

Pittsburgh Public Schools High School Reform

Part of the District *Excellence for All* Reform Plan



Presentation to the Pittsburgh Board of Public Education

January 9, 2007

High School Reform Task Force

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- Mark Roosevelt, Superintendent
- Lisa Fischetti, Chief of Staff
- Howard Bullard, Executive Director of Middle/Secondary
- Dara Allen Ware, YouthWorks
- Seppy Basili, Kaplan K12 Learning Services
- Dr. Charles Blocksidge, Community College of Allegheny Co.
- Susan Brownlee, Grable Foundation
- Honorable Kevin Cooper, District Judge
- Joseph Dominic, Heinz Endowments
- George Gensure, Pittsburgh Federation of Teachers
- Ruth Howze, Parent
- Rufus Jordan, Pittsburgh Federation of Teachers



High School Reform Task Force

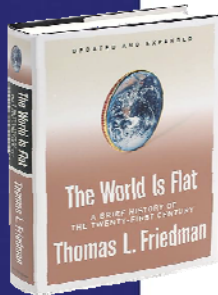
- Jeffrey Laurenson, Teacher
- Dr. Alan Lesgold, University of Pittsburgh
- David Malone, Gateway Financial
- Dr. Indira Nair, Carnegie Mellon University
- Ronald Painter, Three Rivers Workforce
- Jeanne Pearlman, Pittsburgh Foundation
- Gregory Peaslee, University of Pittsburgh Medical Center
- Nina Sacco, Pittsburgh Administrators Association
- Linda Serody, Parent
- Douglas Silinski, Parent
- Gregory Spencer, Randall Enterprises
- Michael Thorsen, Former Principal
- Yolanda Wilkins, Teacher
- Doris Carson Williams, African American Chamber of Commerce
- John Young, former Acting Deputy Superintendent



Why High School Reform?

The World is Changing Rapidly

“How we educate our children in the future will be more important than how much we educate them.”

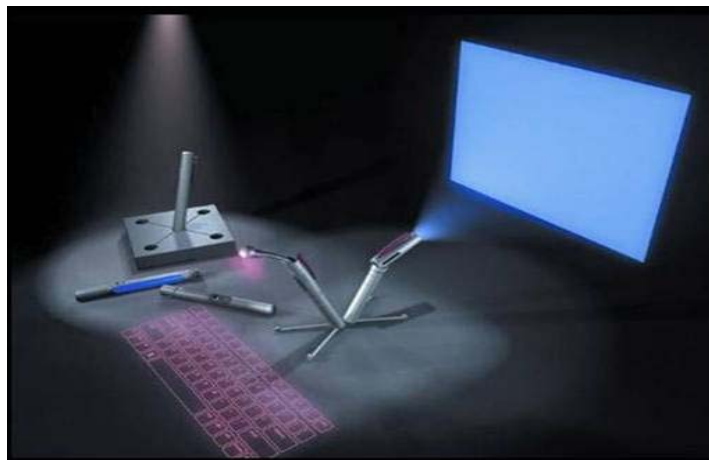


**Only 40 years ago,
computers took up an entire room**



1964 IBM System / 360 Mainframe

Today, computers can be at the tip of a pen

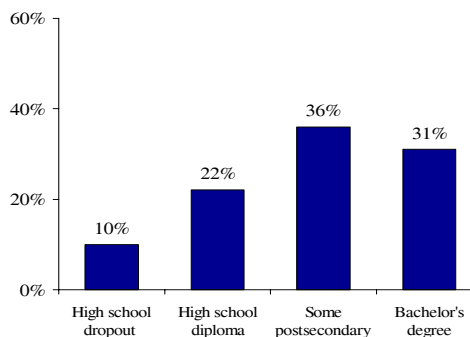


Projection Keyboard and Projector

A high school diploma cannot be the last educational stop

- Jobs that require at least some postsecondary education will make up **more than two-thirds** of new jobs.

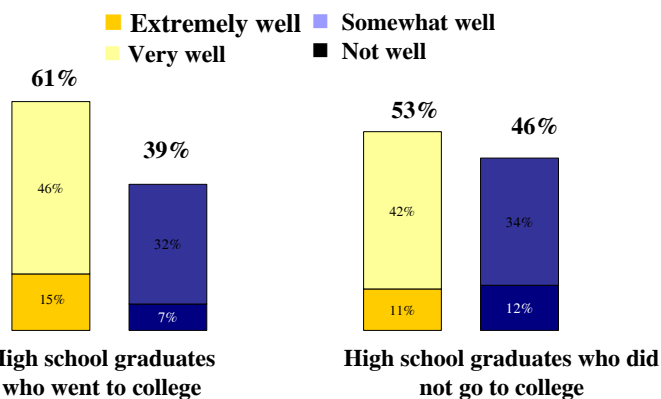
Share of new jobs, 2000–2010



Source: Carnevale, Anthony P. and Donna M. Desrochers, *Standards for What? The Economic Roots of K-16 Reform*, Educational Testing Service, 2003.

