



Report to the Community

on Public School Progress in Pittsburgh

2022

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The artwork on the front cover, “Magee’s Orange Stairs,” was created by Brynn C., a 10th grader at Pittsburgh CAPA 6-12 last year. The artwork on page 9, “Butterfly,” was created by Desiree R., a 2nd grader at Pittsburgh Arlington PreK-8 last year. The artwork on page 25, “Rainbow City,” was created by Grace K., a 3rd grader at Pittsburgh Arsenal PreK-5 last year. The artwork on the back cover, “Dawn Vista,” was created by Grant M., a 12th grader at Pittsburgh Allderdice High School last year.

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A+ Schools is funded by grants from The Buhl Foundation, The Grable Foundation, The Hear Foundation, The Hillman Foundation, Jewish Healthcare Foundation, McAuley Ministries, McElhattan Foundation, The Pittsburgh Foundation, Remake Learning, the Richard King Mellon Foundation, the United Way of Southwestern Pennsylvania, and generous donations from individuals like you. A+ Schools is solely responsible for the contents of this report.

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Every kid. Every school. Every day.

Welcome to the 2022 *Report to the Community on Public School Progress in Pittsburgh*. This year, we want to encourage you, our readers, to use these data for “light, not heat.” How can this report help us learn about what individual children and families need both in school and out of school to support each student’s success?

If there is one thing we can say with certainty, it’s that in this work, we know the success of all of our children takes more than just one family, one school, one organization, one neighborhood. It takes all of us.

One thing we can focus on together is getting children to school. Last year, more than 8,000 children missed at least 18 days out of the school year—three and a half weeks or more. But we can imagine a Pittsburgh where every child is in every school every day.

What would it take to “know” each individual child and the reasons they make it or don’t make it into a school building on a given day? One child might miss school because of an asthma attack caused by the state of their housing. Another might miss school because they’re embarrassed at being behind and it’s easier to skip than to try to catch up. Yet another might miss school because their little brother or sister is home sick, and there is no one else to watch them. We can know this and more about our kids every day.

We have everything we need to succeed by our children. Strong families who want their children to thrive. Well paid teachers who have time to learn and plan with each other in professional learning communities. Community organizations, museums, libraries, and other assets that support children and families after school and in the summer with hands-on learning experiences. And resources that almost no other city has for education, the arts, and healthcare.

Our systems are set up in silos of expertise. We can get out of our silos and work together across the gaps to make sure that a child at Arlington has the winter coat she needs to be able to walk to school, or the Perry student has a caring tutor to help him make up what he lost last year.

We know if we take an approach that respects each individual, focuses on the perfect goal of 100% attendance every day, and works to solve problems in a disciplined way, we can learn to fix the barriers in our systems, and help children succeed. It all starts with being there every day—what we’re calling “chronic presenteeism.”

Let’s get to work.



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James Fogarty
Executive Director





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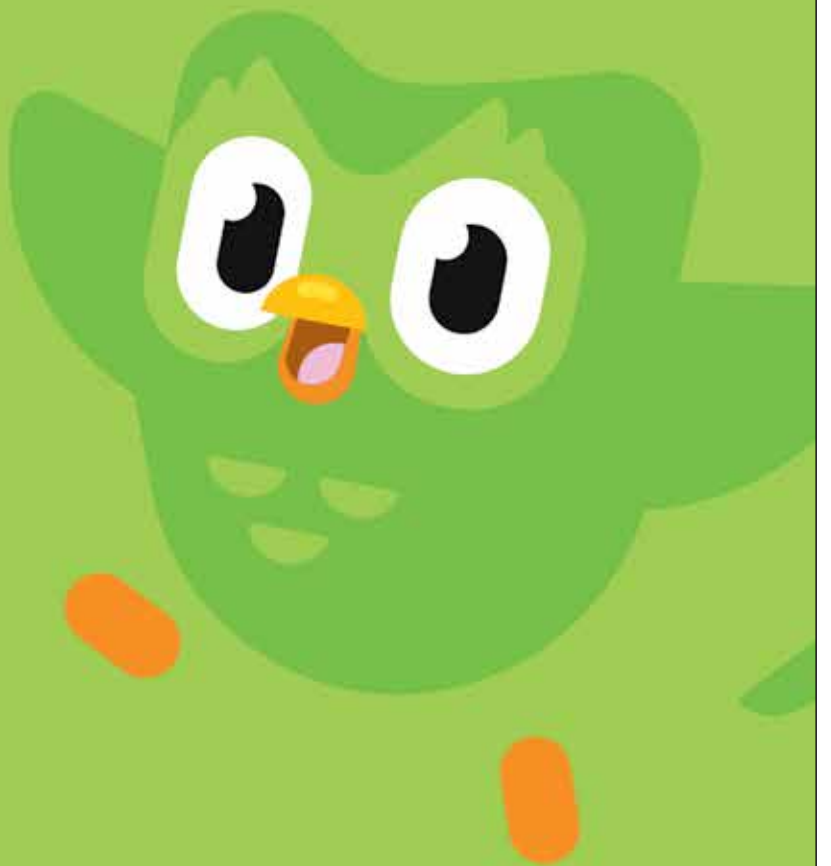
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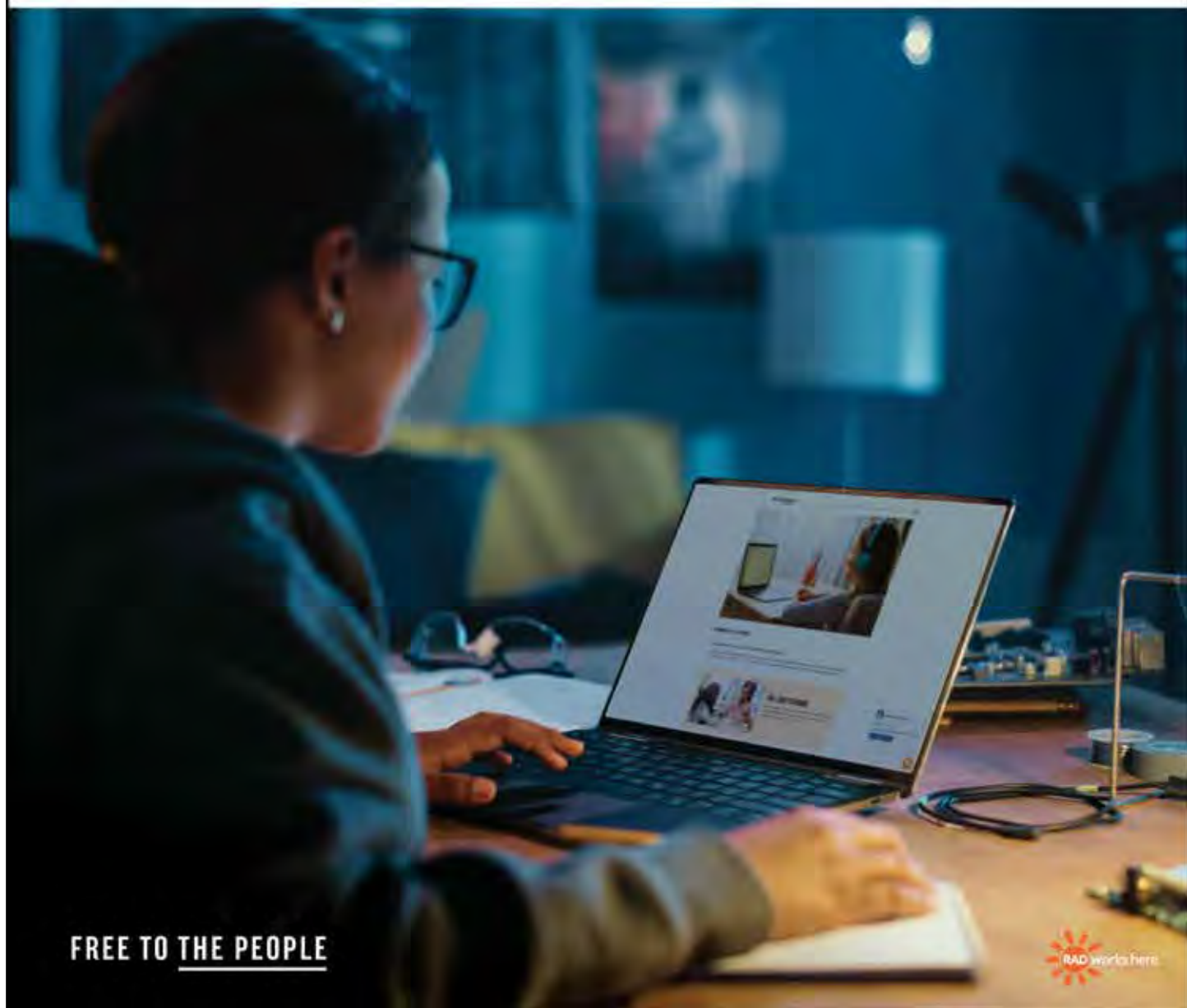
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Rising up: Stories from our schools

In response to the Covid-19 pandemic, we devote the entire “Rising up” section of the report this year to exploring how the Pittsburgh Public Schools (PPS) and the community are supporting students’ needs.

Read on to find out:

- What the district’s core support processes and interventions are, and how Superintendent Wayne Walters plans to improve them (below)
- How district staff and teachers create social and emotional learning opportunities, and what students have said about themselves on surveys (page 10)
- How the Student Assistance Program addresses students’ well-being (page 12)
- Superintendent Walters on how teachers can best support students (page 16)
- How the wider community has created tutoring opportunities in response to the crisis of missed learning time (page 14)
- Snapshots of tutoring in action (pages 18 and 19)
- Where to find resources to support your child (“Where to turn” on pages 16 and 17)
- What key indicators of student well-being and achievement tell us about where students are (in the graphics on pages 11, 12, 13, and 15)

Visit ourschoolspittsburgh.org/2022-rising-up, to read:

- Special education: The view from Langley PreK-8
- A parent’s perspective on tutoring
- How to help your child with reading and math at home
- Helping children in Pittsburgh: What you can do
- Links to relevant research
- “Rising up” stories from 2021, 2020, and 2019



Supporting Pittsburgh’s students for a new day

By Faith Schantz

Across the country, researchers and educators have begun to take stock of the harm the Covid-19 pandemic has caused school-aged children. Students’ mental health, which affects every aspect of their lives, is widely considered to be in crisis. The release of results from the National Assessment of Educational Progress, given in a sampling of districts, showed historic losses. A RAND Education study described how virtual schooling fell short, especially in districts that kept buildings closed for long periods, like Pittsburgh. Schools that were fully remote for most of the 2020-21 school year reported less instructional time, fewer completed assignments, and more student absences compared to schools that re-opened sooner.

In Pittsburgh, the city’s most vulnerable children are likely to attend the Pittsburgh Public Schools. In the 2021-22 school year, 66% of its 19,160 K-12 students lived in poverty, and 69% were Black or Brown. Twenty-one percent received special education services (excluding gifted education), higher than district averages for Pennsylvania and the nation. All of these groups suffered disproportionately from the pandemic. And it’s not over: Allegheny County recorded more than 27,000 Covid-19 cases among school-aged children during the last school year.

We asked: How did students in the city schools fare during the pandemic? And what is in place to support them?



Here, we take a close look at some of the district's support systems—what they are, how they are intended to function, how students themselves fit into the picture, and how parents can be involved. In the main story and in snapshots on pages 18 and 19, we consider how the wider community has stepped up to meet students' social and academic needs with one-on-one and small group tutoring. Throughout this section, we address how students are doing on key indicators of well-being and academic achievement, in the graphics on pages 11, 12, 13, and 15. (For more on where the district stands, see the executive summary beginning on page 26).

The view from Central Office

Within district administration, the Office of Student Support Services is a department with an exceptionally broad scope, responsible for everything from monitoring student attendance to evaluating school nurses. Student Support Services oversees student discipline, including the **Positive Behavior Interventions and Supports (PBIS)** framework, which lays out expectations for behavior and interventions, and **restorative practices**, which involve shifting the focus from punishment to addressing the harm and repairing relationships. Staff from that office also are responsible for the **Student Assistance Program (SAP)**, a state-mandated process within schools to identify and address nonacademic issues that negatively affect students' well-being and achievement. They also work with staff from the Office of Curriculum and Instruction to help teachers regularly include **social and emotional learning (SEL)** skills and practices. "**Multi-Tiered**

Systems of Support" (MTSS) is another decision-making framework, intended to help teachers identify students who need more academic help, and to provide that help more quickly and intentionally. MTSS falls under the purview of Curriculum and Instruction. When the MTSS process leads to a referral for **special education**, a third department, the **Program for Students with Exceptionalities (PSE)** becomes accountable for how that student is supported.

"We know what we have to do academically—and what a huge lift that is, but we also know that if we don't situate ourselves better culturally, and with our students' mental health and well-being in general, we may never get to the academic side of things with certain kids."

The district's goal is for these core processes and interventions to work together seamlessly in schools. "When it goes well," Superintendent Wayne Walters says, "we see unified language, we see unified practices, we see unified behaviors, we see unified mindsets and understanding about how it works, not only [among] those who are implementing the system, but those who are receiving the services from that system."

Rising up: Stories from our schools

Both Walters and Rodney Necciai, assistant superintendent for Student Support Services, acknowledge they do not see that happening system-wide. To some extent, this is simply because of differences among schools. The district depends on outside agencies to provide many of the services students need, and schools' access to them varies. Walters points out that it's easier for schools in the East End, where four of the city's universities are located, to recruit college students who are willing to serve as in-person tutors or mentors, compared to schools in other regions. Some schools are "community schools" that partner more intentionally with community providers to offer integrated services. Others haven't adopted that model. Some have "SAP liaisons"—staff from partnering agencies who help find services for students. Others don't. Changes in the workforce have made it difficult to fill some vital support positions, such as school nurses, or even to find services outside the district, such as therapy for students who need it, Necciai says. Then there are budget challenges. "We know what we have to do academically—and what a huge lift that is," he says, "but we also know that if we don't situate ourselves better culturally, and with our students' mental health and well-being in general, that we may never get to the academic side of things with certain kids." Sometimes "those resources aren't there," meaning principals have to make choices.

This year, Walters hopes to strengthen core support processes by taking a systems approach, and by making the purpose of interventions explicit for those charged with carrying them out. For example, the summer academy for school leaders and Central Office teams included a restorative practices "re-set." Though the district did a lot of work to begin restorative practices, he says, some still questioned, "Does this mean that students don't get disciplined?" "Does it mean that they just get to do whatever they want?" The session, and the ongoing professional learning activities that followed, involved "really digging into the 'why' to inform the 'what,'" he says, as well as more specificity around the "how."

While Central Office provides support and guidance, the what and the how play out in schools. What do these processes look like in school offices and classrooms, and how do they make a difference for students?

When students struggle with a problem, the teacher can say, "Man, this is really tough. We tried these three and they were easy, but this one is really a stumper. Let's pause, let's take a deep breath."

Social and Emotional Learning

Concerns about students' well-being in recent years have led to a national focus on social and emotional learning (SEL), a set of skills and competencies that reflect students' awareness of themselves and others as learners. It's common sense—and research shows—that students learn more when they believe they can learn, they have strategies for learning new things, and they know how to participate in a learning community. By extension, schools that commit to SEL must attend to every aspect of school culture.

