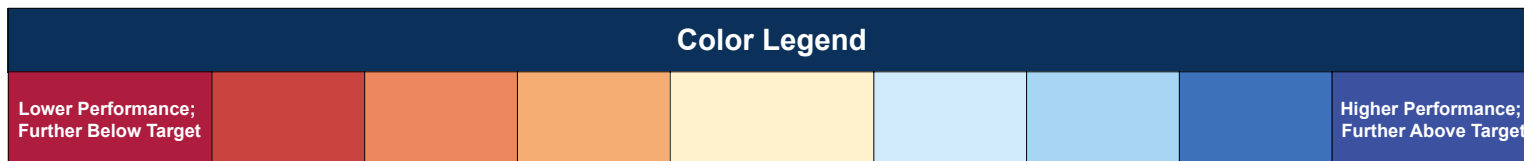


Addressing Racist Practices - Guardrail 4:
 Our students' potential will not be limited by practices that perpetuate systemic racism and hinder student achievement.

Indicator 4.1:
 Among 8th grade students who are qualified to attend Special Admission High schools, the percentage who are Black / African American or Hispanic / Latinx will grow from 34.3% in August 2020 to at least 52.0% (making progress towards being proportional to population as a whole) by August 2026.

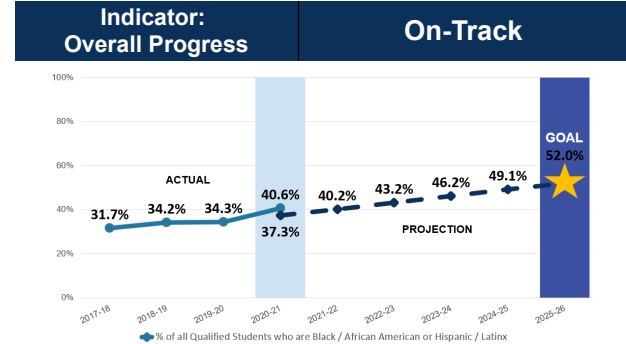
Indicator 4.2:
 The percentage of suspensions received by Black / African American students will decrease from 72.8% in August 2020 to no more than 48.3% (proportional to population as a whole) by August 2026.

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

Indicator 4.1:
Among 8th grade students who are qualified to attend Special Admission High schools, the percentage who are Black / African American or Hispanic / Latinx will grow from 34.3% in August 2020 to at least 52.0% (making progress towards being proportional to population as a whole) by August 2026.



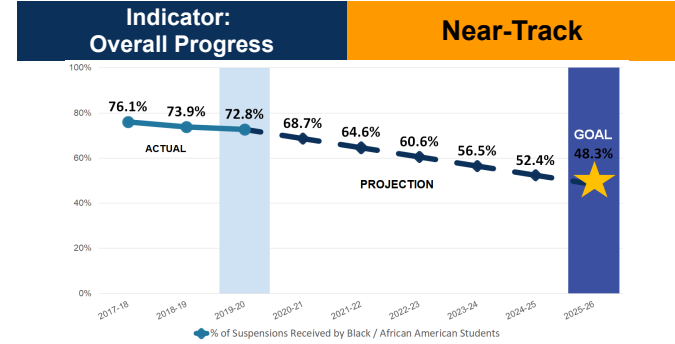
Guardrail Indicator: District-Wide % of all Qualified Students Black / African American or Hispanic / Latinx, Grade 8	% of all Qualified Students who are Black / African American or Hispanic / Latinx ¹		2017-18 ²	2018-19 ²	2019-20 ³	2020-21 ⁴	2020-21 Annual Target	Distance to 2020-21 Target	Distance to 2021-22 Target	2025-26 Final Target	
	Black / African American or Hispanic / Latinx		31.7%	34.2%	34.3%	40.6%	37.3%	+3.3	+0.4	52.0%	
	Student Group Performance										
	Student Group	2019-20 ³					2020-21 ⁴				
		# Students ⁵	% Students	# Qualified Students ⁶	% of Student Group who are Qualified ⁷	% of all Qualified Students who are part of Student Group ⁸	# Students ⁵	% Students	# Qualified Students ⁶	% of Student Group who are Qualified ⁷	% of all Qualified Students who are part of Student Group ⁸
	Black / African American or Hispanic / Latinx	6,246	70.0%	430	6.9%	34.3%	6,476	69.2%	768	11.9%	40.6%
	Black / African American	4,265	47.8%	281	6.6%	22.4%	4,438	47.4%	482	10.9%	25.5%
	Hispanic / Latinx	1,981	22.2%	149	7.5%	11.9%	2,038	21.8%	286	14.0%	15.1%
	White	1,336	15.0%	356	26.6%	28.4%	1,357	14.5%	514	37.9%	27.2%
	American Indian / Alaskan Native ⁹	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample
Asian	841	9.4%	382	45.4%	30.5%	874	9.3%	481	55.0%	25.4%	
Native Hawaiian / Pacific Islander ⁹	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	
Multi Racial / Other	477	5.3%	82	17.2%	6.5%	619	6.6%	115	18.6%	6.1%	
All Students	8,926	100.0%	1,254	14.0%	100.0%	9,365	100.0%	1,891	20.2%	100.0%	