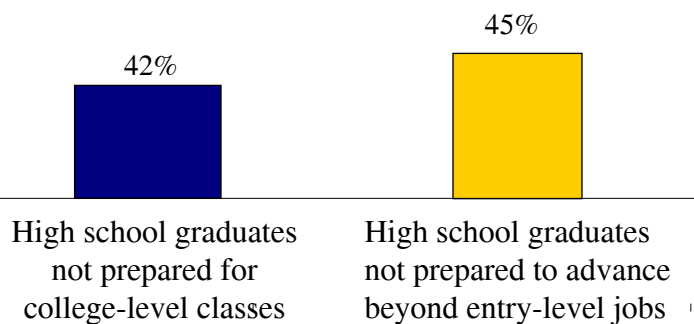
Many high school graduates cite gaps in preparation

How well did your high school education prepare you for college or the work/jobs you hope to get in the future?



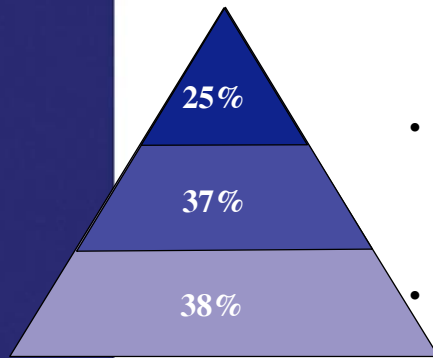
Source: Peter D. Hart Research Associates/Public Opinion Strategies, *Rising to the Challenge: Are High School Graduates Prepared for College and Work?* prepared for Achieve, Inc., 2005.

College instructors and employers confirm high school graduates' lack of preparation



Source: Peter D. Hart Research Associates/Public Opinion Strategies, *Rising to the Challenge: Are High School Graduates Prepared for College and Work?* prepared for Achieve, Inc., 2005.

Today's graduates need more knowledge and skills



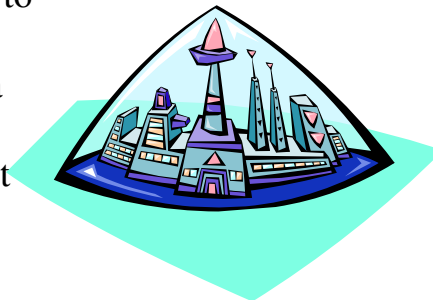
Share of Jobs

- **Highly Paid Professional Jobs**
Earnings: \$40,000+
Projected Job Growth Rate: 20%
- **Well-Paid, Skilled Jobs**
Earnings: \$25,000–\$40,000
Projected Job Growth Rate: 12%
- **Low-Paid or Low-Skilled Jobs**
Earnings: Less than \$25,000
Projected Job Growth Rate: 15%

Source: American Diploma Project, 2002.

Today's graduates need to be prepared for future jobs

Students must enter a global economy able to apply what they learned in school in a variety of situations and jobs that we can't even yet foresee.



The status quo persists!

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“Why is it important for today’s kids to learn algebra? Because *I* had to learn this junk in school and now it’s *your* turn, that’s why!”

Where Are We Now?

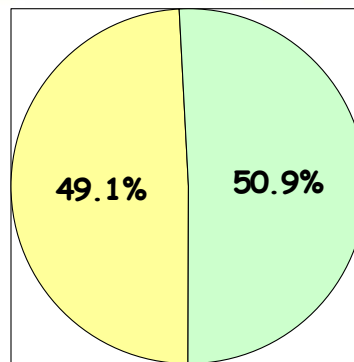
PPS High Schools are not meeting the needs of all students

The data tells the story....

- 8 out of 10 PPS High Schools did not meet Annual Yearly Progress (AYP)
- 3 PPS High Schools are in Corrective Action
- 64% of the District's High School students graduate
- 35% of the District's High School students drop out (recent Rand study)
- 52% of graduating seniors took the SAT exam

Many High School students are not prepared for college or work

Nearly half (49.1%) of last year's Grade 11 students were **Not Proficient** in Reading, based on their Reading PSSA scores.

