



Student Achievement & Support Committee Meeting  
November 14, 2019

**Contact Us:**

 @PHLSchoolboard     @PHLSchoolboard    **Email:** [schoolboardcommittees@philasd.org](mailto:schoolboardcommittees@philasd.org)



THE SCHOOL DISTRICT OF  
PHILADELPHIA

## Updates for the Board

**Chief of Schools - Shawn Bird**

**Chief of Academic Support - Malika Savoy-Brooks**

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# Follow Ups from 10.10.19 Committee Meeting

Questions posed at Committee Mtg	District Response
<p><b>School Year 2018-19 PSSA and Keystone Data</b></p> <ul style="list-style-type: none"> <li>• What accounts for the increased progress in PSSA Science versus Math?</li> <li>• What are the identified PSSA and Keystone goals for each subject in SY19-20?</li> <li>• How can we accelerate progress on these goals?</li> </ul>	<ul style="list-style-type: none"> <li>• Science is grades 4 and 8; Math is grades 3-8. There was a science pilot and new materials adopted in 2018-19.</li> <li>• PSSA/Keystone goals:             <ul style="list-style-type: none"> <li>○ ELA/Literature                 <ul style="list-style-type: none"> <li>■ 3rd grade = 40% adv/prof</li> <li>■ 4th-5th grades = 36% adv/prof</li> <li>■ 6th-8th grades = 43% adv/prof</li> <li>■ 9th-12th grades = 47% adv/prof</li> </ul> </li> <li>○ Math/Algebra                 <ul style="list-style-type: none"> <li>■ 4th-5th grades = 24% adv/prof</li> <li>■ 6th-8th grades = 25% adv/prof</li> <li>■ 9th-12th grades = 27% adv/prof</li> </ul> </li> <li>○ Biology                 <ul style="list-style-type: none"> <li>■ 9th-12th grades = 24% adv/prof</li> </ul> </li> </ul> </li> <li>• Our current educational practices provide some courses with structure and quality materials. Last year, we began the instructional core model in ELA and Mathematics, to begin the planning and instruction focused on grade-level instruction, teachers' knowledge and skills, content, student engagement, and tasks aligned to the grade-Level content and objectives. Moving forward, we will continue to focus on the Instructional Core, the SDP Comprehensive Plan, and our curriculum frameworks. We are revising current curriculum to include cultural &amp; identity inclusion, PA Core, Common Core, and SAT skill alignment, College and Career readiness standards, and alignment to expectations for post-secondary success.</li> </ul>



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# Comprehensive Plan Update

November 14, 2019



# Priority Areas for the Comprehensive Plan

- Establish a system that fully ensures that classrooms are staffed with highly qualified teachers
- Establish a system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.
  - Academic
  - Mental and Behavioral Health
- Establish systems in the district that ensure consistent implementation of standards aligned curricula across all schools for all students.



## In Progress

Establish a system that fully ensures that classrooms are staffed with highly qualified teachers

- Create a comprehensive professional development plan that increases the quality of professional learning experiences for teachers and educational specialists.
- Standardize structures to support implementation of professional learning
- Develop and implement new strategies to staff “hard to staff” roles and schools



# In Progress

Establish a system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

- Academic
  - Mental and Behavioral Health
- |  |
|--|
| • Develop and build capacity in the use of evidence-based interventions and instructional strategies to support Tier I, II and III practices aligned to PDE's expectations for a Multi-Tiered System of Supports.      |
| • Ensure school staff are routinely monitoring students' academic and behavioral progress.   |
| • Develop and align programs/practices for attendance, behavior, discipline, climate, social-emotional support and trauma-informed practices to enable all students to thrive academically, socially, and emotionally. |
| • Implement the Trauma-Informed Climate Plan, providing school staff with differentiated training and support, with an emphasis on school-embedded coaching and PD.  |



## In Progress

Establish systems in the district that ensure consistent implementation of standards aligned curricula across all schools for all students.

- Develop and publish a K-8 Literacy Framework with specific grade level descriptions/ expectations and aligned K-8 scopes and sequences, unit plans, interventions and enrichment, classroom leveled libraries, and assessments.
- Implement the K-8 literacy program with fidelity, providing teachers with content and pedagogical training and support, with an emphasis on classroom-embedded coaching and professional learning.