Special Admission Qualification Rates and Criteria Performance, 2020-21
Black / African American or Hispanic / Latinx and All Other Students, Grade 8

School Group	Student Group	Students ¹		Qualified Students ²		Total # of Qualified Students in School Group	% of all Qualified Students who are part of Student Group ⁴	% Meeting Attendance Criteria ⁵	% Meeting Grades Criteria ⁶	% Meeting PSSA ELA Criteria ⁷	% Meeting PSSA Math Criteria ⁸
		#	%	#	% ³						
District-Wide 120 Schools, 9,365 Students, 1,891 Qualified (20.2%)	Black / African American or Hispanic / Latinx	6,476	69.2%	768	11.9%	1,891	40.6%	73.3%	35.3%	23.7%	24.2%
	All Other Students	2,889	30.8%	1,123	38.9%		59.4%	82.5%	65.1%	51.3%	54.9%
Group A ⁹ 58 Schools, 3,519 Students, 206 Qualified (5.9%)	Black / African American or Hispanic / Latinx	3,183	90.5%	178	5.6%	206	86.4%	67.1%	29.4%	15.0%	15.9%
	All Other Students	336	9.5%	28	8.3%		13.6%	67.2%	30.8%	15.2%	16.3%
Group B ⁹ 22 Schools, 1,719 Students, 253 Qualified (14.7%)	Black / African American or Hispanic / Latinx	1,258	73.2%	139	11.0%	253	54.9%	74.7%	33.2%	22.0%	23.5%
	All Other Students	461	26.8%	114	24.7%		45.1%	76.6%	52.5%	40.3%	42.5%
Group C ⁹ 18 Schools, 1,751 Students, 364 Qualified (20.8%)	Black / African American or Hispanic / Latinx	1,182	67.5%	192	16.2%	364	52.7%	79.0%	39.4%	31.2%	31.6%
	All Other Students	569	32.5%	172	30.2%		47.3%	81.5%	62.3%	44.0%	47.2%
Group D ⁹ 22 Schools, 2,376 Students, 1,068 Qualified (44.9%)	Black / African American or Hispanic / Latinx	853	35.9%	259	30.4%	1,068	24.3%	86.3%	54.6%	48.3%	45.5%
	All Other Students	1,523	64.1%	809	53.1%		75.7%	87.7%	74.4%	64.7%	69.0%

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

Indicator 4.2:
The percentage of suspensions received by Black / African American students will decrease from 72.8% in August 2020 to no more than 48.3% (proportional to population as a whole) by August 2026.



Guardrail Indicator: District-Wide % Suspensions Received Black / African American Students, K-12	% of Suspensions Received ¹		2017-18	2018-19 ²	2019-20	2020-21 Annual Target	Distance to 2020-21 Target	Distance to 2021-22 Target	2025-26 Final Target ³		
	Black / African American		76.1%	73.9%	72.8%	68.7%	+4.1	+8.2	48.3%		
	Student Group Performance										
	Student Group	2018-19 ²					2019-20				
		# Students ⁴	% Students	# Suspensions Received	% Students with 1 or more Suspensions	% Suspensions Received ¹	# Students ⁴	% Students	# Suspensions Received	% Students with 1 or more Suspensions	% Suspensions Received ¹
	Black / African American	65,596	49.2%	10,209	9.1%	73.9%	62,697	48.3%	6,226	6.6%	72.8%
	Hispanic / Latinx	30,280	22.7%	2,238	4.7%	16.2%	30,092	23.2%	1,395	3.2%	16.3%
	White	18,830	14.1%	735	2.7%	5.3%	18,815	14.5%	527	1.9%	6.2%
	American Indian / Alaskan Native ⁵	252	0.2%	Insufficient Sample	Insufficient Sample	Insufficient Sample	249	0.2%	Insufficient Sample	Insufficient Sample	Insufficient Sample
	Asian	11,923	8.9%	138	0.9%	1.0%	12,040	9.3%	88	0.6%	1.0%
	Native Hawaiian / Pacific Islander ⁵	147	0.1%	Insufficient Sample	Insufficient Sample	Insufficient Sample	168	0.1%	Insufficient Sample	Insufficient Sample	Insufficient Sample
Multi Racial / Other	6,371	4.8%	467	4.7%	3.4%	5,720	4.4%	288	3.3%	3.4%	
All Students	133,399	100.0%	13,812	6.2%	100.0%	129,781	100.0%	8,547	4.4%	100.0%	

