



Office of Evaluation, Research, and Accountability

Summary of Major Projects 2018-2019 School Year

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Contents

Major Projects and Initiatives, 2018-19	5
1. DATA DISSEMINATION EFFORTS	5
1.1. School Profiles	5
1.2. Performance Management Dashboards (QlikBAM)	6
1.3. Open Data	8
2. SCHOOL-BASED PLANNING AND PROGRESS MONITORING SUPPORT	9
2.1. Supports for Assistant Superintendents and Principals	9
2.2. School-level Supports	9
2.3. State-Level Liaison as Philadelphia Intermediate Unit (IU) 26	10
3. SUPPORT FOR USING DATA AND EVIDENCE TO INFORM DECISION-MAKING	11
3.1. Benchmarking, Analytics, and Management (BAM) Meetings for District and School Leaders	11
3.2. Research, Policy, and Practice (R2P) Conference	12
3.3. Logic Model Development	12
3.4. Training Opportunities for Central Office Staff and External Partners	13
3.5. Support for District Leaders (Cabinet, Assistant Superintendents)	14
3.6. Support for Parents, Families, and the Community	14
4. ACCOUNTABILITY METRICS	14
4.1. School Progress Reports (SPR)	14
4.2. Alternative Education Progress Reports (AEPR)	15
5. RESEARCH AND EVALUATION PROJECTS	16
5.1. College and Career Readiness (Anchor Goal 1)	16
5.1.a. Ninth Grade Academies	16
5.1.b. Collaboration with PERC: Keeping Students On Track During The High School Transition	16
5.1.c. Descriptions and Outcomes of SDP Career and Technical Education (CTE) Students (Funded by Perkins Grant)	16
5.1.d. Open to Opportunities in Career and Technical Education (OTOCTE)	17
5.1.e. Preparing for College and Career Using Naviance	17
5.1.f. High School Summer Institute	17
5.2. Early Literacy (Anchor Goal 2)	18
5.2.a. Evaluation of the Early Literacy Specialist (ELS) Coaching Model	18
5.2.b. K-3 and 4-5 Summer Literacy Institute	19
5.2.c. "Building Bridges with Books" Initiative, an Innovative Approaches to Literacy (IAL) Program	20
5.2.d. Reading Specialist Support for Struggling Readers	20
5.2.e. Literacy and Learning Centers	21

5.2.f. Implementation and Outcomes of the “Together is Better” Approach to Supporting English Learners	22
5.2.g. Literacy Improvement Case Studies	22
5.2.h. Quality Teaching for English Learners (QTEL)	22
5.2.i. Literacy “Good to Great” Improvement Grants	23
5.3. Effective Educators (Anchor Goal 3)	24
5.3.a. Teacher Residency Study	24
5.3.b. Implementing a New Teacher Intake Form	24
5.3.c. Teacher Leader Academy (TLA)	24
5.3.d. Development of Anchor Goal 3 Logic Model	24
5.4. School Climate	25
5.4.a. School-wide Positive Behavioral Interventions and Supports (SWPBIS) Implementation Study	25
5.4.b. Evaluation of Second Step Social-Emotional Learning Curriculum	25
5.4.c. Evaluation of Education for Children and Youth Experiencing Homelessness (ECYEH) Grant-Funded Activities	25
5.4.d. Study of Suspension Patterns	26
5.4.e. Evaluation of Academic Parent-Teacher Teams (APTT)	26
5.5. Health and Nutrition	26
5.5.a. Eat Right Philly Program Evaluation	26
5.5.b. Evaluation of Promoting Adolescent Student Health (PASH)	27
5.6. Other Academic Programs and Evaluations	28
5.6.a. Blended Learning Initiative (BLI) Evaluation	28
5.6.b. School Selection Process	29
6. SURVEYS	29
6.1. District-Wide survey (DWS) Program	29
6.2. Senior Exit Survey	30
6.3. Pre-K Parent Survey	30
6.4. School Support Census	30
6.5. CTE Graduate Follow Up Survey	31
6.6. Graduate Follow-Up Survey	31
7. EXTERNAL RESEARCH PROJECTS REVIEWED BY RESEARCH REVIEW COMMITTEE	33
7.1. RRC Applications and Approval Rates	33
7.2. Monthly Research Review Forum	33
8. CONTRACTED PROJECTS	34
8.1. Evaluation of Renaissance Charter and Turnaround Schools 2017-18	34
8.2. Evaluation of the Integrated Literacy Model (ILM) Approach in Two Elementary Schools	34
9. DATA QUALITY AND DATA GOVERNANCE	36

9.1. Data Quality	36
9.2. Data Governance	37
10. DATA REQUESTS	37
11. APPENDIX A: External Research Proposals Approved July 2018-June 2019	38
12. APPENDIX B: Active RRC-Approved Research Projects and Expected Final Report Date	43
13. APPENDIX C: Data Requests by Month and Type	52

Major Projects and Initiatives, 2018-19

This document provides a summary of major projects and initiatives conducted by ERA staff and teams during the 2018-19 school year.

1. DATA DISSEMINATION EFFORTS

1.1. School Profiles

The public-facing [School Profiles](#) are an increasingly rich resource for families, members of the Philadelphia community, and staff. Utilizing a Business Intelligence tool (Qlik) for data visualization, the District Performance Office (DPO) first redesigned the School Profiles to be more interactive, informative, and user-friendly in August 2017. Updated versions followed in August 2018, January 2019, and May 2019. Between July 2018 and June 2019, approximately 56,000 users accessed School Profiles for a total of more than 127,000 sessions, both increases over the previous year.

The most recent enhancements to the School Profiles include:

- A summary data page with KPIs for each school (95% Attendance, Zero Suspensions, Reading on Grade Level, PSSA Performance, Graduation, Matriculation);
- A redesign of the Enrollment page to view enrollment by school enrollment and enrollment patterns of students living in a school's catchment;
- The addition of Anchor Goal 2 Reading Levels data;
- The addition of more School Progress Report data;
- The addition of Network- and District-level aggregates of all data points currently provided at the school level;
- The addition of City Council District aggregates of enrollment data and student demographics; and
- The addition of the Study Area aggregates to display enrollment and outcomes data for the regions reviewed in Phase 1 of the District's Comprehensive School Planning Review (CSPR).

The next phase of improvements will build on feedback gathered from multiple stakeholder focus groups, conducted in Fall 2018, to enhance the content and layout of the profile pages. Planned improvements, which will address feedback from SDP parents, community partners, program staff, and principals, include:

- An updated, more visually appealing layout;
- Additional explanatory text;

- A glossary of terms;
- School Finder integration;
- Advanced mapping functionality;
- Comparison tools; and
- More compatibility with mobile devices.

1.2. Performance Management Dashboards (QlikBAM)

Dashboards provide timely, relevant, and actionable information to District leaders, administrators, and principals on the state of students and schools across the city, as well as a wide spectrum of Central Office services. Utilizing the Business Intelligence tool (Qlik) for data visualization and reporting, DPO redesigned the old Performance Management Dashboard (PMD) and launched QlikBAM (BAM stands for Benchmarking, Analytics and Management), 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 strengthen the alignment between QlikBAM and the SchoolNet KPI Dashboard with a focus on attendance, literacy, and math performance.

QlikBAM and SchoolNet KPI dashboards were first 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). DPO rolled out updated versions and additional dashboards to Assistant Superintendents and principals throughout the 2017-18 school year, with additional dashboards and new visualizations introduced throughout the 2018-19 school year.

QlikBAM currently includes ten dashboards focused on student and school performance:

- AGI (Average Growth Index);
- 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); and
- Alternative Education Progress Reports (AEPR).

QlikBAM includes three dashboards focused on talent:

- Teacher Attendance;
- School Employee Hiring; and

- School Employee Vacancies.

QlikBAM includes two dashboards that support enrollment projections and school opening:

- Leveling (Enrollment Projections) and
- Kindergarten Registration (Early Childhood).

Additional student and school performance dashboards in development include:

- Senior Exit Survey;
- To & Through (high school graduation through college graduation);
- Student Mobility;
- School Support Census;
- System of Great Schools;
- Point-of-Service Survey;
- School Employee Retention;
- Central Office Employee Hiring; and
- Central Office Employee Vacancies.

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; and
- Work Requests Search.

DPO and the Office of Research and Evaluation (ORE) collaborated to build the External Partner Dashboards (EPD). The EPD was launched November 2018, and is now available to three external partner groups, as well as, the state School Improvement Facilitators who support District schools. External Partner Dashboards include curated visualizations from internal dashboards, limited to each partner's associated schools. External Partner dashboards are aimed at helping the partner's programming, aligning partner programming to the District's anchor goals, and fostering a common language between the partners and school leadership. Users were trained throughout the year on navigating the dashboards, understanding the displayed metrics, and interpreting the data. As of July 2019, datasets included in the External Partner Dashboards are:

- Student Enrollment;
- District-Wide Surveys;
- PSSA & Keystone;
- Climate Matters;
- Course Marks and Credits; and
- Benchmarks (only available to select partners).

1.3. Open Data

DPO publishes datasets spanning multiple years for various operational, school, and student performance areas on SDP's [Open Data](#) website. [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
- Annual Youth Risk Behavior Survey

SDP School Performance

- Annual School Progress Report (SPR) Data Files
- Annual District Scorecard
- Annual Alternative Education Progress Report (AEPR) 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 adapting/making revisions. PESO is also responsible for providing the District, and all schools, with guidance on meeting state and federal requirements associated with Title I and Pennsylvania's accountability requirements related to the Every Student Succeeds Act (ESSA). Notably, ESSA is the reauthorization of the 1965 Elementary and Secondary Education Act (ESEA), replacing the 2001 No Child Left Behind (NCLB) policy.