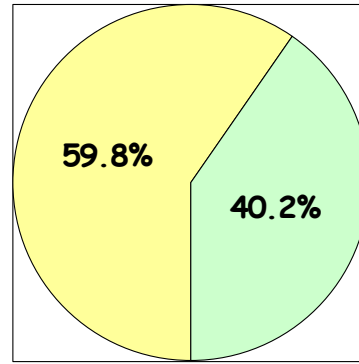


Data Source: PDE 2005-2006 District Level PSSA Results

■ NOT Proficient (Below Basic or Basic)
■ Proficient (Proficient or Advanced)

Many High School students are not prepared for college or work

More than half of the Grade 11 students (59.8%) were **Not Proficient** in Mathematics, based on the Mathematics PSSA.



Data Source: PDE 2005-2006
District Level PSSA Results

■ NOT Proficient (Below Basic or Basic)
■ Proficient (Proficient or Advanced)

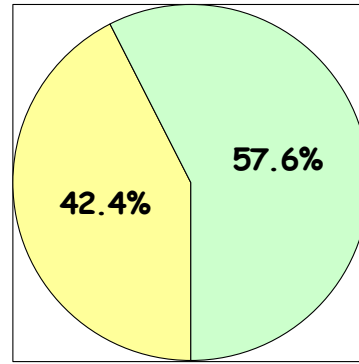
It's too late if we wait until students are in High School

Many incoming 9th graders are coming to High School unprepared to do the work.



Many incoming 9th graders have low reading scores

A significant
percentage (42.4%)
of students enter
High School who
are **Not Proficient**
Reading scores on
their Grade 8
Reading PSSA.

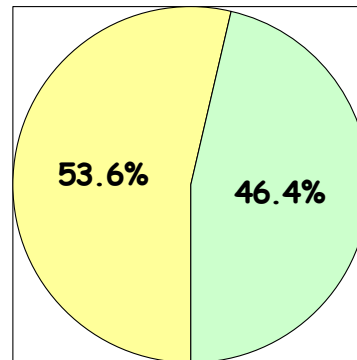


Data Source: PDE 2005-
2006 District Level PSSA
Results

■ NOT Proficient (Below Basic or Basic)
■ Proficient (Proficient or Advanced)

Many incoming 9th graders have low math scores

Over half (53.6%) of
students enter high
school who are **Not**
Proficient Mathematics
scores on their Grade 8
Mathematics PSSA.



Data Source: PDE 2005-2006 District
Level PSSA Results

■ NOT Proficient (Below Basic or Basic)
■ Proficient (Proficient or Advanced)

Many of our High Schools are under-capacity

| School Name | Official RTI 9/28/06 Enrollment, 9-12 | Functional Capacity | Enrollment/ Functional Capacity | 2005 SPI Rating |
|--------------|--|------------------------|---------------------------------------|-----------------------|
| Westinghouse | 458 | 1,003 | 45.7% | 1 |
| Peabody | 585 | 1,113 | 52.6% | 1 |
| Langley | 621 | 972 | 63.9% | 3 |
| Oliver | 768 | 1,080 | 71.1% | 2 |
| CAPA | 530 | 713 | 74.3% | 4 |
| Brashear | 1,217 | 1,564 | 77.8% | 3 |
| Allderdice | 1,678 | 1,913 | 87.7% | 3 |
| Schenley | 1,160 | 1,308 | 88.7% | 3 |
| Carrick | 1,108 | 1,122 | 98.8% | 2 |
| Perry | 942 | 933 | 101% | 2 |
| Total | 9,067 | 11,721 | 77.4% | |

