SCHOOL PROGRESS REPORTS, 2015-2016

Overview for families

Overall/Domain Scores and Tiers
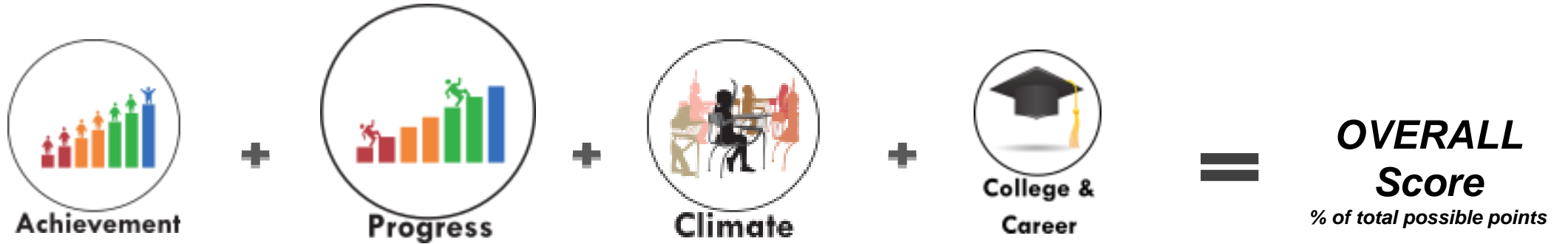
	Achievement	Progress	Climate	College & Career	OVERALL Score *% of total possible points*
Elementary, K-8, middle	30%	40%	30%	NA	100%
High school	30%	40%	20%	10%	100%

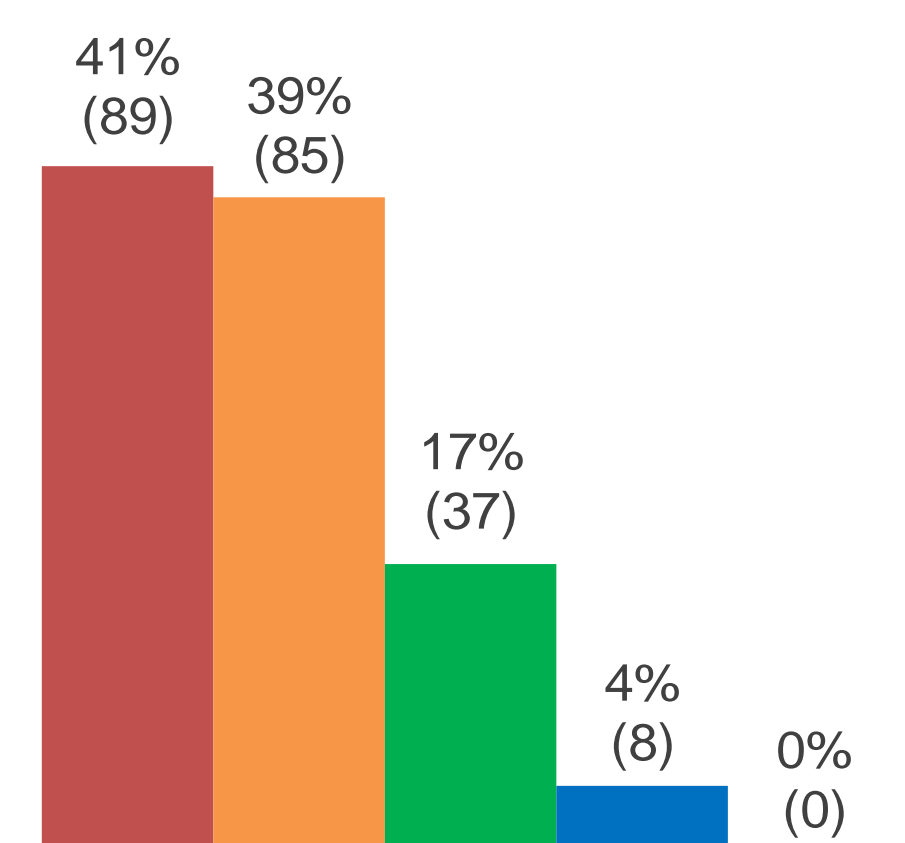| **Intervene**	**Watch**	**Reinforce**	**Model**
(0 to 24% of possible points)	**(25 to 49% of possible points)**	**(50 to 74% of possible points)**	**(75 to 100% of possible points)**

