



# Goals & Guardrails Progress Monitoring

## Goals 4 & 5: End of Year Keystone & NOCTI Performance 2023-24

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November 14, 2024



## Overview

1. **Where Have We Been:** Activities in 2023-24
2. **Where Are We Now:** Keystone & NOCTI Performance 2016-17 to 2023-24
3. **Where Are We Going:** Plans for 2024-25





# Where Have We Been?

# High Levers for Accelerating Student Achievement

| LEVER  | ACCELERATE PHILLY STRATEGY  |
|--|---|
| <b>1</b><br>Highly qualified, well supported, stable teachers over time                                  | 4.2 Pilot recruitment and retention incentives for teachers and principals to reduce vacancies in hard to staff schools.  |
| <b>2</b><br>Highly qualified, well supported, stable principals over time                                | 4.2 Pilot recruitment and retention incentives for teachers and principals to reduce vacancies in hard to staff schools.<br>4.10 Launch surveys that provide principals, Assistant Superintendents, and District leaders with feedback from their direct reports.   |
| <b>3</b><br>High quality, standards aligned, and culturally appropriate curriculum (both academic & SEL) | 3.2 Purchase and implement standards-aligned core instructional resources for math<br>3.3 (ELA) and 3.4 (Science)<br>3.12 Audit and improve CTE programs  |
| <b>4</b><br>Adequate time on task (regular teacher and student attendance) and rigorous core instruction | 1.7 Identify, audit, and improve school climate programs.<br>3.9 Provide more support to teachers in the areas of content knowledge, student engagement, and culturally and linguistically relevant instructional practices.<br>3.13 Expand 9th Grade On-Track (Success Networks) to reduce dropouts and increase four year graduation rates. |
| <b>5</b><br>Schools engage parents as partners   | 2.1 Launch a two-way communications system<br>2.3 Launch a Superintendent's parent and guardian advisory group<br>2.9 Relaunch Parent University<br>2.10 Establish parent ambassador role   |

# Where We've Been: Algebra I Access

## *(Strategic Action 3.2)*



### What we did

Expanded access to 8th grade Algebra I in 16 schools (152 students) in 2023-24 using a Cross School Learning hybrid model.

### Why we did it

Students who take Algebra I in middle school are more likely to enroll in a four-year degree compared to students who took the course later. Eighth graders who take Algebra can more easily reach calculus by 12th grade, setting them up for college and career opportunities.

## How it went

- 89% of surveyed participants said they felt confident in their Algebra skills after completing the course
- The percentage of CSL students scoring proficient or advanced on the Keystone Algebra exam was 6 percentage points higher compared to 8th grade students taking Algebra I in traditional classes
- Successfully piloted a fully virtual model that will be expanded to 15 schools in 2024-25

# Where We've Been: 9th Grade Success Network

## *(Strategic Action 3.13)*



### What we did

Expanded 9th Grade Success Networks to an additional 7 schools in 2023-24, for a total of 20 participating schools.

### Why we did it

During Listening & Learning sessions, school leaders and students emphasized the importance of supporting students through their transition to high school. Research from Chicago shows that schools in a 9th Grade Success Network have increased on-time graduation rates.

### How it went

- 69% of first-time 9th grade students in 9th Grade Success Network schools were On Track to graduation, compared to 64% of students in comparable schools not in the program
- 92% of Assistant Principals at 9GSN schools reported that they spent most or all their time focusing on 9th grade related issues

# Where We've Been: Decreasing Dropouts

## (Strategic Action 3.14)



### What we did

Hired an Assistant Superintendent for Dropout Prevention and developed a Dropout Prevention Toolkit for school leaders.

### Why we did it

Not completing high school is associated with poor economic and health outcomes throughout life as well as an increased risk of incarceration.

