



Report to the Community

on Public School Progress in Pittsburgh

2021

A+SCHOOLS
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The artwork on the front cover, "Untitled," was created by Jordan H., an 8th grader at Pittsburgh Allegheny 6-8 last year. The artwork on page 9, "Self Portrait," was created by Ceyaunna P., a 5th grader at Pittsburgh Weil PreK-5 last year. The artwork on page 33, "Walk in my Shoes," was created by Adeline F., a 5th grader at Pittsburgh Dilworth PreK-5 last year. The artwork on the back cover, "Repeating Faces," was created by Carlee O., an 11th grader at Pittsburgh Obama 6-12 last year. *Photography by 232 Creative.*

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Letter to the community

2021

“ We believe deeply that where we are now—a community with longstanding and intransigent inequities based on race—is not destiny. ”

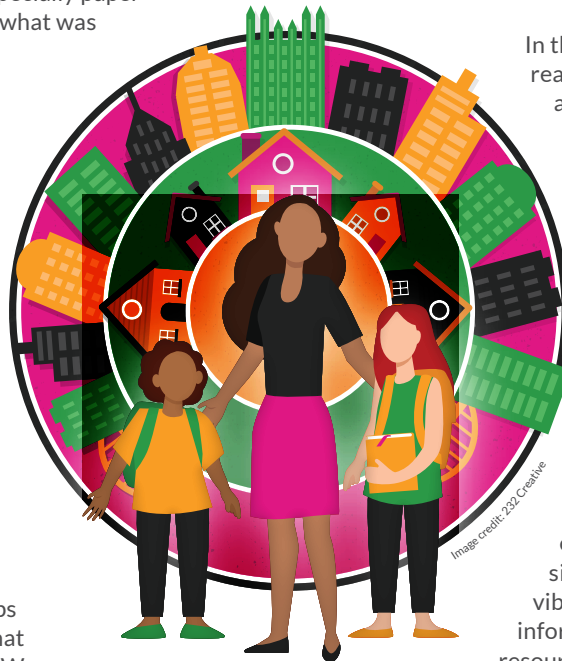
Our children's success is bigger than any one of us.

When my children went back to school in the fall of 2020, I took a small inventory of what it would take for them to have a chance of success in a new virtual learning environment. Our kids needed a caring adult who could answer questions and help navigate the online learning environment while we worked. Internet service that could handle multiple users at one time and a device to get online. And finally, school supplies (especially paper and pencils) to be able to supplement what was provided by the schools.

For many families who ran through a similar checklist, not all of these things were available from school. Thankfully, A+ Schools and over 80 community organizations came together as the **Pittsburgh Learning Collaborative (PLC)** to coordinate resources for families. PLC members served over 15,000 meals at bus stops and community-based locations in the spring and summer of 2020. PLC members delivered over 3,000 boxes of school and fun learning supplies. PLC members connected 15,000 families to technical support and tutoring resources. PLC members supported the opening of learning hubs in Pittsburgh and across the county that served approximately 2,000 children. We met every week for over a year to strategize, share, and support one another. We know we can't keep working the same ways and expect different outcomes.

After 17 years as an organization A+ Schools has learned what works in schools and communities to get great outcomes for kids: listening deeply to the students, families, and teachers in our communities about the successes they've experienced and the challenges they face, raising up the assets in each of our communities to solve problems, and working diligently and collaboratively to address them.

This past year, we launched **Project +Us**: an initiative to rethink how we work together as a community to support every child on their journey to graduating ready for higher education, careers that create generational wealth, and relationships that support a greater quality of life. We believe deeply that where we are now—a community with longstanding and intransigent inequities based on race—is not destiny. We have it within our power to make sure every child is attending a school that challenges and cares for them every day, that every child has access to high quality out-of-school-time activities that spark their passion, that every child can read at or above their grade level, that every child who needs the support of a tutor or mental health professional has access to that support, and that every family has the resources they need to support their children in their learning journeys.



In the pages that follow, you will read stories about how residents across the city—educators in schools and community organizations, parents and families—navigated the pandemic, and how they think we should take what we've learned into this school year. You'll learn more about how career and technical education is evolving to provide a pathway to both career and college by reaching for resources beyond the school. You'll read about how classroom teachers are making similar connections within our vibrant arts scene. You'll get more information on our schools and what resources and programs are available at each one. And you'll get an overview of what we know about the current state of the district, and what we are doing to improve it. Most importantly, you'll get information about what you can do to help your child and our broader community to succeed.

Pittsburgh is well positioned to help every child learn. We're on a mission to make that success possible.

JAMES FOGARTY
EXECUTIVE DIRECTOR





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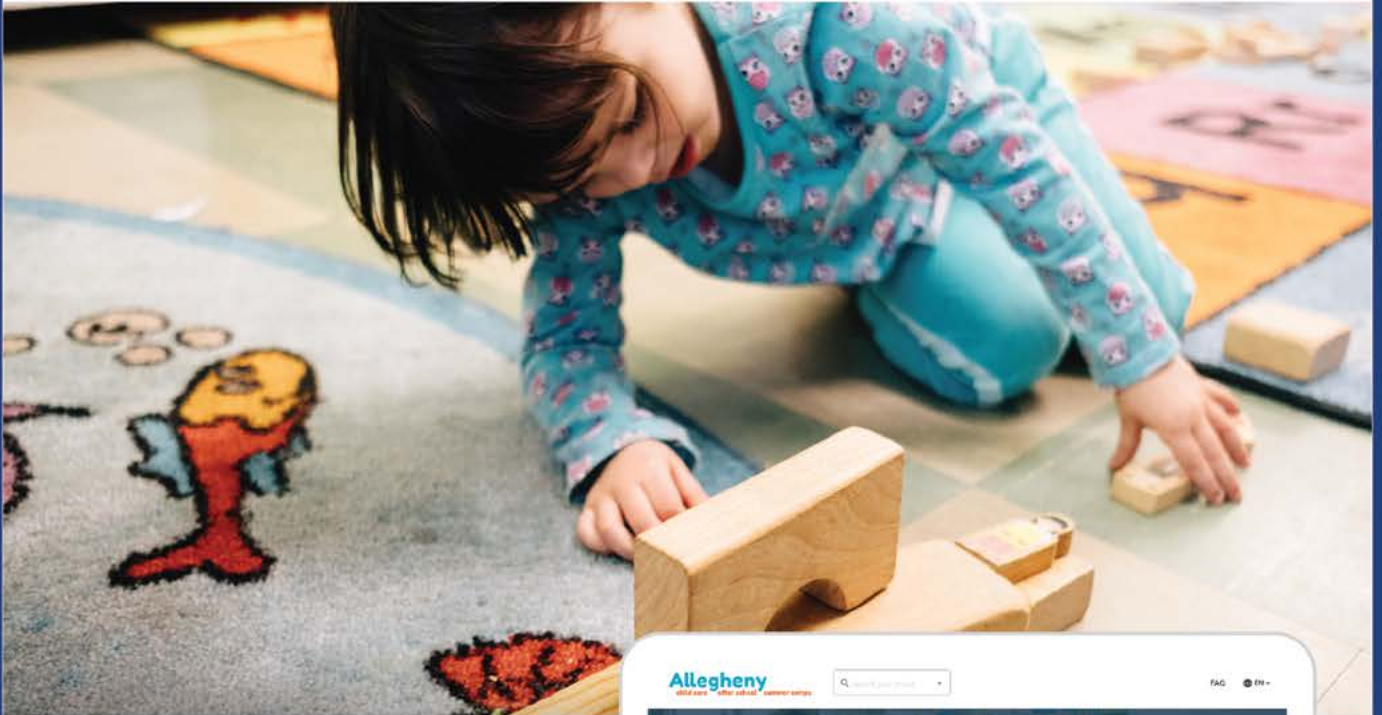


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Family Engagement Services

- 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
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Rising up: Stories from our schools

The “Rising up” section of the report goes beyond the numbers to spotlight schools and programs where students 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.

We asked teachers, students, administrators, community members, and a parent to share their stories after a difficult school year. We thank everyone who participated.

Read on to find out how:

- A range of city residents deeply connected to schools coped during the past year, and what they think we need for students to thrive in the future (below)
- Arts integration brings Pittsburgh’s teaching artists into classrooms to provide powerful learning at Pittsburgh Beechwood PreK-5 and other schools (page 15)
- Career and Technical Education (CTE) teachers at Pittsburgh Brashear and Pittsburgh Carrick high schools provide relevant learning experiences for students, and the district’s CTE program uses the resources of the city to prepare them for their next steps (page 18)

Visit the report website, ourschoolspittsburgh.org, to read:

- More stories from the pandemic, interviewees’ recommendations for strong school/arts organization partnerships, and links to relevant research
- “Rising up” stories from 2020 and 2019 about Allegheny PreK-5, Beechwood PreK-5, Dilworth PreK-5, Fulton PreK-5, Colfax K-8, Arsenal 6-8, Schiller 6-8, South Brook 6-8, Brashear High School, Perry High School, and City Charter High School

Stories from the pandemic

This summer, A+ Schools asked a range of people who are deeply involved in educating and caring for the city’s children to talk about their experience of the pandemic—how their lives changed when school buildings closed, and what they learned that might contribute to shaping a new future. These are their stories. For more, visit ourschoolspittsburgh.org/2021-rising-up.

James Brown

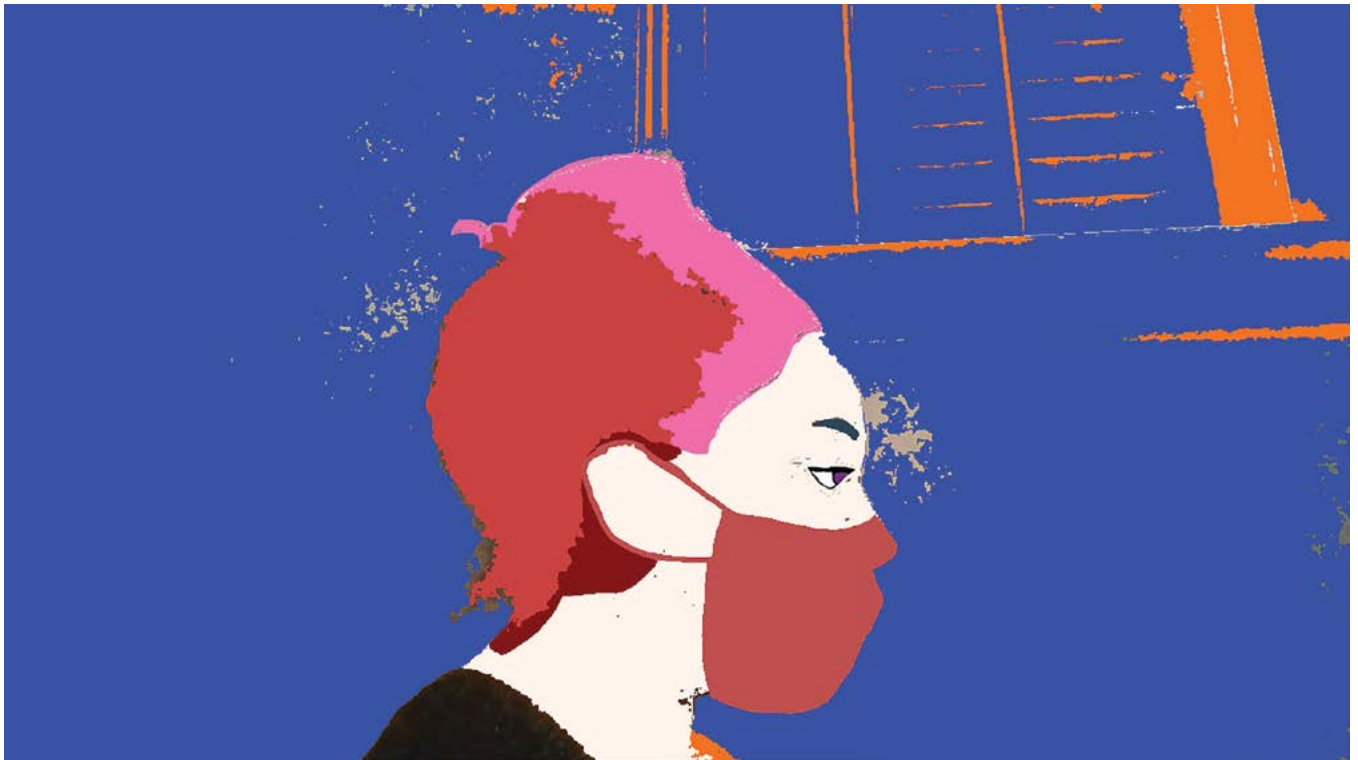
Director of Creative Youth Development
The Lighthouse Project

The Lighthouse Project beams out of the Homewood-Brushton YMCA, an anchor institution in a community with one of the richest cultural heritages in the city. In a typical year, about 200 students participate in free, year-round

music, media, and visual arts programming open to “any teens who can get to the Y,” says Director of Creative Youth Development James Brown, who runs the Lighthouse Teen Center. They can learn to use Photoshop, develop the technical and journalistic skills of podcasting, and serve as apprentices in a professional recording studio, among other skills. The arts are the reason to be there. “But so much of what we do is beyond or outside of the scope of the arts,” Brown says. The Lighthouse offers a safe space for teens to

“People pivoted to respond to the moment. I’m keeping my eyes peeled and trying to play my part in trying to turn that into lasting change.”





Artist Ceyaunna P. created this work after looking at images by Derrick Adams. She took a photo of herself and added the mask digitally.

hang out, enjoy a meal, and get their homework done, in an environment that promotes honesty, camaraderie, and respect. When someone has a rough day or “things are complicated out in the world,” he says, “this is the place they come where they feel a sense of being picked back up.”

When Covid-19 closed down the Y, Brown felt they’d lost a key ingredient in their special sauce. “So much of our work here is about physically being together, which of course is exactly what the pandemic prevented us from doing.” They started to develop virtual programs, and loaned devices to students. The Lighthouse joined the Pittsburgh Learning Collaborative, a coalition of more than 80 organizations and individuals brought together by A+ Schools in response to the closing of schools. Brown and his team set up weekly check-ins for their students, telling them they could talk about whatever they wanted. And they set up check-ins among the staff to support one another’s mental health.

During lockdown, Brown and his colleagues found themselves thinking more about the synergy between the arts and emotional healing. “We were already a team that cared about people’s well-being,” he says. Watching “what young

people were going through, staring at screens all day, feeling disconnected from family and peers, all the things that we all went through, we saw the potential for the arts to reconnect people and get through the tough times.” To better link the experience of making art with healing, they made some changes to their curriculum. And they added a teaching artist with a background in music therapy to the team.

Even before the pandemic, his team had a broad view of students’ needs. Some students attend the program full time, which amounts to close to 20 hours a week. Though Brown says, “We don’t pretend to know everything,” they do gain a wealth of information that in some cases could be productively shared with a student’s school. For example, staff might suspect that a student has an undiagnosed learning disability, but there’s no established channel for that kind of information to flow through. Operating in the space that has come to be known as “out-of-school time” (OST), he says, “Sometimes it’s a challenge to figure out where we plug in to be part of the ecosystem” that educates and supports the city’s youth.

For an OST provider to have a positive relationship with a school, schools first must value OST

Rising up: Stories from our schools

programs, Brown says. “That’s not to say that they don’t, but that value has to show up in ways that we can see,” such as the investment of time. Passing out a flyer about the program doesn’t cut it. In his view, young people don’t join programs “unless they either see the space, which means seeing their peers in action, or if they meet a mentor that they feel like they identify with, who has a skill set that’s relevant to what they’re interested in.” Ideally, his team would be invited into schools “to advance the learning within the school day,” working with classroom teachers to create relevant, collaborative, hands-on experiences. For example, it’s hard to teach the Civil Rights movement without its music, says Brown, who is a musician. “And we can bring technology and resources that the school may not have.”

This year, he thinks the arts should show up in any and all of the conversations happening across institutions, with more than lip service. “There’s always a champion for the arts in every conversation and everyone nods. But I think there’s still lingering skepticism about [the role] the arts play in tangible outcomes.” The pandemic revealed an array of student needs. He hopes people will also see the potential of the arts both to give students tools to share their creativity and to teach them about the world.

As summer ended, he was hoping schools, OST providers, corporate partners, and the wider community wouldn’t miss this moment of opportunity. “We’ve seen organizations, schools, people step up in amazing ways to support young people,” he says. “People pivoted to respond to the moment. I’m keeping my eyes peeled and trying to play my part in trying to turn that into lasting change.” He points out that all groups, including the business sector, came out of their silos to ensure students across the city had devices for online learning. The same groups could be engaged in thinking through how to support the entire youth experience, in collaboration with schools.

“I hope we don’t go back into those silos,” he says.

Charles Grayson III and Isabella Grayson

Parent, student

Manchester Academic Charter School

Charles Grayson III lives in Marshall-Shadeland, a residential neighborhood on the Northside that borders the Ohio River. In March of 2020, he was working six days a week and raising his daughters Isabella and Aaliyah, who both attended Manchester Academic Charter School (MACS).

“When everything first happened,” Grayson says, “it was extremely rough.” His daughters started virtual learning in his mother’s kitchen along with two younger cousins, everybody wearing headphones and using a school-issued device. Later, his daughters stayed at home by themselves, with 8th grader Isabella supervising 3rd grader Aaliyah while Grayson was at work, “which was stressful for all parties,” he recalls.

During that time, Isabella says, “I discovered that I need to get a lot more patient.” Patient with her sister, and patient with the vagaries of online schooling. When the computer malfunctioned, she says, she might lose a whole day, but she still had to make up the work. When she could participate she found online learning frustrating. Faced with a task, her father says, “She looks at it, she breaks it down, she tinkers with it.” Aaliyah is more of a hands-on learner, he says, which wasn’t conducive to learning through a screen either. “All of us in the house learned patience,” he says.

Before the pandemic, his daughters’ teachers contacted him once or twice a month. During virtual school, “There was a lot more communication than usual.” He welcomed the higher level of contact and the more personal relationships he developed with teachers. He also had a new window on what his daughters were learning. Activities such as a math task that involved food labeling showed him the content was more relevant to their lives than he’d known.

Along with helping with their science projects, Grayson says, “My main job was to keep my daughters focused and motivated.” When they were lonely, “we got around family.” Once, they drove to Lake Erie so the girls could visit a beach and feel the sun. He also had them talk to a therapist who could offer an unbiased perspective. He kept reminding them that he was there for them. And he tried to make sure “they understood that we were all in this together...they weren’t alone.”

Family life improved after Grayson enrolled Aaliyah in a learning hub at TLC Learning Center, with the help of A+ Schools staff. Though children at the hub were attending different virtual schools, the staff included teachers’ aides who “understood the structure of the class,” he says. They would call him to report technical glitches, he would contact MACS, and relay the solution back to the hub. Aaliyah played with other children, and at home, Isabella “didn’t have to worry about what her younger sister was doing,” he says. “She was able to focus on her grades and she actually ended up getting a 4.0, which was great.”

Grayson kept reminding his two daughters that he was there for them. He tried to make sure “they understood that we were all in this together...they weren’t alone.”



This year, Isabella started 9th grade at City Charter High School. Aaliyah is living with her mother and attending 4th grade in another state. Though he doesn’t need it anymore, Grayson thinks the learning hubs should be continued, because some parents need to work but are uncomfortable sending their children back to in-person school.

In August, Grayson and Isabella had one deceptively modest wish. Both were just hoping that schools would open, they said.

Lingaire Njie

Community School Site Manager
Pittsburgh Langley PreK-8

One strategy for drawing on the resources of the city to meet students’ needs is the community school model. Community schools partner with other organizations to provide integrated services that can reduce the effects of family poverty on learning opportunities. Pittsburgh Langley PreK-8 became one of the district’s first five community schools in 2017. Currently, the district has eight others: Arlington PreK-8, Arsenal PreK-5, Faison K-5, Lincoln PreK-5, King PreK-8, Arsenal 6-8, Milliones 6-12, and Westinghouse Academy 6-12.

Langley is located in Sheraden, in the West End. Lingaire Njie, Langley’s community school site manager, describes Sheraden as resource-deprived. Though it’s not so far from Downtown, “we find that we don’t get the same resources that other areas of the city get,” she says. For example, the neighborhood lacks a grocery store. Eighty-nine percent of Langley students are economically disadvantaged, compared to an average of 64% for the district’s K-8s overall. Before Langley became a community school, about a third of students were chronically absent each year.

Njie, a former community organizer for A+ Schools, says she spent her first months on the job “just going around introducing myself to community stakeholders.” She also formed a site team that was charged with drafting an action plan.

By the fall of 2019, the school was open in the evening for sports, mentoring, and academic enrichment. The way that Langley staff worked with partners had changed. Njie says, “I’m not interested in saying, ‘Hey, we have a partnership with 20 organizations.’” Instead, partnerships had become strategic—centered on priority areas outlined in the action plan. Partners met monthly, facilitating collaboration among groups. School staff provided occasional training, for example, in the Positive Behavior Interventions and Support framework (PBIS), because “We want our partner organizations to know what’s happening during the school day,” Njie says.

Rising up: Stories from our schools

She'd also created an infrastructure of support within the school. Teachers could use an online referral form to match students with programs. To better understand students' needs, she sat in on academic meetings and "student voice" meetings. That fall, the school hosted a dental clinic for students and planned to hold another in March. Student attendance had improved. And Njie felt that attitudes had changed. While from the beginning staff had strongly supported the community school concept, "It took some years to get to the point where I think most of the people in the building understand what a community school is." Rather than a program, it's a different way of conceptualizing the role of a school. In sum, "Students know that they can come to staff for more than academic needs...and staff know that there is a formal infrastructure in place" to address them.

Njie began receiving urgent calls from teachers. "Can you call this parent... can you talk her through this?"



When the pandemic forced Langley to close, Njie says, "The anxiety was overwhelming." She worried about how to keep her family safe. And her job required continuous readjustment. Principal Stephen Sikon kept staff on an even keel through all the changes, she says.

They also already knew how to work together to address students' needs. To make sure students could access online learning, each teacher called the parents of their students, asked if they had picked up their devices and had Internet service at home, and entered that information into a master document. Njie says she herself couldn't have called 600 families, but she was able to follow up with the ones who'd answered "no." She used the

opportunity to remind them, "You *do* know we're a community school?" The financial services firm Ernst & Young was an established benefactor through the United Way's Adopt-a-School program; while Langley was closed, the firm provided grocery store gift cards that supported more than 40 families for six months. "What happens when you do things like that," Njie says, "is parents know, 'I can go to the school if I'm experiencing a crisis, or I need help with something, or I need to figure out how to get to this resource.'"

Staff also adapted to the moment. Rather than using the referral form, teachers emailed, texted, or called Njie with more urgent requests: "Can you call this parent...Can you talk her through this?" Both Njie and teachers initiated new relationships with parents who became more comfortable with getting in touch. Strong relationships with partners paid off when the need for learning hubs in the West End became clear.

At the start of school in September, Njie hoped there would be chances to celebrate students for their accomplishments. She doesn't want to be always in triage mode. Still, she knew the site team would begin the year scanning for needs that hadn't been on their radar before Covid-19.

When school buildings closed and students' education moved out into the community, some district staff were surprised at the depth of resources available. Njie, however, was used to looking out through the school door. "We don't know everything," she says, "and we don't have an answer for everything." She expects the greater community has those answers to support Langley students in their learning, she says.

See Langley's data on page 76.

Morgan Snyder

Superintendent's Student Advisory Council, Public Stakeholder Advisory Committee

While district leaders and teachers were struggling to adapt to virtual and hybrid teaching, student leaders were reaching out to other students and figuring out how to move forward when even the adults around them didn't know what to do. One of those students was Morgan Snyder, a senior literary arts major at Pittsburgh CAPA 6-12 who lives in Stanton Heights, a small neighborhood tucked between Lawrenceville and Morningside. Morgan serves on the Superintendent's Student Advisory Council (SSAC) and was one of two students selected for the Public Stakeholder Advisory Committee formed to advise the district on how federal pandemic relief funds should be spent. (A+ Schools Executive Director James Fogarty also serves on the committee.)

CAPA students were luckier than some when schools closed; Morgan says they'd had school-issued MacBooks for several years. "We had the technology, but we couldn't really start until it was equitable [district-wide]. And that is the way it should have been, but it resulted in us losing a lot of learning," she says. After virtual classes began, "My mom got me a little back pillow and I would sit on the corner of my bed all propped up," because she didn't have a desk in her room. She shared a lap desk with her brother, a student at Pittsburgh Obama 6-12, "and it was just like a balancing act of computers," she says. Internet service was another balancing act. With her mother also working from home, Morgan often was bumped offline.

Over the summer her grandfather bought her a desk, but when school started again virtually, she felt her junior year slipping away into the ether. "All you ever hear about junior year is how intense it is and how important it is to your college application," she says. With a plan to study nursing, in 10th grade she'd taken pre-calculus, but didn't

"We need more social workers in the schools. We need more staff in the schools. We need therapists on hand. We need to be able to support students in these ways."



feel prepared after the interrupted year. Learning calculus was difficult "without being able to call the teacher over...and have him explain something to just me," she says, adding, "YouTube cannot teach you everything, I've come to find."

