

2012–2013

SCHOOL PROGRESS REPORT

User Guide



THE SCHOOL DISTRICT OF PHILADELPHIA
OFFICE OF THE SUPERINTENDENT

440 NORTH BROAD STREET, SUITE 301
PHILADELPHIA, PENNSYLVANIA 19130

WILLIAM R. HITE, JR., Ed.D.
SUPERINTENDENT

TELEPHONE (215) 400-4100
FAX (215) 400-4104

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Dear Colleagues, Parents, Families, and Philadelphia Community:

On behalf of The School District of Philadelphia, I am excited to share with you the School Progress Report (SPR)—an innovative new tool designed to help us support, respond to, and improve our schools.

The SPR reflects our core belief that all students deserve to attend great schools and that we must hold ourselves to a standard of educational excellence. The SPR will enable us to see whether we are meeting this standard and to track progress against our District's anchor goals outlined in Action Plan v2.0, including 100 percent of eight-year-olds reading on grade level and 100 percent of students graduating ready for college and career.

Importantly, the SPR looks at schools on multiple dimensions—academic achievement, academic progress, climate, and (for high schools only) college and career readiness—reflecting the richness and complexity of the educational experience. The SPR puts the most emphasis on progress, reflecting our focus on and commitment to ensuring that all of our students are learning. This is a key way in which the SPR differs from the state-developed School Performance Profile.

Another unique feature of the SPR is the peer group comparison. Each school is compared to others of the same grade configuration (elementary, K-8, middle, or high) that serve similar student populations based on key demographic characteristics (poverty, ethnicity, Special Education status, and Limited English Proficiency status). By comparing schools to their peers, the SPR offers a more fair and useful view of how our schools are doing.

We will use the SPR to celebrate schools that are meeting or exceeding our standard of educational excellence for all students. We will use it to learn from our principals and teachers who are realizing exceptional success in, for example, serving particular student populations or establishing a positive school climate. We will use it to identify schools needing interventions and supports—and also the principals and teachers with innovative, evidence-based approaches for breaking down barriers to student success.

In developing the SPR, a tool that replaces the School Performance Index, we engaged numerous stakeholders during an extensive, year-long process. We had multiple focus groups and conversations with principals and parents here in Philadelphia, consulted with educators and school leaders across the country, and surveyed best practices. The SPR is one of several tools resulting from this process. In the coming months, we will also be releasing a new Parent Report and District Report to supplement the School Progress Report.

In the pages that follow, you will find detailed information about how the School Progress Report works as well as additional resources.

We hope that you will use this tool to deepen your understanding of our system of schools, celebrate our bright spots, and hold us accountable. Thank you for supporting our efforts to build and sustain a system of great schools.

Sincerely,



William R. Hite, Jr., Ed.D

Welcome

This guide is intended to help you understand the various components that make up the SPR.

In this guide, we will cover the following topics:

Layout

This section provides an overview of the SPR layout and its main components.

Report Types

There are four SPR report types. This section explains how a school's report type is determined.

Domains

The SPR is organized into four domains: Achievement, Progress, Climate, and (for high schools only) College & Career. This section provides a brief overview of each domain.

Domain Weights

This section explains how each domain is weighted. Because the District is committed to ensuring that all students are learning, the Progress domain is weighted most heavily.

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.

City and Peer Ranks

This section explains how the SPR compares the scores of different schools. The Peer Rank accounts for differences in the student populations that schools serve and ensures that comparisons between schools are fair and equitable.

Scoring

This section explains how a school's overall and domain scores, performance tiers, and city and peer ranks are determined.

Appendix

This section provides supplementary information on the SPR.

If you have any questions or require any additional information regarding the SPR, please contact us at performanceframework@philasd.org.

Layout

1

Address

Phone / Fax

Website

2

Grade Range

9-12

Comprehensive CTE

Yes

Admissions Category

Citywide

Turnaround Model

N/A

2012-2013 School Progress Report

3

Score

34%

Performance Tier

WATCH

City Rank
(Gap to Leader)

23rd of 53
(-62)

Peer Rank
(Gap to Leader)

8th of 12
(-27)

5

OVERALL

A school's overall score represents its combined performance on the Achievement, Progress, Climate, and College & Career (for high schools only) domains.

4

11%

INTERVENE

Achievement

The Achievement domain measures performance on standardized assessments, including the DRA, PSSA, Keystone Exams, and ACCESS for ELLs.

49%

WATCH

32%

WATCH

60%

REINFORCE

27th of 53
(-87)

8th of 12
(-25)

14th of 53
(-48)

5th of 12
(-24)

32nd of 54
(-68)

9th of 12
(-53)

22nd of 53
(-40)

8th of 12
(-29)

6

Climate

The Climate domain measures student engagement and school climate.

College & Career

The College & Career domain measures college and career readiness and post-secondary outcomes.

Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

1 Contact information for current school year.	4 Domain scores and performance tiers.
2 School type information for prior school year.	5 Overall city and peer ranks.
3 Overall score and performance tier.	6 Domain city and peer ranks.

