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# School Quality Review Report

## School District of Philadelphia

Hartranft Elementary School

October-November 2016

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# 1 The School Context

## 1.1 Introduction

In September 2016 Cambridge Education was awarded a contract against RFP-499 to provide School Quality Reviews (SQRs) to eleven School District of Philadelphia (SDP) schools. The scope of these Reviews is greater than a standard SQR, in that each SQR has a “Community Engagement and Feedback Focus”, which involves collecting input from as many school community stakeholders as possible. The SQR program includes the following:

- a School Quality Review (SQR) orientation for principals
- a two-day SQR for each school (5 elementary; 1 middle; 5 high)
- The equivalent of a third day, during which an SQR team member collects additional stakeholder feedback via small group meetings, one-on-one interviews; phone calls, etc.
- Three community “town hall style” focus groups
- A Community Stakeholder Survey
- A meta-analysis report of the school findings

The SQR report contained herein was prepared by the Lead Reviewer based on the evidence collected and the assessment made by the full SQR team (Lead Reviewer, Team Member Reviewer; Canvassing Lead). Evidence was collected via classroom observations; interviews with the administration; and focus groups with students, teachers, parents and other stakeholders.

## 1.2 Background information about the School

John Hartranft is a K-8 school serving a population in the north of Philadelphia. The school has 506 students: 54% male and 46% female; 65% Black/African American; 27% Hispanic/Latino; 7% Multi-Racial/other; and 1% White. The student population is 7% Limited English Proficiency and 15% SPED. The principal is commencing his third year at the school and over the past two years there has been a significant turnover of staff. The Self-Evaluation Form identifies a range of key features of the school, including:

- The high collaboration between all members of the staff and the unified approach to instruction and climate.
- The blend of veteran and new teachers.
- The progress that the school has made in a number of key areas since 2014-2015:
  - The percentage of grade K-3 students reading on target increased from 39% during the 14-15 school year to over 45% during the 15-16 school year.
  - The percentage of students scoring Proficient in ELA on the PSSA increased from 11.9% during the 14-15 school year to 18.2% during the 15-16 school year.
  - The number of students scoring Below Basic in ELA was cut by 50% in 15-16 in each of the following grades: 5th, 6th, 7th, 8th.
  - School attendance increased from 89.0% in 2014-2015 to 91.0% in 2015-2016 and to the current 94.6% for the 2016-2017 school year to date.

### 1.3 School demographic and performance data

#### Hartranft ES

	Academic Year (e.g. 2014-15) Previous Year	Academic Year (e.g. 2015-16) Most updated data before QR
Grades:	K-8	K-8
Number of students enrolled:	535	506
Percentage of general education students:	85%	84.4%
Percentage of special education students:	15%	15.6%
Percentage of English language learner students:		6.9%
In school suspensions:		
Out of school suspensions:	84	
Percentage of students that are Title 1 eligible:	100%	100%
Latest attendance percentage:	93.6	
Ethnic make- up of the students (percentages):	African American	64.6
	White	1.2
	Asian	0
	Latino	26.7
	Pacific Islander	0
	American Indian	0.6
	Other	6.9

#### State Test Results - Percentage of students at or above proficient (grade 3-8)

Subject Area	School 2012	School 2013	School 2014	School 2015	District 2015	State 2015
English Language Arts	33	30	27	14	32	60
Math	42	40	32	5	17	39.6
Science	23	11	18	17	37	67.7
Social Studies						
Others						

\*The Pennsylvania System of School Assessment (PSSA) is an annual assessment administered in commonwealth classrooms in grades 3 through 8, and in English Language Arts and Mathematics. Science scores are usually from grade 4 and 8 for Elementary and Middle school.

Only grade 11 scores are included for High school (school, district, and state)

The Keystone Exams are one component of Pennsylvania's new system of high school graduation requirements. (data available for grade 11 in Algebra I, Literature, and Biology)

## 2 SQR Main Findings

**In this section of the report, the SQR team has identified the factors that are most significantly supporting and limiting effective student learning.**

