

# Update on E-Learning

January 11, 2021

  
Expect great things.



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Business Committee Meeting  
two part presentation – part 1

# PPS Technology Update – Lessons Learned

- Replacing Older Devices
- Pivoting Tech Support Process
  - Creation of Citywide Tech Centers
- Meeting the Wi-Fi Needs of Students
  - Over 2,600 hot spots ready for any student in need
- Meeting the Technology Needs of Staff
  - 2,000 brand new laptops purchased for staff with additional orders planned



# Finding Opportunity in the Challenge

- Becoming a One to One Device District
  - 22,000 student laptops and 3,800 student iPads
  - All student laptops have arrived and are ready for distribution
- Device Distribution
  - Student devices will be shipped to each corresponding school.
  - Families will retrieve laptops from assigned schools.
  - Families should contact their school to schedule laptop pickup.



# Student Data Breakdowns

- Letter grade comparison
  - (qtr1 2019-20 to qtr1 2020-21)
- Attendance
- Panorama results (SEL)
- Schoology average daily login



# Aggregate Letter Grade Comparison

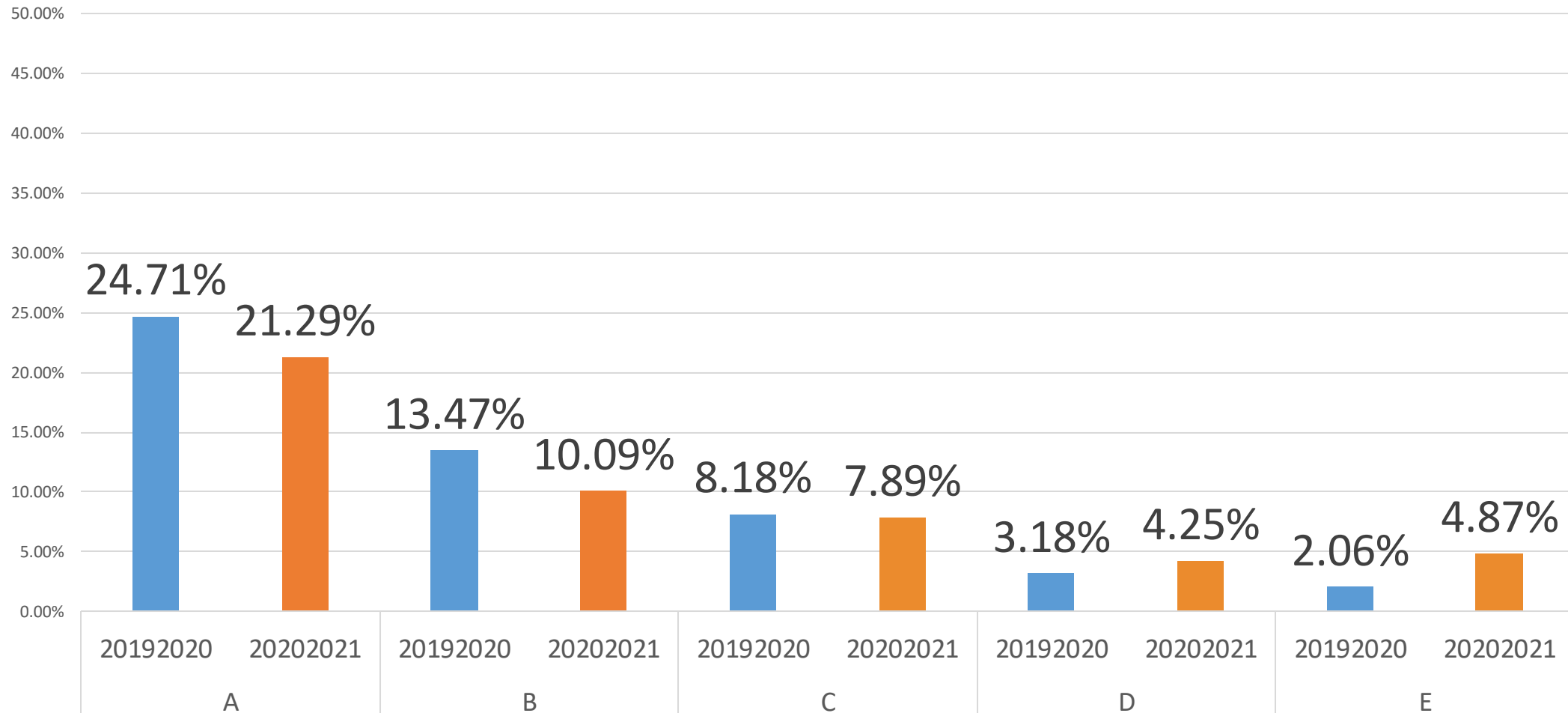
- Examination of the distribution of letter grades last year to the distribution of letter grades this year (in person vs remote)
- Letter grades assigned to students by teachers across all courses and all grades 1<sup>st</sup> through 12<sup>th</sup>
  - Students with letter grades:
    - 2019-20 SY: 19,279
    - 2020-21 SY: 18,831
  - Number of letter grades:
    - 2019-20 SY: 143,072
    - 2020-21 SY: 134,288

# Aggregate letter grade Comparison

- When we look at the distribution of all the student letter grades (grades 1-12) for the first quarter and compare them to the letter grades assigned last year for the same time frame we see
  - Decreases in A's & B's
  - Slight decrease in C's
  - Increases in D's and E's

