



SUPERINTENDENT ANNUAL EVALUATION

A Goal or Guardrail's performance is **Met Standard** if:

- The Actual SY20/21 Ending Point \geq Desired SY20/21 Ending Point
OR
- At least two thirds of the Interim Goals'/Guardrails' Actual SY20/21 Ending Points \geq their respective Desired SY20/21 Ending Points

Otherwise the Board must consider growth and performance and determine whether or not a Goal or Guardrail's performance **Met Standard** or **Did Not Meet Standard**.

Overall District/Superintendent performance is **Met Standard** if:

- At least two thirds of the Goals are **Met Standard**
- AND
- At least half of the Guardrails are **Met Standard**

Otherwise the Board must consider growth and performance and determine whether or not overall District/Superintendent performance **Met Standard** or **Did Not Meet Standard**.

NOTE: *Inasmuch as progress monitoring for Goals/Guardrails started halfway through the SY20/21 without the availability of State Assessments (PSSA's & Keystones) there is no way to determine whether a standard (related to Goals/Guardrails) was met.*

Goal 1: The percentage of students in grades 3-8 who are proficient on the state ELA assessment will grow from 35.7% in August 2019 to 65.0% by August 2026			
Baseline: 35.7%		SY20/21 Target 38.6%	SY20/21 Actual Performance: Not available
Leading Indicator 1.1: The percentage of students in grades 3-8 who score at or above grade-level on the District's within-year reading assessment in Fall, Winter, and Spring each year.			Management Comments (<i>What are our challenges? Why do they persist? Are there financial conditions that must be considered? What actions can the Board expect to see over the next school year?)</i>
Fall: 34.6%	Winter: 34.1%	Spring: 37.9%	<i>Due to COVID restrictions, we do not have 2020-21 performance data for this goal.</i> I presented the first monitoring report for Goal 1 to the board in March 2021. During our internal monitoring process, the leadership team considered the root causes identified for Goal 2 (which was monitored a month earlier) and identified four root causes to why the baseline for grades 3-8 ELA was low and why the achievement gap is so pervasive:
Leading Indicator 1.2: The percentage of students, by subgroup, in grades 3-8 who score at or above grade level on the District's within-year reading assessment in Fall, Winter, and Spring each year.			
			<ul style="list-style-type: none"> • There are inconsistent expectations and



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<p>Fall: AfrAm: 27.9% Latinx: 25.7% White: 53.4% AmInd: 27.2% Asian: 53.9% NatHawaiian: 39.4% Multi: 40.9%</p> <p>---</p> <p>ELs: 17.0% SPED: 13.9% EcDis: 29.6%</p>	<p>Winter: AfrAm: 26.5% Latinx: 25.4% White: 53.7% AmInd: 34.5% Asian: 55.3% NatHawaiian: 42.1% Multi: 41.5%</p> <p>---</p> <p>ELs: 17.2% SPED: 11.9% EcDis: 28.8%</p>	<p>Spring: AfrAm: 30.7% Latinx: 29.2% White: 55.7% AmInd: 35.6% Asian: 59.4% NatHawaiian: 47.9% Multi: 43.4%</p> <p>---</p> <p>ELs: 23.0% SPED: 14.5% EcDis: 33.1%</p>	<p>differing mindsets around the importance of inclusionary practices and collective ownership around student success. This results in a lack of clear goals for how teachers are expected to craft Tier 1 instruction, collaborate to implement Tier 1 instruction, and a need to reallocate the resources (time, rosters, staff, training) required to do so effectively.</p> <ul style="list-style-type: none"> • There are large concentrations of students who require specific and specialized academic supports in many schools, making it challenging to adequately program for the diversity of student needs. • Students experience a low sense of belonging and inconsistent relationships that results in reduced motivation to attend school. • Schools that have the highest concentration of students who need social-emotional, behavioral support, and intervention do not have adequate resources to meet the need. <p>Between April and June 2021, the team also established a comprehensive approach to setting the foundation for addressing the root causes (building on the monitoring process conducted for Goal 2 and the recommendations from the Council of Great City Schools curriculum audit).</p> <p>The strategies include implementation of: a Multi-tiered System of Supports (MTSS); Common Planning Time (CPT); a culturally and linguistically inclusive framework and Common Core aligned ELA curriculum; and Professional Learning Cycles (PLCs). These strategies are foundational and evidence-based and are intended to collectively address the challenges outlined above.</p> <p>I convened four Strategy Implementation Teams, involving staff from Academics, Student Supports, Schools, and Evaluation and Research, that planned through the Spring using the District's new Implementation Sciences process. Also in the Spring, Principals led school teams in a process of conducting their own needs assessments and developed localized school plans leveraging these strategies to address this goal.</p> <p>In August 2021, we launched a Year 1, Tier 1 approach. We need ongoing support from the board for curriculum development, curriculum materials, time and opportunities for professional learning, staffing and talent development, and equity initiatives.</p>
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			<p>I do expect to see improvement in the leading indicators and in this goal in the 2022-23 year, as the initial implementation of these strategies were successfully launched in 2021-22. However, the strategies we are implementing require school-based staff and others across the district to: change the way they work; synthesize and execute new approaches to instruction; collaborate within grades; use new systems; engage in learning and practice cycles; and focus on continuous improvement. Changes in adult knowledge and practice that will ultimately result in increased achievement for students will not happen overnight.</p> <p>The impact of COVID and remote instruction affected student learning and social-emotional wellbeing across the board. There is strong evidence of learning lag in all grades. As a result, more students will need additional supports to catch up and/or accelerate their learning and we should have more information on this need in 2021-22. A major challenge also is the limited amount of time available to offer professional learning to teachers. This will definitely hinder progress in 2021-22.</p> <p>Lastly, note that at the system level we are engaged in a process of continuous improvement that monitors implementation of the strategies and will warrant that we adapt or revise our approaches in 2022-23, if necessary. As these strategies are foundational in nature, it is also likely that we will need to identify more targeted interventions to support reading/ELA achievement in the coming years.</p>
SY20/21 Evaluation			
Met Standard: <input type="checkbox"/>		Did Not Meet Standard: <input type="checkbox"/>	

