



# Introduction



Established in 1929, Jules E. Mastbaum Area Vocational Technical School (MAVTS) is an urban comprehensive career and technical center (CTC) located in Philadelphia, Pennsylvania. It offers a full academic curriculum as well as

nine career and technical education (CTE) programs to students from throughout the school district of Philadelphia. As of the 2010–2011 school year, approximately 960 students in grades 9 through 12 attend MAVTS.

The leadership team includes a principal, two assistant principals, four academy/content leaders and a five-member Distributed Leadership team of teachers. There are 68 academic instructors and 17 CTE instructors. MAVTS is under the jurisdiction of the School District of Philadelphia and, like most CTCs across Pennsylvania, is not independently or jointly operated.

Of the students enrolled at MAVTS, 54 percent are African American, 38 percent are Hispanic, 5 percent are Caucasian and 2 percent are Asian/Pacific Islander. Approximately 17 percent of the students have Individualized Education Plans (IEPs), and 84 percent of the students are identified as economically disadvantaged.

MAVTS operates within the School District of Philadelphia and receives ongoing support from the district Office of CTE which oversees CTE curriculum and instruction across the district. One component of this support includes the provision of professional development by district CTE coordinators. In addition, the school district assigns new instructors to an instructional specialist who helps new instructors transition successfully during their first year in the classroom. To achieve this goal, instructional specialists and new instructors meet regularly to conference about lesson planning and instructional strategies.

Under the direction of Mary Dean, who became principal in 2005, MAVTS has made significant strides in realizing its vision to “provide equal opportunities for all students to develop necessary vocational and academic skills and attitudes in order to have the option of entering the workforce and/or pursuing higher education.” (This case study was written based on information collected during the 2010 – 2011 school year. Since then, Ms. Dean has assumed a different administrative role within the School District of Philadelphia.)

Ms. Dean and her leadership team have enacted a series of systemic changes that provide a strong foundation for continued improvements in student achievement and school culture. At the core of these changes is an emphasis on distributive leadership, quality instructional strategies and the combination of accountability and high expectations for staff and students.

Data from the Pennsylvania System of School Assessment (PSSA) and the National Occupational Competency Testing Institute (NOCTI) technical skills assessments demonstrate substantial gains in student performance. In 2008, 17.9 percent of students scored at the advanced or proficient level on the math PSSA. In 2010, this grew to 42.2 percent, a 136 percent increase over the 2008 level. In 2008, 33.6 percent of students scored at the advanced or competent level on the NOCTI. In 2010, this improved to 78.1 percent, a 132 percent increase over the 2008 level. Although the school remains in “Corrective Action II- Making Progress” status under the No Child Left Behind regulations, the school made Adequate Yearly Progress (AYP) in the 2008–2009 and 2009–2010 school years, meeting 17 out of 17 state targets for each school year.

#### Provide Extra Help to Strengthen Academic and/or Technical Skill Achievement

At MAVTS, the instructional staff supplements daily academic instruction with intensive interventions to strengthen students’ academic skills. One of the more comprehensive interventions is the weekly constructed response requirements. Every Wednesday, students create a written response in each of their classes.

Instructors use a rubric to evaluate their responses. Ms. Dean established this program in 2006 when she realized formal writing was not occurring across content areas. The goal of this initiative is to help students develop their composition skills and their ability to write their thoughts in an organized and detailed manner. Since the start of this initiative, student writing scores on the PSSA have increased from 12.8 percent proficient to 85 percent proficient.

In 2007 MAVTS initiated a program that provides additional assistance to all eleventh grade students on a weekly basis to strengthen their math skills. During “Math Mondays,” all CTE instructors provide students with work assignments on math problems within their CTE classes. The sessions run for 40 minutes during a 90-minute block, and the program continues throughout the school year. CTE instructors assume responsibility for following up on the “Math Monday” lessons during future class lessons. One CTE instructor noted that after his students began participating in the program, they “could make connections” and more easily identify the practical applications of math.

