

Trends in Performance on the School Progress Report (SPR) from 2014-15 to 2017-18

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The School Progress Report (SPR) is a tool produced by the School District of Philadelphia every year. It provides information on how District and Charter schools are doing in the areas that matter the most for student success - Academic Achievement and Progress, School Climate, and College and Career Readiness.¹

- The **Achievement** domain focuses on how well students are reading, writing, doing math, and learning science. Achievement also includes an indicator of language proficiency for English Learners.
- The **Progress** domain focuses on whether students are learning as much as they should from one year to the next in reading/literature, math, and science. Progress also includes whether high school students are on track to graduate.
- The **School Climate** domain focuses on whether students are attending school regularly and return to the school from year to year. Climate also focuses on whether parents and students are engaged in the school, and how parents and students perceive the school's climate.
- The **College and Career Readiness** domain focuses on whether high school students are graduating on time and are prepared to pursue their college and career goals (for High Schools only).

Schools can earn scores of 0-100% for each domain. Domain scores are then combined together for an overall score of 0-100%. All scores fall into one of four categories:

- **Intervene** (0-24% of possible points)
- **Watch** (25-49% of possible points)
- **Reinforce** (50-74% of possible points)
- **Model** (75-100% of possible points)

This brief provides a summary of trends in school performance overall, by report type (elementary, K-8, middle school, and high school),² and for each domain from 2014-15 to 2017-18.

¹ For detailed information about the School Progress Report including a user guide, business rules, district scorecard, downloadable SPR reports, parent guide, FAQs, and more, see: www.philasd.org/spr

² There are four SPR report types. A school's report type is determined by the grades it serves. Schools may receive more than one report depending on the grades served. For details, see the SPR User Guide at <https://www.philasd.org/performance/programs/services/school-progress-reports/spr-helpful-resources>

Trends in Overall SPR Performance for District and Charter Schools

The percentage of schools³ in the Intervene category decreased from 2014-15 to 2017-18 for both District schools (Figure 1) and Charter schools (Figure 2). The percentage of schools in the Watch category increased from 2014-15 to 2017-18 for both District schools (Figure 1) and Charter schools (Figure 2). As a result, the number of students attending schools in the Intervene category has decreased and the number of students attending schools in the Watch category has increased for both District (Figure 3) and Charter (Figure 4) students.⁴

Figure 1. The percentage of District schools in the Intervene category decreased and the percentage of District schools in the Watch category increased from 2014-15 to 2017-18

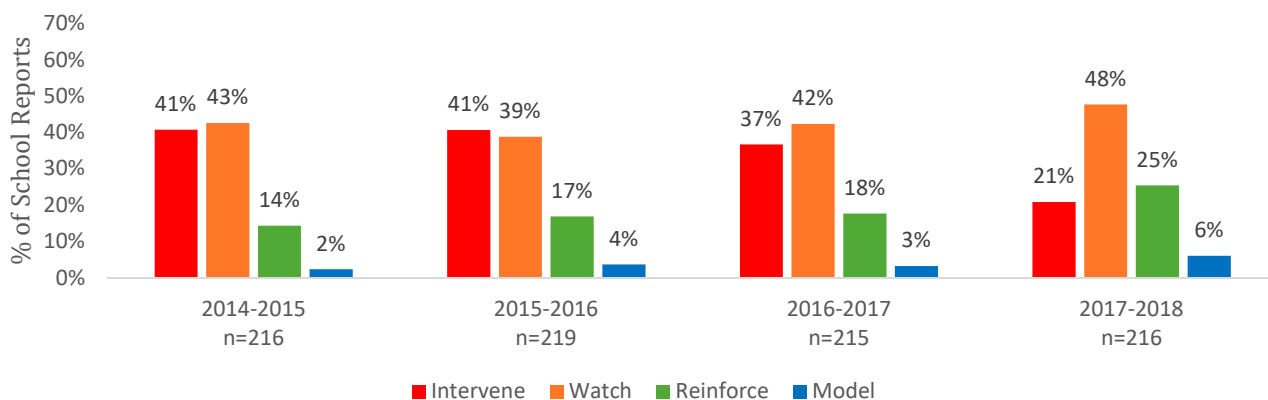
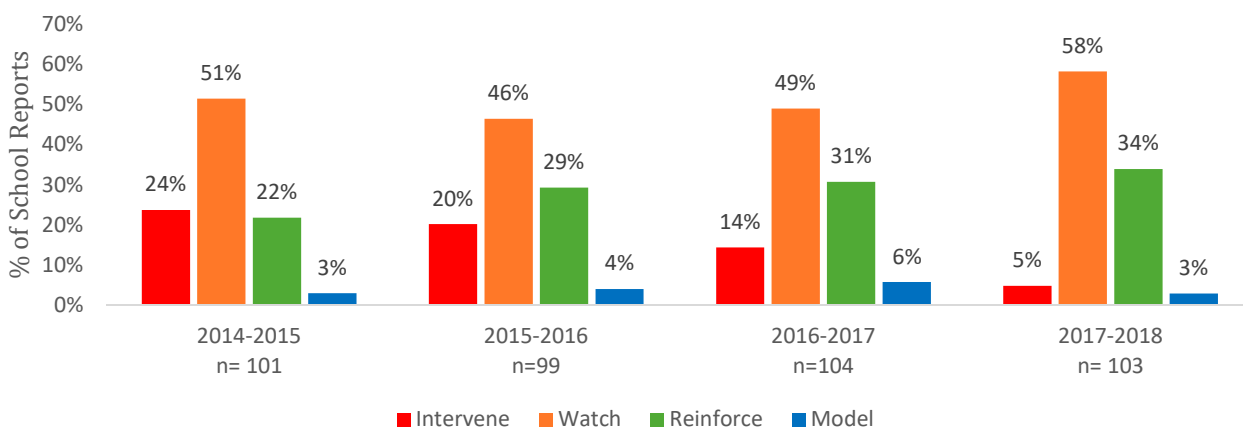


