

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:

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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.	11
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.	12
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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.

STRAWBERRY MANSION HIGH SCHOOL

2021-22 SCHOOL PROGRESS REPORT ON EDUCATION AND EQUITY

School Code | 4140 **Sector** | District **Network** | Network 4
Principal Name | Mr Brian Mccracken
Address | 3133 Ridge Ave
Phone | 215-400-7500 **Website** | smhs.philasd.org/
Report Type | High School **Grades in Report** | 9-12
Admissions Category | Neighborhood
Turnaround Model | Program Redesign
Receives K8 Report | No
Oct 1 Enrollment | 165

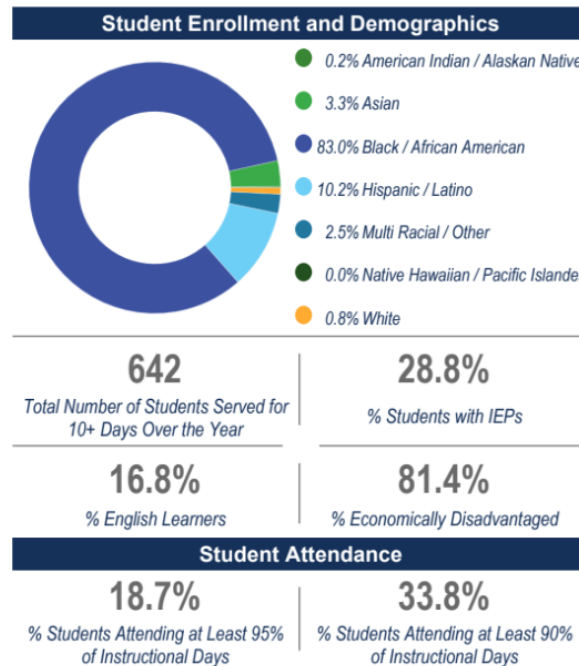
School Code, Sector, and Network	The school code is the District’s method of identifying the school internally, even if the official name changes. The other information indicates whether the school is managed by the District or by a Charter organization, as well as the Learning Network that the school was part of for the reporting year.
Principal Name, Address, Phone Number, and Website	The name of the school’s current principal and the school’s contact information.
Report Type	The report type determines the evaluation measures for the school. 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, Criteria-Based, etc.)
Turnaround Model	Information about whether or not the school was in a turnaround model in 2021-2022.
Receives HS/K8 Report	This indicates whether the school receives another report for other grades served.

Oct 1 Enrollment

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

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 qualify as economically disadvantaged due to receipt of public benefits like Medicaid, SNAP, or TANF for the reporting year
Student Attendance	The percentage of students in the school who attended at least 95% of instructional days and at least 90% of instructional days. Additional information on student attendance is presented later in the report.

Performance Summary

In the next column, the SPREE displays a school’s performance for each of the goals for which it is eligible, as well as its overall score level and score level for student groups.

Score Level	Performance	Improvement	Level
<p>Level 3</p> <p>Performance At or Above Target in 44.4 % 4 out of 9 Eligible Metrics</p> <p>Improvement Insufficient Data for Score</p>	American Indian / Alaskan Native		
	Insufficient Data for Score		
	Asian		
Insufficient Data for Score			Insufficient Data for Score
Black / African American			Insufficient Data for Score
Insufficient Data for Score			Insufficient Data for Score
Goal Performance (All Students)			
GOAL 1 PSSA ELA % of Students Proficient or Advanced (Grades 3-8)			
Score: 47.0 %			
4.5 pts above 2021-2022 target			
MEETING no data prior year			
GOAL 2 PSSA ELA % of Students Proficient or Advanced (Grade 3)			
Score: 51.2 %			
11.9 pts above 2021-2022 target			
MEETING no data prior year			
GOAL 3 PSSA Math % of Students Proficient or Advanced (Grades 3-8)			
Score: 24.5 %			
-4.2 pts from 2021-2022 target			
NOT MEETING no data prior year			
<ul style="list-style-type: none"> Meeting Target Not Meeting Target 			
English Learners			Insufficient Data for Score
Students with IEPs			Insufficient Data for Score
Economically Disadvantaged			Insufficient Data for Score
White			Insufficient Data for Score
Multi Racial / Other			Insufficient Data for Score
Hispanic / Latino			Insufficient Data for Score
Native Hawaiian / Pacific Islander			Insufficient Data for Score

