

School District of Philadelphia

May 20, 2019

R2P 2019

Research, Policy and
Practice Conference

#R2P19

#PHLED



THE SCHOOL DISTRICT OF
PHILADELPHIA



Regional Educational Laboratory
at *Mathematica*

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2019 SDP Research, Policy and Practice Conference

May 20, 2019

8:30 a.m.–4:00 p.m.

Agenda

Time	Room	Activity
8:30–3:00 p.m.	Atrium	Registration and Resource Desk
9:00–9:30 a.m.	Auditorium	Welcome & Opening Plenary session* William R. Hite, Jr., Ed.D. Superintendent of the School District of Philadelphia
9:30–10:30 a.m.	Auditorium	Keynote Speaker* Jason Okonofua, Ph.D. Assistant Professor at the University of California, Berkeley
10:30–10:45 a.m.		Break
10:45–12:15 p.m.		Morning Breakout Sessions: 1. College and Career Readiness 2. Connecting Research and Using Data* 3. Contributing to Positive School Climate 4. Supporting High Quality Instruction
12:15–12:45 p.m.	Atrium	Lunch
12:45–2:15 p.m.	Atrium	Networking and Poster Session
2:15–2:30 p.m.		Break
2:30–4:00 p.m.		Afternoon Breakout Sessions: 1. Connecting Research and Using Data 2. Contributing to a Positive School Climate 3. Supporting High Quality Instruction Session A 4. Supporting High Quality Instruction Session B

- ▶ For details on concurrent breakout sessions and presenters, please see the Breakout Session Schedule.
- * Sessions will be video recorded.
- ▶ Special thanks to the Neubauer Family Foundation for providing food and beverages for conference attendees.

Superintendent

William R. Hite, Jr., Ed.D.



With a focus on equity, innovation and quality, Dr. William R. Hite serves as Superintendent of The School District of Philadelphia, the largest public school system in the Commonwealth of Pennsylvania.

Since joining the School District in June 2012, Dr. Hite has worked to create a system of great schools in every neighborhood. Under his leadership, the School District has opened new innovative high schools, expanded successful school models, launched in-district turnarounds and redesigned schools in partnership with communities. His overall focus remains on strengthening all elementary and secondary school offerings.

Dr. Hite's professional experience includes serving at every level—teacher, principal, central office administrator and Superintendent. He was previously Superintendent of Prince George's County Public Schools in Maryland where his central work focused on enhanced access and rigor to ensure college- and career-readiness. Prince George's County schools, one of the 25 largest systems in the United States, received national recognition for expanding access to Advanced Placement courses during his tenure.

Dr. Hite also served as an Assistant Superintendent in Georgia's Cobb County School District. In addition, as an administrator in Henrico County, Virginia, he led Highland Springs High School to "Best Practices" honors from the state's General Assembly.

Dr. Hite has been an adjunct faculty member at the University of Richmond School of Continuous Learning and taught school leadership courses at Virginia State University, Bowie State University and the University of Maryland. A member of numerous national, state, and local boards, he has participated with national agencies and associations to reform K-12 education.

Dr. Hite holds a bachelor's degree in education from Virginia Tech, master's degree in educational leadership from the University of Virginia and a doctorate in education specializing in educational leadership from Virginia Tech. His interests include music, travel, sports and reading. He and his wife Deirdre have two daughters and a grandson.

Keynote Speaker

Jason Okonofua, Ph.D.



Dr. Jason Okonofua is an assistant professor at the University of California, Berkeley. His research program examines social-psychological processes that contribute to inequality. One context in which he has examined these processes is that of teacher-student relationships and race disparities in disciplinary action. His research emphasizes the on-going interplay between processes that originate among teachers (how stereotyping can influence discipline) and students (how apprehension to bias can incite misbehavior) to examine causes for disproportionate discipline according to race. The intersection of these processes, Dr. Okonofua hypothesizes, undermines teacher-student relationships over time, contributes

to disproportionate discipline to racially stigmatized students, and ultimately feeds the “school-to-prison” pipeline. By investigating basic processes that contribute to misinterpreted and misguided disrespect among teachers and students, he aims to develop novel interventions that help racially stigmatized youth succeed in school and reduce their risk of discipline problems. On numerous occasions, he has served as a national expert to inform large-scale policy and given keynote addresses on the importance of science-based solutions to social issues such as the effects of bias and stigma. Dr. Okonofua earned his B. A. from Northwestern University and both his Master’s and Doctorate of Psychology at Stanford University.

He also designs and tests large-scale psychological interventions for school administrators, jails, prisons, and court departments (e.g., probation offices, parole offices). One of his latest interventions halved suspension rates in middle schools across three school districts from a 9.6% rate to a 4.8% rate. The intervention was geared toward shifting teachers’ mindsets to show more empathy toward students and shifting students’ mindsets to be more agentic and motivated to value education and succeed in school. His research has been published in top journals, including *Psychological Science* and the *Proceedings of the National Academy of Sciences*. The work has been funded by Google, the Tides Foundation, Character Lab, and the Bureau for Justice Statistics. It has been featured on a variety of popular media outlets, including National Public Radio, New York Times, MSNBC, Reuters, Huffington Post, Daily Mail, Wall Street Journal, and Education Week.

Find out more at: www.jokonofua.com

Breakout Sessions Schedule

Morning: 10:45 a.m.–12:15 p.m.