Figure 2. The percentage of Charter schools in the Intervene category decreased and the percentage of Charter schools in the Watch category increased from 2014-15 to 2017-18⁵



³ Throughout this brief, for simplicity, we refer to the percentage of schools in each category. More specifically, this percentage refers to the percent of school reports, because one school may receive more than one report depending on the grades served. For example, a school that serves grades 6-12 will receive a middle school report and a high school report and be counted as two different reports in the tables and graphs although it is one 6-12 school.

⁴ The number of school reports varies across years for a variety of reasons including school closings, new school openings, school merges, and school grade configuration changes. For more information, see the “Longitudinal Master School List” in our open data files at: <https://www.philasd.org/performance/programsservices/open-data/school-information/>

⁵ Two charter schools representing three school reports were closed in June 2016, and two charter schools representing three school reports were closed in June 2017. Most charter schools have opted into the SPR. However, charter schools that opted not to participate are excluded from school counts. The performance of these schools may differ systematically from that of participating charters.

Figure 3. The number of District students attending Intervene schools decreased and the number of District students attending Watch schools increased from 2014-15 to 2017-18

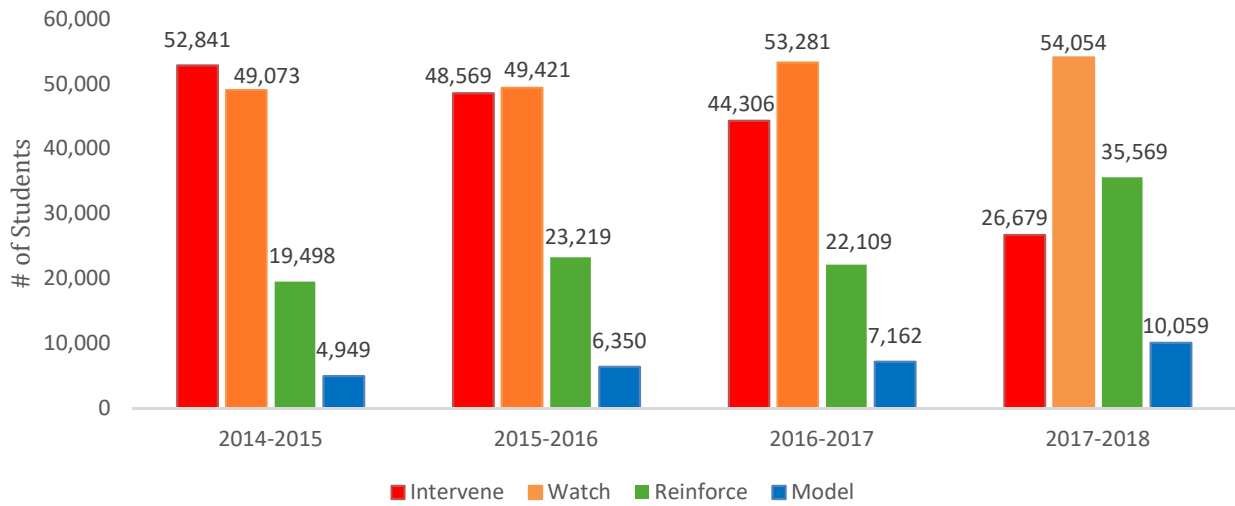
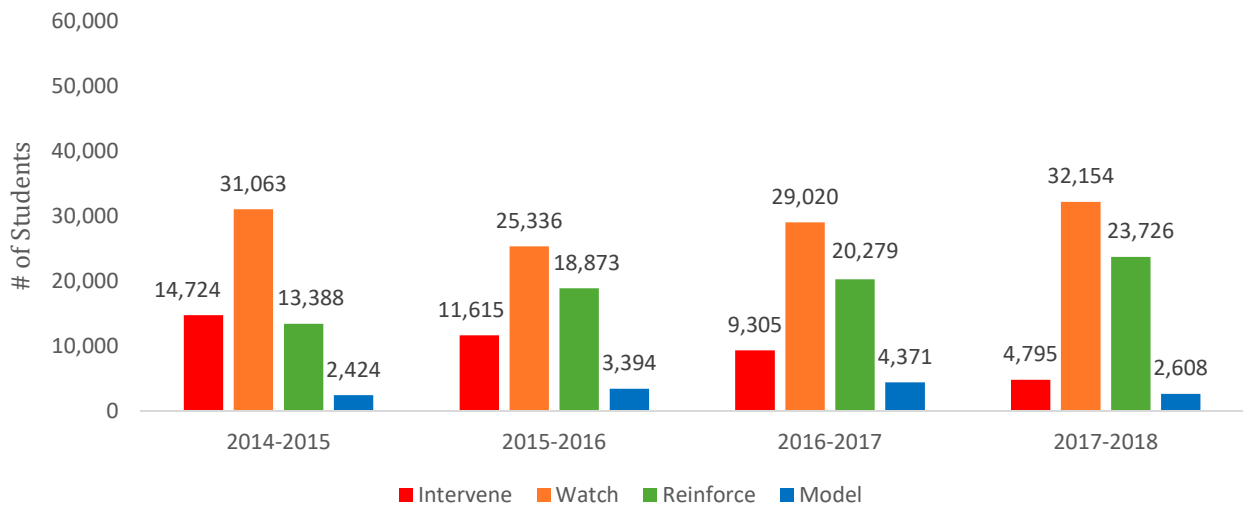


