

**SY2020-2021 School Progress Report on Education and Equity**  
**School District of Philadelphia**  
**Business Rule Documentation**

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## **Welcome**

This documentation is intended to help further clarify the calculations used for each metric that makes up the School Progress Report on Education and Equity (SPREE).

Each section of the documentation begins by identifying the metric being calculated (including the wording used to display the metric in the SPREE). Immediately following the metric name, the documentation defines the metric, defines which students are included in the metric, and describes which schools are eligible for the metric.

Subsequently, the documentation identifies the source of the data for both District and Charter schools.

Finally, the documentation describes the steps taken to calculate the score for each metric. This includes any exception codes that may be applied.

For more information about the SPREE, see the [User Guide](#) and [FAQ](#) documents available on [the SPREE webpage](#).

These business rules were last updated on February 10, 2022.

## **PSSA PROFICIENCY RATES**

**(PSSA ELA: % of Students Proficient or Advanced, Grades 3-8; PSSA ELA: % of Students Proficient or Advanced, Grade 3; PSSA Math: % of Students Proficient or Advanced, Grades 3-8; PSSA Science: % of Students Proficient or Advanced, Grades 4-8)**

### ***Metric Description and General Principles***

- For each PSSA exam, the number of students who score proficient or better (the “proficiency rate”) is calculated. This information is displayed and scored both for students overall and for student groups.
- The state processes test scores, then transmits data for each individual student to the district.
  - The state provides both a “performance” data file and an “accountability” data file, which incorporates results from the state’s alternate assessment (PASA) and identifies students who should be attributed to a given school for accountability purposes. The “accountability” file is used for the SPREE PSSA metrics.
  - This metric includes all students that the state attributes to a given school.
- This metric is calculated for schools that serve any grades between third and eighth grade.
- All students who took the exam in the current school year are counted. If a student has multiple records for an exam, their best score is counted.
- Due to COVID-19-related school closures and modified testing schedules, insufficient state assessment data was available for SY2020-2021 accountability reporting.

## STRONG EVIDENCE OF MEETING STATE GROWTH TARGETS (AVERAGE GROWTH INDEX)

### *Metric Description and General Principles*

- The Average Growth Index (AGI; commonly referred to as PVAAS) is a measure of student growth on statewide standardized assessments (i.e., PSSA and Keystone). In contrast to proficiency rates, which calculate whether students earn a specific score, the AGI calculates how individual students' scores have changed since the last time they took statewide standardized assessments. A school's AGI scores corresponds to the average growth (whether positive or negative) of students at that school.
- A student's PSSA/Keystone performance is compared to their predicted performance (i.e., where they are expected to perform), which is heavily based on that student's previous scores on statewide assessments. The difference between the student's actual score and their predicted score is what contributes to the student's AGI.
  - More information on the AGI calculation is available on the [Pennsylvania Department of Education](#) website and [the PVAAS website](#).
- The SPREE AGI metrics are calculated by the state and presented in the SPREE as delivered to the school district.
- AGI scores are calculated for all three Keystone exams (Algebra I, Biology, and Literature) and for all three PSSA exams (English Language Arts, Mathematics, and Science).
  - AGI scores for PSSA Science tests are broken out by grade level
- For all AGI metrics except science, the SPREE includes the AGI for all students at the school, and the AGI for each student group
- The state's calculations exclude first-year English Language Learners, foreign exchange students, students taking the Pennsylvania Alternate Student Assessment (PASA), and (for Keystones) students who obtained a proficient or advanced score on the assessment in a prior school year.
- Because the metric requires students to have previously taken a standardized assessment, it also excludes third-grade students.
- All other students who took the exam in the current school year and who have at least two PSSA and/or Keystone scores from a previous year (e.g., two English Language Arts assessments; one ELA and one math assessment, etc.) are counted.

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- Due to COVID-19-related school closures and modified testing schedules, insufficient state assessment and growth data was available for SY2020-2021 accountability reporting.

## **ACCESS GROWTH**

### **(% of English Learners Meeting ELA Growth Target)**

#### ***Metric Description and General Principles***

- The SPREE ACCESS growth metric is the percent of English Language Learners (ELLs) who met their individualized growth target as established by the Pennsylvania Department of Education.
  - ACCESS for ELLs 2.0 is the required instrument for the annual assessment of English language proficiency in Pennsylvania.
  - A student's growth target is the score required for them to reach in order to exit English learner services "on time," as defined by their entering English language proficiency level. More information about how the state determines when a student is expected to exit English learner services is available on the [Pennsylvania Department of Education's website](#).
- The state processes test scores, then transmits data for each individual student to the district. This metric includes all students that the state attributes to a given school.
- The ACCESS growth metric is calculated separately for schools that receive two SPREEs. At such schools, students in grades 9-12 are attributed to a school's High School report; and students in grades K-8 are attributed to a school's other report type (i.e., K-8 or Middle School).
- Due to COVID-19-related school closures and modified testing schedules, insufficient state assessment and growth data was available for SY2020-2021 accountability reporting.

## WITHIN-YEAR ASSESSMENT PARTICIPATION AND PERFORMANCE

(% of Students Participating in Within Year Reading Assessments, % of Students Participating in Within Year Math Assessments, % of Students at Grade Level by End of Year)

### *Metric Description and General Principles*

- The SPREE within-year assessment participation and performance metrics look at the percentage of students who participated in within-year reading or math assessments, and the percentage who are at or above grade level as defined by the specific assessment. A number of related metrics are produced:
  - Participation in and performance on within-year reading assessments, grades 3-8
  - Participation in and performance on within-year reading assessments, grades K-3
  - Participation in and performance on within-year reading assessments, grades 9-11
  - Participation in and performance on within-year math assessments, grades 3-8
  - Participation in and performance on within-year math assessments, grades 9-12
  
- The type of assessment used for this metric varies by sector:
  - For students in district schools, these metrics look at participation in and performance on AIMSweb Plus (Grades K-5) or Star (Grades 6-12).
  - The type of assessment used to determine whether students are participating and performing at grade level varies from charter school to charter school. Some charter schools are excluded from this metric because they elect to use assessments that do not meet the requirements for inclusion in the SPREE. Grade-level targets are based on the test publisher's guidelines.
  
