

The background is a solid red color with a faint, large-scale pattern of stars and a graduation cap (mortarboard) in a slightly darker shade of red. The stars are scattered across the top and sides, while the mortarboard is centered behind the main text.

Imagine **2014**

**The School District of Philadelphia:
Building a System of Great Schools**

*Phase I Annual District Report and Process
Implementation Goals*

Imagine 2014

Measuring Our Progress

“What gets measured gets done.”

OUTCOME
GOALS:
Goals on
Annual District
Report Card

PROCESS
GOALS:
Goals for parts
of Plan to be
implemented
that year

Annual Cycle:

OCTOBER:
Set and report
on goals for
school year

MARCH:
Publish mid-
year progress
report

SEPTEMBER:
Publish year-
end report card
(District and
individual
school) for
previous
school year

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OUTCOME GOALS:
Goals on Annual District Report Card

Measuring Our Progress

Annual District Report Card

SCHOOL DISTRICT OF PHILADELPHIA IMAGINE 2014 REPORT CARD

2009
UPDATE

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265 Schools Enrollment: 160,660

English Language Learners: 7%
Special Education: 15%
Mentally Gifted Program: 3%
Low Income: 76%

African American: 60%
Asian: 6%
Latino: 18%
White: 13%
Other: 2%

INDICATOR GUIDE

- ⊕ Making progress
- ⊗ Attention needed
- * No comparison available

Student Achievement

We believe that, in everything that we do, children come first. Furthermore, we believe that all children can learn at high levels and it is our responsibility to ensure that the achievement gap is eliminated. These performance targets specifically measure the outcomes of the core of our work — teaching and learning.

	2008 BASELINE	2009 ACTUAL	2009 STATUS	2014 TARGET
PSSA Proficiency - Math	49.0%	52.2%	⊕	73%
PSSA Proficiency - Reading	44.8%	47.7%	⊕	71%
Achievement gap - Math	28.1	24.0	⊕	14.9
Achievement gap - Reading	24.8	22.8	⊕	13.2
Grade 3 PSSA Reading proficiency rates	51.6%	53.8%	⊕	74%
On-time graduation rates	57%	56%	⊗	75%
Percentage of students dropping out	28%	29%	⊗	23.5%
Percentage of students enrolling in post-secondary education	TBD	TBD	*	65%

School Operations

We believe that, in order to accelerate student achievement, the District must become a high-performing organization. This includes but is certainly not limited to being responsible stewards of our financial resources, ensuring that every classroom and school has effective teachers and principals, and continually striving to become a customer-driven organization.

	2008 BASELINE	2009 ACTUAL	2009 STATUS	2014 TARGET
Percentage of teachers of color in SDP	34%	32%	⊗	51%
Percentage of newly hired teachers of color in SDP	TBD	TBD	*	70%
Percentage retention of new teachers after 3 years	52%	53%	⊕	80%
Percentage of teachers reporting job satisfaction	N/A	77%	*	82%
Percentage of principals that rate SDP departments as supportive	TBD	TBD	*	90%
Percentage of schools scoring A or B on Safe Schools Index	N/A	28%	*	80%
Percentage of schools meeting 80% of performance targets	146	24	⊗	15
Number of teacher vacancies on first day of school	10	10	⊕	0
Number of principal vacancies as of August 1	No	Yes	⊗	Yes
Achieve a balanced budget	0%	0%	*	100%

Community Satisfaction

We believe that parents and families are our partners and play a critical role in the education of our children. In order to accelerate student achievement, our District must provide excellent services to parents and families and actively inform these stakeholders of the options available for their students.

	2008 BASELINE	2009 ACTUAL	2009 STATUS	2014 TARGET
Percentage of families that grade their school as A or B on annual survey	N/A	69.4%	*	90%
Percentage of parents that are satisfied with their child's teacher	N/A	80.8%	*	90%
Percentage of parents that are satisfied with their child's principal	N/A	85.1%	*	90%
Percentage of parents that agree that their child's school engages parents effectively and values their input	N/A	86.7%	*	90%
Percentage of families that feel they have access to quality school options	N/A	N/A	*	90%



All enrollment data are from September 2009. Some percentages may not equal 100 percent due to rounding.

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2014

Five Strategic Goal Areas

- ★ Student Success
- ★ Quality Choices
- ★ Great Staff
- ★ Accountable Adults
- ★ World-Class Operations

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Highlights of Process Goals

Student Success

★ Summer School (S.L.A.M.)

