students who are exempted based on their Individualized Education Plan (IEP). For the Special Education student group, participation rate includes all students, including those who are exempted, in the denominator.

Source: Qlik Aimsweb-Star App. Accessed 08/03/2021.

A higher percentage of 6-8th grade students who are Asian scored At or Above Benchmark compared to their peers.

Race/Ethnicity	Term	At or Above Benchmark	On Watch	Strategic Intervention	Intensive Intervention
Asian	Fall	46.3%	13.8%	16.5%	23.4%
	Winter	48.6%	12.9%	14.8%	23.7%
	Spring	50.9%	14.2%	13.4%	21.5%
Black / African American	Fall	16.8%	12.0%	22.3%	48.9%
	Winter	17.1%	12.0%	20.3%	50.6%
	Spring	18.0%	11.5%	19.5%	50.9%
Hispanic / Latinx	Fall	16.5%	10.8%	19.4%	53.3%
	Winter	17.2%	10.9%	18.7%	53.3%
	Spring	18.4%	11.1%	17.3%	53.2%
Multi-racial / Other	Fall	31.6%	13.7%	18.3%	36.4%
	Winter	31.5%	13.2%	17.9%	37.4%
	Spring	31.5%	13.0%	17.2%	38.3%
White	Fall	42.3%	14.3%	16.8%	26.6%
	Winter	41.7%	13.3%	16.5%	28.5%
	Spring	42.2%	13.0%	14.5%	30.3%

Focus on Grades 9-12

Tier-Level Analysis

The percentage of 10th and 11th grade students requiring Intensive Intervention decreased from fall to spring, while the percentage of 9th and 12th grade students increased.

Grade Level	Term	At or Above Benchmark	On Watch	Strategic Intervention	Intensive Intervention
9th Grade	Fall	28.2%	12.7%	19.5%	39.6%
	Winter	27.4%	13.4%	17.3%	41.9%
	Spring	28.2%	12.6%	18.3%	41.0%
10th Grade	Fall	29.0%	12.6%	18.3%	40.2%
	Winter	27.7%	14.4%	18.4%	39.5%
	Spring	30.0%	13.7%	17.7%	38.5%
11th Grade	Fall	35.5%	12.4%	17.9%	34.2%
	Winter	33.4%	13.3%	17.9%	35.4%
	Spring	31.2%	13.3%	17.9%	37.6%
12th Grade	Fall	30.5%	16.5%	20.2%	32.9%
	Winter	29.1%	14.3%	20.4%	36.3%
	Spring	24.3%	13.7%	18.8%	43.2%

Less than 5% of 9-12th grade students who are ELs scored At or Above Benchmark on their 2020-21 assessments.

Subgroup	Term	At or Above Benchmark	On Watch	Strategic Intervention	Intensive Intervention
ELs (English Learners)	Fall	3.8%	5.4%	14.9%	75.9%
	Winter	3.5%	4.5%	13.3%	78.8%
	Spring	4.8%	5.7%	15.0%	74.6%
Economically Disadvantaged	Fall	23.4%	13.2%	20.4%	43.0%
	Winter	22.4%	13.4%	19.6%	44.6%
	Spring	22.7%	12.9%	19.5%	45.0%
Has IEP (Individualized Education Plan*)	Fall	6.5%	5.3%	13.4%	74.9%
	Winter	5.6%	4.6%	13.2%	76.5%
	Spring	6.1%	4.8%	12.3%	76.8%

