SCHOOL PROGRESS REPORTS, 2015-2016

Overview for families
Overall/Domain Scores and Tiers

Elementary, K-8, middle

<table>
<thead>
<tr>
<th>Element</th>
<th>Achievement</th>
<th>Progress</th>
<th>Climate</th>
<th>College &amp; Career</th>
<th>OVERALL Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td>30%</td>
<td>40%</td>
<td>30%</td>
<td>NA</td>
<td>100%</td>
</tr>
<tr>
<td>% of total</td>
<td>30%</td>
<td>40%</td>
<td>20%</td>
<td>10%</td>
<td>100%</td>
</tr>
<tr>
<td>Tier</td>
<td>Intervene</td>
<td>Watch</td>
<td>Reinforce</td>
<td>Model</td>
<td></td>
</tr>
<tr>
<td>(0 to 24% of possible points)</td>
<td>(25 to 49% of possible points)</td>
<td>(50 to 74% of possible points)</td>
<td>(75 to 100% of possible points)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Distribution of All Schools by Overall Tier

- **SY 2014-2015** (325 Total Reports)
  - Intervene: 34% (112)
  - Watch: 16% (53)
  - Reinforce: 2% (8)
  - Model: 2% (8)
  - No Report: 1% (2)

- **SY 2015-2016** (320 Total Reports)
  - Intervene: 34% (109)
  - Watch: 4% (12)
  - Reinforce: 21% (66)
  - Model: 4% (12)
  - No Report: 1% (2)

### Percentages of Students
- 32%
- 35%
- 26%
- 8%
- 29%
- 38%
- 20%
- 4%
- 9%

### Number of Students
- 42K
- 82K
- 33K
- 7K
- 62K
- 75K
- 33K
- 42K
- 10K
- 7K
- 4K
- 6K
- 1K

### Total Reports
- SY 2012-2013: 239
- SY 2013-2014: 320
- SY 2014-2015: 325
- SY 2015-2016: 320

### Intervene: Watch: Reinforce: Model: No Report
- (District Only)
Distribution of Schools by Overall Tier

District Schools

- 41% (89) (SY 2014-2015)
- 39% (85) (SY 2015-2016)
- 17% (37) (SY 2014-2015)
- 4% (8) (SY 2015-2016)
- 0% (0) (SY 2014-2015)
- 0% (0) (SY 2015-2016)

Charter Schools

- 46% (46) (SY 2014-2015)
- 29% (29) (SY 2015-2016)
- 20% (20) (SY 2014-2016)
- 4% (4) (SY 2015-2016)
- 2% (2) (SY 2015-2016)
# Achievement Domain

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

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

### What can you do?

1. **Support** student reading outside of school.
2. **Be aware** of test dates—make sure students are prepared and encourage them to try hard.
3. **Monitor** 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*

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<td>- Growth in the PA common core standards in reading/literature, math and science</td>
<td>- 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.</td>
</tr>
<tr>
<td>- Credit accumulation (high schools only)</td>
<td>- Not progressing through high school with the right number of credits puts students at risk for dropping out.</td>
</tr>
<tr>
<td>- Growth in learning English</td>
<td>- The lowest performing students are most vulnerable to not catching-up.</td>
</tr>
<tr>
<td>- Growth for the lowest-performing students</td>
<td></td>
</tr>
</tbody>
</table>

### What can you do?

1. **Support** student learning outside of school.
2. **Be aware** of test dates—make sure students are prepared and encourage them to try hard.
3. **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.
   - 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*

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<td>- School environment</td>
<td>- A strong school climate is the foundation for student learning.</td>
</tr>
<tr>
<td>- Student engagement and motivation</td>
<td>- If children are not in school they cannot learn.</td>
</tr>
<tr>
<td>- School stability</td>
<td>- Parent and student voices are critical to school success.</td>
</tr>
</tbody>
</table>

### 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)

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

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| -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. **Encourage** students to take the annual survey.
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. **Monitor** class enrollment and completion. Encourage 9th graders to take Algebra I, literature, social studies, and science.
4. If students are behind, they should **enroll** in credit recovery or summer programs to catch up.
5. **Increase** 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
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
Learning from Past Efforts

**School ReDesign Initiative**

- 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
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
MAMADOU KARAMOKO

8th Grade Student
Tilden Middle School
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