THE SCHOOL DISTRICT OF
PHILADELPHIA

Trends in Performance on the School Progress Report (SPR) from 2014-15 to 2018-19

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The School Progress Report (SPR) is produced by the School District of Philadelphia every year. It provides information about 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 returning to the school from year to year. This domain 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 prepared to pursue their college and career goals. (This domain is included in high school reports only.)

Schools earn scores of 0-100% for each domain. Domain scores are then combined 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), or
- **Model** (75-100% of possible points).

This brief summarizes trends in school performance overall, by report type (elementary, K-8, middle school, and high school),[2] and for each domain[3] from 2014-15 to 2018-19.

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[1] For detailed information about the School Progress Report, including a user guide, business rules, District scorecard, downloadable school-level SPR reports, a parent guide, FAQs, and more, see www.philasd.org/spr. The data in this brief comes from the School District of Philadelphia's School Progress Reports Qlik App and base enrollment file.

[2] There are four SPR report types that are determined by the grades served. Schools may receive more than one report. For details, see the SPR User Guide https://www.philasd.org/performance/programsservices/school-progress-reports/spr-helpful-resources.

[3] 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. 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. Second, 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 five points in the College & Career domain will not receive a score for that domain but may receive an overall SPR score and tier.

Trends in Overall SPR Performance for District and Charter Schools

From 2014-15 to 2018-19, the percentage of District schools in the Intervene Category decreased from 41% to 23%, and the percentage of District schools in the Watch Category decreased from 43% to 39% (Figure 1).[4] During the same time period, the percentage of schools in the Reinforce category increased from 14% to 32%, and the percentage of schools in the Model category increased from 2% to 6% (Figure 1). Despite year-to-year fluctuations, the overall number of students attending District schools in the Intervene and Watch categories decreased between 2014-15 and 2018-19, while the number of students attending Reinforce and Model schools increased (Figure 2). Additionally, the number of students attending District schools in the Reinforce and Model categories increased from 2014-15 to 2018-19 (Figure 2).

Figure 1. Since 2014-15, the percentage of District schools in the Intervene and Watch categories decreased and the number of schools in the Reinforce and Model Categories increased
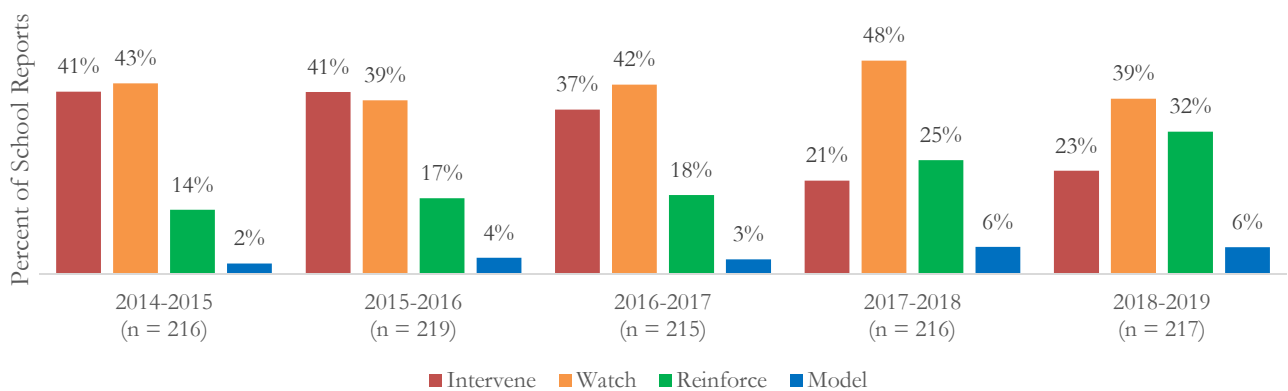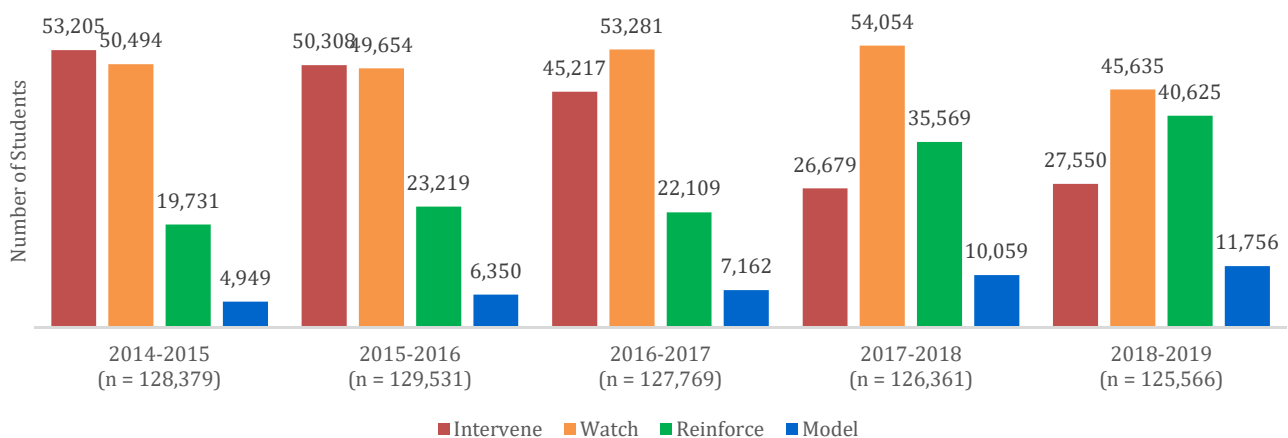

