

# Envisioning Educational Excellence: A Plan for All of Pittsburgh's Children

*Envisioning Update to the Board of Directors  
Education Committee Meeting*



Tuesday September 10th, 2013

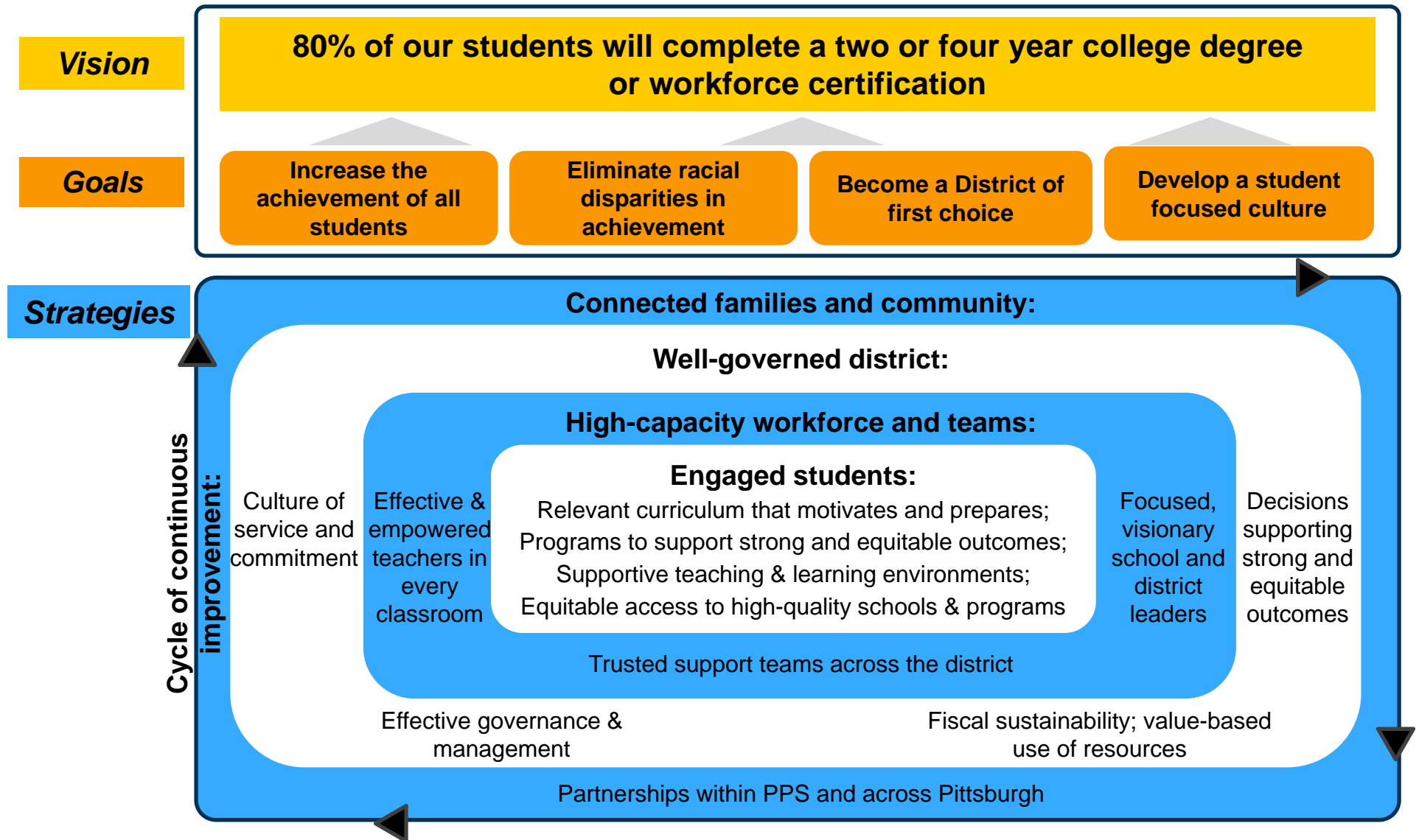


# Table of Contents

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- **The Envisioning Goal**
- **The Envisioning Process So Far**
- **The Envisioning Path Forward**

# We have a Vision, Goals, and Theory of Action ground our efforts.



# The Goal is to Address School Quality and Fiscal Sustainability

In order to meet our goals, we must continue our investment in effective staff, look for innovative new approaches...

