



Goals & Guardrails Progress Monitoring

Goals 1 & 2: Reading Grades 3-8

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Where Have We Been?

Where We've Been: Reading Performance



Our approach to teaching reading wasn't leading to improved performance, and the pandemic led to further learning losses:

- Shifted from a Balanced Literacy Approach to a Structured Literacy Approach, which is grounded in the Science of Reading
- The pandemic led to learning losses in reading, 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 2024 to January 2025
- Within-year reading assessment data, which helps us understand if we are heading in the right direction

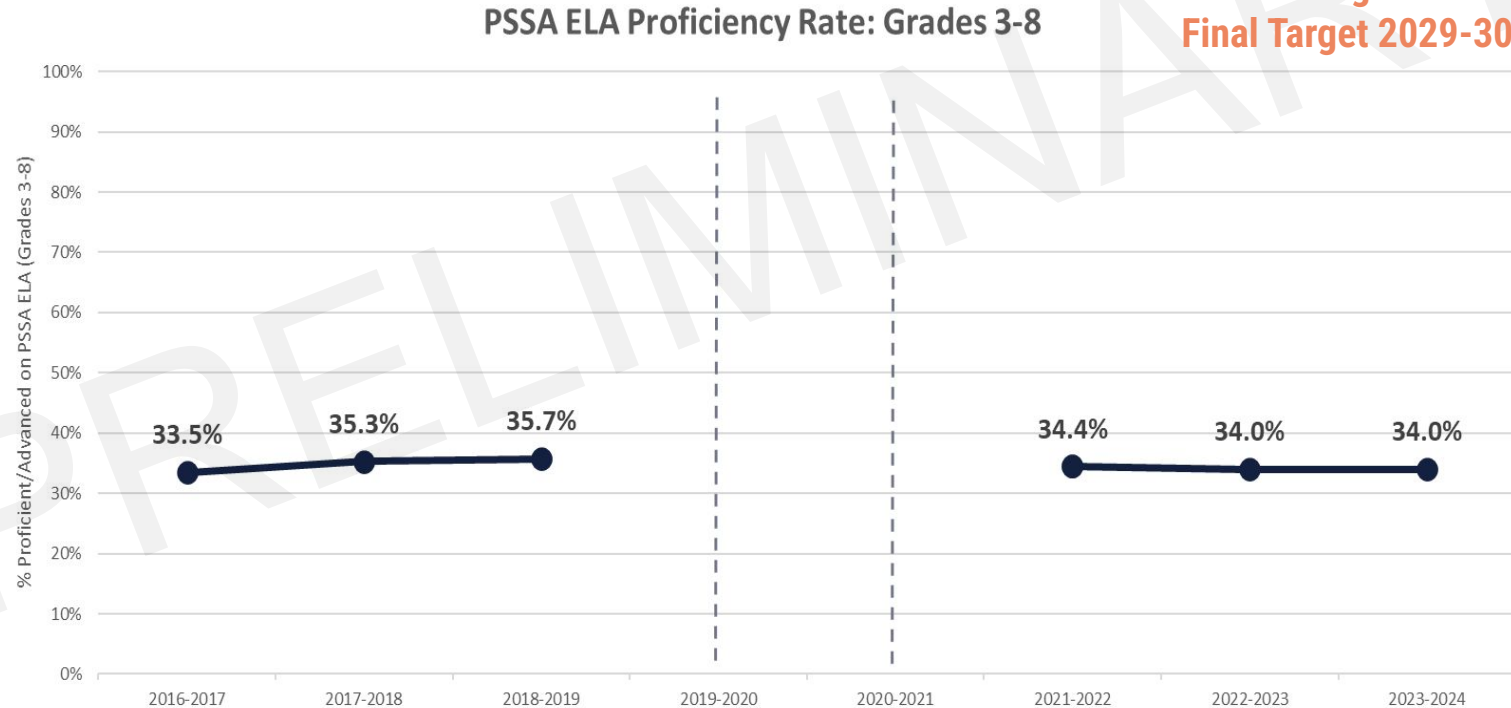
High Levers for Accelerating Student Achievement

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 1

PSSA ELA
Grades 3-8

The percentage of students in grades 3-8 who scored **Proficient or Advanced on the PSSA ELA remained stable** from 2022-23 to 2023-24 (**+0.0 percentage points**)



