



Goals & Guardrails Progress Monitoring

Goal 3: Math Grades 3-8

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Where Have We Been?

Where We've Been: Math Performance



Math performance has been historically low for all students, and especially for our underserved student populations.

- Academics Office and Schools Office were separate divisions, which made coordination difficult.
- The pandemic led to further learning losses in math, nationally and in our District.

We made three major shifts starting in the 2023-24 school year:

- Created an Academic Services Division
- Began implementation of Accelerate Philly Strategic Plan
- Moved to a regional model for Learning Networks

Tonight you'll hear about:

- Strategic Actions and additional initiatives we have implemented from September to December of 2024
- Within-year math assessment data, which helps us understand if we are heading in the right direction

High Levers for Accelerating Student Achievement

LEVER	ACCELERATE PHILLY STRATEGY
1 Highly qualified, well supported, stable teachers over time	4.2 Pilot recruitment and retention incentives for teachers and principals to reduce vacancies in hard to staff schools.
2 Highly qualified, well supported, stable principals over time	4.2 Pilot recruitment and retention incentives for teachers and principals to reduce vacancies in hard to staff schools. 4.10 Launch surveys that provide principals, Assistant Superintendents, and District leaders with feedback from their direct reports.
3 High quality, standards aligned, and culturally appropriate curriculum (both academic & SEL)	3.2 Purchase and implement standards-aligned core instructional resources for math 3.3 (ELA) and 3.4 (Science) 3.5 High impact tutoring 3.17 Reorganize learning networks to place resources closer to families and communities and to improve student outcomes.
4 Adequate time on task (regular teacher and student attendance) and rigorous core instruction	1.7 Identify, audit, and improve school climate programs. 3.9 Provide more support to teachers in the areas of content knowledge, student engagement, and culturally and linguistically relevant instructional practices. 3.13 Expand 9th Grade On-Track (Success Networks) to reduce dropouts and increase four year graduation rates.
5 Schools engage parents as partners	2.1 Launch a two-way communications system 2.3 Launch a Superintendent's parent and guardian advisory group 2.9 Relaunch Parent University 2.10 Establish parent ambassador role

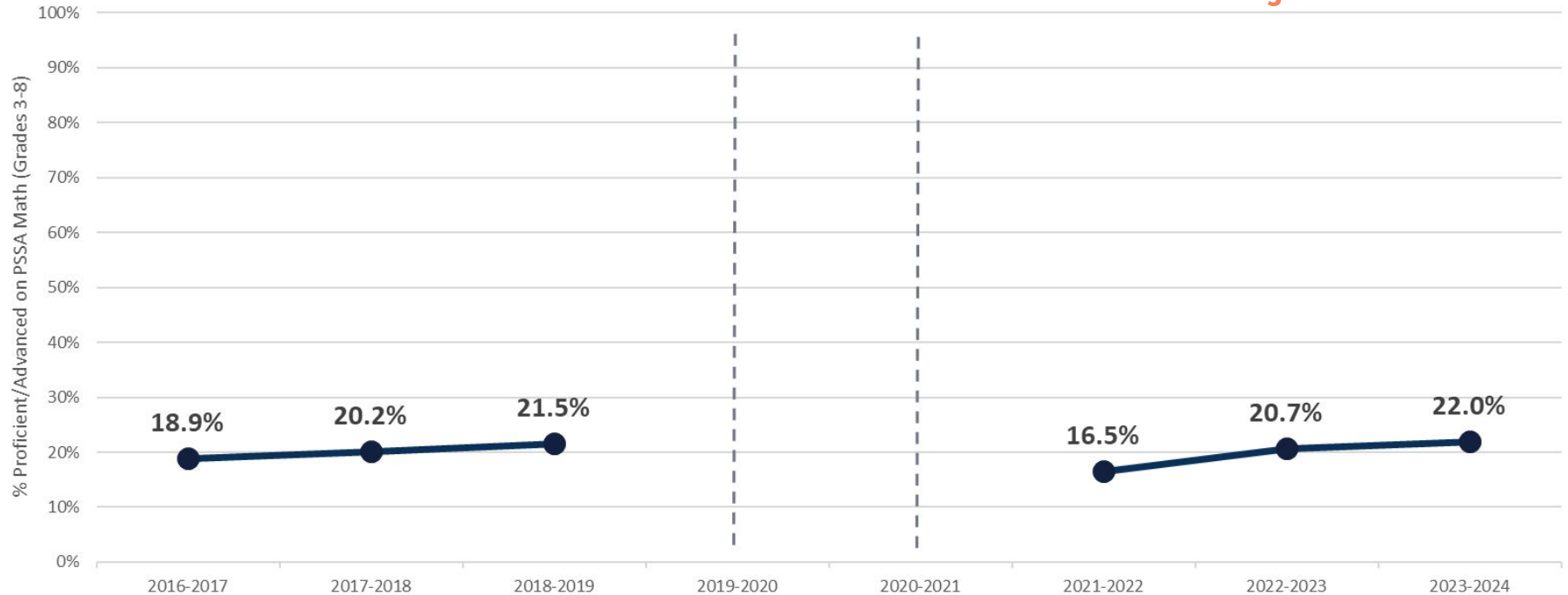
Goal 3

PSSA Math
Grades 3-8

The percentage of students in grades 3-8 who scored **Proficient or Advanced on the PSSA Math** rose from 16.5% in 2021-22 to 22.0% in 2023-24 (+5.5 percentage points).