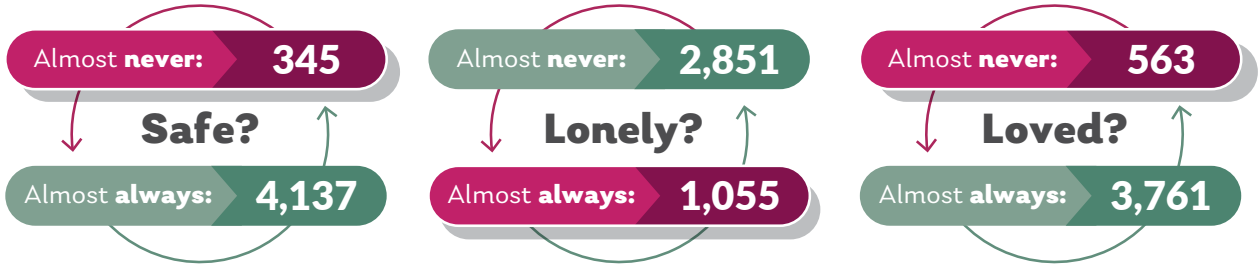
While the district has purchased SEL lessons and activities from the ed-tech company RethinkEd, the goal is for teachers to infuse the development of these skills within the teaching of all academic content.

Christine Cray, director of Student Services Reforms, offers an example as a former science teacher. When students struggle with a problem, the teacher can say, "Man, this is really tough. We tried these three and they were easy, but this one is really a stumper. Let's pause, let's take a deep breath." Along with modeling a strategy—pausing and naming a feeling—the teacher is creating "a space where struggle and failure is part of the norm and part of the learning process," she says. Talking about safety in the lab taps into elements of self-management and responsible decision-making, which are SEL competencies. In an English class, a teacher who points to what a character is thinking and asks if students have had similar thoughts is helping them develop self-awareness, Cray says. Of course, she notes, many teachers are already doing these things. Her department is working with the Office of Curriculum and Instruction to "elevate these practices and make them routine across our classrooms."

How do Pittsburgh students feel?

Responses to the spring 2022 Panorama Social-Emotional Learning: Student Competency & Well-being Survey

During the past week, how often did you feel...



8,995 students in grades 3-12 responded to the survey.

Source: PPS

Beyond these specific practices, it's the teacher's job to set up a learning community that students want to belong to and participate in. While students are responsible for learning and practicing social skills, such as listening to and considering the views of others, the adults determine whether a school or a classroom has a learning culture. SEL is intertwined with classroom culture, including students' sense of safety and belonging, whether they feel seen and heard as individuals, and whether they feel ownership of norms for classroom behavior. In turn, these aspects of culture are intertwined with academic learning. (See "Superintendent Walters on how teachers can best support students" on page 16 for more on how teachers foster a learning culture.)

One tool for both promoting and monitoring SEL is the "Panorama Social-Emotional Learning: Student Competency & Well-being Survey" from Panorama Education, given to students in grades 3-12 twice a year. The survey asks questions such as *How sure are you that you can do the hardest work that is assigned in your class? How often did you get your work done right away, instead of waiting until the last minute? How often are you able to pull yourself out of a bad mood?* Before the survey is administered, parents receive a letter describing the survey, noting that it's optional for students, and telling them how to opt out, if they choose to. Students who take the survey receive a summary of their responses, along with targeted "Try this!" suggestions, such as *When you have a hard task to do, think about another time that you did a great job on something that was hard, or Write a homework plan.* Parents can view the report in the Home Access Center (see "Where to turn" on page 16 for more information).

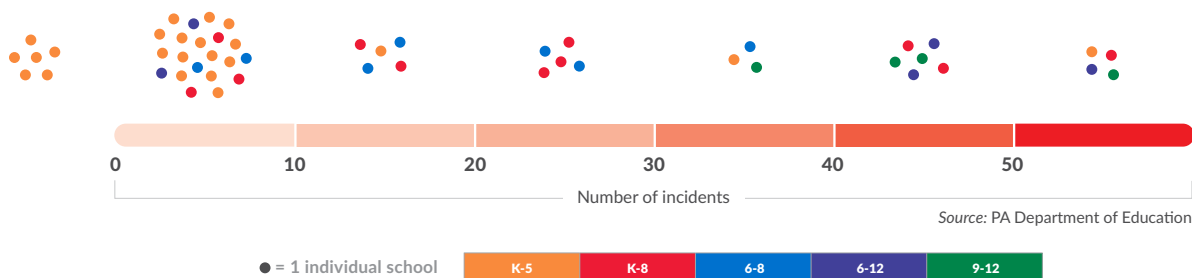
Student Support Services staff use trends in the responses to plan lessons and activities, and Cray discusses them with the Superintendent's Student Advisory Council, whose members share information with their schools. Teachers can see demographic trends for their classrooms, such as differences in responses by race, as well as their students' individual reports. Cray's office provides resources to help teachers talk students through the report. "It's very much a questioning stance," she says. "Let's look at our report. What do you see that surprised you? What did you see that aligned to what you thought you would see? What area do you think you want to work on? If you worked on this area, what help would you need from school? What help would you need from home?" Rather than an end point, the report offers a way to open up a conversation, she says.

SEL is intertwined with classroom culture, including students' sense of safety and belonging, whether they feel seen and heard as individuals, and whether they feel ownership of norms for classroom behavior.

The extent to which such conversations are happening depends on the school. In schools that have "advisory" periods, "absolutely it's happening," Cray says. Some schools have also begun to use Panorama data to inform their school improvement plans. In others, the response rate is too low for the data to be meaningful.

Rising up: Stories from our schools

Number of violent incidents in schools in 2021-22, by school level



The survey has offered the district a way to gauge how students have weathered the disruptions of the past two years. Last year, Cray worried about one question in particular. “I was really nervous that we would see kids who said, ‘I don’t have an adult at home or at school or a peer at home or at school that I can be myself around or that I can go to.’ And that was not the case,” she says. More students also said that they had strategies to help them learn new things, possibly because they had to manage more of their own learning while school buildings were closed. Perhaps counterintuitively, the number of respondents who felt they could do a good job on their school work declined, especially for older students. In follow-up conversations, Cray says, they explained that when schools were closed, “teachers were assigning a whole bunch of stuff and they were feeling really overwhelmed.”

Anyone—from a parent to a friend to a cafeteria worker to students themselves—can make a referral to the Student Assistance Program.

On the national level, the concept and practices of SEL have been attacked, on the one hand, for appearing to suggest that children can rise above poverty and institutionalized racism if they have enough resilience and “grit,” and on the other hand, for appearing to push particular adult values on students. Cray is clear that the responsibility for SEL lies with adults. She calls the idea that if students only had enough resilience, adults wouldn’t have to change systems or practices a “fantasy.” As for imposing values, she notes that

their work with students is intentionally open-ended, so “students know different strategies and skills and can choose what’s best and right for them,” rather than what the adult thinks they should do.

Overall, she believes the SEL competencies reflect broadly held goals. “When you ask educators or any adult to think about what we want students to know and be able to do when they leave our system,” she says, “the things that we hear the most are not knowing the quadratic equation or being able to write a five-paragraph essay or be conversationally fluent in Spanish. It’s [the] skills that we know are going to be necessary for success.”

The Student Assistance Program

One core intervention for providing students with direct help is the Student Assistance Program (SAP). Anyone—from a parent to a friend to a cafeteria worker to students themselves—can make a referral to SAP. Elena Runco, director of Student Support Services for Social Workers, says a SAP referral can be for any issue that affects a student’s well-being. “So whether it’s someone noticing that academically they’re struggling, a student sleeping in class, a student voicing feelings of depression, feelings of anxiety, grief and loss, homelessness... whatever they may identify is affecting their ability to function in school.”

The confidential process involves input from the student, a parent or guardian, and the school’s SAP team, which usually includes an administrator, teachers, the nurse, a psychologist, and the social worker or counselor, all of whom are accountable for outcomes, Runco says. If the school has one, an SAP liaison—a staff member from a partnering agency or provider—also participates. Once they have decided a referral is warranted, a team member contacts the student’s parent for permission to begin.

While it differs by school, Runco recommends that teams assign a case manager, who is responsible for gathering data about the student. Teachers are asked to complete forms, the case manager interviews the student, and parents are asked to complete a "Parent Checklist." The checklist asks parents to indicate the strengths and positive traits their child exhibits, such as *Recognizes and respects appropriate boundaries* and *Works well in a group*. A section with open-ended questions includes *Describe any recent changes at home that may be interfering with academic or behavioral progress* and *What does your child tell you about school?* Parents are also asked to share any particular concerns about their child's academic progress, behavior at home, emotional well-being, and/or relationships with peers.

When it comes to creating an intervention plan, the most important information is whatever the student has volunteered. During the interview, "The students are revealing what they need or what's going on with them," Runco says. For example, a student might say it's hard to come to school because she has trouble making friends. To address the issue, the team might recommend a social skills group, and might check in with the student to see if there was an attendance incentive that would work for her. Necciai adds that when students have input into the nitty-gritty of the plan, it creates a level of ownership that motivates them to participate.

"The first plan you put in place or the second or the third isn't really it. You have to continue... before you get to something that's ultimately what everybody's looking for."

Ideally, parents continue to be involved as well, through check-in calls with the case manager, social worker, or SAP liaison about how the interventions are going at school, what they are seeing at home, and whether they have been able

How many days of school did PPS students miss last year?

Chronic absence: missing 10% or more of school days for any reason



4,969 PPS students missed 10-19% of school days in 2021-22.



3,308 PPS students missed 20% or more of school days in 2021-22.

8,277 PPS students missed at least 18 school days last year.

Source: PPS

to access any recommended services outside of the school. Often, Necciai says, "The first plan you put in place or the second or the third isn't really it. You have to continue...before you get to something that's ultimately what everybody's looking for. And I think parents have to be involved in every step of that process." When they do have to tweak the plan, he says, open communication helps to alleviate any frustration or anxiety parents may feel.

Both Necciai and Runco encourage parents to introduce themselves to school staff before the need for an SAP referral arises. "We don't want that to be the first interaction," Necciai says. Runco adds that she hopes parents will talk to a teacher, social worker, or counselor when a student has suffered a loss or a trauma, including a separation or divorce, whether or not it triggers a referral to SAP. "It goes both ways," she says. "We want to make sure we're communicating to families, but it really helps us as a school to have parents trust us enough to have that communication back, so that we can head off anything that might be going on, and provide support right away."

Rising up: Stories from our schools

Tutoring

Children who lost crucial learning time during the pandemic, and those who weren't well served before, need new forms of academic support. Research shows that one of the most effective strategies to help students reach grade-level goals is "high impact" tutoring—meeting with the same tutor one-on-one or in a small group several times a week over many months.

The city schools are using federal pandemic recovery funds to provide tutoring after school. As the school year began, Superintendent Walters said many schools were working with existing partners while others were "just beginning to frame" their after-school learning opportunity. Early this fall, the district released an RFP (Request for Proposal) for in-person after-school programming; Walters says another RFP is forthcoming for providers who offer tutoring services virtually.

In the wider community, efforts to address students' academic needs began in the spring of 2020 after schools closed. Organizations that had provided in-person tutoring moved their work online, and others added a tutoring component for the first time. A+ Schools, along with a group of community partners, started what's come to be known as the Pittsburgh Learning Collaborative (PLC) as a response to the pandemic. Over the past three years, the PLC has grown to become a coalition of almost 90 organizations that support students and families, with academic support as one of its focus areas.

OpenLiteracy and ASSET (Achieving Student Success through Excellence in Teaching) are two local organizations that pivoted to offer tutoring. OpenLiteracy, founded by Sarah Scott Frank, has provided tutoring through out-of-school-time providers and currently partners with the Environmental Charter School at Frick Park (ECS), serving almost 100 ECS students virtually. Tutoring is offered for free by the school. ECS pays OpenLiteracy with federal pandemic relief funds, and Frank in turn pays her tutors, who are students at top colleges around the country.

The acronym soup

Common acronyms and what they mean

- IEP:** Individual Education Plan (the key legal document that outlines a plan for special education services to meet a student's needs)
- MTSS:** Multi-Tiered Systems of Support (a decision-making framework that helps teachers identify students who need more academic help)
- PBIS:** Positive Behavior Interventions and Supports (a framework that lays out expectations for behavior and interventions)
- PSE:** Program for Students with Exceptionalities (district office that supports special education)
- SAP:** Student Assistance Program (a process for addressing non-academic issues that affect students' well-being)
- SEL:** Social and Emotional Learning (a set of skills and competencies that reflect students' awareness of themselves and others as learners, supported by a school's culture)



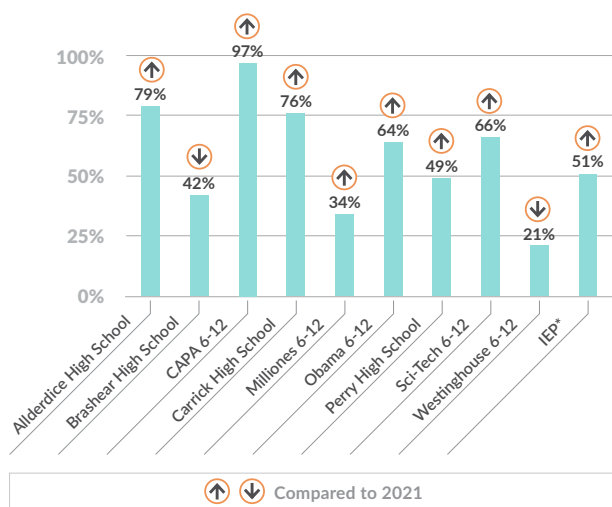
ASSET created the PALS (Partnerships to Advance Learning in STEM) program not only to help children, but also for the sake of college students in education programs (known as "pre-service" teachers) who were missing out on classroom experiences. The PALS model brings pre-service teachers together with K-12 students who participate in after-school programs or through drop-in hours. ASSET staff created and piloted PALS in coordination with A+ Schools, the PLC, and Duquesne University.

Whether it's face-to-face or through a screen, the relationship between a student and a tutor is key. Deborah Luckett, associate executive director of ASSET, says that came as a surprise to many of

their pre-service teachers, who said they hadn't realized how important relationships were to learning until they started tutoring. In the first training session, "We're clear with them," she says. "Don't just jump into work. Get to know the students, ask them questions."

How many PPS seniors are ready for college?

Percentage of PPS seniors with GPA at or above 2.8, 2022



Among other indicators, a grade point average (GPA) of 2.8 or above can predict college success.
 * Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"

Frank says OpenLiteracy tutoring has "a big mentoring piece." Students see that their tutors have "made it to a college, and they're at good colleges," including CMU, and colleges students have heard of because their football games are on TV. Students see their tutors' dorm rooms or the campus union; they ask questions and the tutors share their experiences. She's also been able to create a tutoring workforce that is much more diverse than the local teaching corps. "We had a Puerto Rican family who was matched with a Puerto Rican tutor who was a student at Yale, and the tutor spoke Spanish with the mom," she says. "That student's attendance was amazing that semester." Some of her tutors are first-generation college students, many of whom participated in similar programs at younger ages. Frank says, "They're thrilled to be a tutor in a program that's serving K-12 kids."

Lockett has seen students' sense of agency—the belief that they have a say in what happens to them—blossom over the course of tutoring

sessions. She notes that students who sign up are often the ones who don't advocate for themselves at school or who process things differently than other children. Compared to a noisy classroom with other students racing to answer a teacher's questions, tutoring proceeds at a child's pace, toward goals the child has helped to define. And PALS students know their tutors are also students. Once, when Lockett was monitoring a session, a 2nd grader reached out through the chat. "I know he's learning to be a teacher," the student said, referring to his tutor. "But he doesn't know how to ask questions. ...I keep telling him I don't understand it. And he keeps repeating the same question." Monitors request feedback from students if they don't offer it. "This is an experiment," Lockett tells the students. "And it's an experiment that involves you." Such experiences give students a sense of ownership, she says, which promotes greater learning.

While schools are open this year, Lockett and Frank both say that tutoring is here to stay, and so is the virtual learning space. Lockett tells pre-service teachers that to be an educator in the 21st Century, "You need to learn how to teach in this space and be present in this space." Superintendent Walters notes that when learning moved online, students showed their teachers the extent to which they live in a technological world. Sometimes that dawned on teachers when students volunteered to be tech support during class. For those teachers who were willing to flip roles, "it put them in a truly vulnerable space," he says. "But it also put them in a lifelong learning community."

