



# Goals & Guardrails PCAC Meeting

Office of Evaluation, Research and Accountability

September 14, 2023

# Agenda

- 1. Overview of the Goals & Guardrails:** *What are they? Where did they come from? Why do we have them?*
- 2. Using Leading Indicators to track progress:** *How do we measure progress on Goals and Guardrails?*
- 3. New Leading Indicators 2023-24:** *What will we be using to track progress starting in the upcoming school year?*
- 4. Q&A**



# Board Progress Monitoring

“Student outcomes don’t change until adult behaviors change.” -*AJ Crabill*

## Role of the SDP Board

### Governance

Provide direction, leadership; focus on big picture; monitor progress toward goals and guardrails

## Role of the SDP Leadership Team

### Management

Daily operations; strategies to deliver on board goals; project management

# What are the Board Goals?

Established by the Board of Education in 2020

Set clear priorities for what our students must know and be able to accomplish



**Reading & English  
Language Arts (ELA)**



**Math  
& Science**



**College & Career  
Readiness**

## Students will excel in:

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- 01 Grade 3-8 Reading
- 02 Grade K-3 Reading
- 03 Grade 3-8 Math
- 04 Algebra, Biology & Literature
- 05 Career and Technical Education (CTE)



## Why are the Board Goals Important?

- Not completing high school is associated with poor economic and health outcomes throughout life as well as an increased risk of incarceration.
- There is a strong relationship between reading and math performance and the likelihood of graduating high school
- Students who lack sufficient knowledge and skills in math are more likely to experience negative outcomes as adults, including fewer opportunities for employment and a reduced likelihood of economic independence
- Career & Technical Education (CTE) students were more likely to graduate from high school on time and enroll in postsecondary education compared to non-CTE students.



***What does it mean to read proficiently?*** A student might be able to pronounce a word on a page, but without proficiency they won't be able to understand the author's intended meaning, make inferences, and apply the information they're reading. If a student can read proficiently by the end of 3rd grade, they are more likely to be able to understand content in later grades and have better academic success.

# What are the Guardrails?

Set conditions that must be in place at each school to empower our students to succeed in and beyond the classroom



## To meet the Goals, the District set four Guardrails:

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- 01** Every school will be a safe, welcoming and healthy place where our students, staff and community want to be and learn each day. This means that our schools will be: 1) environmentally safe and clean; and 2) spaces with inclusive climates that provide students with access to robust social, emotional, and mental health supports.
- 02** Every student will have a well-rounded education with arts, athletics, and other co-curricular opportunities integrated into the school experience.
- 03** Every parent and guardian will be welcomed and encouraged to be partners in their child's school community.
- 04** Our students' potential will not be limited by practices that perpetuate systemic racism and hinder student achievement.

# Why are the Board Guardrails Important?

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- Safe environments are critical for our students and staff to learn and grow. Students have higher grades in clean educational environments, and a positive school climate is associated to academic achievement.
- Participation in arts, athletics, and extracurriculars is related to higher GPA, test scores, and graduation rates, as well as non-academic outcomes like higher self esteem.
- Students with involved parent/guardians were more likely to earn higher grades and test scores, attend school regularly, and have better social skills. Forging strong partnerships between the District and our broader community will support accelerated student achievement.
- In a District with a large population of historically marginalized students, it is important to ensure all students have an equal chance for success.

# How do we know whether we're on track to meet the Goals & Guardrails?

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For each Goal & Guardrail, we have Leading Indicators to track progress over time.



## What makes a good Leading Indicator?

- Uses specific, measurable, quantitative data
- Does not rely on subjective opinions
- Available in a timely manner (at least yearly)
- Correlated to the higher-level Goal or Guardrail



# Check for Understanding: Which of these would be GOOD Leading Indicator?

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## GOAL: Spend less time on social media

Possible leading indicators:

1. How many followers I have
2. Number of comments from my parents/guardians on how much time I'm on my phone
3. The amount of minutes I spend on social media each week compared to the previous week
4. How many times I have to charge my phone per day



# How did we select Leading Indicators for 2023-24?

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## Collected rating sheets and written feedback

- Cabinet Members
- Central Office Staff Members
- Assistant Superintendents
- Research for Action
- Board of Education

## Conducted Focus Groups

- Student Advisory Council
- Principals
- School-based Teacher Leaders



# Measuring Goal & Guardrail Performance



# Goals 1-3: PSSA Performance

**PSSA:** In Pennsylvania, performance in reading and math is measured by a state standardized test called PSSA in grades 3-8

**Renaissance Star:** Students take the Star assessment every fall, winter, and spring to measure their progress on reading and math

