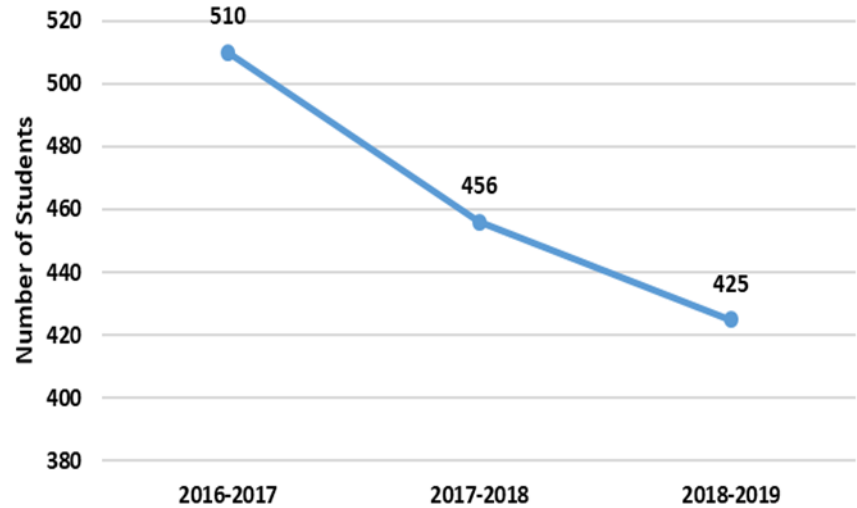


Annual Review of 2018-2019: City Charter High School Overview

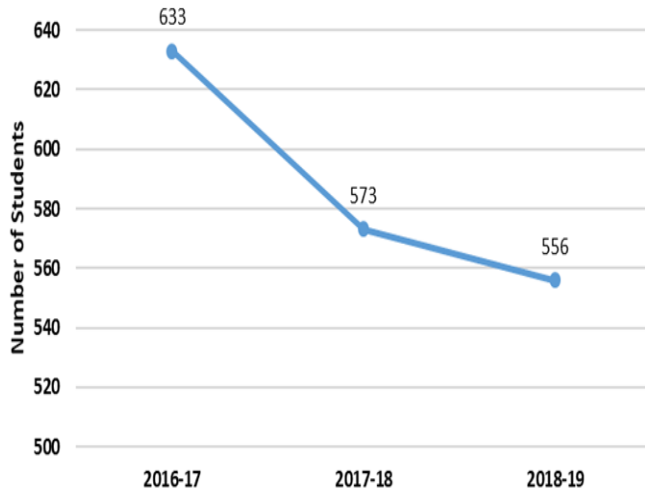
School Name	City Charter High School
Grades Served	9-12
Most Recent Site Visit	November 22, 2019
School Contact Information	201 Stanwix Street, Pittsburgh, PA 15222; (412)690-2489
Neighborhood Location	Downtown
School Leadership	Dr. Dara Ware Allen
Most Recent Renewal	July 2017
PPS Enrollment	425
Total Enrollment	556

2016-2017 Student Demographics		
Gender		
Female		54.5
Male		45.5
Race/Ethnicity		
Black		52.2
Asian		1.1
Hispanic		0.9
2 or More Races		10.6
American Indian/Alaskan Native		0
White		35.3
Historically Underserved		
Economically Disadvantaged		58.6
Special Education		21.9
English Language Learner		1.1

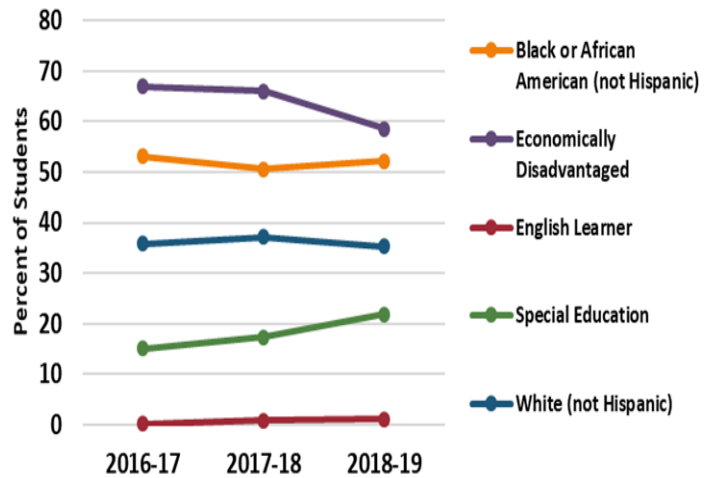
City Charter High School PPS Student Enrollment



City Charter High School Total Enrollment



City Charter High School Subgroup Enrollment



Graduation Rate

School Year	All	African American	White	ED	IEP
2016-2017	91.73%	91.38%	92.59%	93.55%	81.82%
2017-2018*	95.9%	95.7%	97.8%	95.1%	IS
2018-2019*	95.5%	91.4%	98.4%	93.1%	IS

*from Future Ready PA Index

Annual Review of 2018-2019: City Charter High School Academic Performance

School Performance Profile Score

The School Performance Profile (SPP) Score is a building level academic score based on academic achievement, growth and other academic indicators. The information in the SPP is also used for determining federal accountability status for Title I schools.

School Performance Profile Score		
2016-2017	2017-2018	2018-2019
 84	 76.5	 64.8

Source: www.paschoolperformance.org

The School Performance Profile (SPP) has declined over the past to years. While this is no longer the measure used for federal accountability reporting, the score is still calculated for each school and is based on the same measures as prior SPP scores which includes progress toward closing the achievement gap.

State Assessments

The Keystone Exams are end-of-course assessments designed to assess proficiency in the subject areas of Algebra I, Literature and Biology. The Keystone Exams are one component of Pennsylvania's new system of high school graduation requirements (delayed until the 2019-2020 school year). Results from the Keystone Exams are also used in the academic achievement and growth measure calculations on the SPP. Results from the last three tested years are presented in the table below.

Keystone Accountability Performance	All	Black	White	Economically Disadvantaged	Special Education
Literature					
2016-2017	72.7	60.3	84.1	66.7	29.4
2017-2018	71.2	57.5 X	87.2	69.3	36 X
2018-2019	66.7	63 X	70.3	62.7 X	30.8 X
Algebra					
2016-2017	64.1	47.5	79.1	60.7	23.5
2017-2018	42.3 X	24.4 X	72.3	37.4 X	15.4 X
2018-2019	40 X	27.8 X	54.1	29.6 X	7.7 X
Biology					
2016-2017	55.9	36.7	69.7	48.8	12.5
2017-2018	48.6 X	34.2 X	72.9	43 X	28 X
2018-2019	45.6 X	32.9 X	61.1 X	35.8 X	16.7 X

Source: Required Federal Accountability Reporting & Future Ready PA Index

In 2019, there were declines in student performance in Literature for all student groups; in Algebra for All student groups, excluding the Black student group; and in Biology for all student groups. As reported on the Future Ready PA index, in Literature the Black, Economically Disadvantaged, and Special Education student groups did not meet the Interim goal/Improvement Target (X); in Algebra the All, Economically Disadvantaged, and Special Education student groups did not meet the Interim Goal/Improvement Target (X); In Biology the all student groups did not meet the Interim Goal/Improvement Target (X).

Annual Review of 2018-2019: City Charter High School Academic Performance

Pennsylvania Value-Added Assessment System (PVAAS)

PVAAS is Pennsylvania's Value-Added Assessment System. This performance measure represents the academic growth of students taking the Pennsylvania System of School Assessments (PSSA) or Keystone Exams relative to their entering achievement and the average statewide growth during the reported year.

Academic Growth Expectations	
Literature All Student Group Did Not Meet the Standard Demonstrating Growth	
Academic Growth Score	59.0
Algebra All Student Group Exceeds the Standard Demonstrating Growth	
Academic Growth Score	92.0
Biology All Student Group Exceeds the Standard Demonstrating Growth	
Academic Growth Score	100.0

Source: Future Ready PA Index

PVAAS reporting for 2019 shows that the school did not meet the standard for PA Academic Growth in Literature and exceeded the standard for PA Academic Growth in Algebra and Biology.

Future Ready PA Index

The Future Ready PA Index is a collection of school progress measures related to school and student success. The index includes a range of assessment, on-track, and readiness indicators to more accurately report student learning, growth, and success in the classroom and beyond.

On-Track Measures

Regular Attendance

This indicator is the percentage of students enrolled in a school for 60 or more school days and present 90 percent or more of these school days. This is a lagging indicator indicating data is from the year prior to the reporting year.

All Student Group Meets Performance Standard	
Percent Regular Attendance	83.6%

College and Career Measures

This indicator represents the percent of students who demonstrate engagement in instruction and activities to satisfy the Career Education and Work Academic Standards as mandated by Chapter 4 regulations and in accordance with District Comprehensive Plans and Chapter 339 K-12 Guidance Plans School entities must

Annual Review of 2018-2019: City Charter High School Academic Performance

demonstrate that students have met the full continuum of career readiness expectations as defined for each grade span.

All Student Group Meets Performance Standard	
Percent Career Standards Benchmark	96.9%

High School Graduation Rate

Percent Graduation 4-Year Cohort: This indicator is the percentage of students who graduate with a high school diploma in a four-year cohort group. This measurement is a lagging indicator.

All Student Group Meets 2030 Statewide Goal	
Percent Graduation 4-Year Cohort	95.5%

Industry-Based Learning

This indicator is the percentage of 12th graders that demonstrate at least one of the following:

- Scored competent or advanced on Industry Standards-Based Competency Assessments (NOCTI/NIMS)
- Earned at least one Industry-Recognized Credential
- Completed a Work-Based Learning Experience

Percent Industry-Based Learning	0.8%
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Rigorous Courses of Study

This indicator is the percentage of 12th graders who participated in at least one Rigorous Course of Study, defined as Advanced Placement (AP), International Baccalaureate (IB), or dual credit courses during grades 7-12, or in a concentrated CTE program of study.

Percent Rigorous Courses of Study	20.0%
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Post Secondary Transition to School, Military, or Work

This indicator is the percentage of high school graduates who have enrolled in an institution of higher education, enlisted in the military, or entered the workforce within sixteen (16) months after their graduation date. This is a lagging indicator.

Post Secondary Transition	
Percent Graduates	94.3%
Post Secondary Education	83.7%
Enlisted Military	7.3%
Entered PA Workforce	59.3%

The findings and recommendations for categories rated as Insufficient (IS) or Sufficient with Exceptions (SE) presented below are based on observations and the review of requested resources by the PPS Review Team at the charter school annual site visit. Findings should be addressed prior to the next annual visit (time permitted). Any findings and/or recommendations considered a possible violation of the charter agreement with PPS and/or the PA Charter School Law **must** be addressed prior to the next annual site visit.

Findings:

Administration: **SE:**

- * Teacher Induction plan - no documentation or rubrics for the three categories of teachers
- * Scheduling - no documentation of course description or a scope and sequence

IS:

- * Discipline Plan - no evidence of a progressive discipline matrix; no evidence of managing student behaviors by tiers of infractions or an example of a teacher student referral process

Assessment: **IS:**

- * Literature - The Black, Economically Disadvantaged, and Student with Disabilities student groups did not meet the Interim Goal/Improvement Target. The All and White student groups met the Interim Goal/Improvement Target. Performance declined in all student groups, except the Black student group.
- * Algebra - The All, Black, Economically Disadvantaged, and Student with Disabilities student groups did not meet the Interim Goal/Improvement Target. The White student group met the Interim Goal/Improvement Target. Performance declined in all student groups except the Black student group.
- * Biology - None of the student groups met the Interim Goal/Improvement Target. Performance declined in all student groups.

Charter Office: All review criteria rated as Sufficient

Curriculum: **SE:**

- * Using Data - no evidence of how assessment data is used to inform instruction
- * Curricula - Common Core aligned; aligned to standards of mathematical practices, which are not content specific; documentation that the ELA curricula is aligned to CCSS, no direct alignment in evidence to the PA Core

Facilities: See report.

Finance: **SE:**

- * Revenue and Expense Consistency

Special Education: All review criteria rated as sufficient