



The 2019-20 End-of-Year Report: A System-Level Summary of School Performance During a Year when Full School Progress Reports could not be Published

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The End-of-Year Report presents metrics typically used to calculate the annual School Progress Report (SPR). Due to the COVID-19 pandemic, many data points that are required to calculate the SPR were not administered during 2019-20; therefore, the traditional school-specific SPR scores could not be calculated for the 2019-20 school year.¹ The data included in this brief are a system-level summary of school performance according to the modified 2019-20 End-of-Year Reports.²

About the School Progress Report

The **School Progress Report** provides information about how District and Charter schools are doing in the areas that matter the most for student success: Academic Achievement and Progress, School Climate, College and Career Readiness, and Educator Effectiveness.³

- The **Achievement** domain focuses on how well students are reading, writing, doing math, and learning science. Achievement also includes an indicator of language proficiency for English Learners.

¹ Some data points are not available because assessments were not given in the 2019-20 year due to COVID-19-related closures. Additionally, other metrics were not available because data were not available from the vendor/provider, or the standard metric calculation was not possible due to COVID-19-related closures.

² End-of-Year Reports for individual schools can be found at: <https://www.philasd.org/performance/programsservices/school-progress-reports/eoy/>. All rates in this brief include data for schools that received an End-of-Year Report only and may differ from other reporting sources (e.g., School Profiles or the SY2019-2020 End-of-Year Summary) due to including a different set of schools.

³ For detailed information about the School Progress Report, including a user guide, business rules, District scorecard, downloadable school-level SPR reports, a parent guide, FAQs, and more, see www.philasd.org/spr. The data in this brief comes from the School District of Philadelphia's School Progress Reports Qlik App, and base enrollment file.

- The **Progress** domain focuses on whether students are learning as much as they should from one year to the next in reading/literature, math, and science. Progress also includes whether high school students are on track to graduate.
- The **School Climate** domain focuses on whether students are attending school regularly and returning to the school from year to year. This domain also focuses on whether parents and students are engaged in the school and how parents and students perceive the school's climate.
- The **College and Career Readiness** domain focuses on whether high school students are graduating on time and prepared to pursue their college and career goals. (This domain is included in high school reports only.)
- The **Educator Effectiveness** domain focuses on teachers' evaluation ratings and whether they attend school regularly. It also includes a measure of instructional quality as reported by students.

This End-of-Year Report summary considers the following metrics in the Academic Achievement, Progress, School Climate, College and Career Readiness, and Educator Effectiveness domains.⁴ These metrics are an abbreviated set of available metrics, due to the cancellation of all standardized state testing in spring 2020.

Metrics in the Achievement Domain for the 2019-20 School Year

- **The percentage of English Learners scoring at or above a 4.5 on the ACCESS for ELLs 2.0 assessment.** A score of 4.5 aligns to the state standard for proficiency. This is only available for District schools in 2019-20.

Metrics in the Progress Domain for the 2019-20 School Year

- **The percentage of on-track students earning the credits required for promotion** (grades 9-11 only). Students are considered on-track if they have not repeated grades and earned the number of credits required for promotion in the prior school year.⁵ A student must be enrolled for a minimum of 90% of possible instructional days to count towards a school's score (90% of days is also an adjustment due to school closures).
- **The percentage of off-track students earning the credits required for promotion** (grades 9-11 only). Students are considered off-track if they have repeated grades or failed to earn the number of credits required for promotion in the prior school year. A student

⁴ All definitions for metrics come from https://cdn.philasd.org/offices/performance/SPR_Files/2018-2019/2018-2019_SPR_UserGuide_20200124.pdf.

⁵ For number of suggested credit totals by grade see <https://www.philasd.org/research/wp-content/uploads/sites/90/2018/08/Suggested-Credit-Totals-by-Grade.pdf>.

must be enrolled for a minimum of 90% of possible instructional days to count towards a school's score.

- **The percentage of English Learners meeting the individual growth target on the ACCESS for ELLs 2.0 assessment.** Growth targets are established by the state. This is only available for District schools in 2019-20.