2.1. Supports for Assistant Superintendents and Principals

PESO staff meet with Assistant Superintendents at least once per month to support the 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 plans 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 evidence-based approaches and corresponding implementation steps; aligning measurable targets and indicators of success that can be monitored at eight-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 school-wide plans and resource allocation decisions.

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

PESO's Executive Director is the Lead CSI and A-TSI school Coordinator for IU-26 (Philadelphia County). (For more information about "CSI" and "A-TSI" School Designation, see [this link](#)). In alignment with the Pennsylvania Department of Education's (PDE's) goals for supporting CSI and A-TSI schools, IU-26 Executive Director and PESO team offered 20 training sessions to SDP school leadership teams in 2018-19. These sessions covered 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, in general and specifically to the work of CSI and A-TSI school planning.

Leaders of CSI and A-TSI 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 2018-19 school year:

- PESO's Executive Director served as a liaison between the state and District to communicate and implement ESSA regulations, guidance, and support.
- PESO team members supported Central Office teams and school leaders with policy transitions from the requirements of No Child Left Behind (NCLB) to the requirements of ESSA, specifically school improvement planning, data analysis, and progress monitoring.
- PESO staff supported Title I PDE Monitoring visits, with specialized support to select non-designated schools (in collaboration with the Office of Grants Compliance).
- PESO staff collaborated with the PDE's School Improvement Facilitators (SIFs) to support the development of SDP's newly named Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (A-TSI) school plans. This included root-cause analysis, selection of key priority areas, and the development of aligned action plans.
- PESO staff facilitated state-initiated training opportunities for District schools on PVAAS (Pennsylvania Value-Added Assessment System), the Future Ready Index, and school improvement planning.
- PESO staff worked in collaboration with DPO to deliver professional development on Qlik Dashboards, School Progress Report (SPR), and Outcome and Implementation goals.

3. SUPPORT FOR USING DATA AND EVIDENCE TO INFORM DECISION-MAKING

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

During the 2018-19 school year, the [Benchmarking, Analytics, and Management \(BAM\) meetings](#) were a five-part performance management and professional development series (August, October, December, February, April) for principals and school leaders to advance school improvement efforts and improve student outcomes. School leaders and Central Office staff worked together to align efforts. This was accomplished 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 attended a variety of sessions to deepen the connection between data and action. During the 2018-19 school year, the key topic areas for each meeting included:

1. **August 2018:** Ninth Grade On Track - Research & Implications for Schools
2. **October 2018:** SPR Changes for 2018-19
3. **December 2018:** Schools identified as (CSI) or (A-TSI) by PDE for 2019-22
4. **February 2019:** Certify: Current Uses and Future Directions | The New SPR Calculator
5. **April 2019:** SDP Attendance Rally: District's 95% attendance goal as well as the 90-95% attendance band due to the Future Ready PA Index focus (PDE Dashboard)

School Principals attended multiple BAM sessions offered by ERA:

BAM Event	Number of Unique ERA-led/supported Sessions	Number of Times ERA-led/supported Sessions Were Offered	Attendance
August 2018	7	22	272
October 2018	10	25	562
December 2018	7	22	355
February 2019	8	28	471
April 2019	1	15	235
Totals	33	112	1,895

3.2. Research, Policy, and Practice (R2P) Conference

On May 20, 2019, ORE hosted the 5th R2P Conference with the Regional Educational Laboratory - Mid-Atlantic (REL-MA) as a co-sponsor. The goal of the annual conference is to convene experts in education research, practice, and policy to share information about their latest research activities, lessons learned, and challenges. The conference included breakout sessions and posters to increase opportunities to learn from a large network of researchers focused on common topics, including college and career readiness, supporting high-quality instruction, school climate, and connecting and using research to make decisions.

The keynote speaker this year was Dr. Jason Okonofua, Assistant Professor at the University of California, Berkeley. Dr. Okonofua's work is on implicit bias in school discipline and on interventions that have been found to reduce bias and increase empathy. He is currently working with the District to implement a customized intervention with teachers and students.

For additional information and to access videos and highlights from the conference, visit <https://www.philasd.org/research/2019-r2p/>. Posters presented by ORE are also available at <https://www.philasd.org/research/2019-r2p/moreinfo/>.

3.3. Logic Model Development

SDP uses logic models to articulate how interrelated activities are planned and implemented to achieve short- and long-term goals. Logic models are designed to be actionable plans with explicit steps. Eight new logic models were collaboratively developed and published in 2018-19:

- [Ninth Grade Academy Logic Model – June 2019](#)
- [Great Teachers \(Anchor Goal 3\) Logic Model](#)
- [Overall School Climate Logic Model](#)
- [Trauma-Informed Schools Logic Model](#)
- [Attendance Logic Model](#)
- [Adjudicated Youth Logic Model](#)
- [Dependent Youth Logic Model](#)
- [Youth Returning from Treatment Logic Model](#)

Additional logic models are available at <https://www.philasd.org/research/logic-models/>.

3.4. Training Opportunities for Central Office Staff and External Partners

The ERA team provided training and technical support to Central Office staff and external partners throughout the 2018-19 school year. The goal was to provide a better understanding of data, research and evidence-based methods to improve decision-making. Throughout the year, 16 sessions were held, with 186 total individuals participating from 27 offices and four external partner groups.

ERA Trainings to Central Office Staff & External Partners, 2018 - 2019

Date	Topics	Target Audience	Attended
12/05/18	An Introduction to QlikBAM for External Partners	External Partners	16
01/22/19	Climate Matters: Attendance & Suspensions through December	Central Office	14
01/28/19	Climate Matters: Attendance & Suspensions through December	External Partners	12
02/07/19	SPR Dashboard and Calculator	Central Office	16
02/12/19	ESSA Future Ready CSI/ATSI	Central Office	16
03/05/19	Reading Levels and Course Grades -- Q1 & Q2 data	Central Office	6
03/19/19	Course Marks & Credits -- Q1 & Q2 data	External Partners	14
03/29/19	QlikBAM 101	Central Office	8
04/09/19	Climate Matters -- Finishing the Year Strong	Central Office	14
04/15/19	Climate Matters -- Finishing the Year Strong	External Partners	9
04/29/19	An Introduction to QlikBAM for External Partners	External Partners	4
05/06/19	An Introduction to QlikBAM for External Partners	External Partners	12
05/14/19	Reading Levels and Course Grades -- Q3 data	Central Office	6
05/30/19	Highlights from ORE	Central Office	17
06/11/19	Certify for Central Office	Central Office	14
06/25/19	District Data Governance	Central Office	8
16 Sessions Offered			186

3.5. 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 2018-19 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, 3) facilitating discussions to determine next steps, and 4) understanding how ESSA impacts the work of school improvement for SDP's CSI and A-TSI schools.

ERA staff also worked directly with Assistant Superintendents to understand principal development needs to inform programming delivered during BAM meetings (see section 4.1 above).

3.6. 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 and how data is used in school-level goal setting and decision-making. ERA and FACE are currently 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 2017-18 [School Progress Reports \(SPR\)](#) were released on January 30, 2019. These reports represent the sixth year of SPR production. Two-hundred and seventeen reports were released for District schools, as well as 104 reports for charter schools (representing 99%--or all but one--of eligible charter schools). Thirty-two percent of District schools, serving nearly 46,000 students, were in the top two tiers for their Overall score. Seventy percent of District schools (151) saw an increase in their Overall SPR score, with over one-third (77 schools, or 36%) increasing their overall tier and four District schools moving two tiers in a single year. Twenty District schools (10%) improved their overall score each year since 2014-15, the earliest comparable year. Across the District, the largest improvements were in the Progress and Climate domains.

Prior to the public release of the SPR, DPO, in conjunction with PESO, met with all Assistant Superintendents and attended 15 network meetings to review reports with principals. Additionally, in partnership with the Charter Schools Office, DPO also staffed office hours for Charter School leaders to review their SPR reports. At the February BAM meeting, DPO also presented three sessions for principals and assistant principals on how to use resources such as the SPR Calculator and SPR QlikBAM application.

In conjunction with the release of the 2017-18 SPR, the QlikBAM SPR application was updated to display Sector-, Network- and school-level performance on the SPR metrics as well as trends in school performance over time. School Profiles were also refreshed to incorporate data from the 2017-18 SPR.

New this year, DPO publicly released the School Progress Report Calculator, a tool that allows users to project how SPR scores may change according to performance. The tool, which can be used for school planning purposes, had previously only been available to District leadership and principals and is now available to the general public. This allows all stakeholders to better understand the SPR and more fully participate in conversations around school improvement.

4.2. Alternative Education Progress Reports (AEPR)

Modeled after the SPR (see section 5.1), 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 2017-18 AEPR was released on May 10, 2019, and was the second year for which data was publicly released. In addition, the SY 2017-18 release introduced a new report type to evaluate the performance of Continuation programs, a newly-created type of alternative education program for middle-grades students. This year, 22 reports were produced to evaluate programs against the performance targets in their SDP contracts.

Four of the 22 programs (18%) were in the top two performance tiers, indicating they met at least half of their performance targets. Of the 18 programs that received a report in both 2016-17 and 2017-18, 11 (61%) saw their score increase, and four (22%) increased an overall tier. Programs performed most strongly on Climate-related metrics and showed improvements from 2016-17 on the Achievement, Climate, and College & Career domains.

In conjunction with the release of the AEPR, the QlikBAM AEPR application was updated to display Network- and program-level performance on the AEPR metrics as well as trends in program performance over time. School Profiles were also refreshed to incorporate data from the AEPR.

5. RESEARCH AND EVALUATION PROJECTS

5.1. College and Career Readiness (Anchor Goal 1)

5.1.a. Ninth Grade Academies

Across a three-year span, SDP has undergone a phased implementation of the 9th Grade Academy (9GA) model. More schools have been added each year, and in 2018-19, 27 schools featured a 9th Grade Academy (9GA), including all of SDP's comprehensive high schools. Each of these schools has a dedicated 9th grade assistant principal tasked with implementing the model.