- In order to be included in the participation calculation, students must have been enrolled at a school through at least May 15, 2021.
  - Level 1 English Learners who took Aimsweb are excluded from the calculation.
  
- In order to be included in the performance calculation, students must have a valid reading/math assessment score and have been enrolled at a school through at least May 15, 2021.
  - For charter students, the latest test result is used; for District students, the student's best test result from within the spring testing window is used.
  - Level 1 English Learners who took Aimsweb are excluded from the calculation.
  
- Due to COVID-19-related school closures and modified testing schedules, state and local assessment data were not included for SY2020-2021 accountability reporting.

## **KEYSTONE PROFICIENCY RATES**

**(% of 11<sup>th</sup> Graders Proficient on Algebra, Biology, & Literature Keystones; % of 10<sup>th</sup> Graders Proficient on Algebra, Biology, & Literature Keystones)**

### ***Metric Description and General Principles***

- This metric presents the percentage of students in a given grade who have scored at the proficient or advanced levels for all three Keystone exams.
  - For the Grade 11 metric, this information is displayed and scored both for students overall and for student groups.
- The state processes test scores, then transmits data for each individual student to the district. This metric includes all students that the state attributes to a given school and who are in the grade level specified for the metric.
- All students who are attributed to the school in the current school year are counted. If a student took an exam multiple times, their best score is counted.<sup>1</sup> Scores for students who took Keystone exams before high school are included in school-level proficiency rates.
- This metric is only calculated for high schools.
- Due to COVID-19-related school closures and modified testing schedules, insufficient state assessment data was available for SY2020-2021 accountability reporting.

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<sup>1</sup> This is to prevent a student who has already passed the exam from negatively impacting their school's proficiency rate. In practice, very few students re-take an exam once they have passed it.

## **CAREER AND TECHNICAL EDUCATION PROFICIENCY**

**(% of 12<sup>th</sup> Grade CTE Students Meeting Industry Standards)**

### ***Metric Description and General Principles***

- This metric presents the percentage of 12<sup>th</sup> grade Career and Technical Education (CTE) students who score at the Competent or Advanced level overall on a state-approved NOCTI or NIMS examination.
  - These assessments include both a written and performance component. Students' overall scores combine their scores across both components of the examination.
  - Students who take an invalid NOCTI (i.e., a general NOCTI exam in a course of study for which Pennsylvania has not approved a NOCTI assessment or for which a NOCTI assessment does not exist) are removed from the calculation.
- The state processes test scores, then transmits data for each individual student to the district. This metric includes all students that the state attributes to a given school and who are in the grade level specified for the metric.
- This metric is only calculated for high schools who have had students participate in either NOCTI or NIMS in the accountability year.
- Due to COVID-19-related school closures and modified testing schedules, insufficient state assessment data was available for SY2020-2021 accountability reporting.



## **CTE COURSE PERFORMANCE**

**(% of 10<sup>th</sup> Grade CTE Students Passing Level 1 Coursework; % of 11<sup>th</sup> Grade CTE Students Passing Level 2 Coursework)**

### ***Metric Description and General Principles***

- This set of metrics looks at the percentage of 10<sup>th</sup> and 11<sup>th</sup> grade Career and Technical Education (CTE) students who passed their Level 1 or Level 2 CTE coursework, respectively, and earned either an A or B as their final grade.
  - 11<sup>th</sup> grade students who are in Level 1 CTE coursework are not included in this set of metrics.
- This metric is only calculated for high schools who have had students participate in Level 1 and/or Level 2 CTE coursework in the accountability year.
- Due to COVID-19-related school closures and modified testing schedules, state assessment data were not included for SY2020-2021 accountability reporting. These indicators were also not reported as they are aligned to the 12<sup>th</sup> grade CTE performance measure.

## **FOUR-YEAR COHORT GRADUATION RATE**

### **(Four-Year Cohort Graduation Rate)**

#### ***Metric Description and General Principles***

- All high school students are assigned a first-time ninth grade cohort, which denotes the academic year in which a student entered the ninth grade for the first time.
- The SPREE four-year cohort graduation rate metric is the percentage of students who are members of the cohort originally expected to graduate in the current year who do in fact graduate within that four-year window.
  - This year, the metric applies to the cohort that first entered ninth grade in 2017-2018. Students in this cohort who advanced at the traditional pace were freshmen in 2017-2018, sophomores in 2018-2019, juniors in 2019-2020, and seniors in 2020-2021.
  - To allow for summer graduates, the four-year window extends through September 30 of the following (or fifth) academic year. This year, the window went through September 30, 2021.
  - Outcomes for students who graduate in fewer than four years are counted in the students' expected four-year graduation year, not in the students' actual graduation year.
- Students are attributed to the last school at which they were actively enrolled in the four-year window.
- This metric applies only to schools that serve students in grade 12.
- This metric is presented separately for students overall and for each student group within a school.

#### ***Data Source***

- District Schools: SDP's student information system
- Charter Schools: SDP's student information system

#### ***Business Rules for Cohort Graduation Rate Calculation***

1. Identify the date and school associated with each student's last record in a Philadelphia district or charter school.
2. Restrict the sample to students in grades 9-12.
3. Restrict the sample to students in the SY2017-2018 first-time 9<sup>th</sup> grade cohort.

