THE SCHOOL DISTRICT OF PHILADELPHIA

BOARD OF EDUCATION
PUBLIC MEETING
AGENDA
MARCH 7, 2024

Call to Order - Reginald L. Streater, Esq., President

Roll Call - Lynn Rauch Esq., General Counsel

Approval of Minutes - February 8, 2024

Superintendent Remarks

- Board of Education - Other
  Collective Bargaining Update

Written Testimony

Registered Speakers on General Topics

- General Speakers List

Action Item

1. Ratification of One Year Collective Bargaining Agreement with Philadelphia Federation of Teachers - Added 3.6.2024
   Talent - Other

Goals and Guardrails

- Reading Goals 1 and 2 Presentation
  Board of Education - Other

Adjourn

Email: schoolboard@philasd.org
Twitter: @PHLschoolboard | Facebook: @PHLschoolboard

Superintendent Remarks - •

Title: Collective Bargaining Update

Board of Education Meeting Date: 3/7/2024

Office Originating Request: Board of Education

ATTACHMENTS:

Description	Type
Collective Bargaining Update	Supporting Document

March 7, 2024

Collective Bargaining Update

Philadelphia Federation of Teachers
Collective Bargaining Agreement Action Item

THE SCHOOL DISTRICT OF PHILADELPHIA

Timeline

- On February 28, District and PFT leadership announced a tentative agreement extending the current collective bargaining agreement (CBA) for one year.
- PFT members voted to ratify the tentative agreement on March 6.
- Today's action item asks the Board of Education to approve the extension of the CBA for the one-year period of September 1, 2024 to August 31, 2025.

Employees Represented by PFT

Teachers

9,834

Paraprofessionals

3,201

PreK and Other Employees

978

Highlights of the Collective Bargaining Agreement

5% Across-the-board increase

Increases 10-month teacher salary range to $54,146 - $107,495

Retention Bonus

$1,200 retention and re-engagement bonus by June

Step Increases

Step increases according to salary schedules

Designated Schools Teacher Retention Bonus

$2,500 bonus to eligible teachers in designated schools in 2024 and 2025

Shared Commitment to *Accelerate Philly*

District and PFT will collaborate to identify and implement shared interests

THE SCHOOL DISTRICT OF PHILADELPHIA

Thank you and questions?

Registered Speakers on General Topics - •

Title: General Speakers List

Board of Education Meeting Date: 3/7/2024

Office Originating Request: Board of Education

ATTACHMENTS:

Description	Type
General Speakers List	Supporting Document

The School District of Philadelphia
Board of Education
Special Action Meeting
Speakers List
March 7, 2024

Registered Speakers

1. Horace Clouden, PCAC
   Topic: Guardrails 1 & 2

2. "Mama Gail" Clouden, Community Member
   Topic: Guardrails 1 & 2

3. Leah Clouden, Community Member
   Topic: Guardrails 1 & 2

4. Jill Atshuler, Community Member
   Topic: Problems Resulting from Teachers Speaking about the War in Gaza

5. May Freda Watson, Community Member
   Topic: Save the Children

Primary Waitlist Speakers

Action Item - 1.

Title: Ratification of One Year Collective Bargaining Agreement with Philadelphia Federation of Teachers - Added 3.6.2024

Board of Education Meeting Date: 3/7/2024

Action under consideration

Resolved, that the Board of Education of The School District of Philadelphia hereby ratifies the one-year Collective Bargaining Agreement with the Philadelphia Federation of Teachers for the period of September 1, 2024 to August 31, 2025, and authorizes the President of the Board of Education or his designee, and the Superintendent to execute and deliver this Agreement on behalf of The School District of Philadelphia. A copy of this Agreement will be filed with the minutes of the Board of Education.

Office Originating Request: Talent

Goals and Guardrails - •

Title: Reading Goals 1 and 2 Presentation

Board of Education Meeting Date: 3/7/2024

Office Originating Request: Board of Education

ATTACHMENTS:

Description	Type
Goals and Guardrails Presentation - Reading Goals 1 and 2	Supporting Document

THE SCHOOL DISTRICT OF PHILADELPHIA

Goals & Guardrails Progress Monitoring

Goal 1: Reading Grades 3-8
Goal 2: Reading Grade 3

Tony B. Watlington, Sr. Ed.D.
Superintendent

Tonya Wolford, Ph.D.
Chief
Office of Evaluation, Research, and Accountability

Jermaine Dawson, Ed.D.
Deputy Superintendent
Division of Academics

March 7, 2024

THE SCHOOL DISTRICT OF PHILADELPHIA

Overview

1. Reading Performance Highlights
2. Where Have We Been
3. Where Are We Now
4. Current Activities and Focus

Reading Performance Highlights

- In Reading, **the District is outpacing other large urban districts nationwide, and similar districts in Pennsylvania, in recovering from the pandemic.**
- **PSSA Reading performance** in grades 3-8 **was flat** from 2021-22 to 2022-23.
- **PSSA Reading performance** in grade 3 **increased** from 2021-22 to 2022-23.
- **Star Reading performance** in grades 3-8 **increased** from Fall to Winter 2023-24 and from Winter 2022-23 to Winter 2023-24.
- **All student groups saw increases in the percentage of students scoring At/Above Grade Level**, including English Learners (+4.2 percentage points) and students with IEPs (+1.4 percentage points) between Fall and Winter 2023-24.