# Distribution of Quarter 1 Letter Grades in 1<sup>st</sup> -12<sup>th</sup>

Percent of letter grades by year

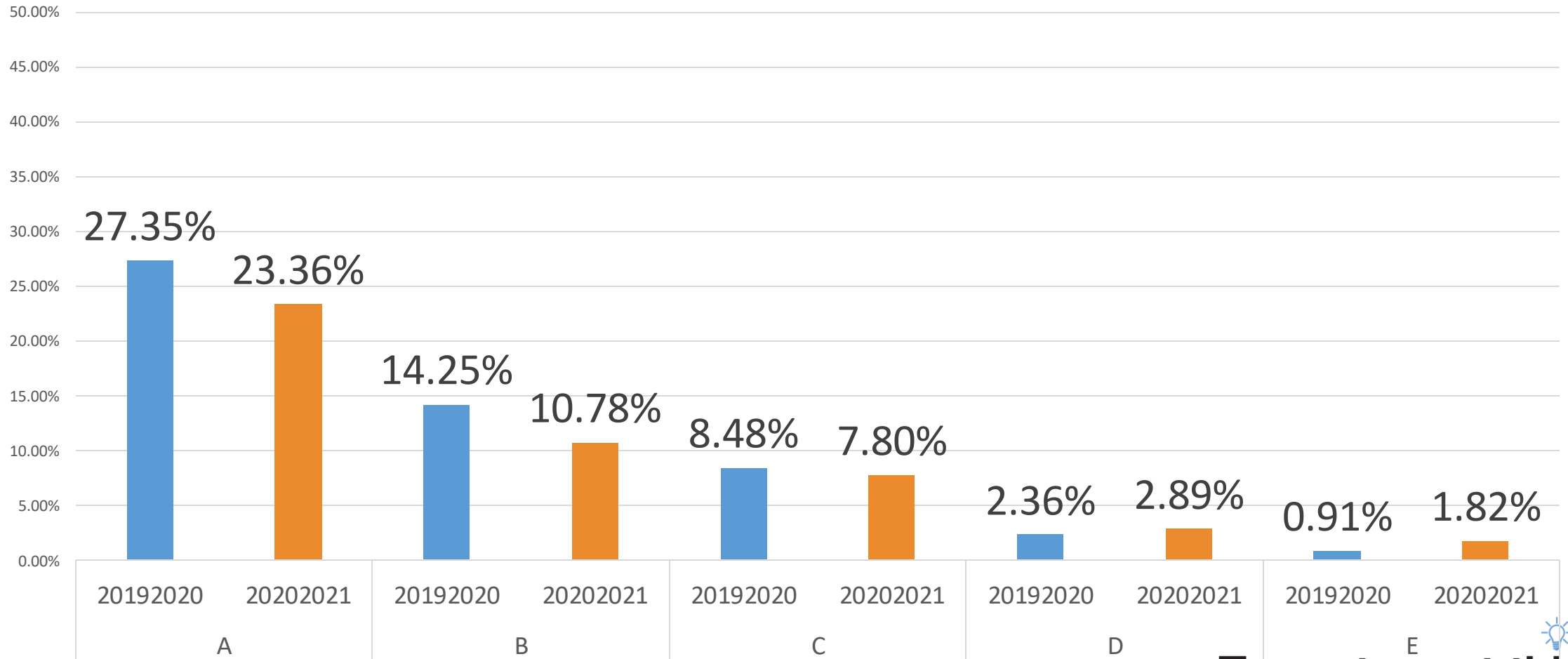


Expect great things.



# Distribution of Quarter 1 Letter Grades Elementary

Percent of marks by year Elementary

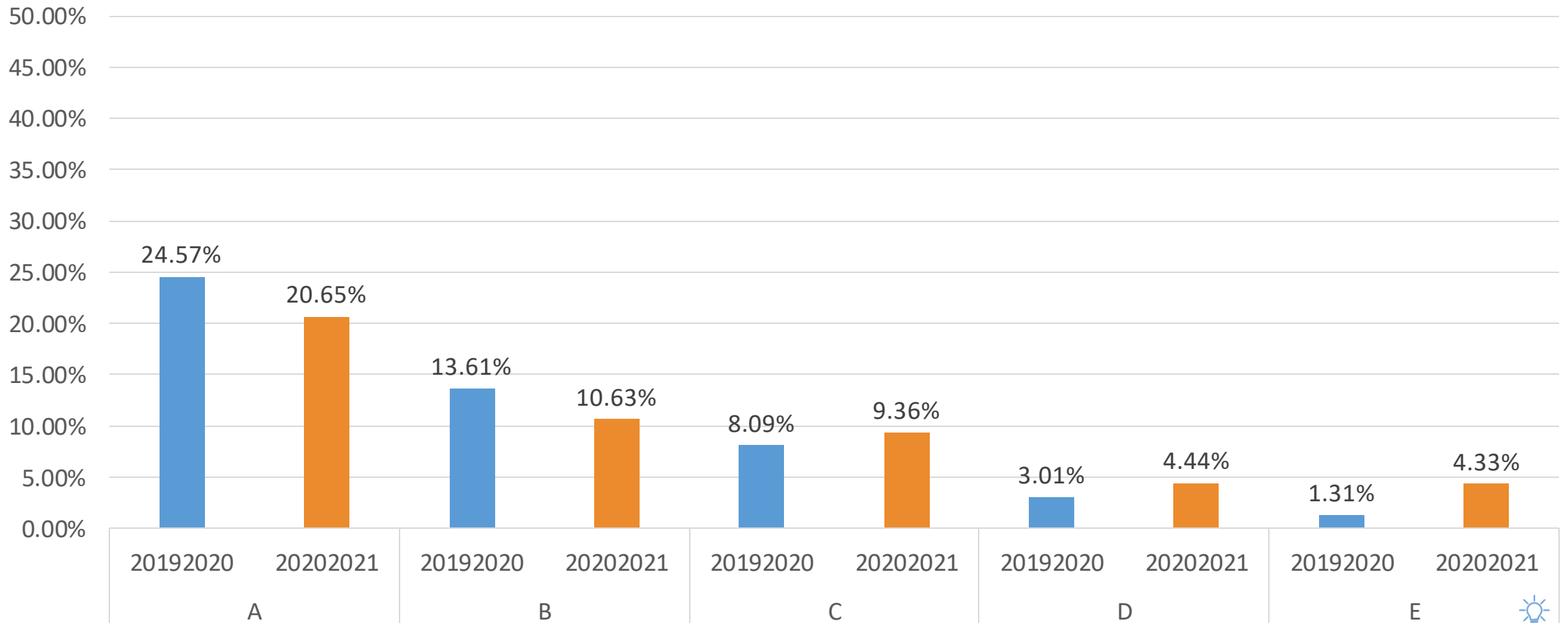


Expect great things.