1

Report Types

There are four SPR report types: Elementary School (ES), K-8 School (K8), Middle School (MS), and High School (HS).

A school's report type is determined by its grade configuration:

<u>ES</u>	<u>K8</u>	<u>MS</u>	<u>HS</u>
<u>K-2</u>	<u>K-8</u>	<u>5-8</u>	<u>9-11</u>
<u>K-4</u>	<u>1-8</u>	<u>6-8</u>	<u>9-12</u>
<u>K-5</u>		<u>7-8</u>	
<u>K-6</u>			
<u>3-5</u>			

Note: Schools that serve grades 5-12 receive two reports: a Middle School report and a High School report.

Domains

A school's overall score represents its combined performance on the Achievement, Progress, Climate, and (for high schools only) College & Career domains.

Achievement

The Achievement domain measures performance on standardized assessments, including the Developmental Reading Assessment (DRA), Pennsylvania System of School Assessment (PSSA), Keystone Exams, and Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs).

Progress

The Progress domain measures growth on standardized assessments—including the PSSA, Keystone Exams, and ACCESS for ELLs—and (for high schools only) progress towards graduation. Growth on the PSSA and Keystone Exams is measured using the Pennsylvania Value-Added Assessment System (PVAAS) Average Growth Index (AGI). Progress towards graduation is measured using credit accumulation for students in grades 9-11.

Climate

The Climate domain measures student engagement and school climate, focusing on student attendance, student retention, and in- and out-of-school suspensions.

College & Career (HS Only)

The College & Career domain measures college and career readiness and post-secondary outcomes, currently focusing on the four-year cohort graduation rate and the first-fall college matriculation rate. It will expand to include participation in and performance on advanced coursework (e.g., Advanced Placement, International Baccalaureate) and standardized college admission exams (e.g., ACT, SAT).

Coming in Future Years

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff, including principals and teachers.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

Domain Weights

Elementary School (ES)

Achievement	30.00
Progress	50.00
Climate	20.00
<hr/>	
OVERALL	100.00

K–8 School (K8)

Achievement	30.00
Progress	50.00
Climate	20.00
<hr/>	
OVERALL	100.00

Middle School (MS)

Achievement	30.00
Progress	50.00
Climate	20.00
<hr/>	
OVERALL	100.00

High School (HS)

Achievement	30.00
Progress	40.00
Climate	20.00
College & Career	10.00
<hr/>	
OVERALL	100.00

Performance Tiers

A school's progress at the overall, domain, and metric levels is categorized into four performance tiers based on the percentage of possible points earned.

Intervene

0–24% of possible points

Watch

25–49% of possible points

Reinforce

50–74% of possible points

Model

75–100% of possible points

City Rank

The City Rank (e.g., 23rd of 98) compares a school's overall and domain scores to those of all schools with the same grade configuration.

A school is designated a City Leader if it ranks first among all schools with the same grade configuration.

Peer Rank

The Peer Rank (e.g., 4th of 7) compares a school's overall and domain scores to those of a peer group of schools with the same grade configuration and similar student demographics.

A school is designated a Peer Leader if it ranks first in its peer group.

The following school-level characteristics are used to identify peer groups:

Poverty: The percentage of students who receive Temporary Assistance for Needy Families (TANF), Supplemental Nutrition Assistance Program (SNAP), or Medicaid benefits;

Ethnicity: The percentage of students who are Black/African American or Hispanic/Latino (any race);

Special Education Status: The percentage of students with disabilities; and

Limited English Proficiency Status: The percentage of students who are English Language Learners.

Peer groups will be revised annually to reflect potential changes in schools' student populations.

Scoring

The SPR includes multiple measures of school progress, organized by domain. Each of these measures, or metrics, provides information about a different aspect of the school. In this example, the first metric in the Climate domain is “% of Students Attending 95% or More of Instructional Days.” Beside the metric name, there is a number line. The bold number above this line is the school’s **Metric Score**. This score represents the school’s actual performance on the metric. For example, at this school, 18% of students attended 95% or more of instructional days.

Metric scores provide useful information about a school’s performance. The higher a school’s metric score, the more points the school will earn on its domain score and its overall score. But how do we translate a metric score into points?

In order to answer this question, we need to look at two numbers: the **Floor** and the **Target**. The floor is the minimum metric score required for a school to begin earning points for a metric. If a school’s metric score is less than or equal to the floor, the school receives no points for that metric.

The target is a metric score that represents a very high level of performance. If a school’s metric score is greater than or equal to the target, the school receives all possible points for that metric.



Scoring (Cont'd.)

Together, the floor and target determine the **Scored Range**, shown here by the thick dark line between the floor and target.

We know that schools below the scored range receive no points and that schools above the scored range receive all possible points, but what about schools that score somewhere in between? As it turns out, the closer a school's metric score is to the target, the more points the school receives. A school with a metric score halfway between the floor and target will receive half of the possible points for that metric. A school with a metric score 90% of the way between the floor and target will receive 90% of the possible points for that metric.