Metrics in the Climate Domain for the 2019-20 School Year

- **The percentage of students attending 95%+ of instructional days, 90-95% of instructional days, 85-90% of instructional days, 80-85% of instructional days, or less than 80% of instructional days** (calculated through March 13, 2020, only) is the percentage of students whose attendance rate falls into each of these ranges. A student must be enrolled for a minimum of 10 days at a school to count towards the school's score. Only absences that occurred during a student's enrollment at the school are counted towards the student's attendance rate.
- **The percentage of students with zero out-of-school suspensions** (calculated through March 13, 2020 only). A student must be enrolled for a minimum of 10 days at a school to count towards the school's score. Only suspensions that occurred during a student's enrollment at the school are counted towards the school's OSS rate.
- **The percentage of students with zero in-school suspensions** (calculated through March 13, 2020 only). A student must be enrolled for a minimum of 10 days at a school to count towards the school's score. Only suspensions that occurred during a student's enrollment at the school are counted towards the school's ISS rate.
- **District-wide Survey: Student participation rate** is the percentage of students in grades 3-12 who completed the annual survey.
- **District-wide Survey: Student climate rating** is the percentage of student responses that are most positive about the school's climate.
- **District-wide Survey: Parent/guardian participation rate** is the percentage of households from which parents/guardians completed the annual survey.⁶

⁶ The Parent/Guardian Participation Rate represents the percentage of households from which parents/guardians of K-12 students completed the survey. Although, a separate parent or guardian response is highly encouraged for each student enrolled at the school. For 2019-20, the Parent/Guardian Climate Rating and the student survey metrics are not displayed if the school did not meet the minimum participation threshold (for parents/guardian, 10%; for students, the greater of 25% of students in grades 3-12 or 50 students). For 2017-18 and 2018-19, these metrics display a score of 0% if the school did not meet the minimum participation threshold.

- **District-wide Survey: Parent/guardian climate rating** is the percentage of parent/guardian responses that are most positive about the school's climate. The school's score is suppressed if the minimum participation threshold of parents from 10% of households with students enrolled in grades K-12 is not met.

Metrics in the College and Career Domain for the 2019-20 School Year

- **Four-year cohort graduation rate** is the percentage of students in a first-time, ninth-grade cohort who graduate within four years (excluding, for example, students who moved out of state, were displaced, or were placed in long-term hospital care). Students are attributed to the last school at which they are actively enrolled in the four-year window, which ends on September 30 of their expected graduation year.⁷
- **District-wide Survey: Student college & career readiness rating** is the percentage of student responses that are most positive about college and career readiness.
- **SAT & ACT exams participation and performance** is the percentage of 12th graders who have met the ACT College Readiness Benchmark (18 or higher on English, 22 or higher on Mathematics, 22 or higher on Reading, and 23 or higher on Science) or the SAT College and Career Readiness Benchmark (1550 or higher prior to March 2016; 530 or higher in Math and 480 or higher in Evidence-Based Reading and Writing beginning in March 2016). A student must be enrolled for a minimum of 90% of possible instructional days to count towards a school's score; all 12th graders who qualify are included in this metric even if they did not take an exam.

Metrics in the Educator Effectiveness Domain for the 2019-20 School Year

- **The percentage of teachers attending 95%+ of days** (District schools only) is the percentage of teachers who attend 95% or more of days (calculated through June 30, 2020).
- **District-wide Survey: Student perception of quality of teacher practice** is the percentage of students who responded most positively about their teachers' methods and practices.

⁷ For graduation rate definitions, see <https://www.philasd.org/research/wp-content/uploads/sites/90/2020/05/graduation-rate-definitions-and-trends-may-2020.pdf>.

Overall 2019-20 End-of-Year Performance of District and Charter Schools

Across both District⁸ and Charter⁹ schools, and Elementary (ES), Middle (ES), Kindergarten through Grade 8 (K-8), and High (HS) schools, there are five domains that contain 19 metrics (Table 1).¹⁰

For the **Achievement** domain, of English Learners (ELs) who took the ACCESS for ELLs 2.0 assessment in 2019-20 at District schools, 9% of ELs scored at or above 4.5 on the ACCESS.

In the **Progress** domain, there are three metrics available: the percentage of on-track students earning the credits required for promotion, the percentage of off-track students earning the credits required for promotion, and the percentage of English Learners (ELs) meeting the individual growth target on the ACCESS for ELLs 2.0 assessment. Across sectors, 94% of on-track students earned the credits required for promotion, whereas 66% of off-track students earned the credits required for promotion. Of the ELs who took the ACCESS in 2019-20, 30% met the individual growth target.

