**The School District of Philadelphia**

The Office of Research and Evaluation

# Race to the Top

## The Educator Effectiveness Project

## Year 2

September 2014

The School District of Philadelphia
Race to the Top
The Educator Effectiveness Project, Year 2


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# Executive Summary

## Background

The primary objective of Pennsylvania's Race to the Top (RTTT) Local Education Agency (LEA) Grant program is for participating local entities to adopt and implement Pennsylvania's Educator Effectiveness System and use the evaluation process and results to inform local decisions in support of student achievement. The School District of Philadelphia (the District) applied for and received $11,112,128 for a three-year period (2012-2013, 2013-2014, 2014-2015) to adopt and implement the new Educator Effectiveness System.

## Methods

The District's Office of Research and Evaluation (ORE) conducted an implementation study (formative) and an impact evaluation (summative) of the RTTT work in 2013-2014. Data sources include program documents, observations, feedback surveys, as well as observation and evaluation rating data. In Year 2, the evaluation focused on how and to what degree the District has been successful in implementing the first stage of the new Educator Effectiveness System, and how the District is working to prepare for later stages of implementation.

## Findings

1. Through the first two years of the grant, the District has expended less than one-third of its award amount, and used RTTT funds as follows:

   | | |
   |---|---|
   | **Year 1:** | $1,171,413.10 |
   | **Year 2:** | $2,135,491.99 |
   | **Total Amount Years 1 and 2:** | $3,306,905.09 |
   | **Amount Left to be expended in Year 3:** | $7,805,222.91 |

   For the first two years, the top three expenditures were school computer equipment ($730,871.70), professional education and/or consulting services ($723,383.90), and expenses related to management and administrative costs ($710,171.70). According to the Pennsylvania Department of Education (the State), all funds related to the RTTT grant must be spent by June 30, 2015 (Pennsylvania Department of Education, 2012b). Any funds not obligated (e.g. orders placed, contracts awarded, etc.) by the end of the grant period revert back to the U.S. Department of the Treasury. Additionally, funds not liquidated (the issuance of a payment for an obligation) within 90 days of the end of grant period also revert back to the U.S. Department of Treasury (Pennsylvania Department of Education, 2012a). The Office of Teacher Effectiveness, responsible for project implementation, is expanding its staff, which will increase personnel costs, as well as bringing on three vendors to oversee an Observation Feedback Coach Program, create professional development modules, and lead the implementation of Student Learning Objectives (SLOs). Although, for the latter, the State has communicated that the District will not be reimbursed, as the expenditures relate to Student Learning Objectives. Beyond these projections, and based on previous years' expenditures, it is unlikely that the District will expend the remaining $7.8 million.

2. Act 82[1] requires that all teachers are rated based on multiple measures of effectiveness beginning in the 2013-2014 school year. For 2013-2014, teacher ratings included an observation score (85%), measured by a modified 2013 Danielson Framework, and a building-level score (15%), measured by the School Performance Profile (SPP). Ultimately, the District was successful in releasing an initial final rating for all 8,529 teachers by June 30, 2014. However, the process for calculating those scores was not necessarily straightforward, as the District had to create business rules to address several conflicts between the mandates of Act 82 and the District's observation policies and practices. Some of the those issues are described here:

   A. Each year, approximately one-third of District teachers are in a formal observation year, while the rest are in a Professional Development Plan (PDP) year and are not formally observed. For the two-thirds of teachers who were not to be formally observed this year, the District and the Philadelphia Federation of Teachers (PFT) decided that all teachers who were not mandated by the Collective Bargaining Agreement (CBA) to be formally observed would receive a score of "Proficient" (2) in each of the ten domain components, which in turn, would translate into an overall observation rating of "Proficient." This business rule will remain in place for the first two years of implementation (2013-2014 and 2014-2015). Beginning in 2015-2016, the District will have at least one existing record of a formal observation for teachers in their PDP year.

   Following the mid-June release of final ratings, scores for 63 teachers in a PDP year had to be recalculated. These teachers were in a PDP (non-observation) year, yet mistakenly received a formal observation. This was factored into their final rating, instead of the default observation rating of "Proficient" (2), described above, that was to be assigned to all teachers in a PDP year. Consequently, the District amended and re-released the ratings for these 63 teachers by manually altering the data to reflect an observation rating of "Proficient" (2). The effectiveness rating changed for 21 teachers as a result of the recalculations. Seven "Distinguished" teachers were switched to "Proficient," eleven teachers moved from "Needs Improvement" to "Proficient," and three "Failing" teachers moved up to "Proficient." The changes for these 21 teachers show the potential impact of the default "Proficient" rating for PDP teachers, most notably three "Failing" teachers remaining in the classroom.

   B. Sometimes formal observations were submitted with components left un-scored or denoted as "Not Applicable." In total 435 formal observations had at least one missing component score. Additionally, 255 teachers who were supposed to be formally observed were not. In response, the District created business rules to deal with principals who submitted

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[1] Act 82 created a new evaluation system for teachers, principals, and non-instructional specialist. The new system uses multiple measures based on educator and student performance to rate their effectiveness on a 0-3 scale that correlates to one of four rating categories: "Failing" (0.00-0.49), "Needs Improvement" (0.50-1.49), "Proficient" (1.50-2.49), and "Distinguished" (2.50-3.00).

incomplete formal observations or did not formally observe a teacher in an observation year.

For incomplete observations, the District specified if a formal observation was submitted with one or two component scores missing, then a score of "Proficient" (2) was inserted in the place of the missing data in order to complete the observation. Two hundred and eighty-three teachers had at least one observation with one or two missing component scores. If three or more component scores were missing, the formal observation was nullified. One hundred and fifty-two teachers had an observation nullified as a result of it missing three or more component scores. If a nullified observation was the teacher's only observation, then the business rules for teachers with no formal observation data (those in a PDP year) were applied. However, if the teacher had received another completed observation(s) during the year, then that completed observation would be used. Next year, principals will not have the ability to enter "Not Applicable," which should help limit the prevalence of missing data. Relating to the 255 teachers who were not formally observed, the District followed business rules applied to teachers in a PDP year.

C.  While Act 82 requires a teacher's annual rating to include school-level data that is collected and calculated by the State, these data are not released until the fall following the rating year. Instead of waiting until fall to release the previous year's ratings, the District decided that it would use the prior year's SPP this year, and prior SPP and student growth starting in 2016-2017, in order to deliver ratings in June. This approach allows for personnel, retention and planning decisions to be made at the conclusion of a school year rather than causing staff changes once the next school year has begun. However, this method undermines the intention of the reform as it does not use timely information to promote data-driven decisions that will help teachers grow. Furthermore, it is unclear what the District plans to do once updated school-level information is released in the fall of the following school year, and has the potential to impact a teacher's overall rating for better or for worse.

D.  As mandated by Act 82, the District was required to utilize a building level score, drawn from the SPP, as 15% of teacher ratings in 2013-2014. As previously stated, the building level component of the teacher's final rating would be the 2012-2013 SPP score of the school in which the teacher was employed during the 2012-2013 year. For teacher's who taught in one building, this process was fairly straightforward. Per guidance from the State, teachers who taught in multiple schools would have a building-level score that reflected the percentage of time at each school. For itinerant teachers, the District would use their contracted time at each school.

A complication arose for teachers who changed schools during the school year. The District decided to rely on two dates, February 1 and June 1, to identify teachers at multiple locations. If a teacher was employed at a school as of February 1 that was different than the school at which the teacher was employed on June 1, then 50% of the teacher's building

level score was attributed to the SPP of the school where he or she was employed on February 1. The other 50% was attributed to the school where he or she was employed as of June 1. If the schools were the same, then that school would compose 100% of the teacher's building-level score. This method does not capture the level of granularity that would dictate how much time the teacher actually spent at each school (rather than the 50/50 estimate), nor does it capture if a teacher moved between more than two schools within the year

Following the mid-June release of final ratings, the building-level scores for 137 teachers who taught in multiple schools in 2012-2013 had to be recalculated due to a calculation error. Furthermore, while calculating building-level scores based on the two dates above, teachers not in a school on February 1, per the system's records, were not given a building-level score. As a result of both errors, a number of teacher's final effectiveness ratings changed, including two teachers who moved from "Needs Improvement" to "Failing" and nine teachers who moved from "Distinguished" to "Proficient."

Resulting from the data collected and the business rules above, the vast majority of teachers (99.9%) received a "Satisfactory" designation (a rating of "Needs Improvement" or better). Comparatively, based on previous ratings based solely on observation data, 99.5% and 99.6% of District teachers were rated "Satisfactory" in 2011-2012 and 2012-2013, respectively. The average overall effectiveness score was 1.88 ("Proficient"). The lowest score received was 0.00 ("Failing") and the highest score received was 3.00 ("Distinguished").

3. All teachers received training on the multiple measures evaluation system and Danielson framework over two days in November 2013. The majority of educators reported having a clear understanding of how they would be rated in 2013-2014 and felt ready to implement the practices discussed, while 14% of respondents reported not feeling prepared to implement the practices discussed during the training, and 13% still lacked a clear understanding of how they would be rated in 2013-2014, translating to roughly 839 and 779 teachers, respectively.

4. In 2014-2015, Act 82 requires Student Learning Objectives (SLOs) as a multiple measure. Throughout Year 2 the District was behind schedule on several goals relating to SLO. The SLO process was not established until June, 2014. As of June, no specific SLOs were formally established nor have teachers and principals been trained on the process. This delay also impacted the District's SLO pilot planned for the 2013-2014 school year (SY). The pilot, which was delayed several times throughout the year due to shifting priorities and insufficient capacity, focused more on general SLO processes instead of those that will be specific to the District. Despite the delay, two areas of focus in SLO trainings for teachers (A and B) and one area for principals (C) arose from the pilot.

A. **Goal Setting**: Teachers had a difficult time aligning their SLO goal to the PA Core Standards, both in terms of accessing the standards and understanding what the standard addresses.

B. **Creating Assessments**: Once teachers identified a PA Core Standard, they were unable to match the standard's Depth of Knowledge (DOK), which measures the cognitive demand of a task, to an appropriate assessment. Instead, they relied on standardized tests from the text book to measure their SLO. This could manifest into an SLO goal set to a PA Core Standard focused on strategic thinking accompanied by an assessment on passage recall, which is a lower DOK level.

C. **Instructional Feedback**: Principals will need training on how to provide feedback in academic and grade areas in which they are not familiar or have not recently interacted with the content.

5. As part of new Act 82 mandate, all teachers rated "Needs Improvement" or "Failing" must complete a Performance Improvement Plan (PIP). According to Act 82 of 2012, a Performance Improvement Plan (PIP) is a "plan, designed by an LEA with input of the employee that may include mentoring, coaching, recommendations for professional development and intensive supervision based on the results of the rating provided for under this chapter." The Office of Teacher Effectiveness team established a Teacher Effectiveness Advisory Committee (TEAC), composed of teachers, principals and central office staff to begin brainstorming the PIP process during the second half of the school year. The work of the TEAC concluded in early June with no established process or guidelines for the PIP.

6. Starting in 2016-2017, a teacher's Pennsylvania Value Added Assessment System (PVAAS) score, based on a three-year rolling average, will factor into the final effectiveness rating. This will only impact teachers who have "full or partial responsibility for content-specific instruction of assessed eligible content as measured by State assessments (PSSA and Keystone exams)" (Pennsylvania Department of Education, 2013).

   In 2013-2014, the District was responsible for implementing the roster verification process. The roster verification process allows districts to identify a teacher's percentage of instructional responsibility based on two factors: percentage of concurrent student and teacher enrollment and percentage of instructional responsibility. In February and March, the PVAAS committee attempted to create business rules to guide teachers and principals through the process, but due to leveling, the prevalence of unique teaching arrangements, and incomplete data pre-populated into the roster verification system via the Pennsylvania Information Management System (PIMS), that goal was not attained. Instead, in the weeks leading up to the roster verification process, which went from April 28 to June 16, the Office of Teacher Effectiveness hosted trainings, working sessions, drop-in centers, and conducted site visits to help teachers and principals through this process. The Instructional Coach tasked with leading this process has begun to work with the appropriate offices to troubleshoot around the incomplete data pre-populated via PIMS for the roster verification process in spring 2015.

7.  In the first year of the project, the District selected NCS Pearson's Educator Development Suite (EDS) to enable online entry and access to observation data for school and administrative staff and to host overall rating data and links to resources to support educators in areas for growth. As with any new system, there was a learning curve not only for those in the field utilizing EDS, but also for District and Pearson staff making process and system-specific changes based on the experiences of those in the field. After receiving feedback following the closure of the fall rating window (September to January), the District and Pearson reengaged the field to communicate the support services available to them and the correct protocols for using the system. This dramatically reduced the number of technical problems that administrators experienced related to logging in and system navigation. It also led to faster resolution of EDS problems and facilitated a better quality control system, as District and Pearson staff were subsequently able to identify recurring problems and make the appropriate software fixes or changes to supportive resources. Despite some challenges, 307 principals, assistant principals, and Central Office staff performed over 11,000 formal and informal observations. The majority of the activity in EDS took place at the conclusion of the fall rating (January) and spring rating periods (May).

8.  ORE conducted a diagnostic observation assessment with District principals in September 2013 to assess the level of existing inter-rater agreement. In total, 143 principals completed the assessment, in which they were asked to rate selected components of Domains II and III of the Danielson Framework for Teaching (FfT). ORE found substantial variation in principals' ratings both in terms of variation from the 'suggested' scores, and variation across principals for each component. On average, principals gave a higher than suggested rating much more frequently than a lower than suggested rating.

    The Office of Teacher Effectiveness postponed this work and expects to target this goal for Year 3 (2014-2015). The District plans to utilize a program similar to DC's Master Coach program, rather than the Teachscape *Focus* system, which was offered by the State. Together, they plan to work with principals and assistant principals on creating norms across the District to allow raters to discern between "Failing," "Needs Improvement," "Proficient," and "Distinguished" practices across all ten components of the modified 2013 Danielson Framework. Capacity for the program would be provided through the addition of 15 new positions, including a Director of Feedback Coaches and 14 Observation Feedback Coaches, who the Office of Teacher Effectiveness expects to hire before the start of the 2014-2015 school year. As of June, none of these positions had been filled.

9.  Five Instructional Coaches were hired in July 2013. All are PA certified educators who have served in school-based teacher leader positions. The Instructional Coaches were intended to serve as liaisons between teachers, administrators, schools and the District, and provide support through an array of activities that are designed to build collective leadership and to continuously improve teacher instructional capacity and student learning.

    Throughout Year 2, Instructional Coaches often took on roles outside their intended scope of work; transitioning them away from supporting the field throughout the year to more administrative roles

within Central Office. Two of the Instructional Coaches have taken leading roles on the Student Learning Objectives committee and PVAAS committee, respectively; moving from solely supporting teachers to designing the policies, processes, and business rules around those two components of teacher effectiveness. A third coach is working with teachers on implementing the Mastery Charter School teacher coaching model, while a fourth is providing classroom and instructional support to teachers in split-grade classes. The fifth coach is working with 13 charter schools to implement the Teacher Effectiveness System. Together, these changes moved their focus from an external one, aimed at helping educators in the field, to primarily an internal one, handling more administrative and managerial duties.

## Discussion and Recommendations

While the Educator Effectiveness team has made some progress in Year 2, many projects were delayed or not rolled out in an optimal way, as staffing was not adequately aligned to project needs. Overall, implementation in Year 2 lacked strong project planning and management. Act 82 mandates several large-scale and concurrent undertakings in order to implement the new Educator Effectiveness System on-time and with fidelity.  The Office of Teacher Effectiveness has had to prioritize some objectives over others as the office has not been appropriately staffed to concurrently manage multiple large projects, despite the available funds. In addition, provisions for needed support from other offices (eg. Information Systems, and Curriculum and Instruction) were not readily available, as they, too, were understaffed. This caused several elements to be delayed, including SLOs (conducting the pilot, creating District-wide SLOs, training teachers), PVAAS training for principals and teachers, establishing a system for the Performance Improvement Plans, inter-rater reliability for the observations, and finalizing decisions around business rules to calculate teacher effectiveness ratings.

Furthermore, concentrated decision-making capacity within the Office of Teacher Effectiveness created a bottleneck and contributed to the delay in implementing many aspects of the Educator Effectiveness System. For example, the Deputy of Teacher Effectiveness was the primary point person for all matters involving the system, which was being concurrently managed alongside other initiatives and responsibilities. At the same time, two Instructional Coaches were tasked with leading the development of policies and processes around the teacher PVAAS data and elective data components. Despite serving as leads for these two projects, the Instructional Coaches lacked decision-making authority, and had to defer to the Deputy, which caused delays in defining processes and training the field.

Together, these issues have pushed many tasks scheduled to be completed in Year 2 into Year 3. In total, 13 of the 19 program goals were completed, with six of those occurring behind schedule (Table 1, p. 11). Of the remaining six goals, three of them were not started during Year 2. The delay is problematic as three goals (training teachers on SLOs and creating and training teachers on the PIP process) are mandated by Act 82 to take place during the 2014-2015 SY. A fourth goal focuses on improving inter-rater reliability among principals' scoring of classroom observation, an important goal as 50% of a teacher's rating will depend on these data points in 2014-2015. The implementation of these carryover goals will need to occur in concert with the implementation of the Non-Teaching Specialist and Principal Effectiveness Systems.

Capacity and alignment issues discussed above and throughout the report caused many project components to be implemented primarily as an exercise in compliance. Many decisions were made at the last moment, leaving little room for quality assurance, engagement with the field, and an overall Educator Effectiveness System that grows Philadelphia's educators.  By addressing staffing and project management issues, the educator effectiveness team should be able to move beyond compliance and build a support system for the District's educators with the Educator Effectiveness System as its foundation. Due to the high-stakes and complicated nature of the Educator Effectiveness System, it is crucial that the barriers and shortcomings of Year 2 be addressed in order to move successfully into the third and final year of the grant.

A complete list of the Year 2 goals associated with this project and the status of each goal is shown in Table 1.

**Table 1. Educator Effectiveness System Year 2 Goals and Activities**

| School District of Philadelphia Year 2 Goals | Proposed Timeline | Status |
|---|---|---|
| **1. Resources** | | |
| Budget of $11,112,128 | July 2012-June 2015 | Behind Schedule |
| **2. Teacher Observations and Ratings** | | |
| 100% of Teachers evaluated using the instrument | June 2014 | On Schedule |
| **3. Training** | | |
| 100% of Teachers trained on Multiple Measures system | June 2014 | On Schedule |
| 100% of Teachers trained on Danielson Framework | June 2014 | On Schedule |
| **4. Establish Student Learning Objectives** | | |
| Establish SLO committee and ownership | Dec 2013 | Behind Schedule |
| Define SLO Process, Procedures and Business Rules | Dec 2013-Jan 2014 | Behind Schedule |
| Identify SLO tracking and monitoring system | Dec 2013-Jan 2014 | Behind Schedule |
| Pilot SLO Process | Dec 2013-Apr 2014 | Behind Schedule |
| Train teachers and principals on SLO process | Feb 2014-May 2014 | Not Started |
| **5. Establish process for Performance Improvement Plan (PIP)** | | |
| Design process, procedures and business rules for Performance Improvement Plan | Dec 2013 | Behind Schedule |
| Communicate/train teachers and principals on Performance Improvement Plan process | Jan 2014 | Not Started |
| **6. Establish PVAAS and Teacher Specific Data Processes** | | |
| Establish PVAAS committee and ownership | Dec 2013 | Behind Schedule |
| Define PVAAS Process, Procedures and Business Rules | Jan 2014 | Behind Schedule |
| Train teachers and principals on PVAAS process | Feb 2014-May 2014 | On Schedule |
| **7. Implement Evaluation Monitoring Software** | | |
| 100% of Principals using tool | Jan 2014 | On Schedule |
| Tool is effective and useful for administrators and teachers | Sept 2013-Jun 2014 | On Schedule |
| **8. Improve Inter-Rater Agreement and Reliability** | | |
| Improve Rater Agreement and Reliability | Dec 2013 | Not Started |
| **9. Deploy Implementation Support Staff** | | |
| Support Implementation and Roll Out with Instructional Coaches | Jan 2014 | Behind Schedule |
| Monitor Effectiveness of Educator Support | May 2014 | On Schedule |

| Completed: On Schedule | Completed: Behind Schedule | Not Completed: Behind Schedule | Not Completed: Not Started |
|---|---|---|---|

# Background and Introduction

Districts and states across the country are engaging in efforts to redesign educator evaluation systems, motivated by two main factors. First, teachers generally have not received meaningful feedback on their instructional practices and had little guidance about what was expected of them in the classroom. Second, traditional teacher evaluation systems did not differentiate among high- and low-achieving teachers (Sartain, Stoelinga, & Brown, 2011).

The School District of Philadelphia (the District) applied for and received an allocation amount of $11,112,128.00 for a three-year period (2012-13, 2013-2014, 2014-2015) to adopt and implement Pennsylvania's new Educator Effectiveness System and use the evaluation process and results to inform local decisions. This amount is nearly $10 million more than the next highest allocation amount awarded by the State to Pittsburgh Public Schools. This report will examine findings from Year 2 of implementation during the 2013-2014 school year.

## Race to the Top Grant

On February 17, 2009, President Obama signed into law the *American Recovery and Reinvestment Act of 2009* (ARRA), historic legislation designed to stimulate the economy, support job creation, and invest in critical sectors, including education. The ARRA provided $4.35 billion for the Race to the Top (RTTT) Fund, a competitive four-year grant program designed to encourage and reward States that are creating the conditions for education innovation and reform; achieving significant improvement in student outcomes; and implementing ambitious plans in four core education reform areas:

- Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;
- Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction;
- Recruiting, developing, rewarding and retaining effective teachers and principals, especially where they are needed most; and
- Turning around the lowest-achieving schools (U.S. Department of Education, 2009).

In 2010, the U.S. Department of Education awarded Race to the Top Phase 1 and Phase 2 grants to 11 States and the District of Columbia. In 2011, the Department of Education awarded Phase 3 grants to seven additional States that were finalists in the 2010 Race to the Top Phase 2 competition (U.S. Department of Education, 2013).[2]

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[2] Also in 2011, USDE made nine awards under the Race to the Top – Early Learning Challenge to improve quality and expand access to early learning programs, and close the achievement gap for children with high needs. In 2012, four more states received Early Learning Challenge grants. Additionally, in 2012, USDE made awards to 16 applicants through the Race to the Top – District competition to support local education agencies (LEAs) implementing locally developed plans to personalize and deepen student learning, directly improve student achievement and educator effectiveness, close achievement gaps, and prepare every student to succeed in college and careers.

# Pennsylvania Context and Legislation

The State designed its RTTT Phase 3 application to accelerate key aspects of Pennsylvania's strategic plan for education. As one of seven states to receive a RTTT Phase 3 grant, Pennsylvania received a total of $41.3 million over four years.

The previous system of evaluation (prior to 2013-2014) in Pennsylvania includes two ratings for educators – "Satisfactory" or "Unsatisfactory." Statewide results show that 99.4 percent of all teachers and 99.2 percent of all principals who were evaluated during the 2009-2010 SY received a "Satisfactory" rating. Despite these results, student growth on national assessments has been relatively stagnant (Dumaresq, C, 2011). In a 2011 testimony on teacher and principal evaluation systems, Carolyn Dumaresq, then Deputy Secretary for Elementary and Secondary Education for the Pennsylvania Department of Education (the State), said these statistics show the need to have "a broad, multi-measure evaluation system to measure performance and effectiveness. We will be better able to gauge our educators' levels of performance and also allow them opportunities for development or guidance with an effective evaluation system in place in order to target an improvement plan."

As part of its comprehensive and coherent approach to education reform, the State is committed to improving educator effectiveness, and has completed its fourth year (SY 2013-2014) of the continued development and implementation of a new teacher, specialist (non-classroom teacher) and principal evaluation system that evaluates educators' professional practices and incorporates student performance results as a significant factor. The State has contributed to the tool's implementation by providing professional development in the use of the new evaluation systems, including how to utilize the information to improve teacher and principal effectiveness. The State is also working to improve access to data that can be used to inform instruction.

In 2010, the State launched the development of its teacher evaluation system, starting with the selection of a teacher practice observation tool based on Charlotte Danielson's Framework for Teaching (FfT). A pilot was conducted in spring 2011 with four LEAs and one Intermediate Unit (IU), and expanded to over 100 Local Education Agencies (LEAs) in SY 2011-2012. As part of its RTTT plan, the State finalized its classroom teacher observation rubric in summer 2012, with updates made to the rubric based on lessons learned in the first two pilots. As of SY 2012-2013, the rubric was rolled out in all districts. Per the State's regulations, teachers were to receive a score of 0-3 for each of the rated components, which would automatically roll up into a 0-3 score for each of the four domains (I:

Planning and Preparation, II: Classroom Management, III: Instruction, and IV: Professional Responsibilities). Based on the State's formula, which weights Domains II and III at 30% each and Domains I and IV at 20% each, domain scores rolled up into a composite observation score of "Failing" (0), "Needs Improvement" (1), "Proficient" (2), or "Distinguished" (3). Act 82 requires that all teachers be rated based on multiple measures of effectiveness as of 2013-2014. For 2013-2014, teacher ratings included an observation score (85%), as described above, and a building-level score (15%), measured by the School Performance Profile (SPP).

The State continued its pilot of the principal evaluation rubrics into 2012-2013. The pilot began in 27 LEAs in SY 2011-2012 and was expanded to 237 LEAs for SY 2012-2013, including the District. During summer 2012, the rubrics were revised based on lessons learned from the pilots and were rolled out to all LEAs for use in SY 2013-2014. In June 2014, the State provided the regulations that contained the rating tool for both the Principal and Non-Teaching Specialist Effectiveness Systems. Under the regulations for the Principal Effectiveness System, all building principals, assistant principals, vice principals and directors of vocational education will be evaluated annually on four components: Leadership Observation and Practice (50%), Building Level (15%), Correlation Rating (15%), and Elective Rating (20%). The State will produce a guidance document relative to the Correlation Rating on how to apply the Correlation Data Performance Level Descriptors and validate the rating. Regarding the Non-Teaching Specialist Effectiveness System, the State provided rubrics for the nine non-teaching specialist positions that will be evaluated under this new system through their website.

As the State was developing and piloting the new Educator Effectiveness System, House Bill (H.B.) 1901 was passed into law in June 2012, requiring that 50% of an educator's (including teachers, principals, and specialists) overall evaluation score be based on multiple measures of student performance, with the remaining portion of the overall rating based on measures of professional practice, such as observations. As part of this policy, the number of possible rating categories was expanded from two: "Satisfactory" and "Unsatisfactory," to four: "Distinguished", "Proficient", "Needs improvement", and "Failing." An overall performance rating of "Distinguished" or "Proficient" was to be considered "Satisfactory." An overall performance rating of "Needs Improvement" was to be considered "Satisfactory;" except that any subsequent overall rating of "Needs Improvement" issued by the same employer within 10 years and in the same certification would be considered "Unsatisfactory." An overall performance rating of failing shall be considered "Unsatisfactory." An overall performance rating of "Needs Improvement" or "Failing" would require the employee to participate in a Performance Improvement Plan (PIP). Teachers began receiving ratings based on the new evaluation system in SY 2013-2014 and specialists and principals will receive multiple measure ratings beginning in SY 2014-2015. The new evaluation instruments are detailed in Figures 1-4.

**Figure 1. Teacher Effectiveness System for tested grades and subjects**



## Measuring Educator Effectiveness

Tom Corbett, Governor  •  Ronald Tomalis, Secretary of Education                    www.education.state.pa.us

## Teacher Effectiveness System in Act 82 of 2012

**Teacher Observation & Practice**
*Effective 2013-14 SY*
Danielson Framework Domains
1. Planning and Preparation
2. Classroom Environment
3. Instruction
4. Professional Responsibilities

**School Building Data**
*Effective 2013-14 SY*
Indicators of Academic Achievement
Indicators of Closing the Achievement Gap, All Students
Indicators of Closing the Achievement Gap, Subgroups
Academic Growth PVAAS
Other Academic Indicators
Credit for Advanced Achievement

**Teacher Specific Data**
PVAAS / Growth 3 Year Rolling Average
1. 2013-14 SY
2. 2014-15 SY
3. 2015-16 SY
Other data as provided in Act 82

**Elective Data/SLOs**
*Optional 2013-14 SY*
*Effective 2014-15 SY*
District-Designed Measures and Examinations
Nationally Recognized Standardized Tests
Industry Certification Examinations
Student Projects Pursuant to Local Requirements
Student Portfolios Pursuant to Local Requirements

Observation/Practice, 50%
School Building Data, 15%
Teacher Specific Data, 15%
Elective Data, 20%

*Source: Pennsylvania Department of Education*

**Figure 2. Teacher Effectiveness System for non-tested grades and subjects**
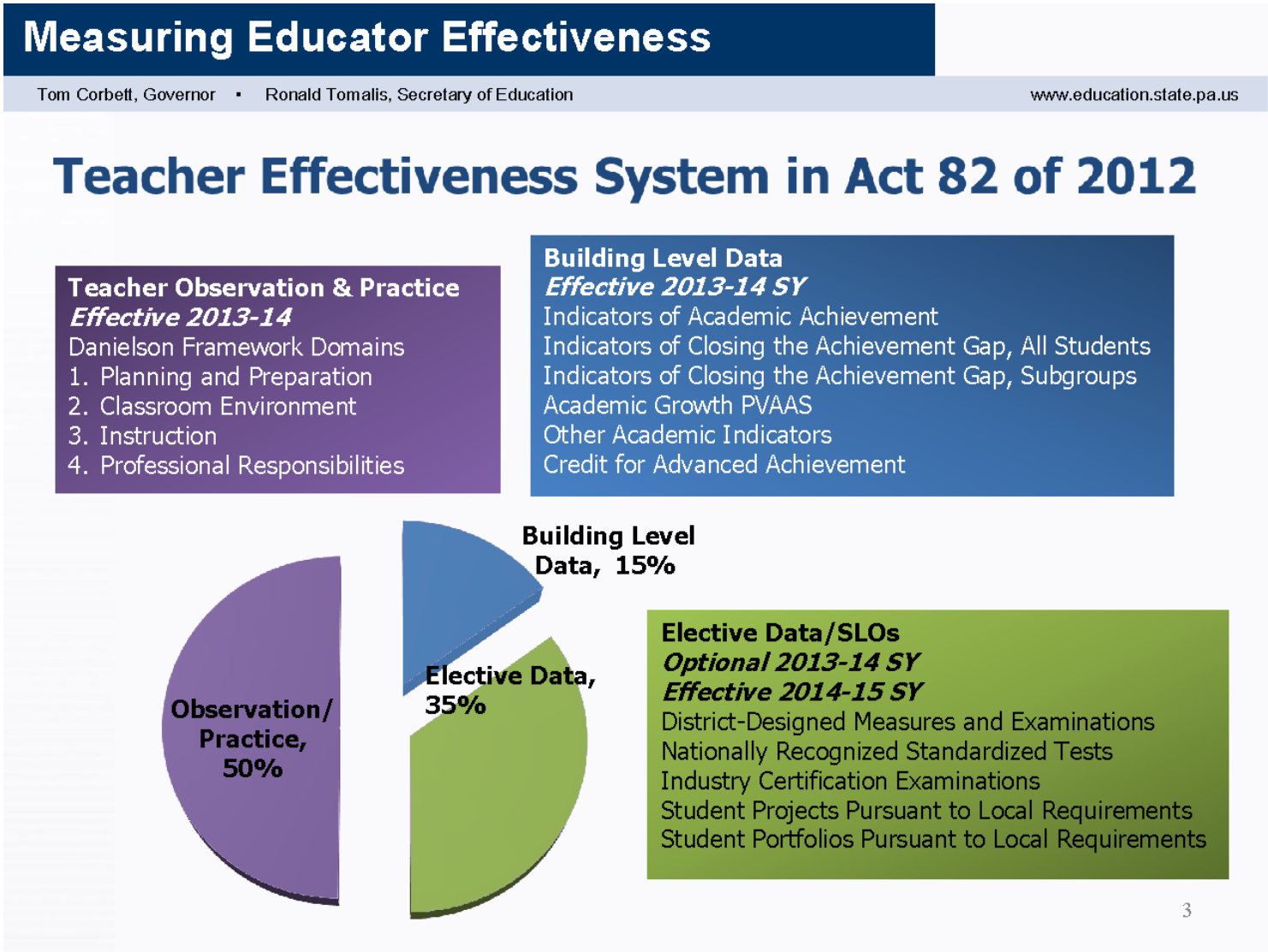


Source: *Pennsylvania Department of Education*

**Figure 3. Principal Effectiveness System**
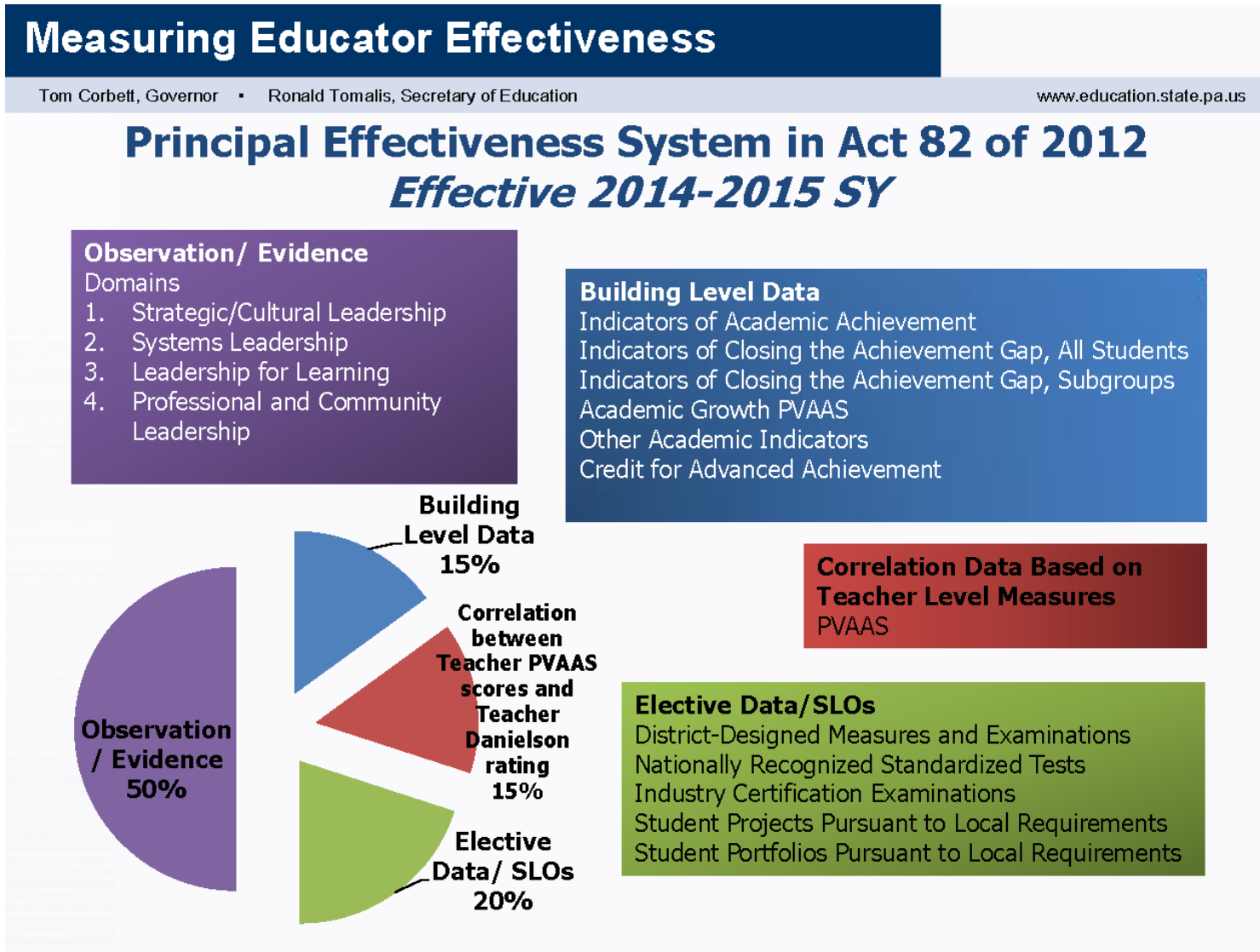


*Source: Pennsylvania Department of Education*

**Figure 4. Non-Teaching Professional Employee Effectiveness System**



# Measuring Educator Effectiveness

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## Non-Teaching Professional Employee Effectiveness System in Act 82 of 2012
### Effective 2014-15 SY

**Observation & Practice**
Danielson Framework Domains
1.  Planning and Preparation
2.  Educational Environment
3.  Delivery of Service
4.  Professional Development

**Student Performance of All Students in the School Building in which the Nonteaching Professional Employee is Employed**
District-Designed Measures and Examinations
Nationally Recognized Standardized Tests
Industry Certification Examinations
Student Projects Pursuant to Local Requirements
Student Portfolios Pursuant to Local Requirements

Student Performance 20%

Observation/Practice 80%

4

*Source: Pennsylvania Department of Education*

The first year of the project, 2012-2013, was a planning and training year in which the District worked to prepare processes and relevant systems related to the Educator Effectiveness System, which would roll-out gradually over four years, according to the timeline shown in Table 2.

**Table 2. Distribution of Teacher Effectiveness Ratings**

| Multiple Measure | Data Source | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
|---|---|---|---|---|---|
| Observation/Evidence | Danielson Framework | 85% | 50% | 50% | 50% |
| Building Level Data | School Performance Profile (SPP) | 15%[+] | 15%[+] | 15%[+] | 15%[+] |
| Elective Data | Student Learning Objectives (SLOs) | -- | 35% | 35% | 20% |
| Teacher Specific Data | Pennsylvania Value-Added Assessment Score (PVAAS) | -- | -- | -- | 15%[+*] |

+Will use data from the previous school year

* Only applies to teachers in tested grades and subjects. Teachers in non-tested grades and subjects will use the effectiveness system implemented in 2014-2015.

It is important to note that the District's implementation timeline, above in Table 2, differs slightly from the timeline put forth by the State. Because data from the School Performance Profile (SPP) and Pennsylvania Value-Added Assessment System (PVAAS) will not be released until the fall following each school year, the District has decided to use the previous year's SPP and PVAAS data, which it considers to be the most current available data as of June of each school year. In doing so, the District will be able to furnish annual ratings at the conclusion of each year, rather than waiting until the following fall, when SPP and PVAAS data become available. This will allow the District to make timely personnel decisions over the summer, rather than do so once the next school year has begun.

Act 82 states three years of PVAAS data must be used to inform the student growth portion of the teacher evaluation for teachers in tested grades and subjects. Three years of data will be available for the first time in 2015-2016 (and will include data from 2013-2014 through 2015-2016) but will not be utilized in the District's rating calculations until 2016-2017. Until three years of student growth data are available, observation and/or Elective Data and SLOs will be used instead. During the first year of implementation in 2013-2014, only Observation Data and Building Level Data were used in the teachers' rating.[3]

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[3] Local Education Agencies had the option to use the Student Learning Objective (SLO) measure for 2013-2014 ratings, if they were prepared to do so. The School District of Philadelphia elected to wait until 2014-2015 to include SLOs.

## Local Context and SDP Program Design

The RTTT program requires that LEAs work with their states to implement all or significant portions of the State's Educator Effectiveness System. In spring 2012, Pennsylvania initiated a RTTT Phase 3 LEA Grant Program, with the goal of working with participating entities to adopt and implement Pennsylvania's educator effectiveness instrument and using the evaluation process and results to inform local decisions. Approximately 50% of the Pennsylvania RTTT award was designated specifically for formula grants to eligible LEAs in support of this goal. The District applied for and received an allocation amount of $11,112,128.00 for a three-year period (SY 2012-2013, 2013-2014, 2014-2015), which the School Reform Commission voted to accept on August 16, 2012.

The program requires appropriate professional development on the new Educator Effectiveness System for all LEA supervisors (all staff who contribute to the evaluation of staff) as well as for teachers and specialists (staff who are evaluated but do not contribute to the evaluation of other staff). The performance measures, which awardees agreed to meet or exceed by the end of the each school year are shown in Table 3.