Out-of-School Suspensions Received, 2019-20¹
Black / African American Students and All Other Students, Grades K-12

School Group	Student Group	Students ²						Total # of Suspensions Received in School Group	Suspensions Received						% Students with 1 or more Suspensions		
		Total		Female		Male			Total		Female		Male		Total	Female	Male
		#	%	#	%	#	%		#	%	#	%	#	%			
District Wide 215 Schools, 129,781 Students, 8,547 Suspensions, 4.4% Suspended	Black / African American	62,697	48.3%	30,464	48.6%	32,233	48.0%	8,547	6,226	72.8%	2,394	75.0%	3,832	71.6%	6.6%	5.3%	7.7%
	All Other Students	67,084	51.7%	32,190	51.4%	34,894	52.0%		2,321	27.2%	800	25.0%	1,521	28.4%	2.4%	1.7%	3.0%
Group W ³ 66 Schools, 40,631 Students, 281 Suspensions, 0.6% Suspended	Black / African American ⁴	15,675	38.6%	7,939	39.1%	7,736	38.0%	281	184	65.5%	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	1.0%	0.9%	1.2%
	All Other Students ⁴	24,956	61.4%	12,344	60.9%	12,612	62.0%		97	34.5%	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	0.4%	0.1%	0.6%
Group X ³ 62 Schools, 37,228 Students, 1,230 Suspensions, 1.6% Suspended	Black / African American	15,894	42.7%	8,107	43.5%	7,787	41.9%	1,230	722	58.7%	284	66.2%	438	54.7%	3.5%	2.8%	4.2%
	All Other Students	21,334	57.3%	10,515	56.5%	10,819	58.1%		508	41.3%	145	33.8%	363	45.3%	1.6%	1.1%	2.2%
Group Y ³ 49 Schools, 27,397 Students, 2,262 Suspensions, 5.9% Suspended	Black / African American	16,338	59.6%	7,700	60.5%	8,638	58.9%	2,262	1,725	76.3%	638	76.4%	1,087	76.2%	7.4%	6.1%	8.5%
	All Other Students	11,059	40.4%	5,033	39.5%	6,026	41.1%		537	23.7%	197	23.6%	340	23.8%	3.7%	2.9%	4.4%
Group Z ³ 38 Schools, 24,525 Students, 4,774 Suspensions, 12.0% Suspended	Black / African American	14,790	60.3%	6,718	61.0%	8,072	59.8%	4,774	3,595	75.3%	1,398	75.9%	2,197	74.9%	14.8%	12.8%	16.5%
	All Other Students	9,735	39.7%	4,298	39.0%	5,437	40.2%		1,179	24.7%	443	24.1%	736	25.1%	7.8%	6.5%	8.7%

	What are we going to do?	Why are we doing this?
Existence of Implicit Bias	Fully adopt and operationalize the Equity Framework and Lens.	<p>These actions are interrelated, and together, they will ensure that our students' potential will not be limited by practices that perpetuate systemic racism and hinder student achievement. By following these actions, we will:</p> <ul style="list-style-type: none"> ● Set the tone and establish trust to develop stakeholders' abilities to connect across lines of differences (race, gender, culture etc.), elevate historically marginalized voices, and empower all stakeholders as agents of system change. ● Ensure that all students have access to equitable opportunities.
Insufficient Anti-Racist Systems		
Inequitable Opportunities	Ensure all high school students, particularly our most marginalized students, have access to high quality opportunities and experiences (academic opportunities, arts/extracurriculars, school safety, climate, staff stability, etc.).	
	In addition to strategies identified in Goals 1 through 3, we will create culturally responsive, linguistically inclusive, and accessible processes to expose students and families to career-related academic pathways and the school selection process beginning in the early elementary grades.	

