



# EXCELLENCE

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## F O R A L L

*A Four-Year Comprehensive  
Framework for Improvement*

*Mark Roosevelt - Superintendent of Schools*

Presented May 12, 2006



# What We Know Works



## Which Districts Have Improved Student Achievement While Reducing Achievement Gaps?

The Broad Prize for Urban Education:

- 2006 finalists – Boston Public Schools (Massachusetts), Bridgeport Public Schools (Connecticut), Jersey City School District (New Jersey), Miami-Dade County Public Schools (Florida), New York City Department of Education (New York)
- 2005 – Norfolk Public Schools (Virginia)
- 2004 – Garden Grove Unified School District (California)
- 2003 – Long Beach Unified School District (California)
- 2002 – Houston Independent School District (Texas)



# What Are The Common Attributes Of These High-Performing Districts?

## (PART 1)

- Clearly defined roles and responsibilities
  - Board is governance focused, sets policy and district goals, and evaluates the superintendent
  - Superintendent develops and implements the strategic plan, and oversees daily operations
  - Central office develops a managed instruction plan and supports schools with implementation
  - Ongoing district-wide evaluation of reform efforts
  - A balance of prescription and autonomy for schools
- Clearly defined academic objectives and high expectations
- Rigorous PreK-12 curriculum aligned to state standards, across courses and between grades



# What Are The Common Attributes Of These High-Performing Districts?

## (PART 2)

- Utilize data-driven decision-making, including periodic district-wide assessments, recognitions and adjustments
- Long-range professional development plan
  - Research-based best practices
  - Leadership training for principals and teachers
  - Continuous development of highly qualified teachers
  - New teacher induction and support
- Committed to high-school reform and broad access to pre-school
- Partnerships with higher education institutions, organizations, businesses, and community members



# How a District Reform Agenda Helps Us

- **Unites the District** in its vision, mission, and goals to improve teaching and learning
- **Instills a sense of urgency** for improvement in education
- **Focuses the District around specific educational strategies and objectives** that will improve student performance
- **Communicates learning expectations** to students, families, employees and the community
- **Holds District leadership and employees accountable** for results



# A Collaborative Effort

The District Reform Agenda is based on the goals of the Board of Education and input from:

- Pittsburgh Federation of Teachers (PFT) and teacher representatives
- Families and members of the community
- Board members
- Leading urban superintendents
- Principals
- Central office staff

*Our Vision*



**EXCELLENCE**  
**F O R A L L**





# Mission Statement

The Pittsburgh Public Schools will be one of America's premier school districts, student-focused, well-managed, and innovative.

We will hold ourselves accountable for preparing all children to achieve academic excellence and strength of character, so they have the opportunity to succeed in all aspects of life.



# What We Believe



# Declaration of Beliefs

- All children can learn at high levels
- Teachers have a profound impact on student development, and should have ample training, support and resources
- Education begins with a safe and healthy learning environment
- Families are an essential part of the educational process
- A commitment from the entire community is necessary to build a culture that encourages student achievement
- Improvement in education is guided by consistent and effective leadership
- Central office exists to serve students and schools



# Where We Are



## PPS is Facing a Serious Challenge in Terms of Both Resources and Student Outcomes

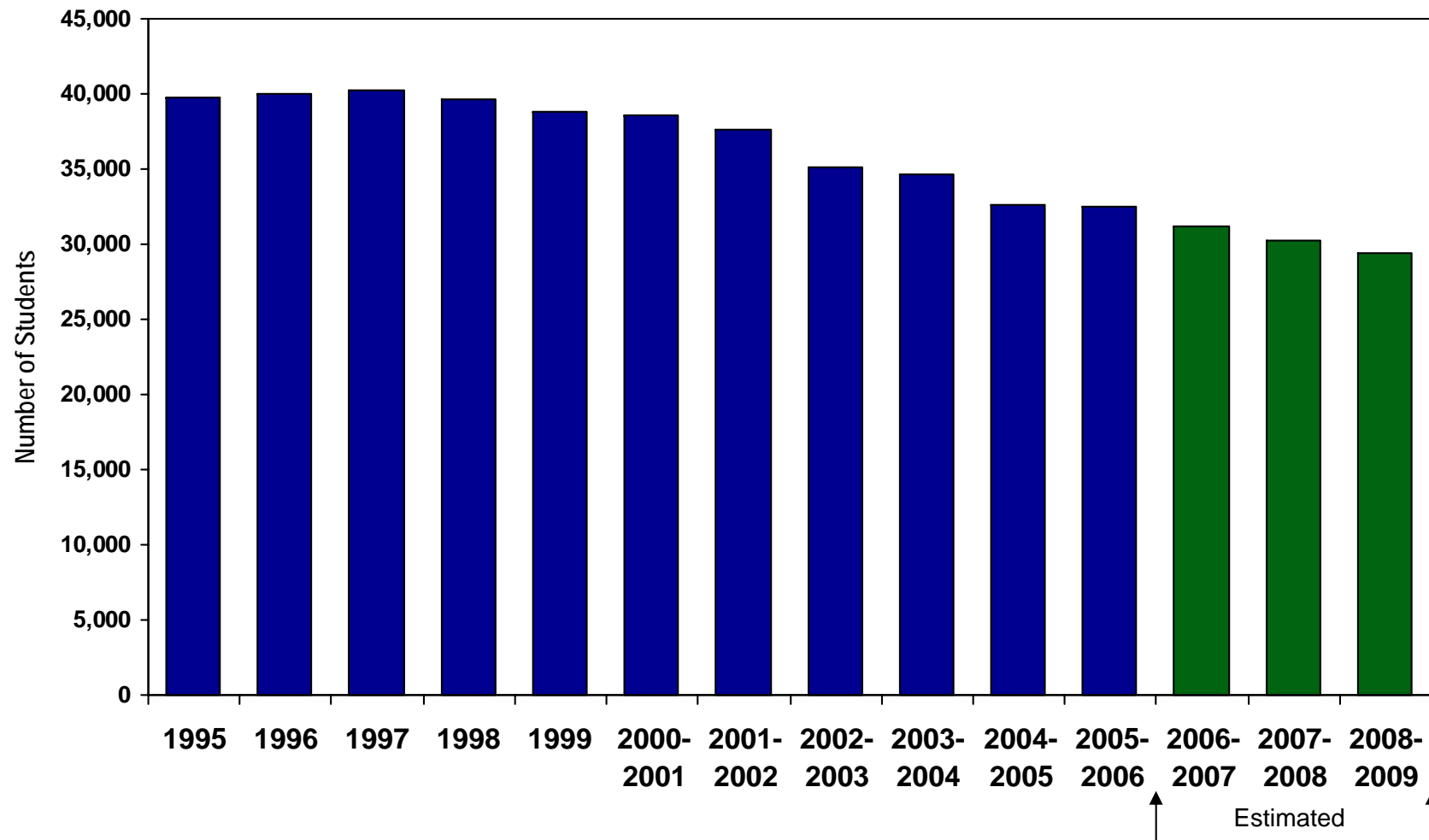
- Estimated 2007 operating deficit is \$40+ million, in part because PPS had been structured as if we were still educating 50,000+ students versus the 30,000+ we actually have\*
- Average outcomes for white students should be better, and average outcomes for African American students need to be dramatically accelerated
- Almost half (46%) of schools did not meet Adequate Yearly Progress (AYP) in 2005
- Almost half (46%) of schools received a low performance rating of 1 or 2 on the 5-point RAND scale\*\*
- Too many students are poorly prepared for post-secondary education and employment

\* This deficit has been reduced from \$72 million in the last 6 months through Right-Sizing and central office reductions

\*\* Schools with a RAND SPI rating of 1 will either be closed or have a much enhanced educational program such as our Accelerated Learning Academies by September, 2006, in accordance with the Superintendent's Right-Sizing Plan



# Enrollment is Declining



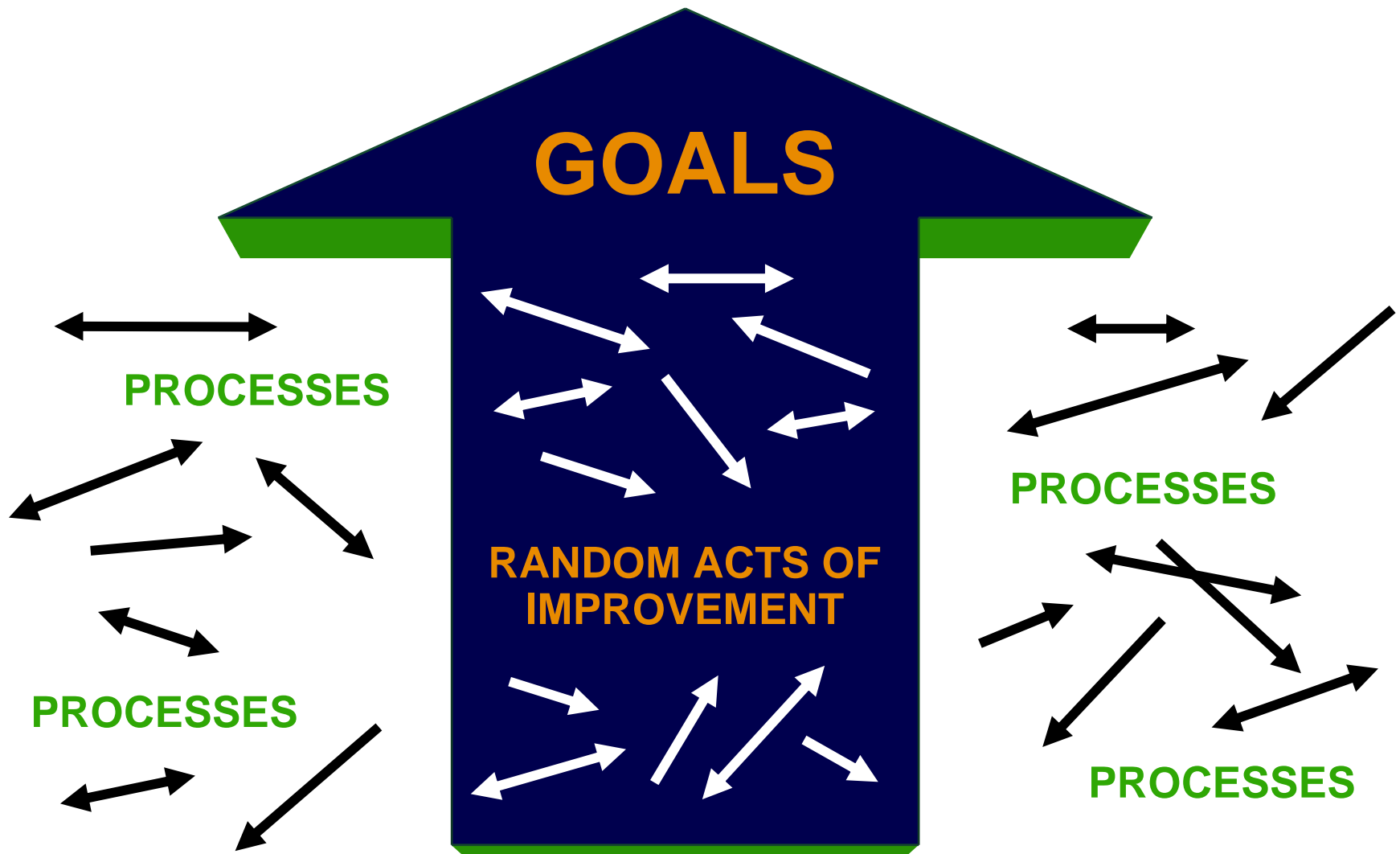


# Systemic Change Is Needed

- The educational program is fractured and poorly articulated.
- Current learning goal setting reflects extremely low expectations about the performance of the city's children.
- There is not a sense of urgency at every level of the organization for substantially improving student achievement.
- The District has a very weak accountability system.
- Data systems are poorly linked to the decision-making process.
- The District has not determined how well student performance on periodic assessments predicts results on state tests.