...while simultaneously reducing our annual costs by \$46.3M by 2016



## District Report Card

Report cards are an important source of information about performance and accountability. They allow districts to compare data in a consistent way and highlight opportunities for improvement.

This report card will show not only the achievement of students overall, but also the progress that disaggregated groups are making in closing achievement gaps. Report card data help Pennsylvania school districts and the Pennsylvania Department of Education focus on specific groups of students who are currently not meeting academic standards.

The report card is designed to ensure that the public is fully informed about performance, and to promote broader participation and better decision-making by providing a shared source of performance data. This federal initiative is based on the idea that a well-informed public plays an important part in school improvement.

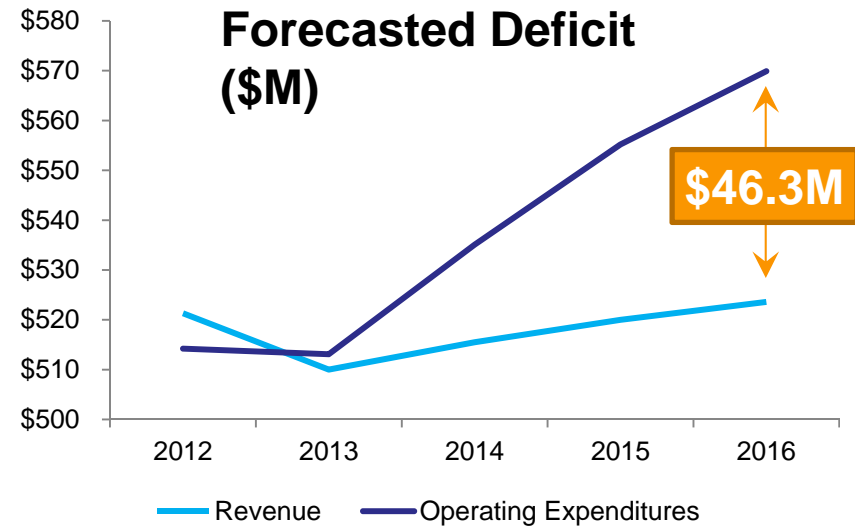
### Using Report Card Data

Report cards should be used to share information. Adequate Yearly Progress (AYP) is not measured by the strength of this report card. The data on this report card may not match AYP data published for this district.

**For more information:**  
Pennsylvania Department of Education  
Bureau of Assessment and Accountability  
333 Market Street  
Harrisburg, PA 17126  
Voice (717) 705-2343  
ra-pas@state.pa.us

### This report contains:

- **Attendance and Graduation data**  
Attendance and graduation rates are displayed for the previous school year.
- **The Accountability Report**  
This section shows the district's performance compared with the goals set by No Child Left Behind. Student results from the Pennsylvania System of School Assessment (PSSA), PSSA-M, and PASA are listed by disaggregated group and by Performance Level.
- **The Assessment Report**  
Here you can compare two years of PSSA, PSSA-M, and PASA academic performance and participation data for this district. These results are displayed by grade, subject, and disaggregated group.
- **Adequate Yearly Progress Status**  
Here you can find the total number of schools in the district identified under each AYP status and the name of each school identified.
- **Teacher Qualifications**  
This section includes both numbers and percentages of teachers in the school who are highly qualified or hold emergency certification.
- **National Assessment of Educational Progress (NAEP) Data**  
NCLE regulations require NAEP results on state and district report cards. This section contains NAEP information.





# Table of Contents

---

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# Engagement, Research, and Analysis has provided the foundation for making recommendations

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*Engagement Participation: 700+ members of the PPS community*