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4. Remove students whose exit codes indicate that they are “non-drop departures” (students who are not expected to return to a Philadelphia school – e.g., they moved out of the country or passed away – see table on page 12).
5. Assign a graduation status to each student:
  - a. GRADUATE, if the student’s exit code indicates that they graduated by their expected graduation date.
  - b. DROPOUT, if the student’s exit code indicates that they did not graduate and are no longer enrolled at the school.
  - c. CONTINUING, if the student’s exit code indicates that they did not graduate and are continuing at the school.
6. Identify the demographic categories into which each student falls, specifically:
  - a. Race/ethnicity – a student can be categorized as one of Black/African American, Hispanic/Latino, Asian, American Indian/Alaska Native, Native Hawaiian/Pacific Islander, Multi Racial/Other, or White
  - b. Special education status – a student can be categorized as receiving or not receiving special education services
  - c. English learner status – a student can be categorized as an English learner or as not an English learner
  - d. Economic disadvantage status – a student can be categorized as either economically disadvantaged or not economically disadvantaged
7. Calculate the graduation rate as follows:
  - a. Total number of graduates (5a) divided by total number in cohort (5a + 5b + 5c).
8. Repeat the graduation rate calculation for each of the student groups identified in 6a-6d, specifically: for each of the race/ethnicity categories, for special education students, for English learner students, and for economically disadvantaged students.
9. For each student group and for the overall graduation rate, assign an exception code as appropriate at the school level:
  - a. NOT APPLICABLE, if the school does not serve 12<sup>th</sup> grade
  - b. INSUFFICIENT SAMPLE, if the school serves 12<sup>th</sup> grade but has fewer than 20 eligible students in the group

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**Crosswalk Between SY2020-2021 Exit Codes and Outcome for Graduation Metric**

<b>Exit Code</b>	<b>Outcome for SPREE Graduation Metric</b>
<b>WD01:</b> Left school, no transfer/drop out	Not graduated
<b>WD02:</b> Transfer to another public LEA	Remove from cohort (not included in final calculation)
<b>WD03:</b> Transfer to private/nonpublic/out of the state/US	Remove from cohort (not included in final calculation)
<b>WD04:</b> Fulfilled graduation requirements/credential	Graduated
<b>WD06:</b> Deceased	Remove from cohort (not included in final calculation)
<b>WD09:</b> Student enrolled but did not show, status unknown	Not graduated
<b>WD11:</b> Stayed within same school/location	Not graduated (if no subsequent enrollment record exists)
<b>WD12:</b> Different school/location code, same LEA	Not graduated

## AP/IB/DUAL ENROLLMENT PARTICIPATION AND PERFORMANCE

(% of Students Meeting Standard on AP Exam, on IB Exam, or in Dual Enrollment Courses by End of 12<sup>th</sup> Grade; % of Students Participating but Not Passing AP, IB, Dual Enrollment by the End of 12<sup>th</sup> Grade; % of Students Not Participating in AP, IB, or Dual Enrollment by the End of 12<sup>th</sup> Grade)

### *Metric Description and General Principles*

- The SPREE AP/IB /Dual Enrollment participation and performance metrics look at the participation and performance of 12<sup>th</sup> graders in college-aligned assessments or Dual Enrollment courses.
  - Specifically, the first metric looks at the percentage of 12<sup>th</sup> graders who achieve a college or career-ready score on at least one college- or career-aligned assessment or who pass at least one Dual Enrollment course.<sup>2</sup>
  - The assessments considered college- or career-aligned include all Advanced Placement (AP) exams, all International Baccalaureate (IB) exams, and all approved dual enrollment courses.
  - A student is deemed “college or career-ready” if they achieve a passing score in any subject area according to the standards of the testing authority.
  - In addition, the SPREE displays unscored information on the percentage of students who participated in AP or IB exams or dual enrollment courses but did not achieve a college-ready score or pass the dual enrollment course, and the percentage of students who did not participate in any of these opportunities.
- This metric includes all graduating and continuing 12<sup>th</sup> graders who were enrolled at a single school for at least 90% of days, whether or not they participated in any of these opportunities. In the scored metric, a student who does not participate is treated the same way as one who participates but scores below the threshold. In this way, participation is “baked in” – students increase the school’s performance if they take and pass one of the exams/courses, but do not decrease the school’s performance if they take an exam/course and do not pass (as opposed to not taking an exam at all).
- Student scores are counted in their 12<sup>th</sup>-grade year. If a student took one of the assessments or courses before 12<sup>th</sup> grade, their score is “banked” until they are in 12<sup>th</sup> grade, at which point the school receives credit for the score.
  - Students are attributed to their senior-year school, even if they participated while enrolled at a different school.

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<sup>2</sup> Dual enrollment courses were included in this metric beginning in the 2018-2019 school year. Comparisons between data from 2018-2019 and earlier years should be made with caution.

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- This metric applies only to high schools that serve 12<sup>th</sup> grade.

#### **Data Source**

- District Schools: AP information from the College Board; IB information from the International Baccalaureate Organization; Dual Enrollment information from the SDP's student information system; and enrollment information from the SDP's student information system
- Charter Schools: AP information from the College Board; IB information from the International Baccalaureate Organization; Dual Enrollment information self-reported directly through data packets; and enrollment information from the SDP's student information system

#### **Business Rules for AP/IB and Dual Enrollment Participation and Performance Calculation**

1. Prepare the AP data file:
  - a. Keep a single record for each student containing the student's best score on any AP assessment, regardless of subject.
2. Prepare the IB data file:
  - a. Keep a single record for each student containing the student's best score on any IB assessment, regardless of subject.
3. Prep the Dual Enrollment data file:
  - a. Keep a single record for each student containing a flag for whether the student earned any credits from any dual enrollment course, regardless of subject.
4. Prepare the enrollment data file:
  - a. Keep only 12<sup>th</sup> graders.
  - b. Keep only students whose exit codes indicate they graduated or are still enrolled as 12<sup>th</sup> graders.
  - c. Keep only students who were enrolled as 12<sup>th</sup> graders at a single school for at least 165 days.
5. Combine the enrollment data set with the AP, IB, and dual enrollment data sets, matching the students who took courses and/or exams to their schools.
6. Assign a college-ready flag:
  - a. COLLEGE/CAREER-READY if the student met the college-ready standard on any assessment:
    - i. The student's best AP Score was a 3 or better, OR
    - ii. The student's best IB Score was a 4 or better, OR
    - iii. The student's earned credit in any Dual Enrollment course.
  - b. NOT COLLEGE/CAREER-READY if:
    - i. The student did not participate, OR
    - ii. The student participated but did not meet the college/career-ready standard.
7. Calculate the AP/IB/Dual Enrollment Participation and Performance rate as follows:

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- a. Total number of college/career-ready students (6a) divided by total number of qualifying 12<sup>th</sup>-grade students (6a + 6b)
8. Calculate the AP/IB/Dual Enrollment Participation rate as follows:
  - a. Total number of students who participated but did not meet the college- or career-ready standard on any (6bii) divided by the total number of qualifying 12<sup>th</sup>-grade students (6a + 6b)
9. Calculate the AP/IB/Dual Enrollment Non-Participation rate as follows:
  - a. Total number of students who did not participate (6bi) divided by the total number of qualifying 12<sup>th</sup>-grade students (6a + 6b)
10. Assign an exception code as appropriate:
  - a. NOT APPLICABLE, if the school does not serve 12<sup>th</sup> graders.
  - b. INSUFFICIENT SAMPLE, if the school has fewer than 20 students who qualified for the metric.