# District Efforts Have Not Resulted in Systemic Progress





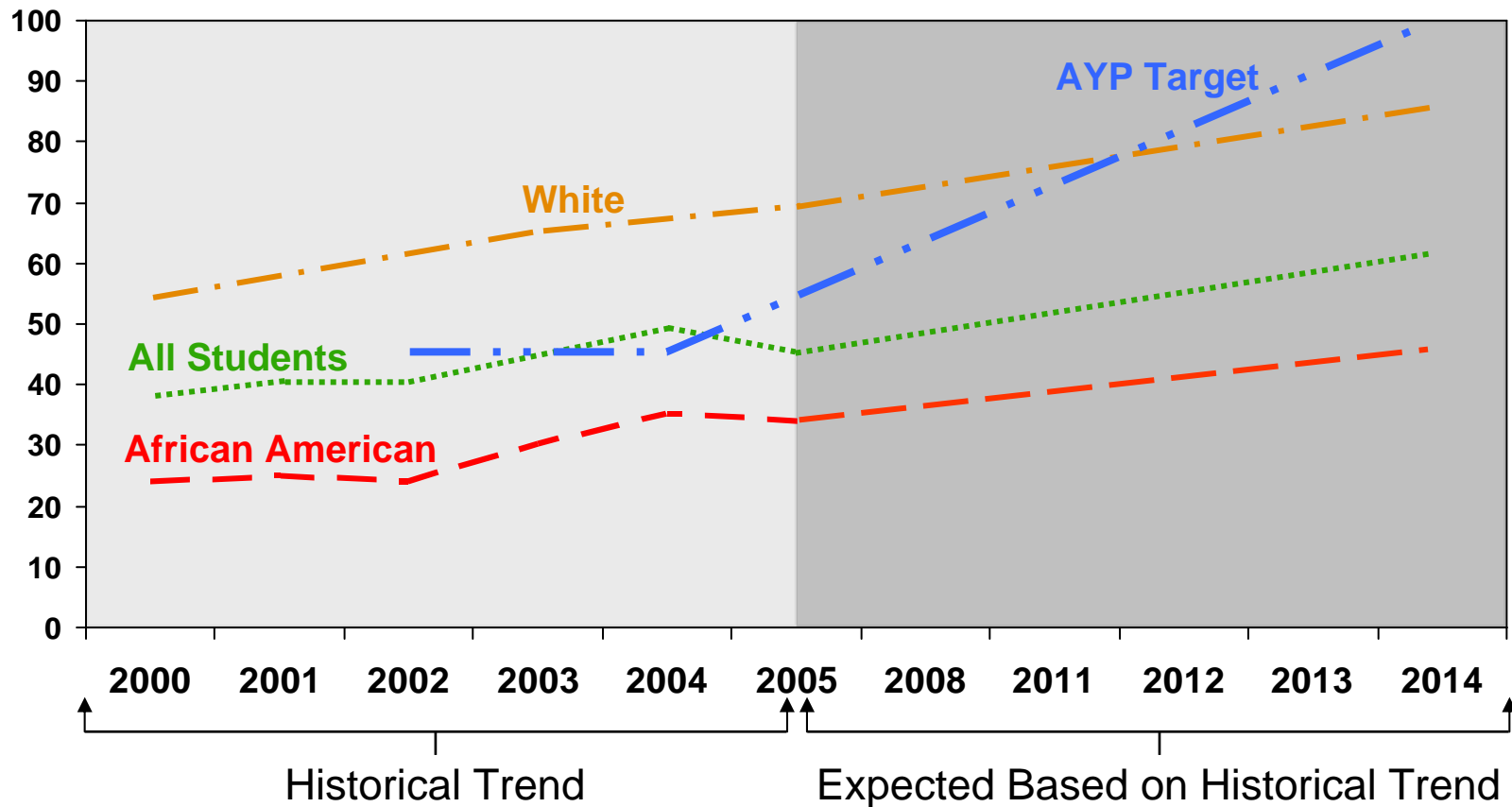


# Academic Performance



# We Must Accelerate Achievement to Meet Federal/State Long-Term Requirements

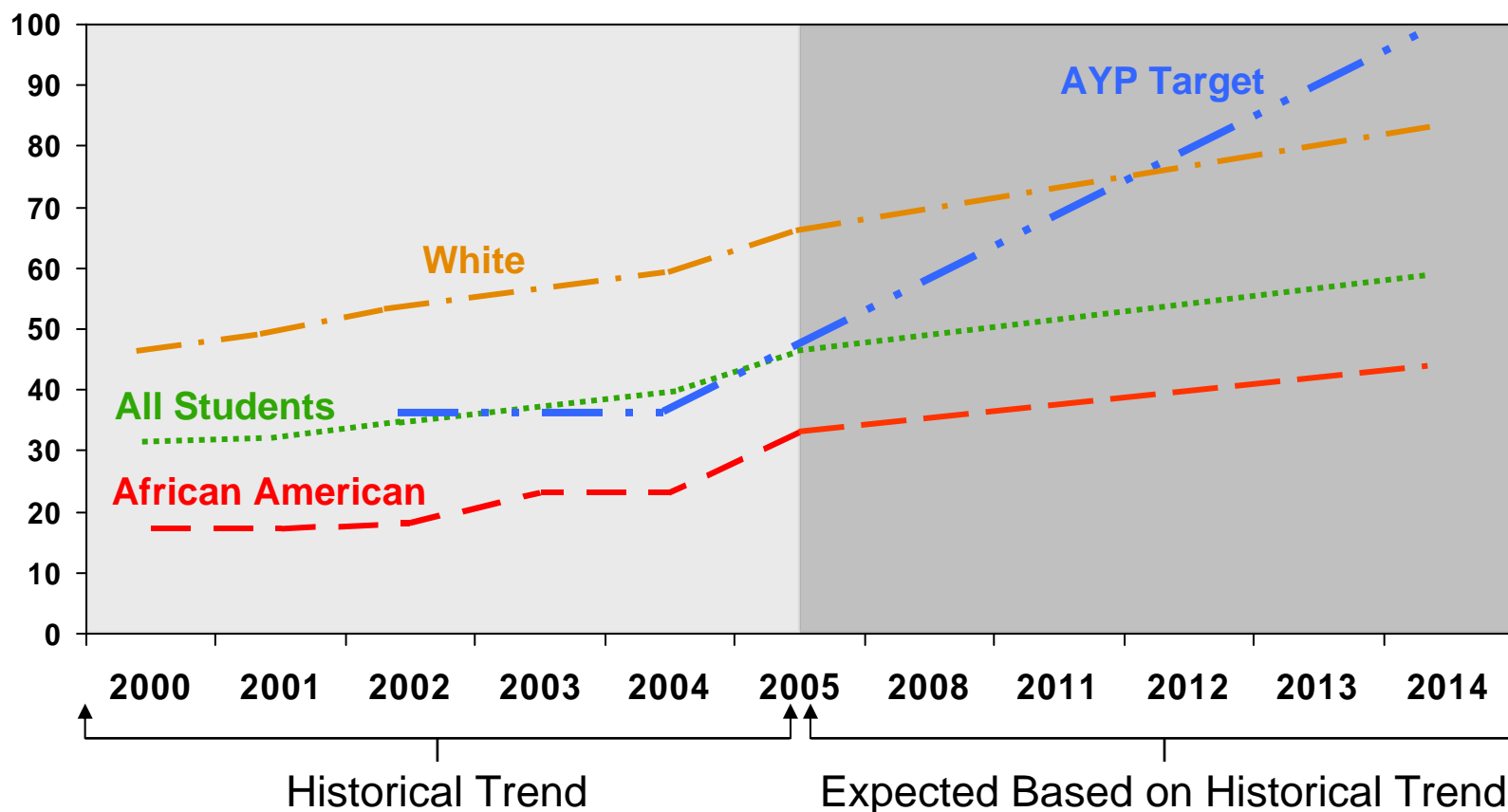
### PSSA Results: *Reading*





# We Must Accelerate Achievement to Meet Federal/State Long-Term Requirements

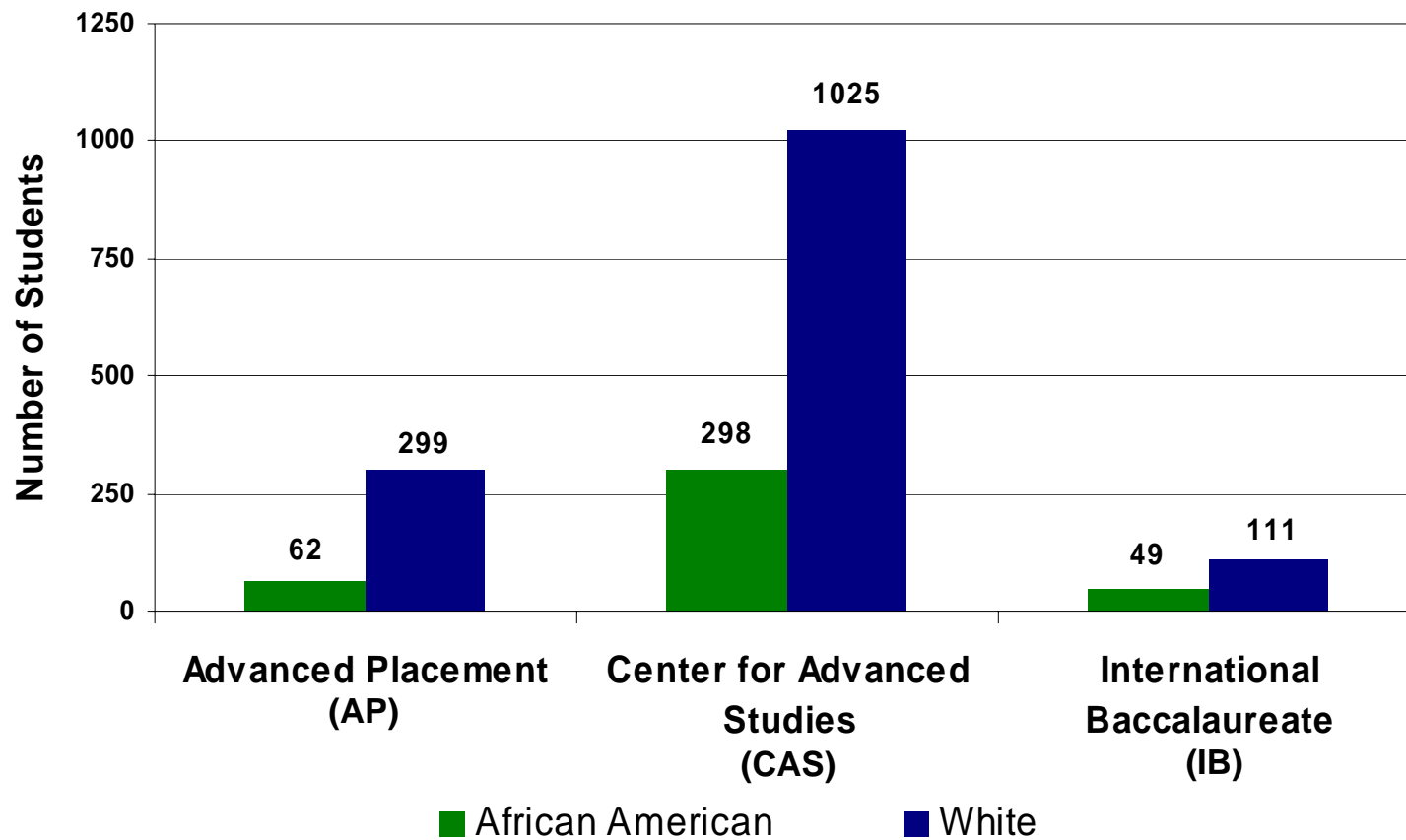
### PSSA Results: *Math*





# We Must Increase The Pursuit of Excellence

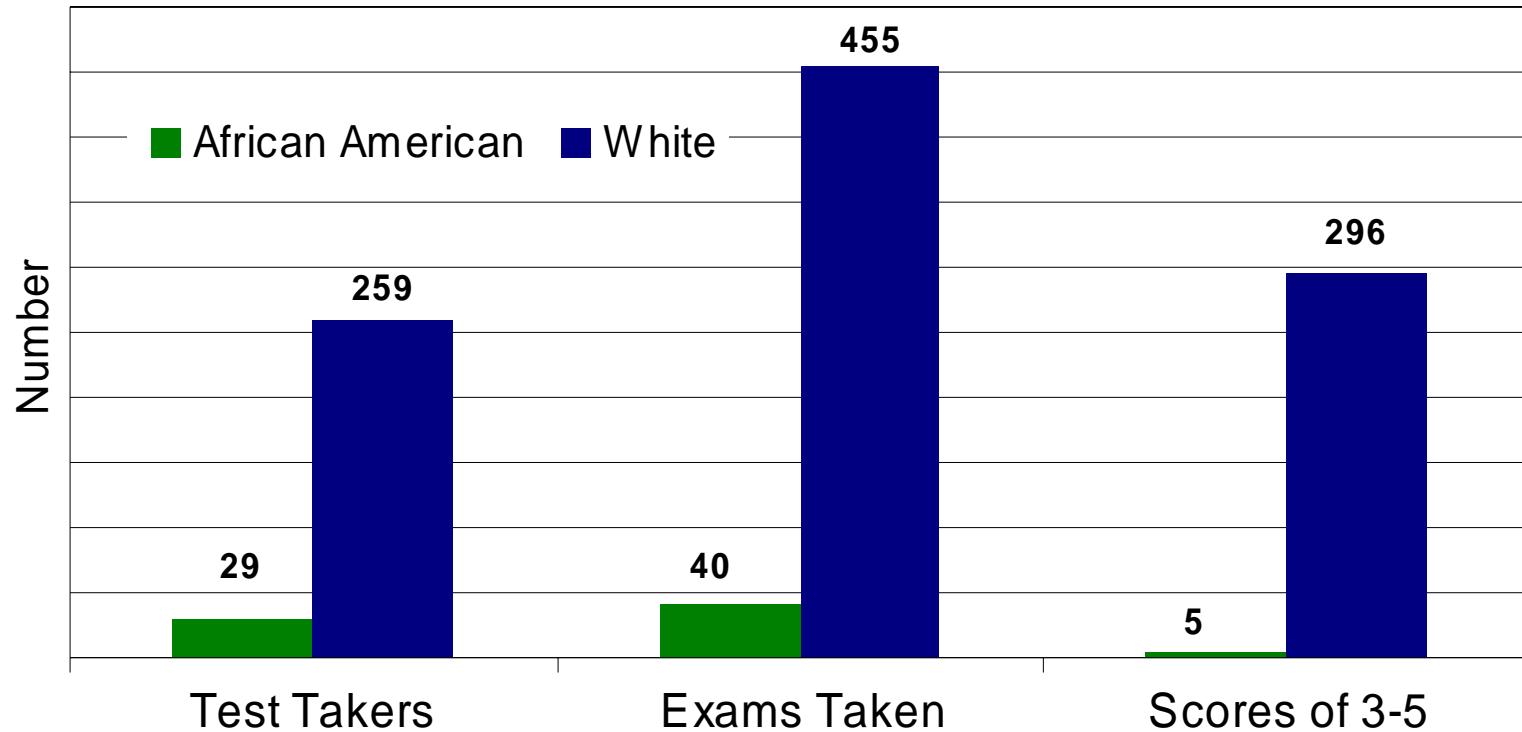
