

## 2020-2021 SCHOOL PROGRESS REPORT ON EDUCATION AND EQUITY

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# User Guide

## Welcome

This guide is intended to help you understand the various components that make up the School Progress Report on Education and Equity (SPREE) and will cover the following topics:

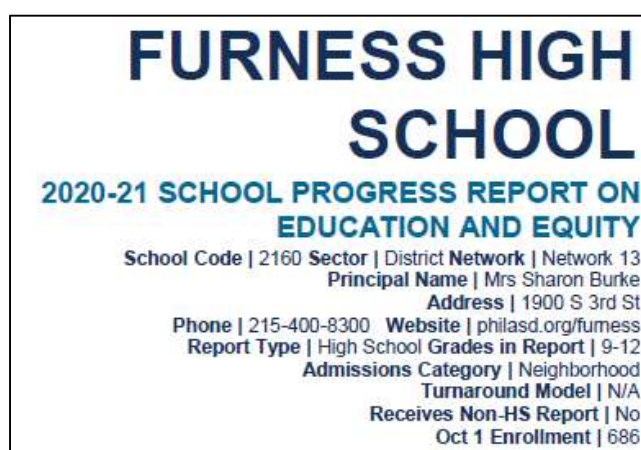
Topic	Content	Page
SPREE Components & Scoring Overview	This section provides an overview of the SPREE layout and its main components. It also provides details on how each metric is scored.	2
Report Types	There are four SPREE report types. This section explains how a school's report type is determined.	9
Domains	The SPREE is organized into four domains: Reading/ELA (schools serving grades K-8 only); Math/Science (schools serving grades K-8 only); College & Career (for high schools only); and Climate, Culture, and Opportunity. This section provides a brief overview of each domain.	10
Performance Tiers	This section explains how a school's progress at the overall, domain, and metric levels is categorized into four performance tiers: Intervene, Watch, Reinforce, and Model.	11
Appendices	Additional information on metric definitions and metric targets	12

***Due to COVID-19 related school closures and modified testing schedules, there was insufficient state assessment and growth data for SY2020-21 accountability reporting. Therefore, the SY2020-2021 SPREE is an abbreviated version of the full report and is referred to as the SPREE Lite.***

## SPREE Components & Scoring Overview

### School Demographics & Contact Information

Each SPREE begins with some basic information about the specific school being evaluated. It is formatted as in the sample below.



#### School Code, Sector, and Network

The school code is the District's method of identifying the school internally, even if the official name changes. The other information indicates whether the school is managed by the District or by a Charter organization, as well as the Learning Network that the school was part of for the reporting year.

#### Principal Name, Address, Phone Number, and Website

The name of the school's current principal, as well as contact information for the school

#### Report Type

The school's report determines on which measures the school is evaluated. It is also associated with the grade levels that the school serves.

#### Grades in Report

These are the grades included in the report. Schools that serve multiple grade spans receive separate reports for each grade span.

#### Admissions Category

Information about the school's admissions category (Neighborhood, Special Admit, etc.).

#### Turnaround Model

Information about whether or not the school was in a Turnaround model in 2020-2021.

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Receives HS/K8 Report

This indicates whether the school receives another report for other grades served

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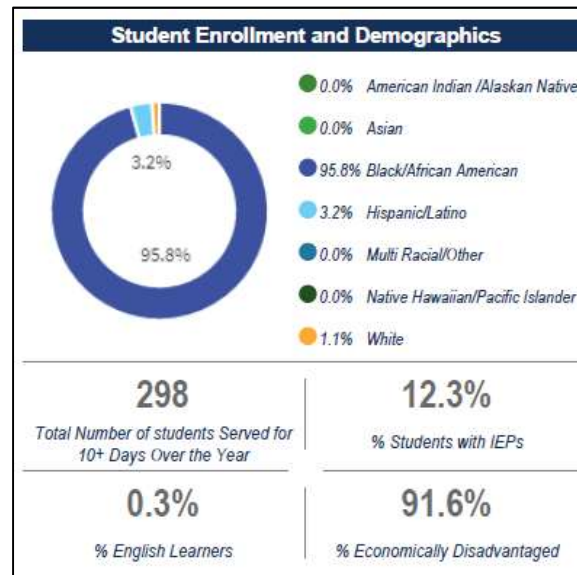
Oct 1 Enrollment

This information provides the number of students who were enrolled at the school, for the grade span the reported on, in the October 1 enrollment snapshot for the reporting year.

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## Student Enrollment and Demographics

Immediately below the school information, the SPREE displays data on student enrollment for the year being examined. The enrollment information is formatted as in the sample below.