# Distribution of Quarter 1 Letter Grades Middle School

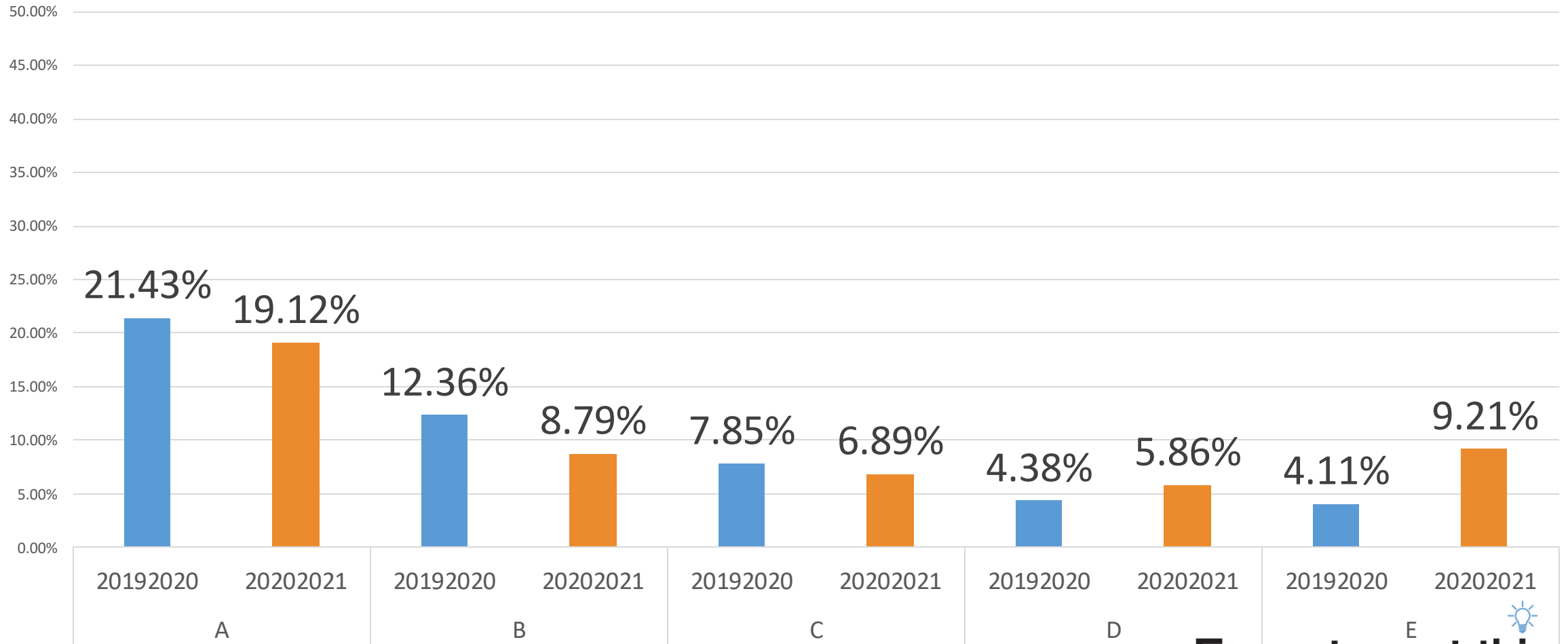
Percent of letter grades by year Middle Grades (6th - 8th)



Expect great things.

# Distribution of Quarter 1 Letter Grades High School

Percent of letter grades by year High School (9th - 12th )



Expect great things.

# Attendance Rate

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- Attendance is collected by our teachers and reported through the student information system
- Available through the district dashboards on the website



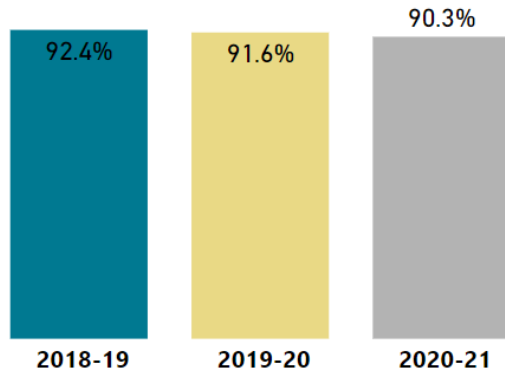
# Attendance Rate is Consistent

## Attendance Summary

Year-to-Date

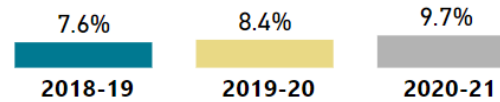


Gender	Race	ELL	IEP	Econ. Disad.	School	Configuration	Grade	Board District Network
All	All	All	All	All	All	All	All	All



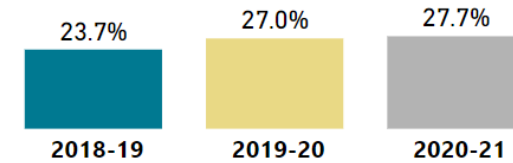
### Attendance Rate

The number of days present divided by the number of membership days.



### Absence Rate

The number of days absent divided by the number of membership days.



### Chronic Absence Rate

The total number of students with a 10%+ Absence Rate divided by the total number of students enrolled.

The dashboards website: <https://www.pghschools.org/dashboards>

Expect great things.