## 2005-2006 Advanced Course Enrollment





# We Must Increase The Pursuit of Excellence

## 2004-2005 Advanced Placement (AP) Exams (Out of 4440 Juniors and Seniors)



Source: College Board 11/22/05

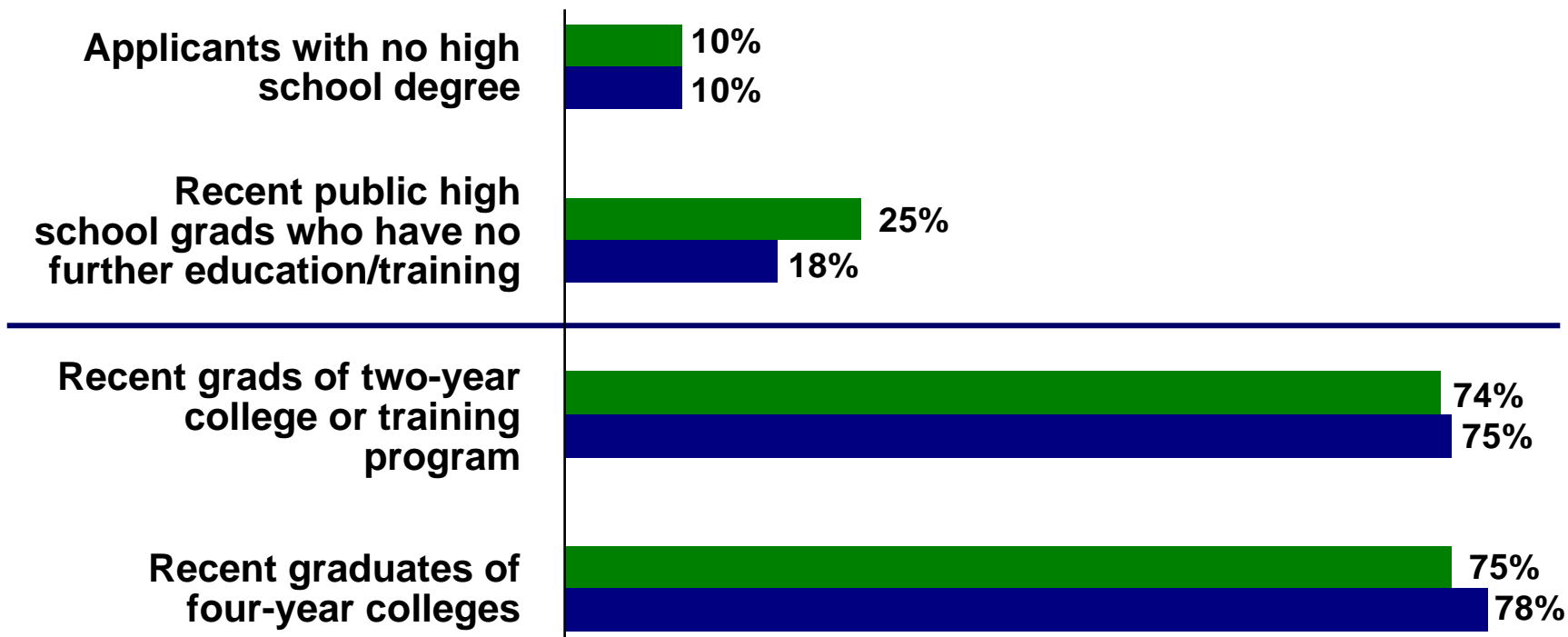


We Must Better  
Prepare Our  
Students for the  
Work Force



# Few Employers Feel High School Graduates Prepared For Advancement

- Extremely/very well prepared for typical job in my company
- Extremely/very well prepared for advancement in my company