Figure 4. The number of Charter school students attending Intervene schools decreased and the number of Charter students attending Watch schools increased from 2014-15 to 2017-18



Trends in Overall SPR Performance by Report Type⁶

There are four report types for the SPR, determined by the grades a school serves: Elementary, K-8, Middle, and High School.⁷ Elementary schools serve some combination of at least two grades from K-6. Numbers of schools in each report type vary from year to year due to school closures, openings, expansions, and mergers.⁸

Table 1. Changes in Performance from 2014-15 to 2017-18 for District Schools

| | | Number and Percent of School Reports in Each Category | | | |
|----------------------------|------------------------------------|--|-------------|-------------|-----------|
| District Elementary | Number of SPR Reports of this Type | Intervene | Watch | Reinforce | Model |
| 2014-2015 | 49 | 13 (27%) | 28 (57%) | 8 (16%) | 0 (0%) |
| 2015-2016 | 49 | 14 (29%) | 26 (53%) | 8 (16%) | 1 (2%) |
| 2016-2017 | 47 | 9 (19%) | 30 (64%) | 7 (15%) | 1 (2%) |
| 2017-2018 | 47 | 6 (13%) | 24 (51%) | 14 (30%) | 3 (6%) |
| 3 year trend | n/a | ↓ | ↓ | ↑ | ↑ |

| District K-8 | Number of SPR Reports of this Type | Intervene | Watch | Reinforce | Model |
|---------------------|------------------------------------|-------------|-------------|-------------|-----------|
| 2014-2015 | 98 | 45 (46%) | 42 (43%) | 8 (8%) | 3 (3%) |
| 2015-2016 | 98 | 40 (41%) | 40 (41%) | 14 (14%) | 4 (4%) |
| 2016-2017 | 99 | 39 (39%) | 43 (43%) | 14 (14%) | 3 (3%) |
| 2017-2018 | 99 | 15 (15%) | 55 (56%) | 24 (24%) | 5 (5%) |
| 3 year trend | n/a | ↓ | ↑ | ↑ | ↑ |

⁶ Counts in Tables 1 and 2 exclude any school reports not eligible for an overall score.

