Introduction to
The School Progress Report on Education and Equity (SPREE)

Office of Evaluation, Research, and Accountability
School District of Philadelphia
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THE SCHOOL DISTRICT OF
PHILADELPHIA

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Introduction to the *School Progress Report on Education and Equity (SPREE)*

History of School Accountability and Performance in the School District of Philadelphia

The School District of Philadelphia has developed and produced several versions of its own accountability framework for more than ten years. Each framework has outlined the standards and expectations that the District used to evaluate its schools, and school-level reports aligned to each framework have allowed District and school leaders to understand school performance and support schools in a more nuanced way than provided by state tools. Most recently, the District has produced the [School Progress Reports (SPR)](#), which looked at four aspects of a school's performance - Achievement, Progress, Climate, and College and Career. Schools received an overall score based on these four performance areas, and their scores placed them in one of four tiers.

By using the same accountability approach for all District and Charter schools, we are able to better compare school progress and performance across a variety of indicators. From 2014-15 to 2018-19, the number of schools in the lowest of the four tiers - Intervene - has [fallen by 50%](#), and the number of schools in the top two tiers has increased by 20%. This overall improvement has been driven largely by [improvements in the areas of Progress and Climate](#), both of which have seen double-digit increases in performance over the past five years.

Now, the Board of Education has set clear performance goals for the next five years and will be regularly monitoring the District's performance on and progress towards those goals. Our city-wide school accountability report is changing as well to incorporate indicators aligned to the [Board of Education's Goals and Guardrails](#). This shift ensures that we are looking at the same information whether reviewing progress at the system level or at the school level. This document provides an overview of the new report, the School Progress Report on Education and Equity (SPREE).

What is the SPREE?

The School Progress Report on Education and Equity (SPREE) is the District's new accountability report to summarize annual school performance. This report will be closely aligned to the [Board of Education's Goals and Guardrails](#). It will track how schools are performing on those measures, and on measures that contribute to the Board's goals (e.g., student growth towards proficiency, graduation, and student attendance).

What will this report tell me about a school?

The SPREE will provide a high-level overview of how a school is performing on the goals that the Board of Education has set for all students, as well as how a school's performance on these indicators has changed over time. This new report will also provide information about how a school is performing for different student groups (e.g., students of different racial/ethnic backgrounds, English Learners) and about how a school is performing on leading indicators and other measures associated with the Board's Goals and Guardrails.

How can I use this report?

You can use this report to review school performance on a standardized set of measures for the prior school year, and to summarize how the school has progressed towards the Board's Goals and Guardrails over time.

The information contained in the SPREE will be used to support the School Improvement Planning process, inform goal-setting, and guide the use of targeted interventions to ensure that all students are achieving their full potential. In addition, wherever possible, the SPREE will compare a school's performance against local or state goals so that schools are working towards consistent guideposts each year.

This report can't explain *why* a school is demonstrating certain levels of progress or performance and shouldn't be used on its own to try to do so. It can be used to start a conversation about the strengths and weaknesses of a school and what supports might be necessary -- but it can't be used as the only piece of the conversation.

How does this differ from the School Progress Reports (SPR)?

The SPREE is replacing the SPR as the District's annual accountability report for schools. The SPREE is meant to show school progress towards the Board's Goals and Guardrails, while the SPR was a more general performance report. The SPREE will be organized differently from the SPR. Most notably, it will include a smaller number of scored metrics than the SPR, and the metrics that are scored will have different values than on the SPR.

The SPREE will also be aligned to other local and state goals to clarify for school leaders the measures that they should be focusing on and the expectations in place for each of those. This addresses a common piece of feedback from schools regarding the SPR: that the SPR included expectations that were inconsistent with other District goals - for example, the annual targets for the graduation rate differed from the District's floor and target for the metric on the SPR.

Which schools will receive a report based on this new framework?

All traditional District schools will receive a SPREE, as well as charter schools that agree to participate. Historically, 99% of eligible charter schools have participated in the District's accountability reporting (i.e. the SPR).

Alternative schools and programs will not receive a SPREE; instead, they receive the Alternative Education Progress Report (AEPR), which evaluates the programs on metrics and performance targets appropriate for the program structure and in alignment with their contracts.

How will the SPREE school-level reports be organized, and what metrics will be included?