Many students choose to go to a High School outside their feeder pattern

| | TOTAL Number of City Students in this Feeder Pattern School | # of Students Attending This Feeder Pattern School | % of Students Attending This Feeder Pattern School | OVERALL % of Students Attending Outside This Feeder Pattern | % of Students Attending Non-PPS Schools** (as reported to district) | % of Students Attending other PPS Schools | % of Students, Current School Unknown |
|------------------|--|--|--|--|---|---|---|
| Allderdice | 2,071 | 1,177 | 56.8% | 43.2% | 31.0% | 10.9% | 1.3% |
| Brashear | 2,003 | 1,016 | 50.7% | 49.3% | 27.3% | 19.9% | 2.0% |
| CAPA | * | * | * | * | * | * | * |
| Carrick | 1,884 | 1,092 | 58.0% | 42.0% | 19.7% | 20.2% | 2.1% |
| Langley | 997 | 491 | 49.2% | 50.8% | 24.8% | 22.9% | 3.1% |
| Oliver | 2,194 | 701 | 32.0% | 68.0% | 24.1% | 41.2% | 2.7% |
| Peabody | 1,858 | 539 | 29.0% | 71.0% | 36.4% | 31.4% | 3.1% |
| Perry | * | * | * | * | * | * | * |
| Schenley | 969 | 470 | 48.5% | 51.5% | 32.0% | 15.4% | 4.1% |
| Westing house | 1,024 | 433 | 42.3% | 57.7% | 19.0% | 33.4% | 5.3% |

What did we do?

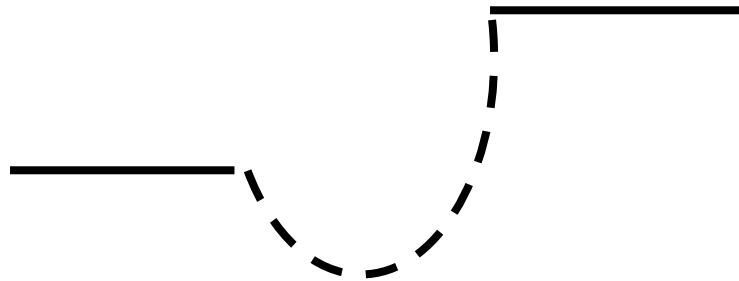
Excellence for All: A Roadmap for Improving Student Achievement

District Vision

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.**



The Implementation Dip.... The Possibility Curve...



When there is change, you generally go through
a downward period before you go up.

Fullan--1990

We are taking a systemic district-wide approach

- Other urban districts have reinvented their High Schools one or two at a time
- Only a handful are looking at High School reform district-wide
- The plan will need to be phased in over many years
- Support of all stakeholders is critical
- We will see an implementation dip before steady progress is seen

We created the High School Reform Task Force

Task Force: Created by the Superintendent in July 2006; 24 members will examine existing strengths and challenges of the PPS High Schools, analyze best practices from high-performing schools in other urban districts and make recommendations for a five year High School Reform plan, of which components will roll out in 2007-2008

Executive Committee: A smaller group of the Task Force meets on a weekly basis with the Superintendent to determine the direction that PPS will head, determine priorities for 2007-2008 and to initiate recommendations to the entire Task Force

Internal Committee: Will conduct research, gather data and meet with the superintendent on a weekly basis

“A lot of work in a short amount of time”

- Established 24 Member Task Force
- Researched high-performing schools and models of reform
- Held Community Kick-Off Meeting at the O'Reilly Theatre with Dr. Daggett: “The Future Perfect”
- Met weekly with the Executive Committee
- Met weekly with the Internal Committee
- Conducted a panel discussion for Task Force members with all High School principals
- Initiated ongoing meetings between the Superintendent and groups of parents, teachers, and students

Why did we travel?



- To visit high performing, innovative High Schools and examine why they are successful
- To gather insight on possibilities for transformation of PPS High School offerings
- To look at what makes these High Schools different from PPS high schools
- To bring home information and out-of-the-box thinking to share with the entire task force
- To look at other districts who have already worked through reform initiatives to learn from their experience

Education Week 10/18/2006

“Seven cities in 2 ½ weeks. Sounds like a touring schedule for a Rock Band? Nope. Try a high school reform task force from Pittsburgh.”



Visits to high-performing High Schools

Boston, MA

- Minuteman Regional Career and Technical
- Boston Community Leadership Academy
- Brighton High School
- Fenway High School
- University Park Campus School Partnership

Charlotte, NC

- Myers Park High School
- Olympic High School

Dallas, TX

- Yvonne A. Ewell Townview Center
- Early College High at Mountain View College
- Irma Lerma Rangel Young Women's Leadership School



Visits to high-performing High Schools

Denver, CO

- CEC Middle College of Denver
- Southwest Early College High School
- Denver School of Science and Technology

Detroit, MI

- University Preparatory Academy High School

San Diego, CA

- High Tech High
- Kearney High Complex

Washington, D.C.

- Banneker Academic High School
- Bell High School
- McKinley Technical High School
- Schools Without Walls

What innovative ideas were we looking to see first-hand?