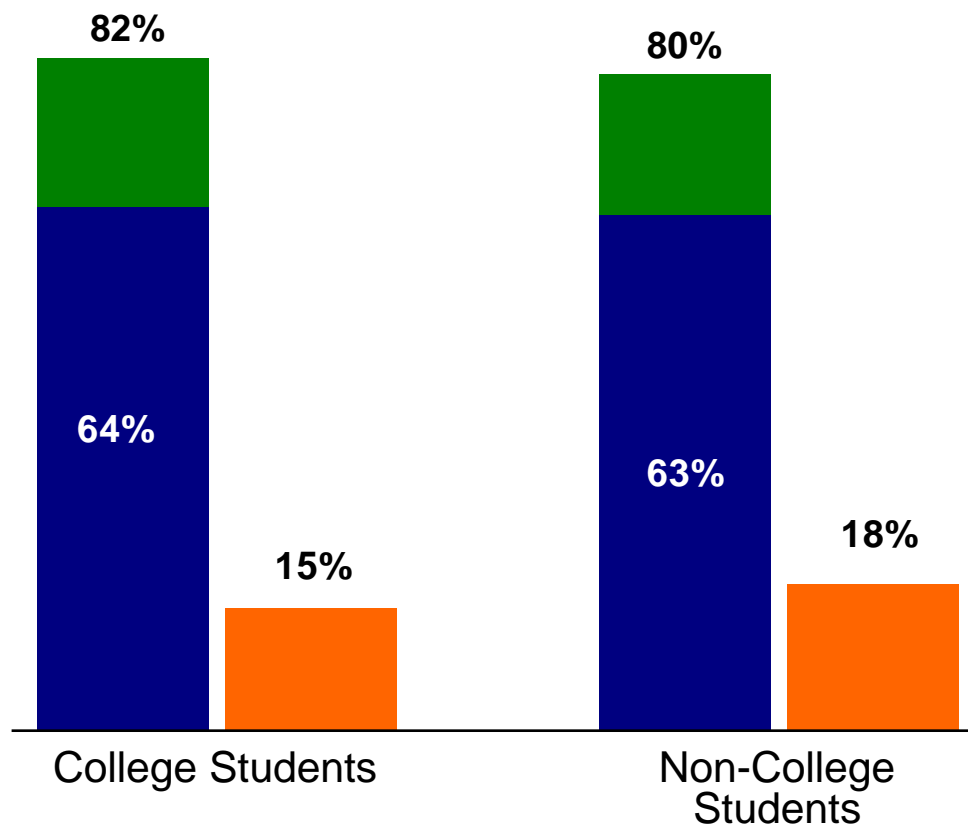
How Prepared Are Public High School Graduates? Hart Research & Public Opinion Strategies for Achieve, Inc. (2005)



# Had High School Demanded More, Grads Would Have Worked Harder

- Strongly feel I would have worked harder
- Would have worked harder
- Wouldn't have worked harder

*If your high school had demanded more of students, set higher academic standards, and raised the expectations of how much course work and studying would be necessary to earn a diploma, would you have worked harder to meet these expectations?*



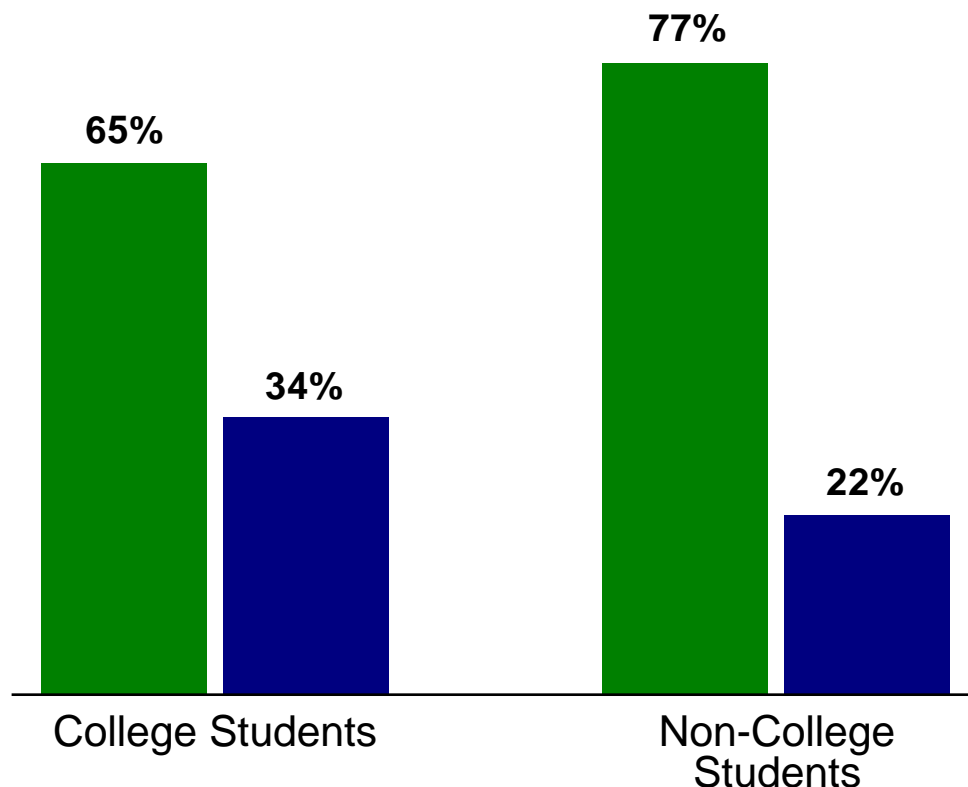




# Knowing What They Know Today, Grads Would Have Worked Harder

- Would have applied myself more
- Would have applied myself the same/less

*Knowing what you do today about the expectations of college/the work world, if you were able to do high school over again, would you have worked harder and applied yourself more to your coursework even if it meant less time for other activities?*





# How We Will Get There



# Shared Goals To Guide All Work

1. Maximum academic achievement of all students
2. A safe and orderly environment for all students and employees
3. Efficient and effective support operations for all students, families, teachers, and administrators
4. Efficient and equitable distribution of resources to address the needs of all students, to the maximum extent feasible
5. Improved public confidence and strong parent/community engagement



# Foundations For Success

- “Right-Size” the district to improve finances, optimize facility use and expand academic opportunity. Flatten central office organization and create a service-oriented culture that delivers equitable services to students and schools
- Develop and deliver rigorous and aligned curricula, periodic assessments, data-driven instruction and ongoing intensive professional development
- Recruit, train, evaluate and support principals and hold them accountable for academic achievement
- Mobilize all available resources to provide a safe learning and working environment for all students and employees
- Build partnerships with families and the broader Pittsburgh community to advance the academic achievement and character development of **all** students



# Strategies to Achieve Our Goals



# Strategies for Academic Achievement

## (PART 1)

- Evaluate all programs for effectiveness and replace where necessary
- Provide a rigorous curriculum aligned to state standards, assessments, and instruction
- Provide ongoing professional development for all teachers and staff focused on academic objectives
- Create a “Pittsburgh Leadership Academy” to provide professional development for principals and central staff
- Implement a district-wide coaching model
- Establish Accelerated Learning Academies
- Create individual school improvement plans with specific academic achievement goals
- Adopt a writing program across the curricula
- Develop a high school reform model that includes:
  - Redesign Career & Technical programs
  - Expand and increase participation in Advanced Placement, International Baccalaureate, Center for Advanced Studies, and dual enrollment courses
  - Continued partnership with universities



# Strategies for Academic Achievement

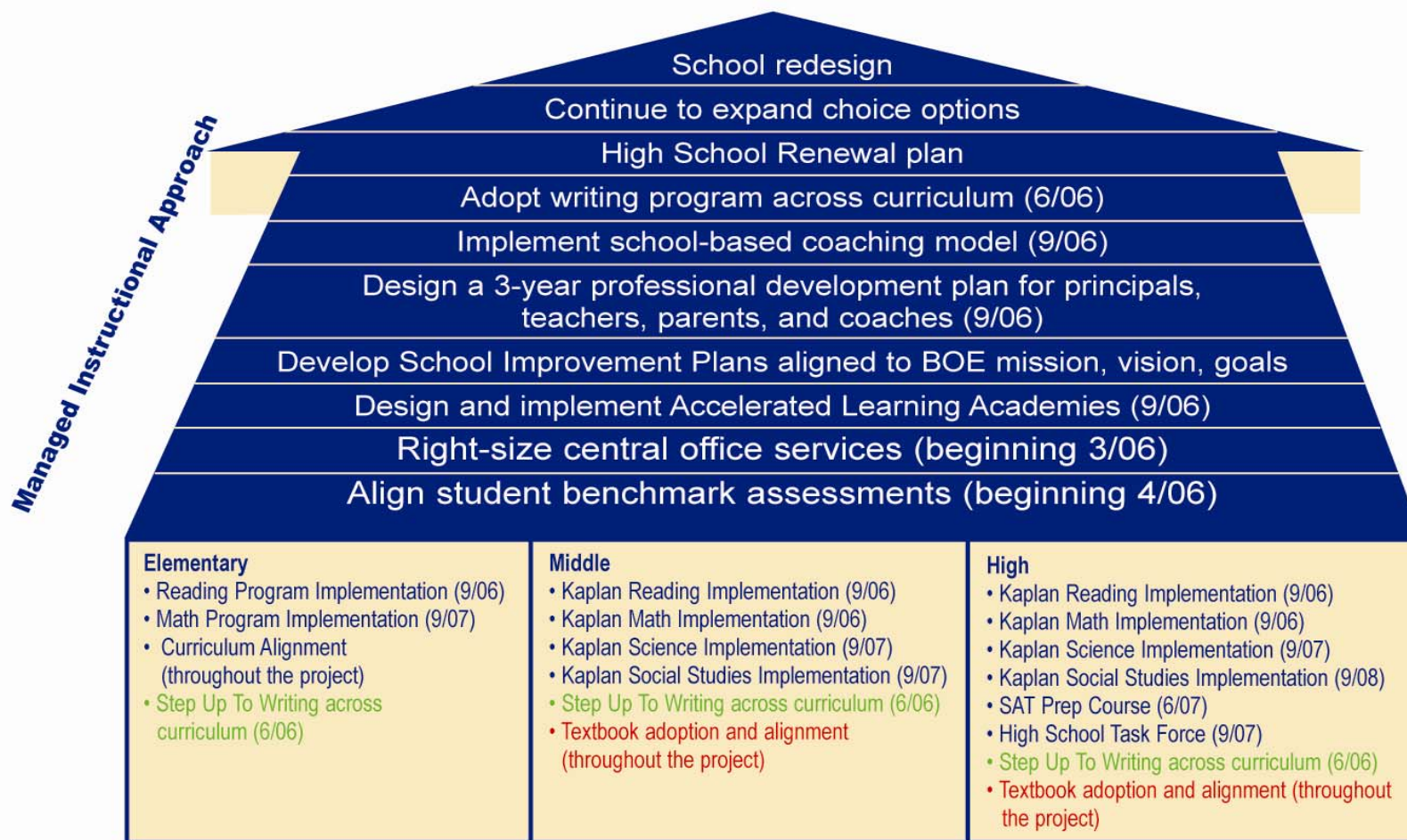
## (PART 2)

- Increase participation and rigor in Early Childhood education
- Develop and enhance Gifted and Talented program options
- Evaluate and align all after school and summer school programs
- Increase academic rigor in Magnet programs
- Improve textbook adoption cycles
- Expand world language programs
- Negotiate a new evaluation process for Charter schools based on student achievement
- Use technology to create and adopt compelling learning tools aligned to state standards that engage students and improve performance



# Academic Success For All Children

## Roadmap To Academic Achievement







# Strategies for a Safe and Orderly Environment

(PART 1)

- Implement a more effective alternative education model for the most behaviorally challenged students
- Strengthen disciplinary process, revise Code of Student Conduct, and train for consistent implementation
- Provide ongoing training for all staff on the components of the district's Safe Schools Plan, including all emergency safety procedures



