THE SCHOOL DISTRICT OF PHILADELPHIA

BOARD OF EDUCATION
GOALS AND GUARDRAILS PROGRESS MONITORING AGENDA
APRIL 4, 2024

Call to Order - Mallory Fix-Lopez, Vice President

Roll Call - Mallory Fix-Lopez, Vice President

Opening Remarks - Reginald L. Streater, Esq., President, Mallory Fix-Lopez, Vice President, and Board Member Julia Danzy

Focus Topic

- Goals & Guardrails Presentation

Register General Speakers

Adjourn

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THE SCHOOL DISTRICT OF PHILADELPHIA

BOARD OF EDUCATION
STUDENT ACHIEVEMENTAND SUPPORT COMMITTEE AGENDA
4/4/2024

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THE SCHOOL DISTRICT OF PHILADELPHIA

Goals & Guardrails Progress Monitoring

Goal 4: High School Algebra, Literature, & Biology
Goal 5: Career and Technical Education (CTE)

April 4, 2024

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

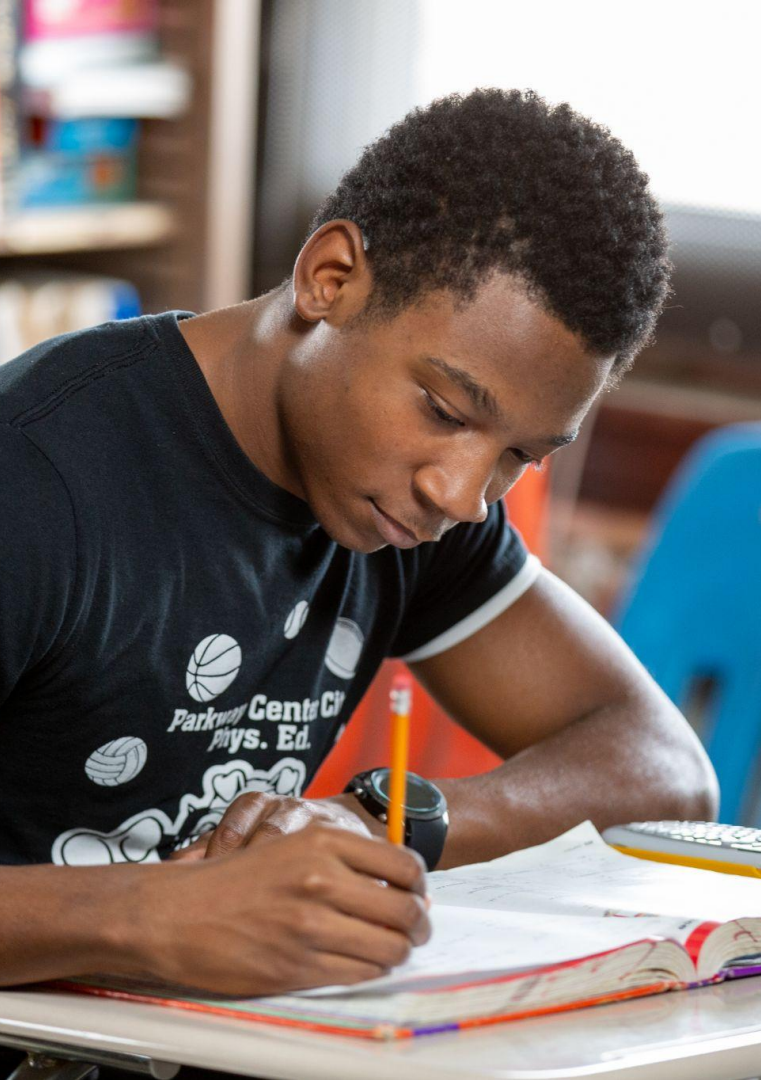
Tonya Wolford, Ph.D.
Chief
Office of Evaluation, Research, and Accountability

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

THE SCHOOL DISTRICT OF PHILADELPHIA

Overview

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



High School Performance Highlights

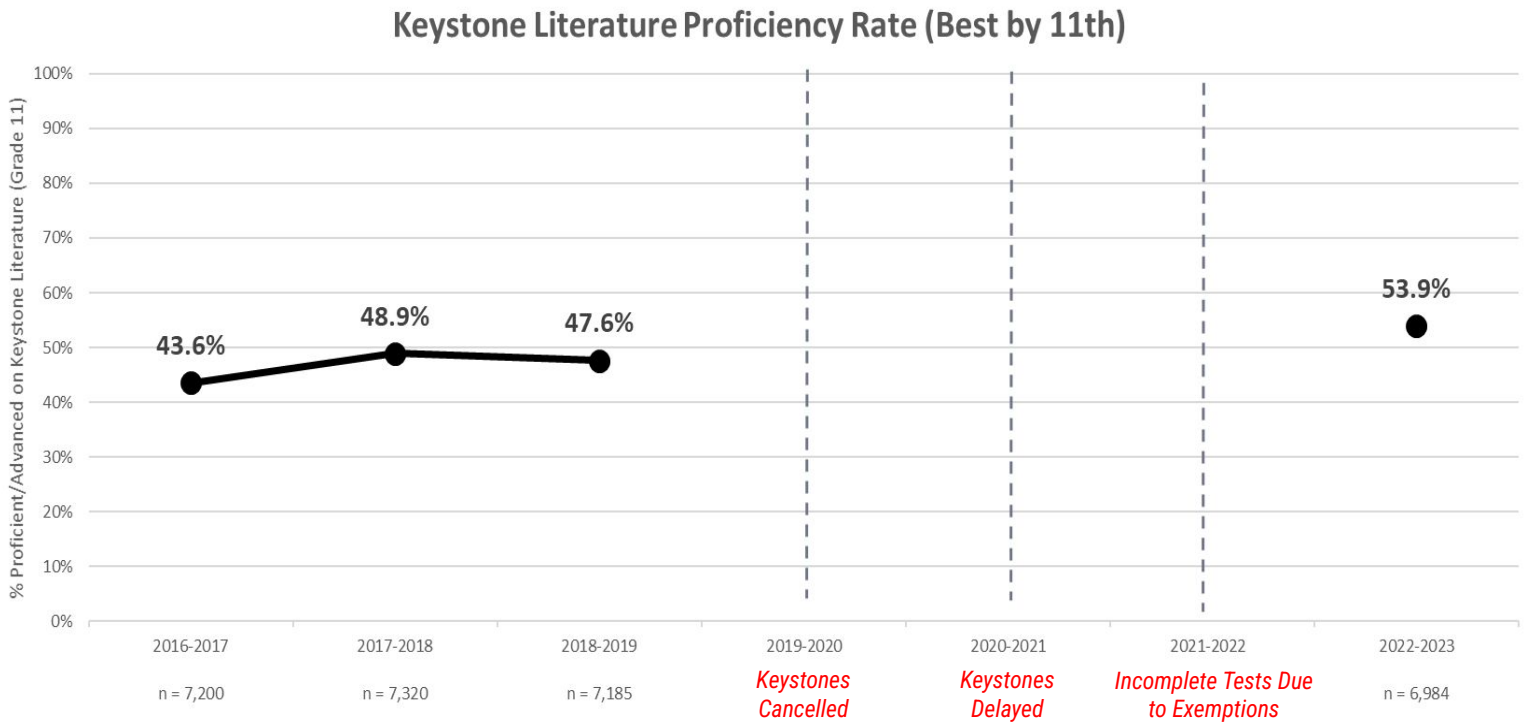
- From 2018-19 to 2022-23, **Keystone performance by 11th grade** increased for Literature and decreased for Algebra and Biology.
- **Keystone performance by 10th grade increased** for all three subjects (Algebra, Literature, and Biology) from 2021-22 to 2022-23.
- The percentage of first-time 9th grade students who are **Firmly On Track** (receiving all As and Bs in core courses) as of Quarter 2 **increased** from 2022-23 to 2023-24.
- The percentage of Black/African American students in 9th grade Success Network Schools who are **Firmly On Track** increased by 4 percentage points from 2022-23 to 2023-24.