To identify schools that have had particular successes and/or challenges implementing 9GA, ORE staff interviewed 24 of 27 9th grade Assistant Principals during Spring 2019. These interviews will form the basis of an in-depth report (expected Summer 2019). This report will also include analyses of administrative data for all schools with a 9GA, identifying trends in metrics associated with SDP's Outcome Goals.

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

ORE 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 repeatedly identified by high-quality research (such as attendance and grades in core areas), these projects aim to dig more deeply into those factors and how they impact achievement in the specific and unique environment of SDP. More details and completed reports can be found at [this link](#).

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

A total of 2,325 students in the graduating class of 2016-17 and 2,369 students in the graduating class of 2017-18, representing approximately 25% of each graduating cohort, participated in over 40 CTE occupational areas in 29 schools across the District. For the class of 2016-17, CTE students graduated at a rate of 74.3%, compared with 68.2% for the rest of the cohort. For the class of 2017-18, CTE students graduated at a rate of 72.9%, compared with 70.7% 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 (31.4%, 2015-16; 24.8%, 2016-17) rather than discontinuing (19.5%, 2015-16; 22.3%, 2016-17). Similar summaries of the class of 2018-19 will be available in Winter 2020.

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

ORE serves as the evaluator for the U.S. Department of Education's (DOE) 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's two schools for adjudicated youth (Philadelphia Juvenile Justice Services Center School [PJJSCS] and Pennypack House School) receive technical training, college and career counseling, and other re-entry supports during and immediately following their time at these schools.

The grant began in July 2016, and programming is currently in its third year. During the first three quarters of Year 3 (July 1, 2018 - March 31, 2019), 415 students received at least five days of CTE instruction. Across the two sites, 95 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.

As of the third quarter of Year 3, the one-year recidivism rate is 19.14% for program participants (8.79% at Pennypack and 21.06% at PJJSCS). Meanwhile, 28.24% of participants have obtained an industry credential. The final report will be completed and shared with the U.S. DOE by September 30, 2019.

5.1.e. Preparing for College and Career Using Naviance

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

ORE analyzed Naviance usage data for the 2016-17 and 2017-18 school years. A [report published in February 2019](#) summarizes the extent to which Naviance tasks were being assigned and/or completed across the District. In the first year with mandated Naviance tasks, schools correctly assigned those tasks within the Naviance system to students in the appropriate grades. Task completion rates by students varied across years and across schools. ORE will continue to collect Naviance usage data after Quarters 2 and 4 in future school years.

5.1.f. High School Summer Institute

The High School Summer Institute is a five-day professional development (PD) series aimed at improving the content knowledge of math, science, social studies, and English teachers in grades 9-10. Beginning in Summer 2019, ORE will use content-knowledge Pre- and

Post-Assessments and daily participant satisfaction surveys to examine teacher satisfaction and changes in teacher knowledge that result from participation in the Institute. A research brief is planned for Fall 2019.

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 K-3 teacher content knowledge, instructional practices, classroom environments, and classroom structure; and providing content-focused coaching and resources.

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

ORE is conducting a four-year evaluation of the implementation and outcomes of the Early Literacy Specialist Initiative. The evaluation instruments include satisfaction and implementation surveys of principals, teachers, and ELS coaches; teacher focus groups; coach activity logs; school-level literacy block implementation data; and a longitudinal analysis of student outcomes. Research questions include:

- Was ELS coaching implemented as intended?
- What were the primary successes and challenges of implementing coaching in a large urban school district?
- Were coaches, teachers, and principals satisfied with the ELS coaching initiative?
- What do teachers and principals perceive to be the benefits of coaching?
- In what ways did schools improve their literacy instruction as a result of coaching?
- In what ways did student outcomes change?

ELS coaches 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. These data are 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 two-thirds of teachers report receiving coaching from an ELS at least weekly, and the majority of teachers relate their success across instructional practices to 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 second year of coaching.

A summary report of the implementation and outcomes of this four-year K-3 coaching initiative is planned for Fall 2019.

5.2.b. K-3 and 4-5 Summer Literacy Institute

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 first three years of Institute, 1,935 K-3 teachers attended the Institute, representing 100% of the District's schools serving K-3 students (n=150). Teachers attended the Institute the summer prior to the year their school began receiving support from an ELS coach.

ORE used three primary data sources to examine the effectiveness of the Summer Institute: an Early Literacy Knowledge Pre- and Post-Assessment, daily participant satisfaction surveys, and daily session observations. A two-page study summary of years 1-3 is available at [this link](#). The full report is available [here](#). Selected 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.

During the Summer 2019 K-3 Institute, ORE conducted a randomized control trial (RCT) of three online professional development modules that include the same information as in-person sessions. The upcoming analysis will assess the relative effectiveness of the online modules compared to in-person sessions. ORE will also evaluate teacher satisfaction and changes in teacher knowledge for the K-3 Literacy Level II and 4-5 Literacy Institutes held in June 2019. Research briefs for all Institute-related evaluation activities are planned for Fall 2019.

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, and 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. The second IAL grant began in 2016-17 and continued 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%, compared to their rating pre-PD.

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 and use specially designed lesson plans, based on best practices, to scaffold student learning in reading, writing, phonics, and word study. During 2016-17, Reading Specialists served 838 students at 18 schools. The amount and duration of student support received from Reading Specialists varied: 56% of students received support for at least 8 months of the school year, and 89% of students received 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 seen by a Reading Specialist for the length of the school year. Selected findings [from the full report](#) include:

- AIMSweb data shows that K-3 students who received support from a Reading Specialist improved 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 percentage of students in Tiers 1 and 2 (At Target or Strategic Intervention) and a decreased percentage 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.

In 2018-19, 20 additional Reading Specialists supported students, for a total of 38 schools served. Supported by a grant from the William Penn Foundation, Specialists were provided with specialized training and resources related to three key literacy interventions: Leveled Literacy Intervention (LLI), Wilson I and II, and LETRS. ORE will continue to evaluate the Reading Specialist initiative, including dosage and student outcomes. A research brief is planned for Fall 2019.

5.2.e. Literacy and Learning Centers

SDP 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. The full report with project results is available [here](#) and key findings are available [here](#).

SDP is continuing to fund renovations each summer and has expanded the project to include 3rd grade classrooms. An additional 11 schools received renovations in Summer 2018, and an additional 10 schools are planned for Summer 2019. For additional cohorts, ORE will continue

to evaluate professional development, survey teachers about their perspectives, and examine the relationship of the initiative with student performance.

5.2.f. Implementation and Outcomes of the “Together is Better” Approach to Supporting English Learners

Supported by a grant from the William Penn Foundation, SDP is piloting a collaborative teaching model to improve early literacy skills and outcomes for English Learners (ELs) 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. ORE is collecting 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; and the program’s impact on student academic achievement and positive outcomes. The first year of program implementation began in Fall 2018 at three participating schools: Comly Elementary, Sheridan Elementary, and Loesche Elementary. A Year 1 Evaluation Report will be available in Fall 2019.

5.2.g. Literacy Improvement Case Studies

ORE is conducting a multi-site study to better understand what factors contributed to large improvements in literacy outcomes at four District elementary schools. This work will allow the District to better support other schools in making similar gains. We will use a mixed-methods approach to develop a deeper understanding of the context of literacy improvement at each school. In addition to using District student assessment data, extant survey data (from ORE’s evaluation of the Early Literacy Specialist initiative and the District-wide survey), and administrative teacher coaching data, we will conduct one-on-one, semi-structured interviews with key stakeholders from the four selected schools. These stakeholders include the Assistant Superintendent, the Principal and/or Vice Principal, the school’s ELS, and the school’s Director of Early Literacy.

The research questions are:

- What are the contexts and conditions in SDP elementary schools that have made large improvements in 3rd grade literacy?
- What do principals and other school leaders identify as the supports, practices, or school actions that contributed to this improvement?
- In what ways have school and District leaders contributed to school-level changes?

5.2.h. Quality Teaching for English Learners (QTEL)

QTEL is a pedagogical framework that supports "scaffolding up" instead of "watering down" curriculum for English Learners (ELs) with a focus on discipline-specific approaches to teaching language and content. In June 2019, approximately 100 middle and high school teachers attended the QTEL Summer Institute, which introduced teachers to the QTEL principles and methodology. Three high schools will receive whole-school, targeted and intensified support (including coaching, leadership team support, and online learning forums) facilitated by WestEd starting in Spring 2019 and continuing through the 2020-21 school year.

ORE is working with the Office of Multilingual Curriculum and Programs (OMCP) to measure implementation and outcomes related to the QTEL initiative. The first in a series of Research Briefs is expected Winter 2019.

5.2.i. Literacy “Good to Great” Improvement Grants

This project, funded and managed jointly by the Fund for the School District of Philadelphia (the Fund) and the District, provides targeted literacy grants to schools that have made significant, demonstrable progress in early literacy but could benefit from additional funds to move “from good to great.” In 2018-19, the Fund and the District selected and awarded grant money to ten schools for school-specific projects to improve early literacy that will begin in Fall 2019. In 2019-20, five more schools will be selected to receive grant funds. Grant funds can be spent on professional development, technology, curriculum, supplies, or furniture.

ORE will evaluate the implementation of the overall initiative as well as each individual good-to-great grant using a mixed-methods design. The evaluation will focus on data from the Coaching Protocol for Early Literacy (CPEL), which focuses on the implementation of teacher best practices in early literacy. Student literacy assessment data, such as AIMSweb and independent reading levels, will also be used to evaluate individual grant projects. Finally, ORE will collect survey data, conduct site visits, and conduct interviews and/or focus groups with key stakeholders. The research questions are as follows:

- How are principals using data to identify and articulate their needs in the small-grants proposals? What types of projects are principals seeking to fund? What can SDP learn from principals’ perceived needs, proposed projects, and their use of data and evidence?
- Which projects are selected for funding and why? Which schools, teachers, and student populations are represented by the funded projects?
- Are schools satisfied with the grant-making process? In what ways can the process be improved in subsequent grant-making cycles?
- Are grant-funded projects implemented as intended? Do school stakeholders associate program implementation with improvements in teaching and/or learning?
- How did the teaching or learning outcomes change at participating schools over the duration of the grant? How many schools met their project-specific targets?

