Progress Monitoring: Guardrail 4

- **Guardrails:** Each Guardrail and its indicators are monitored once per year

- **Cycle:** The full process of monitoring a single Board Goal or Guardrail, culminating in the development of a Progress Monitoring Report for the Board's review

May 2021:
Guardrail 4: Addressing Racist Practices, Year 1

January 2022:
Guardrail 4: Addressing Racist Practices, Year 2

January 2023:
Guardrail 4: Addressing Racist Practices, Year 3

1

Guardrail 4: Our students' potential will not be limited by practices that perpetuate systemic racism and hinder student achievement.

Our indicators will measure progress towards addressing racist practices:

1. Among 8th grade students who are qualified to attend Criteria Based High Schools, the percentage who are Black/African American or Hispanic/Latinx.

2. The percentage of suspensions received by Black/African American students.

Progress Monitoring: Guardrail 4, Addressing Racist Practices

Research across the country shows:

School Selection

- Disproportionality in enrollment in Criteria Based High Schools is driven by who meets the qualifications, and Black/African American and Hispanic Latinx students were underrepresented among competitively positioned applicants. ("Getting into High School in Philadelphia", 2017; Wills et al., 2019)
- Students that identify as Black/African American and Hispanic/Latinx have not been given the same access to high quality academic experiences compared to their white and Asian peers. (Ladson-Billings, 2006; Bohrnstedt et al., 2015; Berkowitz et al., 2016)
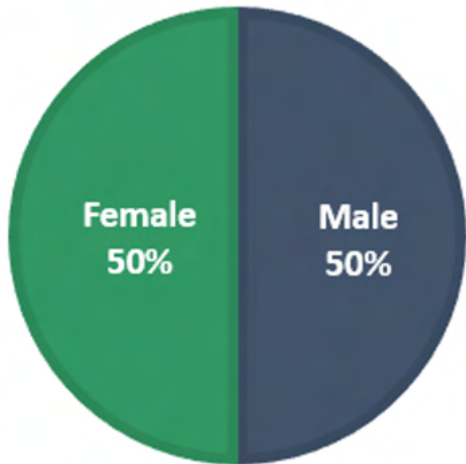
Suspensions

- Suspending students can have negative effects on student outcomes. (Rausch et al., 2005; Lacoe et al., 2018; Perry et al, 2014)
- Black/African American students are more likely to be suspended for the same behaviors as their peers. (Fabelo et al., 2011; Park et al., 2019)
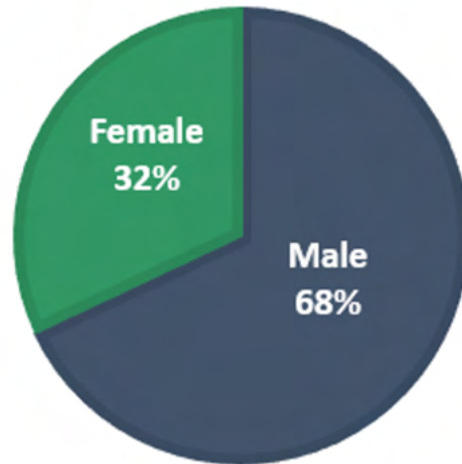
Understanding Disproportionality

Disproportionality – or disproportionate representation – is when a certain group of students is over- or under-represented.


TOTAL STUDENT POPULATION

Female 50% Male 50%

STUDENTS SUSPENDED

Female 32% Male 68%

Example: If 50% of all students are male, then male students would be expected to receive about 50% of all suspensions. If male students receive more than 50% of suspensions, they are disproportionately <u>over</u>represented among students who are suspended.

