

# Furness High School

|             |                             |                     |              |
|-------------|-----------------------------|---------------------|--------------|
| School Code | 216                         | Report Type         | HS           |
| Sector      | District                    | Grades in Report    | 9-12         |
| Address     | 1900 S. 3rd St., 19148      | Enrollment          | 657          |
| Phone/Fax   | 215-400-8300 / 215-400-8301 | Admissions Category | Neighborhood |
| Website     | philasd.org/furness         | Turnaround Model    | N/A          |

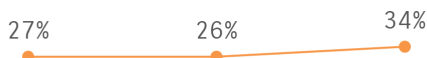
## Performance Tiers Legend

INTERVENE (0-24%)      WATCH (25-49%)      REINFORCE (50-74%)      MODEL (75-100%)

2016-2017      2017-2018      2018-2019      3-YEAR AVG

### OVERALL: WATCH (34%)

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



29.0%

### Achievement: INTERVENE (4%)

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



3.0%

### Progress: REINFORCE (51%)

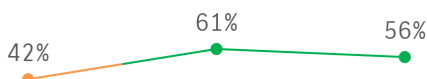
The Progress domain measures growth on standardized assessments and progress towards graduation (for high schools only).



41.0%

### Climate: REINFORCE (56%)

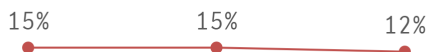
The Climate domain measures school climate as well as student and parent/guardian engagement.



53.0%

### College & Career: INTERVENE (12%)

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



14.0%

## Achievement

| METRIC  | METRIC SCORE                 | POINTS EARNED                           | TIER             |
|---|------------------------------|---|------------------|
| Keystone Exam - Algebra I                       |                              |   |                  |
| % Proficient or Advanced                        | <b>13%</b><br>(261 students) | <b>0.00</b> out of <b>8.00</b><br>(0%)  | <b>INTERVENE</b> |
| Grade 9 -<br>% Proficient or Advanced           | <b>19%</b><br>(133 students) |   |                  |
| % Advanced                                      | <b>6%</b><br>(261 students)  | <b>0.37</b> out of <b>1.50</b><br>(25%) | <b>WATCH</b>     |
| Keystone Exam - Biology                         |                              |   |                  |
| % Proficient or Advanced                        | <b>14%</b><br>(204 students) | <b>0.00</b> out of <b>8.00</b><br>(0%)  | <b>INTERVENE</b> |
| % Advanced                                      | <b>3%</b><br>(204 students)  | <b>0.18</b> out of <b>1.50</b><br>(12%) | <b>INTERVENE</b> |
| Keystone Exam - Literature                      |                              |   |                  |
| % Proficient or Advanced                        | <b>16%</b><br>(195 students) | <b>0.00</b> out of <b>8.00</b><br>(0%)  | <b>INTERVENE</b> |
| % Advanced                                      | <b>1%</b><br>(195 students)  | <b>0.03</b> out of <b>1.50</b><br>(2%)  | <b>INTERVENE</b> |
| ACCESS for ELLs:<br>% 4.5 or Above              | <b>8%</b><br>(316 students)  | <b>0.48</b> out of <b>1.50</b><br>(32%) | <b>WATCH</b>     |
| <b>Achievement Total:</b><br>% of Points Earned | <b>4%</b>                    | <b>1.06</b> out of <b>30.00</b>         | <b>INTERVENE</b> |

## Progress

| METRIC   | METRIC SCORE | POINTS EARNED             | TIER               |
|--|--------------|---------------------------|--------------------|
| Keystone Exam - Algebra I:<br>Average Growth Index (AGI)                           | 0.91         | 4.14 out of 6.50<br>(64%) | REINFORCE          |
| Keystone Exam - Biology:<br>Average Growth Index (AGI)                             | 1.57         | 5.57 out of 6.50<br>(86%) | MODEL              |
| Keystone Exam - Literature:<br>Average Growth Index (AGI)                          | -5.07        | 0.00 out of 6.50<br>(0%)  | INTERVENE          |
| % of On-Track Students<br>Earning Credits Required For Promotion<br>(389 students) | 95%          | 6.63 out of 8.00<br>(83%) | MODEL              |
| % of Off-Track Students<br>Earning Credits Required For Promotion<br>(38 students) | 53%          | 1.52 out of 6.00<br>(25%) | WATCH              |
| ACCESS for ELLs:<br>% of Students Meeting Growth Target                            |              |                           | DATA NOT AVAILABLE |

## Progress, On Equity

|   |            |                            |                  |
|---|------------|----------------------------|------------------|
| Keystone Exam - Algebra I:<br>AGI for Lowest-Performing 33% of<br>Students  | -0.87      | 0.07 out of 1.50<br>(4%)   | INTERVENE        |
| Keystone Exam - Biology:<br>AGI for Lowest-Performing 33% of<br>Students    | 2.79       | 1.50 out of 1.50<br>(100%) | MODEL            |
| Keystone Exam - Literature:<br>AGI for Lowest-Performing 33% of<br>Students | -1.81      | 0.00 out of 1.50<br>(0%)   | INTERVENE        |
| <b>Progress Total:</b><br>% of Points Earned                                | <b>51%</b> | <b>19.42 out of 38.00</b>  | <b>REINFORCE</b> |