## ✓ CREATE A STANDARDS ALIGNED SYSTEM

### Instruction

- Integrate literacy and numeracy strategies into CTE
- Build relevance through cross-curricular linkages

### Intervention

- Provide extra help to strengthen academic and/or technical skill achievement
- Deliver personalized student support and guidance

### Curriculum Framework

- Create a standardized and aligned curriculum

### Fair Assessment

- Use assessment results to target instructional strategies

### Clear Standards

- Create standards for all CTE Majors (established by the Pennsylvania Department of Education Bureau of CTE (PDE-BCTE))

### Materials and Resources

- Offer materials and resources to CTE schools and programs (provided by PDE-BCTE, and through the Technical Assistance Program and the CTE Best Practices Initiative)

## ✓ SUPPORT A STANDARDS ALIGNED SYSTEM

### People

- Build a culture of targeted and ongoing professional growth
- Center teacher evaluation within a culture of professional growth
- Develop a cohesive team

### Processes

- Be intentional and systemic about change
- Make program and instructional decisions based on data

### Partnerships

- Cultivate relationships with community, business and industry partners

# Key Improvement Strategies for Pennsylvania CTE

## ABOUT THE PENNSYLVANIA CTE BEST PRACTICES INITIATIVE

The Pennsylvania CTE Best Practices Initiative, carried out by the Meeder Consulting Group in partnership with the PDE-BCTE, is documenting the strategies used by CTE programs to create standards aligned systems and to support those systems with people, processes and partnerships. All of these strategies are aligned to the goal of increasing academic and technical achievement among students.

Leaders and teachers in Career and Technical Education (CTE) programs that improve are very intentional about achieving student success. They thoughtfully develop a Standards Aligned System, and support that system with people, processes and partnerships to deliver results.

*Pennsylvania has adopted the SAS (Standards Aligned System) as a comprehensive approach to improvement of student achievement across the Commonwealth. The SAS model is supported by six elements: Clear Standards; Interventions; Materials and Resources; Instruction; Curriculum Framework and Fair Assessment.*

*More information about the SAS Model can be found at [www.pdesas.org](http://www.pdesas.org).*



## STANDARDS ALIGNED SYSTEM Intervention

### Deliver Personalized Student Support and Guidance

At MAVTS, the emphasis on creating a personalized and supportive learning experience for students stems from the leadership team and the instructional staff. To better serve the needs of students, instructors are organized into teams according to an academy structure. There are four “academies,” and each is run by a lead teacher. Academy teams include academic and CTE instructors. They are divided by CTE programs because all students in grades 10 through 12 participate in a CTE program. (There also is a ninth grade academy.)

The primary role of the academies is not necessarily to foster academic and CTE integration. Rather the academies provide a structure for the leadership team to share information with the instructional staff and to help instructors facilitate counseling and support services for students. Ms. Dean meets weekly with the academy leaders to share important school information. The leaders then pass along this information to their academy teams during their set meetings. Academy leaders must submit a meeting agenda to Ms. Dean to indicate they will cover all of the pertinent information she addressed.

The counselors also use the academy structure to facilitate Comprehensive Student Assistance Process (CSAP) meetings as needed. The school district’s CSAP is a three-tiered, collaborative process by which schools identify barriers to learning and remove barriers by accessing internal (school-based) and

external (community-based) resources. The heart of CSAP is the classroom, where the classroom teacher analyzes the strengths and learning needs of students and adapts instruction and environment to create optimal learning conditions.

To better serve the needs of students, instructors are organized into teams according to an academy structure.

Tier I covers the first 15 to 30 days of a student’s placement in CSAP, and teachers assume responsibility for administering in-class interventions during this phase. This level of intervention is designed to address the needs of groups of students experiencing similar barriers to learning.

If after 30 days, students still require intervention for academic performance or behavior, they enter Tier II of CSAP. During this 60-day phase, a team comprising of the guidance counselor, teachers, academy leaders, parents and students develops an intervention plan for the student and monitors progress. This level is designed to provide a targeted, individualized support plan to address the needs of the student and/or family. If the interventions are not successful, students move to Tier III, which imposes timelines for further evaluation and possible change of placement.

### **Town Meetings**

At the leadership level, Ms. Dean makes a concerted effort to engage students in their learning and school experience through developing personal connections with students and giving them the opportunity to voice their opinions. Once a month, Ms. Dean runs a “town meeting” for each grade level. During this open forum-style meeting, she communicates her expectations to students and also provides them with time to share concerns with her. To set the expectations for the school year, Ms. Dean reviews the student handbook and code of conduct with students at the first town meeting.