- Career and Technical
- Small Learning Communities
- University Partnerships
- “Pilot” Schools
- International Baccalaureate (IB)
- Schools within a school
- Gifted and Talented
- Magnet Programs
- Early and Middle College
- Gender Separate
- Science and Technology
- Big Picture School – Personalization
- School without Walls – City as a classroom

Case Study: Example of University Partnership

- University partnership
- Small School
- Personalization
- College Preparatory curriculum
- Ramp-up programs
- Block scheduling
- Mentorship programs

Case Study: University Park Campus School Worcester, MA



- Recognized as a national model by the Education Trust, the Alliance for Excellent Education, and Newsweek Magazine.
- Ranked 1st among urban schools that serve low-income students on state English and Math exams
- School Characteristics:
 - Small School serving 230 students in Grades 7-12
 - Located in the poorest section of Worcester, the second-largest city in Massachusetts
 - Students are accepted by lottery
 - There are no entrance requirements – except that students must live in the surrounding community

Case Study: University Park Campus School Worcester, MA

Innovative Ideas:

- Partnership with Clark University
 - Students can take any college class alongside Clark students
 - Students accepted to Clark receive full tuition benefits
 - School serves as a training site for Clark's student teacher program
- Small class size and 90 minute block scheduling
- Homework sessions before and after school
- No tracking: college preparatory curriculum for every student starting in 9th grade

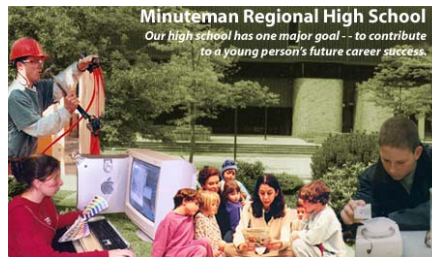
Results:

- Not a single UPCS student has failed the state's MCAS exam
- 89% of UPCS students scored at proficient and advanced levels on both the tenth-grade MCAS Math and English exams
- Since opening in 1997, all students have gone to college, with 80% going to 4 year colleges

Case Study: Example of Career and Technical School

- Career and Technical Education focus
- Regional state of art technical center
- Comprehensive High School
- Internships and apprenticeships
- Application process for admissions

Case Study: Minuteman Regional High School Lexington, MA



School Characteristics:

- Comprehensive High School of 820 students serving 16 cities
- Combines rigorous college-preparatory curriculum with career exploration and training
- Operates in four major divisions: Academic Division, Technical Division, Commercial and Human Services Division, Construction and Power Division



Case Study: **Minuteman Regional High School** **Lexington, MA**

Innovations:

- Mandatory 9th Grade exploratory program
- Offers 22 program offerings
- Revenue is generated through student-operated services such as a Restaurant, Bakery, Catering Services, Gift Store, Bank, & Childcare services
- Students build a home for a worthy family through a partnership with the Rotary Club and local Housing Authority

Results:

- 94% Attendance and Graduation rate
- Graduate with a High School diploma and certificate of proficiency in a career major
- 90% of graduates go to college



Case Study: **Example of a Science and Technology Themed School**

- Science and Technology theme
- Small School
- Admissions criteria with interview
- Student-parent-school compact
- College preparatory curriculum
- Ramp-up programs

Case Study: Denver School of Science and Technology



School Characteristics

- Small school: 425 students
- Charter School founded in 2004
- Admission is through a lottery
- Students come from 50 different middle schools in the Denver metro area, including parochial and private schools

Case Study: Denver School of Science and Technology

Innovative Ideas:

- Students sign a contract, including a promise to abide by dress code and do 3 hours of homework every day
- No tracking: college-preparatory curriculum for all students
- Block scheduling with 350-500 minutes of math instruction per week
- “Ramp-Up” summer enrichment programs, tutoring, and mentorship opportunities
- One-to-one laptop distribution

Results:

- Highest % of students scoring “advanced” of any school in Denver
- Only Denver High School to earn “significant improvement” designation for year-to-year growth

What was the Group Consensus about Ideas That Should be Further Explored for Pittsburgh?

Models:

- Choice
- Small Schools and Qualities of Small Schools
- Career and Technical Education
- University Partnerships
- Partnerships in every school
- 9th Grade Academies

Components:

- School Culture
- Strong leadership
- High expectations
- Personalization
- Mentors-Internships
- Admissions criteria
- Block schedule
- Parent-student-school contracts
- Ramp-Up programs
- Pre-K – 12 Process
- Parent Involvement

What Action Steps came out of our National Visits?