Figure 2. In total, the number of District students attending Intervene and Watch schools decreased and the number of District students attending Reinforce and Model schools increased from 2014-15 to 2018-19

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[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/.

In the Charter sector, the percentage of schools in the Intervene category decreased from 24% to 6% from 2014-15 to 2018-19 (Figure 3). Although the percentage of Charter schools in the Watch category fluctuated from 2014-15 to 2018-19 and ultimately did not yield a net change, the percentage of Charter schools in the Reinforce and Model categories both increased (Figure 3). The number of students attending Charter schools in the Intervene category decreased from 2014-15 to 2018-19, while the number of students attending Charter schools in the Watch, Reinforce, and Model categories increased (Figure 4).

Figure 3. The overall percentage of Charter schools in the Intervene category decreased and the percentage of Charter schools in the Reinforce and Model categories increased from 2014-15 to 2018-19[5]
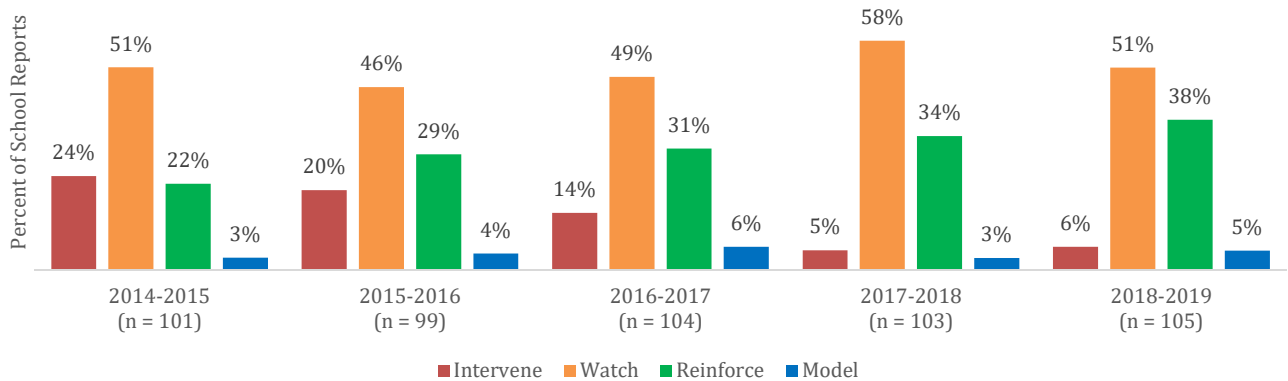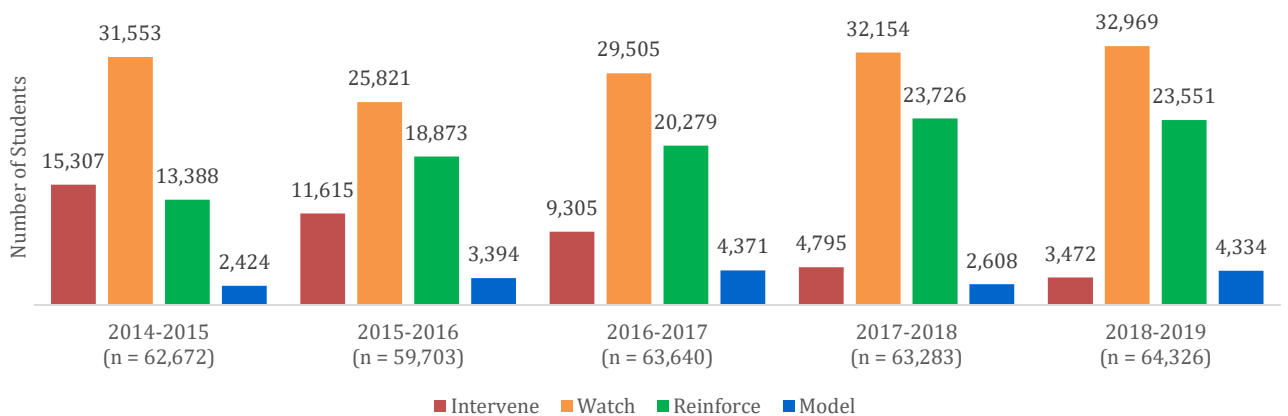