### **Academic and Career Guidance**

As emphasized through the official vision statement for MAVTS, the leadership team and instructional staff strive to prepare students for successful transitions into postsecondary education and/or training or careers. To help students plan for their future and set education and career goals, the counseling staff assists students in completing individualized learning plans (ILPs). The purpose of creating and reviewing ILPs is to monitor student progress toward graduation and to help students plan for their futures after graduation. The ILP is a requirement of the School District of Philadelphia. In the ninth grade, students meet in groups with their counselors to begin the ILP process. They document their long- and short-term learning goals and expectations. Students review their plans in the tenth and eleventh grades with their counselors to identify which goals they have met and which ones they still need to accomplish.

The counselors help students to identify potential barriers to meeting their goals and review their course credit profiles to ensure they are on track to graduate.

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In addition to completing individualized learning plans, MAVTS students also create professional portfolios. The portfolios are an integral part of the senior project and are also a graduation requirement for all students in the School District of Philadelphia. Students include items such as resumes, projects, work samples and evidence of the community service learning component they have completed.



## STANDARDS ALIGNED SYSTEM Fair Assessment

### Use Assessments to Target Instructional Strategies

The leadership team at MAVTS expects all instructors to perform data analysis on student achievement in order to plan lessons and instructional strategies that target student needs. To support instructors as they develop their data analysis skills, the leadership team provides relevant professional development as well as common planning time so that instructors have the opportunity to discuss and analyze data with their colleagues.

Instructors consistently access data from pre-assessments as well as formative and summative assessments to guide their lesson planning. Some of the assessments and data used include:

- **Predictive assessment** – Assessments test the overall knowledge based on what students should know and be able to do at a particular grade level.
- **Benchmark data** – Teachers are expected to administer district benchmark assessments that measure student learning on the core curriculum.
- **Attendance data.**

- **Access assessment** – This assessment specifically addresses the learning needs of special education students.
- **Student voice** – With every assessment, teachers are expected to communicate with students to determine what they have learned. This may be done orally or in writing.
- **Report card data.**

To further emphasize the importance of using data to guide instruction, the leadership team posts data walls throughout the building and in the meeting conference room. The data walls highlight student achievement on standardized tests, such as the PSSA and NOCTI, and provide a constant reference for discussions on how best to improve student performance.

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## SUPPORT A STANDARDS ALIGNED SYSTEM With People

### Build a Culture of Targeted and Ongoing Professional Growth

The MAVTS leadership and instructional team value sustained and focused professional development as an instrumental strategy to improve instruction, program quality and, ultimately, student achievement. Professional development is used to drive change and to fully implement the academic plan for the CTC (which is discussed in greater detail later in this report). The leadership team focuses professional learning opportunities on high-quality instructional practices and strategies to check for student understanding. To determine what type of professional learning to provide, the leadership team seeks out instructor input. The school principal then assumes final authority for deciding what specific professional development will be offered and required.

Because of a fairly restrictive teacher union contract, the available time to provide professional development is largely limited to regular school hours. To find sufficient time, the leadership team assigned specific teacher planning periods for professional development each week. For example, Mondays are known as “Professional Development Mondays” and, as instructors noted, they know “Mondays are the days to learn.” During “Best Practices Friday” instructors use common planning time to share successful instructional practices and strategies and/or visit other colleagues’ classrooms. Some voluntary professional development is

offered occasionally on Saturdays, and instructors are paid an additional stipend for their time if they attend.

While the leadership team emphasizes the importance of providing high-quality and relevant professional development, it also recognizes the need to follow up with teachers to ensure that professional learning is implemented in the classroom. Professional learning topics are revisited throughout the school year and revised as necessary. Academy leaders, instructional specialists hired by the district and the leadership team conduct informal walkthroughs of classrooms to observe teachers applying their professional learning. Observers provide feedback and suggestions based on their time in the classroom. The ongoing follow-up and focus on professional development supports the culture of high expectations for all staff at MAVTS.

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#### **New Teacher Induction**

The leadership team requires teachers new to MAVTS, regardless of whether they have prior teaching experience, to participate in a new teacher induction program. Through this initiative, new teachers meet twice a month to learn instructional strategies, share and address concerns, and become more familiar with MAVTS procedures.



