



Report to the Community

on Public School Progress in Pittsburgh

2020

A+SCHOOLS
PITTSBURGH



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The artwork on the front cover, "Cityscape Watercolor," was created by Poppy H., a 3rd grader at Pittsburgh Allegheny PreK-5 last year. The artwork on page 29, "The Lion King with His Baby Cubs," was created by Jhada M., a 2nd grader at Pittsburgh Morrow PreK-8 last year. The artwork on the back cover, "Untitled Ink," was created by Jolee R., an 8th grader at Pittsburgh Brookline PreK-8 last year. Photography by 232 Creative.

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Our systems are broken, but our people are resilient.

This year has highlighted in profound ways how the systems we have built in this country are producing the outcomes they are designed to get—Covid-19 unchecked, racial disparities in health care and education accelerating, white supremacists marching, the wealthiest among us getting exponentially richer as working families struggle. And while we mourn the losses, and rightfully demand answers, the work to change things starts right here in Pittsburgh, in our homes and neighborhoods.

Isabel Wilkerson, in her recent book *Caste: The Origins of Our Discontents*, writes:

We cannot fully understand the current upheavals or most any turning point in American history, without accounting for the human pyramid encrypted into us all. The caste system, and the attempts to defend, uphold, or abolish the hierarchy, underlay the American Civil War and the civil rights movement a century later and pervade the politics of twenty-first-century America. Just as DNA is the code of instructions for cell development, caste is the operating code for economic, political, and social interaction in the United States from the time of its gestation.

We rarely talk about an American caste system, but Ms. Wilkerson artfully explains how it perpetuates existing inequities in our society. From health outcomes to how one is treated in an interview to the dangerous reality of interactions with police, the American caste system permeates our laws, our mindsets, and our communities.

So how does it change? It changes when school leaders like **Dr. Tamara Sanders-Woods works with staff at Colfax to raise the number of Black students reading proficiently by third grade from 35% the year before she began in 2015, to 63% in 2019** (read the story at ourschoolspittsburgh.org). It changes when a team of teachers like those at **South Brook focus on authentic relationships with students and accelerate learning growth to be in the top 15% of schools in the state for growth in 2019** (read the story beginning on page 6). And it changes when White parents question how the education system prioritizes the needs of their children at the expense of Black and Brown families and begin listening to and supporting their neighbors to make change.

Over the course of the multiple pandemics we've faced this past year we have come to understand the critical role that schools play in our communities in addition to teaching and learning. Getting kids vaccinated, providing

nutritious meals, supporting the health of students with disabilities, and connecting homes to the internet are all roles that schools have played in the past year. We know they can't do it alone. That is why we joined together with over 70 organizations to create the Pittsburgh Learning Collaborative (PLC). The PLC is a group of community organizations, educators, non-profits, and funders who began working together this summer to make the best use of our region's expertise and resources to eliminate inequities facing students. For more information about the PLC, visit ourschoolspittsburgh.org/pgh-learning-collaborative, and see page 141.

In this year's *Report to the Community*, beginning on page 6 you will find stories that highlight the problem solvers in our schools and the initiatives that are helping to make things better. We also identify, in the executive summary beginning on page 30, where critical inequities persist, such as in the opportunities provided to high school students across the district. **This year, the state did not give the PSSA tests or the Keystone exams.** In the absence of 2020 testing data, we have provided a three year average for state test outcomes (2017-19) to give a sense of school by school learning trends. For much more, including video clips of interviews and links to research on best practices, visit ourschoolspittsburgh.org.

I continue to believe that we have everything we need to succeed by children and families in Pittsburgh. We must move from the world as it is to the world as it should be. My ask of you as you read through the stories and peruse the data in this report is to dream of a city where schools care for and educate all children, where parents and community members are partners in school innovation and success, and where the legacy of caste is questioned, wrestled with, and thrown off. Isabel Wilkerson ends her book, "A world without caste would set everyone free." **Working together to improve schools and mindsets is truly freedom work. Let's get to it!**👉

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JAMES FOGARTY
EXECUTIVE DIRECTOR





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Meghan, Promise Alumna, Carnegie Mellon University - Associate Director, Parent Engagement and Development

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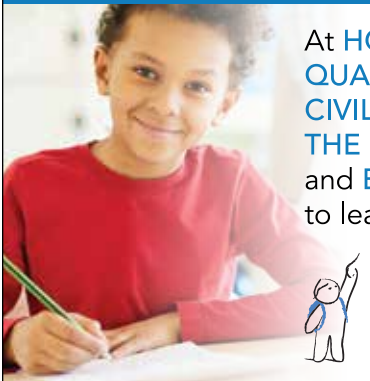
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Rising up: Stories from our schools

Last year, we initiated “Rising up,” a section of the report that goes beyond the numbers to highlight areas where some schools have experienced success, with the view that we all can learn from their practices. These schools are not “exceptional”—rather, they show that we have what we need in Pittsburgh to raise achievement for all.

This year, teachers, students, administrators, community members, and a parent shared their stories with us during a time of unprecedented disruption and change. Across all of the interviews we conducted, resiliency, hope, and the importance of honest communication resounded. We thank everyone who participated.

Read on to find out how:

- South Brook 6-8 built a culture that supports student achievement (below)
- Students, staff, and community members are creating a new model for Perry High School (page 12)
- Teachers at Fulton PreK-5 educate the youngest students, and the district re-envisioned pre-k through third grade (page 14)

Visit ourschoolspittsburgh.org to read:

- How Colfax K-8 maintains reading achievement for all groups of K-5 students
- Longer versions of the print stories, including video clips of interviews and links to relevant research
- “Rising up” stories from 2019 about Allegheny PreK-5, Arsenal 6-8, Beechwood PreK-5, City Charter High School, Dilworth PreK-5, and Schiller 6-8, and insights from a Brashear High School graduate

South Brook 6-8

“Showing up for who you are:” Building a culture that supports achievement at Pittsburgh South Brook 6-8

By Faith Schantz

When Jennifer McNamara took over as principal of Pittsburgh South Brook 6-8 in 2012, she came in with a firm belief that the school needed “a culture in which we expect people to show up for who they are.”

South Brook is in Brookline, next to Pittsburgh West Liberty PreK-5, nestled between a residential

neighborhood and a park. Serving Bon Air, Carrick, and Overbrook as well as Brookline, the school has the highest “capture rate”—the percentage of students assigned to the school who attend—of the Pittsburgh district’s 6-8 neighborhood schools. About 56% of its students are White and 25% are Black, with smaller groups of Multi-ethnic, Asian, and Hispanic students, roughly similar to the demographics of the city. A growing number come from immigrant families.

“Culture” is a slippery term because culture both shapes and is shaped by what happens in a community. For example, a school’s culture determines and is determined by whether students—and teachers—feel safe, respected, and seen as individuals, and whether the environment allows them to thrive. Rather than viewing these aspects of schooling as ripples around the edges

of the “real work” of learning, researchers and advocates increasingly stress that they are central to education. McNamara agrees. Culture is about human relationships. And relationships, she says, are the number one thing that motivates students and teachers to work together and learn.

A policy of honesty

When she talks about what 6-8 students want from their relationships with adults, McNamara names a trait that has been marginalized in this era of polarized views on race and a politicized health crisis: Honesty. “I find them to be completely honest and authentic,” she says, “which really makes showing up as your authentic self with them so important.” For both students and staff, this means expressing one’s own thoughts and ideas, honoring and embracing differences, respectfully managing conflict, and being open-minded about solutions.

These norms aren’t just intended to create a more pleasant environment. McNamara ties a “positive, inclusive school culture” directly to growth in students’ learning. “Some kids will excel regardless of culture, but a lot of the kids need to feel like they’re a part of the school, they need to feel that they’re included, to reach their fullest potential academically,” she says. As one measure of achievement, on the state’s rating of academic growth, the Pennsylvania Value-Added Assessment System (PVAAS), the school has exceeded the standard for growth in both English Language Arts and Math year after year.

How does a school build and maintain a culture that supports student learning? McNamara says, “The culture starts with the adults.”

One area where she has seen growth is in teachers’ effective collaboration and ability to productively challenge one another. Like McNamara, 8th grade instructional team leader Jeremiah Dugan, who teaches US History, talks about the key role of honesty. Some years ago, he says, the 8th grade team decided “there can be no parking lot discussions, which I think plagues a lot of organizations.” As a result, the team has been able to take on issues

that could be personally as well as professionally challenging, such as analyzing their grading to see if they were treating students differently according to their race. For teachers to be willing to put themselves on the line in these ways, they must be able to trust there will be no “political repercussions,” Dugan says—like finding yourself with an extra “duty period” the following year.

“Here’s your litmus test,” says Joel Grimes, who teaches 8th grade Communications at the school. “If you’re working in an uncomfortable situation as a teacher, you will not bring up your weaknesses because you feel like they will be filed away somewhere and used against you.” But if you feel supported—as he does at South Brook—“you actually ask your principal for constructive ideas... And if you can have that conversation, that’s a school to stay in for a very long time.” Apparently his colleagues agree. In the 2018-19 school year, the most recent administration of the district’s Teaching and Learning Conditions survey, 100% of South Brook teachers agreed with the statement, “My school is a good place to work and learn.”

“Some kids will excel regardless of culture, but a lot of the kids need to feel like they’re a part of the school, they need to feel that they’re included, to reach their fullest potential academically.”

When honesty in the principal’s office leads to solutions and support, teachers can extend those same opportunities to their students. Dugan believes in open discussion with students as well as with colleagues. “As teachers, we have to be willing to pull back the curtain,” he says. For example, at the beginning of the year his students complain about having assigned seats. “I have to be really

Rising up: Stories from our schools

upfront with them and say, listen, it's a struggle for me to learn your names." But "It's those type of little discussions that humanize you as a teacher," he says. Grimes points out that students, like teachers, need to trust in a positive outcome before they will admit to a problem or concern. If they think they'll be loaded down with extra work, they'll stay under the radar, he says. Instead, the teacher should "create a situation where that student feels rewarded" for asking for help.

Learning to speak up

Two former South Brook students say they learned to advocate for themselves in their time at the school. Sarmila Biswa and Rory Salazar, both at Pittsburgh Carrick High School this year, played a variety of sports at South Brook and Rory served on Student Council. Both describe benefits of speaking up on their own behalf that went beyond solving the problem at hand.

Sarmila, whose goal is to be a pediatrician, says she was shy and didn't say much in 6th grade. By 8th grade, "I knew how to talk up during class and be like, 'I don't get this,'" she says. In her math class last year, speaking up when you were stumped was part of the culture, not only to get help from the teacher, but also from classmates. She says the spirit of everyone "trying to help you get better" contributed to her sense of belonging at the school.

Rory, who wants to be a veterinarian, describes her 6th grade self similarly, as "a silent kid in the background who was just there." She credits Dugan, who was her teacher and soccer coach, with helping her stand up for herself. Compared to her Catholic elementary school, South Brook exposed her to a wider range of people with their own opinions and ideas. The experience sharpened her sense of self, which in turn had a positive effect on her as a learner. "Over the years, making friends and...seeing all kinds of different people and then the way they react to things, I feel like I'm a lot more confident about being who I am," she says. In 6th grade, "I struggled a lot in math class and ELA, but now I feel like everything's easier for me."

Building bridges to content

As Rory suggests, the culture of a school makes itself felt in the classroom, in students' social interactions, and in whether and how they learn. If the classroom environment isn't receptive to students' individuality, they aren't likely to show up for who they are.

"What you're honing as a teacher is building that bridge to whatever your content is. And if your students don't feel a sense of safety and support and that you're interested in them, no matter how interested you are in your content, you're just not going to get them across that bridge."

For Grimes—who has been reflecting on all of this during the process of applying for National Board certification—creating a classroom environment where everyone can thrive involved re-conceptualizing his role. Over time, he realized that his job wasn't to present content and hope his students would be inspired by it. A teacher can be a master of content, "but really what you're honing as a teacher is building that bridge to whatever your content is. And if your students don't feel a sense of safety and support and that you're interested in them, no matter how interested you are in your content, you're just not going to get them across that bridge."

Along with establishing the classroom as a safe, supportive place, building those bridges involves acknowledging who students are as learners and giving them multiple ways to express what they've learned. Last year, South Brook teachers

focused intensively on teaching in ways that meet students' individual needs, known as "differentiated instruction." Based on the work of Carol Ann Tomlinson, McNamara says teachers discussed how differentiation can come through environment, product, process, and/or content. How were teachers purposefully getting to know their students? What were students' strengths and areas of need? How did they learn—could standing make a difference for some? How could teachers provide them with choice, without becoming overwhelmed?

Teachers brought their experiences back to the team. Some let students pick from one of several homework assignments. Others involved them in looking at their own testing data to guide them toward areas where they needed to focus. For his part, Grimes decided to give students choices in how they wanted to show their learning after studying *The Diary of a Young Girl*, by Anne Frank.

The curriculum specified that students write an essay. In fact, students were supposed to write an essay at the end of every unit, but Grimes' experience with assigning essays had been mixed. Even after sitting down with some and showing them a model, "I would be really lucky if I could push to 75 percent" of students turning in anything at all. So he and the other 8th grade Communications teacher came up with a range of options. Students could write the essay, he told them. They also could create a PowerPoint presentation. They could make a poster, shoot a video, or write a skit. They could come up with their own ideas for a product. And then he watched "the excitement level" rise. In the end, every student turned in completed work. "An 8th grader doesn't feel like they necessarily have much power in their life," he says. Letting them choose how to express their learning "was a great way to empower them."

Embracing multiple perspectives

In the classroom, students' sense of their own power and agency—whether they believe they have a say in what happens to them—are influenced by how their identities are viewed by the wider culture.

At South Brook, the staff has made deliberate efforts to show students that their ideas are valued, and that everyone has the right to be heard.

McNamara has worked with teachers to help them recognize the biases they may bring to the classroom. The school's Gay Straight Alliance (GSA), which she calls "very strong," has worked with teachers on awareness. The counselor, Dr. Nena Hisle, who wrote her dissertation on racial micro-aggressions among teachers, has led trainings for the staff. And McNamara uses the results of the annual Tripod™ survey, which asks students to rate various aspects of teaching, to bring students' perceptions into conversations with teachers about their practice.

She also encourages teachers to critique the content they present to students—to analyze authors' perspectives, see what might be missing, and ask, "How do we get that perspective in here so that all of the students within the classroom are able to engage?" Sometimes that means asking students to challenge the content, she says.

Grimes believes all curricula can do a better job. One assigned book that students did relate to was *Does My Head Look Big in This?*, by Randa Abdel-Fattah, which tells the story of a girl who decides to wear her hijab to school every day. For the South Brook girls who wear hijabs, and are "figuring out how to exist in a school where they're the minority," he says, it was an interesting experience to have other students pose questions about it to them.

With his focus on open discussion, Dugan says some students have shared rough personal stories about racism, while others have talked about their parents' experiences as police officers. Whatever the topic, to bring out everyone's views, he will ask for disagreement or "openly disagree with the majority opinion" if he feels an undercurrent of discomfort. Blocking "group think" not only invites more students to participate, but it also pushes all students to think beyond their first idea. Just as his principal's embrace of professional risk-taking has produced more creativity in teachers, in his view, considering multiple perspectives develops

Rising up: Stories from our schools

students' ability to think critically and creatively, instead of "accepting the world on its face."

"Respecting" conflict, not just managing it

Of course, students may express themselves and listen to one another without changing their minds. Students—and staff—can also have different experiences that lead them to different conclusions. For example, McNamara says that "most of the kids here are comfortable and are able to interact and appreciate and accept each other for who they are...It's the adults that struggle." But Sarmila says, "Everybody got treated equally, but kids like to... make fun of each other for being who they are." Rory recalls that "a few kids came out as bi, trans, or gay. And it wasn't a big deal at all." Sarmila witnessed some name-calling, however. Still, Sarmila feels school staff did enough to address problems among students. Rory, while praising teachers for caring about students and being steady sources of support, thinks the school could do more.

McNamara's goal is not to resolve contradictions and eliminate differences, but rather to embrace them as natural occurrences in a community that promotes the open exchange of views. For her, one aspect of building a positive school culture is "respecting it's not always going to be an easy and happy place to be because there's going to be conflict."

Rory sought the counselor's help when, as a 6th grader, she had a friend who hit and kicked her, and then "played it off like it was jokes." The counselor met with both girls to help them find a path forward, and showed Rory that "not everybody's like that. And there's better people out there," she says. Now, Rory says about her former friend, "We don't talk, but we don't have an issue with each other anymore."

Whether for addressing behavior problems or academic issues, McNamara, Dugan, and Grimes all see a pay-off when the adults in a school open themselves up to knowing students. Dugan, who is the activities director as well as a coach, says the school offers "a lot of little niches" for students in the

form of activities, clubs, and sports—"places that a kid can go to feel wanted, to feel like they belong." Those niches also offer teachers a chance to get to know students in different ways. According to Grimes, who runs the school newspaper and serves as one of three faculty sponsors of the GSA, after-school activities and out-of-town trips help to "build a culture where the academics start to follow."

McNamara's goal is not to resolve contradictions and eliminate differences, but rather to embrace them as natural occurrences in a community that promotes the open exchange of views.

Preparing students for an uncertain future

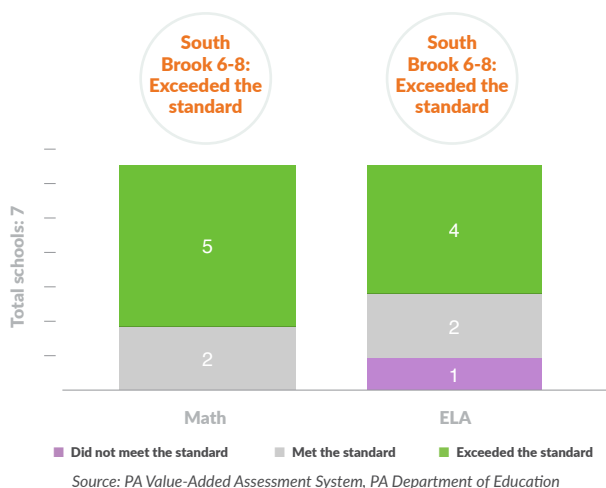
When schools across the city closed in March, Rory missed her teachers, and regretted having to give up events she'd looked forward to all year. Sarmila felt the absence of the discussions in her math class, both the exposure to other students' thinking and their feedback on her thoughts. Dugan, who had shared his cell phone number with many families over the years, found himself trying to answer questions about what was happening and providing tech support. Grimes saw some of his students participate *more* than they had in the past. Students also revealed things about their home lives by text that they'd never shared before, he says, giving teachers a window on hardships far greater than access to laptops and broadband.

This past summer, both teachers considered how to bring the pandemic and the protests that erupted

over police violence against Black Americans into their classrooms, virtual or otherwise, in the fall. Along with building bridges to content, they were thinking about students' ongoing need for honesty and open dialogue in a time of widespread uncertainty and fear. Grimes' strategy was to say, "Let's see what both sides are saying. When you think about it, what are your questions?" Then, without pretending to have all the answers, "acknowledge the question and go from there." Speaking of both the pandemic and the protests, Dugan says that once students meet face-to-face, "We're going to have those discussions. We're going to try to listen to each other."

According to US History teacher Jeremiah Dugan, the school offers "a lot of little niches" for students in the form of activities, clubs, and sports—"places that a kid can go to feel wanted, to feel like they belong."

Growth in math and ELA in PPS 6-8 schools in 2019



It's an approach that has been validated for him by former students, who've said that learning to navigate a space with others who are different from them at South Brook was the best preparation for their lives after middle school. Today, in a world of misinformation, denial of facts, and attempts to silence divergent views, the question of how to prepare students for their futures has become more fraught. South Brook is still betting that a culture of honesty, open discussion, and respect will get them through. [🔗](#)

Building a culture that supports achievement at South Brook:

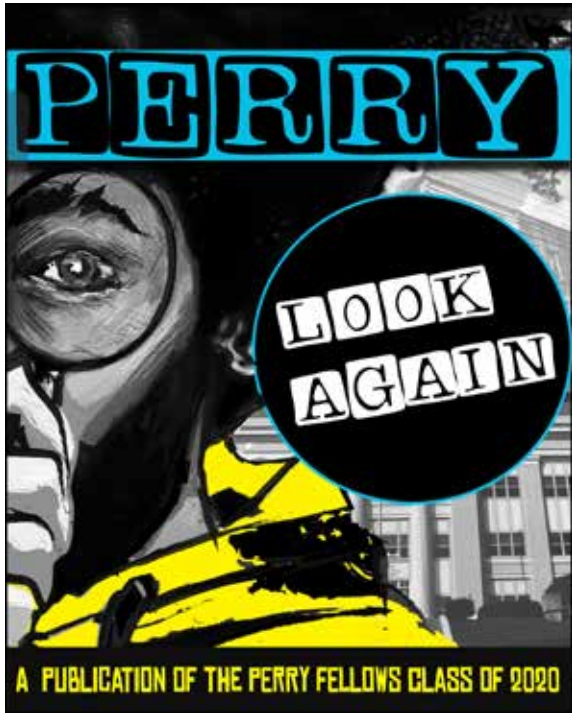
- Adults are encouraged to bring their "authentic selves" to school.
- The principal promotes honesty and open dialogue at all levels.
- Teachers and staff seek out multiple perspectives, and show students their views are valued.
- Teachers offer students multiple ways to show their learning.
- Conflict is respected as a natural occurrence in an open community.
- Teachers and staff make efforts to know students as individuals, including by providing many "little niches" where they can belong.

See South Brook's data on page 97.

Rising up: Stories from our schools

Opening a new door at Perry High School

By Tom Lisi



The cover of the Perry Fellows' zine. To view the full publication, email Christa Drew, TeenBloc Creative Lead, at cdrew@aplusschools.org.

Some eight years ago, 10th grade social studies teacher Sharon Brentley and other staff at Perry High School began to worry that the storied building might close. Enrollment had been declining.

Perry had been a fixture of the community since it opened in 1901, and it was the last neighborhood high school left on the Northside. Brentley met her future husband there as a student in the 1970s. She sent four of her five children to Perry, and has devoted her career to the generations of students who followed her.

But today, even in the midst of a pandemic, Brentley says she believes Perry is on the road to a renaissance. Over the past two years, a group of

students, Brentley and other teachers, community partners including A+ Schools, and school administrators has met to lay the groundwork. This careful work has focused on the school's existing assets and taken an approach of creating doable short-term projects while also building a vision for the future. The work grew out of a community process facilitated by One Northside, an initiative of the Buhl Foundation. Through that process, residents identified having a high performing high school in the Northside as one of their top priorities.

The vision that's emerging among staff, students, and community partners is to create a comprehensive high school that gives students a strong grounding in a liberal arts education, opportunities to earn college credits in high school, and pathways to learn technical skills that are in demand in the current job market, with supports that help the whole family.

James Fogarty, executive director of A+ Schools, says of the effort, "We believe that we have everything we need in our city to meet the promise of every child. What we're doing at Perry is putting that belief into action since we know there are dedicated staff, promising opportunities, and amazing kids who are best suited to design a school that can work for them."

Over the past two years of thoughtful planning and working collaboratively, morale is starting to shift. "We haven't had this much energy about pulling the school together in a very long time," Brentley says. This collective effort has won the support of district administration through their Imagine PPS planning process. Perry is one of three high schools identified in that process for improvement, and the



Photo credit: 232 Creative

Perry Fellows from left to right: Madina Mada, Malique Beatty, Imani Caroline, Stacia Randolph, JaMese Williams, Alyssa Vogel
Perry Fellows not pictured: Siobhan Barnett, Aleyjah Hill, and Aniya Givner

Perry students work to build pride and shift culture

Perry students are active participants in deciding how to improve the school and identifying what's missing. The "Perry Fellows" were created last year to be a cadre of student leaders. They met throughout the summer for training in civic engagement, leadership, and school-based advocacy. Through a Buhl Foundation grant, ten students earned stipends to produce a publication that tells the story of their experiences at the school.

Senior Alyssa Vogel, one of the Fellows, says she and her classmates are aware that Perry doesn't receive the same technology and resources as other high schools due to low enrollment, and it

makes them feel disrespected and devalued. "This city needs to believe that everyone at Perry is just as deserving as any other school is," she says. "If people are told they are less deserving of respect, even if it's said inadvertently, people will begin to believe it, and begin to act as though they do not have respect, nor want it."

If students did feel respected, she says, they would develop more pride in Perry and themselves. "The question is not, 'How do we make students behave?'" she says. It's "'How do we make our students feel more pride in our school?' We can improve any situations if we ask the right questions."

team that started this work has grown to include school board members, Superintendent Anthony Hamlet, and other administrators to help guide the effort.

"Greatness is on the horizon for Perry High School," says Perry's new principal, Dr. Robert Frioni. "We are committed to reestablishing Perry as the powerhouse for academics, athletics, and

the arts coupled with enhanced CTE and elective course offerings alongside JROTC. We are doing right by the kids. This is big for both Perry and the Northside."

The vision that's emerging among staff, students, and community partners is to create a comprehensive high school that gives students a strong grounding in a liberal arts education,

Rising up: Stories from our schools

opportunities to earn college credits in high school, and pathways to learn technical skills that are in demand in the current job market, with supports that help the whole family. To enact this vision, careful year over year planning is taking place right now that will phase in programs and services that are responsive to the needs of students and staff.

The end goal is likely several years away, but the process of getting there is already paying dividends, says Rev. Brenda Gregg, executive director of Project Destiny, a social services organization and partner with A+ Schools and One Northside. To facilitate the goal of a vibrant Perry, the project's plan makes services and supports available when requested by families and students. Some of that work has already started, says Gregg, who is also an A+ Schools board member. It has helped organizations access and form deeper relationships with Northside families. "It empowers, I think, community organizations to enhance what they do," she says. "We have formed a very tight-knit group where we can work with each other. So the work that I'm doing at Perry is not necessarily new work, but it's given me a bigger open door to be able to do what I do best for the students that I've always wanted to reach."

Brentley says she had seen other consultants and organizations try to make positive changes at Perry and in the surrounding community in the past. People would sit around at a table and talk about what would help students, and then no real change followed. "But this time, it is real," she says. "This time you have One Northside, A+ Schools, and the Buhl Foundation that are serious about making sure that we don't lose our high school, and making sure the families on the Northside stay within our Perry community."

The planning structure includes three teams with representatives from different parts of the community, from the Pittsburgh Promise scholarship program and the Buhl Foundation to the Pittsburgh Federation of Teachers (the teachers union) and the larger Perry community of students, alumni, and parents. The Action Team focuses on near-term projects, gathers input, and builds support for the overall project. A Steering Committee makes sure the right resources and

policies are in place, and the Planning Team meets regularly to develop Perry's long-term vision and planning framework.

Over the coming years, A+ Schools will invite Northside residents to be a part of supporting the school as a model for secondary schools in our region. Be on the lookout for community engagement sessions and surveys in the coming months.✦

See Perry's data on page 120.

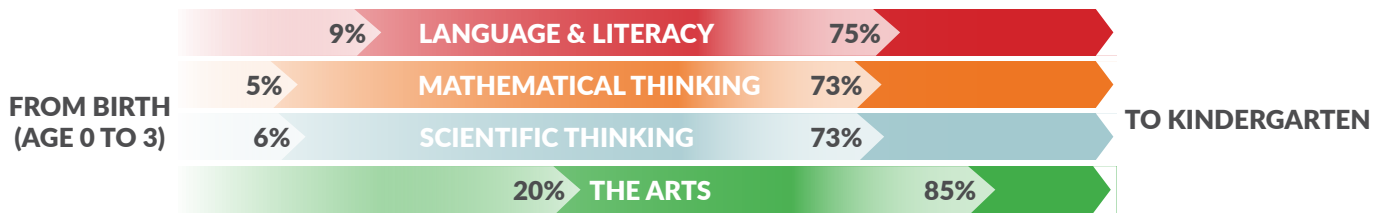
Learning on a continuum: The present and future of PPS' Early Childhood Education program, with a classroom view at Fulton

By Faith Schantz

When Carol Barone-Martin, the Pittsburgh district's executive director for Early Childhood Education, visits a pre-k classroom, joy is the most important thing she wants to see.

The district's Early Childhood Education (ECE) program reaches every area of the city, with classrooms for three- to five-year-olds in most K-5 and K-8 schools, in stand-alone centers, at the Children's Museum of Pittsburgh, and at the Carnegie Science Center. Two 6-12 and two 9-12 schools offer infant-toddler programs for students who are parents. Children aged 3-5 who need special education services come under the ECE umbrella, regardless of setting. And the district partners with child-care agencies to extend the school day for working parents. According to Barone-Martin, it's the most comprehensive program of its kind in the state. And given that it has federal, state, and local funding streams, the program is also comprehensively evaluated. One form of evaluation is the state's Keystone STARS. All of the district's pre-k classrooms have met the STAR 4 standard, the highest rating.

PPS Early Childhood Education program



GROWTH FROM PROGRAM ENTRY TO EXIT, 2017-19 Source: PPS
Percent Proficient from 3 to 5 years-old

Then there’s joy. “You can tell right away when you go into a classroom,” Barone-Martin says. If children are “joyful and they’re comfortable and they’re moving, they know what’s coming next and they know what they’re supposed to do and teachers are interacting with [them]...that really shows us that it’s working.”

As students move up through the grades, joy isn’t typically a measure of classroom quality or learning. That’s something Barone-Martin hopes to change. “Early childhood” is defined as birth through age eight by the state and by advocacy groups such as the National Association for the Education of Young Children (NAEYC), and the district has embraced that definition in its planning. Imagine PPS, the district’s citywide initiative, includes a focus on reimagining programming for infants through 3rd grade. Barone-Martin, the design team lead for that area, has been working with her team to figure out how the district can promote joyful learning not only in pre-k, but also in K-3.

ECE at Fulton: A classroom view

What does learning look like for the district’s youngest students? Pittsburgh Fulton PreK-5 provides a view. The three-story school is located in the heart of Highland Park, near the Pittsburgh Zoo and PPG Aquarium; it serves the neighborhood and students who enroll in the French language magnet. In the school’s single pre-k classroom, Early Childhood teacher Jessica McKenzie and Educational Assistant Sheria Giles are responsible for up to 20 children, who can range in age from those who have just turned three to those who just missed turning five by September 30, the cut-off date for kindergarten.

The day is organized around “circle times”—when students gather as a class—and small group learning. During circle time, students count the number in attendance, locate the day on a calendar, and observe and document that day’s weather. Other lessons come from a curriculum called Big Day for PreK™, which focuses on “big experiences” around a theme. For example, teachers might read a book and talk about the idea of family. During small group time, children can choose to go to a center in the classroom to play with toys, make art, look at books, or explore natural materials. The six-hour day also includes breakfast and lunch with a mealtime song, a nap, and outdoor play.

While children play or explore materials in one of the centers, McKenzie and Giles circulate around the room, observing, facilitating, and encouraging, with the goal of furthering the learning. A key teaching method for an early childhood teacher, says McKenzie, is modeling, both to show students how to manipulate objects physically and how to form questions that can push their learning to another level.

For example, with the simple experiments they set up at the beginning of the year, the teachers show that “It’s okay to put your hand in there and explore with the materials,” she says. “And you actually have to be there with them for the first couple of months to show them how to play.” In the block area, many children can build a tower, “but can they do more than that?...You can’t just say, ‘Okay, let’s go play’ and then expect them to be busy there. You have to keep showing them and showing them and sit there with them and ask questions,” questions that—like the block tower—“keep going up,” she says. Giles adds, “It’s important for them to see that you enjoy the

Rising up: Stories from our schools

activity,” which validates its worth for the child. Whenever possible in these interactions, McKenzie says they will connect students’ individual learning to what the class has been doing in circle time, so it “becomes more of a powerful experience for them.”

Helping students learn to stick with a task also involves repetition and an approach to learning that emphasizes progress. It might be hard to remember to provide that encouragement in the moment, McKenzie says, but “you just have to be there for them,” repeating “You can do it” or “You did it.” “You can show them what their goal is” while focusing on the necessary steps. “Let’s write the letter G,’ or ‘Let’s practice this one at a time,” McKenzie will tell students. “You’ve got to break it down and have little celebrations, versus, ‘No, you can only write one letter,” she says. Giles adds that when they’re able to spell their whole name, “and actually point at [each] letter and tell us, and they smile, and you give them a hug, that encouragement makes them want to do more.”

When it comes to assessing the learning of three-, four-, and five-year-olds, the district uses the Work Sampling System, developed by Samuel Meisels and colleagues at the University of Michigan. Work sampling involves documenting where students are in the areas of personal and social development, language and literacy, mathematical thinking, scientific thinking, social studies, the arts, and physical development and health. Teachers use a checklist tool that gives performance indicators for those areas, along with contextual information such as different ways a child might demonstrate a skill or behavior. As an example, a performance indicator for scientific thinking is “Uses senses and simple tools to explore.” Three times a year, for each indicator and each child, teachers check off “Proficient,” “In Process,” or “Not Yet.”

Teachers gather this information by observing children during the course of the school day and taking what are known as “anecdotal notes.” While children are counting attendance, for example, McKenzie may note that a child reached “seven”

before stumbling on the next number. While they’re at the centers, she may note that a child asked a classmate, “May I please play here?” At lunch, she might note that a child opened a food packet without help for the first time. Some examples of progress go into the child’s portfolio, which Barone-Martin says should include work that is on a continuum of learning, rather than noting that the child learned “five alphabet letters, and then once they do that, it’s done.”

Children learn by observing phenomena, testing objects to see what they’ll do, using materials to create new things, and acting out what they imagine with whatever is at hand.

How young children learn

The kinds of interactions McKenzie and Giles engage in with students at Fulton, and the forms of assessment used by pre-k teachers district-wide, highlight two important concepts in early childhood education. One is meeting children where they are. The other is educating the “whole child.”

National organizations such as NAEYC, and Trying Together, the Fred Rogers Center, and others in this region, view young children’s learning as an authentic process with the world as its primary source. Children learn by observing phenomena, testing objects to see what they’ll do, using materials to create new things, and acting out what they imagine with whatever is at hand. Given time and encouragement, they follow their own

questions to find answers that often lead to more questions. In this view, children’s development is integrated, and equal consideration is given, for example, to a child’s ability to share a toy, balance on one foot, express a like or dislike, speculate about why an object floats, or put two right triangles together to make a square. These are the elements—experiential, play-based, child-centered, and holistic—that can contribute to a “joyful learning environment,” Barone-Martin says.

From pre-k to “birth to age 8”

To reflect on what this would look like in the primary grade bands, last August a group of Pittsburgh teachers participated in two days of professional learning along with teachers from the Falk Laboratory School, a private school affiliated with the School of Education at the University of Pittsburgh. One session was on play. For K-3, they considered, “What if we implemented some actual play in the morning?” Barone-Martin says. “How would that set the child’s day differently than coming in straight to academics?” They also discussed how academics could be integrated for more “natural” learning experiences for students, such as incorporating math, science, social studies, and language arts in a study of rivers.

Some of these questions are being explored through a pilot program that began last year at Pittsburgh Beechwood PreK-5 and Pittsburgh Weil PreK-5. Along with incorporating more free play, Barone-Martin says teachers are looking at other ways to give children more opportunities to make decisions and choices, a key aspect of child-centered learning. There is a time for whole-group teaching, but “there are also times where children can be practicing and learning in a hands-on way throughout the classroom” without teacher direction, she says. Beyond pre-k, she notes, that will be new for some teachers. With grant funding, the district purchased “flexible furniture” for some rooms, so students could choose what kind of seat was most comfortable for them. Barone-Martin was surprised at how quickly each child was able to determine “whether they needed a solid chair or a wobbly chair or a soft little cushion to sit on.”

The “whole child,” of course, is part of a family. Another concern is how schools can continue to engage parents and other caregivers throughout K-3. Pre-k parents tend to have closer ties to ECE program staff than they have with their children’s schools in the later grades, where they typically have much less contact with teachers, and relationships can become strained or almost nonexistent. In pre-k, where teachers see family members at pick-up and drop-off times and also communicate through a daily note, the message sent to parents is “We’re doing this as a village,” as Giles frames it. To receive federal Head Start funding, the district is mandated to sponsor an Early Childhood Parent Policy Council and provide family services specialists. All parents are invited to serve on the Council and to receive family services specialists’ support, regardless of their children’s eligibility for Head Start. Promoting those relationships and providing families with support in K-3 is “something that we probably need to give more attention to,” Barone-Martin says, as part of reimagining pre-k-3.

This year, the team is considering what lessons have been learned from the pilot schools, and thinking about the design of a new school based on these practices, with a tentative opening date of 2023.

When McKenzie thinks about how K-3 could look more like pre-k, she returns to the concept of meeting children where they are. It shouldn’t be, “you’re in third grade, you’ve just got to get it,” or “you should be at this point,” she says. She and Giles—who have honed their own working relationship over hours of honest conversations about practice—both believe teachers will need more help in the classroom to be able to manage small groups, work on particular skills with individual students, and document progress. But it also may involve changes in teachers’—and administrators’—beliefs and attitudes. When children’s learning is viewed on a continuum, “It’s every day of meeting them with their learning needs,” McKenzie says. ☺

See Fulton’s data on page 52.

Rising up: Stories from our schools

What to look for in a pre-k classroom

When they visit a pre-k classroom, parents and other caregivers have ideas about what they hope to find. It might be dolls that look like their child, engaging books, or up-to-date STEM activities. They also want to know whether teachers relate to children in ways that promote their learning, which can be harder to see. These guidelines, based on recommendations from local and national experts, describe what some of those interactions might look like, along with other basic elements of a high quality pre-k program.

Teachers ask children open-ended questions, helping them to reflect on an activity and to expand their thinking and their language. “Can you tell me more about what you’re building?” “What does this block do?”

In a high quality pre-k classroom:

Teaching and learning

Children spend much of the day playing—their primary way of engaging with the world. When teachers teach the whole group, they pay attention to children’s responses and adapt as necessary, rather than just trying to get through a lesson. Teachers read books, sing, and say nursery rhymes with children. They speak in warm, friendly tones, including when they redirect a child’s behavior.

Teachers are the center of a high quality classroom. They teach, and model learning, through their interactions with students.

- **Teachers encourage children to explore materials, pose their own questions, and make choices.** They handle materials to show children that it’s okay to touch them, and model curiosity by wondering aloud. “What does this seashell sound like? What do you hear?” They ask children open-ended questions, helping them to reflect on an activity and to expand their thinking and their language. “Can you tell me more about what you’re building?” “What does this block do?” “Why did you put that one there?”
- **Teachers recognize and promote children’s interests.** They note what captivates a child during daily activities, and follow up; for example, encouraging a child who lingers while washing her hands to play at the water table. They link whole-class lessons to students’ individual interests. They provide materials and books on topics of concern to their students, “personalizing” the room to reflect that particular class.
- **Teachers push children to go a little beyond what they think they can do.** Teachers encourage children to keep trying, show them their progress and celebrate it (“You did it!”), and wait patiently while they struggle to process a thought or figure out what they want to say. Teachers break a larger goal into smaller goals—“Look, you wrote the first letter of your name”—and remind a child of the overall goal. “Soon, you’ll be able to write your whole name.”
- **Teachers encourage children to play with and learn from one another.** Teachers model conversations for children who are engaging in activities side by side. They might point out similarities among characters in books students are looking at, or differences in their drawings. Teachers show children how to have positive interactions with others, to build community among the class. They also allow them to try to solve some interpersonal problems on their own.
- **Teachers make sure to include all children.** When students are learning and playing on their own, teachers move around the room and talk to individual students about what they’re doing. During whole class activities, they invite specific

children to participate—circling the day of the week on the calendar, circling a particular letter on the list of daily activities, or reporting on the weather outside. Teachers rotate classroom jobs throughout the whole class. If a child can't do a particular job, the teacher adapts it to meet the child's skill level or splits a task between two students. Teachers may pair up children with a partner to encourage participation, or let a child choose a book or topic to share with the class. All students see themselves represented in classroom materials and artwork on the walls, including children who have disabilities.

- **Teachers connect to children's home lives and cultures.** Throughout the day, teachers honor and respect where children come from. They make deliberate efforts to get to know parents and extended family members, including making phone calls with a positive tone early in the year. They invite parents to share their family traditions with the class. For families who speak a language other than English, they provide information in the family's first language. In all their interactions with parents, they assume that parents are the experts on their own children.

Physical space

The classroom is clean and well organized, with materials placed within children's reach. Play areas include objects that children can experiment with and use for imaginative play, such as blocks and collections of small objects. Walls are decorated with children's art work, images that represent all racial groups without stereotyping, and pictures of children with their families. Some objects in the room are labeled with their names to begin to familiarize children with written words. Teachers engage with students at their own level. Classroom spaces, rules, and expectations foster a sense of community.

Teachers never:

- Direct the class to sit at desks and complete worksheets
- Give the whole class any kind of standardized test
- Physically punish a child
- Force a child to apologize
- Show disrespect to a child or family member

To find out how to enroll your child in a PPS pre-k program,

see page 20.

At home with your child

"You are your child's first and most important teacher, and you don't have to be a content expert in academic subjects to ensure they are learning while at home. As remote learning continues, play can serve as a foundation for your child's continued healthy learning, growth, and development. You can use daily activities to explore patterns and sorting while doing the laundry, practice measurements and science experiments in the kitchen, and support early literacy skills just by talking to each other. For resources on how to enhance interactions with your child, visit tryingtogether.org/parenting-resources."

Cara Ciminillo, executive director,
Trying Together

The logo for 'Trying Together' features the word 'Trying' in a stylized orange font and 'Together' in a blue font, with the letters 'o', 'g', 'e', 't', 'h', 'e', 'r' in 'Together' being smaller and more widely spaced.

These guidelines are based on information from Carol Barone-Martin, PPS executive director for Early Childhood Education; Jessica McKenzie, Early Childhood teacher at Pittsburgh Fulton PreK-5; Sheria Giles, educational assistant at Fulton; Emily Neff, PK-3 public policy manager/Kindergarten Transition program director for Trying Together; a guide for finding quality childcare produced by Trying Together; and other sources.

School choice and enrollment guide

Choosing the right school for your child can be confusing and overwhelming. Here, you'll find information about the types of schools Pittsburgh residents can choose from, as well as information on how to enroll your child. As always, if you need help, call us at 412-697-1298 or email us at info@aplusschools.org.

Pittsburgh Public Schools pre-k programs

The Pittsburgh Public Schools (PPS) offers pre-k ("early childhood") programs for **3-5 year-olds** in most K-5 and K-8 schools, in stand-alone centers, at the Children's Museum of Pittsburgh, and at the Carnegie Science Center. On the school pages in this report, "PreK" in a school name indicates that the school offers the program. For a full list, visit discoverpps.org. The program, which operates for six hours a day, five days a week, is free for most families, depending on income. For information about what the program is like for students, see the story on page 14 of this report, and/or visit pghschools.org/domain/1279.

You can apply to any pre-k program regardless of neighborhood, although transportation isn't provided for pre-k students. Please note: **if you're interested in a particular K-5 school with a magnet program**, your child will get an extra "weight" (chance to be chosen) if they've attended pre-k at that school or another PPS school.

For **children under 3**, PPS also offers an Early Head Start Program for income-eligible families. Millions 6-12, Westinghouse 6-12, and Allderdice and Brashear high schools have infant-toddler programs through Early Head Start for their **students who are parents**. The Crescent Early Childhood Center in Homewood also offers an infant-toddler program for student parents. For information, contact the PPS Early Head Start Coordinator, Sherlyn Harrison, at 412-529-8021.

To **apply for a pre-k program for children aged 3-5**, visit pghschools.org/ecenrollment. For a child who will be 3 by September 30th, 2021, you should apply online during the lottery window, **February 3 to April 24, 2021**, for the best chance of being accepted to the program of your choice. If your

child will turn 3 after September 30th, or if you miss the lottery window, you can still apply. If there are no spaces, your child will be placed on a waiting list. Once children have turned 3, they can enter a program after the school year has started if spaces are available. For more information, call the Early Childhood Main Office at 412-529-4291 (select option 2) or email earlychildhood@pghschools.org.

Kindergarten registration and first-time enrollment at any age

If your child will be **5 years old on or before September 30, 2021**, you can enroll them in kindergarten for the 2021-22 school year.

