THE SCHOOL DISTRICT OF PHILADELPHIA

Office of Evaluation, Research, and Accountability

Updates on Major Projects
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ERA Major Projects and Initiatives

1.   DATA DISSEMINATION EFFORTS

1.1.   School Profiles

The online [School Profiles](#) are an important resource for families, members of the Philadelphia community, and staff alike. Utilizing the Business Intelligence tool (Qlik) for data visualization, the District Performance Office (DPO) redesigned the School Profiles to be more interactive, informative and user-friendly. Version 1.0 of the newly re-designed School Profiles was released on August 1, 2017 as part of the launch of SDP's new website and Version 2.0 will be released late August 2018 prior to the start of the school year.

The new School Profiles include the following features:
- School-level, Network-level, District-level, and City Council District-level views of the data
- School contact information page, including enrollment summary and performance data
- Direct link to each school's website
- Links to call school or map directions to the school when using a mobile device
- Dynamic enrollment data allowing users to filter on year, grade-level, and other student demographics
- Dynamic attendance and suspension data allowing users to filter on grade-level, race/ethnicity, and gender
- Dynamic serious incident data allowing users to filter on incident types and sub-types
- Multi-year display of Overall and Domain scores from the *School Progress Report (SPR)* Multi-year display of PSSA and Keystone performance
- Multi-year display of Anchor Goal 1 (AG1) College and Career Readiness data
- Link to PDF copies of *School Progress Reports*, *Facilities Condition Assessment Reports,* and *School Budgets*

Planned enhancements to the School Profiles include:
- Addition of Anchor Goal 2 (AG2) Reading Levels data
- Addition of more *School Progress Report* data
- Addition of Network-, City Council District- and District-level aggregates of all data points currently provided at the School-level
- Summary data page for each school which displays key data points related to performance on Anchor Goals and Climate indicators
- Advanced mapping functionality

In addition, ERA will conduct community focus groups to gather recommendations for future enhancements, community engagement and training on the use of the School Profiles.

1.2.   Performance Management Dashboards (QlikBAM)

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 Business Intelligence tool (Qlik) for data visualization and reporting, DPO has redesigned the old Performance Management Dashboard (PMD) and launched QlikBAM (the District's version of the Qlik platform). QlikBAM provides monthly climate data and quarterly academic performance data.

DPO also continues to work in partnership with Educational Technology to align the SchoolNet KPI Dashboard with the Superintendent's Action Plan 3.0 with a focus on attendance, literacy, and math performance.

The initial version 1.0 of QlikBAM and SchoolNet KPI dashboards were launched in July 2017 prior to the start of the 2017-18 school year with initial training at the August BAM meeting (see section 3.1). Updated versions and additional dashboards were rolled-out to Assistant Superintendents and Principals throughout the 2017-18 school year.

QlikBAM includes nine dashboards focused on student and school performance:
- Benchmarks Performance
- Climate Matters (Attendance, Suspensions, and Serious Incidents)
- Course Marks & Credits (AG1)
- District Wide Surveys
- Enrollment (October 1 Snapshot)
- PSSA & Keystone Performance
- Reading Levels (AG2: Aimsweb, Independent and Instructional Reading Levels)
- School Progress Reports (SPR)
- Alternative Education Progress Reports (AEPR)

QlikBAM includes two dashboards focused on talent and support for school opening:
- Teaching Hiring Dashboard
- Leveling (Enrollment Projections)

Additional student and school performance dashboards that are in development include:
- Teacher and Staff Attendance
- Senior Exit Survey
- School Support Census
- System of Great Schools
- Point-of-Service Survey

With training and support from DPO, the Operations division developed a set of dashboards in QlikBAM (accessible only to Operations staff) which include:
- Operations Finance
- Operations Labor
- Work Requests Status
- Work Requests Search
- Leveling

1.3. Open Data

The District Performance Office (DPO) in ERA publishes datasets spanning multiple years for various operational, school, and student performance areas on the School District of Philadelphia website. The public release of this data supports our goal to promote greater transparency and community engagement. Publicly available datasets include:

SDP School Information:
Annual and Longitudinal Master School List
Annual Enrollment/Demographics (School and District level)
Annual Pre-School Information
Annual School Catchment Areas (Elementary, Middle, High Schools)
Annual District Wide Survey Responses

SDP School Performance:
Annual School Progress Report Data Files
Annual District Scorecard
Annual Alternative Education Progress Report Data Files
Annual PSSA & Keystone Data (Actual and Accountability measures)
Annual Graduation Rates
Annual Average Daily Attendance
Monthly 95% Attendance rates by grade
Annual Out-of-School Suspension counts
Annual and Monthly Serious Incidents
NSC Student Tracker Reports (Fall, Spring, Summer)

SDP District Employees and Finance:
Annual Expenditure Information
Quarterly Employee Data
Annual Teacher Attendance
District and School Budget (District discontinued after FY2015-16; School added for FY2018-19)
Full Time Employee (FTE) counts (discontinued after FY2015-16)

2. SCHOOL-BASED PLANNING AND PROGRESS MONITORING SUPPORT

The primary function of ERA's Planning and Evidence-based Supports Office (PESO) is to lead the development of school-wide and district comprehensive improvement plans. The planning process includes: assessing needs, identifying priority goals, selecting evidence-based strategies to address the goals, monitoring fidelity of implementation, identifying challenges and successes, and adapt/make revisions. The PESO office is also responsible for providing the District and all schools with guidance on how to be compliant with state and federal requirements associated with Title I, NCLB, and Pennsylvania's accountability requirements related to the Every Student Succeeds Act (ESSA).

2.1. Supports for Assistant Superintendents and Principals

PESO staff meet with Assistant Superintendents at least once per month to support their use of evidence and data to inform the continuous improvement planning process. The PESO Executive Director meets with all Assistant Superintendents at least twice per year to review the supports provided by the PESO team and adjust the schedule, approach and/or deliverables, as needed.

PESO staff work with Principals to monitor school progress toward the goals identified in their school plan on bi-weekly (by request/need), monthly, and quarterly cycles. They also provide on-site implementation and data analytics support to whole schools, grade-groups, and leadership teams, as needed.

2.2. School-level Supports

PESO staff are responsible for coordinating the completion of school-wide plans by all District schools. This includes supporting the development of school-specific goals aligned to Anchor Goals 1 and 2; identifying evidenced-based approaches and corresponding implementation steps; aligning measurable targets and indicators of success that can be monitored at 8-week intervals; and supporting schools as they work to achieve the quarterly targets. PESO also supports schools during the budget planning cycle with aligning school budgets to their school-wide plans and with resource allocation decisions.

2.3. State Level Liaison as Philadelphia Intermediate Unit (IU) 26

PESO's Executive Director is the Lead "Focus School" Coordinator for IU-26 (Philadelphia County). (For more information about "Focus" and "Priority" School Designation, see this link). In alignment with the Pennsylvania Department of Education's (PDE's) goals for supporting Focus

schools, IU-26 offered training sessions to SDP school leadership teams in 2017-18, covering such topics as: Comprehensive Planning; Data-Informed Decision-Making; Needs Assessment; Root Cause & Data Analysis; Creating Planning Teams; and Exploring Strategies and Action Steps to Achieve Goals.

Leaders of Focus schools also participated in site visits to schools across Pennsylvania that were effectively implementing goals or initiatives similar to their own, including standards-based data-driven instruction. PDE also provided online webinar and virtual toolkit resources.

During the 2017-18 school year:
- PESO's Executive Director served as a liaison between the state and the District to communicate and implement ESSA regulations, guidance, and supports.
- PESO staff supported Title I PDE Monitoring visits, with specialized support to Focus and Priority Schools (in collaboration with the Office of Grants Compliance).
- PESO staff collaborated with the PDE's Academic Recovery Liaisons to support Priority schools.
- PESO staff facilitated state-initiated training opportunities for District and Charter schools on: PVAAS, eMetric, Standards Aligned-Systems (SAS), and School Performance Profiles (SPP).

3.   PROFESSIONAL DEVELOPMENT ON USING DATA AND EVIDENCE

3.1.   Benchmarking, Analytics, and Management (BAM) Meetings for District and School Leaders

During the 2017-18 school year, the Benchmarking, Analytics, and Management (BAM) meetings were a five-part performance management and professional development meeting series (August, October, December, March, and May) for principals and school leaders to advance school improvement and increase student outcomes. School leaders and central office staff worked together to align efforts, problem solve, change beliefs, actions, and culture through four key activities: data review, implementation review of evidence-based strategies and actions, professional development aligned to the District's anchor goals, and collaborative work time. During each meeting, participants engaged in a variety of sessions to deepen the connection between data and action. During the 2017-18 school year, the key topic areas for each meeting included:
  - August 2017: 2016-17 Climate and Academic Data; Focus on the First Six Weeks
  - October 2017: Climate Data (e.g., Attendance, Suspensions)
  - December 2017: Quarter 1 Academic Progress
  - March 2018: Quarter 2 Academic Progress; 2018-19 Budgeting and Goal Setting
  - May 2018: Comprehensive Review of the 2017-18 Year

3.2.   Intensive Focus (IF) Principal Professional Development

During the 2017-18 school year, the Intensive Focus (IF) sessions were a set of monthly in-depth professional developments for principals and school leaders to take a deeper-dive into specified areas based on school need. The purpose of IF sessions was to support principals with the "now what?" part of their work. Generally, IF sessions were held at Central Office conference rooms between 3:30-5:00pm. In most cases, IF sessions were offered for an entire week for each month and were facilitated by Central Office staff. Sessions offered during the 2017-18 school year included: QlikBAM training, data analysis and the use of data to inform instruction, the continuous improvement process, using technology to improve teaching and learning, understanding the SPR, and improving school climate and culture.