Session 1

Theme: Preparing students for college and career in grades 6-12

Facilitator: Amber Fullam, School District of Philadelphia

Room: 1075

1. School's Not Out...Yet: Lessons from Two School-Based Career Learning Programs in NYC

Presenter: Jessica Nguyen, Applied Curiosity Research

Co-authors: Gerad O'Shea, Nikole Williams

Abstract: A high school diploma may not always adequately provide students with the skills needed to successfully transition into a job or college. In this presentation, we will share findings from a recent mixed-methods evaluation to understand students' experience/satisfaction with two NYC school-based career learning programs where students receive real-life and hands-on experiences to prepare for life after high school. Analysis from student and teacher data reveals program successes including (1) greater awareness of career options, (2) improved 21st century skills, and (3) increased confidence in their communication with adults and teachers. However, evidence suggests the programs' framing and marketing are essential to encouraging students' engagement. Participants will gain insight into effective strategies implemented in two innovative school-based career programs and their impacts.

2. Supporting First-Generation College Students: A Small Group Counseling Intervention

Presenters: Stacey Havlik and Denzell Stansilaus, Villanova University

Co-authors: Jose Diaz Davila, Krista Malott, Jordon McRae

This presentation describes an eight-session, psychoeducational, small-group intervention with two groups of students at a high school in the School District of Philadelphia. Sessions were designed to enhance the self-efficacy and outcome expectations related to attending college for first-generation college goers in 12th grade. The presentation describes group session topics and outcomes, as well as facilitator challenges unique to the group setting.

3. Understanding Detailed Attendance Patterns of SDP 9th Graders

Presenter: Theodore Wills, School District of Philadelphia

This report describes a project exploring 9th grade attendance patterns, and their relationships to other educational outcomes. Daily attendance records from two cohorts of first-time 9th graders in the School District of Philadelphia (SDP) were modeled in a Business Intelligence engine to facilitate exploration of patterns, and how those patterns might differ across subgroups. We found that attendance declines from 8th to 9th grade, early attendance problems precede early course grade problems, and attendance is associated with meeting SDP's 9th Grade On-Track metric.

Session 2

Theme: Connecting and using research and data to make decisions

Facilitator: Erin Cassar, School District of Philadelphia

Room: 1080 (session will be recorded)

1. Using Research-Practice Partnerships to Improve Practice in Chicago Public Schools

Presenter: Erin Henrick, Partner to Improve

Co-authors: Steven McGee, Lucia Dettori, Andrew Rasmussen, Ronald I. Greenburg, Dale F. Reed

Research Practice Partnerships (RPPs), particularly in the field of Computer Science Education, are a relatively recent development as a potential strategy to address complex education challenges. Currently, there is limited research focused on evaluating RPP effectiveness. Using the RPP effectiveness framework developed by Henrick, Cobb, Penuel, Jackson & Clark, this paper describes the formative evaluation methods used to assess the effectiveness of the first year of the National Science Foundation-funded RPP, Chicago Alliance for Equity in Computer Science (CAFÉCS). This paper reports initial findings from this evaluation, focusing on the second and third dimensions: (1) conducting rigorous research to inform action and (2) supporting the partner organization to achieve its goals.

2. Organizational Conditions for Learning in Local Education Agencies

Presenter: Phil Sirinides, University of Pennsylvania

Reaching the goal of improved student outcomes will require school leaders to build capacity for evidence-based decision-making. However, generating and sharing knowledge that is useful for improving student outcomes is particularly challenging. Research has demonstrated that conditions of organizational learning are positively associated with benefits such as decreased turnover, improved collaborative problem-solving, appropriate risk-taking, and greater adaptation to change. Little research has focused on public sector and none has examined schools. This empirical study offers new findings about organizational learning conditions in 36 New Jersey school districts and provides evidence of significant relationships with student academic performance and disciplinary outcomes.

3. Using Data to Assess and Advance Students' Soft Skills

Presenter: Jan Anderson, Regional Educational Laboratory Mid-Atlantic

What important competencies do students need for success in school and later, and how can we assess them? This session explores “non-academic” or “soft skills” and ways they are defined and measured in the literature. We will discuss trade-offs across different measurement approaches and highlight easily accessible sources of information about them. We will also summarize lessons learned in work with educators in more than 20 districts in southwestern Pennsylvania and elsewhere.

Session 3

Theme: Contributing to positive school climate

Facilitator: Melissa Karakus, School District of Philadelphia

Room: 1072

1. Family Engagement in the SDP Symposium: Highlighting Initiatives from the Family and Community Engagement (FACE) Office in the School District of Philadelphia

Presenter: Yolanda Edwards, School District of Philadelphia

Staff from the District's FACE office will discuss highlights from their key initiatives to promote and support family engagement in the District.

2. Family Engagement in the SDP Symposium: Implementation of Academic Parent-Teacher Teams (APTT) in the School District of Philadelphia

Presenters: Sydney Negus and Giselle Saleet, School District of Philadelphia

This presentation will describe the goals of Academic Parent-Teacher Teams, and the first year of implementation of the program at nine School District of Philadelphia schools.

3. Family Engagement in the SDP Symposium: The Relationship Between Parent Survey Data and Student Achievement

Presenter: Adrienne Reitano, School District of Philadelphia

Findings will be presented on a correlational analysis that looks at the relationship between parent data from the District-wide Survey and student achievement.

Session 4

Theme: Supporting high-quality instruction (focus on K-5)

Facilitator: Kristyn Stewart, School District of Philadelphia

Room: Auditorium

1. Literacy Coaching Symposium: Development of and Findings from the Coaching Protocol for Early Literacy

Presenter: Frank Grossman, School District of Philadelphia

Co-authors: Kristyn Stewart, Katie Mosher

In the first of three parts of the Literacy Coaching Symposium, staff from the Children’s Literacy Initiative (CLI) will discuss the process of collaborating with SDP to develop a coaching tool that functions as both a way to determine coaching priorities and to measure changes in teacher implementation of the 120-minute literacy block and related best practices over time.

