

College & Career - Board 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

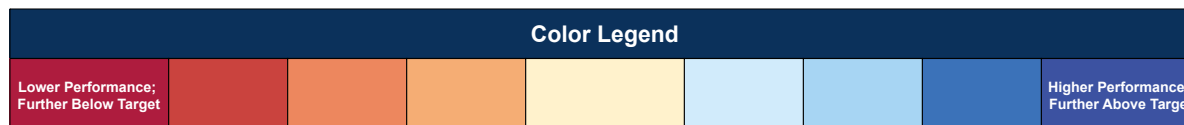
College & Career - Board Goal 5:
 The percentage of Career and Technical Education (CTE) students who pass an industry standards-based competency assessment by the end of their 12th grade year will grow from 54.5% in August 2019 to 80.0% in August 2026.

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 Fall, Winter, and Spring each year.

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).

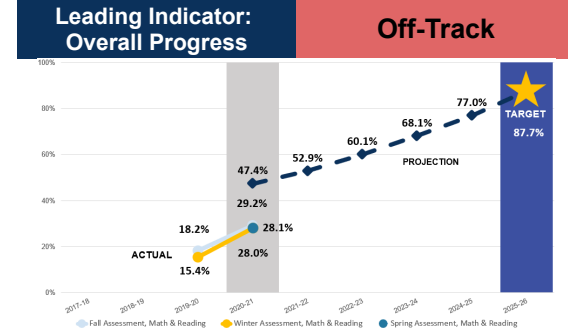
Leading Indicator 5.2:
 The percentage of 10th grade CTE students who pass their CTE Level 1 coursework (with a grade of A or B).

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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 Fall, Winter, and Spring each year.



Leading Indicator: District-Wide % At/Above Grade Level Grades 9-11, Star Math & Reading	Assessment Period	2017-18 ¹	2018-19 ¹	2019-20 ²	2020-21 ³	2020-21 Annual Target	Distance to 2020-21 Target	Distance to 2021-22 Target	2025-26 Final Target	
	Fall	N/A	N/A	18.2%	29.2%	47.4%	-18.2	-23.7	87.7%	
	Winter	N/A	N/A	15.4%	28.1%	47.4%	-19.3	-24.8	87.7%	
	Spring	N/A	N/A	N/A	28.0%	47.4%	-19.4	-24.9	87.7%	
	Leading Indicator Performance									
	Student Group	2020-21 Winter ⁴		2020-21 Spring		2020-21 Annual Target	Distance to 2020-21 Target	Distance to 2021-22 Target	2025-26 Final Target	
		% Participating ⁵	% At/Above Grade Level ⁶	% Participating ⁵	% At/Above Grade Level ⁶					
	Black / African American	64.5%	18.5%	45.2%	18.3%	47.4%	-29.1	-34.6	87.7%	
	Hispanic / Latinx	56.3%	18.1%	40.4%	18.3%	47.4%	-29.1	-34.6	87.7%	
	White	75.7%	49.1%	56.0%	46.6%	47.4%	-0.8	-6.3	87.7%	
American Indian / Alaskan Native ⁶	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	-	-	-	-		
Asian	85.3%	50.4%	69.5%	49.3%	47.4%	+1.9	-3.6	87.7%		
Native Hawaiian / Pacific Islander ⁶	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	-	-	-	-		
Multi Racial / Other	63.2%	36.5%	45.7%	32.4%	47.4%	-15.0	-20.5	87.7%		
English Learners	57.1%	3.2%	45.3%	5.1%	47.4%	-42.3	-47.8	87.7%		
Special Education ⁷	50.1%	3.9%	36.5%	3.8%	47.4%	-43.6	-49.1	87.7%		
Economically Disadvantaged	62.9%	21.1%	45.2%	21.7%	47.4%	-25.7	-31.2	87.7%		