3.3.   Support for Central Office Staff

ERA staff provided training and support with data analysis to Central Office staff through the use of QlikBAM. During the 2017-18 school year, sessions were offered monthly and included:

understanding QlikBAM data, digging deeper into each QlikBAM application, and using the results to evaluate and determine next steps for respective offices.

3.4.   Support for District Leaders (Cabinet, Assistant Superintendents)

ERA staff worked in partnership with the Superintendent's Office and the Chief Schools Officer to design and deliver data-focused performance management information and suggested routines. During the 2017-18 school year, the leadership team, comprised of the District's Chiefs and Assistant Superintendents, met once a month to review data and discuss issues facing the organization. ERA supported these efforts by 1) sharing District-level analysis and reports, 2) leading participants through exercises to explore data on their own through the QlikBAM system, and 3) facilitating discussions to determine next steps.

ERA staff also worked directly with Assistant Superintendents to understand Principal development needs so as to inform programming delivered during the BAM meetings and IF sessions (see above).

3.5.   Support for Parents, Families, and the Community

ERA staff work in partnership with the Family and Community Engagement (FACE) office to provide training to parents on understanding the metrics that comprise the School Progress Report (SPR), i.e.: how they are scored, how data is used in the school-level goal setting and decision making process. ERA and FACE are currently working on outlining options for future supports that will better engage families and the community around the use and function of the district's data management systems and reports.

4.   ACCOUNTABILITY METRICS

4.1. School Progress Reports (SPR)

The 2016-2017 School Progress Reports (SPR) were released on January 29, 2018. These reports represent the fifth year for which the SPR has been produced. Two-hundred and sixteen reports were released for SDP District schools, as well as 105 reports for charter schools (representing 99% of all eligible charter schools, or all but one eligible charter school). 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 (111) saw an increase in their Overall SPR score, with nearly one-quarter of schools (49 schools, or 23%) increasing their overall tier. Across the district, the largest improvements were in the Progress and College & Career domains.

Prior to the public release of the SPR, the District Performance Office (DPO), in conjunction with the Planning and Evidence-Based Supports Office (PESO), met with all Assistant Superintendents and attended 11 network meetings to review reports with principals. Subsequently, DPO also held Intensive Focus (IF) sessions for principals and assistant principals to provide an overview of the SPR, answer questions about the SPR, and review aligned resources such as the SPR Calculator and SPR App developed in QlikBAM (described below).

In conjunction with the release of the SPR, DPO released to District leadership, principals, and assistant principals the new School Progress Reports dashboard in QlikBAM. The QlikBAM SPR dashboard application provides information on Overall, Domain, and Metric performance by Network, School, and Year.

4.2. Alternative Education Progress Reports (AEPR)

Modeled after the SPR (see section 4.1), the Alternative Education Progress Reports (AEPR) evaluate alternative programs serving District students against rigorous measures of academic achievement and progress, climate, and college & career readiness. The AEPR was first produced for the 2014-2015 school year; however, the 2015-2016 AEPR was heavily revised with new, more nuanced metrics relevant to each program type and so represents the first year of the tool's production in its current form. The 2015-2016 AEPR was the result of close partnership with the Opportunity Network to identify metrics that reflect the specific purposes of different alternative school models and was released to the Opportunity Network in June 2017. Reports were produced for 19 alternative programs.

Subsequently, the 2016-2017 AEPR was released on June 29, 2018. Twenty reports were produced, 17 of which were publicly posted on the District Performance Office's website. For the first time, programs were evaluated against the performance targets from the Opportunity Network's most recent round of contracts with providers, which went into effect on July 1, 2017. Three of the 20 programs (16%) were in the top two performance tiers, indicating that they met at least half of their performance targets. Programs performed most strongly on Climate-related metrics and showed the most room for improvement in the Progress domain.

In conjunction with the release of the AEPR, an internal QlikBAM application was released to District leaders. This application displays Network- and program-level performance on each of the metrics and will, moving forward, incorporate trends over time. Additionally, AEPR data was incorporated into School Profiles. The District Performance Office also worked with the Opportunity Network staff to publicly post programs' operational and instructional walkthroughs on School Profiles.

4.3.   Turnaround Network Scorecard

The Office of Research and Evaluation (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 the 2016-2017 and 2017-2018 school year were summarized in two-page reports for each school.

5. RESEARCH AND EVALUATION PROJECTS

5.1. College and Career Readiness (Anchor Goal 1)

5.1.a. Ninth Grade Pilot Schools

Additional resources to support students in the critical 9th grade year were provided to select high schools. This pilot program was instituted in 4 schools during 2016-2017, and 3 additional schools in 2017-2018. These schools received additional administrative personnel, including a College and Career Coordinator (CCC) and a Climate Manager, both dedicated to the 9th grade.

An initial evaluation of this program will focus on implementation of prescribed activities by the CCC (e.g., establishing and reviewing Individual High School Plans for all 9th graders). In addition, baseline metrics for 9th grade attendance, suspensions, and On-Track rates will be established, and trends will be tracked as each cohort of schools implements the activities with fidelity. Initial findings will be reported during Fall 2018.

5.1.b. Institute for Student Achievement (ISA) supported schools

SDP contracted with the Institute for Student Achievement (ISA) to lead the transformation of selected high schools. Two schools began their collaboration with ISA during Fall 2017, and a third began in Spring 2018. The primary feature of the ISA model is the provision of intensive coaching to teachers in the core subject areas (English, math, science, and social studies).

Baseline and early trends will be analyzed for first-time 9th graders at ISA schools. These analyses will include attendance, suspensions, and 9th Grade On-Track rates, and will be reported during Fall 2018.

ORE will also summarize the first year of coaching activities at ISA schools, including descriptive information about the frequency and nature of activities that coaches engage in at each school. The summary will be available in Winter 2018.

5.1.c. Collaboration with PERC: Keeping Students On Track During The High School Transition

The Office of Research and Evaluation worked in partnership with the Philadelphia Education Research Consortium (PERC) to produce a series of focused analyses on the factors that keep

SDP high school students on track to graduation. Building on the important factors that have been repeatedly identified by high quality research (such as attendance, and grades in core areas), these projects aim to dig much more deeply into those factors, and into how they impact achievement in the specific and unique environment of SDP. Three projects were completed during the 2017-18 school year and two more are in progress. More details and completed reports can be found at this link.

Completed:
- Defining SDP 9th Grade On Track: This report defined the SDP on track metric, and validated the metric using data from recent graduating cohorts.
- Describing On-Track Students: Using the metric defined in the first report, this report describes subgroups from recent cohorts that were more or less likely to finish 9th grade on track.
- Supporting 9th Grade Students From the Start: Some students start out high school well prepared, demonstrate success, then begin to struggle. Other students, however, struggle immediately when they enter high school. This study describes more nuanced ways for high schools to identify students that are most likely to start poorly - and to identify them before their first day of 9th grade.

In Progress:
- 9th Grade Attendance: This study seeks to identify specific patterns of attendance that may deepen our understanding of how and when absences may be most damaging, or most avoidable. Once identified, these patterns could provide school personnel with tools to tailor interventions to their specific students.
- 9th Grade Courses: This study aims to add nuance to our understanding of which courses pose the most difficulty, and which students are best positioned to overcome those difficulties. This information will help high schools to rapidly identify which students need which supports, and will help 8th grade personnel refine their preparation of students on their way to high school.

5.1.d. Descriptions and Outcomes of SDP Career and Technical Education (CTE) Students (Funded by Perkins Grant)

A total of 2,333 students in the graduating class of 2015-2016, representing about 26% of the graduating cohort, participated in 121 CTE programs in 30 schools and 45 occupational areas. CTE students graduated at a rate of 74.7%, compared with 69.9% 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 (40.2%) rather than discontinuing (23.2%).

A detailed analysis of credit accumulation revealed that CTE students accumulate credits in

core areas (English, math, science and social studies) more consistently than their non-CTE peers, across all four years of high school.

Similar summarizes of the classes of 2016-2017, and 2017-2018 will be available during Winter 2018-2019.

5.1.e. Open to Opportunities in Career and Technical Education (OTOCTE)

ORE serves as the evaluator for the U.S. Department of Education's OTOCTE program by providing formative feedback on program implementation and fidelity throughout the duration of the three-year grant. As part of this program, justice-involved youth enrolled in the District receive technical training, college and career counseling, and other re-entry supports during their time at either the Philadelphia Juvenile Justice Services Center School (PJJSCS) or Pennypack House School.

During Year 2 (July 1, 2017 - May 15, 2018), 398 students received at least five days of CTE instruction. Across the two sites, 63 students received certifications in at least one CTE course. Prior to their release, students provide program feedback through an exit survey. Survey results indicate favorable ratings for classroom instruction, school quality, and climate.

5.1.f. CTE Graduate Follow Up

In collaboration with the Office of Career and Technical Education (CTE), and in fulfillment of federal Perkins compliance requirements, ORE conducts a brief follow-up survey of CTE graduates using email and text messages to contact graduates.