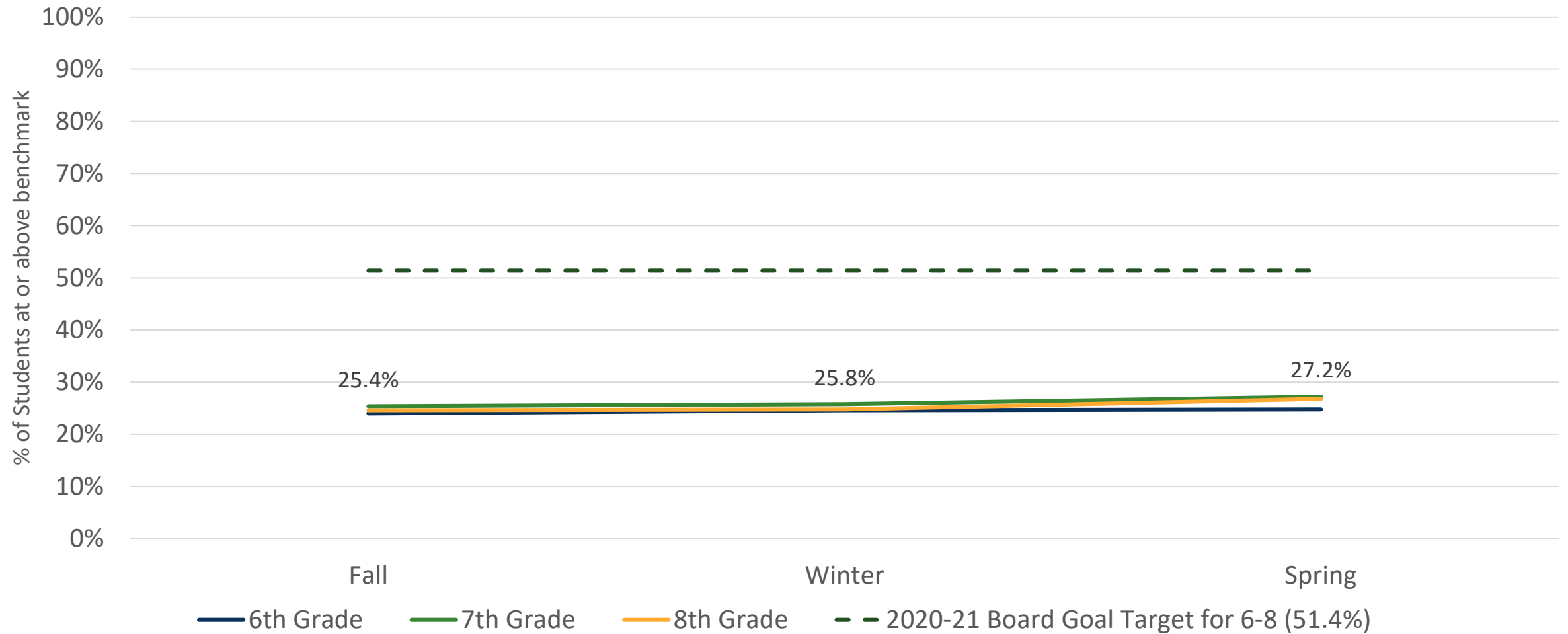
* All students are required to participate except for students who are exempted based on their Individualized Education Plan (IEP). For the Special Education student group, participation rate includes all students, including those who are exempted, in the denominator.

According to their spring assessments, about half of Asian and white 9-12th grade students scored At or Above Benchmark, while about half of Black/African American and Hispanic/Latinx students required Intensive Intervention.

Race/Ethnicity	Term	At or Above Benchmark	On Watch	Strategic Intervention	Intensive Intervention
Asian	Fall	52.7%	13.4%	13.3%	20.6%
	Winter	49.9%	14.9%	14.2%	21.0%
	Spring	49.5%	14.3%	15.4%	20.8%
Black / African American	Fall	22.8%	14.0%	21.4%	41.8%
	Winter	20.8%	14.2%	20.8%	44.2%
	Spring	20.1%	13.5%	20.5%	46.0%
Hispanic / Latinx	Fall	19.9%	12.6%	20.5%	47.0%
	Winter	18.8%	12.5%	19.1%	49.6%
	Spring	18.4%	12.5%	17.8%	51.2%
Multi-racial / Other	Fall	36.3%	14.8%	17.3%	31.7%
	Winter	37.1%	13.6%	15.8%	33.6%
	Spring	34.7%	12.1%	16.9%	36.2%
White	Fall	52.0%	12.3%	13.6%	22.1%
	Winter	51.1%	13.4%	13.6%	22.0%
	Spring	47.7%	13.0%	13.9%	25.4%

