

SY 2013-2014

SCHOOL PROGRESS REPORT

Frequently Asked Questions

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What is the need for the School Progress Report (SPR) given the State’s School Performance Profile (SPP)?

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

Are schools in the same peer groups each year?

Peer groups are adjusted annually based upon school-level characteristics as of October 1 of the corresponding school year.

Are charter schools included in the same peer groups as District schools?

Charter schools are included in the same peer groups as District schools. Identification of peer groups for charter schools was therefore based upon the same school-level characteristics as those for District schools.

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 grade configuration. The Peer Rank provides additional context by ranking schools within the subset of schools of the same grade configuration 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.

Do alternative education students contribute to neighborhood school performance?

Alternative education students are excluded from the calculation of all metrics.

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.

Were floors and targets revised for the 2013-2014 SPRs?

Floors and targets set for the 2012-2013 SPR remained fixed for the 2013-2014 SPR. This continuity allows schools’ progress to be observed over time.

How are floors and targets determined?

Metric floors and targets were set separately for each report type - Elementary, K8, Middle and High. In most cases, floors and targets were set to the 10th and 90th percentiles, respectively, of schools’ performance on the 2012-2013 SPRs. In other cases, floors and targets have been adjusted to reflect the aspirational goals of Action Plan v3.0.

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.

What are the weights allocated to each domain?

Domain weights are allocated by grade configuration as follows:

Elementary, K8 and Middle Schools

Achievement	30%
Progress	50%
Climate	20%

High Schools

Achievement	30%
Progress	40%
Climate	20%
College & Career	10%

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.

How has the SPR changed since 2012-2013?

The SPR has evolved to include the following:

- New Equity metrics that measure growth for the lowest performing 20% of students in a school
- New survey metrics that measure parent/guardian and student feedback
- New College & Career metrics
 - SAT/ACT participation and performance
 - AP/IB participation and performance
 - FAFSA completion rates
- Information on Educator Effectiveness

Do charter schools receive SPRs?

While charter schools were not included in the 2012-2013 SPRs, 2013-2014 SPRs were produced for charter schools opting to participate.

Why don't some schools have an SPR?

Alternate education schools as well as schools that serve a single grade level within a grade configuration do not receive an SPR.

Which charter schools participated in the SPR?

This year's release includes three-quarters of all eligible charter schools. Charter school participants value an apples-to-apples comparison of progress across all city schools, and value the comprehensive and supportive view of school progress reflected in the SPR. Specifically, 62 of the 84 eligible Philadelphia charter schools that were in operation in the 2013-2014 school year participated. Belmont Academy Charter School (grade K) and Youthbuild Philadelphia Charter School (grade 12) met all requirements, but are ineligible to receive an SPR due to their limited grade span and unique school model.

Why are some metrics unscored in the SPR?

New College and Career, Survey, and Educator Effectiveness metrics are unscored in the 2013-2014 SPRs. These metrics provide additional information about school quality and may be scored in future years.

How does the SPR reflect the District's commitment to equity?

Several components of the SPR indicate the degree to which students, regardless of educational need, are being served equitably by our schools. For example, a "back-on-track" credit metric and AGI metrics measuring growth for the lowest performing 20% of students emphasize the importance of demonstrating progress among students who may be falling behind. Equity is also reflected in peer group comparisons, both within- and across- year retention rates, ACCESS proficiency and growth metrics, and survey metrics.

How are survey metrics scored?

The SPR contains four survey metrics that use data from the SY 2013-2014 District-wide Parent & Guardian Impact Survey and the SY 2013-2014 District-wide Student Impact Survey:

- 1) Parent/Guardian Survey: Participation Rate
- 2) Parent/Guardian Survey: Climate Rating
- 3) Student Survey: Climate Rating
- 4) Student Survey: Student Perception of Teacher Practice

The parent/guardian participation rate and the parent/guardian and student climate ratings are unscored metrics in the Climate domain. They do not count towards a school's overall or Climate domain score for SY 2013-2014 but will count towards a school's scores in future years.

The parent/guardian participation rate represents the percentage of parents/guardians of students in grades K-12

who complete the survey. Only one parent/guardian response is required per student.

For the parent/guardian and student climate ratings, a school receives a score of 0 if it does not meet the participation threshold. The participation threshold for the parent/guardian survey is the greater of 5% of all students in grades K-12 or 25 (e.g., the participation threshold for a school that serves 100 students is 25 while the participation threshold for a school that serves 600 students is 30). The participation threshold for the student survey is the greater of 25% of all students in grades 3-12 or 50 (e.g., the participation threshold for a school that serves 100 students in grades 3-12 is 50 while the participation threshold for a school that serves 600 students in grades 3-12 is 150). Schools that receive more than one report have separate participation thresholds for each report type. If a school meets the participation thresholds, it receives a score on a scale of 1 to 4 (with 4 being the highest).

The Student Perception of Teacher Practice metric is included in the Educator Effectiveness section for informational purposes only. A score is displayed if at least two students completed the relevant questions on the survey; the score is on a scale of 1 to 4 (with 4 being the highest).