In the **Climate** domain, there are metrics for attendance, suspensions, and the District-wide Survey. Fifty-six percent (56%) of students attended 95%+ of instructional days across District and Charter schools, 36% of students attended 80-95% of instructional days, and 8% of students attended less than 80% of instructional days. Ninety-five percent (95%) of students had zero out-of-school suspensions, and 99% of students had zero in-school suspensions. Fifty-one percent (51%) of students and 77% of parents/guardian were the most positive about their school's climate, although only 33% of students and 17% of parent/guardians responded to the survey.

In the **College and Career** domain, metrics include the four-year graduation rate, student college & career readiness rating on the District-wide Survey, and ACT/SAT participation and performance. Eighty-three percent (83%) of District and Charter students graduated in four years and 30% of students responded the most positively about college and career readiness. Sixteen percent (16%) of 12th grade students achieved the college readiness benchmarks on either the SAT or ACT.

In the **Educator Effectiveness** domain, there are metrics for teacher attendance and student perception of quality of teacher practice on the District-wide Survey. Seventy-nine percent (79%) of teachers attended 95%+ days, and 59% of students responded the most positively about their perception of teachers' methods and practices.

⁸ For District combined elementary, middle, K-8, and high school metrics, see Appendix Tables A6 and A7.

⁹ For Charter combined elementary, middle, K-8, and high school metrics, see Appendix Tables A8 and A9.

¹⁰ For metrics and performance during other academic years see <https://www.philasd.org/performance/programsservices/school-progress-reports/>.

Table 1. Overall 2019-20 End-of-Year Performance of District and Charter Schools

Metric	Number of Schools	Percentage of Students
ACHIEVEMENT		
% of English Learners scoring at or above a 4.5 on the ACCESS for ELLs 2.0 assessment	108	9%
PROGRESS		
% of on-track students earning the credits required for promotion (grades 9-11 only)	83	94%
% of off-track students earning the credits required for promotion (grades 9-11 only)	47	66%
% of English Learners meeting the individual growth target on the ACCESS for ELLs 2.0 assessment	97	30%
CLIMATE		
% of students attending 95%+ of instructional days	325	56%
% of students attending 90-95% of instructional days	325	22%
% of students attending 85-90% of instructional days	325	9%
% of students attending 80-85% of instructional days	325	5%
% of students attending less than 80% of instructional days	325	8%
% of students with zero out-of-school suspensions	324	95%
% of students with zero in-school suspensions	316	99%
District -wide Survey: Student participation rate	322	33%
District-wide Survey: Student climate rating	170	51%
District-wide Survey: Parent/guardian participation rate	325	17%
District-wide Survey: Parent/guardian climate rating	183	77%
COLLEGE & CAREER		
Four-year cohort graduation rate	81	83%
District-wide Survey: Student college & career readiness rating	42	30%
Achieving College Readiness Benchmarks on the SAT or the ACT	80	16%
EDUCATOR EFFECTIVENESS		
% of teachers attending 95%+ of days (District schools only)	219	79%
District-wide Survey: Student perception of quality of teacher practice	170	59%

2019-20 End-of-Year Performance for District High Schools

Across District high schools there are five domains that contain 19 metrics (Table 2).

For the **Achievement** domain, 7% of ELs scored at or above 4.5 on the ACCESS assessment.

In the **Progress** domain, 95% of on-track students earned the credits required for promotion, compared to 54% of off-track students. Of ELs who took the ACCESS assessment in 2019-20, 13% met the individual growth target.

In the **Climate** domain, there are metrics for attendance, suspensions, and the District-wide Survey. Fifty-three percent (53%) of students attended 95%+ of instructional days, 32% of students attended 80-95% of instructional days, and 15% of students attended less than 80% of instructional days. Ninety-three percent (93%) of students had zero out-of-school suspensions, and nearly 100% of students had zero in-school suspensions.¹¹ Fifty percent (50%) of students and 74% of parents/guardians were the most positive about their school's climate, although only 35% of students and 10% of parents/guardians responded to the survey.

In the **College and Career** domain, 81% of students graduated in four years, and 30% of students responded the most positively about college and career readiness.¹² Nineteen percent (19%) of 12th grade students achieved the college readiness benchmarks on either the SAT or ACT.

In the **Educator Effectiveness** domain, 82% of teachers attended 95%+ days, and 52% of students the most positively perceived teacher' methods and practices.

¹¹ The percentage of students with zero in-school suspensions is 100% due to rounding because the number of students included in the calculation is 36,598. The actual percentage is closer to 99.63%.