### 2.1 Factors that support effective student learning:

- i. The school principal is a highly charismatic leader who has established a collaborative leadership team. Together they very effectively communicate a clear strategic vision for the school, supported by a focused action plan for continuous improvement that is transforming the school's learning culture.
- ii. School leaders proactively engage a wide range of stakeholders, students, teachers, staff, parents, family, and community members who wholeheartedly support the school improvement initiatives that the school has established to raise the academic and social achievement of all students.
- iii. The school has implemented highly effective PRIDE values (Be Safe, Be Respectful, Be Responsible) and positive behavior intervention support (PBIS) program which has achieved state wide recognition, both for the fidelity of implementation and its impact on the climate and culture in the school. For example, students report that the school sets high expectations and actively prepares them for college and future careers.
- iv. The school leaders and teachers utilize data to plan lessons and track student progress against a range of key academic and social performance indicators, which enables the achievement of all students. The school leaders have established a walk-through process which they use to calibrate their judgments and recommendations for feedback to teachers.
- v. The school based teacher leader (SBTL) leads an instructional support team consisting of an early literacy specialist (K-2), literacy lead (3-8) and math lead (K-8) that provide professional development, coaching, mentoring and support to all staff. Staff are committed to supporting student academic and social achievement and actively participate in collaborative planning and professional development, including during the summer and on Saturdays.
- vi. The school has an extensive range of SPED programs to address the needs of the 17% of students with IEPs, including 29 autistic students, within the least restrictive environment.

### 2.2 Factors that limit effective student learning:

- i. There is a need to ensure that emerging best practices become the norm for all lessons so that all students can achieve at their highest level.
- ii. The school has implemented gradual release, guided reading and guided math. However, additional professional development, coaching and support are required to ensure that the quality of learning that occurs in the independent learning centers reflects the quality that occurs in the teacher-led

centers, especially in light of the lack of classroom assistants to reduce the student to adult ratio during guided group instruction.

- iii. Teachers utilize SWBAT (students will be able to) and IOT (in order to) to support lesson planning. Unfortunately, in too many cases learning objectives are not expressed in student friendly language and teachers do not generally check for understanding often enough or revisit the learning objective during the lesson, and the outcomes of the lesson are not checked against planned success criteria.
- iv. There is limited evidence of the use of rubrics for students to plan their work or to assess their own or peer work, or for teachers to provide clear feedback to students on the steps they need to take to enable them to perform at the next level.

## 3 Individual Domains

In the sections below, each domain received a rating based on the evidence collected during the SQR. The judgments have been broken down into *Factors that Support Effective Student Learning* and *Factors that Limit Effective Student Learning*.

### 3.1 Domain 1: Quality of Learning & Teaching

#### The Quality of Learning & Teaching is Established

##### Factors that support effective student learning:

- i. School leaders and teachers hold key planning meetings in the data-room every day and, as observed, these meetings follow a well-planned agenda, are highly collaborative and lead to agreed action. The school leaders and teachers utilize data to plan lessons and track student progress against a range of key academic and social performance indicators. In addition to tracking key items daily such as attendance, tardies, and internal and external suspensions, there are color coded class lists for literacy and math, tracking individual student achievement on a month by month basis.
- ii. Over the past three years the school has modified its instructional focus each year to ensure coherence and consistency across all subjects. In 2014-2015 the focus was on Common Core Standards-Based Objectives, Know and Do format for objectives and the Gradual Release model. In 2015-2016 the foci were Differentiation and Rigorous Instruction. In the current year, the main foci are Math instruction, Curriculum and Assessment. Observed lessons clearly demonstrate the positive impact of the unrelenting focus that school leaders and teachers place on instruction in order to ensure greater coherence and consistency across the school.
- iii. Teachers utilize a variety of different instructional strategies to individualize learning for students and students report that they can always ask for additional assistance. For example, across the whole school, students utilize RACE (Restate the question, Answer the question, Cite Evidence) as a key strategy for structuring responses.
- iv. In the vast majority of observed lessons teachers have effectively integrated technology resources and strategies into classroom activities at all stages of the gradual release process. For example, in a grade 2 math lesson the teacher initially demonstrated the use of 'circles' as a strategy to solve subtraction questions on the interactive white board before calling on individual students to solve further problems. The teacher also developed academic language by introducing terms such as strategy, subtraction, equation and solution, and checking for understanding of each term.
- v. Teachers manage student behavior effectively and support the development of the social and emotional needs of their students. This is reflected by the fact that there have only been two suspensions compared to the 24 suspensions that had already taken place by this time last year.

