

Letter from the CEO

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

2017-18 was a year of continued improvement and planning for two major transitions in leadership within the school's Administrative Team.

City High's Board of Directors conducted a national search for a new CEO/Principal with the retirement of Dr. Sofo at the end of September 2018 and **identified Dr. Dara Ware Allen as the next CEO/Principal to lead City Charter High School** (see press announcement, p. iii). **Also, Mr. Shaun Cooke, was selected as our new Assistant Principal** with the retirement of Ms. Patrice Johnson. **City High also transitioned the physical education component of its Health and Physical Education curriculum from the downtown YMCA facility to a state-of-the-art internal fitness center located on the lower level of the school.** Data collected via assessments, surveys, interviews and observations indicate that City High, founded in 2002, continues to succeed at its goal to be an innovative and effective open enrollment urban public high school. I highlight below some areas of particular accomplishment and opportunities for improvement based on this year's data.



ACCOMPLISHMENTS

- City High's Building-Level Academic Score on the State Performance Profile was 27 points higher than that of the average of all Pittsburgh Public Schools high schools, and 32 points higher than that of all PPS schools with the same open enrollment policy we have (pp. 2-3).
- Graduates from the Class of 2018 left City High to enter the workplace or higher education with an average of 4 software certifications for Microsoft and Adobe productivity tools, valuable real-world credentials (p. 9).
- 99% of the Class of 2018 completed an internship of 130+ hours in their career field of interest with a grade of C or above. 94% of internship hosts were Very or Extremely satisfied with the performance of their City High intern (p. 9).
- The most recent official state graduation statistics, for the Class of 2017, show that City High's graduation rate of 95.9% significantly exceeds that of the Pittsburgh Public Schools and the state as a whole. For African American and Special Education Students, City High's graduation rate is a full 20% higher (p. 10).
- 92% of Pittsburgh residents in the class of 2018 qualified for the Pittsburgh Promise scholarship. All told, the class of 2018 received \$1.29 million in grants and scholarships to continue their education (pp. 11-12).
- Among our graduates from 2012-2017 who enrolled in 4-year colleges, 73% have either received degrees or on track to graduate (p. 14).
- 92% of City High parents give the school an overall grade of A or B, compared with 67% of public school parents nationally. 59% give us an A, compared with just 26% of parents nationally (p. 19).
- City High students experience effective instructional practices correlated with achievement growth at levels at or above the top quartile of classrooms nationally. For example, 95% of City High students agree that "Teachers want us to explain our answers- why we think what we think," 12 percentage points above the national benchmark (p. 21).



Letter from the CEO

- 90% of parents, 88% of faculty, and 70% of students rated the student experience as Mostly or Completely in line with our core values, climate ratings that are at or above 10-year highs for all groups (pp. 27-28).
- City High students report equitable treatment based on race, gender, and identity at levels significantly higher than the national average (p. 29).

AREAS OF CONCERN

- City High's African American and Multiracial graduates were much less likely to meet the GPA requirement to receive the full Pittsburgh Promise scholarship, which can be used at any accredited higher education institution in the state. 54% of African American and Multiracial graduates received the full Promise scholarship, with an additional 32% qualifying for the Promise Extension program at the Community College of Allegheny County. Among white graduates, 82% qualified for the Full Promise and 13% for the Extension (p. 11).
- While the school culture for students has remained strong and consistent, over the last several years, the percentage of faculty who report experiencing a caring environment and being challenged to grow as individuals has declined, and teachers have expressed concerns about long-term career paths (pp. 17-18).
- While our rate of chronic absenteeism is significantly lower than that of similar schools, our tardy rate has been climbing in the last two years. As this is an indicator of student buy-in and ultimately impacts academic performance, this is an area we will be focusing on in 2018-19 (p. 26).

Moving Forward

As we start the 2018-19 school year we continue to realize that there are more educational choices for high school students and their families in the region and fewer high school age students in the general population. This is evidenced by the fact that for the classes of 2021 and 2022, City High does not have a waiting list of students for its 180 freshman seats. We will continue to surface and work to understand both the demographic shifts in public school populations in the region and how best to market one of the most effective urban public high schools in the state to potential students and their families.

This year with Dr. Allen's leadership the school will be developing its new 3-year Pennsylvania Department of Education Comprehensive Plan that will allow City High to update important aspects of its effective urban education model. Emerging priorities will be a focus on marketing and public awareness efforts and fundraising strategies that assure the fiscal sustainability of City High for future generations of young people. These initial priorities will help insure successful implementation of City High's vision and mission.

Consistent student academic growth and achievement as well as successful preparation for life after high school are outcomes of City Charter High School's model that instill pride in its stakeholders. We are committed to continuous improvement as a maturing, effective, urban public charter high school. Our strength comes from an ongoing culture of collaboration with our faculty, staff, board and key community partners striving every day to be the premiere open enrollment public high school for all students in the Pittsburgh region. We will pursue our path to achieve this dynamic goal as the high school that moves at "life speed"!

Dr. Ron Sofo, CEO/Principal, City Charter High School



New CEO Announcement

On July 25, 2018 the Board of City Charter High School by unanimous vote appointed Dr. Dara Ware Allen as the next CEO/ Principal of City Charter High School.

Dr. Allen comes to City High from Pittsburgh Public Schools where she has been Assistant Superintendent of Student Support Services since 2013. She has provided vision and day-to-day management for a staff of 200 and has managed a budget in excess of \$25 million. She is proud of system-wide work in Restorative Justice and has been responsible for school culture, Counselors and Social Workers, College and Career Education and Guidance, behavioral health services, out-of-school time, attendance initiatives, discipline, and many other aspects of student success. She has worked with Principals, teachers, administrators and parents across PPS.

Prior to her work at PPS, Dr. Allen was Chief Operating Officer and Program Director at Leadership Pittsburgh and Executive Director at YouthWorks Inc. from 2004-2012. She was the Director of Educational Opportunity Centers of Southwestern PA, Penn State University from 2000-2004.

Dara is a native of Pittsburgh and is the daughter of a PPS teacher. She is a Ph.D. graduate of Penn State in Workforce Education and Development/Learning and Performance Systems and holds a M.S.Ed. degree from Duquesne University. Her BA in psychology is from Spelman College. She and her husband have two sons.

References said that urban education is “the air she breathes” and that creating opportunities for urban youth to experience the fullness of their promise has been a central theme of her career. They described Dara as committed to Pittsburgh’s children and said that she leads with “clear vision, studied conviction, open ears, and grounded humility.” Dara was described as a tireless worker and eloquent communicator.



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	62	98%
Staff	21	100%
Parents	237	46%
Students: 9 th	102	85%
10 th	110	81%
11 th	134	97%
12 th	115	88%
TOTAL	461	88%

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 an asterisk.



Summary of Domains and Indicators

I. STUDENT ACHIEVEMENT

- a. Keystone Proficiency*
- b. State accountability score
- c. 9th grade growth
- d. Growth on college readiness exams
- e. 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 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.



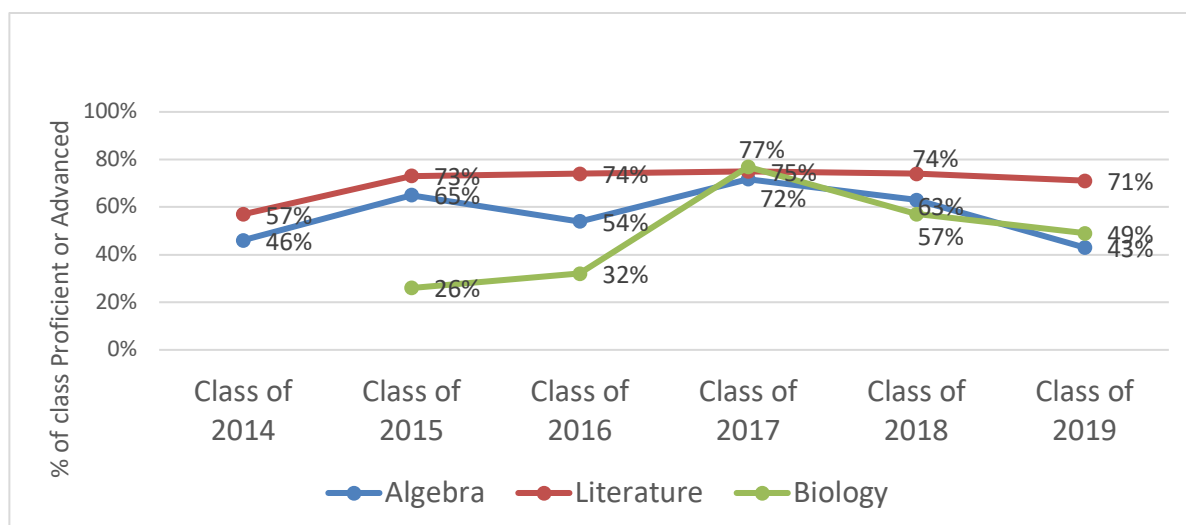
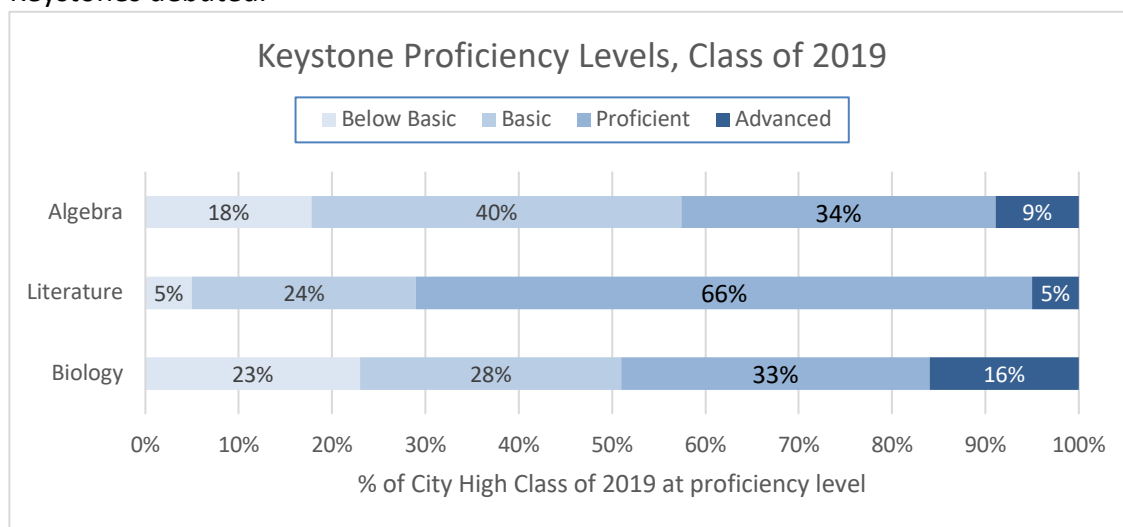
I. STUDENT ACHIEVEMENT

I. STUDENT ACHIEVEMENT

a. Proficiency on PA state exams (MSA Goal)

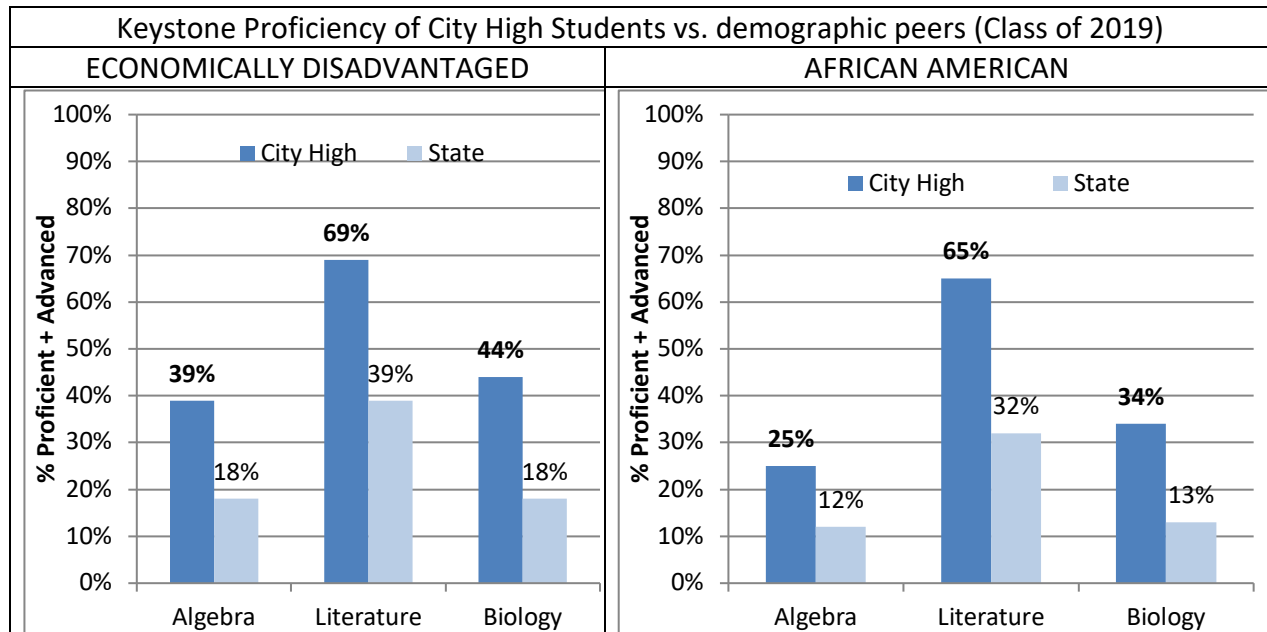
The state of Pennsylvania currently assesses the performance of high schools and their students using course-specific exams called Keystone in the subjects of Algebra 1, Literature, and Biology. Most students take these exams in 10th or 11th grade, depending on when they completed relevant courses. We report here the scores of our class of 2019, next year's 12th graders.

Below we show the Keystone proficiency levels for all three subjects for the class of 2019, followed by the trend in proficiency among City High students for the five years since the Keystones debuted.



I. STUDENT ACHIEVEMENT

To provide some comparative perspective, the charts below focus on the performance of Economically Disadvantaged and African American students at City High, comparing them to their peers in those subgroups statewide.¹



In all three tested subjects, the Economically Disadvantaged and African American subgroups of students at City High (a majority of our students) significantly outperformed their demographic peers statewide.

b. State Accountability Score

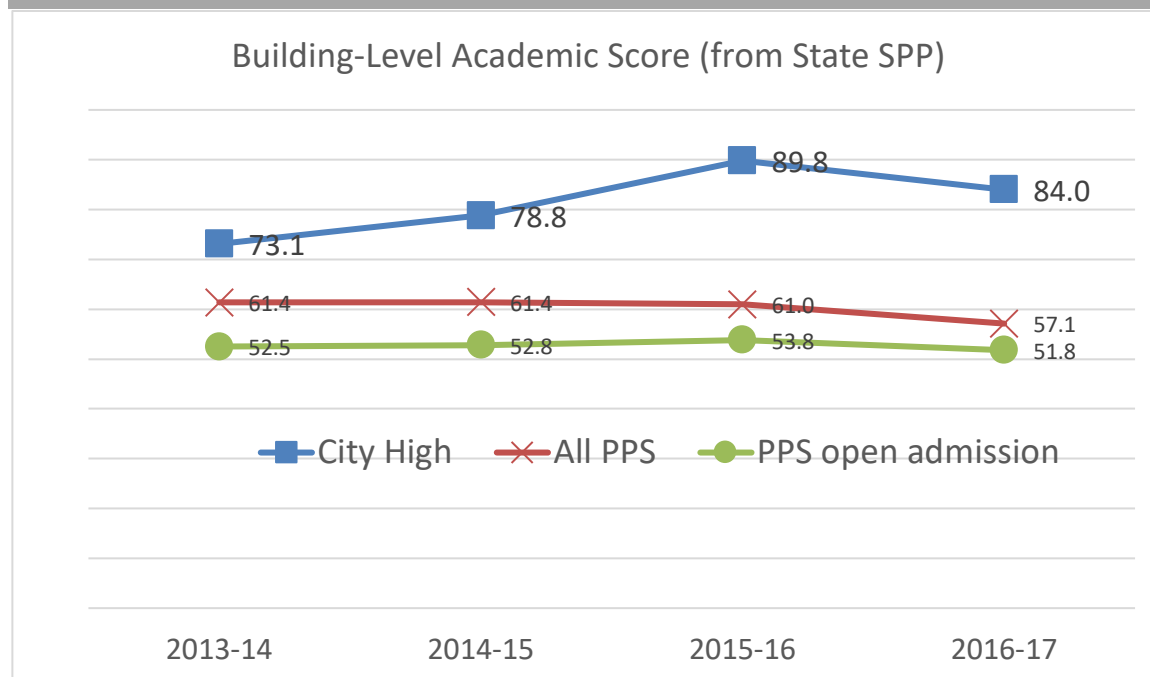
In 2013-14, the state of Pennsylvania began producing School Performance Profiles that provide every school with an overall Building Level Academic Score, which aggregates more than 20 performance measures, from subject-specific proficiency, to progress in closing achievement gaps, to attendance and graduation rates.² City High's overall score has been above 70 in each year that the SPP has been produced. As a comparison, we show the average SPP for all 9 Pittsburgh district high schools and the average of just those 6 that have the same open admissions policy as City High:

¹ Demographic and performance data from <http://www.easeafedreport.com/>. For the Spring 2018 testing window, 72% of test takers at City High were considered Economically Disadvantaged by the federal definition of qualification for free or reduced-priced lunch (compared to 48% in the state as a whole) and 56% were African American (compared to 16% in the state as a whole).

² Details on how the SPP score is calculated at <http://www.paschoolperformance.org/>

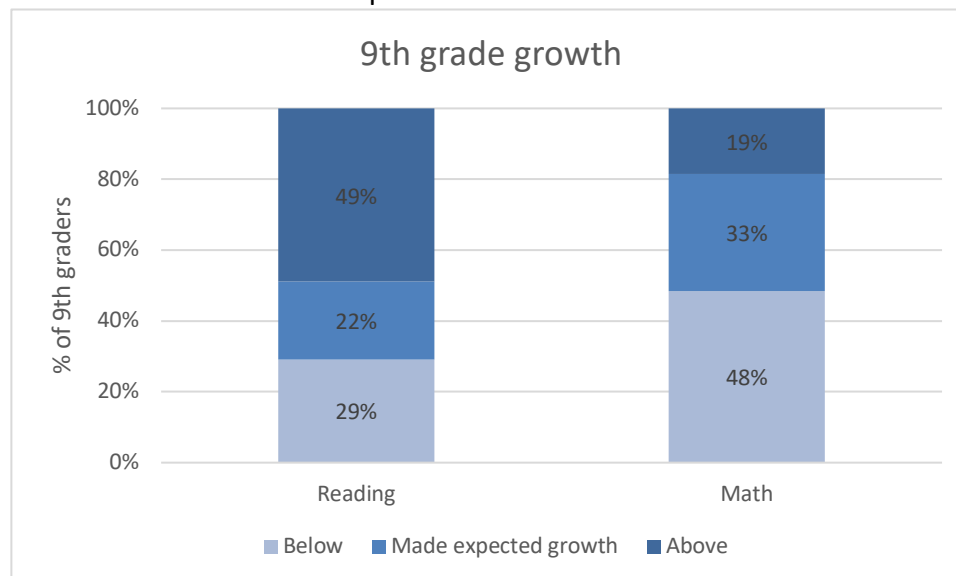


I. STUDENT ACHIEVEMENT



c. 9th grade growth

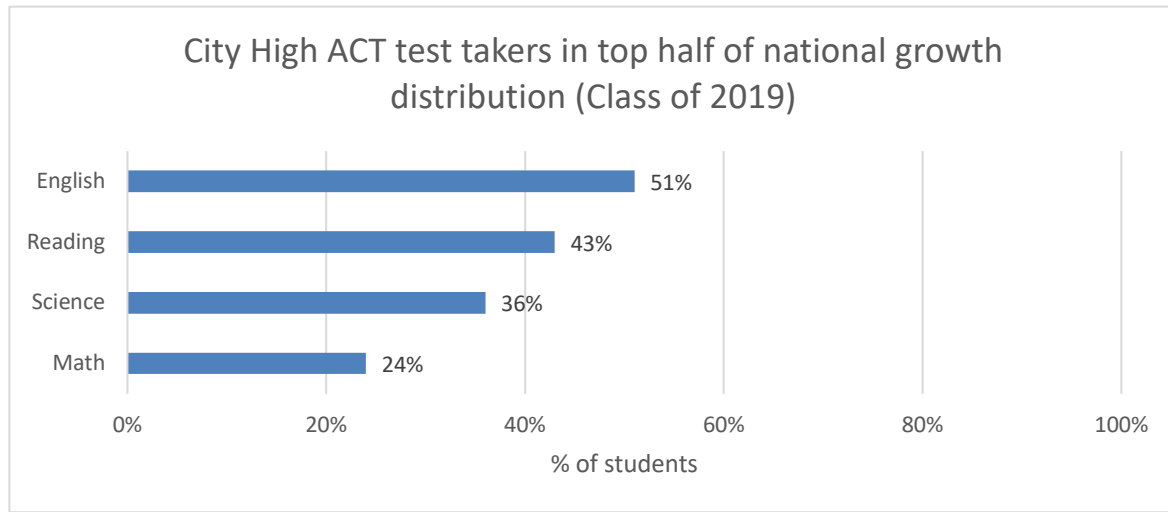
Last year City High began having 9th graders take the nationally normed STAR exam to give teachers baseline information on their math and reading skills and track their growth over the year. These exams provide an individualized level of expected growth based on the national distribution of students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



I. STUDENT ACHIEVEMENT

d. Growth on college readiness exams:

Almost all City High students take the ACT college entrance exam in the 11th grade. For diagnostic purposes, they also take the linked ASPIRE exam in 10th grade to help to predict whether they are on track to succeed on the ACT. For each ACT subject area, we measure student growth from the ASPIRE to the ACT as a measure of City High's "value added." The ACT organization calculates Student Growth Percentiles (SPGs) that show how students' ACT scores compare with those of students nationally who had similar scores on the earlier ASPIRE test. The chart below shows the percentage of City High ACT test takers who were in the top half of the national growth distribution for each subject area.

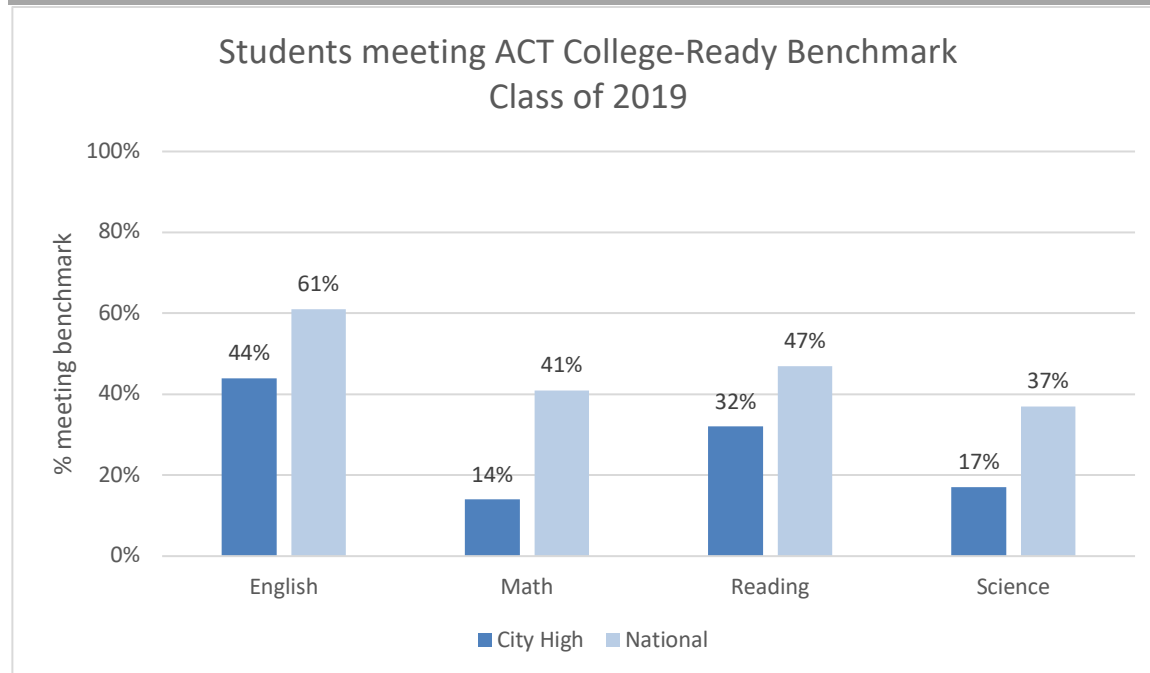


e. College readiness

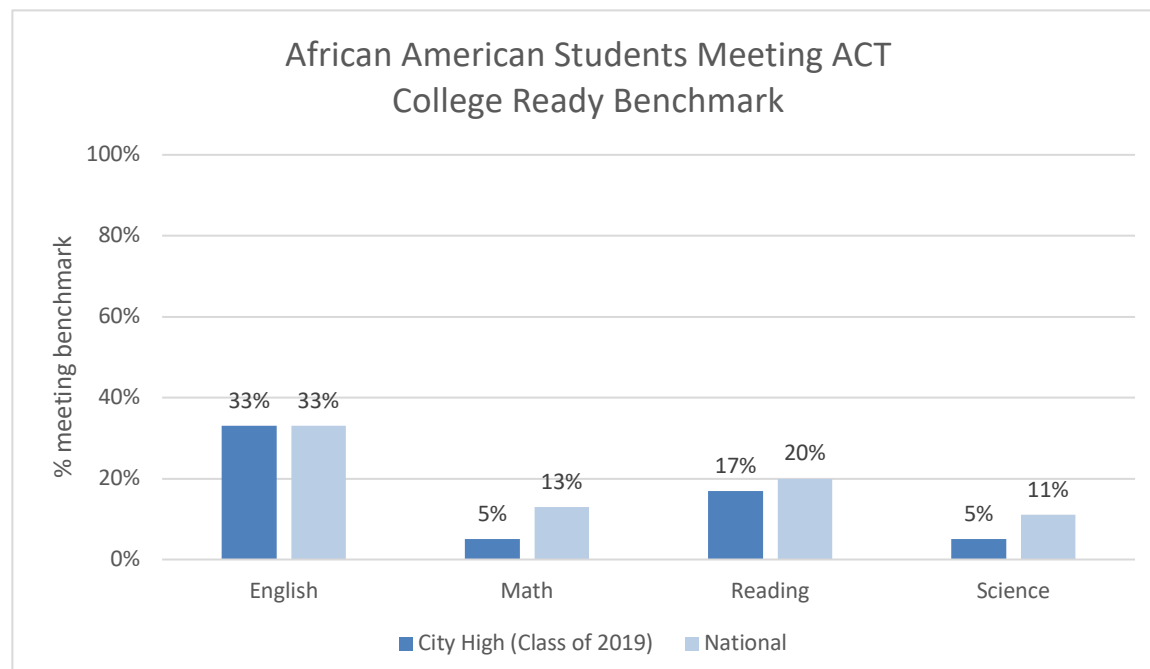
Based on research correlating past test takers' scores with their subsequent performance in college courses, the ACT has established subject specific benchmark scores indicating college readiness. The chart below shows the percentage of City High test takers in the class of 2019 who met the benchmark on each subject test, compared with the national population of test takers.



I. STUDENT ACHIEVEMENT



Because the national data reflect significant disparities 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.



II. INDEPENDENT LEARNING

II. INDEPENDENT LEARNING

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 2019, who were 11th graders in 2018, are shaded in pink.

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

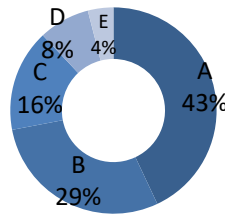
b. Independent learning skills: Culminating (MSA Goal)

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 59% for the previous four graduating classes.** The following chart shows the distribution of independent learning grades for this year's 12th graders:



II. INDEPENDENT LEARNING

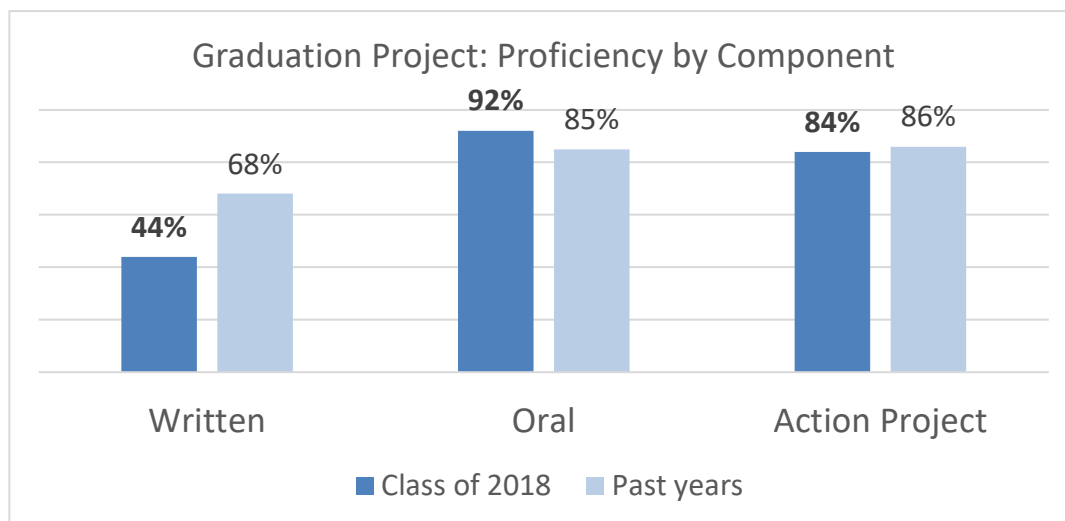
Distribution of Final Independent Learning Grades, Class of 2018



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.

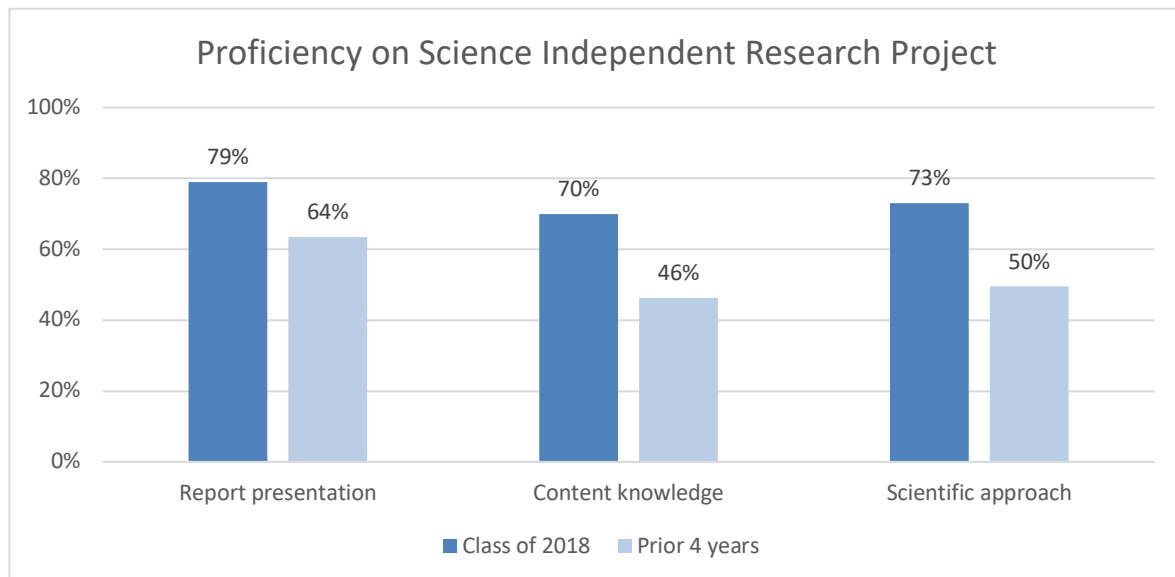
As part of City High's focus on developing students' independent learning skills, the school established a goal that 90% of graduating seniors score advanced or proficient on each component of their graduation project. The chart below shows the percentage of students in the Class of 2018 scoring Advanced or Proficient on each component, compared to the average from all prior classes.



II. INDEPENDENT LEARNING

d. 12th grade science Independent Research Project

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 percentage of students in the class of 2018 scoring proficient or advanced on each domain, compared with the average for the first 4 years the IRP was required for seniors:



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.

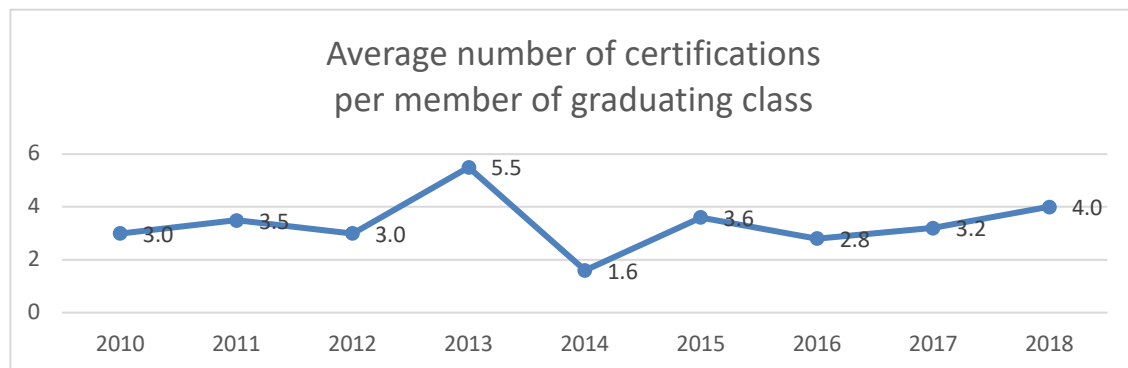


II. WORKFORCE SKILLS

III. WORKFORCE SKILLS

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																									
131 of 133 members of the class of 2018 (99%) completed their internship with a grade of C or above:	100% of external mentors were satisfied with the internship program and 98% with the performance of their student intern																									
<table border="1"><thead><tr><th>Grade</th><th>Percentage</th></tr></thead><tbody><tr><td>A</td><td>70%</td></tr><tr><td>B</td><td>23%</td></tr><tr><td>C</td><td>6%</td></tr><tr><td>Failed/fired</td><td>1%</td></tr></tbody></table>	Grade	Percentage	A	70%	B	23%	C	6%	Failed/fired	1%	<table border="1"><thead><tr><th>Satisfaction Level</th><th>Program overall</th><th>Student performance</th></tr></thead><tbody><tr><td>Extremely satisfied</td><td>80%</td><td>67%</td></tr><tr><td>Very satisfied</td><td>19%</td><td>27%</td></tr><tr><td>Satisfied</td><td>1%</td><td>4%</td></tr><tr><td>Less than satisfied</td><td>0%</td><td>2%</td></tr></tbody></table>	Satisfaction Level	Program overall	Student performance	Extremely satisfied	80%	67%	Very satisfied	19%	27%	Satisfied	1%	4%	Less than satisfied	0%	2%
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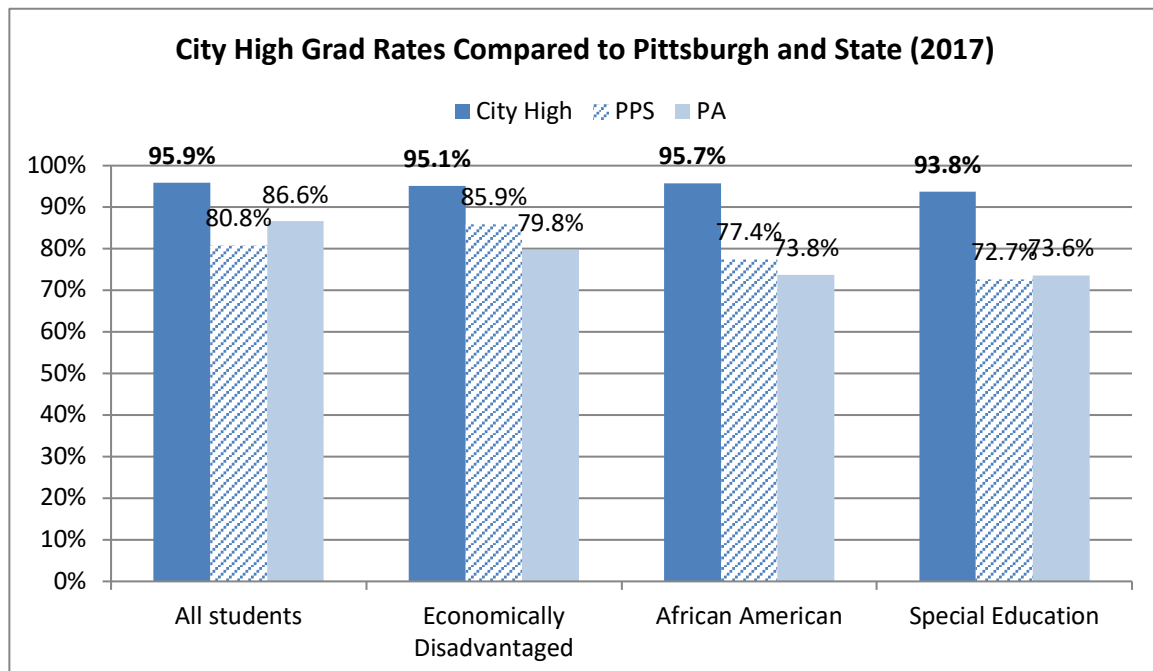


III. TRANSITIONS

IV. TRANSITIONS

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 2017³, 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.⁴ In 2018, 119 of City High's 129 graduates were residents

³ <http://www.education.pa.gov/Data-and-Statistics/Pages/Cohort-Graduation-Rate.aspx#tab-1>

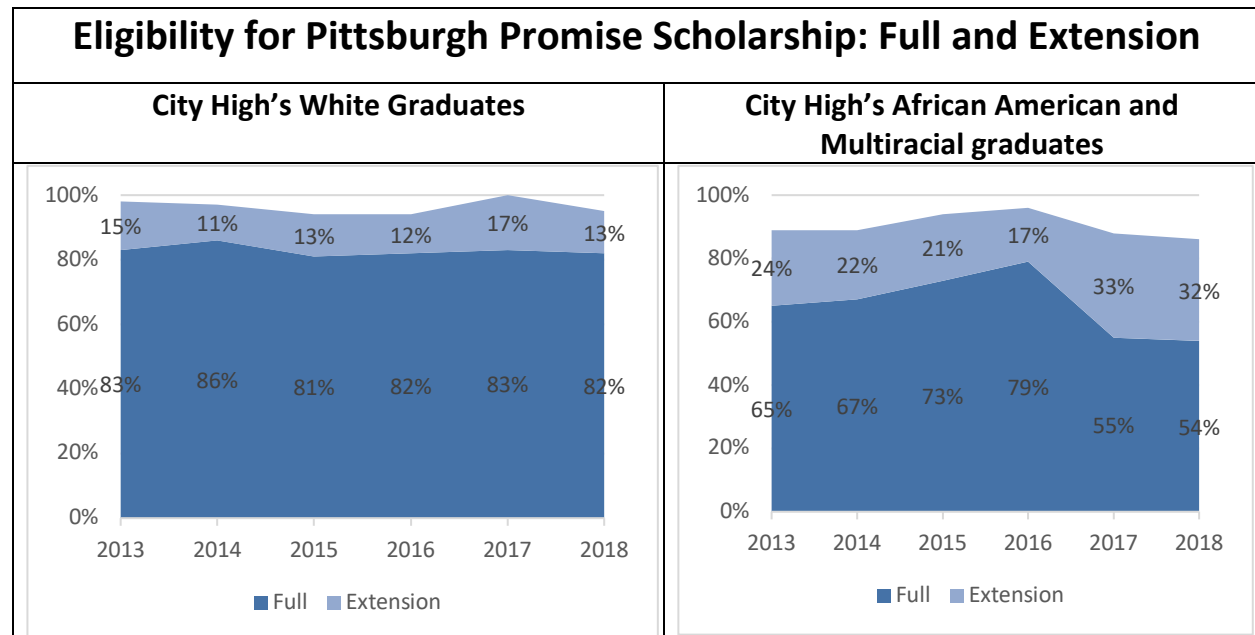
⁴ The Promise scholarship has two tiers: students who have a GPA of at least 2.5 and attendance of 90% or more are eligible for the full Promise scholarship, which can be used at any accredited college, university, trade, or technical school in Pennsylvania. Students who meet the attendance requirement but have a GPA between 2.0 and 2.49 are eligible for the Promise Extension, which supports enrollment and targeted academic



III. TRANSITIONS

of Pittsburgh or Wilkinsburg. Of those 119, 109 or **92% met the GPA and attendance requirements to receive the Full or Extension scholarship.**

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.



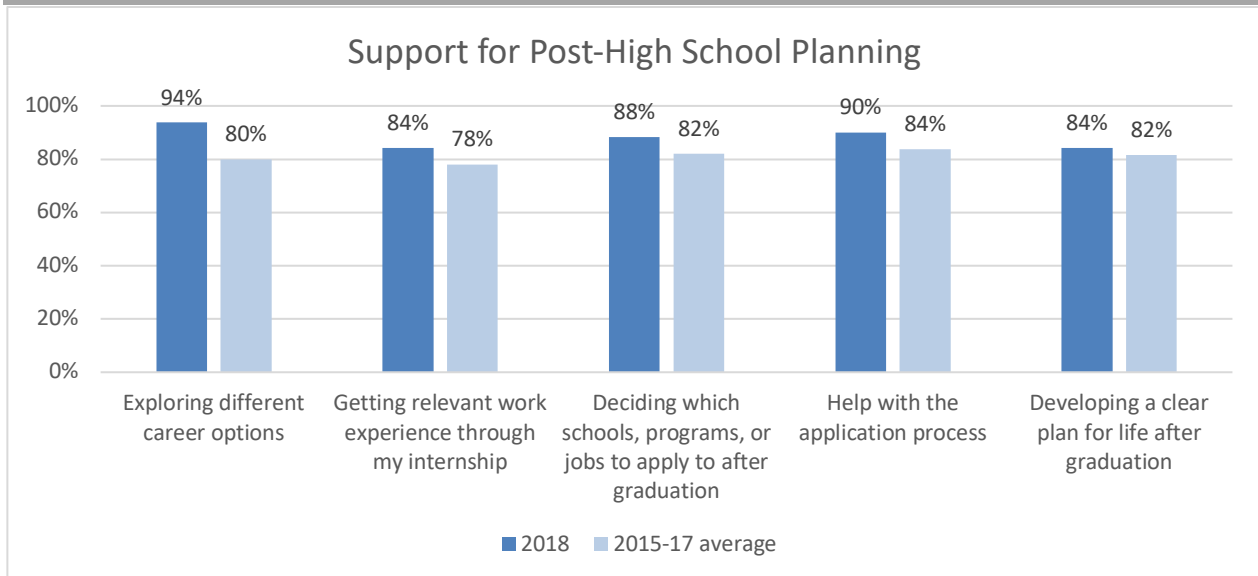
c. Satisfaction with preparation

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. The chart below shows the percentage of the class of the Class of 2018 who rated the support they received for each of these key activities as “Good” or “Excellent” (top 2 points on a 4-point scale), compared with the average for the preceding three graduating classes.

coaching in the Community College of Allegheny County (CCAC) system, with the goal of achieving eligibility for the full scholarship after a year.



III. TRANSITIONS



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 88% for this year's graduating class, 7% higher than the average for the preceding three years.**

d. Key transition steps

The table below reports data on key steps in the college admissions process taken by members of the Class of 2018, compared with the previous six graduating classes.

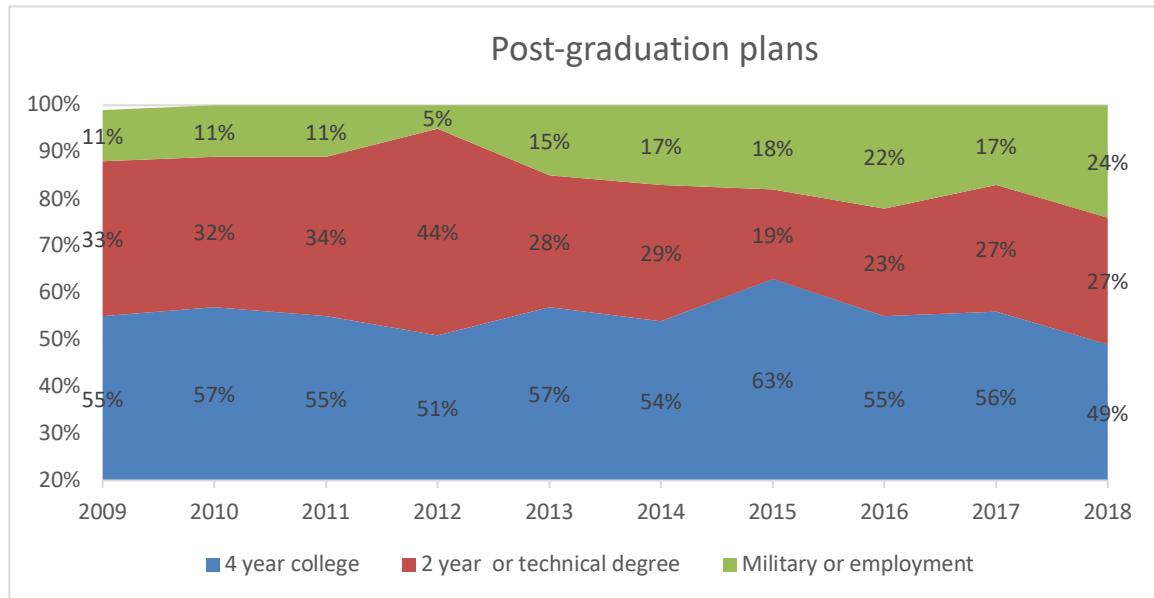
	6-year average, Classes of 2012-2017	Class of 2018
% took ACT college admissions test	88%	86%
% at least one dual enrollment class	25%	20%
Average # of applications per college-bound senior	3.7	4.0
% college-bound completing FAFSA	97%	100%
Total \$ in aid and scholarship awards	\$1,470,845	\$1,290,223



III. 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.



f. On track with 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 2016, September of 2017).

On-track with post-graduation plan, one year post graduation	
Class of 2012	74%
Class of 2013	86%
Class of 2014	83%
Class of 2015	81%
Class of 2016	75%



III. TRANSITIONS

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

Data from the National Student Clearinghouse⁵ 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	59%
Class of 2013	72%
Class of 2014	63%
Class of 2015 ⁶	68%
Class of 2016	85%
Class of 2017	92%

These percentages compare to a national average, according to the Department of Education, of 58% of all students who enroll in public 4-year colleges completing a degree within 6 years (66% at private 4-year colleges).⁷

⁵ 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.

⁶ The class of 2015 has just completed its junior year in college, the class of 2016 its sophomore year and the class of 2017 its freshman year, so these last three numbers indicate the % of City High students on track to graduate.

⁷ National College Persistence and Retention to Degree Rates, ACT., 2014.

<http://www.act.org/research/policymakers/reports/graduation.html>



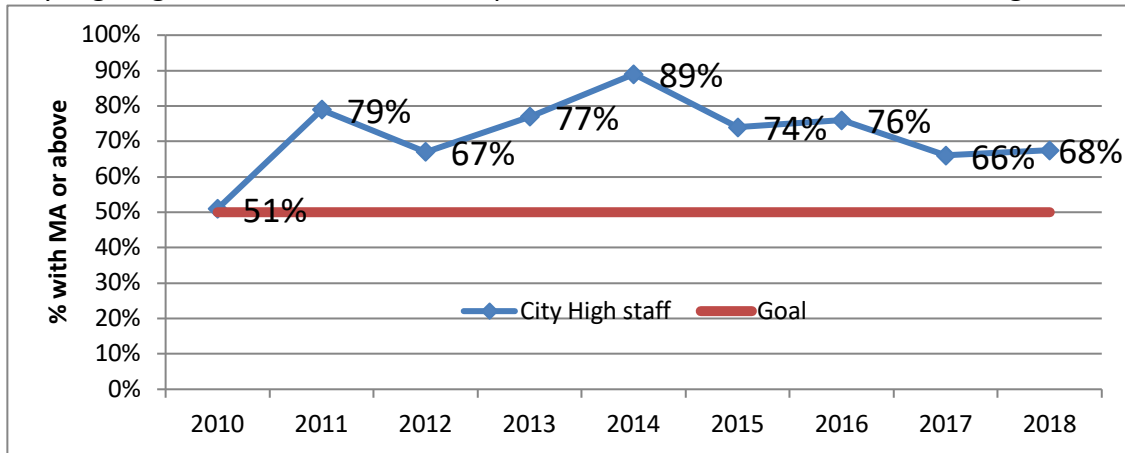
IV. TEACHER QUALITY AND GROWTH

V. TEACHER QUALITY AND GROWTH

a. **% certified:** By Pennsylvania law, 75% of teachers in charter schools must be certified. In the 2017-18 school year, **100%** of City High's professional staff were certified.

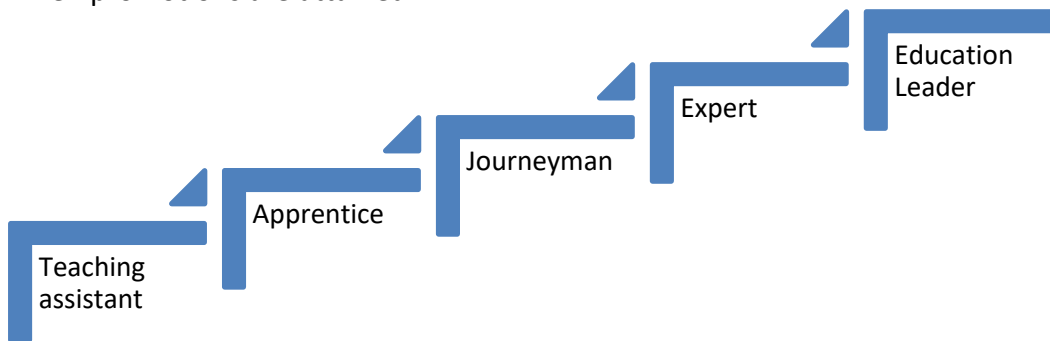
b. **% with Masters Degree or above**

City High's goal is for 50% or more of professional staff 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.⁸



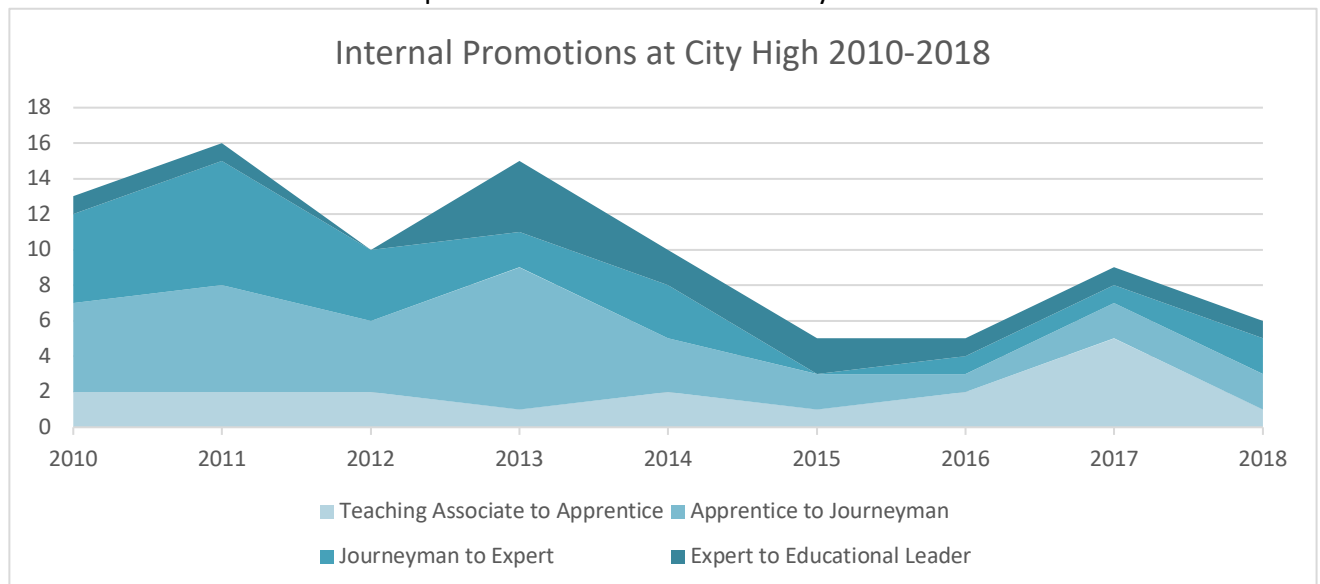
⁸ See our white paper on "Competency-Based Staff Promotion" at <http://cityhigh.org/research/>



IV. 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 6 internal promotions, 1 from Teaching Associate to Apprentice Teacher, 2 from Apprentice to Journeyman, 2 from Journeyman to Expert Teacher, and 1 from Expert Teacher to Educational Leader. As teachers become Educational Leaders they not only take on more responsibility mentoring colleagues and developing curricula, they also become part of the school's leadership team, participating in weekly leadership meetings where they make school-wide decisions on issues ranging from student government structures to professional development offerings.

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



IV. TEACHER QUALITY AND GROWTH

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.

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	86%
Taking responsibility for own learning	86%
Collaboration and teamwork	81%
Connections to the real world	81%
Connection to others at City High- each is known as an individual	65%
Challenging every individual to grow	56%
Caring environment	51%

The **FACULTY CULTURE INDEX** was **72%** this year, similar to the past two years, but significantly lower than the 83% average for the years 2010-2015.

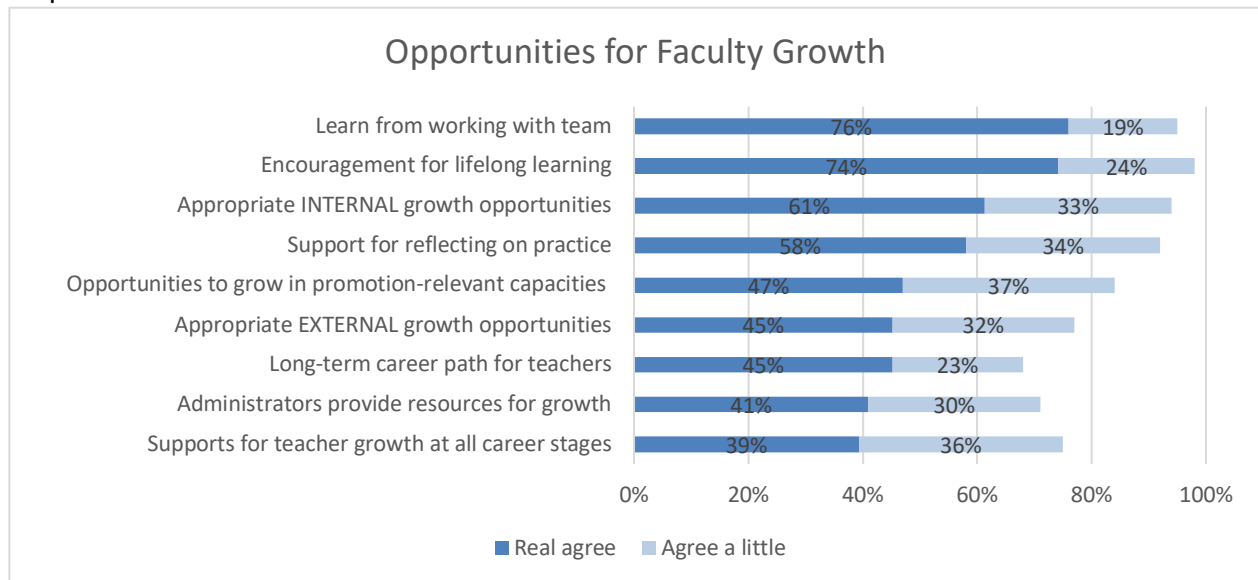
The items on providing a caring environment for teachers, knowing teachers as individuals, and challenging each teacher to grow accounted for most of the drop in recent years.



IV. TEACHER QUALITY AND GROWTH

e. Opportunities for growth

City High has an unusual professional learning model, almost entirely 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. In the chart below, we show two levels of agreement to statements about opportunities for professional growth at City High. “Real Agreement” indicates teachers who selected “Agree” or “Strongly Agree.” The category “All agree” adds in teachers who selected the more ambivalent “Agree a little” response.



These levels of agreement, which have been relatively stable over the last several years, suggest 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.⁹ 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.

⁹ <http://www.kappononline.org/time-teacher-learning-planning-critical-school-reform/>

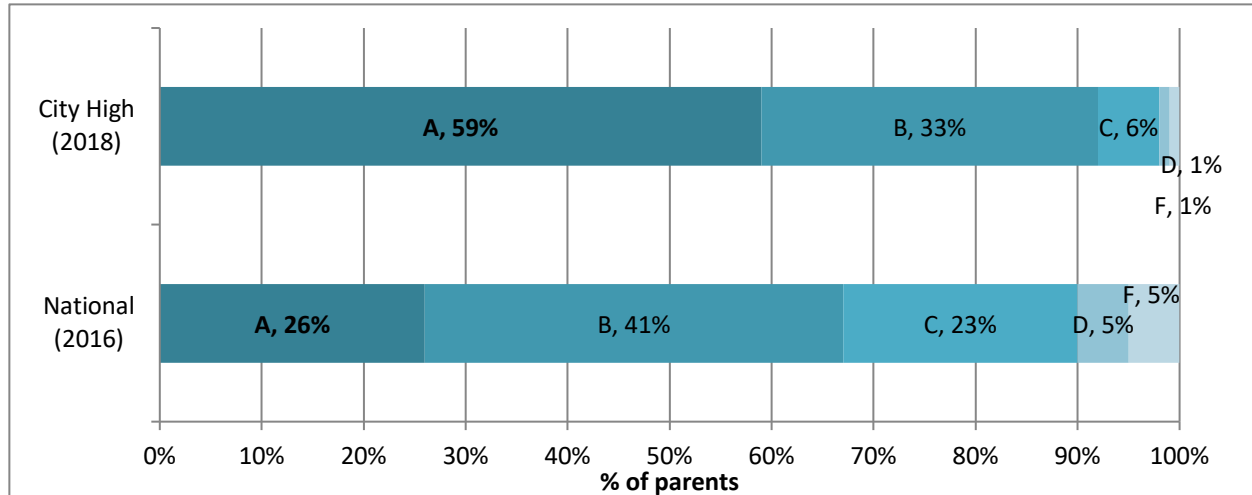


V. PARENT ENGAGEMENT/SATISFACTION

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.¹⁰



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:

Expecting all students to do their best	97%
Treating families with courtesy and respect	96%
Having high quality teachers	95%
Getting my student on the right track for life after high school	94%
Giving students the help they need to succeed academically	93%
Getting to know my student as an individual	93%
Responding to parent concerns	91%
Communicating between home and school	87%
Giving students the support they need with non-academic issues	86%

The overall index of parent satisfaction is 93% this year, up 5 points from last year and 2 points ahead of the average of the past 5 years.

¹⁰ 48th Annual PDK/Gallup Poll of the Public's Attitudes Toward the Public Schools. September, 2016.
<http://pdkpoll2015.pdkintl.org/576>



V. PARENT ENGAGEMENT/SATISFACTION

c. Responsiveness

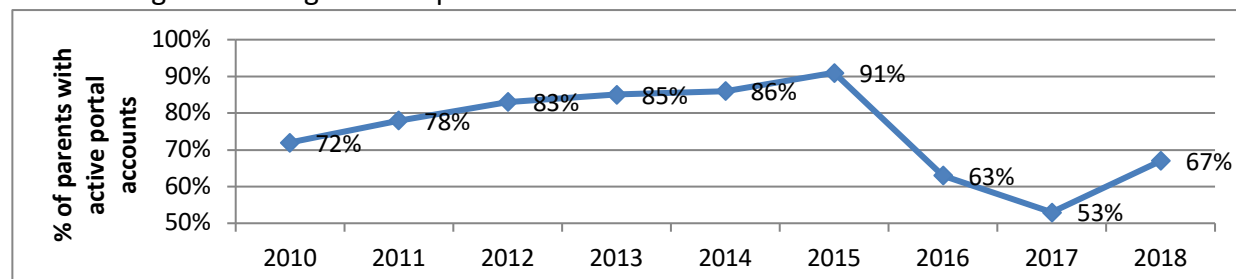
On the parent survey parents have the opportunity to rate the quality and responsiveness of 11 functional areas at City High. The table below reports the percentage of parents rating service in each area as “Good” or “Excellent” (top 2 points on a 4-point scale). The percentage excludes parents who did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

Parent responsiveness ratings	
Advisor	95%
Grade level teachers	94%
Security	93%
Student activities Manager	89%
Front desk	88%
Special education teachers	88%
Counseling staff	88%
School administrators	87%
Internship Managers	87%
College/Transition Managers	83%
Nurse	77%
Parent responsiveness index	88%

This overall index of City High’s responsiveness to parents 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 sample¹¹

	City High 2018	National 75th percentile
City High exceeds National 75th percentile		
Teachers want us to explain our answers- why we think what we think	95%	83%
We stay busy and don't waste time	85%	69%
Teachers want us to become better thinkers, not just memorize things	88%	83%
The comments I get on my work help me to improve	80%	74%
City High meets National 75th percentile		
Teachers don't let people give up when the work gets hard	83%	83%
Teachers give us time to explain our ideas	75%	73%
Teachers respect student ideas and suggestions	74%	75%
City High below national 75th percentile		
Teachers explain difficult things clearly	70%	79%
Teachers know when the class understands and when we do not	66%	77%

Student responses to these items at City High have remained remarkably consistent over the six 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 7 of the 9 practices.**

¹¹ 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

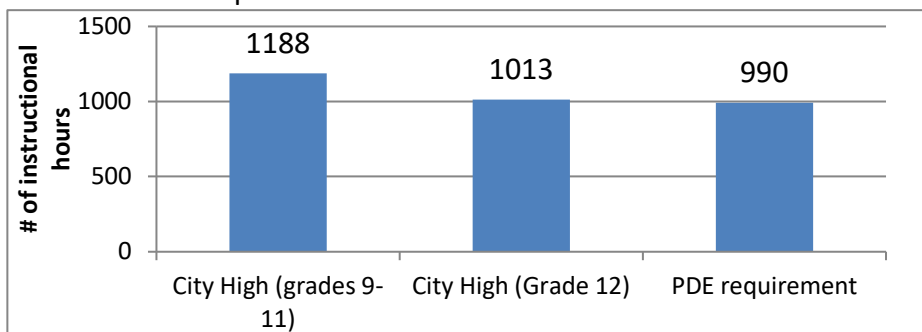
In addition to general instructional effectiveness, City High seeks maintain an academic culture where learners feel known as individuals. As a measure of this expectation we use survey indicators based on the construct of “Classroom personalism,” shown in over two decades of research by the Consortium on Chicago School Research to be a key correlate of academically effective schools.¹²

<i>% of students agreeing</i>	2018	Change from 2016-17 average
Give me specific suggestions about how I can improve my work.	84%	+5%
Understand my problems.	79%	+19%
Treat me with respect.	78%	--
Are easy to talk with.	75%	+7%
Notice if I have trouble learning something.	70%	+6%
Listen to students' ideas.	66%	-7%

The index of these items measuring classroom personalism was 75% this year, up from an average of 70% in the previous 2 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.

¹² 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>.

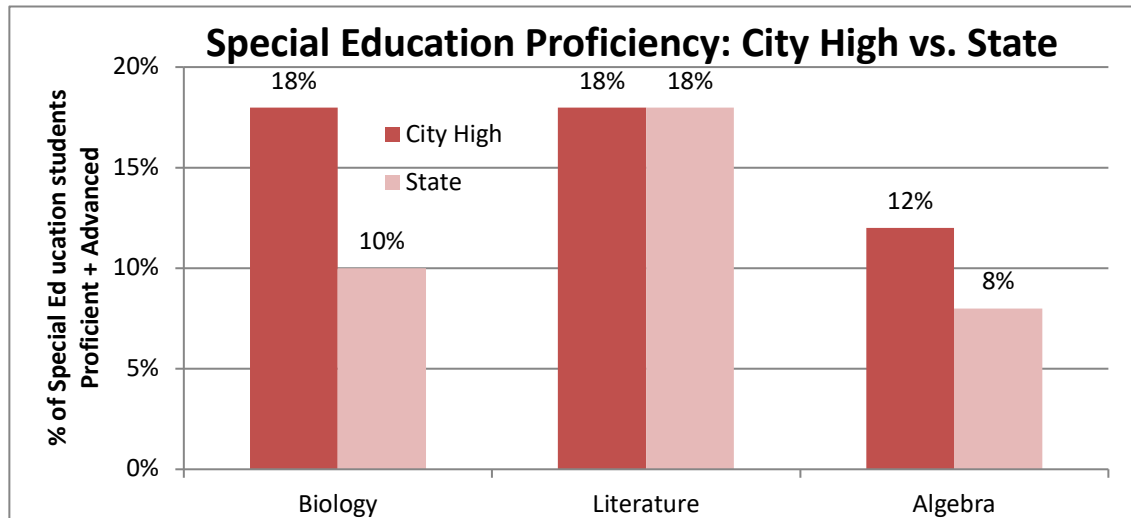


VIII. SPECIAL EDUCATION

VIII. SPECIAL EDUCATION

a. Achievement

Historically, City High's students with disabilities have performed on par with or outperformed special education students statewide on state achievement tests. 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 statewide.



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=78)	All other students (n=391)
Instructional effectiveness	84%	79%
Classroom personalism	80%	74%
School climate index	74%	69%
Equitable treatment	82%	79%
Independent learning	60%	66%

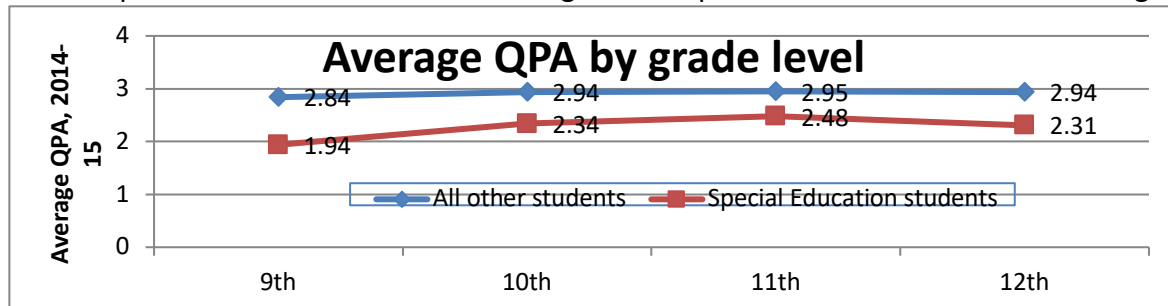
In four of these five measures of the student learning experience, Special Education students had more positive responses than those of regular students. The only domain where special education students had less positive responses than regular education students was in their own self-ratings of their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



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 2017-18 QPA of special education students in each grade compared to all other students in the grade:

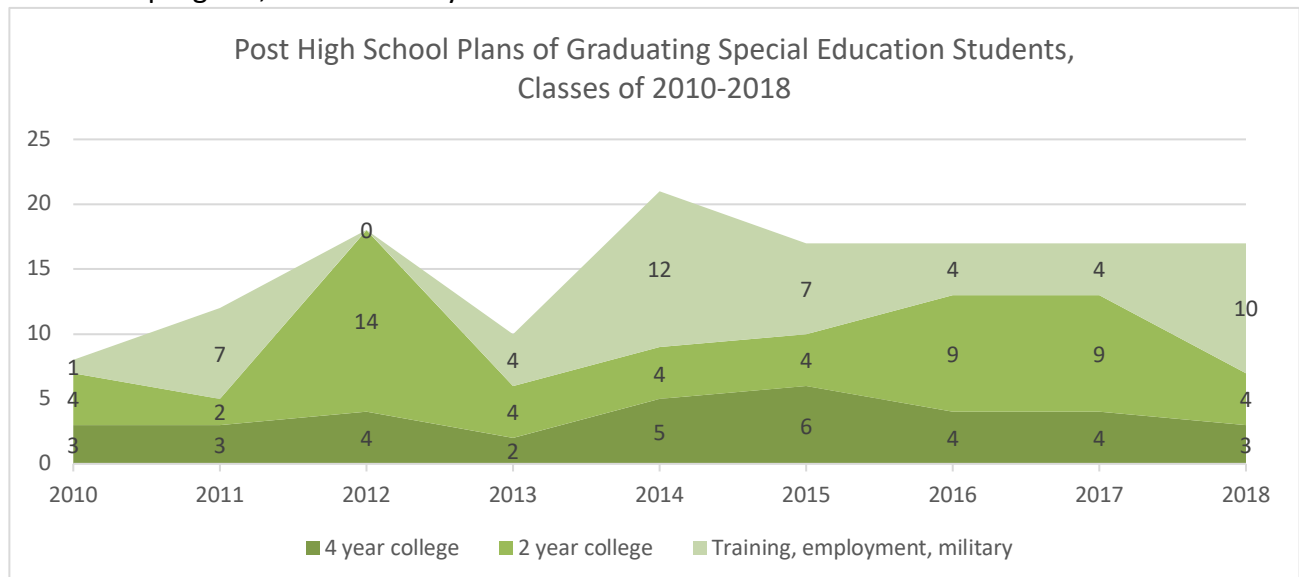


The table below shows the success rate of Special Education students in the class of 2018 compared to all other students in several other aspects of full participation in City High's regular academic program.

	All graduating seniors (n=132)	Special Education students (n=17)
% receiving A or B on graduation project	73%	59%
Average number of technical certifications	4	1
% completing internship with an A or B	93%	88%

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.

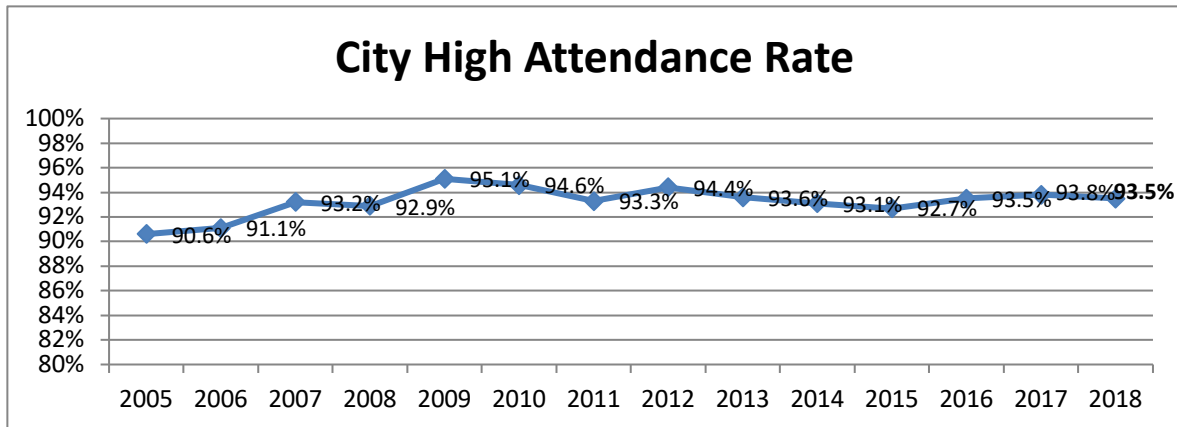


IX. SCHOOL CLIMATE

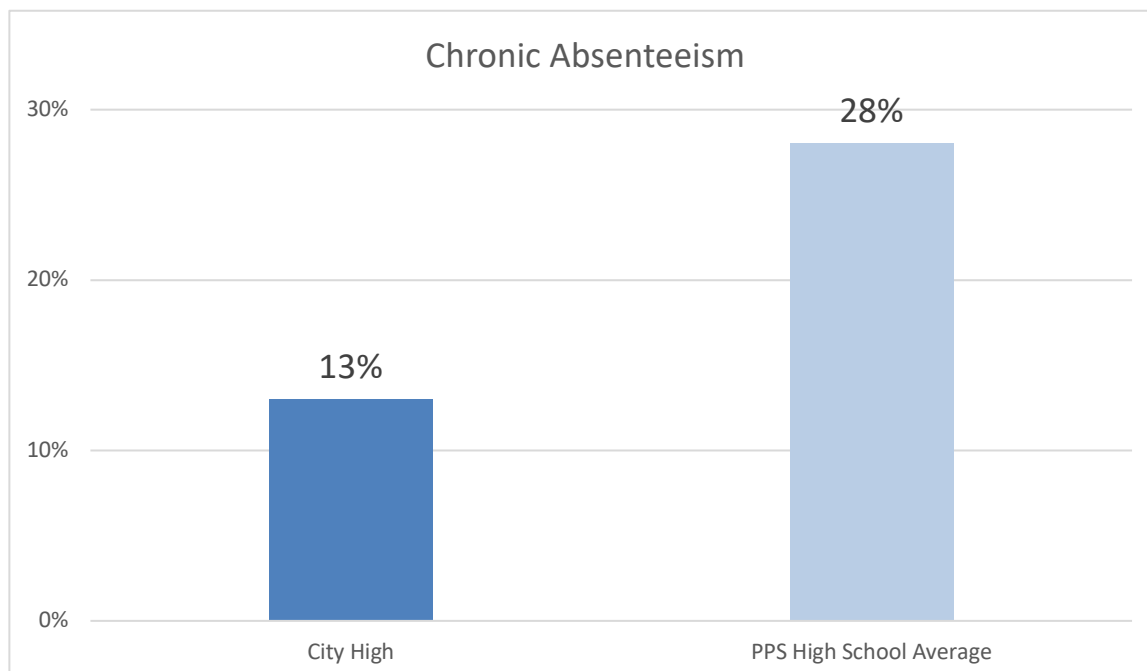
IX. SCHOOL CLIMATE

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.¹³

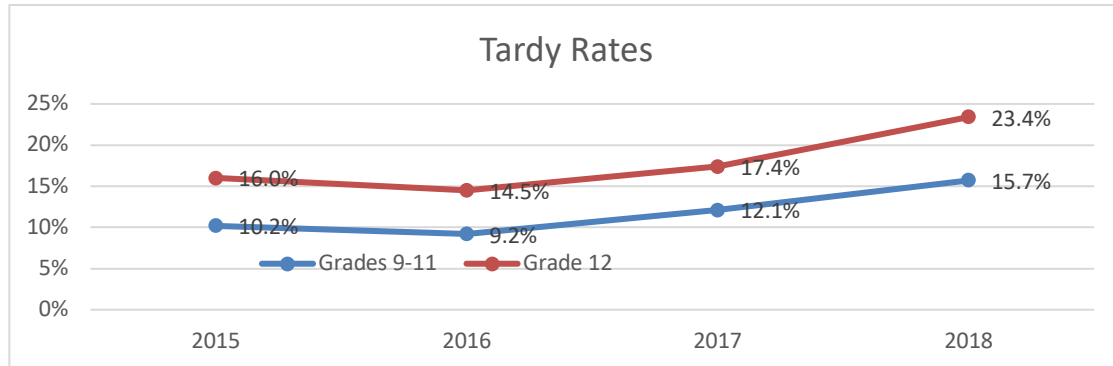


¹³ Data from A+ Schools 2017 Report to the Community, <http://www.aplusschools.org/research-and-reports/report-to-the-community/>



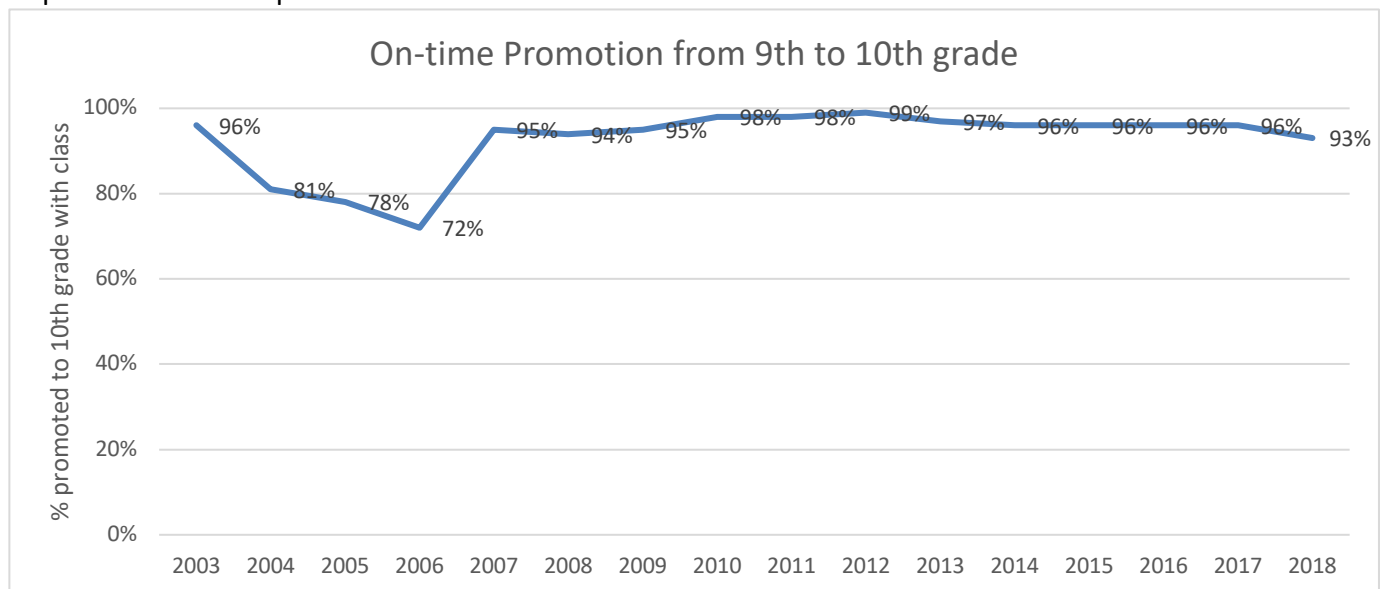
IX. SCHOOL CLIMATE

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 in all grades**, 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.



IX. SCHOOL CLIMATE

c. Retention (student and teacher)

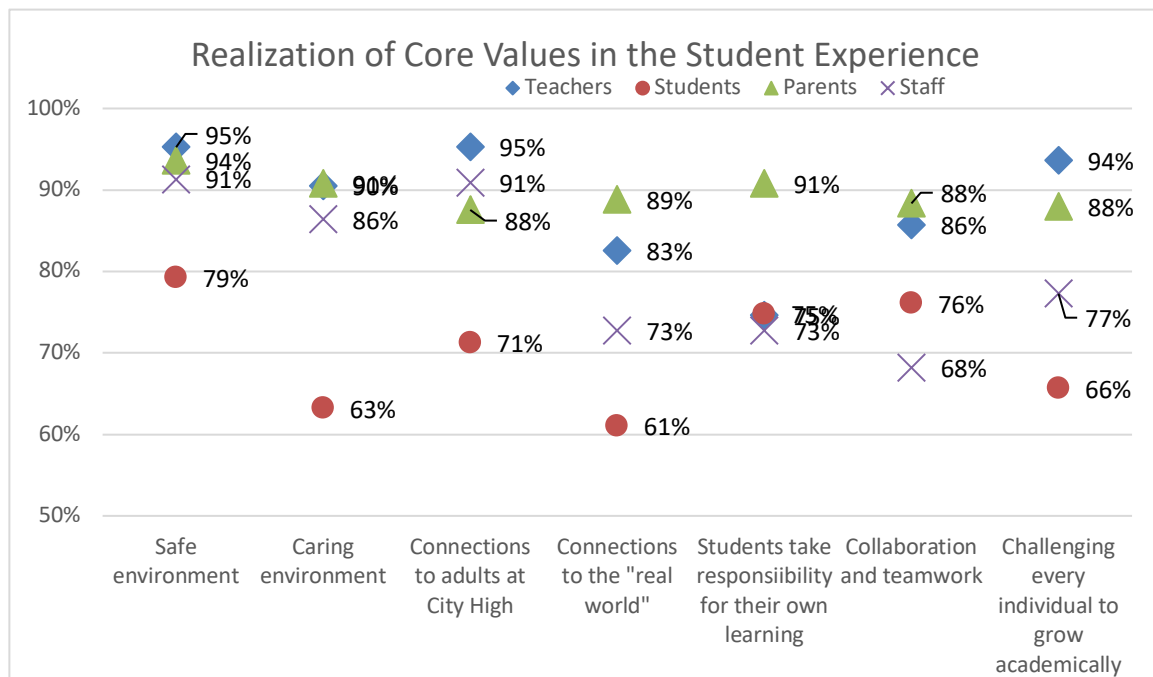
Because of City High's looping model, in which the same group of students and teachers stay together throughout high school, retention of both students and teachers is a particularly important indicator of buy-in to the culture.

	2010	2011	2012	2013	2014	2015	2016	2017	2018
% of students who started 10 th grade graduating with cohort	71%	67%	74%	74%	79%	81%	70%	71%	76%
% of teachers who started 10 th grade completing the cycle	86%	100%	80%	86%	42%	80%	90%	77%	65%

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 2017-18 "Mostly" or "Completely" reflected each mantra.

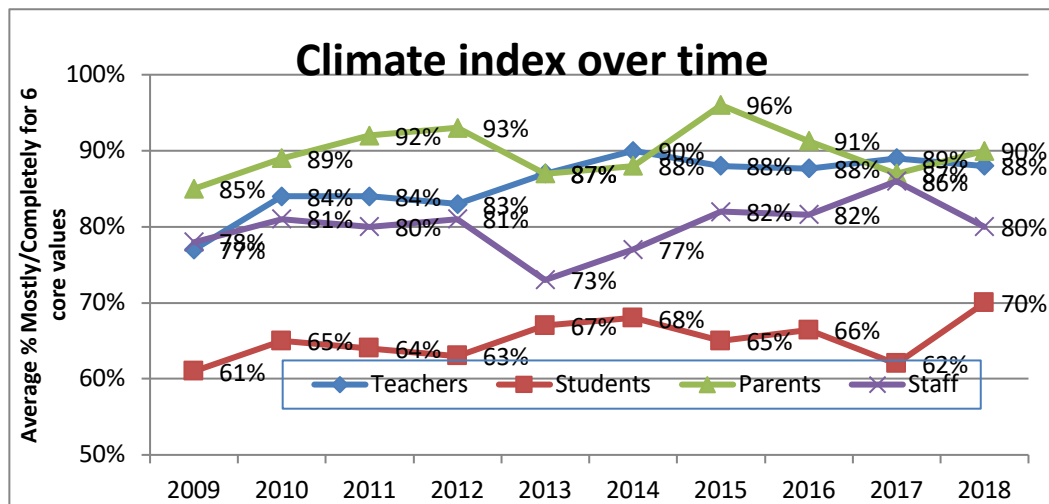


Student ratings (circles on the chart above) have consistently been lower than those of other groups over the years, as is typical of any attitudinal measurements involving adolescents.



IX. SCHOOL CLIMATE

Averaging across the seven values yields a CLIMATE INDEX. The chart below shows the overall climate index for each constituent group over the last ten years.



These data show that constituent ratings of the school climate have varied within a narrow range, although **student climate ratings reached an all-time high this year.**

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 half of students in grades 10-12 took at least one honors option this school year, with males, economically disadvantaged and particularly African American students participating at somewhat lower rates. The table below shows honors participation by gender, race, and economic disadvantage.

	All students	Male	Female	African American	Economically Disadvantaged
10 th	53%	47%	56%	49%	42%
11 th	59%	59%	59%	57%	62%
12 th	45%	34%	55%	26%	40%



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.¹⁴ The table below displays the percent of students at City High who agreed with each statement, the change in that percentage comparing this year to the average of the previous two years, and how this year's levels of agreement at City High compare to those of students nationally .

% agree	% agree, City High Students 2018	Change from average of previous two years	Difference from national average
People of different cultural backgrounds, races, or ethnicities get along well at this school.	90%	+5%	+13%
This school provides instructional materials that reflect my cultural background, ethnicity, and identity.	81%	+5%	+6%
All students are treated the same, regardless of whether their parents are rich or poor.	79%	+4%	+19%
Boys and girls are treated equally well.	78%	+8%	+16%
Adults working at this school treat all students respectfully.	74%	+5%	+15%
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%	+3%	NA
Teachers here understand my background and community.	73%	-1%	NA

City High students are consistently and substantially more likely than the national average to report experiencing equitable treatment and the reported experience of equitable treatment is up this year.

¹⁴ <https://safesupportivelearning.ed.gov/edscls>. National comparison data are from the pilot study and are not adjusted for grade level or student demographics.



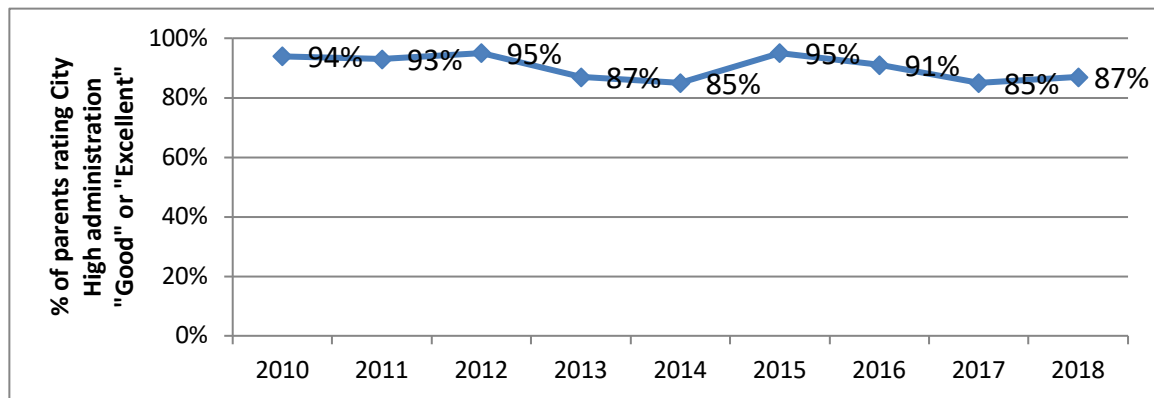
X. LEADERSHIP

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.



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. We focus on the high bar of "real agreement" but also report the levels of total agreement:¹⁵

¹⁵ "Real agreement" establishes a stringent evaluation standard by providing a 6-point scale from "Strongly Disagree" to "Strongly Agree" with the two middle points being "Disagree a little" and "Agree a little". Respondents who choose the ambivalent "Agree a little" option are NOT included in the "real agreement" calculation.



X. LEADERSHIP

Levels of agreement in 2018	Strongly Agree + Agree	Total Agree (incl. Agree a Little)
Instructional leadership		
Provide resources that help me grow as a teacher	41%	71%
Give useful feedback on my teaching	52%	67%
Take personal interest in the growth and development of teachers	37%	68%
Support me when I try an “out of the box” strategy or activity	52%	80%
Cultural leadership/support		
Show respect for me and my practice	66%	87%
Have confidence in the expertise of teachers	51%	75%
Encourage faculty voice in decisions that shape the school as a whole	25%	44%
Expect team ownership of decisions that shape their floor	66%	87%
Work to create a sense of community in the school	38%	61%
Administrative leadership		
Are effective managers who make the school run smoothly	50%	65%
Provide appropriate support with student behavioral problems	57%	85%

Trends in “real agreement” within the three leadership domains are displayed below:

