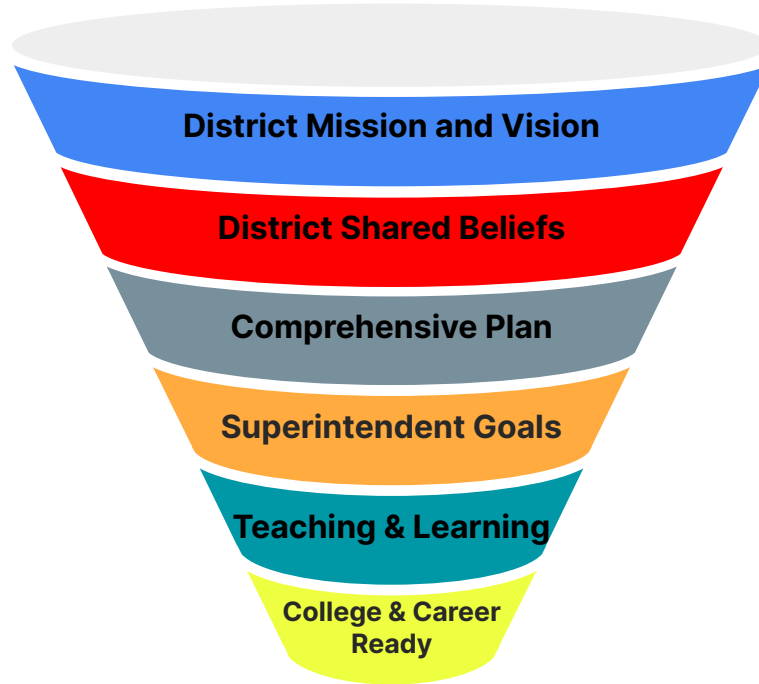# LinkIt!

QCSD Implementation

March 28, 2023

Agenda

- Getting to a Data-Driven Environment
  - Dr. Bill Harner, Quakertown Superintendent
- Elementary Level
  - Dr. Greg Lesher, Quakertown ES Principal & Kelly Cramer, Elementary Supervisor
- Middle School Level
  - Dr. Jennifer Bubser, Strayer MS Principal & Dr. Erin Oleksa-Carter, Middle School Supervisor
- *The End Game* Dashboard - College and Career Readiness
  - Mattias van 't Hoenderdaal, Quakertown High School Principal & Dr. Michael Zackon, High School Supervisor
- Questions

Quakertown Community School District

March 28, 2023

Our Why

Our mission is to prepare all students with the knowledge, habits, and skills they need to graduate ready for college or career and for engaged citizenship, all at the best value to our community.

District Mission and Vision

District Shared Beliefs

Comprehensive Plan

Superintendent Goals

Teaching & Learning

College & Career Ready

Quakertown Theory of Action

- If we create (sustain) a "Good to Great" district, then we will always seek for continuous improvement.
- If we create a systems thinking and data-driven organization, we will become a student-centered organization.
- If we sustain our Six Year Curriculum Cycle, then we will maintain and refine a standards-aligned system with vertical and horizontally aligned curriculum.
- If we continue to offer standards aligned and differentiated curriculum opportunities, then we will have high levels of rigor at all instructional levels.
- If we provide every college bound student the opportunity to take and pass at least one Advanced Placement course and exam, then will will know these students are college ready.
- If we promote social emotional learning practices, then members of our community will feel safe, healthy, and engaged.

Data-Driven Culture - *Begin With The End In Mind*

- Theory of Action
- Create [Superintendent Goals](#) system with The End in Mind ['14-'15](#)
- Adopt a Learning Management System ['15-'16](#) - Canvas
- Adopt a Data Warehouse - Decision Ed and EIDEX ['15-'16](#)
- Create [Instructional Coach Positions](#) for Math and RELA ['16-'17](#)
- Changed Data Warehouse to LinkIt!
- Change from NWEA MAP Assessment System to LinkIt! (2018)
- LinkIt! Intervention Manager (2019)
- Superintendent Goals '22-'23 - "Domain 1: Student Success 4. Data-driven Culture: Develop leadership dashboards that track key performance indicators throughout the year."