⁷ There are four SPR report types. A school's report type is determined by the grades it serves. Schools may receive more than one report depending on the grades served. For details, see the SPR User Guide at <https://www.philasd.org/performance/programsservices/school-progress-reports/spr-helpful-resources/>

⁸ Year over year (YOY) SPR changes can be viewed in the online School Data Profiles at <https://philasd.org/schoolprofiles> by selecting the "City-Wide" tab on the main page followed by the "School Progress Report" tab.

Table 1 continued. (Changes in Performance from 2014-15 to 2017-18 for District Schools)

| | | Number and Percent of School Reports in Each Category | | | |
|------------------------|------------------------------------|--|------------|------------|------------|
| District Middle | Number of SPR Reports of this Type | Intervene | Watch | Reinforce | Model |
| 2014-2015 | 20 | 7 (35%) | 9 (45%) | 3 (15%) | 1 (5%) |
| 2015-2016 | 21 | 9 (43%) | 5 (24%) | 6 (29%) | 1 (5%) |
| 2016-2017 | 18 | 7 (39%) | 4 (22%) | 6 (33%) | 1 (6%) |
| 2017-2018 | 19 | 3 (16%) | 7 (37%) | 7 (37%) | 2 (11%) |
| 3 year trend | n/a | ↓ | ↓ | ↑ | ↑ |

| District High School | Number of SPR Reports of this Type | Intervene | Watch | Reinforce | Model |
|-----------------------------|------------------------------------|-------------|-------------|-------------|-----------|
| 2014-2015 | 49 | 23 (47%) | 13 (27%) | 12 (24%) | 1 (2%) |
| 2015-2016 | 51 | 26 (51%) | 14 (27%) | 9 (18%) | 2 (4%) |
| 2016-2017 | 51 | 24 (47%) | 14 (27%) | 11 (22%) | 2 (4%) |
| 2017-2018 | 51 | 21 (41%) | 17 (33%) | 10 (20%) | 3 (6%) |
| 3 year trend | n/a | ↓ | ↑ | ↓ | ↑ |

Table 2. Changes in Performance from 2014-15 to 2017-18 for Charter Schools

| Charter Elementary | Number of SPR Reports of this Type ⁹ | Number of Schools in Each Category | | | |
|---------------------|---|------------------------------------|------------|------------|------------|
| | | Intervene | Watch | Reinforce | Model |
| 2014-2015 | 5 | 1 (20%) | 3 (60%) | 1 (20%) | 0 (0%) |
| 2015-2016 | 5 | 0 (0%) | 3 (60%) | 2 (40%) | 0 (0%) |
| 2016-2017 | 8 | 0 (0%) | 3 (38%) | 4 (50%) | 1 (13%) |
| 2017-2018 | 9 | 0 (0%) | 7 (78%) | 2 (22%) | 0 (0%) |
| 3 year trend | n/a | ↓ | ↑ | ↑ | ↔ |

| Charter K-8 | Number of SPR Reports of this Type | Number of Schools in Each Category | | | |
|---------------------|------------------------------------|------------------------------------|-------------|-------------|-----------|
| | | Intervene | Watch | Reinforce | Model |
| 2014-2015 | 47 | 10 (21%) | 22 (47%) | 13 (28%) | 2 (4%) |
| 2015-2016 | 46 | 4 (9%) | 21 (46%) | 18 (39%) | 3 (7%) |
| 2016-2017 | 48 | 6 (13%) | 22 (46%) | 16 (33%) | 4 (8%) |
| 2017-2018 | 48 | 0 (0%) | 26 (54%) | 20 (42%) | 2 (4%) |
| 3 year trend | n/a | ↓ | ↑ | ↑ | ↔ |

| Charter Middle | Number of SPR Reports of this Type | Number of Schools in Each Category | | | |
|---------------------|------------------------------------|------------------------------------|------------|------------|-----------|
| | | Intervene | Watch | Reinforce | Model |
| 2014-2015 | 16 | 5 (31%) | 9 (56%) | 2 (13%) | 0 (0%) |
| 2015-2016 | 16 | 7 (44%) | 7 (44%) | 2 (13%) | 0 (0%) |
| 2016-2017 | 15 | 3 (20%) | 7 (47%) | 5 (33%) | 0 (0%) |
| 2017-2018 | 14 | 0 (0%) | 7 (50%) | 7 (50%) | 0 (0%) |
| 3 year trend | n/a | ↓ | ↓ | ↑ | ↔ |

