Student Achievement & Support Committee Meeting
September 13, 2018

Contact Us:

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THE SCHOOL DISTRICT OF PHILADELPHIA

Overview of 2018-2019 School Year

Student Achievement & Support Committee
Sep. 13, 2018

"Our students are smarter than what they know today, and more powerful than they can imagine… Their future is limitless."

We will achieve educational equity when all students have the resources to graduate ready to succeed as fully engaged citizens of the world.
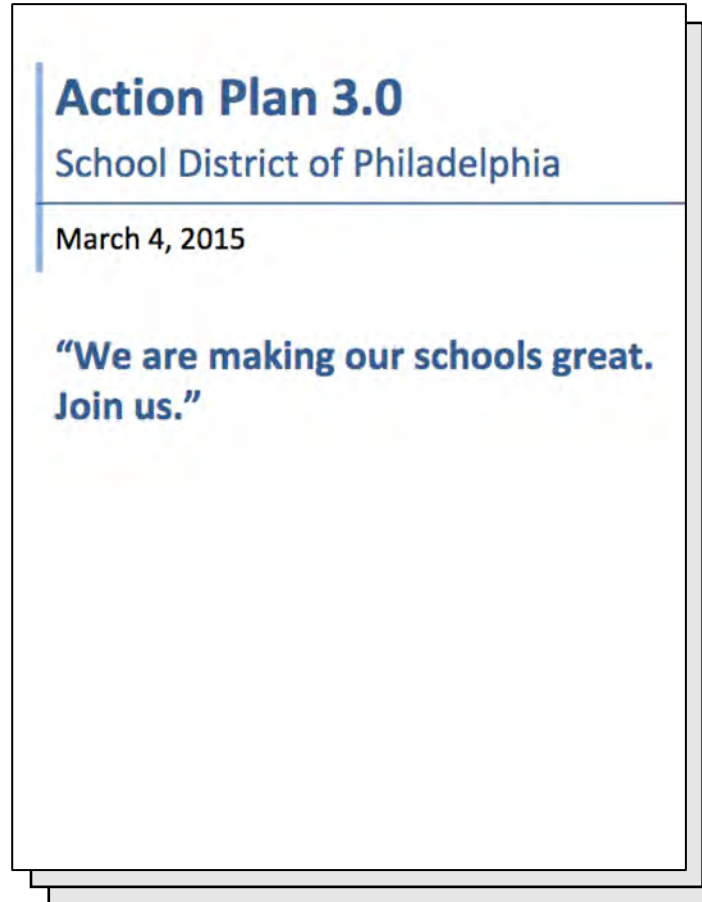
Our Goal:
Ensuring All Children Have a Great School Close to Where They Live
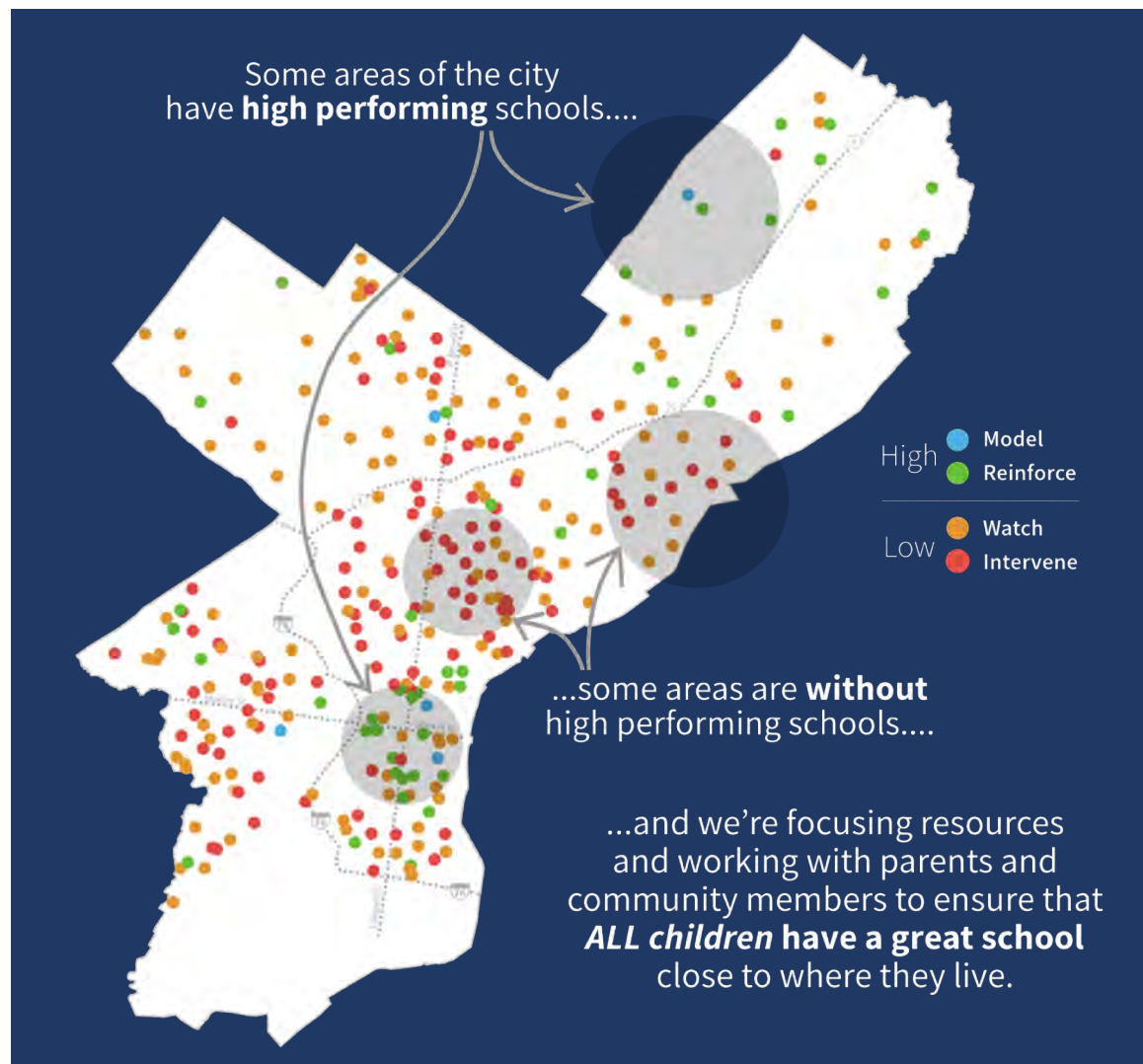
MORE Blue and Green Schools; fewer Red and Yellow Schools

