



PARENT GUIDE TO THE SCHOOL ANNUAL REPORTS

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Imagine
2014

OFFICE OF
ACCOUNTABILITY
The School District of Philadelphia

OUR CORE BELIEFS

- CHILDREN COME FIRST
- PARENTS ARE OUR PARTNERS
- VICTORY IS IN THE CLASSROOM AND FACILITATED BY A STRONG INSTRUCTIONAL LEADER
- LEADERSHIP AND ACCOUNTABILITY ARE KEYS TO SUCCESS
- IT TAKES THE ENGAGEMENT OF THE ENTIRE COMMUNITY TO ENSURE THE SUCCESS OF ITS PUBLIC SCHOOLS

Dear Parents,

As a commitment to improving education for our children, the School District of Philadelphia's Office of Accountability (OA) has developed School Annual Reports. The purpose of these reports is to create consistent and publically transparent performance measures for our schools. In addition to schools, regional offices and central administrative offices performance will also be measured and reported.

How do the Annual Reports work?

- Using student, teacher, and school data provided by individual schools and through other sources, baseline data was established using the previous year.
- From the baseline data target goals were developed for each school.
- Each year data will be compared to the previous year's baseline to measure improvement and compare schools.
- Schools will either meet their target, miss their target but increase from their baseline, or miss their target.
- Depending on the grade levels within a school, the report format may be different. Currently there are two formats; one for high schools and one for middle and elementary schools.

What is on the Annual Reports?

All Schools are rated on their performance in four different categories:

- **Student Achievement:** academic performance as measured by student grades and PSSA test scores.
- **School Operations:** the school's ability to maintain a positive learning environment.
- **Community Satisfaction:** student, teacher, and parent satisfaction with the school, as determined by annual surveys.
- **School-Specific Indicators:** progress on additional targets specific to a school.
- **College/Career Readiness:** measures students participation in activities promoting college/career readiness

By looking at schools in this way, it is easier to see how schools are performing and also see the progress across the School District of Philadelphia.

This *Parent Guide to the School Annual Reports* provides a brief overview of each performance category and included target. For detailed information on how data was calculated, please see the *Complete Guide to the School Annual Reports* (<http://www.philasd.org/offices/accountability>). Annual Reports for each school are also located on the same webpage. If you have any questions please contact the Office of Accountability at 215-400-4250.

School Annual Report Changes

The District's 2011 School Annual Reports have changed from 2009. The new reports include updated targets and indicators for school year 2010-2011. Additionally, a Current Standing column has been added and provides the school's ranking out of all elementary or high schools in the District.