What the Research Says

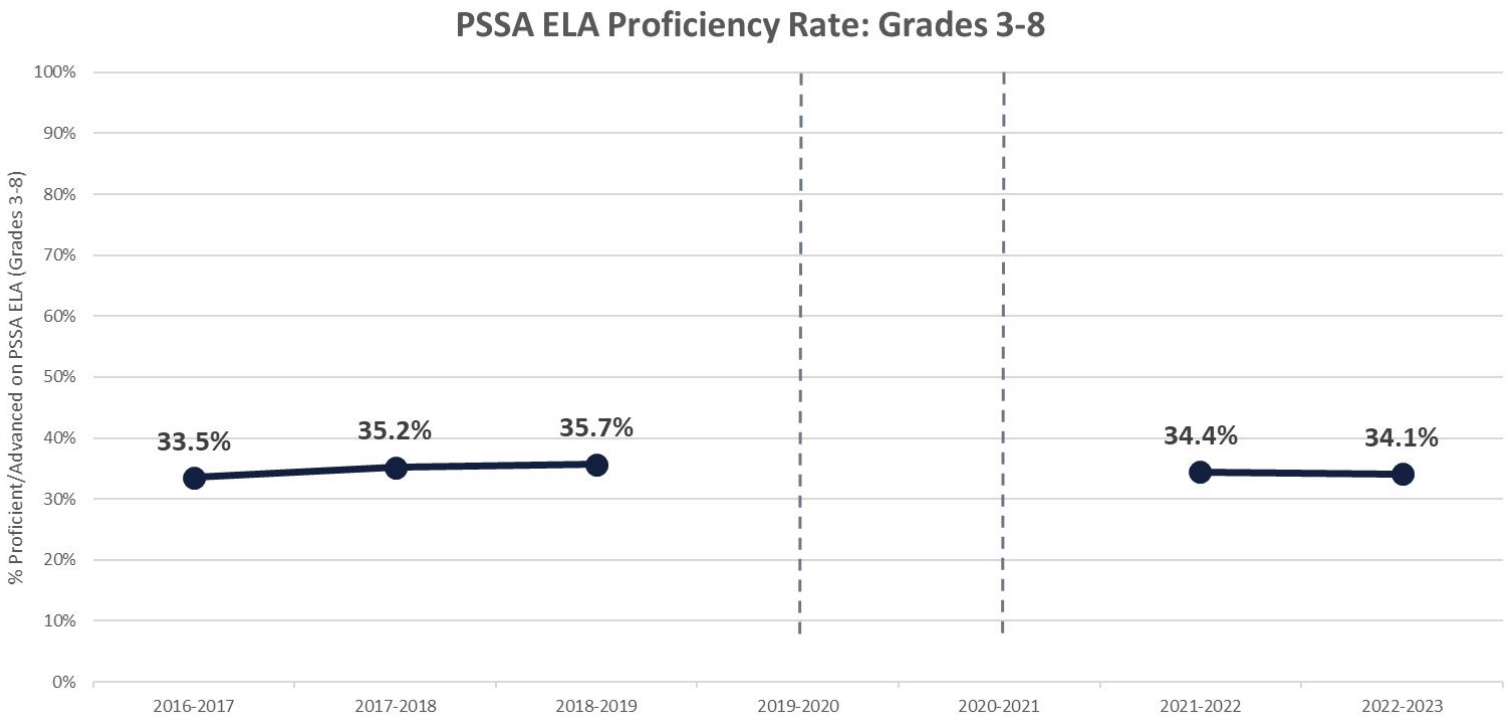
- Reading proficiently by the end of 3rd grade is critical to a student's future academic success. This is when instruction transitions from "learning to read" to "reading to learn."
- Beginning in 4th grade, students need to build on foundational literacy skills to learn content across subject areas.
- There is a positive relationship between children's early reading skills and high school graduation.

Sources:
National Assessment of Education Progress ; Annie E. Casey Foundation; Frontiers in Education

Where Have We Been?

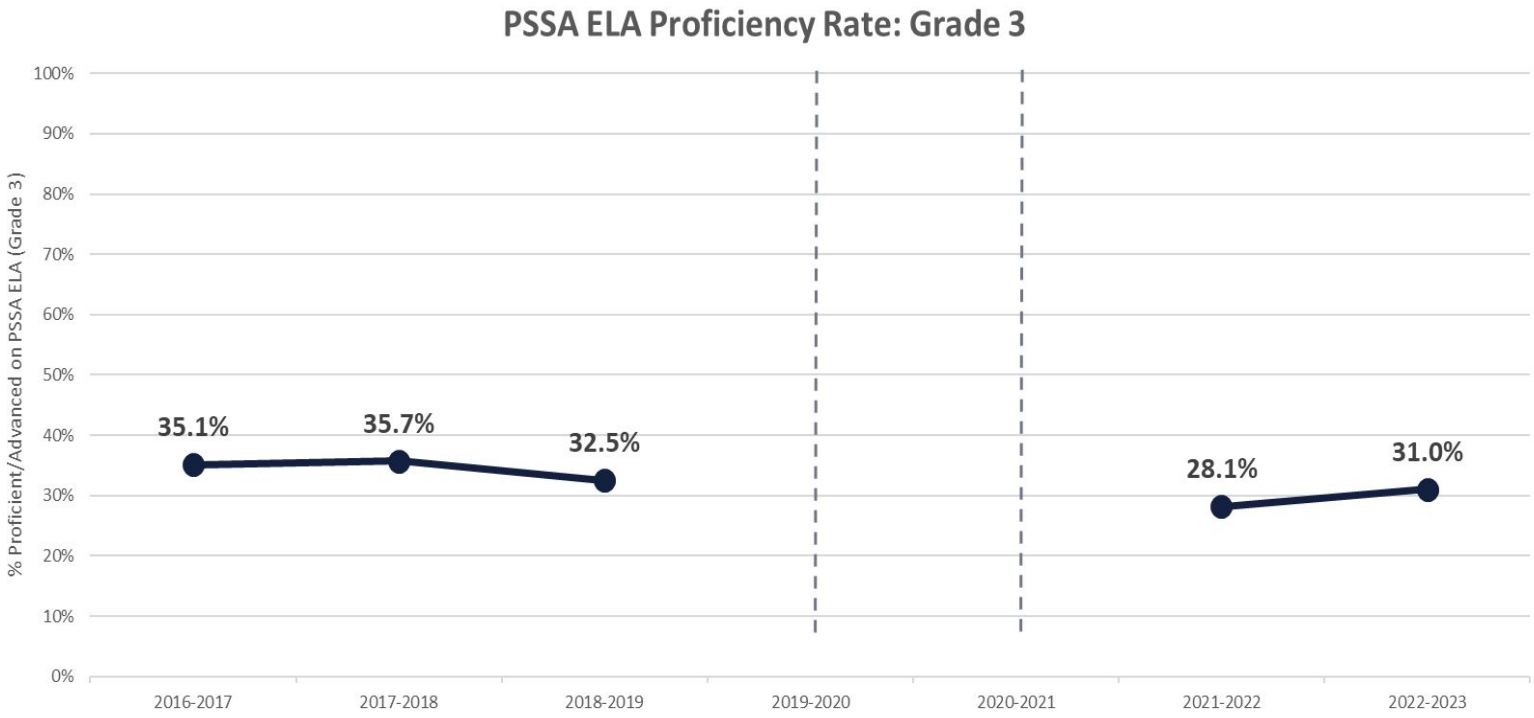
Goal 1
PSSA ELA
Grades 3-8

The percentage of students in grades 3-8 who scored Proficient or Advanced on the **PSSA ELA remained stable** (**-0.3 percentage points**) from 34.4% in 2021-22 to 34.1% in 2022-23.



Goal 2
PSSA ELA
Grade 3

The percentage of grade 3 students who scored **Proficient or Advanced on the PSSA ELA** rose from 28.1% in 2021-22 to 31.0% in 2022-23 (**+2.9 percentage points**).