Where Have We Been?

Goal 4

Keystone Literature Performance by 11th Grade Cohort

The percentage of students who scored **Proficient or Advanced on the Keystone Literature** by 11th grade increased from 47.6% in 2018-19 to 53.9% in 2022-23 (**+6.3 percentage points**).

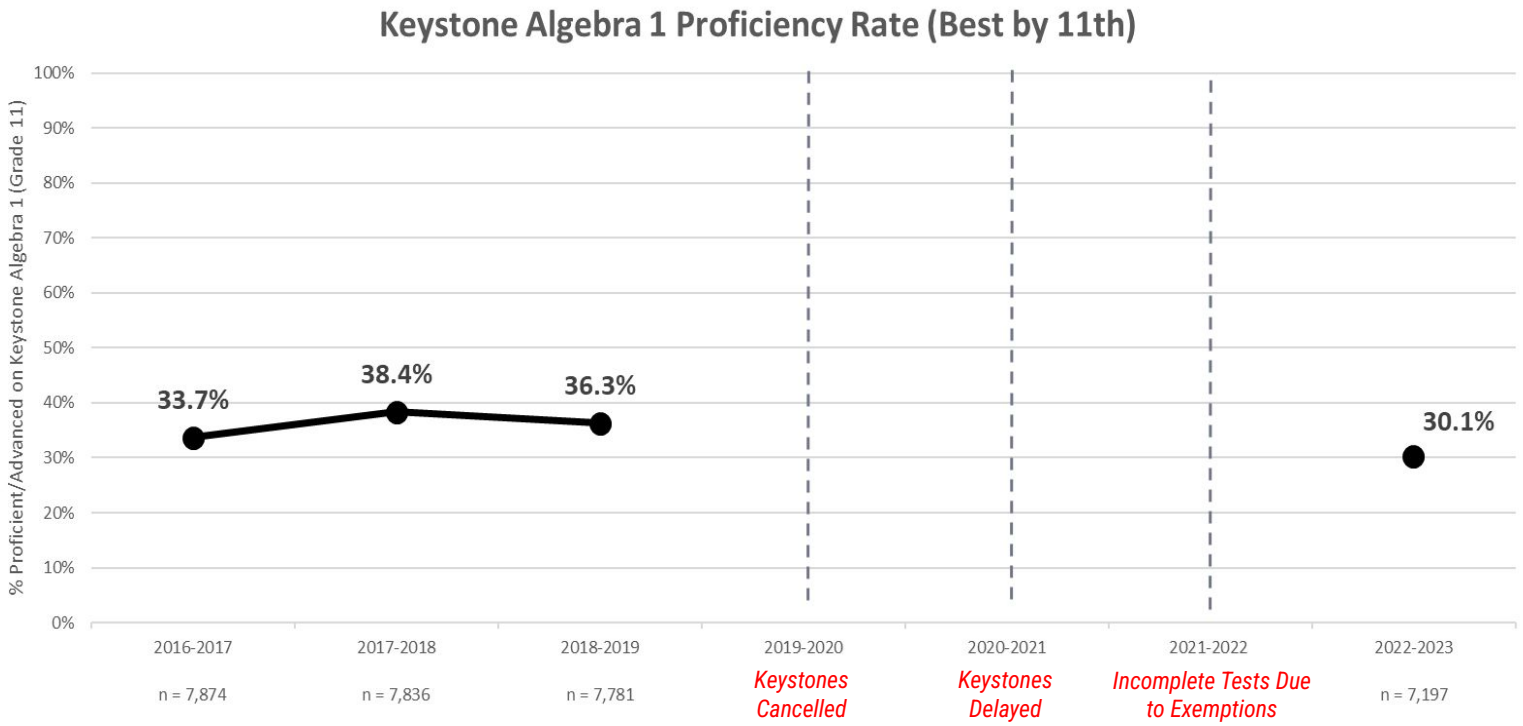


The "n" count for each year indicates how many total students took the Keystone Literature exam.

Goal 4

Keystone Algebra 1 Performance by 11th Grade Cohort

The percentage of 11th grade students who scored **Proficient or Advanced on the Keystone Algebra** by 11th grade declined from 36.3% in 2018-19 to 30.1% in 2022-23 (**-6.2 percentage points**).