**College & Career Goal 4: Participation & Performance
Grades 9-11, Star Math & Reading**

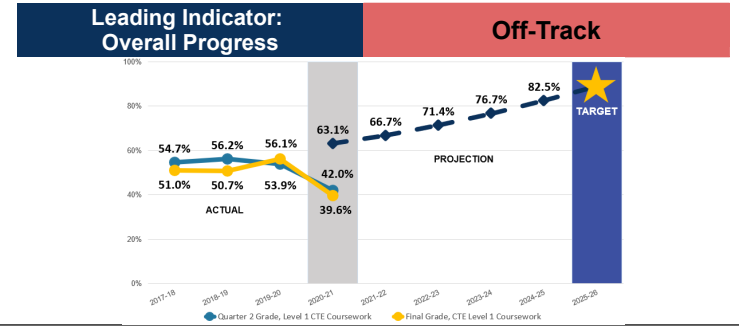
	Winter Assessment, 2020-21 ⁴					Spring Assessment, 2020-21					% Students Participating: Change From Winter 2020-21 ⁶	% At/Above Grade Level: Change From Winter 2020-21 ⁶
	# Students Eligible ⁵	# Students Participating ⁵	% Students Participating ⁵	# At/Above Grade Level ⁵	% At/Above Grade Level ⁵	# Students Eligible ⁵	# Students Participating ⁵	% Students Participating ⁵	# At/Above Grade Level ⁵	% At/Above Grade Level ⁵		
Overall	27,007	17,918	66.3%	5,014	28.1%	26,948	12,990	48.2%	3,616	28.0%	-18.1	-0.1
Black / African American	13,539	8,735	64.5%	1,612	18.5%	13,490	6,104	45.2%	1,117	18.3%	-19.3	-0.2
Hispanic / Latinx	5,828	3,281	56.3%	578	18.1%	5,842	2,362	40.4%	419	18.3%	-15.9	+0.2
White	3,463	2,621	75.7%	1,287	49.1%	3,445	1,929	56.0%	898	46.6%	-19.7	-2.5
American Indian / Alaskan Native⁶	<i>Insufficient Sample</i>	<i>Insufficient Sample</i>	<i>Insufficient Sample</i>	<i>Insufficient Sample</i>	<i>Insufficient Sample</i>	<i>Insufficient Sample</i>	<i>Insufficient Sample</i>	<i>Insufficient Sample</i>	<i>Insufficient Sample</i>	<i>Insufficient Sample</i>	-	-
Asian	2,897	2,472	85.3%	1,246	50.4%	2,897	2,013	69.5%	993	49.3%	-15.8	-1.1
Native Hawaiian / Pacific Islander⁶	<i>Insufficient Sample</i>	<i>Insufficient Sample</i>	<i>Insufficient Sample</i>	<i>Insufficient Sample</i>	<i>Insufficient Sample</i>	<i>Insufficient Sample</i>	<i>Insufficient Sample</i>	<i>Insufficient Sample</i>	<i>Insufficient Sample</i>	<i>Insufficient Sample</i>	-	-
Multi Racial/Other	1,200	759	63.2%	277	36.5%	1,194	546	45.7%	177	32.4%	-17.5	-4.1
English Learners	3,445	1,966	57.1%	59	3.2%	3,463	1,570	45.3%	76	5.1%	-11.8	+1.9
Non-English Learners	23,562	15,952	67.7%	4,955	31.1%	23,485	11,420	48.6%	3,540	31.0%	-19.1	-0.1
Special Education⁷	4,773	2,392	50.1%	93	3.9%	4,746	1,733	36.5%	66	3.8%	-13.6	-0.1
Non-Special Education	22,234	15,526	69.8%	4,921	31.9%	22,202	11,257	50.7%	3,550	31.7%	-19.1	-0.2
Economically Disadvantaged	17,815	11,209	62.9%	2,351	21.1%	18,282	8,261	45.2%	1,785	21.7%	-17.7	+0.6
Non-Economically Disadvantaged	9,192	6,709	73.0%	2,663	40.0%	8,666	4,729	54.6%	1,831	39.0%	-18.4	-1.0
Off Track (36 Schools)	15,844	9,078	57.3%	713	7.9%	15,846	6,537	41.3%	577	8.9%	-16.0	+1.0
Near Track (9 Schools)	6,769	5,154	76.1%	1,697	33.0%	6,731	3,881	57.7%	1,308	33.8%	-18.4	+0.8
On Track (7 Schools)	4,394	3,686	83.9%	2,604	70.7%	4,371	2,572	58.8%	1,731	67.3%	-25.1	-3.4

**College & Career Goal 4: Participation & Performance by Grade Level
Grades 9-11, Star Math and Reading**

	Winter Assessment, 2020-21 ^a					Spring Assessment, 2020-21					% Students Participating: Change From Winter 2020-21 ^a	% At/Above Grade Level: Change From Winter 2020-21 ^a
	# Students Eligible ^a	# Students Participating ^a	% Students Participating ^a	# At/Above Grade Level ^b	% At/Above Grade Level ^b	# Students Eligible ^a	# Students Participating ^a	% Students Participating ^a	# At/Above Grade Level ^b	% At/Above Grade Level ^b		
Overall (Grades 9-11)	27,007	17,918	66.3%	5,014	28.1%	26,948	12,990	48.2%	3,616	28.0%	-18.1	-0.1
Grade 9	9,734	6,789	69.7%	1,760	26.1%	9,760	5,077	52.0%	1,350	26.7%	-17.7	+0.6
Grade 10	9,338	6,086	65.2%	1,657	27.4%	9,311	4,439	47.7%	1,250	28.4%	-17.5	+1.0
Grade 11	7,935	5,043	63.6%	1,597	31.6%	7,877	3,474	44.1%	1,016	29.4%	-19.5	-2.2

