

2012-2013

SCHOOL PROGRESS REPORT

Frequently Asked Questions



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What is the need for the School Progress Report (SPR) given the State's recent release of the School Performance Profile (SPP)?

The SPR differs from the SPP in ways that reflect the District's unique goals and priorities. More particularly, the SPR

- Is constructed to be a more actionable tool;
- Places greater weight on student growth than absolute achievement;
- More fairly evaluates school performance through the inclusion of Peer and City Rankings;
- Redefines and expands upon the domains and metrics included in the SPP;
- Does not include extra credit points.

Is it fair to compare schools serving students with varying levels of entering achievement?

The State-adopted average growth index (AGI) shows little to no correlation with prior test performance. This means that by assigning greater weight to the Progress domain, the District has ensured that schools with a disproportionate number of historically underperforming students can still attain strong results on the SPR.

Additionally, the Peer Group rankings represent a deliberate approach to comparing schools in a more equitable way.

How are peer groups determined?

Schools were placed into Peer Groups of schools with the same grade configurations and similar student demographics. School-level characteristics used to identify peer groups include Poverty,

Ethnicity, Special Education Status and Limited English Proficiency Status.

How does the City Rank differ from the Peer Rank?

The City Rank indicates how a school's performance compares to the performance of all other schools of the same report type (grade configuration). The Peer Rank provides additional context by ranking schools within the subset of schools of the same report type most similar in student demographics.

How are disability types accounted for in the SPR?

The absolute scoring methodology reflects the District's belief that all students, regardless of circumstance or disability, should be held to the same standards of academic excellence. However, in order to fairly account for large variances in student populations, each school also receives relative performance indicators in the form of peer rankings for both the overall and domain scores.

Frequently Asked Questions (Cont'd.)

<u>High Schools</u>	
Achievement	30%
Progress	40%
Climate	20%
College & Career	10%

Do alternative education students contribute to neighborhood school performance?

Alternative education students are excluded with the exception of PSSA Achievement metrics, where test records are attributed to schools according to the attribution rules of the Pennsylvania Department of Education.

What is a Floor? What is a Target?

The Floor is the score that schools must achieve in order to begin earning points for a metric. The Target is the score that schools must achieve in order to earn 100% of the points possible for a metric.

How are floors and targets determined?

Metric floors and targets are set separately for each report type - Elementary, K8, Middle and High. In most cases, floors and targets are set to the 10th and 90th percentiles, respectively. In other cases, floors and targets have been adjusted to reflect the aspirational goals of Action Plan v2.0.

Will floors and targets be fixed over time?

Floors and targets will remain fixed for the next 3-5 school years. Any future adjustments will reflect increases in performance standards.

What are the weights allocated to each domain?

Domain weights are allocated by report type as follows:

Elementary, K8 and Middle Schools

Achievement	30%
Progress	50%
Climate	20%

What are the minimum and maximum scores on the SPR?

Overall and domain scores are equal to the percentage of possible points earned by a school. Therefore, the minimum and maximum scores are 0 percent and 100 percent, respectively.

Does every report have 100 possible points?

No; The number of possible points varies by school on the applicability of specific metrics.

The points allocated to any metric that is not applicable or where there is an insufficient number of students are deducted from the total possible points.

For example, the “PSSA – Writing: % Proficient or Advanced” metric applies to the Elementary report, but would not apply to those elementary schools that only serve grades K to 4. This is because the PSSA Writing is only administered in grades 5 and 8.