Goal 2: The percentage of 3rd grade students who are proficient on the state ELA assessment will grow from 32.5% in August 2019 to 62.0% by August 2026			
Baseline: 32.5%		SY20/21 Target: 35.4%	SY20/21 Actual Performance: Not available
Leading Indicator 2.1: The percentage of students in grades K-3 who score at or above grade-level on the District's within-year reading assessment in Fall, Winter, and Spring each year.			Management Comments <i>(What are our challenges? Why do they persist? Are there financial conditions that must be considered? What actions can the Board expect to see over the next school year?)</i>
Fall: 34.8%	Winter: 32.8%	Spring: 38.4%	<i>Due to COVID restrictions, we do not have 2020-21 performance data for this goal.</i>
		On-track	



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		Near track Off track and increasing	I presented the first monitoring report for Goal 2 to the board in January 2021. The team identified four root causes to the low baseline performance and achievement gap evident when monitoring this goal:
Leading Indicator 2.2: The percentage of students, by subgroup, in grades K-3 who score at or above grade-level on the District’s within-year reading assessment in Fall, Winter, and Spring each year.			
Fall: AfrAm: 31.4% Latinx: 23.5% White: 50.2% AmInd: 22.2% Asian: 47.7% NatHawaiian: 33.3% Multi: 45.1% --- ELs: 20.1% SPED: 26.1% EcDis: 29.7%	Winter: AfrAm: 27.3% Latinx: 22.1% White: 51.7% AmInd: 20.0% Asian: 49.0% NatHawaiian: 38.1% Multi: 44.1% --- ELs: 19.5% SPED: 18.2% EcDis: 27.4%	Spring: AfrAm: 32.4% Latinx: 26.5% White: 59.0% AmInd: 36.2% Asian: 55.7% NatHawaiian: 39.0% Multi: 50.8% --- ELs: 25.1% SPED: 19.8% EcDis: 32.7%	<ul style="list-style-type: none"> • Our approach to literacy has not sufficiently emphasized all the core aspects of becoming literate, particularly phonemic and phonological awareness, phonics, oral language development, and writing, nor has it provided an entry point for students who are not reading at grade level. In addition, our approach to teaching literacy and supporting teachers is not aligned and consistent across the system, which impacts the quality and implementation of our early literacy instruction. • We have not implemented a Multi-Tier System of Supports (MTSS) approach that allows for leaders and teachers, particularly those schools who disproportionately serve students who require a literacy intervention, to design and implement strategies to ensure that all students have the opportunity to access standards-based, grade-level instruction. • Our approach to professional development across the system does not provide enough time to build teacher capacity and accelerate student learning nor does the delivery of our professional development consistently model best practices of teaching and learning. • Teacher turnover and churn disproportionately affect some schools resulting in compounding issues of lost relationships within the school community, gaps in institutional and content knowledge, and the need to continually train new teachers. <p>Between February and June 2021, the leadership team established a comprehensive approach to setting a new foundation for meeting the 2026 goal (building on what we know about the Anchor Goal 2 implementation and the recommendations from the Council of Great City Schools audit as well). This resulted in a recognition of the need to establish our foundational approach to achievement.</p> <p>The strategies include implementation of: a Multi-tiered System of Supports (MTSS); Common Planning Time (CPT); a culturally and linguistically Inclusive framework and Common Core aligned ELA curriculum; and</p>



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		<p>Professional Learning Cycles (PLCs). These strategies are foundational and evidence-based and are intended to collectively address the challenges outlined above.</p> <p>I convened four Strategy Implementation Teams, involving staff from Academics, Student Supports, Schools, and Evaluation and Research, that planned through the Spring using the District's new Implementation Sciences process. (The Strategy Implementation team for Talent did not convene during the 2020-21 school year.) Also in the Spring, Principals led school teams in a process of conducting their own needs assessments and developed localized school plans to address this goal.</p> <p>I expect to see improvement in the leading indicators and in the goal in the 2022-23 year, as initial implementation of these strategies were successfully launched in 2021-22. However, the strategies we are implementing require a great deal of change in adult behavior (see Goal 1 notes for details). In addition, the impact of COVID and remote instruction affected Kindergarten enrollment; K-2 learning overall; and social-emotional wellbeing of students, among other things. These adverse effects are particularly worrisome in the early grades, where so much learning needs to take place. This may have a long-term impact on K-3 students and their achievement over the next few years. A major challenge also is the limited amount of time to offer professional learning to teachers. This will definitely hinder progress in 2021-22.</p> <p>Lastly, note that at the system level we are engaged in a process of continuous improvement that monitors implementation of the strategies and will warrant that we adapt or revise our approaches in 2022-23, if necessary. As these strategies are foundational in nature, it is likely that we will need to identify more targeted interventions to support reading/ELA achievement in the coming years.</p> <p>We need ongoing support from the board for curriculum development, curriculum materials, time and opportunities for professional learning, staffing and talent development, and equity initiatives.</p>
<p>SY20/21 Evaluation</p>		
<p>Met Standard: <input type="checkbox"/> Did Not Meet Standard: <input type="checkbox"/></p>		