Data Mining at the Elementary Level

Supportive Platform

+

Highly Trained Personnel

+

Strong Systems

→ **Data Driven Schools/Org.**
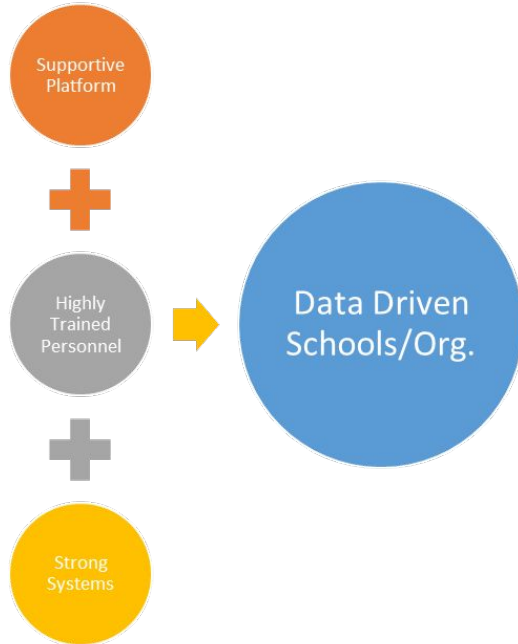
Highly Trained Personnel

- OTL
- Interventionists
- Building Level Coaches

Strong Systems

- Morning PD
- Strategic with Coverage
- Building Level Teams
- Norms for Data Use

UNIT PLANNING CYCLE OVERVIEW

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	**Teach for Mastery** ... *Collect Data, Adjust Lessons, Collect Data, Adjust Lessons*				
Week 2					
Week 3			**Unit Plan Check-In**		
Week 4					
Week 5			**Unit Plan Kickoff Day**	*Unit Planning Interim*	

Item Analysis: Data Drives Instruction

Item Analysis: Data Drives Instruction

2022-23 Gr 4 Math LinkIt! PA Core Form B

Number of results:	45
Average Score	59.9%

Achievement:

51%	27%	9%	11%

Below Basic · Basic · Bubble · Proficient
Advanced

Standard		Question	Percent
CC.2.1.4.B.2	Use place-value understanding and properties of operations to perform multi-digit arithmetic.	10 11 12 13 14 15	95%
CC.2.1.4.B.1	Apply place-value concepts to show an understanding of multi-digit whole numbers.	4 5 6 7 8 9	83%
CC.2.1.4.C.2	Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.	19 20 21 22 23 24	55%
CC.2.1.4.C.1	Extend the understanding of fractions to show equivalence and ordering.	16 17 18	37%
CC.2.2.4.A.1	Represent and solve problems involving the four operations.	1 2 3	37%
CC.2.1.4.C.3	Connect decimal notation to fractions, and compare decimal fractions (base 10 denominator, e.g., 19/100).	25 26 27 28 29 30	28%

Item Analysis: Data Drives Instruction

Standard	Question		Percent
CC.2.1.4.B.2	Use place-value understanding and properties of operations to perform multi-digit arithmetic.	10 11 12 13 14 15	95%
CC.2.1.4.B.1	Apply place-value concepts to show an understanding of multi-digit whole numbers.	4 5 6 7 8 9	83%
CC.2.1.4.C.2	Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.	19 20 21 22 23 24	55%
CC.2.1.4.C.1	Extend the understanding of fractions to show equivalence and ordering.	16 17 18	37%
CC.2.2.4.A.1	Represent and solve problems involving the four operations.	1 2 3	37%
CC.2.1.4.C.3	Connect decimal notation to fractions, and compare decimal fractions (base 10 denominator, e.g., 19/100).	25 26 27 28 29 30	28%

19	B	↕	0.49	20%	49%	0%	31%	0%	CC.2.1.4.C.2	Numbers and Operations —Fractions	Adding and Subtracting like Fractions and Mixed Numbers	DOK 1
20	C	↕	0.33	7%	24%	33%	36%	0%	CC.2.1.4.C.2	Numbers and Operations —Fractions	Adding and Subtracting like Fractions and Mixed Numbers	DOK 1
21	B	↕	0.40	11%	40%	24%	24%	0%	CC.2.1.4.C.2	Numbers and Operations —Fractions	Adding and Subtracting like Fractions and Mixed Numbers	DOK 2

What is the difference of $\frac{4}{7}$ and $\frac{1}{7}$?

A. ☐ $\frac{5}{14}$

B. ☑ $\frac{3}{7}$

C. ☐ $\frac{3}{6}$

D. ☐ $\frac{5}{7}$

10

Elementary Data Driven Instruction & PD

Mathematics Linkit! Benchmark (% Advanced & Proficient)		
	BOY	MOY
2nd Grade	52%	77%
3rd Grade	46%	70%
4th Grade	34%	49%
5th Grade	35%	60%

Mathematics Acadience Screener (% At & Above Benchmark)		
	BOY	MOY
Kindergarten	66%	73%
1st Grade	50%	63%
2nd Grade	53%	68%
3rd Grade	45%	68%
4th Grade	42%	63%
5th Grade	45%	72%