Of the 1,049 2016 CTE graduates who provided valid email addresses and/or phone numbers on the District-wide senior exit survey, 324 (31%) completed the follow-up survey, which was administered one year after graduation. In comparison, the previous year's email-only surveys yielded 146 responses (17%). Of the graduates who responded (not necessarily a representative sample), the majority were engaged in school, employment, or both. Approximately half of those enrolled in school were in a program related to their CTE field.

The survey for the 2017 CTE graduates is currently open, and the response rate has already exceeded the previous year's. A summary of the results will be available in Winter 2018-2019.

5.1.g. Philadelphia Police School Diversion Program

The Philadelphia Police School Diversion Program is a collaborative effort among the School District of Philadelphia, the Philadelphia Police Department, the Department of Human Services, and other City agencies to keep students in school and out of court. The Diversion Program is a pre-arrest, school-based diversion program that was implemented city-wide in 2014. Through the program, local law enforcement officers divert all first-time offending students who commit qualifying, low-level offenses on school property from arrest and into community-based prevention services.

During the first three years of the program, nearly 1,400 students were diverted through the program, and the annual number of school-based arrests in Philadelphia declined by nearly 68%. Diverted students were significantly less likely to be arrested within one year of their school-based incident than were students arrested in school for similar incidents in the year prior to Diversion Program implementation.

5.1.h. Preparing for College and Career Using Naviance

SDP schools provide students with access to Naviance. This computerized platform allows students to complete instructional modules that are designed to make students aware of post-graduation college and career options, and to understand the steps required to pursue those options. The platform also helps students to research colleges, and to navigate the application and financial aid processes.

ORE is analyzing Naviance usage data for the 2016-2017 and 2017-2018 school years. A report, expected in September 2018, will summarize the extent to which Naviance tasks are being assigned and/or completed across the District.

5.2. Early Literacy (Anchor Goal 2)

5.2.a. Evaluation of the Early Literacy Specialist (ELS) Coaching Model

Early Literacy Specialist (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 to teachers.

During the 2015-16 school year, 40 elementary schools (cohort 1), serving approximately 14,000 K-3 students, received a literacy coach. In the 2016-17 school year, an additional 53 schools (cohort 2), serving 15,400 K-3 students, received a literacy coach. In the 2017-18 school year, the remaining 57 schools (cohort 3), serving approximately 18,500 students, received a literacy coach.

ELSs use the Coaching Protocol for Early Literacy (CPEL) to gather data related to the implementation of best practices in the classrooms of the teachers they coach. This data is used to set classroom and school-level goals and to monitor district-wide implementation of the literacy block.

As of the 2017-18 school year:
- Every K-3 classroom has a full-time literacy coach (ELS or School-Based Literacy Lead)
- Every K-3 teacher has received professional development in evidence-based early literacy practices.
- Every school has demonstrated improvements in literacy instruction as evidenced by CPEL scores.
- Early literacy assessment systems are in place at all schools and implemented with fidelity (AIMSweb, DRA2, Benchmarks).
- Every K-3 classroom has a leveled library and Saxon Phonics.
- Positive trends in student outcomes are evident across the three performance indicators adopted by District leadership (reading on grade level by spring, yearly growth, and PSSA proficiency).
- Over 2/3 of teachers report receiving coaching from an ELS at least weekly and the majority of teachers relate their success across instructional practices to receiving ELS coaching.

In the 2018-19 school year, Cohort 1 schools are entering their fourth year of coaching; cohort 2 schools are entering their third year of coaching; and cohort 3 schools are entering their their second year of coaching.

A summary report of the implementation and outcomes of this four-year initiative is planned for fall 2019.

5.2.b. Summer Literacy Institute for K-3 Teachers

The Summer Literacy Institute is a five-day professional development (PD) series on early literacy-related topics aimed at improving early literacy teaching practices and student outcomes.Across the three years of Institute, 1,935 teachers attended the Institute, representing 100% of the District's K-3 serving elementary schools (N=150). Teachers attended the Institute

in the summer prior to the school year (SY) when their school began receiving support from an ELS Coach.

ORE used three primary sources of data to examine the effectiveness of the Summer Institute: an Early Literacy Knowledge Pre- and Post-Assessment, daily participant satisfaction surveys, and daily session observations.

Some key findings from the three year summative Institute evaluation include:
- Teachers who attended the Early Literacy Summer Institute improved their knowledge of early literacy best practices.
- Experienced teachers may benefit from attending the Early Literacy Summer Institute more than new teachers.
- Teachers may need additional support about best practices for working with English Learners in early literacy.
- In open-ended feedback, teachers expressed the desire for on-going, continued training on early literacy best practices throughout the school year. Others asked for more hands-on activities and concrete suggestions during the sessions.

A two page study summary is available at this link.

5.2.c. "Building Bridges with Books" Initiative, an Innovative Approaches to Literacy (IAL) Program

The Innovative Approaches to Literacy (IAL) Program is a U.S. Department of Education-funded grant that supports high-quality literacy programs. In Philadelphia, the grant is known as the "Building Bridges with Books" initiative and is conducted in partnership with the Free Library of Philadelphia (FLP) to serve K-3 students in 10 participating SDP elementary schools. 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.

The first IAL three year grant began in 2014-15. 2,862 individual students participated in the project during the first three years of programming: 939 students received a full three years of services, while an additional 697 received two years of programming and 1,226 students received one year of programming. The second IAL grant began in 2016-17 and will continue through the 2018-19 school year. The evaluation consists of teacher, librarian, parent, and student surveys; focus groups and interviews with parents and teachers; observations of all program activities including Read Alongs, Family Engagement Nights, classroom visits to libraries, and librarian visits to classroom; and an analysis of student literacy outcomes.

During the first IAL grant period,
- IAL classrooms made 1,584 visits to their local libraries and librarians made 1,035 visits to classrooms.
- Students viewed 635,617 digital books using the Tumblebooks software.
- Students who participated in the program for all three years received approximately 30 summer reading books over the course of the grant.
- 372 parents attended parent engagement nights at local schools.
- 74% of teacher and librarian survey respondents reported that Professional Development (PD) offered through IAL extended their skills and knowledge in early literacy, and the percent of attendees who rated their post-PD knowledge/ skills as either "good" or "excellent" increased by about 21% on average, compared to their rating pre-PD.

A full evaluation report is available upon request.

5.2.d. Reading Specialist Support for Struggling Readers

In 18 schools, certified Reading Specialists provide additional support to K-3 students who are reading well below grade level. Reading Specialists work with their students at least weekly in small groups using specially designed lesson plans that employ best practices to scaffold student learning in order to address deficiencies in reading, writing, phonics, and word study. During the 2016-17 SY, Reading Specialists served 838 students at 18 schools (intervention students). The amount and duration of support that students received from Reading Specialists varied; 56% of students received support for at least 8 months of the school year and 89% of students received between 1-6 hours of Reading Specialist support per month.

To examine the implementation and effectiveness of this program, ORE administered a Reading Specialist Survey and examined the AIMSweb outcomes of the intervention students who were seen by a Reading Specialist for the length of the school year. Selected findings include:

- Fifteen of the 18 of Reading Specialists completed the Reading Specialist survey. All (100%) Reading Specialists who took the survey reported that they were able to fulfill the role and responsibilities of their job and meet the needs of the students they support.
- On the survey, Reading Specialists identified a number of barriers to the successful implementation of their work, including a lack of resources and materials, student absences, wide-ranging academic needs, and behavioral issues.
- AIMSweb data shows that K-3 students who received support from a Reading Specialist saw improvements in their National Percentile Rank (NPR) from fall to spring. Kindergarten students had the largest increase in their average NPR from fall to spring.
- K-3 students who received Reading Specialist support also saw an increase in the percent of students in Tiers 1 and 2 (At Target or Strategic Intervention) and a decrease of

students in Tier 3 (Intensive Intervention) from the fall to spring. Kindergarten and first grade students experienced the largest change.
- Across all grades, Reading Specialist students demonstrated improvements in their average accuracy scores.

5.2.e. Literacy and Learning Centers

The School District of Philadelphia received a grant from the William Penn Foundation to redesign 32 pre-Kindergarten to second grade classrooms into interactive, center-based, learning environments over the summer of 2017. During the 2017-18 school year, teachers received ongoing training on the new equipment and had access to sample units and lesson plans for using centers. ORE evaluated the initiative, focusing on assessing changes in the classroom experiences for students in the treatment schools versus students in comparison schools using the Classroom Assessment Scoring System (CLASS). The CLASS is an instrument developed at the University of Virginia to assess classroom quality in PK-12 classrooms. It describes multiple domains of teaching that are linked to student achievement and development and has been validated in over 2,000 classrooms. Three rounds of classroom observations (of approximately 60 two-hour visits each) were completed from the spring of 2017 to the spring of 2018. A report summarizing the project results is planned for fall 2018.

5.2.f. Evaluation of the Delaware Institute for the Arts in Education (DIAE) Early STEM/Arts

Supported by a grant from the William Penn Foundation, the Delaware Institute for the Arts in Education (also known as Wolf Trap) placed a Teaching Artists (TAs) Program in two Head Start centers (one District and one Partner) beginning in the 2016-17 school year. TAs coach teachers in arts-integrated early math strategies to improve student STEM learning. Twelve teachers (and their classrooms) participated each year, two at the District Head Start setting (Kelley) and ten at the Partner Head Start setting (Porter). ORE collected qualitative and quantitative data, including classroom observations, focus groups, lesson plans, surveys and student assessment data to evaluate the fidelity of implementation and explore any influence of the program on early learning outcomes. SY 16-17 was the first year of the program, and initial implementation findings include:
- Teachers were observed using a variety of instructional strategies and materials to engage students in both arts and math lessons.
- Teachers overwhelmingly reported high levels of satisfaction with their TAs, the professional development they received, the program approach, and other program supports.

