

THE SCHOOL DISTRICT OF PHILADELPHIA
OFFICE OF SECONDARY EDUCATION
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To: Albert Bichner, Deputy CAO
Office of Secondary Education

From: Larry Aniloff

RE: Comparison of 2005 and 2006 Grade 11 PSSA Scores
Career and Technical High Schools

One of the four objectives presented in our 2005-2006 Perkins application was related to improved basic academic skills among students enrolled in Career and Technical High Schools (CTHS). A reduction in the percentage of students scoring at the Below Basic level between 2005 and 2006 was used as the standard to determine if the standard had been attained.

Based upon information compiled by the District's Office of Accountability, Assessment, and Intervention, the percentage of students scoring Below Basic was reduced in Math at seven of the eight CTHS and at six of the CTHS in Reading. At a seventh CTHS, the percentage of students scoring Below Basic in Reading remained constant. A summary of the scores is presented below.

The largest reduction in the percentage of students scoring Below Basic in Math were Communications Tech (10 percentage points) and at Swenson (15.4 percentage points). The largest reduction in the percentage of students scoring Below Basic in Reading were Bok (26.1 percentage points) and at Edison (12.1 percentage points), and Randolph (28.5 percentage points). Six of the eight CTHS attained a reduction in the percentage of students scoring Below Basic in both areas (Math and Reading). These schools are Bok, Edison, Mastbaum, Randolph, Saul, and Swenson.

Three specific strategies were used by the eight CTHS to improve the basic academic skill levels of the students. These were:

- A Community and Economic Development (DCED) tutoring grant was provided to the schools to develop and implement a PSSA preparation program for eleventh grades. The total grant was \$320,000, an average of \$40,000 per school.
- The eight schools participated in three Governor's Institutes. The four full-day professional development days were used to present these professional

development programs. Each school had a team of four teachers at each of the three concurrent professional development programs. Each school had a total of twelve participants. The three areas were: Reading, Writing, and Listening Skills for Career and Technical Students (presented by Temple University); Mathematics and Career and Technical Education (presented by Penn State University); and Special Education and Career and Technical Education (presented by PaTTAN).

- Rigor and Relevance was our theme in 2005-2006. Career and Technical programs began the process of requiring students to earn industry-recognized certifications to be considered to be successful completers. This standard will be a requirement in 2006-2007. Teachers have participated in professional development programs designed to enable them to earn these certifications. Attaining this standard makes them eligible to prepare the students. The higher standards to which students are being held appear to be a factor in students improving their basic skill levels.

**Comparison of 2005 and 2006 Grade 11 PSSA Scores
Career and Technical High Schools**

<u>School</u>	% Below Basic – Math		% Point <u>Reduction</u>
	<u>2006</u>	<u>2005</u>	
Bok	56.7%	63.5%	6.8
Comm Tech	70.7%	80.7%	10.0
Dobbins	83.5%	74.2%	9.3 Increase
Edison	77.6%	80.6%	2.9%
Mastbaum	64.1%	70.9%	6.8
Randolph	83.5%	92.8%	9.3
Saul	45.0%	48.9%	3.9%
Swenson	65.3%	78.7%	15.4

<u>School</u>	% Below Basic – Reading		% Point <u>Reduction</u>
	<u>2006</u>	<u>2005</u>	
Bok	35.9%	62.0%	26.1
Comm Tech	65.3%	62.2%	3.1 Increase
Dobbins	57.9%	57.9%	No Change
Edison	66.0%	78.1%	12.1
Mastbaum	52.5%	55.0%	2.5
Randolph	61.9%	90.4%	28.5
Saul	25.7%	33.1%	7.4
Swenson	50.3%	57.4%	7.1