- To enroll in your **neighborhood school** (school your child is assigned to based on your home address), you can register your child beginning in **February 2021**. To identify your neighborhood school, visit discoverpps.org.
- To enroll in a **magnet school or magnet program within a school**, you must apply between now and December 4th, 2020 at 5:00 p.m. (See "PPS magnet schools and programs" for more information.) **The magnet application does not replace kindergarten registration**—you must complete both.
- **Register** your child for kindergarten. Visit pghschools.org/kindergarten for an outline of the process, which involves either downloading and completing documents, and mailing, emailing, or faxing them to the district; or uploading documents along with an online application. If your child is already enrolled in a PPS pre-k program, the process is slightly different.

For first-time enrollment in PPS for grades 1-12, visit pghschools.org/newtoPPS. To identify your neighborhood school, visit discoverpps.org. You can

enroll online by sending a request to studentinfo@pghschools.org or call the district's parent hotline at 412-529-4357. Students must be enrolled to apply for a magnet program.

PPS “neighborhood” schools

Your neighborhood school is the school assigned to you by the district based on your home address. It's not necessarily the school closest to you. To find your child's assigned school, visit discoverpps.org and enter your address. You can use this report to better understand how the school is performing.

PPS “magnet” schools and programs

Any student can apply to a magnet school, regardless of location, with transportation provided if needed. Magnet schools have specialized programming, such as a foreign language or a STEAM focus. Some neighborhood schools have magnet programs within them. Even if the school is your neighborhood school, you must apply for the program. For the 2021-22 school year, you must apply between now and **December 4th, 2020** at 5:00 p.m. For information about programs, and to access the application, visit pghschools.org/magnet. After December 4th, applications can still be taken for programs with spaces available, and for waiting lists.

Entrance to the programs isn't guaranteed. Some magnet programs have **requirements**, such as grades, foreign language ability (for certain grades after kindergarten), attendance, and/or scores on the state test or another standardized test. For a full list of requirements, visit pghschools.org/Page/4901. Except for CAPA 6-12, which has an audition process, students are selected by a lottery.

For students who apply within the lottery window (by December 4th):

Your child's application may be given:

- **Sibling preference:** Kindergarten applicants are given preference if you already have a child attending the school.

- **Program continuation preference:** Students who are applying to the next level of the same program are given preference. For example, applicants from the Spanish language magnet at Liberty K-5 will get preference for the International Baccalaureate magnet program at Obama 6-12.

Your child's application may also be “**weighted**”—given extra chances to be chosen—based on the following:

Grades K-5 weights:

- You live in the same region as the school's location. Visit discoverpps.org and scroll down to see lists of schools by region.
- Your family is economically disadvantaged.
- Your child attended a pre-k program at the school where you are applying.
- Your child attended another PPS pre-k program.

Grades 6-12 weights (except for CAPA and Sci-Tech):

- You live in the same region as the school's location.
- Your family is economically disadvantaged.
- Your child attended school at least 95% of the previous school year.
- Your child didn't receive any 4-10 day suspensions in the previous school year.
- Your child attended a PPS elementary (for grades 6-8) or middle (for grades 9-12) school.

For more information about weights in general, and specifics for CAPA and Sci-Tech, visit pghschools.org/magnetlotteryweights.

For **help with the magnet process overall**, visit the PPS Student Registration Help Center at pghschools.org/studentregistration or **contact us at info@aplussschools.org**.

Continued on p. 22

School choice and enrollment guide

Career and Technical Education (CTE)

Milliones 6-12, Westinghouse 6-12, and all four 9-12 schools offer Career and Technical Education (CTE) programs, which give students opportunities to learn 21st century job skills and earn industry certifications and college credits. Students can apply for a CTE program in 9th or 10th grades, depending on the program. The **application process** for the 2021-22 school year is open now through **November 30th, 2020**. To access the application, visit pghschools.org/applytoCTE.

Options include:

- Applying to a CTE program housed in the school your child is already attending
- Applying to a CTE program housed in another school in the same region (students are transported to the other school for CTE classes)
- Transferring to a school in another region that offers the CTE program, if no school offers it in your region

Students can't be enrolled in both a magnet program and a CTE program, except for students in the Allderdice pre-engineering magnet program. For more information about CTE programs, visit pghschools.org/cte.

Pittsburgh Online Academy 4-12

The district offers an online version of the curriculum at Pittsburgh Online Academy 4-12. See page 122 of the report for contact information, or visit discoverpps.org/online.

Other neighborhood school or private school

You may be able to enroll your child in a school of your choice through one of the following options:

- The Opportunity Scholarship Tax Credit Program, for students living in the attendance area of a low-achieving school. (Students don't have to

have attended the school to be eligible for the scholarship.) Visit pghschools.org/OSTCprogram or education.state.pa.us for more information.

- PS-6 Request to Transfer, for safety, family hardship, or other reasons. Requests must be made in writing using Form 101. Contact the PPS Parent Hotline at 412-529-4357.
- Open Enrollment, in schools that still have openings at the start of the school year. Check in April 2021 for schools with openings. You must live in the same region as the school of your choice. Visit pghschools.org/enrollment for more information.

Charter schools

Charter schools are free, public schools operated independently of school districts. Pittsburgh has a range of charter schools for all grade levels that are open to all students. Charter schools may give preference for siblings of current students and/or students from low-income families, but otherwise they may not restrict admissions. Like PPS, they are required to provide special education services to meet students' needs.

Application processes and timelines are different for each charter school. Pages 123 through 137 provide detailed data about the schools included in this report, and contact information. See page 122 for contact information for Passport Academy Charter School and Provident Charter School. An additional charter school, Catalyst Academy, opened this fall with grades K-1 in the Lincoln-Lemington neighborhood. Information can be found at catalystacademy.org. Some cyber charter schools are also open to Pittsburgh students. They aren't included in this report.

Special education

The Pittsburgh district serves students with special needs through supports and services **within schools and at special education centers**. To see which services are provided in schools in the 2020-21 school year, see the school pages in this report. For contact information for the centers, see page 122. For more information, visit pghschools.org/pse.

The **Pittsburgh Local Task Force on the Right to Education** is a support and advocacy group for families. Visit pghschools.org/PSEparentresources.

The district also provides **early intervention** evaluation and services for children under 5. Visit pghschools.org/earlyintervention or call the PPS Early Intervention office at 412-529-4000.

“Gifted” education

Services for students who are **identified as gifted** fall within special education. The district’s Gifted and Talented program aims to provide opportunities and experiences to help students extend their learning, develop individual potential, and become life-long, independent learners.

Students can be gifted in many ways, not just by being high achievers on tests. As a parent/guardian, **you can request that your child be evaluated for the gifted program as early as kindergarten.** The evaluation may include a collection of your child’s work (school work and/or creative work), a teacher’s recommendation, one-on-one testing, grades and scores from other tests your child has taken, and information from you. You will be asked to sign a form giving permission for your child to be evaluated. The district is required to keep you involved and informed throughout the process.


Gifted programming

Most kindergarten through 8th graders who are identified as gifted are bussed from their home schools to the Pittsburgh Gifted Center in Crafton Heights one day a week for classes. Students at Dilworth, Grandview, and Sci-Tech receive gifted education at their schools.

In grades 9-12, students can take two types of advanced classes: Centers for Advanced Study (CAS), and Advanced Placement (AP). Students who haven’t been identified as gifted can also apply to take CAS and AP classes. For CAS students who are black, the African American Centers for Advanced Studies Council provides advocacy and support.

For more information, visit pghschools.org/giftedandtalented, or call the district’s Gifted and Talented Office at 412-529-3021.

English Language Learners

For students who speak a first language other than English, the district offers intensive instruction in the English language at regional centers in four elementary, two K-8, two 6-8, and two high schools. To see which schools are regional ELL sites, look for this icon  on the school pages in this report. For help enrolling your child, visit pghschools.org/ESL or call the PPS ESL office at 412-529-3516 or 412-529-3620. ☎

The Pittsburgh Board of Public Education

The 9-member Pittsburgh Board of Public Education, or the school board, is one of the most important elected bodies in Pittsburgh. The board sets policy for the district and is responsible for an operating budget larger than the City of Pittsburgh’s operating budget. Your board member is also your representative and is accountable to you.

School board members serve electoral “districts,” specific areas of the city that are not exactly the same as electoral wards. Schools are also assigned school board representatives. To find your voting district, who to contact with a school issue, how to contact a board member, and/or how to testify at one of the board’s regularly scheduled public hearings, contact Amie White at amatson@aplussschools.org or 412-697-1298, ext. 113.

High school opportunities

Research shows that the academic rigor of classes students take in high school is the most powerful predictor of college enrollment, persistence, and success. This chart shows opportunities offered at the district's 6-12 and 9-12 schools, Urban Pathways 6-12 Charter School, and City Charter High School, to prepare students for college and careers. Other organizations in the region address gaps in students' education and exposure to the full range of options. For information, see below.

KEY	AP: Advanced Placement
	IB: International Baccalaureate, equivalent to AP
	CAS: Centers for Advanced Study (PPS only)
	CTE: Career and Technical Education (PPS) or the equivalent



	CAPA 6-12	Milliones 6-12	Obama 6-12	Sci-Tech 6-12	Westinghouse 6-12
Student enrollment (Oct. 2019)	879	322	851	589	697
AP courses available	11	6	n/a	11	3
IB courses available	n/a	n/a	16	n/a	n/a
CAS subjects offered	10	7	7	n/a	6
CTE courses available	n/a	2	n/a	n/a	16
Enrolling in postsecondary education*	86%	35%	77%	70%	20%
6-year college completion rate	60%	7%	61%	38%	4%

For a list of courses by school, visit ourschoolspittsburgh.org.

Community resources

Neighborhood Learning Alliance

Neighborhood Learning Alliance (NLA), located in Garfield, works to improve educational outcomes for students from low-income families across Allegheny County through strategic partnerships with the community and faith-based organizations. They offer programs for K-12 students that focus on supplementary learning as well as higher education.

Programs for high school students include:

Warrior Movement

- Reading Warriors employs 9-12 students as reading mentors for K-5 students.
- Tech Warriors provides opportunities for high school students to explore Pittsburgh's growing Maker Movement.

High School U

- **High School U Summer Component.** Students participate in on-campus, immersive college experiences with classes, tutoring, and work placements. They receive pay and bus passes. In the past two years, over 95% of participating students passed their classes and earned college credits.
- **High School U School Year Component.** Students earn college credit and participate in work experiences during the school year, and receive help with the college admissions process.
- **High School 2 Health Careers.** Students, who can enroll as 10th or 11th graders, receive support and preparation throughout high school, help enrolling in the CCAC Registered Nursing program, and help securing their first professional employment.



To learn more, visit neighborhoodlearning.org or call 412-363-1910.



Allderdice	Brashear	Carrick	Perry
1,469	1,182	698	361
29	14	7	7
n/a	n/a	n/a	n/a
12	11	9	9
5	12	14	6
57%	42%	48%	27%
42%	26%	27%	13%

Urban Pathways 6-12	City High (9-12)
307	559
2	n/a
n/a	n/a
n/a	n/a
n/a	6
63%	73%
24%	59%

*Data for PPS and Urban Pathways 6-12 are from fall 2018. City High data are from fall 2019.
Sources: PPS, Urban Pathways 6-12, and City High.

Other resources

Gwen's Girls

Located on the Northside, Gwen's Girls offers tutoring and academic supports, school-based and community-based services, after-school and summer programs, STEM initiatives, and career exploration and workforce readiness. Visit gwensgirls.org.

Manchester Craftsmen's Guild Youth & Arts Program

Located on the Northside, MCG Youth & Arts is an after-school arts education and apprenticeship program, free to PPS 9-12 students. Visit mcgyouthandarts.org.

Partner4Work

Located Downtown, Partner4Work provides young job seekers with career training and exploration programs, employment assistance, job search help, and a robust summer jobs program. Visit partner4work.org/job-seekers.

The Pittsburgh Promise

Located in the Hill District, the Pittsburgh Promise is a college scholarship program for students who attend and graduate from the city's public schools, including charter schools. Eligibility requirements include residency, enrollment, attendance, and grades. Every student who starts on day one of 9th grade and meets eligibility criteria will be eligible for up to \$5,000 per year, for four years of post-secondary education. The Promise Coaching Initiative, which works directly with 9-12 students, is being piloted at Milliones 6-12 and Carrick and Perry high schools. Visit pittsburghpromise.org.

YMCA Lighthouse Project

Located in Homewood, the Lighthouse Project is a teen center that offers a range of media arts programs. Experienced teaching artists help students build transferable technical skills. Visit pittsburghymca.org/belong/programs/arts-and-education/lighthouse-project.

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Urban League of
Greater Pittsburgh

ULPGH.ORG/PROGRAMS/LEARNMORE

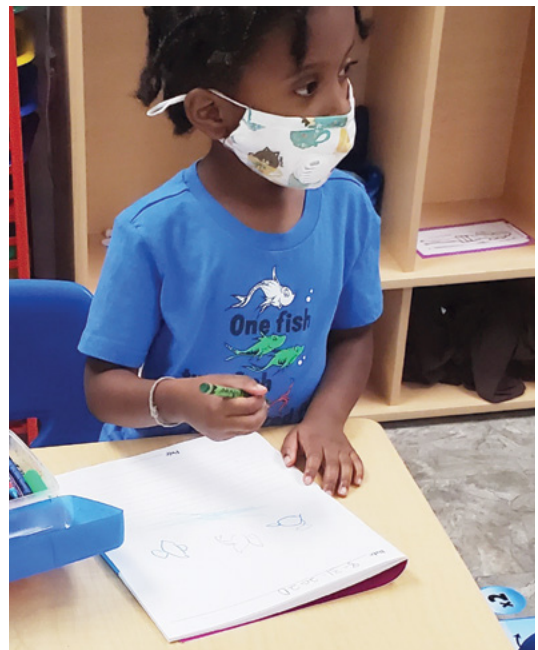
332 FIFTH AVENUE, FOURTH FLOOR, PITTSBURGH, PA 15222
P: (412) 227-4802 F: (412) 227-4162



Allegheny Child Care

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Early Learning
After-School
Out-of-School
Summer Camp
Virtual



www.alleghenychildcare.org



Managed by Trying Together in partnership with Allegheny County Department of Human Services and Allegheny Partners for Out-of-School Time (APOST.)

Section II

Inside this report



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Executive summary 2020

This executive summary provides data and an analysis of trends across Pittsburgh Public Schools (PPS), based on data in this and previous A+ Schools reports. Our goal is to provide readers with a picture of the district overall, and also to point to how the system is designed to get its current outcomes. Over this past year, many people have heard the term “systemic racism” in reference to social institutions. Our schools and districts also are structured in ways that privilege some students and disadvantage others. We hope to help readers understand the systemic issues that lead to unequal outcomes for children—and to motivate you to take action. You can use this summary as a starting point for conversations with your school board member, school leader, and other concerned community members. Working together, we can support schools to improve year over year.

With systemic inequity as our lens, this summary includes discussions of:

- Student and teacher demographics, and enrollment trends
- Chronic absence (missing 10% or more of the school year)
- Student suspensions
- “Gifted” identification
- Advanced Placement course taking
- School trends on state tests and exams
- Graduation rate

 We also highlight **bright spots** across the district—schools and programs that are getting better outcomes by doing something in a different way. For links to research, see “References/For more information” on page 36.

What are the PSSA tests and Keystone exams?

The Pennsylvania System of School Assessment, or PSSA, is the state test for 3rd through 8th graders. Testing takes place in the spring.

PSSA content area	Grades tested
English Language Arts (ELA) & Math.....	3-8
Science	4, 8

The **Keystones** are state end-of-course exams, given at various times throughout the school year in Algebra I, Literature, and Biology. Students may take the exams more than once.

Scores for both PSSA tests and Keystone exams are rated “Advanced” (above grade level), “Proficient” (at grade level), “Basic” (not consistently at grade level), or “Below Basic” (below grade level).

A small number of students who receive special education services take an alternate test.

Please note: the state did not administer the PSSA or the Keystone in 2020.

Key takeaways

The system is designed to get the outcomes it gets.

- The current gifted identification process privileges higher socioeconomic status and White students, leading to disparities in access to more rigorous courses in high school.
- Black students have higher rates of suspension and chronic absence as early as kindergarten. The disparate treatment of Black students contributes to gaps in student achievement that are seen in 3rd grade (the first year of state testing) and beyond.
- Entrance requirements at PPS selective magnet schools create schools with lower rates of students living in poverty and with disabilities and higher numbers of students who do not need extra supports or interventions (see page 112 for an in-depth discussion).
- Most PPS students are Black. Most PPS teachers are White. Research shows that Black students who have at least one Black teacher by 3rd grade are more likely to attend college.

Bright spots exist within Pittsburgh to show the way.

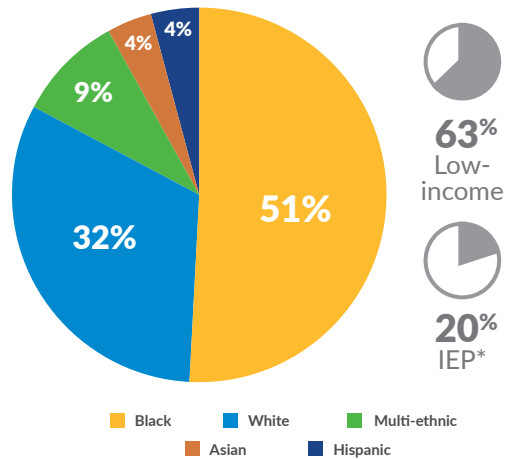
- By the time schools closed on March 13, no students had been chronically absent at Manchester Academic Charter School and Schiller 6-8.
- Dilworth’s “push-in” gifted model allows access to gifted supports for a greater number of students, with test scores reflecting greater success for all students.
- See the “Rising up” section in this report, beginning on page 6, and ourschoolspittsburgh.org, for more stories of schools that are growing student achievement and addressing inequities.

Enrollment

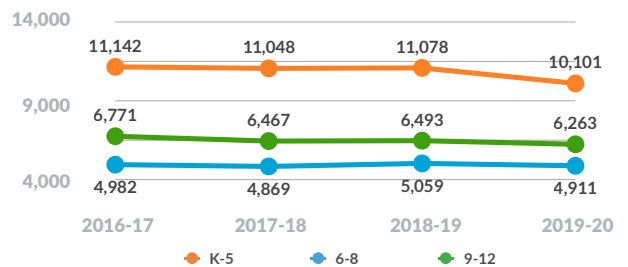
We report on district demographics to look at who is being educated in our schools, and changes in the overall enrollment over time to provide one data point for the state of the district’s “health.” Factors contributing to enrollment include local birth rate, availability of affordable housing, school options, and school quality (as determined by parent, teacher, and student perceptions; school achievement outcomes; and offerings).

In the past four years, K-12 enrollment in PPS has declined from 22,895 in 2016-17 to 21,275, a drop of 7%. From 2017 to 2019, the average per pupil spending for students in PPS rose from \$24,433.44 to \$26,909.02, a 10% increase.

2019-20 District enrollment by race/ethnicity



Enrollment change by grade level



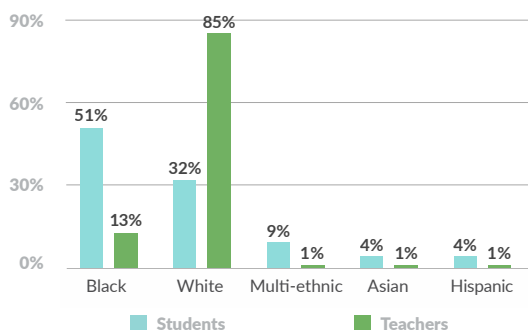
* Students with an Individual Education Plan (IEP) for special education, excluding students identified as “gifted”

Executive summary 2020

Teacher demographics

According to a 2018 report by Research for Action, only 5.6% of Pennsylvania’s teachers were people of color in 2016-17. Compared to state averages, Pittsburgh has higher rates of teachers of color (see graph), yet there is still a significant lack of representation compared to student demographics. Research has shown the importance of Black teachers for Black students. One large-scale study showed that **Black students who’d had just one Black teacher by 3rd grade were 13% more likely to enroll in college—and those who’d had two were 32% more likely to enroll.**

PPS student and teacher demographics



Bright spot: The District’s “Para to Teacher” program is attempting to increase the number of teachers of color by supporting current paraprofessionals to get the additional education they need to become certified teachers.



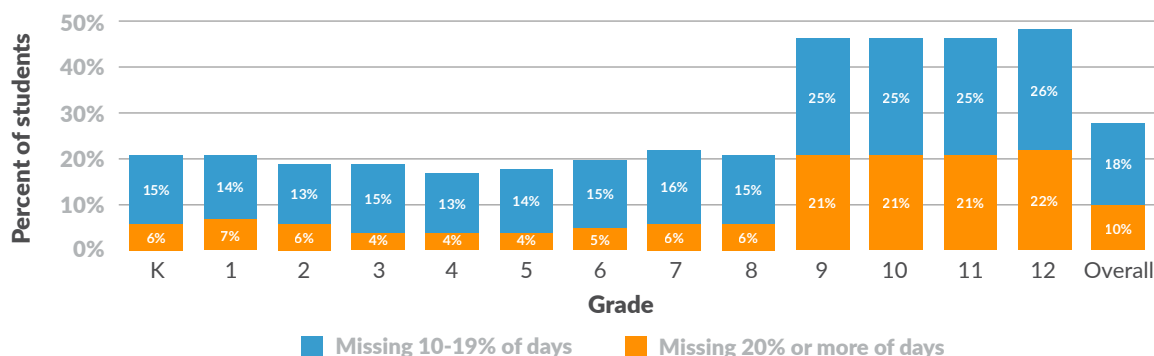
Bright spot: Manchester Academic Charter School and Schiller 6-8 reduced their rate of chronically absent students to 0%. Banksville, Montessori, and West Liberty elementary schools showed a rate of 4%.

Chronic absence

Chronic absence is defined by Attendance Works as missing 10% or more of school days for any reason (excused and unexcused absences). **This equates to only 2 days a month during the school year. Chronic absence in kindergarten impedes a child’s ability to master reading by the end of 3rd grade.** Moreover, absenteeism is highly predictive of whether a student will graduate or not, with one study showing that a student is **7.4 times more likely to drop out if they are chronically absent any year between 8th and 12th grade.** Finally, absenteeism not only influences chances for graduating but also completing college, with a study from Rhode Island finding that **only 11% of chronically absent students who graduated from high school made it to a second year of college.**

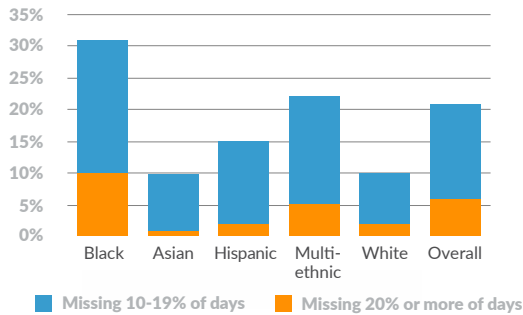
From the beginning of the 2019-20 school year until March 13, when schools closed due to the Covid-19 pandemic, chronic absence rates across PPS ranged from a low of 17% in 4th grade to a high of 48% in 12th grade. Thirty-one percent of Black kindergartners (265 students) were chronically absent (three times more than White kindergartners), and 56% of Black 9th graders (482 students) were chronically absent (1.7 times more than White 9th graders).

PPS students missing 10% or more of school year, by grade

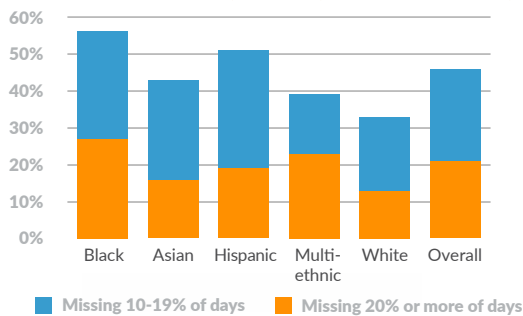


Data represent the first day of school in 2019 through March 13, 2020.

PPS kindergartners missing 10% or more of school year, by race/ethnicity



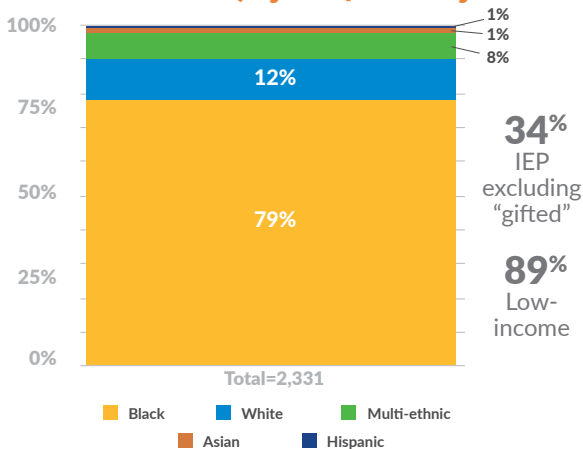
PPS 9th graders missing 10% or more of school year, by race/ethnicity



Suspensions

Student suspensions are much less frequent in PPS today than they were four years ago, yet they still are used as a discipline tool. Again this past year, the 2,331 students who were suspended could have almost filled Heinz Hall.

2019-20 PPS students suspended at least once, by race/ethnicity

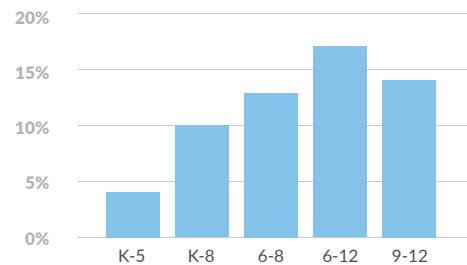


Various studies have sought to understand the efficacy and impact of suspensions on students. One study out of Philadelphia found that “students who are suspended for any offense experience a decrease in achievement, measured by standardized test scores and proficiency levels, and each subsequent day of suspension has an additional, negative effect” (Lacoe & Steinberg, 2018).

In the 2019-20 school year, Black students made up 79% of the total number of students that were suspended, though they were only 52% of the total student population. This racial disparity is slightly greater than it was the previous year.

Out-of-school suspension rates range from a low of 0% at Banksville and Montessori elementary schools to a high of 37% at Millions 6-12. The graph below shows average rates of suspension by school configuration type.

Students who were suspended at least once, by school configuration



Black Girls Equity Alliance Report

The Black Girls Equity Alliance has reported on another racial disparity—in who is arrested for school infractions and who is not. Earlier this year, they reported that “**Black girls are 10 times more likely than White girls, and Black boys 7 times more likely than White boys, to be referred to juvenile justice**”—in other words, to be entered into the juvenile justice system (“Understanding and Addressing Institutionalized Inequity: Disrupting Pathways to Juvenile Justice for Black Youth in Allegheny County,” Black Girls Equity Alliance, 2020). They found that PPS school police were the source of the greatest number of juvenile justice referrals for Black girls, and the second highest source of juvenile justice referrals for Black boys.

Executive summary 2020

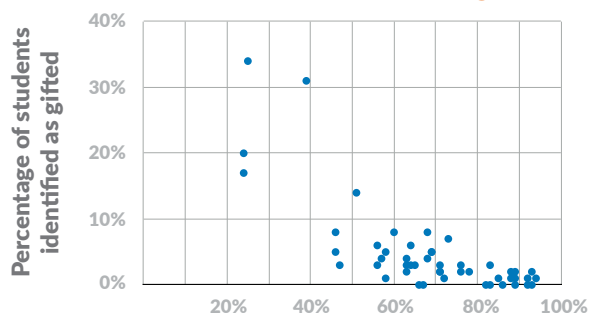
Black girls were referred to the juvenile justice system by PPS school police three times as often as they were referred by City of Pittsburgh police.

To address these inequities, the Alliance calls for changes in school policy to eliminate disorderly conduct as an infraction in schools' codes of conduct, and the elimination of school police.

To learn more about their efforts and to get involved, visit gwensgirls.org/bgea.

Gifted identification

Gifted identification and students' economic disadvantage



Percentage of economically disadvantaged students in the school (each dot represents a PPS school)

The Pennsylvania State Code defines “mentally gifted” as “Outstanding intellectual and creative ability the development of which requires specially designed programs or support services, or both, not ordinarily provided in the regular education program.” As you can see from the scatterplot graph above, the percentage of students identified as gifted in a given school is highly correlated with family income. Moreover, the vast majority of students identified as gifted (66%) are White, with only 18% of Black students identified. Gifted identification in the lower grades provides automatic access to more rigorous courses in high school, which has been shown to be a powerful predictor of college enrollment, persistence, and success.

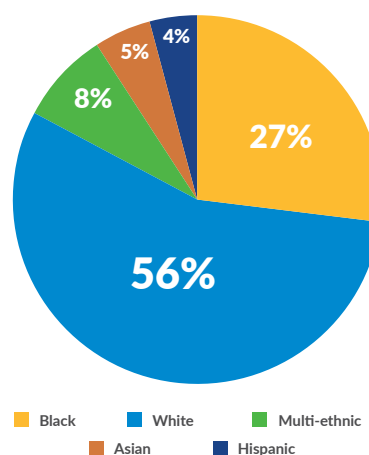


Bright spot: Dilworth PreK-5 provides services for students identified as gifted at the school. Some of the activities are open to all students.

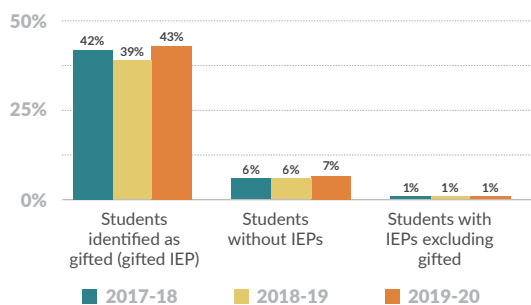
Advanced Placement (AP) course taking

Compared to their identification as gifted in grades K through 8, more Black students take AP courses in high school. However, the imbalance between Black student participation in those courses and White participation persists.

Students who took at least one AP course, by race/ethnicity

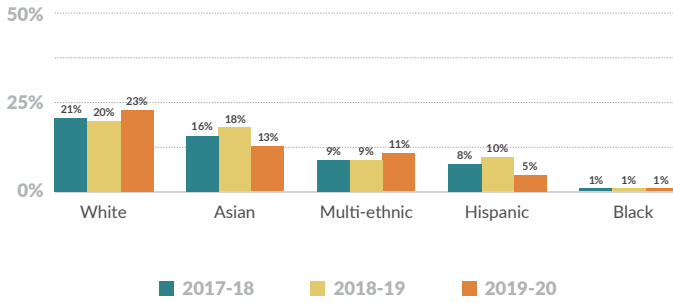


Students who passed an AP course and scored 3 or higher on an AP exam, by IEP



Moreover, as the graph shows, rates of AP exam passage (scoring a 3 or higher) are much higher for those who are identified as gifted than for those who aren't. (“IEP” stands for Individualized Education Plan.)

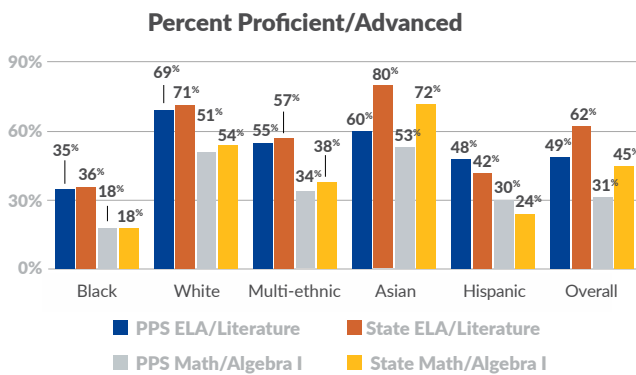
Students who passed an AP course and scored 3 or higher on an AP exam, by race/ethnicity



State test score trends

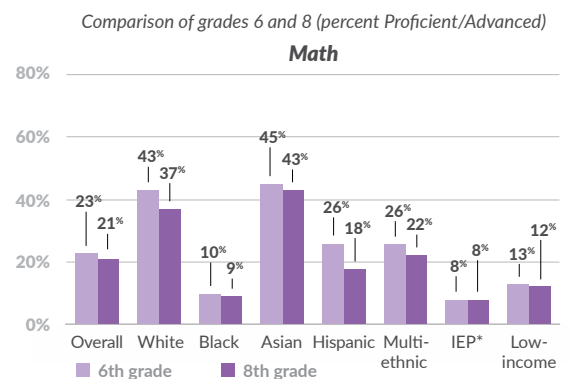
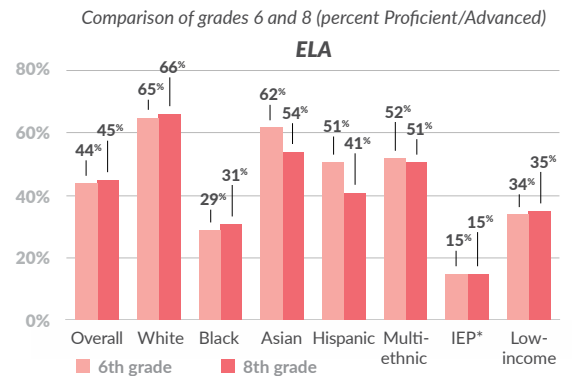
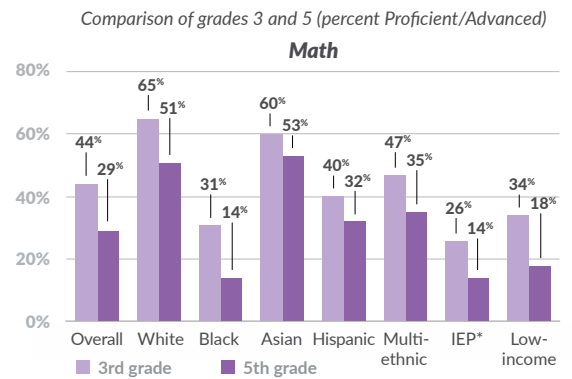
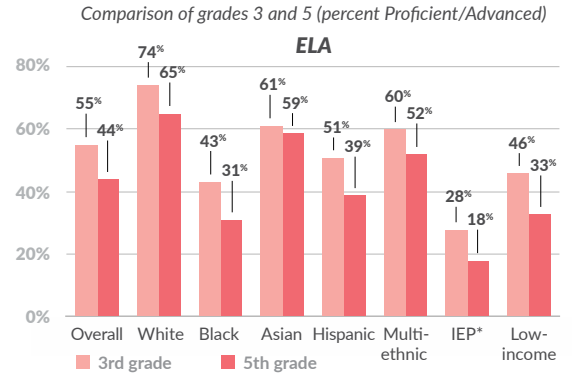
Because of Covid-19, no tests were given statewide to measure academic performance in 2020. Therefore, on the school pages, we provide a combined average of three years of data (2017-19) for the PSSA tests and the Keystone exams. The graph below shows 2019 data for PPS and the state. PPS outcomes on standardized test scores are in line with state averages except in two cases. Hispanic students in PPS scored higher than state averages for Hispanic students, and Asian students in PPS scored lower than state averages for Asian students.

2019 PSSA tests and Keystone exams for PPS and state, by race/ethnicity



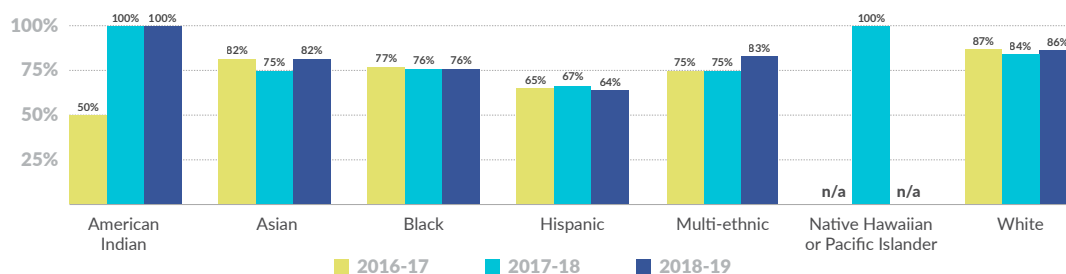
This year, on the school pages, we also provide data for 3rd and 5th grade and for 6th and 8th grade over three years. In most schools (as the graphs on the right show) achievement declines for all subgroups of students as they advance, except for ELA in 6th to 8th grades for Black and White students. The improvements in achievement in those grades is a **bright spot** that should be explored further to understand what is contributing to the growth in proficiency.

Achievement THREE YEAR AVERAGE 2017-19 PSSA performance



* Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"

PPS graduation rate over time, by race/ethnicity



Bright spots:

Three year averaging of PSSA tests and Keystone exam scores show:

- At Greenfield PreK-8, 86% of Black 3rd graders and 84% of White 3rd graders scored Proficient or Advanced on the ELA PSSA.
- At Allegheny PreK-5, 75% of Black 3rd graders and 92% of White 3rd graders scored Proficient or Advanced on the ELA PSSA.
- Black students at Sci-Tech 6-12 outperformed the overall state average on all three Keystone exams.

Graduation rate

The ability of students to be able to access post-secondary education is predicated on their successful completion of school. Between 2017 and 2019 (the most recent data available) graduation rates have held fairly steady (see graph above). Most students of color in PPS are less likely to graduate within four years than their White counterparts, and more likely to be in schools with higher concentrations of students in poverty and with disabilities (see page 112 for further analysis).

Conclusion

An adage in systems thinking is that systems are designed to get the outcomes they get. The data and analysis in this summary suggest that there are aspects of this system that exacerbate inequities and limit opportunities for Black students. Deeper analysis of the barriers to success and the bright spots that are achieving great results is necessary to make targeted change that can make a difference in the lives of students.

We can fix this. Read the “Rising up” section beginning on page 6 and learn how specific school leaders and school communities are tackling problems of equity head on. Get involved in a school as a volunteer, tutor or mentor. And vote in every

school board election with an eye towards what the candidates will do to redesign the system so that it is much more equitable.

Methodology

The executive summary analysis was conducted using data in the full report and previous reports, as well as additional public data from the PA Department of Education and data from PPS (see Definitions and sources” on pages 138-139). The executive summary findings were developed by Sean Caulfield, data analyst for the report. ☺

References/For more information

Teacher/student demographics

“The Long-Run Impacts of Same-Race Teachers”
<https://hub.jhu.edu/2018/11/12/black-students-black-teachers-college-gap/>.

PPS Para to teacher program, a partnership with Point Park University: pointpark.edu/academics/Schools/Education/GraduatePrograms/Para2Teacher-Program

Chronic absenteeism

Attendance Works: attendanceworks.org

“Absences Add Up”
attendanceworks.org/wp-content/uploads/2017/05/Absences-Add-Up_September-3rd-2014.pdf

How Schiller 6-8 reduced chronic absenteeism: ourschoolspittsburgh.org/rise-up-schiller

Suspensions

“Do Suspensions Affect Student Outcomes?”
<https://journals.sagepub.com/stock/default+domain/HRfelzVGnbbYaWGq5IUb/full>

Black Girls Equity Alliance: gwensgirls.org/bgea

“Understanding and Addressing Institutionalized Inequity: Disrupting Pathways to Juvenile Justice for Black Youth in Allegheny County”
gwensgirls.org/wp-content/uploads/2020/09/20-011-BGEA_JuvenileJustice-BlackYouth_v4.pdf

How Dilworth PreK-5 keeps suspensions low: ourschoolspittsburgh.org/rise-up-low-suspensions-dilworth

AP course taking

“Are AP Students More Likely to Graduate on Time?”
eric.ed.gov/?id=ED556464

About this report

This report contains data for each **Pittsburgh public school and all of the charter schools within the city** for the **2019-20** school year.

Please note: State tests were cancelled for 2020 due to Covid-19. In the absence of current data, we report a three year average (2017-19) for score ranges on PSSA tests and Keystone exams.

Information that reflects the **current year** as a service to readers includes:

- School names, names of principals/administrators, and contact information
- “English as a Second Language” program sites, magnet programs, and Career and Technical Education (CTE) program sites
- Special education services provided at the school
- Building accessibility

The indicators of school progress were originally selected by an A+ Schools committee headed by Alan Lesgold, Ph.D., dean emeritus of the School of Education, University of Pittsburgh. The indicators in

our revised report (starting in 2014) were developed with the help of Dr. Shula Nedley, Dr. Daniel Morrow, and the A+ Schools Board and staff. We thank the Pittsburgh Public Schools and each charter school for providing information.

See pages 138-139 for more information about any indicator.

Visit ourschoolspittsburgh.org for:

- An expanded version of the “Rising up” section in this report: more stories of successful schools, video clips of interviews, and links to relevant research
- Digital school choice tools including an interactive map of schools by region and enrollment links
- Downloadable PDFs of key sections of the report

We encourage readers to consider this report as a tool for framing further questions as they continue to evaluate the quality of our schools. Call us at 412-697-1298 or email us at info@aplusschools.org to schedule a presentation on this report for your school, community group, or agency.

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THE PITTSBURGH LEARNING COLLABORATIVE
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OFFERING SUPPORT & ANSWERING QUESTIONS FOR OUR REGION'S FAMILIES

Para llamadas en español
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For calls in English*
(412) 256-8536


**This line can also accept voicemail in all other languages*

HOURS OF OPERATION

Representatives will be available to answer calls on Tuesdays 10am-12pm; Wednesdays 2:30pm-5:30pm; and Fridays 11am-1pm.

Calls can be received 24/7.
If a rep doesn't answer - please leave a voicemail!
You will receive a call-back within 48 hours on weekdays.

The Family Hotline is operated by representatives from:



The Family Hotline will be available through the end of the 2020/21 school year.

Miss learning with your favorite artists?

Looking for fun, dynamic #ArtsLearningAtHome?

Introducing the Creative Learning Network!

Register for live events with your favorite teaching artists.

Browse video content in dance, music, visual art, theatre, and more, all designed for youth.

Reconnect with local artists any time you want!

Brought to you by APOST, Arts Ed Collaborative, and the Legacy Arts Project with generous support from The Heinz Endowments.



It's all available online, for free.

Free, online arts ed. Find it all at
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Arts ed is essential. The arts help our young people express themselves and build creativity. However, did you know that...

Arts ed is the law!

Federal law requires the arts as part of a well-rounded education. Pennsylvania state code also defines the arts as core academic subjects.

1. What do you think should be included PPS's arts education policy?
2. What is the amount of your school's dedicated arts budget?
3. How much instructional time in the arts does your child benefit from each week?
4. Which arts partners are involved at your child's school?

Check out artsedcollab.org for resources, or start a conversation with us at info@artsedcollab.org.



Together, we'll unlock the transformative power of the arts.

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5001 Baum Boulevard, Suite #400
 Pittsburgh, PA 15213
 (412) 281-2573
 FAX (412) 281-3854
www.macedoniaface.org

Services:

Family Engagement Services

- Family and Community Teaming (FACT) – for families with children
- Resources for Families in need
- Group Facilitated Workshops for Youth
- Early Literacy Program (Hill District) – promoting reading for students PreK- Grade 3

Adult Engagement Services

- Ryan White Case Management
- HIV Testing & Outreach
- Accelerated Support to Older Persons
- Active for Life Senior Center
- Meals on Wheels

Raising the Power of Out-of-School Time for Over Ten Years



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uwswwpa.org

apost@unitedwayswwpa.org



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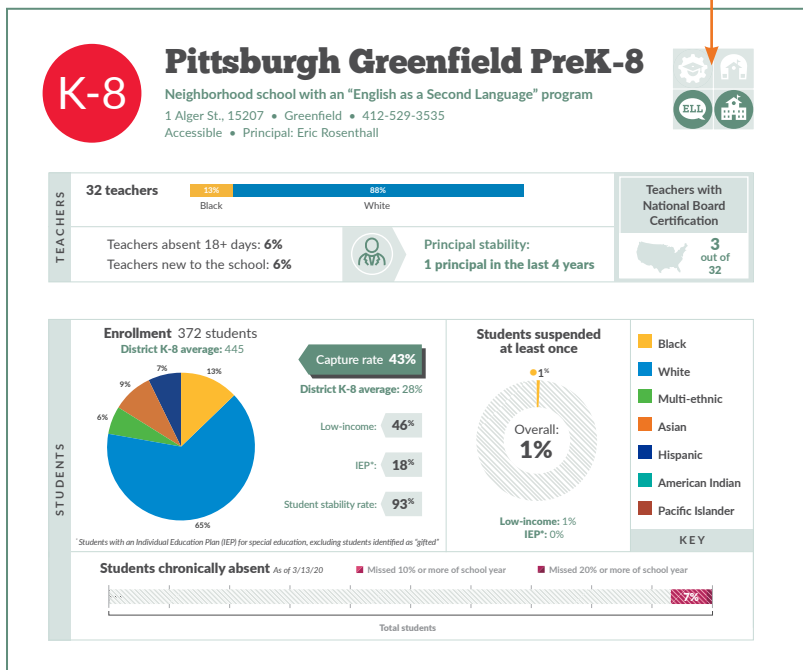
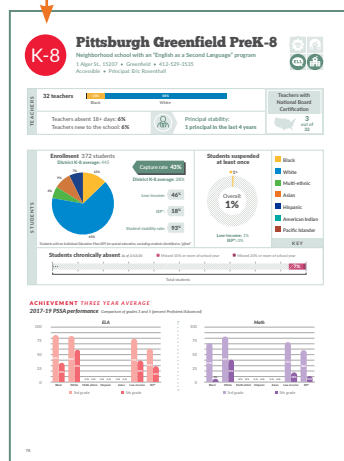
How to read this report

Pages are color-coded by level:

- K-5
- K-8
- 6-8
- 6-12
- 9-12
- Charter

School offerings

-  Career and Technical Education
-  Magnet school or program
-  Neighborhood school
-  Regional site for English Language Learners



Who are the teachers?