PSSA/PASA Grades 3-8 Performance by Primary Disability

- The percentage of students scoring Proficient or Advanced vary by primary disability type and range from 4.1% to 34.4%.
- **13.4% of students with High Incidence Disabilities** (eg., autism, speech or language impairment) scored Proficient or Advanced on PSSA/PASA ELA.
- **10.2% of students with Low Incidence Disabilities** (eg., hearing impaired, visual impairment, multiple disabilities) scored Proficient or Advanced on PSSA/PASA ELA.

Note: Results are based on a recently published report which excludes students in primary disability groups with fewer than 20 students tested.

Goals 1 & 2
ELA Curriculum

SDP Transition to Science of Reading for Grades K-3

Balanced Literacy		Preparing to Shift to Science of Reading (SOR)		
2014-2017	**2017-2018**	**2019-2020**	**2021**	**2022-2023**
CLI coaching partnership and establishment of 120 minute Literacy Block Supported teachers to become proficient at Balanced Literacy	District shift from Balanced Literacy to the Science of Reading ELA Team participated in Pathway to Literacy, AIM Academy, and webinars on the Science of Reading (SOR)	Implemented SOR practices at network level supported by Early Literacy Directors Redesigned curriculum and ELA block to include 15 minutes of phonemic awareness instruction Increased direct and explicit phonics instruction to 45 mins (K-2)	Continued professional learning and implementation of foundational skills instruction High frequency words with orthographic mapping and use of decodable texts, **not** leveled readers	Foundational Skills Summer Institute SOR Virtual Literacy Institute Aligned PLC Guides to match focus on SOR Revised ELA Instructional Guide with stronger alignment to Science of Reading Replaced word walls with sound walls

Where Are We Now?

Goal 1 & 2 Leading Indicators

Goal 1: The percentage of students in grades 3-8 who are proficient on the state ELA assessment

- **Leading Indicator 1**: The percentage of students in grades 3-8 who are At Target on the District's within-year reading assessment
- **Leading Indicator 2**: The percentage of students in grades 3-8 with high growth on the District's within-year reading assessment New

Goal 2: The percentage of 3rd grade students who are proficient on the state ELA assessment

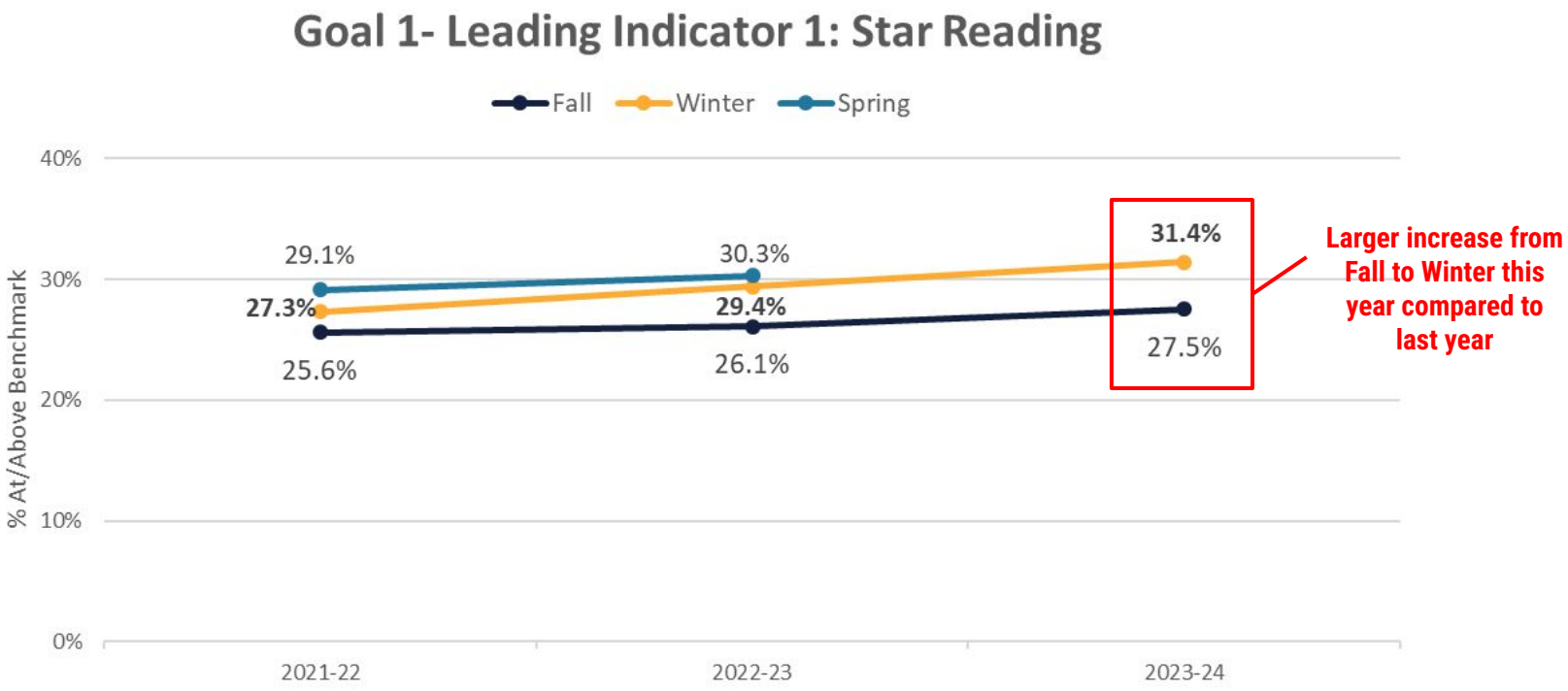
- **Leading Indicator 1**: The percentage of students in grade 3 who are At Target on the District's within-year reading assessment
- **Leading Indicator 2**: The percentage of students in grades K-2 who are At Target on the District's required reading Curriculum-Based Measures New

Indicator 1:
At Target on Star Reading (Grades 3-8)