¹² This graduation rate metric does not match the End-of-Year-Summary for District schools because Widener and Philadelphia Virtual Academy are not included here.

Table 2. 2019-20 End-of-Year Performance for District High Schools

Metric	Number of Schools	Percentage of Students
ACHIEVEMENT		
% of English Learners scoring at or above a 4.5 on the ACCESS for ELLs 2.0 assessment	20	7%
PROGRESS		
% of on-track students earning the credits required for promotion (grades 9-11 only)	52	95%
% of off-track students earning the credits required for promotion (grades 9-11 only)	24	54%
% of English Learners meeting the individual growth target on the ACCESS for ELLs 2.0 assessment	18	13%
CLIMATE		
% of students attending 95%+ of instructional days	52	53%
% of students attending 90-95% of instructional days	52	18%
% of students attending 85-90% of instructional days	52	9%
% of students attending 80-85% of instructional days	52	5%
% of students attending less than 80% of instructional days	52	15%
% of students with zero out-of-school suspensions	52	93%
% of students with zero in-school suspensions	52	100%
District -wide Survey: Student participation rate	52	35%
District-wide Survey: Student climate rating	32	50%
District-wide Survey: Parent/guardian participation rate	52	10%
District-wide Survey: Parent/guardian climate rating	21	74%
COLLEGE & CAREER		
Four-year cohort graduation rate	51	81%
District-wide Survey: Student college & career readiness rating	32	30%
Achieving College Readiness Benchmarks on the SAT or the ACT	51	19%
EDUCATOR EFFECTIVENESS		
% of teachers attending 95%+ of days (District schools only)	52	82%
District-wide Survey: Student perception of quality of teacher practice	32	52%

2019-20 End-of-Year Performance for Charter High Schools

Across Charter high schools there are four domains that contain 16 metrics (Table 3).

In the **Progress** domain, 92% of on-track students earned the credits required for promotion, whereas 79% of off-track students earned the credits required for promotion.

In **Climate**, 47% of students attended 95%+ of instructional days, 41% of students attended 80-95% of instructional days, and 12% of students attended less than 80%. Ninety percent (90%) of students had zero out-of-school suspensions, and 97% of students had zero in-school suspensions. Fifty-two percent (52%) of students and 81% of parents/guardians were the most positive about their school's climate, although only 19% of students and 18% of parents/guardians responded.

In **College and Career**, 86% of students graduated in four years, and 31% of students responded the most positively about college and career readiness. Ten percent (10%) of 12th grade students achieved the college readiness benchmarks on either the SAT or ACT.

In **Educator Effectiveness**, 52% of students positively perceived teachers' methods and practices.

Table 3. 2019-20 End-of-Year Performance for Charter High Schools

Metric	Number of Schools	Percentage of Students
PROGRESS		
% of on-track students earning the credits required for promotion (grades 9-11 only)	31	92%
% of off-track students earning the credits required for promotion (grades 9-11 only)	23	79%
CLIMATE		
% of students attending 95%+ of instructional days	31	47%
% of students attending 90-95% of instructional days	31	24%
% of students attending 85-90% of instructional days	31	11%
% of students attending 80-85% of instructional days	31	6%
% of students attending less than 80% of instructional days	31	12%
% of students with zero out-of-school suspensions	30	90%
% of students with zero in-school suspensions	27	97%
District-wide Survey: Student participation rate	31	19%
District-wide Survey: Student climate rating	10	52%
District-wide Survey: Parent/guardian participation rate	31	18%
District-wide Survey: Parent/guardian climate rating	17	81%
COLLEGE & CAREER		
Four-year cohort graduation rate	30	86%
District-wide Survey: Student college & career readiness rating	10	31%
Achieving College Readiness Benchmarks on the SAT or the ACT	29	10%
EDUCATOR EFFECTIVENESS		
District-wide Survey: Student perception of teacher practice quality	10	52%

2019-20 End-of-Year Performance for District Elementary, Middle, and K-8 Schools

Across District ES, MS, and K-8 schools there are four domains with 15 metrics (Table 4).

For the **Achievement** domain, 9% of ELs scored at or above 4.5 on the ACCESS assessment.

In the **Progress** domain, 35% of ELs met the individual growth target on the ACCESS assessment.

In the **Climate** domain 56% of students attended 95%+ of instructional days, 37% of students attended 80-95% of instructional days, and 7% of students attended less than 80% of instructional days. Ninety-six percent (96%) of students had zero out-of-school suspensions, and 99% of students had zero in-school suspensions. Forty-nine percent (49%) of students were the most positive about their school's climate and 40% of students participated in the survey; similarly, 76% of parents/guardians were the most positive about their school's climate, although only 18% of parent/guardians responded.