In the spring, when Morgan returned to the CAPA building, everything felt different. "I ate lunch in an empty art gallery with plain white walls and desks all in straight lines," she recalls. During lockdown, however, she'd reconnected with the core group of literary arts majors who'd been together since 6th grade. They'd never been "super close" until they started communicating through texts and a group chat to support each other at home. Back at school in person, Morgan was glad to see those new relationships were "still right there."

On the SSAC, where she also had friends, she had the opportunity to influence the district's response to the pandemic. The SSAC is made up of representatives from each district school and center that serves high school students. In the past, other students have wanted the SSAC to deal with tangible issues such as cafeteria food, dress codes, and scheduling, but equity has also been an ongoing concern, Morgan says. She serves on a subcommittee devoted to students' mental health, which became a much bigger focus for the SSAC last year. In consultation with district personnel and local therapists, the subcommittee created a set of best practices for discussing mental health that will be available to parents and students as well as school staff.

Rising up: Stories from our schools

Though she was used to thinking beyond her own school, Morgan found participating on the Public Stakeholder Advisory Committee “eye-opening.” The district held a series of virtual meetings over the summer; Morgan’s role was to listen to the ideas shared and “take that back and create something” from it, she says. She sees the federal money, provided through the Elementary and Secondary School Emergency Relief (ESSER) Fund, as a chance to push forward work already in progress, to make pandemic-related changes, and to revisit the status quo.

In her view, “We need more social workers in the schools. We need more staff in the schools. We need therapists on hand. We need to be able to support students in these ways. We need safe spaces that students can go to. We need to be more in touch with all of that.” Teachers also need more support, she says. “They’re the ones that are getting us through this.”

The law specifies that a percentage of the funds be allocated to addressing learning loss. “I think this is a perfect opportunity to revisit outdated and old curriculum,” Morgan says. “There’s so much that doesn’t capture history from all sides.... There’s so much in the English and writing curriculum that could be revised to showcase more voices.” District communication, especially about safety during the pandemic, could be clearer, more transparent, and proactive, she feels. And she hopes the district will “embrace the way that technology is advancing” and keep the hybrid option indefinitely.

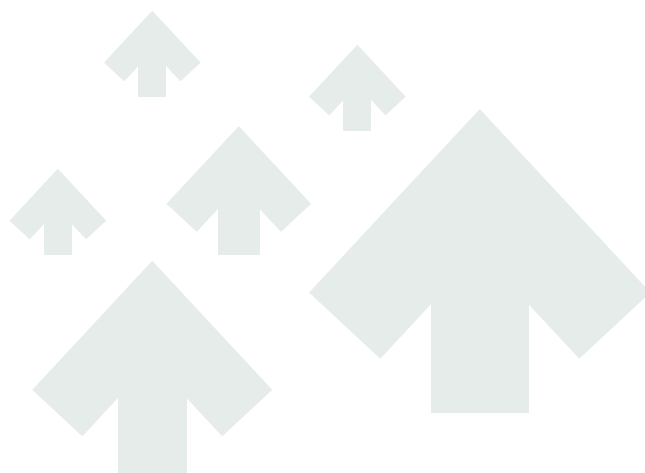
Like many people, during lockdown she reflected on who she was and who she wanted to be. “I have a lot to work on as a person,” was her conclusion. “I think when you’re in the go, go, go, wake up, go to school, just get your stuff done and come home [mode], you’re just stuck in the constant motion. As I was forced to slow down in the pandemic, I learned that I need to put more into communication.”

Though it was “a hard thing to come to” for this young leader, perhaps she speaks for more than herself when she says, “I need to reach out to people...when I know that I need help.”

Lessons learned

Insights come from the interviewees whose stories are included here, and retired teacher Lucy Ware and PPS Chief Academic Officer Minika Jenkins, whose stories can be found at ourschoolspittsburgh.org/2021-rising-up.

- Students have a broad range of needs that should be addressed both during the school day and during out-of-school time, including their emotional and mental health, their need to express themselves and heal through the arts, and their need for classrooms that feel joyful.
- Shared circumstances led to better relationships and more communication among parents and teachers, for the benefit of children.
- Help came from unexpected quarters. Schools and the wider community can build on new collaborations.
- The potential of technology to enhance learning has yet to be tapped, but at a minimum, virtual learning should continue to be an option.
- Moving education out of the school building has created a moment of possibility for deep classroom and community change.



A mirror and a window:

The power of arts integration, with a classroom view at Pittsburgh Beechwood PreK-5

When Chimene Brant wanted to connect a teaching artist with her students at Pittsburgh Beechwood PreK-5, she contacted Mary Brenholts, director of Artists in Schools & Communities at Pittsburgh Center for Arts and Media. Brant brings artists into her classroom not to perform or exhibit their work, but for “arts integration,” a teaching approach that connects an art form with another subject area to deepen students’ understanding of both. She wanted to center an arts experience around *Esperanza Rising*, a novel by Pam Muñoz Ryan that her 5th graders had read. Brenholts thought Miranda Nichols, a dancer and education outreach intern with PearlArts, would be a good fit. Brant had worked with teaching artists for years, in a school with a history of sponsoring annual 10-week artist residencies for every grade. Though teaching and learning were still taking place virtually, she wasn’t daunted by the prospect of using dance to explore a novel through a screen.

Her students had loved the book, about a Mexican girl forced to emigrate to California during the Great Depression. More than a quarter of the school’s students are Latino and many are from immigrant families. When Brant asked the native speakers in her class to read the Spanish words in the book aloud, “There was pride,” she says. Though it’s set in the past, the themes echoed immigrant stories today.

Nichols came prepared. She’d read the novel and considered how to present key scenes. After talking through which scenes students found important, together they mapped out the sections they would bring to life through movement. Nichols taught stretching routines and basic movements and helped students choreograph a dance as a culminating activity.

Arts Education Collaborative Executive Director Yael Silk asks, “What would it look like if the school day included hours of arts experiences and learning?”

Brant says students embraced the project. Twice a week when she told them, “Miranda’s going to be popping in and we’re going to be working with her,” she saw joyful faces. Dancing the story, students made such a deep connection with it that they became *Esperanza* in those moments, she says. Some saw their own experiences portrayed in the book. Others came away with a better understanding of what their classmates had endured. “Art does that,” Brant says.

The project reflects the way Yael Silk, executive director of the Arts Education Collaborative (AEC), describes culturally relevant arts integration experiences. They can be a mirror for students to see themselves. Or they can be a window on lives that are different from their own.

An issue of equity

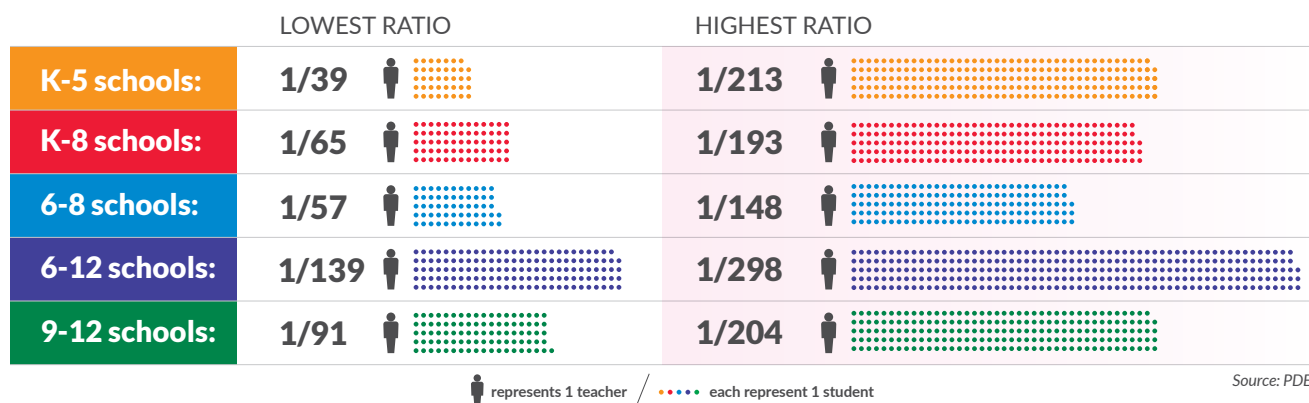
Music, visual art, dance, and theater are named as core academic subjects in the federal Every Student Succeeds Act. They are also part of Pennsylvania’s state standards. Schools in the state are supposed to provide students with regular, sequenced instruction that builds skills and develops knowledge about all four art forms. Setting the arts alongside other academic subjects underscores that they have value in and of themselves. Learning in and through the arts also helps students achieve in other subjects, as a body of research has shown.

However, across the Pittsburgh district, many students don’t have those learning opportunities. Not only are they missing out on arts integration experiences like the one Brant describes, but they’re also missing the opportunity to take a regular arts

See Beechwood's data on page 49.

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Differences in PPS students' access to arts teachers



The graphic shows the ratio of certified arts teachers to students, from greatest access to least access, for each level. Data include full-time and part-time teachers. Pittsburgh CAPA 6-12 was excluded because it offers specialized arts programming.

class. An analysis of Pennsylvania Department of Education data by A+ Schools appears to show that some PPS students, including in the elementary grades, are not scheduled to take any arts courses during the school year. The ratio of arts teachers to students in a building also fluctuates wildly across the district (see the graphic above).

Silk, a PPS parent, serves on the district's Arts Advisory Council in her role as executive director of AEC. She says that because the district lacks an arts policy to guide school programming, staffing, and budgeting, those decisions are left to the discretion of principals. "That means that programs are incredibly varied building to building," she says, raising a clear equity issue. The district has a premier opportunity for deep, sustained arts learning at Pittsburgh CAPA 6-12, its creative and performing arts magnet, which accepts students who audition successfully. Silk points out that students who don't have a robust K-5 arts experience aren't likely to be among them. Because schools can do their own thing, "it's really difficult to understand what is happening building to building." Lack of information may be one reason many local arts organizations who want to partner with the district have not been able to find a way in.

A new resource for matching arts partners with schools

To address inequities in children's arts experiences across the region, this fall AEC launched artlook® SWPA (artsedcollab.org/artlook). The searchable database and map, based on a model created

in Chicago, combines data from schools, arts organizations, and teaching artists. School information can include the number of arts teachers in each discipline and current collaborations with partners, as well as programming needs and interests. For their part, organizations and individual artists can describe who they are, what they offer, and whether it can be customized.

While the Pittsburgh district has yet to fully participate, Silk stresses that artlook is a public resource. In addition to principals, "any teacher, any parent, any student can go on artlook and find a partner that they want to bring to their school, and get connected in that way."

As more schools and partners join, Silk and her staff expect to see the quantity, quality, and diversity of arts learning opportunities increase. "Diversity" refers to educators' identities as well as arts disciplines and cultures represented. In a region where the teaching artist population is significantly more diverse than the public school teacher population, she says, schools can use artlook to connect students with educators who look like them. Artlook also gives small and Black-led organizations more visibility. Silk hopes schools will find partners "based on criteria other than, well, these are the folks we know, and the folks we've always partnered with."

Assemble is one of the partners in the artlook database. Located in Garfield, Assemble is a gallery and a "maker space," with on-site and school programs in arts and technology. Recently, the Assemble team developed an Afrofuturism curriculum, which they



During a recent artist residency project at Pittsburgh Linden PreK-5, 2nd and 4th graders worked with Tina Williams Brewer to create quilts with an emphasis on an African American lens.

brought to the district's Summer B.O.O.S.T. programs at Pittsburgh Faison K-5 and Pittsburgh Minadeo PreK-5. Executive Director Nina Barbuto says the curriculum involves "looking toward the past to build a new future where we can all see each other, especially making a space for our Black youth to see themselves as people creating and making and thriving in the future." For example, they have engaged students in writing science fiction—typically a White-dominated genre—featuring non-White characters.

A different learning space

Among the benefits for schools of working with an arts partner, teaching artists have the advantage of coming from outside the closed system of the classroom. They can offer perspectives on content that aren't bounded by a set curriculum. They can fill gaps in school staff's expertise. Often, they bring real tools of the trade for students to use. Teaching artists expose children to what the arts are like in professional settings, which can give "a different flavor to the experience," Silk says. Their identities may challenge a school's exclusionary culture, which, for the Assemble team, has sometimes led to productive conversations with administrators about how the culture could be improved.

When this breath of real-world air blows into the classroom, it can open up a different learning space. For example, classroom teachers often respond to students' contributions with evaluative statements ("Good"). Teaching artists change the nature of conversations about students' work. Creating something with materials, or taking an object apart and putting it back together in a new way, gives children "the opportunity to imagine what they want it to be without the pressure of [being] right or wrong," Barbuto says. "What you've made is what you've made. Let's talk about why you've made it."

Silk adds that teaching artists tend to be "good at seeing young people as artists and treating their work with the same degree of respect as they would their own work or the work of their peers." They won't say, "I really liked that" or "You're so creative." Instead, they'll say, "I'm noticing that you chose to emphasize the upper left-hand corner of your drawing by creating some really thick, squiggly lines that are super different than everything else on the page. Can you tell me more about that?" This kind of descriptive, observation-based communication, she says, helps students to feel seen.

Brant views the experience of working with a teaching artist as a kind of apprenticeship for her students. One of the highlights was a quilting project with fiber artist Tina Williams Brewer. Listening to Brewer tell her students, "This is a stitch that they used during the time of the Underground Railroad," Brant marveled at their opportunity to learn from a nationally renowned artist. At the same time, she doesn't view it as optional, or a rare special event. As teachers, she says, "We have to do this for our kids."

Art in tough times

As they always have, the arts also offer the possibility for healing and reconnection. Beyond the individual classroom, Silk hopes the pandemic will force a radical rethinking of education based on what children actually need and deserve, with the arts playing "a huge role." Not because it's her job to advocate for the arts, she says, but because one of the reasons people create art is to cope with times like these. Rather than

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some students taking no arts classes, she asks, “What would it look like if the school day included hours of arts experiences and learning” for everyone?

At Beechwood, just before schools reopened this fall, Brant was thinking about how to set up her classroom for social distancing and which artist she would bring in this year. On her way to school that day, she’d visited a

coffee shop that was showing a local artist’s work, and she’d thought about her students. Brant’s father was a metal shop teacher and a sculptor and her mother is a master knitter; art has always been a part of her life. “I stopped,” she says. “I took a moment. I looked at the paintings. I want my kids to do that instead of just passing by.”

Finding an arts partner for your school

Pittsburgh Center for Arts and Media administers, implements, and helps fund artist residency programs in schools, as the regional partner for the PA Council for the Arts. Mary Brenholts, director of Artists in Schools & Communities, will work with administrators, teachers and/or parents to partner one or more artists with a school, for a minimum of a week to a maximum of an entire school year. Residencies are tailored to meet the needs of the school. Typically, a school provides matching funds.

To schedule a virtual meeting, contact Brenholts by leaving a detailed message at 412-606-4723, or by emailing mbrenholts@pfpca.org. View a directory of artists at pghartsmedia.org/people/#resident-artist.

Find a partner at artlook@SWPA (artsedcollab.org/artlook), and/or talk to your principal about joining this important local resource.

Visit ourschoolspittsburgh.org/2021-rising-up for recommendations on creating strong school/arts organization partnerships from Nina Barbuto, Chimene Brant, and Yael Silk.

The light bulb:

Career and Technical Education in PPS, with classroom views at Pittsburgh Brashear and Pittsburgh Carrick high schools

Angela Mike was a typical student, bored with school and not seeing how her daily classes at Allderdice High School would help her in later life. She didn’t feel inspired or find many of her courses interesting.

One day she saw some older students leaving school with manikins and hair kits. She asked where they were going, and learned they were heading to Westinghouse High School for the Cosmetology program. When she looked into it,

she discovered she could become a licensed cosmetologist and start earning money before she graduated from high school. Mike, the youngest of seven children, couldn’t believe what she was hearing.

She enrolled in the course. “It changed my whole perspective on learning,” says Mike, now executive director of Career and Technical Education (CTE) for the Pittsburgh Public Schools. She began to love coming to school. Her grades rose. And she earned her cosmetology license before graduation. These days, she attends CTE recruitment events for those “light bulb” moments when students hear something that sparks their interest, they look up, and “you connect with them eye-to-eye.” It “keeps my joy going,” she says.

About 500 students each year are enrolled in one of the district’s 16 CTE programs, located at

all four 9-12 schools, Pittsburgh Westinghouse Academy 6-12, and Pittsburgh Millionnes 6-12. Some students travel across the city for a program that's not available in their region.

Health Careers Technology is by far the most popular, with more than 100 students enrolled last year in programs at Westinghouse and Pittsburgh Carrick and Pittsburgh Perry high schools. Also popular are **Automotive Technology** and **Automotive Body Repair** at Pittsburgh Brashear High School. Because of a partnership with the Greater Pittsburgh Automobile Dealers Association, Mike says, "There are jobs waiting on every single one of those students." **Multimedia Production and Coding** at Brashear also performs well: "All the students earn industry certifications."

Brashear Automotive Body Repair teacher Tom Lipovsky looks for those moments when "the light bulb goes off" and he sees a student thinking, "Oh, I understand what he's saying, finally."

She sees growing interest in **Carpentry**, offered as a pre-apprenticeship program at Carrick and Westinghouse. Students continue to be attracted to long-established programs like **Cosmetology**, at Perry and Westinghouse, and **Culinary Arts**, at Westinghouse and Carrick. **Entertainment Technology**, a newer program offered at Millionnes, is thriving due to an "excellent partnership" with the University of Pittsburgh, she says, which brings students to a state-of-the-art studio several times a month.

Early Childhood Education, also introduced more recently at Millionnes, hasn't had many takers yet despite offering a pre-apprenticeship model in collaboration with Carlow University. **Machine Operations** at Brashear has also been a "hard sell"

for students, though the field has lucrative jobs available, she says.

Rounding out the list are **Business Administration, Sports, and Entertainment** and **Emergency Response Technology** at Westinghouse; **Finance Technology** and **Information Technology** at Carrick; and **Engineering Technology** and **Refrigeration, Heating, Ventilation, and Air Conditioning** at Pittsburgh Allderdice High School.

CTE in the 21st century

CTE is not your parents' vocational-technical school. In the past, vo-tech programs were criticized for "warehousing" students thought not to be "college material," who tended to be students of color and economically disadvantaged. While in Pittsburgh the percentage of CTE students who are economically disadvantaged is slightly higher than the district average for grades 9-12, CTE students' race/ethnicity closely matches district demographics for those grades. In terms of academic rigor, Mike says that the technological aspect of many jobs demands a high level of academic skills. For example, students must be able to read technical manuals written for adult readers. By preparing students for post-secondary education *and* the workplace, Mike says CTE offers "the best of both worlds."

Some aspects of CTE are monitored by the state and federal governments. Pennsylvania requires CTE programs to prepare students for high priority occupations, jobs that will last and pay a family-sustaining wage. To make decisions about which programs to offer, Mike and her team review labor market industry data, data from Partner4Work, the Allegheny Conference on Community Development's "Inflection Point" reports, and information from the state. They also look at student surveys to determine their interests. Especially at a time when workers are sorely needed, she says, "We don't want anybody to go down a dead-end road."

In the CTE classroom, the scheduling of instructional time and the teaching approach reflect best practices for supporting students and keeping them engaged. Teachers have students for a daily three-period block; therefore, they get to know one another well. Students learn academic content in contexts that have meaning

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for them: the ratios involved in mixing hair dye, the measurement of medication, the physics behind repairing a car frame. They work at their own pace to master skills on a detailed “Competency Task List”—a standard that has relevance outside of the classroom. Depending on the program, they take college-level classes from Community College of Allegheny County (CCAC) instructors, giving them a post-secondary head start. Three CTE counselors from the CTE division help students maintain electronic portfolios that they build over the years, and help them complete a required career plan.

So how do teachers provide students with “the best of both worlds”? CTE teachers Tom Lipovsky at Brashear and Celina Reese at Carrick share their approaches to a job both say they love.

The Auto Body Shop at Brashear

Tom Lipovsky had owned an auto body shop for years when he got what he thought was a prank call with the offer of a job in the Automotive Body Repair program at Brashear. He ignored it at first, but the caller was persistent. “I interviewed for the job after the fact,” he says.

Lipovsky feels the program is one of the most successful in the district, based on how many of his students pass the state’s NOCTI (National Occupational Competency Testing Institute) tests, which assess job skills, and go straight into the industry without needing further training. He tries to track his students’ careers, which isn’t hard in many cases because he helped them find positions.

At Brashear, “If you would walk into my classroom, into the shop area, you would think it was a legit body shop,” Lipovsky says, with cars, heavy duty lifts, and specialized equipment for repairs. In addition to the gear, he runs class like a shop so students leave with a level of familiarity. Among other things, that means working together to solve problems. Sometimes a student will come to Lipovsky with a question or a suggestion. He’ll ask the student to work with a classmate. “When you guys figure out what you want to do,” he’ll tell them, “come see me, we’ll discuss it.”

Lipovsky describes his classroom as an open place where students can express themselves and explore. If it takes a student three months to master a skill on the competency task list, he’s fine with that. When it comes time for him to sign off, though, there’s no negotiating. “I have to be assured that he or she knows how to do that task on their own with 100 percent being 100 percent, because there’s no 50 percent knowing how to do something,” he says.

Like other CTE teachers, Lipovsky collaborates with CTE English and math “integration” teachers, who support students’ academic learning. After meeting with the math teacher to plan how to teach a math skill, he’ll present it to students in a real-world context. “It really changes their thoughts,” he says, from “this is a math problem” to “this is related to the task we’re doing.” He’s also co-taught with a physics teacher, who was surprised that Lipovsky’s students “already had a basic concept of what she was trying to say” because of their experiences with repairing car frames. He looks for those moments when “the light bulb goes off” and he sees a student thinking, “Oh, I understand what he’s saying, finally.”

When the building closed in March of 2020, Lipovsky felt he was one step ahead of other teachers because his curriculum was already online. At the same time, he couldn’t provide the hands-on learning that had drawn students to the program. He also couldn’t take them to the collision centers and dealerships they usually visited, at least in person. So he started driving around to the shops where his ex-students worked and asked them to give his classes virtual tours via Microsoft Teams.

In the fall, he persuaded Principal Kimberly Safran to let him return to the nearly empty building. Alone in the classroom, he conducted demonstrations and prepped students for the certifications they could earn online. Almost all of them logged on each day. “I was really surprised they were showing up for me,” he says, given that they had to participate through a screen.

Some had begun to work on their family cars at home, and several agreed to livestream demonstrations for their classmates. Lipovsky had always featured peer-to-peer learning in his classroom, so it wasn’t completely new to them. Like their teacher, they talked

See Brashear’s data on pages 104-105.



Photos are of students in the Automotive Body Repair CTE program at Brashear.

through what they were doing and explained the tools they were using. “It was really something to see,” he says.

Health Careers Technology at Carrick

The district’s largest CTE program is Health Careers Technology at Carrick, where Celina Reese teaches 11th and 12th graders. Most students come into the program planning to go into nursing, she says, but others have wanted to pursue careers in pharmacy, athletic training, veterinary science and even mortuary science. Reese worked as a registered nurse in a variety of settings before becoming a teacher, and she wants to expose her students to a range of jobs in health care professions. “They’re all looking for who they are and hoping that this helps them to figure that out,” she says. In part because of the amount of time they spend together, and in part because she’s “a nurse to [her] core,” Reese says, “I have a really wonderful relationship with all my students.”

Like Lipovsky, she maintains relationships after they leave the school.

To help students figure out where their niche might be, the program draws on the significant resources of the city. Before the pandemic, among other experiences, students visited Allegheny General Hospital every year. They saw central supply and how tools are sterilized for the OR, areas with jobs students hadn’t known existed before. They also observed open-heart surgery. While watching the process, one girl became fascinated with the role of the perfusionist, who operates the heart-lung bypass machine during an operation. She is now studying to be a perfusionist because of that experience, Reese says. By contrast, when students come in with a fixed idea and little knowledge, she advises them, “See if you can shadow, because the way we picture things in our mind is always very different than the way that they are.”

At Carrick, part of her classroom is set up to mimic a hospital room. A mannequin lies on one of the beds;

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Photo credit: 232 Creative

when he's plugged in, he emits simulated breath and stomach sounds. A small office area, set up like an exam room, contains a scale to measure height and weight and a portable machine for taking vital signs.

Students partner up to be nurse and patient. They also learn through scenarios Reese poses. A woman comes in with low blood pressure and a low temperature. Is she hypothermic, or losing blood? What should you do first? A man comes in with a headache. Should you give him Tylenol or perform a head scan? Reese says scenarios allow her to see how students' minds are working and to push them toward higher-level thinking.

As part of the class, students learn about the systems of the body, anatomy, physiology, human reproductive biology, and a lot of math. Twice a week, a CCAC instructor comes to the class to teach Medical Terminology and Introduction to Psychology courses. Beyond the knowledge and skills students must develop to be successful in their chosen fields, Reese tries to "help them grow into accountable,

thoughtful individuals." One item on the task list refers to discussing ethical dilemmas in healthcare. Her class has talked about everything from the ethics of euthanasia to what to do if you drop a patient's pill on the floor.