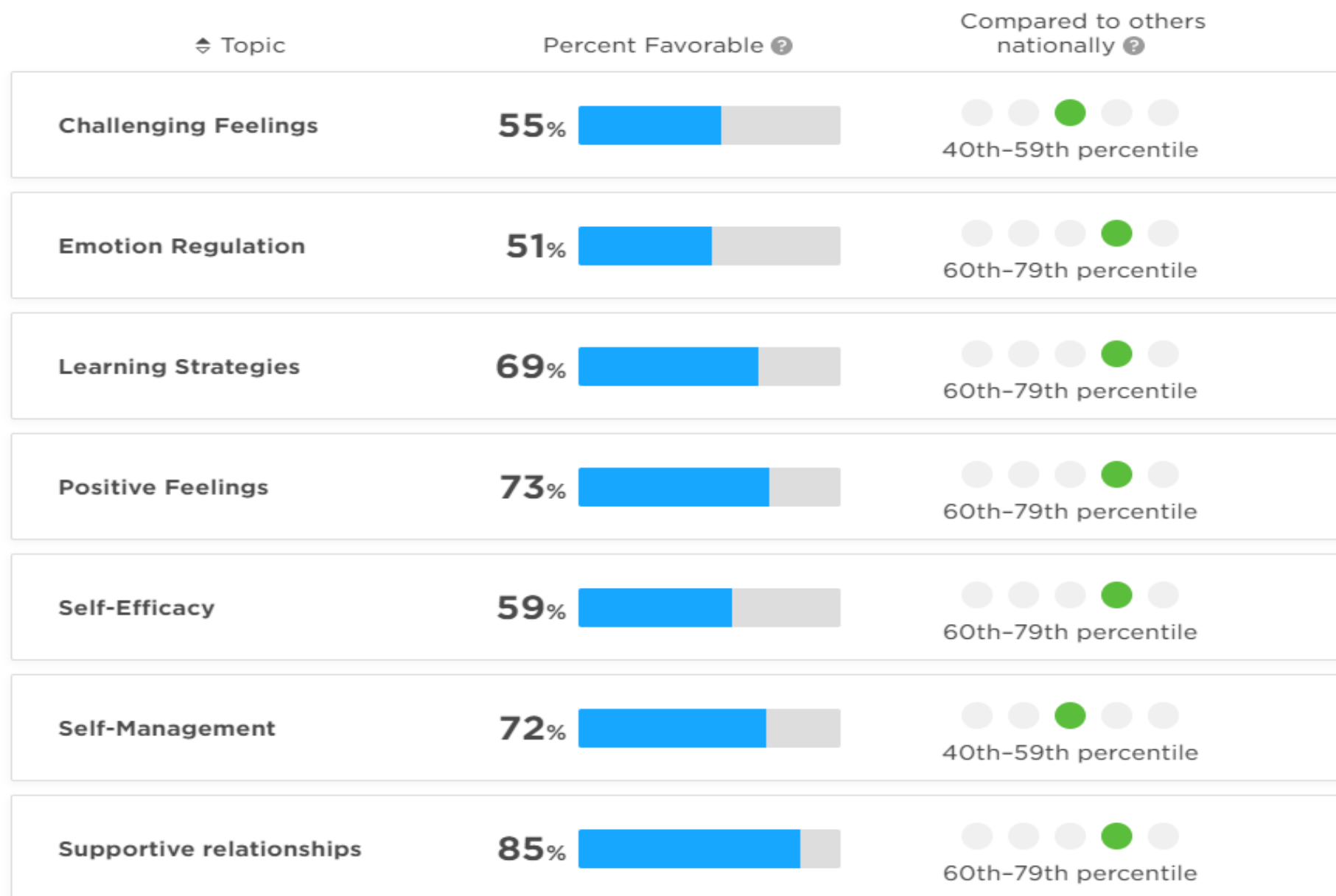
# Panorama

## Social Emotional Learning survey

- Survey collected grades 3-12
- Provides student level information - reports will be available to parents through their HAC accounts and students will have access to their report through their HAC access.
- For grades 3-5 our students are responding on average at levels that are at or above the national norm for the categories.
- For secondary grades (6-12) they are responding on average at or above the national norm in all but 2 categories –
  - Self-Efficacy (their belief that they can accomplish things)
  - Challenging Feelings (they are having feelings that they find challenging)

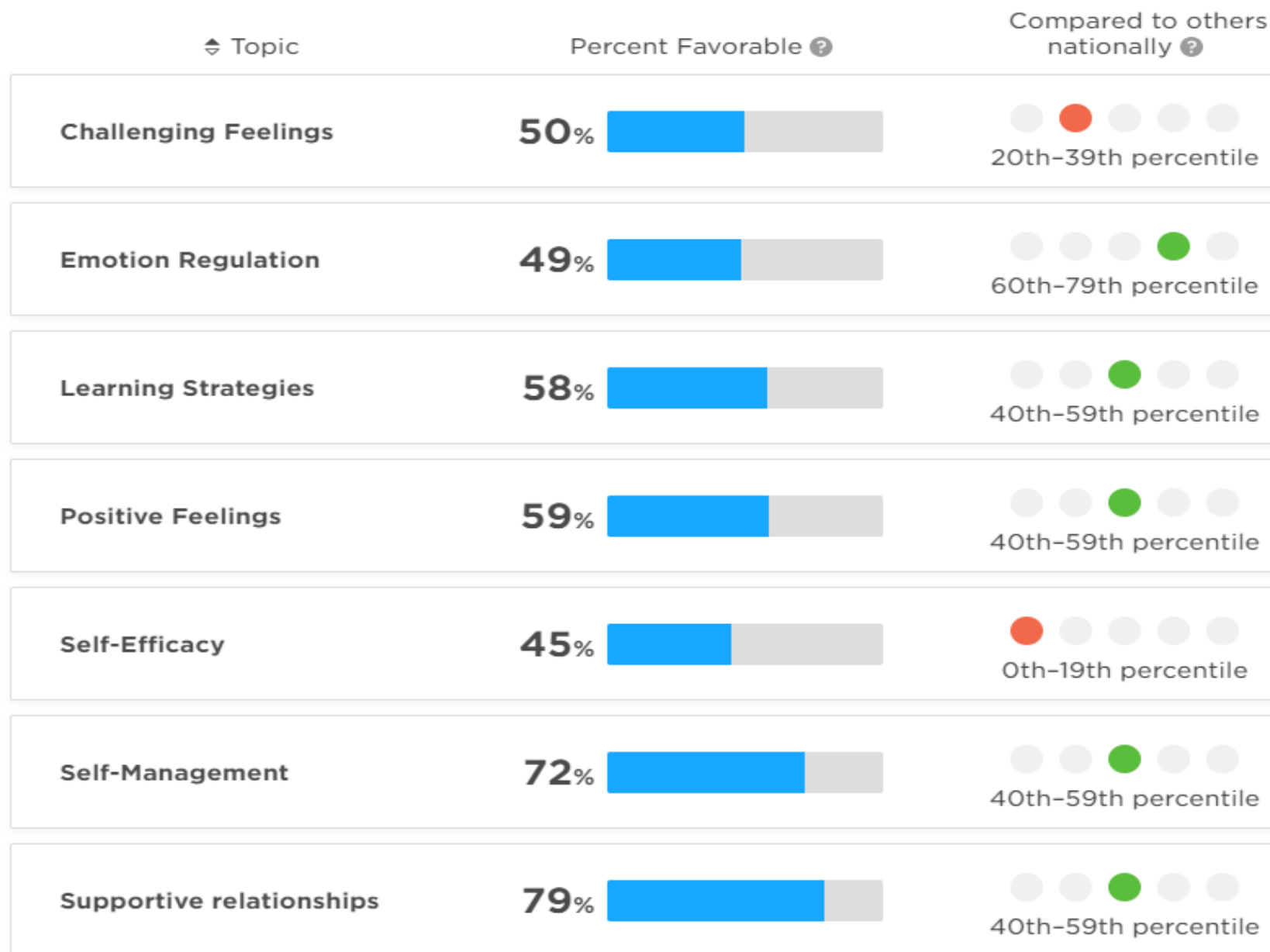
## Grades 3-5

3,520 responses | [show breakdown](#)



## Grades 6-12

6,807 responses | [show breakdown](#)