**Table 3. Race to the Top Performance Measures**

|  | SY 12/13 | SY 13/14 | SY 14/15 |
|---|---|---|---|
| **SUPERINTENDENTS & CENTRAL OFFICE STAFF** |  |  |  |
| Trained on Educator Effectiveness Principal Instrument | 25% | 50% | 75% |
| **PRINCIPALS** |  |  |  |
| Trained on the Educator Effectiveness Teacher Instrument | 50% | 100% | - |
| Trained on the Educator Effectiveness Specialist Instrument | 25% | 50% | 75% |
| Trained on the Educator Effectiveness Principal Instrument | 25% | 50% | 75% |
| Evaluated using the Educator Effectiveness Principal Instrument | - | 10% | 50% |
| **TEACHERS** |  |  |  |
| Trained on the Educator Effectiveness Teacher Instrument | 50% | 100% | 100% |
| Evaluated using the Educator Effectiveness Teacher Instrument | 10% | 100% | 100% |
| **SPECIALISTS** |  |  |  |
| Trained on the Educator Effectiveness Specialist Instrument | 25% | 50% | 75% |
| Evaluated using the Educator Effectiveness Specialist Instrument | - | 10% | 100% |
| **ALL EDUCATORS** |  |  |  |
| Using the professional development modules associated with the Educator Effectiveness Instrument within the SAS portal | 10% | 30% | 50% |

*Source: Race to the Top LEA Grant Guidelines*

It is important to note that these timelines were released prior to the enactment of Act 82, which now supersedes many of the performance measure targets shown above. For example, although Table 3 projects 50% of teachers to be evaluated using the teacher's Educator Effectiveness instrument in 2013-2014, Act 82 requires that 100% of teachers be evaluated using the instrument in 2013-2014.

Prior to the mandated implementation of Act 82, the District employed a Professional Growth System (PGS) that was co-constructed with the Philadelphia Federation of Teachers (PFT). Because a new Collective Bargaining Agreement (CBA) has not been released since Act 82 was enacted, many aspects of the PGS remain unchanged through 2013-2014, although some are in conflict with the new law. Under the existing system, the District employs a differentiated model of supervision, in that employees operate under a different observation structure depending on the number of years they have been with the District. A tenured employee may either be in a Formal Observation Year or a Professional Development Plan (PDP) Year. The differentiated schedule of supervision is shown in Table 4.

**Table 4. School District of Philadelphia Differentiated Supervision Schedule for 2012-2013**

| Years | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Type** | P | P | X | P | P | X | P | P | X | P | P |

| Years | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Type** | X | P | P | X | P | P | X | P | P | X | P |

| Years | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Type** | P | X | P | P | X | P | P | X | P | P | X |

| Years | 37 | 38 | 39 | 40 | **X=Formal Observation Year** |
|---|---|---|---|---|---|
| **Type** | P | P | X | P | **P= Professional Development Plan (PDP) Year** |

*Source: School District of Philadelphia Professional Growth System Handbook 2012-2013 Edition.*

Professional employees in their PDP years were not formally observed or rated (prior to 2013-2014), but rather were required to design a plan in collaboration with the principal, with content and goals that align with the school's data and Action Plan (The School District of Philadelphia, 2012). The following timeframe was used for the development and monitoring of the PDP:
- June-October: PDP collaborative meeting (no later than October 20th)
- Mid-year review meeting no later than January 15th
- End of the year review meeting no later than June 15[th.]

Goals included in the PDP were required to be:
- Specific, with outcome that show progress over time;
- Measurable;
- Attainable within the PDP cycle;
- Relevant to the school data and approved Action Plan; and
- Timely, so that progress can be assessed during the appropriate review dates.

Professional employees who were rated "Unsatisfactory" in the previous school year were placed into Peer Assistance and Review (PAR). PAR was a component of the PGS and was a mandatory program for all non-tenure, first-year teachers and for tenured teachers who were rated "Unsatisfactory" in the previous school year. PAR was also available to teachers on an as needed basis. Teachers in PAR

received coaching support and were formally observed at least one time per year. The PAR program had ongoing leadership provided by a panel of eight members; four of whom were selected by the PFT and four of whom were selected by the Distrcit. The panel was divided into PGS pairs consisting of one PFT appointed member and one District appointed member. PGS pairs met regularly with Consulting Teachers to review the work of Consulting Teachers and the progress of teachers assigned to the PGS Pair, in order to evaluate teachers and make retention recommendations to the PGS Panel as a whole. The panel makes discretionary decisions regarding all components of the PGS, including:

- Determining eligibility for the PAR Program;
- Monitoring the overall progress of teachers participating in the PAR'
- Making retention recommendations for new teachers and tenured teachers participating in PAR; and
- Creating and monitoring processes of the SDP.

If a principal has concerns about the performance of a tenured teacher who is not currently in a formal observation year, the principal may request that the PAR Panel place the teacher on Special Observation Status (SOS). For tenured teachers who are in a formal observation year, as well as non-tenured teachers, the schedule of observations is shown in Table 5.

**Table 5. School District of Philadelphia Observation and Rating Schedule for 2012-2013**

| Employee Type | Employee Status | Previous Year's Rating | Observation and Rating Schedule |
|---|---|---|---|
| Temporary Professional Employee(non-tenure) | 1st Year Teacher | N/A | **1 Formal Observation** by May 25 of school year<br>**Multiple Informal Observations**<br>**One Rating** by June 1 of school year |
| | 2nd and 3rd Year Teachers | Satisfactory | **Four Formal Observations**<br>(1 and 2 by Jan 31;  3 and 4 by June 8)<br>**Multiple Informal Observations**<br>**Two Ratings** by Jan 31 and June 18 of school year |
| | | Unsatisfactory | **Four Formal Observations**<br>(3 by school administrator, 1 by assistant superintendent)<br>**Multiple Informal Observations**<br>**Two Ratings** by Jan 31 and June 18 of school year |
| Professional Employee (tenure) | Not in PDP Year | Satisfactory | **Two Formal Observations**<br>1st by Jan 3, 2nd by June 8 of school year<br>**Multiple Informal Observations**<br>**One Rating** by June 18 of school year |
| | In PDP Year | Satisfactory | **No Formal Observations** (special observation status, if applicable)<br>**Multiple Informal Observations**<br>**One PDP** post-conference by June 13 of school year<br>**One Rating** by June 18 of school year |
| | Rated 'U' from Previous Year | Unsatisfactory | **One Formal Observation** by May 25 of school year<br>**Multiple Informal Observations**<br>**One Rating** by June 1 of school year<br>*Final recommendation to PAR Panel for Retention or Dismissal* |

*Source: School District of Philadelphia Professional Growth System Handbook 2012-2013 Edition.*

# Evaluation Research

The RTTT evaluation is being conducted by the District's Office of Research and Evaluation (ORE) and consists of two components: an implementation study (formative) and an impact study (summative). This report focuses on the implementation component and examines the extent to which the various features of the program are rolled-out with fidelity or appropriate adaptations. Multiple data sources were utilized to conduct the evaluation, including document analysis, direct observation, feedback surveys, interviews, focus groups as well as observation and evaluation rating data. A range of programmatic data (qualitative and quantitative) also was collected and analyzed.

Through Year 1, the objectives of the grant were defined by the State, and largely related to training requirements. In the beginning of Year 2, ORE staff met with staff in the Office of Teacher Effectiveness to define program goals and objectives for the upcoming year. Based on the agreed upon goals and objectives, the core research questions for the Year 2 evaluation are:

- To what degree has the District been successful in implementing the new Educator Effectiveness System in 2013-2014?
- How is the District working to prepare for later stages of implementation, and meeting its goals to achieve the following:
    - Provide training on the Multiple Measures Rating System and Danielson Framework;
    - Establish Student Learning Objectives (SLOs);
    - Establish PVAAS and Teacher Specific Data Processes;
    - Implement Evaluation Monitoring Software; and
    - Deploy Implementation Support Staff.

# Resources

| School District of Philadelphia Year 2 Goals | Proposed Timeline | Status |
|---|---|---|
| Budget of $11,112,128 | July 2012-June 2015 | Behind Schedule |

To date, slightly more than halfway through the three-year grant cycle, the District has spent less than $3.4 million of the $11 million awarded, monies that expire at the end of 2014-2015. Forty-forty percent of the money expended to date was dedicated to school computer equipment and professional education or consulting services.

Throughout Year 1 of the grant, the District engaged in a restructuring of its Central Office that continued through the first half of Year 2. In Year 1, the educator effectiveness work was the responsibility of the District's Office of Leadership and Talent Development, which was led by an Assistant Superintendent, who was also responsible for the oversight of 30 District schools. An RTTT Director was hired mid-way through Year 1, and has continued to provide grant management and oversight through Year 2.  In the summer of 2013, the District's Office of Human Resources absorbed the work of the Office of Leadership and Talent Development (including RTTT), and a new Office of Teacher Effectiveness was created. At the same time, five Instructional Coaches were hired to serve as liaisons between teachers, administrators, schools, and the District. A Chief of Talent and a Deputy of Teacher Effectiveness also were hired and commenced leadership of the educator effectiveness work in the

summer before the 2013-2014 school year. In Year 2, the RTTT grant remained managed by the RTTT Director, however the larger context and decision-making authority related to grant activities shifted to the Deputy. Throughout Year 2, the Teacher Effectiveness office has worked to increase capacity for this work, and as of June 2014, the following positions related to the Educator Effectiveness project were posted: a Director of Observation Feedback, a Business Analyst, a Deputy of Principal Effectiveness, a Director of Teacher Evaluation, and thirteen Observation Feedback Coaches.

## Teacher Observations and Overall Ratings

| School District of Philadelphia Year 2 Goals | Proposed Timeline | Status |
|---|---|---|
| 100% of Teachers evaluated using the instrument | June 2014 | On Schedule |

Beginning in 2013-2014, and in accordance with State mandate, the District was required to rate all teachers using the new multiple measures system. Ultimately, the District was successful in providing a final rating through the Educator Development Suite (EDS) for all 8,529 teachers by June 30, 2014. The provision of a documented evaluation for each teacher was achieved in the face of many challenges and barriers leading up to the initial release of the final ratings. After final ratings were released in mid-June, the District encountered additional problems that required staff to recalculate and re-release revised ratings for 567 teachers. Some of the significant decisions, barriers, and challenges related to the first year of multiple measures implementation are described in this section.

### Aligning Professional Growth System with new Act 82 mandate
Some stipulations of Act 82 were in conflict with the District's existing PGS and, as such, required that the District make certain policy decisions and establish new business rules in order to develop a new PGS that would be in alignment with the State's mandate.

The District's existing PGS, which had been co-constructed with the PFT employs a differentiated model of supervision for professional employees. Tenured teachers are to receive a formal observation rating every third year. Non-observation years are referred to as Professional Development Plan (PDP) years, wherein the professional employee, in lieu of a formal observation, must complete a plan in collaboration with the principal, with content that aligns with the school's data and goals reflected in the school's Action Plan. Because Act 82 requires every teacher to receive an annual performance rating, of which 50% must be based on Observation data, the District's differentiated PGS was in conflict with the State's mandate, in that it did not provide PDP-year teachers with the necessary formal observation data that would contribute to a multiple measures rating,

Even when those teachers in a PDP year are excluded, the District failed to be in compliance with the mandates of both Act 82 and the District's PGS system. Table 6 shows the number of teachers who received the correct number of observations as mandated by both Act 82 and the District's PGS. As shown, the majority of teachers met the requirements put forth in Act 82, which are more lenient than

those in the District's PGS. Appendix A shows the number of non-PDP teachers who received the correct number of observations per school.

**Table 6. Teachers who Received the Mandated Number of Observations**

|  | Act 82 | District's Professional Growth System |
|---|---|---|
| **Total Teachers** | 2,968 | |
| **Number of teachers** | 2,442 | 1,725 |
| *Percent* | *82.3%* | *58.1%* |

*These counts do not include teachers in a Professional Development Plan Year

Each year, approximately one-third of District teachers are in a formal observation year. For the two-thirds of teachers who were not to be formally observed this year, the District needed to establish business rules in order to arrive at the required observation score. The State advised Districts to use "the rating assigned to a domain for the employee [of]…their most recent domain performance rating" (Pennsylvania Department of Education, 2013). However, because this was the first year that observation data was stored at the domain level, there was no previous rating data from which to draw. Consequently, the District and the PFT decided that all teachers who were not mandated by the CBA to be formally observed would receive a score of "Proficient" (2) in each of the ten domain components, which in turn, would translate into an overall observation rating of "Proficient." This business rule will remain in place for the first two years of implementation (2013-2014 and 2014-2015). Beginning in 2015-2016, the District will have at least one existing record of formal observation data from which to draw for teachers in their PDP year.

Following the mid-June release of final ratings, final rating scores for 63 teachers in a PDP year had to be recalculated. These teachers mistakenly received an undue formal observation. This was factored into their final rating, instead of the default rating of "Proficient" (2), described above, that was to be assigned to all teachers in a PDP year. Consequently, the District amended and re-released the ratings for these 63 teachers by manually altering the data to reflect an observation rating of "Proficient" (2). As a result, effectiveness ratings changed for 21 teachers. Fourteen teachers saw their rating improve from "Failing" to "Proficient" (3 teachers) and from "Needs Improvement" to "Proficient" (11 teachers). The remaining seven teachers went from "Distinguished" to "Proficient." The changes for these 21 teachers show the potential impact of the default "Proficient" (2) ratings for PDP teachers. In this case seven "Distinguished" teachers will now be rated "Proficient" while three "Failing" teachers moved up to "Proficient."

Additionally, there were twelve teachers who were involved in the PAR process during 2013-2014 school year, and recommended for termination by the PAR panel. For these teachers, their observation rating was manually adjusted to reflect a score of "Failing" (0).

**Identifying and Implementing a New Observation Rubric**
In 2012-2013, teachers were observed based on a version of the Danielson Framework for Teaching (FfT). For the 2013-2014 SY, the Office of Teacher Effectiveness revised this observation tool to include only ten components of the FfT, as shown in Table 7. The decision to include ten components instead of the full 22 was made by District staff, but was in full compliance with Act 82.

**Table 7. Modified 2013 Danielson Framework: Domains and Components**

| Domain I:<br>Planning and<br>Preparation<br>(20%) | Domain II:<br>Classroom<br>Management<br>(30%) | Domain III:<br>Instruction<br>(30%) | Domain IV:<br>Professional<br>Responsibilities<br>(20%) |
|---|---|---|---|
| Setting Instructional Outcomes (1c) | Establishing a Culture for Learning (2b) | Communicating with Students (3a) | Reflecting on Teaching (4a) |
| Designing Coherent Instruction (1e) | Managing Classroom Procedures (2c) | Engaging Students in Learning (3b) | Communicating with Families (4c) |
| | Managing Student Behavior (2d) | Using Questioning and Discussion Techniques (3c) | |

Per the State's regulations, teachers were to receive a score of 0-3 for each of the components, which would automatically roll up into a 0-3 score for each domain. Based on the State's formula, which weight Domains II and III worth 30% each, and Domains I and IV worth 20% each, domain scores were rolled into a composite observation score of "Failing" (0), "Needs Improvement" (1), "Proficient" (2), or "Distinguished" (3).

**Identifying the Summative Rating Score for Temporary Professional Employees**
The District's PGS requires all Temporary Professional Employees (TPEs) in their 2nd or 3rd year to receive a minimum of two formal observations per rating period, which equates to four formal observations per year – two in the fall and two in the spring. Within each rating period, the data from the two formal observations are averaged together to arrive at the final observation rating for that period. When the District released end-of-year ratings in mid-June, it had mistakenly calculated TPEs' final ratings based on the entire years' worth of observation data, rather than just the observation data collected during the spring rating cycle. The District subsequently reviewed the methodology used, and determined that TPEs' spring ratings should have been calculated independently of the fall data, to include only the observation data collected from February through May – the second of the two ratings cycles. As a result, 443 TPE final ratings that had been influenced by the fall rating were retracted and recalculated according to the revised business rules.

As a result of the recalculation, four teachers dropped down an effectiveness rating with one moving from "Needs Improvement" to "Failing." Seventeen teachers improved an effectiveness rating with one moving from "Failing" to "Proficient." The District also sent an apology letter to the 443 teachers who had been impacted.

**Incomplete or Missing Observation Data**

In order to remain compliant with Act 82, the District had to make decisions about how to deal with principals who submitted incomplete formal observation data or did not submit scheduled formal observation data at all. In 2013-2014, 2,968 teachers were scheduled to receive one or more formal observations. The State's requirements for the minimum number of formal observations are less stringent than those of the District, and as such, 18% (n=526) of the 2,968 did not receive the minimum number of formal observations required by the State's standards, and 38% (n=1,129) did not receive the minimum number of formal observations required by the District's PGS standards. Within those numbers, 255 (9%) teachers were not formally observed at all during the school year.

In the event that a teacher did not receive the minimum required number of observations, but did receive at least one observation, their final observation rating was based on any observation data available. For employees who were supposed to receive one or more formal observations but did not receive any formal ratings throughout the year, the District implemented a business rule in which a teacher would be assigned a rating of "Proficient" (2) for all components of the observation rubric.

Often times, formal observation data was submitted with some components left unscored or denoted as "Not Applicable." Business rules were created in response, and dictated that if a formal observation was submitted with one or two component scores missing, then a score of "Proficient" (2) was inserted in the place of the missing data in order to complete the observation. If three or more component scores were missing, the formal observation was nullified. If a nullified observation was the teacher's only observation, then the business rules for teachers with no formal observation data (those in a PDP year) were applied. However, if the teacher had received another completed observation during the year, then that completed observation would be used in lieu of the more recent incomplete observation. Next year, principals will not have the ability to enter "Not Applicable," which should help limit the prevalence of missing data. Table 8 shows the number of observations with and without missing data. Additionally, ORE shows the number of missing observations with two or fewer and three or more missing components. Appendix B shows the number of observations missing a component score per school.

**Table 8. Number of Observations Missing a Component Score**

| | |
|---|---|
| **Number of Submitted Formal Observations** | 5,459 |
| **Number of observations missing at least one component score** | 435 (8.0%) |
| *Missing 2 or Fewer* | *283 (5.2%)* |
| *Missing 3 or More* | *133 (2.8%)* |

**Incorporating Building Level Data into Teacher Ratings**

As mandated by Act 82, the District was required to utilize a building level score, drawn from the SPP as 15% of teacher ratings in 2013-2014. This added some complexity, as school-level data for this measure is not released until the fall succeeding each school year, though final teacher ratings must be provided by the end of the current school year.   In order to deliver ratings at the conclusion of each school year, the District chose to utilize the prior year's SPP score. If the teacher was in a different school during the prior school year, the building level component of the teacher's final rating would be the 2012-2013 SPP score of the school in which the teacher was employed during the 2012-2013 SY. For teachers who only taught in one school over the course of the year, this process was fairly straight forward. Per guidance from the State, iterant teachers or others who split their time between multiple schools, would have an SPP score that reflected the percentage of time at each school, such that if an itinerant music teacher is at school A for 40% of their time and school B for 60% of their time, their SPP score would be calculated as follows:

(School A SPP * 40%) + (School B SPP * 60%) = Multiple Building SPP Score

For teachers whose jobs were not itinerant in nature, but who changed schools within the school year, a decision was made to calculate the building level score based on the location of the teacher at two distinct points in the year. If a teacher was employed at a school as of February 1 that was different than the school at which the teacher was employed on June 1, then 50% of the teacher's building level score was attributed to the SPP of the school where he or she was employed on February 1 and the other 50% was attributed to the school where he or she was employed as of June 1, as follows:

(School A SPP * 50%) + (School B SPP * 50%) = Multiple Building SPP Score

This method does not capture the level of granularity that would dictate how much time the teacher actually spent at each school (rather than the 50/50 estimation), nor does it capture if a teacher moved between more than two schools within the year.

In each scenario, the SPP Score was then converted into a 0-3 score, based on the State-provided conversion in Table 9 to be used in the multiple measures rating.

**Table 9. Conversion Formulas for School Performance Profile Score**

| School Performance Profile Score (0-107) | Conversion Formula | School Performance Profile Score (0 - 3 Scale) |
|---|---|---|
| 100 to 107 | 3.00 | 3.00 |
| 70.0 to 99.9 | (SPP Score x .05)-2.0 | 1.50 to 2.99 |
| 60.0 to 69.9 | (SPP Score x .10)-5.5 | 0.50 to 1.49 |
| 00.0 to 59.9 | SPP Score x .0083 | ≤0.49 |

Following the mid-June release of final ratings, the building-level score for 137 teachers who taught in multiple schools in 2012-2013 had to be recalculated due to a calculation error. The order of operations utilized during the District's initial calculation differed from that of the State's. Instead of first combining the SPP scores of multiple schools to arrive at a manufactured SPP (0-107) that would then be converted to a 0-3 score, the District individually converted each school's 0-107 SPP score to a 0-3 score, which were subsequently weighted and combined. Upon realizing the error, the District sent an apology letter to impacted teachers, corrected the methodology, and electronically re-released the 137 revised ratings. As a result of the recalculation, one teacher went from "Proficient" to "Needs Improvement" while five teachers went from "Distinguished" to "Proficient."

In addition, the District had to recalculate effectiveness rating for 54 teachers as a result of a programming error based on the business rule for teachers in multiple buildings. The problem occurred as teachers who were not in a school as a February 1 taught in a school during the 2012-2013 school year were not given a building-level score. As a result of the recalculations, seven teacher's effectiveness ratings changed, with four of them moved from "Distinguished" to "Proficient," one moving from "Proficient" to "Needs Improvement," and two moved from "Needs Improvement" to "Failing."

The District decided that Pre-K and Head Start teachers would not receive a building-level score. The rationale was based on the fact that some Pre-K/Head Start locations were stand-alone programs while others were located in existing District schools. As a result, the District decided that a teacher's observation and practice score would take over the 15% of the building-level score. This is in compliance with Act 82, which specifies "for classroom teachers in positions for which there is no building-level score reported on the Department website, the LEA shall utilize the rating from the teacher observation and practice portion of the rating form in Part (A)(1) in place of the building-level rating" (Educator Effectiveness Rating Tool; Classroom Teachers, 2012).

### Summative Evaluation Results

Based on the business rules discussed, teachers received a summative yearly effectiveness rating in mid-June 2014. For 2013-2014, teacher ratings were a composite of their observation score(s) measured by a modified 2013 Danielson Framework (85%) and building-level score captured by their school's SPP score (15%). Based on their performance on these two measures, teachers received a composite evaluation score that fell into one of four rating categories: "Distinguished," "Proficient," "Needs Improvement" and "Failing," as shown in Figure 5.

**Figure 5. Scoring Ranges for the Four Effectiveness Ratings**
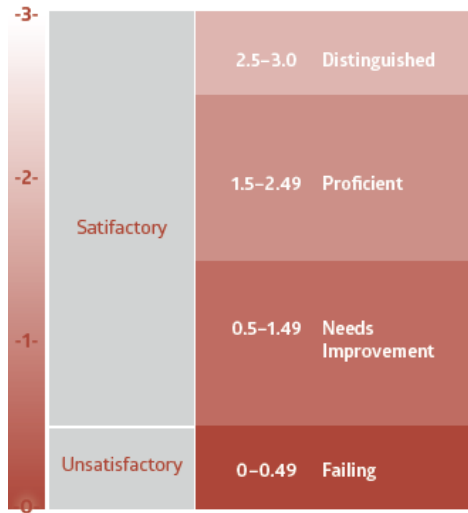


*Source: School District of Philadelphia, Office of Teacher Effectiveness. Effectiveness in Philly: Teacher Effectiveness Ratings Guidance Document v1.0*

The average overall effectiveness score District-wide was 1.88 ("Proficient"). The lowest score received was 0.00 ("Failing") and the highest score received was 3.00 ("Distinguished"). When looking only at the 2,720 teachers who were formally observed, the average effectiveness rating increases .11 points to 1.99 ("Proficient"). Figure 6 shows the full distribution of effectiveness scores across the District. Additionally, Appendix C shows the average effectiveness score for all schools in the District.

**Figure 6. Distribution of Teacher Effectiveness Scores (n=8,529)**
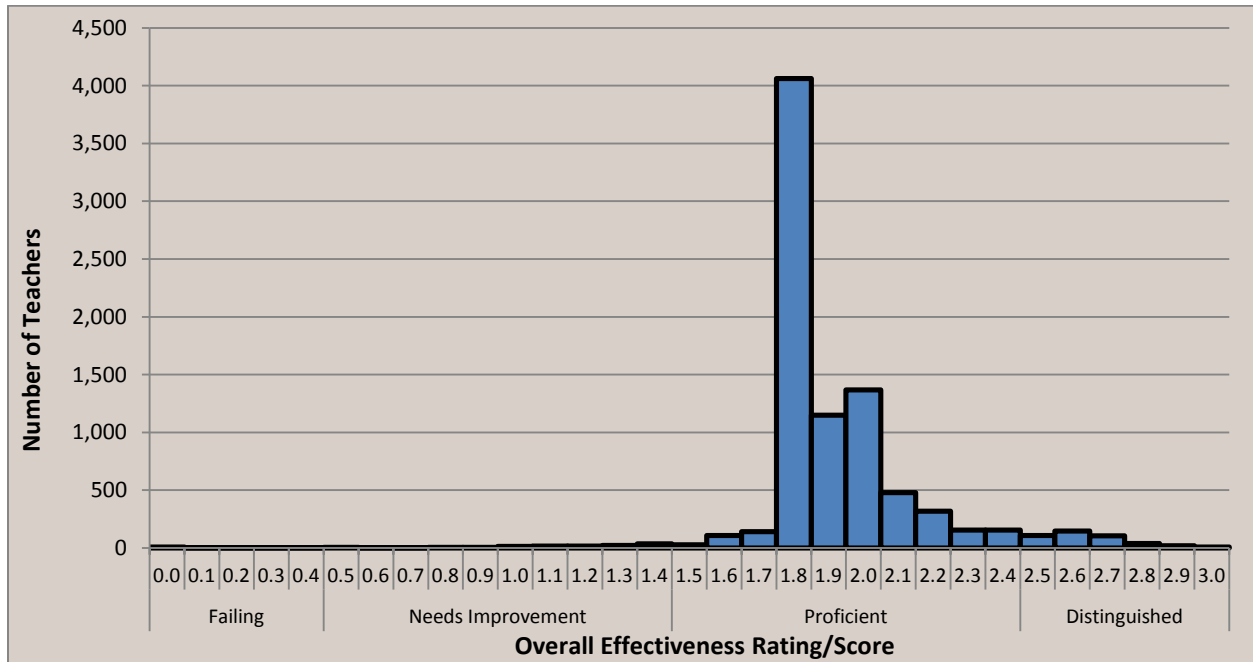
As shown, the vast majority of teachers (99.9%) received a satisfactory rating (a rating of "Needs Improvement" or better), with "Proficient" being the most frequent rating of the four. The plurality of teachers earned a score of 1.7-1.8. To put this into perspective, Table 10 shows the number and percentage of teacher who received a satisfactory rating in 2011-2012 and 2012-2013 using the old evaluation system that was based solely on teacher observation, and the number and percent of teachers who received a satisfactory rating in 2013-2014 using the new evaluation system. More teachers were rated satisfactory in 2013-2014, using the new system, than in the two previous years using the old system.

**Table 10. Number of Teachers Rated Satisfactory/Unsatisfactory: 2011-2012 to 2013-2014**

|  | Previous Teacher Effectiveness System | | New Act 82 System |
| --- | --- | --- | --- |
|  | **2011-2012** | **2012-2013** | **2013-2014** |
| **Number of Teachers** | 9,606 | 9,359 | 8,489 |
| **Teachers Rated Satisfactory** | | | |
| **Number** | 9,570 | 9,322 | 8,477 |
| **Percentage** | 99.5% | 99.6% | 99.7% |
| **Teachers Rated Unsatisfactory** | | | |
| **Number** | 36 | 37 | 25 |
| **Percentage** | 0.5% | 0.4% | 0.3% |

For observation scores including actual rating data and "default" data for PDP teachers, the District average was 2.06 with scores ranging from 0.00 to 3.00. When accounting for only the teachers who actually received a formal observation, the average increased to 2.19. Figure 7 shows the distribution of observation scores for the 2,720 teachers that received a formal observation (not including the 5,809 teachers that received a default of 2 as they were not formally observed). As shown, the majority of educators fell within the "Proficient" range (1.50 – 2.49) with the plurality earning an observation score of 2. Appendix D shows the average observation score for all schools in the District.

**Figure 7. Distribution of Teacher Observation Scores (n=2, 720)**
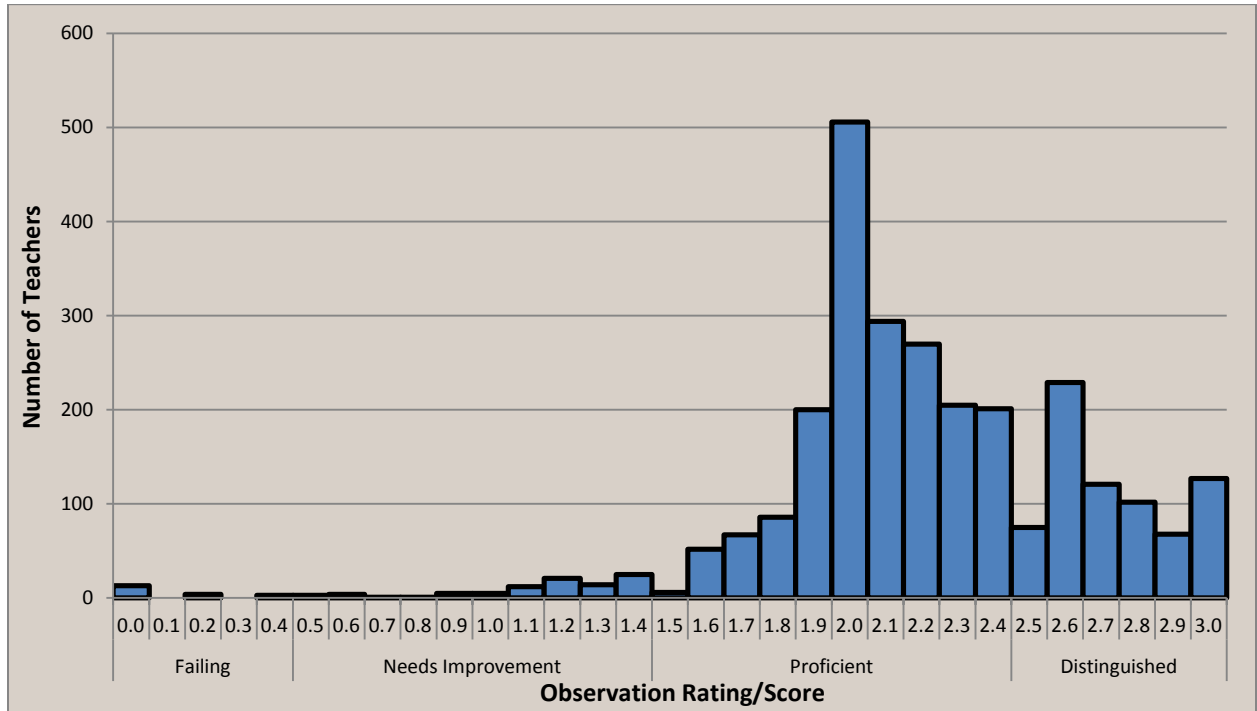
# Training on Multiple Measures Rating System and Danielson Framework

| School District of Philadelphia Year 2 Goals | Proposed Timeline | Status |
|---|---|---|
| 100% of Teachers trained on Multiple Measures system | June 2014 | On Schedule |
| 100% of Teachers trained on Danielson Framework | June 2014 | On Schedule |

The primary performance measures relevant to professional development and training were established by the State prior to the District's acceptance of the grant funding. These State-defined performance measures are shown in Table 11. The performance goals identified are cumulative over the course of the three-year grant.

**Table 11. Performance on State and District Program Performance Measures**

| | Year 1 (SY 2012-2013) | | Year 2 (SY 2013-2014) | |
|---|---|---|---|---|
| | Target | Actual | Target | Actual |
| **SUPERINTENDENTS & CENTRAL OFFICE STAFF** | | | | |
| Trained on Educator Effectiveness Principal Instrument. | 25% | 100% | 50% | **100%** |
| **PRINCIPALS** | | | | |
| Trained on the Educator Effectiveness Teacher Instrument. | 50% | 83% | 100% | **100%** |
| Trained on the Educator Effectiveness Specialist Instrument. | 25% | 83% | 50% | **83%** |
| Trained on the Educator Effectiveness Principal Instrument. | 25% | 82% | 50% | **100%** |
| Evaluated using the Educator Effectiveness Principal Instrument. | - | - | 10% | **14%** |
| **TEACHERS** | | | | |
| Trained on the Educator Effectiveness Teacher Instrument. | 50% | 7% | 100% | **100%** |
| Trained on Danielson Framework* | N/A | N/A | 100% | **100%** |
| Evaluated using the Educator Effectiveness Teacher Instrument. | 10% | 1% | 100% | **100%** |
| **SPECIALISTS** | | | | |
| Trained on the Educator Effectiveness Specialist Instrument. | 25% | 2% | 50% | **2%** |
| Evaluated using the Educator Effectiveness Specialist Instrument. | - | - | 10% | **0%** |
| **ALL EDUCATORS** | | | | |
| Using the professional development modules associated with the Educator Effectiveness Instrument within the Standards Aligned System (SAS) portal. | 10% | -- | 30% | **0%** |

**\*District created measure**

**Principals**

During the 2012-2013 SY, the majority of principals were trained on the new Educator Effectiveness Systems. Principals who were new to the District in 2013-2014 received training from their assistant superintendent prior to delivering turnaround training to their staffs. Furthermore, principals receive continual support through the monthly principals' meetings. No additional training on the Non-Teaching Specialist Effectiveness System occurred in Year 2.

As for the Principal Effectiveness System specifically, a template for the Pennsylvania Framework for Leadership will be uploaded to the District's data system, Educator Development Suite (EDS) in a scheduled update over the summer of 2014. Additionally, the District will utilize an internally-designed rubric based upon 14 High Performing School Practices (HPSP) to informally evaluate school leadership. These HPSP are aligned to PA's Leadership Framework and a template to record this data has been uploaded onto EDS. Assistant Superintendents utilized the data collected through the HPSP rubric to formally evaluate principals based on PAs Framework for Leadership, discussed below. As of June 30, 2014, all principals were rated, with the District submitting 14% of the ratings to the State, in compliance with the State's performance measures (table 11).

On June 14, 2014, the State published regulations around the Principal Effectiveness System. The aforementioned Framework for Leadership is composed of four domains: Strategic/Cultural Leadership, Systems Leadership, Leadership for Learning, and Professional and Community Leadership that will each compose 25% of the principal's Leadership Observation & Practice Rating. In addition, the State provided more explanation around the Correlation Rating that composes 15% of a principal's effectiveness rating.  This measure will not be a statistical calculation, but based on a rubric that will be provided by the State that rates the principal's ability to understand teacher effectiveness data, connect teacher practice with the teacher- or school-level data, and create a plan based on said data. The building-level score will be their school's School Performance Profile score. The final piece, principal Student Learning Objectives (SLOs), will not be implemented until the 2016-2017 SY.

As of this report, the District has a Deputy of Principal Effectiveness position posted that has yet to be filled. The absence of leadership for this project, combined with the State's delay in finalizing all the multiple measures within the Principal Effectiveness System limited the District's ability to prepare trainings around the new system as well as understand potential capacity and resources needed to support the system. The evaluation of Year 3 of the grant will look to understand what effect this has on the implementation and overall impact of the Principal Effectiveness System.

**Teachers**

To train teachers on the new evaluation system, the District utilized two days of professional development in November 2013. All principals were required to deliver in-school professional development (PD) to their teachers dedicated to the Teacher Effectiveness System. The PD was delivered to a total of 7,884 teachers (91%). Two makeup days were held in March for teachers who missed the November trainings. The Office of Teacher Effectiveness team also led Act 82 info sessions in the spring for teachers.

Relative to the November training, teachers were introduced to the multiple measures rating system with the focus of the training on the modified 2013 Danielson Framework (Appendix E) within the context of Pennsylvania's Teacher Effectiveness System. Specifically, the Office of Teacher Effectiveness established four objectives for the training:

1. Teachers will be able to identify the essential characteristics of each of the levels of performance of the Framework within each of the focus components.
2. Teachers will be able to explore the domains and components of the Framework by identifying and articulating examples of practice that illustrate each domain/component.
3. Teachers will determine strategies for applying the Framework's practices to classroom instruction.
4. Teachers will be able to analyze the Observation-Feedback Process

At the conclusion of the two-day training, ORE administered a survey to all attendees with a response rate of 76% (n=5,999). Results are shown in Table 12.

**Table 12. November 5-6 Teacher Training Feedback: Educator Effectiveness System and Danielson Framework**

| Training Feedback | | | | |
|---|---|---|---|---|
| **To what extent do you agree or disagree with the following statements?** | **Strongly Disagree (1)** | **Disagree (2)** | **Agree (3)** | **Strongly Agree (4)** |
| The training was useful to me. | 2% | 6% | 60% | 33% |
| The training answered questions I had about the Educator Effectiveness System. | 2% | 9% | 63% | 27% |
| I have a clear understanding of how I will be rated this year. | 2% | 11% | 62% | 25% |
| I feel prepared to implement the practices discussed during the training. | 1% | 13% | 66% | 20% |

As shown, the majority of respondents agreed that the training was useful and answered questions about the Educator Effectiveness System. The majority of educators reported having a clear understanding of how they would be rated in 2013-2014 and felt ready to implement the practices discussed, while 14% of respondents reported not feeling prepared to implement the practices discussed during the training, and 13% still lacked a clear understanding of how they would be rated in 2013-2014, translating to roughly 839 and 779 teachers, respectively.

The survey also asked educators for feedback related to the previous year's evaluation process. Respondents were asked to indicate their level of agreement with ten statements regarding their 2012-2013 evaluation process. These results are shown in Table 13.

**Table 13. November 5-6 Teacher Training Feedback: 2012-2013 Evaluation System**

| Training Feedback | | | | |
|---|---|---|---|---|
| To what extent do you agree or disagree with the following statements? | Strongly Disagree (1) | Disagree (2) | Agree (3) | Strongly Agree (4) |
| In 2012-2013, the processes used to conduct my evaluation were fair to me. | 2% | 8% | 66% | 24% |
| In 2012-2013, the evaluation process caused me a lot of stress. | 13% | 50% | 28% | 10% |
| In 2012-2013, the evaluation process helped me improve as a professional. | 4% | 22% | 63% | 13% |
| In 2012-2013, the process of evaluating my performance took more effort than the results were worth. | 8% | 57% | 30% | 6% |
| In 2012-2013, the evaluation process clearly defined what was expected of me. | 3% | 21% | 64% | 13% |
| In 2012-2013, my rater(s) was/were qualified to evaluate my practice. | 3% | 8% | 63% | 27% |
| In 2012-2013, feedback from my evaluation influenced the professional development activities in which I participated. | 6% | 30% | 52% | 12% |
| In 2012-2013, the evaluation process used in my school improved my practice. | 4% | 22% | 63% | 12% |
| In 2012-2013, the evaluation process used in my school improved my students' achievement. | 5% | 31% | 56% | 9% |
| Overall, I was satisfied with the evaluation process used in my school in 2012-2013. | 4% | 17% | 66% | 13% |

Additionally, educators were asked what they perceived to be the focus of the feedback received during their 2012-2013 evaluation. Potential responses included whether they felt the feedback focused more on improving their practice, making a judgment about their performance, or equally on the two. Educators could also choose that they received no formal feedback. Overall, 40% of respondents felt their evaluator focused on helping them improve their practice while 27% answered that was equally on both improvement and judgment. Twenty-one percent of teacher did not receive any formal feedback from their evaluator.

As this was the final school year in which educators would be rated solely on observations, the teacher feedback can serve as a baseline to observe changes in perception as the District implements Pennsylvania's new Educator Effectiveness System. Below, we highlight the main findings from educator feedback on their 2012-2013 evaluation. The full report detailing the findings can be found in

[Appendix F](). Overall, the majority of educators (79%) reported positive feedback and were satisfied with the evaluation process in 2012-2013. This did not hold true for all schools, as some schools had very low levels of teachers reporting positive outcomes from their evaluation.[4]

The plurality of respondents (40%) reported the feedback they received from their evaluator focused more on helping them improve their practice than making a judgment about their performance. There was a statistically significant association between how the teacher perceived the purpose of his/her formal feedback (focused on improvement, judgment, or both) and how the teacher perceived the outcomes of that evaluation. Educators who perceived feedback to be more focused on improving their practice were more likely to report *positive* outcomes across all five evaluation goals (*e.g.* it helped me improve as a professional). Those who perceived feedback to be more focused on judging their performance were more likely to report *negative* outcomes across all five evaluation goals, and similar outcomes as those who reported receiving no formal feedback. Educators who perceived feedback to be equally focused on improving their practice and judging their performance were more likely to report *positive* outcomes as compared to those who felt they were judged but less likely than those who felt the focus was on improvement.

