

## Alternative Middle Years at James Martin

Governance	District	Report Type	Middle School
Address	3380 Richmond St. Philadelphia, PA 19134	Enrollment	387
Phone / Fax	215.291.4172 / 215.291.5180	Grade Range	6-8
Website	www.philasd.org/schools/martin	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>
<b>OVERALL</b> A school's overall score represents its combined performance on the Achievement, Progress, Climate, and College & Career (for high schools only) domains.	41%	<span style="color: orange;">■</span> <span style="color: orange;">■</span> <span style="color: orange;">■</span> <span style="color: orange;">■</span> <b>WATCH</b>	16th of 33 (-38)	6th of 7 (-29)
<b>Achievement</b> The Achievement domain measures performance on standardized assessments, including the PSSA, Keystone Exams, ACCESS for ELLs, and reading assessments.	47%	<span style="color: orange;">■</span> <span style="color: orange;">■</span> <span style="color: orange;">■</span> <span style="color: orange;">■</span> <b>WATCH</b>	10th of 33 (-51)	4th of 7 (-51)
<b>Progress</b> The Progress domain measures growth on standardized assessments and progress towards graduation (for high schools only).	32%	<span style="color: orange;">■</span> <span style="color: orange;">■</span> <span style="color: orange;">■</span> <span style="color: orange;">■</span> <b>WATCH</b>	12th of 33 (-53)	3rd of 7 (-37)
<b>Climate</b> The Climate domain measures school climate and student and parent/guardian engagement.	55%	<span style="color: green;">■</span> <span style="color: green;">■</span> <span style="color: green;">■</span> <span style="color: green;">■</span> <b>REINFORCE</b>	15th of 33 (-45)	6th of 7 (-45)

## Achievement

	Scored Range and Metric Score ( ◆ )	Percentage Earned	Points Earned
PSSA - Mathematics: % Proficient or Advanced			<b>3.45</b> out of 7.50
PSSA - Mathematics: % Advanced			<b>0.47</b> out of 1.50
PSSA - Reading (Grades 4-8): % Proficient or Advanced			<b>3.98</b> out of 7.50
PSSA - Reading (Grades 4-8): % Advanced			<b>0.69</b> out of 1.50
PSSA - Science: % Proficient or Advanced			<b>1.54</b> out of 3.75
PSSA - Science: % Advanced			<b>0.32</b> out of 1.50
PSSA - Writing: % Proficient or Advanced			<b>2.55</b> out of 3.75
PSSA - Writing: % Advanced			<b>0.27</b> out of 1.50

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## Achievement (Cont'd.)

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Scored Range and Metric Score (◆)

Percentage Earned

Points Earned

ACCESS for ELLs:  
% 4.5 or Above

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Insufficient Sample

\_\_\_\_\_

TOTAL



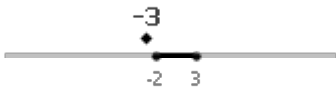

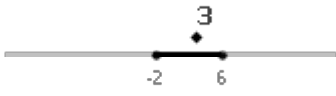

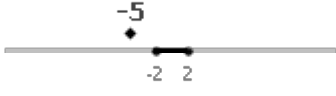

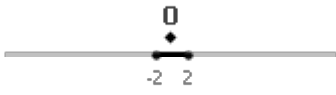
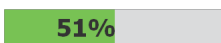
TIER: ■■■■ INTERVENE (0-24%)

■ ■ ■ ■ WATCH (25-49%)

■ ■ ■ ■ REINFORCE (50-74%)

■ ■ ■ ■ MODEL (75-100%)

## Progress

	<u>Scored Range and Metric Score (◆)</u>	<u>Percentage Earned</u>	<u>Points Earned</u>
PSSA - Mathematics: Average Growth Index (AGI)		0% 	<b>0.00</b> out of 13.50
PSSA - Reading: Average Growth Index (AGI)		61% 	<b>8.24</b> out of 13.50
PSSA - Science (Grade 8): Average Growth Index (AGI)		0% 	<b>0.00</b> out of 3.75
PSSA - Writing (Grade 5): Average Growth Index (AGI)	_____	Not Applicable	_____
PSSA - Writing (Grade 8): Average Growth Index (AGI)		51% 	<b>1.91</b> out of 3.75
ACCESS for ELLs: % Growth in 75th Percentile or Above	_____	Insufficient Sample	_____

## Progress, on Equity

	Scored Range and Metric Score ( ◆ )	Percentage Earned	Points Earned
PSSA - Mathematics: AGI for Lowest-Performing 20% of Students		0%	0.00 out of 4.00
PSSA - Reading: AGI for Lowest-Performing 20% of Students		82%	3.28 out of 4.00

TOTAL



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## Climate

	Scored Range and Metric Score (◆)	Percentage Earned	Points Earned
% of Students Attending 95% or More of Instructional Days			<b>2.32</b> out of 8.00
Within-Year Retention Rate			<b>3.24</b> out of 4.00
Across-Year Retention Rate			<b>2.28</b> out of 4.00
% of Students with Zero In-School Suspensions			<b>1.00</b> out of 1.00
% of Students with Zero Out-of-School Suspensions			<b>2.07</b> out of 3.00

Parent/Guardian Survey: Participation Rate		Unscored
Parent/Guardian Survey: Climate Rating (4-point scale: 1.00 low to 4.00 high)		Unscored
Student Survey: Climate Rating (4-point scale: 1.00 low to 4.00 high)		Unscored

**TOTAL**



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

## Educator Effectiveness

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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  
(10 of 22 teachers in this school were in a formal observation year)

0%



Percentage of Teachers Receiving an Observation Score of Distinguished in Instruction  
(10 of 22 teachers in this school were in a formal observation year)

50%



Percentage of Teachers Attending 95% or More of Days

64%



Student Survey: Student Perception of Teacher Practice  
(289 of 386 students in this school completed the survey)  
(4-point scale: 1.00 low to 4.00 high)

3.10 out of 4.00