### Enrollment by Race/Ethnicity

The percentage of students within the school who identify as being part of each racial/ethnic group for the reporting year

### Total Number of Students Served for 10+ Days Over the Year

The number of students enrolled at the school for at least 10 instructional days during the reporting year, regardless of when they entered or exited the school. This value is typically higher than the October 1 enrollment value.

### % Students with IEPs

The percentage of students in the school who receive special education services for the reporting year

### % English Learners

The percentage of students in the school who are English learners for the reporting year

### % Economically Disadvantaged

The percentage of students in the school who are qualified as economically disadvantaged due to receipt of public benefits like Medicaid, SNAP, or TANF for the reporting year

## Performance Summary

In the next column, the SPREE Lite displays a school's performance for each of the scored metrics included in the report. The performance summary is formatted as in the sample below.

Key Metric	Performance Tier
Proficiency - PSSA English Language Arts	Data Not Available Due to COVID-19 for SY2020-21
Growth - PSSA English Language Arts	Data Not Available Due to COVID-19 for SY2020-21
Growth - English Learners	Data Not Available Due to COVID-19 for SY2020-21
Proficiency - PSSA English Language Arts (Grade 3 only)	Data Not Available Due to COVID-19 for SY2020-21
Proficiency - PSSA Math	Data Not Available Due to COVID-19 for SY2020-21
Growth - PSSA Math	Data Not Available Due to COVID-19 for SY2020-21
Survey - Climate Score	Meeting
Survey - Instruction Score	Not Meeting
Attendance - 95% or more of days	Meeting
Attendance - 90% or more of days	Meeting
Survey - Relationship Score	Not Meeting
Suspensions - Zero Out-of-School	Data Unavailable for SY2020-21

Key Metric The name of the metric for which the school is being evaluated

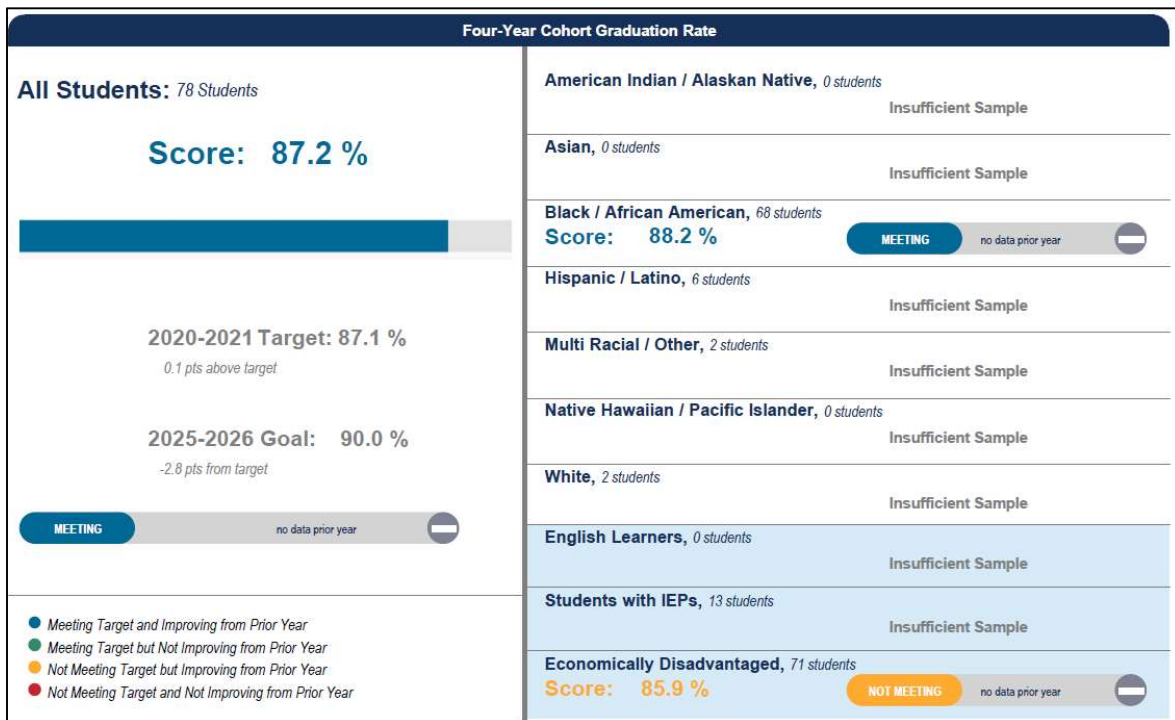
Performance Tier This column indicates whether the school is meeting or not meeting the annual target for the metric. This column also indicates whether the information is unavailable.

