

Pittsburgh Public Schools: Reform Agenda 2010 and Beyond

***The Fiscal Note Discussion
August 2, 2010
Board Committee Meeting***

Meeting Agenda

- To discuss the fiscal notes associated with the proposed reform plans presented to the Board of Directors.
 - June 21, 2010- Excel.9-12-The Plan for High School Excellence
 - Intersection with the Career and Technical Education Plan presented in March 2010 and adopted by the Board in May 2010.
 - July 18, 2010- The Teachers Academy Site Selection
- To review the federal constraints within which the District is operating.
- To identify the resources that must be committed to completing the reform agenda and potential sources of funding.

During the June Education Committee meeting, the Administration proposed changes to the landscape of secondary schools within PPS.

- On June 21, 2010, Mr. Derrick Lopez presented *Excel.9-12, The Plan for High School Excellence, 2010 and Beyond*.
- Members of the Board requested additional information regarding the plan.
 - Answers to the various questions asked by Board members were forwarded in weekly Board updates.
 - The Fiscal Note discussion was deferred until this meeting.

During the July Education Committee meeting, the Administration proposed site locations for the Teacher Academy.

- On July 19, 2010, Dr. Jerri Lippert proposed the following site locations for the Teacher Academy in Pittsburgh.
 - **Pittsburgh Brashear 9-12**
 - **Pittsburgh King ALA K-8**
- Members of the Board requested additional information regarding the plan.
 - Answers to the various questions asked by Board members were forwarded in weekly Board updates.
 - The Fiscal Note discussion was deferred until this meeting.

Funding in the Era of Accountability

Constraints of both the
US Department of Education and
the Commonwealth of Pennsylvania

The US Department of Education has changed the landscape to receive school funding.

- To apply for education funding at both the national and state levels, school districts are required to adopt models of reform that will significantly change the way persistently low-performing schools operate.
- The US Department of Education and the Commonwealth of Pennsylvania identify which schools are persistently low performing schools.

The new guidelines require us to act to receive additional funding from both federal and state sources for high-needs schools.

- The shift in paradigm is somewhat analogous to the 1970s-era federal recommendation that states adopt laws that require individuals to wear their seat belts while driving.
 - If a state did not adopt such a law, they would not be eligible to receive federal funding for highways.
 - Subsequently, every state adopted laws requiring citizens to wear seat belts.
- This is a similar “sea-change,” i.e. for individual school districts to continue to receive federal and state funding, school districts must affirmatively act to improve the lowest performing schools.

Not enough progress has been made through the traditional programmatic routes in urban education.

- With the availability of these additional resources, both the US Department of Education and Pennsylvania Department of Education are seeking to incentivize real change.
- No longer are school districts permitted to spend federal and state grant monies at their discretion on programs that have only marginal success.
- Accordingly, the applications are prescriptive with respect to what reform models and what schools are eligible for funding.

The US Dept of Education now requires one of four models for underperforming schools to receive federal monies.

- **Transformation** of the schools academic program
 - NO MORE THAN HALF of the underperforming schools may be in this category.
- **Turnaround of the school**, meaning hire new leadership and retain no more than 50% of the schools teaching staff
- **Restart** of under-performing schools
- **Closure** of the academic program

Note: A required component of each of both the Transformation and Turnaround models is a change in the Principal within the last two years.

These requirements were a part of each funding application submitted by PPS in 2009-10.

- **Race to the Top (RTTP) Application** - The Commonwealth of Pennsylvania submitted a request for \$400 million.
 - PPS could receive up to **\$15.3 million** if the application is successful
 - **Award Notification to the State is September 2010**
- **Promise Neighborhood Application** - Homewood Children's Village (HCV) submitted request for **\$500,000** in planning funds on June 28, 2010.
 - Board of Directors approved the MOU on June 23, 2010.
 - The HCV stands to receive for significant program development funds from public and private funders in subsequent years if successful.
 - To date, the HCV has received \$1.3 million for planning and implementation.
 - **Award Notification to the HCV is September 2010**
- **Teacher Incentive Fund (TIF) Application** – PPS submitted request for **\$39.5 million** on July 6, 2010 to the US Department of Education.
 - **Award Notification is September 2010**
- **School Improvement Grant (SIG) Application** – PPS submitted request for **\$29.5 million** on July 17, 2010 to the Pennsylvania Department of Education.
 - **Award Notification is August 2010**

US Dept of Education designated the high schools below as persistently low performing schools and eligible for Race to the Top grant funds.

