How Do We Improve Student Outcomes in Pittsburgh Public Schools?

Expect great things.

Pittsburgh Public Schools

What is the height of the bar?

Background on PSSA

Expect great things.

PSSA

- Late 2013
  - Pennsylvania adopted more rigorous PA Core Standards

- 2015
  - PSSA fully aligned to PA Core Standards

- Intended Outcome
  - Prepare students for the 21st- century workforce

Assessment scores represent a snapshot in time of student performance, and should not be considered the sole indicator of student achievement. Standardized assessments, like the PSSA, help Pennsylvania meet federal and state requirements, as well as provide educators, stakeholders, and policymakers with important information about the commonwealth's students and schools, and inform instructional practices.

Expect great things.

Test Design

Mathematics – 2016-2017

Grades	# Sections	# MC - Core	# MC – Non-core	# OE – Core	# OE – Non-core	Time in Minutes	Total Points per Student (Core only)	Minimum # of Points per Reporting Category
3-8	3	60	12	3	1	**204**	72	10-12

Mathematics – 2017 and beyond

Grades	# Sections	# MC - Core	# MC – Non-core	# OE – Core	# OE – Non-core	Time in Minutes	Total Points per Student (Core only)	Minimum # of Points per Reporting Category
3-8	2	40	8	3	1	**156**	52	7-9

Expect great things.

4

Retrieved from https://www.education.pa.gov/K-12/Assessment and Accountability/PSSA/Pages/default.aspx

Impact of New Design

Advantages:

- Eliminates one of three test sessions
- Shortens testing time by 48 minutes
- Preserves content blueprint percentages
- Maintains the number of points coming from open-ended questions
- Ensures the level of rigor is not decreased
- Maintains sufficient points in each reporting category to continue strength profile reporting
- Preserves Math reporting
- Measures same construct; no impact on the Performance Level Descriptors

Expect great things.

Retrieved from https://www.education.pa.gov/K-12/Assessment and Accountability/PSSA/Pages/default.aspx

PSSA Science

Science Test Design - Grade 8

Section	Content Emphasis	Number of MC (w/ Field Test)	Number of OE (w/ Field Test)	Estimated Section Testing Time (in Minutes)
1	Science	24	3	45
2	Science	24	3	45
Total		48	6	90

Expect great things.

Retrieved from https://www.education.pa.gov/K-12/Assessment and Accountability/PSSA/Pages/default.aspx

PSSA Science

Science Test Design - Grade 4

Section	Content Emphasis	Number of MC (w/ Field Test)	Number of OE (w/ Field Test)	Estimated Section Testing Time (in Minutes)
1	Science	23	3	38
2	Science	23	3	38
Total		46	6	76

Expect great things.

Retrieved from https://www.education.pa.gov/K-12/Assessment and Accountability/PSSA/Pages/default.aspx

PSSA Science

Science PSSA – Test Plan/Form Reduction Design

Grade	MC – Core	MC – Psychometric Use	MC – Field Test	OE – Core	OE – Field Test	Total Core Items	Total Core Points
4	38	2	6	5	1	38 MC / 5 OE	48
8	38	2	8	5	1	38 MC / 5 OE	48

Expect great things.

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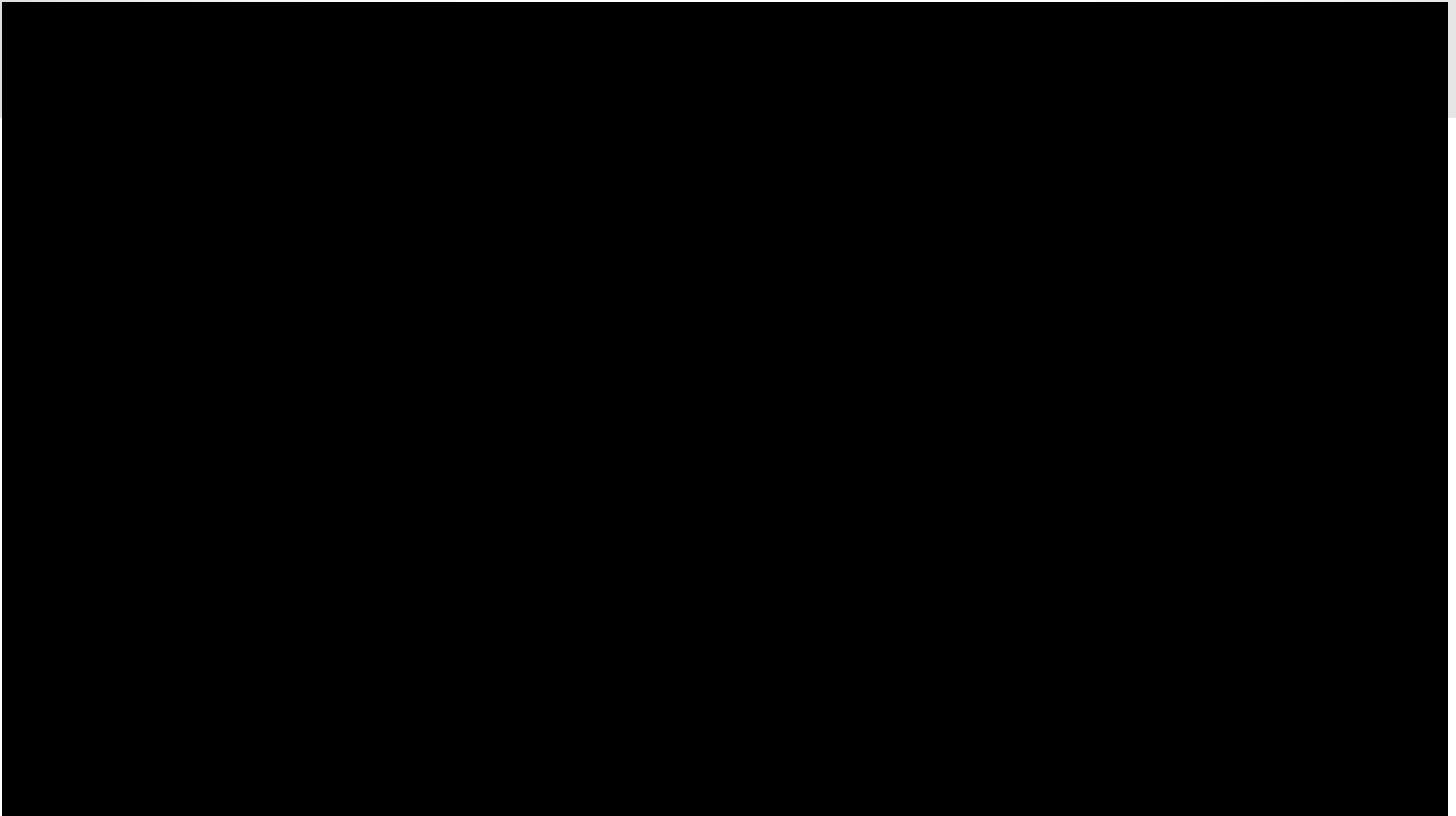
Where are we now?