When Covid-19 closed the school, her students lost access to the classmates whose temperatures and blood pressures they'd been taking, but "we were able to look at what was happening around us every day," Reese says. She sent home kits with PPE and blood pressure cuffs, and encouraged them to record themselves practicing skills. And "we talked a lot about Covid—where it came from, how it's treated, what we should be looking for." She also found guest speakers who could speak to the crisis, including some from Duquesne University's public health program.

A place in the world

Before the pandemic, Health Careers Technology students from Carrick, Perry, and Westinghouse traveled to Presbyterian SeniorCare, which has two campuses north of the city in Oakmont. With a School Partnership Workforce grant from the Richard King Mellon Foundation, Presbyterian SeniorCare staff created the High School Career Pathways Program to introduce young people to senior living and long-term care careers. Since the 2018-19 school year, 18 PPS students have completed paid internships, nine were offered jobs after graduation, and more than 300 have visited the campuses for a day. According to Reese and Laurie Lesoon, director of lifestyle engagement for independent living residents, the experience went far beyond a field trip.

Students spent the morning shadowing employees in their areas of interest and touring the campuses to view the different levels of care. At lunchtime, they gathered in the ballroom to share a meal with selected independent living residents who'd had highly successful careers. Lesoon says the idea was, "Let's bring them together with students who are about to step out of high school and step into the world."

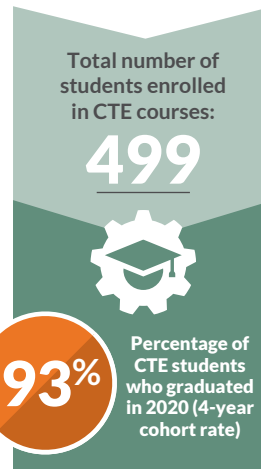
To facilitate discussion, students and residents were given questions to ask one another as prompts, along with the questions they had prepared themselves.

See Carrick's data on pages 106-107.

CTE in 2020-21



Photo credit: 232 Creative



Students who earned college credits through dual enrollment

21

636

Number of industry certifications earned*

Seniors who completed career plans

91%

* Students can earn multiple certifications.
Source: PPS CTE Office

One prompt was a “pretty pointed” question for residents about their mistakes and personal regrets, Lesoon says, which led to some heartfelt conversations. In turn, residents’ willingness to be transparent “created a safe space for the students to open up and talk about some of their struggles.” For one activity, participants wrote responses on blank puzzle pieces to the questions, “What does it take to build a community? What does it take to change a community?” Putting the ideas together gave the groups a sense that problems could be solved.

Reese doesn’t want to downplay the job shadowing opportunity offered at the center. But her students’ focus was on the conversations over the lunch table, she says. “They come back and they’re all smiling. And they’re telling me about the different people that they met. ‘My lady was an author!’ ‘My guy was a doctor!’ Just telling me about their lives and stories and taking so much from that.”

Back at the senior care community, Lesoon says the residents had difficulty processing students’ stories of hardship. But mostly they were excited that “these are our future leaders,” she says. The overwhelming response was, “We’ve got some bright kids out there. Our future is in good hands.”

Prepared CTE graduates have:

- Earned multiple industry certifications
- Earned dual enrollment credits from CCAC (students in Culinary Arts, Emergency Response Technology, and Health Careers Technology programs only)
- Passed the state’s NOCTI test of job readiness skills
- Received credit from a post-secondary institution for skills mastered in high school, through a state-level “articulation” agreement with the institution
- Completed internships, visited workplaces, and shadowed workers in areas of interest
- Completed the relevant competency task list
- Completed a career plan that includes a job offer, post-secondary acceptance, or both

Comprehensive information about the PPS CTE program is available at pghschools.org/cte, including links to competency task lists for each program, classroom videos, and information about electives non-CTE students can take.

ACADEMIC ROADMAP



Pictured here are the milestones children need to reach to get to the next step. Not on track? Check out the resources provided on the following pages.



Roadblocks to avoid



Resources available



Financial milestones

Birth-3 years

1

Get \$100 from the state to start a PA 529 education fund.

Read with your children for at least 20 minutes a day to build language and literacy skills.

You promote your children's learning when you talk about everyday activities, encourage them to be curious and explore, ask open-ended questions, and offer plenty of time for imaginative play.

Third graders who read at grade level can read independently for at least 20 minutes, read aloud smoothly "with expression" that shows understanding, figure out the pronunciation of new words using what they know about phonics, and answer questions about the meaning of a grade-level book.

Kindergarteners who don't miss much school are more likely to become proficient readers by 3rd grade.

Pre-k/ Kindergarten

2

3rd grade

3

Students take the state PSSA tests in English Language Arts and Math in grades 3-5, and Science in grade 4.

Not reading at grade level by 3rd grade

When students are identified for special education services, parents must be invited to participate in creating their Individualized Education Plan (IEP). The school is responsible for providing the education outlined in the plan.



Resources:

The Pittsburgh Learning Collaborative and Family Hotline

Led by A+ Schools, the Pittsburgh Learning Collaborative (PLC) is a coalition of more than 80 regional organizations and individuals across Pittsburgh's learning community. The PLC serves as a coordinated asset for families.

The **PLC Family Hotline** is a resource line available to all families. Call **412-256-8536** if you have questions about your child's school, tutoring or homework help, getting access to technology or the Internet, youth workforce opportunities, food and school supplies distributions, or other support for academic or personal needs.

Calls can be received 24/7. When the line isn't staffed, you can leave a voicemail. Expect a reply within 48 hours on weekdays.

Additionally, **A+ Schools staff** have over 15 years of experience navigating the district and individual schools. If you have a question, big or small, about your child's education or school choice, or if you need resources, please reach out by contacting info@aplusschools.org or by calling the Family Hotline number above.

See pages 26 and 27 for more resources to help your child.

Middle school

4



Keystone exams
Students take the state Keystone exams in Algebra 1, Literature, and Biology.

6
Graduation

Suspension
If your child was suspended, we can help. See page 27.

FAFSA:
Find out how much federal student aid your child might receive.

SAT/ACT tests
Students take the PSAT (Preliminary SAT) in the fall of sophomore or junior year, and the SAT or ACT in the spring of junior year and/or the fall of senior year.

Taking low-level courses in high school

High school
5

Students take the state PSSA tests in English Language Arts and Math in grades 6-8, and Science in grade 8.

Algebra 1

Taking Algebra 1 in middle school allows more time for taking advanced courses required for post-secondary STEM majors.

The Pittsburgh Promise:
Eligible students can receive up to \$5,000



Chronic absenteeism
Good attendance in middle school—or even improving one's attendance—is a key predictor of high school success.

Resources to help your child



Navigating your child's development and schooling can be daunting. To simplify the process, A+ Schools has developed the roadmap on pages 24 and 25. The map starts at birth and takes your child all the way to graduation.

The roadmap highlights key milestones and some potential roadblocks in your child's academic journey. Here, we provide resources to help your child reach these milestones, or to find a way back if they've gotten off track. We have many more resources than we can include on these two pages, so contact us if you need help in any area by emailing info@aplusschools.org or calling the Pittsburgh Learning Collaborative (PLC) Family Hotline at 412-256-8536. Please note: Some of the resources listed here may offer only virtual programming at this time.

Resources for pre-k through 5th grade

- **Family Centers of Allegheny County** (familycenters.alleghenycounty.us) offers 27 Family Centers that provide childcare/early learning support, community events, and parenting advice.
- **Trying Together** (tryingtogether.org) focuses on children's early learning experiences.
- **Reading is Fundamental Pittsburgh** (rifpittsburgh.org) provides economically disadvantaged children with access to self-selected books and engages families in literacy practices at home.
- **The Carnegie Library of Pittsburgh** offers story times (carnegielibrary.org/kids-teens/storytime) for children beginning from babyhood. Library staff can also help you find books of interest to your child, including audio and graphic books.
- If you're concerned about your preschool child's development, you can call the **Pittsburgh district's Early Intervention Office** at 412-529-4000 to schedule an evaluation. Services are available for all families, whether or not you intend to enroll your child in a district school or preschool. Another resource is the **Alliance for Infants and Toddlers** (afit.org, or 412-885-6000).

- **The Pittsburgh Local Task Force on the Right to Education** (pghschools.org/PSEparentresources) is a support and advocacy group for families with children who receive special education services.

Resources for middle and high school students

- Scheduling and taking the right courses is critical to postsecondary success. In 6-12 and 9-12 schools, the district offers AP (Advanced Placement) courses, CTE (Career and Technical Education) programs, and CAS (Centers for Advanced Study) courses.
 - **AP.** Over 90% of four-year colleges in the U.S. provide college credit and/or advanced placement for students who score a 3, 4, or 5 on an AP exam. This not only gives students a head start on college, but it also saves them money. Visit pghschools.org/Page/826, or contact us if you're not sure how your child can enroll in an AP course.
 - **CTE.** PPS offers 16 CTE programs (pghschools.org/cte) that prepare high school students for careers in high demand fields. CTE Career Counselors are available to conduct tours of all the CTE programs. Contact your school counselor or the CTE office at 412-529-8690. (And see the story beginning on page 18.)
 - **CAS.** The CAS high school program (pghschools.org/cas) is open to high-achieving students who have not been identified as gifted, as well as gifted students. For CAS students who are Black, the African American CAS Council (pghschools.org/Page/5295) provides advocacy and support.
 - Visit ourschoolspittsburgh.org/schoolchoiceguide.
- Many out-of-school time providers that serve teens offer **college and career counseling** for participants. Call the PLC Family Hotline at 412-256-8536 for assistance with finding programming by age range and region.
- The College Board (CollegeBoard.org), which administers the SAT college entrance exam, offers **free online SAT prep**.
- Teens can explore their interests at the **Carnegie Library of Pittsburgh**. Visit carnegielibrary.org/kids-teens to find a branch with a teen center near you.



Financial milestones

- The most important financial step you can make in your child's education is opening a savings account or PA 529 plan to save for your child's college education. If you apply for it, the Pennsylvania Treasury will give \$100 in a savings account to every baby born or adopted in the state to start a **PA 529 education fund** (pa529.com). You can then take the Fund my Future pledge (fundmyfuturepa.org/pledge) to make a commitment to saving for your child, and be eligible to win monthly prizes. Saving just \$25 per month from birth can add up to \$10,000 by high school graduation.
- Learn more about the tax advantages of state-offered college savings plans and prepaid tuition plans at collegesavings.org.
- Explore StudentAid.gov/parent for information on saving for college, borrowing for college, applying for financial aid, getting tax benefits to help make college affordable, and more.
- Check out resources provided by the **Pittsburgh Promise** (pittsburghpromise.org).



Roadblocks

The roadblocks shown on the map are described in more detail below, along with helpful resources.

Not reading proficiently by 3rd grade

Research shows that children who can't read well by the end of 3rd grade are likely to fall behind in all academic subjects. One long-term study suggests those students are four times less likely to graduate from high school than proficient readers.

If your child is not reading on grade level, talk to your child's teacher. Your child may see a district-provided reading specialist. A+ Schools offers occasional free workshops for parents through **Open Literacy** (openliteracy.com)—let us know if you want to be informed.

Visit projectplusus.org/family-educator-resources for videos about supporting your child's reading.

Chronic absenteeism

Students who attend school regularly are more likely to graduate on time. Missing 10% or more of school days for any reason—excused or unexcused absences, or suspensions—can translate into difficulty learning to read by the 3rd grade, achieving in middle school, and graduating from high school.

School staff, after-school providers, and community agencies can help families access online learning, obtain food or housing, and address other needs. Attendance Works created a **Student Attendance Success Plan** designed to help parents track their children's attendance and work with teachers to set appropriate goals: attendanceworks.org/take-action/community-and-agency-partners/parents-and-parent-organizations.

Suspension

The Pittsburgh District has been moving toward “restorative practices” as an alternative to suspension. Even so, 2,331 PPS students were suspended in the 2019-20 school year. Studies have shown that students who are suspended for any reason are more likely to experience a range of negative outcomes. Suspensions also may limit your child's opportunities to attend a magnet school, or to receive a Pittsburgh Promise college scholarship.

If your child was suspended, A+ Schools staff can help coach you through a conversation with the school about providing supports your child might need to meet behavior expectations. If you believe your child was suspended because of their identity, you can contact us, the **Education Law Center** (elc-pa.org), or **Gwen's Girls** (gwensgirls.org).

Failing to take higher-level courses in high school

Research shows that the academic rigor of classes students take in high school is the most powerful predictor of college enrollment, persistence, and success. Your child should be able to meet with a school guidance counselor each year. Before senior year, ask if your child is on track to earn enough credits to graduate. At Pittsburgh Carrick High School, Pittsburgh Perry High School, and Pittsburgh Milliones 6-12, **Pittsburgh Promise coaches** are available. Contact us if you're not sure your child is taking the courses they need to apply for college or to be prepared for a career.

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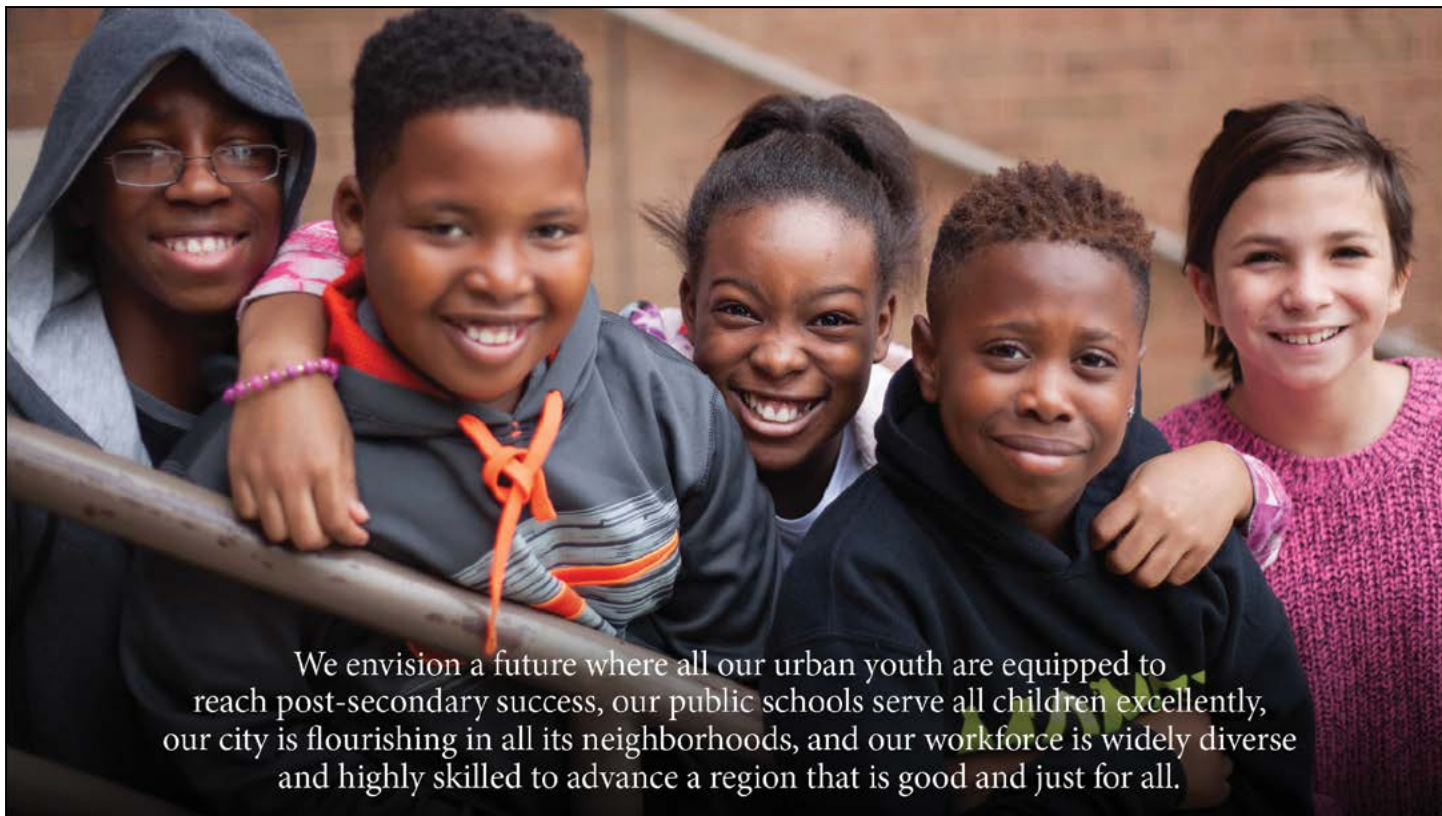
Through robust partnerships and cutting edge programs at our high-quality learning centers, Aislin became a nationally ranked basketball star, Ti'yanna enrolled in the Accounting program at Duquesne University and Nick is a Mechatronic Engineering major at Kent State University. Karina, pictured here, attended a BGCWPA Learning Hub during pandemic closures and is just starting to explore all that BGCWPA has to offer.

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Section II

Inside this report



**Your
guide to our
public
schools.**

Section II

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Executive summary 2021

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. For some indicators, the city's charter schools are also discussed. Our goal is to provide readers with a sense of how students, teachers, and families are faring based on a variety of factors. The system is currently designed to get the outcomes it gets. As noted in last year's report, the data we analyzed continue to demonstrate that the system of education in Pittsburgh, like so many systems our families interact with, privileges some at the expense of the majority.

With the onset of the pandemic and the closure of schools in March of 2020, existing inequities became worse. Lack of Internet access and computers at home halted all learning at PPS for two months, while some districts in our region were able to get schools back up and running within a week. Parents were left to care for their children during the school day, or rely on friends and family if they were essential workers, with learning activities being provided by some schools.

In the fall, while other districts in the region were opening full time or in a hybrid mode, PPS (along with two other districts out of the 43 in the county) remained fully remote. While students now had greater access to their teachers (via online learning platforms), Internet connectivity and device speed exacerbated inequities as families with means could use their own devices and upgrade to faster Internet to address those issues. Those with means could also afford to have a household member stay home from work, hire childcare to support learning, or provide supplementary learning opportunities in ways that families who struggled before the pandemic could not. Learning hubs became lifelines for families of essential workers, providing in-person learning support that children needed. But these hubs were only able to serve a little over 900 PPS students out of a total of more than 20,000.

To the credit of the district and the larger community, partnerships emerged and a variety of supports were provided for many families, from food to additional devices, Internet connection, and school supplies. These efforts helped, but clearly were not enough for a vast majority of students to finish the 2020-21 school year having met grade-level expectations.

This year, there are differences both in the data indicators we are able to report and in how we report data from a year that included seven months of virtual learning and three months of in-person and hybrid learning. For example, we have not been able to report all the student achievement information we reported in the past, in part because of differences in testing timelines, and in part because we didn't have access to the data. We will

continue to track achievement information throughout the year to get a clearer picture of what our children need. Where others have analyzed course grades and other assessment data, we provide their analysis.

We also continue to mark systemic inequities and to provide information about them to help readers understand the policies and practices that lead to different outcomes among different groups of children. We hope this will motivate you to take action, whether at your school or in your community. You can use this summary as a starting point for conversations with your school board member, school leader, and other community stakeholders to help center students and families in conversations about the future development of your neighborhood. Working together, we can help schools improve year over year.

This executive summary discusses:

- Unfinished learning
- Student demographics, and enrollment trends
- Per-pupil funding
- Teacher demographics, and job satisfaction
- Chronic absence (missing 10% or more of the school year), and its relationship to course failure
- Suspension
- "Gifted" identification
- Advanced course taking, and GPA
- 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.

Unfinished learning

When students graduate not ready for college or careers (see the graph on the top right of the next page), it affects both the life chances of the students and the entire region. As the Allegheny Conference's 2016 "Inflection Point" study noted: "Every graduating job seeker must have the skills he or she needs to contribute to the local economy... Automation and technology are leading to the elimination of low-skill roles" (alleghenyconference.org/wp-content/uploads/2016/08/InflectionPoint.pdf). We also need the unique voices and perspectives those individuals could contribute if they had the opportunity to reach their full potential.

What about the students currently in our schools? Though we don't have updated information on their academic proficiency, we can project, based on prior outcomes, an approximate number of students who might need additional

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. PPS students took the 2021 PSSA tests and Keystone exams in September. Results were not available at the time of publication.

support to meet academic standards. (Note: these estimates are based on state test scores—PSSA tests and Keystone exams—which test certain subject area knowledge in grades 3-8 and upon completion of Algebra, Biology, and Literature courses. Further investigation is needed to determine with greater precision the learning needs of children after the last 18 months.)

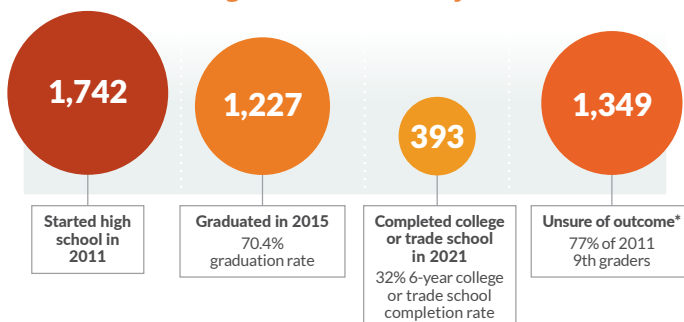
How many students need extra help in Reading and Literature?

Based on 2019 state test data, it is likely that in the 2020-21 school year approximately:

- 6,983 (66.2%) of Black students were below grade level
- 2,703 (42.1%) of White students were below grade level
- 416 (51.2%) of Hispanic students were below grade level
- 872 (47%) of Multi-ethnic students were below grade level
- 283 (38%) of Asian students were below grade level

Altogether, approximately **11,257** students are likely to need help getting on track to reading fluently at grade level.

PPS 9th graders in 2011, 10 years later



* This number represents the students who started 9th grade in 2011 and didn't graduate within 6 years from a college or trade school that reports to the National Student Clearinghouse. It includes students who did not graduate high school in 4 years (who may have graduated later), students who received their graduation equivalency degree (GED), and students who attended post-secondary institutions or work training programs that do not report to the National Student Clearinghouse. More analysis is needed to understand the workforce and training needs of these former students and what jobs they currently hold.

How many students need extra help in Math and Algebra?

Based on 2019 state test data, it is likely that in the 2020-2021 school year approximately:

- 8,893 (84.32%) of Black students were below grade level
- 3,339 (52%) of White students were below grade level
- 574 (70.6%) of Hispanic students were below grade level
- 1,264 (68.1%) of Multi-ethnic students were below grade level
- 353 (47.4%) of Asian students were below grade level

Altogether, approximately **14,423** students are likely to need help getting on track to understanding math at grade level.

While these numbers can feel overwhelming, they represent children in our neighborhoods and communities who need our help. Working together with our families, schools, teachers, and out-of-school time programs, we can weave a powerful safety net for students who are falling behind. See page 125 for how you can get involved.



Bright spot: Pittsburgh Langley PreK-8 in the West End has built deep partnerships with organizations like H.O.P.E. for Tomorrow (which runs afterschool programming at the school) and Ernst & Young (whose employees volunteer with students), among others. The school leaned on these partnerships during the pandemic to help provide needed support to children and families. You can read more about how the Langley Community School model works on page 11.

Enrollment

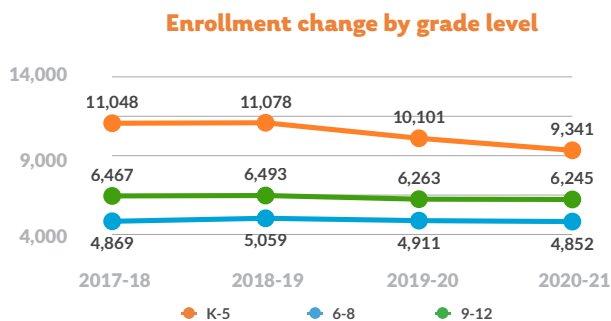
We report on district demographics to understand who is being educated in our schools and changes in overall enrollment over time to provide one data point for the state of the district's “health.” This year, across the nation, the model districts offered during the pandemic played a

Executive summary 2021

critical role in which districts saw significant enrollment decline. According to the National Bureau of Economic Research (nber.org/papers/w29156), districts offering only remote instruction rather than an in-person option saw a 42% decrease in enrollment, with most of the impact in Kindergarten and elementary school grades.

As the graph to the right shows, the decline in overall PPS enrollment from 2019-20 to 2020-21 was 837 students (a 4% decline in one year), with 90% of the decline occurring in the K-5 grade span.

Over the past four years K-12 enrollment has declined 8.6% from 22,384 students in 2017-18 to 20,438 in 2020-21.



Looking more deeply at the data, we see great variability in enrollment changes across the district with Pittsburgh Schiller 6-8 growing its student population 39% since 2017 and Pittsburgh Linden PreK-5 losing 39% of its enrollment in that same time period.

How is your child faring?

While we were unable to gain access to the district's NWEA MAP testing data, students across the district took these assessments in the 2020-21 school year. NWEA MAP is a test that's given across the country. If you're not sure how your child is doing with respect to state and national academic standards, you can request your child's **NWEA MAP test results** from a teacher. All parents have a right to these data per district policy. You can use the results to start a conversation with your child's teacher about what they're seeing and where you can get additional support for your child's learning, if needed.