2. Literacy Coaching Symposium: Hallmarks of Successful Coaching Relationships

Presenter: Kristyn Stewart, School District of Philadelphia

Co-authors: Frank Grossman, Katie Mosher

In the second of three parts of the Literacy Coaching Symposium, staff from the School District’s Office of Research and Evaluation (ORE) will report on the initial findings of the evaluation of the implementation of the coaching initiative, including teacher-reported coach knowledge and efficacy from the yearly teacher survey. ORE will also discuss the thematic findings of focus groups that explored the best practices of coaching relationships by contrasting the coaches’ work with different coach effectiveness ratings.

3. Literacy Coaching Symposium: Challenges of Implementation

Presenter: Katie Mosher, School District of Philadelphia

Co-authors: Kristyn Stewart, Frank Grossman

In the final part of the Literacy Coaching Symposium, ORE will discuss the primary challenges to implementation as identified from teacher, principal and coach surveys and focus groups. Specifically, we explore the challenge of teacher turnover in greater depth and address the potential effects of turnover on the coaching model.

Session 1

Theme: Connecting and using research and data to make decisions

Facilitator: Adrienne Reitano, School District of Philadelphia

Room: 1080

1. Exploring the Relationship between Professional Development, Instructional Leadership and Student Achievement Using District-wide Survey Data

Presenter: Ethan Ake-Little, Temple University

Effective principal leadership requires balancing academic needs with organizational and personnel management. In this session, I present a statistical model that uses School District of Philadelphia teacher and principal survey data to diagram the relationship between teachers' perceptions of their curricular and instructional autonomy, principals' perceptions of their academic and organizational leadership skills, and student outcomes on PSSA/Keystone Exams. Attendees will leave with a better understanding of which areas of principal leadership need support and are most influential in improving student achievement.

2. Nudging Parents to Choose Better Schools: How the Design of a School Shopping Site Can Influence School Choices

Presenter: Alyson Burnett, Mathematica

Co-authors: Steven Glazerman, Ira Nichols-Barrer, Jon Valant, Jesse Chandler

School choice has increased dramatically in recent years, but it can only be an effective policy if parents are well informed. This session presents findings from an online experiment that investigated the impact of different school information displays on parents' school choices, knowledge about schools, and attitudes. We will discuss how relatively low-cost changes to existing school shopping websites can impact parents' choices, and how these changes could have implications for how children are sorted into schools across a city.

3. Expanding Breakfast Participation in the School District of Philadelphia

Presenters: Catherine Tkatch and Ebru Erdem-Akçay, School District of Philadelphia

Co-authors: Erin Cassar

In this paper, we explore the factors associated with schools' choice of alternative breakfast models. Research suggests that alternative breakfast models, such as Breakfast in the Classroom, Breakfast After the Bell, and Grab'n'Go carts, increase breakfast participation and breakfast is associated with positive educational outcomes. Our paper contributes to this research by studying how and why schools choose alternative breakfast models in the context of a large, high-poverty, urban school district with limited resources. We find that elementary schools with higher share of Hispanic students, Food Services support, and positive teacher assessment of school leadership are more likely to choose Breakfast in the Classroom. Our study also suggests avenues for further research exploring the role of school climate and student food insecurity/nutrition in choice of breakfast models.

Session 2

Theme: Contributing to positive school climate

Facilitator: Melissa Karakus, School District of Philadelphia

Room: 1075

1. Student Safety, Inclusion, and Engagement: Keys to Enhancing a Positive School Climate

Presenter: Susan Zelinski, National School Climate Center

What are the most innovative measures schools are taking to empower students as leaders of their school communities and elevate the potential of the whole child, especially in light of tremendous barriers like systemic racism? With this question in mind, researchers from the National School Climate Center embarked on a study involving six diverse districts across the U.S. Findings, including how schools use character education and restorative practices to counter bullying and discrimination, illuminate a path to centering student experience in education.

2. Developing and Testing the Effectiveness of a Self-Compassion Intervention for Beginning Teachers

Presenter: Rebecca Baelen, University of Pennsylvania

Co-author: Rebecca Maynard

First-year teachers face significant challenges and uncertainty during their transition to teaching, which can lead many to question their self-worth and worry about their ability to succeed in their classrooms. This has implications for teacher well-being, school climate, instructional quality, and teacher turnover. We developed a brief self-compassion intervention to support beginning teachers in their transition to teaching and are testing the effects on teacher well-being and commitment to the profession. We will discuss the design and development of the intervention, along with findings from focus groups with first-year teachers and from the teachers who piloted the intervention. We will also offer insights about designing studies in partnership with teacher education programs and propose strategies for gaining high levels of cooperation with participating teachers.

3. The PRAISE Bullying Prevention Program: Promising New Results and Implications for Scaling

Presenter: Brooke Paskewich, Children's Hospital of Philadelphia (CHOP)

Co-authors: Tracy Waasdorp, Rui Fu, and Stephen Leff

Few aggression prevention programs are designed to meet the needs of minority youth in urban, under-resourced schools. Preventing Relational Aggression In Schools Everyday (PRAISE) is a 20-session classroom program for 3rd-5th graders that teaches problem-solving, sympathy for peer victims, perspective-taking, and bystander strategies. The initial PRAISE study in one School District of Philadelphia (SDP) school revealed increased problem-solving knowledge and decreased aggression, especially in girls. A recent PRAISE study in three SDP schools reveals significant decreases in relational aggression and hostile attributions in relational and overt conflict situations, and increased problem-solving knowledge and academic engagement. Workshop participants will learn program content and future directions of PRAISE based on this additional evidence of effectiveness.