⁹ There are four SPR report types. A school's report type is determined by the grades it serves. Schools may receive more than one report depending on the grades served. For details, see the SPR User Guide at <https://www.philasd.org/performance/programsservices/school-progress-reports/spr-helpful-resources/>

Table 2 continued. Changes in Performance from 2014-15 to 2017-18 for Charter Schools

| Charter High School | Number of SPR Reports of this Type | Number of Schools in Each Category | | | |
|----------------------------|------------------------------------|---|-------------|------------|-----------|
| | | Intervene | Watch | Reinforce | Model |
| 2014-2015 | 33 | 8 (24%) | 18 (55%) | 6 (18%) | 1 (3%) |
| 2015-2016 | 32 | 9 (28%) | 15 (47%) | 7 (22%) | 1 (3%) |
| 2016-2017 | 33 | 6 (18%) | 19 (58%) | 7 (21%) | 1 (3%) |
| 2017-2018 | 32 | 5 (16%) | 20 (63%) | 6 (19%) | 1 (3%) |
| 3 year trend | n/a | ↓ | ↑ | ↔ | ↔ |

Trends in SPR Performance by Domains (Achievement, Progress, Climate, and College/Career Readiness)¹⁰

Achievement

The achievement domain focuses on student performance in reading/literature, math, and science. Achievement also includes an indicator on English Learner (EL) language proficiency for schools with a significant EL population. The score is calculated differently based on grade level. Achievement in reading/literature for K-2 students is based on the Development Reading Assessment (DRA) for students in District schools and on the school's chosen assessment for students in Charter schools. PSSA scores are used for students in grades 3-8. The Keystone Exams provide achievement scores for students in grades 9-12. Performance in the Achievement domain has been consistent from 2014-15 to 2017-18 for both District schools (Figure 5) and Charter schools (Figure 6).

Figure 5. Trends in performance in the Achievement domain for District schools from 2014-15 to 2017-18

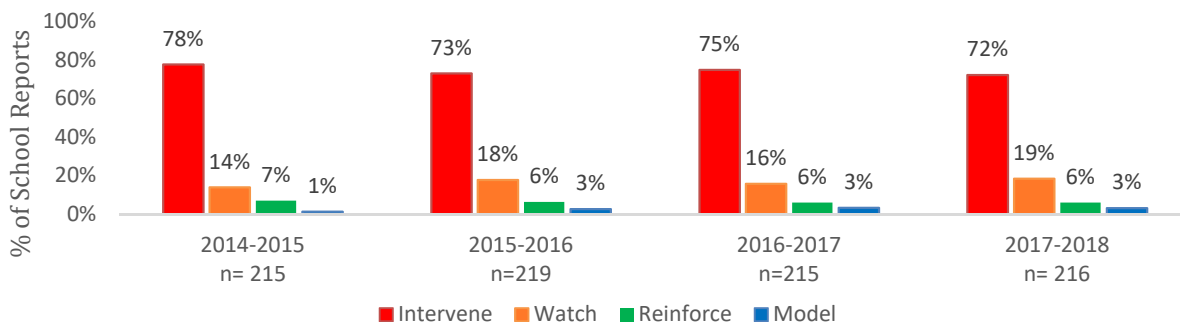
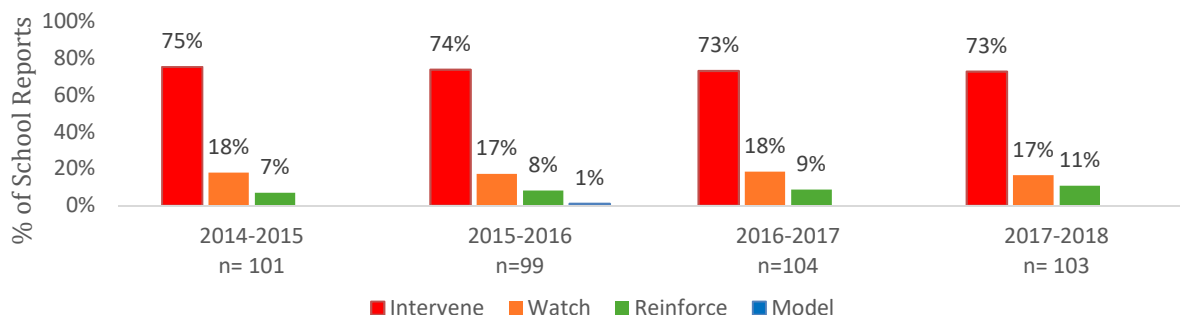


Figure 6. Trends in performance in the Achievement domain for Charter schools from 2014-15 to 2017-18.