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Goal 3: The percentage of students in grades 3-8 who are proficient on the state Math assessment will grow from 21.6% in August 2019 to 52.0% by August 2026.			
Baseline: 21.6%		SY20/21 Target: 24.6%	SY20/21 Actual Performance: Not available
Leading Indicator 3.1: The percentage of students in grades 3-8 who score at or above grade-level on the District's within year math assessment in Fall, Winter, and Spring each year.			Management Comments <i>(What are our challenges? Why do they persist? Are there financial conditions that must be considered? What actions can the Board expect to see over the next school year?)</i>
Fall: 34.6%	Winter: 35.6%	Spring: 37.3%	<p><i>Due to COVID restrictions, we do not have 2020-21 performance data for this goal.</i></p> <p>I presented the first monitoring report for Goal 3 to the board in February 2021. The team identified three root causes to the low baseline performance and achievement gap evident when monitoring this goal:</p> <ul style="list-style-type: none"> • There is a lack of equitable and consistent access to high quality math instructional materials, resources, and content for all students. There are not consistent and appropriate scaffolds (breaking the learning into smaller chunks and providing tools, structures and supports with each chunk) in place to ensure students receive grade level instruction. • We have not provided, at the scale necessary, consistent and comprehensive support and time for teachers and leaders to learn and apply knowledge, skills, and feedback that supports supervision and delivery of high quality math instruction. • Schools that have the highest concentration of students who need socio-emotional, behavioral support, and intervention do not have adequate resources to meet the need. <p>Between March and June 2021, the leadership team established a comprehensive approach to meeting the 2026 goal. The plan for this goal includes the same strategies identified for the reading goals, and described above, except with a focus on math instruction: a Multi-tiered System of Supports (MTSS); Common Planning Time (CPT); a culturally and linguistically Inclusive framework and Common Core aligned ELA curriculum; and Professional Learning Cycles (PLCs). These strategies are foundational and evidence-based and are intended to collectively address the challenges outlined above.</p>
Leading Indicator 3.2: The percentage of students, by subgroup, in grades 3-8 who score at or above grade-level on the District's within-year math assessment in Fall, Winter, and Spring each year.			
Fall: AfrAm: 24.0% Latinx: 25.4% White: 56.8% AmInd: 40.7% Asian: 66.9% NatHawaiian: 41.3% Multi: 40.4% --- ELs: 25.0% SPED: 11.2% EcDis: 28.6%	Winter: AfrAm: 24.6% Latinx: 26.9% White: 58.6% AmInd: 38.8% Asian: 68.5% NatHawaiian: 51.4% Multi: 42.3% --- ELs: 27.2% SPED: 11.7% EcDis: 29.6%	Spring: AfrAm: 25.6% Latinx: 28.9% White: 59.4% AmInd: 37.5% Asian: 71.9% NatHawaiian: 51.4% Multi: 44.7% --- ELs: 31.1% SPED: 11.4% EcDis: 31.3%	



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			<p>I convened four Strategy Implementation Teams, involving staff from Academics, Student Supports, Schools, Evaluation and Research, and Talent, that planned through the Spring using the District’s new Implementation Sciences process. Also in the Spring, Principals led school teams in a process of conducting their own needs assessments and developed localized school plans to address this goal. In August 2021, we launched a Year 1, Tier 1 approach.</p> <p>I expect to see improvement in the leading indicators and goal in the 2022-23 year, as initial implementation of these strategies were successfully launched in 2021-22. However, the strategies we are implementing require a great deal of change in adult behavior (see Goal 1 notes for details). The impact of COVID and remote instruction affected student learning and social-emotional wellbeing across the board. There is strong evidence of learning lag in all grades. Progress on the math goal is compounded by the fact that we have not consistently focused on math instruction in the recent past and this was the first year that we employed a Universal Screener in math districtwide from K-12. As a result, more students will need additional supports to catch up and/or accelerate their learning. Also, we have a great deal of new information about the learning gaps and needs of students in math that must be synthesized and addressed. This will require an intensive look at performance and progress in 2021-22, which may warrant additional and different strategies.</p> <p>Lastly, note that at the system level we are engaged in a process of continuous improvement that monitors implementation of the strategies and will warrant that we adapt or revise our approaches in 2022-23, if necessary. As these strategies are foundational in nature, it is likely that we will need to identify more targeted interventions to support math achievement in the coming years.</p> <p>We need ongoing support from the board for curriculum development, curriculum materials, time and opportunities for professional learning, staffing and talent development, and equity initiatives.</p>
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SY20/21 Evaluation	
Met Standard: <input type="checkbox"/>	Did Not Meet Standard: <input type="checkbox"/>



