District Vision

All students will graduate high school

College, Career and Life-Ready

prepared to complete a two- or four-year college degree or workforce certification.

Expect great things.

National College and Career Readiness Definitions

Students are **College Ready** if they meet either the following academic indicators **OR** standardized testing benchmarks…

Academic Indicators:
GPA 2.8 out of 4.0 and **one** or more of the following academic indicators:
   Advanced Placement Exam (3+)
   Advanced Placement Course (A, B or C)
   Dual Credit College English and/or Math (A, B or C)
   College Developmental/Remedial English and/or
   Math (A, B or C)
   Algebra II (A, B or C)
   International Baccalaureate Exam (4+)

www.redefiningready.org

Expect great things. 3

National College Readiness Indicators

Standardized Testing Benchmarks (minimum score)
   SAT Exam: Math (530) | Reading and Writing (480)
   ACT Exam: English (18) | Reading (22) | Science (23) | Math (22)
   College Readiness Placement Assessment
   (determined by post-secondary institution)

Additional Factors that Contribute to College Success
• Earning As, Bs, Cs; FAFSA Completion;
• Enrollment in career pathway course sequence;
• College Academic Advising;
• Participation in College Bound Bridge Programs;
• Senior year math class;
• Completion of a math class after Algebra II

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National College and Career Readiness Definitions

Students are Career Ready if they have identified a career interest and meet two of the following behavioral and experiential benchmarks:

>   90% Attendance
>   25 hours of Community Service
>   Workplace Learning Experience
>   Industry Credential
>   Dual Credit Career Pathway Course
>   Two or more organized Co-Curricular activities

In addition, students entering the military upon graduation must meet the passing scores on the Armed Services Vocational Aptitude Battery (ASVAB) for each branch of the military.

www.redefiningready.org

Expect great things.

5

National College and Career Readiness Definitions

Being **Life Ready** means students leave high school with the grit and perseverance to tackle and achieve their goals. Students who are LIFE READY possess the growth mindset that empowers them to approach their future with confidence, to dream big and to achieve big.

www.redefiningready.org

Expect great things.

6

Instructional Programming and Alignment

Key Finding: Instructional systems are weak and disjointed with little in place to build the District's capacity and hold staff accountable for improving student achievement.

Key Recommendations:

- Articulate long-term and short-term goals for student learning
- Charge a cross-functional team with developing a strategic plan for managing system wide change
- Clarify and articulate which instructional decisions the District holds "tight" and what flexibility schools have to tailor instruction
- Fully align curriculum, assessment system, professional development, and RISE with PA Core Standards
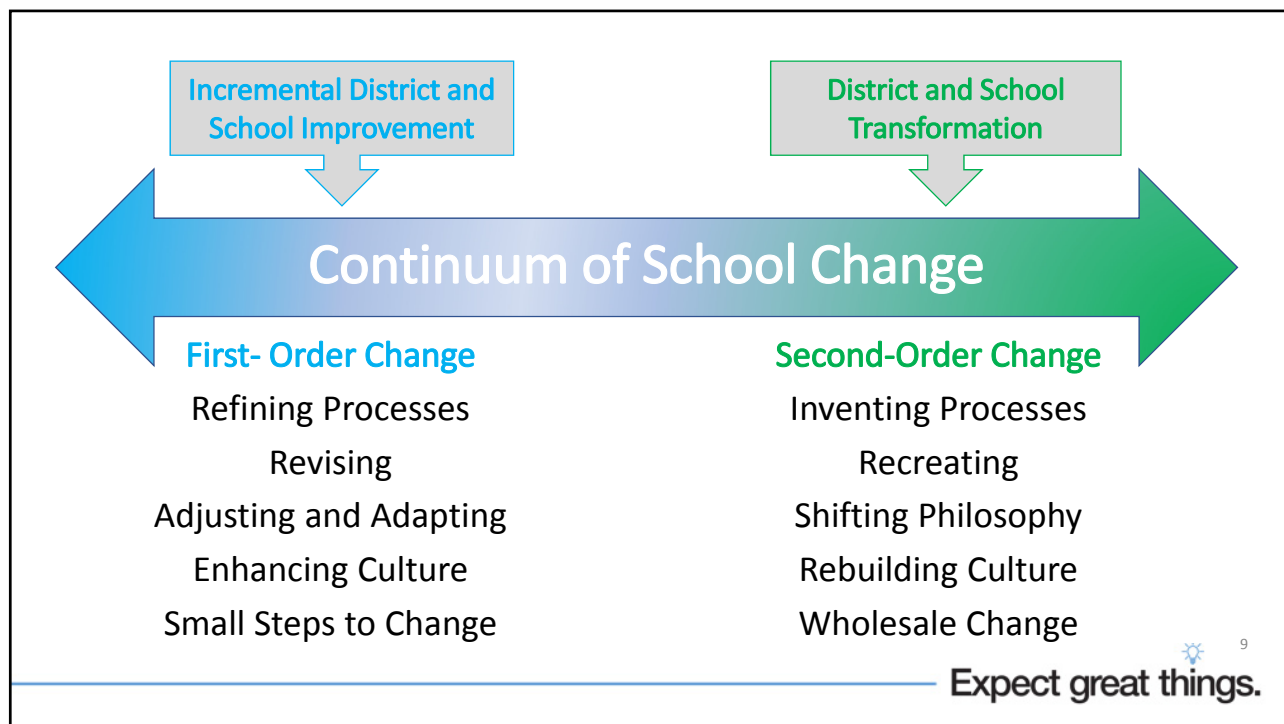
Council of the Great City Schools

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Items Rated Highest Priority for Improvement in Order to Raise Student Achievement by at least 70% in any Group

- Effective approaches to managing student discipline
- Academic support during the school day (beyond classroom instruction
- Instruction and offerings in Math
- Alignment of curriculum – across teachers, among subjects
- Data availability, analysis and use
- Special Education services
- Equity in programs and instruction available to students
- Instruction and offerings in Language Arts (Reading/Writing)
- Staff training and support
- Hiring processes including recruitment and diversifying staff
- Students services to address non-academic needs
- Technology for school and district operations
- School safety
- Parent engagement
- Instruction and offerings in Science
- Instruction and offerings in Technology

October 2016 Community Survey, categories based upon Community Listening Session input

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Continuum of School Change

Incremental District and School Improvement	District and School Transformation
First- Order Change	**Second-Order Change**
Refining Processes	Inventing Processes
Revising	Recreating
Adjusting and Adapting	Shifting Philosophy
Enhancing Culture	Rebuilding Culture
Small Steps to Change	Wholesale Change

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9

- Decades of efforts to *improve* low-performing schools have produced relatively limited success. All too often, the *changes* undertaken are *incremental* or address only a few aspects of a school's operation, and as such are insufficient to match the *magnitude of challenges facing high-poverty schools mired in years of chronic dysfunction.*

- More recently, research and policy have *focused* on *school turnaround* - efforts to fundamentally *change the culture and practices* of low-performing schools in order to *dramatically improve achievement* in a *relatively short period of time.*

                                        - Mead, 2012

Expect great things.

10

"Above all, it requires a new level of leadership to provide the inspiration, know-how, drive and endurance required to change the schools and raise student performance."

– CCSSO, Leadership for Learning in the 21st Century.

11

Expect great things.

Strategic Plan Long-term Outcomes

- Increase proficiency in literacy for all students

- Increase proficiency in math for all students

- Ensure all students are equipped with skills to succeed in college, career and life

- Eliminate racial disparity in achievement levels of African-American students

12

Expect great things.

2017–2022 Strategic Plan Themes

Strategic Theme #1
Create a positive and supportive school culture.

Strategic Theme #2
Develop and implement a rigorous, aligned instructional system.
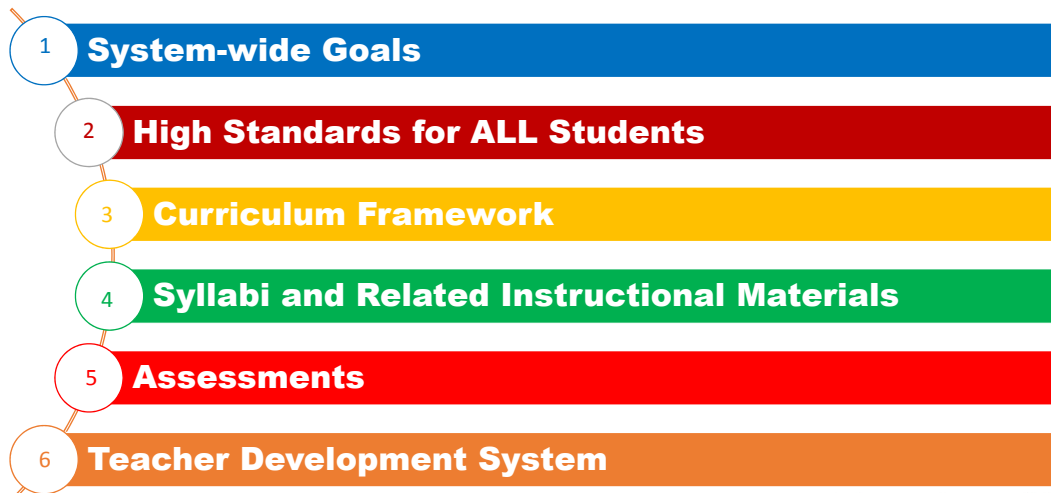
Strategic Theme #3
Provide appropriate instructional support for teachers and staff.

Strategic Theme #4
Foster a culture of high performance for all employees.

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The World's Highest Performing Education Systems Have All Six Components

1 **System-wide Goals**

2 **High Standards for ALL Students**

3 **Curriculum Framework**

4 **Syllabi and Related Instructional Materials**

5 **Assessments**

6 **Teacher Development System**

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Aligned Instructional System

Current Investments:
- Aligned K-5 ELA Curriculum
- Aligned Formative and Summative Assessments
- Aligned Curriculum Frameworks in all Content Areas
- More Professional Development time for Teachers:
  - Six additional ½ days
  - Professional Learning Communities
  - Common Planning Time – during the day
- Full-time Math and Reading Coaches
- Edmentum/ReadyGen: ELA & Math Interventions
- Performance Matters Data/Assessment Platform
- Computers in every K-8 School ELA Classroom

Expect great things.

15

Strategic Plan Update

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

Objectives
1. Establish a rigorous District-wide curriculum and assessment framework that is culturally inclusive.

Strategic Initiatives
PHASE 1

1a. Develop and design a common curriculum framework.

1b. Develop a comprehensive assessment system aligned to grade-level expectations.

1c. Implement an instructional system with aligned and equitably distributed resources.

Expect great things.

Reading: All Students

PPS PSSA + PASA Results 2017 - All Students

ELA/Reading

Grade	N	% BB	% Basic	% Pro	% Adv	2017 %PA	2016 %PA	Diff.
3-8	9682	14.8%	39.6%	32.5%	13.0%	45.6%	42.4%	3.2%
3	1735	15.7%	29.6%	40.3%	14.4%	54.7%	47.9%	6.8%
4	1739	15.8%	38.2%	27.7%	18.3%	46.0%	41.2%	4.8%
5	1563	18.2%	38.7%	31.9%	11.2%	43.1%	41.8%	1.3%
6	1554	13.8%	43.1%	30.4%	12.7%	43.1%	39.8%	3.4%
7	1575	8.4%	51.7%	29.5%	10.4%	39.9%	42.5%	-2.6%
8	1516	17.0%	37.4%	35.2%	10.5%	45.6%	40.7%	5.0%

Expect great things. 17

PPS PSSA + PASA Results 2017 - AA Students

ELA/Reading

Grade	N	% BB	% Basic	% Pro	% Adv	2017 %PA	2016 %PA	Diff.
3-8	5278	19.8%	47.1%	27.1%	6.0%	33.1%	30.0%	3.0%
3	946	20.7%	35.4%	37.6%	6.2%	43.9%	34.3%	9.6%
4	941	22.3%	44.8%	24.0%	8.8%	32.8%	28.0%	4.9%
5	877	24.9%	45.2%	25.3%	4.7%	30.0%	28.2%	1.8%
6	849	17.0%	53.0%	24.1%	5.9%	30.0%	28.6%	1.4%
7	848	11.7%	62.3%	21.9%	4.1%	26.1%	30.7%	-4.6%
8	817	21.9%	43.6%	28.6%	5.9%	34.5%	30.1%	4.4%

PPS PSSA + PASA Results 2017 - W Students

ELA/Reading

Grade	N	% BB	% Basic	% Pro	% Adv	2017 %PA	2016 %PA	Diff.
3-8	3078	7.5%	28.2%	40.4%	23.8%	64.3%	60.9%	3.4%
3	509	7.7%	21.2%	43.4%	27.7%	71.1%	68.1%	3.0%
4	533	6.4%	28.0%	32.6%	33.0%	65.7%	60.4%	5.3%
5	474	8.6%	27.2%	42.6%	21.5%	64.1%	62.6%	1.6%
6	528	8.3%	29.5%	39.2%	22.9%	62.1%	56.6%	5.5%
7	520	4.2%	36.0%	40.4%	19.4%	59.8%	60.2%	-0.4%
8	514	9.9%	27.0%	44.9%	18.1%	63.0%	57.4%	5.7%

African American Students

*12% Below All Students.

*31% Below White Students

Expect great things. 18

Math: All Students

Math

Grade	N	% BB	% Basic	% Pro	% Adv	2017 %PA	2016 %PA	Diff.
3-8	9689	44.9%	26.8%	18.1%	10.2%	28.2%	28.0%	0.3%
3	1729	36.4%	22.8%	23.1%	17.6%	40.7%	38.9%	1.8%
4	1740	36.2%	32.6%	19.7%	11.5%	31.1%	33.3%	-2.1%
5	1566	38.6%	33.1%	18.6%	9.6%	28.3%	29.0%	-0.7%
6	1565	50.2%	27.8%	15.2%	6.8%	22.0%	25.5%	-3.5%
7	1569	55.6%	20.7%	16.3%	7.4%	23.7%	20.1%	3.7%
8	1520	54.7%	23.6%	14.6%	7.2%	21.8%	19.3%	2.5%

Expect great things.

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Math

Grade	N	% BB	% Basic	% Pro	% Adv	2017 %PA	2016 %PA	Diff.
3-8	5266	57.3%	26.7%	12.3%	3.7%	16.0%	15.5%	0.6%
3	942	46.5%	25.8%	19.7%	8.0%	27.7%	25.3%	2.5%
4	938	47.9%	33.4%	14.3%	4.5%	18.8%	17.9%	0.8%
5	876	49.8%	36.6%	11.4%	2.2%	13.6%	15.2%	-1.6%
6	852	64.2%	25.4%	8.6%	1.9%	10.4%	14.3%	-3.9%
7	842	71.1%	16.5%	10.3%	2.0%	12.4%	9.7%	2.7%
8	816	67.0%	21.2%	8.6%	3.2%	11.8%	8.9%	2.9%

African American Students

*12.2% Below All Students.

*30.2% Below White Students

Math

Grade	N	% BB	% Basic	% Pro	% Adv	2017 %PA	2016 %PA	Diff.
3-8	3086	27.2%	26.6%	26.4%	19.8%	46.2%	46.2%	-0.1%
3	508	20.1%	19.3%	27.6%	33.1%	60.6%	60.0%	0.7%
4	536	20.9%	28.4%	27.4%	23.3%	50.7%	55.9%	-5.1%
5	476	20.2%	28.8%	30.5%	20.6%	51.1%	49.4%	1.7%
6	530	30.8%	30.8%	24.2%	14.3%	38.5%	41.8%	-3.3%
7	518	33.6%	26.4%	24.5%	15.4%	40.0%	36.5%	3.5%
8	518	37.1%	26.1%	24.7%	12.2%	36.9%	33.9%	3.0%

Expect great things.

20

School Performance Profile Scores: 2015 -2017

Alison Huguley: Network A	2015	2016	2017
Banksville K-5	-	65.9	62.7
Beechwood K-5	-	71.6	66.0
Concord K-5	-	76.7	67.6
Faison K-5 (Priority)	-	45.0	44.1
Grandview K-5	-	52.7	49.2
Lincoln K-5 (Focus)	-	45.5	53.5
Minadeo K-5	-	54.6	54.7
Roosevelt K -5	-	57.3	52.5
Spring Hill K-5 (Focus)	-	55.5	48.1
West Liberty K-5	-	56.7	69.2
Whittier K-5	-	66.2	58.4

Kevin Bivins: Network B	2015	2016	2017
Allegheny K-5	-	55.7	69.0
Arlington K-8 (Focus)	-	39.3	51.5
Arsenal K-5 (Focus)	-	42.2	48.3
Dilworth K-5	-	65.5	69.8
Fulton K-5	-	63.0	72.4
King K-8 (Priority)	-	42.6	38.6
Liberty K-5	-	52.9	53.4
Linden K-5	-	56.7	53.8
Manchester K-8	-	53.9	54.3
Morrow K-8 (Focus)	-	53.1	52.3
Miller K-5 (Focus)	-	45.3	54.7
Montessori K-8 (Focus)	-	68.1	75.1
Phillips K-5	-	53.7	54.0
Weil K-5	-	48.0	48.9
Westwood K-5	-	52.2	64.5

Rodney Necciai: Network D	2015	2016	2017
Allegheny 6-8	-	43.0	47.4
Arsenal 6-8	-	67.0	61.8
Brookline K-8	-	70.4	74.7
Carmalt K-8	-	60.8	60.0
Classical 6-8	-	51.0	45.5
Colfax K-8	-	68.7	77.6
Greenfield K-8	-	67.0	78.7
Langley K-8 (Focus)	-	42.2	44.1
Mifflin K-8	-	57.1	53.6
Schiller 6-8	-	48.3	64.4
South Brook 6-8	-	55.8	54.2
South Hills 6-8	-	53.0	58.2
Sterrett 6-8	-	58.5	54.6
Sunnyside K-8	-	61.4	60.5

| Melissa Friez: Network E	2015	2016	2017
Allderdice	78.4	71.3	62.2
Brashear (Priority)	48.7	58.2	55.1
CAPA 6-12	79.8	81.3	73.9
Carrick (Focus)	61.9	71.3	62.6
Milliones 6-12 (Focus)	42.1	42.0	48.2
Obama 6-12	74.8	61.4	54.3
Online Academy	52.6	41.2	48.9
Perry (Priority)	47.8	43.8	45.6
SciTech 6-12	80.9	83.2	75.2
Westinghouse 6-12 (Priority)	38.0	36.3	37.4

21

Expect great things.

System-wide Alignment

Random Acts of Improvement
LOW STUDENT ACHIEVEMENT

Focused & Aligned Acts of Improvement
HIGH STUDENT ACHIEVEMENT
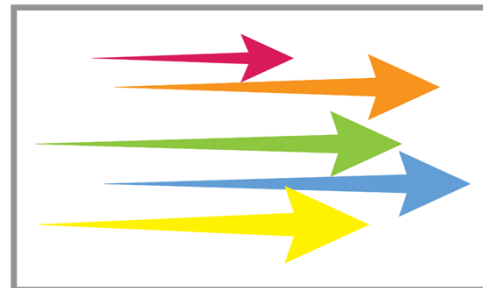
22

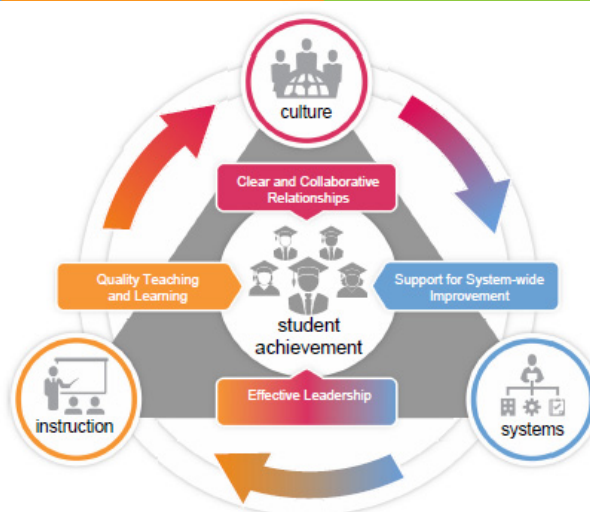Expect great things.

11

Transformation

School transformation (i.e., systemic reform) impacts multiple levels of the school, aspiring to make changes throughout a defined system that are intended to influence <u>every</u> student and <u>every</u> staff member in a school, reflecting a consistent educational philosophy aimed at achieving common objectives.
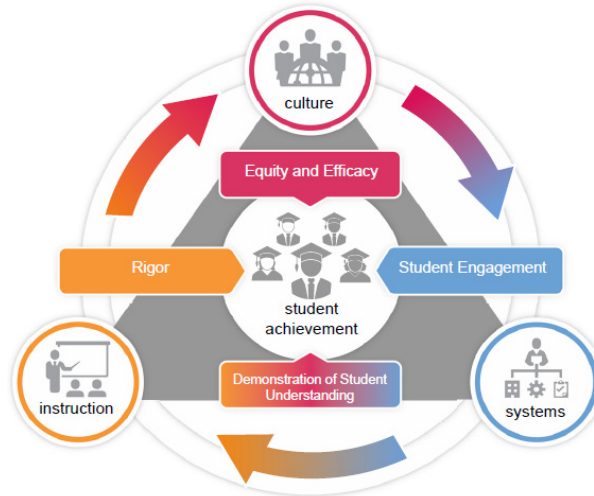*Adapted from Edglossary.org*

Expect great things.

23

Theory of Action

Expect great things.

24

Framework for High Quality Instruction

Expect great things. 25

Continuous Improvement Model

Continuous Improvement Process
The ongoing cycle of planning, doing, checking, and acting designed to improve results—constantly.

Plan - Do – Check - Act (Edward Deming's work based on that of Shewhart)

Expect great things. 26

Continuous Improvement Model

Formative Assessment - An assessment for learning used to advance and not merely monitor each student's learning; the assessment informs the teacher regarding the effectiveness of instruction and the individual student regarding progress in becoming proficient. The checks for understanding that individual teachers use in the classroom on a daily basis are examples of formative assessments.
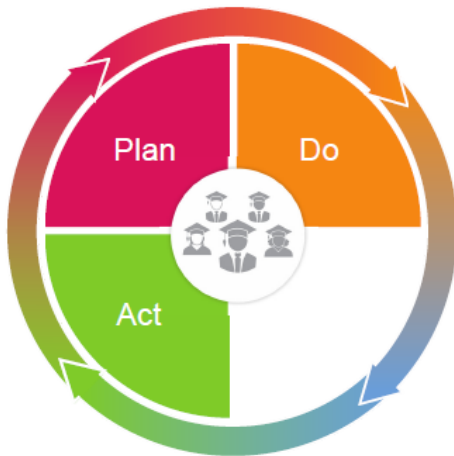
Check

FORMATIVE

WHEN THE CHEF TASTES THE SOUP

27
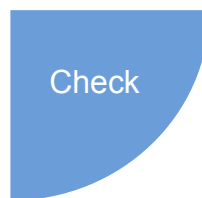
Expect great things.

Analyzing the Data

- What percent of our students have mastered the standard?

- Does our students' data indicate that some instructional approaches may be more effective than others?

- What common error(s) did our students make?

- What will we do for students who have not mastered the standard?

- How will we assess if students have mastered the standard following re-teaching?

28

Expect great things.

# Continuous Improvement Model

Summative Assessment - An assessment of learning (Stiggins, 2002) designed to provide a final measure to determine if learning goals have been met within the designated time frame (Ainsworth & Viegut, 2006). Summative assessments yield a dichotomy: pass or fail, proficient or not proficient. Additional timely support is typically not forthcoming.

SUMMATIVE

WHEN THE GUESTS TASTE THE SOUP

Expect great things.

Continuous Improvement Model

Continuous Improvement Process
The ongoing cycle of planning, doing, checking, and acting designed to improve results—constantly.
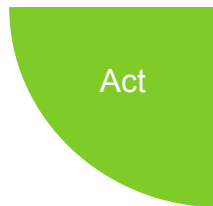
Expect great things.

30

15

Acting on the Data: In the School and Classroom

- Academic Leadership Teams meet to discuss data and plan for school-wide emphasis

- Additionally:
  - Principal holds teacher data chats
  - Teachers/Coaches hold student data chats
  - Teachers share results with parents
  - Teachers share and analyze results with Leadership Teams
  - Leadership Teams determine necessary instructional changes based on data (enrichment, small group instruction, intervention and re-teaching)

Expect great things.

31

PLC Collaborative Teams and Data Analysis

- Data Analysis provides PLC Collaborative Team Meeting structure, direction, and purpose
  - (Schools must provide common planning time for PLC Collaborative Team Meetings within the master schedule)

- Data analysis drives PLC Collaborative Team Meeting discussions and decision-making

- PLC Collaborative Team members share an equal responsibility for implementing Standards-based Common Formative Assessments

Expect great things.

32

PLCs and Data Analysis

- PLC Collaborative Team Members learn together through data analysis
  - Seek out best practices
  - Test best practices in the classroom (e.g., through lesson study)
  - Develop common understanding of expectations
  - Develop common understanding of quality student work products
  - Analyze evidence of student learning
  - Use evidence of student learning to guide lesson planning and delivery
  - Develop a sense of interdependence and collective responsibility

Expect great things. 33

What can we do for students who do not master specific skills?

- **During Class**
  - Small group instruction
  - Extra practice on skills
  - Research-Based Computer Programs (iLit, iRead, Edmentum, etc.)
- **During the Day**
  - Intervention Block for students scoring non-proficient on PSSA/Keystone or District Diagnostics
  - Elective Teacher Tutorials
  - Across content reading and writing instruction
- **Afternoon/Weekends**
  - After-School Program
  - Saturday Academy

Expect great things. 34

Acting on the Data: Central Office Support

Instructional Review Objectives:
- Determine the extent to which the school is offering instruction that will put students on a path to post-secondary success
- Review implementation of Core Curriculum and Instructional Framework
- Identify Implementation of Tier 2 and Tier 3 Intervention and Intentional Small Group Instruction
- Identify up to three improvement priorities per content which, if addressed, would most improve student learning in the school
- Review implementation of the Positive Behavior Intervention Support System (PBIS), Professional Learning Communities (PLC), and the MTSS Process
- Review school-wide structures and processes aligned to the Strategic Plan
- Develop an action plan for addressing the school's improvement priorities

Expect great things.

35

Why Instructional Reviews?

✓ **Collaborative:** School and district staff came together as a unified team to understand schools' strengths and development areas

✓ **Focus on Student Learning and School-wide Structures:** School and district staff focused on student learning, the instructional core, and school-wide structures instead on focusing on teacher actions

✓ **Reflective:** School teams had a structured opportunity to reflect on results and the strategies they'd employed to affect them

✓ **Driven by Data:** Schools' self-assessments and discussion about results were rooted in data and evidence from classrooms

✓ **Consistent:** School teams knew what to expect from the IR process and were able to prepare accordingly

Expect great things.

36

Leadership to Transformation

"Progress occurs when courageous, skillful leaders seize the opportunity to change things for the better."
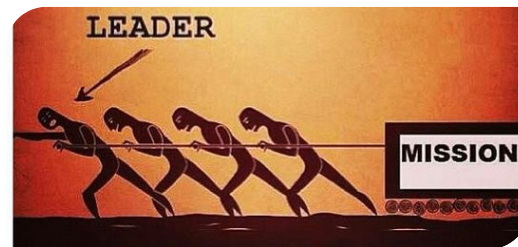**-Harry S Truman**

"What is needed is the development of people who are interested *not* in being leaders as much as in *developing leadership* in others."
-Ella Baker

"True leadership must be for the benefit of the followers, not to enrich the leader."
-John C. Maxwell

Expect great things.

37

Key Performance Indicators Examples

Next month data reporting twice a month (Education Committee/Agenda Review):
- State Assessment Data (PSSA, PVAAS, Keystone)
- Students who have at least 70% proficiency on all standards for unit tests
- Four year cohort graduation rate
- Students on track for eligibility for the Pittsburgh Promise
- Student who were recommended for gifted/talented evaluation and Placement
- Absenteeism or attendance rates in each demographic group
- Students with out-of-school suspensions of various lengths and instructional days lost
- Students reporting that they participate in extracurricular activity or group
- Students who are taking one or more AP or IB courses
- Students Tripod survey results
- Students with an Industrial Recognized Credential
- Students enrolled in College or entering the Military

Expect great things.

38

Council Great City Schools Progress

http://www.ppsstrategicplan.org

Expect great things. 39