- **Pittsburgh Brashear**-Corrective Action I
- **Pittsburgh Langley**-Corrective Action I
- **Pittsburgh Oliver**-Corrective Action II (Year 3)
- **Pittsburgh Peabody**-Corrective Action II (Year 2)
- **Pittsburgh Perry**- Corrective Action II (Year 2)
- **Pittsburgh Schenley**- Corrective Action I
- **Pittsburgh Westinghouse**- Corrective Action II (Year 2)

The District proposed using the following models for the seven persistently low performing secondary schools.

- **Transformation:**
 - Pittsburgh Brashear-Corrective Action I
 - Pittsburgh Langley-Corrective Action I
 - Pittsburgh Perry- Corrective Action II (Year 2)
- **Turnaround**
 - Pittsburgh Oliver-Corrective Action II (Year 3)
 - Pittsburgh Westinghouse- Corrective Action II (Year 2)
- **Closure**
 - Pittsburgh Peabody-Corrective Action II (Year 2)
 - Pittsburgh Schenley- Corrective Action I

Using the same reform models as the US Department of Education, the State limited the number of schools for which PPS could apply for School Improvement Grant monies.

Tier I

- Pittsburgh Arsenal K-5
- Pittsburgh Faison K-8
- Pittsburgh King ALA K-8
- Pittsburgh Murray ALA K-8
- Pittsburgh Northview ALA K-8

Note: Secondary Schools listed also appeared on the US Dept of Education list of persistently low performing schools.

Tier II

- Pittsburgh Arsenal 6-8
- Pittsburgh Rooney ALA 6-8
- Pittsburgh Brashear 9-12*
- Pittsburgh Langley 9-12*
- Pittsburgh Oliver 9-12*
- Pittsburgh Peabody 9-12*
- Pittsburgh Perry 9-12*
- Pittsburgh Westinghouse 9-12*

NOTE: Tier I and Tier II schools were designated by PDE based upon a combination of the school-wide academic achievement and school-wide achievement growth.

All PA School Districts were subject to a competitive grant application process for School Improvement Grant Funds.

- All Districts that applied were required to show their capacity to carry out the reform models beginning with the 2010-11 school year.
- Our *Empowering Effective Teachers* plan provides us with a firm foundation to show we have the capacity.
- Still, PPS was required to select the schools for which it sought funding from among the SIG eligible schools.

Assessing our capacity to complete the reform initiatives, the District focused our School Improvement Grant application on the following seven schools.

Tier I

- Pittsburgh Arsenal K-5
- Pittsburgh Faison K-8**
- Pittsburgh King ALA K-8
- Pittsburgh Murray ALA K-8
- Pittsburgh Northview ALA K-8

**Pittsburgh Rooney was closed by Board vote in March 2010*

Tier II

- Pittsburgh Arsenal 6-8
- Pittsburgh Rooney ALA 6-8*
- Pittsburgh Brashear 9-12
- Pittsburgh Langley 9-12
- Pittsburgh Oliver 9-12
- Pittsburgh Peabody 9-12**
- Pittsburgh Perry 9-12
- Pittsburgh Westinghouse 9-12

**The District noted that two additional schools would be impacted by the application should the Board of Directors approve the proposed plan.

Fiscal Note

PPS District-Level Initiatives

See Attachment A* – **Teacher Academy at Pittsburgh Brashear 9-12**

See Attachment B* – **Teacher Academy at Pittsburgh King ALA K-8**

See Attachment C – **Capital Projections at Pittsburgh King ALA**

The District's plan maximizes the opportunity to receive funding from federal and state agencies.