Students were "shaping the experience of learning" in those cases. As one of the lessons of the pandemic, "That should have been the design to begin with," he says. ☺

Turn the page for more.

A+ Schools staff can coach parents/guardians through conversations with school staff about a child's academic progress, a disciplinary action, a Student Assistance Program referral, a special education referral, and other issues. Contact us by emailing info@aplusschools.org or calling the PLC Family Hotline at 412-256-8536 if you need help supporting your child.

Rising up: Stories from our schools

Superintendent Wayne Walters on how teachers can best support students

Condensed and edited from an interview

The classroom teacher is the first line of support for students. The following teacher actions, classroom norms, and features of the classroom environment indicate that the teacher is thinking about how to support all students, according to Superintendent Wayne Walters.

Teachers' approach to their lessons shows evidence of planning and preparation, including:

- Understanding the content and how to teach it coherently
- Thinking through their instructional goals and how they will assess them
- Assigning tasks and activities that ask students to think

Teachers pay attention to the nature and quality of classroom interactions.

- They use language that creates a culture for learning. They demonstrate that it's safe to learn and safe to share ideas.
- Students have strategies to make corrections.
- The room is set up to allow for student talk.
- Students keep each other accountable.

Teachers promote deep thinking and learning.

- Questioning strategies and discussion techniques are designed to push student thinking toward true understanding.
- Teachers use the arts to engage students and deepen their learning.
- Teachers share the what, the why, and the how of a lesson with students. They make their thinking visible to students, including statements such as, "Hey, you know what, last time we did this lesson, I didn't think it went that well."

Teachers are invested in equity.

- They consider the experiences of all students.
- They find ways to enrich the curriculum with multiple perspectives.
- They give students agency in what they're learning.
- They work to build the capacity of all learners and to eliminate racial achievement disparities.

The classroom space promotes joy, comfort, and safety.

Where to turn

In the following section we share district and community resources to help parents and guardians support their children's education. We have many more! If you don't see what you need here, email info@aplusschools.org or call the Pittsburgh Learning Collaborative (PLC) Family Hotline at 412-256-8536. Please note: district resources apply to PPS families only, except early intervention services. Community resources apply to PPS families and other families.

How's my child doing?

PPS parents have the right to view all information the district has about their children's progress, including grades, grade point average (GPA), test scores, and transcripts. **To find out how your child is doing academically**, you can ask to speak to a teacher at any time during the school year, and/or log into the Home Access Center (pghschools.org/hac, or your school's home page) to view your child's schedule, grades, absences, and more.

How do I request additional support?

You have the right to **request that your child be screened** for academic support, behavior support, or gifted education. Contact your child's teacher to make the request (a gifted education screening should be sent in writing).

Who should I talk to about an issue?

Your first **point of contact** is your child's teacher. You can also talk to your school's social worker or counselor (type in "social worker" or "counselor" in the search area of the staff directory on your school's home page for names and contact information, call the school's main office, or find them at pghschools.org/counseling), or the principal. **If you're not satisfied with the response to an issue or concern**, you can call the PPS parent hotline at 412-529-4357, email parenthotline@pghschools.org, or complete a "Let's Talk" ticket ("Let's Talk" requires you to download an app for a mobile device). *Be sure to note your ticket number.* You can also contact a district-level staff member (find the appropriate

department on the PPS website: pghschools.org). If you're still not satisfied or you haven't heard back within a reasonable time, you can contact the superintendent or your school board member through the district website.

How do I get help if my child is having trouble attending school regularly?

This school year, you should receive a letter and/or text messages with offers of help from Everyday Labs if your child is at risk of becoming **chronically absent from school**. (Everyday Labs was made available to the district by A+ Schools with a grant from the Richard King Mellon Foundation.) Chronic absence means missing 10% or more of school days—just two days a month—for any reason. Chronically absent students are more likely to read below grade level and eventually drop out of high school. If you're having trouble getting your child to school for any reason, contact us or talk to your school's social worker or counselor to get connected to resources.

How do I get my child mental or emotional support?

Seek help right away if you think your child needs **mental or emotional support**. Talk to your child's teacher and/or the school counselor or social worker. District staff members want to hear from parents if a child is experiencing stress for any reason. You or your child can also request help through the Student Assistance Program (see pages 12-13 of the main story). Resources to address **bullying** can be found at pghschools.org/bullying. Call or text 988 to reach a free, 24-hour **suicide prevention and crisis support hotline**. UpStreet Pittsburgh (upstreetpgh.org, or 412-586-3732) offers **free therapy services** for 12-22 year olds, as well as suicide prevention resources, including for LGBTQI+ youth, at upstreetpgh.org/suicide-prevention. For more resources, visit pghschools.org/suicideprevention.

How do I get my child a tutor?

Pittsburgh has many options for students to participate in tutoring, mentoring, and after-school programs that meet their interests. To request information about tutoring opportunities, visit bit.ly/Request-A-Tutor to complete a form or call the PLC Family Hotline at 412-256-8536. You can view a list of partnering organizations at projectplusus.org/pittsburgh-learning-collaborative to find programs. Other options include PGHreads.com for reading supports for younger students, the Khan Academy (khanacademy.org), which provides free online lessons

and personalized learning activities, and the Carnegie Library of Pittsburgh (carnegielibrary.org). With a library card, students can sign up for free tutoring from Tutor.com, or choose tutoring offered by the library. If your child needs accommodations to participate in a program, plan to have a preliminary conversation with the provider. For more information about tutoring, see "Helping children in Pittsburgh: What you can do" at ourschoolspittsburgh.org/2022-rising-up, and pages 14-15 in the main story.

Where can I get help if my child has a disability?

If your child receives **special education services**, you can find resources at the PEAL Center (pealcenter.org), including help for families new to special education. The Pittsburgh Local Task Force on the Right to Education (pghschools.org/PSEparentresources) is a family support and advocacy group. Each district school is assigned a program officer for special education (pghschools.org/contactpse) and parents may contact them. The district provides **early intervention** evaluation and services for any child under 5 (pghschools.org/earlyintervention, or 412-529-4000). Another local early intervention resource is the Alliance for Infants and Toddlers (afit.org, or 412-885-6000).

Where can I find help if we speak a language other than English?

PPS families with English Language Learners have the right to have **school information translated** into their home language and/or have an interpreter who speaks that language at meetings. Call PPS at 412-529-NINE (6463) to request translation/interpretation services or to speak to someone about a school issue in your home language. Local organizations that offer **tutoring, mentoring, and support for immigrant and refugee students and families** include ARYSE (arysepgh.org), Casa San José (casasanjose.org), Hello Neighbor (helloneighbor.io) and the Latino Community Center (latinocommunitycenter.org). For more support in Spanish, call the PLC Family Hotline at 412-335-7446.

How can I choose a school for my child?

Check out our School Choice and Enrollment Guide at ourschoolspittsburgh.org/schoolchoiceguide. Magnet school and program applications for the 2023-24 school year are due by December 9th. Visit pghschools.org/magnet or contact the Magnet Office at magnetoffice@pghschools.org or 412-529-3991.

Rising up: Stories from our schools

Tutoring snapshot

Ander Rosales Peraza, student,
and Melanie Bozic, tutor

Latino Community Center

Ander Rosales Peraza, a 3rd grader at Beechwood PreK-5 in Beechview, lives with his family in Mt. Oliver. Ander was born in the US after his parents emigrated from El Salvador. Like most children his age, he loves to play. He doesn't mind playing video games in English, but he prefers to speak Spanish when playing with others, such as the friends from Honduras and Mexico who were in his class last year. Ander also loves to do math—especially measuring things. During an interview, he holds up a ruler and notes that he's had it for one year. When he grows up, he wants to be a doctor.

Ander was in kindergarten when he met Melanie Bozic, a retired PPS teacher who volunteers as a tutor for the Latino Community Center in East Liberty. It was April of 2020, just after schools closed, so they met online, twice a week for two hours. Over the years their meeting times have fluctuated, but they've settled into meeting on Saturdays now, still mainly virtually. Sometimes Bozic, who speaks conversational Spanish, travels from her home in Oakland for a lesson on Ander's porch.

Ander first learned to read in Spanish from a book he had at home. "My brother helped me learn the words," he says. "And then I started reading. And after that I started reading English." He remembers that the first book he read with "Miss Melanie" was *Big Shark, Little Shark*, by Anna Membrino. They moved on to *Pete the Cat* books, written by various authors, followed by the *Magic Tree House* series, by Mary Pope Osborne.

Bozic prepares lessons for Ander using her knowledge of the PPS curriculum. When he was in kindergarten, they read books that emphasized particular phonic elements, and she showed him how to count using tally marks. In their English Language Arts lessons she incorporates social studies and science, including weather, climate, and animal facts, because Ander loves animals. She keeps track of what he knows and can do. When reading, he can draw logical conclusions, predict outcomes, identify characters and the setting, and talk about the plot. In math, he can add and subtract 4-digit numbers and use symbols for greater than and less than, she says. Ander adds that he also knows his 3-D shapes, but problems such as "9 take away 10" (a skill not usually taught as early as 2nd or 3rd grade) are still difficult.

Bozic calls Ander "a tenacious learner." Even in kindergarten, "His attention was remarkable," she says.

"There's not a lot of down or silent time between us because Ander is not very shy and he'll give his thoughts." He also has felt free to personalize their learning space. At times, "he'll have his little toys or little men sit with us during class."

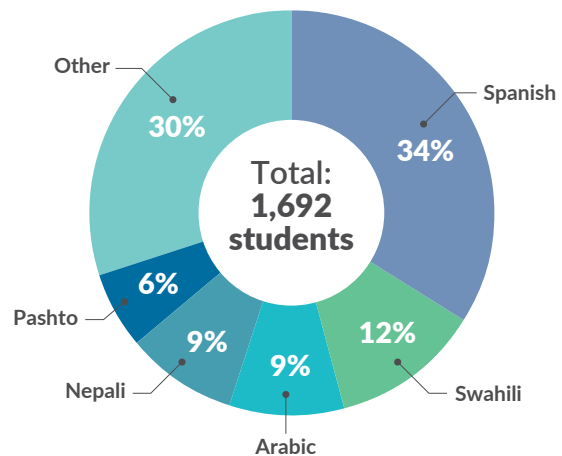
Speaking two languages may give him an edge. Studies have shown that being bilingual has many cognitive benefits. For example, having to make spot decisions about which words to use requires flexibility and the ability to focus. In addition, people who speak more than one language are more likely to understand math concepts and solve word problems than those who speak only one.

Ander appreciates that Miss Melanie loves pupusas, an El Salvadoran dish his mother makes that "tastes yummy," he says. He also appreciates that their relationship is one-on-one. Compared to his experience at school, "Miss Melanie helped me more because we were just two, and my teacher needed to help a lot of the kids in the classroom."

To request a tutor for a child whose first language is Spanish, call the Latino Community Center's Family Hotline: 412-335-7446.

To volunteer, visit latinocommunitycenter.org/volunteer-pittsburgh to see the range of opportunities and sign up. Tutors are not required to speak Spanish fluently but it helps if a tutor has a background in Spanish or another language.

Major home languages other than English spoken by PPS students



This graph shows the languages other than English spoken at home for 1,692 students whose parents provided that information, as percentages of the total. "Other" includes languages spoken by 4% or less of the total group.

Source: PPS

Tutoring snapshot

Michael Wells, student

Ready to Learn

The need for high quality math learning experiences for underserved students led the Center for Urban Education at Pitt to partner with PLUS Personalized Learning² at CMU on the math mentoring program Ready to Learn. With funding from the Heinz Endowments and the Chan Zuckerberg Initiative, the program combines human mentors with computer-aided learning, for 6th through 8th graders at Milliones 6-12, Science and Technology Academy 6-12 (Sci-Tech), and Westinghouse Academy 6-12. (A+ Schools Executive Director James Fogarty is a member of the PLUS Personalized Learning² Advisory Committee.) Though full implementation started as recently as the 2019-20 school year, Ready to Learn participants have already shown significant increases in math achievement (see the graph below).

Sci-Tech 9th grader Michael Wells, who lives in Brookline, participated in both the after-school and summer components of the program over the past several years. Before the pandemic, the mentors, Pitt and CMU students, came to his school. He could choose Monday and Wednesday or Tuesday and Thursday to attend the two-hour sessions, which were organized around social time, one-on-one time with a mentor, online tasks, and working on projects in small groups.

He recalls meeting one of his mentors. "We just started talking casually," he says. As it turned out, they shared the same musical tastes, and they both liked shoes. "So that's how we bonded. And then we started getting into math-related questions, like where I'm at in my class and why I was in the program, and we just grew from there."

Michael wants to go into computer engineering, and he wasn't "horrible" at math, but he wasn't the best at it either, he says. During the school day, he sometimes took advantage of the lunchtime support sessions teachers held. Along with the hope of boosting his skills at Ready to Learn, he was attracted by the stipend students were offered. But as time went on his motivation changed. "I started to enjoy math," he says. "I liked going so I could get more involved."

The software the program uses involves an "intelligent tutor" that modifies lessons based on the student's responses and offers individualized resources. Michael regularly looked at his data with his mentor and they worked together to set and monitor goals.

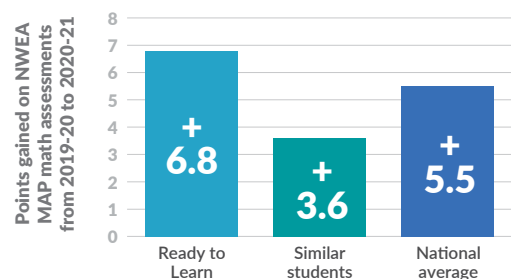
The program includes a social justice component designed to make math more meaningful for students. Michael remembers calculating percentages for a project that related the presence of food deserts in Pittsburgh to residents' incomes. During the pandemic, students figured out quantities of basic supplies a household would need to get through a period of quarantine. Michael liked working on the projects "because it showed me that you could really use math to solve real-world situations," he says.

The mix of one-on-one time with a mentor, working in small groups, and working alone at a computer suited him well. "I'm open to a lot of ways of learning. I like the one-on-ones. They're cool. And I like the small groups because I like talking to other people, working with other people," he says. Small groups could be stressful when he felt like the only one who didn't understand what was going on. Over time, though, he saw that others didn't always understand either, and it wasn't as big a deal as he had thought.

Now, in the classroom, he says, "I feel more confident when I'm asked a question. And not really scared too much if I get it wrong."

For more information, including how to register a student for Ready to Learn, visit cue.pitt.edu/ready-learn-program.

Growth in math achievement for students who participated in Ready to Learn mentoring compared to other students



This graph shows gains in scores on the NWEA Measures of Academic Progress (MAP) tests from the 2019-20 school year to the 2020-21 school year for Ready to Learn students and two comparison groups. Data include 70 Ready to Learn participants, most in 6th or 7th grade in 2019-20, who attended Milliones 6-12, Science and Technology Academy 6-12, and Westinghouse Academy 6-12, and 380 PPS students with similar demographics. The national average gain reflects the typical growth in scores for students who took the same tests across the country.