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<p>Goal 4: The percentage of students who are proficient on all three state high school assessments (Algebra, Literature, and Biology) by the end of their 11th grade year will grow from 26.1% in August 2019 to 52.0% by August 2026.</p>				
Baseline: 26.1%		SY20/21 Target: 28.4%		SY20/21 Actual Performance: Not available
<p>Leading Indicator 4.1: The percentage of students in grades 9-11 who score at or above grade level on the District's within-year math and reading assessments in the Fall, Winter, and Spring each year.</p>			<p>Management Comments (<i>What are our challenges? Why do they persist? Are there financial conditions that must be considered? What actions can the Board expect to see over the next school year?)</i></p>	
<p>Fall: 29.2%</p> <p>----- AfrAm: 20.2% Latinx: 18.6% White: 50.8% Amlnd: IS Asian: 52.1% NatHawaiian: IS Multi: 33.0% --- ELs: 3.7% SPED: 3.8% EcDis: 21.9%</p>	<p>Winter: 28.1%</p> <p>----- AfrAm: 18.5% Latinx: 18.1% White: 49.1% Amlnd: 28.1% Asian: 50.4% NatHawaiian: IS Multi: 36.1% --- ELs: 3.2% SPED: 3.9% EcDis: 21.2%</p>	<p>Spring: 28.0%</p> <p>On-track Near track Off track and not increasing</p> <p>----- AfrAm: 18.3% Latinx: 18.3% White: 46.6% Amlnd: IS Asian: 49.3% NatHawaiian: IS Multi: 32.4% --- ELs: 5.1% SPED: 3.8% EcDis: 21.7%</p>	<p><i>Due to COVID restrictions, we do not have 2020-21 performance data for this goal.</i></p> <p>I presented the first monitoring report for Goal 4 to the board in April 2021. The team identified three additional root causes to the low baseline performance and achievement gap evident when monitoring this goal:</p> <ul style="list-style-type: none"> In recent years, the District has not placed a high degree of emphasis on middle and high school instruction (compared with, for example, early literacy). In addition, instruction in these grades has been based on PA standards, rather than Common Core, and has not been developed in a coherent and consistent way across schools and across grades. As a District we have not made it a priority to ensure that all staff are aware of how our biases (both implicit and explicit) can negatively impact students and that we have high expectations for all students. This is especially evident in many schools serving more marginalized students, where low expectations prevent the implementation of rigorous and interesting grade-level instruction that will engage students in classroom activities and learning. We do not provide differentiated options of how we are supporting schools to make them attractive places to work. 	
<p>Leading Indicator 4.2: The percentage of students who are proficient on all three state high school assessments (Algebra, Literature, and Biology) by the end of their 10th grade year.</p>				
Fall: Not Applicable	<<2018-19>> Winter: 21.6%	Spring: Not Applicable		
	On-track Near track Off track			
<p>Leading Indicator 4.3: The percentage of students, by subgroup, who are proficient on all three state high school assessments (Algebra, Literature, and Biology) by the end of their 10th grade year.</p>				
Fall: Not Applicable	<<2018-19>> Winter: AfrAm: 13.3% Hispanic: 11.0%	Spring: Not Applicable		
			<p>Between April and June, we decided to proceed with including high schools in the re-set of the foundational approaches described for Goals 1-3 above, including a Multi-tiered System of Supports (MTSS); Common Planning Time (CPT); a culturally and linguistically Inclusive framework and Common Core aligned ELA,</p>	



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	<p>White: 41.0% AmInd: IS Asian: 54.4% NatHawaiian: IS Multi: 29.5% --- ELs: 3.1% SPED: 1.4% EcDis: 15.6%</p>		<p>Math, Science, and Social Studies curriculum; and Professional Learning Cycles (PLCs). In addition, it was recognized that there were additional strategies associated with talent and staffing that were needed in order to achieve this goal. The Strategy Implementation Team for Talent/Staffing was not convened in 2020-21.</p> <p>This goal is complicated by varying guidance and prioritization of the Keystone exams from the Pennsylvania Department of Education. During COVID, this was complicated by the administration being halted and accountability requirements associated with the test suspended.</p> <p>We need ongoing support from the board for curriculum development, curriculum materials, time and opportunities for professional learning, staffing and talent development, and equity initiatives.</p>
<p>SY20/21 Evaluation</p>			
<p>Met Standard: <input type="checkbox"/></p>		<p>Did Not Meet Standard: <input type="checkbox"/></p>	