ORE's findings from this analysis suggest that the most beneficial feedback may be that which is focused on improving a teacher's practice, followed by feedback that is equally attentive to improving practice and judging performance. Feedback perceived as primarily judging an educator's performance is the least useful, and no more helpful than not having received feedback at all.

**Non-Teaching Professionals**
There are also evaluation tools which will be implemented in 2014-2015, for nine non-teaching professional positions:  behavior specialists, certified school nurse, dental hygienist, home school visitor, instructional technology specialist, occupation and physical therapist, school counselor, school psychologist, and school social worker. Each one of these positions has its own evaluation rubric.  The State conducted a fall pilot that gathered data on the evaluation rubrics for the eight non-teaching specialist positions. Philadelphia did not participate due to the instability of the non-teaching specialist positions. There were plans to have a spring pilot to test the whole evaluation process, but instead the State opted to have relevant stakeholders provide feedback around the rubrics. In Philadelphia, the respective offices and principals reviewed each rubric to provide feedback that was folded into the final rubrics created by the State. The State published the rating tool for Non-Teaching Professional on June 13, 2014, which reflects what is presented in Figure 4. To date, it is unclear who will lead the implementation of the Non-Teaching Specialist Effectiveness System.

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[4] Examples of positive feedback included reporting that the evaluation process: helped me improve as a professional, improved my students' achievement, and influenced the professional development activities in which I participated in.

**All Educators**

The State has also mandated that educators utilize PD modules located on the Standards Aligned System (SAS) website. The Office of Teacher Effectiveness has proposed that the PD modules in the SAS portal along with vendor developed in-person professional developments be used in alignment with the results of classroom observations. A teacher would be asked to participate in two to four SAS professional development modules related to the lowest rated components in a teacher's observation. These would serve as a prerequisite before attending the in-person sessions.

The District is working on a way to track completion of the SAS modules. A preliminary plan involves utilizing PD Planner, an online system already in place that allows teachers to sign-up for PDs provided by the District. This will provide a localized record of who is signing up for which SAS modules. Thus, the District would be able to monitor if those teachers who were rated "Needs improvement" or "Failing" on a specific component are accessing the correct modules, if any at all. The District also plans to work with SAS in order to track among those that registered how many completed the trainings. This is expected to be implemented in fall 2014.

In addition to the State provided SAS modules, the Office of Teacher Effectiveness put out a Request for Proposals (RFP) in late June for a vendor to create eleven in-person PD modules that target each of the ten components in the modified 2013 Danielson Framework and one module that serves as an introduction to the series. In addition, the vendor would oversee a facilitator institute to train individuals that will be delivering the PD throughout the school year. The Educator Effectiveness team plans for the PD modules to be designed, reviewed, and finalized from late-August through September 2014. In mid-July, the State indicated that any payment for a vendor related to the PD RFP would not be reimbursed, as the State has already expended monies for the SAS modules. As of July 2014, it is expected the District will move forward with contracting the vendor, a cost valued at $350,000 that may have to come from an additional funding source.

## Establish Student Learning Objectives (SLOs)

| School District of Philadelphia Year 2 Goals | Proposed Timeline | Status |
|---|---|---|
| Establish SLO committee and ownership | Dec 2013 | Behind Schedule |
| Define SLO Process, Procedures and Business Rules | Dec 2013-Jan 2014 | Behind Schedule |
| Identify SLO tracking and monitoring system | Dec 2013-Jan 2014 | Behind Schedule |
| Pilot SLO Process | Dec 2013-Apr 2014 | Behind Schedule |
| Train teachers and principals on SLO process | Feb 2014-May 2014 | Not Started |

Teacher ratings will incorporate Student Learning Objectives (SLOs) beginning in 2014-2015 and will account for 35% of a teacher's ratings. For teachers of tested grades and subjects, the relative weight of the SLO portion of the final rating will decrease from 35% to 20% beginning in 2016-2017, when a three year rolling average of PVAAS data becomes available.

According to guidelines established by the State, an SLO is a measurable, long-term academic goal informed by available data that a teacher or teacher team sets for an interval of time. These SLOs should meet the following criteria:

- Specific: Specifies a statement of accomplishments to be achieved; outcomes are results-focused, not process-focused
- Measurable: Provides evidence that is measured by a valid and reliable approach
- Attainable: Attainable, realistic, ambitious, but achievable expectations
- Relevant:  Related to professional and/or academic standards; supported by data related to student performance outcomes
- Time Bound: Uses at least two separate points in time in a given year

SLOs by nature can serve a variety of purposes related to teacher improvement and student growth, including to:

- Help reinforce best teaching practices: collaboration and reflection, goal setting and data-driven instruction through monitoring student progress and adapting instruction accordingly;
- Develop teachers' skills around assessment creation;
- Serve as an alternative to standardized testing in measuring student achievement; and
- Create a measure for teachers in non-tested subjects to demonstrate their impact on student learning.

Additionally, SLOs allow teachers to focus on objectives, set goals that are specific to their current classroom of students, and use data from created assessments to monitor student progress.

To perform this work, the Educator Effectiveness team formed an SLO committee led by the Deputy of Teacher Effectiveness and an Instructional Coach. In addition to creating an SLO committee, the Educator Effectiveness team created an *SLO: Status Update* document that outlined progress made as of February 2014. The document included an initial SLO policy, development process, and two-year rollout plan. Furthermore, the team hosted an SLO Chat N' Chew event in February that brought together District and school personnel, as well as individuals from the community, to gain feedback on their proposed SLO policy and related processes. A summary of feedback can be found in Appendix G.

After engaging with internal staff throughout the winter and spring, the SLO committee crafted and refined the SLO policy and development process (Table 14). The SLO policy calls for teachers to be rated on two SLOs. One District-wide SLO would be developed centrally and required of all teachers in each grade band, and one teacher-created SLO would allow teachers the autonomy to develop their own SLO. These will be rolled out gradually over the 2014-2015 and 2015-2016 school years.

**Table 14. District's Proposed Student Learning Objective Policy**

| | | |
|---|---|---|
| 2014-2015 | District-wide SLO (1 SLO) | Created by the SLO committee and content/grade band teams, which would be accompanied by a prescribed assessment. These SLOs would be grade and subject specific with contained-classroom teachers being rated on one SLO of their choosing. |
| 2015-2016 | District-wide SLO *and* | |
| | Teacher-Created SLO (2 SLOs) | Chosen from three exemplars created by the SLO committee and content/grade band teams or developed by the teacher with principal approval. |

### District-wide SLO

The District-wide SLO would serve several purposes. First, it allows standardization across the District to ensure comparable SLOs among teachers across grades and content areas.  Second, the gradual roll-out allows teachers to adjust to the SLO process by gaining experience implementing and tracking SLOs, but adds an additional year before being required to design and develop their own. Third, the District-wide SLO allows leadership to emphasize aligned instructional priorities and track progress towards those priorities.

In May 2014, the Office of Teacher Effectiveness convened an SLO task force made up of individuals representing several departments (Data Management & IT, Talent, Academic Supports, and Student Support Services) to begin work on creating the District-wide SLOs that would be implemented in 2014-2015. Individuals were tasked with creating grade and subject specific SLOs. As of this report, no District-created SLOs for the 2014-2015 school year have been finalized.

**Teacher-created SLOs**

The teacher-created SLOs, to be implemented in the 2015-2016 school year, will introduce more teacher autonomy into the process. Teachers will have the option to choose an exemplar SLO based on their grade and subject area or may elect to create their own. The SLO task force was assigned with creating exemplars to be used in 2015-2016.

In addition to the policy listed above, the Office of Teacher Effectiveness had created a six-step process to develop the SLOs. Figure 8 shows the District's proposed six-step development process.

**Figure 8. Proposed Six-Step Student Learning Objective Development Process**

| Gather Available Data | | |
|---|---|---|
| Classroom Content | Determine Intervals of Instruction | Analyze Various Forms of Data |

| Determine SLO Goal | | |
|---|---|---|
| Identify Curriclum Goal | Choose Standards and Provide Evidence of Success | Provide Rationale |

| Identify Performance Measures & Set Performance Indicators | | |
|---|---|---|
| Select Performance Measures | Establish Basline Using Pre-Assessment | Set Mastery & Growth Targets |

| Submit SLOs for Approval |
|---|
| Get SLOs Approved |

| Instruct and Monitor SLOs | | | |
|---|---|---|---|
| Measure Student Learning | Have Mid-Year Check-in | Adjust Growth Targets (with approval given extenuating circumstances) | Administer Post Assessments |

| Analyze Results | | |
|---|---|---|
| Interpret data | Have Post Conference | Determine Teacher Rating |

Relating to the two-year roll-out, teachers will implement an abridged version of the six-step process in 2014-2015 as they will be primarily tasked with Steps 5 (Instruct and Monitor SLOs) and 6 (Analyze Results). For 2015-2016, along with the District-wide SLOs, teachers will have to perform the full six-

step process as they create their own SLO or, by choosing one of the exemplar SLOs, continue to implement an abridged version of the six-step process.

The State suggested that all Districts conduct an SLO pilot during 2013-2014 in order to introduce and test the processes and procedures related to implementing this multiple measure in 2014-2015. The District selected three schools to participate in the SLO pilot: Gompers, Beeber, and Robeson; representing an elementary, middle, and high school. The pilot was projected to begin in October 2013, but due to a prioritization of training educators on the modified 2013 Danielson Framework, the SLO pilot was delayed until the end of November. The SLO pilot was further compromised in the spring by the focus of providing additional training on the Educator Effectiveness System throughout May, reducing capacity to support the SLO pilot.

Although the purpose of the SLO pilot was to introduce the processes and procedures as defined by the District, as well as get feedback on the proposed SLO policy and practices, this did not occur. Since the District did not establish specific processes and procedures until June 2014, to date, the pilot has focused more on general information about SLOs (understanding how to create an SLO goal). The Instructional Coach tasked with leading the SLO project said the main goals were to hear questions from the field around SLOs and to provide feedback as to ways to create a teacher-friendly process. While an initial SLO policy and process has been proposed and is being vetted by key personnel, the Office of Teacher Effectiveness did not field-test the proposed process by the end of the year.

Despite the lack of a pilot, the Instructional Coach was able to target areas that will need to be addressed in training teachers:

- **Goal Setting**: Teachers had a difficult time aligning their SLO goals to standards, both in terms of accessing the standards and understanding what the standard addresses.
- **Creating Assessments**:  Once teachers identified a PA Core Standard, they were unable to match the standard's Depth of Knowledge (DOK), which measures the cognitive demand of a task, to an appropriate assessment. Instead, they relied on standardized tests from the text book to measure their SLO. This could manifest into an SLO goal set to a PA Core Standard focused on strategic thinking accompanied by an assessment on passage recall, which is a lower DOK level.

The Office of Teacher Effectiveness has begun work to help teachers set their goals through changes to the SLO template. They have expanded the State-provided SLO template to include a prompt for Bloom's Taxonomy, which asks teachers to identity the actions (verbs) in the standards, what Taxonomy Level they correlate with, and the rationale for the standard.

In addition, the Instructional Coach also identified an area specific to principals.

- **Instructional Feedback**: Principals will need training on how to provide feedback in academic and grade areas in which they are not familiar or have not recently interacted with the content.

Despite having 2013-2014 for planning and preparation to implement the SLOs in 2014-2015, at the end of the year, the Office of Teacher Effectiveness put out an RFP for a vendor to oversee all aspects of implementing SLOs. This includes creating SLO exemplars, designing communication materials and a training plan, and evaluating their effect on student and teacher performance, among other duties. The vendor is expected to start in September 2014, with teacher training taking place on November 3$^{rd}$ and 4$^{th}$. Teachers would be expected to begin the SLO process shortly thereafter. It is unclear what role the SLO committee and task force will have once the vendor begins. Furthermore, as was the case with the PD vendor, the State has articulated that the District will not be reimbursed for monies spent regarding this RFP, as they have provided several trainings, site-visits, and resources to empower districts throughout the state to create and develop their own SLO process.

In the call-out box on the next page, we present research on other states' and Districts' implementation of SLOs to provide additional information to inform decisions and training around the SLO process.

Beyond training and implementing the policy and processes laid out above, the ability of the District to hold educators accountable for SLOs presents a substantial barrier. In January, the Educator Effectiveness team began conversations with members of the District's Department of Information Systems about the feasibility of a centralized system for SLO data collection. Talks centered on the capabilities of the District's current information technology infrastructure as well as the merits of creating or purchasing a new SLO-specific data system. Technological needs discussed included the data management of pre- and post-test data and data points through the year as well as storing exemplar SLOs.

Driving the impetus for a centralized data system is the need to ensure accountability around the SLO process. The Office of Teacher Effectiveness is concerned about its ability to audit the SLO process for every teacher in all 212 schools to ensure equity and rigor among teachers. Additionally, a centralized data system could also facilitate the analysis of District-wide trends as well as teachers who choose to implement an exemplar for the teacher-choice SLO. Through these preliminary conversations, the primary barrier to implementing an SLO tracking and monitoring system returns to the idea that SLOs engender teacher autonomy. Relative to the proposed SLO policy and development process, the level of variability makes creating a standardized data system difficult. Teachers will have the ability to create their own SLOs, performance targets, and assessments. Additionally, based on the District's decisions around performance targets for the District-wide SLO, teachers may have the ability to create their own performance targets.

Student Learning Objectives: Lessons from Other States and Districts

The following provide key lessons from other states' and Districts' implementation of Student Learning Objectives.

**Validity of SLOs**
Austin
- Two-thirds of teachers viewed SLOs favorable for instructional purposes while two-third disagreed that SLOs are a good measure of teacher effectiveness.
- As expected, teachers who met their SLO goals were more likely to rate SLOs as an effective measure.
- Some teachers were frustrated that student mobility, dropout, and attendance had different impacts on teachers' ability to meet SLO goals.

Tennessee
- Assessment choice was often based on which would produce the highest scores.
- Teachers viewed SLOs as the least effective rating element since teachers did not consistently select the same measures.

**Training and Supports**
Austin
- Teachers requested additional guidance on the SLO assessment process.
- Technology problems led to teachers thinking the system was faulty and difficult to use.

Denver
- Teachers in a District pilot program responded that they needed:
  - Greater clarity on how objectives would be set and measured.
  - Greater access to technology to analyze student achievement.
  - More time to analyze data and develop their skills.
  - Ways to set objectives based on student needs.

General
- Teachers need tools to help them develop SLOs and set rigorous goals, and improved systems to reduce errors.

**Increased Workload**
Indiana
- The median time spent on measuring student learning for teachers participating in Indiana's RISE evaluation system was 6.5 hours, 1.5 hours more than non-RISE teachers.
- Specifically, teachers who created their own assessment spent at least five hours creating and updating it.
- Additionally, principals reported that they spent a median of 30 minutes per teacher providing feedback on teacher-developed SLO assessments.

Denver
- Denver principals were split. Twenty-eight percent reported SLOs increased their workload while 34% said it did not.

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## Establish Process for Performance Improvement Plan (PIP)

| School District of Philadelphia Year 2 Goals | Proposed Timeline | Status |
|---|---|---|
| Design process, procedures and business rules for Performance Improvement Plan | Dec 2013 | Behind Schedule |
| Communicate/Train teachers and principals on Performance Improvement Plan process | Jan 2014 | Not Started |

According to Act 82, a Performance Improvement Plan (PIP) is a "plan, designed by an LEA with input of the employee that may include mentoring, coaching, recommendations for professional development and intensive supervision based on the results of the rating provided for under this chapter." Employees who receive an overall performance rating of "Needs Improvement" or "Failing" are required to participate in a PIP. Based on the end-of-year ratings, 127 teachers employed in the District for the 2014-2015 qualify to complete a PIP.

To date, the Office of Teachers Effectiveness team has begun preliminary work in establishing a process for the PIP. They have established a Teacher Effectiveness Advisory Committee (TEAC), composed of teachers, principals and central office staff to begin brainstorming the process. The work of the TEAC concluded in June 2014. At the time of this report, there has not been a process for the PIP formally released by the Office of Teacher Effectiveness, nor have any teachers or principals been trained on requirements or processes for implementing the mandated PIP. This delay prevented Temporary Professional Employees who were rated "Needs Improvement" or "Failing" after the fall 2013 rating cycle to received the mandated PIP.

In the CBA there is a process in place that provides support for low-performing teachers, known as Peer Assistance and Review (PAR). Currently, the District, in accordance with CBA, provides a full year in Peer Assistance and Review (PAR) for 1st year teachers, as well as those who were rated "Unsatisfactory" the previous year, or those who choose to enroll voluntarily. This program is funded by Title I monies, which may only be used for initiatives that are not mandated by law. The complication arises as the PIP is mandated for teachers who receive a "Needs Improvement" or "Failing" rating. The District is trying to balance both priorities so that PARs, a successful practice with committed funds, can continue to exist and not be duplicated by the PIP, which will serve a similar purpose. The PIP is required by Act 82 beginning in 2013-2014.

## Establish PVAAS and Teacher Specific Data Processes

| School District of Philadelphia Year 2 Goals | Proposed Timeline | Status |
|---|---|---|
| Establish PVAAS committee and ownership | Dec 2013 | Behind Schedule |
| Define PVAAS Process, Procedures and Business Rules | Jan 2014 | Behind Schedule |
| Train teachers and principals on PVAAS process | Feb 2014-May 2014 | On Schedule |

Starting in 2016-2017, a Philadelphia teacher's PVAAS score will factor into the final effectiveness rating based on a three-year rolling average. This will only impact teachers who have "full or partial responsibility for content specific instruction of assessed eligible content as measured by PA's assessments (PSSA and Keystone exams)" (Pennsylvania Department of Education, 2013). The PVAAS score utilizes the methodology from the Education Value-Added Assessment System (EVAAS), which will be responsible for calculating each teacher's score based on a teacher's percent of instructional responsibility. The LEA will be primarily responsible for roster verification.

A teacher's percentage of instructional responsibility is based on two factors: percent of concurrent student and teacher enrollment and percentage of full/partial instruction.

- Concurrent student and teacher enrollment: Concurrent student and teacher enrollment can be understood as the percentage of school days that a teacher and a student were concurrently enrolled in a tested grade/subject/course while the teacher is responsible for content specific instruction for the grade/subject/course. This is not the same as teacher or student attendance. For example, a student may transfer into a school halfway through the school year. Consequently, assuming the teacher was there for a full year, that student's scores would only be attributed 50% to that teacher.
- Percentage of full/partial instruction: Percent of full/partial instruction takes into account the actual proportion of instruction the teacher was responsible for during the time the teacher and student were concurrently enrolled. Teaching arrangements such as co-teaching, pull-out, or push-in will impact the total time a teacher provides instruction to a student. For example, in a co-teaching model it may be appropriate to assign each student 50% to teacher A and 50% to teacher B, such that teacher A is responsible for 50% of the growth, or lack thereof, for the student. Teachers will not be held accountable for academic growth for any student for whom they have a percentage of instructional responsibility less than 10%. This 10% reflects the total instructional responsibility of the teacher for that student, which includes the percentage of concurrent student and teacher enrollment and the percentage of full/partial instruction combined.

These factors are calculated using information from Pennsylvania's Information Management System (PIMS), which links students to teachers. The State provides a window in the spring for LEAs to verify those connections. In working with the State, the District was able to secure an extra week of roster verification during the Preview Window due to the number of teachers employed and the possibility of

data not being pre-populated into the system via PIMS. Table 15 shows the timeline and level of responsibility for verifying the rosters downloaded from PIMS and the stated percentage of instructional responsibility, which is based on concurrent student and teacher enrollment and percentage of instruction.

**Table 15. Roster Verification Timeline: Starting April 28, 2014**

| Weeks | Start Date | End Date | Window |
|-------|-----------|----------|--------|
| 1 | April 28 | May 2 | District and School Administrative Preview |
| 2 | May 5 | May 11 | |
| 3 | May 12 | May 16 | Teacher Roster Window |
| 4 | May 19 | May 25 | |
| 5 | May 26 | May 30 | School Administrative Roster Window |
| 6 | June 2 | June 8 | |
| 7 | June 9 | June 16 | District Level Roster Window |

The District had a two-week preview window to prepare, and then, starting in the third week, teachers had the ability to go in and verify all students enrolled in a tested grade and subject that they taught. After the two weeks, principals (school administrators) received the rosters, regardless of whether the teacher finished their verification. Principals had the ability to correct any discrepancy or send it back down to the teacher for correction. If the principal made any corrections during this window, the teacher was given another opportunity to verify those changes before the principal was able to verify the roster and submit the school to the District for verification. During the District Level Verification Window, Assistant Superintendents had final approval of each teacher roster within their network. Superintendent Hite completed the final submission for the entire District after the Assistant Superintendents had verified their respective networks.

The Deputy of Teacher Effectiveness and an Instructional Coach, who is tasked with PVAAS implementation, composed the PVAAS committee that led the process. The PVAAS committee met with relevant offices to develop preliminary processes, procedures, and business rules as well as a training plan in the lead-up to the opening of roster verification (April 28). From those meetings, it became evident that due to the specificity of unique teaching arrangements and students' Individualized Education Plans (IEPs), it would be difficult to establish with granular business rules pertaining to roster verification. Some of these challenges are defined and described below.

- Leveling: Teaching assignments are based on expected enrollment levels in each school. Once actual enrollment numbers are verified in early-October, teachers can be reassigned to address

needs in other schools.  This process will impact the first measure of instructional responsibility, concurrent enrollment of student and teachers. As some teachers will move schools anywhere from two to four months after the school year starts, they will be attributed partial responsibility for academic growth of their students in their old and new schools.

- Unique teaching arrangements: As previously mentioned, co-teaching arrangements will alter the total percentage of student growth attributed to a teacher. Additionally, special education or English Language Learner support staff may alter the percentage of instruction for certain students, but not all, based on the student's IEP. These arrangements and others like it are common to districts throughout Pennsylvania but due to Philadelphia's size, will occur more frequently, causing additional complexity during the roster verification window and increasing the potential for disputes.

- Incomplete data pre-populated into the roster verification system via PIMS: Because of the shared instruction that occurs for many students with IEPs and ELL students, many special education and English as a Second Language (ESOL) teachers did not have rosters in our student information systems (Gradebook and Pathfinder). Therefore, the majority of these teachers did not have pre-populated rosters in the roster verification system when it opened on April 28. This meant that principals (school administrators) needed to add all special education and ESOL teachers who serviced students in a tested grade/subject/course, as well every roster and every student within each roster. This was a very time-consuming and confusing process that needed to happen at every school across the District. In addition to these teachers, four schools did not have any pre-populated data in the system because they do not use District student information systems. Therefore, PIMS did not capture their data.  These schools needed to manually add every teacher in each tested grade/subject/course, as well as their rosters and every student within each roster. This included two alternative education programs and two special admit schools.

While the District took steps to create business rules and processes to facilitate roster verification, the work primarily took place in February and March, leaving little time for training of principals and teachers. Consequently, principals were brought in for training around roster verification in the weeks leading up to the opening of the District and School Administrative Preview Window, leaving teachers to rely on their principals and Instructional Coaches for training and support. The Office of Teacher Effectiveness hosted working sessions and made drop-in centers available to school-based staff throughout the roster verification period to help with troubleshooting. Staff also visited many schools during each window to support teachers and principals with the process. In addition, the State developed several e-learning modules around creating teacher and student reports, how to interpret the data, and other aspects of PVAAS including an online module for training around roster verification. The Educator Effectiveness team utilized these virtual trainings in place of the face-to-face facilitation.

## Evaluation Monitoring Software

| School District of Philadelphia Year 2 Goals | Proposed Timeline | Status |
|---|---|---|
| 100% of Principals using tool | Jan 2014 | On Schedule |
| Tool is effective and useful for administrators and teachers | Intermittent | On Schedule |

In Year 1, the District selected NCS Pearson's Educator Development Suite (EDS) as the appropriate tool to automate the educator evaluation process and streamline educator ratings. Specifically, EDS was designed to enable online access to observation data for school and administrative staff as well as host overall rating data and links to resources to support educators in areas for growth. A description of the EDS offerings is available in Appendix H. For Year 2 of implementation, the tool went live, allowing principals to enter formal and informal observation data on their teachers.

Throughout the year, 307 principals, assistant principals, and central office staff performed over 11,000 formal and informal observations. The majority of the activity in EDS took place at the conclusion of the fall rating (January) and spring rating periods (May). The number of formal and informal observations completed in 2013-2014 by month is shown in Figure 9. Starting in the last week of April 2014 the Office of Teacher Effectiveness began releasing weekly observation status reports, which showed how many observations each teacher needed in order to be compliant with the State and the District's PGS. These reports were provided to assistant superintendents, who were to then share them with their principals, as appropriate.

**Figure 9. Number of Formal and Informal Observations by Month**
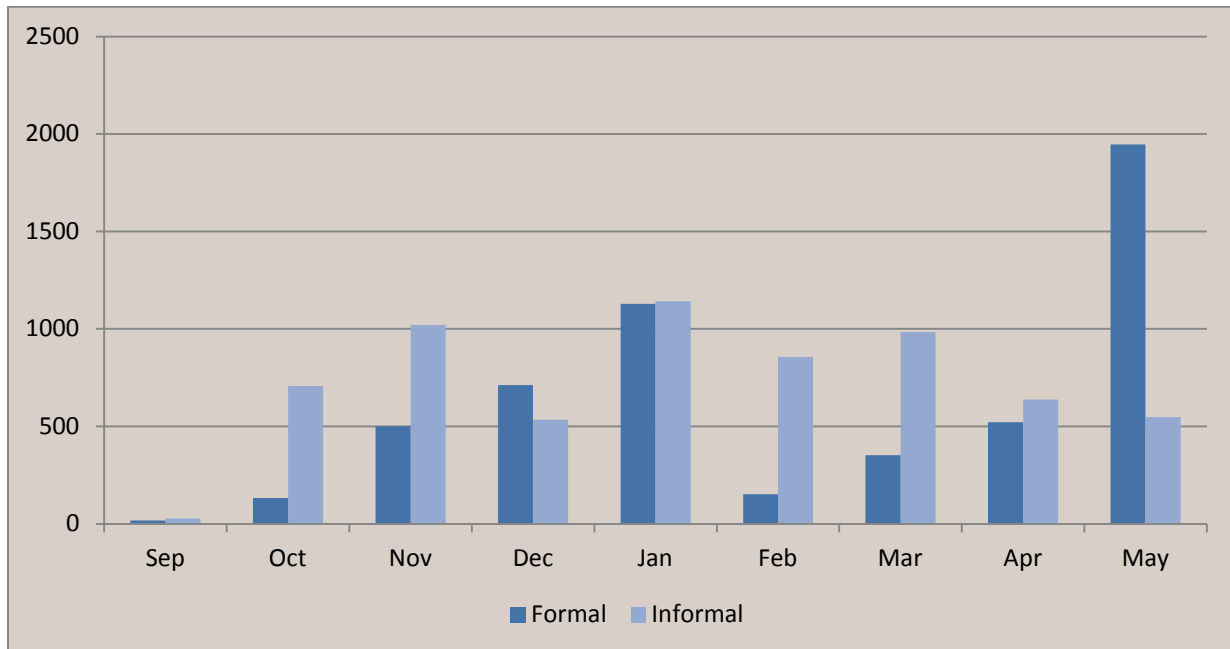


As with any new system, there was a learning curve not only for those in the field utilizing EDS, but also for District and Pearson staff making process and system-specific changes based on the experiences of

those in the field. Based on conversations in the weekly EDS meetings with Pearson representatives and District staff, both user and systemic issues occurred throughout the fall window. The most frequently encountered problem was trouble logging into EDS and navigating the system. A more worrisome problem during the fall rating window, which covered the start of the school year to January 31, was ensuring that principals would be able to rate teachers—formally or informally—within their school. Due to complications in uploading the caseload correctly into EDS, some principals were unable to rate teachers in their school while others had the capability to rate teachers from other schools, due to automated permission settings within the system.

To address these problems, District and Pearson staff met to discuss how to improve help desk services. Following that meeting, the District sent an email to all assistant superintendents and principals communicating the support services available to them and the correct protocols for using the system. This dramatically reduced the number of technical problems that administrators experienced related to logging in and system navigation. It also led to faster resolution of EDS problems and facilitated a better quality control system, as District and Pearson staff were subsequently able to identify recurring problems and make the appropriate software fixes or changes to supportive resources. This plan, in conjunction with small system improvements and administrators simply having more time with the system, led to improved use of the EDS system overall and better handling of any issues that arose.

## Inter-Rater Agreement and Reliability

| School District of Philadelphia Year 2 Goals | Proposed Timeline | Status |
| --- | --- | --- |
| Improve Rater Agreement and Reliability | Dec 2013 | Not Started |

In Year 1, support around inter-rater reliability from the State was facilitated through certification utilizing Teachscape. The purpose of certification through the Teachscape *Focus* system is to prepare and certify observers to conduct accurate and consistent evaluations of teacher practice at specific grade levels. The State provided 52 Teachscape licenses to the District, but only one administrator completed the training and certification process. Going into Year 2, the Office of Teacher Effectiveness decided to move away from Teachscape as a reliability tool for several reasons. First, while the Teachscape *Focus* system provides PD and certification related to all 22 components of the Danielson Framework, the District will be using a modified version of the framework that utilizes only 10 of the 22 components.  Second, the Teachscape Focus system trains principals to rate on a 1-4 scale, while the Educator Effectiveness System rates on a 0-3 scale. This created opportunities for confusion, and the District has since decided to not focus specifically on improving rater agreement and reliability for the time being. Instead, staff focused on implementing and supporting principals in using the modified 2013 Danielson Framework. The Office of Teacher Effectiveness will prioritize improving rater agreement and reliability in the start of the 2014-2015 school year. To accomplish this objective, the District plans to utilize a program similar to DC's *Master Coach* program. Capacity for the program would be provided through the 15 new positions: a Director of Feedback Coaches and 14 Observation Feedback Coaches. Together, they will work with principals and assistant principals to create norms across the District to allow raters to be able to discern between "Failing," "Needs Improvement," "Proficient" and "Distinguished" practices across all ten components of the modified 2013 Danielson Framework.

The Office of Research and Evaluation conducted an online diagnostic observation assessment with District principals in September 2013 to assess the level of existing inter-rater agreement. The purpose of the analysis was two-fold: 1) to measure the degree to which principals' ratings matched a suggested rating (an agreed upon standard set by the Office of Teacher Effectiveness); and 2) to measure the degree to which ratings were consistent across observers.

In total, 143 principals completed the assessment, in which they were asked to rate select components of Domains II and III of the FfT. Below are the main findings from ORE's analysis. The full report detailing the findings can be found in Appendix I.

- There was substantial variation in principals' ratings both in terms of variation from the 'suggested' scores, and variation across principals for each component.
- Principals gave a higher than suggested rating much more frequently than a lower than suggested rating.

- When looking at individual principal's ratings compared to the suggested ratings in the six components, 29% of principals matched the suggested rating at least 75% of the time, and 65% of principals matched the suggested rating at least 50% of the time.

ORE also examined data from the actual observations conducted by principals throughout the school year, and looked at average observation score and variability of observation scores per rater. Raters ranged from completing one observation to 85 observations. Figure 10 shows the distribution of average observation ratings per raters with seven or more ratings. As shown, the plurality of raters (48) gave an average teacher rating between 2.0 to 2.1. Appendix J shows the average observation score, standard deviation, and minimum and maximum scores submitted by rater. The IDs provided are dummy numbers to hide the identity of the raters.

**Figure 10. Distribution of Average Observation Score by Rater (n=265)**
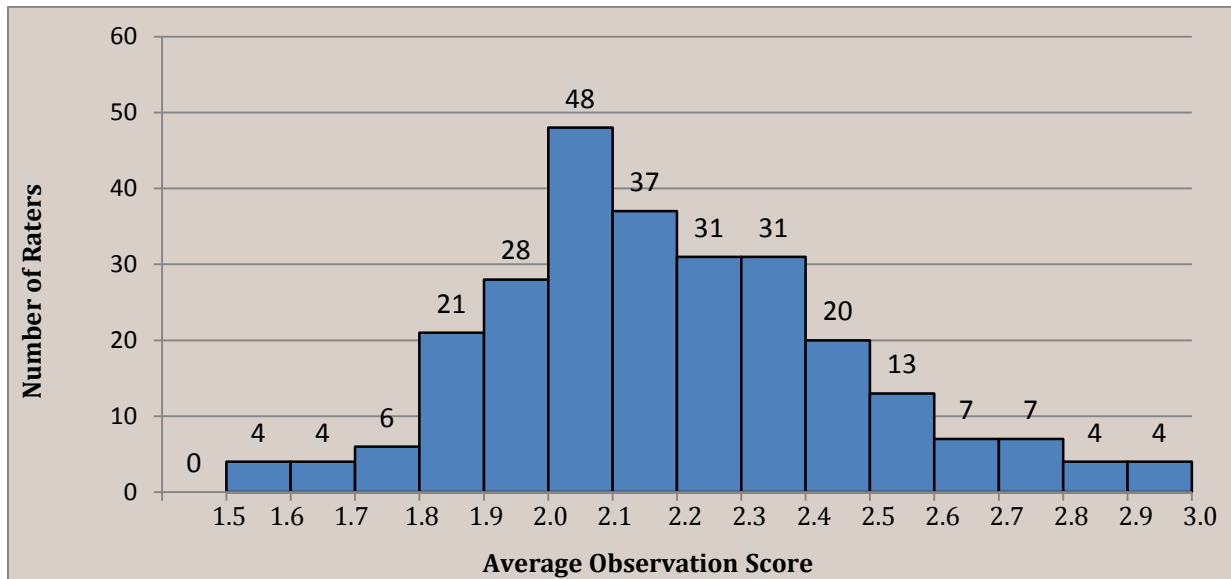


ORE also examined the variability among components within each observation. Figure 11 shows the number of raters and the percentage of their observations in which they gave the teacher the same rating for each of the ten components.

**Figure 11. Percent of Observations with Same Score Across All Ten Components: Number of Raters**
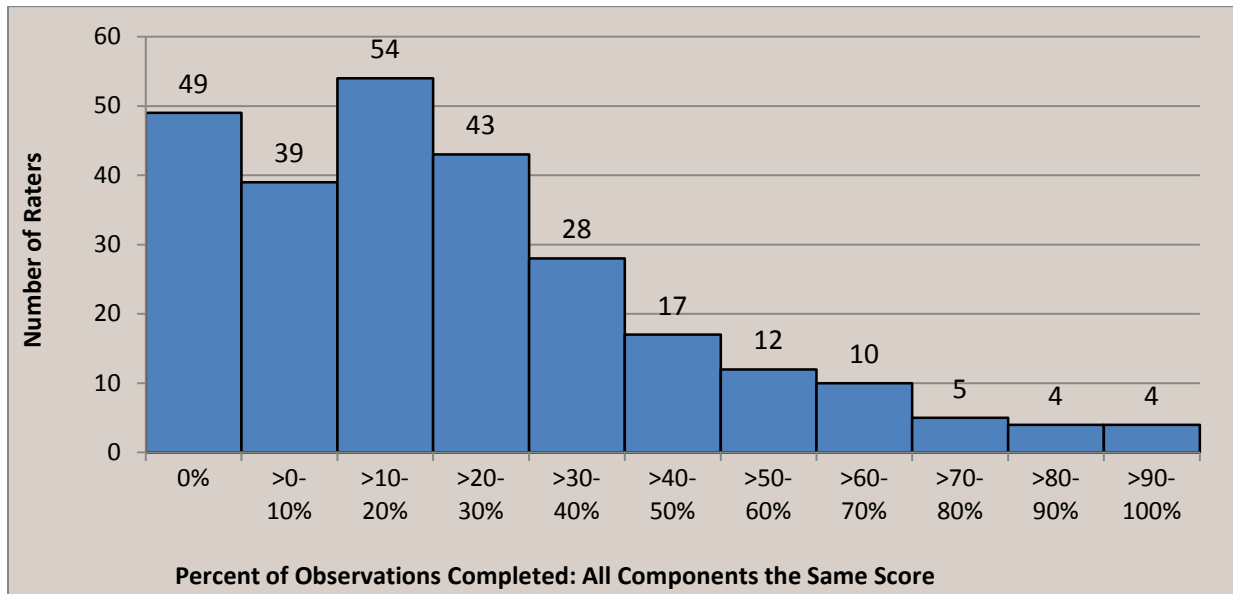


As shown, the plurality of raters (54) gave the same across the ten components for 10% to 20% of their observations completed. There were 13 raters for which this was true for more than 70% of their observations; two gave the same score for all ten components for all observations. Of those two, one had 17 observations in which they rated the teacher a 3 (distinguished) across all ten components. The findings shown in the two figures above can provide a baseline as the District works to improve inter-rater reliability in fall 2014.

## Implementation Support Staff

| School District of Philadelphia Year 2 Goals | Proposed Timeline | Status |
|---|---|---|
| Support Implementation and Roll Out with Instructional Coaches | Jan 2014 | Behind Schedule |
| Monitor Effectiveness of Educator Support | May 2014 | On Schedule |

During Year 1, the Educator Effectiveness team deviated from the original plan of implementing a coaching model that would include three Principal Coaches, three Teacher Coaches, and two Coaching Coordinators. Instead, five Instructional Coaches were hired in July 2013. The five Instructional Coaches are all PA certified educators and have served in school-based teacher leader positions. They were to serve as liaisons between teachers, administrators, schools and the District, and provide support through an array of activities that are designed to build collective leadership and to continuously improve teacher instructional capacity and student learning. The five coaches would provide support to individual teachers using a coaching cycle model, as well as provide professional development on teacher effectiveness, the Danielson model, and areas of need that are identified based on observation results. Specifically, Instructional Coaches were to play a role that serves the following needs for teachers:

- Classroom Supporter: to increase the quality and effectiveness of classroom instruction through collaboration, co-planning, modeling, side-by-side teaching and effective feedback.
- Instructional Supporter: to support the implementation of instructional strategies that are effective and that enhance student learning.
- Curriculum/Content Facilitator: to promote the implementation of Common Core State Standards (CCSS).
- Data Coach: to ensure that student achievement data is used to drive instructional decisions.
- Facilitator for Change: to engage teachers in reflective thinking and guide them towards reflective practices.
- Professional Learner/Facilitator: to engage in opportunities for continuous learning in order to remain current on research based instructional practices, and to design and facilitate effective professional learning opportunities based on the expectations for professionals in the District.
- Resource Provider: to enhance classroom instruction by providing a variety of resources geared toward teacher effectiveness and student achievement.

As previously stated, Instructional Coaches duties deviated from those outlined above. Two of the Instructional Coaches have taken leading roles on the SLO committee and PVAAS committee, respectively; moving from solely supporting teachers to designing the policies, processes, and business rules around those two components of teacher effectiveness. A third coach is working with teachers in implementing the Mastery Charter School teacher coaching model while a fourth is providing classroom and instructional support to teachers in split-grade classes. The fifth coach is working with 13 charter schools to implement the Teacher Effectiveness System. Together these changes moved the

focus from an external one, aimed at helping educators in the field, to an internal one, handling more administrative and managerial duties.

Beyond the Instructional Coaches, the Office of Teacher Effectiveness team has asked the State to approve additional positions to help support the implementation of the educator effectiveness rating system. After a conversation with the State, there was concern about the sustainability of these positions as there is only one more year left in the RTTT grant. The District altered the plan and the State approved it in an effort to try and improve capacity in implementing these reforms in Philadelphia. The majority of the new positions (Appendix K) will help the Educator Effectiveness team implement a program similar to DC's *Master Coaches* program. The other positions will add capacity around designing and implementing the Educator Effectiveness System, related professional development and trainings, and management over EDS. As of July 2014, only the positions in support of EDS had been filled.

# Discussion

In this report, we provided an in-depth view of the progress made across the goals outlined for Year 2 of the RTTT grant. Below, we provide insight into challenges of the Teacher Effectiveness System, in general, as well as some underlying barriers within the District that could be addressed to improve implementation for Year 3.