In future years, when state assessment data is included in the full version of the SPREE, this section will display overall performance (percent of metrics for which a school met the annual target, percent of metrics for which a school is improving, and the school's overall performance level, ranging from 1-6) and performance for each applicable Board Goal. It will also be followed by a section that displays performance for each student group

## Metric Scores

Following the Summary Page, there are pages for each domain on which the school has been evaluated. These domain-specific pages contain details on each performance measure within that domain. They are formatted as in the sample below.

*For the 2020-2021 school year, the SPREE Lite includes scores only for those metrics that are widely available – that is, it does not include pages for state assessments.*



The SPREE includes multiple measures of school performance and progress, organized by domain. Some are scored, but many others are provided for informational purposes only.

## Metric

Each of these measures, or metrics, provides information about a different aspect of the school. In this example, the first metric in the College & Career domain is “Four-Year Cohort Graduation Rate.”

## Metric Score

The metric score is the school’s actual performance for a given metric. In the example above, 87.2% of students graduated within four years. The number of students eligible for the metric is also displayed. In the example above, 78 students were eligible for – and so included in – the calculation.

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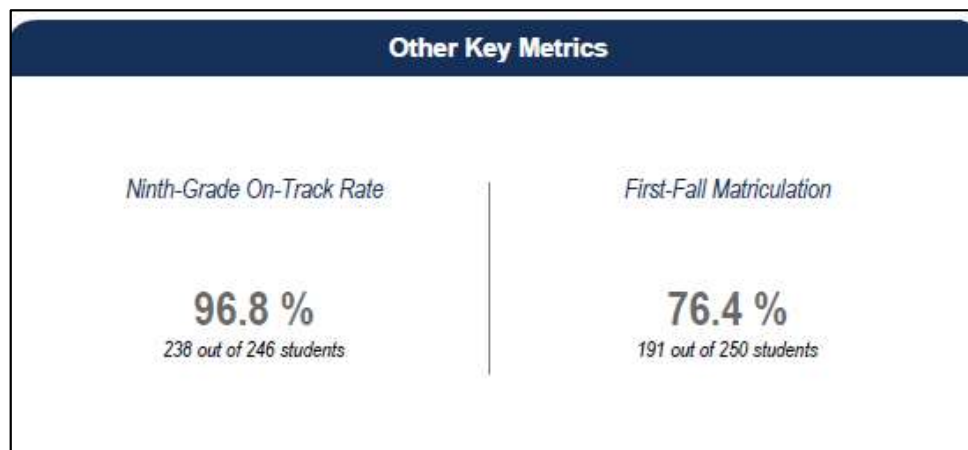
Targets	<p>The 2020-2021 Target is the performance that schools and the District were expected to achieve in 2020-2021. The distance between the school's performance and the target is displayed below the actual target value.</p> <p>The 2025-2026 Goal is the performance level that schools and the District are expected to achieve by 2025-2026. The distance between the school's performance and this goal is displayed below the actual value.</p> <p>For some measures, like the percent of students with zero out-of-school suspensions, District-Wide Survey scores, and PVAAS AGI (student growth), targets do not change over time.</p>
Metric Tier	<p>The metric tier is determined based on whether the school is meeting the 2020-2021 Target. In future years, the metric tier will also incorporate whether the school's performance is improving from the previous year, and this section will display the actual change from the previous year's performance.</p>
Student Group Performance	<p>For metrics that are displayed and scored for each student group, the metric score and metric tier are also displayed in the righthand column</p>

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## Other Key Metrics

Informational metrics are displayed at the end of each domain. These are metrics that provide important context about progress towards state and local goals but are not used in determining a school's overall SPREE performance level. They are formatted as follows:



### Metric

Each of these measures, or metrics, provides contextual information about a different aspect of the school. In this example, the first unscored key metric in the College & Career domain is the ninth-grade on-track rate.

### Metric Score

The metric score is the school's actual performance for a given metric. In the example above, 96.8% of students met the standard. The number of students eligible for the metric is also displayed. In the example above, 246 students were eligible for – and so included in – the calculation.

## Report Types

There are four SPREE report types. A school's report type is determined by the grades it serves. Below is a list of sample grade spans that fall into each of the four report types.