- How many have earned certification by the National Board for Professional Teaching Standards?
- Do teachers stay at the school?
- Do they come to school regularly?
- Does the principal stay?

Who goes to the school?

- Does the school draw students from the neighborhood ("Capture rate") or do they go elsewhere?
- Do students stay at the school? (If the percentage for "Student stability rate" is high, the answer is yes.)
- What percentage of students were suspended? Were some groups suspended more often than others?
- Do students come to school regularly? Missing 10% of the school year—or two days a month—for any reason can negatively impact outcomes.

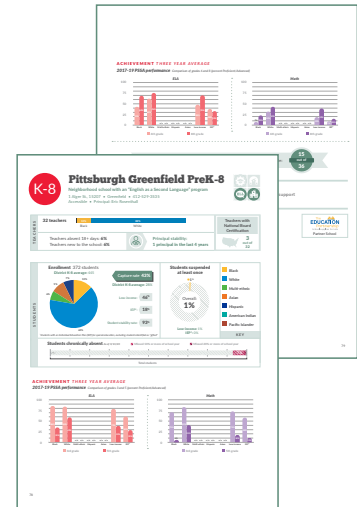
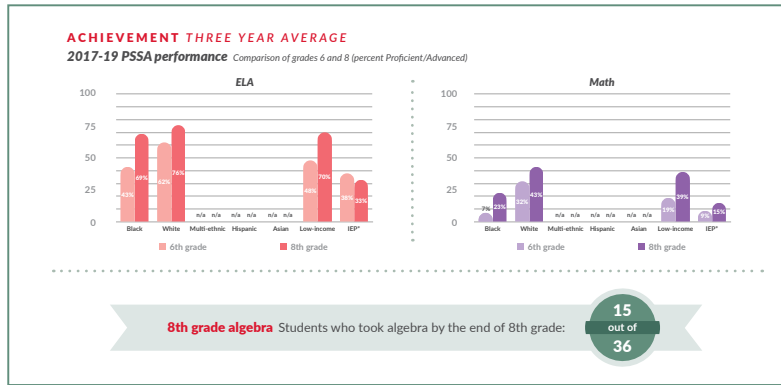
Call A+ Schools at 412-697-1298 or email us at info@aplusschools.org to schedule a presentation on this report for your school, community group, or agency. We'll review the report, explain how to use it, and answer your questions. Visit ourschoolspittsburgh.org to support the publication of this report and our other programs and publications through a donation, and for much more information about our schools.

How to read this report

Achievement: K-5, K-8, and 6-8

These graphs show three year averages for performance on state tests.

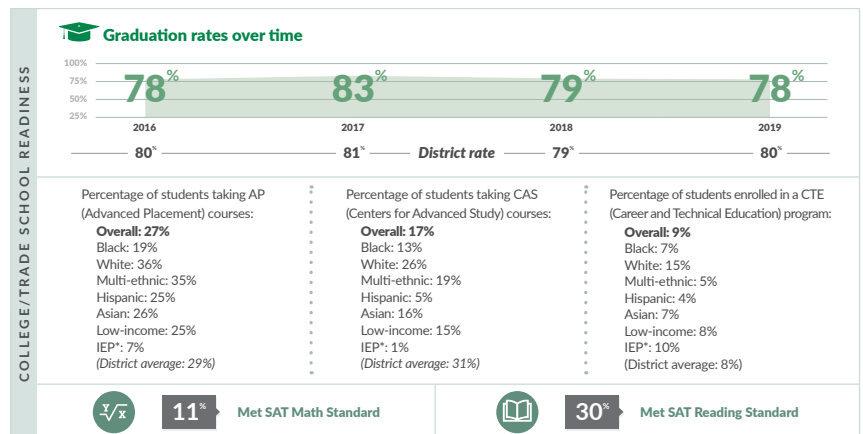
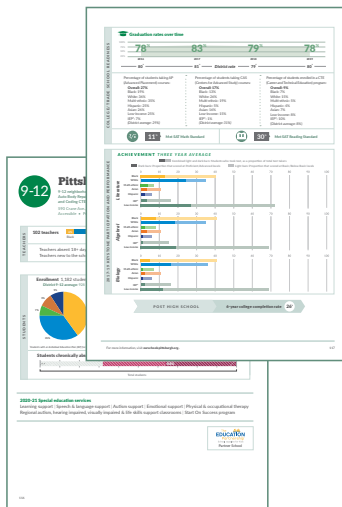
- How did different groups of students score on the PSSA in English Language Arts (ELA) and Math?
- How does 3rd grade performance compare to 5th grade, or 6th grade to 8th grade?



How many students took algebra by the end of 8th grade? (Algebra is a "gatekeeper" course for higher level math achievement and college.)

These sections on 6-12 and high school pages show different ways to look at whether students are ready for college and careers.

- How many students graduate? What is the trend over time?
- Which students take advanced courses, such as AP and CAS?
- How many students are enrolled in a Career and Technical Education (CTE) program, where they can learn job skills and earn college credits and industry certifications?
- How did students fare on the SAT?



What percentage of the school's graduates completed college within six years?

POST HIGH SCHOOL

6-year college completion rate

26%

Achievement: 6-12 and 9-12

These graphs show three year averages for performance on state tests.

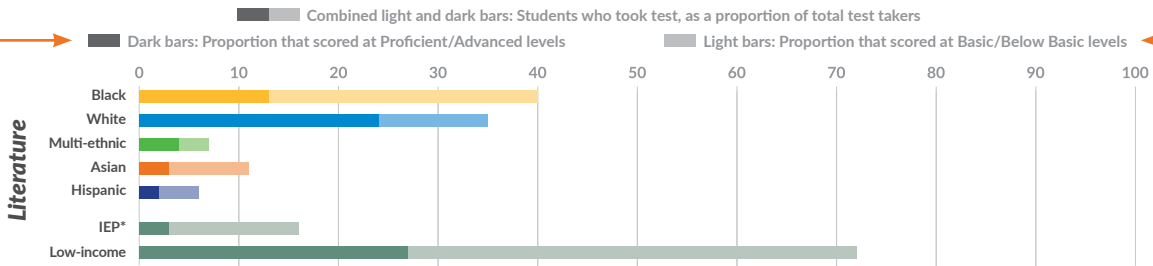
- How did different groups of students score on the Keystone exams in Literature, Algebra I, and Biology over three years?
- Out of the total, what proportion of each group took the exams?

Percentage of students in a group that scored at Proficient and Advanced levels

Percentage of total test takers in a group

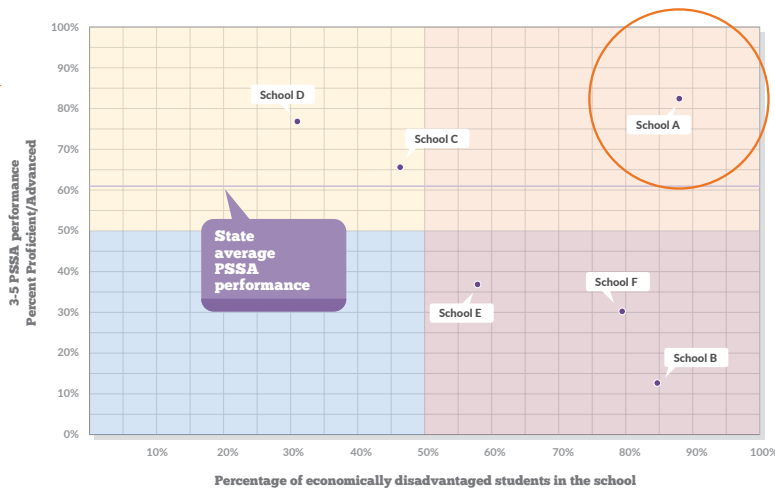
Percentage of students in a group that scored at Basic and Below Basic levels

ACHIEVEMENT THREE YEAR AVERAGE



Student achievement and economic disadvantage

On the cover pages for each level, we report student achievement on key tests along with students' economic disadvantage, for each school. These graphs allow us to highlight schools that are succeeding with students who have high levels of economic disadvantage. In general, you can read these graphs this way:



On this graph, "School A" is successful with students who have high levels of economic disadvantage.

- High achievement, low economic disadvantage
- Low achievement, low economic disadvantage
- High achievement, high economic disadvantage
- Low achievement, high economic disadvantage

How we report "subgroups"

"Subgroup" means a group within a larger group. For example, "White 5th graders" is a subgroup of all 5th graders.

Other than for student enrollment, we only report subgroups with more than 10 students. For example:

"Asian: n/a" means there were 0-10 students— not enough to report.

"Asian: 0" means none out of a reportable subgroup of more than 10 Asian students.

Percentages for subgroups refer to the subgroup rather than the whole group. For example, if the percentage of Black students taking AP courses is 11%, that means 11% of Black students took AP courses, not that 11% of all students who took AP courses were Black.




Pittsburgh's elementary schools

- In the 2019-20 school year: PPS had 23 K-5 schools.
- The average K-5 school had **287** students and **26** teachers.
- **70%** of K-5 students were economically disadvantaged (receiving public assistance).
- **30%** of K-5 students attended their school of assignment ("capture rate").

K-5 TEACHING/ COUNSELING

593 teachers

17% Black | 81% White | 1% Multi-ethnic | 1% Hispanic


Teachers with National Board Certification: 28 

Average counselor/student ratio: 1/277

K-5 STUDENTS

Students chronically absent *As of 3/13/20*

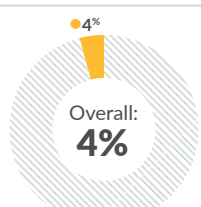
■ Missed 10% or more of school year ■ Missed 20% or more of school year



Total students

**Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"*

Students suspended at least once



Overall: **4%**

Low-income: **4%**

IEP*: **2%**

KEY ■ Black ■ White ■ Multi-ethnic ■ Asian ■ Hispanic ■ American Indian ■ Pacific Islander

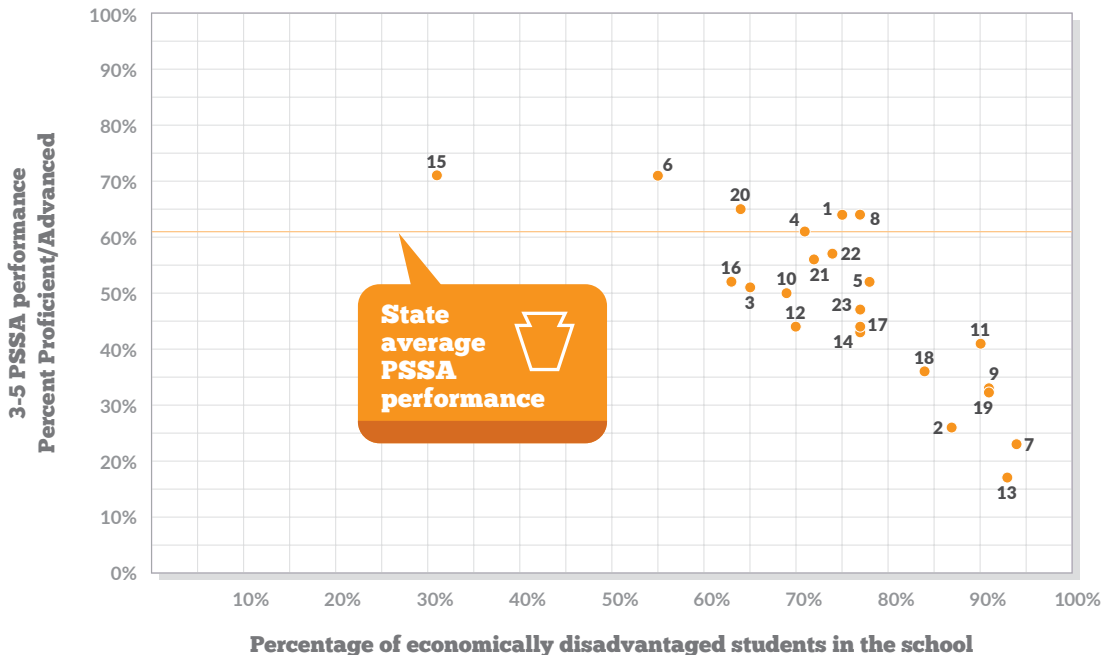
SCHOOL STABILITY

Student stability rate: 95% **Teachers new to the school: 7%**

PRINCIPAL STABILITY 2017-20

13 K-5 schools had one principal. **9 schools had two.** **1 school had three.**

2017-19 READING LEVELS AND STUDENTS' ECONOMIC DISADVANTAGE (3RD-5TH) THREE YEAR AVERAGE



1	Allegheny PreK-5
2	Arsenal PreK-5
3	Banksville K-5
4	Beechwood PreK-5
5	Concord PreK-5
6	Dilworth PreK-5
7	Faison K-5
8	Fulton PreK-5
9	Grandview PreK-5
10	Liberty K-5
11	Lincoln PreK-5
12	Linden PreK-5
13	Miller PreK-5
14	Minadeo PreK-5
15	Montessori PreK-5
16	Phillips K-5
17	Roosevelt PreK-5
18	Spring Hill K-5
19	Weil PreK-5
20	West Liberty PreK-5
21	Westwood PreK-5
22	Whittier K-5
23	Woolslair PreK-5



Pittsburgh Allegheny PreK-5

Traditional Academy magnet school

810 Arch St., 15212 • Allegheny Center • 412-529-4100

Accessible • Principal: Molly O'Malley-Argueta



TEACHERS

41 teachers

Teachers absent 18+ days: **10%**
Teachers new to the school: **15%**

Teachers with National Board Certification

3 out of **41**

Principal stability:
1 principal in the last 4 years

STUDENTS

Enrollment 552 students
District K-5 average: 287

Capture rate n/a
District K-5 average: 30%

Low-income: **64%**
IEP*: **18%**
Student stability rate: **99%**

*Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"

Students suspended at least once

Overall: **2%**

Low-income: 2%
IEP*: 1%

Percentages do not add up due to rounding

KEY

- Black
- White
- Multi-ethnic
- Asian
- Hispanic
- American Indian
- Pacific Islander

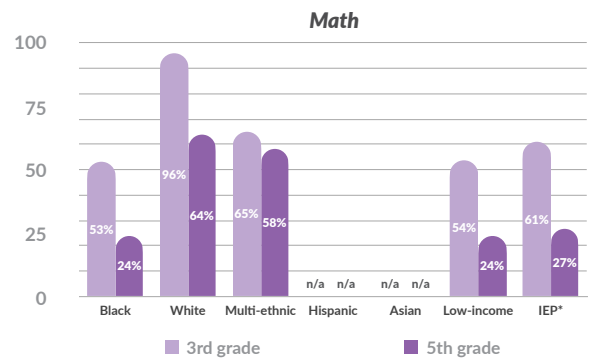
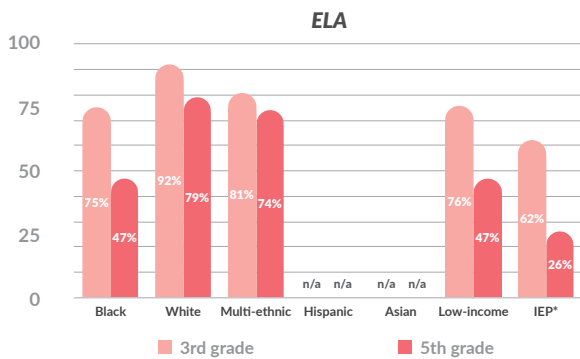
Students chronically absent As of 3/13/20

18%

■ Missed 10% or more of school year ■ Missed 20% or more of school year

ACHIEVEMENT THREE YEAR AVERAGE

2017-19 PSSA performance Comparison of grades 3 and 5 (percent Proficient/Advanced)



2020-21 Special education services

Learning support | Speech & language support | Autism support | Emotional support
Physical & occupational therapy | Regional emotional support classroom





Pittsburgh Arsenal PreK-5

Neighborhood school with an "English as a Second Language" program

215 39th St., 15201 • Lawrenceville • 412-529-7307

Accessible, with exceptions • Principal: Ruthie Rea



TEACHERS

28 teachers

32%

Black

64%

White

4%

Hispanic

Teachers absent 18+ days: **4%**
Teachers new to the school: **21%**

Teachers with National Board Certification

1
out of
28

Principal stability:
1 principal in the last 4 years

STUDENTS

Enrollment 280 students
District K-5 average: 287

Capture rate 19%
District K-5 average: 30%

Low-income: **85%**

IEP*: **14%**

Student stability rate: **91%**

Students suspended at least once

Overall:
3%

Low-income: 3%
IEP*: 2%

Students chronically absent As of 3/13/20

23%

Total students

ACHIEVEMENT THREE YEAR AVERAGE

2017-19 PSSA performance Comparison of grades 3 and 5 (percent Proficient/Advanced)



2020-21 Special education services

Learning support | Speech & language support | Autism support | Emotional support
Physical & occupational therapy





Pittsburgh Banksville K-5

Neighborhood school with an "English as a Second Language" program

1001 Carnahan Rd., 15216 • Banksville • 412-529-7400

Accessible • Principal: Alexis Fadick



TEACHERS

26 teachers

Black
White

Teachers absent 18+ days: **12%**
Teachers new to the school: **15%**

Principal stability:
2 principals in the last 4 years

Teachers with National Board Certification

0

out of 26

STUDENTS

Enrollment 277 students
District K-5 average: 287

Capture rate 38%
District K-5 average: 30%

Low-income: **58%**
IEP*: **9%**
Student stability rate: **94%**

Students suspended at least once

Overall:
0%

Low-income: 0%
IEP*: 0%

KEY

- Black
- White
- Multi-ethnic
- Asian
- Hispanic
- American Indian
- Pacific Islander

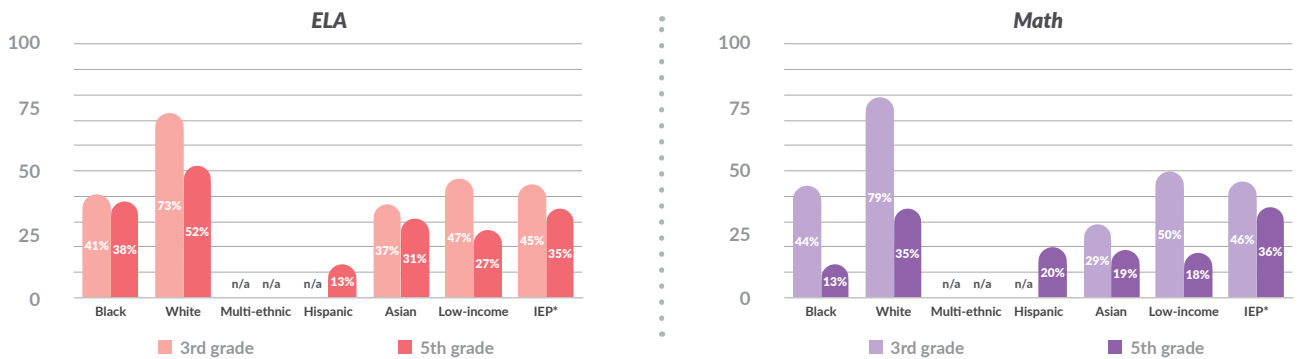
Students chronically absent As of 3/13/20

4%

Total students

ACHIEVEMENT THREE YEAR AVERAGE

2017-19 PSSA performance Comparison of grades 3 and 5 (percent Proficient/Advanced)



2020-21 Special education services

Learning support | Speech & language support | Autism support | Emotional support
Physical & occupational therapy





Pittsburgh Beechwood PreK-5

Neighborhood school with an "English as a Second Language" program

810 Rockland Ave., 15216 • Beechview • 412-529-7390

Accessible, with exceptions • Principal: Sally Rushford



TEACHERS

33 teachers

12%

88%

Black
White

Teachers absent 18+ days: **6%**
Teachers new to the school: **9%**

Teachers with National Board Certification

3
out of
33

Principal stability:
1 principal in the last 4 years

STUDENTS

Enrollment 329 students
District K-5 average: 287

Capture rate 50%
District K-5 average: 30%

Low-income: **71%**
IEP*: **20%**
Student stability rate: **94%**

Students suspended at least once

Overall: 1%

Low-income: 1%
IEP*: 1%

Students chronically absent As of 3/13/20

■ Missed 10% or more of school year ■ Missed 20% or more of school year

Total students

KEY

- Black
- White
- Multi-ethnic
- Asian
- Hispanic
- American Indian
- Pacific Islander

ACHIEVEMENT THREE YEAR AVERAGE

2017-19 PSSA performance Comparison of grades 3 and 5 (percent Proficient/Advanced)



2020-21 Special education services

Learning support | Speech & language support | Autism support | Emotional support
Physical & occupational therapy | Regional emotional & life skills support classrooms





Pittsburgh Concord PreK-5

Neighborhood school with an "English as a Second Language" program

2350 Brownsville Rd., 15210 • Carrick • 412-529-7755

Accessible • Principal: Jamie Kinzel-Nath

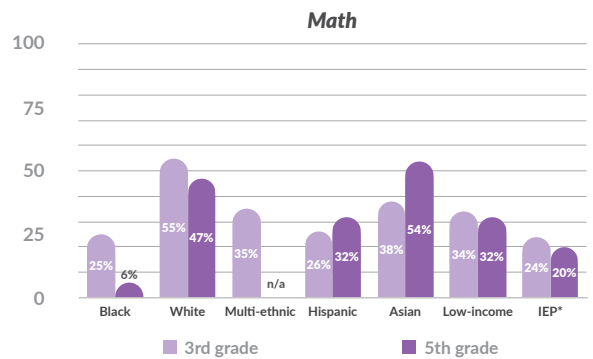
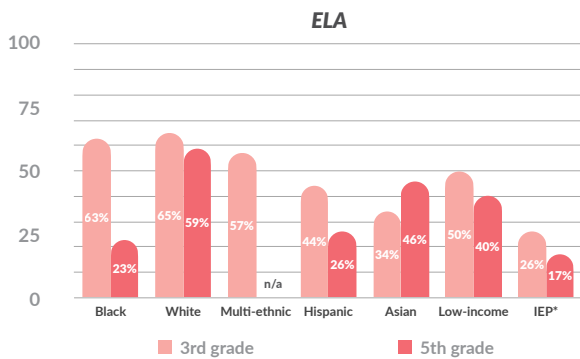


TEACHERS	39 teachers 	Teachers with National Board Certification 2 out of 39
	Teachers absent 18+ days: 5% Teachers new to the school: 10%	

STUDENTS	Enrollment 467 students District K-5 average: 287 	Capture rate 50% District K-5 average: 30% Low-income: 71% IEP*: 20% Student stability rate: 95%	Students suspended at least once 	KEY Black White Multi-ethnic Asian Hispanic American Indian Pacific Islander
	*Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"			
	Students chronically absent As of 3/13/20 			

ACHIEVEMENT THREE YEAR AVERAGE

2017-19 PSSA performance Comparison of grades 3 and 5 (percent Proficient/Advanced)



2020-21 Special education services

Learning support | Speech & language support | Autism support | Emotional support
 Physical & occupational therapy | Regional autism support classroom





Pittsburgh Dilworth PreK-5

Traditional Academy for the Arts & Humanities magnet school

6200 Stanton Ave., 15206 • East Liberty • 412-529-5000 • Accessible
Principal/Assistant Superintendent: Monica Lamar



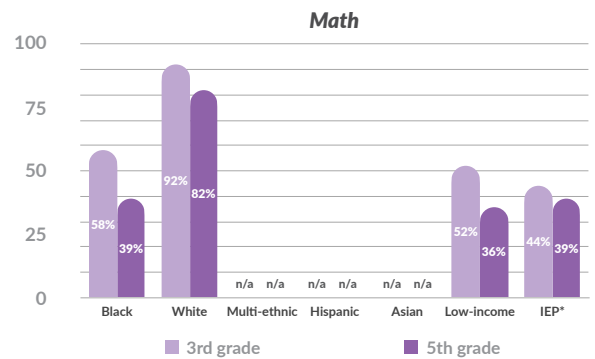
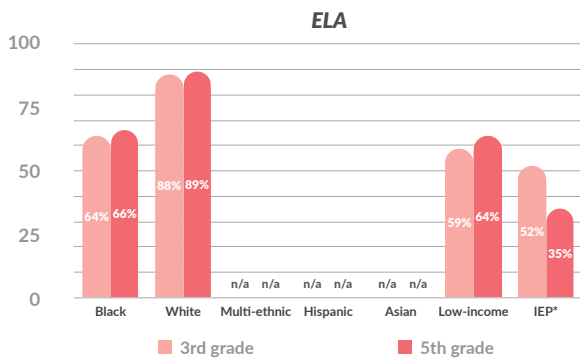
TEACHERS	32 teachers <p>25% Black 75% White</p>	Teachers with National Board Certification <p>4 out of 32</p>
	<p>Teachers absent 18+ days: 13% Teachers new to the school: 0%</p> <p>Principal stability: 1 principal in the last 4 years</p>	

STUDENTS	Enrollment 427 students District K-5 average: 287 <p>Capture rate: n/a District K-5 average: 30%</p> <p>Low-income: 47% IEP*: 12% Student stability rate: 100%</p>	Students suspended at least once <p>Overall: 2% Low-income: 2% IEP*: 0%</p>	KEY <ul style="list-style-type: none"> Black White Multi-ethnic Asian Hispanic American Indian Pacific Islander
	Students chronically absent As of 3/13/20 <p>Missed 10% or more of school year Missed 20% or more of school year</p> <p>Total students</p>		

*Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"

ACHIEVEMENT THREE YEAR AVERAGE

2017-19 PSSA performance Comparison of grades 3 and 5 (percent Proficient/Advanced)



2020-21 Special education services

Learning support | Speech & language support | Autism support | Emotional support | Physical & occupational therapy



Pittsburgh Faison K-5

Neighborhood school

7430 Tioga St., 15208 • Homewood • 412-529-2305

Accessible • Principal: Russell Patterson



TEACHERS

42 teachers

38% Black | 62% White

Teachers with National Board Certification: **1** out of 42

Teachers absent 18+ days: **14%**
Teachers new to the school: **7%**

Principal stability: **1 principal in the last 4 years**

STUDENTS

Enrollment 456 students
District K-5 average: 287

Capture rate: **34%**
District K-5 average: 30%

Low-income: **93%**
IEP*: **17%**
Student stability rate: **94%**

Students suspended at least once

Overall: **10%**
Low-income: 10%
IEP*: 3%

Students chronically absent As of 3/13/20

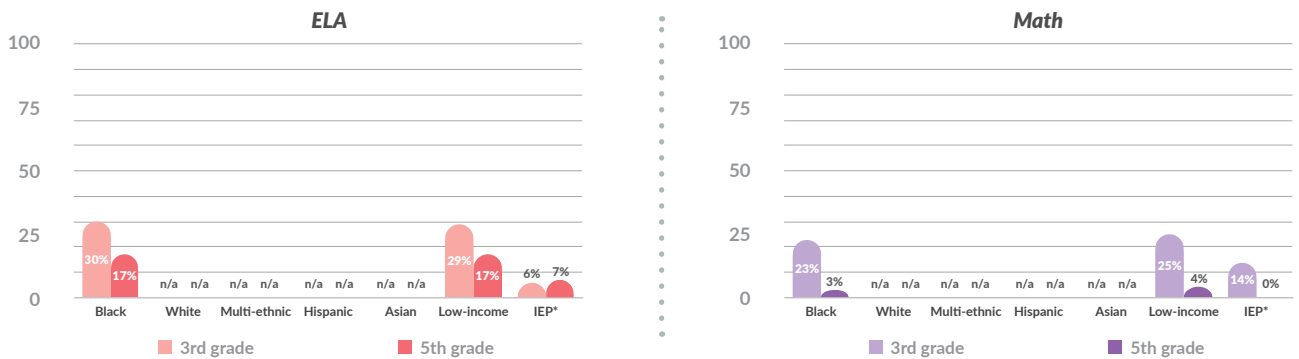
45% Total students

Legend: Black, White, Multi-ethnic, Asian, Hispanic, American Indian, Pacific Islander

KEY

ACHIEVEMENT THREE YEAR AVERAGE

2017-19 PSSA performance Comparison of grades 3 and 5 (percent Proficient/Advanced)



2020-21 Special education services

Learning support | Speech & language support | Autism support | Emotional support
Physical & occupational therapy | Regional emotional support classroom



Pittsburgh Fulton PreK-5

Neighborhood school with a French language magnet program

5799 Hampton St., 15206 • Highland Park • 412-529-4600

Accessible • Principal: Edward Littlehale



Read Fulton's story on page 14.

TEACHERS

29 teachers

14% Black
86% White

Teachers absent 18+ days: **10%**
Teachers new to the school: **7%**

Principal stability:
1 principal in the last 4 years

Teachers with National Board Certification

0
out of
29

STUDENTS

Enrollment 355 students
District K-5 average: 287

Capture rate 20%
District K-5 average: 30%

Low-income: **68%**
IEP*: **21%**
Student stability rate: **96%**

*Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"

Students suspended at least once

Overall: 4%
Low-income: 3%
IEP*: 2%

KEY

- Black
- White
- Multi-ethnic
- Asian
- Hispanic
- American Indian
- Pacific Islander

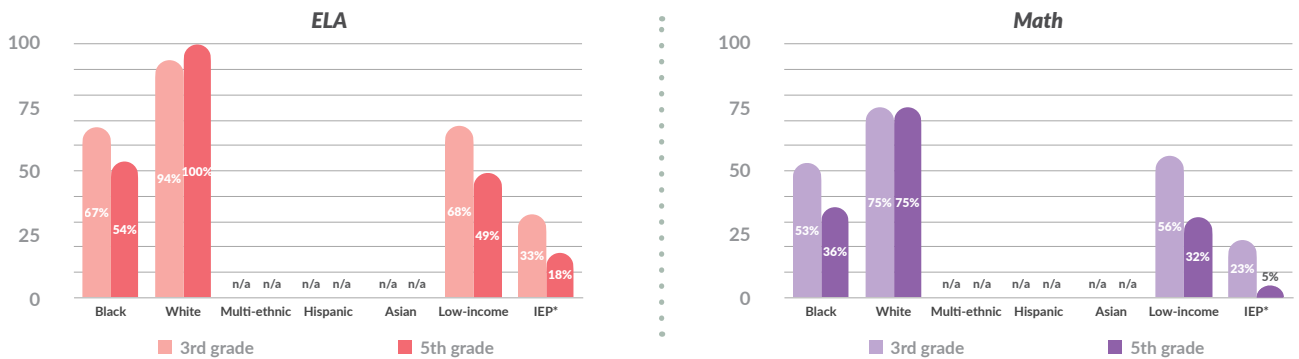
Students chronically absent As of 3/13/20

■ Missed 10% or more of school year ■ Missed 20% or more of school year

Total students

ACHIEVEMENT THREE YEAR AVERAGE

2017-19 PSSA performance Comparison of grades 3 and 5 (percent Proficient/Advanced)



2020-21 Special education services

Learning support | Speech & language support | Autism support | Emotional support
Physical & occupational therapy | Regional autism support classroom





Pittsburgh Grandview PreK-5

Neighborhood school

845 McLain St., 15210 • Allentown • 412-529-6605

Accessible • Principal: Sharon Fisher

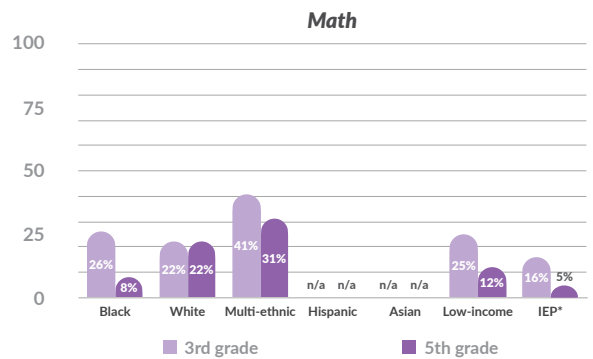
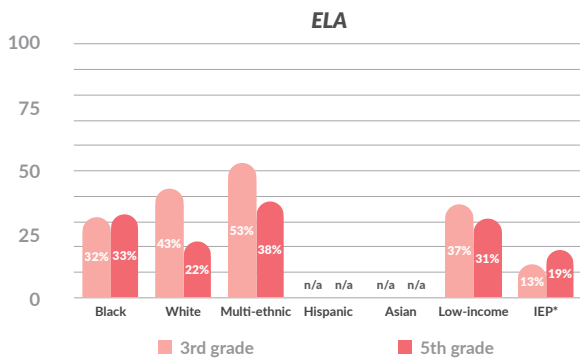


TEACHERS	19 teachers 100% White	Teachers with National Board Certification 2 out of 19
	Teachers absent 18+ days: 16% Teachers new to the school: 5%	

STUDENTS	Enrollment 199 students District K-5 average: 287 Capture rate 29% District K-5 average: 30% Low-income: 89% IEP*: 24% Student stability rate: 93%	Students suspended at least once Overall: 4% Low-income: 4% IEP*: 1%	KEY Black White Multi-ethnic Asian Hispanic American Indian Pacific Islander
	Students chronically absent As of 3/13/20 Total students		

ACHIEVEMENT THREE YEAR AVERAGE

2017-19 PSSA performance Comparison of grades 3 and 5 (percent Proficient/Advanced)



2020-21 Special education services

Learning support | Speech & language support | Autism support | Emotional support
 Physical & occupational therapy | Regional autism support classroom





Pittsburgh Liberty K-5

Spanish language magnet school

601 Filbert St., 15232 • Shadyside • 412-529-8450

Accessible • Principal: LouAnn Zwierzynski



TEACHERS

29 teachers

17%	72%	10%
Black	White	Hispanic

Teachers with National Board Certification: **1 out of 29**

Teachers absent 18+ days: **14%**
Teachers new to the school: **3%**

Principal stability: **2 principals in the last 4 years**

STUDENTS

Enrollment 396 students
District K-5 average: 287

Capture rate: **n/a**
District K-5 average: 30%

Low-income: **69%**
IEP*: **17%**
Student stability rate: **97%**

Students suspended at least once

Overall: **6%**
Low-income: 6%
IEP*: 2%

Students chronically absent As of 3/13/20

Missed 10% or more of school year: **15%**
Missed 20% or more of school year: **15%**

Total students

KEY

- Black
- White
- Multi-ethnic
- Asian
- Hispanic
- American Indian
- Pacific Islander

ACHIEVEMENT THREE YEAR AVERAGE

2017-19 PSSA performance Comparison of grades 3 and 5 (percent Proficient/Advanced)



2020-21 Special education services

Learning support | Speech & language support | Autism support | Emotional support
Physical & occupational therapy | Regional autism support classroom





Pittsburgh Lincoln PreK-5

Neighborhood school with a Science, Technology, Engineering, Arts, and Math focus

328 Lincoln Ave., 15206 • Larimer • 412-529-3980
 Accessible • Principal: Pamela Parks



TEACHERS

21 teachers

43% Black, 52% White, 5% Multi-ethnic

Teachers with National Board Certification: **0** out of 21

Teachers absent 18+ days: **14%**
 Teachers new to the school: **10%**

Principal stability: **2 principals in the last 4 years**

STUDENTS

Enrollment 206 students
 District K-5 average: 287

Capture rate **29%**
 District K-5 average: 30%

Low-income: **88%**
 IEP*: **16%**
 Student stability rate: **90%**

Students suspended at least once

Overall: **9%**
 Low-income: 8%
 IEP*: 1%

Percentages do not add up due to rounding

Students chronically absent As of 3/13/20

Missed 10% or more of school year: **17%**
 Missed 20% or more of school year: **17%**

Total students

KEY

- Black
- White
- Multi-ethnic
- Asian
- Hispanic
- American Indian
- Pacific Islander

ACHIEVEMENT THREE YEAR AVERAGE

2017-19 PSSA performance Comparison of grades 3 and 5 (percent Proficient/Advanced)



2020-21 Special education services

Learning support | Speech & language support | Autism support | Emotional support
 Physical & occupational therapy





Pittsburgh Linden PreK-5

Mandarin language magnet school

725 S. Linden Ave., 15208 • Point Breeze • 412-529-3996

Accessible • Principal: Quinci Wasserman



TEACHERS

22 teachers

23%

Black

68%

White

5%

Multi-ethnic

5%

Asian

Teachers absent 18+ days: **18%**
Teachers new to the school: **14%**

Principal stability:
2 principals in the last 4 years

Teachers with National Board Certification

0
out of
22

STUDENTS

Enrollment 242 students
District K-5 average: 287

Capture rate n/a
District K-5 average: 30%

Low-income: **69%**
IEP*: **21%**
Student stability rate: **98%**

*Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"

Students suspended at least once

Overall: 3%

Low-income: 2%
IEP*: 2%

KEY

- Black
- White
- Multi-ethnic
- Asian
- Hispanic
- American Indian
- Pacific Islander

Students chronically absent As of 3/13/20

10%

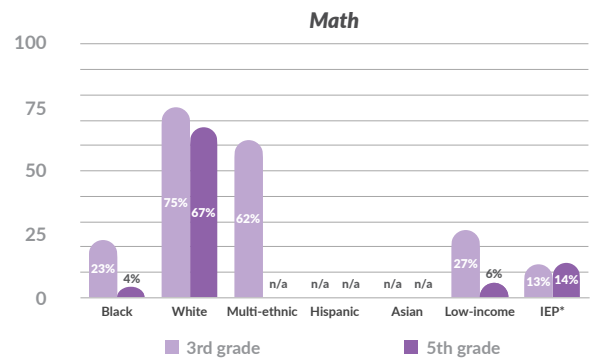
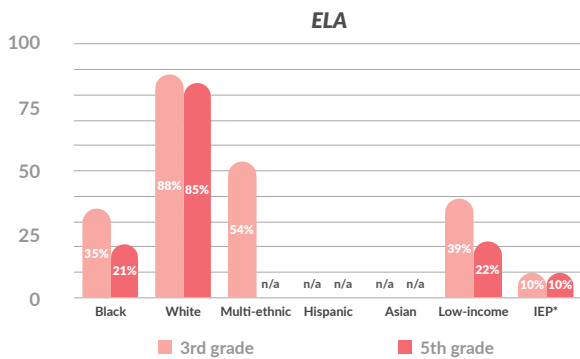
■ Missed 10% or more of school year

■ Missed 20% or more of school year

Total students

ACHIEVEMENT THREE YEAR AVERAGE

2017-19 PSSA performance Comparison of grades 3 and 5 (percent Proficient/Advanced)



2020-21 Special education services

Learning support | Speech & language support | Autism support | Emotional support
Physical & occupational therapy | Regional autism support classroom





Pittsburgh Miller PreK-5

Neighborhood school with an African focus

2055 Bedford Ave., 15219 • Hill District • 412-529-3830

Accessible • Principal: Margaret Starkes



TEACHERS

20 teachers

50%	45%	5%
Black	White	Asian

Teachers with National Board Certification: **0** out of 20

Teachers absent 18+ days: **15%**
Teachers new to the school: **10%**

Principal stability: **1 principal in the last 4 years**

STUDENTS

Enrollment 203 students
District K-5 average: 287

Capture rate 30%
District K-5 average: 30%

Low-income: **92%**
IEP*: **17%**
Student stability rate: **95%**

Students suspended at least once

Overall: **2%**
Low-income: 2%
IEP*: 1%

Students chronically absent As of 3/13/20

Missed 10% or more of school year: **48%**
Missed 20% or more of school year: [unlabeled]

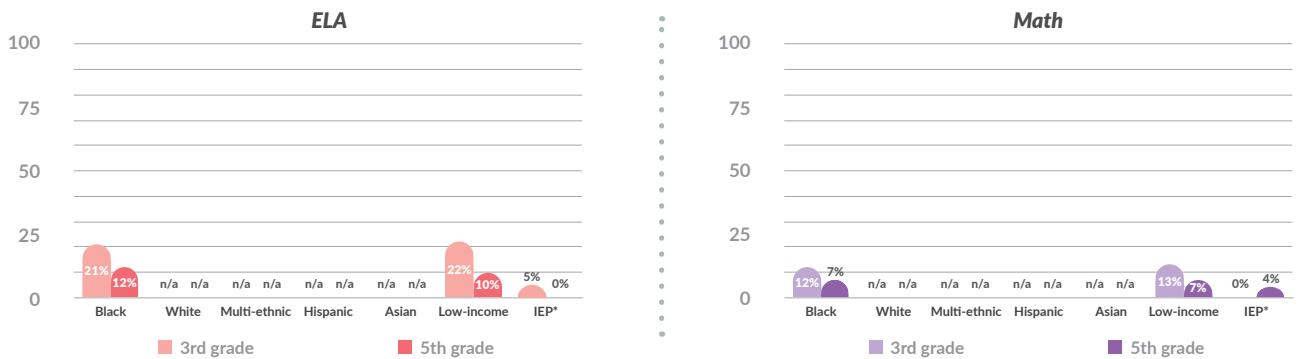
Total students

KEY

- Black
- White
- Multi-ethnic
- Asian
- Hispanic
- American Indian
- Pacific Islander

ACHIEVEMENT THREE YEAR AVERAGE

2017-19 PSSA performance Comparison of grades 3 and 5 (percent Proficient/Advanced)



2020-21 Special education services

Learning support | Speech & language support | Autism support | Emotional support
Physical & occupational therapy | Regional emotional support classroom





Pittsburgh Minadeo PreK-5

Neighborhood school

6502 Lilac St., 15217 • Squirrel Hill • 412-529-4035

Accessible • Principal: Michilene Pegher



TEACHERS

27 teachers

11% Black | 85% White | 4% Multi-ethnic

Teachers with National Board Certification: **2 out of 27**

Teachers absent 18+ days: **4%**
Teachers new to the school: **7%**

Principal stability: **2 principals in the last 4 years**

STUDENTS

Enrollment 283 students
District K-5 average: 287

Capture rate **18%**
District K-5 average: 30%

Low-income: **76%**
IEP*: **34%**
Student stability rate: **92%**

Students suspended at least once

Overall: **17%**
Low-income: 16%
IEP*: 8%

KEY: Black, White, Multi-ethnic, Asian, Hispanic, American Indian, Pacific Islander

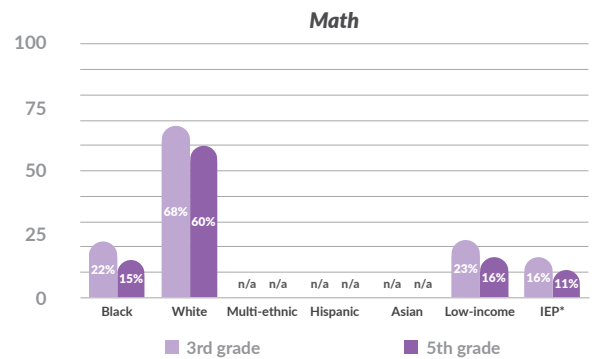
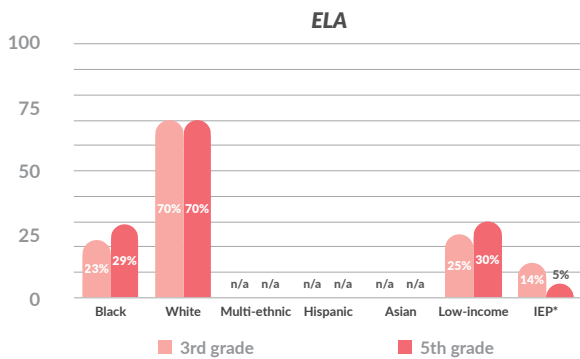
Students chronically absent As of 3/13/20

Missed 10% or more of school year: **13%**
Missed 20% or more of school year: **13%**