The **Percentage Earned** column tells you where a school's metric score falls relative to the scored range. In simpler terms, the percentage earned tells you the percentage of possible points the school receives for each metric. Higher percentages indicate higher levels of performance.

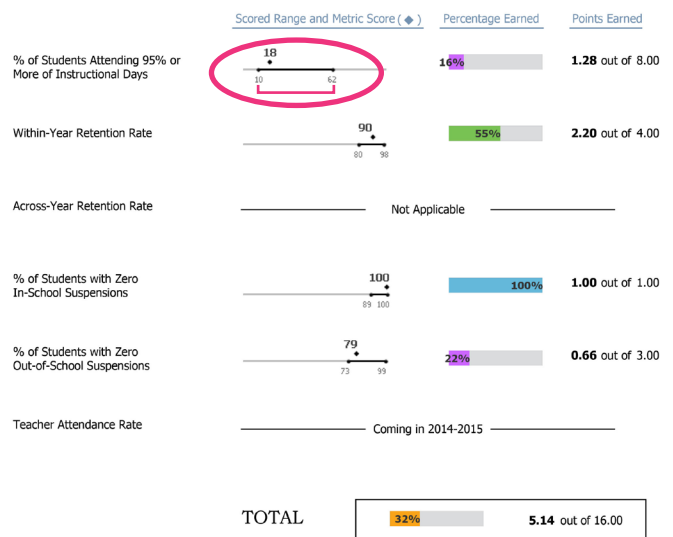
The formula for percentage earned is:

$$(\text{Metric score} - \text{Floor}) / (\text{Target} - \text{Floor})$$

Which in this case is:

$$(18-10) / (62-10) = 8/52 \approx 16\%$$

Note: The floors, targets, and metric scores displayed on the SPR have been rounded to the nearest whole number. Using the displayed numbers in the formula above will result in percentages that are approximate but not exact.



Scoring (Cont'd.)

To calculate the **Points Earned** for a metric, or the number of points a school receives for that metric, multiply the percentage earned by the total **Points Possible**. In this example, the points possible for the attendance metric is 8. The percentage earned is 16%, so the school receives 16% of 8 points.

$16\% \times 8 \text{ possible points} = 1.28 \text{ points earned}$

As you look through this report, you will notice that each metric has a slightly different number of points possible. The higher the possible points, the more impact this metric has on a school's domain score and overall score.

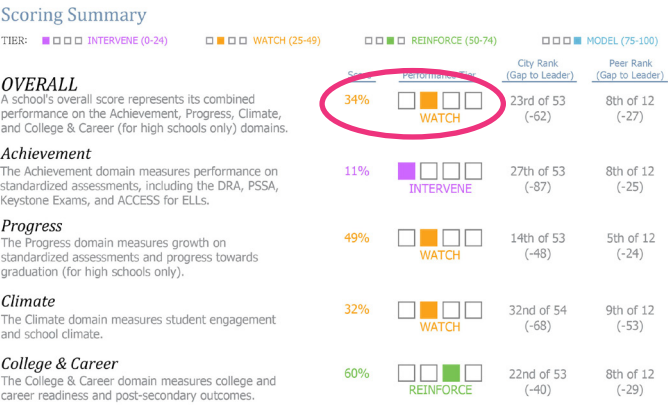
Once we know how many points a school has earned on a metric, we can use simple addition to calculate a school's **Domain Score**. The domain score is the total points earned across all metrics in the domain, divided by the total points possible for all metrics in the domain. As shown in the example, calculated domain scores are displayed below the list of metrics for that domain. In this example, the school's Climate domain score is 32%. This corresponds to the Climate domain score seen in the Scoring Summary on the cover page.



Scoring (Cont'd.)

A school's **Overall Score** is calculated by dividing the total points earned across all domains and metrics by the total points possible across all domains and metrics. In this example, the school's overall score is 34%. Because the school's overall score falls within the range of 25-49%, the school's overall **Performance Tier** is Watch.

Note: Schools with overall scores of less than 10% receive scores of “Less than 10%” in the Scoring Summary on the cover page. For these schools, domain scores of less than 10% are also marked “Less than 10%.”



Scoring (Cont'd.)

Each school also receives a **City Rank** and a **Peer Rank** at the overall and domain levels. The City Rank is determined by ranking all schools of the same grade configuration by their overall and domain scores, while the Peer Rank is determined by ranking all schools in the same peer group. Schools receive the same rank if they are tied on their overall or domain scores.

In our example, the Climate domain score of 32% results in a City Rank of 32nd out of 54 high schools. In the parentheses, the **Gap to Leader** indicates the difference between the school's Climate domain score and that of the **City Leader** (the school or schools ranked first in the Climate domain). The gap of -68 indicates that the school's Climate domain score is 68 percentage points lower than that of the City Leader.

The same Climate domain score of 32% results in a Peer Rank of 9th out of 12 high schools. The gap of -53 indicates that the school's Climate domain score is 53 percentage points lower than that of the **Peer Leader** (the school or schools ranked first in the Climate domain in that peer group).

The Peer Rank provides useful information on how a school performs relative to other schools serving similar student populations. In this example, when it comes to Climate, the school is in the middle third of all high schools citywide but in the lowest third of schools in its peer group.

Scoring Summary

TIER: ■■■ INTERVENE (0-24) ■■■ WATCH (25-49) ■■■ REINFORCE (50-74) ■■■ MODEL (75-100)			
Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
34%	WATCH	23rd of 53 (-62)	8th of 12 (-27)
11%	INTERVENE	27th of 53 (-87)	8th of 12 (-25)
49%	WATCH	14th of 53 (-48)	5th of 12 (-24)
32%	WATCH	32nd of 54 (-68)	9th of 12 (-53)
60%	REINFORCE	22nd of 53 (-40)	8th of 12 (-29)

OVERALL

A school's overall score represents its combined performance on the Achievement, Progress, Climate, and College & Career (for high schools only) domains.

Achievement

The Achievement domain measures performance on standardized assessments, including the DRA, PSSA, Keystone Exams, and ACCESS for ELLs.

Progress

The Progress domain measures growth on standardized assessments and progress towards graduation (for high schools only).

Climate

The Climate domain measures student engagement and school climate.

College & Career

The College & Career domain measures college and career readiness and post-secondary outcomes.

Scoring Summary

TIER: ■■■ INTERVENE (0-24) ■■■ WATCH (25-49) ■■■ REINFORCE (50-74) ■■■ MODEL (75-100)			
Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
34%	WATCH	23rd of 53 (-62)	8th of 12 (-27)
11%	INTERVENE	27th of 53 (-87)	8th of 12 (-25)
49%	WATCH	14th of 53 (-48)	5th of 12 (-24)
32%	WATCH	32nd of 54 (-68)	9th of 12 (-53)
60%	REINFORCE	22nd of 53 (-40)	8th of 12 (-29)

OVERALL

A school's overall score represents its combined performance on the Achievement, Progress, Climate, and College & Career (for high schools only) domains.

Achievement

The Achievement domain measures performance on standardized assessments, including the DRA, PSSA, Keystone Exams, and ACCESS for ELLs.

Progress

The Progress domain measures growth on standardized assessments and progress towards graduation (for high schools only).

Climate

The Climate domain measures student engagement and school climate.

College & Career

The College & Career domain measures college and career readiness and post-secondary outcomes.

Scoring (Cont'd.)

Throughout the SPR, you may see the following exceptions for a metric or domain:

Coming in 2014-2015: This domain or metric will be added to the SPR in future years.

Insufficient Sample: This exception applies to a metric when less than 25 students meet the criteria to count towards a school’s metric score.

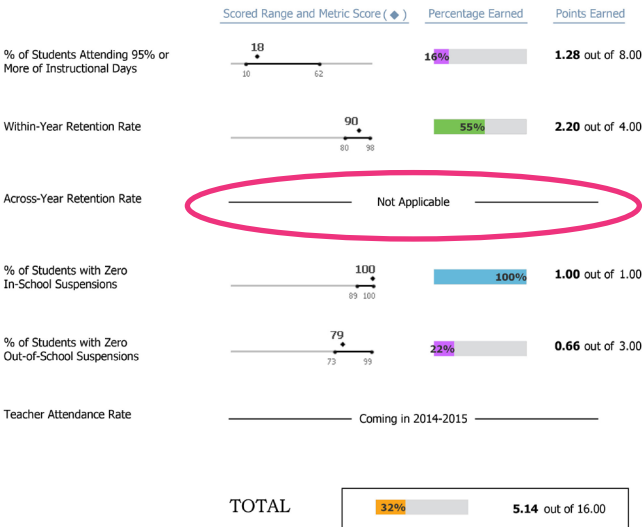
Not Applicable: This exception applies to metrics (or domains) that are relevant for a report type but not a particular school. (For example, the “PSSA – Writing: % Proficient or Advanced,” “PSSA – Writing: % Advanced,” and “PSSA – Writing: Average Growth Index” metrics apply to the Elementary School (ES) report but not to elementary schools with K-4 grade ranges as PSSA Writing is only administered in grades 5 and 8.)

Not Available: This exception applies to metrics where the data required for calculation were not available.

If a metric is marked Insufficient Sample, Not Applicable, or Not Available, that metric does not count towards a school’s overall or domain scores. Total possible points are adjusted accordingly.

In this example, the “Across-Year Retention Rate” is not applicable for this school. As a result, the total number of possible points for the Climate domain is 16 instead of 20.

If a school’s total number of possible points is less than 50% of the total possible points for that report type (at the overall or domain levels), the corresponding score, performance tier, city rank, and peer rank are marked **Insufficient Data**.



Appendix

Metric Definitions

Achievement

DRA: Percentage at Target Level (ES and K8 only)

The percentage of students in grades K-2 whose fourth-quarter instructional reading level (as measured by the DRA) is at target level. A student must be enrolled for a minimum of 90 days to count towards a school's score.