- Are there project mode, format, implementation, or school context patterns or commonalities in terms of which schools met their grant-mandated goals? Which projects were associated with positive instructional changes and/or school-level literacy outcomes?

5.3. Effective Educators (Anchor Goal 3)

5.3.a. Teacher Residency Study

In the 2018-19 school year, SDP expanded its teacher residency program to include four university partners and 50 teacher residents. ORE developed and administered mid-year surveys to residents, mentor teachers, and principals of schools where residents are placed. ORE also administered a follow-up survey for last year's residents, now teachers of record in SDP classrooms. The surveys are designed to gather information about the key components of each of the four residency programs, participant satisfaction with each of the residency programs, and feedback about their experiences this year.

5.3.b. Implementing a New Teacher Intake Form

In August 2018, new teacher hires were emailed a link to a new teacher intake form, which includes questions about their educational and professional experiences and what factors contributed to their decision to work in SDP. ORE is analyzing this data in partnership with the Office of Talent and Office of Teaching and Learning (OTL) to better understand the education and employment backgrounds of new hires.

5.3.c. Teacher Leader Academy (TLA)

ORE is supporting OTL in formative and summative assessment of the Teacher Leader Academy (TLA). In the 2018-19 school year, the first cohort of teacher leaders completed a series of professional development and trainings that began in Summer 2018 and ended in the Spring of 2019. ORE developed and administered a pre and post self assessment for TLA participants that was aligned to the Leadership Pathways Framework. ORE is continuing to support OTL in the Spring of 2019 as they implement TLA for Cohort 2 teacher leaders.

5.3.d. Development of Anchor Goal 3 Logic Model

Over the course of several months, ORE worked with the Office of Talent and the Office of Teaching and Learning (OTL) to develop a Logic Model to guide SDP's work around achieving the goal of having great teachers in every school. The final version can be found [here](#).

5.4. School Climate

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

During the 2018-19 school year, SDP implemented School-wide Positive Behavioral Interventions and Supports (SWPBIS) in 61 schools, with support from a range of funders and partners. SDP's yearly evaluation focuses on fidelity of implementation as well as attendance, suspension, and expulsion outcomes. A summary of the 2016-17 study can be found [here](#). A research brief examining fidelity of implementation, attendance, suspension, and expulsion outcomes for all 61 schools implementing SWPBIS for the 2017-18 and 2018-19 school years will be available in Summer 2019.

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 2015-16 school year and continuing through the 2016-17 school year. Eight Cohort 2 schools were selected to begin in the 2017-18 school year through a competitive application process. During the 2017-18 school year, 12 schools delivered Second Step (three schools from Cohort 1 did not continue). A total of 112 teachers (53%) 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 2,771 students (43%) were verified as having received Second Step programming. A report on the fidelity of implementation for Cohorts 1 and 2 is available [here](#). A brief summarizing results from a teacher survey administered in Spring 2019 will be available in late Summer 2019.

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 3,899 students as being homeless at some point during the 2017-18 school year. This was a similar percentage of students as was identified in the 2016-17 school year. Most of the students identified were residing in shelters or "doubled up" (sharing housing with another family). ECYEH continues to serve students through enrollment assistance, uniform purchases, and transportation assistance. ECYEH also offers the Teen Evolution Experience Network (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 satisfied with supports/services from ECYEH. The 2017-18 evaluation report can be found [here](#) .

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 2015-2016 through SY 2017-18 were analyzed for overall trends, including disproportionality based on demographic factors.

During the last three years, the percentage of students in grades 3-12 with zero suspensions has steadily increased. In 2015-16, 88.8% of students had zero out-of-school suspensions. In 2017-18, 92.1% of students received zero out-of-school suspensions.

Each year, students with disabilities were more likely to be suspended when compared to students without disabilities. Similar to findings in other research, Black/African American students, Latino/Hispanic students, and students identified as Multiracial/Other were more likely to be suspended when compared to White students. Contrary to prior research, English Language Learner (ELL) students were *not* more likely to receive a suspension when compared to non-ELL students. A three-year (2015-16 to 2017-18) research brief can be accessed [here](#).

5.4.e. Evaluation of Academic Parent-Teacher Teams (APTT)

Academic Parent-Teacher Teams (APTT) is a family engagement program designed to improve family-school partnerships. Funded by the William Penn Foundation, APTT is being piloted in nine SDP schools between 2018-2020. WestEd has been contracted to provide ongoing training and support to build the capacity of teachers, families, and administrators to effectively engage families in advancing student achievement. Family and Community Engagement (FACE) are assisting in coordinating and supporting implementation.

ORE is conducting a two-year evaluation of the APTT program. Year 1 focuses on fidelity of program implementation. In 2018-19, three APTT meetings occurred at each school in addition to one individual parent-teacher meeting. ORE observed meetings, administered surveys, and conducted interviews to measure participant satisfaction and fidelity of implementation. A Year 1 Evaluation Report will be available in Fall 2019.

5.5. Health and Nutrition

5.5.a. Eat Right Philly 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 Philly Nutrition](#)

[Education program](#) (ERP) 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, ERP shifted its focus beginning in 2017-18 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 able to make healthier choices using the knowledge gained through direct education.

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

During the 2018-19 school year, ORE conducted case studies of all seven partners to better understand each partner's approach. The case studies will cover a variety of program components including nutrition lessons in schools, indirect education, parent/caregiver education, and large-scale policy, systems, and environment (PSE) efforts. ORE also conducted a fidelity assessment of SDP's program, an evaluation of produce stands delivered in partnership with the Share Food Program (a local non-profit), and a study of school breakfast implementation.

In 2017-18, ORE released four reports on the CDC-developed tool, the School Health Index (SHI): an [Overview](#), a [Review of School Health Index Progress](#), [Challenges to Promoting Health and Wellness](#), and [Are SDP Schools Meeting Wellness Policy Guidelines](#). The purpose of this needs assessment is to identify school policies and practices that can be improved in order to support student and familial health and nutrition. In 2018-19, ORE is continuing to work closely with the ERP program office to track progress toward having all SDP schools complete the [online tool](#) adapted from the [CDC's School Health Index](#) by the Alliance for a Healthier Generation.

5.5.b. Evaluation of Promoting Adolescent Student Health (PASH)

Funded by the Centers for Disease Control and Prevention (CDC) Division of Adolescent and School Health (DASH) and administered through the Student Health Services, Promoting

Adolescent Student Health (PASH) is a five-year grant that serves select middle and high schools in the District. Schools were chosen based on needs and capacity.

This grant funds workshops, professional development, and technical assistance to participating schools on topics such as HIV/AIDS prevention, safer sex, LGBTQ+ support, healthy relationships, and peer mediation. Program staff work closely with school nurses and health teachers, providing assistance to increase access to key sexual health services and implementing evidence-based sexual health curricula. In addition, PASH partners with local organizations, such as the Mazzoni Center and ACCESS Matters Health Resource Centers, to provide additional workshops, services, and counseling.

ORE provides information to CDC on program participation, which includes the number of students and teachers served, demographic information, and the number of referrals to outside agencies. ORE also administers satisfaction surveys, collects information about the fidelity of implementation of the PASH program curricula in health classes, and conducts interviews and observations with program participants about their experiences.

Additionally, ORE administers two national CDC surveys in Philadelphia: the [Youth Risk Behavior Survey](#) (YRBS) (in odd years) and the [School Health Profiles](#) (in even years). A PowerPoint presentation of the 2017 Philadelphia-specific YRBS results can be accessed [here](#).

5.6. Other Academic Programs and Evaluations

5.6.a. Blended Learning Initiative (BLI) Evaluation

Many SDP schools are implementing some form of blended learning (defined as students receiving instruction in part from a teacher and in part from an online content delivery system where students have some control over time, path, or place). Thirty-nine schools participated in the Blended Learning Initiative (BLI) in 2017-18 through an application process to receive Chromebooks. A total of 238 teachers used ten different blended learning vendors as part of the BLI. 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). In 2017-18, ORE found that teachers still struggled to meet the recommended implementation targets, though more teachers were accessing the vendor program data and using it for instruction. More students who met an implementation usage target achieved proficiency on the PSSA exam, though results were mixed when looking at growth from 2016-17 to 2017-18. The full report for Year 2 is available [here](#).

5.6.b. School Selection Process

Each fall, students can apply for admission to up to five schools for the following year. The process is complex. Students can be in any grade, and they can be enrolled in regular or charter schools within the District or from outside the District entirely. In addition, some receiving schools have specific entry requirements, and these requirements can vary significantly. ORE is developing a series of in-depth reports that analyze data from four years of the school selection process (applications that were submitted in 2014-15 through 2017-18), focusing on applications by 8th graders in anticipation of high school (by far the largest subgroup of applicants). The first of these reports will address questions about which 8th grade students apply in the context of the full pool of students who are eligible to participate and whether there are differences in the qualifications of applicants/non-applicants across subgroups. Later reports will analyze which applications are accepted and which schools students ultimately choose to attend.

6. SURVEYS

6.1. District-Wide survey (DWS) Program

The District-Wide Survey (DWS) 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 2018-19 school year, 6,663 teachers (56%), 89,325 students (61%), 185 principals (56%), and 35,029 parents/guardians (23%) completed the DWS. This represents an increase in response rates for teachers, students, and parents/guardians from the 2017-18 school year.