## SUPPORT A STANDARDS ALIGNED SYSTEM With Processes

### Be Intentional and Systemic About Change

Since Ms. Dean became principal in 2005, she and her leadership team continue to revise and implement change in MAVTS policies and practices through an intentional and strategic process. The long-term goal of the change process is to drive improvements in student academic and technical success in a sustainable and effective manner. The primary changes enacted during Ms. Dean's tenure include the implementation of an 'academic plan' to increase student accountability and performance and a distributed leadership model.

#### 'Academic Plan'

When Ms. Dean assumed her leadership position at MAVTS, she observed a school culture with little structure, low student and staff expectations and an acceptance of failure. One of the first changes her leadership team enacted centered on creating and implementing a new 'academic plan' to reorganize the structure at MAVTS. The plan is supported through ongoing professional development, and the leadership team monitors its implementation. As detailed below, the 'academic plan' outlines a series of "best practices" that address quality instructional practices, collaboration and accountability.<sup>1</sup>

#### Weekly Common Planning Time by Content

During common planning time on Thursdays, content-area teams collaborate to plan their instruction for the following week. Instructors are required to submit their lesson plans to the leadership team on Friday.

<sup>1</sup> Dean, Mary. "Welcome to Mastbaum AVTS" Power Point Presentation, September 21, 2010.

#### Use of Core Curriculum with Fidelity

The core curriculum is a district-wide, comprehensive curriculum that spans pre-kindergarten through twelfth grade. For CTE programs, the district developed specific guides and resources for instructors to follow.

#### Differentiated Instruction

Instructors are expected to use a variety of learning strategies to accommodate student learning styles and needs.

#### Use of Data to Inform Instruction

As described earlier in this report, the leadership team and instructors consistently use data to make decisions regarding instruction. They use data from pre-assessments as well as formative and summative assessments.

#### Weekly Constructed Response

As discussed earlier in this report, once a week students must complete a writing response in each course.

The long-term goal of the change process is to drive improvements in student academic and technical success in a sustainable and effective manner.

#### Weekly Meeting Schedule

The leadership team emphasizes the importance of holding MAVTS staff accountable for implementing the specific policies and practices of the academic plan. Through a weekly meeting schedule, the leadership team monitors and supports implementation and ensures that "specific structures to support" the plan are in place.

#### Monday

- **Professional Development** – Academic teachers receive professional development during their academy meetings. Meetings run for approximately 45 minutes.

#### Tuesday

- **Leadership/Cabinet Meeting** – The principal meets with Academy leaders. Those instructors who are not involved in these meetings may use this time to address administrative duties such as calling parents.
- **Distributed Leadership Meeting** – As discussed in greater detail later in this report, members of the Distributed Leadership team meet together to identify and address school needs.
- **Career and Technical Education Meeting** – The principal meets with CTE instructors before school on Tuesdays. Instructors receive compensation for their time. During this meeting, the professional development information shared during Monday's meeting is shared with CTE staff. Because of their block schedules, the CTE staff cannot attend the Monday meeting.

#### Wednesday

- **Academy Meeting** – Academy leaders share information from the Tuesday leadership meeting with their team members. They must submit their meeting agenda to the principal so she can review it to make sure information is being shared consistently across academies.

#### Thursday

- **Common Planning** – As discussed earlier, content area teams collaborate during common planning time to prepare lesson plans for the following week.
- **Case Management Meeting** – The case management team, which includes an assistant principal, guidance counselors, student advisor, parent ombudsmen and the Student Assistance Program (SAP) representative, discusses students identified for CSAP.

#### Friday

- **Best Practice Friday** – As discussed previously, colleagues share instructional practices and visit colleagues' classrooms on Fridays.
- **CSAP Meetings**
- **Individualized Education Program (IEP) Meetings**

#### Bi-Monthly

- **New Teacher Induction** – Teachers new to the profession and to Mastbaum meet twice a month with an assistant principal to learn about MAVTS expectations and address concerns.



### Academic Probation

Students who are failing two or more subjects are placed on academic probation each marking period. When Ms. Dean first started at MAVTS she found a school culture that, in her words, seemed to accept failure. At the end of the first marking period of her first year, she required parents to come to the school to pick up their child’s report card. This provided her the opportunity to speak directly with parents and inform them if their child would be placed on academic probation. The leadership team believes the message that “failure is not an option” is having an impact: As of the 2010–2011 school year, more students are on the Honor Roll than on academic probation.