PSSA: Percentage Scoring Proficient or Advanced (ES, K8, and MS Only)

The percentage of students scoring proficient or advanced on the PSSA. Results are calculated by subject (Mathematics, Reading, Science, and Writing), and Reading results are calculated separately for grade 3 and grades 4-8. A student must be enrolled for a Full Academic Year to count towards a school's score.

PSSA: Percentage Scoring Advanced (ES, K8, and MS Only)

The percentage of students scoring advanced on the PSSA. Results are calculated by subject (Mathematics, Reading, Science, and Writing), and Reading results are calculated separately for grade 3 and grades 4-8. A student must be enrolled for a Full Academic Year to count towards a school's score.

Keystone Exams: First-Time Pass Rate (HS Only)

The percentage of first-time testers who score proficient or advanced on the Keystone Exams. Results are calculated by subject (Algebra I, Biology, Literature). Students are considered first-time testers if they have not previously tested in the same subject and are enrolled in a Keystone-eligible course at the time of test administration.

Keystone Exams: Re-Test Pass Rate (HS Only)

The percentage of re-testers who score proficient or advanced on the Keystone Exams. Results are calculated by subject (Algebra I, Biology, Literature). Students are considered re-testers if they have previously tested in the same subject.

Keystone Exams: Percentage Scoring Advanced (HS Only)

The percentage of first-time testers or re-testers who score advanced on the Keystone Exams. Results are calculated by subject (Algebra I, Biology, Literature).

ACCESS for ELLs: Percentage Scoring 4.5 or Above

The percentage of students scoring 4.5 or above on the composite score on the ACCESS for ELLs. (A score of 4.5 aligns to the state standard for proficiency.) A student must be enrolled for a minimum of 45 days to count towards a school's score.

Metric Definitions (Cont'd.)

Progress

PSSA: Average Growth Index (ES, K8, and MS Only)

A measure of student growth across tested grade levels in a school. For PSSA, AGI is calculated by subject (Mathematics, Reading, Science, and Writing). For PSSA Science and Writing, AGI is calculated separately by grade level. 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.

Keystone Exams: Average Growth Index (HS Only)

A measure of student growth across tested grade levels in a school. For Keystone Exams, AGI is calculated by subject (Algebra I, Biology, 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.

ACCESS for ELLs: Percentage of Students with Growth in the 75th Percentile or Above

The percentage of students with growth in the 75th percentile or above on the ACCESS for ELLs. National norms are used to determine growth standards. A student must be enrolled for a minimum of 45 days and have two years of data to count towards a school's score.

Percentage of On-Track Students Earning Credits Required for Promotion (HS Only)

The percentage of on-track students in grades 9-11 who earn the number of credits required for promotion to the next grade level by the end of the school year. Students are considered on-track if they have not repeated grades or failed to earn the number of credits required for promotion in

the prior school year. A student must be enrolled for a minimum of 170 days to count towards a school's score.

Percentage of Off-Track Students Earning Five or More Credits (HS Only)

The percentage of off-track students in grades 9-11 who earn five or more credits by the end of the school year. Students are considered off-track if they have repeated grades or failed to earn the number of credits required for promotion in the prior school year. A student must be enrolled for a minimum of 170 days to count towards a school's score.

Metric Definitions (Cont'd.)

Climate

Percentage of Students who Attend 95% or More of Instructional Days

The percentage of students who attend 95% or more of instructional days. A student must be enrolled for a minimum of 10 days to count towards a school's score.

Within-Year Retention Rate

The percentage of students who remain enrolled at a school from the time they enter until June. A student must be enrolled for a minimum of 10 days to count towards a school's score.

Across-Year Retention Rate

The percentage of students retained within year who re-enroll as of October 1 of the following school year (excluding graduates and non-repeating students in terminal grades).

Percentage of Students with Zero In-School Suspensions

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

Percentage of Students with 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.

College & Career (HS Only)

Four-Year Cohort Graduation Rate

The percentage of students in a first-time ninth-grade cohort who graduate within four years (excluding those who transfer out of the District). Students are attributed to the last school they attend in the four-year window, which ends on September 30 of their expected graduation year.

First-Fall College Matriculation Rate

The percentage of annual graduates who enroll in any post-secondary institution in the first fall following their graduation date.

Floors, Targets, & Points Possible

In most cases, floors and targets are set at the 10th and 90th percentiles, respectively. In other cases (marked in bold), floors and targets have been adjusted to reflect the aspirational goals of Action Plan v2.0.

