

What's Working to Narrow Academic Achievement Gaps Post-Pandemic: Insights from School Districts and Partners

May 14, 2024



Panelists



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Superintendent
Metro Nashville Public
Schools



Jenny Bogoni
Executive Director
Read by 4th
Interim Senior Director for
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Strategic Engagement
Free Library of Philadelphia
Foundation



Dontrelle Young Foster
President and CEO
Housing Authority of the
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Panelists (continued)



Noris Price, Ed.D.
Superintendent
Baldwin County Schools
Georgia



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Superintendent
Birmingham City Schools
Alabama



Tony B. Watlington, Sr., Ed.D.
Superintendent
School District of Philadelphia
Pennsylvania



What's Working to Narrow Academic Achievement Gaps Post-Pandemic

May 14, 2024



METRO
NASHVILLE
PUBLIC
SCHOOLS

Dr. Adrienne Battle
Director of Schools



METRO NASHVILLE PUBLIC SCHOOLS



80,000+ STUDENTS

Black	39.4%
Hispanic/Latino	30.72%
White	25.1%
Asian	3.96%
American Indian or Alaska Native	0.21%
Native Hawaiian or Other Pacific Islander	0.16%

English Learner Students	21.06%
Exceptional Education Students	12.22%
Graduation Rate	82.4%



57,630 MEALS SERVED DAILY (ON AVERAGE)

Breakfast	19,324
Lunch	38,306



1 TO 1 TECHNOLOGY DISTRICT



MNPS provides a device to every student and hotspots to families who do not have internet access in their home.

159 SCHOOLS



Early Learning Centers	4
Elementary Schools	70
Middle Schools	29
High Schools	23
Alternative Learning Centers	3
Exceptional Education Schools	3
Charter Schools	27
Avg. Age of Buildings	50 years
Avg. Annual Maintenance Cost	\$19,700,000
Annual Budgeted Utilities Cost	\$26,000,000

Metro Schools has saved \$8.5 million over the past three years through energy conservation programs.

11,030 STAFF

Certificated	6,896
Support	4,134
Avg. Years of Service	10

TEACHER STARTING SALARY

(no experience)

Bachelor's Degree	\$46,271
Master's Degree	\$50,980
Doctorate	\$57,480

4,968 CLASSROOM TEACHERS



\$1,017,807,500 OPERATING BUDGET



\$498.6 MILLION ALLOCATED DIRECTLY TO SCHOOLS THROUGH STUDENT-BASED BUDGETING

Through student-based budgeting, money is allocated based on the unique needs of each student. For example, a school receives additional money for each English learner or exceptional education student it serves. No two students are the same, and Metro Schools' leadership recognizes that some students' needs cost more to meet.

ADDITIONAL BUDGETS

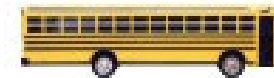
Nutrition Services Budget	\$47.4 million
Capital Budget	\$191 million
Federal grants	\$323.1 million

(includes ESSER funding)

37,026 MILES TRAVELED DAILY BY MNPS BUSES

Daily Figures:

Students Transported	41,111
Stops	16,300
Routes	352
Drivers	294
Monitors	150



CAPITAL NEEDS

UNDER CONSTRUCTION

Hillsboro High School Renovation and Addition	
Expected Completion	October 2021
Cost	\$88 million

New Hillwood High School	
Expected Completion	August 2023
Cost	\$129 million

IN DESIGN

New middle school in the Cane Ridge area	
Cane Ridge High School	Additional classrooms

Goodlettsville Elementary School	Replacement
Lakeview Elementary School	Replacement

\$76 MILLION in HVAC improvements are underway throughout the district.

Post-Pandemic Academic Recovery

In the Education Recovery Scorecard,
MNPS ranked:

- **3rd among top 100** districts in math growth from 2022 to 2023
- **6th among top 100** districts in reading growth from 2022 to 2023
- MNPS was **one of just two large urban districts** that ranked in the Top 10 for both math growth and reading growth



Achievement gaps

- According to the Tennessee Value Added Assessment System, **Black, Hispanic/Latino, ED, SWD, and LEP students all showed more growth than the Tennessee average in math** in 2022, and all but one of those groups continued to do that in 2023.
- Yet while all groups grew in proficiency rate, **none of those groups grew as much as our All-Student Group, white students, or Asian students.**
- According to TVAAS, **Black, Hispanic/Latino, ED, and LEP students also exceeded the state average growth in grades 3-8 English Language Arts** in 2022 and 2023, with **SWD students exceeding statewide growth** in 2022 and matching it in 2023.
- However, while **each group grew in proficiency levels in grades 3-8, none grew as fast as the All, white, or Asian student groups.**
- In the state's high school end-of-course English II test, **scores have returned to pre-pandemic levels for All, ED, Black, and Hispanic/Latino student groups, but gaps persist in overall proficiency levels.**



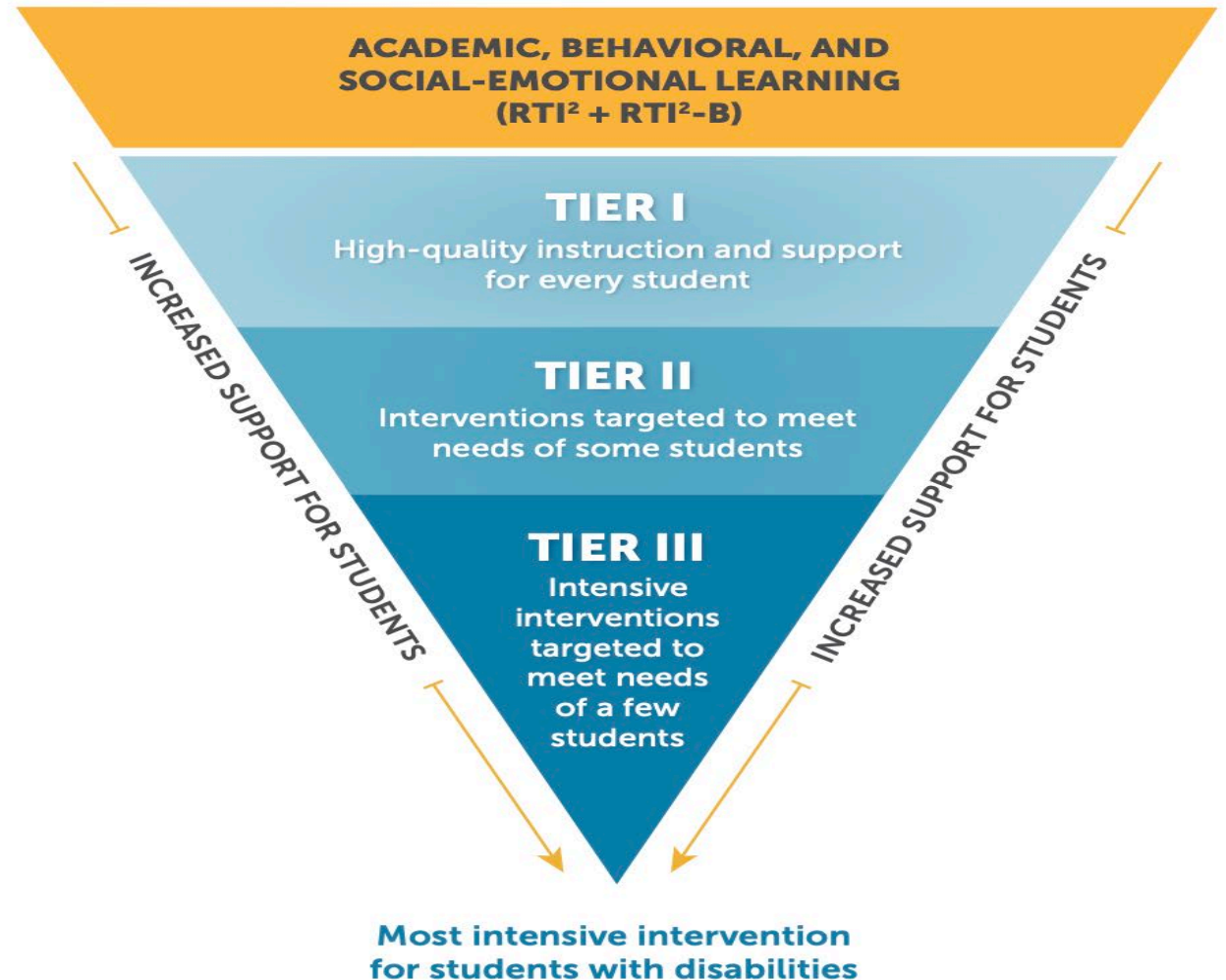
METRO
NASHVILLE
PUBLIC
SCHOOLS

EVERY STUDENT KNOWN

MTSS is a framework that ensures the appropriate academic, behavioral, and social-emotional supports are in place for every student.