## NINTH-GRADE ON-TRACK RATE

### (Ninth-Grade On-Track Rate)

#### ***Metric Description and General Principles***

- The SPREE Ninth-Grade On-Track Rate looks at the percentage of first-time ninth-graders earning at least five credits, including at least one each in English, Math, Social Studies, and Science.
  - The fifth credit can come from any subject area, including one of the core content areas listed above.
- This metric includes all first-time ninth-grade students who were enrolled at a school for at least 90% of instructional days and who ended the academic year at the school.
- This metric applies only to high schools that serve 9<sup>th</sup> grade.

#### ***Data Source***

- District Schools: Credit and enrollment information from the SDP's student information system
- Charter Schools: Credit information reported directly by schools through data packets; enrollment information from the SDP's student information system

#### ***Business Rules for Ninth-Grade On-Track Calculation***

1. Prepare the credit file:
  - a. Total the number of overall number of credits that a student earned.
  - b. Total the number of credits that the student has earned, by content area.
2. Prepare the enrollment data file:
  - a. Keep only 9<sup>th</sup> graders with a first-time ninth-grade cohort flag of 2017-2018.
  - b. Keep only students whose exit codes indicate they graduated or are still enrolled.
  - c. Keep only students who were enrolled as 9<sup>th</sup> graders at a single school for at least 90% of days.
3. Combine the enrollment data set with the credit data set, keeping only students who are in both files.
4. Create a flag indicating whether students earned the expected number of credits
  - a. ON TRACK, if the student ended the year with at least 5 credits including at least one in each of the four core content areas.
  - b. NOT ON TRACK, if the student ended the year with less than 5 credits, OR if the student ended the year with at least 5 credits but was earned less than 1 credit in one or more core content areas.
5. Calculate the Ninth-Grade On-Track rate as follows:



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- a. Total number of ON TRACK students (4a) divided by the total number of qualifying ninth-grade students (4a + 4b)
6. Assign an exception code as appropriate:
  - a. NOT APPLICABLE, if the school does not serve 9<sup>th</sup> graders.
  - b. INSUFFICIENT SAMPLE, if the school has fewer than 20 students who qualified for the metric.

## **FIRST-FALL COLLEGE MATRICULATION**

### **(First-Fall College Matriculation Rate)**

#### ***Metric Description and General Principles***

- The SPREE First-Fall College Matriculation metric is the percentage of graduates who enroll in a post-secondary institution in the first fall following their high school graduation date.
- All students who graduated between October 1, 2020, and September 30, 2021, are eligible, regardless of when during the year they graduated.
- Students are only eligible for the metric if they graduated.
- Students count as having matriculated if they were enrolled at any type of post-secondary institution (e.g., community college, technical schools, public or private four-year universities) at any point between August 15, 2021, and October 31, 2021.
- Data for this metric is obtained from the National Student Clearinghouse (NSC), an organization that collects data from post-secondary institutions across the country, including more than 3,600 public and private colleges, universities, trade schools, and vocational schools.
  - In order to be counted as having matriculated, a student must attend a school that submits enrollment data to the NSC. Ninety-eight percent of all postsecondary students attend programs/schools that do so.<sup>3</sup>
- Students are attributed to the high school from which they graduated.
- This metric applies only to high schools that serve 12<sup>th</sup> grade.

#### ***Data Source***

- District Schools: Graduation information from SDP's student information system; post-secondary matriculation from NSC
- Charter Schools: Graduation information from SDP's student information system; post-secondary matriculation from NSC

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<sup>3</sup> <https://studentclearinghouse.org/about/>

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#### ***Business Rules for First-Fall College Matriculation Rate Calculation***

1. Restrict the sample to students who graduated between October 1, 2020, and September 30, 2021.
2. Transmit the list of graduates to the NSC so that they can match students to their college enrollment information.
3. Based on the returned NSC data, assign a matriculation status to each student:
  - a. MATRICULATED if the student was enrolled in a post-secondary institution at some point between August 15, 2021, and October 31, 2021.
  - b. NOT MATRICULATED if the student was not enrolled in a post-secondary institution at some point between August 15, 2021, and October 31, 2021.
4. Calculate matriculation rate as follows:
  - c. Total number of students who matriculated (3a) divided by total number of graduates (3a + 3b).
5. Assign an exception code as appropriate:
  - d. NOT APPLICABLE, if the school does not serve 12<sup>th</sup> grade
  - e. INSUFFICIENT SAMPLE, if the school serves 12<sup>th</sup> grade but has less than 20 graduating students

**FAFSA RATE**  
**(FAFSA Completion Rate)**

***Metric Description and General Principles***

- The SPREE FAFSA completion rate metric measures the percentage of 12<sup>th</sup>-grade students who complete the Free Application for Federal Student Aid (FAFSA), a form for students who intend to enroll in college that determines the amount of federal financial aid for which they are eligible, by June 30.
- Students are eligible for the metric if they were enrolled in 12<sup>th</sup> grade, were enrolled at the school for at least 165 days, and either graduated or were intending to continue at the school as of the end of the 2020-2021 school year.
- This metric applies to all high schools serving 12<sup>th</sup> grade.
- The School District relies on the Pennsylvania Higher Education Assistance Agency (PHEAA) to provide information on which students completed the FAFSA.
- This metric was not included for the 2020-2021 school year due to not receiving the data in time from PHEAA.