**Factors that limit effective student learning:**

- i. Although the school has placed an unrelenting focus on instruction, there is still a lack of consistency across the school and, as a result, there is a need to find ways of ensuring that emerging best practices, cited throughout this report, such as the effective use of the gradual release model, become the norm for all lessons so that all students can achieve at their highest level.
- ii. The focus that the school has placed on implementing the gradual release model, guided reading and guided math was very evident throughout the lesson observations. However, in too many instances the quality of learning that occurs in the independent learning centers does not mirror the quality of learning that occurs in the teacher-led centers. A significant limiting factor is the lack of additional classroom assistants available to reduce the student to adult ratio during instructional time, when students are working independently while teachers conduct guided groups.
- iii. Teachers utilize SWBAT (students will be able to) and IOT (in order to) to support lesson planning. Unfortunately, the learning objectives are not expressed in student friendly language and teachers do not generally check for understanding often enough or revisit the learning objective during the lesson, and the outcomes of the lesson are not checked against planned success criteria. As a result, although all students are able to state what task they are undertaking, very few students can explain what they are learning, why they are learning it, or how they will know if they have been successful.
- iv. There is limited evidence of the use of rubrics for students to plan their work or to assess their own or peer work, or for teachers to provide clear feedback to students on the steps they need to take to enable them to perform at the next level.
- v. Students' comments on homework indicate that there is a lack of consistency in both the amount and type of homework that teachers set.

## 3.2 Domain 2: Curriculum & Assessment

### Curriculum & Assessment is Established

#### Factors that support effective student learning:

- i. The school has a well-developed process for common planning and teachers willingly participate in the process. As a result, school leaders and teachers share a common understanding of state and district standards and utilize these to plan lessons. The school has processes and procedures in place for school leaders to systematically review and provide feedback on lesson plans on a weekly basis.
- ii. The school utilizes a wide range of assessments, including: Developmental Reading Assessment (DRA), Fountas & Pinnell and the principal and the SBTL have implemented common grade level assessments at strategic intervals across the school year. Teachers make strategic use of a range of interventions to further enhance student learning, including: ST Math, Reading A-Z, First In Math, Compass Reading, Compass Math, Lexia, Reading Mastery and Study Island. The school has also been very creative in the use of scheduling in literacy and math to facilitate vertical grouping in grades 6-8.
- iii. The SBTL leads an instructional support team that provides professional development, coaching, mentoring and support to all staff. All staff reported that they value the quality of the professional development support and coaching that they receive. This was reflected by the fact that in the vast majority of lessons observed, students demonstrated high levels of motivation and engagement, while attendance in lessons averaged 97% during the visit.
- iv. The school utilizes a multiple-tier system of support (MTSS) approach for academic and social interventions that addresses the needs of all students, including the 17% of students with IEPs and 29 autistic students. The special education department utilizes a well-developed Plan-Do-Study-Act Process Template, to track student progress. As a result, the school ensures that all students are placed in the most appropriate least restrictive environment at that time, and the success of these placements are continually monitored and reviewed by the department.
- v. In addition to providing English for Speakers of Other Languages (ESOL) support for an increasing number of students, the school maintains a Specials program that includes Art, Physical Education, Computer studies and Math enrichment. Feedback from students during focus group meetings and the high level of student engagement in ESOL and special lessons observed, reflect the value that students place on having access to these components of the curriculum.
- vi. Students report that the school sets high expectations and actively prepares them for college and future careers. For example, students have already attended a high school fair and plans are in place for them to undertake college visits, both within and out of state. The school is also in negotiations with Temple University to provide students to act as mentors.

#### Factors that limit effective student learning:

- i. While there are examples of accelerated learning opportunities provided for struggling and under-performing groups of students, as well as additional activities for the highest performing students, there is a need for greater consistency to ensure that all students have access to high quality learning opportunities.

- ii. The level of questioning observed in lessons is not yet consistently high enough to enable all students to develop the understanding needed to underpin the growth of higher order thinking skills. In addition, there were limited opportunities for students to examine and think critically about real-world issues. As a result, the critical analytical and problem solving skills of too many students are under-developed.
- iii. In the middle years, the pace and level of challenge in key curriculum areas, such as Social Studies and Science, are not at the level required to motivate students to become engaged in learning.
- iv. The school provides a range of special programs and sport activities, such as basketball and volleyball and has received funding to establish an after-school math enrichment club. However, students and parents all reported that they would like to see the return of a much wider range of enrichment and extension opportunities.

