School Progress Report on Education and Equity (SPREE) Metrics and Metric Targets by Domain and Report Type

Office of Evaluation, Research, and Accountability
School District of Philadelphia
Updated July 2022
School Progress Report on Education and Equity (SPREE) Metrics by Domain and Report Type

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## Reading/ELA (Elementary, Middle, and K-8 Schools)

<table>
<thead>
<tr>
<th>Metric Name</th>
<th>Grade Spans Receiving Metric</th>
<th>Scored or Informational</th>
<th>Method of Determining Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSSA ELA - % of Students Proficient/Advanced, Grades 3-8</td>
<td>Elementary, K-8, Middle</td>
<td>Scored</td>
<td>Board targets</td>
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<tr>
<td>- All Students, and</td>
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<tr>
<td>- By Student Group</td>
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<tr>
<td>PSSA ELA - Strong Evidence of Exceeding State Growth Standard [Average Growth Index (AGI)]</td>
<td>Elementary, K-8, Middle</td>
<td>Scored</td>
<td>State targets</td>
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<td>- All Students, and</td>
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<tr>
<td>- By Student Group</td>
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<tr>
<td>Within-Year ELA Assessments: % of Students at Grade Level by End of Year, Grades 3-8</td>
<td>Elementary, K-8, Middle</td>
<td>Informational</td>
<td>-</td>
</tr>
<tr>
<td>Within-Year ELA Assessments: % of Students Participating, Grades 3-8</td>
<td>Elementary, K-8, Middle</td>
<td>Informational</td>
<td>-</td>
</tr>
<tr>
<td>PSSA ELA - % of Students Proficient/Advanced, Grade 3</td>
<td>Elementary, K-8</td>
<td>Scored</td>
<td>Board targets</td>
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<tr>
<td>- All Students, and</td>
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<tr>
<td>- By Student Group</td>
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<tr>
<td>Within-Year ELA Assessments: % of Students at Grade Level by End of Year, Grades K-3</td>
<td>Elementary, K-8</td>
<td>Informational</td>
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<tr>
<td>Within-Year ELA Assessments: % of Students Participating, Grades K-3</td>
<td>Elementary, K-8</td>
<td>Informational</td>
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</tr>
<tr>
<td>% of English Learners Meeting Individual Growth Target</td>
<td>Elementary, K-8</td>
<td>Scored</td>
<td>State targets</td>
</tr>
<tr>
<td>% of English Learners Meeting 50-99% of Growth Target, % Meeting 0-49% of Growth Target, % Losing Ground</td>
<td>Elementary, K-8, Middle</td>
<td>Informational</td>
<td>-</td>
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## Math/Science (Elementary, Middle, and K-8 Schools)

<table>
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<tr>
<th>Metric Name</th>
<th>Grade Spans Receiving Metric</th>
<th>Scored or Informational</th>
<th>Method of Determining Rating</th>
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</thead>
<tbody>
<tr>
<td>PSSA Math - % of Students Proficient/Advanced, Grades 3-8</td>
<td>Elementary, K-8, Middle</td>
<td>Scored</td>
<td>Board targets</td>
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<tr>
<td>- All Students, and</td>
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<td>- By Student Group</td>
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<tr>
<td>PSSA Math - Strong Evidence of Exceeding State Growth Standard [Average Growth Index (AGI)]</td>
<td>Elementary, K-8, Middle</td>
<td>Scored</td>
<td>State targets</td>
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<tr>
<td>- By Student Group</td>
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<tr>
<td>Within-Year Math Assessments: % of Students at Grade Level by End of Year, Grades 3-8</td>
<td>Elementary, K-8, Middle</td>
<td>Informational</td>
<td>-</td>
</tr>
<tr>
<td>Within-Year Math Assessments: % of Students Participating, Grades 3-8</td>
<td>Elementary, K-8, Middle</td>
<td>Informational</td>
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</tr>
<tr>
<td>PSSA Science - % of Students Proficient/Advanced, Grades 4 and 8</td>
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<td>Informational</td>
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<td>PSSA Science - Strong Evidence of Exceeding State Growth Standard [Average Growth Index (AGI)]</td>
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## College and Career (High Schools)