Action Plan 3.0

Aligns and focuses work on creating great schools for all children

Action Plan 3.0 – Our goals

Anchor Goal 1: 100% of our students will graduate, ready for college and career

5 year milestone: 80% graduation rate

Anchor Goal 2: 100% of 8-year-olds will read on grade level

5 year milestone: 66% on grade level at age 8

Anchor Goal 3: 100% of schools will have great principals and teachers

5 year milestone: Engaged and supported principals and teachers with strong instructional skills

Anchor Goal 4: SDP will have 100% of the funding we need for great schools, and zero deficit

5 year milestone: Five-Year balanced budget projections

Anchor Goal 1:
College and Career Readiness

GRADUATION RATE

67% — SY17-18 Progress-to-Goal

80% — SY20-21 Five-Year Target

100%

Major Initiative: 9th Grade Academies

AG1: Outcome Goals

High School
1.   At least 75% of 9th grade students will be on track to earn a minimum of 5 quality credits each marking period.
2.   At least 60% of students will attend 95% of days or more. (No more than 15% of students will attend less than 85% of days.)
3.   At least 90% of 9th grade students will have 0 out-of-school suspensions.
4.   At least 95% of 12th grade students will be on track for graduation.

Middle School (6-8)
1.   At least 75% of students will earn As and Bs in all core courses.
2.   At least 60% of students will attend at least 95% of days or more.
3.   At least 90% of students with will have 0 out-of-school suspensions.
4.   No more than 20% of students will score below basic on the Reading and Math PSSA.

Budget Priorities 2018-19: Investments to expand progress

Increase opportunity & ensure students can succeed:

Create 9th grade academies in all comprehensive high schools

Provide credit recovery and grade enhancement for high school students to stay on track to graduate

Training, resources, and coaching to create school cultures that enable all students to thrive academically, socially, and emotionally

Anchor Goal 2: Early Literacy

EARLY LITERACY RATE

35%

SY17-18
Progress-to-Goal

66%

SY20-21
Five-Year Target

100%

Major Initiative: Early Literacy

AG2: Outcome Goals

1. For all student groups, at least 70% of Kindergarten students and 50% of 1st and 2nd grade students will ==score at target== by the Spring AIMSweb assessment.