Focus on Grades 6-8 School Year Trends

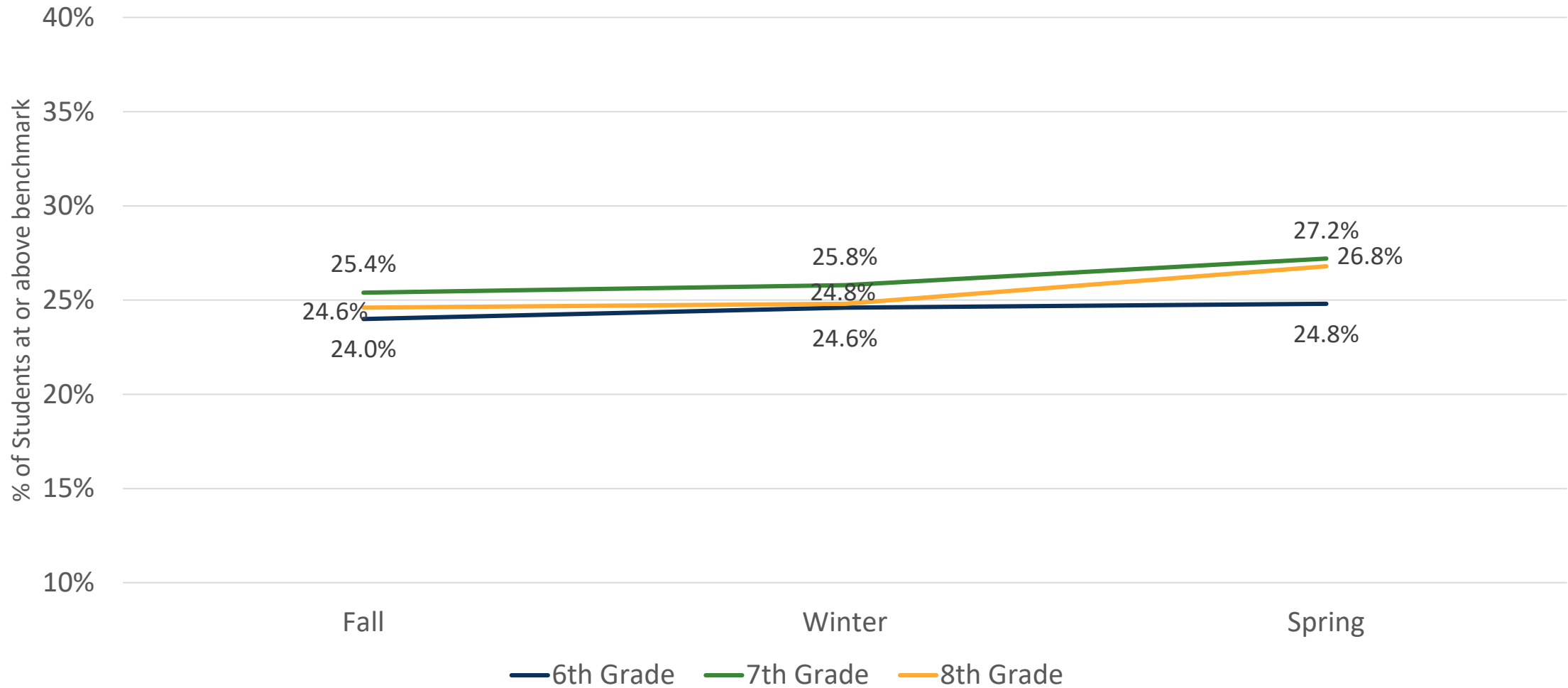
On average, 6-8th grade students did not meet the annual 2021-21 board goal target.



Data labels refer to 7th grade. See next slide for detailed information about all groups. For more information about annual targets and the Board of Education's Goals and Guardrails, please visit philasd.org/era/goals-and-guardrails and click on the "Progress Monitoring Data".

Source: Qlik Aimsweb-Star App. Accessed 08/03/2021.

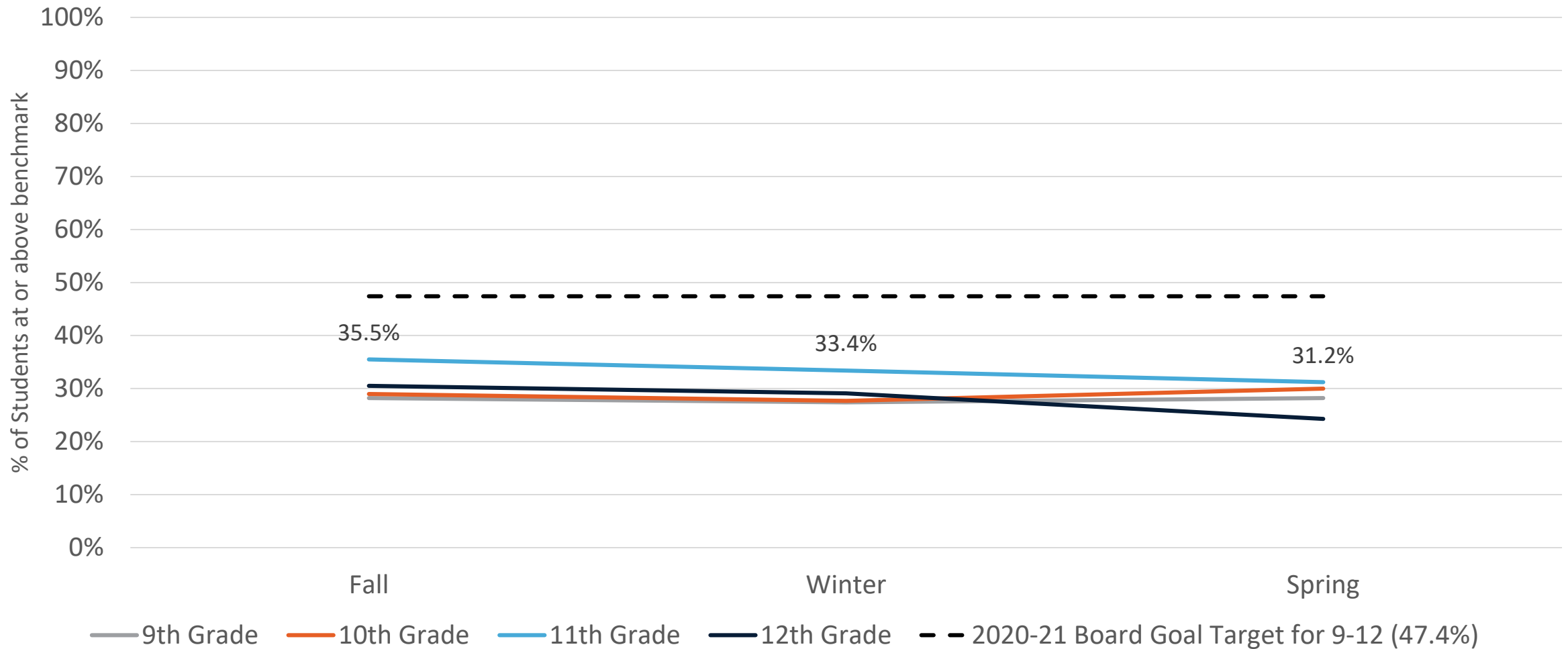
A higher percentage of 7th and 8th grade students scored At or Above Benchmark in spring 2020-21, than 6th grade students.