The report will include a summary cover page that provides an overview of how the school is performing against the Board's Goals and Guardrails, as well as a demographic profile of the school and contact information. An example of what this cover page may look like is displayed below.
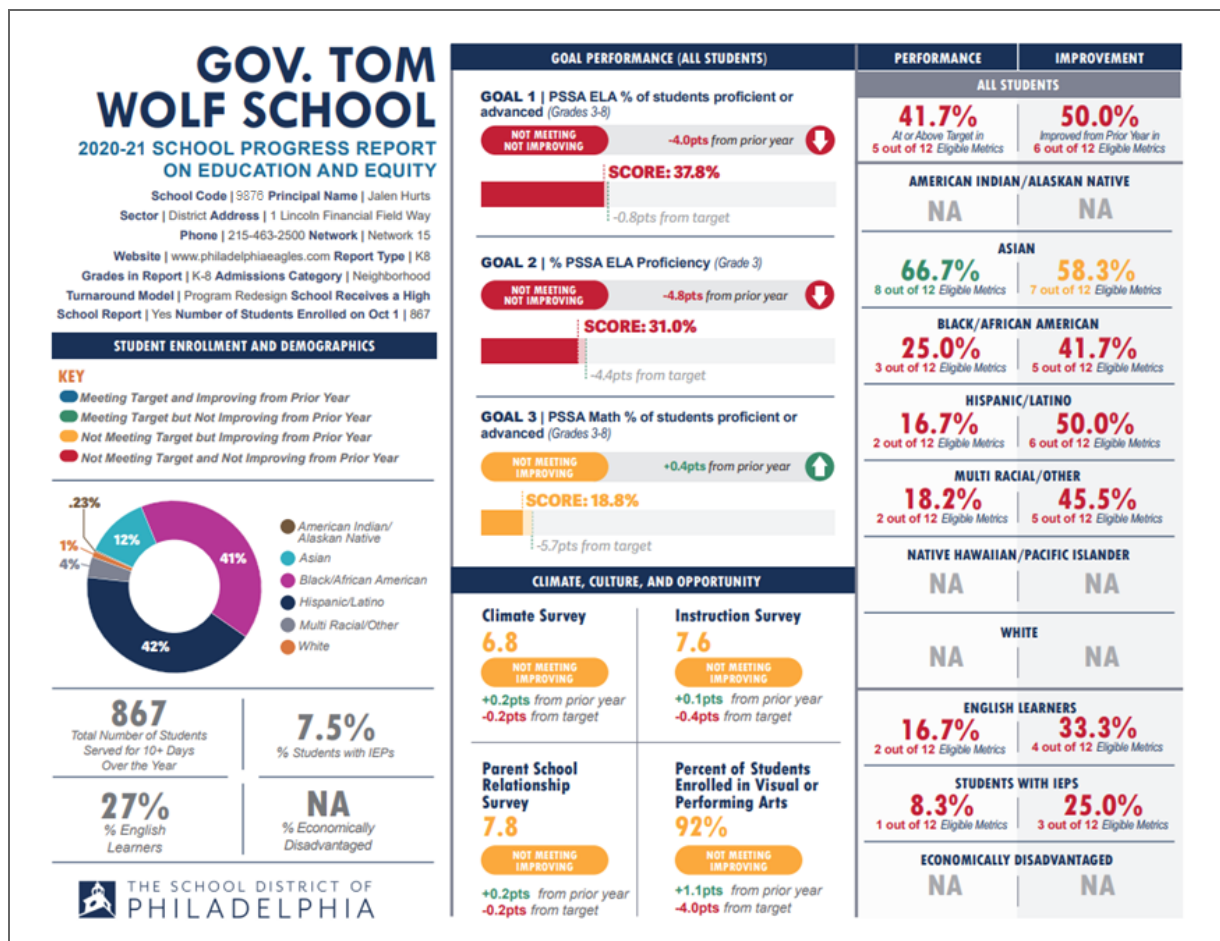
In addition, the SPREE will have two domains (or sections) for high schools and three for lower grades schools (elementary, middle, and K-8 schools).

Two Domains with Metrics for High Schools:
1. College and Career
   - Algebra, Biology, and Literature performance and growth
   - Within-year reading and math assessment participation and performance
   - English learners' growth
   - Career and technical education (CTE) coursework and industry standards
   - 9th graders on track to graduate in four years
   - Four-year high school graduation rate
   - College-ready coursework participation and performance
   - FAFSA completion rate
   - College enrollment

2. Climate, Culture, and Opportunity
   - School climate
   - Quality of instruction
   - School relationships
   - Behavioral and mental health support staff
   - Environmental safety
   - Parent/family advisory group
   - Student and teacher attendance
   - Teacher retention
   - Student participation in co-curriculars and athletics
   - Out-of-school suspensions and whether certain groups of students are over-suspended
   - Whether all groups of students have similar access to college-ready coursework