Multi-Tiered System of Support (MTSS)



SIGNATURE INITIATIVES


Personalized Student Dashboard




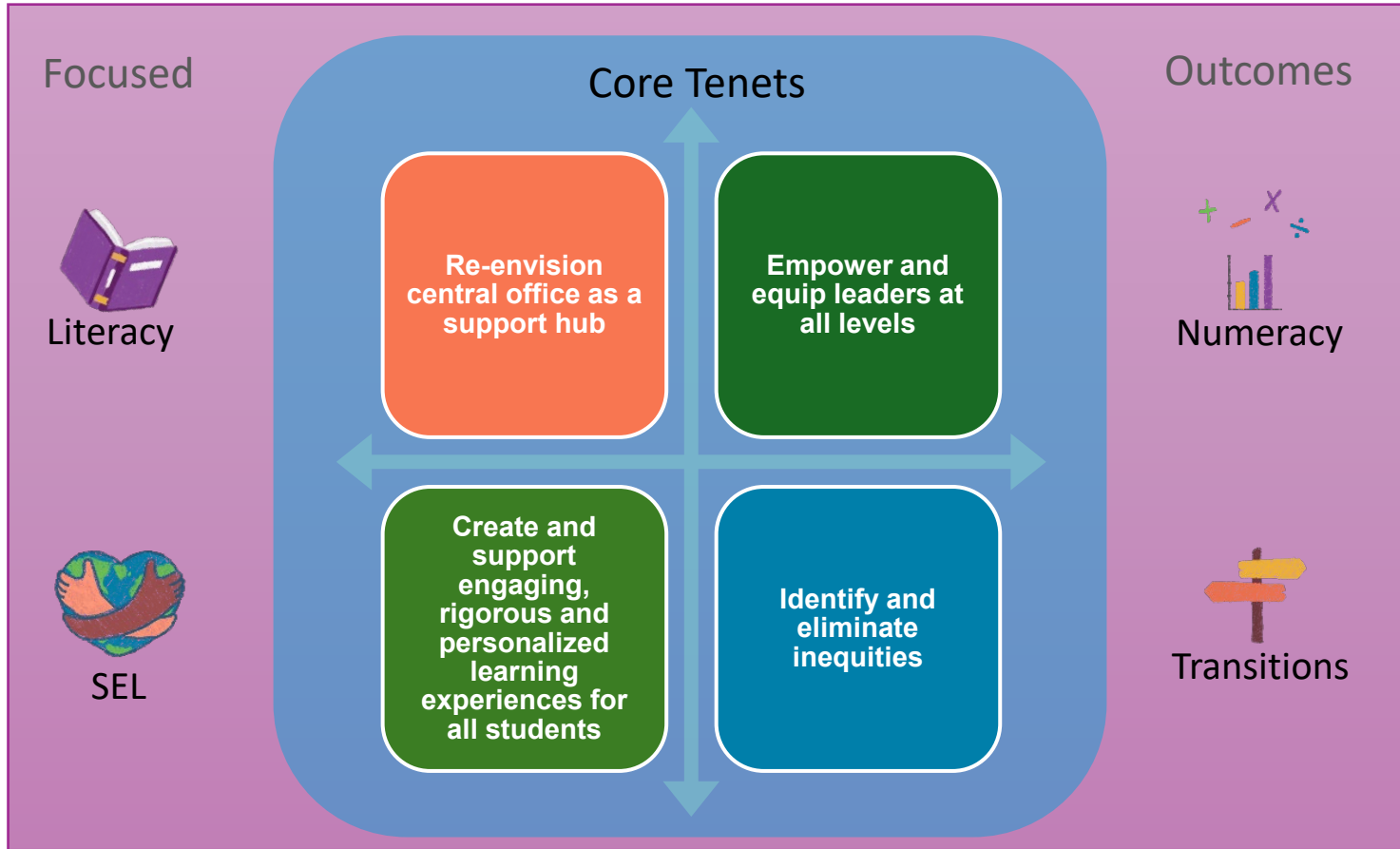
Navigators



Literacy Reimagined



Math {n}


Results-Focused Innovation



Central Office Support Hub



Metro Schools ReimaginED



Community Support Hubs



Leadership Framework



Scholars Portfolio



Equity Roadmap



University MNPS



Every Student Known

FOCUSED OUTCOMES TO SUPPORT A PATH OF SUCCESS FOR EVERY STUDENT



Literacy

Students meet or exceed their individual academic growth projection in literacy prior to the 2021-22 school year.



Numeracy

Students meet or exceed their individual academic growth projection in numeracy prior to the 2021-22 school year.



Grades Pre-K-4



Attendance

Students achieve satisfactory attendance with an attendance rate of 95% or above.



Social-Emotional Learning (SEL)*

Students display intrapersonal skills through demonstrating self-management and self-awareness. Students display an understanding of community by demonstrating personal and social responsibility.



Literacy

Students meet or exceed academic growth projections in literacy prior to the 2021-22 school year.

Grade 5



Numeracy

Students meet or exceed academic growth projections in numeracy prior to the 2021-22 school year.



Attendance

Students achieve satisfactory attendance with an attendance rate of 95% or above.



Social-Emotional Learning (SEL)*

Students exhibit self-efficacy and develop self-advocacy skills. Students understand the concept of community, including personal and social responsibility.



Transition Preparation

Every 4th/5th-grade student develops a transition plan that includes academic and SEL goals and needs to prepare for successful transition to middle school. *(Dependent on school configuration.)*

Every Student Known

FOCUSED OUTCOMES TO SUPPORT A PATH OF SUCCESS FOR EVERY STUDENT



Every Student Known

FOCUSED OUTCOMES TO SUPPORT A PATH OF SUCCESS FOR EVERY STUDENT

Grades 11-12

On-Track Graduation



11th-grade students are on track for on-time graduation with Ready Graduate* designation. 11th-grade students will complete a post-secondary transition plan to be revisited at the start of the senior year to ensure pathway to the future that each student envisions. 12th-grade students will complete all graduation requirements and earn Ready Graduate status.



Transition to Post-Secondary

Every student is prepared to take action on post-secondary transition plans.



Attendance

Students achieve satisfactory attendance with an attendance rate of 95% or above.



Social-Emotional Learning (SEL)**

Students develop more mature personal identity. Students understand the concept of community, including personal and social responsibility.

Personalized student dashboard



DEFINING THE INITIATIVE

Purpose:

To provide students and families with direct, on-demand access to current student assessment results, behavior data, attendance records, and course grades.

Personalized Student Dashboard



Belinda Carlisle
 190999991
 Music City Middle School
 Grade 4

Address: 9999 MUSIC CITY LANE, Nashville, TN 37999
 Phone: (615)999-9999
 Guardian(s): CARLISLE, HAROLD (Parent), CARLISLE, JOANNE (Parent)

Grades	Q1	Q2	Q3
4 Eng Lang Arts	71.13 (C)	61.84 (D)	57.45 (F)
4 General Music	100 (A)	100 (A)	100 (A)
4 Mathematics	79.81 (B)	72.48 (C)	80 (B)
4 Phys Ed	100 (A)	100 (A)	100 (A)
4 Science	76.33 (C)	63.33 (D)	77.5 (C)
4 Social Studies	89.55 (A)	76.66 (C)	51.66 (F)
4 Spanish I	80 (B)	80 (B)	80 (B)
4 Visual Art	100 (A)	70 (C)	80 (B)

Attendance

Belinda has been present 96.47% of the number of days enrolled.

Days Enrolled: 85 Days Present: 82

Attendance Category	% of Days Present
Satisfactory	95 or more
Borderline	90-94.9
Moderate	80-89.9
Severe	less than 80

Attendance Details

Present (Green) Excused Absence (Pink) Unexcused Absence (Red)

Aug'22 (100%)							Sep'22 (90%)							Oct'22 (100%)							Nov'22 (100%)							Dec'22 (92%)							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
	1	2	3	4	5	6					1	2	3							1			1	2	3	4	5						1	2	3
7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10	
14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17	
21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24	
28	29	30	31				25	26	27	28	29	30	23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31		
													30	31																					

Behavior

Incidents 5 # Offenses 5 # Days OSS 0 # Days ISS 0

Date (latest 3)	Offense	Severity	Response
03/09/2023	104 Profane/Indecent Language	1	NR-No Discipline Response
03/06/2023	102 Noncompliance w/Request	1	NR-No Discipline Response
12/14/2022	212 Inappropriate Physical Contact With Other Students	2	

Severity Level: 0 1 2 3 4 5 9

Belinda has had 0 days of Out-of-School Suspension (OSS) this year.
 Belinda has had 0 incidents with a severity level 3 or higher offense.
 For more information regarding student disciplinary practices and procedures, please see the Student-Parent Handbook.

TCAP Results

21-22

MATH	Below Expectations
READING	Approaching Expectations
SCIENCE	Met Expectations

Performance Level Descriptions: These descriptions indicate the student's demonstrated level of understanding and ability to apply the knowledge and skills of the given subject as defined by the Tennessee Academic Standards.

Below	Approaching	Met	Exceeded
Minimum understanding and nominal ability	Approaching understanding and partial ability	Comprehensive understanding and thorough ability	Extensive understanding and expert ability

IMPLEMENTATION DATA

From 2022 to 2023, the average number of weekly log-ins increased by **282%**

5,535

JANUARY-AUGUST 2022

Average number of weekly log-ins

15,583

JANUARY-AUGUST 2023

Average number of weekly log-ins

literacy
REIMAGINED &
{math}ⁿ



DEFINING THE INITIATIVE

Purpose: To provide a standardized tier 1, high-quality curriculum with high-quality instructional materials to deliver equitable learning outcomes across all schools.

Accelerating scholars



DEFINING THE INITIATIVE

Purpose:

High-impact tutoring offered during or after school for proactively identified students in pursuit of helping them meet their literacy and math growth goals.

Research Highlight

Accelerating Scholars tutoring was most effective for students with lower baseline levels of achievement. For example, students who were in the **bottom third of achievement levels in MNPS** who received a semester of tutoring improved their academic achievement in reading and math by a statistically significant 0.06 SD in reading and 0.07 SD in math. **These estimates roughly equate to between four to six weeks of learning in reading and seven to nine weeks of learning in math for lower-performing students.**

KEY TAKEAWAYS / Other findings

1. A semester of Accelerating Scholars tutoring had a small positive effect on student achievement
2. Accelerating Scholars tutoring was most effective for students with lower baseline levels of achievement.
3. Students who participated in Accelerating Scholars for multiple semesters experienced meaningful larger achievement gains.
4. There was little evidence that the effectiveness of Accelerating Scholars was impacted as it was scaled up in the district.
5. There were few systematic differences in the effectiveness of Accelerating Scholars across tutoring session characteristics (e.g., in person vs. virtual, one-on-one vs. small-group)
6. There is no evidence that the effectiveness of tutoring varies between models (e.g., in person vs. online, teacher vs. support staff, etc.)

EQUITY ROADMAP



DEFINING THE INITIATIVE

Purpose:

Create observable practices that operationalize the district's commitment to racial equity by supporting school-based and Support Hub staff in taking intentional approaches to eliminating systemic barriers that disproportionately affect specific student groups and families – in the ultimate pursuit of creating equitable learning environments that foster strong academic skills, a sense of student agency, pride in one's cultural identities, and empathy for meaningful connections between educators, students and families.

DEFINING THE INITIATIVE

Intended Outcomes:

- 1. Reduce achievement gaps among targeted student groups within all district focused outcomes**
2. Create standard, shared equity terminology, flexible support tools, and decision-making processes based on our district's equity values and shared beliefs
3. Increase competency among all staff capacity to interrupt inequitable practices, examine biases, and create inclusive, equitable school environments for students, families, and staff
4. Create a progress monitoring structure and tool for the menu of strategies within the Equity Roadmap

community
partnerships
are key:
We cannot and
should not
do this work alone

The screenshot shows a web browser displaying an article on The Tennessean website. The URL in the address bar is <https://www.tennessean.com/story/opinion/contributors/2024/04/10/chronic-absenteeism-tennessee-...>. The page features a navigation bar with links for News, Sports, Counties, Business, Music, Advertise, Obituaries, eNewspaper, and Legals. A prominent banner for 'THE UNIVERSITY OF TENNESSEE KNOXVILLE' and 'degree.' is visible. The article title is 'Tennessee schools face chronic absenteeism, but here's what Nashville is doing about it', written by Adrienne Battle and Meredith Benton. The sub-headline reads 'Partnership between Metro Nashville Public Schools and Communities In Schools Tennessee supports students and yields encouraging results.' The article was published on April 10, 2024, at 5:05 a.m. CT. Social media sharing icons for Facebook, X, Email, and a general share icon are present at the bottom of the article content area.

MARKETPLACE
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THE UNIVERSITY OF TENNESSEE KNOXVILLE

degree.

CONTRIBUTORS | Opinion *This piece expresses the views of its author(s), separate from those of this publication.*

Tennessee schools face chronic absenteeism, but here's what Nashville is doing about it

Partnership between Metro Nashville Public Schools and Communities In Schools Tennessee supports students and yields encouraging results.

Adrienne Battle and Meredith Benton Guest Columnists
Published 5:05 a.m. CT April 10, 2024 | Updated 5:05 a.m. CT April 10, 2024

f X ✉ ↗

Thank you!





Literacy for All: Narrowing Academic Achievement Gaps Post-Pandemic



Our Community



- Baldwin County is home to approximately 43,635 residents
 - 52% Caucasian, 42% African American, 2.9% Hispanic, and 3.1% Other (U.S. Census Data, 2022)
 - 42% of the population under the age of five lives in poverty compared to 28% in Georgia; 39% of the population between the ages of 5 and 17 live in poverty compared to 24% in Georgia.
 - 26% of the population suffers from food insecurity



Our Community



- Primary Language- English
- Secondary Language - Spanish
- Major Components of the Baldwin County's Economy:
 - Higher Education
 - Health Care
 - Food Service Industry
 - Small businesses
 - Service Occupations
- BCSD is the third largest employer in Baldwin County
- Educational data for 2018-2022 indicate that 85.5 percent of Baldwin County citizens 25 years and older are high school graduates or higher.
- 23.5 percent of persons 25 years or older hold a bachelor's degree or higher.



Our Community

Georgia



- In 1803, the Georgia legislature called for the establishment and survey of a town to be named in honor of then-current governor, John Milledgeville (1758-1818), which resulted in the establishment of the city of Milledgeville.
- In December of 1804, Milledgeville was declared as the fourth state capital of Georgia and, in 1806, was incorporated as a town.
- In 1868, the capital was moved to its current home of Atlanta, Georgia.
- Baldwin County was known for being home to Central State Hospital, which was once the world's largest mental institution.
- Southern gothic writer Flannery O'Connor lived in Milledgeville from 1951-1964 at Andalusia Farm, now a museum open for public tours.

BALDWIN COUNTY SCHOOL DISTRICT

At-A Glance



Student Demographics

- ▶ 64% Black
- ▶ 24% White
- ▶ 6% Multi-racial
- ▶ 5% Hispanic
- ▶ 1% Asian
- ▶ 85% Eligible for free or reduced meals
- ▶ Special Education – 12%
- ▶ Gifted – 7%
- ▶ ESOL – 2%
- ▶ Homeless - 4%



The Baldwin County School District



Our Mission & Vision



▶ The Mission of the Baldwin County School District, in **collaboration** with families and community, is to **educate** students who will **graduate** college and career ready and become **contributing** members of our local and global communities.

▶ Our Vision is to **empower** students to **achieve** their maximum potential for **lifelong success**.



Strategic Plan and Innovations



NEXT GENERATION LEARNERS



Strategic Plan and Innovations





Student Performance

Noteworthy Achievement

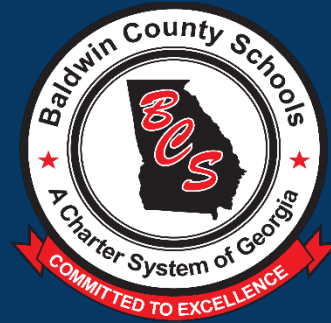
- On the End of Grade(EOG) Georgia Milestones Assessment System(GMAS), we increased in performance percentages in ELA and math in 3rd, 4th, and 6th grades.
- On the EOG GMAS, we had significant increases in reading performance levels and lexiles for grades 3, 4, 6, 7, and 8.
- Based on the College and Career Ready Performance Index (CCRPI) comparison data from 2022-2023, there are increases in literacy scores for all schools of 15 points or higher and all schools have exceeded the pre-pandemic scores for literacy.
- Both primary, both elementary, and the middle school had increases in CCRPI Readiness scores of 13 points or higher.



Student Performance

Noteworthy Achievement

- Baldwin High School exceeded the state's scores in Progress, Closing the Gap, and Graduation Rate on CCRPI.
- Both primary schools had a Closing Gap score of 100 on the CCRPI Report..
- Third grade math is on a constant rise from pre-pandemic years. For spring 2023, scores were higher than the 2018-2019 scores, with 74% of students Developing, Proficient, and Distinguished learners. This score is the highest percentage of any subject area in any grade for 2023.
- Eighth grade reading has 61% of students Developing, Proficient, and Distinguished learners, which is the highest percentage of any subject in middle school.
- The elementary Closing the Gap District scores was a 70.5, which was higher than the state score of 66.7.
- The high school had a Closing the Gap score of 78.6, on the CCRPI which was higher than the state score of 67.5



Student Performance

Prioritized Areas of Improvement

#1- Increase the percentage of students reading at grade level K-8.

#2- Increase the percentage of all students performing at the Proficient and Distinguished Learner Level on the ELA, Math and Science EOG and EOC assessments.

#3- Reduce the percentage of all students performing at the Beginning Learner Level on the ELA EOG and EOC assessments.

What are we doing in Baldwin County to ensure our students achieve at high levels?



We remove barriers and close the opportunity gap.