Guardrail Indicator 4.1: High School Qualifications

Indicator Progress	On Track

% of all Qualified Students who are Black / African American or Hispanic / Latinx
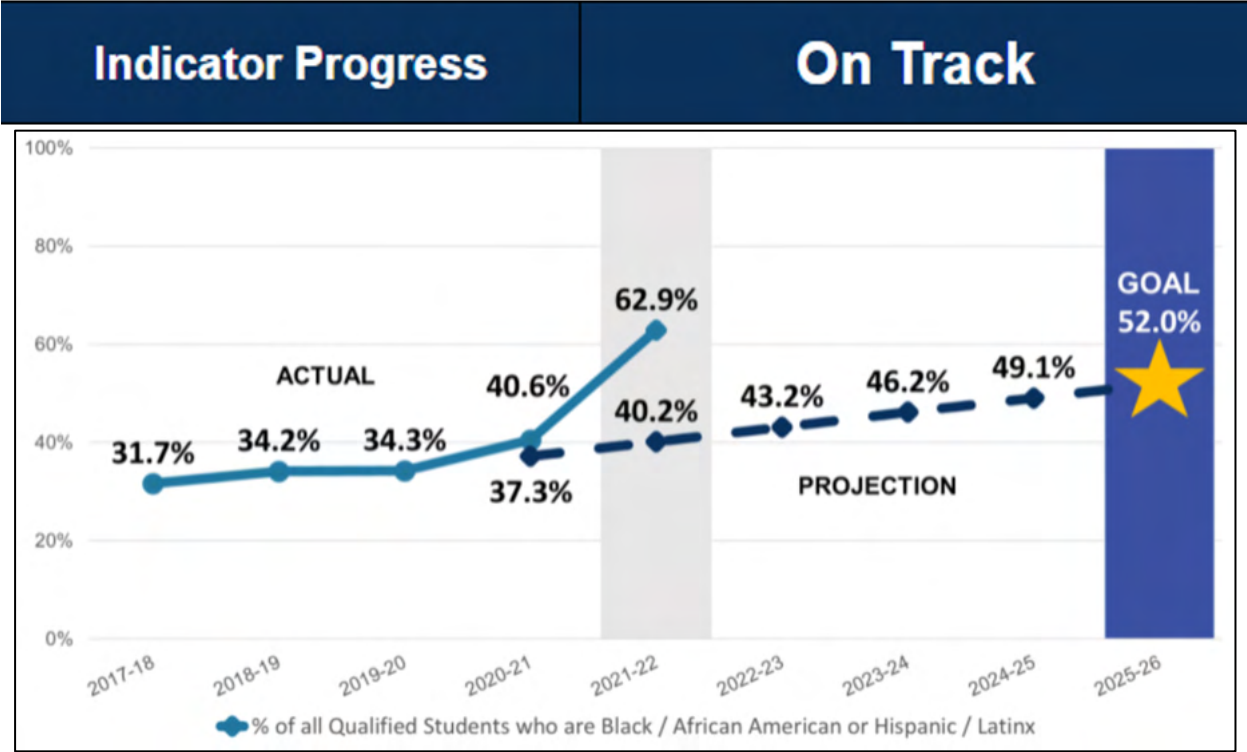
- Overall, the District is **On Track** towards meeting its 2025-26 Guardrail Indicator 4.1 Goal.

- Across the District, 63.0% of all qualified 8th grade students for Criteria Based High Schools are Black/African American or Hispanic/Latinx.

- We are above our 2021-22 annual target of 40.2%, and 23.5 percentage points up from 2020-21.

% of all Qualified Students who are Black / African American or Hispanic / Latinx[1]	2018-19[2]	2019-20[3]	2020-21[4]	2021-22[5]	2021-22 Annual Target	Distance to 2021-22 Target	Distance to 2022-23 Target	2025-26 Final Target
Black / African American or Hispanic / Latinx	34.2%	34.3%	40.6%	62.9%	40.2%	+22.7	+19.7	52.0%

