School District of Philadelphia

Office of Evaluation, Research and Accountability

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- Updates on Major Projects
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Updates on Major Projects

1. **EARLY LITERACY**

   1.1. **Early Literacy Specialist (ELS) Coaches**
   The literacy coaching initiative is part of a district-wide plan to provide high-quality literacy instruction to all students. ELS coaches support students by promoting and supporting the implementation of research-based teaching practices for literacy; improving teacher content knowledge, instructional practices, classroom environments and classroom structure; and providing content- focused coaching and resources.

   During the 2014-2015 school year, 43 elementary schools received support from literacy coaches. In fall 2015, 15 additional schools received coaches for a total of 58 schools, serving 14,000 students during the 2015-2016 SY (40 of the 58 ELS coaches were supported by a William Penn Foundation grant). During the 2016-2017 SY, a total of 93 schools, serving 23,000 students, are receiving support from an ELS coach.

   ORE examined 2015-2016 student performance at schools with ELS coaches using AIMSweb assessments: Letter Name Fluency (LNF), Nonsense Word Fluency (NWF), and Reading Curriculum Based Measurement (R-CBM). Findings include:
   - On average, students attending schools with an ELS showed improvement from fall-winter to winter-spring AIMSweb testing in the number of words, letters, or sounds correctly identified.
   - Kindergarten and third grade students at schools with ELS coaches showed the greatest improvement during the 2015-2016 school year (as compared to first and second grade students)
   - The percent of first and second grade students requiring Tier 2 and Tier 3 intervention increased during each benchmarking period. This trend was also present in non-ELS schools.

   In addition, ORE conducted a teacher survey in winter of 2016 and focus groups with 24 teachers at five schools in Spring of 2016. Selected findings include:
   - Teachers and ELS coaches reported feeling satisfied with the early literacy initiative as a whole.
   - Teachers and ELS coaches indicated they felt well-trained to provide literacy support in the way of classroom preparation, instructional modeling, observations and feedback, and formal professional development opportunities.
   - Teachers consistently reported that the modeling of guided reading and one-on-one conferencing was the most useful supported provided by the ELS.
   - As a result of ELS support, teachers described an increase in their confidence with literacy instruction and a more positive view of their own abilities. Some also reported increased job satisfaction and an increased interest in staying at their current school, which may have implications for teacher retention.

- Teachers reported that ELSs provided helpful support for: implementing new curricula, bridging the many programmatic requirements, and modifying implementation and instructional practices based on specific classroom challenges.

1.2. Summer Literacy Institute

The Summer Literacy Institute is a five-day quality professional development (PD) on early literacy-related topics aimed at improving early literacy teaching practices and student outcomes. In the summer of 2015, 695 principals and teachers from 45 schools serving over 10,000 students participated. In the summer of 2016, literacy training was provided to 580 principals and teachers of 53 elementary schools, serving over 13,000 students. Overall, Early Literacy Knowledge Survey results suggest that the Institute was effective in increasing participants' knowledge around fundamental early literacy concepts and instructional practices. On a scale asking participants to rate their feelings on the usefulness and effectiveness of sessions, materials, and facilitators, all 14 sessions were rated above 3.76 out of 5.00. For 24 of the 25 items, the percentages of participants answering correctly increased between pre- and post- assessment. Further, the items that scored high at pre-assessment remained high at post- assessment. Additionally, survey ratings support that participants felt generally satisfied with and appreciative of this professional learning opportunity.

1.3. Innovative Approaches to Literacy (IAL) Building Bridges with Books

Using a three-pronged approach, the IAL program seeks to: (1) improve curriculum and instruction for students; (2) re-envision student learning environments; and (3) train and meaningfully engage parents and caregivers in the improvement of their children's literacy skills. Approximately 1,650 second and third grade students (Grant #1) and 1,746 Kindergarten and first grade students (Grant #2) across 10 SDP elementary schools participated in the IAL Building Bridges with Books Program (funded by the U.S. Department of Education). Last year, first and second grade IAL students (Grant #1) borrowed nearly 10,000 books from the IAL libraries and students logged over 350,000 book views using the online TumbleBook software. This year, between October 2016 and January 2017, IAL students completed nearly 500,000 book views through the Tumblebooks software. All Kindergarten students received new library cards in January 2017 as part of a city-wide initiative, including the IAL participating students. The 2017 circulation data from these library cards will be forthcoming. Quantitative findings are forthcoming.

1.4. Reading Specialists

Reading Specialists are teachers who provide additional support to K-3 students who are significantly below their expected reading level. Reading Specialists work with their students at least weekly in small groups using specially designed lesson plans that use best practices to scaffold student learning in order to address deficiencies in reading,

writing, phonics, and word study. During the 2015-16 SY, Reading Specialists served 864 students at 16 schools. Nearly all of the 534 students with pre and post DRA2 scores demonstrated positive growth from the beginning to the end of the year. Fifty-four percent of students made approximately one year's growth on the DRA2 and positive results were most evident for third grade students. The positive results in student performance were also apparent in AIMSweb across most grade levels. Across all AIMSweb assessments, excluding the first grade R-CBM, there was a decrease in the percentage of students requiring Tier 3 intervention.

1.5. Integrated Literacy Model (ILM)

The AIM Integrated Literacy Model program provides services to 448 students in grades K-2 at Jackson and Ziegler elementary schools. Findings were most promising among Kindergarten students. The national percentile rank improved among Kindergarten students who were assessed on AIMSweb subtests LNF (from 49% to 56%) and LSF (from 49% to 59%). For first grade students who were assessed on NWF, the national percentile rank also improved by 22 percentage points (from 40% to 62%).

1.6. Station Installation

The School District of Philadelphia received a grant from the William Penn Foundation to redesign 32 pre-Kindergarten to second grade classrooms into interactive, station-based, learning environments by the end of summer 2017. Teachers will receive training on the new equipment and will have access to sample units and lesson plans for using stations in the 2017-2018 school year. ORE is evaluating the initiative, focusing on assessing changes in the classroom experiences for students in the treatment schools versus students in comparison schools.

2. SCHOOL CLIMATE

2.1. Positive Behavioral Interventions and Supports (PBIS) and Restorative Practices

PBIS is a school-level framework that promotes a culture of proactive discipline, rather than reactive and punitive. Thirty schools were engaged in school-wide implementation of PBIS through 2015-2016, with 20 more schools to be added through the 2017-2018 school year. On key performance indicators, 23 of the 30 schools experienced increases in attendance in 2015-2016, and 14 showed declines in suspensions.

Restorative Practices (RP) is another progressive disciplinary framework. Through 2015-2016, 14 schools (primarily high schools) had received grant-funded coaching support to implement RP. From the baseline year of 2013-2014, 13 of the 14 schools showed gains in the number of students attending at least 95% of instructional days. Suspension outcomes were less encouraging, with 9 of 14 schools showing increases in suspension rates.

2.2. Second Step

In the 2015-2016 SY, nine schools with a total of 5,283 students participated in Cohort 1 of the Second Step program. ORE conducted a baseline process evaluation to determine the fidelity of implementation throughout schools. Out of the nine schools in Cohort 1, Clara Barton has the highest level of implementation fidelity, the highest percentage of teachers that were verified as having delivered Second Step (95%), and the highest percentage of students verified as having received programming (95%). At Peirce, results consistently show that lessons were taught in order and over 75% of lesson sections were completed. Responses to the *Implementation Surveys* for Farrell and Houston indicate that teachers understood the roles and goals of the program, were committed to helping students achieve the goals of the program, and understood the tasks for which they were responsible. ORE continues to monitor implementation for the 2016-17 School Year, and a final report is expected in June 2017.

2.3. **Education for Children and Youth Experiencing Homelessness**

In the 2015-2016 school year, the ECYEH program that works to identify and assist homeless children and youth in the District identified 107 "unaccompanied" youth in Philadelphia, which is 32 more than were identified in the 2014-2015 school year. (Unaccompanied youth are defined as youth "not in the physical custody of a parent/guardian"). New efforts have been made to identify homeless students at charter schools. A total of 686 charter school students were identified as homeless in the 2015-2016 school year, an increase of 100 charter school students identified from the 2014-2015 school year. Survey respondents generally rated the services provided by the ECYEH office very highly. All respondents to the satisfaction survey stated that they were satisfied or very satisfied with the services they received from the ECYEH office, and of these, 94% said they were very satisfied.

2.4. Project ARREST

In spring 2016, 23 principals and 21 lead health education teachers from ARREST priority schools containing at least one of grades 6 through 12 completed the School Health Profiles questionnaires, which are administered every two years and assess school health policies and practices. The eight key performance measures are categorized by Exemplary Sexual Health Education, Sexual Health Services, and Safe and Supportive Environments. Results for these measures showed that:

- 83.9% of schools taught 11 key HIV, STD, and pregnancy prevention topics in a required course during grades 6, 7, or 8 and during grades 9, 10, 11, or 12.
- 67.6% of schools assessed the ability of students to do 7 skills in a required course taught during grades 6, 7, or 8 and during grades 9, 10, 11, or 12.
- 84.5% of schools provided key materials for teaching sexual health education to those who teach it.
- 45.8% of schools provided students with on-site services or referrals to healthcare providers for 7 key sexual health services.

- 30.6% of schools implemented parent engagement strategies for all students.
- 72.9% of schools implemented school connectedness strategies.
- 23.8% of schools implemented strategies to prevent bullying and sexual harassment, including electronic aggression, among all students.
- 42.4% of schools implemented HIV, other STD, and pregnancy prevention strategies that meet the needs of LGBTQ youth.

2.5. Code of student conduct

In 2012, changes were made to the code of conduct that were intended, in part, to reduce the number of suspensions issued in the District. All suspensions from SY 2013-2014 through SY 2015-2016 were analyzed for overall trends, and for disproportionality based on demographic factors.

During the last 3 years, the total number of student suspensions has decreased from 33,072 total suspensions in 2013-2014 to 29,787 in 2015-2016. During that same period, the number of suspensions that were out-of-school has declined slowly, while in-school suspensions have decreased very rapidly, comprising only 3% of all suspensions by 2015-2016.

Consistent with findings in other districts, African American students were at least two-and-a-half times as likely to be suspended than students of other races in all three years. Males and students with disabilities also show elevated risk of suspension. However, unlike findings from other districts, SDP students with LEP status are not suspended more frequently than their non-LEP peers.

3. COLLEGE AND CAREER READINESS

3.1. Career and Technical Education (CTE)

A total of 2,285 students in the graduating class of 2014-2015, representing about 22% of the graduating cohort, participated in 120 CTE programs in 29 schools and 37 occupational areas. CTE students graduated at a rate of 72.2%, compared with 66.6% for the rest of the cohort. In addition, CTE students with credit deficits after 10th grade were more likely to graduate on time if they continued their CTE program (50.5%) rather than discontinuing (41.0%).

These findings were essentially replicated with the next cohort of students, who were first time 9th graders in 2012-2013, and had a four-year graduation date of 2016. In this cohort, 2,333 students, representing about 26% of the cohort, participated in a CTE program. These students had a graduation rate of 74.7%, compared with 69.9% for non-CTE students.

3.2. Open to Opportunities in Career and Technical Education

As part of a three-year U.S. Department of Education grant, beginning in October of 2016, over 100 justice-involved youth enrolled in the District have received technical training, college and career counseling, and other re-entry supports while being held at either the Philadelphia Juvenile Justice Services Center or Pennypack House. As of January 2017, 8% of participants have earned industry-recognized certification in Telecommunications and/or Network Cabling/Copper-Based Systems. Observations and exit surveys spanning October-December of 2016 indicate that students are highly engaged with the programming.

3.3. CTE Graduate Follow Up

In collaboration with the Office of Career and Technical Education (CTE), and in fulfillment of Perkins compliance requirements, ORE conducted a brief, online follow-up survey with 2015 CTE graduates. Of 843 graduates who provided email addresses on the Senior Exit survey, 146 (17%) completed the follow-up survey, which was administered one year after graduation. Of the graduates that responded (not necessarily a representative sample), 73% were enrolled in postsecondary education, with or without working, and 16% were working exclusively. Of those who were working, one-half were employed in a field related to their CTE course of study.

3.4. MBK Success Mentoring

As part of the My Brother's Keeper Initiative, 26 schools were selected to participate in a student mentoring program. Within those schools, students were selected to receive mentoring based on low attendance rates in the previous school year. School staff serve as mentors and meet with students in order to boost student engagement and ultimately increase attendance. SDP partnered with City Year for the initiative, and 17 schools used City Year corps members as mentors. The remaining nine schools used school staff as mentors. ORE is conducting an evaluation of the implementation of the program during the 2016-17 school year.

3.5. Diversion

The Diversion program is a collaborative effort among schools, law-enforcement, the Department of Human Services and other City agencies. Local law enforcement is empowered to make informed judgments when a student commits a first-time, low-level arrestable offense. Under some circumstances, these students are diverted from the juvenile justice system and placed in individualized community-based prevention programs that seek to address the infraction and its underlying causes. In this way, these students are given the opportunity to improve their behavior, without the permanent disruption that often comes with a criminal history.

2013-2014 was the last year before the program began, so it serves as the baseline comparison year. After two full years of the program, arrests have declined, and over

900 students have been diverted. Compared with students that were arrested, students in the Diversion program were more likely to complete their school year, more likely to return the following year, and much less likely to reoffend.

3.6. High Priority High School Students

As part of District efforts to improve graduation rates, a new process was created to help schools identify and serve students who are at risk of not completing the necessary credits to progress on time. Staff at each District high school were given access to spreadsheets that identified at-risk students, and specified each student's area(s) of concern. Schools record the intervention selected for each student, which allows Assistant Superintendents to monitor the responses of schools in their network, and allows principals (and others) to evaluate the effectiveness of different interventions for individual students. In spring 2017, two populations were the focus of this process:

- 12th graders unlikely to satisfy all graduation requirements by Spring 2017: These students (n=2,720) included those in danger of failing a necessary course, and/or those who were not rostered into one or more courses still needed for graduation. High schools were also provided with additional District support in identifying and delivering appropriate interventions.
- 9th graders unlikely to be promoted to 10th grade: These students (n=5,490) were prioritized, because research consistently shows that 9th grade outcomes have an especially large impact on graduation rates. Students were identified after the release of second quarter grades if they were either not rostered, or had posted a failing course average, in a core course.

4. NUTRITION

4.1. *EAT.RIGHT.NOW*: Direct Education

Students and parents/caregivers from approximately 260 District and charter schools encompassing grades preK-12 receive *EAT.RIGHT.NOW.* education related to nutrition and physical activity.