*Internal Analysis*

*External Research*

# Our process identified five key components to pursue

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**School  
Quality**

**Central  
Office  
Service  
Delivery**

**Educational  
Delivery  
Model**

**School  
Portfolio**

**Student  
Support**



# There is a yearning for Effective Schools District-wide.

**School Quality**

Central Office

Educational  
Delivery  
Model

School  
Portfolio

Student  
Support

PULSE 2	
DOMAIN	COMPONENT
<b>1 - STRATEGIC AND CULTURAL LEADERSHIP:</b> The school leader will systematically and collaboratively develop a positive culture to promote continuous student growth and staff development. The leader articulates and models a clear vision of the school's culture that involves students, families, and staff.	1a Aligns a School Vision, Mission, and Strategic Goals
	1b Builds a Collaborative and Empowering Work Environment
	1c Models Change Efforts for Continuous Improvement
	1d Celebrates Accomplishments and Acknowledges Failures
<b>2 - SYSTEMS LEADERSHIP:</b> The school leader will ensure that the school has processes and systems in place for budgeting, staffing, problem solving, communicating expectations and scheduling that result in organizing the work routines in the school. The school leader must efficiently, effectively, and safely manage the school to foster staff accountability and student achievement.	2a Leverages Human and Financial Resources
	2b Establishes and Implements a Highly Effective Teaching and Learning Environment
	2c Complies with Federal, State, LEA, and District Mandates
	2d Manages Conflict Constructively
<b>3 - LEADERSHIP FOR TEACHING AND LEARNING:</b> The school leader assumes a system in place to address the linkage of curriculum, instruction, assessment, and data on student learning and teacher effectiveness based on research and best practice to accelerate student achievement and eliminate racial disparity.	3a Drives Instructional Decisions with Student Achievement and Outcomes Data
	3b Promotes Teacher/Staff Growth in Practice Leading to Increased Student Outcomes
	3c Ensures High Quality Instruction
	3d Maximizes Instructional Time
<b>4 - EQUITY LEADERSHIP:</b> The school leader builds and maintains a focus on eliminating racial achievement disparity by creating a racially and culturally responsive school community focused on setting high expectations for all students.	4a Sets High Expectations for All Students
	4b Focuses on Eliminating Racial Achievement Disparities
	4c Creates a Racially and Culturally Responsive Environment
	4d Maximizes Parent and Community Involvement and Outreach
<b>5 - PROFESSIONAL AND COMMUNITY LEADERSHIP:</b> The school leader promotes the success of all students, the positive interactions among school community members, and the professional growth of staff by acting with integrity, fairness and in an ethical manner.	5a Shows Professionalism
	5b Supports Professional Growth
	5c Supports Professional Growth



- Empowering Effective Teachers
- Principal Professional Growth and Evaluation (PULSE 2)
- School Improvement Plans as project management
- 1:1 meeting with each Principal
- Accountability for Central Office Support

# We must have a plan for Central Office service delivery.



School Quality

**Central  
Office**

Educational  
Delivery  
Model

School  
Portfolio

Student  
Support



***What services  
do we need to  
provide in a  
sustainable  
way?***

# The Envisioning plan will include recommendations related to our education delivery model

School Quality

Central Office  
Organization

**Educational  
Delivery Model**

School  
Portfolio

Student  
Support

**In 2012-13 and in 2013-14 each school had...**

Schools with:	2012-13
At least 1 full time counselor or social worker	<input checked="" type="checkbox"/>
Library services	<input checked="" type="checkbox"/>
Art offerings	<input checked="" type="checkbox"/>
Music offerings	<input checked="" type="checkbox"/>
1 or more AP or IB classes (9-12)	<input checked="" type="checkbox"/>
Dedicated resources for parent, family and community engagement	<input checked="" type="checkbox"/>

**..but our average class size is still well below our targets, particularly in high schools**

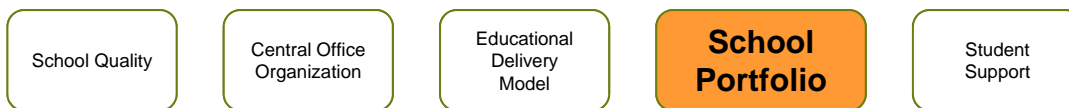
**2012-2013 Average Class Size**

	Target	Actuals	Shortfall
K-5	25	23.8	1.2
K-8	25	20.5	4.5
6-8	28	24.3	3.7
6-12	30	20.8	9.2
9-12	30	21.6	8.4