2. For all student groups, at least 60% of Kindergarten students and 75% of 1st and 2nd grade students will ==make at least one year's worth of growth==, as evidenced by their independent reading level from Q1 to Q4.

3. For all student groups, ==no more than 25%== of 3rd grade students will score ==below basic== on the 3rd Grade PSSA-ELA assessment.

4. At least 60% of Kindergarten through 3rd grade students will attend school 95% of days or more.

5. 100% of K-2 students have zero out-of-school suspensions.

Budget Priorities 2018-19: Investments to expand progress

Expand the early literacy focus:

Grow the early literacy effort to include 4th and 5th grades

Modernize more than 50 classrooms in 11 schools to help improve prek-3rd grade literacy

Action Plan 3.0 – 2018 Update
Measurable Progress and Accomplishments

ANCHOR GOAL 3: 100% of positions are filled by great principals, teachers, and employees.

Across the city, our principals, teachers, and school staff create safe, supportive, and academically-challenging environments.

NEW CONTRACTS with teachers, principals, and school support staff unions.

99% of teacher positions filled at the start of the school year.

Budget Priorities 2018-19: Investments to expand progress

Hire more teachers to provide individualized attention:

Additional special education emotional support and vocational special education teachers to support more students

Additional ESOL teachers and bilingual counseling assistants to help our English language learners

Reduce class sizes by eliminating all 1st/2nd grade split classes

More arts/music funds to increase the number of music teachers and purchase art and music supplies

Action Plan 3.0 – 2018 Update
Measurable Progress and Accomplishments

ANCHOR GOAL 4: 100% of funding for great schools is secured with zero deficit.

Financial stability is allowing us to make investments to improve the education our students receive.

4 STRAIGHT YEARS of balanced budgets resulting in improved long-term credit outlook.

$526 MILLION expansion of the District-wide investment plan over 7 years.

Student Achievement & Support Committee Meeting
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Early Literacy Report

Student Achievement and Support Committee
September 13, 2018

Overview of Presentation

- Overview of the Early Literacy Work

- Successes and Challenges to Date

- Building on Success and Addressing Challenges: Investments and Supports in 2018-19 and beyond
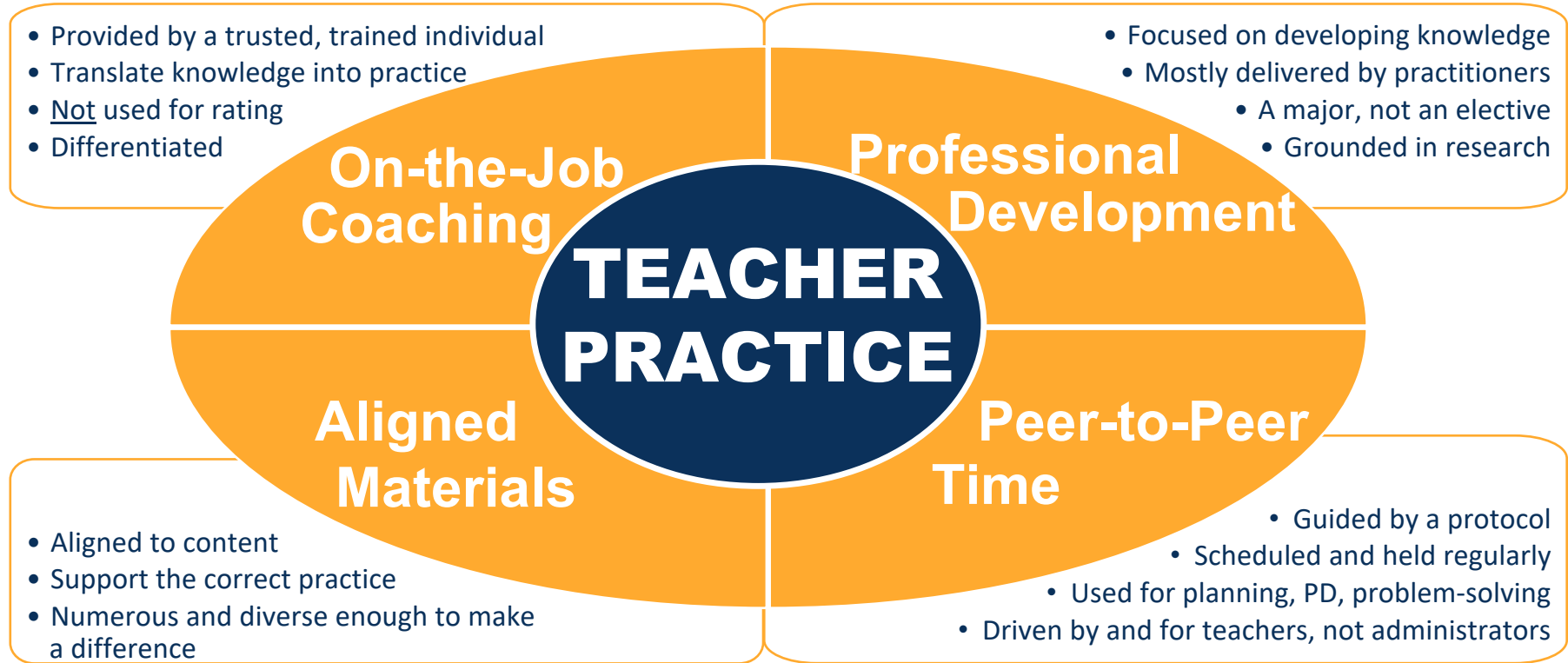
The Goal and Relevance