Score Level

The school’s overall score level, including the number and percentage of metrics for which the school met the target and the number and percentage for which it was improving. Score levels are discussed in more detail on page 13. For the 2021-2022 SPREE, improvement data are not displayed.

Goal Performance

The school’s performance on each Board Goal for which it is eligible. For the 2021-2022 reports, schools are evaluated as either Meeting the annual target, Not Meeting the annual target, or Meeting the 2026 Goal for a metric. For the 2021-2022 SPREE, prior-year data are not displayed.

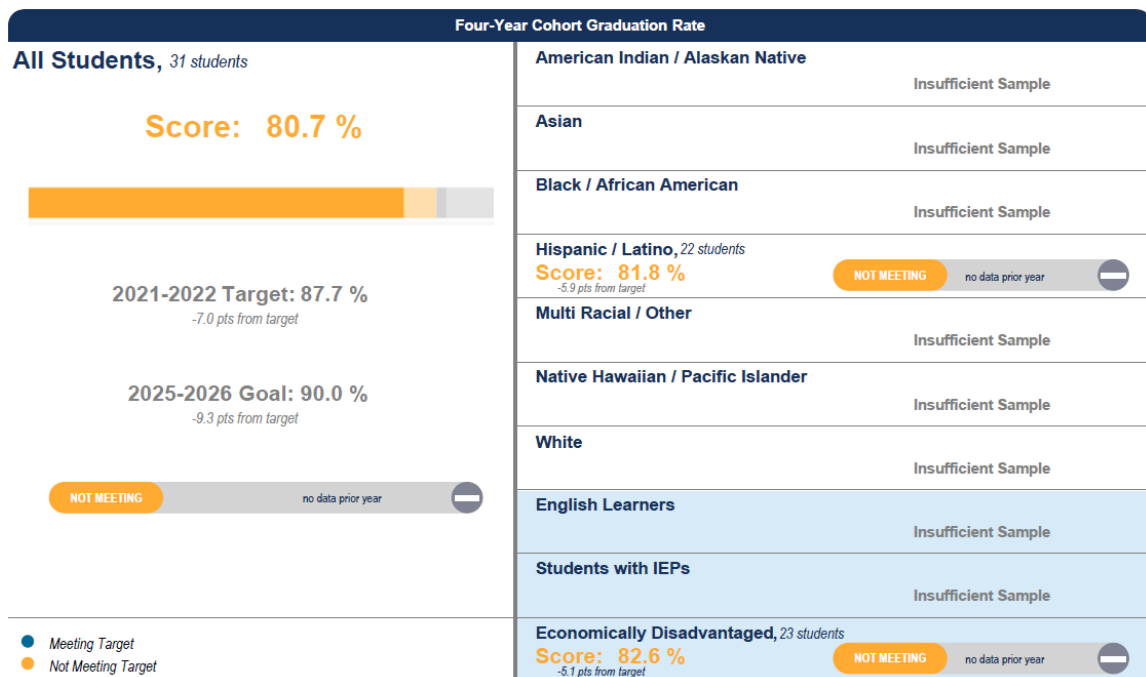
Performance by Student
Groups Served

The last column on the cover sheet shows the percentage of metrics the school is meeting the targets for and improving from the prior year's performance for each student group served by the school.
For the 2021-2022 SPREE, performance and improvement data by student group served are not displayed.