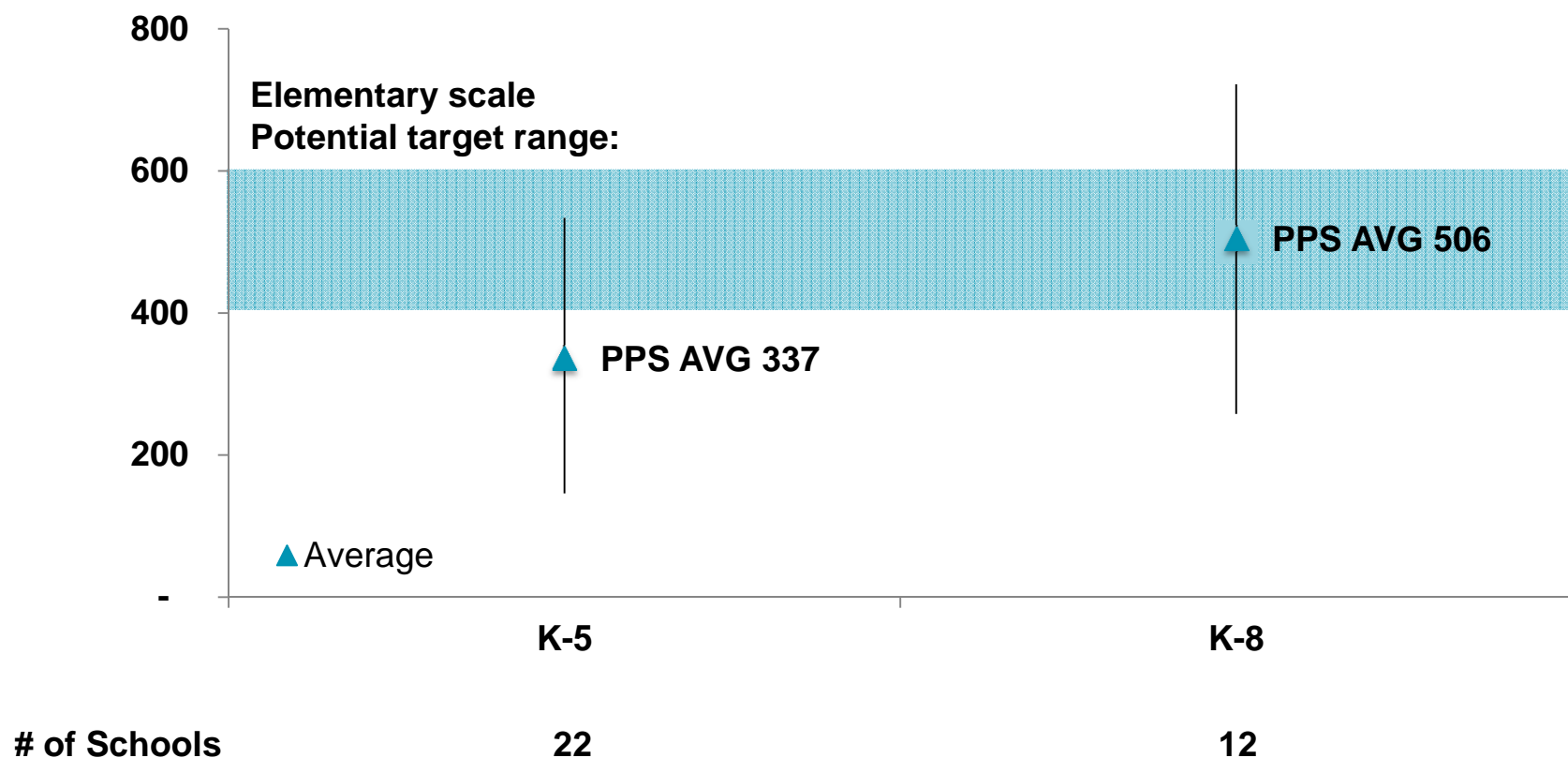


***What is the right class size, mix, and format of our academic offerings?***

# Some of our Schools Fall Below the Effective and Efficient Range



**School Size by Grade Configuration**



Source: School data provided by PPS; enrollment figures are projected for 2013-14

Notes: Schools (not school buildings) of approximately 400-600 elementary students and 500-1,000 secondary students are the most effective and efficient (Odden and Picus, School Finance: A Policy Perspective, 2008).