SAMPLE		2011 ANNUAL REPORT					
High School (Grades 9-12)							
INDICATOR DESCRIPTIONS		CURRENT STANDING ICONS					
⊗ Target missed	⊕ Target Met	⊕ Bottom 25% of schools	● Above Average				
⊕ Target missed, positive growth	★ New Indicator	⊖ Below Average	● Top 25% of schools				
25 out of 28 targets met for 2010-11							
Student Achievement		2010 BASELINE	2011 TARGET	2011 ACTUAL	TARGET MET	2012 TARGET	CURRENT STANDING
PSSA Proficiency - Math		71.7%	73.9%	84.6%	⊕	85.8%	●
PSSA Proficiency - Reading		84.8%	85.9%	91.5%	⊕	92.2%	●
PSSA Below Basic - Math		10.9%	10.0%	3.5%	⊕	3.2%	●
PSSA Below Basic - Reading		4.3%	4.0%	1.4%	⊕	1.3%	●
Achievement gap - Math (Compared to District)		6.8	6.1	3.0	⊕	2.7	●
Achievement gap - Reading (Compared to District)		No Gap	No Gap	No Gap	⊕	No Gap	●
PSSA Proficiency - African American (Math)		72.1%	74.3%	77.9%	⊕	79.7%	●
PSSA Proficiency - African American (Reading)		83.7%	84.9%	90.8%	⊕	91.5%	●
PSSA Proficiency - Latino (Math)		54.2%	57.8%	90.3%	⊕	91.1%	●
PSSA Proficiency - Latino (Reading)		87.5%	88.4%	90.3%	⊕	91.1%	●
PSSA Proficiency - Special Education (Math)		N/A	N/A	N/A		N/A	●
PSSA Proficiency - Special Ed. (Reading)		N/A	N/A	N/A		N/A	●
PSSA Proficiency - ELL (Math)		N/A	N/A	N/A		N/A	●
PSSA Proficiency - ELL (Reading)		N/A	N/A	N/A		N/A	●
School Operations		2010 BASELINE	2011 TARGET	2011 ACTUAL	TARGET MET	2012 TARGET	CURRENT STANDING
Student Assistance (CSAP) Rating		87.4	88.6	96.4	⊕	96.8	●
Facility Safety Audit		A-	A	A	⊕	A	●
ELL Level Movement		N/A	N/A	N/A		N/A	●
Special Education compliance		100.0%	100.0%	100.0%	⊕	100.0%	●
Breakfast Participation		46.9%	50.2%	70.6%	⊕	75.2%	●
Student Attendance Rate		93.5%	94.1%	94.4%	⊕	94.9%	●
Teacher Attendance Rate		97.0%	97.3%	96.7%	⊗	97.0%	●
Percentage of Students Chronically Truant		9.5%	8.7%	8.7%	⊕	7.9%	●
For Special Admission Schools Only							
Special Education enrollment (Legare req.)		5.0%	5.0%	5.9%	⊕	5.0%	⊕
English Language Learner enrollment		2.7%	3.5%	4.0%	⊕	3.5%	●
Pct of students returning to neighborhood school		2.3%	2.1%	0.7%	⊕	0.7%	●
College/Career Ready		2010 BASELINE	2011 TARGET	2011 ACTUAL	TARGET MET	2012 TARGET	CURRENT STANDING
Students receiving college/career counseling		90.0%	90.0%	N/A		90.0%	●
Participation on PSAT/SAT/ACT		93.5%	94.2%	88.9%	⊗	90.0%	●
Enrollment in Advanced Placement courses		54.0%	57.3%	52.5%	⊗	54.9%	●
On-track-to-graduation rate		87.8%	89.0%	97.3%	⊕	97.6%	●
Percentage of students dropping out		1.5%	1.3%	0.7%	⊕	0.6%	●
Community Satisfaction		2010 BASELINE	2011 TARGET	2011 ACTUAL	TARGET MET	2012 TARGET	CURRENT STANDING
Teacher Commitment to School		3.60	3.42	N/A		3.42	●
Perceptions of Safety		3.20	3.03	N/A		3.03	●
Parent/Community Involvement		2.86	2.71	N/A		2.71	●
Percentage of Parents Returning Survey		30.2%	10.0%	N/A		10.0%	●
School-Specific Indicators		2010 BASELINE	2011 TARGET	2011 ACTUAL	TARGET MET	School-Specific Indicators are an opportunity for schools to showcase areas of improvement. These indicators can change every year for each school.	
Decrease in Out-of-School Suspension rate		12.3	12.2	6.4	⊕		
Decrease in Violent Incident rate		0.9	0.8	0.6	⊕		
Foreign language courses offered		15	15	16	⊕		
Advanced Placement Courses Offered		15	15	18	⊕		

The 2011 Annual Report includes new indicators that are identified by an ★

The 2011 Annual Report also includes a new current standing icon.

New targets have been set for the 2011-2012 school year based on 2011 results.

The Current Standing indicates where the school stands on meeting targets in comparison with the district.

Schools will now have to reach targets for decreasing the percentage of students earning below basic on the math and reading sections of the PSSA.

Indicators relating to college and career readiness are now under a new category.

Student Achievement

This section reflects student academic performance and is based primarily on the Pennsylvania System of School Assessment (PSSA). This section also includes goals for making progress toward closing the District's achievement gap between student groups, increasing student achievement, and aligning student report cards with PSSA proficiency levels. Data is provided for categories with at least 20 students.