- Teachers reported that their knowledge and skills about how to use arts-integrated math lessons to improve their students' STEM skills improved as a result of the program.

A summary report for the two-year grant is planned for fall 2018.

5.2.g. Implementation and Outcomes of the "Together is Better" Approach to Supporting English Learners

Supported by a grant from the William Penn Foundation, the School District of Philadelphia is piloting a collaborative teaching model to improve early literacy skills and outcomes for English Language Learners (ELLs) in three District schools. Co-teaching teams composed of classroom and ESOL teachers will receive professional development and coaching over a period of three years with the goal of implementing a needs-based co-teaching model with fidelity. Beginning in the 2017-18 school year and continuing for two and half years, ORE will collect qualitative and quantitative data to examine the implementation and influence of the model on teachers' ability to support ELL students; changes in teachers' cultural competencies and instructional strategies, as well as the program's impact on students academic achievement and positive outcomes. As of February 2018, three participating schools have been selected by the Office of Multilingual Curriculum and Programs (OMCP) including Comly Elementary, Sheridan Elementary, and Loesche Elementary.

5.2.h. Discovering the Barriers to Kindergarten Registration Project

During September 2017, ORE conducted informal parent and teacher interviews about the barriers to on time Kindergarten registration (defined as on or before the last day of school of the preceding school year). The key takeaways from these interviews centered around the lack of clarity on when the registration period opens and closes each year as well as the difficulty of obtaining the necessary residency and medical forms and documents.These informal interviews provided information to inform the protocol for large scale focus groups conducted by CPRE (Consortium for Public Research in Education) in the fall of 2017. In addition to these informal interviews and focus groups with parents, ORE surveyed school secretaries to gain their insight on the registration process. Findings from the secretary survey include:

- Obtaining the required documentation – particularly address/residency documentation – is the biggest barrier for parents registering a child for Kindergarten – regardless of when they register (on time, late, or very late.) Evidence from open-ended comments suggests that this may be particularly challenging for parents who have recently moved and for populations who are particularly transient (i.e., recent immigrants, families who live in shelters or are otherwise insecurely housed.)

- Parents who register late or very late seem to have more difficulty navigating the registration process and have particular difficulty obtaining the required documentation, especially proof of guardianship. This suggests that parents who find the registration process especially confusing or burdensome may delay registering their child for Kindergarten, and that parents may need more guidance around how to provide proof of guardianship when custody issues arise.
- In open-ended comments, several secretaries used the term "early registration" when referring to on-time registration. The District should continue to message that there is no such thing as "early registration", as this implies that it is happening before the general registration window – rather, there is only "on-time" and "late" registration.

5.2.i. Read by 4th! Attendance Ambassadors Project

Beginning in the 2016-2017 school year, the School District of Philadelphia (SDP) partnered with the Read by 4th campaign to place Attendance Ambassadors in six North Philadelphia elementary schools to address chronic absenteeism and lateness. Ambassadors are volunteers from the community, typically involved with the school in some other capacity – i.e. school volunteer or climate staff. Ambassadors work with families on their caseload to provide attendance support and meet with Read by 4th staff members on a monthly basis to discuss their role and receive periodic training.

During the 2017-18 school year, two additional schools were added to the program and the focus was refined to support Kindergarteners who are frequently absent or late. ORE is collaborating with the Attendance Ambassadors to collect data about why students are absent and the supports and practices that improve attendance and is examining the relationship between having an Attendance Ambassador program at the school and student and grade-level attendance rates. Results are forthcoming.

5.3. Effective Educators (Anchor Goal 3)

5.3.a. Relay Teacher Residency Implementation Study

Relay Graduate School of Education was selected by the School District of Philadelphia to provide teacher preparation coursework as part of a District-led teacher residency program. In partnership with the Office of Talent, ORE has developed an implementation support plan to help progress monitor SDP's Teacher Residency Pilot.

During the first year of the study (2017-18 school year), ORE staff conducted mid-year surveys of residents, teacher mentors, and principals of school where residents have been placed. At the end of the year, ORE conducted interviews with participating principals and mentors, as well

as end-of-year focus groups with residents to gather feedback on the Relay coursework, the relationships between the residents and their mentors, residents' perceptions of the school community, and the greatest successes and challenges faced it the pilot year.

5.3.b. Developing and Implementing a New Teacher Intake Form with Regional Educational Laboratory Mid-Atlantic (REL-MA) at Mathematica

REL-Mid-Atlantic is leading a study designed to support SDP's Office of Talent in the creation of a new teacher intake form, which will enable SDP to capture the data required to increase teacher retention. In December 2017, ORE participated in a workshop run by the REL to determine the content and logistics of the intake form and will continue to support the Office of Talent as they work with REL-MA to refine and ultimately implement the new tool. The intake form will be distributed to all new teachers in August 2018.

5.3.c. Assessing Teacher Professional Development with Learning Forward

The Office of Talent is working with the Learning Forward organization to assist in the development of standards for professional learning. The goal is to create a comprehensive long-term plan for teacher professional development that is aligned to Common Core standards and evidence-based practices. Throughout the year, an ORE staff member has attended the Learning Forward Task Force meetings and led the Data, Research & Approach to Continuous Improvement work group. ORE has also provided Learning Forward with teacher survey data from our annual District-wide survey and collaborated to incorporate additional questions that target the goals of the Learning Forward partnership.

5.4. School Climate

5.4.a. School-wide Positive Behavioral Interventions and Supports (SWPBIS) Implementation Study

During the 2016-17 school year, SDP implemented SWPBIS in 40 schools, with support from a range of funders and partners. The yearly evaluation by SDP focuses on fidelity of implementation as well as attendance, suspension, and expulsion outcomes. A summary of the 2016-17 study can be found here.

Eleven additional schools began implementing SWPBIS in 2017-18. A study summary of implementation, attendance, suspension, and expulsion outcomes for all 51 schools implementing SWPBIS will be available in Fall 2018.

5.4.b. Evaluation of Second Step Social-Emotional Learning Curriculum

Second Step is a social-emotional learning curriculum that has been implemented in selected SDP schools with grant funding from the William Penn Foundation. In November 2015, SDP was awarded a grant to pilot the implementation of the Second Step curriculum at 15 elementary schools, beginning with seven Cohort 1 schools in the 2015-2016 school year and continuing through the 2016-17 school year. Eight Cohort 2 schools began in the 2017-18 school year through a competitive application process. During the 2016-17 school year, a total of 77 teachers (57%) across all schools were verified as having delivered Second Step at some time during the school year. For those schools where student count data was available, an estimated total of 2,402 students (59%) were verified as having received Second Step programming. A report on the fidelity of implementation for Cohort 1 and Cohort 2 will be available in Fall 2018.

5.4.c. Evaluation of Education for Children and Youth Experiencing Homelessness (ECYEH) Grant-Funded Activities

The Education for Children and Youth Experiencing Homelessness (ECYEH) program works to identify and assist homeless children and youth in the District. Staff in the ECYEH office identified 3,313 students as being homeless at some point during the 2016-17 school year. This was a similar proportion of students as was identified in the 2015-16 school year. Most of the students identified were residing in shelters or "doubled up" (sharing housing with another family). ECYEH continues to service students through enrollment assistance, uniform purchases, and transportation assistance. ECYEH also offers the TEEN program for adolescents experiencing homelessness, as well as a tutoring program, in addition to school site visits, trainings for school and shelter staff, and parent workshops. Most respondents to an ECYEH office satisfaction survey reported being very satisfied or satisfied with supports/services from ECYEH. The 2017-18 evaluation report will be available in Fall 2018.

5.4.d. Study of Suspension Patterns

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 2016-2017 were analyzed for overall trends, including 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 24,794 in 2016-2017. During that same period, the number of out-of-school suspensions has declined slowly, while in-school suspensions have decreased

very rapidly, from 8% of all suspensions in 2013-14 to comprising only 4% of all suspensions by 2016-2017.

Consistent with findings in other districts, African American students were at least two-and-a-half times more likely to be suspended than students of other races in all four years. Males and students with disabilities also show elevated risk of suspension. However, unlike findings from other districts, SDP students with Limited English Proficiency (LEP) status are not suspended more frequently than their non-LEP peers. A three year (2015-16 to 2017-18) summary brief is planned for Fall 2018.

5.4.e. Evaluation of Playworks TeamUp Model

Playworks is a national nonprofit that "leverages the power of play to transform children's social and emotional health." The program currently serves more than 1,300 schools in 23 U.S. cities, and reaches more than 700,000 students directly and through professional training services.

Playworks has been working in Philadelphia schools for a number of years, giving schools the option of purchasing their Coach model, which provides a full time coach to facilitate organized play during recess and class time, or their Pro model, which provides professional development to school staff. For this project, ORE is examining the implementation and outcomes related to the TeamUp program, a newer model that is intended to be a sustainable middle ground between the Coach and Pro models.

In Playworks TeamUp, Playworks provides an on-site coordinator to teach, model, and empower a sustainable recess program in elementary schools. In this model, an experienced recess expert is on site one week per month (for 40 hours) working directly with an identified school recess team as a recess consultant. During that week, the site coordinator models and demonstrates best practices and provides ongoing training and consultation for the recess team.