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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 will grow from 54.5% in August 2019 to 80.0% in August 2026.			
Baseline: 54.5%		SY20/21 Target: 56.8%	
		SY20/21 Actual Performance: Not available	
Leading Indicator 5.1: The percentage of 11th grade CTE students who pass their CTE Level 2 coursework (with a grade of A or B).			Management Comments <i>(What are our challenges? Why do they persist? Are there financial conditions that must be considered? What actions can the Board expect to see over the next school year?)</i>
	Quarter 2 Grades: 48.3% ----- AfrAm:44.3% Latinx:45.7% White:63.7% Amlnd: IS Asian: 82.1% NatHawaiian: IS Multi: 60.0% --- ELs: 43.8% SPED: 45.0% EcDis: 43.5%	Final Grades: 44.2% On-track Near track <u>Off track and not increasing</u> ----- AfrAm: 39.9% Latinx: 43.8% White: 60.5% Amlnd: IS Asian: 74.4% NatHawaiian: IS Multi: 47.2% --- ELs: 43.9% SPED: 43.5% EcDis: 39.3%	I presented the first monitoring report for Goal 5 to the board in June 2021. We identified two root causes to our baseline data on CTE achievement: <ul style="list-style-type: none"> • CTE has historically been seen as an isolated program separate from the instructional program. The areas of focus for CTE teachers have been disconnected from the areas of focus for core content teachers, specifically when it comes to delivering grade level instruction. Some examples of this include a disconnect at the school level between the work of CTE teachers and content teachers, ELA instruction not being embedded into CTE programming consistently, and support for students with IEPs and English learners not being implemented with consistency in their CTE coursework and programming. • CTE teachers, by design, arrive in their position with technical experience and mastery, but little or no pedagogical training, little or no experience with the day-to-day duties and experiences associated with working in a school, and little or no experience with the additional demands uniquely associated with CTE programming. As a District, we need to provide these teachers with more and specific support in developing the necessary skills to excel in meeting these responsibilities.
Leading Indicator 5.2: The percentage of 10th grade CTE students who pass their CTE Level 1 coursework (with a grade of A or B).			
	Quarter 2 Grades: 42.0% ----- AfrAm: 38.8% Latinx: 38.6% White: 63.2% Amlnd: IS Asian: 68.9% NatHawaiian: IS Multi: 48.4% --- ELs: 36.5% SPED: 30.1% EcDis: 38.9%	Final Grades: 39.6% On-track Near track <u>Off track</u> ----- AfrAm: 35.5% Latinx: 37.4% White: 61.6% Amlnd: IS Asian: 66.0% NatHawaiian: IS Multi: 48.5% --- ELs: 36.5%	



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		SPED: 29.6% EcDis: 36.0%	
SY20/21 Evaluation			
Met Standard: <input type="checkbox"/>		Did Not Meet Standard: <input type="checkbox"/>	

<p>Guardrail 1: Every school will be a safe, welcoming and healthy place where our students, staff, and community want to be and learn each day. This means that our schools will be: 1) environmentally safe and clean; and 2) spaces with inclusive climates that provide students with access to robust social, emotional, and mental health supports.</p>			
<p>Indicator 1.1: The percentage of schools with both a high Overall District Wide Survey Climate rating and a high Overall District Wide Survey Instruction rating will grow from 17.7% (38 schools) in August 2020 to 58.6% (126 schools) by August 2026.</p>			<p>Management Comments <i>(What are our challenges? Why do they persist? Are there financial conditions that must be considered? What actions can the Board expect to see over the next school year?)</i></p>
<p>Baseline: 17.7%</p>	<p>SY20/21 Target: 24.7%</p>	<p>SY20/21 Actual Performance: 14.0%</p>	<p><i>I presented the first monitoring report for Guardrail 1 to the board in November 2021, which was not during the 2020-21 school year.</i></p> <p>TBD in 2021-22</p>
<p>Indicator 1.2: TBD</p>			
<p>Baseline: Data availability TBD</p>	<p>SY20/21 Target: Data availability TBD</p>	<p>SY20/21 Actual Performance:</p>	
<p>Indicator 1.3: The percentage of schools with at least two FTE (full-time equivalent) positions, per 500 students, to support student mental and behavioral needs will grow from 64.2% (138 schools) in August 2020 to 93.5% (201 schools) by August 2026.</p>			
<p>Baseline: 64.2%</p>	<p>SY20/21 Target: 68.8%%</p>	<p>SY20/21 Actual Performance: 70.2%</p>	
SY20/21 Evaluation			
Met Standard: <input type="checkbox"/>		Did Not Meet Standard: <input type="checkbox"/>	



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Guardrail 2: Every student will have a well-rounded education with co-curricular opportunities, including arts and athletics, integrated into the school experience.			
Indicator 2.1: The percentage of K-8 students enrolled in visual or performing arts courses at each school will grow from 90.0% in August 2020 to 100.0% by August 2026.			Management Comments <i>(What are our challenges? Why do they persist? Are there financial conditions that must be considered? What actions can the Board expect to see over the next school year?)</i>
Baseline: 90.0%	SY20/21 Target: 91.6%	SY20/21 Actual Performance: 92.8%	
Indicator 2.2: The percentage of high school students participating in co-curricular activities, including athletics, at each school will grow from X% in August 2020 to Y% by August 2026.			
Baseline: Data availability TBD	SY20/21 Target: Data availability TBD	SY20/21 Actual Performance: Data Not Available	TBD in 2021-22
SY20/21 Evaluation			
Met Standard: <input type="checkbox"/>		Did Not Meet Standard: <input type="checkbox"/>	

Guardrail 3: Every parent and guardian will be welcomed and encouraged to be partners in their child's school community.			
Indicator 3.1: The percentage of schools with a high Overall District Wide Survey School Relationship rating will grow from 24.2% (52 schools) in August 2020 to 61.9% (133 schools) by August 2026.			Management Comments <i>(What are our challenges? Why do they persist? Are there financial conditions that must be considered? What actions can the Board expect to see over the next school year?)</i>
Baseline: 24.2%	SY20/21 Target: 30.9%	SY20/21 Actual Performance: 16.7%	
Indicator 3.2: The percentage of schools that have a School Advisory Council (SAC) that holds three or more meetings per year will grow from 89.3% (192 schools) in August 2020 to 100.0% (215 schools) by August 2026.			
Baseline: 89.3%	SY20/21 Target: 91.1%	SY20/21 Actual Performance: 94.0%	TBD in 2021-22
SY20/21 Evaluation			
Met Standard: <input type="checkbox"/>		Did Not Meet Standard: <input type="checkbox"/>	