Total students

ACHIEVEMENT THREE YEAR AVERAGE

2017-19 PSSA performance Comparison of grades 3 and 5 (percent Proficient/Advanced)



2020-21 Special education services

Learning support | Speech & language support | Autism support | Emotional support
Physical & occupational therapy | Regional emotional, autism & life skills support classrooms





Pittsburgh Montessori PreK-5

Montessori magnet school

201 S. Graham St., 15206 • Friendship • 412-529-2010
 Accessible entrance, no elevator • Principal: Kellie Meyer



TEACHERS

22 teachers

5% Black | 95% White

Teachers with National Board Certification: **0** out of 27

Teachers absent 18+ days: **5%**
 Teachers new to the school: **0%**

Principal stability: **1 principal in the last 4 years**

STUDENTS

Enrollment 250 students
 District K-5 average: 287

Capture rate: **n/a**
 District K-5 average: 30%

Low-income: **24%**
 IEP*: **15%**
 Student stability rate: **99%**

Students suspended at least once

Overall: **0%**
 Low-income: 0%
 IEP*: 0%

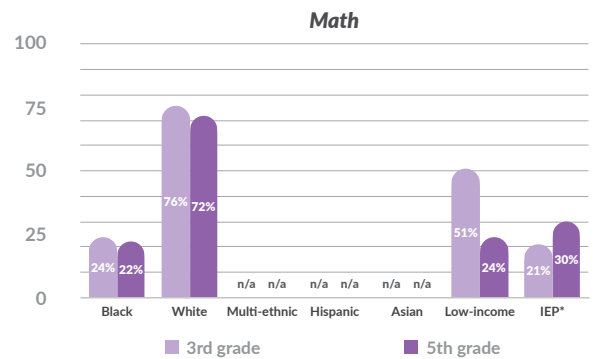
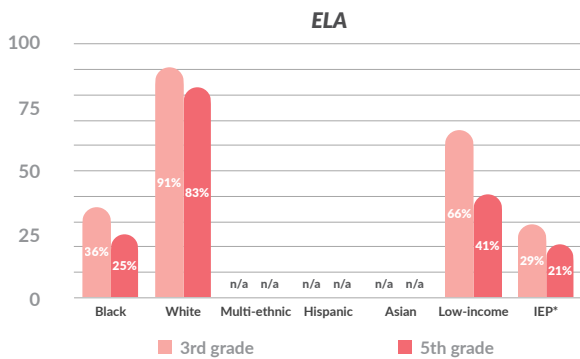
Students chronically absent As of 3/13/20

4% Total students

KEY: Black, White, Multi-ethnic, Asian, Hispanic, American Indian, Pacific Islander

ACHIEVEMENT THREE YEAR AVERAGE

2017-19 PSSA performance Comparison of grades 3 and 5 (percent Proficient/Advanced)



2020-21 Special education services

Learning support | Speech & language support | Autism support | Emotional support | Physical & occupational therapy



Pittsburgh Phillips K-5

Neighborhood school with a Spanish language magnet program

1901 Sarah St., 15203 • Southside • 412-529-5190

Accessible • Principal: Dana Boesenberg



TEACHERS

20 teachers

95% White | 5% Hispanic

Teachers with National Board Certification: **3 out of 20**

Teachers absent 18+ days: **20%**
Teachers new to the school: **0%**

Principal stability: **2 principals in the last 4 years**

STUDENTS

Enrollment 266 students
District K-5 average: 287

Capture rate **45%**
District K-5 average: 30%

Low-income: **56%**
IEP*: **19%**
Student stability rate: **98%**

Students suspended at least once

Overall: **3%**
Low-income: 2%
IEP*: 2%

Students chronically absent As of 3/13/20

Missed 10% or more of school year: **15%**
Missed 20% or more of school year: **15%**

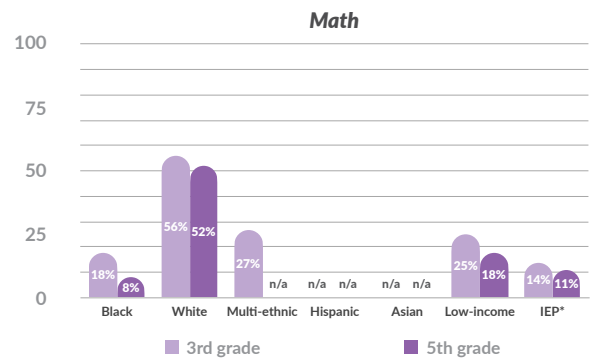
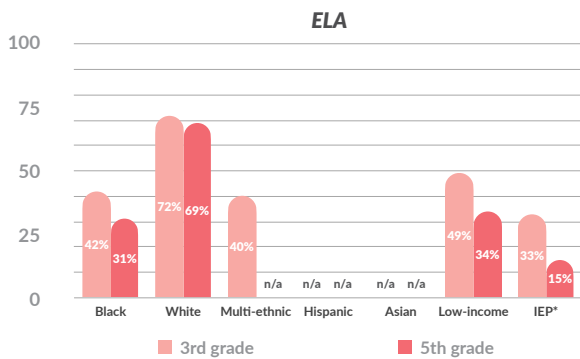
Total students

KEY

- Black
- White
- Multi-ethnic
- Asian
- Hispanic
- American Indian
- Pacific Islander

ACHIEVEMENT THREE YEAR AVERAGE

2017-19 PSSA performance Comparison of grades 3 and 5 (percent Proficient/Advanced)



2020-21 Special education services

Learning support | Speech & language support | Autism support | Emotional support
Physical & occupational therapy





Pittsburgh Roosevelt PreK-5

Neighborhood school housed in two buildings

PreK-1: 200 The Boulevard, 15210 • Carrick • 412-529-7788 • Accessible
 Grades 2-5: 17 W. Cherryhill St., 15210 • Carrick • 412-529-7780
 Accessible • Principal: Leah McCord



TEACHERS

25 teachers

Black
White

Teachers absent 18+ days: **20%**
 Teachers new to the school: **4%**

Teachers with National Board Certification

1
out of
25

Principal stability:
3 principals in the last 4 years

STUDENTS

Enrollment 266 students
 District K-5 average: 287

Capture rate 40%
 District K-5 average: 30%

Low-income: **76%**

IEP*: **21%**

Student stability rate: **94%**

*Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"

Students suspended at least once

Overall: 6%

Low-income: 5%

IEP*: 4%

Percentages do not add up due to rounding

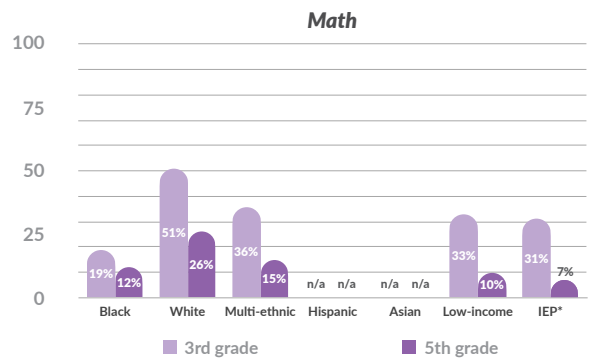
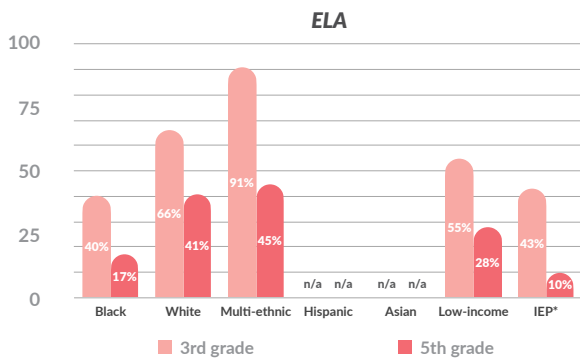
Students chronically absent As of 3/13/20

28%

Total students

ACHIEVEMENT THREE YEAR AVERAGE

2017-19 PSSA performance Comparison of grades 3 and 5 (percent Proficient/Advanced)



2020-21 Special education services

Learning support | Speech & language support | Autism support | Emotional support
 Physical & occupational therapy | Regional emotional support classroom





Pittsburgh Spring Hill K-5

Neighborhood school

1351 Damas St., 15212 • Spring Hill • 412-529-3000

Accessible • Principal: Erin McClay



TEACHERS

20 teachers

Black
White
Hispanic

Teachers absent 18+ days: **0%**
Teachers new to the school: **25%**

Teachers with National Board Certification

0
out of
20

Principal stability:
1 principal in the last 4 years

STUDENTS

Enrollment 144 students
District K-5 average: 287

Capture rate 31%
District K-5 average: 30%

Low-income: **86%**
IEP*: **17%**
Student stability rate: **92%**

Students suspended at least once

Overall: **7%**

Low-income: 7%
IEP*: 3%

Percentages do not add up due to rounding

Students chronically absent As of 3/13/20

■ Missed 10% or more of school year ■ Missed 20% or more of school year

Total students

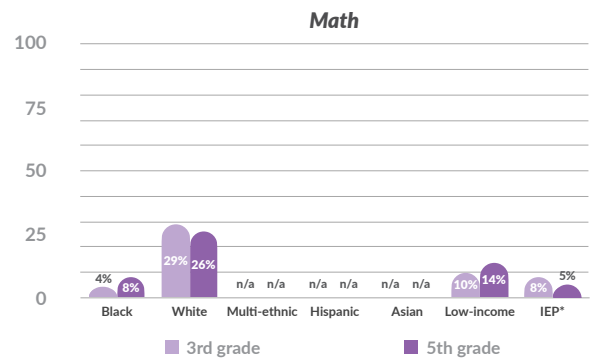
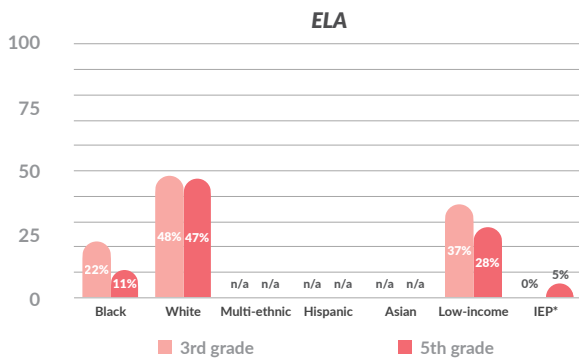
*Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"

KEY

- Black
- White
- Multi-ethnic
- Asian
- Hispanic
- American Indian
- Pacific Islander

ACHIEVEMENT THREE YEAR AVERAGE

2017-19 PSSA performance Comparison of grades 3 and 5 (percent Proficient/Advanced)



2020-21 Special education services

Learning support | Speech & language support | Autism support | Emotional support
Physical & occupational therapy





Pittsburgh Weil PreK-5

Neighborhood school

2250 Centre Ave., 15219 • Hill District • 412-529-3840

Accessible • Principal: Kira Henderson



TEACHERS

20 teachers

Black White Multi-ethnic American Indian

Teachers absent 18+ days: **15%**
Teachers new to the school: **5%**

Teachers with National Board Certification

0 out of 20

Principal stability:
1 principal in the last 4 years

STUDENTS

Enrollment 171 students
District K-5 average: 287

Capture rate 21%
District K-5 average: 30%

Low-income: **92%**
IEP*: **22%**
Student stability rate: **93%**

*Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"

Students suspended at least once

Overall: 7%

Low-income: 6%
IEP*: 3%

Students chronically absent As of 3/13/20

■ Missed 10% or more of school year ■ Missed 20% or more of school year

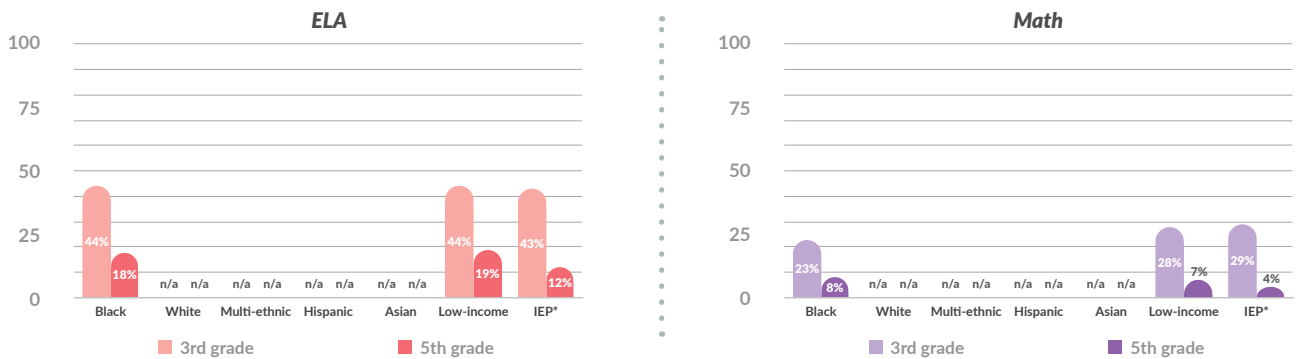
Total students

KEY

- Black
- White
- Multi-ethnic
- Asian
- Hispanic
- American Indian
- Pacific Islander

ACHIEVEMENT THREE YEAR AVERAGE

2017-19 PSSA performance Comparison of grades 3 and 5 (percent Proficient/Advanced)



2020-21 Special education services

Learning support | Speech & language support | Autism support | Emotional support
Physical & occupational therapy | Regional emotional support classroom





Pittsburgh West Liberty PreK-5

Neighborhood school

785 Dunster St., 15226 • Brookline • 412-529-7420
 Accessible, with exceptions • Principal: Leslie Perkins



TEACHERS

21 teachers

10% Black | 90% White

Teachers with National Board Certification: **0** out of 21

Teachers absent 18+ days: **19%**
 Teachers new to the school: **0%**

Principal stability: **2 principals in the last 4 years**

STUDENTS

Enrollment 200 students
 District K-5 average: 287

Capture rate 41%
 District K-5 average: 30%

Low-income: **57%**
 IEP*: **24%**
 Student stability rate: **98%**

Students suspended at least once

Overall: **1%**
 Low-income: 1%
 IEP*: 1%

Students chronically absent As of 3/13/20

Missed 10% or more of school year: **4%**
 Missed 20% or more of school year: **0%**

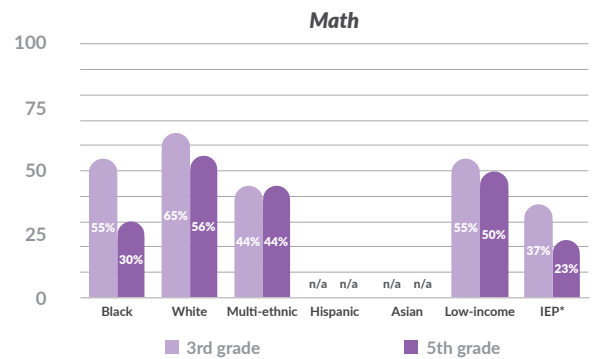
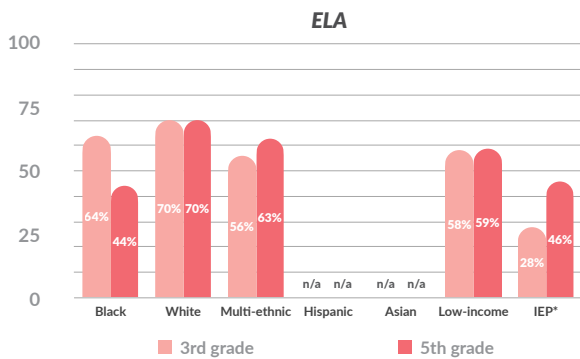
Total students

KEY

- Black
- White
- Multi-ethnic
- Asian
- Hispanic
- American Indian
- Pacific Islander

ACHIEVEMENT THREE YEAR AVERAGE

2017-19 PSSA performance Comparison of grades 3 and 5 (percent Proficient/Advanced)



2020-21 Special education services

Learning support | Speech & language support | Autism support | Emotional support
 Physical & occupational therapy | Regional autism support classroom





Pittsburgh Westwood PreK-5

Neighborhood school

508 Shadyhill Rd., 15205 • Westwood • 412-529-6570

Accessible • Principal: Michael Perella



TEACHERS

21 teachers

Black
White

Teachers absent 18+ days: **19%**
Teachers new to the school: **0%**

Teachers with National Board Certification

0
out of
21

Principal stability:
1 principal in the last 4 years

STUDENTS

Enrollment 246 students
District K-5 average: 287

Capture rate 27%
District K-5 average: 30%

Low-income: **71%**
IEP*: **21%**
Student stability rate: **95%**

*Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"

Students suspended at least once

Overall: 4%

Percentages do not add up due to rounding

Low-income: 4%
IEP*: 3%

KEY

- Black
- White
- Multi-ethnic
- Asian
- Hispanic
- American Indian
- Pacific Islander

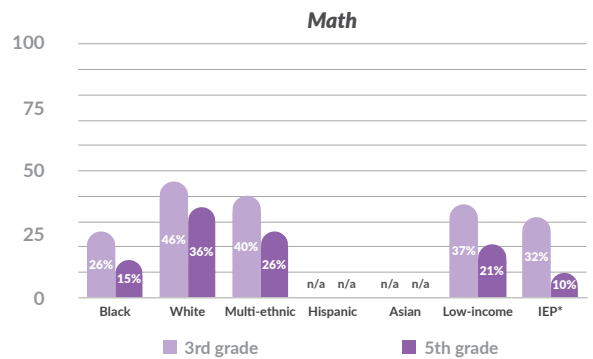
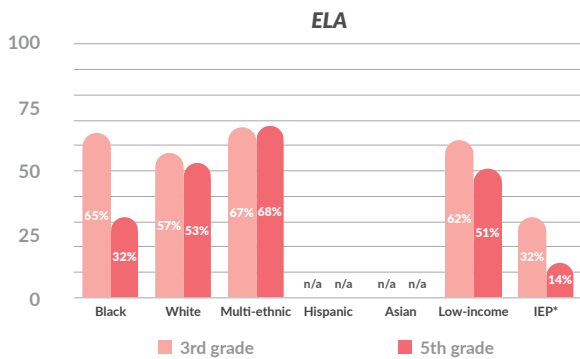
Students chronically absent As of 3/13/20

■ Missed 10% or more of school year ■ Missed 20% or more of school year

Total students

ACHIEVEMENT THREE YEAR AVERAGE

2017-19 PSSA performance Comparison of grades 3 and 5 (percent Proficient/Advanced)



2020-21 Special education services

Learning support | Speech & language support | Autism support | Emotional support
Physical & occupational therapy | Regional autism support classroom





Pittsburgh Whittier K-5

Neighborhood school

150 Meridan St., 15211 • Mt. Washington • 412-529-8211

Accessible • Principal: Holly Ballard



TEACHERS

19 teachers

5% Black | 95% White

Teachers with National Board Certification: **5 out of 41**

Teachers absent 18+ days: **5%**
Teachers new to the school: **0%**

Principal stability: **2 principals in the last 4 years**

STUDENTS

Enrollment 201 students
District K-5 average: 287

Capture rate **48%**
District K-5 average: 30%

Low-income: **65%**
IEP*: **28%**
Student stability rate: **97%**

Students suspended at least once

Overall: **2%**
Low-income: 2%
IEP*: 0%

Percentages do not add up due to rounding

Students chronically absent As of 3/13/20

Missed 10% or more of school year: **40%**
Missed 20% or more of school year: **40%**

Total students

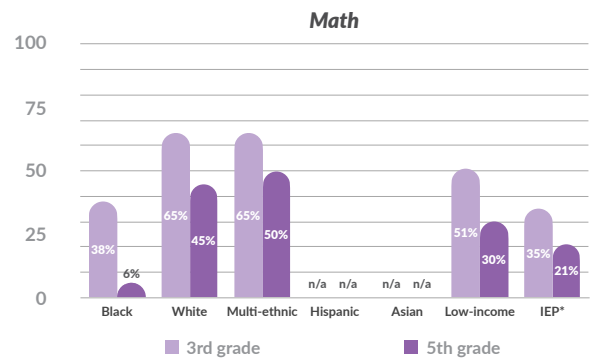
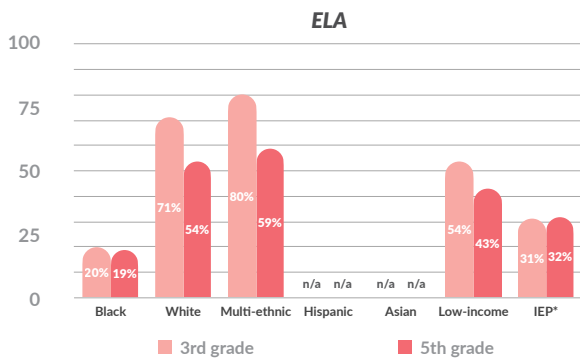
KEY

- Black
- White
- Multi-ethnic
- Asian
- Hispanic
- American Indian
- Pacific Islander

*Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"

ACHIEVEMENT THREE YEAR AVERAGE

2017-19 PSSA performance Comparison of grades 3 and 5 (percent Proficient/Advanced)



2020-21 Special education services

Learning support | Speech & language support | Autism support | Emotional support
Physical & occupational therapy | Regional autism support classroom





Pittsburgh Woolslair PreK-5

Neighborhood school with a Science, Technology, Engineering, Arts, and Math magnet program

501 40th St., 15224 • Bloomfield • 412-529-8800

Accessible • Principal: Lisa Gallagher



TEACHERS

17 teachers 100%
White

Teachers with National Board Certification: **0** out of 19

Teachers absent 18+ days: **6%**
Teachers new to the school: **0%**

Principal stability: **1 principal in the last 4 years**

STUDENTS

Enrollment 182 students
District K-5 average: 287

Capture rate 16%
District K-5 average: 30%

Low-income: **64%**
IEP*: **15%**
Student stability rate: **96%**

Students suspended at least once
Overall: **2%**
Low-income: 2%
IEP*: 1%

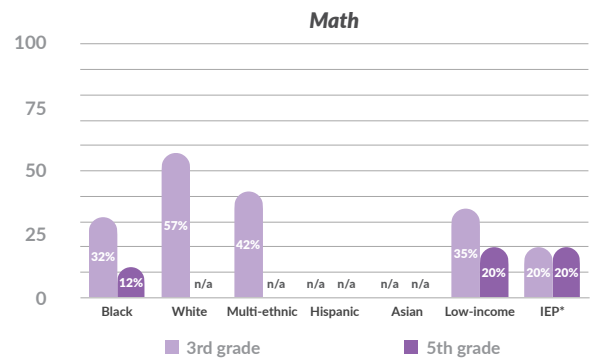
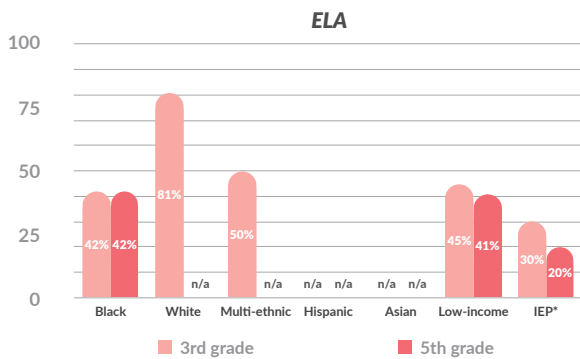
Students chronically absent As of 3/13/20
Missed 10% or more of school year: **20%**
Missed 20% or more of school year: **20%**

KEY

- Black
- White
- Multi-ethnic
- Asian
- Hispanic
- American Indian
- Pacific Islander

ACHIEVEMENT THREE YEAR AVERAGE

2017-19 PSSA performance Comparison of grades 3 and 5 (percent Proficient/Advanced)



2020-21 Special education services

Learning support | Speech & language support | Autism support | Emotional support
Physical & occupational therapy






Pittsburgh's K-8 schools

- In the 2019-20 school year: PPS had 11 K-8 schools.
- The average K-8 school had **445** students and **38** teachers.
- **64%** of K-8 students were economically disadvantaged (receiving public assistance).
- **28%** of K-8 students attended their school of assignment ("capture rate").

K-8 TEACHING/ COUNSELING

415 teachers

11% Black | 86% White | 2% Multi-ethnic

Teachers with National Board Certification: 19 

Average counselor/student ratio: 1/330

K-8 STUDENTS

Students chronically absent *As of 3/13/20*

■ Missed 10% or more of school year ■ Missed 20% or more of school year

Total students

**Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"*

Students suspended at least once

Overall: **10%**

Low-income: **9%**

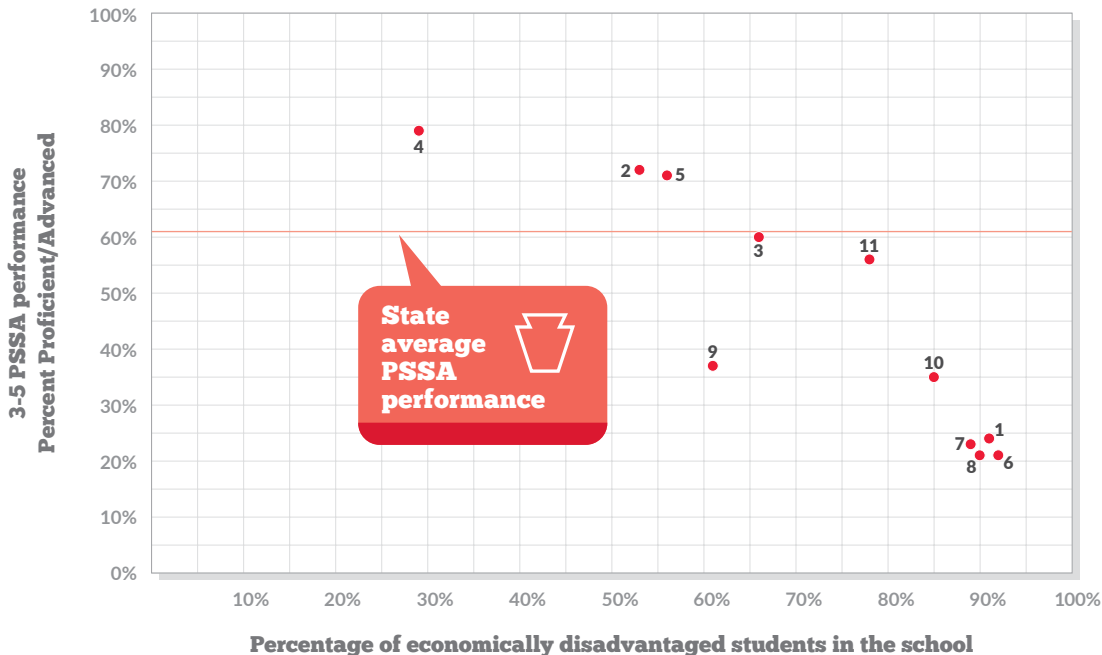
IEP*: **4%**

KEY ■ Black ■ White ■ Multi-ethnic ■ Asian ■ Hispanic ■ American Indian ■ Pacific Islander

SCHOOL STABILITY **Student stability rate: 94%** **Teachers new to the school: 10%**

PRINCIPAL STABILITY 2017-20 **5 K-8 schools had one principal.** **6 schools had two principals.**

2017-19 READING LEVELS AND STUDENTS' ECONOMIC DISADVANTAGE (3RD-5TH) THREE YEAR AVERAGE

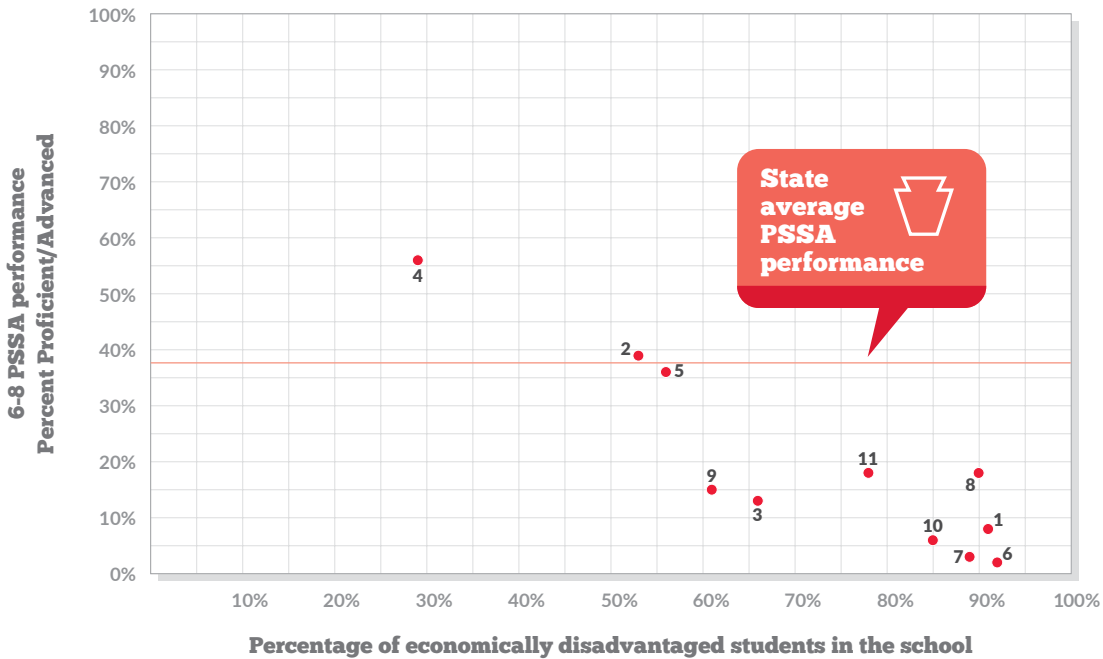


1	Arlington PreK-8
2	Brookline PreK-8
3	Carmalt PreK-8
4	Colfax K-8
5	Greenfield PreK-8
6	King PreK-8
7	Langley PreK-8
8	Manchester PreK-8
9	Mifflin PreK-8
10	Morrow PreK-8
11	Sunnyside PreK-8

8th grade algebra K-8 students who took algebra by the end of 8th grade:

111
out of
432

**2017-19 MATH ACHIEVEMENT AND STUDENTS' ECONOMIC DISADVANTAGE
(6TH-8TH) THREE YEAR AVERAGE**



1	Arlington PreK-8
2	Brookline PreK-8
3	Carmalt PreK-8
4	Cofax K-8
5	Greenfield PreK-8
6	King PreK-8
7	Langley PreK-8
8	Manchester PreK-8
9	Mifflin PreK-8
10	Morrow PreK-8
11	Sunnyside PreK-8



Pittsburgh Arlington PreK-8

Neighborhood school

800 Rectenwald St., 15210 • Mt. Oliver • 412-529-4700

Accessible • Principal: Elizabeth Delawder



TEACHERS

37 teachers

3% Black 97% White

Teachers absent 18+ days: **14%**
Teachers new to the school: **11%**

Principal stability:
1 principal in the last 4 years

Teachers with National Board Certification

1
out of
37

STUDENTS

Enrollment 388 students
District K-8 average: 445

Capture rate **27%**
District K-8 average: 28%

Low-income: **93%**
IEP*: **33%**
Student stability rate: **89%**

*Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"

Students suspended at least once

Percentages do not add up due to rounding
Low-income: 17%
IEP*: 9%

KEY

- Black
- White
- Multi-ethnic
- Asian
- Hispanic
- American Indian
- Pacific Islander

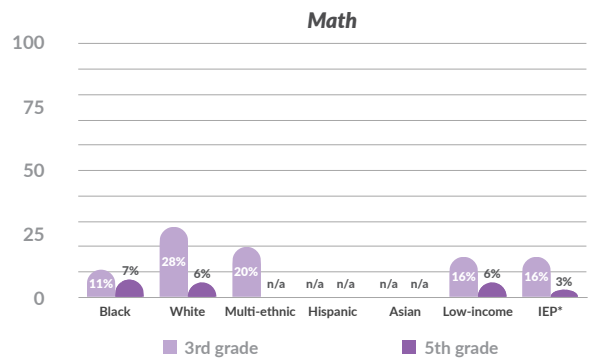
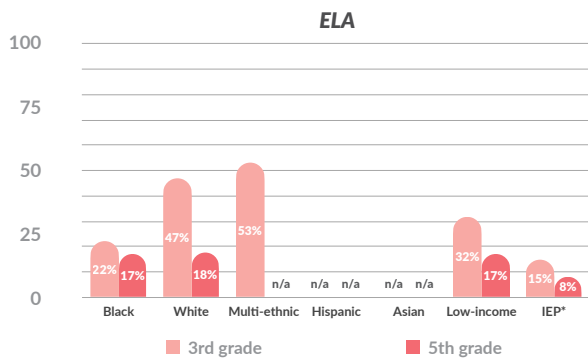
Students chronically absent As of 3/13/20

47%

Total students

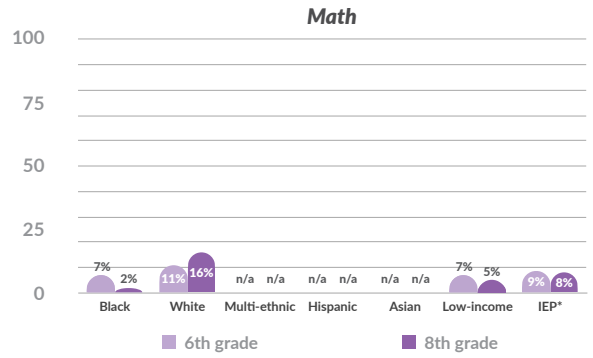
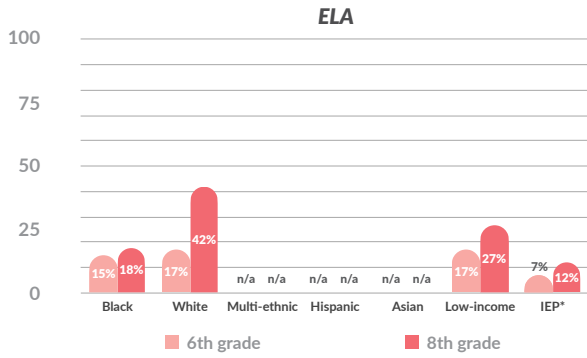
ACHIEVEMENT THREE YEAR AVERAGE

2017-19 PSSA performance Comparison of grades 3 and 5 (percent Proficient/Advanced)



ACHIEVEMENT THREE YEAR AVERAGE

2017-19 PSSA performance Comparison of grades 6 and 8 (percent Proficient/Advanced)



8th grade algebra Students who took algebra by the end of 8th grade: **0 out of 46**

2020-21 Special education services

Learning support | Speech & language support | Autism support | Emotional support
 Physical & occupational therapy | Regional emotional, autism & life skills support classrooms





Pittsburgh Brookline PreK-8

Neighborhood school

500 Woodbourne Ave., 15226 • Brookline • 412-529-7380

Accessible • Principal: John Vater



TEACHERS

37 teachers

Black
White

Teachers absent 18+ days: **8%**
Teachers new to the school: **3%**

Principal stability:
1 principal in the last 4 years

Teachers with National Board Certification

1
out of
37

STUDENTS

Enrollment 455 students
District K-8 average: 445

Capture rate 45%
District K-8 average: 28%

Low-income: **46%**
IEP*: **19%**
Student stability rate: **98%**

*Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"

Students suspended at least once

Overall: **4%**
Low-income: 4%
IEP*: 1%

KEY

- Black
- White
- Multi-ethnic
- Asian
- Hispanic
- American Indian
- Pacific Islander

Students chronically absent As of 3/13/20

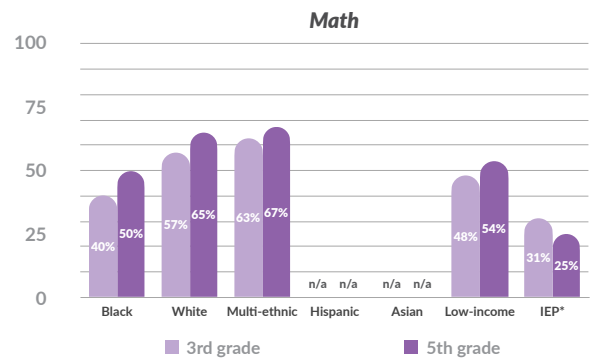
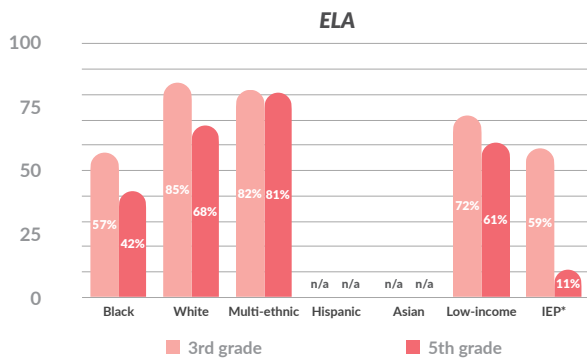
Missed 10% or more of school year: **15%**

Missed 20% or more of school year: **15%**

Total students

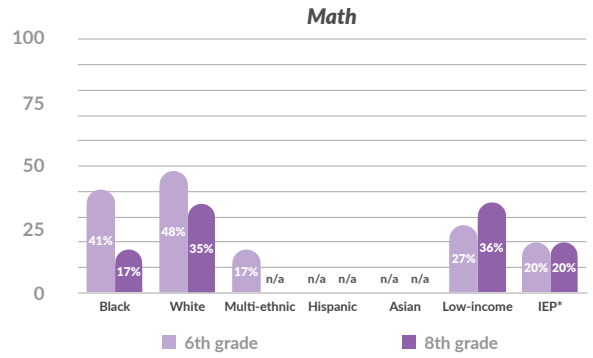
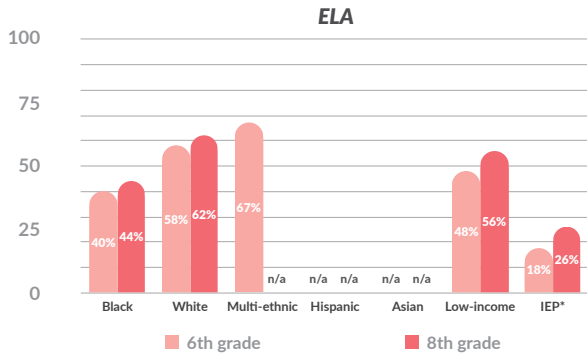
ACHIEVEMENT THREE YEAR AVERAGE

2017-19 PSSA performance Comparison of grades 3 and 5 (percent Proficient/Advanced)



ACHIEVEMENT THREE YEAR AVERAGE

2017-19 PSSA performance Comparison of grades 6 and 8 (percent Proficient/Advanced)



8th grade algebra Students who took algebra by the end of 8th grade: **23 out of 40**

2020-21 Special education services

Learning support | Speech & language support | Autism support | Emotional support
Physical & occupational therapy | Regional autism support classroom





Pittsburgh Carmalt PreK-8

Science & Technology magnet school

1550 Breining St., 15226 • Overbrook • 412-529-7760

Accessible • Principal: Jennifer Wagner



TEACHERS

41 teachers

2% Black 95% White 2% Multi-ethnic

Teachers with National Board Certification: **1 out of 41**

Teachers absent 18+ days: **7%**
Teachers new to the school: **2%**

Principal stability: **2 principals in the last 4 years**

STUDENTS

Enrollment 531 students
District K-8 average: 445

Capture rate: **n/a**
District K-8 average: 28%

Low-income: **58%**
IEP*: **21%**
Student stability rate: **99%**

Students suspended at least once

Overall: **6%**

Low-income: 5%
IEP*: 2%

Percentages do not add up due to rounding

Students chronically absent As of 3/13/20

Missed 10% or more of school year: **12%**
Missed 20% or more of school year: **12%**

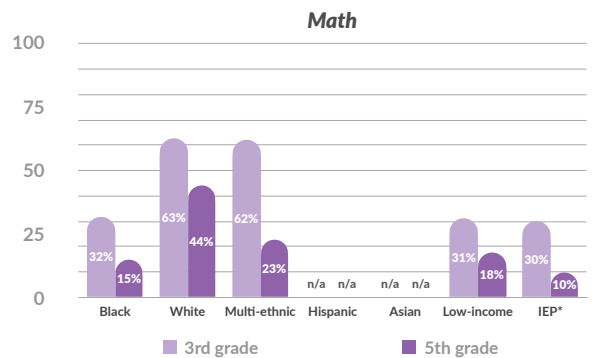
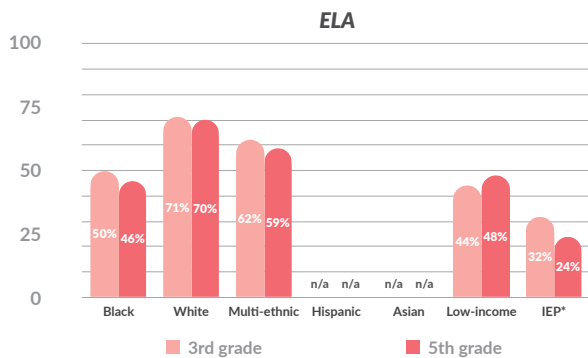
Total students

KEY

- Black
- White
- Multi-ethnic
- Asian
- Hispanic
- American Indian
- Pacific Islander

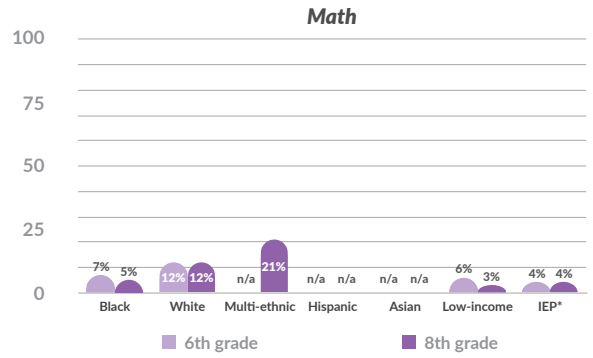
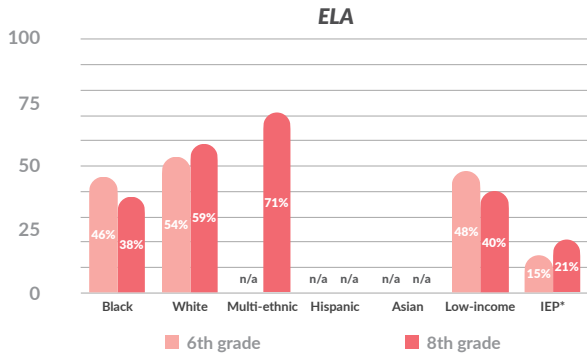
ACHIEVEMENT THREE YEAR AVERAGE

2017-19 PSSA performance Comparison of grades 3 and 5 (percent Proficient/Advanced)



ACHIEVEMENT THREE YEAR AVERAGE

2017-19 PSSA performance Comparison of grades 6 and 8 (percent Proficient/Advanced)



8th grade algebra Students who took algebra by the end of 8th grade: **11 out of 37**

2020-21 Special education services

Learning support | Speech & language support | Autism support | Emotional support
 Physical & occupational therapy | Regional autism support classroom





Pittsburgh Colfax K-8

Neighborhood school with an "English as a Second Language" program

2332 Beechwood Blvd., 15217 • Squirrel Hill • 412-529-3525

Accessible • Principal: Tamara Sanders-Woods



Read Colfax's story at ourschoolspittsburgh.org.