*Social Emotional Needs - Counselors and Behavior Specialists

*Healthcare - Bee Well Clinic - Mental Health Services

*Uniforms and Parent Laundry Learning Center

*Breakfast, Lunch and Dinner Programs

*Building the Capacity of Parents- Parent University

*Address the digital divide by providing computers and

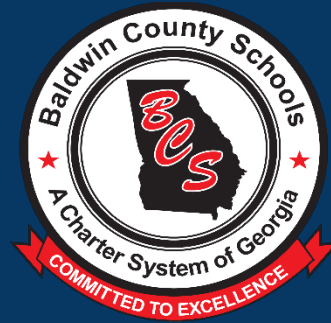
hotspots to connect to WIFI

*Evening School - Foothills

*STEAM Initiative (Science, Technology, Engineering, Arts and Mathematics)

*Dual Enrollment and AP Credits

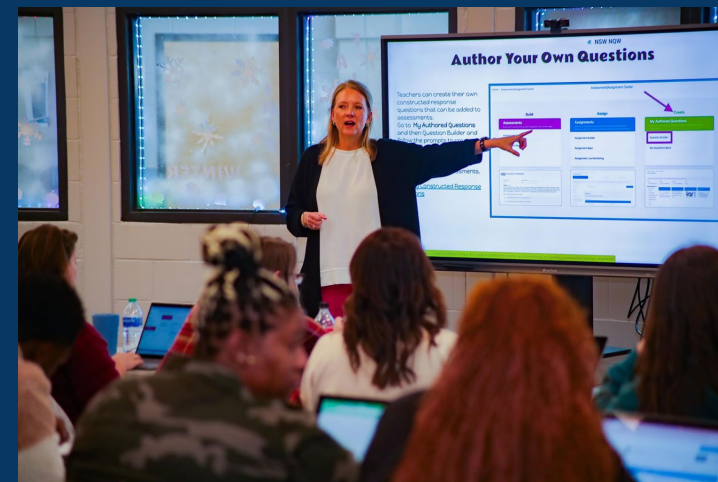




Initiatives and Professional Learning Priorities

Literacy / ELA

- Standards-based instruction
- Districtwide Literacy Framework
- Units of Study
- Tier 1 High Quality Materials
- Science of Reading Training
 - LETRS for Teachers and Admin
 - Orton-Gillingham
 - Wilson Reading Program
- Small-group Instruction
- Vocabulary and Background Knowledge
- Data-Driven Instruction (iReady and MAP)
- Goal Setting with Students and Families
- Benchmark & Assessment Data for Instructional Grouping
- Evidence-Based Writing
- Reading Conferences
- Universal Reading Screener
- Tier II and Tier III Support
- Stakeholder Communication
- After school Literacy Academy
- Read United for Grades K-2 in Partnership with Communities In School and United Way of Central Georgia
- First Readers Initiative for Preschool and Pre-K students - Provides students with a book each month with literacy activities for parents



What is a Charter System?



BALDWIN COUNTY SCHOOL DISTRICT

**Empowering Minds through Academics,
Igniting Creativity through the Arts,
Fostering Excellence through Athletics!**

LEARN MORE →



What is a Charter System?



A charter system is a school district that operates under a performance-based contract between board and the state board of education.

Under the Charter System operating model, Baldwin County Schools would gain freedom and flexibility from many state education laws and regulations in exchange for increased accountability for student achievement. Additionally, charter systems must distribute meaningful decision-making authority to individual schools by maximizing school-level governance through local school governance teams.

As a Charter System, the Baldwin County Schools will agree to a five year contract with the State Board of Education to use the broad flexibility from almost all state education laws and regulations to innovate in exchange for increased accountability for student achievement.

A key element to charter system is moving decision making closer to where learning takes place. That means leaving decisions to the school system and to the schools within the system. It also means involving more people in the decision making process. **A Local School Governance Team** in each school is the method BCS will use to get the community, parents and teachers involved in decision making to maximize educational opportunities for our students.

TRANSFORMING BALDWIN HIGH SCHOOL ACADEMIES



Engineering, Information Technology, and Production

- Marketing
- Computer Science
- Agriculture
- Construction
- Welding (Dual Enrollment)
- Aviation/Unmanned Aircraft Systems (Drone)

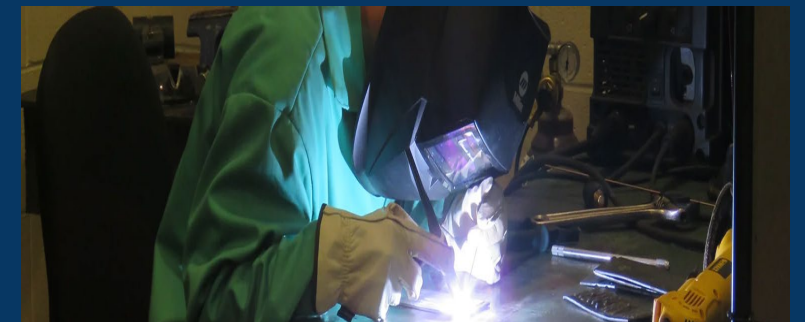
Hospitality, Health, and Human Services

- Healthcare
- Cosmetology
- Early Childhood Education
- Teaching as a Profession
- Culinary Arts
- Criminal Justice (Dual Enrollment)
- Patient Care – CNA (Dual Enrollment)

Arts, Entertainment, and Communication

- Band
- Chorus
- Drama
- Dance
- Visual Arts
- Audio-Video Technology

NJROTC







What's Working to Narrow Academic Achievement Gaps: Post-Pandemic Insights from the School District of Philadelphia

Tony B. Watlington, Sr., Ed. D.
Superintendent

May 14, 2024



Overview

1. District **Overview & Superintendent Charge**
2. What **Outcomes** are we **Achieving**?
3. What are we Doing to **Accelerate Academic Achievement**?



District Overview & Superintendent Charge

District Overview

197,115

Total Student Enrollment

116,115 District & Alternative

64,119 Charter Enrolled

14,643 Cyber Charters

2,238 Other

[\(View more enrollment data\)](#)

331

Total Number of Schools

249 District & Alternative

218 District Schools

31 Alternative Education

82 Charter

Student Diversity

Black/ African-American 50%

Hispanic/ Latino 24%

White 14%

Asian 7%

Multiracial/ Other 5%

School Funding

Local \$1.86B | State \$2.074B | Federal \$31.3M
| Federal Grant Relief \$528.4M

167

Languages Spoken by
students/family

4950

Students now enrolled in
Advanced Placement

34

Advanced Placement courses
are available across our
schools

43

Career and Technical
Education Programs

9

International Baccalaureate
Programs

Superintendent Charge:

The School District of Philadelphia will **achieve the Board's Goals and Guardrails**, as well as **become the fastest improving large, urban school district in the country.**

MEASURED BY:



NAEP Scores

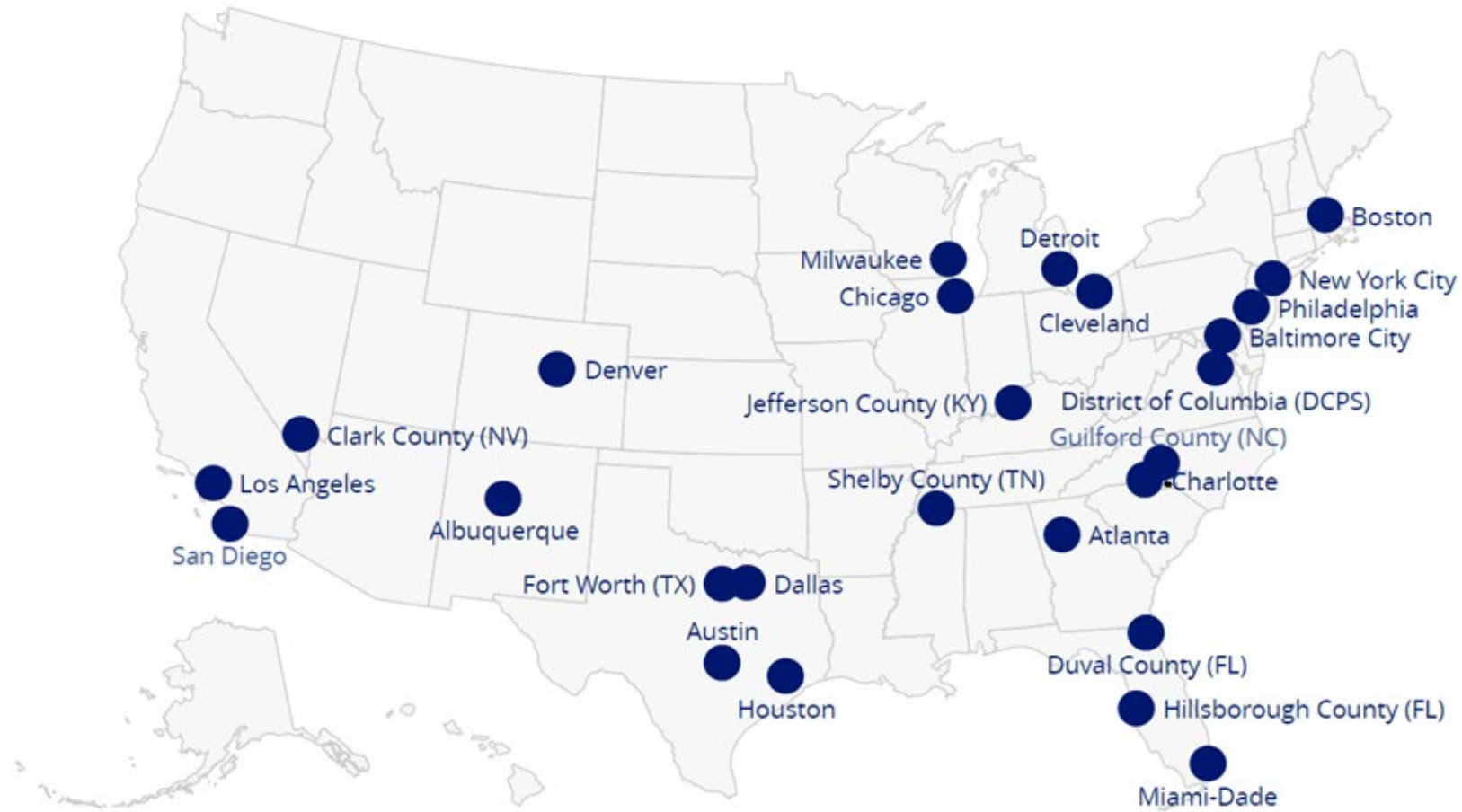
Graduation Rate

Dropout Rate



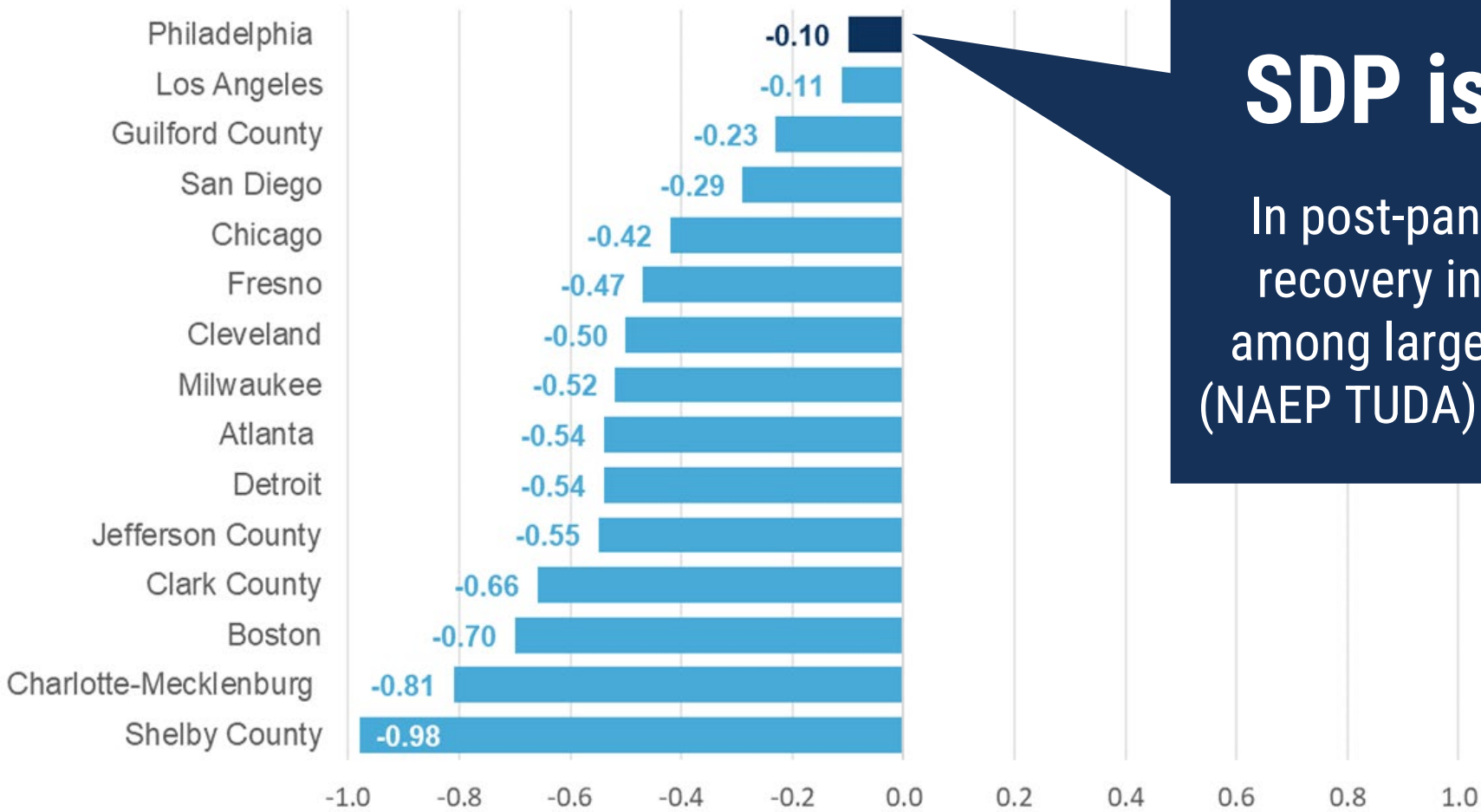
What Outcomes Are We Achieving?

Twenty-six Participating NAEP TUDA Districts in 2022



Education Recovery Scorecard

Change in Average Math Scores from 2019-2023 (National Comparisons)

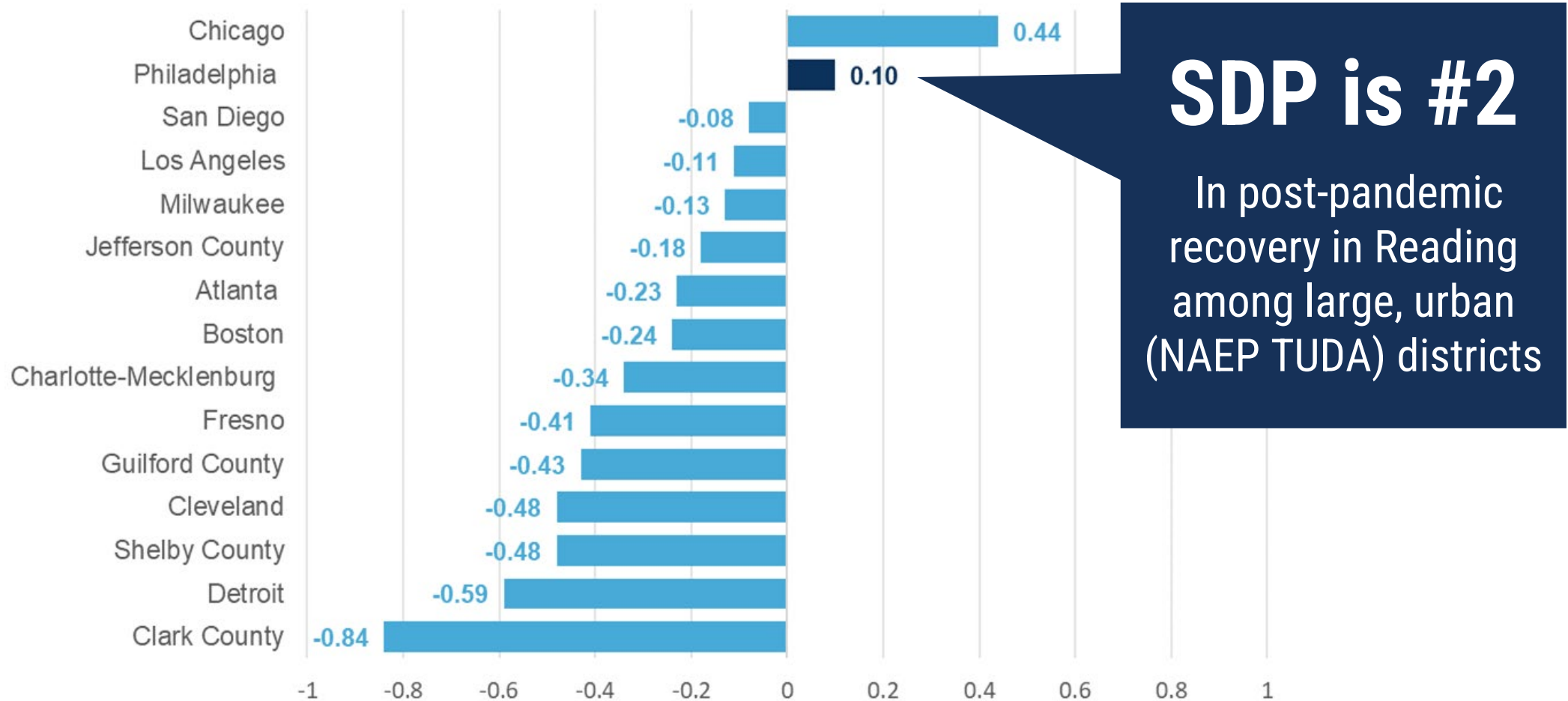


SDP is #1
In post-pandemic recovery in Math among large, urban (NAEP TUDA) districts

Note: Of the 28 total districts participating in NAEP Trial Urban Districts in 2019 and 2022, 15 had available data for the 2019 through 2023 analysis. *Fresno participated in TUDA from 2009 until 2019. The Education Recovery Scorecard (<https://educationrecoverycorecard.org/>) included 30 states and represented 60 percent of the U.S. public school population from grades 3-8.

Education Recovery Scorecard

Change in Average Reading Scores from 2019-2023 (National Comparisons)



Note: Of the 28 total districts participating in NAEP Trial Urban Districts in 2019 and 2022, 15 had available data for the 2019 through 2023 analysis. *Fresno participated in TUDA from 2009 until 2019. The Education Recovery Scorecard (<https://educationrecoverycard.org/>) included 30 states and represented 60 percent of the U.S. public school population from grades 3-8.