Goal 1 Indicator 1

Star Reading: At Target

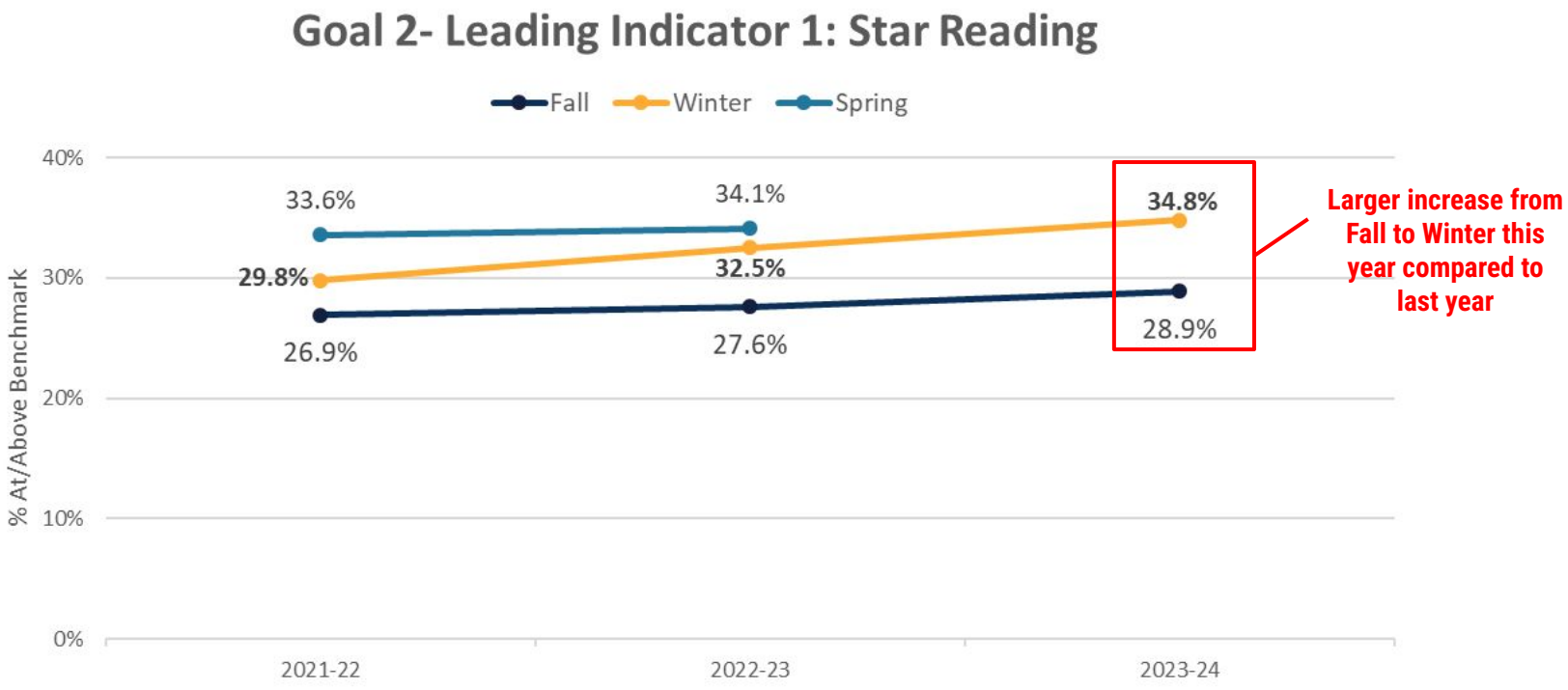
The percentage of students in grades 3-8 who scored **At/Above Benchmark on Star Reading increased** from 29.4% in Winter 2022-23 to 31.4% in Winter 2023-24 (**+2.0 percentage points**).



Goal 2 Indicator 1

Star Reading: At Target

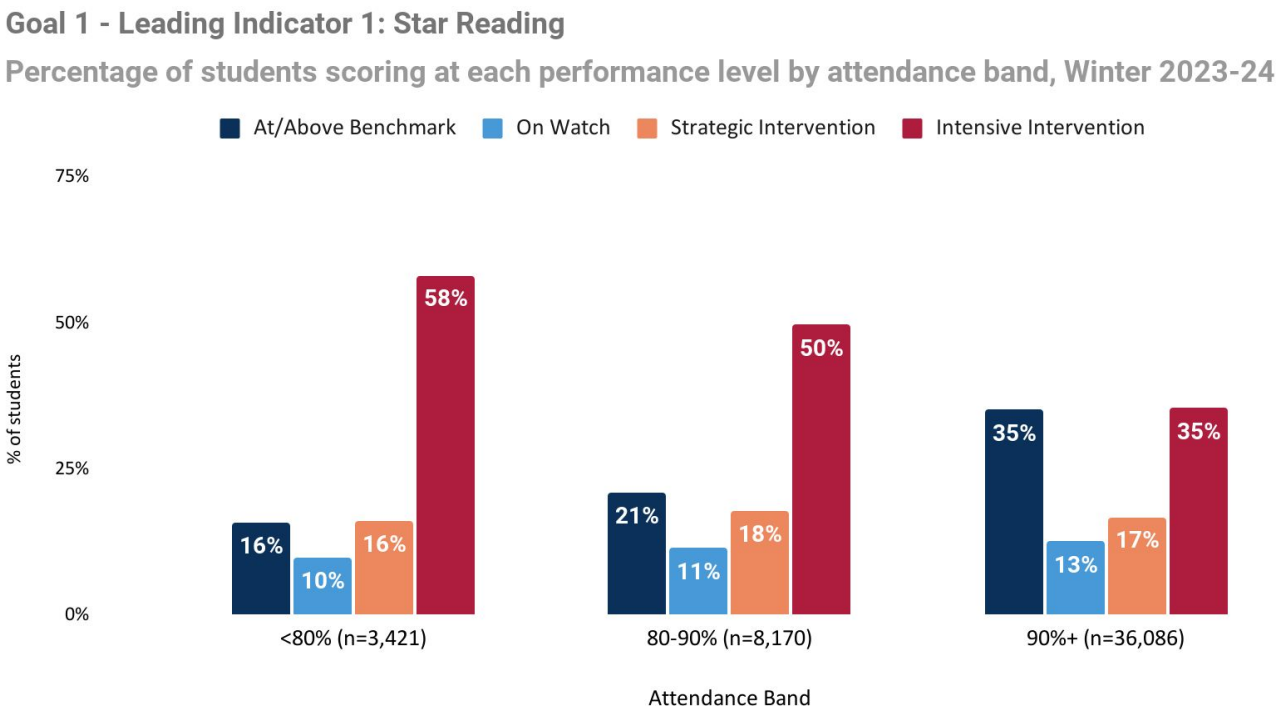
The percentage of 3rd grade students who scored **At/Above Benchmark on Star Reading increased** from 32.5% in Winter 2022-23 to 34.8% in Winter 2023-24 (**+2.3 percentage points**).