PSSA Math Proficiency Rate: Grades 3-8

Annual Target 2023-24: 21.1%
Final Target 2029-30: 52.0%



Star At/Above Benchmark in Winter 2023-24 was 19.3%

Where We've Been: Illustrative Math Curriculum

(Strategic Action 3.2)



What we did

Continued Year 2 Implementation of Illustrative Math (IM), an evidenced-based math curriculum.

Why we did it

A **rigorous curriculum** combined with **high quality materials** (taught by a **highly qualified, well-supported, stable teacher**) can improve academic achievement. Teachers and school leaders voiced the need for clear and consistent curricular resources.

How it went: Sep - Dec 2024

- 1,061 departmentalized math teachers received math PD on August 20th/21st
- 930 departmentalized math teachers received math PD on October 25th
- In both PD sessions, ~92% of teachers agreed or strongly agreed: "I feel prepared to implement what I learned in my context."
- 22 Optional After School PDs were offered and approximately 880 teachers attended

Where We've Been: High Impact Math Tutoring

(Strategic Action 3.5)



What we did

Continued evidence-based high impact tutoring in two schools from September to December 2024 and hired staff to expand to six additional schools (8 schools total).

Why we did it

A study by the University of Chicago found that students who received tutoring with fidelity **learned up to 2.5 years of math** in one year.

How it went: Sep - Dec 2024

- 16 part-time tutors conducted 3 tutoring sessions per week for 99 students in two schools
- Half of participants had higher Fall to Winter growth on Star Math in 2024-25 compared to 2023-24, and a quarter of participants increased a full performance level from Fall to Winter 2024
- Hired 37 additional part-time tutors to begin high-impact tutoring in 6 additional schools beginning December 2024 to serve 447 students

Where We've Been: Other Math Supports

Collaborative Network Data Reviews

- Held 15 network sessions with principals to review key data on math, ELA, and attendance
- Created Central Office Response Teams to develop guidance and supports to address key challenges
- According to survey data, principals valued the opportunity to hear best practices and strategies from their colleagues and appreciated that Central Office staff were present to hear concerns and offer support






Supporting Teachers and Principals to Accelerate Achievement

- Created an easy-to-use tool to drill into individual student performance and provided professional development for principals to help them identify particular students to support in moving from On Watch to At/Above Benchmark.

School & Classroom Observations & Direct Support (*Strategic Action 3.18*)

- As of January 8, 2025, 1,200 school and classroom visits were conducted by the Academic Services Division:
 - Office of Professional Learning: 610
 - Office of Curriculum & Instruction: 330
 - Associate & Assistant Superintendents: 270

School Visits: Assistant Superintendents

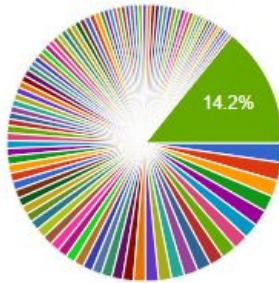
	 MONDAY	 TUESDAY	 WEDNESDAY	 THURSDAY
Morning	School Visit 1	School Visit 3	School Visit 4	School Visit 5/6
Afternoon	School Visit 2	District Professional Leadership Development	Academic Core Group Meeting (biweekly) or School Visit 5	School Visit 6/7
	 FRIDAY			
	OFFICE HOURS			

Central Office Operation Forms and Data Analysis

School Name

790 responses

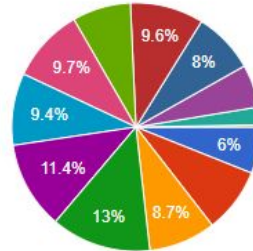
- Jenks, J.S.
- Stanton
- Moffet
- Pennell
- McCloskey
- Diston
- Edmonds
- Bache-Martin



Grade Level

1,077 responses

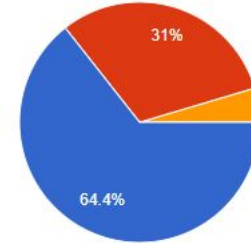
- Kindergarten
- 1
- 2
- 3
- 4
- 5
- 6
- 7



What Phase are you focusing on?