- From October to June 2015-2016, a total of 133,173 events were delivered, with types including one-on-one (2.3%); single classes (9.5%); series classes, which involve 2-10+ sessions (70.5%); after-school classes (0.4%); assembly performances (5.1%); and assembly follow-up classes (12.2%). Of the 133,173 total events, 26% incorporated a food tasting. The most common event objectives included MyPlate/MyPyramid (30.8%), vegetables (17.8%), fruits (17.4%), and physical activity (8.1%).
- From October to January in the 2016-2017 school year, a total of 33,937 events were delivered, with types including one-on-one (2.3%); single classes (9.7%); series classes, which involve 2-10+ sessions (84.8%); assembly performances

(1.1%); and assembly follow-up classes (2.1%). Of the 33,937 total events, 32.6% incorporated a food tasting. The most common event objectives included MyPlate/MyPyramid (26.0%), vegetables (14.6%), breakfast (12.4%), fruits (11.9%), and snacks (10.6%).

4.2. *EAT.RIGHT.NOW***: Assemblies**

Fifteen observations were conducted in the 2015-2016 school year of five different nutrition and physical activity assembly programs (three observations of each). The goal of these observations was to determine the age-appropriateness of each assembly, the results of which guided grade cut-offs for the 2016-2017 school year. Grade bands for assemblies in the 2015-2016 school year were K-3 (*Healthier Ever After*), K-5 (*Jump with Jill* and *Nick Nutrition*), and K-12 (*The Magic of Nutrition* and *Rapping about Prevention*). These changed in the 2016-2017 school year to K-2 (*Healthier Ever After*), K-5 (*Jump with Jill*), 2-5 (*Nick Nutrition*), and 5-12 (*The Magic of Nutrition* and *Rapping about Prevention*). The cut-offs were established in order to help increase equity across schools and grade levels with regards to the number of assembly performances received.

4.3. *EAT.RIGHT.NOW***: Supporting Healthy School Environments Initiative**

The purpose of this Initiative is to assess the current state of health practices and policy implementation within eight SDP schools and to expand programming at multiple levels within schools that support students, parents/caregivers, and staff in maintaining healthy school environments. During the first year of the initiative (2015-2016), observations were conducted in the eight schools over a four month period, and the following were identified as major weaknesses: unhealthy foods used as a reward in the classroom, unhealthy foods for special events/celebrations, unhealthy food fundraisers, limited movement breaks, limited recess facilities/supplies, and recess withheld or shortened as punishment. In the second year of the initiative (2016-2017), 172 staff members at four of the participating schools completed surveys and indicated areas in which they would like more support. Results showed that 59% said they would like more support for healthy classroom rewards, 56% for movement breaks, 44% for water/healthy beverages, 40% for staff wellness, 30% for healthy fundraisers, 28% for healthy holiday parties/special events, 26% for family and community engagement, 25% for healthy birthday celebrations, 22% for recess, and 17% for healthy school policies. *EAT.RIGHT.NOW.* used these results to help guide the development of strategies for the eight schools, as well as other schools serviced by the program.

5. OTHER ACADEMIC

5.1. Math and Science Partnership
36 participants enrolled in the 2016 Summer Institute, which exceeded the target of 30 participants. Pre/post analyses for 32 participants revealed significant gains in participants' math content knowledge. Results from a Summer Institute feedback form completed by 32 participants indicated that participants were satisfied with the content, quality, and delivery of the summer training.

5.2. Blended Learning
Many schools in the District are implementing some form of blended learning during the 2016-2017 school year. Thirty-nine schools are participating in the Blended Learning Initiative (these schools applied to receive Chromebooks to use as part of either a rotation or a la carte model). A total of 255 teachers are using 16 different blended learning vendors as part of the Blended Learning Initiative. ORE is monitoring implementation in 2016-2017 through surveys, focus groups, and usage data received from vendors.

6. SCHOOL IMPROVEMENT

6.1. Transformation schools
In 2013, the Philadelphia School Partnership (PSP) offered funding to District schools interested in implementing a turnaround plan to dramatically increase student achievement. From the ten schools that applied, PSP awarded James G. Blaine (Blaine) and William D. Kelley (Kelley) funding to support the development and implementation of their "transformation plans," which aim to increase academic outcomes by enhancing school climate, updating curriculum and instruction, and implementing a professional development plan that focuses on the recruitment and training of mission-aligned teachers. ORE has been conducting an evaluation of progress toward these goals. After 2 years of implementation:
- Neither school saw improvements in ADA across time or relative to the other NN4 schools. However, a higher percentage of Blaine and Kelley students attended 95% or more of enrolled days in 2015-2016 compared to those at the other NN4 schools (38%, 37% and 35%, respectively). At Kelley, there was an improvement in this metric from the baseline year (26%) to the 2015-2016 SY (37%).
- In 2015-2016, both Blaine and Kelley had more suspensions and more students with at least one suspension compared to the other NN4 schools.
- At both schools, there were decreases in the percentage of students scoring proficient or advanced on the reading/ELA and math PSSAs from baseline to 2015-2016. At Kelley, but not Blaine, there was an increase for the science PSSA.
- With the exception of Blaine science PSSA scores, the percentage of students scoring proficient or advanced on the ELA, math, and science PSSAs in 2015-2016

was the same or better compared to the average across the NN4 schools.

- Compared to the other NN4 schools, there is a smaller percentage of K-2 grade students requiring strategic or intensive reading interventions (Tier 2 and 3). The percentage of third graders is similar across the Transformation schools and the NN4 schools.
- A larger percentage of K-2 students at Blaine and at Kelley made at least one year of reading growth compared to the NN4 schools.

6.2. New schools

In September 2014, three new high schools of choice opened in SDP. All three schools served only 9th grade students the first year and are designed to add a grade each year. None of the schools has admissions criteria; while they are open to students citywide, each reserves a certain percentage of seats for students living in the surrounding neighborhoods. The Carnegie Corporation of New York's Opportunity by Design Challenge Initiative (OBD) funded two schools (The LINC and U School) and one (Building 21) was funded by Building 21, a non-profit organization. ORE has been conducting an evaluation of progress toward these goals. After two years of implementation:

- New Schools **enrolled** higher proportions of Black (65%) and Latino (30%) students compared to the District overall (55% Black and 17% Hispanic/Latino).
- Based on a zip-code analysis, 44.1% of New School students are living in areas of Philadelphia where the poverty rates are above 40% (compared to 31.5% in Philadelphia and 14.5% across the United States).
- Across the three New Schools, Building 21 had the highest **retention rate** (75%), followed by the LINC (73%) and the U School (72%).
- Of the three New Schools, only students at the LINC had significantly better **attendance** than the comparison group. At Building 21, the percentage of students attending 95% or more of enrolled days was significantly below that of the comparison group.
- Students at both Building 21 and the U School were less likely to **pass their core courses** relative to the comparison group, and this difference was statistically significant.

6.3. Turnaround Network

ORE has collaborated with the Turnaround Network to create a quarterly school progress tracker that includes metrics aligned to the follow five areas: Teaching and Learning, Learning Environment, Leadership, Professional Growth, and Community Engagement. Data from Quarters 1 and 2 was summarized in two-page reports for each school. Once available, Quarter 3 data will be added.

6.4. School Redesign Initiative

ORE examined District-wide survey data for the Cohort 1 SRI schools. Selected findings included:

- All four SRI schools saw increases in their student response rates in 2015-2016 and had student response rates above the overall District and Charter average. Approximately 90% of students at both Carnell and Jenks A&S completed the survey in 2015-2016.
- Similar to the overall District and Charter trend, teacher response rates at two of the four SRI schools decreased from 2014-2015 to 2015-2016 (Arthur and Tilden). The two schools that had an increased teacher response rate (Carnell and Jenks A&S) were also above the 2015-2016 District and Charter response rate average.
- Students at two of the four SRI schools (Tilden and Carnell) indicated low percentages of positive responses on the Safety/Building Conditions sub-construct. These results suggest this should be an area of focus for these schools, if possible.
- At all four SRI schools, teachers were the least likely to select the most positive response to Climate questions across both school years. However, both Carnell and Tilden saw a seven percentage point increase in teachers responding most positively to Climate items.
- There were only two instances where a group felt more positive with regards to Instruction in 2015-2016 compared to 2014-2015: students at Arthur and teachers at Tilden. In all other cases, the percentage of respondents selecting the most positive response to Instruction questions either stayed the same or decreased over the two years.

7. SURVEYS

7.1. District-wide surveys (DWS)

Surveys were launched April 3, 2017. In partnership with the FACE Office, ORE has led DWS workshops, with a focus on the Parent & Guardian surveys, for SAC members, Parent Liaisons, Bilingual Counselors, and Americorps VISTAs. The collaboration with FACE has allowed ORE to produce a "Tips & Strategies" for increasing Parents & Guardian response rates sheet that has been shared widely with stakeholders.

Last year, 73,187 students, 25,911 parents, 5,688 teachers and 198 principals participated in the District-wide survey program in 2015-2016. This was up from 46,695 students, 13,360 parents, 5,423 teachers and 156 principals in 2014-2015.

7.2. Senior Exit Surveys

The Senior Exit Survey is intended to understand the post-secondary plans of graduating, high school seniors, as well as to get their feedback on the support they received in preparing for college and career. During the 2015-2016 school year, 5,748

12th graders participated in the District-wide senior exit survey. The response rate of 82% was an increase from 77% in 2014-2015. The 2016-2017 survey will launch on May 1, 2017.

7.3. Pre-K Parent Survey

The Pre-K parent survey was launched on May 18, 2016. It was developed to gain parent/guardian feedback on their experiences with their child's pre-k program. This school year's Pre-K parent survey also includes questions about parents'/guardians' plans for sending their child to Kindergarten and the Kindergarten choice process. The response rate from the first year of the pre-k survey (SY 2015-16) was 5%, with 150 respondents from School District of Philadelphia (SDP) sites and 320 respondents from partner provider sites, for a total of 470 respondents. This year's survey will open on April 20, 2017, and ORE has met with staff from the Office of Early Childhood Education and presented at a parent Policy Council meeting to improve outreach and response rates.

7.4. School Support Census

A total of 213 District K-12 schools (98%) participated in the 2015-2016 School Support Census, which was designed to establish a comprehensive listing of all external support relationships in place at District schools. Schools reported an average of 18.2 supports across a variety of impact areas, with variation by school type. The Office of Strategic Partnerships is using the completed database to help match schools with partners that meet their students' needs. The 2016-2017 School Support Census has a planned launch date of April 25, 2017, and is utilizing Google Drive to make participation more convenient for participating principals and staff.

8. ACCOUNTABILITY FRAMEWORKS

8.1. School Progress Reports (SPR)

The 2015-2016 School Progress Reports (SPR) were released on January 31, 2017. These reports represent the fourth year for which the SPR has been produced. Two-hundred and twenty-one reports were released for SDP District schools, as well as 103 reports for charter schools (98% of all eligible charter schools). Twenty-one percent of district schools, serving roughly 29,000 students, were in the top two tiers for their Overall score. More than half of district schools (115) saw an increase in their Overall SPR score, with the biggest improvements in the Climate domain: nearly three-quarters (160) of district schools saw an increase in their Climate domain score.

Prior to the public release of the SPR, the District Performance Office met with all Assistant Superintendents and attended 11 network meetings to review reports with principals. Subsequently, DPO has also presented to SAC members and met with leaders of roughly half a dozen schools in order to increase understanding of the SPR across the district.

DPO also conducted supplemental analyses aimed at understanding the relationship between school instructional and climate supports and SPR scores. New analyses demonstrated that schools with ELS showed larger gains in their K-2 reading performance and Achievement domain scores than schools that did not have ELS. These gains increased with the length of time for which ELS had been in place: schools that had ELS beginning in 2014-2015 showed a 3.1 percentage point gain in K-2 reading, compared to a gain of 0.1 percentage points for schools that did not have ELS. Similarly, with the exception of schools that began PBIS training in 2013-2014, schools that have had PBIS for a longer period of time tend to have larger improvements in their attendance scores and smaller or no declines in their suspension scores.

8.2. Alternative Education Progress Reports (AEPR)

In spring 2016, DPO partnered with the Opportunity Network to pilot the Alternative Education Progress Reports (AEPR). Modeled after the SPR, the AEPR evaluates alternative programs serving District students against rigorous measures of academic achievement and progress, climate, and college & career readiness. In this first year, reports reflecting performance in the 2014-2015 school year were produced for 19 alternative programs.

Revision of the AEPR is underway, with the release of the 2015-2016 AEPR anticipated in June 2017. To facilitate this revision, DPO has conducted "deep dive" meetings with Opportunity Network staff and key program partners to review -- and, where necessary, modify -- the metrics against which programs will be evaluated moving forward. The AEPR will be incorporated into the Opportunity Network's new contracts with providers, scheduled to take effect on July 1, 2017.

9. EXTERNAL RESEARCH (see pp.33-38 for lists of new proposals and ongoing projects)

Fifty-five applications were received by the Research Review Committee (RRC) during the first three quarters of the 2016-2017 fiscal year, an average of about eight proposals per month (the RRC does not meet in August or December). Approximately 45 existing research projects, with approval preceding July 2016, are also still active.

9.1. Applications through Q3

Between July 2016 and March 2017, the RRC received 55 proposals from 35 organizations or universities. Entities that have submitted the most proposals during this time are: Drexel University (n=4), Temple University (n=4), the University of

Pennsylvania (n=4), and American Institutes for Research (AIR, n=4), Research for Action (n=3), the Philadelphia Department of Health Division of Chronic Disease Prevention (n=3), and the Children's Hospital of Philadelphia (n=3). **Approximately 69% of proposals were approved for the 2016-2017 schoolyear-to-date.**

9.2. Applications, Previous Years

Forty-five currently active research proposals from 25 organizations pre-date July 2016, with the highest percentage of proposals coming from the University of Pennsylvania (24%, n=11) and Drexel University (11%, n=5). Other prominent organizations include Temple University, the Children's Hospital of Philadelphia, Mathematica Policy Research, Inc., and Walden University.

9.3. Application Type

The RRC accepts five types of proposals - national surveys, dissertations, academic studies, program evaluations, and grant-mandated evaluations. The most common submission type were program evaluations (36%, n=20), followed by academic studies (20%, n=11) and dissertations (20%, n=11), grant-mandated evaluations (13%, n=7), and national surveys (11%, n=6).