To learn more about the NWEA MAP assessment, visit nwea.org/the-map-suite/family-toolkit/.

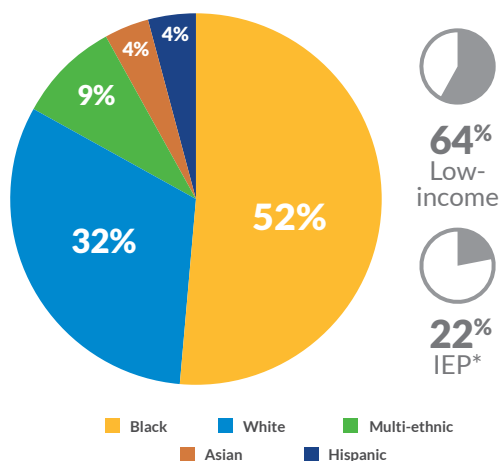


Bright spot: Schiller 6-8 STEAM Academy (featured in our 2019 *Report to the Community* for its work to drastically decrease chronic absence) is a partial magnet school that has seen a huge increase in enrollment (39% growth since 2017) at a time when most schools are seeing declines. To learn more about Schiller 6-8 and its offerings, visit discoverpps.org/schiller/spotlight.

Per-pupil funding by school

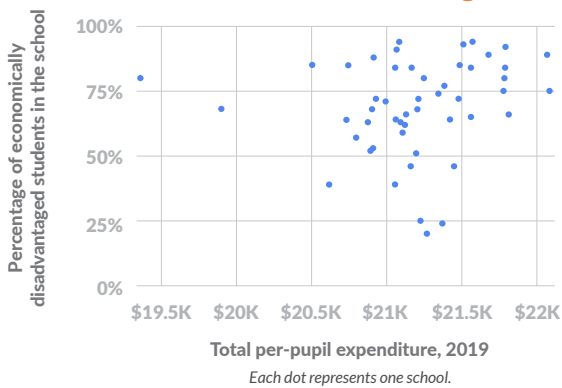
In 2016, Congress passed the Every Student Succeeds Act to update and replace key provisions of the 2001 No Child Left Behind Act. One key innovation in the law was the requirement that states needed to report per-pupil spending by school districts and schools. This past year, for the first time, Pennsylvania reported per-pupil spending by school. According to the Pennsylvania Department of Education (PDE), **from 2017-18 to 2019-20, overall per-pupil spending increased in PPS by 7.8% from \$25,460.09 to \$27,465.08.** At the school level, per-pupil spending in 2019 ranged from a low of **\$19,360.96 at Pittsburgh Perry High School to a high of \$22,088.31 at Pittsburgh South Hills 6-8.** (Other PPS schools are represented by individual dots in the chart on the next page. A complete list of spending by school may be found online at PDE's 2020 ESSA Report Card site). The concentration of economically disadvantaged students did not correlate with how many resources PPS schools received in 2019, with most buildings spending between \$21,000 and \$22,000 per pupil, regardless of need. As PPS considers changes in the coming months to address its structural deficits, it should take into account how it can deliver greater resources to schools with higher needs in order to meet the goals of its "On Track to Equity" Plan.

2020-21 District enrollment by race/ethnicity



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

Per-pupil funding and students' economic disadvantage



Bright spot: The district received over \$100 million as part of the American Recovery Plan passed early in 2021. Allocation of these funds will help to ameliorate some of the inequities in spending and provide resources for tutoring, student and staff mental health, and professional development (among other things).

Teaching

Teacher demographics

This year, teacher demographics for the 2020-21 school year were not available at the time of printing. As a point of reference, on the school pages we provide teacher demographics from the 2019-20 school year, the most recent data we have.

The teaching force in PPS and throughout the region continues to be overwhelmingly White. A+ Schools joined the **Pennsylvania Educator Diversity Consortium** because we know that a diverse educator workforce has benefits for all children. Black students who'd had just one Black teacher by third grade were 13% more likely to enroll in college than Black students who'd had no Black teachers by third grade. And, as Gloria Ladson-Billings suggests, in our increasingly segregated society, "It is important for White students to encounter Black people who are knowledgeable and hold some level of authority over them. Black students ALREADY know that Black people

have a wide range of capabilities...But what opportunities do White students have to see and experience Black competence?" (edweek.org/education/opinion-the-importance-of-white-students-having-black-teachers-gloria-ladson-billings-on-education/2018/02). We support efforts to increase the diversity of our teaching force and schools. (See page 100 for a discussion of the impact of segregation on student achievement).

Bright spot: In 2019, the Pittsburgh Federation of Teachers and the district agreed to guarantee a teaching position to graduates of the **Teaching Magnet at Pittsburgh Brashear High School** who finish college and get the required certifications. The first eligible cohort will be able to start in the 2023-24 school year.

Teacher job satisfaction

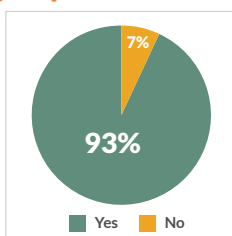
Each year, PPS administers a Teaching and Learning Conditions survey to all of its schools. Overall, **90% or more of teachers in 75% of PPS schools agreed with the statement that their school was a good place to work and learn in 2020-21**. The schools where nearly a quarter or more of the teachers disagreed with the statement are shown on the graph below.

Chronic absence

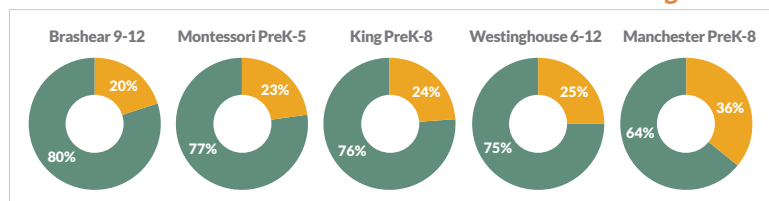
In prior years, rates of chronic absence (missing 10% or more of the school year for any reason) in PPS high schools were close to double the rates at the elementary grades. Significant shifts occurred in the past year due to the pandemic.

Overall, chronic absence increased slightly from 28% in 2019-20 to 29% in 2020-21. Rates of chronic absence decreased at the high school level from an average of 47% to 36% (a 23% decrease) but rose significantly in the elementary grades from 19% on average to 26% in 2020-21 (a 37% increase). Additionally, the number of students who missed 20% or more of the school year (36 days or more in a 180-day school year) increased from 10% in 2019-20 to 16% in 2020-21 (a 60% increase compared to the prior year).

PPS teachers who say their school is a good place to work and learn



Teacher satisfaction: Schools with the lowest ratings



Percentages of teachers who say their school is a good place to work and learn

Yes No

Executive summary 2021

Chronic absence and course failure

Research by the Institute of Education Sciences at Mathematica found a clear relationship between absences and course failure in the 2020-21 school year (see below) (pghschools.org/cms/lib/PA01000449/Centricity/Domain/19/PPS%20pandemic%20student%20outcomes%20for%20school%20board20210914.pdf).

Chronic absenteeism, which can have a long-term effect on students, is a complex problem involving both families and schools. According to the American Institutes for Research and Attendance Works, “certain conditions for learning open the school door for students, literally and figuratively, helping pull in and engage students and families.” These conditions include:

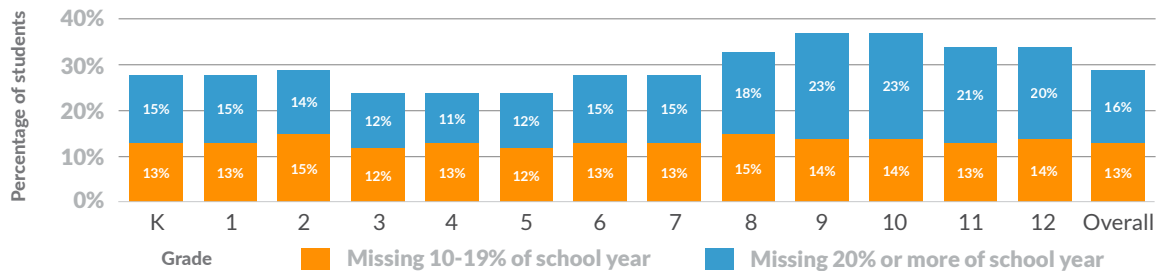
- Physical and emotional health and safety
- Students' sense of belonging, connection, and support
- Academic challenge and engagement
- Adult and student social and emotional competence

To learn more about the conditions, and how your school can leverage chronic absence data to create plans that engage students and families, contact A+ Schools.

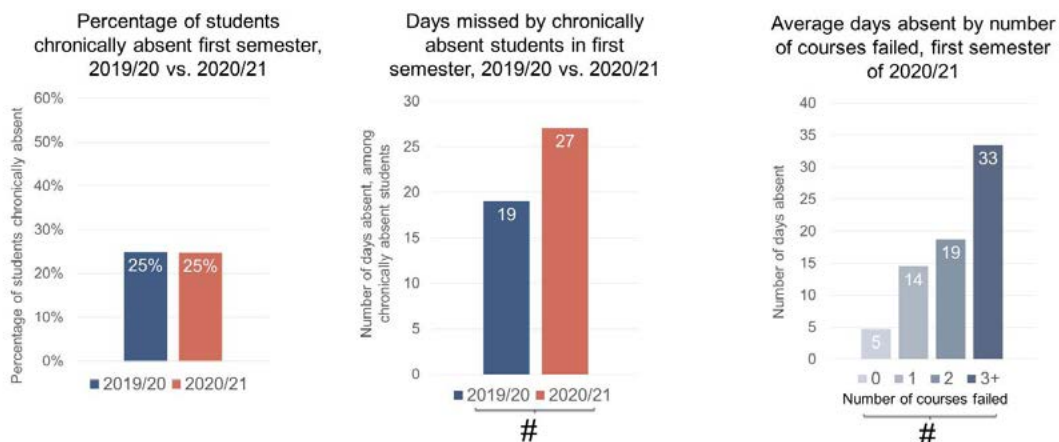


Bright spot: The District’s Data Research, Evaluation, and Assessment team has built out a strong set of data dashboards (pghschools.org/dashboards). The “Attendance Rates” dashboard provides up-to-date information about chronic absence and student attendance by school. For community organizations looking to support improvements at a school, knowing the current level of chronic absence can be an invaluable tool in doing root cause analysis with staff and families to help overcome barriers to school attendance.

Percentage of students chronically absent, by grade



Chronically absent students missed 8 more days on average than in prior year. Clear relationship between absences and course failure.

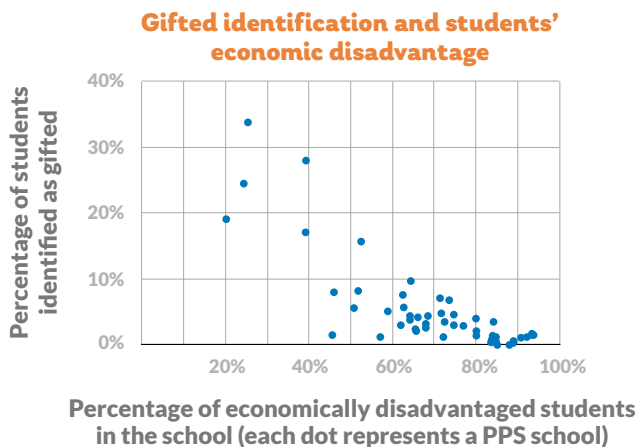


Suspension

Due to remote learning, suspensions in PPS fell dramatically to **46 suspensions total** over the school year. Given that there were so few suspensions, we do not report suspension data on the PPS school pages. We do report suspension data for charter schools, which offered in-person instruction for longer portions of the year. Charters also saw a pronounced decrease in suspensions.

A pattern of disproportionality persisted in PPS with **34 out of the 46 students suspended being Black**. Forty-three out of the 46 were economically disadvantaged, and 17 out of the 46 had individual education plans (IEPs) for special education, excluding “gifted” students.

Gifted identification



As in previous years, how many students were identified as “gifted” in a school was strongly correlated with the percentage of economically disadvantaged students in the school.

Additionally, racial disparities in gifted identification persist in PPS. White students were 6.4 times more likely to have a gifted IEP than Black students, 5 times more likely than Hispanic students, and nearly 3.5 times more likely than Asian and Multi-ethnic students. Students with gifted IEPs are automatically enrolled in Advanced Placement (AP) and Centers for Advanced Study (CAS) high school courses. Students not identified as gifted must receive a recommendation from a teacher and apply for the course.

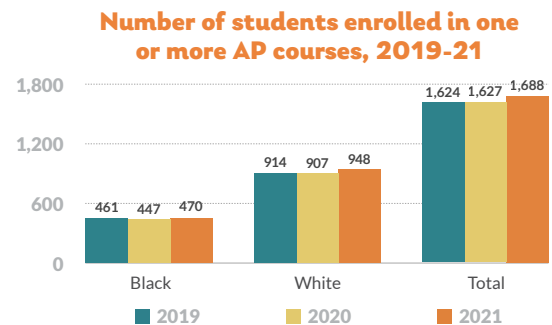
Advanced placement

AP course taking

We track student enrollment and success in AP courses year over year to understand the level of access students

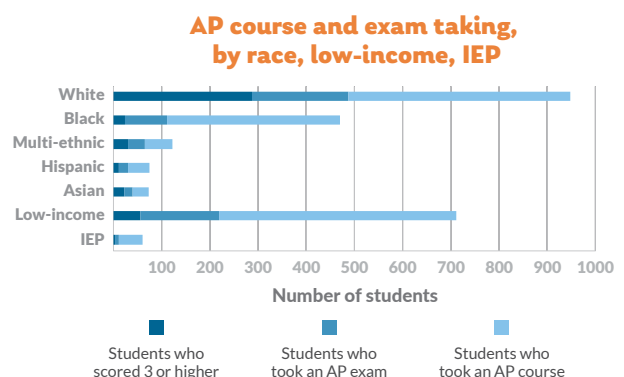
Race/ethnicity	Total students	Students with gifted IEP	Percentage of total with gifted IEP
Black	10,549	274	2.5%
White	6,421	1,038	16%
Hispanic	813	26	3.2%
Asian	744	64	8.6%
Multi-ethnic	1,856	157	8.5%

have to these more rigorous courses based on race. Overall, there was a small increase in the number of students taking AP courses since the 2019-20 school year, with a 5% increase in the number of Black students enrolled in AP courses in 2021, and a 4.5% increase in the number of White students taking AP courses in 2021. Asian and Multi-ethnic student enrollment in AP decreased slightly, while Hispanic student enrollment increased. While the overall increase in enrollment is encouraging, Black students are still under-enrolled in these courses by a significant amount based on overall enrollment numbers. This opportunity gap in AP course taking has an impact on both graduation rates and college persistence, according to research.



AP students eligible for college credit

On the graph below, you can see the total number of students, disaggregated by race, who took an AP course, took an AP exam, and scored 3 or higher, making them eligible for credits at many colleges. Notably, three-fourths of Black students who took an AP course did not sit for the exam. White and Asian students scored 3 or higher at much higher rates than Black and Hispanic students.

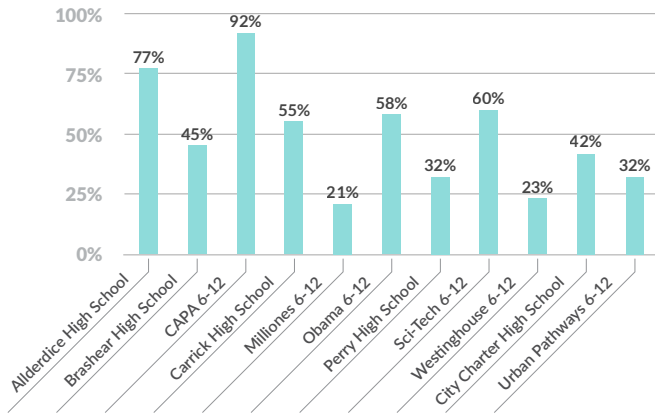


Executive summary 2021

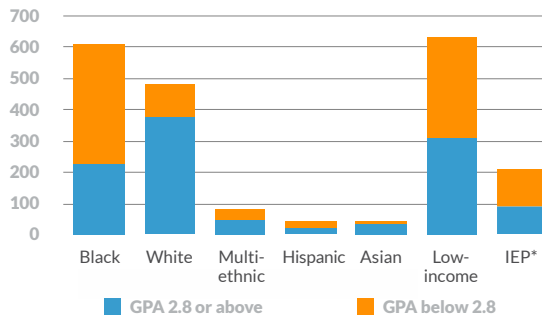


Bright spot: Nearly 70% of Westinghouse 6-12 students who took an AP course took the exam (34 out of 49 students). Black students at Westinghouse took the exam at more than twice the rate of Black students in the district who took the exam last year.

Percentage of seniors with GPA at or above 2.8, PPS and charter schools

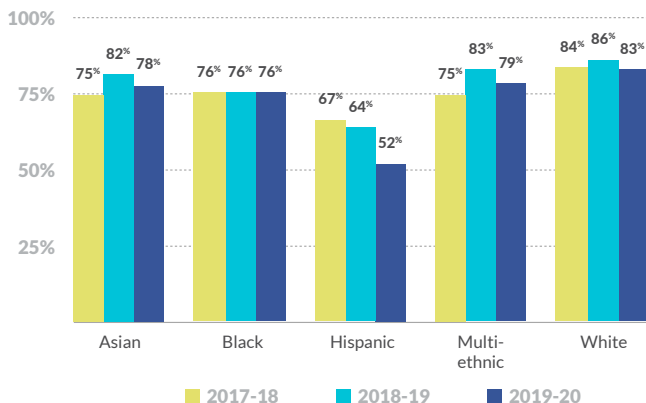


Number of PPS seniors by GPA status



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

PPS graduation rate over time, by race/ethnicity



Grade Point Average that meets college readiness standard

PPS, like many districts across the country, has adopted the "Redefining Ready!" indicators from AASA (the School Superintendents Association). According to research they've compiled (redefiningready.org/research-college-ready), a grade point average (GPA) of 2.8 or above is one of multiple indicators that can predict success in college.

The graph to the left shows seniors who had a GPA of 2.8 or above by school, including charter schools. For PPS schools, we also looked at the number of seniors with a 2.8 GPA or higher by race, which shows significant differences. Out of 1,268 seniors in 2020-21, 551 seniors did not have a 2.8 GPA.

Graduation rate

Overall, rates of graduation in 2020, the most recent year available, were down 2 percentage points from 2019, 80% to 78%, with the largest one-year decline occurring for Hispanic students. The 22% that did not graduate represents 381 students, the majority of whom are students of color.

Conclusion

We began this executive summary with a look at the potential need for additional student supports to get all students on track to meeting grade level standards, graduation, and post-secondary education success. In the past year, we launched Project +Us as a way to address the inequities we see and to rally the community to remove community-based barriers to student success. It's an all-in approach that recognizes that improving schools requires us to improve a broad range of community supports for children and families.

We hope you will join us in this effort. You can sign up to learn more about what's happening in your neighborhood or community at <https://bit.ly/plususvolunteer>. Together, we can support all children to succeed in school.

Methodology

The executive summary analysis was conducted using data in the full report and previous reports as well as additional public data from PDE and from PPS. See pages 122-123 for definitions and sources of information. The executive summary findings were developed by Sean Caulfield, data analyst for the report, and data interns Alec Harkins and Sam Dzunski from CMU Heinz College. ☺

About this report

This report contains data for each **Pittsburgh public school and all of the charter schools within the city** for the **2020-21** school year.

Please note: Some of the data we usually publish are not included this year, either because they don't exist, or they were not meaningful in a year that included seven months of virtual learning and three months of hybrid learning for PPS. Those indicators include suspension data for district schools, and state test data. The PSSA tests and Keystone exams were not administered by PPS during the 2020-21 school year.

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
- Selected community partners

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 122-123 for more information about any indicator.

Visit ourschoolspittsburgh.org for:

- An expanded version of the “Rising up” section in this report: more stories and links to relevant research
- Links to “Rising up” stories in the 2019 and 2020 reports
- An updated school choice and enrollment guide
- 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.

LEARN. LEAD. MAKE AN IMPACT.

Join today, visit
payoutadvocacy.org

The PA Youth Advocacy Network empowers and connects youth advocates and youth serving organizations across Pennsylvania for teen mental health.

Thank you to A+ Schools for their leadership in supporting teens and families.



PA Youth
Advocacy
Network

A program of



How to read this report

Pages are color-coded by level:

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

School offerings



Career and Technical Education



Magnet school or program



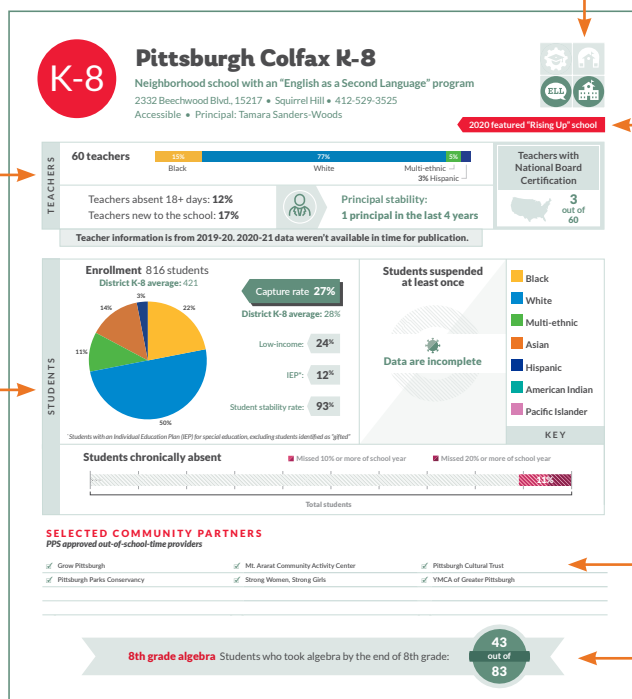
Regional site for English Language Learners



Neighborhood school

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?



Schools featured in the "Rising Up" section of the report are flagged on school pages. Find 2021 stories beginning on page 8, 2020 stories at ourschoolspittsburgh.org/2020-rising-up, and 2019 stories at ourschoolspittsburgh.org/2019-rising-up.

For more information on school partnerships, visit pghschools.org/ost.

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.)
- Please note: we don't report suspension for district schools because for most of the year, students weren't in school buildings. We report suspension for charter schools, which had different timelines for virtual and in-person school.
- Do students come to school regularly? Missing 10% of the school year—or two days a month—for any reason can negatively impact outcomes.

Achievement: K-8, 6-8, and 6-12

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

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.

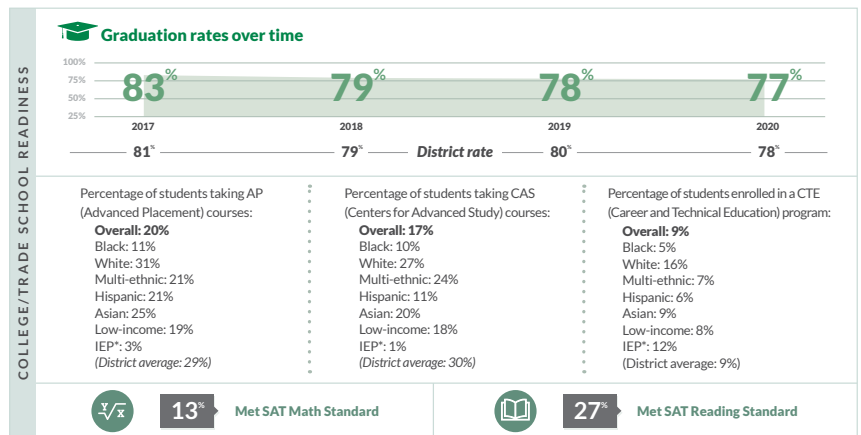
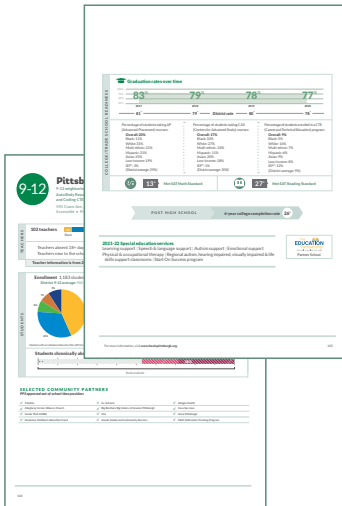
"Asian: 0" means less than 1% of a reportable subgroup of more than 10 Asian students.

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.

Call A+ Schools at 412-697-1298 or email us at info@aplussschools.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.

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?