1,218 responses

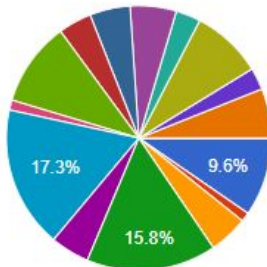
- Phase 1: Cultivating a Positive and Inclusive Community
- Phase 2: Implementing the Problem Based Learning Cycle
- Phase 3: Learning is Responsive and Discourse-Rich



Network Visited ([School List by Network](#))

1,155 responses

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8



Teacher Name

249 responses

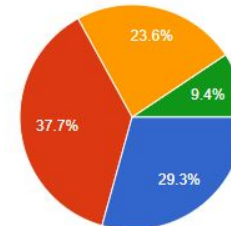
Mr. Grazier
Mr. Gillin
Ms. Gay
Mr. Hayes
unknown
Ms. Ehnar
Ms. Stead
Ms. Miller
Ms. Jacobs

Activities

d. Teacher uses the problem-based teaching and learning cycle (where students have opportunities to problem-solve with peers before synthesizing learning with the teacher).

406 responses

- Fully evident
- Partially Evident
- Not evident
- Not applicable





Where Are We Now?



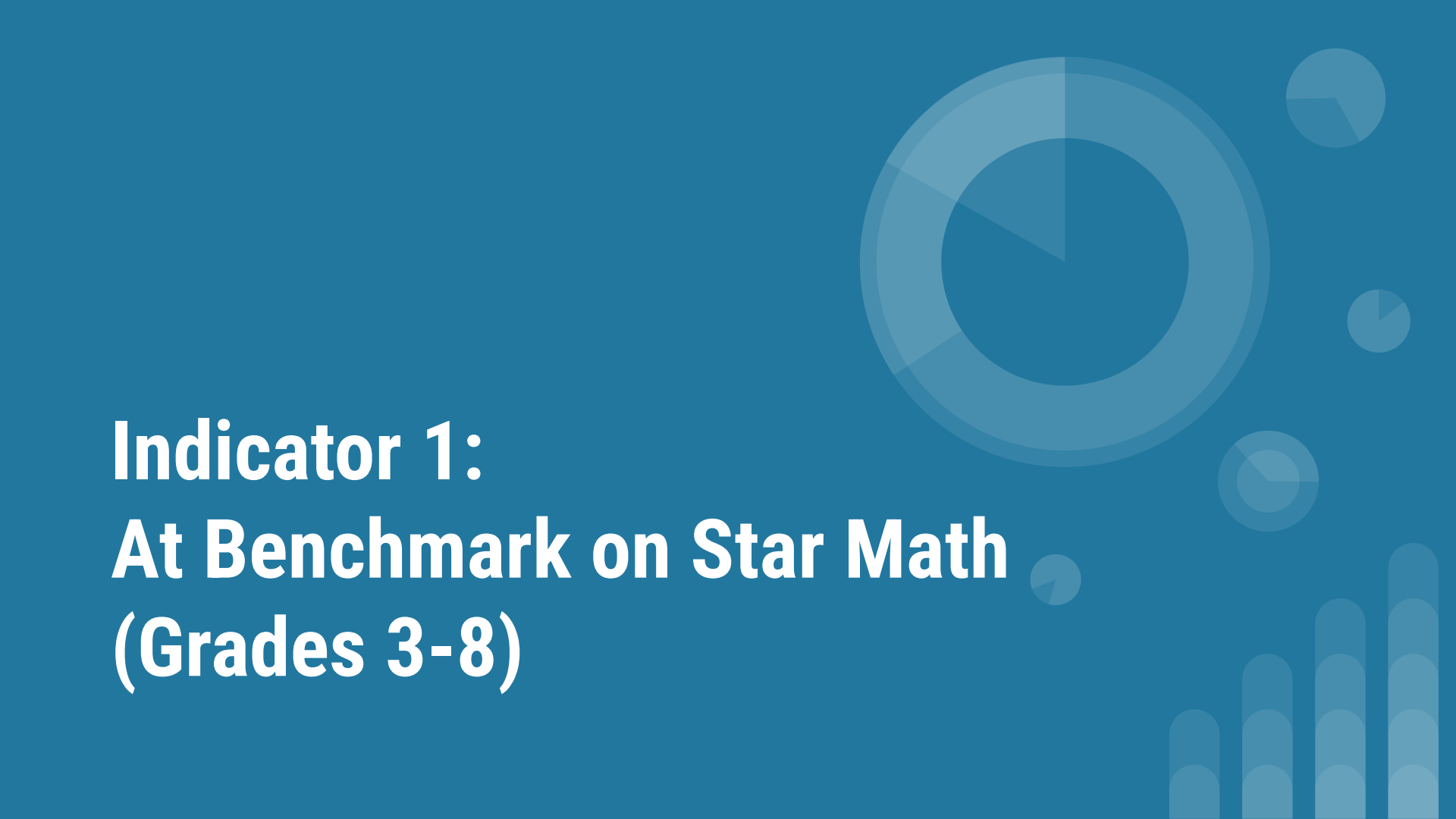
Goal 3 Leading Indicators

Goal 3: The percentage of students in grades 3-8 who are proficient on the state math assessment

Leading Indicator 1: The percentage of students in grades 3-8 who are At Target on the District's within-year math assessment

Leading Indicator 2: The percentage of students in grades 3-8 with high growth on the District's within-year math assessment **New**