Page 2 - Guardrail 4.1 Performance: Overall

¹ % of all Qualified Students who are Black / African American or Hispanic / Latinx' measures the percentage of Black / African American or Hispanic / Latinx students who meet the minimum qualifications for Special Admission schools out of the total number of qualified students. It is calculated by dividing the number of Black / African American or Hispanic / Latinx students qualified column by the total number of students qualified. For 2020-21, the 40.6% represents the 768 Black / American American or Hispanic / Latinx students (# Qualified Students) divided by 1,891 students (All Students: # Qualified Students). Columns and rows highlighted in blue indicate they represent either the indicator or the student group tracked by the indicator. Bolded columns and rows indicate important metrics or values related to the indicator or student performance. Values representing performance on the indicator are shaded based on the distance from the annual target, with red representing lower performance rates and blue representing higher performance rates.

² In 2017-18 and 2018-19, the Special Admission school criteria included: attending at least 95% or more of school days in the previous school year, receiving no out-of-school suspensions, receiving all grades of A's or B's in all core courses in grade 7, scoring in the top 30% of School District of Philadelphia (SDP) students on the PSSA ELA, and scoring in the top 30% of SDP students on the PSSA Math Exam.

³ The 2019-20 Special Admission school criteria were modified to remove the requirement that a student received no out-of-school suspensions.

⁴ The 2020-21 Special Admission school criteria were modified to account for school closures and assessment classifications related to COVID-19. For each criterion (PSSA ELA performance, PSSA Math performance, attendance, and grades), students' best performance over two years was used.

⁵ Students included are those who were in grade 8 applying for grade 9 admission to Special Admission Schools and who were enrolled for at least ten days during the school selection window. The 2019-20 school selection window ran from September 20, 2019 through November 1, 2019 and the 2020-21 school selection window ran from September 18, 2020 through November 6, 2020.

⁶ Qualified students are students who meet the minimum qualifications for Special Admission schools. For 2019-20 Special Admission school criteria, see footnotes 3 and 4. For 2020-21 Special Admission

⁷ % of Student Group who are Qualified' measures the percentage of students who are part of that student group who meet the minimum qualifications for Special Admission schools out of all students in grade 8 applying for grade 9 admission to Special Admission Schools. It is calculated by dividing, for each student group, the '# Qualified' column by the '# Students' column.

⁸ % of all Qualified Students who are part of Student Group' measures the percentage of students who are part of that student group who meet the minimum qualifications for Special Admission schools out of the total number of qualified students. It is calculated by dividing, for each student group, the '# Qualified' column by the total number of students qualified (1,254 students in 2019-20, and 1,891 students in 2020-21).

⁹ Metrics for student groups are suppressed when either there are fewer than 20 eligible students in the student group, or, if another student group has fewer than 20 eligible students, a second student group's metrics are suppressed to prevent the first student group's metrics from being determined through simple calculations.

Page 3 - Guardrail 4.1 Performance: By School and Student Group

¹ Students included are those who were in grade 8 applying for grade 9 admission to Special Admission Schools and who were enrolled for at least ten days during the school selection window. The 2020-21 school selection window ran from September 18, 2020 through November 6, 2020.

² Qualified students are students who meet the minimum qualifications for Special Admission schools. In 2020-21, the criteria were: attending at least 95% or more of school days in the previous school year, receiving all grades of A's or B's in all core courses in grade 7, scoring in the top 30% of School District of Philadelphia (SDP) students on the PSSA ELA, and scoring in the top 30% of SDP students on the PSSA Math Exam. For each criterion, the students' best performance over two years was used.

³ % of Student Group who are Qualified' measures the percentage of students who are part of that student group who meet the minimum qualifications for Special Admission schools out of all students in grade 8 applying for grade 9 admission to Special Admission Schools. It is calculated by dividing, for each student group, the '# Qualified' column by the '# Students' column.

⁴ % of all Qualified Students who are part of Student Group' measures the percentage of students who are part of that student group who meet the minimum qualifications for Special Admission schools out of the total number of qualified students. It is calculated by dividing, for each student group, the '# Qualified' column by the total number of students qualified (1,254 students in 2019-20, and 1,891 students in 2020-21). Columns and rows highlighted in blue indicate they represent either the indicator or the student group tracked by the indicator. Bolded columns and rows indicate important metrics or values related to the indicator or student performance. Values representing performance on the indicator are shaded based on the distance from the annual target, with red representing lower performance rates and blue representing higher performance rates.

⁵ Students meeting the Attendance criterion for Special Admission schools must have attended at least 95% or more of days in the previous school year. In 2020-21, the students' best performance over two years was used.

⁶ Students meeting the Grades criterion for Special Admission schools must receive all A's or B's in all core courses in grade 7. In 2020-21, the students' best performance over two years was used.

⁷ Students meeting the PSSA ELA criterion for Special Admission schools scored in the top 30% of School District of Philadelphia students on the PSSA ELA Exam in grade 7. In 2020-21, the students' best performance over two years was used.