Pennsylvania System of School Assessment (PSSA): Achieving Proficiency

The 2011 annual targets for proficiency on the PSSA exams in reading and math are based on 2010 test results. All schools are expected to increase the percentage of students scoring "Advanced" or "Proficient" in both math and reading subject areas. Schools with lower baselines are expected to make higher gains. In addition, all schools are expected to decrease the percentage of students who are "Below Basic" in both math and reading subject areas.

PSSA Achievement Gap

The goal for all schools is to have all groups of students performing at the same level. The achievement gap represents how much a school's performance in one group of students (African American and Latino) lags behind that of another group of students (White and Asian). For example, if fifty percent of the school's African American and Latino Students score Advance or Proficient on the PSSA while eighty percent of the same school's White and Asian students perform at the Advanced or Proficient levels, the achievement gap would be thirty. For schools that do not have at least 20 White or Asian students the percentage of White and Asian students performing at the Advanced and Proficient levels

PSSA Growth (Elementary and Middle School Report Only)

As a part of the School Performance Index (SPI, the District's comprehensive way to measure school performance), PSSA growth was introduced as a new way of looking at PSSA scores. Using the SPI's growth model, this shows the grades in which students have made positive change in PSSA test scores from one year to the next.

PSSA: Proficiency for No Child Left Behind (NCLB) Student Groups

The annual reports set 2011 targets for Proficiency on the PSSA exams in reading and math using 2010 test results. All schools are expected to increase the percentage of NCLB student groups (African American, Latino, Special Education, and English Language Learners (ELL)) scoring "Advanced" or "Proficient" in both math and reading. Schools with lower 2010 results needed to improve more than other schools in order to meet their targets.

Alignment of Report Card Marks and PSSA (Elementary and Middle School Report Only)

There has been growing concern that a student's performance in school (grades) does not often match the students performance on the PSSA. The School District of Philadelphia has created a way to match final report card grades and PSSA scores. If all "A" students scored "Advanced", all "B" students scored "Proficient", all "C" students scored "Basic", and all "D" or "F" students scored "Below Basic", there would be a perfect alignment score (that is 100:1). The goal is to increase the alignment score (amount of the match). Only scores of students who have both a final report card mark and took the PSSA were included.

School Operations

This section reports on the school's ability to maintain and create an environment that promotes learning. The measures used include attendance, service to students, and conformity to District policies. Additional measures have been added for select high schools.

Student Assistance Rating

The Student Assistance Rating reports the extent to which schools assist students with learning and/or behavior concerns by use of the Comprehensive Student Assistance Process (CSAP). The goal for every school is to have all students who are eligible for CSAP receive services. A student may become eligible for CSAP by school identification through truancy, test scores, performance, behavior, parental request for evaluation, or other reasons. Students who are receiving ELL services are excluded from CSAP Tier 2 eligibility on the basis of reading level. ELL students are Tier 2 eligible if they receive a failing grade in language arts / reading and or math based on the marking criteria.

Facility Safety Audit

This reflects the letter grade schools receive on the annual Facility Safety Audit conducted at each school. Audits are usually performed by the Office of School Climate and Safety along with the school's principal. Grades are based on the responses given to questions about building conditions and emergency preparedness. Student behavior is not included as part of the Safety Audit.

English for Speakers of Other Languages (ESOL)

This reports the percentage of students who improved by at least one ESOL level from the previous school year, using levels determined by both/either the Wide Range Achievement Test (WRAT) and Access tests. Students who have exited the ESOL program count as having moved one level.

Special Education Compliance

This measures the number of special education students who have valid Individualized Education Plans (IEPs) on November 30th of each year.

Curriculum Implementation Rating (Elementary and Middle School Only)

This is the percentage of students in grade 8 who were enrolled and received grades in key curricular courses including Algebra8 and Art or Music.

School Breakfast Participation

This reports on the percentage of students enrolled in the school lunch program who are also participate in school breakfast. The District's goal is to have at least 70% of students who are enrolled in the school lunch program to also participate in the school breakfast program. The target provided for each school for 2011 would set the District on track to achieving an overall 70% participation rate.