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Elementary School	K-2		K-3		K-4		K-5		K-6		3-5
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K8 School <sup>1</sup>	K-7		K-8		1-7		1-8
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Middle School <sup>2</sup>	5-7		5-8		6-8		7-8
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High School <sup>1,2</sup>	9-10		9-12		11-12
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### Notes:

1. Schools that serve grade spans such as K-12 or 1-12 receive two reports: a K-8 School report and a High School report.
2. Schools that serve grades 5-12, 6-12, or 7-12 receive two reports: a Middle School report and a High School report.
3. Schools that serve one grade level within a grade span only do not receive a report for that grade level. For example, a school that serves grades K-9 would receive a K-8 report but no high school report.

## Domains

There are four SPREE domains; schools are eligible for different domains depending on the grade levels they served. Domains are presented for organizational purposes only; no scores are created for domain-level performance.

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### Reading/ELA

The Reading/ELA domain, for elementary, K8, and middle school reports, measures performance on Goals 1-2. Results on state and local standardized assessments such as the Pennsylvania System of School Assessment (PSSA), ACCESS for ELLs 2.0, and Star are included. It also includes information on student growth in Reading/ELA, as measured using the Pennsylvania Value-Added Assessment System (PVAAS) Average Growth Index (AGI).

*In 2020-2021, this domain is not included in the SPREE Lite as limited data was available.*

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### Math and Science

The Math & Science domain, for elementary, K8, and middle school reports, measures performance on Goals 3 and on other key indicators of math/science performance. Results on state and local standardized assessments such as the Pennsylvania System of School Assessment (PSSA) and Star are included. It also includes information on student growth in math and science, as measured using the Pennsylvania Value-Added Assessment System (PVAAS) Average Growth Index (AGI).

*In 2020-2021, this domain is not included in the SPREE Lite as limited data was available.*

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### College & Career

The College & Career domain, for HS reports only, measures performance on Goals 4 and 5 and on other key indicators of students' college and career readiness and postsecondary outcomes. Results on state and local standardized assessments such as the Keystone and NOCTI assessments, ACCESS for ELLs 2.0, and Star are included. It also includes information on student growth, as measured using the Pennsylvania Value-Added Assessment System (PVAAS) Average Growth Index (AGI). This domain also includes information on the four-year cohort graduation rate; advanced coursework (AP, IB, and Dual Enrollment), and the first-fall college matriculation rate.

*In 2020-2021, an abbreviated version of this domain is included in the SPREE Lite as limited data was available.*

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### Climate, Culture, and Opportunity

The Climate, Culture, and Opportunity domain measures performance against the Board's four Guardrails. This domain includes information on stakeholders' assessment of the school's culture and instruction, relationships between families and schools, and equitable student opportunity within the school. It also includes information on student and teacher attendance and on student suspensions.

*In 2020-2021, an abbreviated version of this domain is included in the SPREE Lite as limited data was available.*

## Performance Tiers

A school's performance and progress at the metric level is categorized into four performance tiers. These tiers reflect the school's performance against the annual targets for the metric and its improvement (or lack thereof) from the previous year.

A school is categorized as improving if:

- For percentage-based metrics (e.g., PSSA exams), its performance has improved by at least 2 percentage points from the previous year
- For survey metrics, its performance has improved by at least 0.1 points from the previous year
- For student growth (PVAAS AGI) metrics, its performance has improved by at least one category from the previous year. The categories defined by the Pennsylvania Department of Education are:
  - 2.0 or higher - Significant evidence that the student group gained ground
  - 1.0 to 1.99 - Moderate evidence that the student group gained ground
  - -0.99 to 0.99 - Evidence that the student group maintained
  - -1.99 to -1.00 - Moderate evidence that the student group lost ground
  - -2.00 or lower - Significant evidence that the student group lost ground

### Meeting and Improving

The school's performance for the metric is at or above the current-year target, and the school's performance has improved from the previous year.

Schools that are already meeting the 2025-2026 target, regardless of improvement from the previous year, will receive a label of "Meeting".

Schools that do not have metric data for the previous year but that are meeting the current-year target also receive this label.

*2020-2021 is the first SPREE reporting year so improvement is not measured; schools meeting the current-year target receive a label of "Meeting".*

### Meeting and Not Improving

The school's performance for the metric is at or above the current-year target, but the school's performance has not sufficiently improved from the previous year.

### Not Meeting but Improving

The school's performance for the metric is at or above the current-year target, and the school's performance has improved from the previous year.

Schools that do not have metric data for the previous year but that are not meeting the current-year target also receive this label.