¹⁰ The number of school reports in each domain may not match the number of overall school reports in Tables 1 and 2 for two primary reasons. First, schools that are eligible for a score within a domain may not be eligible for an overall School Progress Report score and tier. For example, a school can be eligible for a tier rating within the Climate domain, but may not meet all the criteria for an overall SPR score and tier. It is also possible that a school can receive an overall SPR tier rating without receiving all of the domain scores or tiers. Schools that are eligible for less than half of the points within a domain do not receive a score or tier for that domain. For example, a school that is eligible for fewer than 5 points in the College & Career domain will not receive a score for that domain but may receive an overall SPR score and tier.

Progress

The Progress domain focuses on whether students are learning as much as they should from one year to the next. School performance on this domain is calculated using the school's Average Growth Index (AGI) and ACCESS growth for English Learners. For high schools, this domain also takes into account the percentage of students eligible for promotion to the next grade. The percentage of District schools in the Intervene category of the Progress domain has decreased from 39% to 24% from 2014-15 to 2017-18 (Figure 7). The percentage of Charter schools in the Intervene category of the Progress domain has decreased from 41% to 21% from 2014-15 to 2017-18 (Figure 8).

Figure 7. Trends in performance in the Progress domain for District schools from 2014-15 to 2017-18

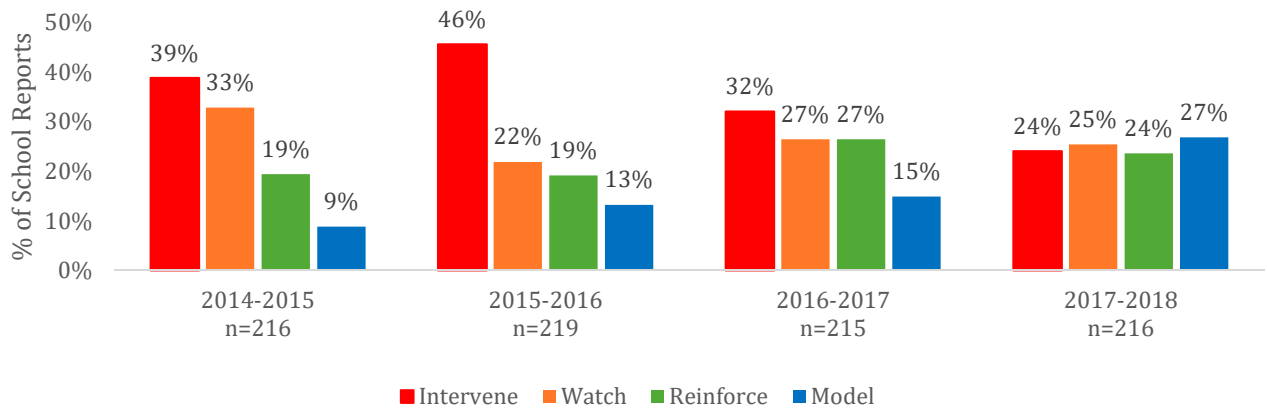
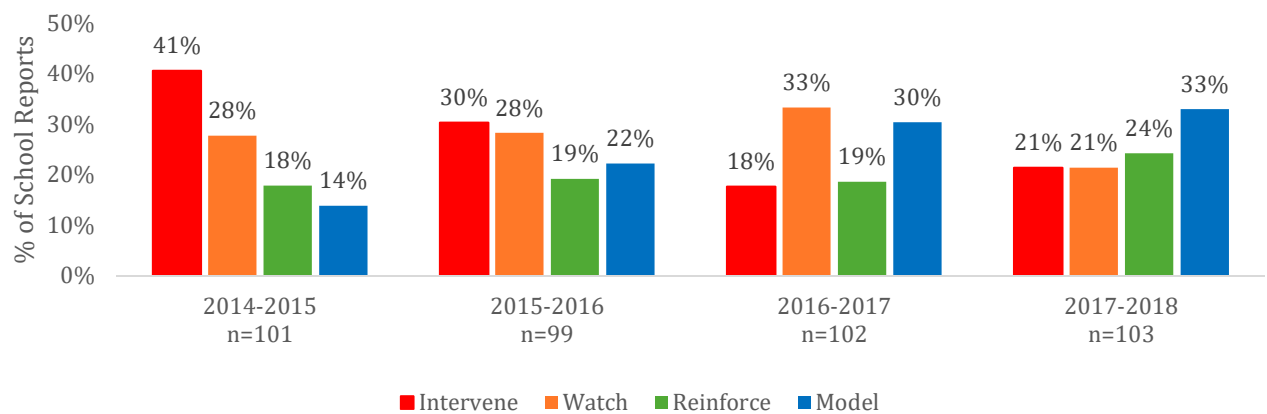