### 3.3 Domain 3: Leadership, Management and Accountability

#### Leadership, Management and Accountability is Exemplary

##### Factors that support effective student learning:

- i. All stakeholder groups, students, teachers, staff, parents and family members, speak very highly of the school principal, who they believe has transformed the school. Students say they like the principal because he is smart and generous. He is described as a strong, responsive and dedicated leader by family and community members.
- ii. The principal has established a collaborative leadership team that effectively communicates a clear strategic vision for the school. There is an emerging and capable group of middle managers and leaders who are held responsible for organizing key activities that are identified in the focused action plan for continuous improvement which is transforming the school's learning culture.
- iii. The staff all know what is contained in the school improvement plan and are actively involved in its implementation. For example, through active participation in weekly grade level data-team meetings, they are playing their individual and collective part in ensuring the successful implementation of the plan.
- iv. School leaders consistently provide a range of opportunities for collaboration so that teachers can align instruction and assessment to state and district standards. For instance, the school schedule was revised this year to ensure that all grade level teams have common planning time.
- v. The school leaders have established a walk-through program, which they use to calibrate their judgments and recommendations for feedback to grade level teams and individual teachers. School leaders celebrate success and rigorously challenge any incidents of poor performance and non-compliance.
- vi. The school leaders have a clear and well-considered recruitment plan that ensures that they attract the best candidates to work in the school. They take great care to place staff in the most appropriate position in the school and make every effort to provide staff with the best possible working conditions.

##### Factors that limit effective student learning:

- i. The best practice of teachers displaying the number of Panther PAWS points for student behavior on bulletin boards outside their classrooms has not yet been extended to ensure that the progress that the school is making towards achieving its targets for the year are more prominently shared with students and parents.
- ii. Teachers are not sufficiently involved in activities such as walk-throughs and peer-observations that would enable the staff to share and promote best practices more widely, and to ensure that each grade level builds on the work of the previous grade.
- iii. Although school leaders review student work as part of every lesson observation, school leaders and teaching staff do not regularly analyze the quality of student work, both within and across grades, in order to ensure that all staff members are doing everything possible to maximize student performance and to further enhance consistency and build coherence across grades.

### 3.4 Domain 4: The Culture of Learning

#### The Culture of Learning is Exemplary

##### Factors that support effective student learning:

- i. School leaders, staff and students have well-developed trusting and respectful relationships. The school is a welcoming place for all. School leaders and teachers greet students in the yard every morning. Students report that they feel respected, safe and valued in the school and that if they have any issues there are multiple adults in the school who they can talk to.
- ii. The school leaders have placed a focus on transforming the culture in the school. For example, the school's PRIDE values are at the heart of its highly successful PBIS program that has achieved state wide recognition. During the state visit, the school achieved a score of 99% for the fidelity of implementation and its impact on the climate and culture in the school.
- iii. Students and teachers report that the Panther PAWS program has changed the culture of the school. There is a "check-in, check-out" process by which goals are set at the start of the day and follow-up is made at the end of the day. Students can then exchange these points, either in the school store or to attend social functions.
- iv. The school has established a tiered approach to promoting a positive culture for learning. Tier I is addressed by the climate manager and Tier II is addressed by the counselor. The climate manager is highly visible and known to all students. He can highly accessible, especially throughout lunch time outside the cafeteria.
- v. The school has established a range of initiatives to further promote the positive learning culture, including: District Code of Conduct, Discipline flow chart, Town Hall meetings, Restorative Justice, and Alternative Learning Community.
- vi. The school also hosts the independent Warren. E. Smith (WES) behavioral unit on site. This unit accepts students referred both by John Hartranft school and other schools across the district. The school has a well-established system in place to ensure that students are referred to WES at the most appropriate time to enable them to gain maximum benefit from the program.

##### Factors that limit effective student learning:

- i. Stakeholders all commented that the school environment is not as clean as it should be, especially the restrooms, and that this is having a negative impact on the learning environment. However, following the example set by the principal, the staff at the school have made every effort to keep the school as clean as possible.
- ii. The school is waiting for the district to undertake a number of repairs that have been reported. The fact that none of the clocks in the school are set at the right time means that students and teachers are sometimes caught unaware of the time. Consequently, students may be tardy to lessons or individual classes may run over.