TEACHERS

60 teachers

15%
Black
 77%
White
 5%
Multi-ethnic
 3%
Hispanic

Teachers with National Board Certification

3
out of
60

Principal stability:
1 principal in the last 4 years

Teachers absent 18+ days: **12%**

Teachers new to the school: **17%**

STUDENTS

Enrollment 918 students
District K-8 average: 445

Capture rate 29%
District K-8 average: 28%

Low-income: **24%**

IEP*: **12%**

Student stability rate: **95%**

Students suspended at least once

Overall: 3%

Low-income: 3%
IEP*: 1%

Percentages do not add up due to rounding

Students chronically absent As of 3/13/20

Missed 10% or more of school year: **8%**

Missed 20% or more of school year: **0%**

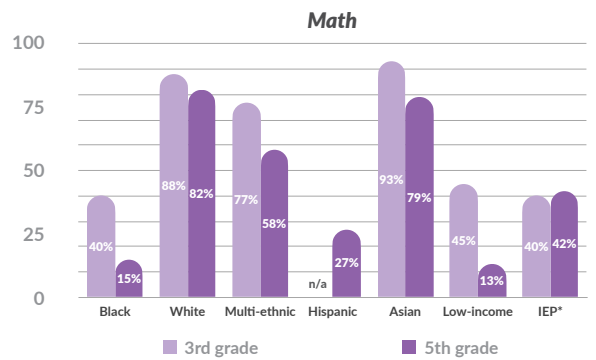
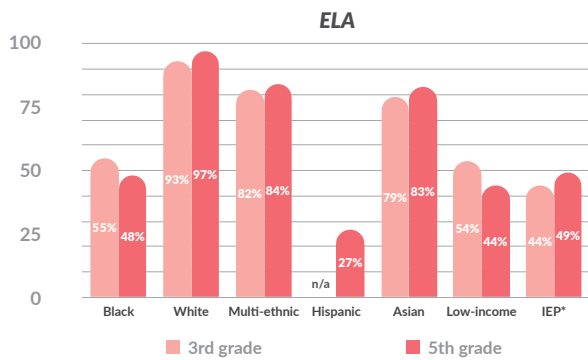
Total students

KEY

- Black
- White
- Multi-ethnic
- Asian
- Hispanic
- American Indian
- Pacific Islander

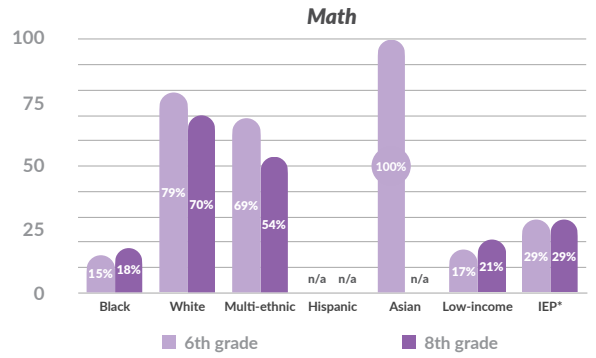
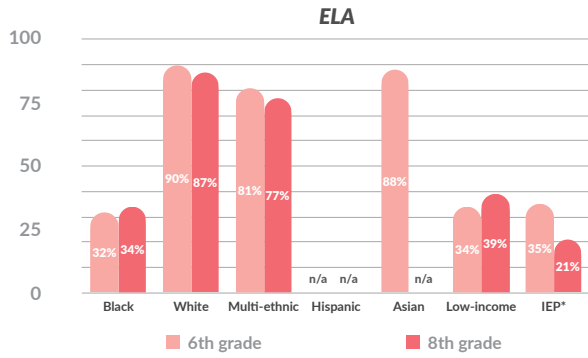
ACHIEVEMENT THREE YEAR AVERAGE

2017-19 PSSA performance Comparison of grades 3 and 5 (percent Proficient/Advanced)



ACHIEVEMENT THREE YEAR AVERAGE

2017-19 PSSA performance Comparison of grades 6 and 8 (percent Proficient/Advanced)



8th grade algebra Students who took algebra by the end of 8th grade: **42 out of 70**

2020-21 Special education services

Learning support | Speech & language support | Autism support | Emotional support | Physical & occupational therapy



Pittsburgh Greenfield PreK-8

Neighborhood school with an "English as a Second Language" program

1 Alger St., 15207 • Greenfield • 412-529-3535

Accessible • Principal: Eric Rosenthal



TEACHERS

32 teachers

13% Black
88% White

Teachers absent 18+ days: **6%**
Teachers new to the school: **6%**

Principal stability:
1 principal in the last 4 years

Teachers with National Board Certification

3
out of
32

STUDENTS

Enrollment 372 students
District K-8 average: 445

Capture rate **43%**
District K-8 average: 28%

Low-income: **46%**
IEP*: **18%**
Student stability rate: **93%**

*Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"

Students suspended at least once

Overall: **1%**
Low-income: 1%
IEP*: 0%

KEY

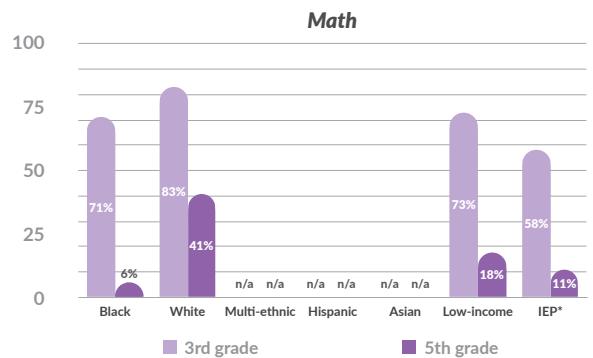
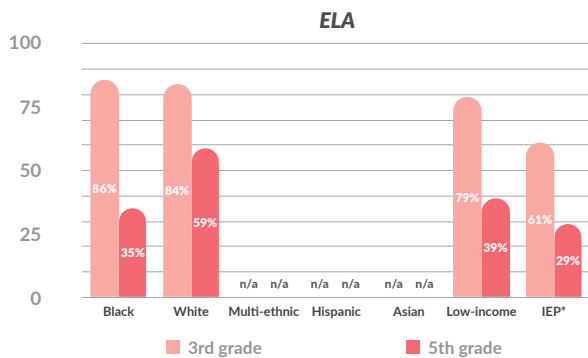
- Black
- White
- Multi-ethnic
- Asian
- Hispanic
- American Indian
- Pacific Islander

Students chronically absent As of 3/13/20

Total students

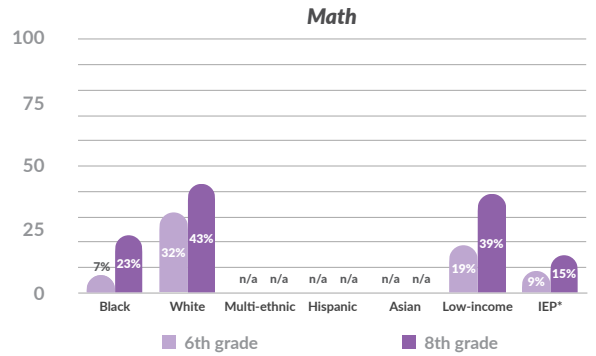
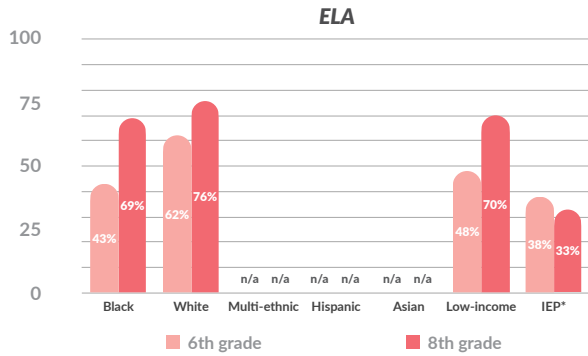
ACHIEVEMENT THREE YEAR AVERAGE

2017-19 PSSA performance Comparison of grades 3 and 5 (percent Proficient/Advanced)



ACHIEVEMENT THREE YEAR AVERAGE

2017-19 PSSA performance Comparison of grades 6 and 8 (percent Proficient/Advanced)



8th grade algebra Students who took algebra by the end of 8th grade: **15 out of 36**

2020-21 Special education services

Learning support | Speech & language support | Autism support | Emotional support
 Physical & occupational therapy | Regional autism support classroom





Pittsburgh King PreK-8

Neighborhood school

50 Montgomery Pl., 15212 • Allegheny Center • 412-529-4160

Accessible, with exceptions • Principal: Nathan Berkowitz



TEACHERS

35 teachers

31%
Black

69%
White

Teachers absent 18+ days: **17%**
Teachers new to the school: **17%**

Teachers with National Board Certification

1
out of
35

Principal stability:
2 principals in the last 4 years

STUDENTS

Enrollment 394 students
District K-8 average: 445

Capture rate **22%**
District K-8 average: 28%

Low-income: **94%**
IEP*: **22%**
Student stability rate: **87%**

*Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"

Students suspended at least once

Percentages do not add up due to rounding
Low-income: 24%
IEP*: 11%

KEY

- Black
- White
- Multi-ethnic
- Asian
- Hispanic
- American Indian
- Pacific Islander

Students chronically absent As of 3/13/20

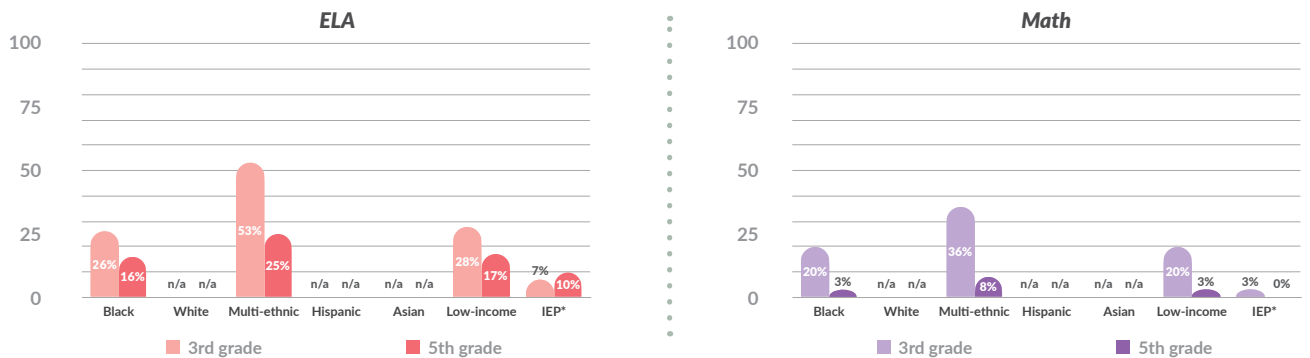
37%

Total students

■ Missed 10% or more of school year ■ Missed 20% or more of school year

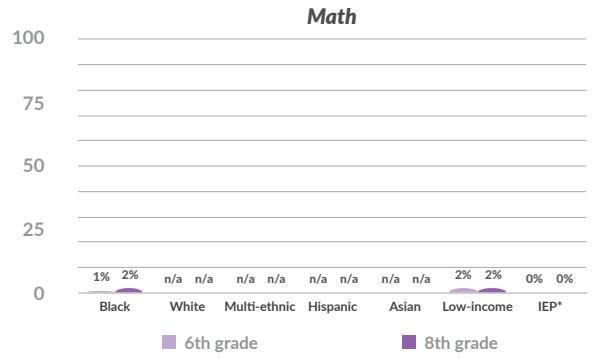
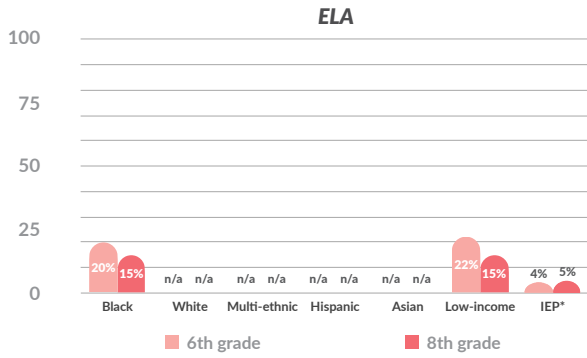
ACHIEVEMENT THREE YEAR AVERAGE

2017-19 PSSA performance Comparison of grades 3 and 5 (percent Proficient/Advanced)



ACHIEVEMENT THREE YEAR AVERAGE

2017-19 PSSA performance Comparison of grades 6 and 8 (percent Proficient/Advanced)



8th grade algebra Students who took algebra by the end of 8th grade: **0 out of 22**

2020-21 Special education services

Learning support | Speech & language support | Autism support | Emotional support
 Physical & occupational therapy | Regional emotional support classroom





Pittsburgh Langley PreK-8

Neighborhood school

2940 Sheraden Blvd., 15204 • Sheraden • 412-529-2100

Accessible • Principal: Stephen Sikon



TEACHERS

58 teachers

7%

Black

88%

White

3% Multi-ethnic
2% Hispanic

Teachers absent 18+ days: **16%**
Teachers new to the school: **14%**

Teachers with National Board Certification

4
out of
58

Principal stability:
2 principals in the last 4 years

STUDENTS

Enrollment 545 students
District K-8 average: 445

Capture rate 26%
District K-8 average: 28%

Low-income: **88%**
IEP*: **31%**
Student stability rate: **92%**

*Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"

Students suspended at least once

Low-income: 17%
IEP*: 8%

KEY

- Black
- White
- Multi-ethnic
- Asian
- Hispanic
- American Indian
- Pacific Islander

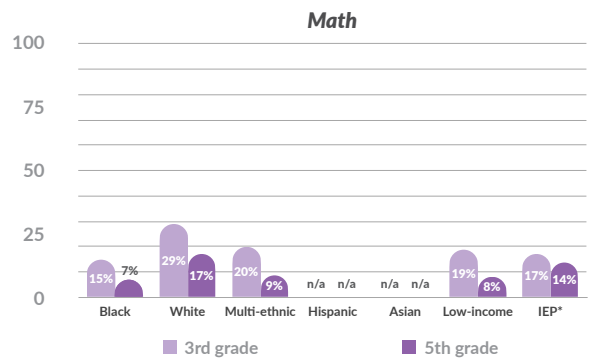
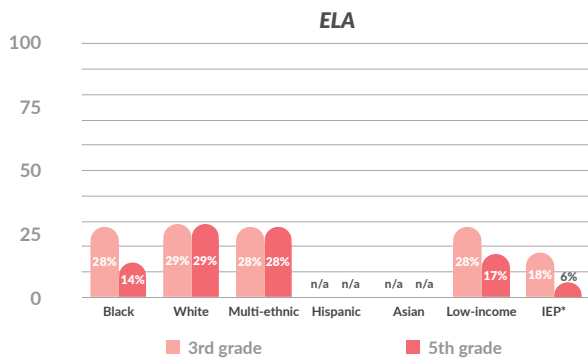
Students chronically absent As of 3/13/20

24%

Total students

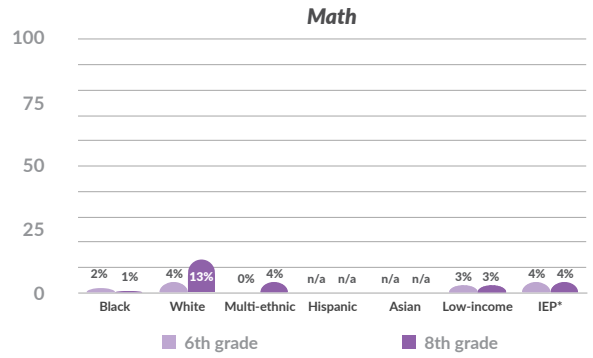
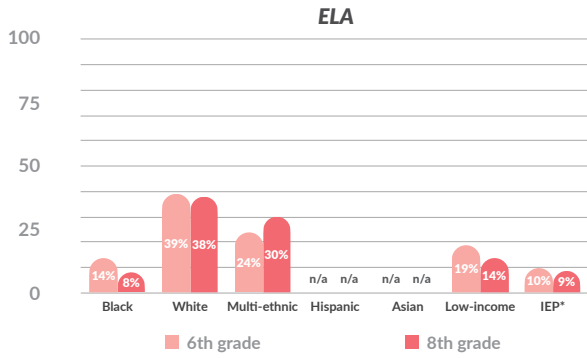
ACHIEVEMENT THREE YEAR AVERAGE

2017-19 PSSA performance Comparison of grades 3 and 5 (percent Proficient/Advanced)



ACHIEVEMENT THREE YEAR AVERAGE

2017-19 PSSA performance Comparison of grades 6 and 8 (percent Proficient/Advanced)



8th grade algebra Students who took algebra by the end of 8th grade: **0 out of 64**

2020-21 Special education services

Learning support | Speech & language support | Autism support | Emotional support
 Physical & occupational therapy | Regional emotional, autism & life skills support classrooms





Pittsburgh Manchester PreK-8

Neighborhood school

1612 Manhattan St., 15233 • Manchester • 412-529-3100

Accessible • Principal: Aisha Robinson



TEACHERS

22 teachers

18% Black
82% White

Teachers absent 18+ days: **27%**
Teachers new to the school: **18%**

Principal stability:
2 principals in the last 4 years

Teachers with National Board Certification

2
out of
22

STUDENTS

Enrollment 202 students
District K-8 average: 445

Capture rate 26%
District K-8 average: 28%

Low-income: **89%**
IEP*: **35%**
Student stability rate: **93%**

*Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"

Students suspended at least once

Overall: 6%

Low-income: 6%
IEP*: 3%

KEY

- Black
- White
- Multi-ethnic
- Asian
- Hispanic
- American Indian
- Pacific Islander

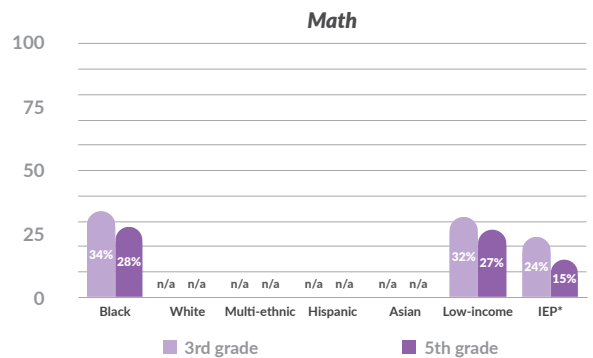
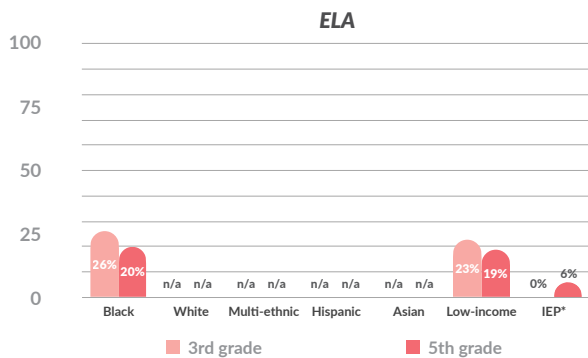
Students chronically absent As of 3/13/20

41%

Total students

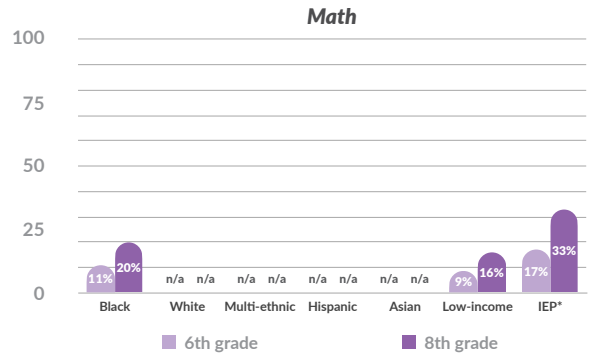
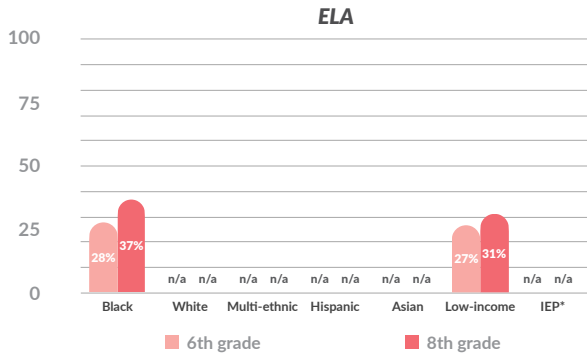
ACHIEVEMENT THREE YEAR AVERAGE

2017-19 PSSA performance Comparison of grades 3 and 5 (percent Proficient/Advanced)



ACHIEVEMENT THREE YEAR AVERAGE

2017-19 PSSA performance Comparison of grades 6 and 8 (percent Proficient/Advanced)



8th grade algebra Students who took algebra by the end of 8th grade: **0 out of 22**

2020-21 Special education services

Learning support | Speech & language support | Autism support | Emotional support
 Physical & occupational therapy | Regional emotional, autism, life skills & multiple disabilities support classrooms





Pittsburgh Mifflin PreK-8

Neighborhood school

1290 Mifflin Rd., 15207 • Lincoln Place • 412-529-4350

Accessible • Principal: Amy Carricato



TEACHERS

22 teachers

Black
White

Teachers absent 18+ days: **5%**
Teachers new to the school: **9%**

Principal stability:
2 principals in the last 4 years

Teachers with National Board Certification

1
out of
22

STUDENTS

Enrollment 274 students
District K-8 average: 445

Capture rate 35%
District K-8 average: 28%

Low-income: **63%**
IEP*: **23%**
Student stability rate: **95%**

*Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"

Students suspended at least once

Overall: 10%

Low-income: 8%
IEP*: 4%

KEY

- Black
- White
- Multi-ethnic
- Asian
- Hispanic
- American Indian
- Pacific Islander

Students chronically absent As of 3/13/20

11%

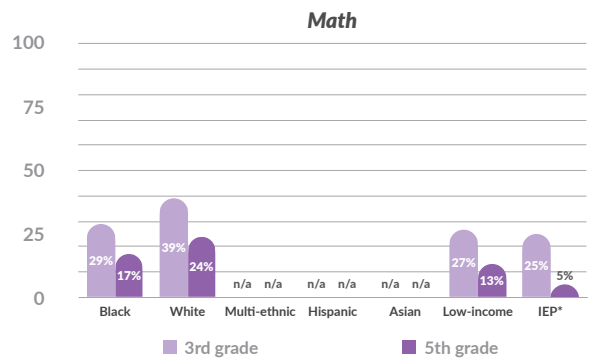
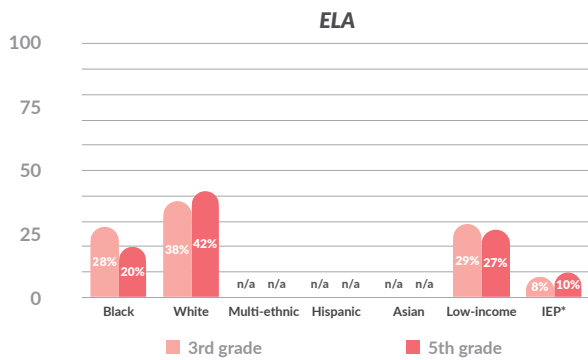
■ Missed 10% or more of school year

■ Missed 20% or more of school year

Total students

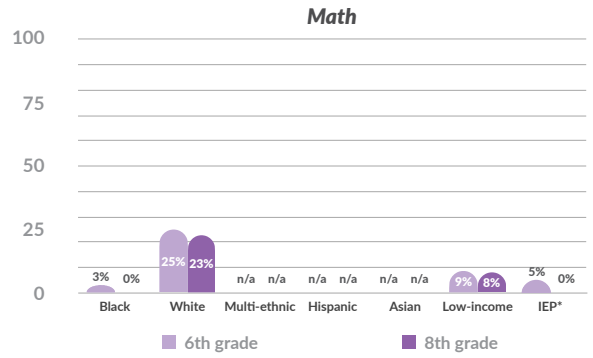
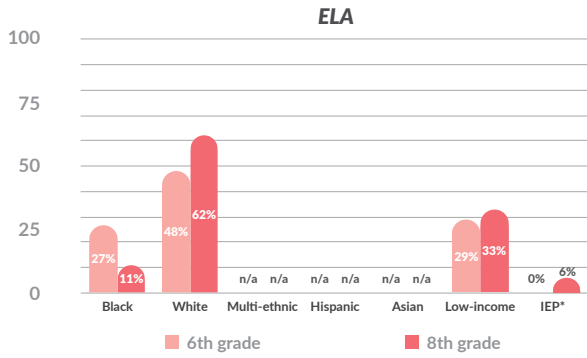
ACHIEVEMENT THREE YEAR AVERAGE

2017-19 PSSA performance Comparison of grades 3 and 5 (percent Proficient/Advanced)



ACHIEVEMENT THREE YEAR AVERAGE

2017-19 PSSA performance Comparison of grades 6 and 8 (percent Proficient/Advanced)



8th grade algebra Students who took algebra by the end of 8th grade: **8 out of 24**

2020-21 Special education services

Learning support | Speech & language support | Autism support | Emotional support
 Physical & occupational therapy | Regional autism support classroom





Pittsburgh Morrow PreK-8



Neighborhood school housed in two buildings

PreK-4: 1611 Davis Ave., 15212 • Brighton Heights • 412-529-6600

Accessible entrance, no elevator

Grades 5-8: 3530 Fleming Ave., 15212 • Brighton Heights • 412-529-6600

Accessible • Principal: Michael Calvert

TEACHERS

44 teachers

Black
White
2% Multi-ethnic

Teachers absent 18+ days: **2%**
Teachers new to the school: **14%**

Principal stability:
2 principals in the last 4 years

Teachers with National Board Certification

1
out of
44

STUDENTS

Enrollment 556 students
District K-8 average: 445

Capture rate 26%
District K-8 average: 28%

Low-income: **83%**
IEP*: **21%**
Student stability rate: **94%**

*Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"

Students suspended at least once

Low-income: 10%
IEP*: 4%

KEY

- Black
- White
- Multi-ethnic
- Asian
- Hispanic
- American Indian
- Pacific Islander

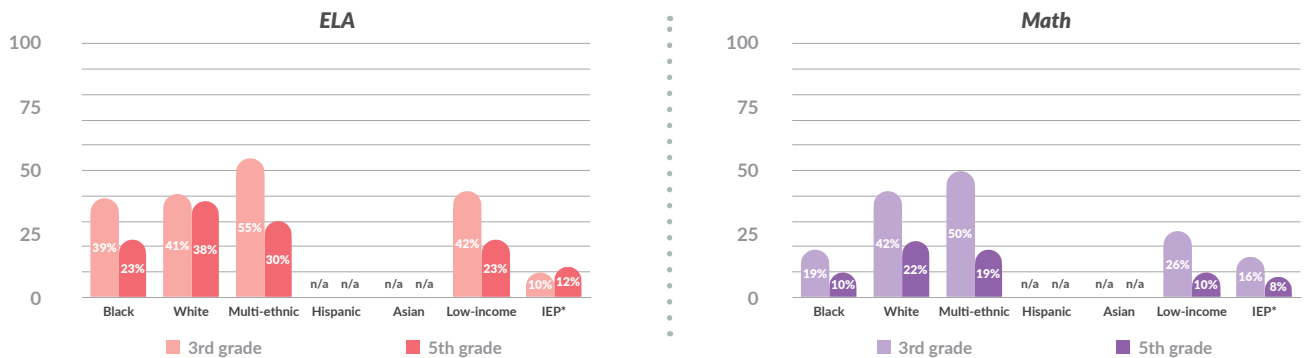
Students chronically absent As of 3/13/20

38%

Total students

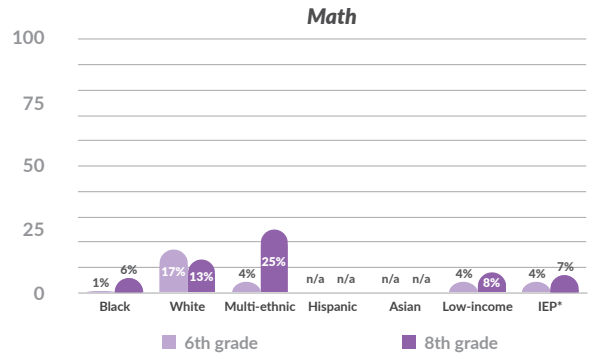
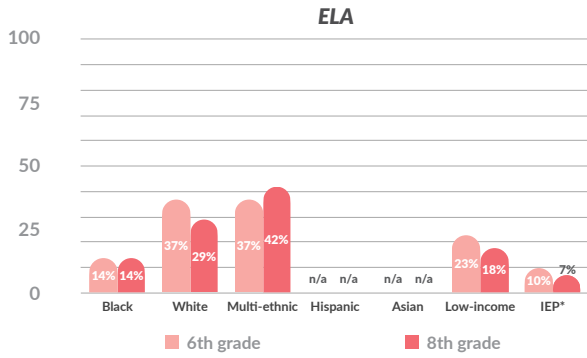
ACHIEVEMENT THREE YEAR AVERAGE

2017-19 PSSA performance Comparison of grades 3 and 5 (percent Proficient/Advanced)



ACHIEVEMENT THREE YEAR AVERAGE

2017-19 PSSA performance Comparison of grades 6 and 8 (percent Proficient/Advanced)



8th grade algebra Students who took algebra by the end of 8th grade: **0 out of 46**

2020-21 Special education services

Learning support | Speech & language support | Autism support | Emotional support
 Physical & occupational therapy | Regional emotional & autism support classrooms





Pittsburgh Sunnyside PreK-8

Neighborhood school

4801 Stanton Ave., 15201 • Stanton Heights • 412-529-2040

Accessible • Principal: Laura Dadey



TEACHERS

27 teachers

Black
White

Teachers absent 18+ days: **15%**
Teachers new to the school: **4%**

Principal stability:
1 principal in the last 4 years

Teachers with National Board Certification

1
out of
27

STUDENTS

Enrollment 265 students
District K-8 average: 445

Capture rate 22%
District K-8 average: 28%

Low-income: **72%**

IEP*: **22%**

Student stability rate: **94%**

*Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"

Students suspended at least once

Overall: 6%

Low-income: 6%
IEP*: 3%

Students chronically absent As of 3/13/20

7%

Total students

KEY

- Black
- White
- Multi-ethnic
- Asian
- Hispanic
- American Indian
- Pacific Islander

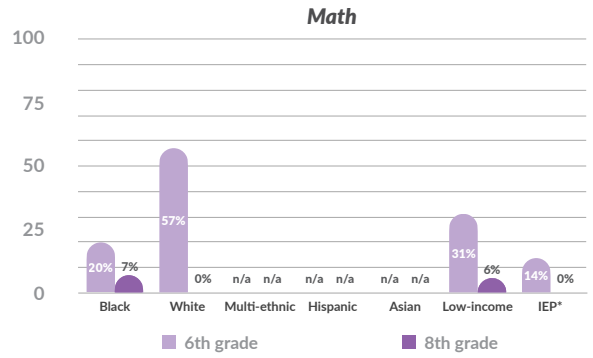
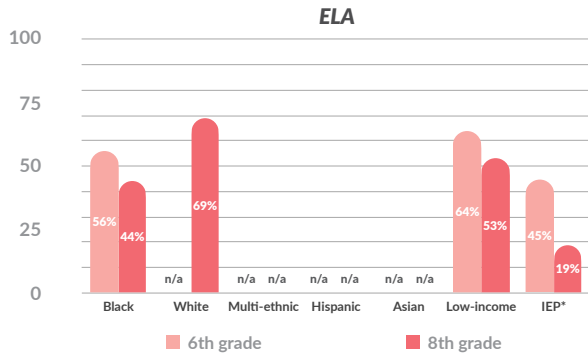
ACHIEVEMENT THREE YEAR AVERAGE

2017-19 PSSA performance Comparison of grades 3 and 5 (percent Proficient/Advanced)



ACHIEVEMENT THREE YEAR AVERAGE

2017-19 PSSA performance Comparison of grades 6 and 8 (percent Proficient/Advanced)



8th grade algebra Students who took algebra by the end of 8th grade: **12 out of 25**

2020-21 Special education services

Learning support | Speech & language support | Autism support | Emotional support
 Physical & occupational therapy | Regional emotional, multiple disabilities & visually impaired support classrooms





Pittsburgh's middle schools

- In the 2019-20 school year: PPS had 7 middle (6-8) schools.
- The average 6-8 school had **282** students and **25** teachers.
- **69%** of 6-8 school students were economically disadvantaged (receiving public assistance).
- **33%** of 6-8 school students attended their school of assignment ("capture rate").

6-8 TEACHING/ COUNSELING

176 teachers

13% Black, 85% White, 1% Multi-ethnic, 2% Hispanic

Teachers with National Board Certification: 11

Average counselor/student ratio: 1/270

6-8 STUDENTS

Students chronically absent *As of 3/13/20*

■ Missed 10% or more of school year ■ Missed 20% or more of school year

Total students

**Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"*

Students suspended at least once

Overall: **13%**

Low-income: **12%**

IEP*: **5%**

KEY ■ Black ■ White ■ Multi-ethnic ■ Asian ■ Hispanic ■ American Indian ■ Pacific Islander

SCHOOL STABILITY

Student stability rate: 95%

Teachers new to the school: 12%

PRINCIPAL STABILITY 2017-20

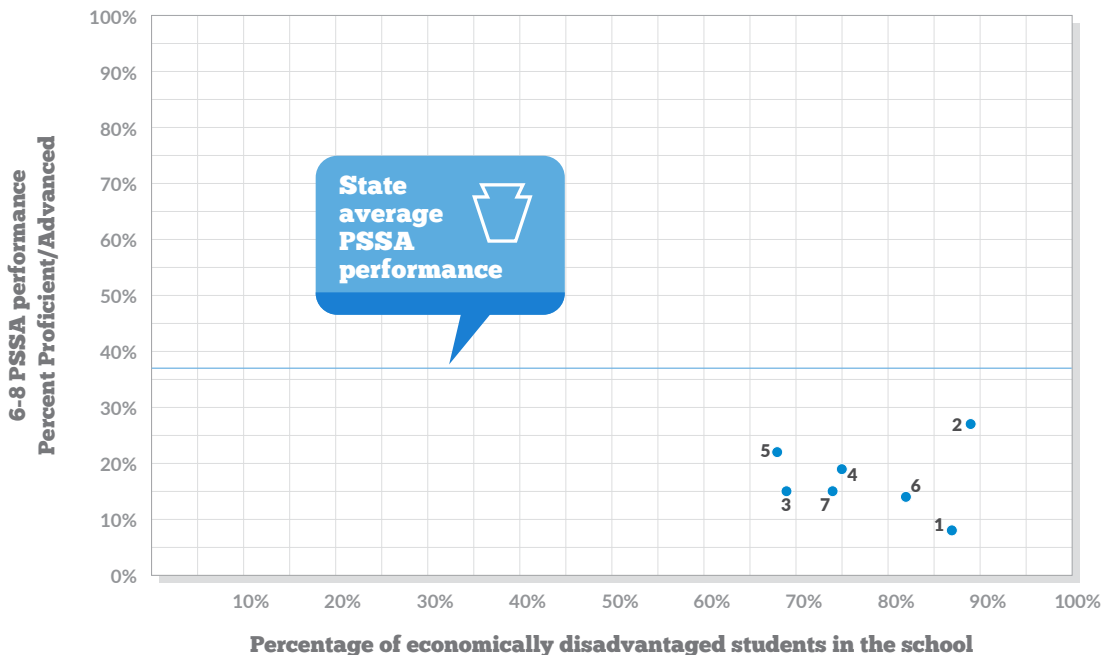
6 6-8 schools had one principal.

1 school had two principals.

8th grade algebra 6-8 students who took algebra by the end of 8th grade:

154
out of
587

2017-19 MATH ACHIEVEMENT AND STUDENTS' ECONOMIC DISADVANTAGE (6TH-8TH) THREE YEAR AVERAGE



1	Allegheny 6-8
2	Arsenal 6-8
3	Classical 6-8
4	Schiller 6-8
5	South Brook 6-8
6	South Hills 6-8
7	Sterrett 6-8



Pittsburgh Allegheny 6-8

Traditional Academy magnet school

810 Arch St., 15212 • Allegheny Center • 412-529-4115

Accessible • Principal: Yarra Howze



TEACHERS

17 teachers

12% Black | 88% White

Teachers with National Board Certification: **1 out of 17**

Teachers absent 18+ days: **12%**
Teachers new to the school: **0%**

Principal stability: **1 principal in the last 4 years**

STUDENTS

Enrollment 172 students
District 6-8 average: 282

Capture rate: **n/a**
District 6-8 average: 33%

Low-income: **85%**
IEP*: **30%**
Student stability rate: **95%**

Students suspended at least once

Overall: **21%**
Low-income: 20%
IEP*: 9%

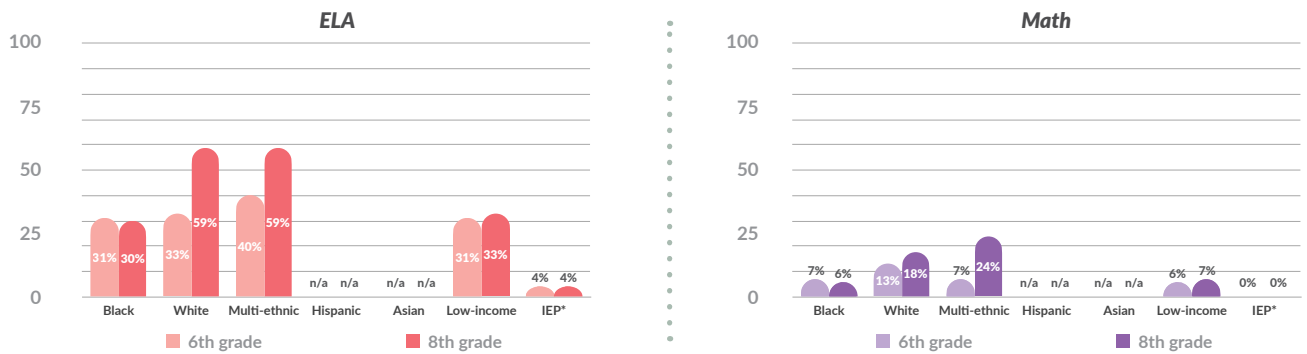
Students chronically absent As of 3/13/20: **25%**

Missed 10% or more of school year | Missed 20% or more of school year

KEY: Black, White, Multi-ethnic, Asian, Hispanic, American Indian, Pacific Islander

ACHIEVEMENT THREE YEAR AVERAGE

2017-19 PSSA performance Comparison of grades 6 and 8 (percent Proficient/Advanced)



8th grade algebra Students who took algebra by the end of 8th grade:

16
out of
51

2020-21 Special education services

Learning support | Speech & language support | Autism support | Emotional support
Physical & occupational therapy | Regional emotional support classroom



Pittsburgh Arsenal 6-8

Neighborhood school with an "English as a Second Language" program

220 40th St., 15201 • Lawrenceville • 412-529-5740

Accessible, with exceptions • Principal: Patti Camper



TEACHERS

19 teachers

5% Black | 95% White

Teachers with National Board Certification: **0** out of 19

Teachers absent 18+ days: **11%**

Teachers new to the school: **11%**

Principal stability: **1 principal in the last 4 years**

STUDENTS

Enrollment 165 students
District 6-8 average: 282

Capture rate 23%
District 6-8 average: 33%

Low-income: **56%**

IEP*: **27%**

Student stability rate: **96%**

Students suspended at least once

Overall: **16%**

Low-income: 14% | IEP*: 6%

Percentages do not add up due to rounding

Students chronically absent As of 3/13/20

Missed 10% or more of school year: 16%

Missed 20% or more of school year: 0%

Total students

KEY

- Black
- White
- Multi-ethnic
- Asian
- Hispanic
- American Indian
- Pacific Islander

*Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"

ACHIEVEMENT THREE YEAR AVERAGE

2017-19 PSSA performance Comparison of grades 6 and 8 (percent Proficient/Advanced)



8th grade algebra Students who took algebra by the end of 8th grade:

21
out of
68

2020-21 Special education services

Learning support | Speech & language support | Autism support | Emotional support
Physical & occupational therapy | Regional emotional & life skills support classrooms





Pittsburgh Classical 6-8

Classical Academy magnet school

1463 Chartiers Ave. Third Floor, 15220 • Crafton Heights • 412-529-3110
 Accessible • Principal: Valerie Merlo



TEACHERS

30 teachers

10% Black | 90% White

Teachers with National Board Certification: **0** out of 30

Teachers absent 18+ days: **0%**
 Teachers new to the school: **13%**

Principal stability: **1 principal in the last 4 years**

STUDENTS

Enrollment 289 students
 District 6-8 average: 282

Students suspended at least once

Overall: **7%**

Low-income: 5% | IEP*: 3%

Students chronically absent As of 3/13/20

25% Missed 10% or more of school year

KEY

- Black
- White
- Multi-ethnic
- Asian
- Hispanic
- American Indian
- Pacific Islander

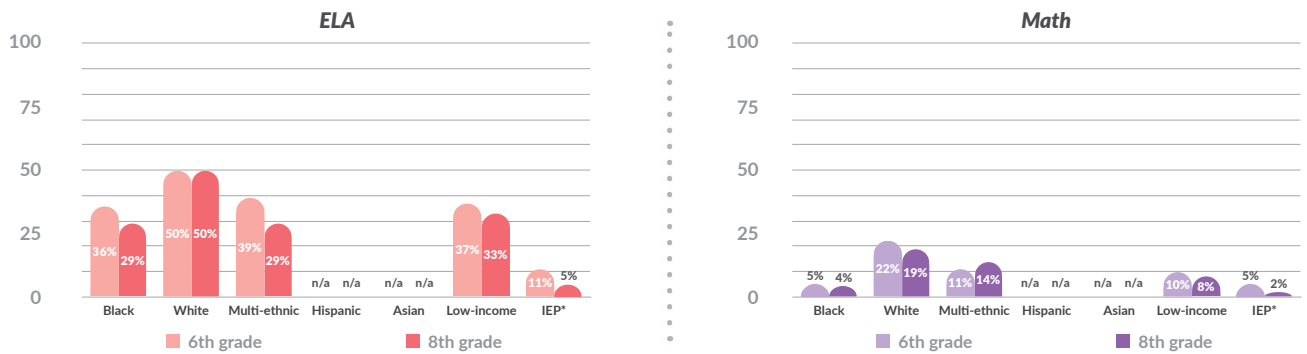
Additional Metrics:

- Capture rate: n/a
- District 6-8 average: 33%
- Low-income: 60%
- IEP*: 29%
- Student stability rate: 98%

*Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"

ACHIEVEMENT THREE YEAR AVERAGE

2017-19 PSSA performance Comparison of grades 6 and 8 (percent Proficient/Advanced)



8th grade algebra Students who took algebra by the end of 8th grade:

23
out of
82

2020-21 Special education services

Learning support | Speech & language support | Autism support | Emotional support
 Physical & occupational therapy | Regional autism & multiple disabilities support classrooms





Pittsburgh Schiller 6-8

Neighborhood school with a Science, Technology, Engineering, Arts, and Math magnet program

1018 Peralta St., 15212 • East Allegheny • 412-529-4190
 Accessible, with exceptions • Principal: Paula Heinzman



TEACHERS

20 teachers

15% Black | 85% White

Teachers with National Board Certification: **1** out of 20

Teachers absent 18+ days: **10%**
 Teachers new to the school: **25%**

Principal stability: **1 principal in the last 4 years**

STUDENTS

Enrollment 233 students
 District 6-8 average: 282

Capture rate 41%
 District 6-8 average: 33%

Low-income: **68%**
 IEP*: **21%**
 Student stability rate: **97%**

Students suspended at least once

Overall: **4%**

Low-income: 4%
 IEP*: 1%

Percentages do not add up due to rounding

Students chronically absent As of 3/13/20

0% Total students

Legend: Black, White, Multi-ethnic, Asian, Hispanic, American Indian, Pacific Islander

KEY

ACHIEVEMENT THREE YEAR AVERAGE

2017-19 PSSA performance Comparison of grades 6 and 8 (percent Proficient/Advanced)



8th grade algebra Students who took algebra by the end of 8th grade:



2020-21 Special education services

Learning support | Speech & language support | Autism support | Emotional support
 Physical & occupational therapy





Pittsburgh South Brook 6-8

Neighborhood school

779 Dunster St., 15226 • Brookline • 412-529-8170

Accessible • Principal: Jennifer McNamara



Read South Brook's story on page 6.