Figure 4. The number of Charter school students attending Intervene schools decreased and the number of Charter students attending Watch, Reinforce, and Model schools increased from 2014-15 to 2018-19

[5] Two charter schools representing three school reports closed in June 2016, and two charter schools representing three school reports closed in June 2017. Additionally, while most charter schools have opted into the SPR, charter schools that opted not to participate are excluded from school counts. The performance of these nonparticipating and closed schools may differ systematically from that of charters that participate and have not closed.

Trends in Overall SPR Performance by Report Type

There are four SPR report types determined by the grades a school serves: Elementary, K-8, Middle, and High School.[6] Tables 1-4 display changes in overall SPR performance in District schools according to the four SPR report types. Numbers of schools in each report type vary from year to year due to school closures, openings, expansions, and mergers.[7,8]

Changes in Overall SPR Performance in District Schools

Table 1. Changes in Overall SPR Performance from 2014-15 to 2018-19 for District Elementary Schools

School Year	Number of SPR Reports	Number and Percent of School Reports in Each Category			
		Intervene	Watch	Reinforce	Model
2014-15	49	13 (27%)	28 (57%)	8 (16%)	0 (0%)
2015-16	49	14 (29%)	26 (53%)	8 (16%)	1 (2%)
2016-17	47	9 (19%)	30 (64%)	7 (15%)	1 (2%)
2017-18	47	6 (13%)	24 (51%)	14 (30%)	3 (6%)
2018-19	47	4 (9%)	24 (51%)	16 (34%)	3 (6%)
4-year trend	n/a	↓	↓	↑	↑

Table 2. Changes in Overall SPR Performance from 2014-15 to 2018-19 for District K-8 Schools

School Year	Number of SPR Reports	Number and Percent of School Reports in Each Category			
		Intervene	Watch	Reinforce	Model
2014-15	98	45 (46%)	42 (43%)	8 (8%)	3 (3%)
2015-16	98	40 (41%)	40 (41%)	14 (14%)	4 (4%)
2016-17	99	39 (39%)	43 (43%)	14 (14%)	3 (3%)
2017-18	99	15 (15%)	55 (56%)	24 (24%)	5 (5%)
2018-19	99	22 (22%)	38 (38%)	34 (34%)	5 (5%)
4-year trend	n/a	↓	↓	↑	↑

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[6] 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/.

[7] 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.

[8] 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. 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. Second, 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.

Table 3. Changes in Overall SPR Performance from 2014-15 to 2018-19 for District Middle Schools

School Year	Number of SPR Reports	Number and Percent of School Reports in Each Category			
		Intervene	Watch	Reinforce	Model
2014-15	20	7 (35%)	9 (45%)	3 (15%)	1 (5%)
2015-16	21	9 (43%)	5 (24%)	6 (29%)	1 (5%)
2016-17	18	7 (39%)	4 (22%)	6 (33%)	1 (6%)
2017-18	19	3 (16%)	7 (37%)	7 (37%)	2 (11%)
2018-19	19	1 (5%)	9 (47%)	7 (37%)	2 (11%)
4-year trend	n/a	↓	↔	↑	↑