## Implementation Concerns

As discussed, the District had to create several workarounds in order to marry the requirements of Act 82 to the local conditions, policies, and practices in Philadelphia. Yet, moving into Year 3, the District should work to align the District's observation policies and practices to the new policy landscape. Additionally, staff should revisit business rules as they compromise the ability of the evaluation system to accurately capture teacher effectiveness and thus limit the District's ability to target educator's weaknesses and celebrate their strengthens.

### *Aligning Professional Growth System with new Act 82 mandate (pgs. 25-26)*

For temporary professional employees (TPEs)—first, second, or third year teachers—PA school code requires Districts to provide a mid-year rating, yet the current PGS system is not in compliance with the rule regarding first year teachers. Based on the current system, first year teachers are only rated once, usually in April or May. This prevents them from receiving a mid-year rating.

Furthermore, Act 82 requires that every teacher be rated annually, but within the District's current PGS, teachers in their PDP year are not formally rated. The State recognizes that some districts including Philadelphia utilize a differentiated supervision model. The State recommends that "prior to the 2013-14 school year, a "Satisfactory" performance rating using a previously approved rating form may be used to qualify for participation in Differentiated Supervision" (Pennsylvania Department of Education, 2013_ As a result of this being the first year of using the modified 2013 Danielson Framework, the Educator Effectiveness team decided to provide all teachers in a PDP year a "Proficient" rating of 2 for their observation and practice score. Although a solution to the problem, this process does not accurately capture a teacher's performance.

Following District policy, PDP teachers who were formally observed had their observation scores revert to a default score of "Proficient" (2). Consequently, seven "Distinguished" teachers in a PDP year received an effectiveness score of "Proficient," 11 teachers moved up from "Needs Improvement" to "Proficient," and three "Failing" teachers moved up to "Proficient." The changes for these 21 teachers show the potential impact of the default "Proficient" rating for PDP teachers, most notably the 11 "Needs Improvement" teachers will not be mandated to complete a Performance Improvement Plan while three "Failing" teachers remain in the classroom.

Through e-mail correspondence, a teacher expressed his/her concern with this default rating. While understanding why the business rules were enacted, s/he admitted that it still does not take the "sting that many of us who truly are good teachers now feel." The teacher went on to say that s/he is stuck

with a less than stellar rating and equated it to "taking a stack of papers our students hand in and simply writing a "C" on them without even reading them." To put this teacher's sentiment into perspective, ORE looked at the effectiveness scores for 52 of the 53 teachers who were recipients of the 2014 Lindback Awards and had effectiveness data.[5]

Of the 52 Lindback recipients, 33 were not formally observed (32 teachers in a PDP year and one teacher in a formal observation year who did not receive an observation) and 19 teachers were formally observed. The Lindback recipients who were not formally observed had an average effectiveness score of 1.87, 0.27 points below the score of those who were formally observed (2.14).

While ORE is not privy to negotiations between the PFT and the District, the tension between the District's PGS and the State's regulation should be addressed so high-performing teachers are not penalized while low-performing teachers benefit from simply being in a PDP year or their principal not being compliant with State and District policies.

### *Incomplete or Missing Data (pg. 27)*
An additional concern around the observation data is the inconsistency in completing the required number of observations per teachers as well as principals submitting incomplete observations. Only 58.1% of teachers received the required number of observations as per the District's PGS within 255 teachers not being formally observed despite being in a formal observation year. Furthermore 435 formal observations had missing data. The District created business rules that inserted default "Proficient" (2) ratings for missing observations or component scores. In a system that aims to promote data-driven decisions around teacher's professional development and personnel decisions, the lack fidelity to District processes and requirements needed to have actionable data is worrisome. Especially since professional employees who move into a PDP year will carry the default observation scores for two more years until they are formally observed again.

### *Timing of the Evaluation Delivery (pg. 5, 2C)*
The District will use school and teacher-level PVAAS data from the previous school year in order to provide final ratings in June of each year (Table 2, p 19). While this approach allows for personnel and professional development decisions and planning to occur in a timely manner before the start of the next school year, it does raise some concerns. First, one of the primary drivers of reforming teacher evaluation across the nation is to promote data-driven decisions to help grow teachers. By not including the most recent School Performance Profile and/or Value Added Assessment System score, they may discredit teachers who improve their practice and/or their school over the most recent school year while not capturing teachers who regress. Second, it is unclear what the District will do once updated information is released in the fall of the following school year as this may affect a teacher's overall rating for better or for worse.

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[5] The Christian R. and Mary F. Lindback Foundation sponsors an annual award that recognizes outstanding high school teachers. The Foundation established the Lindback Award for Distinguished High School Teachers to honor one teacher from every Philadelphia public high school who demonstrates excellence in promoting learning at the highest levels. The award recipients will be chosen based on their activities that improve the intellectual and character development of students.

ORE analyzed the probability of receiving each of the four ratings ("Failing," "Needs Improvement," "Proficient," and "Distinguished") based on all possible scores for the available rating elements. Based on these probabilities, we found the number of overall ratings based on all possible observation scores (e.g. 0.00, 0.05, 0.10…3.00) that could be affected as a result of a change in a school's SPP score from one year to the next. The analysis sought to understand, based on a teacher's observation score, how a teacher's overall rating could change as a result of using SPP data from the previous year versus using the data related to the most current school year. The analysis also identified the SPP cut score that will trigger the change in overall ratings. Appendix L shows the actual observation scores and SPP cut off scores that will affect the overall ratings.

In 2013-2014, there were 61 possible scores a teacher could receive based on observation data. Half of these scores (31) are vulnerable to change as a result of differences in an SPP score from 2012-2013 to 2013-2014. This speaks to the potential for a teacher's overall rating to move up or down based on the results of the SPP (e.g. "Needs Improvement" to "Proficient" or "Needs Improvement" to "Failing"). Seven-hundred and seventy-seven educators received one of the 31 observation scores. For 30 observation scores, the final rating would remain the same regardless of their SPP score, because the score was either very high or very low.

For example (see table 16), in June, a teacher receives an overall rating of "Needs improvement" based on the most recent available data. This rating is based on their 2013-2014 observation score of 1.40 and a 2012-2013 SPP score of 81.0. When the 2013-2014 SPP is released the following fall, their school's SPP score increased 2.4 points to 83.4. As a result, this brings the teacher's final rating up to "Proficient" for 2013-2014 based on the data for that school year.

**Table 16. Using Multiple Years of Data: Teacher Rating Example**

| Rating Based on Available Data: Needs improvement | | Rating Based on New Data: Proficient | |
|---|---|---|---|
| **Observation Score** | **SPP Score** | **Observation Score** | **SPP Score** |
| 2013-2014 | *2012-2013* | 2013-2014 | *2013-2014* |
| 1.40 | 81.0 | 1.40 | 83.4 |

While the State regulations do state that "administrative action can be based on available data," it is unclear how this will play out in the fall once SPP scores are released for the 2013-2014 SY.

***Incorporating Building Level Data into Teacher Ratings (pp.28-30)***
Because of the demonstrated impact of the SPP on a teacher's final rating, concerns have been raised about the potential penalty teachers may face for teaching at high-needs, low-performing schools. In a recent Brookings report, Whitehurst, Chingos, and Lindquist (2014) state: "including a school value-added component in teachers' evaluation scores negatively impacts good teachers in bad schools and positively impacts bad teachers in good schools (p.3). It creates an incentive for the best teachers to want to work in the best schools... (p. 14)." Following their methodology, ORE analyzed both the end-of-

year scores and the end-of-year ratings with and without the inclusion of the SPP for 1,938 tenured teachers who were formally observed, to evaluate the level of impact an SPP score has on a teacher's overall rating score and overall rating category.

Ninety-six percent (1,863) of teachers in the sample earned a lower effectiveness score when their rating included a combination of the SPP and classroom observation data, compared with the score that included classroom observation data alone. Ten teachers earned the same numerical score with and without the inclusion of the SPP, and 65 (3.4%) teachers earned a higher numerical rating score when including the SPP (see Figure 12). Of the 65 teachers whose rating scores increased due to the inclusion of the SPP, 60 taught in some of the highest-performing schools in the District, with SPP scores above the District average of 59.7.

**Figure 12. Changes in Teachers' Final Rating Score after Including School Performance Profile (n=1,938)**
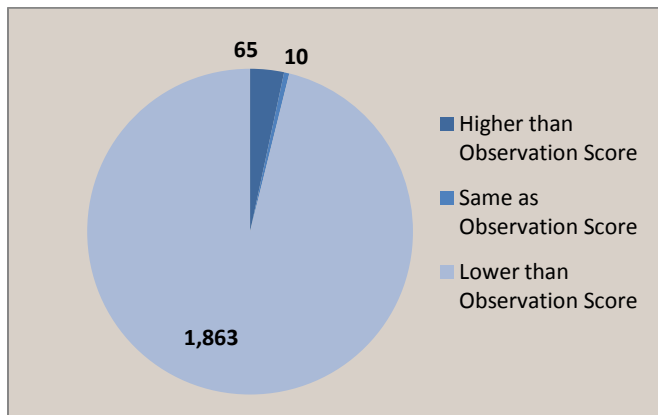


The difference between scores ranged from overall effectiveness score being -0.4 points lower than the observation score to it being .2 points higher (on a 3-point scale). This is shown in Figure 13.

**Figure 13. Difference Between Overall Effectiveness Score**
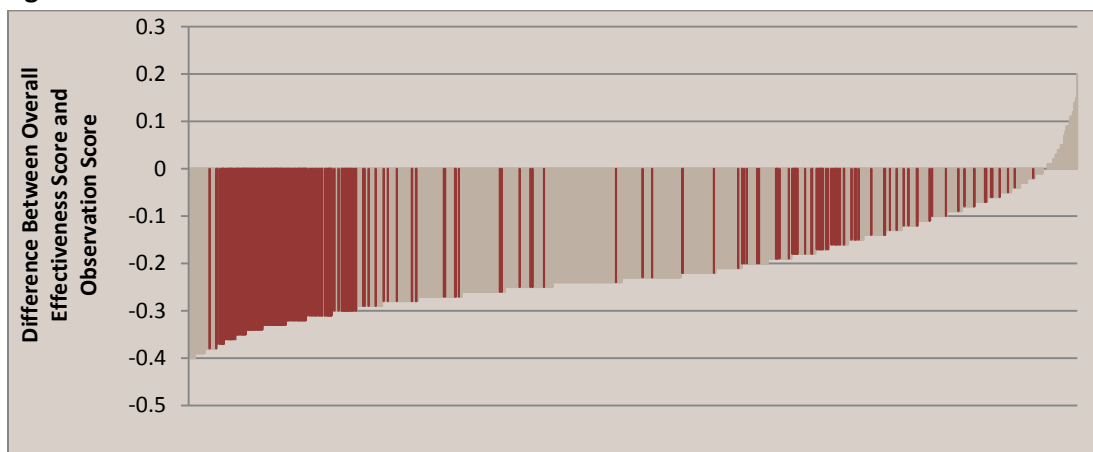


*Red/Highlighted Bars indicate the 301 teachers whose ratings changed as a result of including the SPP.*

As expected, not every change in score translated to a change in effectiveness rating (Figure 14). The majority of teachers 1,637 (84.5%) were in the same rating category with and without the SPP. No

teachers moved to a higher rating category after including the SPP and 301 teachers (15.5%) moved to a lower rating category after including the SPP.

**Figure 14. Changes in Teachers' Final Rating Category after Including SPP (n=1,938)**
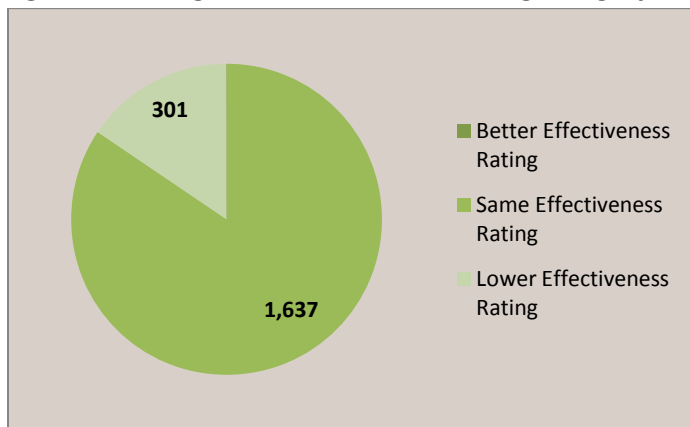


This analysis suggests that the inclusion of SPP scores in District teacher ratings will primarily have a negative impact on high-performing teachers who teach in low-performing schools. A 2009 Center for Analysis of Longitudinal Data in Education Research working paper looked at teacher mobility in New York City and found that the lowest-performing schools experienced more teacher turnover and, relative to higher-performing schools, lose more effective teachers as measured by a value-added math score (Boyd, Grossman, Lankford, Loeb & Wyckoff, 2009). The impact of the building-level score is unknown at this point, but could manifest into high-performing teachers transferring out of low-performing schools at higher rates than previously observed.

## Capacity Issues

Act 82 mandates several large-scale and concurrent undertakings in order to implement the new Educator Effectiveness System on-time and with fidelity. The Office of Teacher Effectiveness has had to prioritize some objectives over others as the team has not been appropriately staffed to concurrently manage multiple projects, despite the available funds.  In total, 13 of the 19 program goals were completed, with six of those occurring behind schedule. Of the remaining six goals, three were not started during Year 2. (Table 1, p. 11). The main driver of these delays was the decision-making ability required to advance project goals as that created a bottleneck as the Deputy of Teacher Effectiveness was the primary point person for all matters involved in this multi-faceted system.

*Teacher Observation and Overall Ratings: Business Rules (pgs. 25-29)*
In the lead up to calculating scores, many of the business rules were not finalized until the last minute as a result of limited decision making. The Deputy of Teacher Effectiveness juggled several concurrent projects related to all aspects of teacher effectiveness (evaluation, professional development, retention, etc.). Often, decisions around confirming business rules could not occur during weekly meetings as the Deputy for other obligations. This delay prevented the proper quality assurance measures that should

take place when calculating teacher effectiveness scores and ratings. Consequently, 567 teachers' scores had to be recalculated over the summer.

### *Establish Student Learning Objectives (SLOs)(pgs. 40-42)*

In 2014-2015, SLOs will compose 35% of all classroom teachers' effectiveness ratings. As shown in Table 1 (p. 11), three of the Year 2 SLO goals were completed behind schedule while two were not completed. Most notably the training of teachers and principals as the District's SLO process was not finalized until June, 2014. This delay compromised the pilot and limited the time educators had in preparing to implement this multiple measure that will compose 35% of their 2014-2015 effectiveness rating. Now, the District will move forward with a District-wide implementation of a process that has not been properly piloted. Furthermore, the Office of Teacher Effectiveness is utilizing grant monies to hire a vendor to oversee the SLO project in order to meet the demands of implementing SLOs in just a short timeframe.

In these examples, the lack of capacity affected aspects of this project that may have carry over effects on teacher ratings. Beyond these two areas, the District failed to *Establish a process for Performance Improvement Plan (PIP) (p. 46)* and pushed off *Improving Inter-Rater Agreement (p. 52)* until Year 3. Two additional aspects that may further delay the ability of the Educator Effectiveness System to properly evaluate teachers and help them address weaknesses.

As the District moves into the final year of the RTTT grant, their internal capacity will improve as recently approved positions have begun to be on boarded. Yet, due to the complex nature of the Teacher Effectiveness System, the carry over goals from Year 2, and the implementation of both the Principal and Non-Instructional Specialist Effectiveness Systems it will be important that the new Deputy and Director of Effectiveness empower those previously established in the project.

### *At the School Level*

While Year 2 primarily dealt with implementing the first year of multiple measures, as well as advancing the development of processes around the Student Learning Objectives and the PVAAS, the Office of Teacher Effectiveness and District leadership need to keep in mind the limited capacity in the schools to implement the system. Preliminary conversations around these processes, as well as lessons from other Districts, suggest that the required workload related to teacher evaluation is expected to increase for the assistant superintendents, principals, teachers, and other support staff. With the rolling out of SLOs, implementation of the Principal and Non-teaching Specialist Effectiveness Systems, and a focus on improving the quality of the observation feedback cycle, principals will need even more support. This is further complicated by the elimination of essential support staff from schools due to severe cutbacks. Over the past couple years, central office and school staffing levels, supports, and resources have been cut also.

As the Educator Effectiveness System impacts a myriad of District and school operations, the District needs to establish a strong support structure related to Educator Effectiveness beyond the Offices of Teacher and Principal Effectiveness. This includes building human and organizational capacity within

Information Systems, Talent, Academic Supports, and Student Support Services, especially since support positions funded by RTTT monies will expire following the conclusion of Year 3.

## Positioning Implementation of the Educator Effectiveness System

Building off the last point above, implementation of the Educator Effectiveness System requires cross collaboration with District leadership in every department. The Office of Teacher Effectiveness was tasked with leading this project, and as to this date the work has focused primarily on the Teacher Effectiveness System. However, with the rollout of additional multiple measures and the approaching Effectiveness Systems for principals and non-teaching specialists, the work will impact other offices throughout the District. The correct positioning of the project will help the implementation transition from identifying needs and reacting to problems to being more proactive in creating policies and processes around the various components of the new rating system in a timely fashion.

The positioning of the work first starts with the Office of Teacher Effectiveness. While the office takes on several responsibilities, the implementation of the Teacher Effectiveness System suffered as the office juggled several initiatives at once, both evaluation and non-evaluation related. Again, as with the capacity issue, this delayed processes and decisions such as finalizing business rules that impacted how evaluation scores would be calculated.

In addition, the positioning of the implementation of the Educator Effectiveness System as a high-priority within all relevant departments can be further enabled by being more proactive in engaging other offices earlier in the process. For example, throughout Year 2, there has been limited conversation between the Office of Teacher Effectiveness and the Office of Curriculum and Assessment regarding the *Establishing Student Learning Objectives* and how that will interact with the District's instructional initiatives. This will be an important step moving forward especially since a new Chief of Academic Supports was instated as of July 1, 2014.

Pertaining to *Establish PVAAS and Teacher Specific Data Processes (pp. 47-49)*, District policies have the potential to facilitate or complicate the teacher attribution and roster verification process. For example, to improve reporting on the percent of instructional responsibility, a key component for calculating a teacher's PVAAS score, accountability measures around student attendance policies may need to occur. This work will help maintain accurate attendance records for each class for all tested subjects and grades. Additionally, school leadership should regularly check teaching arrangements (co-teaching, push-out, pull-in, etc.) to ensure that they reflect percent of responsibility agreed upon in either a student's IEP or co-teaching arrangement. While these practices may already be occurring, it will be important that they are implemented, adhered to, and documented across the District to limit potential disputes during roster verification.

Beyond these two examples, the Offices of Teacher and Principal Effectiveness will have to continue to identify District policies and practices that are affected by the implementation of the Act 82. Specifically, a focus should be paid to how processes and the respective data from the modified 2013 Danielson Framework, SLOs, and the Principal Effectiveness' correlation measures come together as well as interact with the District's Instructional Practices and the continuing implementation of Common Core.

In a District as large as Philadelphia's, District policies and priorities can often compete instead of supporting and strengthening each other. The District should keep in mind how existing and new policies and initiatives interact with the system and work to strengthen and support the new Educator Effectiveness System, it. As stated in a 2004 evaluation of Denver's Pay for Performance program that utilized SLOs to reward teachers:

> "As the purpose of the District's major initiatives is to increase student achievement, the organization will benefit from continuing to align its initiatives around that goal in a clear and purposeful manner…The silo effect is all too familiar within urban Districts—a plethora of individual programs and activities operating independently of one another whose sum total is less than the collective potential of the initiatives" (Community Training and Assistance Center, 2004).

## Conclusion

The District has made some progress towards its RTTT goals, but has a great deal of heavy lifting to do going into the third and final year of the grant, such as finalizing and training educators on the SLO process, improving inter-rater reliability among principals, developing a process for creating Performance Improvement Plans, implementing the new Principal Effectiveness System and Non-teaching Specialist Effectiveness System, and creating a differentiated professional development program that utilizes the effectiveness data to improve teacher practice. Because of the capacity and alignment issues discussed throughout the report, many project components are behind schedule, or were implemented primarily to be in compliance with RTTT requirements.  Many decisions were made at the last moment, leaving little room for quality assurance, engagement with the field, and an overall Educator Effectiveness System that grows Philadelphia's educators.  By addressing some key concerns, the Educator Effectiveness team should be able to move beyond compliance and build a support system for the District's educators with the Educator Effectiveness System as piece of its foundation. Due to the high-stakes and complicated nature of the educator effectiveness system, it is crucial that the barriers and shortcomings of Year 2 be addressed in order to move successfully into the third and final year of the grant.

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# Appendix A

**Table 17. Number of Teachers who Received the Required Number of Observations by School**

| Learning Network/School | PGS Compliant Yes | % | PGS Compliant No | % | Act 82 Compliant Yes | % | Act 82 Compliant No | % |
|---|---|---|---|---|---|---|---|---|
| **School District of Philadelphia** | 1,725 | 58.1% | 1,243 | 41.9% | 2,442 | 82.3% | 526 | 17.7% |
| **Learning Network 1** | 187 | 46.9% | 212 | 53.1% | 303 | 75.9% | 96 | 24.1% |
| **A.S. Jenks Academics Plus Sch** | 0 | 0.0% | 7 | 100.0% | 6 | 85.7% | 1 | 14.3% |
| **Academy At Palumbo** | 8 | 88.9% | 1 | 11.1% | 9 | 100.0% | 0 | 0.0% |
| **Amedee F Bregy School** | 9 | 81.8% | 2 | 18.2% | 11 | 100.0% | 0 | 0.0% |
| **Andrew Jackson School** | 1 | 10.0% | 9 | 90.0% | 7 | 70.0% | 3 | 30.0% |
| **B. B. Comegys School** | 11 | 100.0% | 0 | 0.0% | 10 | 90.9% | 1 | 9.1% |
| **Chester A. Arthur School** | 3 | 37.5% | 5 | 62.5% | 4 | 50.0% | 4 | 50.0% |
| **Creative And Performing Arts** | 0 | 0.0% | 12 | 100.0% | 2 | 16.7% | 10 | 83.3% |
| **D. Newlin Fell School** | 8 | 80.0% | 2 | 20.0% | 9 | 90.0% | 1 | 10.0% |
| **Delaplaine Mcdaniel School** | 12 | 70.6% | 5 | 29.4% | 13 | 76.5% | 4 | 23.5% |
| **Edwin M. Stanton School** | 4 | 50.0% | 4 | 50.0% | 6 | 75.0% | 2 | 25.0% |
| **Eliza B. Kirkbride School** | 1 | 11.1% | 8 | 88.9% | 1 | 11.1% | 8 | 88.9% |
| **Francis Scott Key School** | 0 | 0.0% | 8 | 100.0% | 8 | 100.0% | 0 | 0.0% |
| **Furness, Horace High School** | 7 | 33.3% | 14 | 66.7% | 20 | 95.2% | 1 | 4.8% |
| **George Sharswood School** | 9 | 90.0% | 1 | 10.0% | 10 | 100.0% | 0 | 0.0% |
| **George W Childs School** | 14 | 82.4% | 3 | 17.6% | 14 | 82.4% | 3 | 17.6% |
| **George W. Nebinger School** | 11 | 84.6% | 2 | 15.4% | 10 | 76.9% | 3 | 23.1% |
| **Girard Academic Music Program** | 7 | 70.0% | 3 | 30.0% | 7 | 70.0% | 3 | 30.0% |
| **J. W. Catharine School** | 9 | 75.0% | 3 | 25.0% | 12 | 100.0% | 0 | 0.0% |
| **John Bartram High School** | 0 | 0.0% | 24 | 100.0% | 2 | 8.3% | 22 | 91.7% |
| **John H Taggart School** | 0 | 0.0% | 10 | 100.0% | 10 | 100.0% | 0 | 0.0% |

| School | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| John M Patterson School | 10 | 100.0% | 0 | 0.0% | 10 | 100.0% | 0 | 0.0% |
| Meredith, William M. School | 1 | 11.1% | 8 | 88.9% | 9 | 100.0% | 0 | 0.0% |
| Motivation High School | 3 | 100.0% | 0 | 0.0% | 3 | 100.0% | 0 | 0.0% |
| Penrose School | 15 | 78.9% | 4 | 21.1% | 17 | 89.5% | 2 | 10.5% |
| S. Weir Mitchell | 6 | 75.0% | 2 | 25.0% | 7 | 87.5% | 1 | 12.5% |
| South Philadelphia H.S. | 0 | 0.0% | 30 | 100.0% | 23 | 76.7% | 7 | 23.3% |
| Southwark School | 11 | 84.6% | 2 | 15.4% | 11 | 84.6% | 2 | 15.4% |
| Stephen Girard School | 0 | 0.0% | 14 | 100.0% | 7 | 50.0% | 7 | 50.0% |
| Thomas G Morton School | 16 | 94.1% | 1 | 5.9% | 17 | 100.0% | 0 | 0.0% |
| Tilden Middle School | 3 | 16.7% | 15 | 83.3% | 13 | 72.2% | 5 | 27.8% |
| Vare-Washington Elementary | 7 | 87.5% | 1 | 12.5% | 6 | 75.0% | 2 | 25.0% |
| W C Longstreth School | 1 | 7.7% | 12 | 92.3% | 9 | 69.2% | 4 | 30.8% |
| Learning Network 2 | 198 | 61.5% | 124 | 38.5% | 268 | 83.2% | 54 | 16.8% |
| A. D. Harrington School | 11 | 84.6% | 2 | 15.4% | 13 | 100.0% | 0 | 0.0% |
| Add B Anderson School | 10 | 83.3% | 2 | 16.7% | 10 | 83.3% | 2 | 16.7% |
| Alain Locke School | 3 | 75.0% | 1 | 25.0% | 4 | 100.0% | 0 | 0.0% |
| Andrew Hamilton School | 10 | 83.3% | 2 | 16.7% | 11 | 91.7% | 1 | 8.3% |
| Blankenburg, Rudolph School | 11 | 84.6% | 2 | 15.4% | 12 | 92.3% | 1 | 7.7% |
| Bryant, William C. School | 16 | 88.9% | 2 | 11.1% | 13 | 72.2% | 5 | 27.8% |
| Cassidy,Lewis C Academics Plus | 1 | 8.3% | 11 | 91.7% | 10 | 83.3% | 2 | 16.7% |
| Dimner Beeber Middle School | 5 | 100.0% | 0 | 0.0% | 5 | 100.0% | 0 | 0.0% |
| Henry C. Lea School | 6 | 42.9% | 8 | 57.1% | 9 | 64.3% | 5 | 35.7% |
| Heston, Edward School | 11 | 84.6% | 2 | 15.4% | 12 | 92.3% | 1 | 7.7% |
| High School Of The Future | 13 | 86.7% | 2 | 13.3% | 10 | 66.7% | 5 | 33.3% |
| James Rhoads School | 1 | 12.5% | 7 | 87.5% | 6 | 75.0% | 2 | 25.0% |
| John Barry Elementary School | 20 | 76.9% | 6 | 23.1% | 25 | 96.2% | 1 | 3.8% |
| M. Washington Academics Plus | 8 | 88.9% | 1 | 11.1% | 6 | 66.7% | 3 | 33.3% |
| Middle Years Alternative-Mya | 1 | 16.7% | 5 | 83.3% | 3 | 50.0% | 3 | 50.0% |
| Morton Mc Michael School | 12 | 63.2% | 7 | 36.8% | 15 | 78.9% | 4 | 21.1% |
| Overbrook Educational Center | 4 | 50.0% | 4 | 50.0% | 7 | 87.5% | 1 | 12.5% |
| Overbrook Elementary School | 5 | 71.4% | 2 | 28.6% | 7 | 100.0% | 0 | 0.0% |
| Overbrook High School | 3 | 14.3% | 18 | 85.7% | 14 | 66.7% | 7 | 33.3% |

| School | | | | | | | |
|---|---|---|---|---|---|---|---|
| Paul Robeson High School | 1 | 20.0% | 4 | 80.0% | 5 | 100.0% | 0 | 0.0% |
| Penn Alexander School | 9 | 100.0% | 0 | 0.0% | 9 | 100.0% | 0 | 0.0% |
| Robert E Lamberton Elementary | 3 | 25.0% | 9 | 75.0% | 12 | 100.0% | 0 | 0.0% |
| Samuel B Huey School | 12 | 92.3% | 1 | 7.7% | 13 | 100.0% | 0 | 0.0% |
| Samuel Gompers School | 7 | 87.5% | 1 | 12.5% | 8 | 100.0% | 0 | 0.0% |
| Samuel Powel School | 7 | 100.0% | 0 | 0.0% | 6 | 85.7% | 1 | 14.3% |
| Sayre High School | 3 | 25.0% | 9 | 75.0% | 11 | 91.7% | 1 | 8.3% |
| The Workshop School | 3 | 60.0% | 2 | 40.0% | 2 | 40.0% | 3 | 60.0% |
| West Philadelphia High School | 2 | 12.5% | 14 | 87.5% | 10 | 62.5% | 6 | 37.5% |
| Learning Network 3 | 154 | 65.3% | 82 | 34.7% | 200 | 84.7% | 36 | 15.3% |
| Albert M. Greenfield School | 6 | 85.7% | 1 | 14.3% | 7 | 100.0% | 0 | 0.0% |
| Alexander Adaire School | 10 | 90.9% | 1 | 9.1% | 11 | 100.0% | 0 | 0.0% |
| Amy 5 At James Martin | 8 | 80.0% | 2 | 20.0% | 10 | 100.0% | 0 | 0.0% |
| Bache-Martin School | 4 | 44.4% | 5 | 55.6% | 8 | 88.9% | 1 | 11.1% |
| Benjamin Franklin High School | 2 | 12.5% | 14 | 87.5% | 15 | 93.8% | 1 | 6.3% |
| Constitution High School | 3 | 100.0% | 0 | 0.0% | 3 | 100.0% | 0 | 0.0% |
| Dunbar, Paul L. School | 3 | 100.0% | 0 | 0.0% | 3 | 100.0% | 0 | 0.0% |
| Franklin Learning Center | 11 | 91.7% | 1 | 8.3% | 12 | 100.0% | 0 | 0.0% |
| Gen. George G. Meade School | 0 | 0.0% | 8 | 100.0% | 3 | 37.5% | 5 | 62.5% |
| Gen. Philip Kearny School | 0 | 0.0% | 14 | 100.0% | 1 | 7.1% | 13 | 92.9% |
| Hackett School | 9 | 90.0% | 1 | 10.0% | 8 | 80.0% | 2 | 20.0% |
| James R. Ludlow School | 7 | 100.0% | 0 | 0.0% | 7 | 100.0% | 0 | 0.0% |
| John Moffet School | 7 | 100.0% | 0 | 0.0% | 6 | 85.7% | 1 | 14.3% |
| Laura W. Waring School | 2 | 28.6% | 5 | 71.4% | 5 | 71.4% | 2 | 28.6% |
| Masterman,Julia R. High School | 2 | 10.5% | 17 | 89.5% | 18 | 94.7% | 1 | 5.3% |
| Mc Call, Gen. George A. School | 13 | 100.0% | 0 | 0.0% | 12 | 92.3% | 1 | 7.7% |
| Parkway Center City High Schl | 4 | 44.4% | 5 | 55.6% | 8 | 88.9% | 1 | 11.1% |
| Parkway West High School | 2 | 66.7% | 1 | 33.3% | 2 | 66.7% | 1 | 33.3% |
| Parkway-Northwest High School | 2 | 40.0% | 3 | 60.0% | 5 | 100.0% | 0 | 0.0% |
| Penn Treaty High School | 23 | 88.5% | 3 | 11.5% | 23 | 88.5% | 3 | 11.5% |
| Robert Morris School | 16 | 100.0% | 0 | 0.0% | 14 | 87.5% | 2 | 12.5% |
| Science Leadership Academy | 10 | 90.9% | 1 | 9.1% | 9 | 81.8% | 2 | 18.2% |

| School | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Spring Garden School | 10 | 100.0% | 0 | 0.0% | 10 | 100.0% | 0 | 0.0% |
| Learning Network 4 | 98 | 47.8% | 107 | 52.2% | 163 | 79.5% | 42 | 20.5% |
| Blaine, James G. School | 9 | 75.0% | 3 | 25.0% | 12 | 100.0% | 0 | 0.0% |
| Crossroads @ Hunting Park | 0 | 0.0% | 1 | 100.0% | 1 | 100.0% | 0 | 0.0% |
| Dr. Ethel Allen School | 6 | 66.7% | 3 | 33.3% | 7 | 77.8% | 2 | 22.2% |
| Edward Gideon School | 0 | 0.0% | 12 | 100.0% | 9 | 75.0% | 3 | 25.0% |
| Edward T Steel School | 7 | 58.3% | 5 | 41.7% | 11 | 91.7% | 1 | 8.3% |
| Engineering & Science High | 0 | 0.0% | 5 | 100.0% | 5 | 100.0% | 0 | 0.0% |
| Jules Mastbaum High School | 7 | 36.8% | 12 | 63.2% | 14 | 73.7% | 5 | 26.3% |
| Mary Bethune School | 2 | 13.3% | 13 | 86.7% | 11 | 73.3% | 4 | 26.7% |
| Murrell Dobbins High School | 10 | 71.4% | 4 | 28.6% | 12 | 85.7% | 2 | 14.3% |
| Pennypack House School | 1 | 50.0% | 1 | 50.0% | 2 | 100.0% | 0 | 0.0% |
| Phila Juv Justice Svcs Ctr | 0 | 0.0% | 5 | 100.0% | 4 | 80.0% | 1 | 20.0% |
| Phila Learning Academy-North | 2 | 50.0% | 2 | 50.0% | 4 | 100.0% | 0 | 0.0% |
| Phila Learning Academy-South | 2 | 33.3% | 4 | 66.7% | 5 | 83.3% | 1 | 16.7% |
| Philadelphia Military Academy | 2 | 50.0% | 2 | 50.0% | 3 | 75.0% | 1 | 25.0% |
| Randolph Technical High School | 6 | 54.5% | 5 | 45.5% | 9 | 81.8% | 2 | 18.2% |
| Rhodes Elementary School | 3 | 21.4% | 11 | 78.6% | 11 | 78.6% | 3 | 21.4% |
| Richard Wright School | 8 | 88.9% | 1 | 11.1% | 7 | 77.8% | 2 | 22.2% |
| Strawberry Mansion High School | 13 | 86.7% | 2 | 13.3% | 10 | 66.7% | 5 | 33.3% |
| Tanner Duckrey School | 6 | 54.5% | 5 | 45.5% | 8 | 72.7% | 3 | 27.3% |
| Thomas M. Peirce School | 1 | 20.0% | 4 | 80.0% | 4 | 80.0% | 1 | 20.0% |
| William D. Kelley School | 3 | 37.5% | 5 | 62.5% | 5 | 62.5% | 3 | 37.5% |
| William Dick School | 10 | 83.3% | 2 | 16.7% | 9 | 75.0% | 3 | 25.0% |
| Learning Network 5 | 265 | 70.3% | 112 | 29.7% | 312 | 82.8% | 65 | 17.2% |
| Alexander Mcclure School | 10 | 83.3% | 2 | 16.7% | 12 | 100.0% | 0 | 0.0% |
| Bayard Taylor School | 12 | 100.0% | 0 | 0.0% | 12 | 100.0% | 0 | 0.0% |
| Cayuga School | 0 | 0.0% | 11 | 100.0% | 5 | 45.5% | 6 | 54.5% |
| Cramp, William School | 14 | 77.8% | 4 | 22.2% | 17 | 94.4% | 1 | 5.6% |
| Frances E. Willard School | 9 | 75.0% | 3 | 25.0% | 10 | 83.3% | 2 | 16.7% |
| H.A. Brown Academics Plus Sch | 16 | 88.9% | 2 | 11.1% | 15 | 83.3% | 3 | 16.7% |
| Hon. Luis Munoz-Marin School | 19 | 90.5% | 2 | 9.5% | 14 | 66.7% | 7 | 33.3% |

| School | | | | | | | |
|---|---|---|---|---|---|---|---|
| Isaac A. Sheppard School | 0 | 0.0% | 5 | 100.0% | 5 | 100.0% | 0 | 0.0% |
| John F. Hartranft School | 13 | 81.3% | 3 | 18.8% | 13 | 81.3% | 3 | 18.8% |
| John H. Webster School | 16 | 94.1% | 1 | 5.9% | 16 | 94.1% | 1 | 5.9% |
| John Welsh School | 11 | 100.0% | 0 | 0.0% | 10 | 90.9% | 1 | 9.1% |
| Julia De Burgos Elementary | 19 | 100.0% | 0 | 0.0% | 14 | 73.7% | 5 | 26.3% |
| Kensington Business, Finance | 11 | 84.6% | 2 | 15.4% | 12 | 92.3% | 1 | 7.7% |
| Kensington Capa | 4 | 25.0% | 12 | 75.0% | 16 | 100.0% | 0 | 0.0% |
| Kensington Health Sciences | 0 | 0.0% | 7 | 100.0% | 4 | 57.1% | 3 | 42.9% |
| Kensington Urban Education | 2 | 28.6% | 5 | 71.4% | 7 | 100.0% | 0 | 0.0% |
| Lewis Elkin School | 10 | 71.4% | 4 | 28.6% | 13 | 92.9% | 1 | 7.1% |
| Philip H. Sheridan School | 16 | 94.1% | 1 | 5.9% | 14 | 82.4% | 3 | 17.6% |
| Potter-Thomas School | 7 | 46.7% | 8 | 53.3% | 10 | 66.7% | 5 | 33.3% |
| Richmond School | 10 | 90.9% | 1 | 9.1% | 10 | 90.9% | 1 | 9.1% |
| Roberto Clemente Middle School | 8 | 47.1% | 9 | 52.9% | 15 | 88.2% | 2 | 11.8% |
| Russell H. Conwell Middle Sch. | 5 | 50.0% | 5 | 50.0% | 10 | 100.0% | 0 | 0.0% |
| Thomas Edison High School | 12 | 34.3% | 23 | 65.7% | 19 | 54.3% | 16 | 45.7% |
| William H. Hunter School | 20 | 100.0% | 0 | 0.0% | 18 | 90.0% | 2 | 10.0% |
| William Mckinley School | 12 | 100.0% | 0 | 0.0% | 10 | 83.3% | 2 | 16.7% |
| William W. Bodine High School | 9 | 81.8% | 2 | 18.2% | 11 | 100.0% | 0 | 0.0% |
| Learning Network 6 | 215 | 66.8% | 107 | 33.2% | 274 | 85.1% | 48 | 14.9% |
| Amy Northwest | 6 | 85.7% | 1 | 14.3% | 7 | 100.0% | 0 | 0.0% |
| Anna B. Day School | 11 | 91.7% | 1 | 8.3% | 11 | 91.7% | 1 | 8.3% |
| Anna L. Lingelbach School | 6 | 54.5% | 5 | 45.5% | 11 | 100.0% | 0 | 0.0% |
| Charles W Henry School | 14 | 93.3% | 1 | 6.7% | 14 | 93.3% | 1 | 6.7% |
| Cook-Wissahickon School | 7 | 87.5% | 1 | 12.5% | 7 | 87.5% | 1 | 12.5% |
| Eleanor C. Emlen School | 0 | 0.0% | 8 | 100.0% | 8 | 100.0% | 0 | 0.0% |
| Ellwood School | 5 | 83.3% | 1 | 16.7% | 5 | 83.3% | 1 | 16.7% |
| Fitler Academics Plus | 5 | 100.0% | 0 | 0.0% | 3 | 60.0% | 2 | 40.0% |
| Franklin S. Edmonds School | 10 | 100.0% | 0 | 0.0% | 10 | 100.0% | 0 | 0.0% |
| Henry H. Houston School | 2 | 13.3% | 13 | 86.7% | 13 | 86.7% | 2 | 13.3% |
| Hill-Freedman High School | 4 | 66.7% | 2 | 33.3% | 5 | 83.3% | 1 | 16.7% |
| Howe Academics Plus School | 4 | 66.7% | 2 | 33.3% | 4 | 66.7% | 2 | 33.3% |