*2020-2021 is the first SPREE reporting year so improvement is not measured; schools not meeting the current-year target receive a label of "Not Meeting".*

### Not Meeting and Not Improving

The school's performance for the metric is below the current-year target, and the school's performance has not sufficiently improved from the previous year.

## Appendix A: Metric Definitions

### Reading/ELA (ES, K8, and MS only)

**PSSA ELA: % of Students Proficient or Advanced, Grades 3-8**

The percentage of students in grades 3-8 scoring proficient or advanced on the PSSA or the PASA (Pennsylvania Alternative System of Assessment). A student must be continuously enrolled for a Full Academic Year - from at least October 1 to the last day of the PDE-established testing window - to count towards a school's score. PASA results are included in order to account for the achievement of all students.

*For 2020-2021, this data is not presented on the SPREE Lite due to COVID-19 related modified testing schedules and requirements.*

**ELA: Strong Evidence of Meeting State Growth Targets (Average Growth Index)**

A measure of student growth across tested grade levels in a school. A student must be enrolled for a Full Academic Year and have at least two years of data to count towards a school's score. A schoolwide value of at least 2.00 indicates strong evidence that students are meeting or exceeding state growth targets.

*For 2020-2021, this data is not presented on the SPREE Lite due to COVID-19 related modified testing schedules and requirements.*

**Percent of English Learners Meeting ELA Growth Target**

The percentage of students who met their individual growth targets on the ACCESS for ELLs 2.0. Growth targets are established by the state.

*For 2020-2021, this data is not presented on the SPREE Lite due to COVID-19 related modified testing schedules and requirements.*

**ELA: Percent of Students Participating in Within-Year Assessments (Grades 3-8)**

The percentage of students who participated in within-year reading assessments (e.g., Star360). Students must have been enrolled through at least May 15 to count towards a school's score.

*For 2020-2021, this data is not presented on the SPREE Lite due to COVID-19 related school closures and modified testing schedules.*

**ELA: Percent of Students At Grade Level by End of Year (Grades 3-8)**

The percentage of students who were at or above grade level on within-year reading assessments (e.g., Star360). Students must have been enrolled through at least May 15 to count towards a school's score.

*For 2020-2021, this data is not presented on the SPREE Lite due to COVID-19 related school closures and modified testing schedules.*

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## Reading/ELA (continued)

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PSSA ELA: % of Students  
Proficient or Advanced, Grade 3  
(ES and K8 only)

The percentage of students in grade 3 scoring proficient or advanced on the PSSA or the PASA (Pennsylvania Alternative System of Assessment). A student must be continuously enrolled for a Full Academic Year - from at least October 1 to the last day of the PDE-established testing window - to count towards a school's score. PASA results are included in order to account for the achievement of all students.

*For 2020-2021, this data is not presented on the SPREE Lite due to COVID-19 related modified testing schedules and requirements.*

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ELA: Percent of Students  
Participating in Within-Year  
Assessments (Grades K-3) (ES  
and K8 only)

The percentage of students who participated in within-year reading assessments (e.g., Star360). Students must have been enrolled through at least May 15 to count towards a school's score.

*For 2020-2021, this data is not presented on the SPREE Lite due to COVID-19 related school closures and modified testing schedules.*

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ELA: Percent of Students At  
Grade Level by End of Year  
(Grades K-3) (ES and K8 only)

The percentage of students who were at or above grade level on within-year reading assessments (e.g., Star360). Students must have been enrolled through at least May 15 to count towards a school's score.

*For 2020-2021, this data is not presented on the SPREE Lite due to COVID-19 related school closures and modified testing schedules.*

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## Math & Science (ES, K8, and MS only)

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**PSSA Math: % of Students Proficient or Advanced, Grades 3-8**

The percentage of students in grades 3-8 scoring proficient or advanced on the PSSA or the PASA (Pennsylvania Alternative System of Assessment). A student must be continuously enrolled for a Full Academic Year - from at least October 1 to the last day of the PDE-established testing window - to count towards a school's score. PASA results are included in order to account for the achievement of all students.

*For 2020-2021, this data is not presented on the SPREE Lite due to COVID-19 related modified testing schedules and requirements.*

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**Math: Strong Evidence of Meeting State Growth Targets (Average Growth Index)**

A measure of student growth across tested grade levels in a school. A student must be enrolled for a Full Academic Year and have at least two years of data to count towards a school's score. A schoolwide value of at least 2.00 indicates strong evidence that students are meeting or exceeding state growth targets.