Session 2 continued on next page

4. Unpacking Bias: School Leaders' Perceptions of Professional Growth in an Equity-focused Early Career Leadership Development Series

Presenter: John Hall, Temple University

This study examines a leadership development program designed and facilitated by Temple university faculty for early career principals and assistant principals in The School District of Philadelphia. The program focused on addressing issues of race with students, teachers, and the broader community. In this study we examine features of the program and how leaders perceive their professional growth regarding race, equity, and navigating across differences.

Session 3

Theme: Supporting high-quality instruction (focus on K-5)

Facilitator: Katie Mosher, School District of Philadelphia

Room: Auditorium

1. Text to Talk: Effects of a Texting Intervention on Prekindergarten Vocabulary

Presenter: Emily Snell, Temple University

Co-authors: Barbara Wasik, Annemarie Hindman

We present the results of an intervention study of the effects of a 5-month, vocabulary-focused texting program called Text to Talk on family-school engagement and children's language learning in early childhood settings. School District of Philadelphia pre-K classrooms (49) were randomly assigned to intervention or control status. Intervention teachers delivered Text to Talk, a curriculum-aligned program that provides weekly texts for teachers to send to families that include vocabulary words and related activities from books being read in the classroom. Children's target word knowledge and receptive language skills (PPVT) were measured at baseline and follow-up, with treatment effects on target word knowledge ($d = .17$). The findings suggest a texting-based program, aligned with the school curricula, leads to improved word knowledge among low-income children.

2. Zoology One in the School District of Philadelphia: Non-Traditional Impacts of Kindergarten Science Immersion

Presenters: Abigail Gray and Ryan Fink, Consortium for Policy Research in Education, University of Pennsylvania

This presentation will present data that were collected as part of an evaluation of an integrated literacy and science kindergarten curriculum called Zoology One. Specifically, the impacts of the curriculum on a range of learning behaviors (including reading independence, confidence, verbal expression, collaboration, love of learning, interest in science, and motivation to read) will be discussed. We will share findings from the Kindergarten Reading Motivation Scale as well as from an analysis of the impacts of Zoology One on students' text preferences.

3. Ready to Read: RFA's Evaluation of the Children's Literacy Initiative's Blueprint for Early Literacy Program

Presenters: Rachel Comly and Matthew Rigsby, Research for Action

Co-author: Alyn Turner

Research for Action will present key interim findings and implications of our evaluation of the Children's Literacy Initiative (CLI) Blueprint for Early Literacy program. Blueprint combines an early literacy curriculum and professional development for pre-K teachers through workshops on best practices for early literacy instruction and individual coaching for educators. Our study involves 130 early childhood educators and over 1,100 children in 22 Philadelphia pre-K centers. With a year-to-year teacher turnover rate of 48%, the high teacher turnover was a critical challenge. Despite high turnover, Blueprint implementation in study classrooms was strong, and multiple data sources demonstrated that teachers and children in CLI-served centers benefited from the Blueprint curriculum and professional development, compared to a matched group of centers operating under business-as-usual conditions.

Session 4

Theme: Supporting high-quality instruction (focus on K-5)

Facilitator: Kristyn Stewart, School District of Philadelphia

Room: 1072

1. **School-Age Transition Periods: Use of Evidence-Based Practices for Students with Autism**

Presenter: Briana Bronstein, University of Pennsylvania

Co-authors: Elizabeth McGhee Hassrick, Christopher Friedman, Suzannah Iadarola, Amber Fitzgerald, Jenny Chow Chiappe, Lindsay Hauptman, David Mandell, Aubyn Stahmer, Connie Kasari

This study aimed to identify reported use of evidence-based strategies and interventions for under-resourced individuals with Autism Spectrum Disorder (ASD) in public school classrooms during times of student transitions to new school settings. Educators reported implementing many strategies for students with ASD during transitions. There is variability in the evidence for the strategies being used. Understanding these patterns highlights current gaps in evidence-based practice and may inform needed adjustments to implementation and dissemination efforts in real-world settings.

2. **Teacher Research Experiences: A Mixed-Methods Case Study of the Development of Rigorous, Student-Centered, Inquiry-Based Stem Instruction**

Presenters: Daniel Miller-Uueda, University of Pennsylvania

Co-authors: Ken Shores, Diedra Krieger, Daniel Koditschek

Research Experience for Teachers (RET) programs engage math and science teachers in summer research opportunities and have demonstrated positive impact on subject matter knowledge, next generation science standards-based practices, self-efficacy, and student test results. This presentation describes a systematic review of RET literature and a mixed-methods case study of a single three-year RET instance involving 27 School District of Philadelphia teachers. Results of the study demonstrate (a) teacher growth in the areas of subject matter knowledge, self-efficacy, intellectual rigor and student-centered instruction, and inquiry-based practice; (b) relationships between mediating outcomes (subject matter knowledge and self-efficacy) and teacher practice outcomes (intellectually rigorous, student-centered, and inquiry teaching practices); and (c) potential links between RET inputs and outcomes.

3. Responsive Mathematics Teaching in Grades K-5

Presenter: Caroline Ebby, University of Pennsylvania

Co-authors: Lindsay Goldsmith-Markey, Kathleen Krier, Lizzy Pecora

This session focuses on the development, refinement, and implementation of an instructional framework for mathematics called Responsive Math Teaching (RMT). The RMT model was developed through a research practice partnership between the University of Pennsylvania's Graduate School of Education and the School District of Philadelphia to build mathematics instructional leadership in elementary schools in Learning Network 2. Classroom teachers use the model as a tool to help plan and reflect on instruction, and teacher leaders use it as a tool to focus their classroom coaching of other teachers. The presentation will provide examples of how participants in the project: (1) engage in problem solving as learners; (2) plan, teach, and reflect on lessons in their K-8 classrooms; and (3) coach other teachers in their schools.

