

# Bayard Taylor School

School Code	744	Report Type	ES
Sector	District	Grades in Report	K-5
Address	3698 N. Randolph St., 19140	Enrollment	523
Phone/Fax	215-400-3880 / 215-400-3881	Admissions Category	Neighborhood
Website	philasd.org/taylor	Turnaround Model	N/A

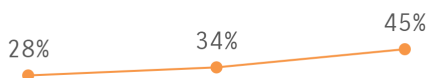
## Performance Tiers Legend

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

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

### OVERALL: WATCH (45%)

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



35.7%

### Achievement: INTERVENE (4%)

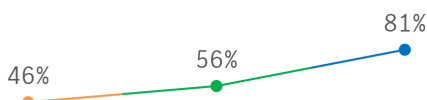
The Achievement domain measures performance on standardized assessments, including PSSA, Keystone Exams, ACCESS for ELLs, and reading assessments.



1.7%

### Progress: MODEL (81%)

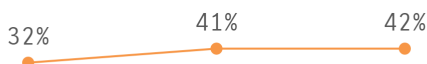
The Progress domain measures growth on standardized assessments and progress towards graduation (for high schools only).



61.0%

### Climate: WATCH (42%)

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



38.3%

## Achievement

METRIC	METRIC SCORE	POINTS EARNED	TIER
% Reading at Grade Level -Grades K-2	<b>29%</b> (207 students)	<b>0.34</b> out of <b>3.00</b> (11%)	<b>INTERVENE</b>
PSSA: English Language Arts			
% Proficient or Advanced	<b>21%</b> (248 students)	<b>0.06</b> out of <b>9.00</b> (1%)	<b>INTERVENE</b>
Grade 3 - % Proficient or Advanced	<b>33%</b> (83 students)		
Grade 4 - % Proficient or Advanced	<b>22%</b> (79 students)		
Grade 5 - % Proficient or Advanced	<b>8%</b> (86 students)		
Grade 6 - % Proficient or Advanced			NOT APPLICABLE
% Advanced	<b>1%</b> (248 students)	<b>0.10</b> out of <b>2.00</b> (5%)	<b>INTERVENE</b>
ACCESS for ELLs: % 4.5 or Above	<b>3%</b> (143 students)	<b>0.00</b> out of <b>1.50</b> (0%)	<b>INTERVENE</b>

*Achievement section continues on next page.*

## Achievement (Continued)

METRIC	METRIC SCORE	POINTS EARNED	TIER
PSSA: Mathematics			
% Proficient or Advanced	<b>11%</b> (248 students)	<b>0.00</b> out of <b>9.00</b> (0%)	<b>INTERVENE</b>
Grade 3 - % Proficient or Advanced	<b>23%</b> (83 students)		
Grade 4 - % Proficient or Advanced	<b>6%</b> (79 students)		
Grade 5 - % Proficient or Advanced	<b>5%</b> (86 students)		
Grade 6 - % Proficient or Advanced			NOT APPLICABLE
% Advanced	<b>1%</b> (248 students)	<b>0.10</b> out of <b>2.00</b> (5%)	<b>INTERVENE</b>
PSSA: Science			
% Proficient or Advanced	<b>34%</b> (79 students)	<b>0.53</b> out of <b>3.00</b> (18%)	<b>INTERVENE</b>
Grade 4 - % Proficient or Advanced	<b>34%</b> (79 students)		
% Advanced	<b>4%</b> (79 students)	<b>0.08</b> out of <b>0.50</b> (15%)	<b>INTERVENE</b>
<b>Achievement Total:</b> % of Points Earned	<b>4%</b>	<b>1.20</b> out of <b>30.00</b>	<b>INTERVENE</b>

## Progress

METRIC	METRIC SCORE	POINTS EARNED	TIER
PSSA Mathematics: Average Growth Index (AGI)	2.01	12.00 out of 12.00 (100%)	MODEL
PSSA English Language Arts: Average Growth Index (AGI)	2.59	12.00 out of 12.00 (100%)	MODEL
PSSA Science (Grade 4): Average Growth Index (AGI)	-2.57	0.00 out of 5.00 (0%)	INTERVENE
ACCESS for ELLs: % of Students Meeting Growth Target			DATA NOT AVAILABLE

## Progress, On Equity

PSSA Mathematics: AGI for Lowest-Performing 33% of Students	1.09	2.79 out of 4.00 (70%)	REINFORCE
PSSA English Language Arts: AGI for Lowest-Performing 33% of Students	1.38	3.17 out of 4.00 (79%)	MODEL
<b>Progress Total:</b> % of Points Earned	<b>81%</b>	<b>29.96</b> out of <b>37.00</b>	<b>MODEL</b>

## Climate

METRIC	METRIC SCORE	POINTS EARNED	TIER
% of Students Attending 95% or More of Instructional Days	<b>32%</b> (588 students)	<b>0.72</b> out of <b>12.00</b> (6%)	<b>INTERVENE</b>
% Attending 90-95% of Days	<b>33%</b> (588 students)		
% Attending 85-90% of Days	<b>16%</b> (588 students)		
% Attending 80-85% of Days	<b>9%</b> (588 students)		
% Attending Less Than 80% of Days	<b>11%</b> (588 students)		
Annual Retention Rate	<b>85%</b> (489 students)	<b>6.85</b> out of <b>10.00</b> (69%)	<b>REINFORCE</b>
% of Students with Zero In-School Suspensions	<b>99%</b> (588 students)	<b>0.66</b> out of <b>1.00</b> (66%)	<b>REINFORCE</b>
% of Students with Zero Out-Of-School Suspensions	<b>95%</b> (588 students)	<b>2.78</b> out of <b>4.00</b> (69%)	<b>REINFORCE</b>
Student Survey: School Climate Rating (% of most positive responses)	<b>46%</b>	<b>0.46</b> out of <b>1.00</b> (46%)	<b>WATCH</b>
Parent Survey: School Climate Rating (% of most positive responses)	<b>79%</b>	<b>0.79</b> out of <b>1.00</b> (79%)	<b>MODEL</b>
Parent/Guardian Survey: Participation Rate	<b>28%</b>	<b>0.46</b> out of <b>1.00</b> (46%)	<b>WATCH</b>
<b>Climate Total:</b> % of Points Earned	<b>42%</b>	<b>12.73</b> out of <b>30.00</b>	<b>WATCH</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	97%
% of Teachers Attending 95% or More of Days	69%
Student Survey: Student Perception of Quality of Teacher Practice (% of most positive responses)	62%

#### 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.