

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).