# Strategies for a Safe and Orderly Environment

(PART 2)

- Fully implement a district-wide mediation program in all of our schools
- Upgrade and maintain state-of-the-art security systems in all schools
- Provide professional development for school-based security
- Continue to collaborate with Mayor/local government on Safety Zone Partnership: Pittsburgh Puts Kids First



# Strategies for Efficient & Effective Support Operations

(PART 1)

- Reduce excess facility capacity
- Eliminate the operating deficit
- Create a service-oriented central office culture
- Aggressively pursue corporate and foundation funds
- Identify and secure competitive federal grant opportunities
- Improve relationships with Pennsylvania legislature and executive branch to maximize funding



# Strategies for Efficient & Effective Support Operations

(PART 2)

- Redesign the organizational structure, operational processes, and internal financial reporting procedures
- Build staff capacity to implement the reform agenda
- Evaluate, right-size and focus the Technology department on cost-effectively supporting academic achievement
- Improve data integrity, reliability and reporting
- Increase effectiveness and responsiveness of the Human Resources department
- Ensure proper maintenance of district facilities



## Strategies for Efficient & Equitable Distribution of Resources

- Train, evaluate and retain highly qualified principals, teachers, and paraprofessionals
- Expand school choice options
- Equitably allocate supplemental resource funds to schools
- Reduce the over-identification of students in special education programs



# Strategies for Strong Parent/Community Engagement

(PART 1)

- Create a city-wide Campaign For Proficiency involving a broad cross-section of community leaders
- Strengthen relations with city and state government, and the foundations community
- Redefine the family/community engagement model
- Improve customer service to families and the community



# Strategies for Strong Parent/Community Engagement

## (PART 2)

- Charge the communications office with establishing a task force made up of educators, business leaders, religious leaders, government leaders, families, and other key stakeholders to design a strong district marketing initiative, and build public understanding of the importance of having a strong school district even for community members who do not have children in the schools.
- Enhance and expand awards and recognition programs that honor the success of students, alumni, staff and schools
- Create a student leadership team that meets and advises the Superintendent around district reform initiatives



# How We Will Hold Ourselves Accountable





# Measuring Our Success

- By the end of the 2008-2009 school year, we will meet key objectives
- We expect to see significant progress towards these objectives by the end of the 2007-2008 school year
- These objectives are a small portion of the measurements for which we hold ourselves accountable



# Higher Expectations

(PART 1)

- 80% of students will be Proficient in Reading on the PSSA by the end of the 3<sup>rd</sup> grade (49% in 2004-2005)
- Percentage of graduating seniors taking SAT exam will increase to 80% (52% in 2004-2005)
- Increase graduation rate by 10 percentage points\*

\* Based on soon to be released RAND study on graduation and drop-out rate



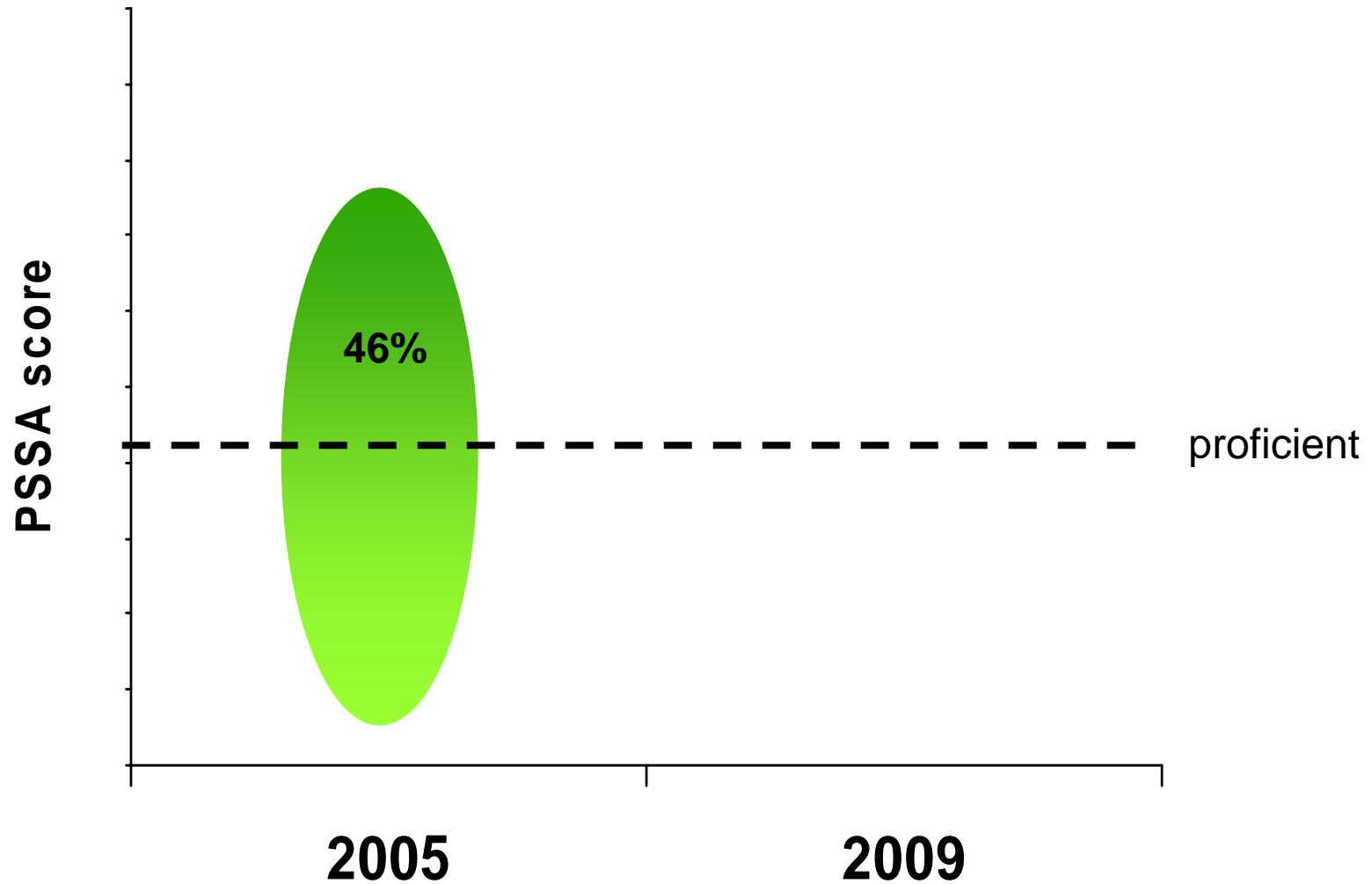
# Higher Expectations

(PART 2)

- Increase participation and performance in Advanced Placement (AP) and International Baccalaureate (IB) courses:
  - Number of students that take AP exams (318 in 2004-2005) and IB diploma exams (24 in 2004-2005) will double
  - Number of African American students that take AP courses (37 in 2004-2005) will quadruple and IB courses (78 in 2004-2005) will double
  - Number of AP exam scores of 3-5 (336 in 2004-2005) will increase 50%
  - Number of IB diplomas (19 in 2004-2005) will double