9.4. Schools

Approximately 162 schools have been involved in 2016-2017 approved studies during the year thus far, with some schools hosting multiple projects. The largest approved study involves 61 schools in total, and is being conducted by the Philadelphia Department of Health Division of Chronic Disease Prevention. This number does not reflect the amount of schools involved in previously approved RRC studies.

9.5. Research Forums

In November 2016, ORE began offering a monthly Research Partnerships and Tiered Evidence Forum. The goal of this forum is to provide external researchers with information about District standards and procedures for conducting research and applying for access to District data. Since November 2016, more than 100 program staff, researchers, students, and other stakeholders from a variety of organizations and universities have attended. Organizations with the highest staff attendance are: the University of Pennsylvania (n=18), the Public Health Management Corporation (n=6), and Drexel University (n=6).

10. DATA DISSEMINATION AND DATA REQUESTS

10.1. School Profiles

SDP's online School Profiles are an important resource for families, members of the Philadelphia community, and staff alike. Utilizing the newly acquired Business Intelligence tool (Qlik) for data visualization, DPO is redesigning School Profiles to be more interactive, informative and user-friendly. Version 1.0 of the re-designed School Profiles will be released on August 1 as part of the launch of SDP's new website.

10.2. Dashboards

Dashboards provide timely, relevant, and actionable information to District leaders, administrators, and principals on the state of the city's students, the city's schools, and a wide spectrum of central office services. Utilizing the newly acquisitioned Business Intelligence tool (Qlik) for data visualization and reporting, DPO is redesigning the Performance Management Dashboard (PMD). The PMD provides monthly climate data and quarterly academic performance data. DPO is also working in partnership with Educational Technology to redesign the SchoolNet KPI Dashboard to align with the Superintendent's Action Plan 3.0 with a focus on attendance, literacy, and math performance. Version 1.0 of the redesigned PMD and SchoolNet KPI dashboards will launch in July and be rolled-out to Assistant Superintendents and Principals prior to the start of the school year.

10.3. Data (see pp. 18-32 for a list of data requests)

On the School District of Philadelphia website, DPO publishes longitudinal datasets spanning various operational, school, and student performance areas. The public release of this data supports our goals to promote greater transparency and community engagement. Published longitudinal datasets include:

SDP Employee Information:
Employee Data—Quarterly

SDP School Information:
Enrollment/Demographics—Annual

Master School List—Annual

Serious Incidents—Annual

Suspensions—Annual

Teacher Attendance—Annual

Average Daily Attendance (students)—Annual

PreK School Information—Annual

Graduation Rates (first-time 9th grade cohort)—Annual

School Catchment Areas:
ES Catchment—Annual
MS Catchment—Annual
HS Catchment—Annual

SDP Budget:
Expenditure Information—Annual

PSSA & Keystone Data:
Keystone Actual—Annual
Keystone AYP—Annual
PSSA Actual—Annual
PSSA AYP—Annual

School SPR Data:
School Progress Report—Annual
Districtwide Scorecard—Annual

Data Requests
ORE and DPE jointly utilize an online Data Request Form to collect and process internal and external data requests, for both research and non-research related inquiries. Included below are requests received through the online Data Request Form in 2015-16 and 2016-17 (YTD).

Requests Received by Month
SY2015-2016 & SY2016-2017 (through March)

	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
2015-2016	15	5	6	15	4	4	12	7	6	19	6	13
2016-2017	24	22	16	15	12	6	12	8	16			
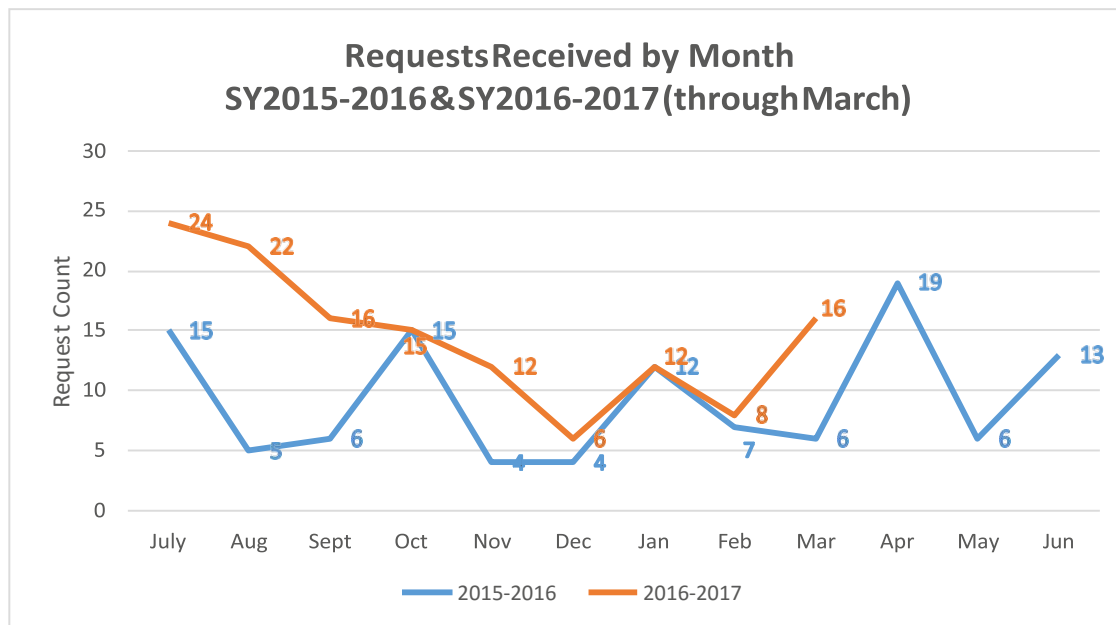
EOY SY2015-2016	YTD SY2015-2016	YTD SY2016-2017
112	74	131

Data Requests Submitted July 2015-March 2017

Request	Organization	Data Request	Reporting Level	Sub-Group	Time Period
1	Student	Attendance Rate, Dropout Rate, Graduation Rate, In-School Suspensions, Out-of-School Suspensions, Retention Rate, Serious Incidents	District, Learning Network, School	Gender, Grade Level, Economic Disadvantage, Race/Ethnicity	2013-14, 2014-15, 2015-16
2	School District of Philadelphia (Central Office)	Attendance Rate, College Matriculation Rate, Graduation Rate, Keystone Growth (AGI), Keystone Proficiency, Out-of-School Suspensions	District, School		2015-16
3	Thomas B. Fordham Institute	Due process policies for tenured teachers	District		2013-14, 2014-15, 2015-16
4	Drexel University	ACCESS Growth, ACCESS Proficiency, AP/IB Participation & Performance, College Matriculation Rate, Credit Accumulation, Dropout Rate, Early Literacy, Graduation Rate, In-School Suspensions, Keystone Growth (AGI), Keystone Proficiency, Out-of-School Suspensions, PSSA Growth (AGI), PSSA Proficiency, Retention Rate, SAT/ACT Participation & Performance, Serious Incidents, Teacher Attendance	District, Learning Network, School	Gender, Grade Level, Economic Disadvantage, English Language Learners, Race/Ethnicity, Special Education	2013-14, 2014-15, 2015-16
5	School District of Philadelphia (School-Based)	College Matriculation Rate	Small Learning Community (student IDs provided)		Grads from 2010-2015
6	School District of Philadelphia (Central Office)	Attendance Rate, Credit Accumulation, In-School Suspensions, Keystone Proficiency, Out-of-School Suspensions, PSSA Proficiency	District, School		2015-16
7	School District of Philadelphia (Central Office)	Enrollment/Demographics	School	Grade Level, Economic Disadvantage, English Language Learners, Race/Ethnicity, Special Education	2015-16
8	School District of Philadelphia (Central Office)	Teacher Vacancies	District		2014-15, 2015-16

9	School District of Philadelphia (Central Office)	College Matriculation Rate	District, School		2015-16
10	Philadelphia School Partnership	Dropout Rate, Graduation Rate, Keystone Growth (AGI), Keystone Proficiency, PSSA Growth (AGI), PSSA Proficiency	District, School	Gender, Grade Level, English Language Learners, Race/Ethnicity, Special Education	2013-14, 2014-15, 2015-16
11	School District of Philadelphia (Central Office)	Attendance Rate, Credit Accumulation, Early Literacy, In-School Suspensions, Keystone Growth (AGI), Keystone Proficiency, Out-of-School Suspensions	School	Grade Level	2013-14, 2014-15, 2015-16
12	School District of Philadelphia (Central Office)	PSSA Proficiency	Student*		2015-16
13	School District of Philadelphia (Central Office)	Early Literacy, Graduation Rate, Keystone Proficiency, PSSA Proficiency, Retention Rate	School		2014-15, 2015-16
14	School District of Philadelphia (Central Office)	Keystone Proficiency, PSSA Proficiency	School		2014-15, 2015-16
15	School District of Philadelphia (Central Office)	Early Literacy	District, Learning Network, School		2015-16
16	School District of Philadelphia (Central Office)	PSSA Growth (AGI), Reading and Math Growth	School, Student*	Kindergarten marker	2014-15, 2015-16
17	School District of Philadelphia (Central Office)	Attendance Rate, Early Literacy, In-School Suspensions, Keystone Proficiency, Out-of-School Suspensions	District, School	Grade Level	2015-16
18	School District of Philadelphia (Central Office)	Attendance Rate, Early Literacy, In-School Suspensions, Keystone Proficiency, Out-of-School Suspensions, PSSA Proficiency	District, Learning Network, School	Grade Level	2015-16
19	School District of Philadelphia (Central Office)	Keystone Growth (AGI), Keystone Proficiency, PSSA Growth (AGI), PSSA Proficiency	School		2014-15, 2015-16

20	Yale University	Attendance Rate, Graduation Rate, SAT/ACT Participation & Performance, School Demographics	District, School		1910-present
21	School District of Philadelphia (Central Office)	PSSA Proficiency	District		2014-15, 2015-16
22	School District of Philadelphia (Central Office)	PSSA Proficiency	District		2015-16
23	School District of Philadelphia (Central Office)	ACCESS Growth, ACCESS Proficiency	District, School, Student*		2014-15, 2015-16
24	School District of Philadelphia (Central Office)	Keystone Proficiency, PSSA Proficiency	District	Grade Level	2014-15, 2015-16
25	School District of Philadelphia (Central Office)	Grade Distribution	District, Learning Network, School, Subject area	Grade Level	2015-16
26	School District of Philadelphia (Central Office)	Attendance Rate, In-School Suspensions, Out-of-School Suspensions, Absences	District, School	Grade Level	2015-16
27	School District of Philadelphia (Central Office)	Keystone Proficiency, PSSA Proficiency	District, Learning Network, School		2014-15, 2015-16
28	Steppingstone Scholars	AP/IB Participation & Performance, Attendance Rate, College Matriculation Rate, Credit Accumulation, Dropout Rate, Graduation Rate, Keystone Growth (AGI), Keystone Proficiency, PSSA Growth (AGI), PSSA Proficiency, Retention Rate, SAT/ACT Participation & Performance	District, Learning Network, School, Teacher*, Student*	Grade Level, Economic Disadvantage, Race/Ethnicity, Special Education	2015-16, SY 16-17
29	Gear UP	SAT/ACT Participation & Performance	School		2015-16
30	School District of Philadelphia (Central Office)	Keystone Proficiency	District		2015-16

31	School District of Philadelphia (Central Office)	Enrollment numbers	School	Grade Level	2015-16
32	School District of Philadelphia (Central Office)	Attendance Rate	District, School, High Schools ONLY	Grade Level, 9th Grade	2014-15, 2015-16
33	Chester County Intermediate Unit	Math & Science data	Teacher*, Student*	Math & Science students of MSP grant participating teachers	2015-16
34	School District of Philadelphia (Central Office)	PSSA Proficiency	Student*		2015-16
35	School District of Philadelphia (Central Office)	Early Literacy	Learning Network	Grade Level	2015-16
36	School District of Philadelphia (Central Office)	Teacher Attendance, PSSA Proficiency	District, School		2015-16
37	School District of Philadelphia (Central Office)	College Matriculation Rate	Student*		most recent available
38	School District of Philadelphia (Central Office)	Attendance Rate, College Matriculation Rate, Credit Accumulation, Dropout Rate, Graduation Rate, Keystone Growth (AGI), Keystone Proficiency, Retention Rate, Serious Incidents	Philadelphia Neighborhood High Schools		2015-16
39	Philadelphia Education Fund	College Matriculation Rate, Enrollment STATA code	N/A		2014-15, Any period for the cut-off ranges, and whether they have changed.
40	Springboard Collaborative	Attendance Rate, Early Literacy, Teacher Attendance	Learning Network, School, Teacher*, Student*	Gender, Grade Level, Economic Disadvantage, English Language	2013-14, 2014-15, 2015-16

				Learners, Race/Ethnicity, Special Education	
41	School District of Philadelphia (Central Office)	Early Literacy	Student*		2015-16
42	American Institutes for Research	Attendance Rate, Graduation Rate, In-School Suspensions, Out-of-School Suspensions, Retention Rate, See description below	Student*	Gender, Grade Level, Economic Disadvantage, English Language Learners, Race/Ethnicity, Special Education	2015-16, 2016-17
43	Pennsylvania Department of Education	AP/IB Participation & Performance, SAT/ACT Participation & Performance, NOCTI, PSAT	School	Grade Level	2015-16
44	Student	Graduation Rate, Out-of-School Suspensions	District	Race/Ethnicity	2014-15, 2015-16
45	School District of Philadelphia (Central Office)	Early Literacy	District	Grade Level	2015-16
46	School District of Philadelphia (Central Office)	Enrollment, School Counts	District		2015-16, 2016-17
47	U.S. Department of Education	School List	District		2015-16
48	School District of Philadelphia (School-Based)	Teacher Attendance	Teacher*	Race/Ethnicity	2013-14, 2014-15, 2015-16
49	School District of Philadelphia (Central Office)	Climate Data	School		2014-15, 2015-16
50	School District of Philadelphia (School-Based)	Attendance Rate, PSSA Growth (AGI), PSSA Proficiency, Reading Level and Math levels	Student*		2015-16