Anchor Goal 2: 100% of 8-year-olds will read on grade level

- Challenges in reading ability in lower grades impact students' abilities to succeed with grade-level content in grades four and above.

- Third grade reading ability is used as a predictor for on-time graduation and career success.

120-Minute Literacy Block, Every Classroom, Every Day, Every Child, Kindergarten to Grade 3

On-the-Job Coaching
- Provided by a trusted, trained individual
- Translate knowledge into practice
- Not used for rating
- Differentiated

Professional Development
- Focused on developing knowledge
- Mostly delivered by practitioners
- A major, not an elective
- Grounded in research

TEACHER PRACTICE

Aligned Materials
- Aligned to content
- Support the correct practice
- Numerous and diverse enough to make a difference

Peer-to-Peer Time
- Guided by a protocol
- Scheduled and held regularly
- Used for planning, PD, problem-solving
- Driven by and for teachers, not administrators

Three Cohorts By the Numbers

Cohort 1 (2015-16)	Cohort 2 (2016-17)	Cohort 3 (2017-18)
40 schools	53 schools	57 schools
2015 Summer Institute for 600 teachers	2016 Summer Institute for 600 additional teachers	2017 Summer Institute for 700 additional teachers
40 full-time teacher coaches deployed to schools	93 full-time teacher coaches deployed to schools	150 full-time teacher coaches deployed to schools
554 classroom libraries	+655 classroom libraries	+726 classroom libraries
14,000 students	+15,000 students	+16,000 students
288,000 books	Added 341,000 books	Added 378,000 books

100% of elementary schools, almost 2,000 K-3 teachers, over 46,000 students, over 1 million new books

Successes to Date

- Every K-3 teacher has received professional development in evidence-based early literacy practices.

- Every K-3 classroom has a full-time literacy coach (ELS or School-Based Literacy Lead)

- Every school has demonstrated improvements in literacy instruction as evidenced through the Coaching Protocol for Early Literacy (CPEL) tool.

- K-3 early literacy assessment systems are in place at all schools (AIMSweb, DRA2, Benchmarks).

- Every K-3 classroom has a leveled library and phonics materials.

- Positive trends in student outcomes are evident across multiple indicators.

Challenges/Areas to Address

- Annual need to support teachers new to the District and/or the grade level in implementing evidence-based early literacy practices

- Continuous need for differentiated professional development based on individual educator's knowledge and experience

- Building capacity of school-based staff, less reliance on contractors

- Ensuring all classrooms are resourced and equipped to support whole group, small group and independent learning

- Increasing the number of children with access to high quality preK

Future Investments and Supports

- Early Literacy Summer Institute and Coaching (new and returning teachers)

- Additional Supports for School-Based Early Literacy Leads

- Classroom Modernization for PreK to Grade 3 classrooms

- Supplemental funding (with private dollars) to support schools in early literacy as contemplated in school improvement plans (**Action Item for September 20th meeting**)

- Expansion of High Quality PreK (**Action Item for September 20th meeting**)

- Early Literacy for Grades 4 and 5: Framework, Training, Classroom Libraries

Questions

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Recruitment & Retention Report
Student Achievement & Support Committee
Sep. 13, 2018

SY18-19 Teacher Hiring Data

- We have 8,719 teacher positions

- We received a total of 1,853 external applications for teaching positions

- 34.17% of the teachers hired for September 2018 are teachers of color

- 99% of all teacher vacancies are filled

  - The highest number of vacancies occur in special education positions (currently there are 17 special education vacancies)