How Do We Plan to Accelerate Academic Achievement?

High Levers for Accelerating Student Achievement



- 1 Highly qualified, well supported, stable teachers over time
- 2 Highly qualified, well supported, stable principals over time
- 3 High quality, standards aligned, and culturally appropriate curriculum (both academic & SEL)
- 4 Adequate time on task (regular teacher and student attendance) and rigorous core instruction
- 5 Schools engage parents and guardians as partners



What are our Specific Strategies to Close Achievement Gap?

Specific Strategies to Close Achievement Gaps

- Focus on **rigorous, grade-level (Tier 1) core instruction**.
- Implement **high-quality, curriculum and instructional resources districtwide** for all grade levels (K-12):
 - Illustrative Math in the 2023-2024 School Year
 - Science of Reading in the 2024-2025 School Year
- Offer intensive **professional learning and instructional coaching** for school-based **instructional leadership teams**:
 - Teachers
 - Assistant Principals
 - Principals
- Provide more than **170 District operated pre-K locations** across Philadelphia.
- **Partner with community organizations, like Read by 4th**, that have distributed millions of books to families citywide since 2016.



THE SCHOOL DISTRICT OF PHILADELPHIA

Thank you and Questions

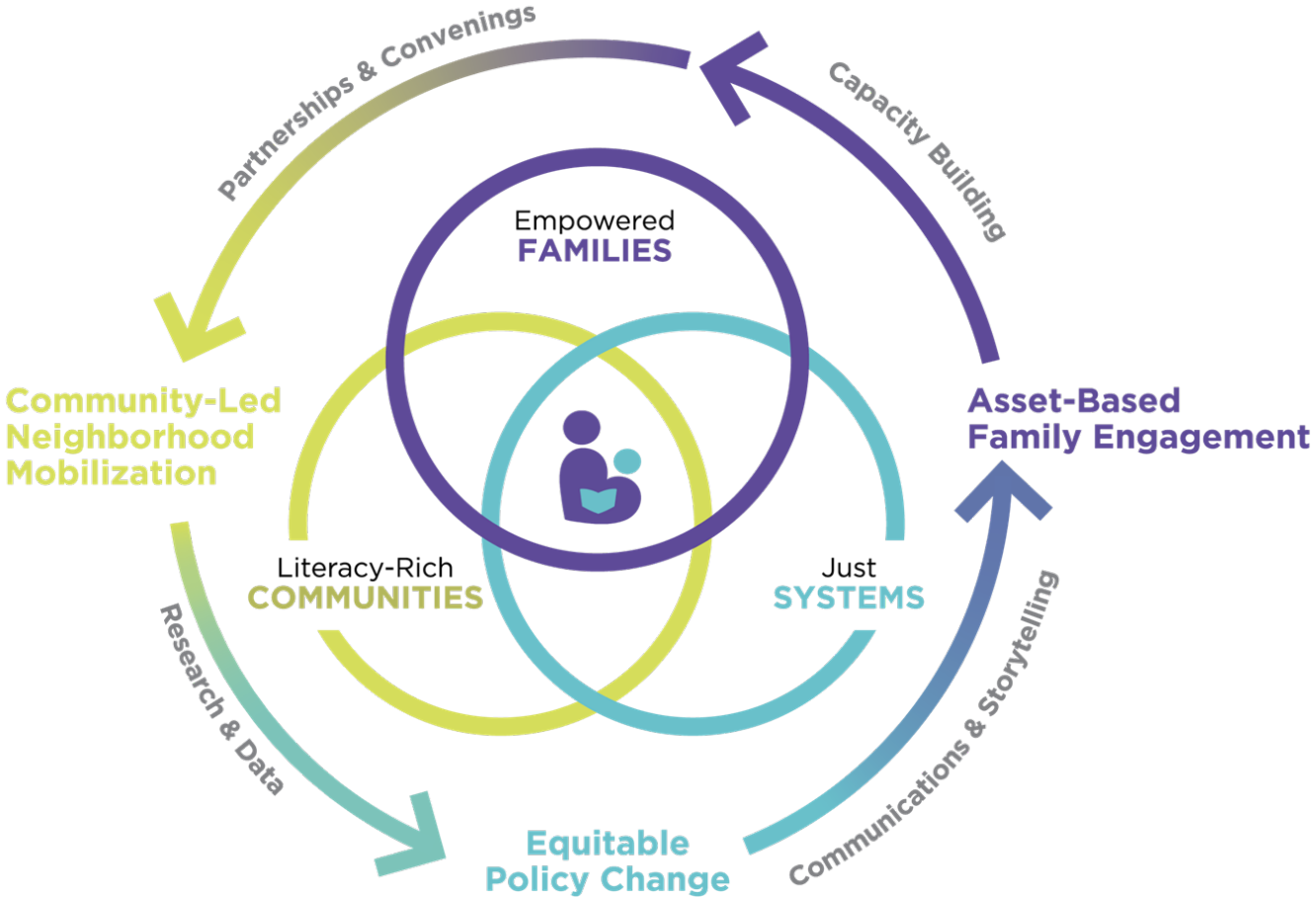
Protecting every child's
right to read.



Protecting every child's
right to read.



Everyone has a role in growing strong readers.



With the Philly ABCs, learning the alphabet has never been more fun!





LEARNING THE ABCs TAKES PRACTICING ALL THREE: LETTER NAMES, LETTER SHAPES, AND LETTER SOUNDS.

Aa is for ASTOUNDING AFRO	Bb is for BUSTLING Bikes	Cc is for Cool Cats	Dd is for Drumlines	Ee is for EMBRACING Everyone
Ff is for FASCINATING Fountain	Gg is for GREGARIOUS Gritty	Hh is for HEAPING Hoagie	Ii is for INSPIRING Independence Hall	Jj is for JARRING Jab
Kk is for KINETIC Key	Ll is for LEGENDARY Love	Mm is for MAJESTIC Mural	Nn is for NICE Neighbors	Oo is for OPULENT OPERA
Pp is for PERFECT Pretzels	Qq is for QUINTESSENTIAL Queen	Rr is for RESILIENT Rocky	Ss is for SUPER Sixers	Tt is for TUESDAY Trolley
Uu is for UNBELIEVABLE Umpire	Vv is for VIBRANT Vegetables	Ww is for WONDERFUL Water Ice	Xx is for LOX IN A BOX	Yy is for YO YO YO
Zz is for ZOO				

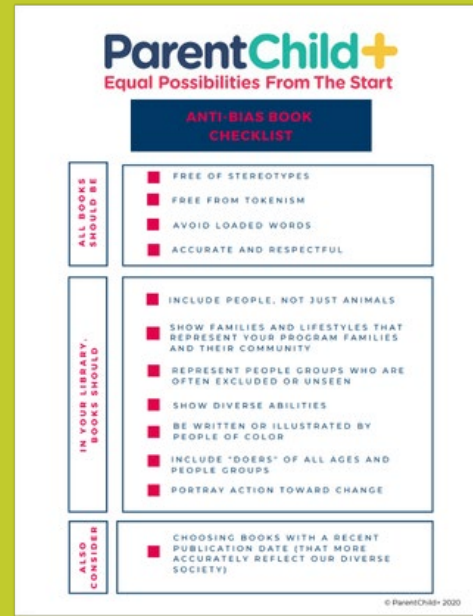
What's this letter name?
What sound does it make?
Now, let's write it!

READ BY 4th | Philadelphia | free Literacy & Learning | Scan me to practice! | phillyabc.org

We're making it easier for our partners to access diverse books.



Book Wish Open House invited *all* grant applicants to receive free books.




Held Mirrors Windows and Doors training on importance of diverse books.





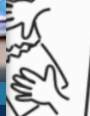





Commitment to purchase from local Black-owned bookstores.

We've co-created science-of-reading aligned resources with and for educators.




Reading is the key to the life our children deserve.

Literacy Toolkit

We hope these interactive tools support your teaching strategies and strengthen your practice. Combined with the love and expertise you bring to the classroom, we're confident you'll uncover what works best for our children.

- ✓ Help students segment and blend with Eikonin boxes
- ✓ Play phonemic awareness games with picture cards
- ✓ Build alphabet knowledge with upper- and lowercase letter cards

THE SCHOOL DISTRICT OF PHILADELPHIA 

ACTIVITY TOOLKIT




Early Literacy Resources for Educators

READ BY 4TH

About Initiatives Resources Impact Partners Staff

ONLINE RESOURCES

Great teachers are lifelong learners.




FREE LITERACY RESOURCES FOR TEACHERS

We've worked with Philly educators to curate a list of resources to help you deepen your knowledge of the Science of Reading, discover practical classroom strategies, and uncover what works best for our children.