ORE conducted two one-year evaluations of the TeamUp model. Five schools participated in SY 2016-17, and nine schools participated in SY 2017-18. The evaluation indicated that while school staff gave positive feedback about the Playworks program in general, most schools pointed to the lack of consistency with the TeamUp model as a major challenge to implementation, and reported that they would prefer a full-time staff member to implement and manage Playworks at their school.

5.5. Health and Nutrition

5.5.a. EAT.RIGHT.NOW Program Evaluation

Funded by SNAP-Ed through the USDA's Food and Nutrition Service (FNS), and administered through the PA Department of Human Services (DHS), the District's [EAT.RIGHT.NOW. Nutrition Education program](#) (ERN) has provided community-based nutrition education to students in grades K-12 since 1999. The District and six other [community partners](#) including the Food Trust (TFT), Drexel University, the Agatston Urban Nutrition Initiative (AUNI), the Health Promotion Council (HPC), Einstein Medical Center, and the Vetri Community Partnership, offer nutrition education to all District schools.

Prior evaluations within the District and across SNAP-Ed participating sites nationwide have shown that while nutrition knowledge can be significantly improved as a result of nutrition lessons, inciting behavior change often requires a more intensive and environmentally-focused approach. Thus, with support and guidance from the USDA, FNS, and PA Nutrition Education TRACKS, ERN shifted its focus beginning in the 2017-2018 school year to better support schools and communities in making healthier policies, systems, and environmental (PSE) changes so that students and their families are more likely and more able to make healthier choices using the knowledge gained through direct education.

ORE works in collaboration with the Eat.Right.Now. program office to evaluate the fidelity of implementation of the ERN program and the impact of its direct education, community programming, and policy work. The ERN evaluation is modified in partnership between ORE and ERN staff each year to ensure that planned evaluation activities align with shifting program activities and implementation.

During the 2017-2018 school year, ORE's evaluation covered a variety of program components including nutrition lessons in schools, indirect education, parent/caregiver education, produce stands delivered in partnership with the Share Food Program (a local non-profit), and large-scale policy, systems, and environment (PSE) efforts.

ORE is also working closely with the ERN program office to support schools in completing an [online tool](#) adapted from the [CDC's School Health Index](#) by the Alliance for a Healthier Generation. The purpose of this needs assessment is to identify policies and practices within schools that can be improved in order to support student and familial health and nutrition.

5.5.b. Evaluation of Project ARREST (AIDS Risk Reduction through Education and Staff Training)

Funded by the Centers for Disease Control and Prevention (CDC) Division of Adolescent and School Health (DASH) and administered through the [Office of Health, Safety and Physical Education](#), the AIDS Risk Reduction through Education and Staff Training (Project ARREST) was a five-year grant that served 26 priority middle and high schools in the District. Schools that met certain criteria were selected by the program coordinator.

This grant funded four AIDS Community Educators (ACEs) who provided technical assistance, workshops, and professional development to participating schools on topics such as HIV/AIDS prevention, safer sex, LGBTQ+ support, healthy relationships, and peer mediation. ACEs worked closely with health teachers, providing assistance in implementing evidence-based sexual health curricula. In addition, ARREST partners with local organizations such as the Mazzoni Center and ACCESS Matters Health Resource Centers to provide additional workshops, services, and counseling.

ORE provided information to CDC on program participation, which included the number of students and teachers served, demographic information, and the number of referrals to outside agencies. In addition, ORE administered satisfaction surveys, collected information about the fidelity of implementation of the Project ARREST program curricula in health classes, and conducted interviews and observations with program participants about their experiences.

5.6. Other Academic Programs and Evaluations

5.6.a. Math and Science Partnership

The SDP Math and Science Partnership (MSP) program is a project funded by the U.S Department of Education and awarded through the Pennsylvania Department of Education. The MSP program aims to increase teacher content knowledge, strengthen their classroom practices and pedagogical skills, and ultimately improve student performance in the areas of math and science through an intensive 80-hour summer institute and ongoing professional development opportunities throughout the school year. Thirty-one participants enrolled in the 2017 Summer Institute. Results from a Summer Institute feedback form completed by 28 participants indicated that participants were satisfied with the content, quality, and delivery of the summer training.

5.6.b. Blended Learning Initiative Evaluation

Many schools in SDP are implementing some form of blended learning. Thirty-nine schools participated in the Blended Learning Initiative in 2017-18 (these schools applied to receive Chromebooks to use as part of either a rotation or a la carte model). A total of 238 teachers are using 11 different blended learning vendors as part of the Blended Learning Initiative. In 2016-17, ORE found that most teachers were not able to meet the recommended implementation targets for student usage of the rotation programs. While teachers and principals reported accessing the data provided by the vendor programs, teachers generally did not use the data for grouping students or differentiating instruction (a key part of the blended learning model). ORE monitored implementation in 2017-2018 through surveys and usage data received from vendors and will summarize results in a report in fall 2018.

6.   SURVEYS

6.1.   District-wide survey (DWS) Program

The District-wide Survey program began in 2014-15 and is administered annually by ORE. The program consists of a series of four related surveys for both the District and Charter sectors: student, parent/guardian, teacher, and principal surveys that measure five key topics related to school improvement—climate, instruction, leadership, professional capacity, and parent/guardian-community ties. During the 2016-17 school year, 6,515 (55.7%) teachers, 72,580 (49.5%) students, 184 (56.6% principals, and 30,968 (15.8%) parents/guardians completed the DWS. Final counts for the 2017-18 response rates are not yet available, but preliminary (rounded) numbers indicate that 6,700 (54%) teachers, 80,000 (54%) students, 200 (60%) principals, and 33,000 (17%) parents/guardians completed the 2017-2018 DWS.

Survey data from 2014-15 to 2016-17 is displayed in an interactive QlikBAM dashboard available to principals, assistant principals, and members of cabinet. Publicly available results can be viewed at: www.schoolsurveys.philasd.org. Both internal and external displays enable stakeholders to examine data longitudinally, as well as to filter on school and student demographics in order to identify trends in the perceptions of our students, teachers, principals, and parents and guardians.

ORE analyzed 2016-2017 survey data to better understand the relationship between student, teacher and parent/guardian perceptions of their schools and school-level PSSA scores in math and reading. Results show a strong correlation between teacher and student perceptions of Climate and Instruction and PSSA math and reading scores.

Results from the 2017-18 DWS will be available in Fall 2018.

6.2.   Senior Exit Surveys

The primary purpose of the senior exit surveys is to capture students' intentions after high school—specifically, whether they are planning to obtain additional education, employment, or pursue other activities. These surveys are also used to collect and share data on students' high school experiences and the supports they received in preparing for life after high school. The senior exit surveys include one version for students graduating from District and alternative schools, and a separate exit survey for Educational Options Program (EOP) students.

The exit surveys are distributed to students with 12th grade status. For the 2016-2017 District-wide exit survey, 5,281 seniors participated from 50 District high schools, representing

70% of enrolled 12th graders. For the 2016-2017 EOP exit survey, 255 students with 12th grade status completed the survey from four EOP sites. The 2017-2018 EOP exit survey opened on November 27, 2017, and the District-wide exit survey opened on April 30, 2018. Results from the 2017-2018 senior exit surveys will be available Fall 2018.

6.3. Pre-K Parent Survey

The first 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 and 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. The second year of the Pre-K survey, administered in SY 2016-17, had an increased response rate of 13%, with 692 responses from District sites and 540 responses from Partner sites. The survey was available in English, Spanish, and Arabic. ORE met with staff from the Office of Early Childhood Education and presented at a parent Policy Council meeting to improve outreach and response rates. Site-level reports of the survey responses were distributed to participating sites in winter 2018 and a summary report is available on the ORE website. In SY 2017-18, the response rate was approximately 5%, with most responses coming from District (rather than partner) pre-k sites. ORE will be working with program staff to increase the response rate in the future.

6.4. School Support Census

The School Support Census is an annual survey designed to identify the number and nature of external supports (including all unpaid partners and paid vendors) in place at each School District of Philadelphia (SDP) school. The first District-wide Census conducted by the Office of Research and Evaluation (ORE) took place during the 2015-16 school year, and was used by the Office of Strategic Partnerships (OSP) to describe the landscape of school-based partner supports, to inform the development of a School Partnership Agreement (SPA) for school-based external partners, and to match interested partners with schools based on their existing supports and self-identified needs. ORE also has used the results to provide information to internal and external researchers selecting school sites for programmatic opportunities and research studies.

A total of 197 District K-12 schools (92%) participated in the 2016-2017 School Support Census. In 2015-2016, principals and school leaders completed the Census via a telephone survey, while in 2016-2017, the Census was digitized to make it easier for participants to complete. Schools reported an average of 18.7 supports across a variety of impact areas, with variation by school type. Across the District, 1,724 supports were identified, provided by 1,108 support

providers. The 2017-2018 School Support Census launched in late Spring of 2018, utilizing the survey software Qualtrics to create surveys that are less burdensome for principals while maximizing data capture. Data collection is ongoing and will end in Fall of 2018.

7. EXTERNAL RESEARCH PROJECTS REVIEWED BY RESEARCH REVIEW COMMITTEE

(see Appendix A & B for lists of new proposals and ongoing projects)

The School District of Philadelphia values research that contributes to improved educational outcomes for students. Because the District receives a large number of requests from individuals and organizations to conduct research studies and the number of proposed projects is generally larger than the District can accommodate without significantly disrupting instruction, all individuals and organizations interested in conducting research in the District must have their proposals reviewed and approved by the Office of Research and Evaluation's Research Review Committee (RRC).