Student Attendance Rate

This is also known as the Average Daily Attendance (ADA) and is the number of days students attend school divided by the number of open school days. Because this is a school-level rate, if a student leaves a particular school, their absences do not travel with them.

Teacher Attendance Rate

This looks at ADA for teachers using short-term teacher absences only (long-term absences of 10 or more days do not affect the teacher attendance rate). All teacher codes defined in the union contract, including counselors and department heads, are included in the calculation. Teachers approved for travel or professional development are counted as present.

Chronically Truant Rate

This indicator provides the percentage of students in the school with more than 10 unexcused absences in a year. The goal for every school is to decrease the percentage of chronically absent students by 10%.

College/Career Readiness

This section shows the extent to which a school adequately prepares its students for life after high school. It is measured in how well a school encourages personal advancement towards college or a career for its students and discourages them from dropping out.

Advanced Placement (High Schools Only)

This is the percentage of students in grades 11 and 12 who received a grade in at least one Advanced Placement or International Baccalaureate course.

Participation on PSAT/SAT/ACT (High School Report Only)

This measures the percentage of students in grades 10-12 who have participated in the PSAT, SAT or ACT. The 2010 baseline uses actual test records divided by enrollment for those grades on April 30, 2010. The target for this indicator was a 10% increase in the number of test takers.

Students Receiving College or Career Counseling (High School Report Only)

This indicator reflects the percentage of students who received guidance for college and/or career planning. The baseline data was taken from the annual high school student survey and is the percentage of students who answered yes to at least two of the following questions: Taken the PSAT? Met with your counselor or a teacher to discuss what courses you need for college? Learned about ways to pay for college? Research career possibilities? Attended college fair(s)? Researched college options? Taken the SAT? Received assistance from your school counselor in completing the Free Application for Federal Student Aid (FAFSA)? Received assistance from your school counselor in completing college or trade and technical school applications? Completed the FAFSA? Been accepted to any schools for fall admission? Received any scholarships for next year?

On-Track to Graduation (High School Report Only)

This indicator is the percentage of students in a school who are on-track to graduating within four years. A student is on-track to graduation if:

1. The student was a first-time ninth grader in 2010 and was enrolled in a District school on October 15th, 2010, and
2. Has earned at least 5 credits throughout the 2010-2011 school year, and
3. Has not failed a Mathematics or English course during the 2010-2011 school year.

Percentage of Students Dropping Out (High School Report Only)

A student is considered to have dropped out if they leave a District school and do not enroll in an alternate program (Private School, etc.) that leads to a High School Diploma. This indicator shows the percentage of students who have left a District school to not go on to a program offering high school completion.

Community Satisfaction

Surveys are used to determine student, parent, and teacher opinions of school environment. Surveys include questions on perception of safety, teacher commitment to schools, and parent/community-involvement questions.

School-Specific Indicators

School specific indicators may be provided for schools that did exceptionally well in the following areas:

Possible school-specific indicators for all schools include:

- Percent of students taking foreign language classes
- Teacher attendance
- Teacher vacancy fill rate
- Teacher retention
- Substitution fill rate
- Decrease in violent incident rate
- Percentage of students promoted
- Increase of enrollment in technology/computer courses offered

Possible indicators for elementary or middle schools include:

- Percentage passing Algebra8 exam
- Extra-curricular activity in art/music
- Percentage of students promoted
- Enrollment in technology courses
- Participation in mandated health screenings

Possible indicators for high schools include:

- Minority enrollment in advanced placement
- Advanced placement tests passed
- Advanced placement courses offered
- Physical exams recorded
- Post-secondary enrollment

Questions about this document or anything related to the Annual Reports, the School District of Philadelphia's Performance Matrix should be directed to Daniel Piotrowski, Office of Accountability, 215-400-5886, dpotrowski@philasd.org. More information is also available at <http://www.philasd.org/offices/accountability/>.