<table>
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<tr>
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<th>Grade Span Receiving Metric</th>
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<th>Method of Determining Rating</th>
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<tbody>
<tr>
<td>% of 11th Graders Proficient on Algebra I, Biology, and Literature Keystones</td>
<td>High</td>
<td>Scored</td>
<td>Board targets</td>
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<tr>
<td>- All Students, and</td>
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<tr>
<td>- By Student Group</td>
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<tr>
<td>Keystone Algebra I - Strong Evidence of Exceeding State Growth Standard</td>
<td>High</td>
<td>Scored</td>
<td>State targets</td>
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<tr>
<td>[Average Growth Index (AGI)],</td>
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<td>- All Students, and</td>
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<tr>
<td>Keystone Biology - Strong Evidence of Exceeding State Growth Standard</td>
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<td>Scored</td>
<td>State targets</td>
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<td>[Average Growth Index (AGI)],</td>
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<tr>
<td>Keystone Literature - Strong Evidence of Exceeding State Growth Standard</td>
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<td>Scored</td>
<td>State targets</td>
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<td>[Average Growth Index (AGI)],</td>
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<tr>
<td>% of 10th Graders Proficient on Algebra, Biology, and Literature Keystones</td>
<td>High</td>
<td>Informational</td>
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<tr>
<td>Within-Year ELA Assessments: % of Students at Grade Level by End of Year,</td>
<td>High</td>
<td>Informational</td>
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<tr>
<td>Grades 9-11</td>
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<tr>
<td>Within-Year ELA Assessments: % of Students Participating, Grades 9-11</td>
<td>High</td>
<td>Informational</td>
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<tr>
<td>Within-Year Math Assessments: % of Students at Grade Level by End of Year,</td>
<td>High</td>
<td>Informational</td>
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<tr>
<td>Grades 9-11</td>
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<tr>
<td>Within-Year Math Assessments: % of Students Participating, Grades 9-11</td>
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<td>Informational</td>
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<tr>
<td>% of 12th Grade CTE Students Meeting Industry Standards on NOCTI/NIMS</td>
<td>High</td>
<td>Scored</td>
<td>Board targets</td>
</tr>
</tbody>
</table>

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<table>
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<th>Scored or Informational</th>
<th>Method of Determining Rating</th>
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<tbody>
<tr>
<td>% of 11th Grade CTE Students Passing Level 2 Coursework</td>
<td>High</td>
<td>Informational</td>
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<tr>
<td>% of 10th Grade CTE Students Passing Level 1 Coursework</td>
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<td>Informational</td>
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</tr>
<tr>
<td>Four-Year Cohort Graduation Rate,</td>
<td>High</td>
<td>Scored</td>
<td>State targets</td>
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<tr>
<td>- All Students, and</td>
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<td>- By Student Group</td>
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<tr>
<td>Ninth-Grade On-Track Rate</td>
<td>High</td>
<td>Informational</td>
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<tr>
<td>% of Students Meeting Standard on an AP Exam, on an IB Exam, or in Dual</td>
<td>High</td>
<td>Informational</td>
<td>-</td>
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<tr>
<td>Enrollment Courses by End of 12th Grade</td>
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<tr>
<td>% of Students Participating but Not Meeting Standard on an AP Exam, on an</td>
<td>High</td>
<td>Informational</td>
<td>-</td>
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<tr>
<td>IB Exam, or in Dual Enrollment Courses by the End of 12th Grade</td>
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<tr>
<td>% of Students Not Participating in an AP Exam, an IB Exam, or a Dual</td>
<td>High</td>
<td>Informational</td>
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<tr>
<td>Enrollment Course by the End of 12th Grade</td>
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<tr>
<td>% of Students Completing FAFSA by the End of 12th Grade</td>
<td>High</td>
<td>Informational</td>
<td>-</td>
</tr>
<tr>
<td>First-Fall College Matriculation</td>
<td>High</td>
<td>Informational</td>
<td>-</td>
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<tr>
<td>% of English Learners Meeting Individual Growth Target</td>
<td>High</td>
<td>Scored</td>
<td>State targets</td>
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<td>% of English Learners Meeting 50-99% of Growth Target, % Meeting 0-49% of</td>
<td>High</td>
<td>Informational</td>
<td>-</td>
</tr>
<tr>
<td>Growth Target, % Losing Ground</td>
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</table>
## Climate, Culture, and Opportunity (All Schools)

