



Education Committee Meeting Overview of Pittsburgh Public Schools' District Improvement Plan Mr. Thomas Sumpter, Chairperson

Presented to Board of Education by:

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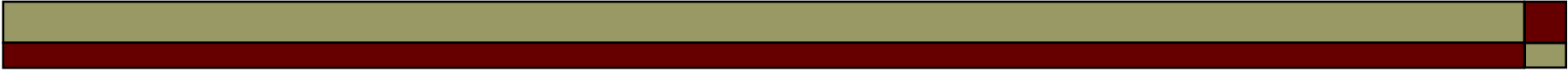
November 7, 2007



Why submit a District Improvement Plan to PDE?

- Corrective Action II Status
 - Failure to meet Adequate Yearly Progress Measures of the PA Accountability System for NCLB for five consecutive years


- Required to take immediate action to improve achievement in Pittsburgh Public Schools



What is the difference between the District Improvement Plan and the Empowerment Plan?

Empowerment Plan

- 3-Year plan for
 - Improving achievement
 - Closing the achievement disparity between African American and white students
 - Improving financial stability
 - Improving efficiency in Special Education
- Required by legislative mandate as a result of multiple areas of low performance



What is the difference between the District Improvement Plan and the Empowerment Plan?

District Improvement Plan

- Annual plan for
 - Improving achievement
 - Aligning District priorities and School Improvement Plans
- Required when AYP performance goals are not met

The District Improvement Plan Addresses 3 Corrective Actions

Action Required by the State	District Action
Implement a new curriculum	<ul style="list-style-type: none">• New core curriculum in 6-12 and new reading program in K-5• Comprehensive professional development calendar
Replace the local educational agency personnel who are relevant to the failure to make AYP	<ul style="list-style-type: none">• Rigorously evaluate all Principals• Pittsburgh Urban Leadership System for Excellence
Abolish or restructure the LEA	<ul style="list-style-type: none">• High School Reform• Accelerated Learning Academies



Framework for District Improvement Planning

- 1) Review Data
- 2) Identify Root Causes of Failure
- 3) Set Student Achievement Goals for 2007-08
- 4) Identify Strategies to Address Root Causes of Failure



Highlights of Data Analysis



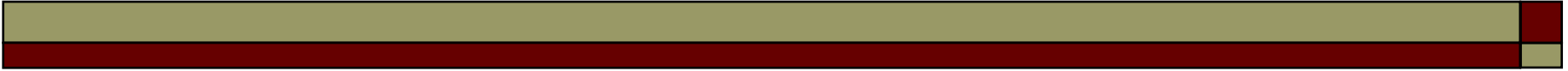
District Strengths in Reading

- ❑ Combined grades 3, 5, 8 and 11
 - Proficiency increased from 49% to 53%
 - Reduction in the percentage of students scoring Below Basic from 31% to 26%
- ❑ Grade 3: Increase in the percentage of students scoring Proficient/Advanced from 49% to 59% over two years
- ❑ Grade 11: The percentage of students scoring Proficient/Advanced increased from 51% to 53%



District Strengths in Mathematics

- Combined grades 3, 5, 8 and 11
 - Proficiency increased from 52% to 56%
 - Reduction in the percentage of students scoring Below Basic from 28% to 23%
- Grades 3-5: Percentage of students scoring Proficient/Advanced (63%) exceeded AYP target (45%)
- Grades 6-8: Percentage of students scoring Proficient/Advanced (52%) exceeded AYP target (45%)
- Grade 8: Increase in the percentage of students scoring Proficient/Advanced from 46% to 51%
- Grade 11: Percentage of students scoring Proficient/Advanced increased from 38% to 44%



While the District is making progress, it is
clear that achievement must be accelerated



Areas of Concern in Reading

- ❑ Grade 5: Decrease in the percentage of students scoring Proficient/Advanced from 46% to 42%
- ❑ Grade 8: No growth in the percentage of students scoring Proficient/Advanced (58%)
- ❑ Grades 3-8: The disparity in proficiency between African American and white students ranges from 28 to 34 percentage points
- ❑ Grade 11: There is a 41 percentage point disparity between African American and white students



Areas of Concern in Mathematics

- ❑ Grade 5: No growth in the percentage of students scoring Proficient/Advanced (58%)
- ❑ Grade 8: 49% of students scored Below Proficient in 2006-07
- ❑ Grade 11: Percentage of students not Proficient remains high (56%)
- ❑ Grades 3-8: The disparity in proficiency between African American and white students ranges from 27 to 34 percentage points
- ❑ Grade 11: There is a 44 percentage point disparity between African American and white students



Areas of Concern for Special Education

- ❑ Achievement of the IEP student group remains low across grades and subjects
- ❑ The IEP student group did not make AYP in any of the grade spans in Reading and Mathematics



To Address Root Causes of Failure We Must Ensure and Deepen

- ❑ Use of data to inform instruction
- ❑ Differentiated instruction
- ❑ Culturally relevant curriculum and pedagogy
- ❑ Effective teaching practice
- ❑ Professional development for teachers learning and implementing the curriculum
- ❑ Positive relationships between teachers and students
- ❑ Effective school leadership practices



Achievement Goals

Achievement Goals for *Adequate Yearly Progress*

Reading

Grade Span	2006-2007 Performance*	2007-2008 Safe Harbor*	2007-2008 AYP Performance Target*
Grades 3-5	51.0%	55.9%	63%
Grades 6-8	52.9%	57.6%	63%
Grades 9-12	53.0%	57.7%	63%

Mathematics

Grade Span	2006-2007 Performance*	2007-2008 Safe Harbor*	2007-2008 AYP Performance Target*
Grades 3-5	63.0%	66.7%	56%
Grades 6-8	51.7%	56.4%	56%
Grades 9-12	43.8%	49.4%	56%

* Percent of students scoring Proficient or Advanced



Achievement Goals for *Excellence For All*

Reading

Grade	2006-2007 Performance*	2007-2008 Goal*
3	59.0%	69.5%
5	41.6%	56.3%
8	57.7%	63.4%
11	53.0%	59.5%

Mathematics

Grade	2006-2007 Performance*	2007-2008 Goal*
5	57.7%	64.4%
8	50.9%	58.5%
11	43.9%	51.0%

* Percent of students scoring Proficient or Advanced



Strategies



Key Objectives: Areas of Work

- **Advance Implementation of Managed Instruction**
- **Academic Acceleration Environments:
Accelerated Learning Academies (ALAs)**
- **Safe and Welcoming Schools**
 - **Positive Behavioral Supports**
 - **Relationships- 9th Grade Nation**
- **High School Reform**
- **Parent and Community Engagement**



Areas of Work continued...

- **Pittsburgh Leadership System for Excellence**
- **Professional Development**
- **School Level Instructional Impact Teams**
- **Increase Enrollment in Early Childhood Education**
- **District-wide Coaching Model**
- **School Plans for Excellence**



Timeline for District Improvement Plan

- **Drafting of Plan by Internal Staff: October 1-31, 2007**
- **Initial Draft Plan Shared with Board of Education: November 1, 2007**
- **Presentation of Draft Plan During Board Education Committee: November 7, 2007**
- **Final Draft Plan Inclusive of Board Comments: November 9, 2007**
- **Board Legislative Session to Formally Vote on the Final Draft Plan: November 14, 2007**
- **District Improvement Plan Filed on Deadline with the PDE: November 16, 2007**