

Murrell Dobbins Career and Technical High School

Governance	District	Report Type	High School
Address	2150 W. Lehigh Ave. Philadelphia, PA 19132	Enrollment	614
Phone / Fax	215.227.4421 / 215.227.4944	Grade Range	9-12
Website	www.philasd.org/schools/dobbins	Admissions Category	Citywide
		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%) □ □ □ ■ MODEL (75-100%)

	<u>Score</u>	<u>Performance Tier</u>	<u>City Rank (Gap to Leader)</u>	<u>Peer Rank (Gap to Leader)</u>
OVERALL A school's overall score represents its combined performance on the Achievement, Progress, Climate, and College & Career (for high schools only) domains.	19%	■ □ □ □ INTERVENE	52nd of 71 (-63)	12th of 27 (-46)
Achievement The Achievement domain measures performance on standardized assessments, including PSSA, Keystone Exams, ACCESS for ELLs, and reading assessments.	4%	■ □ □ □ INTERVENE	56th of 70 (-80)	14th of 27 (-34)
Progress The Progress domain measures growth on standardized assessments and progress towards graduation (for high schools only).	20%	■ □ □ □ INTERVENE	50th of 71 (-64)	14th of 27 (-52)
Climate The Climate domain measures school climate and student and parent/guardian engagement.	26%	□ ■ □ □ WATCH	55th of 72 (-74)	15th of 28 (-52)
College & Career The College & Career domain measures college and career readiness and post-secondary outcomes.	47%	□ ■ □ □ WATCH	46th of 70 (-51)	8th of 26 (-38)

Achievement

	Scored Range and Metric Score (◆)	Percentage Earned	Points Earned
Keystone Exam - Algebra I: First-Time Pass Rate		2%	0.12 out of 6.00
Keystone Exam - Algebra I: Re-Test Pass Rate		5%	0.15 out of 3.00
Keystone Exam - Algebra I: % Advanced		0%	0.00 out of 0.60
Keystone Exam - Biology: First-Time Pass Rate		4%	0.24 out of 6.00
Keystone Exam - Biology: Re-Test Pass Rate		1%	0.03 out of 3.00
Keystone Exam - Biology: % Advanced		2%	0.01 out of 0.60
Keystone Exam - Literature: First-Time Pass Rate		3%	0.18 out of 6.00
Keystone Exam - Literature: Re-Test Pass Rate		14%	0.42 out of 3.00
Keystone Exam - Literature: % Advanced		0%	0.00 out of 0.60

TIER: ■■■ INTERVENE (0-24%) ■■■ WATCH (25-49%) ■■■ REINFORCE (50-74%) ■■■ MODEL (75-100%)

Achievement (Cont'd.)

Scored Range and Metric Score (◆)

Percentage Earned

Points Earned

ACCESS for ELLs:
% 4.5 or Above

Insufficient Sample

TOTAL



TIER: ■■■■ INTERVENE (0-24%)

■ ■ ■ ■ WATCH (25-49%)

■ ■ ■ ■ REINFORCE (50-74%)

■ ■ ■ ■ MODEL (75-100%)

Progress

	Scored Range and Metric Score (◆)	Percentage Earned	Points Earned
Keystone Exam - Algebra I: Average Growth Index (AGI)		0%	0.00 out of 6.50
Keystone Exam - Biology: Average Growth Index (AGI)		19%	1.24 out of 6.50
Keystone Exam - Literature: Average Growth Index (AGI)		0%	0.00 out of 6.50
ACCESS for ELLs: % Growth in 75th Percentile or Above	_____	Insufficient Sample	_____
% of On-Track Students Earning Credits Required for Promotion		52%	4.16 out of 8.00
% of Off-Track Students Earning Credits Required for Promotion	_____	Insufficient Sample	_____

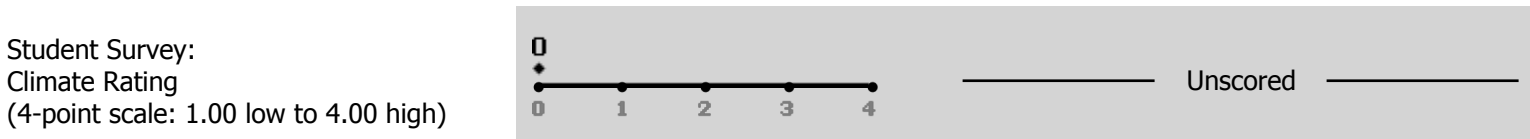
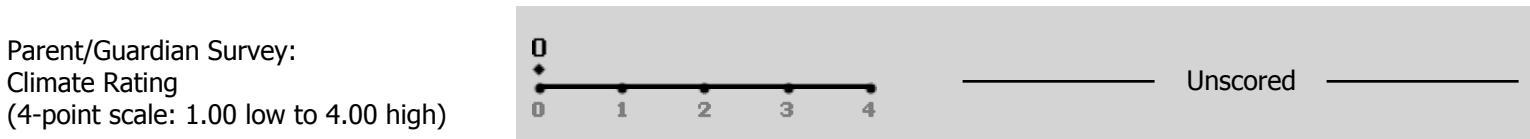
TIER: ■■■■ INTERVENE (0-24%) ■■■ WATCH (25-49%) ■■■ REINFORCE (50-74%) ■■■■ MODEL (75-100%)

Progress, on Equity

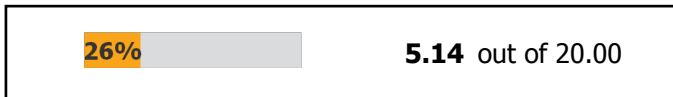
	<u>Scored Range and Metric Score (◆)</u>	<u>Percentage Earned</u>	<u>Points Earned</u>
Keystone Exam - Algebra I: AGI for Lowest-Performing 20% of Students		0% 	0.00 out of 1.50
Keystone Exam - Biology: AGI for Lowest-Performing 20% of Students		54% 	0.81 out of 1.50
Keystone Exam - Literature: AGI for Lowest-Performing 20% of Students		15% 	0.23 out of 1.50
TOTAL		20% 	6.44 out of 32.00

Climate

	Scored Range and Metric Score (◆)	Percentage Earned	Points Earned
% of Students Attending 95% or More of Instructional Days			1.04 out of 8.00
Within-Year Retention Rate			1.96 out of 4.00
Across-Year Retention Rate			1.08 out of 4.00
% of Students with Zero In-School Suspensions			1.00 out of 1.00
% of Students with Zero Out-of-School Suspensions			0.06 out of 3.00



TOTAL



College & Career

	Score Range and Metric Score (◆)	Percentage Earned	Points Earned
Four-Year Cohort Graduation Rate			3.90 out of 6.00
First-Fall College Matriculation Rate			0.80 out of 4.00
AP/IB: % of 12th-Graders Scoring 3 (AP)/4 (IB) or Higher on an Exam		Unscored	
ACT/SAT: % of 12th-Graders Scoring College & Career Readiness Benchmark		Unscored	
FAFSA Completion Rate		Unscored	
TOTAL			4.70 out of 10.00

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
(15 of 43 teachers in this school were in a formal observation year)

0%



Percentage of Teachers Receiving an Observation Score of Distinguished in Instruction
(15 of 43 teachers in this school were in a formal observation year)

7%



Percentage of Teachers Attending 95% or More of Days

71%



Student Survey: Student Perception of Teacher Practice
(18 of 548 students in this school completed the survey)
(4-point scale: 1.00 low to 4.00 high)

3.21 out of 4.00