Focus on Grades 9-12

School Year Trends

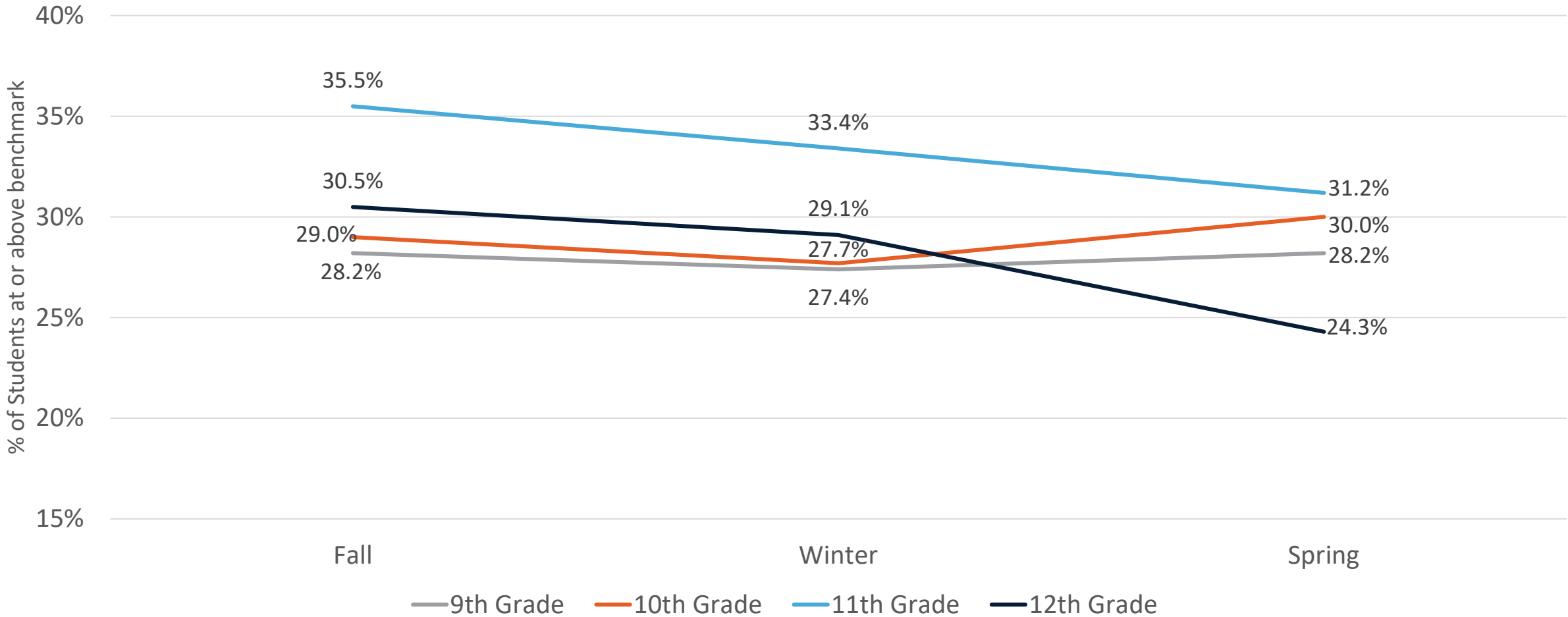
On average, 9-12th grade students did not meet the annual 2021-21 board goal target.