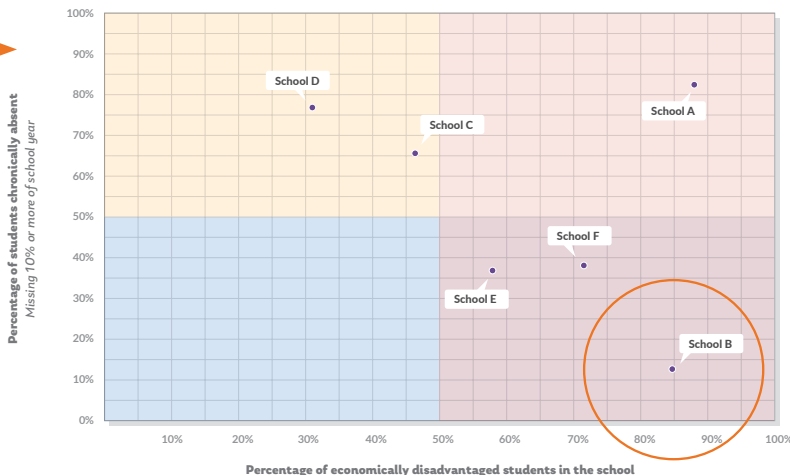
What percentage of the school's graduates completed college within six years?

POST HIGH SCHOOL

6-year college completion rate **26***

Chronic absenteeism and economic disadvantage

On the cover pages for each level, we report chronic absenteeism along with students' economic disadvantage, for each school. These graphs allow us to highlight schools that are supporting student attendance despite high levels of economic disadvantage. In general, you can read these graphs this way:



- High chronic absenteeism, low economic disadvantage
- Low chronic absenteeism, low economic disadvantage
- High chronic absenteeism, high economic disadvantage
- Low chronic absenteeism, high economic disadvantage

On this graph, "School B" is successfully supporting student attendance despite high levels of economic disadvantage.

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 (2021-22) and basic demographical information (2020-21) about these schools and centers, and Pittsburgh Online Academy 4-12 (a regular education cyber school). Please note: teacher numbers for PPS schools reflect the 2019-20 school year. Numbers for 2020-21 weren't available in time for publication.

Pittsburgh Clayton Academy 6-12*

Short-term alternative program for students who have been excluded or expelled, or need behavior support

1901 Clayton Ave., 15214 • Perry South • 412-529-6000
Accessible • Principal: Rhonda Brown
18 teachers • 28 students
Black: **75%**, White: **21%**, Multi-ethnic: **4%**, Low-income: **96%**

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 • 181 students
Black: **61%**, White: **31%**, Multi-ethnic: **6%**, Hispanic: **1%**
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 • 105 students
Black: **81%**, White: **10%**, Multi-ethnic: **10%**, Low-income: **84%**

Pittsburgh Online Academy 4-12

Online school using Odysseyware 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
101 students • Black: **32%**, White: **59%**, Multi-ethnic: **8%**, Asian: **1%**, Low-income: **37%**

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: **47%**, White: **39%**, Multi-ethnic: **6%**, Asian: **5%**, Hispanic: **2%**, Pacific Islander: **2%**, Low-income: **50%**

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 • 182 students
Black: **74%**, White: **15%**, Multi-ethnic: **5%**, Asian: **1%**, Hispanic: **4%**, Pacific Islander: **1%**, Low-income: **82%**

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: Joseph Oliphant
8 teachers • 165 students
Black: **92%**, White: **5%**, Multi-ethnic: **3%**
Low-income: **88%**

Provident Charter School

For students in grades 2 to 8 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
58 teachers • 311 students
Black: **25%**, White: **65%**, Multi-ethnic: **8%**, Hispanic: **2%**, Low-income: **41%**

*The Education Partnership provided school supplies.



For more information

Pittsburgh Public Schools Program for Students with Exceptionalities:

412-529-3135, pghschools.org/pse

Passport Academy Charter School: pacs.k12.com

Provident Charter School:
providentcharterschool.org




Pittsburgh's elementary schools

- In the 2020-21 school year: PPS had 23 K-5 schools.
- The average K-5 school had **268** students.
- **70%** of K-5 students were economically disadvantaged (receiving public assistance).
- **31%** 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**

Teacher information is from 2019-20. 2020-21 data weren't available in time for publication.

K-5 STUDENTS


Students chronically absent

Missed 10% or more of school year (hatched bar) | Missed 20% or more of school year (red bar)

24%

Total students

Students suspended at least once



Data are incomplete

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

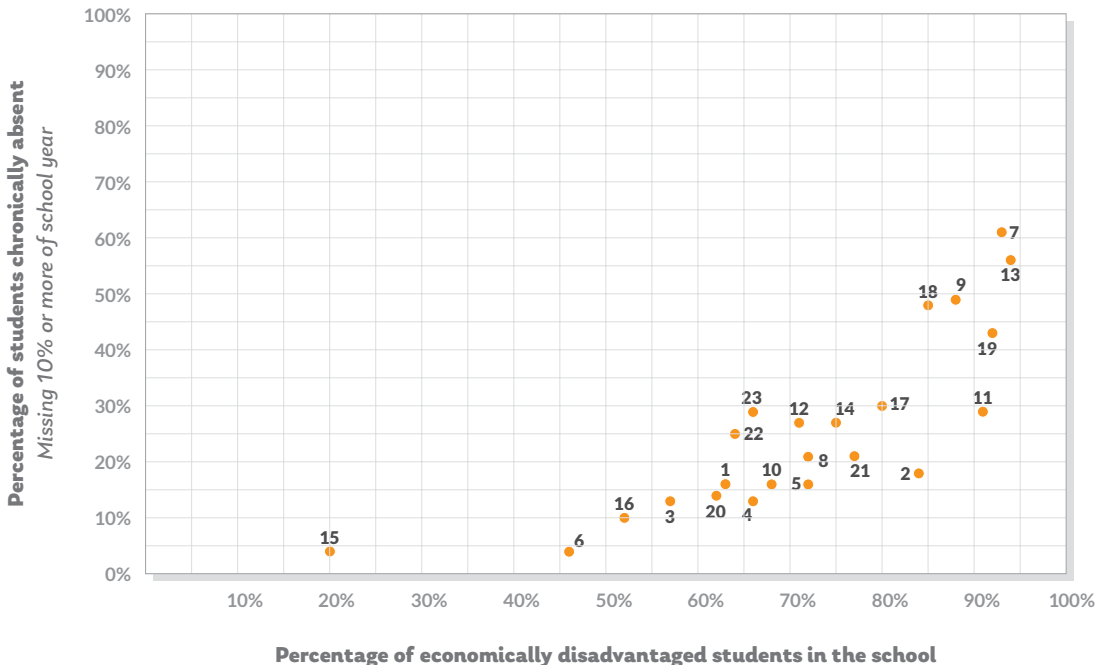
SCHOOL STABILITY

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

PRINCIPAL STABILITY 2018-21

12 K-5 schools had one principal. | 9 schools had two. | 2 schools had three.

CHRONIC ABSENCE AND STUDENTS' ECONOMIC DISADVANTAGE



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



2019 featured "Rising Up" school

TEACHERS

41 teachers

17% Black, 83% White, 1% Multi-ethnic, 1% Asian, 1% Hispanic

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

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

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

Teacher information is from 2019-20. 2020-21 data weren't available in time for publication.

STUDENTS

Enrollment 542 students
District K-5 average: 268

Capture rate: **n/a**
District K-5 average: 31%

Low-income: **63%**
IEP*: **20%**
Student stability rate: **98%**

Students suspended at least once

Data are incomplete

Students chronically absent

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

Total students

KEY

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

SELECTED COMMUNITY PARTNERS

PPS approved out-of-school-time providers

- Reading Is Fundamental Pittsburgh
- Sarah Heinz House
- Urban Impact Foundation
- YWCA Greater Pittsburgh
- Allegheny Center Alliance Church
- National Aviary
- Oasis Intergenerational Tutoring

2021-22 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 with National Board Certification: **1 out of 28**

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

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

Teacher information is from 2019-20. 2020-21 data weren't available in time for publication.

STUDENTS

Enrollment 266 students
District K-5 average: 268

Capture rate: **22%**
District K-5 average: 31%

Low-income: **84%**
IEP*: **17%**
Student stability rate: **92%**

Students suspended at least once

Data are incomplete

Students chronically absent

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

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"

SELECTED COMMUNITY PARTNERS

PPS approved out-of-school-time providers

- Communities in Schools Pittsburgh & Allegheny County
- Earthen Vessels Outreach
- Boy Scouts of America, Laurel Highlands Council
- Math Motivators Tutoring Program
- Neighborhood Learning Alliance
- Pittsburgh Soccer in the Community
- Schenley Heights Community Development Program
- Strong Women, Strong Girls
- United Methodist Church Union

2021-22 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

4% Black | 96% 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**

Teacher information is from 2019-20. 2020-21 data weren't available in time for publication.

STUDENTS

Enrollment 245 students
District K-5 average: 268

Capture rate: **35%**
District K-5 average: 31%

Low-income: **57%**
IEP*: **12%**
Student stability rate: **88%**

Students suspended at least once

Data are incomplete

Students chronically absent

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

13%

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"

SELECTED COMMUNITY PARTNERS

PPS approved out-of-school-time providers

✓ Adagio Health

✓ ESTEEM Group Inc.

✓ Grow Pittsburgh

2021-22 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: Lisa Gallagher



2019 and 2021 featured "Rising Up" school

TEACHERS

33 teachers

12% Black | 88% White

Teachers with National Board Certification: **3 out of 33**

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

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

Teacher information is from 2019-20. 2020-21 data weren't available in time for publication.

STUDENTS

Enrollment 332 students
District K-5 average: 268

Capture rate: **49%**
District K-5 average: 31%

Low-income: **66%**
IEP*: **20%**
Student stability rate: **94%**

Students suspended at least once

Data are incomplete

Students chronically absent

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

13% 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"

SELECTED COMMUNITY PARTNERS

PPS approved out-of-school-time providers

- Adagio Health
- Casa San Jose
- Latino Community Center
- Pittsburgh Ballet Theatre
- Pittsburgh Center for Arts and Media
- Pittsburgh Cultural Trust
- Strong Women, Strong Girls

2021-22 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

3% Black | 97% White

Teachers absent 18+ days: **5%**
Teachers new to the school: **10%**

Principal stability:
2 principals in the last 4 years

Teachers with National Board Certification:
2 out of 39

Teacher information is from 2019-20. 2020-21 data weren't available in time for publication.

STUDENTS

Enrollment 403 students
District K-5 average: 268

Capture rate **44%**
District K-5 average: 31%

Low-income: **72%**
IEP*: **20%**
Student stability rate: **93%**

Students suspended at least once

Data are incomplete

Students chronically absent

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

16%

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"

SELECTED COMMUNITY PARTNERS

PPS approved out-of-school-time providers

- Adagio Health
- Carnegie Library of Pittsburgh
- City of Pittsburgh Department of Parks and Recreation
- Neighborhood Learning Alliance
- Oasis Intergenerational Tutoring
- Pittsburgh Ballet Theatre

2021-22 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: Qualisha Zyhier



2019 featured "Rising Up" school

TEACHERS

32 teachers

25% Black | 75% White

Teachers with National Board Certification: **4 out of 32**

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

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

Teacher information is from 2019-20. 2020-21 data weren't available in time for publication.

STUDENTS

Enrollment 410 students
District K-5 average: 268

Capture rate: **n/a**
District K-5 average: 31%

Low-income: **46%**
IEP*: **13%**
Student stability rate: **99%**

Students suspended at least once

Data are incomplete

Students chronically absent

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

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

SELECTED COMMUNITY PARTNERS

PPS approved out-of-school-time providers

- ACH Clear Pathways
- Adagio Health
- Earthen Vessels Outreach
- Grow Pittsburgh
- Mawatu LLC
- Pittsburgh Cultural Trust
- Pittsburgh Public Theater
- Schenley Heights Community Development Program
- Strong Women, Strong Girls

2021-22 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 absent 18+ days: **14%**
Teachers new to the school: **7%**

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

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

Teacher information is from 2019-20. 2020-21 data weren't available in time for publication.

STUDENTS

Enrollment 469 students
District K-5 average: 268

Capture rate **39%**
District K-5 average: 31%

Low-income: **93%**
IEP*: **18%**
Student stability rate: **91%**

Students suspended at least once

Data are incomplete

Students chronically absent

61% Missed 10% or more of school year

Total students

KEY

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

SELECTED COMMUNITY PARTNERS

PPS approved out-of-school-time providers

- ✓ Bible Center Church
- ✓ Carnegie Library of Pittsburgh
- ✓ Homewood Children's Village
- ✓ Oasis Intergenerational Tutoring
- ✓ Pittsburgh Cultural Trust
- ✓ Pittsburgh Parks Conservancy
- ✓ Pittsburgh Public Theater
- ✓ Reading Is Fundamental Pittsburgh
- ✓ Strong Women, Strong Girls
- ✓ Tree Pittsburgh
- ✓ Women for a Healthy Environment

2021-22 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



2020 featured "Rising Up" school

TEACHERS

29 teachers

14% Black | 86% White

Teachers with National Board Certification: **0** out of 29

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

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

Teacher information is from 2019-20. 2020-21 data weren't available in time for publication.

STUDENTS

Enrollment 311 students
District K-5 average: 268

Capture rate: **19%**
District K-5 average: 31%

Low-income: **72%**
IEP*: **21%**
Student stability rate: **98%**

Students suspended at least once

Data are incomplete

Students chronically absent

Missed 10% or more of school year: **21%**
Missed 20% or more of school year: **21%**

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"

SELECTED COMMUNITY PARTNERS

PPS approved out-of-school-time providers

- ✓ Big Brothers Big Sisters of Greater Pittsburgh
- ✓ Earthen Vessels Outreach
- ✓ East End Cooperative Ministry
- ✓ Grow Pittsburgh
- ✓ Pittsburgh Ballet Theatre
- ✓ Pittsburgh Cultural Trust
- ✓ Schenley Heights Community Development Program
- ✓ Urban Impact Foundation

2021-22 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 absent 18+ days: **16%**
Teachers new to the school: **5%**

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

Teachers with National Board Certification: **2 out of 19**

Teacher information is from 2019-20. 2020-21 data weren't available in time for publication.

STUDENTS

Enrollment 200 students
District K-5 average: 268

Capture rate 34%
District K-5 average: 31%

Low-income: **88%**
IEP*: **23%**
Student stability rate: **94%**

Students suspended at least once

Data are incomplete

Students chronically absent

Missed 10% or more of school year: 49%
Missed 20% or more of school year: [unlabeled]

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"

SELECTED COMMUNITY PARTNERS

PPS approved out-of-school-time providers

- Adagio Health
- Neighborhood Learning Alliance
- Pittsburgh Cultural Trust

2021-22 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: **1 principal in the last 4 years**

Teacher information is from 2019-20. 2020-21 data weren't available in time for publication.

STUDENTS

Enrollment 384 students
District K-5 average: 268

Capture rate: **n/a**
District K-5 average: 31%

Low-income: **68%**
IEP*: **18%**
Student stability rate: **97%**

Students suspended at least once

Data are incomplete

Students chronically absent

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

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"

SELECTED COMMUNITY PARTNERS

PPS approved out-of-school-time providers

- Adagio Health
- ACH Clear Pathways
- Grow Pittsburgh
- Strong Women, Strong Girls
- Schenley Heights Community Development Program
- Earthen Vessels Outreach
- Center That CARES
- Boys & Girls Club of Western Pa

2021-22 Special education services

Learning support | Speech & language support | Autism support | Emotional support
Physical & occupational therapy | Regional autism 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 absent 18+ days: **14%**
Teachers new to the school: **10%**

Principal stability:
2 principals in the last 4 years

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

Teacher information is from 2019-20. 2020-21 data weren't available in time for publication.

STUDENTS

Enrollment 184 students
District K-5 average: 268

Capture rate **28%**
District K-5 average: 31%

Low-income: **91%**
IEP*: **18%**
Student stability rate: **92%**

Students suspended at least once

Data are incomplete

Students chronically absent

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

SELECTED COMMUNITY PARTNERS

PPS approved out-of-school-time providers

- Adagio Health
- Bible Center Church
- City of Pittsburgh Department of Parks and Recreation
- Elite Medical Consultants LLC
- Grow Pittsburgh
- Homewood Children's Village
- Neighborhood Learning Alliance
- Women for a Healthy Environment
- Earthen Vessels Outreach
- Pittsburgh Public Theater
- Carnegie Library of Pittsburgh

2021-22 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**

Teacher information is from 2019-20. 2020-21 data weren't available in time for publication.

STUDENTS

Enrollment 196 students
District K-5 average: 268

Capture rate: **n/a**
District K-5 average: 31%

Low-income: **71%**
IEP*: **22%**
Student stability rate: **95%**

Students suspended at least once

Data are incomplete

Students chronically absent

Missed 10% or more of school year: [Hatched bar]
Missed 20% or more of school year: **27%**

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"

SELECTED COMMUNITY PARTNERS

PPS approved out-of-school-time providers

- ✓ Carnegie Library of Pittsburgh
- ✓ Pittsburgh Ballet Theatre
- ✓ Pittsburgh Center for Arts and Media
- ✓ Pittsburgh Parks Conservancy
- ✓ Schenley Heights Community Development Program
- ✓ Strong Women, Strong Girls

2021-22 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**

Teacher information is from 2019-20. 2020-21 data weren't available in time for publication.

STUDENTS

Enrollment 194 students
District K-5 average: 268

Capture rate: **32%**
District K-5 average: 31%

Low-income: **94%**

IEP*: **19%**

Student stability rate: **97%**

Students suspended at least once

Data are incomplete

Students chronically absent

Missed 10% or more of school year	Missed 20% or more of school year
~44%	56%

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"

SELECTED COMMUNITY PARTNERS

PPS approved out-of-school-time providers

- Macedonia FACE

2021-22 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**

Teacher information is from 2019-20. 2020-21 data weren't available in time for publication.

STUDENTS

Enrollment 261 students
District K-5 average: 268

Capture rate **18%**
District K-5 average: 31%

Low-income: **75%**
IEP*: **30%**
Student stability rate: **92%**

Students suspended at least once

Data are incomplete

Students chronically absent

Missed 10% or more of school year: **27%**
Missed 20% or more of school year: **27%**

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"

SELECTED COMMUNITY PARTNERS

PPS approved out-of-school-time providers

- Adagio Health
- Grow Pittsburgh
- Pittsburgh Ballet Theatre
- Pittsburgh Cultural Trust
- Pittsburgh Parks Conservancy

2021-22 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 absent 18+ days: **5%**
Teachers new to the school: **0%**

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

Teachers with National Board Certification: **0 out of 22**

Teacher information is from 2019-20. 2020-21 data weren't available in time for publication.

STUDENTS

Enrollment 257 students
District K-5 average: 268

Capture rate: **n/a**
District K-5 average: 31%

Low-income: **20%**
IEP*: **13%**
Student stability rate: **97%**

Students suspended at least once

Data are incomplete

Students chronically absent

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

4% 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"

SELECTED COMMUNITY PARTNERS

PPS approved out-of-school-time providers

- Earthen Vessels Outreach
- Grow Pittsburgh
- Strong Women, Strong Girls

2021-22 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**

Teacher information is from 2019-20. 2020-21 data weren't available in time for publication.

STUDENTS

Enrollment 257 students
District K-5 average: 268

Capture rate **48%**
District K-5 average: 31%

Low-income: **52%**
IEP*: **20%**
Student stability rate: **96%**

Students suspended at least once

Data are incomplete

Students chronically absent

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

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"

SELECTED COMMUNITY PARTNERS

PPS approved out-of-school-time providers

- Adagio Health
- City of Pittsburgh Department of Parks and Recreation
- ESTEEM Group Inc.
- Grow Pittsburgh
- Oasis Intergenerational Tutoring
- Schenley Heights Community Development Program
- Strong Women, Strong Girls
- YMCA of Greater Pittsburgh

2021-22 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

8% Black | 92% White

Teachers with National Board Certification: **1** out of 25

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

Principal stability: **3 principals in the last 4 years**

Teacher information is from 2019-20. 2020-21 data weren't available in time for publication.

STUDENTS

Enrollment 236 students
District K-5 average: 268

Capture rate: **38%**
District K-5 average: 31%

Low-income: **80%**
IEP*: **23%**
Student stability rate: **89%**

Students suspended at least once

Data are incomplete

Students chronically absent

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

30%

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"

SELECTED COMMUNITY PARTNERS

PPS approved out-of-school-time providers

- Adagio Health
- Pittsburgh Ballet Theatre
- Strong Women, Strong Girls
- City of Pittsburgh Department of Parks and Recreation
- Pittsburgh Center for Arts and Media
- Neighborhood Learning Alliance
- Pittsburgh Cultural Trust

2021-22 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



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



Principal stability:
1 principal in the last 4 years

Teachers with National Board Certification



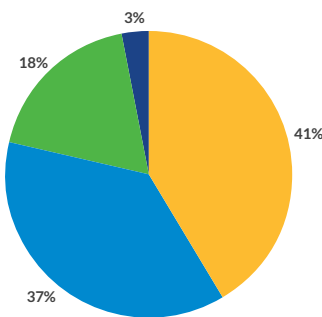
0
out of
20

Teacher information is from 2019-20. 2020-21 data weren't available in time for publication.

STUDENTS

Enrollment 121 students

District K-5 average: 268



Capture rate **29%**

District K-5 average: 31%

Low-income: **85%**

IEP*: **16%**

Student stability rate: **93%**

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

Students suspended at least once

Data are incomplete



KEY

Students chronically absent

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



Total students

SELECTED COMMUNITY PARTNERS

PPS approved out-of-school-time providers

- ✓ Big Brothers Big Sisters of Greater Pittsburgh
- ✓ His Place Ministries
- ✓ National Aviary
- ✓ Pittsburgh Ballet Theatre
- ✓ Strong Women, Strong Girls
- ✓ Tree Pittsburgh

2021-22 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

25%	65%	5%	5%
Black	White	Multi-ethnic	American Indian

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

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

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

Teacher information is from 2019-20. 2020-21 data weren't available in time for publication.

STUDENTS

Enrollment 167 students
 District K-5 average: 268

Capture rate: **23%**
 District K-5 average: 31%

Low-income: **92%**
 IEP*: **22%**
 Student stability rate: **97%**

Students suspended at least once

Data are incomplete

Students chronically absent

Missed 10% or more of school year: **43%**
 Missed 20% or more of school year: **43%**

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"

SELECTED COMMUNITY PARTNERS

PPS approved out-of-school-time providers

- Adagio Health
- Pittsburgh Cultural Trust
- University of Pittsburgh, Office of PittServes
- Macedonia FACE
- Center That CARES
- Reading Is Fundamental Pittsburgh
- Venture Outdoors
- Grow Pittsburgh
- Schenley Heights Community Development Program
- Homeless Children's Education Fund

2021-22 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**

Teacher information is from 2019-20. 2020-21 data weren't available in time for publication.

STUDENTS

Enrollment 166 students
District K-5 average: 268

Capture rate: **33%**
District K-5 average: 31%

Low-income: **62%**
IEP*: **23%**
Student stability rate: **97%**

Students suspended at least once

Data are incomplete

Students chronically absent

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"

SELECTED COMMUNITY PARTNERS

PPS approved out-of-school-time providers

- Adagio Health
- Grow Pittsburgh
- Neighborhood Learning Alliance
- Oasis Intergenerational Tutoring
- Urban Impact Foundation

2021-22 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

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**

Teacher information is from 2019-20. 2020-21 data weren't available in time for publication.

STUDENTS

Enrollment 209 students
District K-5 average: 268

Capture rate: **25%**
District K-5 average: 31%

Low-income: **77%**
IEP*: **22%**
Student stability rate: **95%**

Students suspended at least once

Data are incomplete

Students chronically absent

Missed 10% or more of school year: **21%**
Missed 20% or more of school year: **21%**

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"

SELECTED COMMUNITY PARTNERS

PPS approved out-of-school-time providers

- ESTEEM Group Inc.
- Oasis Intergenerational Tutoring
- Schenley Heights Community Development Program
- Strong Women, Strong Girls

2021-22 Special education services

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





Pittsburgh Whittier K-5

Neighborhood school

150 Meridan St., 15211 • Mt. Washington • 412-529-8211
Accessible • Principal: Holly Ballard



TEACHERS

19 teachers



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



Principal stability:
3 principals in the last 4 years

Teachers with National Board Certification



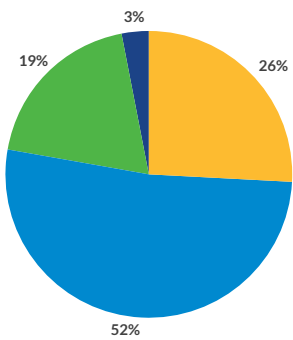
5
out of
19

Teacher information is from 2019-20. 2020-21 data weren't available in time for publication.

STUDENTS

Enrollment 159 students

District K-5 average: 268



Capture rate **42%**

District K-5 average: 31%

Low-income: **64%**

IEP*: **31%**

Student stability rate: **96%**

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

Students suspended at least once

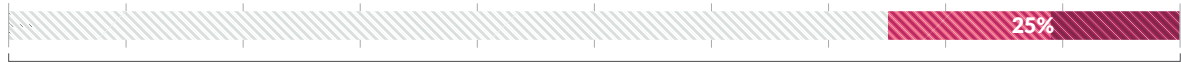
Data are incomplete

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

KEY

Students chronically absent

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



Total students

SELECTED COMMUNITY PARTNERS

PPS approved out-of-school-time providers

- Adagio Health
- ESTEEM Group Inc.
- Oasis Intergenerational Tutoring
- Strong Women, Strong Girls

2021-22 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: Michael Barbone



TEACHERS

17 teachers 100%
White

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

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

Teachers with National Board Certification: **0 out of 17**

Teacher information is from 2019-20. 2020-21 data weren't available in time for publication.