Annual Target 2023-24: 34.7%
Final Target 2029-30: 65.0%

Star At/Above Benchmark in Winter 2023-24 was 31.4%

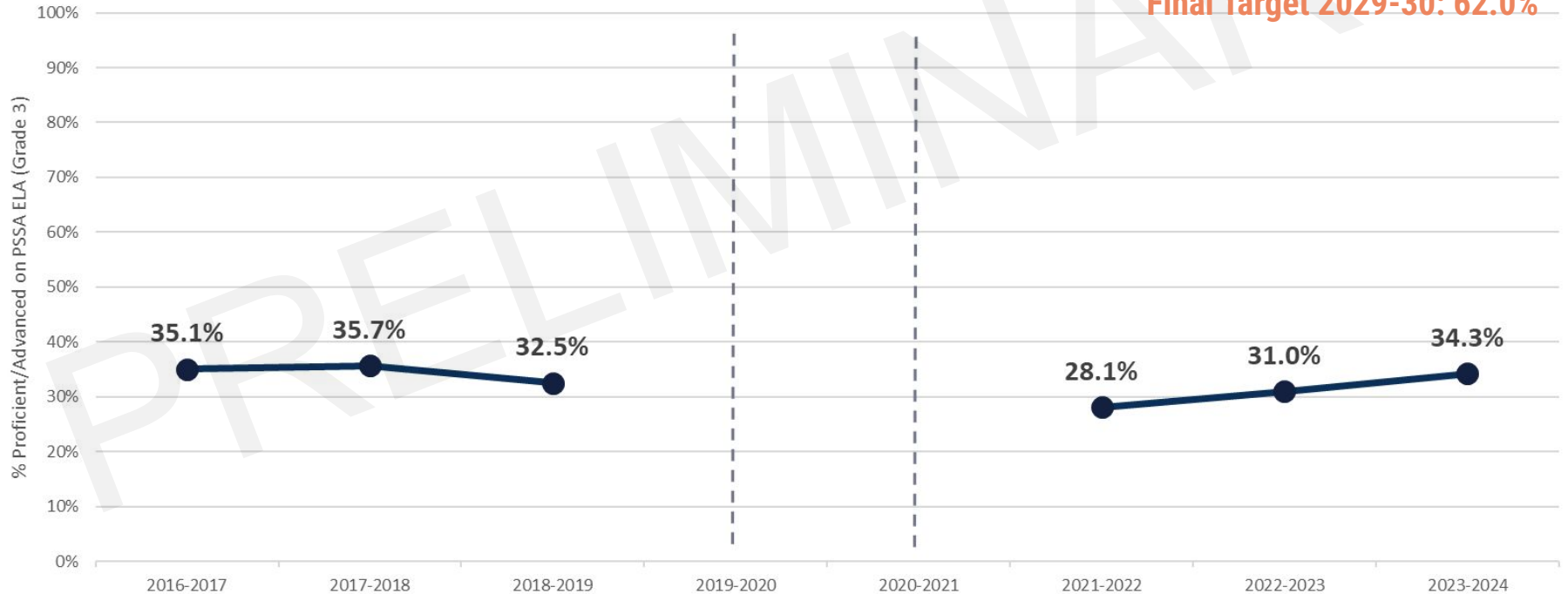
Goal 2

PSSA ELA
Grade 3

The percentage of grade 3 students who scored **Proficient or Advanced on the PSSA ELA** increased from 31.0% in 2022-23 to 34.3% in 2023-24. (+3.3 percentage points).

PSSA ELA Proficiency Rate: Grade 3

Annual Target 2023-24: 31.6%
Final Target 2029-30: 62.0%



Star At/Above Benchmark in Winter 2023-24 was 34.8%

Where We've Been: EL Education (K-8) ELA Curriculum

(Strategic Action 3.3)



What we did

Began Year 1 Implementation of Expeditionary Learning (EL), an evidenced-based reading curriculum grounded in the Science of Reading.

Why we did it

Students who are not skilled readers by the end of third grade are less likely to graduate high school. Research suggests **Science of Reading is the most effective evidence-based approach** to teaching students to learn to read.

How it went: Sep 2024 - Jan 2025

- Teachers received Professional Development on the EL curriculum:
 - ◆ Aug 21-22: 2,920 teachers
 - ◆ Oct 5: 2,567 teachers
 - ◆ Jan 3: 3,106 teachers
- The percentage of K-8 teachers that reported they felt “prepared to implement what I learned in my context” increased from 72% August to 87% January.
- Teachers continue to report that the biggest barrier to implementation is lack of time to plan.

Where We've Been: High Impact ELA Tutoring

(Strategic Action 3.5)



What we did

Began evidence-based high impact ELA tutoring in four schools in December 2024 (now operating in 8 schools total).

Why we did it

High Impact Tutoring can be effective at advancing student achievement when delivered with fidelity.

How it went: Sep 2024 - Jan 2025

- 24 part-time tutors conducted 3 ELA tutoring sessions per week for 279 K-3 students in four schools beginning December 2024.
- Each school has between 67 - 72 participants, serving about 45% of the total student population in grades K-3 across the four schools.

Where We've Been: Other ELA Supports






School & Classroom Observations & Direct Support

- As of January 30, 2025, 1,057 school and classroom visits were conducted by the Academic Services Division to observe ELA instruction.
 - Office of Professional Learning: 770
 - Office of Curriculum & Instruction: 77
 - Associate & Assistant Superintendents: 210
- Conducted 40 optional, paid virtual supplemental opportunities that were attended by over 1,200 teachers.
 - Topics included unpacking curriculum units, book talks, technical platform support, and a series to support the K-2 Skills Block

Responding to Principal and Teacher Feedback on Curriculum Implementation

- We continuously collect and respond to feedback from Principal and Teacher Advisory Groups, Collaborative Network Data Reviews, and Teacher Lunch & Learns.
 - Updated ELA Pacing Guides for grades 3-8 to provide additional flex time
 - Created additional resources including K-2 Skills Block Rotation Planner and 3-5 ALL Block Organizers in response to requests for support

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

355 responses

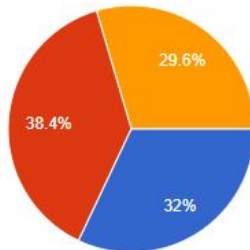
- Moffet
- Ziegler
- Roosevelt
- Solis-Cohen
- Fitzpatrick
- Comly
- McDaniel
- Willard



Grade Level

284 responses

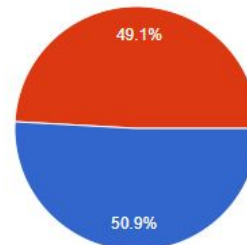
- 3
- 4
- 5



What Phase are you focusing on?