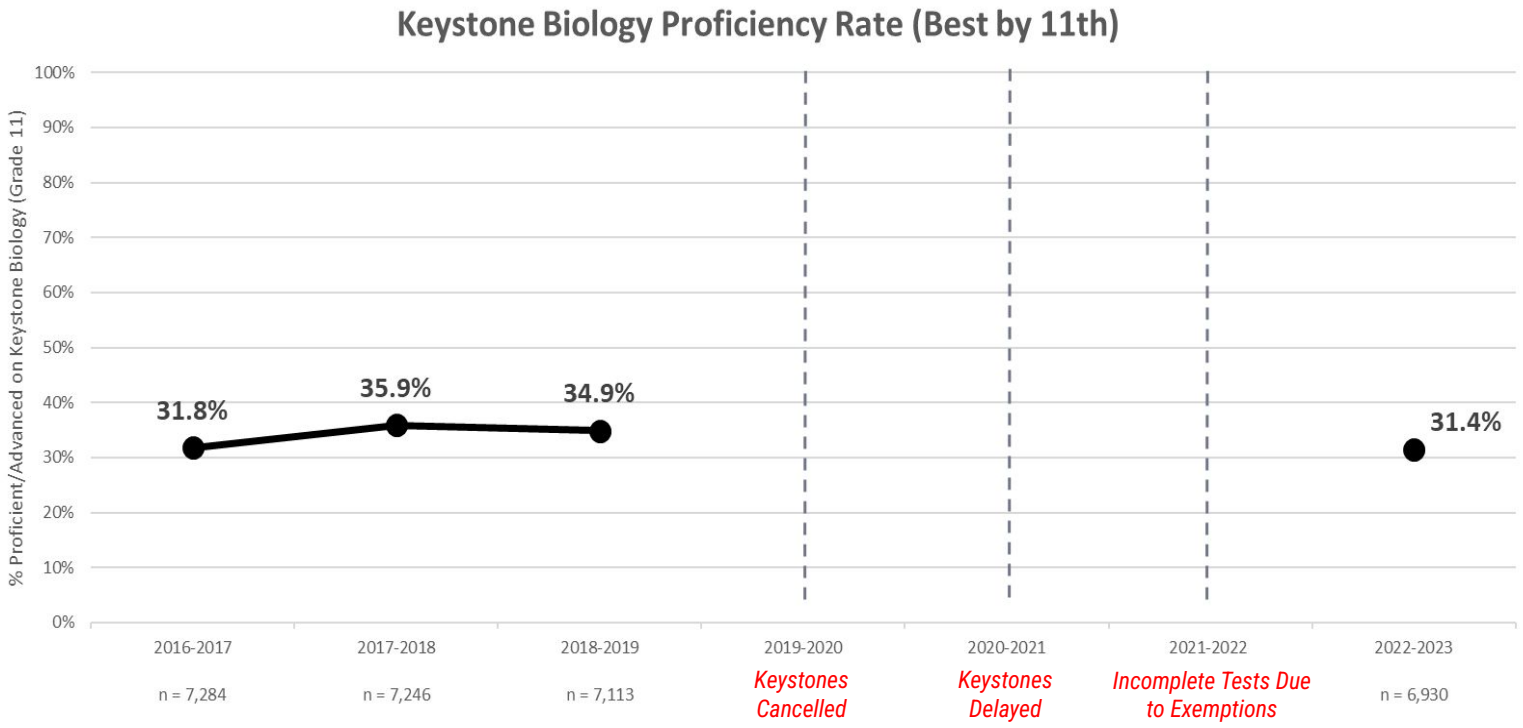


The "n" count for each year indicates how many total students took the Keystone Algebra 1 exam.

Goal 4

Keystone Biology Performance by 11th Grade Cohort

The percentage of 11th grade students who scored **Proficient or Advanced on the Keystone Biology** by 11th grade declined from 34.9% in 2018-19 to 31.4% in 2022-23 (**-3.5 percentage points**).

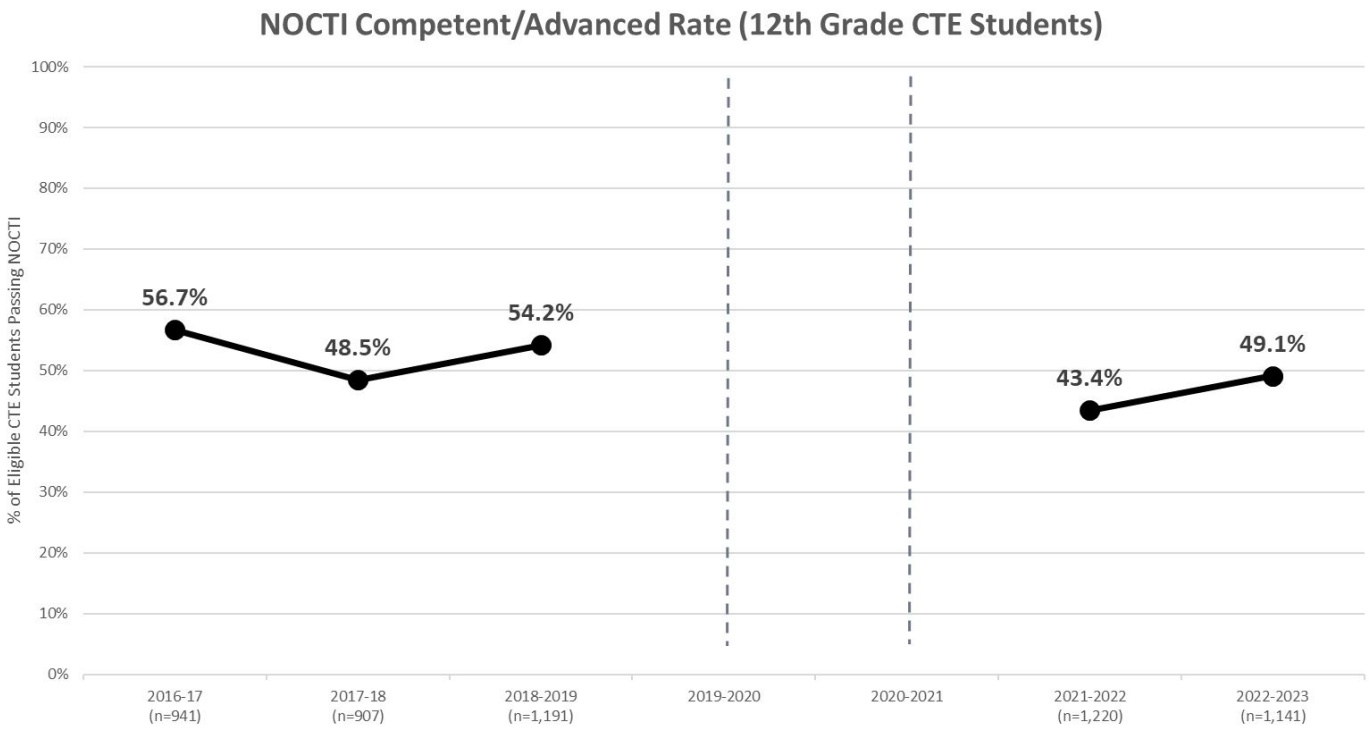


The "n" count for each year indicates how many total students took the Keystone Biology exam.

Goal 5

NOCTI
Grade 12

The percentage of 12th Grade on-level CTE students who **scored Competent or Advanced on the NOCTI** increased, (**+5.7 percentage points**), going from 43.4% in 2021-22 to 49.1% in 2022-23.



Strategic Action 3.13
9th Grade On Track

- **2016-Present:** 9th Grade Academies with dedicated 9th grade Assistant Principal
- **2018-19 to 2022-23:** 9th Grade Success Network, in partnership with Philadelphia Academies (PAI), in 13 high schools - 9th Grade On Track metric increased in 9 out of 13 schools
- **2023-24:** Increased 9th Grade Success Network to 20 schools

- ➔ Hired new Director to focus on 9th grade (Success Network and schools with 9th Grade Academies not receiving PAI support)
- ➔ Provided weekly data coaches to ensure administrators have capacity to review and make decisions based on data
- ➔ Re-energized 9th Grade Leader/whole group meetings and engaged 9th grade AP/Leads across non-academy schools

Strategic Actions 3.2, 3.3, 3.9
High Quality Curricular Materials, Coaching, & Development

Algebra

- ➔ Targeted network support around **Illustrative Math curriculum** in High Schools
- ➔ Created **middle school math foundation** aligned to National Common Core prior to Algebra I
- ➔ **Expanded access to Algebra I in 8th grade** through Cross-Schools Learning Initiative, from 3 schools (~30 students) in 2022-23 to 16 schools (~150 students) in 2023-24