Hiring Timeline & Responsibilities

- Recruiting begins December-January for the following school year

- Site selection takes place April - June (Principal selects candidates)

- June 1: Forced transfers are placed (this year approx. 700)

- After June 1, all teachers are placed in schools by Talent

Hiring Timeline

- Forced transfers were placed June 1 - June 10

- External hires were placed beginning June 11

- This timeline is subject to change

Hiring Timeline

- Teachers are placed into vacancies from the end of the forced transfer process through the summer and during the school year until April 1

Teacher Hiring Process

- Candidate applies
- Candidate is vetted through a certificate check, essay review, video interview, and made eligible (1-1.5 weeks)
- Candidate works with recruiter to identify school matches
- Candidate receives an offer letter

Candidate Statistics

- This year, over 1800 people applied for jobs
- 691 new teachers have begun in their roles
- 500-600 people drop out through the process
- About 300 people are eligible but don't take jobs for various reasons
- About 400-500 people accept offers from other districts

Candidate Statistics -- Certification

- 330 teachers this year were processed for emergency permits
- Emergency certification is necessary for a variety of reasons:
  - Out of state candidates
  - Teachers who teach two subjects but only have certification in one
  - Hired but has a certification in process with the PDE
  - Hired but has no certificate and is enrolled in a program

- This accounts for about 45% of teacher candidates

Teacher Retention Data

- Average retention data for teachers from 2010-17: 88.37%

- National average: 83%

- Urban District Average: 80%

Candidate Data -- Turnover

- Most common reasons for turnover:

    - Salary
    - Working Conditions
    - Relationship with supervisor

Student Teachers

- Talents works with schools to identify current student teachers placed in their building and their potential for success

- They are offered a fast track application process with a personalized follow up from a recruiter and school staff

School Leadership Hiring Data

- We filled 27 Principal vacancies for this school year

- We filled 54 Assistant Principal vacancies

- We have 1 current Principal opening, which is in the interview phase currently

- We have 1 Assistant Principal vacancy with 58 potential candidates in the talent pool

School Leadership Hiring Data

- We hired a total of 17 new Principals
  - 41% Current Asst. Principals
  - 29% External hires (mostly charter)
  - 18% Philly Plus Fellows
  - 12% Central Office

- The remaining 10 Principals were:
  - Special Assignment who moved into budgeted positions
  - Voluntary transfers

School Leadership Hiring Data

- We hired a total of 40 people for the role of Assistant Principal

- 43% of Assistant Principal new hires were external hires (mostly charter

- 57% of Assistant Principal new hires were internal
  - 33% Teachers
  - 3% Climate Managers
  - 10% Principal Fellows
  - 13% Central Office

School Leadership Pipeline

- Of all of our administrative new hires (17 Principals / 40 AP's), 32% were Philly Plus or Philly Plus Alumni

- We are increasing development of our Assistant Principals so that we can increase opportunities for advancement for current employees.

- Talent is currently engaging in cultivation activities to increase opportunities for current employees.

Talent Process Successes

- 99% of teacher vacancies were filled by the first day of school.

- All Principal vacancies were filled (except for 1 due to a promotion to Assistant Superintendent).

- The School Leader selection process has been strengthened and is now competency based. We will continue refinement this year to that process.

Lessons Learned -- Teacher Hiring & Retention

- Issue: Many teachers are placed in building without Principal input. This leads to a lack of investment on the part of the Principal to cultivate talent

- Solution: Give Principals more autonomy over hiring staff in the future.

- Interim step: 22 schools are participating in a year round site selection process.

Lessons Learned -- School Leader Hiring

- Issue: We need a strong bench of people who are ready to assume leadership in challenging schools

- Solutions: A more robust process tied to competencies has yielded a stronger pool of people who make it out of the early stages of hiring process

Lessons Learned -- School Leader Hiring

- Issue: We need a consistent, transparent process for hiring school leadership

- Solution: We have standardized the interview committee method and the process for final interviews with the Chief of Schools and the Superintendent

Lessons Learned -- Exit Interviews

- Talent does offer exit interviews.

- A very low number of people participate.

- Currently seeking ways to improve participation to gather better data for reasons people are leaving.

Contracted Teacher Services

- .08% (61) teaching positions are filled by contractors
  - All are Special Education positions
    - 27 Emotional Support
    - 8 Autistic Support
    - 2 Deaf/Hard of Hearing
    - 23 Learning Support
- Other contracted positions include special education assistants and sometimes nurses if there is a shortage of candidates.

