

City High 2022-23 Year in Review

Board of Directors
September 20, 2023

Compiled by Catherine Awsumb Nelson, Ph.D., External Evaluator

Topics for today

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Leadership and management

Student and faculty experience of school core values

Equity issues

Student outcomes

Benefits and challenges of the 4-day schedule

Survey respondents

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-LEADERSHIP

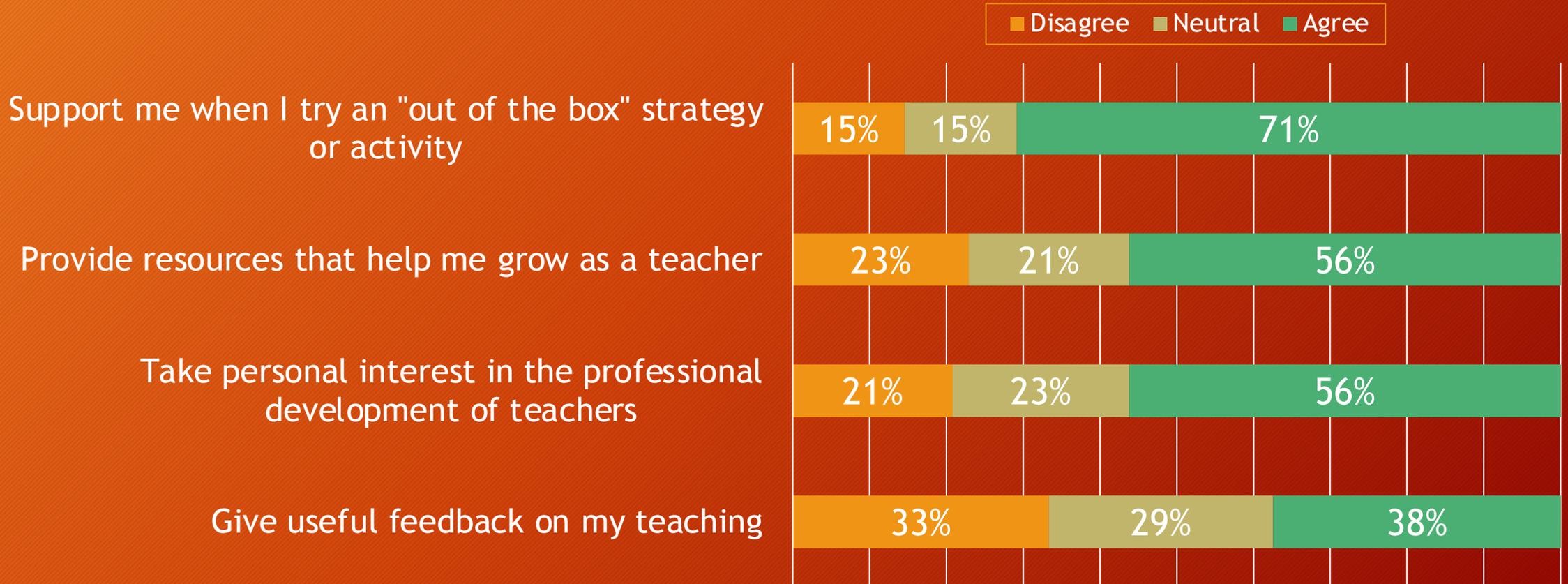
Leadership and Management

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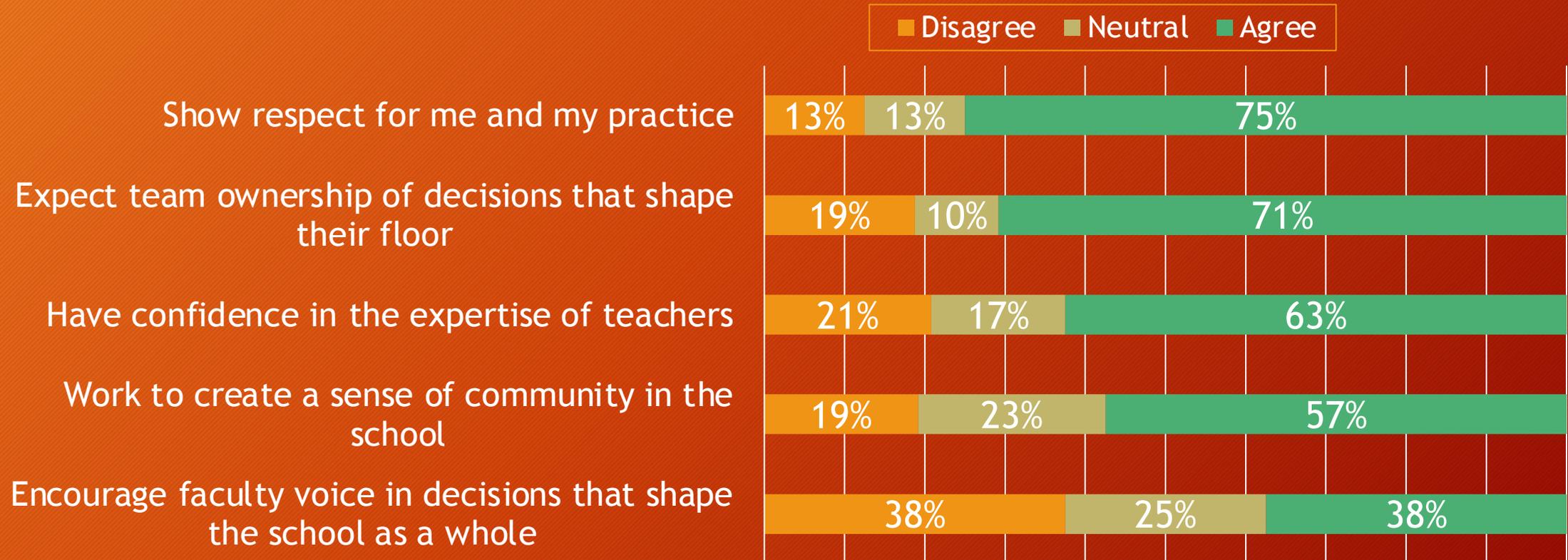
Faculty views on school leadership: Instructional leadership

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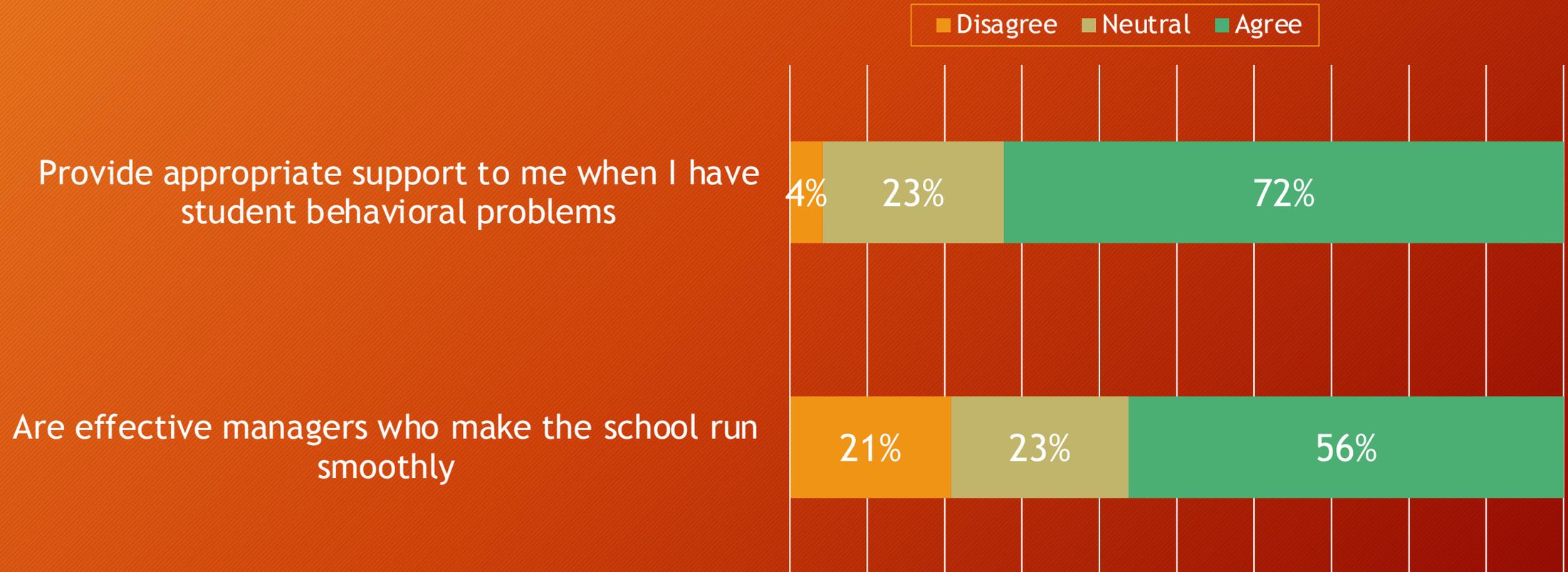
Faculty views on school leadership: Cultural leadership/support

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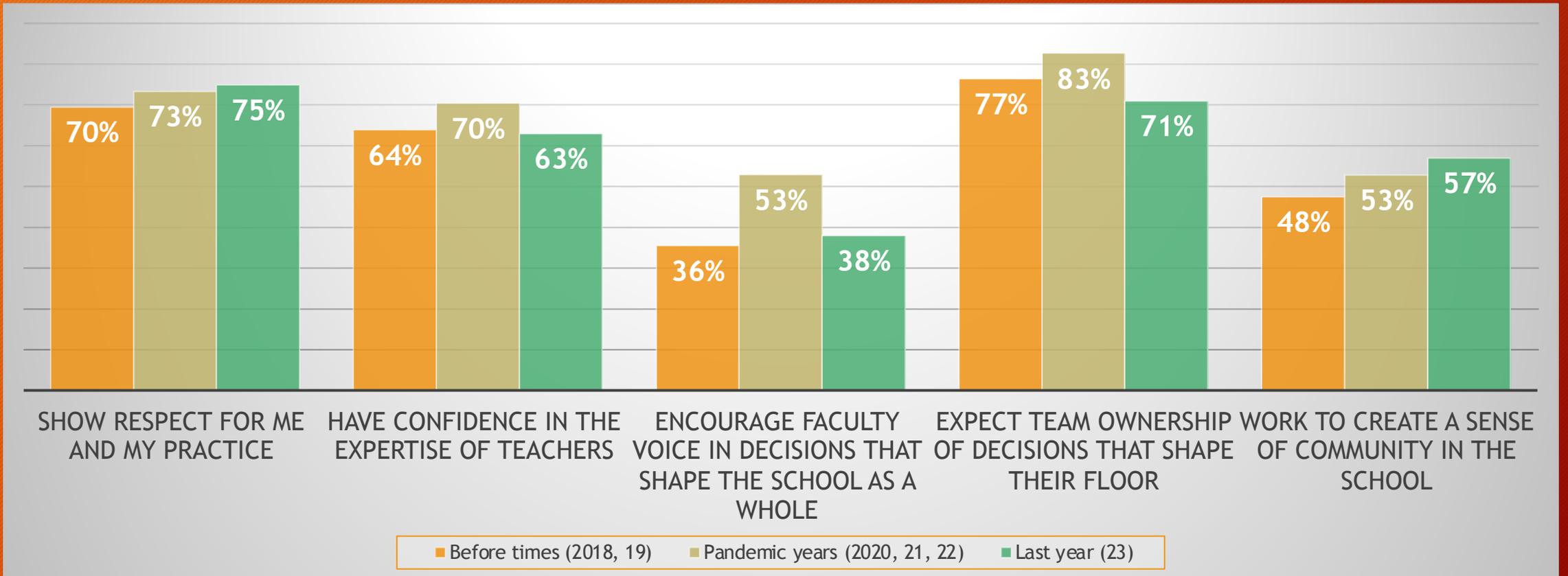
Faculty views on school leadership: Administrative leadership

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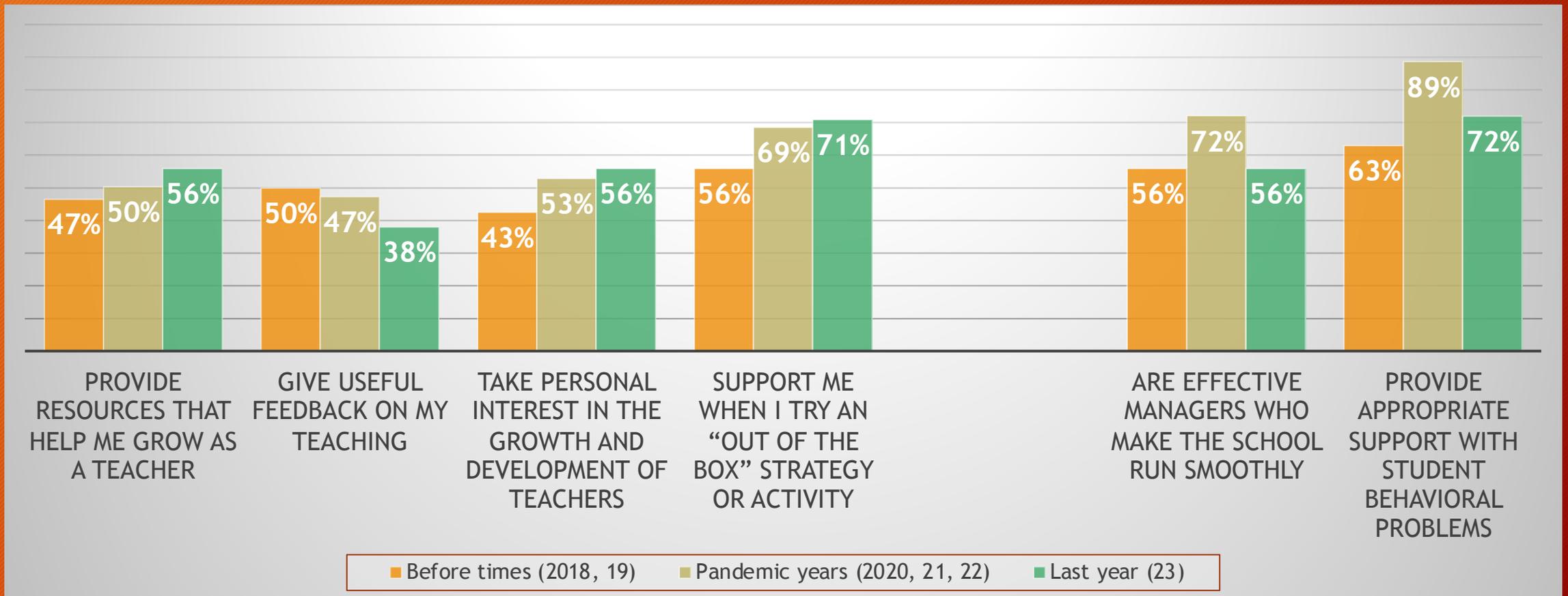
Trend in Cultural Leadership

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Trends in instructional & administrative leadership

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Staff perspectives on the City High work environment

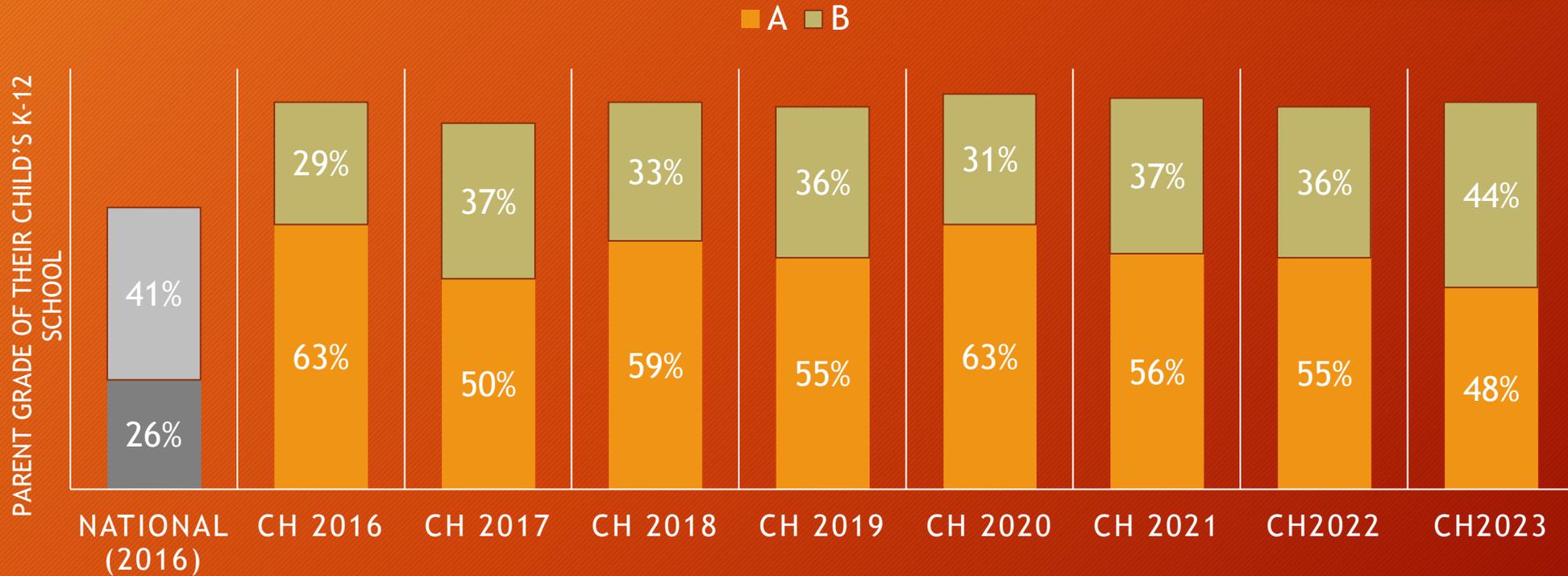
10

% agree

I feel like a valued member of the City High team	78%
Faulty and staff work well together at this school	77%
My job responsibilities are clear to me	74%
My contribution to this school's success is recognized and valued	74%
I have opportunities to learn and grow in my job	70%
The people who run this school understand what my job involves	58%
If I have ideas about how to make things work better around here, people listen	56%
My job responsibilities are clear to others I work with	56%

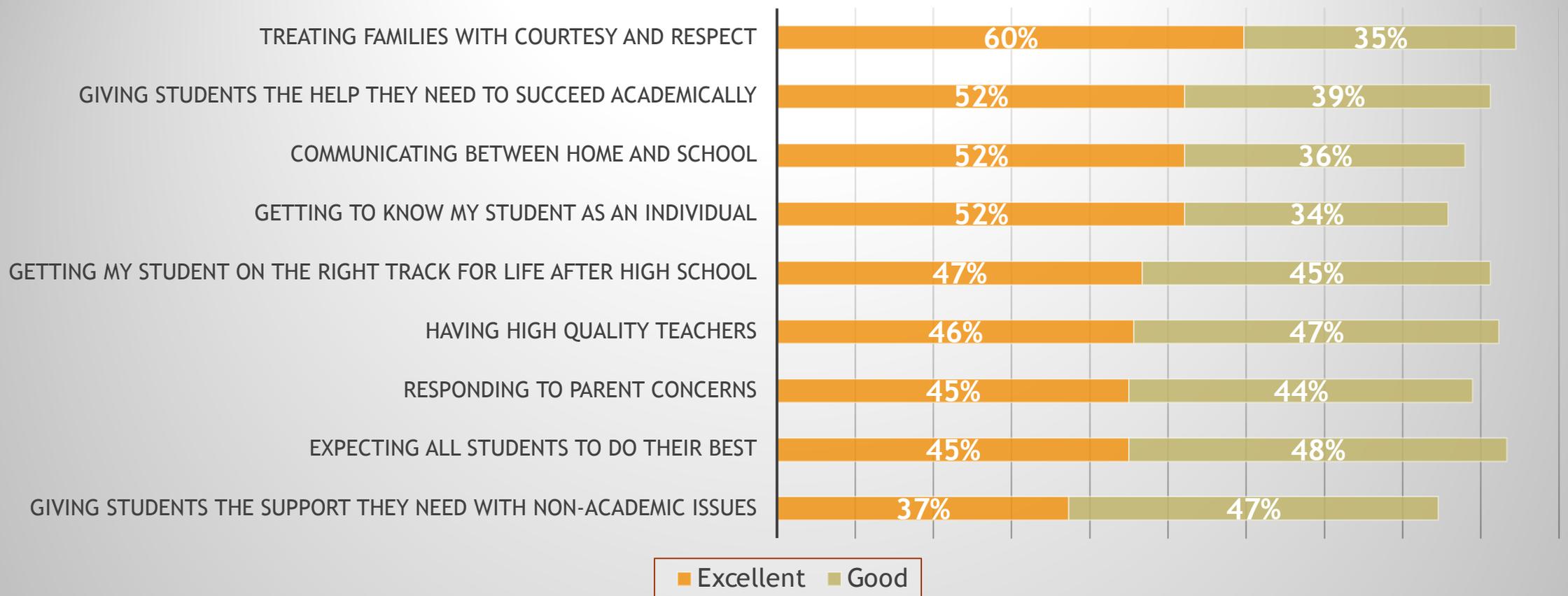
Parent Satisfaction Consistently Much Higher than National Benchmark

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Behind the grades: 85%+ satisfaction on specific goals identified by parents as most important

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What's working for parents?

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- City High has done an excellent job on **transitioning** the students from middle school to high school. **Safety** is being addressed appropriately with updates to the parents/guardians. Also, students given opportunities to do extra work or attend **4 plus Monday activities**.
- The environment that they are in teaches that they are held to a **higher standard**, that they are just as **responsible** for their education as are their teachers. I think that it is important for them to have **skills** and an education when they leave high school. I think that this school is focused on outstanding results, both **academically and personally**, for each and every student
- There are so many positives about City High but honestly one of my favorite things is that they stay with the **same teachers every year**. So many kids have a lot of anxiety and these teachers know our kids and that creates a great level of comfort so they can approach school with **less anxiety and focus more on the work**.
- My current senior will be my 3rd child to have graduated from City High. Each of them completed all 4 years at City High and I can say that never once did one of them consider dropping out or aiming small for their **futures**. As many challenges as our kids face, I do think the students at City High are made a priority and most of the teachers develop good **relationships** with the kids. That is an experience I don't think many high school students get to experience. I feel like City High staff were able to **step in for my kids** in ways that I couldn't have and I'm grateful
- I believe that City High **treats each child as an individual**. They understand that everyone learns and grows differently and they strive to meet the child's needs not demanding that the child change to conform to the school. They work hard to set up an academic track that **prepares the kids academically and socially/emotionally for what comes after high school**.



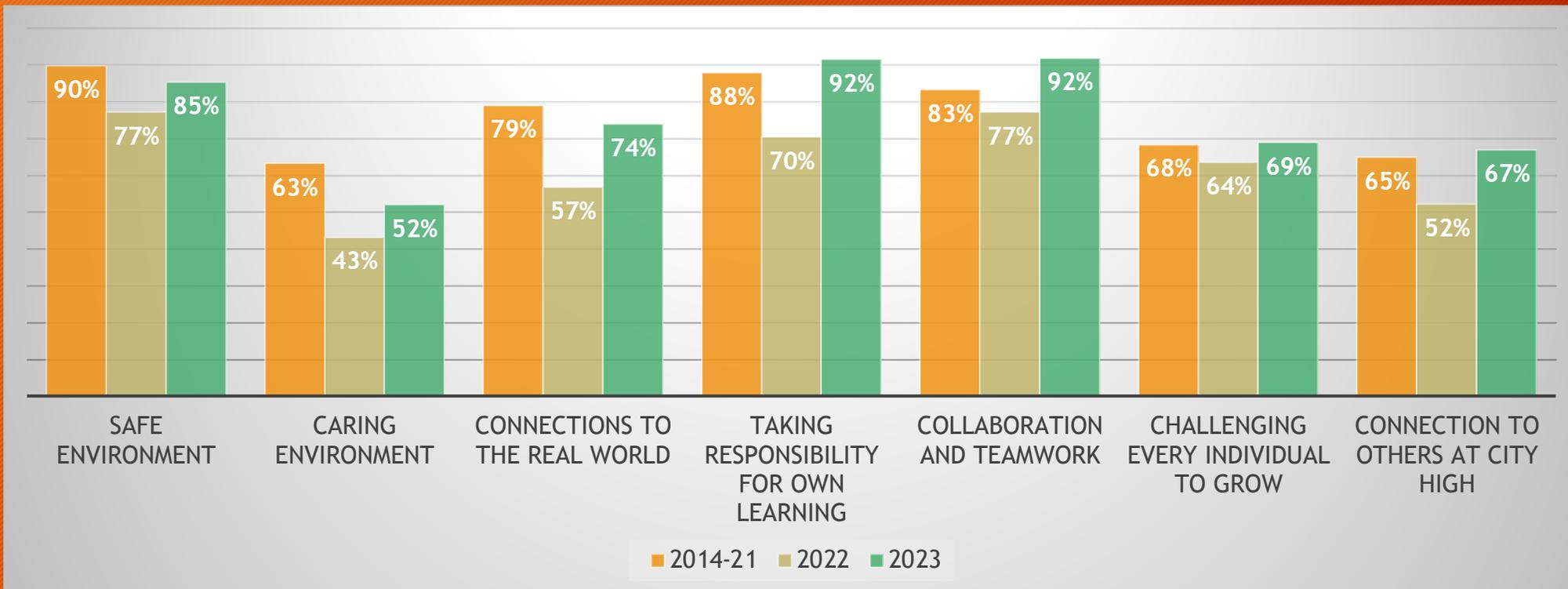
Maintaining City High's Culture

Faculty and Student Experience of Core Values

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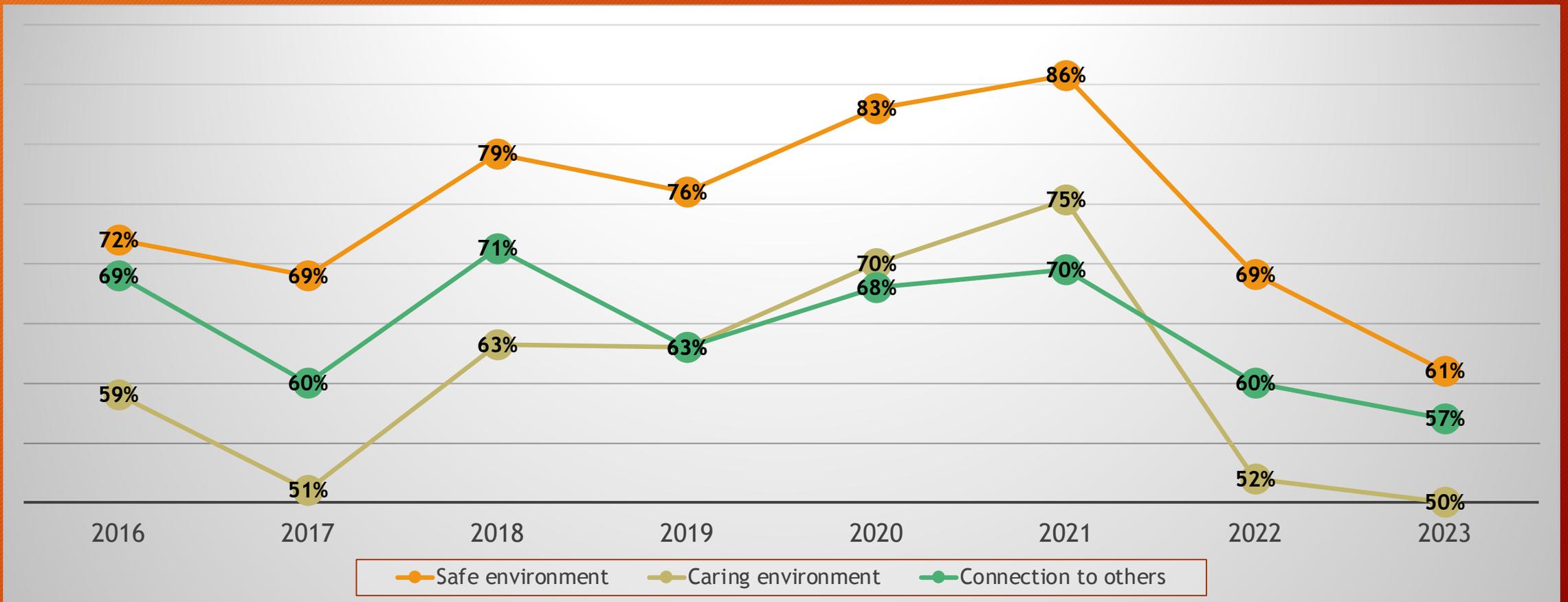
After hitting lows in 2021-22, faculty experience of core values rebounded close to running average

15



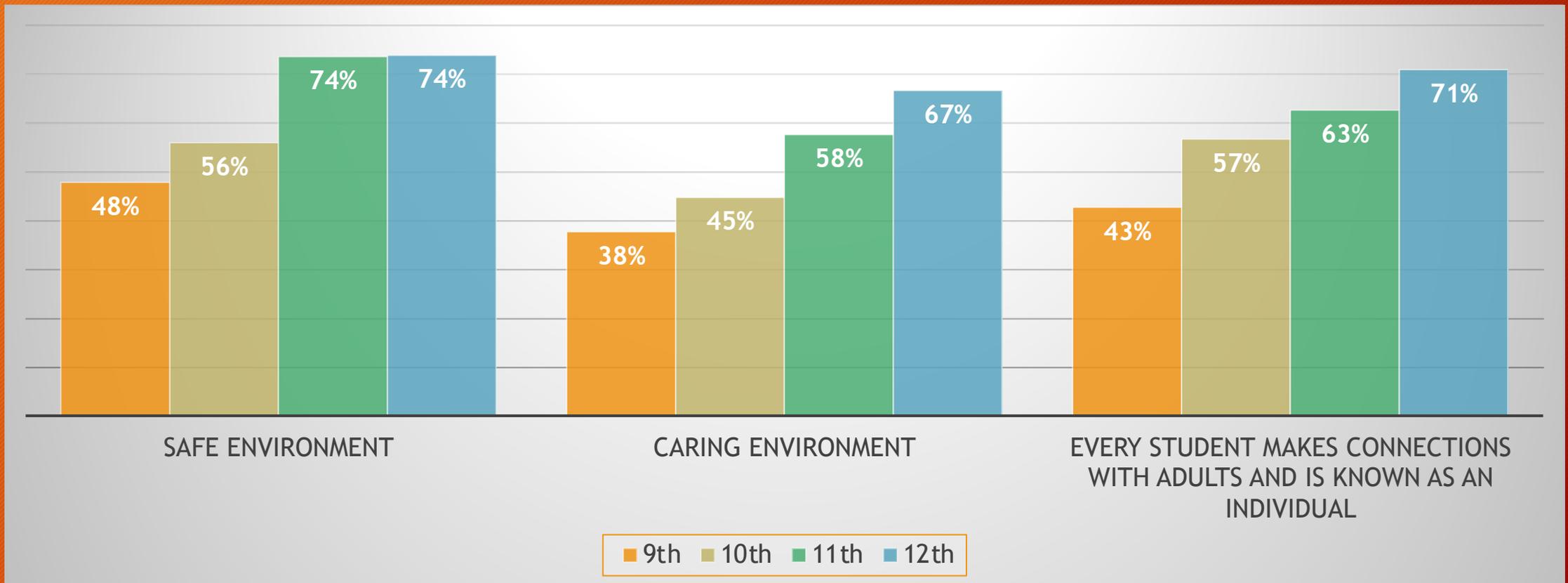
Student experience of some of the core values has dropped in last two years

16



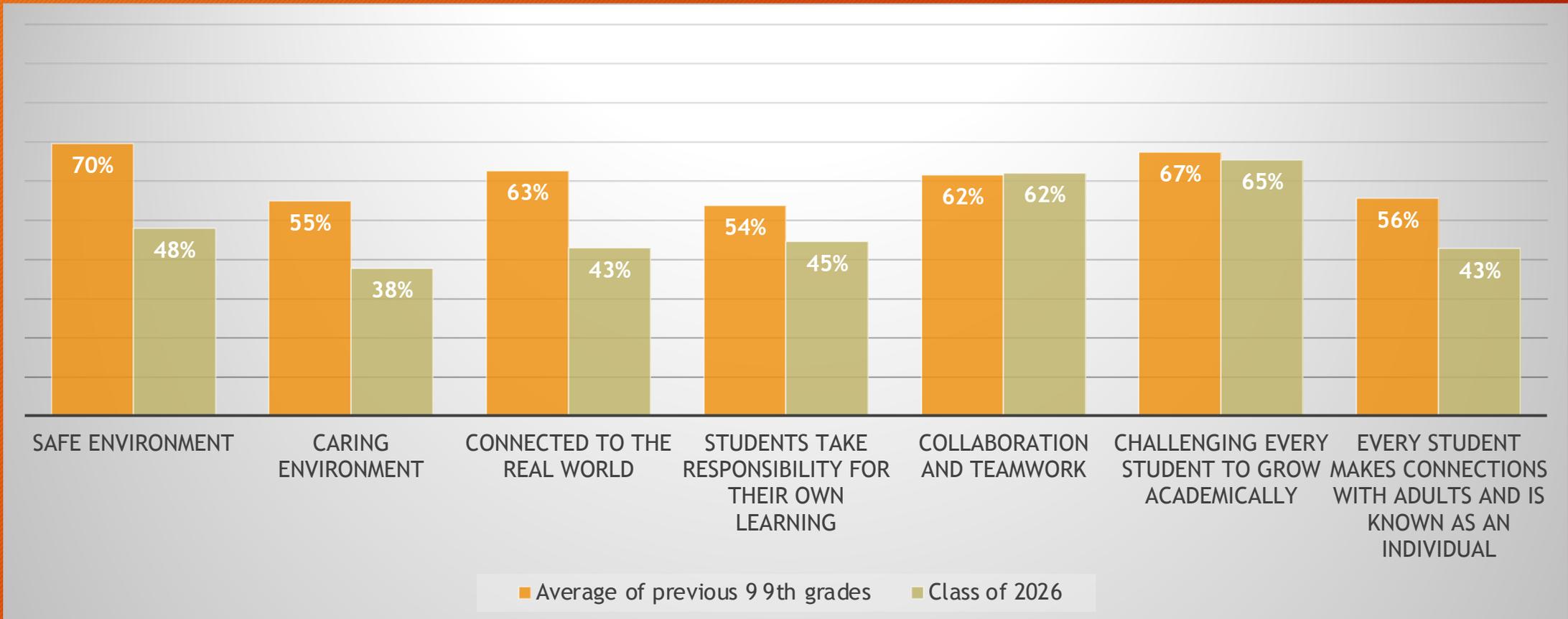
Student experience of core values continues to strengthen over time at City High

17



But this year's 9th grade started very low on experience of some core values, relative to past trends

18



The background of the slide is a dense field of 3D-style question marks in various shades of orange and red, creating a textured, abstract pattern.

Equity issues

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Some core values experienced at similar levels by all demographic groups

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Student
ownership for
learning

Collaboration
and
teamwork

Challenging
every student
to grow

Other core values experienced differently across groups

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White students

- Most likely to perceive safe environment

Black and multiracial females

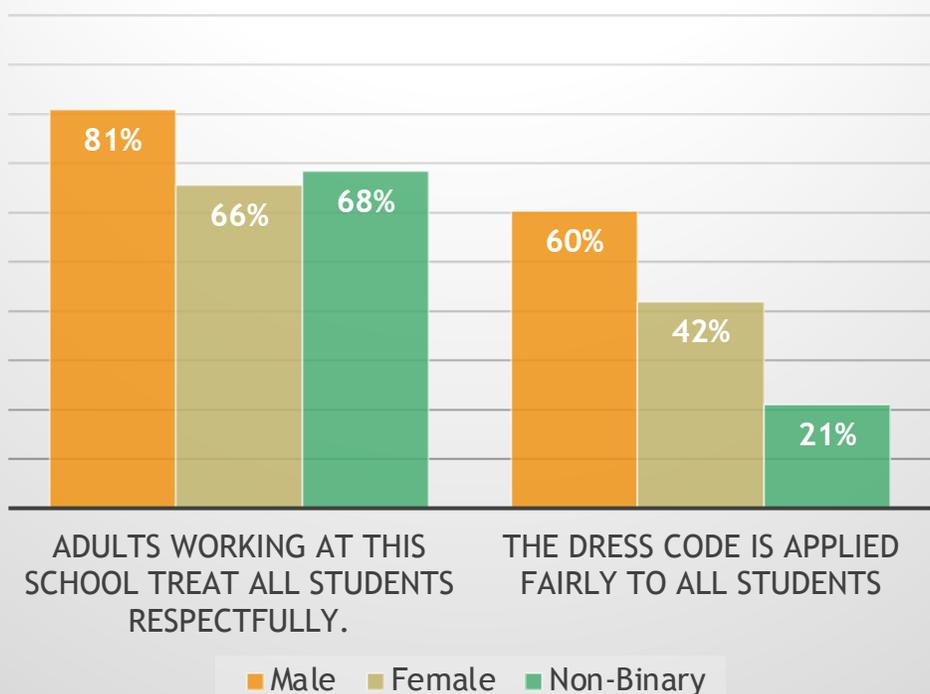
- Significantly lower than other groups on experience of caring and connection

Females

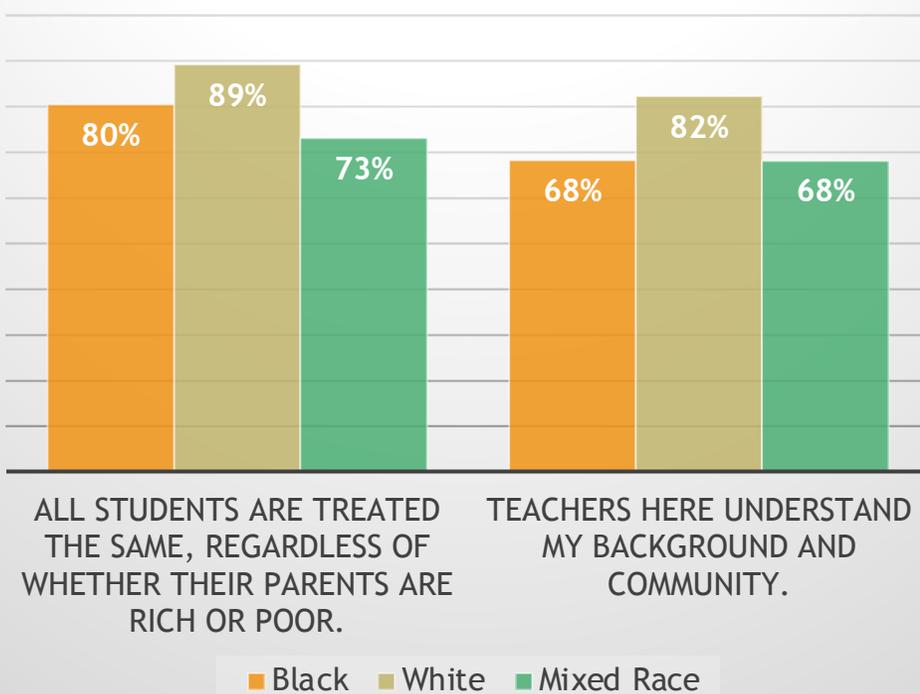
- Lower on real world connections

Experience of equitable treatment is strong, but there are some differences among groups

By Gender

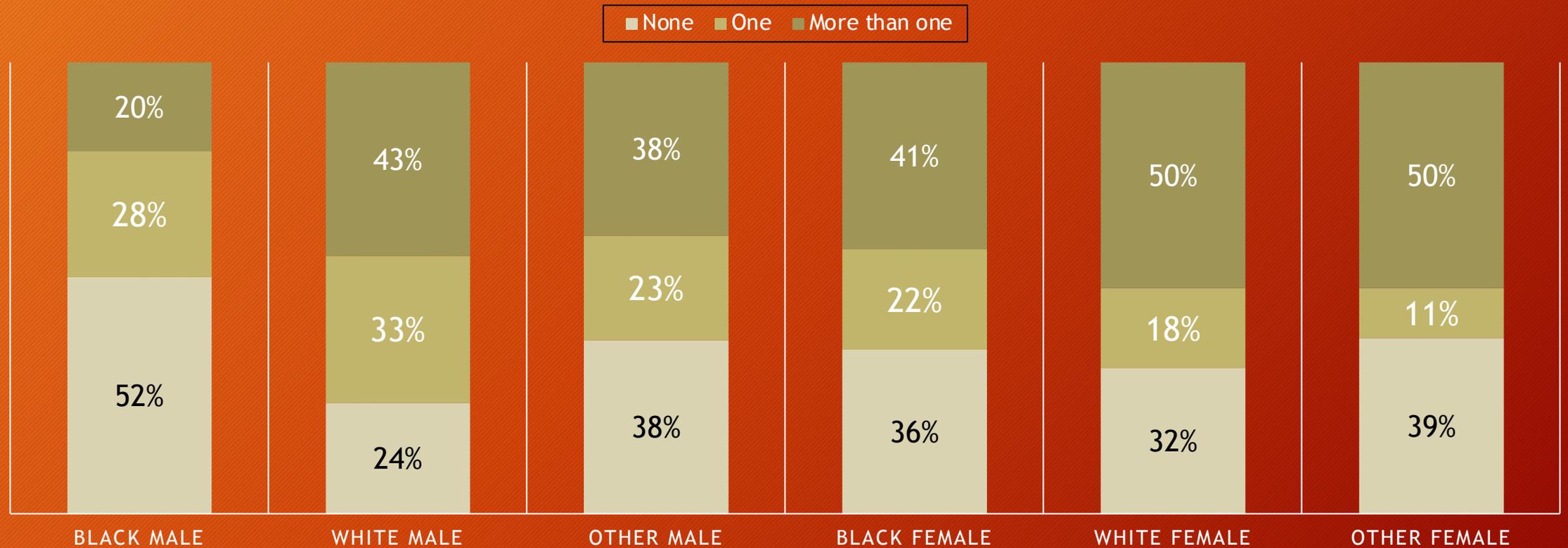


By Race



Honors participation also shows race and gender differences

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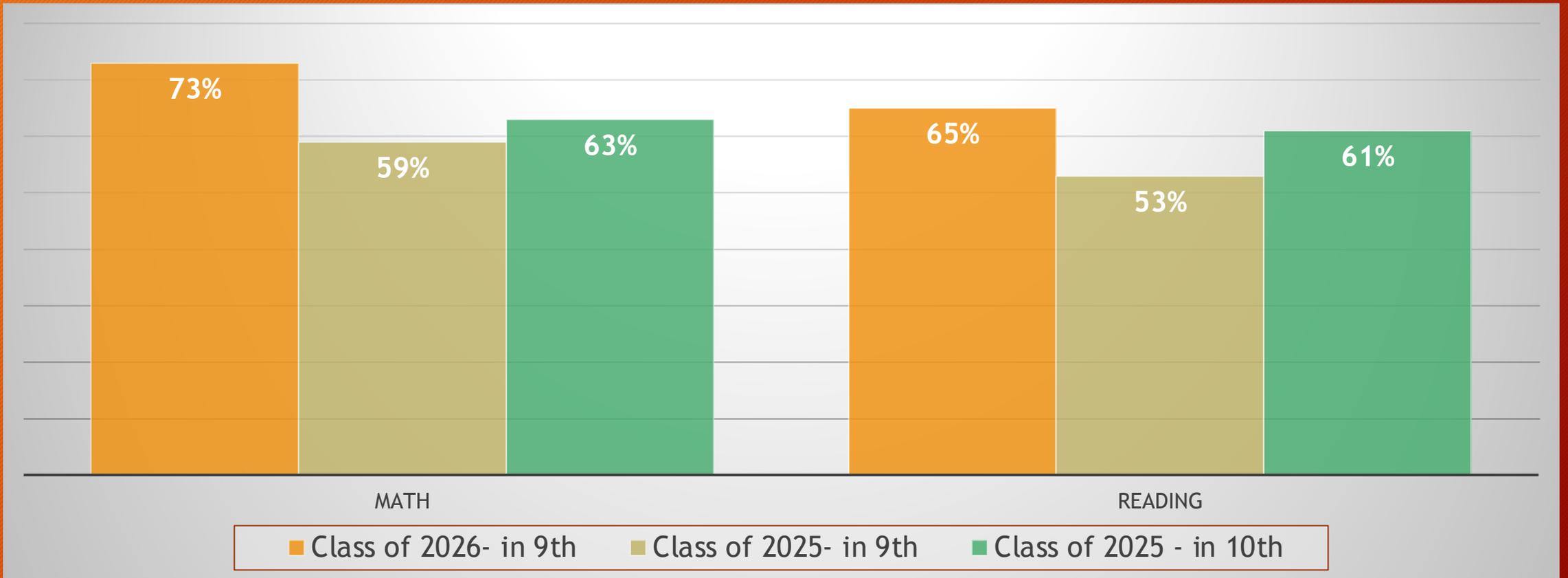


Student Outcomes

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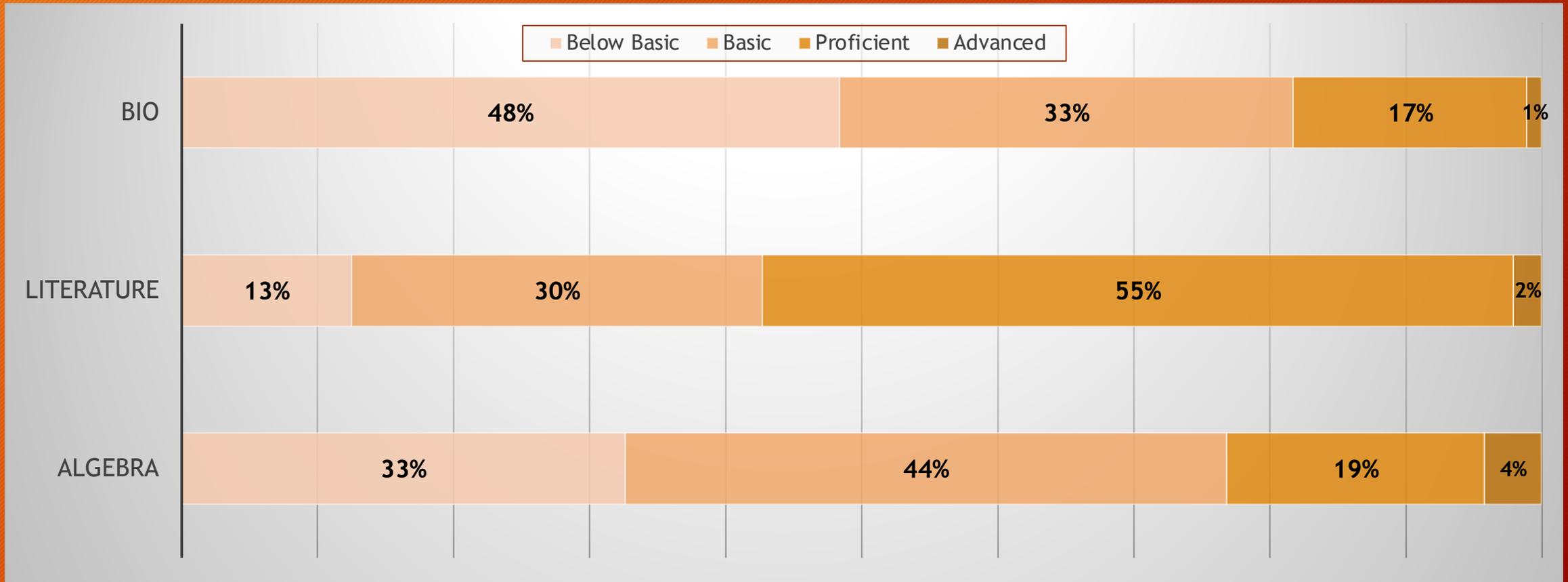
More of this year's 9th graders met or exceeded expected growth in reading and math...and last year's 9th graders improved in 10th

25



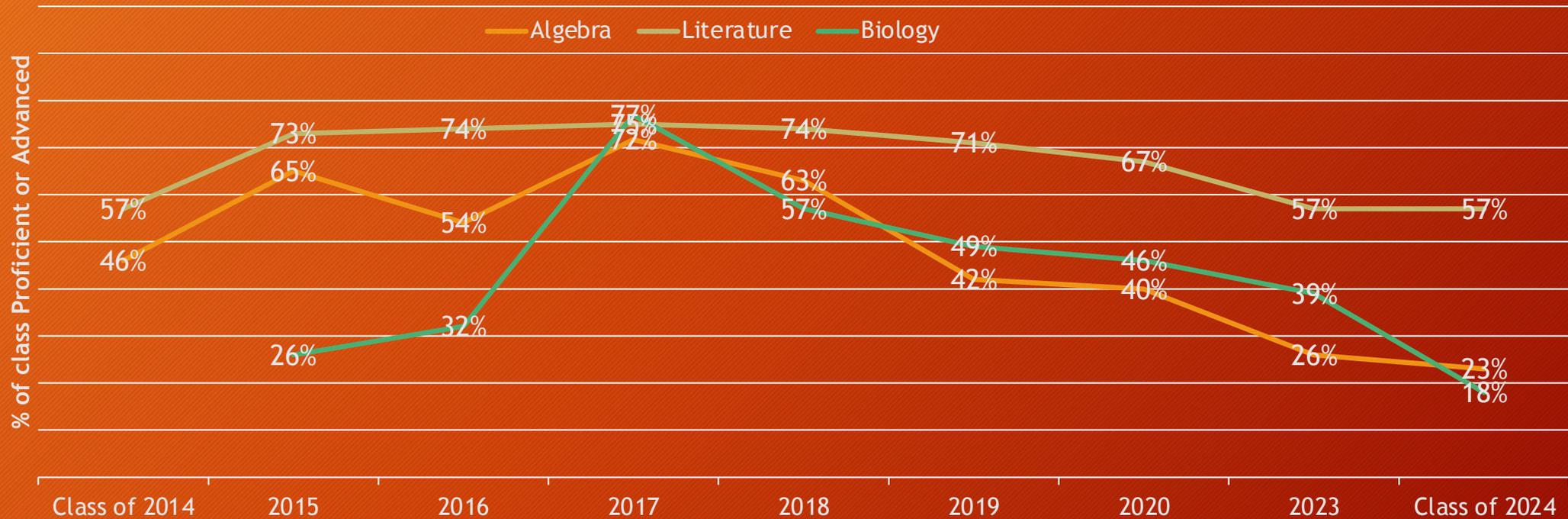
Keystone Scores, Class of 2024

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Trends in Keystone Proficiency

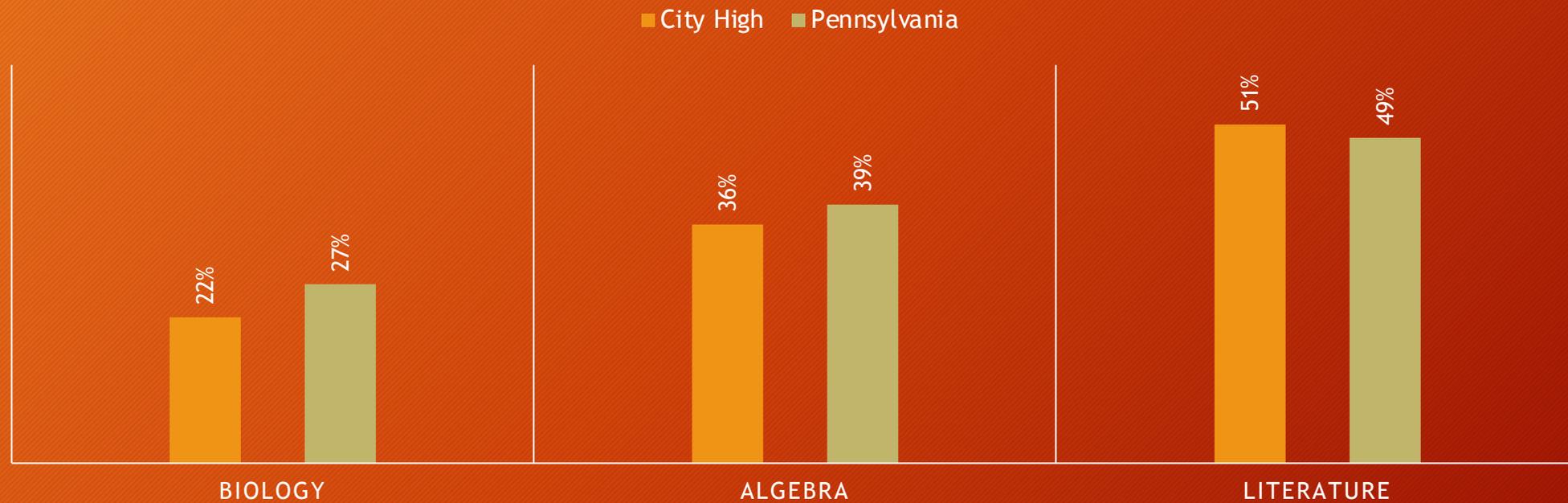
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Economically disadvantaged student performance: City High in PA context

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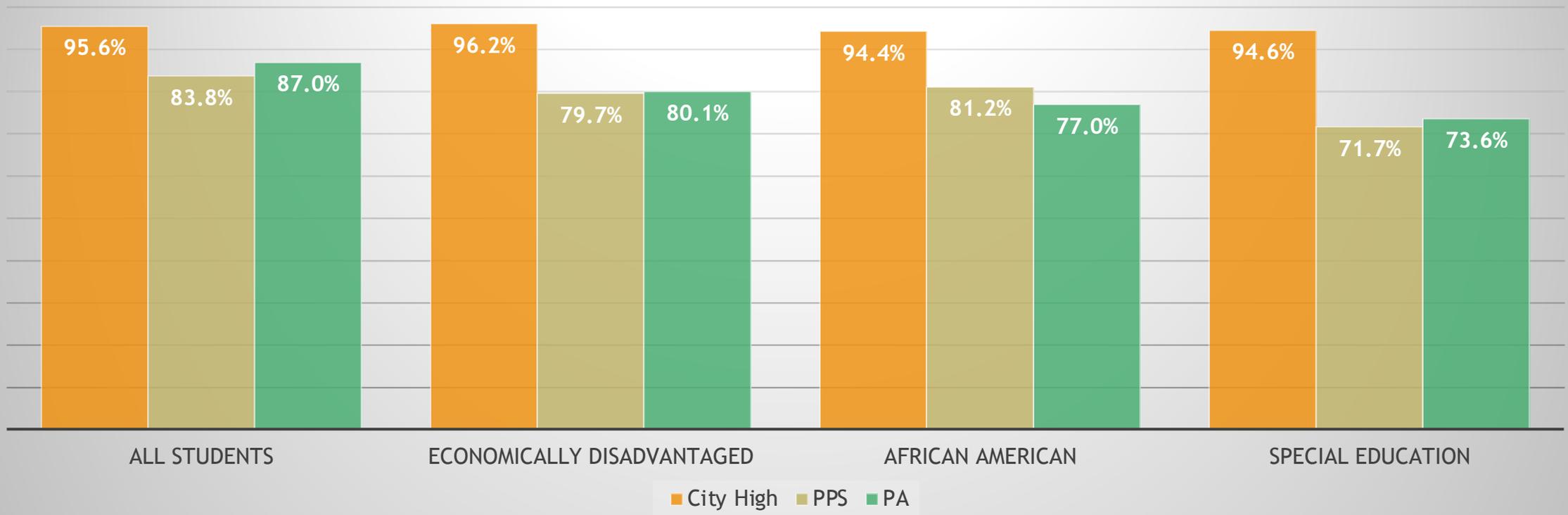
ED STUDENTS PROFICIENT OR ABOVE, CLASS OF 2023



Cohort Graduation rate remains strong

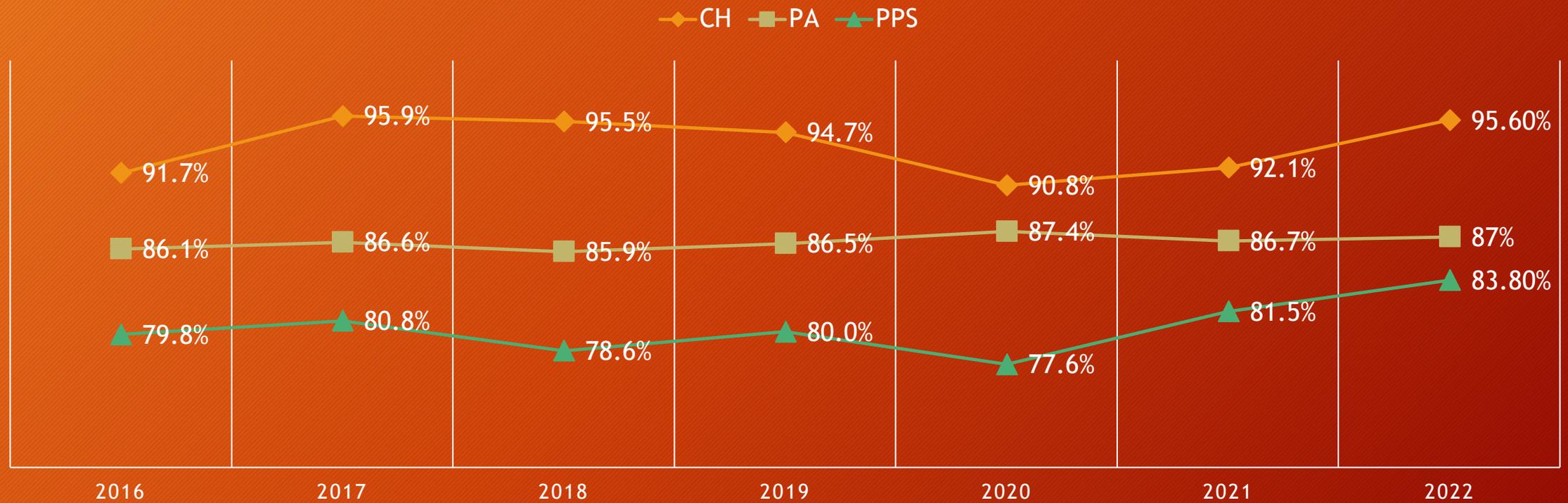
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City High Grad Rates Compared to Pittsburgh and State (2022)



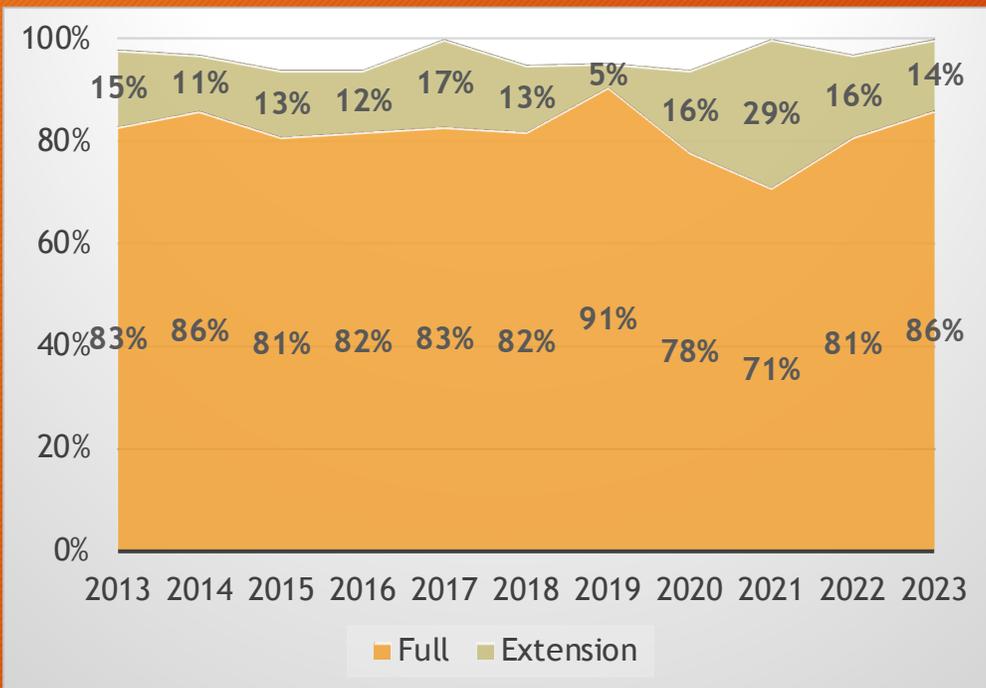
Trends in cohort graduation rates

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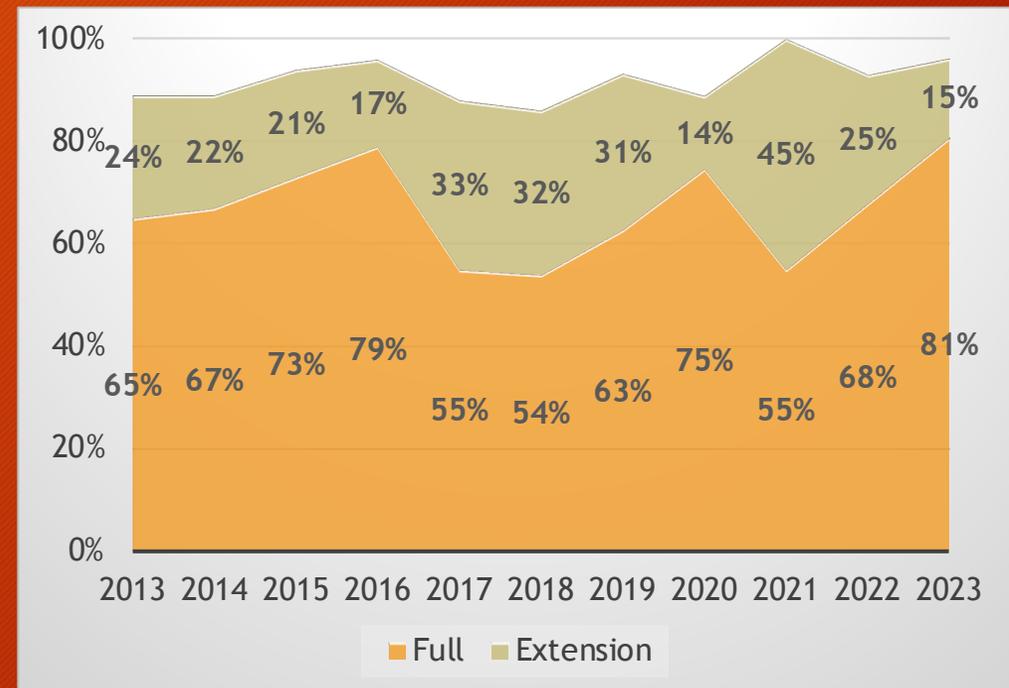


Eligibility for full Pittsburgh Promise continued to rebound strongly

City High's White Graduates

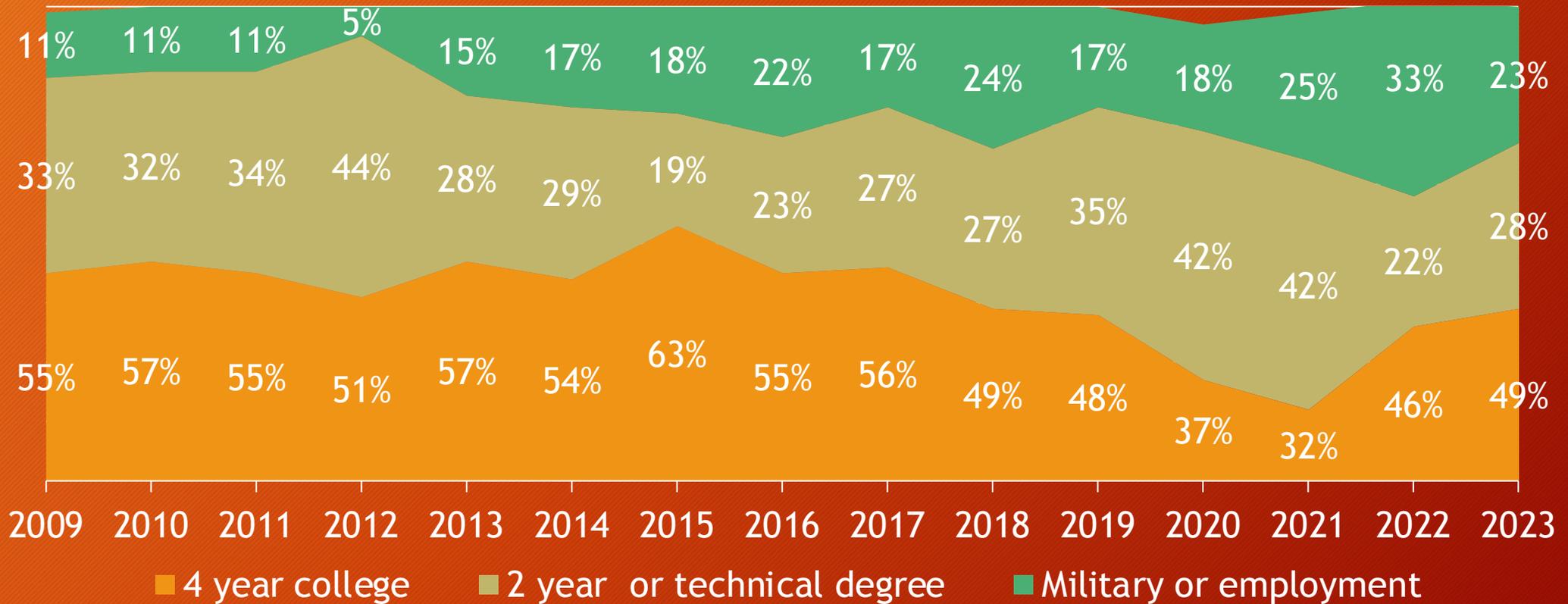


City High's African American and Multi-Racial Graduates



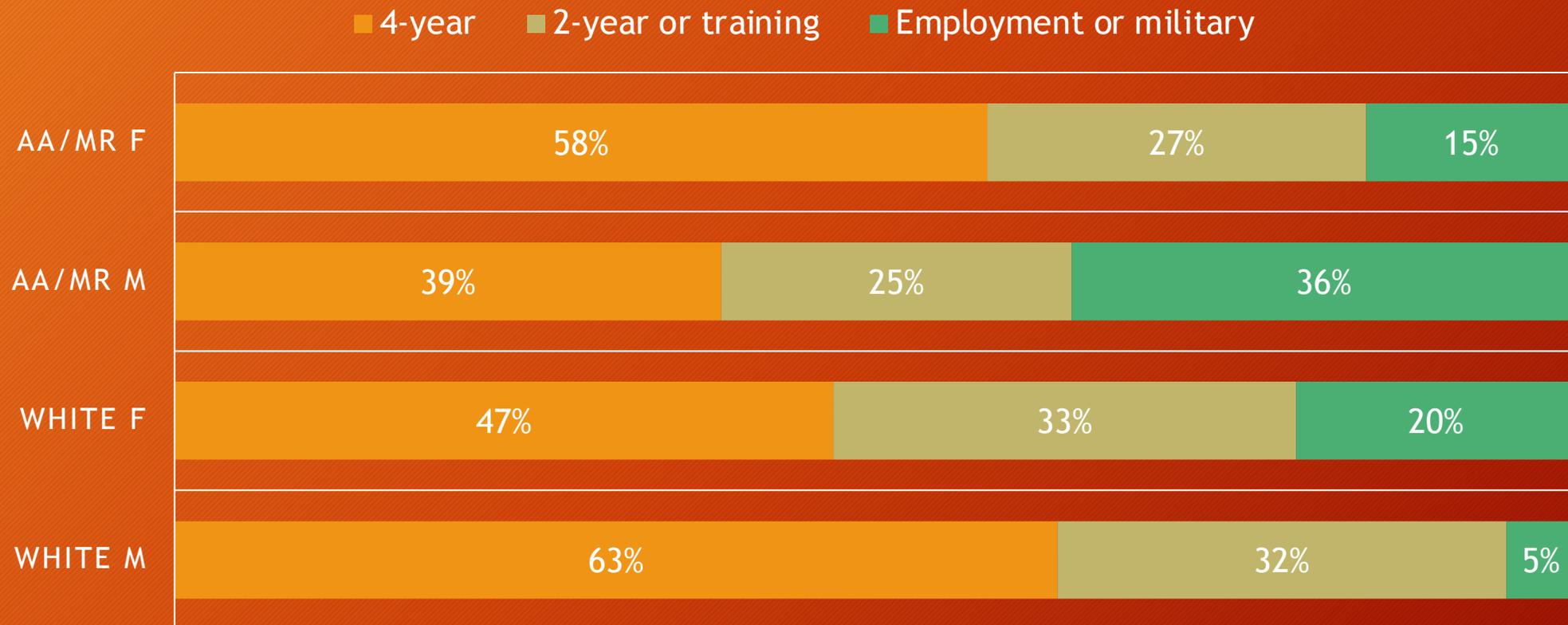
College enrollment plans also continued to rebound after pandemic dip

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Post-high school plans vary significantly by demographics

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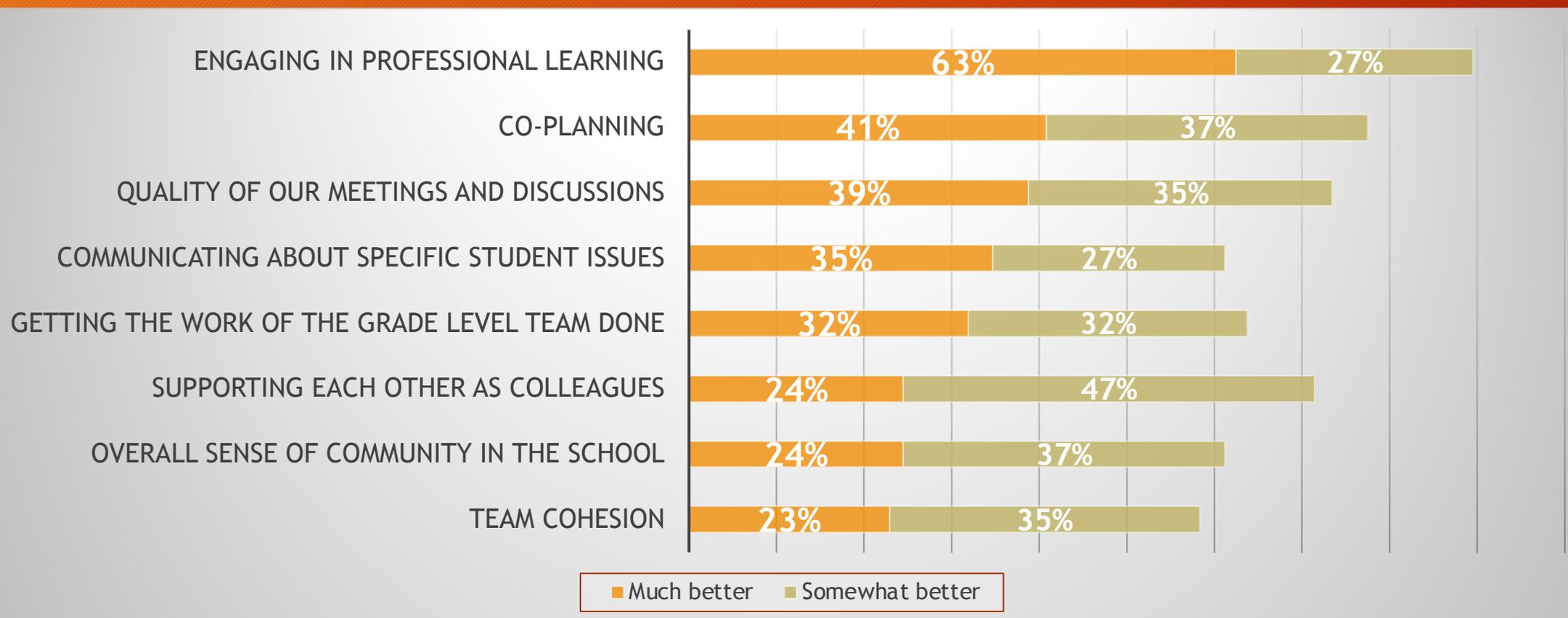


Benefits and Challenges of the 4PLUS schedule

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Faculty see numerous upsides of 4-day schedule for the work of grade level teams

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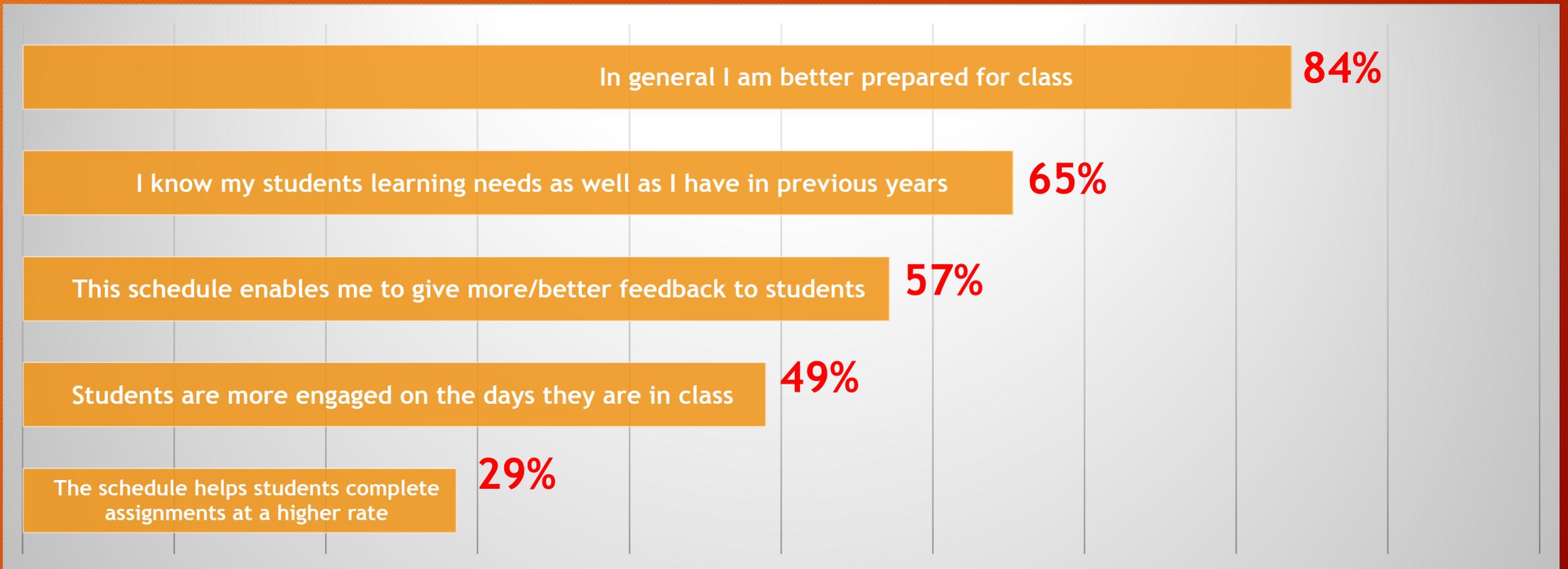
In fact, scores for team goal attainment are at a 6-year high

36

	2023	23 vs 5-year average
Proactively identifying and addressing student problems	94%	+13%
Communicating with parents	94%	+16%
Maintaining equitable academic expectations for students of different races, genders, and identities	94%	+6%
Meeting the needs of students who have serious learning difficulties	91%	+16%
Ensuring discipline is equitable for students of different races, genders, and identities	90%	+18%
Supporting students with serious social, emotional, or personal problems	88%	+19%
Building a culture of respect and trust on the floor	87%	+9%
Helping students plan for the future	81%	+10%
Reinforcing core skills across the curriculum	79%	+6%
Working effectively with team level administrator	73%	+2%
Handling team issues without getting administration involved	73%	-2%

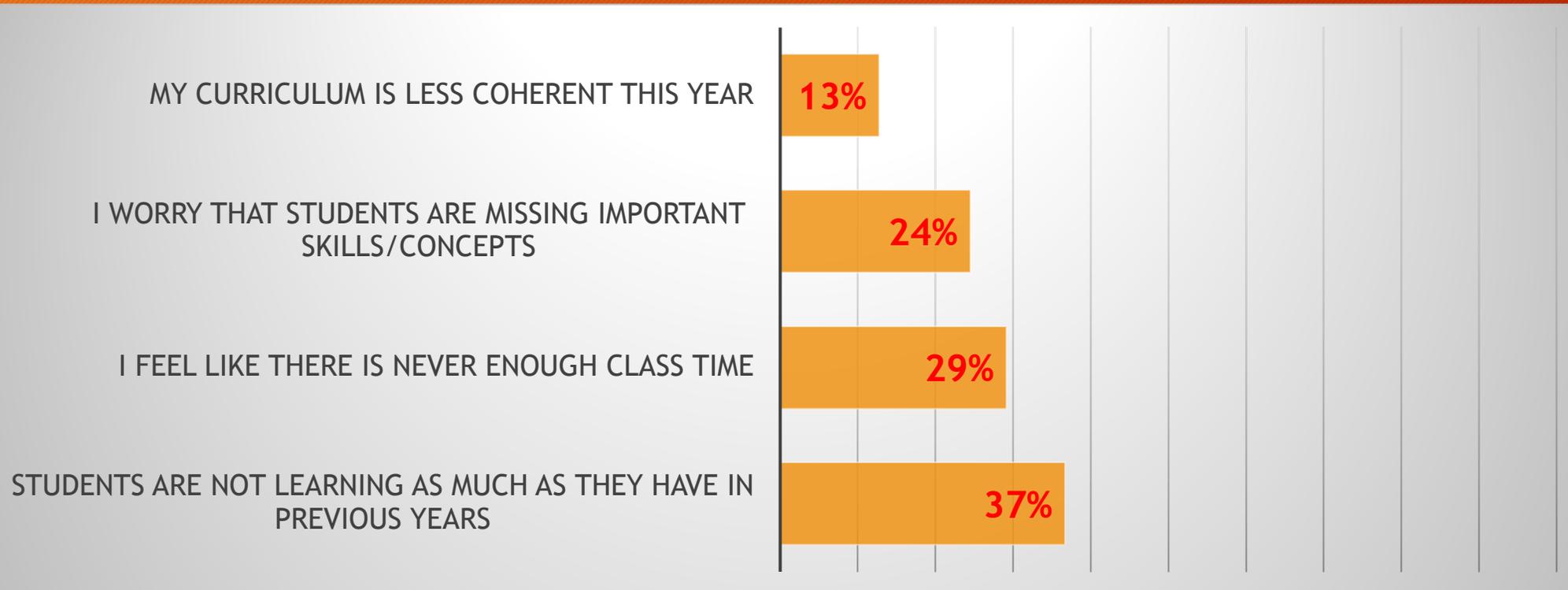
Are intended benefits of the schedule being realized?

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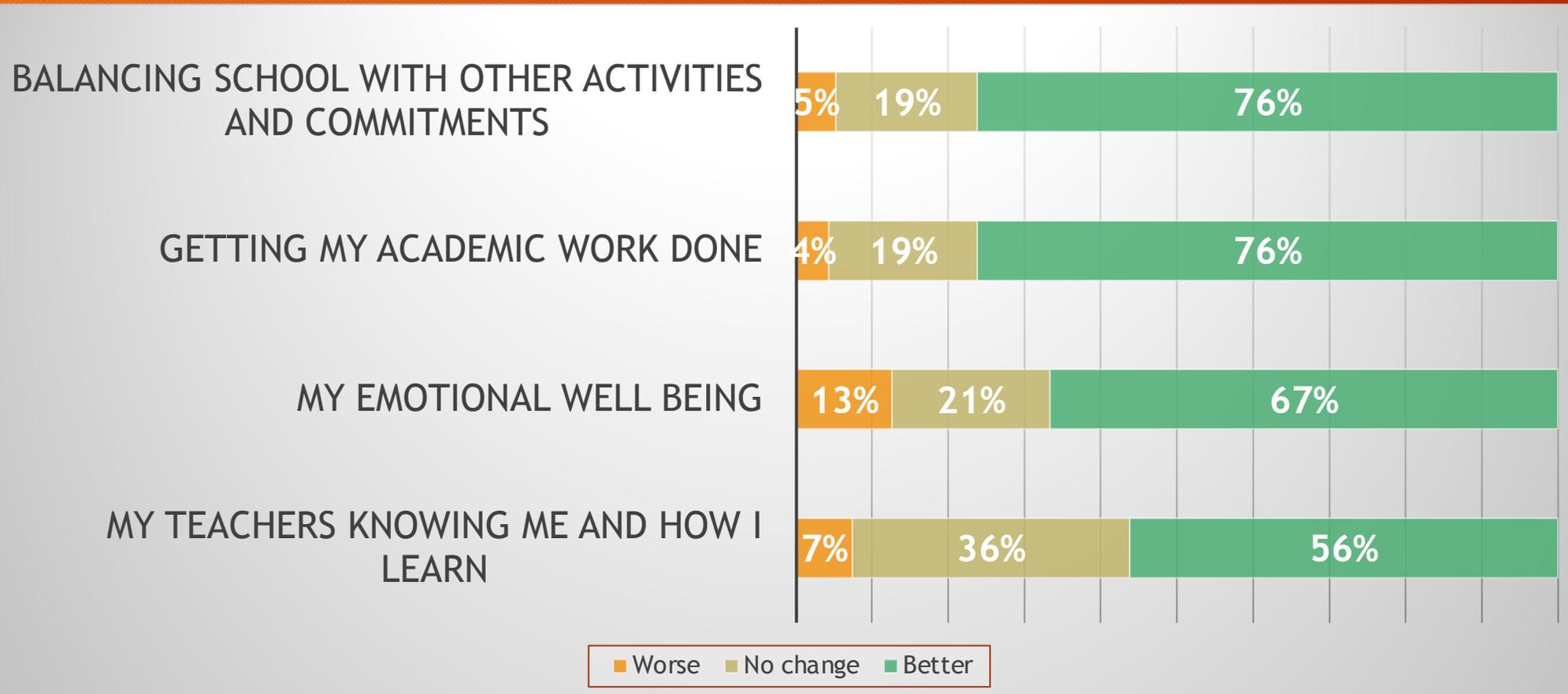
Are potential drawbacks of the schedule being addressed?

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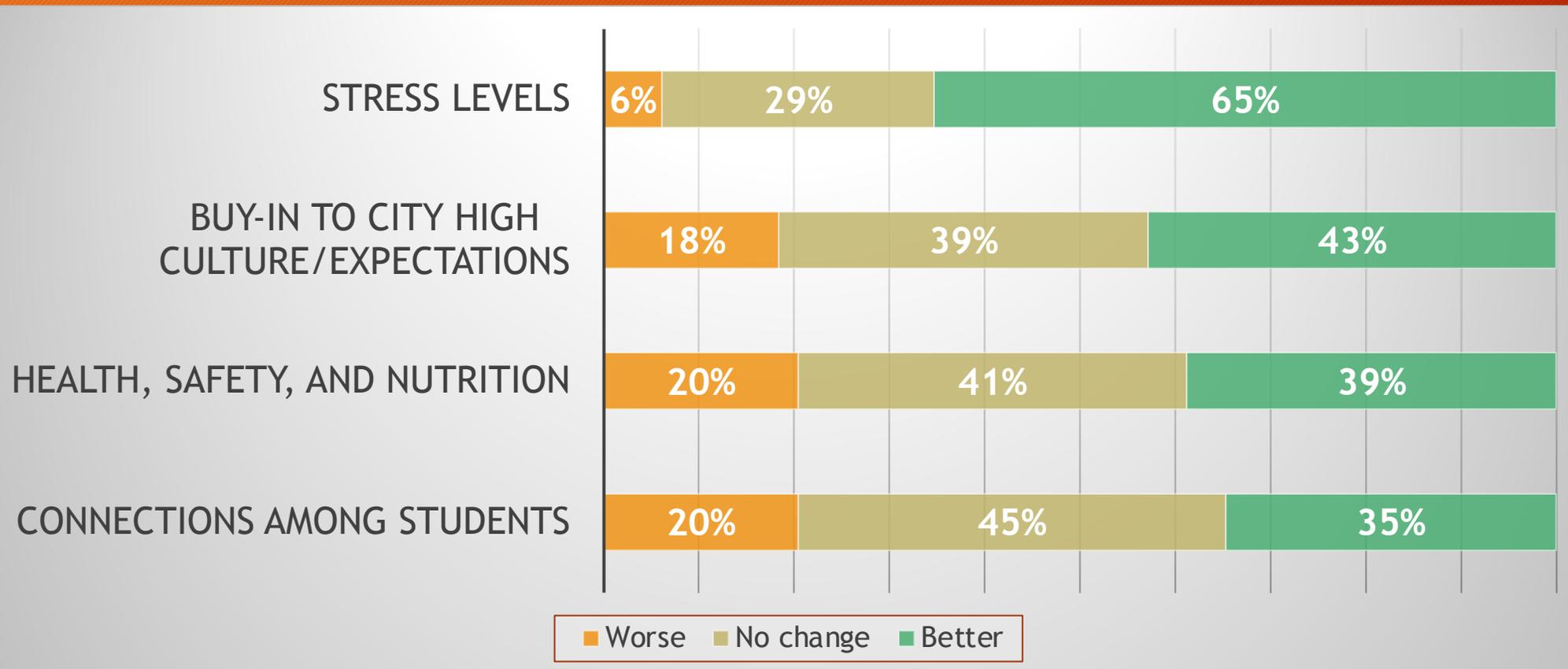
Students have strongly positive views of how 4PLUS impacts them

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Faculty views of 4PLUS impacts on students are positive to neutral

40



9th graders report using their Mondays differently

41

Less likely

Catch up on schoolwork

Work for pay or in internship

Read something not assigned

Plan for life after high school

About the same

Medical or dental appointment

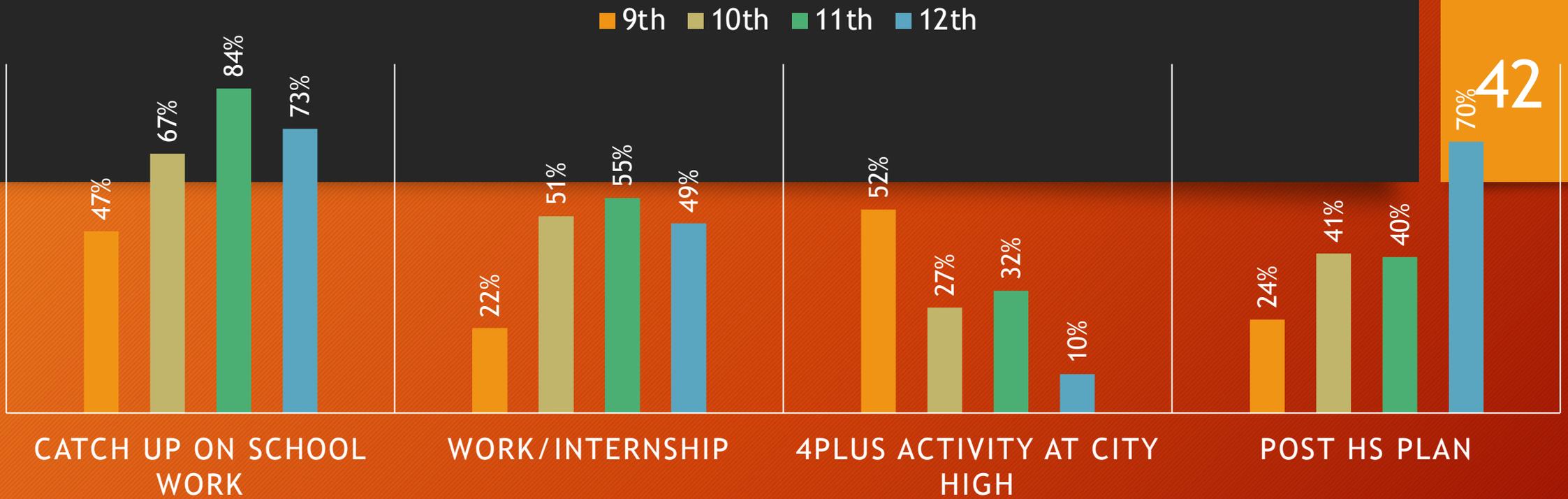
Exercise

Volunteer

Non-CH activity

More likely

Participate in a 4PLUS activity



Reported Monday activities

9th graders are also

43

MORE likely to say

Class time
feels
rushed

I have
goals for
how I use
my
Mondays

LESS likely to say

PROS

- Home/school balance
- Work and activities
- Appointments

CONS

- Impact of absence magnified
- School less of a priority
- Continuity in multi-day projects