| School | | | | | | | | |
|---|---|---|---|---|---|---|---|
| James Dobson School | 7 | 77.8% | 2 | 22.2% | 9 | 100.0% | 0 | 0.0% |
| John B. Kelly School | 17 | 81.0% | 4 | 19.0% | 17 | 81.0% | 4 | 19.0% |
| John Story Jenks School | 0 | 0.0% | 8 | 100.0% | 6 | 75.0% | 2 | 25.0% |
| John Wister School | 2 | 20.0% | 8 | 80.0% | 7 | 70.0% | 3 | 30.0% |
| Joseph Pennell Elementary | 11 | 91.7% | 1 | 8.3% | 9 | 75.0% | 3 | 25.0% |
| Lankenau High School | 4 | 100.0% | 0 | 0.0% | 3 | 75.0% | 1 | 25.0% |
| Leeds, Morris E. Middle School | 6 | 66.7% | 3 | 33.3% | 8 | 88.9% | 1 | 11.1% |
| Logan, James School | 3 | 75.0% | 1 | 25.0% | 3 | 75.0% | 1 | 25.0% |
| Martin L. King High School | 14 | 60.9% | 9 | 39.1% | 18 | 78.3% | 5 | 21.7% |
| Mccloskey, John F. School | 8 | 66.7% | 4 | 33.3% | 11 | 91.7% | 1 | 8.3% |
| Mifflin, Thomas School | 5 | 83.3% | 1 | 16.7% | 6 | 100.0% | 0 | 0.0% |
| Pennypacker, Samuel School | 6 | 66.7% | 3 | 33.3% | 4 | 44.4% | 5 | 55.6% |
| Prince Hall School | 8 | 88.9% | 1 | 11.1% | 7 | 77.8% | 2 | 22.2% |
| Roosevelt Elementary School | 3 | 27.3% | 8 | 72.7% | 9 | 81.8% | 2 | 18.2% |
| Rowen School | 8 | 88.9% | 1 | 11.1% | 9 | 100.0% | 0 | 0.0% |
| Roxborough High School | 17 | 94.4% | 1 | 5.6% | 15 | 83.3% | 3 | 16.7% |
| Shawmont School | 8 | 88.9% | 1 | 11.1% | 9 | 100.0% | 0 | 0.0% |
| W. B. Saul High School | 6 | 33.3% | 12 | 66.7% | 15 | 83.3% | 3 | 16.7% |
| Wagner, Gen. Louis Middle Sch. | 8 | 66.7% | 4 | 33.3% | 11 | 91.7% | 1 | 8.3% |
| Learning Network 7 | 202 | 43.0% | 268 | 57.0% | 400 | 85.1% | 70 | 14.9% |
| Allen M. Stearne School | 12 | 85.7% | 2 | 14.3% | 14 | 100.0% | 0 | 0.0% |
| Andrew J. Morrison School | 11 | 84.6% | 2 | 15.4% | 9 | 69.2% | 4 | 30.8% |
| Barton School | 13 | 81.3% | 3 | 18.8% | 13 | 81.3% | 3 | 18.8% |
| Bridesburg School | 9 | 100.0% | 0 | 0.0% | 9 | 100.0% | 0 | 0.0% |
| Carnell, Laura H. School | 5 | 25.0% | 15 | 75.0% | 18 | 90.0% | 2 | 10.0% |
| Central High School | 2 | 5.9% | 32 | 94.1% | 32 | 94.1% | 2 | 5.9% |
| Cooke Elementary School | 5 | 50.0% | 5 | 50.0% | 7 | 70.0% | 3 | 30.0% |
| Feltonville Arts & Sciences | 8 | 53.3% | 7 | 46.7% | 13 | 86.7% | 2 | 13.3% |
| Feltonville Intermediate | 4 | 26.7% | 11 | 73.3% | 12 | 80.0% | 3 | 20.0% |
| Finletter, Thomas K. School | 14 | 58.3% | 10 | 41.7% | 20 | 83.3% | 4 | 16.7% |
| Francis Hopkinson School | 1 | 4.3% | 22 | 95.7% | 22 | 95.7% | 1 | 4.3% |
| Frankford High School | 18 | 51.4% | 17 | 48.6% | 21 | 60.0% | 14 | 40.0% |

| School | | | | | | | |
|---|---|---|---|---|---|---|---|
| Franklin, Benjamin School | 1 | 6.7% | 14 | 93.3% | 11 | 73.3% | 4 | 26.7% |
| Grover Washington Jr. Middle | 0 | 0.0% | 11 | 100.0% | 11 | 100.0% | 0 | 0.0% |
| Harding, Warren G. Middle Sch | 16 | 84.2% | 3 | 15.8% | 17 | 89.5% | 2 | 10.5% |
| Henry W. Lawton School | 0 | 0.0% | 13 | 100.0% | 11 | 84.6% | 2 | 15.4% |
| James J. Sullivan School | 12 | 100.0% | 0 | 0.0% | 9 | 75.0% | 3 | 25.0% |
| James R. Lowell School | 6 | 21.4% | 22 | 78.6% | 22 | 78.6% | 6 | 21.4% |
| John Marshall School | 3 | 75.0% | 1 | 25.0% | 4 | 100.0% | 0 | 0.0% |
| Juniata Park Academy | 25 | 100.0% | 0 | 0.0% | 24 | 96.0% | 1 | 4.0% |
| Olney Elementary School | 22 | 75.9% | 7 | 24.1% | 25 | 86.2% | 4 | 13.8% |
| Phila High School For Girls | 0 | 0.0% | 15 | 100.0% | 15 | 100.0% | 0 | 0.0% |
| Samuel S. Fels High School | 14 | 46.7% | 16 | 53.3% | 29 | 96.7% | 1 | 3.3% |
| Thurgood Marshall School | 0 | 0.0% | 16 | 100.0% | 12 | 75.0% | 4 | 25.0% |
| Widener Memorial School | 0 | 0.0% | 14 | 100.0% | 9 | 64.3% | 5 | 35.7% |
| William H. Ziegler School | 1 | 9.1% | 10 | 90.9% | 11 | 100.0% | 0 | 0.0% |
| Learning Network 8 | 382 | 74.0% | 134 | 26.0% | 467 | 90.5% | 49 | 9.5% |
| A. L. Fitzpatrick School | 10 | 90.9% | 1 | 9.1% | 11 | 100.0% | 0 | 0.0% |
| Abraham Lincoln High | 20 | 74.1% | 7 | 25.9% | 25 | 92.6% | 2 | 7.4% |
| Anne Frank School | 17 | 89.5% | 2 | 10.5% | 18 | 94.7% | 1 | 5.3% |
| Arts Academy At Benjamin Rush | 10 | 76.9% | 3 | 23.1% | 13 | 100.0% | 0 | 0.0% |
| Austin Meehan Middle School | 11 | 78.6% | 3 | 21.4% | 9 | 64.3% | 5 | 35.7% |
| Baldi Middle School | 17 | 100.0% | 0 | 0.0% | 17 | 100.0% | 0 | 0.0% |
| Crossan, Kennedy C. School | 1 | 33.3% | 2 | 66.7% | 1 | 33.3% | 2 | 66.7% |
| Edwin Forrest School | 12 | 48.0% | 13 | 52.0% | 22 | 88.0% | 3 | 12.0% |
| Ethan Allen School | 0 | 0.0% | 14 | 100.0% | 13 | 92.9% | 1 | 7.1% |
| Fox Chase School | 6 | 100.0% | 0 | 0.0% | 5 | 83.3% | 1 | 16.7% |
| Gen Harry Labrum Middle School | 3 | 100.0% | 0 | 0.0% | 2 | 66.7% | 1 | 33.3% |
| George Washington High | 30 | 76.9% | 9 | 23.1% | 37 | 94.9% | 2 | 5.1% |
| Gilbert Spruance School | 20 | 74.1% | 7 | 25.9% | 23 | 85.2% | 4 | 14.8% |
| Hamilton Disston School | 4 | 23.5% | 13 | 76.5% | 13 | 76.5% | 4 | 23.5% |
| J. Brown Academics Plus School | 14 | 100.0% | 0 | 0.0% | 14 | 100.0% | 0 | 0.0% |
| J. Hampton Moore School | 15 | 88.2% | 2 | 11.8% | 17 | 100.0% | 0 | 0.0% |
| John Hancock School | 14 | 100.0% | 0 | 0.0% | 13 | 92.9% | 1 | 7.1% |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Joseph Greenberg School | 8 | 66.7% | 4 | 33.3% | 10 | 83.3% | 2 | 16.7% |
| Louis H. Farrell School | 12 | 80.0% | 3 | 20.0% | 14 | 93.3% | 1 | 6.7% |
| Mayfair School | 18 | 90.0% | 2 | 10.0% | 20 | 100.0% | 0 | 0.0% |
| Northeast High School | 23 | 50.0% | 23 | 50.0% | 41 | 89.1% | 5 | 10.9% |
| Rhawnhurst School | 9 | 81.8% | 2 | 18.2% | 9 | 81.8% | 2 | 18.2% |
| Robert B. Pollock School | 6 | 54.5% | 5 | 45.5% | 9 | 81.8% | 2 | 18.2% |
| Solis-Cohen, Solomon School | 21 | 100.0% | 0 | 0.0% | 20 | 95.2% | 1 | 4.8% |
| Stephen Decatur School | 25 | 100.0% | 0 | 0.0% | 25 | 100.0% | 0 | 0.0% |
| Swenson Arts/Tech High School | 12 | 92.3% | 1 | 7.7% | 13 | 100.0% | 0 | 0.0% |
| Thomas Holme School | 6 | 60.0% | 4 | 40.0% | 8 | 80.0% | 2 | 20.0% |
| Watson Comly School | 15 | 93.8% | 1 | 6.3% | 13 | 81.3% | 3 | 18.8% |
| William H. Loesche School | 16 | 88.9% | 2 | 11.1% | 16 | 88.9% | 2 | 11.1% |
| Woodrow Wilson Middle School | 7 | 38.9% | 11 | 61.1% | 16 | 88.9% | 2 | 11.1% |
| Centrally Located/Head Start Pre-K | 24 | 19.8% | 97 | 80.2% | 55 | 45.5% | 66 | 54.5% |

## Appendix B

| Learning Network/School | Number of Formal Observations | Number of Observations Missing a Component Scores | % | Missing 2 of Fewer Component Scores | % | Missing 3 or More Component Scores | % |
|---|---|---|---|---|---|---|---|
| **School District of Philadelphia** | 5,459 | 435 | 8.0% | 283 | 5.2% | 152 | 2.8% |
| **Learning Network 1** | 662 | 42 | 6.3% | 29 | 4.4% | 13 | 2.0% |
| **Academy At Palumbo** | 19 | 1 | 5.3% | 0 | 0.0% | 1 | 5.3% |
| **Arthur, Chester A. School** | 9 | 1 | 11.1% | 0 | 0.0% | 1 | 11.1% |
| **Bartram, John High School** | 4 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| **Bregy, F. Amedee School** | 33 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| **Catharine, Joseph School** | 32 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| **Childs, George W. School** | 35 | 1 | 2.9% | 1 | 2.9% | 0 | 0.0% |
| **Comegys, Benjamin B. School** | 32 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| **Creative And Performing Arts** | 2 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| **Fell, D. Newlin School** | 22 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| **Furness, Horace High School** | 46 | 8 | 17.4% | 7 | 15.2% | 1 | 2.2% |
| **Girard Academic Music Program** | 15 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| **Girard, Stephen School** | 7 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| **Jackson, Andrew School** | 11 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| **Jenks, Abram School** | 10 | 3 | 30.0% | 0 | 0.0% | 3 | 30.0% |
| **Key, Francis Scott School** | 8 | 2 | 25.0% | 1 | 12.5% | 1 | 12.5% |
| **Kirkbride, Eliza B. School** | 2 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| **Longstreth, William C. School** | 12 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| **Mcdaniel, Delaplaine School** | 32 | 5 | 15.6% | 3 | 9.4% | 2 | 6.3% |
| **Meredith, William M. School** | 15 | 2 | 13.3% | 2 | 13.3% | 0 | 0.0% |
| **Mitchell Elementary School** | 17 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| **Morton, Thomas G. School** | 64 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| **Motivation High School** | 6 | 6 | ##### | 6 | ##### | 0 | 0.0% |
| **Nebinger, George W. School** | 25 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| **Patterson, John M. School** | 23 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |

| School | | | | | | | |
|---|---|---|---|---|---|---|---|
| Penrose School | 22 | 1 | 4.5% | 1 | 4.5% | 0 | 0.0% |
| Sharswood, George School | 22 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| South Philadelphia H.S. | 34 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Southwark School | 24 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Stanton, Edwin M. School | 13 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Taggart, John H. School | 19 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Tilden Middle School | 30 | 10 | 33.3% | 7 | 23.3% | 3 | 10.0% |
| Vare-Washington Elementary | 17 | 2 | 11.8% | 1 | 5.9% | 1 | 5.9% |
| Learning Network 2 | 667 | 20 | 3.0% | 15 | 2.2% | 5 | 0.7% |
| Anderson, Add B. School | 21 | 1 | 4.8% | 1 | 4.8% | 0 | 0.0% |
| Barry, John Elementary School | 77 | 3 | 3.9% | 3 | 3.9% | 0 | 0.0% |
| Beeber, Dimner Middle School | 13 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Blankenburg, Rudolph School | 36 | 3 | 8.3% | 3 | 8.3% | 0 | 0.0% |
| Bryant, William C. School | 55 | 1 | 1.8% | 1 | 1.8% | 0 | 0.0% |
| Cassidy,Lewis C Academics Plus | 16 | 1 | 6.3% | 1 | 6.3% | 0 | 0.0% |
| Gompers, Samuel School | 17 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Hamilton, Andrew School | 30 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Harrington, Avery D. School | 30 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Heston, Edward School | 26 | 2 | 7.7% | 2 | 7.7% | 0 | 0.0% |
| High School Of The Future | 27 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Huey, Samuel B. School | 36 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Lamberton,Robert E Elementary | 19 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Lea, Henry C. | 15 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Locke, Alain School | 17 | 3 | 17.6% | 2 | 11.8% | 1 | 5.9% |
| Mc Michael, Morton School | 38 | 1 | 2.6% | 0 | 0.0% | 1 | 2.6% |
| Mya-Middle Years Alternative | 6 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Overbrook Educational Center | 9 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Overbrook Elementary School | 12 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Overbrook High School | 29 | 1 | 3.4% | 0 | 0.0% | 1 | 3.4% |
| Penn Alexander School | 20 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Powel, Samuel School | 13 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Rhoads, James School | 17 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |

| School | | | | | | | |
|---|---|---|---|---|---|---|---|
| Robeson, Paul High School | 5 | 1 | 20.0% | 0 | 0.0% | 1 | 20.0% |
| Sayre, William L. High School | 17 | 1 | 5.9% | 0 | 0.0% | 1 | 5.9% |
| The Workshop School | 10 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Washington, Martha School | 19 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| West Philadelphia High School | 37 | 2 | 5.4% | 2 | 5.4% | 0 | 0.0% |
| Learning Network 3 | 459 | 20 | 4.4% | 18 | 3.9% | 2 | 0.4% |
| Adaire, Alexander School | 25 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Amy 5 At James Martin | 19 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Bache-Martin School | 25 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Constitution High School | 7 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Dunbar, Paul L. School | 12 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Franklin Learning Center | 27 | 5 | 18.5% | 5 | 18.5% | 0 | 0.0% |
| Franklin, Benjamin High School | 25 | 5 | 20.0% | 4 | 16.0% | 1 | 4.0% |
| Greenfield, Albert M. School | 17 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Hackett, Horatio B. School | 22 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Kearny, Gen. Philip School | 1 | 1 | ##### | 1 | ##### | 0 | 0.0% |
| Ludlow, James R. School | 16 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Masterman,Julia R. High School | 21 | 1 | 4.8% | 0 | 0.0% | 1 | 4.8% |
| Mc Call, Gen. George A. School | 28 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Meade, Gen. George G. School | 20 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Moffet, John School | 13 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Morris, Robert School | 40 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Parkway Center City High Schl | 8 | 6 | 75.0% | 6 | 75.0% | 0 | 0.0% |
| Parkway West High School | 6 | 2 | 33.3% | 2 | 33.3% | 0 | 0.0% |
| Parkway-Northwest High School | 9 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Penn Treaty High School | 56 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Science Leadership Academy | 23 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Spring Garden School | 29 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Waring, Laura W. School | 10 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Learning Network 4 | 345 | 41 | #### | 30 | 8.7% | 11 | 3.2% |
| Allen, Dr. Ethel School | 21 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Bethune, Mary Mcleod School | 18 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |

| School | Count | | | | | | |
|---|---|---|---|---|---|---|---|
| Blaine, James G. School | 22 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Crossroads @ Hunting Park | 1 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Dick, William School | 19 | 4 | 21.1% | 4 | 21.1% | 0 | 0.0% |
| Dobbins, Murrell High School | 27 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Duckrey, Tanner School | 18 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Engineering & Science High | 5 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Gideon, Edward School | 10 | 3 | 30.0% | 1 | 10.0% | 2 | 20.0% |
| Kelley, William D. School | 15 | 7 | 46.7% | 6 | 40.0% | 1 | 6.7% |
| Mastbaum, Jules E. High School | 33 | 3 | 9.1% | 2 | 6.1% | 1 | 3.0% |
| Peirce, Thomas M. School | 7 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Pennypack House School | 3 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Phila Juv Justice Svcs Ctr | 5 | 5 | ##### | 5 | ##### | 0 | 0.0% |
| Phila Learning Academy-North | 10 | 1 | 10.0% | 0 | 0.0% | 1 | 10.0% |
| Phila Learning Academy-South | 11 | 7 | 63.6% | 3 | 27.3% | 4 | 36.4% |
| Philadelphia Military Academy | 9 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Randolph Technical High School | 20 | 1 | 5.0% | 1 | 5.0% | 0 | 0.0% |
| Rhodes Elementary School | 17 | 1 | 5.9% | 1 | 5.9% | 0 | 0.0% |
| Steel, Edward School | 19 | 1 | 5.3% | 1 | 5.3% | 0 | 0.0% |
| Strawberry Mansion High School | 32 | 7 | 21.9% | 5 | 15.6% | 2 | 6.3% |
| Wright, Richard R. School | 23 | 1 | 4.3% | 1 | 4.3% | 0 | 0.0% |
| Learning Network 5 | 781 | 80 | #### | 67 | 8.6% | 13 | 1.7% |
| Bodine, William W. High School | 23 | 1 | 4.3% | 1 | 4.3% | 0 | 0.0% |
| Brown, Henry A. School | 40 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Clemente, Roberto Middle Schl | 47 | 7 | 14.9% | 7 | 14.9% | 0 | 0.0% |
| Conwell, Russell Middle School | 17 | 1 | 5.9% | 1 | 5.9% | 0 | 0.0% |
| Cramp, William School | 46 | 34 | 73.9% | 27 | 58.7% | 7 | 15.2% |
| Deburgos, J. Elementary | 36 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Edison, Thomas A. High School | 52 | 2 | 3.8% | 2 | 3.8% | 0 | 0.0% |
| Elkin, Lewis School | 35 | 4 | 11.4% | 4 | 11.4% | 0 | 0.0% |
| Hartranft, John F. School | 36 | 1 | 2.8% | 1 | 2.8% | 0 | 0.0% |
| Hunter, William H. School | 49 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Kensington Business, Finance | 43 | 7 | 16.3% | 3 | 7.0% | 4 | 9.3% |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Kensington Capa | 29 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Kensington Health Sciences | 7 | 4 | 57.1% | 4 | 57.1% | 0 | 0.0% |
| Kensington Urban Education | 16 | 2 | 12.5% | 2 | 12.5% | 0 | 0.0% |
| Mc Clure, Alexander K. School | 30 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Mckinley, William School | 28 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Munoz-Marin, Hon Luis School | 45 | 12 | 26.7% | 12 | 26.7% | 0 | 0.0% |
| Potter-Thomas School | 28 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Richmond School | 20 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Sheppard, Isaac A. School | 5 | 1 | 20.0% | 0 | 0.0% | 1 | 20.0% |
| Sheridan, Philip H. School | 47 | 1 | 2.1% | 1 | 2.1% | 0 | 0.0% |
| Taylor, Bayard School | 24 | 1 | 4.2% | 0 | 0.0% | 1 | 4.2% |
| Webster, John H. School | 33 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Welsh, John School | 25 | 1 | 4.0% | 1 | 4.0% | 0 | 0.0% |
| Willard, Frances E. School | 20 | 1 | 5.0% | 1 | 5.0% | 0 | 0.0% |
| Learning Network 6 | 596 | 36 | 6.0% | 36 | 6.0% | 0 | 0.0% |
| Amy Northwest | 20 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Cook-Wissahickon School | 18 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Day, Anna B. School | 25 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Dobson, James School | 12 | 2 | 16.7% | 2 | 16.7% | 0 | 0.0% |
| Edmonds, Franklin S. School | 21 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Ellwood School | 10 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Emlen, Eleanor C. School | 10 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Fitler Academics Plus | 8 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Henry, Charles W. School | 30 | 5 | 16.7% | 5 | 16.7% | 0 | 0.0% |
| Hill-Freedman High School | 14 | 5 | 35.7% | 5 | 35.7% | 0 | 0.0% |
| Houston, Henry H. School | 18 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Howe, Julia Ward School | 10 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Jenks, John S. School | 9 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Kelly, John B. School | 38 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| King, Martin Luther High Sch. | 56 | 1 | 1.8% | 1 | 1.8% | 0 | 0.0% |
| Lankenau High School | 8 | 1 | 12.5% | 1 | 12.5% | 0 | 0.0% |
| Leeds, Morris E. Middle School | 17 | 4 | 23.5% | 4 | 23.5% | 0 | 0.0% |

| School | Total | N | % | N | % | N | % |
|---|---|---|---|---|---|---|---|
| Lingelbach, Anna L. School | 17 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Logan, James School | 9 | 1 | 11.1% | 1 | 11.1% | 0 | 0.0% |
| Mccloskey, John F. School | 23 | 2 | 8.7% | 2 | 8.7% | 0 | 0.0% |
| Mifflin, Thomas School | 18 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Pennell, Joseph Elementary | 22 | 1 | 4.5% | 1 | 4.5% | 0 | 0.0% |
| Pennypacker, Samuel School | 12 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Prince Hall School | 22 | 1 | 4.5% | 1 | 4.5% | 0 | 0.0% |
| Roosevelt Elementary School | 16 | 1 | 6.3% | 1 | 6.3% | 0 | 0.0% |
| Rowen, William School | 17 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Roxborough High School | 36 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Saul, Walter B. High School | 22 | 7 | 31.8% | 7 | 31.8% | 0 | 0.0% |
| Shawmont School | 23 | 1 | 4.3% | 1 | 4.3% | 0 | 0.0% |
| Wagner, Gen. Louis Middle Sch. | 23 | 4 | 17.4% | 4 | 17.4% | 0 | 0.0% |
| Wister, John School | 12 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Learning Network 7 | 812 | 96 | #### | 28 | 3.4% | 68 | 8.4% |
| Barton School | 31 | 1 | 3.2% | 0 | 0.0% | 1 | 3.2% |
| Bridesburg School | 26 | 8 | 30.8% | 0 | 0.0% | 8 | 30.8% |
| Carnell, Laura H. School | 30 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Central High School | 48 | 5 | 10.4% | 0 | 0.0% | 5 | 10.4% |
| Cooke, Jay Elementary School | 18 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Fels, Samuel High School | 50 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Feltonville Arts & Sciences | 24 | 1 | 4.2% | 1 | 4.2% | 0 | 0.0% |
| Feltonville Intermediate | 20 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Finletter, Thomas K. School | 37 | 8 | 21.6% | 6 | 16.2% | 2 | 5.4% |
| Frankford High School | 47 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Franklin, Benjamin School | 14 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Girls, Phila High School For | 15 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Harding, Warren G. Middle Sch | 51 | 12 | 23.5% | 11 | 21.6% | 1 | 2.0% |
| Hopkinson, Francis School | 30 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Juniata Park Academy | 56 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Lawton, Henry W. School | 12 | 1 | 8.3% | 1 | 8.3% | 0 | 0.0% |
| Lowell, James R. School | 32 | 6 | 18.8% | 6 | 18.8% | 0 | 0.0% |

| School | Total | | % | | % | | % |
|---|---|---|---|---|---|---|---|
| Marshall, John School | 13 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Marshall, Thurgood School | 14 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Morrison, Andrew J. School | 25 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Olney Elementary School | 55 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Stearne, Allen M. School | 85 | 47 | 55.3% | 0 | 0.0% | 47 | 55.3% |
| Sullivan, James J. School | 25 | 2 | 8.0% | 0 | 0.0% | 2 | 8.0% |
| Washington, Grover Jr. Middle | 12 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Widener Memorial School | 30 | 5 | 16.7% | 3 | 10.0% | 2 | 6.7% |
| Ziegler, William H. School | 12 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Learning Network 8 | 1030 | 80 | 7.8% | 40 | 3.9% | 40 | 3.9% |
| Allen, Ethan School | 18 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Arts Academy At Benjamin Rush | 42 | 18 | 42.9% | 1 | 2.4% | 17 | 40.5% |
| Baldi Middle School | 36 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Brown, Joseph H. School | 43 | 14 | 32.6% | 0 | 0.0% | 14 | 32.6% |
| Comly, Watson School | 35 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Crossan, Kennedy C. School | 2 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Decatur, Stephen School | 57 | 1 | 1.8% | 1 | 1.8% | 0 | 0.0% |
| Disston, Hamilton School | 20 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Farrell, Louis H. School | 30 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Fitzpatrick, A. L. School | 23 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Forrest, Edwin School | 35 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Fox Chase School | 12 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Frank, Anne School | 40 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Greenberg, Joseph School | 18 | 3 | 16.7% | 3 | 16.7% | 0 | 0.0% |
| Hancock, John School | 22 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Holme, Thomas School | 20 | 6 | 30.0% | 5 | 25.0% | 1 | 5.0% |
| Labrum,Gen Harry Middle School | 18 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Lincoln, Abraham High School | 59 | 3 | 5.1% | 3 | 5.1% | 0 | 0.0% |
| Loesche, William H. School | 45 | 2 | 4.4% | 0 | 0.0% | 2 | 4.4% |
| Mayfair School | 48 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Meehan, Austin Middle School | 25 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Moore, J. Hampton School | 35 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Northeast High School** | 82 | 2 | 2.4% | 0 | 0.0% | 2 | 2.4% |
| **Pollock, Robert B. School** | 15 | 2 | 13.3% | 2 | 13.3% | 0 | 0.0% |
| **Rhawnhurst School** | 18 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| **Solis-Cohen, Solomon School** | 43 | 2 | 4.7% | 2 | 4.7% | 0 | 0.0% |
| **Spruance, Gilbert School** | 46 | 6 | 13.0% | 6 | 13.0% | 0 | 0.0% |
| **Swenson Arts/Tech High School** | 43 | 8 | 18.6% | 6 | 14.0% | 2 | 4.7% |
| **Washington, George High School** | 70 | 12 | 17.1% | 10 | 14.3% | 2 | 2.9% |
| **Wilson, Woodrow Middle School** | 30 | 1 | 3.3% | 1 | 3.3% | 0 | 0.0% |
| **Centrally Located/Head Start Pre-K** | 107 | 20 | 18.7% | 20 | 18.7% | 0 | 0.0% |

**Appendix C**

| Learning Network/School | School Performance Profile Score | School Progress Report Score | Number of Teachers Rated | Average Teacher Effectiveness Score | Failing | Needs improvement | Proficient | Distinguished |
|---|---|---|---|---|---|---|---|---|
| School District of Philadelphia | -- | -- | 8,529 | 1.88 | 14 | 157 | 8,056 | 302 |
| Learning Network 1 | | | 1,131 | 1.86 | 2 | 15 | 1,083 | 31 |
| Bartram, John High School | 36.4 | 21 | 61 | 1.75 | 0 | 1 | 60 | 0 |
| Tilden Middle School | 45.7 | 24 | 40 | 1.80 | 0 | 3 | 37 | 0 |
| Motivation High School | 75.3 | 61 | 11 | 2.01 | 0 | 0 | 11 | 0 |
| Catharine, Joseph School | 64.4 | 43 | 37 | 1.83 | 0 | 0 | 37 | 0 |
| Comegys, Benjamin B. School | 54.2 | 40 | 30 | 1.75 | 0 | 3 | 27 | 0 |
| Longstreth, William C. School | 56.0 | 42 | 31 | 1.88 | 0 | 0 | 29 | 2 |
| Mitchell Elementary School | 53.4 | 25 | 36 | 1.78 | 0 | 1 | 35 | 0 |
| Morton, Thomas G. School | 54.7 | 33 | 46 | 1.81 | 0 | 1 | 45 | 0 |
| Patterson, John M. School | 56.6 | 37 | 33 | 1.78 | 1 | 0 | 32 | 0 |
| Penrose School | 56.3 | 29 | 46 | 1.78 | 0 | 0 | 46 | 0 |
| South Philadelphia H.S. | 36.5 | 11 | 77 | 1.78 | 0 | 1 | 76 | 0 |
| Creative And Performing Arts | 71.5 | 59 | 36 | 1.95 | 0 | 0 | 34 | 2 |
| Furness, Horace High School | 47.1 | 29 | 44 | 1.81 | 0 | 0 | 44 | 0 |
| Fell, D. Newlin School | 72.5 | 66 | 31 | 2.11 | 0 | 0 | 25 | 6 |
| Bregy, F. Amedee School | 49.7 | 20 | 30 | 1.93 | 0 | 0 | 26 | 4 |
| Childs, George W. School | 60.8 | 40 | 43 | 1.89 | 0 | 1 | 40 | 2 |
| Girard, Stephen School | 52.0 | 28 | 33 | 1.82 | 0 | 0 | 33 | 0 |
| Mcdaniel, Delaplaine School | 46.4 | 13 | 44 | 1.78 | 1 | 0 | 43 | 0 |
| Meredith, William M. School | 71.8 | 47 | 28 | 1.96 | 0 | 1 | 25 | 2 |
| Girard Academic Music Program | 81.4 | 77 | 27 | 2.07 | 0 | 0 | 26 | 1 |
| Stanton, Edwin M. School | 62.1 | 39 | 20 | 1.81 | 0 | 0 | 20 | 0 |
| Arthur, Chester A. School | 63.1 | 51 | 28 | 1.79 | 0 | 1 | 27 | 0 |
| Jackson, Andrew School | 58.5 | 43 | 31 | 1.79 | 0 | 1 | 30 | 0 |
| Jenks, Abram School | 73.7 | 49 | 18 | 2.05 | 0 | 0 | 17 | 1 |
| Key, Francis Scott School | 63.2 | 56 | 32 | 1.85 | 0 | 0 | 32 | 0 |

| School | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Kirkbride, Eliza B. School | 68.6 | 59 | 36 | 1.95 | 0 | 0 | 34 | 2 |
| Nebinger, George W. School | 57.0 | 36 | 27 | 1.82 | 0 | 1 | 26 | 0 |
| Academy At Palumbo | 67.8 | 60 | 38 | 2.03 | 0 | 0 | 30 | 8 |
| Sharswood, George School | 68.7 | 56 | 31 | 2.00 | 0 | 0 | 31 | 0 |
| Southwark School | 59.5 | 56 | 39 | 1.91 | 0 | 0 | 39 | 0 |
| Taggart, John H. School | 51.9 | 31 | 35 | 1.80 | 0 | 0 | 34 | 1 |
| Vare-Washington Elementary | 64.0 | 44 | 32 | 1.84 | 0 | 0 | 32 | 0 |
| Learning Network 2 | | | 903 | 1.84 | 2 | 29 | 843 | 29 |
| West Philadelphia High School | 37.9 | Less than 10 | 52 | 1.86 | 0 | 3 | 45 | 4 |
| High School Of The Future | 48.7 | 32 | 43 | 1.89 | 0 | 0 | 41 | 2 |
| Robeson, Paul High School | 51.2 | 34 | 19 | 1.82 | 0 | 0 | 19 | 0 |
| Sayre, William L. High School | 29.9 | Less than 10 | 36 | 1.74 | 0 | 2 | 34 | 0 |
| Barry, John Elementary School | 53.8 | 32 | 50 | 1.87 | 0 | 0 | 50 | 0 |
| Bryant, William C. School | 51.8 | 26 | 31 | 1.59 | 2 | 7 | 22 | 0 |
| Penn Alexander School | 88.5 | 74 | 35 | 2.16 | 0 | 0 | 32 | 3 |
| Hamilton, Andrew School | 56.8 | 29 | 38 | 1.79 | 0 | 0 | 38 | 0 |
| Harrington, Avery D. School | 63.1 | 43 | 33 | 1.77 | 0 | 1 | 32 | 0 |
| Huey, Samuel B. School | 44.4 | Less than 10 | 36 | 1.72 | 0 | 2 | 34 | 0 |
| Lea, Henry C. | 48.0 | 22 | 43 | 1.72 | 0 | 4 | 39 | 0 |
| Mc Michael, Morton School | 47.5 | 20 | 35 | 1.94 | 0 | 0 | 33 | 2 |
| Powel, Samuel School | 77.9 | 66 | 15 | 1.99 | 0 | 0 | 15 | 0 |
| Rhoads, James School | 56.0 | 36 | 34 | 1.80 | 0 | 0 | 34 | 0 |
| Washington, Martha School | 53.2 | 27 | 36 | 1.80 | 0 | 0 | 36 | 0 |
| Anderson, Add B. School | 47.9 | 14 | 31 | 1.84 | 0 | 0 | 31 | 0 |
| Locke, Alain School | 40.2 | Less than 10 | 33 | 1.73 | 0 | 2 | 31 | 0 |
| Blankenburg, Rudolph School | 52.2 | 20 | 28 | 1.75 | 0 | 2 | 26 | 0 |
| Mya-Middle Years Alternative | 62.3 | 51 | 18 | 1.74 | 0 | 1 | 17 | 0 |
| Overbrook High School | 38.9 | Less than 10 | 56 | 1.84 | 0 | 0 | 53 | 3 |
| Beeber, Dimner Middle School | 48.0 | 17 | 16 | 1.79 | 0 | 1 | 15 | 0 |
| Cassidy,Lewis C Academics Plus | 66.3 | 54 | 33 | 1.96 | 0 | 0 | 30 | 3 |
| Gompers, Samuel School | 55.3 | 28 | 26 | 1.78 | 0 | 0 | 26 | 0 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Heston, Edward School** | 48.5 | 11 | 28 | 1.72 | 0 | 4 | 23 | 1 |
| **Lamberton,Robert E Elementary** | 42.1 | 53 | 35 | 2.01 | 0 | 0 | 28 | 7 |
| **Overbrook Elementary School** | 71.9 | 62 | 20 | 1.95 | 0 | 0 | 20 | 0 |
| **Overbrook Educational Center** | 77.2 | 67 | 36 | 2.05 | 0 | 0 | 34 | 2 |
| **The Workshop School** | -- | -- | 7 | 2.25 | 0 | 0 | 5 | 2 |
| **Learning Network 3** | | | 687 | 1.93 | 1 | 7 | 641 | 38 |
| **Franklin, Benjamin High School** | 36.8 | Less than 10 | 55 | 1.84 | 0 | 1 | 52 | 2 |
| **Masterman,Julia R. High School** | 95.0 | 93 | 59 | 2.24 | 0 | 0 | 47 | 12 |
| **Bache-Martin School** | 49.8 | 23 | 31 | 1.84 | 0 | 0 | 31 | 0 |
| **Franklin Learning Center** | 57.8 | 995 | 39 | 1.80 | 0 | 0 | 39 | 0 |
| **Mc Call, Gen. George A. School** | 83.4 | 78 | 36 | 2.19 | 0 | 0 | 27 | 9 |
| **Morris, Robert School** | 67.7 | 55 | 33 | 1.91 | 0 | 0 | 33 | 0 |
| **Greenfield, Albert M. School** | 73.8 | 51 | 35 | 1.98 | 0 | 1 | 31 | 3 |
| **Waring, Laura W. School** | 58.3 | 35 | 23 | 1.76 | 0 | 1 | 22 | 0 |
| **Science Leadership Academy** | 81.8 | 80 | 34 | 2.15 | 0 | 0 | 27 | 7 |
| **Constitution High School** | 58.6 | 41 | 18 | 1.78 | 0 | 0 | 18 | 0 |
| **Meade, Gen. George G. School** | 53.4 | 36 | 26 | 1.79 | 0 | 0 | 26 | 0 |
| **Parkway-Northwest High School** | 52.8 | 43 | 16 | 1.70 | 0 | 2 | 14 | 0 |
| **Parkway Center City High Schl** | 72.1 | 61 | 26 | 1.94 | 0 | 0 | 25 | 1 |
| **Parkway West High School** | 66.1 | 53 | 15 | 1.87 | 0 | 0 | 15 | 0 |
| **Penn Treaty High School** | 52.4 | -- | 44 | 1.85 | 0 | 1 | 43 | 0 |
| **Adaire, Alexander School** | 67.1 | 51 | 26 | 2.00 | 0 | 0 | 25 | 1 |
| **Dunbar, Paul L. School** | 55.1 | 39 | 22 | 1.76 | 0 | 0 | 22 | 0 |
| **Hackett, Horatio B. School** | 79.7 | 68 | 29 | 2.06 | 0 | 0 | 27 | 2 |
| **Ludlow, James R. School** | 50.9 | 21 | 27 | 1.90 | 0 | 0 | 26 | 1 |
| **Moffet, John School** | 59.7 | 29 | 24 | 1.81 | 0 | 1 | 23 | 0 |
| **Amy** | 64.2 | 36 | 22 | 1.94 | 0 | 0 | 22 | 0 |
| **Kearny, Gen. Philip School** | 58.0 | 33 | 28 | 1.72 | 1 | 0 | 27 | 0 |
| **Spring Garden School** | 53.5 | 20 | 19 | 1.94 | 0 | 0 | 19 | 0 |
| **Learning Network 4** | | | 637 | 1.81 | 1 | 20 | 606 | 10 |
| **Phila Juv Justice Svcs Ctr** | -- | -- | 13 | 1.98 | 0 | 0 | 13 | 0 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Crossroads @ Hunting Park | -- | -- | 11 | 1.96 | 0 | 0 | 11 | 0 |
| Engineering & Science High | 90.9 | 87 | 34 | 2.16 | 0 | 0 | 30 | 4 |
| Dobbins, Murrell High School | 57.2 | 15 | 43 | 1.80 | 0 | 0 | 43 | 0 |
| Strawberry Mansion High School | 34.1 | Less than 10 | 32 | 1.64 | 1 | 4 | 27 | 0 |
| Blaine, James G. School | 49.2 | 19 | 32 | 1.64 | 0 | 7 | 25 | 0 |
| Dick, William School | 57.2 | 40 | 29 | 1.87 | 0 | 0 | 29 | 0 |
| Rhodes Elementary School | 43.2 | -- | 45 | 1.78 | 0 | 1 | 44 | 0 |
| Peirce, Thomas M. School | 56.6 | 37 | 24 | 1.92 | 0 | 0 | 20 | 4 |
| Allen, Dr. Ethel School | 44.9 | Less than 10 | 38 | 1.77 | 0 | 0 | 38 | 0 |
| Duckrey, Tanner School | 55.4 | 35 | 34 | 1.75 | 0 | 1 | 33 | 0 |
| Wright, Richard R. School | 52.8 | 24 | 27 | 1.80 | 0 | 0 | 27 | 0 |
| Gideon, Edward School | 61.5 | 50 | 26 | 1.85 | 0 | 0 | 26 | 0 |
| Kelley, William D. School | 51.8 | 24 | 29 | 1.66 | 0 | 4 | 25 | 0 |
| Philadelphia Military Academy | 61.1 | 45 | 18 | 1.83 | 0 | 0 | 18 | 0 |
| Mastbaum, Jules E. High School | 56.7 | 30 | 46 | 1.84 | 0 | 0 | 46 | 0 |
| Randolph Technical High School | 59.4 | 21 | 38 | 1.73 | 0 | 2 | 36 | 0 |
| Steel, Edward School | 51.0 | 15 | 32 | 1.92 | 0 | 1 | 29 | 2 |
| Bethune, Mary Mcleod School | 46.0 | 13 | 41 | 1.80 | 0 | 0 | 41 | 0 |
| Phila Learning Academy-South | -- | -- | 16 | 1.81 | 0 | 0 | 16 | 0 |
| Phila Learning Academy-North | -- | -- | 19 | 1.76 | 0 | 0 | 19 | 0 |
| Pennypack House School | -- | -- | 10 | 1.91 | 0 | 0 | 10 | 0 |
| Learning Network 5 | | | 1,011 | 1.84 | 3 | 22 | 955 | 31 |
| Edison, Thomas A. High School | 51.7 | 11 | 86 | 1.94 | 0 | 2 | 75 | 9 |
| Bodine, William W. High School | 83.5 | 77 | 26 | 2.09 | 0 | 0 | 23 | 3 |
| Deburgos, J. Elementary | 59.2 | 32 | 56 | 1.84 | 0 | 3 | 52 | 1 |
| Brown, Henry A. School | 52.6 | 29 | 41 | 1.99 | 0 | 0 | 40 | 1 |
| Conwell, Russell Middle School | 74.0 | 68 | 31 | 2.06 | 0 | 0 | 29 | 2 |
| Elkin, Lewis School | 57.7 | 40 | 54 | 1.81 | 0 | 0 | 53 | 1 |
| Hartranft, John F. School | 49.5 | 22 | 38 | 1.71 | 1 | 2 | 35 | 0 |
| Hunter, William H. School | 51.9 | 32 | 37 | 1.85 | 0 | 1 | 36 | 0 |
| Mckinley, William School | 62.3 | 48 | 32 | 1.81 | 0 | 0 | 32 | 0 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Potter-Thomas School | 50.8 | 21 | 42 | 1.82 | 0 | 1 | 41 | 0 |
| Richmond School | 52.6 | 19 | 38 | 1.83 | 0 | 0 | 38 | 0 |
| Sheppard, Isaac A. School | 58.5 | 23 | 19 | 1.78 | 0 | 0 | 19 | 0 |
| Welsh, John School | 61.5 | 52 | 32 | 1.72 | 0 | 3 | 29 | 0 |
| Willard, Frances E. School | 62.7 | 45 | 47 | 1.92 | 0 | 0 | 46 | 1 |
| Cramp, William School | 51.8 | 30 | 40 | 1.81 | 0 | 1 | 39 | 0 |
| Cayuga School | 48.2 | 22 | 29 | 1.76 | 0 | 1 | 28 | 0 |
| Kensington Business, Finance | 39.3 | Less than 10 | 30 | 1.82 | 1 | 1 | 25 | 3 |
| Kensington Capa | 37.5 | 25 | 32 | 1.64 | 0 | 5 | 27 | 0 |
| Sheridan, Philip H. School | 44.9 | Less than 10 | 44 | 1.79 | 1 | 0 | 43 | 0 |
| Kensington Health Sciences | 35.5 | 15 | 22 | 1.73 | 0 | 0 | 22 | 0 |
| Webster, John H. School | 51.8 | 24 | 54 | 1.94 | 0 | 1 | 43 | 10 |
| Kensington Urban Education | 36.7 | 12 | 17 | 1.73 | 0 | 1 | 16 | 0 |
| Munoz-Marin, Hon Luis School | 46.2 | Less than 10 | 52 | 1.79 | 0 | 0 | 52 | 0 |
| Mc Clure, Alexander K. School | 53.9 | 23 | 35 | 1.80 | 0 | 0 | 35 | 0 |
| Taylor, Bayard School | 49.9 | 17 | 38 | 1.82 | 0 | 0 | 38 | 0 |
| Clemente, Roberto Middle Schl | 43.1 | 17 | 39 | 1.82 | 0 | 0 | 39 | 0 |
| Learning Network 6 | | | 888 | 1.92 | 0 | 22 | 795 | 71 |
| Roxborough High School | 45.1 | 23 | 45 | 1.80 | 0 | 2 | 43 | 0 |
| Saul, Walter B. High School | 54.2 | 58 | 32 | 2.16 | 0 | 0 | 26 | 6 |
| King, Martin Luther High Sch. | 38.0 | 10 | 73 | 1.90 | 0 | 0 | 67 | 6 |
| Leeds, Morris E. Middle School | 56.0 | 23 | 23 | 1.78 | 0 | 2 | 21 | 0 |
| Day, Anna B. School | 69.5 | 50 | 29 | 2.01 | 0 | 0 | 27 | 2 |
| Edmonds, Franklin S. School | 56.7 | 40 | 28 | 2.01 | 0 | 0 | 22 | 6 |
| Emlen, Eleanor C. School | 55.7 | 47 | 34 | 1.82 | 0 | 0 | 34 | 0 |
| Fitler Academics Plus | 71.1 | 63 | 17 | 2.10 | 0 | 0 | 13 | 4 |
| Henry, Charles W. School | 68.7 | 50 | 30 | 2.05 | 0 | 1 | 26 | 3 |
| Houston, Henry H. School | 61.0 | 44 | 32 | 1.78 | 0 | 5 | 25 | 2 |
| Jenks, John S. School | 61.7 | 43 | 29 | 1.93 | 0 | 0 | 27 | 2 |
| Logan, James School | 62.3 | 54 | 22 | 1.81 | 0 | 0 | 22 | 0 |
| Mccloskey, John F. School | 68.7 | 62 | 25 | 1.93 | 0 | 0 | 25 | 0 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Mifflin, Thomas School | 63.7 | 39 | 21 | 2.01 | 0 | 0 | 16 | 5 |
| Pennell, Joseph Elementary | 52.9 | 23 | 24 | 1.83 | 0 | 1 | 23 | 0 |
| Pennypacker, Samuel School | 56.7 | 45 | 26 | 1.75 | 0 | 1 | 25 | 0 |
| Roosevelt Elementary School | 40.0 | -- | 41 | 1.86 | 0 | 0 | 39 | 2 |
| Shawmont School | 78.6 | 70 | 28 | 2.19 | 0 | 0 | 20 | 8 |
| Cook-Wissahickon School | 72.3 | 44 | 29 | 2.06 | 0 | 0 | 26 | 3 |
| Wister, John School | 56.0 | 32 | 24 | 1.68 | 0 | 4 | 20 | 0 |
| Lingelbach, Anna L. School | 63.3 | 46 | 27 | 2.17 | 0 | 0 | 16 | 11 |
| Dobson, James School | 76.8 | 64 | 22 | 2.19 | 0 | 0 | 16 | 6 |
| Hill-Freedman High School | 87.2 | 81 | 24 | 1.99 | 0 | 1 | 22 | 1 |
| Kelly, John B. School | 62.8 | 53 | 42 | 1.91 | 0 | 2 | 39 | 1 |
| Amy Northwest | 75.0 | 65 | 14 | 2.12 | 0 | 0 | 13 | 1 |
| Lankenau High School | 51.6 | 46 | 15 | 1.76 | 0 | 0 | 15 | 0 |
| Wagner, Gen. Louis Middle Sch. | 66.9 | 43 | 33 | 1.88 | 0 | 0 | 33 | 0 |
| Ellwood School | 57.3 | 29 | 18 | 1.87 | 0 | 0 | 17 | 1 |
| Howe, Julia Ward School | 59.2 | 50 | 19 | 1.71 | 0 | 3 | 16 | 0 |
| Prince Hall School | 53.4 | 25 | 33 | 1.79 | 0 | 0 | 33 | 0 |
| Rowen, William School | 51.8 | 21 | 29 | 1.87 | 0 | 0 | 28 | 1 |
| Learning Network 7 | | | 1,288 | 1.86 | 4 | 29 | 1,233 | 22 |
| Marshall, Thurgood School | 58.2 | 49 | 50 | 1.87 | 0 | 0 | 48 | 2 |
| Central High School | 101.3 | 96 | 101 | 2.17 | 0 | 1 | 97 | 3 |
| Girls, Phila High School For | 75.8 | 60 | 50 | 1.99 | 0 | 1 | 46 | 3 |
| Widener Memorial School | 37.3 | -- | 31 | 1.97 | 0 | 0 | 26 | 5 |
| Frankford High School | 38.4 | 10 | 86 | 1.73 | 0 | 3 | 83 | 0 |
| Cooke, Jay Elementary School | 51.0 | 24 | 29 | 1.88 | 0 | 0 | 29 | 0 |
| Harding, Warren G. Middle Sch | 47.5 | 18 | 64 | 1.72 | 1 | 6 | 57 | 0 |
| Fels, Samuel High School | 42.2 | 18 | 73 | 1.87 | 0 | 0 | 73 | 0 |
| Juniata Park Academy | 69.4 | 69 | 63 | 1.95 | 0 | 1 | 62 | 0 |
| Barton School | 55.0 | 995 | 50 | 1.89 | 0 | 0 | 50 | 0 |
| Carnell, Laura H. School | 48.4 | 18 | 61 | 1.76 | 0 | 0 | 61 | 0 |
| Finletter, Thomas K. School | 56.2 | 35 | 45 | 1.80 | 2 | 0 | 43 | 0 |