High Quality Instruction and Response to Intervention Plan Math K-5						
Tier 1	Universal Screener - Acadience (K-5) + LinkIt! Benchmarks (2-5) + Common Assessments (K-5)					
Core Instruction Resources						
In classroom differentiation delivered by teacher	Eureka Math	Zearn (1-5)				
Tier 1.5	Universal Screener - Acadience (K-5) + LinkIt! Benchmarks (2-5) + Common Assessments (K-5)					
Whole Class Intervention Resources						
In classroom differentiation delivered by teacher	Spring Math And Spring Math Acquisition Lessons	First in Math K-1 Alignment Guide Standards Correlation link	Fluency Games Grades 2-5 VIP Words	Intensify Concepts and Applications Embedded Vocabulary Routine	Grade Level Cumulative Review Instructional Routine Grades 2-5	Subitizing/ Beginning Quantity Discrimination Skills Grade K Grade 1 Number Talk Arrangement Cards Number Talk Ten Frame Cards Splat
Tier 2	Acadience (K-5) Progress Monitoring. + Spring Math Diagnostic + LinkIt! Benchmarks (2-5) + Common Assessments (K-5) + Intervention Specific Assessments					
Strategic Support Resources						
In classroom or pull out support delivered by classroom teacher or interventionist	Spring Math Acquisition Lessons	Eureka Math	Zearn Student Notes Book	Developing Math Concepts (Acadience Drill-Down Activities, Richardson)	CRA Addition, Subtraction, Multiplication & Division Materials and Resources	
Tier 3	Universal Screener - Acadience (K-5) Progress Monitoring + LinkIt! Benchmarks (2-5) +Common Assessments (K-5) +Intervention Specific Assessments + iReady Benchmark					
Intensive Support Resources						
Pull out support by	iReady	Connecting Math	Eureka			

Strengthening MTSS at the Middle Level

Doing good things for students…

- Sustained QCSD vision
- Using data to inform instruction
- Re-structure of ELA and Math to double periods (84 min)
- Established "What-I-Need" WIN time
- More collaboration between general education teachers and special education teachers
- SAP, SAIP, student meetings, counselor groups, etc.
- Morning Meeting for Social Emotional Learning
- LinkIt! Benchmark Assessments
- Department Meetings
- Coaches, Interventionists, MTSS support

Doing great things for students…

- Middle Level MTSS Teaming Structure
- Partnership with LinkIt!
- More efficient communication and collaboration
- Transition planning and sharing of plans
- Increase focus on progress monitoring
- Effective use of coaches/interventionists
- Streamline processes - Intervention Manager
- Improve teacher capacity in using data
- Teacher driven conversations in curricular revisions - Navigator Reports

Middle Level Highlight - Intervention Manager

- Early Warning System
- Time saver
- Resourceful use of staff
- Easily create documents and plans
- Track growth over time
- Convenience - Data in one location, readily available
- Adding PBIS and behavioral supports

Grade 7 EWS ⓘ			≡
Criteria ↓▼	2022-23 FY Gr 7 Attendance Daily Attendance Rate 33% ▼	2022-23 Full Year Gr 7 SWIS Total Incidents 33% ▼	2023 03 10 Gr 7 PowerSchool Grades Risk Level 33% ▼
Moderate Risk	85.7		No Risk
Moderate Risk	81.6		No Risk
Moderate Risk	87.2		No Risk
Some Risk	89.6	3	No Risk
Some Risk	92.8		High Risk
Some Risk	93.6	9	No Risk
Some Risk	90.4		No Risk
Some Risk	90.4	2	No Risk
Some Risk	95.2	3	Some Risk
Some Risk	93.6		No Risk

Middle Level Highlight - Data Analysis Protocol

- Collaboration among instructional coaches, interventionists, content specialists, Office for Teaching and Learning
- Teacher Data Review Protocol
- LinkIt! Resources for Data Analysis
- Powerpoint to show students how to access their LinkIt! Data

22-23 Grade 7 Science Heredity & Adaptation Assessment
Quakertown Community School District

	District
Results	132
Percent Score	76%

SUMMARY   TAGS

Item ↑	Correct Answer		Avg. Point	A	B	C	D	u/a	Standard ☐ Show full description
1	A	↓	1.91	95%	1%	3%	1%	0%	MS-LS4-3.
2	B	↓	1.86	5%	93%	2%	0%	0%	MS-LS4-2.
3	A	↓	1.64	82%	8%	5%	6%	0%	MS-ESS1-4. MS-LS4-1.
4	D	↓	0.59	32%	38%	1%	30%	0%	MS-LS3-1. MS-LS4-6.
5	C	↓	1.77	5%	0%	89%	6%	0%	MS-LS3-1. MS-LS4-6.
6	.	↓	0.80	.	.	.	.	.	MS-LS4-4.
7	.	↓	3.44	.	.	.	.	.	MS-LS4-6.
8	.	↓	3.41	.	.	.	.	.	MS-LS3-2.
9	C	↓	1.45	4%	14%	73%	10%	0%	MS-LS3-1. MS-LS3-2.
10	.	↓	2.71	.	.	.	.	.	MS-LS4-5.
11	.	↓	5.02	.	.	.	.	.	MS-LS4-5.