Distribution of All Schools by Overall Tier

■ Intervene   ■ Watch   ■ Reinforce   ■ Model   ■ No Report

SY 2014-2015 (325 Total Reports)

- 34% (112) — Intervene
- 44% (144) — Watch
- 16% (53) — Reinforce
- 2% (8) — Model
- 2% (8) — No Report
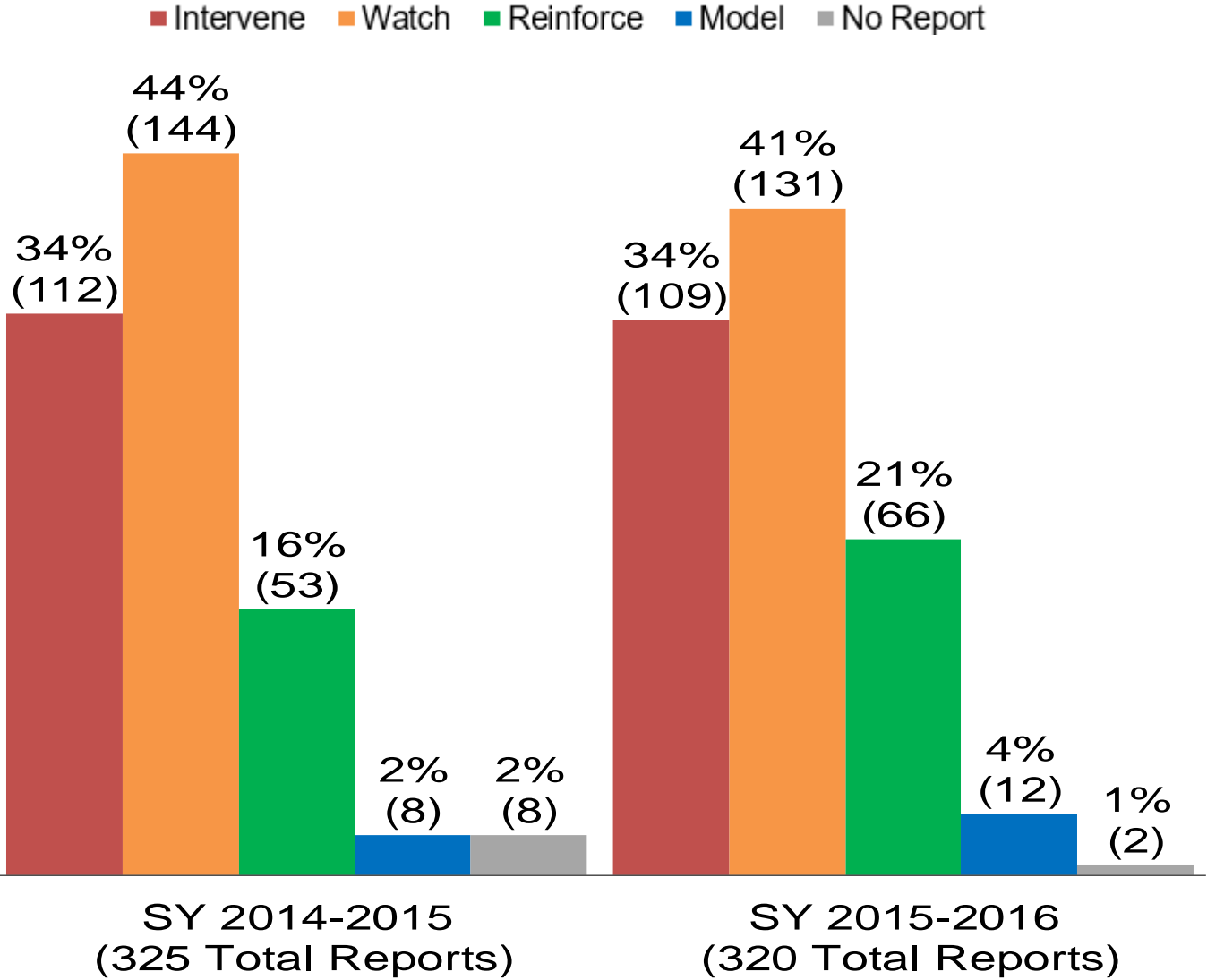
69K	82K	33K	7K	4K
35%	42%	17%	4%	2%

