

Guardrail 4 Semi-Annual Check-in: August 2022

Last Progress Monitored: January 2022

Guardrail 4

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

Implementation Updates

In 2021, the Leadership Team identified three How Strategies to support this guardrail.

The first strategy was to fully adopt and operationalize the **Equity Framework and Lens** to support the delivery of equitable opportunities in schools and impact disproportionately in discipline practices by targeting implicit and explicit bias across our system. The second strategy was to support all high school students, particularly our most marginalized students, in accessing **high quality opportunities and experiences**, including through our School Selection process. The third strategy was to create culturally responsive processes to **expose students and families to career-related academic pathways** beginning in the early grades.

Within those three strategies, we identified activities that will help us support the delivery of equitable opportunities in schools and impact disproportionality in discipline practices. This section provides an update on each of those activities since January 2022.

Strategy	Equity Framework and Lens
Activity	Develop, refine, and implement the Equity Framework and Lens and launch Learning Pathways for professional learning
Status	In Progress
Progress	The Framework has been developed and is now in implementation phases. In August through October 2021, all school leaders, school-based staff, and central office staff received access to the asynchronous Equity Framework Training. In January through March 2022, school and central office teams were provided access to the Equity Lens Training to support decision-making. For example, we applied the Equity Lens to the 2021-22 school selection process. Through the application of the lens, the team grappled with questions like:

	<ul style="list-style-type: none"> • Where do we see alignment and misalignment between the governing policy for school selection and the way it manifests in schools? • Is there consistency in the admissions process across schools? Who is impacted? How? • How can we create greater access and inclusion for students to participate in the school selection process, especially those most traditionally left out? <p>These questions and more supported the initial changes made in this year’s process; namely, the centralization of the applicant review process as well as the use of zip code priority and lottery. While a step in the right direction, there is more to consider.</p> <p>Additionally, all 2021-22 Board Policies scheduled for review were assessed and edited using the Equity Lens. As we prepare for the 2022-23 school year, the Office of Diversity Equity & Inclusion is piloting the formation of Equity Teams for Program offices and Schools.</p>
--	---

Strategy	Equitable Opportunities
Activity	Implement a cross-learning strategy to provide greater access to Algebra I in 8th grade
Status	In Progress
Progress	The Algebra I Cross School Model has been developed through a collaboration between the Office of Academic Supports, PFT, and Postsecondary Readiness under the leadership of the Office Academic Support, in an effort to provide more students with opportunity to get Algebra 1 in 8th grade. Students from multiple schools will participate via a hybrid model consisting of virtual experiences and an in-person opportunity at least once per week. The number of students will be based on criteria and number of teachers. We expect to launch this initiative during the 2023-24 school year. This year, we began the process of identifying schools who are uniquely positioned to provide this opportunity or participate in the model, and started to implement the teacher recruitment plan.

Strategy	Earlier Access: Pathways
Activity	Refine Entry and Exit plans by increasing career exposure beginning in 6th grade so that students can determine their career goals and create a plan of action supported by our Academic Advising model.

Status	In Progress
Progress	Entry and Exit plans are in the final stages of development after review and feedback by multiple stakeholders including central office and school based leaders and staff. A key component of the process was to ensure students have access to increased information regarding the connection of careers to high school coursework, The Pathways Guide to Careers has been completed and will continue to be updated as changes occur: https://www.philasd.org/collegeandcareer/careerpathways/

Data Update Indicator 4.1

Indicator 4.1: Among 8th grade students who are qualified to attend Criteria-Based 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 the population as a whole) by August 2026.

Previous Data	Current Data
In 2021-22, Black/African American or Hispanic/Latinx students made up 62.9% of all qualified students, which was higher than the annual target of 40.2%.	School Selection data will not be updated until after the 2022-23 school selection process.

In Spring 2022, the Office of Research and Evaluation (ORE) published a [series of reports](#) on the 2021-22 School Selection process. Below are some key findings from those reports:

Overall Eligibility. Almost two-thirds (65%) of all District 8th graders met at least the minimum eligibility requirements for criteria-based schools, which was more than triple the rate in 2020-21. About 59% of students who are Black/African American or Hispanic/Latinx met Minimum Qualifications, compared with 77% and 89% for students who are white and Asian, respectively.

Application Rates. Almost two-thirds (65%) of District 8th graders submitted at least one application to a criteria-based school. A little over half of students who are Hispanic/Latinx (54.2%) applied for at least one criteria-based school, compared to 64.4% of Black/African American students, 68.8% of white students, and 86.5% of Asian students.

Lottery Outcomes. Of the 3,993 District 8th graders who submitted at least one fully eligible application to a criteria-based school, 85.7% received at least one lottery-based offer. Of 8th graders who submitted four or five eligible applications, 98.5% received at least one offer. At four criteria-based schools, the percentage of offers extended to students residing in any of the six prioritized zip codes was higher than in prior years. Across those four schools, the percent of

offers that were allocated to students who met the criteria from prioritized zip codes ranged from 11.1% to 13.5%. Lottery offers were randomly distributed, as expected. Eligible applicants belonging to different student groups were equally likely to receive admission offers through the lottery.

Data Update Indicator 4.2

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.

Previous Data	Current Data
Comparing the first four months of 2021-22 with the first four months of 2019-20 (Sept. through Dec.), the percentage of suspensions received by Black/African American students declined slightly from 71.8% to 70.0%.	As of May 31, 2022, 70.9% of suspensions in District schools were received by Black/African American students.* This is over 6 percentage points higher than the annual target of 64.6%.

While the percent of suspensions received by Black/African American students has decreased since 2019-20, it is important to note that there has also been an unanticipated decline in the enrollment of Black/African American students as well, so declines in the indicator may not reflect declines in disproportionality. For example, when the 2025-26 target was set in 2020, 48.3% of SDP students were Black/African American, but this percentage has dropped to 46.8% in 2021-22, which means the percentage of suspensions received by these students would have to drop more than the projected amount to remain on track towards disproportionality.

Out-of School Suspensions Received, through May 2022 Black/African American Students and All Other Students, Grades K-12*								
Student Group	% Suspensions Received				% Students with 1+ Suspension			
	Total	Female	Male	Non Binary	Total	Female	Male	Non Binary
Black/African American	70.9%	28.9%	41.9%	0%	8.3%	7.4%	9.3%	9.4%
All Other Students	29.1%	10.5%	18.6%	0%	3.2%	2.4%	3.8%	4.1%

* Data pulled 6/8/22 from Qlik Climate Matters app.