## How it went

- 80% of high school principals attended a PD session in May 2024 focused on strategies for reducing dropouts, including continual outreach to students and focusing on dropout data during Professional Learning Communities (PLCs)
- Total dropouts in grades 7-12 decreased by 1,135 students from 2022-23 to 2023-24
- In October 2024, we reduced the number of 9th graders with a dropout code by 20% by making over 200 home contacts and reconciling inaccurate data

# Where We've Been: Auditing and Improving CTE

## (Strategic Action 3.12)



### What we did

Completed an audit of Career and Technical Education (CTE) programs and developed a PD plan based on findings; Appointed an administrator to improve access to CTE for underserved students.

### Why we did it

CTE provides students opportunities to personalize their education based on their career interests and unique learning needs. Compared to non-CTE students, CTE students are likely to graduate from high school on time, enroll in postsecondary education within two years of graduating, and have higher median annual earnings.

### How it went

- 180 6th grade students visited CTE schools to learn about offerings and opportunities
- Implemented detailed NOCTI score analysis for all CTE programs across 26 schools to focus instructional efforts on specific skills
- NOCTI performance improved by 7.9 percentage points from 2022-23 to 2023-24





**Where Are We Now?**



## Keystone & NOCTI Preliminary Performance

**Goal 4:** The percentage of students who are proficient on each of the three state high school assessments (Algebra 1, Literature, and Biology) by the end of their 11th grade year

**Goal 5:** The percentage of Career and Technical Education (CTE) students who pass an industry standards-based competency assessment by the end of their 12th grade year



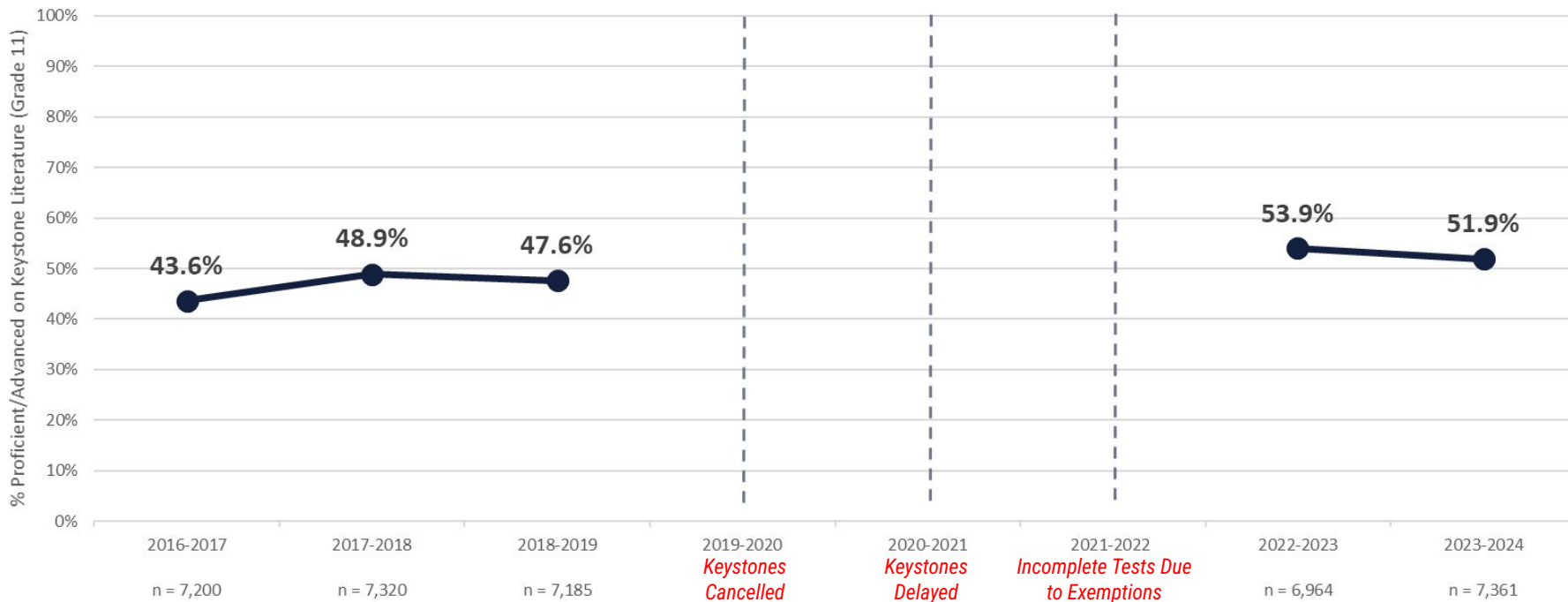
**Goal 4:**  
**Keystones, Best by 11th Grade**