### Early Interventions

Teachers are expected to implement interventions as soon as a student appears to require them rather than waiting until the end of a marking period. Teachers receive professional development on how to identify students’ needs and provide targeted assistance.

### CSAP

As discussed earlier, the CSAP process is used to identify at-risk students and provide them with the necessary interventions and support.

### Celebrate Student Achievement

The leadership team emphasizes the need to recognize student achievement to build student

morale and reward student performance. Students are recognized through the Honor Roll and the student of the month recognition. In January, MAVTS hosts a career and technical awards assembly.

### Distributed Leadership Model

During the 2008–2009 school year, MAVTS began participation in the Distributed Leadership (DL) Project, which was developed by the Penn Center for Educational Leadership, located at the Graduate School of Education at the University of Pennsylvania. The initiative is funded through a \$4.9 million grant from the Annenberg Foundation. The DL Project focuses on strengthening instructional leadership capacity as a means to drive student achievement. The project supports the development of “instructionally focused, collaborative, and strategic” leadership teams that are charged with identifying school needs and the role of leadership to address these needs.<sup>2</sup> The team also provides opportunities for more teachers to assume greater leadership roles.

The leadership team believes the message that “failure is not an option” is having an impact: As of the 2010–2011 school year, more students are on the Honor Roll than on academic probation.

<sup>2</sup> John DeFlaminis and Jim O’Toole. “The Distributed Leadership Project.” Penn Center For Educational Leadership (PCEL) at the University of Pennsylvania.

## SUPPORT A STANDARDS ALIGNED SYSTEM Through Partnerships

### Cultivate Relationships with Community and Business and Industry Partners

The MAVTS leadership team created and sustains an environment that supports collaboration with a variety of community and business partners. As one community partner noted, partners “can come in and work with the administration, not against it.” MAVTS programs and students benefit from the resources provided through a diverse collection of community and business partnerships, some of which are described below.

As MAVTS continues to focus on strengthening student achievement and program quality, the leadership staff can build upon the solid foundation of embedded practices and policies and a more positive school culture to drive further change.

The leadership team assumes ownership for guiding these partnerships and directs them in a manner that supports its leadership style and the school’s vision for student success. A community partner commented that the school principal serves as the “conductor of the orchestra” and ensures that every partnership is in the best interest of the students.

When MAVTS began the DL Project, Ms. Dean selected five teachers to participate on the DL team, which meets once a week. The DL team members received approximately 70 hours of leadership training and continue to receive support through weekly sessions with a leadership coach and through materials, professional development and ongoing technical support. These teachers took on leadership roles within the CTC, and Ms. Dean views them as “go-to people” for moving MAVTS in a positive direction. According to John DeFlaminis, the Executive Director of the Penn Center for Educational Leadership, the intensive focus of the DL Project aims to “build greater capacity around leadership in the building.”

Because of MAVTS’ participation in the DL project, its leadership model has become more collaborative and focused on improving instruction. The DL team helps identify appropriate professional development for MAVTS staff, and teachers are assuming greater responsibility for creating a positive school culture and addressing school-wide concerns.

### The Change Process

At times, the leadership team found that implementing substantial changes at MAVTS proved to be a “bumpy” road as there was often a steep learning curve. Overall, however, the team remains confident that MAVTS is “steadily moving forward” in its efforts to prepare students for academic and technical success. As MAVTS continues to focus on strengthening student achievement and program quality, the leadership staff can build upon the solid foundation of embedded practices and policies and a more positive school culture to drive further change.



MAVTS also benefits from strong occupational advisory committees (OACs), in which many of the community and business partners participate. The OACs are involved in several facets of the CTE programs including reviewing curriculum, maintaining equipment and sponsoring student internships. (The School District of Philadelphia supports more than 100 OACs. Members of these OACs typically include industry partners, community partners, community college representatives and instructional staff.)

### ***Penn Center for Educational Leadership***

As described in the preceding section of this report, MAVTS participates in the Distributed Leadership Project provided through the Penn Center for Educational Leadership at the Graduate School of Education at the University of Pennsylvania. The initiative focuses on developing instructional leadership.

