

Tacony Academy Charter School

Governance	Charter	Report Type	K-8 School
Address	1330 Rhawn St.	Enrollment	693
	Philadelphia, PA 19111	Grade Range	K-8
Phone / Fax	215.742.5100 / 215.742.5200	Admissions Category	Lottery with Preference
Website	www.ap-schools.org/taconyacademy/	Turnaround Model	N/A

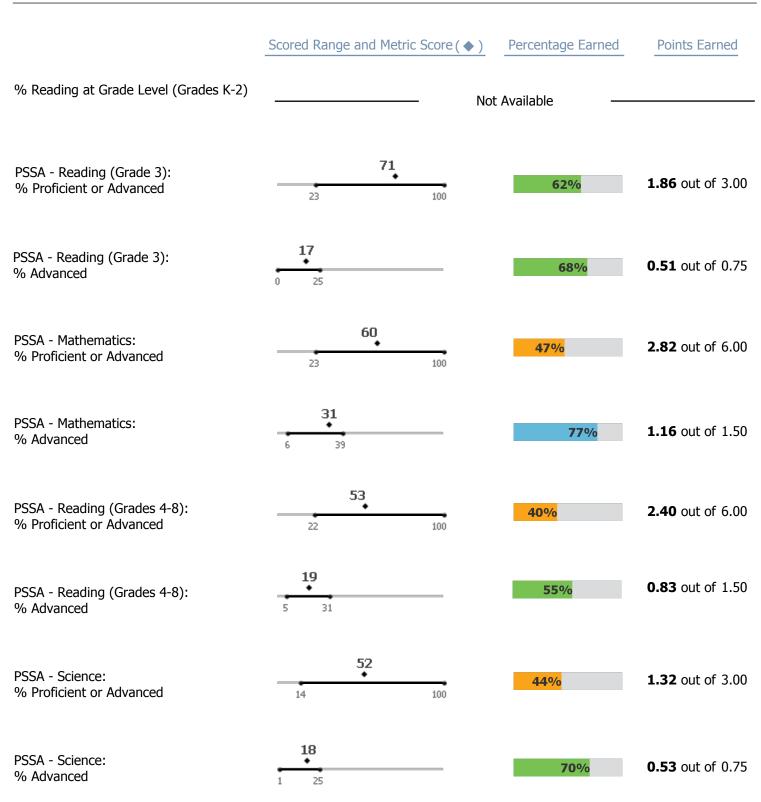
Welcome

The School Progress Report (SPR) provides parents, families, and community members with valuable information on the progress schools are making towards citywide goals. Each school receives a score and a corresponding performance tier at the overall and domain levels. Each school also receives two rankings: one within all schools of the same grade configuration (City Rank) and one within a peer group of schools with similar student demographics (Peer Rank). A school is designated a City Leader if it ranks first among all schools with the same grade configuration. A school is designated a Peer Leader if it ranks first in its peer group.

Scoring Summary

TIER:	■ □ □ □ INTERVENE (0-24%)	□ ■ □ □ WATCH (25-49%)		■ ■ REINFORCE (50-74%	6)	MODEL (75-100%)
			Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
A scho perfor	RALL ol's overall score represents its mance on the Achievement, Pre e & Career (for high schools or	ogress, Climate, and	41%	WATCH	47th of 126 (-44)	12th of 15 (-44)
The Ao standa	evement chievement domain measures p rdized assessments, including , ACCESS for ELLs, and reading	the PSSA, Keystone	50%	REINFORCE	28th of 126 (-38)	11th of 15 (-32)
assess	ress ogress domain measures grow ments and progress towards g s only).		21%	INTERVENE	86th of 126 (-70)	15th of 15 (-62)
	ate imate domain measures schoo arent/guardian engagement.	climate and student	76%	MODEL	32nd of 126 (-24)	8th of 15 (-23)

Achievement



Achievement (Cont'd.)

	Scored Range and Metric	Score (•) Percentage Earned	Points Earned
PSSA - Writing: % Proficient or Advanced	61 •	53%	1.59 out of 3.00
PSSA - Writing: % Advanced	1 • 0 25	5% <mark>0</mark>	0.04 out of 0.75
ACCESS for ELLs: % 4.5 or Above		- Insufficient Sample —	