The 2021-2022 school year is serving as the baseline for SPREE. Thus, prior-year data and measures of improvement from the previous year are not available in 2021-22. Additionally, due to the limited number of metrics available by student groups, Performance by Student Groups served can not be calculated in 2021-22.

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.



Metric

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.

Each of these measures, or metrics, provides information about a different aspect of the school. In this example, one of the high school metrics, 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, 93.8% of students graduated within four years. The number of students eligible for the metric is also displayed. In the example above, 31 students were eligible for – and therefore included in – the calculation.

Targets	<p>The 2021-2022 Target is the performance that schools and the District were expected to achieve in 2021-2022. 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 and District-Wide Survey scores, targets do not change over time.</p>
Metric Tier	<p>The metric tier is determined based on whether the school is meeting the 2021-2022 Target and/or the 2025-2026 Goal. 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 change from the previous year's performance.</p>
Performance by Student Groups Served	<p>For metrics that are displayed and scored for each student group served by the school, the metric score and metric tier are also displayed in the right-hand column.</p>

Other Key Metrics

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

Other Key Metrics

77.3 %

*Ninth-Grade On-Track
Rate*

35.3 %

First-Fall Matriculation

38.6 %

*% of Students Completing
the FAFSA by End of 12th
Grade*

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, 77.3% of students met the standard.

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.

Elementary School	K-2		K-3		K-4		K-5		K-6		3-5
K8 School ¹	K-7		K-8		1-7		1-8				
Middle School ²	5-7		5-8		6-8		7-8				
High School ^{1,2}	9-10		9-12		11-12						

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 only one grade level within a grade span 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, and schools are eligible for different domains depending on the grade levels they serve. Domains are presented for organizational purposes only; no scores are created for domain-level performance.

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).

Due to limited data availability, the 2021-2022 SPREE includes an abbreviated version of this domain.

Math and Science

The Math & Science domain, for elementary, K8, and middle school reports, measures performance on Goal 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).

Due to limited data availability, the 2021-2022 SPREE includes an abbreviated version of this domain.

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.

Due to limited data availability, the 2021-2022 SPREE includes an abbreviated version of this domain.

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.

Due to limited data availability, the 2021-2022 SPREE includes an abbreviated version of this domain.

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:
 - +2.00 or higher - Significant evidence that the student group gained ground
 - +1.00 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

The 2021-2022 school year is serving as the baseline for SPREE. Thus, measures of improvement from the previous year are not available in 2021-22.

Meeting and Improving (Meeting in 2021-2022)

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 Goal, 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.

2021-2022 is the first complete SPREE reporting year, so improvement is not measured; schools meeting the current-year target receive a label of "Meeting."

Meeting and Not Improving (Tier not used in 2021-2022)

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.

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

Not Meeting but Improving (Tier not used in 2021-2022)

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

2021-2022 is the first complete 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 (Not Meeting in 2021-2022)

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.

Overall Performance Levels

A school's performance and progress, measured schoolwide and by student group, is categorized into one of six levels. These tiers summarize the school's performance against the annual targets for the metric and its improvement (or lack thereof) from the previous year.

In order to receive an overall score level, schools and student groups must have sufficient data to be scored on at least five metrics. Schools and student groups are categorized as follows:

	Meeting 67-100% of Metric Targets	Meeting 34-66% of Metric Targets	Meeting 0-33% of Metric Targets
Improving for More Than 50% of Metrics	Level 1	Level 3	Level 5
Improving for Less Than 50% of Metrics	Level 2	Level 4	Level 6

In 2021-2022, schools can be categorized only into Level 1, Level 3, or Level 5, as no improvement information is available.