Leading Indicator 3: The percentage of students in grades K-2 who are At Target on the District's required math Curriculum-Based Measures **New**



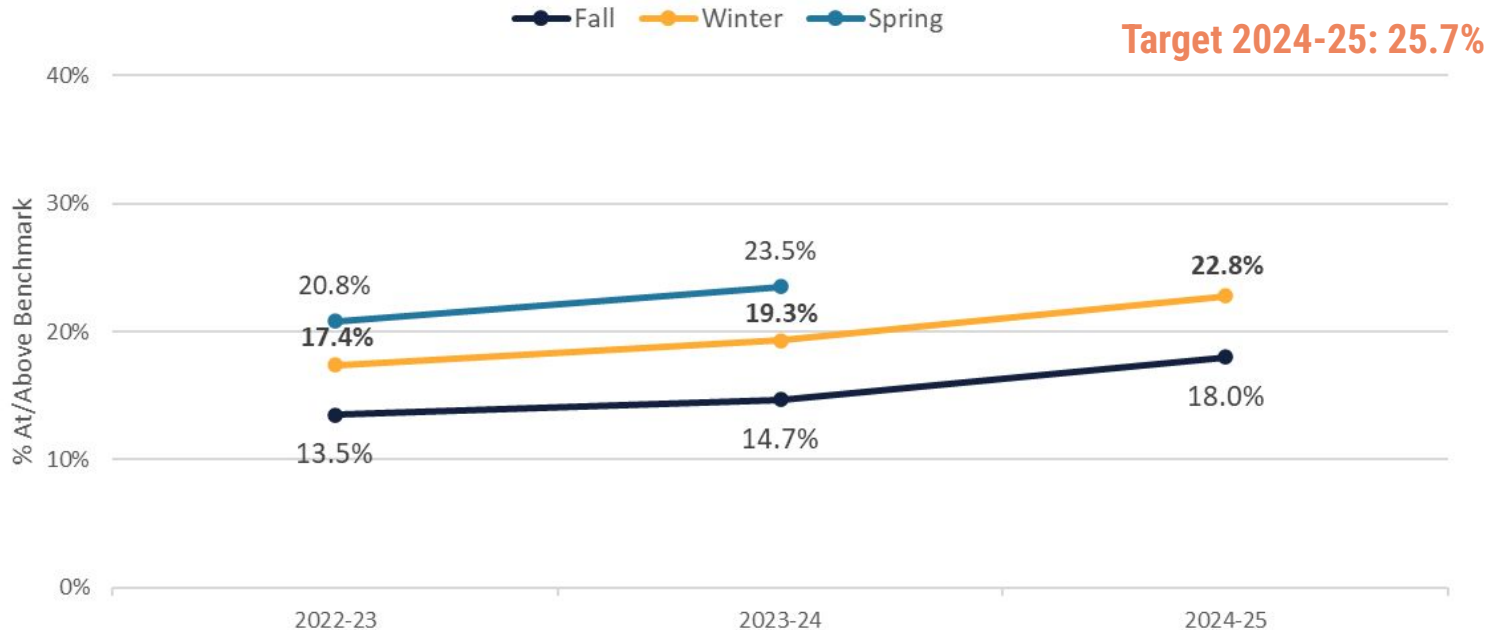
**Indicator 1:
At Benchmark on Star Math
(Grades 3-8)**

Indicator 1

Star Math: At Target

The percentage of students in grades 3-8 who scored **At/Above Benchmark on Star Math** increased from 19.3% in Winter 2023-24 to 22.8% in Winter 2024-25 (+3.5 percentage points).