397 responses

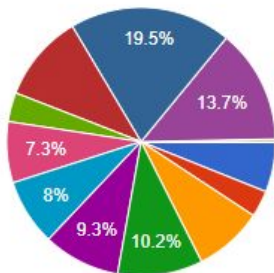
- Phase 1- Getting Started
- Phase 2- Digging Deeper
- Phase 3- Extending Our Practice



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

313 responses

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



Teacher Name

249 responses

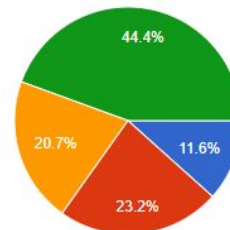
Mr. Grazier
Mr. Gillin
Ms. Gay
Mr. Hayes
unknown
Ms. Ehnar
Ms. Stead
Ms. Miller
Ms. Jacobs

Work Time

I. Teacher models a close reading strategy or skill, or introduces new content.

198 responses

- Fully Evident
- Partially Evident
- Not Evident
- Not Applicable



A young boy with short dark hair, wearing a green sweater over a blue and white striped long-sleeved shirt, is sitting at a desk in a classroom. He has his right hand raised high, palm facing forward, as if wanting to answer a question. In the background, other children are also raising their hands. The classroom is decorated with colorful papers and posters on the walls. A blue storage bin with a label that says "BLUE GROUP" is visible on the left side of the desk. The overall scene is bright and active.

Where Are We Now?



Goal 1 & 2 Leading Indicators

Goal 1: The percentage of students in grades 3-8 who are proficient on the state ELA assessment

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

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

Goal 2: The percentage of 3rd grade students who are proficient on the state ELA assessment

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

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

The background is a solid blue color. In the upper right quadrant, there is a large, semi-transparent pie chart with three 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.

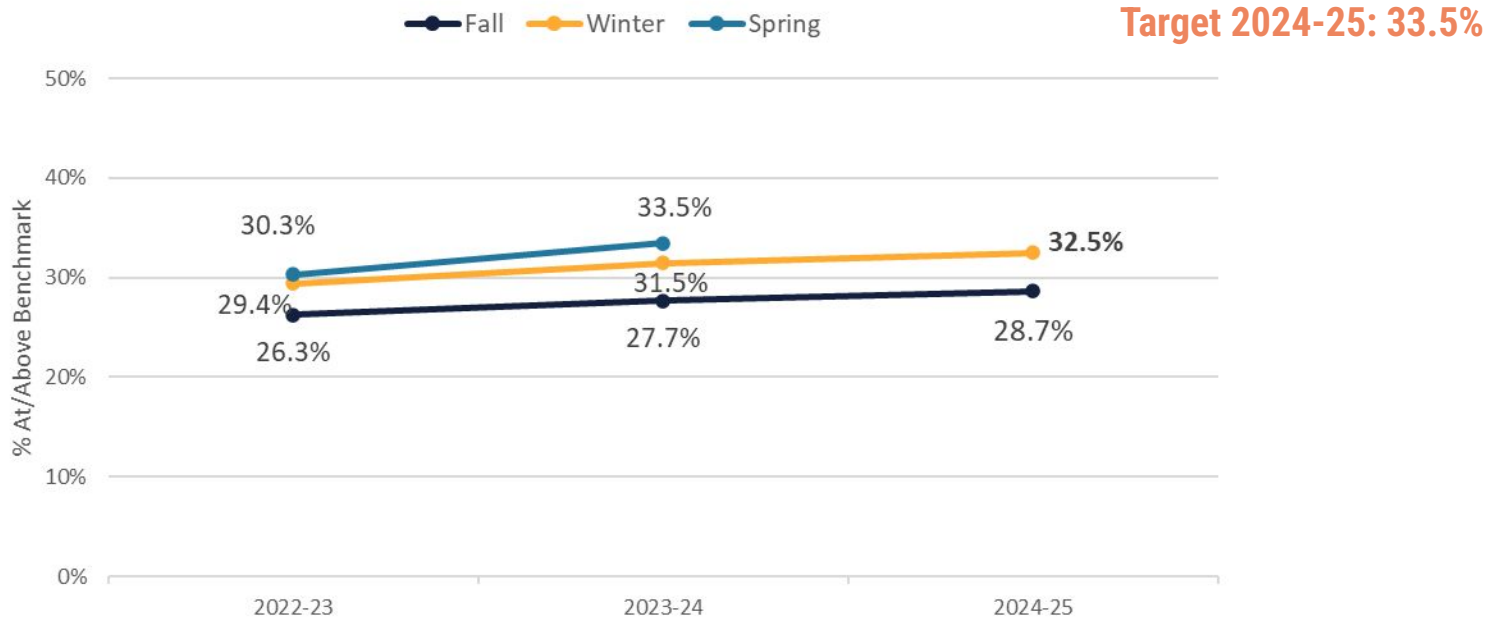
**Indicator 1:
At Benchmark on Star Reading
(Grades 3-8)**

Goal 1 Indicator 1

Star Reading: At Target

The percentage of students in grades 3-8 who scored **At/Above Benchmark on Star Reading** increased from 31.5% in Winter 2023-24 to 32.5% in Winter 2024-25 (+1.0 percentage points).