Guardrail Indicator 4.2: Suspensions
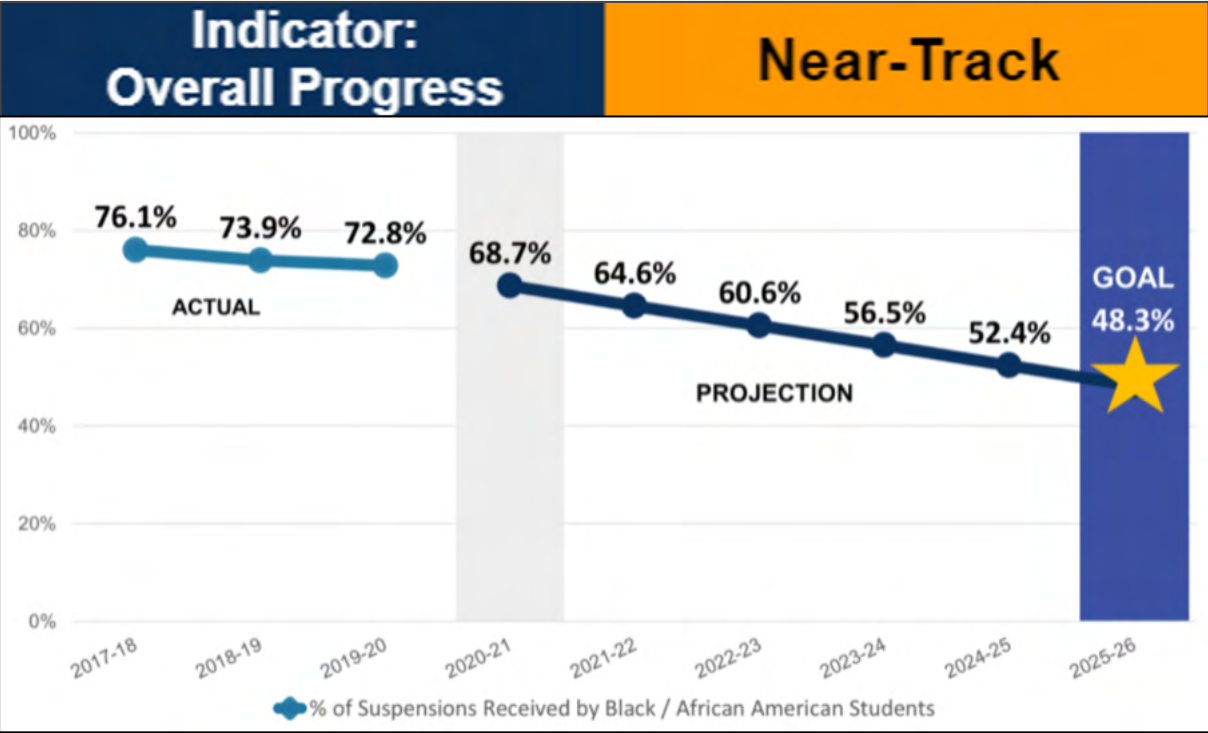
- Overall, the District is **Near Track** towards meeting its 2025-26 Guardrail Indicator 4.2 Goal.

- Due to virtual learning, too few out-of-school suspensions were issued to monitor progress for 2020-21.

- Through December 2021, roughly the same percentage of suspensions were issued to Black/African American students compared to the same period in 2019.

% of Suspensions Received[12]	2018-19[13]	2019-20	2020-21	2020-21 Annual Target	Distance to 2020-21 Target[14]	Distance to 2021-22 Target[14]	2025-26 Final Target[15]
Black / African American	73.9%	72.8%	*Insufficient Sample*	68.7%	+4.1	+8.2	48.3%

Guardrail 4 Hows

Our students' potential will not be limited by practices that perpetuate systemic racism and hinder student achievement.

Equity Framework with Lens

- **Implementing:** Framework with lens
- **Implementing:** Learning Pathways

Equitable Opportunities in High School

- **Planning:** Access to Algebra I in 8th Grade
- **Planning:** Data collection to assess access to co-curriculars (Guardrail 2)

Earlier Access: Pathways & School Selection

- **Planning:** Entry and Exit Plans
- **Planning:** Earlier access to high school options

SDP Equity Definition

Equity at SDP means to:

Cultivate prosperity and liberation for students and staff, starting with historically marginalized populations, by removing barriers, increasing access and inclusion, building trusting relationships, and creating a shared culture of social responsibility and organizational accountability.

What is the Equity Framework?

A tool providing guidance for system-wide race and equity actions with measurable results.

Five Components of the Equity Framework:

Equity Definition

Shared understanding of the desired state of our work.

Equity Commitments

Seven guiding commitments that outline how SDP will achieve the definition of equity.

Equity Lens

Critical thinking tool used to guide decision making and provide a level of accountability.

Equity Beliefs

Five core beliefs that guide our equity work and state the conditions and mindsets that need to be in place.

Living Glossary

Builds common language and discourse around key equity terms.