Elementary School (ES)

	Floor	Target	Points Possible
Achievement			30.00
DRA (Grades K-2): % at Target Level	37.41	67.74	2.25
PSSA - Reading (Grade 3): % Proficient or Advanced	29.27	100.00	3.00
PSSA - Reading (Grade 3): % Advanced	0.88	25.00	0.75
PSSA - Mathematics: % Proficient or Advanced	29.72	100.00	6.00
PSSA - Mathematics: % Advanced	6.86	36.94	1.50
PSSA - Reading (Grades 4-8): % Proficient or Advanced	19.79	100.00	6.00
PSSA - Reading (Grades 4-8): % Advanced	2.56	25.00	1.50
PSSA - Science: % Proficient or Advanced	31.03	100.00	3.00
PSSA - Science: % Advanced	2.04	26.67	0.75
PSSA - Writing: % Proficient or Advanced	15.38	100.00	3.00
PSSA - Writing: % Advanced	0.00	25.00	0.75
ACCESS for ELLs: % 4.5 or Above	14.67	42.45	1.50
Progress			50.00
PSSA - Mathematics: Average Growth Index	-1.20	5.07	17.50
PSSA - Reading: Average Growth Index	-1.13	3.69	17.50
PSSA - Science (Grade 4): Average Growth Index	-2.00	2.00	5.00
PSSA - Writing (Grade 5): Average Growth Index	-2.00	2.00	5.00
ACCESS for ELLs: % Growth in 75th Percentile or Above	17.02	50.00	5.00
Climate			20.00
% of Students Attending 95% or More of Instructional Days	32.43	57.66	8.00
Within-Year Retention Rate	88.29	97.05	4.00
Across-Year Retention Rate	78.23	89.86	4.00
% of Students with Zero In-School Suspensions	98.16	100.00	1.00
% of Students with Zero Out-of-School Suspensions	85.08	98.78	3.00

Floors, Targets, & Points Possible (Cont'd.)

In most cases, floors and targets are set at the 10th and 90th percentiles, respectively. In other cases (marked in bold), floors and targets have been adjusted to reflect the aspirational goals of Action Plan v2.0.

K–8 School (K8)

	Floor	Target	Points Possible
Achievement			30.00
DRA (Grades K-2): % at Target Level	33.71	69.42	2.25
PSSA - Reading (Grade 3): % Proficient or Advanced	23.08	100.00	3.00
PSSA - Reading (Grade 3): % Advanced	0.00	25.00	0.75
PSSA - Mathematics: % Proficient or Advanced	23.03	100.00	6.00
PSSA - Mathematics: % Advanced	5.52	38.51	1.50
PSSA - Reading (Grades 4-8): % Proficient or Advanced	22.34	100.00	6.00
PSSA - Reading (Grades 4-8): % Advanced	4.94	31.27	1.50
PSSA - Science: % Proficient or Advanced	13.95	100.00	3.00
PSSA - Science: % Advanced	0.96	25.00	0.75
PSSA - Writing: % Proficient or Advanced	16.98	100.00	3.00
PSSA - Writing: % Advanced	0.00	25.00	0.75
ACCESS for ELLs: % 4.5 or Above	10.00	32.90	1.50
Progress			50.00
PSSA - Mathematics: Average Growth Index	-2.00	4.33	17.50
PSSA - Reading: Average Growth Index	-0.67	4.58	17.50
PSSA - Science (Grade 4): Average Growth Index	-2.00	2.00	3.00
PSSA - Science (Grade 8): Average Growth Index	-2.00	2.00	3.00
PSSA - Writing (Grade 5): Average Growth Index	-2.00	2.00	3.00
PSSA - Writing (Grade 8): Average Growth Index	-2.00	2.00	3.00
ACCESS for ELLs: % Growth in 75th Percentile or Above	13.85	40.23	3.00
Climate			20.00
% of Students Attending 95% or More of Instructional Days	31.23	64.90	8.00
Within-Year Retention Rate	87.79	97.91	4.00
Across-Year Retention Rate	78.30	92.05	4.00
% of Students with Zero In-School Suspensions	97.88	100.00	1.00
% of Students with Zero Out-of-School Suspensions	79.89	98.07	3.00

Floors, Targets, & Points Possible (Cont'd.)

In most cases, floors and targets are set at the 10th and 90th percentiles, respectively. In other cases (marked in bold), floors and targets have been adjusted to reflect the aspirational goals of Action Plan v2.0.

Middle School (MS)

	Floor	Target	Points Possible
Achievement			30.00
PSSA - Mathematics: % Proficient or Advanced	24.37	100.00	7.50
PSSA - Mathematics: % Advanced	6.15	71.82	1.50
PSSA - Reading (Grades 4-8): % Proficient or Advanced	25.31	100.00	7.50
PSSA - Reading (Grades 4-8): % Advanced	6.45	60.92	1.50
PSSA - Science: % Proficient or Advanced	6.12	100.00	3.75
PSSA - Science: % Advanced	0.00	25.00	1.50
PSSA - Writing: % Proficient or Advanced	10.96	100.00	3.75
PSSA - Writing: % Advanced	0.00	25.00	1.50
ACCESS for ELLs: % 4.5 or Above	5.88	44.19	1.50
Progress			50.00
PSSA - Mathematics: Average Growth Index	-2.00	2.70	17.50
PSSA - Reading: Average Growth Index	-1.70	6.39	17.50
PSSA - Science (Grade 8): Average Growth Index	-2.00	2.00	3.75
PSSA - Writing (Grade 5): Average Growth Index	-2.00	2.00	3.75
PSSA - Writing (Grade 8): Average Growth Index	-2.00	2.45	3.75
ACCESS for ELLs: % Growth in 75th Percentile or Above	0.00	33.33	3.75
Climate			20.00
% of Students Attending 95% or More of Instructional Days	26.74	73.11	8.00
Within-Year Retention Rate	85.11	99.18	4.00
Across-Year Retention Rate	82.30	96.88	4.00
% of Students with Zero In-School Suspensions	74.02	100.00	1.00
% of Students with Zero Out-of-School Suspensions	70.00	99.59	3.00

Floors, Targets, & Points Possible (Cont'd.)