### ***Communities in Schools***

A national nonprofit organization with local affiliates, Communities in Schools provides support to CTE students throughout the School District of Philadelphia. At MAVTS, the organization focuses primarily on the Culinary Arts program and provides resources and training to students in the form of student competitions and student showcases. For example, Communities in Schools hosts an annual “tasting” fundraiser during which students prepare food with chefs from local restaurants. The MAVTS Community in Schools representative teaches students the Serve Safe food safety curriculum and also proctors the certification exams for the culinary and hospitality programs.

### ***Youth United for Change (YUC)***

As a student advocacy organization, YUC provides students with leadership opportunities centered on identifying and researching solutions to school-

based issues. When YUC first began to work with MAVTS students at the principal’s request in 2005, the organization recruited approximately 20 to 25 students to investigate what factors contributed to the unstructured nature of the school culture. YUC participants surveyed students, analyzed the results and identified what could be changed to improve school culture.

Ms. Dean worked with YUC to ensure that, while she would work carefully to maintain openness to student input and feedback, YUC would specifically focus on issues relating to increasing student achievement.

As YUC continued to work with MAVTS students, the focus of student efforts moved from topic-specific campaigns to campaigns focused on broader policy issues. During the 2010–2011 school year, YUC students researched and identified school and district policies needed to create a foundation for the development of effective CTCs.

YUC emphasizes the importance of youth leadership to drive change and engage students in their school experience. YUC has its roots in civic advocacy and is sometimes regarded as encouraging students to publicly protest against the decisions of a school’s administration. Ms. Dean worked with YUC to ensure that, while she would work carefully to maintain openness to student input and feedback, YUC would specifically focus on issues relating to increasing student achievement.

### ***Philadelphia Academies, Inc.***

The non-profit organization Philadelphia Academies, Inc. works in schools throughout the School District of Philadelphia. It aims to reduce the dropout rate and increase the competent workforce in Philadelphia and the surrounding region. It focuses on three goals:

- Improve awareness of student outcomes;
- Increase student financial literacy; and
- Identify postsecondary education and workforce options available to students after high school.

Rather than providing workshops to small groups of students, the organization plans to focus its resources and efforts primarily on instructors. Through this approach, the organization intends to impact a greater number of students by training and supporting instructors who can then use what they learn to effectively guide and teach students

To achieve these goals in the past, Philadelphia Academies presented a series of workshops to students in grades 10 through 12 and to CTE instructors. For example, workshops for students emphasized awareness of realistic postsecondary options and requirements and identification of their personal education and career goals. Instructor workshops focused on informing instructors about relevant changes in industry and how best to prepare students for relevant careers.

As of the 2010–2011 school year, Philadelphia Academies plans to implement changes to its business model so that it is more “school-centric” in its approach. Rather than providing workshops to small groups of students, the organization plans to focus its resources and efforts primarily on instructors. Through this approach, the organization intends to impact a greater number of students by training and supporting instructors who can then use what they learn to effectively guide and teach students. Much of the instructor training will be provided through professional learning communities.

THIS CASE STUDY WAS PREPARED BY HANS MEEDER AND MICHELLE HEBERT-GIFFEN OF MEEDER CONSULTING, LLC (WWW.MEEDERCONSULTING.COM), A FIRM SPECIALIZING IN LEADERSHIP AND ALIGNING EDUCATION SYSTEMS WITH WORKFORCE NEEDS, ON BEHALF OF THE PENNSYLVANIA BUREAU OF CAREER AND TECHNICAL EDUCATION.

AS PART OF THE PENNSYLVANIA BEST PRACTICES INITIATIVE, CONSULTANTS FROM THE MEEDER CONSULTING GROUP CONDUCTED A ONE-DAY SITE VISIT TO MAVTS IN SEPTEMBER 2010. DURING THE VISIT, THE SITE VISIT TEAM CONDUCTED INTERVIEWS WITH THE LEADERSHIP TEAM, GROUPS OF CTE INSTRUCTORS, COUNSELING FACULTY AND STUDENTS, AND TOOK A WALKING TOUR OF CTE PROGRAMS.

INFORMATION ABOUT CTE IN PENNSYLVANIA CAN BE FOUND AT [WWW.EDUCATION.STATE.PA.US/PORTAL/SERVER.PT/COMMUNITY/CAREER\\_&\\_TECHNICAL\\_EDUCATION/7335/](http://WWW.EDUCATION.STATE.PA.US/PORTAL/SERVER.PT/COMMUNITY/CAREER_&_TECHNICAL_EDUCATION/7335/).