Equity Framework: Year 1 Goals and Activities

Starting August 2021, our focus has been familiarizing District staff with the Equity Framework and how they might apply it in their work.

- Nascent Stages of Implementation
- Focused on Process as Product

Equity Commitment #5:
Ensuring all individuals embody practices of equity by holding ourselves accountable to a shared culture of growth and continuous learning, with a deep focus on eradicating disparaging beliefs about students and their families.

Completed Work (Aug 2021 - Jan 2022)

- **Equity Framework Training: School Leaders + Teachers + Support Staff** *(Aug 2021)*

- **Equity Framework Training: All Staff** *(Asynchronous, Fall 2021)*

- **Equity Lens Training: School-Based Staff** *(Jan 3)*

- **Equity Lens Training: Central Office Staff** *(Feb 2022)*

Equity Framework: Year 1 Upcoming Work

Upcoming Work (Jan - Mar 2022)	Upcoming Work (Apr - Jun 2022)
Equity Networked Improvement Communities *(Ongoing)* 18 month cohort based professional learning program for select schools and central office departments. **Equity Core Beliefs & Commitments Training: All Staff** *(Upcoming)*	- Continue working with the HOW Strategy Implementation Team (SIT) - Provide Technical Support to schools and central office teams - Support schools + central office teams with developing/strengthening core Equity Teams - Collaborate with families and community organizations

Applying the Equity Lens

The Equity Lens is a series of questions to ask as we contemplate strategies and make decisions. For example:

- How does this address or advance opportunities for equity across race and other identifiers?
- Has stakeholder input and feedback been collected, especially from those most impacted by the decision?

Applying Equity Lens to Board Policies

SY20-21: Used Lens to apply equity revisions to key policies, including:

1. **218.1: Weapons**- *elimination of exclusionary discipline especially for black and brown students.*

1. **313: Evaluation of Employees** - *considering impact of bias in evaluations + support needed for employees with failing/needs improvement ratings.*

1. **616: Payment of Bills**- *equity data audit to assess how payment processes impact MBE, DBE, WBE organizations.*