In most cases, floors and targets are set at the 10th and 90th percentiles, respectively. In other cases (marked in bold), floors and targets have been adjusted to reflect the aspirational goals of Action Plan v2.0.

High School (HS)

	Floor	Target	Points Possible
Achievement			30.00
Keystone Exam - Algebra I: First-Time Pass Rate	1.49	100.00	6.00
Keystone Exam - Algebra I: Re-test Pass Rate	4.64	100.00	3.00
Keystone Exam - Algebra I: % Advanced	0.00	25.00	0.60
Keystone Exam - Biology: First-Time Pass Rate	1.10	100.00	6.00
Keystone Exam - Biology: Re-test Pass Rate	0.00	100.00	3.00
Keystone Exam - Biology: % Advanced	0.00	25.00	0.60
Keystone Exam - Literature: First-Time Pass Rate	8.14	100.00	6.00
Keystone Exam - Literature: Re-test Pass Rate	8.74	100.00	3.00
Keystone Exam - Literature: % Advanced	0.00	25.00	0.60
ACCESS for ELLs: % 4.5 or Above	12.22	45.71	1.20
Progress			50.00
Keystone Exam - Algebra I: Average Growth Index	-2.00	2.81	8.00
Keystone Exam - Biology: Average Growth Index	-2.00	2.00	8.00
Keystone Exam - Literature: Average Growth Index	-2.00	3.93	8.00
ACCESS for ELLs: % Growth in 75th Percentile or Above	12.12	38.98	4.00
% of On-Track Students Earning Credits Required for Promotion	75.88	99.35	8.00
% of Off-Track Students Earning Five or More Credits	24.24	66.27	4.00
Climate			20.00
% of Students Attending 95% or More of Instructional Days	9.58	62.03	8.00
Within-Year Retention Rate	80.28	98.27	4.00
Across-Year Retention Rate	80.97	98.08	4.00
% of Students with Zero In-School Suspensions	89.33	100.00	1.00
% of Students with Zero Out-of-School Suspensions	72.86	99.45	3.00
College & Career			10.00
Four-Year Cohort Graduation Rate	53.27	100.00	6.00
First-Fall College Matriculation Rate	22.55	79.05	4.00

Peer Groups

Elementary School (ES)

Peer Group 1

Alexander K. McClure School	Isaac A. Sheppard School	Lewis Elkin School
Bayard Taylor School	James J. Sullivan School	Philip H. Sheridan School
Cayuga School	James R. Lowell School	Stephen Girard School
Clara Barton School	John M. Patterson School	Thomas G. Morton School
Feltonville Intermediate School	John Moffet School	William Cramp School
Frances E. Willard School	Joseph W. Catharine School	

Peer Group 2

Alexander Wilson School (CLOSED)	John B. Kelly School	Richard R. Wright School
Allen M. Stearne School	John G. Whittier School (CLOSED)	Robert Fulton School (CLOSED)
Anna B. Pratt School (CLOSED)	John H. Webster School	S. Weir Mitchell School
Avery D. Harrington School	John Marshall School	Thomas M. Peirce School
Benjamin B. Comegys School	John Wister School	

Peer Group 3

Eleanor C. Emlen School	Joseph Pennell School	Samuel Gompers School
Ellwood School	Julia W. Howe School	Samuel Pennypacker School
Franklin S. Edmonds School	Lewis C. Cassidy Academics Plus School	Samuel Powel School
James Logan School	Overbrook School	William Rowen School
John F. McCloskey School	Prince Hall School	

Peer Group 4

Abram S. Jenks School	Fox Chase School	Watson Comly School
Anne Frank School	Horatio B. Hackett School	William H. Loesche School
Bridesburg School	John Hancock Demonstration School	

Peer Group 5

Edwin Forrest School	Joseph H. Brown School	Robert B. Pollock School
Francis S. Key School	Kennedy C. Crossan School	Solomon Solis-Cohen School
Henry W. Lawton School	Rhawnhurst School	Thomas Holme School
J. Hampton Moore School	Richmond School	

Peer Groups (Cont'd.)