In the **Educator Effectiveness** domain, 78% of teachers attended 95%+ of days, and 60% of students most positively perceived teacher' methods and practices.

Table 4. 2019-20 End-of-Year Performance for District Elementary, Middle, and K-8 Schools

Metric	Number of Schools	Percentage of Students
ACHIEVEMENT		
% of English Learners scoring at or above a 4.5 on the ACCESS for ELLs 2.0 assessment	88	9%
PROGRESS		
% of English Learners meeting the individual growth target on the ACCESS for ELLs 2.0 assessment	79	35%
CLIMATE		
% of students attending 95%+ of instructional days	167	56%
% of students attending 90-95% of instructional days	167	23%
% of students attending 85-90% of instructional days	167	10%
% of students attending 80-85% of instructional days	167	5%
% of students attending less than 80% of instructional days	167	7%
% of students with zero out-of-school suspensions	167	96%
% of students with zero in-school suspensions	167	99%
District -wide Survey: Student participation rate	166	40%
District-wide Survey: Student climate rating	100	49%
District-wide Survey: Parent/guardian participation rate	167	17%
District-wide Survey: Parent/guardian climate rating	103	76%
EDUCATOR EFFECTIVENESS		
% of teachers attending 95%+ of days (District schools only)	167	78%
District-wide Survey: Student perception of teacher practice quality	100	60%

2019-20 End-of-Year Performance for Charter Elementary, Middle, and K-8 Schools

Across Charter ES, MS, and K-8 schools there are two domains with 12 metrics (Table 5).

In the **Climate** domain, there are metrics for attendance, suspensions, and the District-wide Survey. Sixty percent (60%) of students attended 95%+ of instructional days, 36% of students attended 80-95% of instructional days, and 5% of students attended less than 80% of instructional days. Ninety-three percent (93%) of students had zero out-of-school suspensions, and 98% of students had zero in-school suspensions. Fifty-six percent (56%) of students and 82% of parents/guardians were the most positive about their school's climate, although only 24% of students and 20% of parents/guardians responded to the survey.

In the **Educator Effectiveness** domain, 64% of students most positively perceived teacher methods and practices.

Table 5. 2019-20 End-of-Year Performance for Charter Elementary, Middle, and K-8 Schools

Metric	Number of Schools	Percentage of Students
CLIMATE		
% of students attending 95%+ of instructional days	75	60%
% of students attending 90-95% of instructional days	75	23%
% of students attending 85-90% of instructional days	75	9%
% of students attending 80-85% of instructional days	75	4%
% of students attending less than 80% of instructional days	75	5%
% of students with zero out-of-school suspensions	75	93%
% of students with zero in-school suspensions	70	98%
District -wide Survey: Student participation rate	73	24%
District-wide Survey: Student climate rating	28	56%
District-wide Survey: Parent/guardian participation rate	75	20%
District-wide Survey: Parent/guardian climate rating	42	82%
EDUCATOR EFFECTIVENESS		
District-wide Survey: Student perception of quality of teacher practice	28	64%

Conclusion

Although the annual School Progress Report (SPR) was not possible to calculate due to the COVID-19 pandemic, we chose to provide a summary of available metrics for 2019-20.

For the **Achievement** domain, of English Learners (ELs) who took the ACCESS assessment, 9% of ES, MS, & K-8 District ELs and 7% of high school District ELs scored at or above 4.5 on the ACCESS.

In the **Climate** domain, 93% of District HS students; 90% of Charter HS students; 96% of District ES, MS, & K-8 students; and 93% of Charter ES, MS, & K-8 students had zero out-of-school suspensions.

Looking at the **Progress** domain, while 95% of on-track District students and 92% of on-track Charter students earned the credits required for promotion, 54% of off-track District students and 79% of off-track Charter students earned the credits required for promotion.

In the **College and Career** domain, 81% of District students and 86% Charter students graduated in four years.

In terms of **Educator Effectiveness**, 52% of District HS students, 52% of Charter HS students, 60% of District ES, MS, & K-8 students, and 64% of Charter ES, MS, and K-8 students most positively perceived teacher' methods and practices.