Survey data from 2014-15 to 2017-18 is displayed in an interactive QlikBAM dashboard available to principals, assistant principals, and members of cabinet. Publicly available results can be viewed [here](#). Both internal and external displays enable stakeholders to examine data longitudinally as well as filter by school and student demographics. This allows users to identify trends in the perceptions of students, teachers, principals, and parents and guardians. Data from the 2018-19 school year will be added to the internal and external displays in Summer 2019.

ORE has continued to analyze data from the District-wide survey to explore how it relates to other student outcome data, such as standardized test scores and attendance. These analyses add to the evidence base that support the [generalizability](#), reliability, and [validity](#) of the surveys.

Additionally, ORE has compiled [vignettes](#) from stakeholders across Philadelphia that provide examples of how the results from the District-wide survey are used.

6.2. Senior Exit Survey

The primary purpose of the Senior Exit Survey is to capture students' intentions after high school—specifically, whether they are planning to obtain additional education, secure employment, enroll in the military, or pursue other activities. The survey is also an opportunity to collect and share feedback on students' high school experiences and the supports they received in preparing for life after high school. ORE offers the survey online each Spring to all District students with a 12th grade status. As of 2017, there is also a modified version for students exiting the Educational Options Programs (EOP) schools.

During the 2017-18 school year, 5,746 seniors from 55 District high schools participated in the Senior Exit Survey, representing 72% of enrolled 12th graders. In addition, 227 exiting seniors from the four EOP programs completed the EOP Exit Survey. Results from the Senior Exit Survey are available [here](#), and results from the EOP Exit Survey are available [here](#).

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 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 (ECE) 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. The Pre-K Parent Survey was not administered in SY 2018-19 but may be administered again in future years.

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 SDP school.

Schools are also given the opportunity to identify high-need areas that could be addressed with additional external supports. The first District-wide Census conducted by 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 used the results to inform internal and external researchers selecting school sites for programmatic opportunities and research studies.

A total of 203 District K-12 schools (94%) participated in the 2017-18 School Support Census. In 2015-16, principals and school leaders completed the Census via a telephone survey, while in 2016-17, the Census was digitized to make it easier for participants to complete. The 2017-18 School Support Census utilized the survey software Qualtrics to create less burdensome surveys that still maximize data capture. As of July 31, 2019, 205 schools (95%) participated in the 2018-19 Census. A summary report is planned for Fall 2019.

6.5. CTE Graduate Follow Up Survey

In collaboration with the Office of Career and Technical Education (CTE), and in fulfillment of federal Perkins compliance requirements, ORE uses e-mail and text messages to contact graduates with a brief follow-up survey. ORE surveyed students who graduated in 2017 during Spring and Summer 2018.

Of the 1,046 2017 CTE graduates who provided valid email addresses and/or phone numbers on the District-wide Senior Exit Survey, 340 (32.5%) completed the CTE Follow-Up Survey, which was administered in three waves approximately one year after graduation. About 67% of respondents said they were enrolled in school, and about 51% of the students in school indicated they were enrolled in a program related to their CTE field.

6.6. Graduate Follow-Up Survey

ORE surveyed students from the Classes of 2016 and 2017 during Winter 2018-19. This was the first large-scale survey of SDP graduates. The survey was designed to better understand education and career pursuits of recent SDP high school graduates.

Graduates were notified via email and/or text messaging using the Qualtrics survey platform. Of the 5,492 Class of 2016 SDP graduates who provided contact information on the Senior Exit Survey, 845 responded, yielding a response rate of about 15.4%. Similarly, of the 5,242 Class of 2017 SDP graduates who has provided contact information on their Senior Exit Survey, 987 responded to the survey, yielding a response rate of about 18.8%.

7. EXTERNAL RESEARCH PROJECTS REVIEWED BY RESEARCH REVIEW COMMITTEE

(See Appendices A & B for lists of new proposals and ongoing projects)

SDP 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 ORE’s Research Review Committee (RRC). More information is available on the [RRC Website](#).

7.1. RRC Applications and Approval Rates

Between July 2018 and June 2019, the RRC received 100 new proposals from 58 organizations or universities. Entities that submitted the most proposals during this time were Children’s Hospital of Philadelphia (7), Drexel University (7), and University of Pennsylvania GSE (7). Of the 100 proposals¹ received, 66 were given conditional, partial, or full approval.

All new proposals are “tagged” by subject areas to categorize the topic or content area(s) the study proposes to address. The most common topics are Anchor Goal 1 (n=27), Anchor Goal 3 (n=24), and Health (n=16).

7.2. Monthly Research Review Forum

ORE offers a monthly Research Review Forum, which is a requirement for those submitting research proposals, and is also open to all who are interested. The goal is to provide external researchers and other stakeholders with information about District standards and procedures for conducting research and applying for access to District data. On average, 120 program staff, researchers, students, and other stakeholders from a variety of organizations and universities attend a Research Review Forum each year. As of June 30, 2019, 130 people have attended an RRC Forum.

	July 2018	Aug 2018	Sept 2018	Oct 2018	Nov 2018	Dec 2018	Jan 2019	Feb 2019	Mar 2019	April 2019	May 2019	June 2019
Number attending	10	9	17	17	10	6	8	13	9	9	11	11

¹ Proposal amendments are not included in this count.

8. CONTRACTED PROJECTS

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

In 2018-19, Mathematica Policy Research continued its contracted evaluation of the most recent cohort of Renaissance Charters and District Turnaround Schools. The cohort includes two schools converted to charters in 2016-17 (Samuel B. Huey and John Wister) and 5 schools added to the Turnaround Network in 2016-17 (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 the Turnaround Schools in this study exhibited varying levels of success in these areas. The presentation generated a discussion among 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 use a comparison group to estimate the effects of Renaissance and Turnaround activities on student and school-level outcomes in the seven focus schools. It will also include 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. Evaluation of the Integrated Literacy Model (ILM) Approach in Two Elementary Schools

SDP 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 Years 3 (2016–17) and 4 (2017–18). Over the course of four years, ILM reached students in 20 K–3 classes.

Led by Metis Associates and supported by ORE, the Year 4 (17-18) evaluation focused on student outcomes. SDP provided Metis with student outcome data, including AIMSweb and PSSA scores. Key takeaways include:

- ILM kindergarten and first-grade students achieved better literacy outcomes on several AIMSweb assessments than students in a rigorously-matched comparison group who did not receive ILM instruction. Generally, there were no significant differences between ILM and comparison students in second and third grade.
- R-CBM results for second and third-grade ILM students were mixed. While accuracy scores increased from fall to spring, students' average percentile rank declined and the proportion of students needing Tier 2 or Tier 3 interventions increased slightly.
- Analyses of PSSA data revealed that only 31% of ILM students scored Proficient or Advanced, compared to 34% of comparison group students. However, fewer ILM students than students in the comparison group scored at the lowest Below Basic level (25% compared to 31%).

9. DATA QUALITY AND DATA GOVERNANCE

Throughout 2018-19, ERA deepened its focus on issues of data governance and data quality. To do this, ERA worked closely with program offices and school-based stakeholders to ensure the business processes that produce, validate, manage, and distribute data are functioning with the highest levels of effectiveness.

9.1. Data Quality

“Certify” is the District-selected solution to improve business processes and the quality of the data available for decision-making. We work with program offices and stewards with expertise in the subject matter to develop logic rules based on data configurations that trigger notifications. Certify then transforms these logic rules into reports and email alerts that target the stakeholders who are best able to make changes and take subsequent actions. At present, we are using Certify for three different types of notifications:

1. **Alerts of incorrect data entry or inconsistency between data points.** The logic rules underlying these alerts focus on clearly incorrect scenarios, such as when the dates input for events are days when school was closed or when two interconnected fields are not correctly synchronized.
2. **Highlighting actionable, time-relevant situations.** The logic rules underlying these alerts focus on providing useful triggers for district stakeholders to take action, such as when a follow-up should occur within a certain timeframe or when an open case has not been updated.
3. **Provide alerts with regular reports for high-priority circumstances.** These alerts provide regular, up-to-date reports that include lists of students that meet a criteria, often focusing on Anchor Goals and key district initiatives. At times, these alerts highlight challenges, such as suspensions of students with disabilities or students who are in danger of truancy.

This initiative also includes providing additional support across SDP in monitoring, analyzing, and validating the data used for business procedures to ensure that data is accurate and of the highest quality. Examples include: conducting analyses intended to increase the utility of existing processes or account for existing obstacles, supporting the redesign of current tracking and project management systems to leverage automation, and using approaches to computational data science to support more efficient integration of reports and data sets when some information may be misaligned.

9.2. Data Governance

Data Governance is the overall management of the availability, usability, quality, and security of data in the District. Currently, we are working to establish a thoughtful, efficient, and proactive Data Governance Policy throughout the District. This consists primarily of meeting with the Chiefs in the Data Advisory, Governance, Access, and Review Committee (DAGAR) to establish the overarching vision for the District Data Governance policies and to determine the ways in which District Leaders will collaboratively approach and resolve data governance issues.

10. DATA REQUESTS

ORE and DPO jointly utilize an online Data Request Form to collect and process internal and external data requests. Between July 1, 2018 and June 30, 2019, we received 139 requests through the online form, and 74% of these requests were fulfilled. Roughly 56.8% of the requests came from external private/non-profit/academic agencies, while Central Offices, Networks and the Superintendent's Office made up 30.9% of requests. The most common data requests included: Demographics/Enrollment, Assessment, and Attendance. Each request has required an average of 19.5 work hours to complete, including time spent on administrative tasks, such as communicating with requesters in order to clarify their needs.

[Appendix C](#) includes requests received through the online Data Request Form in 2017-18 and 2018-19.