- Empowering Effective Teachers is the cornerstone of our reform and was highlighted in each of our applications.
- Funding was sought for the following initiatives:
 - Promise Readiness Corps
 - Research-Based Inclusive System for Evaluation (R.I.S.E.)
 - Teacher Academy
 - Pittsburgh Brashear 9-12
 - Pittsburgh King K-8 (ALA)
 - Teaching and Learning Environment

The Promise Readiness Corps will be in our eight comprehensive secondary schools.

- The Promise Readiness Corps is an opportunity for PPS teachers to “loop” with students in grades 9 and 10.
- Promise Readiness Corps Teams convened today, August 2, 2010, at Greenway from each of the following schools
 - Pittsburgh Alderdice
 - Pittsburgh Brashear
 - Pittsburgh Carrick
 - Pittsburgh Langley
 - Pittsburgh Oliver
 - Pittsburgh Peabody
 - Pittsburgh Perry
 - Pittsburgh Westinghouse

The Research-Based Inclusive System for Evaluation (R.I.S.E.) will be in all of our schools this year.

- R.I.S.E. protocols are designed to support more effective teacher collaboration and evaluation.
- R.I.S.E. was piloted in 24 schools in 2009-10.
- During June 2010, teams of teachers and administrators from all of our schools met for the first training.
 - A general roll-out occurred at each school during the last professional development day in June 2010.
- During the week of August 9, 2010, teams from each school will meet for further training for implementation this fall.

Improving the Teaching and Learning Environment will be a focus for all of our schools this year.

- Teaching and Learning Environment (TLE) Liaisons have been identified in each of our schools for the fall of 2010.
- The TLE Liaisons are teachers within each school who will work with their peer-teachers and school administrators to leverage systems of student support that will improve the overall culture and climate of each building.

Housed within two schools, The Teacher Academy will impact teacher practice district-wide.

- Our theory of action is that with improved teacher practice, student achievement will rise.
- Both novice and experienced teachers will cycle through The Teacher Academy.
- Clinical Resident Instructors will serve as the teacher of record and mentor novice teachers to model good instructional practice.
- The Teaching and Learning Environment fostered within each building will serve as a model for schools who have more challenging cultures and climates.
- Fidelity to R.I.S.E. protocols will be a hallmark of teacher and administrative practice within The Teacher Academy.

The Teacher Academy

Summary of Projected Operating Costs

- Teacher Academy 9-12 at Brashear
 - (4 year Total) -- **\$5,898,185**
 - School Improvement Grant Funding Request -- \$3,247,814
 - Teacher Incentive Fund Request for Clinical Resident Instructors- \$806,297
 - Undesignated Funding-- \$1,844,073*
- Teacher Academy K-8 at King ALA
 - (4 year Total) – **\$4,725,684**
 - School Improvement Grant Funding Request-- \$2,245,807
 - Teacher Incentive Fund Request for Clinical Resident Instructors - \$1,113,458
 - Undesignated Funding -- \$1,366,419*

***Because the District's plan complies with Federal Accountability guidelines, the undesignated portions of the fiscal note are eligible for Race to the Top funds and other federal and state funding opportunities.**

Teacher Academy

Summary of Projected Capital Costs

- Capital Expenditures Associated with Teacher Academy Recommendations
 - Teacher Academy K-8 at King ALA - \$3,325,000

Fiscal Note

Pittsburgh Langley 9-12

Pittsburgh Perry 9-12

See Attachment D* –**Pittsburgh Langley 9-12**

See Attachment E* –**Pittsburgh Perry 9-12**

Robust implementation of our teacher effectiveness work will satisfy federal guidelines.

- At two comprehensive high schools, the work will consist of the beginning of the Promise Readiness Corps; implementation of R.I.S.E.; and the focus upon the Teaching and Learning Environment.
 - Pittsburgh Langley 9-12
 - Pittsburgh Perry 9-12

As a part of its transformation, Pittsburgh Langley 9-12 will be planning with the community during 2010-11.

- The Administration will engage the West End of the city in a community conversation regarding the schools that serve those communities.
- As a part of the model at Pittsburgh Langley, Big Picture Learning continues to be explored.