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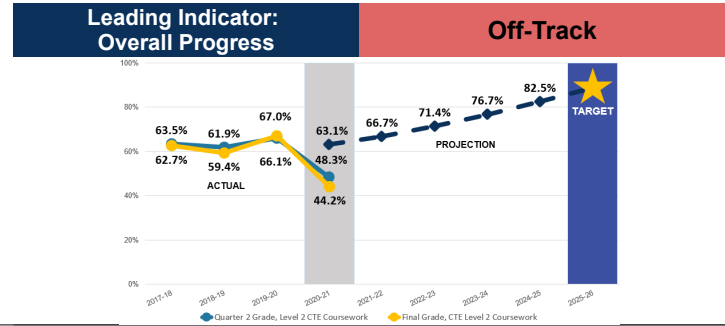
Leading Indicator 5.2:
The percentage of 10th grade CTE students who pass their CTE Level 1 coursework (with a grade of A or B).



Leading Indicator: District-Wide % Passing Level 1 CTE Coursework (Grade of A or B) Grade 10, Eligible CTE Students	Grading Period	2017-18	2018-19	2019-20 ¹⁰	2020-21 ¹¹	2020-21 Annual Target	Distance to 2020-21 Target	Distance to 2021-22 Target	2025-26 Final Target	
	Quarter 2 Grades	54.7%	56.2%	53.9%	42.0%	63.1%	-21.1	-24.7	88.9%	
	Final Grades	51.0%	50.7%	56.1%	39.6%	63.1%	-23.5	-10.6	88.9%	
Leading Indicator: Passing Level 1 CTE Coursework (Grade 10, Grade of A or B) - Final Grades										
	Student Group	2018-19			2019-20 ¹⁰			2020-21 ¹¹		
		# Eligible CTE Students ¹²	# Eligible CTE Students Passing Coursework ¹³	% Eligible CTE Students Passing Coursework ¹³	# Eligible CTE Students ¹²	# Eligible CTE Students Passing Coursework ¹³	% Eligible CTE Students Passing Coursework ¹³	# Eligible CTE Students ¹²	# Eligible CTE Students Passing Coursework ¹³	% Eligible CTE Students Passing Coursework ¹³
	All Students	1,456	738	50.7%	1,394	782	56.1%	1,745	691	39.6%
	Black / African American	823	353	42.9%	833	436	52.3%	1,005	357	35.5%
	Hispanic / Latinx	357	196	54.9%	338	184	54.4%	473	177	37.4%
	White	167	121	72.5%	136	102	75.0%	151	93	61.6%
	American Indian / Alaskan Native ^a	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample
	Asian	58	39	67.2%	45	32	71.1%	47	31	66.0%
	Native Hawaiian / Pacific Islander ^a	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample
	Multi Racial / Other	47	26	55.3%	40	26	65.0%	66	32	48.5%
	English Learners	132	63	47.7%	140	80	57.1%	211	77	36.5%
	Special Education	272	101	37.1%	275	130	47.3%	338	100	29.6%
	Economically Disadvantaged	1,074	517	48.1%	1,000	517	51.7%	1,346	485	36.0%

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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).