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Appendix

Table A1. Number of District and Charter students included in 2019-20 metrics for District and Charter ES, ES, K-8, and HS schools

Metric	Number of Students in the Metric (Numerator)	Possible Number of Students (Denominator)
ACHIEVEMENT		
% of English Learners scoring at or above a 4.5 on the ACCESS for ELLs 2.0 assessment	1418	16218
PROGRESS		
% of on-track students earning the credits required for promotion (grades 9-11 only)	29742	31715
% of off-track students earning the credits required for promotion (grades 9-11 only)	2787	4195
% of English Learners meeting the individual growth target on the ACCESS for ELLs 2.0 assessment	3312	11194
CLIMATE		
% of students attending 95%+ of instructional days	112991	202096
% of students attending 90-95% of instructional days	44454	202096
% of students attending 85-90% of instructional days	19064	202096
% of students attending 80-85% of instructional days	9238	202096
% of students attending less than 80% of instructional days	16349	202096
% of students with zero out-of-school suspensions	190987	202095
% of students with zero in-school suspensions	199586	202095
District-wide Survey: Student participation rate	n/a	n/a
District-wide Survey: Student climate rating	n/a	n/a
District-wide Survey: Parent/guardian participation rate	n/a	n/a
District-wide Survey: Parent/guardian climate rating	n/a	n/a
COLLEGE & CAREER		
Four-year cohort graduation rate	10314	12484
District-wide Survey: Student college & career readiness rating	n/a	n/a
Achieving College Readiness Benchmarks on the SAT or the ACT	1780	11021
EDUCATOR EFFECTIVENESS		
% of teachers attending 95%+ of days (District schools only)	n/a	n/a
District-wide Survey: Student perception of quality of teacher practice	n/a	n/a

Note: for cells with n/a, the number of individuals included in the calculation are not available.

Table A2. Number of District high school students included in 2019-20 metrics

Metric	Number of Students in the Metric (Numerator)	Possible Number of Students (Denominator)
ACHIEVEMENT		
% of English Learners scoring at or above a 4.5 on the ACCESS for ELLs 2.0 assessment	256	3807
PROGRESS		
% of on-track students earning the credits required for promotion (grades 9-11 only)	20604	21796
% of off-track students earning the credits required for promotion (grades 9-11 only)	1173	2156
% of English Learners meeting the individual growth target on the ACCESS for ELLs 2.0 assessment	356	2717
CLIMATE		
% of students attending 95%+ of instructional days	19541	36598
% of students attending 90-95% of instructional days	6681	36598
% of students attending 85-90% of instructional days	3171	36598
% of students attending 80-85% of instructional days	1813	36598
% of students attending less than 80% of instructional days	5392	36598
% of students with zero out-of-school suspensions	34191	36598
% of students with zero in-school suspensions	36464	36598
District-wide Survey: Student participation rate	n/a	n/a
District-wide Survey: Student climate rating	n/a	n/a
District-wide Survey: Parent/guardian participation rate	n/a	n/a
District-wide Survey: Parent/guardian climate rating	n/a	n/a
COLLEGE & CAREER		
Four-year cohort graduation rate	6728	8309
District-wide Survey: Student college & career readiness rating	n/a	n/a
Achieving College Readiness Benchmarks on the SAT or the ACT	1414	7271
EDUCATOR EFFECTIVENESS		
% of teachers attending 95%+ of days (District schools only)	n/a	n/a
District-wide Survey: Student perception of quality of teacher practice	n/a	n/a

Note: for cells with n/a, the number of individuals included in the calculation are not available.

Table A3. Number of Charter high school students included in 2019-20 metrics

Metric	Number of Students in the Metric (Numerator)	Possible Number of Students (Denominator)
PROGRESS		
% of on-track students earning the credits required for promotion (grades 9-11 only)	9138	9919
% of off-track students earning the credits required for promotion (grades 9-11 only)	1614	2039
CLIMATE		
% of students attending 95%+ of instructional days	8502	18081
% of students attending 90-95% of instructional days	4373	18081
% of students attending 85-90% of instructional days	2016	18081
% of students attending 80-85% of instructional days	1045	18081
% of students attending less than 80% of instructional days	2145	18081
% of students with zero out-of-school suspensions	16329	18081
% of students with zero in-school suspensions	17467	18081
District -wide Survey: Student participation rate	n/a	n/a
District-wide Survey: Student climate rating	n/a	n/a
District-wide Survey: Parent/guardian participation rate	n/a	n/a
District-wide Survey: Parent/guardian climate rating	n/a	n/a
COLLEGE & CAREER		
Four-year cohort graduation rate	3586	4175
District-wide Survey: Student college & career readiness rating	n/a	n/a
Achieving College Readiness Benchmarks on the SAT or the ACT	366	3750
EDUCATOR EFFECTIVENESS		
District-wide Survey: Student perception of quality of teacher practice	n/a	n/a

Note: for cells with n/a, the number of individuals included in the calculation are not available.