Guardrail 4: Our students' potential will not be limited by practices that perpetuate systemic racism and hinder student achievement.			
Indicator 4.1: Among 8th grade students who are qualified to attend Special Admission High schools, the percentage who are Black/African American or Hispanic/Latinx will grow from 34.3% in August 2020 to at least 52.0% (making progress towards being proportional to population as a whole) by August 2026.			Management Comments <i>(What are our challenges? Why do they persist? Are there financial conditions that must be considered? What actions can the Board expect to see over the next school year?)</i>
Baseline: 34.3%	SY20/21 Target: 37.3%	SY20/21 Actual Performance: 40.6%	I presented the first monitoring report for Guardrail 4 to the board in May 2021. The team identified five barriers to realizing this guardrail: <ul style="list-style-type: none"> Acknowledging and addressing structural racism and holding individuals accountable to their implicit and unconscious biases have not been historically addressed and prioritized by the District. Because of this, the District has not consistently provided the space, time or opportunities for all staff and members of school communities to unpack racialized identities, understand and disrupt their implicit and unconscious biases and the impact they've had on the school community, make mistakes and experience discomfort, and develop antiracist practices to dismantle systems that perpetuate systemic racism. We have not utilized a framework or equity lens to examine our systems and policies and ensure they are anti-racist. As a result, there is no district-wide process for realtime follow-up, monitoring, and accountability to ensure that: a) district policies are anti-racist and prevent negative unintended consequences, and b) all staff and members of the school community make decisions aligned with anti-racist practices and policies. As a system, we do not provide equitable opportunities for students to access academic rigor in the early grades (K-5 and 6-8) and be prepared for skills required for secondary and postsecondary success. Our system sets up the expectation that some schools can and do offer their students more opportunities to excel (particularly in Special Admissions schools). Within this system, the
Indicator 4.2: The percentage of suspensions received by Black/African American students will decrease from 72.8% in August 2020 to no more than 48.3% (proportional to population as a whole) by August 2026.			
Baseline: 72.8%	SY20/21 Target: 68.7%	SY20/21 Actual Performance: Data Not Available -- due to COVID-19 Remote Learning	



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			<p>District also does not provide clear expectation or guidance on what opportunities and resources all students, particularly our most marginalized students, should have access to regardless of what school they attend, or a clear decision-making process for determining how opportunities are distributed centrally, identified at a school level, and implemented with fidelity.</p> <ul style="list-style-type: none"> • The District does not have a linguistically inclusive, culturally responsive, and accessible strategy to build relationships, effectively communicate and share important information effectively to all parents and families, so that students and families can fully understand the school selection process. This means that even when opportunities do exist, access to that information is not always equitable. <p>Planning for addressing these barriers was begun in June 2021 and is centered around the Equity Framework. At the same time, this guardrail is rooted in adult behaviors and attitudes, which require all district staff to: acknowledge institutional racism and white supremacy culture; recognize their role in perpetuating said culture; prioritize our most marginalized students; and change the way they work. Changes in adult attitudes, beliefs, and practices are notoriously difficult to achieve and measure, especially when they involve things like implicit bias and racist practices that are masked as business as usual.</p>
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SY20/21 Evaluation

Met Standard:

Did Not Meet Standard:



OVERALL - SY20/21 Evaluation

Overall District/Superintendent performance is **Met Standard** if:

- At least two thirds of the Goals are **Met Standard**

AND

- At least half of the Guardrails are **Met Standard**

Otherwise the Board must consider growth and performance and determine whether or not overall District/Superintendent performance **Met Standard** or **Did Not Meet Standard**.

Additionally, the Board will provide comments on financial management and professionalism.

Met Standard:

Did Not Meet Standard:

OVERALL COMMENTS



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Progress on Goals and Guardrails: Please use this space to highlight any implementation challenges that the Board should be aware of and upcoming Board actions that should be anticipated.

The Board adopted Goals and Guardrails in December 2020 and launched the monitoring process in January 2021.

- From January through June 2021, I presented comprehensive monitoring reports to the board for all five goals and one guardrail (Guardrail 4).
- In the following six months, a short period of time, I re-directed the entire organization to align around Goals and Guardrails and to prepare to launch new strategies in the 2021-22 school year.
 - My senior leadership team embarked on a new, intensive Progress Monitoring approach that involved xx sessions to review data, engage in root cause analysis, and strategize solutions.
 - Schools embarked on a parallel process of planning for 2021-22 that mirrored the approach of my leadership team.
 - Major adjustments were made to the budget process, collective bargaining, etc.
- The almost fully remote school year due to COVID year did not hinder my ability to deliver monthly monitoring reports or to pivot the District to prioritize Goals and Guardrails. At the same time, planning and development for implementation were conducted under an unusually stressful environment that impacted staff's ability to focus.
- Data availability was not ideal.
 - Last year was the first year that universal screeners were required for grades k-12 in both reading and math.
 - We used AIMSweb for K-5 and Star for 6-12, which complicated monitoring this goal.
- State assessments were administered on a limited basis, resulting in no data on this goal for 2020-21.