Goal 1 Indicator 1

Star Reading: At Target

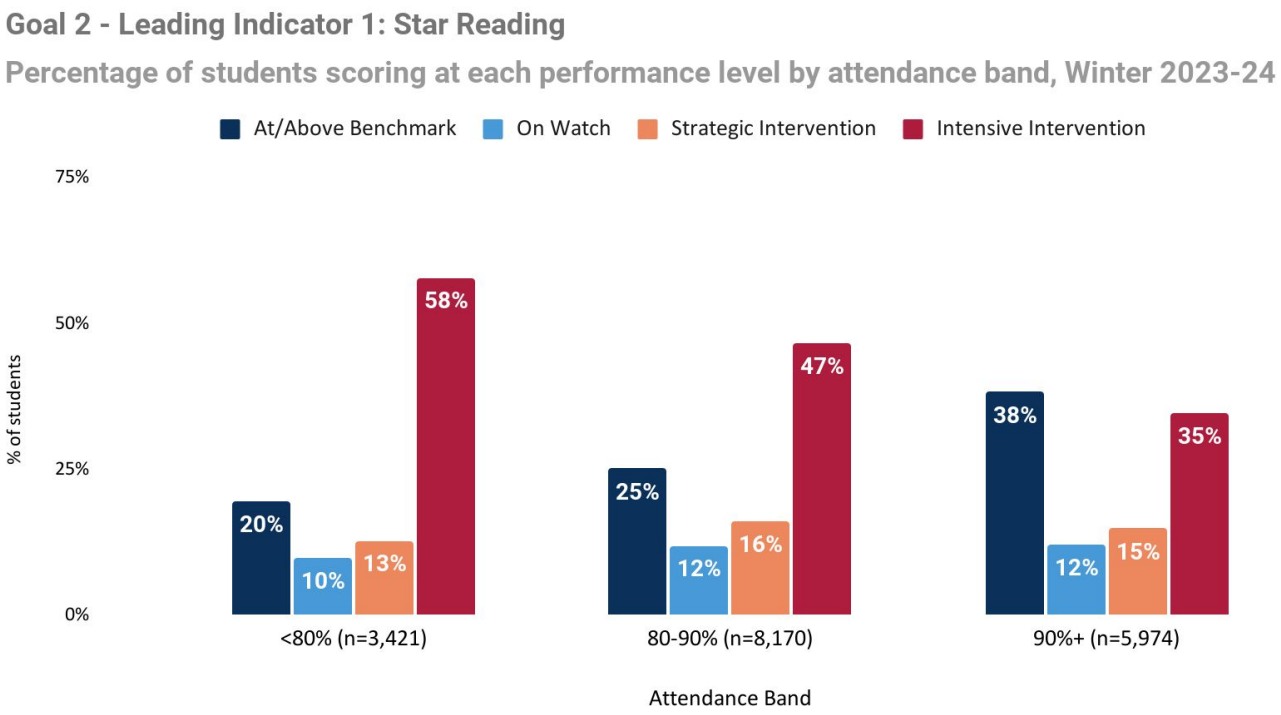
A higher percentage of students in grades 3-8 with higher attendance scored At/Above Benchmark on Star Reading in Winter 2023-24.



Goal 2 Indicator 1

Star Reading: At Target

A higher percentage of students in grade 3 with higher attendance scored At/Above Benchmark on Star Reading in Winter 2023-24.

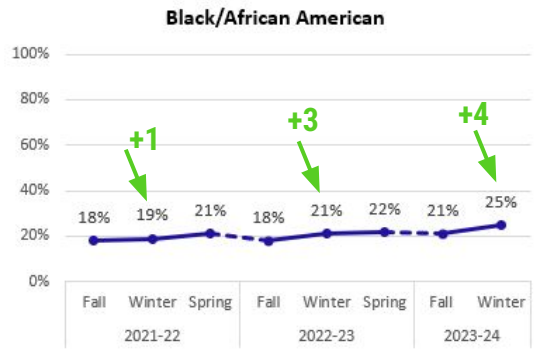


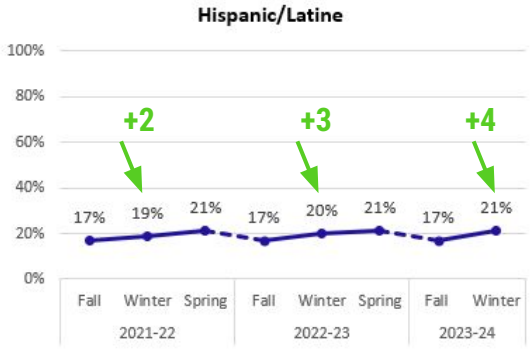
Goal 1 Indicator 1

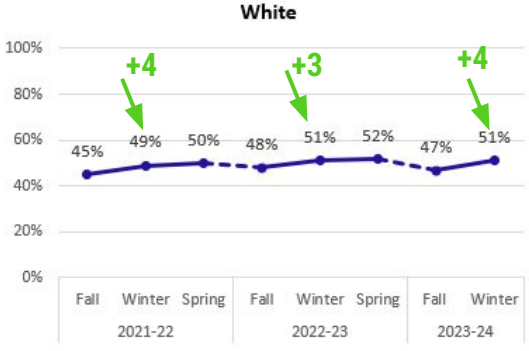
Star Reading: At Target

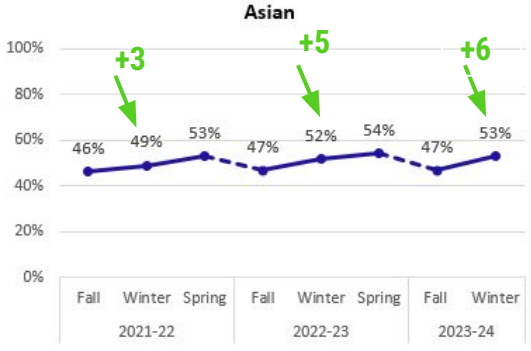
All race/ethnicity groups in grades 3-8 increased in the percentage scoring At/Above Benchmark from Fall to Winter 2023-24.

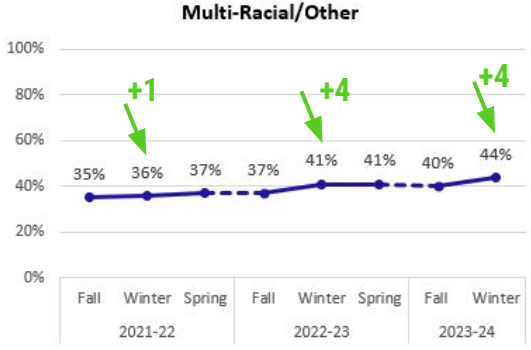
Goal 1 - Leading Indicator 1: Star Reading