14

Navigator Reports: Program Review

ACCESS for ELLs Achievement
Same students, different grades

	# in 2020-21 to 2021-22 Cohort	Average Score			Positive Growth		Negative Growth	
		2020-21	2021-22	*Diff*	%	Growth	%	Growth
GK-G1	8	1.7	2.9	*1.3*	100%	*1.3*	0%	
G1-G2	9	2.5	2.9	*0.4*	67%	*0.8*	33%	*-0.4*
G2-G3	23	3.3	3.5	*0.3*	74%	*0.5*	26%	*-0.3*
G3-G4	11	3.1	3.8	*0.7*	91%	*0.8*	9%	*-0.5*
G4-G5	14	4.0	4.4	*0.4*	57%	*0.9*	43%	*-0.3*
G6-G7	7	3.7	3.8	*0.1*	57%	*0.4*	43%	*-0.4*
G7-G8	10	3.5	3.8	*0.3*	70%	*0.5*	30%	*-0.2*
G8-G9	6	3.2	3.2	*0.0*	50%	*0.4*	50%	*-0.4*
G9-G10	5	2.9	3.2	*0.3*	80%	*0.4*	20%	*-0.2*
G10-G11	4	2.8	2.1	*-0.7*	0%		100%	*-0.7*
G11-G12	6	2.5	2.8	*0.3*	50%	*0.6*	50%	*-0.1*
All Grades	**103**	**3.1**	**3.5**	***0.4***	68%	*0.7*	32%	*-0.3*

Current Dashboard and the End Game!

Activities	
Adventure Games Club	Reading Olympics
Best Buddies	Robotics
Chess Club	School Spirit Club
Cybersecurity Club	Science National Honor Society
Dance Team	Shakespeare Club

SAP Referrals	22/23 As of 2/17
Received in District	344
Approved in District	5
Rejected in District	0
Closed in District	218

Mini Thon	
Mock Trial Club	
Music Program	
National Honor Society	
Photography	
Physics Club	
Psychology Club	
Q Rock CLub	

Panoram

Classroo
Classroo
Classroo
Classroo
Pedagog

Class of 2023
Keystone Best
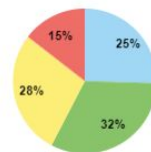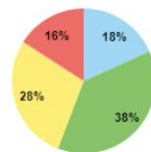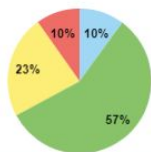
Student		Race		Gender		2023 GR 7-12 BEST KEYSTONE LIT		2023 GR 7-12 BEST KEYSTONE BIO		2023 GR 7-12 BEST KEYSTONE ALG	
Student	▼	**Race**	▼	**Gender**	▼	**Level** ↓	▼	**Level**	▼	**Level**	▼
Carrillo, K		Hispanic		Male		Proficient		Basic		Basic	
Kent, L		White		Female		Proficient		Proficient		Proficient	
Ayers, M		White		Male		Proficient		Basic		Proficient	
Shannon, O		White		Female		Proficient		Proficient		Proficient	
Hull, R		White		Male		Proficient		Proficient		Proficient	
Browning, T		Black		Female		Proficient		Proficient		Advanced	
Chang, W		White		Male		Proficient		Advanced		Proficient	
House, X		White		Female		Proficient		Basic		Proficient	
Landry, E		White		Male		Proficient		Proficient		Basic	
Durham, F		White		Male		Proficient		Below Basic		Basic	
Barr, H		White		Male		Proficient		Advanced		Proficient	
						Count: 396	▼	Count: 383	▼	Count: 385	▼

Customizable Student Fingertip Report

2022-23 Grade:	10				Prog:	Gifted	504	ELL	IEP
									✓

	Daily Rate	Total Days Present	Total Days Possible	Total Absences	Excused Absences	Unexcused Absences	Total Tardies	Excused Tardies	Unexcused Tardies
2022-23 YTD Attendance	96%	91	95	4	4	0	1	0	1