11. APPENDIX A: External Research Proposals Approved July 2018-June 2019

Proposal Number	Title
2012-07-099	Targeting School Climate And Children's Behavioral Health In Urban Schools
2014-08-305	Evaluation Of The Aim Literacy Project
2014-09-308	Creating An Early Childhood Education System In West Philadelphia
2016-04-427	Autism Intervention Research - Behavioral 3
2016-11-478	Engineering Expansive Learning For Boys Of Color: A Focus On Practice & Identity
2016-11-481	Evaluation Of Congreso's Exito Program Replication At Kensington Capa High School
2017-02-499	Youth Risk Behavior Survey (YRBS)
2017-03-503	Healthy Schools Evaluation
2017-04-512	Transforming School L.I.F.E. (Leadership, Instruction, And Family Engagement) For English Learners
2017-05-520	Neubauer Fellowship Program Evaluation
2017-05-522	Mental And Sexual Health Disparities Among Bisexual And Unsure Latino/A And Black Youth
2017-05-523	Middle Grades Longitudinal Study
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
2017-08-546	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 Program Evaluation
2017-08-555	Philadelphia Refugee Education Project
2017-09-562	Children's Literacy Initiative (CLI) Coaching Protocol For Early Literacy (CPEL) Instrument
2017-10-567	Development Of Professional Noticing Skills In Preservice Science Teachers
2017-10-569	Health Resource Center Program: Risk Behavior Data Elements
2017-11-574 (I)	West Philadelphia Promise Neighborhood
2017-11-574 (IV)	Creating A West Philadelphia Promise Neighborhood Student Enhanced Early Warning System

2017-12-587	Longitudinal Effects Of Teachers' Support On Students' Attendance, Suspensions And Academic Achievement
2018-01-594	A Study Of Teacher Learning Of The Core Practices Of Project-Based Learning
2018-02-598	Teacher Characteristics, Retention And Mobility In The School District Of Philadelphia
2018-03-606	Springboard Collaborative Schoolyear Early Literacy Intervention 2017-18
2018-03-611	Getting To High School In Philadelphia: Student Commuting And Public Transportation
2018-04-621	Supporting Success In Algebra: A Study Of The Implementation Of Transition To Algebra
2018-05-628	Emlen Elementary Schoolyard Use Study
2018-06-642	Testing Of A Digital Stress Alarm For School-Aged Children With Asd
2018-07-645	Teachers' Use Of Technology For School And Homework Assignments
2018-07-646	A Qualitative Analysis Of The Strategies And Curriculum Dual Language Teachers Employ To Teach Biliterate Reading Comprehension Among Both Native Spanish And English Language Learners
2018-07-647	Examining Independent Reading In Philadelphia
2018-08-649	A Study Of Leadership Competencies Of Turnaround School Principals: Characteristics Of High-Performing Principals In Urban Elementary Turnaround School Settings
2018-08-650	AT&T Aspire Evaluation Of College Possible
2018-08-651	Just Responses: Investigating Equity-Oriented Actions In The Discretionary Spaces Of Teaching
2018-08-652	Pilot Study Of The Perspectives Experience Program (PEP)
2018-08-653	Sherlock Program Evaluation Year 2
2018-08-654	Correlating Student Participation In Police Athletic League Of Philadelphia (PAL) Programs With Participant Academic Outputs
2018-08-655	Building Perseverance And Thriving Mindset Through Mentoring
2018-08-657	Intentions To Implement: Predicting The Use Of Pivotal Response Training (PRT) In Public School Autistic Support Classrooms
2018-09-658	Factors In Student Writing Of Scientific Explanation
2018-09-660	Credit Recovery And Grade Improvement In Philadelphia: Year 1 Of The Edgenuity Platform
2018-09-661	Facilitating A Small Group Intervention For First-Generation College Goers
2018-09-662	Transitions To The First Year Of Teaching In Urban Schools: Learning To Enact Dialogic Instruction In Mathematics
2018-09-663	The Role Of The Principal In Implementing Models Of Inclusion For Students Diagnosed With Emotional Or Behavioral Disabilities

2018-09-664	Support Team For Education Partnership (STEP) Implementation Study
2018-09-665	Mathematics Immersion For Secondary Teachers (MIST)
2018-09-666	Air-B 3: Mind The Gap Study
2018-09-667	Pre-K Counts Evaluation: Kindergarten Outcomes Study
2018-10-668	2019 National Youth Risk Behavior Survey (YRBS)
2018-10-669	PA Youth Risk Behavior Survey (YRBS)
2018-10-670	Casenhiser And Goldberg Replication: Examining The Effects Of Verb Distribution On Grammar Learning
2018-10-671	Examining The Distribution Of Verbs In Books To Teach New Syntactic Forms
2018-10-672	Improving Stem Outcomes For Young Children With Language Learning Disabilities By Intervening At The Intersection Of Language And Scientific Thought
2018-11-675	Teacher Evaluation Of Drexel University's Pennsylvania Supplemental Nutrition Assistance Program – Education (Snap-Ed)/Eat Right Philly Nutrition Program
2018-11-676	Evaluation Of The Carnegie Corporation's Opportunity By Design Initiative
2018-11-677	Evaluating After-school All-stars (ASAS) Philadelphia
2018-11-678	Equitable Access To High School Music Education: A Qualitative Explanatory Single-case Study Of Principals' Decision-making Processes
2018-11-679	Assessment Of School-Based Mindfulness Curricula For Youth
2018-11-680	A Qualitative Study Of The Role Of A Satire And Parody Curriculum In Supporting 9th Grade Public High School Students' Critical Literacy And Writing Skills
2018-11-682	An Evaluation Of The Teachers Institute Of Philadelphia's Support Of School District Teachers
2018-11-683	The Friend To Friend Program: Effectiveness When Conducted By School Staff
2018-11-685	Systemic Formative Assessment To Promote Mathematics Learning In Schools
2018-12-687	Why Media Labs Program Evaluation
2018-12-688	Drexel Philadelphia Teacher Residency Program Evaluation
2018-12-690	National School Tip Line Study
2018-12-691	Evaluating Factors That Predict Long-Term English Language Learner Status
2018-12-692	2019 National Survey Of Early Care And Education
2018-12-694	Music Education In Urban Contexts: School Music Teachers And Teaching Artists As Shared Delivery
2019-01-696	Investigating The Relation Between Student Outcomes And Professional Development In Arts Partnerships
2019-01-698	North Central Choice Neighborhoods Implementation Grant
2019-02-699	Understanding College Promise Programs
2019-02-701	A Qualitative Study Of Students' Perceptions Of Their Secondary School Esl Program

2019-02-703	The Impact Of Personal Music On The Focus And Efficiency Of Adolescents With ADHD Or Learning Disabilities
2019-02-704	Teach For America (TFA) 2019 National Principal Survey
2019-02-705	Allowing Education Entrepreneurs To Flourish: How Do We Unlock Schools To Innovate
2019-02-707	Pediatric Asthma Screening In Philadelphia Elementary Schools
2019-02-709	Urban Educators' Perceptions Of The Effects Of Complex Trauma On Students Diagnosed With Disabilities - A Grounded Theory Study
2019-02-710	Examining The Impact Of High-Stakes Testing Accountability Evaluations On Subject Area Teachers Serving Grades 3 To 8 In Pennsylvania
2019-02-711	Successful Trajectories For Literacy Among Immigrant And Native-Born Children
2019-03-714	Philadelphia Community Schools Information Availability Assessment
2019-03-715	Relational Trust And Parental Role Construction In Urban Schools
2019-03-718	Mobility Lessons: What We Learn From Teacher Movement
2019-03-720	Relay Graduate School Of Education Impact Analysis For Philadelphia Teachers
2019-04-721	The Academic Achievement Effects That Teacher Efficacy Has On Algebra I Students Attending Urban High Schools
2019-04-722	Teacher Leadership Practice: Defining A Field And Assessing A Need In Education
2019-04-723	9th Grade Academy Team Survey: Lab Schools
2019-04-724	Youth Organizing Trajectories: Critical Consciousness, Developmental Competencies And School Engagement
2019-05-725	The Role Of Vision In School Leadership
2019-05-726	Identifying Factors Predicting Implementation And Sustainability Of Tier 2 And 3 Behavior Support Systems
2019-05-728	The Barnes Foundation's Education Programs Evaluation
2019-05-730	Curriculum Development To Improve Behavioral Outcomes
2019-06-731	Understanding Current Math Teacher Perceptions Of Literacy And Its Role In Their Classrooms In A Large Urban School District
2019-06-732	An Evaluation Of The Bloomberg Arts Internship Program
2019-06-733	School Adolescent Mood Project: Efficacy Of Counselor-Implemented IPT-AST
2019-06-734	Playworks Program Monitoring Of Our Professional Development Training Services
2019-06-735	Untethered Ties: Parents' Neighborhood Networks In The Era Of School Choice
2019-06-736	City Year Philadelphia School Year 2018-19 Whole School, Whole Child Outcome Analysis
2019-06-737	Evaluation Of Organizational Skills Training (OST) Program For Upper Elementary Students Children's Hospital Of Philadelphia (POWER)
2019-06-738	Reducing Disparities In Behavioral Health Treatment For Children In Primary Care

	Children's Hospital Of Philadelphia
2019-06-739	A Pilot Study Of Teacher-Child Interaction Training-Universal In Head Start
2019-06-741	Preparing Students For College: Examining The Effectiveness Of A College Pathways Program
2019-06-743	Girls With Options
2019-06-744	Learning From Teachers And Learning From Leaders: How Do School Communities Make Sense Of Multiple Concurrent Interventions?

12. APPENDIX B: Active RRC-Approved Research Projects and Expected Final Report Date

This table displays all external research related projects that have been approved by the Research Review Committee and are active as of July 2019. The proposal number indicates the year and month that the proposal was reviewed. The expected date of the conclusion of the project/final report appears in the far right column.