Table 4. Changes in Overall SPR Performance from 2014-15 to 2018-19 for District High Schools

School Year	Number of SPR Reports	Number and Percent of School Reports in Each Category			
		Intervene	Watch	Reinforce	Model
2014-15	49	23 (47%)	13 (27%)	12 (24%)	1 (2%)
2015-16	51	26 (51%)	14 (27%)	9 (18%)	2 (4%)
2016-17	51	24 (47%)	14 (27%)	11 (22%)	2 (4%)
2017-18	51	21 (41%)	17 (33%)	10 (20%)	3 (6%)
2018-19	52	23 (44%)	14 (27%)	12 (23%)	3 (6%)
4-year trend	n/a	↔	↑	↔	↑

Changes in Overall SPR Performance in Charter Schools

Tables 5-8 display changes in overall SPR performance in Charter schools according to the four SPR report types.

Table 5. Changes in Overall SPR Performance from 2014-15 to 2018-19 for Charter Elementary Schools

School Year	Number of SPR Reports	Number of Schools in Each Category			
		Intervene	Watch	Reinforce	Model
2014-15	5	1 (20%)	3 (60%)	1 (20%)	0 (0%)
2015-16	5	0 (0%)	3 (60%)	2 (40%)	0 (0%)
2016-17	8	0 (0%)	3 (38%)	4 (50%)	1 (13%)
2017-18	9	0 (0%)	7 (78%)	2 (22%)	0 (0%)
2018-19	10	1 (10%)	5 (50%)	4 (40%)	0 (0%)
4-year trend	n/a	↔	↑	↑	↔

Table 6. Changes in Overall SPR Performance from 2014-15 to 2018-19 for Charter K-8 Schools

School Year	Number of SPR Reports	Number of Schools in Each Category			
		Intervene	Watch	Reinforce	Model
2014-15	47	10 (21%)	22 (47%)	13 (28%)	2 (4%)
2015-16	46	4 (9%)	21 (46%)	18 (39%)	3 (7%)
2016-17	48	6 (13%)	22 (46%)	16 (33%)	4 (8%)
2017-18	48	0 (0%)	26 (54%)	20 (42%)	2 (4%)
2018-19	48	3 (6%)	20 (42%)	21 (44%)	4 (8%)
4-year trend	n/a	↓	↓	↑	↑

Table 7. Changes in Overall SPR Performance from 2014-15 to 2018-19 for Charter Middle Schools

School Year	Number of SPR Reports	Number of Schools in Each Category			
		Intervene	Watch	Reinforce	Model
2014-15	16	5 (31%)	9 (56%)	2 (13%)	0 (0%)
2015-16	16	7 (44%)	7 (44%)	2 (13%)	0 (0%)
2016-17	15	3 (20%)	7 (47%)	5 (33%)	0 (0%)
2017-18	14	0 (0%)	7 (50%)	7 (50%)	0 (0%)
2018-19	14	0 (0%)	7 (50%)	7 (50%)	0 (0%)
4-year trend	n/a	↓	↓	↑	↔

Table 8. Changes in Overall SPR Performance from 2014-15 to 2018-19 for Charter High Schools

School Year	Number of SPR Reports	Number of Schools in Each Category			
		Intervene	Watch	Reinforce	Model
2014-15	33	8 (24%)	18 (55%)	6 (18%)	1 (3%)
2015-16	32	9 (28%)	15 (47%)	7 (22%)	1 (3%)
2016-17	33	6 (18%)	19 (58%)	7 (21%)	1 (3%)
2017-18	32	5 (16%)	20 (63%)	6 (19%)	1 (3%)
2018-19	33	2 (6%)	22 (67%)	8 (24%)	1 (3%)
4-year trend	n/a	↓	↑	↑	↔

Trends in SPR Performance by Domain (Achievement, Progress, Climate, and College & Career Readiness)

This section summarizes cross-year trends in school performance for each domain.