LAST UPDATED SEPTEMBER 2011

12TH GRADE NOCTI SCORES PERCENTAGE OF STUDENTS SCORING AT EACH LEVEL				
Year	Advanced	Competent	Basic	Below Basic
2007-2008	24.3%	9.3%	14.0%	52.3%
2008-2009	59.0%	12.9%	13.4%	44.3%
2009-2010	58.8%	19.3%	10.1%	11.8%

SOURCE: JULES E. MASTBAUM AREA VOCATIONAL TECHNICAL SCHOOL, FALL 2010.

11TH GRADE PSSA MATH SCORES PERCENTAGE OF STUDENTS SCORING AT EACH LEVEL				
Year	Advanced	Proficient	Basic	Below
2007-2008	5.1%	12.8%	20.9%	61.2%
2008-2009	1.9%	23.9%	30.2%	44.0%
2009-2010	10.8%	31.4%	22.0%	35.7%

SOURCE: JULES E. MASTBAUM AREA VOCATIONAL TECHNICAL SCHOOL, FALL 2010.

11TH GRADE PSSA READING SCORES PERCENTAGE OF STUDENTS SCORING AT EACH LEVEL				
Year	Advanced	Proficient	Basic	Below
2007-2008	4.8%	22.3%	29.3%	43.6%
2008-2009	5.7%	28.5%	38.0%	27.8%
2009-2010	9.0%	33.6%	27.1%	30.3%

SOURCE: JULES E. MASTBAUM AREA VOCATIONAL TECHNICAL SCHOOL, FALL 2010.



## FUTURE GOALS / NEXT STEPS

Through an emphasis on implementing effective instructional strategies and accountability, the MAVTS leadership team and instructional staff have made substantial improvements in program quality and student achievement. MAVTS staff realize how far their school and students have come in terms of overall performance, but they also know they possess the potential to go even farther. With a strong foundation of policies and practices in place that target student achievement and promote a student-centered approach, they are well situated to continue making gains in student performance. As the CTE principal explained, "When all is said and done, it comes back to the students...what can we do for them?"

## Resources

**Jules E. Mastbaum Area Vocational Technical School** • [webgui.phila.k12.pa.us/schools/m/mastbaum/](http://webgui.phila.k12.pa.us/schools/m/mastbaum/)

**Pennsylvania Department of Education – Bureau of Career and Technical Education**

• [www.pde.state.pa.us/portal/server.pt/community/Career\\_&Technical\\_Education/7335/](http://www.pde.state.pa.us/portal/server.pt/community/Career_&Technical_Education/7335/)

**Distributed Leadership Project (Penn Center for Educational Leadership at the Graduate School of Education at the University of Pennsylvania)** • [www.gse.upenn.edu/pcel/programs/annenbergl](http://www.gse.upenn.edu/pcel/programs/annenbergl)

**Communities in Schools** • [www.communitiesinschools.org/](http://www.communitiesinschools.org/)

**Youth United for Change** • [www.youthunitedforchange.org/](http://www.youthunitedforchange.org/)

**Philadelphia Academies, Inc.** • [www.academiesinc.org/](http://www.academiesinc.org/)

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**The following persons have been designated to handle inquiries regarding the non-discrimination policies:**

**FOR INQUIRIES CONCERNING  
NON-DISCRIMINATION IN EMPLOYMENT**

*Pennsylvania Department of Education  
Equal Employment Opportunity Representative  
Bureau of Human Resources*

333 Market Street, 11th Floor  
Harrisburg, PA 17126-0333  
Voice Telephone (717) 787-4417  
Text Telephone: (717) 783-8445  
Fax (717) 783-9348

**FOR INQUIRIES CONCERNING NON-DISCRIMINATION  
IN ALL OTHER PENNSYLVANIA DEPARTMENT OF  
EDUCATION PROGRAMS AND ACTIVITIES**

*Pennsylvania Department of Education  
School Services Unit Director*

333 Market Street, 5th Floor  
Harrisburg, PA 17126-0333  
Voice Telephone (717) 783-3750  
Text Telephone (717) 783-8445  
Fax (717) 783-6802