Networking and Poster Session

12:45–2:15 p.m. in the Atrium

1. Results From the 2017-2018 Senior Exit Survey

Presenter: Ashley Tanz, School District of Philadelphia

Co-author: Theodore Wills

Each year, the School District of Philadelphia administers an exit survey to graduating district seniors. 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 or employment, or to pursue other activities. For the 2017-2018 Senior Exit Survey, 5,746 seniors participated from 55 district high schools, representing 72.4% of enrolled 12th graders. Among these seniors, 84.5% intended to pursue post-secondary education within one year of graduation.

2. Naviance High School Usage by Grade Level and by Race/Ethnicity

Presenter: Giselle Saleet, School District of Philadelphia

Co-author: Theodore Wills

This poster will review the findings of an evaluation conducted by the Office of Research and Evaluation of the School District of Philadelphia (SDP). The evaluation examined usage of Naviance in the 2016-2017 and 2017-2018 school years. Naviance is a commercial online tool that is designed to support students in completing college and career readiness activities. SDP personnel can give students assignments or “tasks,” and the platform can capture information about whether these tasks are completed. The evaluation summarized the usage across these two years with an emphasis on task assignment and completion.

3. Using Data to Inform Practice: Findings from the Philadelphia GEAR UP CRCC Initiative

Presenter: Claire Aulicino, Metis Associates

Co-author: Julia Alemany

The Philadelphia GEAR UP College Readiness Collaborative Communities (CRCC) initiative seeks to improve the educational outcomes of Philadelphia's low-income students and prepare them for postsecondary education. This seven-year federally funded grant offers a robust menu of services in 12 neighborhood high schools, including: professional development and coaching for educators; academic, SEL, and college and career readiness supports for students; and family events. Each year, Metis Associates conducts a mixed-methods evaluation to assess the implementation and outcomes of the initiative including: student, parent, and educator surveys; school visits; and analyses of demographic, program participation, attendance, academic achievement, and behavioral data. The CRCC project uses formative findings on an ongoing basis to drive programming and measure its progress in meeting process and outcome objectives.

4. What is the Relationship Between I-Ready and PSSA Math Achievement?

Presenter: Aaron Orzech, School District of Philadelphia

This study asks whether there is evidence that using I-Ready Math supports achievement and growth on the PSSA math assessment. Examining the relationship between score levels, I find that I-Ready can detect substantial variation among lower-performing students to whom the PSSA assigns uniformly low scores. In examining the relationship between I-Ready and PSSA score growth, I find a positive, but weaker, correlation than for score levels. Finally, I attempt to identify a causal relationship between I-Ready and PSSA growth using the substantial variation across schools in the intensity of I-Ready usage, finding negligible evidence for a causal impact of I-Ready on PSSA achievement. More work may be warranted to understand how schools are using I-Ready and under what conditions, if any, the program benefits students.

5. Evaluation of the Academic Parent-Teacher Teams (APTT) Program

Presenter: Sydney Negus and Giselle Saleet, School District of Philadelphia

Co-authors: Melissa Karakus, Kristyn Stewart

Academic Parent Teacher Teams (APTT) is a District family-engagement program aimed at addressing family-school partnerships by improving parent-teacher conferences in a way that expands collaboration between school and home using data and take-home activities. This poster will describe the program and its goals and will share the preliminary findings from ORE's evaluation of the first year of program implementation.

6. Parent-Child Home Program Philadelphia: Building Low-Income Native-Born and Immigrant Parents' Capacity for Promoting Vocabulary Growth in Toddlers

Presenter: Patti Manz, Lehigh University

Co-author: Kate Hemady

Operated in Philadelphia, the Parent Child Home Program (PCHP) specifically aims to enhance parents' abilities to engage toddlers in language- and literacy-rich interactions. Uniquely, Philadelphia's PCHP was designed to serve native-born and immigrant families. This poster will present preliminary findings for native-born and immigrant parents' growth in their involvement in toddlers' early learning activities and in toddlers' vocabulary growth. Further, hierarchical linear modeling will be undertaken with the full sample to examine the relationship of changes in parent involvement to toddlers' vocabulary growth.

7. Supporting Early Readers in Philadelphia Charter Schools

Presenters: Rachel Comly, Research for Action; Ryan Fink, University of Pennsylvania; Adrienne Flack, University of Pennsylvania

Co-authors: Jill Pierce, Monica Mielke

The sheer size of Philadelphia's charter school sector positions it as a key agent for improving early literacy in Philadelphia. The charter sector's inherent flexibility offers opportunities for these schools to develop and test the effectiveness of new approaches to old problems. However, the sector's large number of individual schools and networks makes it difficult to obtain a clear picture of the sector's approaches to early literacy development. This study seeks to fill this knowledge gap. It is informed by a large body of research on literacy development in the early elementary years and takes a pragmatic, improvement-oriented approach to the question of how Philadelphia can best support all of its public school students to become capable readers and writers.

8. Using Classroom Renovations and Center-Based Learning to Improve Teacher-Student Interactions

Presenter: Kelly Linker, School District of Philadelphia

The School District of Philadelphia (SDP) used a grant from the William Penn Foundation to fund classroom renovations in PK-2 classrooms at three elementary schools. Along with modernizations, classrooms received new furniture and manipulatives to facilitate center-based learning and teachers received professional development. The Office of Research and Evaluation conducted classroom visits in treatment and comparison schools using the Classroom Assessment Scoring System (CLASS, a nationally validated tool developed at the University of Virginia) at three time points: spring 2017, fall/winter 2017-2018, and spring 2018. Treatment teachers showed statistically significant growth in two of three CLASS domains from spring to fall, and growth in two dimensions from spring to spring. SDP is using these initial results to expand renovations to additional early elementary classrooms.