- *Provide summer school at school sites across the district offering academic classes in the morning and a variety of enrichment opportunities in the afternoons, particularly for Empowerment School students*

★ Class Size Reduction

- *Empowerment Schools-K: 20:1, 1-3: 22:1*
- *School Improvement Schools-K: 23:1, 1-3: 24:1*

PROCESS
GOALS:
Goals for parts
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Imagine 2014

Highlights of Process Goals

Student Success

★ Counseling

- *Decrease counselor to student ratio:*
 - *250:1 for middle grades*
 - *300:1 for high schools*
- *Loop counselors to remain with students their entire time at a school*
- *Implement Individualized Learning Plans for all 9th graders*

★ Elementary Reading Supports

- *Hire reading recovery teachers who will:*
 - *work one-on-one with 1st grade students with the lowest literacy skills in Empowerment elementary schools*
 - *Work with small groups of K-3rd grade students with low literacy skills in Empowerment elementary schools*

PROCESS
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Imagine 2014

Highlights of Process Goals

Student Success

★ Special Education

- *Hire and place additional Special Education Liaisons to support IEP implementation*
 - *1 full-time position in comprehensive high schools*
 - *0.5 position in all other schools*

★ In-School Suspension

- *Select schools based on discipline data to receive in-school suspension support*
- *Implement in-school suspension in those schools through the provision of resources and professional development*

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Imagine 2014

Highlights of Process Goals

Student Success

★ High School Scheduling

- *Roster 1 additional period in all comprehensive high schools for 7 period days to increase course opportunities for students*
- *Provide teachers with common planning time*

★ Common Teaching Standards

- *Roll out uniform teaching standards district-wide and provide on-going professional development around those standards that is connected to instruction, assessment, and evaluation*

PROCESS
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Highlights of Process Goals

Quality Choices

★ Renaissance Schools

- *Convene Renaissance Schools Advisory Board comprised of internal and external stakeholders to provide recommendations on implementation*
- *Develop process by which schools and providers will be selected and on how school communities will be engaged*
- *Select schools for turnaround in the 2010-2011 school year and implement transition process*

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Highlights of Process Goals

Great Staff

★ Professional Growth and Development

- *Launch Regional Professional Development Centers to provide all staff with opportunities for development based on interest and need (evenings and weekends)*
- *Align professional development opportunities with the Performance Management initiative*

Accountable Adults

★ Performance Measures and Employee Evaluations

- *Define goals and measures for all central office departments*
- *Document goals and objectives for non-represented employees, beginning at the Chief level*
- 9 • *Complete assessments of non-represented employees*

PROCESS GOALS:
Goals for parts of Plan to be implemented that year

Imagine 2014

Highlights of Process Goals

World-Class Operations

★ Facilities Master Plan

- *Complete analysis of all District facilities to determine conditions and areas of need*
- *Develop process by which needs will be addressed equitably*
- *Develop process to utilize facilities in the most efficient and effective manner*

★ Weighted Student Funding

- *Engage national experts in weighted student funding to support the development of process and timeline*
- *Convene a group of internal and external stakeholders to develop funding formula*
- *Work with school communities to implement weighted student funding*

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Budget Implications

Phase I Budget Reduction: \$36M

Original Phase I Budget	Actual Phase I Budget	Reduction
1 Regional Early Childhood Center	•Opening delayed to January 2010	\$0.4M
3 Regional Talent Centers	•1 Regional Talent Center, opening delayed to January 2010	\$0.5M
Social Services	•Prioritization of services to students with most need •RFP of C&E services (decrease administrative costs and streamline delivery of services)	\$3M
Student Success Centers in comprehensive high schools	•Support Student Success Centers in 11 Empowerment high schools (8 existing, 3 new through DOL grant funding)	\$0.7M

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Budget Implications

Original Phase I Budget	Actual Phase I Budget	Reduction
Additional Re-Engagement Center	•Train current staff to provide Re-Engagement services in targeted regions	\$1M
Quality Choices School Identification Metrics and Renaissance Schools Implementation	•Completed with current staff internally •Decreasing number of Renaissance Schools in Phase I	\$1.2M
Office of Teacher Affairs	•Delayed launch until January 2010	\$0.1M
Peer Assistance Program and Performance Incentives	•Implementation in Phase II	\$3M
System Upgrades (records management, facilities, finance, procurement, IT, educational technology)	•Delayed to Phase II	\$26M

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Cross-Functional Project Teams

Central Office Staff

- Academic Office
- School Operations Office
- Business Office
- Talent & Development Office
- Office of Charter, Partnership & New Schools

Regional Office Staff

- Regional and Assistant Regional Superintendents
- Support Staff

School Staff

- Principals
- Teachers
- Support Staff

- ★ Project Implementation Plans (outcome goals, timeline, tasks, responsible party, evaluation criteria)