2013-2014 School Progress Report

Gilbert Spruance School

Governance	District	Report Type	K-8 School
Address	6401 Horrocks St.	Enrollment	1,337
	Philadelphia, PA 19149	Grade Range	K-8
Phone / Fax	215.537.2514 / 215.537.2933	Admissions Category	Neighborhood
Website	www.philasd.org/schools/spruance	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.

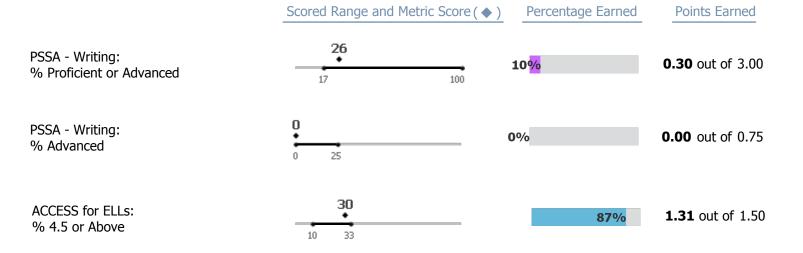
Scoring Summary

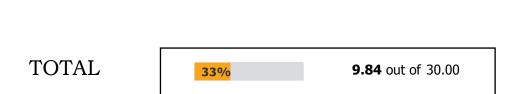
TIER:	■ □ □ □ INTERVENE (0-24%)	□ ■ □ □ WATCH (25-49%)	□ □ ■ □ REINFORCE (50-74%) □ □ □ ■ MODEL (75-			MODEL (75-100%)
			Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
OVERALL A school's overall score represents its combined performance on the Achievement, Progress, Climate, and College & Career (for high schools only) domains.			29%	WATCH	82nd of 126 (-56)	13th of 15 (-45)
The Ac	evement chievement domain measures produced assessments, including , ACCESS for ELLs, and reading	the PSSA, Keystone	33%	WATCH	55th of 126 (-55)	10th of 15 (-29)
assess	ress ogress domain measures grow ments and progress towards g s only).		11%	INTERVENE	110th of 126 (-80)	14th of 15 (-66)
	ate imate domain measures schoo irent/guardian engagement.	l climate and student	69%	REINFORCE	44th of 126 (-31)	4th of 15 (-22)

Achievement

Scored Range and Metric Score (◆) Percentage Earned **Points Earned** 56 % Reading at Grade Level (Grades K-2) 62% **1.40** out of 2.25 34 69 39 PSSA - Reading (Grade 3): **0.60** out of 3.00 20% % Proficient or Advanced 100 23 PSSA - Reading (Grade 3): **0.11** out of 0.75 14% % Advanced 25 48 PSSA - Mathematics: **1.92** out of 6.00 32% % Proficient or Advanced 23 PSSA - Mathematics: **0.71** out of 1.50 47% % Advanced 46 PSSA - Reading (Grades 4-8): **1.86** out of 6.00 31% % Proficient or Advanced 100 22 **0.74** out of 1.50 49% PSSA - Reading (Grades 4-8): % Advanced 35 PSSA - Science: **0.75** out of 3.00 25% % Proficient or Advanced 100 PSSA - Science: **0.14** out of 0.75 **19%** % Advanced

Achievement (Cont'd.)





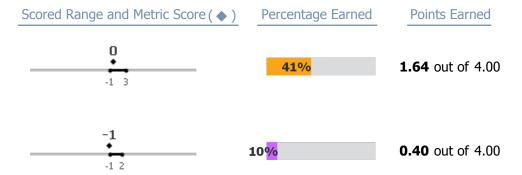
Progress

	Scored Range and Metric Score (•)	Percentage Earned	Points Earned
PSSA - Mathematics: Average Growth Index (AGI)	-1 -2 4	15 %	2.03 out of 13.50
PSSA - Reading: Average Growth Index (AGI)	-1 • -1 5	0%	0.00 out of 13.50
PSSA - Science (Grade 4): Average Growth Index (AGI)	- 7	0%	0.00 out of 3.00
PSSA - Science (Grade 8): Average Growth Index (AGI)	-4 -2 2	0%	0.00 out of 3.00
PSSA - Writing (Grade 5): Average Growth Index (AGI)	-8 -2 2	0%	0.00 out of 3.00
PSSA - Writing (Grade 8): Average Growth Index (AGI)	-6 -2 2	0%	0.00 out of 3.00
ACCESS for ELLs: % Growth in 75th Percentile or Above	26 14 40	46%	1.38 out of 3.00

Progress, on Equity

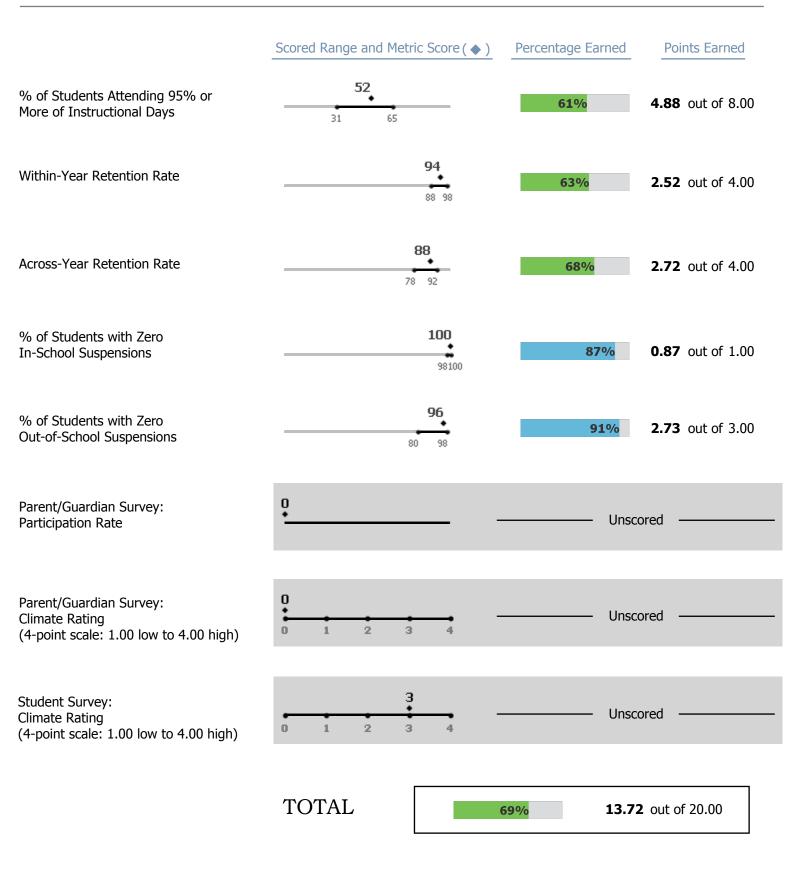
PSSA - Mathematics: AGI for Lowest-Performing 20% of Students

PSSA - Reading: AGI for Lowest-Performing 20% of Students



TOTAL 5.45 out of 50.00

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 (27 of 74 teachers in this school were in a formal observation year)	0%	
Percentage of Teachers Receiving an Observation Score of Distinguished in Instruction (27 of 74 teachers in this school were in a formal observation year)	0%	
Percentage of Teachers Attending 95% or More of Days	76%	•

3.41 out of 4.00

(335 of 844 students in this school completed the survey) (4-point scale: 1.00 low to 4.00 high)

Student Survey: Student Perception of Teacher Practice