

Letter from the CEO

Annual Measurable Goals: City High's "Report Card"

We are pleased to present City High's Annual Report for the 2018-19 school year. City High is a learning organization as a function of both its charter and the culture that we have nurtured. Our focus on measuring our progress and learning from our work since the school's founding in 2002 has enabled us to grow as an organization and consequently, has enabled our students to grow as learners. This year's report underscores that City High continues to deliver on its mission and values. We remain committed to transparency regarding overarching and targeted indicators that track our progress as an innovative and effective open enrollment urban public high school. Dr. Catherine Nelson, an independent evaluator, collects and compiles quantitative and qualitative from a variety of sources (i.e. state and national data, surveys, observations, and interviews) to produce this report. Below, we've highlighted areas of areas of particular accomplishment and opportunities for improvement based on this year's data.



ACCOMPLISHMENTS

- Graduates from the Class of 2019 left City High to enter the workplace or higher education with an average of 2 software certifications for Microsoft and Adobe productivity tools, valuable real-world credentials (p. 7).
- 99% of the Class of 2019 completed an internship of 130+ hours in their career field of interest with a grade of C or above. 89% of internship hosts were Very or Extremely satisfied with the performance of their City High intern. Also worth noting is the longevity of participation among internship sites: 47% of sites have participated for six or more years. This speaks to the commitment of existing host sites as well as the good word of mouth City High experiences, which enables us to recruit new sites (p. 7).
- The most recent official state graduation statistics, for the Class of 2019, show that City High's graduation rate of 95.5% significantly exceeds that of the Pittsburgh Public Schools and the state of Pennsylvania as a whole (p.8). Importantly, there is little to no disparity in graduation rates for African American, Special Education, and Economically Disadvantaged students at City High, so our graduation rates for those groups exceed city and state rates by even larger margins.
- City High's rate of Pittsburgh Promise eligibility continues to be among the highest in the City: 91% of Pittsburgh residents qualified in comparison to a city-wide average of 62% (p. 9). Overall, the class of 2019 received a four-year total of \$2.99 million in grants and scholarships to continue their education beyond high school.
- Among our graduates from 2012-2017 who enrolled in 4-year colleges, 68% have either received degrees or on track to graduate (p. 12).
- 91% of City High parents give the school an overall grade of A or B, compared with 67% of public school parents nationally (according to the most recent available statistic) (p. 17).
- City High students experience effective instructional practices correlated with achievement growth at levels at or above the top quartile of classrooms nationally. For example, 94% of City High students agree that "Teachers want us to explain our answers- why we think what we think," 11 percentage points above the national benchmark (p. 19).
- Approximately 90% of parents, 76% of faculty, and 68% of students rated the student experience as Mostly or Completely in line with our core values. This year, the student rating exceeded our 10-year average of 65% (p. 25).
- Chronic absenteeism (11%) at City High is significantly lower than the average absenteeism rate of Pittsburgh Public High Schools (33%) (p. 23).

Letter from the CEO

- City High students report equitable treatment regarding race, gender, and identity at levels significantly higher than the national average (p. 27).
- All City High faculty and staff completed Restorative Practices training conducted by the International Institute for Restorative Practices (IIRP) in an effort to build our collective and individual proficiency in implementing Restorative Practices as a part of our school-wide strategy for continuing to strengthen an equitable school culture and climate at City High.
- Lastly, regarding culture and climate, we experienced positive growth among our faculty and staff that City High is a caring environment not only for students but also for faculty and staff. This year, **City High was named among 2019 Top Workplaces by the Pittsburgh Post-Gazette** based on staff survey responses in comparison to other businesses and organizations in the region.

AREAS OF CONCERN

- Based on recent Keystone scores, we are seeing a downward trend in City High's math performance. Further, disparities in academic performance are evident among our most recent Keystone test results for African American students, whereby the group 'Did not meet' growth expectations in math.
- While City High prides itself on supporting all of its students through graduation, African American and Multiracial graduates were less likely to meet the GPA requirement to receive the full Pittsburgh Promise scholarship than their White peers. 63% of African American and Multiracial graduates received the Full Promise scholarship, with an additional 31% qualifying for the Promise Extension program at Community College of Allegheny County. Among White graduates, 91% qualified for the Full Promise and 5% for the Extension (p. 9).
- While our rate of chronic absenteeism is significantly lower than that of similar schools, our tardy rate has been climbing over the past few years, particularly for our senior students. As this is an indicator of student buy-in and ultimately impacts academic performance, this is an area we continue to focus on and search for solutions in 2019-20 (p. 23).

MOVING FORWARD

During the upcoming 2019-20 school year, City High will be developing its Pennsylvania Department of Education Comprehensive Plan as well as embarking upon the Middle States reaccreditation process. This will allow us to update important aspects of our school model through the development of annual performance objectives and strategic goals. While these objectives and goals will be refined during the year, we have already selected an initial focus on advancing our equity work that is inclusive of Restorative Practices, Culturally Relevant Instructional and Institutional Practices, and Socio-Emotional Support. Concurrently, we will continue to focus on marketing and public awareness efforts and fundraising strategies that assure the fiscal sustainability of City High for future generations of young people. We are confident that these priorities, as well as our commitment to measuring and reporting on our progress in achieving them, will help ensure the continued successful implementation of City High's vision and mission.

Respectfully,



Dara Ware Allen, Ph.D.
CEO and Principal
City Charter High School

About this report

About this report: City High’s annual report presents a range of performance measures in each of ten specific goal areas that are part of our mission. Wherever possible, we put performance data in context by reporting an external comparison and/or a longitudinal trend. Indicators that are drawn from our annual constituent surveys reflect the following response rates this year:

SURVEY RESPONSE RATES		
	Total n	Response percentage
Faculty	55	100%
Staff	17	50%
Parents	174	33%
Students: 9 th	156	96%
10 th	92	79%
11 th	115	93%
12 th	117	91%
TOTAL	480	90%

About “Middle States goals”: Throughout this report, selected performance indicators are flagged as “Middle States goals,” indicating that they are part of City High’s 2014-2021 Plan for Growth and Improvement. City High first applied for and received accreditation from the Middle States Association of Colleges and Schools (MSA) in 2007. Accreditation was renewed in 2014 for a second seven-year term. Accreditation is a rigorous process that includes extensive data reviews relative to standards, strategic planning to identify goals and strategies to reach them and a site visit from a team of peer evaluators. The goals that came out of this process and were incorporated in our 2014-2021 plan represent our best thinking about steps we need to take to continue to succeed and improve.

The following page lists the full range of performance indicators within each of our ten key goal areas, with those that are part of our MSA plan indicated by shading and an asterisk.

Summary of Domains and Indicators

I. STUDENT ACHIEVEMENT

- a. Keystone Proficiency*
- b. State growth targets
- c. 9th grade growth
- d. College readiness

II. INDEPENDENT LEARNING

- a. Independent learning skills, developing*
- b. Independent learning skills, culminating*
- c. Graduation project
- d. 12th grade independent science project

III. WORKFORCE SKILLS

- a. Microsoft Office Certifications
- b. % successfully completing internships*
- c. Intern host satisfaction

IV. POST HIGH SCHOOL TRANSITIONS

- a. Graduation rate
- b. Meet Pittsburgh Promise criteria*
- c. Satisfaction with preparation
- d. Key transition steps
- e. Post-graduation plans
- f. On-track with post-graduation plan*
- g. Long-term persistence and attainment*

V. TEACHER QUALITY AND GROWTH

- a. % certified
- b. % with Masters Degree or above
- c. Career Advancement
- d. Culture (expectations and support)
- e. Opportunities for growth
- f. Planning time

VI. PARENT SATISFACTION/ENGAGEMENT

- a. Overall rating of school
- b. Attainment of goals identified as most important
- c. Responsiveness
- d. Use of parent portal

VII. CURRICULUM AND INSTRUCTION

- a. Instructional effectiveness
- b. Classroom personalism
- c. Instructional hours

VIII. SPECIAL EDUCATION

- a. Achievement
- b. Student attitudes and experiences
- c. Full participation in City High program
- d. Transition plans

IX. SCHOOL CLIMATE

- a. Attendance (AYP) and Tardiness
- b. On-time promotion from 9th to 10th grade
- c. Retention (student and teacher)
- d. Attainment of core values
- e. Access to honors courses
- f. Equitable treatment

X. LEADERSHIP

- a. Parent satisfaction with smooth functioning
- b. Faculty ratings

*These indicators are part of City High's 2014-2021 Middle States (MSA) goals.

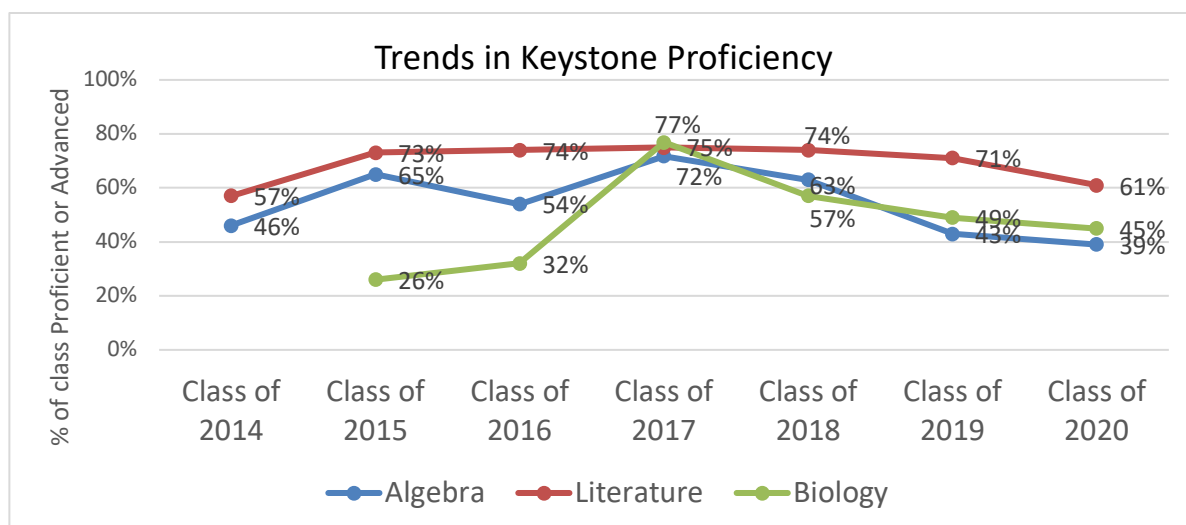
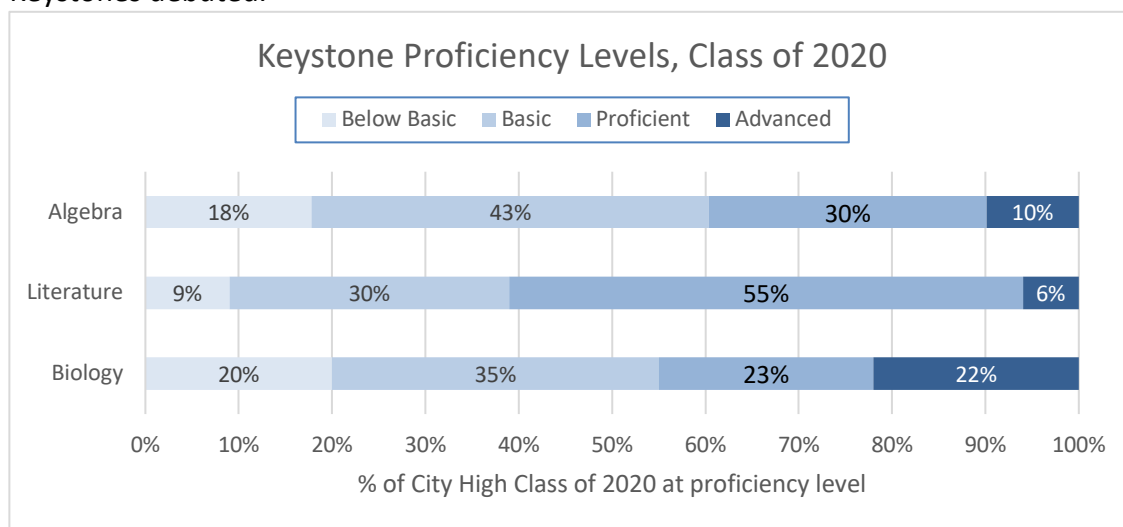
I. STUDENT ACHIEVEMENT

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a. Proficiency on PA state exams (MSA Goal)

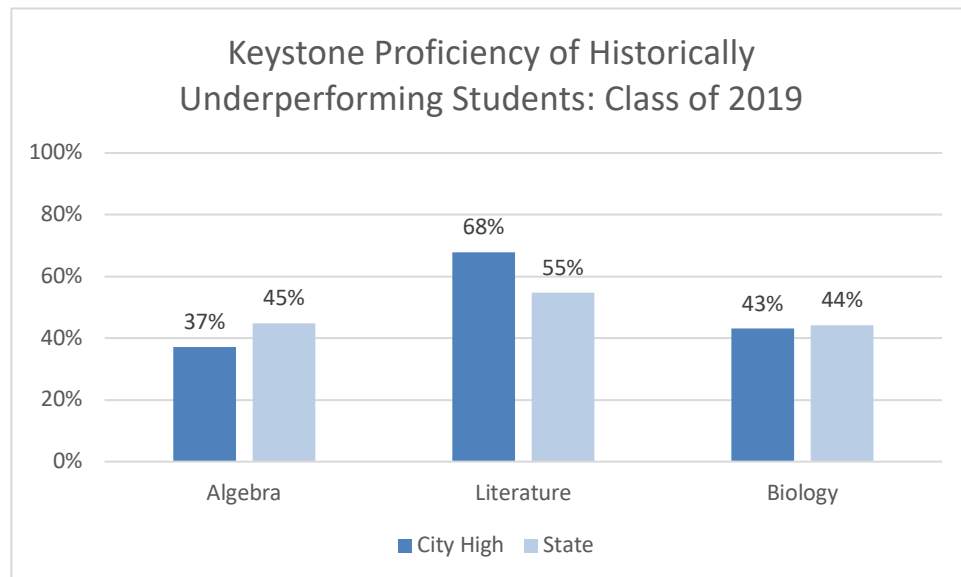
The state of Pennsylvania currently assesses the performance of high schools and their students using course-specific exams called Keystone in the subjects of Algebra 1, Literature, and Biology. Most students take these exams in 10th or 11th grade, depending on when they completed relevant courses. We report here the scores of our class of 2020, next year's 12th graders.

Below we show the Keystone proficiency levels for all three subjects for the class of 2020, followed by the trend in proficiency among City High students for the seven years since the Keystones debuted.



I. STUDENT ACHIEVEMENT

To put City High’s test results in context, it is important to note that 74% of City High’s students fall into one or more of the groups Pennsylvania defines as “Historically Underperforming” (economically disadvantaged, having an identified disability, or still learning English). The chart below shows the proficiency levels of City High students in “Historically Underperforming” groups, compared to similar students statewide.¹



b. State Growth Targets

Pennsylvania’s Value-Added Assessment System (PVAAS) establishes growth targets for a school year, based on prior student scores. In the Future Ready PA Index, the state reports whether students in a school, overall and by subgroup, exceed, met, or failed to meet those growth targets.² As this table shows, City High students overall exceeded the target for growth in English and Science and met the target in Math and missed only one subgroup target.

City High Performance on State Growth Expectations: 2017-18				
	All students	African American	Economically Disadvantaged	Special Education
English	Exceeded	Exceeded	Exceeded	Met
Math	Met	Did not meet	Met	Met
Science	Exceeded	Exceeded	Exceeded	Exceeded

¹ Pennsylvania defines “Historically Underperforming” as students who are economically disadvantaged, have identified disabilities, or are English Language Learners. Data are from the 2018 Keystone administration, the most recent publicly released as of August 2019. Data accessed from <https://www.education.pa.gov/Data-and-Statistics/Pages/Keystone-Exams-Results.aspx>

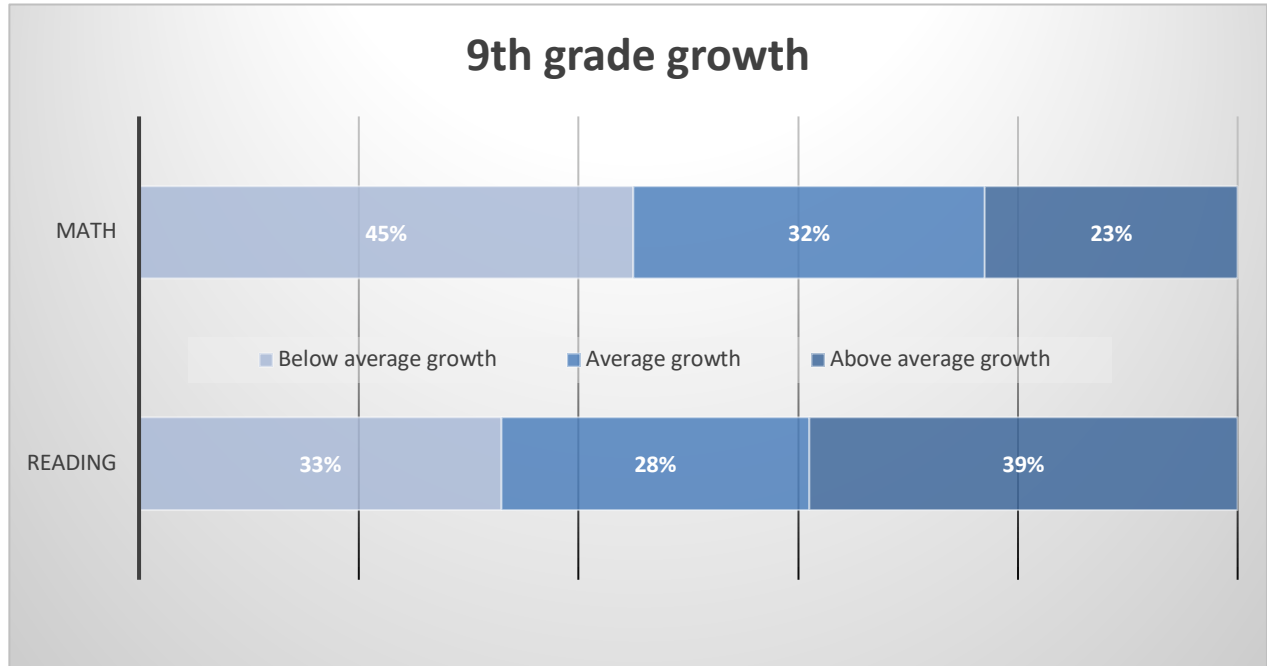
² <https://futurereadypa.org/> Most recent data available are for 2017-18 school year.



I. STUDENT ACHIEVEMENT

c. 9th grade growth

City High 9th graders take the nationally normed STAR exam to give teachers baseline information on their math and reading skills and track their growth over the year. These exams provide an individualized level of expected growth based on the national distribution of students coming in at similar performance levels. The chart below shows for math and reading the percentage of City High 9th graders who achieved average growth levels or performed above or below the average amount of growth for students who started at the same level:



Our goal is for all students, regardless of their starting level of academic performance, to grow as much or more as comparable students nationally. This year's STAR results were similar to last year, our first of using this diagnostic, suggesting that City High is better at helping incoming freshman meet or exceed growth expectations in reading than in math.

d. College readiness

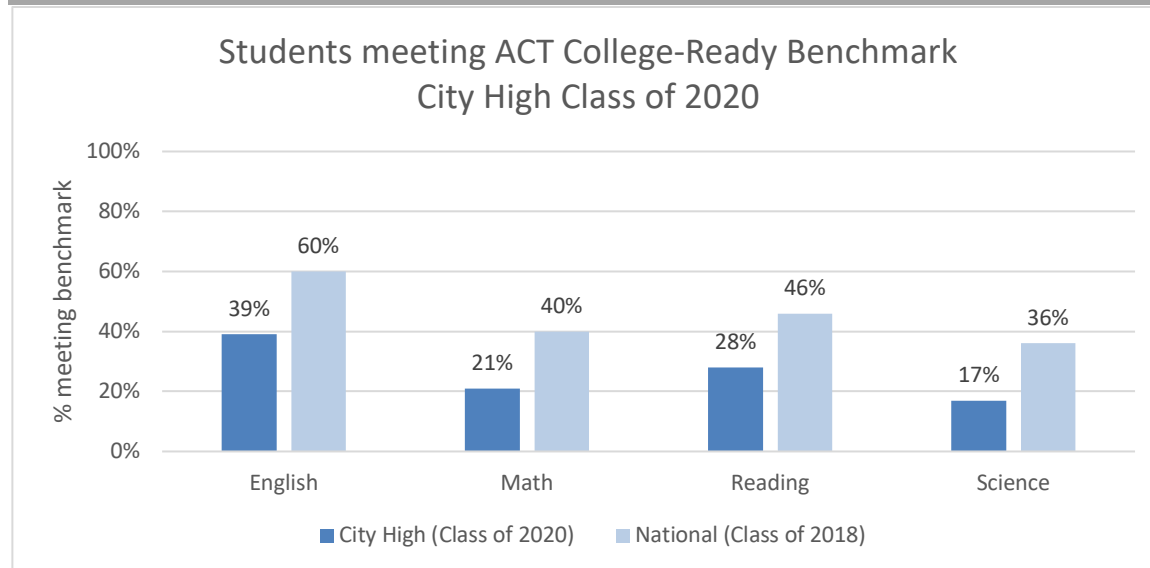
Based on research correlating past test takers' scores with their subsequent performance in college courses, the ACT has established subject specific benchmark scores indicating college readiness.³ The chart below shows the percentage of City High test takers in the class of 2020 who met the benchmark on each subject test, compared with the national population of test takers from the class of 2018, the most recent national data released by ACT.

³ The Condition of College and Career Readiness, 2018.

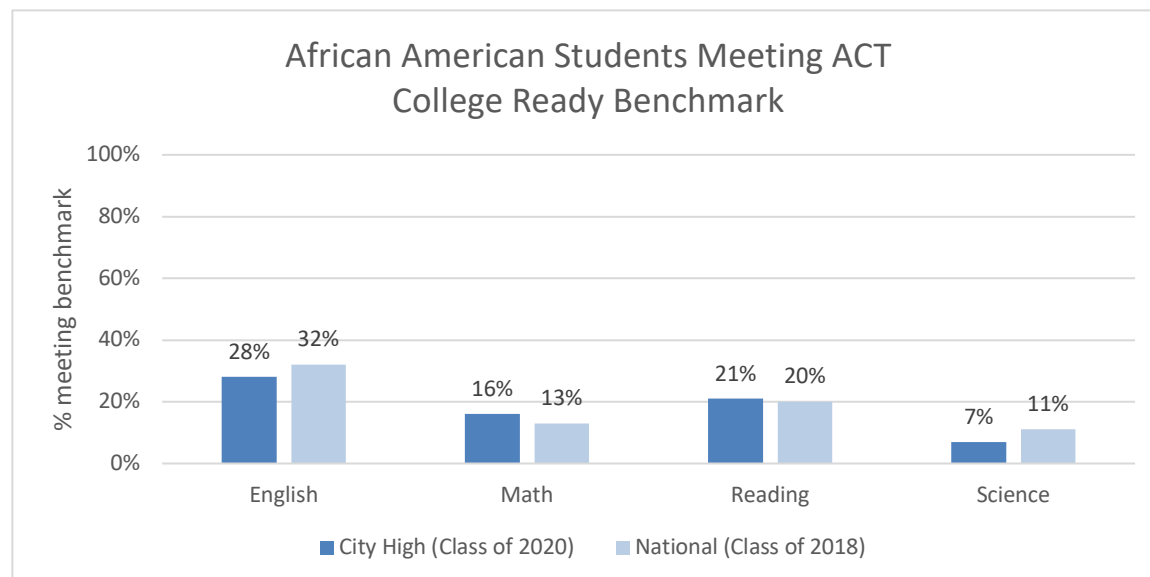
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I. STUDENT ACHIEVEMENT



Because the national data reflect significant disparities in college readiness by race, and because the racial composition of our school is significantly different from the national population, we also report the percentage of our African American students meeting the college-ready benchmark in each subject, as compared to the percent of the national population of African American ACT test takers.



This chart indicates that most of the gap between the performance of City High's students on the ACT and the national average is due to a different test-taking population. Looking at African-American test takers only, City High scores are right at the national average. This is not, however, reason for complacency as, according to the ACT report, "college readiness levels remain dismal" for minority, low-income and first-generation students nationally.



II. INDEPENDENT LEARNING

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a. Independent learning skills: Developing (MSA goal)

In the 2013-14 school year, City High began giving 2 separate grades in the major academic subjects: one for content and one for the extent to which the student demonstrated targeted independent learning skills. Faculty have determined that these are the skills students need in order to succeed in the school's highly independent 12th grade program, and after graduation in college and careers.

As part of the 2014-2021 Middle States accreditation process, the school set the goal that in grades 9-11 80% of all students would have no Independent Learning grade below C. The table below shows the percentage of students in each grade who had no final Independent Learning grade for the year in any subject below C for the five years this new grading structure has been in place. The colors moving diagonally across the table indicate cohorts of students. For example, the Class of 2020, 11th graders in 2019, are shaded in purple, showing that they have consistently had around 80% of students with no independent learning grade below C.

% of students with all Independent Learning grades C or above						
	2019	2018	2017	2016	2015	2014
9 th	92%	65%	81%	80%	77%	75%
10 th	57%	77%	84%	74%	50%	72%
11 th	82%	91%	99%	63%	54%	75%

b. Independent learning skills: Culminating (MSA Goal)

In 2012, City High instituted a new rubric to evaluate student independent learning skills. The entire 12th grade program has been re-structured around independent student work. In the 2014-21 Middle States plan City High established the goal for 90% of 12th graders to be proficient or advanced (attain an A or a B) in Independent Learning. In this year's 12th grade, **72% of students received A's and B's as their final Independent Learning grade for the year, up significantly from an average of 62% for the previous five graduating classes.**

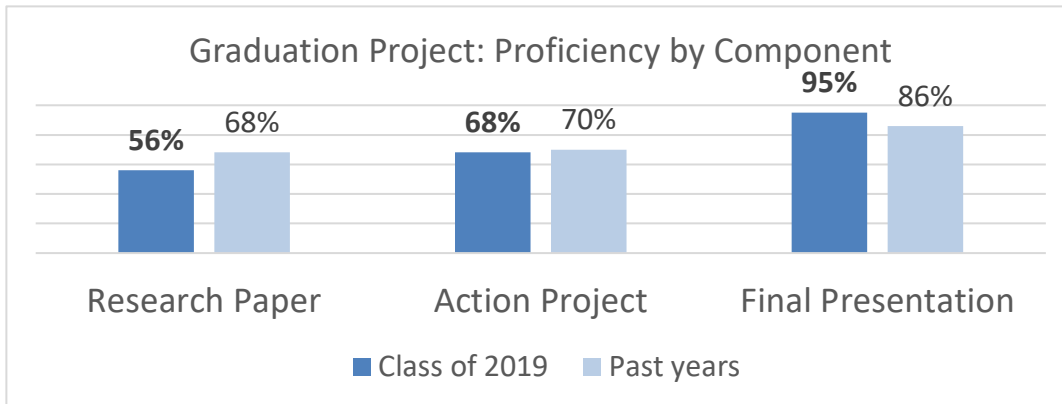
c. Graduation project

Since the opening of the school, City High students have been required to complete an extensive graduation project as the culmination of the school's Research curriculum. The City High graduation project weaves together a deep exploration of an area of student interest with the research, writing, and presentation skills they have developed during their high school years. Students also complete an "Action Project" component, through which they are required to demonstrate a real-world application of their research.



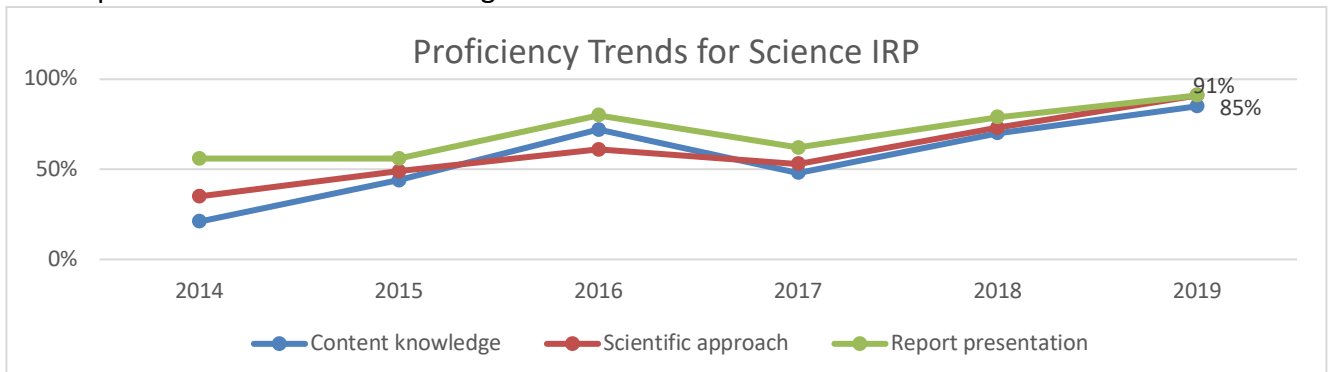
II. INDEPENDENT LEARNING

As part of City High's focus on developing students' independent learning skills, the school established a goal that 90% of graduating seniors score advanced or proficient on each component of their graduation project. The chart below shows the percentage of students in the Class of 2019 scoring Advanced or Proficient on each component, compared to the average from all prior classes.



d. 12th grade science Independent Research Project (IRP)

The graduation project has been a requirement for students throughout City High's existence. As the school transitioned to an entirely independent learning model in the 12th grade, faculty decided to add a capstone project in science to allow students to explore an area of particular interest while demonstrating their skills in scientific thinking and inquiry. Projects are scored using an internally developed rubric with multiple criteria in the broad domains of Scientific Approach, Demonstration of Content Knowledge, and Report Presentation. The chart below shows the trends in proficiency on this capstone assessment of independent research and learning in science:



As with the graduation project, the school's long-term goal is to prepare at least 90% of students to achieve proficiency in each domain. **The class of 2019, for the first time, exceeded this goal for Scientific Approach and Report Presentation, coming close with 85% proficiency in Content Knowledge.**

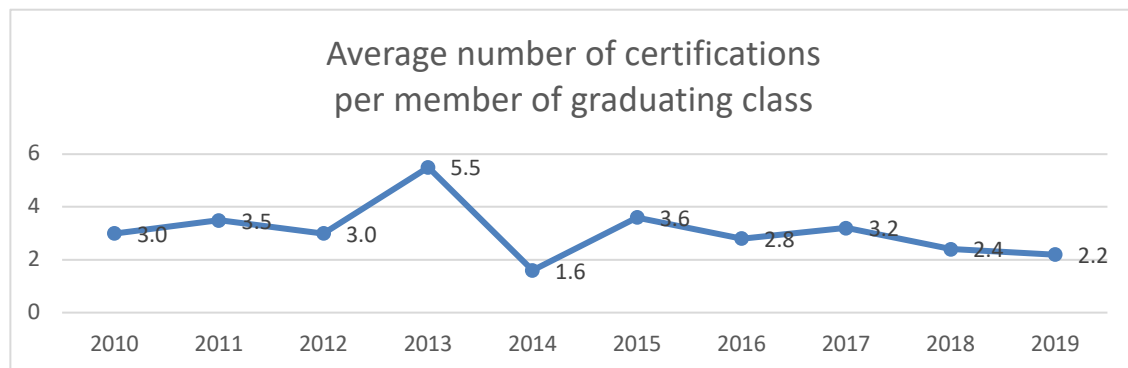


III. WORKFORCE SKILLS

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a. Microsoft Office and Adobe Certifications

As part of City High's workforce orientation, the school expects students to achieve at least two professional software certifications by the end of 12th grade. These are credentials of immediate value in the workforce, because they demonstrate that students have professional-level skills in key workforce productivity software such as Microsoft Word, Excel, & PowerPoint, and Adobe Dreamweaver, Photoshop, & Premiere.



b. % successfully completing internships (MSA goal)	c. Intern host satisfaction																									
Goal: All graduating students complete internship of at least 130 hours	Goal: 90% of external mentors rate intern performance as satisfactory or better																									
126 of 129 members of the class of 2019 (98%) completed their internship with a grade of C or above:	100% of external mentors were satisfied with the internship program and with the performance of their student intern																									
<table border="1"><caption>Internship Grade Distribution</caption><thead><tr><th>Grade</th><th>Percentage</th></tr></thead><tbody><tr><td>A</td><td>71%</td></tr><tr><td>B</td><td>20%</td></tr><tr><td>C</td><td>7%</td></tr><tr><td>Failed/fired</td><td>2%</td></tr></tbody></table>	Grade	Percentage	A	71%	B	20%	C	7%	Failed/fired	2%	<table border="1"><caption>Intern Host Satisfaction</caption><thead><tr><th>Category</th><th>Extremely satisfied</th><th>Very satisfied</th><th>Satisfied</th><th>Less than satisfied</th></tr></thead><tbody><tr><td>Program overall</td><td>82%</td><td>14%</td><td>4%</td><td>0%</td></tr><tr><td>Student performance</td><td>71%</td><td>18%</td><td>11%</td><td>0%</td></tr></tbody></table>	Category	Extremely satisfied	Very satisfied	Satisfied	Less than satisfied	Program overall	82%	14%	4%	0%	Student performance	71%	18%	11%	0%
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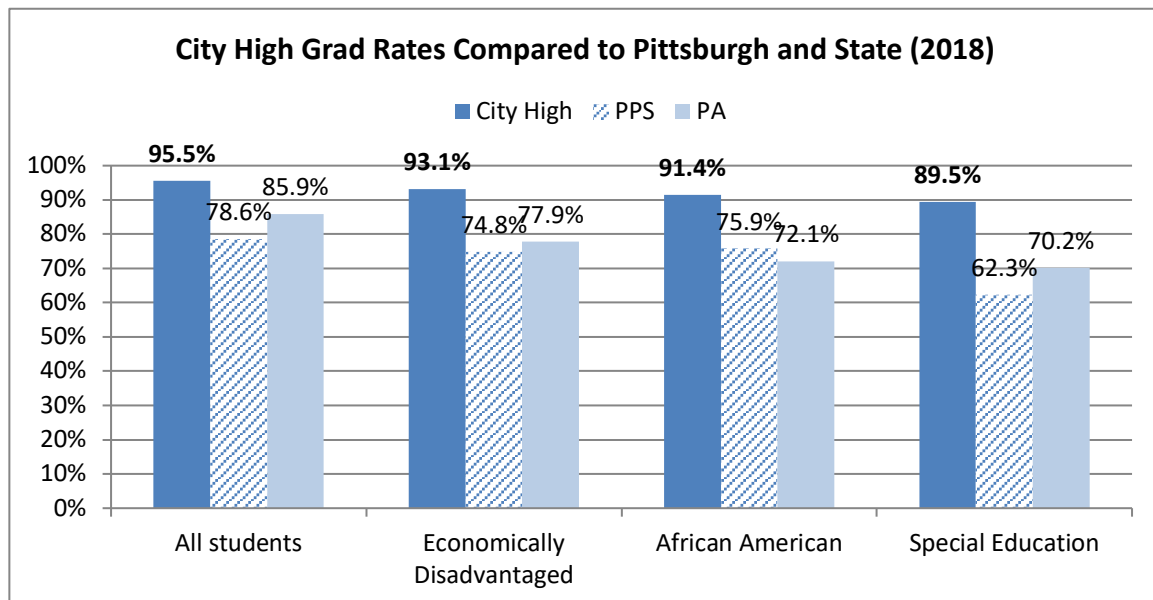


IV. TRANSITIONS

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a. Graduation rate

From its first graduating class on, City High has maintained a graduation rate of 90% or more. The most recent official statistics available from the state, showing the 4-year cohort graduation rate for the Class of 2018⁴, show that City High is significantly exceeding the graduation rate of the Pittsburgh Public Schools, the home district for the majority of its students, and the state of Pennsylvania as a whole, despite the fact that City High educates a higher proportion of traditionally disadvantaged students than the percentage in the state as a whole:



b. Pittsburgh Promise Eligibility (MSA goal)

The Pittsburgh Promise provides scholarship dollars to students who are city residents and graduate from city public schools, including charter schools, and who maintain minimum GPA and attendance requirements. Our 2021 MSA goal is for 90% of graduating seniors eligible by residency to qualify for the Promise.⁵ In 2019, 104 of City High's 134 graduates were residents of Pittsburgh or Wilkinsburg. Of those 104, 97 or **93% met the GPA and attendance requirements to receive the Full or Extension scholarship.**

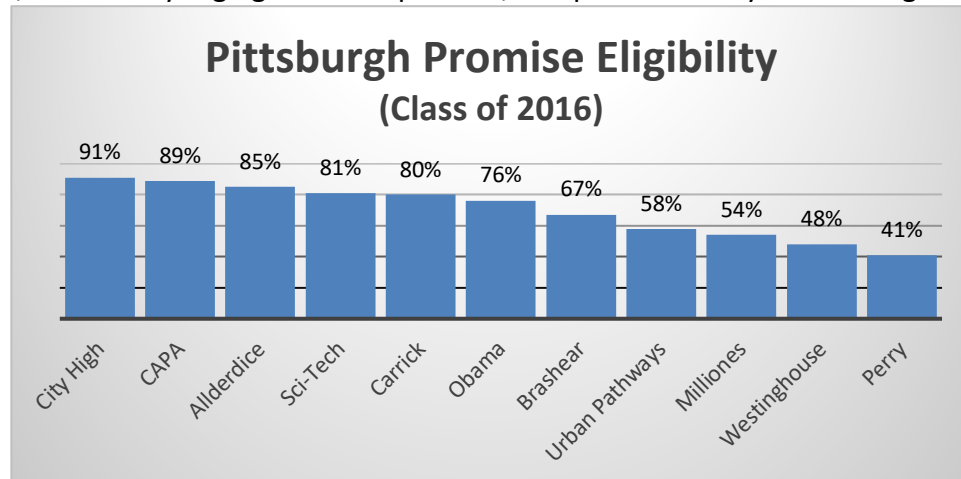
⁴ <https://www.education.pa.gov/Data-and-Statistics/Pages/Cohort-Graduation-Rate.aspx>

⁵ The Promise scholarship has two tiers: students who have a GPA of at least 2.5 and attendance of 90% or more are eligible for the full Promise scholarship, which can be used any accredited college, university, trade, or technical school in Pennsylvania. Students who meet the attendance requirement but have a GPA between 2.0 and 2.49 are eligible for the Promise Extension, which supports enrollment and targeted academic coaching in the Community College of Allegheny County (CCAC) system, with the goal of achieving eligibility for the full scholarship after a year.

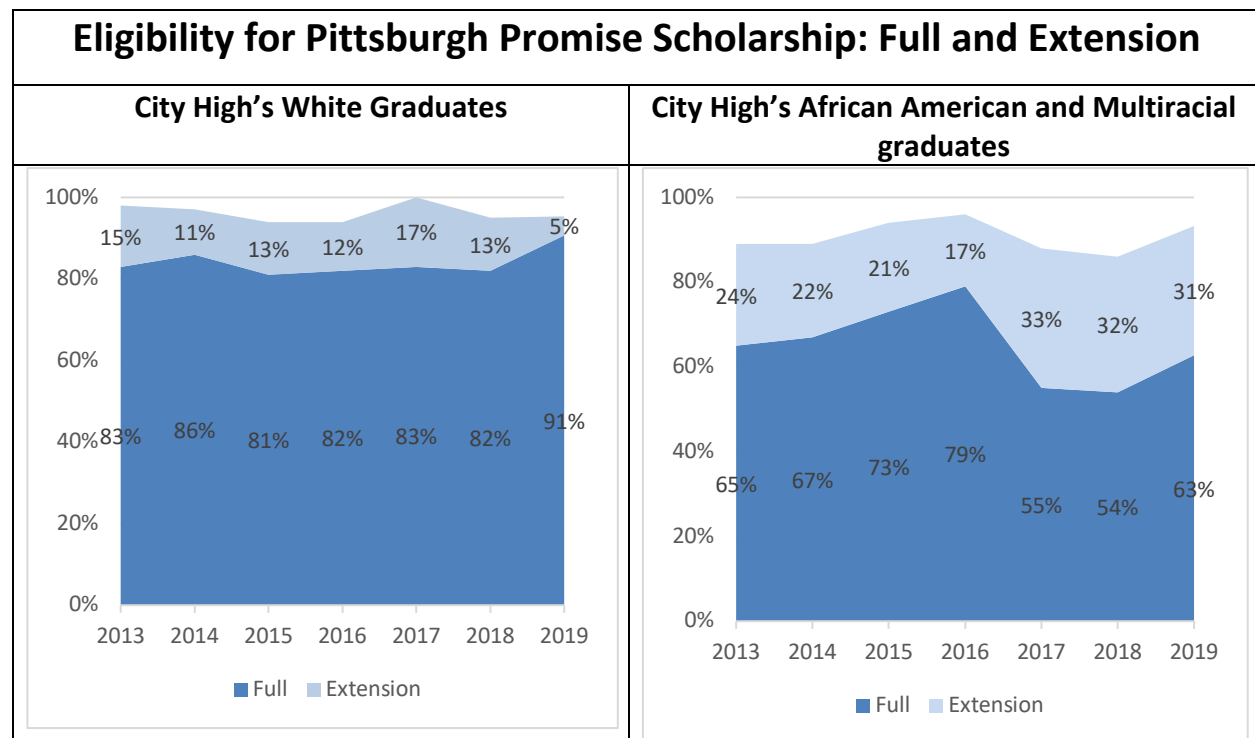


IV. TRANSITIONS

City High's rate of Promise eligibility has consistently been among the highest in the City. For the Class of 2016, the most recent for which the Promise organization has published school by school data, 91% of City High graduates qualified, compared to a citywide average of 62%.



Despite this success, the school is still working to close the gap in students qualifying for the full Promise, offering them access to any college or university in Pennsylvania, and the Extension, which is limited to the local community college. The charts below show the trend in Promise eligibility among City High's White and African American or Multi-Racial graduates who are Pittsburgh residents, broken out by whether they qualified for the Full scholarship or the Extension program.



IV. TRANSITIONS

c. Satisfaction with preparation

Each year we ask graduating seniors to rate how good a job the school had done preparing them for life after high school, from exploring various career options to gaining relevant experience to applying to appropriate post high-school programs. **80% or more of this year's graduating seniors rated the support they received for each of these key activities as "Good" or "Excellent"** (top 2 points on a 4-point scale):

- Exploring different career options
- Gaining relevant workplace skills and career exploration through my internship
- Deciding where to apply for schools, programs, or jobs
- Help with the application process
- Developing a plan for life after graduation aligned with my skills and interests

Looking across all of these elements of preparation for post high school life, **the satisfaction index has remained above 75% for as long as we have been measuring it and was at 85% for this year's graduating class.**

d. Key transition steps

The table below reports data on key steps in the college admissions process taken by members of the Class of 2019, compared with the previous seven graduating classes.

	7-year average, Classes of 2012-2018	Class of 2019
% took ACT college admissions test	88%	77%
% at least one dual enrollment class	24%	23%
Average # of applications	3.7	3
% completing FAFSA	98%	100%
Total \$ in yearly scholarship awards, including merit scholarships and Pittsburgh Promise	NA ⁶	\$749,500

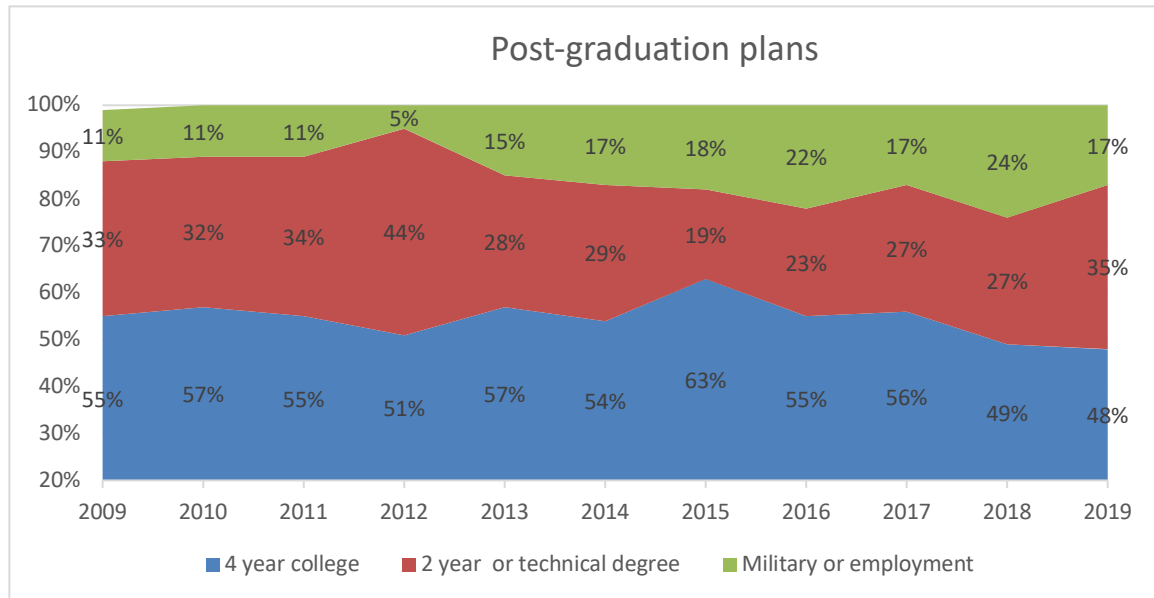
⁶ In 2018 the yearly maximum for Promise scholarships went from \$7500 to \$5000, so comparison to the long term trend is no longer meaningful



IV. TRANSITIONS

e. Post-graduation plans

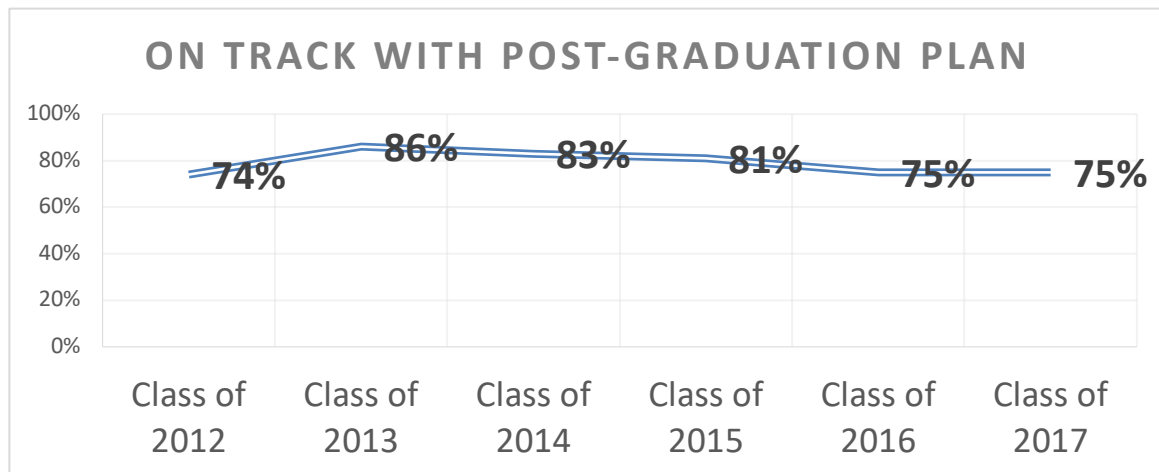
City High's two full-time transition counselors work to ensure that every graduate leaves with a realistic plan for the future. The chart below shows the distribution of those transition plans over the last decade.



IV. TRANSITIONS

f. On track with post-graduation plan (MSA goal)

City High's Transition Managers track the progress of graduates through a variety of means. Our subscription to the National Student Clearinghouse database enables us to verify which of our students are still enrolled in higher education institutions and how they are progressing towards degrees. For students who went directly to the workforce we use social media and personal contacts. For this indicator we look at whether students are on track with their post-graduation plan, whether post-secondary education or employment, in the fall of their first full year after leaving City High (e.g., for Class of 2017, September 2018).



g. Long-term persistence and attainment in 4-year degree programs

Data from the National Student Clearinghouse⁷ allow us to track whether our graduates who enrolled in a 4-year degree program graduated or are on track to graduate within six years of enrollment. Data from the City High classes of 2012-2017 are as follows.

% graduated or on track to graduate	
Class of 2012	61%
Class of 2013	73%
Class of 2014	60%
Class of 2015	58%
Class of 2016	77%
Class of 2017	80%

These percentages compare to a national average, according to the National Center for Education Statistics, of 60% of all students who enroll full-time in public 4-year colleges completing a degree within 6 years.⁸

⁷ The National Student Clearinghouse's Student Tracker services tracks enrollment of individual students in over 3300 colleges and universities, representing 92% of all US postsecondary enrollment.

⁸ <https://nces.ed.gov/fastfacts/display.asp?id=40>



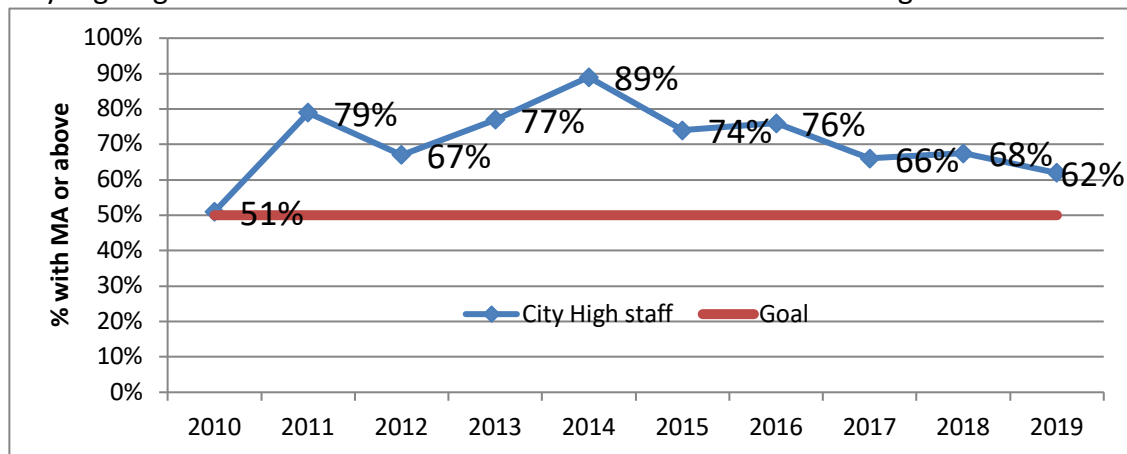
V. TEACHER QUALITY AND GROWTH

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a. **% certified:** By Pennsylvania law, 75% of teachers in charter schools must be certified. In the 2018-19 school year, **100%** of City High's teachers were certified,

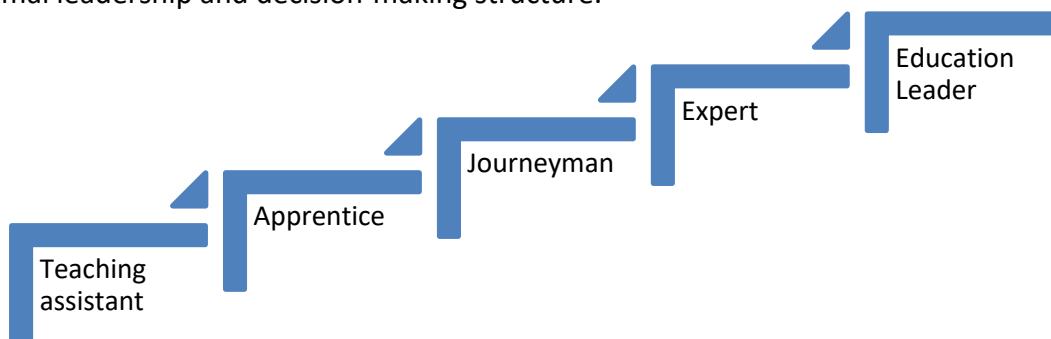
b. **% with Masters Degree or above**

City High's goal is for 50% or more of teachers to have a Master's Degree or above.



c. **Career Advancement**

City High's promotion system and salary scale encourages staff to continue developing their professional practice. City High's unique portfolio-based promotion system encourages teachers to continue to grow and develop throughout their careers, offering significant bumps up in compensation as well as enhanced professional responsibility when promotions are attained.⁹ The graphic below shows the levels in City High's promotion ladder. Teachers who attain Education Leader status not only take on more responsibility for curriculum development and mentoring other teachers but become part of the school's formal leadership and decision-making structure.



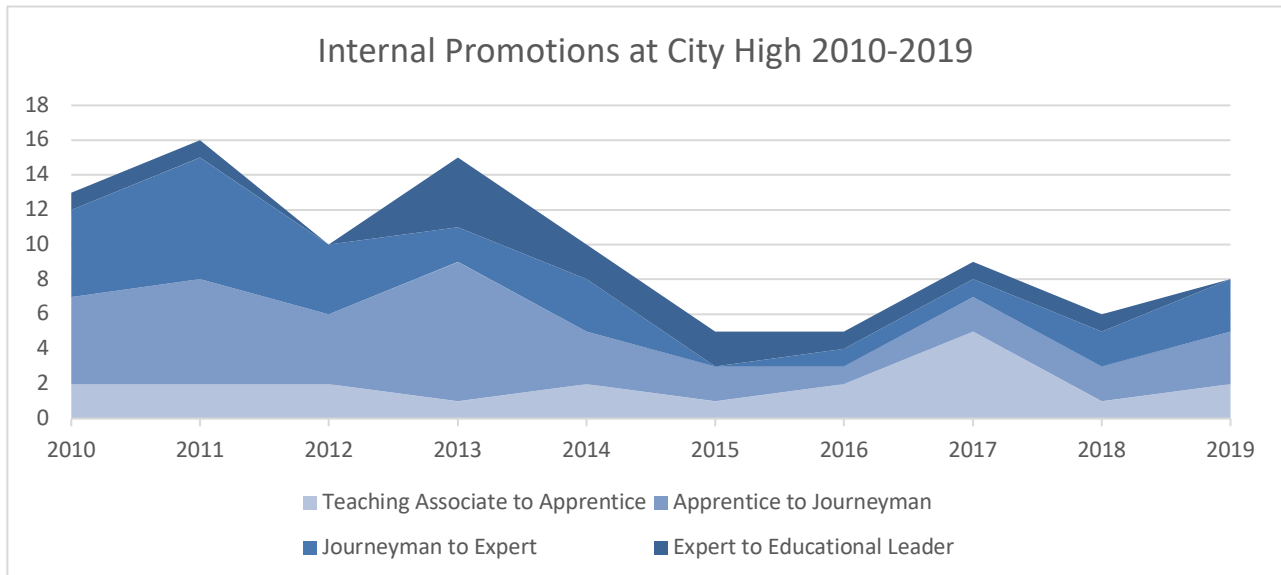
⁹ See our white paper on "Competency-Based Staff Promotion" at <http://cityhigh.org/research/>



V. TEACHER QUALITY AND GROWTH

Over the last nine years, the number of promotions per year has ranged from 5 to 16. This year we made 8 internal promotions, 2 from Teaching Associate to Apprentice Teacher, 3 from Apprentice to Journeyman, and 3 from Journeyman to Expert Teacher.

The chart below shows internal promotions over the last ten years.



d. Culture of high expectations and support

City High's core values are embodied in a set of seven "mantras" that summarize the culture of high expectations and support that the school strives to provide to both teachers and students:

City High's Mantras:

- 1. Providing a safe environment**
- 2. Providing a caring environment**
- 3. Connecting school to the real world**
- 4. Taking responsibility for your own learning**
- 5. Working through collaboration and teamwork**
- 6. Challenging everyone to grow**
- 7. Making connections and being known as an individual**

Core elements of the school's model, for example looping and team teaching, are designed to build these values into the experience of teachers and students.



V. TEACHER QUALITY AND GROWTH

In the section on school climate, we report on how well all stakeholders believe the core values are realized in the student experience. Here we provide teacher ratings on the extent to which those same values characterize their own experience as teachers. The following table shows the percentage of teachers who said that each of the school's seven core values was achieved "Completely" or "Mostly" (top 2 points on a 5-point scale) in their own experience as teachers.

Realization of core values in faculty experience	
Safe environment	91%
Taking responsibility for own learning	89%
Collaboration and teamwork	85%
Connection to others at City High- each is known as an individual	78%
Connections to the real world	76%
Challenging every individual to grow	75%
Caring environment	67%

The **FACULTY CULTURE INDEX** was **80%** this year, up significantly from the average of 72% over the previous 3 years.

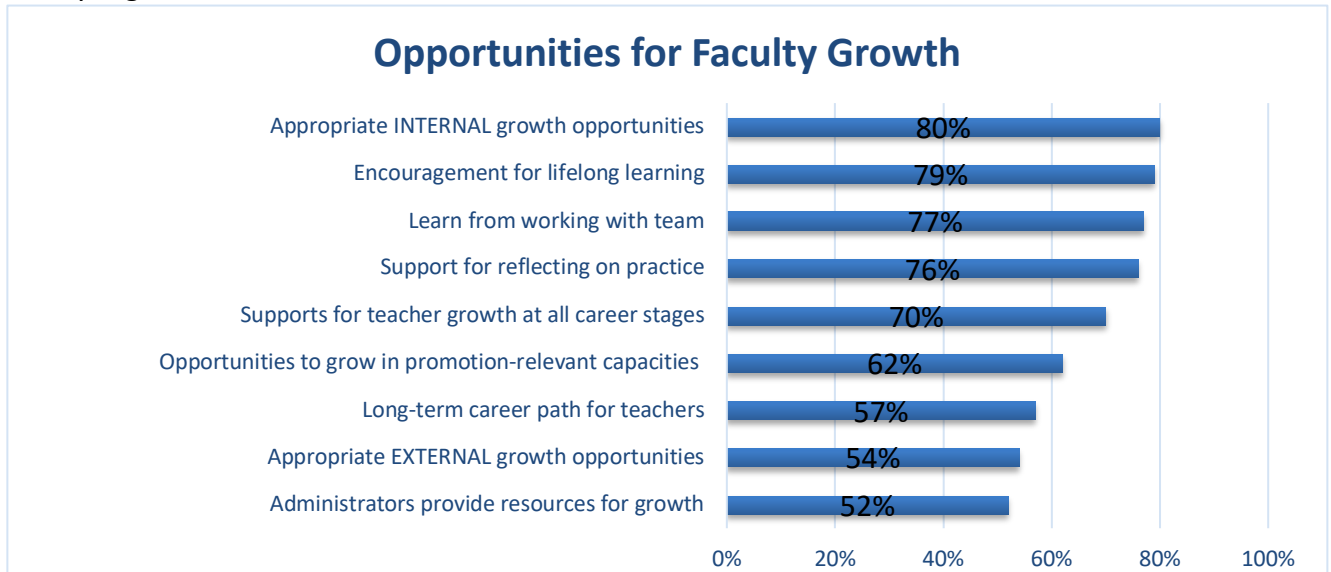
The items on providing a caring environment for teachers, knowing teachers as individuals, and challenging each teacher to grow accounted for most of the gain.



V. TEACHER QUALITY AND GROWTH

e. Opportunities for growth

City High has an unusual professional learning model, primarily in-house and reliant on embedded learning opportunities (such as team teaching and working through the promotion process) to supplement traditional professional development workshops. Data from the faculty survey show strongly that grade level teams are an important driver of professional learning at City High, leading to an overall culture of lifelong learning for professionals. The chart below shows the % of faculty who agree with each statement about professional growth opportunities at City High.



These levels of agreement suggest overall satisfaction with the professional learning climate, but an ongoing need to think about the role of administrators and external learning opportunities in supporting teacher growth, as well as concerns about career path.

f. Planning time

City High provides teachers with 130 minutes per day for teacher preparation and collaboration, almost triple the typical 45-minute period most U.S. teachers receive.¹⁰ It is significant to note that members of grade level teams have common planning time and work at desks in a shared office. Teams have scheduled days for collaboration during this time, and informal collaboration around the needs of their shared students is facilitated by their shared office space.

¹⁰ <http://www.kappanonline.org/time-teacher-learning-planning-critical-school-reform/>

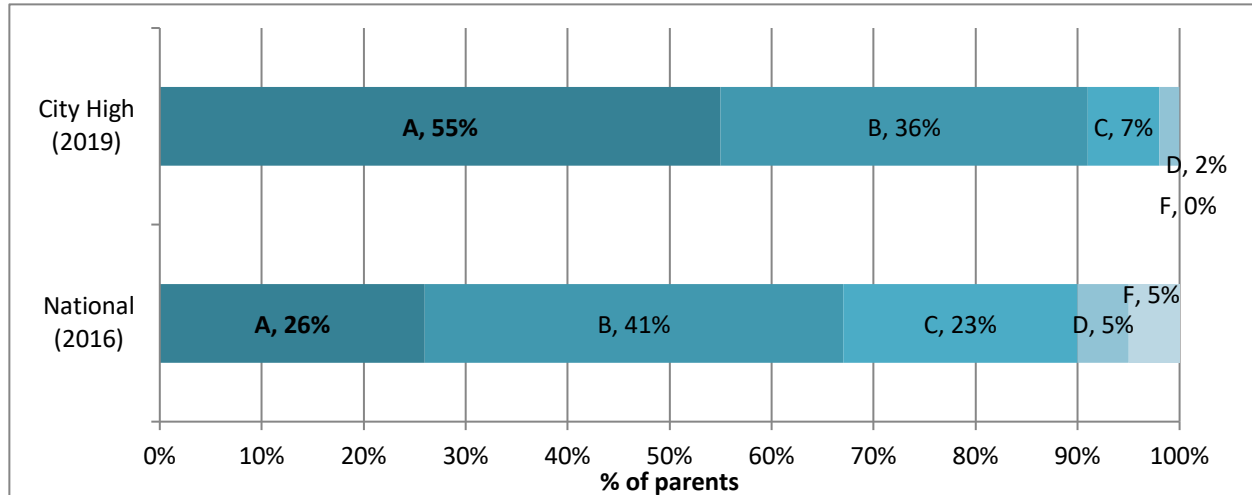


VI. PARENT ENGAGEMENT/SATISFACTION

VI. PARENT SATISFACTION/ENGAGEMENT

a. Overall rating of school

City High's parent survey uses a question from the national Gallup poll which asks all public school parents to assign a letter grade to their child's school. The chart below shows how the grades given by City High's parents compared to the national sample of parents.¹¹



This broad measure of parent satisfaction shows that City High parents are significantly more satisfied than the typical public school parent- in fact they are more than twice as likely to rate school performance as an "A".

b. Attainment of goals identified as most important

That very high general level of satisfaction holds up when parents are asked to rate the school's performance in a range of specific areas identified in the school's start-up phase as most important to parents. The table below shows the percentage of this year's parents who gave the school a "Good" or "Excellent" (top 2 points on a 4-point scale) rating in each area:

Having high quality teachers	97%
Expecting all students to do their best	96%
Treating families with courtesy and respect	95%
Getting my student on the right track for life after high school	93%
Getting to know my student as an individual	93%
Giving students the help they need to succeed academically	92%
Responding to parent concerns	90%
Giving students the support they need with non-academic issues	87%
Communicating between home and school	86%

The overall index of parent satisfaction is 92% this year and has remained above 85% for as long as the school has been open.

¹¹ 48th Annual PDK/Gallup Poll of the Public's Attitudes Toward the Public Schools. September, 2016.
<http://pdkpoll2015.pdkintl.org/576>



VI. PARENT ENGAGEMENT/SATISFACTION

c. Responsiveness

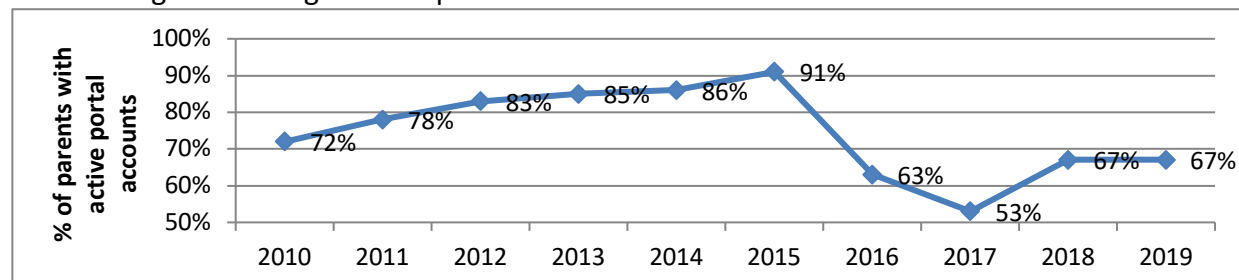
On the parent survey parents have the opportunity to rate the quality and responsiveness of 11 functional areas at City High. The table below reports the percentage of parents rating service in each area as “Good” or “Excellent” (top 2 points on a 4-point scale). The percentage excludes parents who did not interact with and/or had no opinion of that department.

Parent responsiveness ratings	
Advisor	98%
Security	96%
Counseling staff	94%
Grade level teachers	93%
Special education teachers	93%
Front desk	93%
Internship Managers	93%
School administrators	91%
College/Transition Managers	89%
Student activities Manager	87%
Nurse	76%

This overall index of City High’s responsiveness to parents was 91% this year and has exceeded 85% since we began measuring it in 2010.

d. Use of parent portal

In 2010 City High established a goal that at least 50% of parents would activate their parent portal account, giving them access to the school’s web-based gradebook, assignment, and communications system, and that the percentage would increase from there. The number of active parent accounts dropped sharply with the switchover to a new system in 2016 and we are working on building it back up.



VII. CURRICULUM AND INSTRUCTION

VII. CURRICULUM AND INSTRUCTION

a. Instructional effectiveness

Research conducted as part of the Gates Foundation's Measures of Effective Teaching (MET) project demonstrates that student surveys about the instructional practices they experience correlate strongly with other indicators of teacher performance, including test scores. Below we report the responses of City High students to some of the same items used in the MET study, using as our benchmark student agreement at the 75th percentile in the national sample¹²

	City High 2019	National 75th percentile
City High exceeds benchmark		
Teachers want us to explain our answers- why we think what we think	94%	83%
We stay busy and don't waste time	80%	69%
City High meets benchmark		
Teachers want us to become better thinkers, not just memorize things	86%	83%
Teachers give us time to explain our ideas	74%	73%
The comments I get on my work help me to improve	73%	74%
Teachers respect student ideas and suggestions	72%	75%
City High below benchmark		
Teachers don't let people give up when the work gets hard	78%	83%
Teachers explain difficult things clearly	66%	79%
Teachers know when the class understands and when we do not	63%	77%

Student responses to these items at City High have remained remarkably consistent over the seven years we have used these measures and show a much broader range than the national data, suggesting that City High students are making clear distinctions in their reports about what is happening in classrooms in ways that reflect City High's distinct instructional style. The consistently high percentage of City High students who agree that "We stay busy and don't waste time" is particularly striking. **The percentage of students reporting these effective instructional practices are present at City High meets or exceeds the 75th percentile of high school classrooms nationally for 6 of the 9 practices.**

¹² These indicators of instructional effectiveness are drawn from the Gates Foundation's Measures of Effective Teaching (MET) project and have been shown to correlate with other measures of instructional quality including observations and teacher value added scores. See <http://www.gatesfoundation.org/college-ready-education/Documents/preliminary-findings-research-paper.pdf>, accessed 7/1/11. Comparison sample included 2986 high school classrooms.



VII. CURRICULUM AND INSTRUCTION

b. Classroom personalism

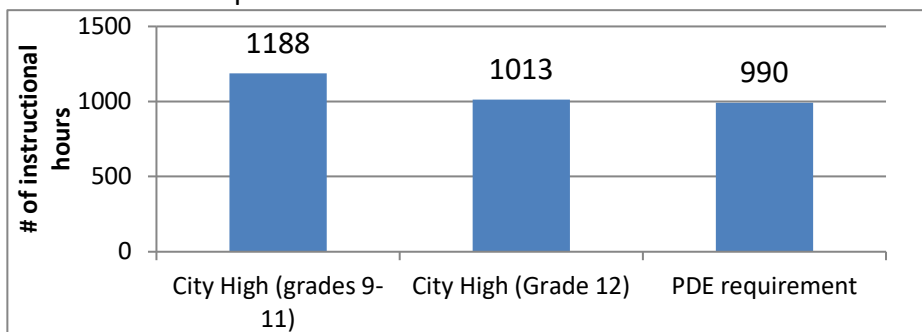
In addition to general instructional effectiveness, City High seeks maintain an academic culture where learners feel known as individuals. As a measure of this expectation we use survey indicators based on the construct of “Classroom personalism,” shown in over two decades of research by the Consortium on Chicago School Research to be a key correlate of academically effective schools.¹³

	2019	Change from prior 4 years
<i>% of students agreeing</i>		
Give me specific suggestions about how I can improve my work.	79%	-1%
Understand my problems.	62%	-4%
Treat me with respect.	85%	+8%
Are easy to talk with.	75%	+5%
Notice if I have trouble learning something.	69%	+2%
Listen to students' ideas.	74%	+5%

The index of these items measuring classroom personalism was 74% this year, 2% higher than the average of the prior 4 years.

c. Instructional hours

City High’s year-round schedule provides significantly more instructional time in grades 9-11 than the state requirement:



The difference of 198 hours in grades 9-11 is the equivalent of over 30 days of instruction over the state requirement. City High’s 12th grade students have a shortened final trimester (in order to provide a break between graduation and the start of post-secondary programs) but still receive a slightly higher number of instructional hours than students on a traditional high school calendar.

¹³ Classroom personalism is among the measures developed by the Chicago Consortium on School Research of the “Five Essential Supports for School Improvement.” <http://ccsr.uchicago.edu/publications/essential-supports-school-improvement>.

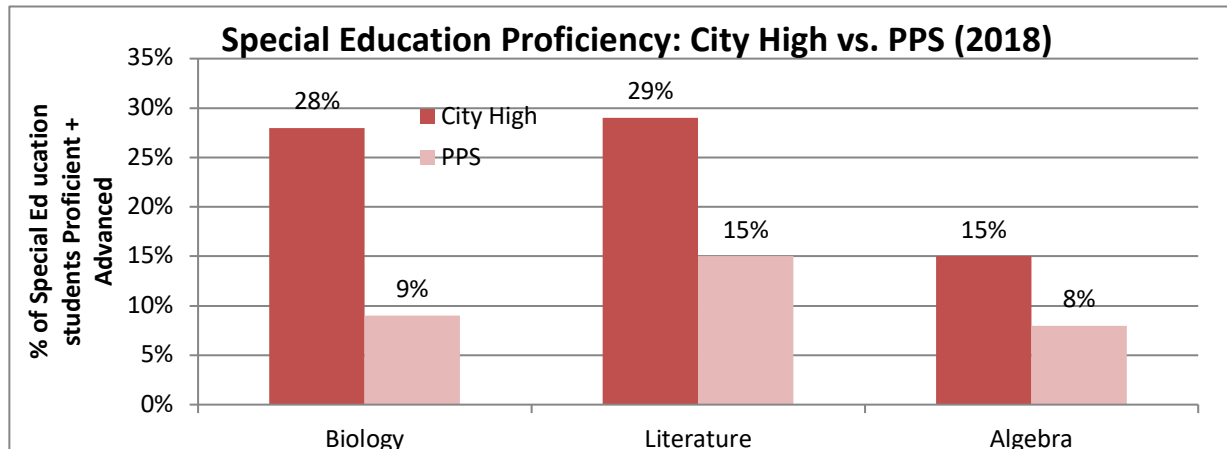


VIII. SPECIAL EDUCATION

VIII. SPECIAL EDUCATION

a. Achievement

Historically, City High's students with disabilities have outperformed special education students in the surrounding district. The chart below shows the percentage of City High students with an IEP achieving proficiency on each of the three Keystone exams, compared to Special Education students in the Pittsburgh Public Schools.¹⁴



b. Student attitudes and experiences

Our goal is for special education students to experience City High in the same way that all students do, from the school culture, to the classroom instruction and relationships with teachers, to the attitudes they develop about themselves as learners and their future. To that end, we compare the responses of Special Education students to those of all other students on the main indexes of attitudes and experiences reported throughout this document.

	Special Education students (n=110)	All other students (n=380)
Instructional effectiveness (p.19)	78%	76%
Classroom personalism (p.20)	79%	73%
School climate index (p.25)	70%	67%
Equitable treatment (p.27)	82%	78%
Independent learning (internal)	55%	66%

In four of these five measures of the student learning experience, Special Education students had slightly more positive responses than those of regular students. The only domain where special education students had less positive responses than regular education students was in their own self-ratings of their independent learning capacities.

¹⁴ Proficiency comparisons for IEP students should be treated cautiously as they are strongly impacted by the mix of disabilities in the tested population. Keystone results as reported in the A+ Schools Report to the Community, 2018. PPS score based on a weighted average of the 10 other schools in the district serving 11th grade.

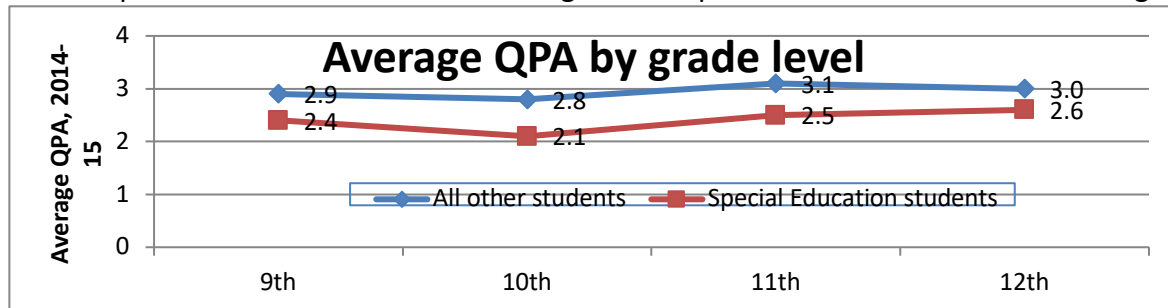
<http://www.aplusschools.org/research-and-reports/report-to-the-community/>



VIII. SPECIAL EDUCATION

c. Full participation in City High program

In City High's full inclusion program, Special Education students take the same classes in the same classrooms as regular education students. The chart below shows the average 2018-19 QPA of special education students in each grade compared to all other students in the grade:

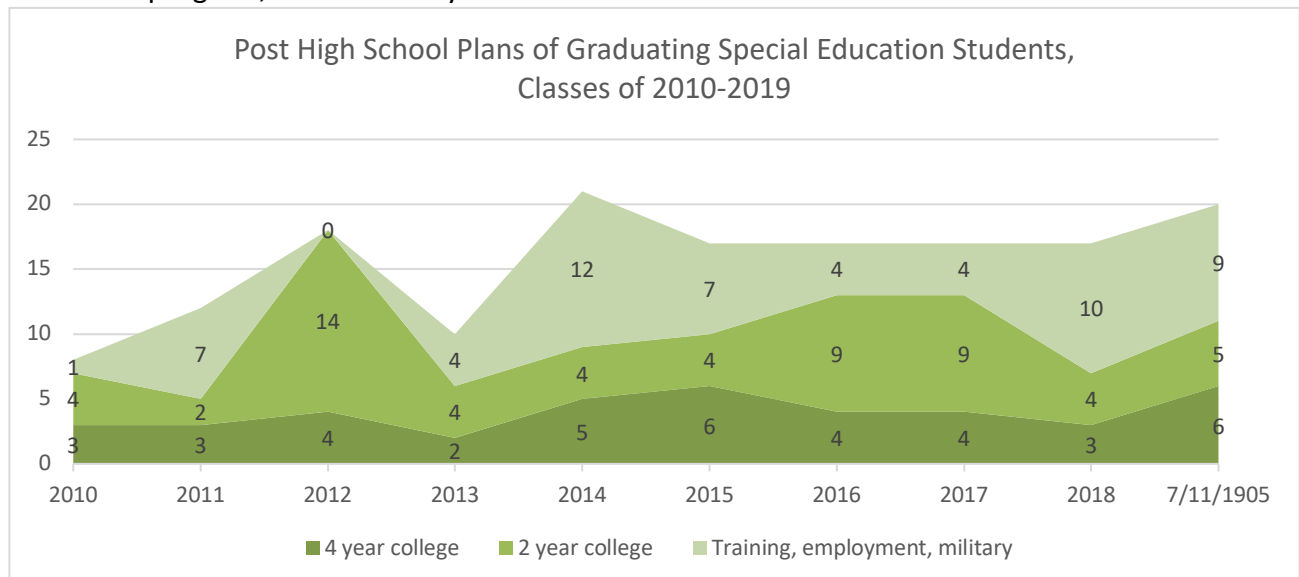


The table below shows the success rate of Special Education students in the class of 2019 compared to all other students in several other aspects of full participation in City High's regular academic program.

	All graduating seniors (n=128)	Special Education students (n=20)
% receiving A or B on graduation project	73%	70%
Average number of technical certifications	2.2	1.1
% completing internship with an A or B	93%	85%

d. Transition plans

City High is committed to ensuring that every student makes a successful transition out of high school. The chart below shows the number of special education students in the last 9 graduating classes who went on to 2- or 4-year colleges or into employment, a training or certificate program, or the military.

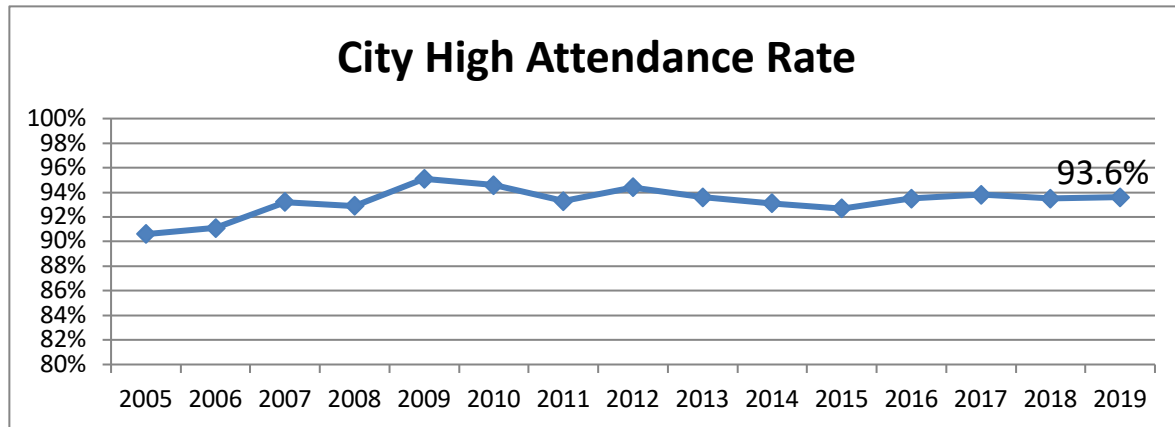


IX. SCHOOL CLIMATE

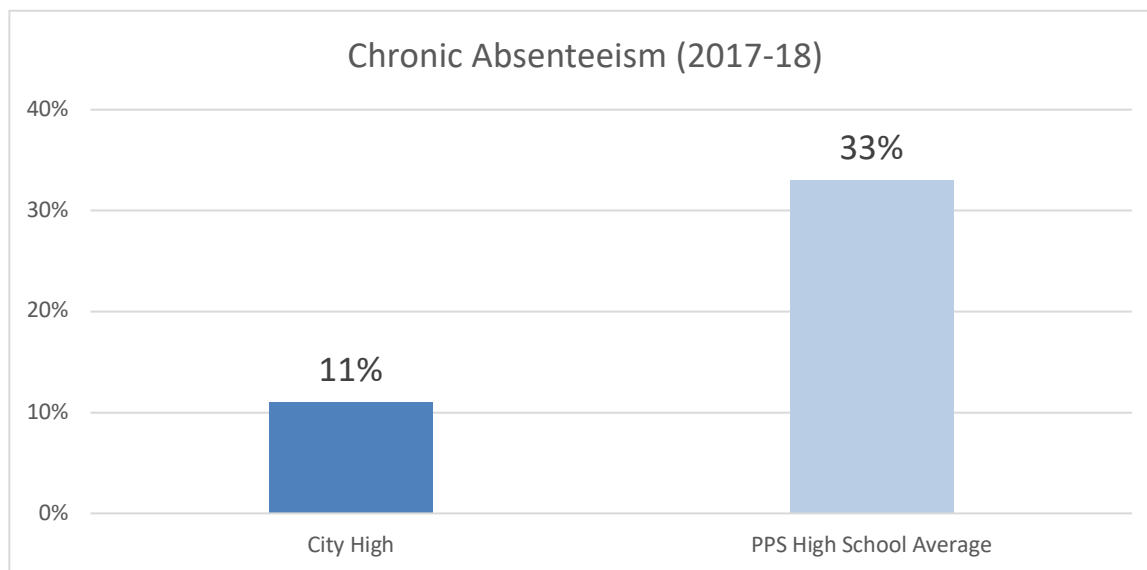
IX. SCHOOL CLIMATE

a. Attendance and Tardiness

City High's goal is to exceed the state performance standard of 90% attendance, which we have done every year.



We also look at chronic absenteeism, defined as students who miss 18 or more days during the school year, a level which suggests low buy in to school culture and significantly threatens academic progress. Compared with other PPS schools, City High's level of chronic absenteeism is low, although still something we strive to improve.¹⁵

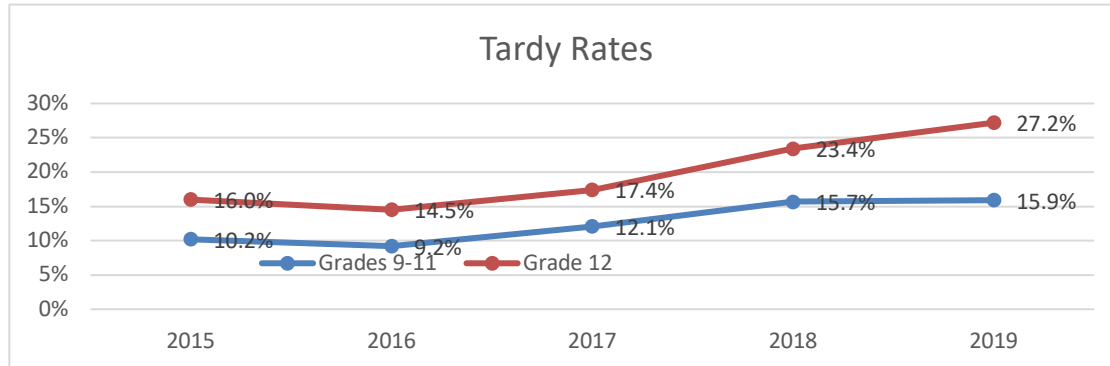


¹⁵ ¹⁵ Data from A+ Schools 2018 Report to the Community, <http://www.aplusschools.org/research-and-reports/report-to-the-community/>



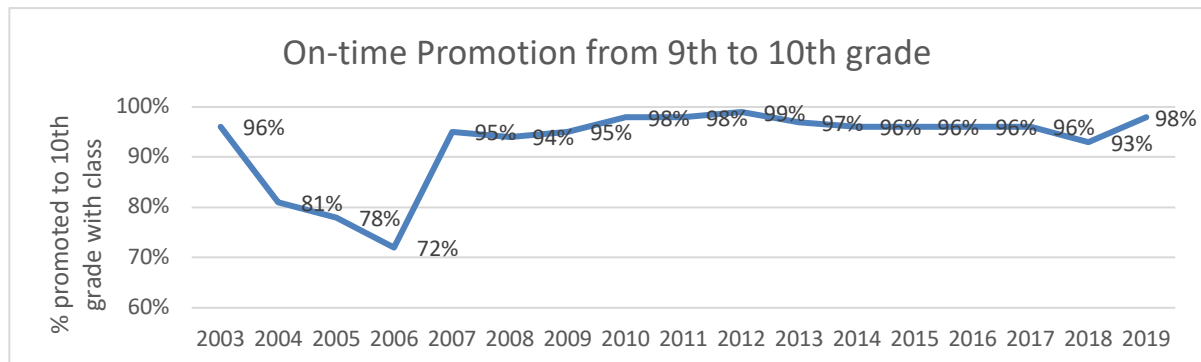
IX. SCHOOL CLIMATE

Showing up to school on time is another important indicator of student buy-in and school climate. This year our **tardy rates continued to rise, especially for 12th graders**, a trend we will be working to address in the coming school year.



b. On-time promotion from 9th to 10th grade*

After City High's first cohort of students, the percentage of 9th graders being promoted on time to 10th grade dropped significantly. The school made on-time promotion one of their goals in the Middle States accreditation process, instituting a number of new strategies to support students in the transition to City High's rigorous academic climate. The chart below shows the improvement in the promotion rate and how that has been sustained.



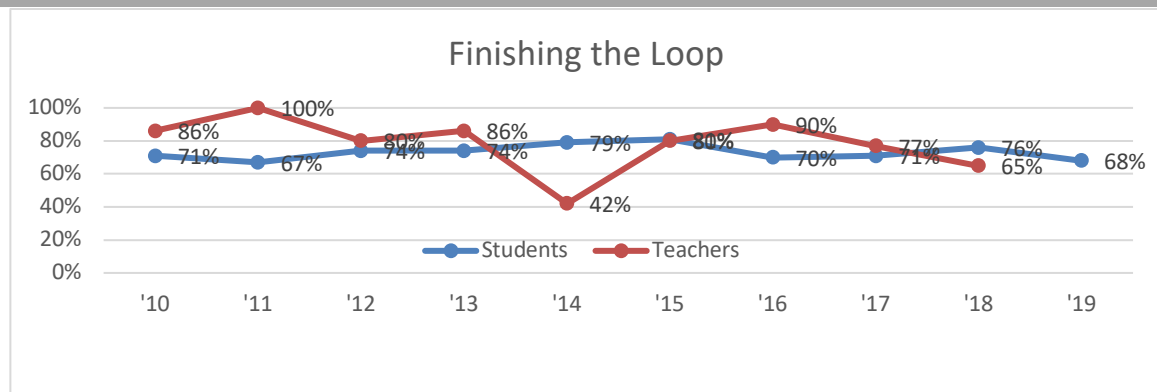
c. Retention (student and teacher)

Because of City High's looping model, in which the same group of students and teachers stay together throughout high school, retention of both students and teachers is a particularly important indicator of buy-in to the culture.

The chart below shows the % of the students and teachers who started 10th grade with the class of 2019 who made it to graduation together.



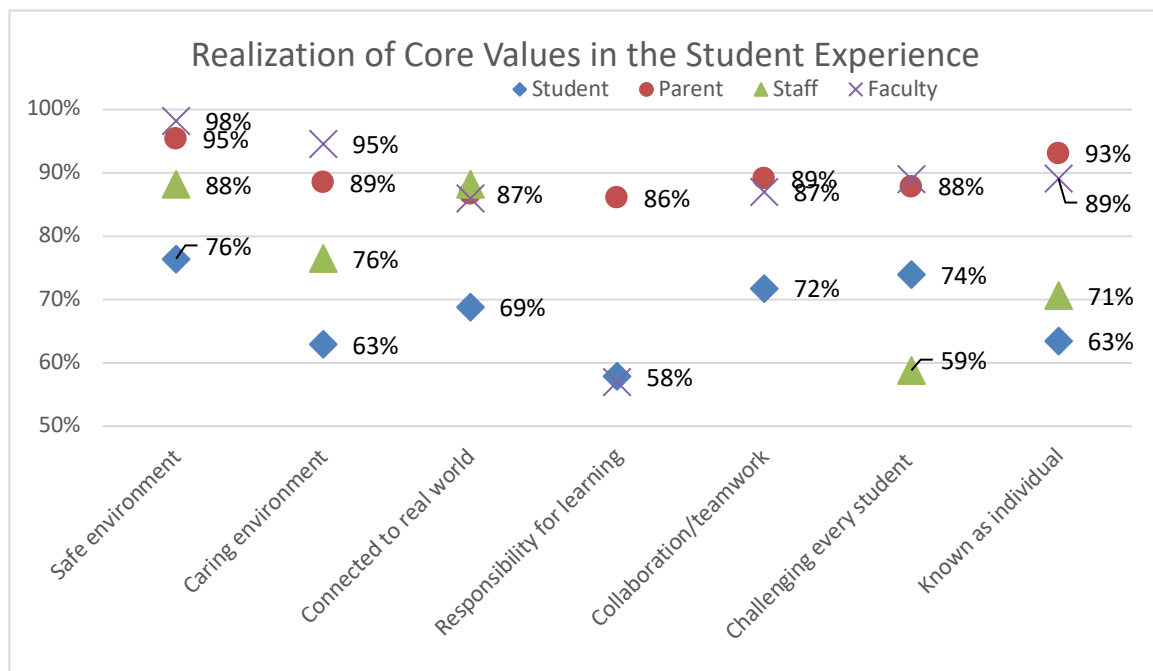
IX. SCHOOL CLIMATE



d. Attainment of core values

City High has seven “mantras” that sum up the culture the school strives to create. Every year, constituent surveys ask parents, teachers, staff, and students the extent to which the student experience that year actually reflected those values.

The chart below shows the percentage of each group who said that the student experience in 2018-19 “Mostly” or “Completely” reflected each mantra.



Student ratings (diamonds on the chart above) have consistently been lower than those of other groups over the years, as is typical of any attitudinal measurements involving adolescents. This year the average student climate rating was 68%, exceeding the 10-year average of 65%. It is worth noting that they are hardest on themselves, with their lowest rating for their own responsibility for their learning.



IX. SCHOOL CLIMATE

e. Access to honors courses

At our highly diverse school, it is crucial that all students have equal access to high quality educational opportunities. Our curriculum is untracked, with all students taking the same courses, together. Starting in grade 10, students may choose to participate in an honors option on a subject by subject basis, which provides an extra tier of challenge within the regular course rather than placing those students in a separate course. About 40% of students in grades 10-12 took at least one honors option this school year, with males, economically disadvantaged and African American students participating at somewhat lower rates. The table below shows honors participation by grade, and, within each grade, the gap in honors participation among subgroups.

	Honors participation rate: All students	Difference in participation rate		
		Male	African American	Economically Disadvantaged
10 th	39%	-11%	-8%	-9%
11 th	52%	-6%	-8%	-9%
12 th	32%	-4%	-7%	-1%



IX. SCHOOL CLIMATE

f. Equitable treatment

Our student survey includes items from a U.S. Department of Education initiative (Safe Supportive Learning- ED School Climate Surveys) about student perceptions of equitable treatment, which allows us to compare student perceptions of equity issues at City High to national benchmarks.¹⁶ The table below displays the percent of students at City High who agreed with each statement and how that compares to the national benchmark.

% agree	% agree, City High Students 2019	Difference from national average
People of different cultural backgrounds, races, or ethnicities get along well at this school.	90%	+13%
This school provides instructional materials that reflect my cultural background, ethnicity, and identity.	82%	+7%
All students are treated the same, regardless of whether their parents are rich or poor.	81%	+21%
Boys and girls are treated equally well.	74%	+12%
Adults working at this school treat all students respectfully.	72%	+13%
When it comes to discipline, students are treated equally regardless of their race, gender, or identity.	73%	NA
Teachers here have the same high expectations for students regardless of race, gender, or identity.	88%	NA
Teachers here understand my background and community.	70%	NA

City High students are consistently and substantially more likely than the national average to report experiencing equitable treatment.

¹⁶ <https://safesupportivelearning.ed.gov/edscls>. National comparison data are from the pilot study and are not adjusted for grade level or student demographics.



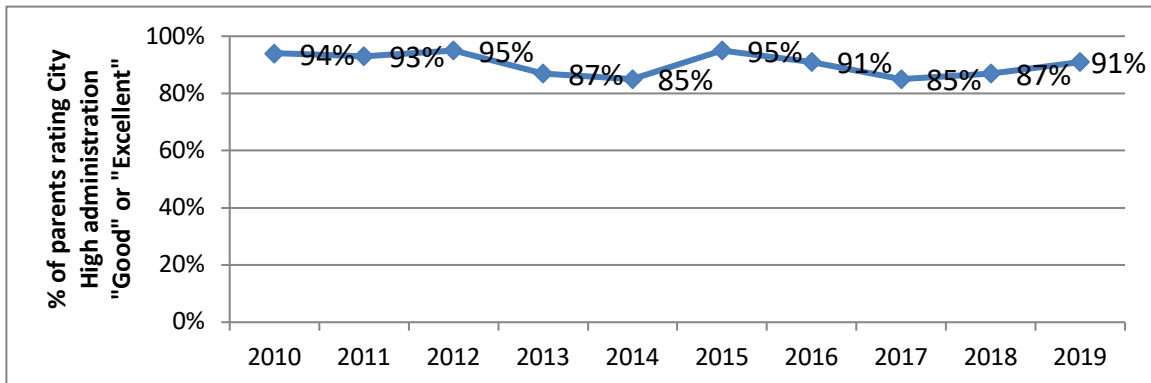
X. LEADERSHIP

X. LEADERSHIP

To some extent, all of the indicators reported throughout this document are reflections of the school's leadership. In this section we report opinion data from parents and faculty that are directly focused on how well City High's leadership functions.

a. Parent satisfaction with smooth functioning

The chart below shows the trend in the percentage of parents rating City High's administration "Good" or "Excellent" on quality of service.



X. LEADERSHIP

b. Faculty ratings

On each year's faculty survey, teachers are asked their level of agreement with statements about administrative performance reflecting effective instructional, cultural, and administrative leadership.

Levels of agreement in 2019	Strongly Agree + Agree
Instructional leadership	
Support me when I try an "out of the box" strategy or activity	60%
Provide resources that help me grow as a teacher	52%
Give useful feedback on my teaching	48%
Take personal interest in the growth and development of teachers	48%
Cultural leadership/support	
Expect team ownership of decisions that shape their floor	87%
Show respect for me and my practice	73%
Have confidence in the expertise of teachers	57%
Work to create a sense of community in the school	57%
Encourage faculty voice in decisions that shape the school as a whole	46%
Administrative leadership	
Provide appropriate support with student behavioral problems	69%
Are effective managers who make the school run smoothly	62%