Goal 3 - Leading Indicator 1: Star Math

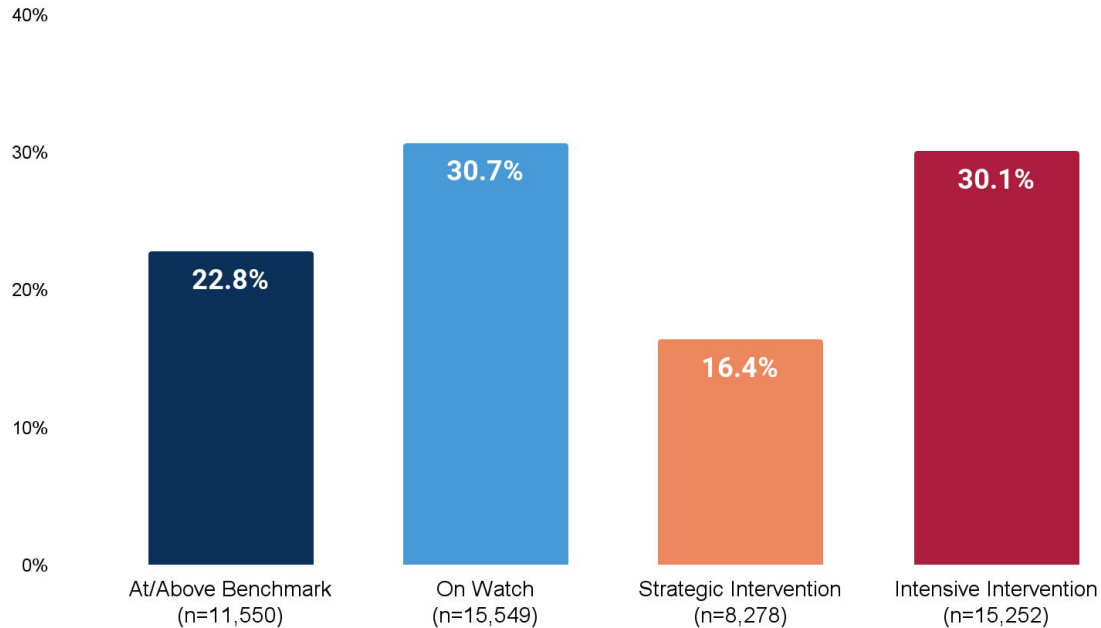


Indicator 1

Star Math: At Target

Over half of students in grades 3-8 (53.5%) scored **At/Above Benchmark** (22.8%) or **On Watch** (30.7%) in Winter 2024-25.

Goal 3 - Leading Indicator 1: Star Math, Winter 2024-25



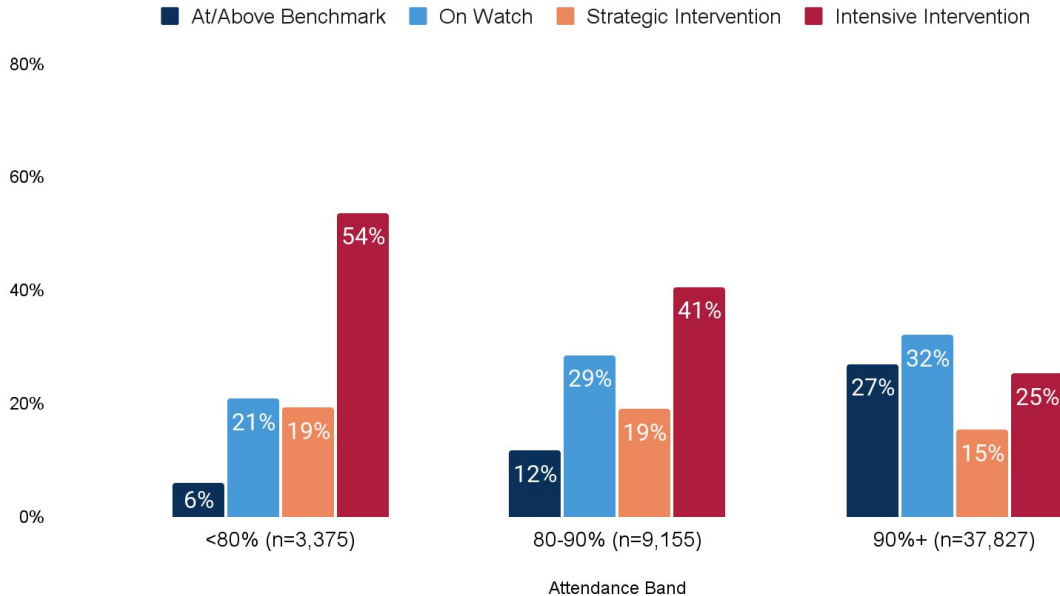
Indicator 1

Star Math: At Target

A higher percentage of students with higher attendance scored At/Above Benchmark on Star Math in Winter 2024-25.

Goal 3 - Leading Indicator 1: Star Math

Percentage of students scoring at each performance level by attendance band, Winter 2024-25