2022-23 Gr HS Literature LinkIt! Keystone

	Form A	Form B
Overall Score	48%	38%

Standards:	Form A	Form B
L.F.1.3	67%	100%
L.F.2.5	50%	100%
L.N.1.2	50%	75%
L.F.1.1	67%	67%
L.F.2.3	67%	50%
L.F.2.1	67%	33%
L.F.2.4	33%	33%
L.N.2.2	67%	33%
L.N.2.3	17%	33%
L.F.2.2	50%	25%
L.N.1.1	50%	25%
L.F.1.2	50%	0%
L.N.1.3	67%	0%
L.N.2.1	67%	0%
L.N.2.4	100%	0%

2022-23 Gr HS Alg I LinkIt! Keystone

	Form A	Form B
Overall Score	36%	32%

Standards:	Form A	Form B
A1.2.1.1	33%	100%
A1.1.1.3	0%	67%
A1.1.1.4	67%	67%
A1.2.2.2	33%	67%
A1.1.1.2	0%	33%
A1.1.2.1	67%	33%
A1.1.2.2	33%	33%
A1.1.3.2	33%	33%
A1.2.1.2	100%	33%
A1.2.3.2	33%	33%
A1.2.2.1	20%	20%
A1.1.1.1	33%	0%
A1.1.1.5	33%	0%
A1.1.3.1	33%	0%
A1.2.3.1	33%	0%

2022-23 Gr HS Biology LinkIt! Keystone

	Form A	Form B
Overall Score	43%	33%

Standards:	Form A	Form B
BIO.A.3.1	100%	75%
BIO.A.1.2	67%	67%
BIO.B.1.2	33%	67%
BIO.B.3.3	33%	67%
BIO.A.3.2	33%	50%
BIO.A.4.1	75%	50%
BIO.A.1.1	33%	33%
BIO.A.2.1	0%	33%
BIO.A.2.3	100%	33%
BIO.B.1.1	67%	33%
BIO.B.2.1	67%	33%
BIO.B.2.2	0%	33%
BIO.B.3.2	33%	33%
BIO.B.4.2	60%	20%
BIO.A.2.2	0%	0%
BIO.B.2.3	0%	0%
BIO.B.2.4	0%	0%
BIO.B.3.1	67%	0%
BIO.B.4.1	33%	0%

Topics:	Form A	Form B
Reading for Meaning—Fiction	60%	50%
Reading for Meaning—Nonfiction	55%	45%
Analyzing and Interpreting Literature—Fiction	56%	44%
Analyzing and Interpreting Literature—Nonfiction	32%	21%

Topics:	Form A	Form B
Functions	67%	67%
Coordinate Geometry	25%	38%
Operations with Real Numbers and Expressions	27%	33%
Linear Equations	50%	33%
Linear Inequalities	33%	17%
Data Analysis	33%	11%

Topics:	Form A	Form B
Bioenergetics	67%	67%
Basic Biological Principles	50%	50%
Homeostasis and Transport	75%	50%
Cell Growth and Reproduction	50%	50%
Theory of Evolution	44%	33%
The Chemical Basis for Life	33%	22%
Genetics	17%	17%
Ecology	50%	13%

Note: Standards and Topics are ordered based on the student's most recent Benchmark.

| 2022-23 Course Grades	M1	M2
English II	N/A	76
Algebra I	92	87
Biology	81	79
World History	86	83

2022-23 Common Assessments

Cell Structure and Function	42%

Tracking Student Success of our Future Graduates

Linkit supports collecting and tracking Act 158 Graduation Requirements, including creating a report, PDE extract, giving us flexibility to add in Evidence Based Pathway information and supporting our counselors throughout the process.