Literature

- ➔ Targeted **PD aligned to Science of Reading** on research-based practices for supporting striving readers in high school
- ➔ Provided PD with the **Improving Reading for Older Students** (IROS) asynchronous course (~500 high school teachers)
- ➔ Provided intentional and **focused literacy coaching** on analyzing STAR and diagnostic data to determine next steps for instruction

Strategic Action 3.12
CTE Audit

Phase 1 ✓

Jan - May 2023

5 CTE Schools
(***44*** *CTE Programs*)

Phase 2 ✓

Aug 2023 - Mar 2024

21 Schools
(***63*** *CTE Programs*)

Phase 3

Mar 2024 - Dec 2024

Unpacking Workshops
All Schools & Programs

- Conducted school visits, interviews, focus groups, surveys, and classroom observations
- Identified needs around 3 major areas:
  - Industry Involvement & Alignment
  - CTE Curriculum & Instruction
  - Teacher Practices, PD, & Collaboration

- Conduct unpacking workshops with school teams (leaders, teachers, counselors) to create strategic implementation plans with support and coaching from SREB
- Develop district-level strategies to address identified needs

Strategic Action 3.12
Increased Awareness of CTE Programming and NOCTI

1. Providing Early Exposure to CTE Programming

Implemented **CTE programming in 2 middle schools**

Encouraged 9th grade engagement opportunities in comprehensive schools via **school-based program recruitment**

Continued to **update resources for students and families** to know which CTE programs are in which schools

Began planning **6th grade trips to CTE schools** in May 2024

Developed **CTE summer camp** pilots in 2 schools for middle school students

2. Increasing Exposure to College/Career Opportunities

Developed an **Occupational Advisory Committee database** for all programs to connect with industry professionals

Increased the number of **PDE industry certifications** from 79 to 81, at no cost to the students

Increased **Career & Technical Student Organization** (SkillsUSA, DECA, HOSA, FBLA) participation by ~10-15% to further develop student leadership

Increased **Work Based Learning opportunities** by 50% with city agencies, business/industry partners, and District offices

3. Improving NOCTI Participation & Performance

Added **research-based NOCTI improvement option** in School Plans

Developed **English Learner Accommodations** for 2023-24 NOCTI testing

Increased NOCTI awareness with **industry-specific NOCTI campaign posters** for display in all CTE schools

180 teachers, counselors, & CTE aides participated in **expanded PD** on strategies to increase student success on NOCTI.

Developed process to **analyze Pre-NOCTI data** for each program to focus in on particular skills in preparation for NOCTI.

Where Are We Now?

Goal 4 Leading Indicators

Goal 4: The percentage of students who are proficient on each of the three state high school assessments (Algebra, Literature, and Biology) by the end of their 11th grade year

Leading Indicator 1: The percentage of students who are proficient on each of the three state high school assessments (Algebra, Literature, Biology) by the end of their 10th grade year

Leading Indicator 2: The percentage of first-time 9th grade students who are meeting the District's 9th grade Firmly On-Track Metric New

Goal 5 Leading Indicators

Goal 5: The percentage of Career and Technical Education (CTE) students who pass an industry standards-based competency assessment by the end of their 12th grade year

Leading Indicator 1: The percentage of CTE students who take and pass the NOCTI New

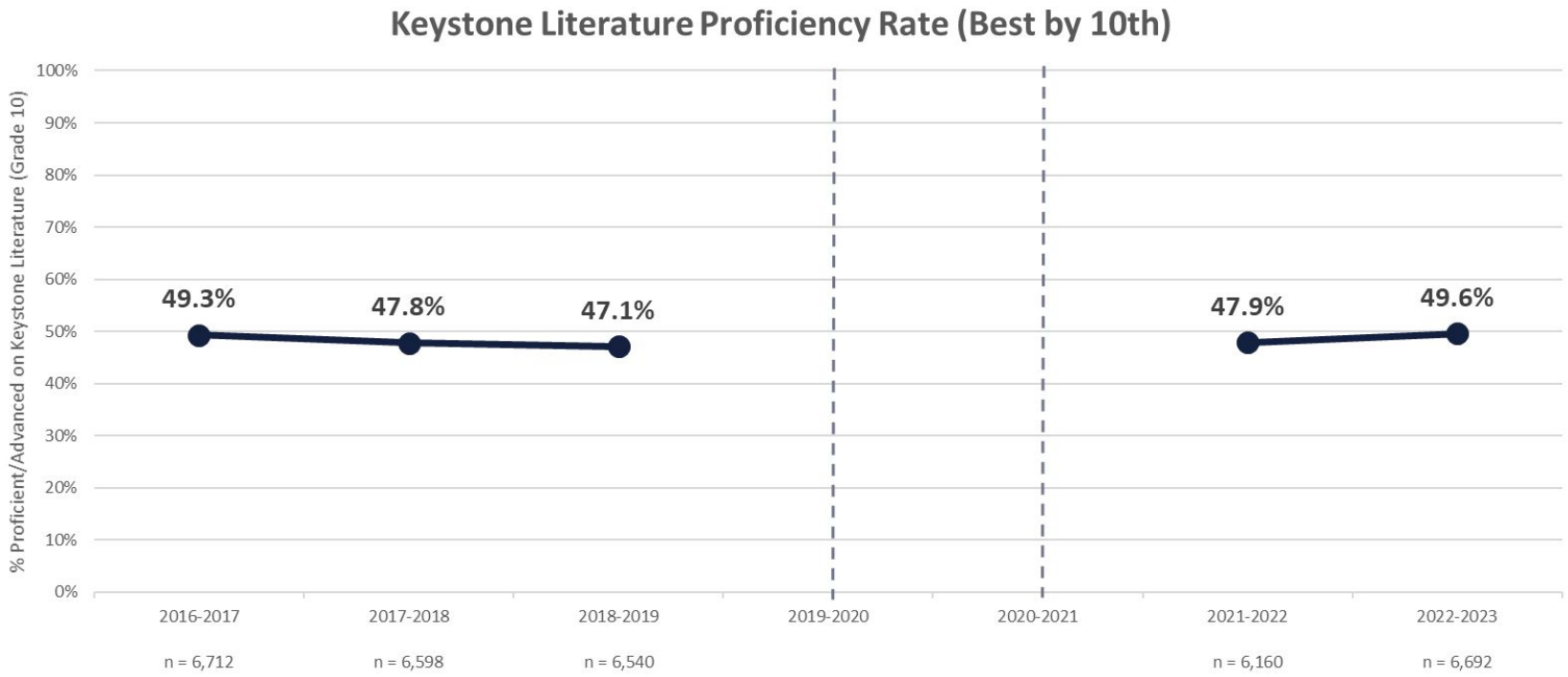
Leading Indicator 2: The percentage of CTE students who have a documented job placement and/or postsecondary opportunity New

