

Bayard Taylor School

Governance District
 Address 3698 N. Randolph St.
 Philadelphia, PA 19140
 Phone/Fax 215-227-4435 / 215-227-4900
 Website www.philasd.org/schools/taylor

Report Type Elementary School
 Enrollment 571
 Grade Range K-5
 Admissions Category Neighborhood
 Turnaround Model N/A

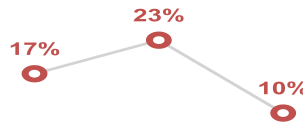
Performance Tiers

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

2012-13 2013-14 2014-15 CITY RANK PEER RANK

OVERALL: 10% INTERVENE

A school's overall score represents its combined performance on the Achievement, Progress, Climate, and College & Career (for high schools only) domains.

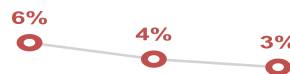


58th
out of 59

21st
out of 22

Achievement: 3% Intervene

The Achievement domain measures performance on standardized assessments, including PSSA, Keystone Exams, ACCESS for ELLs, and reading assessments.

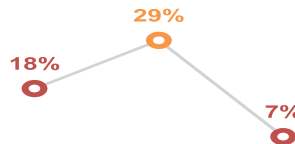


58th
out of 59

21st
out of 22

Progress: 7% Intervene

The Progress domain measures growth on standardized assessments and progress towards graduation (for high schools only).

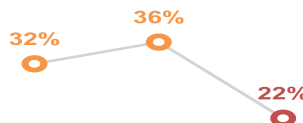


51st
out of 58

20th
out of 22

Climate: 22% Intervene

The Climate domain measures school climate and student and parent/guardian engagement.



46th
out of 60

16th
out of 23

Achievement

METRIC	METRIC SCORE	TIER	POINTS EARNED
% Reading at Grade Level - Grades K-2	22%	INTERVENE	0.00 out of 3
PSSA: English Language Arts			
% Proficient or Advanced	10%	INTERVENE	0.00 out of 9
% Advanced	1%	INTERVENE	0.07 out of 2
PSSA: Mathematics			
% Proficient or Advanced	7%	INTERVENE	0.00 out of 9
% Advanced	1%	INTERVENE	0.07 out of 2
PSSA: Science			
% Proficient or Advanced	34%	INTERVENE	0.51 out of 3
% Advanced	5%	INTERVENE	0.11 out of 0.5
Access for ELLs: % 4.5 or Above	18%	INTERVENE	0.12 out of 1.5
Achievement Total:	3%	INTERVENE	0.87 out of 30

Progress

METRIC	METRIC SCORE	TIER	POINTS EARNED
PSSA Mathematics Average Growth Index (AGI)	-2.57	INTERVENE	0.00 out of 12
PSSA English Language Arts Average Growth Index (AGI)	-1.81	INTERVENE	0.00 out of 12
PSSA Science (Grade 4) Average Growth Index (AGI)	-4.57	INTERVENE	0.00 out of 5
ACCESS for ELLs: % Growth in 75th Percentile or Above	24%	INTERVENE	0.00 out of 3

Progress, On Equity

PSSA Mathematics: AGI for Lowest-Performing 20% of Students	1.21	REINFORCE	2.95 out of 4
PSSA English Language Arts: AGI for Lowest-Performing 20% of Students	-1.96	INTERVENE	0.00 out of 4

Progress Total: **7%** **INTERVENE** **2.95**
out of 40

Climate

METRIC	METRIC SCORE	TIER	POINTS EARNED
% of Students Attending 95% or More of Instructional Days	32%	INTERVENE	0.90 out of 12
Annual Retention Rate	79%	WATCH	2.51 out of 10
% of Students with Zero In-School Suspensions	100%	MODEL	1.00 out of 1
% of Students with Zero Out-of-School Suspensions	93%	REINFORCE	2.04 out of 4
Student Survey: School Climate Rating (% of students responding most positively)	53%	INTERVENE	0.06 out of 1
Parent Survey: School Climate Rating (% of parents responding most positively)	0%	INTERVENE	0.00 out of 1
Parent/Guardian Survey: Participation Rate	0%	INTERVENE	0.00 out of 1
Climate Total:	22%	INTERVENE	6.52 out of 30

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.

EDUCATOR EFFECTIVENESS INDICATORS

Percentage of Teachers Receiving an Effectiveness Rating of Distinguished (28 of 36 teachers in this school were in a formal observation year)	4%
Percentage of Teachers Receiving an Observation Score of Distinguished in Instruction (28 of 36 teachers in this school were in a formal observation year)	4%
Percentage of Teachers Attending 95% or More of Days	70%
Student Survey: Student Perception of Quality of Teacher Practice (% of students responding most positively)	60%