Achievement Domain

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 at least 25 EL students. The score is calculated differently based on grade level. In District schools, reading Achievement for K-2 students is based on the Developmental Reading Assessment, 2nd edition (DRA2), while Charter schools have the option to choose a different, approved assessment for students in these grades. Achievement scores in English and Language Arts for students in both District and Charter schools are based on the Pennsylvania System of School Assessment (PSSA) scores in grades 3-8 and Keystone exams in High School.[9] Performance in the Achievement domain has been consistent from 2014-15 to 2018-19 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 2018-19
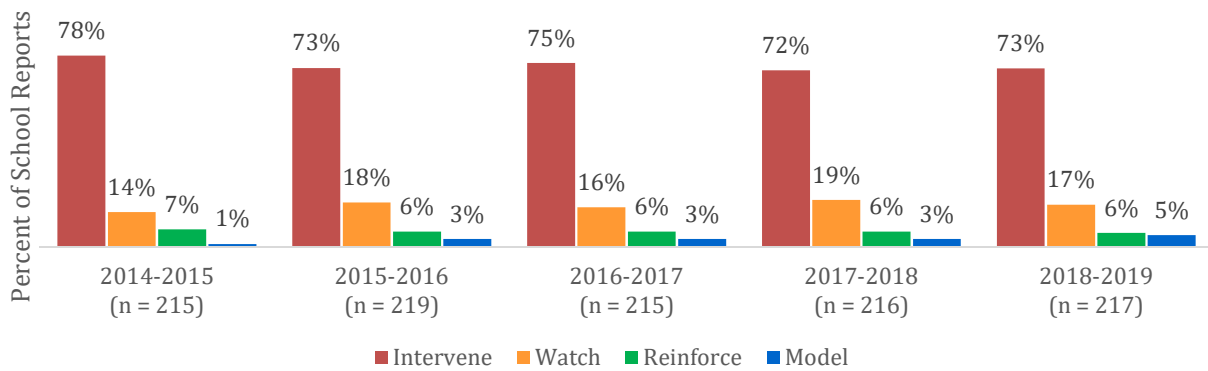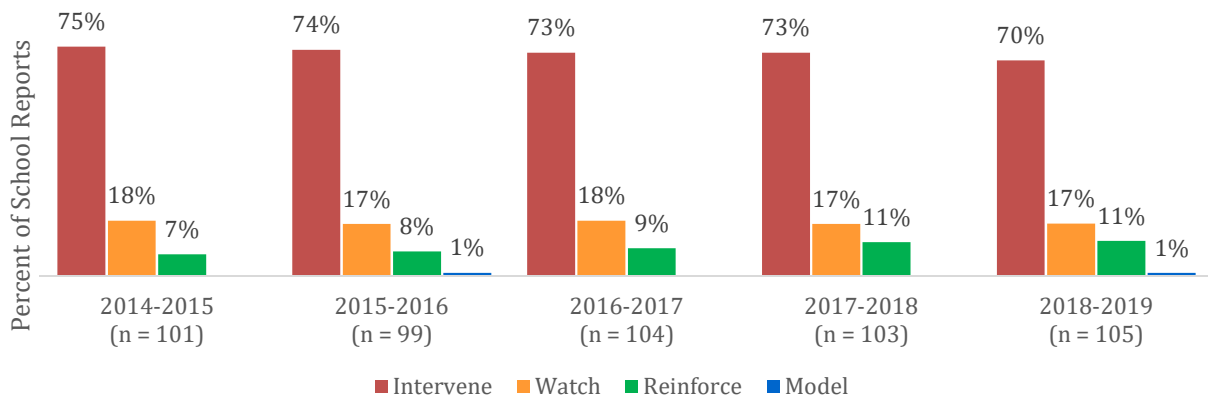

Figure 6. Trends in performance in the Achievement domain for Charter schools from 2014-15 to 2018-19

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[9] https://www.philasd.org/performance/programsservices/open-data/pssakeystone/

Progress Domain

The Progress domain focuses on how much students are learning from one year to the next and provides insight into student growth, regardless of student baseline performance. Progress and Achievement data should be viewed together to provide a complete picture of student learning. School performance in this domain is calculated using the Pennsylvania Value-Added Assessment System (PVAAS) Average Growth Index (AGI) and ACCESS growth for English Learners (EL) when applicable.[10, 11, 12] AGI provides an estimate of whether students within a school are exceeding, meeting, or falling short of the Pennsylvania Standard for Academic Growth. For high schools, this domain also includes the percentage of students who earn credits required for promotion to the next grade.