Appendix A: Metric Definitions

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

<p>PSSA ELA: % of Students Proficient or Advanced, Grades 3-8</p>	<p>The percentage of students in grades 3-8 scoring proficient or advanced on the PSSA or the Pennsylvania Alternative System of Assessment (PASA). A student must be continuously enrolled for a Full Academic Year - from at least October 1 to the last day of the Pennsylvania Department of Education (PDE) PDE-established testing window - to count toward a school's score. PASA results are included in order to account for the achievement of all students.</p>
<p>ELA: Strong Evidence of Meeting State Growth Targets (Average Growth Index)</p>	<p>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 toward a school's score. A schoolwide value of at least 2.00 indicates strong evidence that students are meeting or exceeding state growth targets.</p> <p><i>For 2021-2022, this data is not presented on the SPREE.</i></p>
<p>Percent of English Learners Meeting ELA Growth Target</p>	<p>The percentage of students who met their individual growth targets on the ACCESS for ELLs 2.0. Growth targets are established by the state.</p> <p><i>For 2021-2022, this data is not presented on the SPREE.</i></p>
<p>ELA: Percent of Students Participating in Within-Year Assessments (Grades 3-8)</p>	<p>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 toward a school's score.</p> <p><i>For 2021-2022, this data is not presented on the SPREE.</i></p>
<p>ELA: Percent of Students At Grade Level by End of Year (Grades 3-8)</p>	<p>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 toward a school's score.</p> <p><i>For 2021-2022, this data is not presented on the SPREE.</i></p>

 Reading/ELA (continued)

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. 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 toward a school's score. PASA results are included in order to account for the achievement of all students.

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 toward a school's score.

For 2021-2022, this data is not presented on the SPREE.

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 toward a school's score.

For 2021-2022, this data is not presented on the SPREE.

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

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. 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 toward a school's score. PASA results are included in order to account for the achievement of all students.
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 toward a school's score. A schoolwide value of at least 2.00 indicates strong evidence that students are meeting or exceeding state growth targets. <i>For 2021-2022, this data is not presented on the SPREE.</i>
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 toward a school's score. <i>For 2021-2022, this data is not presented on the SPREE.</i>
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 toward a school's score. <i>For 2021-2022, this data is not presented on the SPREE.</i>
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. 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 toward a school's score. PASA results are included in order to account for the achievement of all students.
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 toward a school's score. A schoolwide value of at least 2.00 indicates strong evidence that students are meeting or exceeding state growth targets. <i>For 2021-2022, this data is not presented on the SPREE.</i>

 College & Career (HS only)

Keystones: Percent of 11th Graders Proficient on Algebra, Biology, and Literature

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

Students who were enrolled in a Keystone-aligned course (e.g., Algebra I) for the first time during 2019-2020 and who passed the course are counted as scoring “Proficient” for the respective Keystone assessed. This is because state standardized assessments were canceled in 2019-2020 due to COVID-19, and because the state has permanently exempted such students from accountability requirements associated with those courses.

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 toward 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 2021-2022, this data is not presented on the SPREE.

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 2021-2022, this data is not presented on the SPREE.

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 toward a school’s score.

For 2021-2022, this data is not presented on the SPREE.

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 toward a school’s score.

For 2021-2022, this data is not presented on the SPREE.

College & Career (continued)

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

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 toward a school's score.

For 2021-2022, this data is not presented on the SPREE.

Math: 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 math assessments (e.g., Star360). Students must have been enrolled through at least May 15 to count toward a school's score.

For 2021-2022, this data is not presented on the SPREE.

Keystones: Percent of 10th Graders Proficient on Algebra, Biology, and Literature

The percentage of students in 10th 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.

For 2021-2022, this data is not presented on the SPREE.

Percent of 12th Grade CTE Students Meeting Industry Standards

The percentage of Career and Technical Education (CTE) students who scored at the Competent or Advanced levels on the NOCTI or NIMS assessment.

Schools that do not offer CTE programs receive an "Insufficient Sample" for this metric.

Percent of 10th Grade CTE Students Passing Level 1 Coursework

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 counted toward a school's score.

For 2021-2022, this data is not presented on the SPREE.

Percent of 11th Grade CTE Students Passing Level 2 Coursework

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 counted toward a school's score.