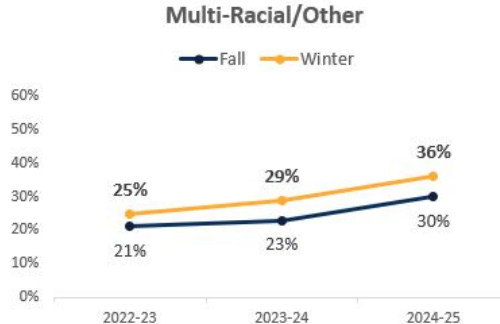
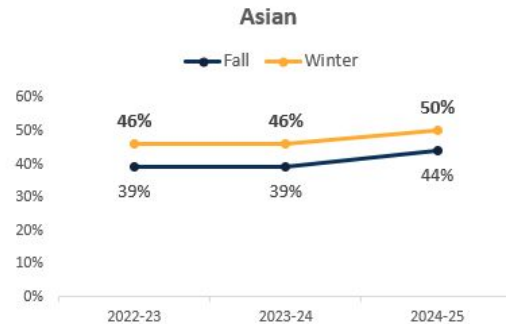
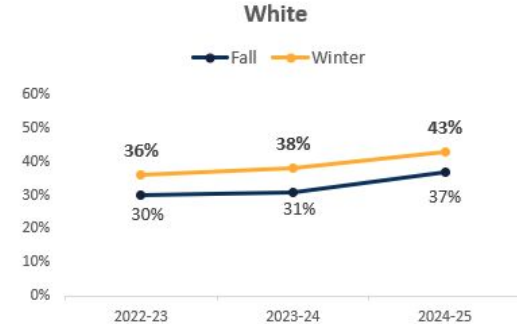
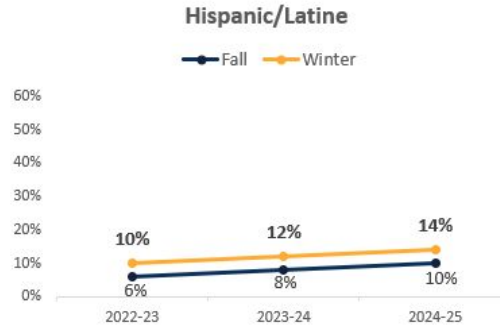
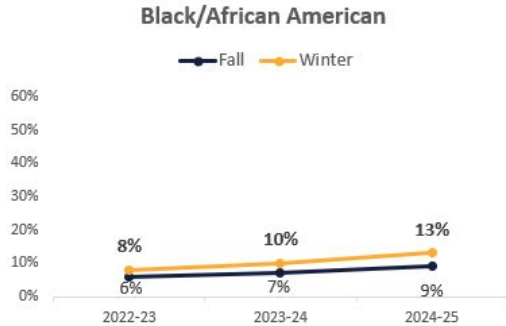


Indicator 1

Star Math: At Target

For all race/ethnicity groups, the percentage scoring At/Above Benchmark increased from Fall to Winter 2024-25.

Goal 3 - Leading Indicator 1: Star Math

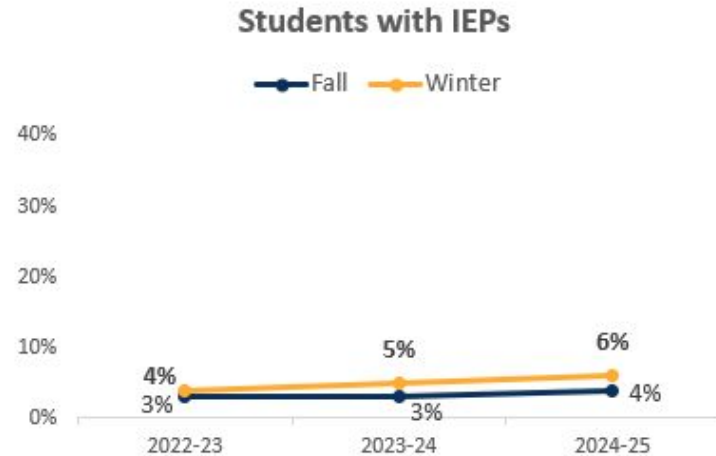
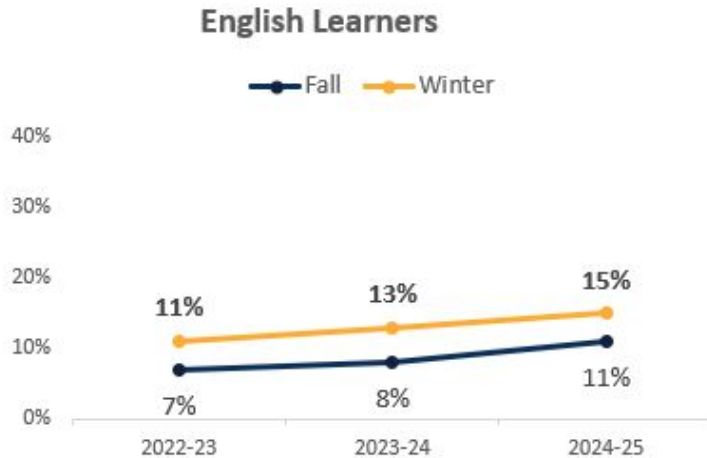


Indicator 1

Star Math: At Target

The percentage of English Learners and students with IEPs who scored At/Above Benchmark increased from Fall to Winter 2024-25.

Goal 3 - Leading Indicator 1: Star Math



Indicator 1

Star Math: At Target

Of current 3rd graders in Winter 2024-25, over one in four students (26.7%) moved up at least one performance level on Star Math from the Fall 2024-25 assessment cycle.