- Conduct deeper investigation of the most compelling reform initiatives
- Follow-up with leaders of high-performing schools
- Consult with national High School, district and other educational reform leaders
- Plan two day Retreat for the Task Force to solidify recommendations

PPS High School Visits



PPS Visits: What did we do?...

- Listened to students, teachers and administrators and captured the successes and challenges of each school
- Observed classes in action, school environment and culture
- Solicited recommendations for change in our High Schools

We listened to what our students had to say



Debriefing of our PPS Visits: We need to spread our strengths across the district

- Isolated pockets of innovation
- Several strong magnet programs
- Wide ranges of instruction and intervention strategies
- Class sizes can vary greatly
- Scheduling conflicts often overrode student interest
- Some staff are ready for change
- Existing partnerships need strengthened
- Low levels of parent engagement
- Discipline concerns
- Students crave more structure
- Attendance issues
- Wide range of student interest and engagement
- Students want teachers to know them
- Many 9th grade students are coming in unprepared
- Heavy course load in 9th grade (few elective options and even less so if student is behind)
- Boredom in 12th grade

What did the Task Force do at the Retreat?

We held a High School Reform Task Force Retreat

- Held Retreat on November 29-30th at the Regional Learning Alliance Center at Cranberry Woods, PA
- Facilitated by Dr. Raymond McNulty, National Consultant for the International Center for Leadership in Education
- Attended by Task Force members and key PPS staff
- Shared best practices for school reinvention
- Created the vision and criteria for reform
- Delivered preliminary recommendations for the five year High School reform plan and priorities for the 2007-2008 school year

We created our vision for High School Reform



The entire Pittsburgh Community, parents, teachers, leadership and the Board of the Pittsburgh Public Schools will provide resources and support so that every Pittsburgh Public High School student will:

- Feel welcome and safe
- Engage in relevant learning experiences
- Develop strong and respectful relationships with adults and peers
- Take ownership for learning
- Achieve high academic standards
- Graduate with a plan for the future

We created our criteria for decision-making

Criterion #1: Increase Student Achievement to High Levels

Will this High School reform plan prepare all students with 21st century knowledge and skills to enable them to succeed in work, college, and beyond?



We created our criteria for decision-making

Criterion #2: Increase Student Engagement

Will this High School reform plan create a positive learning environment that engages students in relevant, real-world curriculum?

Does it provide opportunities for sustained positive and respectful student relationships with adults?



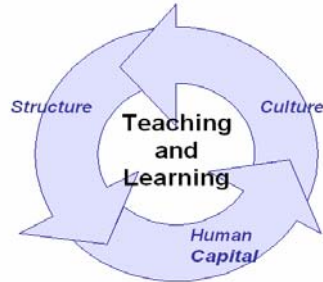
We created our criteria for decision-making

Criterion #3: Offer More Options to Attract and Retain PPS Students

Will this High School reform plan help attract and retain students in PPS by offering expanded school choice options to students and families?

Does it expand the number and quality of high schools in the district in a fiscally responsible manner?

We had lots of rich discussion about the change process



We all understand that successful High School Reform Plans must place effective instruction and meaningful student engagement at the core.

However...

- Everyone realizes – students, teachers, parents, community members, administrators, and Task Force members – that we must first get our house in order
- We must re-establish discipline and structure in all of our schools or any reform effort will not come to fruition to impact student achievement

We Reviewed the Research



“Individuals learn best when the content is meaningful to them and they have opportunities for social interaction and the environment supports the learning.”

~Ron Brandt, 2003


We Embraced These Core Characteristics of the Student Experience as a Framework for High School Reform


| | |
|-----------------------------------|---|
| RELATIONSHIPS | <i>Personalized learning environment, sustained connections to teachers and peers, sense of belonging to school, connections to the broader community</i> |
| RELEVANCE | <i>Connected to the real world, prepares students for their lives beyond high school, connects to student interests</i> |
| RIGOR | <i>High academic expectations for all students, content and pedagogy are both engaging and demanding</i> |
| STUDENT SUPPORT | <i>Special help for students entering with weak academic skills, continued monitoring and intervention to prevent falling off track</i> |
| SAFE & ORDERLY CLIMATE | <i>School is a physically and emotionally safe place, procedures and routines support learning</i> |

We went through group consensus building

- Through facilitated exercises and small group work sessions, we:
 - Wrestled through the myriad innovative reform initiatives out there to narrow our focus to what would work in Pittsburgh
 - Identified PPS High School strengths and weaknesses as they related to the five core characteristics
 - Made recommendations about strategies for High School Reform and priorities for 2007-2008