Three Domains with Metrics for Lower Grades Schools (Elementary, Middle, and K-8 schools):
1. Reading/ELA
   - ELA performance and growth
   - Within-year reading assessment participation and performance
   - English learners' growth
2. Math/Science
   - Math performance and growth
   - Science performance and growth
   - Within-year math assessment participation and performance
3. Climate, Culture, and Opportunity
   - School climate
   - Quality of instruction
   - School relationships
   - Behavioral and mental health support staff

- Environmental safety
- Parent/family advisory group
- Student and teacher attendance
- Teacher retention
- Student participation in visual and performing arts courses
- Out-of-school suspensions and whether certain groups of students are over-suspended
- Whether all groups of students are qualified to attend special admission high schools (K-8 and Middle Schools only)

Examples of how each domain will look will be available on this website in the spring. Additional details about the metrics included in each domain, and whether the metric will be scored or informational, are included in Appendix A.

What is being measured in this report, and how will it be scored?

The metrics on the SPREE will be split between those that are scored (i.e., evaluated against performance targets and contributing towards a school's overall categorization) and those that are presented for informational (display) purposes only.

The scored metrics include those that are aligned to the Board's Goals or to the state's Future Ready Index. Those that are informational only include some of the Board's Guardrail indicators that fall outside of principals/school leaders' control (e.g., environmental conditions of the school building). They also include some indicators that are related to and provide additional context for performance on the Board's Goals and Guardrails (e.g., within-year assessments used for academic progress monitoring).

Metric Scoring

Schools will receive ratings for a limited number of metrics, primarily those aligned to the Board's Goals. Ratings are determined based on school performance against annual targets for each scored metric. Wherever possible, these targets are aligned to pre-existing state targets and Board targets. For metrics where local and state goals do not exist, the District's Office of Evaluation, Research, and Accountability (ERA) developed research-informed targets. The targets that will be used for all scored metrics -- and for all years through 2025-2026 -- are available at philasd.org/spree.

For example, schools' ELA and Math PSSA proficiency rates will be compared against the Board of Education's annual targets for PSSA performance and to the school's performance on the same metric one year earlier. Based on the school's performance against the annual target, a school will receive a metric rating that falls into one of four possible rating categories:

- Schools that meet the reporting year's target and have shown improvement from the previous year will receive a rating of "Meeting and Improving" (displayed in blue);
- Schools that meet the reporting year's target but have not shown improvement from the previous year will receive a rating of "Meeting but Not Improving" (displayed in green);
- Schools that are below the reporting year's target but have shown improvement from the previous year will receive a rating of "Not Meeting but Improving" (displayed in orange); and
- Schools that are below the reporting year's target and did not show improvement from the previous year will receive a rating of "Not Meeting and Not Improving" (displayed in red).

Schools that do not have data for the previous year will receive a rating of "Meeting" (displayed in blue) or "Not Meeting" (displayed in orange) depending on their performance against the current year's target only.

Additionally, schools that are already meeting the 2025-2026 target for a metric will receive a rating of "Meeting and Improving." Otherwise, in order to be classified as "Improving," a school needs to show improvement of at least 2 percentage points (for percentage-based metrics), improvement of at least 0.1 points (for survey metrics), or improving by at least one performance category (for PVAAS AGI metrics).

Overall Scoring

Schools will be categorized as one of six performance levels based on their performance against the annual performance targets and on improvement from the previous year for the scored metrics. Schools will also receive these labels for each student group within the school that has at least 20 students.

The six performance levels are:

- **Level 1:** Meeting most or all performance targets (≥67%) and improving on at least half of them (≥50%). These schools should focus on maintaining performance and ensuring equity for all student groups.
- **Level 2:** Meeting most or all performance targets (≥67%) but improvement is flat or declining (<50%). These schools need to improve so they continue to meet the targets, which increase over time.
- **Level 3:** Meeting some targets (34-66%) and improving on at least half (≥50%). These schools should build on their strengths and focus on meeting targets they haven't yet reached.
- **Level 4:** Meeting some targets (34-66%) but improvement is flat or declining (<50%).

With targeted support, these schools can jump-start improvement and reach more performance targets.

- **Level 5:** Generally not meeting performance targets (≤33%), but improving on at least half of them (≥50%). These schools need support and should focus on those targets they are not yet reaching.
- **Level 6:** Generally not meeting performance targets (≤33%) and improvement is flat or declining (<50%). These schools require immediate attention and assistance.

How does this report incorporate equity?

For certain metrics, such as PSSA proficiency rates and student growth, the SPREE will display information for different ESSA student groups (by race/ethnicity, English learners, students with disabilities, and economically disadvantaged students) and rate that performance against the same targets that are used for the schoolwide rating, using the rating categories outlined above.

