

George W. Childs School

School Code: 226
 Sector: District
 Address: 1599 Wharton St., 19146
 Phone/Fax: 215-952-6213 / 215-952-6443
 Website: www.philasd.org/schools/childs

Report Type: K8 School (K-8)
 Peer Group: 7
 Enrollment: 597
 Admissions Category: Neighborhood
 Turnaround Model: N/A

Performance Tiers

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

2013-2014 2014-2015 2015-2016 CITY RANK PEER RANK

OVERALL: 42% WATCH

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



59th
out of 138 8th
out of 13

Achievement: 15% Intervene

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



61st
out of 138 7th
out of 13

Progress: 56% Reinforce

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



54th
out of 132 5th
out of 13

Climate: 51% Reinforce

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



70th
out of 140 8th
out of 13

Achievement

METRIC	METRIC SCORE	POINTS EARNED	TIER
% Reading at Grade Level - Grades K-2	43% (182 students)	1.10 out of 3.0 (37%)	WATCH
PSSA: English Language Arts			
% Proficient or Advanced	31% (366 students)	1.22 out of 9.0 (14%)	INTERVENE
% Advanced	5% (366 students)	0.39 out of 2.0 (20%)	INTERVENE
PSSA: Mathematics			
% Proficient or Advanced	21% (365 students)	0.06 out of 9.0 (1%)	INTERVENE
% Advanced	5% (365 students)	0.37 out of 2.0 (19%)	INTERVENE
PSSA: Science			
% Proficient or Advanced	30% (140 students)	0.38 out of 3.0 (13%)	INTERVENE
% Advanced	6% (140 students)	0.13 out of 0.5 (26%)	WATCH
ACCESS for ELLs: % 4.5 or Above	24% (114 students)	0.87 out of 1.5 (58%)	REINFORCE
Achievement Total:	15%	4.53 out of 30.0	INTERVENE

Progress

METRIC	METRIC SCORE	POINTS EARNED	TIER
PSSA Mathematics Average Growth Index (AGI)	-0.49	2.04 out of 12.0 (17%)	INTERVENE
PSSA English Language Arts Average Growth Index (AGI)	3.31	12.00 out of 12.0 (100%)	MODEL
PSSA Science (Grade 4) Average Growth Index (AGI)	-3.50	0.00 out of 2.5 (0%)	INTERVENE
PSSA Science (Grade 8) Average Growth Index (AGI)	-1.19	0.00 out of 2.5 (0%)	INTERVENE
ACCESS for ELLs: % Growth in 60th Percentile or Above		SEE NOTE FOR SY 2015-2016	

Progress, On Equity

PSSA Mathematics: AGI for Lowest-Performing 20% of Students	0.96	2.61 out of 4.0 (65%)	REINFORCE
PSSA English Language Arts: AGI for Lowest-Performing 20% of Students	2.26	4.00 out of 4.0 (100%)	MODEL
Progress Total:	56%	20.65 out of 37.0	REINFORCE

*Starting in School Year 2015-2016, the ACCESS assessment was revised. Growth estimates were not available and so this metric is being suppressed for School Year 2015-2016.

Climate

METRIC	METRIC SCORE	POINTS EARNED	TIER
% of Students Attending 95% or More of Instructional Days	52% (667 students)	5.87 out of 12.0 (49%)	WATCH
% Attending 90% to 95% of Days	27% (667 students)	-	
% Attending 85% to 90% of Days	9% (667 students)	-	
% Attending 80% to 85% of Days	6% (667 students)	-	
% Attending Less than 80% of Days	6% (667 students)	-	
Annual Retention Rate	84% (585 students)	4.64 out of 10.0 (46%)	WATCH
% of Students with Zero In-School Suspensions	100% (667 students)	1.00 out of 1.0 (100%)	MODEL
% of Students with Zero Out-of-School Suspensions	91% (667 students)	2.11 out of 4.0 (53%)	REINFORCE
Student Survey: School Climate Rating (% most positive responses)	63%	0.63 out of 1.0 (63%)	REINFORCE
Parent Survey: School Climate Rating (% most positive responses)	81%	0.81 out of 1.0 (81%)	MODEL
Parent/Guardian Survey: Participation Rate	18%	0.19 out of 1.0 (19%)	INTERVENE
Climate Total:	51%	15.24 out of 30.0	REINFORCE

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 SDPs 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 (32 of 43 teachers in this school were in a formal observation year)	13%
Percentage of Teachers Receiving an Observation Score of Distinguished in Instruction (21 of 43 teachers in this school were in a formal observation year)	76%
Percentage of Teachers Attending 95% or More of Days	73%
Student Survey: Student Perception of Quality of Teacher Practice (% most positive responses)	62%