What are the Initial Task Force Recommendations?

| | | |
|---|---|-----------------------------------|
|  | <h2 style="text-align: center;">Initial Strategies Aligned to the Framework</h2> | |
| | A positive learning environment: promote a safe and welcoming learning environment | SAFE & ORDERLY CLIMATE |
| | Personalization: Provide personalized attention and supports to meet the needs of all students | RELATIONSHIPS |
| | Choice: Expand school choice options for students and families | RELEVANCE |
| | A managed instruction program: Provide a rigorous and relevant core Academic curriculum that prepares all students for higher education, work, and citizenship for the 21st century | RIGOR |
| | Pittsburgh Promise: Provide opportunities for students to plan, prepare, and pay for education beyond high school | STUDENT SUPPORT |



A Positive Learning Environment

- Generate a District-wide emphasis on order, discipline and respect
- Create a positive, respectful learning environment in all schools
- Provide greater support services to students and families

Rationale:

Why is a focus on a Positive Learning Environment so important?

We hear from many sources, including students, parents, teachers, and community members, that the overwhelming concern is about establishing a safe and welcoming environment where all students can learn. We've learned that a number of our parents pull their children out of the PPS due to concern for the safety and well-being of their children.

Key Initiatives for a Positive Learning Environment

- Create a Book of Expectations
- Review and refine the Code of Student Conduct to improve consistency of implementation
- Implement student-parent-school compacts
- Expand alternative education opportunities to provide interventions to help all students to succeed
- Provide ongoing professional development for educators regarding relationship building and classroom management
- Examine uniform policy
- Monitor District-wide for consistency in implementation

Personalization

- Provide opportunities for students to build strong relationships with caring adults and with one another that are based on mutual respect
- Expand and promote opportunities for students to become involved in extracurricular activities, service learning and community activities
- Prevent students from “slipping through the cracks”, particularly during critical transition years (i.e. 9th grade)

Rationale: Why personalization?

- Transition from middle to high school can be difficult
- Many educators believe 9th grade is their first chance at helping students to succeed, when in fact, it may be their last
- Students who are chronically truant, behind on credits, or held back in 9th grade are more likely to drop out of school than students with poor performance on achievement tests
- National Statistics show that:
 - 3 out of 10 students who enter high school do not graduate in the typical four years
 - At least one-fifth of all students drop out of high school

Key Initiatives for Personalization:

- Create a culture where all students are known and treated as individuals
- Redesign role of the counselors and other school staff to better support student needs in the 9th grade
- Provide seamless transition between 8th and 9th grades through special orientation sessions, summer programs, and academic ramp-up programs
- Enhance communication between high schools and middle schools and with parents and families
- Incorporate opportunities mentorships and tutoring
- Build advisory programs into the school day

Choice

Provide high-quality educational options from which students and families can choose, including comprehensive schools, career and technical programs, small themed schools, small learning communities, and schools partnered with community organizations and/or universities and colleges.

Rationale:

Why is a focus on choice so important?

- There are many ways to get a strong educational foundation for post-secondary success
- One size does not fit all
- There should be the opportunity to find a school that has the right “fit” to serve the interests and needs of every child in every family
- PPS must reverse declining enrollment by offering high quality and attractive options for all students and families
- Our school choices must be so good that they outweigh people’s fear or hesitation

Key Initiatives for Choice: University Partnerships

- Worked with Donna Rodriquez, founder of University Park Campus Schools, to discuss how the university partnership might work in Pittsburgh
- Expand dual enrollment programs
- Establish early and middle college opportunities for students to earn an Associate’s degree



Key Initiatives for Choice: Science and Technology High School

- Based on the needs of the changing economy, explore what Pittsburgh brings to the table and how high schools can prepare students for jobs in this direction
- Engaged the CMU Heinz School of Public Policy and Management to design a Pittsburgh Science and Technology High School
- Invite the CMU team to present their concept to the Board members



Key Initiatives for Choice: Career and Technical

- Conducted a comprehensive audit of PPS Career and Technical Education (CTE) programs
- Design a systemic K-12 career development process
- Expand and improve Career and Technical education opportunities
- Explore partnership opportunities with trade unions, healthcare industry, technical schools, and others
- Provide students with internships, mentorships, and paid work experiences in the field
- Establish stronger partnership with Workforce Investment Board