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<th>Scored or Informational</th>
<th>Method of Determining Rating</th>
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</thead>
<tbody>
<tr>
<td>School Climate Score - District-Wide Survey</td>
<td>Elementary, K-8, Middle, High</td>
<td>Scored</td>
<td>Board targets</td>
</tr>
<tr>
<td>Student Climate Rating</td>
<td>Elementary, K-8, Middle, High</td>
<td>Informational</td>
<td>-</td>
</tr>
<tr>
<td>Parent Climate Rating</td>
<td>Elementary, K-8, Middle, High</td>
<td>Informational</td>
<td>-</td>
</tr>
<tr>
<td>Teacher Climate Rating</td>
<td>Elementary, K-8, Middle, High</td>
<td>Informational</td>
<td>-</td>
</tr>
<tr>
<td>School Instruction Score - District-Wide Survey</td>
<td>Elementary, K-8, Middle, High</td>
<td>Scored</td>
<td>Board targets</td>
</tr>
<tr>
<td>Student Instruction Rating</td>
<td>Elementary, K-8, Middle, High</td>
<td>Informational</td>
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</tr>
<tr>
<td>Parent Instruction Rating</td>
<td>Elementary, K-8, Middle, High</td>
<td>Informational</td>
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<tr>
<td>Teacher Instruction Rating</td>
<td>Elementary, K-8, Middle, High</td>
<td>Informational</td>
<td>-</td>
</tr>
<tr>
<td>School Relationship Score - District-Wide Survey</td>
<td>Elementary, K-8, Middle, High</td>
<td>Scored</td>
<td>Board targets</td>
</tr>
<tr>
<td># of Full Time Equivalents (FTEs) Providing Behavioral/Mental Health Supports</td>
<td>Elementary, K-8, Middle, High</td>
<td>Informational</td>
<td>-</td>
</tr>
<tr>
<td>Whether School is Lead Safe and Has No Asbestos Detected</td>
<td>Elementary, K-8, Middle, High</td>
<td>Informational</td>
<td>-</td>
</tr>
<tr>
<td>Whether School has a SAC that Meets 3+ Times Per Year</td>
<td>Elementary, K-8, Middle, High</td>
<td>Informational</td>
<td>-</td>
</tr>
<tr>
<td>% of Students Attending 95+ of Days</td>
<td>Elementary, K-8, Middle, High</td>
<td>Scored</td>
<td>Informed by State targets</td>
</tr>
<tr>
<td>% of Students Attending 90%+ of Days</td>
<td>Elementary, K-8, Middle, High</td>
<td>Scored</td>
<td>State targets</td>
</tr>
<tr>
<td>% of Students Attending 95+ of Days, 90-95%, 85-90%, 80-85%, or Less Than 80% of Days</td>
<td>Elementary, K-8, Middle, High</td>
<td>Informational</td>
<td>-</td>
</tr>
<tr>
<td>Metric Name</td>
<td>Grade Spans Receiving Metric</td>
<td>Scored or Informational</td>
<td>Method of Determining Rating</td>
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<tr>
<td>% of Teacher Attending 95%+ of Days</td>
<td>Elementary, K-8, Middle, High</td>
<td>Informational</td>
<td>-</td>
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<tr>
<td>Year-to-Year Teacher Retention</td>
<td>Elementary, K-8, Middle, High</td>
<td>Informational</td>
<td>-</td>
</tr>
<tr>
<td>% of Black/African American and Hispanic/Latinx Students Qualified to Attend Special Admission High Schools</td>
<td>K-8, Middle</td>
<td>Informational</td>
<td>-</td>
</tr>
<tr>
<td>% of Students Participating in Visual/Performing Arts courses</td>
<td>Elementary, K-8, Middle</td>
<td>Informational</td>
<td>-</td>
</tr>
<tr>
<td>% of Students Participating in Co-Curricular Activities/Athletics</td>
<td>High</td>
<td>Informational</td>
<td>-</td>
</tr>
<tr>
<td>% of Students with Zero Out-of-School Suspensions</td>
<td>Elementary, Middle, K-8, High</td>
<td>Scored</td>
<td>Research-informed</td>
</tr>
<tr>
<td>% of Suspensions Given to Each Racial/Ethnic Subgroup, Compared to % of Students in Each Group</td>
<td>Elementary, Middle, K-8, High</td>
<td>Informational</td>
<td>-</td>
</tr>
<tr>
<td>% of Students Participating in AP, IB, and Dual Enrollment Courses by Racial/Ethnic Subgroup, Compared to % of Students in Each Group</td>
<td>High</td>
<td>Informational</td>
<td>-</td>
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</tbody>
</table>
## Metric Targets by Year