51	School District of Philadelphia (Central Office)	Early Literacy	District, Learning Network, School	Grade Level	2015-16, 2016-17
52	Univ of Delaware: School of Public Policy and Administration	School Shutters from 2000-2015	District, School, Teacher*, Student*		2000-2015
53	School District of Philadelphia (Central Office)	Attendance Rate, College Matriculation Rate, Dropout Rate, Graduation Rate, Keystone Proficiency, SAT/ACT Participation & Performance	School		2013-14, 2014-15, 2015-16, 2012-13
54	School District of Philadelphia (Central Office)	Graduation Rate	Learning Network		2013-14, 2014-15, 2015-16
55	School District of Philadelphia (Central Office)	PSSA/Keystone attribution	District		2014-15, 2015-16
56	Children's Literacy Initiative	Attendance Rate, Early Literacy, PSSA Growth (AGI), PSSA Proficiency, Teacher Attendance, DRA, AIMSweb, teacher survey data	School	Grade Level, Economic Disadvantage, English Language Learners, Race/Ethnicity	2014-15, 2015-16
57	Navy Recruiting	military request	Student*	Grade Level	2016-2017
58	Brown University	20 Lowest Performing Schools	District		2014-15
59	School District of Philadelphia (Central Office)	Attendance Rate, Graduation Rate, In-School Suspensions, Keystone Proficiency, Out-of-School Suspensions, PSSA Proficiency	District		2013-14, 2014-15, 2015-16, Last 5 years
60	School District of Philadelphia (Central Office)	Attendance Rate, In-School Suspensions, Out-of-School Suspensions	School, Neighborhood High Schools	Grade Level	2015-16
61	School District of Philadelphia (Central Office)	Graduation Rate	Learning Network, School		2015-16

62	School District of Philadelphia (Central Office)	SPR	District		2014-15
63	School District of Philadelphia (School-Based)	Grades	Student*	Gender, Grade Level, Economic Disadvantage, English Language Learners, Race/Ethnicity, Special Education	2015-16
64	School District of Philadelphia (Central Office)	Student Count for Graduation on certain dates	District		2015-16
65	School District of Philadelphia (Central Office)	Keystone Proficiency, PSSA Proficiency, CEP Economically Disadvantaged Rate	District, School		2015-16, 2016-17
66	School District of Philadelphia (Central Office)	Attendance Rate, Out-of-School Suspensions	School	Grade Level	2016-17 (through October)
67	School District of Philadelphia (Central Office)	Keystone Proficiency, PSSA Proficiency	School		2016-17
68	School District of Philadelphia (School-Based)	Retention Rate	School	Special Education	2015-16
69	School District of Philadelphia (Central Office)	Graduation Rate	Student*		2015-16
70	School District of Philadelphia (Central Office)	Early Literacy	District, Learning Network	Grade Level	2015-16
71	School District of Philadelphia (Central Office)	Learning Network Map	Learning Network, School		2016-17

72	Council of the Great City Schools	PSSA Mean Scale Scores for grade 4 and 8 in 2009, 2011, 2013, 2015	District		2014-15, 08-09, 10-11, 12-13
73	Internet Essentials, Comcast	2016 District-wide Survey, Parent and Student Versions	Student*, Parent	Gender, Grade Level, Economic Disadvantage, English Language Learners, Race/Ethnicity, Special Education	2015-16
74	School District of Philadelphia (School-Based)	Attendance Rate, Out-of-School Suspensions	School, Teacher*, Student*, Please see note provided in the data request...		2016-2017
75	School District of Philadelphia (Central Office)	9th Grade Repeaters	School	Grade Level	2016-17
76	School District of Philadelphia (Central Office)	Attendance Rate, Graduation Rate, PSSA Proficiency, Enrollment	District		2014-15, 2015-16
77	Philadelphia School Partnership	Free From Tape Data File	School		2016-2017
78	School District of Philadelphia (Central Office)	Early Literacy	District, Learning Network, School	Grade Level	2016-17
79	RAND Corporation	Attendance Rate, Keystone Proficiency, PSSA Proficiency	Student*		2013-14, 2014-15, 2015-16, Earlier years as needed to get 8th grade PSSA scores for older students.
80	School District of Philadelphia (Central Office)	Attendance Rate, Out-of-School Suspensions	School, Student*		2010-11 through 2015-2016

81	School District of Philadelphia (Central Office)	Attendance Rate, Graduation Rate, Keystone Growth (AGI), Keystone Proficiency, PSSA Growth (AGI), PSSA Proficiency, Retention Rate	School		2015-16
82	School District of Philadelphia (Central Office)	Attendance Rate	District	Grade Level	2015-16
83	University of Texas at Austin	Youth Risk Behavior Survey	Student*		2015
84	Drexel University, Action for Early Learning Initiative	Attendance Rate, Early Literacy, In-School Suspensions, Out-of-School Suspensions, PSSA Growth (AGI), PSSA Proficiency, KEI, Kindergarten registration, DRAs (first and final marking period), number of days enrolled, total number of absences, number of in- and out-of-school suspension days	District, School, Teacher*, Student*	Gender, Grade Level, Economic Disadvantage, English Language Learners, Race/Ethnicity, Special Education	2013-14, 2014-15, 2015-16, 2015-17 when available
85	Drexel University, Action for Early Learning Initiative	Attendance Rate, Early Literacy, KEI, Kindergarten enrollment,	District, School, Student*	Gender, Grade Level, Economic Disadvantage, English Language Learners, Race/Ethnicity	2014-15, 2015-16, 2016-17 when available
86	School District of Philadelphia (Central Office)	Counts of students	Point Breeze	Count	2016-17
87	School District of Philadelphia (Central Office)	Graduation Rate	Student*		9-10 and 10-11 cohorts
88	School District of Philadelphia (Central Office)	College Matriculation Rate, Graduation Rate, SAT/ACT Participation & Performance, FAFSA	District		2013-14, 2014-15, 2015-16
89	School District of Philadelphia (Central Office)	Catchment	School		2015-16
90	School District of Philadelphia (Central Office)	In-School Suspensions, Out-of-School Suspensions	District, School	Grade Level	2015-16, 2016-17

91	Northwestern University	Teacher Demographic information	School, Teacher*	Race/Ethnicity	2013-14, 2014-15, 2015-16, as far back as possible up to 10 years
92	School District of Philadelphia (Central Office)	Graduation Rate	Student*		11-12 cohort
93	School District of Philadelphia (Central Office)	College Matriculation Rate	Student*		2015-16
94	Statewide Epidemiological Outcomes Workgroup	Youth Risk Behavior Surveillance System	District		2015-16
95	Council of Great City Schools	Provide updates to old data	District	Gender, Grade Level, Economic Disadvantage, English Language Learners, Race/Ethnicity, Special Education	2013-14, 2014-15, 2015-16
96	School District of Philadelphia (Central Office)	College Persistence	District, School		2014-15
97	School District of Philadelphia (Central Office)	Keystone Proficiency, PSSA Proficiency	Student*		2015-16
98	School District of Philadelphia (Central Office)	FAFSA	School		2015-16, 2016-17
99	Philadelphia Education Fund	College Matriculation Rate	School type	None	2013-14, 2014-15, 2015-16, Most recent & any available you can manage

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100	School District of Philadelphia (School-Based)	Out-of-School Suspensions	School	Gender, Grade Level, Economic Disadvantage, English Language Learners, Race/Ethnicity, Special Education	year before PBIS and year after, please refer to proposal # #2016-09-469
101	Boys Latin	College Matriculation Rate, Graduation Rate	District, School, Charter schools	Gender, Race/Ethnicity	2014-15, 2015-16
102	School District of Philadelphia (Central Office)	Out-of-School Suspensions, PSSA Proficiency, Teacher Attendance	School		2014-15, 2015-16, Change from 2014-15
103	Metis Associates	Attendance Rate, College Matriculation Rate, Credit Accumulation, Graduation Rate	Student*		2015-16, 16-17 (college matriculation)
104	School District of Philadelphia (Central Office)	Attendance Rate, Keystone Proficiency, PSSA Proficiency	Student*		2015-16
105	School District of Philadelphia (Central Office)	In-School Suspensions, Keystone Proficiency, Out-of-School Suspensions, PSSA Proficiency	Student*		2015-16
106	Philadelphia School Partnership	Enrollment by school and home address	Student*	Gender, Grade Level, Economic Disadvantage, English Language Learners, Race/Ethnicity, Special Education	2015-16
107	School District of Philadelphia (Central Office)	ACCESS Proficiency, AP/IB Participation & Performance, Attendance Rate, College Matriculation Rate, Graduation Rate, Keystone Proficiency, Out-of-School Suspensions, PSSA Proficiency, Retention Rate, SAT/ACT Participation & Performance, Enrollment	District, School, Student*	Gender, Grade Level, Economic Disadvantage, English Language Learners, Race/Ethnicity, Special Education	2015-16, Past five years (graduation data)
108	Springboard Collaborative	Early Literacy	Teacher*	Grade Level	2015-16

109	School District of Philadelphia (School-Based)	Attendance Rate, Credit Accumulation, Dropout Rate, Graduation Rate, Out-of-School Suspensions	District, School	Gender, Grade Level, English Language Learners, Race/Ethnicity, Special Education	2014-15, 2015-16, 2016-17
110	Cornell University	School rosters	One row per individual		2016-2017 (current rosters)
111	School District of Philadelphia (Central Office)	Feeder Pattern Data	District, Learning Network, Student*	Grade Level	2015-16, 2016-17
112	School District of Philadelphia (School-Based)	College Matriculation Rate	School	Race/Ethnicity	2013-14, 2014-15, 2015-16
113	School District of Philadelphia (Central Office)	Demand Data	School	By Catchment	2016-2017
114	Guttmacher Institute	YRBS	Student*		2009-2015
115	School District of Philadelphia (Central Office)	Credit Accumulation	District, School		2014-15, 2015-16
116	Arkansas State University	# of students with severe and profound disabilities	District, Student*	Special Education	2015-16
117	School District of Philadelphia (Central Office)	FAFSA	District, School		2016-17
118	University of Pennsylvania, Graduate School of Education	Math Benchmark Data	Learning Network, School, NN2 elementary school only	Grade Level, de-identified - without any student identification	2015-16, 2016-17
119	School District of Philadelphia (Central Office)	Dropout Rate, Graduation Rate	School, Student*		2014-15
120	School District of Philadelphia (Central Office)	Enrollment	School		2015-16, 2016-2017

121	Andrew Jackson Elementary	past enrollment projections and inputs to current/recent enrollment projections	School, class, grade, catchment as specified in the request.	Grade Level, Economic Disadvantage, English Language Learners, Race/Ethnicity, Special Education	2013-14, 2014-15, 2015-16, 2016-17, 2017-18 (projected)
122	School District of Philadelphia (Central Office)	Matriculation by college from Boys Latin	School		2013-14,2014-15,2015-16
123	School District of Philadelphia (Central Office)	Teacher Attendance	District, Learning Network, School, Teacher*, Graphs showing the trends across the district for all years would be ideal, and then individual per school for 15/16 only.		2013-14, 2014-15, 2015-16, 12/13 as well if available, if not then just back to 13/14 is fine.
124	School District of Philadelphia (Central Office)	Student to Teacher ratio	school group (middel, HS, elem), school type (neigborhhood, automoby, special admit, etc.)	Grade Level	2013-14, 2014-15, 2015-16, 2011-2012, 2012-2013
125	School District of Philadelphia (Central Office)	Out-of-School Suspensions	District	Grade Level, Race/Ethnicity	See above
126	Drexel University, Action for Early Learning Initiative	Attendance Rate, Early Literacy, KEI, Kindergarten enrollment,	District, School, Student*	Gender, Grade Level, Economic Disadvantage, English Language Learners, Race/Ethnicity	2014-15, 2015-16, 2016-17 when available

127	Drexel University, Action for Early Learning Initiative	Attendance Rate, Early Literacy, In-School Suspensions, Out-of-School Suspensions, PSSA Growth (AGI), PSSA Proficiency, KEI, Kindergarten registration, DRAs (first and final marking period), number of days enrolled, total number of absences, number of in- and out-of-school suspension days	District, School, Teacher*, Student*	Gender, Grade Level, Economic Disadvantage, English Language Learners, Race/Ethnicity, Special Education	2013-14, 2014-15, 2015-16, 2015-17 when available
128	School District of Philadelphia (Central Office)	Learning Network Map	Learning Network, School		2016-17
129	Metis Associates	Attendance Rate, College Matriculation Rate, Credit Accumulation, Graduation Rate	Student*		2015-16, 16-17 (college matriculation)
130	School District of Philadelphia (School-Based)	Attendance Rate, Credit Accumulation, Dropout Rate, Graduation Rate, Out-of-School Suspensions	District, School	Gender, Grade Level, English Language Learners, Race/Ethnicity, Special Education	2014-15, 2015-16, 2016-17
131	School District of Philadelphia (Central Office)	Feeder Pattern Data	District, Learning Network, Student*	Grade Level	2015-16, 2016-17

External Research Proposals Approved July 2016- March 2017

New	Proposal	Title
1	2016-07-451	ED School Climate Surveys (EDSCLS) 2017 Benchmark
2	2016-07-452	The Pennsylvania Kindergarten Entry Inventory Validation Study
3	2016-07-453	Study of Title I Schoolwide and Targeted Assistance Programs
4	2016-07-454	Evaluating the Healthy Kindergarten Initiative - a Nutrition, Physical Activity and Local Food Education Program
5	2016-07-455	Urban Teachers' Experiences with Service-Learning
6	2016-07-456	Preventing Physical, Relational, and Cyber-Bullying within Urban Schools: A Multi-Component Intervention (The PRAISE Program)
7	2016-07-457	Planting Science: Digging Deeper Together - A Model for Collaborative Teacher/Scientist Professional Development
8	2016-07-458	Evaluation of a Population-Based Mental Health Assessment to Intervention Model
9	2016-09-459	Role of Alcoholic Disparities in HIV Risk among Sexual Minority Youth
10	2016-09-460	Grant Mandated Evaluation - Math/STEM/Science Partnership
11	2016-09-461	The Impact of the "New Faces" Program at Roxborough High School on Participant Persistence, Completion, and Post-Secondary Enrollment
12	2016-09-462	Exploring General Education Teachers' Understanding of Evidence-Based Practice; A Collective Case Study
13	2016-09-463	The Leadership Qualities of Successful Urban Elementary School Principals and Their Roots
14	2016-09-464	Everyday Mindfulness in Schools: An Evaluation of Mindfulness-Based Training for Teachers
15	2016-09-465	Families and Schools Together
16	2016-09-466	Community Innovation Zone: Autism Placement and Progress in Philadelphia
17	2016-09-467	Evaluating the AFSP More than Sad School-Based Suicide Prevention Program
18	2016-09-468	District-Wide Assessment of Elementary Schools' Physical Activity Practices
19	2016-09-469	The Effects of Positive Behavior and Intervention Supports (PBIS) in Reducing Suspensions of Latino Students
20	2016-09-470	NSF Robotics Research Experience for Middle School Teachers Site Research
21	2016-09-471	Developing Formative Assessment Tools and Routines for Additive Reasoning
22	2016-09-472	Career Vitality in a Challenging Context: Experiences of Urban Principals
23	2016-09-473	P3 Communities of Practice: How do STEM PD and Coaching Impact Teachers' Confidence and Comfort with STEM Topics?
24	2016-09-474	Playworks Evaluation to Ensure Program Quality
25	2016-10-475	School-Resuscitation Training: Advancing the Student Program for Olympic Resuscitation in Schools (SPORTS 2.0)
26	2016-10-476	Re-Imagining the High School Experience: Supporting the 9th Grade Transition
27	2016-10-477	PA Youth Risk Behavior Survey (YRBS) - Healthy PA Youth Survey