TEACHERS

26 teachers

4% Black | 96% White

Teachers with National Board Certification: **5 out of 26**

Teachers absent 18+ days: **4%**
Teachers new to the school: **8%**

Principal stability: **1 principal in the last 4 years**

STUDENTS

Enrollment 365 students
District 6-8 average: 282

Capture rate 45%
District 6-8 average: 33%

Low-income: **63%**
IEP*: **20%**
Student stability rate: **93%**

Students suspended at least once

Overall: **10%**
Low-income: 9%
IEP*: 4%

Students chronically absent As of 3/13/20

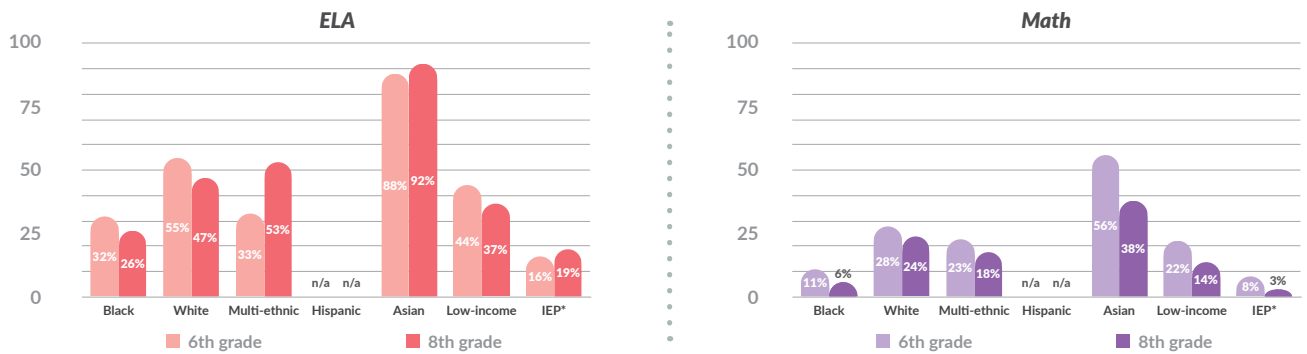
Missed 10% or more of school year: **16%**
Missed 20% or more of school year: **16%**

KEY

- Black
- White
- Multi-ethnic
- Asian
- Hispanic
- American Indian
- Pacific Islander

ACHIEVEMENT THREE YEAR AVERAGE

2017-19 PSSA performance Comparison of grades 6 and 8 (percent Proficient/Advanced)



8th grade algebra Students who took algebra by the end of 8th grade:

48
out of
111

2020-21 Special education services

Learning support | Speech & language support | Autism support | Emotional support
Physical & occupational therapy





Pittsburgh South Hills 6-8

Neighborhood school with an "English as a Second Language" program

595 Crane Ave., 15216 • Beechview • 412-529-8130

Accessible • Principal: Anthony Varlotta



TEACHERS

41 teachers

- Black: 17%
- White: 78%
- Multi-ethnic: 5%

Teachers with National Board Certification: **3 out of 41**

Teachers absent 18+ days: **5%**

Teachers new to the school: **5%**

Principal stability: **2 principals in the last 4 years**

STUDENTS

Enrollment 433 students
District 6-8 average: 282

Capture rate 33%
District 6-8 average: 33%

Low-income: **78%**

IEP*: **26%**

Student stability rate: **90%**

Students suspended at least once

Overall: **15%**

Low-income: 13%

IEP*: 6%

Percentages do not add up due to rounding

Students chronically absent As of 3/13/20

Missed 10% or more of school year: **28%**

Missed 20% or more of school year: **28%**

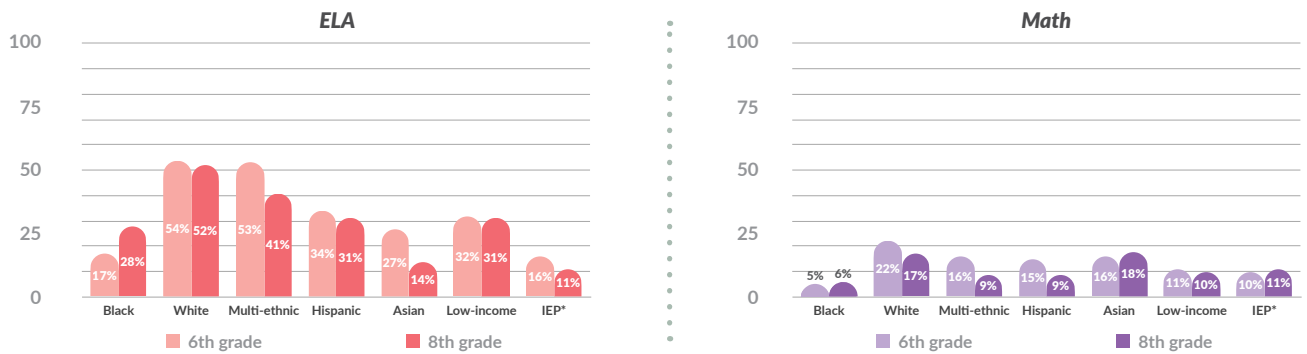
Total students

KEY

- Black
- White
- Multi-ethnic
- Asian
- Hispanic
- American Indian
- Pacific Islander

ACHIEVEMENT THREE YEAR AVERAGE

2017-19 PSSA performance Comparison of grades 6 and 8 (percent Proficient/Advanced)



8th grade algebra Students who took algebra by the end of 8th grade:

24
out of
119

2020-21 Special education services

Learning support | Speech & language support | Autism support | Emotional support
Physical & occupational therapy | Regional emotional, autism & life skills support classrooms





Pittsburgh Sterrett 6-8

Neighborhood school with a Classical Academy magnet program

7100 Reynolds St., 15208 • Point Breeze • 412-529-7870

Accessible • Principal: MiChele Holly



TEACHERS

23 teachers

22% Black, 70% White, 4% Multi-ethnic, 4% Hispanic

Teachers with National Board Certification: **1 out of 23**

Teachers absent 18+ days: **9%**
Teachers new to the school: **22%**

Principal stability: **1 principal in the last 4 years**

STUDENTS

Enrollment 318 students
District 6-8 average: 282

Capture rate 21%
District 6-8 average: 33%

Low-income: **73%**
IEP*: **27%**
Student stability rate: **93%**

Students suspended at least once

Overall: **23%**
Low-income: 21%
IEP*: 7%

Students chronically absent As of 3/13/20

Missed 10% or more of school year: **18%**
Missed 20% or more of school year: **18%**

KEY

- Black
- White
- Multi-ethnic
- Asian
- Hispanic
- American Indian
- Pacific Islander

ACHIEVEMENT THREE YEAR AVERAGE

2017-19 PSSA performance Comparison of grades 6 and 8 (percent Proficient/Advanced)



8th grade algebra Students who took algebra by the end of 8th grade:

22 out of 90

2020-21 Special education services

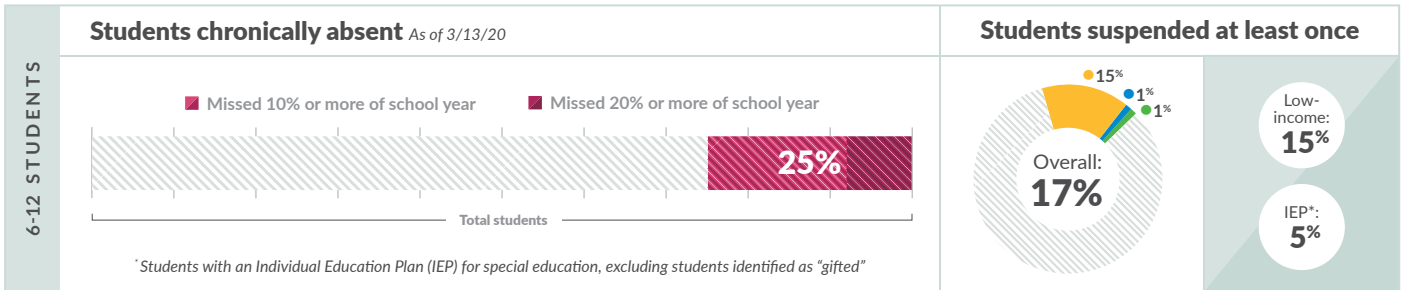
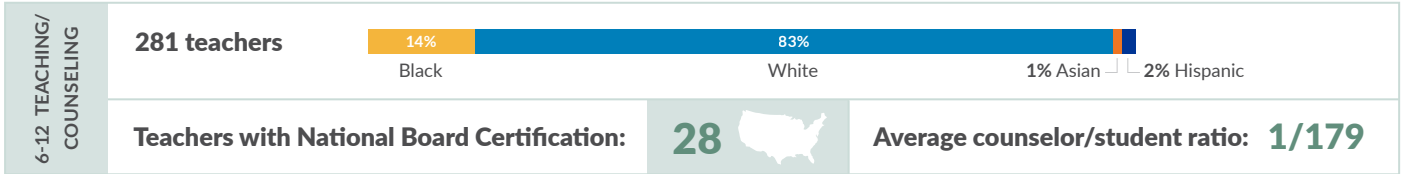
Learning support | Speech & language support | Autism support | Emotional support
Physical & occupational therapy | Regional autism support classroom





Pittsburgh's 6-12 schools

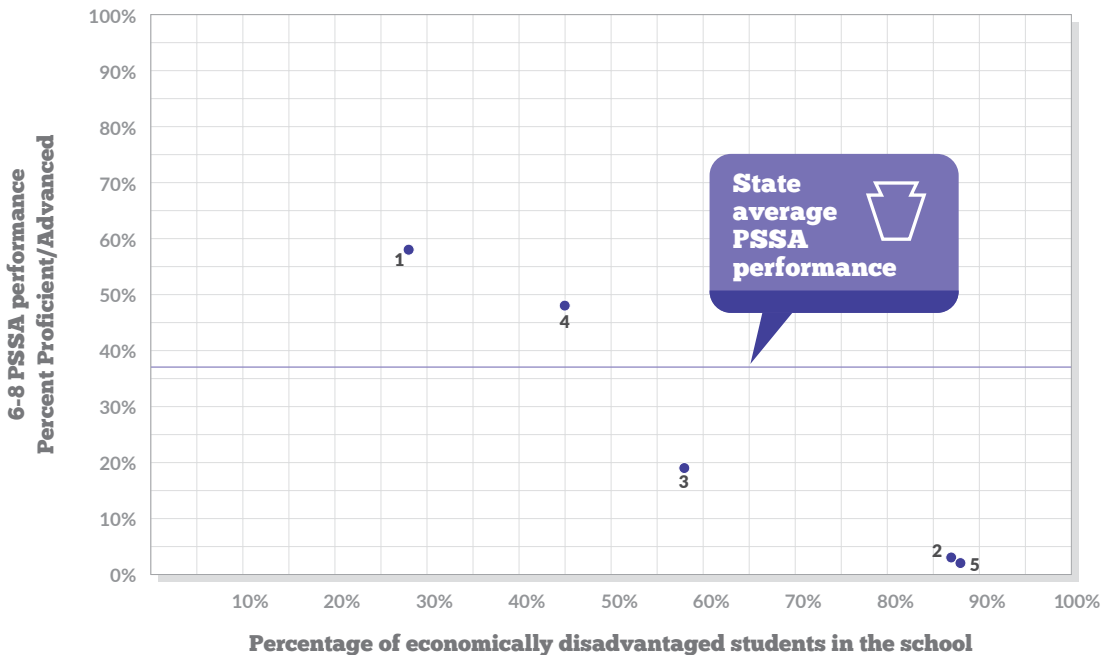
- In the 2019-20 school year: PPS had 5 6-12 schools.
- The average 6-12 school had **668** students and **56** teachers.
- **52%** of 6-12 school students were economically disadvantaged (receiving public assistance).
- **19%** of 6-12 school students attended their school of assignment ("capture rate").
(Data represent the two neighborhood schools.)



KEY Black White Multi-ethnic Asian Hispanic American Indian Pacific Islander



2017-19 MATH ACHIEVEMENT AND STUDENTS' ECONOMIC DISADVANTAGE (6TH-8TH) THREE YEAR AVERAGE

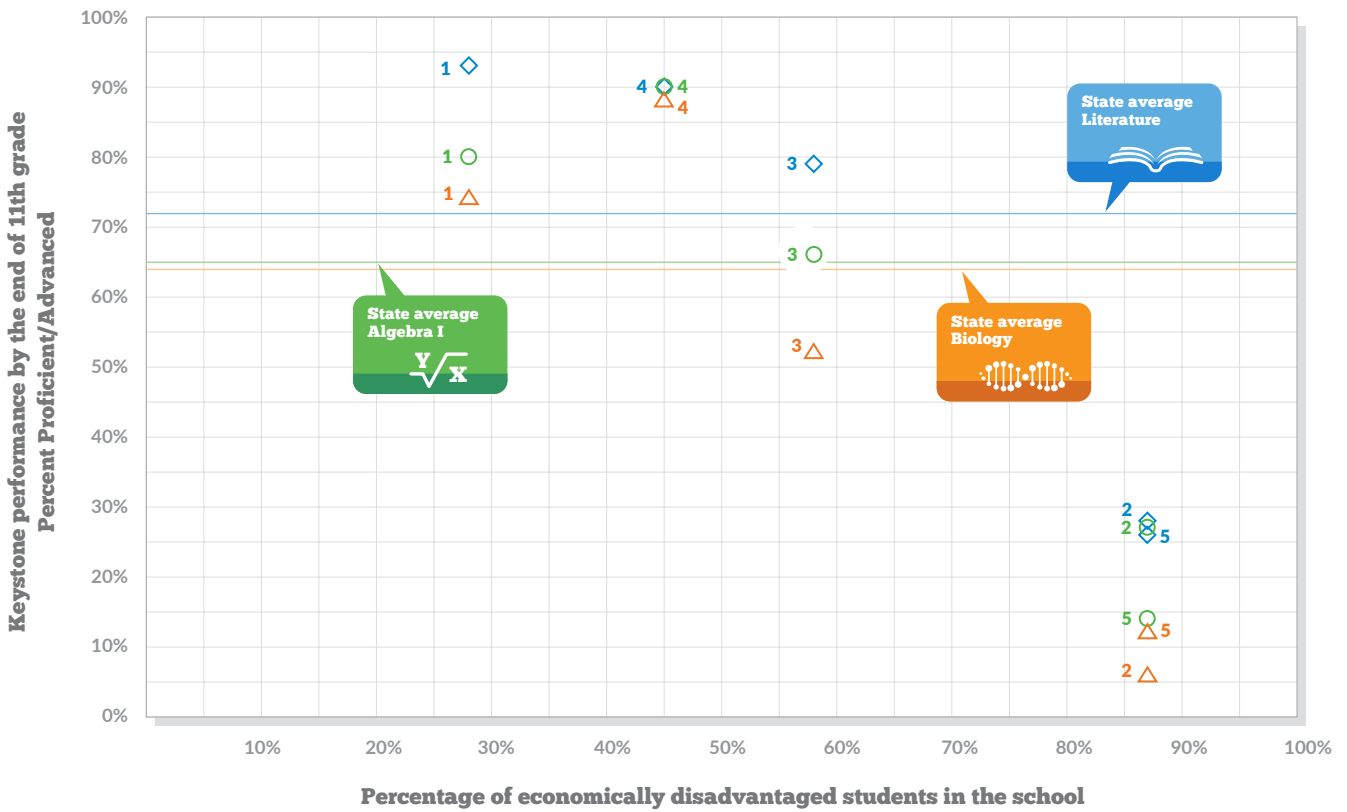


1	CAPA 6-12
2	Milliones 6-12
3	Obama 6-12
4	Sci-Tech 6-12
5	Westinghouse 6-12

8th grade algebra 6-12 students who took algebra by the end of 8th grade:

141
out of
420

2017-19 READING, MATH, & SCIENCE ACHIEVEMENT AND STUDENTS' ECONOMIC DISADVANTAGE
THREE YEAR AVERAGE



◆ Literature	1 CAPA 6-12	3 Obama 6-12	5 Westinghouse 6-12
○ Algebra I	2 Milliones 6-12	4 Sci-Tech 6-12	
△ Biology			



Pittsburgh CAPA 6-12

Creative & Performing Arts magnet school

111 Ninth St., 15222 • Downtown • 412-529-6100

Accessible • Principal: Melissa Pearlman



TEACHERS

59 teachers

Black
White
2% Hispanic

Teachers with National Board Certification

16
out of
59

Teachers absent 18+ days: **10%**

Teachers new to the school: **12%**

Principal stability:
1 principal in the last 4 years

STUDENTS

Enrollment 879 students
District 6-12 average: 668

Capture rate n/a
District 6-12 average: 19%

Low-income: **25%**

IEP*: **5%**

Student stability rate: **99%**

Students suspended at least once

Overall: **4%**

Low-income: 2%
IEP*: 0%

Students chronically absent As of 3/13/20

Missed 10% or more of school year: **14%**

Missed 20% or more of school year: **14%**

Total students

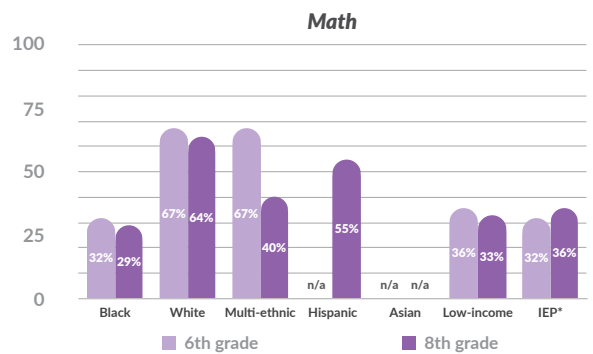
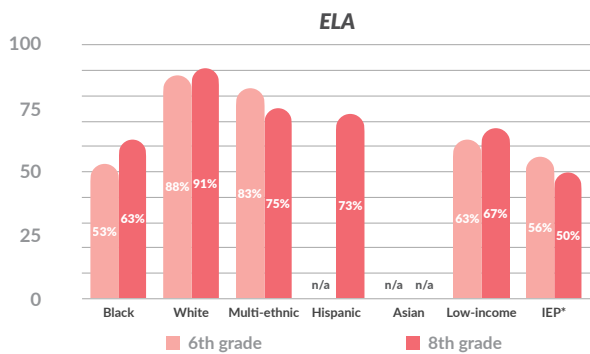
KEY

- Black
- White
- Multi-ethnic
- Asian
- Hispanic
- American Indian
- Pacific Islander

*Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"

ACHIEVEMENT THREE YEAR AVERAGE

2017-19 PSSA performance Comparison of grades 6 and 8 (percent Proficient/Advanced)



8th grade algebra Students who took algebra by the end of 8th grade:

64
out of
117

Graduation rates over time



Percentage of students taking AP (Advanced Placement) courses:

- Overall: 58%**
- Black: 33%
- White: 67%
- Multi-ethnic: 47%
- Hispanic: 53%
- Asian: 83%
- Low-income: 42%
- IEP*: 25%
- (District average: 29%)

Percentage of students taking CAS (Centers for Advanced Study) courses:

- Overall: 68%**
- Black: 74%
- White: 66%
- Multi-ethnic: 75%
- Hispanic: 47%
- Asian: 75%
- Low-income: 67%
- IEP*: 29%
- (District average: 31%)

Percentage of students enrolled in a CTE (Career and Technical Education) program:

Overall: n/a



62%

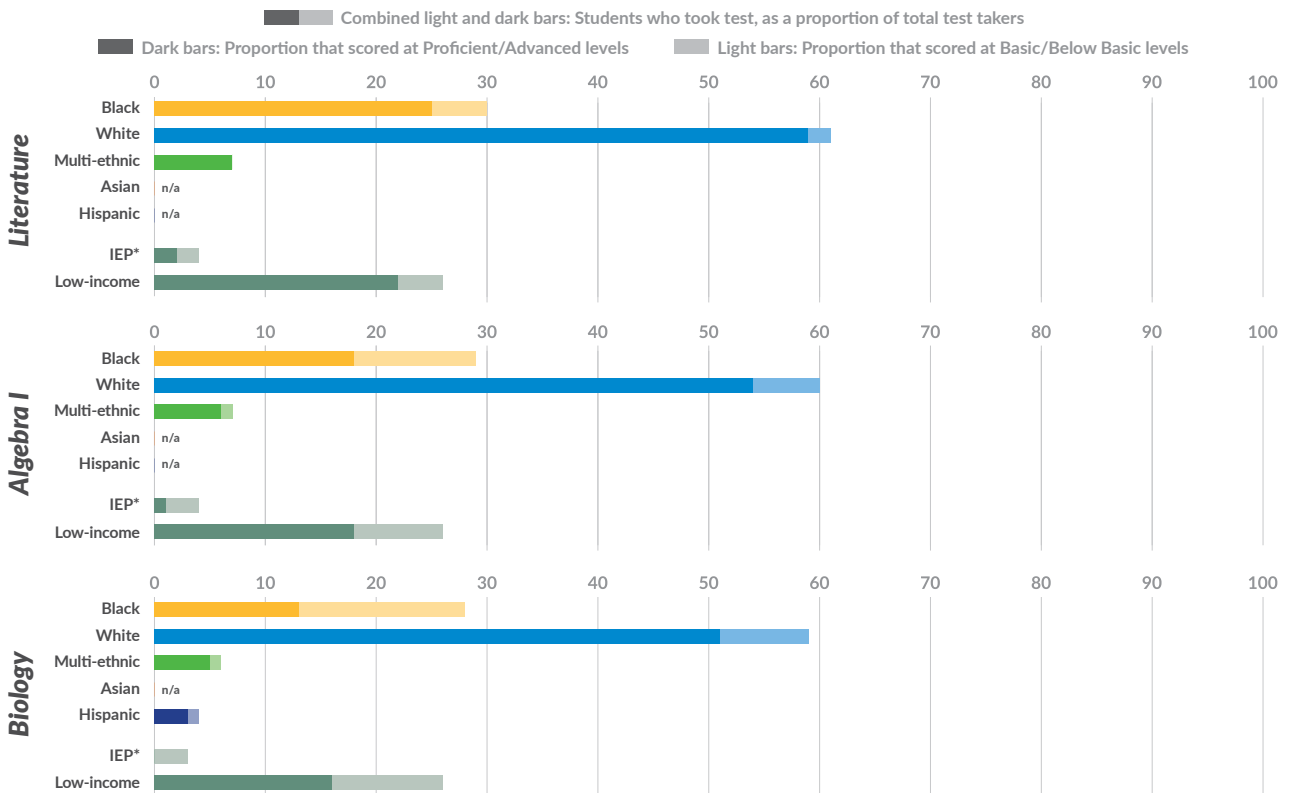
Met SAT Math Standard



84%

Met SAT Reading Standard

ACHIEVEMENT THREE YEAR AVERAGE



POST HIGH SCHOOL

6-year college completion rate

60%

2020-21 Special education services

Learning support | Speech & language support | Autism support | Emotional support
 Physical & occupational therapy





Pittsburgh Millions 6-12

Neighborhood school with a magnet entrance option, post-secondary focus; and Early Childhood Education and Entertainment Technology CTE programs

3117 Centre Ave., 15219 • Hill District • 412-529-5900
 Accessible • Principal: Eric Graf



TEACHERS

43 teachers

23% Black | 74% White | 2% Hispanic

Teachers with National Board Certification: **0** out of 43

Teachers absent 18+ days: **7%**
 Teachers new to the school: **35%**

Principal stability: **4 principals in the last 4 years**

STUDENTS

Enrollment 322 students
 District 6-12 average: 668

Capture rate 16%
 District 6-12 average: 19%

Low-income: **89%**
 IEP*: **30%**
 Student stability rate: **88%**

Students suspended at least once

Overall: **37%**

Low-income: 35%
 IEP*: 15%

Percentages do not add up due to rounding

Students chronically absent As of 3/13/20

Missed 10% or more of school year: **38%**
 Missed 20% or more of school year

Total students

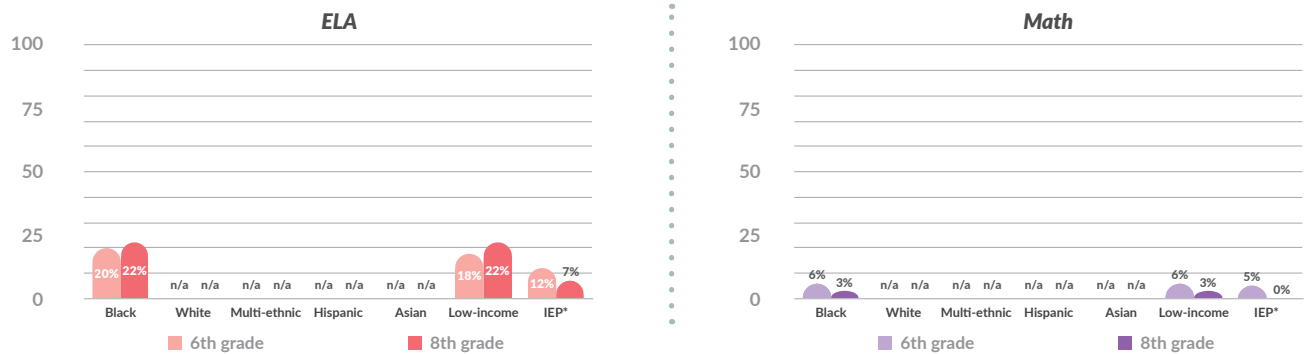
KEY

- Black
- White
- Multi-ethnic
- Asian
- Hispanic
- American Indian
- Pacific Islander

*Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"

ACHIEVEMENT THREE YEAR AVERAGE

2017-19 PSSA performance Comparison of grades 6 and 8 (percent Proficient/Advanced)



8th grade algebra Students who took algebra by the end of 8th grade:



 **Graduation rates over time**



Percentage of students taking AP (Advanced Placement) courses:

- Overall: 23%**
- Black: 24%
- White: 8%
- Multi-ethnic: n/a
- Hispanic: n/a
- Asian: n/a
- Low-income: 21%
- IEP*: 2%
- (District average: 29%)

Percentage of students taking CAS (Centers for Advanced Study) courses:

- Overall: 17%**
- Black: 18%
- White: 8%
- Multi-ethnic: n/a
- Hispanic: n/a
- Asian: n/a
- Low-income: 17%
- IEP*: 6%
- (District average: 31%)

Percentage of students enrolled in a CTE (Career and Technical Education) program:

- Overall: 20%**
- Black: 21%
- White: 15%
- Multi-ethnic: n/a
- Hispanic: n/a
- Asian: n/a
- Low-income: 21%
- IEP*: 14%
- (District average: 8%)



6%

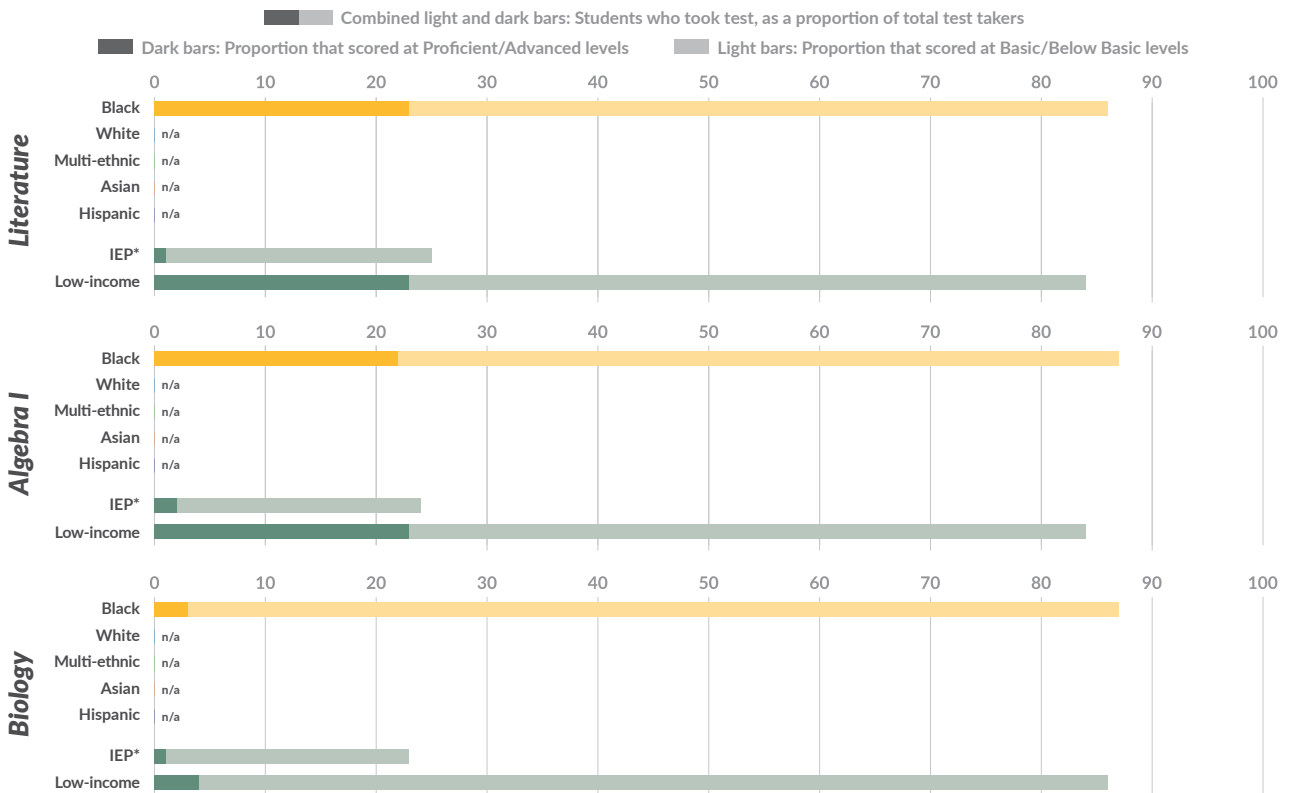
Met SAT Math Standard



13%

Met SAT Reading Standard

ACHIEVEMENT THREE YEAR AVERAGE



POST HIGH SCHOOL

6-year college completion rate

7%

2020-21 Special education services

Learning support | Speech & language support | Autism support | Emotional support | Physical & occupational therapy | Regional emotional support classroom | Start On Success program





Pittsburgh Obama 6-12

International Baccalaureate magnet school

515 N. Highland Ave., 15206 • East Liberty • 412-529-5980

Accessible • Principal: Yalonda Colbert



71 teachers

Black
White
3% Asian
1% Hispanic

Teachers with National Board Certification

4
out of
71

Teachers absent 18+ days: **6%**

Teachers new to the school: **10%**

Principal stability:
2 principals in the last 4 years

Enrollment 851 students
District 6-12 average: 668

Capture rate n/a
District 6-12 average: 19%

Low-income: **51%**

IEP*: **11%**

Student stability rate: **98%**

Students suspended at least once

Students chronically absent As of 3/13/20

Missed 10% or more of school year: **26%**

Missed 20% or more of school year: **26%**

Total students

*Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"

ACHIEVEMENT THREE YEAR AVERAGE

2017-19 PSSA performance Comparison of grades 6 and 8 (percent Proficient/Advanced)



8th grade algebra Students who took algebra by the end of 8th grade:

50
out of
134

Graduation rates over time



Percentage of students taking IB (International Baccalaureate) Diploma Program classes (11th and 12th grades only):
Overall: 100%

Percentage of students taking CAS (Centers for Advanced Study) courses:
Overall: 31%
Black: 29%
White: 34%
Multi-ethnic: 43%
Hispanic: n/a
Asian: n/a
Low-income: 34%
IEP*: 20%
(District average: 31%)

Percentage of students enrolled in a CTE (Career and Technical Education) program:
Overall: n/a



32%

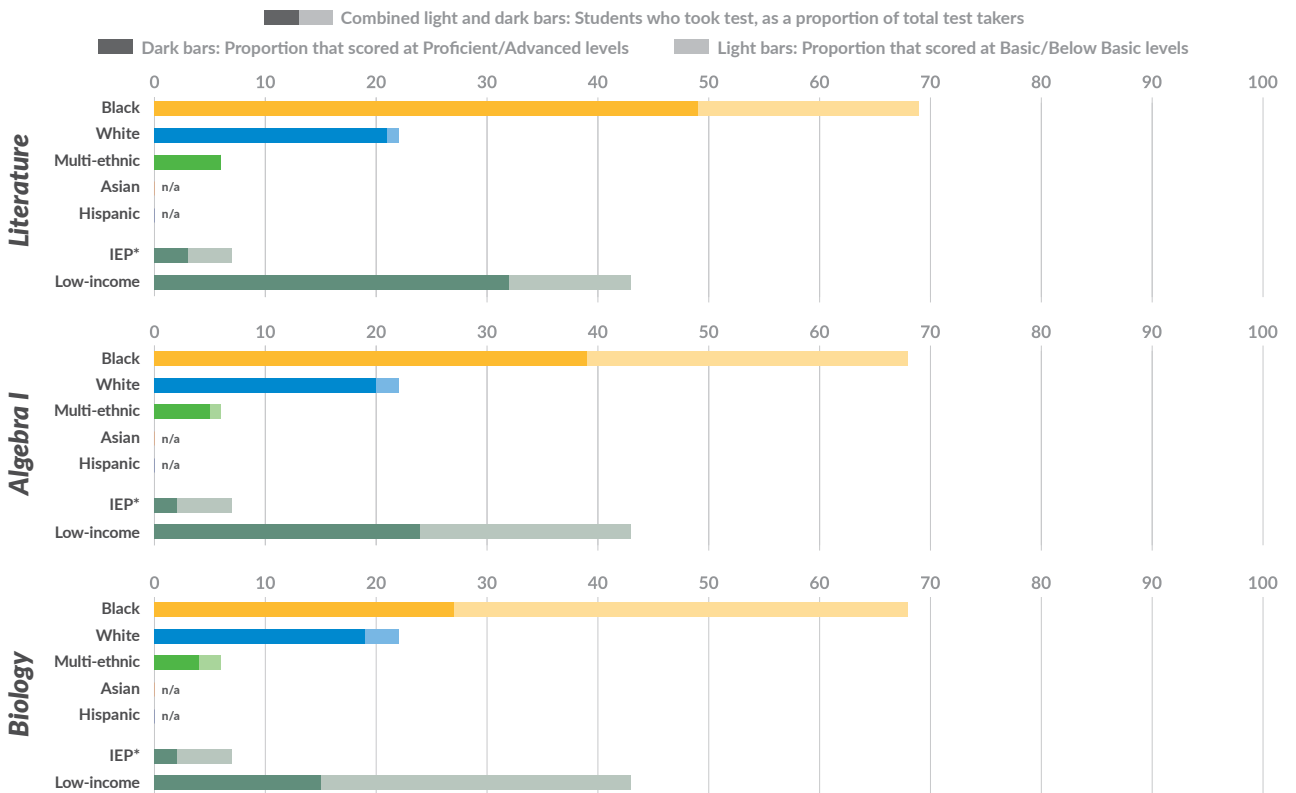
Met SAT Math Standard



50%

Met SAT Reading Standard

ACHIEVEMENT THREE YEAR AVERAGE



POST HIGH SCHOOL

6-year college completion rate

61%

2020-21 Special education services

Learning support | Speech & language support | Autism support | Emotional support
Physical & occupational therapy





Pittsburgh Science and Technology Academy 6-12

Science, Technology, Engineering, and Math magnet school

107 Thackeray St., 15213 • Oakland • 412-529-7620 • Accessible • Principal: Shawn McNeil



TEACHERS

42 teachers

5% Black | 95% White

Teachers with National Board Certification: **7 out of 42**

Teachers absent 18+ days: **7%**
Teachers new to the school: **5%**

Principal stability: **1 principal in the last 4 years**

STUDENTS

Enrollment 589 students
District 6-12 average: 668

Students suspended at least once

Overall: **12%**

Low-income: 8% | IEP*: 3%

Low-income: **39%**
IEP*: **10%**
Student stability rate: **98%**

Capture rate: **n/a**
District 6-12 average: 19%

Students chronically absent As of 3/13/20: **5%**

Missed 10% or more of school year | Missed 20% or more of school year

Total students

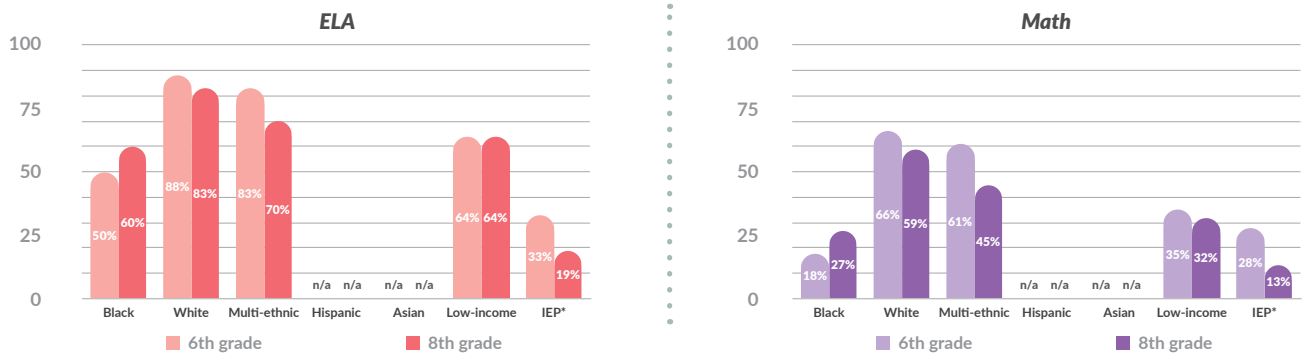
KEY

- Black
- White
- Multi-ethnic
- Asian
- Hispanic
- American Indian
- Pacific Islander

*Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"

ACHIEVEMENT THREE YEAR AVERAGE

2017-19 PSSA performance Comparison of grades 6 and 8 (percent Proficient/Advanced)



8th grade algebra Students who took algebra by the end of 8th grade:

27
out of
52

Graduation rates over time



Percentage of students taking AP (Advanced Placement) courses:

- Overall: 44%**
- Black: 32%
- White: 46%
- Multi-ethnic: 58%
- Hispanic: n/a
- Asian: 78%
- Low-income: 40%
- IEP*: 14%
- (District average: 29%)

Percentage of students taking CAS (Centers for Advanced Study) courses:

Overall: n/a

Percentage of students enrolled in a CTE (Career and Technical Education) program:

Overall: n/a



57%

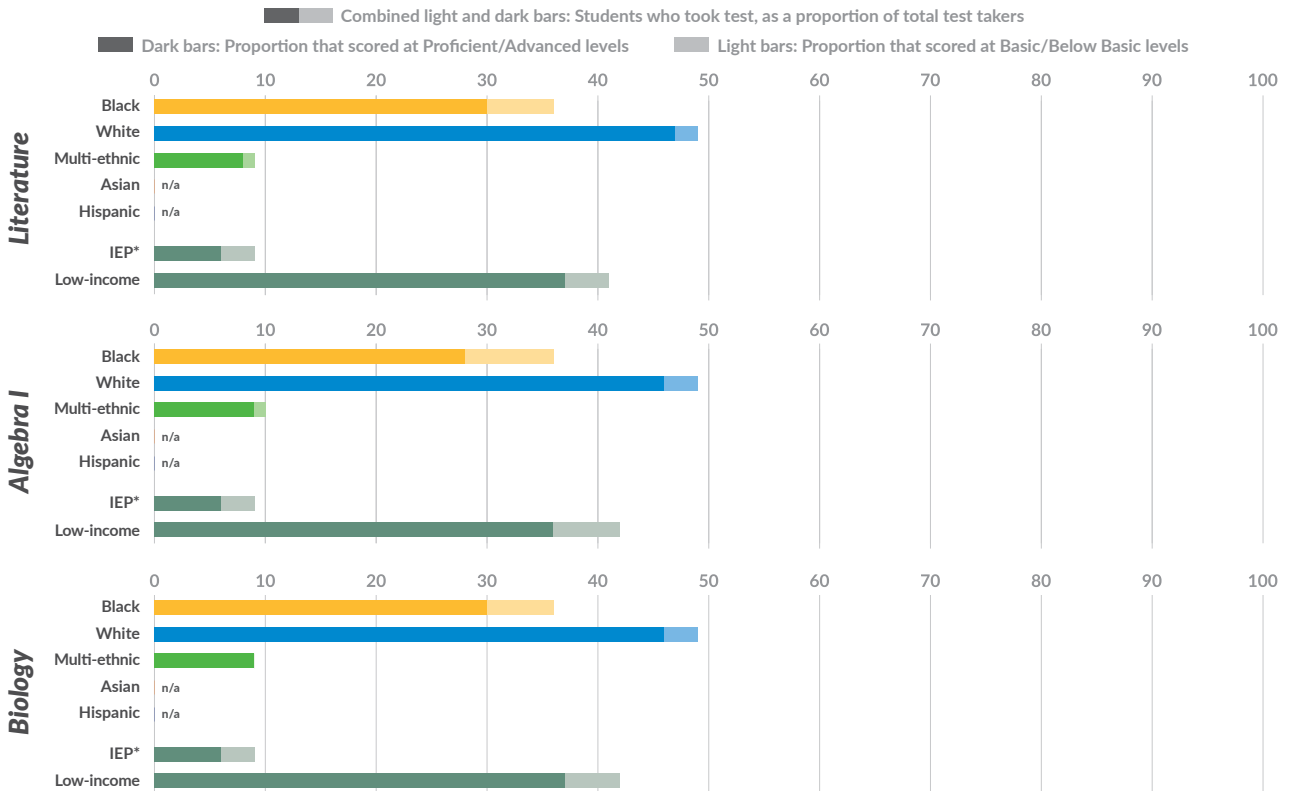
Met SAT Math Standard



74%

Met SAT Reading Standard

ACHIEVEMENT THREE YEAR AVERAGE



POST HIGH SCHOOL

6-year college completion rate

38%

2020-21 Special education services

Learning support | Speech & language support | Autism support | Emotional support
 Physical & occupational therapy





Pittsburgh Westinghouse Academy 6-12



Neighborhood school with Emergency Response Technology; Health Careers Technology; Culinary Arts; Cosmetology; Carpentry; and Business Administration, Sports, and Entertainment CTE programs

1101 N. Murtland Ave., 15208 • Homewood • 412-529-3940 • Accessible • Principal: Stephan Sereda

TEACHERS

66 teachers

21% Black, 73% White, 2% Multi-ethnic, 2% Asian, 3% Hispanic

Teachers absent 18+ days: **3%**
Teachers new to the school: **15%**

Principal stability: **4 principals in the last 4 years**

Teachers with National Board Certification: **1 out of 66**

STUDENTS

Enrollment 697 students
District 6-12 average: 668

Capture rate: **22%**
District 6-12 average: 19%

Low-income: **84%**
IEP*: **32%**
Student stability rate: **81%**

Students suspended at least once

Overall: **32%**

31% Black, 1% Multi-ethnic

Low-income: 30%, IEP*: 11%

Students chronically absent As of 3/13/20

Missed 10% or more of school year: **52%**
Missed 20% or more of school year: **2%**

Total students

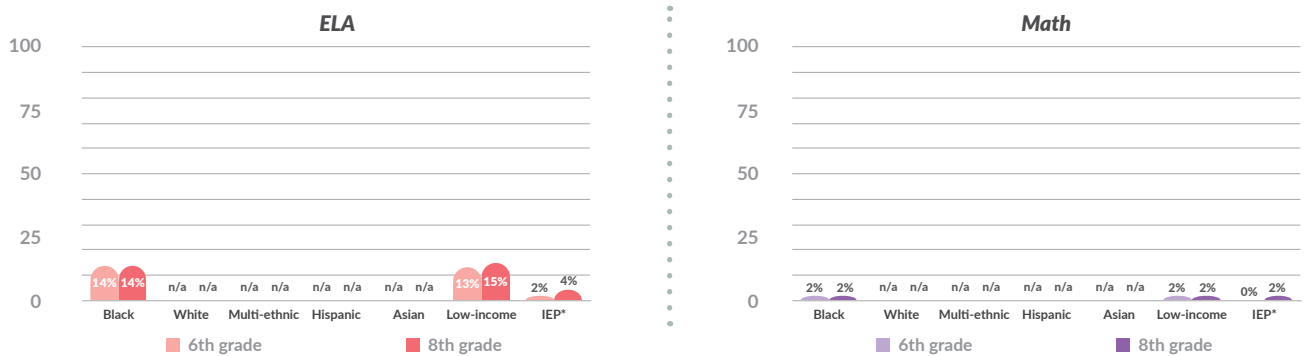
KEY

- Black
- White
- Multi-ethnic
- Asian
- Hispanic
- American Indian
- Pacific Islander

*Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"

ACHIEVEMENT THREE YEAR AVERAGE

2017-19 PSSA performance Comparison of grades 6 and 8 (percent Proficient/Advanced)



8th grade algebra Students who took algebra by the end of 8th grade:



Graduation rates over time



Percentage of students taking AP (Advanced Placement) courses:

- Overall: 13%**
- Black: 13%
- White: n/a
- Multi-ethnic: 17%
- Hispanic: n/a
- Asian: n/a
- Low-income: 14%
- IEP*: 2%
- (District average: 29%)

Percentage of students taking CAS (Centers for Advanced Study) courses:

- Overall: 17%**
- Black: 17%
- White: n/a
- Multi-ethnic: 8%
- Hispanic: n/a
- Asian: n/a
- Low-income: 19%
- IEP*: 3%
- (District average: 31%)

Percentage of students enrolled in a CTE (Career and Technical Education) program:

- Overall: 28%**
- Black: 28%
- White: n/a
- Multi-ethnic: 17%
- Hispanic: n/a
- Asian: n/a
- Low-income: 28%
- IEP*: 25%
- (District average: 8%)



3%

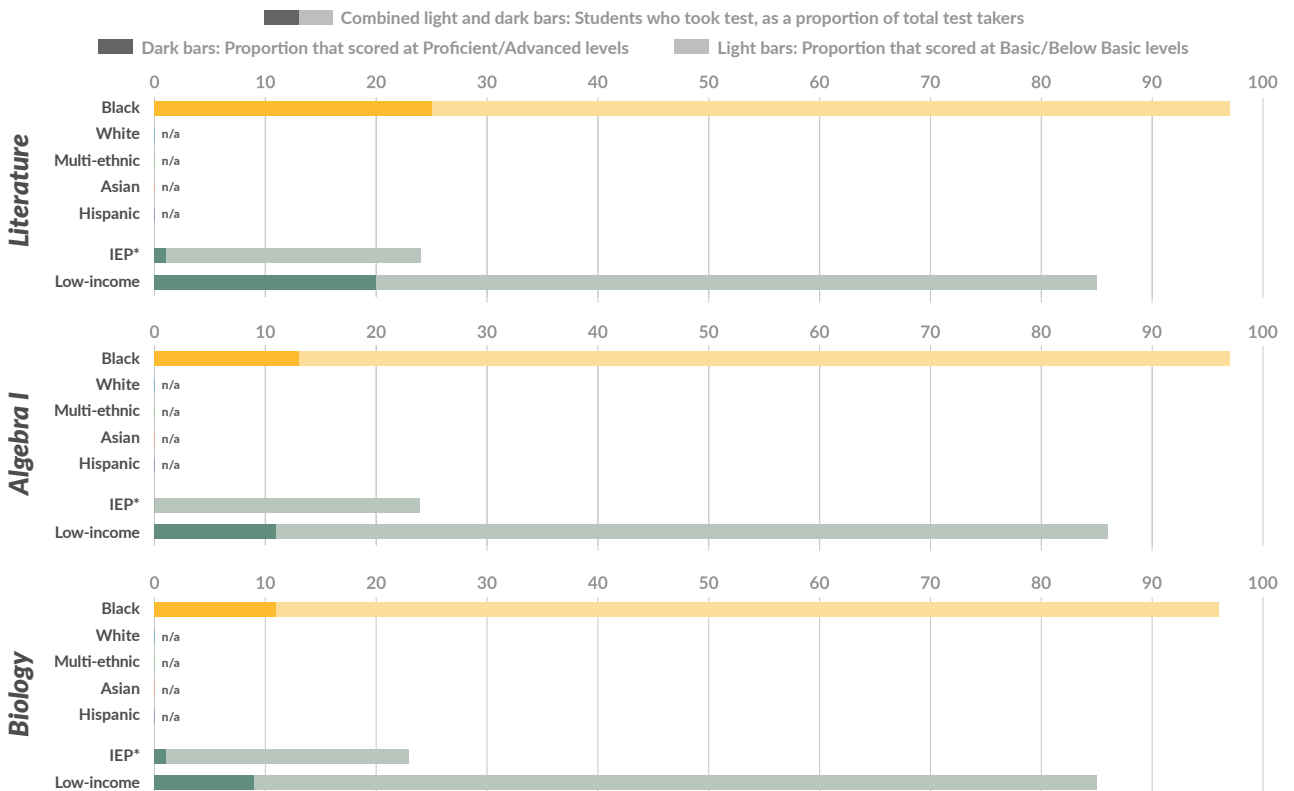
Met SAT Math Standard



13%

Met SAT Reading Standard

ACHIEVEMENT THREE YEAR AVERAGE



POST HIGH SCHOOL

6-year college completion rate

4%

2020-21 Special education services

Learning support | Speech & language support | Autism support | Emotional support | Physical & occupational therapy | Regional emotional, autism & life skills support classrooms | Start On Success program



Prepared for the next step:

Differences in opportunities for PPS high school students

For students in grades 9-12, the Pittsburgh Public Schools (PPS) offers four neighborhood high schools, three of which have magnet programs; two neighborhood 6-12 schools, and three magnet 6-12 schools with specialized programming. On the face of it, this looks like a system that caters to students' individual interests and offers choice. But when we look more closely at which students benefit, we also see a system that shuts some groups of students out. Here, we report on the effects of magnet school requirements, unequal access to rigorous courses, and differences in which students are preparing for college.