*For 2020-2021, this data is not presented on the SPREE Lite due to COVID-19 related modified testing schedules and requirements.*

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**Math: Percent of Students Participating in Within-Year Assessments (Grades 3-8)**

The percentage of students who participated in within-year math assessments (e.g., Star360). Students must have been enrolled through at least May 15 to count towards a school's score.

*For 2020-2021, this data is not presented on the SPREE Lite due to COVID-19 related school closures and modified testing schedules.*

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**Math: Percent of Students At Grade Level by End of Year (Grades 3-8)**

The percentage of students who were at or above grade level on within-year math assessments (e.g., Star360). Students must have been enrolled through at least May 15 to count towards a school's score.

*For 2020-2021, this data is not presented on the SPREE Lite due to COVID-19 related school closures and modified testing schedules.*

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**PSSA Science: % of Students Proficient or Advanced, Grades 3-8**

The percentage of students in grades 4 and 8 scoring proficient or advanced on the PSSA or the PASA (Pennsylvania Alternative System of Assessment). A student must be continuously enrolled for a Full Academic Year - from at least October 1 to the last day of the PDE-established testing window - to count towards a school's score. PASA results are included in order to account for the achievement of all students.

*For 2020-2021, this data is not presented on the SPREE Lite due to COVID-19 related modified testing schedules and requirements.*

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## Math & Science (continued)

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### Science: Strong Evidence of Meeting State Growth Targets (Average Growth Index)

A measure of student growth across tested grade levels in a school. A student must be enrolled for a Full Academic Year and have at least two years of data to count towards a school's score. A schoolwide value of at least 2.00 indicates strong evidence that students are meeting or exceeding state growth targets.

*For 2020-2021, this data is not presented on the SPREE Lite due to COVID-19 related modified testing schedules and requirements.*

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## College & Career (HS only)

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Keystones: Percent of 11<sup>th</sup>  
Graders Proficient on Algebra,  
Biology, and Literature

The percentage of students in 11<sup>th</sup> grade in the accountability year who scored proficient or advanced on all three of the Keystone Exams by 11<sup>th</sup> grade. For students who took the exam multiple times, only the best score is used.

*For 2020-2021, this data is not presented on the SPREE Lite due to COVID-19 related modified testing schedules and requirements.*

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Algebra I, Biology, and  
Literature: Strong Evidence of  
Exceeding State Growth  
Standard

A measure of student growth across tested grade levels in a school. For Keystone Exams, AGI is calculated by subject for Algebra I, Biology, and Literature. A student must be enrolled for a Full Academic Year and have at least two years of data to count towards a school's score. A schoolwide value of at least 2.00 indicates strong evidence that students are meeting or exceeding state growth targets.

*For 2020-2021, this data is not presented on the SPREE Lite due to COVID-19 related modified testing schedules and requirements.*

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Percent of English Learners  
Meeting ELA Growth  
Target

The percentage of students who met their individual growth targets on the ACCESS for ELLs 2.0. Growth targets are established by the state.

*For 2020-2021, this data is not presented on the SPREE Lite due to COVID-19 related modified testing schedules and requirements.*

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ELA: Percent of Students  
Participating in Within-Year  
Assessments (Grades 9-11)

The percentage of students who participated in within-year reading assessments (e.g., Star360). Students must have been enrolled through at least May 15 to count towards a school's score.

*For 2020-2021, this data is not presented on the SPREE Lite due to COVID-19 related school closures and modified testing schedules.*

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ELA: Percent of Students At  
Grade Level by End of Year  
(Grades 9-11)

The percentage of students who were at or above grade level on within-year reading assessments (e.g., Star360). Students must have been enrolled through at least May 15 to count towards a school's score.

*For 2020-2021, this data is not presented on the SPREE Lite due to COVID-19 related school closures and modified testing schedules.*

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## College & Career (continued)