| School | | | | | | | |
|---|---|---|---|---|---|---|---|
| Franklin, Benjamin School | 58.7 | 54 | 52 | 1.80 | 0 | 0 | 52 | 0 |
| Stearne, Allen M. School | 46.2 | 18 | 32 | 1.72 | 0 | 4 | 28 | 0 |
| Hopkinson, Francis School | 57.1 | 37 | 59 | 1.86 | 0 | 1 | 58 | 0 |
| Feltonville Intermediate | 61.4 | 56 | 40 | 1.78 | 0 | 1 | 39 | 0 |
| Lawton, Henry W. School | 60.2 | 46 | 43 | 1.84 | 0 | 1 | 41 | 1 |
| Lowell, James R. School | 58.9 | 29 | 55 | 1.74 | 0 | 6 | 48 | 1 |
| Marshall, John School | 46.0 | 10 | 30 | 1.72 | 1 | 0 | 29 | 0 |
| Washington, Grover Jr. Middle | 59.5 | 53 | 36 | 1.81 | 0 | 1 | 35 | 0 |
| Morrison, Andrew J. School | 60.6 | 51 | 44 | 1.83 | 0 | 0 | 44 | 0 |
| Olney Elementary School | 59.3 | 47 | 52 | 1.82 | 0 | 0 | 52 | 0 |
| Sullivan, James J. School | 49.5 | 22 | 43 | 1.89 | 0 | 0 | 42 | 1 |
| Ziegler, William H. School | 61.1 | 39 | 34 | 1.88 | 0 | 1 | 32 | 1 |
| Bridesburg School | 60.6 | 29 | 28 | 1.84 | 0 | 0 | 28 | 0 |
| Feltonville Arts & Sciences | 53.5 | 36 | 37 | 1.92 | 0 | 2 | 30 | 5 |
| Learning Network 8 | | | 1,597 | 1.92 | 1 | 13 | 1,524 | 59 |
| Lincoln, Abraham High School | 44.4 | 16 | 103 | 1.83 | 0 | 0 | 102 | 1 |
| Northeast High School | 66.3 | 42 | 152 | 1.88 | 1 | 2 | 144 | 5 |
| Washington, George High School | 54.9 | 35 | 99 | 1.90 | 0 | 1 | 95 | 3 |
| Arts Academy At Benjamin Rush | 67.4 | 63 | 29 | 1.93 | 0 | 1 | 27 | 1 |
| Swenson Arts/Tech High School | 61.6 | 41 | 49 | 1.80 | 0 | 0 | 49 | 0 |
| Wilson, Woodrow Middle School | 62.9 | 54 | 64 | 1.84 | 0 | 2 | 60 | 2 |
| Meehan, Austin Middle School | 51.4 | 20 | 37 | 1.91 | 0 | 0 | 36 | 1 |
| Baldi Middle School | 80.3 | 82 | 69 | 2.07 | 0 | 0 | 61 | 8 |
| Hancock, John School | 82.3 | 72 | 33 | 2.17 | 0 | 1 | 24 | 8 |
| Allen, Ethan School | 52.5 | 27 | 49 | 1.84 | 0 | 0 | 48 | 1 |
| Brown, Joseph H. School | 68.1 | 47 | 33 | 1.92 | 0 | 0 | 32 | 1 |
| Crossan, Kennedy C. School | 66.1 | 39 | 19 | 1.87 | 0 | 1 | 18 | 0 |
| Disston, Hamilton School | 58.3 | 40 | 49 | 1.81 | 0 | 0 | 48 | 1 |
| Forrest, Edwin School | 65.6 | 60 | 53 | 1.89 | 0 | 0 | 53 | 0 |
| Fox Chase School | 81.8 | 70 | 26 | 2.06 | 0 | 0 | 25 | 1 |
| Holme, Thomas School | 68.3 | 58 | 32 | 1.87 | 0 | 0 | 32 | 0 |

| School | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Mayfair School | 79.7 | 79 | 57 | 2.00 | 0 | 1 | 55 | 1 |
| Moore, J. Hampton School | 62.0 | 52 | 63 | 1.94 | 0 | 0 | 57 | 6 |
| Labrum,Gen Harry Middle School | 65.0 | 32 | 16 | 1.95 | 0 | 0 | 15 | 1 |
| Solis-Cohen, Solomon School | 65.8 | 62 | 71 | 1.85 | 0 | 0 | 71 | 0 |
| Spruance, Gilbert School | 60.2 | 50 | 74 | 1.82 | 0 | 0 | 74 | 0 |
| Rhawnhurst School | 72.9 | 62 | 31 | 1.88 | 0 | 1 | 30 | 0 |
| Comly, Watson School | 79.5 | 73 | 31 | 2.10 | 0 | 1 | 27 | 3 |
| Farrell, Louis H. School | 71.0 | 55 | 60 | 1.91 | 0 | 0 | 60 | 0 |
| Fitzpatrick, A. L. School | 62.7 | 42 | 47 | 1.90 | 0 | 1 | 43 | 3 |
| Frank, Anne School | 83.1 | 84 | 56 | 2.07 | 0 | 0 | 54 | 2 |
| Pollock, Robert B. School | 70.2 | 54 | 44 | 1.91 | 0 | 1 | 43 | 0 |
| Decatur, Stephen School | 67.3 | 55 | 58 | 1.87 | 0 | 0 | 58 | 0 |
| Greenberg, Joseph School | 83.6 | 81 | 42 | 2.06 | 0 | 0 | 40 | 2 |
| Loesche, William H. School | 75.0 | 69 | 51 | 2.06 | 0 | 0 | 43 | 8 |

## Appendix D

| Learning Network/School | School Performance Profile Score | School Progress Report Score | Number of Teachers Formally Observed | Average Teacher Observation Score | Failing | Needs improvement | Proficient | Distinguished |
|---|---|---|---|---|---|---|---|---|
| School District of Philadelphia | -- | -- | 8,529 | 2.06 | 13 | 107 | 7,793 | 616 |
| Learning Network 1 | | | 1,131 | 2.05 | 1 | 13 | 1,048 | 69 |
| Bartram, John High School | 36.4 | 21 | 61 | 1.97 | 0 | 1 | 60 | 0 |
| Tilden Middle School | 45.7 | 24 | 40 | 2.01 | 0 | 2 | 35 | 3 |
| Motivation High School | 75.3 | 61 | 11 | 2.10 | 0 | 0 | 11 | 0 |
| Catharine, Joseph School | 64.4 | 43 | 37 | 2.00 | 0 | 0 | 37 | 0 |
| Comegys, Benjamin B. School | 54.2 | 40 | 30 | 1.95 | 0 | 3 | 27 | 0 |
| Longstreth, William C. School | 56.0 | 42 | 31 | 2.12 | 0 | 0 | 26 | 5 |
| Mitchell Elementary School | 53.4 | 25 | 36 | 2.00 | 0 | 1 | 34 | 1 |
| Morton, Thomas G. School | 54.7 | 33 | 46 | 2.04 | 0 | 0 | 46 | 0 |
| Patterson, John M. School | 56.6 | 37 | 33 | 2.01 | 1 | 0 | 32 | 0 |
| Penrose School | 56.3 | 29 | 46 | 2.00 | 0 | 0 | 45 | 1 |
| South Philadelphia H.S. | 36.5 | 11 | 77 | 2.01 | 0 | 1 | 74 | 2 |
| Creative And Performing Arts | 71.5 | 59 | 36 | 2.05 | 0 | 0 | 34 | 2 |
| Furness, Horace High School | 47.1 | 29 | 44 | 2.04 | 0 | 0 | 44 | 0 |
| Fell, D. Newlin School | 72.5 | 66 | 31 | 2.20 | 0 | 0 | 25 | 6 |
| Bregy, F. Amedee School | 49.7 | 20 | 30 | 2.19 | 0 | 0 | 24 | 6 |
| Childs, George W. School | 60.8 | 40 | 43 | 2.11 | 0 | 0 | 37 | 6 |
| Girard, Stephen School | 52.0 | 28 | 33 | 2.07 | 0 | 0 | 32 | 1 |
| Mcdaniel, Delaplaine School | 46.4 | 13 | 44 | 2.01 | 0 | 1 | 41 | 2 |
| Meredith, William M. School | 71.8 | 47 | 28 | 2.06 | 0 | 1 | 23 | 4 |
| Girard Academic Music Program | 81.4 | 77 | 27 | 2.11 | 0 | 0 | 24 | 3 |
| Stanton, Edwin M. School | 62.1 | 39 | 20 | 2.00 | 0 | 0 | 20 | 0 |
| Arthur, Chester A. School | 63.1 | 51 | 28 | 1.96 | 0 | 1 | 27 | 0 |
| Jackson, Andrew School | 58.5 | 43 | 31 | 2.02 | 0 | 1 | 28 | 2 |

| School | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Jenks, Abram School | 73.7 | 49 | 18 | 2.13 | 0 | 0 | 14 | 4 |
| Key, Francis Scott School | 63.2 | 56 | 32 | 2.04 | 0 | 0 | 31 | 1 |
| Kirkbride, Eliza B. School | 68.6 | 59 | 36 | 2.06 | 0 | 0 | 34 | 2 |
| Nebinger, George W. School | 57.0 | 36 | 27 | 2.03 | 0 | 1 | 25 | 1 |
| Academy At Palumbo | 67.8 | 60 | 38 | 2.20 | 0 | 0 | 30 | 8 |
| Sharswood, George School | 68.7 | 56 | 31 | 2.11 | 0 | 0 | 28 | 3 |
| Southwark School | 59.5 | 56 | 39 | 2.15 | 0 | 0 | 34 | 5 |
| Taggart, John H. School | 51.9 | 31 | 35 | 2.04 | 0 | 0 | 34 | 1 |
| Vare-Washington Elementary | 64.0 | 44 | 32 | 2.02 | 0 | 0 | 32 | 0 |
| Learning Network 2 | | | 903 | 2.04 | 2 | 15 | 830 | 56 |
| West Philadelphia High School | 37.9 | Less than 10 | 52 | 2.11 | 0 | 2 | 43 | 7 |
| High School Of The Future | 48.7 | 32 | 43 | 2.11 | 0 | 0 | 39 | 4 |
| Robeson, Paul High School | 51.2 | 34 | 19 | 2.07 | 0 | 0 | 18 | 1 |
| Sayre, William L. High School | 29.9 | Less than 10 | 36 | 1.98 | 0 | 2 | 34 | 0 |
| Barry, John Elementary School | 53.8 | 32 | 50 | 2.07 | 0 | 0 | 46 | 4 |
| Bryant, William C. School | 51.8 | 26 | 31 | 1.75 | 2 | 3 | 26 | 0 |
| Penn Alexander School | 88.5 | 74 | 35 | 2.13 | 0 | 0 | 32 | 3 |
| Hamilton, Andrew School | 56.8 | 29 | 38 | 2.02 | 0 | 0 | 38 | 0 |
| Harrington, Avery D. School | 63.1 | 43 | 33 | 1.95 | 0 | 1 | 32 | 0 |
| Huey, Samuel B. School | 44.4 | Less than 10 | 36 | 1.94 | 0 | 0 | 36 | 0 |
| Lea, Henry C. | 48.0 | 22 | 43 | 1.92 | 0 | 2 | 41 | 0 |
| Mc Michael, Morton School | 47.5 | 20 | 35 | 2.14 | 0 | 0 | 31 | 4 |
| Powel, Samuel School | 77.9 | 66 | 15 | 2.00 | 0 | 0 | 15 | 0 |
| Rhoads, James School | 56.0 | 36 | 34 | 2.02 | 0 | 0 | 34 | 0 |
| Washington, Martha School | 53.2 | 27 | 36 | 2.01 | 0 | 0 | 36 | 0 |
| Anderson, Add B. School | 47.9 | 14 | 31 | 2.09 | 0 | 0 | 29 | 2 |
| Locke, Alain School | 40.2 | Less than 10 | 33 | 1.97 | 0 | 2 | 31 | 0 |
| Blankenburg, Rudolph School | 52.2 | 20 | 28 | 1.98 | 0 | 0 | 28 | 0 |
| Mya-Middle Years Alternative | 62.3 | 51 | 18 | 1.92 | 0 | 1 | 17 | 0 |
| Overbrook High School | 38.9 | Less than 10 | 56 | 2.09 | 0 | 0 | 51 | 5 |
| Beeber, Dimner Middle School | 48.0 | 17 | 16 | 2.03 | 0 | 1 | 15 | 0 |

| School | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Cassidy,Lewis C Academics Plus | 66.3 | 54 | 33 | 2.13 | 0 | 0 | 26 | 7 |
| Gompers, Samuel School | 55.3 | 28 | 26 | 2.01 | 0 | 0 | 26 | 0 |
| Heston, Edward School | 48.5 | 11 | 28 | 1.95 | 0 | 1 | 26 | 1 |
| Lamberton,Robert E Elementary | 42.1 | 53 | 35 | 2.30 | 0 | 0 | 24 | 11 |
| Overbrook Elementary School | 71.9 | 62 | 20 | 2.02 | 0 | 0 | 20 | 0 |
| Overbrook Educational Center | 77.2 | 67 | 36 | 2.12 | 0 | 0 | 32 | 4 |
| The Workshop School | -- | -- | 7 | 2.41 | 0 | 0 | 4 | 3 |
| Learning Network 3 | | | 687 | 2.08 | 1 | 5 | 621 | 60 |
| Franklin, Benjamin High School | 36.8 | Less than 10 | 55 | 2.09 | 0 | 1 | 51 | 3 |
| Masterman,Julia R. High School | 95.0 | 93 | 59 | 2.18 | 0 | 0 | 45 | 14 |
| Bache-Martin School | 49.8 | 23 | 31 | 2.07 | 0 | 0 | 30 | 1 |
| Franklin Learning Center | 57.8 | 995 | 39 | 2.02 | 0 | 0 | 38 | 1 |
| Mc Call, Gen. George A. School | 83.4 | 78 | 36 | 2.23 | 0 | 0 | 25 | 11 |
| Morris, Robert School | 67.7 | 55 | 33 | 2.03 | 0 | 0 | 33 | 0 |
| Greenfield, Albert M. School | 73.8 | 51 | 35 | 2.06 | 0 | 1 | 30 | 4 |
| Waring, Laura W. School | 58.3 | 35 | 23 | 1.98 | 0 | 1 | 22 | 0 |
| Science Leadership Academy | 81.8 | 80 | 34 | 2.19 | 0 | 0 | 27 | 7 |
| Constitution High School | 58.6 | 41 | 18 | 2.01 | 0 | 0 | 18 | 0 |
| Meade, Gen. George G. School | 53.4 | 36 | 26 | 2.01 | 0 | 0 | 26 | 0 |
| Parkway-Northwest High School | 52.8 | 43 | 16 | 1.92 | 0 | 2 | 14 | 0 |
| Parkway Center City High Schl | 72.1 | 61 | 26 | 2.04 | 0 | 0 | 25 | 1 |
| Parkway West High School | 66.1 | 53 | 15 | 2.00 | 0 | 0 | 15 | 0 |
| Penn Treaty High School | 52.4 | -- | 44 | 2.08 | 0 | 0 | 41 | 3 |
| Adaire, Alexander School | 67.1 | 51 | 26 | 2.16 | 0 | 0 | 23 | 3 |
| Dunbar, Paul L. School | 55.1 | 39 | 22 | 1.99 | 0 | 0 | 22 | 0 |
| Hackett, Horatio B. School | 79.7 | 68 | 29 | 2.11 | 0 | 0 | 25 | 4 |
| Ludlow, James R. School | 50.9 | 21 | 27 | 2.16 | 0 | 0 | 23 | 4 |
| Moffet, John School | 59.7 | 29 | 24 | 2.02 | 0 | 0 | 24 | 0 |
| Amy | 64.2 | 36 | 22 | 2.12 | 0 | 0 | 20 | 2 |
| Kearny, Gen. Philip School | 58.0 | 33 | 28 | 1.94 | 1 | 0 | 27 | 0 |
| Spring Garden School | 53.5 | 20 | 19 | 2.19 | 0 | 0 | 17 | 2 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Learning Network 4** | | | 637 | 2.01 | 1 | 15 | 598 | 23 |
| **Phila Juv Justice Svcs Ctr** | -- | -- | 13 | 2.02 | 0 | 0 | 13 | 0 |
| **Crossroads @ Hunting Park** | -- | -- | 11 | 2.04 | 0 | 0 | 11 | 0 |
| **Engineering & Science High** | 90.9 | 87 | 34 | 2.10 | 0 | 0 | 30 | 4 |
| **Dobbins, Murrell High School** | 57.2 | 15 | 43 | 2.03 | 0 | 0 | 43 | 0 |
| **Strawberry Mansion High School** | 34.1 | Less than 10 | 32 | 1.82 | 1 | 3 | 28 | 0 |
| **Blaine, James G. School** | 49.2 | 19 | 32 | 1.85 | 0 | 5 | 27 | 0 |
| **Dick, William School** | 57.2 | 40 | 29 | 2.07 | 0 | 0 | 28 | 1 |
| **Rhodes Elementary School** | 43.2 | -- | 45 | 1.99 | 0 | 1 | 44 | 0 |
| **Peirce, Thomas M. School** | 56.6 | 37 | 24 | 2.16 | 0 | 0 | 20 | 4 |
| **Allen, Dr. Ethel School** | 44.9 | Less than 10 | 38 | 2.00 | 0 | 0 | 38 | 0 |
| **Duckrey, Tanner School** | 55.4 | 35 | 34 | 1.97 | 0 | 1 | 33 | 0 |
| **Wright, Richard R. School** | 52.8 | 24 | 27 | 2.00 | 0 | 0 | 27 | 0 |
| **Gideon, Edward School** | 61.5 | 50 | 26 | 2.03 | 0 | 0 | 26 | 0 |
| **Kelley, William D. School** | 51.8 | 24 | 29 | 1.86 | 0 | 3 | 26 | 0 |
| **Philadelphia Military Academy** | 61.1 | 45 | 18 | 2.07 | 0 | 0 | 17 | 1 |
| **Mastbaum, Jules E. High School** | 56.7 | 30 | 46 | 2.08 | 0 | 0 | 43 | 3 |
| **Randolph Technical High School** | 59.4 | 21 | 38 | 1.94 | 0 | 2 | 36 | 0 |
| **Steel, Edward School** | 51.0 | 15 | 32 | 2.18 | 0 | 0 | 26 | 6 |
| **Bethune, Mary Mcleod School** | 46.0 | 13 | 41 | 2.05 | 0 | 0 | 39 | 2 |
| **Phila Learning Academy-South** | -- | -- | 16 | 2.09 | 0 | 0 | 14 | 2 |
| **Phila Learning Academy-North** | -- | -- | 19 | 2.01 | 0 | 0 | 19 | 0 |
| **Pennypack House School** | -- | -- | 10 | 1.95 | 0 | 0 | 10 | 0 |
| **Learning Network 5** | | | 1,011 | 2.06 | 3 | 14 | 919 | 75 |
| **Edison, Thomas A. High School** | 51.7 | 11 | 86 | 2.17 | 0 | 2 | 66 | 18 |
| **Bodine, William W. High School** | 83.5 | 77 | 26 | 2.12 | 0 | 0 | 23 | 3 |
| **Deburgos, J. Elementary** | 59.2 | 32 | 56 | 2.04 | 0 | 2 | 48 | 6 |
| **Brown, Henry A. School** | 52.6 | 29 | 41 | 2.23 | 0 | 0 | 31 | 10 |
| **Conwell, Russell Middle School** | 74.0 | 68 | 31 | 2.13 | 0 | 0 | 27 | 4 |
| **Elkin, Lewis School** | 57.7 | 40 | 54 | 2.04 | 0 | 0 | 52 | 2 |
| **Hartranft, John F. School** | 49.5 | 22 | 38 | 1.92 | 1 | 1 | 36 | 0 |

| School | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Hunter, William H. School | 51.9 | 32 | 37 | 2.06 | 0 | 1 | 32 | 4 |
| Mckinley, William School | 62.3 | 48 | 32 | 2.01 | 0 | 0 | 32 | 0 |
| Potter-Thomas School | 50.8 | 21 | 42 | 2.02 | 0 | 0 | 42 | 0 |
| Richmond School | 52.6 | 19 | 38 | 2.07 | 0 | 0 | 36 | 2 |
| Sheppard, Isaac A. School | 58.5 | 23 | 19 | 2.01 | 0 | 0 | 19 | 0 |
| Welsh, John School | 61.5 | 52 | 32 | 1.90 | 0 | 2 | 30 | 0 |
| Willard, Frances E. School | 62.7 | 45 | 47 | 2.11 | 0 | 0 | 41 | 6 |
| Cramp, William School | 51.8 | 30 | 40 | 2.03 | 0 | 0 | 40 | 0 |
| Cayuga School | 48.2 | 22 | 29 | 1.94 | 0 | 1 | 28 | 0 |
| Kensington Business, Finance | 39.3 | Less than 10 | 30 | 2.06 | 1 | 1 | 24 | 4 |
| Kensington Capa | 37.5 | 25 | 32 | 1.87 | 0 | 4 | 27 | 1 |
| Sheridan, Philip H. School | 44.9 | Less than 10 | 44 | 2.01 | 1 | 0 | 42 | 1 |
| Kensington Health Sciences | 35.5 | 15 | 22 | 1.98 | 0 | 0 | 22 | 0 |
| Webster, John H. School | 51.8 | 24 | 54 | 2.21 | 0 | 0 | 43 | 11 |
| Kensington Urban Education | 36.7 | 12 | 17 | 1.96 | 0 | 0 | 17 | 0 |
| Munoz-Marin, Hon Luis School | 46.2 | Less than 10 | 52 | 2.02 | 0 | 0 | 50 | 2 |
| Mc Clure, Alexander K. School | 53.9 | 23 | 35 | 2.03 | 0 | 0 | 35 | 0 |
| Taylor, Bayard School | 49.9 | 17 | 38 | 2.06 | 0 | 0 | 38 | 0 |
| Clemente, Roberto Middle Schl | 43.1 | 17 | 39 | 2.06 | 0 | 0 | 38 | 1 |
| Learning Network 6 | | | 888 | 2.11 | 0 | 13 | 747 | 128 |
| Roxborough High School | 45.1 | 23 | 45 | 2.04 | 0 | 0 | 43 | 2 |
| Saul, Walter B. High School | 54.2 | 58 | 32 | 2.42 | 0 | 0 | 14 | 18 |
| King, Martin Luther High Sch. | 38.0 | 10 | 73 | 2.15 | 0 | 0 | 60 | 13 |
| Leeds, Morris E. Middle School | 56.0 | 23 | 23 | 2.00 | 0 | 0 | 22 | 1 |
| Day, Anna B. School | 69.5 | 50 | 29 | 2.12 | 0 | 0 | 25 | 4 |
| Edmonds, Franklin S. School | 56.7 | 40 | 28 | 2.29 | 0 | 0 | 19 | 9 |
| Emlen, Eleanor C. School | 55.7 | 47 | 34 | 2.06 | 0 | 0 | 32 | 2 |
| Fitler Academics Plus | 71.1 | 63 | 17 | 2.20 | 0 | 0 | 13 | 4 |
| Henry, Charles W. School | 68.7 | 50 | 30 | 2.17 | 0 | 1 | 20 | 9 |
| Houston, Henry H. School | 61.0 | 44 | 32 | 1.99 | 0 | 4 | 25 | 3 |
| Jenks, John S. School | 61.7 | 43 | 29 | 2.16 | 0 | 0 | 24 | 5 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Logan, James School | 62.3 | 54 | 22 | 2.00 | 0 | 0 | 22 | 0 |
| Mccloskey, John F. School | 68.7 | 62 | 25 | 2.04 | 0 | 0 | 24 | 1 |
| Mifflin, Thomas School | 63.7 | 39 | 21 | 2.23 | 0 | 0 | 16 | 5 |
| Pennell, Joseph Elementary | 52.9 | 23 | 24 | 2.04 | 0 | 1 | 23 | 0 |
| Pennypacker, Samuel School | 56.7 | 45 | 26 | 1.96 | 0 | 1 | 25 | 0 |
| Roosevelt Elementary School | 40.0 | -- | 41 | 2.09 | 0 | 0 | 37 | 4 |
| Shawmont School | 78.6 | 70 | 28 | 2.26 | 0 | 0 | 18 | 10 |
| Cook-Wissahickon School | 72.3 | 44 | 29 | 2.13 | 0 | 0 | 25 | 4 |
| Wister, John School | 56.0 | 32 | 24 | 1.89 | 0 | 3 | 21 | 0 |
| Lingelbach, Anna L. School | 63.3 | 46 | 27 | 2.41 | 0 | 0 | 16 | 11 |
| Dobson, James School | 76.8 | 64 | 22 | 2.27 | 0 | 0 | 16 | 6 |
| Hill-Freedman High School | 87.2 | 81 | 24 | 2.01 | 0 | 1 | 21 | 2 |
| Kelly, John B. School | 62.8 | 53 | 42 | 2.10 | 0 | 1 | 35 | 6 |
| Amy Northwest | 75.0 | 65 | 14 | 2.19 | 0 | 0 | 11 | 3 |
| Lankenau High School | 51.6 | 46 | 15 | 1.98 | 0 | 0 | 15 | 0 |
| Wagner, Gen. Louis Middle Sch. | 66.9 | 43 | 33 | 2.03 | 0 | 0 | 33 | 0 |
| Ellwood School | 57.3 | 29 | 18 | 2.12 | 0 | 0 | 16 | 2 |
| Howe, Julia Ward School | 59.2 | 50 | 19 | 1.91 | 0 | 1 | 18 | 0 |
| Prince Hall School | 53.4 | 25 | 33 | 2.01 | 0 | 0 | 32 | 1 |
| Rowen, William School | 51.8 | 21 | 29 | 2.13 | 0 | 0 | 26 | 3 |
| Learning Network 7 | | | 1,288 | 2.05 | 4 | 21 | 1,185 | 78 |
| Marshall, Thurgood School | 58.2 | 49 | 50 | 2.11 | 0 | 0 | 43 | 7 |
| Central High School | 101.3 | 96 | 101 | 2.07 | 0 | 1 | 97 | 3 |
| Girls, Phila High School For | 75.8 | 60 | 50 | 2.04 | 0 | 1 | 46 | 3 |
| Widener Memorial School | 37.3 | -- | 31 | 2.26 | 0 | 0 | 22 | 9 |
| Frankford High School | 38.4 | 10 | 86 | 1.96 | 0 | 2 | 84 | 0 |
| Cooke, Jay Elementary School | 51.0 | 24 | 29 | 2.08 | 0 | 0 | 27 | 2 |
| Harding, Warren G. Middle Sch | 47.5 | 18 | 64 | 1.93 | 1 | 4 | 58 | 1 |
| Fels, Samuel High School | 42.2 | 18 | 73 | 2.12 | 0 | 0 | 66 | 7 |
| Juniata Park Academy | 69.4 | 69 | 63 | 2.06 | 0 | 1 | 59 | 3 |
| Barton School | 55.0 | 995 | 50 | 2.12 | 0 | 0 | 42 | 8 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Carnell, Laura H. School | 48.4 | 18 | 61 | 2.00 | 0 | 0 | 61 | 0 |
| Finletter, Thomas K. School | 56.2 | 35 | 45 | 2.01 | 2 | 0 | 42 | 1 |
| Franklin, Benjamin School | 58.7 | 54 | 52 | 2.03 | 0 | 0 | 50 | 2 |
| Stearne, Allen M. School | 46.2 | 18 | 32 | 1.93 | 0 | 2 | 30 | 0 |
| Hopkinson, Francis School | 57.1 | 37 | 59 | 2.09 | 0 | 1 | 54 | 4 |
| Feltonville Intermediate | 61.4 | 56 | 40 | 1.96 | 0 | 1 | 39 | 0 |
| Lawton, Henry W. School | 60.2 | 46 | 43 | 2.06 | 0 | 1 | 40 | 2 |
| Lowell, James R. School | 58.9 | 29 | 55 | 1.96 | 0 | 3 | 50 | 2 |
| Marshall, John School | 46.0 | 10 | 30 | 1.94 | 1 | 0 | 29 | 0 |
| Washington, Grover Jr. Middle | 59.5 | 53 | 36 | 2.04 | 0 | 1 | 32 | 3 |
| Morrison, Andrew J. School | 60.6 | 51 | 44 | 2.03 | 0 | 0 | 44 | 0 |
| Olney Elementary School | 59.3 | 47 | 52 | 2.06 | 0 | 0 | 52 | 0 |
| Sullivan, James J. School | 49.5 | 22 | 43 | 2.13 | 0 | 0 | 37 | 6 |
| Ziegler, William H. School | 61.1 | 39 | 34 | 2.10 | 0 | 1 | 28 | 5 |
| Bridesburg School | 60.6 | 29 | 28 | 2.04 | 0 | 0 | 28 | 0 |
| Feltonville Arts & Sciences | 53.5 | 36 | 37 | 2.17 | 0 | 2 | 25 | 10 |
| Learning Network 8 | | | 1,597 | 2.06 | 1 | 11 | 1,476 | 109 |
| Lincoln, Abraham High School | 44.4 | 16 | 103 | 2.08 | 0 | 0 | 96 | 7 |
| Northeast High School | 66.3 | 42 | 152 | 2.03 | 1 | 2 | 141 | 8 |
| Washington, George High School | 54.9 | 35 | 99 | 2.14 | 0 | 1 | 84 | 14 |
| Arts Academy At Benjamin Rush | 67.4 | 63 | 29 | 2.07 | 0 | 1 | 25 | 3 |
| Swenson Arts/Tech High School | 61.6 | 41 | 49 | 2.00 | 0 | 0 | 49 | 0 |
| Wilson, Woodrow Middle School | 62.9 | 54 | 64 | 2.02 | 0 | 1 | 60 | 3 |
| Meehan, Austin Middle School | 51.4 | 20 | 37 | 2.12 | 0 | 0 | 33 | 4 |
| Baldi Middle School | 80.3 | 82 | 69 | 2.12 | 0 | 0 | 58 | 11 |
| Hancock, John School | 82.3 | 72 | 33 | 2.23 | 0 | 1 | 23 | 9 |
| Allen, Ethan School | 52.5 | 27 | 49 | 2.06 | 0 | 0 | 47 | 2 |
| Brown, Joseph H. School | 68.1 | 47 | 33 | 2.03 | 0 | 0 | 32 | 1 |
| Crossan, Kennedy C. School | 66.1 | 39 | 19 | 2.00 | 0 | 1 | 17 | 1 |
| Disston, Hamilton School | 58.3 | 40 | 49 | 2.04 | 0 | 0 | 47 | 2 |
| Forrest, Edwin School | 65.6 | 60 | 53 | 2.03 | 0 | 0 | 53 | 0 |

| School | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Fox Chase School | 81.8 | 70 | 26 | 2.08 | 0 | 0 | 23 | 3 |
| Holme, Thomas School | 68.3 | 58 | 32 | 2.00 | 0 | 0 | 32 | 0 |
| Mayfair School | 79.7 | 79 | 57 | 2.03 | 0 | 1 | 55 | 1 |
| Moore, J. Hampton School | 62.0 | 52 | 63 | 2.15 | 0 | 0 | 52 | 11 |
| Labrum,Gen Harry Middle School | 65.0 | 32 | 16 | 2.12 | 0 | 0 | 13 | 3 |
| Solis-Cohen, Solomon School | 65.8 | 62 | 71 | 2.00 | 0 | 0 | 71 | 0 |
| Spruance, Gilbert School | 60.2 | 50 | 74 | 2.04 | 0 | 0 | 72 | 2 |
| Rhawnhurst School | 72.9 | 62 | 31 | 1.96 | 0 | 1 | 30 | 0 |
| Comly, Watson School | 79.5 | 73 | 31 | 2.16 | 0 | 0 | 27 | 4 |
| Farrell, Louis H. School | 71.0 | 55 | 60 | 1.99 | 0 | 0 | 60 | 0 |
| Fitzpatrick, A. L. School | 62.7 | 42 | 47 | 2.09 | 0 | 1 | 41 | 5 |
| Frank, Anne School | 83.1 | 84 | 56 | 2.10 | 0 | 0 | 53 | 3 |
| Pollock, Robert B. School | 70.2 | 54 | 44 | 2.00 | 0 | 1 | 43 | 0 |
| Decatur, Stephen School | 67.3 | 55 | 58 | 2.00 | 0 | 0 | 58 | 0 |
| Greenberg, Joseph School | 83.6 | 81 | 42 | 2.07 | 0 | 0 | 39 | 3 |
| Loesche, William H. School | 75.0 | 69 | 51 | 2.16 | 0 | 0 | 42 | 9 |