Goal 1- Leading Indicator 1: Star ELA



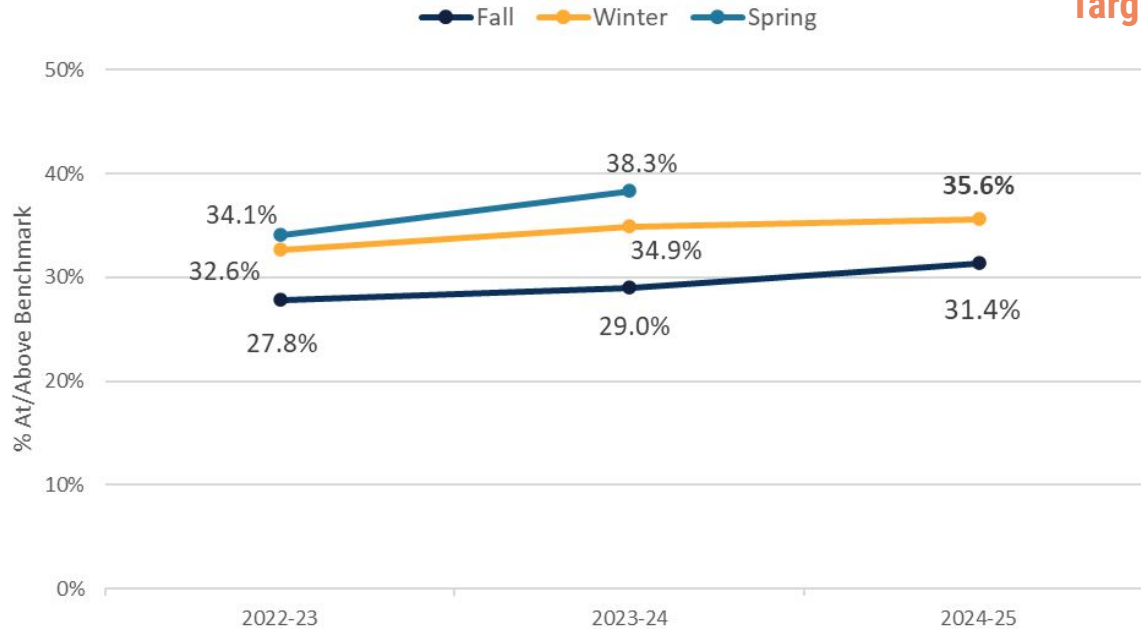
Goal 2 Indicator 1

Star Reading: At Target

The percentage of students in grade 3 who scored **At/Above Benchmark on Star Reading** increased from 34.9% in Winter 2023-24 to 35.6% in Winter 2024-25 (+0.7 percentage points).

Goal 2- Leading Indicator 1: Star ELA

Target 2024-25: 33.7%

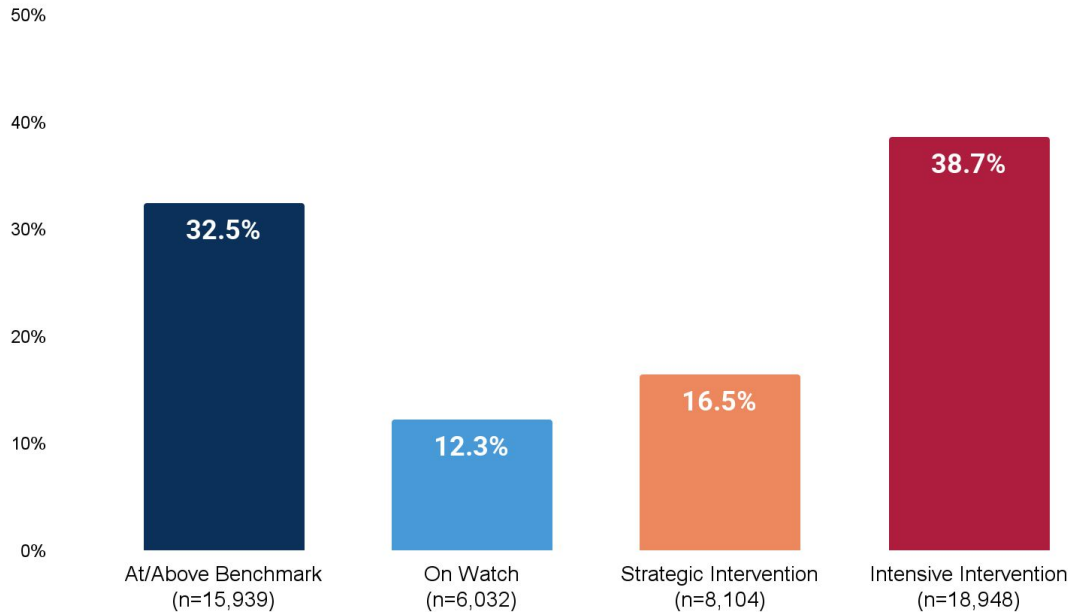


Goal 1 Indicator 1

Star Reading: At Target

Almost half of students in grades 3-8 (44.8%) scored **At/Above Benchmark** (32.5%) or **On Watch** (12.3%) in Winter 2024-25.