**Goal 1:** Grade 3-8 ELA

**Goal 2:** Grade 3 ELA

**Goal 3:** Grade 3-8 Math

## Leading Indicators:

### Within-Year Reading and Math Assessment (Star)

- Are students performing at grade level in reading and math?
- Are students making the right amount of growth across the year? **NEW**
- Did students in grades K-2 master foundational skills for reading and math? **NEW**

# Goal 4: Keystone Performance

**Keystones:** In Pennsylvania, high school students take Keystone exams for Algebra, Biology, and Literature.

**Goal 4:** High School Keystones (Algebra, Literature, & Biology), Best by 11th Grade

## Leading Indicators:

### Keystone Proficiency by 10th Grade

- Are students proficient on all three Keystone exams by 10th Grade?

### 9th Grade Firmly On Track

- Are 9th graders earning credits in four core courses (Math, Science, English, & Social Studies), plus one additional course, **and** have As and Bs in all courses?

NEW

# Goal 5: NOCTI Performance

**Career & Technical Education (CTE):** CTE refers to courses and programs that prepare students for careers in current or emerging professions. SDP has 5 Comprehensive CTE schools (which means all 10-12 grade students are enrolled in a CTE course) and 31 schools where students can take CTE programs.

**NOCTI:** The NOCTI is a state standards-aligned assessment for CTE students. Each CTE program (e.g., Business & Finance) has its own NOCTI assessment.

## Goal 5: Career & Technical Education (CTE) NOCTI

### Leading Indicators:

#### NOCTI Performance

- What percentage of CTE students take and pass the NOCTI?

NEW

#### Job Placement/Postsecondary Opportunities

- Do CTE students have a documented job placement and/or postsecondary opportunity?

NEW

# Guardrail 1

**Guardrail 1:** Every school will be a safe, welcoming, and healthy place where our students, staff and community want to be and learn each day.

## Leading Indicators:

### School-Based Staffing

- Do we have the right level of staffing in our 50 lowest performing schools?

NEW

### Work Order Completion Time

- On average, how long does it take to fix issues related to restrooms and hydration stations?

NEW

**Work Orders:** Students consider building conditions and cleanliness when responding to survey questions about safety and belonging, and perceptions of building conditions often stemmed from restroom conditions.

# Guardrail 2

**Guardrail 2:** Every student will have a well-rounded education with arts, athletics, and other co-curricular opportunities

## Leading Indicators:

### Visual & Performing Arts

- What percentage of students are enrolled in a visual or performing arts course?

### Athletics & Extracurriculars

- What percentage of students participate in athletics and/or co-curricular activities?

**Visual & Performing Arts:** K-12 students take arts courses during the day, including music, dance, theater, and visual arts

**Athletics:** Students in grades 6-12 can participate on athletics teams during fall, winter, and spring seasons

**Extracurricular/Co-Curricular:** Students in K-12 can participate in activities outside of school time that are sponsored by the District or offered by external partners



# Guardrail 3

**Guardrail 3:** Every parent and guardian will be welcomed and encouraged to be partners in their child's school community

## Leading Indicators:

### Community Events

- How many school-sponsored community events are held at each school?

NEW

### Language Access Services

- What percentage of staff are trained to use language access services (e.g., interpretation or translation)?

NEW

**Community Events:** School-sponsored events beyond what is required to engage parents, families, and the community

**Language Access:** Ensuring all staff are trained on how to provide services, including interpretation and translation, to families and English Learners.

# Guardrail 4

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

## Leading Indicators:

### Criteria Based Qualifications and Applications

- What percentage of students are qualified to attend Criteria Based schools?
- What percentage of qualified students apply to attend Criteria Based schools? **NEW**

### Course Offerings

- How many K-8 schools offer Algebra and World Languages? **NEW**

**Criteria Based Schools:** Schools with minimum requirements for students' grades in core courses, attendance, and PSSA scores.

# Monitoring Calendar

Date	Topic(s)
<b>September 7, 2023</b>	End of Year Performance: Goals 1-3 (PSSA)
<b>October 12, 2023</b>	End of Year Performance: Goals 4 and 5 (Keystones & NOCTI)
<b>November 9, 2023</b>	School-Based Staffing Work Order Completion
<b>January 11, 2024</b>	Criteria-Based Qualifications & Applications 9th Grade Firmly On Track
<b>February 8, 2024</b>	Star Fall & Winter (Math)
<b>March 7, 2024</b>	Star Fall & Winter (ELA)
<b>May 9, 2024</b>	Staff Training on Language Services School-Sponsored Community Events
<b>June 13, 2024</b>	Visual & Performing Arts Enrollment Participation in Athletics & Extracurriculars