		WHERE THEY STARTED Performance in 3rd Grade Fall 2024-25			
		At/Above Benchmark	On Watch	Strategic Intervention	Intensive Intervention
WHERE THEY ARE NOW Performance in 3rd Grade Winter 2024-25	At/Above Benchmark	18.2% (1,570)	26.7% (2,303 improved by at least one performance level)		
	On Watch				
	Strategic Intervention	8.6% (743) declined by at least one performance level		5.9% (505)	
	Intensive Intervention				21.8% (1,880)

**Indicator 2:
Growth on Star Math
(Grades 3-8)**

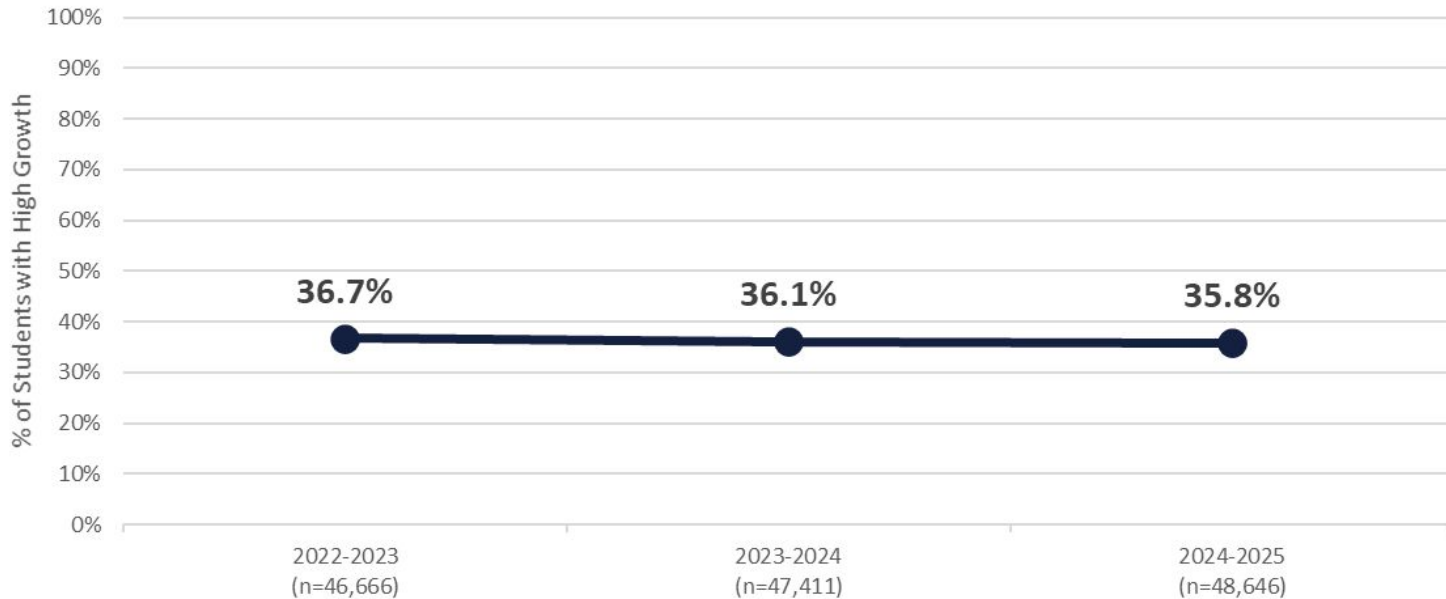


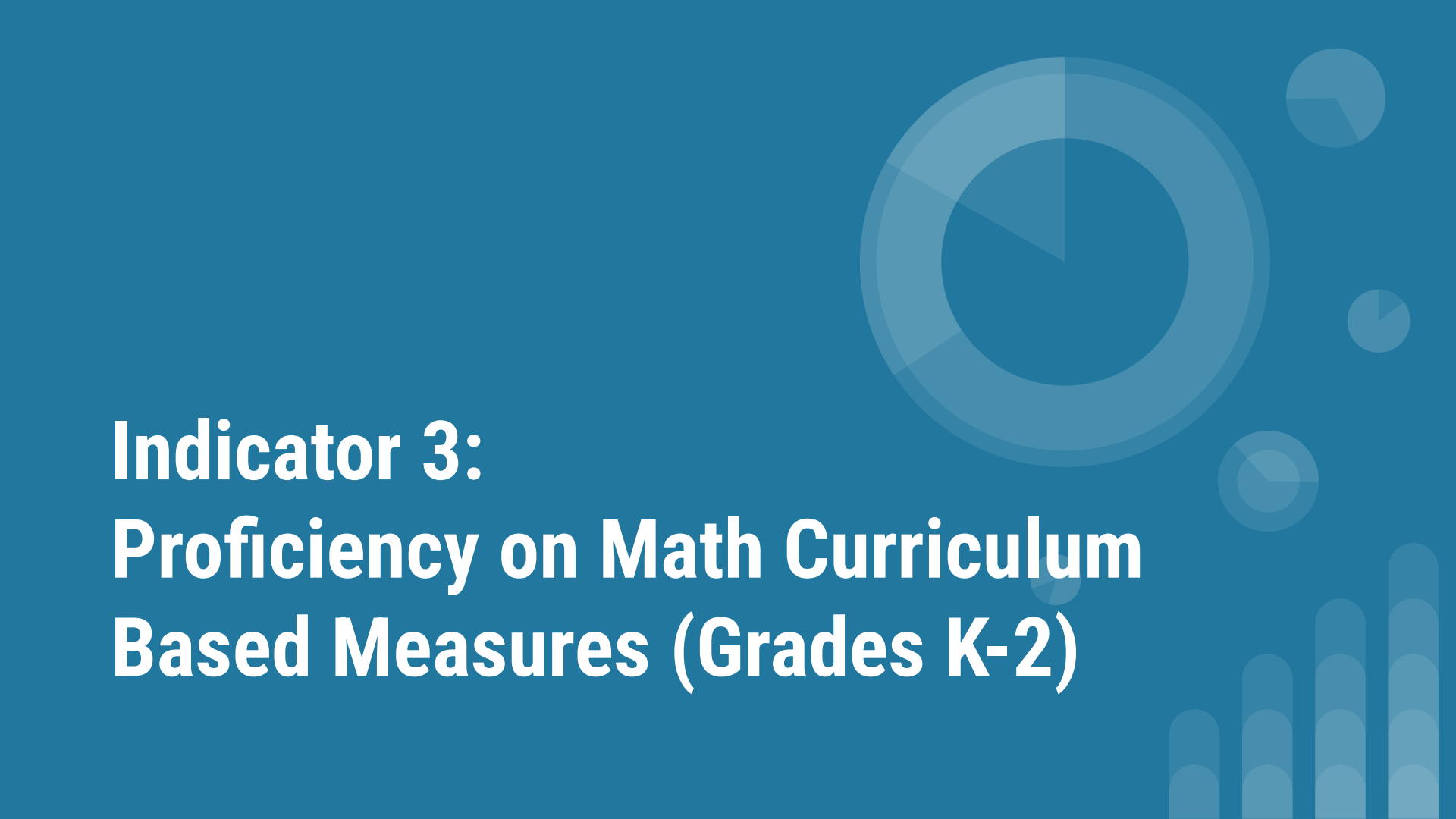
Indicator 2

Star Math Growth

The percentage of students in grades 3-8 who had **High Growth on Star Math** from Fall to Winter **decreased** from 36.1% in 2023-24 to 35.8% in 2024-25 (**-0.3 percentage points**).

Goal 3 - Indicator 2: High Growth



The background is a solid blue color. In the upper right quadrant, there is a large, semi-transparent pie chart with four segments. To its right and below are several smaller, semi-transparent pie charts of varying sizes. In the bottom right corner, there is a semi-transparent bar chart with four vertical bars of increasing height from left to right.

**Indicator 3:
Proficiency on Math Curriculum
Based Measures (Grades K-2)**

Indicator 3

Star Math Curriculum Based Measures

The percentage of students in grades K-2 who scored **At/Above Benchmark on required Curriculum Based Measures** increased from Fall to Winter 2024-25 (between **+10.0** to **+32.1 percentage points**).

- All grades saw increases in performance on each required CBM from Fall 2024 to Winter 2024.
- 2024-25 Fall-to-Winter changes were similar to 2023-24, and a higher percentage of students in grades 1-2 scored At/Above Benchmark on each CBM in Fall 2024 compared to Fall 2023.

Required CBMs for Grades K-2 with Fall to Winter percentage point change

Kindergarten	Grade 1	Grade 2
Numeral Recognition (+12.2)	Numeral Recognition*	Addition to 10 (+22.9)
Quantity Comparison (+18.1)	Quantity Comparison (+14.0)	Addition to 20 (+16.9)