Source: PLUS Personalized Learning² (Tutors.plus/research.html)

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Section II

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Section II

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2022 Report to the Community Executive Summary

Pittsburgh's public schools at a glance

(all data for 2021-22 school year unless otherwise noted)

Number chronically absent in PPS K-12:
8,277 students missed
18+ school days

40%

54

District (PPS) schools and special education centers

11

Charter schools

20,350

PreK-12 students in PPS

5,250

Pittsburgh students attending charter schools

Number of students per teacher (PPS 2020-21):

11:1

Per-pupil spending:

\$28,182

Rank:

21 out of **500**

(in top 5% of state for spending)

Excess building capacity:

19,544 seats

(from 2022 PPS Budget)

16%

PPS teachers of color

91%

of teachers across PPS feel their school is a good place to work and learn

PPS enrollment, by school configuration

| Configuration | Avg. | Range |
|---------------|------|--------------|
| K-5 | 245 | 115 to 516 |
| K-8 | 385 | 168 to 715 |
| 6-8 | 251 | 145 to 378 |
| 6-12 | 660 | 329 to 845 |
| 9-12 | 871 | 335 to 1,416 |

Number of students suspended at least once

2,467

39%

Number of 3rd grade students who scored Proficient or better on state Reading tests: **534** out of **1,382**

Number Proficient or better in middle school math (grades 6-8): **571** out of **1,620**

35%

62%

Number of PPS seniors who earned a GPA of 2.8 or more: **737** out of **1,189**

Number of PPS students who scored a 3 or higher on at least one AP exam: **430** out of **1,479**

29%

82%

Number graduating within four years (PPS and charters) in 2021: **1,297** out of **1,573**

Number who entered college or trade school immediately after graduation in 2021 from PPS and charter schools (includes PPS Online Academy and special schools) **590** out of **1,282**

46%

Overview

“And how are the children?”

- Traditional Maasai greeting

Since 2004, A+ Schools has produced this *Report to the Community on Public School Progress in Pittsburgh* to provide you, the caregivers, community leaders, and members of organizations that serve our children, with a picture of how they are doing. And we know our children’s success is bigger than any one of us.

Our focus with this 17th report in 18 years is to understand whether we are giving each child what they need to reach and exceed a shared standard of success (our definition of equity). This summary provides an analysis across multiple dimensions of equity to understand how current systems (both school and community) work to create the outcomes that we see for our children.

We asked if the current system:

- Integrates schools racially and socioeconomically (enrollment equity)?
- Provides more resources to students with greater needs (funding equity)?
- Supports students with the greatest needs with a diverse and well-supported teaching force (teaching equity)?
- Disciplines all students in the same way (discipline equity)?
- Provides opportunities for all students to take rigorous courses and explore their passions (opportunity equity)?

We follow this discussion of system equity issues with a look at the outcomes that can predict future academic and life success. These outcomes are:

- Attendance
- State test proficiency
- SAT proficiency
- GPA as an indicator of future success in college or trade school
- Graduation
- College and trade school enrollment

We note that the pandemic has exacerbated issues of equity. We need to think more holistically about how community organizations like A+ Schools, our partners in the Pittsburgh Learning Collaborative, and local, state and

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.

federal governments can come together with our schools to support our children and families, not just to succeed in school but to thrive in life. We hope this report provides our community with the data needed to answer the question “And how are the children?” in a way that spurs action and collaboration for our kids.

We also highlight bright spots across the district—schools and programs that are getting better outcomes by doing something in a different way.

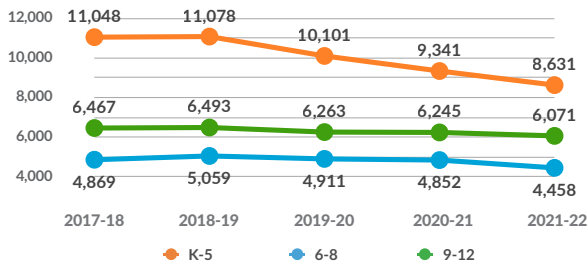
Unless otherwise noted, data refer to the 2021-22 school year.

Enrollment equity

In 2021-22, Pittsburgh Public Schools (PPS) enrolled 19,160 K-12 students, an overall decline of 3,224 or 14% of students since the 2017-18 school year. The steepest declines in enrollment were for K-5 students, with a total loss of 2,417 (-21%). Over that same period (2018-21), the City of Pittsburgh population between the ages of 5-19 declined from an estimated 48,298 to 46,507, according to the US Census. However, charter school enrollment for children living in Pittsburgh grew from 4,072 in November of 2017 to 5,250 in November of 2022, an increase of 1,178 students.

Executive summary 2022

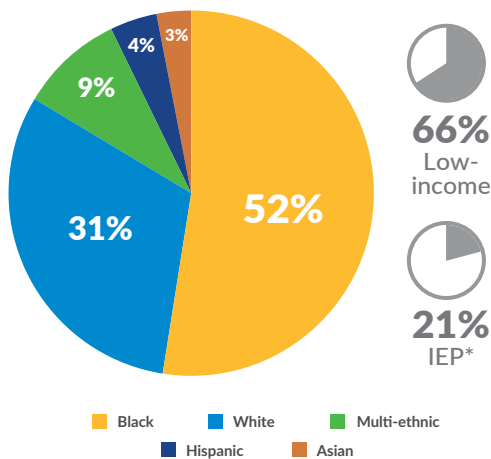
Enrollment change by grade level



Bright spot:

Schiller 6-8 saw the largest enrollment growth of any K-12 school in the city at 28% from 2017-18 to last year.

2021-22 District enrollment by race/ethnicity

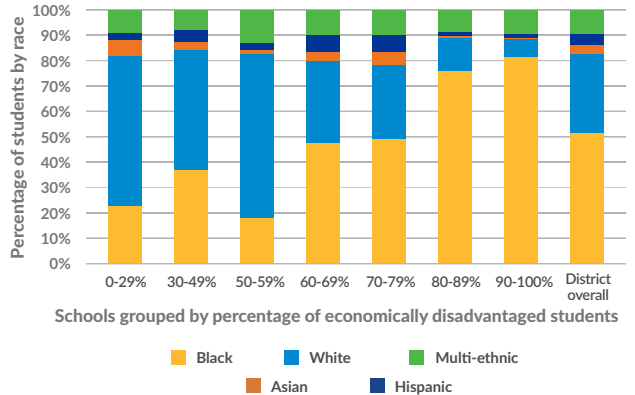


* Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"

Compared to the overall demographics of the City of Pittsburgh, PPS has more students of color (69% compared to 34%) and more students experiencing poverty (66% compared to 20%). Both groups are segregated in PPS to a significant degree.

The chart that follows shows the demographic breakdown of schools by the range of students classified as "economically disadvantaged" by the district. 65% (6,138) of Black students attend schools where the concentrations of poverty are 70% or higher compared to 33% (1,947) of White students. Neighborhood segregation drives school segregation. Currently, 54% of Pittsburgh's students attend their neighborhood schools, which have enrollment boundaries that mirror Pittsburgh's highly segregated neighborhood boundary lines.

Racial and economic segregation in Pittsburgh schools



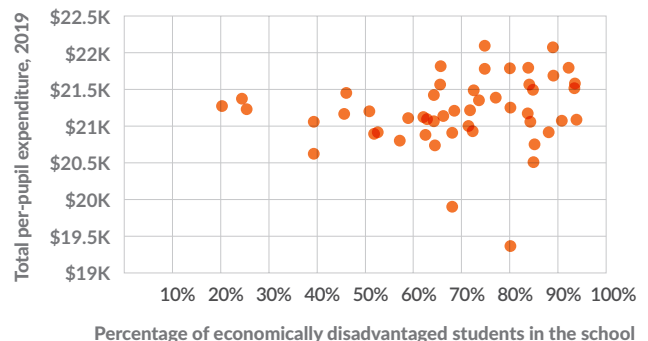
Whittier K-5 and Grandview PreK-5, both in the South area, provide an example. Whittier serves the predominantly White neighborhoods around Mt. Washington while Grandview serves the predominantly Black neighborhoods of the City's Hilltop. Whittier's population is 56% White and 22% Black. Grandview's population is 73% Black and 13% White.

Funding equity

School resources can differ based on the size and makeup of a school. An approximation for student need is the number of students experiencing poverty and the number of students with disabilities. How PPS provides for schools does not always account for these needs.

While some schools with higher concentrations of low-income students get more resources, others do not. The table on the next page shows the concentrations of low-income students and students with disabilities in the highest and lowest spending schools (based on the latest per-pupil spending numbers released by the state).

Per-pupil funding and students' economic disadvantage



Per-pupil spending by school type, low-income, IEP

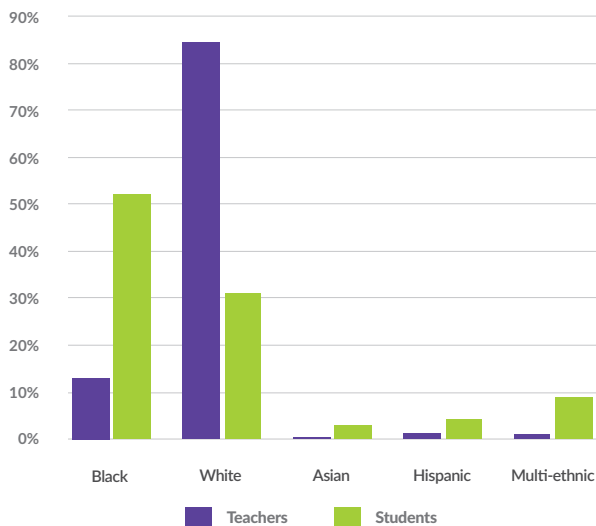
| | School | Percent low-income | Percent IEP | Per-pupil amounts (2019) |
|---|---|--------------------|-------------|--------------------------|
| ↑ | Highest \$ per-pupil magnet school Montessori PreK-5 | 20% | 13% | \$21,268 |
| ↓ | Lowest \$ per-pupil magnet school Classical 6-8 | 63% | 31% | \$20,876 |
| ↑ | Highest \$ per-pupil neighborhood school South Hills 6-8 | 75% | 29% | \$ 22,088 |
| ↓ | Lowest \$ per-pupil neighborhood school Perry 9-12 | 80% | 29% | \$19,361 |

Teaching equity

Who are our teachers, and how are they deployed in different schools?

In Pennsylvania, according to Research for Action, in the 2019-20 school year, 6% of teachers were teachers of color, compared to a student population that was 35% of color across the state. Nearly 1,500 out of 2,982 schools did not have a single teacher of color. In Pittsburgh, 16% of teachers are Black or Brown. While our teaching force is much more diverse than the state average, many PPS students do not have Black or Brown teachers, including students at Grandview PreK-5, Woolslair PreK-5, and Mifflin PreK-8, where 100% of teachers are White. A diverse teaching force benefits all children, with Black students benefiting the most. One study showed that Black students who'd had one Black teacher by 3rd grade were 13% more likely to enroll in college compared to those who did not.

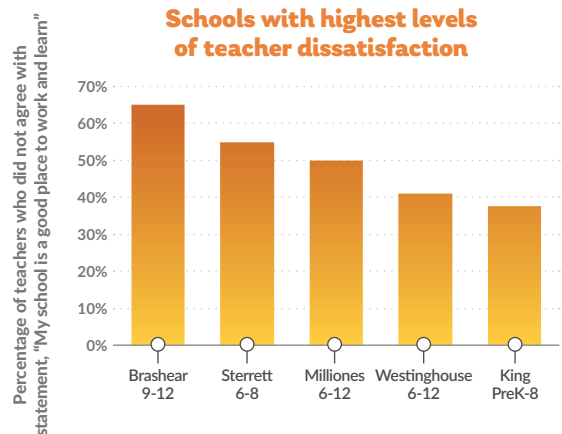
PPS student and teacher demographics



The state also tracks the percentage of experienced teachers in a school. A number of studies have confirmed that teachers with a little bit of experience under their belt are more productive and have a greater impact on student achievement than brand new teachers.

In Pittsburgh, the vast majority of the teaching force has 10 or more years of experience. When we look at where teachers are assigned, we see a fairly even distribution of novice teachers across schools, regardless of student poverty. However, there are a couple of notable exceptions. In the 2020-21 school year, approximately 41% of the teachers at Milliones 6-12 (UPrep) and 29% of the teachers at Westinghouse 6-12 had less than three years of experience teaching, according to state data.

PPS surveys teachers every year on the conditions of teaching and learning at their schools. Across the district, 91% of teachers responded positively to the statement, "My school is a good place to work and learn." In 12 schools, 100% of teachers agreed with the statement. The schools with the highest rates of disagreement are below.



Bright spot:

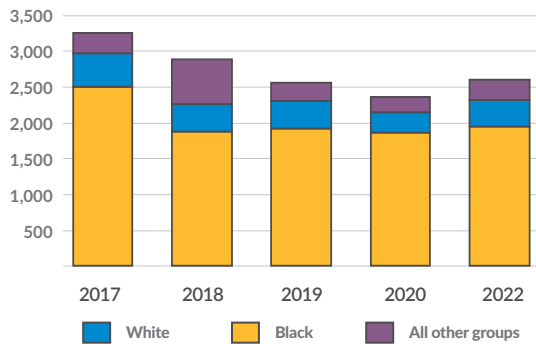
PPS has had significantly low teacher turnover with only 28 teachers new to their buildings in the 2021-22 school year. One reason for this high rate of staff stability may be the higher educator salaries paid by PPS compared to other districts. The current median salary for a PPS educator is approximately \$99,000 per school year.

Discipline equity

Another dimension of equity is how students are treated for breaking school rules. Over the past five years, suspensions have declined from a rate of 13% in 2017 to 11% this past year, which represents 2,467 students who were suspended at least once.

Executive summary 2022

2017-22 PPS suspensions by race/ethnicity



We did not report suspensions in 2021 because buildings were closed for much of the year.

Suspensions are still highly disproportionate by race and economic disadvantage. Of all out-of-school suspensions in the 2021-22 school year, Black students represented 75% and students who were economically disadvantaged represented 86%. As these high rates of suspension for Black and low-income students continue, even as overall suspensions decline, the district should evaluate how schools manage behavior, look at best practices for creating consistent behavior expectations and habits, and study what is working in schools with low rates of suspensions.



Bright spot:

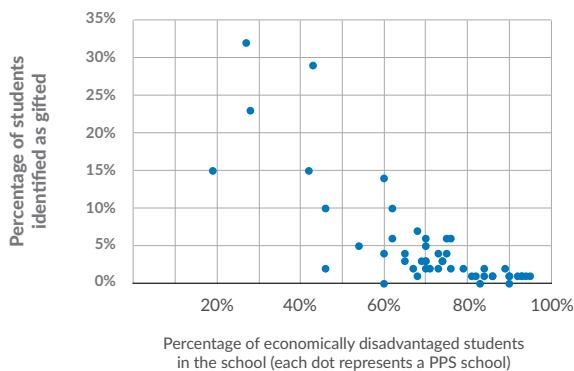
Beechwood PreK-5 and Montessori PreK-5 reported no suspensions last year.

Equity of opportunity

Gifted education

As noted in prior years, economic advantages that students are born into become educational advantages in the system. The chart below shows the percentage of students with a "Gifted" Individual Education Plan by the concentration of low-income students in a building.

Gifted identification and students' economic disadvantage



| Race/ethnicity | Total students | Students with gifted IEP | Percentage of total with gifted IEP | Percentage of all students with gifted IEP |
|----------------|----------------|--------------------------|-------------------------------------|--|
| Black | 9,446 | 229 | 2% | 17% |
| White | 5,789 | 905 | 16% | 66% |
| Hispanic | 808 | 25 | 3% | 2% |
| Asian | 661 | 67 | 10% | 5% |
| Multi-ethnic | 1,682 | 135 | 8% | 10% |

When disaggregated by race, as shown above, there are disparities that call into question the bias of the measures used to determine whether a student meets the criteria for a gifted IEP, especially for Black and Hispanic students.

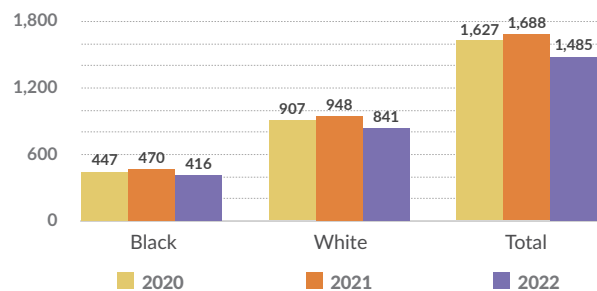
Gifted identification in elementary school affects the rest of a student's K-12 academic career. For more information, visit pghschools.org/cas.