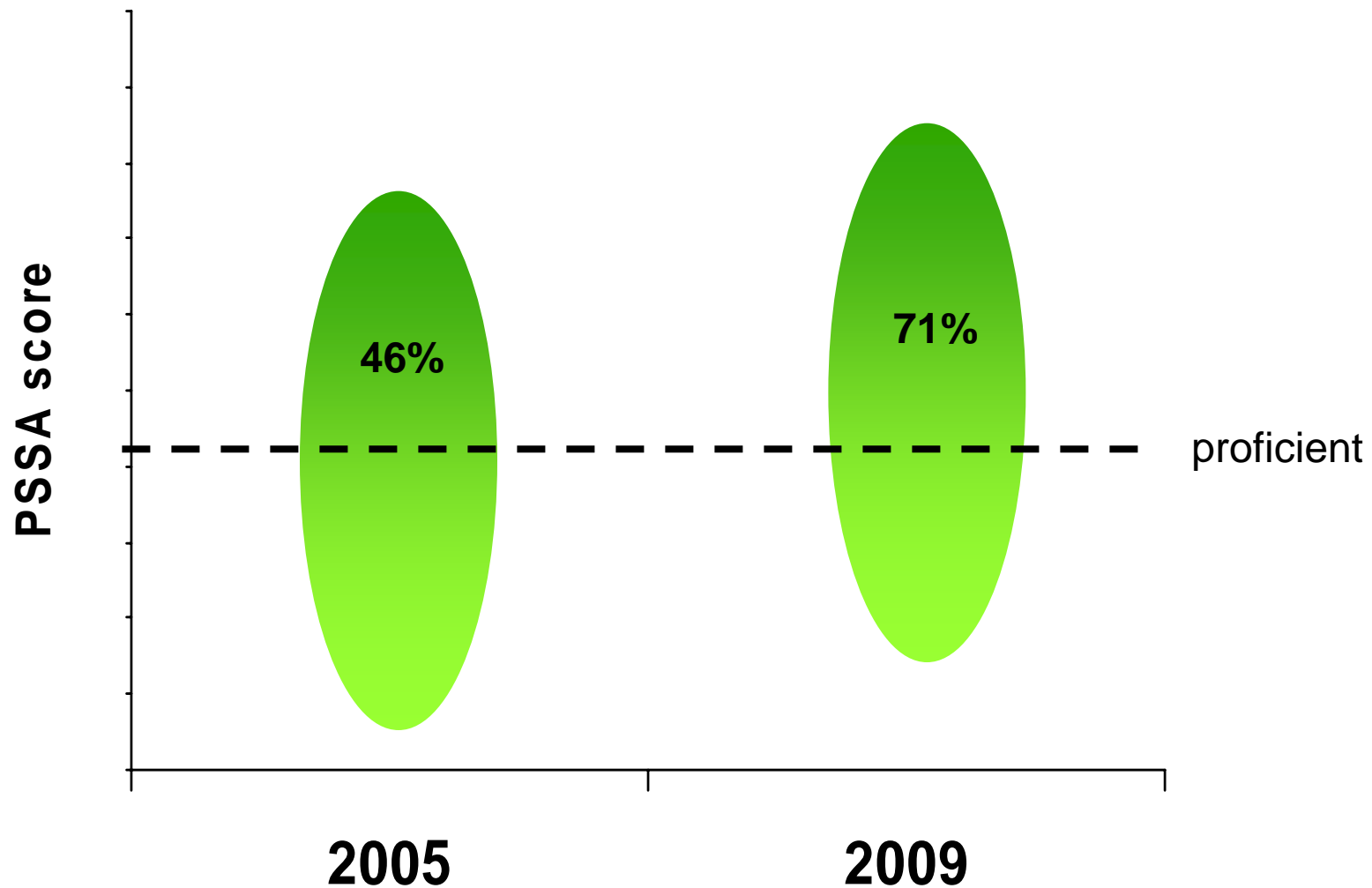
# *Fifth-Grade Reading, All Students*





# *Fifth-Grade Reading, All Students*

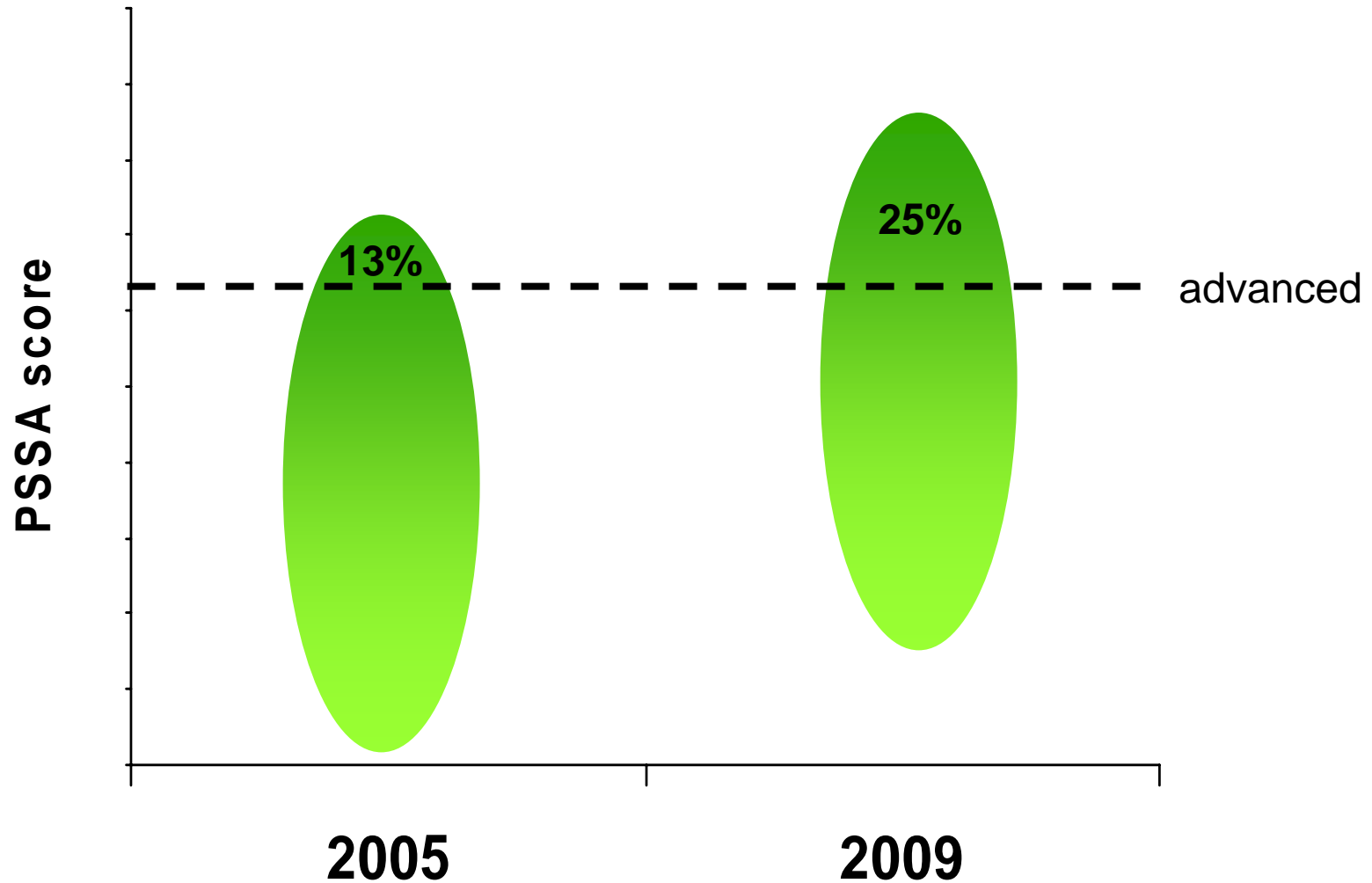
We Expect a Substantial Increase  
in Proficiency





# *Fifth-Grade Reading, All Students*

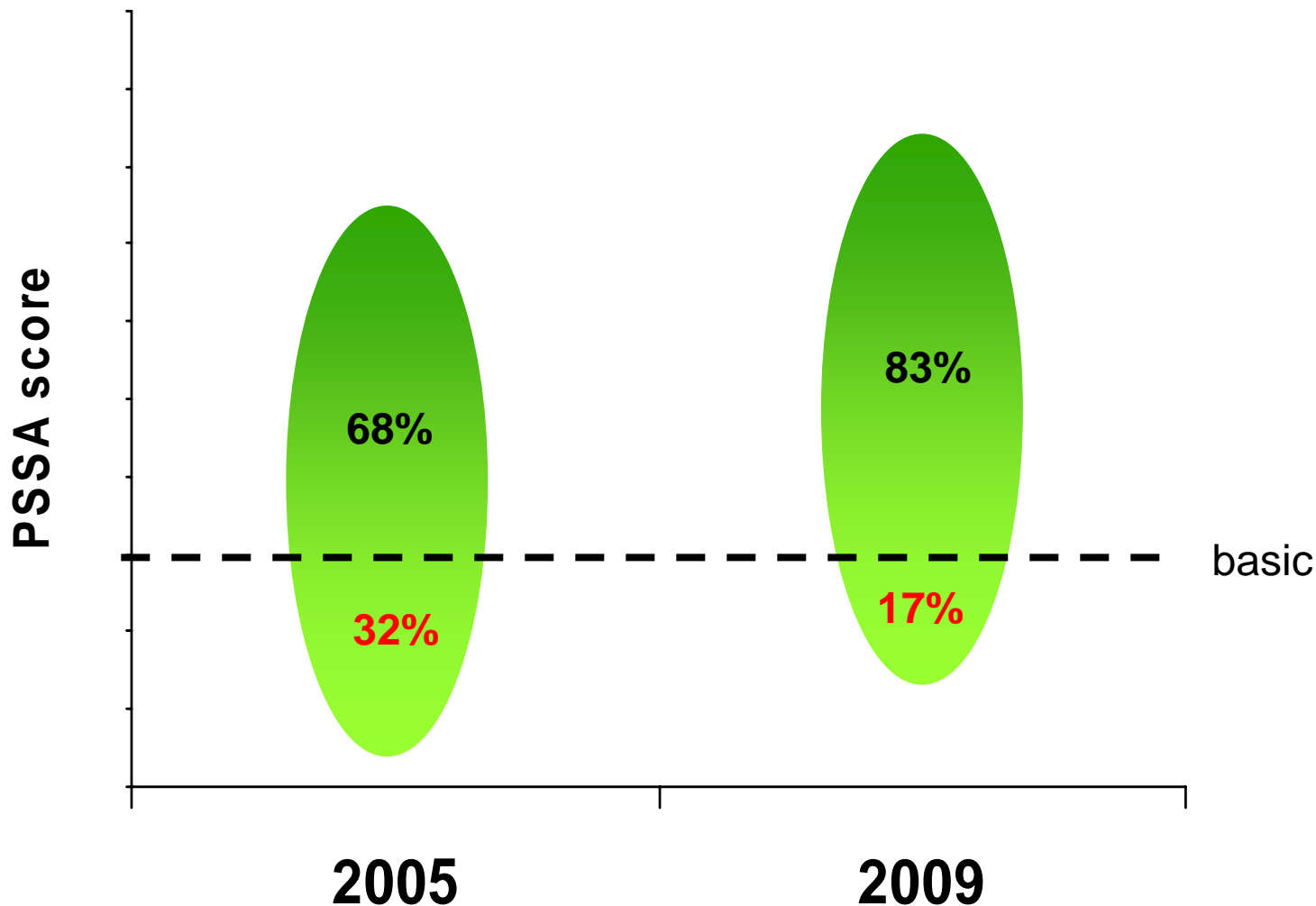
We Will Move More Students From Proficient to Advanced





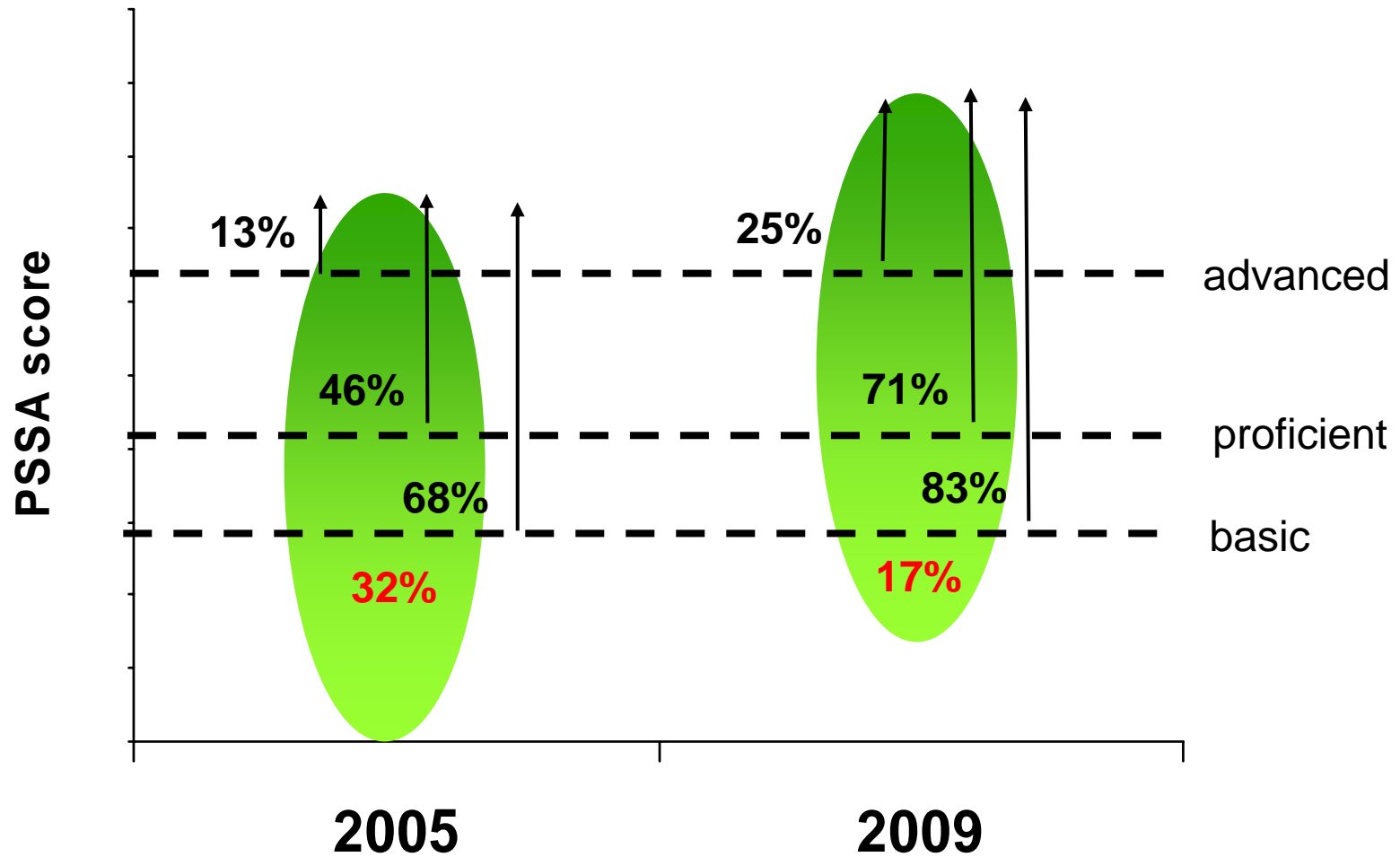
# *Fifth-Grade Reading, All Students*

We Will Move Students Out of "Below Basic"