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## Charter Schools Office Updates

**Christina Grant**  
***Chief of Charter Schools***

# Agenda & Core Decisions

- Charter Renewal: Boys' Latin of Philadelphia Charter School
- New Charter Application Process

# Charter Renewal: Boys' Latin of Philadelphia CS

## Recommendation: Five-Year Renewal

**Location:** West Philadelphia

**Opened:** 2007

**Current Student Enrollment:** 809

**Grades Served:** 6 to 12

**Renewal Review Year:** SY 2016-17

**Next Renewal Year:** SY 2021-22

	2016-17 Renewal Report	2018 ACE
Academic Success (MS)	Approaches Standard	Approaches Standard
Academic Success (HS)	Does Not Meet Standard	Approaches Standard
Organizational Compliance and Viability	Approaches Standard	Approaches Standard
Financial Health and Sustainability	Approaches Standard	Approaches Standard

# 2019-20 New Charter Application Cycle

Date	Action
Monday, September 9	New Charter Application Released
Tuesday, September 10 Tuesday, October 1	Information Sessions (Webinar and in person)
Tuesday, October 15	Letters of Intent Due
Friday, November 15	Applications Due
Within 45 Days of November 15	Initial Public Hearing
Within 75 Days of first public hearing	Board Action

## 2019-20 New Charter Application Cycle (LOIs)

Name	Grades	Enrollment
Joan Myers Brown Academy: A String Theory CS	K-8	900
Juliet Sawyer Business Academy CS	K-12	1,170
New Foundations CS II	K-8	500
Philadelphia Real Estate Entrepreneurial CS	8-12	700
Pod Academy CS	K-5	390
Roberta B. Kennedy CS for Girls	6-12	875



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A background image of a classroom with several students sitting at their desks. The image is faded and serves as a backdrop for the text. The students are engaged in various activities, some looking at papers, others looking towards the camera. The classroom has large windows on the right side, letting in natural light. A clock is visible on the wall in the background.

# Action Items



# Action Items

2. Acceptance of Grant from Drexel University - School Teams for Educational Partnership (\$800,000)

3. Acceptance of Grant from Community Behavioral Health (\$6,000,000)

7. Amendment of Contract with Attuned Education Partners - Action Plan Support (\$76,000)

8. Contract with Public Consulting Group - Supporting the Use of Redesigned School Profiles (\$125,000)

11. Amendment of Contract with The DT Firm (\$87,000)

24. Ratification of Contract with KIPP Philadelphia (\$323,750) & Ratification of Letter of Agreement with The Neubauer Family Foundation (\$361,250)

25. Contract with HIAS Pennsylvania – Extended Learning & Support Services for Immigrant and Refugee Students (\$607,023)

26. Contract with ManageBac - Support of International Baccalaureate (IB) Programmes (\$43,086)

27. Head Start Parent Activity Fund (\$135,000)

29. Contract with Suntex International Inc. - 24 Challenge Math Program (\$53,000)

30. Contract with Philadelphia Academies, Inc. - Career-Connected Learning (\$42,000)

# Talent: Emergency Permit Information

- This school year, **368 new\* educators** (or approximately 3.5% of our teaching workforce) were hired into their role with an emergency permit.
- This is a **decrease from last year** (2018-19), in which 407 new teachers had an emergency permit.

*\*Note: We define a new teacher for these purposes as one who is either new to the District or new to an area of appointment that requires an emergency permit.*

What are some of the reasons why our 368 new educators would need an emergency permit?

- **Over one-third of these teachers (36%) already have a teaching certification and are seeking an additional certification:**
  - 77 new hires (or 21% of new teachers who got an emergency permit this year) were certified in another state and need to become certified in PA.
  - 56 new hires (or 15% of new teachers who an emergency permit this year) were certified in Pennsylvania but in another subject and are seeking certification in a new area.
- **60 (or 16% of our new educators) were hired in areas in which is common to have a non-traditional background**
  - These areas include: Art (7), CTE (18), Music (6), Nursing (21), Psychologist (2), Speech & Language (2)
- **175 new educators (or less than 2% of our educator workforce) whose reasons for an emergency permit vary based on their career path** (ex: career changer, recent college graduate who did not go through a college of education, etc.)



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