

REQUEST FOR PROPOSALS

Creating a Positive Peer Culture and Promoting Student Empowerment

Proposal



Pittsburgh Public Schools
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OVERVIEW:

Pittsburgh Public Schools is requesting the submission of a proposal to provide student academic and behavioral support at Pittsburgh King PreK-8. More specifically, the school seeks support in an effort to create and maintain a positive peer culture that encourages student empowerment to ensure academic success.

THE COMMUNITY

The community in which Pittsburgh King PreK-8 is located is known as the Northside and is comprised of eighteen separate neighborhoods. The community has seen many changes over the past fifteen years. The median income has decreased approximately 35% since 2000 to just over \$24,000., and 23% of residents live below the Federal poverty limit. Over 27% of the community residents are under the age of 20. The official unemployment rate for the Northside as a whole is just over 5%, though 50% of residents over the age of sixteen are actually unemployed. Some reports (specifically travel advisories for tourists) place the North Side community as one of the areas to avoid in Pittsburgh, with specific references to the reported crime rate. According to the Uniform Crime Reporting Statistics Program, the National Average Crime Risk Index is 100. In the North Side community, the numbers are as follows:

- Overall Crime Risk 150
- Murder Risk 129
- Rape Risk 104
- Robbery Risk 275
- Assault Risk 191
- Burglary Risk 103
- Larceny Risk 137
- Motor Vehicle Theft 180

According to statistics published by Pittsburgh UNITED, “6% of adult Northsiders have less than a 9th grade education, 18% have less than a high school education, 37% have a high school degree or equivalency, 16% have some college, 7% have an associates degree, 10% have a bachelors, and 5% have an advanced degree such as a medical or doctorate degree.”

<http://www.pittsburghunited.org/research/08/aug/20/pittsburghs-northside-at-a-glance>

CONTEXT OF THE SCHOOL

Pittsburgh King is a PreK-8 school in the Pittsburgh Public School District. As part of the final right-sizing plan approved by the Pittsburgh School Board in February 2006, eight of the poorer performing schools were transformed into Accelerated Learning Academies (ALAs). Martin Luther King School was one of those schools. Their partnership with America’s Choice School Design (developed by the National Center on Education and the Economy) provides students with opportunities to receive instruction that is challenging, rigorous and standards-based. As an accelerated learning academy, students attended school an additional eight days a year and had a longer school day which provided them with additional instructional time each year. In the 2012 -2013 school year, Pittsburgh King returned to the standard

student calendar and daily schedule eliminating the extended year and day for students. The facilities at Pittsburgh King include computer labs, mobile labs, digital visual projectors and a distance learning lab. Students are provided with differentiated learning that addresses their individual academic needs. As a Title I school, Pittsburgh King benefits from additional resources that support students in the areas of reading and math. The motto for students is “Learn More, Do More and Become More”.

The student enrollment as of October of 2013 was 574, split equally in regards to gender. 89% of the population is classified as African-American; 4% Caucasian; 6% Multi-racial; 1% Hispanic.

In the 2012-2013 school year, student perceptions relevant to the classroom experience were collected via the TRIPOD survey. The results indicated that King was rated by those students to be in the top third of all Pittsburgh Public Schools of similar configuration. Staff perceptions of the school’s teaching and learning conditions were also measured through a survey process in the 2012-2013 school year. The results indicated that King was in the bottom third of all Pittsburgh Public Schools relevant to teacher perceptions.

Finally, the school’s Value Added Measure is 35. This value-added measure is calculated using a formula which takes into consideration not only students’ current performance, but also prior performance on relevant assessments. A comparison of the two is then used to determine the institute’s contribution to academic growth as compared to other schools in the state. Scores range from 0-99.

ACADEMICS

The Pennsylvania State Assessment in both math and reading were given in grades 3-8 during the 2012-2013 school year. The percentage of students scoring at or above proficient followed a downward trend from grades 3 through 7 and were as follows:

- Grade 3 – 28.5% in reading; 53.5% in math
- Grade 4 – 13.9% in reading; 28.8% in math
- Grade 5 – 13.5% in reading; 15.3% in math
- Grade 6 – 12..5% in reading; 16.3% in math
- Grade 7 – 20% in reading; 42.8% in math
- Grade 8 – 38.4% in reading; 0% reported in math

In 2011-2012, the Pennsylvania State System of Assessment (PSSA) in reading and math were as follows:

- Grade 3 – 23.4% in reading; 25.5% in math
- Grade 4 – 41.9% in reading; 37.5% in math
- Grade 5 – 33.3% in reading; 37.9% in math
- Grade 6 – 28.6% in reading; 33.3% in math
- Grade 7 – 46.9% in reading; 46.9% in math
- Grade 8 – 51.5% in reading; 31.3% in math

RACIAL DISPARITY

Available data reflects racial disparity in both academics and suspensions. In reading, test scores show a 35 point deficit in the African American scores as compared to those of white students. In math, that

number is on a downward trend at 18 but still a concern. While white students at King have a 0% risk index for suspensions, the African American risk index stands at 5%.

ATTENDANCE

Student attendance remains an issue of primary concern. Students missing more than 5% of the school year are categorized into three distinct groups: those missing 5-10% of the year are considered to be “at-risk”; those who miss 10-20% of the school year are considered to be “chronic”; those who miss more than 20% are considered “severe”. In the current 2013-2014 school year, overall attendance numbers reflect the following:

- 26% of students are considered to be at risk.
- 17.7% of students are considered to be chronic
- 5.1% of students are considered to be severe

In the most recent 20 days of school (as of December 13, 2013), the numbers increased over the year to date average:

- 23.9% of students were considered to be at risk.
- 30.6% of students were considered to be chronic
- 9.75% of students were considered to be severe

At the end of the 2012-2013 school year, overall attendance was as follows:

- 26% of students were considered to be at risk.
- 19.8% of students were considered to be chronic
- 10% of students were considered to be severe

PROJECT DESCRIPTION

Pittsburgh Public Schools and Pittsburgh King PreK-8 seek to address the following, in direct relation to District goals:

- Accelerate Student Achievement
- Eliminate Racial Disparities
- Become a District of First Choice
- Develop a Student-focused Culture

SCOPE OF WORK

Through awarding of this contract, the District seeks to:

1. Offer administrators and teachers at Pittsburgh King numerous opportunities for focused, co-facilitated professional development.
2. Assist administrators and teachers at Pittsburgh King to develop increased rapport with students and families.

3. Assist with the development and implementation of student leadership opportunities.
4. Offer administrators and teachers at Pittsburgh King strategies to respond to student confrontation and behaviors.
5. Assist with whole-school development of behavioral expectations for students.
6. Support administrators and teachers to develop enhanced opportunities for organizational communication.
7. Encourage and support increased parent engagement, social skills and coping skills development through counseling sessions, group guided discussions, and one-on-one sessions.
8. Provide in-house support to the whole school in terms of basic logistics.

PROJECT SUPPORT

Pittsburgh Public Schools will provide support to the consulting firm by providing existing plans and data and assisting with all initiatives.

PROPOSAL DETAILS

All submitted proposals must include the following:

- A brief profile with general information about the firm/consultants.
- A concise written statement to demonstrate the firm's understanding of the project and scope of services.
- A list of project deliverables to be created with a detailed timeline and overall project completion.
- A proposed budget for the project.
- Credentials and qualifications of key personnel who will take responsibility for working directly on this project and the key contact person.

TIME FRAME

Submissions are due no later than December 30, 2013. The selected applicant must be prepared to commence work January 23, 2014 with completion to be scheduled for no later than September 30, 2013.