Goal 4 Indicator 1: Keystone Proficiency by 10th Grade

Goal 4 Indicator 1

Keystone Literature Performance by 10th Grade Cohort

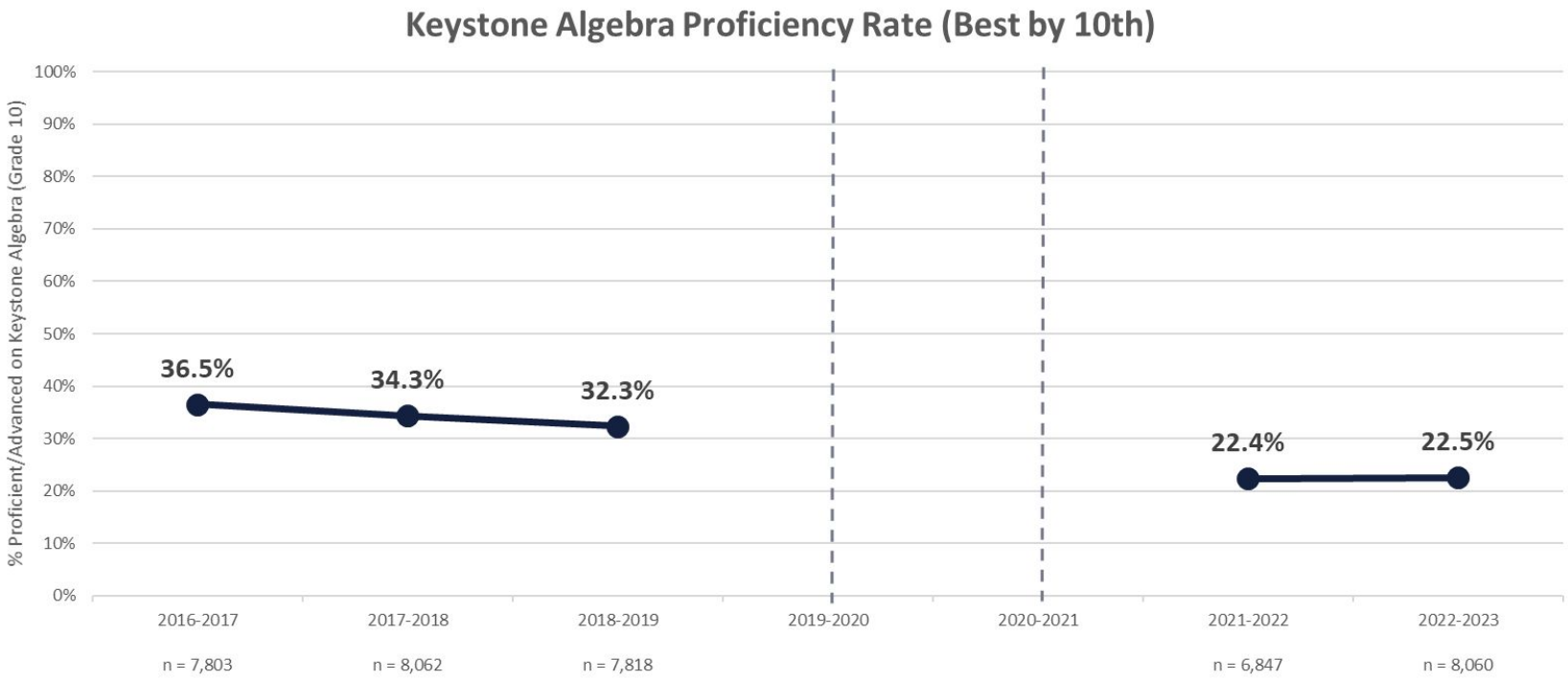
The percentage of students who scored **Proficient or Advanced on the Keystone Literature** by 10th grade increased from 47.9% in 2021-22 to 49.6% in 2022-23 (**+1.7 percentage points**).



Goal 4 Indicator 1

Keystone Algebra Performance by 10th Grade Cohort

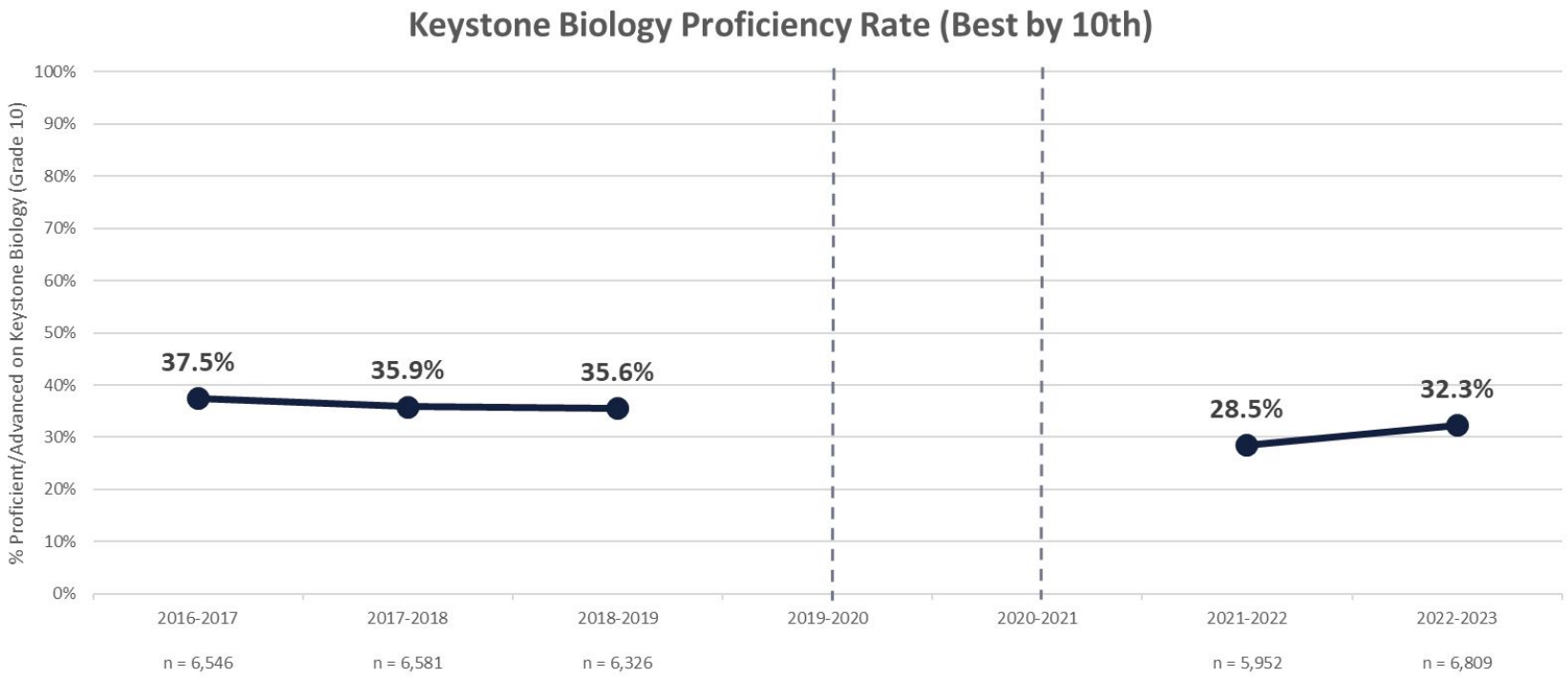
The percentage of students who scored **Proficient or Advanced on the Keystone Algebra** by 10th grade increased from 22.4% in 2021-22 to 22.5% in 2022-23 (**+0.1 percentage points**).