Why Contract Teachers?

- We hire about 200 Special Education teachers each year

- In PA, there are currently fewer certified teachers available than there are positions available across the state.

- This is a designated official shortage area in PA and by the US Dept. of Education

Recruiting Actions

- Partnership with the Fellowship of Black Male Educators to attract and hire black male teachers

- Yearlong university recruiting tours with 60 colleges, including Historically Black Colleges and Universities (HBCUs)

- Currently exploring the expansion of recruiting tours to Hispanic-Serving Institutions (HSIs)

Recruiting Actions

- We have a teacher residency program with 50 candidates, 40% of whom are minority candidates

- Longer term we are exploring ways to work with SDP graduates and support them through college to become SDP teachers

Recruiting Challenges

- Nationwide teacher shortage

- Far fewer candidates are graduating from PA teacher colleges (historically this state has graduated far more candidates than we needed to fill positions)

- Alternative programs, such as Teach for America, have also seen dramatic declines in applications for their programs.

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System of Great Schools (SGS) Report

Student Achievement and Support Committee

September 13, 2018

Agenda

- What is the data and evidence that frames the annual SGS Process?

- How has the process changed to better enable school improvement efforts?

- What are the outcomes we are expecting?

Our vision is to ensure all children have a great school close to where they live.

To achieve our vision, the annual SGS Process assesses opportunities to:

1. **Support** schools most in need of academic improvement

1. **Expand** high performing schools

1. **Create** new schools

1. **Identify** schools for closure/merger

Some areas of the city have **high performing** schools....

High — Model / Reinforce
Low — Watch / Intervene

...some areas are **without** high performing schools....

...and we're focusing resources and working with parents and community members to ensure that *ALL children* **have a great school** close to where they live.
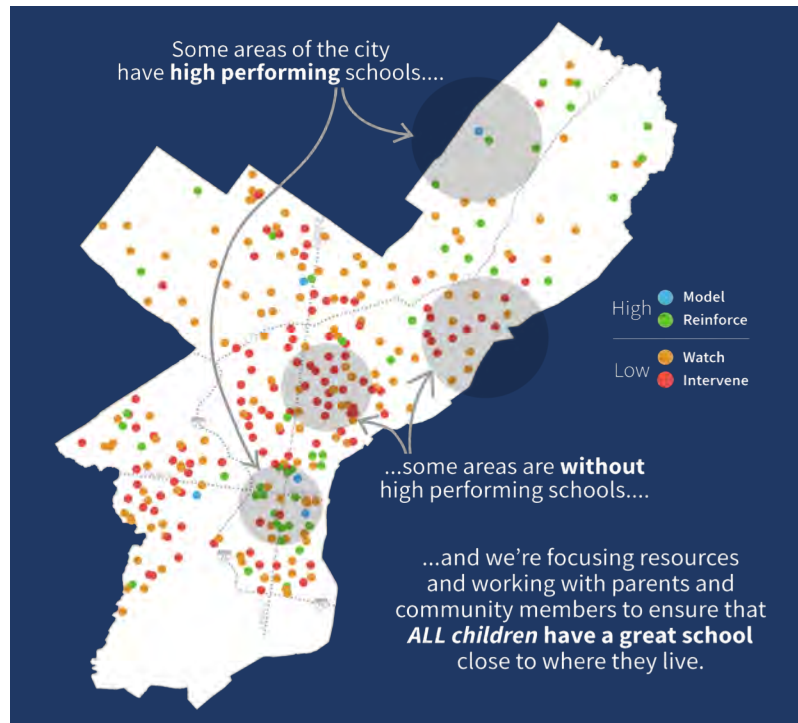
What data and evidence frames the SGS process?

To **support** schools most in need of academic improvement, we're focusing on schools that meet three criteria:

1. A school has been Intervene on the School Progress Report (SPR) for 3 years in a row

2. The school's average SPR from the last 3 years is 15% or less

3. A school is not currently part of a major intervention effort (e.g. Acceleration Network, School Redesign)

Data supports the SGS process

There are MORE students in Blue and Green Schools and
FEWER students in Red and Yellow Schools

	Number of district students in SPR performance tier by year			
	Intervene	**Watch**	**Reinforce**	**Model**
2014-15	52,841	49,917	19,498	4,949
2015-16	49,403	49,421	23,219	6,350
2016-17	45,217	53,281	22,109	7,162

- 7624 👍   +4828 👍

How have we improved the process?

- Each year, based on feedback from families and school communities, the process has evolved and improved
- Recent changes include:
  - Integration with existing district priorities (Anchor Goals) and processes (instructional rounds, PDE comprehensive plans, professional development, etc.)
  - Targeted opportunities for improvement using data and information from all stakeholders - focusing on root causes vs. anecdotal "problems"
- As a result:
  - SGS actions are more aligned to the yearly cycle of continuous improvement
  - School communities have been empowered to be agents of change through the Academic Improvement Plan intervention and district-led School Quality Reviews:

External   Internal

Reactive   Proactive

SGS schools SY15-16, SY16-17, and SY17-18

SGS cohort school year	Renaissance Charter	Acceleration Network	Academic Improvement Plan
15-16	• Wister • Huey	• Mitchell • Munoz-Marin • EW, Rhodes • Roosevelt • Cooke	N/A
16-17	N/A	• Blankenburg • Heston • John Marshall	• Bartram • McDaniel • Harding • Hartranft
17-18	N/A	• James Rhoads • Steel	• Penn Treaty • Gideon • Feltonville Arts & Science • Wagner

What are the expected outcomes?

SGS actions	Expected outcome	Examples
1. **Support** schools most in need of academic improvement	Move out of Intervene SPR category in 3-5 years or less and stay out of Intervene for 2 consecutive years	- Hartranft - Wagner Middle School - Steel
2. **Expand** high performing schools	Provide more students access to blue and green schools	- AS Jenks - Carver Engineering & Science
3. **Create** new schools	Provide more students access to blue and green schools	- Vaux Big Picture High School - Science Leadership Academy MS (SLA-MS)
4. **Identify** schools for closure/merger	Provide more students access to blue and green schools	- Hill-Freedman World Academy - Beeber Middle School

Progress by all SGS schools since Sep 2016

- **SY15-16 schools (implementation began Sept 2016)**
  - Evaluation of this cohort is being completed by Mathematica Research which began under the SRC, it will be completed in Phases through 2020
  - 16-17 average Overall SPR of 20%, an improvement of almost 6 percentage points, up from 14.1% in 15-16
  - 16-17 average Climate Domain of 20.7%, an improvement of roughly 3 percentage points, up from 17.4% in 15-16
  - 16-17 average Progress Domain is 34.4%, an improvement of roughly 14 percentage points, up from 20.3%

- **SY16-17 schools (implementation began Sept 2017)**
  - 100% of schools saw an increase in students attending 95% or more of instructional days
    - Average increase was 6.7%, slightly below the District average of 8.3%
  - More data on student achievement and growth will be available after this school year

- **SY17-18 schools**
  - Implementation is beginning now

Progress by Acceleration Network schools

👍 **We are seeing significant progress in the Acceleration Network**

- The average SPR score has increased from 9% to 19% over three years

- The number of Intervene schools has declined from 18 to 13

  👍 The number of students attending Intervene schools has decreased from 10,478 to 7,225 (-3,253)

- The number of Watch schools has increased from 1 to 6

Anchor Goal 1 - Acceleration Network Outcome Goals

High Schools & Middle Grades - Academics	2014-15	2015-16	2016-17	2017-18	
At least 75% of **9th grade** students will be on track to earn a minimum of **5 quality credits** each marking period.	N/A	27.0%	47.4%	58.7%	👍
At least 95% of **12th grade** students will be **on track for graduation**.	N/A	73.7%	66.7%	69.1%	👍
At least 75% of students will earn As and Bs in all core courses. *(Grades 6-8)*	N/A	17.8%	18.3%	22.3%	👎
No more than 20% of students will score below basic on the Reading and Math PSSA *(Grades 6-8)*	ELA: 39.9%	ELA: 37.9%	ELA: 33.5%	ELA: 25.1%	👍
	Math: 82.1%	Math: 85.9%	Math: 85.1%	Math: 83.8%	👎

Anchor Goal 1 - Acceleration Network Outcome Goals

High Schools & Middle Grades - Climate	2014-15	2015-16	2016-17	2017-18	
At least **60%** of students will **attend 95% of days** or more. *(Grades 9-12)*	10.3%	12.4%	9.6%	17.2%	👉
No more than 15% of students will attend less than 85% of days. *(Grades 9-12)*	61.3%	59.9%	62%	48.9%	👉
At least 90% of **9th grade** students will have **0 out-of-school suspensions**.	63.9%	64.8%	72.0%	74.1%	👉
At least **60%** of students will **attend 95% of days** or more. *(Grades 6-8)*	27.2%	28.9%	21.8%	31.1%	👉
At least **90%** of students will have **0 out-of-school suspensions**. *(Grades 6-8)*	71.6%	69.1%	73.1%	81.2%	👉