Goal 1 - Leading Indicator 1: Star Reading (Grades 3-8), Winter 2024-25

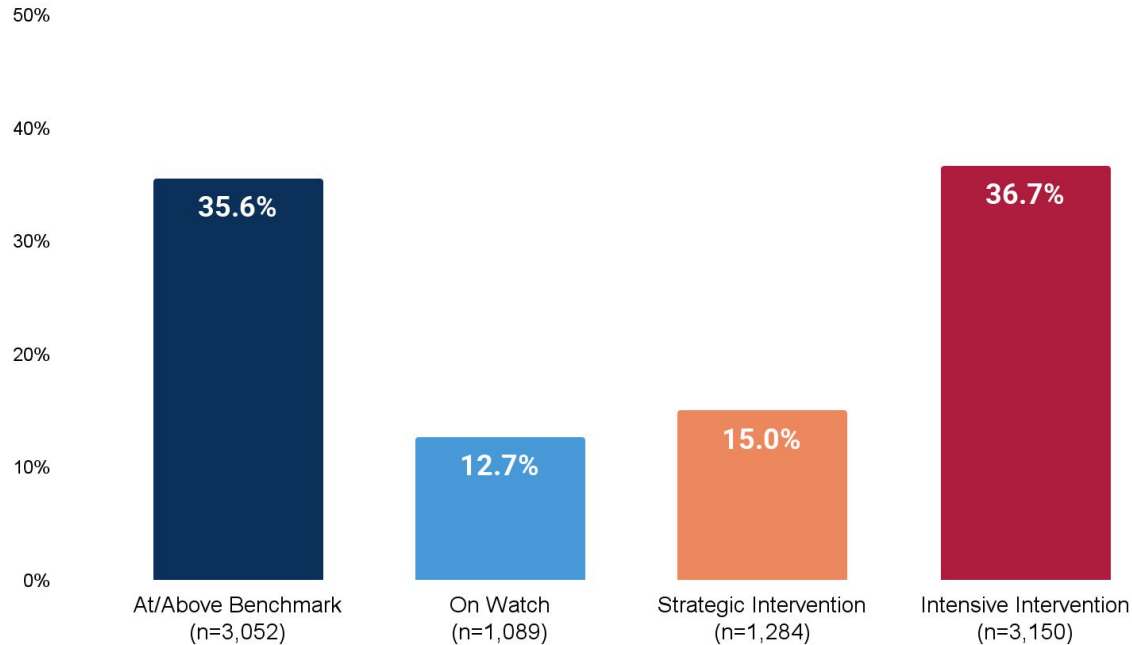


Goal 2 Indicator 1

Star Reading: At Target

Almost half of students in grade 3 (48.3%) scored **At/Above Benchmark** (35.6%) or **On Watch** (12.7%) in Winter 2024-25.