SY 2015-2016 (320 Total Reports)

- 34% (109) — Intervene
- 41% (131) — Watch
- 21% (66) — Reinforce
- 4% (12) — Model
- 1% (2) — No Report

62K	75K	42K	10K	1K
33%	40%	22%	5%	1%

Distribution of Schools by Overall Tier

■ Intervene ■ Watch ■ Reinforce ■ Model ▪ No Report

District Schools

41%
(89)

39%
(85)

17%
(37)

4%
(8)

0%
(0)

SY 2015-2016
(219 Total Reports)

50K 39%	50K 38%	23K 18%	6K 5%	0 0%

Charter Schools

46%
(46)

29%
(29)

20%
(20)

4%
(4)

2%
(2)
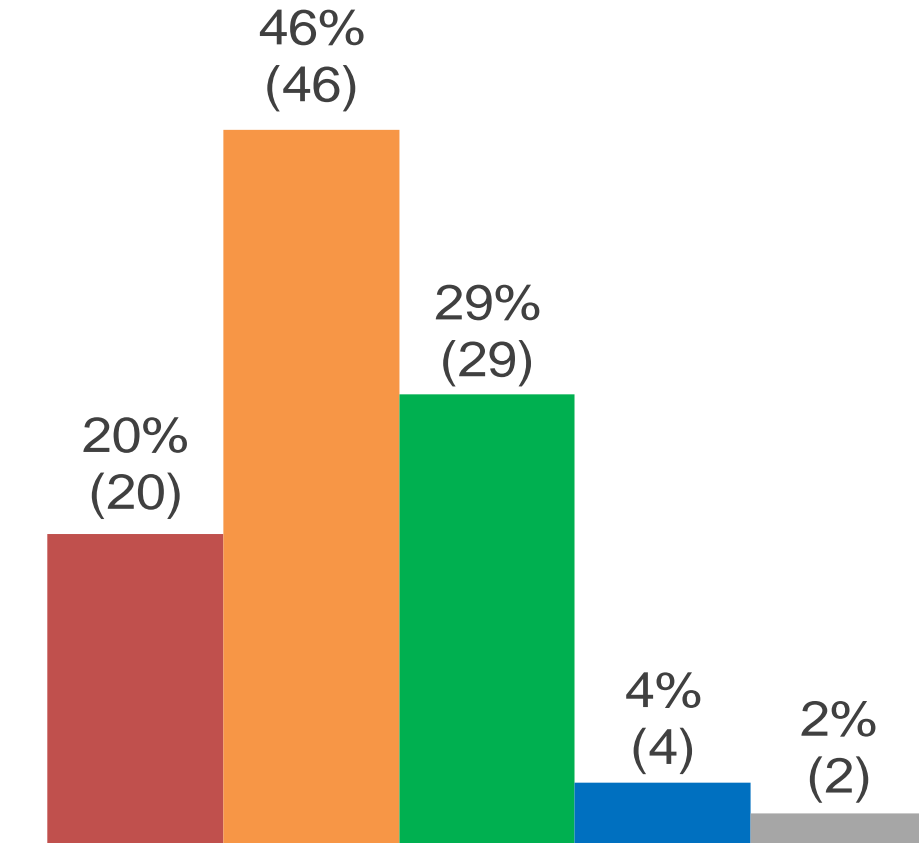
SY 2015-2016
(101 Total Reports)

12K 19%	26K 42%	19K 31%	3K 6%	1K 2%

Achievement Domain
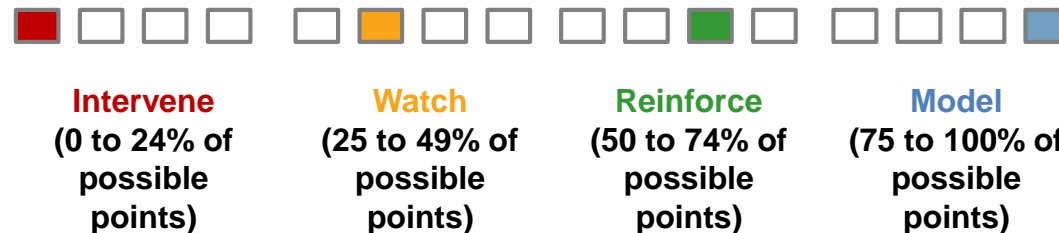
reading on grade level in K-2; PSSA/Keystone proficiency