28	2016-11-478	Engineering Expansive Learning for Boys of Color: A Focus on Practice & Identity
29	2016-11-479	Strengthening Community Partnerships in the Arts: Evaluation Study
30	2016-11-480	AT&T Aspire Connect to Success Program Evaluation
31	2016-11-481	Evaluation of Congreso's Exito Program Replication at Kensington CAPA High School
32	2016-11-482	UACS Evaluation and Survey Partnership at Benjamin B. Comegys and Henry C. Lea Community Schools
33	2016-11-483	ED School Climate Surveys (EDSCLS) 2017 Benchmark
34	2016-11-484	A Quantitative Study Designed to Define the Expectations of Parental Involvement in Order to Effectively Support Student Achievement
35	2016-12-485	Teach for America Corps' Members Perceptions of Classroom Self-Efficacy
36	2017-01-486	The Barnes' Foundations Look! Reflect! Connect! Program Evaluation
37	2017-01-487	Student Evaluation of Philadelphia-based Museum Experience Called Unpacking the Past
38	2017-01-488	Measures of Progress Related to the Read by 4th Campaign
39	2017-01-489	Enhancing Discussion Based Learning in an Elite Magnet School
40	2017-01-490	Multi-Method Evaluation Plan: Bringing Libraries and Schools Together (BLAST)
41	2017-01-491	Evaluation of a Professional Development Program to Increase Trauma Awareness among Head Start Staff: Phase I, Administrators
42	2017-01-492	Investigating "Safe Space" within Creative and Performing Arts High School Vocal Programs
43	2017-02-493	Evaluation of Children's Literacy Initiative's Blueprint for Early Literacy Pre-K Curriculum Supplement with Professional Development
44	2017-02-494	Implementation of PBIS: An Investigative Study of Middle School Students in an Urban District
45	2017-02-495	SentenceWeaver Pilot Study
46	2017-02-496	Validating the School Outcomes Measure (SOM): An Outcomes Measure for Students Who Receive School-based Occupational Therapy and Physical Therapy
47	2017-02-497	2017 National Youth Tobacco Survey (NYTS)
48	2017-02-498	A Study of African American Males' College Readiness Through the Public School District
49	2017-02-499	Youth Risk Behavior Survey (YRBS) Analysis and Report
50	2017-02-500	Evaluating After-School All Stars (ASAS) Philadelphia
51	2017-02-501	SHARP and SIHLE
52	2017-03-502	Exploring African American High School Age Males' Perceptions of Agricultural Related Youth Programs in Urban Settings
53	2017-03-503	Healthy Schools Evaluation
54	2017-03-504	National Longitudinal Transition Study of 2012 (NLTS 2012) Phase II Transcript Collection
55	2017-03-505	Evaluation of Mural Arts Program's Arts Integration Program Year 2

Ongoing External Research

Ongoing	Proposal	Title
1	201511356	Evaluation of Philadelphia Education Fund's Early Warning System Program
2	201601404	Students' Experiences and Perceptions Related to the College Culture at their Urban High School
3	201505360	Comparison of Behavior/Academic Performance in Big Brothers Big Sisters Site-Based Participants and Non-Participants in Philadelphia Public Schools
4	201207096	21 st CCLC Cohort 6 Data of Five Philadelphia Schools for PPI CS, PA Grantee Report System and Yearly Evaluation by Bucks County Intermediate Unit #22
5	201605433	Social-motor Functioning in Autism Spectrum Disorder
6	201207099	Targeting School Climate & Children's Behavioral Health in Urban Schools
7	201509381	A Hybrid Effectiveness-Implementation Trial of Group CBT in Urban Schools
8	201606447	Evaluation of The Claymobile Outreach Programing in Philadelphia Public Schools (K-12)
9	201401264	McMichael's School Improvement Process and Sustainability: What Can a University-Assisted School Strategy Provide?
10	201409308	Creating an Early Childhood Education System in West Philadelphia
11	201507378	School Justice Collaboration Program: Keeping Kids in School and Out of Court
12	201511399	Action for Early-Learning Early Childhood Initiative: Community Innovation Zone Grant
13	201605436	A Comparison of the Effectiveness of Drexel University's EAT.RIGHT.NOW. High School and Cooking Club Curricula
14	201411318	AT&T Aspire High School Success Initiative Program Evaluation, College Possible - Philadelphia
15	201510390	Closing the Achievement Gap for Low-Income Students through Non-Cognitive Skill Development
16	201310246	National College Ready Survey
17	201412328	Head Start Family and Child Experiences Survey (FACES) 2014-2018
18	201309239	Growing Together: University-Assisted Community Schools Partnerships Using Community Food Systems as a Context for Youth Empowerment
19	201401263	Life Skills Training Program: Pre/Post Test Evaluation Tool
20	201203074	LEGACY Together: Strengthening Afterschool Programs
21	201602413	BE PROUD! BE RESPONSIBLE! BE PROTECTED! and HYPE in Philadelphia (BE-HIP)
22	201008055	Ongoing Analysis of Student Academic Performance in grades 6-12, progress towards high school graduation, and College Matriculation of Project Forward Leap participants in the School District of Philadelphia
23	201406294	Efficacy of ALEKS for Improving Student Algebra Achievement
24	201407296	Evaluation of the Carnegie Corporation's Opportunity by Design Initiative
25	201605441	Evaluation of Philadelphia Academies, Inc.'s All-Academy High School Model
26	201606448	Drexel University's 21st Century Community Learning Center Evaluation
27	201504353	Youth risk and the youth risk behavior survey: Homelessness in Philadelphia
28	201511394	Philadelphia Postsecondary Pathways
29	201410314	CAREER: Algebraic Knowledge for Teaching in Elementary School: A Cross-cultural Perspective

30	201606445	The Situated Cognitions and Practices of Teachers and Teacher Candidates Who Participated in a Foundational Course on Teaching English Learners
31	201605439	Families and Schools Together: An Innovative, Targeted Strategy for Removing Key Barriers to School Turnaround
32	201402274	Study of TWI program at Southwark Elementary
33	201408304	Multimodal Composing in High School Makerspaces: Understanding Relationships between 21st Century Standards, Writing, and Media Production
34	201412331	The Use of Teach Town Technology in Autism Support Classrooms
35	201507366	Comprehensive Examination of the Kindergarten Classroom Engagement scale
36	201507377	Civic Opportunities for Philadelphia High School Students
37	201604427	Autism Intervention Research - Behavioral 3
38	201605432	The Effect of School-Based Behavioral Health Programs on Children's Behavioral Health Functioning and School Outcomes
39	201502340	Team Functioning in School Mental Health Teams
40	201606450	ZOO/ Efficacy Evaluation of Zoology One: Kindergarten Research Labs
41	201501337	Elementary School Excellence Study
42	201605435	Influence of Intercultural Experiences Abroad on Urban High School Students
43	201606449	Perceptions of General and Special Education Teacher's Self-efficacy in Inclusive Settings
44	201503346	Supporting and Exploring Urban Teachers' Incorporation of iPads for Teaching and Learning
45	201605440	Developing and Implementing an Integrated STEM Curriculum

Recent Study Summaries

STUDY SUMMARY

Anchor Goal 2

Early Literacy Specialists (ELS) in SDP

Program Implementation and Student Literacy Gains, 2015-2016 SY

This brief summarizes the findings of a mixed-methods study conducted by the Office of Research & Evaluation (ORE), which focused on Year 1 implementation of the literacy coaching initiative. Specifically, the study examined the impact of Early Literacy Specialist (ELS) coaches on K-3 teachers' experiences and students' literacy outcomes.

Study Overview

The literacy coaching initiative is part of a three-year district-wide plan to provide high-quality literacy instruction to all students. Starting with the lowest performing elementary schools in Year 1 (2015-16SY), SDP is adding ELS coaches to schools each year until all schools serving K-3 students have a coach. In fall 2015, funded in part by a grant from the William Penn Foundation, 58 SDP schools had an ELS coach. The Year 1 implementation study sought to understand the role of ELS coaches on students' reading levels and the experiences of teachers, coaches, and principals at ELS schools.

Why is this study important to SDP?

- **Literacy coaching is an effective professional development model**, especially for teachers working in urban districts (Blackowicz et al., 2005; Cantrell & Hughes, 2008; Marsh et al., 2008; Sailors & Price, 2010). In particular, literacy coaching has been found to be an effective way to mitigate some of the harmful effects of high teacher and student turnover endemic to large, urban school districts (Allensworth, et al., 2009; Reichardt, 2008)

- **Literacy coaching is linked to increases in early literacy outcomes**. Results from a four-year longitudinal study of a literacy coaching program found students in Kindergarten to 2nd grade experienced literacy gains that were 16% higher in Year 1 and 32% higher in Year 3 than literacy growth in the baseline year (Biancarosa et al., 2010).

- **Anchor Goal 2 (in Action Plan 3.0) is that 100% of 8-year olds will read on grade level.** We wanted to explore the impact of ELS as a strategy for encouraging early literacy growth since this is the first time that ELS was implemented in SDP schools.

What do ELS coaches do?

ELS coaches support students by…

- Promoting and supporting the implementation of research-based teaching practices for literacy
- Improving teacher content knowledge, instructional practices, classroom environments and classroom structure
- Providing content-focused coaching and resources
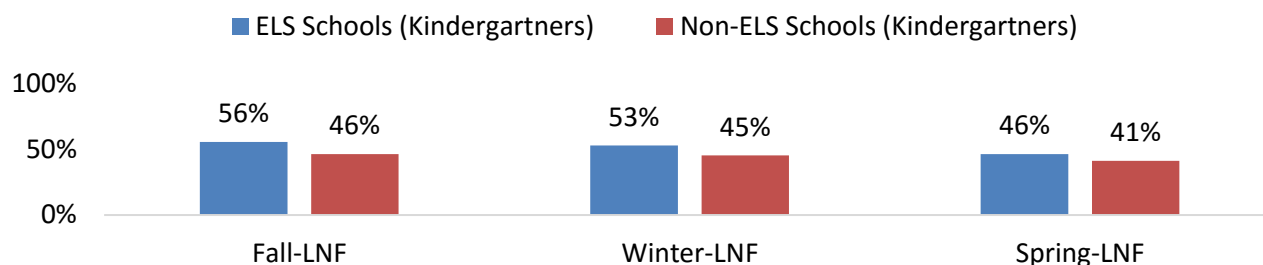

Sample Snapshot

Schools: 58
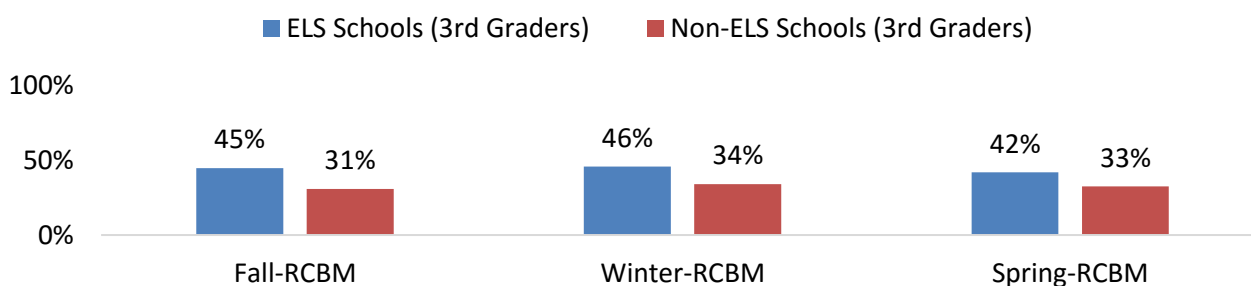**K-3 Students:** 14,337

Students in the sample were:

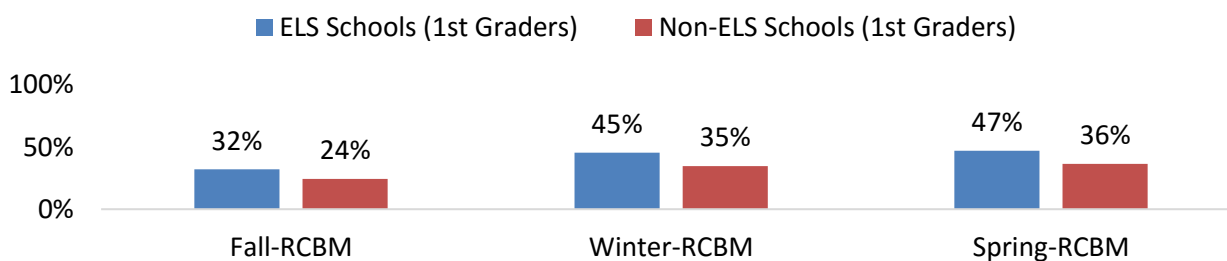|	%
Asian	4%
Black	53%
Latino	29%
Other	8%
White	6%
Female	48%
Male	52%
Special Education	9%
ELL	12%

Year 1 Findings

The percent of *kindergarteners* in ELS Schools identified as needing **Tier 2 support** decreased from 56% to 46% from Fall 2015 to Spring 2016 (blue bars). Because student performance is expected from Fall to Spring, we also find that fewer kindergarteners in non-ELS schools were identified for Tier 2 support (red bars). However, the change in non-ELS schools was not as large as the change in ELS schools.

■ ELS Schools (Kindergartners)   ■ Non-ELS Schools (Kindergartners)

	Fall-LNF	Winter-LNF	Spring-LNF
ELS Schools	56%	53%	46%
Non-ELS Schools	46%	45%	41%

Similarly, the percent of *third-grade students* in ELS schools identified as needing **Tier 3 support** (as measured by the Reading Curriculum-Based Measurement (R-CBM)) decreased from 45% in Fall 2015 to 42% in Spring 2016. During the same time period there was a slight increase in the percent of students in non-ELS schools identified for Tier 3 support. A slightly higher percentage of students in both ELS and non-ELS schools were identified for Tier 3 support on the Winter R-CBM assessment as compared to the Fall R-CBM assessment.