As a part of its transformation, Pittsburgh Perry will be seeking to reinvigorate its magnet status.

- Pittsburgh Perry is the only comprehensive high school that is a full magnet.
- The Administration will engage in a conversation with stakeholders of this magnet school as we implement the reform model.
- Revisiting the admittance criteria may be a part of the transformation planning in year one and would be discussed by the Policy Committee of the Board.

Transformation of Perry and Langley

Summary of Projected Operating Costs

- **Pittsburgh Langley (4 year Total) -- \$1,864,185**
 - School Improvement Grant Funding Request-- \$1,177,889
 - Undesignated Funding-- \$686,296*
- **Pittsburgh Perry (4 year Total) -- \$2,745,722**
 - School Improvement Grant Funding Request -- \$1,766,286
 - Undesignated Funding -- \$979,436*

*Because the District's plan complies with Federal Accountability guidelines, the undesignated portions of the fiscal note are eligible for Race to the Top funds and other federal and state funding opportunities.

Transformation of Perry and Langley

Summary of Projected Capital Costs

- At this time, there are no capital costs associated with the transformation of either Pittsburgh Perry or Pittsburgh Langley

Fiscal Note

Pittsburgh Oliver

Gateway to The Promise Center

Early College Model

Credit Recovery

Drop-Out Reclamation

See Attachment F* –**Gateway Center at Pittsburgh Oliver**

See Attachment G– **Capital Projections at Pittsburgh Oliver**

The Gateway to the Promise Center project represents the convergence of many interests.

- Pittsburgh Board of Directors has focused upon Career and Technical Education.
- High School Reform Task Force work explored the Early College Model.
- The Multiple Education Pathways Grant was funded by the US Department of Labor to explore alternate education pathways and supports for students at-risk of dropping out.

The Gateway Center will enlist the following principles to foster student growth.

- Smaller learning community: Designed for about 400 students to foster strong relationships
- Student Support: Strong counseling model to lower the barriers to successful education
- Retention and reclamation of students who are at-risk of dropping out
- Relevant and Robust Career and Technical Education offerings
- Rigorous academic offerings and credit recovery

The theory behind the Early College Model is acceleration with additional time and student support will remediate learning deficits for students.

The program is an extended day and extended year model which will require further conversation with the Pittsburgh Federation of Teachers.

- The students would attend school for additional weeks, with four “ten-week” quarters or three “13-week” terms.
- The additional weeks of school each year would permit students to remediate their academic deficits and/or complete graduation requirements in three years.

Career academies have shown great promise for engaging “at-risk” youth and keeping them in school.

<p><i>Information Technology, Business and Finance</i></p>	<ul style="list-style-type: none"> •Information Technology •Business •Finance 	<p>CCAC offers at least four defined business programs: Business Management Associates; Business Management Certificate; Business Parallel Program; and Business CCAC-IUP Partnership</p>
<p><i>Building Trades</i></p>	<ul style="list-style-type: none"> •Carpentry •Electricity •Energy •Plumbing •RHVAC •Welding 	<p>Associate Degrees in Science may be applicable here, but the district would seek partnerships with trade schools, business and industry.</p>
<p><i>Consumer Sciences</i></p>	<ul style="list-style-type: none"> •Cosmetology •Culinary Arts 	<p>Associate of Applied Science degree is a specialized technical degree currently only awarded in Administrative Assistant, Cosmetology and Culinary Arts.</p>
<p><i>Health Careers</i></p>	<ul style="list-style-type: none"> •Allied Health Careers •Pre-Nursing 	<p>CCAC offers more than 30 Associate of Science and certificate programs in Health Careers. More than 75 percent of healthcare is delivered by professionals other than physicians. You can be one of those professionals.</p>

The Gateway Center will accept referrals for credit recovery beginning in 2011-12.

- Beginning in 2011-12, the credit recovery program at the **Student Achievement Center** will be absorbed into the Gateway Center.
- Moreover, the Gateway Center will begin to re-engage students who have **“dropped-out”** of school and support them as they seek to develop an employable skill.