Applying the Equity Lens, cont'd

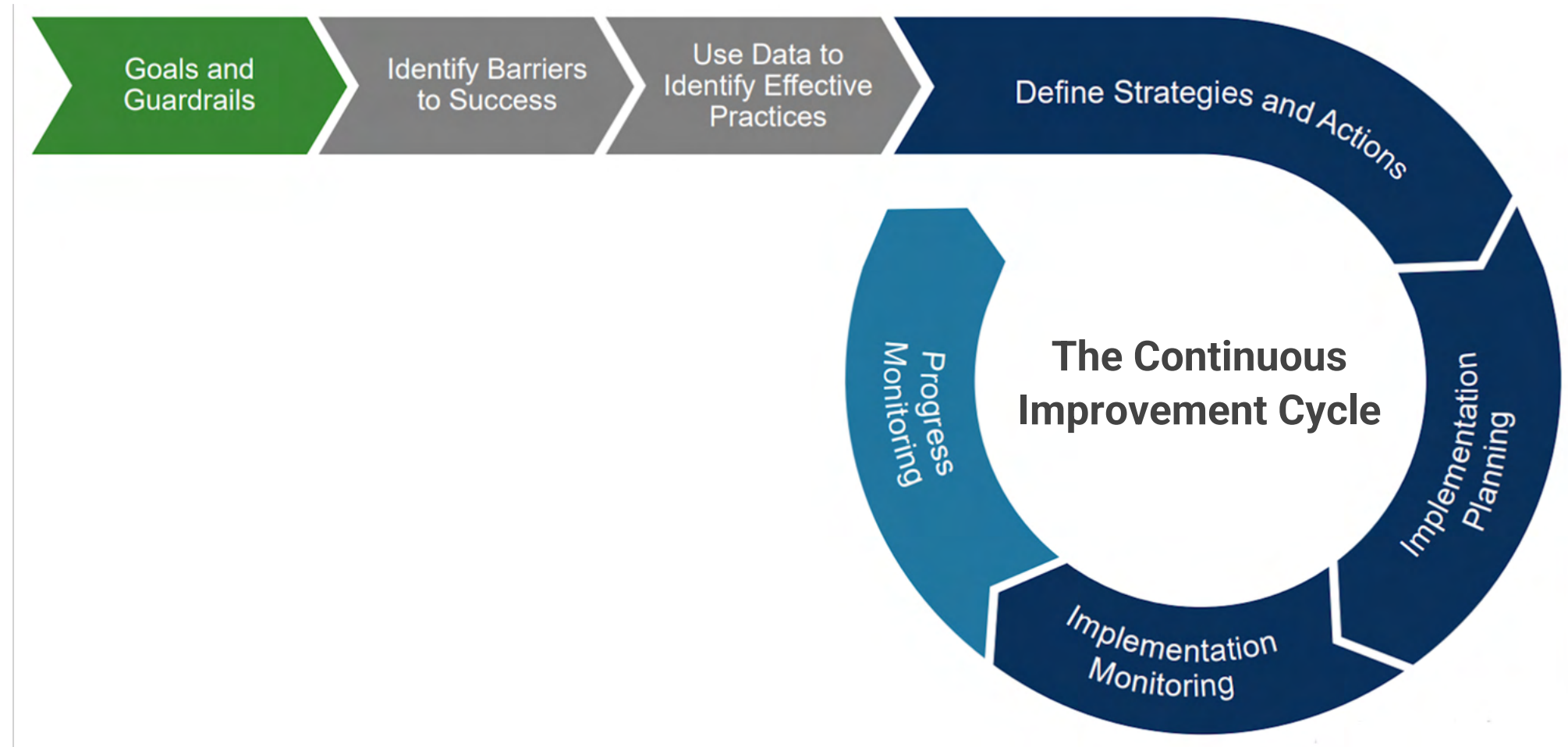| Examples of Applying Equity Lens to Practice *Direct Connection to GR4 Indicators*	Examples of Applying Equity Lens to Practice *Broader Connections of Equity*
School Selection Process: application of zip code preference + opportunities to gain deeper understanding of future equity considerations.	***Finance:*** *assess allocation of limited resources for 2022-23SY and develop methods to support leaders in earmarking those resources to support students.*
Development of Culturally and Linguistically Inclusive Foundation (CLIF): selection of content, alignment of culturally and ethnically centered lessons, curriculum look-fors.	***School Improvement Process:*** *PESO team utilizing the lens to support school plan development with the central question: How does my plan advance equity in accordance with the SDP equity definition.*
School Safety Directive Review Process: equips officers with tools to better support and mentor students through equity centered restorative models.	**School Partner Programs:** *to examine how the use of community indicators (e.g. youth living in poverty) will help prioritize the directing of partner resources*

Meeting **Goals and Guardrails**

Goals and Guardrails → Identify Barriers to Success → Use Data to Identify Effective Practices → Define Strategies and Actions → Implementation Planning → Implementation Monitoring → Progress Monitoring

The Continuous Improvement Cycle

Current **Strategies and Actions**

STRATEGY 1

Implement an **academic framework** that includes standards-aligned curriculum.

STRATEGY 2

Implement the **Multi-Tiered System of Supports** (MTSS) Framework.

STRATEGY 3

Develop leaders and teachers through implementation of evidence-based **professional learning and common planning time**.

Strategy 1

Implement an academic framework that includes standards-aligned curriculum.

Action 1.1

➔ Implement new, culturally and linguistically inclusive curriculum and instructional guidance for K-8 literacy to support grade-level instruction for English Learners (ELs) and students with disabilities

Action 1.2

➔ Implement new, culturally and linguistically inclusive curriculum and instructional guidance for K-8 math to support grade-level instruction for ELs and students with disabilities

| Implementation Planning | Initial Implementation | Full Implementation | Sustained Implementation |

Action 2.1

→ Improve the implementation of Multi-Tiered System of Supports (MTSS) by providing professional learning and supports for school leaders and staff to better understand and utilize the framework. MTSS is a standards-aligned, comprehensive school improvement framework for enhancing academic, behavioral, and social-emotional outcomes for all students.

| Implementation Planning | Initial Implementation | Full Implementation | Sustained Implementation |

Strategy 3

Develop leaders and teachers through implementation of evidence-based professional learning and common planning time.