■ ELS Schools (3rd Graders)   ■ Non-ELS Schools (3rd Graders)

	Fall-RCBM	Winter-RCBM	Spring-RCBM
ELS Schools	45%	46%	42%
Non-ELS Schools	31%	34%	33%

Conversely, the percent of *first* and *second grade students* identified as needing **Tier 3 support** increased across the school year for both ELS and non-ELS schools. More research is needed to understand the factors related to the performance of first and second grade students.

■ ELS Schools (1st Graders)   ■ Non-ELS Schools (1st Graders)

	Fall-RCBM	Winter-RCBM	Spring-RCBM
ELS Schools	32%	45%	47%
Non-ELS Schools	24%	35%	36%

The ELS teacher focus groups revealed that the ELS teachers felt that their coach was knowledgeable and able to provide a wide-range of supports. One teacher summarized her feelings this way:

> *"I feel like whatever we knew that we needed help with we were able to express that to them, and then they were able to come through with that type of support."*

STUDY SUMMARY

Anchor Goal 2

K-3 Reading Specialists

Program Implementation and Student Literacy Gains, 2015-2016 SY

This brief summarizes the findings of a quantitative study conducted by the Office of Research & Evaluation (ORE) that focused on the relationship between receiving Reading Specialist support and students' early literacy outcomes.

Guiding Research Questions

Two main research questions were the focus of the study:
1. Is there a relationship between working with a Reading Specialist and student literacy outcomes as measured by DRA scores?
2. Are students who are receiving Reading Specialist support demonstrating improvement in their tiered intervention level as measured by AIMSweb tiers?

Why is this study important to SDP?

- **With a particular expertise in teaching literacy, Reading Specialists are well-positioned to select the research-based instructional approach that works best for specific literacy issues** such as decoding or comprehension. This should increase the likelihood of positive outcomes and ideally begin closing the gap between low-level and on-target readers.

- **The differentiation of instruction provided by the Reading Specialists removes the burden of intensive intervention from the teacher** and thus, all students in the class should be more likely to reach their full reading potential (Connor & Morrison, 2016).

- **Reading Specialists provide individualized student instruction (ISI), which has proven to be highly effective in improving literacy levels of students in grades Pre-K to third** (Conner & Morrison, 2016). The results of Connor et. al.'s 2013, cluster-randomized controlled, longitudinal efficacy study provides evidence that individualized reading instruction is more effective in improving students' reading skills than instruction of similar quality that is not individualized and that the benefits accumulate over time in early elementary students.

- **Anchor Goal 2 from the District's Action Plan 3.0 is that 100% of 8-year olds will read on grade level.** This study examines the Reading Specialists program as a strategy for expediting the early literacy growth of struggling readers.

Program Features

During the 2015-2016 School Year (SY), the School District of Philadelphia (SDP) introduced Reading Specialists to 18 elementary schools.

The Reading Specialist program aims to provide an additional level of early literacy support to Kindergarten to third grade students who are significantly behind their expected reading level.

Reading Specialists worked with their targeted students at least weekly in small groups using specially designed lesson plans that use best practices to scaffold student learning in order to address deficiencies in reading, writing, phonics, and word study.

Sample Snapshot

Schools: 18
Total Students Seen: 870
- 69 Kindergarteners
- 311 First Graders
- 285 Second Graders
- 205 Third Graders

Findings

61% of K-3 students who worked with a Reading Specialist demonstrated at least one academic year of growth according to Fall 2015 and Spring 2016 DRA2 scores, regardless of their baseline reading level. As grade level increased, the percent of students making at least one academic year of growth increased.

Grade	N	Percent of Total
Kindergarten (n=27)	1	4%
First (n=181)	74	41%
Second (n=172)	118	69%
Third (n=131)	105	78%
Grand Total (n=515)*	298	61%

*In total, 515 students had both baseline and summative DRA2 data.

According to DRA2 scores, the percent of third-grade students identified as needing *Intensive Intervention* decreased 16% from Fall 2015 to Spring 2016 and 5% of students moved to *At Target* during the same time period. A small percentage of second graders also saw some positive movement between tiers from Fall 2015 to Spring 2016.

	Kindergarten		First Grade		Second Grade		Third Grade	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
At Target	81%*	8%	0%	0%	0%	1%	0%	5%
Strategic Intervention	19%	67%	42%	6%	1%	3%	2%	13%
Intensive Intervention	NA*	25%	58%	94%	99%	96%	98%	82%

*Kindergarten students can only be identified as *At Target* or *Strategic intervention* for the first marking period

According to student performance on the AIMSweb Letter Naming Fluency assessment (LNF), the percentage of Kindergarten students requiring a Tier 2 or 3 intervention decreased from Fall 2015 to Spring 2016. According to student performance on the AIMSweb Reading Curriculum-Based Measure (R-CBM), the percentage of second and third grade students requiring Tier 3 intervention also decreased from Fall 2015 to Spring 2016.
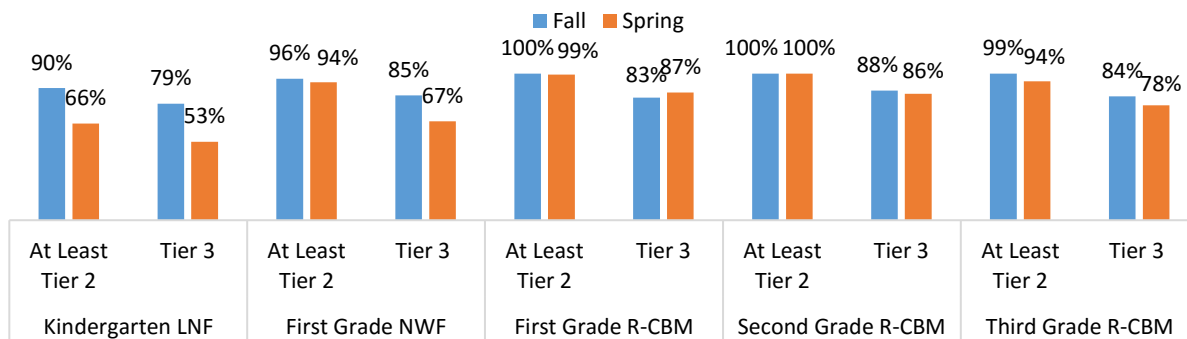
STUDY SUMMARY

Anchor Goal 1

Factors Associated With 9th Grade Success:

Analysis of First Time 2011-2012 9th Graders in SDP

This brief summarizes preliminary findings of a study that is currently being conducted by the Office of Research & Evaluation (ORE) which: (1) examines factors related to higher and lower graduation rates; and (2) gives focused attention to factors related to the successful completion of 9th grade. The full analysis is in progress.

Study Overview

For a previous cohort (9th grade students in the 2010-2011 school year), ORE used administrative data to explore connections between CTE participation and graduation rates. The results of that study revealed that 9th grade represented a critical crossroads for all students (regardless of CTE participation), and that on-time promotion to 10th grade is a powerful predictor of eventual high school graduation. This follow-up study examines a new cohort (9th grade students in 2011-2012), and expands the analysis to identify factors that may help to identify students at risk of not successfully completing 9th grade or graduating high school in four years.

Why is this study important to SDP?

- **Research has found that the 9th grade year is "high leverage," having a greater impact on graduation rates than other years** (Neild et al, 2008; Neild, 2009; *Career and Technical Education (CTE) Program Evaluation*, Office of Research and Evaluation, 2015).

- **Anchor Goal 1 from the District's Action Plan 3.0 is that 100% of students will graduate ready for college and career.** Students fall "off track" for different reasons, and therefore require different supports. Identifying the best support for each situation requires a deeper understanding of the factors that influence 9th grade success, and how those factors interact with each other. It may be possible in some cases to identify potential problems earlier, and to respond while obstacles are more manageable.
  *All references available in the full report.

What is on-time promotion to 10th grade?

To satisfy all requirements for promotion to 10th grade, SDP 9th graders must pass eligible courses in English, math, science, and social studies, and accumulate 5 total credits.

What is on-time high school graduation?

Students are expected to graduate from high school in four years. As first-time 9th graders in 2011-2012, students in this cohort were expected to graduate in 2015-2016.

Sample Snapshot

Time Period: 2011-2012 to 2015-2016 School Years
Schools : 55 (SY 2011-2012)
**Students:** 9,144

Students in the sample were:

	%
Asian	9
Black	56
Latino	18
Other	2
White	15
Female	49
Male	51
Special Education	17
ELL	9

Findings

9th Grade Success Predicts Continued Success:

- 5,578 of 7,335 (76%) 9th graders that earned at least 5 credits were still enrolled in the district three years later, compared with 48% of those that earned 3-4.9 credits, and only 37% of those that earned 3 credits or less.
- Students that earned more credits in 9th grade also earned more credits in subsequent years.

9th Grade Success is, in Turn, Predicted by: Being female, or *not* having LEP or Free from Tape status. Also, success in 9th grade is related to higher 8th Grade attendance, and higher PSSA math and reading scores.

Students That Succeed In 9th Grade Continue to Earn More Credits Each Year
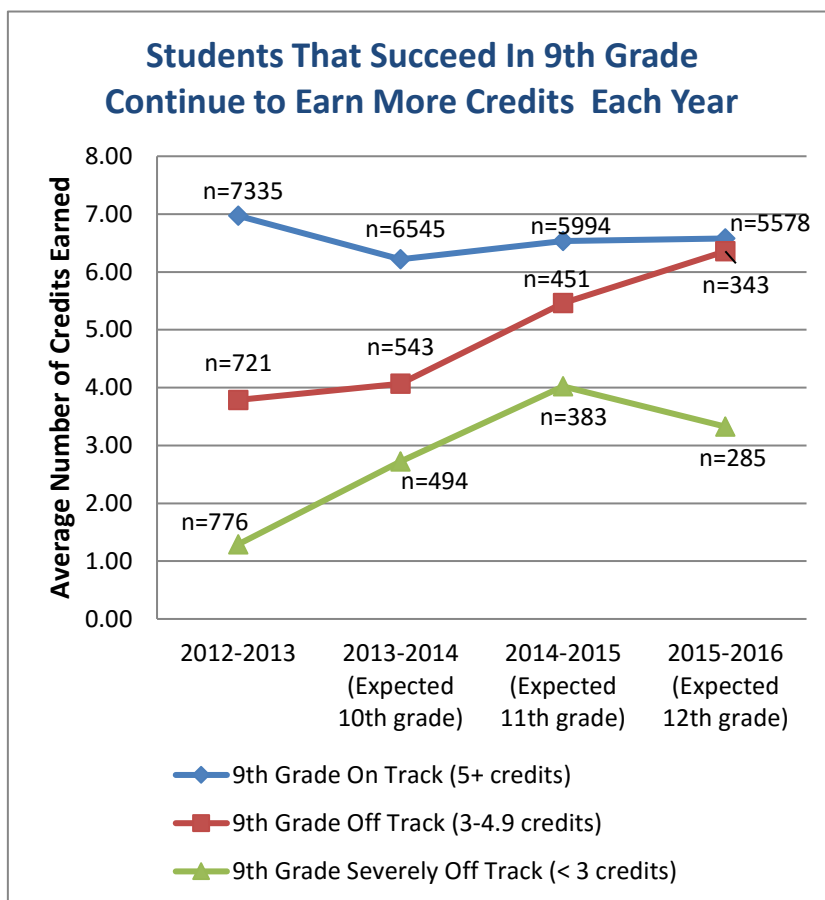
8th Grade Warning Indicators Predict Success in 9th Grade – But Not Entirely:

- 8th grade warning indicators include: Male, LEP, Free from Tape, Low average daily attendance (ADA), and poor PSSA scores.
- Many 9th grade students with 8th grade warning indicators struggle, but many others are promoted to 10th grade. Thus, 8th grade administrative data do not reliably distinguish which students will overcome the 8th grade risk factors from those who will not.
- *However*, this uncertainty drops quickly once 9th grade begins. Low first quarter 9th grade course marks *are* reliable identifiers of students that are likely to fall off track.

Conclusions/Recommendations

- Combined with previous research, the early findings from this study reinforce the conclusion that 9th grade success is key to smooth progress through high school, and timely graduation.
- Prior to beginning high school, 8th grade data can be used to identify an initial list of students that are more likely to struggle in 9th grade. Providing supports to these students early in their high school career may support successful school completion.
- *Early* academic struggle strongly predicts *continuing* struggle, so the initial list of students should be refined and revised as early as possible once 9th grade begins.

45

STUDY SUMMARY

Climate

Climate Initiatives in SDP: School-wide Positive Behavioral Interventions and Supports (SWPBIS) and Restorative Practices (RP)

This brief summarizes the findings of a study conducted by the Office of Research & Evaluation (ORE) that reported on two initiatives in the District designed to enhance school climate: School-wide Positive Behavior Interventions and Supports (SWPBIS) and Restorative Practices (RP).

Study Overview

ORE conducted an evaluation of SWPBIS in 31 District schools and RP in 14 District schools that focused on fidelity of implementation as well as student outcomes.

Fidelity of implementation was assessed using the School-Wide Evaluation Tool (SET). The SET assesses the following seven areas: (a) expectations defined, (b) behavioral expectations taught, (c) acknowledgement procedures, (d) correction procedures, (e) monitoring and evaluation, (f) management, and (g) district-level support. Fidelity of implementation is met when a school scores at least 80% on the future behavioral expectations taught, as well as an overall mean score of 80%. Student outcomes reported included attendance, suspensions, office disciplinary referrals, district-wide survey results, and PSSA achievement levels.

Why is this study important to SDP?

The District has undertaken a variety of school-level and District-wide initiatives to develop and maintain positive school climate. Collectively, these are characterized by a move away from punitive, one-size-fits-all disciplinary practices (e.g., zero-tolerance suspension policies), and towards practices designed to address behavioral problems on an individualized basis.

Important student outcomes that are conceptually related to strong implementation of SWPBIS and RP include:

- ➢ **Possible increase in student attendance**
- ➢ **Decrease in suspension rate**
- ➢ **Decrease in the number of expulsions**
- ➢ **Decrease in the number of office disciplinary referrals**
- ➢ **Improved perception of school climate**
- ➢ **Possible gains in achievement**

What are SWPBIS and RP?