THANK YOU

for the love and expertise you bring to the classroom every day.



bit.ly/teachreadingphilly

BOOKMARK

We're changing the Teacher Pipeline and supporting inservice PD



ACCREDITATION

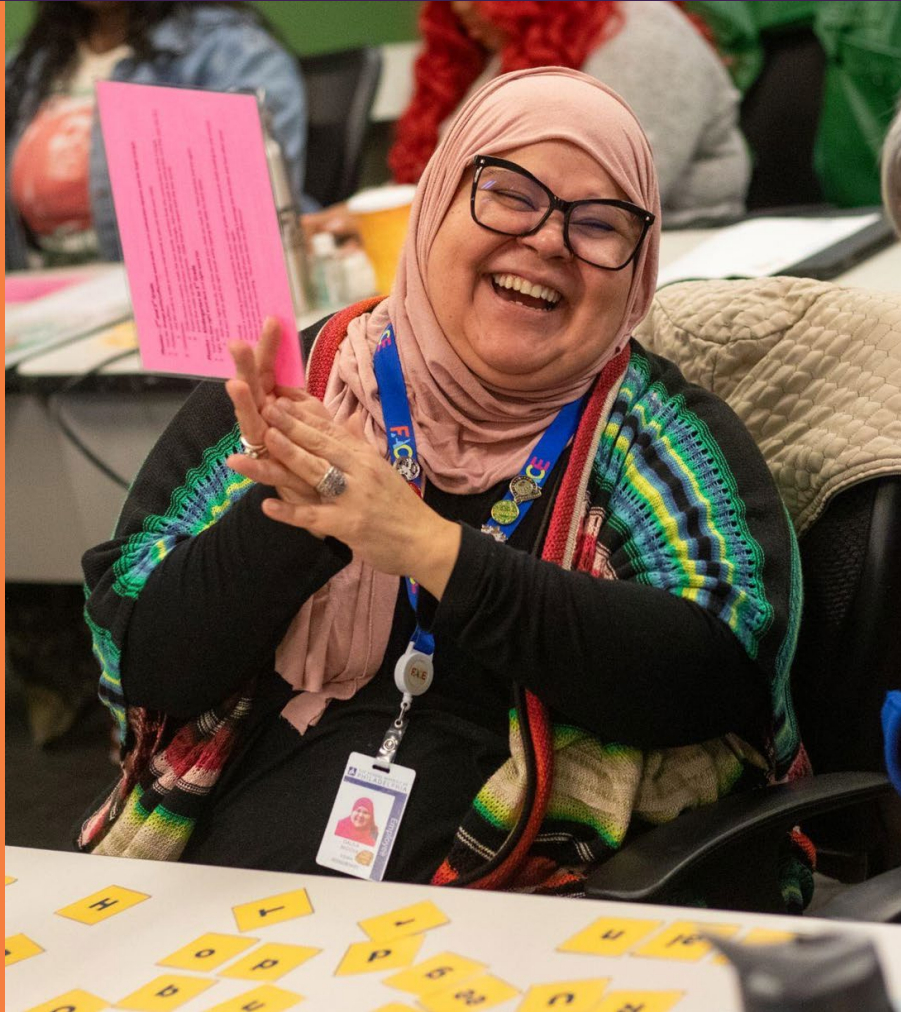
12

Education programs in Pennsylvania are accredited in *IDA The Knowledge and Practice Standards for Teachers of Reading*.



COMMUNITY OF PRACTICE

District Family Engagement Liaisons have been trained in the Parent Workshop on Early Reading Skills.



Reading Captains share resources with Philly families and expertise with partners.



“When I think about the Read by 4th collective and what is happening amongst this group, I think of the word Ujima, which is a Kwanza principle that talks about collective work and responsibility. And it means that my brothers and sisters problems become my problems and we work together to solve them.

Being able to look at all of our problems not just as individual organizations, but as a collective has been powerful.”

NYSHAWANA FRANCIS-THOMPSON, ED.D.

Chief of Curriculum and Instruction
School District of Philadelphia





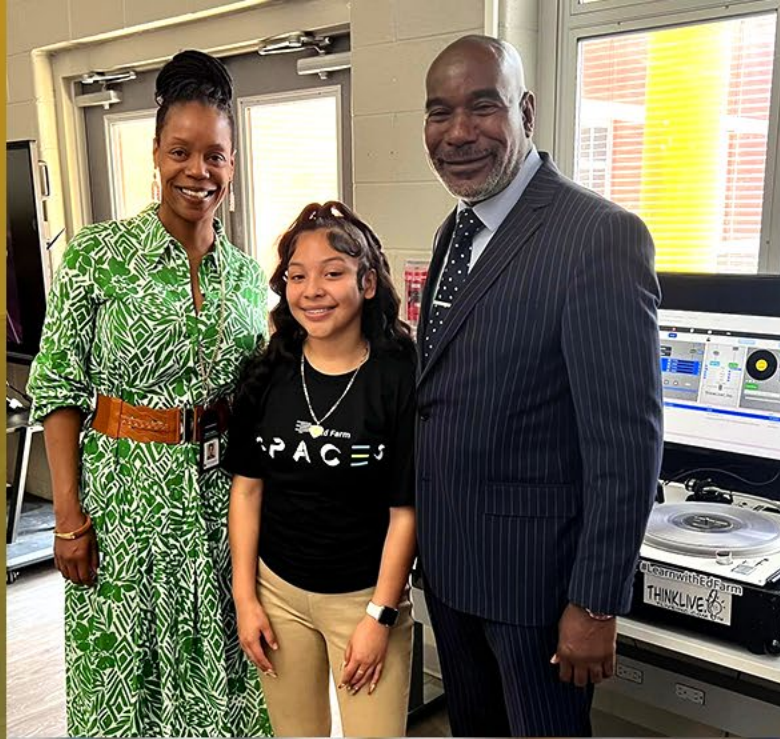
**BIRMINGHAM CITY SCHOOLS AND
THE HOUSING AUTHORITY OF THE
BIRMINGHAM DISTRICT (HABD)**

A PARTNERSHIP — THAT — WORKS

DR. MARK SULLIVAN

Superintendent Birmingham City Schools

May 14, 2024



Leadership

Birmingham City Schools Board Members



District 1
Mr. Sherman Collins, Jr.



District 2
Neonta Williams



District 3
Mary Boehm



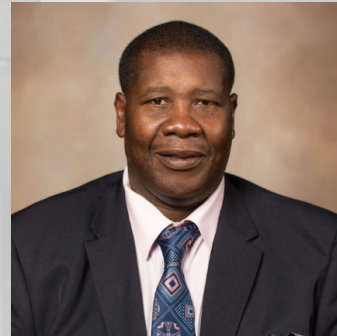
District 4
Derrick L. Billups



District 5
James A. Sullivan



District 6
Leticia Watkins



District 7
Walter Wilson



District 8
Sonja Q. Smith



District 9
Jason Meadows

BCS at a glance

44
SCHOOLS



(Including Virtual Academy of Learning)

20k
STUDENTS



2,700
EMPLOYEES



20
Elementary
Schools

7
K-8
Schools

8
Middle
Schools

7
High
Schools

1
Virtual
School

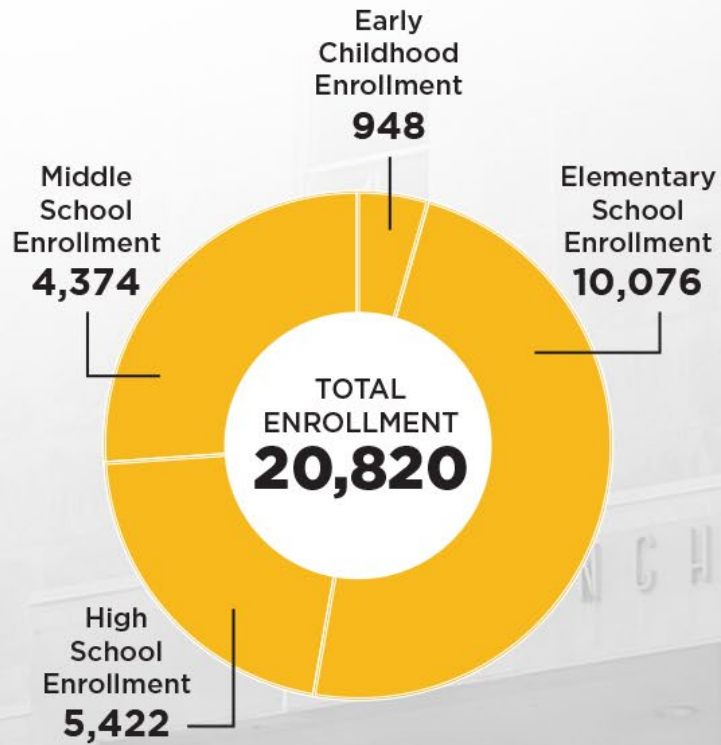
Housing Authority and BCS Partnership



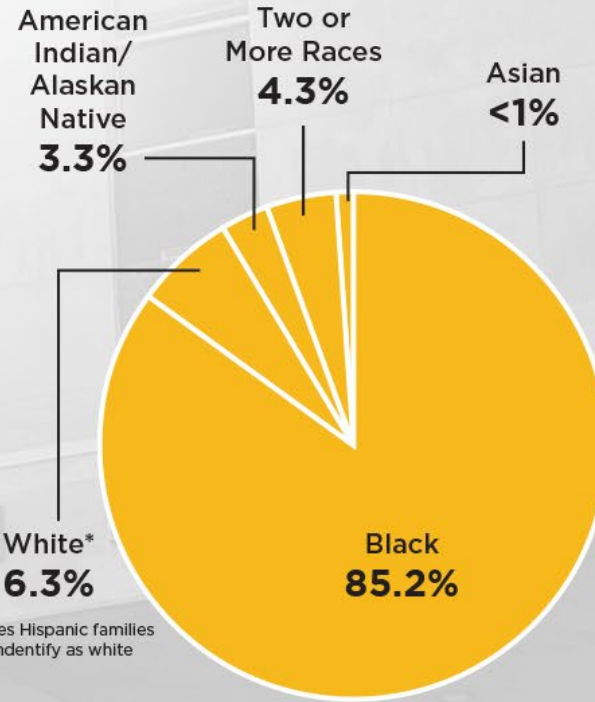
About **one-fourth** of Birmingham City Schools Students live in public housing in Birmingham

- In 2021, HABD Worked with Birmingham City Schools to Educate Students and their Families on COVID and Efforts to Mitigate the Spread of the Coronavirus
- HABD Partners with Reading Initiatives in the schools and in their communities to help raise student achievement.
- The Housing Authority, along with support from the City of Birmingham and several stakeholders launched an initiative this year to reduces the number of chronic absentees.