Goal 2 - Leading Indicator 1: Star Reading (Grade 3), Winter 2024-25



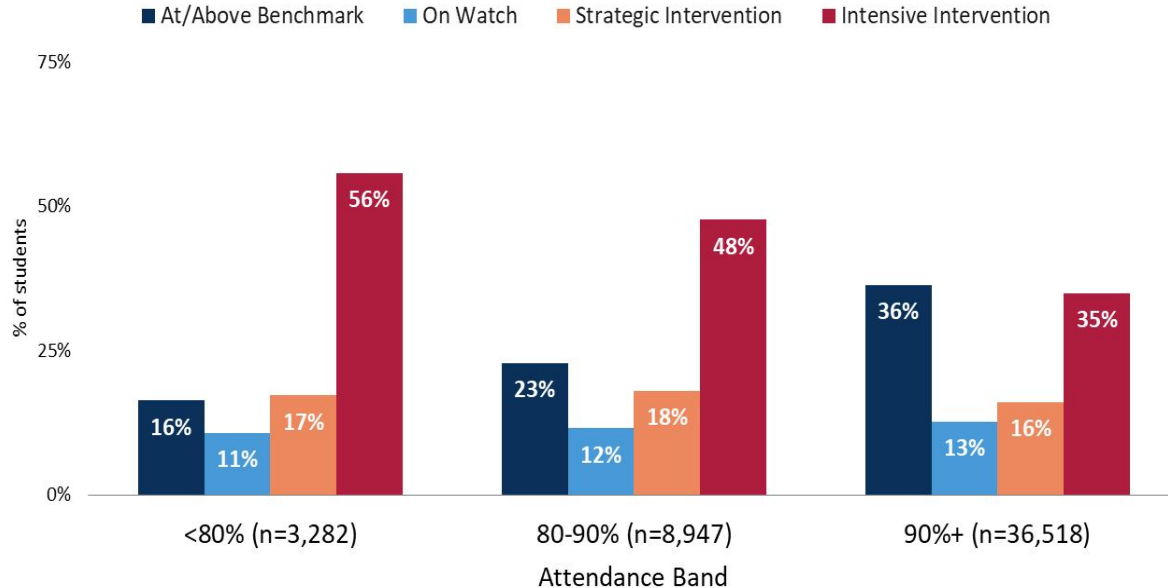
Goal 1 Indicator 1

Star Reading: At Target

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

Goal 1 - Leading Indicator 1: Star Reading

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

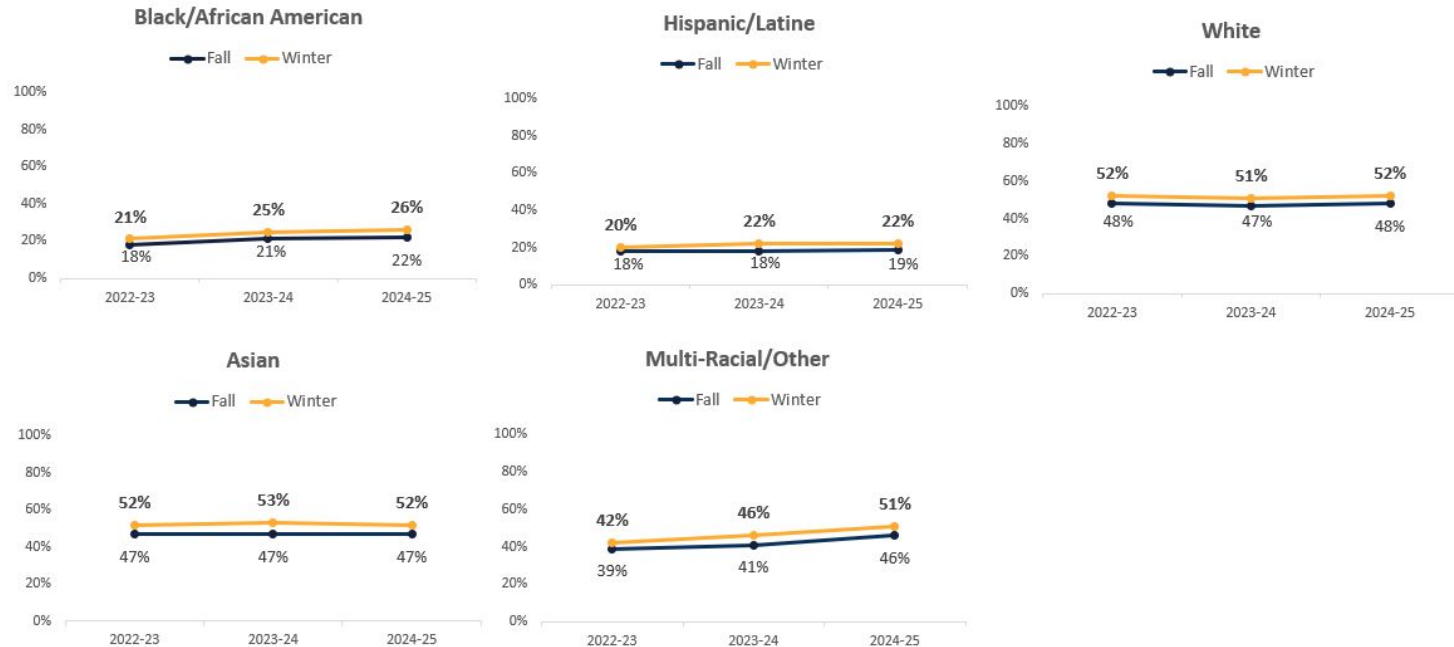


Goal 1 Indicator 1

Star Reading: At Target

All racial/ethnic groups increased in the percentage scoring At/Above Benchmark from Fall to Winter 2024-25.

Goal 1 - Leading Indicator 1: Star Reading



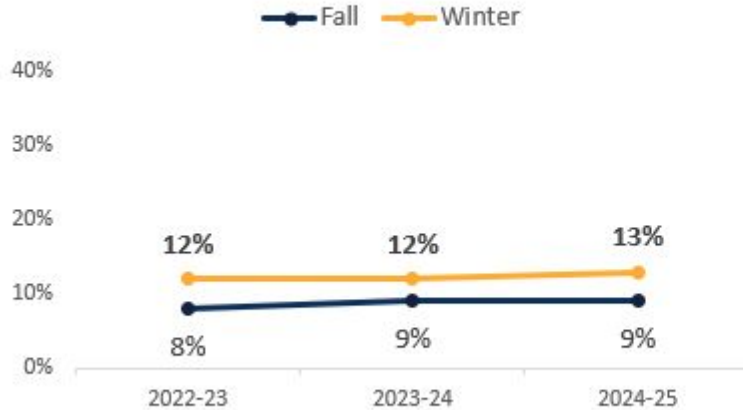
Goal 1 Indicator 1

Star Reading: At Target

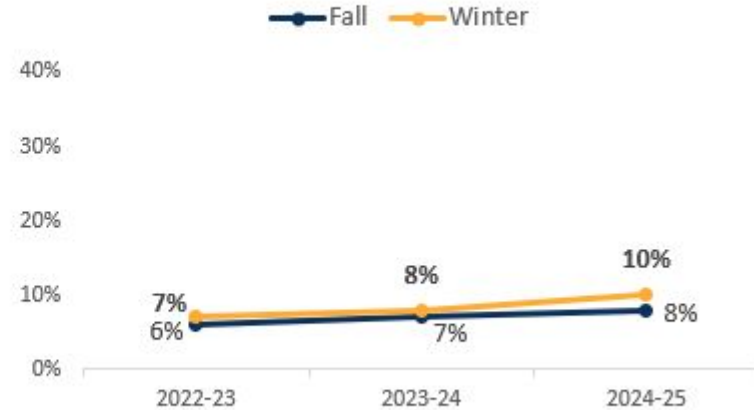
English Learners and students with IEPs increased in the percentage scoring At/Above Benchmark from Fall to Winter 2024-25.