Graduation Year	# of students	% Total Met Graduation Requirements		Keystone Proficiency Pathway		Keystone Composite Pathway		% Met Alternate Pathway		% Met Evidence Based Pathway		% Met CTE Pathway		% Met IEP Pathway	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
2026 (Freshmen)	694	1	0.1%	1	0.1%		0.0%		0.0%		0.0%		0.0%		0.0%
2025 (Sophomores)	696	16	2.3%	11	1.6%	5	0.7%		0.0%		0.0%		0.0%		0.0%
2024 (Juniors)	658	125	19.0%	119	18.1%	6	0.9%		0.0%		0.0%		0.0%		0.0%
2023 (Seniors)	711	469	66.0%	374	52.6%	95	13.4%		0.0%		0.0%		0.0%		0.0%
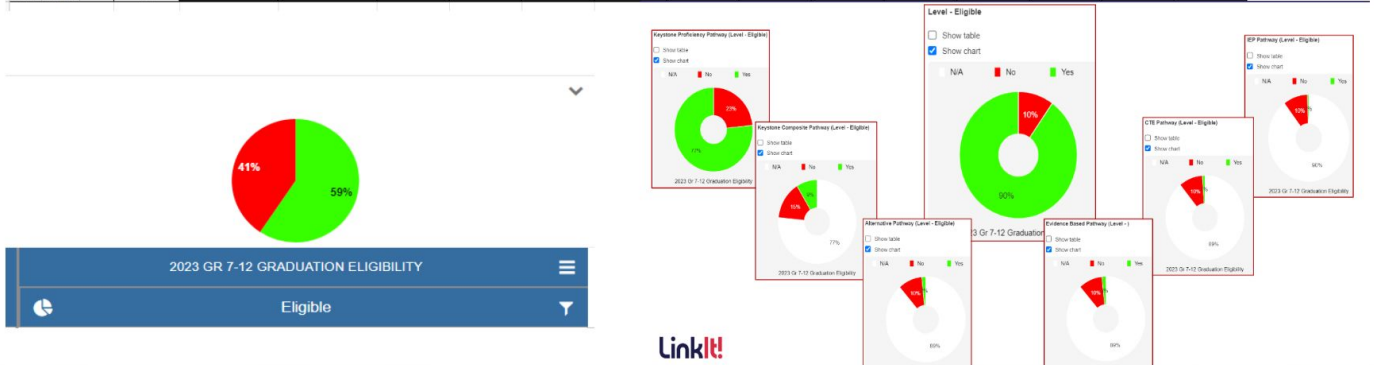
Our End Game

➢ Keystone Assessments

➢ Attendance

➢ Benchmark Assessments

➢ PSAT, CCR, and other!

Annual Longitudinal Data

Achievement Levels:

Advanced	1546–1800	1584–1800	1549–1800
Proficient	1500–1545	1500–1583	1500–1548
Basic	1439–1499	1444–1499	1460–1499
Below Basic	1200–1438	1200–1443	1200–1459

Number of Results:
% Meeting Requirement:
% Not Meeting Requirement:

|								% Passed			# of results			Requirement							
			Summary Results					37%	48%	43%	338	350	346	>=1	3	>=4452*					
Grade	Eligible for Graduation	Keystone Proficiency	Keystone Composite	Alternate Pathway	Evidence Based	CTE	IEP	Passed ALG	Passed LIT	Passed BIO	Keystone Algebra Best Score	Keystone Literature Best Score	Keystone Biology Best Score	# Passed	# Basic + Above	Best Scores	Passed Alternate Pathway?	Passed ALG Course	Passed LIT Course	Passed BIO Course
11	Yes	Yes	N/A	N/A	N/A	N/A	N/A	Yes	Yes	Yes	1513	1533	1516	3	3	4562	N/A	Yes	Yes	
11	Yes	Yes	N/A	N/A	N/A	N/A	N/A	Yes	Yes	Yes	1525	1527	1510	3	3	4562	N/A	Yes	Yes	
11	Yes	Yes	N/A	N/A	N/A	N/A	N/A	Yes	Yes	Yes	1514	1533	1513	3	3	4560	N/A	Yes	Yes	
11	Yes	Yes	N/A	N/A	N/A	N/A	N/A	Yes	Yes	Yes	1509	1511	1540	3	3	4560	N/A	Yes	Yes	
11	Yes	Yes	N/A	N/A	N/A	N/A	N/A	Yes	Yes	Yes	1526	1521	1512	3	3	4559	N/A	Yes	Yes	
11	Yes	Yes	N/A	N/A	N/A	N/A	N/A	Yes	Yes	Yes	1509	1516	1533	3	3	4558	N/A	Yes	Yes	
11	Yes	Yes	N/A	N/A	N/A	N/A	N/A	Yes	Yes	Yes	1514	1516	1523	3	3	4553	N/A	Yes	Yes	
11	Yes	Yes	N/A	N/A	N/A	N/A	N/A	Yes	Yes	Yes	1501	1511	1536	3	3	4548	N/A		Yes	
11	Yes	Yes	N/A	N/A	N/A	N/A	N/A	Yes	Yes	Yes	1505	1516	1523	3	3	4544	N/A	Yes	Yes	
11	Yes	Yes	N/A	N/A	N/A	N/A	N/A	Yes	Yes	Yes	1500	1506	1536	3	3	4542	N/A	Yes	Yes	
11	Yes	Yes	N/A	N/A	N/A	N/A	N/A	Yes	Yes	Yes	1505	1511	1524	3	3	4540	N/A	Yes	Yes	
11	Yes	Yes	N/A	N/A	N/A	N/A	N/A	Yes	Yes	Yes	1505	1511	1524	3	3	4540	N/A	Yes	Yes	
11	Yes	Yes	N/A	N/A	N/A	N/A	N/A	Yes	Yes	Yes	1501	1521	1507	3	3	4529	N/A	Yes	Yes	
11	Yes	Yes	N/A	N/A	N/A	N/A	N/A	Yes	Yes	Yes	1506	1516	1507	3	3	4529	N/A	Yes	Yes	
11	Yes	Yes	N/A	N/A	N/A	N/A	N/A	Yes	Yes	Yes	Exempt	1527	1559	3	3	3086	N/A	Yes	Yes	
11	Yes	Yes	N/A	N/A	N/A	N/A	N/A	Yes	Yes	Yes	Exempt	1551	1534	3	3	3085	N/A	Yes	Yes	
11	Yes	Yes	N/A	N/A	N/A	N/A	N/A	Yes	Yes	Yes	Exempt	1538	1526	3	3	3064	N/A	Yes	Yes	
11	Yes	Yes	N/A	N/A	N/A	N/A	N/A	Yes	Yes	Yes	Exempt	1538	1524	3	3	3062	N/A	Yes	Yes	
11	Yes	Yes	N/A	N/A	N/A	N/A	N/A	Yes	Yes	Yes	Exempt	1501	1551	3	3	3052	N/A	Yes	Yes	
11	Yes	No	Yes	N/A	N/A	N/A	N/A	No	Yes	Yes	1497	1610	1534	2	3	4641	N/A	Yes	Yes	
11	Yes	No	Yes	N/A	N/A	N/A	N/A	No	Yes	Yes	1497	1589	1551	2	3	4637	N/A	Yes	Yes	
11	Yes	No	Yes	N/A	N/A	N/A	N/A	Yes	No	Yes	1574	1492	1547	2	3	4613	N/A	Yes	Yes	
11	Yes	No	Yes	N/A	N/A	N/A	N/A	No	Yes	Yes	1493	1565	1551	2	3	4609	N/A	Yes	Yes	
11	Yes	No	Yes	N/A	N/A	N/A	N/A	No	Yes	Yes	1494	1558	1540	2	3	4592	N/A	Yes	Yes	
11	Yes	No	Yes	N/A	N/A	N/A	N/A	Yes	Yes	No	1530	1565	1488	2	3	4583	N/A	Yes	Yes	
11	Yes	No	Yes	N/A	N/A	N/A	N/A	No	Yes	Yes	1493	1533	1541	2	3	4567	N/A	Yes	Yes	
11	Yes	No	Yes	N/A	N/A	N/A	N/A	No	Yes	Yes	1497	1538	1531	2	3	4566	N/A	Yes	Yes	
11	Yes	No	Yes	N/A	N/A	N/A	N/A	No	Yes	Yes	1485	1521	1555	2	3	4561	N/A	Yes	Yes	
11	Yes	No	Yes	N/A	N/A	N/A	N/A	No	Yes	Yes	1475	1533	1553	2	3	4561	N/A	Yes	Yes	
11	Yes	No	Yes	N/A	N/A	N/A	N/A	Yes	No	Yes	1517	1482	1561	2	3	4560	N/A	Yes	Yes	
11	Yes	No	Yes	N/A	N/A	N/A	N/A	Yes	No	Yes	1517	1482	1561	2	3	4560	N/A	Yes	Yes	
11	Yes	No	Yes	N/A	N/A	N/A	N/A	No	Yes	Yes	1480	1538	1536	2	3	4554	N/A	Yes	Yes	
11	Yes	No	Yes	N/A	N/A	N/A	N/A	No	Yes	Yes	1485	1544	1523	2	3	4552	N/A	Yes	Yes	
11	Yes	No	Yes	N/A	N/A	N/A	N/A	Yes	Yes	No	1521	1551	1478	2	3	4550	N/A	Yes	Yes	
11	Yes	No	Yes	N/A	N/A	N/A	N/A	No	Yes	Yes	1493	1527	1528	2	3	4548	N/A	Yes	Yes	

