



The Pathway to the Promise.™



Whole Child, Whole Community

Building A Bridge to the Pittsburgh Promise

December 2013

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TABLE OF CONTENTS

TABLE OF CONTENTS	3
EXECUTIVE SUMMARY.....	4
CONTEXT	9
RECOMMENDATION 1: IMPROVE FISCAL SUSTAINABILITY.....	13
<i>Revenue Generation Opportunities</i>	<i>16</i>
<i>Cost Reduction Opportunities.....</i>	<i>18</i>
<i>Changes to the Budget Process</i>	<i>27</i>
RECOMMENDATION 2: INVEST IN PEOPLE, STRUCTURES AND CULTURE	28
<i>People.....</i>	<i>29</i>
<i>Structures</i>	<i>33</i>
<i>Culture</i>	<i>37</i>
RECOMMENDATION 3: REFOCUS ON STUDENT MILESTONES.....	40
<i>Kindergarten Readiness</i>	<i>40</i>
<i>Elementary Literacy.....</i>	<i>42</i>
<i>Algebra Readiness</i>	<i>45</i>
<i>Promise, College and Career Readiness</i>	<i>47</i>
<i>Whole Child Developmental Skills and Habits</i>	<i>51</i>
RECOMMENDATION 4: PARTNER WITH THE COMMUNITY IN A NEW WAY	53
<i>Collective Impact</i>	<i>53</i>
<i>Going Forward.....</i>	<i>55</i>
IMPLEMENTATION PLANNING	56
<i>Timeline Through 2016.....</i>	<i>56</i>
<i>Resource Requirements.....</i>	<i>58</i>
<i>Risk and Mitigation Strategies</i>	<i>59</i>
APPENDICES	60
<i>Table of Contents for Appendices.....</i>	<i>60</i>
<i>Appendices</i>	<i>61</i>

EXECUTIVE SUMMARY

In 2013, we, Pittsburgh Public Schools, find ourselves in a challenging place. We are a nationally recognized leader of education reform through our Empowering Effective Teachers (EET) work and the Pittsburgh Promise® with a college enrollment rate of our graduates that has increased from 58% in 2005 to 68% in 2010.¹ However, our academic performance on the Pennsylvania System of School Assessment (PSSA) state test has declined two years in a row after five years of slow but steady gains, with scores down in math and reading across grades 3-8. In addition, we know that not all of our students have equitable access to high-quality schools in their neighborhoods or across the city.

We also have far fewer school-aged children than a decade ago – the City of Pittsburgh has lost 30 percent of its school-aged students since 2000 – and yet we continue to operate as if we were a larger District with 10 of the District’s 50 regular education schools operating at less than 50 percent capacity. Despite several rounds of belt-tightening, we face rising costs in a number of areas including charter school payments, health care and net retirement costs² that are projected to increase by over 20 percent in the next three years.

We need to make substantive changes to claim a better future for our students. Our prior efforts to close the financial gap (e.g., several rounds of school closures, furloughs and Central Office staff reductions) have made some progress, but, unfortunately, leave us with much more to do. Our financial projections tell us we must reduce our annual costs by nearly \$50 million in 2016 to avoid exhausting our fund balance, or savings, which would leave us unable to fully meet our financial obligations. We are seeing positive outcomes from many of our ongoing initiatives, such as increasing educator effectiveness through our EET plan and deepening student engagement through the Pittsburgh Promise and we need to build on our success to meaningfully accelerate progress across all District schools.

With the generous support of the Fund for Excellence³ and the Bill & Melinda Gates Foundation, we have been tackling these challenges head-on through a planning process called Envisioning Educational Excellence that has involved months of community feedback, research and analysis. Our objectives throughout this planning process have been to improve the quality of all District schools while directly addressing our financial crisis with actions to eliminate the projected structural deficit. The District’s four goals are foundational to our work, and there are four recommendations of this plan:

District Goals	Recommendations
<ul style="list-style-type: none"> • Goal 1: Accelerate Student Achievement • Goal 2: Eliminate Racial Disparities • Goal 3: Become a District of First Choice • Goal 4: Develop a Student-focused Culture 	<ul style="list-style-type: none"> • Improve Fiscal Sustainability • Invest in People, Structures and Culture • Refocus on Student Milestones • Partner with the Community in a New Way

¹ As measured by the percent of graduates enrolling in college within two years based on the National Student Clearinghouse.

² The impact of retirement contributions is net of state reimbursement for a portion of the District’s retirement expenses, which is currently 50% of the general fund contribution plus the supplemental contribution.

³ Fund for Excellence is a group of local funders in Pittsburgh including the Buhl Foundation, Grable Foundation, Heinz Endowments, and the Pittsburgh Foundation.

These recommendations build on existing efforts and selectively introduce new initiatives to address our financial challenges as well as significantly improve academic outcomes. Included in this plan are specific recommendations and options that will require further community input in the coming months. Below is a brief summary of each recommendation.

Recommendation 1: Improve Fiscal Sustainability

Student achievement is the primary focus of our work, but we know we must meet our student achievement goals while simultaneously living within our means with respect to our financial budget. By acting sooner rather than later to address our fiscal challenges, we will have more control over making the best decisions for improving academic outcomes for all students. Our fiscal challenges are very real: we are projected to have nearly a \$50 million deficit by the end of 2016, and be out of compliance with Board policy sooner, by early 2016. To close the projected deficit, we have identified a series of actions across six major categories that are delineated in Table 1. Our guiding principle in prioritizing potential cost reductions has been to minimize the impact on students wherever possible and to maintain the quality standards of our District.

These actions will start in phases beginning in 2014 and will reduce spending by approximately \$17-44 million in FY13 dollars annually by 2016.⁴

Table 1: Summary of Proposed Cost Reduction Options

Category	Range of Annual Reductions	Potential Percentage Reduction from 2013 General Fund Budget	Primary Components
Central Office	\$3-6 million	9-20%	The elimination of Central Office positions as well as non-personnel spending
Educational Delivery Model	\$4-14 million	2-8%	Changes that could include restricting classes that are significantly below existing size targets in the 6-12 and 9-12 schools, split classes in elementary schools where appropriate, changing the high school schedule from 9 to 8 periods and reducing library services
Other School-based Spending	\$1-2 million	10-16%	Changes that could include delaying or deferring technology purchases and making reductions in student athletics
Special and Gifted Education	\$2-5 million	3-7%	Changes that could include Central Office reductions for the special education program and migration of special education services from regional classrooms to home schools
School Operations	\$5-12 million	6-14%	Changes that could include facilities, maintenance and operations, student transportation and school safety
School Portfolio	\$3-5 million	1-2%	Closing, consolidating or reconfiguring 5-10 schools by the 2015-16 school year
TOTAL	\$17-44 million	3-8%	

⁴ The identified cost reductions have been defined in FY13 dollars for purposes of this plan, although a multi-year forecast model projects the potential impact of the cost savings going forward by taking into account inflation, the impact on charter payments and the impact on District revenue.

We have also investigated possible revenue generation opportunities, finding that increases in the millage rate and providing services (e.g., professional development, food service) to other districts are opportunities worth exploring, though they would have a limited impact on our finances. Community feedback from Great Public Schools (GPS) Pittsburgh is also encouraging state policymakers to restore previous funding levels, create a more equitable school-funding formula and address the allocation of resources statewide.

Beyond the cost reduction and revenue generation opportunities, we will also be exploring changes to improve the transparency and efficiency of the budgeting process. These include aligning the fiscal year with the school calendar, consolidating the general and supplemental budgets, moving secondary schools to a formula-based budget allocation model and publishing school-level budgets and allocations as recommended by the VIVA Pittsburgh Idea Exchange.

Recommendation 2: Invest in People, Structures and Culture

We will invest in our people to improve structures and create a positive culture. To do this, we must deepen our existing work around these system-wide strategies related to people, structures and culture, while also selectively exploring new areas.

	Existing Efforts to Continue and Deepen	New Areas of Work
PEOPLE	<ul style="list-style-type: none"> • Deepen teacher effectiveness efforts to increase the number of students experiencing highly effective teaching and eliminate the racial disparity in access to effective teaching • Implement the PA Core with fidelity to promote equity, student engagement and instructional effectiveness 	<ul style="list-style-type: none"> • Create a professional growth model for administrators that promotes personal and professional growth, themed on leadership • Develop leaders in all sectors and levels in schools and at Central Office
STRUCTURES	<ul style="list-style-type: none"> • Develop a comprehensive student assessment system that provides reliable and timely information for teachers to improve instruction • Deepen community engagement and communications efforts 	<ul style="list-style-type: none"> • Simplify services for parents by making it easier to interact with Central Office • Develop partnerships with Pittsburgh-area charter schools to share best practices that are proven to have a positive impact on student achievement • Develop a cross-functional “Innovation Team” at Central Office to disseminate innovative practices
CULTURE	<ul style="list-style-type: none"> • Continue to leverage student, teacher and family feedback on the climate of our classrooms and schools through annual student Tripod survey, parent survey and teaching and working conditions survey • Continue to learn from successful school cultures within the District 	<ul style="list-style-type: none"> • Work with exemplar teachers and school leaders to create shared standards that support strong teaching and learning environments within schools • Set high expectations of excellence for students and classrooms at secondary schools, with an emphasis on college and career readiness

Recommendation 3: Refocus on Student Milestones

To ensure that our students are Promise-Ready from the first day of school, students must be ready for Kindergarten, reading on grade level in third grade and ready for Algebra by high school. Therefore, we have developed strategies to refocus on milestones as students prepare to be Promise, college and career ready both inside and outside the classroom.

	Existing Efforts to Continue and Deepen	New Areas of Work
KINDERGARTEN READINESS	<ul style="list-style-type: none"> • Expand access to early childhood education opportunities in Pittsburgh by aggressively pursuing new funding sources, engaging external partners and aligning the District's budget priorities 	<ul style="list-style-type: none"> • Develop a home school Pre-K curriculum to effectively support our students over the summer
ELEMENTARY LITERACY	<ul style="list-style-type: none"> • Address summer learning loss and chronic absenteeism to mitigate the out of school factors that negatively impact elementary literacy 	<ul style="list-style-type: none"> • Implement a focused elementary literacy strategy with fidelity to the PA Core, to increase the capacity of our teachers to effectively teach reading and build a sustained school, district and community-wide effort to ensure students are reading at grade level by third grade
ALGEBRA READINESS	<ul style="list-style-type: none"> • Implement the math and science partnership project with fidelity to the PA Core 	<ul style="list-style-type: none"> • Implement blended learning pilots in middle school math to enable more personalized learning for students and more effective use of extended class time
PROMISE, COLLEGE AND CAREER READY	<ul style="list-style-type: none"> • Implement the National Math and Science Initiative Advanced Placement Training and Incentive Program (APTIP) with fidelity to the PA Core • Continue to implement "We Promise" Program • Continue to refine the talent development model for students 	<ul style="list-style-type: none"> • Build equitable pathways into CAPA, Obama and SciTech by strengthening existing elementary magnet themes and by exploring a newly themed elementary magnet • Explore implementing Early College High School(s) to provide students with opportunities to earn an Associate's degree by the end of high school • Explore opportunities to expand CTE offerings
WHOLE CHILD DEVELOPMENTAL SKILLS AND HABITS	<ul style="list-style-type: none"> • Continue to define student success as not only mastering academic content, but also developing behaviors and habits and exploring dreams and ambitions 	<ul style="list-style-type: none"> • Convene families, students, teachers, principals, and other community leaders to develop a road map for fostering developmental skills and habits in all students • Identify opportunities to improve coordination and alignment of wraparound services for students in and out of school

Recommendation 4: Partner with the Community in a New Way

For our students to meet their academic milestones, we recognize that we must meet the needs of the whole child with the support of the whole community. Collective impact offers a structure where organizations throughout the Pittsburgh community can come together in a cross-sector collaborative with a common agenda for the post-secondary success of all children of Pittsburgh. These partners could include community-based organizations, foundations, faith-based organizations, local and regional government, early childhood education providers, the business community, post-secondary institutions, charter, private and parochial schools and the District. Since the community must champion such an effort with the District as a strong partner, it would be premature to define the scope of such an effort without first convening a group of local leaders to develop a common agenda. However, based on our research in other communities, we would anticipate that a collective impact effort around student success in Pittsburgh could focus on early childhood education, third grade reading, Algebra readiness or cradle to career.

Delivering on the Pittsburgh Promise for All Students

While compromise and tradeoffs are part of this plan, we believe that taking action now will ultimately help us reach financial sustainability and strengthen our ability to deliver a quality 21st century education to all Pittsburgh children, so they are prepared to take advantage of the Pittsburgh Promise scholarship when they graduate and go on to obtain a college degree or workforce certification.

For the sake of our students both now and in the future, we must make changes and move the District, our families and our students to a new and better place. We know this is extremely challenging and will require broad community engagement. We need the support of the Pittsburgh community, and we welcome your feedback in shaping these recommendations by contacting us at wholechild@pghboe.net. We are also planning community feedback opportunities in the months to come. For the full plan and more details on how you can provide feedback, please visit our website at www.pps.k12.pa.us/wholechild.

CONTEXT

Building on a Foundation of Success

We have made significant progress to date in developing and implementing transformative change efforts. Since 2006, we have:

- Launched the Pittsburgh Promise in partnership with the Mayor's office and significant community support, providing \$40,000 college scholarships to Pittsburgh's students who meet attendance and GPA requirements. Since 2008, the Promise has awarded more than \$38 million in scholarships to more than 4,200 students in the District.
- Opened two new themed schools, SciTech and Obama, and expanded one themed school, CAPA, which increased the District's capacity of highly sought-after schools that continue to attract families to the District.
- Implemented comprehensive reforms dedicated to increasing teacher effectiveness through the Empowering Effective Teachers plan.
- Implemented a variety of talent management efforts designed to increase student access to rigorous coursework including increased graduation requirements (e.g., four years of four core contents including all students taking Algebra 2 and Physics) and improved Advanced Placement programming with more African-American students accessing courses and taking exams. This was accomplished with the help of AP summer programs and a revamped talent development model for students that allow talented students access into Centers for Advanced Study (CAS).
- Developed a "We Promise" Program in 2013 that supports African-American males in their junior year who are on the cusp of being Promise-Ready (2.5 GPA and 90% attendance).
- Awarded more than \$60M in competitive grants since 2009 to support the District's reform efforts, including the Advanced Placement Training and Incentive Program, keystones to Opportunity, Mathematics and Science Partnership, National Science Foundation, School Improvement Grants, Teacher Incentive Fund and private philanthropic funding from the Fund for Excellence and the Bill & Melinda Gates Foundation.

*We have made **significant progress to date** in developing and implementing transformative change efforts.*

Additionally, we have also made difficult, but necessary, decisions to address our financial challenges that resulted in more than \$145 million in cost savings between 2006 and 2013. In an effort to match the number of schools to actual student enrollment, we closed 22 schools in 2006-07 and another 10 since that time, while adding two more schools to better meet the needs of the community, for a net loss of 30 schools. In addition, we initiated the first round of redesigning the Educational Delivery Model (EDM)⁵ and school support system in response to continued enrollment decline, budget challenges and new data about school

⁵ The Educational Delivery Model (EDM) defines how we allocate budgets to our schools in terms of the numbers of teachers, administrative support and non-personnel related spending.

performance. As a part of the EDM, we also worked to reduce variation in class sizes across our schools to increase efficiencies, which resulted in closing approximately 500 teaching, paraprofessional and other school-based positions. Lastly, we closed more than 200 central office and school operations positions (e.g., maintenance) beginning with the 2011-12 school year.

Amidst these tough decisions, we have become recognized as a District committed to driving reforms in pursuit of better student outcomes. At the same time, however, achievement disparities remain, and some reforms have been compromised by a lack of prioritization and alignment, resulting in inconsistent progress.

Addressing Academic and Financial Challenges

Despite the success of the efforts described above, progress on student achievement has not been as strong:

- The percentage of graduates who enrolled in college at any time during the first two years after high school increased from 58% for the Class of 2005 to 68% for the Class of 2010. However, most of that progress was between 2005 and 2008 with results largely flat since that time.⁶
- Racial disparities persist. In 2011-12, 18% of African-American male and 34% of African-American female high school seniors were Promise-Ready, compared with 61% of Hispanic students and 68% of white students who were Promise-Ready.
- In 2013, we measured absenteeism differently and learned that chronic absenteeism⁷ rates averaged 47% in our high schools, 25-30% in our 6-8 and 6-12 schools and 18% in our K-8 and K-5 schools. Overall, more than 25% of our students miss more than a month of school every year.

Moreover, we face significant financial challenges that must be addressed:

- We must reduce costs by nearly \$50 million by 2016 to avoid exhausting our fund balance, or savings, which would leave us unable to fully meet our financial obligations and be, by definition, bankrupt.
- We spend \$6,800 more per pupil than the average of seven Pennsylvania peer districts (Allentown, Erie, Hazelton, Lancaster, Philadelphia, Reading and Scranton) – \$18,400 vs. \$11,600 – even when “unusual” spend categories such as charter payments are excluded [see Appendix I].
- With regard to enrollment, many of our schools are significantly below an efficient size, as determined by national enrollment benchmarks for each school format.⁸ For example, in the 2013-14 school year, ten of our 22 K-5 elementary schools are serving fewer than 300 students, and two of those schools are serving fewer than 250 students.

⁶ National Student Clearinghouse reporting for Pittsburgh Public Schools

⁷ Chronic absenteeism is defined as missing 10 percent or more school days, which is 18 school days in a year.

⁸ Odden and Picus’ 2008 report, “School Finance: A Policy Perspective,” found that schools of approximately 400-600 elementary students and 500-1,000 secondary students are the most efficient.

Our Approach to this Work

This plan has been developed through an inclusive process, with deep input from more than 1,000 District staff, Board of Directors, students, parents, funders and other community members over the last nine months. Our approach included an assessment of current priorities, community engagement and best practices:



Appendix A provides a detailed list of stakeholder engagement opportunities by audience, including a list of Advisory Group participants who informed this process.

In addition to our research and analysis, we also considered feedback from various community groups, including the following:

- **A+ Schools** actively participated in the Advisory Group and organized discussions between the District and A+ Schools' constituents (e.g., students, families and other community members) that informed this work. For example, TeenBloc, a student leader group, raised significant disparity issues that reinforced the need for a greater focus on equity.
- **VIVA (Voices, Ideas, Vision, Action) Pittsburgh Idea Exchange** solicited feedback through an online crowd-sourcing platform. More than 180 educators, parents and community members shared 78 ideas and 379 comments about how best to prepare all students for success, both inside and out of the classroom. VIVA's summary recommendations included ideas for strengthening curriculum, school climate, trust and available resources [see Appendix B]. Their suggestions for strengthening school climate played an important role in shaping our culture recommendations.
- **Highland Park Community Council** reinforced the need to improve the quality of schools and strengthen the customer service mentality in the Central Office. Our recommendations around a culture of service and accountability at Central Office echo their comments.
- **Northside Leadership Council** highlighted the need for greater equity and high-quality schools across all District schools, which emerged as an important priority for the future portfolio of elementary and



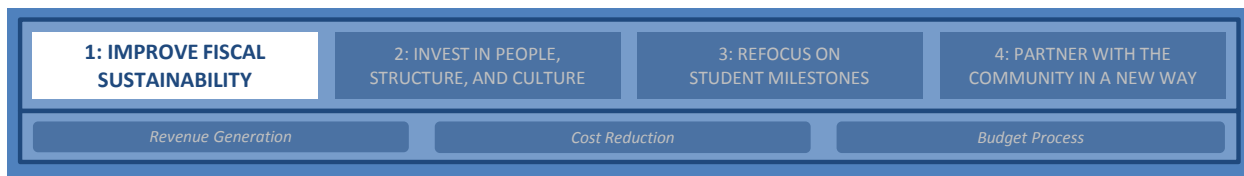
secondary schools in Pittsburgh. They also voiced support for the sale of the Central Office building in Oakland.

- **Great Public Schools (GPS) Pittsburgh** published a report in fall 2013 with recommendations. Their report raised concerns about potential school closures and offered recommendations for securing additional revenue by influencing state policy, enacting local tax increases, or by providing services (e.g., food service) to nearby districts and other community institutions. This feedback was carefully considered as we developed our recommendations for potential revenue generation and cost reduction opportunities.

[Delivering on the Pittsburgh Promise for All Students](#)

While compromise and tradeoffs are part of this plan, we believe that taking action now will ultimately help us reach financial sustainability and strengthen our ability to deliver a quality 21st century education to all Pittsburgh children, so they are prepared to take advantage of the Pittsburgh Promise scholarship when they graduate and go on to obtain a college degree or workforce certification.

For the sake of our students both now and in the future, we must make changes and move the District, our families and our students to a new and better place. We know this is extremely challenging and will require broad community engagement. We need the support of the Pittsburgh community, and we welcome your feedback in shaping these recommendations by contacting us at wholechild@pghboe.net. We are also planning community feedback opportunities in the months to come [see Appendix A].



RECOMMENDATION 1: IMPROVE FISCAL SUSTAINABILITY

Student achievement is the focus of our work, but we know we must meet our student achievement goals while simultaneously living within our financial means. By acting sooner rather than later to address our fiscal challenges, we will have more control over making the best decisions for improving academic outcomes for all students. Our fiscal challenges are very real: we are projected to have nearly a \$50 million deficit by the end of 2016, and be out of compliance with Board policy sooner, by early 2016.

Philadelphia is a troubling example. The Commonwealth of Pennsylvania has run the School District of Philadelphia since 2002, when the District faced a \$115 million two-year deficit, and traded control of its schools in exchange for “bailout” funding. The state takeover established the School Reform Commission to oversee the District and turned 45 schools over to private managers.⁹ Since the state takeover, achievement continues to lag and budget concerns persist, coming to a head in the fall of 2013.

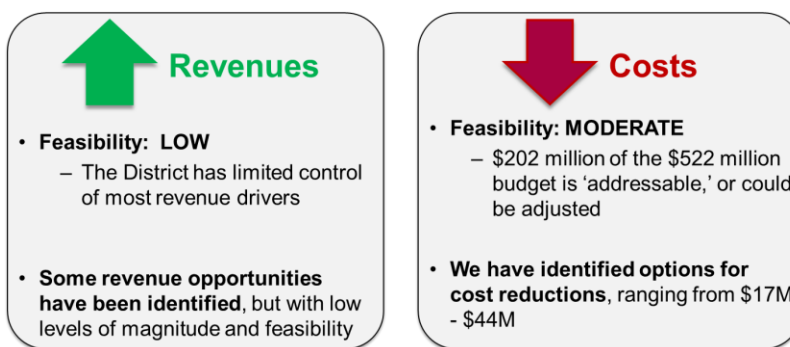
State benchmarks show that we are spending significantly more than peer districts in Pennsylvania. Even after controlling for non-comparable spending categories like debt service and charter payments, we spend approximately \$6,800 more per student, per year, than Pennsylvania peers with similar student demographics. On a per-pupil basis, we spend more than 150% of what these peer districts spend [see Appendix I]. This difference in spending indicates that it is possible for us to reduce costs while delivering a high-quality education to students.

There are two primary levers to address our projected budget deficit. Reducing costs is more feasible than increasing revenues, but we have deeply explored opportunities in both areas.

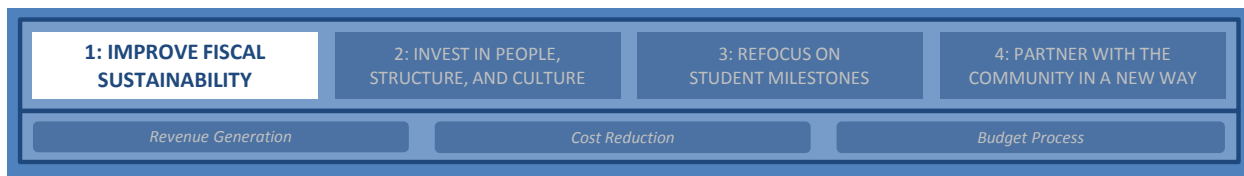
The Two Levers Available for Eliminating the Projected Budget Deficit: Increasing Revenues and Reducing Costs

In recent years, we have made significant cost reductions. From June 2011 to June 2012, nearly \$50 million in budget reductions were adopted. These reductions came in the form of more than 200 layoffs or furloughs, school reconfigurations and closings, adjustments to the Educational Delivery Model, and other initiatives.

While these reductions continue to play an instrumental role in ensuring that we remain financially sustainable, they also limit our options for further reducing costs going forward. The reality is that these previous cost reductions have created a situation where there is little “low-hanging fruit,” making future cost reductions all the more difficult.



⁹ <http://www.citypaper.net/article.php?Who-s-still-killing-Philly-public-schools-12323>.



Further complicating any additional cost reductions is the fact that less than 40% of our spending can be considered for reduction in the short to medium term. After analyzing our \$522 million general fund budget in FY2013, we determined that only \$202 million can be considered addressable spending¹⁰ for cost reduction due to factors such as state reimbursements for transportation¹¹, special education teachers and other personnel required by student Individualized Education Plans (IEPs), state law, the contract with the Pittsburgh Federation of Teachers (PFT), the need for a principal to lead each school, charter payments, debt service and other compulsory spending [see Appendix J].

While the projected nearly \$50 million deficit represents less than 10% of the total \$522 million general fund budget, it represents nearly 25% of the \$202 million of the general fund budget that is addressable. This further makes reducing our spending difficult, as it limits opportunities to reduce costs.

*Our guiding principle in prioritizing the reductions has been to **minimize the impact on students wherever possible** and to maintain the quality standards of our District.*

We fully realize that cost reductions of any sort are painful, and we do not take them lightly. As stated before, our guiding principle in prioritizing the reductions has been to minimize the impact on students wherever possible and to maintain the quality standards of our District. To ensure that the potential cost reductions that have been identified are feasible, practical, and minimally disruptive to students and families, the head of each department within the District and District leaders worked together to develop a series of cost reduction options.

To close our nearly \$50 million deficit, we have identified a series of actions across six major categories:

- Central Office
- Educational Delivery Model
- Other School-Based Spending
- Special and Gifted Education
- School Operations
- School Portfolio

These actions will start in phases beginning in 2014 and will reduce spending by approximately \$17-44 million in FY2013 dollars¹² by 2016 [see Appendix L]. These reductions would reduce our per-pupil spending by approximately \$700-\$1,800, which would improve the District's financial situation while not reducing per-pupil spending below state and national benchmarks [see Appendix I]. The reductions across the total Fiscal Year 2013 general fund budget include:

¹⁰ Addressable spending is defined as the portion of the general fund budget that the District has more immediate control over making potential cost reductions.

¹¹ Only transportation expenses net of state reimbursements is considered addressable spending.

¹² The identified cost reductions have been defined in FY13 dollars for purposes of the narrative although a multi-year forecast model projects the potential impact of the cost savings going forward by taking into account inflation, the impact on charter payments and the impact on District revenue.

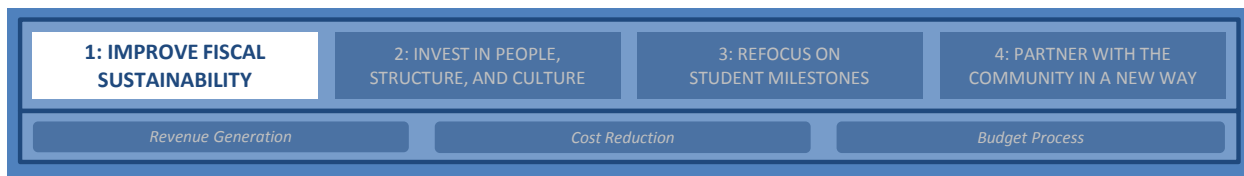
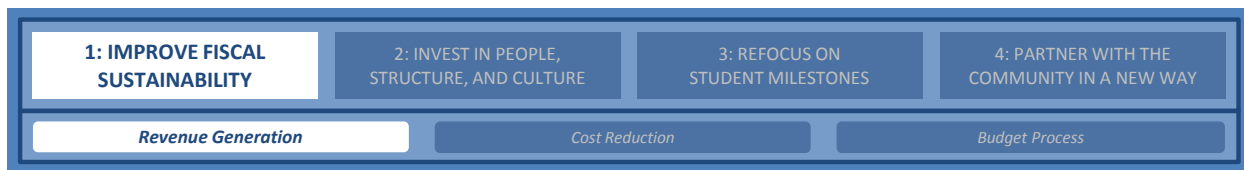


Table 2: Summary of Proposed Cost Reduction Opportunities

Category	Range of Cost Reductions	Potential % Reduction from 2013 GF Budget	Primary Components
Central Office	\$3-6 million	9-20%	Elimination of Central Office positions as well as non-personnel spending
Educational Delivery Model	\$4-14 million	2-8%	Changes that could include restricting classes that are significantly below existing size targets in the 6-12 and 9-12 schools, split classes in elementary schools where appropriate, changing the high school schedule from 9 to 8 periods and reducing library services
Other School-based Spending	\$1-2 million	10-16%	Changes that could include delaying or deferring technology purchases, reductions in student athletics and reductions in music and arts education
Special and Gifted Education	\$2-5 million	3-7%	Changes that could include Central Office reductions for the special education program and migration of special education services from regional classrooms to home schools
School Operations	\$5-12 million	6-14%	Changes that could include facilities, maintenance and operations, student transportation and school safety
School Portfolio	\$3-5 million	1-2%	Closing, consolidating or reconfiguring 5-10 schools by the 2015-16 school year
TOTAL	\$17-44 million	3-8%	

Within each of these spending categories, two options for spending reductions are presented, with option 1 representing less aggressive reductions and option 2 more aggressive reductions. As part of this work, a multi-year forecast was developed to estimate the future impact of the identified cost reductions after taking into account inflation, changes in charter payments and reductions in projected revenue related to state reimbursements for the District's retirement and social security payments. Under option 1, we would still be operating at a deficit every year through 2017, but at a lower deficit than currently projected. In 2016, the operating deficit would be in the range of \$27 to \$32 million instead of the currently forecasted estimate of nearly \$50 million. Under option 2, we would be projected to operate at roughly breakeven through 2016, with neither a significant surplus nor a significant deficit. Both options would enable the District to comply with Board policy that requires the District to maintain a minimum fund balance, or savings, through 2016. Current projections show the District falling out of compliance with fund balance requirements in 2016.

It is important to acknowledge that reductions in any one of these six categories are not enough to bridge the gap to nearly \$50 million. For example, entirely eliminating Central Office and all its functions – an action that is neither feasible nor desirable – would reduce spending by \$30 million. We can choose to cut even deeper in certain categories to “spare” others, but we must be careful to not compromise the core functions of the District.



Revenue Generation Opportunities

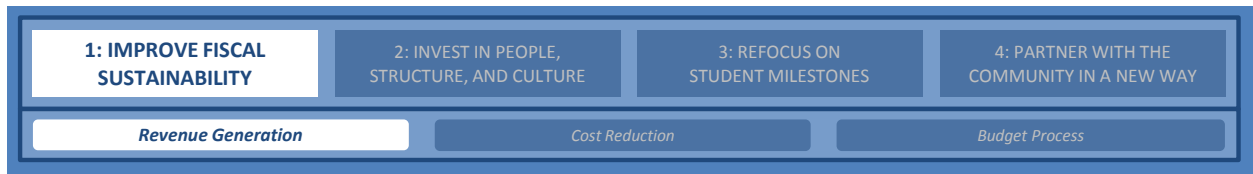
Although cost reductions are vital to eliminating the budget deficit, opportunities for increasing revenue have not been overlooked. On the contrary, we have explored the potential to increase revenue through existing sources as well as new ones.

In regard to existing revenue sources, we are fortunate to have diverse revenue streams, which provide a more stable base of funding than if we were dependent on fewer sources. However, we have little control over the *level* of most of these sources from year to year. Nearly half of our funding comes from the state, and our two main local sources are income and real estate taxes. Community feedback from Great Public Schools (GPS) Pittsburgh is also encouraging state policymakers to restore previous funding levels, create a more equitable school-funding formula and address the allocation of resources statewide. Income tax rates are set by the legislature, and the extent to which local real estate taxes can be adjusted by the Board is restricted without a referendum. Moreover, we expect that increasing real estate taxes to the maximum allowed by Pennsylvania law without a referendum may be required to recover lost revenue from declines in the real estate tax base due to property assessment appeals. Given this context, we are challenged to address our budget deficit by relying on any increases from our existing revenue sources.

We have explored a variety of opportunities to develop new sources of revenue, examining the feasibility, market competitiveness, the net investment required and magnitude of additional income expected for each source. These opportunities ranged from providing food service outside of our District and increasing the cost of full-priced lunches, to increasing building permit fees and providing professional development services to other districts. One of the more promising options considered was the expansion of an existing program that enrolls students with complex support and instructional needs from districts outside of Pittsburgh Public Schools at one of our special center schools: Oliver Citywide Academy, Pioneer or Conroy. This expansion would occur based on available space and resources. Financial gain would not supersede providing quality educational programs for children who are residents of the City of Pittsburgh and current students in the Pittsburgh Public Schools. Another potential revenue generation opportunity lies in providing professional development to other districts. Given our expertise and approach to human capital, we could potentially serve as a provider of training and other services to other districts. In general, many of the options explored would be difficult to start and would have a small net impact on District finances after accounting for the investments required. These opportunities will be further explored and implemented, but are not expected to generate a significant amount of revenue.

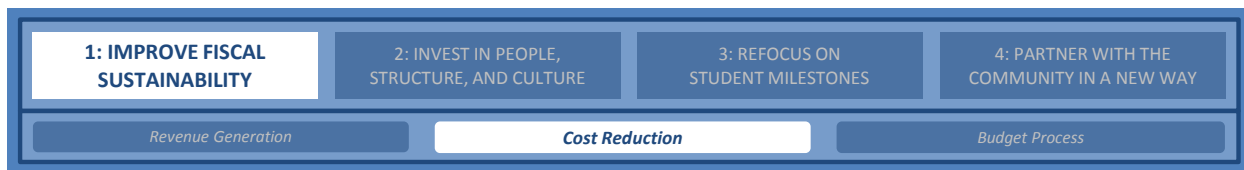
Increasing the property tax (millage) rate is the single largest revenue generation option available to the District based on current laws.