During the 2017-18 fiscal year (July 2017 to June 2018), 139 new submissions were received by the RRC, including 111 new proposals and 28 amendments. Including prior approved projects, 191 research projects were active in SDP between July 2017 and June 2018 (this includes proposal that were approved in 2017-18 or were continuing from previous years).

7.1. RRC Applications and Approval Rates

Proposals and Approvals

Between July 2017 and June 2018, the RRC received 111 new proposals from 63 organizations or universities. Entities that submitted the most proposals during this time were: the University of Pennsylvania (n=18), Temple University (n=9), and Drexel University (n=8). 108 of the 139 total submissions (78%), and 84 of the 111 new proposals (76%) were either fully, conditionally, or partially approved for the 2017-2018 school year-to-date.

In addition, 42 proposals approved during FY 2016-17 and 36 proposals approved before July 2016 were still active during FY 2017-18.

Proposal Topics

Beginning in July 2018, all new proposals were "tagged" by subject areas to categorize the topic or content area(s) the study proposes to address. Though more than one tag may be used per study, 29 different individual tags have been used thus far and have also been retroactively

applied. As of July 2018, 328 proposals have been tagged. Among this group, the most common topics are Anchor Goal 3 (n=29); Anchor Goal 1 (n=28); Health (n=16); Anchor Goal 2; and Climate (n=8).

7.2.   RRC Monthly Research Forum

In November 2016, ORE began offering a monthly Research Review Forum, open to all who are interested, and required for those submitting proposals to the RRC. The goal of this forum is to provide external researchers, as well as other stakeholders, with information about District standards and procedures for conducting research and applying for access to District data. Since November 2016, 222 program staff, researchers, students, and other stakeholders from a variety of organizations and universities have attended. In the 2017-18 fiscal year, 113 people attended the RRC Forum.

	Jul 17	Aug 17	Sept 17	Oct 17	Nov 17	Dec 17	Jan 18	Feb 18	Mar 18	Apr 18	May 18	Jun 18
Number attending	7	8	8	15	8	19	1	8	6	10	6	17

8. CONTRACTED PROJECTS

8.1. Evaluation of Renaissance Charter and Turnaround Schools 2017-18

Mathematica Policy Research continued its contracted evaluation of the most recent cohort of Renaissance Charters and District Turnaround Schools. The cohort includes 2 schools converted to charters in 2016-2017 (Samuel B. Huey and John Wister) and 5 schools added to the Turnaround Network in 2016-2017 (S. Weir Mitchell, E.W. Rhodes, Hon. Lewis Munoz-Marin, Roosevelt Elementary School, and Jay Cooke).

In July 2018, Mathematica delivered and presented an initial implementation analysis, based on a literature review of school turnaround efforts across the country, document review, and interviews with Turnaround school staff and families. Drawing from their literature review, researchers used five key areas of turnaround as a framework for assessing turnaround implementation in Philadelphia: (1) cultivating turnaround principals, (2) teaching and learning continuous improvement, (3) professional growth, (4) health and safety, and (5) community involvement. They found that the SDP Turnaround schools in this study exhibited varying levels of success in these areas. The presentation generated a discussion amongst SDP leadership about ways to better facilitate turnaround, especially in terms of addressing trauma and behavior, developing and retaining staff, and encouraging increased collaboration within schools.

The evaluation will continue through September 2020, and will culminate in an effectiveness analysis that will estimate the effects of Renaissance and Turnaround activities on student outcomes in the 7 focus schools (using a comparison group); and, a cost-effectiveness analysis to best understand how costs of implementing the Renaissance and Turnaround initiative compare with other programs, policies, and interventions intended to improve student outcomes.

8.2. In-Class Today Attendance Mailings

The 2017-2018 school year was the third year that ORE has contracted with In-Class Today to send attendance mailings to students in SDP. Building on positive evidence of effectiveness from a randomized control trial piloted in 2013-2014 and fully executed in 2014-2015, notices with information about student absences were mailed to approximately 30,000 students across SDP several times throughout the school year.

8.3. Evaluation of the Integrated Literacy Model (ILM) Approach in Two Elementary Schools

The School District of Philadelphia (SDP) has partnered with the AIM Academy—a college-preparatory school that uses an innovative literacy framework—and its professional training center, the AIM Institute for Learning and Research—to implement the Integrated Literacy Model (ILM) in two Philadelphia schools, William H. Ziegler Elementary School and Andrew Jackson School. ILM has been implemented in these schools according to the following implementation model: grades K–1 in Year 1 (2014–15), grades K–2 in Year 2 (2015–16), and grades K–3 in Year 3 (2016–17) and Year 4 (2017–18). Over the course of four years, ILM will reach students in 20 K–3 classes.

Led by Metis Associates and supported by the Office of Research and Evaluation, the Year 3 (SY16-17) evaluation focused primarily on documenting teacher feedback on implementation and assessing the impact of ILM on student outcomes. Teacher feedback was gathered through a teacher survey, which was completed by 14 teachers in spring 2017. Student outcome data included: literacy test scores (from AIMSWeb for students in kindergarten through third grade and from the Pennsylvania System of School Assessments (PSSAs) for third grade), school attendance, and suspensions.

9.   DATA REQUESTS

ORE and DPO jointly utilize an online Data Request Form to collect and process internal and external data requests. During the Fiscal year of 2017-2018, we received 162 requests through the online form, and 75% of these requests have been fulfilled by June 30th, 2018. Roughly 46.9% of the requests came from external private/non-profit/academic agencies, while Central offices, Networks and the Superintendent's Office made 43.2% of requests. Each request has required an average of 9.4 work hours to complete.

The most common data requests included: Demographics/Enrollment, Assessment, and Attendance.

Appendix C includes requests received through the online Data Request Form in 2016-17 and 2017-18 (EOY).

10. APPENDIX A: External Research Proposals Approved July 2017-June 2018

Proposal Number	Title
2017-07-538	Student Writing Success Through "Kid Writing"
2017-07-539	Teach Plus T3 Initiative in the School District of Philadelphia
2017-07-540	The Feedback on Alignment and Support for Teachers (FAST) Study
2017-07-541	Playworks Evaluation Proposal
2017-07-542	Playworks Program Performance Monitoring
2017-07-543	Temple Teacher Residency Evaluation
2017-08-544	Evaluation of Win/Win Program's Impact on Participants' Academic Achievement, School Attendance and Behavior
2017-08-545	21st Century Grant Evaluation: Education Plus Health/Building 21
2017-08-546	Strengthening and Sustaining Instructional Leadership in Mathematics in Neighborhood Network 2 Elementary Schools
2017-08-547	Keeping Students On-Track during the High School Transition
2017-08-548	Spark Evaluation
2017-08-549	Lea Partnerships Study
2017-08-550	Evaluation of ArtistYear's Impact on School Engagement
2017-08-551	City Year Philadelphia SY 2016-2017 Whole School, Whole Child Outcome Analysis
2017-08-552	City Year Philadelphia SY 2017-2018 Whole School, Whole Child Activities Proposal and Outcome Analysis
2017-08-553	A Randomized Controlled Trial of Trauma-Awareness Training for Early Childhood Educators
2017-08-556	YEP Growing Together 5-Year Evaluation
2017-08-557	Identifying Barriers to On-time Kindergarten Registration in Philadelphia
2017-08-558	From Direct Instruction to Authentic Learning: A Shift to Increase Academic Success and Engineering Competencies among Youth of Color
2017-09-559	Building an Evidence-based, Sustainable Family-Teacher Engagement Intervention to Support Kindergarteners' Classroom Engagement Competencies

2017-09-561	Evaluation of Community Schools
2017-09-562	Children's Literacy Initiative (CLI) Coaching Protocol for Early Literacy (CPEL) Instrument
2017-09-563	Sixers Math Hoops Program Evaluation
2017-09-565	21st Century Community Learning Centers Cohort 7
2017-10-564	An Analysis of Esperanza Academy Charter School and Community Programs
2017-10-567	Development of Professional Noticing Skills in Preservice Science Teachers
2017-10-568	Tracking Referrals in Southeastern PA Health Resource Centers
2017-10-569	Collecting Risk Behavior Questions in the Health Resource Centers
2017-10-571	Heart Healthy Cooking Lab: Youth Exploring Wellness Through Cooking and Gardening
2017-11-575	Factors Keeping Staffs from Applying for Assistant Principal or Principal Positions
2017-11-576	Framework for 21st Century School Practicing Nurse: The Perspectives of School Nurses' Regarding Facilitators and Barriers to Practice in Urban School Districts
2017-11-578	Environmental and individual predictors of health outcomes of lesbian, gay, bisexual, and questioning (LGBQ) youth
2017-11-579	Principal Evaluation and Student Achievement
2017-11-580	Evaluation of P-CAN Teacher Fellowship at Riverbend
2017-11-582	Vetri Cooking Lab Progress Monitoring
2017-11-583	Exploring Student Voice in Project-Based Learning for High School Students
2017-11-584	Trends and Relationships Among Leadership, Other Essential Supports and School and Family Outcomes: An Analysis of SDP Survey Data
2017-12-585	Teaching and Learning International Study (TALIS) 2018
2017-12-586	Hand Hygiene Education Program Evaluation
2017-12-587	Longitudinal effects of teachers' support on students' attendance, suspensions and academic achievement
2017-12-588	Case Study of the School District of Philadelphia's Participation in the Urban Mathematics Leadership Network
2017-12-589	Better Understanding Staff Buy-In for the Friend to Friend Program
2018-01-592	Evaluating After-School All-Stars (ASAS) Philadelphia