Transportation to and from the Gateway Center at Oliver will allow district-wide access.

- As proposed, the Gateway Center will have the most complete CTE programming within Pittsburgh Public Schools.
- A shuttle between the Oliver building from CCAC Allegheny Campus on Ridge Avenue will provide access to programming for PPS students and students at CCAC for extended day and weekend classes.

An additional facility will be closed as a result of this plan.

- **Baxter Building which houses the Student Achievement Center.**

The Administration will be planning with the North Side community during 2010-11.

- The Administration has begun to engage the North side of the city in a community conversation regarding the feeder patterns and utility of K-8 schools that serve those communities.
- Per Board Action, the report is due this fall for further consideration and action by the Board of Directors.

Gateway Center at Oliver

Summary of Projected Operating Costs

- **Gateway Center (4 year Total) -- \$4,669,530**
 - School Improvement Grant Funding Request-- \$2,034,938
 - Undesignated Funding-- \$2,634,592*
 - Extended Day differential--\$320,889*
 - Extended Year differential--\$1,116,136*

*Because the District's plan complies with Federal Accountability guidelines, the undesignated portions of the fiscal note are eligible for Race to the Top funds and other federal and state funding opportunities.

Gateway Center at Oliver

Summary of Projected Capital Costs

- Capital Expenditures Associated with Gateway Center at Oliver Recommendations- **\$9,327,797**
 - Mechanical/Electrical/ADA/Interior for CTE Programming - \$8,827,797
 - Limited Wireless Capability modifications to existing data network- \$500,000

NOTE: Connelley CTE Relocation - \$2,172,203

- HVAC/Welding Labs/Equipment and CTE Offices

Fiscal Note

Pittsburgh Westinghouse

Young Men's Academy 6-12

Young Women's Academy 6-12

See Attachment H* – **Young Men's Academy and Young Women's Academy at Pittsburgh Westinghouse**

See Attachment I – **Capital Projections at Pittsburgh Westinghouse**

The East Region Advisory Committee was convened after two years of community conversations.

- In November 2007, PPS Administrators began conversations and community meetings with families in the East End.
- Several committees were convened and made recommendations that were considered by the East Region Advisory Committee.
 - IB Site Selection Committee Recommendations—December 8, 2008
 - The Peabody Committee Recommendations—May 26, 2009
- The East Region Advisory Committee held several well-attended community meetings to discuss this plan prior to making a comprehensive set of recommendation to the Superintendent on March 25, 2010.
 - Twenty-eight people served on the committee, with 19 people making the final recommendation to the Superintendent.
 - Meetings were held at Reizenstein, Westinghouse and Peabody and open to the public for comment as the plan was being shaped.

Committee recommendation addresses the federal accountability framework and incorporated significant community input.

- **Young Men’s Academy 6-12 at Westinghouse in 2011-12**
 - High School Reform Task Force –Gender Separate School
 - Turnaround of Westinghouse High School
- **Young Women’s Academy 6-12 at Westinghouse in 2011-12**
 - High School Reform Task Force—Gender Separate School
 - Turnaround of Westinghouse High School

The Single Gender academies will operate in a new educational paradigm.

- Students would be actively engaged in both extended day and extended year programs.
 - Extended learning time is a significant part of the Federal accountability framework and had to be addressed in the application for funding.
- Robust CTE programs would be available to all students in Career Academies beginning in the 11th Grade.
 - Per the Federal Guidelines, the CTE programming offered will be delivered in co-educational classrooms.

The Westinghouse facility will operate within the full-service school model.

- The *Homewood Children's Village*, Pittsburgh's iteration of the Harlem Children's Zone, will be integral to our service provision at Westinghouse.
- A *Community Health and Wellness Clinic* would operate within the Westinghouse facility.
- The *YMCA Lighthouse Project* would be enhanced to accommodate and develop more students.
 - *African American Male Promise Preparation Project* funded by the Heinz Endowments has begun to support young men this summer.

The committee further recommended the division of the feeder pattern for Pittsburgh Peabody.

