



EXCELLENCE FOR ALL

*Pittsburgh Public Schools
Excellence for All*

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Creating a Culture of Accountability

Excellence for All



Excellence for All Creating a Culture of Accountability

What are the common attributes of high-performing districts?

- Research-based best practices
- Leadership training for principals and teachers

How does our District Reform Agenda help us?

- Holds District leadership and employees accountable for results
- Instills a sense of urgency for improvement in education

What do we believe?

- Improvement in education is guided by consistent and effective leadership

3



The Essential Question

What is the foundation of
successful school leadership?

4



The Essential Question

To recruit, train, evaluate and support principals and hold them accountable for academic achievement

5



What We Know about School Leadership

- “Scratch the surface of an excellent school and you are likely to find an excellent principal”...American Educational Research Association
- “Look into a failing school and you will find weak leadership”.... American Educational Research Association

6



Why is the focus school leadership?

- We need an accountability system for leadership, specifically school leadership
 - Why is this important?
 - The Excellence for All Reform Agenda requires accountability anchored in student achievement gains.
 - Effective accountability systems focus on improvement of practice/performance.
 - Why is this urgent?
 - Systemic change is needed to produce better student outcomes.
 - We must have a sense of urgency at every level of the organization for substantially improving student achievement.

7



Groundbreaking School Leadership Accountability System

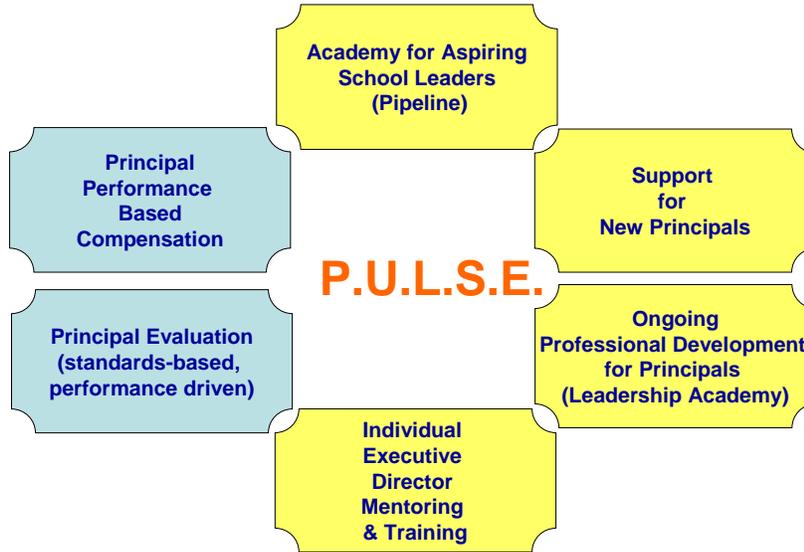
Creates a comprehensive approach that:

- Brings all elements together to improve practice
- Places school leadership at the heart of the reform agenda

8



Pittsburgh Urban Leadership System for Excellence



9



Significant Changes

Old System	New System
Not Based on Research	Research-Based on effective school leadership
2 categories of performance	4 categories of performance Clearly defined criteria for rudimentary, emerging, proficient, accomplished
Compensation based on Step System	Compensation based on performance and student outcomes
No student achievement bonus	Bonuses based on student achievement growth measures
Limited principal training	Extensive & comprehensive principal training & support
No training, mentoring and support for executive directors	Extensive and intensive training, mentoring & support to executive directors

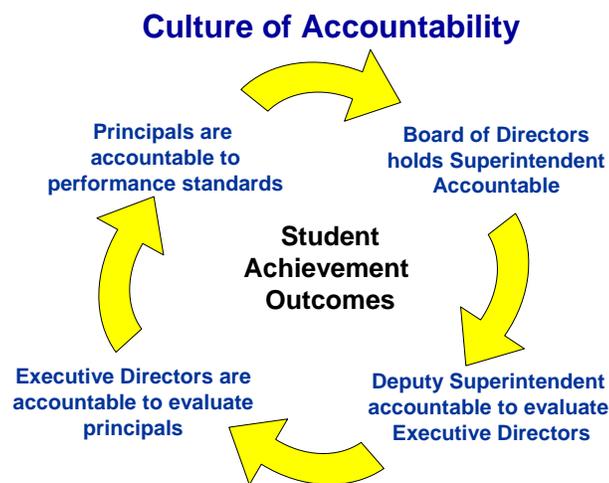
10

Principal Evaluation

OLD System	NEW System
Lacked tools for meaningful evaluation of principals	Research-base performance standards rubrics
Ineffective principal evaluation	Effective principal evaluation

11

Building a NEW Culture



12



The Evaluation Tool

- Research-based, performance standards evaluation rubric
- 7 standards 4 components each
- 4 performance levels = improvement of practice

Standard 2: The Culture of Teaching and Learning: A School administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Component	Rudimentary	Emerging	Proficient	Accomplished
Monitors Formative and Summative Assessment of Students & Formatively and Summatively Evaluates Teachers	There is little or no evidence that the school leader:	There is limited evidence that the school leader:	There is clear evidence that the school leader:	There is clear, convincing, and consistent evidence that the school leader:

13



How will performance based compensation work?

- Two tier principal compensation
 1. Increment is based on performance standards evaluation rubric up to \$2000 annually added to base pay
 2. Achievement bonus up to \$10,000, annually, linked to increases in student achievement growth measures

14



Funding

- Teacher Incentive Fund Grant
 - Allows for school principal plans
 - Grantees will be notified at the end of June

	Year 1	Year 2	Year 3	Year 4	Year 5
Total Cost Of Incentives	\$414,250	\$564,885	\$723,053	\$888,753	\$1,054,452
% covered by Grant	100%	90%	80%	70%	25%

15



The Role of Executive Directors

- Holding Principals accountable and providing support
- Executive Directors in schools 60% of the time

16



Executive Director Support

- Mentoring
- Coaching
- Collaboration
- Training to establish inter-rater reliability

17



Implementation Support for Principals

- Continued principal training from Institute for Learning for effective instructional leadership
- Training for principals by Educational Testing Services on performance standards
- Comprehensive training on the use of student data
- Support from the Office of Research, Assessment & Accountability and the Office of Information & Technology to provide achievement targets for each school

18



What are the measures of success?

- Implementation of PULSE: a system of attracting, developing, retaining, and professionally growing effective school leaders
- Evidence of continuous principal improvement of practice
- **Better student outcomes**