## DISTRICTWIDE SURVEY METRICS

(School Climate Score, School Instruction Score, School Relationship Score)

### *Metric Description and General Principles*

- The School District of Philadelphia administers surveys each spring to students in District public and charter schools, their parents and guardians, teachers, and principals. These surveys are designed to capture feedback on key topics related to school improvement.
- The SPREE includes three schoolwide metrics based on the annual survey of students, parents/guardians, and teachers, as well as six metrics that display scores by respondent group:
  - School Climate Score (as well as Student Climate Rating, Parent/Guardian Climate Rating, and Teacher Climate Rating)
  - School Instruction Score (as well as Student Instruction Rating, Parent/Guardian Instruction Rating, and Teacher Instruction Rating)
  - School Relationship Score
- These metrics represent the average score across all questions answered for the specific topic area, on a scale of 0-10.
  - Respondent groups may have different questions even for the same topic area.
  - The School Climate Score includes responses from students, parents/guardians, and teachers.
  - The School Instruction Score includes responses from students, parents/guardians, and teachers.
  - The School Relationship Score includes responses from parents/guardians only.
- Students must be at least in Grade 3 in order to take the student survey. Teachers and parents/guardians of students in any grade level may take the survey.
- In order to receive a score for the metric, the school must have sufficient participation from at least two of the three respondent groups for the School Climate and School Instruction Scores, and sufficient participation from parents/guardians for the School Relationship Score.
  - Specifically, sufficient participation is defined as:
    - Either at least 50 students in Grades 3-12, or at least 25% of students in Grades 3-12 – whichever is greater
    - At least 10% of parents/guardians
    - At least 25% of teachers
  - These thresholds are intended to protect the privacy of respondents.

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- o In future years, schools that fail to meet the required thresholds may receive a metric tier of “Not Meeting” for these metrics.
- For the SPREE, the survey metrics are schoolwide metrics. That is, schools that receive two SPREES receive the same score for these metrics across their two reports.

#### **Data Source**

- District Schools: SDP Office of Research and Evaluation
- Charter Schools: SDP Office of Research and Evaluation

#### **Business Rules for Survey Rating Calculations**

1. Determine the number of students enrolled in grades 3-12 on May 31<sup>st</sup> and the number of households represented in each school on May 31<sup>st</sup>.
2. Determine response rates for each school:
  - a. Student Response Rates
    - i. STUDENT PARTICIPATED, if the student completed at least one item on the survey.
    - ii. STUDENT DID NOT PARTICIPATE, if the student did not complete at least one item on the survey.
    - iii. STUDENT PARTICIPATION RATE: Total number of students enrolled at a school on May 31<sup>st</sup> that participated (2ai) divided by the total number of students (2ai + 2a<sub>ii</sub>).
  - b. Parent Response Rates
    - i. PARENT PARTICIPATED, if the parent completed at least one item on the survey.
    - ii. PARENT DID NOT PARTICIPATE, if the parent did not complete at least one item on the survey.
    - iii. PARENT PARTICIPATION RATE: Total number of parents enrolled at a school on May 31<sup>st</sup> that participated (2bi) divided by the total number of households represented at the school on May 31<sup>st</sup>.
  - c. Teacher Response Rates
    - i. TEACHER PARTICIPATED, if the teacher completed at least one item on the survey.
    - ii. TEACHER DID NOT PARTICIPATE, if the teacher did not complete at least one item on the survey.
    - iii. TEACHER PARTICIPATION RATE: Total number of teachers employed at a school on May 31<sup>st</sup> that participated (2ci) divided by the total number of teachers (2ci + 2c<sub>ii</sub>).
3. Convert all responses to their equivalent value on a 10-point scale. For example, if a question has 4 possible responses:
  - a. Convert the most negative answer to 0

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- b. Convert the second most negative answer to 3.3
  - c. Convert the second most positive answer to 6.7
  - d. Convert the most positive answer to 10
4. Calculate metric scores:
  - a. SCHOOL CLIMATE SCORE: Across all respondent groups (or for the specific respondent group, in the case of a breakout metric), take the average of all adjusted responses related to the Climate subscale.
  - b. SCHOOL INSTRUCTION SCORE: Across all respondent groups (or for the specific respondent group, in the case of a breakout metric), take the average of all adjusted responses related to the Instruction subscale.
  - c. SCHOOL RELATIONSHIP SCORE: Take the average of all adjusted Parent/Guardian responses related to the Relationship subscale.
5. Assign exception codes:
  - a. INSUFFICIENT SAMPLE, if the metric was the School Climate Score or School Instruction Score and the school failed to meet the minimum participation rate for at least two respondent groups
  - b. INSUFFICIENT SAMPLE, if the metric was the School Relationship Score and the school failed to meet the minimum participation rate for parents/guardians
  - c. INSUFFICIENT SAMPLE, if the metric was a respondent group breakout and the school failed to meet the minimum participation rate for the respondent group
  - d. NOT APPLICABLE, if the metric relates to a student breakout and the school does not serve any grades between third and twelfth.

## **BEHAVIORAL/MENTAL HEALTH SUPPORTS**

**(School Has At Least 2 Behavioral/Mental Health Support FTEs per 500 Students)**

### ***Metric Description and General Principles***

- This measure looks at whether each school had at least the equivalent of two full-time behavioral/mental health support employees for every 500 students at the school.
  - Behavioral and mental health employees include those with titles such as School Climate Liaison, School Social Worker, and others.
- This metric uses the official student count from October 1 and employee information from the last day of the school year in June.
- For the SPREE, this is a schoolwide metric. That is, schools that receive two SPREES receive the same score for these metrics across their two reports, based on the same data.
- This metric applies to all district schools; charter schools are not included.

### ***Data Source***

- District Schools: Enrollment information from SDP's student information system; employee information from SDP's human resources system
- Charter Schools: This metric is not calculated for charter schools.