Data labels refer to 11th grade. See next slide for detailed information about all groups. For more information about annual targets and the Board of Education's Goals and Guardrails, please visit philasd.org/era/goals-and-guardrails and click on the "Progress Monitoring Data".

Source: Qlik Aimsweb-Star App. Accessed 08/03/2021.

The percentage of 11th and 12th grade students At or Above Benchmark decreased from fall to spring, while the percentage of 10th grade students At or Above Benchmark increased from fall to spring.



Focus on Grades 6-8
Average National Percentile Rank

On average, 6-8th grade students maintained their National Percentile Rank (NPR) from fall to spring.

Grade Level	Average National Percentile Rank		
	Fall	Winter	Spring
6th Grade	24.0	24.3	24.1
7th Grade	24.4	24.2	24.9
8th Grade	24.2	23.8	24.6

While 6-8th grade students of all races/ethnicities maintained their average NPR from fall to spring, there was about a 20 percentage point difference in average NPRs between Black/African American and Hispanic/Latinx students when compared to white and Asian students.

Subgroup	Average National Percentile Rank		
	Fall	Winter	Spring
Asian	38.6	39.5	41.1
Black / African American	18.9	18.8	18.9
Hispanic Latinx	18.0	18.0	18.6
Multi-racial / Other	29.2	28.7	28.8
White	36.9	36.4	36.0

On the spring assessment, 6-8th grade students who were ELs, or had an IEP had lower average NPRs than Economically Disadvantaged students.

Subgroup	Average National Percentile Rank		
	Fall	Winter	Spring
ELs (English Learners)	8.7	8.8	10.0
Economically Disadvantaged	20.1	20.2	20.9
Has IEP (Individualized Education Plan*)	8.6	8.2	8.1

* All students are required to participate except for students who are exempted based on their Individualized Education Plan (IEP). For the Special Education student group, participation rate includes all students, including those who are exempted, in the denominator.

Focus on Grades 9-12
Average National Percentile Rank

Students in 9th and 10th grade experienced an increase in their average NPR from fall to spring.

Grade Level	Average National Percentile Rank		
	Fall	Winter	Spring
9th Grade	25.9	25.6	26.2
10th Grade	26.0	26.1	27.4
11th Grade	29.9	29.7	28.9
12th Grade	28.6	27.6	24.5

Source: Qlik Aimsweb-Star App. Accessed 08/03/2021.

Across all 2020-21 assessment windows, 9th -12th grade students who are Black/African American or Hispanic/Latinx had a lower average NPR than students who are Asian or white.

Race / Ethnicity	Average National Percentile Rank		
	Fall	Winter	Spring
Asian	40.0	40.2	40.2
Black / African American	22.5	21.7	21.1
Hispanic/Latinx	20.5	19.7	19.6
Multi-racial / Other	31.8	32.6	31.1
White	42.3	42.4	40.5

On the spring assessment, 9th -12th grade students who were ELs, or who had an IEP had lower average NPRs (-14 percentage points) than Economically Disadvantaged students.

Subgroup	Average National Percentile Rank		
	Fall	Winter	Spring
ELs (English Learners)	8.1	7.2	8.5
Economically Disadvantaged	22.7	22.4	22.6
Has IEP (Individualized Education Plan*)	9.5	8.7	8.9

* All students are required to participate except for students who are exempted based on their Individualized Education Plan (IEP). For the Special Education student group, participation rate includes all students, including those who are exempted, in the denominator.

Summary – Star Literacy Grades 6-12

- Star literacy participation rates for 6th -12th grade students decreased between fall and spring.
- The percentage of 10th and 11th grade students requiring Intensive Intervention decreased from fall to spring, while the percentage of 6th - 8th, 9th, and 12th grade students increased.
- A higher percentage of white and Asian 6th -12th grade students scored At or Above Benchmark, compared to Black/African American and Hispanic/Latinx peers.
- The majority of 6th-12th grade students with an IEP or classified as an EL required Intensive Intervention.
- On average, students in 6th-12th grade did not meet the Board Goal Targets.
- The majority of 9th-12th grade students performed lower, on average, than their peers nationwide.