For 2021-2022, this data is not presented on the SPREE.

 College & Career (continued)

Four-Year Cohort Graduation Rate	The percentage of students in a first-time, ninth-grade cohort who graduated 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.
Four-Year Dropout Rate	The percentage of students in a first-time, ninth-grade cohort who did not graduate within four years but instead left the District and are not recorded as enrolling in another school system. 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.
Four-Year Continuing Rate	The percentage of students in a first-time, ninth grade cohort who did not graduate within four years but are still enrolled as of October 1. 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.
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"> - 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 - 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 - The percentage of 12th graders who did not take an AP or IB exam or a Dual Enrollment course
Ninth-Grade On-Track Rate	A student must be enrolled a minimum of 90 percent of days to count toward a school's score; all 12th graders who qualify are included in this metric even if they did not take an exam.
First-Fall Matriculation	The percentage of first-time ninth-grade students who ended 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 count toward a school's score.
FAFSA Completion Rate	The percentage of annual graduates who enrolled in any post-secondary institution in the first fall following their graduation date.
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 toward a school's score.

 Climate, Culture, &
 Opportunity

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).

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).

 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.

Charter schools are not eligible for this metric.

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 toward a school's score.

Teacher Attendance

Two separate metrics looking at:

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

Charter schools are not eligible for this metric.

 Teachers Receiving a Proficient
 or Distinguished MMS Rating

Two separate metrics looking at:

- The percentage of teachers who receive a Proficient MMS Rating
- The percentage of teachers who receive a Distinguished MMS Rating

Charter schools are not eligible for this metric.

Year-to-Year Teacher Retention

The percentage of teachers who are retained within a school from October 31, 2021 to October 31, 2022.

Charter schools are not eligible for this metric.

Climate, Culture, & Opportunity (continued)

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. <i>For 2021-2022, this information is not presented on the SPREE due to lack of data availability.</i>
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 course. Students must be enrolled for at least 90% of the school year to count toward 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.
School Advisory Council Information	Responses from parents/guardians only are included in this measure. A set of three metrics looking at: <ul style="list-style-type: none"> - Whether the school has an established SAC/parent advisory group - Whether the group meets regularly, defined as at least 4 times during the 2021-2022 school year - The number of meetings that were held during the 2021-2022 school year
Suspension Disproportionality	Charter schools are not eligible for this metric. A set of metrics looking at whether the distribution of student enrollment across demographic groups within the school aligns to the distribution of suspensions administered within the school.
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 toward a school's score.
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 Criteria-Based 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 criteria-based 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 <u>previous</u> school year (including through the end of the school year) in order to count toward a school's score.

Appendix B: 2021-2022 and 2025-2026 Targets

READING/ELA

	2021-2022 TARGET	2025-2026 TARGET
PSSA ELA: % of Students Proficient or Advanced, Grades 3-8	42.5%	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	52.1%	61.2%
PSSA ELA: % of Students Proficient or Advanced, Grade 3 (ES and K8 only)	39.3%	62.0%

MATH & SCIENCE

	2021-2022 TARGET	2025-2026 TARGET
PSSA Math: % of Students Proficient or Advanced, Grades 3-8	28.7%	52.0%
Math: Strong Evidence of Meeting State Growth Targets (Average Growth Index)	2.00	2.00

COLLEGE & CAREER

	2021-2022 TARGET	2025-2026 TARGET
Percent of 11 th Graders Proficient on Algebra, Biology, and Literature Keystones	31.7%	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	52.1%	61.2%
Percent of 12 th Grade CTE Students Meeting Industry Standards	60.0%	80.0%
Four-Year Cohort Graduation Rate	87.7%	90.0%

 CLIMATE, CULTURE, & OPPORTUNITY

	2021-2022 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	52.9%	60.0%
Percent of Students Attending 90%+ of Days	82.3%	94.0%
Percent of Students Receiving Zero Out-of-School Suspensions	95.0%	95.0%