# Goal 4

Keystone Literature  
Best by 11th Grade

The percentage of students in grade 11 who scored **Proficient or Advanced on the Keystone Literature** decreased from 53.9% in 2022-23 to 51.9% in 2023-24 (**-2.0 percentage points**).

### Keystone Literature Proficiency Rate (Best by 11th)



District and Alternative students.

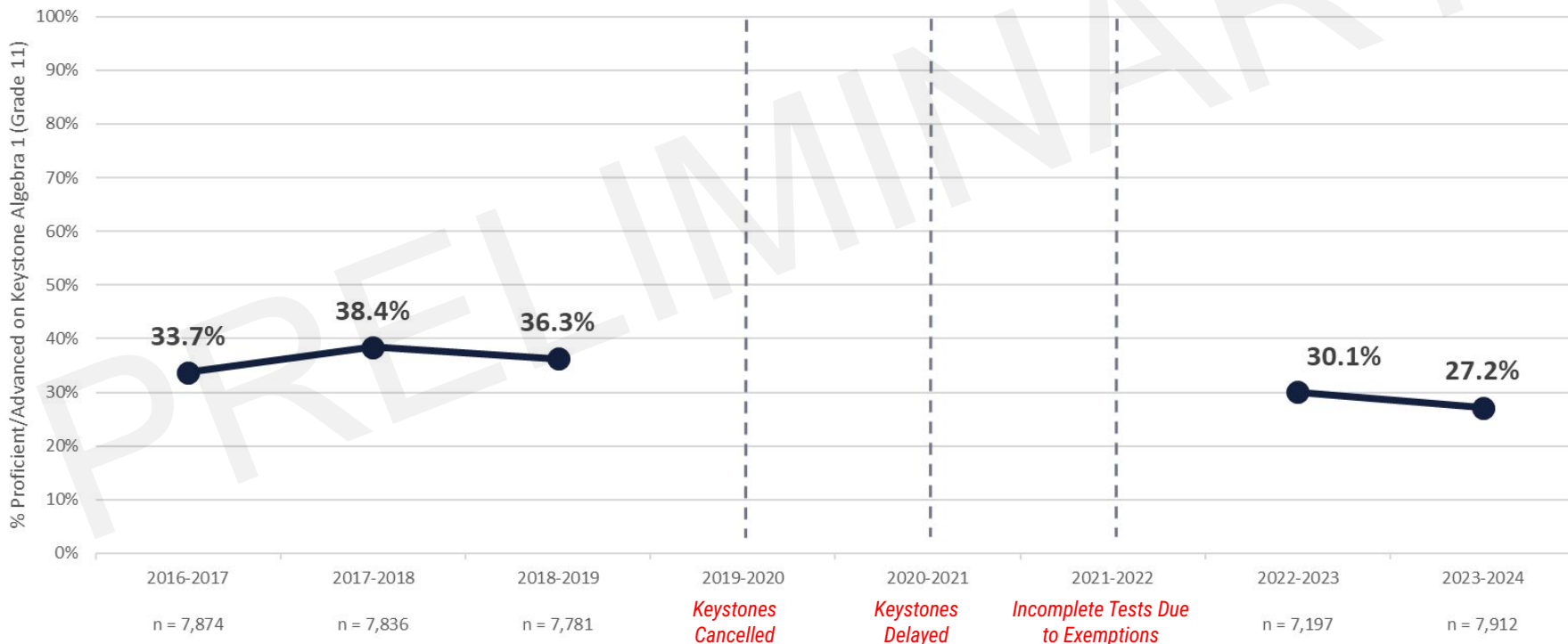
The "n" count for each year indicates how many total students took Keystone Literature exams.