PRE K-12 ENROLLMENT

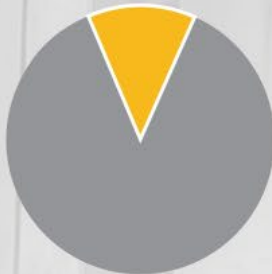


RACIAL DEMOGRAPHICS

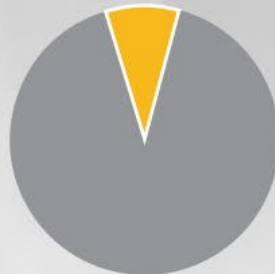


* Includes Hispanic families who identify as white

Scholars identifying as Latino/Hispanic
12.8%



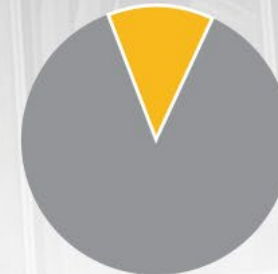
English Language Learners scholars
9%

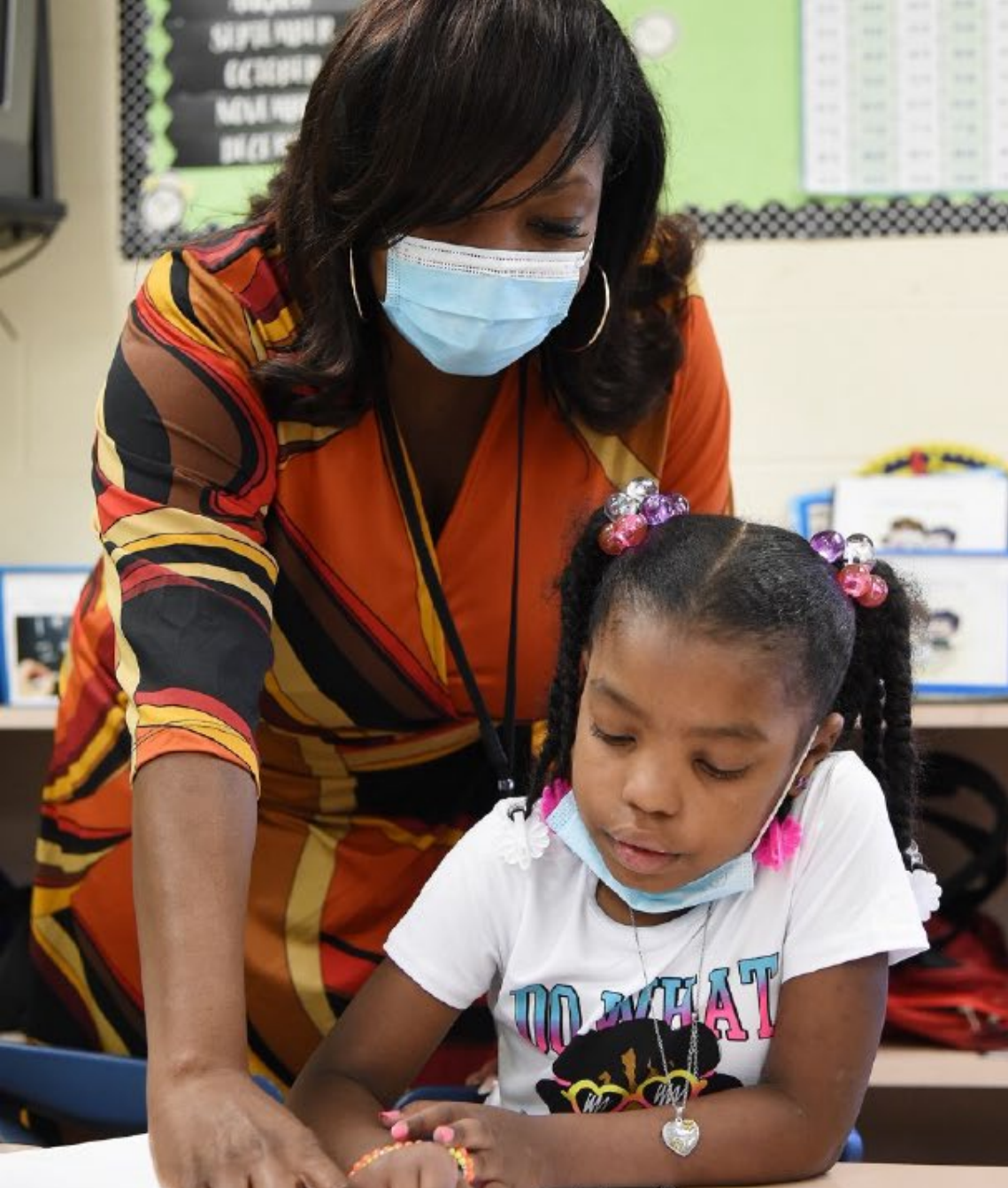


Participating in Free/Reduced Lunch Program
87%



Number of scholars served in Special Education
12.4%





Challenges Following the Pandemic

- Recover Learning Loss
- Accelerate Learning
- Support Students and Employees

Recent Academic Success

**BCS SCHOLARS
HAD A**

3%

**INCREASE IN MATH
PROFICIENCY**

**THE DISTRICT
EXPERIENCED A**

9%

**INCREASE IN
READING SCORES**

**THE NUMBER OF
SCHOOLS MAKING**

A_s & B_s

**ON THE STATE REPORT
CARD INCREASED**

The New York Times

Success in BCS featured in The New York Times

Birmingham City Schools was highlighted in this report based on the increases our scholars showed in math, compared to other school districts across the country – both urban and suburban.

Bright Spots: What Has Worked?

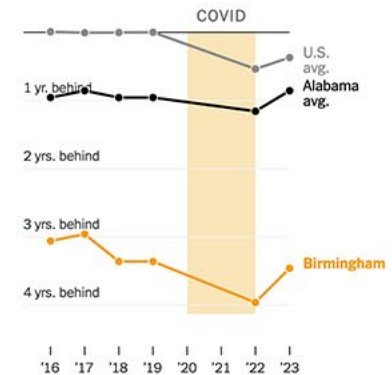


Birmingham, Ala., prioritized extra time for learning over school breaks. Mark Sullivan, the superintendent, said some parents initially balked, but have come to love the program. Bob Miller for The New York Times

Other districts focused on adding more hours of school, including Birmingham, Ala., a majority Black district where most students qualify for free or reduced price lunch.

Math scores in Birmingham, Ala.

Test scores correlate strongly with poverty. Birmingham, a poor district, is still scoring below average, but had a strong recovery from the pandemic.



The superintendent, Mark Sullivan, said he first wanted to make school year-round, a dramatic solution that found little support among families and teachers. So he offered a compromise: The district would hold extra instructional sessions available to all students during fall, winter and spring breaks, in addition to summer school.

Questions & Discussion

Upcoming GLR Learning Tuesdays Webinars

FUNDER-TO-FUNDER CONVERSATION

Seeding Knowledge: Harnessing Philanthropy to Cultivate Learning in Everyday Spaces

Tuesday, May 21, 12:30-2:00 p.m. ET/9:30-11:00 a.m. PT

GLR LEARNING TUESDAYS: BIG BETS WORKING

Not Just Nice But Necessary: Family Engagement = A Big Bet That's Paying Off for Kids

Tuesday, May 21, 3-4:30 p.m. ET/12-1:30 p.m. PT

GLR LEARNING TUESDAYS: LEARNING LOSS RECOVERY CHALLENGE

Scaling Evidence-Based Products & Programs Within Districts

Tuesday, May 28, 3:00-4:30 p.m. ET/12:00-1:30 pm PT

CRUCIBLE OF PRACTICE SALON

Watertown Community Health Foundation: Early Learning Collaborative and Equity

Tuesday, June 11, 12:30-2:00 p.m. ET/9:30-11:00 a.m. PT