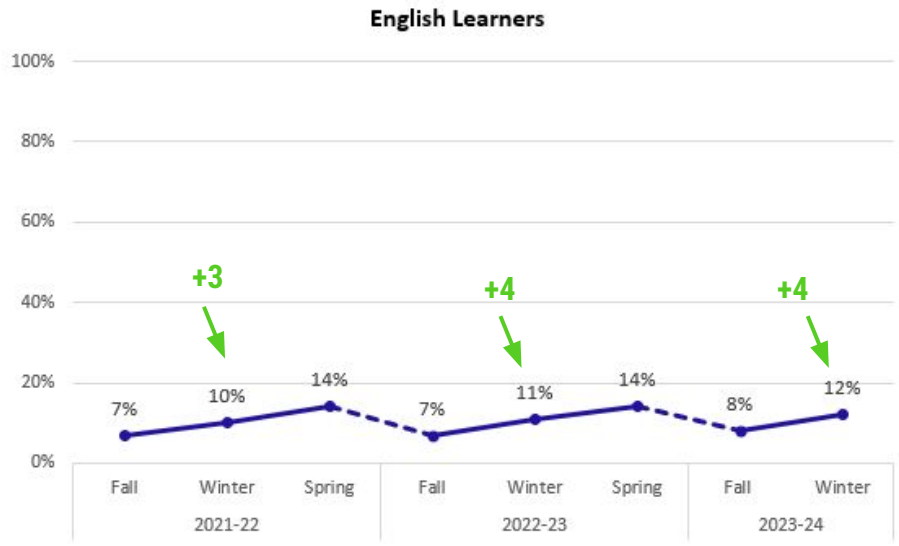


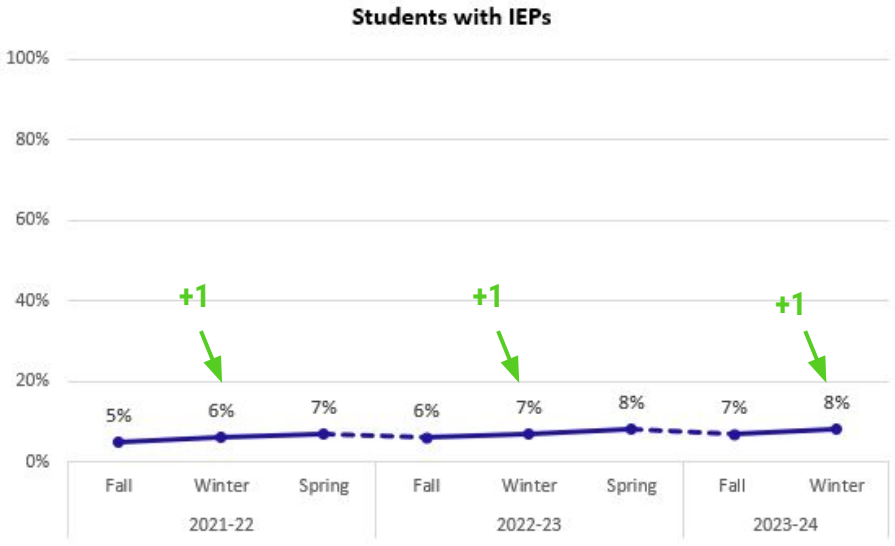
Goal 1 Indicator 1

Star Reading: At Target

Grades 3-8 English Learners and students with IEPs increased in the percentage scoring At/Above Benchmark from Fall to Winter 2023-24.

Goal 1 - Leading Indicator 1: Star Reading



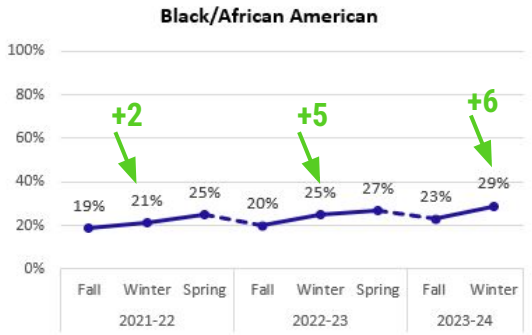


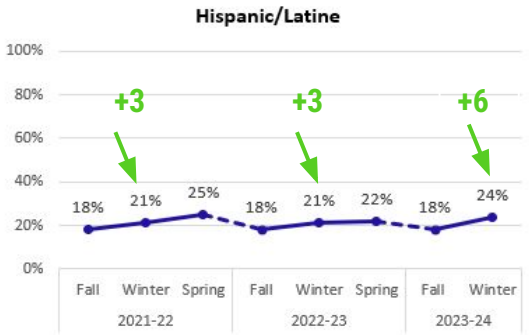
Goal 2 Indicator 1

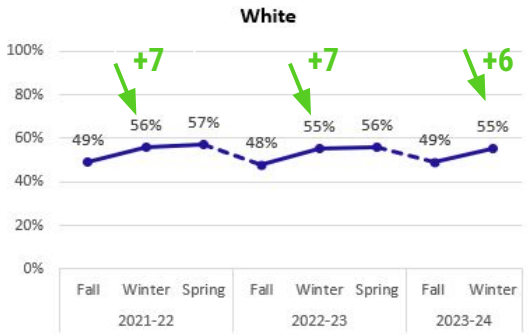
Star Reading: At Target

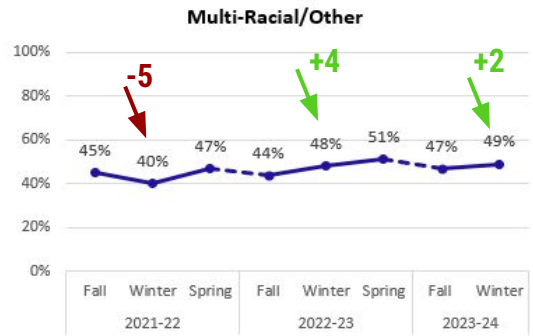
All race/ethnicity groups in grade 3 increased in the percentage scoring At/Above Benchmark from Fall to Winter 2023-24.