# Schoology Ninety-Nine Percent of Students Login

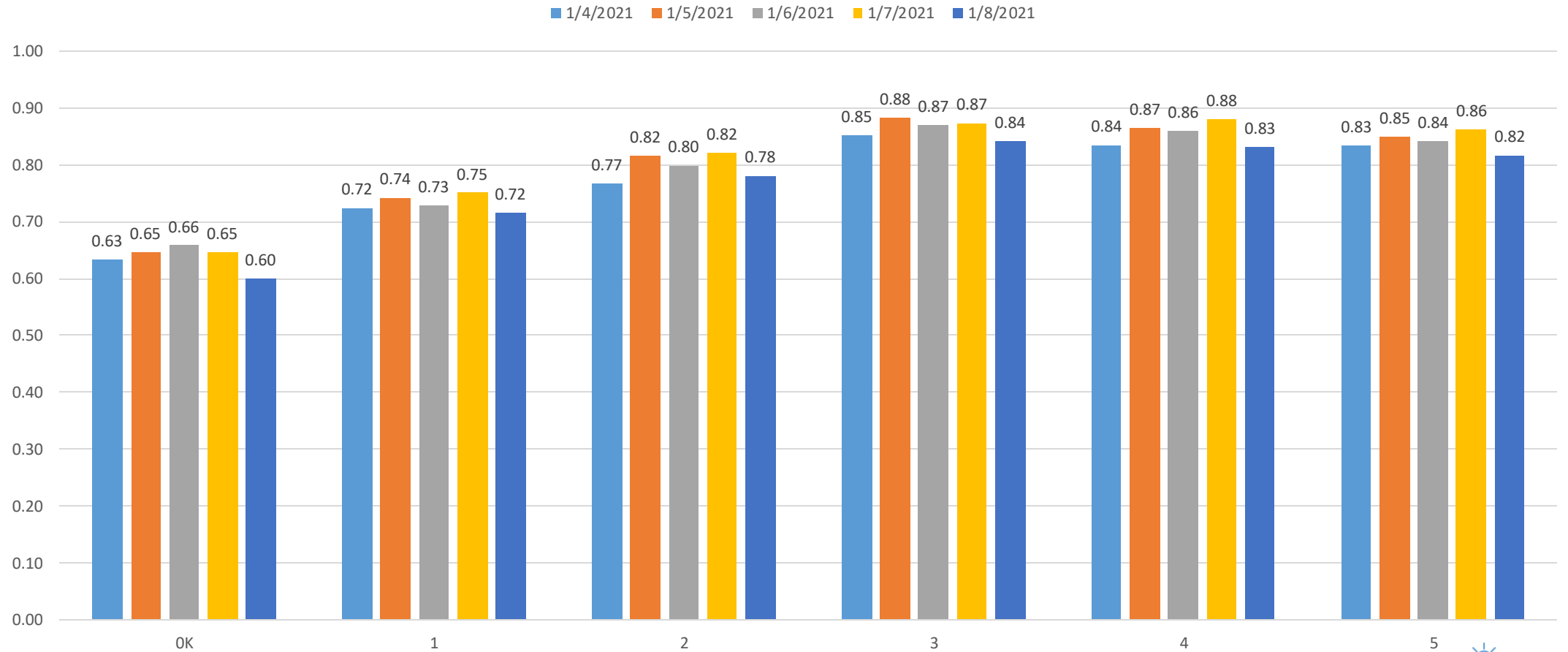
- This Year we have seen 99 percent of our students log into Schoology – which demonstrates that they can access the platform.
- The Daily login rate provides a picture of the percent of students who are logging in each day
- When this is combined with the daily attendance rate, we have a picture of the students who teachers are working with outside of the Schoology platform to ensure that they continue to receive an education.