Magnet 6-12 enrollment

Obama, Sci-Tech, and CAPA 6-12 schools all require students to meet entrance requirements and to maintain certain behavior and academic standards in order to remain in the school (visit pghschools.org/Page/4951 for more information). This selection process leads to lower than average rates of lower income students and students with disabilities and higher than average graduation rates, compared to most neighborhood schools (see table). Magnet schools can transfer out students who don't maintain the standards. And transferred students aren't counted as part of the school's "cohort" (the group of 9th through 12th

graders who are considered when the state determines a school's graduation rate). By comparison, a student who doesn't graduate because of failing grades at a neighborhood school *does* have an adverse effect on that school's graduation rate.

In Pittsburgh, as well as across the United States, high concentrations of students living in poverty are highly correlated with lower student achievement and other negative outcomes.* In Pittsburgh's 6-12 schools, magnet requirements appear to be concentrating students living in poverty in a few schools.

School	2017 9th grade enrollment	2019-20 12th grade enrollment	Percent increase (+)/decrease (-) in 9th-12th grade enrollment	2019-20 Low-income students	2019-20 Students with IEPs excluding "gifted"	2019 Graduation rate
CAPA 6-12	136	128	-6%	25%	5%	98%
Obama 6-12	165	114	-31%	51%	11%	97%
Sci-Tech 6-12	94	79	-16%	39%	10%	97%
Allderdice 9-12	398	322	-19%	37%	11%	87%
Brashear 9-12	341	291	-15%	67%	19%	78%
Carrick 9-12	238	118	-50%	68%	30%	78%
Milliones 6-12	76	56	-26%	89%	30%	71%
Perry 9-12	143	67	-53%	77%	29%	78%
Westinghouse 6-12	133	97	-27%	84%	32%	75%



bright spots: The Imagine PPS process recognizes a need for significant rethinking of current models for Milliones, Perry, and Westinghouse. Read more about the student and teacher driven vision for Perry High School on page 12 of this report.

Access to more rigorous courses

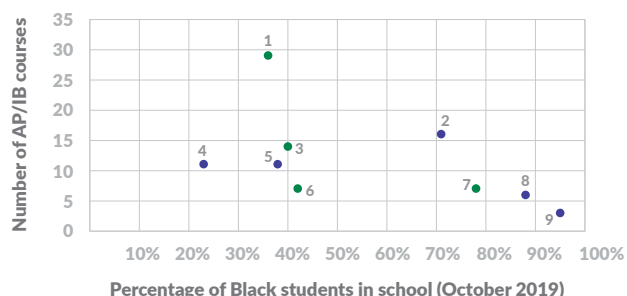
The chart shows the number of AP and IB (International Baccalaureate) courses by Black student enrollment. As Black enrollment grows, the number of rigorous courses drops.

Post-secondary success

One measure of students' college preparation is the Free Application for Federal Student Aid (FAFSA). Ninety percent of high school seniors who complete FAFSA attend college directly from high school, compared to just 55 percent of those who don't complete the FAFSA. In Pittsburgh, we see unequal rates of FAFSA completion school by school, and corresponding unequal rates of college entrance and completion. For example, this year, an estimated 84% of CAPA students completed the FAFSA, compared to an estimated 24% of Milliones students. CAPA students from the class of 2013 completed college within six years at a rate of 60%, compared to a rate of 7% for the same class at Milliones.

1	Allderdice	6	Carrick
2	Obama 6-12	7	Perry
3	Brashear	8	Milliones 6-12
4	CAPA 6-12	9	Westinghouse 6-12
5	Sci-Tech 6-12		

Number of AP/IB courses by Black student enrollment



* Reardon, S.F., Weathers, E.S., Fahle, E.M., Jang, H., & Kalogrides, D. (2019). "Is Separate Still Unequal? New Evidence on School Segregation and Racial Academic Achievement Gaps" (CEPA Working Paper No.19-06). Retrieved from Stanford Center for Education Policy Analysis: <http://cepa.stanford.edu/wp19-06>.



Pittsburgh's high schools

- In the 2019-20 school year: PPS had 4 high (9-12) schools.
- The average 9-12 school had **928** students and **77** teachers.
- **56%** of 9-12 school students were economically disadvantaged (receiving public assistance).
- **38%** of 9-12 school students attended their school of assignment ("capture rate").

9-12 TEACHING/ COUNSELING

306 teachers

5% Black | 91% White | 1% Multi-ethnic | 1% Asian | 2% Hispanic

Teachers with National Board Certification: 22

Average counselor/student ratio: 1/184

9-12 STUDENTS

Students chronically absent *As of 3/13/20*

Missed 10% or more of school year | Missed 20% or more of school year

57%

Total students

*Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"

Students suspended at least once

Overall: **14%**

Low-income: **12%**

IEP*: **4%**

Percentages do not add up due to rounding

KEY | Black | White | Multi-ethnic | Asian | Hispanic | American Indian | Pacific Islander

SCHOOL STABILITY

Student stability rate: 89%

Teachers new to the school: 5%

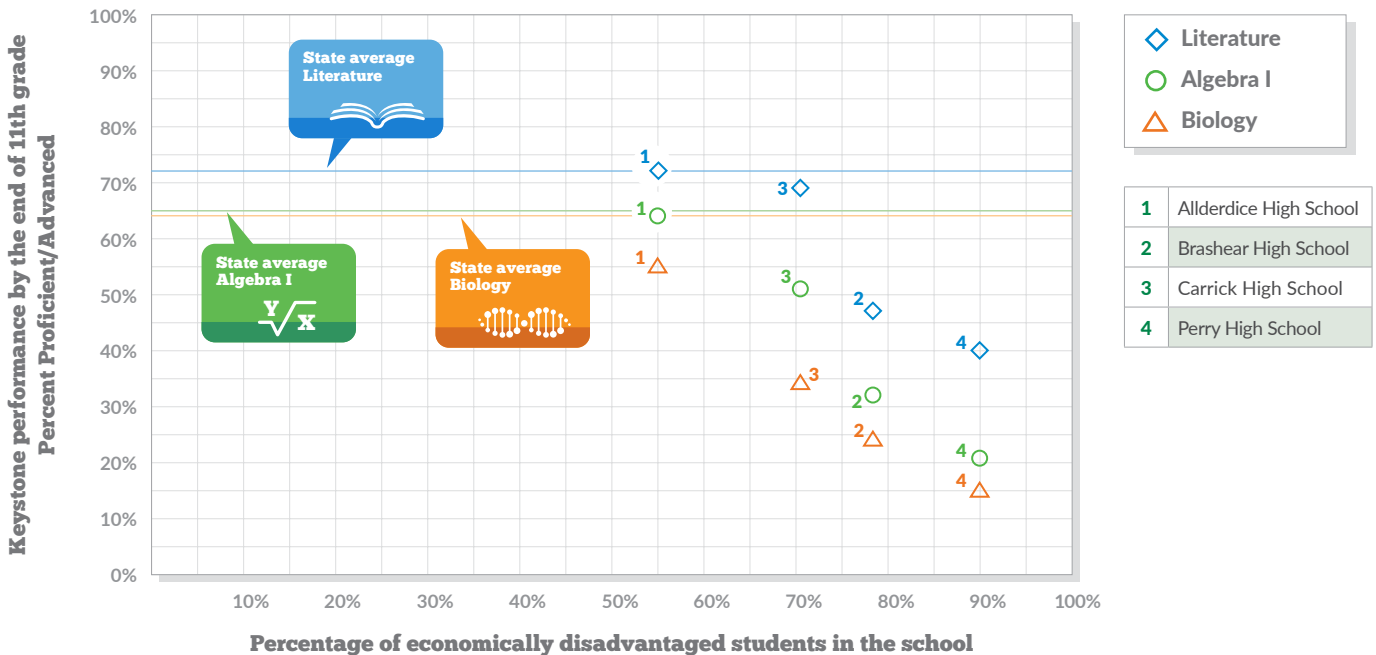
PRINCIPAL STABILITY 2017-20

2 9-12 schools had one principal.

1 school had two.

1 school had three.

2017-19 READING, MATH, & SCIENCE ACHIEVEMENT AND STUDENTS' ECONOMIC DISADVANTAGE THREE YEAR AVERAGE





Pittsburgh Alderdice High School

9-12 neighborhood school with a Pre-engineering magnet program; Engineering Technology, and Refrigeration, Heating, Ventilation, and Air Conditioning CTE programs; and an "English as a Second Language" program

2409 Shady Ave., 15217 • Squirrel Hill • 412-529-4800
 Accessible • Principal: James McCoy



TEACHERS

106 teachers

1% Black | 95% White | 1% Multi-ethnic | 1% Asian | 2% Hispanic

Teachers with National Board Certification: **6 out of 106**

Teachers absent 18+ days: **19%**
 Teachers new to the school: **6%**

Principal stability: **2 principals in the last 4 years**

STUDENTS

Enrollment 1,469 students
 District 9-12 average: 928

Capture rate 45%
 District 9-12 average: 38%

Low-income: **37%**
 IEP*: **11%**
 Student stability rate: **96%**

Students suspended at least once

Overall: **10%**
 Low-income: 7%
 IEP*: 2%

Percentages do not add up due to rounding

Students chronically absent As of 3/13/20

Missed 10% or more of school year: **46%**
 Missed 20% or more of school year

Total students

KEY

- Black
- White
- Multi-ethnic
- Asian
- Hispanic
- American Indian
- Pacific Islander

2020-21 Special education services

Learning support | Speech & language support | Autism support | Emotional support | Physical & occupational therapy
 Regional autism & life skills support classrooms | Start On Success program

Graduation rates over time



Percentage of students taking AP (Advanced Placement) courses:

- Overall: 42%**
- Black: 22%
- White: 56%
- Multi-ethnic: 53%
- Hispanic: 24%
- Asian: 53%
- Low-income: 26%
- IEP*: 10%
- (District average: 29%)

Percentage of students taking CAS (Centers for Advanced Study) courses:

- Overall: 49%**
- Black: 24%
- White: 67%
- Multi-ethnic: 55%
- Hispanic: 27%
- Asian: 55%
- Low-income: 29%
- IEP*: 11%
- (District average: 31%)

Percentage of students enrolled in a CTE (Career and Technical Education) program:

- Overall: 3%**
- Black: 5%
- White: 2%
- Multi-ethnic: 6%
- Hispanic: 5%
- Asian: n/a
- Low-income: 5%
- IEP*: 6%
- (District average: 8%)



51%

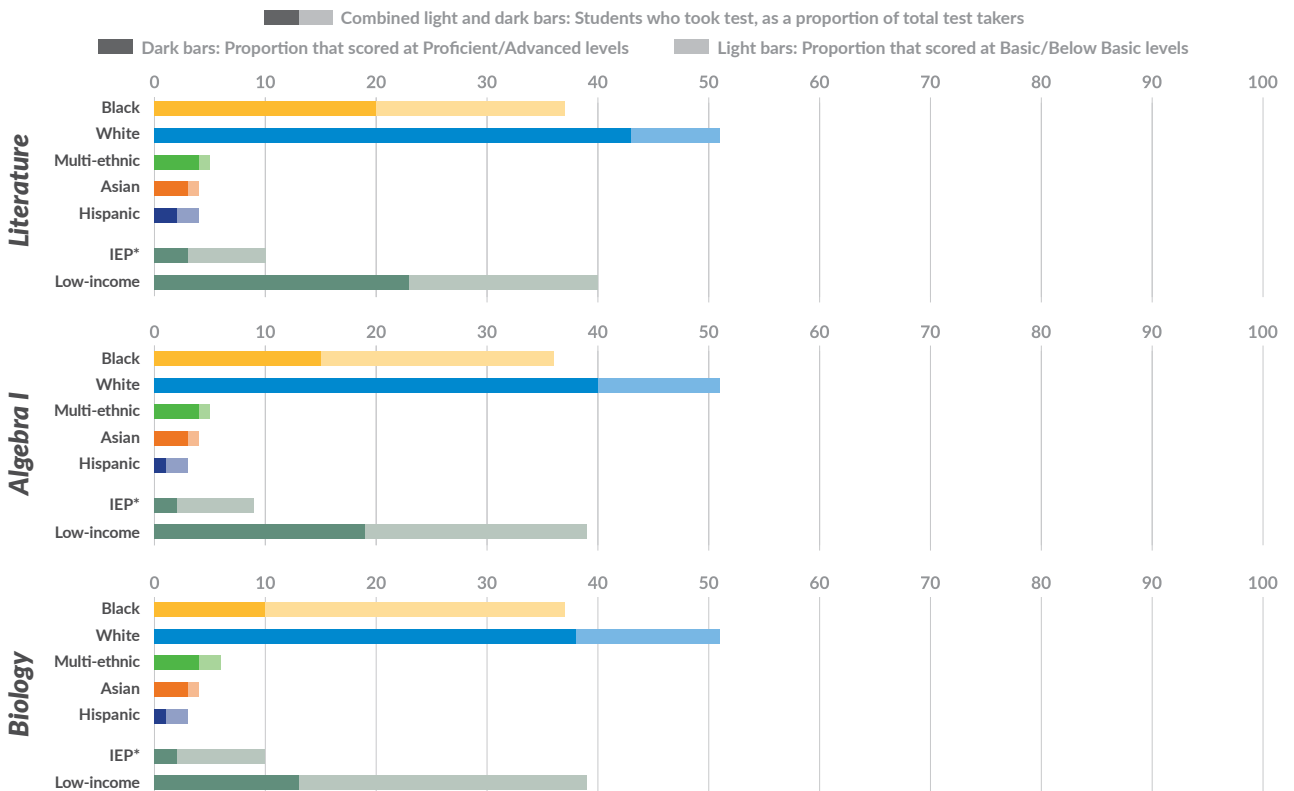
Met SAT Math Standard



66%

Met SAT Reading Standard

ACHIEVEMENT THREE YEAR AVERAGE



POST HIGH SCHOOL

6-year college completion rate

42%



Pittsburgh Brashear High School

9-12 neighborhood school with Teaching Academy and Computer Science magnet programs; Auto Body Repair, Automotive Technology, Machine Operations, and Multimedia Production and Coding CTE programs; and an "English as a Second Language" program

590 Crane Ave., 15216 • Beechview • 412-529-7300
 Accessible • Principal: Kimberly Safran



TEACHERS	102 teachers 	Teachers with National Board Certification
	Teachers absent 18+ days: 6% Teachers new to the school: 8%	

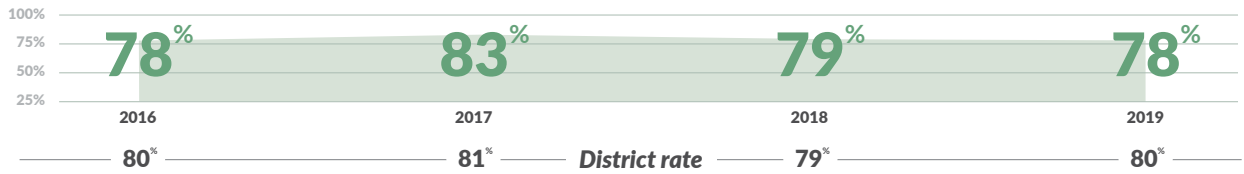
STUDENTS	Enrollment 1,182 students District 9-12 average: 928 	Capture rate 43% District 9-12 average: 38% Low-income: 67% IEP*: 19% Student stability rate: 92%	Students suspended at least once 	KEY Black White Multi-ethnic Asian Hispanic American Indian Pacific Islander
	Students chronically absent As of 3/13/20 			
	<small>*Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"</small>			

2020-21 Special education services

Learning support | Speech & language support | Autism support | Emotional support | Physical & occupational therapy
 Regional autism, hearing impaired, visually impaired & life skills support classrooms | Start On Success program



Graduation rates over time



Percentage of students taking AP (Advanced Placement) courses:

- Overall: 27%**
- Black: 19%
- White: 36%
- Multi-ethnic: 35%
- Hispanic: 25%
- Asian: 26%
- Low-income: 25%
- IEP*: 7%
- (District average: 29%)

Percentage of students taking CAS (Centers for Advanced Study) courses:

- Overall: 17%**
- Black: 13%
- White: 26%
- Multi-ethnic: 19%
- Hispanic: 5%
- Asian: 16%
- Low-income: 15%
- IEP*: 1%
- (District average: 31%)

Percentage of students enrolled in a CTE (Career and Technical Education) program:

- Overall: 9%**
- Black: 7%
- White: 15%
- Multi-ethnic: 5%
- Hispanic: 4%
- Asian: 7%
- Low-income: 8%
- IEP*: 10%
- (District average: 8%)



11%

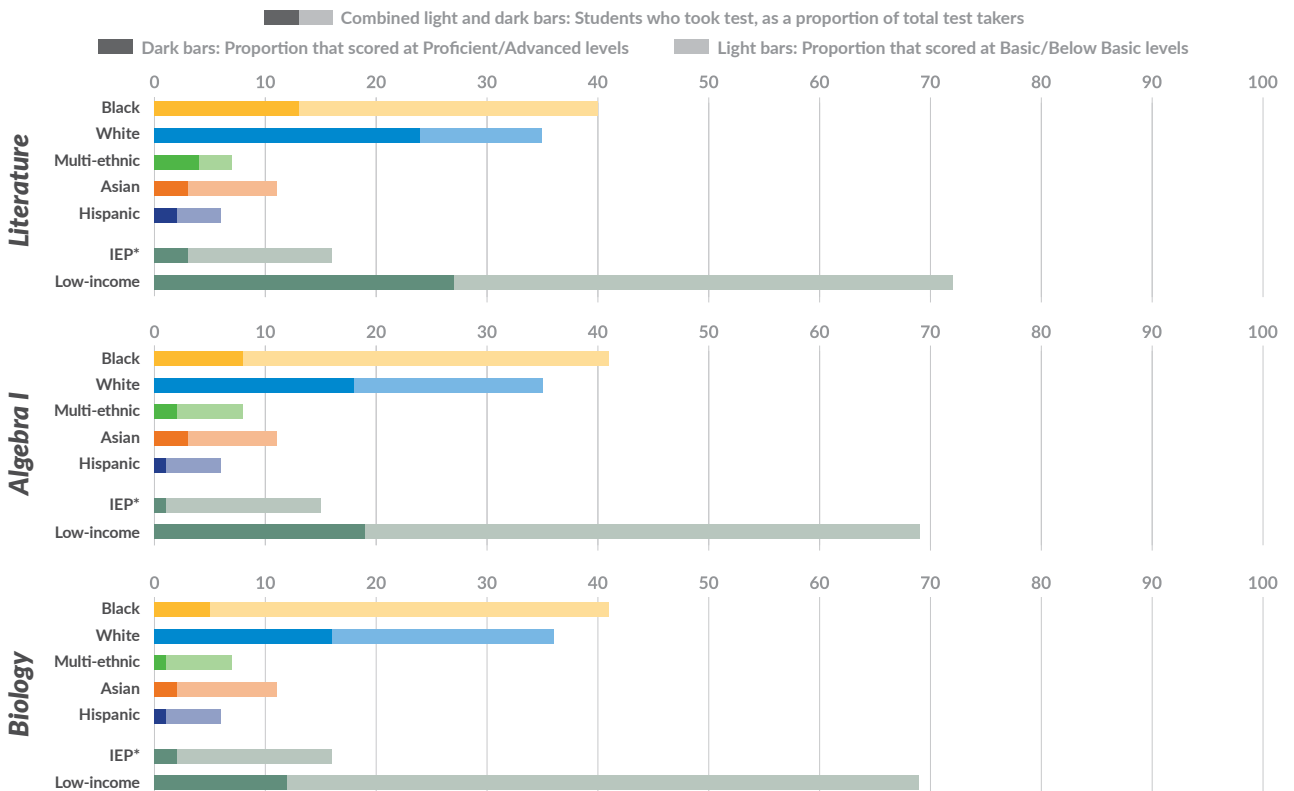
Met SAT Math Standard



30%

Met SAT Reading Standard

ACHIEVEMENT THREE YEAR AVERAGE



POST HIGH SCHOOL

6-year college completion rate

26%



Pittsburgh Carrick High School

9-12 neighborhood school with Finance Technology; Health Careers Technology; Culinary Arts; Information Technology; Carpentry; and Business Administration, Sports, and Entertainment CTE programs

125 Parkfield St., 15210 • Carrick • 412-529-7700

Accessible • Principal: Angel Washington



TEACHERS

60 teachers

2% Black | 98% White

Teachers with National Board Certification: **6 out of 60**

Teachers absent 18+ days: **8%**
Teachers new to the school: **2%**

Principal stability: **1 principal in the last 4 years**

STUDENTS

Enrollment 698 students
District 9-12 average: 928

Capture rate 37%
District 9-12 average: 38%

Low-income: **68%**
IEP*: **30%**
Student stability rate: **84%**

Students suspended at least once

Overall: **19%**
Low-income: 17%
IEP*: 5%

Students chronically absent As of 3/13/20

Missed 10% or more of school year: **60%**
Missed 20% or more of school year

Total students

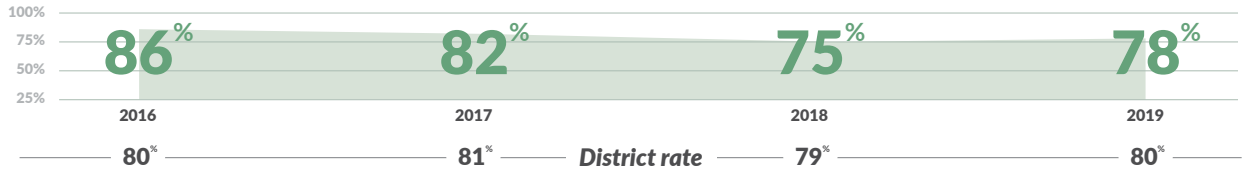
KEY

- Black
- White
- Multi-ethnic
- Asian
- Hispanic
- American Indian
- Pacific Islander

2020-21 Special education services

Learning support | Speech & language support | Autism support | Emotional support | Physical & occupational therapy
Regional emotional, autism & life skills support classrooms | Start On Success program

Graduation rates over time



Percentage of students taking AP (Advanced Placement) courses:

- Overall: 12%**
- Black: 5%
- White: 21%
- Multi-ethnic: 11%
- Hispanic: 0%
- Asian: 24%
- Low-income: 9%
- IEP*: 1%
- (District average: 29%)

Percentage of students taking CAS (Centers for Advanced Study) courses:

- Overall: 13%**
- Black: 6%
- White: 19%
- Multi-ethnic: 14%
- Hispanic: 0%
- Asian: 35%
- Low-income: 11%
- IEP*: 1%
- (District average: 31%)

Percentage of students enrolled in a CTE (Career and Technical Education) program:

- Overall: 21%**
- Black: 14%
- White: 24%
- Multi-ethnic: 30%
- Hispanic: 17%
- Asian: 35%
- Low-income: 19%
- IEP*: 22%
- (District average: 8%)



20%

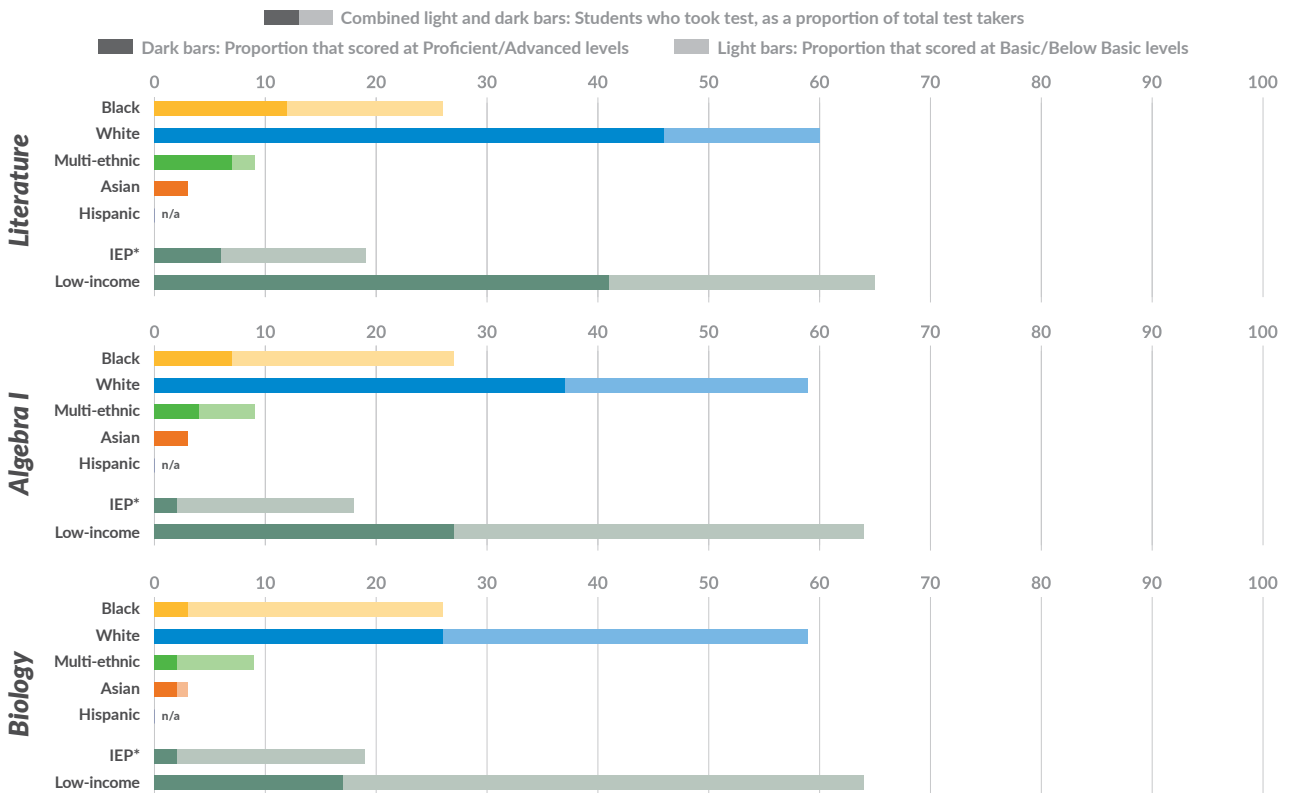
Met SAT Math Standard



29%

Met SAT Reading Standard

ACHIEVEMENT THREE YEAR AVERAGE



POST HIGH SCHOOL

6-year college completion rate

27%



Pittsburgh Perry High School

9-12 neighborhood school with JROTC, and Science, Technology, Engineering, Arts, and Math magnet programs; and a Health Careers Technology CTE program

3875 Perrysville Ave., 15214 • Perry North • 412-529-3400

Accessible • Principal: Robert Frioni



Read Perry's story on page 12.

TEACHERS	38 teachers 	Teachers with National Board Certification
	Teachers absent 18+ days: 5% Teachers new to the school: 3%	Principal stability: 3 principals in the last 4 years

STUDENTS	Enrollment 361 students District 9-12 average: 928 	Capture rate 20% District 9-12 average: 38% Low-income: 77% IEP*: 29% Student stability rate: 83%	Students suspended at least once 	KEY Black White Multi-ethnic Asian Hispanic American Indian Pacific Islander
	Students chronically absent As of 3/13/20 			

2020-21 Special education services

Learning support | Speech & language support | Autism support | Emotional support | Physical & occupational therapy
 Regional emotional, autism & life skills support classrooms | Start On Success program



Graduation rates over time



Percentage of students taking AP (Advanced Placement) courses:

- Overall: 18%**
- Black: 17%
- White: 20%
- Multi-ethnic: 28%
- Hispanic: n/a
- Asian: n/a
- Low-income: 17%
- IEP*: 4%
- (District average: 29%)

Percentage of students taking CAS (Centers for Advanced Study) courses:

- Overall: 30%**
- Black: 31%
- White: 24%
- Multi-ethnic: 33%
- Hispanic: n/a
- Asian: n/a
- Low-income: 31%
- IEP*: 26%
- (District average: 31%)

Percentage of students enrolled in a CTE (Career and Technical Education) program:

- Overall: 10%**
- Black: 10%
- White: 7%
- Multi-ethnic: 28%
- Hispanic: n/a
- Asian: n/a
- Low-income: 11%
- IEP*: 8%
- (District average: 8%)



6%

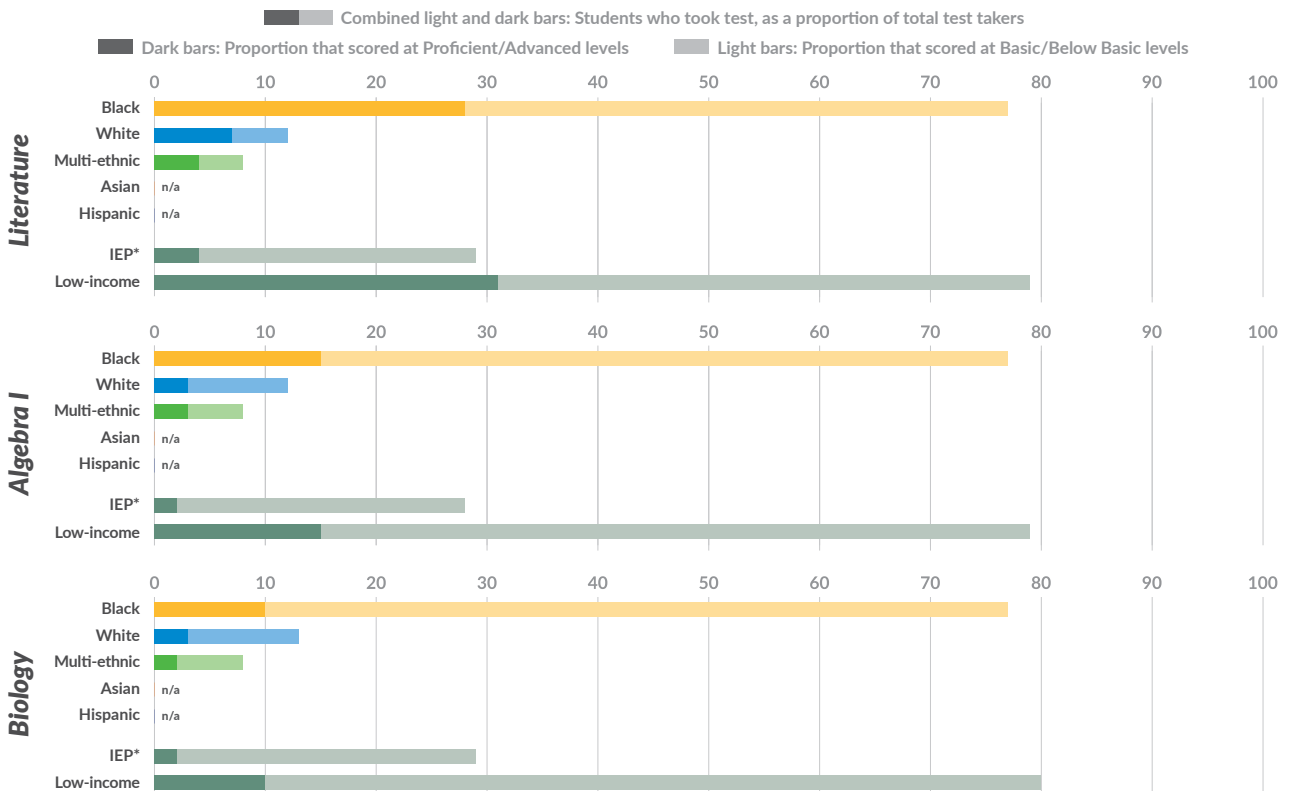
Met SAT Math Standard



19%

Met SAT Reading Standard

ACHIEVEMENT THREE YEAR AVERAGE



POST HIGH SCHOOL

6-year college completion rate

13%

Special schools and centers

The Pittsburgh district serves students with special needs through supports and services within schools and at special education centers. Two charter schools within the city, Passport Academy Charter School and Provident Charter School, serve special populations of students. Below are contact information (2020-21) and basic demographical information (2019-20) about these schools and centers, and Pittsburgh Online Academy 4-12 (a regular education cyber school).

Pittsburgh Clayton Academy 6-12*

Alternative education for students who were expelled
1901 Clayton Ave., 15214 • Perry South • 412-529-6000
Accessible • Principal: Rhonda Brown
18 teachers • 56 students
Black: **75%**, White: **13%**, Multi-ethnic: **13%**, Low-income: **82%**

Pittsburgh Conroy Education Center*

For students aged 5 to 21 who need support for autism, multiple disabilities, and life skills
1398 Page St., 15233 • Manchester • 412-529-3105
Accessible • Principal: Molly Skedel
35 teachers • 192 students
Black: **57%**, White: **35%**, Multi-ethnic: **5%**, Hispanic: **2%**
Low-income: **66%**

Pittsburgh Oliver Citywide Academy*

For students in grades 3 to 12 who need full-time emotional support
2323 Brighton Rd., 15212 • Marshall-Shadeland
412-529-3125 • Accessible • Principal: Anthony Esoldo
22 teachers • 82 students
Black: **84%**, White: **11%**, Multi-ethnic: **5%**, Low-income: **85%**

Pittsburgh Online Academy 4-12

Online version of the PPS curriculum for students in grades 4 to 12
93 S. 10th St., 15203 (office and drop-in center) • Southside
412-529-3510 • Accessible • Principal: Shemeca Crenshaw
112 students • Black: **37%**, White: **54%**, Multi-ethnic: **8%**, Hispanic: **1%**, Asian: **1%**, Low-income: **36%**

Pittsburgh Pioneer Education Center

For students aged 5 to 21 who need support for multiple disabilities
775 Dunster St., 15226 • Brookline • 412-529-7405
Accessible • Principal: David Lott
12 teachers • 62 students
Black: **50%**, White: **34%**, Multi-ethnic: **5%**, Asian: **6%**, Hispanic: **3%**, Pacific Islander: **2%**, Low-income: **56%**

Student Achievement Center*

Alternative programs for students in grades 6 to 12 who need to recover credits, students serving long-term suspensions, and others
925 Brushton Ave., 15208 • Homewood • 412-529-7860
Not accessible • Principal: Dalhart Dobbs
29 teachers • 178 students
Black: **79%**, White: **12%**, Multi-ethnic: **6%**, Asian: **1%**, Hispanic: **3%**, Low-income: **87%**

Charter schools

Passport Academy Charter School

For students under 21 pursuing an alternate path to a high school diploma
933 Penn Ave., 15222 • Downtown • 412-376-3724
Accessible • Principal/CEO: Jeffrey Jackson
167 students
Black: **90%**, White: **7%**, Other: **3%**

Provident Charter School

For students in grades 2 to 7 with dyslexia and other language-based learning differences, and others
1400 Troy Hill Rd., 15212 • Troy Hill • 412-709-5160
Accessible, with exceptions
Elementary Principal: Connie Joseph
Middle Principal: Leah Haile
62 teachers • 274 students
Black: **28%**, White: **60%**, Multi-ethnic: **8%**, Asian: **2%**, Hispanic: **3%**, Low-income: **44%**

*The Education Partnership provided school supplies.



For more information

Pittsburgh Public Schools Program for Students with Exceptionalities:
412-529-3135, pghschools.org
(On the "Our Programs" drop-down menu, choose "Enrichment," then "PSE")

Passport Academy Charter School: pacs.k12.com

Provident Charter School: providentcharterschool.org



Pittsburgh's charter schools

- In the 2019-20 school year:
- Of the charter schools we report in this section, the average school had **423** students and **36** teachers.
- **63%** of charter school students were economically disadvantaged (receiving public assistance).