- School-wide Positive Behavioral Interventions and Supports (SWPBIS) is a framework designed to enhance students' understanding of expectations of student behavior in all aspects of school.

- Restorative Practices (RP) is a framework that focuses on repairing relationships and making people accountable for their actions, rather than assigning blame and punishment. It allows the voices of students and teachers to be heard, and for those harmed to express themselves.

- The goals of both initiatives include a decrease in problem behaviors, a decrease in office disciplinary referrals and suspensions, increased student engagement (including increased student attendance), and increased student perception of school safety.

Selected Findings

- **Increases in Fidelity of Implementation and Positive Outcomes**
  - By the end of 2015-2016, more SWBPIS schools met the fidelity of implementation requirements as compared to the 2014-2015 school year. Data indicate that most schools implemented with fidelity after one year of full implementation.
  - Most schools across both SWPBIS and RP programs had an increase in student attendance.
  - For schools implementing SWPBIS, more schools in the 2015-2016 school year experienced a decrease in their suspension rates compared to the previous year
  - District-wide survey results indicated that teachers in SWPBIS schools reported improvements in bullying from 2014-2015 to 2015-2016, compared with non-SWPBIS schools, indicating that SWPBIS may influence perception of school climate.

- **Factors Supporting Fidelity of Implementation**
  - As part of the study, District Staff have identified factors that may support robust implementation of SWPBIS. These include strong implementation teams, principal support, and data-driven decision making.
  - Fidelity of implementation data suggest a difference in the types of coaching (District vs. external coaches). District coaches who spend more time in the schools may be better able to establish relationships that are more suitable for strong, sustained program implementation.

- **Continued Challenges from 2014-2015 to 2015-2016 School Year**
  - Qualitative study data revealed inconsistent principal buy-in across SWPBIS and RP schools. In addition, several changes of leadership, particularly in the schools implementing RP, have contributed to lack of consistency with program implementation.
  - Inconsistency with fidelity measures also continues to be a challenge. There is not an established fidelity measure for RP.

STUDY SUMMARY

Anchor Goal 1

Suspension Trends in the School District of Philadelphia (SDP)
2013-2014 to 2015-2016

This brief summarizes the findings of a study conducted by the Office of Research & Evaluation (ORE) which: (1) analyzed district-wide trends for the number, proportion, and duration of suspensions for three school years (2013-2014, 2014-2015 and 2015-2016); and (2) examined whether there is disproportionality (over- or under-representation of student groups) for type, infraction, and duration of suspensions.

Study Overview

In Fall 2012, SDP introduced changes to its discipline policy that marked a departure from the previous zero-tolerance approach to code or rule violations. A previous study conducted by ORE examined suspension trends from 2010-2011 to 2012-2013. This follow-up study examined trends in suspension rates after the policy change (documented in the SDP *Code of Conduct)*.

The following research questions were the primary focus of the study:
1. How has the number of suspensions changed since the policy change in 2012-2013?
    a. What are the trends for raw numbers of type of suspension (out-of-school suspensions vs. in-school suspensions), reason (code violation), and the schools with the highest number of suspension incidents?
    b. What are the trends for suspension rates across type, reason, and schools?
2. Do suspension trends indicate disproportionality of student suspensions according to student characteristics, type of suspension, or code violation?
3. Are there specific schools that differ substantially from District norms in their reported suspension practices?

Why is this study important to SDP?

- **Research has found that being suspended is related to higher risks of struggling academically, repeating a grade, and dropping out of school all together** (Civil Rights Project, 2000; Fabelo, et al., 2011; Kupchik & Catlaw, 2015; Noltemeyer et al., 2015; Raffaele Mendez, et al. 2003; Skiba et al., 2014).
- National**,** state, district, and school-level studies of suspension data have consistently shown that **Black students and students with disabilities are more likely to be suspended for the same behaviors compared to their peers** (Arcia, 2007; Fabelo et al., 2011; Gibson et al., 2014; Gregory et al., 2010; Losen & Martinez, 2013; Rausch & Skiba, 2004; Skiba et al., 2014; Sullivan et al., 2013; Sullivan et al., 2014).

What is Disproportionality?

Disproportionality – or disproportionate representation – is when a certain group of students is over- or under-represented. For example, if about half of all students are male, then male students should be receiving about half of all suspensions. If male students receive fewer or more than about half of suspensions, they are disproportionally represented in the number of suspensions.

Sample Snapshot

Time Period: 2012-2013 to 2015-2016 School Years
Schools : 219
Students: 193,625

Students in the sample were:

	%
Asian	8
Black	53
Latino	20
Other	6
White	14
Female	48
Male	52
Special Education	13
ELL	11

- **Anchor Goal 1 from the District's Action Plan 3.0 is that 100% of students will graduate ready for college and career.** To support all students, it is important to determine whether the negative impacts of suspension policies are disproportionately impacting historically marginalized and underserved student populations.
 *All references available in the full report.

Findings – Three-Year Trends

Overall Suspensions

- The total number and the rate of suspensions (per students enrolled) decreased from 2013-2014 to 2015-2016.
- The proportion of out-of-school suspensions (OSS) versus in-school suspensions (ISS) increased. This appears to reflect a pervasive elimination of ISS across the District.
- Most schools that issued suspensions did not report using ISS at all, despite the stipulations in the *Code of Conduct* that in-school interventions be used for certain violations. It is not known if this means that schools are not using ISS, if they are under-reporting them, or if there is some combination of both.
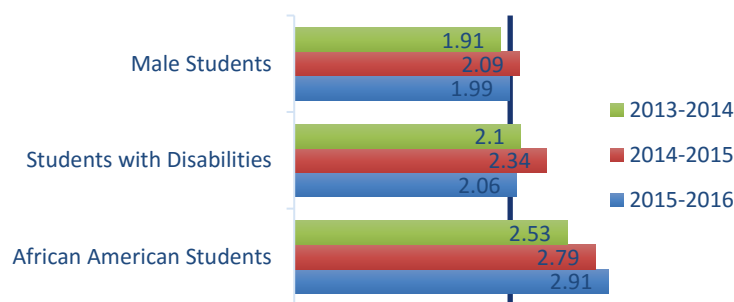

Suspension Rates Have Declined

Legend: OSS Per 100 Enrolled Days; ISS Per 100 Enrolled Days
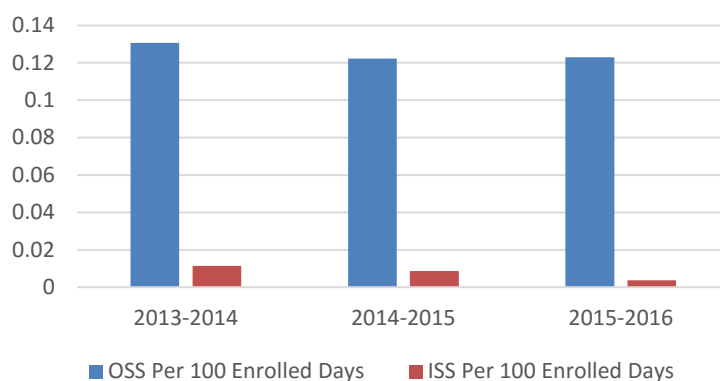
Disproportionality of Suspensions

A risk ratio of 2.00 (double the risk), is a common marker of disproportionality. Risk ratios show consistent disproportionality for SDP students that were male, African American, or had a disability. These groups were more likely to be suspended compared to their peers (i.e., females, non-African Americans, students without disabilities). Moreover, the risk for African Americans increased each year.

Groups With High Risk Ratios for Being Suspended

Male Students: 1.91 (2013-2014), 2.09 (2014-2015), 1.99 (2015-2016)
Students with Disabilities: 2.1 (2013-2014), 2.34 (2014-2015), 2.06 (2015-2016)
African American Students: 2.53 (2013-2014), 2.79 (2014-2015), 2.91 (2015-2016)

Disproportionality of Duration of Suspensions

- Per the Code of Conduct, some infractions should only result in ISS (minor), some in OSS (major), and some in either ISS or OSS (moderate).
- Length of OSS for moderate infractions remained unchanged, but there was a decrease in the length of OSS for both minor and major infractions.
- Compared to male students, female students received longer suspensions for aggressive behaviors such as fighting and assault during 2013-2014 through 2015-2016.
- African American and Hispanic/Latino students were suspended longer for the same infractions compared to their White and Asian peers. However, the number of infractions where this disproportionality was apparent declined slightly during the three-year period.

STUDY SUMMARY

The School District of Philadelphia (SDP)
Year 2 Report On Transformation Schools

This brief summarizes selected findings from a study conducted by the Office of Research & Evaluation (ORE), which examined student outcomes for students enrolled in the two Transformation Schools after two years of operation.

Why this Study

Blaine and Kelley are District neighborhood schools located in North Philadelphia that primarily serve high poverty students in grades K-8. Historically, both schools have performed below District average for all subjects measured in the PSSA (math, reading, science, and writing), and in the 2012-2013 school year (SY), they each experienced an increase in student enrollment due to nearby school closures. In order to address these challenges through the Transformation School Funding opportunity, the principal and a team of staff and teachers at each school developed a School Transformation Plan, which outline several core strategies for increasing academic performance over a five-year period, with an emphasis on building capacity in the first three years to allow for sustained changes. This study investigates the progress made towards meeting the goals outlined by each school's Transformation plan.

What We Studied

This study examined Transformation School student outcomes after their second year of operation. When possible, researchers used school level data for other K-8 schools in the same Learning Network as Blaine and Kelley, Neighborhood Network 4 (NN4), as a point of comparison. Three primary research questions were the focus of this evaluation:

1.) From baseline (2013-2014) to the end of Year 2 (2015-2016), how does school-level climate data (attendance and suspensions) for Blaine and Kelley compare to that of other K-8 elementary schools in Neighborhood Network 4?
2.) From baseline to the end of Year 2, how does school-level academic achievement data for Blaine and Kelley compare to that of other K-8 elementary schools in Neighborhood Network 4?
3.) How does student and teacher District-wide survey feedback from the Transformation schools compare to other schools in Neighborhood Network 4? What are the year-to-year trends?

Findings

- After two years, neither school saw improvements in average daily attendance (ADA). However, a higher percentage of Blaine and Kelley students attended 95% or more of enrolled days in 2015-2016 compared to those at the other NN4 schools (38%, 37% and 35%, respectively). At Kelley, there was an improvement in this metric from the baseline year (26%) to the 2015-2016 SY (37%).

Transformation Schools

In 2013, the Philadelphia School Partnership (PSP) offered funding to District schools interested in implementing a turnaround plan to dramatically increase student achievement. From the ten schools that applied, PSP awarded James G. Blaine (Blaine) and William D. Kelley (Kelley) funding to support the development and implementation of their "transformation plans," which aim to increase academic outcomes by enhancing school climate, updating curriculum and instruction, and implementing a professional development plan that focuses on the recruitment and training of mission-aligned teachers.

Transformation Schools Student Demographics

In the 2015-16 SY, Transformation School students were (n=892):*

Black	92%
Hispanic/Latino	2%
Other	5%
White	1%
Female	48%
Male	52%
Special Education	19%
ELL	<1%

*Only students enrolled for at least 10 days, based on last school of record.

- In 2015-2016, both Blaine and Kelley had more suspensions compared to the other NN4 schools (171, 241 and 162, respectively) and a greater percentage of students with at least one suspension compared to the other NN4 schools (17%, 23% and 13%, respectively).
- At both schools, there were decreases in the percentage of students scoring proficient or advanced on the reading/ELA (from 25% to 14% at Blaine and 23% to 16% at Kelley) and math (from 28% to 5% at Blaine and 31% to 5% at Kelley) PSSAs after two years. At Kelley, there was an increase in the number of students scoring proficient on the science PSSA (16% to 29%).
- With the exception of Blaine science PSSA scores, the percentage of students scoring proficient or advanced on the ELA, math, and science PSSAs in 2015-2016 was the about the same or better compared to the average across the NN4 schools. The percent proficient or advanced on ELA ranged from 13% (NN4 average) to 16% (Kelley average). For math, the percentage at both Transformation schools was 5%, compared to 6% at the NN4 schools.
- Compared to the other NN4 schools, there was a smaller percentage of K-2 students at Blaine and Kelley requiring strategic (Tier 2) or intensive (Tier 3) reading interventions.

	Blaine	Kelley	Other NN4 Schools
Grade K	44% in Tiers 2 & 3	50% in Tiers 2 & 3	53% in Tiers 2 & 3
Grade 1	55% in Tiers 2 & 3	73% in Tiers 2 & 3	76% in Tiers 2 & 3
Grade 2	68% in Tiers 2 & 3	55% in Tiers 2 & 3	74% in Tiers 2 & 3
Grade 3	75% in Tiers 2 & 3	78% in Tiers 2 & 3	76% in Tiers 2 & 3

- A larger percentage of K-2 students at Blaine and at Kelley made at least one year of reading growth compared to the NN4 schools (77%, 72% and 56%, respectively).

Student and teacher survey responses about climate, instruction, and leadership varied

	Blaine		Kelley	
Survey Construct Scores[&]	Did the Metric Change From 2014-2015 to 2015-2016	How Does Blaine 2015-2016 Data Compare to Other NN4 K-8 Schools[*]	Did the Metric Change From 2014-2015 to 2015-2016	How Does Kelley 2015-2016 Data Compare to Other NN4 K-8 Schools[*]
Student Survey Climate Score	Yes, decreased	Worse than NN4 K-8 schools	N/A[^]	N/A
Teacher Survey Climate Score	No change	Better than NN4 K-8 schools	No change	The same as NN4 K-8 schools
Student Survey Instruction Score	Yes, decreased	Worse than NN4 K-8 schools	N/A	N/A
Teacher Survey Instruction Score	Yes, increased	The same as NN4 K-8 schools	No change	Worse than NN4 K-8 schools
Teacher Survey Leadership Score	Yes, decreased	Better than NN4 K-8 schools	Yes, decreased	Worse than NN4 K-8 schools

[&]Scores are based on the percentage of respondents selecting the most positive response. Selecting the most positive response refers to respondents who chose the most positive answer to that question.

[*]Differences must be greater than 1 percentage point.

[^]N/A means that the response rate was not high enough for answers to be reported.

Conclusion

After two years, there are some improvements and some declines at each of the two Transformation schools. The largest success appears to be in the movement of students out of Tier 2 and 3 reading levels, but the trend is not consistent across grades. An additional year of data will be useful in identifying trends across years, as well as any relationship between survey data and student outcomes.