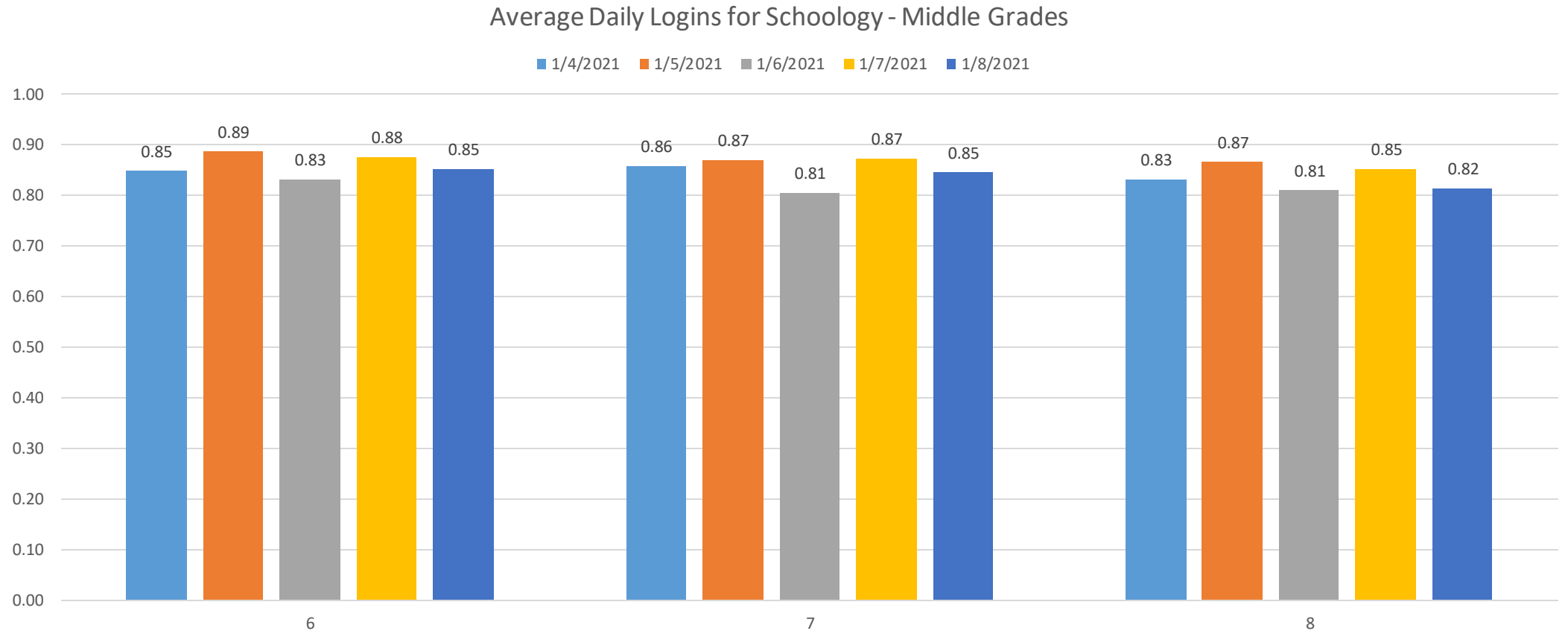
# Schoology Student Login Data

Average Daily Logins for Schoology - Elementary Grades

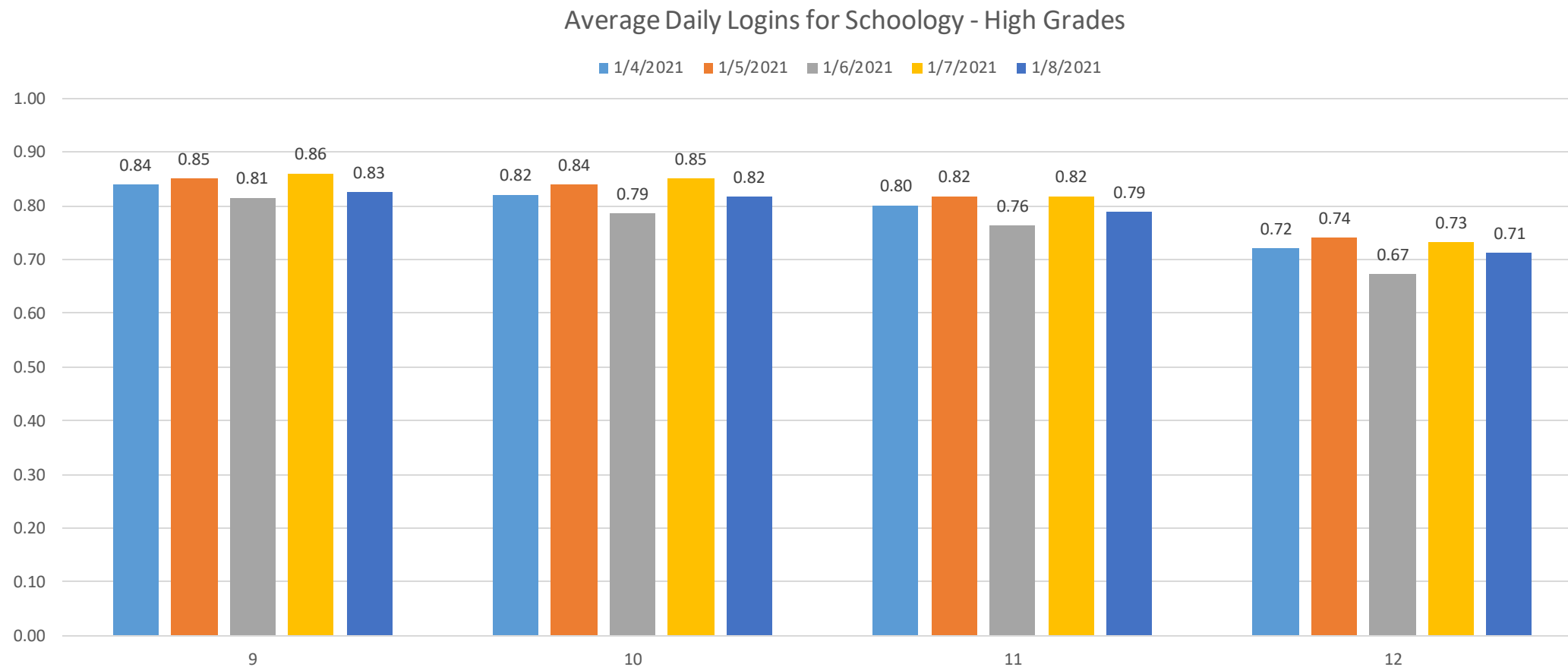


Expect great things.

# Schoology Student Login Data



# Schoology Student Login Data



# Proposed Student Criteria for Phase-in to Hybrid Model

- Attendance
- Grades
- Baseline Data
  - (ELA and Mathematics)
- SEL (Panorama)
- Additional Considerations beyond identified need:
  - IEP Goals and/or related services
  - Language Proficiency (current WIDA ACCESS)
  - 504
  - Learning Hubs Attendance
  - PPS employee



# Considerations for Phase-in to Hybrid Model

- New Guidance from PA Department of Education and PA Department of Health
- Date to begin Phased-in Approach:
  - Teachers Return: February 1
  - Students Return: February 8
- AA/BB option for In-Person Learning (except for Pioneer)
- Criteria will be applied to Families who chose the in-person learning option
- Modifications to Transportation Protocols





Thank you



# Imagine PPS Strategic Plan: Student-Centered Design

January 11, 2021  
Committee Meeting

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# Imagine a City-Wide Initiative



## Our platform:

PPS cannot accept the **status quo**.

In order to graduate students who are prepared for the jobs of the future, we must take **bold steps to align our vision with reality**.

And we **cannot do it alone**.

We live in a city that values innovation. The time has come for us to ask **others to join us in providing additional ownership, partnership and influence** to realize our collective vision and work.



## Our platform continued:

A new, city-wide approach will help us achieve our goal **of a modernized public education system that serves all students regardless of their zip code.**

The Imagine PPS launch corresponds with the sunset of the District's current strategic plan but goes further to **design an education delivery model that aligns with the values of our community**, to ensure all students are prepared to succeed in college, career and life.

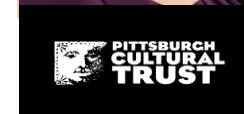
Imagine all **members of the community coming together** to create...  
a school system that graduates students who are well-prepared for life,  
families who are engaged, neighborhoods that are welcoming, and a city that  
is vibrant and economically sound.



"Team of 10"



THE HEINZ ENDOWMENTS



**“Our System Is Perfectly  
Designed To Get The Results That  
We Are Getting”**

**“Our Goal Is To Have Modernized Public  
Education System That Serves All  
Students Regardless Of Their Zip Code.”**

**Incremental District and  
School Improvement**

**District and School  
Transformation**

# Continuum of School Change

## **First- Order Change**

Refining Tuning –  
Incremental  
Revising  
Adjusting and Adapting  
Enhancing Culture  
Small Steps to Change

We Are  
Here

## **Second-Order Change**

Altering the System  
Inventing Processes  
Recreating  
Shifting Philosophy  
Rebuilding Culture  
Wholesale Change

**Incremental District and  
School Improvement**

**District and School  
Transformation**

# Continuum of School Change

## **First- Order Change**

### **Small Steps to Change**

New Curriculum

Professional  
Development

(Re)Introduction of  
PBIS, RP, SEL

We Are  
Here

## **Second-Order Change**

### **Shifting Philosophy**

Student Pathways

New Graduation  
Requirements

New School Design

Modernizing our Footprint

School-Wide Change in  
Culture

# Our Framework for the Next 90 days

- Engage in a highly collaborative process with the Board to complete the final stages of Imagine PPS, our five-year strategic plan.
- Align our system through a student-centered approach grounded by the PPS Graduate Profile.
- Prioritize financial sustainability as an outcome that recognizes the long-term interests of students, teachers and taxpayers.
- Act to modernize our footprint to support facility renovation, school design, and feeder patterns efficiencies.