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Math: Percent of Students Participating in Within-Year Assessments (Grades 9-11)	<p>The percentage of students who participated in within-year math assessments (e.g., Star360). Students must have been enrolled through at least May 15 to count towards a school's score.</p> <p><i>For 2020-2021, this data is not presented on the SPREE Lite due to COVID-19 related school closures and modified testing schedules.</i></p>
Math: Percent of Students At Grade Level by End of Year (Grades 9-11)	<p>The percentage of students who were at or above grade level on within-year math assessments (e.g., Star360). Students must have been enrolled through at least May 15 to count towards a school's score.</p> <p><i>For 2020-2021, this data is not presented on the SPREE Lite due to COVID-19 related school closures and modified testing schedules.</i></p>
Keystones: Percent of 10 <sup>th</sup> Graders Proficient on Algebra, Biology, and Literature	<p>The percentage of students in 10<sup>th</sup> grade in the accountability year who have scored proficient or advanced on all three of the Keystone Exams. For students who took the exam multiple times, only the best score is used.</p> <p><i>For 2020-2021, this data is not presented on the SPREE Lite due to COVID-19 related modified testing schedules and requirements.</i></p>
Percent of 12 <sup>th</sup> Grade CTE Students Meeting Industry Standards	<p>The percentage of Career and Technical Education (CTE) students who scored at the Competent or Advanced levels on the NOCTI or NIMS assessment.</p> <p><i>For 2020-2021, this data is not presented on the SPREE Lite due to COVID-19 related modified testing schedules and requirements.</i></p>
Percent of 10 <sup>th</sup> Grade CTE Students Passing Level 1 Coursework	<p>The percentage of students enrolled in Level 1 CTE courses who earned a final grade of A or B. Students must have been enrolled for at least 90% of school days, including through the end of the year, in order to be count towards a school's score.</p>
Percent of 11 <sup>th</sup> Grade CTE Students Passing Level 2 Coursework	<p>The percentage of students enrolled in Level 2 CTE courses who earned a final grade of A or B. Students must have been enrolled for at least 90% of school days, including through the end of the year, in order to be count towards a school's score.</p>

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## College & Career (continued)

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Four-Year Cohort Graduation Rate	The percentage of students in a first-time, ninth-grade cohort who graduate within four years (excluding, for example, students who moved out of state, were displaced, or were placed in long-term hospital care). Students are attributed to the last school at which they are actively enrolled in the four-year window, which ends on September 30 of their expected graduation calendar year.
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AP Exam, IB Exam, and Dual Enrollment Participation and Performance	<p>A set of three metrics looking at:</p> <ul style="list-style-type: none"><li>- The percentage of 12th graders who have scored a 3 or higher on an Advanced Placement (AP) exam, scored a 4 or higher on an International Baccalaureate (IB) exam, or passed a Dual Enrollment course.</li><li>- The percentage of 12th graders who took an AP or IB exam or a Dual Enrollment course, but did not obtain a college- or career-ready score</li><li>- The percentage of 12th graders who did not take an AP or IB exam or a Dual Enrollment course.</li></ul> <p>A student must be enrolled a minimum of 90 percent of days to count towards a school's score; all 12th graders who qualify are included in this metric even if they did not take an exam.</p>
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Ninth-Grade On-Track Rate	The percentage of first-time ninth-grade students who end the year on track, which is defined as earning at least 5 credits including at least one in each of English, Math, Science, and Social Studies. Students must have been enrolled for at least 90% of school days, including through the end of the year, in order to be count towards a school's score
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First-Fall Matriculation	The percentage of annual graduates who enroll in any post-secondary institution in the first fall following their graduation date.
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FAFSA Completion Rate	The percentage of 12th graders who completed a Federal Application for Federal Student Aid (FAFSA) form. A student must be enrolled for a minimum of 165 days to count towards a school's score.
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## Climate, Culture, & Opportunity

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### School Climate Score

The mean of all respondent groups' average scaled scores on questions related to School Climate on the District-Wide Survey. For each question, each response is worth a percentage of 10 based upon the number of possible responses.

Scores are also displayed separately by respondent group (students, parents/guardians, and teachers). Upon initial release of the 2020-2021 SPREE Lite, these scores were assigned a performance tier based on the unrounded value (e.g., 6.99); updated reports and data files assigning performance tiers based on the rounded value (e.g., 7.0) were released in July 2022.

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### School Instruction Score

The mean of all respondent groups' average scaled scores on questions related to Instruction on the District-Wide Survey. For each question, each response is worth a percentage of 10 based upon the number of possible responses.

Scores are also displayed separately by respondent group (students, parents/guardians, and teachers). Upon initial release of the 2020-2021 SPREE Lite, these scores were assigned a performance tier based on the unrounded value (e.g., 6.99); updated reports and data files assigning performance tiers based on the rounded value (e.g., 7.0) were released in July 2022.

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### School Has At Least 2 Behavioral/Mental Health Support FTEs per 500 Students

Whether the school has at least 2 behavioral/mental health employees for every 500 students enrolled in the school.

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### Student Attendance

Two separate metrics looking at:

- The percentage of students who attend 95% or more of instructional days.
- The percentage of students who attend 90% or more of instructional days.

The SPREE includes the following related (unscored) metrics, following the same business rules:

- The percentage of students attending 85% to 90% of instructional days
- The percentage of students attending 80% to 85% of instructional days
- The percentage of students attending less than 80% of instructional days

A student must be enrolled for a minimum of 10 days to count towards a school's score.