The percentage of District schools in the Intervene category of the Progress domain decreased from 39% to 25%, and the percentage of District schools in the Watch category decreased from 33% to 25% from 2014-15 to 2018-19 (Figure 7). Concordantly, District schools in the Reinforce category increased from 19% to 24%, and the percentage in the Model category increased from 9% to 25% from 2014-15 to 2018-19 (Figure 7). The percentage of Charter schools in the Intervene category of the Progress domain decreased from 41% to 14% from 2014-15 to 2018-19 (Figure 8). The percentage of Charter schools in the Reinforce category increased from 18% to 25%, and Charter schools in the Model category increased from 14% to 33%, from 2014-15 to 2018-19 (Figure 8).

Figure 7. Trends in performance in the Progress domain for District schools from 2014-15 to 2018-19
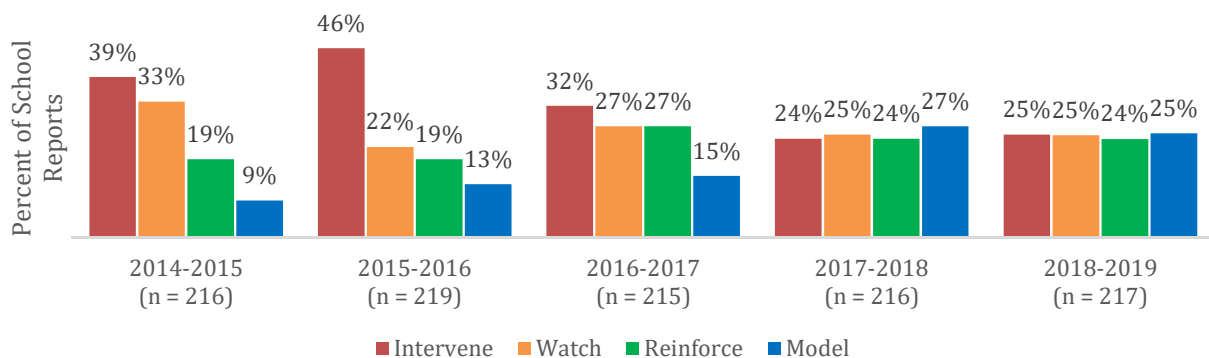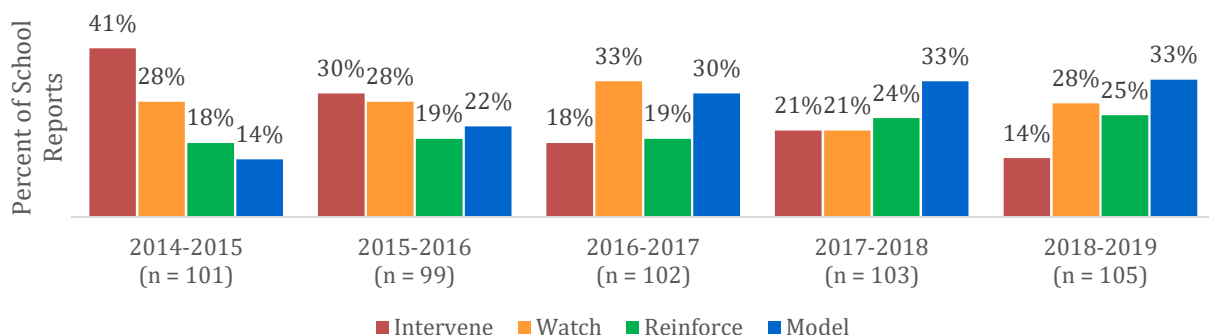

Figure 8. Trends in performance in the Progress domain for Charter schools from 2014-15 to 2018-19

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[10] For more information and resources on the Pennsylvania Value-Added Assessment System (PVAAS) see https://pvaas.sas.com/.

[11] The standards on the ACCESS assessment have undergone several revisions since 2015-16 as the state was undergoing a re-calibration of the assessment. Consequently, the ACCESS growth metric on the SPR is suppressed from 2015-16 onward.

[12] Only schools with 25 or more enrolled EL students include ACCESS metrics in the Progress calculations.

Climate Domain

The Climate domain focuses on the topics that affect how school community members feel about their school, like mission and vision, respectful relationships, study safety and support, and challenges to student learning. Climate also focuses on whether students are attending school regularly and return to the school from year to year, 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% or higher attendance rate (e.g., the percentage of the student population that attends school 95% of days or more in the academic year or is absent less than 5% of days in the academic year), zero out-of-school suspension rate, District-Wide Survey student climate ratings, and year-to-year student retention data.

