Goals & Guardrails Progress Monitoring

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

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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?
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.

The chart shows the Keystone Literature Proficiency Rate (Best by 11th) from 2016-2017 to 2022-2023. The percentages are:
- 2016-2017: 43.6%
- 2017-2018: 48.9%
- 2018-2019: 47.6%
- 2019-2020: 53.9%

Key events indicated:
- **Keystones Cancelled**
- **Keystones Delayed**
- **Incomplete Tests Due to Exemptions**

The data shows a positive trend in proficiency rates.
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.
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.
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.
**Goal 4**

**Keystones**

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
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)

➔ 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

Phase 2
Aug 2023 - Mar 2024
21 Schools
(63 CTE Programs)

Phase 3
Mar 2024 - Dec 2024
Unpacking Workshops
All Schools & Programs

➔ 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

**Leading Indicator 2:** The percentage of CTE students who have a documented job placement and/or postsecondary opportunity
Goal 4 Indicator 1: Keystone Proficiency by 10th Grade
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*).
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**).
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
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.
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).

Goal 4 Indicator 2
9th Grade Firmly On Track

Goal 4 - Leading Indicator 2: 9th Grade Firmly On Track

Note: n-counts refer to the number of students with Grades/Credit Records through Quarter 2.
Over half of first time 9th grade students were On Track at Quarter 2 2023-24.
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

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**Black/African American Students**

**Black/African American Males**

**Black/African American Females**
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)

<table>
<thead>
<tr>
<th>Student Group</th>
<th>% Firmly On Track: Q2, 2022-23</th>
<th>% Firmly On Track: Q2, 2023-24</th>
<th>Change YOY</th>
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</thead>
<tbody>
<tr>
<td>Black/African American</td>
<td>15.1%</td>
<td>16.3%</td>
<td>+1.2</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>16.8%</td>
<td>17.8%</td>
<td>+1.0</td>
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<tr>
<td>White</td>
<td>38.9%</td>
<td>40.2%</td>
<td>+1.3</td>
</tr>
<tr>
<td>Asian</td>
<td>57.7%</td>
<td>53.6%</td>
<td>-4.1</td>
</tr>
<tr>
<td>Multi Racial/Other</td>
<td>25.9%</td>
<td>26.7%</td>
<td>+0.8</td>
</tr>
<tr>
<td>English Learners</td>
<td>16.5%</td>
<td>16.9%</td>
<td>+0.4</td>
</tr>
<tr>
<td>Non English Learners</td>
<td>24.9%</td>
<td>25.6%</td>
<td>+0.7</td>
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<tr>
<td>Has IEP</td>
<td>8.9%</td>
<td>7.6%</td>
<td>-1.3</td>
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<tr>
<td>Does not have IEP</td>
<td>26.4%</td>
<td>27.6%</td>
<td>+1.2</td>
</tr>
</tbody>
</table>
Goal 5 Indicator 1: NOCTI Performance
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