Action 3.1

➔ Redesign professional learning. Professional learning provides school leaders and teachers time to learn new skills in order to improve instruction. Professional learning cycles are ongoing, "nested" cycles of professional development, practice, feedback, and reflection.

| Implementation Planning | Initial Implementation | Full Implementation | Sustained Implementation |

Strategy 3

Develop leaders and teachers through implementation of evidence-based professional learning and common planning time.
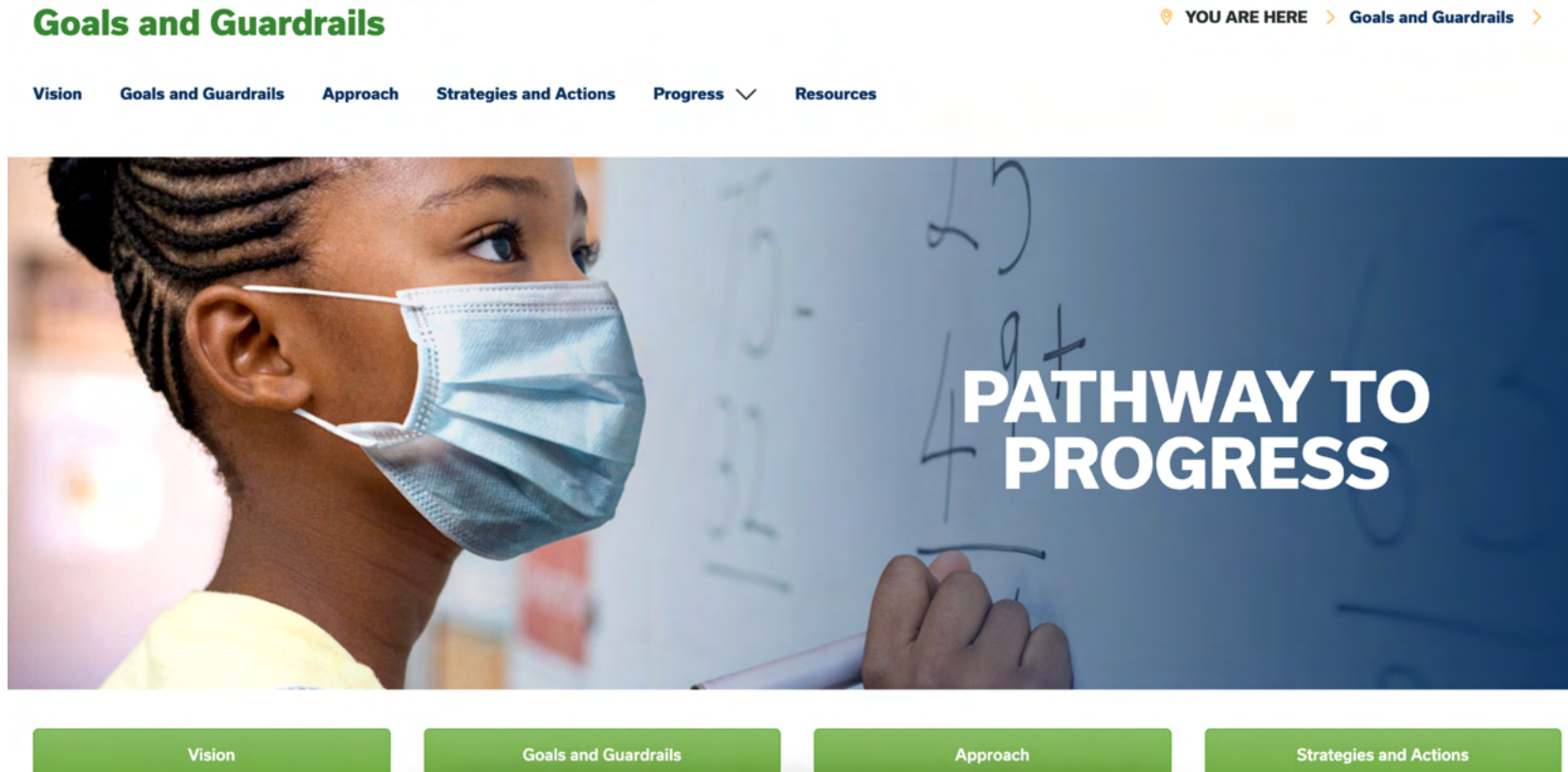
Action 3.2

→ Establish Common Planning Time in all schools. Common Planning Time is a regularly scheduled, structured time where school leaders and teachers collaborate. Common Planning Time allows school leaders and teachers to work together to improve their own teaching and improve learning for all students.