9. Findings from a 4-Year Study of the Integrated Literacy Model (ILM) Initiative

Presenter: Claire Aulicino, Metis Associates

Co-author: Julia Alemany

The School District of Philadelphia has partnered with the AIM Academy (AIM)—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. The evaluation was designed to assess fidelity of implementation and program outcomes, and drew on multiple methods and stakeholder groups: interviews with program staff, observations of ILM instruction, teacher surveys and focus groups, and analyses of demographic and academic performance data. Across all four years, results were positive for students in kindergarten and first grade. Results were mixed for second- and third-grade students. Although students' accuracy scores improved, their national percentile ranks did not show gains.

10. Summer Learning Loss: K-3 Independent Reading Levels (SY2015-2016 to SY 2018 to 2019)

Presenters: Giselle Saleet and Kristyn Stewart, School District of Philadelphia

This poster will review the findings of a three-year analysis of summer learning loss among students in grades K-3 in the School District of Philadelphia. The analysis focuses on examining changes in reading levels between spring and fall, referred to as “summer learning loss,” by comparing the independent reading levels assigned to grade K-3 students in quarter 4 of one year and quarter 1 of the following school year.

11. Evaluation of Together is Better Implementation

Presenter: Sydney Negus, School District of Philadelphia

Co-authors: Kristyn Stewart, Robert Lee

Together is Better is a District pilot initiative to implement a co-teaching for English learners model in three District schools in K-3 classrooms. The initiative is aimed at improving instruction for English learners and aligns with District Anchor Goal 2: 100% of 8-year-olds will read on or above grade level. This poster will describe the initiative and will share early and mid-year findings from the first year of the Office of Research and Evaluation’s implementation study at each of the three schools. Overall themes across schools will also be discussed, including three of the most common challenges identified by co-teachers: lack of planning time, staffing and turnover, and quality of teaching partnerships.

12. Developing Understanding of the Number Line in Grades K-2

Presenter: Caroline Ebby, University of Pennsylvania

Co-authors: Beth Hulbert, Brittany Hess

Number lines can be a powerful tool to help children make sense of addition and subtraction and develop number sense, understanding of magnitude, and flexible and efficient strategies. This poster focuses on the use of number lines as an instructional bridge to help students move from concrete to abstract and efficient strategies for addition and subtraction. We present this in the context of a research-based learning progression that builds on children’s understanding of counting and moves toward increasingly abstract models and strategies. Explicitly developing this understanding is an important strategy for providing equity and access to procedural fluency built on conceptual understanding for all children.

13. Food Insecurity in the School District of Philadelphia

Presenter: Catherine Tkatch, School District of Philadelphia

Co-authors: Erin Cassar, Ebru Erdem-Ackay

With the highest poverty rate of all large cities in the country, Philadelphia County's food insecurity rate of 21% is significantly higher than the Pennsylvania average. We compiled available school district data to better understand the spread of food insecurity across School District of Philadelphia students and families. Students cannot learn if they're hungry, so determining the extent to which food insecurity impacts the school district can help direct resources to schools with the greatest need. Through this poster, we address the following questions: (1) What percentage of parents across the district report food insecurity?, (2) What percentage of principals and teachers see food insecurity as a challenge in their school?, and (3) Which schools have the highest rates of food insecurity in the district?

14. Are SDP Schools Meeting Wellness Policy Guidelines on Physical Activity and Physical Education?

Presenter: Soula Servello, School District of Philadelphia

Adequate physical activity has been linked to improved academic performance, and the CDC recommends students be physically active for 60 minutes per day. Schools can provide daily opportunities for students to be more physically active through recess, classroom movement breaks, and physical education classes. This poster reviews data from 69 schools that completed a modified version of the School Health Index (SHI) to answer the question: To what extent do school responses on the SHI indicate alignment with the School District of Philadelphia Wellness Policy guidelines related to physical education and physical activity? The data show that schools cannot always meet the guidelines in the Wellness Policy, and might need further support to provide students with adequate physical activity opportunities.

15. Suspension Trends in the School District of Philadelphia

Presenter: Ji Eun Park, School District of Philadelphia

Co-authors: Melissa Karakus, Joy Lesnick

At the beginning of the 2012-2013 school year, the School District of Philadelphia (SDP) introduced changes to its discipline policy that marked a departure from the zero-tolerance approach previously in place. In response to these changes, in previous reports, the Office of Research and Evaluation examined SDP suspension data over a six-year span from 2010-2011 through 2015-2016. Extending our previous analyses, this poster presents trends in student suspension between 2015-2016 and 2017-2018, specifically, the percentage of students receiving zero suspensions and an examination of disproportionality over time.

16. Contributing to Positive School Climate Through Implementation of EBPs

Presenter: Destiny Frazier, Children's Hospital of Philadelphia

Co-authors: Andrew Cesario, Ryan Manlzer, Kathryn Difurio, Emily Brown, Mikayla Riddick, Sarah Wozniak, Shannon Bressler, Ricardo Eiraldi

Children's Hospital of Philadelphia's Behavioral Health in Urban Schools Program is implementing a study called "Hybrid Effectiveness Implementation Trial of Group Cognitive Behavioral Therapy (CBT) in Urban Schools" in the School District of Philadelphia (SDP). Participants are recruited from a pool of students currently receiving school therapeutic services for a combination of behavioral and emotional concerns. We will present baseline data collected by parents and teachers showing the prevalence of rule-breaking behavior and behavioral and emotional disaffection among students who exhibit moderate to high levels of anxiety. Measures in this presentation include the Child Behavior Checklist (CBCL) and the Engagement versus Disaffection (EvD) rating scale. This study is contributing to SDP efforts to foster positive school climate and promote better behavioral and academic outcomes.

17. The Longitudinal Impacts of Parent-Child Disclosure and Parent-Teacher Involvement on Overt, Relational, and Cyberbullying Perpetration

Presenter: Rui Fu, Children's Hospital of Philadelphia

Co-authors: Tracy Evian Waasdorp, Brooke S. Paskewich, Stephen S. Leff

This longitudinal study aimed to examine the effects of child disclosure with parents and parent-teacher involvement in the fall in predicting children's overt, relational, and cyberbullying perpetration in the spring. Participants were 110 students and their parents in 4th (60%) and 5th (40%) grade in two urban elementary schools in Philadelphia who completed surveys in the fall and spring of the school year. The sample was 48% female and 92% African American. Results showed that for children with high disclosure in the fall, higher parent-teacher involvement was associated with lower relational and cyberbullying perpetration in the spring. These results highlight the importance of parent-teacher involvement as an extremely important aspect of reducing relational and cyber forms of bullying in urban minority communities.

18. Impact of The Ongoing Assessment Project on Teacher Knowledge: From Experiment to Scale

Presenter: Robert Nathenson, University of Pennsylvania

Co-authors: Maurice Spillane, Jonathan Supovitz

We conducted a two-year (2014-2016) randomized controlled trial and a scale-up (2016-2018) of the Ongoing Assessment Project (OGAP) in the School District of Philadelphia. OGAP is a mathematics formative assessment program that builds teachers' capacity to regularly assess students' developing understanding of mathematical concepts, and to use this information to provide informed instructional responses. Across all study years and variation in types of support teachers received, we find statistically significant increases in teacher knowledge for teachers who participated in OGAP relative to teachers in control schools. The magnitude of the impact is largest for schools that received ongoing support throughout the year. Additionally, OGAP positively impacted teacher knowledge for grades K-2 and 6-8 teachers in 2017-2018, when OGAP was expanded to additional grades.

Conference Resource Tables

The following resource tables will be available during the lunch and poster session. Please stop by to meet the staff and ask questions.

Regional Educational Laboratory Mid-Atlantic Table

We invite all attendees to visit the REL Mid-Atlantic resource table to learn more about how the REL partners with states and districts in our region to conduct, use and apply high quality research and build capacity to use data to improve student outcomes. We work with educators and policymakers in New Jersey, Pennsylvania, Maryland, Delaware, and Washington DC to use evidence to improve teaching, learning and school leadership. REL staff will be available to discuss resources related to improving early learning, school climate, career readiness, and using research-based materials. We are also interested in learning about the priority issues you are facing in your work.

SDP Data and School Progress Report (SPR) Table

We invite all researchers and program staff interested in district data and learning more about the School District of Philadelphia's annual school accountability tool, the School Progress Report (SPR) to visit the District Performance Office (DPO) table. Team members will be available to provide you with an orientation to the District's School Profiles (online school data tool), Open Data page (raw data files), and an overview of the SPR, and answer any questions you may have about available District data and/or the SPR. The District's Open Data files and the SPR data are publicly available; if you would like to use this data in your own research, we encourage you to visit the DPO table to learn more about the data files and resources available, as well as the report release timeline, calculation business rules and who to contact with questions.

Research Review Committee Table

We invite all researchers and program staff interested in conducting research in the District to visit the Research Review Committee table. Members of the committee will be available to give you information and answer your questions about the research review process. If you are planning to submit a proposal to conduct research within the District or to request District administrative data, this is a good opportunity to learn about the timeline, required consultations, required documentation and fees, deadlines and how to contact the Research Review Committee for further questions.

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Conference WiFi Instructions

- 1.** Connect your device to the network called: **PhilaSD WiFi**
- 2.** When you are prompted by your device for a “password,” “encryption password,” or “security key” enter the word “**philadelphia**” (in all lower-case letters)
- 3.** Finally, open a browser on your device, because you will still need to enter the system with a guest login. This guest information will be made available at the time of the event.

Conference Room Map

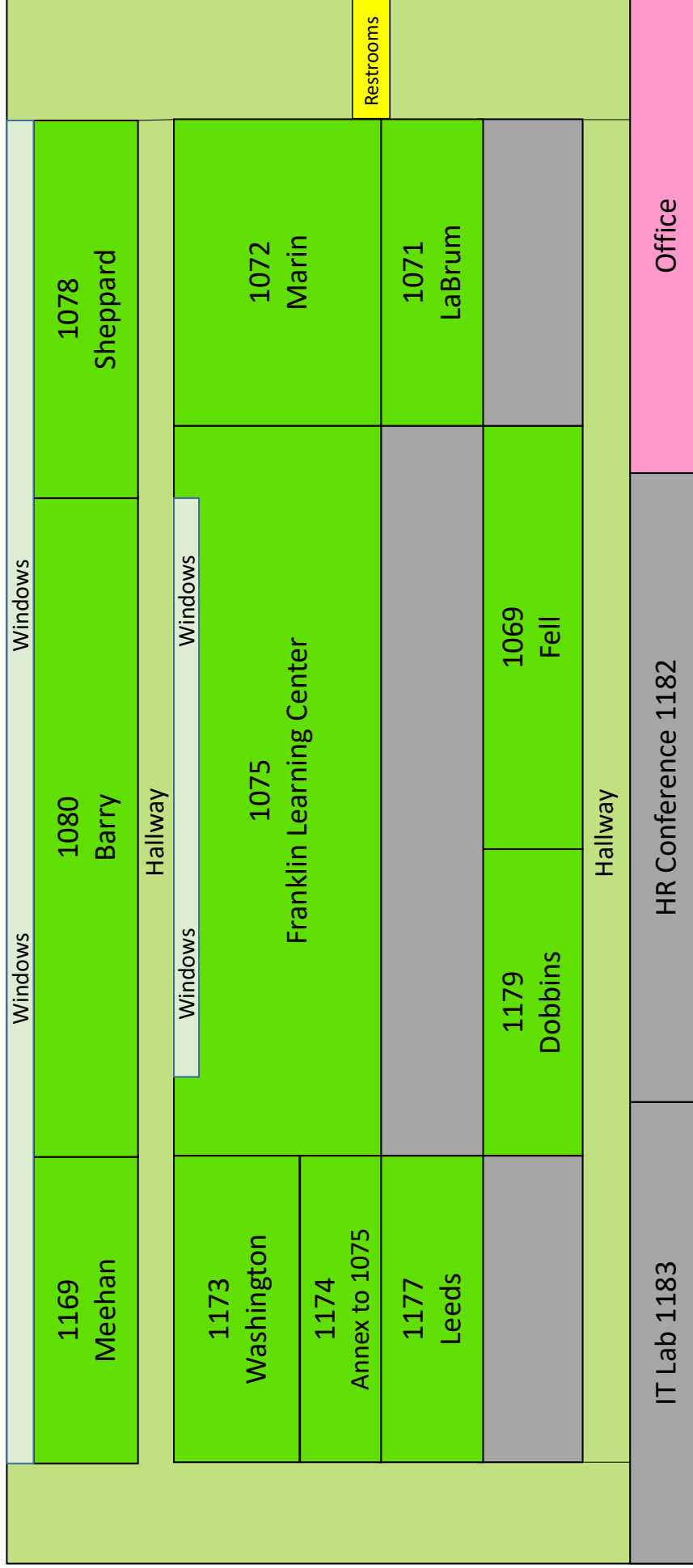
Office
Conference Rooms
Hallways
Other

Education Center 440
1st Floor Conference Center

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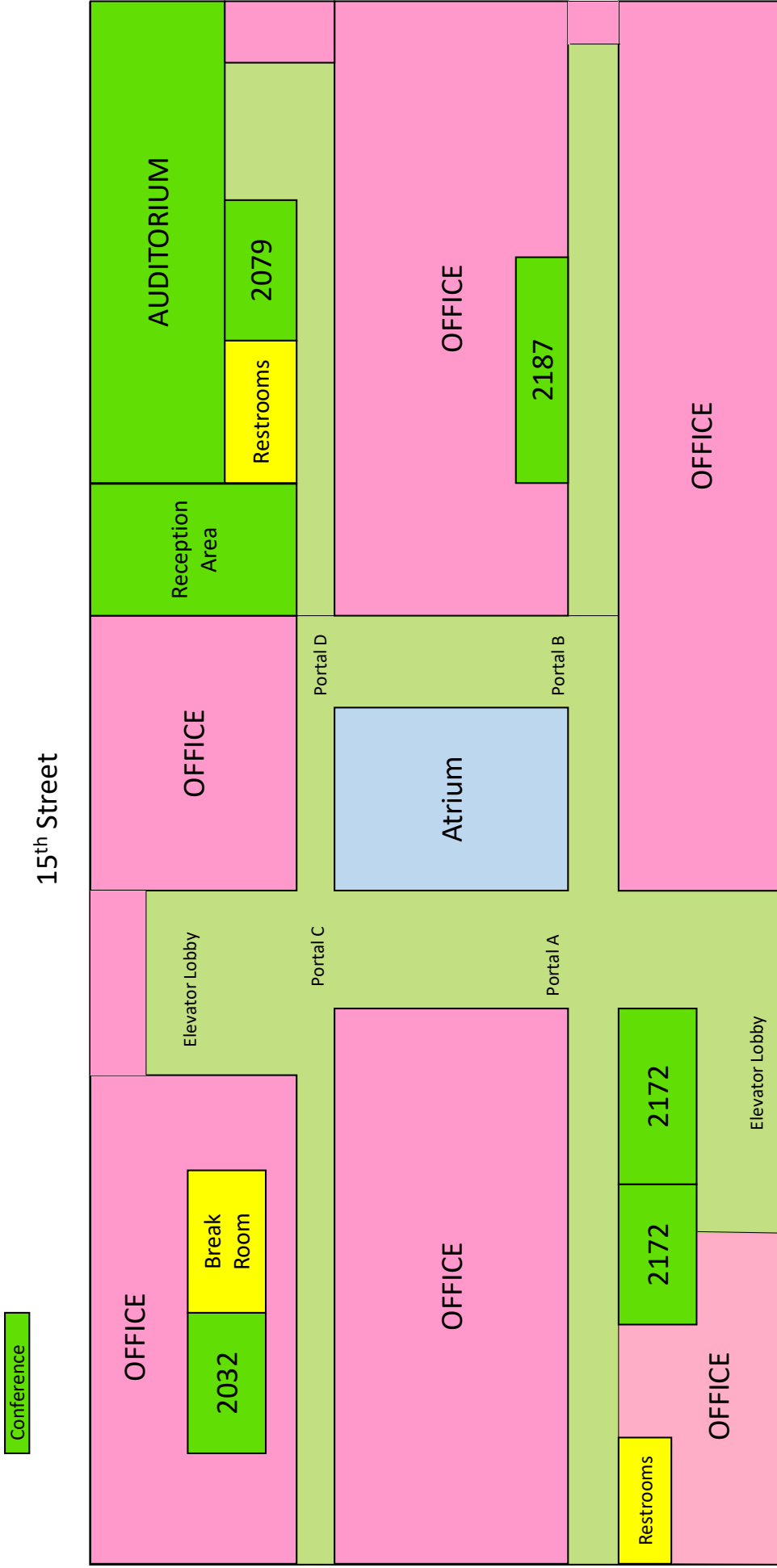
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Conference Room Map

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School District of Philadelphia Conference:
<https://www.philasd.org/research/2019-r2p/>

Mid-Atlantic Regional Educational Laboratory
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