AP enrollment

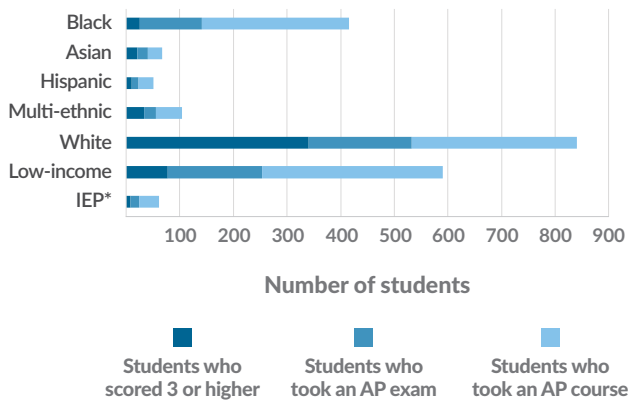
In the 2021-22 school year, the percentage of students in 9th-12th grades who took an AP course decreased compared to 2020-21, from 29% in 2020-21 to 26% in 2021-22.

Once again, Black students were under-represented in AP courses, at 28% of AP course takers compared to White students at 56%. One reason is that Black students are also underrepresented in gifted identification, meaning they must apply and have a teacher recommendation in order to take an AP course.

Number of students enrolled in one or more AP courses, 2020-22



AP course and exam taking, by race, low-income, IEP



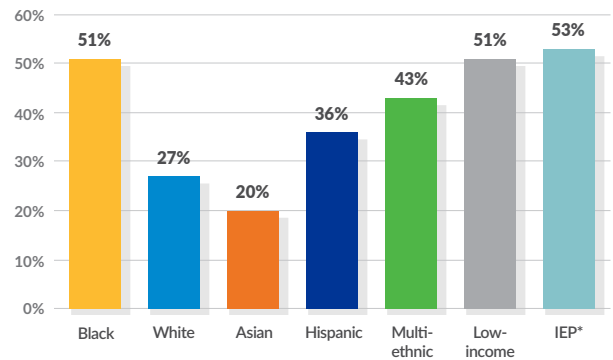
The chart above shows the number of students who took an AP course by race, economic disadvantage, and IEP status. The chart shows that 34% of Black AP course takers also took the AP exam, compared to 63% of White AP course takers. 25 Black students scored a 3 or higher on one or more exams, compared to 340 White students.

Student outcomes

Chronic absence

Overall, rates of chronic absence (missing 10% or more of the school year for any reason) increased from a pre-pandemic level (2019-20 school year) of 27% to 42% last year, with nearly half of high school students chronically absent. As noted in previous reports, absenteeism is highly predictive of whether a student will graduate, with one study showing that a student is **7 times more likely to drop out if they are chronically absent any year between**

Percentage of students chronically absent, by race, low-income, IEP



8th and 12th grade. Only 11% of chronically absent students who graduated from high school made it to a second year of college, according to another study.



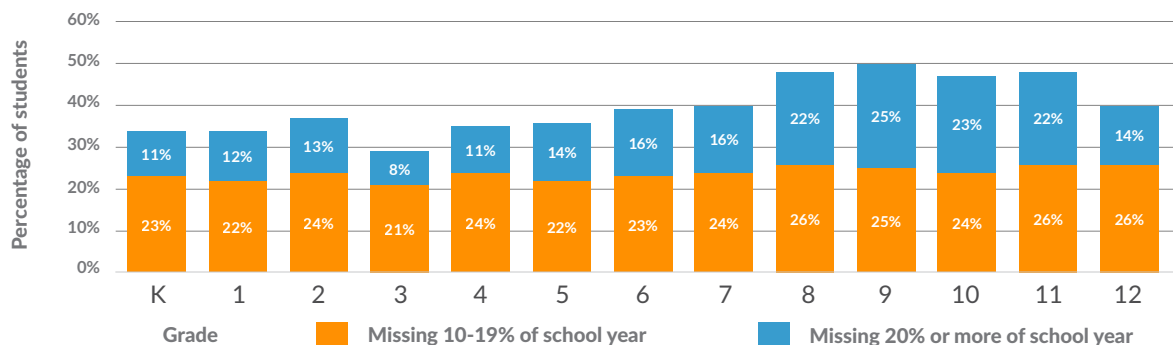
Bright spot:

Once again, Schiller 6-8 had the lowest rate of chronic absence of any school in 2021-22, at 10%.

PSSA data (grades 3-8)

The pandemic affected achievement for students across the country, with the National Assessment of Educational Progress showing historic losses. To better understand the impact of the pandemic on student outcomes in PPS, we compare the percentages of students who scored in the Proficient and Advanced ranges on the Pennsylvania State System of School Assessment (PSSA) tests for the 2018-19 and the 2021-22 school years, in English Language Arts (ELA) and Math. In line with national data, we see

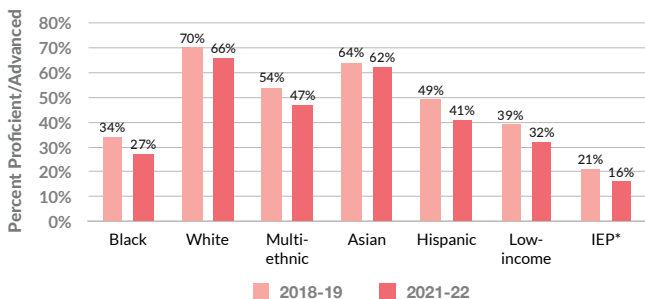
Percentage of students chronically absent, by grade



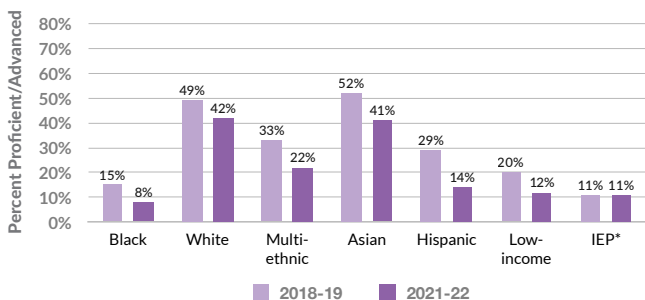
Executive summary 2022

that all student subgroups experienced a decline in achievement, with Black, Hispanic, and low-income students having the largest decreases.

Grades 3-8 ELA PSSA in 2018-19 and 2021-22



Grades 3-8 Math PSSA in 2018-19 and 2021-22



Bright spot:

88% of 3rd graders at Greenfield PreK-8 scored Proficient and Advanced on the ELA PSSA in 2022.

Please note: With changes to graduation requirements under Act 158 taking place, we are evaluating the efficacy of reporting Keystone Exam scores as there are now a variety of ways for students to demonstrate graduation readiness besides proficiency on these state exams.

College and trade school readiness

Even before the pandemic, high school and college or trade school completion rates in Pittsburgh meant that

many of Pittsburgh's students entered the workforce without the education or skills to get jobs with life-sustaining wages.

Completing high school and going on to get a postsecondary certificate or bachelor's degree has a lifelong impact on a learner. All of the highest paying jobs in our region require a bachelor's degree or higher credential. Industries with a high demand for new employees almost all require some form of postsecondary education, according to the Allegheny Conference on Community Development.

Grade Point Average (GPA)

A GPA of 2.8 or higher is one among several indicators that can predict success in college. Out of 1,198 seniors for whom we have data, 737 (61%) received a GPA of 2.8 or above, and 461 students (39%) did not. The majority of students (373 out of 461 students, or 81%) who did not receive a GPA of 2.8 or above were students of color. For the percentages by school, see the graph on page 15.

SAT scores

PPS also tracks how many students meet the college ready benchmark for SAT scores in both Reading and Math. While a recent study found that GPA is five times more predictive of college success than SAT scores (Allensworth and Clark, 2020), of 221 colleges surveyed in a report by the National Association for College Admission Counseling, 46% considered the SAT/ACT scores of "considerable importance," while only 5% said they were of "no importance."

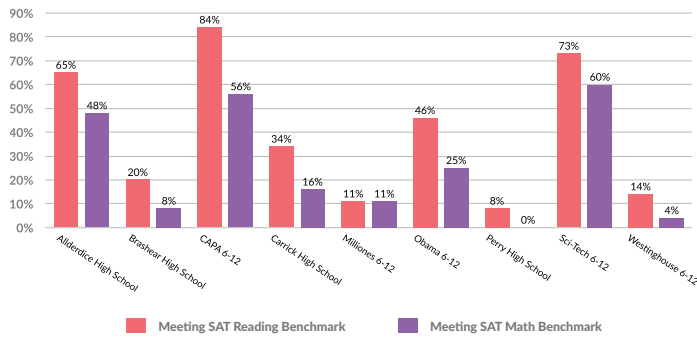
Graduation rate

Overall, rates of graduation in 2021, the most recent year available, rose from 80% in 2020 to 82% in 2021, with a significant increase in Hispanic graduation rates from 52% to 72%. The 18% that did not graduate represents 268 students, 67% of whom were Black, 21% White, 6% Hispanic, and 5% Multi-ethnic.

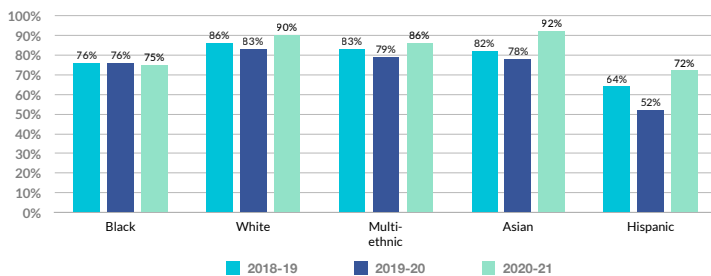
Conclusion

When we look at equity indicators across the district, we see a system that deprives some students of the opportunities they need for success, and disparities by race and family income for some data that raise serious questions. We are reminded that a system gets the outcomes it is designed to produce. In order to get better

Percentage of students meeting SAT Benchmarks



PPS graduation rates over time, by race/ethnicity



outcomes, we need to rethink many aspects of the current system to better ensure that students' needs are met, teachers feel supported in improving their practice, and families are welcomed as true partners with schools.

The pandemic showed that we have the community will to help Pittsburgh's children. If you can help, as a tutor, donor, volunteer, or interested citizen, contact us by emailing info@aplusschools.org or calling the Pittsburgh Learning Collaborative Hotline at 412-256-8536.

Methodology

The executive summary analysis was conducted using data in the full report and previous reports as well as additional public data from the PA Department of Education and from PPS. See pages 146-147 for definitions and sources of information. The executive summary findings were developed by Sean Caulfield and Alec Harkins, data analysts for the report. For links to relevant research, view the online version of the report at ourschoolspittsburgh.org.

Data analysis, best practices, and presentations for your school

At A+ Schools, we value the insight that data analysis can provide for a school, and look to research that highlights local and national best practices to help address systemic barriers to equity in order for all schools to achieve the greatest successes for their students.

Call A+ Schools at 412-697-1298 or email us at info@aplusschools.org to schedule a presentation on this report for your school, community group, or agency. We'll review the report, explain how to use it, and answer your questions. These presentations can be customized to look at a particular school's data, a particular set of schools by grade or region, or the whole district.

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About this report

This report contains data for each **Pittsburgh public school and all of the charter schools within the city** for the **2021-22** 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” programs, magnet programs, and Career and Technical Education (CTE) program sites
- Special education services provided at the school
- Building accessibility

The indicators of school progress were originally selected by an A+ Schools committee headed by Alan Lesgold, Ph.D., dean emeritus of the School of Education, University of Pittsburgh. The indicators in our revised report (starting in 2014) were developed with the help of Dr. Shula Nedley, Dr. Daniel Morrow, and the A+ Schools Board and staff. We thank the Pittsburgh Public Schools and each charter school for providing information.

See pages 146-147 for more information about any indicator.

Visit ourschoolspittsburgh.org for:

- An expanded version of the “Rising up” section in this report, including more stories and links to relevant research
- Links to “Rising up” stories from the 2019, 2020, and 2021 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.

How to read this report

Pages are color-coded by level:

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

School offerings



Career and Technical Education



Program for English Language Learners



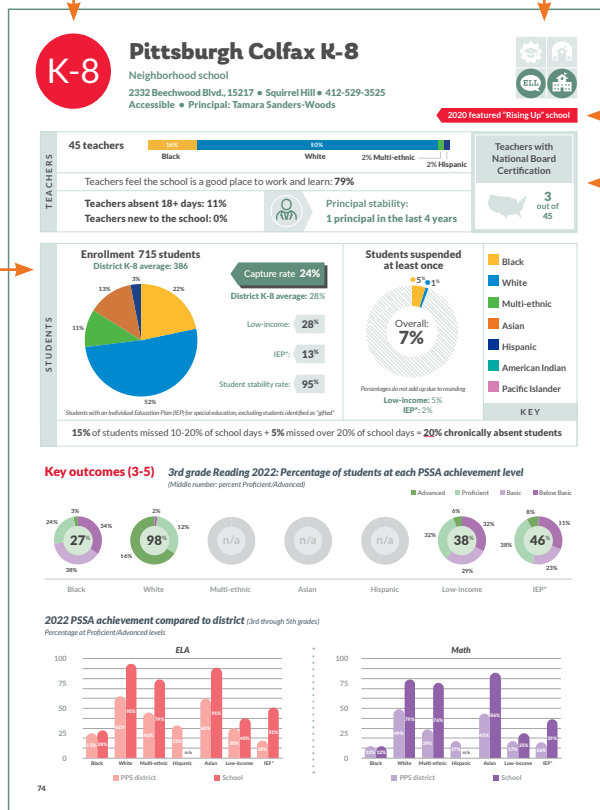
Magnet school or program



Neighborhood school

Who goes to the school?

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



Schools featured in the “Rising Up” section of the report are flagged on school pages. Find stories from earlier years at ourschoolspittsburgh.org.

Who are the teachers?

- How do they feel about their school, based on responses to the “Teaching and Learning Conditions” survey?
- 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?
- How many principals did the school have from the 2018-19 school year through the 2021-22 school year?

Continued on page 38

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.

See pages 146-147 for more information about any indicator.

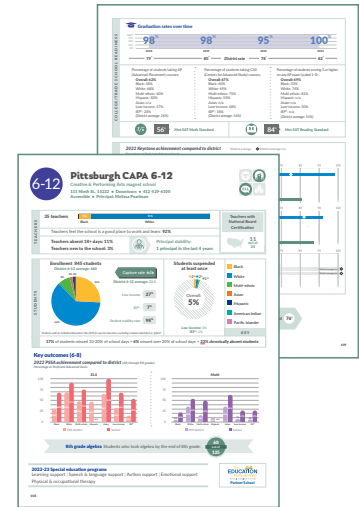
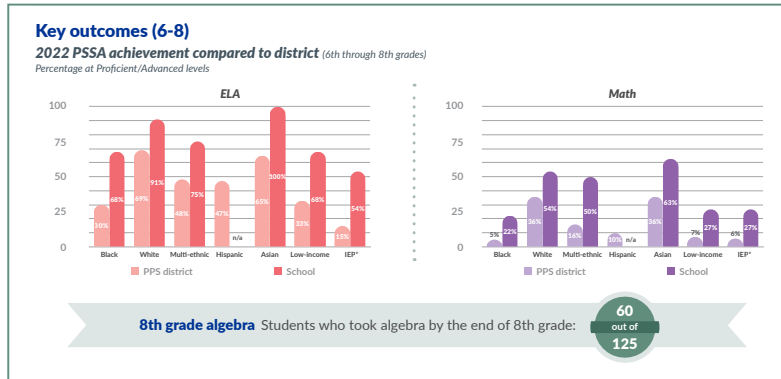
How to read this report

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

Are students reading well by 3rd grade—an important indicator of future success?