STUDENTS

Enrollment 192 students
District K-5 average: 268

Capture rate 19%
District K-5 average: 31%

Low-income: **66%**
IEP*: **14%**
Student stability rate: **96%**

Students suspended at least once

Data are incomplete

Students chronically absent

Missed 10% or more of school year
Missed 20% or more of school year: **29%**

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"

SELECTED COMMUNITY PARTNERS

PPS approved out-of-school-time providers

- Adagio Health
- Center That CARES
- Earthen Vessels Outreach
- Neighborhood Learning Alliance
- Pittsburgh Cultural Trust
- Pittsburgh Parks Conservancy
- Pittsburgh Soccer in the Community
- Schenley Heights Community Development Program

2021-22 Special education services

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






Pittsburgh's K-8 schools

- In the 2020-21 school year: PPS had 11 K-8 schools.
- The average K-8 school had 421 students.
- 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**

Teacher information is from 2019-20. 2020-21 data weren't available in time for publication.

K-8 STUDENTS

Students chronically absent

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

31%

Total students

Students suspended at least once

Data are incomplete

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

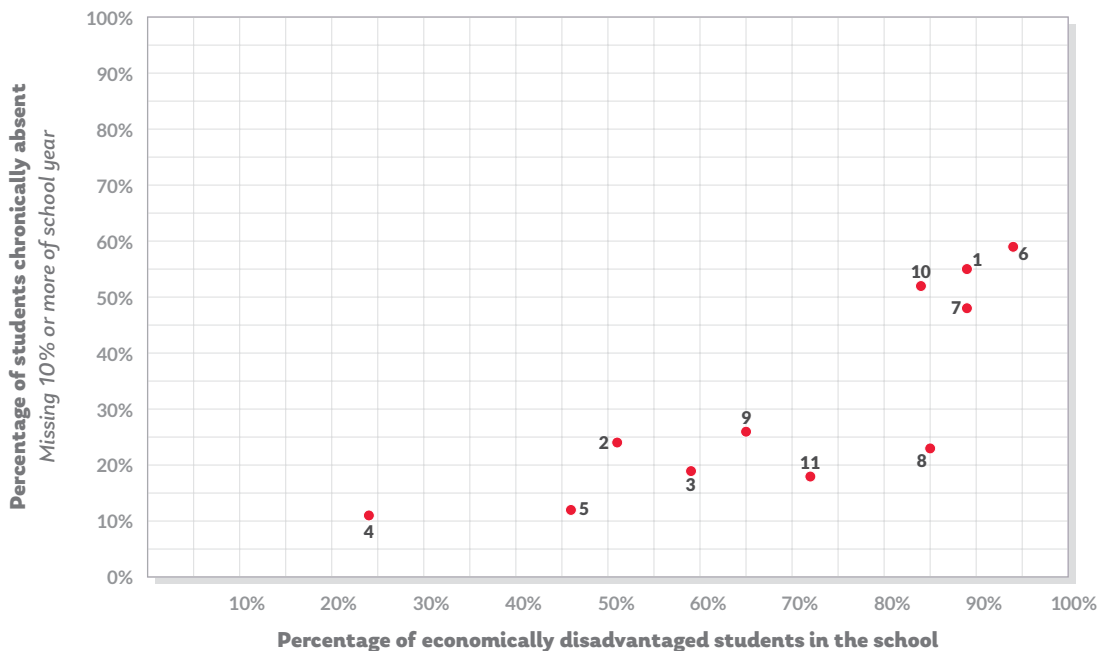
SCHOOL STABILITY Student stability rate: **94%** Teachers new to the school: **10%**

PRINCIPAL STABILITY 2018-21 5 K-8 schools had one principal. 4 schools had two. 2 schools had three.

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

95
out of
501

CHRONIC ABSENCE AND STUDENTS' ECONOMIC DISADVANTAGE



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



Pittsburgh Arlington PreK-8

Neighborhood school

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

Accessible • Principal: Heidi Tomasko



TEACHERS

37 teachers

3% Black | 97% White

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

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

Teachers with National Board Certification: **1 out of 37**

Teacher information is from 2019-20. 2020-21 data weren't available in time for publication.

STUDENTS

Enrollment 370 students
District K-8 average: 421

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

Low-income: **89%**
IEP*: **28%**
Student stability rate: **88%**

Students suspended at least once

Data are incomplete

Students chronically absent

Missed 10% or more of school year: 55%
Missed 20% or more of school year: [unlabeled]

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"

SELECTED COMMUNITY PARTNERS

PPS approved out-of-school-time providers

- Adagio Health
- Big Brothers Big Sisters of Greater Pittsburgh
- City of Pittsburgh Department of Parks and Recreation
- Grow Pittsburgh
- Hilltop Urban Farm
- Neighborhood Learning Alliance
- Reading is Fundamental Pittsburgh
- Strong Women, Strong Girls
- YWCA Greater Pittsburgh

8th grade algebra Students who took algebra by the end of 8th grade: **0 out of 45**

2021-22 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

8% Black | 92% White

Teachers with National Board Certification: **1** out of 37

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

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

Teacher information is from 2019-20. 2020-21 data weren't available in time for publication.

STUDENTS

Enrollment 449 students
District K-8 average: 421

Capture rate: **47%**
District K-8 average: 28%

Low-income: **51%**
IEP*: **22%**
Student stability rate: **94%**

Students suspended at least once

Data are incomplete

Students chronically absent

Missed 10% or more of school year: 24%

Missed 20% or more of school year: 24%

Total students

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

SELECTED COMMUNITY PARTNERS

PPS approved out-of-school-time providers

- Adagio Health
- City of Pittsburgh Department of Parks and Recreation
- Grow Pittsburgh
- Oasis Intergenerational Tutoring
- Pittsburgh Cultural Trust
- Strong Women, Strong Girls

8th grade algebra Students who took algebra by the end of 8th grade: **23** out of **51**

2021-22 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: Alexa Tokarski-Jones



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: **3 principals in the last 4 years**

Teacher information is from 2019-20. 2020-21 data weren't available in time for publication.

STUDENTS

Enrollment 552 students
District K-8 average: 421

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

Low-income: **59%**
IEP*: **22%**
Student stability rate: **98%**

Students suspended at least once

Data are incomplete

Students chronically absent

Missed 10% or more of school year: **19%**
Missed 20% or more of school year: **19%**

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"

SELECTED COMMUNITY PARTNERS

PPS approved out-of-school-time providers

- Adagio Health
- Allegheny Center Alliance Church
- Center That CARES
- Communitopia
- East End Cooperative Ministry
- Grow Pittsburgh
- Strong Women, Strong Girls
- YWCA Greater Pittsburgh
- Boys & Girls Club of Western Pa

8th grade algebra Students who took algebra by the end of 8th grade: **0 out of 51**

2021-22 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



2020 featured "Rising Up" school

TEACHERS

60 teachers

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

Teachers with National Board Certification: **3 out of 60**

Teachers absent 18+ days: **12%**
Teachers new to the school: **17%**

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

Teacher information is from 2019-20. 2020-21 data weren't available in time for publication.

STUDENTS

Enrollment 816 students
District K-8 average: 421

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

Low-income: **24%**
IEP*: **12%**
Student stability rate: **93%**

Students suspended at least once

Data are incomplete

Students chronically absent

Missed 10% or more of school year: **11%**
Missed 20% or more of school year: **11%**

Total students

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

SELECTED COMMUNITY PARTNERS

PPS approved out-of-school-time providers

- Grow Pittsburgh
- Mt. Ararat Community Activity Center
- Pittsburgh Cultural Trust
- Pittsburgh Parks Conservancy
- Strong Women, Strong Girls
- YMCA of Greater Pittsburgh

8th grade algebra Students who took algebra by the end of 8th grade: **43 out of 83**

2021-22 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**

Teacher information is from 2019-20. 2020-21 data weren't available in time for publication.

STUDENTS

Enrollment 352 students
District K-8 average: 421

Capture rate: **42%**
District K-8 average: 28%

Low-income: **46%**
IEP*: **18%**
Student stability rate: **97%**

Students suspended at least once

Data are incomplete

Students chronically absent

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

Total students: **12%**

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"

SELECTED COMMUNITY PARTNERS

PPS approved out-of-school-time providers

- Adagio Health
- Big Brothers Big Sisters of Greater Pittsburgh
- City of Pittsburgh Department of Parks and Recreation
- Grow Pittsburgh
- Pittsburgh Center for Arts and Media
- Pittsburgh Cultural Trust
- Strong Women, Strong Girls
- Tree Pittsburgh
- YMCA of Greater Pittsburgh

8th grade algebra Students who took algebra by the end of 8th grade: **14 out of 35**

2021-22 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: Dawn Gordon



TEACHERS

35 teachers

31% Black | 69% White

Teachers with National Board Certification: **1** out of 35

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

Principal stability: **3 principals in the last 4 years**

Teacher information is from 2019-20. 2020-21 data weren't available in time for publication.

STUDENTS

Enrollment 340 students
District K-8 average: 421

Capture rate: **21%**
District K-8 average: 28%

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

Students suspended at least once

Data are incomplete

Students chronically absent

Missed 10% or more of school year: **59%**
Missed 20% or more of school year: **59%**

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"

SELECTED COMMUNITY PARTNERS

PPS approved out-of-school-time providers

- Allegheny Center Alliance Church
- Carnegie Museum of Natural History
- Child Evangelism Fellowship
- Communities in Schools of Pittsburgh & Allegheny County
- National Aviary
- STEM Coding Lab
- Urban Impact Foundation
- Venture Outdoors
- City of Pittsburgh Department of Parks and Recreation
- Pittsburgh Ballet Theatre
- United Methodist Church Union
- Homeless Children's Education Fund

8th grade algebra Students who took algebra by the end of 8th grade: **0** out of **33**

2021-22 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



2021 featured "Rising Up" school

TEACHERS

58 teachers

7% Black, 88% White, 3% Multi-ethnic, 2% Hispanic

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

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

Teachers with National Board Certification: **4 out of 58**

Teacher information is from 2019-20. 2020-21 data weren't available in time for publication.

STUDENTS

Enrollment 502 students
District K-8 average: 421

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

Low-income: **89%**
IEP*: **31%**
Student stability rate: **95%**

Students suspended at least once

Data are incomplete

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

Students chronically absent

Missed 10% or more of school year: 48%
Missed 20% or more of school year: 48%

Total students

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

SELECTED COMMUNITY PARTNERS

PPS approved out-of-school-time providers

- Adagio Health
- ALCOSAN
- City of Pittsburgh Department of Parks and Recreation
- Elliott West-End Athletic Association
- Jasmine Nyree Campus
- Josh Gibson Foundation
- Oasis Intergenerational Tutoring
- Tree Pittsburgh
- Carnegie Library of Pittsburgh

8th grade algebra Students who took algebra by the end of 8th grade: **0 out of 53**

2021-22 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 • 412-529-3101
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**

Teacher information is from 2019-20. 2020-21 data weren't available in time for publication.

STUDENTS

Enrollment 191 students
District K-8 average: 421

Capture rate **25%**
District K-8 average: 28%

Low-income: **85%**
IEP*: **41%**
Student stability rate: **96%**

Students suspended at least once

Data are incomplete

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

Students chronically absent

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

23% Total students

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

SELECTED COMMUNITY PARTNERS

PPS approved out-of-school-time providers

- ✓ Communities in Schools of Pittsburgh & Allegheny County
- ✓ East End Cooperative Ministry
- ✓ Grow Pittsburgh
- ✓ National Aviary
- ✓ Urban Impact Foundation

8th grade algebra Students who took algebra by the end of 8th grade: **0 out of 20**

2021-22 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

5% Black | 95% White

Teachers with National Board Certification: **1** out of 22

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

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

Teacher information is from 2019-20. 2020-21 data weren't available in time for publication.

STUDENTS

Enrollment 252 students
District K-8 average: 421

Capture rate: **33%**
District K-8 average: 28%

Low-income: **65%**
IEP*: **24%**
Student stability rate: **93%**

Students suspended at least once

Data are incomplete

Students chronically absent

Missed 10% or more of school year: 26%
Missed 20% or more of school year: 26%

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"

SELECTED COMMUNITY PARTNERS

PPS approved out-of-school-time providers

- Adagio Health
- Carnegie Library of Pittsburgh

8th grade algebra Students who took algebra by the end of 8th grade: **0** out of **40**

2021-22 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

18% Black, 80% White, 2% Multi-ethnic

Teachers with National Board Certification: **1 out of 44**

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

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

Teacher information is from 2019-20. 2020-21 data weren't available in time for publication.

STUDENTS

Enrollment 550 students
District K-8 average: 421

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

Low-income: **84%**
IEP*: **22%**
Student stability rate: **95%**

Students suspended at least once

Data are incomplete

Students chronically absent

Missed 10% or more of school year: **52%**
Missed 20% or more of school year: **52%**

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"

SELECTED COMMUNITY PARTNERS

PPS approved out-of-school-time providers

- Allegheeny Center Alliance Church
- Allegheeny Youth Development
- Communities in Schools of Pittsburgh & Allegheny County
- Infinite Lifestyle Solutions
- National Aviary
- Pittsburgh Cultural Trust
- Urban Impact Foundation

8th grade algebra Students who took algebra by the end of 8th grade: **0 out of 61**

2021-22 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

4% Black | 96% White

Teachers with National Board Certification: **1 out of 27**

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

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

Teacher information is from 2019-20. 2020-21 data weren't available in time for publication.

STUDENTS

Enrollment 252 students
District K-8 average: 421

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

Low-income: **72%**
IEP*: **21%**
Student stability rate: **93%**

Students suspended at least once

Data are incomplete

Students chronically absent

18% Missed 20% or more of school year

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

SELECTED COMMUNITY PARTNERS

PPS approved out-of-school-time providers

- Adagio Health
- Art Expression Inc.
- Earthen Vessels Outreach
- Neighborhood Learning Alliance
- YWCA Greater Pittsburgh

8th grade algebra Students who took algebra by the end of 8th grade: **15 out of 29**

2021-22 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 2020-21 school year: PPS had 7 middle (6-8) schools.
- The average 6-8 school had **275** students.
- **71%** 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**

Teacher information is from 2019-20. 2020-21 data weren't available in time for publication.

6-8 STUDENTS

Students chronically absent

Missed 10% or more of school year (hatched bar), Missed 20% or more of school year (solid red bar)

24% Missed 20% or more of school year

Total students

Students suspended at least once

Data are incomplete

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

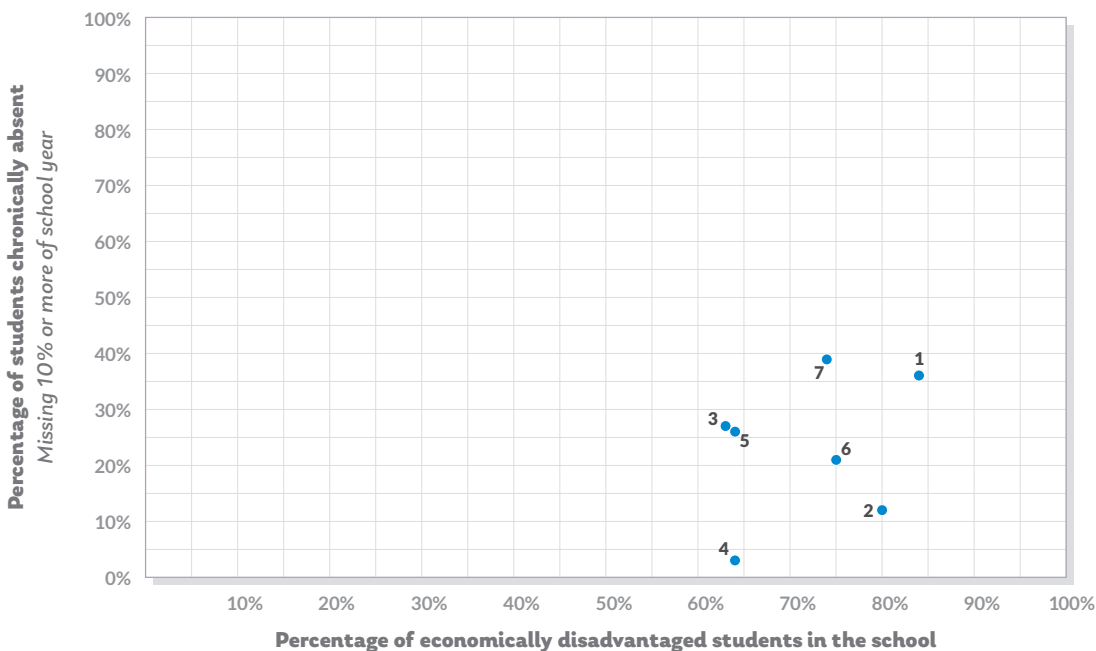
SCHOOL STABILITY Student stability rate: **96%** Teachers new to the school: **12%**

PRINCIPAL STABILITY 2018-21 6 6-8 schools had one principal. 1 school had two.

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

129
out of
627

CHRONIC ABSENCE AND STUDENTS' ECONOMIC DISADVANTAGE



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

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

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

Teacher information is from 2019-20. 2020-21 data weren't available in time for publication.

STUDENTS

Enrollment 171 students
District 6-8 average: 275

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

Low-income: **84%**
IEP*: **27%**
Student stability rate: **98%**

Students suspended at least once

Data are incomplete

Students chronically absent

Missed 10% or more of school year: 36%
Missed 20% or more of school year: [unlabeled]

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"

SELECTED COMMUNITY PARTNERS

PPS approved out-of-school-time providers

- ACH Clear Pathways
- Common Threads
- Communities in Schools of Pittsburgh & Allegheny County
- Gateway Medical Society/Journey to Medicine
- Mattress Factory
- Urban Impact Foundation
- Venture Outdoors
- YWCA Greater Pittsburgh

8th grade algebra Students who took algebra by the end of 8th grade: **9 out of 58**

2021-22 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



2019 featured "Rising Up" school

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**

Teacher information is from 2019-20. 2020-21 data weren't available in time for publication.

STUDENTS

Enrollment 150 students
District 6-8 average: 275

Capture rate: **25%**
District 6-8 average: 33%

Low-income: **80%**

IEP*: **26%**

Student stability rate: **96%**

Students suspended at least once

Data are incomplete

Students chronically absent

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

12%

Total students

KEY

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

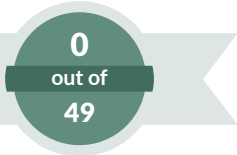
*Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"

SELECTED COMMUNITY PARTNERS

PPS approved out-of-school-time providers

- Big Brothers Big Sisters of Greater Pittsburgh
- City Theatre Company
- Communities in Schools of Pittsburgh & Allegheny County
- Grow Pittsburgh
- Mawatu LLC
- Neighborhood Learning Alliance
- Orange Arrow Players Association
- Pittsburgh Ballet Theatre
- Steel City Squash
- Boys & Girls Club of Western Pa

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



2021-22 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 absent 18+ days: **0%**
Teachers new to the school: **13%**

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

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

Teacher information is from 2019-20. 2020-21 data weren't available in time for publication.

STUDENTS

Enrollment 264 students
District 6-8 average: 275

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

Low-income: **63%**
IEP*: **32%**
Student stability rate: **97%**

Students suspended at least once

Data are incomplete

Students chronically absent

Missed 10% or more of school year: **27%**
Missed 20% or more of school year: **27%**

Total students

KEY

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

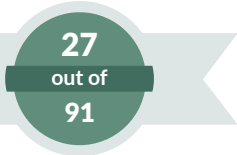
*Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"

SELECTED COMMUNITY PARTNERS

PPS approved out-of-school-time providers

- ✓ Big Brothers Big Sisters of Greater Pittsburgh
- ✓ Grow Pittsburgh
- ✓ Josh Gibson Foundation
- ✓ Tree Pittsburgh
- ✓ YWCA Greater Pittsburgh

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



2021-22 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



2019 featured "Rising Up" school

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**

Teacher information is from 2019-20. 2020-21 data weren't available in time for publication.

STUDENTS

Enrollment 247 students
District 6-8 average: 275

Capture rate **40%**
District 6-8 average: 33%

Low-income: **64%**
IEP*: **20%**
Student stability rate: **96%**

Students suspended at least once

Data are incomplete

Students chronically absent

Missed 10% or more of school year: **3%**
Missed 20% or more of school year: **3%**

Total students

KEY

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

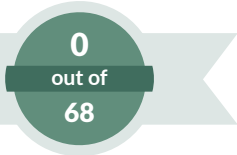
*Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"

SELECTED COMMUNITY PARTNERS

PPS approved out-of-school-time providers

- Big Brothers Big Sisters of Greater Pittsburgh
- Center That CARES
- Gateway Medical Society/Journey to Medicine
- Grow Pittsburgh
- His Place Ministries
- Pittsburgh Public Theater
- Schenley Heights Community Development Program
- Urban Impact Foundation
- Tree Pittsburgh

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



2021-22 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



2020 featured "Rising Up" school

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**

Teacher information is from 2019-20. 2020-21 data weren't available in time for publication.

STUDENTS

Enrollment 338 students
District 6-8 average: 275

Capture rate: **42%**
District 6-8 average: 33%

Low-income: **64%**
IEP*: **18%**
Student stability rate: **96%**

Students suspended at least once

Data are incomplete

Students chronically absent

Missed 10% or more of school year: 26%
Missed 20% or more of school year: 26%

Total students

KEY

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

SELECTED COMMUNITY PARTNERS

PPS approved out-of-school-time providers

- ✓ Orange Arrow Players Association

8th grade algebra Students who took algebra by the end of 8th grade: **43 out of 102**

2021-22 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

17% Black, 78% White, 5% Hispanic

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**

Teacher information is from 2019-20. 2020-21 data weren't available in time for publication.

STUDENTS

Enrollment 463 students
District 6-8 average: 275

Capture rate: **35%**
District 6-8 average: 33%

Low-income: **75%**
IEP*: **24%**
Student stability rate: **93%**

Students suspended at least once

Data are incomplete

Students chronically absent

Missed 10% or more of school year: **21%**
Missed 20% or more of school year: **21%**

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"

SELECTED COMMUNITY PARTNERS

PPS approved out-of-school-time providers

- ✓ Casa San Jose
- ✓ Center That CARES
- ✓ East End Cooperative Ministry
- ✓ Grow Pittsburgh
- ✓ Latino Community Center
- ✓ Planned Parenthood of Western PA

8th grade algebra Students who took algebra by the end of 8th grade: **23 out of 161**

2021-22 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 absent 18+ days: **9%**
Teachers new to the school: **22%**

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

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

Teacher information is from 2019-20. 2020-21 data weren't available in time for publication.

STUDENTS

Enrollment 295 students
District 6-8 average: 275

Capture rate **19%**
District 6-8 average: 33%

Low-income: **74%**
IEP*: **26%**
Student stability rate: **95%**

Students suspended at least once

Data are incomplete

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

Students chronically absent

Missed 10% or more of school year: 39%
Missed 20% or more of school year: 39%

Total students

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

SELECTED COMMUNITY PARTNERS

PPS approved out-of-school-time providers

- Adagio Health
- Center That CARES
- Gateway Medical Society/Journey to Medicine
- Mt. Ararat Community Activity Center
- YWCA Greater Pittsburgh

8th grade algebra Students who took algebra by the end of 8th grade: **27 out of 98**

2021-22 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 2020-21 school year: PPS had 5 6-12 schools.
- The average 6-12 school had **671** students.
- **53%** of 6-12 school students were economically disadvantaged (receiving public assistance).
- **21%** of 6-12 school students attended their school of assignment ("capture rate").
(Data represent the two neighborhood schools.)

6-12 TEACHING/ COUNSELING

281 teachers

14% Black 83% White 1% Asian 2% Hispanic

Teachers with National Board Certification: 28 **Average counselor/student ratio: 1/179**

Teacher information is from 2019-20. 2020-21 data weren't available in time for publication.