Figure 8. Trends in performance in the Progress domain for Charter schools from 2014-15 to 2017-18



Climate

The School Climate domain focuses on whether students are attending school regularly and return to the school from year to year. Climate also focuses on whether parents and students are engaged in the school, and how parents and students perceive the school's climate. Climate scores are calculated using a school's 95% attendance rate, suspension rates, District-wide Survey student climate ratings, and retention of students from year to year. From 2014-15 to 2017-18 there was an increase in the percentage of District schools in the Reinforce and Model Categories (from 36% to 50%; Figure 9) and an increase in the percentage of Charter schools in the Reinforce and Model Categories (from 70% to 78%; Figure 10).

Figure 9. Trends in performance in the Climate domain for District schools from 2014-15 to 2017-18

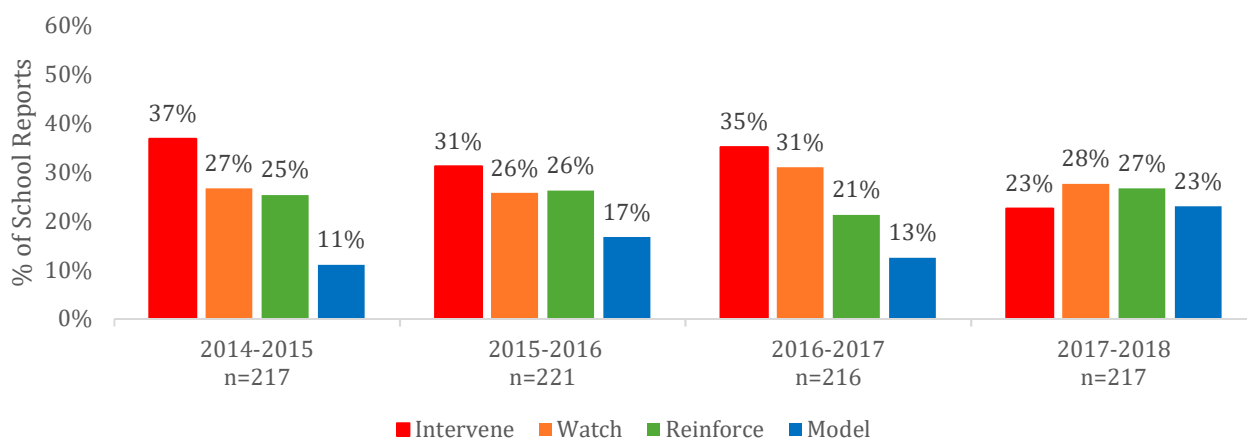
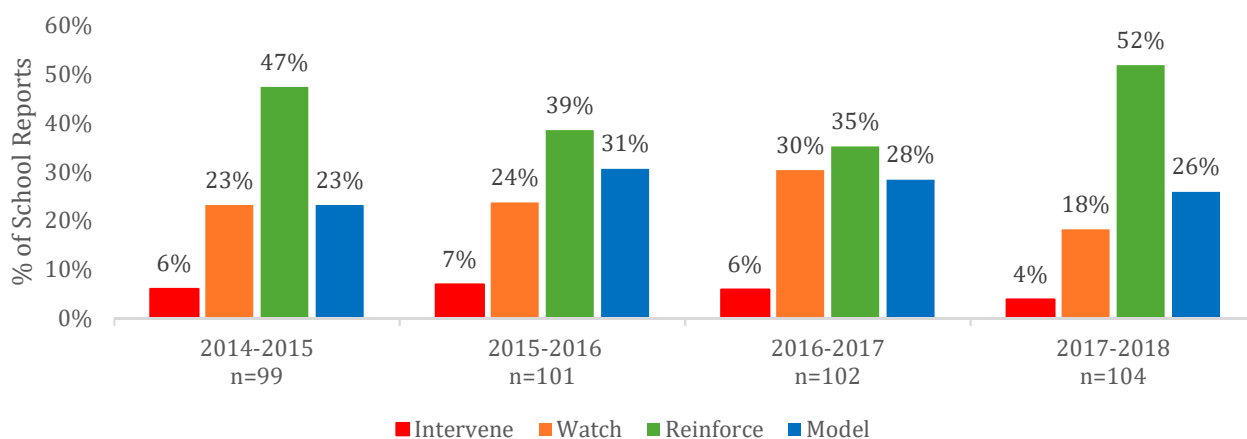