Implementation Planning | Initial Implementation | Full Implementation | Sustained Implementation

Continuing **Progress Monitoring**

Additional information about the District's real-time progress on each action item can be found on our regularly updated website:

➔ **https://www.philasd.org/goalsandguardrails**

Progress Monitoring Calendar

February	March	April	May
Goal 1	**Goal 2**	**Goal 3**	**Goals 4 & 5**
Reading	*Reading*	*Math*	*College & Career*
ELA Performance Grades 3-8	*ELA Performance Grades K-3*	*Math Performance Grades 3-8*	Math & ELA Performance Grades 9-11 (Spring)
			CTE Performance Grades 10-12

ARPA Investment Strategy Update

American Rescue Plan Act

Guiding Principles

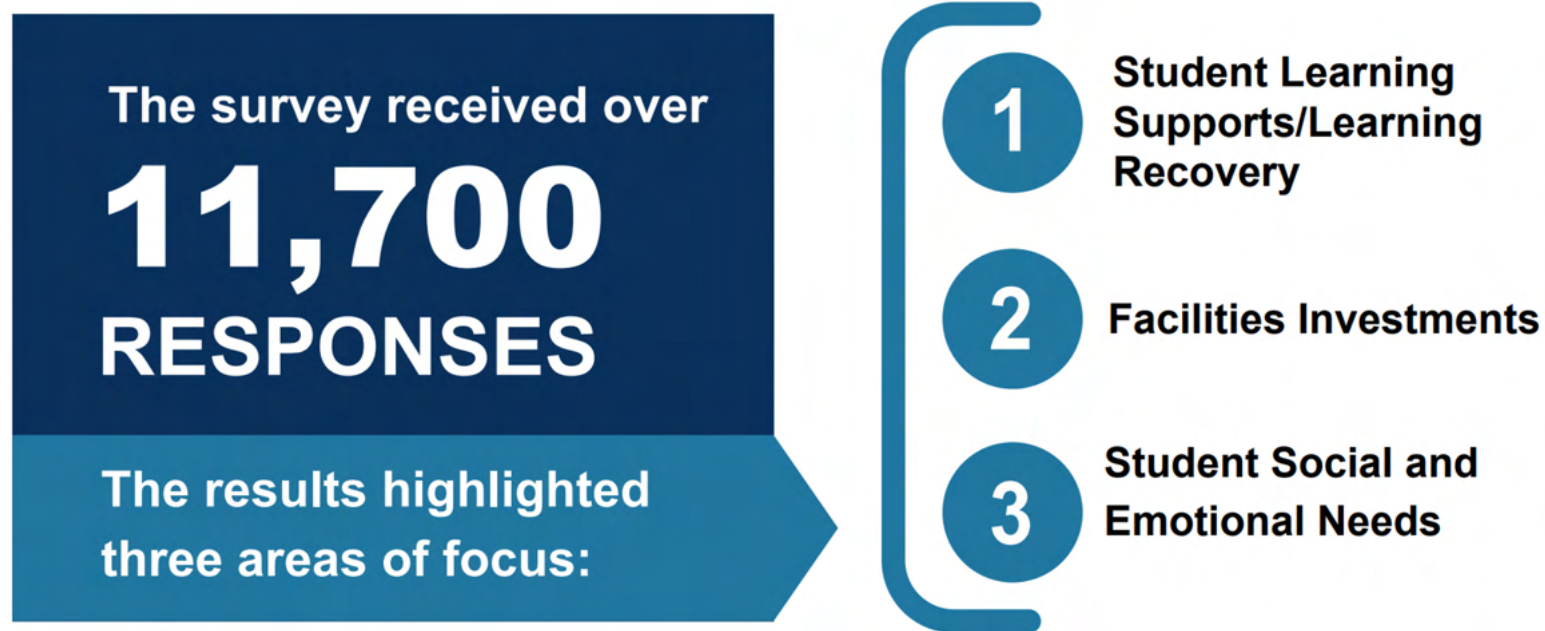Safely reopening and sustaining in-person learning

Addressing students' social, emotional, mental health, and academic needs resulting from the pandemic

Maintaining operations and delivery of services

Surveys and Focus Groups

To further inform the investment of ARPA funds, the District reached out to community members through surveys and focus groups in April 2021.