6-12 STUDENTS

Students chronically absent

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

Total students

Students suspended at least once

Data are incomplete

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

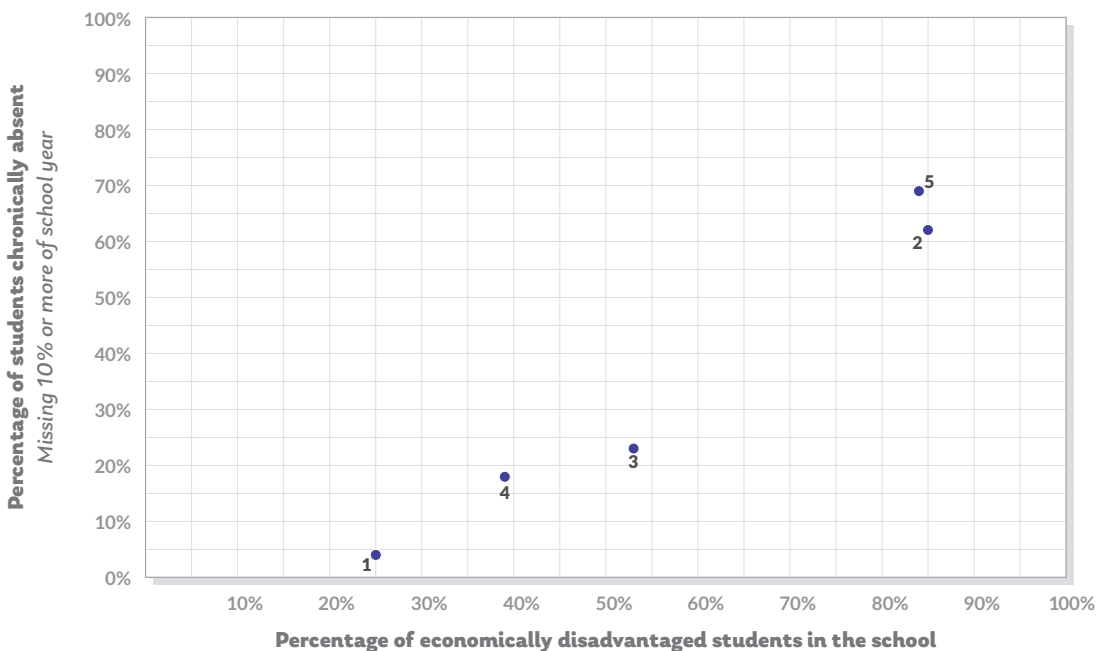
SCHOOL STABILITY Student stability rate: **96%** Teachers new to the school: **15%**

PRINCIPAL STABILITY 2018-21 **3** 6-12 schools had one principal. **1** school had two. **1** school had five.

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

143
out of
441

CHRONIC ABSENCE AND STUDENTS' ECONOMIC DISADVANTAGE



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



Pittsburgh CAPA 6-12

Creative & Performing Arts magnet school

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

Accessible • Principal: Melissa Pearlman



TEACHERS

59 teachers

5% Black 93% White 2% Hispanic

Teachers absent 18+ days: **10%**
Teachers new to the school: **12%**

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

Teachers with National Board Certification: **16 out of 59**

Teacher information is from 2019-20. 2020-21 data weren't available in time for publication.

STUDENTS

Enrollment 863 students
District 6-12 average: 671

Capture rate **n/a**
District 6-12 average: 21%

Low-income: **25%**
IEP*: **6%**
Student stability rate: **99%**

Students suspended at least once

Data are incomplete

Students chronically absent

4% Missed 10% 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"

SELECTED COMMUNITY PARTNERS

PPS approved out-of-school-time providers

- ✓ A+ Schools
- ✓ Adagio Health
- ✓ Bloomfield-Garfield Corporation
- ✓ Center That CARES
- ✓ CGI
- ✓ Communitopia
- ✓ Penn State Outreach
- ✓ Pittsburgh Public Theater
- ✓ Schenley Heights Community Development Program
- ✓ Student Conservation Association
- ✓ Women & Girls Foundation
- ✓ Three Rivers Rowing Association

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

51
out of
124

 **Graduation rates over time**



Percentage of students taking AP (Advanced Placement) courses:

- Overall: 64%**
- Black: 45%
- White: 71%
- Multi-ethnic: 67%
- Hispanic: 75%
- Asian: n/a
- Low-income: 71%
- IEP*: 19%
- (District average: 29%)

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

- Overall: 67%**
- Black: 63%
- White: 69%
- Multi-ethnic: 72%
- Hispanic: 63%
- Asian: n/a
- Low-income: 83%
- IEP*: 27%
- (District average: 30%)

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

Overall: n/a



59%

Met SAT Math Standard



86%

Met SAT Reading Standard

POST HIGH SCHOOL

6-year college completion rate **57***

2021-22 Special education services

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





Pittsburgh Milliones 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: **5 principals in the last 4 years**

Teacher information is from 2019-20. 2020-21 data weren't available in time for publication.

STUDENTS

Enrollment 330 students
 District 6-12 average: 671

Capture rate **18%**
 District 6-12 average: 21%

Low-income: **85%**
 IEP*: **29%**
 Student stability rate: **93%**

Students suspended at least once

Data are incomplete

Students chronically absent

Missed 10% or more of school year: **62%**
 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"

SELECTED COMMUNITY PARTNERS

PPS approved out-of-school-time providers

- Adagio Health
- CGI
- Macedonia FACE
- Queen's Gambit Chess Institute
- Steeltown Entertainment Project
- Student Conservation Association
- Urban League of Greater Pittsburgh
- University of Pittsburgh: Pittsburgh Admissions Collaboration
- Bloomfield-Garfield Corporation
- Penn State Outreach
- Venture Outdoors
- Schenley Heights Community Development Program

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

1
out of
29

 **Graduation rates over time**



Percentage of students taking AP (Advanced Placement) courses:

- Overall: 22%**
- Black: 20%
- White: 21%
- Multi-ethnic: 25%
- Hispanic: n/a
- Asian: n/a
- Low-income: 23%
- IEP*: 9%
- (District average: 29%)

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

- Overall: 19%**
- Black: 18%
- White: 21%
- Multi-ethnic: 25%
- Hispanic: n/a
- Asian: n/a
- Low-income: 20%
- IEP*: 5%
- (District average: 30%)

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

- Overall: 11%**
- Black: 11%
- White: 14%
- Multi-ethnic: 8%
- Hispanic: n/a
- Asian: n/a
- Low-income: 12%
- IEP*: 9%
- (District average: 9%)



4%

Met SAT Math Standard



8%

Met SAT Reading Standard

POST HIGH SCHOOL

6-year college completion rate

7*

2021-22 Special education services

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



TEACHERS

71 teachers

15% Black | 80% White | 3% Asian | 1% Hispanic

Teachers absent 18+ days: **6%**
Teachers new to the school: **10%**

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

Teachers with National Board Certification: **4 out of 71**

Teacher information is from 2019-20. 2020-21 data weren't available in time for publication.

STUDENTS

Enrollment 859 students
District 6-12 average: 671

Capture rate: **n/a**
District 6-12 average: 21%

Low-income: **53%**
IEP*: **13%**
Student stability rate: **98%**

Students suspended at least once

Data are incomplete

Students chronically absent

Missed 10% or more of school year: **23%**
Missed 20% or more of school year: **23%**

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"

SELECTED COMMUNITY PARTNERS

PPS approved out-of-school-time providers

- Adagio Health
- Center That CARES
- Gateway Medical Society/Journey to Medicine
- Mt. Ararat Community Activity Center
- Advance African Development, Inc.
- CGI
- Grow Pittsburgh
- Pittsburgh Public Theater
- Bloomfield-Garfield Corporation
- Communitopia
- NextGen:Pgh
- Ruth's Way, Inc.

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



 **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: 34%
Black: 28%
White: 49%
Multi-ethnic: 35%
Hispanic: n/a
Asian: n/a
Low-income: 33%
IEP*: 22%
(District average: 30%)

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



29%

Met SAT Math Standard



44%

Met SAT Reading Standard

POST HIGH SCHOOL

6-year college completion rate **45***

2021-22 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**

Teacher information is from 2019-20. 2020-21 data weren't available in time for publication.

STUDENTS

Enrollment 596 students
District 6-12 average: 671

Capture rate: **n/a**
District 6-12 average: 21%

Low-income: **39%**
IEP*: **8%**
Student stability rate: **98%**

Students suspended at least once

Data are incomplete

Students chronically absent

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

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"

SELECTED COMMUNITY PARTNERS

PPS approved out-of-school-time providers

- Big Brothers Big Sisters of Greater Pittsburgh
- Bloomfield-Garfield Corporation
- Carnegie Mellon University—Leonard Gelfand Center
- University of Pittsburgh Center for Urban Education
- CGI
- Gateway Medical Society/Journey to Medicine
- Penn State Outreach
- Student Conservation Association
- Steel City Squash
- Orange Arrow Players Association
- Center That CARES
- University of Pittsburgh: Pittsburgh Admissions Collaboration

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

50
out of
81

 **Graduation rates over time**



Percentage of students taking AP (Advanced Placement) courses:

- Overall: 50%**
- Black: 43%
- White: 54%
- Multi-ethnic: 55%
- Hispanic: n/a
- Asian: 59%
- Low-income: 51%
- IEP*: 35%
- (District average: 29%)

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

- Overall: 14%**
- Black: 19%
- White: 5%
- Multi-ethnic: 33%
- Hispanic: n/a
- Asian: 0%
- Low-income: 16%
- IEP*: 19%
- (District average: 30%)

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

Overall: n/a



66%

Met SAT Math Standard



76%

Met SAT Reading Standard

POST HIGH SCHOOL

6-year college completion rate **50***

2021-22 Special education services

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





Pittsburgh Westinghouse Academy 6-12

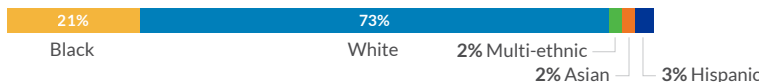
Neighborhood school with Emergency Response Technology; Health Careers Technology; Culinary Arts; Cosmetology; Carpentry; and Business Administration, Sports, and Entertainment CTE programs

1101 N. Murtland Ave., 15208 • Homewood • 412-529-3940 • Accessible • Principal: Stephan Sereda



TEACHERS

66 teachers



Teachers with National Board Certification



Teachers absent 18+ days: **3%**
Teachers new to the school: **15%**

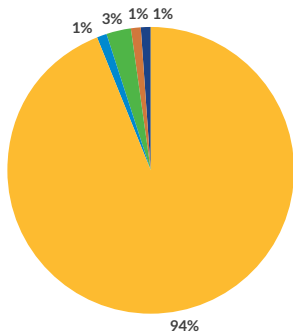


Principal stability:
2 principals in the last 4 years

Teacher information is from 2019-20. 2020-21 data weren't available in time for publication.

STUDENTS

Enrollment 708 students
District 6-12 average: 671



Capture rate **23%**

District 6-12 average: 21%

Low-income: **84%**

IEP*: **29%**

Student stability rate: **91%**

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

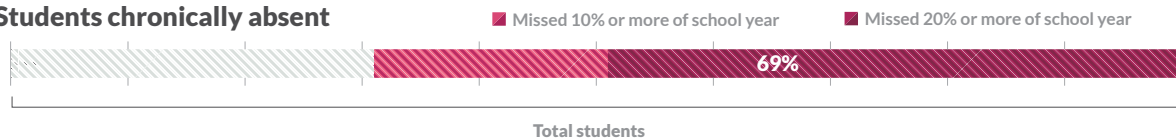
Students suspended at least once



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

KEY

Students chronically absent



SELECTED COMMUNITY PARTNERS

PPS approved out-of-school-time providers

- | | | |
|---|---|--|
| <input checked="" type="checkbox"/> Bloomfield-Garfield Corporation | <input checked="" type="checkbox"/> Carnegie Mellon University—Leonard Gelfand Center | <input checked="" type="checkbox"/> CGI |
| <input checked="" type="checkbox"/> Communitopia | <input checked="" type="checkbox"/> Penn State Outreach | <input checked="" type="checkbox"/> Pittsburgh Cultural Trust |
| <input checked="" type="checkbox"/> Pittsburgh Parks Conservancy | <input checked="" type="checkbox"/> Ruth's Way, Inc. | <input checked="" type="checkbox"/> Grow Pittsburgh |
| <input checked="" type="checkbox"/> Pittsburgh Public Theater | <input checked="" type="checkbox"/> Mt. Ararat Community Activity Center | <input checked="" type="checkbox"/> Pittsburgh Center for Arts and Media |

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

11 out of 92

 **Graduation rates over time**



Percentage of students taking AP (Advanced Placement) courses:

- Overall: 11%**
- Black: 10%
- White: n/a
- Multi-ethnic: 17%
- Hispanic: n/a
- Asian: n/a
- Low-income: 12%
- IEP*: 2%
- (District average: 29%)

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

- Overall: 11%**
- Black: 12%
- White: n/a
- Multi-ethnic: 0%
- Hispanic: n/a
- Asian: n/a
- Low-income: 13%
- IEP*: 3%
- (District average: 30%)

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

- Overall: 28%**
- Black: 26%
- White: n/a
- Multi-ethnic: 33%
- Hispanic: n/a
- Asian: n/a
- Low-income: 28%
- IEP*: 28%
- (District average: 9%)



4%

Met SAT Math Standard



8%

Met SAT Reading Standard

POST HIGH SCHOOL

6-year college completion rate

9*

2021-22 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

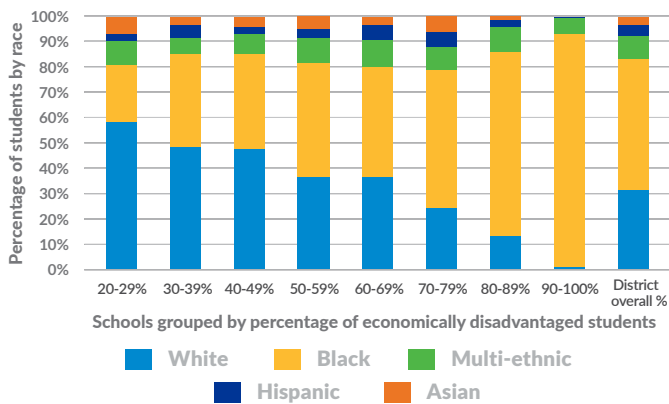


Segregation in Pittsburgh's schools: How inequities persist

Segregation has been illegal in Pennsylvania's schools since 1881. However, segregated schools have been part of life for Pittsburgh's children since the inception of public education. In 1968 the district was ordered to desegregate by the Pennsylvania Human Rights Commission. Since then, a variety of attempts to ameliorate segregation—bussing, open enrollment, magnet schools, building larger integrated high schools—have not adequately addressed the issue.¹ In 2020-21, approximately 22% of Black students attended public schools (district and charter) with student populations that were 90% Black or Brown.

The link between race and poverty in our region, coupled with school segregation, means that Black students are more likely than White students to attend PPS schools with high concentrations of children in poverty. The graph below groups schools by levels of family poverty, from the lowest range (20-29%) to the highest range (90-100%). Each bar represents the students, by their race/ethnicity, who attend the schools that fall into each of those ranges.

Racial and economic segregation in Pittsburgh schools, 2020-21



Looking more closely at the data we find:

- The 3 schools where the percentage of economically disadvantaged students fell between 20-29% were Montessori PreK-5, Colfax K-8, and CAPA 6-12. Overall those schools served 1,127 White students, 433 Black students, 179 Multi-ethnic students, 144 Asian students, and 45 Hispanic students.
- The 5 schools in the 90-99% range were Faison K-5, Lincoln PreK-5, Miller PreK-5, Weil PreK-5, and King PreK-8. Overall, there were 21 White students, 1,236 Black students, 85 Multi-ethnic students, and a few Hispanic and Asian students.

Why does this matter?

Research on segregation and its impacts, funded by the Washington Center for Equitable Growth, has demonstrated a variety of ways in which persistent segregation harms students and communities.² “In the decades following the Supreme Court’s decision in Brown, economic and other social scientific research substantiated the decision’s key finding that separate schools are inherently unequal—in terms of school resources, learning opportunities, curricular quality, stereotypes, access to social networks, and academic performance.”

Another recent study found that “the association between racial segregation and achievement gaps appears to operate entirely through racial economic segregation.”³ Said another way, segregation matters because it concentrates Black and Hispanic students in high-poverty schools, not because of the racial composition of their schools. This implies that segregation continues to create unequal educational opportunities, including access to rigorous courses and curricula, higher concentrations of novice or chronically absent teachers, and insufficient resources to meet the needs of students who come from neighborhoods with lower access to high quality early childhood education.⁴

Conversely, desegregation produces large improvements in academic outcomes for economically and racially marginalized students. One study finds that Black students who attended desegregated schools from K-12 stayed in high school for one additional year and were 30% more likely to graduate than their peers in segregated schools.⁵

What’s causing our schools to be segregated?

A recent study by the Urban Institute found school segregation is driven by school choice, residential housing sorting, and school policies that perpetuate racial and ethnic segregation through attendance boundary lines. Said another way, if your neighborhoods are segregated and the school board draws lines that match the neighborhoods, then schools will be more segregated.

By the time students get to high school, we see stark differences in who’s enrolling in what type of school. In Pittsburgh, the vast majority of Black and Brown PPS students attend neighborhood high schools (many of which have partial magnet programs). A majority of White students attend selective magnet schools (CAPA, Obama 6-12, and Sci-Tech 6-12) and private schools. Approximately 70% of charter 6-12 and 9-12 school enrollment is made up of Black and Brown students.

As the school board looks at how it can address critical issues of equity in the coming months, it will be important to have a conversation, grounded in the numbers, about how the current system of segregation is impacting student achievement. You can take action by sharing this information with your neighbors, community organizations, and school board members, and demand that we create more racially and economically integrated schools. ☺

Key differences between neighborhood, magnet, and charter high schools

High school type	2020-21 Low-income students	2020-21 Students with IEPs excluding “gifted”	2019 Average per-pupil spending
Neighborhood	70%	31%	\$20,389
Selective magnet	39%	9%	\$21,064
Charter	60%	20%	\$18,361

¹ For an overview of the history of segregation in Pittsburgh, WESA’s 2018 Dividing Lines series provides an in-depth look at how we got to where we are: wesa.fm/education/2018-10-19/an-unsuccessful-30-year-effort-to-desegregate-pittsburgh-public-schools.

² *U.S. school segregation in the 21st Century: Causes, consequences, and solutions*. McGrew, 2019 (equitablegrowth.org/research-paper/u-s-school-segregation-in-the-21st-century/).

³ Reardon, Weathers, Fahle, Jang, & Kalogrides, 2021.

⁴ Reardon, Weathers, Fahle, Jang, & Kalogrides, 2021.

⁵ Johnson, *Children of the Dream: Why School Integration Works*, 2019.




Pittsburgh's high schools

- In the 2020-21 school year: PPS had 4 high (9-12) schools.
- The average 9-12 school had **910** students.
- **58%** of 9-12 school students were economically disadvantaged (receiving public assistance).
- **39%** 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

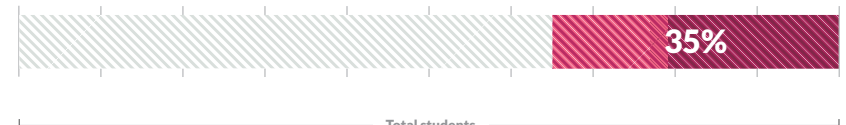
Teachers with National Board Certification: 22  **Average counselor/student ratio: 1/184**

Teacher information is from 2019-20. 2020-21 data weren't available in time for publication.

9-12 STUDENTS


Students chronically absent

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



Total students

Students suspended at least once



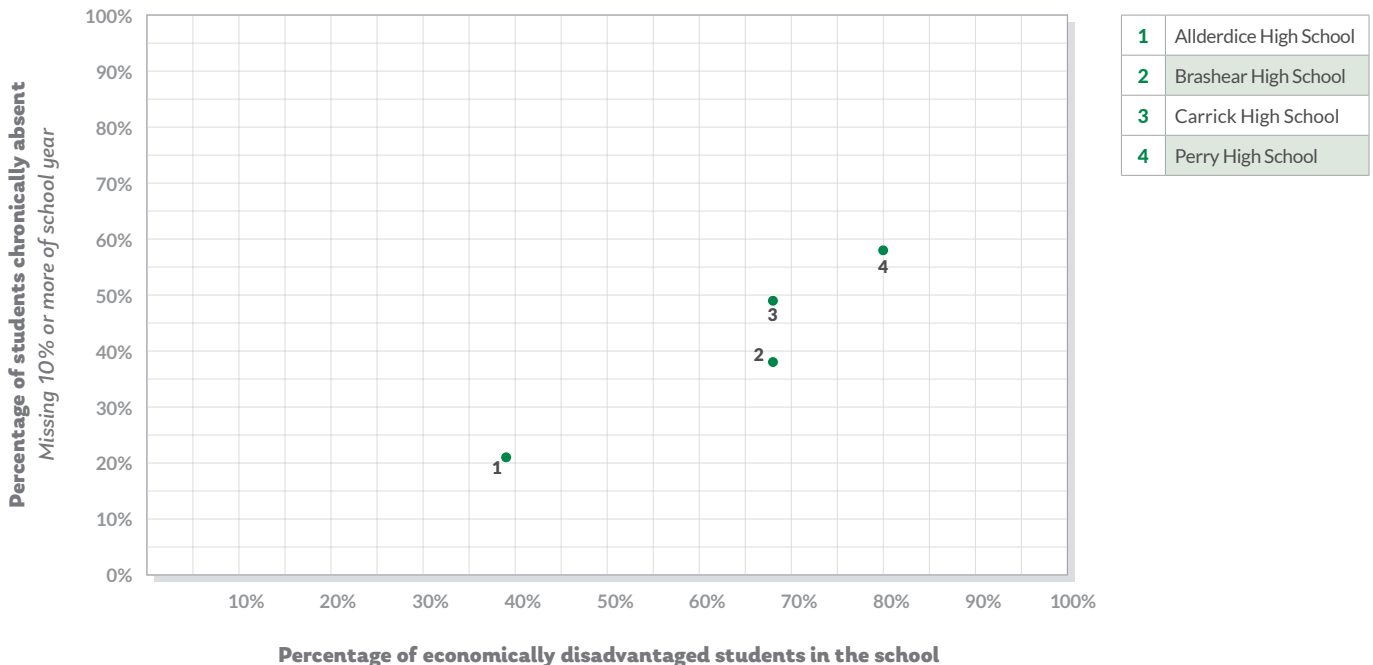
Data are incomplete

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

SCHOOL STABILITY Student stability rate: **90%** Teachers new to the school: **5%**

PRINCIPAL STABILITY 2018-21 **3** 9-12 schools had one principal. **1** school had three.

CHRONIC ABSENCE AND STUDENTS' ECONOMIC DISADVANTAGE





Pittsburgh Allderdice 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

95% White, 1% Black, 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: **1 principal in the last 4 years**

Teacher information is from 2019-20. 2020-21 data weren't available in time for publication.

STUDENTS

Enrollment 1,430 students
 District 9-12 average: 910

Capture rate 47%
 District 9-12 average: 39%

Low-income: **39%**
 IEP*: **12%**
 Student stability rate: **95%**

Students suspended at least once
 Data are incomplete

Students chronically absent
 Missed 10% or more of school year
 Missed 20% or more of school year
21%

Enrollment by Race: Black (36%), White (49%), Multi-ethnic (6%), Asian (3%), Hispanic (5%)

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"

SELECTED COMMUNITY PARTNERS

PPS approved out-of-school-time providers

- Adagio Health
- Bloomfield-Garfield Corporation
- Carnegie Mellon University—Leonard Gelfand Center
- Carnegie Museum of Natural History
- CGI
- Communitopia
- Gateway Medical Society/Journey to Medicine
- Penn State Outreach
- Pittsburgh Cultural Trust
- Pittsburgh Parks Conservancy
- Ruth's Way, Inc.
- Student Conservation Association

 **Graduation rates over time**



Percentage of students taking AP (Advanced Placement) courses:

- Overall: 47%**
- Black: 24%
- White: 63%
- Multi-ethnic: 51%
- Hispanic: 36%
- Asian: 59%
- Low-income: 33%
- IEP*: 12%
- (District average: 29%)

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

- Overall: 50%**
- Black: 38%
- White: 59%
- Multi-ethnic: 49%
- Hispanic: 42%
- Asian: 57%
- Low-income: 43%
- IEP*: 15%
- (District average: 30%)

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

- Overall: 2%**
- Black: 3%
- White: 2%
- Multi-ethnic: 0%
- Hispanic: 4%
- Asian: 0%
- Low-income: 3%
- IEP*: 3%
- (District average: 9%)



50%

Met SAT Math Standard



64%

Met SAT Reading Standard

POST HIGH SCHOOL

6-year college completion rate 47*

2021-22 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



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



2019 and 2021 featured "Rising Up" school

TEACHERS

102 teachers

6% Black 88% White 2% Multi-ethnic 2% Asian 2% Hispanic

Teachers with National Board Certification: 7 out of 102

Teachers absent 18+ days: 6%
 Teachers new to the school: 8%

Principal stability: 1 principal in the last 4 years

Teacher information is from 2019-20. 2020-21 data weren't available in time for publication.