TOTAL

50%

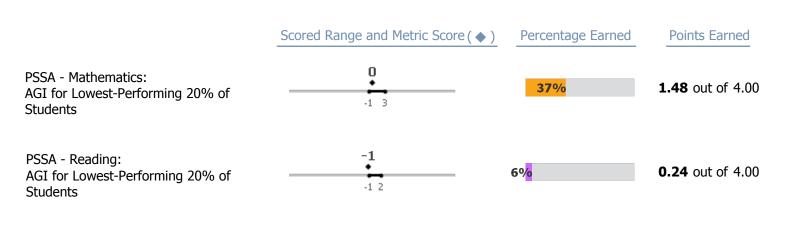
13.06 out of 26.25

Progress

	Scored Range and Metric Score (Percentage Earned	Points Earned
PSSA - Mathematics: Average Growth Index (AGI)	-2 4	<mark>25%</mark>	3.38 out of 13.50
PSSA - Reading: Average Growth Index (AGI)	-3	0%	0.00 out of 13.50
PSSA - Science (Grade 4): Average Growth Index (AGI)	- 1 -2 2	15 <mark>%</mark>	0.45 out of 3.00
PSSA - Science (Grade 8): Average Growth Index (AGI)	-2 2 -2 2	3%	0.09 out of 3.00
PSSA - Writing (Grade 5): Average Growth Index (AGI)	-2 2	57%	1.71 out of 3.00
PSSA - Writing (Grade 8): Average Growth Index (AGI)	-2 2	88%	2.64 out of 3.00
ACCESS for ELLs: % Growth in 75th Percentile or Above	Insuf	ficient Sample —	

□ □ ■ □ REINFORCE (50-74%)

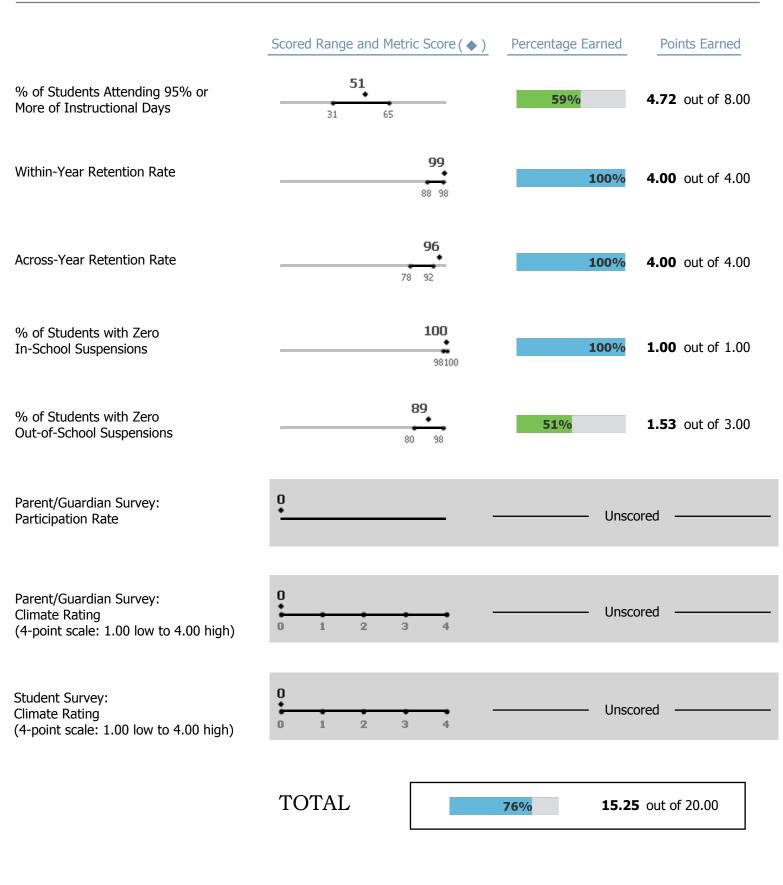
Progress, on Equity



TOTAL 21% 9.99 out of 47.00

□ □ ■ □ REINFORCE (50-74%)

Climate



Educator Effectiveness

Teacher effectiveness measures are being described in the School Progress Report, but not included in the SPR rating, to share data we are gathering to monitor and support teacher practice. This information is also used to develop responsive and customized professional learning for teachers to ensure that all students have access to great teachers. Here are some important details to contextualize the teacher effectiveness data reported in the SPR.

- Teachers in a formal observation year who fail to receive a required observation receive a default observation score of 2 (Proficient) for any missing observation data, which may inflate the overall scores.
- Until district-wide, inter-rater reliability norming is held for all principals, observation scores may vary significantly across schools and observers. As a result, comparisons of scores between schools may not be meaningful.
- The district's observation tool evaluates 10 components of the Danielson Framework for Teaching. Therefore, comparing SDP's observation scores to scores evaluated against all 22 components of the Danielson Framework may not be meaningful.

Percentage of Teachers Receiving an Effectiveness Rating of Distinguished	Not Available
Percentage of Teachers Receiving an Observation Score of Distinguished in Instruction	Not Available
Percentage of Teachers Attending 95% or More of Days	Not Available
Student Survey: Student Perception of Teacher Practice (0 of 457 students in this school completed the survey) (4-point scale: 1.00 low to 4.00 high)	Not Available