	Addition to 10 (+32.1)	Subtraction from 10 (+10.0)

*Numeral Recognition is only required in the Fall for Grade 1



Where Are We Going?



Where We're Going in 2024-25: Math

Continue implementation of Illustrative Math curriculum (Strategic Action 3.2)

- Target funding and support to specific networks to focus on effective implementation at the school level.
- Continue vendor partnerships for supplemental professional learning and coaching.
- Continue school and classroom observations to support curriculum implementation.
- Establish math pathways to provide the opportunity for students to accelerate in math.
- Provide PD in February to support instructional staff in understanding the structure and requirements of the PSSA Math test so they can ensure students have experience with specific question types.

Expand High Impact Tutoring (Strategic Action 3.5)

- Expand high impact math tutoring in 6 additional schools serving students in 2024-25 using SAGA-Math.

Launch Parent University (Strategic Action 2.9)

- Support parents in engaging with their child's math learning.

January 2025 Goal 3 Math Summary



Where We've Been

- The focus for Year 2 of Illustrative Math implementation is supporting teachers and principals through PD.
- Over 1,200 school and classroom visits have been conducted to observe and support curriculum implementation.
- Teachers and principals say they appreciate the supports, though they have also shared challenges in learning a new curriculum.

Where We Are

- PSSA Math performance (Goal 3) continued to improve each year.
- Grade 3-8 winter math performance is higher than fall performance for all groups. We are on track to meeting our annual 2024-25 target.
- Continued focus on supporting more students in achieving high growth during the year to accelerate progress.

Where We're Going

- Continue implementation of Illustrative Math, expand high-impact tutoring, and launch Parent University for parents to learn more about supporting students in learning math.



THE SCHOOL DISTRICT OF
PHILADELPHIA