Table A4. Number of District elementary, middle, and K-8 students included in 2019-20 metrics

Metric	Number of Students in the Metric (Numerator)	Possible Number of Students (Denominator)
ACHIEVEMENT		
% of English Learners scoring at or above a 4.5 on the ACCESS for ELLs 2.0 assessment	1162	12411
PROGRESS		
% of English Learners meeting the individual growth target on the ACCESS for ELLs 2.0 assessment	2956	8477
CLIMATE		
% of students attending 95%+ of instructional days	54707	97058
% of students attending 90-95% of instructional days	21858	97058
% of students attending 85-90% of instructional days	9508	97058
% of students attending 80-85% of instructional days	4579	97058
% of students attending less than 80% of instructional days	6406	97058
% of students with zero out-of-school suspensions	93418	97058
% of students with zero in-school suspensions	96191	97058
District -wide Survey: Student participation rate	n/a	n/a
District-wide Survey: Student climate rating	n/a	n/a
District-wide Survey: Parent/guardian participation rate	n/a	n/a
District-wide Survey: Parent/guardian climate rating	n/a	n/a
EDUCATOR EFFECTIVENESS		
% of teachers attending 95%+ of days (District schools only)	n/a	n/a
District-wide Survey: Student perception of quality of teacher practice	n/a	n/a

Note: for cells with n/a, the number of individuals included in the calculation are not available.

Table A5. Number of Charter elementary, middle, and K-8 students included in 2019-20 metrics

Metric	Number of Students in the Metric (Numerator)	Possible Number of Students (Denominator)
CLIMATE		
% of students attending 95%+ of instructional days	30241	50359
% of students attending 90-95% of instructional days	11542	50359
% of students attending 85-90% of instructional days	4369	50359
% of students attending 80-85% of instructional days	1801	50359
% of students attending less than 80% of instructional days	2406	50359
% of students with zero out-of-school suspensions	47049	50358
% of students with zero in-school suspensions	49464	50358
District-wide Survey: Student participation rate	n/a	n/a
District-wide Survey: Student climate rating	n/a	n/a
District-wide Survey: Parent/guardian participation rate	n/a	n/a
District-wide Survey: Parent/guardian climate rating	n/a	n/a
EDUCATOR EFFECTIVENESS		
District-wide Survey: Student perception of quality of teacher practice	n/a	n/a

Note: for cells with n/a, the number of individuals included in the calculation are not available.

Table A6. Overall 2019-20 End-of-Year Performance of District Schools

Metric	Number of Schools	Percentage of Students
ACHIEVEMENT		
% of English Learners scoring at or above a 4.5 on the ACCESS for ELLs 2.0 assessment	108	9%
PROGRESS		
% of on-track students earning the credits required for promotion (grades 9-11 only)	52	95%
% of off-track students earning the credits required for promotion (grades 9-11 only)	24	54%
% of English Learners meeting the individual growth target on the ACCESS for ELLs 2.0 assessment	97	30%
CLIMATE		
% of students attending 95%+ of instructional days	219	56%
% of students attending 90-95% of instructional days	219	21%
% of students attending 85-90% of instructional days	219	9%
% of students attending 80-85% of instructional days	219	5%
% of students attending less than 80% of instructional days	219	9%
% of students with zero out-of-school suspensions	219	95%
% of students with zero in-school suspensions	219	99%
District-wide Survey: Student participation rate	218	39%
District-wide Survey: Student climate rating	132	49%
District-wide Survey: Parent/guardian participation rate	219	16%
District-wide Survey: Parent/guardian climate rating	124	75%
COLLEGE & CAREER		
Four-year cohort graduation rate	51	81%
District-wide Survey: Student college & career readiness rating	32	30%
Achieving College Readiness Benchmarks on the SAT or the ACT	51	19%
EDUCATOR EFFECTIVENESS		
% of teachers attending 95%+ of days (District schools only)	219	79%
District-wide Survey: Student perception of quality of teacher practice	132	58%