# Imagine PPS Design Team Components

STUDENT PATHWAYS

POSITIVE STUDENT  
EXPERIENCE

UNDERPERFORMING  
SCHOOL STRATEGY

NEW SCHOOL/  
PROGRAM DESIGN

SYSTEM / STRUCTURAL IMPROVEMENTS

Technology  
Enhancements

School  
Funding Model

Capital Plan

Magnet Pathways

Feeder Patterns

# System and Structural Improvement Timeline

<u>Scope of Work</u>	<u>Board Committee Dates</u>	<u>Board Action Needed</u>	<u>Impact</u>
Technology Enhancements	1:1 Distribution Complete in January 2021		
School Funding Model	Presented in November 2020		
Capital Master Plan	Will be Presented in February 2021	• Approve opening of community input process in February 2021	Some Changes to schools in SY 21-22
Feeder Patterns		• Amend Capital Plan Resolution TBD	
Magnet Pathways		• Approve any changes in May 2021	
Staffing Considerations	Will be Presented in February & March 2021	• Approve changes to staffing on a rolling timeline	Changes would start in the SY 21-22
Budget Update	Will be Presented in April 2021		



Thank you

# Student Pathways: Graduation Profile and Graduation Requirements

Expect great things.



# Agenda

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- Review Tasks for Student Pathways
- Share the Graduate Profile with Selected Image
- Engage in a Review and Discussion of the Graduate Profile
- Review Revised Graduation Requirements Based on Feedback from Engagement Sessions
- Participate in a Thoughtexchange

# Student Pathways Team Members:

Design Team Lead: Minika Jenkins, Chief Academic Officer of Pittsburgh Public Schools

Community Champion(s): Amy Morton, PA State Director of National Center on Education and the Economy

Name	Title	Organization
Allen, Alaine M	Director of Investing Now, Educational Outreach & Community Engagement	University of Pittsburgh
Baronti, Tanya	Director of United for Children	United Way
Curd, Sharae	Director of Teaching and Learning	Pittsburgh Public Schools
Ghubril, Saleem	Executive Director	Pittsburgh Promise
Grant, Harold	Teacher on Special Assignment	Pittsburgh Public Schools, PFT
Kokka, Kari	Assistant Professor of Mathematics Education	University of Pittsburgh
Lewis, Stephanie	Manager of Partnerships and Quality Improvement	APOST
Mangalmurti, Vikram	Parent	Pittsburgh Public Schools
Mason, Asia	Manager of Student Voice	Pittsburgh Public Schools

# Student Pathways Team Members:

Name	Title	Organization
McMackin, Marge	Committee Member	Hill District Education Committee
McNeil, Sean	Principals, Science and Technology Academy	Pittsburgh Public Schools
Pugh, Monika	Director of Student Services	Pittsburgh Public Schools
Safran, Kimberly	Principal, Brashear High School	Pittsburgh Public Schools
Smallwood, Debra	College Success Coach	Neighborhood Learning Alliance
Stehlik, Mark	Assistant Dean for Outreach	Carnegie Mellon University
Treaster, Alison	Director Senior Director Of Talent	Allegheny Conference on Community Development
Washington, Angel	Principal, Carrick High School	Pittsburgh Public Schools
Yoanne, Carol	Dean of Academic Affairs	Community College of Allegheny County

# Pittsburgh Public Schools' Vision

## District Vision

All students will graduate high school college, career and life-ready prepared to complete a two-or four-year college degree or workforce certification.

## District Mission

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

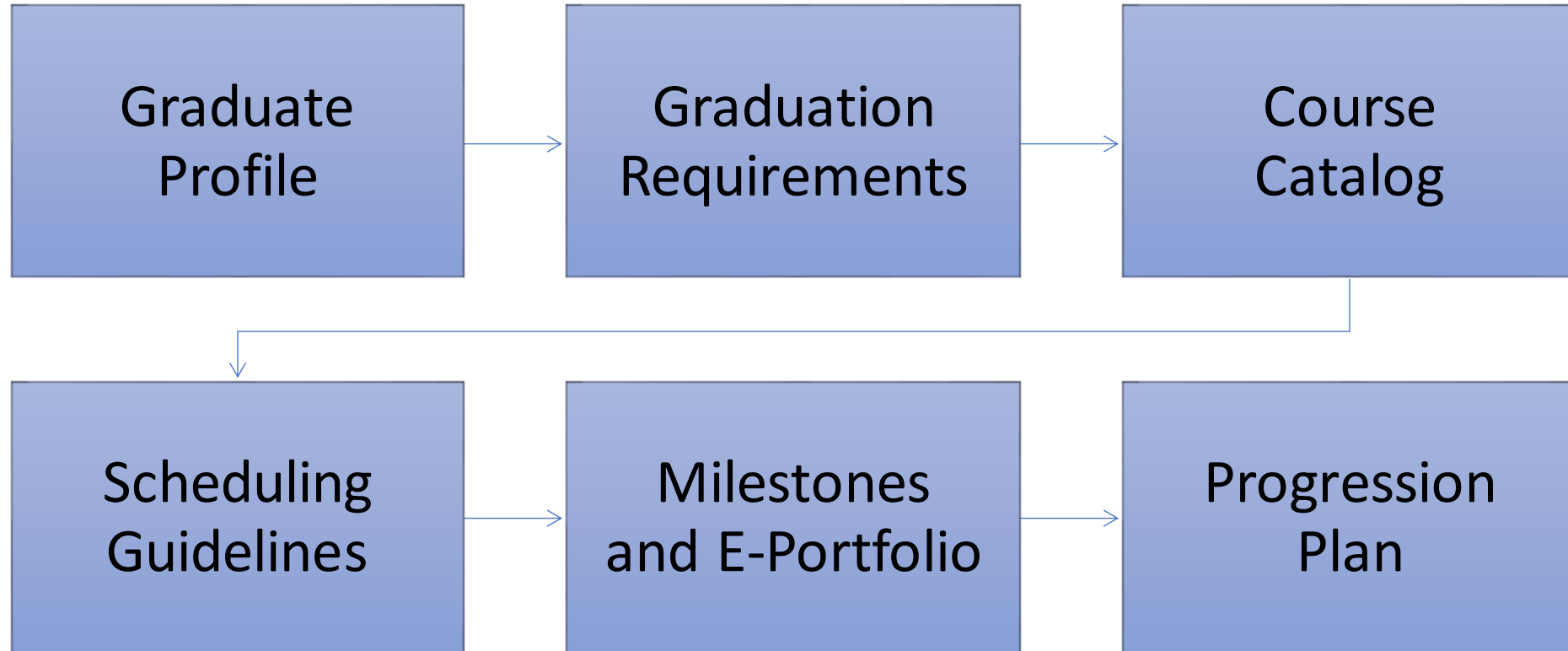
We will hold ourselves accountable for preparing all children to achieve academic excellence and strength of character, so that they have the opportunity to succeed in all aspects of life.