2018-01-593	Examining Disproportionality in Acknowledgment Systems within School-wide Positive Behavior Interventions and Supports
2018-01-594	A Study of Teacher Learning of the Core Practices of Project-Based Learning
2018-01-595	Three Art Teaching Strategies To Support Language Acquisition And Communication Skill Development In English Language Learners
2018-02-596	Sherlock Program Evaluation
2018-02-597	Central Office Support of School Leaders' Data Usage: Studying Philadelphia's Benchmarking, Analytics, and Measurement Intervention
2018-02-598	Teacher characteristics, retention and mobility in the School District of Philadelphia
2018-02-599	Pennsylvania 21st Century Community Learning Center Evaluations (2017-18)
2018-02-600	An Experimental Evaluation of Philadelphia WorkReady
2018-02-601	West Philadelphia Controls Asthma
2018-02-603	International Early Learning and Child Well-being Study (IELS)
2018-02-604	An Evaluation of Breakfast Learning Activities for Students and Teachers (BLAST)
2018-02-605	Philly Reading Coaches: One-on-one Volunteer Literacy Intervention with K-3 students During Out-of-School Time Hours
2018-03-607	Examining a School-based Mindfulness Intervention through the Voices of Students with Emotional or Behavioral Disabilities
2018-03-609	The Lost Ones: Reintegrating Students with Emotional Disturbances Back Into the School Community
2018-03-610	Achieve Now Progress Monitoring
2018-03-611	Getting to High School in Philadelphia: Student Commuting and Public Transportation
2018-03-612	Peer Group Connection: Expanding and Enhancing a Peer Group Mentoring and High School Transition Program
2018-03-613	Improving Educational Outcomes for Students in Four Philadelphia High Schools by Implementing and Evaluation an Evidence-Based, Peer Group Mentoring and High School Transition Program
2018-03-614	Efficacy of a Growth Mindset Intervention to Increase Student Success
2018-04-616	The Effect of Professional Development on Emotionally Disturbed School Students' Academic Achievement

2018-04-617	Evaluation of Continuum Junior Achievement Program
2018-04-618	Identifying a School Readiness Threshold for the School District of Philadelphia
2018-04-619	Student Academic Achievement QED for Mastery Charter School Program Evaluation
2018-04-620	Deep Learning With Fractions
2018-04-621	Supporting Success in Algebra: A Study of the Implementation of Transition to Algebra
2018-05-622	Evaluating the Philadelphia Police School Diversion Program
2018-05-626	A Phenomenological Study: Exploring Teachers, School Psychologists and Administrator's Experiences Educating Traumatized Students
2018-05-627	Urban Principal Vitality through the Lens of Self-care and Personal-Professional Boundary setting
2018-05-628	Emlen Elementary Schoolyard Use Study
2018-05-629	A Framework for the Integration of Multiple Technologies into the Multimodal Literacy Environment
2018-06-630	PBIS in Challenging Contexts: Evaluating a Replicable Implementation Approach in Philadelphia
2018-06-631	Evaluating the Impact of Economic Disadvantage on Specific Learning Disability Identification in Elementary School Students: A Grounded Theory Study
2018-06-632	Exploring the Experience of Teaching in an Elementary Emotional Support Environment: A Phenomenological Study
2018-06-633	Exploring Digital Democratic Dialogue with High School Students
2018-06-634	Supporting Productive Classroom Discussions
2018-06-637	Middle School Teachers' Perceptions of Schoolwide Positive Behavior Intervention Supports
2018-06-638	Peer Assistance and Review: A Case Study
2018-06-639	City Year Philadelphia School Year 2017-18 Whole School, Whole Child Outcome Analysis
2018-06-640	Investigating Student Engagement in Kindergarten to Inform a Home-School Intervention
2018-06-642	Testing of a Digital Stress Alarm for School-Aged Children with ASD
2018-06-643	Families and Schools Together (FAST): An Evidence-based Approach to Strengthen and Engage Families at Schools

11. APPENDIX B: Active External Research Approved Prior to July 2017

Proposal Number	Project Title	Final Report Expected
2014-03-277	Using Research-based Formative Assessment to Improve Mathematics Teaching and Learning	2018-12-31
2014-06-294	Efficacy of ALEKS for Improving Student Algebra Achievement	2020-06-30
2014-07-296	Evaluation of the Carnegie Corporation's Opportunity By Design Initiative	2019-06-30
2014-10-312	School Choice and Equity in Philadelphia's District and Charter Schools	2017-12-30
2014-12-329	WHYY Flash Media Labs Program Evaluation	2017-08-01
2015-06-366	Comprehensive Examination of the Kindergarten Engagement Scale	2018-08-31
2015-07-378	School Justice Partnerships: Keeping Kids in School and Out of Court	2018-09-30
2015-09-387	Assessment of School-Based Mindful Yoga Programs	2018-06-30
2015-09-390	Closing the Achievement Gap for Low-Income Students through Non-Cognitive Skill Development	2019-12-31
2015-10-391	Evaluation of Pennsylvania Academic and Career Technical Training (PACTT)	2016-07-01
2015-10-393	Philadelphia Summer Jobs Pilot Study	2017-01-31
2015-11-394	Philadelphia Postsecondary Pathways	2017-01-31
2015-11-396	Evaluation of the Philadelphia Education Fund's Early Warning System Program	2017-12-31
2015-11-397	Student Behavior, Crime, and School-based Law Enforcement	2017-01-01
2015-11-399	Action for Early Learning-Early Childhood Education Initiative: Community Innovation Zone Grant	2018-10-31
2015-12-400	Discipline in School Contexts (official title: Suspension Practices in the Context of PBIS: Implementation for K-8 Students in the School District of Philadelphia)	2017-07-31

2016-01-401	Research on English Language Learners in Philadelphia Stage 1: Landscape of ELL Students and Instructional Models in Philadelphia	2016-07-31
2016-01-404	Students' Experiences and Perceptions Related to the College Culture at their Urban High School	2018-11-01
2016-01-408	FOCUS and HYPE in Philadelphia (FHIP)	2017-09-30
2016-01-409	Opportunity Works Survey of Youth in Re-Engagement Centers	2017-10-01
2016-01-410	School Leadership and Parent Networks: Examining Principals' Practices for Managing Parent Involvement in Philadelphia Neighborhood Schools	2017-04-01
2016-02-412	The Effectiveness of Imagine Learning on Students' Reading Achievement	2017-10-01
2016-02-413	BE PROUD! BE RESPONSIBLE! BE PROTECTED! and HYPE in Philadelphia (BE-HIP)	2017-09-01
2016-02-414	Relationships, Organizational Structures, and Innovation in Education	2017-04-01
2016-02-415	Mahogany Adolescent Literacy Identities: Nurturing Relationships with Literacy As If Our Lives Depended On It	2017-06-01
2016-02-416	Supporting the Evaluation and Implementation of the Philly PLUS Program	2018-09-01
2016-02-417	Community Innovation Zone: Include Me to Achieve	2017-12-29
2016-03-418	PARE - Using Citizen Science to Measure the Prevalence of Antibiotic Resistance in the Environment	2017-08-01
2016-04-425	Evaluation of the Lindy Scholars Program	2016-12-31
2016-04-426	Tiered Behavior Support for Urban middle School Students: A Research Proposal with Feltonville School of Arts and Sciences	2017-07-31
2016-04-427	Autism Intervention Research - Behavioral 3	2020-06-30
2016-05-431	Student Perceptions of Teacher Emotion: The Influence of Ethnic and Class Cultures	2017-06-01
2016-05-432	The Effect of School-Based Behavioral Health Programs on Children's Behavioral Health Functioning and School Outcomes	2018-05-31
2016-05-433	Social-Motor Functioning in Autism Spectrum Disorder	2017-09-08
2016-05-434	University of Missouri - St. Louis Comprehensive School Safety Initiative	2019-12-31
2016-05-435	Influence of Intercultural Experience Abroad on Urban High School Students	2017-10-30

2016-05-436	A Comparison of the Effectiveness of Drexel University's EAT.RIGHT.NOW High School and Cooking Club Curricula	2017-10-01
2016-05-437	An Examination of Educational Outcomes for Children in Residential Facilities	2017-12-31
2016-05-439	Families and Schools Together (FAST): An Innovative, Targeted Strategy for Removing Key Barriers to School Turnaround	2017-12-29
2016-05-440	Developing and Implementing an Integrated STEM Curriculum	2017-08-31
2016-05-441	Evaluation of Philadelphia Academies, Inc.'s All-Academy High School Model	2018-12-31
2016-06-444	Impact of SSB Taxes Among Youth	2020-01-31
2016-06-445	The Situated Cognitions and Practices of Teachers and Teacher Candidates Who Participated in a Foundational Course on Teaching English Learners	2018-06-22
2016-06-447	Evaluation of The Claymobile Outreach Program in Philadelphia Public Schools (K-12)	2019-01-01
2016-06-448	Evaluation of Drexel University's 21st CCLC	2018-07-01
2016-06-450	Efficacy Evaluation of Zoology One: Kindergarten Research Labs	2019-12-31
2016-07-451	ED School Climate Surveys (EDSCLS) 2017 Benchmark Survey	2017-10-31
2016-07-452	The Pennsylvania Kindergarten Entry Inventory Validation Study	2018-02-01
2016-07-453	Study of Title I Schoolwide and Targeted Assistance Programs	2017-09-01
2016-07-454	Evaluating the Healthy Kindergarten Initiative - a Nutrition, Physical Activity and Local Food Education Program	2018-06-30
2016-07-455	Urban Teachers' Experiences with Service-Learning	2017-06-21
2016-07-456	Preventing Physical, Relational, and Cyber-Bullying within Urban Schools: A Multi-Component Intervention (The PRAISE Program)	2019-08-15
2016-07-457	Planting Science: Digging Deeper Together - A Model for Collaborative Teacher/Scientist Professional Development	2017-12-01
2016-07-458	Evaluation of a Population-Based Mental Health Assessment to Intervention Model	2017-07-03
2016-09-459	Role of Alcohol Disparities in HIV Risk among Sexual Minority Youth	2021-12-31
2016-09-460	Grant Mandated Evaluation - Math/Science/STEM Partnership Grant	2017-06-30