Proposal Number	Project Title	Final Report Expected
2012-07-099	Targeting School Climate And Children's Behavioral Health In Urban Schools	7/1/2021
2014-06-294	Efficacy Of ALEKS For Improving Student Algebra Achievement	6/30/2020
2014-07-296	Evaluation Of The Carnegie Corporation's Opportunity By Design Initiative	6/30/2019
2014-08-305	Evaluation Of The Aim Literacy Project	7/1/2020
2014-10-314	Career: Algebraic Knowledge For Teaching In Elementary School: A Cross-Cultural Perspective	7/31/2019
2015-06-363	Examining The Perceived Usability Of School-Wide Positive Behavior Interventions And Supports In Urban Schools	6/30/2019
2015-06-366	Comprehensive Examination Of The Kindergarten Engagement Scale	8/1/2020
2015-09-381	A Hybrid Effectiveness-Implementation Trial Of Group CBT In Urban Schools	12/31/2021
2015-09-390	Closing The Achievement Gap For Low-Income Students Through Non-Cognitive Skill Development	12/31/2019
2016-04-427	Autism Intervention Research - Behavioral 3	6/30/2020
2016-06-444	Impact Of SSB Taxes Among Youth	1/31/2020
2016-06-450	Efficacy Evaluation Of Zoology One: Kindergarten Research Labs	12/31/2019
2016-07-456	Preventing Physical, Relational, And Cyber-Bullying Within Urban Schools: A Multi-Component Intervention (The Praise Program)	8/15/2019
2016-09-459	Role Of Alcohol Disparities In HIV Risk Among Sexual Minority Youth	12/31/2021
2016-09-461	The Impact Of The "New Faces" Program At Roxborough High School On Participant Persistence, Completion, And Post-Secondary	9/30/2020

	Enrollment	
2016-09-467	Evaluating The AFSP More Than Sad School-Based Suicide Prevention Program	3/1/2019
2016-09-470	NSF Robotics Research Experience For Middle School Teachers Site Research	6/15/2019
2016-09-474	Playworks Evaluation To Ensure Program Quality	6/30/2019
2016-10-475	School Resuscitation Training: Advancing The Student Program For Olympic Resuscitation In Schools (SPORTS 2.0)	12/1/2019
2016-11-478	Engineering Expansive Learning For Boys Of Color: A Focus On Practice & Identity	9/1/2019
2016-11-480	AT&T Aspire Connect To Success Mentor Program	12/31/2019
2016-11-481	Evaluation Of Congreso's Exito Program Replication At Kensington Capa High School	1/1/2023
2017-01-488	Measures Of Progress Related To The Read By 4th Campaign	12/1/2019
2017-01-490	Multimedia Evaluation Plan: Bringing Libraries And Schools Together (BLAST)	2/1/2020
2017-02-493	Early Literacy Instruction And Pre-K Curriculum In Philadelphia	11/1/2019
2017-02-496	Validating The School Outcomes Measure (SOM): An Outcomes Measure For Students Who Receive School-Based Occupational Therapy And Physical Therapy	6/30/2020
2017-03-503	Healthy Schools Evaluation	12/1/2021
2017-04-506	Achieving Board Certification (ABC): The National Board Teacher Support Program At Temple University	7/31/2020
2017-04-509	Mapping The Biodiversity Of The Philadelphia Promise Zone	8/31/2019
2017-04-512	Transforming School L.I.F.E. (Leadership, Instruction, And Family Engagement) For English Learners	9/1/2020
2017-05-516	2017-18 School Survey On Crime And Safety (SSOCS: 2018)	7/1/2019
2017-05-520	Neubauer Fellowship Program Evaluation	8/1/2020
2017-05-523	Middle Grades Longitudinal Study 2017-18 (MGLS:2017)	12/1/2020
2017-05-525	National Teacher And Principal Survey (NTPS), 2017-18	7/1/2019
2017-05-526	High School Transformation In Philadelphia: A Framework For Collaboration, Management, And Leadership	12/31/2019
2017-06-527	Evaluation Of Academic Language Instruction For 4th And 5th Grade	11/1/2021

	Students	
2017-06-529	2018 National Survey Of Science And Mathematics Education (NSSME)	3/1/2019
2017-06-530	Increasing Responses To Annual Parent And Teacher Surveys: A Field Experiment	9/1/2020
2017-06-534	Springboard Collaborative Summer Program 2017-2019	9/1/2022
2017-07-538	Student Writing Success Through "Kid Writing"	10/31/2021
2017-07-539	Teach Plus T3 Initiative In The School District Of Philadelphia	7/30/2020
2017-07-540	The Feedback On Alignment And Support For Teachers (FAST) Study	6/1/2020
2017-07-542	Playworks Program Performance Monitoring	9/30/2020
2017-07-543	Temple Teacher Residency Evaluation	11/1/2019
2017-08-544	Evaluation Of Win/Win Program's Impact On Participants' Academic Achievement, School Attendance And Behavior	8/1/2019
2017-08-545	21st Century Grant Evaluation: Education Plus Health/Building 21	2/1/2020
2017-08-546	Strengthening And Sustaining Instructional Leadership In Mathematics In Neighborhood Network 2 Elementary Schools	12/31/2020
2017-08-548	Spark Program Evaluation	7/31/2020
2017-08-549	Lea Partnerships Study	12/1/2020
2017-08-555	Philadelphia Refugee Education Project	6/30/2019
2017-08-558	From Direct Instruction To Authentic Learning: A Shift To Increase Academic Success And Engineering Competencies Among Youth Of Color	8/31/2020
2017-09-559	Building An Evidence-Based, Sustainable Family-Teacher Engagement Intervention To Support Kindergarteners' Classroom Engagement Competencies	9/1/2020
2017-09-561	Evaluation Of Community Schools	8/31/2021
2017-09-565/ 2012-07-096	21st Century Community Learning Centers Cohort 7	10/1/2019
2017-10-564	An Analysis Of Esperanza Academy Charter School And Community Programs	10/18/2019
2017-10-567	Development Of Professional Noticing Skills In Preservice Science Teachers	5/1/2019

2017-11-574 (I)	West Philadelphia Promise Neighborhood	1/31/2022
2017-11-578	Environmental And Individual Predictors Of Health Outcomes Of Lesbian, Gay, Bisexual, And Questioning (LGBQ) Youth	9/1/2021
2017-11-580	App Inventor For Socioscientific Issues To Build Engagement In Stem	6/15/2019
2017-11-582	Vetri Cooking Lab Progress Monitoring	6/15/2019
2017-12-585	Teaching And Learning International Study (TALIS) 2018	6/1/2019
2017-12-587	Longitudinal Effects Of Teachers' Support On Students' Attendance, Suspensions And Academic Achievement	9/1/2019
2017-12-589	Better Understanding Staff Buy-In For The Friend To Friend Program	11/30/2020
2018-01-594	A Study Of Teacher Learning Of The Core Practices Of Project-Based Learning	8/31/2021
2018-02-598	Teacher Characteristics, Retention And Mobility In The School District Of Philadelphia	1/31/2020
2018-02-599	Pennsylvania 21st Century Community Learning Center Evaluations (2017-18)	10/31/2020
2018-02-600	An Experimental Evaluation Of Philadelphia Workready	5/1/2022
2018-02-601	West Philadelphia Controls Asthma	6/30/2023
2018-02-602	Annual Program Progress Monitoring (Grant Mandated Evaluation) Of AARP Foundation Experience Corps Philadelphia	7/31/2021
2018-02-603	International Early Learning And Child Well-Being Study (IELS)	12/1/2019
2018-02-605	Philly Reading Coaches: One-On-One Volunteer Literacy Intervention With K-3 Students During Out-Of-School Time Hours	12/1/2020
2018-03-607	Examining A School-Based Mindfulness Intervention Through The Voices Of Students With Emotional Or Behavioral Disabilities	2/1/2019
2018-03-609	The Lost Ones: Reintegrating Students With Emotional Disturbances Back Into The School Community	5/12/2019
2018-03-612	Peer Group Connection: Expanding And Enhancing A Peer Group Mentoring And High School Transition Program	12/20/2020
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	8/31/2020
2018-03-614	Efficacy Of A Growth Mindset Intervention To Increase Student Success	5/2/2019

2018-04-618	Identifying A School Readiness Threshold For The School District Of Philadelphia	10/31/2019
2018-04-619	Student Academic Achievement QED For Mastery's Charter School Program Evaluation	9/30/2020
2018-04-620	Deep Learning With Fractions	12/1/2021
2018-04-621	Supporting Success In Algebra: A Study Of The Implementation Of Transition To Algebra	8/30/2020
2018-05-622	Evaluating The Philadelphia Police School Diversion Program	9/30/2021
2018-05-626	A Phenomenological Study: Exploring Teachers, School Psychologists And Administrator's Experiences Educating Traumatized Students	1/1/2020
2018-05-627	Urban Principal Vitality Through The Lens Of Self-care And Personal-professional Boundary Setting	12/1/2019
2018-05-629	A Framework For The Integration Of Multiple Technologies Into The Multimodal Literacy Environment	2/28/2019
2018-06-630	PBIS In Challenging Contexts: Evaluating A Replicable Implementation Approach In Philadelphia (NIJ2)	12/31/2021
2018-06-631	Evaluating The Impact Of Economic Disadvantage On Specific Learning Disability Identification In Elementary School Students: A Grounded Theory Study	4/1/2019
2018-06-632	Exploring The Experience Of Teaching In An Elementary Emotional Support Environment: A Phenomenological Study	2/1/2019
2018-06-633	Exploring Digital Democratic Dialogue With High School Students	5/30/2019
2018-06-634	Supporting Productive Classroom Discussions	6/1/2023
2018-06-636	Baseline Music Participation Analysis: Grammy Music Education Coalition (GMEC) Grant Supporting The School District Of Philadelphia's (SDP) In-School Music Programs Via The Office Of The Arts & Academic Enrichment	3/1/2019
2018-06-637	Middle School Teachers' Perceptions Of Schoolwide Positive Behavior Intervention Supports	5/8/2019
2018-06-638	Peer Assistance And Review: A Case Study	8/1/2019
2018-06-640	Investigating Student Engagement In Kindergarten To Inform A Home-School Intervention	7/30/2020
2018-06-642	Testing Of A Digital Stress Alarm For School-Aged Children With ASD	7/1/2019
2018-06-643	Families And Schools Together (FASTt): An Evidence-Based	7/1/2019