### ***Business Rules for Behavioral/Mental Health Supports Calculation***

1. Determine the number of students enrolled at the school on October 1, 2020.
2. Determine the number of behavioral/mental health employees assigned to the school as of June 2021.
3. Calculate the ratio of behavioral/mental health employees to students.
4. Create a flag for whether a school has a sufficient number of behavioral/mental health employees per 500 students:
  - a. YES, if the ratio of students to such staff is 250:1 or below
  - b. NO, if the ratio of students to such staff is 251:1 or greater
5. Assign an exception code as appropriate:
  - a. DATA UNAVAILABLE, if the school is a charter school



## **ATTENDANCE RATE**

**(% of Students Attending 95% or More of Instructional Days; % of Students Attending 90% or More of Instructional Days)**

### ***Metric Description and General Principles***

- The SPREE includes two scored measures of student attendance:
  - The percent of students who attended 95% or more of instructional days for which they were enrolled at a school.
  - The percent of students who attended 90% or more of instructional days for which they were enrolled at a school.
  - In addition, the SPREE displays unscored information on the percent of students who attended 90-95% of instructional days, 85-90% of instructional days, 80-85% of instructional days, and less than 80% of instructional days for which they were enrolled.
  
- This metric includes all students enrolled at a school for 10 or more days. Students who are enrolled at multiple schools for 10 or more days are included in each of those schools' metric scores.
  
- This metric applies to all schools and students in all grades.
  
- The attendance rate metric is calculated separately for each school-report type for schools that receive two SPREEs. At such schools, students in grades 9-12 are attributed to a school's High School report; and students in grades 8 or below are attributed to a school's other report type (i.e., K8 or MS).

### ***Data Source***

- District Schools: SDP's student information system
- Charter Schools: Enrollment information from SDP's student information system; attendance information reported directly by schools through data packets

### ***Business Rules for Attendance Rate Calculation***

1. Ensure that the number of days for which a student was marked absent from a school is less than or equal to the number of days for which he or she was enrolled at that school during the 2020-2021 school year.
2. Remove students who were enrolled in a school for less than 10 days during the 2020-2021 school year.
3. Calculate the percentage of days for which a student attended school:

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- a. The total number of days for which the student was absent, divided by the total number of days for which the student was enrolled at a school
4. Assign an attendance rate flag to each student:
  - a. 90%+, if the student attended at least 90% of enrolled days
  - b. NOT 90%+, if the student attended less than 90% of enrolled days
5. Assign an attendance rate flag to each student:
  - a. 95%+, if the student attended at least 95% of enrolled days
  - b. NOT 95%+, if the student attended less than 95% of enrolled days
6. Calculate the attendance rate metrics as follows:
  - a. Total number of students with attendance of at least 90% (4a) divided by the total number of eligible students (4a + 4b)
  - b. Total number of students with attendance of at least 95% (5a) divided by the total number of eligible students (5a + 5b)
7. Assign an exception code as appropriate:
  - a. DATA NOT AVAILABLE, if the school did not provide attendance information for any students (charter schools only)
  - b. INSUFFICIENT SAMPLE, if the school has fewer than 20 eligible students

## **VISUAL/PERFORMING ARTS**

### **(% of K-8 Students Enrolled in Visual or Performing Arts)**

#### ***Metric Description and General Principles***

- This metric looks at the percentage of K-8 students in a school who participated in visual/performing arts at some point during the 2020-2021 school year.
- This metric includes all students who were enrolled at the school for at least 90% of possible days.
- This metric applies to elementary, K-8, and middle schools and students in grades K-8 (inclusive).

#### ***Data Source***

- District Schools: SDP's student information system
- Charter Schools: Enrollment information from SDP's student information system; course participation reported directly by schools through data packets

#### ***Business Rules for Visual/Performing Arts Participation Rate Calculation***

1. Prepare the course participation file:
  - a. Keep any students who earned a grade in a visual/performing arts course.
2. Prepare the enrollment data file:
  - a. Keep only students in grades K-8.
  - b. Keep only students who were enrolled at a single school for at least 90% of days.
3. Combine the enrollment data set with the course participation file, keeping all students who meet the required enrollment criteria.
4. Create a flag indicating whether students participated in visual/performing arts:
  - a. PARTICIPATED, if the student has a record for visual/performing arts.
  - b. DID NOT PARTICIPATE, if the student does not have a record for visual/performing arts.
5. Calculate the Visual/Performing Arts Participation rate as follows:
  - a. Total number of PARTICIPATED students (4a) divided by the total number of qualifying students (4a + 4b)
6. Assign an exception code as appropriate:
  - a. NOT APPLICABLE, if the school does not serve any students in grades K-8.
  - b. DATA UNAVAILABLE, if the school is a charter school that did not provide data for any students (or who provided a "no" for all students)
  - c. INSUFFICIENT SAMPLE, if the school has fewer than 20 students who qualified for the metric.

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## **CO-CURRICULAR/ATHLETICS PARTICIPATION**

**(% of Students Participating in Co-Curricular/Athletics Activities)**

### ***Metric Description and General Principles***

- This metric looks at the percentage of Grade 9-12 students in a school who participated in either co-curricular activities and/or athletics during the 2020-2021 school year.
- This metric includes all students who were enrolled at the school for at least 90% of possible days.
- This metric applies to high schools only.
- Data for this metric was not reliably available for the 2020-2021 school year, particularly for co-curricular activity participation. As such, this metric was suppressed for all schools in 2020-2021.

## **SAC METRICS**

**(School Has a SAC/Parent Advisory Group; School Has a SAC/Parent Advisory Group that Meets Regularly; Number of SAC/Parent Advisory Group Meetings)**

### ***Metric Description and General Principles***

- This set of metrics looks at whether schools have active School Advisory Councils (SAC) and/or Parent Advisory Groups – that is, a group meeting at least 3 times over the course of the year.
- SACs are groups composed of family members, the principal, teachers/staff, and students (for schools with grades 9-12), and community members that work to support improved achievement, effective teaching, parent/community engagement, and communication between home and school.
  - School District of Philadelphia Policy 920 requires each school to have a SAC that meets at least every other month.
- This metric applies to District schools only for the 2020-2021 school year; in future years, information on parallel family advisory groups may be collected from charter schools.
- For the SPREE, the SAC metrics are schoolwide metrics. That is, schools that receive two SPREEs receive the same scores for these metrics across their two reports.