Performance on a number of metrics - such as PSSA proficiency rates, student growth, and graduation rates - will be displayed and scored for groups of students (by race/ethnicity, for English learners, for students with disabilities, and for economically disadvantaged students). Schools will be rated on performance for these student groups using the same targets that are used for the schoolwide rating as outlined above. This is to encourage transparency about the performance of all students and to foster conversations about whether the school is meeting the needs of all students. Schools will also be categorized based on the performance of student groups, which helps to center information on whether a school is serving all students equally well.

The SPREE will also include a number of indicators looking at disproportionality - for example, looking at whether different groups of students have equal access to rigorous coursework or whether certain groups of students are over-suspended. Including information about student opportunity, access, and performance throughout the report will allow school communities to zero in on gaps and identify where resources and support are needed to improve opportunities and outcomes for students.

How was the SPREE developed?

The [Office of Evaluation, Research, and Accountability (ERA)](#) was tasked with developing a new school-level report that is aligned to the Board's Goals and Guardrails, provides stakeholders with clear information on how a school is performing, and evaluates whether a school is progressing over time. To do so, ERA conducted 18 focus groups with a range of stakeholders representing District and Charter principals/school leaders, teachers, assistant superintendents, leaders and staff from District and charter central administration, and the Board of Education. ERA also administered a public stakeholder survey to gather feedback on

which metrics should be included in the report and counted towards a school's performance summary. More information about stakeholder engagement and the feedback provided is available at philasd.org/spree.

APPENDIX A: Metrics and Scoring by School Type

Domains by School Type

The SPREE will have two domains (or sections) for high schools and three for lower grades schools. Metric-level details for each domain are available in the tables below.

Elementary, Middle, and K-8 Schools:
- Reading/ELA
- Math/Science
- Climate, Culture, & Opportunity

High Schools:
- College & Career
- Climate, Culture, & Opportunity

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

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

Math/Science (Elementary, Middle, and K-8 Schools)

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

College and Career (High Schools)

Metric Name	Grade Spans Receiving Metric	Scored or Informational	Method of Determining Rating
% of 11th Graders Proficient on Algebra I, Biology, and Literature Keystones - All Students, and - By Student Group	High	Scored	Board targets
Keystone Algebra I - Strong Evidence of Exceeding State Growth Standard [Average Growth Index (AGI)], - All Students, and - By Student Group	High	Scored	State targets
Keystone Biology - Strong Evidence of Exceeding State Growth Standard [Average Growth Index (AGI)], - All Students, and - By Student Group	High	Scored	State targets
Keystone Literature - Strong Evidence of Exceeding State Growth Standard [Average Growth Index (AGI)], - All Students, and - By Student Group	High	Scored	State targets
% of 10th Graders Proficient on Algebra, Biology, and Literature Keystones	High	Informational	-
Within-Year ELA Assessments: % of Students at Grade Level by End of Year, Grades 9-11	High	Informational	-
Within-Year ELAReading Assessments:% of Students Participating, Grades 9-11	High	Informational	-
Within-Year Math Assessments: % of Students at Grade Level by End of Year, Grades 9-11	High	Informational	-
Within-Year Math Assessments: % of Students Participating, Grades 9-11	High	Informational	-
% of 12th Grade CTE Students Meeting Industry Standards on NOCTI/NIMS	High	Scored	Board targets
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Metric Name	Grade Spans Receiving Metric	Scored or Informational	Method of Determining Rating
% of 11th Grade CTE Students Passing Level 2 Coursework	High	Informational	-
% of 10th Grade CTE Students Passing Level 1 Coursework	High	Informational	-
Four-Year Cohort Graduation Rate, - All Students, and - By Student Group	High	Scored	State targets
Ninth-Grade On-Track Rate	High	Informational	
% of Students Meeting Standard on an AP Exam, on an IB Exam, or in Dual Enrollment Courses by End of 12th Grade	High	Informational	-
% of Students Participating but Not Meeting Standard on an AP Exam, on an IB Exam, or in Dual Enrollment Courses by the End of 12th Grade	High	Informational	-
% of Students Not Participating in an AP Exam, an IB Exam, or a Dual Enrollment Course by the End of 12th Grade	High	Informational	-
% of Students Completing FAFSA by the End of 12th Grade	High	Informational	-
First-Fall College Matriculation	High	Informational	-
% of English Learners Meeting Individual Growth Target	High	Scored	State targets
% of English Learners Meeting 50-99% of Growth Target, % Meeting 0-49% of Growth Target, % Losing Ground	High	Informational	-

Climate, Culture, and Opportunity (All Schools)

Metric Name	Grade Spans Receiving Metric	Scored or Informational	Method of Determining Rating
School Climate Score - District-Wide Survey	Elementary, K-8, Middle, High	Scored	Board targets
Student Climate Rating	Elementary, K-8, Middle, High	Informational	-
Parent Climate Rating	Elementary, K-8, Middle, High	Informational	-
Teacher Climate Rating	Elementary, K-8, Middle, High	Informational	-
School Instruction Score - District-Wide Survey	Elementary, K-8, Middle, High	Scored	Board targets
Student Instruction Rating	Elementary, K-8, Middle, High	Informational	-
Parent Instruction Rating	Elementary, K-8, Middle, High	Informational	-
Teacher Instruction Rating	Elementary, K-8, Middle, High	Informational	-
School Relationship Score - District-Wide Survey	Elementary, K-8, Middle, High	Scored	Board targets
# of Full Time Equivalents (FTEs) Providing Behavioral/Mental Health Supports	Elementary, K-8, Middle, High	Informational	-
Whether School is Lead Safe and Has No Asbestos Detected	Elementary, K-8, Middle, High	Informational	-
Whether School has a SAC that Meets 3+ Times Per Year	Elementary, K-8, Middle, High	Informational	-
% of Students Attending 95+ of Days	Elementary, K-8, Middle, High	Scored	Informed by State targets
% of Students Attending 90%+ of Days	Elementary, K-8, Middle, High	Scored	State targets
% of Students Attending 95+ of Days, 90-95%, 85-90%, 80-85%, or Less Than 80% of Days	Elementary, K-8, Middle, High	Informational	-

Metric Name	Grade Spans Receiving Metric	Scored or Informational	Method of Determining Rating
% of Teacher Attending 95%+ of Days	Elementary, K-8, Middle, High	Informational	-
Year-to-Year Teacher Retention	Elementary, K-8, Middle, High	Informational	-
% of Black/African American and Hispanic/Latinx Students Qualified to Attend Special Admission High Schools	K-8, Middle	Informational	-
% of Students Participating in Visual/Performing Arts courses	Elementary, K-8, Middle	Informational	-
% of Students Participating in Co-Curricular Activities/Athletics	High	Informational	-
% of Students with Zero Out-of-School Suspensions	Elementary, Middle, K-8, High	Scored	Research-informed
% of Suspensions Given to Each Racial/Ethnic Subgroup, Compared to % of Students in Each Group	Elementary, Middle, K-8, High	Informational	-
% of Students Participating in AP, IB, and Dual Enrollment Courses by Racial/Ethnic Subgroup, Compared to % of Students in Each Group	High	Informational	-

APPENDIX B: Board of Education Goals & Guardrails

Goals

Reading - Vision: Every Student Reads On or Above Grade Level
- Goal 1: The percentage of students in grades 3-8 who are proficient on the state ELA assessment will grow from 35.7% in August 2019 to 65.0% by August 2026.
- Goal 2: The percentage of 3rd grade students who are proficient on the state ELA assessment will grow from 32.5% in August 2019 to 62.0% by August 2026.

Math - Vision: Every Student Performs On or Above Grade Level in Math
- Goal 3: The percentage of students in grades 3-8 who are proficient on the state Math assessment will grow from 21.6% in August 2019 to 52.0% by August 2026.

College & Career - Vision: Every Student Graduates Ready for College and Careers
- Goal 4: The percentage of students who are proficient on all three state high school assessments (Algebra, Literature, and Biology) by the end of their 11th grade year will grow from 26.1% in August 2019 to 52.0% by August 2026.
- Goal 5: The percentage of Career and Technical Education (CTE) students who pass an industry standards-based competency assessment by the end of their 12th grade year will grow from 54.5% in August 2019 to 80.0% in August 2026.

Guardrails

Welcoming & Supportive Schools
- Guardrail 1: Every school will be a safe, welcoming and healthy place where our students, staff and community want to be and learn each day. This means that our schools will be:
  - 1) environmentally safe and clean; and
  - 2) spaces with inclusive climates that provide students with access to robust social, emotional, and mental health supports.

Enriching & Well-Rounded School Experiences
- Guardrail 2: Every student will have a well-rounded education with co-curricular opportunities, including arts and athletics, integrated into the school experience.

Partnering with Parents/Family Members
- Guardrail 3: Every parent and guardian will be welcomed and encouraged to be partners in their child's school community.

Addressing Racist Practices

- Guardrail 4: Our students' potential will not be limited by practices that perpetuate systemic racism and hinder student achievement.

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