Goal 4 Indicator 1

Keystone Biology Performance by 10th Grade Cohort

The percentage of students who scored **Proficient or Advanced on the Keystone Biology** by 10th grade increased from 28.5% in 2018-19 to 32.3% in 2022-23 (**+3.8 percentage points**).



Goal 4 Indicator 2:
9th Grade Firmly On Track

Strategic Action 3.13

9th Grade On-Track: Early Indicator of Progress to On-Time Graduation

Researchers from the Chicago Consortium on School Research found that students that 1) fail no more than one semester of a core course and 2) earn at least 5 credits by the end of freshmen year are more likely to graduate within four years, compared with those who do not meet those criteria.

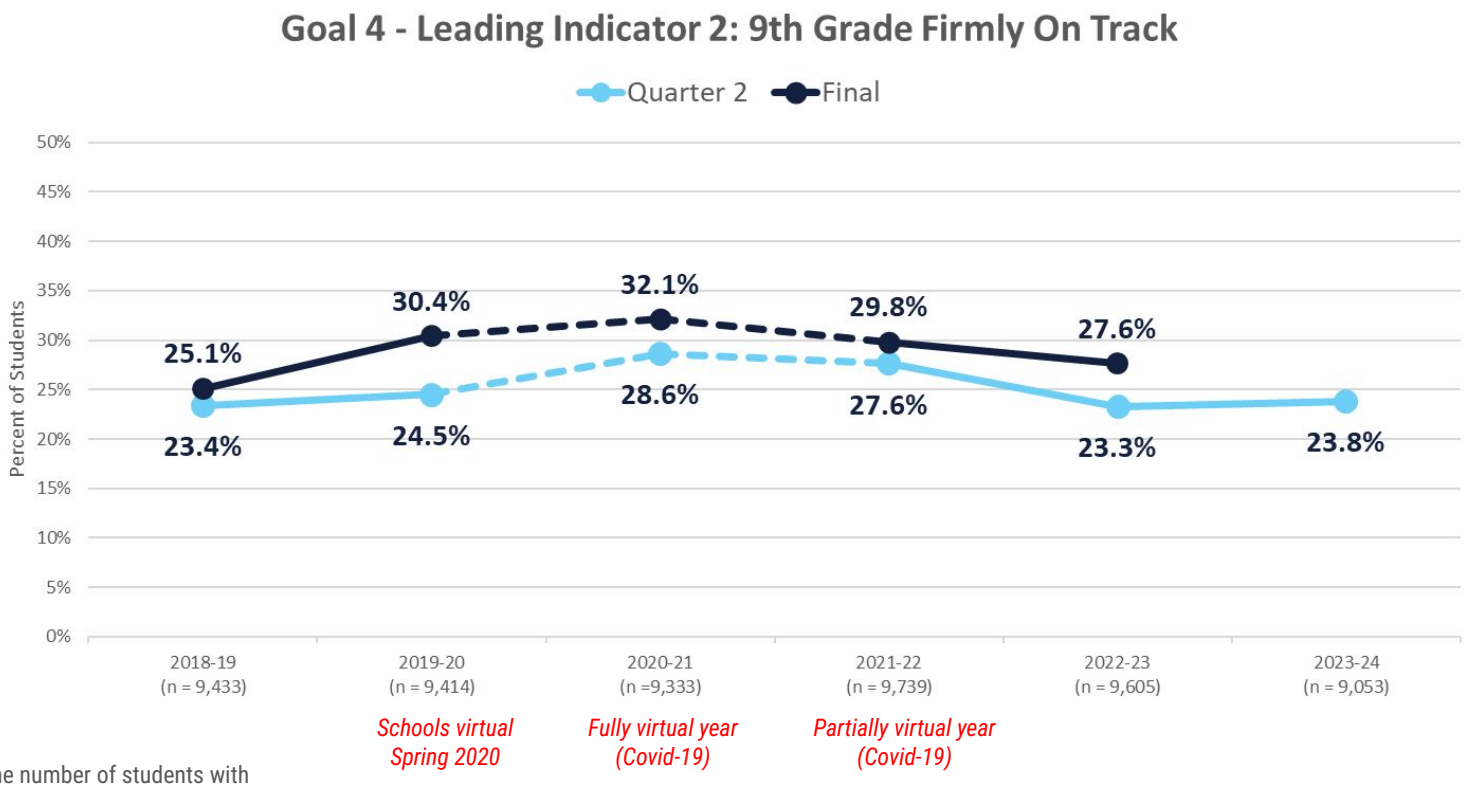
SDP 9th Grade On-Track Definition: A first-time 9th grader in SDP is considered On-Track if they earn at least one credit in each of four core areas (English, math, science, and social studies), plus one additional credit from any source.

- A student who is **Firmly On Track** meets the On-Track criteria AND has earned an A or B in all courses.
- A student who is **On Track but At Risk** meets the On-Track criteria AND has earned Cs and Ds in some courses.

Goal 4 Indicator 2

9th Grade Firmly On Track

The percentage of first-time 9th grade students who met the District's **9th Grade Firmly On Track** metric increased from 23.3% in Quarter 2 2022-23 to 23.8% in Quarter 2 2023-24 (**+0.5 percentage points**).