# Appendix E
## *The School District of Philadelphia Modified Danielson Framework*

| THE SCHOOL DISTRICT OF PHILADELPHIA | DOMAIN 1- PLANNING AND PREPARATION |
|---|---|

### 1c SETTING INSTRUCTIONAL OUTCOMES - *Danielson 2013*

| | FAILING - 0 | NEEDS IMPROVEMENT - 1 | PROFICIENT - 2 | DISTINGUISHED - 3 |
|---|---|---|---|---|
| **CRITICAL ATTRIBUTES** | • Outcomes lack rigor.<br>• Outcomes do not represent important learning in the discipline.<br>• Outcomes are not clear or are stated as activities.<br>• Outcomes are not suitable for many students in class. | • Outcomes represent a mixture of low expectations and rigor.<br>• Some outcomes reflect important learning in the discipline.<br>• Outcomes are suitable for most of the class. | • Outcomes represent high expectations and rigor.<br>• Outcomes are related to "big ideas" of the discipline.<br>• Outcomes are written in terms of what students will learn rather than do.<br>• Outcomes represent a range of types; factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication.<br>• Outcomes, differentiated where necessary, are suitable to groups of students in the class. | • The teacher's plans reference curricular framework or blueprints to ensure accurate sequencing.<br>• The teacher connects outcomes to previous and future learning.<br>• Outcomes are differentiated to encourage individual students to take educational risks. |

### 1e DESIGNING COHERENT INSTRUCTION - *Danielson 2013*

| | FAILING - 0 | NEEDS IMPROVEMENT - 1 | PROFICIENT - 2 | DISTINGUISHED - 3 |
|---|---|---|---|---|
| **CRITICAL ATTRIBUTES** | • Learning activities are boring and/or not well aligned to the instructional goals.<br>• Materials are not engaging or do not meet instructional outcomes.<br>• Instructional groups do not support learning.<br>• Lesson plans are not structured or sequenced and are unrealistic in their expectations. | • Learning activities are moderately challenging.<br>• Learning resources are suitable, but there is limited variety.<br>• Instructional groups are random, or they only partially support objectives.<br>• Lesson structure is uneven or may be unrealistic about time expectations. | • Learning activities are matched to instructional outcomes.<br>• Activities provide opportunity for higher-level thinking.<br>• The teacher provides a variety of appropriately challenging material and resources.<br>• Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths.<br>• The plan for the lesson or unit is well structure, with reasonable time allocations. | • Activities permit student choice.<br>• Learning experiences connect to other disciplines.<br>• The teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.<br>• Lesson plans differentiate for individual student needs. |

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### 2b   ESTABLISHING A CULTURE FOR LEARNING - *Danielson 2013*

| | FAILING - 0 | NEEDS IMPROVEMENT - 1 | PROFICIENT - 2 | DISTINGUISHED - 3 |
|---|---|---|---|---|
| **CRITICAL ATTRIBUTES** | • The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors.<br>• The teacher conveys to at least some students that the work is too challenging for them.<br>• Students exhibit little or no pride in their work.<br>• Students use language incorrectly; the teacher does not correct them. | • The teacher's energy for the work is neutral, neither indicating a high level of commitment nor ascribing the need to do the work to external forces.<br>• The teacher conveys high expectations for only some students.<br>• Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an "easy path."<br>• The teacher's primary concern appears to be to complete the task at hand.<br>• The teacher urges, but does not insist, that students use precise language. | • The teacher communicates the importance of the content and the conviction that with hard work all students can master the material.<br>• The teacher demonstrates a high regard for students' abilities.<br>• The teacher conveys an expectation of high levels of student effort.<br>• Students expend good effort to complete work of high quality.<br>• The teacher insists on precise use of language by students. | • The teacher communicates passion for the subject.<br>• The teacher conveys the satisfaction that accompanies a deep understanding of complex content.<br>• Students indicate through their questions and comments a desire to understand content.<br>• Students assist their classmates in understanding the content.<br>• Students take initiative in improving the quality of their work.<br>• Students correct one another in their use of language. |

### 2c   MANAGING CLASSROOM PROCEDURES - *Danielson 2013*

| | FAILING - 0 | NEEDS IMPROVEMENT - 1 | PROFICIENT - 2 | DISTINGUISHED - 3 |
|---|---|---|---|---|
| **CRITICAL ATTRIBUTES** | • Students not working with the teacher are not productively engaged.<br>• Transitions are disorganized, with much loss of instructional time.<br>• There do not appear to be any established procedures for disturbing and collecting materials.<br>• A considerable amount of time is spent off task because of unclear procedures. | • Students not working directly with the teacher are only partially engaged.<br>• Procedures for transitions seem to have been established, but their operation is not smooth.<br>• There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out.<br>• Classroom routines function unevenly. | • Students are productively engaged during small-group or independent work.<br>• Transitions between large- and small-group activities are smooth.<br>• Routines for distributions and collection of materials and supplies work efficiently.<br>• Classroom routines function smoothly. | • With minimal prompting by the teacher, students ensure that their time is used productively.<br>• Students take initiative in distributing and collecting materials efficiently.<br>• Students themselves ensure that transitions and other routines are accomplished smoothly. |

### 2d   MANAGING STUDENT BEHAVIOR - *Danielson 2013*

| | FAILING - 0 | NEEDS IMPROVEMENT - 1 | PROFICIENT - 2 | DISTINGUISHED - 3 |
|---|---|---|---|---|
| **CRITICAL ATTRIBUTES** | • The classroom environment is chaotic, with no standards of conduct evident.<br>• The teacher does not monitor student behavior.<br>• Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response. | • The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success.<br>• The teacher attempts to keep track of student behavior, but with no apparent system.<br>• The teacher's response to student misbehaving is inconsistent: sometimes harsh, other times lenient. | • Standards of conduct appear to have been established and implemented successfully.<br>• Overall, student behavior is generally appropriate.<br>• The teacher frequently monitors student behavior.<br>• The teacher's response to student misbehavior is effective | • Student behavior is entirely appropriate; and student misbehavior is very minor and swiftly handled.<br>• The teacher silently and subtly monitors student behavior.<br>• Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct. |

## 3a COMMUNICATING WITH STUDENTS - *Danielson 2013*

**CRITICAL ATTRIBUTES**

| FAILING - 0 | NEEDS IMPROVEMENT - 1 | PROFICIENT - 2 | DISTINGUISHED - 3 |
|---|---|---|---|
| • At no time during the lesson does the teacher convey to students what they will be learning.<br>• Students indicate through body language or questions that they don't understand the content being presented.<br>• The teacher makes a serious content error that will affect students' understanding of the lesson.<br>• Students indicate through their questions that they are confused about the learning task.<br>• The teacher's communications include errors of vocabulary or usage or imprecise use of academic language.<br>• The teacher's vocabulary is inappropriate to the age or culture of the students. | • The teacher provides little elaboration or explanation about what the students will be learning.<br>• The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.<br>• The teacher makes no serious content errors but may make minor ones.<br>• The teacher's explanations of content are purely procedural, with no indication of how students can think strategically.<br>• The teacher must clarify the learning task so students can complete it.<br>• The teacher's vocabulary and usage are correct but unimaginative.<br>• When the teacher attempts to explain academic vocabulary, it is only partially successful.<br>• The teacher's vocabulary is too advanced, or too juvenile, for students. | • The teacher states clearly, at some point during the lesson, what the students will be learning.<br>• The teacher's explanation of content is clear and invites student participation and thinking.<br>• The teacher makes no content errors.<br>• The teacher describes specific strategies students might use, inviting students to interpret them in the context of what they're learning.<br>• Students engage with the learning task, indicating that they understand what they are to do.<br>• If appropriate, the teacher models the process to be followed in the task.<br>• The teacher's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary.<br>• The teacher's vocabulary is appropriate to students' ages and levels of development. | • If asked, students are able to explain what they are learning and where it fits into the larger curriculum context.<br>• The teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.<br>• The teacher points out possible areas for misunderstanding.<br>• The teacher invites students to explain the content to their classmates.<br>• Students suggest other strategies they might use in approaching a challenge or analysis.<br>• The teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline.<br>• Students use academic language correctly. |

## 3b USING QUESTIONING AND DISCUSSION TECHNIQUES - *Danielson 2013*

**CRITICAL ATTRIBUTES**

| FAILING - 0 | NEEDS IMPROVEMENT - 1 | PROFICIENT - 2 | DISTINGUISHED - 3 |
|---|---|---|---|
| • Questions are rapid-fire and convergent, with a single correct answer.<br>• Questions do not invite student thinking.<br>• All discussion is between the teacher and students; students are not invited to speak directly to one another.<br>• The teacher does not ask students to explain their thinking.<br>• Only a few students dominate the discussion. | • The teacher frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on students quickly.<br>• The teacher invites students to respond directly to one another's class ideas, but few students respond.<br>• The teacher calls on many students, but only a small number actually participate in the discussion.<br>• The teacher asks students to explain their reasoning, but only students attempt to do so. | • The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.<br>• The teacher makes effective use of wait time.<br>• Discussions enable students to talk to one another without ongoing mediation by teacher.<br>• The teacher calls on most students, even those who don't initially volunteer.<br>• Many students actively engage in the discussion.<br>• The teacher asks students to justify their reasoning, and most attempt to do so. | • Students initiate higher-order questions.<br>• The teacher builds on and uses student responses understanding.<br>• Students extend the discussion, enriching it.<br>• Students invite comments from their classmates during a discussion and challenge one another's thinking.<br>• Virtually all students are engaged in the discussion. |

**3c**    ENGAGING STUDENTS IN LEARNING - *Danielson 2013*

| | FAILING - 0 | NEEDS IMPROVEMENT - 1 | PROFICIENT - 2 | DISTINGUISHED - 3 |
|---|---|---|---|---|
| **CRITICAL ATTRIBUTES** | • Few students are intellectually engaged in the lesson.<br>• Learning tasks/activities and materials require only recall or have a single correct response or method.<br>• Instructional materials used are unsuitable to the lesson and/or the students.<br>• The lesson drags or is rushed.<br>• Only one type of instructional group is used (whole group, small groups) when variety would promote more students engagement. | • Some students are intellectually engaged in the lesson.<br>• Learning tasks are a mix of those requiring thinking and those requiring recalls.<br>• Student engagement with the content is largely passive; the learning consists primarily of facts or procedures.<br>• The materials and resources are partially aligned to the lesson objectives.<br>• Few of the material and resources require student thinking or ask students to explain their thinking.<br>• The pacing of the lesson is uneven-suitable in parts but rushed or dragging in others.<br>• The instructional groupings used are partially appropriate to the activities. | • Most students are intellectually engaged in the lesson.<br>• Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.<br>• Students are invited to explain their thinking as part of completing tasks.<br>• Materials and resources support the learning goals and require intellectual engagement, as appropriate.<br>• The pacing of the lesson provides students the time needed to be intellectually engaged.<br>• The teacher uses groupings that are suitable to the lesson activities. | • Virtually all students are intellectually engaged in the lesson.<br>• Lesson activities require high-level student thinking and explanations of their thinking.<br>• Students take initiative to improve the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggestion modifications to the grouping patterns uses, and/or (3) suggestions modifications or additions to the materials being used.<br>• Students have an opportunity for reflection and closure on the lesson to consolidate their understanding. |

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**4a**   REFLECTING ON TEACHING - *Danielson 2013*

| | FAILING - 0 | NEEDS IMPROVEMENT - 1 | PROFICIENT - 2 | DISTINGUISHED - 3 |
|---|---|---|---|---|
| **CRITICAL ATTRIBUTES** | • The teacher considers the lesson but draws incorrect conclusions about its effectiveness.<br>• The Teacher makes no suggestions for improvement. | • The teacher has a general sense of whether or not instructional practices were effective.<br>• The teacher offers general modifications for future instruction. | • The teacher accurately assesses the effectiveness of instructional activities used.<br>• The teacher identifies specific ways in which a lesson might be improved. | • The teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness.<br>• The teacher's suggestions for improvement draw on an extensive repertoire. |

**4c**   COMMUNICATING WITH FAMILIES - *Danielson 2013*

| | FAILING - 0 | NEEDS IMPROVEMENT - 1 | PROFICIENT - 2 | DISTINGUISHED - 3 |
|---|---|---|---|---|
| **CRITICAL ATTRIBUTES** | • Little or no information regarding the instructional program is available to parents.<br>• Families are unaware of their children's progress.<br>• Family engagement activities are lacking.<br>• There is some culturally inappropriate communication. | • School- or district-created materials about the instructional program are sent home.<br>• The teacher sends home infrequent or incomplete information about the instructional program.<br>• The teacher maintains a school-required gradebook but does little else to inform families about student progress.<br>• Some of the teacher's communications are inappropriate to families' cultural norms. | • The teacher regularly makes information about the instructional program available.<br>• The teacher regularly send home information about student progress.<br>• The teacher develops activities designed to engage families successfully and appropriately in their children's learning.<br>• Most of the teacher's communications are appropriate to families' cultural norms. | • Students regularly develop material to inform their families about the instructional program.<br>• Students maintain accurate records about their individual learning progress and frequently share this information with families.<br>• Students contribute to regular and ongoing projects designed to engage families in the learning process.<br>• All of the teacher's communications are highly sensitive to families' cultural norms. |

# Appendix F

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In November 2013, the Office of Research and Evaluation (ORE) surveyed approximately 6,000 educators to gain feedback on the School District of Philadelphia's (SDP) 2012-2013 educator evaluation process. The 2012-2013 school year was the final year in which the teacher evaluation model was based solely on classroom observations. Starting with the 2013-2014 school year and rolled out over the subsequent two years, SDP will implement the Pennsylvania Department of Education's new educator effectiveness system, mandated by Act 82 of 2012. When fully implemented, teachers will be evaluated on a composite measure that incorporates classroom observation data, building level scores as measured by the School Performance Profile, and individual impact on student achievement. The findings from this brief can serve as a baseline to observe changes in perception as SDP implements Pennsylvania's new educator effectiveness system.

## Methods

To gather educator feedback, ORE used a 4-point Likert scale that ranged from "strongly disagree" to "strongly agree." Respondents were asked to indicate their level of agreement with ten statements regarding their 2012-2013 evaluation process. Additionally, educators were asked about what they perceived to be the focus of the feedback received during their 2012-2013 evaluation. Potential responses included whether they felt the feedback focused more on improving their practice, judging their performance, or equally on the two. Educators could also indicate that they received no formal feedback.
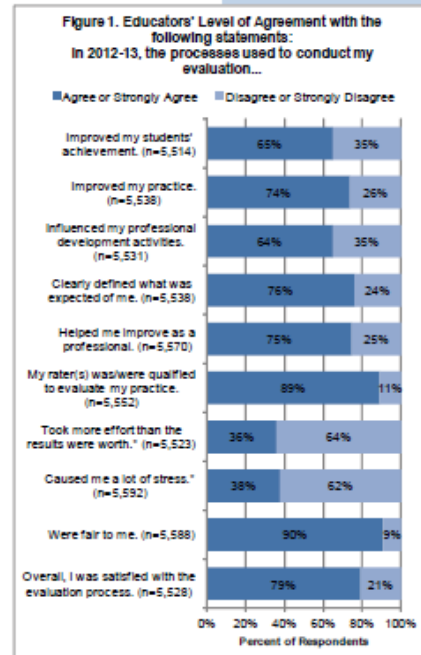
## Findings

Overall, the majority of educators were satisfied with the 2012-2013 evaluation process (Figure 1). The two categories for which there was the highest percentage of positive feedback regarded whether teachers felt the evaluation process was fair to them (90% agreed or strongly agreed) and whether their rater(s) was qualified to evaluate their practice (89% agreed or strongly agreed). The two categories for which there was the lowest percentage of positive feedback regarded whether teachers felt the evaluation process improved their students' achievement (65 percent agreed or strongly agreed) and influenced their professional development activities (64 percent agreed or strongly agreed).

Educators were also asked to indicate whether they perceived the feedback they received from their 2012-2013 evaluation to be more focused on helping them to improve their practice, making a judgment about their performance, or equally focused on both. They could also indicate if they did not receive formal feedback from an evaluator in 2012-2013 (See Figure 2).

As shown in Figure 2, the plurality of respondents (40%) reported the feedback they received from their evaluator in 2012-2013 focused more on helping them improve their practice than making a judgment about their performance. Thirteen percent responded that the feedback focused more on making a judgment about their performance, while 27% reported an equal focus on improving practice and judging performance. Twenty-one percent reported that they did not receive formal feedback from their evaluator in 2012-13.

**Key Findings**

- Overall, the majority of educators surveyed reported positive feedback regarding their 2012-2013 evaluation and were satisfied with the evaluation process. However, this majority did not hold true at the individual school level.
- The plurality of respondents reported the formal feedback they received from their evaluator in 2012-2013 focused more on helping them improve their practice than making a judgment about their performance.
- Educators who felt that their 2012-2013 evaluation was more focused on improving their practice were more likely to report positive perceptions of several aspects of the teacher evaluation process and its goals.



Figure 1. Educators' Level of Agreement with the following statements:
In 2012-13, the processes used to conduct my evaluation...

- Agree or Strongly Agree  ■ Disagree or Strongly Disagree

| Statement | Agree or Strongly Agree | Disagree or Strongly Disagree |
|---|---|---|
| Improved my students' achievement. (n=5,514) | 65% | 35% |
| Improved my practice. (n=5,538) | 74% | 26% |
| Influenced my professional development activities. (n=5,531) | 64% | 35% |
| Clearly defined what was expected of me. (n=5,538) | 76% | 24% |
| Helped me improve as a professional. (n=5,570) | 75% | 25% |
| My rater(s) was/were qualified to evaluate my practice. (n=5,552) | 89% | 11% |
| Took more effort than the results were worth.* (n=5,523) | 36% | 64% |
| Caused me a lot of stress.* (n=5,592) | 38% | 62% |
| Were fair to me. (n=5,588) | 90% | 9% |
| Overall, I was satisfied with the evaluation process. (n=5,528) | 79% | 21% |

Percent of Respondents

# Teachers Provide Feedback on Evaluation System

Results from November 2013 Teacher Evaluation Survey



Figure 2. Overall Perception of the Focus of 2012-2013 Evaluation Feedback

The feedback I received from my evaluator focused... (n=5,340)

- More on helping me improve my practice. (n=2,325) — 40%
- More on making a judgment about my performance. (n=737) — 13%
- Equally on helping me improve my practice and making a judgment about my performance. (n=1,584) — 27%
- I did not receive formal feedback from my evaluator last year. (n=1,220) — 21%



Figure 3. Minimum and Maximum Percentage of Respondents By School Agreeing with the Following Statements:

In 2012-2013, the process used to conduct my evaluation...

| Statement | MIN | MAX |
|---|---|---|
| Improved my students' achievement. | 9% | 97% |
| Improved my practice. | 9% | 100% |
| Influenced my professional development activities. | | 100% |
| Clearly defined what was expected of me. | 17% | 100% |
| Helped me improve as a professional. | 17% | 100% |
| My rater(s) was/were qualified to evaluate my practice. | 33% | 100% |
| Took more effort than the results were worth. | 68% | |
| Caused me a lot of stress. | 7% | 70% |
| Were fair to me. | 42% | |
| Overall, I was satisfied with the evaluation process. | 9% | |



Figure 4. Minimum and Maximum Percent of Respondents Per School Agreeing with the Following Statements:

In 2012-2013, the feedback I received from my evaluator focused...

| Statement | MIN | MAX |
|---|---|---|
| More on helping me improve my practice. | 8% | 83% |
| More on making a judgment about my performance. | | 50% |
| Equally on helping me improve my practice and making a judgment about my performance. | | 53% |
| I did not receive formal feedback from my evaluator last year. | | 67% |



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Interestingly, 35% of respondents who indicated they received no formal feedback in 2012-2013 were in a formal observation period during that time (educators in their 1st, 2nd, or 3rd year, tenured teachers in Peer Assistant and Review (PAR), or those in a formal observation period), while the remaining respondents (65%) were in a professional development plan year which does not require educators to receive a formal observation.

To gain further insight into the range of responses for schools in our sample, ORE found the minimum and maximum percentage of respondents that agreed (agree or strongly agree) for each of the 10 statements in Figure 1. As shown in Figure 3, there is variance across the ten statements when taking into account the minimum and maximum percentage of respondents from the 197 schools included in this analysis. This shows that although the majority of respondents District-wide reported positive feedback regarding their 2012-2013 evaluations, this trend did not hold true for all schools individually. For example, in at least one school, none of the respondents agreed that their evaluation influenced their professional development activities, though at another school or schools, all of the respondents agreed that their evaluation influenced their professional development activities. Similarly, in at least one school, only nine percent of respondents agreed that their 2012-2013 evaluation helped improve their practice, whereas all of the respondents from at least one other school felt that their 2012-2013 evaluation improved their practice (See Figure 3).
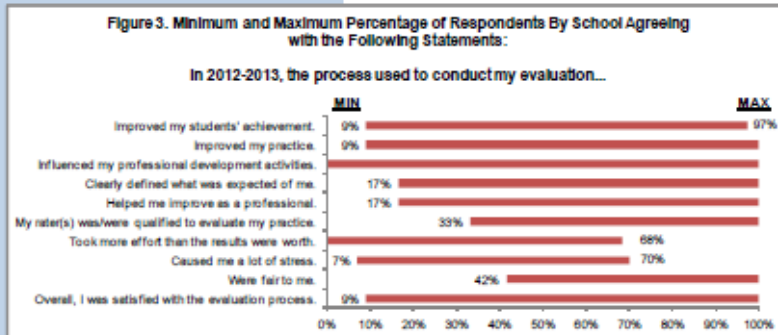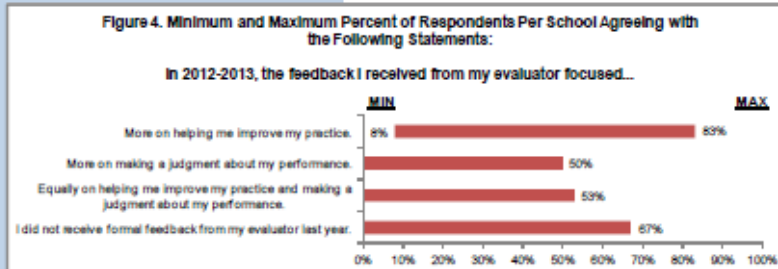
Additionally, ORE found the minimum and maximum response rate for the four categories in Figure 2 based on the 197 schools included in the analysis. These results are shown in Figure 4. In this analysis, at least one school had 83% of its teachers respond that in 2012-2013, their evaluator's feedback was focused more on improving their practice, whereas at another school, only eight percent of teachers felt that way. At one school, 67% of respondents reported that they received no formal feedback in 2012-2013, even though 46% of teachers at that school were in a formal observation year during that time.

Taking these findings into account, an additional analysis was conducted to look into whether any observable difference existed around level of agreement on the questions in Figure 1 dependent on the perceived focus of the 2012-2013 evaluation (Figure 2). The 5,340 respondents were aggregated based on their perception of feedback received during the 2012-2013 evaluation process (Figure 2). For the purpose of this analysis, ORE included the following five statements that focused on the goals of the evaluation process:

In 2012-13, the processes used to conduct my evaluation...
1. Helped me improve as a professional.
2. Clearly defined what was expected of me.
3. Influenced the professional development activities in which I participated.
4. Improved my practice.
5. Improved my students' achievement.

ORE found a significant difference ($p<0.05$) among the four response groups from Figure 2 across the five selected evaluation goals from Figure 1. When looking at differences between groups, the educators who indicated that their evaluation focused more on **helping them improve their practice** were more likely to report positive outcomes across all five evaluation goals associated with their 2012-2013 evaluation than those in the other three response groups. In other words, educators who felt that feedback they received from their evaluator was more focused on helping them to improve their practice were more likely to report that the evaluation process helped them improve as a professional, clearly defined their roles, influenced professional development activities, improved their practice, and improved their students' achievement.

Conversely, the educators who felt their 2012-2013 evaluation focused more on judging their performance were more likely to report negative outcomes across all five evaluation goals than educators who responded that their evaluation focused on improving their practice or was equally balanced. Interestingly, there was no significant difference across four of the five evaluation goals between educators who felt their 2012-2013 evaluation focused more on judging their performance and those who reported that they received no formal feedback. This may suggest that an evaluation focused primarily on judging an educator's performance is just as useful as no formal feedback at all.

Educators who reported their evaluation focused equally on improving their practice and judging their performance were more likely to report positive outcomes across all five evaluation goals than educators who responded that their evaluation focused on judging their performance. This also held true when compared to educators that reported receiving no formal feedback. However, they were less likely to report positive outcomes as compared to those that felt their evaluation focused more on improving their practice.

These findings suggest that the most beneficial feedback may be that which is focused on improving a teacher's practice, followed by feedback that is equally attentive to improving practice and judging performance. Feedback perceived as primarily judging an educator's performance is the least useful, and no more helpful than not having received feedback at all.

## Moving Forward

As shown, the focus of an evaluation can facilitate improved pedagogical practice and student improvement as perceived by the educator. Additionally, in a 2010 survey of 40,000 teachers nationwide, "supportive leadership" was the "top-ranked item" impacting retention (Protheroe, 2011). As reforms aim to keep and grow the best teachers, these survey findings and those of previous research stress the importance of creating a supportive environment by focusing on improving educator practice instead of passing judgment on their performance.

ORE will utilize these findings to inform future work to understand what practices during the 2012-2013 evaluation process led educators to report more positive outcomes across the five evaluation goals. Additionally, we will seek out what aspects of the formal feedback process caused educators to feel that it was a formative versus judgmental process. Furthermore, individual school leaders will be provided with building-level survey results. These findings and those of future research around this issue can help guide the implementation of Pennsylvania's new educator effectiveness model and serve as a baseline to track any changes in teacher perception resulting from the new model.

## Works Cited

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# Appendix G

**Student Learning Objectives Chat N Chew: Feedback from Philadelphia Education Stakeholders**On February 12, 2014, the Educator Effectiveness team assembled over 100 education stakeholders—teachers, administrators, community members, and non-profits—to provide feedback around the proposed SLO policy and processes. Individuals were broken down into 10-12 person groups with responses collected by a facilitator. Additional feedback was garnered from a survey sent out following the meeting. Below, we highlight some of the key findings related to the SLO policy and process.

**SLO Policy**

**District Wide SLO**

| Benefits | Challenges |
|---|---|
| Consistency | Impact on special needs population |
| Saves time | Monitoring consistency |
| Everyone is on the same page | Unrealistic expectations |
| High expectations | Showing growth for special Ed/ELL students |
| | Differentiation |
| | Removes some teacher choice |

**Choice-Based SLO**

| Benefits | Challenges |
|---|---|
| Autonomy | Subjective |
| Creativity in assessments | Admin Heavy – has to be approved |
| Allows for flexibility for diverse students (ELLs, IDEA) | Time constraints |
| | Equity |
| Makes decisions based on direct needs of students. | Still focusing on 1yr so will it become "over focused" |
| Forces teachers to "know" levels of students in beginning of the year | Hard to evaluate teachers fairly |
| Teachers will learn about data, and assessments | |

**SLO Process**

**The District's implementation of the State's SLO requirement is fair.**
49% of respondents agreed that it was fair with 32% disagreeing.

**Staggering the implementation of the two SLOs...**
- *Will allow teachers and principals to better integrate SLOs into their practice.*
- Overall, 59% agreed and 22% strongly agreed with this statement
- *Will provide enough time for teachers and principals to be adequately trained to implement the full process in SY 2015-16.*
- Overall, 53% of respondents agreed and 18% strongly agreed while 23% disagreed.

**It is more appropriate to measure a teacher based on…**
- *None* of the 71 respondents felt that SLOs should be measured based on proficiency.
- 62% felt that teachers should be measured by student growth on SLOs. 38% felt that it should be a combination of proficiency and growth

# Appendix H

**Pearson Educator Development Suite**

The following summary captures the EDS product offerings purchased by DISTRICT as advertised in the proposal submitted by Pearson during the RFP process.

The Pearson EDS supports a flexible, multiple-measures approach to the generation of educator effectiveness ratings and will help the District better measure, manage, mentor, and support their teachers—connecting strategic goals to educational standards and classroom activities to professional development opportunities and recommendations. The modular components of the EDS include:

- **Observation Tools** for capturing observation and perception feedback, whether through desktop or mobile devices.
- **Educator Reporting Tools** that aggregate data from external systems, as well as data gathered from our observation tools. This data is then used to generate educator effectiveness ratings that can be disaggregated into a myriad of reports at the District, building, teacher, grade-level, and subject-level areas to inform and guide professional growth plans.
- **Educator Profiles** that let individual users track their progress in line with educator Frameworks, design their own professional growth plans, and access the District's online library of professional development resources with automated, intelligent PD suggestions based on educator reporting results.
- **Video Library** that contains roughly 2,000 research-driven professional development videos, which are aligned with the teaching standards and present model teachers delivering current and relevant classroom and practices, as well as strategies for implementing many leading instructional programs and curriculum.

# Appendix I

**Preliminary Findings from Principal Diagnostic Observations**

**Analysis of observation data suggests a need for increased inter-rater agreement**

In September 2013 the Office of Educator Effectiveness (OEE) administered a diagnostic observation assessment to DISTRICT principals to assess principals' perceptions of teacher performance. In total, 143 principals completed the assessment, in which they were asked to rate selected components of Domains 2 and 3 of the Danielson Framework for Teaching (FfT). The four point rating scale was coded from 0-3 and included (from low to high): Failing(F), Needs improvement(NI), Proficient(P), and Distinguished(D). All ratings were based on a video of a middle-school math class with a student demographic similar to that of the Chicago metropolitan area.

The results were analyzed to assess inter-rater agreement, or the degree to which evaluators using the same rating scale give the same rating to an identical observable situation. The purpose of the analysis was two-fold: 1) to measure the degree to which principals' ratings matched a suggested rating (an agreed upon standard set by OEE); and 2) to measure the degree to which ratings were consistent across observers.

**Domain 2: Classroom Environment**

Overall, there was substantial variation in scores for observed components of Domain 2 when comparing principal ratings to the suggested rating as well as to each other. (See Figure 1).



**Figure 1. Observation Results
Domain 2: CLASSROOM ENVIRONMENT**
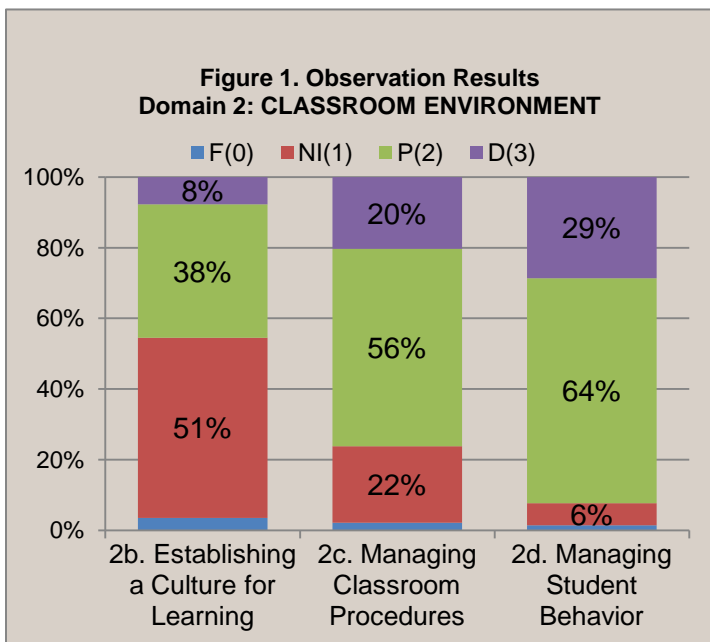
In component 2b, *Establishing a Culture for Learning,* ratings fell outside of the suggested rating more frequently than in other Domain 2 components. About half of principals (51%) gave the suggested rating of Needs improvement, while 46% of principals rated the teacher higher than suggested and 3% rated her lower than suggested. Eighty-nine percent of all ratings fell within the two most common levels (P and NI).

In component 2c, *Managing Classroom Procedures,* 56% of principals rated the teacher Proficient, as suggested. There was substantial variation in the remaining scores, with principals split between a higher rating (20%D) and a lower rating (22% NI, 2% F). In this component, only 78% of ratings fell within the two most common categories (P and NI).

Component 2d, *Managing Student Behavior,* had the largest percent of principals (64%) whose rating matched the suggested rating of Proficient. The remaining scores were mostly higher than suggested (29%), while 7% of scores were lower than suggested. The two most frequent categories (P and D) accounted for 93% of ratings.

**Domain 3: Instruction**

Overall, there was similar variation in scores for the assessed components of Domain 3: Instruction. (See Figure 2).

In component 3a, *Communicating with Students*, the majority of principals selected a rating other than the suggested rating – 51% rated the teacher Proficient, while only 41% rated her Needs improvement, as suggested. Despite the lack of alignment between most principals' scores and the District's suggested score, the two most frequent ratings (P and NI) accounted for 92% of ratings, indicating at least some consistency across principals.



Figure 2. Observation Results Domain 3: INSTRUCTION
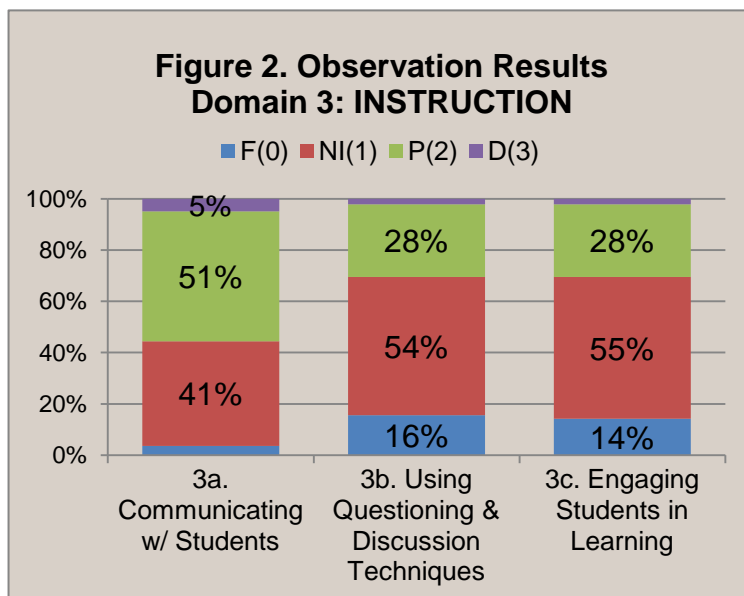
In component 3b, *Using Questioning and Discussion Techniques*, 54% of principals rated the teacher Needs improvement, as suggested.  There was substantial variation in the remaining scores, with 30% of principals rating her higher and 16% of principals rating lower. Only 82% of ratings fell within the two most common categories (P and NI), indicating some lack of consistency across principals.

Component 3c, *Engaging Students in Learning,* was similar to 3b in that the majority of principals (55%) rated the teacher as suggested, but the remaining ratings varied substantially. Only 83% of ratings fell within the two most common categories (P and NI), again indicating a lack of consistency across principals.

**Acceptable Levels of Inter-Rater Agreement**

There are no definitive rules regarding the level of agreement needed to use a set of ratings in a way that yields a reliable evaluation process (Graham, Milanowski & Miller, 2012). One rule of thumb suggested by various experts is that values from 75% to 90% demonstrate an acceptable level of agreement when measuring "absolute agreement", the percent of time that raters agree with the suggested rating (Graham, Milanoski & Miller, 2012). This research also suggests that there should be no ratings more than one level away from the suggested rating. For the Bill and Melinda Gates Foundations' Measuring Effective Teaching (MET) Project, researchers established an observation certification exam

that required at least 50% exact agreement and no more than 25% discrepant scores, or scores more than one level away from the "correct" score (Joe, J., Tocci, C., Holtzman, S., & Williams, J., 2013).

An analysis was conducted on this diagnostic assessment to identify the number of principals who "passed" the diagnostic assessment, based on two different hypothetical "cut scores" derived from the research cited above. The results are shown in Figure 3.

In the first analysis, principals were considered to have "passed" if at least 75% of their ratings on the six assessed components of Domains 2 and 3 matched the suggested rating identified by OEE, and none of their ratings were more than one level away from the suggested rating. In this scenario, 41 of the 139 principals (29%), met this criteria. The other 98 principals (71%) either did not match the suggested score in at least 75% of their ratings, or they had at least one rating that was more than one performance level from the suggested rating, or both.

In the second analysis, principals were considered to have "passed" if at least 50% of their ratings matched OEE's suggested rating, and no more than 25% of their ratings were more than one performance level away from the suggested score. In this scenario, 91 of the 139 principals (65%), met this criteria. The other 48 principals (35%) either did not match the suggested score in at least 50% of their ratings, or more than 25% of their scores were more than 1 performance level from the suggested rating, or both.

**Strategies for Improving Inter-Rater Agreement**

The MET Study's Foundations of Effective Teaching report (2013), identifies institutional observer training as the next critical step after establishing a teacher observation system. According to the report, "the primary goals of observer training are to guide observers' understanding of the dimensions of the instrument and its rubrics and to give them an opportunity to hone their skills in applying the rubrics accurately (Joe, J., 2013, pg. 8)." In order to provide consistent and accurate observation scores that are aligned with the agreed upon standards of practice, all observers must have the same understanding of what constitutes each level of teacher performance defined by the rubric (Joe,J., 2013, pg. 8).

The following options are suggested by the MET Study's *Foundations of Effective Teaching* report for ensuring inter rater agreement:

1) Master-Coded Exemplars: The master-coding process includes producing and providing videos that capture at least one clear benchmark exemplar for each score level of each training dimension covered by the scoring rubric. The collection of exemplar videos should include performance at the high and low boundaries of a score level; should span the range of classroom types, grade levels, teacher experience, and subject matter; and should represent teachers of students of similar diversity as the District. The MET study recommends a pool of 50-75 master-coded videos in order to cover the entire range of scores and class types (pg. 9).

2) Observer Training: "When observers have differential professional knowledge, experience, and preferences that influence their focus, interpretations and judgment, they produce different ratings and value different aspects of teaching (pg. 11)." For observer trainings, where the goal of the training is to

prepare educators to agree on a rating, the report suggests the following content objectives: 1) To learn the instrument and understand how it defines quality teaching; 2) To learn observation skills; 3) To learn how to apply the rubrics and score all dimension accurately; and 4) To learn to minimize the impact of professional biases.

3) Observer Certification: Observer certification provides quality control for the observation data collected, and serves as evidence that each rater has an understanding and ability to rate teachers accurately and consistently according to an agreed upon standard of performance (pg. 17). The District would need to either purchase a certification tool, or design its own, including adopting an appropriate scoring criteria.