	Approach To Strengthen And Engage Families At Schools	
2018-07-645	Teachers' Use Of Technology For School And Homework Assignments	5/31/2020
2018-07-646	A Qualitative Analysis Of The Strategies And Curriculum Dual Language Teachers Employ To Teach Biliterate Reading Comprehension Among Both Native Spanish And English Language Learners	5/15/2019
2018-07-647	Examining Independent Reading In Philadelphia	7/1/2019
2018-08-649	A Study Of Leadership Competencies Of Turnaround School Principals: Characteristics Of High-Performing Principals In Urban Elementary Turnaround School Settings	12/1/2019
2018-08-650	AT&T Aspire Evaluation Of College Possible	12/31/2021
2018-08-651	Just Responses: Investigating Equity-Oriented Actions In The Discretionary Spaces Of Teaching	1/1/2020
2018-08-652	Pilot Study Of The Perspectives Experience Program (PEP)	9/1/2019
2018-08-653	Sherlock Program Evaluation Year 2	10/31/2019
2018-08-655	Building Perseverance And Thriving Mindset Through Mentoring	1/30/2020
2018-08-657	Intentions To Implement: Predicting The Use Of Pivotal Response Training (PRT) In Public School Autistic Support Classrooms	7/1/2019
2018-09-660	Credit Recovery And Grade Improvement In Philadelphia: Year 1 Of The Edgenuity Platform	11/30/2021
2018-09-662	Transitions To The First Year Of Teaching In Urban Schools: Learning To Enact Dialogic Instruction In Mathematics	8/31/2020
2018-09-663	The Role Of The Principal In Implementing Models Of Inclusion For Students Diagnosed With Emotional Or Behavioral Disabilities	5/1/2019
2018-09-664	Support Team For Education Partnership (STEP) Implementation Study	8/20/2019
2018-09-665	Mathematics Immersion For Secondary Teachers (MIST)	12/31/2020
2018-09-666	Air-B 3: Mind The Gap Study	6/1/2020
2018-09-667	Pre-K Counts Evaluation: Kindergarten Outcomes Study	12/31/2019
2018-10-668	2019 National Youth Risk Behavior Survey (YRBS)	12/31/2020
2018-10-670	Casenhiser And Goldberg Replication: Examining The Effects Of Verb Distribution On Grammar Learning	12/31/2020
2018-10-671	Examining The Distribution Of Verbs In Books To Teach New	12/31/2020

	Syntactic Forms	
2018-10-672	Improving Stem Outcomes For Young Children With Language Learning Disabilities By Intervening At The Intersection Of Language And Scientific Thought	12/31/2021
2018-11-675	Teacher Evaluation Of Drexel University's Pennsylvania Supplemental Nutrition Assistance Program – Education (Snap-Ed)/ Eat Right Philly Nutrition Program	10/1/2019
2018-11-676	Evaluation Of The Carnegie Corporation's Opportunity By Design Initiative	4/30/2020
2018-11-677	Evaluating After-School All-Stars (ASAS) Philadelphia	10/30/2019
2018-11-678	Equitable Access To High School Music Education: A Qualitative Explanatory Single-Case Study Of Principals' Decision-making Processes	1/1/2020
2018-11-679	Assessment Of School-Based Mindfulness Curricula For Youth	12/1/2020
2018-11-680	A Qualitative Study Of The Role Of A Satire And Parody Curriculum In Supporting 9th Grade Public High School Students' Critical Literacy And Writing Skills	4/1/2020
2018-11-682	An Evaluation Of The Teachers Institute Of Philadelphia's Support Of School District Teachers	5/15/2020
2018-11-683	The Friend To Friend Program: Effectiveness When Conducted By School Staff	6/30/2024
2018-11-685	Systemic Formative Assessment To Promote Mathematics Learning In Schools	12/31/2019
2018-11-686	Science Education Against Drug Abuse Partnership (SEADAP)	1/4/2022
2018-12-687	WHYY Media Labs Program Evaluation	7/31/2021
2018-12-688	Drexel Philadelphia Teacher Residency Program Evaluation	9/30/2019
2018-12-690	National School Tip Line Study	12/31/2019
2018-12-691	Evaluating Factors That Predict Long-Term English Language Learner Status	1/15/2020
2018-12-692	2019 National Survey Of Early Care And Education	6/1/2019
2018-12-694	Music Education In Urban Contexts: School Music Teachers And Teaching Artists As Shared Delivery	12/20/2019
2019-01-696	Investigating The Relation Between Student Outcomes And Professional Development In Arts Partnerships	12/21/2021
2019-01-698	North Central Choice Neighborhoods Implementation Grant	12/31/2023

2019-02-699	Understanding College Promise Programs	12/31/2020
2019-02-701	A Qualitative Study Of Students' Perceptions Of Their Secondary School ESL Program	9/22/2019
2019-02-703	The Impact Of Personal Music On The Focus And Efficiency Of Adolescents With ADHD Or Learning Disabilities	4/28/2019
2019-02-704	Teach For America (TFA) 2019 National Principal Survey	8/31/2019
2019-02-705	Allowing Education Entrepreneurs To Flourish: How Do We Unlock Schools To Innovate	4/1/2020
2019-02-707	Pediatric Asthma Screening In Philadelphia Elementary Schools	6/30/2021
2019-02-709	Urban Educators' Perceptions Of The Effects Of Complex Trauma On Students Diagnosed With Disabilities - A Grounded Theory Study	5/13/2019
2019-02-710	Examining The Impact Of High-Stakes Testing Accountability Evaluations On Subject Area Teachers Serving Grades 3 To 8 In Pennsylvania	5/31/2019
2019-02-711	Successful Trajectories For Literacy Among Immigrant And Native-Born Children	8/30/2020
2019-03-714	Philadelphia Community Schools Information Availability Assessment	6/30/2019
2019-03-715	Relational Trust And Parental Role Construction In Urban Schools	12/31/2020
2019-03-718	Mobility Lessons: What We Learn From Teacher Movement	5/1/2021
2019-03-720	Relay Graduate School Of Education Impact Analysis For Philadelphia Teachers	12/31/2019
2019-04-721	The Academic Achievement Effects That Teacher Efficacy Has On Algebra I Students Attending Urban High Schools	8/15/2019
2019-04-722	Teacher Leadership Practice: Defining A Field And Assessing A Need In Education	5/1/2020
2019-04-723	9th Grade Academy Team Survey: Lab Schools	6/30/2019
2019-04-724	Youth Organizing Trajectories: Critical Consciousness, Developmental Competencies And School Engagement	8/31/2021
2019-05-725	The Role Of Vision In School Leadership	4/10/2020
2019-05-726	Identifying Factors Predicting Implementation And Sustainability Of Tier 2 And 3 Behavior Support Systems	8/31/2021
2019-05-728	The Barnes Foundation's Education Programs Evaluation	6/5/2020
2019-05-730	Curriculum Development To Improve Behavioral Outcomes	2/28/2020

2019-06-731	Understanding Current Math Teacher Perceptions Of Literacy And Its Role In Their Classrooms In A Large Urban School District	5/1/2020
2019-06-732	An Evaluation of the Bloomberg Arts Internship Program	12/31/2021
2019-06-733	School Adolescent Mood Project: Efficacy of Counselor-Implemented IPT-AST	6/30/2024
2019-06-734	Playworks Program Monitoring of our Professional Development Training Services	7/31/2020
2019-06-735	Untethered Ties: Parents' Neighborhood Networks in the Era of School Choice	12/31/2020
2019-06-736	City Year Philadelphia School Year 2018-19 Whole School, Whole Child Outcome Analysis	11/30/2019
2019-06-737	Evaluation of Organizational Skills Training (OST) Program for Upper Elementary Students Children's Hospital of Philadelphia (Power)	6/30/2022
2019-06-738	Reducing Disparities in Behavioral Health Treatment for Children in Primary Care Children's Hospital of Philadelphia	6/30/2024
2019-06-739	A Pilot Study of Teacher-Child Interaction Training-Universal in Head Start	6/30/2020
2019-06-741	Preparing Students for College: Examining the Effectiveness of a College Pathways Program	6/15/2023
2019-06-744	Learning from Teachers and Learning from Leaders: How do school communities make sense of multiple concurrent interventions?	8/30/2019
2019-07-745	Use Of Educational Technology For Instruction	6/30/2020
2019-07-746	Predicting Early Fall Student Attrition In The School District Of Philadelphia	3/31/2021
2019-07-748	The Use Of A Teach-The-Teacher Method For The Provision Of Snap-ed Nutrition Education Lessons In High Schools	6/30/2020
2019-07-749	Research On English Language Learners In Philadelphia Stage 2: Exploring School, Family, And Community Engagement Efforts In The School District Of Philadelphia	12/31/2019
2019-07-752	Teachers' Perception Of Student Engagement When Using Blended Learning: An Exploratory Single-Case Study	9/20/2019
2019-07-754	Exploring The Implementation Of Lego Education Tools With Steam Teachers	8/30/2020

13. APPENDIX C: Data Requests by Month and Type

The following graph displays Data Requests submitted online via the [Data Request Form](#) on DPO’s webpage. The School District received 139 requests for data as of the end of June 2019, compared to 162 the prior year. These numbers do not include data requests that did not go through the online request form. This is likely a result of new data tools, such as [Open Data](#) and [School Profiles](#), providing more readily available data to school leaders, researchers, and community partners.