Anchor Goal 2 - Acceleration Network Outcome Goals

Elementary/K-8 Grades - Academics	2014-15	2015-16	2016-17	2017-18	
At least 70% of **Kindergarten** students and 50% of **1st and 2nd grade** students will score at target by the Spring AIMSweb assessment.	N/A	K: 53.0%	K: 48.3%	K: 50.1%	👍
		1: 19.6%	1: 28.4%	1: 33.1%	👍
		2: 30.3%	2: 28.9%	2: 28.1%	👎
At least 60% of **Kindergarten** students and 75% of **1st and 2nd grade** students will make at least one year's worth of growth, as evidenced by their independent reading level from Q1 to Q4.	N/A	K: 53.2%	K: 49.2%	K: 44.6%	👎
		1: 54.5%	1: 62.6%	1: 57.3%	👎
		2: 60.1%	2: 62.9%	2: 56.6%	👎
No more than 25% of **3rd grade** students will score below basic on the 3rd Grade PSSA-ELA assessment.	46.6%	46.9%	43.4%	37.4%	👍

Anchor Goal 2 - Acceleration Network Outcome Goals

Elementary/K8 Grades - Climate	2014-15	2015-16	2016-17	2017-18	
At least 60% of **Kindergarten through 3rd grade** students will attend school **95% of days** or more.	26.0%	30.2%	23.5%	27.1%	
100% of **K-2** students have **0 out-of-school suspensions**.	91.6%	90.2%	93.7%	95.1%	

The SGS cohort of schools for SY18-19

SGS schools	Grades
• Harrington • Lamberton • Locke	K-8

October	November	December	January
School quality review and community focus groups	Feedback and findings meeting	Input provided to Superintendent	Recommendation made after new SPR released

What are the challenges to school improvement?

- School leadership is critical to seeing improvement and sustaining progress

- Change takes time and embracing change is hard

- Improvement is unique to each school because of the different approaches to implementation

Questions?

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MULTIPLE CHARTER SCHOOL ORGANIZATION (MCSO)

What is a MCSO?

MCSOs would be created through the consolidation of two or more existing charter schools.

- A MCSO has a single board and single chief administrator (e.g. CEO).
- The consolidated charter schools continue to operate under existing charter agreements.

Are MCSOs new in Pennsylvania?

In November 2017, Act 55 of 2017 amended the Charter School Law to permit MCSOs.

Are all charter schools eligible to form a MCSO?

- No, eligibility is defined within the new Charter School Law provision.
- At least one charter school to be consolidated into the MCSO must: (i) meet academic standards under Pa. Code Chapter 4; (ii) meet accepted standards of fiscal management or audit standards; and (iii) have a SPP score in the top quartile in PA.
- However, a charter school that is *not* eligible may consolidate with an eligible charter school in the formation of a MCSO.

MULTIPLE CHARTER SCHOOL ORGANIZATION (MCSO)

Why would charter schools want to create a MCSO?
- Consolidated charter schools stand to gain operational efficiencies (e.g. bulk purchasing, expanded options for programming).
- Single board for multiple charter schools vs. individual boards for each charter school.

Where can people learn more?
- CSO will continue to update its website: philasd.org/charterschools/mcso/
- PDE also has information, including the MCSO application on its website:
  - https://www.education.pa.gov/K-12/Charter%20Schools/Pages/Multiple-Charter-School-Organizations.aspx

MaST MCSO OVERVIEW – PROCESS & TIMELINE

Application Submitted (July 2018) → **Process Presentation** S.A. Meeting #1 (Sept. 2018) → **CSO Evaluation** (September/October 2018) → **Evaluation Report** S.A. Meeting #2 (October 2018) → **Board Decision** (Oct. 2018) → **PDE Decision** (TBD) → **PA Department of State** (TBD)

Process:

- August 16th – Board of Education announces receipt of MaST MCSO application.
- September 13th – CSO presents the MCSO application evaluation process at the Student Achievement Committee meeting.
- September to October – CSO conducts evaluation of the MaST MCSO application.
- October 11th – CSO reviews MaST MCSO evaluation report and recommendation at the Student Achievement Committee meeting.
- October 18th – Board of Education vote on MCSO application.

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