# Goal 4

Keystone Algebra 1  
Best by 11th Grade

The percentage of students who scored **Proficient or Advanced on the Keystone Algebra** by 11th grade declined from 30.1% in 2022-23 to 27.2% in 2023-24 (**-2.9 percentage points**).

## Keystone Algebra 1 Proficiency Rate (Best by 11th)



District and Alternative students.

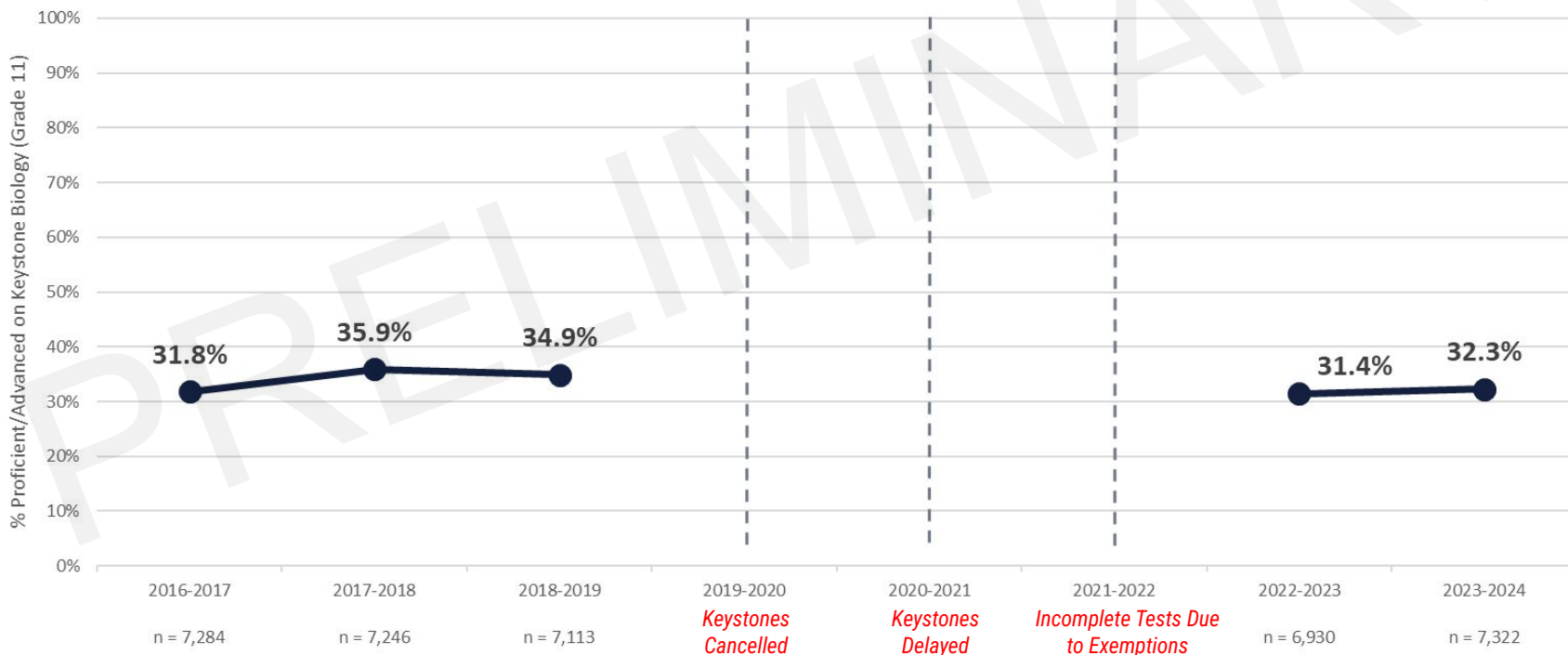
The "n" count for each year indicates how many total students took Keystone Algebra I exams.

# Goal 4

Keystone Biology  
Best by 11th Grade

The percentage of students who scored **Proficient or Advanced on the Keystone Biology** by 11th grade increased from 31.4% in 2022-23 to 32.3% in 2023-24 (+0.9 percentage points).