STUDY SUMMARY

School Redesign Initiative

The School District of Philadelphia (SDP)

Report on Survey Data from Cohort 1 Redesign Schools

This brief summarizes selected findings from a study conducted by the Office of Research & Evaluation (ORE), which focused on two-year trends in District-wide survey data for four schools. These four schools are part of the School Redesign Initiative (SRI), an initiative that supports schools in the development and implementation of strategies aimed at school-wide improvement. The Cohort 1 SRI schools include one middle school (Tilden) and three elementary schools (Arthur, Carnell, and Jenks Arts & Sciences).

Study Overview

As part of the SDP's District-wide survey program, ORE administers surveys to students, parents/guardians, and teachers at District and Charter schools in the spring of each school year. The surveys are designed to measure five key topics (or "constructs") related to school improvement: Climate, Instruction, Leadership, Professional Capacity, and Parent/Guardian Community Ties. In this brief, two constructs (Climate and Instruction) and their corresponding sub-constructs are examined. Due to low parent/guardian response rates, the study focuses on student and teacher survey feedback.

Two primary research questions were:
1. What are the trends in survey response rates over the past two years at SRI schools? How do these rates compare to overall response rates across the District?
2. What are the two-year trends for student and teacher responses at SRI schools to survey items relating to Climate? What are the two-year trends for student and teacher responses at SRI schools to survey items relating to Instruction?

Why is this study important to SDP?

The redesign plans for all four SRI schools included strategies that align to the five constructs measured on the District-wide surveys. Therefore, the trends in the data over the past two years are a useful tool for tracking changes and progress toward goals for the SRI schools that cannot be measured by other administrative data (e.g. student attendance, suspensions, and academic performance). In addition, the District-wide surveys provide information from multiple perspectives, which can help inform improvement efforts.

School Redesign Initiative (SRI)

In the summer of 2014, SDP launched the School Redesign Initiative, an opportunity for teams of teachers, administrators, parents, and community members to develop and submit comprehensive proposals for redesigning their schools. After a multi-step application process, four schools each received $30,000 to put their plan into action.

Cohort 1 SRI Schools

- Four schools, diverse in size and location: Tilden, Arthur, Carnell, and Jenks Arts & Sciences (A&S).
- Student populations at each of the four schools are predominantly Black and Hispanic/Latino and three of the schools have over 60% of students receiving free lunch.
- Two of the schools have substantial English learner populations (18% at Carnell and 14% at Tilden).
- While over 10% of students at all schools in the District have disabilities, Arthur has the largest population among the SRI schools, with almost a quarter of students having a disability.

Findings

Overall trends in response rates over the past two years:

- All four SRI schools saw increases in their **student response rates** in 2015-2016 and had student response rates above the overall District and Charter average (50%). Approximately 90% of students at both Carnell and Jenks A&S completed the survey in 2015-2016.
- While all four SRI schools also increased their **parent/guardian response rates** in 2015-2016, they remained low at three of the four schools. Arthur had the highest parent/guardian response rate at 29%, which was more than double the District and Charter average of 13%, (still a low survey response rate).
- Similar to the overall District and Charter trend, **teacher response rates** at two of the four SRI schools decreased in 2015-2016 (Arthur and Tilden). The two schools with increased teacher response rates (Carnell and Jenks A&S) were also above the 2015-2016 District and Charter average (51%).

Two-year trends in student and teacher responses to Climate and Instruction questions:

- **Students** at two of the four SRI schools (Tilden and Carnell) indicated low percentages of positive responses on the Safety/Building Conditions sub-construct (32% and 43%, respectively).
- **Teachers** at three of the four SRI schools reported fewer challenges at all levels (External, School-level, and Classroom level) in 2015-2016 compared to 2014-2015. The one exception was at Jenks A&S, where there was a six-percentage point decrease in teachers selecting the most positive responses regarding External challenges, meaning a perceived increase in External challenges.
- Overall, Tilden **teachers'** responses show the most positive change across years for all three levels of Challenges. However, Jenks A&S had the largest percentage of teachers responding most positively for all Challenge sub-constructs in both school years.
- Two of the four schools saw a change in the percentage of **students** responding most positively to Instruction related questions. There was an eight-percentage point increase at Arthur and a two-percentage point decrease at Jenks A&S.
- For both school years, **students** at Tilden were the least likely (47%) to answer most positively to Instruction related questions (versus 58% at Jenks A&S, 65% at Carnell, and 66% at Arthur).
- Responses from SRI **teachers** indicated a clear difference in the percentage of most positive responses between the two Instructional sub-constructs. While the percentage of teachers at all four schools selecting the most positive response to questions relating to the Teaching and Learning sub-construct ranged from 76-83% in 2015-2016, the range of most positive responses for questions in the Student Engagement construct was much lower, ranging from 37-48%.

Conclusion

After one year of implementation, the available survey data provides no indication of any strong performance trends across the SRI schools or across stakeholders. This is not unexpected during the early phases of implementation. That said, higher survey response rates are needed to best use survey data to monitor and inform the implementation of the school redesign plans. With higher response rates in the future, trends in Climate and Instruction data can be compared across stakeholder groups as well as across years.

STUDY SUMMARY

The School District of Philadelphia (SDP)
Year 2 Report On Three New High Schools

This brief summarizes selected findings from a study conducted by the Office of Research & Evaluation (ORE), which examined student outcomes for students enrolled in the three New Schools after two years of operation. All three schools opened in September 2014.

Why this Study

The mission and vision of all three New Schools are informed by evidence-based design principles for high performing high schools that support rigor and mastery of standards, youth development, personalization, and community-connected school environments. The goal of opening these schools in Philadelphia was to design new high schools that would engage and support the city's most underserved students. This study is designed to identify if and to what degree the New Schools are making progress towards meeting this goal.

What We Studied

This study examined New School student outcomes after their second year of operation. Three primary research questions were the focus of this evaluation:

- Across and within the first two years, what enrollment and/or retention patterns emerge (including student characteristics)?
- How do the New School student outcomes (attendance, suspensions, course marks, and standardized test scores) compare to the student outcomes of similar students in other District high schools?
- Based on student feedback from the District-wide survey, how do students and teachers at the New Schools feel about instruction and school climate? Are there trends in Year 1 versus Year 2?

Findings

Student Enrollment and Retention

- New Schools **enrolled** higher proportions of Black (65%) and Latino (30%) students compared to the District overall (55% Black and 17% Hispanic/Latino).
- Based on a zip-code analysis, 44.1% of New School students are living in areas of Philadelphia where the poverty rates are above 40% (compared to 31.5% in Philadelphia and 14.5% across the United States).
- Across the three New Schools, Building 21 had the highest **retention rate** (75%), followed by the LINC (73%) and the U School (72%).
- During the 2015-2016 SY, the most common **Exit Reason** was "Student Transfer within SDP" (N=40). Of the 32 students with the Exit Reason "Withdrawn to Charter," 50% (N=16) exited in September or October.

Three New High Schools

In September 2014, three new high schools of choice opened in SDP. All three schools served only 9th grade students the first year and are designed so that each year, an additional grade is added. None of the schools has admissions criteria; while they are open to students citywide, each reserves a certain percentage of seats for students living in the surrounding neighborhoods.

The Carnegie Corporation of New York's Opportunity by Design Challenge Initiative (OBD) funded two schools (The LINC and U School) and one (Building 21) was funded by Building 21, a non-profit organization.

New School Student Demographics

In the 2015-16 SY, New School students were (n=658):*

Asian	1%
Black	65%
Hispanic/Latino	30%
Other	2%
White	3%
Female	50%
Male	50%
Special Education	20%
ELL	9%

*Only students enrolled for at least 30 days.

Students' Outcomes Compared to a Matched Group

Students who attended New Schools did not perform uniformly better or worse than the comparison group. In Table 1, a green-shaded cell indicates that New School Students performed better, while the red cells indicate worse performance. "Better" or "worse" depends on the nature of the metric. For example, having a higher average daily attendance is positive (green), while having a greater number of suspensions is negative (red).

Table 1: Statistically Significant Differences between New School Students and Comparison Group Students

		Building 21	U School	LINC
Attendance	Average Daily Attendance	No	Yes ↓	No
	% with 95% Attendance*	Yes ↓	Yes ↓	Yes ↑
Suspensions	Average OSS Absence Days	No	Yes ↓	No
	Number of Suspensions	Yes ↓	Yes ↓	No
Core Course Marks	Pass Rate	Yes ↓	Yes ↓	No
Average Keystone Scaled Score^	Literature	No	NA	No
	Biology	No	NA	Yes ↓
	Algebra 1	Yes ↓	NA	Yes ↓

*Differences are relative to the grand mean

^Students at the U School did not take the Keystone exams.

Student and Teacher Survey Responses about Climate and Instruction

- With one exception (U School Student surveys), District-wide survey response rates for New Schools decreased in 2015-16 as compared to 2014-15.
- Students at the U School responded more positively to questions about school climate in 2015-16 compared to 2014-15. Students at Building 21 responded less positively about school climate during the same time. LINC did not have a large enough student response rate for analysis.
- At all three New Schools, parent/guardian response rates were too low for analysis.
- There were decreases in the percentage of Building 21 and U School students selecting the most positive response to questions aligned with the Instruction construct. The LINC did not have a large enough student response rate for analysis.
- Teacher survey data are consistent with the trends seen in the student data in that there were decreases in both the U School and Building 21 for both of the Instruction sub-constructs.

Conclusion

After two years, the findings from the three New Schools are mixed when compared to similar students in the District. That said, it's important to keep in mind some key contextual features that make comparisons to other students in the District challenging to interpret. First, the environments of the New Schools were designed to be distinct from other schools across the District. The data presented in this report do not consider school-level factors at comparison schools that may influence students, such as changes in leadership, staff, or policy changes. Second, new schools have only existed for two years and serve a relatively small student body. Finally, moving forward it is critical that the New Schools work to increase their survey response rates, so the data from all schools is representative of a range of perspectives.

STUDY SUMMARY

Climate

Education of Children and Youth Experiencing Homelessness (ECYEH) in SDP

Program Implementation and Outcomes, 2015-2016 SY

This brief summarizes the findings of an evaluation conducted by the Office of Research & Evaluation (ORE) that looked at the services provided as part of the Education of Children and Youth Experiencing Homelessness (ECYEH) program and outcomes for students identified as homeless during the 2015-2016 SY.

Study Overview

ORE conducts an annual study of the ECYEH program as part of receiving funding for the initiative from the Pennsylvania Department of Education. In 2015-2016, research questions focused on both program implementation (e.g., amount and kind of services provided) and outcomes for students identified as homeless (e.g., attendance rates compared to housed peers).

The following research questions are highlighted in this brief:

- Are ECYEH approaches resulting in the identification of homeless students?
- To what extent did the ECYEH office provide the following services?
    a. Enrollment assistance, vouchers for uniforms, transportation passes, additional funding for schools supplies, and tutoring
    b. Disseminate information on educational rights of students identified as homeless through professional development opportunities and workshops
    c. The TEEN program
- Are there differences between homeless students and their housed peers in the following areas?
    a. Absences/truancy
    b. Positive climate responses on the District-wide survey
    c. PSSA and Keystone exam performance
    d. The percentage of students who are promoted to the next grade

Why is this study important to SDP?

- The ECYEH office conducts outreach to schools via counselors, secretaries, and principals in an effort to raise awareness about homelessness and working with homeless students and families.
- There is a high risk of students moving from school to school for those who are experiencing homelessness. Even after accounting for this, homeless students have significantly lower reading and math achievement scores as compared to housed peers (Fantuzzo et al, 2012). As such, it is critical that homeless students be allowed to remain in their school of origin. The ECYEH office educates families about these rights and assists with the paperwork required for students to stay enrolled at their original school.

What is the ECYEH program?

The ECYEH office in SDP has three priorities:
1. Utilize information-sharing to track and assist homeless students in collaboration with other agencies.
2. Provide support to homeless students upon entering emergency housing.
3. Increase awareness of educational rights/issues with homelessness among school/agency staff and families.

Sample Snapshot

Time Period: 2015-2016 SY
Total Identified Homeless Youth: 4,532

SDP students: 2,643
Charter students: 686
Not yet school-aged (0-5 year olds): 1,079
Other students: 138

Living Arrangements of K-12 Students

Shelter: 57%
Doubled Up: 41%
Transitional: 1%
Other/Hotel: 1%

Findings

- **ECYEH approaches are resulting in greater identification of homeless students.** ECYEH was able to identify 100 more charter school students in 2015-2016 than in the 2014-2015 SY by having a liaison from the ECYEH office working with the charter schools to assist in the identification of these students. ECYEH continues to identify a similar percentage of students in the 2015-16 SY as in the 2014-15 SY.
- **ECYEH continues to provide services to families and disseminate information on the educational rights of homeless students through professional development opportunities and workshops.** ECYEH continues to service students by providing enrollment assistance, uniform vouchers, transportation passes, additional funding for school supplies, as well as tutoring and the TEEN program. Thirty-six workshops were offered for providers (such as those who work at shelters), school staff, parents, and students during the 2015-2016 school year with nearly 300 attendees.
- **While there are gaps between students identified as homeless and other District students with truancy, engagement, and achievement, less of a gap exists when examining school climate.** Students identified as homeless experienced higher truancy rates and lower scores on standardized tests such as the PSSAs and Keystones, as well as lower rates of promotion to the next grade in high school. However, climate scores from the District-wide survey indicated a smaller gap between these students and other District students in terms of their self-reported safety and sense of belonging. This may indicate that although students identified as homeless experience more struggles in certain areas than their housed peers, school may provide a certain stabilizing environment for these students.

> **What are the education rights of homeless students?**
>
> The McKinney-Vento Homeless Assistance Act defines homelessness as a lack of a fixed, regular, and adequate nighttime residence.
>
> The Act requires schools to enroll homeless children and youth immediately, even if they lack normally required documents, such as immunization records or proof of residence.
>
> The Act also requires schools to provide transportation to and from the child's school of origin if it is in the child's or youth's best interest.

Conclusion/Recommendations

Based on the 2015-2016 evaluation, ORE provides the following recommendations for future implementation of the ECYEH program:

- Membership for the TEEN program has been declining over the last three years. For the 2015-2016 SY, fewer activities and events took place than in the prior school year. Finding ways to bolster membership in addition to the development of more activities such as college visits may be a focus for the 2016-2017 SY.
- Services that are provided could benefit from better documentation. For example, providing sign-in sheets to ORE for workshops and PDs, tracking coat donations for students that come into the office, and tracking tutoring (which students receive services on which days and in which subjects).