PPS Data Review

Expect great things.

2018 All Proficiency

	2016 %PA	2017 %PA	2018 %PA
ELA	42.4%	45.6%	46.2%
Math	28.0%	28.2%	28.8%
Science	44.3%	43.7%	46.2%
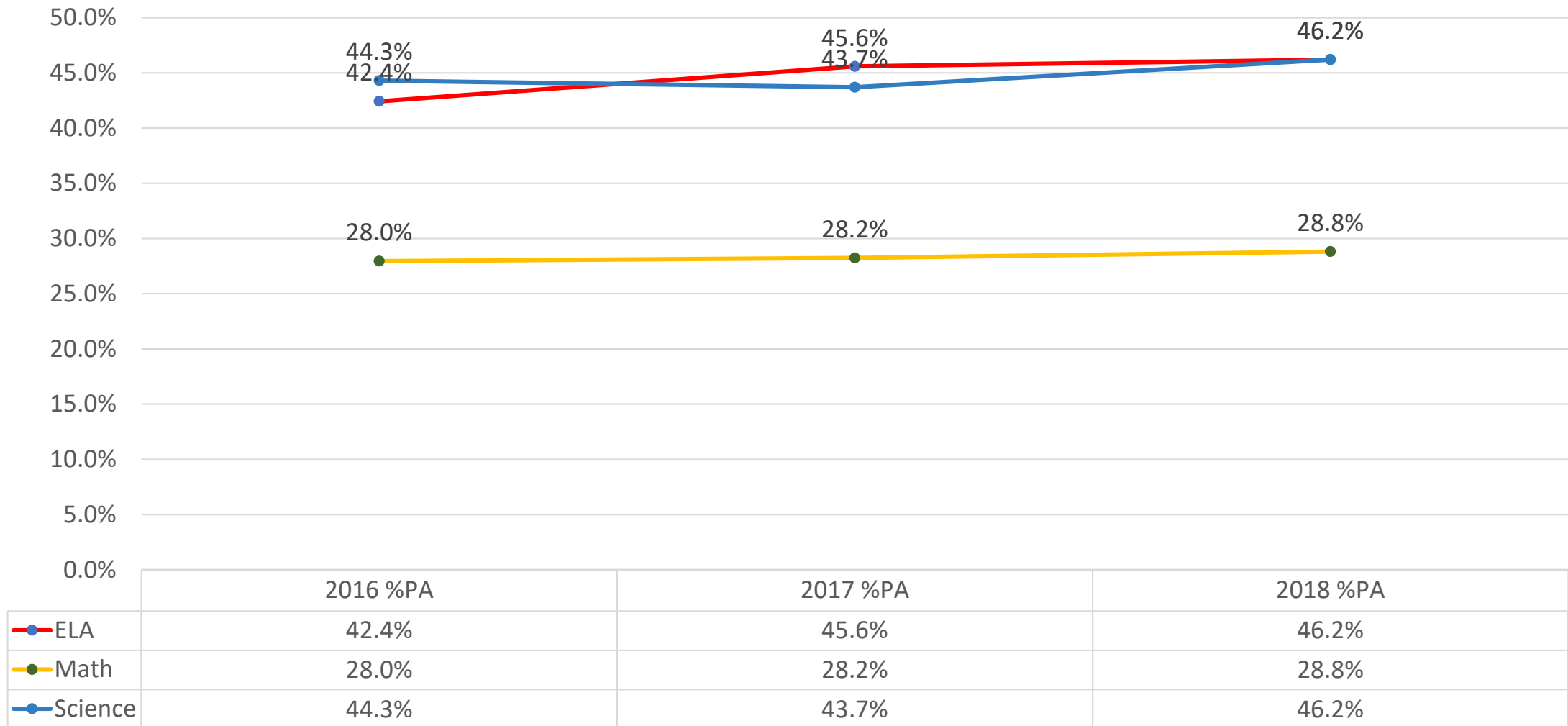
Expect great things.

2018 African American Proficiency
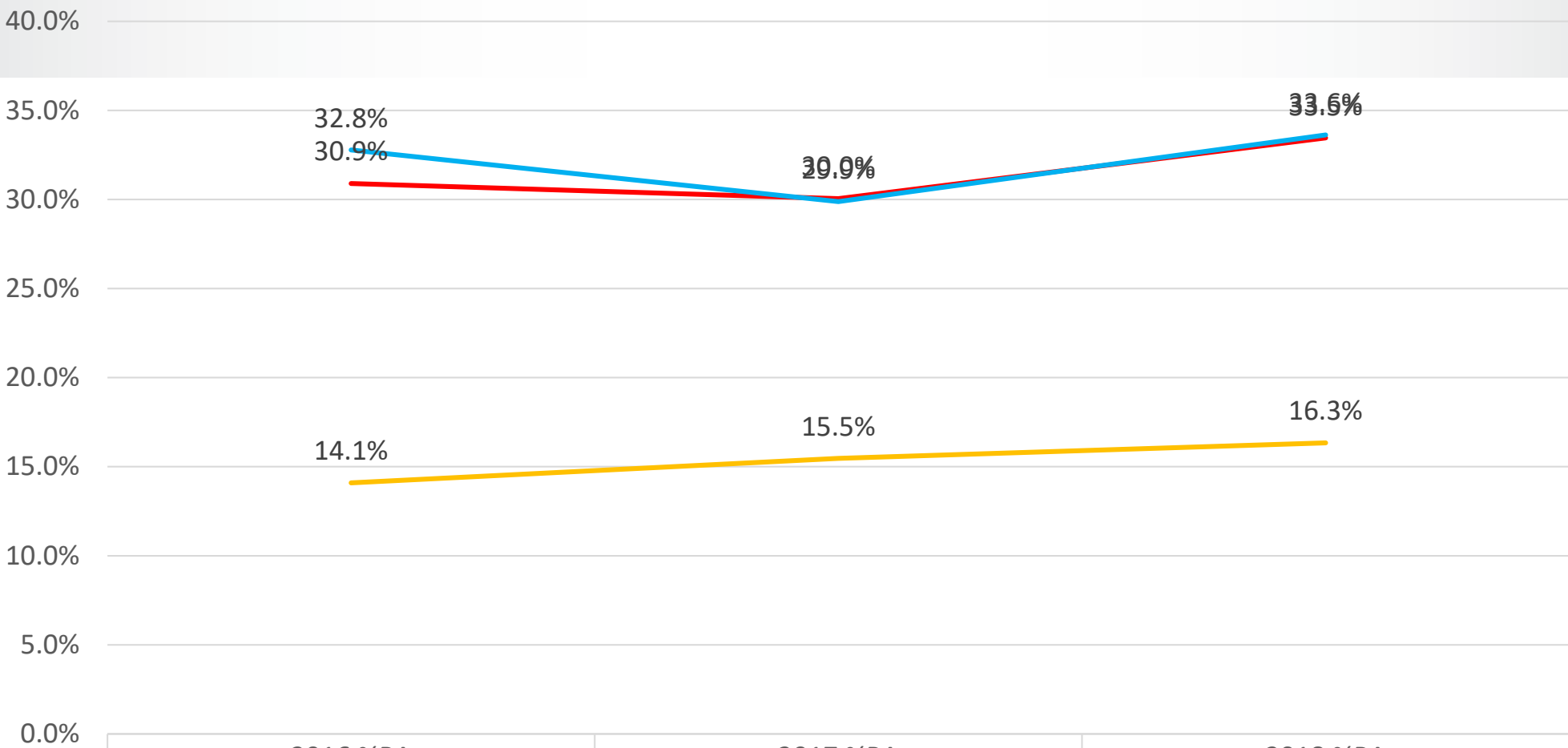
	2016 %PA	2017 %PA	2018 %PA
ELA	30.9%	30.0%	33.5%
Math	14.1%	15.5%	16.3%
Science	32.8%	29.9%	33.6%

Expect great things.

2018 IEP Proficiency
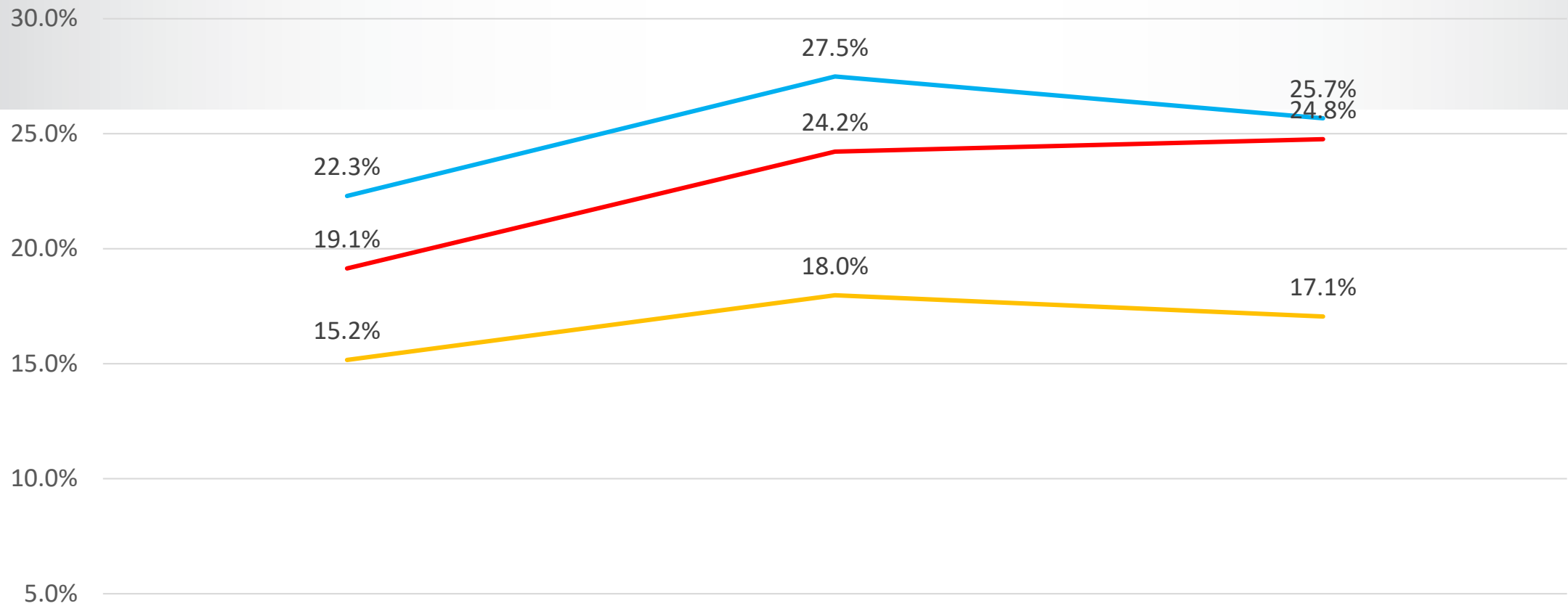
	2016 %PA	2017 %PA	2018 %PA
ELA	19.1%	24.2%	24.8%
Math	15.2%	18.0%	17.1%
Science	22.3%	27.5%	25.7%

Expect great things.

2018 ELL Proficiency

	2016 %PA	2017 %PA	2018 %PA
ELA	8.1%	16.6%	16.8%
Math	9.3%	12.8%	14.5%
Science	13.0%	19.8%	30.6%
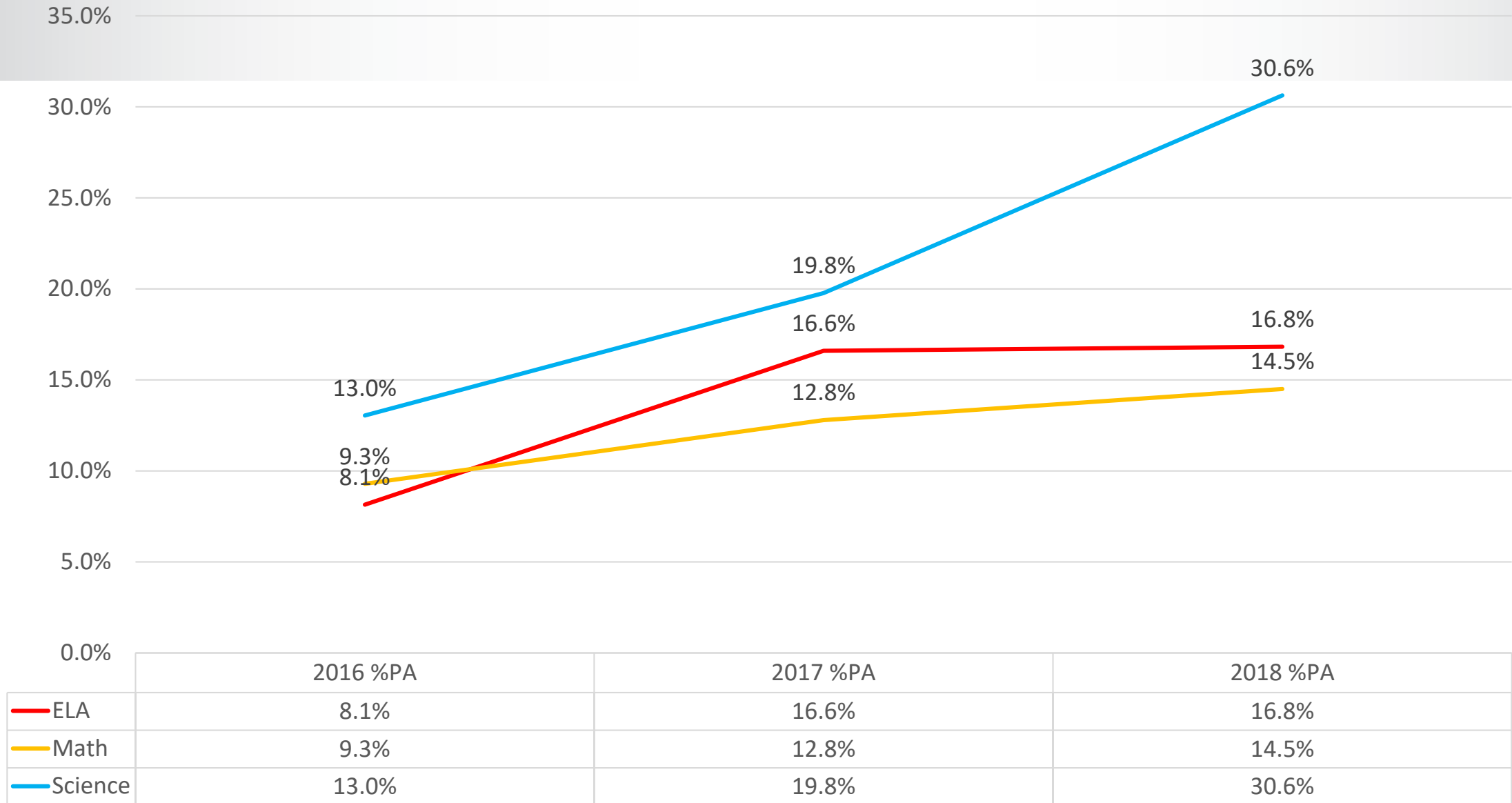
Expect great things.

2018 All Below Basic

	%BB 16	%BB 17	%BB 18
ELA	18.8%	14.8%	11.8%
Math	46.3%	44.9%	45.8%
Science	35.7%	25.2%	24.8%
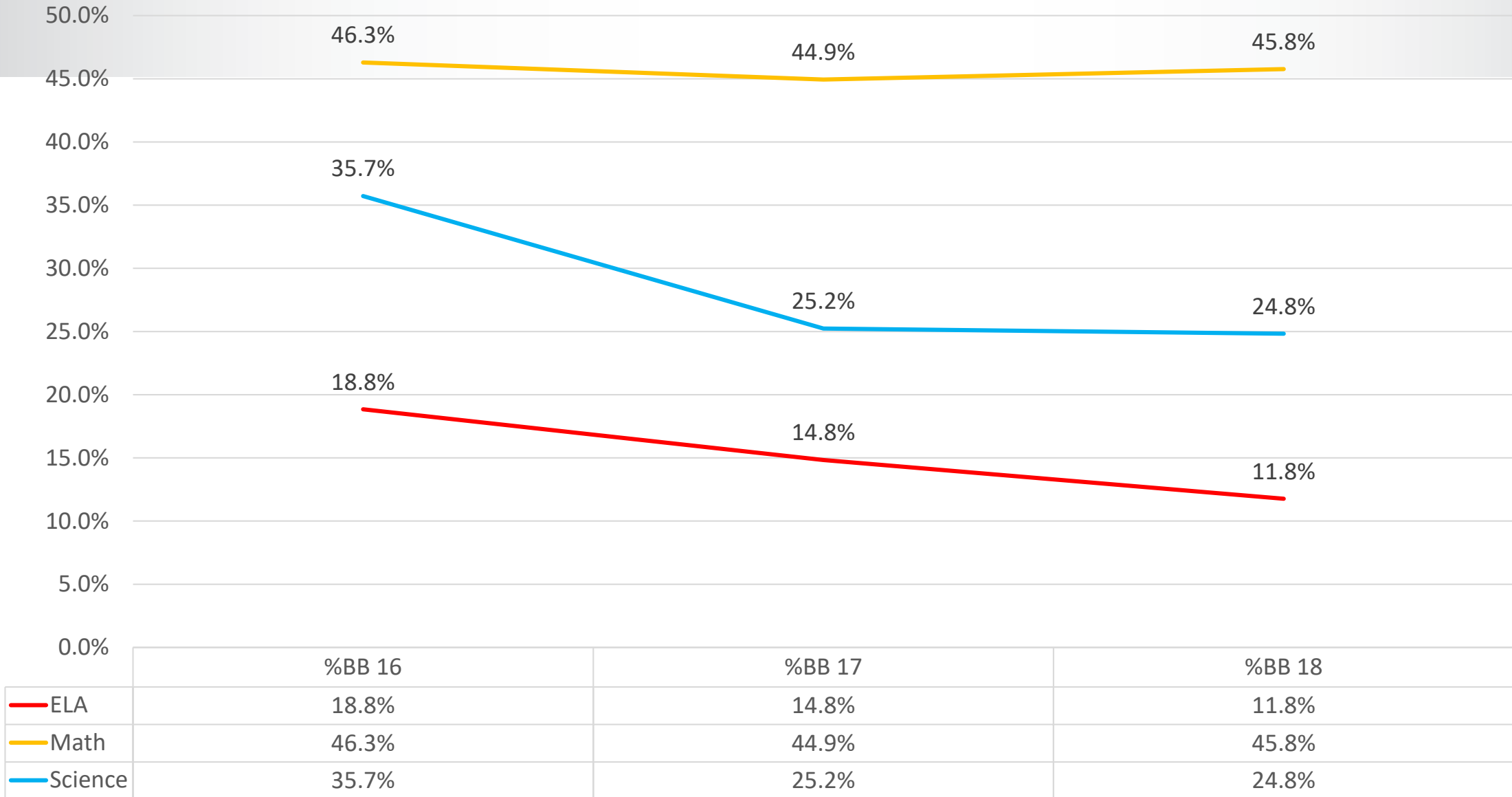
Expect great things.

2018 African American Below Basic

	2016 % BB	2017 % BB	2018 %BB
ELA	24.9%	19.8%	14.9%
Math	58.9%	57.3%	58.6%
Science	46.8%	33.9%	32.6%

Expect great things.

2018 Keystone All

	2016	2017	2018
Algebra	48.2%	49.5%	49.6%
Biology	39.8%	39.9%	41.9%
Literacy	62.8%	60.6%	61.8%
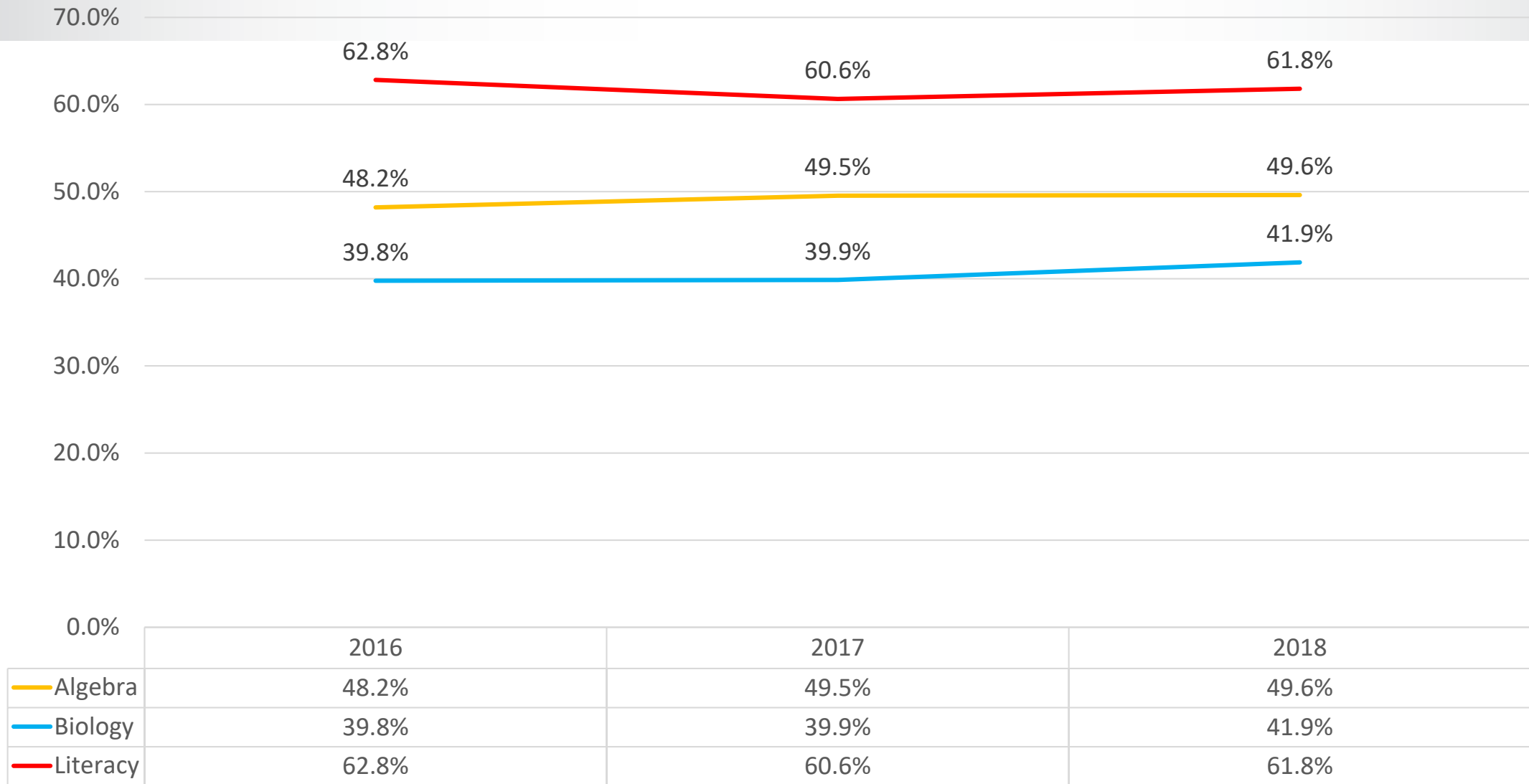
Expect great things.

2018 Keystone African American

	2016	2017	2018
Algebra	32.1%	35.7%	28.5%
Biology	22.7%	22.3%	20.4%
Literacy	49.2%	45.7%	43.6%

Updated 9-7-18

Expect great things.
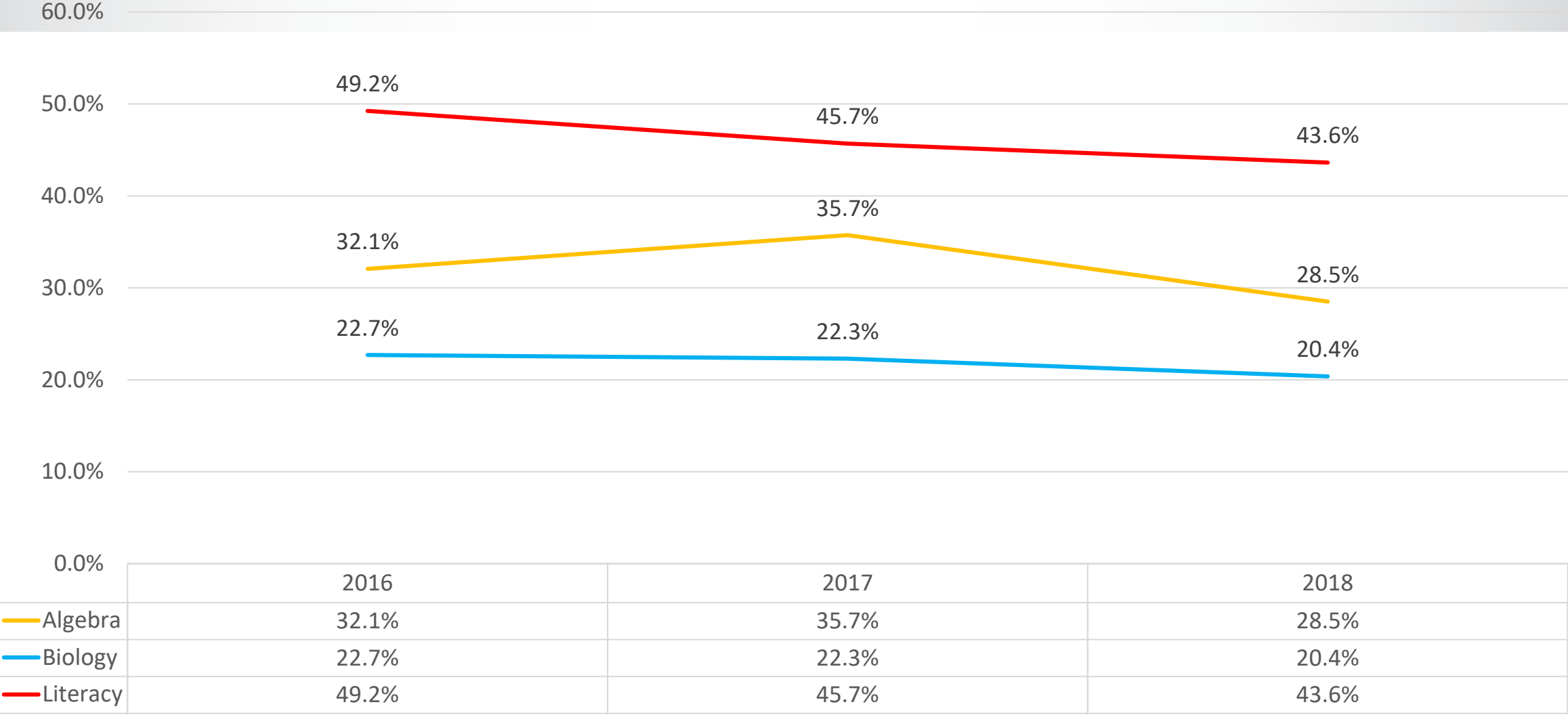
How do we raise the bar?

Supporting our schools.

Expect great things.

Summer Leadership Academy
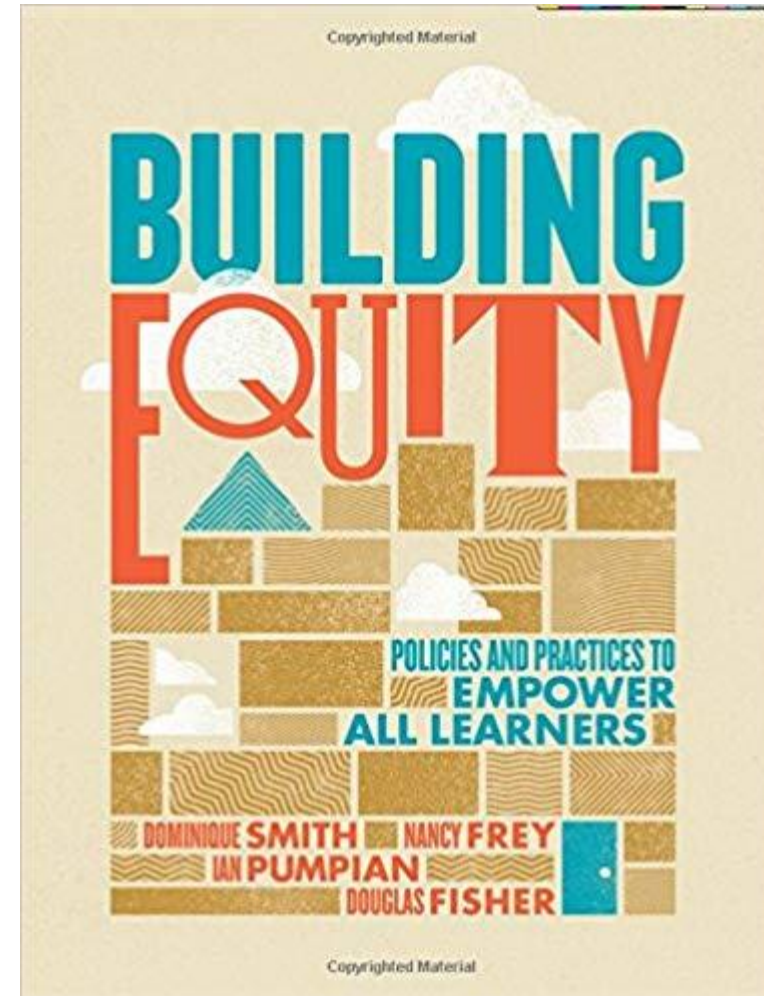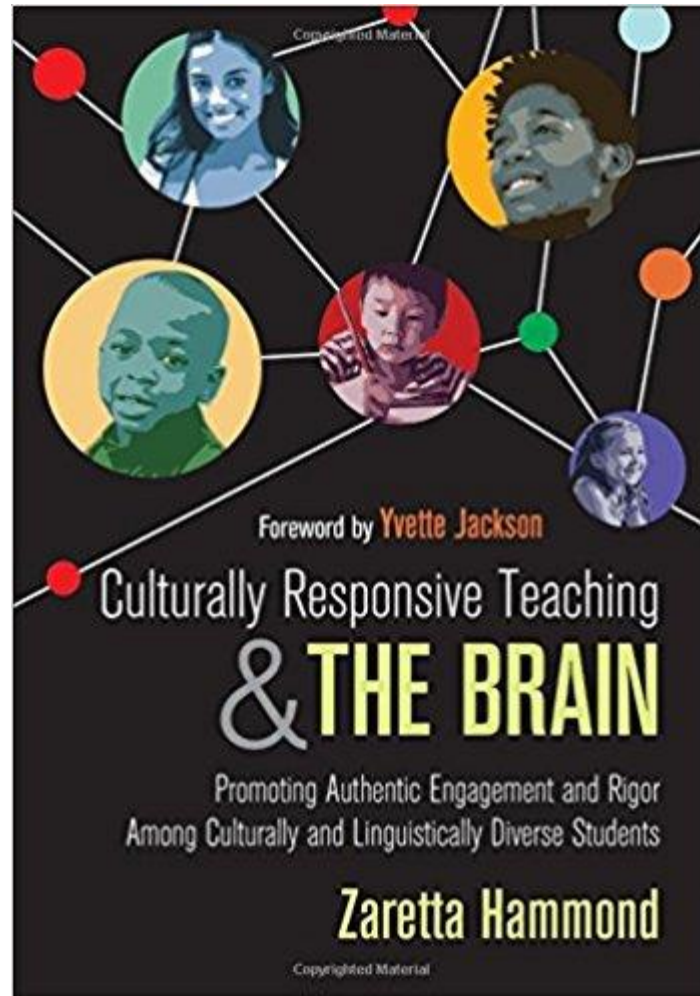
The Dependent Learner	The Independent Learner
• Is dependent on the teacher to carry most of the cognitive load of a task always • Is unsure of how to tackle a new task • Cannot complete a task without scaffolds • Will sit passively and wait if stuck until teacher intervenes • Doesn't retain information well or "doesn't get it"	• Relies on the teacher to carry some of the cognitive load temporarily • Utilizes strategies and processes for tackling a new task • Regularly attempts new tasks without scaffolds • Has cognitive strategies for getting unstuck • Has learned how to retrieve information from long-term memory

(Hammond & Jackson, 2015)

Expect great things.

Supporting Academics
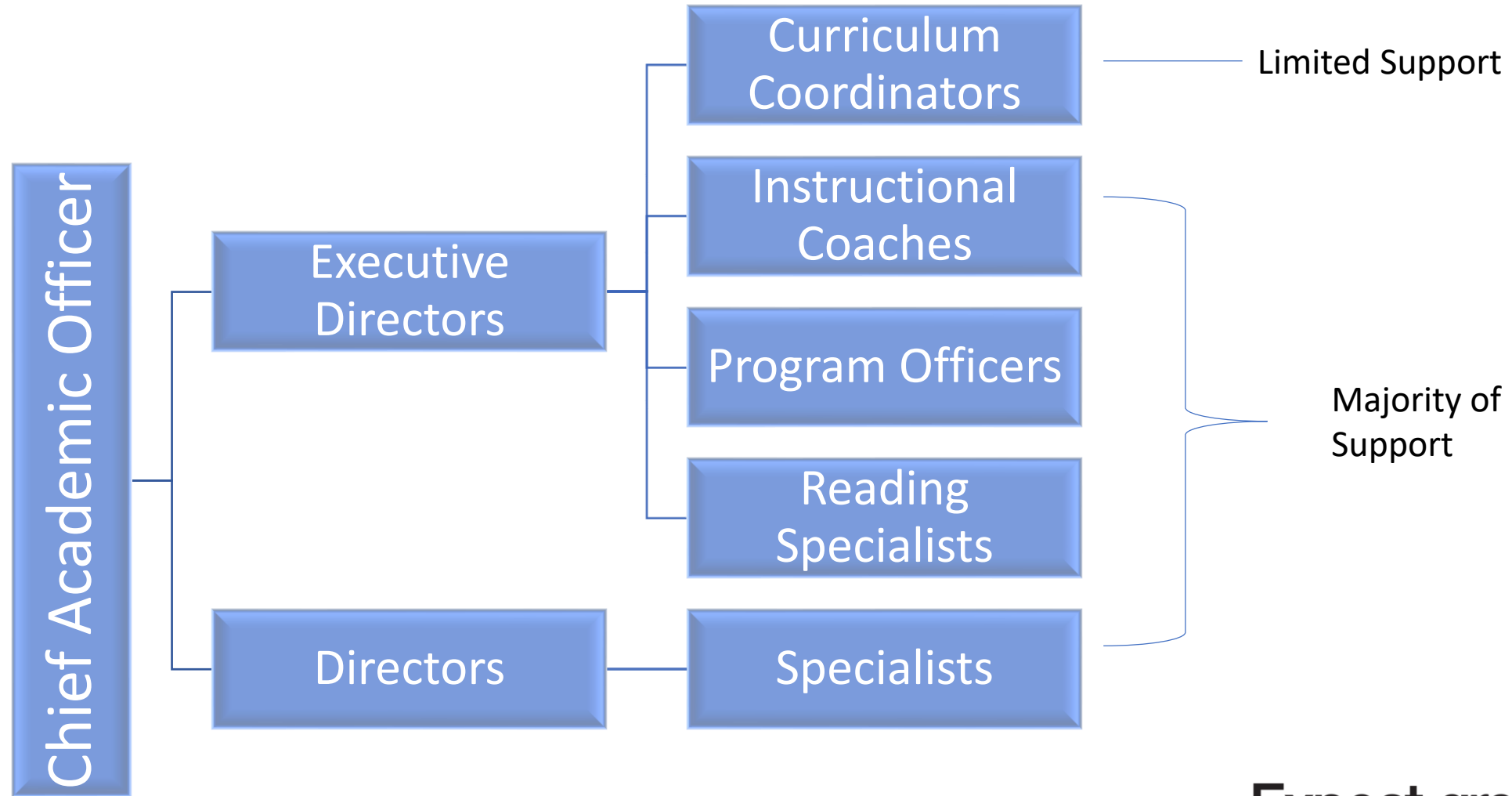
Instructional Support Includes:

- Sustaining rigorous curriculum and assessments aligned to PA Core
- Providing ongoing job-embedded professional learning
- Developing and delivering ongoing professional development
- Assisting with data analysis
- Supporting Professional Learning Communities (PLCs)

- Key Areas of Focus:
  - High-Quality Instruction
  - Differentiated Instruction
  - Culturally Responsive Teaching
  - MTSS for Academics and Behavior
  - Universal Design for Learning

Expect great things.

Key Results

- Provide professional development to include calibration walks to all principals, assistant principals, and coaches in
  - High-Quality Instruction
  - Differentiated Instruction
  - Culturally Responsive Teaching
  - MTSS for Academics and Behavior
  - Universal Design for Learning (UDL)
- Provide professional development to all district coordinators and coaches in UDL.

Expect great things.

Equitable Distribution of Resources

Transformation

- Three-year trend data
- Needs of staff
- Additional support (coaches, reading specialists, and outside organizations)

Priority I

- Student performance
- Three-year trend data (consistent or high drops in proficiency)
- Needs of staff
- The ratio of district support staff to the number of schools needing support

Priority II

- Student performance
- Three-year trend data (consistent improvement)
- The ratio of district support staff to the number of schools needing support

Expect great things.

How do we monitor progress?

Strategic Theme #2
Develop and implement a rigorous,
aligned instructional system.

- Work Sampling (Early Childhood)

- Kindergarten Assessment

- iRead (K-2)

- Grade (3-8)

- Edmentum (K-11 Math) (9-11 ELA)

Administered three times a year

- Four Quarterly Assessments
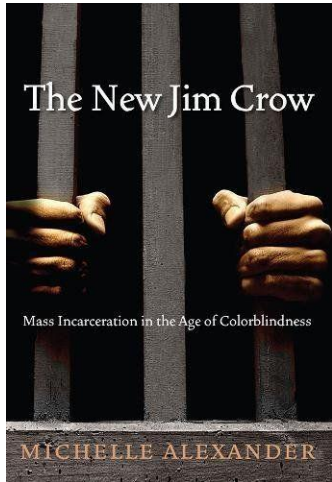
- Predictive Benchmark (3-11)

Administered once a year

Expect great things.

Where do we go from here?

Next Steps for PPS

Expect great things.

Getting Better at Getting Better

(Alexander, 2012)

In the *New Jim Crow: Mass Incarceration in the Age of Colorblindness*, Michelle Alexander (2012) suggests that this dependency e first leg of the "school-to-prison pipeline" for many students of color. According to the Southern Poverty Law Center, the school-to-prison is a set of seemingly unconnected school policies and teacher instructional decisions that over time result in students of color not receiving adequate literacy and content instruction while being disproportionately disciplined for nonspecific, subjective offenses such as "defiance." Students of color, especially African American and Latino boys, end up spending valuable instructional time in the office rather than in the classroom. Consequently, they fall further and further behind in reading achievement just as reading is becoming the primary tool they will need for taking in new content. Student frustration and shame at being labeled "a slow reader" and having low comprehension leads to more off-task behavior, which the teacher responds to by sending the student out of the classroom. Over time, many students of color are pushed out of school because they cannot keep up academically because of poor reading skills and a lack of social-emotional support to deal with their increasing frustration.
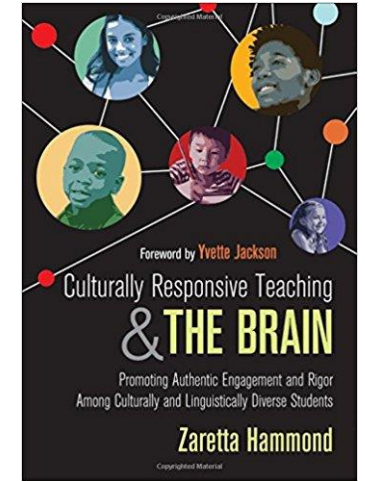
(Hammond & Jackson, 2015)

Expect great things.

Resources

Alexander, M. (2012). *The new Jim Crow: Mass incarceration in the age of color blindness*. New York: New Press.

Getting Ready for the 2018 State Assessments. (n.d.). Retrieved from https://www.education.pa.gov/K-12/Assessment and Accountability/PSSA/Pages/default.aspx

Hammond, Z., & Jackson, Y. (2015). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Thousand Oaks, CA: Corwin, a SAGE Company.
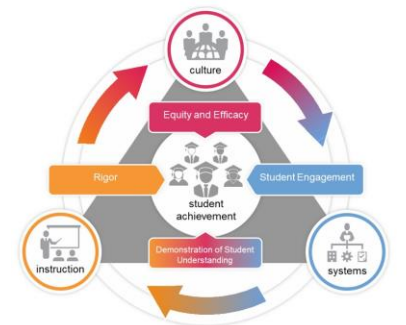
PSSA Information. (n.d.). Retrieved from https://www.education.pa.gov/Pages/PSSA-Information.aspx

V. (2015, April 09). Why Common Core math problems look so weird. Retrieved from https://www.youtube.com/watch?v=tBkQAxt1JXA

Expect great things.

Thank you!