



Student Achievement and Support Committee Meeting
October 11, 2018

Contact Us:



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THE SCHOOL DISTRICT OF
PHILADELPHIA

School Selection Process: Increasing Access & Equity to Special Admit and City-wide High Schools

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List of SDP High Schools by type:

Special Admission

1. Academy at Palumbo
2. Arts Academy at Rush
3. Bodine
4. CAPA
5. Carver
6. Central
7. Franklin Learning Center
8. GAMP
9. Hill-Freedman
10. Lankenau
11. Masterman
12. Motivation
13. Northeast Magnet/IB
14. Parkway Center City
15. Parkway Northwest
16. Parkway West
17. Philadelphia High School for Girls
18. Science Leadership Academy
19. Saul
20. Washington IB

Citywide Admission

1. Building 21
2. Constitution
3. Dobbins
4. HS of the Future
5. The LINC
6. Mastbaum
7. Robeson
8. Philadelphia Military Academy
9. Randolph
10. Swenson
11. The U School
12. Workshop School

Neighborhood

1. Bartram
2. Edison
3. Fels
4. Frankford
5. Benjamin Franklin
6. Furness
7. Kensington
8. Kensington CAPA
9. Kensington Health Sciences
10. King
11. Lincoln
12. Northeast
13. Overbrook
14. Penn Treaty
15. Roxborough
16. Sayre
17. Strawberry Mansion
18. South Philadelphia
19. Vaux- A Big Picture School
20. Washington
21. West Philadelphia

PEW Findings:

1. There are disproportionately fewer low-income students and boys of color at special admission schools in comparison to the entire 9th grade population.
1. There are disproportionately more Asians and whites attending special admission schools in comparison to the entire 9th grade population.
1. There are a disproportionate number of black, Latino, low-income, English language learners and special education students at neighborhood high schools; most of which have comparatively low standardized test scores, high dropout rates, and fewer college-preparatory course options.

PEW Findings continued:

4. Students living in poverty and special education students were less likely to apply to special admission schools even when they met the minimum academic criteria.
4. Rejection rates for students with advanced math and reading PSSAs were higher for students of color and who receive poverty assistance.
4. A subset of students who were admitted to special admission schools, but chose not to attend, instead attended citywide or neighborhood schools. Of this subset, nearly half elected not to attend a public school in Philadelphia.

Educational Equity:

- Our goal is to increase access and equity to special admit and city-wide high schools.
- The following slides are targeted interventions that have been taken to address the findings related to equitable access to special- and city-wide admission schools.
- Interoffice collaborations and support from city and community based partners are key to implementing each action.
- Particular emphasis was placed on outreach to identified populations of students in the PEW study who have not participated in School Selection in previous years.

Actions:

- Removed entrance criteria from four career and technical education high schools- Dobbins, Randolph, Swenson, and Mastbaum.
- Inventoried the methods used to make admission decisions.
- Distribution of promotional flyers to city agencies community based organizations including DHS, PHA, PCCY and the faith based community.
- All School Selection related documents were translated in eight (8) languages and used by BCAs and school based staff to help counsel families and students about the application process.
- Sent direct correspondences to all eighth grade district students.
- Sent direct correspondences to all district employees encouraging all to share the School Selection process with all parents and students.

Actions:

- Sent direct correspondence to all seventh grade students regarding the school selection process
- Visited schools where the PEW study highlighted the majority of underrepresented students attend to assist counselors with the application process.
- Updated district web page to include videos, in English and Spanish, to help families with the application process.
- Increased marketing efforts and targeted the areas that the PEW study has shown to not have substantial participation in the school selection process.
- Developed a marketing campaign, “Find Your Fit”, to increase the visibility of the process amongst Philadelphia students and parents.

Actions:

- Increased marketing efforts to include: SEPTA (digital and print), radio, newspaper and TV PSAs with Comcast.
- The Office of Research and Evaluation conducted a follow up study to analyze the School Selection data from the 2017-2018 process.
- Conducted a focus group with SDP and charter parents to gather their insight about the process and areas of improvement
- Sent a mass mailing to charter parents to share School Selection information and to encourage them to participate
- Outreach to charter school providers to share School Selection promotional items and request they share the information with their school communities.