Leading Indicator: District-Wide % Passing Level 2 CTE Coursework (Grade of A or B) Grade 11, Eligible CTE Students	Grading Period	2017-18	2018-19	2019-20 ¹⁰	2020-21 ¹¹	2020-21 Annual Target	Distance to 2020-21 Target	Distance to 2021-22 Target	2025-26 Final Target	
	Quarter 2 Grades	63.5%	61.9%	66.1%	48.3%	63.1%	-14.8	-18.4	88.9%	
	Final Grades	62.7%	59.4%	67.0%	44.2%	63.1%	-18.9	-22.5	88.9%	
	Leading Indicator: Passing Level 2 CTE Coursework (Grade 11, Grade of A or B) - Final Grades									
	Student Group	2018-19			2019-20 ¹⁰			2020-21 ¹¹		
		# Eligible CTE Students ¹²	# Eligible CTE Students Passing Coursework ¹³	% Eligible CTE Students Passing Coursework ¹³	# Eligible CTE Students ¹²	# Eligible CTE Students Passing Coursework ¹³	% Eligible CTE Students Passing Coursework ¹³	# Eligible CTE Students ¹²	# Eligible CTE Students Passing Coursework ¹³	% Eligible CTE Students Passing Coursework ¹³
	All Students	1,182	702	59.4%	1,028	689	67.0%	1,226	542	44.2%
	Black / African American	630	338	53.7%	557	348	62.5%	719	287	39.9%
	Hispanic / Latinx	308	174	56.5%	268	169	63.1%	306	134	43.8%
	White	152	121	79.6%	127	114	89.8%	124	75	60.5%
American Indian / Alaskan Native ^a	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	
Asian	61	48	78.7%	45	34	75.6%	39	29	74.4%	
Native Hawaiian / Pacific Islander ^a	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	
Multi Racial / Other	29	20	69.0%	29	23	79.3%	36	17	47.2%	
English Learners	115	59	51.3%	92	56	60.9%	107	47	43.9%	
Special Education	202	102	50.5%	176	98	55.7%	230	100	43.5%	
Economically Disadvantaged	823	470	57.1%	725	463	63.9%	892	351	39.3%	

**Passing Level 1 or Level 2 CTE Coursework (Grade A or B)
Eligible CTE Students, 2020-21 Final Grades**

School Type	Grade	Quarter 2 Grades, 2020-21			Final Grades, 2020-21 ¹¹			% Eligible CTE Students Passing Coursework: Change From Quarter 2 2020-21
		# Eligible CTE Students ¹²	# Eligible CTE Students Passing Coursework ¹³	% Eligible CTE Students Passing Coursework ¹³	# Eligible CTE Students ¹²	# Eligible CTE Students Passing Coursework ¹³	% Eligible CTE Students Passing Coursework ¹³	
All Schools (26 Schools)	10	1,691	711	42.0%	1,745	691	39.6%	-2.4
	11	1,213	586	48.3%	1,226	542	44.2%	-4.1
Comprehensive CTE Schools (6 Schools) ¹⁴	10	812	369	45.4%	815	333	40.9%	-4.5
	11	576	286	49.7%	578	257	44.5%	-5.2
Schools with CTE Programs (20 Schools) ¹⁴	10	879	342	38.9%	930	358	38.5%	-0.4
	11	637	300	47.1%	648	285	44.0%	-3.1

Overview of Implementation Planning: College & Career Goals 4 & 5

		1 	2 	3 	4 	5 	6+ 	
		Define Ideal Future State and Build Common Understanding	Create Logic Model to align on Outcomes, Activities, and Outputs	Define Roles & Responsibilities of Stakeholders identified in Logic Model	Assess Logic Model Assets and Gaps	Summarize Major Barriers to Implementation	Develop Year 1 Implementation Plan, Timeline, and Indicators	
		ONGOING STAKEHOLDER FEEDBACK & INPUT						
Goal 4 and 5 Strategies	Academic Framework	Develop and implement a high-quality, culturally and linguistically relevant, standards-aligned curriculum in core subjects, beginning with Math and ELA, and develop teachers' capacity and content knowledge to implement high quality grade-level (Tier 1) instruction.				Completed		In Progress
	Professional Learning Cycles	Implement evidence-based professional learning cycles that drive a district-wide calendar and school common planning time schedules and standardize expectations for how time is used during school year to address competing professional development priorities.				Completed		In Progress
	Common Planning Time	Implement and refine Common Planning Time as sacred, regularly-scheduled, structured time where teachers and leaders collaborate to support continuous learning, build capacity around content, pedagogy, and informed instructional decision-making, and continue to develop school cultures that promote belonging and achievement, especially for those historically marginalized and negatively impacted by existing systems.				Completed		
	Multi-Tiered System of Supports (MTSS)	Improve the implementation of MTSS district-wide by building leadership's and staff's understanding about the MTSS process and the critical functions of each Tier, developing school staff's expertise on delivery of high-quality services at each Tier, and providing the systems, tools, time, and resources needed to support MTSS in every school.				Completed		In Progress
	Equity Framework	Operationalize the Equity Framework with an emphasis on the development of anti-racist learning pathways and non-negotiables for employment.	In Progress	Next Step	Upcoming			
	Talent and Leadership	Implement evidence-based strategies to recruit and retain teachers and leaders who match the needs of their students which focuses on: developing and supporting school leaders as talent managers, addressing teachers social-emotional well-being, addressing barriers to certification (including Career and Technical Education certifications), and providing ongoing and meaningful feedback through high-quality evaluation.	In Progress	Next Step	Upcoming			

District-Wide Approach: Year 1, Tier 1

Year 1 Goal

All students, including those who have been historically marginalized and negatively impacted by existing systems, engage in culturally appropriate grade-level instruction in a safe and welcoming environment.