### ***Data Source***

- District Schools: Family and Community Engagement (FACE) office
- Charter Schools: This metric is not produced for charter schools.

### ***Business Rules for School Advisory Council Calculations***

1. Identify the total number of SAC meetings held by school.
2. Create a flag that identifies the number of meetings held:
  - a. SUFFICIENT MEETINGS, if the school held 3 or more SAC meetings
  - b. INSUFFICIENT MEETINGS, if the school held 0-2 SAC meetings
3. Calculate the SAC metrics as follows:
  - a. School has a SAC/parent advisory group:
    - i. YES, if the school is listed as having a SAC
    - ii. NO, if the school is not listed as having a SAC
  - b. School Has a SAC/Parent Advisory Group that Meets Regularly:
    - i. YES, if the school had SUFFICIENT MEETINGS

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- ii. NO, if the school had INSUFFICIENT MEETINGS
  - c. Number of SAC/Parent Advisory Group Meetings: The number of meetings held within the year as identified in Step 1
- 4. Assign exception codes as appropriate:
  - a. DATA UNAVAILABLE, if the school is a charter school

## **SUSPENSION DISPROPORTIONALITY**

### **(% of Enrollment; of Suspensions Given to Each Subgroup)**

#### ***Metric Description and General Principles***

- The SPREE suspension disproportionality metric presents the percentage of suspensions given to each student group at the school out of total suspensions given at the school.
  - This information is presented alongside the percentage of students enrolled in the school who come from each student group, as a way of comparing the distribution of students and the distribution of suspensions.
- This metric includes all suspensions administered at the school, relative to all students enrolled at the school for at least 10 days.
- This metric applies to all schools and students in all grades.
- The suspension disproportionality metric is calculated separately for schools that receive two SPREEs. At such schools, students in grades 9-12 are attributed to a school's High School report; and students in grades 8 or below are attributed to a school's other report type (i.e., K8 or MS).
- Due to COVID-19-related school closures in 2020-2021 and the extremely limited number of suspensions administered in 2020-2021, the suspension data for this metric was suppressed at all schools.

#### ***Data Source***

- District Schools: SDP's student information system
- Charter Schools: Enrollment information from SDP's student information system; demographic information reported directly by schools through data packets

#### ***Business Rules for Suspension Disproportionality***

1. Keep any students enrolled who were enrolled at the school for at least 10 days during the school year.
2. Calculate total enrollment as follows:
  - a. The total number of students enrolled at the school for at least 10 days during the school year.
3. Across the school, create separate indicators for students who are:
  - a. In each racial/ethnic group (students may be in no more than one group)
  - b. English learners
  - c. Students receiving special education services



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- d. Economically disadvantaged students
- 4. Calculate the percentage of students from each group as follows:
  - a. Divide each of the student group totals (3a to 3d) by the total number of students enrolled on October 1 (2a)

## **OUT-OF-SCHOOL SUSPENSION RATE**

**(% of Students with Zero Out-of-School Suspensions)**

### ***Metric Description and General Principles***

- The SPREE out-of-school suspension rate metric is the percent of students who received zero out-of-school suspensions during the school year.
- This metric includes all students enrolled at a school for 10 or more days. Students who are enrolled at multiple schools for 10 or more days are included in each of those schools' metric scores.
- This metric applies to all schools and students in all grades.
- The out-of-school suspension rate metric is calculated separately for schools that receive two SPREEs. At such schools, students in grades 9-12 are attributed to a school's High School report; and students in grades 8 or below are attributed to a school's other report type (i.e., K8 or MS).
- Due to COVID-19-related school closures in 2020-2021 and the extremely limited number of suspensions administered in 2020-2021, this metric was not produced.

## SPECIAL ADMISSION QUALIFICATIONS

### (% of Students Qualified to Attend Special Admission High Schools)

#### ***Metric Description and General Principles***

- This metric looks at the percentage of 8<sup>th</sup> grade students overall, the percentage of Black/African American, and the percentage of Hispanic/Latino students who were qualified to attend a special admission high school.
  - For the 2020-2021 school selection cycle, students were considered qualified for special admit high schools if they met minimum requirements for PSSA ELA performance (at/above the 70<sup>th</sup> percentile locally), PSSA math performance (at/above the 70<sup>th</sup> percentile locally), attendance (at/above 95% of days), and grades (As and Bs in all core courses).
    - For each criterion, students' best performance over 2 years was used. Specifically, students' PSSA performance from 2017-18 and 2018-19 (students' 5<sup>th</sup> and 6<sup>th</sup> grade years) was considered; students' grades and attendance from 2018-19 and 2019-20 (students' 6<sup>th</sup> and 7<sup>th</sup> grade years) were considered.
- This metric includes all eighth-grade students who were enrolled at a school for at least 10 days during the school selection window and at the same school for at least 50% of the year during seventh grade.
- This metric applies to all District K-8 and middle schools that serve 8<sup>th</sup> grade.
- Charter schools are not eligible for this metric as the required data is not entered into SDP's student information system. Charter students are able to apply for District special admission high schools, but their data is submitted through a separate process.

#### ***Data Source***

- District Schools: SDP's student information system
- Charter Schools: Charter schools are not eligible for this metric.

#### ***Business Rules for Special Admission Qualification Rate Calculations***

1. Keep students who were in 8<sup>th</sup> grade and were enrolled at the school for at least 10 days during the school selection window.
2. Remove any students who do not meet the enrollment criteria for the year **prior to** the accountability year:
  - a. Enrolled at the same school as in the accountability year for at least 50% of the school year
  - b. Ended the school year at the same school as in the accountability year.