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

| **What it measures?**	**Why is it important?**
-Quality and rate of early literacy development -Mastery of the PA common core standards in reading/literature, math and science -English proficiency for language learning	-Children who read proficiently by age 8 are better prepared for success in future grades. -Affect transfer options and high school admissions. -Test scores can influence college access (for HS students).

What can you do?

1. <u>Support</u> student reading outside of school.
2. <u>Be aware</u> of test dates—make sure students are prepared and encourage them to try hard.
3. <u>Monitor</u> performance on benchmarks and report cards:
   - Children should have ~75% or 18 out of 25 questions correct to be proficient on PSSA/Keystones.
   - Grades of B+ or higher correlate with performance on PSSA/Keystones and future school success.
   - Students should not miss more than 1 day of school per month, excused or unexcused, for a total of 9 days out of 180, over the school year.

Progress Domain
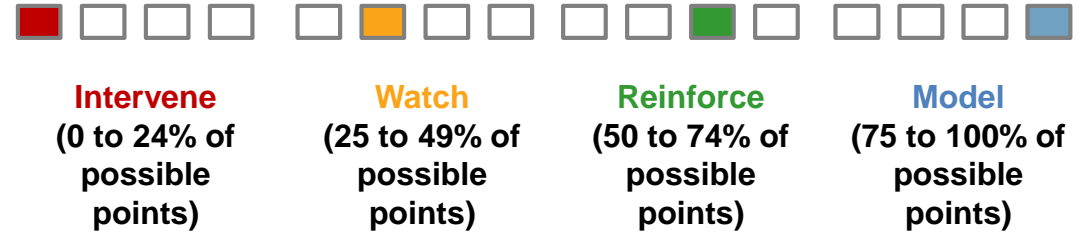
average growth index; students on-track; ACCESS; equity

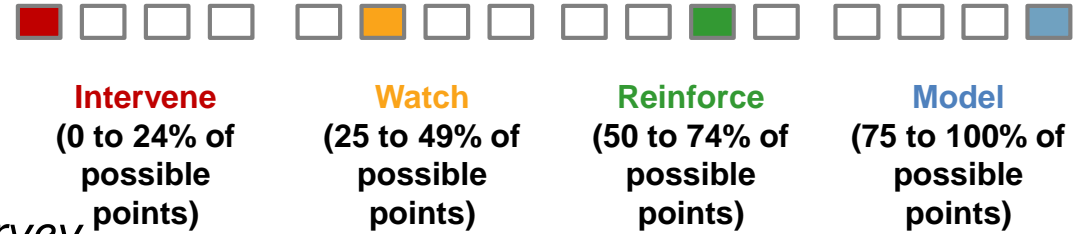| What it measures?	Why is it important?
-Growth in the PA common core standards in reading/literature, math and science -Credit accumulation (high schools only) -Growth in learning English -Growth for the lowest-performing students	-Expected growth means that the students learned new content at the expected rate over the year. Accelerated growth is needed for many students to be on grade level. -Not progressing through high school with the right number of credits puts students at risk for dropping out. -The lowest performing students are most vulnerable to not catching-up.

What can you do?

1. <u>Support</u> student learning outside of school.
2. <u>Be aware</u> of test dates—make sure students are prepared and encourage them to try hard.
3. <u>Discuss</u> course content and engagement with students and teachers:
   - Review material covered in class. If the content/pace seems too easy, flag this for the school.
   - Monitor student grades. If grades do not reflect a student's skills or effort, reach out to the teacher.
   - Find out if students have access to the classes they need to move to the next grade on time.