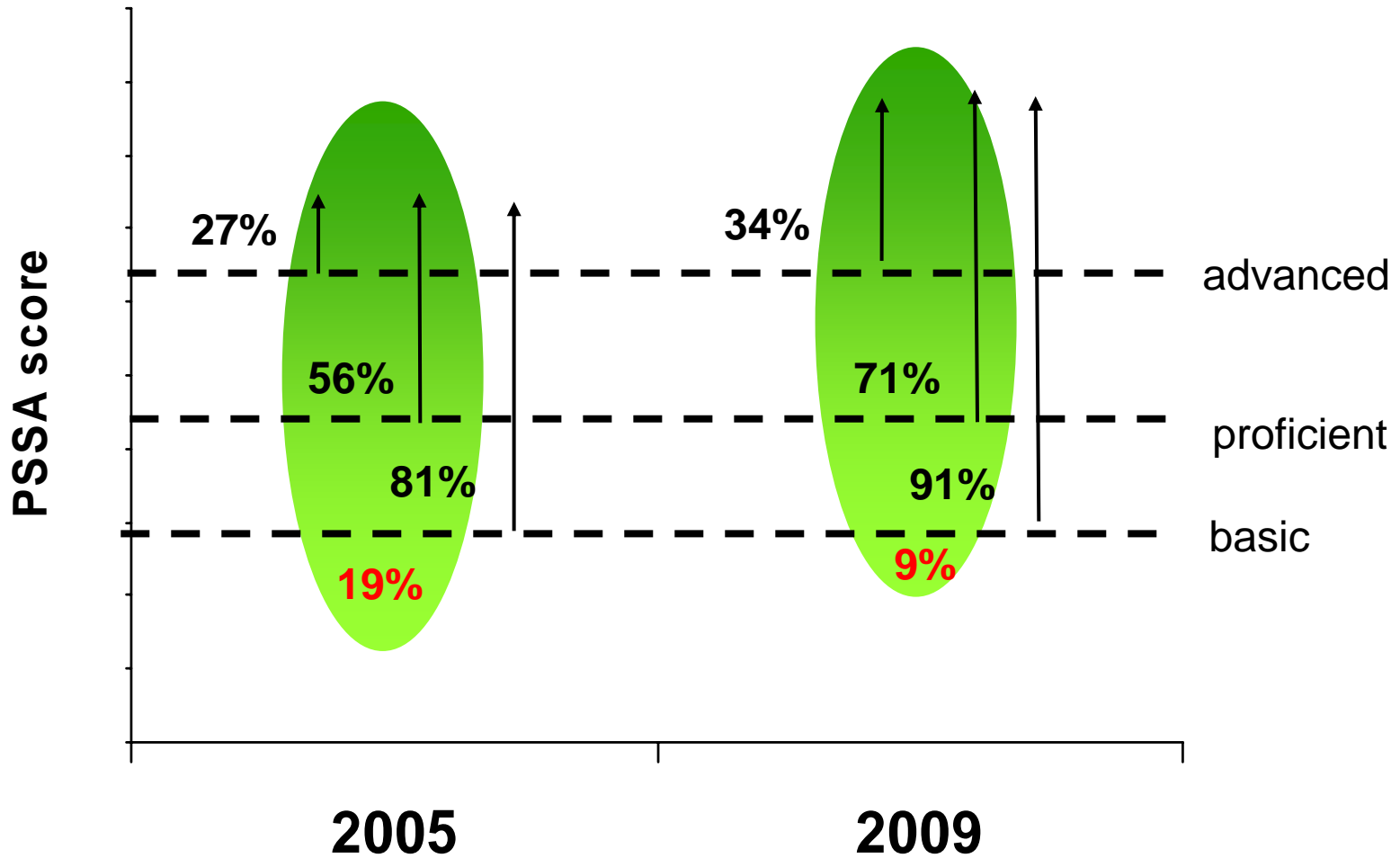
# Fifth-Grade Reading, All Students Growth Across Achievement Spectrum