2016-09-461	The Impact of the "New Faces" Program at Roxborough High School on Participant Persistence, Completion, and Post-Secondary Enrollment	2020-09-30
2016-09-462	Exploring General Education Teachers' Understanding of Evidence-Based Practice; A Collective Case study	2017-03-27
2016-09-464	Everyday Mindfulness for Schools: An Evaluation of a Mindfulness-Based Training for Teachers	2018-02-28
2016-09-465	Families and Schools Together (FAST)	2017-06-30
2016-09-466	Community Innovation Zone: Autism Placement & Progress in Philadelphia	2018-08-31
2016-09-467	Evaluating the AFSP More than Sad School-based Suicide Prevention Program	2019-03-01
2016-09-468	District-Wide Assessment of Elementary Schools' Physical Activity Practices	2018-10-01
2016-09-469	The Effects of Positive Behavior and Intervention Supports (PBIS) in Reducing Suspensions of Latino Students	2017-06-30
2016-09-470	NSF Robotics Research Experience for Middle School Teachers Site Research	2019-06-15
2016-09-471	Developing Formative Assessment Tools and Routines for Additive Reasoning	2019-01-31
2016-09-472	Career Vitality in a Challenging Context: Experiences of Urban Principals	2017-03-01
2016-09-473	P3 COMMUNITIES OF PRACTICE: How do STEM PD and Coaching Impact Teachers Confidence and Comfort with STEM Topics?	2018-03-30
2016-09-474	Playworks Evaluation to Ensure Program Quality	2019-06-30
2016-10-475	School Resuscitation Training: Advancing the Student Program for Olympic Resuscitation in Schools (SPORTS 2.0)	2019-12-01
2016-10-476	Re-Imagining the High School Experience: Supporting the 9th grade transition	2017-04-01
2016-10-477	PA Youth Risk Behavior Survey (YRBS) - Healthy PA Youth Survey	2017-10-31
2016-11-478	Engineering Expansive Learning for Boys of Color: A Focus on Practice & Identity	2019-09-01
2016-11-479	Strengthening Community Partnerships in the Arts: Evaluation Study	2017-07-31

2016-11-480	AT&T Aspire Connect to Success Mentor Program	2019-12-31
2016-11-481	Evaluation of Congreso's Exito Program Replication at Kensington CAPA High School	2020-12-31
2016-11-482	UACS Evaluationand Survey Partnership at Benjamin B. Comegys and Henry C. Lea Community Schools	2019-12-20
2016-11-483	ED School Climate Surveys (EDSCLS) 2017 Benchmark Survey	2017-09-01
2016-11-484	A Quantitative Study Designed to Define the Expectations of Parental Involvement in Order to Effectively Support Student Achievement	2017-09-30
2017-01-486	The Barnes Foundation's Look! Reflect! Connect! Program Evaluation	2017-06-13
2017-01-487	Student evaluation of Philadelphia based museum experience called *Unpacking the Past*	2017-08-01
2017-01-488	Measures of Progress Related to the Read by 4th Campaign	2019-12-01
2017-01-489	Enhancing Discussion Based Learning in an Elite Magnet School	2020-08-01
2017-01-490	Multimedia Evaluation Plan: Bringing Libraries and Schools Together (BLAST)	2020-02-01
2017-01-491	Evaluation of a Professional Development Program to Increase Trauma Awareness Among Head Start Staff: Phase I, Administrative and Support Staff	2018-03-01
2017-01-492	Investigating 'Safe Spaces' within Creative and Performing Arts High School Vocal Programs	2017-10-31
2017-02-493	Early Literacy Instruction and Pre-K Curriculum in Philadelphia	2019-11-01
2017-02-494	Implementation of PBIS: An Investigative Study of Middle School Students in an Urban District	2018-05-01
2017-02-495	Sentence Weaver Pilot Study	2018-06-16
2017-02-496	Validating the School Outcomes Measure (SOM): An Outcomes Measure for Students Who Receive School-based Occupational Therapy and Physical Therapy	2020-06-30
2017-02-497	2017 National Youth Tobacco Survey (NYTS)	2018-11-01
2017-02-498	A Study of African American Males' College Readiness Through the Public School District	2017-04-15
2017-02-499	Youth Risk Behavior Survey (YRBS)	2017-12-01
2017-02-500	Evaluating After-School All-Stars (ASAS) Philadelphia	2017-10-30

2017-02-501	Sexual Health and Adolescent Risk Reduction (SHARP) and Sisters, Informing, Healing, Living and Empowering (SIHLE)	2017-10-01
2017-03-502	Exploring African American High School Age Males' Perceptions of Agricultural Related Youth Programs in Urban Settings	2017-07-01
2017-03-503	Healthy Schools Evaluation	2021-12-01
2017-03-504	National Longitudinal Transition Study of 2012 (NLTS 2012)	2018-06-30
2017-03-505	Evaluation of Mural Arts Program's Arts Integration Program Year 2	2017-08-31
2017-04-506	Achieving Board Certification (ABC): The National Board Teacher Support Program at Temple University	2020-07-31
2017-04-507	Evaluating the Impact of Eye to Eye Mentoring on Socio-Emotional Skills of Students with Learning Differences	2018-09-25
2017-04-508	Using Writing Tasks and Heuristics to Elicit Adolescents' Historical Contextualization	2017-08-31
2017-04-509	Mapping the Biodiversity of the Philadelphia Promise Zone	2019-08-31
2017-04-510	Cascading Turbulence: Teachers' Perceptions of Policy Implementation in the School District of Philadelphia during the Fall of 2013	2017-10-31
2017-04-511	Farm Explorer Nutrition Education: School-based program evaluation	2018-03-01
2017-04-512	Transforming School L.I.F.E. for English Learners	2020-09-01
2017-04-513	Research on English Language Learners in Philadelphia Stage 2: Exploring School, Family, and Community Engagement Efforts	2017-11-01
2017-04-514	Continuum JA	2017-05-24
2017-04-515	Investing in Family Engagement Study (IFES): Additional Interviews on Stakeholders' Perspectives of Family Engagement	2017-12-31
2017-05-516	2017-18 School Survey on Crime and Safety (SSOCS: 2018)	2019-07-01
2017-05-517	High School Teachers' Perceptions of their Principal's Observation Feedback and its Influence on their Teaching Practice	2018-02-01
2017-05-518	Playworks Program Performance Monitoring	2017-07-31
2017-05-519	Using Youth Voice to Enhance School Community and Instructional Practice	2018-06-30
2017-05-520	Neubauer Fellowship Program Evaluation	2020-08-01

2017-05-521	Youth Character Development in Outward Bound	2018-05-01
2017-05-522	Mental and Sexual Health Disparities Among Bisexual and Unsure Latino/a and Black Youth	2018-12-01
2017-05-523	Middle Grades Longitudinal Study 2017-18 (MGLS:2017)	2020-12-01
2017-05-524	School-Based Teacher Leader Role Scan	2017-07-01
2017-05-525	National Teacher and Principal Survey (NTPS), 2017-18	2019-07-01
2017-05-526	High School Transformation in Philadelphia: A Framework for Collaboration, Management, and Leadership	2019-12-31
2017-06-527	Evaluation of Academic Language Instruction for 4th and 5th Grade Students	2021-11-01
2017-06-528	New Teacher Induction: The role support plays in the professional learning of teacher residents	2018-12-01
2017-06-529	2018 National Survey of Science and Mathematics Education (NSSME)	2019-03-01
2017-06-530	Increasing Responses to Annual Parent and Teacher Surveys: A Field Experiment	2020-09-01
2017-06-531	Developing Music for the 80 Percent in the School District of Philadelphia: Development Phase	2018-12-31
2017-06-532	Making Healthy Decisions	2020-08-01
2017-06-533	Springboard Collaborative Schoolyear Kindergarten Intervention 2016-17	2017-09-30
2017-06-534	Springboard Collaborative Summer Program 2017-2019	2022-09-01
2017-06-535	Evaluating the Corner Store Youth Initiative	2018-12-31
2017-06-536	Evaluation of the Healthy Bodies, Healthy Minds Teacher Training Series	2018-12-31

12. APPENDIX C: Data Requests by Month and Type

The following graphs and tables display Data Requests submitted online via the Data Request Form on the District Performance Office's webpage. During the 2016-17 school year, the school district received 175 requests for data, compared to 2017-18 school year, with 162 requests. These numbers do not include data requests that did not go through the online request form.