Table A7. Number of District ES, MS, K-8, and high school students included in 2019-20 metrics

Metric	Number of Students in the Metric (Numerator)	Possible Number of Students (Denominator)
ACHIEVEMENT		
% of English Learners scoring at or above a 4.5 on the ACCESS for ELLs 2.0 assessment	1418	16218
PROGRESS		
% of on-track students earning the credits required for promotion (grades 9-11 only)	20604	21796
% of off-track students earning the credits required for promotion (grades 9-11 only)	1173	2156
% of English Learners meeting the individual growth target on the ACCESS for ELLs 2.0 assessment	3312	11194
CLIMATE		
% of students attending 95%+ of instructional days	74248	133656
% of students attending 90-95% of instructional days	28539	133656
% of students attending 85-90% of instructional days	12679	133656
% of students attending 80-85% of instructional days	6392	133656
% of students attending less than 80% of instructional days	11798	133656
% of students with zero out-of-school suspensions	127609	133656
% of students with zero in-school suspensions	132655	133656
District-wide Survey: Student participation rate	n/a	n/a
District-wide Survey: Student climate rating	n/a	n/a
District-wide Survey: Parent/guardian participation rate	n/a	n/a
District-wide Survey: Parent/guardian climate rating	n/a	n/a
COLLEGE & CAREER		
Four-year cohort graduation rate	6728	8309
District-wide Survey: Student college & career readiness rating	n/a	n/a
Achieving College Readiness Benchmarks on the SAT or the ACT	1414	7271
EDUCATOR EFFECTIVENESS		
% of teachers attending 95%+ of days (District schools only)	n/a	n/a
District-wide Survey: Student perception of quality of teacher practice	n/a	n/a

Note: for cells with n/a, the number of individuals included in the calculation are not available.

Table A8. Overall 2019-20 End-of-Year Performance of Charter Schools

Metric	Number of Schools	Percentage of Students
PROGRESS		
% of on-track students earning the credits required for promotion (grades 9-11 only)	31	92%
% of off-track students earning the credits required for promotion (grades 9-11 only)	23	79%
CLIMATE		
% of students attending 95%+ of instructional days	106	57%
% of students attending 90-95% of instructional days	106	23%
% of students attending 85-90% of instructional days	106	9%
% of students attending 80-85% of instructional days	106	4%
% of students attending less than 80% of instructional days	106	7%
% of students with zero out-of-school suspensions	105	93%
% of students with zero in-school suspensions	97	98%
District-wide Survey: Student participation rate	104	22%
District-wide Survey: Student climate rating	38	55%
District-wide Survey: Parent/guardian participation rate	106	19%
District-wide Survey: Parent/guardian climate rating	59	82%
COLLEGE & CAREER		
Four-year cohort graduation rate	30	86%
District-wide Survey: Student college & career readiness rating	10	31%
Achieving College Readiness Benchmarks on the SAT or the ACT	29	10%
EDUCATOR EFFECTIVENESS		
District-wide Survey: Student perception of quality of teacher practice	38	61%

Table A9. Number of Charter ES, MS, K-8, and high school students included in 2019-20 metrics

Metric	Number of Students in the Metric (Numerator)	Possible Number of Students (Denominator)
PROGRESS		
% of on-track students earning the credits required for promotion (grades 9-11 only)	9138	9919
% of off-track students earning the credits required for promotion (grades 9-11 only)	1614	2039
CLIMATE		
% of students attending 95%+ of instructional days	38743	68440
% of students attending 90-95% of instructional days	15915	68440
% of students attending 85-90% of instructional days	6385	68440
% of students attending 80-85% of instructional days	2846	68440
% of students attending less than 80% of instructional days	4551	68440
% of students with zero out-of-school suspensions	63378	68439
% of students with zero in-school suspensions	66931	68439
District-wide Survey: Student participation rate	n/a	n/a
District-wide Survey: Student climate rating	n/a	n/a
District-wide Survey: Parent/guardian participation rate	n/a	n/a
District-wide Survey: Parent/guardian climate rating	n/a	n/a
COLLEGE & CAREER		
Four-year cohort graduation rate	3586	4175
District-wide Survey: Student college & career readiness rating	n/a	n/a
Achieving College Readiness Benchmarks on the SAT or the ACT	366	3750
EDUCATOR EFFECTIVENESS		
District-wide Survey: Student perception of quality of teacher practice	n/a	n/a

Note: for cells with n/a, the number of individuals included in the calculation are not available.