⁸ Students meeting the PSSA Math criterion for Special Admission schools scored in the top 30% of School District of Philadelphia students on the PSSA Math Exam in grade 7. In 2020-21, the students' best performance over two years was used.

⁹ School groups are based on 2019-20 qualification rates. Data for each school group should be read left to right. Except for 'Total # of Qualified Students in School Group', which includes all students, all other metrics compare the performance of Black / African American or Hispanic / Latinx students against the performance of all other students with that school group. Group A includes schools with between 0% and 5.0% of students meeting grade 8 special admission qualification criteria. Group B includes schools with between 5.01% and 10.0% of students meeting grade 8 special admission qualification criteria. Group C includes schools with between 10.01% and 20.0% of students meeting grade 8 special admission qualification criteria. Group D includes schools with 20.01% or greater of students meeting grade 8 special admission qualification criteria.

Page 4 - Guardrail 4.2 Performance: Overall

¹ '% of Suspensions Received' measures the percentage of out-of-school suspensions issued to the Student Group. It is calculated by dividing the number of suspensions received by the student group divided by the total number of suspensions issued. For 2020-21, the 72.8% represents the 6,226 suspensions issued to Black/African American students divided by the 8,547 suspensions issued to all students. Only out-of-school suspensions are counted. Out-of-school suspensions are an exclusion from school and/or school activity for a period of three or fewer days (short-term suspension), or four to ten days (long-term suspension). All suspensions issued in a District school are counted, even if the student transfers out of the District. For more information on the number of suspensions issued by grade, visit the District's Open Data page at <https://www.philasd.org/performance/programsservices/open-data/school-performance/#suspensions>. Columns and rows highlighted in blue indicate they represent either the indicator or the student group tracked by the indicator. Bolded columns and rows indicate important metrics or values related to the indicator or student performance. Values representing performance on the indicator are shaded based on the distance from the annual target, with red representing lower performance rates and blue representing higher performance rates.

² Starting in 2018-19, School District of Philadelphia policy is to not suspend students in Kindergarten through grade 2 unless the student's actions result in serious bodily injury.

³ The 2025-26 Final Target was calculated to match the percentage of Black / African American students enrolled in 2019-20, the baseline year for this indicator.

⁴ A student must be enrolled for a minimum of ten days to be included. Student counts, including those receiving 1 or more suspensions, only include students enrolled in a District school at the end of the school year.

⁵ Metrics for student groups are suppressed when either there are fewer than 20 eligible students in the student group, or, if another student group has fewer than 20 eligible students, a second student group's metrics are suppressed to prevent the first student group's metrics from being determined through simple calculations.

Page 5 - Guardrail 4.2 Performance: By School and Student Group

¹ '% of Suspensions Received' measures the percentage of out-of-school suspensions issued to the Student Group. It is calculated by dividing the number of suspensions received by the student group divided by the total number of suspensions issued. For 2020-21, the 72.8% represents the 6,226 suspensions issued to Black/African American students divided by the 8,547 suspensions issued to all students. Only out-of-school suspensions are counted. Out-of-school suspensions are an exclusion from school and/or school activity for a period of three or fewer days (short-term suspension), or four to ten days (long-term suspension). All suspensions issued in a District school are counted, even if the student transfers out of the District. For more information on the number of suspensions issued by grade, visit the District's Open Data page at <https://www.philasd.org/performance/programsservices/open-data/school-performance/#suspensions>. Columns and rows highlighted in blue indicate they represent either the indicator or the student group tracked by the indicator. Bolded columns and rows indicate important metrics or values related to the indicator or student performance. Values representing performance on the indicator are shaded based on the distance from the annual target, with red representing lower performance rates and blue representing higher performance rates.

² A student must be enrolled for a minimum of ten days to be included. Student counts, including those receiving 1 or more suspensions, only include students enrolled in a District school at the end of the school year.

³ School groups are based on 2019-20 out-of-school suspension rates. Group W includes schools with between 0% and 1.25% of students receiving an out-of-school suspension. Group X includes schools with between 1.251% and 4.0% of students receiving an out-of-school suspension. Group Y includes schools with between 4.01% and 8.0% of students receiving an out-of-school suspension. Group Z includes schools with 8.01% or greater of students receiving an out-of-school suspension.

⁴ Metrics for student groups are suppressed when either there are fewer than 20 eligible students in the student group, or, if another student group has fewer than 20 eligible students, a second student group's metrics are suppressed to prevent the first student group's metrics from being determined through simple calculations.