### 3.5 Domain 5: Family and Community Engagement

#### Family and Community Engagement is Established

##### Factors that support effective student learning:

- i. The school leaders and staff give a very high priority to two-way communication with families and ensure that information is distributed regularly, in a clear and concise format. For example, the principal uses a range of communication activities to contact parents, including: daily robo-calls, monthly newsletters, and PBIS incentives. Teachers use technology, such as Text, ClassDojo and Bloom to communicate with parents.
- ii. School leaders and staff provide progress reports to families with helpful information on how their children can improve academically and socially. This includes weekly test and Panther Paws data, interim reports in the middle of the marking period, and daily reports for any student on specific interventions.
- iii. The school leaders and staff plan a variety of events to engage families and members of the local community in the life of the school. For example, the school held a highly successful two-day event, commencing with Parent Open House, during which parents observed their children learning in classrooms. On the first day of the site visit, approximately 200 family and community members attended the after-school kick-off meeting.
- iv. The school has a well-established school advisory council (SAC). Members are peer elected collaborative teams composed of family members (who make up the majority), the school principal, school-based staff, students, and community members. The SAC works for improved student achievement, effective teaching in the classroom, parent and community engagement in the educational process, and communication and support between home and school.
- v. The school has established partnerships with a number of community based organizations that actively support a wide range of initiatives across the school, including: Cade Education Works, Gear Up, the local Morgan Stanley Bank staff, Ebenezer Baptist Church, Eat Right Now, and Philadelphia Orchard Project.
- vi. The school has raised funding to hire a 5-day nurse who, in addition to dealing with minor problems, will also facilitate access to a range of screening services including eye, hearing and dental services, ensuring that families and students understand where and how to gain access to physical and mental health issues.

##### Factors that limit effective student learning:

- i. There is a growing population of ESOL students in the school and the school leaders and staff do not always ensure that information is distributed in all relevant languages.
- ii. Given the increased use of technology (including parent portal) the school, in conjunction with SAC, has not yet ensured that all families receive support and training to so that they can make maximum benefit of the high quality information that the school and teachers are making available to promote student learning.

## 4 Community Engagement and Feedback Focus

This section of the report pertains to the wider Community Engagement and Feedback Focus component of the SQR process. These activities included two community focus groups, small group meetings, one-on-one interviews, as well as a community stakeholder survey. Community members and stakeholders provide valuable contributions to the improvement of schools, and they supplied a significant amount of meaningful feedback that enhanced the overall SQR process. Each section below is reflective of the feedback given by families, students, and community members.

### 4.1 Areas of Strength for the School:

- i. All stakeholder groups, students, teachers, parents and family members speak very highly of the school principal, who they believe has transformed the school.
- ii. The teachers are seen as a strength. They care about the students and motivate them to do better in school.
- iii. The culture in the school is orderly and encourages and recognizes positive behavior and actions of students.
- iv. The school leaders and staff give a high priority to two-way communication with families and ensure that information is distributed regularly, in a clear and concise format.
- v. The school has a well-established school advisory council (SAC) that works for improved student achievement.
- vi. The school leaders and staff plan a variety of events to engage families and members of the local community in the life of the school.
- vii. The school has established partnerships with a number of community-based organizations that actively support a wide range of initiatives across the school, including:
  - o CADE – drug education, peer pressure
  - o Education Works – after school program
  - o Gear Up- 7<sup>th</sup> and 8<sup>th</sup> grade college and careers readiness, motivational speakers, role models
  - o Morgan Stanley local staff–provided 300 book bags, hats and gloves
  - o Ebenezer Baptist Church – mentoring and rewards at graduation
  - o Philadelphia Orchard Project – volunteers who have established a school garden

## 4.2 Areas of Improvement for the School:

- i. Parents, students and staff are concerned that there are too many students in classes as the student:staff ratio is high.
- ii. Technology is not as readily available as needed to support student learning.
- iii. The school does not yet have a full-time nurse to handle to daily needs of students.
- iv. Spanish speaking families have difficulty connecting and understanding what is going on at school. There is no one available in the office who can speak Spanish. Newsletters and other information are rarely sent home in English and Spanish.
- v. Safety is a concern while students are in the school yard because there is little supervision provided.
- vi. The school environment is not as clean as it should be. When repairs are requested, it takes an extensive amount of time to get the work completed.
- vii. Although “safe-corridor” volunteers are appreciated, the lack of parent involvement to ensure students are walked to and from school safely is a concern.
- viii. Recess is not organized to ensure students are actively engaged and expending energy.

## 4.3 Stakeholders' views regarding school improvement:

*Stakeholders made the follow suggestions of how to improve the school:*

- i. We want the principal to have the time and the staff he needs to continue to develop the school.
- ii. Reduce classes sizes.
- iii. All stakeholders would like to see the adjacent Community Center revamped and refurbished, so that it can play a key role both in supporting the transformation of Hartranft school and in providing a range of Family and Community activities.
- iv. Increase the security on campus and hire a full-time nurse.
- v. Provide communication in English and Spanish.
- vi. Revamp the process for maintenance/repair work for schools to reduce wait time.