TEACHING/ COUNSELING

284 teachers

13% Black | 86% White

Teachers with National Board Certification: **0** out of 284

Average counselor/student ratio: **1/223**

CHARTER STUDENTS

Students chronically absent As of 3/13/20

Missed 10% or more of school year | Missed 20% or more of school year

Total students

**Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"*

Students suspended at least once

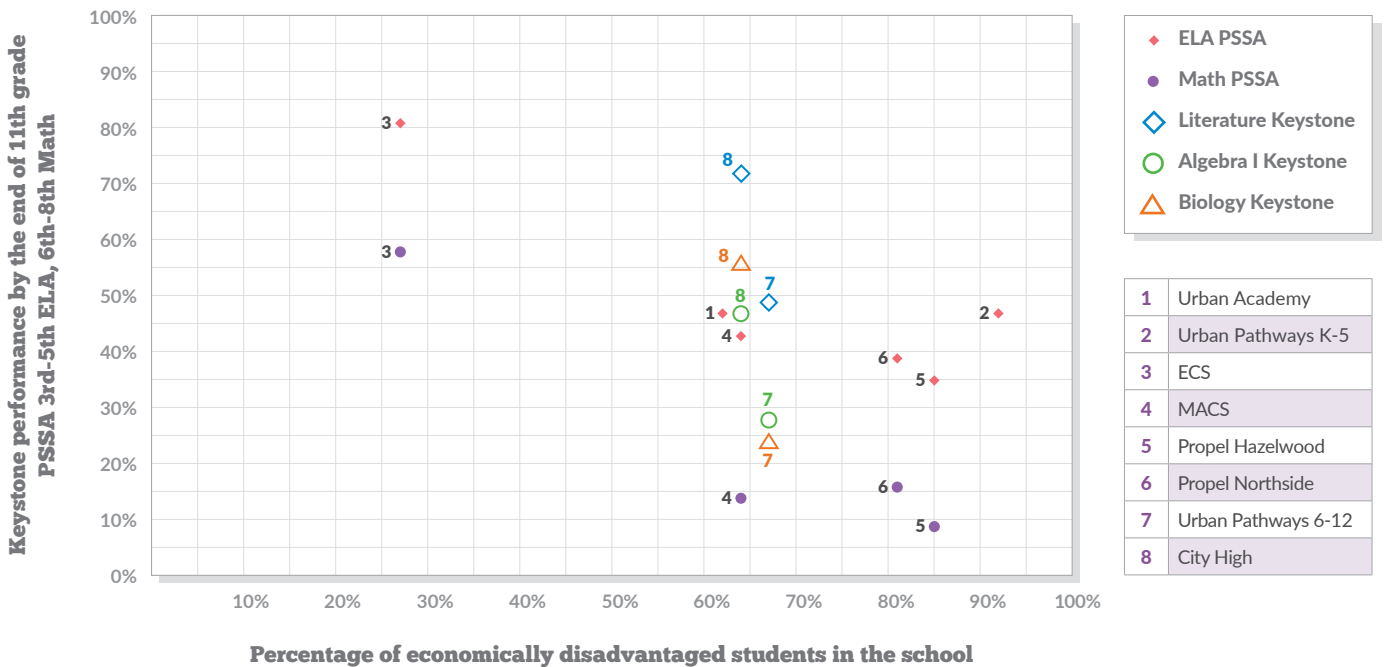
School	Overall	Low-Income	IEP*
Urban Academy	16%	16%	2%
Urban Pathways K-5	12%	12%	6%
ECS	1%	0%	0%
MACS	9%	9%	n/a
Propel Hazelwood	23%	21%	4%
Propel Northside	20%	19%	4%
Urban Pathways 6-12	18%	15%	4%
City High	12%	12%	5%

SCHOOL STABILITY

Student stability rate: **98%**

Teachers new to the school: **26%**

2017-19 READING, MATH, & SCIENCE ACHIEVEMENT AND STUDENTS' ECONOMIC DISADVANTAGE THREE YEAR AVERAGE PERCENT PROFICIENT/ADVANCED





Urban Academy of Greater Pittsburgh Charter School

K-5 charter school

437 Turrett St., 15206 • Larimer • 412-361-1008 • Accessible • Principal: Angelique Drakeford

TEACHERS	24 teachers 	Teachers with National Board Certification 0 out of 24
	Teachers absent 18+ days: 0% Teachers new to the school: 33%	Principal stability: 2 principals in the last 4 years

STUDENTS	Enrollment 313 students 	Low-income: 65% IEP*: 11% Student stability rate: 97%	Students suspended at least once 	KEY Black White Multi-ethnic Asian Hispanic American Indian Pacific Islander
	Students chronically absent As of 3/13/20 ■ Missed 10% or more of school year ■ Missed 20% or more of school year 			

ACHIEVEMENT THREE YEAR AVERAGE

2017-19 PSSA performance Comparison of grades 3 and 5 (percent Proficient/Advanced)



urbanacademypgh.org





Urban Pathways K-5 College Charter School

K-5 charter school

925 Penn Ave., 15222 • Downtown • 412-325-4075 • Accessible • Principal: Heather Bigney

TEACHERS

23 teachers

4% Black | 96% White

Teachers with National Board Certification: **0** out of 23

Teachers absent 18+ days: **0%**
Teachers new to the school: **39%**

Principal stability: **4 principals in the last 4 years**

STUDENTS

Enrollment 277 students

93% Black | 5% White | 1% Multi-ethnic | 1% Asian | 1% Hispanic

Low-income: **75%**
IEP*: **17%**
Student stability rate: **98%**

*Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"

Students suspended at least once

Overall: **12%**
Low-income: 12%
IEP*: 6%

KEY

- Black
- White
- Multi-ethnic
- Asian
- Hispanic
- American Indian
- Pacific Islander

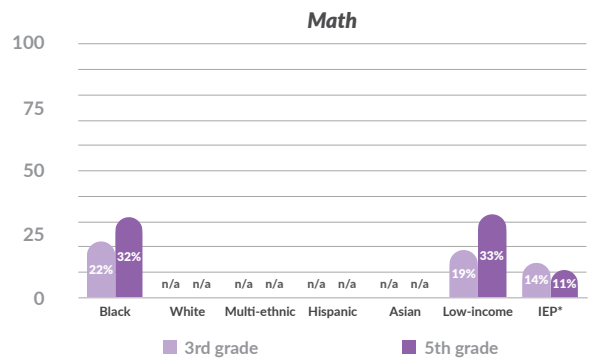
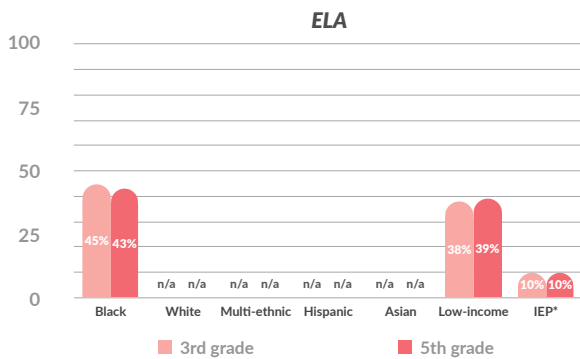
Students chronically absent As of 3/13/20

Missed 10% or more of school year: **27%**
Missed 20% or more of school year: **27%**

Total students

ACHIEVEMENT THREE YEAR AVERAGE

2017-19 PSSA performance Comparison of grades 3 and 5 (percent Proficient/Advanced)



upk5ccs.net





Environmental Charter School at Frick Park

K-9 charter school housed in three buildings (K-8 in 2019-20)

Primary (K-2): 309 S. Braddock Ave., 15221 • Regent Square • 412-247-7970 • Accessible • Principal: Ashley Bergman

Intermediate (3-5): 829 Milton St., 15218 • Regent Square • 412-247-7970

Accessible, with exceptions • Principal: Laura Williams

Middle and High (6-9): 5525 Columbo St., 15206 • Garfield • 412-247-7970 • Accessible

Middle grades principal: Jaleah Robinson • 9th grade principal: Virginia Hill

TEACHERS

57 teachers

95%

4% Black
White
2% Hispanic

Teachers with National Board Certification

0
out of
57

Teachers absent 18+ days: **0%**

Teachers new to the school: **23%**

Principal stability:
1 Primary; 2 Intermediate principals in the last 4 years

STUDENTS

Enrollment 889 students

Low-income: **28%**

IEP*: **15%**

Student stability rate: **100%**

* Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"

Students suspended at least once

Overall: **1%**

Low-income: 0%
IEP*: 0%

KEY

- Black
- White
- Multi-ethnic
- Asian
- Hispanic
- American Indian
- Pacific Islander

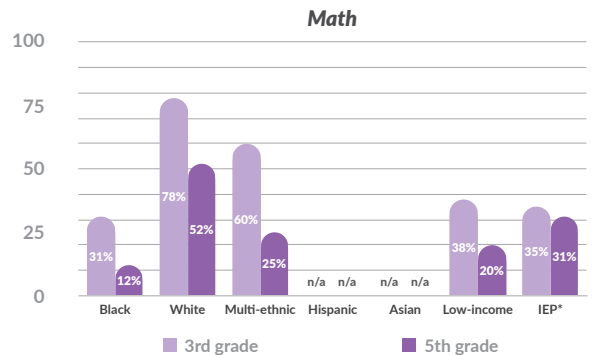
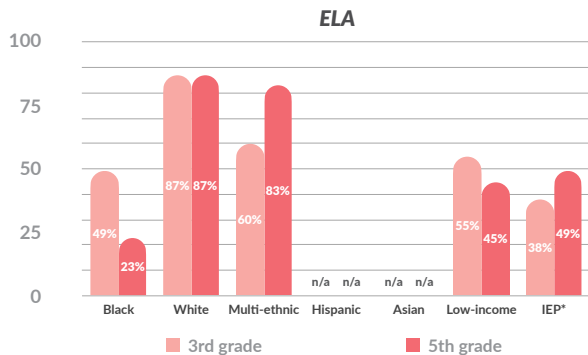
Students chronically absent As of 3/13/20

11%

Total students

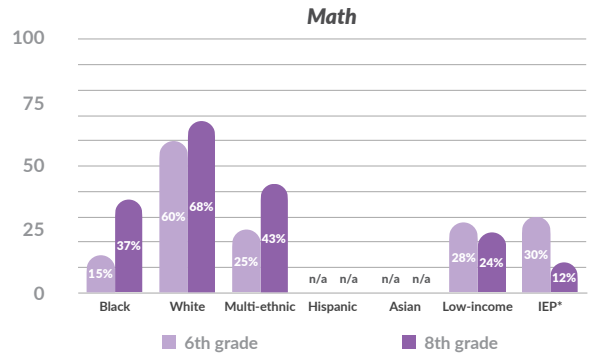
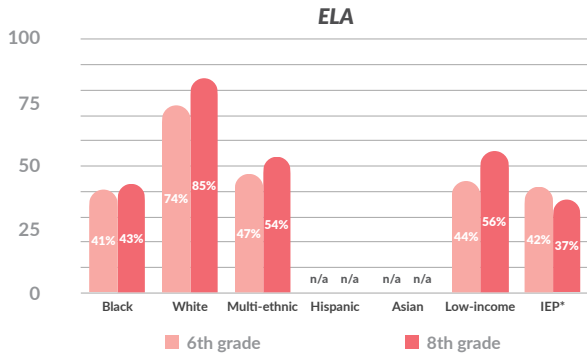
ACHIEVEMENT THREE YEAR AVERAGE

2017-19 PSSA performance Comparison of grades 3 and 5 (percent Proficient/Advanced)



ACHIEVEMENT THREE YEAR AVERAGE

2017-19 PSSA performance Comparison of grades 6 and 8 (percent Proficient/Advanced)



8th grade algebra Students who took algebra by the end of 8th grade: **88 out of 88**

ecspgh.org



Manchester Academic Charter School

K-8 charter school housed in two buildings

Elementary school (K-5): 1214 Liverpool St., 15233 • Manchester • 412-322-0585 • Accessible
Principal: Beth McCaskey

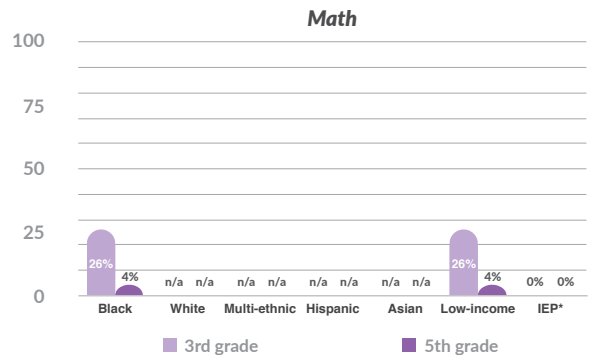
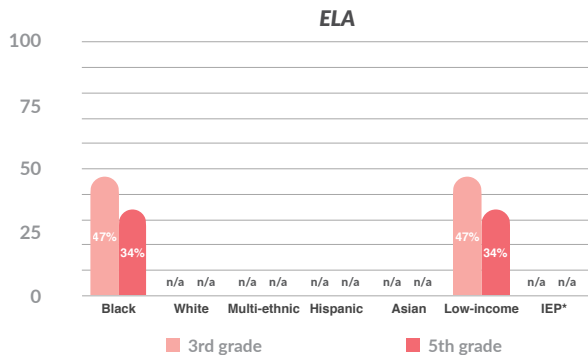
Middle school (6-8): 6 Allegheny Square East, Suite 101, 15212 • Allegheny Center • 412-325-5070
Accessible • Principal: Phylissa Thomas

TEACHERS	34 teachers 	Teachers with National Board Certification 0 out of 34
	Teachers absent 18+ days: 0% Teachers new to the school: 12%	

STUDENTS	Enrollment 396 students 	Low-income: 100% IEP*: 16% Student stability rate: 96% <small>* Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"</small>	Students suspended at least once 	KEY Black White Multi-ethnic Asian Hispanic American Indian Pacific Islander
	Students chronically absent As of 3/13/20 			

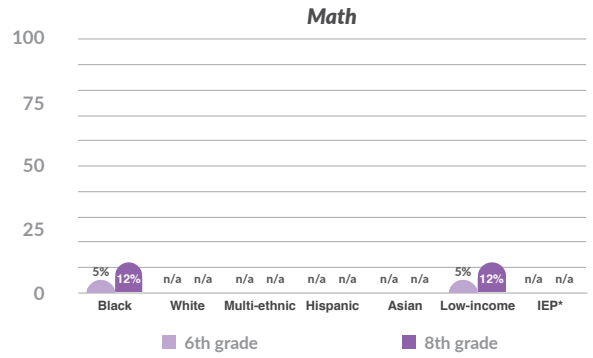
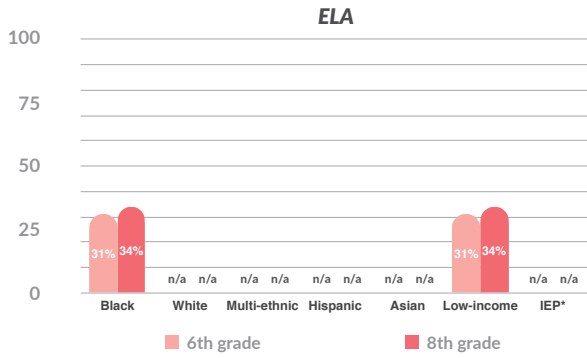
ACHIEVEMENT THREE YEAR AVERAGE

2017-19 PSSA performance Comparison of grades 3 and 5 (percent Proficient/Advanced)



ACHIEVEMENT THREE YEAR AVERAGE

2017-19 PSSA performance Comparison of grades 6 and 8 (percent Proficient/Advanced)



8th grade algebra Students who took algebra by the end of 8th grade: **11 out of 44**

macsk8.org





Propel Charter School Hazelwood

K-8 charter school

5401 Glenwood Ave., 15207 • Hazelwood • 412-325-0492 • Accessible • Principal: Tina Mayer

TEACHERS

26 teachers

15% Black | 85% White

Teachers with National Board Certification: **0** out of 26

Teachers absent 18+ days: **0%**
Teachers new to the school: **31%**

Principal stability: **3 principals in the last 4 years**

STUDENTS

Enrollment 266 students

84% Black | 5% White | 5% Multi-ethnic | 3% Asian | 2% Hispanic | 1% Pacific Islander

Low-income: **88%**
IEP*: **14%**
Student stability rate: **93%**

Students suspended at least once

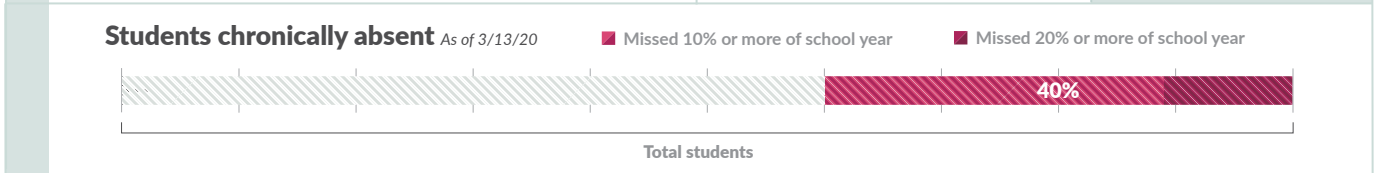
Overall: **23%**
Low-income: 21%
IEP*: 4%

Percentages do not add up due to rounding

KEY

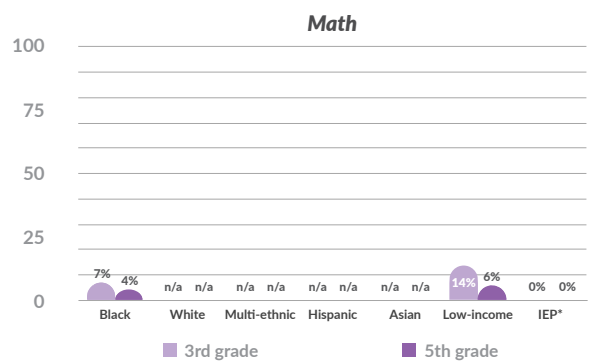
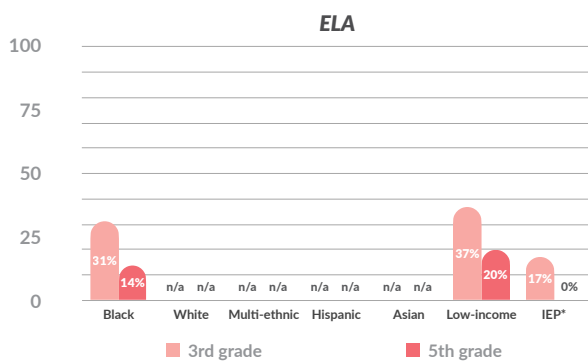
- Black
- White
- Multi-ethnic
- Asian
- Hispanic
- American Indian
- Pacific Islander

*Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"



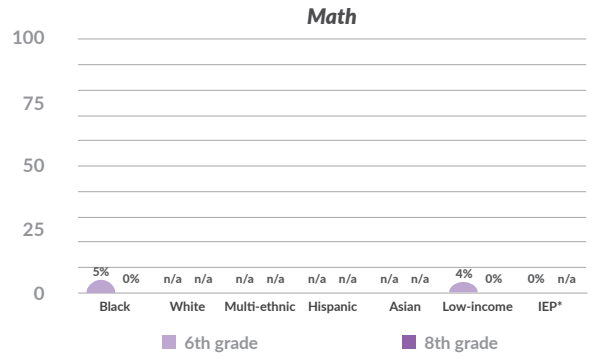
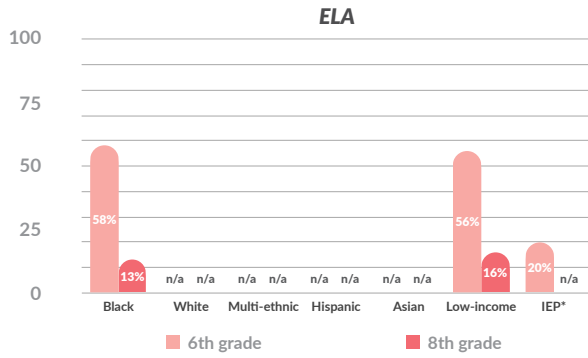
ACHIEVEMENT THREE YEAR AVERAGE

2017-19 PSSA performance Comparison of grades 3 and 5 (percent Proficient/Advanced)



ACHIEVEMENT THREE YEAR AVERAGE

2017-19 PSSA performance Comparison of grades 6 and 8 (percent Proficient/Advanced)



8th grade algebra Students who took algebra by the end of 8th grade: **n/a out of n/a**

propelschools.org/propel-hazelwood





Propel Charter School Northside

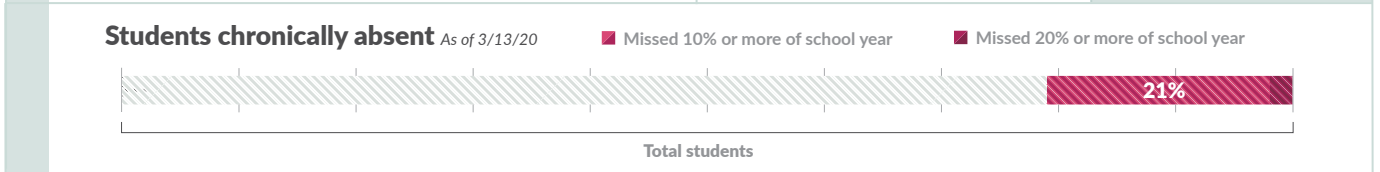
K-8 charter school

1805 Buena Vista St., 15212 • Central Northside • 412-325-1412 • Accessible

Principal: Meghan Lawrence

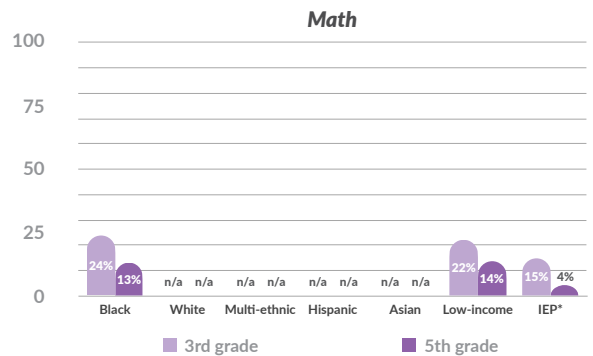
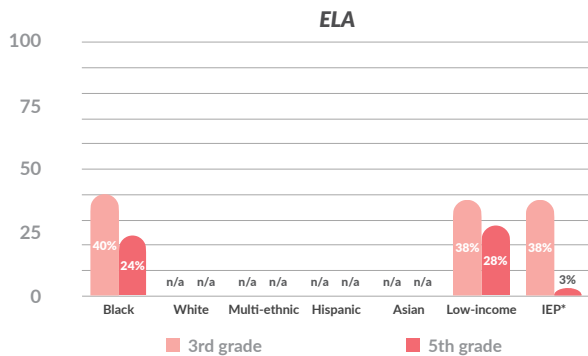
TEACHERS	30 teachers 	Teachers with National Board Certification 0 out of 30
	Teachers absent 18+ days: 0% Teachers new to the school: 30%	

STUDENTS	Enrollment 376 students 	Low-income: 85% IEP*: 19% Student stability rate: 97%	Students suspended at least once 	KEY Black White Multi-ethnic Asian Hispanic American Indian Pacific Islander
	Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"	Percentages do not add up due to rounding Low-income: 19% IEP: 4%		



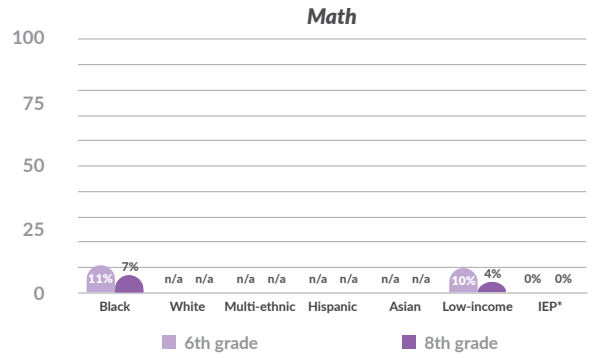
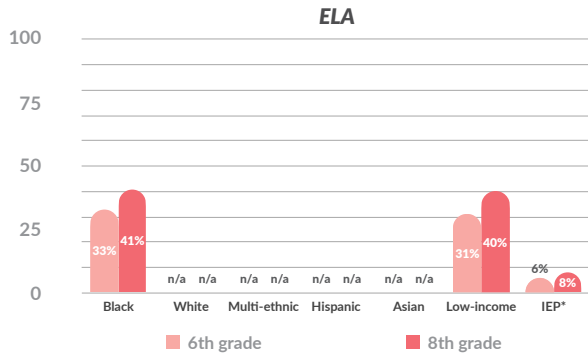
ACHIEVEMENT THREE YEAR AVERAGE

2017-19 PSSA performance Comparison of grades 3 and 5 (percent Proficient/Advanced)



ACHIEVEMENT THREE YEAR AVERAGE

2017-19 PSSA performance Comparison of grades 6 and 8 (percent Proficient/Advanced)



8th grade algebra Students who took algebra by the end of 8th grade: **n/a out of n/a**

propelschools.org/propel-northside





Urban Pathways 6-12 Charter School

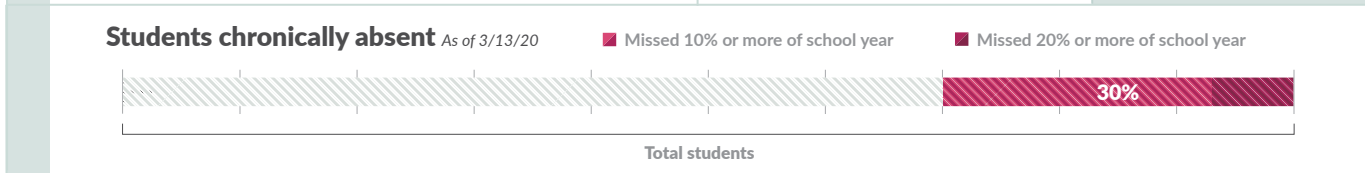
6-12 charter school

914 Penn Ave., Third Floor, 15222 • Downtown • 412-392-4601 • Accessible

Principal/CEO: Kathleen Garland

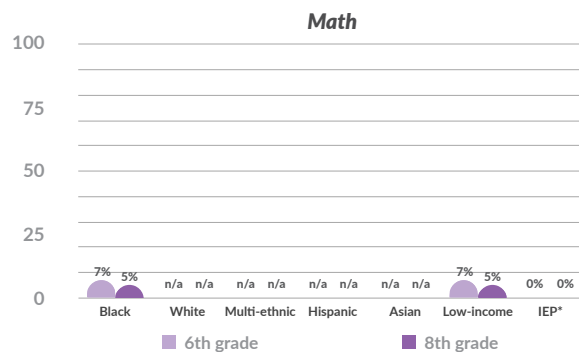
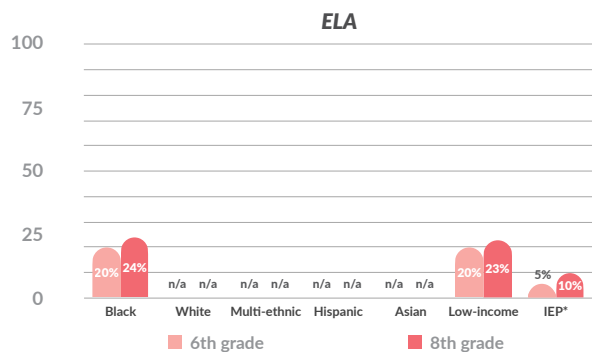
TEACHERS	39 teachers 100% White		Principal stability: 1 principal in the last 4 years	Teachers with National Board Certification 0 out of 39
	Teachers absent 18+ days: 0% Teachers new to the school: 33%			

STUDENTS	Enrollment 307 students 	Students suspended at least once 	KEY <ul style="list-style-type: none"> ■ Black ■ White ■ Multi-ethnic ■ Asian ■ Hispanic ■ American Indian ■ Pacific Islander
	Low-income: 75% IEP*: 23% Student stability rate: 100% <small>* Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"</small>	Overall: 18% Low-income: 15% IEP*: 4%	



ACHIEVEMENT THREE YEAR AVERAGE

2017-19 PSSA performance Comparison of grades 6 and 8 (percent Proficient/Advanced)



8th grade algebra Students who took algebra by the end of 8th grade:

0
out of
49

Graduation rates over time



Percentage of students taking AP (Advanced Placement) courses:

- Overall: 13%**
- Black: 14%
- White: n/a
- Multi-ethnic: n/a
- Hispanic: n/a
- Asian: n/a
- Low-income: 11%
- IEP**: 0%

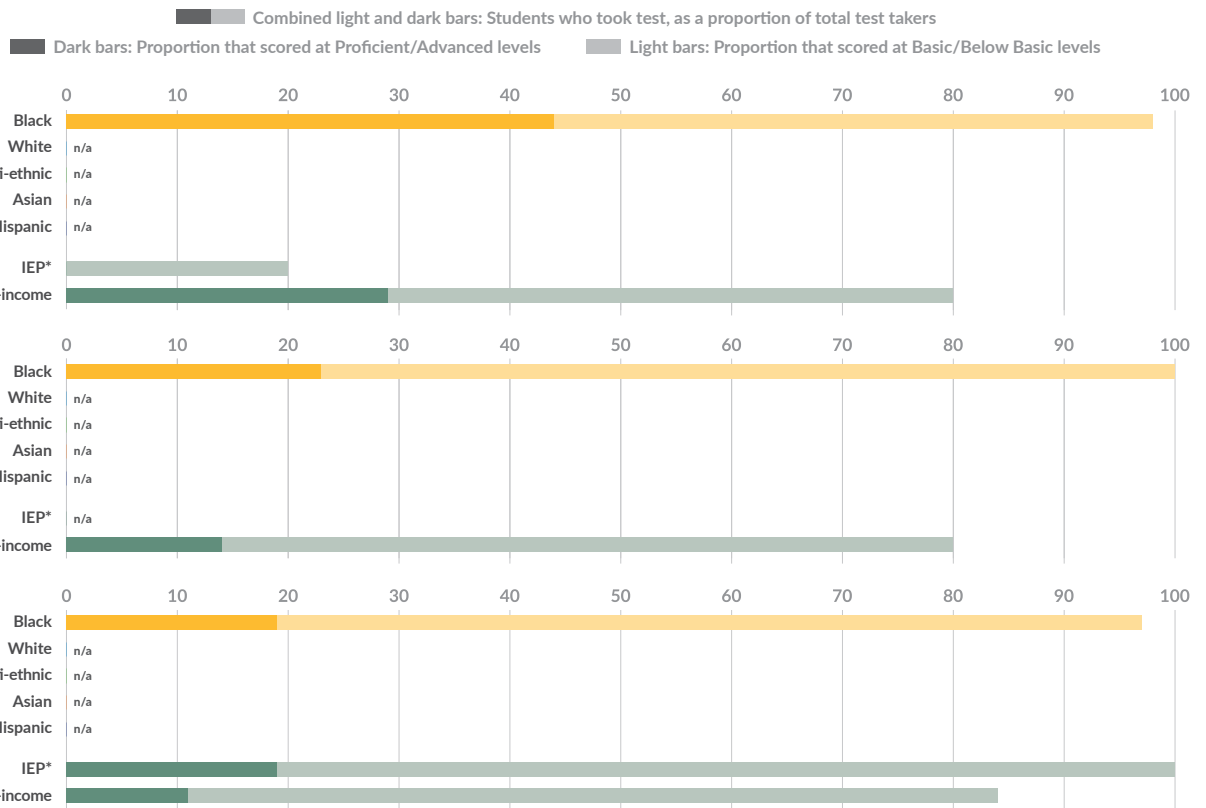


n/a Met SAT Math Standard



n/a Met SAT Reading Standard

ACHIEVEMENT THREE YEAR AVERAGE



POST HIGH SCHOOL

6-year college completion rate

24%

upcs.net





City Charter High School

9-12 charter school with Medical, Information Technology, and Manufacturing Career Pathways

201 Stanwix St., Suite 100, 15222 • Downtown • 412-690-2489
Accessible • Principal/CEO: Dara Ware Allen

TEACHERS

51 teachers

Teachers with National Board Certification: **0** out of 51

Teachers absent 18+ days: **0%**
Teachers new to the school: **4%**

Principal stability: **2 principals in the last 4 years**

STUDENTS

Enrollment 559 students

Low-income: **69%**
IEP*: **20%**
Student stability rate: **97%**

Students suspended at least once

Overall: **12%**
Low-income: 12%
IEP*: 5%

Students chronically absent As of 3/13/20

■ Missed 10% or more of school year ■ Missed 20% or more of school year

Total students

KEY

- Black
- White
- Multi-ethnic
- Asian
- Hispanic
- American Indian
- Pacific Islander

cityhigh.org

 **Graduation rates over time**



Percentage of students who earned college credits:

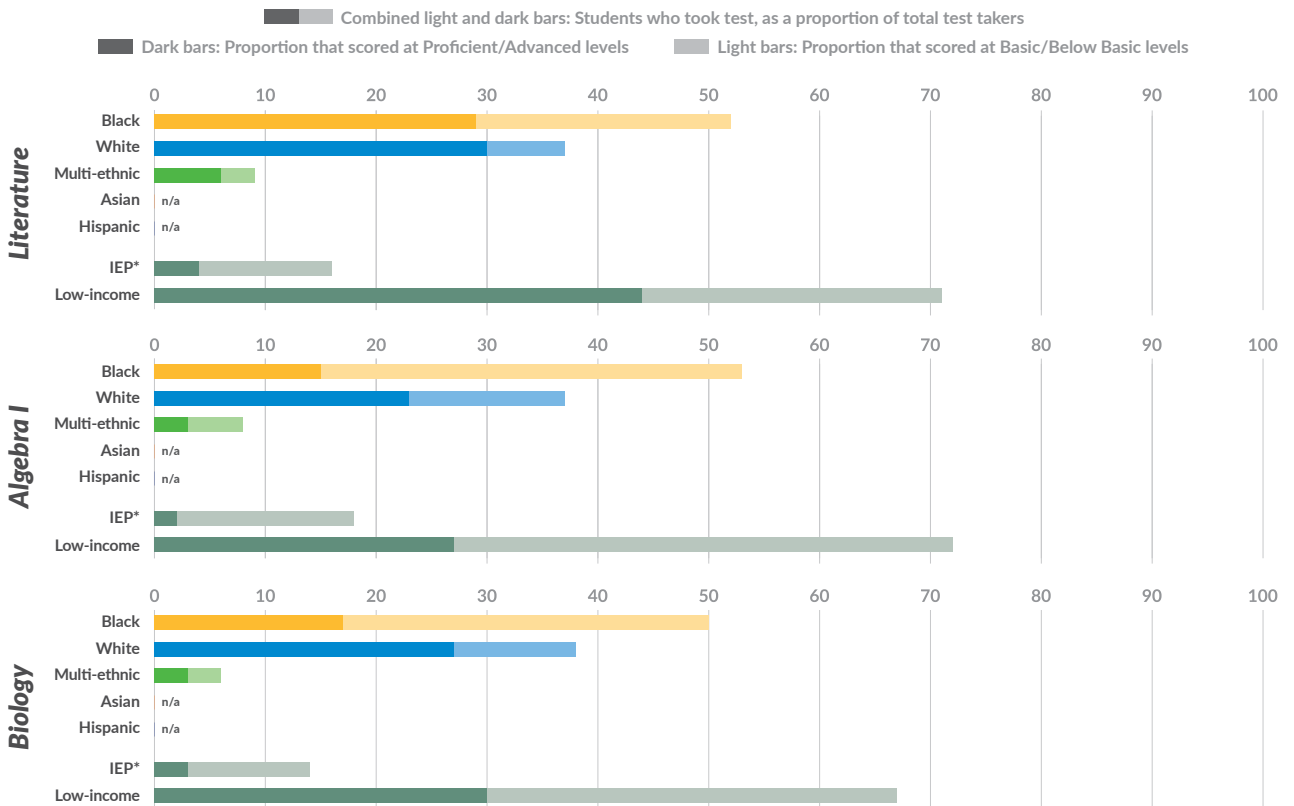
- Overall: 30%**
- Black: 37%
- White: 22%
- Multi-ethnic: 17%
- Hispanic: n/a
- Asian: n/a
- Low-income: 26%
- IEP**: 19%

Percentage of students who completed internships:

Overall: 100%

City High students take honors courses rather than AP. No data were available this year for college entrance exams.

ACHIEVEMENT THREE YEAR AVERAGE



POST HIGH SCHOOL

6-year college completion rate

59*

Definitions and sources of information

All information is from the 2019-20 school year unless noted.

PPS: Pittsburgh Public Schools (pghschools.org)

PDE: Pennsylvania Department of Education (education.pa.gov)

School name, address, neighborhood, phone number, principal/administrator

Definition: The current school name and principal, acting principal, or administrator are listed. "PreK" in a school name means the school serves children from ages three to five in an early childhood program.

Sources: PPS and charter schools.

School description and icons

Definition: "Magnet school" refers to a whole-school magnet (all students must apply to attend). "School with a magnet program" refers to a school with both magnet and neighborhood (feeder pattern) components. "CTE program" refers to Career and Technical Education. City Charter High School provided similar information. More information about "English as a Second Language" programs can be found at pghschools.org. For a key to the icons on the top right of the page, see page 41.

Sources: pghschools.org, PPS "Offerings and Options Guide," City Charter High School.

Building accessibility

Definition: Whether a school is "accessible" (school entrance and all floors and classrooms are accessible to individuals who use wheelchairs); has an accessible entrance but no elevator; or is "accessible, with exceptions" (has an accessible entrance and most, but not all, floors and classrooms are accessible).

Sources: PPS and charter schools.

Number of teachers

Definition: Total number of classroom teachers in the school as of fall 2019.

Sources: PPS and charter schools.

Teacher race/ethnicity

Definition: Teachers' race/ethnicity reflects PPS definitions. Charter schools provided similar information. Percentages may not add to 100 because of rounding.

Sources: PPS and charter schools.

Teachers absent 18+ days

Definition: Percentage of teachers who were absent 10% or more of the days students attended school.

Sources: PPS and charter schools.

Teachers new to the school

Definition: The percentage of teachers new to the school includes transfers, new teacher hires, and teachers who filled new positions through fall 2019.

Sources: PPS and charter schools.

Principal/administrator stability

Definition: Number of different principals/administrators in a school from the 2016-17 school year to the 2019-20 school year, including mid-year changes. Schools with "n/a" opened within the last four years.

Sources: PPS and charter schools.

Teachers with National Board Certification

Definition: Number of teachers in a school who have received professional certification by the National Board for Professional Teaching Standards. For more information, visit nbpts.org.

Sources: PPS and charter schools.

Enrollment

Definition: Total number of students enrolled in the school as of October 2019.

Sources: PPS and charter schools.

Student race/ethnicity

Definition: Students' race/ethnicity reflects PPS definitions, and is based on parents' identification. Charter schools provided similar information. Percentages may not add to 100 because of rounding.

Sources: PPS and charter schools.

IEP

Definition: Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted."

Sources: PPS and charter schools.

Capture rate

Definition: The percentage of students assigned to the school who were enrolled in the school. For schools with partial magnet programs, capture rate applies only to the neighborhood component. The denominator includes students who attend private, parochial, and charter schools who receive PPS transportation, as well as students who attend other district schools.

Source: PPS.

"Low-income"/Economically disadvantaged

Definition: Students are identified as low-income or economically disadvantaged based on the state's Direct Certification process, which can include poverty data sources such as the Supplemental Nutrition Assistance Program, Transitional Assistance for Families with Dependent Children, or Medicaid eligibility; and children living in foster care.

Sources: PPS and charter schools.

Student stability rate

Definition: For district schools, the student stability rate represents the total number of students who didn't transfer during the entire year divided by the official enrollment for that year, which is calculated in October. Charter schools provided similar information. (A high number indicates a stable student population.)

Sources: PPS and charter schools.

Students suspended at least once

Definition: The percentage of students, enrolled at any time during the school year, who were suspended (out-of-school suspensions only) at least once, by race/ethnicity, economic disadvantage, and IEP status. Subgroups were reported only if they included more than 10 students.

Sources: PPS and charter schools.

Students chronically absent

Definition: The percentage of students who were absent 10% or more, and 20% or more, of the days they were enrolled at the school, from the first day of school until 3/13/20, the last day school buildings were open before they closed by state order.

Sources: PPS and charter schools.

Special education services

Definition: For PPS schools, special education services provided by school staff in the 2020-21 school year, excluding programs for students identified as "gifted." Other services not listed here may be provided by itinerant staff depending on students' needs. Note: Charter schools are also required to provide special education services to meet students' needs.

Source: PPS.

Achievement information:

PSSA tests and Keystone exams

Definition: (1) Percentages of students, by subgroup, who scored in the Proficient and Advanced ranges on the PSSA (Pennsylvania System of School Assessment) English Language Arts (ELA) and Mathematics tests for 3rd, 5th, 6th, and 8th grades, in 2017-19 (combined three year average). (2) Percentages of students, by subgroup, who scored in the Proficient and Advanced ranges, and the Basic and Below Basic ranges, on the Keystone exams in Literature, Algebra I, and Biology, in 2017-19 (combined three year average), by the end of their 11th grade year. The graphs also show participation rates for each group, as a proportion of total test takers. Keystone results include scores for students who took the exams before 11th grade, and possibly in other schools. Students may take the Keystone exams more than once. Reported information reflects students' highest scores. Score ranges for PSSA tests and Keystone exams include "Advanced," "Proficient," "Basic," and "Below Basic." Subgroups include student race/ethnicity, economic disadvantage ("low-income"), and IEP status.

- *Race/ethnicity* for district schools reflects PPS definitions. Charter schools provided similar information. **We report subgroup information when more than 10 students in the subgroup took a particular test.** Otherwise, subgroup scores are reported as "n/a" (test scores for 10 or fewer students in a group or subgroup are not reported by PDE). A subgroup can meet the reporting threshold for one subject area only (ELA or Math, for example).
- "*Low-income*" refers to students who are identified as economically disadvantaged.
- "*IEP*" refers to students with an Individual Education Plan for special education, excluding students identified as "gifted."
- *Note:* The state did not give the PSSA tests or Keystone exams in 2020.

Sources: PPS, PDE, and charter schools.

8th grade algebra

Definition: The number of students who took algebra by the end of 8th grade, out of the total number of 8th graders in the school. Numbers include students who took algebra in 6th, 7th, or 8th grades.

Sources: PPS and charter schools.

College/trade school readiness, post high school:

Graduation rates over time

Definition: PDE determined the graduation rate by tracking the number of individual 9th graders in 2015 who graduated in 2019 or earlier (the "cohort" rate). A similar calculation was used for "graduation rates over time." The rate factors in students who met course requirements but did not receive a diploma for other reasons, such as international exchange students, and students attending regional special education classrooms, who may graduate on a different timeline. It doesn't include students who earned a GED or a special program certificate. For more information about how the cohort rate is determined, visit education.pa.gov/DataAndReporting/CohortGradRate/Pages/default.aspx. Information is for 2019, the most recent year available.

Source: PDE.

Percentage of students taking AP courses

Definition: Number of students by race/ethnicity, low-income, and IEP status who took at least one Advanced Placement course, divided by total 9-12 student enrollment. Subgroups with 10 or fewer students were reported as "n/a." For Obama 6-12, we report the percentage of 11th and 12th graders taking International Baccalaureate Diploma Program classes, which are advanced classes. City Charter High School doesn't offer AP classes.

Sources: PPS and Urban Pathways 6-12 Charter School.

Percentage of students taking CAS courses

Definition: Number of PPS students by race/ethnicity, low-income, and IEP status who took at least one Centers for Advanced Study (CAS) course divided by total student enrollment in high schools or by grades 9-12 in 6-12 schools. Subgroups with 10 or fewer students were reported as "n/a." Sci-Tech doesn't offer CAS due to specialized programming.

Source: PPS.

Percentage of students enrolled in a CTE program

Definition: Percentage of students taking at least one course in a Career and Technical Education (CTE) program at their home school or another school. Subgroups with 10 or fewer students were reported as "n/a." CAPA, Obama, and Sci-Tech don't offer CTE due to specialized programming.

Source: PPS.

Percentage of students completing internships (City Charter High School only)

Definition: Number of students completing a 13-week internship with a local business before graduation, divided by the total number of 12th graders.

Source: City Charter High School.

Percentage of students earning college credits (City Charter High School only)

Definition: Number of students who earned college credits before graduating (dual enrollment), divided by the total number of 12th graders.

Source: City Charter High School.

Met SAT Math and Reading standards

Definition: The percentage of students whose best score on the SAT met or exceeded the College and Career Readiness Benchmarks for Evidence-based Reading and Writing, and for Math. The SAT is an admissions test required by many colleges. No information was available for City Charter High School students or Urban Pathways 6-12 students. For more information, visit collegereadiness.collegeboard.org/about/scores/benchmarks.

Source: PPS.

6-year college completion rate

Definition: The percentage of students who completed a two- or four-year degree within six years of graduating from high school in 2014. For more information, visit studentclearinghouse.org.

Sources: PPS, Urban Pathways 6-12, and City Charter High School (National Student Clearinghouse reports).

The Education Partnership

Definition: The Education Partnership logo on a school page indicates that the organization provided school supplies to students and teachers at that school. For more information, visit theeducationpartnership.org.

Source: The Education Partnership.

Information by level:

Average counselor/student ratio

Definition: The average number of students per counselor by level, calculated by dividing the total number of counselors for that level by the number of students enrolled in that level. "Counselor" includes developmental advisors in K through 8th grades and guidance counselors in 9-12 grades.

Sources: PPS and charter schools.

State average PSSA and Keystone performance

Definition: See "PSSA tests and Keystone exams."

Source: PDE.

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Prepared for the next step: Differences in opportunities for PPS high school students

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Definitions and sources of information

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What is the Pittsburgh Learning Collaborative?

For more information

A+ Schools:

aplusschools.org
ourschoolspittsburgh.org

Pittsburgh Public Schools:

pghschools.org
discoverpps.org

City Charter High School:

cityhigh.org

Environmental Charter School at Frick Park:

ecspgh.org

Manchester Academic Charter School:

macsk8.org

Propel Charter School Hazelwood:

propelschools.org/propel-hazelwood

Propel Charter School Northside:

propelschools.org/propel-northside

Urban Academy of Greater Pittsburgh

Charter School:

urbanacademypgh.org

Urban Pathways K-5 College Charter School:

upk5ccs.net

Urban Pathways 6-12 Charter School:

upcs.net

Pittsburgh Promise:

pittsburghpromise.org

PA Department of Education:

education.pa.gov
futurereadypa.org

What is the Pittsburgh Learning Collaborative?

As a response to the Covid-19 crisis, A+ Schools spearheaded the development of a coalition of over 70 regional organizations and individuals across Pittsburgh's learning community who have joined forces to create the Pittsburgh Learning Collaborative (PLC). Our goal is to serve as a coordinated asset to Pittsburgh Public Schools (PPS), students, and families to ensure equitable learning opportunities and resources for every student.

From the initial emergency school closures in March through reopening plans in the fall and into the school year in all its forms, the core focus of the PLC has been on technology and internet access, family communications and at-home learning environments, and out-of-school time.

Read more about the origins of the PLC at philanthropy.com/paid-content/independent-sector/facing-a-school-year-like-no-other-the-pittsburgh-learning-collaborative-builds-a-growing-culture-of-cooperation.

Our mission

Working together and with PPS, we are on a mission to ensure the following for the 2020-21 school year:

- Every student in the district has a laptop and at-home internet access that is adequate to support distance and in-school learning.
- Every student has the supplies and tools they need at home to learn.
- Every family routinely receives information about their child's learning progress, what's expected, what's happening, and how to access resources.
- Every student has a safe, supportive and enriching place to be every weekday until 5:30 pm.
- Every student is supported by at least one qualified and appropriate mentor/tutor in addition to their family and teachers.

The PLC will serve as a coordinated asset across all three of our focus areas to:

1. Identify and apply local and national best practices
2. Identify issues and needs of families
3. Coordinate community-based distribution of resources and information (working with existing community organizations)

PLC Resources

The Pittsburgh Learning Collaborative Family Hotline is a resource line available to families in the region.

As schools begin reopening and remote learning continues, we know there is a lot of uncertainty and stress for all families. If you are having trouble navigating the system or need general supports, please call if you have questions about:

- Online learning and your child's school
- Tutoring or homework help
- Getting access to technology or the internet
- Youth workforce opportunities
- Food and school supplies distributions
- Other support for academic or personal needs

Representatives from A+ Schools, ARYSE, Boys and Girls Club of Western Pennsylvania, Circles of Greater Pittsburgh, Latino Community Center, Lawrenceville United, and the University of Pittsburgh Center for Urban Education will field hotline calls, so you will hear directly from a trusted source.

For support in Spanish, call 412-335-7446.

For support in English and all other languages, call 412-256-8536.

The Family Hotline accepts calls 24/7, and will be live through the end of the 2020-21 school year.

To learn more about the PLC and see a list of partner organizations visit ourschoolspittsburgh.org/pgh-learning-collaborative.

Is your organization interested in joining the PLC? Contact us at info@aplusschools.org to learn more about how you can get involved.

Coming soon—we have big things in store!

As we head into the new year, we are working on new collaborations within the education community in Pittsburgh. From school-based initiatives to expanded programming for students and families, we are reimagining what it means to support our schools.

Never underestimate the power of personal stories. *We want to hear from you!*

Contact Amie or Nichole at 412-697-1298 to share your story today.

A+SCHOOLS

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