## Keystone Biology Proficiency Rate (Best by 11th)



District and Alternative students.

The "n" count for each year indicates how many total students took Keystone Biology exams.

# Goal 5: NOCTI

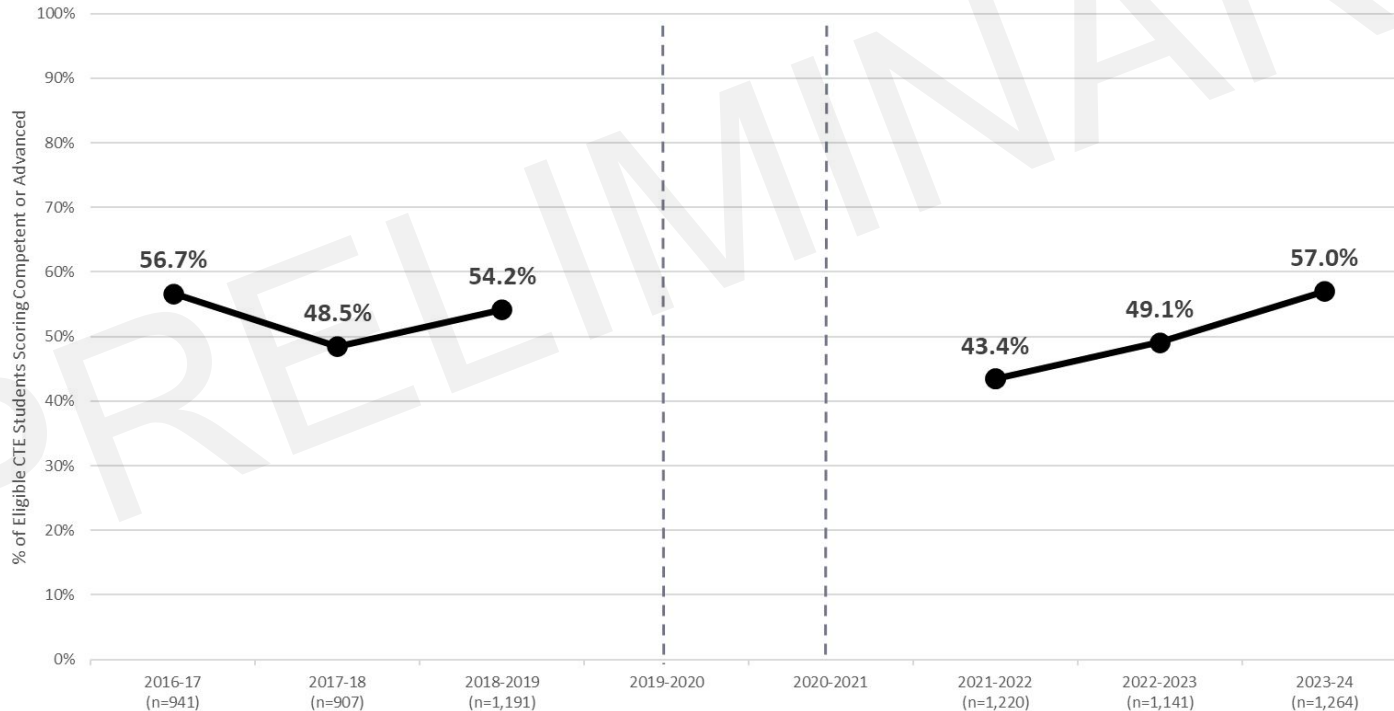


# Goal 5

NOCTI  
Grade 12

The percentage of 12th Grade on-level CTE students who **scored Competent or Advanced on the NOCTI** increased, (**+7.9 percentage points**), going from 49.1% in 2022-23 to 57.0% in 2023-24.