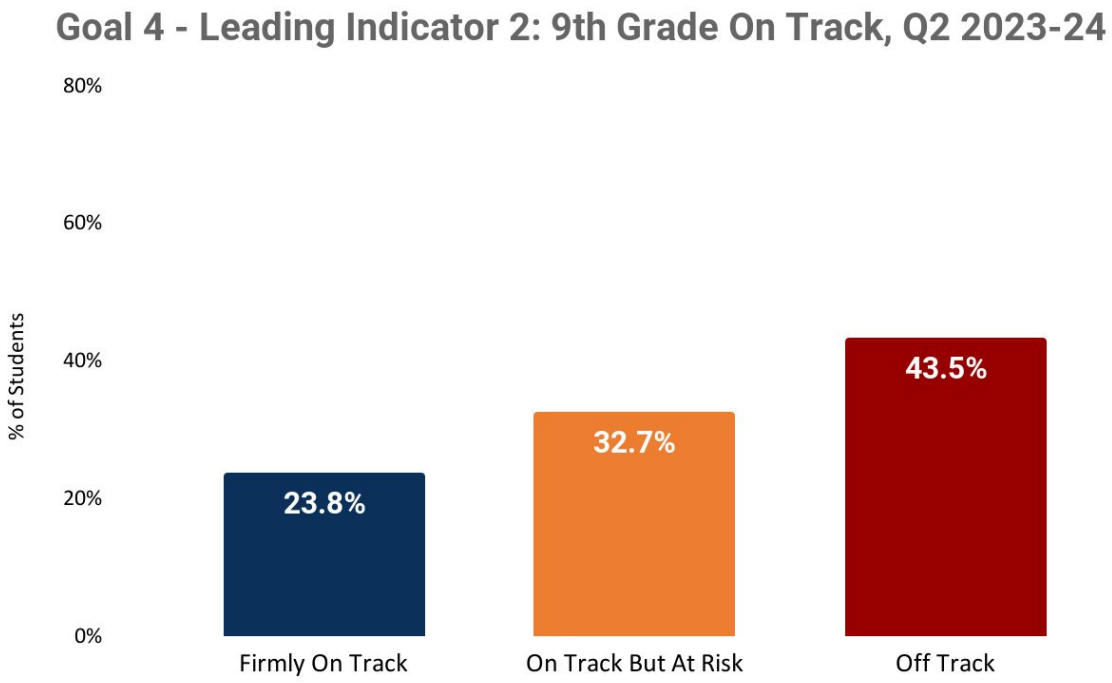


Note: n-counts refer to the number of students with Grades/Credit Records through Quarter 2

Goal 4 Indicator 2

9th Grade Firmly On Track

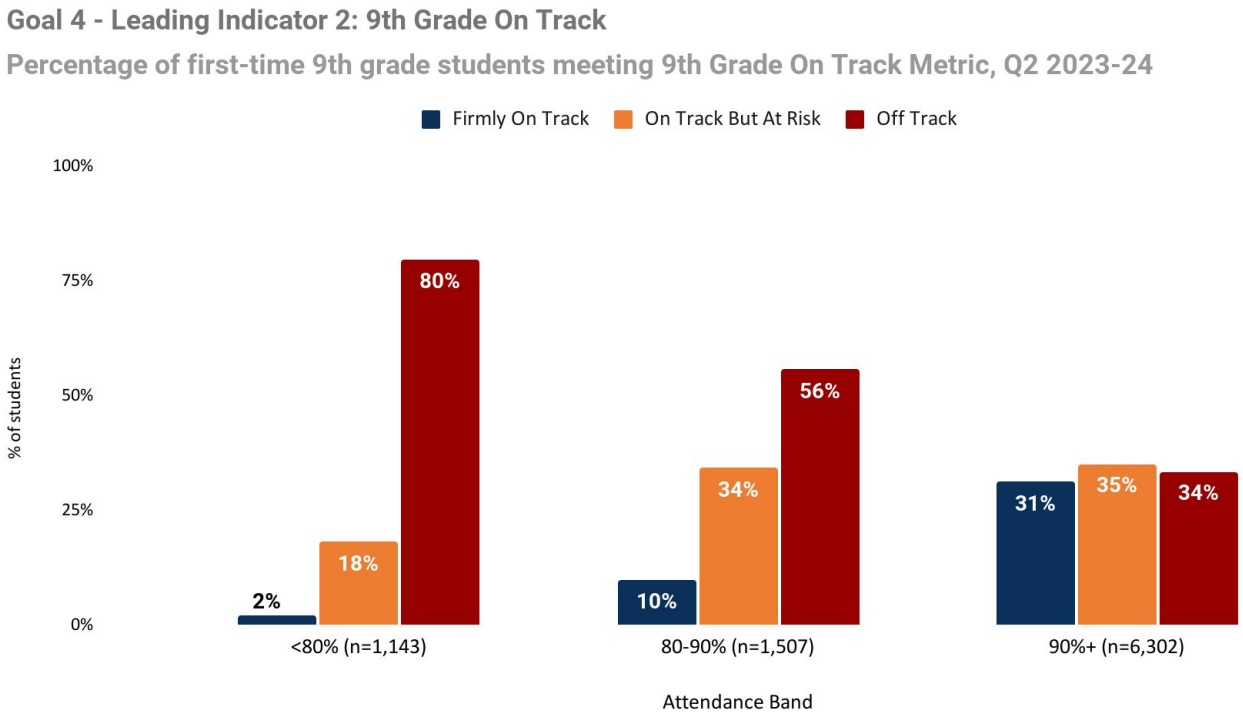
Over half of first time 9th grade students were On Track at Quarter 2 2023-24.



Goal 4 Indicator 2

9th Grade Firmly On Track

A higher percentage of first time 9th grade students with higher attendance met the 9th Grade On Track and Firmly On Track metrics in Quarter 2 2023-24.

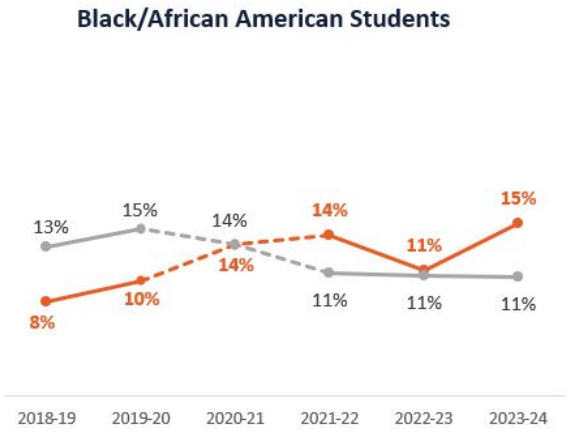


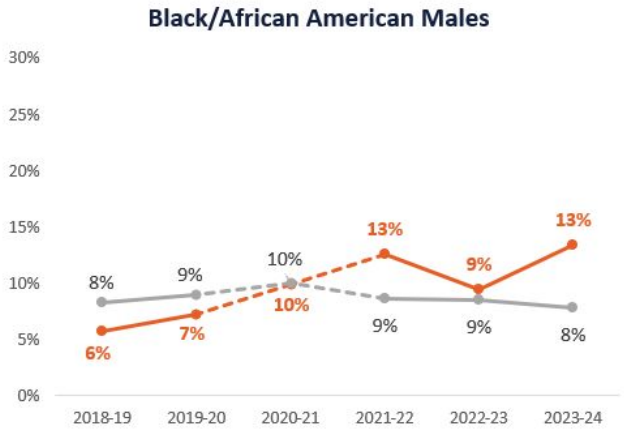
Goal 4 Indicator 2
9th Grade Firmly On Track

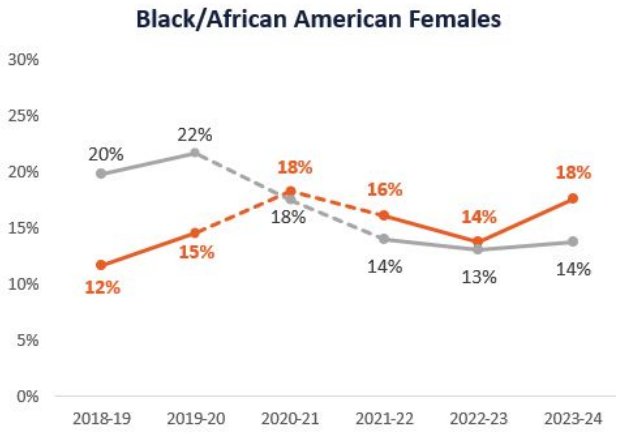
Black/African American students in schools that have been in the 9th Grade Success Network for at least one full year had an **increase in the percentage of students Firmly On Track (+4 percentage points)** from 2022-23 to 2023-24.