Managed Instruction

- Common curriculum with concept and performance expectations provide teachers with explicit detail as to what should be taught
- Increased opportunities for collaboration amongst teachers and coaches
- Core expectations are the same for all students and teachers – accountability effective learning of all students is enhanced
- Teachers and instructional leaders are provided actionable data to help inform instruction

Rationale for Managed Instruction

- Lack of curricular integration, both vertically and horizontally, when not centrally created
- Lack of alignment of core content to the PA standards and PSSA
- Uneven level of rigor across courses – Expectations are the same for all teachers/courses
- District needs to be able to evaluate whether students are making progress in mastery of standards/skills
- Effects of high mobility within the district are minimized

Key Initiatives Already Underway for Managed Curriculum

- Kaplan Curriculum Development for District-wide Reform
- Curriculum Coaches in every school
- 2006-2007 Current New Course Implementation in English Language Arts and Mathematics
- 2008-2009 New Course Implementation in Science and Social Studies

The Pittsburgh Promise

- Provides all PPS graduates with opportunity to plan, prepare and pay for education beyond high school
- Provides up to 4 years of tuition at post-secondary institutions in Pennsylvania
- Provides comprehensive resources and services to help prepare students and families for higher education

Rationale for the Pittsburgh Promise

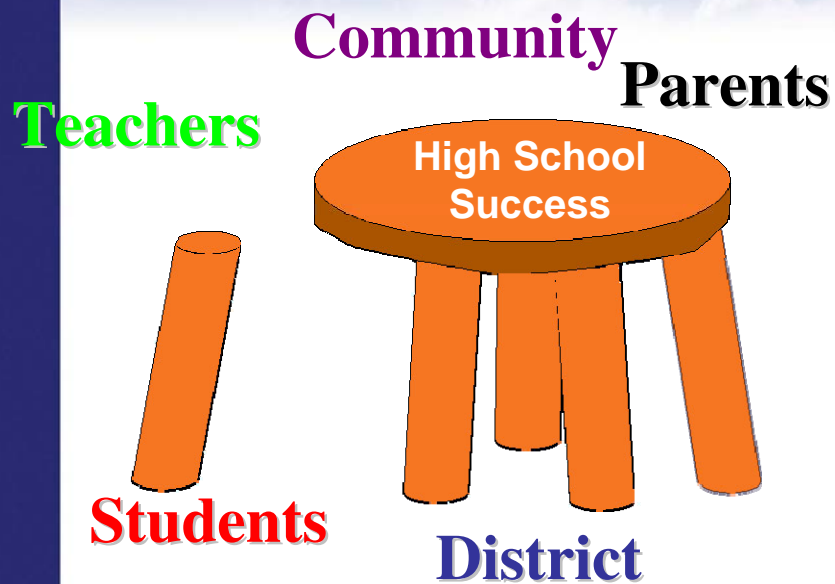
- Critical component of *Excellence for All* and High School Reform Plan
- Addresses 3 principal barriers to college access and college success:
 1. **Academic preparation**: aims to dramatically improve the academic rigor in all of our schools
 2. **Accessibility**: works with students starting at a young age to make post-secondary opportunities a reality
 3. **Affordability**: ensures that higher education is affordable for every family

What Are Our Next Steps?

The Task Force's hardest work has been to sift through everything to determine what best fits Pittsburgh.

We realize that there are so many innovative reform ideas and that we can't do them all.

All Stakeholders Must Work Together





Initial Task Force Recommendations to the Board

Priorities for Year One: (School Year 2007-2008)

- Not recommending any school closings for Year One: 2007-2008
- Emphasis on discipline and structure as a prerequisite for all other reforms
- Implement student-parent-school compacts
- Establish new alternative education center
- Begin implementation of 9th Grade Initiatives
- Plan university partnerships and work with Donna Rodriguez, the founder of University Park Campus School, to develop a model for Pittsburgh
- Continue to develop plans to implement Science and Technology High School
- Develop Kaplan Science and Social Studies curriculum
- Continue to provide ongoing professional development for all initiatives
- Create monitors for consistency of implementation across the district



Initial Task Force Recommendations to the Board

Year 2 Priorities:

- Implement school choice as approved by the Board of Education, including:
 - University Partnerships
 - Science and Technology School
 - Career and Technical

Next Steps

- Continue to test our ideas through student, teacher, and public input
- Continue to refine and develop the plan to present to the Board in April
- Cost out initiatives
- Explore all funding avenues

Here is what our schools looked like in the 1950's



**A 1970's school
looked like this**



And, in the 1990's...



...2010 School?