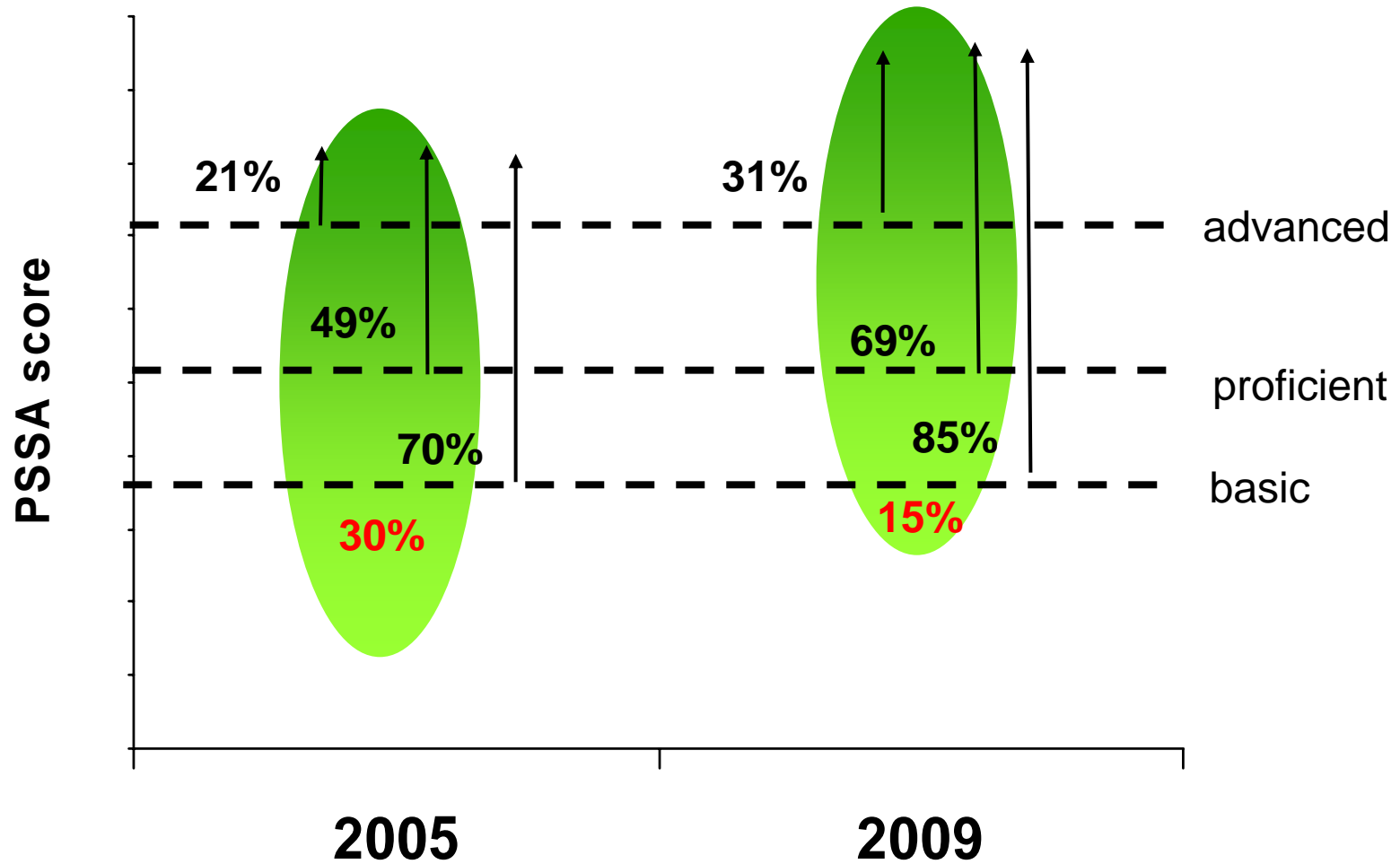


# Fifth-Grade Math, All Students Growth Across Achievement Spectrum



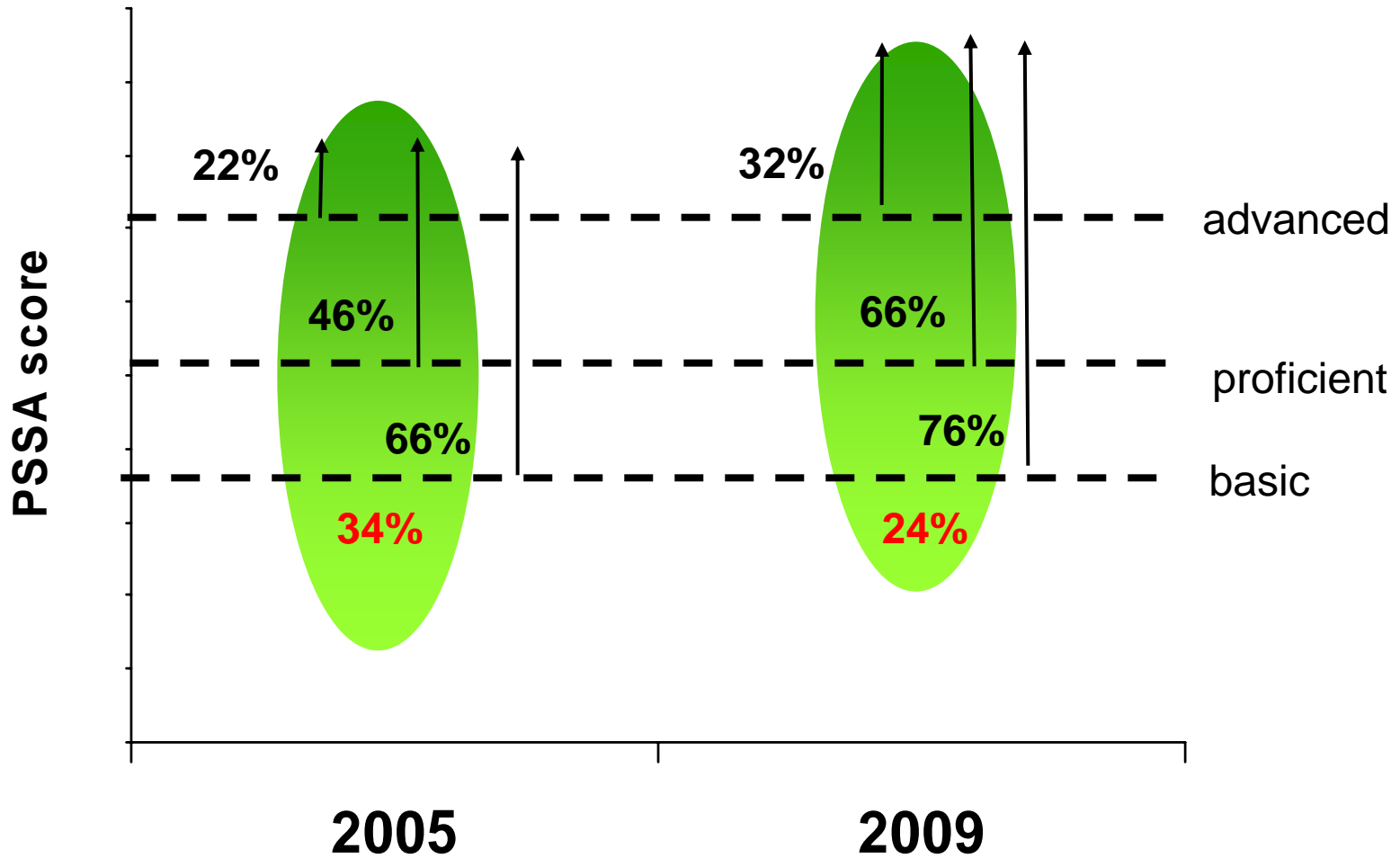


# *Eighth Grade Reading, All Students* Growth Across Achievement Spectrum



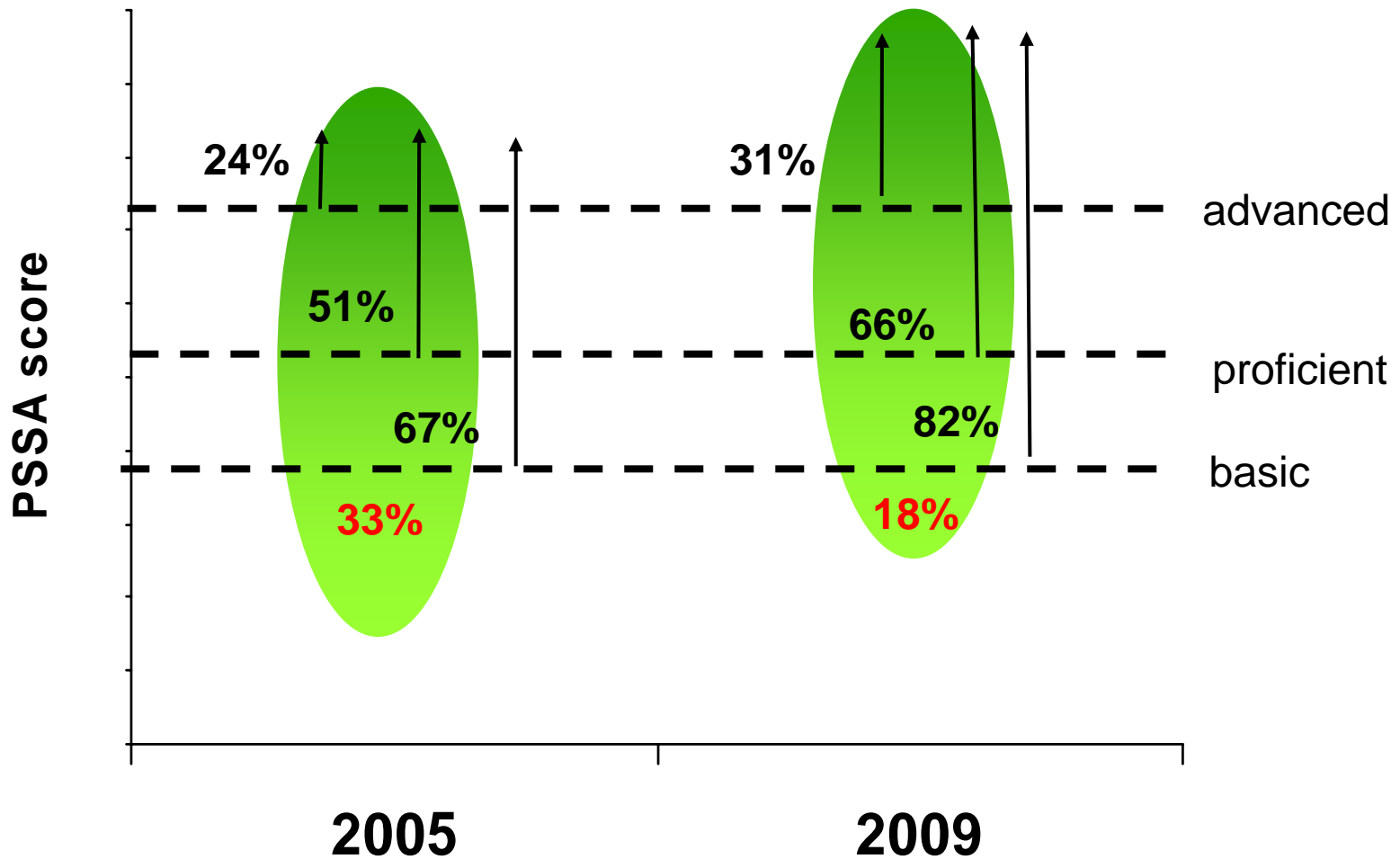


# *Eighth Grade Math, All Students* Growth Across Achievement Spectrum



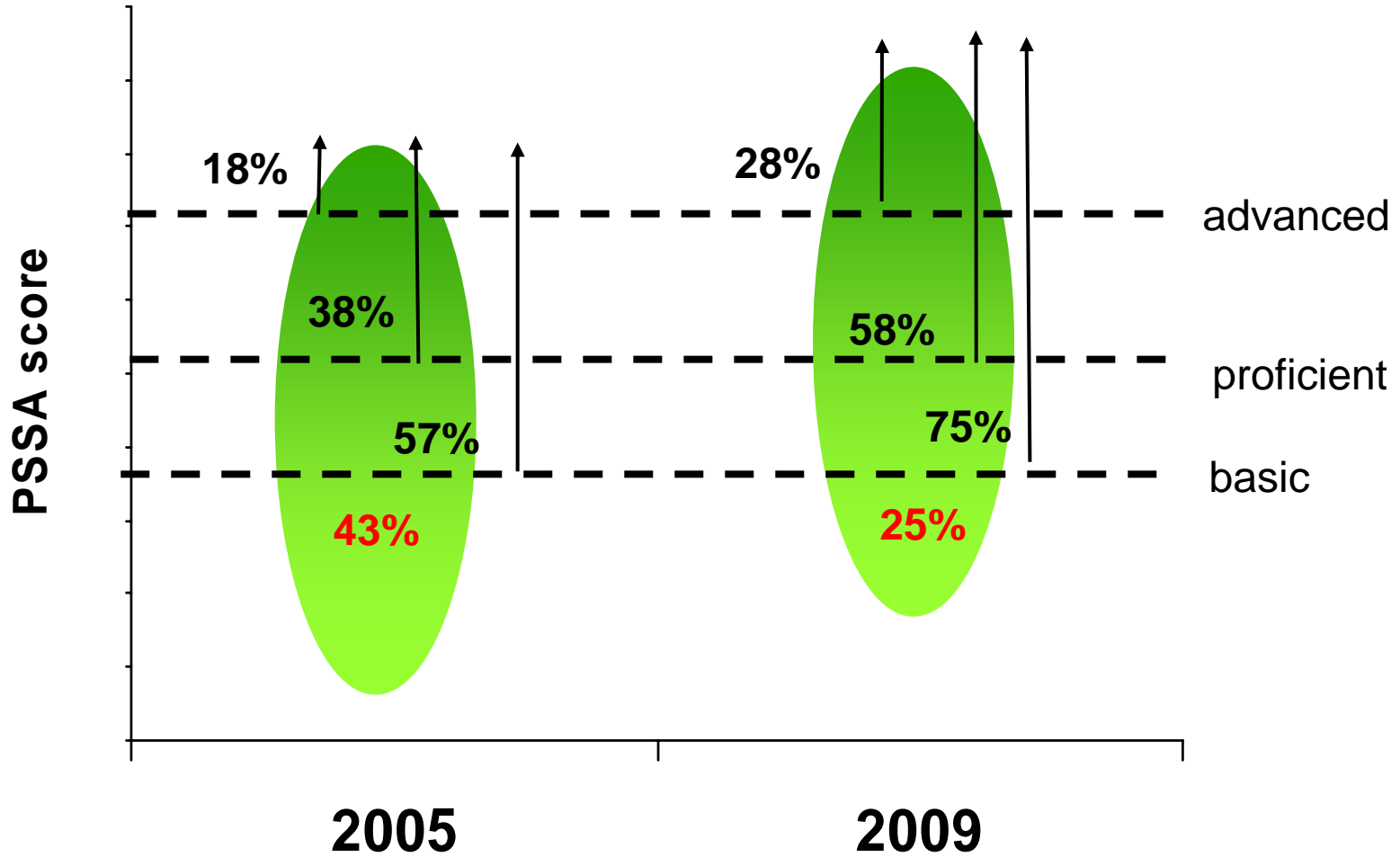


# Eleventh Grade Reading, All Students Growth Across Achievement Spectrum





# Eleventh Grade Math, All Students Growth Across Achievement Spectrum





# Higher Expectations for All Students

- While increasing the achievement of all students, we will also accelerate the learning of children who have been historically short-changed by the system
- All students, regardless of ethnicity, socio-economic status, or ability level will improve their proficiency
- The achievement of African-American students in the Pittsburgh Public Schools will increase at a rate that is five percentage points greater than the gains of their peers



## Next Steps

- Broaden the communication of the District Reform Agenda
- Continue to work with the Board, staff, families and community members to develop the District Reform Agenda into a district-wide Strategic Plan
- Further develop a system of accountability for our work, including measurements for our non-academic goals
- This will always be a work-in-progress