How did different groups of students score on state tests in English Language Arts (ELA) and Math?

How does that compare to how the same groups scored across the district overall?



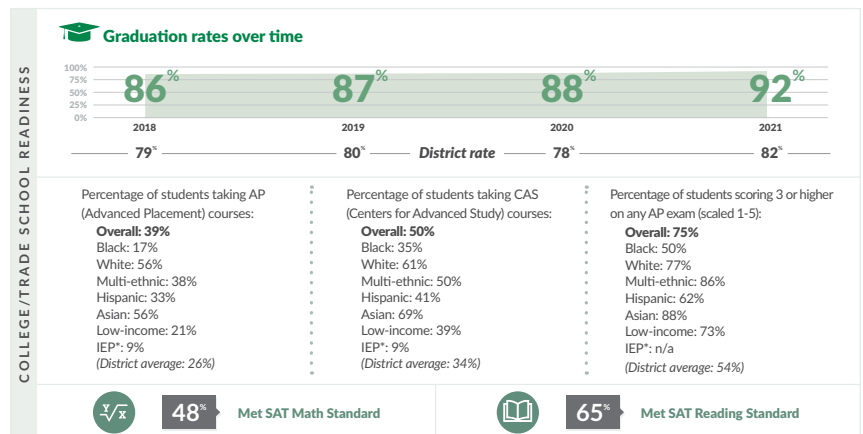
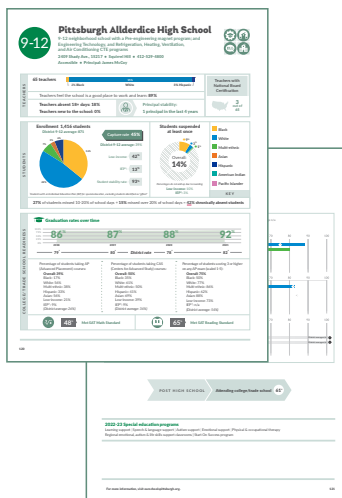
How many students took algebra by the end of 8th grade? (Algebra is a “gatekeeper” course for higher level math achievement, college, and the trades.)

How did different groups of students score on the Algebra I Keystone Exam?

Achievement: 6-12 and 9-12

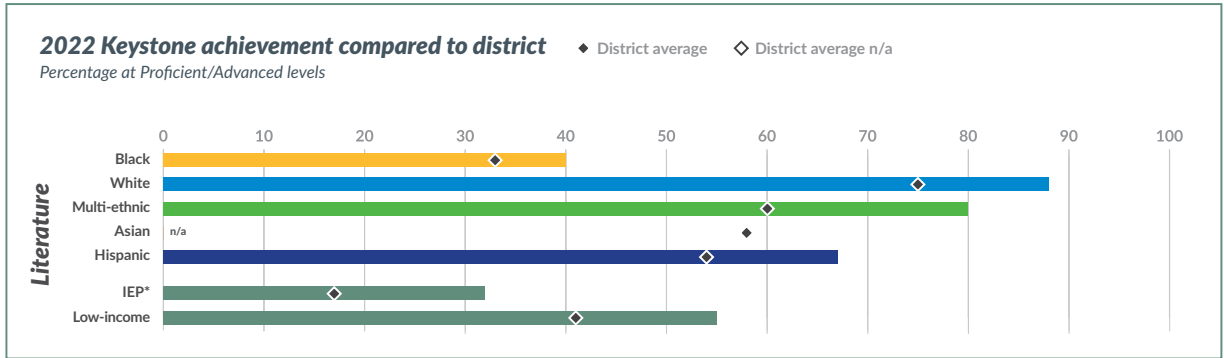
These sections on 6-12 and high school pages show different ways to look at whether students are ready for college and careers.

- How many students graduate? What is the trend over time?
- Which students take advanced courses, such as AP and CAS?
- How did students fare on AP exams?
- How did students fare on the SAT?



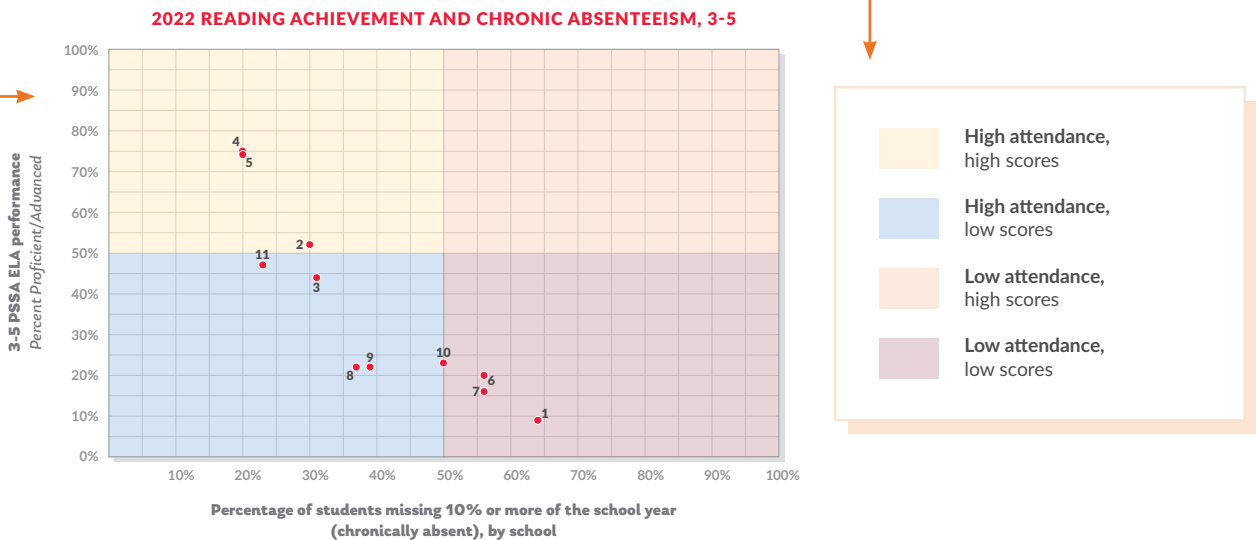
Achievement: 6-12 and 9-12

How did different groups of students score on the Keystone exams in Literature, Algebra I, and Biology, compared to district averages for those groups? (There are no district averages for Biology for Asian and Hispanic students because too few students took the exam for scores to be reported.)



Chronic absenteeism and proficiency on state tests

On the cover pages for each level, we report chronic absenteeism (missing 10% or more of school days for any reason) along with percentages of students who scored in the Proficient and Advanced ranges on state tests, for each school. In general, you can read these graphs this way:



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Special schools and centers

The Pittsburgh district serves students with special needs through supports and programs 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 (2022-23) and basic demographical information (2021-22) about these schools and centers, and Pittsburgh Online Academy 4-12 (a regular education cyber school).

Pittsburgh Clayton Academy 6-12*

Alternative education for students who were expelled
1901 Clayton Ave., 15214 • Perry South • 412-529-6000
Accessible • Principal: Rhonda Brown
17 teachers • Students: n/a
No students had been referred to Clayton as of Oct. 1, the official date of enrollment.

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
19 teachers • 167 students
Black: **63%**, White: **30%**, 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: Bernard Taylor
18 teachers • 106 students
Black: **77%**, White: **9%**, Multi-ethnic: **10%**, Asian: **1%**
Hispanic: **2%**, Low-income: **83%**

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: Aisha Robinson
177 students • Black: **44%**, White: **46%**, Multi-ethnic: **8%**
Asian: **1%**, Hispanic: **2%**, Low-income: **61%**

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
9 teachers • 55 students
Black: **44%**, White: **40%**, Multi-ethnic: **7%**, Asian: **5%**, Hispanic: **2%**
Pacific Islander: **2%**, Low-income: **51%**

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
27 teachers • 146 students
Black: **83%**, White: **9%**, Multi-ethnic: **4%**, Hispanic: **4%**
Low-income: **84%**

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 • 199 students
Black: **96%**, White: **3%**, Multi-ethnic: **1%**, 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
65 teachers • 330 students
Black: **21%**, White: **65%**, Multi-ethnic: **11%**, Hispanic: **3%**, Low-income: **40%**

* The Education Partnership provided school supplies.



For more information

Pittsburgh Public Schools Program for Students with Exceptionalities:
412-529-3132, pghschools.org/pse

Passport Academy Charter School: pacs.k12.com

Provident Charter School:
providentcharterschool.org



Pittsburgh's elementary schools

- In the 2021-22 school year: PPS had 23 K-5 schools.
- The average K-5 school had 245 students.
- 71% 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

408 teachers

17% Black | 80% White | 2% Multi-ethnic | 1% Hispanic

Teachers with National Board Certification: **23**

Average counselor/student ratio: **1/237**

K-5 STUDENTS

Students chronically absent

24% of students missed 10-19% of school days

10% missed 20% or more of school days

34% Total chronically absent students

Students suspended at least once

Overall: **4%**

Low-income: **3%**

IEP*: **1%**

Percentages do not add up due to rounding

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

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

SCHOOL STABILITY

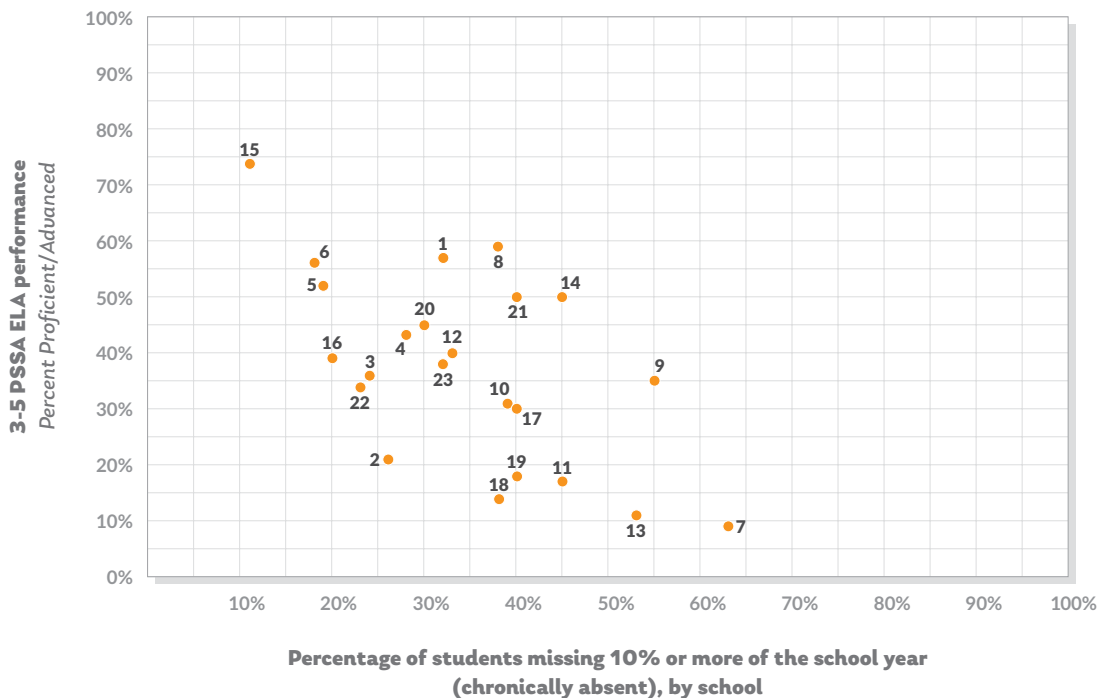
Student stability rate: **93%**

Teachers new to the school: **2%**

PRINCIPAL STABILITY 2019-22

14 K-5 schools had one principal. | 8 schools had two. | 1 school had three.

2022 READING ACHIEVEMENT AND CHRONIC ABSENTEEISM



| | |
|----|---------------------|
| 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: Michael Barbone



2019 featured "Rising Up" school

TEACHERS

35 teachers

14% Black 86% White

Teachers feel the school is a good place to work and learn: **97%**

Teachers absent 18+ days: **9%**
Teachers new to the school: **0%**

Principal stability:
1 principal in the last 4 years

Teachers with National Board Certification

2
out of
35

STUDENTS

Enrollment 516 students
District K-5 average: 245

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

Low-income: **65%**
IEP*: **18%**
Student stability rate: **98%**

Students suspended at least once

Overall: **2%**

Low-income: 2%
IEP*: 1%

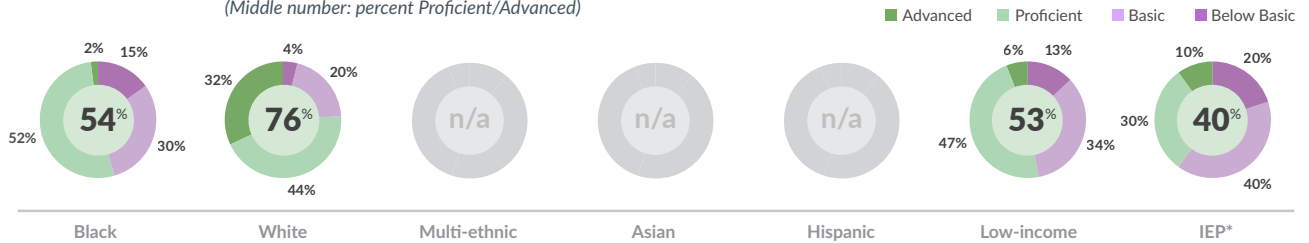
24% of students missed 10-19% of school days + **9%** missed 20% or more = **32% chronically absent students**

Percentages do not add up due to rounding

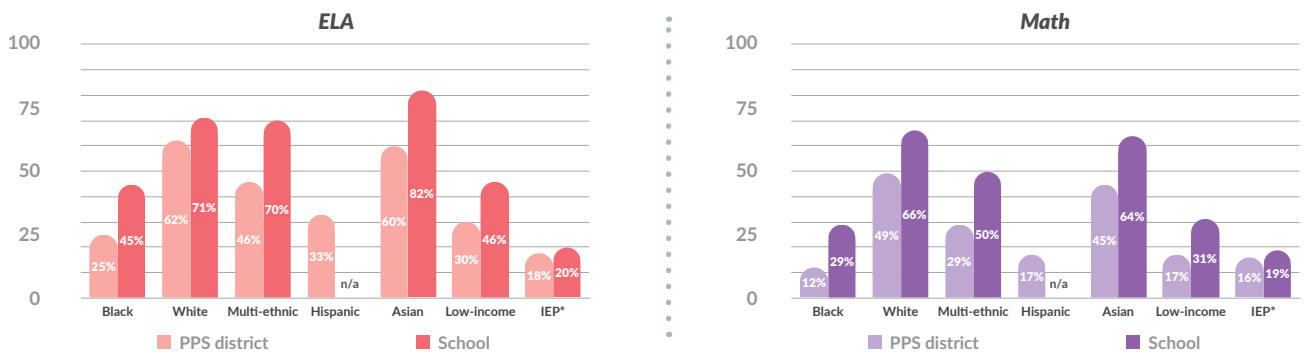
Key outcomes

3rd grade Reading 2022: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)



2022 PSSA achievement compared to district (3rd through 5th grades): Percentage at Proficient/Advanced levels



2022-23 Special education programs

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



Pittsburgh Arsenal PreK-5

Neighborhood school

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

Accessible, with exceptions • Principal: Ruthie Rea



TEACHERS

17 teachers

29%

Black

65%

White

6%

Multi-ethnic

Teachers feel the school is a good place to work and learn: **100%**

Teachers absent 18+ days: 29%

Teachers new to the school: 6%

Principal stability:
1 principal in the last 4 years

Teachers with National Board Certification

0
out of
17

STUDENTS

Enrollment 228 students
District K-5 average: 245

Capture rate 20%
District K-5 average: 31%

Low-income: **79%**

IEP*: **14%**

Student stability rate: **95%**

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

Students suspended at least once

Overall: **7%**

Low-income: 6%

IEP*: 3%

Percentages do not add up due to rounding

21% of students missed 10-19% of school days + 4% missed 20% or more = **26% chronically absent students**