K–8 School (K8)

Peer Group 1

Alain Locke School	James Rhoads School	Paul L. Dunbar School
Chester A. Arthur School	Jay Cooke School	Potter-Thomas School
Delaplaine McDaniel School	John Barry School	Robert Morris School
Dr. Ethel Allen School	John F. Hartranft School	Rudolph Blankenburg School
Edward Gideon School	John Welsh School	Samuel B. Huey School
Edward Heston School	Joseph C. Ferguson School (CLOSED)	Spring Garden School
Edward T. Steel School	Julia de Burgos School	Tanner G. Duckrey School
Fairhill School (CLOSED)	Kenderton School	Thurgood Marshall School
Francis P. Pastorius School	Laura W. Waring School	Walter G. Smith School (CLOSED)
General George G. Meade School	Leidy School (CLOSED)	William C. Bryant School
General John F. Reynolds School (CLOSED)	Leslie P. Hill School (CLOSED)	William C. Longstreth School
Honorable Luis Munoz-Marin School	M. Hall Stanton School (CLOSED)	William D. Kelley School
James Alcorn School	Martha Washington School	William Dick School
James G. Blaine School	Mary M. Bethune School	William H. Hunter School
James R. Ludlow School	Morton McMichael School	William McKinley School

Peer Group 2

Add B. Anderson School	Edwin M. Stanton School	Juniata Park Academy
Andrew Hamilton School	Fitler Academics Plus School	Laura H. Carnell School
Andrew J. Morrison School	Francis Hopkinson School	Olney School
Anna B. Day School	General Philip Kearny School	Penrose School
Anna L. Lingelbach School	George W. Nebinger School	Thomas K. Finletter School
Bache-Martin School	Henry C. Lea School	Thomas Mifflin School
Benjamin Franklin School	John L. Kinsey School (CLOSED)	William H. Ziegler School

Peer Group 3

Charles W. Henry School	John S. Jenks School	Robert E. Lamberton School
Henry H. Houston School	Overbrook Educational Center	

Peer Groups (Cont'd.)

K–8 School (K8)

Peer Group 4

Abigail Vare School	F. Amedee Bregy School	Gilbert Spruance School
Andrew Jackson School	George W. Childs School	Hamilton Disston School
Ethan Allen School	George Washington School (CLOSED)	Henry A. Brown School

Peer Group 5

A.L. Fitzpatrick School	James Dobson School	Shawmont School
Albert M. Greenfield School	Joseph Greenberg School	Stephen Decatur School
Cook-Wissahickon School	Sadie Alexander School	William M. Meredith School

Peer Group 6

Alexander Adaire School	General George A. McCall School	Louis H. Farrell School
D. Newlin Fell School	George W. Sharswood School	Mayfair School
Elizabeth B. Kirkbride School	John H. Taggart School	Southwark School

Middle School (MS)

Peer Group 1

Academy for the Middle Years at Northwest	Grover Washington, Jr. School	Roberto Clemente School
Anna H. Shaw School (CLOSED)	Hill-Freedman School	Russell H. Conwell School
Dimner Beeber School	Middle Years Alternative School	Sheridan West School (CLOSED)
Feltonville School of Arts and Sciences	Morris E. Leeds School	Theodore Roosevelt Middle School
General Louis Wagner School	Penn Treaty Middle School	Warren G. Harding School
George Pepper School (CLOSED)	Rhodes Middle School	William T. Tilden School

Peer Group 2

Alternative Middle Years at James Martin	General J. Harry LaBrum School	Woodrow Wilson School
Austin Meehan School	Girard Academic Music Program	
Baldi School	Julia R. Masterman School	

Peer Groups (Cont'd.)

High School (HS)

Peer Group 1

Benjamin Franklin High School	Kensington High School for Creative and Performing Arts	Strawberry Mansion High School
Frankford High School	Kensington International Business, Finance, and Entrepreneurship HS	Thomas A. Edison High School
Germantown High School (CLOSED)	Kensington Urban Education Academy	University City HS (CLOSED)
High School of the Future	Martin Luther King High School	Vaux High School (CLOSED)
John Bartram High School	Murrell Dobbins Career and Technical HS	West Philadelphia High School
Jules E. Mastbaum Area Vocational Technical High School	Overbrook High School	William L. Sayre High School
Kensington Health Sciences Academy		

Peer Group 2

Charles Carroll High School (CLOSED)	Roxborough High School	Stephen A. Douglas HS (CLOSED)
Edward Bok High School (CLOSED)	South Philadelphia High School	

Peer Group 3

A. Philip Randolph Career and Technical High School	Parkway Center City High School	Philadelphia Military Academy at Leeds
Communications Technology HS (CLOSED)	Parkway Northwest High School	Robert Lamberton HS (CLOSED)
Lankenau High School	Parkway West High School	Samuel Fels High School
Motivation High School	Paul Robeson HS for Human Services	
	Philadelphia Military Academy at Elverson	

Peer Group 4

Constitution High School	Philadelphia High School for Girls	William W. Bodine High School
High School of Engineering and Science	Walter B. Saul High School	

Peer Group 5

Abraham Lincoln High School	Furness High School	Northeast High School
Academy at Palumbo	George Washington High School	Science Leadership Academy
Franklin Learning Center	High School for Creative and Performing Arts	Swenson Arts and Technology High School

Peer Group 6

Arts Academy at Benjamin Rush	Girard Academic Music Program
Central High School	Julia R. Masterman School