Climate Domain

attendance; retention; suspensions; student and parent survey

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

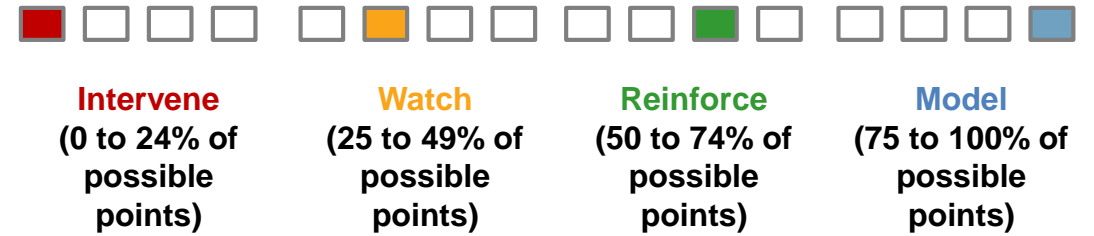| What it measures?	Why is it important?
-School environment -Student engagement and motivation -School stability	-A strong school climate is the foundation for student learning. -If children are not in school they cannot learn. -Parent and student voices are critical to school success.

What can you do?

1. Take the parent/guardian annual survey and encourage students to take it also.
2. Make sure students do not miss more than 1 day of school per month, excused or unexcused, for a total of 9 days out of 180 over the school year.
3. Be aware of test dates—make sure students are prepared and encourage them to try hard.
4. Discuss course content and engagement with students and teachers:
    - Review material covered in class. If the content/pace seems too easy, flag this for the school.
    - Find out about enrichment and other opportunities at school for students to grow and feel connected. Work with the school and/or the School Advisory Council to make them available.

College and Career Domain (HS only)

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

high school graduation; college enrollment; college/career prep opportunities; student survey

What it measures?	Why is it important?
-Successful completion of high school in four years -Access to colleges and universities -College prep focus at school	-Graduating high school increases opportunities for students later in life. -High school graduates contribute to the city's health. -Better prepared graduates do better in college/careers.

What can you do?

1. <u>Encourage</u> students to take the annual survey.
2. <u>Make sure</u> students do not miss more than 1 day of school per month, excused or unexcused, for a total of 9 days out of 180 over the school year.
3. <u>Monitor</u> class enrollment and completion. Encourage 9th graders to take Algebra I, literature, social studies, and science.
4. If students are behind, they should <u>enroll</u> in credit recovery or summer programs to catch up.
5. <u>Increase</u> students' access to enrichment and college/career preparation programming.

Looking forward

- Make the information more accessible
  - Working to present the SPR information in a more user-friendly, interactive way on the web

- Make the information more actionable
  - Coordinating with the Office of Family and Community Engagement to disseminate and communicate about what parents and guardians can do to help

- Ensure validity and reliability of SPR
  - Reviewing the information that feeds each SPR domain to make sure we are measuring what we think we are measuring and what we need to measure to drive improvement

SCHOOL ReDesign Initiative

PHILADELPHIA

An initiative to identify and support **innovative**, **talented educators and stakeholders** to lead and implement **evidence-based redesigns** that will accelerate student **academic performance**.

schoolredesignphiladelphia.org

Why School Redesign?

- **Identify** talented, committed educators

- **Leverage** advances in research, technology, and practice

- **Empower** educators, families, and community members

- **Utilize** community participation, assets, and knowledge to improve the student experience