Percentages do not add up due to rounding

KEY

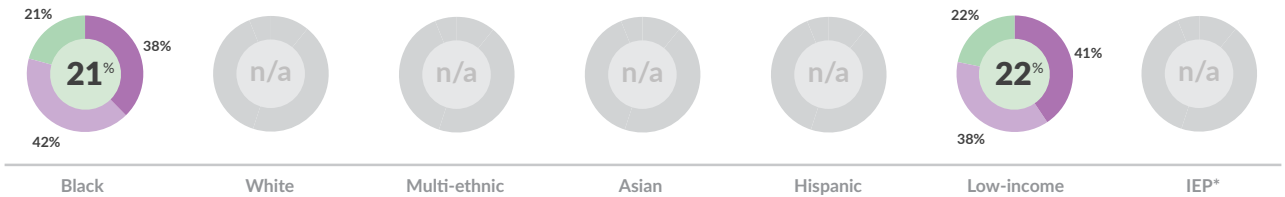
- Black
- White
- Multi-ethnic
- Asian
- Hispanic
- American Indian
- Pacific Islander

Key outcomes

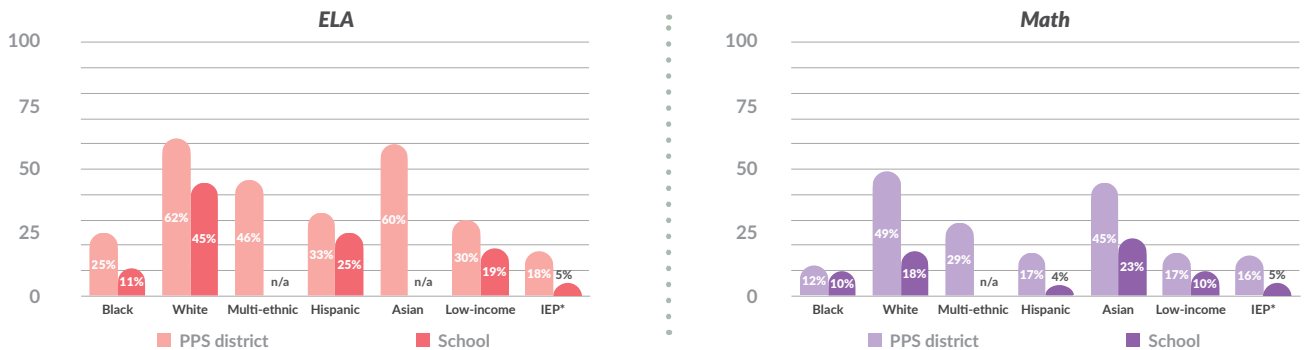
3rd grade Reading 2022: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic



2022 PSSA achievement compared to district (3rd through 5th grades): Percentage at Proficient/Advanced levels



2022-23 Special education programs

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





Pittsburgh Banksville K-5

Neighborhood school

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

Accessible • Principal: Alexis Fadick



TEACHERS

16 teachers

6%

94%

BlackWhite

Teachers feel the school is a good place to work and learn: **100%**

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

Principal stability:
1 principal in the last 4 years

Teachers with National Board Certification

0
out of
16

STUDENTS

Enrollment 252 students
District K-5 average: 245

Capture rate **36%**
District K-5 average: 31%

Low-income: **60%**

IEP*: **10%**

Student stability rate: **90%**

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

Students suspended at least once

Overall: **2%**

Low-income: 1%
IEP*: 1%

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

KEY

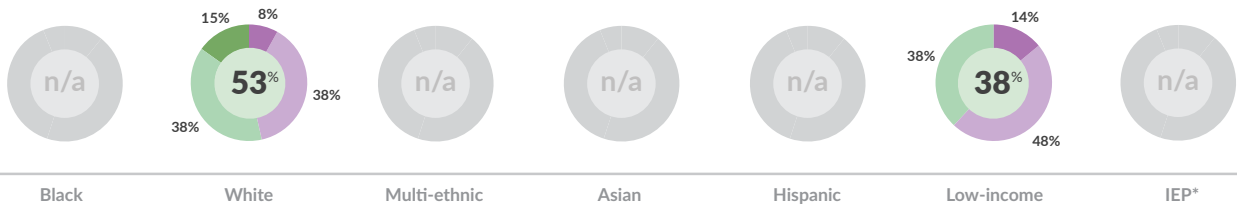
19% of students missed 10-19% of school days + 5% missed 20% or more = 24% chronically absent students

Key outcomes

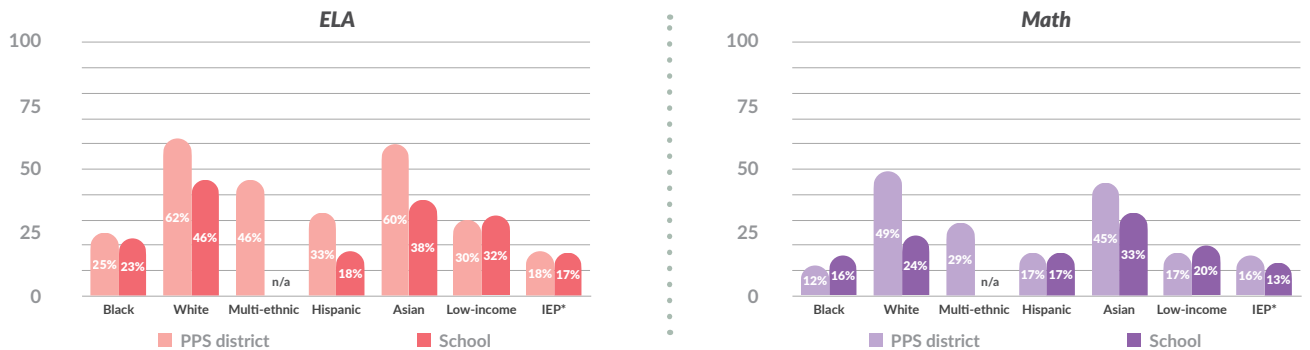
3rd grade Reading 2022: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic



2022 PSSA achievement compared to district (3rd through 5th grades): Percentage at Proficient/Advanced levels



2022-23 Special education programs

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





Pittsburgh Beechwood PreK-5

Neighborhood school

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

Accessible, with exceptions • Principal: Lisa Gallagher



2019 and 2021 featured "Rising Up" school

TEACHERS

23 teachers

13%

87%

Black
White

Teachers feel the school is a good place to work and learn: **100%**

Teachers absent 18+ days: 4%

Teachers new to the school: 0%

Principal stability:
2 principals in the last 4 years

Teachers with National Board Certification

2
out of
23

STUDENTS

Enrollment 296 students
District K-5 average: 245

Capture rate 41%
District K-5 average: 31%

Low-income: **69%**

IEP*: **17%**

Student stability rate: **90%**

Students suspended at least once

Overall: 0%

Low-income: 0%
IEP*: 0%

23% of students missed 10-19% of school days + **5%** missed 20% or more = **28% chronically absent students**

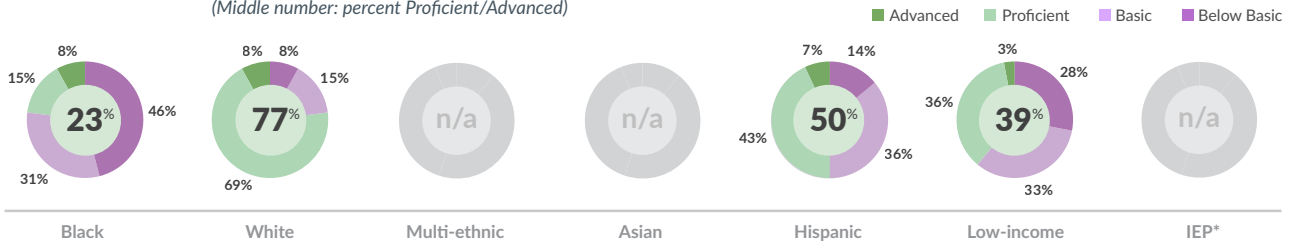
KEY

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

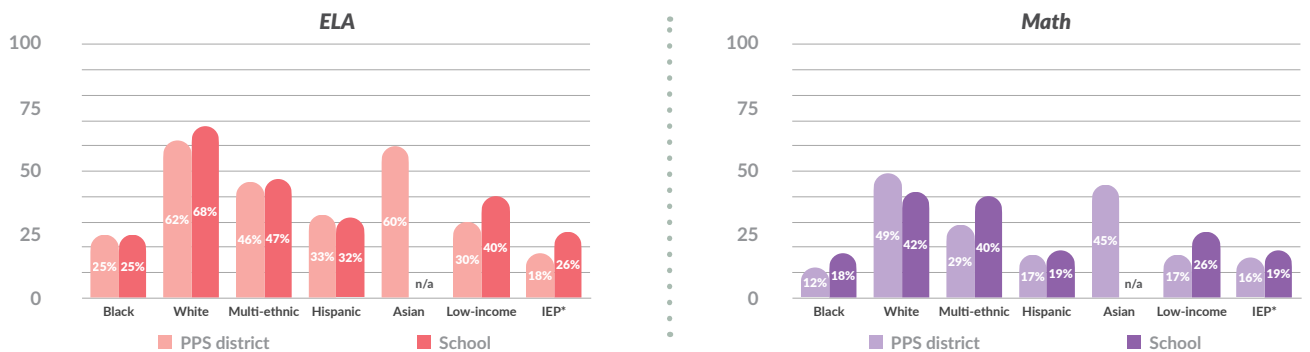
Key outcomes

3rd grade Reading 2022: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)



2022 PSSA achievement compared to district (3rd through 5th grades): Percentage at Proficient/Advanced levels



2022-23 Special education programs

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





Pittsburgh Concord PreK-5

Neighborhood school

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

Accessible • Principal: Jamie Kinzel-Nath



TEACHERS

27 teachers

BlackWhite

Teachers feel the school is a good place to work and learn: **95%**

Teachers absent 18+ days: **7%**
Teachers new to the school: **0%**

Principal stability:
1 principal in the last 4 years

Teachers with National Board Certification

2
out of
27

STUDENTS

Enrollment 387 students
District K-5 average: 245

Capture rate **41%**
District K-5 average: 31%

Low-income: **73%**

IEP*: **18%**

Student stability rate: **91%**

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

Students suspended at least once

BlackWhite

Overall: **3%**

Low-income: 2%
IEP*: 1%

KEY

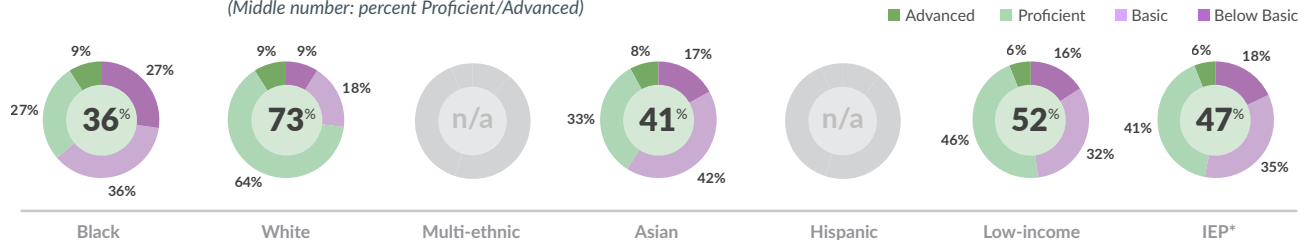
- Black
- White
- Multi-ethnic
- Asian
- Hispanic
- American Indian
- Pacific Islander

16% of students missed 10-19% of school days + 3% missed 20% or more = 19% chronically absent students

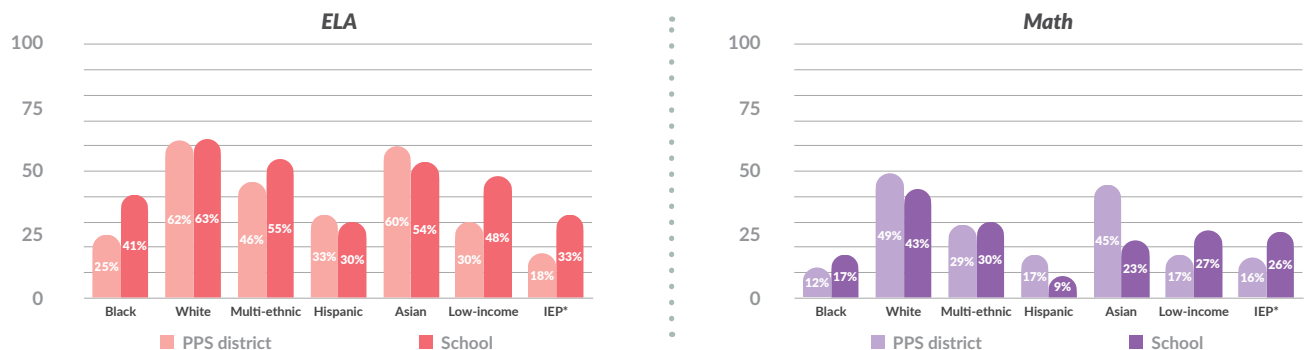
Key outcomes

3rd grade Reading 2022: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)



2022 PSSA achievement compared to district (3rd through 5th grades): Percentage at Proficient/Advanced levels



2022-23 Special education programs

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





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

23 teachers

17%

83%

Black White

Teachers feel the school is a good place to work and learn: **100%**

Teachers absent 18+ days: 13%

Teachers new to the school: 0%

Principal stability:
2 principals in the last 4 years

Teachers with National Board Certification

4
out of
23

STUDENTS

Enrollment 398 students
District K-5 average: 245

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

Low-income: **46%**

IEP*: **13%**

Student stability rate: **99%**

Students suspended at least once

Overall:
2%

Low-income: 1%

IEP*: 1%

16% of students missed 10-19% of school days + **2%** missed 20% or more = **18% chronically absent students**

KEY

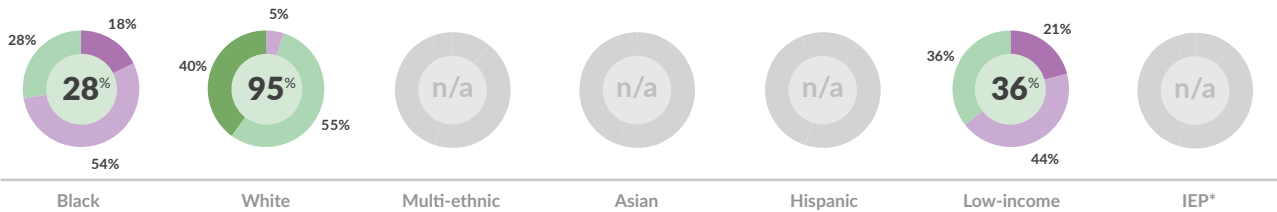
- Black
- White
- Multi-ethnic
- Asian
- Hispanic
- American Indian
- Pacific Islander