The current budget forecast assumes that annual revenue from real property taxes will remain unchanged at \$154 million, which implies no change to the millage rate and no change to the property valuations from 2014 through 2017. However, under the scenario that a conservative 1.5% annual increase in the millage rate is enacted each year from 2014-2017, this would result in a total revenue increase of \$23.5 million (\$2.3 million in 2014, \$4.7 million in 2015, \$7.0 million in 2016, and \$9.5 million in 2017). This is the single largest revenue generation option available to the District based on current laws. Any potential changes to the millage rate would be subject to Board approval. It is worth noting that



although annual millage increases may seem aggressive, in reality, it would result in the 2017 real estate tax revenue (\$163.5 million) still falling short of the 2013 adopted real estate revenue (\$164.3 million). Although there is uncertainty in what the maximum allowable increase without referendum required will be in the coming years, historically it has at minimum been set at 1.5%. It is worth noting that the anticipated revenue increases for the real estate tax may actually be conservatively estimated due to potential increases in property value assessments.

Overall, while we will consider adjusting those levers that are within our control and demonstrate potential, our assessment today is that there is limited opportunity to significantly impact our revenue sources with the exception of an annual millage increase for real property taxes which alone would reduce the projected 2016 deficit by nearly 15 percent. See Appendix K for more details on potential opportunities to increase revenue.



Cost Reduction Opportunities

To close our nearly \$50 million deficit, we have identified a series of actions across six major categories – Central Office, Educational Delivery Model, Other School-Based Spending, Special and Gifted Education, School Operations and School Portfolio.

Central Office: \$3-6 million in Cost Reductions

In Central Office we are committed to leading the cost reduction efforts again. While Central Office plays a vital role in the District, we recognize that there are departments and activities that must operate more efficiently. We know, for example, that Central Office spends \$345 more per student than Pennsylvania peer districts; and that Central Office staff have identified multiple opportunities to work together better, including eliminating cross-department redundancies.

For these reasons, the proposed reductions in Central Office are aggressive, representing approximately 9-20% of total spend. Reductions are prioritized around support and services with the least direct impact on students. These reductions would be generated by the following actions under two options:

Central Office reductions are prioritized around support and services with the least direct impact on students.

Option 1

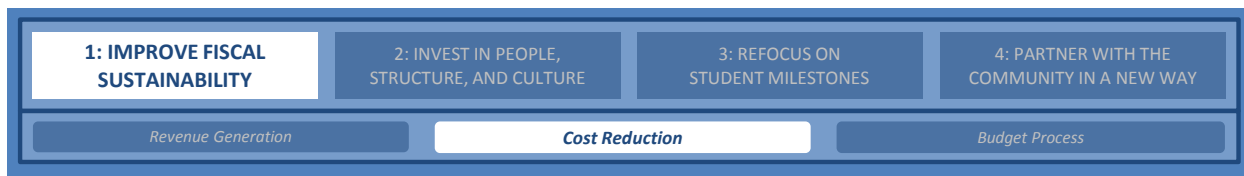
Reductions in Central Office staff

Personnel expenses are the largest influencer of Central Office spend, accounting for approximately 60% of total spending. Of the 164 Full Time Employee (FTE) positions that are included in the Central Office general fund budget, 10-12% would be eliminated under option 1, effective at the start of the 2014-15 school year. These reductions would follow 217 position reductions that were made in the Central Office and school operations over the last 3 years. In total, these reductions are expected to generate approximately \$2 million dollars in annual savings.

Reductions in non-personnel spending

These initiatives include reductions in supplies and printing budgets, software licenses and materials used to communicate with external stakeholders. In total, these initiatives are expected to generate approximately \$1-2 million in annual savings. Examples include:

- Eliminate budget for completed educational consulting contracts: \$350,000 annual savings.
- Reduce spending on technical services and general supplies related to research and assessment: \$60,000 annual savings.
- Reduce the CTE equipment budget through an extended equipment replacement cycle and reduce CTE consulting funding: \$44,000 annual savings.
- Eliminate the “Pittsburgh Educator” Newsletter: \$27,000 annual savings.



Option 2

Reductions in Central Office staff (see option 1)

Reductions in non-personnel spending (see option 1)

Additional Central Office reductions

An additional 8-10% of Central Office FTEs within the general fund budget would be reduced in option 2. These reductions would generate an additional \$1 million in annual savings.

Additional reductions in non-personnel spending

Additional reductions in non-personnel spending would come primarily from Information Technology, as equipment leases would not be renewed and the department's supplies budget would be reduced. In total, these reductions are expected to generate an additional \$1 million in annual savings.

Educational Delivery Model: \$4-14 million in Cost Reductions

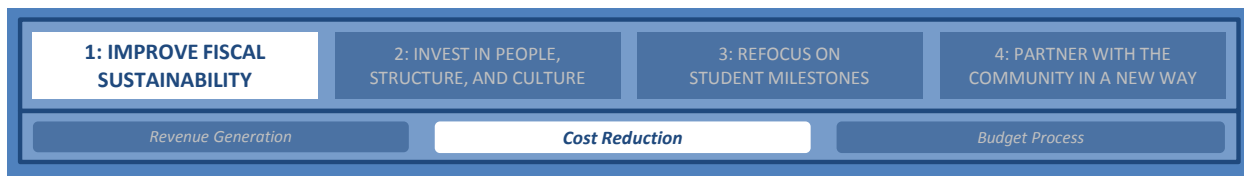
The Educational Delivery Model (EDM) defines how we allocate budgets to our schools in terms of the numbers of teachers, administrative support and non-personnel related spending. Over the last few years, we have made changes to the EDM in response to continued enrollment decline, budget challenges and new data about school performance that resulted in approximately \$29 million in savings for the 2012-13 school year. See Appendix M for more details on EDM class size analysis.

The EDM accounts for approximately one-third of the total general fund budget, and thus it must be an area that we evaluate for further cost savings. However, since the EDM also represents the majority of school-based spending with the greatest direct impact on students, we have attempted to focus on using our resources more effectively to minimize changes in service, support, and offerings. Any increases in class sizes

*Since the EDM represents the majority of school-based spending with the greatest direct impact on students, we have attempted to **focus on using our resources more effectively to minimize changes in service, support, and offerings.***

would be focused on our 6-12 and 9-12 schools where current class size averages are well below District targets and contractual maximums and lower than our K-5 schools today.

We explored a variety of options to optimize class sizes, including using split classes at the elementary level, modifying our approach to determining teacher allocations, funding secondary schools by rounds and moving to an eight-period day in high schools. Much of the opportunity to improve efficiency rests at the high school level, as average class sizes in grades 9-12 are actually lower than those in K-5: a departure from the nationwide norm and from our own pre-established targets. Across all potential modifications to the EDM, we could reduce spending by \$4-14 million per year. At the same time, these changes to in-class staffing would enable us to maintain commitments around counselor and social worker staffing levels. These savings would be generated by the following actions under two options:



Option 1

Reduce under-enrolled offerings in Grades 6-12 and 9-12

Average class sizes for our 6-12 and 9-12 schools are well below our class size target of 30 for these school configurations and lower than our K-5 elementary schools' average class sizes. Increasing average class size to 27 in non-special education and ESL classes could reduce spending by \$2-4 million per year with only a modest increase in class sizes and modest reductions in course offerings where fewer than 24 students (minimum number required) are enrolled in a class. We recognize that some of our high school classrooms are not large enough to accommodate 27 students, and we would not place more students in a classroom than the room could accommodate.

Fully use exceptional schedules option in secondary schools

The collective bargaining agreement between Pittsburgh Public Schools and the Pittsburgh Federation of Teachers (PFT) allows for the use of two teachers per department per school to work six periods rather than the standard five periods. Although this provision is utilized to some extent today, the provision could be utilized more fully across schools and departments. This change could enable savings of \$1-2 million per year.

Option 2

Reduce under-enrolled offerings in Grades 6-12 and 9-12 (see option 1)

Fully use exceptional schedules option in secondary schools (see option 1)

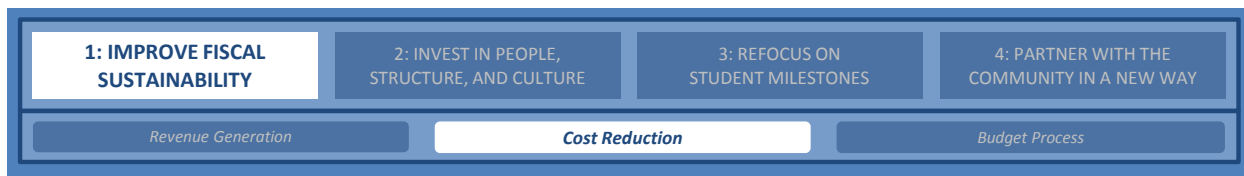
Split classes in elementary schools

Many districts run classrooms with students from two different grades, but only one teacher; instruction is differentiated, creating a personalized learning experience for each student. Research has shown that, when implemented with fidelity, multi-grade classrooms can provide a learning environment where students flourish.¹³ A split class arrangement also allows districts to deliver instruction more efficiently. Implementing split-level classrooms in elementary schools could reduce spending by \$1-2 million per year.

Moving to an eight-period day in high schools

High schools currently operate on a nine-period day that includes eight instructional periods for students. High school teaching workload is typically five periods, or 63 percent of the day, which is significantly lower than that of elementary and middle school teachers. Reducing the high school instructional day by one period would align with the middle schools but require adjusting high school elective requirements. This change would not shorten the school day because the length of each instructional period would be increased and could enable students to gain up to nine hours of instructional time per school year by eliminating a passing period. However, this option could potentially complicate schedules and could also impact graduation credit requirements. This change could unlock annual savings of \$2-4 million.

¹³ http://ceep.indiana.edu/projects/PDF/PB_V7N1_Winter_2009_EPB.pdf.



Other School-Based Spending: \$1-2 million in Cost Reductions

Outside of the EDM, we spend approximately \$15 million per year on school-based expenditures, with the bulk of the spending coming from student support services, information technology, student health services and student athletics. Initiatives identified to date could reduce spending in this area by approximately \$1-2 million.

These savings would be generated by the following actions under two options:

Option 1

Delaying or deferring technology purchases

By spreading out the timing of technology renewals or taking other measures to reduce the frequency of in-school technology refreshes, we could reduce spending by as much as \$800,000 per year.

Modest reductions in student athletics spending

By reducing the athletics budget for purchased services, which includes funds used to pay sports officials, transport students to competitions and purchase uniforms and equipment, we could reduce spending by up to \$400,000 per year. This change is not expected to have a significant impact on students, as the department has not been spending the full budgeted amount in this area.

Option 2

Delaying or deferring technology purchases (see option 1)

Modest reductions in student athletics spending (see option 1)

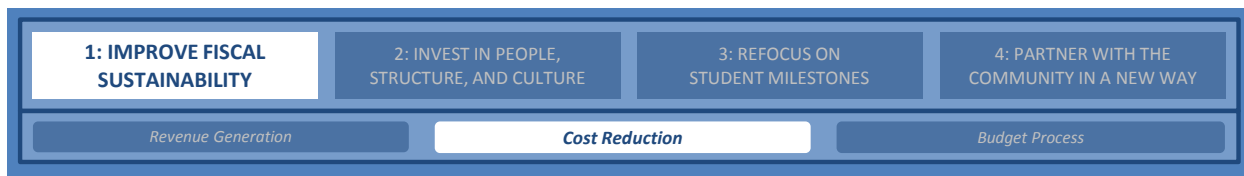
Deeper reductions in student athletics spending

Eliminating intramural sports; middle school volleyball, swimming and wrestling; and high school golf, swimming and tennis would reduce spending by an additional \$600,000 per year.

Special and Gifted Education: \$2-5 million in Cost Reductions

We dedicate considerable resources to meeting the needs of students enrolled in Special and Gifted Education. For the 2013-14 school year, we have budgeted more than \$100 million for Special and Gifted Education, of which nearly \$64 million comes from the general fund. While this funding serves an important purpose – ensuring all Pittsburgh Public Schools students receive a quality education – we can meet the needs of special and gifted students in a more resource-efficient manner. Initiatives identified could reduce District spending on Special and Gifted Education by \$2-5 million.

These savings would be generated by the following actions under two options:



Option 1

Special education central office staff reductions

We could close several Central Office staff positions related to special education programs. These responsibilities would be absorbed by other qualified and capable staff members resulting in limited impact on students and their supports. Closing the positions could reduce spending by as much as \$1.5 million per year.

Gifted program administration reductions

Gifted education reductions will focus on expenditures within gifted program administration that would have a limited direct impact on students. These reductions could reduce spending by roughly \$160,000. It should be noted that these reductions would not close the Gifted Center.

Option 2

Special education central office staff reductions (see option 1)

Gifted program administration reductions (see option 1)

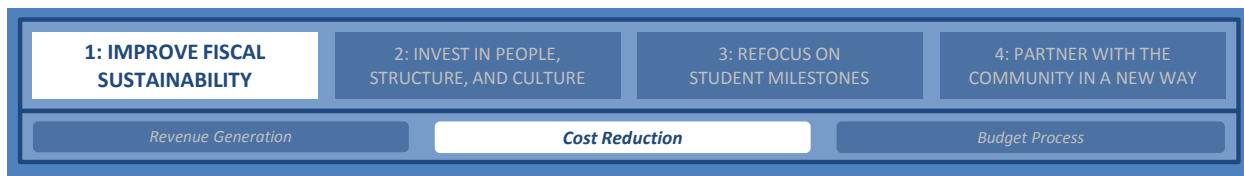
Transition from regional to home school support model

We could transition away from a regional classroom model, enabling more students with disabilities to attend and receive support in their home schools. This would allow more students to receive special education supports and services in their home school and community and access the available neighborhood resources. While this alignment would be the primary purpose, we will also realize a cost savings by doing so. Special education teachers would provide supports and services to students with disabilities in their home schools. The District's Program for Students with Exceptionalities is in the process of developing a strategic plan to examine the structure and efficacy of the current school mental health services model in an effort to improve services to students, thereby potentially reducing the need for self-contained classrooms while moving to a more inclusive model of supports. This could generate annual savings of \$1-2.5 million per year. As with any potential changes in Special Education spending, any spending reductions would be carried out in a way that allows the District to continue providing quality supports and services to students with disabilities as required by their IEPs.

See Appendix N for additional analysis on special education, which informed these cost reduction options.

School Operations: \$5-12 million in Cost Reductions

School Operations houses three departments that are school-based, but not directly related to teaching and learning: Transportation, School Safety, and Facilities, Operations, and Maintenance. Across all of these departments, the District's total general fund expenditure (some of which is offset by transportation-related reimbursements received from the state) is \$86 million, or 16% of the total general fund budget.



Our current proposal would reduce School Operations spending by \$5-12 million (6-14% of spending), with the wide range representing different approaches to how the District transports students, and differing service standards for the District’s Facilities, Operations, and Maintenance department. Proposed cost reductions include:

Facilities, Operations, and Maintenance

The primary opportunity within Facilities, Operations, and Maintenance is the reduction of custodial, maintenance, grounds, and other staff; and of supplies and materials budgets. We appreciate that reductions in this category could lead to declines in service levels in some school buildings but believe these changes will allow us to maintain adequate service levels in our buildings for our students, families and staff. Depending on the depth of the changes in service levels, we estimate reductions of \$3-7 million of which approximately two-thirds would result from personnel reductions under the following options:

- **Option 1:** Modest reduction in custodial services standards that would include changes such as the cleaning of classrooms every other day along with modest reductions in maintenance capacity. These changes could reduce spending by approximately \$3 million.
- **Option 2:** More aggressive reduction in custodial service standards that includes the recommendations in option 1 as well as additional changes in service standards such as only disinfecting desks, showers and locker rooms once a week. Under this option, maintenance reductions would also be more aggressive and change the focus of this department from preventative maintenance to reacting to emergency situations. These changes could enable reductions in spending of an additional \$4 million.

School Safety

Projected savings in school safety are entirely a function of reductions in personnel. We appreciate that the safety of our schools is paramount, and pledge to maintain high levels of security in our buildings. At the same time, we have opportunities to be more efficient with how we staff our safety and security personnel. These opportunities could generate as much as between \$0.5-1.0 million in reductions depending upon the following options:

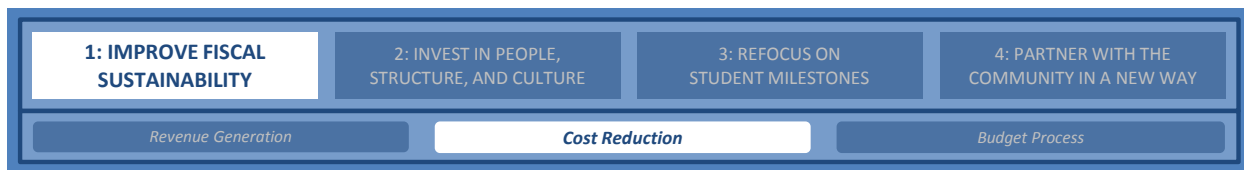
*We appreciate that the safety of our schools is paramount, and **pledge to maintain high levels of security in our buildings.***

- **Option 1:** Close 13 vacant positions that are currently budgeted to reduce spending by approximately \$600,000.
- **Option 2:** In addition to closing the vacant positions, eliminate an additional 10 security positions to reduce spending by an additional \$500,000.

Transportation

The District’s current transportation expenditure is \$33 million, approximately \$13 million of which is recouped in reimbursements from the state¹⁴. Two distinct types of transportation changes are available to

¹⁴ Net expenditures for transportation are \$20 million, after taking into account the state reimbursement.



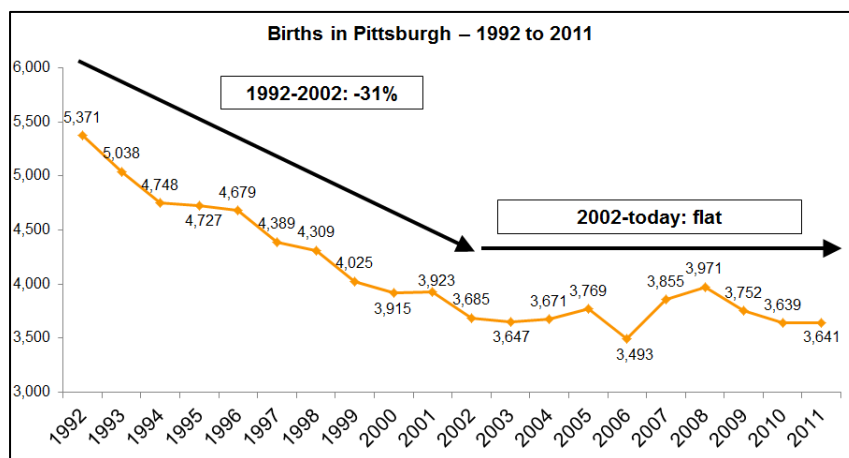
the District: finding operational efficiencies and changing the service standards associated with the way the District transports students. Operational efficiencies could be achieved by triple-tiering, or running three daily routes with each bus, which would require earlier middle school start times. Changes to service standards could include reassigning all of the District's high school students (except Brashear) to Port Authority. Transportation savings range from \$1-3.5 million, depending upon the following options:

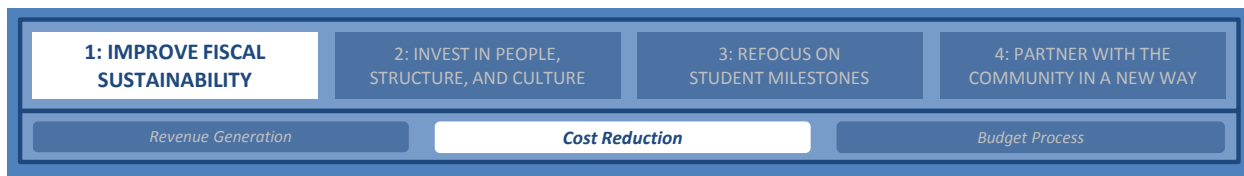
- **Option 1:** Moving all Pittsburgh Public Schools high school students (excluding Brashear) to Port Authority would reduce spending by approximately \$1 million.
- **Option 2:** In addition to option 1, this scenario would align bell schedules and triple-tier bus routes for the District's schools, and transport students currently in special education regional classrooms to their home school which would reduce spending by an additional \$2-2.5 million in total. For the full savings included in this total to be realized, the District must also eliminate the regional classroom model. In addition, triple-tiering would require shifts to the starting times of some schools, with the largest impact at middle schools. If high school students were migrated to Port Authority, the most effective triple-tiering would require approximately 75% of transported 6-8 students and likely all of 6-12 students to start school around 7:20am, with the remaining 6-8 students starting school at 9:10am as they do today. This would also likely require some K-8 schools with the same start times to stagger those times. However, if high school students were kept on contracted buses, these middle school changes would be dampened. Moreover, regardless of the high school transportation model, triple-tiering likely would not require elementary students to start before 8:15am, affording more than 30 minutes of daylight before the start of school on the shortest day of the year.

See Appendix O for detailed transportation analysis that informed these cost reduction options.

School Portfolio: \$3-5 million in Cost Reductions

One stark reality is that the City of Pittsburgh today has far fewer school-aged children (ages 4-17) than a decade ago: 37,000 in 2010 vs. 52,000 in 2000, or a 30 percent decline [see Appendix G]. Children ages 4-17 represented 16% of total Pittsburgh population in 2000, and 11% of total Pittsburgh population in 2010. The major contributing factor to this decline was a 31 percent reduction in live births from 1992-2002. Births have since leveled off, and have started to stabilize school-aged numbers [see Appendix G]. Recent challenges with declining school-aged population and declining enrollment are part of a longer term pattern of enrollment declines. Also contributing to the decline in District enrollment is the emergence of charter schools in Pittsburgh. One new charter school has been approved to





open for the 2014-15 school year, and three applications for additional schools are currently pending.

The implication is that, though we have fewer students, we continue to own and operate too many schools, which has both academic and financial costs. Academically, running small schools impacts our ability to deliver a quality education to all students, as resources are spread thinly across buildings. In response schools must enact harsh measures to account for the limited resources including, but not limited to, retracting course offerings, cutting extracurricular programming and reducing support service personnel. These steps affect the learning environment and limit students’ opportunities to interact with a diverse and robust peer group otherwise offered by schools with full enrollment. Financially, under-enrolled schools are also less efficient. Given the significant fixed costs involved in running a school—including administrative staffing, facility maintenance, and pupil transportation—smaller schools tend to cost more per student than larger ones.

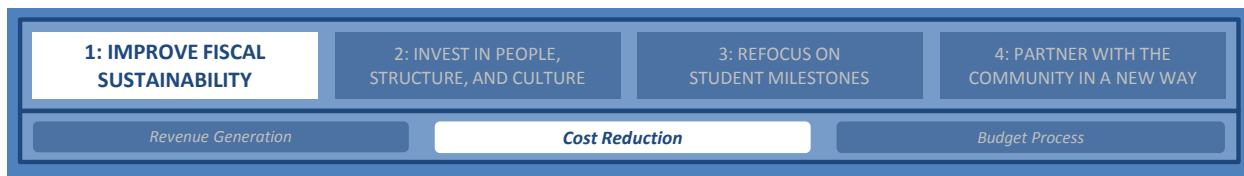
Many schools in the District are significantly below an efficient scale, as determined by national enrollment benchmarks¹⁵. For example, 10 of 22 Pittsburgh K-5s are operating at less than 300 students, and two of those schools are operating at less than 250 students during the 2013-14 school year. Further, 10 of the District’s 50 regular education schools, mostly K-5 and 6-8, are operating under 50 percent capacity [see Appendix M]. Every school is staffed with a principal, a secretary, a social worker or counselor and other operations and administrative staff regardless of size, which means the administrative cost per student of a school with 250 students would be approximately 80% higher than a school of 450 students.

In light of the academic and fiscal challenges we are facing, the costs of an oversized school portfolio are difficult to ignore, even if painful to address. School closures, consolidations and relocations are a necessary part of the District’s strategic plan, and ultimately will improve our ability to serve all students by better focusing our resources while simultaneously addressing the District’s urgent financial needs.

*The savings from the school portfolio would be generated by **closing, consolidating, or reconfiguring 5-10 schools.***

We recognize the burden that school closures place on students, families and their communities. Any process to determine which schools merited consideration for closure would include the following criteria at a minimum: enrollment, school capacity, building utilization, facility condition, academic performance and other factors including impact on students from prior closures. If this option were pursued, every effort would be made to ensure that students would be relocated to a comparable or higher performing school. If

¹⁵ Odden and Picus’ 2008 report, “School Finance: A Policy Perspective,” found that schools of approximately 400-600 elementary students and 500-1,000 secondary students are the most efficient. To assess efficient school sizes in the Pittsburgh, the Envisioning team assumed target class sizes of 25 students per grade for K-5 and K-8, 28 students per grade for 6-8 and 30 students per grade for 9-12. Based on national benchmarks, we assumed an optimal 3 flights (or “rounds”) per grade for K-5 and K-8, 7 flights per grade for 6-8, 3 flights per grade for the 6-8 portion of 6-12, 7 flights per grade for the 9-12 portion of 6-12 and 10 flights per grade for 9-12. Based on these assumptions, the target school size for each configuration includes 450 for K-5, 675 for K-8, 588 for 6-8, 1092 for 6-12 and 1200 for 9-12. If you assume a “minimum threshold” of one less round per grade up through 8th grade, and two less rounds per grade in 9-12, the minimum efficient size for each grade configuration is 300 for K-5, 450 for K-8, 504 for 6-8, 768 for 6-12 and 960 for 9-12.

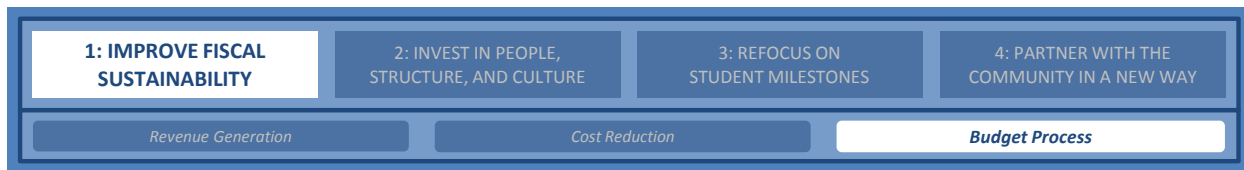


students are not relocated to comparable or higher performing schools, we would work with the proposed receiving schools to implement a teacher-developed school improvement plan. If the school portfolio were modified to more closely align our footprint with school enrollment, 5-10 schools would be closed, consolidated or reconfigured, resulting in estimated cost reductions of \$3-5 million.

Both options of potential closures include closing Woolslair Elementary in the 2014-15 school year, as proposed during the November 4th Board meeting, and per the Board's vote on November 26th to commence the mandatory public comment period. We will provide resources and staff support to help with the transition of students impacted by the closure at Woolslair. We will also work with the proposed receiving school for Woolslair students, Arsenal K-5 Elementary, to develop a school improvement plan that is similar to the successful teacher-developed plan at Faison. Every effort will be made to ensure that the consolidated school at Arsenal performs at the highest levels. This effort will include working with local community organizations (e.g. Lawrenceville United) to engage the community in this process to both support transitions and improve school quality.

Any other school closures, reconfigurations and consolidations would take effect in the 2015-16 school year, following another Board vote, public hearing and 90-day public comment period. We recommend two possible timelines for this public engagement process. Under one timeline, the Board would vote in mid-March 2014 to begin the public comment period in late March. This would give families the months of April, May and June 2014 to comment on proposed closures and consolidations. Under another timeline, the Board would vote in mid-August 2014 to begin the public comment period in late August, with the public comment period running through September, October and November 2014. Knowing how burdensome school closures are, we will work with the Board to determine the best timing and approach.

Upon final determination of any school closures, the District will immediately set to work to provide the requisite supports to students, parents and staff. Cross-functional transition teams will be marshaled and will work closely with each school providing logistical and tactical support to guarantee that the school year ends smoothly and the following school year opens successfully. Appendix P provides more details on the transition planning process for school closure.



Changes to the Budget Process

To improve the transparency of how we spend our budget as well as to improve the overall efficiency of the budgeting process, the following changes are also proposed:

Align the fiscal year with the school calendar

The District's current fiscal year runs from January 1 through December 31, creating multiple budget processes because of the need to allocate resources to schools based on the number of students enrolled during the school year. Moving the fiscal year to align with the school calendar would simplify the budgeting process and allow changes in the fiscal year budget to be immediately reflected in school-based budgets.

*Moving the fiscal year to align with the school calendar would **simplify the budgeting process and allow changes in the fiscal year budget to be immediately reflected in school-based budgets.***

Consolidate the general and supplemental budgets

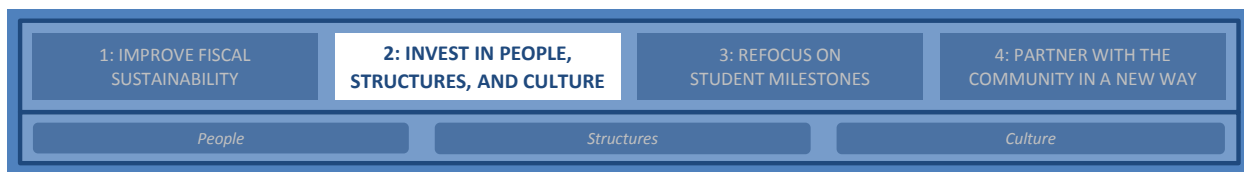
The District currently manages the general and supplemental fund budgets separately which reduces the visibility into how funds are spent across the two budgets. While supplemental funds must be managed somewhat differently due to need to clearly link dedicated revenue sources with the associated expenses, this could be accomplished within a unified budget.

Move secondary schools to a formula-based allocation model

Unlike K-5, K-8 and 6-8 schools which are funded through a standard formula, secondary schools (6-12s and 9-12s) are funded based on the resources necessary to support the desired course offerings to meet the needs of students with parameters around minimum class sizes for scheduled courses. Moving to a formula-based model would be consistent with other school configurations, ensure the equitable allocation of resources across secondary schools and increase the transparency of budget allocations across school configurations.

Publish school-level budgets and allocations

Making information on district and school finances more readily available will enable the public to understand and examine the resources provided to schools and how schools allocate their resources. This information would be presented in an intuitive, easy to understand format to maximize its usefulness to the community.



RECOMMENDATION 2: INVEST IN PEOPLE, STRUCTURES AND CULTURE

Our vision is that all of our students will complete a two- or four- year college or workforce certification, and everything we do must be oriented around achieving this vision. This vision statement reflects a change, whereby we are no longer setting the achievement bar at 80% of students. Our vision for racially comparable student outcomes compels this change. To achieve this vision, we have four goals that are foundational to our work:

1. Accelerate Student Achievement
2. Eliminate Racial Disparities
3. Become a District of First Choice
4. Develop a Student-focused Culture

Over the last few years, we have engaged many experts to review our efforts and provide evaluative information. We also have the informal critiques of community members, our families and our students on our progress, plans and efforts. While we have heard positive and negative opinions, one theme is consistent: the need for greater clarity, coherence and focus. To be successful, we must be more selective about what projects we take on and more clear in how we are going to implement them.

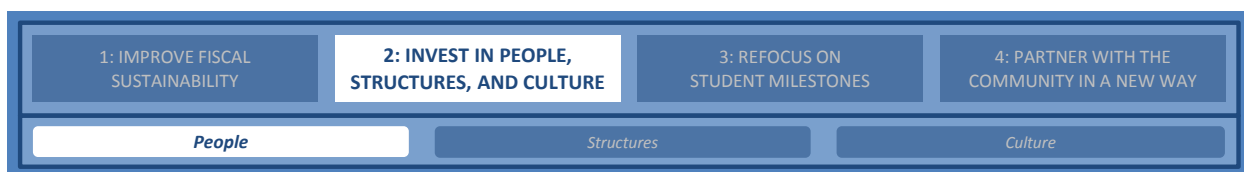
This is important context, because it sets up some potentially tough trade-offs for us as we develop our plan for the future. To ensure we are successful, we have taken the time to both define who we are and what we do based on our core beliefs:

Table 3: The Core Beliefs of Pittsburgh Public Schools
<ul style="list-style-type: none"> • Education begins with a safe and healthy learning environment. • All children can learn at high levels. • All children deserve equitable access to high-quality schools and programs. • Teachers have a profound influence on student development, and should have ample training, support and resources. • Improvement in education is guided by consistent and effective leadership and teams across the District. • Families are an essential part of the educational process. • A commitment from the entire community is necessary to build a culture that encourages student achievement.

In reflecting on our success in recent years along with challenges, it is important to remember that while we have much to be proud of with nationally recognized initiatives such as our Empowering Effective Teachers effort and the Pittsburgh Promise, 56 percent of all third graders and 46 percent of African-American third graders are reading on grade level.

For us to reach our full potential around improving student achievement, we must invest in system-wide strategies for academic success by continuing to:

- Develop our **people** more effectively
- Develop our **structures**
- Create a **culture** that is focused on students



People

Teachers, school leaders and Central Office staff each have an important role to play in shaping student success. Research is clear that the most important school-based determinant of student outcomes is the quality of the teacher in each classroom, with the quality of the school leader the second most important determinant.¹⁶ The District's teacher effectiveness work is at the heart of this strategy. The work that we have undertaken to grow teacher practice and provide timely and relevant feedback must be deepened and expanded to include every employee: our principals, central office staff, school operations staff and district leadership. Our people must be dedicated, be technically competent, be committed to personal improvement and be relationship builders with our students, their families and with each other. Moreover, they must be competent in how to understand and act on our commitment to equity, both through beliefs and actions.

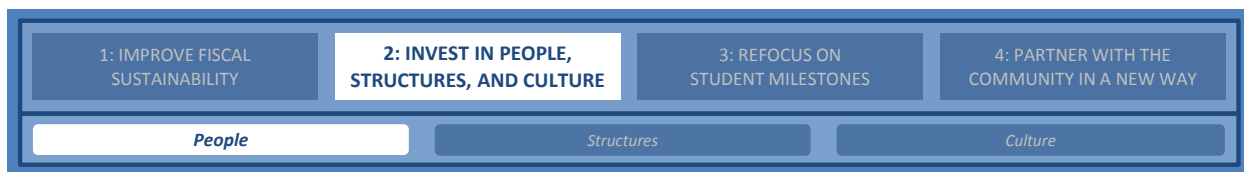
We recognize that all of our teachers, even our most effective ones, benefit from continued feedback and the opportunity for differentiated support. We will continue to deepen efforts to support teacher growth, and elevate and empower teacher leadership. In 2012-13 about 600 teachers participated in supported growth plans (SGP) selecting a single area of focus for professional growth and engaging in deep professional learning and we must share the learning from these plans so they benefit all teachers. Already more than 15 different types of professional learning and support opportunities are available to Pittsburgh Public Schools teachers, and 70% of teachers agree that the Research-based, Inclusive System of Evaluation (RISE) model "supports and encourages my professional growth."¹⁷ As a District, we are working to align these supports for teachers, both in-school and online, to help them translate their evaluation results into action.



In short, we have made much progress but in some ways we are still at the beginning of this journey. We must work to deepen and sustain the work that we have started with teacher effectiveness as well as approach the professional development support and effectiveness of all District employees (including principals and Central Office staff) with the same rigor and level of commitment.

¹⁶ Numerous organizations and research institutions have highlighted the importance of quality school leaders on academic achievement, including the [Wallace Foundation](#) and [American Institutes for Research](#).

¹⁷ Westat survey, August 2012



Summary of Strategies for People

	Existing Efforts to Continue and Deepen	New Areas of Work
PEOPLE	<ul style="list-style-type: none"> • Deepen teacher effectiveness efforts • Implement the Common Core with fidelity to promote equity, student engagement and instructional effectiveness 	<ul style="list-style-type: none"> • Create a professional growth model for administrators that promotes personal and professional growth, themed on leadership • Develop leaders in all sectors and levels at Central Office and in schools

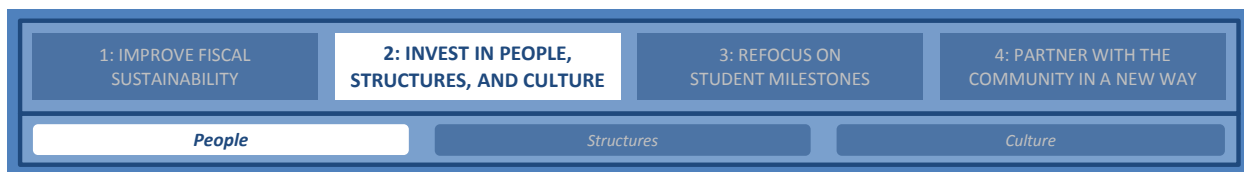
Existing Efforts to Continue and Deepen

- **Deepen teacher effectiveness efforts:** In 2009, we launched the Empowering Effective Teachers (EET) initiative, a major effort to improve teaching and teacher effectiveness. Through deep collaboration with more than 400 teachers, administrators, staff and partners including the Pittsburgh Federation of Teachers, we now have a meaningful professional growth and evaluation process that is providing rich feedback to teachers through multiple lenses, including observation of teacher practice, student learning and growth and student perception. The results are showing what we already knew: Pittsburgh is home to great teachers. More than 200 teachers (15 percent of all District teachers) are performing at the Distinguished level – the highest level possible in the new statewide evaluation model that takes effect this year. Moreover, we know that great teachers can have a tremendous impact on student success. Research shows that the average difference in learning growth for a student experiencing highly-effective teaching compared to one experiencing ineffective teaching is estimated to be more than seven months of learning in a single year.¹⁸ Today, more than 150 highly effective teachers are serving in new leadership roles that seek to expand their impact, and we even introduced a new salary schedule for all teachers hired after June 2010 that links career earnings to each teacher’s individual performance based on multiple measures, over multiple years. Clearly, we have made progress advancing the teaching profession in Pittsburgh in a way that is aligned with our goals for students. We are proud that, from 2012-13 to 2013-14, we retained more than 98 percent of our highest-performing teachers [see Appendix D].

Starting this school year (2013-14), teacher evaluation will be based 50% on observation and 50% on student outcomes. We were the only district in Pennsylvania to provide teachers preview reports one year in advance that shows exactly where they stand in this new statewide system – allowing a full year to reflect on and improve these results before the information is used for actual ratings. Summer 2013 marked the first time that school leaders and some Central Office staff could begin to see and use this new information about teacher effectiveness to make decisions and differentiate support. With access to this powerful new information, we are capable and compelled to change policies and make decisions that increase the share of students experiencing highly effective teaching.

Highly effective teaching is happening in schools that serve our most disadvantaged students, which tells us that success is possible at all of our schools. However, we also know that students attending schools serving more than 95% low-income students and/or students of color are still more likely to spend time with a teacher at the lowest level of performance. For instance, the percentage of teachers performing

¹⁸ Based on PSSA results for students in 4th through 8th grade; Mathematica Policy Research, Inc..



at the lowest level at schools serving 95% low-income students and/or students of color was over twice as high than other schools. The result is that 16% of teachers in schools serving 95% low income students and/or students of color performed at the lowest level, whereas 7% of teachers performed at this level in other schools.

Beginning this Fall, we convened engagement teams of teachers and school leaders to grapple with this new information and make recommendations about how to improve staffing, teacher schedules, teacher promotion and placement and other policies that could increase the share of students, and especially students of color and high needs students, experiencing highly effective teaching.

*We want to **increase the share of students, and especially students of color and high needs students, experiencing highly effective teaching.***

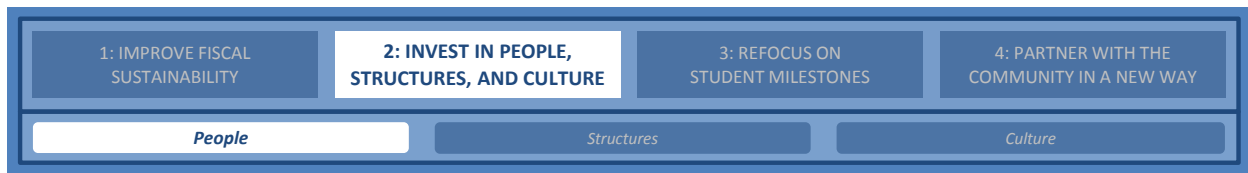
Finally, we're evaluating and adjusting aspects of our

effective teaching work that are less promising. We are also planning for ensuring the sustainability of this work after significant supplemental funds supporting this work are exhausted.

- **Implement the Pennsylvania Core with fidelity to promote equity, student engagement and instructional effectiveness:** We are committed to exploring innovative and differentiated strategies and initiatives around instructional effectiveness, and the Pennsylvania Core¹⁹ (PA Core) gives us an opportunity to do. The Pennsylvania Core provides a universal rigorous standard for all students. Adhering to this standard is an important equity issue. All our students must be held to the same high standard. Therefore we, individually and collectively, must be accountable for preparing all students to meet those standards.

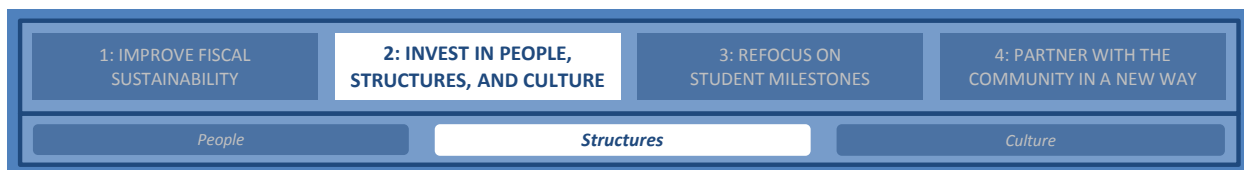
While the standards are the same for all students, we do not believe all students should have to go through their K-12 career in exactly the same way, and that we need to give schools and students options about methods, materials and curricula that are best for their students. Effective use of technology in the classroom can enhance the role of the teacher and create more individualized opportunities for students. Our first step in investing in any of these options is to align our resources to the PA Core and build systems around supporting this work. We are aligning all curricula to the PA Core and expect that work to be completed by the end of the school year. As part of this work, we have created more rigorous standards for curriculum development that allow teachers greater flexibility, provide more contextual support for each lesson, and are aligned with our teacher effectiveness work. In addition, the implementation of the PA Core is a priority for our professional development efforts, as we support teachers in implementing curriculum with cultural relevancy. Assistant Superintendents, Instructional Leadership Specialists, Curriculum Specialists and a number of principals are taking part in professional development throughout the school year to better support principals and teachers through the transition.

¹⁹ The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. 45 states have adopted the Common Core standards, including Pennsylvania in July 2010. After adopting the standards, the PA State Board of Education crafted a set of PA Core Standards that mirror the content and rigor of Common Core, but reflect the organization and design of the PA Academic Standards.



New Areas of Work

- **Create a professional growth model for administrators that promotes personal and professional growth, themed on leadership:** This growth plan will support administrators on multiple levels:
 - **School leaders:** The District is currently implementing a rigorous process to assess principal effectiveness and promote continuous growth of professional practice. We are developing a combined measure of effectiveness for school leaders, similar to the effectiveness work for teachers. In addition, we need to reprioritize strong teaching and learning environment leadership as a focus for many of our school leaders. The District has four types of professional learning opportunities to address this gap: 1) formal training workshops; 2) peer-based learning; 3) 1-on-1 coaching and support; and 4) independent learning. All four of these must be used as opportunities for school leaders to improve their teaching and learning environment leadership.
 - **Assistant Superintendents:** Work is also underway to develop the professional practice rubric for evaluating and supporting the Assistant Superintendents who are responsible for the supervision and evaluation of school leaders. This needs to be coupled with student outcome-based measures, resulting in a combined measure of effectiveness for Assistant Superintendents that will be aligned to the effectiveness measures of school leaders and teachers to create consistent performance measures and accountability at all three levels. All three need to be aligned to drive higher student achievement. This work should be prioritized in the current year, so that both principals and assistant superintendents have clear combined measures of effectiveness in place for the 2014-15 school year.
 - **Central office administrators:** We also need a professional growth model for Central Office administrators, including the entire School Performance team, Chiefs and Executive Directors. To that end, department goals are going to be more broadly shared and vetted by other departments and school leaders. Importantly, progress at meeting those goals will be reported quarterly. A significant portion of the evaluation of the Superintendent's direct reports will be based on progress at meeting these goals.
- **Develop leaders in all sectors and levels in schools and at Central Office:** Effectively serving our students requires a much more distributed leadership model, where all parts of our District are prepared and empowered to make decisions. We plan to build leadership capacity throughout the District, pursue ways to improve leadership skills in role-specific contexts and also raise understanding for how different areas of the organization can more effectively work together. We will develop administrators through the professional growth model (referenced above). In addition, we will develop teachers as leaders through existing teacher effectiveness efforts, and we will engage students by designing leadership opportunities for them. Lastly, we plan to engage parents more significantly as leaders through the Excellence for All (EFA) Parent Steering Committee and the Parent School Community Council (PSCC). The EFA Parent Steering Committee is comprised of up to four parent or family representatives from each school. These representatives work directly with the Superintendent as a sounding board for ideas, suggestions, issues, concerns, new initiatives and discussions. The PSCC meetings are monthly opportunities to discuss important topics related to the school and provide advice to the leadership of the school. At every level of the District, from our families to our schools to our Central Office, we need to champion the importance of equity in all that we do.



Structures

In Spring 2013, District and school-based staff participated in surveys and follow-up focus groups, weighing in on the support structure and environment in the Central Office and schools, the level of support and engagement among principals and Central Office staff and the effectiveness of the school support provided by Central Office. At the same time, more than 700 people participated in a community survey from the District in June 2013. Across the surveys, structural issues were surfaced around a lack of satisfaction with central office support for schools as well as around the District’s ability to partner effectively with schools and communicate with the community. Summary findings across these surveys are highlighted in Table 4 below:

Table 4: Summary of Structural Issues Surfaced in Central Office, Principal and Community Surveys

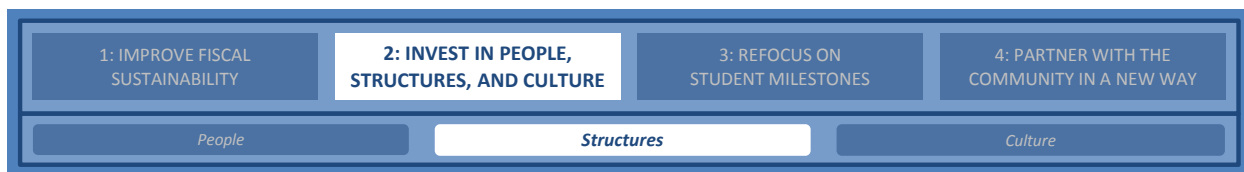
CENTRAL OFFICE SURVEY
<ul style="list-style-type: none"> • Need for a change in the systems and structures that underpin the vision • Need for greater clarity of roles, accountability and trust
PRINCIPAL SURVEY OF CENTRAL OFFICE EFFECTIVENESS
<ul style="list-style-type: none"> • Partnership with Central Office impacted by lack of clarity around whom to contact or work with • Across core activities, more than 50% believe Central Office leadership and support is critical but not as effective as it should be
COMMUNITY SURVEY
<ul style="list-style-type: none"> • Somewhat confident about the District’s urgency in solving its budget problems and improving student achievement, but not confident that the District will eliminate racial disparities • Some awareness of the Envisioning process but not a clear understanding of what Envisioning will accomplish • Recognition that community outreach could be improved to foster two-way dialogue

Given the challenges around improving academic success and addressing our financial deficit, ensuring efficient internal processes will be critical to our success going forward. Whether it is ensuring that a child is on the right bus the first day of school, building a strong school improvement plan or developing a parent-friendly website for online student enrollment, we must become more effective at building the structures to support student success. In addition, we must address significant structural issues persist within our portfolio of schools:

- Access to high-performing schools varies by region²⁰. For example, the North/Central region only has two high-performing schools, whereas low-performing schools are over-represented in this part of the city with nearly half of all low-performing schools in the District [see Appendix G].



²⁰ High-performing schools are defined by 75% or above proficiency in math and reading, and value-added measure (VAM) growth scores of at least 50. Low-performing schools are defined by math and reading proficiency below 50% and value-added scores below 50.



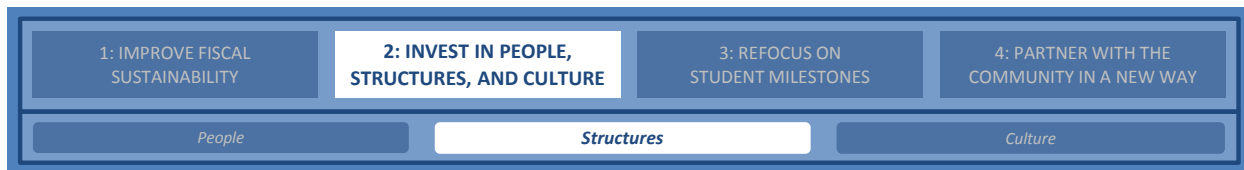
- African-American students are over-represented in the District’s lowest-performing schools. These schools are 74% African-American, compared with 44% in high-performing schools and 55% across the District overall [see Appendix G].
- Of the 28 Pittsburgh Public Schools magnet programs, 14 are over-subscribed. Ten of these are significantly over-subscribed, with at least twice as many applicants as seats available. For example, Montessori received 256 applications for 95 seats [see Appendix H].

Summary of Strategies for Structures

	Existing Efforts to Continue and Deepen	New Areas of Work
STRUCTURES	<ul style="list-style-type: none"> • Develop a comprehensive student assessment system that provides reliable and timely information for teachers • Deepen community engagement and communications efforts 	<ul style="list-style-type: none"> • Simplify services for parents by making it easier for them to interact with Central Office • Develop partnerships with Pittsburgh-area charter schools to share best practices • Develop a cross-functional “Innovation Team” at Central Office to disseminate innovative practices

Existing Efforts to Continue and Deepen

- **Develop a comprehensive student assessment system:** Students should only take assessments which provide reliable, valid, accurate, timely and specific information to teachers around student progress and their instruction. The District’s internal assessments must support teacher effectiveness by providing teachers with actionable feedback to prompt reflections on what’s working and what’s not in their classroom practices. The District currently utilizes a wide range of assessments across grades and subject areas. However, a number of issues prevent the District from maximizing the usefulness of these assessments for teachers and principals including a legacy technology system, and a lack of capacity to provide data coaching and support. First, the District currently employs a custom built assessment system that cannot support online assessments and requires central processing of paper-based assessments that is both labor and time intensive. Second, the implementation of the PA Core has resulted in significant changes in curriculum, which necessitates changes in assessments. Finally, the District has limited resources to provide the level of data coaching to schools that is necessary to most effectively use assessment results to inform changes in instructional practice. Addressing these issues will require deep engagement with school principals and effective teachers to develop this strategy. Our comprehensive assessment strategy will be developed to:
 - Identify and implement a new assessment technology system that could be either a standalone system or a component of the new student information system. Such a system should be capable of delivering on-line or paper-based assessments that could be processed at the school-level.
 - Improve the District’s current assessment system by increasing the quality of internally developed assessments and by including formative, diagnostic and interim components.



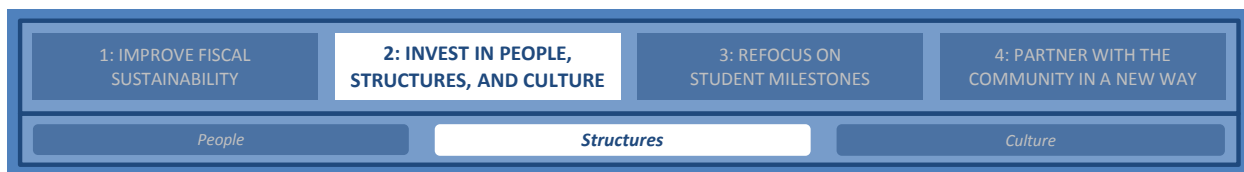
- Develop a strategy to provide ongoing data coaching to the schools that integrates internal assessments, accountability and goal-setting, student attendance, secondary coursework and other data related to college and career readiness. This coaching will also provide support on the reporting of assessment data.
- **Deepen community engagement and communications efforts:** We will continue improving channels of communication by improving our “rapid communication cycle” to better inform internal Central Office and school-based staff about progress on District initiatives. Our Central Office departments will execute against goals and milestones for priority initiatives. We are also planning multiple opportunities for community engagement around this plan in 2014. See Appendix A for more details on how to share your feedback.

*We want to **improve the quality of all schools by incorporating lessons learned, regardless of the school model.***

New Areas of Work

- **Simplify services for parents by making it easier for them to interact with Central Office:** During the listening tour, students, parents, staff and community members repeatedly spoke about the complexity of interacting with the District, including gathering information about available school options. During the 2011-12 school year, 57% of District students attend their feeder school [see Appendix G]. One area where we could improve how we meet families’ needs is by streamlining and simplifying the open enrollment process. The current system is difficult to navigate and the number of actual open seats at each school is not readily available. Under the current system, schools are not necessarily compelled to fill open seats with students outside their feeder pattern and that may unnecessarily limit access to high-quality school seats that may be available. To address these issues, we will be moving to a centrally managed open enrollment system in the 2015-16 school year. The number of open seats at each school will be published. In order to ensure broad access, all open seats would be distributed to families via lottery. Seats that are not taken through the lottery would be made available on a first-come, first-serve basis at each school. One limitation to increasing open enrollment is that we will have limited transportation opportunities for families that do seek open enrollment. As with current students using open enrollment, transportation would be offered only on existing routes with space available.
- **Develop partnerships with Pittsburgh-area charter schools to share best practices:** While district-charter relationships across the country have often been characterized by mistrust and a lack of communication, some forward-thinking cities are collaborating on mutually beneficial projects, such as sharing promising instructional practices.²¹ We believe that the time is right for Pittsburgh to take similar action because our families demand that we improve the quality of all schools by incorporating lessons learned, regardless of the school model. Our strategy will first focus on opening the lines of communication and identifying shared interests and desired outcomes for students; this is the common ground upon which future collaboration will grow. Building trust will take time and intentionality, and we will set reasonable goals for any early collaboration. However, our long-term goal is to make systemic changes to policies and practices that will increase the effectiveness of both District and charter schools, and thus benefit all children of Pittsburgh. We began the dialogue by meeting with charter leaders in

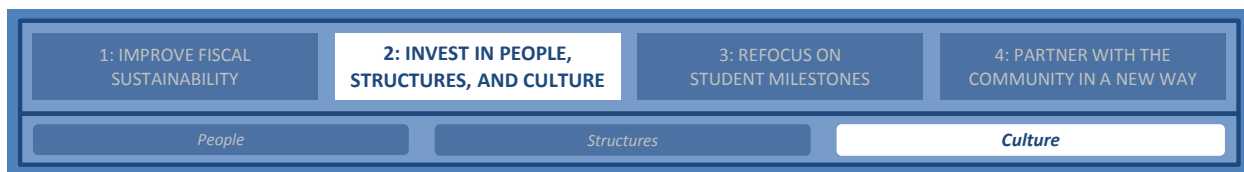
²¹ CRPE Interim Report on Gates District-Charter Collaboration Compacts: <http://www.crpe.org/publications/district-charter-collaboration-compact-interim-report>



Spring 2013 to discuss potential partnership opportunities such as shared professional development. We look forward to continuing the dialogue with the school leaders at the Pittsburgh Public Schools charter schools. See Appendix F for best practice research on district-charter strategies.

- Develop a cross-functional “Innovation Team” at Central Office to disseminate innovative practices:**
 We have used cross-functional teams successfully for major efforts such as school closures and for shorter term tasks such as emergencies at schools. The work of the team has been well-received and appreciated by school staff. Innovative practices are taking place across the District. For example, at least one teacher recently implemented a “flipped” classroom²² to change how he delivers instruction. We will convene a cross-functional “Innovation Team” charged with finding, packaging and disseminating innovative practices. This team will also incorporate the Board’s and other community members’ innovative ideas for how to improve quality schools and address the District’s fiscal challenges. For example, the Innovation Team could explore the Board’s ideas for reducing our paper and printing costs by incorporating more online delivery of content.

²² “Flipped” classrooms are a form of blended learning in which students learn new content online by watching video lectures, usually at home, and what used to be homework (assigned problems) is now done in class with teacher offering more personalized guidance and interaction with students, instead of lecturing. (http://en.wikipedia.org/wiki/Flipped_Classroom).



Culture

Strong cultures are leading indicators of academic achievement in schools. This has been evidenced across high-performing school districts that have put in place initiatives ranging from large-scale cross-sector partnerships (e.g., the Strive Partnership in Cincinnati) to smaller-scale character-building platforms integrated into classroom learning (e.g., Hamilton City School District in Ohio).

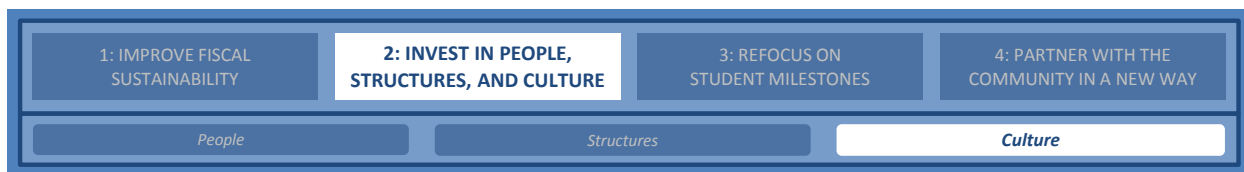
We believe that a culture of trust and respect is essential to cultivate:

- Among **students**, where character, values and high expectations are fostered on a daily basis
- Within **classrooms**, where teachers are equipped to inspire and support students
- At **schools**, where principals set the tone for the school day and for the year
- Among **Central Office staff**, where a customer service mentality and accountability are core priorities (see prior sections on People and Structures for how Central Office supports schools)

As Table 5 indicates, some District schools already enjoy strong school cultures. At the same time, the current perception is that many of our schools lack a positive student-focused culture that supports the development of students who are college- and career- ready, and that not every school has the same definition of success. Changing this reality will require coherence around a shared set of expectations, values and priorities across the District. It will also require prioritized resourcing (e.g., people, time and tools), commitment (e.g., a paradigm shift in the way schools and Central Office approach our larger mission to get students college- and career-ready), and accountability (e.g., developing indicators of success and measuring performance against them) – levers we believe we must act on, not just talk about, to make this different from prior attempts to create a climate for change.

Table 5: Examples of Strong School Culture in Pittsburgh

- **Pittsburgh Dilworth K-5:** Students are greeted daily with African drumming and whistles as they walk to their morning assembly, **setting the tone for the day.**
- **Pittsburgh Faison K-5:** The school developed a "Faison Playbook" that captures the "Faison Way," which is a warm, welcoming and inclusive environment with strong community connections.
- **Pittsburgh Sunnyside K-8:** As our best example of distributed leadership, Sunnyside has empowered teachers to take ownership for the school's success.



Summary of Strategies for Culture

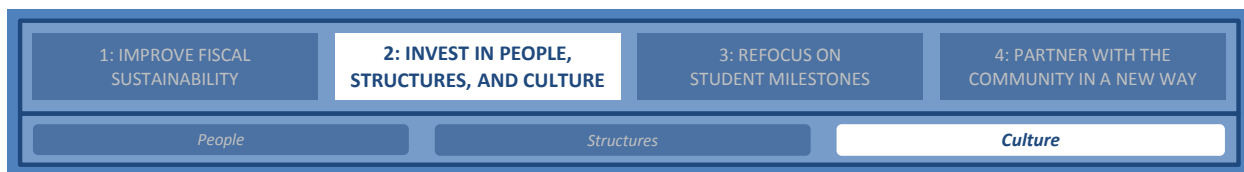
	Existing Efforts to Continue and Deepen	New Areas of Work
CULTURE	<ul style="list-style-type: none"> Continue to leverage student, teacher and family feedback on the climate of our classrooms and schools through annual student Tripod survey, parent survey and teaching and working conditions survey Continue to learn from successful school cultures within the District, acting as a conduit for better practices 	<ul style="list-style-type: none"> Work with exemplar teachers and school leaders to create shared standards that support teaching and learning environments within schools Set high expectations of excellence for students and classrooms at secondary schools, with an emphasis on college and career readiness

Existing Efforts to Continue and Deepen

- Continue to leverage student, teacher and family feedback on the climate of our classrooms and schools through annual student Tripod survey, parent survey and teaching and working conditions survey:** We conduct annual surveys with students, teachers, and families that address a wide range of topics including school culture and climate. School-level survey results were shared with schools in August to begin the process of improvement planning through Teaching and Learning Environment (TLE) Action Plans developed by school leaders and teachers. We will continue to ensure that feedback from these surveys informs our work in terms of monitoring our progress around teaching and learning environments, providing greater accountability to schools and the Central Office, and identifying those schools in need of targeted support.
- Continue to learn from successful school cultures within the District, acting as a conduit for better practices:** A Central Office Support Team focused on supporting TLE has analyzed trends in the Teaching and Learning Conditions survey data [see Appendix E] and is developing annual Promising Practices reports. These reports, which highlight the strategies and best practices of schools that showed greatest improvement in the TLE survey, equip school leaders to design their enhanced culture plan with Central Office support and school-based peers they can call on for advice if needed. We will also continue to track feedback from teachers and principals on which promising practices are most relevant.

New Areas of Work

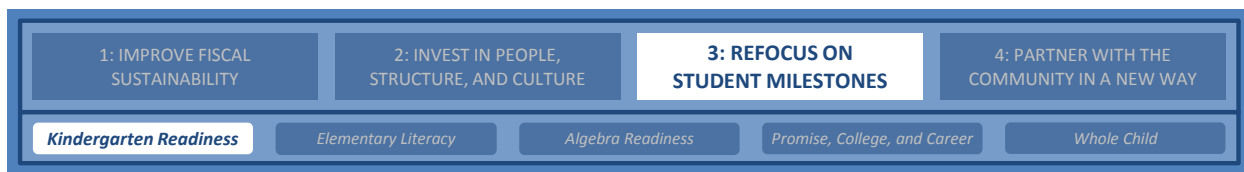
- Work with exemplar teachers and school leaders to create shared standards that support teaching and learning environments within schools:** We will establish a process to co-create TLE standards and embed throughout our schools. We plan to co-create these standards with teachers who have high ratings on relevant dimensions of the Educator Effectiveness Reports, as well as exemplar school administrators. A core team of leaders at Central Office who are focused on strengthening TLE can also inform the discussion, with potential support from one or more dedicated staff positions. This planning group will define and communicate the values and character traits all Pittsburgh Public Schools students need to develop to be successful in the 21st century – and how we will show commitment to this concept. This requires elevating culture-building and social-emotional knowledge as a core part of professional development provided to school leaders and teachers. Exemplar districts elsewhere in the country have deepened their commitment to culture by emphasizing positive character traits through behavior, service and community to build successful learning environments. For example, the Hamilton City School



District in Ohio has integrated character into the school day by offering service-learning opportunities on hunger and homelessness, and developing a community partner award for civic engagement [see Appendix F]. These initiatives typically require relatively low financial investments, but yield high returns on time invested in elementary schools.

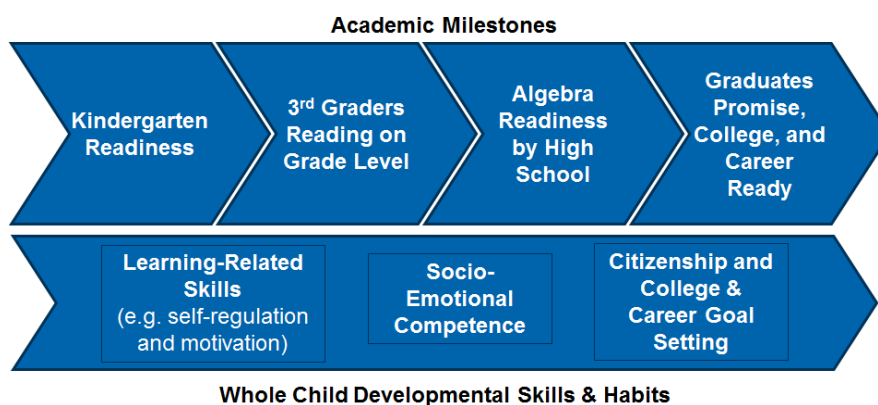
- Set high expectations of excellence for students and classrooms at secondary schools, with an emphasis on college and career readiness:** We will set the expectation that we will do everything possible to equip students to successfully complete a two- or four-year college degree. Exemplar districts around the country have shown that they can successfully build the expectation of postsecondary education for all students—not just the higher achieving students. For example, the Hidalgo Independent School District in Texas, which has a 91% free or reduced lunch (FRL) student population, has created a college prep culture in all its schools. Hidalgo leaders post college testing, application, and financial aid deadlines prominently throughout the district’s school buildings. In addition, all rising ninth graders at Hidalgo participate in an intensive four-week Math and ELA session to start the school year [see Appendix F]. We will explore how to incorporate these lessons learned and promising practices into the District’s culture of high expectations, with special attention paid to working within budget constraints.

*We will set the expectation that **we will do everything possible to equip students to successfully complete a two- or four-year college degree.***



RECOMMENDATION 3: REFOCUS ON STUDENT MILESTONES

As we reflected on our core beliefs and our vision, we recognized that realizing our vision is dependent upon our students being Promise-Ready from the first day of school. What do we mean by that? It means that our students will have a clearer path forward. They, and we, will know the milestones that represent the critical junctures in their lives as students. With a clear set of milestones, we believe our students and staff will have better success in keeping our students on the path to Promise, college and career readiness. Those milestones include: students who are ready for kindergarten, reading on grade level in third grade and ready for Algebra by high school. Moreover, we also recognize that academic success is only possible when developmental skills and habits are nurtured, including learning-related skills, socio-emotional competence, citizenship and college and career goal-setting. At each stage of a student's academic progression, we must factor in the non-cognitive skills and habits that will equip them to be successful in life.



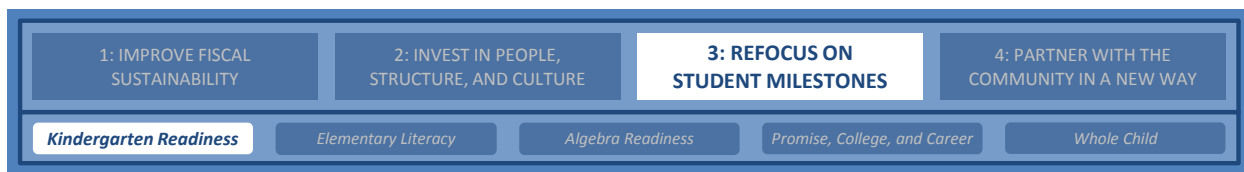
Kindergarten Readiness

There is strong evidence around learning gaps between advantaged and disadvantaged children that begin early in children's lives and relate to both cognitive and non-cognitive skills. Early intervention can have a positive impact on the cognitive and socio-emotional capabilities of disadvantaged children as well as their overall health.²³

The District has had a long-standing commitment to early childhood education. A research study conducted on the District's early childhood education program in 2011 indicated that kindergartners who attended the program had significantly higher reading outcomes than kindergartners with unknown early childhood program arrangements. That study also showed that District early childhood education programs served approximately 55% of economically disadvantaged kindergartners in 2008-9.²⁴ Since then, we have been

²³ Schools, Skills, and Synapses, James J. Heckman

²⁴ An Exploratory Analysis of the Impacts of the Pittsburgh Public Schools' Pre-Kindergarten Program, Westat (2011)



forced to reduce the number of early childhood classrooms by approximately 20% due to cuts in supplemental funding sources.

Summary of Strategies for Kindergarten Readiness

	Existing Efforts to Continue and Deepen	New Areas of Work
KINDERGARTEN READINESS	<ul style="list-style-type: none"> Expand access to early childhood education opportunities in Pittsburgh 	<ul style="list-style-type: none"> Develop a home school Pre-K curriculum to effectively support our students over the summer

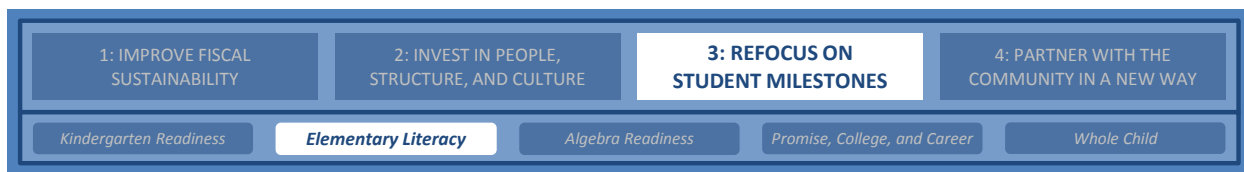
Existing Efforts to Continue and Deepen

- Expand access to early childhood education opportunities in Pittsburgh:** Early childhood education plays an important role, but since 2011 our ability to offer early childhood education has been diminished due to state and federal budget reductions with 566 fewer children in class in 2013-2014 than in 2010-2011. Given our financial constraints, we recognize that we cannot do this on our own. The early childhood education program must extend beyond district classes to get as many children enrolled as possible with a goal of Universal Four, every four year old in a quality program. This has to be a community-wide effort, and with Mayor-elect Peduto speaking publically about his support for early childhood education, we see an opportunity to partner beyond our own reach. Possibilities for expanded funding within the District and across the community include:
 - Aggressively pursuing any new state or federal funding opportunities, including potential opportunities from the recent introduction of Congressional legislation, “Strong Start for America’s Children Act of 2013,” which could provide funding channels for early learning.
 - Encouraging partners in the community to make sustained investments in early childhood education.
 - Expanding the District’s tuition-based program for non-low income families.
 - Aligning other parts of the District’s budget to support this priority in areas that might include an ongoing commitment from the general fund budget and/or shifting Title I funding.



New Areas of Work

- Develop a home school Pre-K curriculum to effectively support our students over the summer:** To reduce summer learning loss, we will explore opportunities to strengthen students’ transition into Kindergarten and to improve their transition between elementary grade levels. For example, we will look to deepen our partnerships with libraries and early childhood education providers to strengthen the support that children receive outside of school during the summer.



Elementary Literacy

Reading deficits at an early age have been found to widen over the elementary years, and these deficits persist into adulthood. Conversely, children who begin school with strong emergent literacy skills are more likely to show academic success throughout their lives.²⁵ Moving forward in the elementary grades, we know that third grade reading proficiency is one of the biggest predictors of high school graduation, and high school graduation is essential for our children. Today, nearly 60% of our students achieve this milestone based on the PSSA third grade reading measure. Achieving proficiency for the remaining 40% will mean devoting attention to all of the learning that children do prior to spring of their third grade year: pre-K and primary reading, the summers between each of those grades, and consistent school attendance so children have opportunity to learn, especially in Kindergarten. Research shows that these areas are critically important and have identified by the Campaign for Grade Level Reading as core areas of focus. While each of these areas demands its own level of attention, they all also must work together and be a seamless literacy program for children. This does not mean that reading is all that we must teach, but it does mean that reading must be the highest priority.

Summary of Strategies for Elementary Literacy

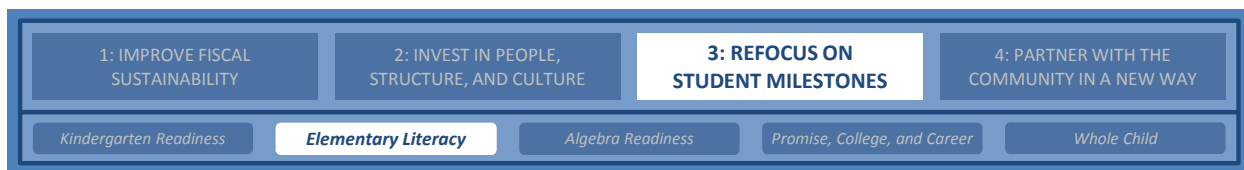
	Existing Efforts to Continue and Deepen	New Areas of Work
ELEMENTARY LITERACY	<ul style="list-style-type: none"> Address summer learning loss and chronic absenteeism 	<ul style="list-style-type: none"> Implement focused elementary literacy strategy with fidelity to PA Core

Existing Efforts to Continue and Deepen

- Address summer learning loss and chronic absenteeism in early elementary:** Yet, we know that universal pre-school is not enough. Even children who have quality early childhood programs during the school year experience summer learning loss, and chronic absenteeism continues to be a challenge even in early elementary. We must find ways to mitigate the summer learning loss, which has a more negative impact on children in poverty. We must develop a 45-day home-school program for the summers before Kindergarten and first grade. This program could utilize television, online tools, the Carnegie Library of Pittsburgh, Community Centers and other partners. Summer Scholars who complete the program should receive recognition in their schools and the community. To build a strong foundation of school attendance and prevent chronic absenteeism, our “Be There Campaign” will need to develop a Kindergarten focus plan so that the investment in full day pre-K is not lost for children. We will partner with the University of Pittsburgh’s Ready Freddy Program, which has been so successful in getting children enrolled, to encourage and support strong early patterns of attendance.

*Third grade reading proficiency is one of the **biggest predictors of high school graduation.***

²⁵ Early Test Scores, Socioeconomic Status and Future Outcomes, Currie and Thomas (2001)



New Areas of Work

- Implement focused elementary literacy strategy:** Effective teaching of reading is critical yet most teachers have minimal training as reading teachers and teaching reading is “rocket science” as has been said.²⁶ Here we must join people and structure: primary grade teachers need District structures to build their capacity, especially in order to teach at the level that can close racial academic gaps and diagnose and effectively treat reading difficulty. We credit two of our principals, Dr. Monica Lamar and Ms. Sally Rifugiato, for helping to inform our thinking on this section. Our efforts will begin with the Language Essentials for Teachers of Reading and Spelling – LETRS training which Pennsylvania has identified as an effective way to better prepare teachers for success in teaching reading. Fortunately, this builds on our Keystone to Opportunity grant and we have five teachers being trained as LETRS trainers currently. Our plan is to support their completion of the first three modules for LETRS training, and begin training our teachers, elementary principals and other support staff in the summer of 2014. The plan will mean that within three years, all primary teachers of reading will be trained in LETRS, the first schools will be our priority and focus schools under Title I and an important priority for LETRS will be to embed equity considerations into the training.

The District has many assets that can be leveraged in this work including our teacher effectiveness efforts and an extended literacy block that already provides at least 120 minutes of literacy instruction to students in all our elementary schools. However, there is much more for us to do to be successful based on research that suggests the need for a holistic school-wide approach that includes: strong leadership, positive belief and teacher dedication, data utilization and analysis, effective scheduling, professional development, scientifically-based research interventions and parent involvement.²⁷

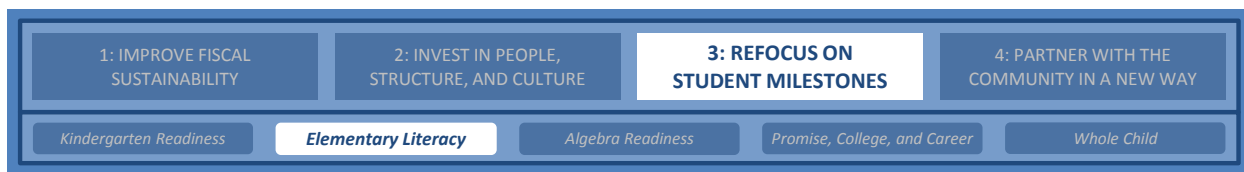


First, we must ensure that we enable teachers to effectively leverage their increased capacity to teach reading by using data and skill grouping. We will also ensure that teachers utilize our extended literacy block to differentiate based on the need of the student. Second, this effort must become a school-wide priority throughout the school year to create a professional learning community within our schools dedicated to the continuous improvement of literacy instruction. Third, we will look to evaluate and rationalize our current suite of reading interventions to ensure we have the right mix of interventions to meet the needs of our students. Finally, we know that parents and families are the first teachers of literacy and we must engage our families as partners in this effort so that they have the tools necessary to create a literacy-rich environment at home for our students.

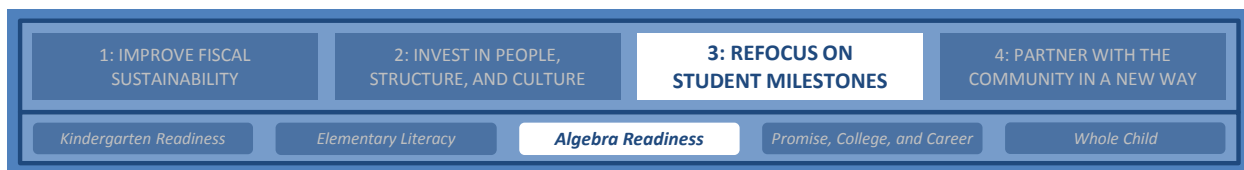
To support our efforts in this area, we will convene a group of teachers and principals to finalize an approach and expect to engage an external partner to support our efforts here beginning with professional development in the summer of 2014. Potential partners include:

²⁶ Teaching Reading Is Rocket Science: What Expert Teachers of Reading Should Know and Be Able to Do (1999), L.C. Moats

²⁷ Teaching All Students to Read: Practices from Reading First Schools With Strong Intervention Outcomes, Elizabeth Crawford and Joseph Torgesen



- **Institute for Learning (IFL)** – Located at the Learning Research and Development Center of the University of Pittsburgh, the IFL works closely with both researchers and educators to translate research findings into practical actions that teachers, administrators, schools and districts can implement to help close the learning gap and promote high student achievement. The IFL functions as a bridge between the domains of research and practice, bringing educators the best of current knowledge, research, tools, and models related to instruction and district design.
- **Language Essentials for Teachers of Reading and Spelling (LETRS)** – A professional development program that responds to the need for high-quality literacy educators at all levels. Developed by Louisa C. Moats, Ed.D., LETRS provides the deep foundational knowledge necessary to understand how students learn to read, write and spell – and why some of them struggle.
- **University of Pittsburgh School of Education** – The Department of Instruction and Learning (DIL) unites educational theory, research and practice, preparing teachers to enter the classroom ready to engage and support students in their learning.
- **95 Percent Group** – An organization that has extensive experience in consulting with state departments of education, regional offices of education and large urban districts. They serve clients nationwide with projects ranging from single-day professional development workshops to statewide multiyear implementations.



Algebra Readiness

A large body of research points to the importance of success in Algebra to access more advanced math and a college preparatory high school curriculum as well as higher college going rates and higher college graduation rates.²⁸ According to Clifford Adelman, “The academic intensity of the student’s high school curriculum still counts more than anything else in pre-collegiate history in providing momentum toward completing a bachelor’s degree...The highest level of mathematics reaching in high school continues to be an essential marker in pre-collegiate momentum, with the tipping point of momentum toward a bachelor’s degree now firmly above Algebra II.”²⁹

From 2008 to 2012, the District’s performance on the PSSA increased by 7% in middle school math. Although the District experienced a decrease of 6% in 2013, this drop is likely reflective of a statewide trend and not entirely indicative of the District’s performance. On the other hand, the situation at the high school level is quite different. High school mathematics performance was stagnant from 2008 to 2012 and the 9th grade block Algebra 1 failure rate continues to hover around 50% and the pass rate on the Grade 11 PSSA remained below 50% as of 2012. Although performance on the new Algebra 1 Keystone Exam in 2013 increased compared with the old PSSA, the tests are not directly comparable. Moreover, while the overall Algebra 1 Keystone pass rate was 51% in 2013, the pass rate for African-American students was less than half the pass rate of white students. The importance of success in Algebra coupled with the District’s math performance in recent years dictates a new emphasis on secondary math that builds on work that is recently underway as well as leveraging blended learning as a new tool to improve the District’s performance in secondary math.

Summary of Strategies for Algebra Readiness

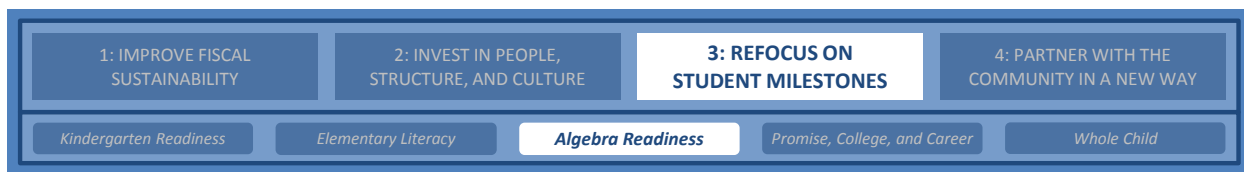
	Existing Efforts to Continue and Deepen	New Areas of Work
ALGEBRA READINESS	<ul style="list-style-type: none"> Implement the math and science partnership project with fidelity to PA Core 	<ul style="list-style-type: none"> Implement blended learning pilots in middle school math

Existing Efforts to Continue and Deepen

- Implement the math and science partnership project with fidelity to PA Core:** The District has partnered with the Education Development Center, Carnegie Mellon University, the University of Pittsburgh and Duquesne University aimed at bringing mathematics teachers together with scientists, mathematicians and engineers to improve participating teachers' content knowledge and subsequently the performance of their students. The program was designed to work seamlessly with the District's US Department of Education (US DE) MSP grant, which the Board accepted in May 2013. Building on the success of the District's first USDE MSP, the core strategy of each grant will be the delivery of intensive, high-quality professional development to District mathematics teachers via two-week summer institutes and coordinated follow-up activities in subsequent school years. Both MSP grant projects will focus on the integration of the Pennsylvania Core Standards into teacher practice. The special focus of this NSF MSP, however, will be on working to better understand the intersection of race, equity, mathematics and institutional settings, including articulating the relationship between issues of equity and content

²⁸ Annenberg Institute for School Reform, Pre-Algebra and Algebra Enrollment and Achievement

²⁹ The Toolbox Revisited (2006), Clifford Adelman



knowledge for teachers and their classroom practices (topics typically treated separately). The goal of the project's research component will be to specify particular instructional practices aimed at affording equitable learning opportunities, and contributing knowledge about supporting systemic change in urban districts. The District will receive nearly \$3.4 million over five years to support this work.

New Areas of Work

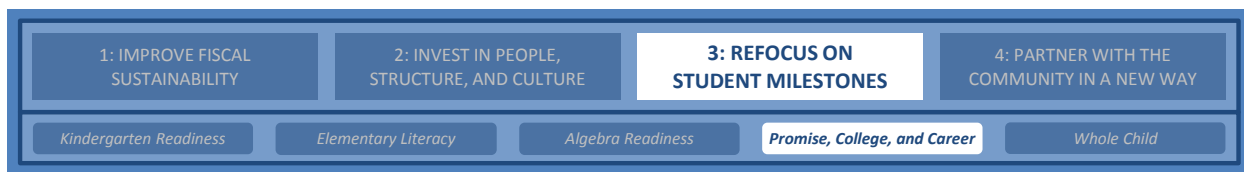
- Implement blended learning pilots in middle school math:** Blended learning is an essential component of an expanding technology landscape with the potential to marry existing practice with new innovations in teaching and learning. According to the Innosight Institute blended learning is “a formal education program in which a student learns at least in part through the online delivery of content and instruction, with some element of student control over time, place, path, and/or pace, and at least in part at a supervised brick-and-mortar location away from home.”³⁰ Compared with initiatives that seek to provide laptops or tablets to students, blended learning incorporates a deliberate shift to online instructional delivery for part of the school day to increase student learning. According to Digital Learning Now, “Blended learning environments can create more and better opportunities for teacher collaboration, enable differentiated staffing and boost meaningful professional development opportunities.” Digital Learning Now also notes that by using sophisticated data systems, teachers have access to “expanded and enhanced student data at their fingertips — improving efficiency and cutting down on time spent with routine tasks and record-keeping. Time saved from the thoughtful implementation of technology can be reinvested working with students, collaborating with other teachers and developing new roles.”³¹

Blended learning is an essential component of an expanding technology landscape with the potential to marry existing practice with new innovations in teaching and learning.

Given the potential impact on student achievement, we must take advantage of this emerging trend and plan to implement a blended learning pilot in middle school math for the 2014-15 school year. We have intentionally chosen a narrow scope of the pilot to ensure that we can implement with fidelity and have specifically chosen middle school math because of our focus on Algebra readiness, the greater level of development of blended learning in math, and the use of block scheduling in grades 6-8 that allows for extended instructional periods in math. While multiple approaches for blended learning exist and are rapidly evolving, our initial assessment suggests the use of a classroom rotation model that includes traditional teacher-led instruction, online instruction, and small group collaborative activities and stations. This model has the potential to make better use of the extended instructional period by utilizing multiple instructional stations and allowing for greater personalization of learning. The initial plan would be to conduct the pilot in 2-3 classrooms in two different schools that would likely include a K-8 and a 6-8 or 6-12 school.

³⁰ Innosight Institute

³¹ Digital Learning Now



Promise, College and Career Readiness

The research is clear that obtaining a post-secondary degree or certification is essential for economic prosperity. Research conducted by the Center on Education and the Workforce shows that median lifetime earnings increases dramatically with educational attainment. A high school graduate can expect to earn over 1.3 times more than someone without a high school diploma, a person with an associate's degree can expect to earn over 1.3 times more than a high school graduate, and a person with a bachelor's degree can expect to earn over 1.3 times more than the holder of an associate's degree. Cumulatively, a person who holds a bachelor's degree can expect to earn more than 2.3 times the lifetime earnings of a high school dropout.³²

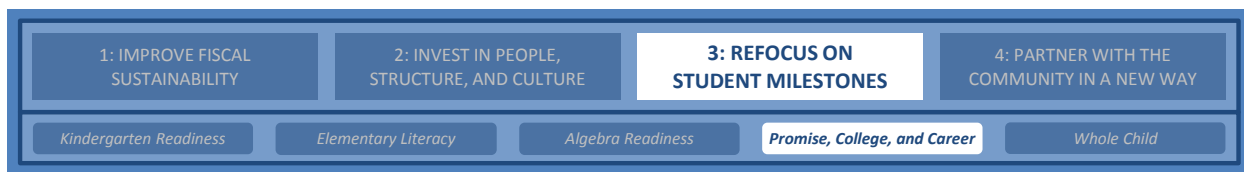
In December of 2006, Mayor Luke Ravenstahl and District Superintendent Mark Roosevelt partnered to announce the creation of the Pittsburgh Promise as part of a citywide commitment to economic, intellectual and social revitalization of the region. The effort was designed to give high school graduates of the District the means to pursue post-secondary education, regardless of family income, at an accredited post-secondary institution in Pennsylvania. By graduating with at least a 2.5 GPA, maintaining at least a 90% attendance record and earning admission to an accredited post-secondary institution in Pennsylvania, students can access up to a \$40,000 scholarship over four years.

Since 2008, the Pittsburgh Promise has awarded more than \$38 million in scholarships to more than 4,200 students in the District. The percentage of graduates enrolling in a post-secondary institution within two years of graduation has increased from 58% for the Class of 2005 to 68% for the Class of 2010. However, most of that growth took place between 2005 and 2008 with results unchanged since that time. At the same time, the percentage of students eligible for the Promise has remained relatively flat over the last four years, and the gap in Promise eligibility between our African-American and white students was nearly 42 percentage points in 2011-12. While we have made some progress, we have much work to do to ensure our students graduate from high school Promise-Ready.

Summary of Strategies for Promise, College and Career Readiness

	Existing Efforts to Continue and Deepen	New Areas of Work
PROMISE, COLLEGE AND CAREER READINESS	<ul style="list-style-type: none"> Implement National Math and Science Initiative Advanced Placement Training and Incentive Program (APTIP) with fidelity to PA Core Continue to implement "We Promise" Program Continue to refine talent development model for students 	<ul style="list-style-type: none"> Build equitable pathways into CAPA, Obama and SciTech by strengthening existing elementary magnet themes and by exploring a newly themed elementary magnet Pilot test an Early College High School in 2015-16 Explore opportunities to expand CTE offerings

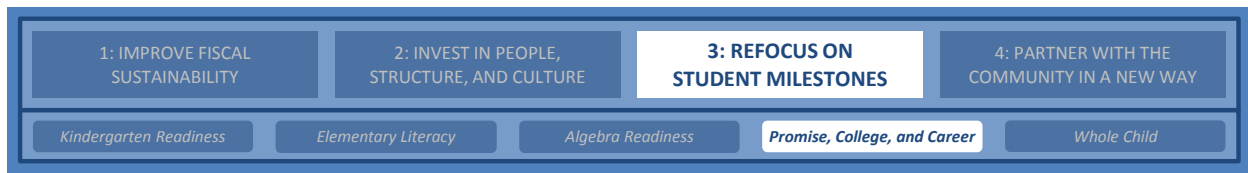
³² The College Payoff: Education, Occupations, and Lifetime Earnings (2011), Anthony P. Carnevale, Stephen J. Rose, and Ban Cheah



Existing Efforts to Continue and Deepen

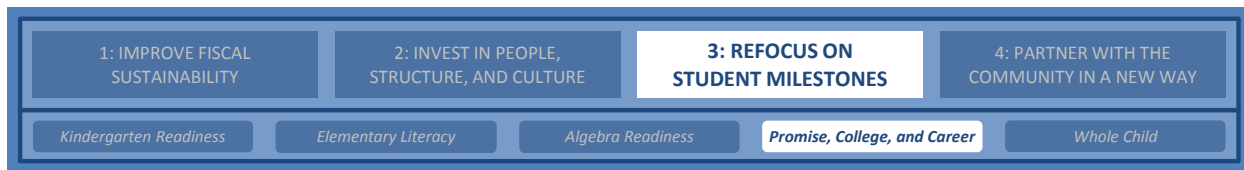
- Implement national Math and Science Initiative Advanced Placement Training and Incentive Program (APTIP) with fidelity to PA Core:** APTIP prepares students to succeed in college-level Advanced Placement math, science, and English courses through AP and pre-AP programming that increases teacher effectiveness and student achievement. The program increases dramatically the number of students taking and passing AP math, science and English exams, and expands access to traditionally under-represented students. The APTIP program includes teacher training for all AP and pre-AP teachers, student study sessions led by effective College Board consultants from across the nation, stipends and awards for teachers and students, half of all AP exam fees and up to \$15,000 per year in science, math and English equipment per school. The Heinz Endowments awarded our District a 3-year grant for approximately \$1 million to allow Pittsburgh Brashear High School and Pittsburgh Science and Technology Academy to participate in APTIP program. We will look for external funding opportunities to expand this program to other secondary schools over time.
- Continue to implement “We Promise” Program:** The “We Promise” Program, launched in 2013, supports African-American males in their junior and senior year who are on the verge of being Promise-Ready (2.5 GPA and 90% attendance). During the 2012-2013 school year, 159 students with GPA’s ranging from 1.75 to 2.49 participated in the We Promise program. The first We Promise Summit was held in January 2013 at the Greenway Professional Development Center with the goal of providing these students a space to define and explore their self-identity as African-American males. We have also developed an Advisory Committee with 12 African-American males who serve as Lead Mentors for each of our high schools. By empowering these students, we are encouraging them to take ownership of their future as they transition from high school to college or the workforce. We will deepen our commitment to this program to ensure that all students, including those who are most in need, have access to the Promise. We are exploring opportunities to expand We Promise to include 8-12 grades.
- Continue to refine talent development model for students:** Taking rigorous courses in high school better prepares students for success in college. Prior to the 2012-13 school year, only students with a Gifted IEP had access to our 9-12 CAS, or honors-level courses in high school. This meant that only some of our schools had a gifted population that could sustain a full complement of CAS courses, the students in these courses were predominantly white, and many high-achieving and motivated students were unable to take part in these courses. We moved from a Gifted to a Gifted and Talented Model, meaning students that do not have a gifted identification go through an application process for specific courses. We have seen significant numbers of talented students apply for and access CAS courses, which has changed the racial make-up of the courses, and has allowed more students at more high schools to engage in the highest level of coursework and be successful in AP courses in 11th and 12th grade. We will continue to expand access to rigorous courses in our high schools.





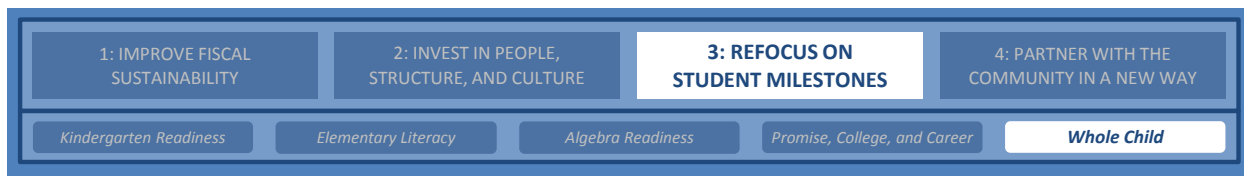
New Areas of Work

- Build equitable pathways into CAPA, Obama and SciTech by strengthening existing elementary magnet themes and by exploring a newly themed elementary magnet:** Our magnet programs promote student choice in areas of academic and career interest and provide access and exposure to a variety of pathways that deepen student learning. Many of the full citywide magnet schools are showing success, and have been in high demand beyond their neighborhood region. Proposed enhancements to these models largely revolve around connecting pathways across the city into popular 6-12 magnet programs to provide stronger continuity in students' learning experiences. We will maintain these models as they exist and will look into expanding seats elsewhere. To accomplish this, we are identifying ways of strengthening existing elementary magnet themes, and we are also exploring a newly themed elementary magnet:
 - We will strengthen existing elementary magnet themes.** In the near-term, we suggest developing a process to strengthen the themes at Lincoln PreK-5 and Carmalt PreK-8, which both have a focus on science and technology. This would be accomplished by convening a team including school, community and Central Office representatives to develop and engage partners, and to strengthen ties between these two schools and SciTech. For example, Carmalt has a strong literacy culture, so the school could explore science and technology writing projects that engage students in a potential solution. Carmalt and Lincoln could also consider adopting a more specific focus on two of the four areas of science and technology at SciTech: engineering, environment, computers and life science. The planning team could explore local corporate partnerships to engage students in real-world applications of what they are learning. In addition, the planning team could also identify opportunities to align each school's science and technology-themed curriculum to the PA Core.
 - We will also provide more equitable pathways by exploring the opening of one elementary language, arts or science magnet for the 15-16 school year in the Northside or Hill District, with priority given to students who live in these neighborhoods.** We will consider opening an entirely new school in an existing building, or transform an existing school with a newly themed program. The specific theme and location of the school would be informed by feedback from families, teachers, and school leaders during planning meetings and a potential request for proposals (RFP) from interested schools in 2014. We will consider creating an expert panel of local practitioners and researchers to evaluate the submitted RFPs for the elementary magnet.
- Pilot an Early College High School in 2015-16:** Early College models provide an integrated high school and postsecondary experience, with the possibility to earn an Associate's degree or up to two years of transferable college credit toward a degree while still in high school. College credits are granted by a postsecondary partner institution like CCAC. The high schools commit to providing academic and social supports that help students succeed in a challenging course of study. In all, research has proven the success of Early College High Schools across a number of different measures, such as high school graduation rates and college enrollment rates. We recommend infusing Early College programming into one or more secondary school, starting with a pilot program in one high school in 2015-16 and potentially scaling to one or two other secondary schools in 2016-17. The Early College model will entail partnerships with local postsecondary institutions to align curriculum and provide the opportunity to earn up to two years of transferrable college credit or an Associate's Degree, increased academic and



social supports for students, and outreach to middle-grade students to promote academic preparation. During the 2014-15 planning year, we will finalize the vision and scope of this school model, secure postsecondary partners, and explore an RFP process to gauge interest from area high school leaders in the Early College model. See Appendix F for further best practice research on the Early College model.

- **Explore opportunities to expand CTE offerings:** Career Technical Education (CTE) programs engage students in hands-on, experiential learning directly tied to career pathways, integrating technical training with instruction in core academic subjects. Students graduate prepared both for work and for postsecondary education. Expanding CTE programming was one of the most cited ideas from the Board of Education and the Pittsburgh community. Today, 20 CTE programs are offered at five schools - Allderdice, Brashear, Carrick, Perry and Westinghouse. To enable expansion, we will be reviewing all existing CTE programs over the next year. We will fund the addition of new programs such as web design that are in high demand from our students and in the local job market, by shifting resources from under-utilized programs. We are also seeking partners from the private sector to support and resource CTE programming, and to work with us to deepen the learning experience we provide our students.



Whole Child Developmental Skills and Habits

While academic skills are important building blocks of students' success, an emerging body of research also shows the importance of non-cognitive developmental skills and habits. These non-academic character skills include grit, self-control, zest, social intelligence, gratitude, optimism and curiosity.³³ Researchers have discovered the predictive power of these traits and habits on the long-term success of students, including improved college persistence and college completion rates.³⁴ Based on this research, exemplar school districts and charter operators are now developing a road map and rubric to assess the development of each character strength.

Focusing on the whole child to foster habits of success must be a priority for our District and for our broader community. This requires focusing not just on academic skills but also non-academic skills such as study habits and interpersonal skills. Feedback from the community echoed the importance of focusing on the whole child to strengthen these social-emotional skills. For example, one of the core recommendations from the online crowd-sourced VIVA report was to create a nurturing social-emotional climate in all schools to allow students to develop as productive members of a democratic society [see Appendix B]. Creating this supportive climate could include providing comprehensive wraparound services for all students, developing student leadership structures in every school (as noted in the earlier section on People) and fostering a building-by-building culture of excellence (as noted in the earlier section on Culture).

Summary of Strategies for Whole Child Developmental Skills

	Existing Efforts to Continue and Deepen	New Areas of Work
WHOLE CHILD DEVELOPMENTAL SKILLS AND HABITS	<ul style="list-style-type: none"> Continue to define student success as not only mastering academic content, but also developing behaviors and habits and exploring dreams and ambitions 	<ul style="list-style-type: none"> Convene families, students, teachers, principals and other community leaders to develop a road map for fostering developmental skills and habits of success in all students Identify opportunities to improve coordination and alignment of wraparound services for students in and out of school

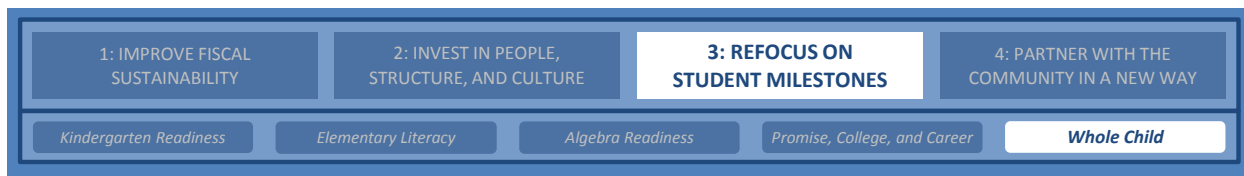
Existing Efforts to Continue and Deepen

- Continue to define student success as not only mastering academic content, but also developing behaviors and habits and exploring dreams and ambitions:** Being Promise-Ready from the first day of school requires more than mastering academic content. It also means developing behaviors and habits that are consistent with success in college or a career as well as exploring ambitions and dreams regarding life after high school.³⁵ A Promise-Ready student has healthy habits (e.g., sleep, exercise), good study skills (e.g., independent work, note-taking), and persistence and self-control.

³³ Paul Tough, "How Children Succeed," 2012

³⁴ Borghans, Duckworth, Heckman, & ter Weel, "The Economics and Psychology of Personality Traits," Journal of Human Resources, 2008.

³⁵ Adapted from "Becoming Promise Ready" brochure, 2010.



We have also defined successful students as having intellectual curiosity, career knowledge and exposure, college knowledge and exposure and understanding of the postsecondary educational system. We must deepen our commitment to fostering these developmental skills that support the whole child.

New Areas of Work

- Convene families, students, teachers, principals and other community leaders to develop a road map for fostering developmental skills and habits of success in all students:** We have established the primary ingredients of student success, and we now need to develop a robust plan for nurturing and assessing the most important non-cognitive attributes in students. For example, when the KIPP network of charter schools wants to help develop grit, they survey students and ask them to reflect on whether they try very hard after experiencing failure. As another example, the StriveTogether network of Cradle to Career initiatives around the country has adapted research on non-cognitive skills to develop measures for three areas of growth mindset: 1) passion and purpose (e.g., having a passion or purpose to learn, enjoyment of learning); 2) grit and growth (e.g., belief that intelligence grows by taking on challenges, recognition of power to shape own future, determination to persist in the face of difficulty and confidence in ability to learn); and 3) identity and community (e.g., valuing the power of the mind, willingness to speak up to get what is needed to learn, pride in contribution to a learning community).³⁶ Building on the character development practices from KIPP, Strive, and other organizations, we will gather community stakeholders to determine how we should support and assess non-cognitive, social-emotional skills and habits in our students. The result of these discussions will be a roadmap for how we can foster these skills in all schools for all students.
- Identify opportunities to improve coordination and alignment of wraparound services for students in and out of school:** We are fortunate to have a strong group of community partners that provide much-needed wraparound services such as physical health and wellness, social-emotional and behavioral health, family support and engagement and academic enrichment. We will explore opportunities to deepen those relationships and identify additional opportunities to improve coordination and alignment. One promising model for coordinating wraparound services is the Boost! partnership between the United Way of Greater New Haven, the city of New Haven and New Haven Public Schools. The Boost! partnership coordinates wraparound services for students in and out of school, including health care, counseling, and family support. This collaborative effort in New Haven helps identify youth service providers and broker, monitor and enhance a wide variety of school-level partnerships. As we explore ways of partnering with the community in a new way, this model in New Haven could provide useful lessons learned for us to adapt to our needs in Pittsburgh.



The Boost! partnership coordinates wraparound services for students in and out of school, including health care, counseling, and family support. This collaborative effort in New Haven helps identify youth service providers and broker, monitor and enhance a wide variety of school-level partnerships. As we explore ways of partnering with the community in a new way, this model in New Haven could provide useful lessons learned for us to adapt to our needs in Pittsburgh.

³⁶ StriveTogether's Growth Mindset or Mastery Orientation Measures: <http://www.strivetgether.org/growth-mindset-or-mastery-orientation-measures>

RECOMMENDATION 4: PARTNER WITH THE COMMUNITY IN A NEW WAY

To meet the academic goals of our students, we recognize the need to meet the needs of the whole child with the support of the whole community. The Pittsburgh community has a rich non-profit and philanthropic community. In 2013, Charity Navigator ranked Pittsburgh's philanthropic community 7th of 30 major metropolitan areas around the country. Collective impact is a social innovation that has great promise to bring together our community in order to provide the academic and non-academic supports that we know our children need in order to be successful.

Collective Impact

Collective impact, a powerful strategy used by a number of communities around the country, is the commitment of a group of cross-sector actors to a common agenda for solving a social problem through alignment and differentiation of efforts.³⁷ Collective impact efforts across a range of issues often grow out of the recognition that community representatives from many sectors (e.g., business, religious institutions, education, etc.) have deep, vested interests in resolving the problem. Such solutions depend on addressing a complex range of challenges that can only be improved through a systematic and coordinated approach owned by the cross-sector representatives of the community themselves. Indeed, no single organization is responsible for any major social problem, nor can any single organization solve it. Collective impact differs from traditional models in that organizations work together to reach a set of shared goals instead of taking a "siloed" approach which results in isolated impact.

Isolated Impact	Collective Impact
<ul style="list-style-type: none"> Funders select individual grantees that offer the most promising solutions Nonprofits work separately and compete to produce the greatest independent impact Evaluation attempts to isolate a particular organization's impact Large scale change is assumed to depend on scaling a single organization Corporate and government sectors are often disconnected from the efforts of foundations and non-profits 	<ul style="list-style-type: none"> Funders and implementers understand that social problems – and their solutions – arise from the interaction of many organizations within a larger system Progress depends on working toward the same goal and measuring same things Large scale impact depends on increasing cross-sector alignment and learning among many organizations Government and corporate sectors are essential partners Organizations actively coordinate their action and share lessons learned

³⁷ For a full description of collective impact and examples from across the country, see the article "Collective Impact" in the Stanford Social Innovation Review, 2011. http://www.ssireview.org/articles/entry/collective_impact

1: IMPROVE FISCAL
SUSTAINABILITY

2: INVEST IN PEOPLE,
STRUCTURE, AND CULTURE

3: REFOCUS ON
STUDENT MILESTONES

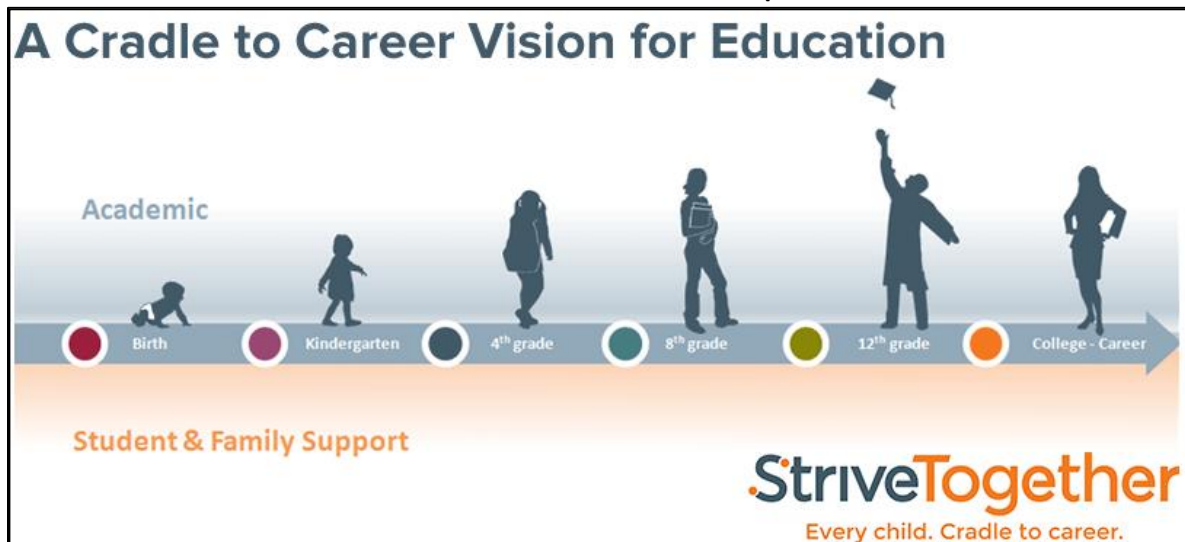
4: PARTNER WITH THE
COMMUNITY IN A NEW WAY

Collective impact differs from traditional forms of collaboration through the following five necessary conditions that together create a highly structured system of cooperation across actors:

- **Common Agenda:** All participants have a shared vision for change including a common understanding of the problem and a joint approach to solving it through agreed upon actions.
- **Shared Measurement:** Collecting data and measuring results consistently across all participants ensures efforts remain aligned and participants hold each other accountable.
- **Mutually Reinforcing Activities:** Participant activities must be differentiated while still being coordinated through a mutually reinforcing plan of action.
- **Continuous Communication:** Consistent and open communication is needed across the many players to build trust, assure mutual objectives and appreciate common motivation.
- **Backbone Support:** Creating and managing collective impact requires a separate organization with staff and a specific set of skills to serve as the backbone and coordinate participating organizations and agencies.

In education, collective impact has emerged as a powerful approach to bring together organizations to provide cradle to career support to students in terms of both academic and non-academic supports. The Strive Partnership started in Cincinnati and Northern Kentucky in 2006 and since then its approach has been initiated or fostered in 37 states and the District of Columbia. See Table 6 for Strive's Cradle to Career Vision for Education.

Table 6: The Strive Partnership



1: IMPROVE FISCAL
SUSTAINABILITY

2: INVEST IN PEOPLE,
STRUCTURE, AND CULTURE

3: REFOCUS ON
STUDENT MILESTONES

4: PARTNER WITH THE
COMMUNITY IN A NEW WAY

Going Forward

Since the community must drive such an effort with the District as a strong partner, it would be premature to define the scope of such an effort without first convening a group of local leaders to develop a common agenda. However, based on our research in other communities [see Appendix F], we would anticipate that a collective impact effort around student success in Pittsburgh could take on the following forms:

- **Early Childhood Education:** Such an effort would likely be focused on kindergarten readiness and would bring together organizations that are actively supporting students from birth to age 5.
- **Third Grade Reading:** Such an effort would be focused on complementing the District's efforts to ensure that all third graders are proficient in reading. A national effort called the Campaign for Grade Level Reading is already underway supporting over 100 local efforts around the country with a focus on kindergarten readiness, chronic absenteeism and summer learning loss. Locally, the United Way of Allegheny County is spearheading the Campaign for Grade Level Reading by working with dozens of community partners to improve third grade reading proficiency.
- **Algebra Readiness:** Such an effort would likely be focused on bringing together organizations that are actively supporting students in middle school to ensure that they are equipped to succeed in Algebra.
- **Cradle to Career:** Such efforts begin as early as birth and provide support over the entire arc of a student's career through post-secondary completion and in some cases to workforce success. Strive is a prominent example of a cradle to career effort that has been replicated in dozens of communities around the country.

IMPLEMENTATION PLANNING

Timeline Through 2016

Timing		Key Activities
2014	Jan - June	<ul style="list-style-type: none"> • Cost Reductions: Make Central Office non-personnel reductions by February 2014. Prioritize reductions with the least impact on students, such as communications and finance department spending • Closures: Complete public comment period for Woolslair by March 2014. Work with leadership team at Arsenal PreK-5 to develop a transition plan for Woolslair students. In addition to the Woolslair closure, begin conversations with Board about potential additional school closures, consolidations and relocations for the 15-16 school year • People – by June 2014: <ul style="list-style-type: none"> ○ Implement PA Core effectively by equipping teachers and school leaders with content-specific professional development ○ Continue to deepen teacher effectiveness efforts through planned engagement sessions with educators ○ Create a professional growth model for administrators that promotes personal and professional growth and has a focus on developing leadership capabilities ○ Create additional structures for building leadership in administrators, teachers and in other District stakeholders (e.g., parents) • Structures – by June 2014: <ul style="list-style-type: none"> ○ Develop a comprehensive student assessment system by ensuring that technology systems are in place to track student progress ○ Expand upon the use of cross-functional teams at Central Office • Culture – by June 2014: <ul style="list-style-type: none"> ○ Continue to deliver student, teacher and family surveys to inform school teaching and learning environments ○ Develop channels for schools to share practices contributing to successful school cultures ○ Create shared standards that support teaching and learning environments within schools ○ Set high expectations of excellence for students and classrooms at secondary schools, with emphasis on college and career readiness • Milestone-Specific Strategies – by June 2014: <ul style="list-style-type: none"> ○ Explore the feasibility of expanding access to pre-school seats ○ Address summer learning loss and chronic absenteeism in early elementary ○ Implement elementary literacy strategy ○ Implement math and science partnership project ○ Implement national Math and Science Initiative Advanced Placement Training and Incentive Program ○ Continue to build on “We Promise” ○ Continue to refine talent development model for students ○ Convene families, students, teachers, principals and other community leaders to develop a road map for fostering developmental skills and habits of success in all students • Community Conversations: initiate regional meetings and community conversations in January 2014 with Board members, parents, foundation leaders, District Staff and other community leaders to share ideas and develop common ground

Timing		Key Activities
	July - Dec	<ul style="list-style-type: none"> • Cost Reductions: Pursue reductions in operations and other school-based areas by July 2014, prioritizing reductions with as minimal impact on students as possible; begin making Central Office personnel reductions • Closures: Complete public and Board engagement process for any potential SY15-16 school closures, consolidations and relocations by November 2014 • Structures – by December 2014: Deepen community engagement and communication efforts by providing more frequent updates on District progress and plan implementation through email updates and community forums • Collective Impact: Join with cross-sector community partners to determine common agenda for a multi-year, branded Collective Impact effort by July 2014
	2015	<ul style="list-style-type: none"> • People: Initiate Central office leadership development effort by June 2015 • Structures – by June 2015: <ul style="list-style-type: none"> ○ Build partnerships with charters by establishing a monthly or quarterly knowledge sharing series between District and charter leaders ○ Simplify parent interactions with Central Office, including the open enrollment process, by centralizing the process to determine seat availability at each school in the spring. Update lottery based on simplified enrollment process. • Milestone-Specific Strategies – by June 2015: <ul style="list-style-type: none"> ○ Build equitable pathways into CAPA, Obama and SciTech with a newly-themed elementary magnet ○ Develop a plan to pilot test blending learning in select middle schools during the 15-16 school year ○ Develop a pilot Early College high school model ○ Explore opportunities to expand CTE offerings • Cost reductions: Pursue changes in EDM and changes to the special education service delivery model by June 2015, before the start of the 15-16 school year • School closures: Finalize any potential SY15-16 school closures, consolidations and relocations, and begin any relevant transition planning for schools proposed for closure in SY15-16 by February 2015
	2016	<ul style="list-style-type: none"> • Revisit progress of strategies to ensure that most important priorities are staying on track. Make adjustments as needed

Resource Requirements

Many of the priority initiatives outlined in this plan have resource requirements, as noted in Table 7.

Table 7: Estimated One-Time and Recurring Costs for Priority Initiatives

Effort	Overview	One-Time Cost	Annual Recurring Cost
Collective Impact	<ul style="list-style-type: none"> Initiate multi-year, cross-sector effort to address whole child in Pittsburgh 	TBD	\$0.4M - \$0.7M
Early College High School	<ul style="list-style-type: none"> Open integrated high school and postsecondary experience where students earn up to 2 years of credit 	\$0.1M - \$0.15M	\$0.45M - \$0.8M
Early Literacy Strategy	<ul style="list-style-type: none"> Implement a new elementary literacy strategy 	\$2.0M - \$4.5M	n/a
Middle School Blended Learning Pilots	<ul style="list-style-type: none"> 2-3 math classrooms in two schools (K-8 and 6-8) 	\$0.4M - \$0.9M	\$0.1M - \$0.2M
New Elementary Magnet	<ul style="list-style-type: none"> Open new elementary arts, science, or language magnet in 15-16 school year in under-served community 	\$0.3M - \$1.5M	\$0.1M - \$0.2M ³⁸
NMSI APTIP Expansion	<ul style="list-style-type: none"> Expand NMSI Advanced Placement Training and Incentive Program to 3 additional schools 	\$1.0M - \$1.6M	TBD
Universal Pre-School for 4 Year-Olds	<ul style="list-style-type: none"> For all low-income incoming kindergarten students in the District 	TBD	\$3.0M - \$8.0M
Total		\$3.8M - \$8.7M	\$4.0M - \$9.9M

The cost estimates in Table 7 are representative of several priority initiatives. However, these calculations are not intended to be a comprehensive assessment of costs of all recommendations. We will need to cover some of these one-time and annual recurring costs through District funds, either by reallocating existing resources or making additional budget reductions in future years where necessary. We also will look to the philanthropic community and other state/federal public and private sources to partner with us to fund some of these efforts. For example, a private foundation might be interested in supporting the one-time cost of middle-school blended learning pilots or retrofitting a school for a science-themed magnet school, but we would likely cover the recurring cost of ongoing professional development or personnel costs.

Other resource requirements include:

³⁸ This reflects the incremental recurring cost using an existing elementary school

- **Technology Requirements:** Plan for potential technology costs to implement our student assessment system and to simplify the open enrollment lottery.
- **Transition Support for Woolslair/Arsenal:** Identify part-time or full-time resource to support the transition of students from Woolslair to Arsenal PreK-5. This resource could also help with Arsenal's plan to effectively serve a larger student population SY 14-15.
- **Project Management:** Managing the community engagement going forward as well as the implementation of this plan will require a concerted effort around project management to track progress, identify resource requirements, and address roadblocks.

Risk and Mitigation Strategies

We will face various risks as we implement this plan. While we cannot anticipate every risk, we can proactively plan for potential roadblocks that would impact successful implementation:

Risk	Mitigation Strategy
<ul style="list-style-type: none"> • Impact of Cost Reductions on Students: Some Board members have expressed concerns that additional cost reductions could negatively impact students' learning. 	<ul style="list-style-type: none"> • Prioritize personnel and non-personnel reductions that have the most indirect impact on students.
<ul style="list-style-type: none"> • District Capacity to Implement: We will not have the capacity to effectively maintain/expand some initiatives while starting other new initiatives. 	<ul style="list-style-type: none"> • Use the strategic framework outlined in this plan as a filter to prioritize where to spend time and attention. This will require that certain efforts are de-prioritized to free up existing capacity for new initiatives.
<ul style="list-style-type: none"> • Additional Resource Requirements: Allocating more resources in a budget-constrained environment could be challenging given the additional cost reduction measures being considered at the same time. 	<ul style="list-style-type: none"> • Justify the cost of adding new models or supporting the transition of students from a closed school by emphasizing the positive impact that these incremental investments will have on student outcomes.

APPENDICES

Table of Contents for Appendices

Section	Appendix Name	Page #
Setting the Context	Appendix A: Process Overview and Stakeholder Engagement Summary	61-63
	Appendix B: Community Feedback Summary (Interview Themes, Survey Findings, VIVA Recommendations)	64-69
	Appendix C: Envisioning Central Office Survey Themes	70
Academic Strategies	Appendix D: Top Takeaways about Teacher Effectiveness	71-72
	Appendix E: Teaching and Learning Conditions Survey Results	73-74
	Appendix F: National Exemplar Research and Best Practice Assessment	75-82
	Appendix G: Student Outcomes and School Portfolio Analysis	83-88
	Appendix H: Magnet Application Details by Program	89
Financial Strategies	Appendix I: State and National Financial Benchmarking	90-91
	Appendix J: Total and Addressable Budget	92
	Appendix K: Assessment of Revenue Opportunities	93-94
	Appendix L: Cost Reduction Opportunities	95-97
	Appendix M: Educational Delivery Model Class Size Analysis	98-99
	Appendix N: Special Education Analysis	100
	Appendix O: Student Transportation Analysis	101-102
	Appendix P: Transition Planning for School Closure	103-105

Appendices

Appendix A: Process Overview and Stakeholder Engagement Summary

Stakeholder Engagement Opportunities, by Audience (1 of 2)	
Audience	Stakeholder Engagement Opportunities
Students	<ul style="list-style-type: none"> 2 Student Focus Groups (4/10 and 4/24) 5 Students Represented on Advisory Group A+ Schools Student Group (10/28)
Parents	<ul style="list-style-type: none"> 11 Parent Interviews EFA Gallery Walks (April and May) Parent Focus Group (7/31) 10 Parents Represented on Advisory Group 175+ Parent Respondents to June 2013 Community Survey EFA Parent Meeting (November)
Board	<ul style="list-style-type: none"> 8 of 9 Individual Board Member Interviews 3 Board Members Represented on Advisory Group Board Workshops: 5/6/13, 6/17/13, 10/9/13, and 11/04/13 Individual Board Member Briefings by Phone and/or In Person Regular Email Updates from Superintendent to the Board
Teachers	<ul style="list-style-type: none"> 2 Teacher Interviews 4 Teachers Represented on Advisory Group 30+ Teacher Respondents to June 2013 Community Survey Participation in VIVA Online Exchange

Stakeholder Engagement Opportunities, by Audience (2 of 2)	
Audience	Stakeholder Engagement Opportunities
Principals	<ul style="list-style-type: none"> 3 Principal Interviews 70+ Principal and Assistant Principal Respondents to Survey in June 3 Principal Focus Groups during Leadership Week in August Lead Principal Meetings
Central Office	<ul style="list-style-type: none"> 62 Interviews; 2 Focus Groups Central Office Survey (82% response rate); Central Office Town Hall (2/8/13 and 4/26/13) District Team Day (6/14/13)
Funders	<ul style="list-style-type: none"> 4 Interviews with Funders 3 FFE Members Represented on Advisory Group FFE Update Meetings: 5/23/2013, 10/22/2013
Civic Leaders / Elected Officials	<ul style="list-style-type: none"> 22 Interviews with Community Leaders 24 Community Leaders Represented on Advisory Group Blue Ribbon Committee Meeting on 11/21/13
PFT	<ul style="list-style-type: none"> PFT Representation on Advisory Group Interview with PFT President
Advisory Group / Community	<ul style="list-style-type: none"> Advisory Group Meetings: 2/19, 5/13, 7/16, 7/23, 8/15, and 10/17 500+ Community member responses to June 2013 Community Survey Participation in VIVA Online Exchange

The Envisioning Advisory Group Represents Many Perspectives from the Pittsburgh Community (1 of 2)

Community Organizations

- Dave Adkinson, Vice President, Highland Park Community Council
- Dr. Marilyn Barnett, Chair, Education Committee, Pittsburgh NAACP
- Mary Frances, Cooper President and Director, Carnegie Library of Pittsburgh
- Kathy Fine, Co-founder, Parents United for Responsible Educational Reform
- Rick Flanagan, Youth Development Director, Bloomfield Garfield Association
- Bob Gradeck, Research Specialist, University Center for Social & Urban Research
- Dexter Halston, Executive Director, YMCA of Greater Pittsburgh
- Pamela Harlin, Co-chair, Local Task Force on the Right to Education
- Ken Lelsico, Assistant Director, Office of Child Development, University of Pittsburgh
- Derrick Lopez, President & Chief Executive Officer, Homewood Children's Village
- Stephen MacIsaac, Executive Director, Neighborhood Learning Alliance
- Dr. Johnson Martin, Community Member
- Monique McIntosh, Senior Director of Programs, YMCA of Greater Pittsburgh
- Dr. Anthony Mitchell, Assistant Director, University Community Programs, Continuing Education, Penn State Greater Allegheny
- Rosemary Moriarty, Retired Educator & Member, Hill District Education Committee
- Jessie Ramey, Yinzercation
- Tracy Royston, Board Member, Squirrel Hill Urban Coalition
- Mike Wilson, Community Member

Government

- Olivia Benson, Youth Policy Manager, Mayor's Office
- Samantha Murphy, Education Liaison, Department of Human Services

Higher Education

- Dr. Mary Frances Archey, Vice President, Student Success & Completion, CCAC
- Dr. Amy Burkert, Vice Provost for Education, Carnegie Mellon
- Saleem Ghubril, Executive Director, Pittsburgh Promise

Philanthropy

- Grant Oliphant, FFE- Pittsburgh Foundation
- D'Ann Swanson, FFE- Grable Foundation
- Robert Vagt, FFE- Heinz Endowments

Board of Directors

- William Isler, Board Executive Committee
- Shereen Shealey, Board Executive Committee
- Thomas Sumpter, Board Executive Committee

The Envisioning Advisory Group Represents Many Perspectives from the Pittsburgh Community (2 of 2)

Parents & Families

- Bonita Allen, Former Chair, Title I State Parent Advisory Council
- Tiffani Best, Parent, Pittsburgh Fulton
- Tonya Campbell, Parent, Pittsburgh Greenfield
- Steve DeFitch, Parent, Pittsburgh Minadoo and CAPA
- Cynthia Falls, Parent, Pittsburgh South Brook
- Lisa Freeman, Parent, Pittsburgh Classical Academy
- Terry Kennedy, Parent, Pittsburgh CAPA
- Lucretia Lightfoot, Parent, Pittsburgh Obama, Lincoln and Westinghouse
- Connie Pallot, Parent, Pittsburgh Mifflin
- Lynette Wright Boardman, Parent, Pittsburgh Allegheny

Students

- Ar Ge Bel, Student, Pittsburgh Brashear
- Adil Kadosh, Student, Pittsburgh Alderlice
- Joel Macklin, Student, Pittsburgh Obama
- Naquan Russell, Student, Pittsburgh Sci Tech
- Tracey Thomas, Student, Pittsburgh Westinghouse

PPS Staff

- Kevin Blvins, Principal, Pittsburgh Fulton
- Dr. Shemeca Crenshaw, Representative, Pittsburgh Administrators Association
- Ellen Estomin, Chapter President, Pennsylvania Association of School Retirees
- Charlene Kierzkowski, President, AFSCME Local Union 2924 (Clerical Employees)
- Leah Lipner, Teacher, Pittsburgh Felson
- Hannah McCarthy, Teacher, Pittsburgh Brashear
- Robert Mitchell, Teacher, Pittsburgh Classical
- Melissa Peariman, Principal, Pittsburgh CAPA
- Kathleen Reim, Federal Program Director, Pittsburgh-Mt. Oliver Intermediate Unit
- Rega Ryan, Business Agent, Steamfitters Local Union 449
- Roniece Simons, Teacher, Pittsburgh Manchester
- Donna Vlasicich, Past President, Pennsylvania Association of School Retirees

Appendix A (continued): Planned Stakeholder Engagement Opportunities in 2014

Whole Child, Whole Community Engagement Plan: The First Nine Months

	Dec	Jan	Feb	Mar	Apr	May	Jun	July	Aug
School Board	Ongoing Engagement with the Board								
Parents & Students	● EFA Mtgs.	● PSSC Mtgs.	● PSSC Mtgs.		● EFA Mtgs.		● EFA Mtgs.		
		Start Community Conversations							
Community		Regional Mtgs.							
			Milestone Mtgs.						
		Regional Mtgs.							
Principals & Teachers			Milestone Mtgs.						
	● Qtr. Mtg. w/ Supt.			● Qtr. Mtg. w/ Supt.			● Qtr. Mtg. w/ Supt.		
		Start Community Conversations							
		● Teacher Tuesdays		● Teacher Tuesdays		● Teacher Tuesdays		● Teacher Tuesdays	
Other Staff	Regular Meetings								
Foundations	Ongoing Communication								
		Start Community Conversations							
						Begin Collective Impact Model			

Whole Child, Whole Community Nine- Month Engagement Plan Description

Parent School Community Councils (PSSC) Meeting

Purpose: Learning Sharing and Gathering Information

Primary Audience: Parents, Students, Community Members and School-based Staff

Excellence For All (EFA) Parent Advisory Meetings

Purpose: Learning Sharing and Gathering Information and Training

Primary Audience: Parents

Regional Meetings

Purpose: Listening, Learning, Sharing and Gathering Information, Focus Groups, Testing Concepts

Primary Audience: Parents, Students, Community, and District Staff

Milestone Meetings

Purpose: Listening, Learning, Gathering Information, Focus Groups, Testing Concepts and Planning

Primary Audience: Principals, Teachers and Community

Teacher Tuesdays

Purpose: Sharing information, Listening and Finding Solutions

Primary Audience: Teachers

Community Conversations

Purpose: Listening, Mediating, Finding Common Ground

Primary Audience: Community, Parents, Foundation Leaders and District Staff

Collective Impact

Purpose: Sharing information, Assessing Programs and Metrics, Leveraging Resources, Planning and Acting

Primary Audience: Foundation Leaders, Community and District Staff

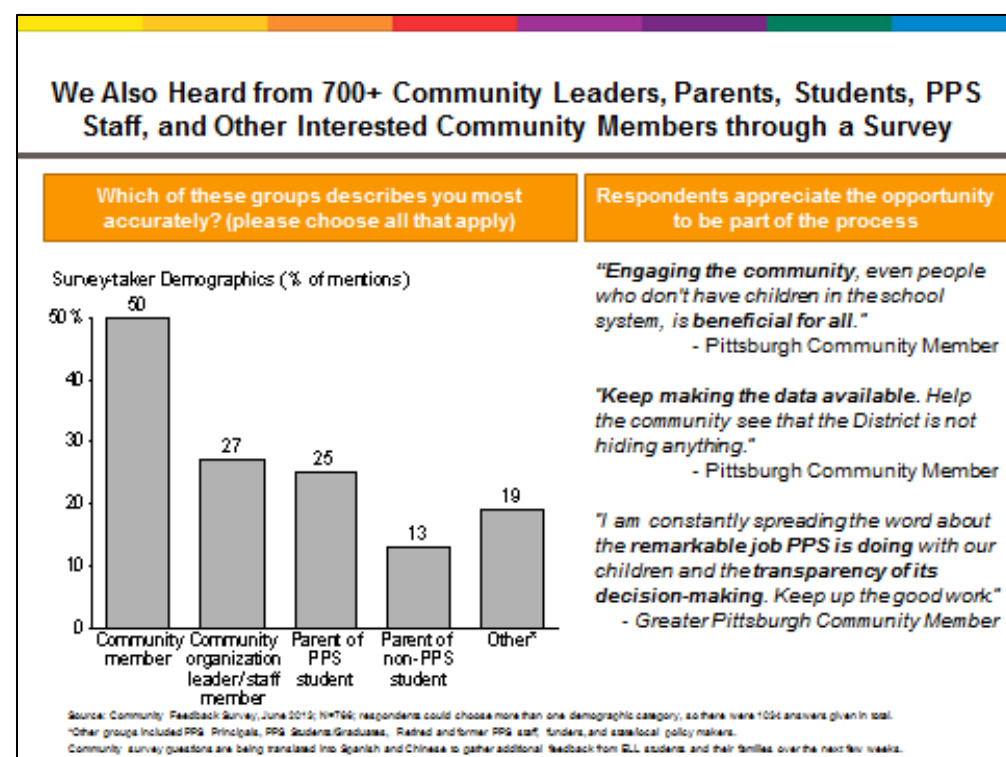
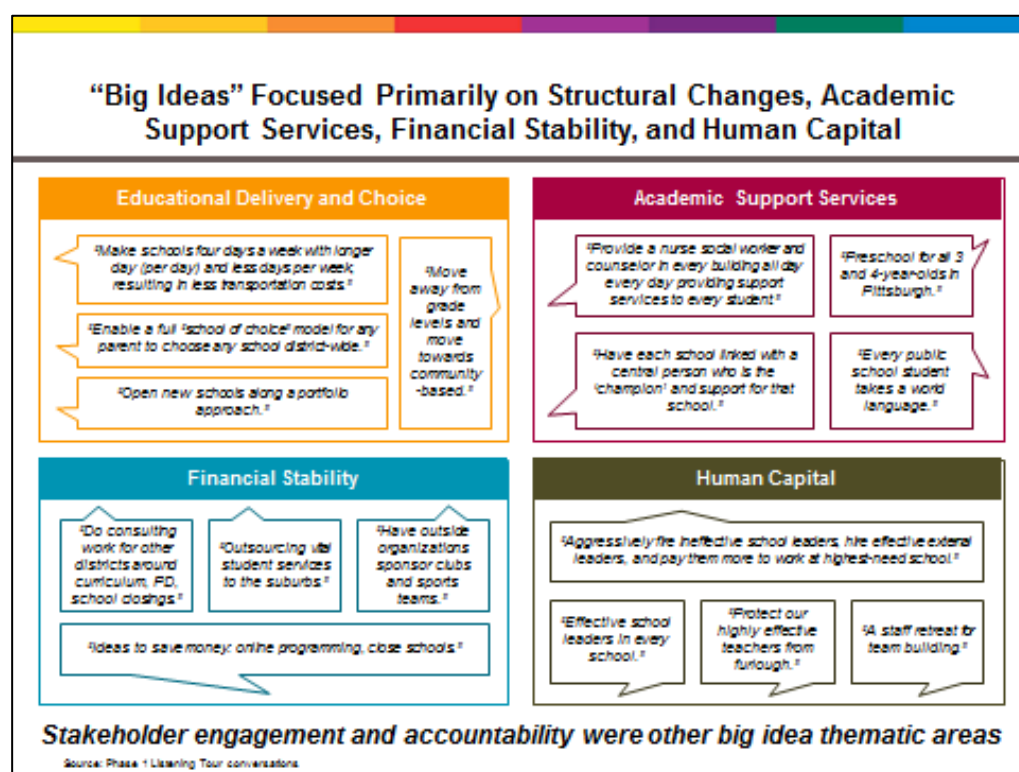
Appendix B: Community Feedback Summary (Interview Themes, Survey Findings, VIVA Recommendations)

Conversations Identified Great City Pride and Appetite to Move Forward, but a Lack of Clarity and Confidence in the “How”	
Strengths	<ul style="list-style-type: none"> • Commitment to impact at central office and school level • Eagerness and willingness to innovate across PPS • Pride in city and neighborhoods that reinforces desire for change • Pockets of momentum within schools and with district initiatives • Engaged funders and other community partners who can get behind the <i>Envisioning</i> process
Challenges	<ul style="list-style-type: none"> • Lack of agreement on guiding vision or theory of action for the District • Unclear accountability and ownership across the District • Mistrust among central office and school level staff • Internal/ external outreach does not always foster two-way dialogue • Central office control risks slowing down decisions at school level • No uniform understanding of fiscal challenges facing District • Out of school challenges (e.g., chronic absenteeism) slow progress

Source: Phase 1 Listening Tour conversations

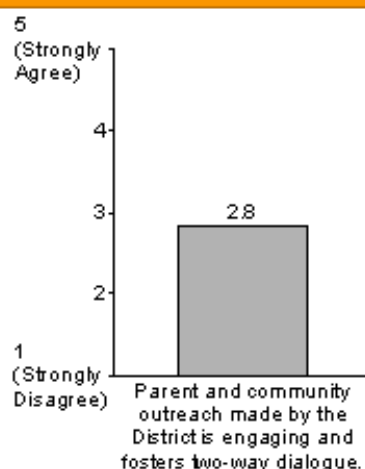
However, We Did Hear Some Common Themes...	
What will the <i>Envisioning</i> work look like when it is successful?	
• Clear strategic plan with responsibilities, milestones, and expectations	<ul style="list-style-type: none"> - “Cohesive plan: all staff know what they’re supposed to be doing.” - “Clarity is needed. What are you working toward, and how does it fit into everyone else?”
• Strengthened culture, attitudes, and engagement at central office and school level	<ul style="list-style-type: none"> - “Belief that every employee/department in central office is directly involved in raising achievement.” - “Everyone feels like they’re a stakeholder; everyone feels included, people buy in with an open mind.”
• Improved academic achievement, leading to better pathways for college and career	<ul style="list-style-type: none"> - “Higher standards for our students and higher expectations for accomplishments.” - “Our Promise graduates can do the work that’s expected of them in the workforce.”
• Prioritized equity throughout the District’s priorities	<ul style="list-style-type: none"> - “Achievement gap is eliminated; universities would have more minority students who are prepared.” - “Equity in faculty, teachers, and services.”
• Strengthened communication and engagement	<ul style="list-style-type: none"> - “Communication with parents needs to be timely. We need to explain why decisions need to be made.” - “Teachers, staff, parents, and community understand the issues and what we’re doing to solve them.”
• Improved financial sustainability	<ul style="list-style-type: none"> - “I want to see that the District’s long-term revenue/expense projections are in balance.” - “We should understand what needs to be provided for financial stability.”

Source: Phase 1 Listening Tour conversations



Community Survey Respondents Feel that Engagement and Outreach Could Be Improved

To what degree do you agree with the following statements about the District's communication?



"The District should connect with families, churches, community agencies, neighborhoods - so they can all reinforce the same positive messages."
- Pittsburgh Community Member

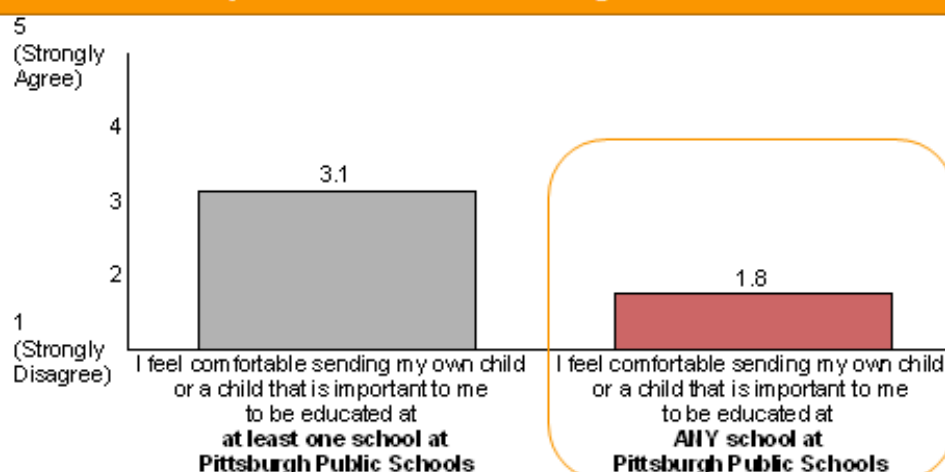
"Engage the community in the public school system. Show us how we benefit, and what we can do to help further improvement"
- Pittsburgh Community Member

"Schools do as much as they can to keep parents from participating in their children's education - in spite of the window-dressing about getting more parents involved."
- Pittsburgh Parent

Source: Community Feedback Survey, June 2019

Community Survey Respondents Do Not View PPS as a District of First Choice

What is your level of comfort with Pittsburgh Public Schools?



Source: Community Feedback Survey, June 2019

There is a Divergence of Opinion in What School Formats and Grade Configurations Work Best in Pittsburgh

How much do you agree with the following statements about PPS school formats?

Level of Agreement with Statement

5
(Strongly Agree)

4

3

2

1

(Strongly Disagree)

3.7

2.9

I fully understand the differences between school formats in Pittsburgh (neighborhood schools, magnet schools), and which is best for my child.

I would like to see fewer grade configurations (K-5, 6-8, 9-12) for feeder/neighborhood schools.

Source: Community Feedback Survey, June 2019

Some respondents would like to see standardization in grade configurations

"The school formats should be changed back to the traditional structure of K-5, 6-8, 9-12."

- Pittsburgh Resident

"The K-8 structure does not work well. Many of the students in the District are growing up faster than they should and the younger students are being influenced by their behavior."

- Pittsburgh Community Member

"I think configurations should be standard, not some K-8, some K-5, some 6-12, some 6-8, etc."

- Pittsburgh Community Member

Three Promising Options to Expand Choice in Pittsburgh Include New Seats, New Campuses, and Completely New School Models

I would like to see PPS ...

5
(Strongly Agree)

4

3

2

1

(Strongly Disagree)

3.9

3.8

3.5

Make more seats available (in existing high-quality schools)

Open new campuses (e.g. a second CAPA or Sci-Tech)

Add completely new school models (e.g. a computer-based learning focus)

Source: Community Feedback Survey, June 2019

Appendix B (continued) VIVA Report – Summary Recommendations

Recommendation One: Assure system-wide delivery of a relevant, coherent curriculum that makes learning a joy for students.

1. Establish a curricular framework that is relevant to all students and our vision of a vibrant Pittsburgh. Foster culturally relevant curriculum and school climate.
2. Make real-world connections between the written curriculum and the lives of students. Student interests should be used to enhance learning while meeting curriculum standards.
3. Make free play the main teaching tool with young students. Shorten periods of instruction in early grades to allow more time for free play. Incorporate play into the daily school routines. Look to community partners to augment opportunities for creative play.
4. Provide students with a rich variety of opportunities and settings for learning to meet their individual interests and needs.
5. Use lesson planning to support the curricular framework, instructional differentiation, and diversity that students need.
6. Change the culture of testing.

Recommendation Two: Provide educators with the tools and support they need to effectively use the curriculum.

7. Train teachers to use new curricula until they are confident they can use it in the classroom. Create a repository that houses all curriculum that is easily accessible to teachers and families.
8. Provide teachers with high quality professional development to support curricular effectiveness.
9. Build strong communication practices and foster collaboration for and among teachers.
10. Make teacher evaluation a supportive process that focuses on growing a teachers' ability and improving student learning.
11. Engage teachers as partners in constant system evaluation and improvement.

Recommendation Three: Establish practices and communication infrastructure that promote trust among parents, students, educators, and public officials.

12. Create a system-wide communication and information structure that gives parents timely and comprehensive information.
13. Empower all administrators to be responsive to families' requests and provide timely information.
14. Survey the community and provide opportunities for community members to share their unique knowledge in the schools.
15. Structure partnerships with organizations that already engage children and families to access talent in a way that maximizes students' educational opportunities.
16. Create a districtwide Wiki for students, educators and families to document and share their learning experiences so that positive practices can be replicated.




Recommendation Four: Create a nurturing social-emotional climate in all schools to allow students to develop as productive members of a democratic society.





17. Help all schools become models of community wellness by developing comprehensive mental and physical health programs for students, faculty and staff.
18. Provide comprehensive wraparound services for all students, particularly those who are isolated or have experienced trauma.
19. Create a building-by-building culture of celebrating diverse accomplishments of students and adults.
20. Develop student leadership structures, with concrete decision-making power, in every school.
21. Implement restorative justice models in which older students take responsibility for their actions rather than receive punishment, with companion programs that prepare elementary students for these approaches.

Recommendation Five: Take innovative approaches to budget reporting and planning to build community trust and be transparent about the use and impact of public funds.

22. Create Learning Resource Centers in partnership with parents and community organizations.
23. Lower student-teacher ratios to foster effective instruction.
24. Be more creative in attracting new public and private resources to support public schools.
25. Adopt participatory budgeting process so that school-level allocations are clear.

Appendix C: Envisioning Central Office Survey Themes

A Sense Of Urgency and Common Ground Is In Place Among Central Office, But “Adult Culture” Needs Work		
Element	Score	Rationale
Establish a sense of urgency		<ul style="list-style-type: none"> Acknowledgement across Central Office that the District faces a serious budget crisis and low student achievement (Slightly) stronger sense of urgency from executive leadership than the rest of Central Office
Create and communicate a vision people can believe in		<ul style="list-style-type: none"> High awareness and understanding of the District goals and vision, and desire to contribute... ...But less confidence that all goals will be met Not all departments have the same understanding of District efforts to achieve the vision (e.g., <i>Envisioning Excellence</i> work) Lower satisfaction with Central Office engagement
People understand how they contribute to change		<ul style="list-style-type: none"> General agreement that work contributes to the District goals Despite a strong willingness to “do what it takes” to contribute to change, widespread agreement of a breakdown in “adult culture” Major concerns: environment of low accountability and trust, and a lack of organizational effectiveness
Source: PGG/Sullivan: analysis of Central Office survey results		

Designing the Structure and Supports For Change: Opportunities Exist to Strengthen Central Office Effectiveness and Efficiency		
Element	Score	Rationale
Change the systems or structures to underpin the vision		<ul style="list-style-type: none"> General consensus that Central Office is ineffective – though a perception of “my” department as more effective 70% of Central Office Has Daily or Monthly Interaction with School Administrators Good (enough) clarity around goals and leadership for key activities performed across Central Office
Prioritize high impact activities		<ul style="list-style-type: none"> Central Office staff is spread thin: majority regularly performing over 15 activities... ...Including significant time spent on non-key activities There are <u>no</u> Central Office activities that survey respondents indicated satisfaction with
Clearly define roles and responsibilities across activities		<ul style="list-style-type: none"> Everyone is doing everything: the average activity involves half the Central Office staff There appears to be functional redundancy across departments, and fragmented focus
Clarify and streamline processes and policies		<ul style="list-style-type: none"> Lack of clarity around how to get things done Too many bureaucratic processes hinder the implementation of innovative ideas
Source: PGG/Sullivan: analysis of Central Office survey results		

Appendix D: Top Takeaways about Teacher Effectiveness in Pittsburgh Public Schools

On August 2, 2013, nearly 1,500 Pittsburgh Public Schools (PPS) teachers received no-stakes-attached preview reports that establish an unprecedented platform for professional growth.

These reports bring together for the first time three lenses on effective teaching that have been developed over four years through collaboration between PPS and the Pittsburgh Federation of Teachers in partnership with more than 400 PPS educators and national experts. The first lens looks at observation of teaching practice; the second lens isolates teachers and schools' contribution to student learning and growth; and the third uses student perception surveys to tell us how students are experiencing teaching.

By bringing effective teaching into focus in this way, it provides actionable information that can support professional growth and improve outcomes for all students. It is our obligation to work together to use this information in ways that result in professional growth and ensures the District reaches its goals of accelerating student achievement, eliminating racial disparities and becoming a District of first choice.

1. PPS is ahead of the curve.

Under new Pennsylvania state law, teacher evaluation must be based 50% on professional practice and 50% on student outcomes beginning in 2013-14. The law identifies four levels of teaching performance: Distinguished, Proficient, Needs Improvement and Failing. Thanks to its ground-breaking process, PPS is the only district in Pennsylvania providing its teachers with an advanced look at their results with no evaluative stakes attached. More than 50 school districts and state agencies from across the country have consulted with PPS to learn from the District's successes and challenges in developing its growth and evaluation system.

2. Pittsburgh Public Schools believes in teachers, and knows that teachers matter.

Teaching is complex and our teachers are professionals. Our most effective teachers change lives in ways that are forever positive. Research shows that a teacher's effectiveness has more impact on student learning and growth than any other factor under the control of school systems.³⁹

3. Pittsburgh Public Schools is committed to helping teachers grow and develop.

Teachers have said time and again that the information they received in the past as part of their evaluations did not help them grow as professionals. More than 99% of teachers were rated as if they were the same. To help teachers grow, PPS needed new tools to help teachers identify strengths and growth areas.

4. The District and Federation designed a growth and evaluation system that's good and getting better.

Since 2009, the District worked alongside teachers and union leaders to design a growth and evaluation system that provides teachers with a clearer picture of their performance, offering the feedback and information they deserve. The process has improved every year based on teachers' feedback to ensure accuracy and fairness. Along the way, teachers were provided most of the information privately and securely for their own reflection and growth. Leading research supports the tools PPS is using to understand teaching, and national experts participated at every step.

³⁹ Steven G. Rivkin, Eric A. Hanushek, and John F. Kain, "Teachers, Schools, and Academic Achievement," *Econometrica*, Vol. 73, No. 2 (March 2005), pages 417–458.

5. More than 85% of PPS teachers are performing at Proficient or Distinguished levels.

In 2012-13, over 85% of PPS teachers demonstrated effective performance. In fact, within this group, 15% of PPS teachers performed at the Distinguished level, the highest level possible under the new state evaluation law. About 70% of PPS teachers performed at the Proficient level.

6. Low-performing teachers have the time and opportunity to improve.

Not all teachers achieved the Proficient or Distinguished levels. 5% of PPS teachers' performance was identified as Needs Improvement. 9% performed at the lowest, or Failing, level last year. They earned less than half of the possible points available to them through the evaluation process. Now they have access to intensive supports, and more than a year to improve. There are no quotas. The system is designed so that the entire workforce could be comprised of Proficient and Distinguished educators.

7. Supports are available to help all teachers get better.

More than 15 different types of professional learning and support opportunities are available to PPS teachers. These resources include professional development courses, workshops led by effective teachers, videos aligned to evaluation components, feedback from principals and peers, opportunities to observe other teachers, focused year-long growth projects, curriculum training, and more.

8. The difference between effective and ineffective teaching is significant for students.

Teachers whose performance was highly effective are experts in their practice, engage and challenge students, and build strong relationships with each student. Student behavior in their classroom is positive and well-managed. Principals recognize extraordinary aspects of their practice and students report positive experiences. Students grow academically. Evidence suggests that the difference in learning growth for a typical student with the average teacher demonstrating Distinguished performance compared to the average teacher demonstrating Failing performance is more than seven months in a single school year.⁴⁰ Our most effective teachers produce gains large enough that, if accumulated over several years, could close achievement gaps between black students and white students or between Pittsburgh students and statewide averages.

9. Highly effective teaching is happening across our District.

Highly effective teaching within our District crosses boundaries of geography, experience and more. It occurs in magnet and neighborhood schools, schools in all regions of the city, and schools of every grade configuration.

10. Success is possible in all of our schools.

Within our schools serving more than 95% low-income students and/or students of color, 12% of teachers are performing at the highest level of effectiveness. This is not very different than the percent of teachers reaching this level at other schools (16%). At the same time, students attending schools serving more than 95% low-income students and/or students of color are more likely to spend time with a teacher at the lowest level of performance. We must work together to increase the number of low income students and/or students of color taught by highly effective teachers.

11. The hardest work is still in front of us. But we've passed a major turning point.

With new knowledge comes responsibility. PPS administrators, principals, teachers, and staff are now obligated to use new information about teaching to advance the teaching profession in a way that is aligned with our goals for students. The entire city will benefit, and more students will be able to take advantage of the opportunity afforded them by The Pittsburgh Promise.

⁴⁰ Based on PSSA results for students in 4th through 8th grade; Mathematica Policy Research, Inc.

Appendix E: Teaching and Learning Conditions Survey Overview

Teaching and Learning Conditions Survey Overview

The need to first assess the quality of our teaching and learning environments in Pittsburgh Public Schools led to a collaboration between PPS and the Pittsburgh Federation of Teachers. In 2010, we began working with the New Teacher Center to conduct an anonymous, confidential survey of all school-based licensed educators and paraprofessionals to better understand the teaching and learning environments in Pittsburgh Public Schools.

The survey measures eight separate constructs including Time, Facilities and Resources, Community Support and Involvement, Managing Student Conduct, Teacher Leadership, School Leadership, Professional Development, and Instructional Practices and Support. All of these constructs are recognized as having a significant impact upon the effectiveness of teaching and learning environments in schools.

To assess our schools' teaching and learning environments based upon teacher perception, a weighted composite score is generated for each school. The composite is generated by aggregating all educator responses (from Strongly Agree to Strongly Disagree) to the school level and averaging each survey question response by school; this composite weights aspects of the survey that our stakeholders believe are most important to measuring the environments in our schools. The weighted composite was then generated by using the construct averages and weighted with the following proportions:

▪ Facilities and resources	5 %
▪ Time	5 %
▪ Professional Development	5 %
▪ Community Support and Involvement	5 %
▪ Instructional Practices and Support	5 %
▪ School Leadership	25 %
▪ Teacher Leadership	25 %
▪ Managing Student Conduct	25 %

Schools with a weighted composite score of 3.0 out of 4.0 are deemed to have a "positive TLE." While the TLC weighted composite score continues to be an excellent measure of teaching and learning environments within the District, we are now focusing on additional measures of school climate. These include such metrics as the Parent Survey, student attendance, suspension data, and many other indicators that serve as proxies for the health and functionality of a school's culture. Steps are currently being taken to determine how best to use these metrics more formally in assessing TLE; in the 2013-2014 school year, these additional data sources have been integrated into the TLE Action Plan process, so that schools may look at multiple metrics to gain a more holistic view of their schools as they analyze and respond to their teaching and learning conditions.

During the survey's first administration in 2010, 85 percent of eligible participants responded to the survey; the overwhelming response to the survey (one of the highest in the country) has allowed the TLE initiative to base much of its work on the perception of actual staff that work in our schools on a daily basis. Each TLE

Teacher Liaison led the process of creating action plans specific to improving the teaching and learning environment in his/her school.

Additional teachers and staff members have been added until 2012 to ensure that we capture a greater number of perspectives of teaching and learning environments in the District:

Year	Rate of participation	Eligible participants in Pittsburgh Public Schools
2010	85%	<ul style="list-style-type: none"> All school-based licensed professionals in K-12 buildings
2011	93%	<ul style="list-style-type: none"> All school-based licensed professionals in K-12 buildings Paraprofessionals, long-term substitutes, and adjunct teachers in K-12 buildings Early Childhood and Early Intervention teachers
2012	94%	<ul style="list-style-type: none"> All school-based licensed professionals in K-12 buildings Paraprofessionals, long-term substitutes, and adjunct teachers in K-12 buildings Early Childhood and Early Intervention teachers Early Childhood and Early Intervention paraprofessionals
2013	91%* *Survey fatigue was probably responsible for the decline, as two other surveys were being administered to teachers during this same period	<ul style="list-style-type: none"> All school-based licensed professionals in K-12 buildings Paraprofessionals, long-term substitutes, and adjunct teachers in K-12 buildings Early Childhood and Early Intervention teachers Early Childhood and Early Intervention paraprofessionals

Survey results are shared with all principals at the start of the following school year. Principals then share the survey data with staff and begin the TLE Action Plan process, in which staff work together to identify areas for improvement based on the school climate perception data. Consensus is then reached to create a plan to address these areas of focus and develop a school improvement plan to be implemented throughout the school year. Growth on the area of focus is then tracked.

To learn more about the impact of this work, the TLE Team collected “promising practices” described by schools that implemented successful TLE Action Plans, as evidenced by their growth on the Teaching and Learning Conditions Survey. Two reports have been written, which highlight a total of 14 schools that have seen the greatest growth on the TLC Survey; these documents have been disseminated to teachers and principals across the District in an effort to allow others to learn from these successes. In addition to collecting best practices, hundreds of hours have been spent directly interacting with TLE Teacher Liaisons, principals, and other school personnel to new ideas, effective strategies, and opportunities for differentiated support. As a result of these school visits, additional professional development sessions have been created (e.g. alternatives to suspensions), new strategies have been researched and shared (e.g. a tardiness intervention program), and capacity has been built to address TLE within schools (e.g. creating a new teacher-led TLE committee at a school struggling to engage teachers).

Appendix F: National Exemplar Research and Best Practice Assessment

Hamilton City School District is a National Exemplar for Modeling Character and Promising Practices



Spotlight: Hamilton City School District

- Located in Hamilton County Ohio (12 schools, urban city)
- In 2005 District focus in all schools on building caring relationships and developing a strong sense of belonging
- Character platform built off of 11 principles of character
- All students in District participate in service learning




At a Glance

# students:	9,438
Grades:	K-12
FRL:	71%
Race %:	%White: 75%, %Hispanic: 10, %Black: 11
SPED%:	15%

Success Shoutout

- Ohio District of Character Award in 2010 and 2011
- Graduation rate increase 77.5% to 92.2% in 4 years
- 81% of students feel safe at school

Character Building is Prioritized in Central Office, Schools and the Community to make Hamilton Students “Good Citizens”

Ingredient	Details
 Central Office Prioritization	<ul style="list-style-type: none"> • Superintendent prioritization of character building in school culture, practice and curriculum • Director of Social Responsibility, appointed at District to oversee Character Initiative • Building principal/department head develops strategies to intentionally model/teach character and to monitor the implementation of strategies • Formed a District Character Advisory Council • Partnered with the Greater Cincinnati/Northern KY Character Council, The Joe Nuxhall Character Education Fund, First Tee, and the Ohio Partners in Character Education
 Integrating Character in the School Day	<ul style="list-style-type: none"> • Character Days: 1 hr/day dedicated to highlight each of the 11 principles • Bullying Awareness programs • Partnerships with law firms to discuss legal aspects of bullying • Environmental club to advocate recycling • “Fill the Bus” Initiative – Integrates lesson plans around hunger; collect food/hygiene products (over 100K lbs of products collected) • Theme of service learning: “A gift from the heart” to teach students the importance of compassion • “Empty Bowls” Initiative – Students serve soup in hand made ceramic bowls and provide proceeds to charities
 Stakeholder Engagement	<ul style="list-style-type: none"> • Partnering with Hamilton City to expand “Empty Bowls” initiative • Adopt a school, Rotary Club, Churches, etc. partner with “Fill the Bus” initiative • Developed a community partner award for civic engagement

Hidalgo Early College ISD has a Planned, Integrated, College-Focused PK-12 Curriculum; 'Successful College Completion' Primary Goal



Spotlight: Hidalgo Early College School District

- Initiated in 2006; Comprised of 7 schools (4 Elementary, 1 Middle, and 2 High)
- Located in south Texas along the U.S. Mexico border
- Students can earn up to 60 college credits prior to graduation (free of cost)
- District Goal to have 100% of students "college ready" and enrolled in college during their junior and senior years in high school





At a Glance

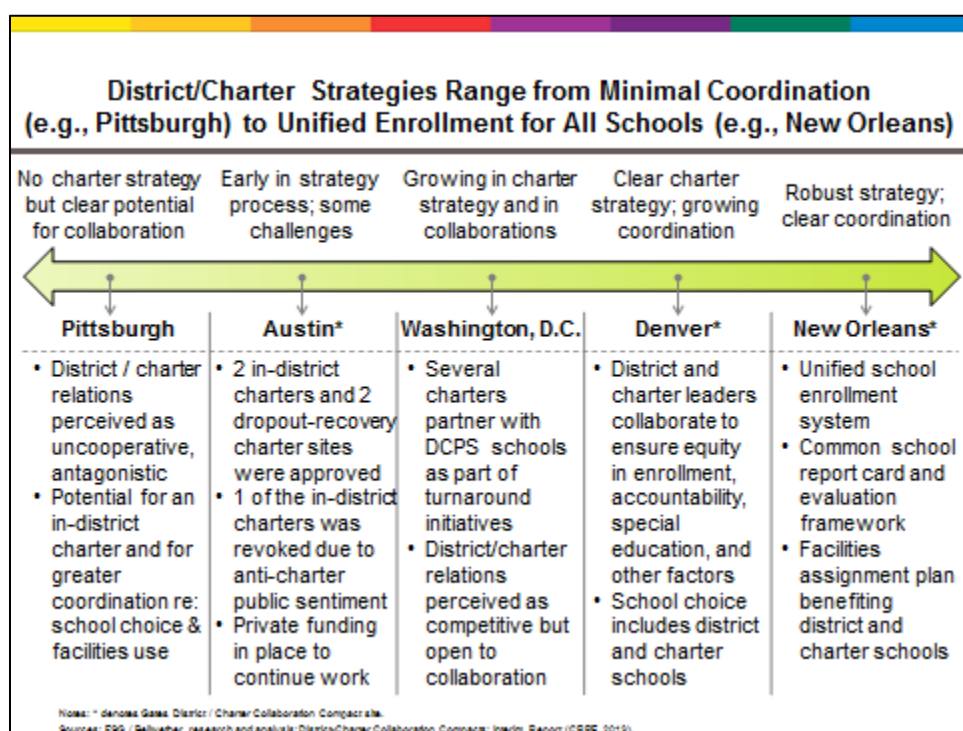
# students:	3,516
Grades:	PreK - 12
FRL:	91%
Race %:	% Hispanic 98,
LEP%:	%LEP 61
At Risk:	70%

Success Shoutout

- 98.3% High School completion rate;
- 2009 College Board Inspiration Award Recipient
- US News "Best High School In America" 2 years

There Are Four Primary Areas of Investment that Hidalgo ISD Focuses on to Create a Powerful College Prep Culture

Ingredient	Details
 Partnership	<ul style="list-style-type: none"> • Curriculum developed with university partners • Opportunity to earn credits with four year, community and technical university • Works with Foundation on regulations and financing • Professor "spot lights" at parent night, assemblies, etc. • Financial Incentives for teachers to become adjunct professors • Middle School developed active texPrep (STEM) partnerships
 Student Supports	<ul style="list-style-type: none"> • All rising ninth graders participate in intensive four week Math and ELA session • Summer session held to prepare students for state college entrance exam • District created college readiness coordinator/facilitator position • Expanded counselor role to include career and educational planning • Customized Career Day and College Night events • Teachers provide tutoring 6 days a week • Middle school advisory period created
 College Themes/Activities	<ul style="list-style-type: none"> • College banners/career information posted throughout school • School broken into 6 teams – each associated with a university • Organized trips to universities focused on subject areas and professor interaction • High School Infrastructure designed to have "campus" feel • Access to school resources after school and weekends • College testing, application and financial aid dates posted throughout schools
 Parent Engagement	<ul style="list-style-type: none"> • District-wide weekly parent meetings • Summer session focused on parental involvement • Parental liaison at schools • Parents/Teachers examine achievement data/strategies to improve performance • Parent Academies offer adult education • Teacher/Parent meetings to emphasize college success habits



In 2011, the Bill & Melinda Gates Foundation-Funded *District-Charter Collaboration Compacts* Identified Many Ways to Collaborate

What Cities Agreed to in Compacts

Topic	Typical Compact Agreement	#of Cities (out of 16)
High-performing schools	Help the most effective schools expand and replicate; commit to locating new schools in the highest-need areas.	15
Resource and facilities access	Ensure equitable distribution of public school resources; ensure access to facilities for public charter schools.	15
Economies of scale	Enhance efficiencies through shared services contracts.	15
Special education	Charter schools commit to ensure transparency regarding student demographics and to recruit and retain comparable percentages of students.	14
Instructional practices	Actively share best practices to scale up successful programs and build capacity to serve all types of students.	14
Human capital	Make joint efforts in the recruitment, retention, and development of teachers and school leaders.	13
Low-performing schools	Work to close, reconstitute, or by other means immediately address persistently low-performing schools	13
Accountability systems	Commit to a common school accountability framework in which all schools will participate	10
Enrollment systems	Implement a common and coordinated choice enrollment system	8

Most compacts call for facilities sharing, equitable funding, more high-performing schools, and improved high-quality seat access for special ed students

Source: District-Charter Collaboration Compacts: Interim Report (CRPE, 2012)

The Gates Compact and Other Examples of District-Charter Collaboration Offer Important Lessons for PPS

Start by Building Trust and Communicating

- **Implication for PPS:** In the first two years of a collaboration, focus on developing relationships. While the ultimate goal may be to create deep collaboration, this will not be possible without trust and communication.

Identify Shared Motivations and Areas of Mutual Benefit

- **Implication for PPS:** After opening the lines of communication with charter leaders, identify shared interests. While not all interests will align (even among the different charter operators), identifying common ground will lay the groundwork for future collaboration.

Demonstrate the Value of Collaboration through Easy Wins

- **Implication for PPS:** After identifying shared goals, select a collaborative project that has a high likelihood of being successful. This will build trust, and show to staff and the public that collaboration can achieve real benefits.

Create a Collaborative Infrastructure to Sustain Momentum

- **Implication for PPS:** Overcoming leadership changes, busy schedules, and adherence to the status quo requires collaboration to be systematized. At PPS, senior leadership should identify staff who are enthusiastic about driving collaboration with charters, and clearly communicate to middle managers that collaboration is expected.

Source: FSG and Bellwether research, District-Charter Collaboration Compact: Interim Report (CRPE, 2012)

Early College High Schools: Executive Summary

What are the key initial insights from our research on Early College?

Early College High School

- Research has proven the success of Early College High Schools across a number of different measures, such as graduation rates and college enrollment rates
- Although similar to advanced placement, Early College High Schools propose a more integrated structure around college enrollment and provide higher level of student support
- Best practices in Early College High schools include models in Hidalgo and Pharr-San Juan-Alamo (Texas), which have shown to be successful under a set of key principles
- For a 2014-2015 Launch, next steps include identifying a school leader, defining a high-level Early College strategy and seeking potential college partners
- After preparing the initial steps for Early College, the school should follow a 3 year roadmap to secure complete implementation by its third academic year (2016)
- According to research, total projected Early College implementation costs are 4.5%-12% higher than regular High School costs
- In spite of higher costs, ECHS students and sites enjoy a dramatically higher "Return on Investment" compared to other High Schools
- Finally, key lessons learned from Early College best practices show us the importance of good leadership and planning throughout the implementation process

Source: International Baccalaureate Organization (www.ibo.org), Early College High School Initiative (Jobs for the Future - www.jff.org)

Research has Proven the Success of Early College High Schools, across a Number of Different Measures

Measure	Outcomes		Additional detail
	Early College students	Comparison students	
High School graduation rates	86%	81%	<ul style="list-style-type: none"> Comparison students were included in ECHS lottery but did not get into an Early College High School ECHS students also presented higher English Language Arts Assessment scores
College enrollment	63%	23%	<ul style="list-style-type: none"> ECHS present higher college enrollment directly after high school graduation and 1 year after graduation (63% vs. 23% at graduation, 77% vs. 67% after 1 year)
College enrollment by type of institution	Two-year college	38%	<ul style="list-style-type: none"> Includes some students attending both a two- and a four-year college program
	Four-year college	47%	
College Associate Degree attainment	20%	1%	<ul style="list-style-type: none"> ECHS present higher degree attainment rates upon high school graduation and 1 year after graduation (20% vs. 1% at graduation, 21% vs. 1% after 1 year)

Source: Karger, Andrew, et al., Early College, Early Success: Early College High School Initiative Impact Study, American Institutes for Research, 2018.

Although Similar to Advanced Placement, Early College High Schools Propose a Much More Integrated Structure Around College Enrollment

Common characteristics of early college and AP

Both types of school models provide:

- Better preparation for college for students enrolled in the program
- Lower remediation costs and higher retention rates for academic institutions
- Improved understanding of the demands of college both for High Schools and their student population
- Expanded set of curricular offerings for high schools

Unique characteristics of the early college model

Early College model provides:

- **Fully integrated** high school and college experiences, both intellectually and socially
- Possibility to **earn up to two years of college credit** toward a degree while in high school, not just a few college credits
- **A blended curriculum** with high school and college-level work melded into a single academic program that meets the requirements for both a high school diploma and, potentially, an Associate's degree
- College credits **granted by the postsecondary partner institution** and credit accumulation toward a degree from that institution or to transfer them to another college

Source: Early College High School Initiative (Jobs for the Future) - www.forgi.org

Early College High Schools Typically Imply a Shift in School Program as well as a Modified Preparation and Support System for Students

Feature	Main characteristics
School program	<ul style="list-style-type: none"> Students have the opportunity to earn an Associate's degree or up to two years of transferable college credit while in high school High Performance is rewarded with enrollment in college courses and the opportunity to earn two years of college credit for free The physical transition between high school and college is eliminated - and with it the need to apply for college and for financial aid during the last year of high school
Preparation & support	<ul style="list-style-type: none"> Schools provide academic and social supports that help students succeed in a challenging course of study The middle grades are included in the school, or there is outreach to middle-grade students to promote academic preparation Learning takes place in small learning environments that demand rigorous, high-quality work and provide extensive support.

Source: Early College High School Initiative (Jobs for the Future - www.jff.org)

There is a Fundamental Mismatch Between the Complexity Of Social Problems and the Traditional Focus on Disconnected Solutions



Collective Impact initiatives provide a structure for cross-sector leaders to forge a common agenda for solving a specific social problem


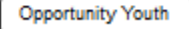



Collective Impact Is a Unique and Differentiated Approach to Bringing Actors Across Sectors Together to Work Toward a Common Agenda

More Elements of Collective Impact	Type of Collaboration	Definition
	Collective Impact Initiatives	Long-term commitments by a group of important actors from different sectors to a common agenda for solving a specific social problem
	Funder Collaboratives	Groups of funders interested in supporting the same issue who pool their resources
	Public-Private Partnerships	Partnerships formed between government and private sector organizations to deliver specific services or benefits
	Multi-Stakeholder Initiatives	Voluntary activities by stakeholders from different sectors around a common theme
	Social Sector Networks	Groups of individuals or organizations fluidly connected through purposeful relationships, whether formal or informal

It is distinct from other forms of collaboration

Achieving Large-Scale Change through Collective Impact Involves Five Key Conditions For Shared Success

Common Agenda	All participants have a shared vision for change including a common understanding of the problem and a joint approach to solving it through agreed upon actions
Shared Measurement	Collecting data and measuring results consistently across all participants ensures efforts remain aligned and participants hold each other accountable
Mutually Reinforcing Activities	Participant activities must be differentiated while still being coordinated through a mutually reinforcing plan of action
Continuous Communication	Consistent and open communication is needed across the many players to build trust, assure mutual objectives, and appreciate common motivation
Backbone Support	Creating and managing collective impact requires a separate organization(s) with staff and a specific set of skills to serve as the backbone for the entire initiative and coordinate participating organizations and agencies

We Have Identified a Number of National Collective Impact Examples That Represent a Wide Range of Options from a Narrow Issue Focus to Broad Multi-Sector Solutions			
Issue and/or Population Focus	“Cradle to Career”		Multi-Sector Solution
	Strive	Ready by 21	
Brief Overview			
Initiative focused on a particular area of the pipeline and/or focused on particular high needs groups	Strive's Student Roadmap to Success plots the course of a student's journey from cradle to career, with plenty of signposts along the way.	Systems and settings should be organized to ensure the all young people have ongoing access to and participate in high quality services and learning environments, throughout their waking hours and across their developmental years.	Multi-sector approach that incorporates economic development, education, public safety, and government efficiency under a single overarching initiative.
National Example(s)			
 			

Appendix G: Student Outcomes and School Portfolio Analysis

The District Faces Mixed Academic Results and Must Take Decisive Action to Boost Achievement of All Schools

PPS has enjoyed some academic success...

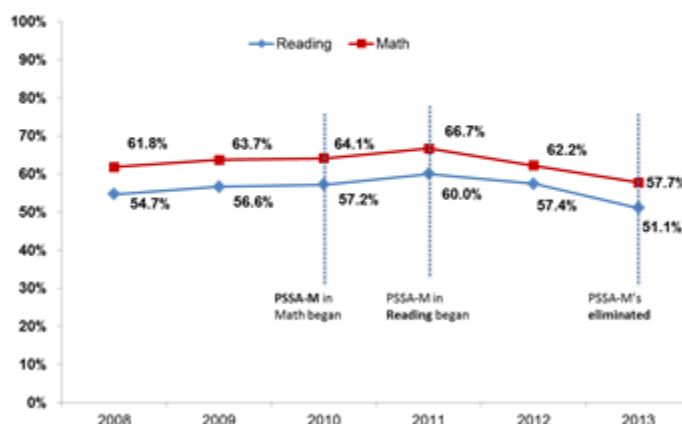
- 40% increase in the number of seniors taking the SAT between 2008-09 and 2011-12
- Since the 2010 - 2011 school year, number of students taking AP courses has increased 15%, with more than 30% of these students being African-American
- More than 3,200 Promise Scholars have graduated from PPS to date
- Stronger than expected results on the new end-of-course Keystone Exams taken in Algebra 1, literature and biology
- The District ranks in the top quartile for growth in the state for reading

However, we still have a great deal of work ahead...

- 13 of our 22 K-5 schools were rated as "focus" (bottom 10%) or "priority" (bottom 5%) in the new School Performance Profile
- 74% of students in low-performing schools are African-American, compared to 44% of students in high-performing schools
- Only 56% of our third grade students are reading on grade level
- Less than 60% of 8th graders students met standard in math on the PSSA in 2013
- The graduation rate was 73% for the Class of 2012
- 58% of high school graduates enroll in a post-secondary program in the year after graduation and only 29% of the Class of 2008 completed a degree within 6 years

Our Performance on the PSSA Has Declined Two Years in a Row after Several Years of Slow but Steady Gains

Percent of Students in Grades 3-8 Scoring Proficient or Advanced from 2008 to 2013

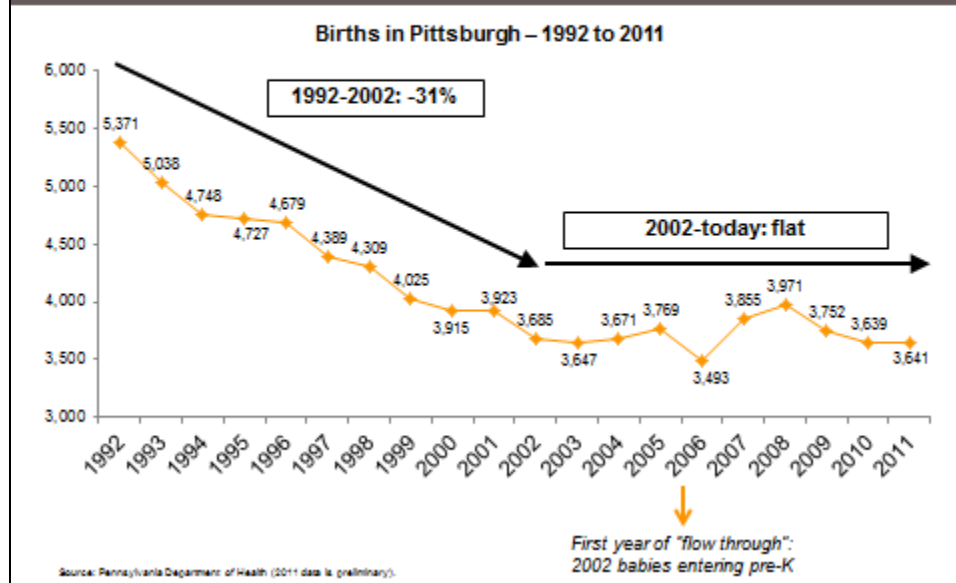


Grade 3-8 PSSA Results from 2009-2013

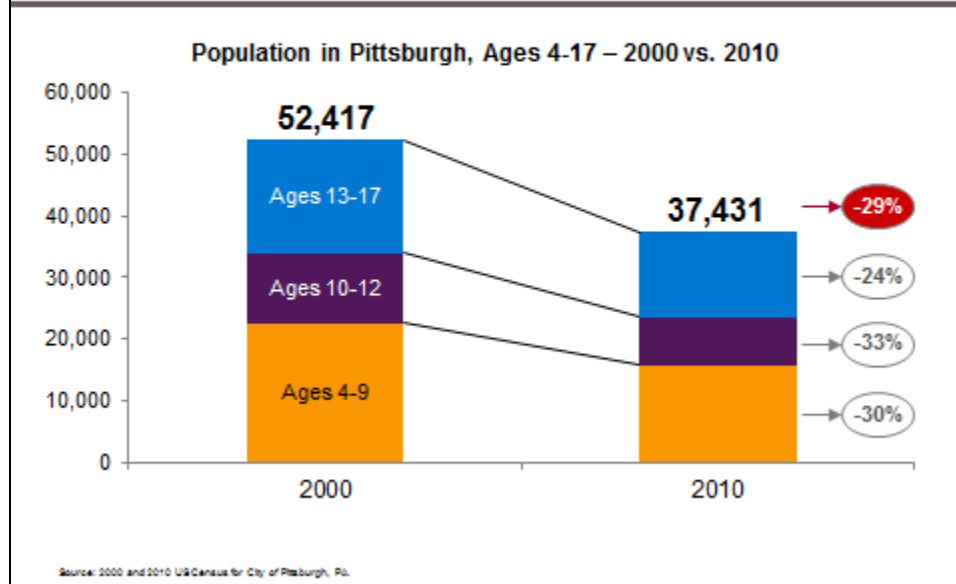
All Students

Grade/Year	Reading %PA	Math %PA	Science %PA	Writing %PA
3				
2009	61.5	70.3		
2010	59.4	73.2		
2011	62.7	73.0		
2012	58.8	66.0		
2013	55.8	65.0		
4				
2009	56.1	70.1	63.9	
2010	57.0	70.0	60.1	
2011	60.0	74.9	63.9	
2012	54.0	65.5	62.6	
2013	51.2	64.6	59.2	
5				
2009	51.5	63.0		41.3
2010	47.2	60.4		45.0
2011	54.6	63.5		50.6
2012	51.4	58.1		47.9
2013	41.3	51.5		50.0
6				
2009	46.3	61.0		
2010	52.5	64.3		
2011	51.2	62.8		
2012	50.8	60.6		
2013	45.5	53.8		
7				
2009	53.7	60.1		
2010	56.2	59.1		
2011	62.7	64.9		
2012	60.9	61.0		
2013	50.7	57.3		
8				
2009	69.1	57.5	31.0	60.2
2010	70.6	57.2	32.0	60.3
2011	69.0	60.7	35.5	61.5
2012	68.6	62.1	40.4	58.6
2013	62.9	54.2	33.1	59.7

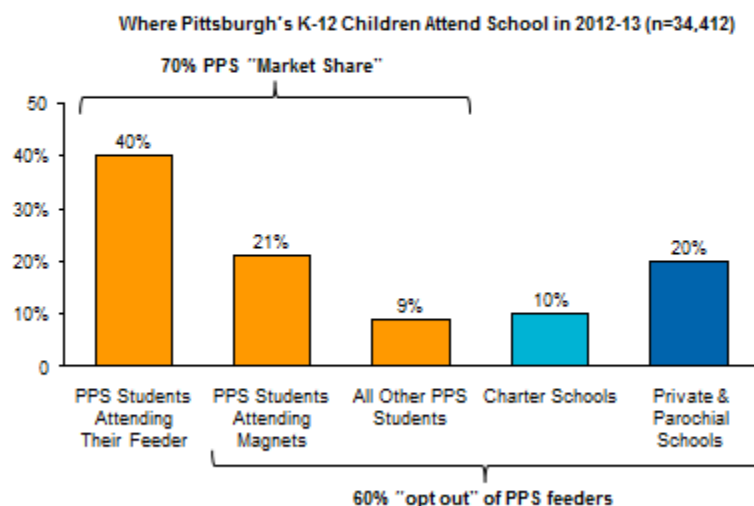
After More than a Decade of Decline, Births Have Levelled Off and Should Start to Stabilize School-Age Numbers



Between 2000-2010, the Population of School-Age Children in Pittsburgh Decreased by 29% to Less Than 38,000



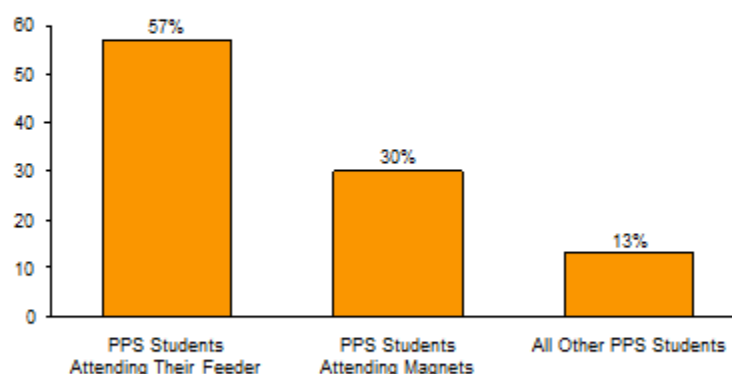
PPS Has 70% "Market Share," and 40% of Pittsburgh Students Choose to Attend Their Feeder Schools



Source: School data provided by PPS. Differs slightly from Census data due to timeframe, and the fact PPS systems do not capture all school-age children in the City of Pittsburgh. Notes: "Other PPS" includes open enrollment, school choice, and transfers to non-feeder schools, and enrollment within special schools. Students attending partial magnets are counted in the category which applies to them: if attending due to the feeder system then they are counted in the first column; if attending through the magnet system then they are counted in the second column.

Of the 70% Market Share We Hold, 57% Attends Their Feeder School

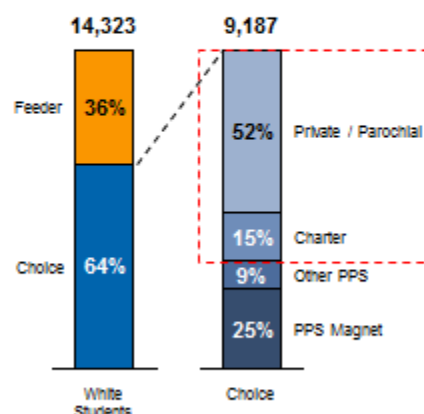
Where Pittsburgh Public Schools' K-12 Children Attend School in 2012-13 (n=24,205)



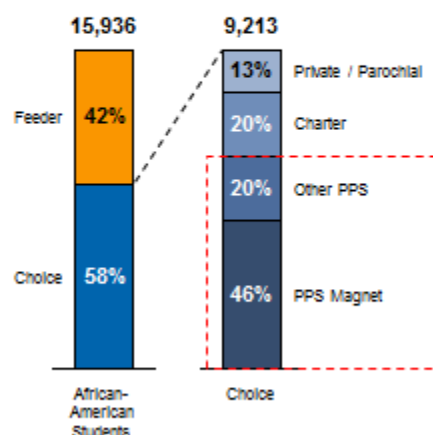
Source: School data provided by PPS. Differs slightly from Census data due to timeframe, and the fact PPS systems do not capture all school-age children in the City of Pittsburgh. Notes: "Other PPS" includes open enrollment, school choice, and transfers to non-feeder schools, and enrollment within special schools. Students attending partial magnets are counted in the category which applies to them: if attending due to the feeder system then they are counted in the first column; if attending through the magnet system then they are counted in the second column.

The Choices Families Make Vary By Race

White Students' Use of School Choice



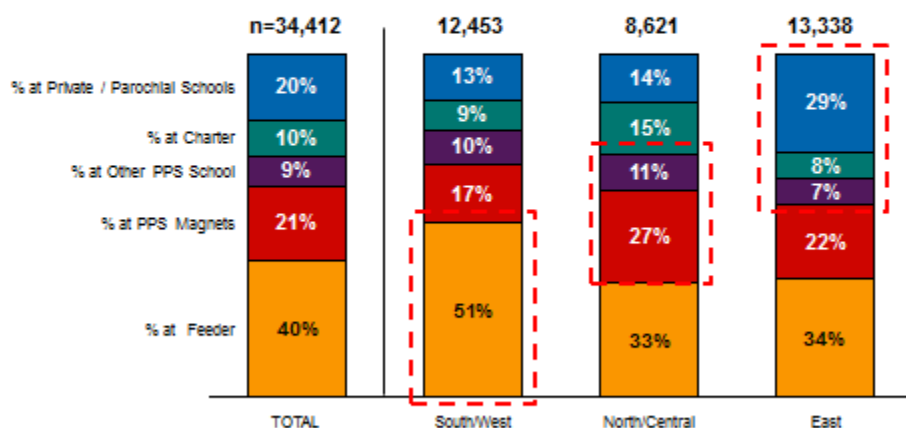
African-American Students' Use of School Choice



Source: School data provided by PPS. Others slightly from Census data due to timeframe, and the fact PPS systems do not capture all school-age children in the City of Pittsburgh. Notes: "Other PPS" includes open enrollment, school choice, and transfers to non-feeder schools, and enrollment within special schools.

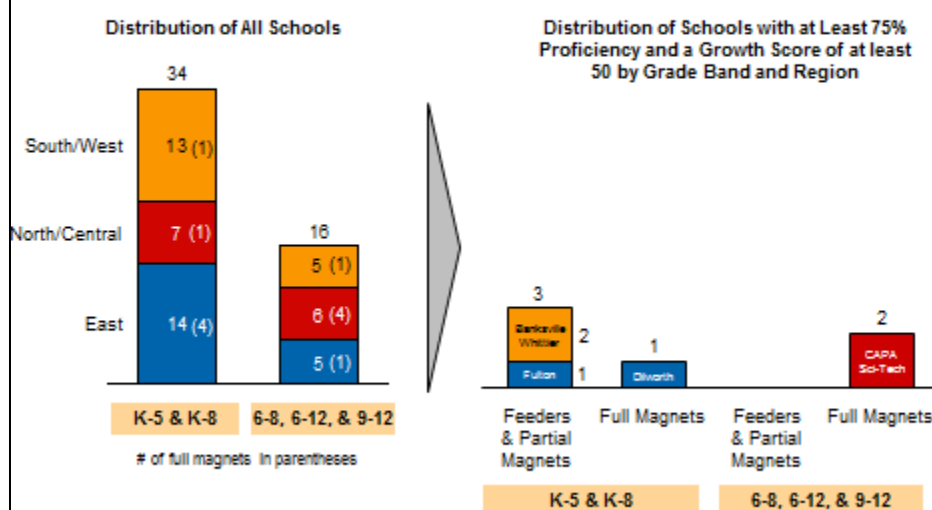
Feeder Pattern Attendance Rates Vary by Region: South/West Sends a Much Greater Percentage of Students than North/Central and East

Where Pittsburgh's School-Age Children Attend School in 2012-13*



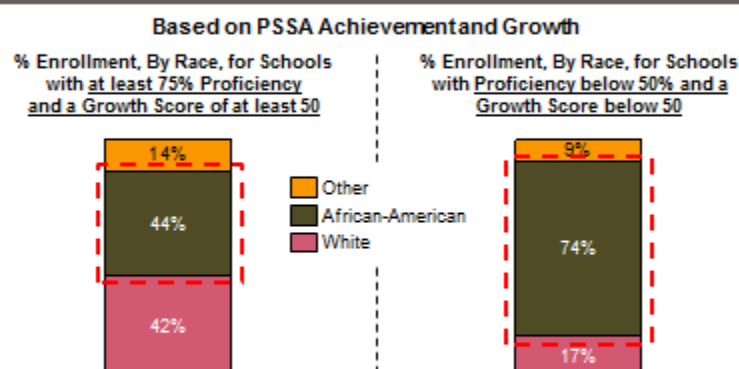
Source: School data provided by PPS. Others slightly from Census data due to timeframe, and the fact PPS systems do not capture all school-age children in the City of Pittsburgh. Notes: (*) Partial magnets are included in % at PPS Magnets for those students who are attending through the magnet system, and in % at Feeder for those standing due to feeder assignment. Regions denote location of feeder pattern school. "Other PPS School" includes open enrollment, school choice, and transfers to non-feeder schools, and enrollment within special schools.

Access to Schools with High Proficiency Levels and Growth Scores (Feeders and Magnets) Varies by Region



Notes: Proficiency rates are the average proficiency rate for math and reading. Growth is defined by the composite growth score which is based on value-added measures (VAM). Pittsburgh Online Academy is not listed as it does not apply to a certain region; also its achievement and growth are not listed in the State of the District report.

African-Americans Are Over Represented in Our Lowest Performing Schools



- Schools with at Least 75% Proficiency and a Growth Score of at least 50 (n=6): Banksville, CAPA, Olmuth, Fulton, Sci-Tech, Whittier (3 of 6 are STAR schools)
- Schools with Proficiency Below 50% and a Growth Score Below 50 (n=11): Arsenal Elem., Brashear, Carrick, Faison, Grandview, King, Lincoln, Manchester, Perry, Westinghouse, Woodslair

Source: School data provided by PSSA

Notes: Proficiency rates are the average proficiency rate for math and reading. Growth is defined by the composite growth score which is based on value-added measures (VAM). The percentages above are not weighted averages but averages of the schools' percentages of African-American / White students.

Appendix H: Magnet Application Details, by Program⁴¹

Magnet Program	Total Applications	Accepted	Wait List	% Accept
Advanced Machine Operations- Brashear (CTE)	2	0	2	0%
Allderdice Pre-engineering	203	116	73	61%
Allegheny 6-8 Trad.	67	63	4	94%
Allegheny K-5 Trad.	120	96	24	80%
Auto Body-Brashear (CTE)	7	6	0	100%
Auto Tech-Brashear (CTE)	4	4	0	100%
Brashear Comp. Science	80	23	47	33%
Brashear Teaching Acad.	23	22	1	96%
Business of Sports Academy- Carrick (CTE)	3	2	1	67%
Business of Sports Academy-Westinghouse(CTE)	1	0	1	0%
CAPA 6-8	153	118	34	78%
CAPA 9-12	93	78	14	85%
Carmalt Science Tech	171	84	87	49%
Cosmetology - Westinghouse (CTE)	1	1	0	100%
Cosmetology- Pittsburgh Citywide Academy (CTE)	7	3	4	43%
Culinary Arts-Carrick (CTE)	2	2	0	100%
Culinary Arts-Westinghouse (CTE)	2	1	1	50%
Dilworth Traditional	191	79	112	41%
Engineering-Allderdice (CTE)	23	9	13	41%
Fulton French	74	59	15	80%
Health Careers- Carrick (CTE)	1	0	1	0%
Health Careers- Perry (CTE)	2	0	2	0%
HVAC- South Annex (CTE)	1	0	1	0%
HVAC-South Annex (CTE)	1	1	0	100%
Info Tech - Carrick (CTE)	1	1	0	100%
Liberty IS Spanish	182	113	69	62%
Linden IS German	96	47	49	49%
Linden IS Mandarin	56	50	6	89%
Montessori	256	95	161	37%
Obama 6-8 - No Language	117	75	40	65%
Obama 6-8- French	30	30	0	100%
Obama 6-8- German	18	16	2	89%
Obama 6-8- Spanish	53	50	3	94%
Obama 9-12	260	149	83	64%
Perry JROTC	4	3	1	75%
Perry M&S	3	0	3	0%
Perry Traditional	31	0	31	0%
Phillips IS Spanish	101	50	51	50%
Pittsburgh Classical	82	63	19	77%
Schiller Classical	13	11	2	85%
Sci-Tech	241	121	119	50%
Sterrett Classical	106	74	32	70%
U-Prep 6-12	34	30	4	88%
Grand Total	2916	1745	1112	61%

⁴¹ Numbers may not equal “grand total applications” due to application withdraw, student acceptance at other programs, and other factors. Magnet programs are listed as tabulated by the District’s magnet application system. Total number of program listed may exceed 28 as small programs within larger programs are included in this list.

Appendix I: State and National Financial Benchmarking

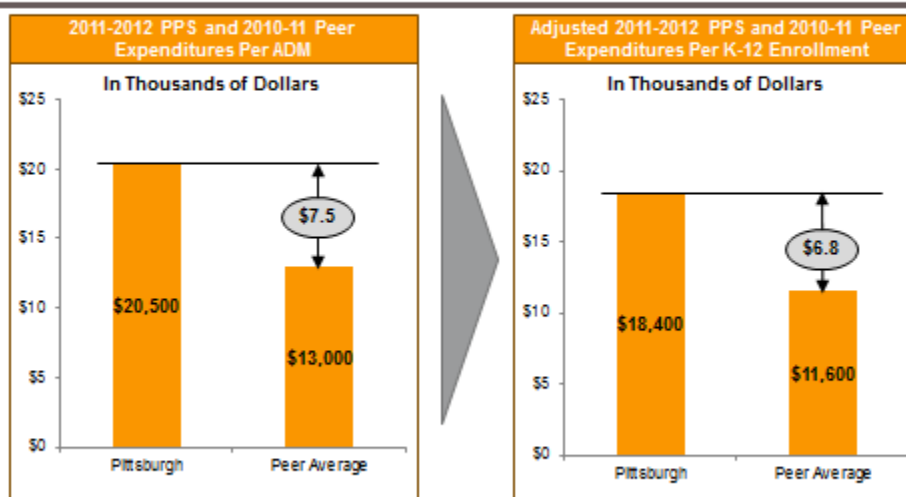
Pittsburgh Spends Significantly More Than Its Pennsylvania Peer Districts

We compared Pittsburgh to seven Pennsylvania districts with average daily membership greater than 8,000 students, more than 50 percent of students receiving free or reduced lunch, and population of at least 25,000 residents. We then normalized data by excluding debt service, charter and non-public expenditures, non-public transportation, facilities acquisition and construction, and pre-K.

Name	Average Daily Membership	Free or Reduced Lunch	Geography	Cost Per Pupil	Normalized Cost Per Pupil
Pittsburgh	28,927	69%	Large City	\$20,477	\$18,371
Allentown	19,332	85%	Large City	\$11,953	\$11,497
Erie	13,665	75%	Large City	\$12,913	\$11,694
Hazleton	10,444	66%	Small City	\$10,918	\$9,606
Lancaster	11,171	69%	Medium City	\$14,606	\$13,149
Philadelphia	205,332	81%	Large City	\$14,132	\$12,988
Reading	18,308	87%	Medium City	\$12,559	\$10,705
Scranton	8,775	64%	Medium City	\$13,793	\$11,413
Peer Average	41,064	75%	N/A	\$12,982	\$11,579

Notes: PPS 2011-2012 financials and state peer 2010-2011 financials; (ADM) reflect 2010-2011 school year; FRL as of 2010-2011.

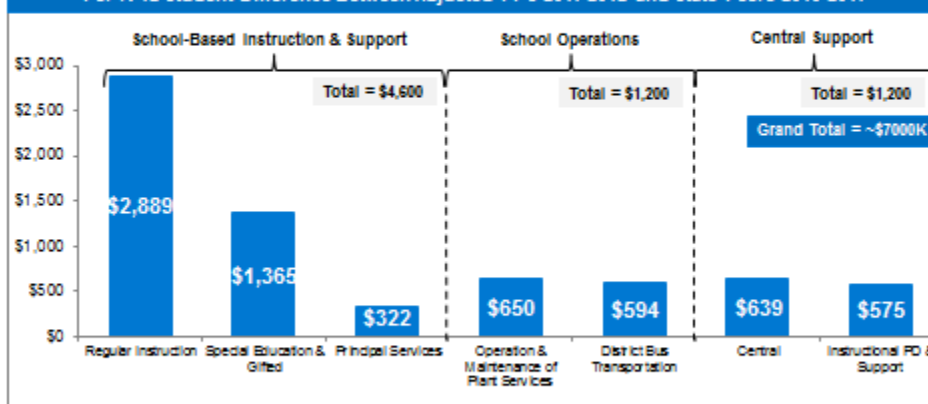
PPS Spends ~\$6,800 More Per Student Than State Peers After All "Unusual" Spend Categories (e.g., Charter Payments) Are Excluded



Source: Pennsylvania DOE. Includes general and supplemental funds.

“Regular Instruction” and Special Education Are the Largest Drivers of the Difference with Peers

Per K-12 Student Difference Between Adjusted PPS 2011-2012 and State Peers 2010-2011

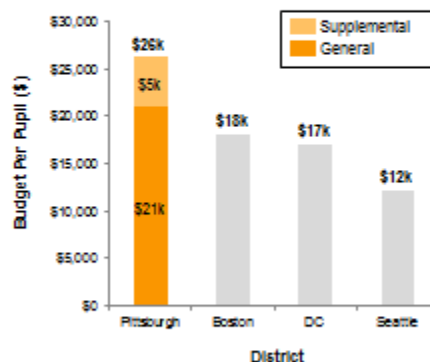


To address the \$46M deficit, PPS will need to reduce the per-student difference by at least \$2,000

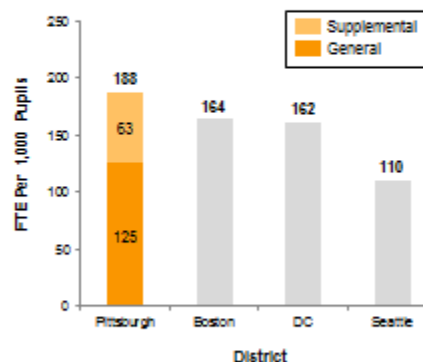
Notes: Central includes Administration (2500), Business (2500), and Central (2500) with the exclusion of Principal Services (2540). Instructional PD and Support is Instructional Staff (2500) with the exclusion of library services. PPS is \$241 lower per K-12 student in all other areas to bring the net difference down to approximately \$6,000.

PPS Also Spends Significantly More Per Student, and Staffs More Personnel, Relative to Comparable Urban Districts Nationwide

Total Budget Per Student
Based on Total FY13 Budgets (General and Supplemental)



Total Personnel Per 1,000 Students
Based on Total FY13 FTE (General and Supplemental)



Total Budget:	\$651M	\$1.02B	\$795M	\$591M
Enrollment:	25k	56k	47k	48k

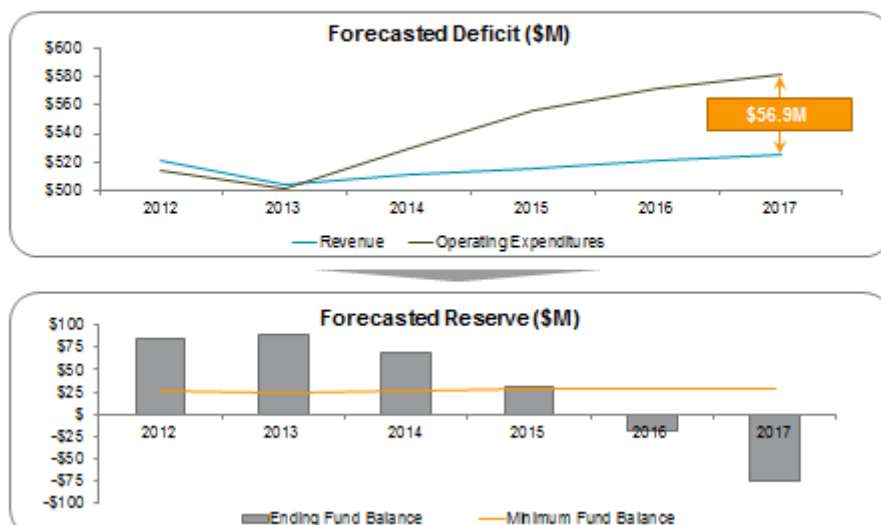
Total FTE:	4,673	9,209	7,554	5,321
Enrollment:	25k	56k	47k	48k

Note: Excludes charter student enrollment where applicable.

Source: FY13 Budget Books for PPS, BPS, DCPS, and SPS; PPS PeopleSoft HR Data (\$60019).

Appendix J: Total and Addressable Budget

The District Forecast Projects a Nearly \$57M Deficit in 2017 and that it Will Fail To Meet the Fund Balance Requirement during 2016

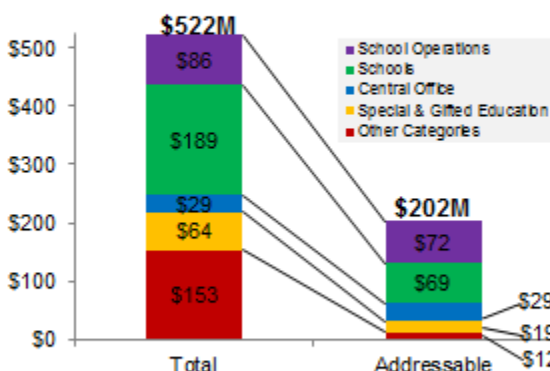


Source: Multiyear rolling forecast.

59

Roughly \$200M of the \$520M General Fund Budget is Addressable; Reductions in Spending Must Come From This Portion of the Budget

FY2013 General Fund Budget in Millions of Dollars



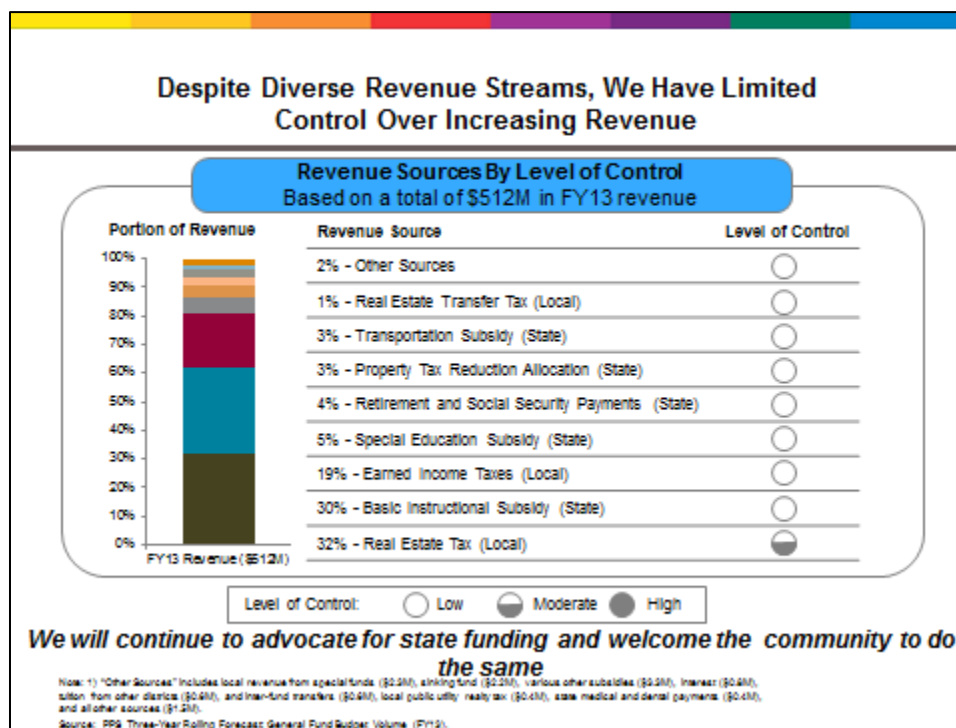
Non-Addressable Components

- State reimbursements for transportation
- Special Education teachers and other personnel required by student IEPs, state law, and contract with the PFT
- General education teachers as required by contract with the PFT
- A principal to lead each school
- All charter payments
- All debt service
- All other compulsory spending

Although the forecasted \$46M deficit represents 9% of the total general fund budget, it represents nearly 25% of the addressable general fund budget

Note: Other categories includes non-public and charter payments (\$63M), debt service (\$56M), and retirement payments (\$12M) which are non-addressable as well as budget contingencies of \$12M that are considered addressable.

Appendix K: Assessment of Revenue Opportunities



Some Additional Revenue Opportunities Exist, But They Have Limited Feasibility or Low Net Contribution

Legend: ☒ Favorable ☐ Unfavorable

Opportunity	Feasibility ¹	Size of Net Contribution ²	Considerations
Increase real estate tax millage rate by the maximum allowable each year under Act 1	<input checked="" type="radio"/> High	<input checked="" type="radio"/> High	<ul style="list-style-type: none"> Millage increases would need to account for declines in property taxes from lowered property assessments after appeals
Expand Food Service offerings within and outside of the district	<input checked="" type="radio"/> Moderate	<input type="radio"/> Low	<ul style="list-style-type: none"> Opportunities to increase offerings countywide, but would require additional costs Prior analysis found increasing internal catering offerings not feasible under current cost structure Raising full-price meal price requires Board approval
Enroll out-of-district high-needs Special Education students on a space available basis and never at the expense of Pittsburgh children	<input checked="" type="radio"/> High	<input checked="" type="radio"/> Moderate	<ul style="list-style-type: none"> Maximize current capacity in short-term and explore expanding in long-term
Increase and/or maximize permit fees	<input checked="" type="radio"/> Moderate	<input type="radio"/> Depends on policy	<ul style="list-style-type: none"> Requires Board policy change, especially if adjusting current permit fee policies
Offer professional development services and materials around human capital, Common Core, and technology	<input checked="" type="radio"/> Moderate	<input type="radio"/> Depends on service model	<ul style="list-style-type: none"> PPS perceived as a regional and national leader in this area Net contribution depends on whether offering on space available basis or standalone business offering Competitive, cyclical environment for PD service

Note: 1) Feasibility based on level of investment required and assessment of market competitiveness if applicable; 2) Reflects net impact on budget after required investments.
Source: Consulting/consulting team discussions with PPS leadership.

Some Additional Revenue Opportunities Exist, But Net Income Would Not Offset The Need for Further Cost Reductions

● Favorable ○ Unfavorable

Opportunity	Investment Required	Market Competitiveness	Size of Net Contribution	Considerations
Increase real estate tax millage rate by the maximum allowable each year under Act 1	Moderate	N/A	High	• Board recently lowered millage rate
Increase food service offerings throughout Allegheny County	Moderate	High	Moderate	• Opportunity to max out capacity • Additional shipping, marketing, and facility costs
Increase internal catering offerings	Low	Very High	Moderate	• Prior analysis found not to be cost-effective; need to reduce required labor and start small
Increase breakfast participation through expansion of grab-and-go program	Low	Very High	Moderate	• Would increase reimbursement we receive for each lunch
Raise price of full-priced meals (with Board approval)	Very Low	Very High	Moderate	• Would require Board approval
Enroll out-of-district high-needs students on a space available basis	Low	High	Moderate	• Maximize current capacity in short-term and explore expanding in long-term
Increase and/or maximize permit fees	Low / Moderate	Low / Moderate	Depends on policy	• Requires Board policy change
Offer professional development services and materials around human capital, Common Core, and technology	Low / Moderate	High	Depends on service model	• Depends on whether offering on space available basis or standalone business offering

Source: Envisioning consulting team discussions with PPS leadership.

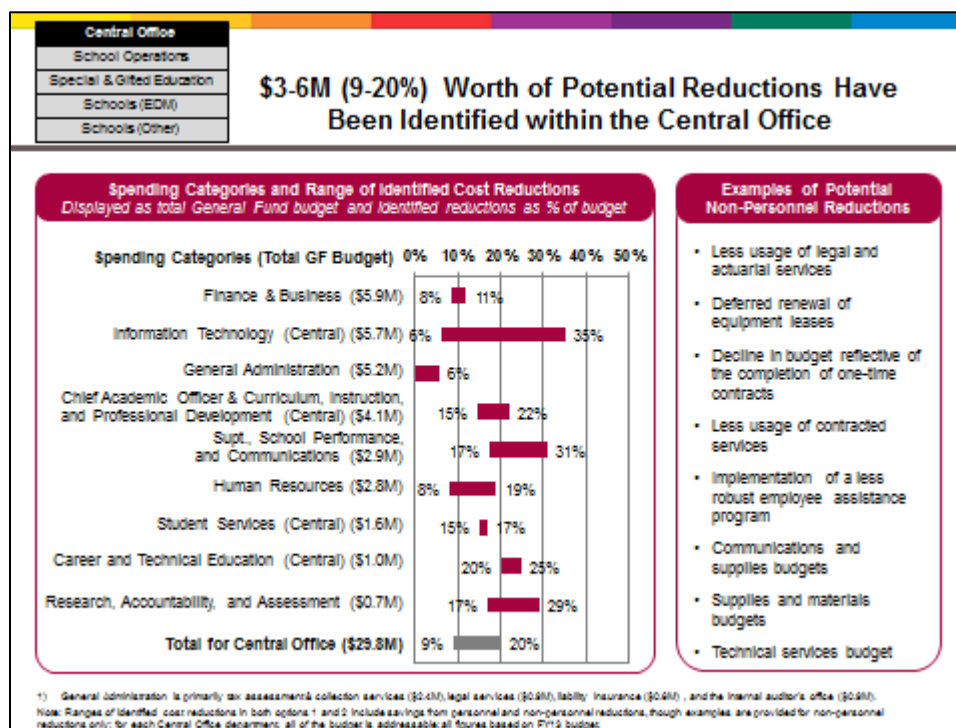
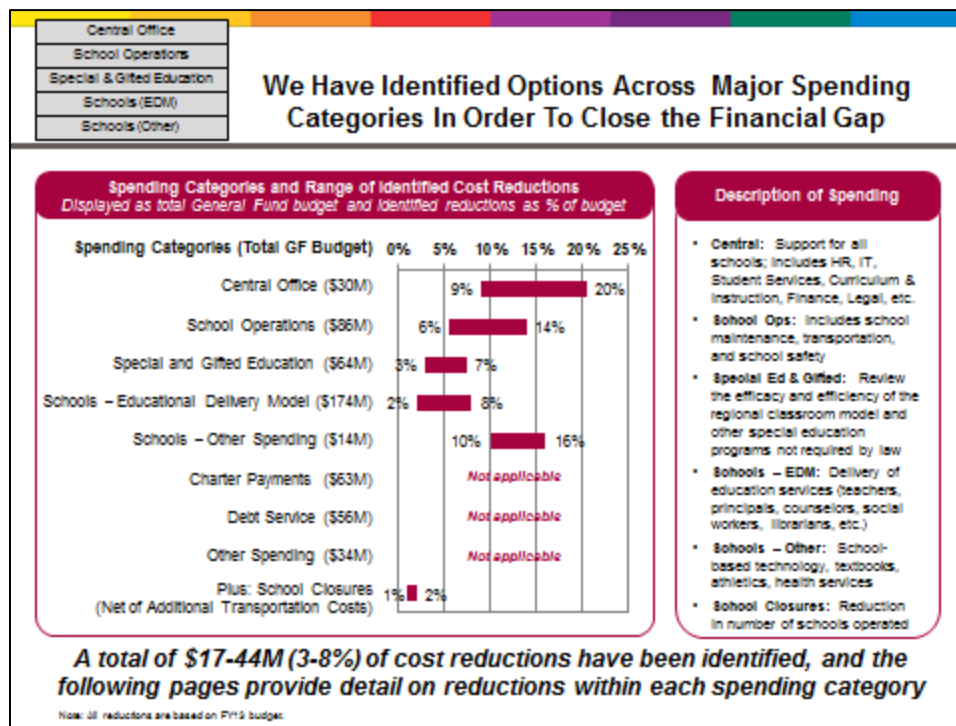
With Limited or No Control Over Most of its Revenue Streams, PPS Will Largely Need to Reduce Costs in Order to Address its Budget Deficit

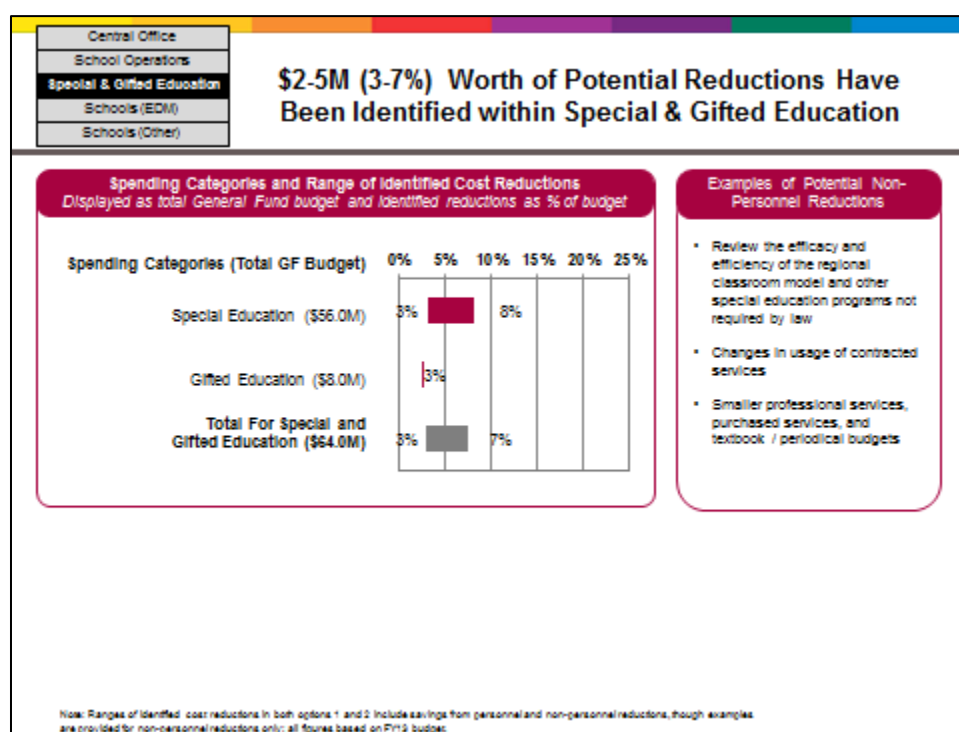
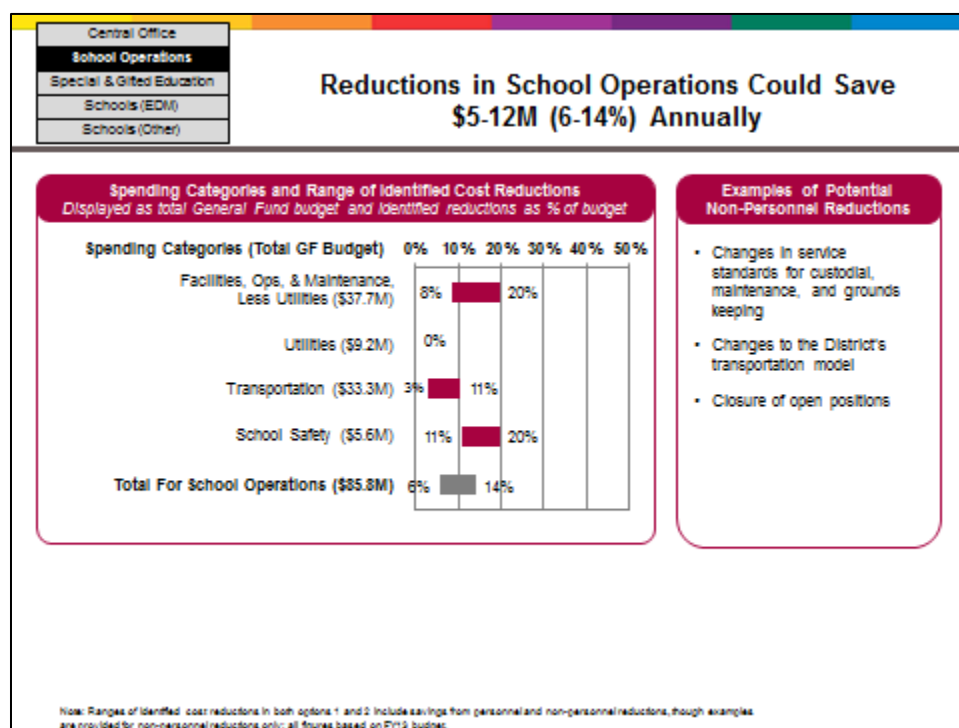
Source	Total	%	Level of Control	Predicted Stability
Real Estate Tax (Local)	\$164.3M	32%	• Moderate – Allowed 0.16 mill increase per year with Board approval; referendum needed for any additional increase	• Low – Difficult to forecast due to uncertainty of property value growth, lag time from infrequent property value assessment cycles, and appeals to property value assessments
Basic Instructional Subsidy (State)	\$152.5M	30%	• None – Allocated on per-pupil basis, based on Act 31 of 1983	• Moderate – PPS has been held harmless amidst declining enrollment
Earned Income Taxes (Local)	\$96.7M	19%	• None – Based on current 2.0% levy, of which PPS must share 1/3 with the city	• High – Stable growth projected, based on PNC's median household income forecast data
Special Education Subsidy (State)	\$27.3M	5%	• None – Allocated on per-pupil basis, based on Act 31 of 1983	• Moderate – PPS has been held harmless amidst declining enrollment
Retirement and Social Security Payments (State)	\$22.6M	4%	• None – Federal law requires state to remit portion of district's social security and retirement contributions	• High – Gap between PPS contribution (expense) and state's remittance (revenue) is widening as SS and PSERS rates increase
Property Tax Reduction Allocation (State)	\$15.6M	3%	• None – Would require tax law amendment	• High – Based on PA Tax Relief Act (reducing property taxes from slot machine proceeds)
Transportation Subsidy (State)	\$13.7M	3%	• Low – Based on district aid ratio and bus age, mileage, capacity, and utilization	• High – All else equal, subsidy rates decrease with fleet age and with lower bus utilization (e.g., due to more dispersed enrollment)
Real Estate Transfer Tax (Local)	\$7.0M	1%	• None – Would require tax law amendment	• Low – Based on transfers of interest within properties owned by the district
Other Sources ¹	\$11.3M	2%	• Low or None	• Moderate or High
Total FY13 Revenues	\$612.0M	100%		

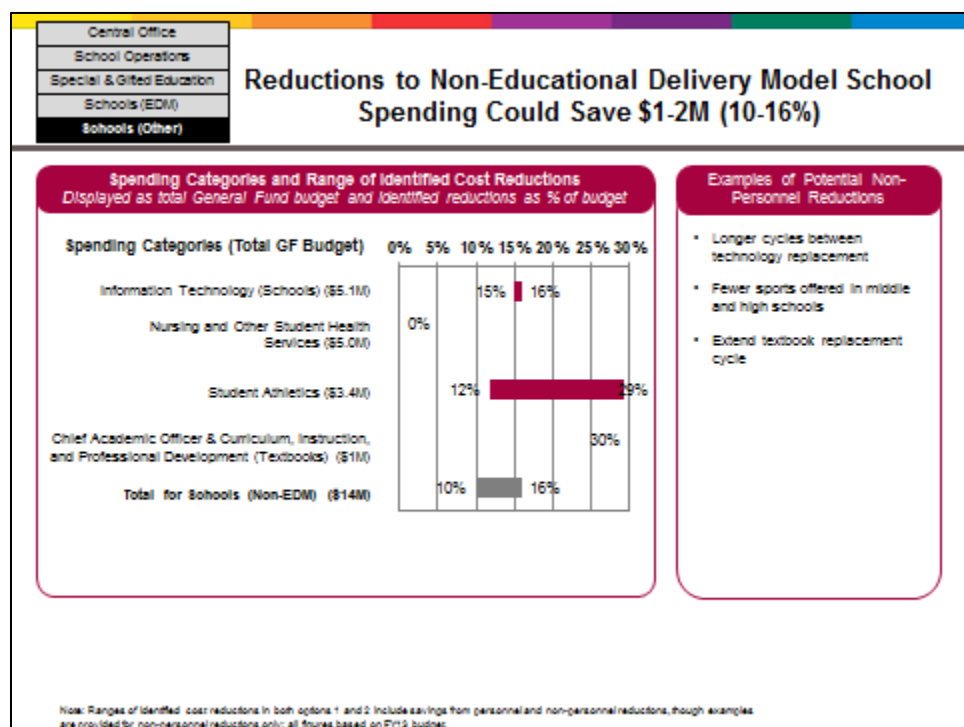
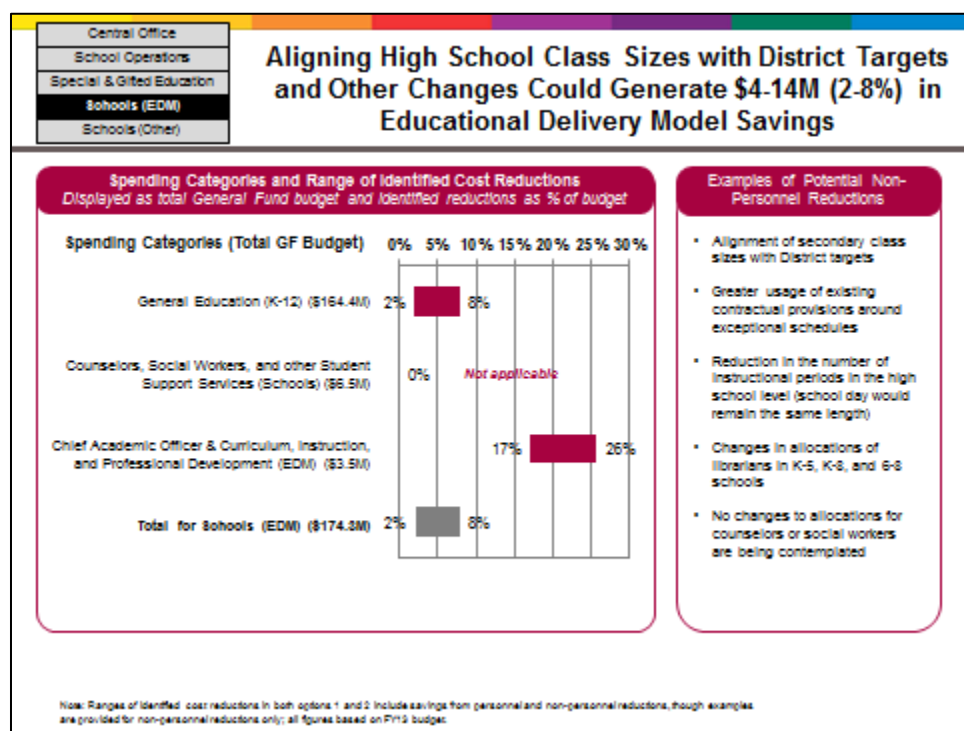
Note: 1) "Other Sources" includes local revenue from special funds (\$0.2M), striking fund (\$0.2M), various other subsidies (\$0.2M), interest (\$0.2M), tuition from other districts (\$0.4M), and inter-fund transfers (\$0.4M), local public utility realty tax (\$0.4M), state medical and dental payments (\$0.4M), and all other sources (\$1.2M).

Source: PPS Three-Year Rolling Forecast General Fund Budget Volume (FY13).

Appendix L: Cost Reduction Opportunities



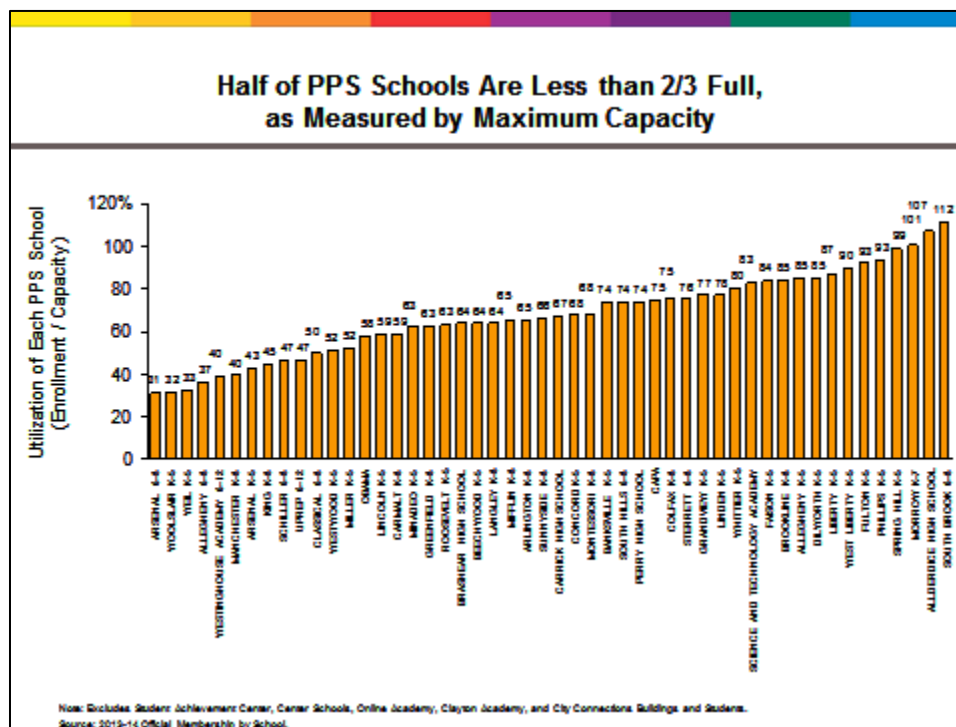




Appendix M: Educational Delivery Model Class Size Analysis

The 2012-2013 Actual Class Sizes Fall Significantly Below the Target			
2012-2013 Average Class Size			
	Target	Actuals	Shortfall
K-5	25	23.8	1.2
K-8	25	20.5	4.5
6-8	28	24.3	3.7
6-12	30	20.8	9.2
9-12	30	21.6	8.4

Despite Phase 2 EDM Adjustments, Class Sizes Are Still Relatively Low, Particularly for K-8s, 6-12s, and 9-12s					
School Type	2010-11 Actual	2012-13 Actuals	Target	Weighted Contract Maximum	Contract Maximum
K-5	21.5	23.8	25	27	<ul style="list-style-type: none"> K-1 = 25 2-5 = 28
K-8	18.1	20.5	25	28	<ul style="list-style-type: none"> Governed by K-5 & 6-8 contract maximums
6-8	20.7	24.3	28	29	<ul style="list-style-type: none"> Academic = 28 Related Arts & Non-Academic Classes = 34 Physical Education = 40
6-12	16.6	20.8	30	30	<ul style="list-style-type: none"> Governed by 6-8 & 9-12 contract maximums
9-12	16.7	21.6	30	32	<ul style="list-style-type: none"> Academic = 30 Related Arts & Non-Academic Classes = 34 Physical Education = 43



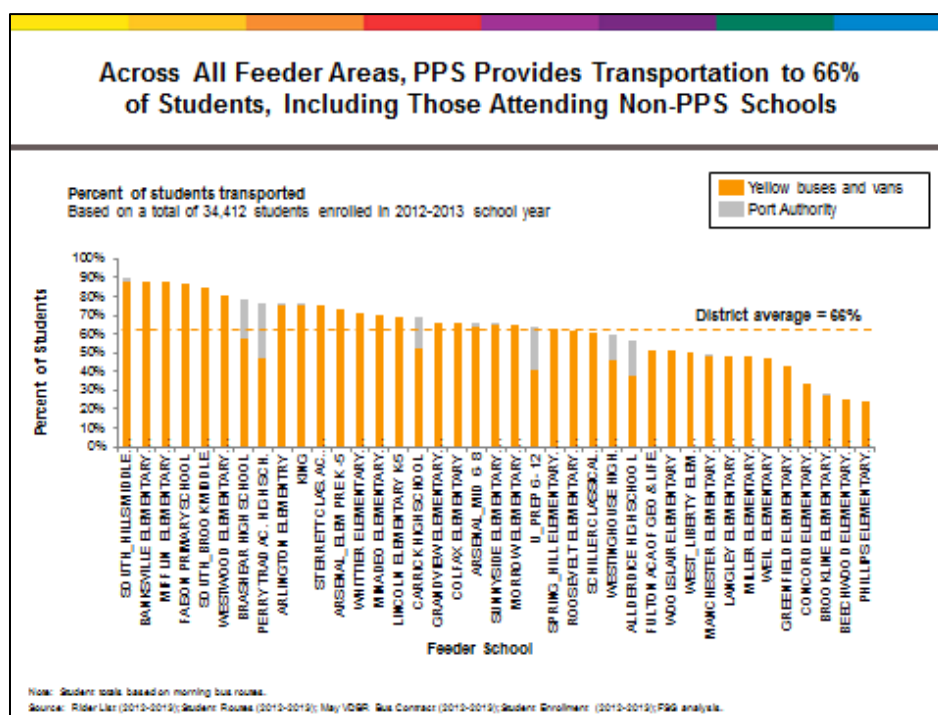
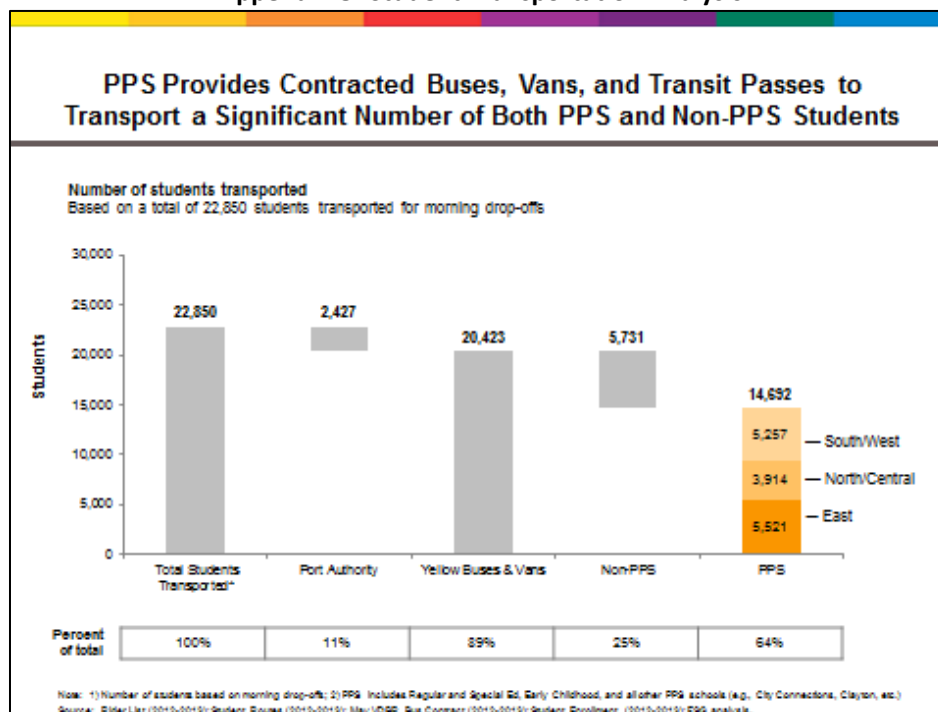
Appendix N: Special Education Analysis

Contractual Maximum Caseloads by Type of Support and Level of Service Provided			
	Itinerant	Supplemental	Full-Time
Learning Support (E)	50	15	12
Learning Support (M/S)	50	20	12
Life Skills Support (E)	20	12	12
Life Skills Support (M/S)	20	15	15
Emotional Support (E)	50	12	12
Emotional Support (M/S)	50	20	12
Deaf or Hearing Impaired Support	50	15	8
Blind or Visually Impaired Support	50	15	12
Speech and Language Support	65	N/A	12
Physical Support	50	15	12
Autistic Support	12	8	8
Multiple Disabilities Support	12	8	8

Source: PPSDET CS&

SY13-14 Special Education Teacher Allocation Methodology	
<ul style="list-style-type: none"> Learning support teachers <ul style="list-style-type: none"> Every school must have a minimum of 1 learning support teacher Teachers are allocated based on school-wide caseload need, which is almost always rounded up to the nearest half-teacher (e.g., a school needing 1.1 learning support teachers would receive 1.5 such teachers) Some schools have an additional learning support teacher in addition to what a rounded-up school-wide caseload would indicate Across PPS, there are 127.5 learning support teachers Regional classroom teachers <ul style="list-style-type: none"> Teachers are allocated to a classroom dependent upon the type of support needed Across PPS, there are 87 regional classroom teachers, 6 of whom support the City Connections program Paraprofessionals <ul style="list-style-type: none"> Learning support paraprofessionals (EA IIIs) are only allocated at the elementary levels using the following schedule: <ul style="list-style-type: none"> 1-2 teachers: 1 EA III 2-4 teachers: 2 EA IIIs 5-6 teachers: 3 EA IIIs Regional classroom teachers are allocated based on the type of regional classroom; each classroom receives 1 or 2 paraprofessionals Across PPS, there are 41 learning support paraprofessionals and 123 regional classroom paraprofessionals 	
<p>Note: Totals exclude center schools</p> <p>Source: PPS files: "13-14 Special Education Staff", "13-14 Enrollments for SED", PPSDET CS&</p>	

Appendix O: Student Transportation Analysis



Transportation Costs Are Based on Several Financial Drivers, Which Ultimately Hinge on Underlying Operational and Policy Levers

Financial Drivers

- Number of students transported
- Number of students per seat (utilization)
- Number of seats per bus (capacity)
- Number of routes per bus per day
- Incremental duration per route
- Daily fixed costs and hourly marginal costs per bus

Operational Levers

- Fleet composition (size and type of buses used)
- Tiering structure (number of routes per bus)
- Route density and complexity (distance traveled, stops made, total time)
- Route efficiency (fewer stops serviced by multiple buses and routes)

Policy Levers

- Distribution of students on yellow buses vs. Port Authority
- Size of walk zones
- School bell times
- School portfolio, feeder patterns, and level of choice
- Prevalence of regional classrooms

Transportation Costs Per Student Vary Significantly Depending Upon the Student Segment, and For Different Reasons

Student Segment	Annual Bus Costs	Number of Students ¹	Cost Per Student ²	Primary Cost Drivers
PPS Regular Ed Students	\$10.6M	11,747	\$899	Fewer tiers and lower utilization
Attending Neighborhood School	\$4.1M	5,194	\$798	Fewer tiers
Attending Partial Magnet School	\$2.4M	2,732	\$887	Fewer tiers
Attending Full Magnet School	\$3.7M	3,590	\$1,035	Lower utilization, fewer tiers
Attending Special School	\$0.3M	231	\$1,176	Lower utilization, fewer tiers
PPS Special Ed Students	\$6.9M	2,325	\$2,949	Lower utilization and smaller buses
Attending Neighborhood School	\$1.2M	1,049	\$1,151	Higher hourly costs from more tiers
Attending Full Magnet School	\$0.6M	436	\$1,319	Lower utilization
Attending Partial Magnet School	\$0.7M	514	\$1,340	Smaller buses with fewer tiers
Attending Regional Classrooms	\$2.6M	527	\$4,880	Smaller buses with lower utilization
Attending PPS Special Schools	\$1.8M	326	\$5,565	Smaller buses with lower utilization
PPS Early Childhood Students	\$0.7M	93	\$7,477	Smaller buses and fewer tiers
Non-PPS Students	\$11.6M	5,731	\$2,032	Smaller buses and fewer tiers
All Students	\$29.8M	20,423	\$1,457	Tiering, capacity, utilization

Serving regional classroom students in their home schools would yield significant savings by eliminating several smaller, underutilized buses

Note: 1) Number of students based on morning drop-offs; 2) Costs per student are annual gross costs; 3) Special schools include Pioneer, Conroy, Oliver, Student Achievement Center, Clayton, Mercy, City Connections, and Online Academy.
Source: Rider List (2015-2016); Student Routes (2015-2016); May/IDGR Bus Contract (2015-2016); Student Enrollments (2015-2016); PPS analysis.

Appendix P: Transition Planning for School Closures⁴²

Ensuring a smooth and efficient transition for students, families, staff, and community is a critical aspect of implementation of the District change plans. Transition planning has been a part of every Board approved school closing and consolidation plan facilitated by the District Cross Functional Team (CFT). The execution has improved over time.

Unfortunately, school closings and consolidations have continued to be a necessary part of maintaining a healthy school District. We understand that it never gets any easier to close schools for students, families, staff and communities, and the CFT's goal is to make it as smooth a transition as possible.

The CFT is made up of representatives from all departments in the District. The CFT:

- Carries out the Board action to enhance educational opportunities for PPS students as approved and in alignment with the Board Goals;
- Provides outreach and communication to all students and families affected by the plan to support them to make the best choices to meet their student's needs;
- Provides as smooth a transition as possible for students, families and staff in affected schools, and
- Provides efficient transfer of all instructional materials and resources to the receiving schools, following the students, before the first day of the new school year.

Plans are not perfect, and there have been lessons learned over the years that have resulted in continuous improvement to the process working to proactively meet the needs of all impacted by the plan. Following each of the transitions since 2006, the CFT, in collaboration with school leadership and transition teams debriefed: what went well, what didn't go well, and solutions and recommendations for the future.

The transition of instructional materials, other resources and logistics has been well documented, improved, and successful. The CFT begins to meet as soon as recommendations are made, and then executes on the Board approved plan. The team meets on an ongoing basis to discuss internal and external input and feedback, identify important issues, pursue opportunities, and carry out the myriad of detailed tasks required to successfully implement the plan. A very detailed excel spreadsheet is utilized to monitor progress on tasks/deliverables, responsible staff, and deadlines. (Document example can be shared).

Most recent was the execution of the November 22, 2011 Board approved District Realignment Plan: school closings and reconfigurations, feeder pattern changes, and adjustments to the educational delivery model.

The District owns and distributes all instructional materials, equipment, furniture and artwork, and plans and moves all District items. Instructional materials follow students according to the District instructional materials routing plan. The District online labeling system (developed in 2006 and also continually improved) is utilized when packing all District Items, and has been effective in recent school moves.

Phase I-Before Start of New School Year

1. Purge schools of obsolete instructional materials
2. Identify instructional materials by grade level, content, and course
3. Inventory current instructional materials in schools (receiving schools first, closing schools after organize all materials-end of year)

⁴² Compiled by Nancy Kodman, former Executive Director Academics and Operations Integration, Pittsburgh Public Schools.

4. Establish receiving school needs based on projected enrollment
5. Organize all instructional materials in the closing schools
6. Pack essential instructional materials to receiving schools
7. Inventory and chart room locations in closed schools of excess inventory

Phase II- Late Fall

1. Identify needs of all other schools in the District
2. Supervisors go to closed schools to pack/dray materials as needed
3. Investigate a central storage area for excess materials and move them

Despite improvements that have been made (listed below), there is still more that has to be done around outreach and communication to all students, families, staff and community affected by the plan. It must occur early and often, be transparent and inclusive, and consistent across the District regions and schools.

Acting upon lessons learned, the 2012-2013 school year opening was reported to have been the smoothest to date. That is a result of the thoughtful and strategic planning and hard work of the school transition teams and CFT. Some of the most recent improvements included the following:

- Earlier proactive outreach and support for students, families, staff, and community
 - Regular ongoing meetings with school administrators/leaders to provide updates, network, and monitor progress around the schools in transition plans
 - Broader school transition team membership and active meaningful community engagement
 - Listening and planning that includes student, parent/family, staff and community perspectives (Example: Student Leaders at all 4 impacted high schools were engaged in the transition planning and implementation process)
 - Extra support and resources provided based on student and school needs
- Improved communication through multiple pathways
 - Schools in Transition 2012-2013 Public link off PPS Website Homepage that included information on District Realignment Plan and Building a Sustainable District as well as School Transition Teams and plan information and highlights
 - Transition Manual Website for PPS employees that included information, updates, forms, teams, transition plans (past and current), CFT contacts and other resources
 - District Partnership with A+ Schools Transition Task Force to ensure family and community connections and active meaningful engagement in transition planning and implementation

One of the biggest factors in the continuous improvement cycle was the active engagement of a broader more inclusive group in each of the closing and receiving schools, with coordination and collaboration between them. Meetings began with school leaders immediately following the November 2011 announcement of the Board approved plan. School teams were in place by December 16th with preliminary transition plans developed by January 27th and enhanced with greater community input by February 24th and throughout the remainder of the school year and into the next.

School Transition Teams were comprised of either existing Parent School Community Councils (PSCC) or a similar team make up, recommended to be 10-12 members: administrators, teachers/staff (Learning Environment Specialist, Teaching and Learning Environment Liaison and counselor/social worker recommended to be included), students, parents/family, and community members.

A+ Schools formed a Transition Task Force that partnered with the District to ensure family and community connections and active meaningful engagement in the transition planning and implementation process. This group

began meeting in December 2011 and continued as the school teams did throughout the transition. This was particularly helpful in the school neighborhoods where engagement was low or non-existent. Together, support was garnered through the organizations and resources in the City to help inform and guide this important work. In many areas this support has continued.

District standards were established for transition plans. Beyond those standards, each School Transition Team was charged with developing strategies to meet the unique needs of their students and school community.

Five key objectives were developed in collaboration with the Pittsburgh Federation of Teachers (PFT) and additional stakeholder feedback. The key objectives follow:

1. Provide support for students and families.
2. Provide staff with information and support.
3. Plan for optimal teaching and learning to continue throughout the school year and into the next.
4. Communicate the transition plan and timeline widely and often.
5. Recognize the past and celebrate the opportunity.

Additional resources were provided to meet identified specific needs and concerns. For example, in the case of the consolidation of Pittsburgh Oliver and Perry High Schools, the Metropolitan Center for Urban Education (Metro Center) in the Steinhardt School of Education at New York University (NYU) provided technical assistance services.

From the PPS Website Homepage, the District launched the Schools in Transition 2012-2013 Public link. The website provided timely information on the District Realignment Plan and Building a Sustainable District. It identified the school transition teams, how people could become involved as well as the transition plan highlights. Opening of school video clips were another added resource to families.

The Transition Manual Website that was established in 2006 as a resource for District employees continued and was enhanced. This website maintains the history and process for each plan and process. In 2011 it was reworked to be more user friendly with quick and easy access for staff by role (school administrators, teachers/staff, and custodians) by closing and receiving schools. It is the authoritative data source for information, updates, forms, teams, transition plans, CFT contacts and other specific information with clarity around expectations and supports for the work.

Transition can be challenging for all. While students and families are the primary focus, the stress that can result for staff is also noted. It is the staff whose responsibility includes maintaining a positive teaching and learning environment for the students throughout the remainder of the school year once plans are announced and into the next school year, often when they may not know where they will end up themselves. Full staff meetings were held at each of the school sites with school leadership teams and District CFT and HR staff and PFT representatives. Information was shared earlier, questions were answered, and ongoing support was provided. That support has gotten better and proven to be an important component.

Transition planning and execution has improved over time, but it is still not a perfect system. We understand how challenging school closings, transitions, and change can be for our students, families, staff and community. It is our goal to make the transition as smooth and efficient as is possible.

The lessons learned need to be discussed and heeded. What worked well should be replicated. Improvement must continue in all areas and specifically to include greater and broader communication and more active meaningful engagement opportunities. "All in" commitment is needed to ensure optimal outcomes for our Pittsburgh Public School students.