## Climate

| METRIC  | METRIC SCORE                  | POINTS EARNED                            | TIER             |
|---|-------------------------------|--|------------------|
| % of Students Attending 95% or More of Instructional Days               | <b>32%</b><br>(753 students)  | <b>1.96</b> out of <b>8.00</b><br>(25%)  | <b>WATCH</b>     |
| % Attending 90-95% of Days  | 26%<br>(753 students)         |  |                  |
| % Attending 85-90% of Days  | 14%<br>(753 students)         |  |                  |
| % Attending 80-85% of Days  | 6%<br>(753 students)          |  |                  |
| % Attending Less Than 80% of Days                                       | 22%<br>(753 students)         |  |                  |
| Annual Retention Rate   | <b>86%</b><br>(619 students)  | <b>6.00</b> out of <b>6.00</b><br>(100%) | <b>MODEL</b>     |
| % of Students with Zero In-School Suspensions                           | <b>100%</b><br>(753 students) | <b>0.50</b> out of <b>0.50</b><br>(100%) | <b>MODEL</b>     |
| % of Students with Zero Out-Of-School Suspensions                       | <b>86%</b><br>(753 students)  | <b>1.34</b> out of <b>2.50</b><br>(54%)  | <b>REINFORCE</b> |
| Student Survey: School Climate Rating<br>(% of most positive responses) | <b>42%</b>                    | <b>0.42</b> out of <b>1.00</b><br>(42%)  | <b>WATCH</b>     |
| Parent Survey: School Climate Rating<br>(% of most positive responses)  | <b>81%</b>                    | <b>0.81</b> out of <b>1.00</b><br>(81%)  | <b>MODEL</b>     |
| Parent/Guardian Survey:<br>Participation Rate                           | <b>19%</b>                    | <b>0.23</b> out of <b>1.00</b><br>(23%)  | <b>INTERVENE</b> |
| <b>Climate Total:</b><br>% of Points Earned                             | <b>56%</b>                    | <b>11.26</b> out of <b>20.00</b>         | <b>REINFORCE</b> |

## College & Career

| METRIC   | METRIC SCORE                 | POINTS EARNED                           | TIER             |
|--|------------------------------|---|------------------|
| Four-Year Cohort Graduation Rate   | <b>74%</b><br>(194 students) | <b>0.00</b> out of <b>4.50</b><br>(0%)  | <b>INTERVENE</b> |
| First-Fall College Matriculation Rate  | <b>39%</b><br>(135 students) | <b>0.37</b> out of <b>1.50</b><br>(25%) | <b>WATCH</b>     |
| AP, IB, & NOCTI Exams and Dual Enrollment Participation and Performance          | <b>10%</b><br>(134 students) | <b>0.00</b> out of <b>1.00</b><br>(0%)  | <b>INTERVENE</b> |
| % Participating Not Meeting Threshold  | <b>19%</b><br>(134 students) |   |                  |
| % Not Participating  | <b>71%</b><br>(134 students) |   |                  |
| SAT & ACT Exams Participation and Performance                                    | <b>7%</b><br>(134 students)  | <b>0.00</b> out of <b>1.00</b><br>(0%)  | <b>INTERVENE</b> |
| % Participating Not Meeting Threshold  | <b>77%</b><br>(134 students) |   |                  |
| % Not Participating  | <b>16%</b><br>(134 students) |   |                  |
| FAFSA Completion Rate  | <b>57%</b><br>(134 students) | <b>0.65</b> out of <b>1.00</b><br>(65%) | <b>REINFORCE</b> |
| Student Survey: College & Career Readiness Rating (% of most positive responses) | <b>23%</b>                   | <b>0.23</b> out of <b>1.00</b><br>(23%) | <b>INTERVENE</b> |
| <b>College &amp; Career Total:</b><br>% of Points Earned                         | <b>12%</b>                   | <b>1.24</b> out of <b>10.00</b>         | <b>INTERVENE</b> |

## Educator Effectiveness

Teacher effectiveness measures are displayed in the School Progress Report, but not included in the SPR rating, to share data we have gathered to monitor and support teacher practice. This information is also used to develop responsive and customized professional learning for teachers to ensure that all students have access to great instruction.

In addition to other metrics, the SPR includes teachers' overall Multiple Measure Summary (MMS) effectiveness ratings. These ratings are comprised of teachers' Formal Observation, Student Learning Objectives, Teacher-Specific PVAAS, and the building-level score from the state of Pennsylvania's School Performance Profile (SPP, also known as Act 82).

Here are some important details that contextualize the teacher effectiveness data reported in the SPR.

- Teachers in a formal observation year who fail to receive a required observation receive a default observation score of 2 (Proficient) for any missing observation data, which may inflate the overall scores.
- Until District-wide inter-rater reliability norming is held for all principals, observation scores may vary significantly across schools and observers. As a result, comparisons of scores between schools may not be meaningful.
- The District's observation tool evaluates 10 components of the Danielson Framework for Teaching. Therefore, comparing SDP's observation scores to scores evaluated against all 22 components of the Danielson Framework may not be meaningful.

### EDUCATOR EFFECTIVENESS INDICATORS

|   |      |
|---|------|
| % of Teachers Receiving an MMS Rating of Distinguished  | 0%   |
| % of Teachers Receiving an MMS Rating of Proficient   | 100% |
| % of Teachers Attending 95% or More of Days   | 75%  |
| Student Survey: Student Perception of Quality of Teacher Practice<br>(% of most positive responses) | 46%  |

#### FOR MORE INFORMATION

More information about the School Progress Reports, including the User Guide, Public Business Rules, and FAQ, is available at [philasd.org/spr](http://philasd.org/spr).

#### NOTES ABOUT ROUNDING

All calculated values in the SPR (metric scores, percent of points earned, and points earned) are calculated using unrounded values; however, displayed values may differ slightly due to rounding for publication purposes.

#### UNDERSTANDING DUAL REPORTS

Schools that serve multiple grade spans receive separate SPRs for each grade span (for example, a school serving grades 6-12 receives a Middle School Report and a High School Report). The grades included in a particular report are displayed on the top right of the cover page.