# Any school portfolio proposals will take into account factors previously discussed with the Board

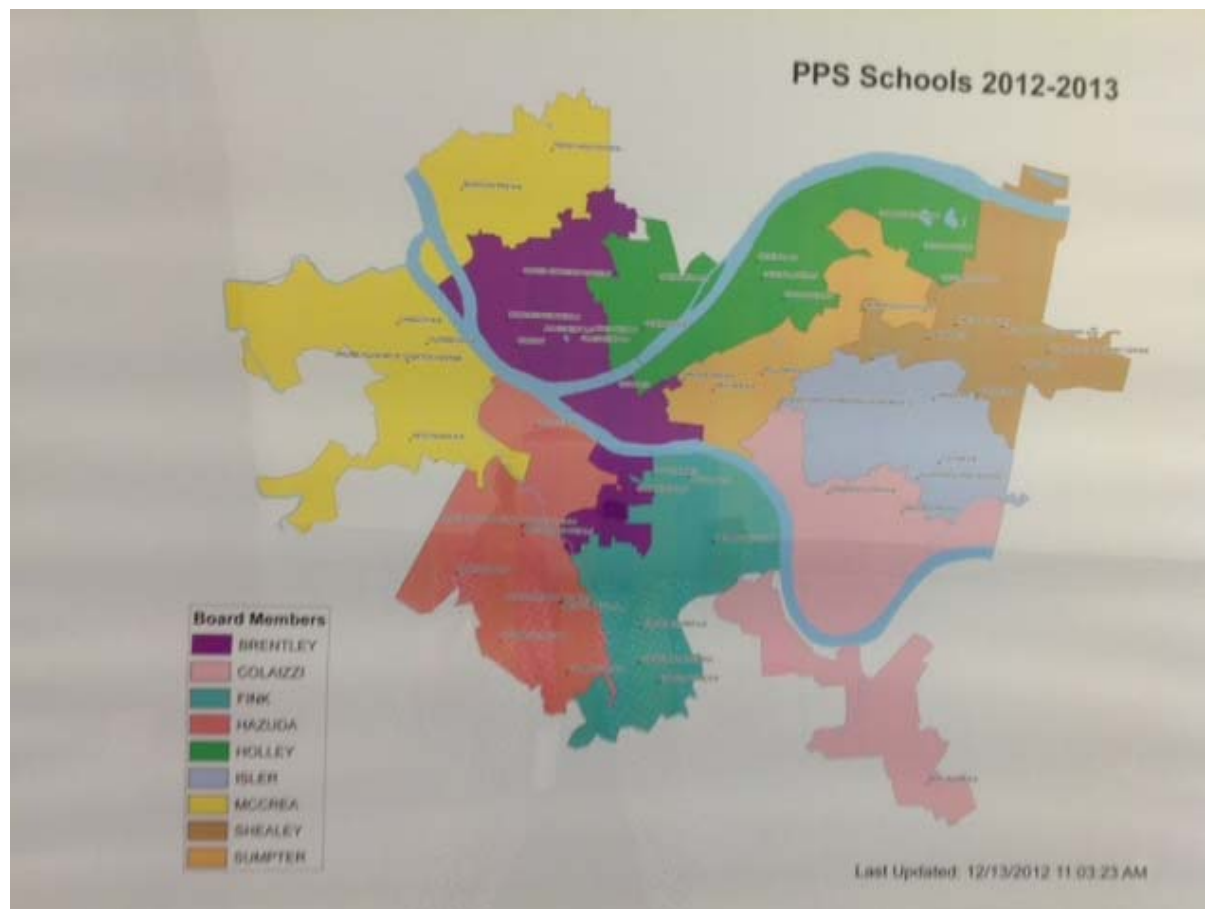
School Quality

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Support



# The Envisioning plan will include recommendations related to improving student support

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**Student  
Support**



*How should PPS organize both internal and external resources dedicated to providing support services to our students?*

*How can we leverage our partnerships more effectively (e.g. Allegheny County DHS, United Way, etc.)*



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---

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# Upcoming Envisioning Engagement Opportunities

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- **Successfully transitioned a new team to support the work**
- **PPS Board of Directors**
  - **Board Workshop Date: TBD**
  - **Agenda: In addition to the plan outline discussed, what other ideas do Board Members wish to discuss?**
- **Community/Family**
  - **VIVA-Online community crowd-sourcing platform**
    - **130 PPS community members and 40 teachers registered**
    - **Final report expected mid October**
  - **Advisory Committee**
    - **Last Meeting: August 15<sup>th</sup>**
    - **Next Meeting Expected for mid-October**
  - **Contact with key community Members**
- **Principals and staff**
  - **Dr. Lane holding 1:1 meetings with principals through end of October**
  - **Central Office staff meetings continuing to occur**