Percent of Students by Race/Ethnicity

	African American	Hispanic/Latino	Asian	White	Multi-Racial/Other
Academy at Palumbo	43	11	28	13	5
Bodine	50	21	12	9	6
CAPA	58	9	5	21	6
Carver	69	9	10	5	7
Central	24	8	37	25	6
GAMP	26	5	17	42	8
Masterman	16	5	29	39	11

Continuing the work:

- We will continue to monitor the impact of our actions and adjust our strategy accordingly to ensure we are making progress toward our goal.
- We will continue to examine the PEW findings related to students who receive approvals but do not attend the school and develop actions to address those occurrences.
- For help with participating in the School Selection Process, please visit schoolselect.philasd.org or contact the Office of Student Enrollment and Placement at 215-400-4290.



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Comprehensive District Plan 2019-2022

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Overview

Comprehensive planning is...

- a continuous improvement process
- required of all local education agencies (LEAs) in Pennsylvania
- completed every three years

Plan Components



SDP Focus Areas 2019-2022

1. Standards aligned curricula
2. Interventions based on student need
3. Highly qualified teachers

Establish systems in the district that fully ensure consistent implementation of standards aligned curricula across all schools for all students.

Strategy #1- Provide intensive training and job-embedded coaching to instructional staff in effective pedagogy and content to support grade-level instruction.

Implementation Steps

- Deliver annual summer institutes to train cohorts of K-12 teachers in grade level instruction, literacy instruction and MTSS implementation.
- Develop and implement a high school strategy (to include rigorous preparation in the middle grades for an effective high school experience).
- Expand school-based instructional support and coaching for literacy from K-3 to K-5.
- Provide job-embedded coaching and instructional support in mathematics instruction.

Strategy #2- Provide school leaders with the context and tools they need to ensure consistent and effective implementation of standards-aligned instruction.

Implementation Steps

- Develop the instructional leadership capacity of district leaders in analyzing teacher practices, students' responses, and evidence of effectiveness, to determine strengths and areas to develop in high quality instructional practices that allow students of varying needs to access grade-level content.
- Conduct ongoing school visits and instructional rounds to support the implementation and monitoring of standards aligned instruction, and inform district- and network-based professional development, curriculum enhancements and coaching foci.

Establish a system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Strategy #1- Develop and build capacity in the use of evidence-based interventions and instructional strategies to support Tier I, II and III practices aligned to PDE's expectations for a Multi-Tiered System of Supports.

Implementation Steps

- Develop a framework and protocol that communicates expectations and utilizes data to determine K-12 tiered supports.
- Develop school-based staff in how to effectively determine and implement appropriate instructional practices, products and programs driven by progress monitoring.
- Facilitate periodic network-based MTSS implementation meetings to identify strengths and areas for development based on PDE's MTSS quality indicators.

Strategy #2- Ensure school staff are routinely monitoring students' academic and behavioral progress.

Implementation Steps

- Develop and support administrators and teachers on using the MTSS platform and district level common planning protocol.
- Develop the use of data protocols to analyze student progress and design appropriate support plans based on student needs.
- Provide scheduling and staffing support to ensure that common planning time is used to regularly examine student needs and outcomes.

Establish a system that fully ensures that classrooms are staffed with highly qualified teachers.

Strategy #1- Create a comprehensive professional development plan that increases the quality of professional learning experiences for teachers and educational specialists.

Implementation Steps

- Differentiate professional learning by knowledge, experience, and professional needs.
- Consistently gather timely and meaningful data on teacher learning and response to professional development using research-based survey practices.

Strategy #2- Standardize structures to support implementation of professional learning.

Implementation Steps

- Establish look-fors that describe shifts in adult practice as a result of engaging in professional learning.
- Develop aligned observation and feedback protocols that allow for specific, focused, and actionable feedback.
- Provide more development opportunities for school and district-level leaders responsible for supporting implementation of the academic program.

Strategy #3- Develop and implement new strategies to staff “hard to staff” roles and schools.

Implementation Steps

- Manage a teacher residency program in which individuals receive coursework and classroom experience while working as SDP employees and commit to teaching within SDP for three years upon program completion.
- Refine and continue utilizing special education directors to support and recruit special education student teachers into full time positions.



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