# Appendix J

**Table 18. Average Observation Score Given by Rater**

| ID | Number of Observations Conducted | Average Observation Score Given | Observation Score Given (SD) | Lowest Observation Score Given | Highest Observation Score Given |
|---|---|---|---|---|---|
| 1 | 7 | 1.86 | 0.24 | 1.40 | 2.10 |
| 2 | 7 | 1.94 | 0.10 | 1.80 | 2.00 |
| 3 | 7 | 2.03 | 0.08 | 2.00 | 2.20 |
| 4 | 7 | 2.30 | 0.41 | 1.60 | 2.70 |
| 5 | 7 | 2.34 | 0.10 | 2.20 | 2.50 |
| 6 | 7 | 2.37 | 0.37 | 2.00 | 2.80 |
| 7 | 7 | 2.55 | 0.17 | 2.40 | 2.80 |
| 8 | 7 | 2.96 | 0.05 | 2.90 | 3.00 |
| 9 | 8 | 1.93 | 0.43 | 1.40 | 2.60 |
| 10 | 8 | 1.95 | 0.28 | 1.30 | 2.20 |
| 11 | 8 | 2.00 | 0.27 | 1.50 | 2.40 |
| 12 | 8 | 2.09 | 0.35 | 1.60 | 2.80 |
| 13 | 8 | 2.15 | 0.14 | 2.00 | 2.30 |
| 14 | 8 | 2.18 | 0.25 | 1.90 | 2.60 |
| 15 | 8 | 2.21 | 0.27 | 1.90 | 2.75 |
| 16 | 8 | 2.74 | 0.23 | 2.30 | 3.00 |
| 17 | 8 | 2.89 | 0.15 | 2.60 | 3.00 |
| 18 | 9 | 1.66 | 0.56 | 0.70 | 2.30 |
| 19 | 9 | 1.82 | 0.33 | 1.00 | 2.00 |
| 20 | 9 | 1.85 | 0.31 | 1.10 | 2.00 |
| 21 | 9 | 1.98 | 0.15 | 1.80 | 2.30 |
| 22 | 9 | 2.04 | 0.11 | 1.80 | 2.20 |
| 23 | 9 | 2.16 | 0.21 | 1.90 | 2.50 |
| 24 | 9 | 2.34 | 0.80 | 0.40 | 3.00 |
| 25 | 9 | 2.43 | 0.43 | 1.40 | 2.80 |
| 26 | 9 | 2.48 | 0.29 | 2.20 | 3.00 |
| 27 | 9 | 2.51 | 0.49 | 2.00 | 3.00 |
| 28 | 9 | 2.64 | 0.40 | 1.70 | 3.00 |
| 29 | 10 | 1.57 | 0.31 | 1.10 | 2.00 |
| 30 | 10 | 1.99 | 0.24 | 1.40 | 2.30 |
| 31 | 10 | 2.04 | 0.17 | 1.90 | 2.50 |
| 32 | 10 | 2.07 | 0.70 | 0.30 | 2.70 |
| 33 | 10 | 2.10 | 0.53 | 0.80 | 2.80 |
| 34 | 10 | 2.10 | 0.12 | 1.90 | 2.20 |
| 35 | 10 | 2.13 | 0.22 | 1.80 | 2.50 |
| 36 | 10 | 2.13 | 0.12 | 1.90 | 2.30 |

| 37 | 10 | 2.24 | 0.16 | 2.00 | 2.50 |
|----|----|------|------|------|------|
| 38 | 10 | 2.35 | 0.33 | 1.80 | 2.90 |
| 39 | 10 | 2.37 | 0.27 | 2.00 | 2.80 |
| 40 | 10 | 2.43 | 0.31 | 1.80 | 2.70 |
| 41 | 10 | 2.44 | 0.38 | 1.60 | 3.00 |
| 42 | 10 | 2.46 | 0.38 | 1.90 | 3.00 |
| 43 | 10 | 2.59 | 0.23 | 2.10 | 2.80 |
| 44 | 10 | 2.73 | 0.35 | 2.10 | 3.00 |
| 45 | 11 | 2.03 | 0.51 | 1.20 | 2.70 |
| 46 | 11 | 2.03 | 0.35 | 1.30 | 2.50 |
| 47 | 11 | 2.11 | 0.16 | 1.90 | 2.40 |
| 48 | 11 | 2.35 | 0.24 | 1.80 | 2.60 |
| 49 | 11 | 2.40 | 0.45 | 1.30 | 2.90 |
| 50 | 11 | 2.56 | 0.25 | 2.00 | 2.80 |
| 51 | 12 | 1.65 | 0.42 | 0.80 | 2.10 |
| 52 | 12 | 1.90 | 0.17 | 1.40 | 2.00 |
| 53 | 12 | 1.97 | 0.09 | 1.80 | 2.10 |
| 54 | 12 | 2.03 | 0.08 | 1.90 | 2.20 |
| 55 | 12 | 2.07 | 0.08 | 1.90 | 2.20 |
| 56 | 12 | 2.08 | 0.29 | 2.00 | 3.00 |
| 57 | 12 | 2.11 | 0.42 | 1.10 | 2.50 |
| 58 | 12 | 2.13 | 0.25 | 1.60 | 2.40 |
| 59 | 12 | 2.22 | 0.46 | 1.00 | 3.00 |
| 60 | 12 | 2.27 | 0.47 | 1.20 | 2.90 |
| 61 | 12 | 2.34 | 0.34 | 1.60 | 2.80 |
| 62 | 12 | 2.35 | 0.44 | 1.40 | 3.00 |
| 63 | 12 | 2.38 | 0.42 | 1.90 | 3.00 |
| 64 | 12 | 2.39 | 0.14 | 2.20 | 2.70 |
| 65 | 12 | 2.50 | 0.34 | 2.00 | 3.00 |
| 66 | 12 | 2.75 | 0.26 | 2.30 | 3.00 |
| 67 | 13 | 1.62 | 0.70 | 0.30 | 2.50 |
| 68 | 13 | 1.90 | 0.18 | 1.60 | 2.30 |
| 69 | 13 | 2.00 | 0.30 | 1.30 | 2.50 |
| 70 | 13 | 2.01 | 0.16 | 1.80 | 2.40 |
| 71 | 13 | 2.01 | 0.23 | 1.50 | 2.40 |
| 72 | 13 | 2.08 | 0.12 | 2.00 | 2.40 |
| 73 | 13 | 2.12 | 0.41 | 1.20 | 2.70 |
| 74 | 13 | 2.12 | 0.25 | 1.50 | 2.50 |
| 75 | 13 | 2.14 | 0.27 | 1.90 | 2.70 |
| 76 | 13 | 2.19 | 0.41 | 1.70 | 3.00 |
| 77 | 13 | 2.27 | 0.26 | 1.70 | 2.70 |
| 78 | 13 | 2.45 | 0.56 | 0.90 | 3.00 |
| 79 | 13 | 2.45 | 0.36 | 1.90 | 2.90 |

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|---|---|---|---|---|---|
| 80 | 13 | 2.49 | 0.23 | 2.10 | 2.80 |
| 81 | 13 | 2.86 | 0.18 | 2.50 | 3.00 |
| 82 | 13 | 2.91 | 0.28 | 2.00 | 3.00 |
| 83 | 14 | 1.85 | 0.40 | 1.20 | 2.60 |
| 84 | 14 | 1.88 | 0.65 | 0.00 | 2.40 |
| 85 | 14 | 1.96 | 0.15 | 1.60 | 2.20 |
| 86 | 14 | 2.04 | 0.33 | 1.20 | 2.60 |
| 87 | 14 | 2.13 | 0.19 | 1.70 | 2.50 |
| 88 | 14 | 2.22 | 0.31 | 1.80 | 2.80 |
| 89 | 14 | 2.27 | 0.50 | 1.00 | 3.00 |
| 90 | 14 | 2.37 | 0.26 | 1.80 | 2.80 |
| 91 | 14 | 2.40 | 0.37 | 2.00 | 2.90 |
| 92 | 14 | 2.51 | 0.36 | 1.60 | 3.00 |
| 93 | 14 | 2.53 | 0.35 | 2.00 | 3.00 |
| 94 | 15 | 1.55 | 0.45 | 0.50 | 1.90 |
| 95 | 15 | 1.75 | 0.34 | 1.00 | 2.20 |
| 96 | 15 | 1.85 | 0.30 | 0.90 | 2.20 |
| 97 | 15 | 1.92 | 0.36 | 1.40 | 2.90 |
| 98 | 15 | 1.99 | 0.48 | 0.50 | 2.60 |
| 99 | 15 | 2.02 | 0.28 | 1.40 | 2.50 |
| 100 | 15 | 2.19 | 0.19 | 1.80 | 2.50 |
| 101 | 15 | 2.24 | 0.49 | 1.00 | 2.80 |
| 102 | 15 | 2.25 | 0.39 | 2.00 | 3.00 |
| 103 | 15 | 2.40 | 0.19 | 2.10 | 2.70 |
| 104 | 16 | 1.98 | 0.52 | 0.50 | 2.60 |
| 105 | 16 | 2.01 | 0.19 | 1.40 | 2.30 |
| 106 | 16 | 2.24 | 0.35 | 1.90 | 3.00 |
| 107 | 16 | 2.61 | 0.42 | 1.60 | 3.00 |
| 108 | 16 | 2.61 | 0.27 | 2.00 | 3.00 |
| 109 | 16 | 2.91 | 0.19 | 2.40 | 3.00 |
| 110 | 17 | 1.79 | 0.65 | 0.70 | 2.80 |
| 111 | 17 | 1.84 | 0.46 | 0.80 | 2.60 |
| 112 | 17 | 1.97 | 0.40 | 0.50 | 2.30 |
| 113 | 17 | 2.01 | 0.44 | 1.20 | 2.80 |
| 114 | 17 | 2.02 | 0.13 | 1.60 | 2.20 |
| 115 | 17 | 2.04 | 0.37 | 1.20 | 2.70 |
| 116 | 17 | 2.04 | 0.09 | 1.90 | 2.20 |
| 117 | 17 | 2.06 | 0.16 | 1.80 | 2.40 |
| 118 | 17 | 2.12 | 0.32 | 1.10 | 2.70 |
| 119 | 17 | 2.18 | 0.35 | 1.00 | 2.50 |
| 120 | 17 | 2.18 | 0.15 | 2.00 | 2.50 |
| 121 | 17 | 2.22 | 0.21 | 1.70 | 2.60 |
| 122 | 17 | 2.26 | 0.36 | 1.50 | 2.90 |

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|---|---|---|---|---|---|
| **123** | 17 | 2.38 | 0.31 | 1.90 | 3.00 |
| **124** | 17 | 2.42 | 0.47 | 1.10 | 3.00 |
| **125** | 17 | 2.42 | 0.24 | 2.00 | 2.90 |
| **126** | 17 | 2.84 | 0.12 | 2.70 | 3.00 |
| **127** | 17 | 3.00 | 0.00 | 3.00 | 3.00 |
| **128** | 18 | 1.84 | 0.78 | 0.00 | 2.90 |
| **129** | 18 | 1.86 | 0.35 | 0.50 | 2.10 |
| **130** | 18 | 1.89 | 0.27 | 1.00 | 2.00 |
| **131** | 18 | 1.91 | 0.29 | 1.10 | 2.40 |
| **132** | 18 | 2.05 | 0.25 | 1.80 | 3.00 |
| **133** | 18 | 2.06 | 0.60 | 1.00 | 2.90 |
| **134** | 18 | 2.23 | 0.22 | 2.00 | 2.60 |
| **135** | 18 | 2.24 | 0.29 | 1.85 | 2.90 |
| **136** | 18 | 2.24 | 0.38 | 1.20 | 2.90 |
| **137** | 18 | 2.25 | 0.44 | 1.80 | 3.00 |
| **138** | 18 | 2.26 | 0.38 | 1.60 | 2.90 |
| **139** | 18 | 2.32 | 0.14 | 2.20 | 2.60 |
| **140** | 18 | 2.48 | 0.29 | 1.90 | 3.00 |
| **141** | 18 | 2.60 | 0.51 | 1.30 | 3.00 |
| **142** | 18 | 2.80 | 0.25 | 2.00 | 3.00 |
| **143** | 19 | 2.06 | 0.11 | 1.80 | 2.20 |
| **144** | 19 | 2.08 | 0.23 | 2.00 | 3.00 |
| **145** | 19 | 2.16 | 0.44 | 1.30 | 3.00 |
| **146** | 19 | 2.24 | 0.29 | 1.50 | 2.60 |
| **147** | 19 | 2.26 | 0.28 | 1.80 | 2.80 |
| **148** | 19 | 2.56 | 0.38 | 1.60 | 3.00 |
| **149** | 19 | 2.83 | 0.24 | 2.10 | 3.00 |
| **150** | 20 | 1.85 | 0.36 | 1.00 | 2.40 |
| **151** | 20 | 1.88 | 0.43 | 0.90 | 2.60 |
| **152** | 20 | 1.90 | 0.24 | 1.10 | 2.20 |
| **153** | 20 | 1.99 | 0.08 | 1.70 | 2.10 |
| **154** | 20 | 2.01 | 0.25 | 1.50 | 2.60 |
| **155** | 20 | 2.02 | 0.14 | 1.90 | 2.40 |
| **156** | 20 | 2.27 | 0.18 | 2.00 | 2.70 |
| **157** | 20 | 2.33 | 0.28 | 1.90 | 2.80 |
| **158** | 20 | 2.46 | 0.59 | 1.10 | 3.00 |
| **159** | 20 | 2.50 | 0.24 | 2.10 | 3.00 |
| **160** | 20 | 2.56 | 0.64 | 1.30 | 3.00 |
| **161** | 20 | 2.69 | 0.30 | 2.20 | 3.00 |
| **162** | 20 | 2.73 | 0.31 | 2.00 | 3.00 |
| **163** | 21 | 1.94 | 0.20 | 1.40 | 2.30 |
| **164** | 21 | 1.99 | 0.16 | 1.60 | 2.50 |
| **165** | 21 | 1.99 | 0.13 | 1.70 | 2.40 |

| 166 | 21 | 2.18 | 0.27 | 1.70 | 2.80 |
| 167 | 21 | 2.23 | 0.32 | 2.00 | 3.00 |
| 168 | 21 | 2.24 | 0.26 | 1.90 | 2.80 |
| 169 | 21 | 2.31 | 0.23 | 2.00 | 2.80 |
| 170 | 21 | 2.50 | 0.26 | 1.80 | 2.90 |
| 171 | 21 | 2.79 | 0.37 | 1.50 | 3.00 |
| 172 | 22 | 1.64 | 0.51 | 0.50 | 2.70 |
| 173 | 22 | 2.01 | 0.06 | 1.90 | 2.20 |
| 174 | 22 | 2.03 | 0.11 | 1.90 | 2.40 |
| 175 | 22 | 2.10 | 0.26 | 1.60 | 2.60 |
| 176 | 22 | 2.14 | 0.31 | 1.30 | 2.70 |
| 177 | 22 | 2.28 | 0.40 | 1.40 | 3.00 |
| 178 | 22 | 2.32 | 0.29 | 1.90 | 2.80 |
| 179 | 22 | 2.33 | 0.29 | 1.80 | 2.80 |
| 180 | 22 | 2.38 | 0.59 | 1.10 | 3.00 |
| 181 | 22 | 2.65 | 0.53 | 1.00 | 3.00 |
| 182 | 22 | 2.76 | 0.12 | 2.60 | 3.00 |
| 183 | 23 | 2.02 | 0.53 | 0.10 | 2.50 |
| 184 | 23 | 2.06 | 0.19 | 1.80 | 2.60 |
| 185 | 23 | 2.09 | 0.18 | 1.80 | 2.70 |
| 186 | 23 | 2.11 | 0.27 | 1.70 | 2.60 |
| 187 | 23 | 2.18 | 0.40 | 1.50 | 2.90 |
| 188 | 23 | 2.27 | 0.32 | 1.50 | 2.90 |
| 189 | 23 | 2.29 | 0.23 | 1.70 | 2.70 |
| 190 | 23 | 2.56 | 0.50 | 1.10 | 3.00 |
| 191 | 23 | 2.65 | 0.27 | 1.90 | 3.00 |
| 192 | 24 | 1.97 | 0.76 | 0.40 | 3.00 |
| 193 | 24 | 2.05 | 0.17 | 1.80 | 2.40 |
| 194 | 24 | 2.15 | 0.17 | 1.90 | 2.50 |
| 195 | 24 | 2.18 | 0.16 | 2.00 | 2.50 |
| 196 | 24 | 2.38 | 0.62 | 0.60 | 3.00 |
| 197 | 24 | 2.49 | 0.31 | 2.00 | 3.00 |
| 198 | 24 | 2.52 | 0.38 | 1.80 | 3.00 |
| 199 | 25 | 1.54 | 0.60 | 0.40 | 2.40 |
| 200 | 25 | 1.72 | 0.46 | 0.70 | 2.20 |
| 201 | 25 | 2.06 | 0.24 | 1.50 | 2.70 |
| 202 | 25 | 2.08 | 0.08 | 2.00 | 2.30 |
| 203 | 25 | 2.10 | 0.17 | 1.80 | 2.40 |
| 204 | 25 | 2.16 | 0.36 | 1.10 | 2.70 |
| 205 | 25 | 2.33 | 0.35 | 1.60 | 2.80 |
| 206 | 25 | 2.36 | 0.28 | 1.70 | 2.90 |
| 207 | 25 | 2.41 | 0.32 | 1.90 | 3.00 |
| 208 | 25 | 2.47 | 0.47 | 1.60 | 3.00 |

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|---|---|---|---|---|---|
| 209 | 26 | 1.86 | 0.57 | 0.60 | 2.70 |
| 210 | 26 | 1.88 | 0.41 | 1.10 | 3.00 |
| 211 | 26 | 2.13 | 0.13 | 2.00 | 2.40 |
| 212 | 27 | 2.12 | 0.16 | 1.90 | 2.50 |
| 213 | 27 | 2.44 | 0.43 | 1.30 | 3.00 |
| 214 | 28 | 2.01 | 0.19 | 1.70 | 2.80 |
| 215 | 28 | 2.09 | 0.26 | 1.50 | 2.60 |
| 216 | 28 | 2.64 | 0.25 | 2.00 | 3.00 |
| 217 | 29 | 1.86 | 0.48 | 0.50 | 3.00 |
| 218 | 29 | 2.10 | 0.18 | 1.90 | 2.50 |
| 219 | 29 | 2.22 | 0.41 | 1.10 | 2.90 |
| 220 | 29 | 2.58 | 0.52 | 1.20 | 3.00 |
| 221 | 30 | 1.92 | 0.36 | 0.00 | 2.10 |
| 222 | 30 | 1.92 | 0.23 | 1.00 | 2.10 |
| 223 | 30 | 1.93 | 0.42 | 1.30 | 2.60 |
| 224 | 30 | 1.96 | 0.11 | 1.70 | 2.20 |
| 225 | 30 | 2.06 | 0.21 | 1.70 | 2.60 |
| 226 | 30 | 2.14 | 0.27 | 1.50 | 2.90 |
| 227 | 30 | 2.34 | 0.52 | 1.00 | 3.00 |
| 228 | 31 | 2.37 | 0.30 | 1.50 | 2.80 |
| 229 | 32 | 1.53 | 0.52 | 0.30 | 2.00 |
| 230 | 32 | 1.78 | 0.50 | 0.40 | 2.50 |
| 231 | 32 | 1.90 | 0.24 | 1.20 | 2.30 |
| 232 | 32 | 1.99 | 0.03 | 1.90 | 2.00 |
| 233 | 32 | 2.30 | 0.27 | 1.70 | 2.90 |
| 234 | 33 | 2.02 | 0.24 | 1.60 | 2.70 |
| 235 | 33 | 2.11 | 0.23 | 1.20 | 2.60 |
| 236 | 33 | 2.23 | 0.43 | 1.30 | 3.00 |
| 237 | 33 | 2.47 | 0.35 | 1.90 | 3.00 |
| 238 | 34 | 1.99 | 0.54 | 0.30 | 2.90 |
| 239 | 35 | 2.24 | 0.44 | 1.50 | 3.00 |
| 240 | 35 | 2.30 | 0.38 | 1.50 | 2.90 |
| 241 | 36 | 1.80 | 0.56 | 0.00 | 2.50 |
| 242 | 36 | 1.83 | 0.23 | 0.90 | 2.00 |
| 243 | 36 | 1.91 | 0.35 | 0.40 | 2.30 |
| 244 | 37 | 2.01 | 0.18 | 1.60 | 2.40 |
| 245 | 37 | 2.08 | 0.54 | 0.00 | 2.70 |
| 246 | 38 | 2.08 | 0.16 | 1.90 | 2.50 |
| 247 | 38 | 2.21 | 0.44 | 0.90 | 3.00 |
| 248 | 38 | 2.31 | 0.37 | 1.80 | 3.00 |
| 249 | 38 | 2.39 | 0.22 | 2.10 | 2.90 |
| 250 | 40 | 2.04 | 0.20 | 1.70 | 2.60 |
| 251 | 40 | 2.32 | 0.25 | 2.00 | 3.00 |

| 252 | 40 | 2.60 | 0.26 | 1.80 | 2.90 |
|-----|----|------|------|------|------|
| 253 | 42 | 2.12 | 0.46 | 1.00 | 2.90 |
| 254 | 43 | 2.00 | 0.26 | 1.30 | 2.60 |
| 255 | 43 | 2.07 | 0.23 | 1.80 | 3.00 |
| 256 | 43 | 2.19 | 0.63 | 0.20 | 3.00 |
| 257 | 44 | 1.98 | 0.28 | 1.20 | 2.60 |
| 258 | 45 | 2.38 | 0.47 | 1.40 | 3.00 |
| 259 | 46 | 2.15 | 0.23 | 1.70 | 2.60 |
| 260 | 47 | 2.17 | 0.29 | 1.50 | 2.90 |
| 261 | 49 | 2.12 | 0.36 | 1.40 | 2.80 |
| 262 | 51 | 2.02 | 0.28 | 1.40 | 2.70 |
| 263 | 55 | 1.74 | 0.55 | 0.00 | 2.50 |
| 264 | 56 | 2.12 | 0.38 | 0.60 | 2.70 |
| 265 | 85 | 1.83 | 0.43 | 0.20 | 2.40 |

# Appendix K

| Request | Cost *Includes remainder of this year and all of 2014-15* | Description *For each position our intent is to either (1) hire directly to be employed by the School District of Philadelphia, or (2) subcontract in order to ensure flexibility and timeliness* | Student Achievement | Performance Measures | Educator Effectiveness |
|---------|------|-------------|---------------------|----------------------|------------------------|
| **Observation and Feedback Coaches program**<br><br>Director<br><br><br>13 Coaches *or as many as is affordable*<br><br>Data Analyst | <br><br><br><br>$143,750<br><br><br>$1,625,000<br><br><br><br>$78,836 | This program will achieve three effectiveness goals<br>1. Work in classrooms alongside principals to build their capacity to accurately observe and rate instruction using the Danielson framework.<br>2. Work in classrooms to model high-impact feedback for teachers, and build principal capacity in providing such quality feedback.<br>3. Work in classrooms to create inter-rater reliability across the district thus ensuring accurate ratings regardless of observer.<br>This program is designed with the following constraints in mind:<br>• According to provisions in Act 82, we are only using 10 of the 22 Danielson components this year and next, and will add more thereafter based on trends in our Effectiveness data. It is too soon to require certification for principals across all 22 components as is required by Teachscape. (Observation & Feedback Coaches will indeed attain the full Teachscape certification).<br>• We have had so many required online learning components and we rarely have success in implementation. (This is the rationale for us embedding the online SAS PD modules as the prerequisite to a live-PD experience).<br>• We are unable to pull principals for PD because given our financial crisis we needed to layoff nearly all Assistant Principals, as well as a number of secretaries, guidance counselors, and support staff. We cannot leave schools without leadership. Thus, for PD, we need to go out to the schools and use an embedded coaching model.<br>• Currently, on the ten Danielson components, we have an inter-rater reliability rate of only 25% of principals agreeing with normed ratings 75% of the time. Within one year we seek to get to a rate of 75% of principals agreeing 75% of the time.<br>The program will operate as follows:<br>• Modeled after DC's "Master Educators" program, our Observation and Feedback Coaches program is intended to address two immediate challenges to successful implementation of the new framework and observation/evaluation system:<br>  a. Our school leaders need to consistently demonstrate expertise in instructional practice and providing actionable feedback.<br>  b. We need to ensure inter-rater reliability in using the Danielson 2013 tool and the Highly Effective Instructional Practices.<br>• Most districts address these issues by making a significant investment in professional development workshops, usually a full day per month for all principals. However, such a model does not meet our time or capacity constraints. The OFC program will therefore provide principals with on-the-job supports in order to meet these two immediate needs outlined above. | This impacts student achievement:<br>-because research shows that behavioral change of teachers is most dramatically impacted by an observation feedback cycle; improvement in instruction will directly link to increased student outcomes.<br>-in that the SAS PD modules will provide clarity on the expectations within each of the Danielson components and how they are applied to instruction.<br>-because in-person and job-embedded PD will bring teachers together to engage in conversations, scenarios, and activities relative to improving instruction in their identified components of struggle. | This ensures the RTTT performance measures will be met:<br>-because OFCs will engage in Teachscape online tool for inter-rater reliability certification and transfer this learning to principals via job-embedded PD, co-observations, and coaching.<br>-by OFCs engaging in SAS PD modules relative to Philadelphia's 10 Danielson components.<br>-by OFCs training 75% of principals on specialists instrument<br>-by OFCs support in training principals to deliver PD to 75% of specialists on their own instruments. | This will have a district-wide impact on Educator Effectiveness:<br>-through the use of a co-observation and coaching model to ensure effective instruction in each classroom, supported by a well-equipped principal in each school.<br>-by ensuring compliance to all requirements of Act 82.<br>-by honing the skills of observation using the Danielson framework.<br>-by ensuring accurate messaging of the various slices of the pie to teachers.<br>-to facilitate afterschool PD for teachers.<br>-by modeling actionable feedback and building principal capacity to lead feedback conversations.<br>-and improve the rate of inter-rater reliability on the current 10 components used in Philadelphia. |

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| | | The program will also provide supplemental professional development in workshops after school, and also supporting assistant superintendents during their monthly meetings.<br>• Observation and Feedback Coaches go through intensive training over the summer, resulting in "certification" to support principals. Thereafter, coaches must maintain their certification via monthly assessment and bi-weekly PD, led by the Director.<br>• The process is as follows, in four quarterly coaching cycles:<br>  a. Each cycle begins with co-observations alongside each principal. The goal is to have multiple co-observations, each with a different coach, in order to cross-pollinate<br>  b. The data analyst processes the co-observation ratings and identifies which principals are outliers, whether inflating scores or rating too harshly<br>  c. Coaches are assigned to principals based on the data<br>  d. Coach and principal collaboratively conducts informal observations of teachers; ratings are immediately compared and discussed, with the objective of having the principal rethink the alignment of their evidence to the ratings<br>  e. Coach and principal collaboratively provide feedback to the teacher, using a gradual release model and rubrics to guide quality delivery.<br>  f. Strategies are provided to the principal to help them more accurately rate and more effectively provide actionable feedback. | | | |
| **Director of Evaluation** | $125,000 | • The Director of Evaluation collaborates with the Director of Principal Effectiveness and the Director of Teacher Effectiveness to design and implement evaluation systems to drive principal and teacher development, as well as specialists.<br>• This position monitors and ensures accuracy of all state reporting, from the observation data through to the final multiple measures ratings.<br>• With a strong understanding of the observation cycle and how it, along with quantitative data, drives performance district-wide, the Director is responsible for messaging, enforcement, enhancement, and evolution of evaluation policies. | This impacts student achievement:<br>-because research shows there is demonstrated correlation between well-implemented evaluation systems and increased student achievement.<br>-by collaborating with Director of PD and Programming to ensure that trend data is used to drive PD planning at the district, school, and classroom levels.<br>-by ensuring that teacher learning continues for those currently in our differentiated supervision model, so that they engage in professional development plans based on most recent | This ensures the RTTT performance measures will be met:<br>-by seeing that more than 50% of principals are evaluated using the educator effectiveness principal instrument. (We are actually on track to hit 100% for this.)<br>-by collaborating with assistant superintendents and principals to ensure that over 75% of specialists are being accurately observed and rated.<br>-by advising Director of PD and Programming and other related staff in order to support these performance measures: 75% of principals trained on specialists' instrument | This will have a district-wide impact on Educator Effectiveness:<br>-because the Director of Evaluation will be charged with ensuring districtwide fidelity to Act 82, the phased-in implementation timeline, and accuracy of data from multiple measures.<br>-by ensuring that all temporary and permanent professional and certified employees are evaluated using the state's educator effectiveness instrument.<br>-through the advising of assistant superintendents and principals on issues related to evaluation.<br>-allowing analysis of evaluation findings to make recommendations. |

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| | | | observation data, thus improving on identified areas of struggle aligned to Danielson. | and 75% of specialists trained on their own instruments | -because the Director of Evaluation will manage work relative to SLOs (student learning objectives) and other quantitative elements of the evaluation system. |
| Director of PD and Programming | $125,000 | • Ensures that professional development is high-impact, where learning is applied to practice, and diverse in delivery, including workshop-style, online, and in-classroom modes.<br>• Selects, designs and facilitates professional development, strategically leveraging a variety of external partners with a like-minded educational vision, who will provide high quality content.<br>• Collaborates with key personnel on using research and standards-based models of professional development to improve teacher quality and student achievement.<br>• Ensures alignment with, and compliance to, state standards. | This impacts student achievement:<br>-because PD provided to teachers will be determined by observation data and aligned to teacher needs.<br>-by ensuring teachers engage in PD from various perspectives, content areas, and modalities.<br>-because exemplary PD provides teachers with modeling of effective instructional strategies to be used in their teaching. | This ensures the RTTT performance measures will be met:<br>-by ensuring that 75% of principals are trained on the specialists instrument, using the Observation & Feedback Coaches as trainers<br>-by ensuring that 75% of specialists are trained on their educator effectiveness instruments, via principals.<br>-by monitoring the progress of over 50% of teachers using the online SAS PD modules. | This will have a district-wide impact on Educator Effectiveness:<br>-by leading the design and implementation of a responsive, district-wide professional development program which supports teachers and those in service to teachers.<br>-by promoting collaboration with Director of Evaluation to analyze trend data which can inform PD planning at the district and school level.<br>-because it elevates the district's readiness to implement the instructional shifts required by the Common Core. |
| Educator Development Suite Project (Observation and Evaluation Software Support) | | The Educator Development Suite (EDS) was purchased as a means to automate the evaluation process for 10,000+ teachers, principals, and specialists, it was decided that we purchase an online evaluation system which would allow the District to capture ratings under Act 82.<br><br>At the midpoint of the grant, and in our first year of implementing EDS:<br>• we are finding that we need to ramp up our IT capacity in order to ensure a more successful rollout in 2014-15, particularly because we will add principals and specialists to the software. This will ensure the proper design and integration for compliance with Act 82.<br>• there is a need to have 2 people on this element of the project. Both will work to ensure the success of this highly complex project, given the complicated nature and volume of the District's data. | This will impact student achievement:<br>-because EDS allows the Effectiveness staff to monitor progress of principals relative to observations. This software allows us to get timely status for each school and geographic area of the district. | This ensures the RTTT performance measures will be met:<br>-by helping to ensure that 50% of principals are evaluated on their instrument, given that the system allows tracking of progress relative to the number of required evaluations. | This will have a district-wide impact on Educator Effectiveness:<br>-ensuring management of data and process for a large number of teacher, principal and specialist observations<br>-in presenting data to inform Effectiveness staff of professional |

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|---|---|---|---|---|---|
| Data Integration Developer | $94,181 | Relative to the Data Integration Developer position:<br>• this was previously titled "Enterprise Systems Architect" and was approved in our original application to PDE. We are seeking to change the title due to (a) challenges with recruitment, and (b) better representing the true nature of the work..<br>• This position:<br>   o will be the technical lead on the development of the enterprise-wide information technology system.<br>   o will develop information technology processes necessary for the implementation of our new observation and data system.<br>   o delivers integration solutions to both existing third party or home grown applications.<br>   o implements the individual technical pieces of the multiple-measures listed in Act-82 including but not limited to Teacher, Principal and Specialist evaluations, PVAAS Roster Verification, Student-Learning Objectives and growth measures<br>   o integrates multiple source systems for a large urban school district to enable efficiencies and eliminate redundancies for the 8000+ Principal and Teachers<br>   o ensures high student and teacher mobility does not hinder or prohibit effective and accurate measures to take place<br>   o participates in the full software development cycle, including participation in developing best practices and helps set the technical direction. | -by providing additional on-line PD for teachers that can help them to improve instruction in their classroom (the EDS system will offer PD aligned to teachers' areas of struggle as identified in their observation.) | -because it will provide critical data on the 75% of principals trained on specialist instrument via the ability to run diagnostics on their use of the instrument. | development, recruitment and retention needs.<br>-by helping the overall Educator Effectiveness of District as EDS provides real-time data that will help staff with decisions relative to PD. |
| IT Senior Project Manager | $94,181 | Relative to the IT Senior Project Manager position:<br>• this is an additional request from the original grant, given our need to increase capacity for ED<br>• This position:<br>   o is an administrative and managerial information technology role.<br>   o oversee all components of the Educator Development Suite project.<br>   o includes project scope preparation, return on investment (ROI) analysis and financial projections.<br>   o facilitates dialogue between internal technology staff and developers to document business rules for the project<br>   o serves to develop, monitor, report and coordinate all aspects of the Educator Development Suite project<br>   o manages the technical requirements for all aspects of Act-82 and delivers precise project plans allowing the data integration developer to deliver effective, technical results | | | |

# Appendix L

Table 19. 2013-2014 Ratings: School Performance Profile Cutoff Score based on Observation Score

| Obs. Score | Failing | | Needs improvement | | Proficient | | Distinguished | |
|---|---|---|---|---|---|---|---|---|
| | P | SPP | P | SPP | P | SPP | P | SPP |
| 0.00 | 100% | -- | 0.0% | -- | 0.0% | -- | 0.0% | -- |
| 0.05 | 100% | -- | 0.0% | -- | 0.0% | -- | 0.0% | -- |
| 0.10 | 89.1% | ≤95.3 | 10.9% | ≥95.4 | 0.0% | -- | 0.0% | -- |
| 0.15 | 83.8% | ≤89.6 | 16.2% | ≥89.7 | 0.0% | -- | 0.0% | -- |
| 0.20 | 78.5% | ≤83.9 | 21.5% | ≥84.0 | 0.0% | -- | 0.0% | -- |
| 0.25 | 73.2% | ≤78.3 | 26.8% | ≥78.4 | 0.0% | -- | 0.0% | -- |
| 0.30 | 67.9% | ≤72.6 | 32.1% | ≥72.7 | 0.0% | -- | 0.0% | -- |
| 0.35 | 64.0% | ≤68.4 | 36.0% | ≥68.5 | 0.0% | -- | 0.0% | -- |
| 0.40 | 61.3% | ≤65.6 | 38.7% | ≥65.7 | 0.0% | -- | 0.0% | -- |
| 0.45 | 58.7% | ≤62.8 | 41.3% | ≥62.9 | 0.0% | -- | 0.0% | -- |
| 0.50 | 56.0% | ≤59.9 | 44.0% | ≥60.0 | 0.0% | -- | 0.0% | -- |
| 0.55 | 24.5% | ≤26.1 | 75.5% | ≥26.2 | 0.0% | -- | 0.0% | -- |
| 0.60 | 0.0% | -- | 100% | -- | 0.0% | -- | 0.0% | -- |
| 0.65 | 0.0% | -- | 100% | -- | 0.0% | -- | 0.0% | -- |
| 0.70 | 0.0% | -- | 100% | -- | 0.0% | -- | 0.0% | -- |
| 0.75 | 0.0% | -- | 100% | -- | 0.0% | -- | 0.0% | -- |
| 0.80 | 0.0% | -- | 100% | -- | 0.0% | -- | 0.0% | -- |
| 0.85 | 0.0% | -- | 100% | -- | 0.0% | -- | 0.0% | -- |
| 0.90 | 0.0% | -- | 100% | -- | 0.0% | -- | 0.0% | -- |
| 0.95 | 0.0% | -- | 100% | -- | 0.0% | -- | 0.0% | -- |
| 1.00 | 0.0% | -- | 100% | -- | 0.0% | -- | 0.0% | -- |
| 1.05 | 0.0% | -- | 100% | -- | 0.0% | -- | 0.0% | -- |
| 1.10 | 0.0% | -- | 100% | -- | 0.0% | -- | 0.0% | -- |
| 1.15 | 0.0% | -- | 100% | -- | 0.0% | -- | 0.0% | -- |
| 1.20 | 0.0% | -- | 100% | -- | 0.0% | -- | 0.0% | -- |
| 1.25 | 0.0% | -- | 91.9% | ≤98.3 | 8.1% | ≥98.4 | 0.0% | -- |
| 1.30 | 0.0% | -- | 86.6% | ≤92.6 | 13.4% | ≥92.7 | 0.0% | -- |
| 1.35 | 0.0% | -- | 81.2% | ≤86.9 | 18.8% | ≥87.0 | 0.0% | -- |
| 1.40 | 0.0% | -- | 76.0% | ≤81.3 | 24.0% | ≥81.4 | 0.0% | -- |
| 1.45 | 0.0% | -- | 70.7% | ≤75.6 | 29.3% | ≥75.7 | 0.0% | -- |
| 1.50 | 0.0% | -- | 65.4% | ≤69.9 | 34.6% | ≥70.0 | 0.0% | -- |
| 1.55 | 0.0% | -- | 62.7% | ≤67.1 | 37.3% | ≥67.2 | 0.0% | -- |
| 1.60 | 0.0% | -- | 60.0% | ≤64.3 | 39.9% | ≥64.4 | 0.0% | -- |
| 1.65 | 0.0% | -- | 57.4% | ≤61.4 | 42.6% | ≥61.5 | 0.0% | -- |
| 1.70 | 0.0% | -- | 41.3% | ≤44.1 | 58.7% | ≥44.2 | 0.0% | -- |
| 1.75 | 0.0% | -- | 9.4% | ≤10.0 | 90.6% | ≥10.0 | 0.0% | -- |
| 1.80 | 0.0% | -- | 0.0% | -- | 100% | -- | 0.0% | -- |
| 1.85 | 0.0% | -- | 0.0% | -- | 100% | -- | 0.0% | -- |
| 1.90 | 0.0% | -- | 0.0% | -- | 100% | -- | 0.0% | -- |
| 1.95 | 0.0% | -- | 0.0% | -- | 100% | -- | 0.0% | -- |
| 2.00 | 0.0% | -- | 0.0% | -- | 100% | -- | 0.0% | -- |
| 2.05 | 0.0% | -- | 0.0% | -- | 100% | -- | 0.0% | -- |
| 2.10 | 0.0% | -- | 0.0% | -- | 100% | -- | 0.0% | -- |
| 2.15 | 0.0% | -- | 0.0% | -- | 100% | -- | 0.0% | -- |
| 2.20 | 0.0% | -- | 0.0% | -- | 100% | -- | 0.0% | -- |
| 2.25 | 0.0% | -- | 0.0% | -- | 100% | -- | 0.0% | -- |
| 2.30 | 0.0% | -- | 0.0% | -- | 100% | -- | 0.0% | -- |
| 2.35 | 0.0% | -- | 0.0% | -- | 100% | -- | 0.0% | -- |
| 2.40 | 0.0% | -- | 0.0% | -- | 100% | -- | 0.0% | -- |
| 2.45 | 0.0% | -- | 0.0% | -- | 89.4% | ≤95.6 | 10.6% | ≥95.7 |
| 2.50 | 0.0% | -- | 0.0% | -- | 84.1% | ≤89.9 | 15.9% | ≥90.0 |
| 2.55 | 0.0% | -- | 0.0% | -- | 78.8% | ≤84.3 | 21.2% | ≥84.4 |
| 2.60 | 0.0% | -- | 0.0% | -- | 73.5% | ≤78.6 | 26.5% | ≥78.7 |
| 2.65 | 0.0% | -- | 0.0% | -- | 68.2% | ≤72.9 | 31.8% | ≥73.0 |
| 2.70 | 0.0% | -- | 0.0% | -- | 64.1% | ≤68.6 | 35.9% | ≥68.7 |
| 2.75 | 0.0% | -- | 0.0% | -- | 61.5% | ≤65.8 | 38.5% | ≥65.9 |
| 2.80 | 0.0% | -- | 0.0% | -- | 58.8% | ≤62.9 | 41.2% | ≥63.0 |
| 2.85 | 0.0% | -- | 0.0% | -- | 56.2% | ≤60.1 | 43.8% | ≥60.2 |
| 2.90 | 0.0% | -- | 0.0% | -- | 26.3% | ≤28.1 | 73.7% | ≥28.2 |
| 2.95 | 0.0% | -- | 0.0% | -- | 0.0% | -- | 100% | -- |
| 3.00 | 0.0% | -- | 0.0% | -- | 0.0% | -- | 100% | -- |

*%: Percent of School Performance Profile Score that will lead to the overall rating.*
SPP: The School Performance Profile Score that is the cutoff to receive each rating.