Analysis by Race - All Exams

- Average AP scores across all subjects by race and what % of students are scoring above 3 or higher
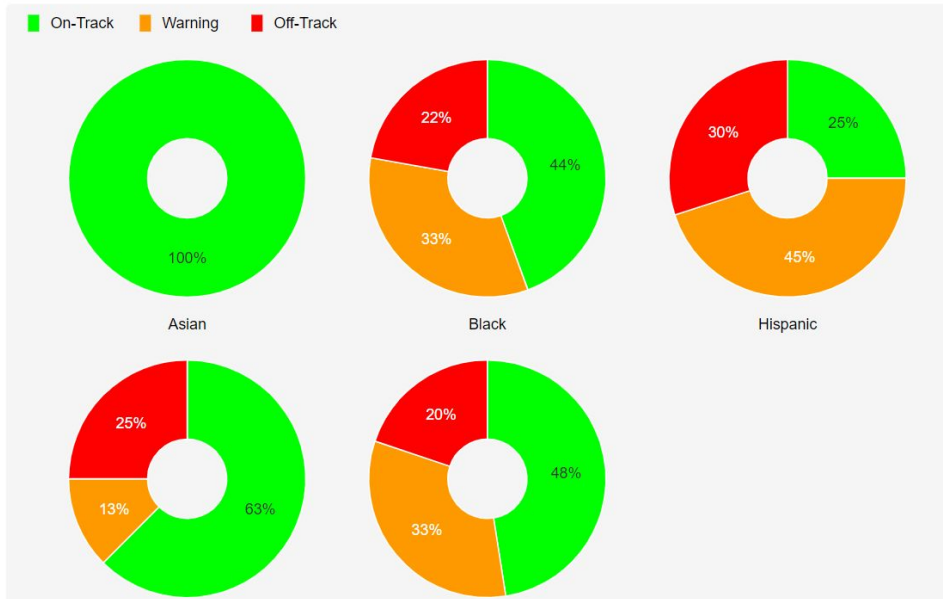
Quakertown Community School District

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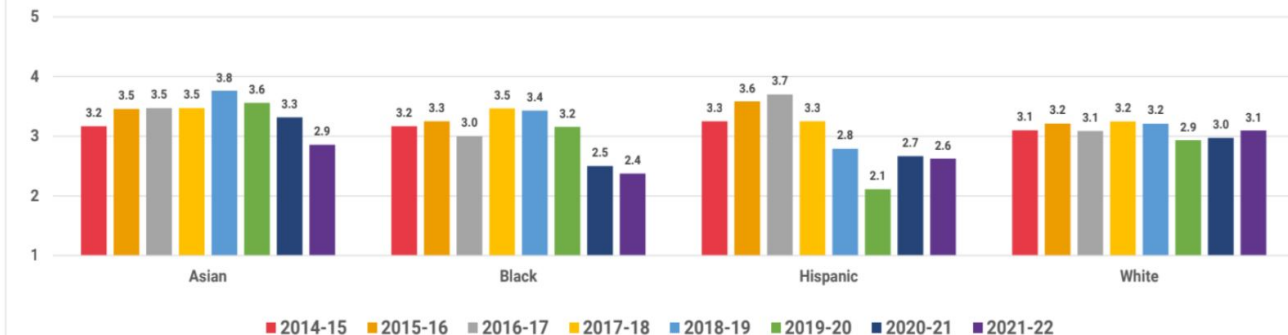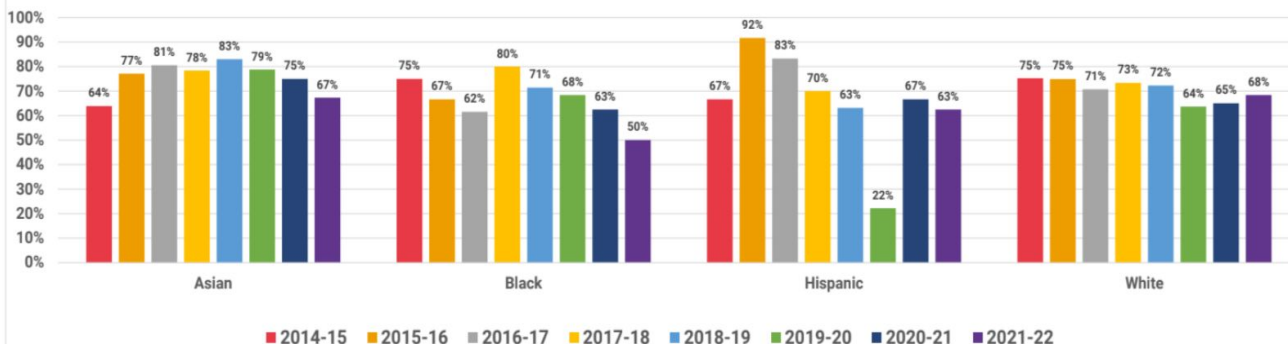
Race	Off-Track	Warning	On-Track
Asian	0% (0/3)	0% (0/3)	100% (3/3)
Black	22% (2/9)	33% (3/9)	44% (4/9)
Hispanic	30% (6/20)	45% (9/20)	25% (5/20)
Multi	25% (2/8)	13% (1/8)	63% (5/8)
White	20% (28/141)	33% (46/141)	48% (67/141)

Customizable Building Specific Reports

As a subset of our MTSS work, which aligns to our Comprehensive Plan goal, this report encompasses all students in grades 9-12 and their SWIS behavior results for the 2022-23 school year.

Questions?