Goal 2 - Leading Indicator 1: Star Reading







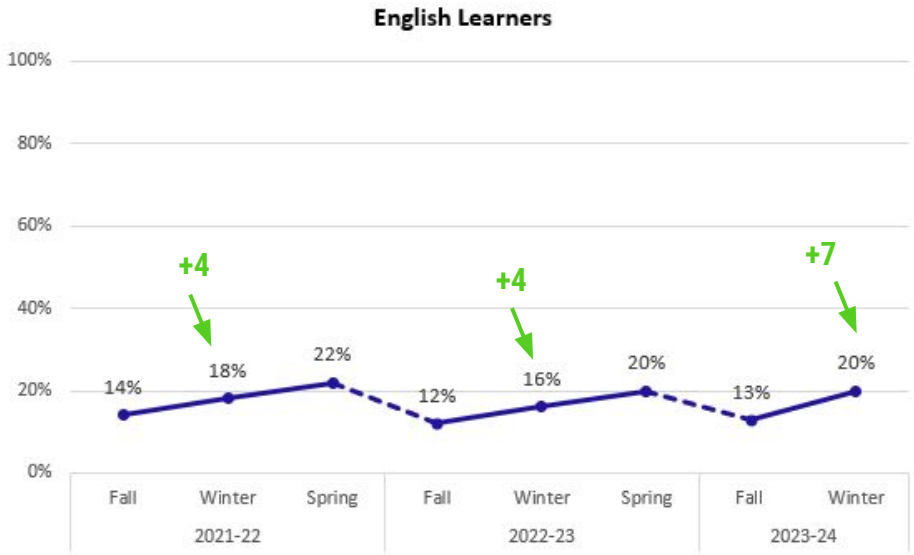


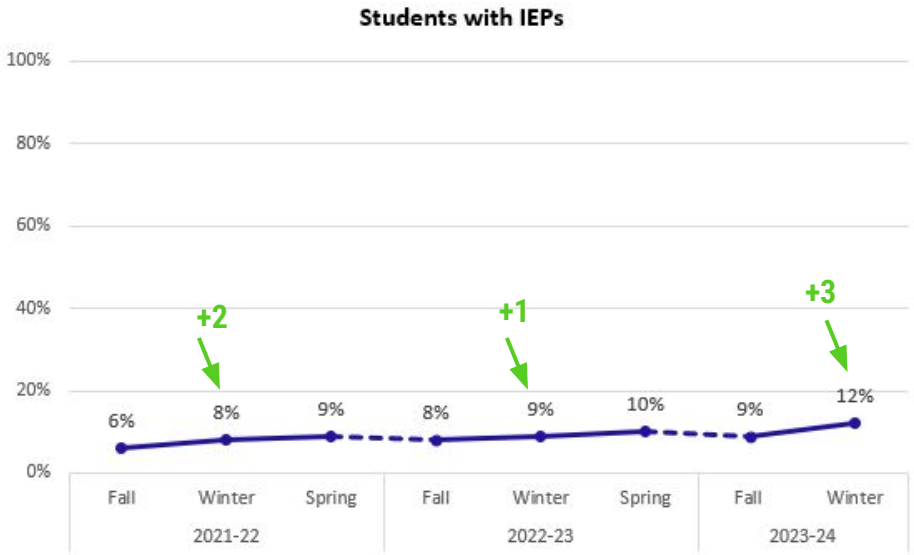
Goal 2 Indicator 1

Star Reading: At Target

Grade 3 English Learners and students with IEPs increased in the percentage scoring At/Above Benchmark from Fall to Winter 2023-24.

Goal 2 - Leading Indicator 1: Star Reading

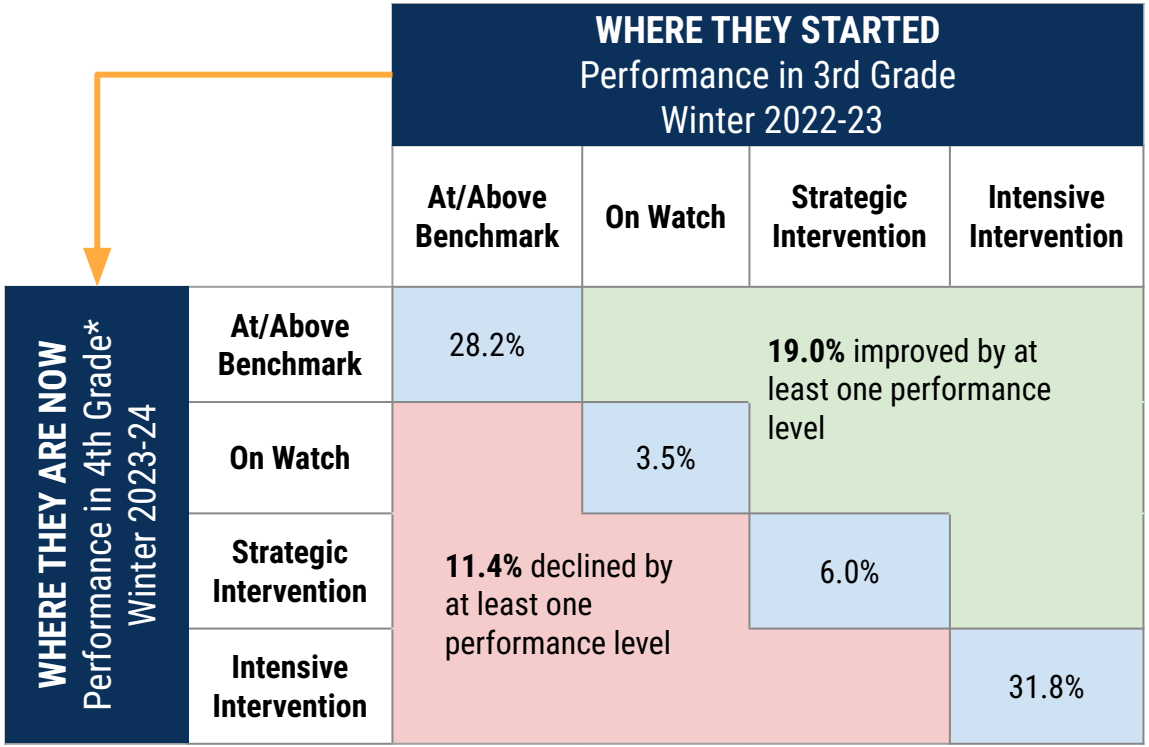




Goal 1 & 2 Indicator 1

Star Reading: At Target

Of current 4th graders in Winter 2023-24 (who were in 3rd grade in 2022-23), **nearly one in five students (19.0%) moved up at least one performance level** on Star Reading from the Winter 2022-23 assessment cycle.



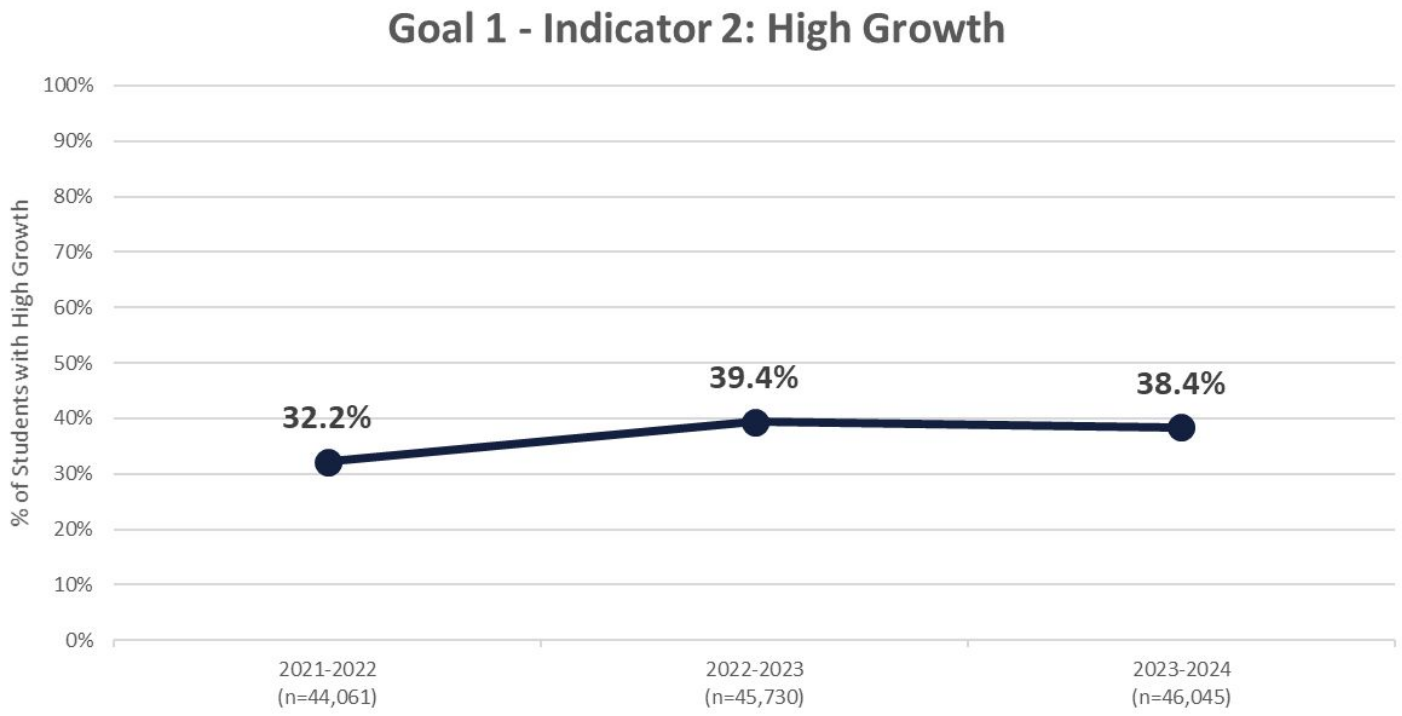
* <50 students who were in 3rd grade in Winter 2022-23 either repeated or skipped a grade in 2023-24 and are not current 4th Graders.