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## A. Community Stakeholders' Input

**Families, community members/partners, staff and students shared their perspectives on a range of topics. The following are quotes collected during the School Quality Review and FACE Canvassing activities.**

The following are typical of the comments made about the principal:

- *His focus is to help students succeed by becoming better learners.*
- *He is moving school in the right direction.*
- *He and his team are trying really hard to make this a good school.*
- *He redirects parents to the appropriate staff to assist you.*
- *He counsels students.*
- *He plays basketball with students after school.*

The following are typical comments made about the teachers:

- *Teachers care and have a respectful relationship with the students*
- *Teachers make learning fun for students*
- *Teachers have seamless transitions in their lessons*
- *Teachers Motivate the students to do better*
- *Teachers Help students by giving them work to practice at home*
- *Teachers Stay after school to help students with their work*

The following are typical comments made about school culture:

- *Rules are enforced*
- *Students feel safe*
- *There is order in the school*
- *Incentives are given to motivate students for good attendance and grades*
- *8<sup>th</sup> graders are given guidance in preparing them for high schools and visits are planned to colleges, both in state and out of state*

The following are typical comments made about communication:

- *The principal listens*
- *The Principal is open to new ideas*
- *Teachers use technology, such as ClassDojo and Blooms, to communicate with parents on a daily basis.*
- *The school provides provide progress reports with helpful information on how we can help our children to improve.*

The following are typical comments made about engaging families and community members:

- *There is constant and consistent engagement with the community*
- *The school involves the parents*
- *The school welcomes the community partners*
- *We (the community) feel that we are part of the school*
- *A Playground is being built funded by community partners, grant, and fundraising*
- *There is constant and consistent engagement with the community*
- *The school involves the parents*
- *The school welcomes the community partners*
- *We (the community) feel that we are part of the school*

## **B. Community Survey Data**

Please see the following pages for the School Community Survey report for Hartranft Elementary School.

# SCHOOL REPORT

School Community Survey  
School Report



Prepared for  
**Hartranft**

District  
**The School District of Philadelphia**

Number of respondents (#)  
**6**

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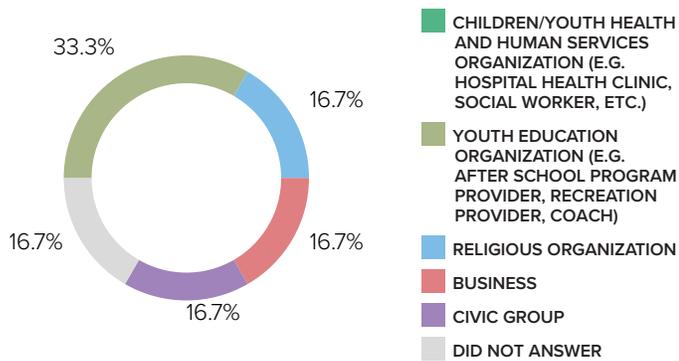
# DEMOGRAPHICS

Who took the survey?

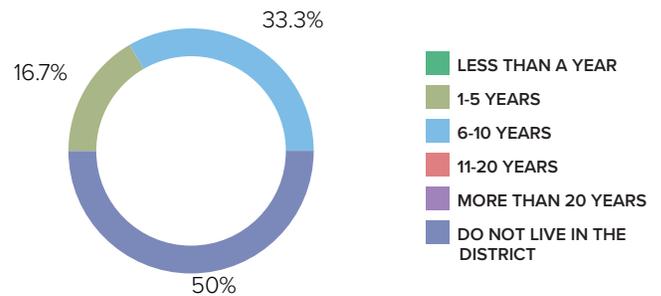
The following graphics display how those who took the survey responded to the demographic questions which were included. This page allows you to understand the attributes of the survey respondents.

**6** total respondents

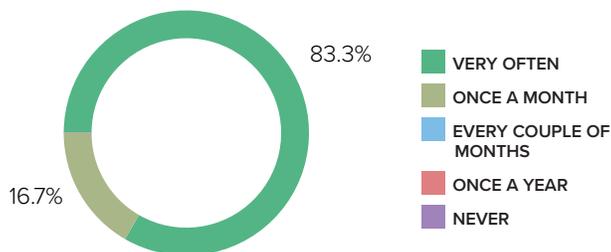
I am a member/employee of:



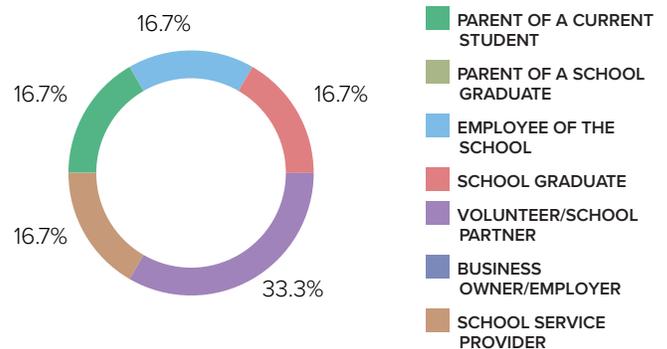
I have lived in the community:



I interact with the school:



My place in the community:

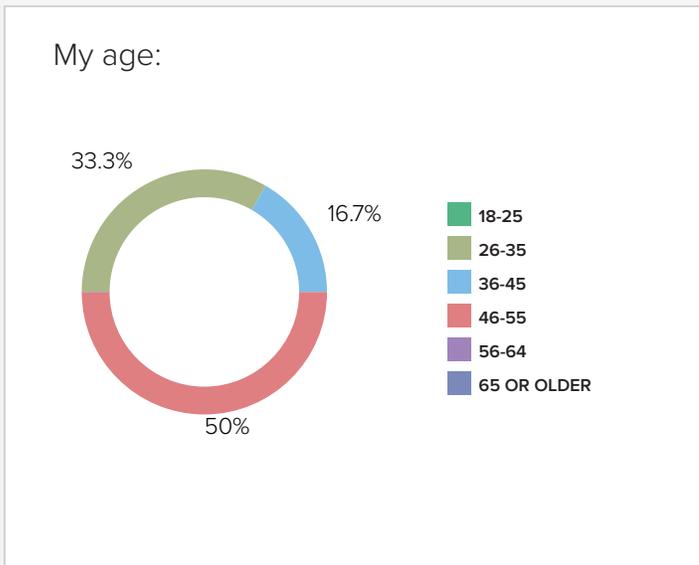


## DEMOGRAPHICS

### Who took the survey?

The following graphics display how those who took the survey responded to the demographic questions which were included. This page allows you to understand the attributes of the survey respondents.

**6** total respondents



# REPORT OVERVIEW

Your results at a glance



REPORT OVERALL AVERAGE SCORE



## YOUR RESULTS

SL

### School Environment, Culture and Context for Learning



HIGHEST SCORING ITEM

4.7

Q It is known in the community that students at the school feel safe and cared for, both physically and mentally.

FP

### Family Understanding and Partnerships



HIGHEST SCORING ITEM

5.0

Q The school actively seeks and welcomes community members to act as partners, volunteers, or to support the...

CP

### Community Understanding and Partnerships



HIGHEST SCORING ITEM

4.5

Q The school has established partnerships with public and other care-giving agencies that provide community...

L

### Leadership



HIGHEST SCORING ITEM

5.0

Q The school is open and welcoming of community members and families of all backgrounds.

# RESULTS

Item level results from your report



**SL** **School Environment, Culture and Context for Learning**

AVERAGE SCORE



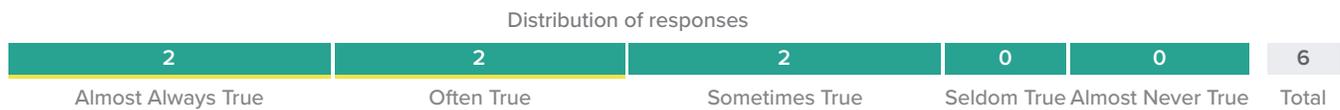
**Q** School leaders ensure that the local community feels welcome and valued. **4.7**



**Q** It is known in the community that students at the school feel safe and cared for, both physically and mentally. **4.7**



**Q** It is known in the community that students at the school experience high levels of academic challenge and rigor. **4.0**



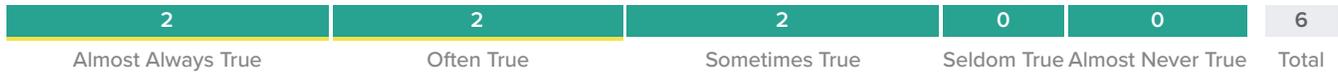
**SL** More School Environment, Culture and Context for Learning results on next page

SL School Environment, Culture and Context for Learning (cont)

**Q** It is known in the community that students who go to this school leave well equipped for the next steps in their learning and their careers.

4.0

Distribution of responses



# RESULTS

Item level results from your report



## FP Family Understanding and Partnerships

AVERAGE SCORE



**Q** The school has effective and consistent channels to communicate and keep the community informed. **3.8**

Distribution of responses



**Q** The voices of families and community members play a meaningful role in the decision-making processes of the school. **4.7**

Distribution of responses



**Q** As a community member, the school treats me like an asset who can contribute positively and actively to the success of the school. **5.0**

Distribution of responses



More Family Understanding and Partnerships results on next page

**FP** Family Understanding and Partnerships (cont)

**Q** The school actively seeks and welcomes community members to act as partners, volunteers, or to support the school in the achievement of its vision.