13 schools in 9th Grade Success Network for at least one full year

29 schools in Networks 4, 13, and Innovation that have not been in 9th Grade Success Network for one full year







Goal 4 Indicator 2

9th Grade Firmly On Track

There is a lot of variation in the percentage of first time 9th grade students by student group who meet the Firmly On Track Metric (Quarter 2)

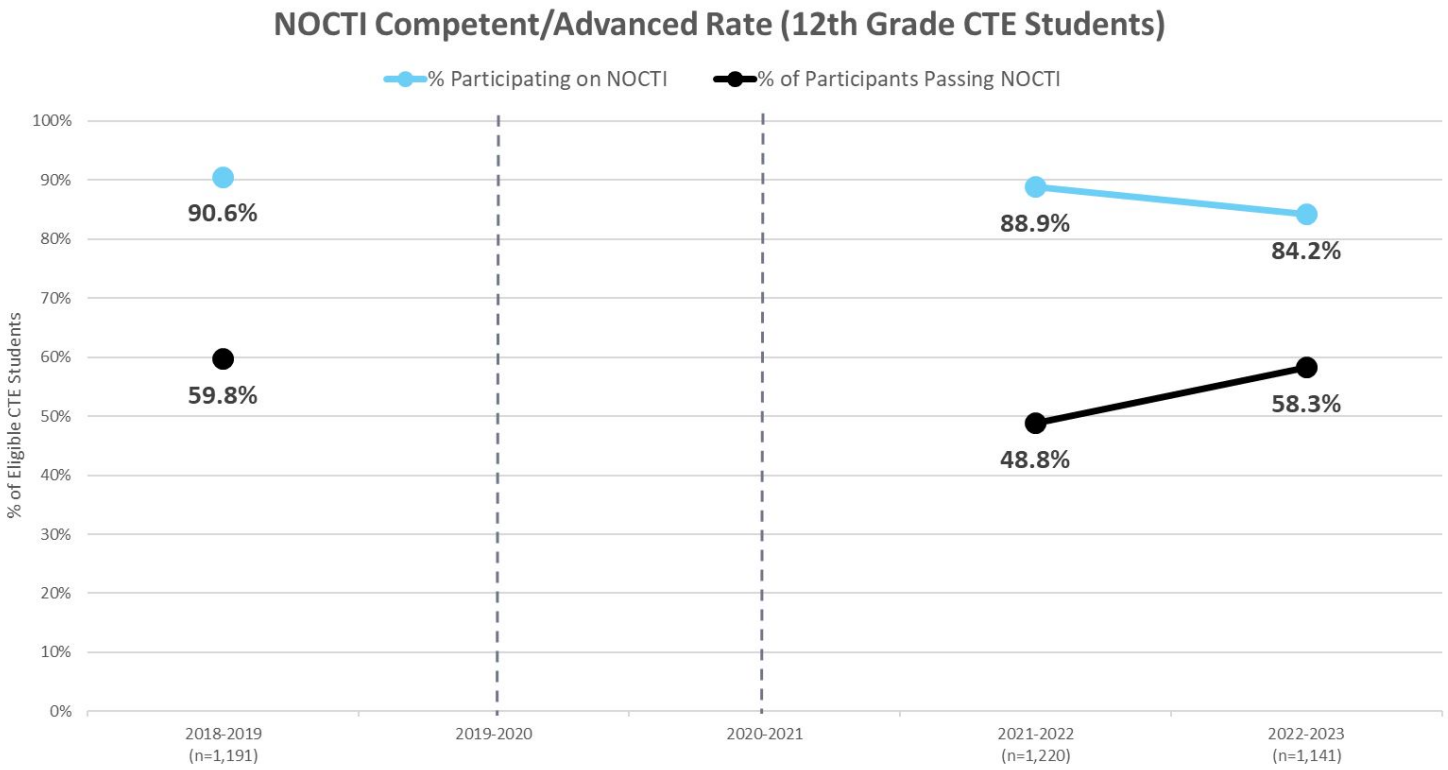
Student Group	% Firmly On Track: Q2, 2022-23	% Firmly On Track: Q2, 2023-24	Change YOY
Black/African American	15.1%	16.3%	+1.2
Hispanic/Latino	16.8%	17.8%	+1.0
White	38.9%	40.2%	+1.3
Asian	57.7%	53.6%	-4.1
Multi Racial/Other	25.9%	26.7%	+0.8
English Learners	16.5%	16.9%	+0.4
Non English Learners	24.9%	25.6%	+0.7
Has IEP	8.9%	7.6%	-1.3
Does not have IEP	26.4%	27.6%	+1.2

Goal 5 Indicator 1: NOCTI Performance

Goal 5 Indicator 1

NOCTI
Grade 12

The percentage of 12th Grade on-level CTE students who **took the NOCTI and scored Competent or Advanced** increased (**+9.5 percentage points**), going from 48.8% in 2021-22 to 58.3% in 2022-23.



Senior Exit Survey 2022-23

72% of seniors responded to the Senior Exit Survey in 2022-23.

Of 1,488 self-reported CTE students:

- **78%** planned to pursue further education after graduation
  - 4-year university or college: 44%
  - 2-year college: 35%
  - Technical or Trade School: 18%
- **15%** planned to work after graduation
- **53%** said their post high school plans (job or intended major) related to their CTE program of study
- **63%** said they earned industry certifications while in their CTE program
- Of students who earned industry certifications, **78%** said they planned to use them after graduation to secure employment, improve hiring and pay, or further their education

Current Activities and Focus for the 2024-25 School Year

2024-25 Activities and Focus

Keystone Performance

- Increase number of instructional minutes to 90 for Algebra I for 2024-25

9th Grade On Track

- Increase number of participating 9GSN schools by 4 each year through 2027-28

CTE

- Expand middle school CTE offerings to an additional 3 schools
- Complete unpacking workshops with all CTE schools based on audit findings

Year 1 Strategic Actions: Goals 4 & 5

1.6 Develop a bridge program for students transitioning back from placement

3.2 Purchase and implement standards-aligned core instructional resources for math

3.3 Purchase and implement standards-aligned core instructional resources for ELA

3.9 Provide more support to teachers in the areas of content knowledge, student engagement, and culturally and linguistically relevant instructional practices.

3.12 Appoint an administrator to identify, audit, and improve access for underserved students to Career and Technical Education (CTE) and building trades programs across the city in alignment with regional workforce trends.

3.13 Expand 9th Grade On-Track (Success Networks) to reduce dropouts and increase four year graduation rates

3.14 Hire an administrator to better coordinate a District-wide dropout reduction strategy

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