Goal 1 Indicator 2: Growth on Star Reading (Grades 3-8)

Goal 1 Indicator 2

Star Reading Growth

The percentage of students in grades 3-8 who had **High Growth on Star Reading** from Fall to Winter **decreased** from 39.4% in 2022-23 to 38.4% in 2023-24 (**-1.0 percentage points**).



Goal 2 Indicator 2: Proficiency on Reading Curriculum Based Measures (Grades K-2)

Goal 2 Indicator 2

Star Reading Curriculum Based Measures

The percentage of students in grades K-2 who scored **At/Above Benchmark on required Curriculum Based Measures** increased from Fall to Winter 2023-24 (between **+5.1 and 23.1 percentage points**).

- All grades saw increases in performance on each required curriculum-based measure (CBM) from Fall to Winter 2023-24.
- This increase is consistent with changes from Fall to Winter in 2021-22 and from Fall to Winter in 2022-23.

Required CBMs for Grades K-2 with Fall to Winter percentage point change

Kindergarten	Grade 1	Grade 2
Letter Naming (**+10.7**)	Letter Sounds*	Expressive Nonsense Words (**+9.1**)
Letter Sounds (**+17.0**)	Phoneme Segmentation (**+23.1**)	Passage Oral Reading (**+8.0**)
Phoneme Segmentation (**+17.0**)	Expressive Nonsense Words (**+16.0**)	
Receptive Nonsense Words (**+10.1**)	Passage Oral Reading (**+5.1**)	

* Letter Sounds is only required in the Fall for Grade 1.

Current Activities and Focus for the 2024-25 School Year

Science of Reading Programming

Rising Reading Specialists Collaborative: Classroom teachers who hold Reading Specialist Certificates learn about Science of Reading evidence based practices.

Reading Specialist-In Service Development: Supplemental, intensive professional development support to fully released Reading Specialists.

Science of Reading Principal Community of Practice: Principals collaborate and apply their new knowledge each month by participating in walkthroughs at a different leader's school.

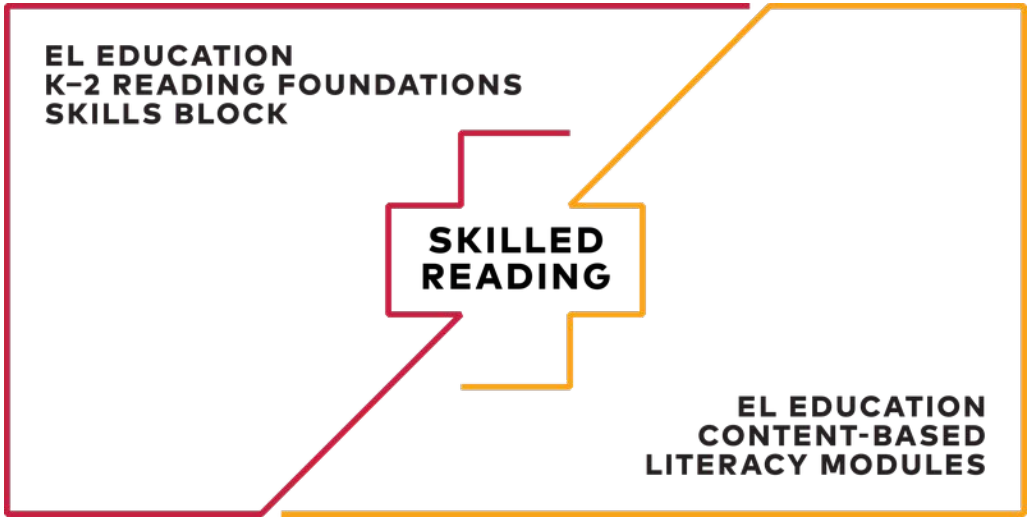
Introduction to Structured Literacy Course *(600 Participants)*: Introduces key features and content of the Science of Reading approach.

Expeditionary Learning (EL) Education Foundational Skills institute *(1,200 Participants)*: Four-day long institute for K-3 ELA teachers to create a series of lessons and activities that promote increasing student achievement in literacy grades K-3.

New Curriculum Grounded in the Science of Reading

1. The Expeditionary Learning (EL) Education is a high quality instructional resource **rated green** by Ed Reports. Included is K–2 Reading **Foundations Skills Block**: This phonics-based curriculum is grounded in reading science. It helps students crack the alphabetic code, become fluent readers, and, ultimately, comprehend text.

2. The Expeditionary Learning (EL) Education Content-Based Literacy Modules: This **knowledge-building curriculum** uses trade books, authentic literature, and high-interest texts to support students in becoming critical thinkers and skilled readers and writers.



2024-25 ELA Curriculum Implementation Strategy

- Teachers in all grade levels will have access to and will implement a high-quality curriculum.
- Teachers and leaders in all grade levels will receive introductory and ongoing curriculum-based professional learning and support throughout the school year that is specific to their instructional resources including:.
    - District-wide professional learning
    - Professional Learning Communities
    - Leadership convenings
    - Summer learning and other supplemental learning opportunities

THE SCHOOL DISTRICT OF
PHILADELPHIA