Goal 1 - Leading Indicator 1: Star Reading

English Learners



Students with IEPs



Goal 2 Indicator 1

Star Reading: At Target

Of current 3rd graders in Winter 2024-25, one in five students (20.0%) moved up at least one performance level on Star Reading 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	28.2% (2,310)	20.0% (1,643) improved by at least one performance level		
	On Watch				
	Strategic Intervention	8.1% (663) declined by at least one performance level		7.1% (579)	
	Intensive Intervention				32.4% (2,656)

**Goal 1 Indicator 2:
Growth on Star Reading
(Grades 3-8)**

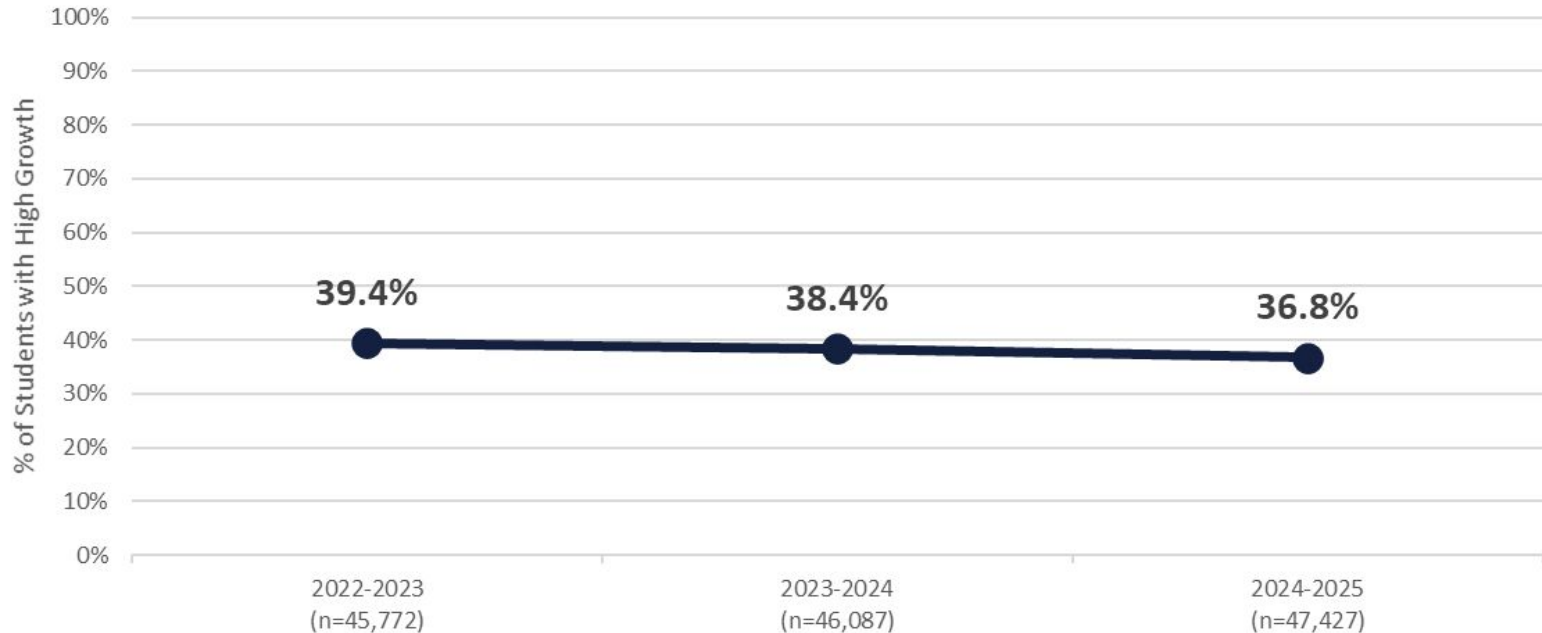


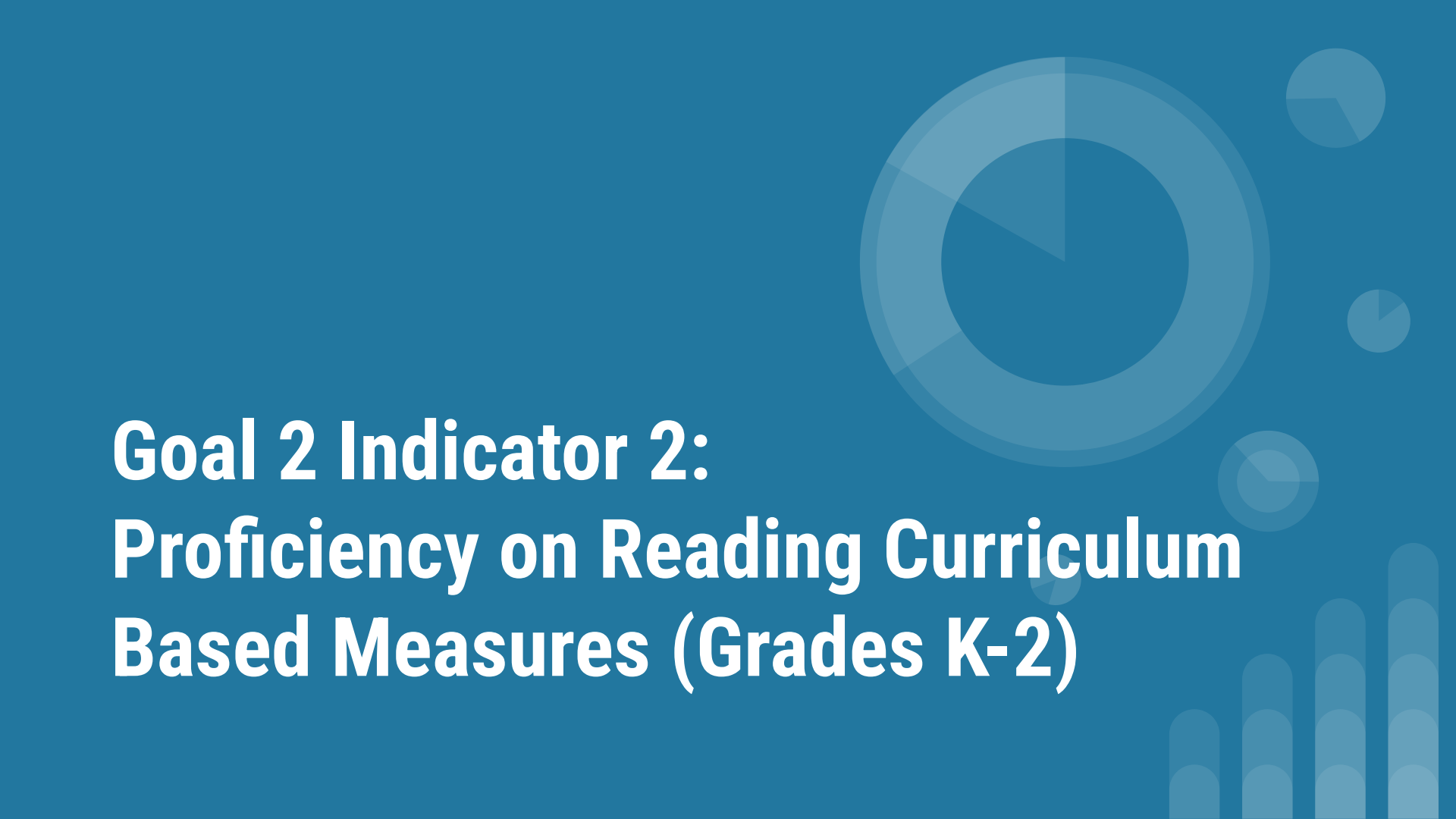
Goal 1 Indicator 2

Star Reading Growth

The percentage of students in grades 3-8 who had **High Growth on Star Math** from Fall to Winter **decreased** from 38.4% in 2023-24 to 36.8% in 2024-25 (**-1.6 percentage points**).

Goal 1 - Indicator 2: High Growth



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**Goal 2 Indicator 2:
Proficiency on Reading Curriculum
Based Measures (Grades K-2)**

Goal 2 Indicator 2

Star Reading 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 2023-24 (between **+5.4 and 22.2 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
Letter Naming (+11.6)	Letter Sounds*	Expressive Nonsense Words (+7.1)
Letter Sounds (+14.8)	Phoneme Segmentation (+22.2)	Passage Oral Reading (+6.4)
Phoneme Segmentation (+13.5)	Expressive Nonsense Words (+16.5)	
Receptive Nonsense Words (+9.9)	Passage Oral Reading (+5.4)	