Figure 10. Trends in performance in the Climate domain for Charter schools from 2014-15 to 2017-18



College and Career

The College and Career domain (for high schools only) focuses on student graduation rates and student preparedness to pursue post-secondary endeavors. The score is calculated based on the four-year high school graduation rate, first-fall college matriculation rate, participation and performance in advanced coursework (AP, IB, NOCTI), and participation in and performance on the ACT or SAT. From 2014-15 to 2017-18, there was a decrease in the percentage of District schools in the Intervene Category (from 50% to 39%; Figure 11) and decrease in the percentage of Charter schools in the Intervene Category (from 33% to 17%; Figure 12).

Figure 11. Trends in performance in the College and Career domain for District schools from 2014-15 to 2017-18

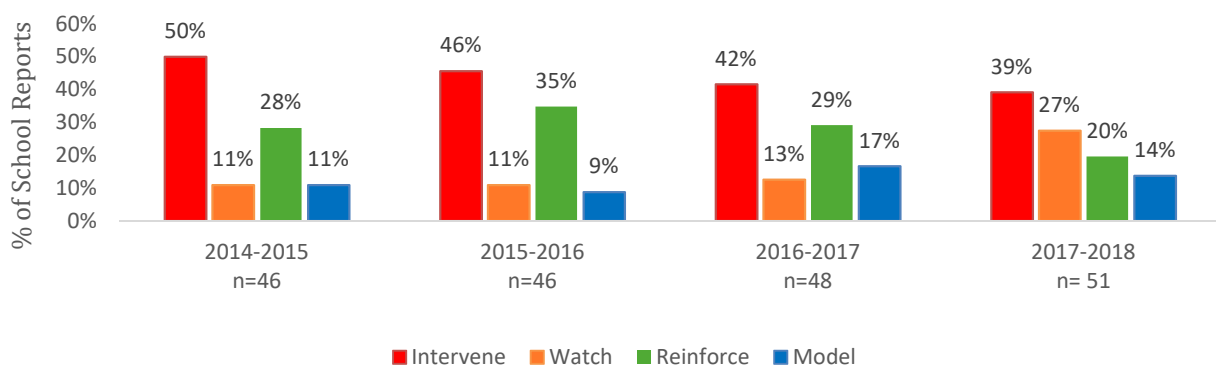
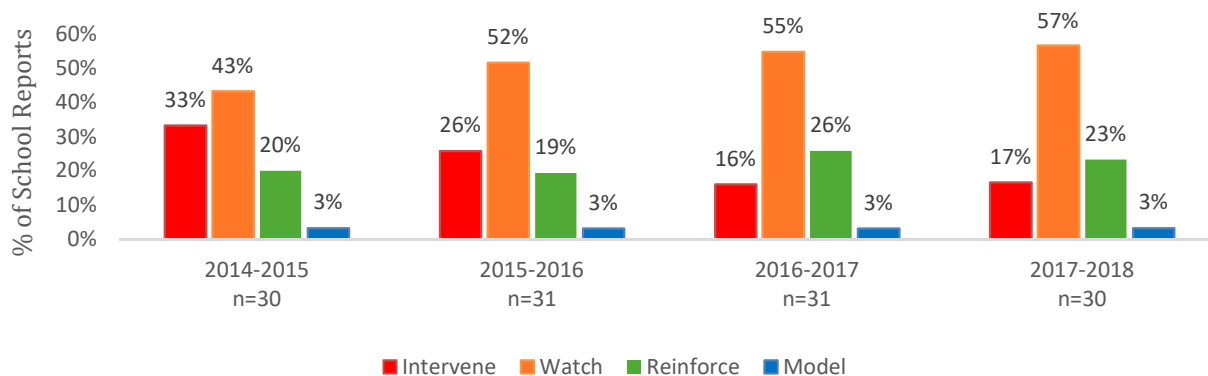


Figure 12. Trends in performance in the College and Career domain for Charter schools from 2014-15 to 2017-18



Detailed information about the annual School Progress Report (SPR) can be found at www.philasd.org/spr and www.philasd.org/opendata.