**5.0**

Distribution of responses



# RESULTS

Item level results from your report



**CP** Community Understanding and Partnerships

AVERAGE SCORE



**Q** The school has established partnerships with public and other care-giving agencies that provide community members with access to services that address personal and family issues. Families in the community know how to get mental and physical health care through the school.

**4.5**

Distribution of responses



**Q** Students from the school actively participate and contribute through service programs, and are visible in the life of their communities.

**4.0**

Distribution of responses



**Q** The school has partnerships with ethnic and cultural organizations that contribute to the cultural and social life of the community.

**4.3**

Distribution of responses



**CP** More Community Understanding and Partnerships results on next page

CP Community Understanding and Partnerships (cont)

**Q** The school is often a place for the community to gather, celebrate, and routinely acts as a hub for local cultural, sports, and other events.

2.8

Distribution of responses



# RESULTS

Item level results from your report



## L Leadership

AVERAGE SCORE



**Q** The school is open and welcoming of community members and families of all backgrounds. **5.0**

Distribution of responses



**Q** School leaders engage and communicate with families and the wider community and listen to their ideas and concerns. **4.5**

Distribution of responses



**Q** The school leadership is present and visible in the community, engaging and building trust with families and the local community. **4.3**

Distribution of responses



**The following quotes were taken from the open-ended responses of the School Community Survey:**

***What are some of the strengths of the school and its relationship with the local community?***

- One of the biggest strengths of the school is the leadership of the principal and teachers and their vision to create and build a strong educational system and sense of community among the student body. That sense of pride for school and community essential affects the surrounding community neighborhood.
- Loving, caring, nurturing and supports all the students and families in anything that they need.
- They have been very proactive about bringing community stakeholders to the building.
- Administration making themselves available to speak to parents about concerns, knocking on doors to speak to parents when they can't be reached by phone, staff knows families by name/face, have pleasant conversations about personal things outside of school showing their rapport
- The Principle have good relationship with the students and parents. He is known and well respected by both students, teachers and faculty. He is very welcoming and engaging with anyone that needs his attention. Well tempered. The school itself is a great community school that welcomes all ethnic background where the teachers demonstrate their love for the students and their willingness to do the necessary so that the children will exceed beyond expectations.
- The school's strengths are in its leadership team and its teachers. The staff presents a united force for positive growth and change in its students and families. Mr. Jason Lytle is the perfect fit for Hartranft. If he leaves, I don't know what will happen to the school. He has gathered and empowered the staff, who then work effectively with the students.

***In what ways can the school improve its relationship with the local community?***

- They are doing everything possible as far as I'm concerned, the community needs to step up and do their part.
- Hosting/inviting parents to events that include academics or fun such as plays, math nights, etc.
- Become more tech savvy (using all forms all technology) to keep community leaders, etc. informed with all matters that concerns the school so that more assistance can be provided for the school.
- The school is doing exactly what it needs to do to improve its relationship with the community. It is doing its job! It has gained trust of the parents. The low reputation that Hartranft has is residual from "before Lytle" days. Its reputation is changing, but the school leadership needs to be celebrated rather than penalized so that it can continue in the trajectory of growth that it has. Hartranft reaches out to local agencies and gets responses. Its teachers have volunteered at the summer day camp my church runs, which holds about 20 Hartranft kids. I have never before seen such great connections with the local community, in such a grassroots way!

***As a community member, how would you like to contribute or participate in the life of the school?***

- I would like to volunteer my time and also to become or form a bridge between my university and the Hartranft community for essential services such as tutoring, forming a student run school newspaper or media outlet, student run committees for community services, etc.

- I will continue to give them support and services that we have been providing. Trainings, presentations, equipment, etc.
  
- Helping plan on committee for these events, volunteer time
- Continue to serve as a liaison from the church community, be continued supportive and assist with the children if necessary. Continue to support the endeavors of the school.
- As a community member, I would love to be involved in forming or supporting a socialized recess at Hartranft. Also, I will continue to provide professional development for the teachers and parent workshops whenever I am able and called upon. I did that last year, and the parents and teachers were very receptive to the ideas we talked about. Mr. Lytle and his staff have made it easy for me as a mom to help out in the classrooms whenever I am able as well.