The survey received over

11,700 RESPONSES

The results highlighted three areas of focus:

1. Student Learning Supports/Learning Recovery

2. Facilities Investments

3. Student Social and Emotional Needs

Focus Areas for Spending

FOCUS AREA ONE:	FOCUS AREA TWO:	FOCUS AREA THREE:	FOCUS AREA FOUR:
Support Educational Recovery and Accelerate Learning.	Dramatically Expand Facilities Improvements to Provide Safe, Healthy, and Modernized Schools.	Support the Significant Social and Emotional Needs of Our Students.	More Supports in Schools to Help All Learners and Educators Succeed Going Forward.
$350M	**$325M**	**$150M**	**Additional funding**
Focused on programs to support learning recovery, such as: • Enhanced summer learning programs • After-school programs • Before-school programs	To support: • Improving facilities across the District • Enhancing the safety of school and district buildings	To support: • Increased social services at schools • Trauma response initiatives • Increased counselor support	To support student success, including: • Curriculum development • Information technology equipment and services • Investments to address Goals and Guardrails

Focus Area 1:
Support Education Recovery & Accelerate Learning

For School Year 2021-2022:

➔ Additional positions for schools based on principal discretion

➔ Retention and recruitment bonuses for staff

➔ Eliminate 'leveling down,' or the movement of teachers based on reduced actual enrollment, for all schools

➔ Enhanced summer learning programs

➔ Additional supports for special education students

➔ Adaptive learning interventions

➔ Universal screener assessments

➔ Supports for COVID response, including vaccine clinics and contact tracing

FOCUS AREA 1

"The addition of an Assistant Principal allowed the school leadership team to ensure that we had systems and programs in place to support all of our students as they returned to in-person learning. This has been especially impactful in the work we do at CAPA with Relationships First and our commitment to our Diversity, Equity, and Inclusion (DEI) work."

Joanne Beaver
Principal, The Philadelphia High School
for Creative and Performing Arts (CAPA)

Focus Area 2:
Dramatically Expand Facilities Improvements to Provide Safe, Healthy, & Modernized Schools

For School Year 2021-2022:

➔ Personal Protective Equipment (PPE), air purifiers, and barriers to support student health related to COVID-19

➔ Supplemental cleaning support

➔ Maintenance and environmental projects to improve school buildings

➔ Planned replacements of school buildings with 21st century learning environments

FOCUS AREA 2

Planned replacement of Cassidy, Holme, and AMY at James Martin schools with 21st century learning environments that provide safe, welcoming learning spaces for students through a contract with Philadelphia Authority for Industrial Development (PAID).

Focus Area 3:
Support the Significant Social & Emotional Needs of our Students

For School Year 2021-2022:

➔ Increased counselor support

➔ Initiatives for schools in communities most impacted by gun violence

➔ Climate support services, including peer mentoring, healing together, and social work support

FOCUS AREA 3

"Relationship First coaches are the foundation that allow students and teachers to build authentic relationships, participate in community-building activities, and discuss issues that are important to them. The focus is on the strengths of the student, barriers that are preventing success, and commitments to hold each other accountable."

Anthony Guidice
Assistant Principal
Franklin Learning Center

Focus Area 4:
More Supports in Schools to Help All Learners & Educators Succeed Going Forward

For School Year 2021-2022:

→ Information technology, including new equipment and technical support

→ Culturally relevant curriculum and support textbooks

"The new curriculum reflects my students' culture and identity, makes learning and teaching consistent, and provides measurable targets. It also is fun and my students love the themes."

Jennifer Fagan
Kindergarten Teacher
Richmond Elementary School

Additional Information

Additional information about the District's ARPA investments is available at:

➔ **https://www.philasd.org/arp**