Year 1 Focus

In Year 1, the District will focus on Tier 1 MTSS which includes the implementation of grade-level instruction and evidence-based school-wide climate programming. If all students engage in grade-level instruction with appropriate scaffolds then we will reduce the number of students requiring Tier 2 and 3 interventions.

Year 1 Approach

Ensure all schools and teachers have access to evidence-based Universal Screeners, Tier 1 English Language Arts curriculum, instructional guides, and school-wide climate programs.



Build the capacity of teachers and school leaders to implement grade-level instruction through District-wide pre-professional learning cycles and weekly school-level Common Planning Time.



Use monthly MTSS meetings to review school progress towards implementing Tier 1 strategies, analyze student data, and adjust their approaches accordingly.

¹ Star assessments for grades 9-11 were not administered district-wide prior to 2019-20.

² In Spring 2019-20, Star assessments were not administered due to COVID-19.

³ At/Above Grade Level corresponds to At/Above Benchmark on Star assessments. Performance is shaded based on the distance from the annual target, with red representing lower performance rates and blue representing higher performance rates.

⁴ Due to retroactive changes to student enrollment, participation and performance values for previous assessment periods may change slightly.

⁵ Students are counted as participating if they completed the assessment within the official testing window. The Star Spring 2021 assessment window ran from May 3, 2021 through June 11, 2021. Starting in 2020-21, all Star Spanish results are counted in participation rates, but are excluded from performance rates. The Star Spanish high school assessment has not yet been nationally normed by Renaissance Learning and performance levels cannot be assigned.

⁶ Metrics for student groups are suppressed when either there are fewer than 20 eligible students in the student group, or, if another student group has fewer than 20 eligible students, a second student group's metrics are suppressed to prevent the first student group's metrics from being determined through simple calculations.

⁷ All students are required to participate except for students who are exempted based on their Individualized Education Program (IEP). For the Special Education student group, '% of Students Participating' includes all students, including those who are exempted, in the denominator.

⁸ Students are considered eligible if they were enrolled at their school on the last day of the testing window. The Star Spring 2020-21 assessment window ran from May 3, 2021 through June 11, 2021.

⁹ The metrics '% Students Participating: Change From Winter 2020-21' and '% At/Above Grade Level: Change From Winter 2020-21' represent the percentage point difference between the percentage of students participating in or scoring At/Above Grade Level on Star Math (At/Above Benchmark) from the Winter 2020-21 assessment to the Spring 2020-21 assessment.

¹⁰ In 2019-20, 'Final Grades' represent grades at the end of Term 3. Due to COVID-19, the 2019-20 Term 3 was extended through the end of the school year, and Term 4 was canceled.

¹¹ In 2020-21, 'Final Grades' includes final grades of students who took an eligible CTE course in Term 4, as well as final grades of students who took an eligible CTE course in Term 2 but were not enrolled in an eligible CTE course in Term 4.

¹² Eligible Career and Technical Education (CTE) students are those enrolled in CTE courses aligned to their grade level based on their enrollment at the end of the second or fourth grading quarter and are on track to take the NOCTI at the end of their 12th grade year. CTE courses can be half or full year courses, and are aligned to grade level by the following: Level 3 Coursework for students in grades 12, Level 2 Coursework for students in grade 11, and Level 1 Coursework for students in grade 10. Only CTE courses with coursework associated to an industry-aligned NOCTI Exam are included.

¹³ '% Eligible CTE Students Passing Coursework' measures the percentage of Career and Technical Education (CTE) students receiving a letter grade of A or B in their Level 1 CTE coursework for 10th grade or Level 2 CTE coursework for 11th grade. Only CTE courses with coursework associated to an industry-aligned NOCTI Exam are included. Columns and rows highlighted in blue indicate they represent either the indicator or the student group tracked by the indicator. Bolded columns and rows indicate important metrics or values related to the indicator or student performance. Performance is shaded based on the distance from the annual target, with red representing lower performance rates and blue representing higher performance rates.

¹⁴ Comprehensive Career and Technical Education (CTE) Schools are designated by the School District of Philadelphia where all students in grade 10 and above are expected to participate in CTE course progression. Schools with CTE Programs are schools where CTE students are integrated with peers that are not pursuing CTE paths. Five schools with CTE Programs did not have any eligible grade 11 CTE students in Quarter 2 2020-21. One school with Career and Technical Education (CTE) Programs did not have any eligible grade 10 CTE students in Quarter 2 2020-21.