NOCTI Competent/Advanced Rate (12th Grade CTE Students)

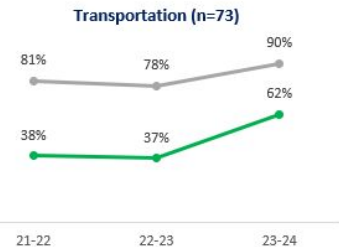
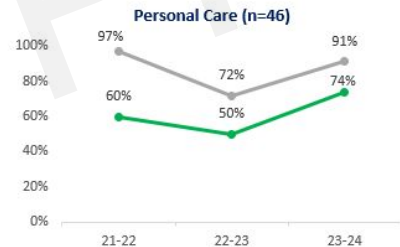
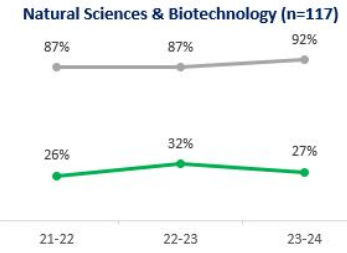
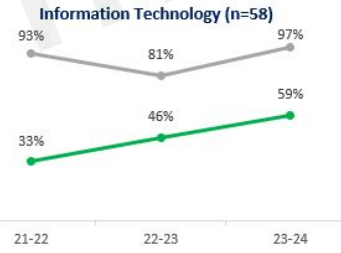
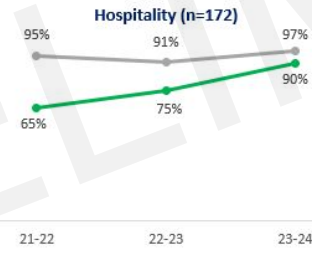
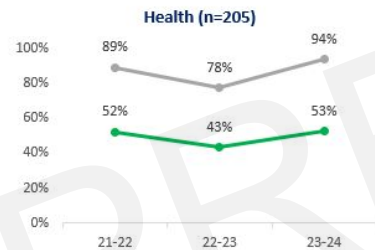
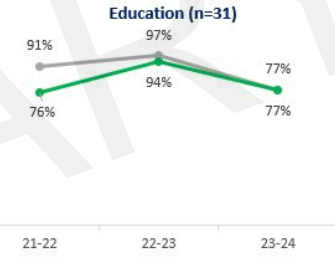
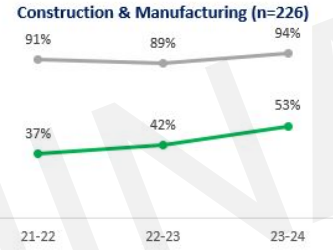
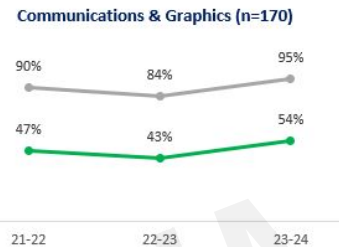
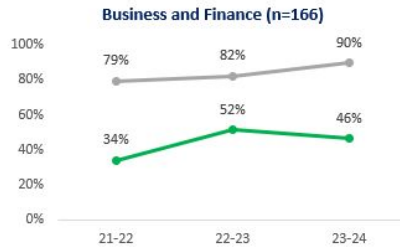




# Goal 5

NOCTI  
Grade 12

The percentage of 12th grade CTE students who participated and the percentage who scored Competent or Advanced by CTE Cluster



(n=) indicates total number of eligible CTE students in each cluster in 2023-24



**Where Are We Going?**



# Where We're Going in 2024-25

## Improving Keystone Performance

- Expand the Cross-School Learning program for Algebra I in 2024-25 to 25 schools (237 students)
- Support students who failed one or more Keystones to successfully retake by the end of 11th grade
- Target funding and support to specific networks for effective implementation of Illustrative Math
- Increase the number of instructional minutes to 90 for Algebra for 2024-25
- Create math pathways to identify opportunities for students to take Algebra I when they are ready

## Improving CTE Performance

- Increase early exposure to and work-based learning opportunities in CTE programs
- Deliver a comprehensive PD plan based on SREB audit results that includes training and coaching

## Reducing Dropouts (Grades 7-12)

- Align the Dropout Prevention Team with the District's Attendance Team to address dropouts



THE SCHOOL DISTRICT OF  
PHILADELPHIA