<table>
<thead>
<tr>
<th>Metric</th>
<th>Domain</th>
<th>Target Alignment</th>
<th>2020-2021 Target</th>
<th>2021-2022 Target</th>
<th>2022-2023 Target</th>
<th>2023-2024 Target</th>
<th>2024-2025 Target</th>
<th>2025-2026 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSSSA ELA - % of Students Proficient/Advanced, Grades 3-8</td>
<td>Reading/ELA</td>
<td>Board Goals</td>
<td>38.6%</td>
<td>42.5%</td>
<td>47.4%</td>
<td>52.7%</td>
<td>58.6%</td>
<td>65.0%</td>
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<tr>
<td>PSSSA ELA - Strong Evidence of Exceeding State Growth Standard [Average Growth Index (AGI)]</td>
<td>Reading/ELA</td>
<td>State Targets</td>
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<tr>
<td>PSSSA ELA - % of Students Proficient/Advanced, Grade 3</td>
<td>Reading/ELA</td>
<td>Board Goals</td>
<td>35.4%</td>
<td>39.3%</td>
<td>44.3%</td>
<td>49.7%</td>
<td>55.6%</td>
<td>62.0%</td>
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<tr>
<td>- All Students, and</td>
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</tr>
<tr>
<td>% of English Learners Meeting Individual Growth Target</td>
<td>Reading/ELA</td>
<td>State Targets</td>
<td>50.0%</td>
<td>52.0%</td>
<td>54.0%</td>
<td>57.0%</td>
<td>59.0%</td>
<td>61.0%</td>
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<tr>
<td>(ES, MS, K-8); College &amp; Career (HS)</td>
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</tr>
<tr>
<td>PSSSA Math - % of Students Proficient/Advanced, Grades 3-8</td>
<td>Math/Science</td>
<td>Board Goals</td>
<td>24.6%</td>
<td>28.7%</td>
<td>33.8%</td>
<td>39.4%</td>
<td>45.4%</td>
<td>52.0%</td>
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<tr>
<td>Category</td>
<td>Subject</td>
<td>Target Group</td>
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<td>2021-22</td>
<td>2022-23</td>
<td>2023-24</td>
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<td>2025-26</td>
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<td>PSSA Math - Strong Evidence of Exceeding State Growth Standard</td>
<td>Math/Science</td>
<td>State Targets</td>
<td>2.00</td>
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<tr>
<td>[Average Growth Index (AGI)]</td>
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<tr>
<td>% of 11th Graders Proficient on Algebra I, Biology, and Literature</td>
<td>College &amp; Career</td>
<td>Board Goals</td>
<td>28.4%</td>
<td>31.7%</td>
<td>36.1%</td>
<td>40.9%</td>
<td>46.2%</td>
<td>52.0%</td>
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<tr>
<td>Keystones</td>
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<td>Keystone Algebra I - Strong Evidence of Exceeding State Growth Standard</td>
<td>College &amp; Career</td>
<td>State Targets</td>
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<td>College &amp; Career</td>
<td>State Targets</td>
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<td>[Average Growth Index (AGI)],</td>
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<td>Keystone Literature - Strong Evidence of Exceeding State Growth Standard</td>
<td>College &amp; Career</td>
<td>State Targets</td>
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<tr>
<td>% of 12th Grade CTE Students Meeting Industry Standards on NOCTI/NIMS¹</td>
<td>College &amp; Career</td>
<td>Board Goals</td>
<td>56.8%</td>
<td>60.0%</td>
<td>64.3%</td>
<td>69.0%</td>
<td>74.3%</td>
<td>80.0%</td>
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<tr>
<td>Four-Year Cohort Graduation Rate,</td>
<td>College &amp; Career</td>
<td>State Targets</td>
<td>87.1%</td>
<td>87.7%</td>
<td>88.3%</td>
<td>88.9%</td>
<td>89.4%</td>
<td>90.0%</td>
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<td>• All Students, and</td>
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<td>• By Student Group</td>
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<tr>
<td>School Climate Score - District-Wide Survey</td>
<td>Climate, Culture,</td>
<td>Board Guardrails</td>
<td>7.0</td>
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<td>School Instruction Score - District-Wide Survey</td>
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<td>Board Guardrails</td>
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<tr>
<td>% of Students Attending 95+ of Days</td>
<td>Climate, Culture,</td>
<td>State Targets</td>
<td>51.1%</td>
<td>52.9%</td>
<td>54.7%</td>
<td>56.5%</td>
<td>58.3%</td>
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<tr>
<td>% of Students Attending 90%+ of Days</td>
<td>Climate, Culture,</td>
<td>State Targets</td>
<td>79.4%</td>
<td>82.3%</td>
<td>85.2%</td>
<td>88.2%</td>
<td>91.1%</td>
<td>94.0%</td>
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<td>% of Students with Zero Out-of-School Suspensions</td>
<td>Climate, Culture,</td>
<td>Research-Informed</td>
<td>95.0%</td>
<td>95.0%</td>
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</table>

¹ The targets for this metric were updated subsequent to the release of the 2020-2021 SPREE. Previously, these values were 56.7%, 60.0%, 62.0%, 67.5%, 73.5%, and 80.0%.