SCHOOL ReDESIGN INITIATIVE
PHILADELPHIA

Instructional vision centerpiece
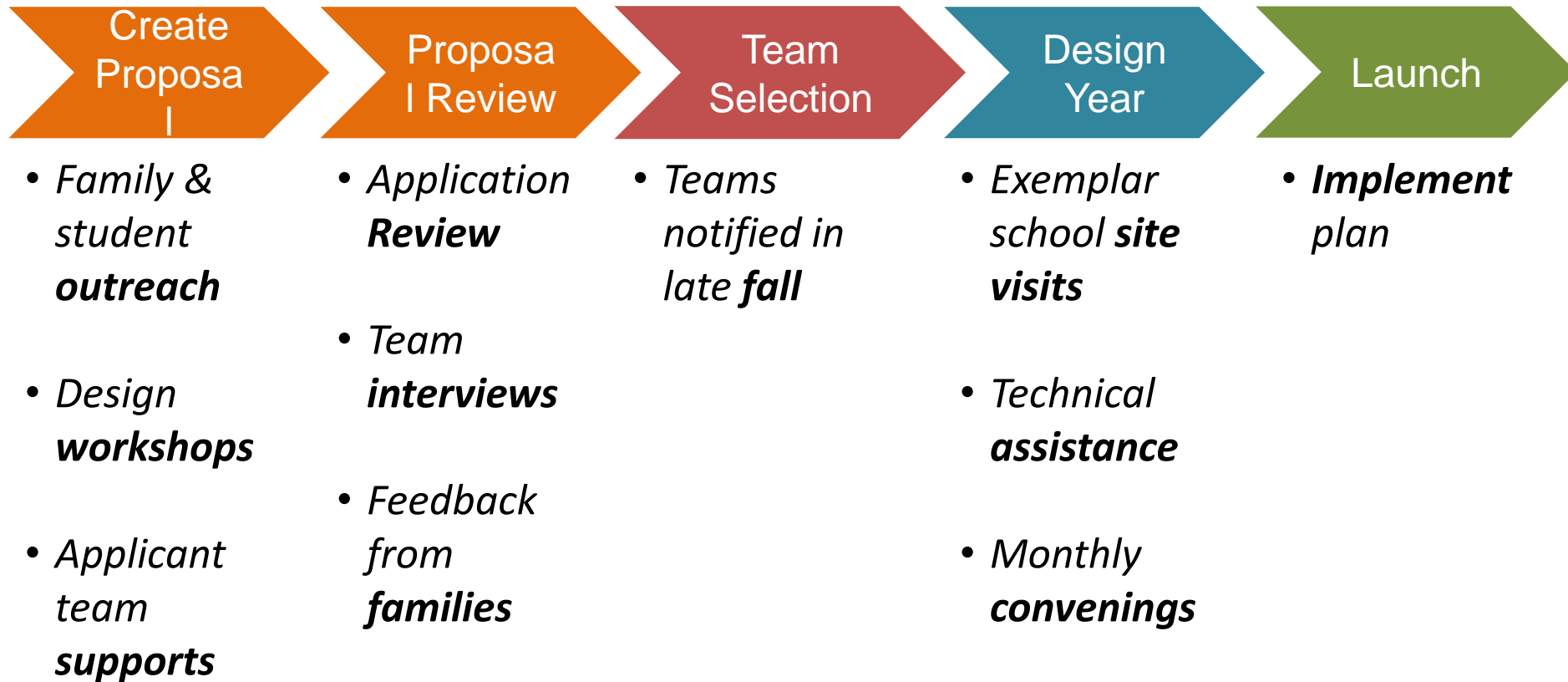of application

Public engagement at
all phases

Provision of needed
autonomies

Design principles aligned with
District vision

Provide sufficient time to
incubate the model

Support for
applicants

3

Applicant Process and Supports:

Create Proposal

- *Family & student **outreach***
- *Design **workshops***
- *Applicant team **supports***

Proposal Review

- *Application **Review***
- *Team **interviews***
- *Feedback from **families***

Team Selection

- *Teams notified in late **fall***

Design Year

- *Exemplar school **site visits***
- *Technical **assistance***
- *Monthly **convenings***

Launch

- ***Implement** plan*

Current SRI Schools

Cohort 1

- Chester Arthur
  - Inquiry Schools
- Carnell
  - Expeditionary Learning
- JS Jenks
  - Shared Classroom, IGNITE
- Tilden
  - Blended Learning

Cohort 2

- Fox Chase
  - Agriculture for hands-on learning
- Hancock - LaBrum
  - Inquiry Schools

Cohort 3

- Mayfair
  - International studies; Study abroad program
- Parkway Center City
  - Middle College High School

8th Grade Student

Tilden Middle School

MAMADOU KARAMOKO

Parents

Carnell Elementary School

TYSHIA INGRAM
JEN LEAMAN

Carnell Family Resource Center

English Languages Learners classes at Carnell FRC

Project-based Learning at Carnell

Principal, Teacher

Fox Chase Elementary School

ROB CAROSELLI
EVELYN ALBERT

School ReDesign Initiative
PHILADELPHIA

schoolredesignphiladelphia.org