Expect great things.



# Formulating Pathways for Students to Achieve the PPS Vision



# Future-Ready PPS Graduate Profile



Academically Prepared	
Knowledgeable in Content	<ul style="list-style-type: none"><li>Engage in a continuum of learning across a broad curriculum, including areas of interest and passion.</li><li>Attain the core knowledge and competencies needed to meet or exceed college and career standards.</li><li>Apply acquired knowledge and skills as deep thinkers and engage in real-world situations, solve problems, and create new knowledge.</li><li>Experience internships, <u>service-learning</u> and career fields, post-secondary options of interest, and develop interviewing skills.</li></ul>
Financial, Foundational, and Technology Literate	<ul style="list-style-type: none"><li>Understand personal financial responsibilities and actions.</li><li>Make responsible financial plans and decisions.</li><li>Use communication and technological skills and social awareness to present themselves in a variety of formats- through listening, speaking, reading, writing, and artistic expression.</li><li>Use digital media and technology to communicate, solve problems, synthesize information and create new knowledge.</li><li>Manage digital identity thoughtfully and ethically.</li></ul>
Researchers	<ul style="list-style-type: none"><li>Engage in research to generate original ideas and <u>critique</u> the ideas of others.</li><li>Research to locate information, explore opportunities and deepen understanding.</li><li>Be resourceful and look for multiple perspectives and sources of information.</li></ul>
Fundamentally Capable	
Critical and Creative Thinkers and Problem Solvers	<ul style="list-style-type: none"><li>Think critically by using reason and analysis to solve problems, make decisions, and draw conclusions.</li><li>Seek and question new knowledge and information to confront emerging challenges and be flexible and adaptable.</li></ul>

Expect great things.

# Board Engagement Activity

Review each section of the Future-Ready PPS Graduate, consider how the courses students take should prepare them to achieve these college, career and life ready competencies, then we will discuss and respond to these questions:

1. What course(s) of study might these competencies indicate are needed? Please specify if the course(s) should be offered or required for Graduation.
2. What types of activities would you expect students to engage in to achieve these competencies? Be as general or specific as you like.
3. What types of student work would provide evidence that students had achieved these competencies? Again, be as general or specific as you like.
4. What changes to buildings or classrooms might be needed to achieve these competencies?

# Engagement Sessions

- Engagement:
  - Curriculum and Instruction Leads
  - Student Pathways Committee Members
  - Small Group Engagement Sessions
    - Colleges and Universities Personnel and Admissions
    - Principals and Counselors (High School)
    - District Staff
    - Ethnic Studies Advisory Committee
    - Parent Advisory Committee
  - Board Members, Teachers, Students, and Families
- Analyze Feedback, Adjust, and Submit to Policy Committee

# Proposed Graduation Requirements for 2nd Round Stakeholder Engagement Sessions

Topic/Subject Area	Proposed Credit Requirement 1 credit ≥ 120 hrs	Supports PPS Future Ready Graduate Profile	Meets PA Code	Notes
English/Language Arts	4	✓	✓(4)	English should be taken each of the four years in HS to comply with PA Chapter 4 regulations.
Mathematics	3	✓	✓(3)	Must include study through Algebra II, including Geometry. PA Chapter 4 regulations do not prescribe courses, other than Keystone Algebra I.
Science	3.5	✓	✓(3)	Lab science for 1.5 credits required; science course selection should correspond to a career pathway; see STEM requirement. PA Chapter 4 regulations require at least one lab course, credit for which is determined by the district. A Biology Keystone course must be taken by all students.
STEM (science, technology, engineering, math)	1	✓	✓	At least one science, math or STEM course must be taken in the senior year related to a career pathway. Colleges expect to see math and/or science course enrollment in the senior year.
Social Studies	3 4	✓	✓(3)	Civics, World and US History should include core content with multiple perspectives represented. All students should be required to take a fourth credit in African American History. (All courses should integrate geography, history, civics & government, and economics to meet PA state standards.)

# Proposed Graduation Requirements for 2nd Round Stakeholder Engagement Sessions

World Language	2	✓	✓*	Must complete at least Level II in one language (Level 1 <u>may be taken in MS</u> ). <u>PA Chapter 4 regulations require all districts offer 2 world languages, at least one for four years of study. Colleges typically expect at least two years of world language in HS.</u>
Fine & Practical Arts	2	✓	✓*	Options include visual arts, performing arts, practical arts associated with media, business and home (may substitute CTE coursework toward career credential)
Health & Physical Education	2	✓	✓(1)	<u>Should be scheduled as .5 credits per year. PA Chapter 4 regulations require a student to be enrolled in PE each year of HS.</u>
Economics with Financial Literacy	.5	✓	✓	To develop students' economic reasoning through an analysis of the U.S. economy, the global economy, and personal finance.
Electives	3 <b>2</b> - 10	✓	✓	Must pass a minimum of 3 <b>2</b> electives, may take 10 or more - one must be a designated CTE-related course (many CTE electives are currently available)
Capstone Course w/ Ethnic Literature and Ethnic History Studies	1 (could be .5 +.5)	✓	✓	To include community service, civic history and local civic engagement through the lens of historically oppressed cultures, and portfolio completion (including post-secondary plan)

Total Credits Required to Graduate: 25



# Thoughtexchange

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Expect great things. 

# Next Steps

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- Engagement:
  - Teachers, Students, and Families
- Analyze Feedback, Adjust, and Submit to Policy Committee





Thank you

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Expect great things. 