The percentage of District schools in the Intervene category for the Climate domain decreased from 37% to 15%, and District schools in the Watch category increased from 27% to 28%, from 2014-15 to 2018-19 (Figure 9). District schools in the Reinforce category increased from 25% to 30%, and in the Model category increased from 11% to 27%, from 2014-15 to 2018-19 (Figure 9). From 2014-15 to 2018-19, the percentage of Charter schools in the Intervene category decreased from 6% to 0%, and the percentage in the Watch category decreased from 23% to 16% (Figure 10). Charter schools in the Reinforce category increased from 47% to 54%, and Charter schools in the Model category increased from 23% to 30% from 2014-15 to 2018-19 (Figure 10).

Figure 9. Trends in performance in the Climate domain for District schools from 2014-15 to 2018-19
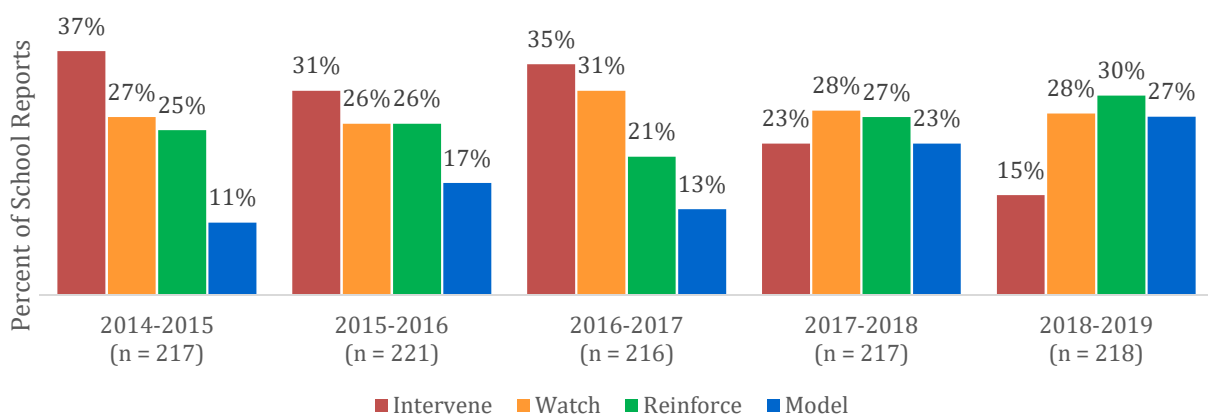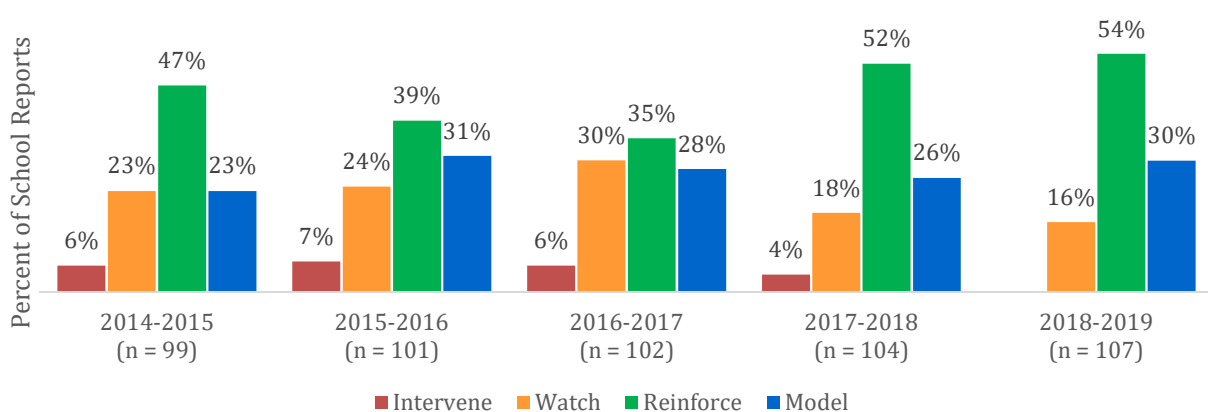

Figure 10. Trends in performance in the Climate domain for Charter schools from 2014-15 to 2018-19