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3. Create a flag for whether the student was qualified for a special admission high school:
  - a. QUALIFIED, if the student was at or above the 70<sup>th</sup> percentile locally for their PSSA ELA performance in **either** 2017-18 or 2018-19, at or above the 70<sup>th</sup> percentile locally for their PSSA Math performance in **either** 2017-18 or 2018-19, attended at least 95% of days in **either** 2018-19 or 2019-20, and earned As and Bs in all core courses in **either** 2018-19 or 2019-20.
  - b. NOT QUALIFIED, if the student failed to meet one or more of the above criteria.
4. Across the school, create separate indicators for students who are:
  - a. African American/Black
  - b. Hispanic/Latino
5. Calculate the percentage of students from each group who were qualified for special admission schools as follows:
  - a. ALL STUDENTS: All students who were qualified (3a) divided by all eligible students (3a + 3b)
  - b. BLACK/AFRICAN AMERICAN STUDENTS: Restricting only to students who are Black/African American (4a), students who were qualified (3a) divided by all eligible students (3a + 3b)
  - c. HISPANIC/LATINO STUDENTS: Restricting only to students who are Hispanic/Latino (4b), students who were qualified (3a) divided by all eligible students (3a + 3b)
6. Assign an exception code as appropriate:
  - a. DATA UNAVAILABLE, for any school that is a charter school
  - b. NOT APPLICABLE, for any K-8 or middle schools that do not serve grade 8
  - c. INSUFFICIENT SAMPLE, for any group for which a school had fewer than 20 eligible students

## DISPROPORTIONALITY IN AP, IB, AND DUAL ENROLLMENT COURSE PARTICIPATION

### (Disproportionality in AP, IB, and Dual Enrollment Course Participation)

#### ***Metric Description and General Principles***

- This metric looks at the percentage of 12<sup>th</sup> grade students overall, the percentage of Black/African American, and the percentage of Hispanic/Latino students who participated in AP, IB, and/or Dual Enrollment courses during their time in high school.
- This metric includes all twelfth-grade students who were enrolled at a school for at least 90% of instructional days and who ended the academic year at the school.
- This metric applies only to high schools that serve 12<sup>th</sup> grade.
- Students who took AP, IB, and/or Dual Enrollment courses during their time in high school have their participation “banked” until their 12<sup>th</sup> grade year. That is, a course taken in 10<sup>th</sup> grade is counted in the student’s 12<sup>th</sup> grade year.
- This metric applies to all District and Charter high schools that served 12<sup>th</sup> grade.

#### ***Data Source***

- District Schools: SDP’s student information system
- Charter Schools: Course participation information reported directly by schools through data packets; enrollment information from the SDP’s student information system

#### ***Business Rules for AP, IB, Dual Enrollment Disproportionality Calculations***

1. Identify all AP, IB, and Dual Enrollment courses that students participated in (i.e., attempted any credits).
2. Keep any students who were in 12<sup>th</sup> grade, who ended the school year at the school, and who were enrolled for at least 90% of possible days.
3. Create a flag indicating whether students participated in an advanced course during high school:
  - a. PARTICIPATED, for any students who participated in at least one AP, IB, or Dual Enrollment course during their high school career.
  - b. DID NOT PARTICIPATE, for any students who did not participate in AP, IB, or Dual Enrollment courses during their high school career.
4. Across the school, create separate indicators for students who are:
  - a. African American/Black
  - b. Hispanic/Latino

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5. Calculate the percentage of students from each group who participated in advance coursework as follows:
  - a. ALL STUDENTS: All students who participated in advanced coursework (3a) divided by all eligible students (3a + 3b)
  - b. BLACK/AFRICAN AMERICAN STUDENTS: Restricting only to students who are Black/African American (4a), students who participated in advanced coursework (3a) divided by all eligible Black/African American students (3a + 3b)
  - c. HISPANIC/LATINO STUDENTS: Restricting only to students who are Hispanic/Latino (4b), students who participated in advanced coursework (3a) divided by all eligible Hispanic/Latino students (3a + 3b)
6. Assign an exception code as appropriate:
  - a. NOT APPLICABLE, for any high schools that do not serve grade 12.

## Metric Scores

### *Metric Description and General Principles*

- This portion of the documentation describes how metric tiers were assigned on the SPREE.
  - In future years, this portion of the documentation will also describe how overall scores are assigned for the school overall and for each student group.
- Metric tiers are based off of the **metric score** (whose calculations are described in the preceding business rules documentation) and the **metric targets** for the year.
  - Metric targets for all future years through and including 2025-2026 are provided in the *SPREE User Guide* and on the SPREE website. These are consistent across schools and student groups.
- **Metric targets** reflect local (District) and state goals, specifically:
  - Annual targets that have been set for each of the Board of Education’s Goals and Guardrails and for each of the aligned Leading Indicators, or
  - Annual targets that have been set for the Pennsylvania Department of Education’s (PDE) Future Ready Index (FRI), or the required improvement necessary to move the District towards the FRI’s targets by 2030.
- Schools with **metric scores** below the annual **target** receive a tier rating of Not Meeting, and schools with **metric scores** at or above the annual **target** receive a tier rating of Meeting.
  - In future years, schools will receive tier ratings based on whether they are meeting the annual target as well as whether their performance is improving from the previous year.
- If a school is not eligible for a metric, whether because the school does not serve the grades to which the metric applies, because the school had too few students, or for any other reason, then the school is not scored for the metric.
- This process applies to all district and charter schools.
- Scoring is done separately for schools that receive two SPREEs (e.g. a K-8 and a HS report). At such schools, metrics pertaining to grades 9-12 are attributed to a school’s High School report; and metrics pertaining to grades 8 or below are attributed to a school’s other report type (i.e., K8 or MS).

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#### **Data Source**

- District Schools: Metric-level calculations
- Charter Schools: Metric-level calculations

#### **Business Rules for Metric Tier Calculation**

- 1. Determine Metric Tiers:**
  - a. Compare the **score** to the **metric target**.
  - b. If the **score** is greater than or equal to the **metric target**, assign a tier label of "Meeting."
  - c. If the **score** is less than the **metric target**, assign a tier label of "Not Meeting."
2. If the metric was assigned an exception code, delete the metric tier.
3. For any numeric **metric scores**, round the display value as appropriate:
  - a. Round to the nearest tenth for assessment scores, survey metrics, and climate metrics (e.g., attendance rate).
  - b. Do not round for any student growth metric scores.