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## Climate, Culture, & Opportunity (continued)

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Percent of Students  
Participating in Co-  
Curricular/Athletics Activities  
(HS only)

The percentage of students who participated in at least one co-curricular or athletic activity during the school year.

*For 2020-2021, this information is not presented on the SPREE Lite due to lack of data availability.*

Percent of K-8 Students  
Participating in  
Visual/Performing Arts (ES, K-8,  
MS only)

The percentage of students who participated in a visual or performing arts courses. Students must be enrolled for at least 90% of the school year to count towards a school's score.

School Relationship Score

The mean scaled scores on questions related to School Relationships on the District-Wide Survey. For each question, each response is worth a percentage of 10 based upon the number of possible responses.

Responses from parents/guardians only are included in this measure. Upon initial release of the 2020-2021 SPREE Lite, these scores were assigned a performance tier based on the unrounded value (e.g., 6.99); updated reports and data files assigning performance tiers based on the rounded value (e.g., 7.0) were released in July 2022.

School Advisory Council  
Information

A set of three metrics looking at whether:

- The school has an established SAC/parent advisory group
- The group meets regularly, defined as at least 3 times during the 2020-2021 school year
- The number of meetings that were held during the 2020-2021 school year

Suspension Disproportionality

A set of metrics looking at whether the distribution of students across demographic groups within the school aligns to the distribution of suspensions administered within the school.

*For 2020-2021, this information is not presented on the SPREE Lite due to limited data availability.*

Percent of Students Receiving  
Zero Out-of-School Suspensions

The percentage of students with zero out-of-school suspensions during the school year. A student must be enrolled for a minimum of 10 days to count towards a school's score.

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*For 2020-2021, this information is not presented on the SPREE Lite due to limited data availability.*

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

The percentage of students overall, Black/African American students, and Hispanic/Latino students who participated in an AP, IB, or Dual Enrollment course while in high school.

Percent of Students Qualified to Attend Special Admission High Schools (K8 and MS only)

The percentage of eighth-grade students overall, Black/African American students, and Hispanic/Latino students who meet the qualifications to attend special admission high schools within the School District of Philadelphia. Students must be enrolled for at least 10 days within the school selection window and have been enrolled at the same school for at least 50% of the previous school year (including through the end of the school year) in order to count towards a school's score.

## Appendix B: 2020-2021 and 2025-2026 Targets

### READING/ELA

	2020-2021 TARGET	2025-2026 TARGET
PSSA ELA: % of Students Proficient or Advanced, Grades 3-8	38.6%	65.0%
ELA: Strong Evidence of Meeting State Growth Targets (Average Growth Index)	2.00	2.00
Percent of English Learners Meeting ELA Growth Target	50.0%	61.0%
PSSA ELA: % of Students Proficient or Advanced, Grade 3 (ES and K8 only)	35.4%	62.0%

### MATH & SCIENCE

	2020-2021 TARGET	2025-2026 TARGET
PSSA Math: % of Students Proficient or Advanced, Grades 3-8	24.6%	52.0%
Math: Strong Evidence of Meeting State Growth Targets (Average Growth Index)	2.00	2.00

### COLLEGE & CAREER

	2020-2021 TARGET	2025-2026 TARGET
Percent of 11 <sup>th</sup> Graders Proficient on Algebra, Biology, and Literature Keystones	28.4%	52.0%
Algebra I, Biology, and Literature: Strong Evidence of Exceeding State Growth Standard	2.00	2.00
Percent of English Learners Meeting ELA Growth Target	50.0%	61.0%
Percent of 12 <sup>th</sup> Grade CTE Students Meeting Industry Standards <sup>1</sup>	56.7%	80.0%
Four-Year Cohort Graduation Rate	87.1%	90.0%

<sup>1</sup> Subsequent to the release of the 2020-2021 SPREE, the 2020-2021 target for this metric was adjusted to 56.8% based on a revision to the baseline used to set District improvement trajectories.





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**CLIMATE, CULTURE, & OPPORTUNITY**

	2020-2021 TARGET	2025-2026 TARGET
School Climate Score	7.0	7.0
School Instruction Score	8.0	8.0
School Relationship Score	8.0	8.0
Percent of Students Attending 95%+ of Days	51.1%	60.0%
Percent of Students Attending 90%+ of Days	79.4%	94.0%
Percent of Students Receiving Zero Out-of-School Suspensions	95.0%	95.0%