STUDENTS

Enrollment 1,183 students
 District 9-12 average: 910

Capture rate 45%
 District 9-12 average: 39%

Low-income: 68%
 IEP*: 21%
 Student stability rate: 92%

Students suspended at least once
 Data are incomplete

Students chronically absent
 Missed 10% or more of school year
 Missed 20% or more of school year
 38%

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"

SELECTED COMMUNITY PARTNERS

PPS approved out-of-school-time providers

- 1Nation
- Allegheny Center Alliance Church
- Center That CARES
- Homeless Children's Education Fund
- A+ Schools
- Big Brothers Big Sisters of Greater Pittsburgh
- CGI
- Jewish Family and Community Services
- Adagio Health
- Casa San Jose
- Grow Pittsburgh
- Math Motivators Tutoring Program

 **Graduation rates over time**



Percentage of students taking AP (Advanced Placement) courses:

- Overall: 20%**
- Black: 11%
- White: 31%
- Multi-ethnic: 21%
- Hispanic: 21%
- Asian: 25%
- Low-income: 19%
- IEP*: 3%
- (District average: 29%)

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

- Overall: 17%**
- Black: 10%
- White: 27%
- Multi-ethnic: 24%
- Hispanic: 11%
- Asian: 20%
- Low-income: 18%
- IEP*: 1%
- (District average: 30%)

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

- Overall: 9%**
- Black: 5%
- White: 16%
- Multi-ethnic: 7%
- Hispanic: 6%
- Asian: 9%
- Low-income: 8%
- IEP*: 12%
- (District average: 9%)



13%

Met SAT Math Standard



27%

Met SAT Reading Standard

POST HIGH SCHOOL

6-year college completion rate 26%

2021-22 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





Pittsburgh Carrick High School

9-12 neighborhood school with Finance Technology, Health Careers Technology, Culinary Arts, Information Technology, and Carpentry CTE programs

125 Parkfield St., 15210 • Carrick • 412-529-7700
Accessible • Principal: Angel Washington



2021 featured "Rising Up" school

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

Teacher information is from 2019-20. 2020-21 data weren't available in time for publication.

STUDENTS

Enrollment 660 students
District 9-12 average: 910

Capture rate: 37%
District 9-12 average: 39%

Low-income: 68%
IEP*: 33%
Student stability rate: 92%

Students suspended at least once
Data are incomplete

Students chronically absent
49% Missed 20% or more of school year

KEY

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

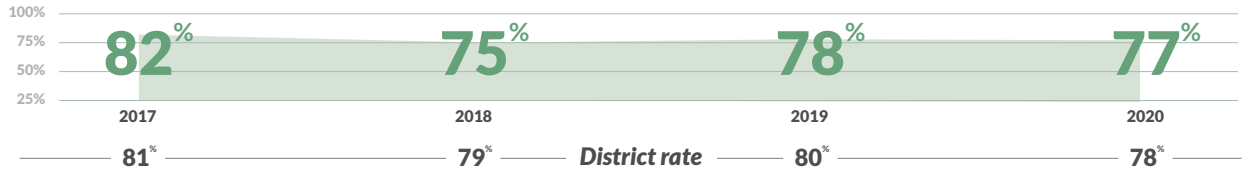
*Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"

SELECTED COMMUNITY PARTNERS

PPS approved out-of-school-time providers

- Adagio Health
- Carnegie Museum of Natural History
- Center That CARES
- CGI
- Penn State Outreach
- Student Conservation Association

 **Graduation rates over time**



Percentage of students taking AP (Advanced Placement) courses:

- Overall: 12%**
- Black: 7%
- White: 16%
- Multi-ethnic: 9%
- Hispanic: 18%
- Asian: 25%
- Low-income: 11%
- IEP*: 0%
- (District average: 29%)

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

- Overall: 12%**
- Black: 5%
- White: 17%
- Multi-ethnic: 13%
- Hispanic: 0%
- Asian: 56%
- Low-income: 10%
- IEP*: 1%
- (District average: 30%)

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

- Overall: 24%**
- Black: 15%
- White: 30%
- Multi-ethnic: 31%
- Hispanic: 18%
- Asian: 44%
- Low-income: 24%
- IEP*: 21%
- (District average: 9%)



18%

Met SAT Math Standard



30%

Met SAT Reading Standard

POST HIGH SCHOOL

6-year college completion rate 19*

2021-22 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



Pittsburgh Perry High School

9-12 neighborhood school with JROTC, and Science, Technology, Engineering, Arts, and Math magnet programs; and Cosmetology and Health Careers Technology CTE programs

3875 Perrysville Ave., 15214 • Perry North • 412-529-3400

Accessible • Principal: Robert Frioni



2020 featured "Rising Up" school

TEACHERS

38 teachers

18% Black, 74% White, 3% Multi-ethnic, 3% Asian, 3% Hispanic

Teachers with National Board Certification: **3 out of 38**

Teachers absent 18+ days: **5%**
Teachers new to the school: **3%**

Principal stability: **3 principals in the last 4 years**

Teacher information is from 2019-20. 2020-21 data weren't available in time for publication.

STUDENTS

Enrollment 366 students
District 9-12 average: 910

Capture rate: **22%**
District 9-12 average: 39%

Low-income: **80%**
IEP*: **31%**
Student stability rate: **79%**

Students suspended at least once
Data are incomplete

Students chronically absent
58% Missed 20% or more of school year

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"

SELECTED COMMUNITY PARTNERS

PPS approved out-of-school-time providers

- A+ Schools
- Bloomfield-Garfield Corporation
- CGI
- Grow Pittsburgh
- National Aviary
- Penn State Outreach
- Student Conservation Association
- Urban Impact Foundation
- Tree Pittsburgh
- ALCOSAN
- Boys & Girls Club of Western Pa

 **Graduation rates over time**



Percentage of students taking AP (Advanced Placement) courses:

- Overall: 19%**
- Black: 20%
- White: 22%
- Multi-ethnic: 11%
- Hispanic: n/a
- Asian: n/a
- Low-income: 20%
- IEP*: 4%
- (District average: 29%)

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

- Overall: 19%**
- Black: 19%
- White: 24%
- Multi-ethnic: 15%
- Hispanic: n/a
- Asian: n/a
- Low-income: 20%
- IEP*: 6%
- (District average: 30%)

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

- Overall: 14%**
- Black: 13%
- White: 12%
- Multi-ethnic: 22%
- Hispanic: n/a
- Asian: n/a
- Low-income: 15%
- IEP*: 7%
- (District average: 9%)



5%

Met SAT Math Standard



14%

Met SAT Reading Standard

POST HIGH SCHOOL

6-year college completion rate **14%**

2021-22 Special education services

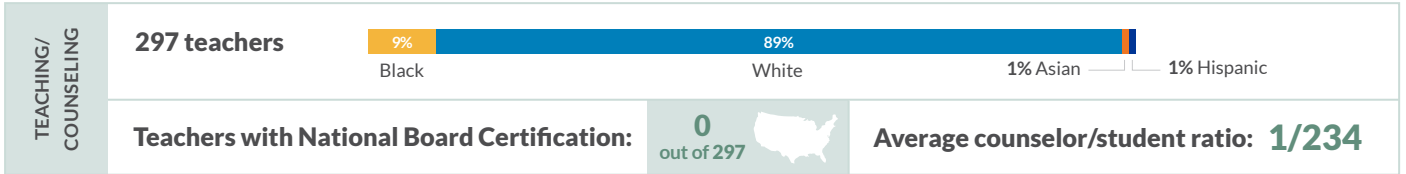
Learning support | Speech & language support | Autism support | Emotional support
 Physical & occupational therapy | Regional emotional, autism & life skills support classrooms
 Start On Success program



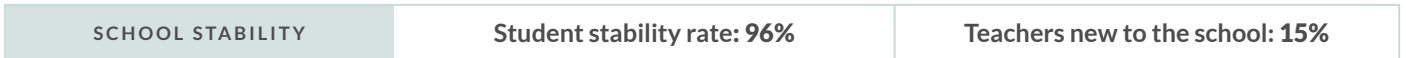


Pittsburgh's charter schools

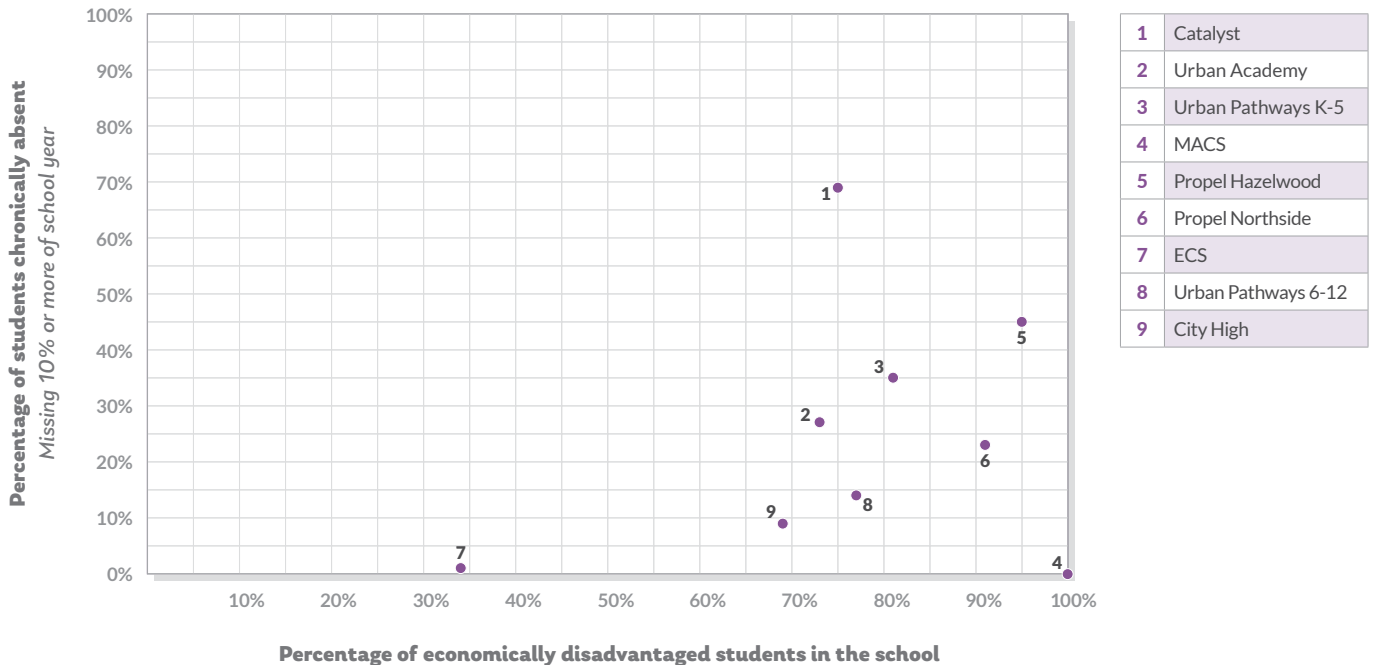
- In the 2020-21 school year:
- Of the charter schools we report in this section, the average school had **403** students and **33** teachers.
- **70%** of charter school students were economically disadvantaged (receiving public assistance).



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



CHRONIC ABSENCE AND STUDENTS' ECONOMIC DISADVANTAGE



Please note: charter schools had different models of in-person, hybrid, and virtual learning, which affected absenteeism rates.



Catalyst Academy Charter School

K-2 charter school (K-1 in 2020-21)

7061 Lemington Ave., 15206 • Lemington • 412-684-2400 • Accessible, with exceptions

Principal: Darren Gray

TEACHERS	11 teachers 	Teachers with National Board Certification 0 out of 11
	Teachers absent 18+ days: 0% Teachers new to the school: 0%	Principal stability: n/a

STUDENTS	Enrollment 97 students 	Low-income: 75% IEP*: 12% Student stability rate: 96%	Students suspended at least once 	KEY <ul style="list-style-type: none"> ■ Black ■ White ■ Multi-ethnic ■ Asian ■ Hispanic ■ American Indian ■ Pacific Islander
	Students chronically absent 		Overall: 0% Low-income: 0% IEP*: 0%	

SELECTED COMMUNITY PARTNERS

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> Homewood Children's Village | <input checked="" type="checkbox"/> Trying Together | <input checked="" type="checkbox"/> Lincoln-Lemington Collaborative |
| <input checked="" type="checkbox"/> Hill District Collaborative | <input checked="" type="checkbox"/> Jeremiah's Place | <input checked="" type="checkbox"/> Destiny International Ministries |
| <input checked="" type="checkbox"/> THAW, Inc | <input checked="" type="checkbox"/> Unity Collaborative | <input checked="" type="checkbox"/> Homewood Early Learning Hub & Family Center |
| <input checked="" type="checkbox"/> Homewood-Brushton Family Support Center | | |





Urban Academy of Greater Pittsburgh Charter School

K-5 charter school

437 Turrett St., 15206 • Larimer • 412-361-1008 • Accessible • Principal: Angelique Drakeford

TEACHERS

15 teachers

40% Black | 60% White

Teachers with National Board Certification: **0** out of 15

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

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

STUDENTS

Enrollment 324 students

98% Black | 2% Multi-ethnic

Low-income: **73%**
IEP*: **13%**
Student stability rate: **98%**

Students suspended at least once

Overall: **2%**
Low-income: 0%
IEP*: 1%

Students chronically absent

Missed 10% or more of school year: **27%**
Missed 20% or more of school year: **27%**

KEY

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

SELECTED COMMUNITY PARTNERS

Adagio Health





Urban Pathways K-5 College Charter School

K-5 charter school

925 Penn Ave., 15222 • Downtown • 412-325-4075 • Accessible • Principal: Seth Springer

TEACHERS	32 teachers	<p>6% Black 94% White</p>	Teachers with National Board Certification <p>0 out of 32</p>
	Teachers absent 18+ days: 0% Teachers new to the school: 28%		Principal stability: 5 principals in the last 4 years

STUDENTS	Enrollment 355 students <p>92% Black, 5% White, 2% Multi-ethnic, 1% Asian, 1% Hispanic, 1% American Indian, 1% Pacific Islander</p>	Low-income: 81% IEP*: 20% Student stability rate: 97%	Students suspended at least once <p>Overall: 1% Low-income: 1% IEP*: 0%</p>	KEY Black White Multi-ethnic Asian Hispanic American Indian Pacific Islander
	Students chronically absent <p>35% Missed 10% or more of school year</p>			

SELECTED COMMUNITY PARTNERS

- Girls on the Run
- Little Medical School
- Strong Women, Strong Girls
- Rotary Club of Pittsburgh





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	30 teachers	<p>54% Black 46% White</p>	Teachers with National Board Certification <p>0 out of 30</p>
	Teachers absent 18+ days: 0% Teachers new to the school: 10%	<p>Principal stability: K-5: 1 principal in the last 4 years 6-8: 1 principal in the last 4 years</p>	

STUDENTS	Enrollment 390 students <p>16%** 2% 82%</p> <p>** Other races or not reported</p>	Low-income: 100% IEP*: 14% Student stability rate: 96%	Students suspended at least once <p>Overall: 0%</p> <p><small>*Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"</small></p>	KEY <ul style="list-style-type: none"> ■ Black ■ White ■ Multi-ethnic ■ Asian ■ Hispanic ■ American Indian ■ Pacific Islander
	Students chronically absent <ul style="list-style-type: none"> ■ Missed 10% or more of school year ■ Missed 20% or more of school year <p style="text-align: center;">0%</p> <p style="text-align: center;">Total students</p>			

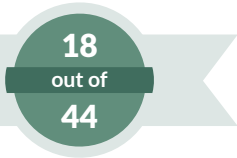
SELECTED COMMUNITY PARTNERS

Manchester Youth Development Center

Citizen Science Lab

YouthPlaces

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






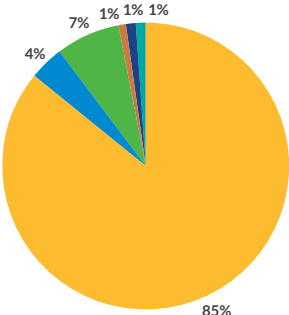

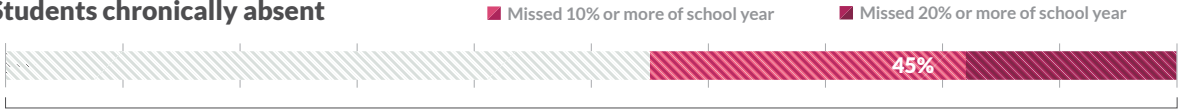


Propel Charter School Hazelwood

K-8 charter school

5401 Glenwood Ave., 15207 • Hazelwood • 412-325-0492 • Accessible • Principal: Tina Mayer

TEACHERS	21 teachers  100% White	Teachers with National Board Certification  0 out of 21
	Teachers absent 18+ days: 14% Teachers new to the school: 24%	 Principal stability: 3 principals in the last 4 years

STUDENTS	Enrollment 276 students  *Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"	Low-income: 95% IEP*: 17% Student stability rate: 94%	Students suspended at least once  Overall: 0% Low-income: 0% IEP*: 0%	KEY <ul style="list-style-type: none"> Black White Multi-ethnic Asian Hispanic American Indian Pacific Islander
	Students chronically absent  Total students			

SELECTED COMMUNITY PARTNERS

- Community Kitchen Pittsburgh
- Saturday Light Brigade Radio Productions, Inc.
- Adagio Health
- Reading Is Fundamental Pittsburgh
- National Aviary

8th grade algebra Students who took algebra by the end of 8th grade: **n/a out of n/a**



propelschools.org/8/home



Propel Charter School Northside

K-8 charter school

1805 Buena Vista St., 15212 • Central Northside • 412-325-1412 • Accessible
Principal: Meghan Lawrence

TEACHERS

28 teachers

7% Black | 93% White

Teachers with National Board Certification: **0** out of 28

Teachers absent 18+ days: **4%**
Teachers new to the school: **25%**

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

STUDENTS

Enrollment 381 students

83% Black | 10% Multi-ethnic | 3% White | 3% Asian | 1% Hispanic | 1% American Indian | 1% Pacific Islander

Low-income: **91%**
IEP*: **18%**
Student stability rate: **97%**

Students suspended at least once

Overall: **3%**
Low-income: 3%
IEP*: 1%

Students chronically absent

Missed 10% or more of school year: **23%**
Missed 20% or more of school year: **23%**

KEY

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

SELECTED COMMUNITY PARTNERS

- ✓ STEM Coding Lab
- ✓ Assemble: A Community Space for Arts and Technology
- ✓ Pittsburgh Parks Conservancy
- ✓ Common Sense Media
- ✓ Carnegie Science Center

8th grade algebra Students who took algebra by the end of 8th grade: **n/a** out of **n/a**





Environmental Charter School at Frick Park

K-10 charter school housed in four buildings (K-9 in 2020-21)

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 (6-8): 5525 Columbo St., 15206 • Garfield • 412-247-7970 • Accessible • Principal: Jaleah Robinson

High (9-10): 1154 Chislett St., 15206 • Highland Park • 412-247-7970 • Accessible, with exceptions

Principal: Cornell McCree

TEACHERS

68 teachers

1% Black 97% White 1% Hispanic

Teachers absent 18+ days: **0%**
Teachers new to the school: **16%**

Principal stability:
K-2: 1 principal in the last 4 years
3-5: 2 principals in the last 4 years
6-8 and 9-10: n/a

Teachers with National Board Certification
0 out of 68

STUDENTS

Enrollment 976 students

Low-income: **34%**
IEP*: **7%**
Student stability rate: **98%**

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

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

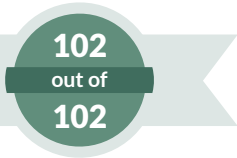
1%

Total students

SELECTED COMMUNITY PARTNERS

Boys & Girls Club of Western Pa

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





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	37 teachers	100% White	Teachers with National Board Certification 0 out of 37
	Teachers absent 18+ days: 0% Teachers new to the school: 8%	Principal stability: 1 principal in the last 4 years	

STUDENTS	Enrollment 313 students 	Low-income: 77% IEP*: 23% Student stability rate: 84%	Students suspended at least once 	KEY Black White Multi-ethnic Asian Hispanic American Indian Pacific Islander
	Students chronically absent 	*Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"	Overall: 0% Low-income: 0% IEP*: 0%	

SELECTED COMMUNITY PARTNERS

- Duquesne University
- AmeriCorps

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: 16%**
- Black: 15%
- White: n/a
- Multi-ethnic: n/a
- Hispanic: n/a
- Asian: n/a
- Low-income: 15%
- IEP*: 3%



0%

Met SAT Math Standard



10%

Met SAT Reading Standard

POST HIGH SCHOOL

6-year college completion rate

6%



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

2019 featured "Rising Up" school

TEACHERS	49 teachers 	Teachers with National Board Certification 0 out of 49
	Teachers absent 18+ days: 0% Teachers new to the school: 6%	

STUDENTS	Enrollment 511 students 	Low-income: 69% IEP*: 23% Student stability rate: 100%	Students suspended at least once 	KEY Black White Multi-ethnic Asian Hispanic American Indian Pacific Islander
	Students chronically absent 			

SELECTED COMMUNITY PARTNERS

✓ Visit cityhigh.org/partnerships.



Graduation rates over time



Percentage of students who earned college credits:

- Overall: 16%**
- Black: 15%
- White: 15%
- Multi-ethnic: 25%
- Hispanic: n/a
- Asian: n/a
- Low-income: 17%
- IEP**: 7%

Percentage of students who completed internships:

Overall: 100%

City High students take honors courses rather than AP.



25%

Met SAT Math Standard



49%

Met SAT Reading Standard

POST HIGH SCHOOL

6-year college completion rate **56***

Definitions and sources of information

All information is from the 2020-21 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 42.

Sources: pghschools.org and 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: For charter schools, total number of classroom teachers in the school as of fall 2020. For PPS schools, total number of classroom teachers in the school as of fall 2019. (2020-21 teacher data were not available for PPS in time for publication.)

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. For PPS schools, information is from 2019-20.

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. For PPS schools, information is from 2019-20.

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 2020. For PPS schools, information is from 2019-20.

Sources: PPS and charter schools.

Principal/administrator stability

Definition: Number of different principals/administrators in a school from the 2017-18 school year to the 2020-21 school year, including mid-year changes for charter schools. Mid-year changes were not available for PPS in time for publication. 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 (as of September 2020 for PPS). For more information, visit nbpts.org.

Sources: PPS and charter schools.

Enrollment

Definition: Total number of students enrolled in the school as of October 2020.

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: For charter schools, 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, low-income, and IEP status. Subgroups were reported only if they included more than 10 students. Percentages may not add up due to rounding. We do not report suspension for district schools this year. See the executive summary beginning on page 34 for more information.

Sources: 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.

Sources: PPS and charter schools.

Selected community partners

Definition: For PPS schools, a selected list of organizations approved by the district’s Board of Directors to offer out-of-school time programming for the 2021-22 school year. Providers listed for each school reported a partnership with that school in the spring of 2021. Check with an individual school for the most recent information. A list of the district’s current approved providers can be found at pghschools.org/ost. Charter schools provided similar information.

Sources: PPS and charter schools.

Special education services

Definition: For PPS schools, special education services provided by school staff in the 2021-22 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:

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. Propel Charter School Hazelwood, Propel Charter School Northside, and Urban Pathways 6-12 don’t offer algebra in 8th grade.

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 2016 who graduated in 2020 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 2020, 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.”

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. For more information, visit collegereadiness.collegeboard.org/about/scores/benchmarks.

Sources: PPS, Urban Pathways 6-12 Charter School, and City Charter High School.

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 2015. 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 group 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. For PPS, information is from 2019-20.

Sources: PPS and charter schools.

Additional information in the executive summary:

ESSA per pupil funding

Definition: The Every Student Succeeds Act (ESSA) requires that “states annually report for every public school and local educational agency the total per-pupil spending of federal, state and local money disaggregated by source of funds for the preceding fiscal year. This includes actual (not average) spending on personnel” (Edumomics Lab).

Source: PDE, ESSA Dashboard 2020 (https://public.tableau.com/app/profile/padepstofed/viz/ESSA_Dashboard_2020/2018AnnualMeaningfulDifferentiationCSIA-TSI).

Teacher survey responses

Definition: On the district’s Teaching and Learning Conditions Survey, the percentage of teachers at the school who agreed with the statement, “Overall, my school is a good place to work and learn.”

Source: PPS.

Number of students identified as “gifted”

Definition: Students with an Individual Education Plan (IEP) for gifted special education.

Source: PPS.

AP exam taking

Definition: Number of students by race/ethnicity who took at least one AP exam. Number of students by race/ethnicity who scored a 3 or higher on at least one AP exam.

Source: PPS.

GPA 2.8 and above

Definition: The number of seniors at the end of 2021 with an overall unweighted grade point average (GPA) of 2.8 or higher, a GPA associated with a higher likelihood of college completion.

Sources: PPS and National College and Career Readiness Indicators (redefiningready.org).

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For more information

A+ Schools:

aplusschools.org
ourschoolspittsburgh.org

Pittsburgh Public Schools:

pghschools.org
discoverpps.org

Catalyst Academy:

catalystacademy.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/8/home

Propel Charter School Northside:

propelschools.org/11/home

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

OUR CHILDREN'S SUCCESS IS BIGGER THAN ANY ONE OF US.

High performing schools and equitable access to learning are critical to the advancement of our region. Through the Pittsburgh Learning Collaborative, A+ Schools has joined forces with over 80 organizations to build a network that supports EVERY child to have what they need to succeed.

There's no mystery to better serving our children in the region. It will take a vision for our entire community that better is possible, and believing that we have everything we need to achieve it.

We are connecting and coordinating the many organizations working to support student learning and helping our city's children on a path towards success. We have established bold goals and are designing and implementing a holistic response to achieving them—goals that are indisputable and hard to attain, but worth the effort.

This is Project +Us.



There is plenty of room at the table. You can help play a role in making real, community-driven change!

Join the +Us Movement today.
PROJECTPLUSUS.ORG

A+SCHOOLS

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