- Recognizing the challenge of declining enrollment in the East Region, the committee recommended that the feeder pattern of **Pittsburgh Peabody** be divided along Negley Avenue.
 - Students living west of Negley would have feeder pattern assignment to Pittsburgh Milliones 6-12.
 - Students living east of Negley would have feeder pattern assignment to Pittsburgh Westinghouse 6-12.

Current and future Peabody students have enhanced educational options.

- Students who attend Peabody currently will have the choice to attend Pittsburgh Milliones 6-12, University Preparatory School or the Single Gender Academies at Westinghouse.
- Future students in the region will have the choice to attend any of our programs district-wide, including the two programs at Milliones and Westinghouse.

The Single Gender Academies will comply with all federal regulations.

- Students within the East Region will have the choice to attend the Young Men's Academy and Young Women's Academy at Westinghouse or Pittsburgh Milliones 6-12, University Preparatory School.
- The Administration has been and remains in consultation with the District Solicitor regarding the proper and legal implementation of this proposed plan.

Other Implications of the East Region Recommendation-Pittsburgh Peabody

Program Implications:

- Pittsburgh Peabody academic program would be closed, comports with accountability standards of the US Department of Education.

Facility Implications:

- The Administration will recommend to the Board of Directors that the Peabody facility be the permanent home of Pittsburgh Obama 6-12.
 - Per prior Board Action in May 2008, the permanent home for the IB School would not open before 2012-13.

Other Implications of the East Region Recommendation: Pittsburgh Faison and Pittsburgh Lincoln

- **Pittsburgh Faison**

- Identified as an underperforming school by the US Department of Education, Pittsburgh Faison would be designated as a **Turnaround** school for 2011-12
- Pittsburgh Faison would be reconfigured to a K-5 on the Faison Primary campus, with the 6-8 grade students attending Pittsburgh Westinghouse

- **Pittsburgh Lincoln**

- Pittsburgh Lincoln would be reconfigured to a K-5 onto the Lincoln Primary campus, with the 6-8 grade students attending Pittsburgh Westinghouse

Further Facilities Implications of the East Region Recommendation: Homewood Early Childhood Center

- Homewood Early Childhood Center will move into the Crescent Building beginning in 2011-12.
 - Homewood ECC building was rated poorly by the DeJong study and needs substantial work.
- The Homewood Early Childhood Center is an integral part of the Homewood Children's Village which seeks to serve and support all children who live and learn in Homewood *from birth to college*.

Several facilities will be closed as a result of this plan.

- **Reizenstein Building (2012-13)**
- **Belmar Building (2011-12)**
- **Homewood ECC Building (2011-12)**

The Administration will convene one additional community forum in the East Region of the City.

- On Tuesday, August 10, 2010, the Administration will host a community meeting to discuss the proposed plan for the East End.
- Moderated by Board Member Ms. Sharene Shealey, the meeting will be structured to garner input from the students and families affected by the plan.
- The meeting will take place at **Pittsburgh Westinghouse**.
 - Doors open at 5:30 pm
 - Meeting will occur from 6:00 pm to 7:30 pm

Single Gender Academies at Westinghouse

Summary of Projected Operating Costs

- **Single Gender Academies (4 year Total) -- \$5,892,878**
 - School Improvement Grant Funding Request-- \$2,165,718
 - Undesignated Funding-- \$3,614,060
 - Extended Day differential--\$586,769*
 - Extended Year differential--\$2,040,934*

***Because the District's plan complies with Federal Accountability guidelines, the undesignated portions of the fiscal note are eligible for Race to the Top funds and other federal and state funding opportunities.**

Single Gender Academies at Westinghouse

Summary of Projected Capital Costs

- Capital Expenditures Associated with Single Gender Academies Recommendations
 - \$1,050,000

Fiscal Note

Pittsburgh Public Schools Reform Agenda 2010 and Beyond

SUMMARY OF PROJECTED OPERATING COSTS

See Attachment J*

*Because the District's plan complies with Federal Accountability guidelines, the undesignated portions of the fiscal note are eligible for Race to the Top funds and other federal and state funding opportunities.

Questions & Comments