* Letter Sounds is only required in the Fall for Grade 1.



Where Are We Going?



Where We're Going in 2024-25: ELA

(Strategic Actions 3.3 & 3.9)

- Skills Block Working Group for teachers meet twice per month Feb 2 - May 14 to provide feedback and create additional Skills Block resources for 25-26 SY
- Additional Supplemental PD sessions will be provided February to May to support EL Implementation
- Vendors will continue to provide coaching to Assistant Superintendents, Principals, and Central Office Support Staff
- School and District leaders will continue to observe key indicators of implementation using an observation form aligned to the ELA curriculum
- Pacing Guides will be updated by June 1st for 2025-26 based on feedback received and lessons learned so that teachers can explore and plan
- K-12 Literacy Institute to be held June 23rd to June 27th to support EL curriculum and high quality ELA instruction

February 2025 Goals 1 & 2 ELA Summary



Where We've Been

- Year 1 of Expeditionary Learning ELA implementation, focused on supporting teachers and principals through PD.
- Conducted over 1,000 school and classroom visits to observe and support EL 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 Reading performance for grades 3-8 remained stable while performance for grade 3 increased.
- Grade 3-8 winter reading performance is higher than fall performance for all groups. We are on track to meeting our annual 2024-25 target.

Where We're Going

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



THE SCHOOL DISTRICT OF
PHILADELPHIA