College and Career Domain

The College and Career domain (for high schools only) focuses on student graduation and student preparedness to pursue postsecondary 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 dual enrollment), and participation in and performance on the ACT or SAT. The percentage of District schools in the Intervene category decreased from 50% to 45%, and District schools in the Watch category increased from 11% to 20% from 2014-15 to 2018-19 (Figure 11). From 2014-15 to 2018-19, District schools in the Reinforce category decreased from 28% to 18%, and the percentage in the Model category increased from 11% to 18% (Figure 11). From 2014-15 to 2018-19, the percentage of Charter schools in the Intervene category decreased from 33% to 13%, and the in the Watch category the percentage decreased from 43% to 55% (Figure 12). The percentage of Charter schools in the Reinforce category increased from 20% to 32%, and the percentage of Charter schools in the Model category decreased from 3% to 0% from 2014-15 to 2018-19 (Figure 12).

Figure 11. Trends in performance in the College and Career domain for District schools from 2014-15 to 2018-19
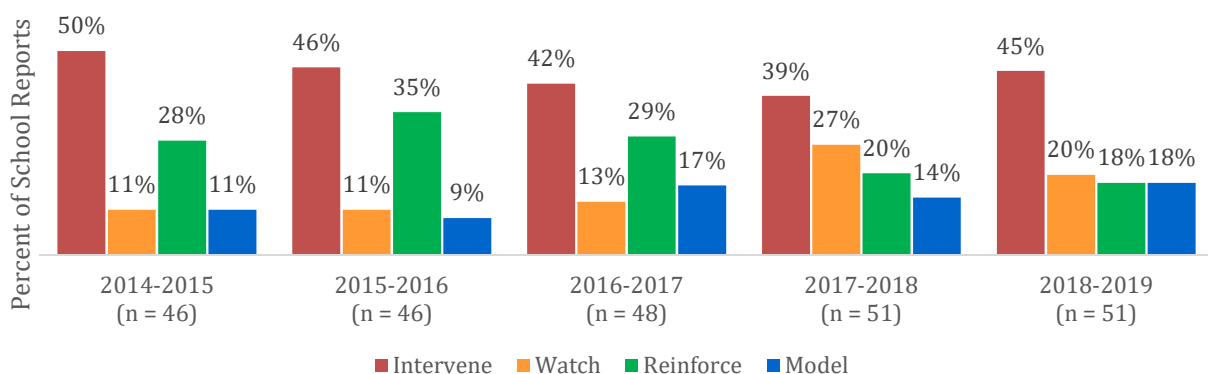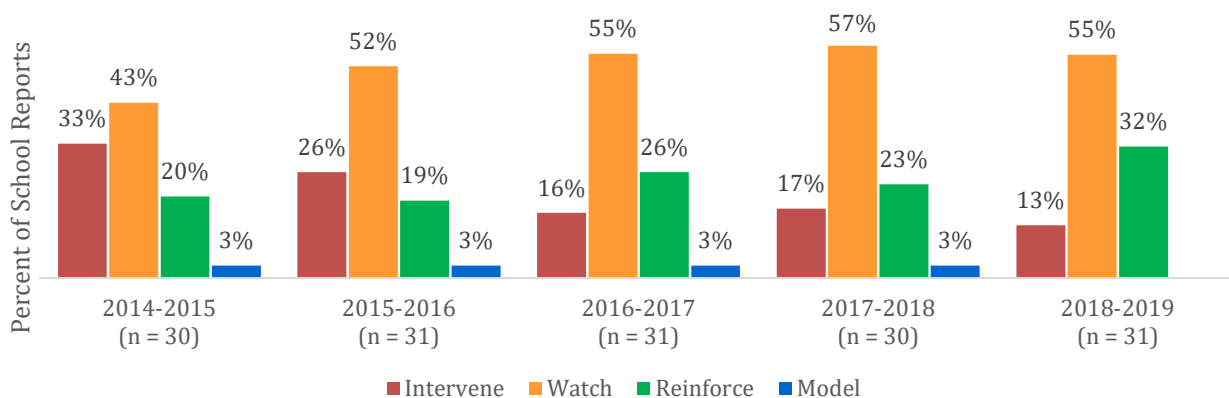

Figure 12. Trends in performance in the College and Career domain for Charter schools from 2014-15 to 2018-19

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