Met Standard:

Did Not Meet Standard:



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Financial Management: *The Superintendent will act ethically and professionally in the management and oversight of public resources.*

As of the end of the first quarter of FY22, the District projects operating and Federal Relief Act revenues and sources of \$4,128.9 million and operating and Federal Relief Act expenditures and uses of \$3,984.4 million, resulting in a surplus of \$144.5 million excluding changes in reserves, and a surplus of \$143.7 million including changes in reserves². The District is projected to end FY22 with a \$331.6 million positive ending fund balance. This represents a \$47.8 million increase relative to the FY22 Adopted operating and Federal Relief Act ending fund balance of \$283.9 million.

The District has benefited from increased Local tax collections and State revenues. Local tax increases reflect increased collections for Liquor Tax and Ridesharing revenues as the pandemic recovery continues. State increases include additional funding received as part of the FY22 state budget aimed at providing additional support to districts with at-risk students. The District reached agreements with three of its collective bargaining units and has continued to add additional support for students as they have returned to school, while continuing to reckon with pandemic challenges and continuing violence in the City.

The District has improved the predictability for its largest expenditure - its workforce - for FY22 and the next few years with the successful negotiation of several labor agreements. At the same time, the challenges caused by the pandemic continue to create uncertainty as the District navigates staffing challenges, evolving protocols, and new supports for students and staff. While this creates a dynamic fiscal challenge for the School District, the significant additional Federal relief funds allow the District to both navigate the impacts of the pandemic and manage a short-term period of investment. The District has created a framework for how it will approach spending these one-time funds to achieve both learning recovery and identify fiscally sustainable supports for the long-term.

Met Standard: X

Did Not Meet Standard:



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Professionalism: The Superintendent will act ethically and professionally in managing personal conduct, relationships with others, and decision-making processes. The Superintendent additionally works to individually reflect upon his/her effectiveness within the role, and works to improve effectiveness through the use of professional development literature and activities.

Undoubtedly the 2020-2021 school year has been one unlike any other we've ever experienced. We began the school year fully digital while we worked through the ever-changing climate of covid-19 in our city. In March, we were finally able to begin the important work of transitioning our staff and students back into the classroom. All school buildings are now open and welcoming 32% of students in kindergarten through ninth grade and students with complex needs in grades 10 through 12 whose families have opted into a mix of in-person and digital learning. This transition was critically important for our students, who struggled with a year of separation, loss of loved ones, and the ongoing impacts of increased gun and domestic violence, systemic racism and social injustice. Additionally, we knew our students, especially our youngest learners, experienced significant learning loss with a decline in reading scores of 6 percentage points from winter 2019-2020, which is when they were still receiving in-person instruction, to fall 2021 which reflects virtual instruction.

This effort required a focus on first communicating and then establishing expectations for students to be able to return to in-person learning. Additionally, this effort required the development of logistical systems and structures for building readiness, health and safety protocols, social/emotional support for students and staff members and the establishment of a hybrid model of instruction for grades 1-9 and children with special needs.

In order to get children back into buildings we took the following actions:

- Created a Health and Safety Plan for board approval and submission to the Pennsylvania Department of Education
- Created a Reopening Readiness Report that included six reopening milestones: digital enablement, staff coverage, people preparedness, building readiness, operational readiness, and academics - Each milestone included a set of actions and leading indicators that would provide information about our readiness to serve students either remotely or in-person.
 - Digital enablement included enabling student success by providing devices, access to the internet, an effective Learning Management System, and technology support. This area included establishing technology distribution and support centers; the implementation of a new learning management system; and working with the City and Comcast to provide families free access to high-speed internet.
 - Staff coverage included having proper staff coverage and clearly outlined and communicated roles and responsibilities. This area included the filling of all teaching and support positions in schools including the hiring of 127 supplemental teachers.
 - People preparedness included training, informing, and otherwise preparing the District (students, staff, and families) for reopening. These activities included professional development sessions for all staff to review health and safety protocols and virtual teaching using the new technology tools. There were also town halls for families described in the community relations section of this evaluation.



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- *Building readiness included enabling district buildings for a safe opening with the necessary supplies and updates, such as ventilation. These efforts included doing Air Balancing assessments in every building by a certified air balancer. It also included detailing progress reports about the installation of hand sanitizing stations, building cleanliness and supplies.*
- *Operational readiness included implementing updated school operation plans with health and safety procedures installed and transportation and meal distribution solidified. This effort included establishing a tiered transportation schedule for all students in Philadelphia who required transportation; meal distribution sites at over 100 locations and partnerships with health agencies and organizations to vaccinate staff and perform weekly Covid testing.*
- *Academics included delivering an instructional model that was seamless across the learning model continuum, and aligned to grade-level instructional goals, that included social emotional learning curriculum.*
- *Created and implemented a Healing Together Initiative, which was designed to address the needs of our students, staff, and families in the wake of the sustained trauma of both racial injustice and the coronavirus pandemic*

Specific supports of the Healing Together Initiative will include:

- *Mental Health and Trauma:*
 - *Co-located mental health providers in every school*
 - *Live and virtual counseling and a mental health helpline for students and families*
 - *Training for principals on meeting mental health needs of students, families, and staff*
- *Social-emotional learning:*
 - *Resources to help school leaders support social-emotional learning in their schools*
 - *Professional development on integrating social-emotional and academic learning*
 - *Grade-specific social-emotional learning activities that can be implemented live or virtually*
- *Relationships and Community:*
 - *Training for principals on practices that foster strong, supportive relationships in schools*
 - *Training for leaders and staff on community-building through restorative circles and restorative disciplinary approaches*
 - *Grade-specific relationship- and community-building activities that can be implemented live or virtually*
- *Adult Wellness:*
 - *Training for principals on best practices in supporting adult wellness in schools*
 - *Professional development for teachers on integrating mindfulness practices into their day*
 - *Planning guides to assist school leadership teams in creating systems and structures to support adult wellness and mental health .*



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In order to get children back into buildings we established the following partnerships:

- *The Philadelphia Department of Public Health (PDPH) in order to test and contact trace positive Covid cases to minimize exposure in schools.*
- *The Children's Hospital of Philadelphia (CHOP) and Pennsylvania Hospital to offer all staff the opportunity to receive the Covid vaccine.*
- *CHOP provided Covid tests to all school sites in order to conduct weekly testing and trained school nurses to administer those tests to students. Note-This effort led to the creation of a public manuscript of Detection of SARS-CoV-2 infection in public school district employees participating in a weekly assurance testing program following a district-wide vaccination program.*
- *Partnership with the City of Philadelphia to create Access Centers for families who needed a safe-supervised place for the children to go during the school day to participate in remote learning.*

Met Standard: X

Did Not Meet Standard:



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Community Relations: *The Superintendent communicates with and effectively engages the Board, staff, and members of the community, clearly articulating District goals and priorities, addressing local and broader issues affecting the District, and building support for District initiatives and programs.*

Community Relations was a major emphasis during SY20/21. During this period the district had to replace what we knew was historically the best way for families/guardians to receive information about their child's school - directly from the school and teachers. Therefore, we worked to still actively engage and communicate with families and all other stakeholders through the following measures:

Family Communication and Engagement Reopening Efforts

- Our Website: Advancing Education Safely website providing reopening updates and health and safety protocols. The website is: <https://www.philasd.org/coronavirus/schoolstart2020/>
- Get Help Webpage – the GetHelp page contains the phone number or email address for school staff and Central offices. The website is: www.philasd.org/face/gethelp
- Family Academy: Courses and Training (FACT) – parents can attend live workshops designed to help them with digital learning, answer their questions, and support their student's success. The website is: www.philasd.org/face/fact
- [Family Academy Online](#) – is available on YouTube for families to catch up on family workshops on their own time.
- Student COVID-19 Testing website: provides an overview of the student testing program. The website is: <https://www.philasd.org/studenthealth/covidtesting/>
- Robo Calls used to contact families by phone available in 10 languages
- Text Messages are sent directly to cellphone numbers available in 10 languages
- Emails are sent to parent's email addresses, including language links
- English Hotline – parents can call the hotline Monday to Friday, 8:00am to 4:30pm. The number is 215-400-5300
- Non-English Hotline numbers available in 9 languages
- Language Line – [Language Line](#) used to communicate with families in over 240 languages.
- Bilingual Counseling Assistants (BCAs) and Family Engagement Liaisons support families in over 18 languages providing one-to-one support with their concerns and provide parental learning opportunities including topics about digital learning and school re-opening, including scheduled office hours for families
- Concern Resolution - <https://www.philasd.org/face/concerns/>
- Parent and Family Portal – provides an online resource for families to access past messages they may have missed. Parents can also customize their communication preferences. The website is: <https://www.philasd.org/pfportal>

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We also used a wide range of tools and platforms to conduct the important work of communicating with and engaging staff, families and the broader community that included the following:

- Press conferences w/ Spanish interpreter - a minimum of 1/wk, which are also shared through our social media platforms in long format video and in shorter cuts for user friendliness
- Regular messages, robocalls and text messages to families - to keep them up to date on our hybrid learning plans and progress; issued in top 8 languages
- My Facebook Live sessions - every 1-2 weeks; reposted on social media (average 16K+ views)
- A radio show on WURD Education Pulse Radio Show - 2x/month; reposted on social media
- Social Media across all major platforms - daily content shared, including a Know the Facts campaign which began Feb. 1.
- Town Hall Sessions - for families & staff; w/ District leaders + health experts
- Numerous videos & quick guides - to showcase health & safety measures in place & the District's work to prepare schools for safe in-person learning
- Website - links to latest info are posted in alert banner on homepage + a dedicated Advancing Education Safely webpage features current messages, videos, Quick Guides and Q&As
- Supporting Effective School Leader Communication - research shows that parents/families most want & trust info directly from teachers & schools
 - Communications toolkit w/ guidance & letter templates in top 8 languages
 - Daily Gram + Monthly town halls - supported by Office of Schools
- School Communications - schools use their websites, phone/email/text messages, social media and Parent Portal to communicate regularly with students and families
- Family and Community Engagement Office - maintains regular communications w/ parents/families via their liaisons, newsletters and other tools
- Operations Communications -
 - Update letters shared with schools and families 1) when environmental hazards are identified and when addressed, and 2) when major work is planned and completed.
 - Ventilation Assessments are posted online and updated as new info is available

Met Standard: X

Did Not Meet Standard: