A+ Schools
Pittsburgh's Community Alliance for Public Education

Students Have Spoken: Will You Listen?
School Works Findings

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School Works Findings Report Outline

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SchoolWorks
An A+ Schools Opportunity Program

School Works Findings 2014

School climate, positive discipline practices, and staff instability concerns common at high poverty schools.

The findings from A+ Schools' 2014 School Works community action research are set in the context of Teen Bloc's Student Bill of Rights. When putting together their Bill of Rights, our students discussed what they need and want in order to succeed in school.

The findings represent the views of over 400 high school juniors and 26 principals, counselors, and teaching and learning environment specialists in our schools.

The trends are troubling and point to large inequities in our high schools. Students in our most vulnerable schools more often report violations of the basic rights embodied in the Student Bill of Rights. And often, the adults in the building agree with student assessments of school climate.

We believe the following must happen in order for our high schools to better foster our students' success:

- ⚒ **PPS should adopt the student Bill of Rights and make policy changes to help enforce them.**
- ⚒ **Schools, especially our most vulnerable schools, should organize staff to create positive and supportive school climates that treat students with dignity and respect.**
- ⚒ **All PPS schools should eliminate zero tolerance policies that suspend students on a first offense for minor and subjective infractions.**

Key Finding:

👎 **Adults and students in vulnerable schools experience greater challenges, especially with school climate and teaching.**

Additional Findings:

Positive School Discipline

👍 **Students believe discipline to be fairer at schools that use restorative justice practices more frequently.**

👎 **Chronic absenteeism increases at schools with greater numbers of zero tolerance policies.**

👎 **Few students report most teachers caring about their lives outside of school.**

Academic Resources & Counseling

👎 **Few schools report effective systems to transition students to college or career training, and most students only somewhat understand how to apply to college.**

Student Participation in Decisions

👎 **Students report feeling less able to discuss concerns with adults and participate in decisions than adults reported.**

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TeenBloc and the Student Bill of Rights

TeenBloc is a coalition of student leaders and organizers in Pittsburgh's high schools whose purpose is to raise the student voice and create positive change. TeenBloc is a program of A+ Schools and is supported by MGR: Youth Empowerment.

The Pittsburgh Student Bill of Rights (SBR) was developed by over 80 student leaders in a series of workshops and focus groups facilitated by TeenBloc members in 2013. It is modeled on the SBR found in New York City's Department of Public Education Discipline Code. In October 2013 TeenBloc launched its "We Deserve to be Served" campaign and garnered 1,700+ votes from high school students supporting the SBR.

Student Bill of Rights
Students have listed 10 rights they would like to see adopted by the School Board and included within the student code of conduct that is currently being revised.
These rights are:
1. Right to free expression
2. Right to participate in decisions that affect our education
3. Right to equitable academic resources
4. Right to a socially, emotionally, and physically safe and positive school climate
5. Right to inclusive teaching and learning environments in our classrooms
6. Right to be treated with respect and dignity by the school community
7. Right to effective teachers
8. Right to positive school disciplinary policies and practices
9. Right to equitable access to accelerated classes and academic counseling
10. Right to efficient transportation

Plan of Action
TeenBloc students have met with individual School Board members and Superintendent Dr. Linda Lane to discuss the SBR and the revisions to the student code of conduct. They will present to the School Board in May to make a formal request for inclusion of the ratified SBR into the revised student code of conduct and/or other appropriate policies.

For more information, please contact:
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- o Twitter: @Teen_Bloc
- o More information: www.aplusschools.org/our-programs/teenbloc/

TEENBLOC
STUDENTS ENGAGED IN LEADERSHIP

Adults and students in vulnerable schools experience greater challenges, especially with school climate and teaching.

An equitable education system provides every student with the support required to graduate and enroll in post-secondary education or training. Equity is not an even split of resources but rather a strategic allocation. The information we received from students and adults about the lack of support provided by adults to students in our most vulnerable schools only strengthens our resolve to improve policies and practices at PPS that will lead to equity, starting with the Student Bill of Rights.

We recap here the ways in which we give students that need more, less.

Student Voice
Right to free expression
In more vulnerable schools, <u>students</u> were more likely to report:
- Being less able to freely discuss concerns to adults who will listen
- Not being taken seriously when they've approached an adult with a concern

School Climate
Right to a socially, emotionally, and physically safe and positive school climate
Right to be treated with respect and dignity by the school community
Right to positive school disciplinary policies and practices
In more vulnerable schools, <u>students and adults</u> were more likely to report:
- Adults caring less about making their school a safe place for students
- Students receiving group punishments for the actions of individuals more often
- Fighting among students as problems in the school

<u>Students</u> were more likely to report:
- Being treated with disrespect
- Feeling less safe around their peers
- Feeling less confident that the Student Bill of Rights would be very effective once adopted

<u>Adults</u> were more likely to report:
- School less effective at implementing behavioral supports <u>AND</u> SEL skills for students
- Staff less likely to consistently model the school's expectations regarding student behavior
- Disciplinary action not aimed at addressing the cause of the behavior

- Staff members disciplining students based on race, ethnicity, sex, religion, or other characteristics more frequently
- Staff not actively addressing discriminatory comments from students when made towards other students
- Sexual harassment and bullying (student to student AND adult to student) as problems in the school
- Chronic absenteeism is <u>higher in more vulnerable schools</u>, with the top reasons being more school-related (transportation, lack of connectedness to school or staff, lack of school accountability) rather than home-related (physical or mental health, family issues, job/sibling care)

Effective Teaching
Right to inclusive teaching and learning environments in our classrooms
Right to effective teachers
In more vulnerable schools, <u>students and adults</u> were most likely to report:
- Fewer teachers who do what it takes to help students to succeed
- Fewer teachers that motivate students to work hard
- Fewer teachers that care about the lives of students outside of school

In more vulnerable schools, <u>students</u> were most likely to report:
- Fewer teachers available for helping students

In more vulnerable schools, <u>adults</u> were most likely to report:
- Fewer teachers knowledgeable in their subject area
- Fewer teachers that use a variety of methods to help students understand subject matter

Principals at more vulnerable schools were more likely to report a smaller percentage of teachers in their building who do the following:
- whatever it takes for their students to succeed (56% vs. 78% at less vulnerable schools, range: 33-95%)
- motivate their students to work (58% vs. 84% at less vulnerable schools, range: 40 – 100%)
- are knowledgeable about the subject area they teach (78% vs. 95% at less vulnerable schools, range: 60 – 100%)
- use different methods to help all students understand the subject matter (58% vs. 79% at more vulnerable schools, range: 33 – 100%)
- care about their students' lives outside of school (53% vs. 87% at less vulnerable schools, range: 33 – 100%)

Principals at more vulnerable schools were more likely to report:

- challenges staffing academic classes with high quality teachers and substitutes
- a higher percentage of new teachers (average: 25% in more vulnerable schools vs. 13% in less vulnerable schools)
- challenges retaining highly effective teachers in their buildings from year to year (average = 3 compared with 3.5 at less vulnerable schools; overall average: 3.3, range: 2-4)
- smaller percentages of their teachers receiving Distinguished ratings last August (average: 4% vs. 15% in less vulnerable schools)
- value-added and discipline data useful to supporting teachers improve

College and Career Preparation
Right to equitable access to academic resources
Right to equitable access to accelerated courses and academic counseling
In more vulnerable schools, <u>students</u> were more likely to report:
- Having less understanding about advanced courses and how to enroll in them
- Their schools less successfully helping them understand how to apply to a vocational program

In more vulnerable schools, <u>counselors</u> were more likely to report:
- Students receiving college support during a specific period of the day (such as homeroom or advisory time) rather than during a specific class or on their own time
- Students participating in SAT/ACT preparation activities and receive financial help paying for SAT/ACT testing fees
- Students NOT being assigned to a specific staff person to help with applying to college or a university
- Schools NOT effectively preparing students for college/ careers
- Fewer of their graduates went on to postsecondary education or training

Transportation
Right to efficient transportation
Students at vulnerable schools reported:
- Being less likely to get to and from school on a PAT bus provided by their school or through their parent driving
- Being more likely to use a school bus as their only form of transportation (19% total)

In vulnerable schools, <u>students and adults</u> believed that FEWER students could easily get to school on time.

What follows is an in-depth analysis of what was learned from this year's surveys.

Students have avenues for expression, feel less supported in discussing concerns with adults

👍 **Practices at some schools actively solicit student voice.**

👎 **Students don't know what they're allowed to do to express their opinions at school.**

Although students are permitted to express themselves in many ways at their schools, at least half of students do not know they can do most of these things.

👎 **Students feel less able to discuss concerns with adults and participate in decisions than adults reported they could.**

Just one out of five students surveyed feels very much able to discuss concerns with adults who will listen and participate in decisions affecting their education. On average, students feel less able to do these things than adults reported they could. Students in more vulnerable schools reported being less able to discuss concerns with adults who would listen and being taken less seriously when approaching adults with a concern.

Freedom of expression, which includes freedom of speech, of the press, of association, and of assembly and petition, is guaranteed in the First Amendment of the Constitution of the United States. It is also included in the Pittsburgh Public Schools' Student Code of Conduct. In writing this point into the Student Bill of Rights, TeenBloc student leaders emphasize not only their right to express themselves through various avenues at their schools, but they also seek to be heard by adults when approaching them with concerns in a respectful manner. Students also seek to take a more active role in their education by helping to give input into decisions that may affect them.

Right to free expression
Students do not know what they're permitted to do to express themselves at school.
- According to principals, students in all nine schools are permitted to express themselves in the following ways: publish a school newspaper, circulate petitions, set up information tables, post notices on bulletin boards, organize clubs, plan activities, and invite guest speakers.
- However, between 31-66% of students surveyed either did not know they could or believed they were not allowed to express themselves in those ways (see Figure 1). In several schools, students were not currently publishing a newspaper, organizing clubs, or inviting guest speakers.
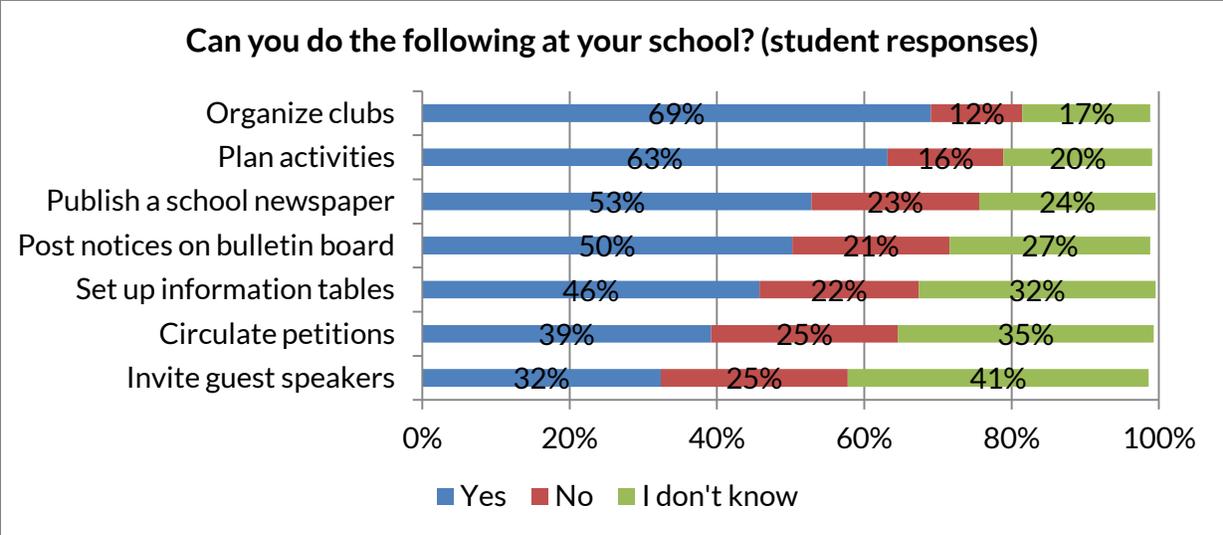
Can you do the following at your school? (student responses)

	Yes	No	I don't know
Organize clubs	69%	12%	17%
Plan activities	63%	16%	20%
Publish a school newspaper	53%	23%	24%
Post notices on bulletin board	50%	21%	27%
Set up information tables	46%	22%	32%
Circulate petitions	39%	25%	35%
Invite guest speakers	32%	25%	41%

Legend: ■ Yes ■ No ■ I don't know

Figure 1: Avenues for student expression

Right to participate in decisions that affect our education

Students and adults were asked to rate the extent to which students could discuss concerns with adults and participate in decisions that affect their education, on a scale from 1 to 4, with 1 being not at all and 4 being very much (see Figure 2).

Although a majority of students said they could either somewhat or very much do so, on average, students felt less able to do the following than adults said they could:

- freely discuss concerns to adults who will listen (students: 2.7, adults: 3.7)
- participate in decisions that affect their education (students: 2.6, adults: 3.4)

Just 38% of students felt taken seriously most or all of the time when they have approached adults with a concern, even if the result was not what they had hoped.
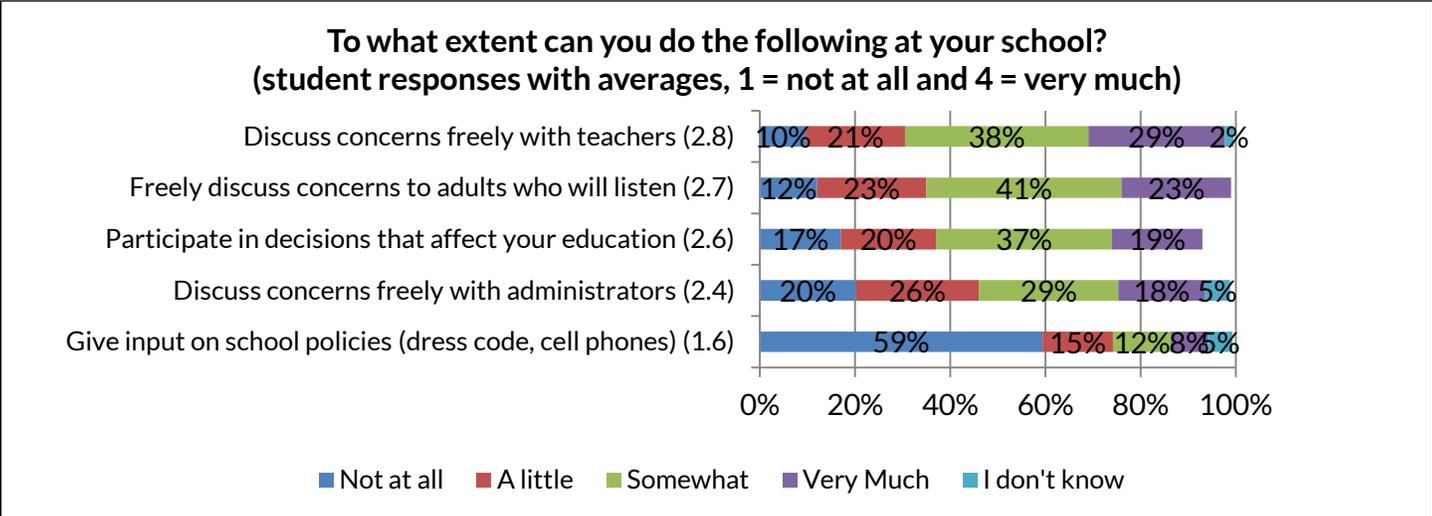
To what extent can you do the following at your school?
(student responses with averages, 1 = not at all and 4 = very much)

	Not at all	A little	Somewhat	Very Much	I don't know
Discuss concerns freely with teachers (2.8)	10%	21%	38%	29%	2%
Freely discuss concerns to adults who will listen (2.7)	12%	23%	41%	23%	
Participate in decisions that affect your education (2.6)	17%	20%	37%	19%	
Discuss concerns freely with administrators (2.4)	20%	26%	29%	18%	5%
Give input on school policies (dress code, cell phones) (1.6)	59%	15%	12%	8%	5%

Legend: ■ Not at all ■ A little ■ Somewhat ■ Very Much ■ I don't know

Figure 2: Discussing concerns with adults

Creating positive school climates continues to be a challenge for some schools

⌲ **About half of schools report practices highly effective at creating positive climates.** Practices include building positive relationships with students, clearly communicating and modeling expectations, and involving school staff, students, and families.

⌲ **A majority of students feel safe and respected at school and that adults care at least somewhat about making their school a safe and positive place for students, schools can do better.**
One-third of students only sometimes, if at all, feel respected by adults, and one-third of students (and half of adults) report that school staff members at least sometimes make discriminatory comments toward students.

👍 **Most schools have school wide plans for positive behavior support and teaching social and emotional learning skills.**

⌲ **Few schools report implementing behavioral supports effectively.**
Only half of students understand the reasons behind discipline or believe it to be fair. Only two schools reported high degrees of effectiveness in the following positive behavioral supports: (1) deliberately teaching students the school's expectations, (2) teaching students to replace inappropriate behaviors, and (3) staff consistently modeling the school's expectations.

⌲ **Students feel that restorative justice discipline practices are more fair, but only one-third of schools highly effective in such practices**
Students said that discipline was more fair in schools where adults reported highly effective restorative justice disciplinary practices, such as restoring relationships and addressing the cause of the behavior. Schools should strive to strengthen these practices to create a culture of respect and dignity.

⌲ **Good alternatives to suspension or detention not in place in many schools.** Principals report many zero tolerance behaviors that result in automatic suspension – it's concerning that fewer than half list suspension alternatives other than detention or in-school suspension.

👎 **Chronic absenteeism increases with greater numbers of zero tolerance policies.** When discipline takes students out of school, it interferes with academic learning.

According to research, part of creating positive learning environments for teachers and students requires schools to teach social and emotional learning skills (like learning how to share or express anger or frustration in a safe way) and putting in place a school wide system that recognize, models and reinforces positive behaviors rather than focusing in a punitive way on negative behaviors. Along with treating all students with respect and dignity, doing these things can keep students in school and open up their potential for learning.

30% of students and 50% of adults reported that school staff sometimes or often make discriminatory comments toward students.

According to the Department of Education Office of Civil Rights, black and brown students are three times as likely to be suspended as white students[1] and five times as likely to be suspended or expelled in Pittsburgh.[2]

Right to be treated with respect and dignity by the school community

We asked students a number of questions about being treated with respect and dignity in general by adults and while being disciplined (see Figure 3). On a positive note, he majority of students felt that they and their peers are often or always treated respectfully by school staff members (students: 2.8, adults: 3.3) and that staff actively address students when students make discriminatory comments toward one another (students: 2.7, adults: 3.2). On average, though, students perceived this issue to be more of a challenge than adults. Students in more vulnerable schools were more likely to report being treated with disrespect.

About 35% of students and 50% of adults reported that school staff members sometimes make discriminatory comments toward students, based on characteristics such as race, ethnicity, gender, or sexuality. 12% of students reported that staff members often or always make such comments.

Although fewer than half of students reported that staff members often or always discipline students in private (2.2), by contrast all of the principals and learning environment specialists reported that staff members often or always discipline students

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[1] Civil Rights Data Collection Data Snapshot: School Discipline, March 2014. Retrieved from http://ocrdata.ed.gov/Downloads/CRDC-School-Discipline-Snapshot.pdf.
[2] Department of Education, Office of Civil Rights, School District Level Data. Retrieved from http://ocrdata.ed.gov/Page?t=d&eid=27033&syk=6&pid=736.

in private (3.5). Disciplining students in private conveys respect by allowing students to receive discipline in a space where they can be more reflective about the harm they have caused to others. Doing so helps to foster a more positive environment in which students' dignity is preserved while they are being held accountable for wrongdoings.

6 of 9 schools reported that adults <u>never</u> discipline students based on race, ethnicity, gender, etc. or give group punishments for the actions of individual students. Three schools said these things happen, albeit rarely, these schools were more vulnerable schools.
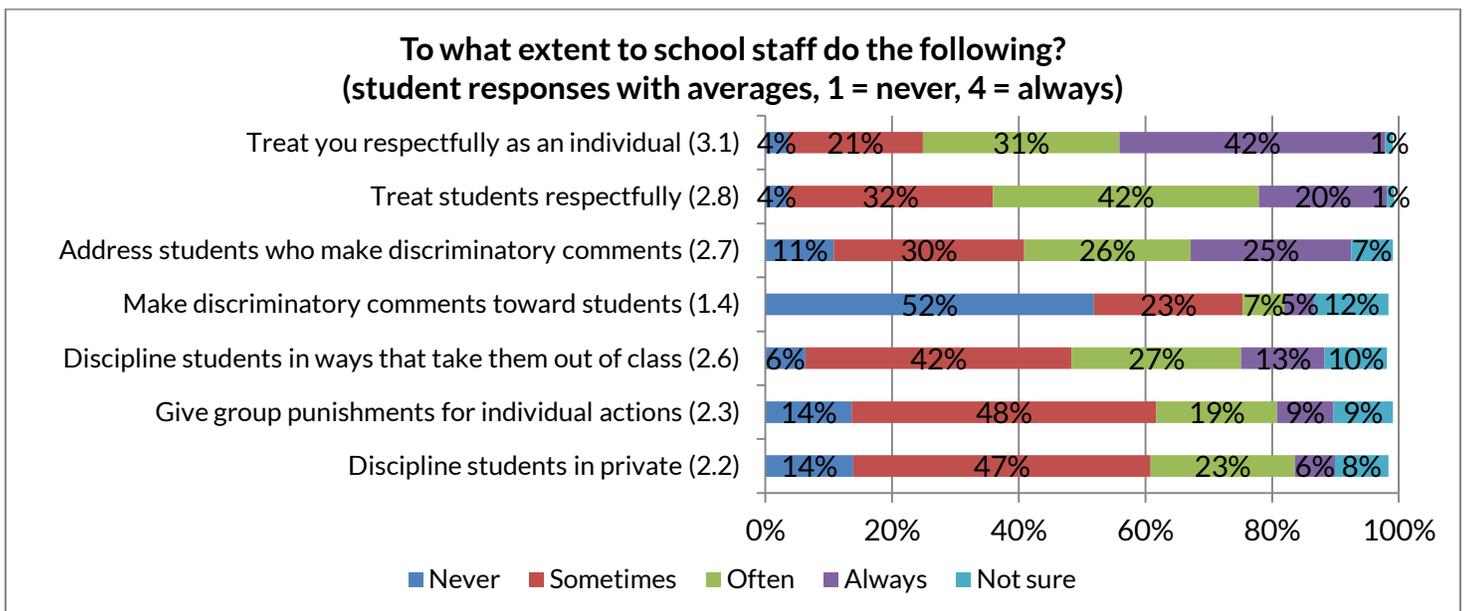
To what extent to school staff do the following?
(student responses with averages, 1 = never, 4 = always)

Question	Never	Sometimes	Often	Always	Not sure
Treat you respectfully as an individual (3.1)	4%	21%	31%	42%	1%
Treat students respectfully (2.8)	4%	32%	42%	20%	1%
Address students who make discriminatory comments (2.7)	11%	30%	26%	25%	7%
Make discriminatory comments toward students (1.4)	52%	23%	7% 5%	12%	
Discipline students in ways that take them out of class (2.6)	6%	42%	27%	13%	10%
Give group punishments for individual actions (2.3)	14%	48%	19%	9%	9%
Discipline students in private (2.2)	14%	47%	23%	6%	8%

Figure 3: Being treated with respect and dignity

Right to a socially, emotionally, and physically safe and positive school climate

When asked about feelings of safety and whether adults cared about making school a safe and positive place for students (see Figure 4), overall, about 7 out of 10 students reported <u>somewhat</u> or <u>very much</u>:

- feeling safe at school (3.0) and around their peers (2.9); however, students in more vulnerable schools were less likely to feel safe around their peers
- staff care about making school a <u>safe</u> place for students (students: 3.0, adults: 3.6)
- staff care about making school a <u>positive</u> place for students (students: 2.9, adults: 3.6); however, students in more vulnerable schools

1 in 4 students feel that staff care <u>not at all</u> or <u>a little</u> about making school a safe and positive place for students.

were less likely to report staffing caring about making school a positive place for students
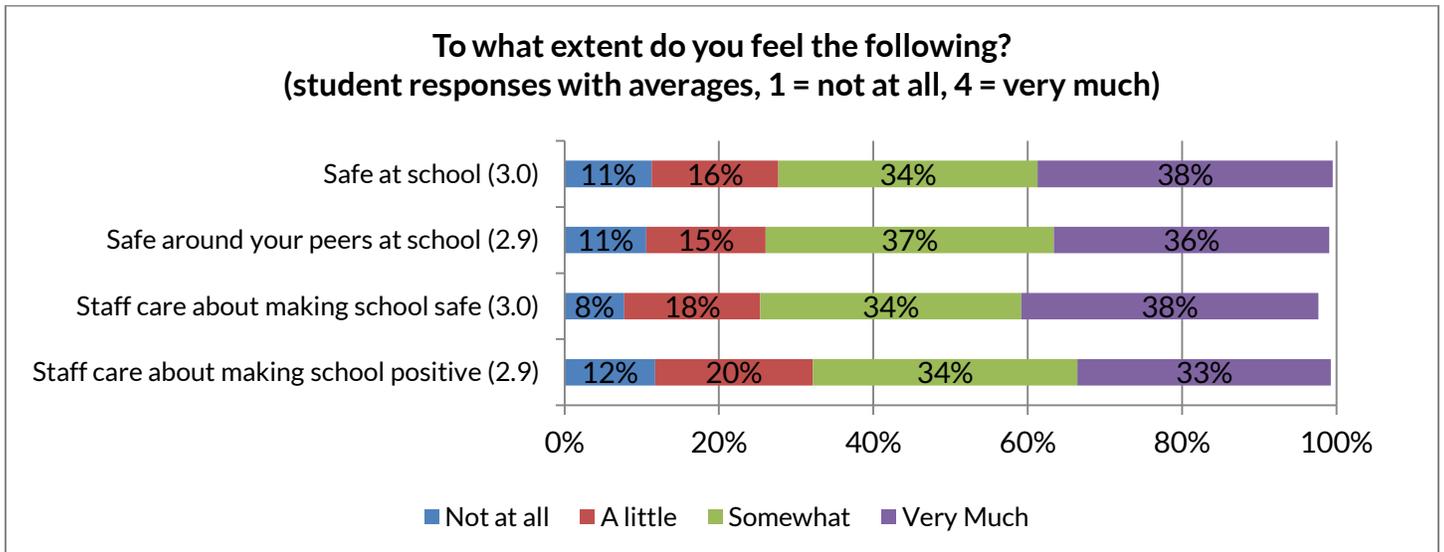
To what extent do you feel the following?
(student responses with averages, 1 = not at all, 4 = very much)

	Not at all	A little	Somewhat	Very Much
Safe at school (3.0)	11%	16%	34%	38%
Safe around your peers at school (2.9)	11%	15%	37%	36%
Staff care about making school safe (3.0)	8%	18%	34%	38%
Staff care about making school positive (2.9)	12%	20%	34%	33%

Figure 4: Is school safe and positive for students?

When asked about a variety of issues that could be problems at their school, the majority of adults and students felt they were not at all or just a little problematic (see Figure 5).

- Students generally perceived fighting to be more of a problem than adults (students: 2.7, adults: 1.9).
- On average, adults rated the following issues to be not at all or a little problematic: students bullying students (2.2), drugs (2.1), fighting (1.9), sexual harassment (1.7), students bringing weapons (1.5).

In more vulnerable schools, adults were more likely to report bullying and sexual harassment (between students AND between students and staff) as problems at their school.

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To what extent are the following a problem?
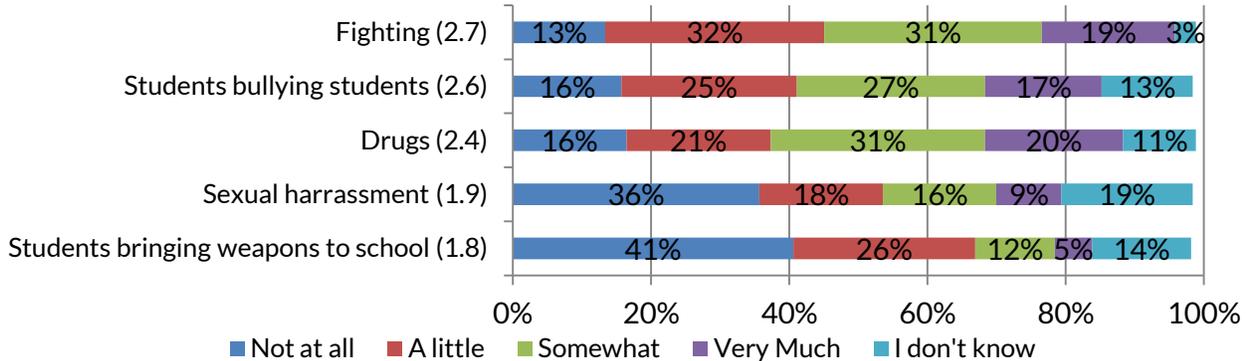**(student responses with averages, 1 = not at all, 4 = very much)**

	Not at all	A little	Somewhat	Very Much	I don't know
Fighting (2.7)	13%	32%	31%	19%	3%
Students bullying students (2.6)	16%	25%	27%	17%	13%
Drugs (2.4)	16%	21%	31%	20%	11%
Sexual harrassment (1.9)	36%	18%	16%	9%	19%
Students bringing weapons to school (1.8)	41%	26%	12%	5%	14%

Figure 5: Few students perceive certain issues as very problematic

Bathroom accessibility
On average, adults reported that students often (3.2) have access to bathrooms when needed, but students reported having access only sometimes (2.3).

Only a third of adults and even fewer students reported that students' bathrooms were always kept clean and well-stocked (see Figure 6).

At schools where adults reported socially, emotionally, and physically safer and more positive school climates for all students, there were also lower rates of chronic absenteeism.

The bathrooms at my school always have the following (student responses)

■ Yes   ■ No

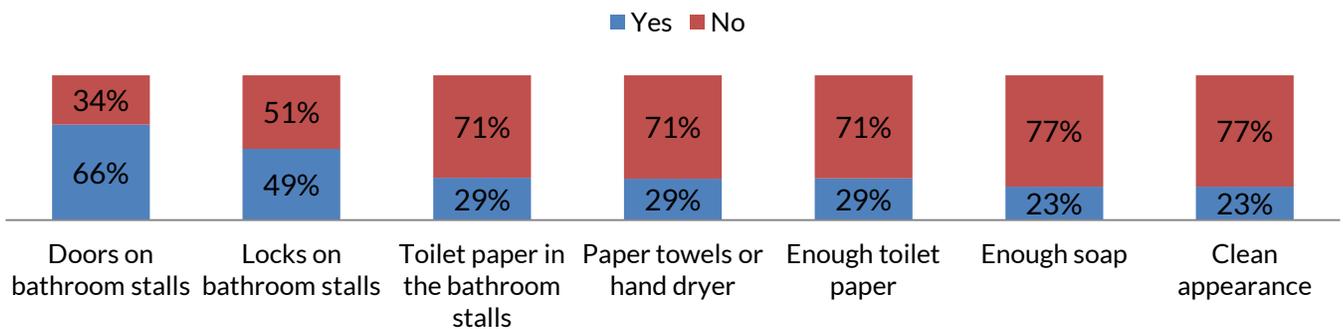|	Yes	No
Doors on bathroom stalls	66%	34%
Locks on bathroom stalls	49%	51%
Toilet paper in the bathroom stalls	29%	71%
Paper towels or hand dryer	29%	71%
Enough toilet paper	29%	71%
Enough soap	23%	77%
Clean appearance	23%	77%

Figure 6: How well are student bathrooms maintained?

We asked school principals and learning environment specialists the degree to which their school's practices create a socially, emotionally, and physically safe and positive school climate for every student:

- Five schools reported they were doing these things very well ("4"). Their strategies include consistent and structured opportunities for students and adults to build positive relationships, clear communication and modeling of expectations, and involvement of students, staff, and families. **Higher ratings were given at schools with lower reported rates of chronic absenteeism.**
- 6 out of 9 schools said their staff places a <u>high</u> priority on making the school safe, positive, <u>and</u> academically rigorous for all students. 3 schools said the staff only <u>sometimes</u> prioritizes these things.

Chronic absenteesim
- The staff members at all 9 schools reported having a system for monitoring absenteeism and intervening before a student becomes chronically absent, meaning missing 10% or more of school days for any reason, excused or unexcused.
- School staff reported monitoring attendance patterns in relation to certain data on a scale of 1 to 4, with 1 being not at all and 4 being very much: suspensions (3.7), student feelings of safety (3.3), transportation (3.1), and engagement in coursework (3.1).
- Chronic absenteeism is <u>higher in more vulnerable schools</u>, with the top reasons being more school-related (transportation, lack of connectedness to school or staff, lack of school accountability) rather than home-related (physical or mental health, family issues, job/sibling care)

Right to positive school disciplinary policies and practices

The US Department of Education's Office of Special Education Programs recommends the following best practices for implementing positive behavioral intervention support systems:1. proactively addressing student behavior by involving the whole staff in carrying out practices that contribute to positive student behavior, 2. establishing a school wide focus on teaching all students socially acceptable behaviors and providing positive reinforcement, 3. regularly monitoring specific data and using it to determine when to intervene with high risk students to provide effective supports, and 4. providing supports that staff would be able to provide consistently.

The Collaborative for Academic, Social, and Emotional Learning defines social and emotional learning (SEL) skills as the processes through which children and adults acquire the knowledge, attitudes, and skills they need to recognize and manage their emotions, demonstrate caring and concern for others, establish positive relationships, make responsible decisions, and handle challenging social situations constructively. **Positive behavioral support and social emotional learning are particularly important educational components in high poverty schools where the socio-economic and culture divide between staff and students is wide.**

We asked principals, counselors, and learning environment specialists if they had school wide plans for developing students' social and emotional learning skills and for positive behavioral supports for students.

- While all 9 schools reported having a school wide system for developing students' <u>social and emotional learning skills</u> (i.e., managing emotions, establishing positive relationships, making responsible decisions), only 1 school reported being highly effective at developing SEL skills. Adults at more vulnerable schools reported being less effective at developing students' SEL skills.

- While 7 of 9 schools reported having a school wide <u>behavioral support</u> plan, only 2 schools reported being highly effective at implementing <u>all</u> of the following best practices: (1) deliberately teaching students behavior expectations, (2) teaching students how to replace inappropriate behaviors with appropriate ones, and (3) staff consistently modeling behavior expectations. More vulnerable schools staff were less likely to report effectively implementing positive behavioral support plans.
    - Principals felt their schools did a better job <u>teaching behavioral expectations</u> (3.8 out of 4) than <u>modeling</u> them (3.2) or teaching students how to <u>replace inappropriate behaviors</u> with appropriate ones (3.2). This is consistent with previous School Works findings.

- Of the 3 schools reporting high effectiveness at implementing behavioral supports for all students, the practices they identified using were positive incentives, engaging parents and students, working with teachers who give referrals to students frequently, and engaging students in learning.

- On average, principals gave their school a rating of 2.8 out of 4 for effectiveness developing SEL skills and 3.1 out of 4 for effectiveness with positive behavioral supports. More vulnerable schools were less likely to give high ratings.

We asked students questions that would indicate the extent to which they were experiencing the intended outcome of positive behavioral support and learning social and emotional skills. These questions involved whether students felt disciplinary action was fair and whether they knew which actions would lead to which types of discipline (see Figure 7). We asked students these questions to understand if they were experiencing the intended outcomes of positive behavioral support and learning social and emotional skills.

In schools where principals and LES's reported <u>more effectively</u> teaching students expectations regarding behavior, the students in those schools reported <u>more frequently</u> knowing which actions would lead to which types of discipline.

- About half of students agreed that disciplinary action taken against students was <u>often</u> or <u>always</u> fair
- About two-thirds of students reported <u>often</u> or <u>always</u> understanding which actions would lead to which types of discipline
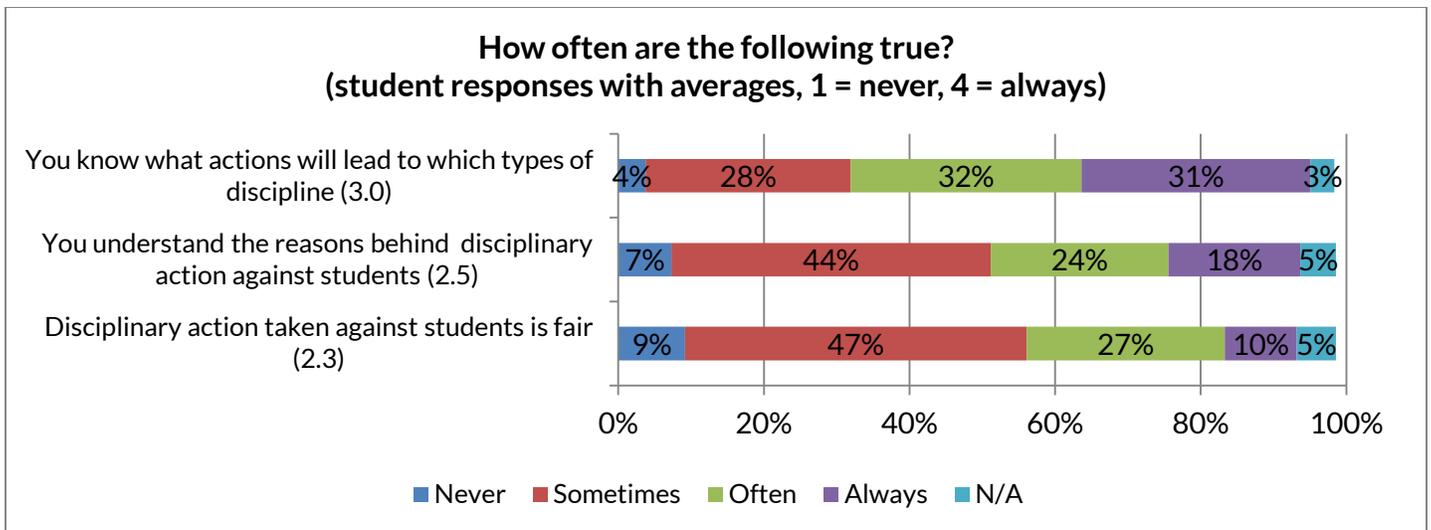
How often are the following true?
(student responses with averages, 1 = never, 4 = always)

	Never	Sometimes	Often	Always	N/A
You know what actions will lead to which types of discipline (3.0)	4%	28%	32%	31%	3%
You understand the reasons behind disciplinary action against students (2.5)	7%	44%	24%	18%	5%
Disciplinary action taken against students is fair (2.3)	9%	47%	27%	10%	5%

Figure 7: Indicators of whether students experience positive behavior support

Restorative Justice Practices
Restorative justice philosophy focuses on repairing harm done to people and relationships rather than punishing offenders as is practiced in the criminal justice system. An emphasis on healing and empowering those affected by conflict can enhance social cohesion and create a more positive school climate that will foster young people growing into productive adults.

> *Schools with more zero tolerance policies reported higher rates of chronic absenteeism.*

The foundational premise of restorative justice philosophy is that conflict harms relationships and justice requires the healing of the harm as much as possible. Restorative justice is a collaborative process that actively involves the individuals most directly affected by a conflict: victims receive reparation from wrongdoers, offenders take responsibility for wrongdoing, and communities of care surrounding the victims and offenders work toward reconciliation and restoring all relationships involved.

A restorative approach to conflict confronts and disapproves of wrongdoing while simultaneously affirming the intrinsic worth of the offender. Restorative practices provide an opportunity for primary stakeholders to come together to share their feelings, describe how they were affected and develop a plan to repair the harm or prevent a reoccurrence. Restorative responses require a shift in a school's view of conflict, aiming to make all stakeholders feel safe and included. They also afford educators the opportunity to model and instill positive behavior in their students.[3]

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[3] See eg. McCold and Wachtel.

We asked principals and learning environment specialists how often discipline was implemented using restorative justice practices. Although on average, school staff reported implementing these practices often (see Figure 8), only 3 schools reported <u>always</u> practicing <u>all</u> of these strategies.
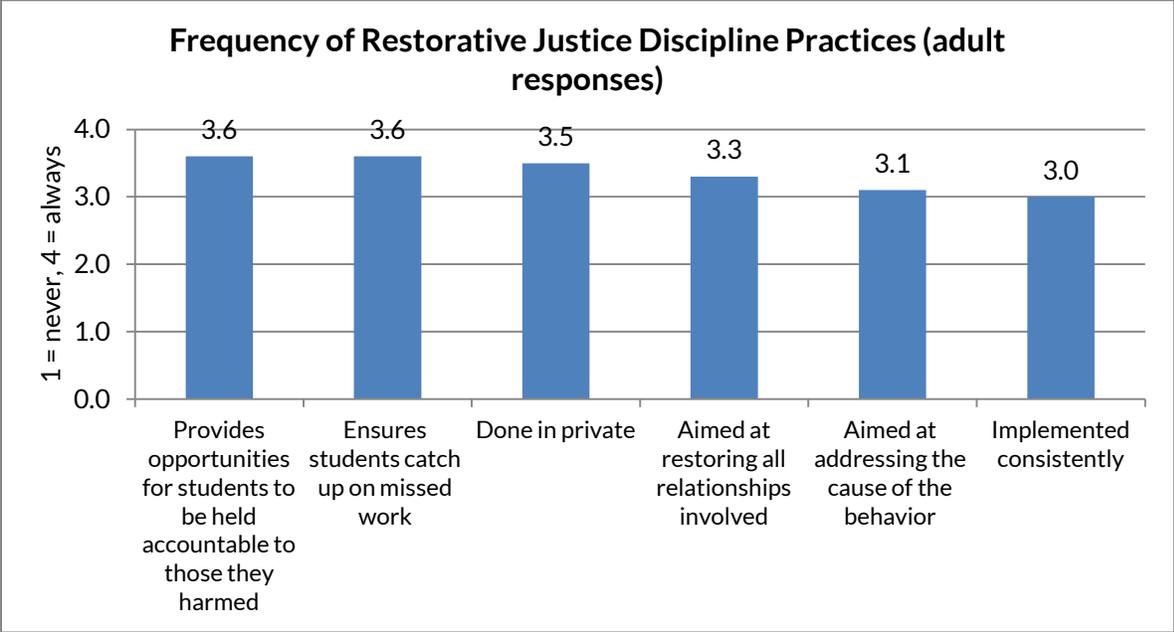
Frequency of Restorative Justice Discipline Practices (adult responses)

Figure 8: Frequency of restorative justices practices

In schools where students said discipline was fair MORE often, the adults said that discipline MORE often involved addressing the cause of the behavior, restoring all relationships involved, ensuring students catch up on missed work, keeping students in class, avoiding group punishments for the actions of individual students, and avoiding disciplining students based on race or other characteristics.

In more vulnerable schools, adults reported that discipline practices were less likely to be aimed at addressing the cause of behavior.

Student input on disciplinary policies
According to principals and learning environment specialists, students in 6 of 9 schools can provide input on how disciplinary policies are working in practice. They do this through focus groups and surveys, meetings with principals, student groups & mentoring programs, and helping to create the school's behavior plan. We did not ask students about their ability to provide input on disciplinary policies.

Referrals, Suspensions, and Alternatives to Suspensions

We asked principals to estimate how many student referrals they had received in January, as well as how many of those referrals resulted in suspension. Suspension rates as a percentage of referrals ranged from 0 – 80%.

Tracking office referrals
- Principals and learning environment specialists reported the top reasons students were referred to the office in January: disrespect (5 schools), insubordination (5), electronics (5), cutting class (4), fighting (3), classroom/school disruption (3), and inappropriate interactions with peers such as bullying (3).

Zero tolerance behaviors and alternatives to suspension
- We asked principals and learning environment specialists to list their school's zero tolerance behaviors—aside from district wide behaviors—meaning that on the first offense, students get suspended. Schools reported between 1-5 zero tolerance behaviors, including fighting (9 schools), swearing at teachers (5), disrespect and cutting class (3), electronics and theft (2), disruption and bullying (1)
- Schools with higher rates of chronic absenteeism also reported greater numbers of zero tolerance policies
- Schools reported between 2-5 alternatives to suspension, with detention (7) and in-school suspension (6) being the most common, followed by parent and student conferences (4), community service (3), and school team support (2). Parent conferences were listed as an alternative by all 3 schools that reported high levels of effectiveness at implementing behavioral supports for all students.

Adults and students agree about the quality of teaching in their schools

👍 **Most students and adults agree that teachers are knowledgeable.**

👎 **Half of students say most teachers motivate them, use a variety of teaching methods, and are available when they need extra help.**

👎 **Few students report most teachers caring about their lives outside of school.**

👍 **Observation and other strategies are being used to support teacher improvement.** Principals use different strategies to help struggling teachers improve, including the current observation system (RISE), facilitating peer support, coaching by mentors or teacher leaders, and district professional development.

👎 **Instability in the teaching force creates problems for vulnerable schools.** Half of principals said they could only retain highly effective teachers sometimes, and teacher churn varied widely, ranging from 9 – 44% of teachers new to the building in 2013-14.

👎 **Schools report challenges staffing core academic classes with high quality teachers and substitutes.** On average, principals report being able to staff core academic classes with high quality teachers sometimes and high quality substitutes rarely.

Effective teaching is the most significant school-based contribution to student learning, and it is a core equity issue. A+ Schools advocates for defining and measuring effective teaching, ensuring our most vulnerable students have effective teachers, and creating positive teaching and learning environments that support teachers to teach and students to learn.

PPS defines an effective teacher as someone who, "is a professional, who knows his or her subject, and teaches it well, inspiring and engaging all students as individuals to fulfill their personal and career goals, and accelerating learning so that all students are Promise-Ready."[4] We asked

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[4] Empowering Effective Teachers Update. Pittsburgh Public Schools Education Committee Meeting, January 3, 2013. Retrieved from http://www.pps.k12.pa.us/Page/1305.

students how many of their teachers had practices that reflect this definition of effective teaching (see Figure 9).

How many of your teachers do the following?
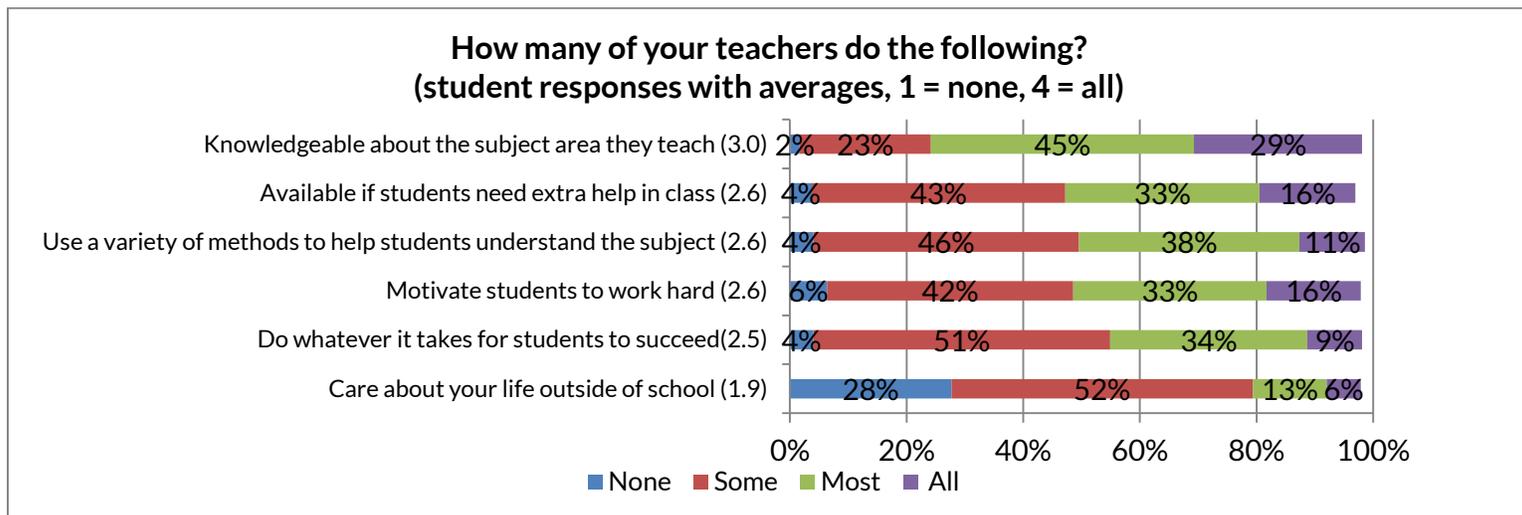**(student responses with averages, 1 = none, 4 = all)**

Practice	None	Some	Most	All
Knowledgeable about the subject area they teach (3.0)	2%	23%	45%	29%
Available if students need extra help in class (2.6)	4%	43%	33%	16%
Use a variety of methods to help students understand the subject (2.6)	4%	46%	38%	11%
Motivate students to work hard (2.6)	6%	42%	33%	16%
Do whatever it takes for students to succeed (2.5)	4%	51%	34%	9%
Care about your life outside of school (1.9)	28%	52%	13%	6%

Figure 9: Effective teaching practices

We found notable differences reported by students and adults in our more vulnerable schools as follows:

In more vulnerable schools, <u>students and adults</u> were most likely to report:
- Fewer teachers who do what it takes to help students to succeed
- Fewer teachers that motivate students to work hard
- Fewer teachers that care about the lives of students outside of school

In more vulnerable schools, <u>students</u> were most likely to report:
- Fewer teachers available for helping students

In more vulnerable schools, <u>adults</u> were most likely to report:
- Fewer teachers knowledgeable in their subject area
- Fewer teachers that use a variety of methods to help students understand subject matter

Staffing and Retention

Principals reported challenges staffing core academic classes with high quality teachers:
- On average, principals reported being able to adequately staff core academic classes with high quality teachers only <u>sometimes</u> (average: 3.0, range: 2-4) and with high quality substitutes only <u>a little</u> (average: 2.0, range: 1-4). Principals at vulnerable schools reported challenges staffing academic classes with high quality teachers and substitutes

- Among the supports shared by principals that would allow them to more effectively staff core academic classes with high quality teachers are earlier hiring, retaining the highest quality teachers, searching for candidates with a passion for teaching in urban schools, involving principals in recruiting, and recruiting high quality substitutes who have more training.

Principals report great disparities in teacher turnover and retention of highly effective teachers:
- The average percentage of new teachers in the building across the 9 secondary schools was 18%, but the range was 9 – 44%. Principals in vulnerable schools reported higher rates of teacher turnover.
- On average, principals reported being sometimes able to retain highly effective teachers in their buildings from year to year (average = 3.3). Five principals said they were very much able to do so, two principals said they were sometimes able, and two principals said they were rarely able to do so. Principals at vulnerable schools were more likely to report challenges retaining highly effective teachers.
- On average for full-time teachers new to schools this year, 7% were new to the district and 4% were placed from another school. Two schools had new teachers placed at their school from the furlough pool, and one school had new teachers placed into newly created positions at the school. Principals at vulnerable schools reported more new teachers in their buildings.
- 4% of full-time teachers had left their schools for any reason as of mid-February 2014 (range: 0 – 7%). The top reasons included resigning, medical leave, and family.

Quality Instruction – Evaluation and Supports for Teachers
New teacher evaluation system includes multiple measures for understanding teacher proficiency

In August 2013 teachers received their first performance evaluation under Pittsburgh's new teacher evaluation system. These evaluations were advisory only as PPS was providing a preview of what the ratings would be in order to help teachers understand what they might need to work on in the coming year when the evaluation system would officially be used in performance ratings.

The evaluation included classroom observation ratings, feedback from student surveys, and value-added measures that indicate how much teachers are growing students' learning from year to year. This system is part of the Empowering Effective Teachers Plan designed by teachers, the Pittsburgh Federation of Teachers (PFT) and Pittsburgh Public Schools (PPS) to increase the number of effective teachers, increase exposure of students with high needs to effective teachers, and ensure all teachers work in learning environments that support their ability to be effective.

Although this year was the first year that teachers received a combined rating including all three measures, teachers have been receiving data for these measures for multiple years

and have been formally observed by their principals for four years under the Research-based Inclusive System of Evaluation (RISE) developed by classroom teachers, PFT, and PPS. RISE involves multiple classroom observations throughout the year in which teachers receive an evaluation and feedback on practices within four different teaching domains: planning and preparation, the classroom environment, teaching and learning, and professional responsibilities.

- On average, principals said the teaching evaluation system <u>sometimes</u> helps them identify highly effective teachers and differentiate support for teachers at different levels of proficiency (average: 3.1 out of 4)
- Principals reported the following average ratings for teachers:
    - Distinguished: 10% (range: 1 – 30%); less in more vulnerable schools
    - Proficient: 79% (range: 63 – 98%)
    - Needs Improvement: 8% (range: 0 – 25%)
    - Failing: 2% (range: 0 – 8%)
- Principals reported how useful they found the following data to be when coaching and supporting teachers:
    - RISE (Research-based Inclusive System of Evaluation) observation system (3.4)
    - student course grades (3.2)
    - discipline data (3.0); more often reported helpful in vulnerable schools
    - student attendance (2.8)
    - Tripod student survey (2.6)
    - value-added data (2.1); more often rated helpful in vulnerable schools
    - other data: instructional rounds, college readiness, parent phone logs, and curriculum unit mapping
- When asked to identify the most effective supports for helping teachers who receive an evaluation rating of Needs Improvement or Failing, they identified observations and progress monitoring (6 principals), peer support (3 principals), coaching through a mentor or teacher leader (2 principals), and professional development offered by the district (2 principals).

Access to academic counseling for career and college prep still a challenge

⤵ **Majority of students reported that their schools taught them little if at all how to manage time or study.** These skills are critical for students to be successful in postsecondary education and careers.

⤵ **High school students only somewhat informed on graduation requirements, advanced course enrollment.** A quarter of students said they understood very little about which advanced courses were available or how to enroll in them. 64% said they very much understood the requirements for graduation. Students in more vulnerable schools more likely to be uninformed.

👍 **All schools report having a system to prepare students for college or careers, help students with college-related applications, and organize activities such as college tours.**

⤵ **Few schools reported very effective systems, and most students only somewhat understand how to apply to college.** Only 3 schools reported having highly effective systems to transition students to college or careers. A third of students felt their school had given them little to no help understanding how to apply to college. More of an issue in more vulnerable schools.

⤵ **In the majority of schools, academic counselors were responsible for preparing students for college and careers, but they struggle to meet these needs with high student caseloads.** Counselor caseloads average 360, and only a third of counselors receive regular training related to college preparation. In most schools, students receive college support during a specific class or period, but we do not know how well instructors are trained to support students in this way.

Right to equitable academic resources

We asked students the degree to which their school taught them how to manage time and study, key components of being prepared for the rigor of advanced courses and postsecondary education (see Figure 10).
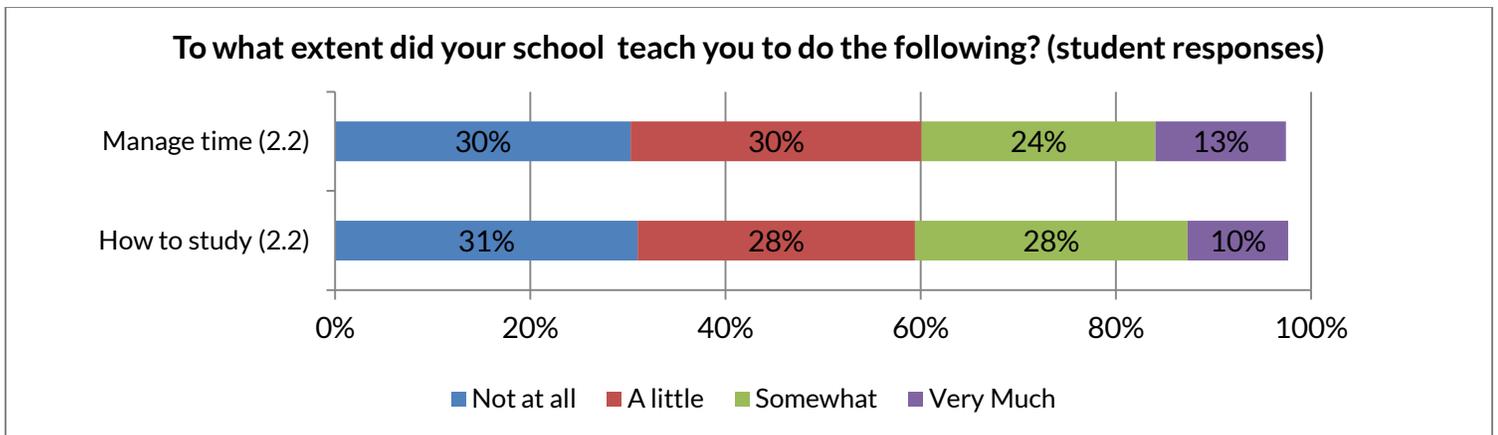
To what extent did your school teach you to do the following? (student responses)

	Not at all	A little	Somewhat	Very Much
Manage time (2.2)	30%	30%	24%	13%
How to study (2.2)	31%	28%	28%	10%

Figure 10: Time management and study skills

Students' Access to Course Materials
We asked students to tell us how what materials they're required to use that their school does not provide for them:

- 14% of students were not provided necessary textbooks
- 21% of students were not provided necessary calculators
- 42% of students needed computers at home
- 48% of students needed internet at home
- 7% of students said they were not provided other materials needed for their classes

> *At schools where more students are assigned to a staff person to help them apply to CAS or AP classes, students also report having a better understanding of what advanced courses are available.*

All principals except one said that every student has a book to take home for every core academic class. The people in charge of textbook inventory are a combination of teachers (including ITLs and content leaders) (7 schools), principals (5 schools), and other staff such as a bookroom clerk, department head, and learning environment specialist.

Right to equitable access to accelerated classes and academic counseling

We asked students about their understanding of advanced courses (see Figure 11):
- About 1 in 4 students reported not understanding which advanced courses were available and how to enroll in them; students in more vulnerable schools were less likely to know about advanced courses
- According to counselors, students are asked to be involved in choosing their courses in 8 out of 9 schools, and families are asked to be involved in 7 schools.
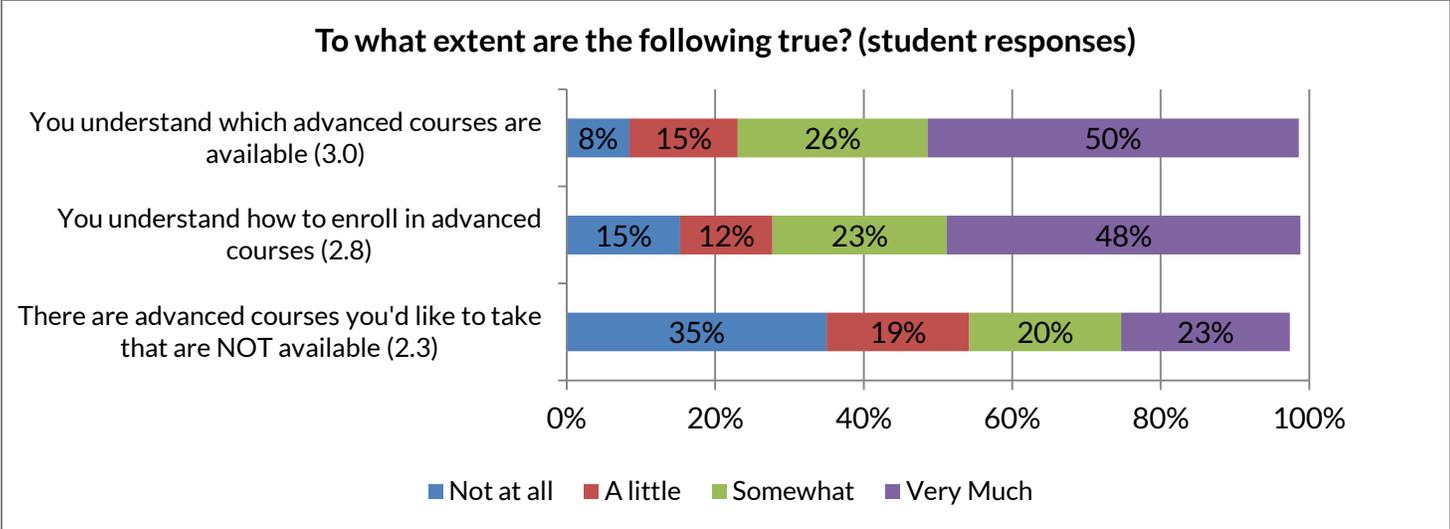
To what extent are the following true? (student responses)

You understand which advanced courses are available (3.0)	8%	15%	26%	50%
You understand how to enroll in advanced courses (2.8)	15%	12%	23%	48%
There are advanced courses you'd like to take that are NOT available (2.3)	35%	19%	20%	23%

■ Not at all ■ A little ■ Somewhat ■ Very Much

Figure 11: Advanced course enrollment

Participation in Advanced Courses

Students told us they were taking a range of advanced courses in core academic subject areas (English, Math, Social Studies, and Science) (see Figure 12):

In how many core subjects are you taking advanced (AP/CAS) courses? (student responses)

None, 19%
One, 18%
Two, 17%
Three, 15%
Four, 31%
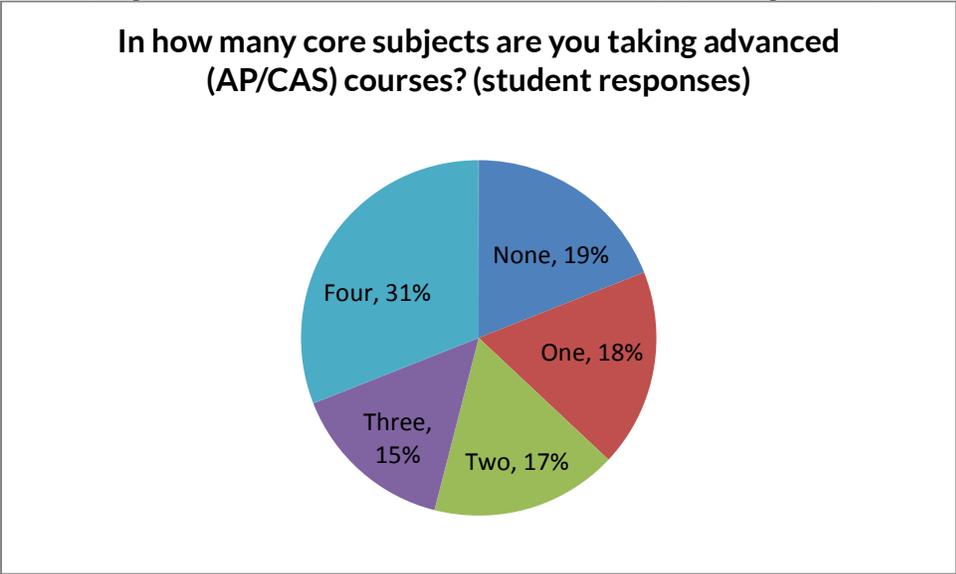
Figure 12: Students currently taking advanced courses

We also asked students about meeting with their academic counselor:

- On average at the time the survey was given, students had met with their counselor two times (range: 1-5).
- At schools where <u>students</u> can initiate meetings with counselors, they were more likely to have met with their counselor more times.

We asked counselors about their student caseloads and how they spend their time:

- On average, counselor caseloads were 362 (range: 301-562)
- 6 of the 11 counselors interviewed have students in grades 9-12, the other 5 counselors have students in 1 or 2 grades
- On average, counselors reported spending 55% of their work day with students and 35% doing administrative tasks
- On average at the time of their interviews in February, counselors had met individually with 70% of their caseload (range: 40-88%)

College and Career Preparation

We asked counselors about how their schools prepare students for college or careers. All 11 counselors reported having a school wide system of preparing all students to transition into college or careers.

1 out of 4 students said they were very prepared for life beyond high school, with the average being a 2.9 out of 4.

- On average, counselors reported a 3.5 out of 4 for their school's effectiveness at preparing students to transition to college/careers. 6 out of 9 schools were somewhat effective (3), and 3 out of 9 were very effective (4); counselors in more vulnerable schools rated their schools effectiveness lower.
- In 6 of the 9 schools, academic and transition counselors are the main staff responsible for supporting students to plan for college/career. In the other 3 schools, staff members in addition to counselors are also responsible. In more vulnerable schools, counselors reported that students are less likely to be assigned to a staff person for supporting college/career planning.
- Although 10 out of 11 counselors receive regular professional development (PD) specific to academic counseling, counselors at only 3 schools said they receive PD around college preparation for students
- All schools do the following to help students prepare for college:
  - organize at least one college tour
  - have college representatives meet with students.
  - update students of their Promise eligibility
  - help students apply for the Promise
  - help students fill out postsecondary and FAFSA applications
  - educate families about additional financial aid options besides the Promise
- All schools track the percent of graduates that attend postsecondary education (average: 74%, range: 50 – 98%); counselors in vulnerable schools report fewer students going on to post secondary education.

Meeting with students for college and/or career planning:
- Students receive college and career planning support during the following times: specific college prep class (6 schools), specific period (6 schools), on their own time (9 schools); students in more vulnerable schools were more likely to get planning support during a specific time or on their own time.

- 7 out of the 11 counselors interviewed meet with their students individually two times or more during the school year to establish personal goals and develop future plans

When we asked students how prepared they felt to transition to postsecondary education or training, the results were mixed (see Figure 13). Although a majority of students reported very much understanding the requirements to graduation, only 1 in 4 reported feeling the same way about applying to college.
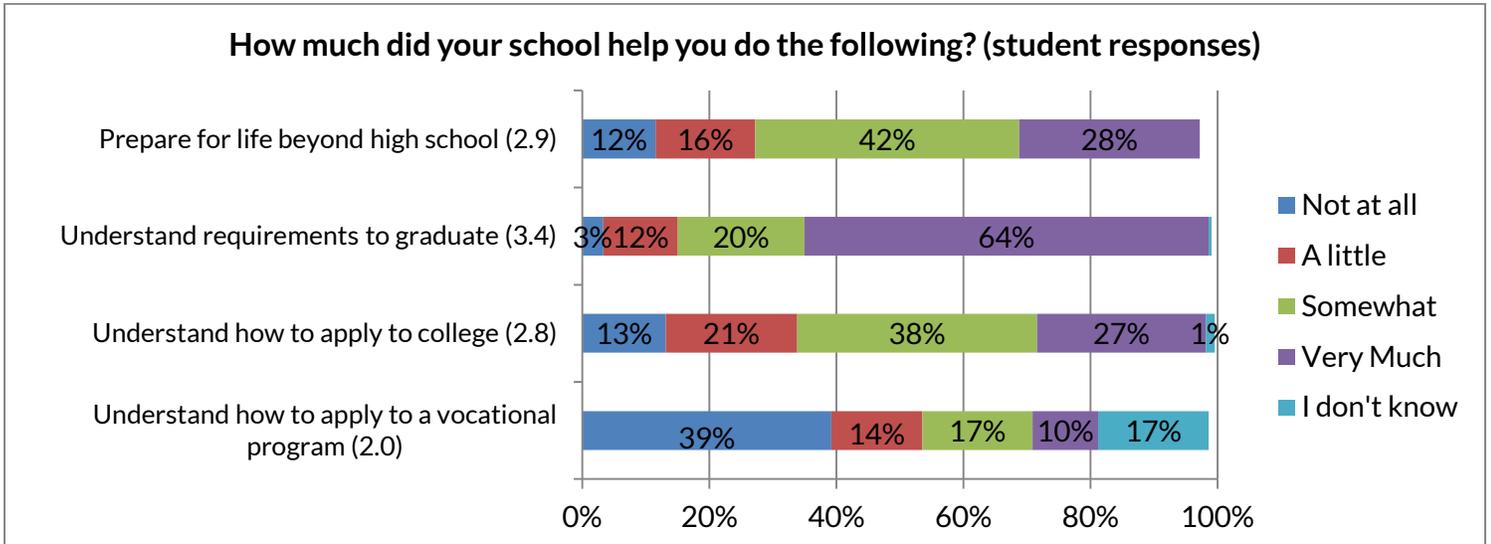
How much did your school help you do the following? (student responses)

Category	Not at all	A little	Somewhat	Very Much	I don't know
Prepare for life beyond high school (2.9)	12%	16%	42%	28%	
Understand requirements to graduate (3.4)	3%	12%	20%	64%	
Understand how to apply to college (2.8)	13%	21%	38%	27%	1%
Understand how to apply to a vocational program (2.0)	39%	14%	17%	10%	17%

Figure 13: Student preparation to transition into postsecondary education or training

Additional information

How the Community Can Help – Schools Can't Do it Alone

When asked what areas schools need the most help with regarding the points in the Student Bill of Rights, school leaders had a variety of responses including school climate (supports for positive behavior and social and emotional skills), more academic counseling staff and supports, support around attendance, more rigorous course offerings, an increase in opportunities for student voice, and more resources for staff.

In terms of how school leaders felt <u>community members could best support their efforts</u>, the most frequent responses were coming to the school to volunteer or tutor students (31%), be active advocates for schools (23%), share positive stories and instill the value of education into students (23%), help ensure students get to school every day and on time (15%), and help get parents involved (12%). Other responses included advocating for more funding for public education, offering internships to students, and helping expose students to opportunities.
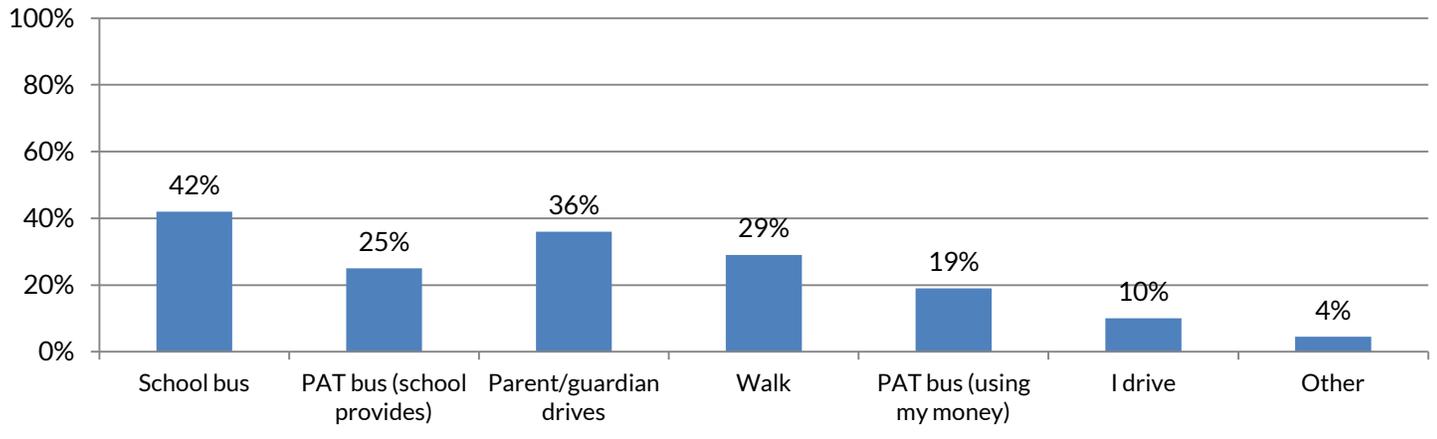
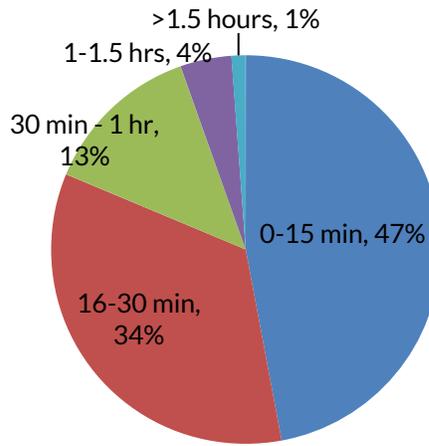
Student Information

Transportation
On average, 70% of students often or always feel safe getting to and from school. On average, adults believed that 80% of students can get to school safely and on time. Students and adults in vulnerable schools reported getting to school being more difficult for students.
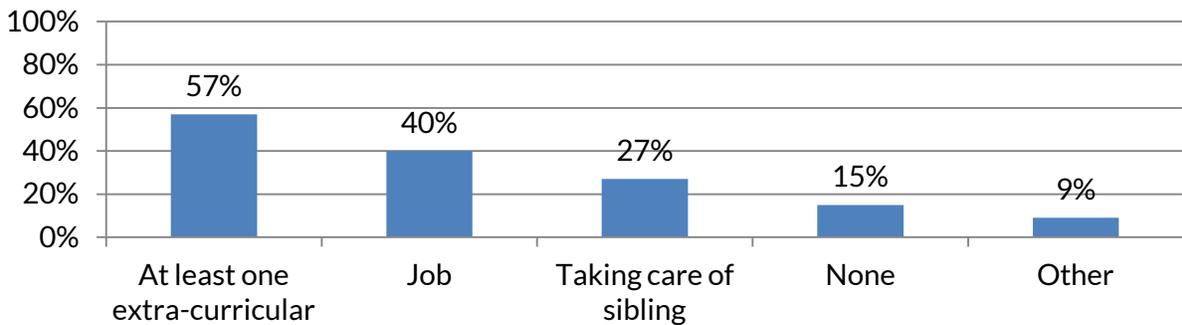
How often are the following true? (student responses)

	Never	Sometimes	Often	Always
You feel safe getting home from school (3.1)	5%	21%	31%	41%
You feel safe getting to school (3.1)	6%	21%	29%	42%
It's easy for you to get to school on time (3.1)	4%	19%	33%	42%
It's easy for you to get to school (3.1)	6%	23%	30%	40%
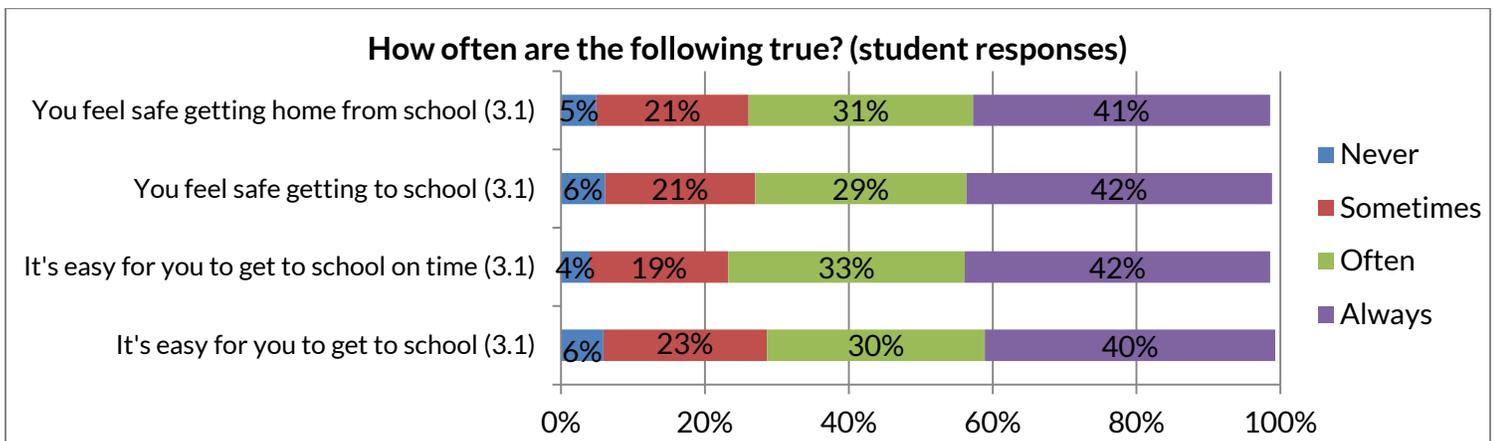
How do you get to and from school? (check all that apply) (student responses)

Category	Percentage
School bus	42%
PAT bus (school provides)	25%
Parent/guardian drives	36%
Walk	29%
PAT bus (using my money)	19%
I drive	10%
Other	4%

How long does it take you to get to school?

- 0-15 min, 47%
- 16-30 min, 34%
- 30 min - 1 hr, 13%
- 1-1.5 hrs, 4%
- >1.5 hours, 1%

What responsibilities do you have after school ? (check all that apply) (student responses)

Category	Percentage
At least one extra-curricular	57%
Job	40%
Taking care of sibling	27%
None	15%
Other	9%

69% of students interviewed had at least 2 caring adults who support their education and 30% had one caring adult.

Indicate whether you have a caring adult who supports your education (check all that apply) (student responses)
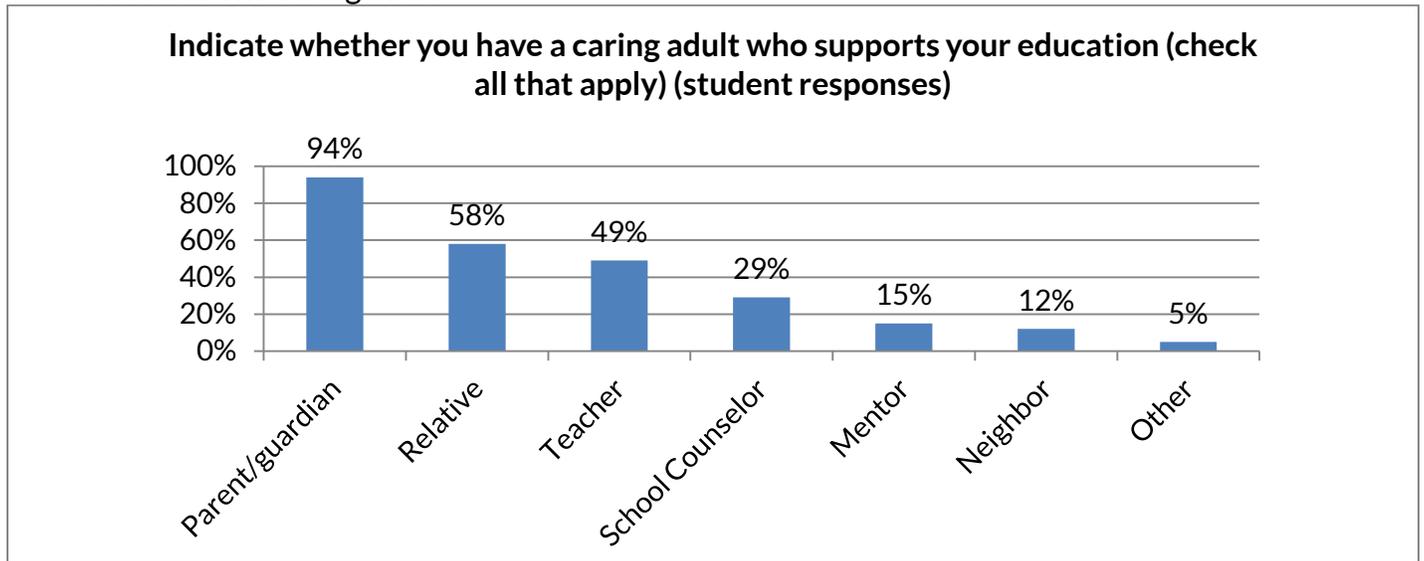
Absenteeism

We asked students how many days of school they had missed and for what reasons.

- About 11% of the students surveyed had missed 10% or more of school days, meaning they would be considered chronically absent:

How many days have you missed for any reason since the start of the year? (student responses)

For what reasons have you missed school this year? (check all that apply) (student responses)

Reason	Percentage
Sick	72%
Other	34%
My family was having problems	26%
School was boring	12%
Didn't have bus pass	5%
Didn't feel safe at school	3%
My teachers didn't care	2%
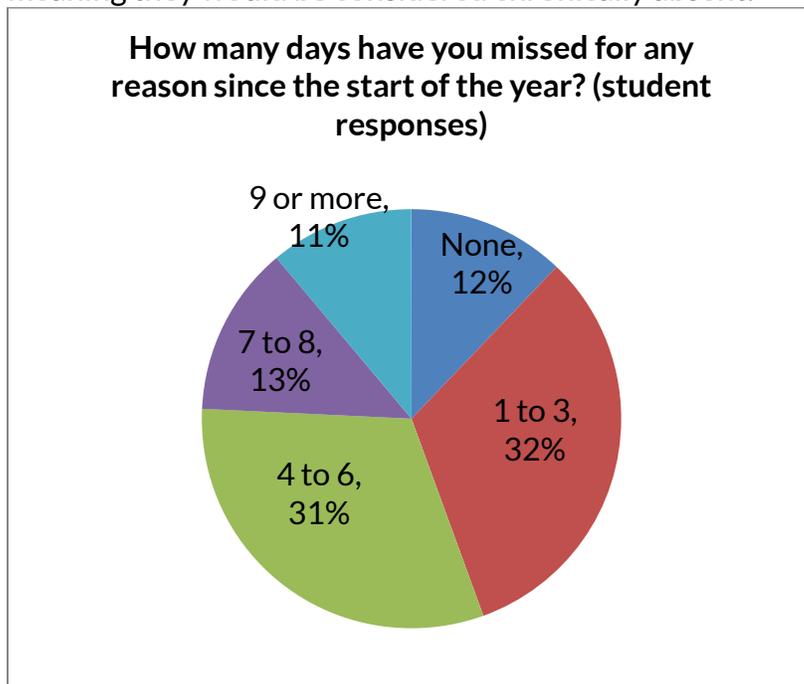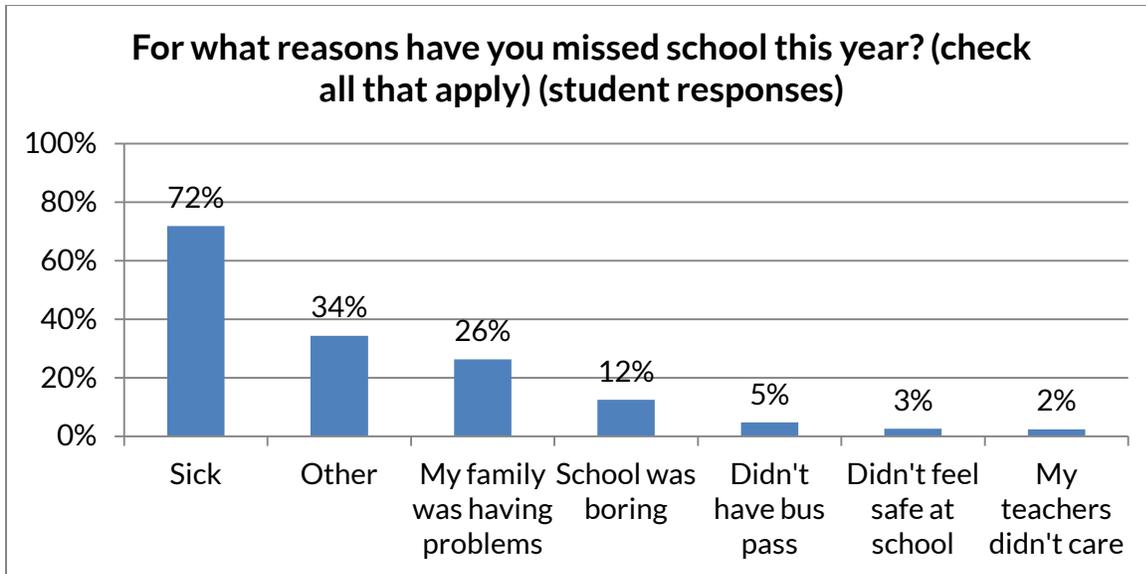
Student Bill of Rights

82% of students surveyed who took part in a vote, voted YES to ratification. (136/166) Students in more vulnerable schools were less confident that the Bill of Rights would be effective once adopted.

Community Action Research - Background

Background on School Works

School Works is community action research. It helps the public understand what resources and opportunities exist for students in Pittsburgh Public Schools. We then use this information to drive community action that will help improve our school system in Pittsburgh.

A+ Schools' mission is to create an excellent and equitable education system. An equitable education system **provides each student with the individual support s/he needs to reach and exceed a shared standard of success**, which includes graduating from high school and completing post-secondary education or training.

Equity is not an even split of resources but a strategic allocation based on individual students' needs. To achieve equity, we focus on making sure that students have:
- great teachers in every classroom;
- differentiated supports that can unlock the potential of individual students;
- opportunities to boost student learning; and
- resources based on student need.

School Works helps us to understand how these strategies and the resources to support them are present in and across schools in Pittsburgh.

A+ Schools' volunteers have conducted School Works interviews with school staff for five years: middle and high school principals (2009), middle and high school principals and counselors (2010), middle and high school teachers (2011), K-12 principals (2012-13), and secondary school principals, counselors, and learning environment specialists (2013-14).

School Works 2013-14: Supporting High School Students

The 2013-14 School Works community action research focused on supporting high school students through our TeenBloc program. Since we began School Works, we have focused on the later grades as they have been where some of the greatest gaps in student achievement and student outcomes exist. This year, because our TeenBloc students are advocating for changes to the student code of conduct based on their own experience and that of their peers, we focused the research on issues that students raised in the Student Bill of Rights (see page 3 for more on the Student Bill of Rights).

1. Student surveys: In January and February, 16 student organizers from TeenBloc administered anonymous, voluntary surveys to over five hundred 11th graders in Pittsburgh's nine secondary schools.

TeenBloc students designed the survey with help from A+ Schools staff. Before administering surveys, students were required to participate in a two-hour training session with A+ Schools to review and practice the protocol to ensure consistency, support, and confidentiality of survey responses. The paper surveys included

approximately 60 questions in multiple choice, rating scale, and short answer format, which students completed individually.

2. Staff interviews: In February, 73 volunteers interviewed 26 staff members from the same nine secondary schools to learn about how school leaders experience issues related to the Student Bill of Rights. The staff members interviewed were principals, counselors, and learning environment specialists. Before conducting interviews, volunteers were required to participate in a two-hour training session with A+ Schools to learn and practice the interview protocol. In the 45-minute confidential interviews conducted by volunteer teams, school staff responded to approximately 50 questions in yes/no, rating scale, and short answer format.

Interview and survey questions
Responses from student surveys and staff interviews helped us understand student and adult perspectives on the items in the Student Bill of Rights, including the degree to which they align. Interview and survey questions covered the following categories:
- Student voice and decision-making
- School climate: positive behavioral supports and interventions; respect and dignity; socially, emotionally, and physically safe and positive school climate
- Effective teaching: inclusive teaching and learning environments, effective teachers
- College and career preparation: Access to accelerated classes and academic counseling, equitable academic resources

**Schools where interviews and surveys were conducted**

Grade Configuration:
- 9-12: 4 schools
- 6-12: 5 schools

Magnet Status:
- Full magnet schools: 3
- Partial magnet schools: 4
- Neighborhood schools: 2

Volunteer demographics
- 102 volunteers trained, 73 conducted interviews
- Parents comprised 34% of volunteers with children who attend 13 public schools
- Volunteers were community members, educators, students, and members of faith-based and education-related organizations
- Volunteers reside across the city:
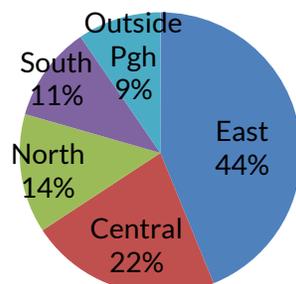
Student demographics

- 508 surveys were administered to 11th graders. After removing incomplete surveys and surveys with outlier responses, analysis was conducted on the remaining 426 surveys, representing 30% of the 11th graders in the district.
- The goal was to survey 25% of 11th graders at each school, which was reached at 7 of the 9 schools. In the remaining two schools, 10% and 20% of the 11th graders completed surveys.
- Males: 41%, Females 59%
- Age: 16 (46%), 17 (45%), 18 (6%)
- Students were asked to identify their race. Overall, 53% of students identified as black or of a mixed ethnic background and 39% identified as white.

Other, 4%
Native American, 1%
Mixed, 18%
White, 39%
Latino, 1%
Asian, 2%
Black, 35%
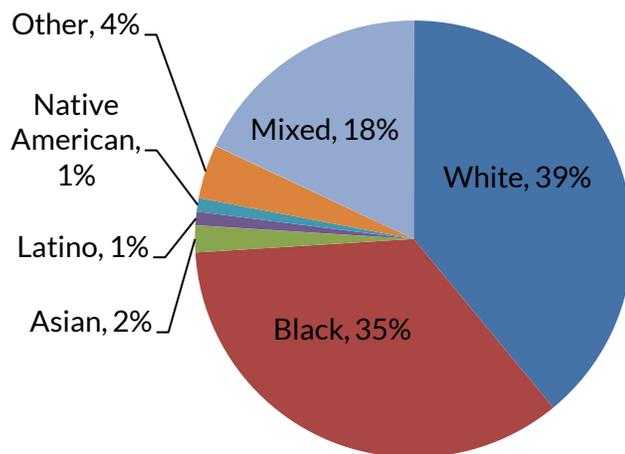
How to Read the Data

Because School Works action research aims to address issues on a system-wide level, we only report results as an average or based on trends we see along school-level characteristics. We promise school staff members and students that their responses will be kept confidential and will not be publicly reported on an individual or school-by-school basis. Although reporting data in this way has limitations, we do so because our research is aimed at addressing how to improve school and district practices and policies rather than individually evaluating people or schools.

In this report, we will share a few types of data:

1. **Average responses of adults and students**, where each school receives equal weight in the calculation of the average. We do this to get a picture of how students and adults experience issues in the "average school" in PPS. For example, to figure out the average degree to which students believe their bathrooms are accessible on a scale of 1 to 4 (1 = not at all, 4 = very much), we first calculated the average of the ratings given by students in each school, resulting in 9 different

scores (one per school). Then, we took the average of those 9 scores to get a final score of 2.3 out of 4, meaning that on average, juniors feel their schools "sometimes" give them access to bathrooms when they really need it. Since these results are based on questions that have been rated on a scale of 1 to 4, all averages will fall between 1 and 4.

2. **Percentage breakdown of student responses**, which shows the percentage of students <u>overall</u> (not averaged for each school) who responded to a question in a particular way. Each student's response receives equal weight in the calculation, which helps to give a sense of exactly how students responded to the questions. For example, for the question of whether bathrooms are accessible, we would list the percentage of ALL student respondents who said Never (16%), Sometimes (43%), Often (23%), and Always (15%). Looking at results in this way allows us to see the differences in students' experiences.

   While the result found in #1 tells us that on average in the district, students "sometimes" have access to bathrooms when they really need it (2.3 out of 4), the result found in #2 tells us a more nuanced story about bathroom access: we see that 15% of students said they "always" have access while 16% said they "never" have access.

3. **Trends based on school vulnerability**, where we report whether students and/or adults in more vulnerable schools are more likely to respond in a certain way to any of the questions asked. We only report a trend if it has statistical significance of $p \leq 0.05$, meaning that the trend is unlikely to have occurred by chance alone. A+ Schools identifies schools with higher vulnerability relative to other PPS schools as those with greater percentages of students qualifying for free or reduced lunch, greater percentages of black and brown students, and greater percentages of students with special education IEPs.

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What do you think?

Thanks for joining A+ Schools to learn more about how our schools are working. Please take the opportunity going forward to engage with other parents, policy makers, and community members about what we've learned and what priorities for action should be. Stay posted as we work over the summer to engage more parents and community members in discussions and consensus building for what great schools in Pittsburgh should look like.

Stay engaged: Volunteer with Board Watch, School Works or Parent Nation
Join our email list: Sign up at our website (www.aplusschools.org)
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Save the Dates!

May 22, 2014: Teacher Quality Roadmap

A+ Schools and the Urban League of Greater Pittsburgh have commissioned a Teacher Quality Roadmap from the National Council on Teacher Quality to better understand the policy challenges and opportunities to help support great teaching in PPS. Come to the public release of this critical research on May 22, 2014.

June 19, 2014: A+ Schools is 10!

We're celebrating 10 years of working for improvements in public education in Pittsburgh. Join us as we raise money to support our advocacy, honor our volunteers and recognize the hard work that so many have done over the past decade to help our students.

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