Key outcomes

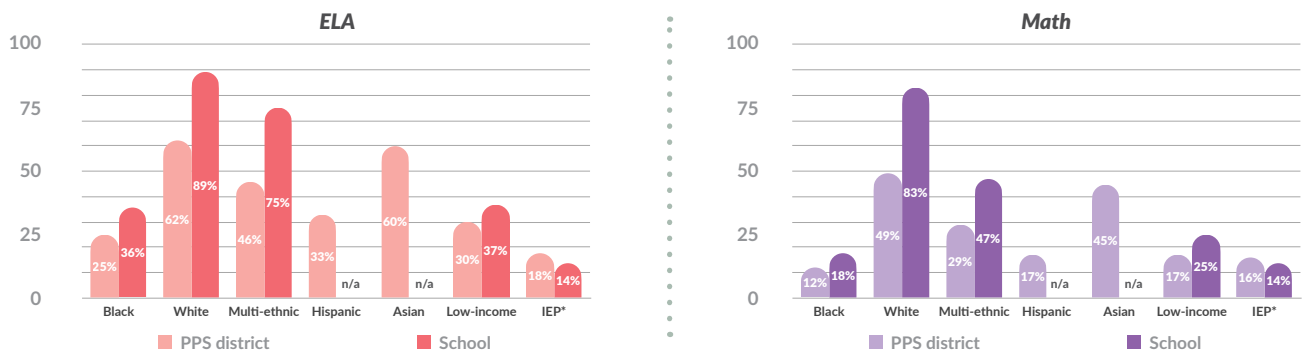
3rd grade Reading 2022: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic



2022 PSSA achievement compared to district (3rd through 5th grades): Percentage at Proficient/Advanced levels



2022-23 Special education programs

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

26 teachers

54%

Black

46%

White

Teachers feel the school is a good place to work and learn: **88%**

Teachers absent 18+ days: **23%**
Teachers new to the school: **0%**

Principal stability:
1 principal in the last 4 years

Teachers with National Board Certification

1
out of
26

STUDENTS

Enrollment 381 students
District K-5 average: 245

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

Low-income: **95%**

IEP*: **19%**

Student stability rate: **93%**

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

Students suspended at least once

Overall: **10%**

Low-income: 10%
IEP*: 4%

KEY

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

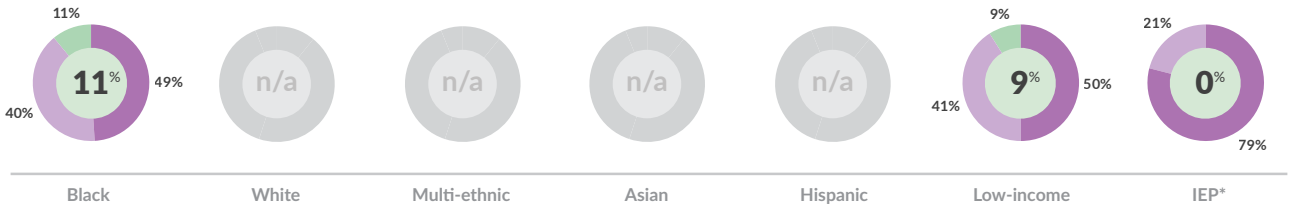
32% of students missed 10-19% of school days + 31% missed 20% or more = 63% chronically absent students

Key outcomes

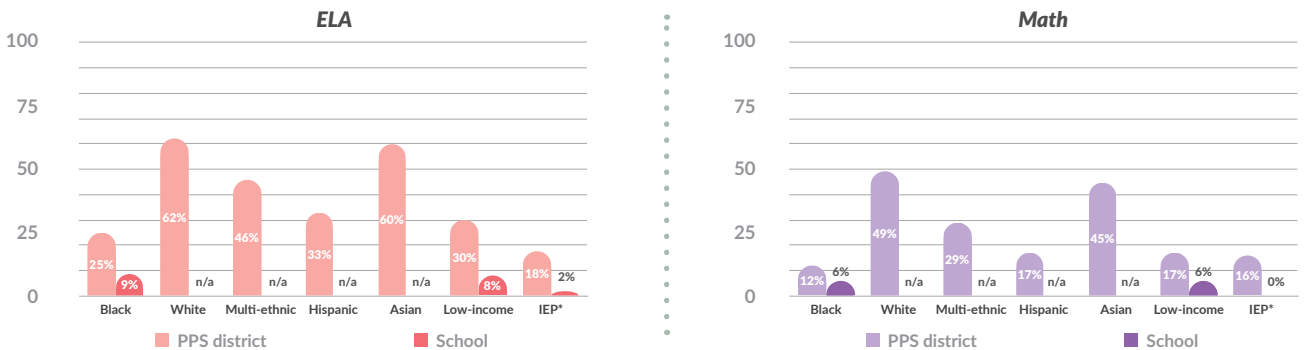
3rd grade Reading 2022: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic



2022 PSSA achievement compared to district (3rd through 5th grades): Percentage at Proficient/Advanced levels



2022-23 Special education programs

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





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

20 teachers

Black 10% White 90%

Teachers feel the school is a good place to work and learn: **96%**

Teachers absent 18+ days: **35%**
 Teachers new to the school: **0%**

Principal stability:
2 principals in the last 4 years

Teachers with National Board Certification

0
out of
20

STUDENTS

Enrollment 263 students
 District K-5 average: 245

Capture rate 16%
 District K-5 average: 31%

Low-income: **75%**
 IEP*: **19%**
 Student stability rate: **97%**

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

Students suspended at least once

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

Percentages do not add up due to rounding

Black

White

Multi-ethnic

Asian

Hispanic

American Indian

Pacific Islander

KEY

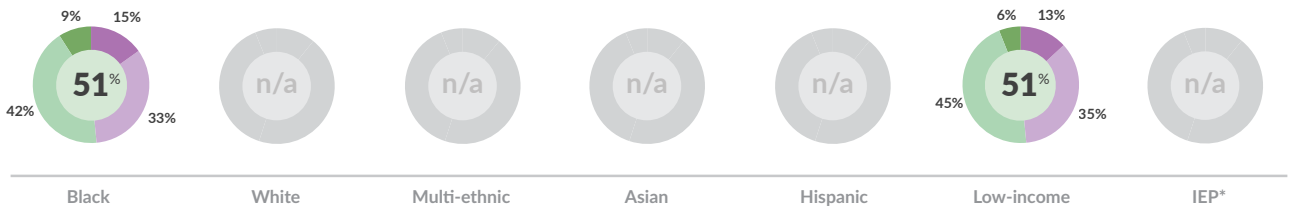
29% of students missed 10-19% of school days + 9% missed 20% or more = **38% chronically absent students**

Key outcomes

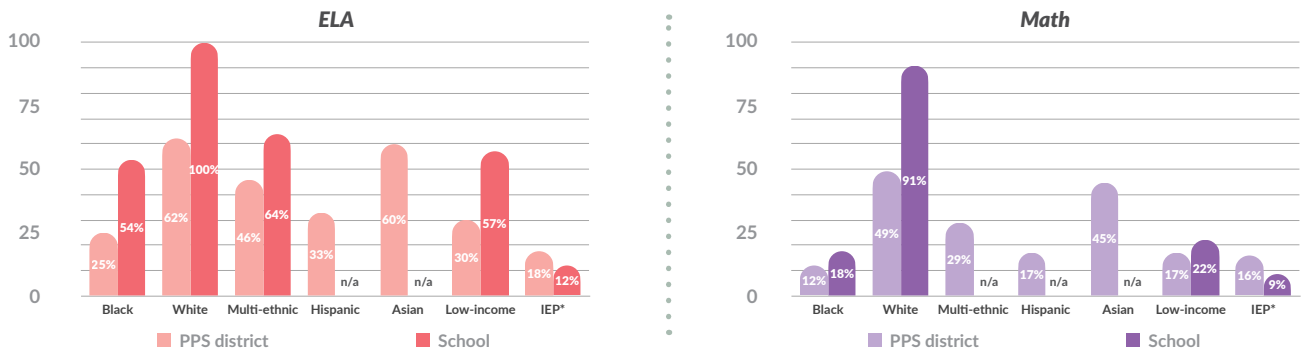
3rd grade Reading 2022: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic



2022 PSSA achievement compared to district (3rd through 5th grades): Percentage at Proficient/Advanced levels



2022-23 Special education programs

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

17 teachers 100%
White

Teachers feel the school is a good place to work and learn: **90%**

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

2
out of
17

STUDENTS

Enrollment 177 students
District K-5 average: 245

Capture rate 27%
District K-5 average: 31%

Low-income: **94%**

IEP*: **25%**

Student stability rate: **91%**

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

Students suspended at least once

Overall: 3%

Low-income: 3%
IEP*: 0%

KEY

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

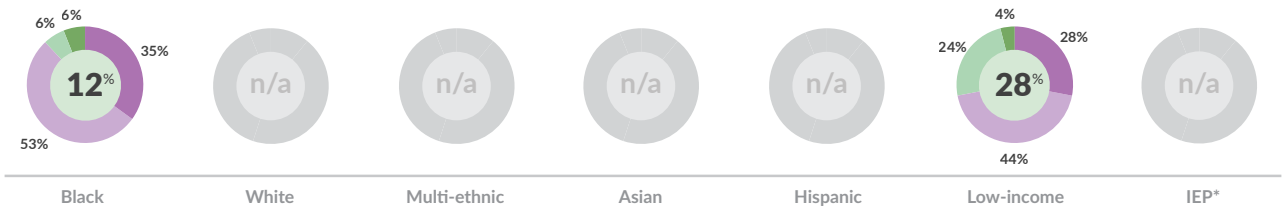
31% of students missed 10-19% of school days + 24% missed 20% or more = 55% chronically absent students

Key outcomes

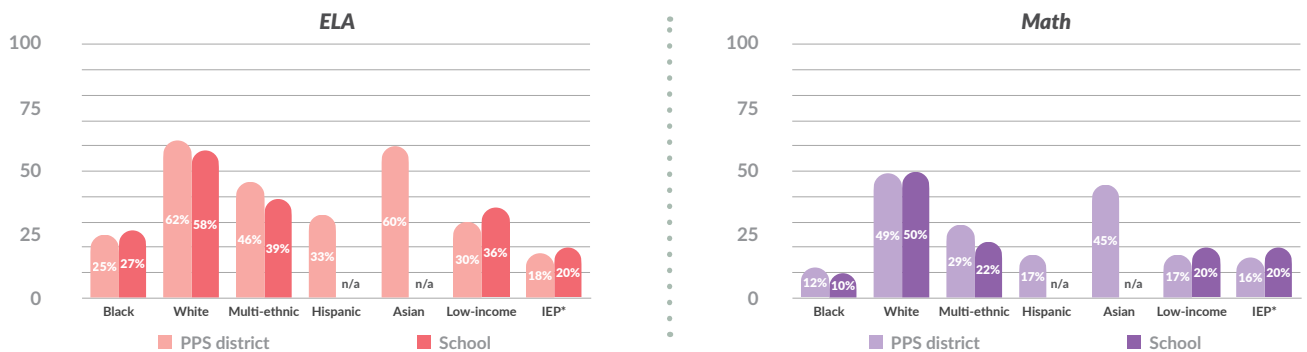
3rd grade Reading 2022: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic



2022 PSSA achievement compared to district (3rd through 5th grades): Percentage at Proficient/Advanced levels



2022-23 Special education programs

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 Zwierynski



TEACHERS

24 teachers

21%

Black

67%

White

4%

Multi-ethnic

8%

Hispanic

Teachers feel the school is a good place to work and learn: **68%**

Teachers absent 18+ days: 33%

Teachers new to the school: 4%

Principal stability:

1 principal in the last 4 years

Teachers with National Board Certification

0

out of 24

STUDENTS

Enrollment 338 students

District K-5 average: 245

Capture rate n/a

District K-5 average: 31%

Low-income: **70%**

IEP*: **19%**

Student stability rate: **95%**

Students suspended at least once

Overall: **5%**

Low-income: 5%

IEP*: 2%

KEY

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

29% of students missed 10-19% of school days + 9% missed 20% or more = 39% chronically absent students

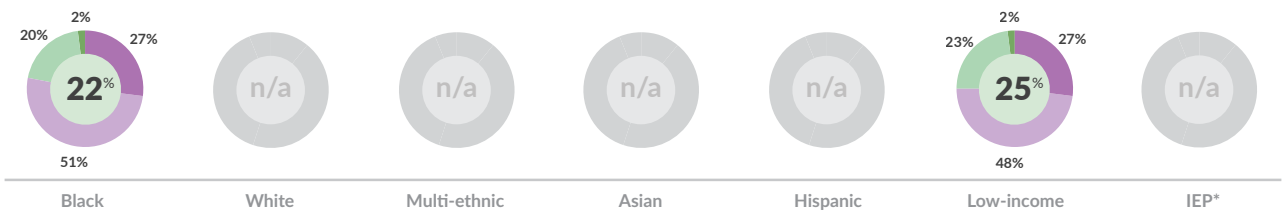
Percentages do not add up due to rounding

Key outcomes

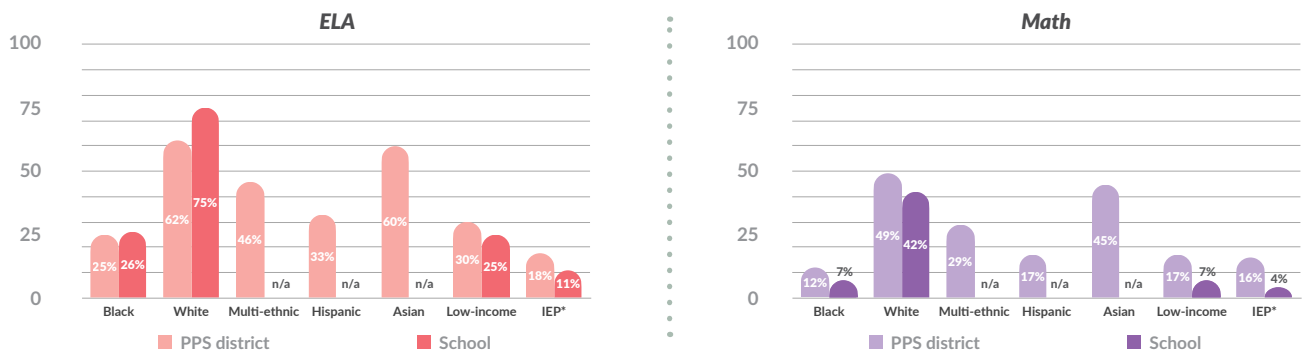
3rd grade Reading 2022: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic



2022 PSSA achievement compared to district (3rd through 5th grades): Percentage at Proficient/Advanced levels



2022-23 Special education programs

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





Pittsburgh Lincoln PreK-5

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

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



TEACHERS

13 teachers

54%

Black

46%

White

Teachers feel the school is a good place to work and learn: **93%**

Teachers absent 18+ days: **8%**
 Teachers new to the school: **0%**

Principal stability:
1 principal in the last 4 years

Teachers with National Board Certification

0
out of
13

STUDENTS

Enrollment 200 students
 District K-5 average: 245

Capture rate **26%**
 District K-5 average: 31%

Low-income: **92%**

IEP*: **12%**

Student stability rate: **95%**

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

Students suspended at least once

Overall: **4%**

Low-income: 4%
 IEP*: 2%

KEY

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

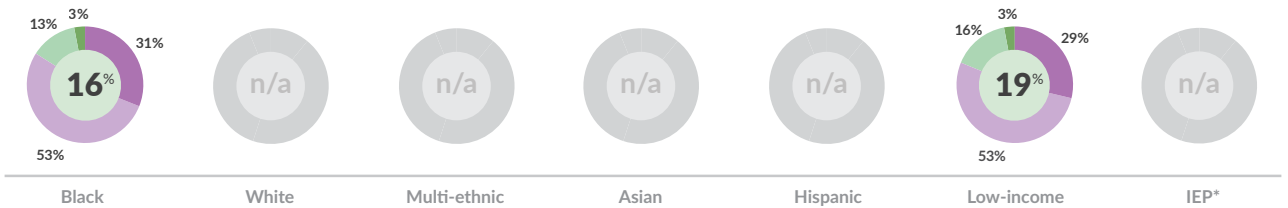
33% of students missed 10-19% of school days + 12% missed 20% or more = 45% chronically absent students

Key outcomes

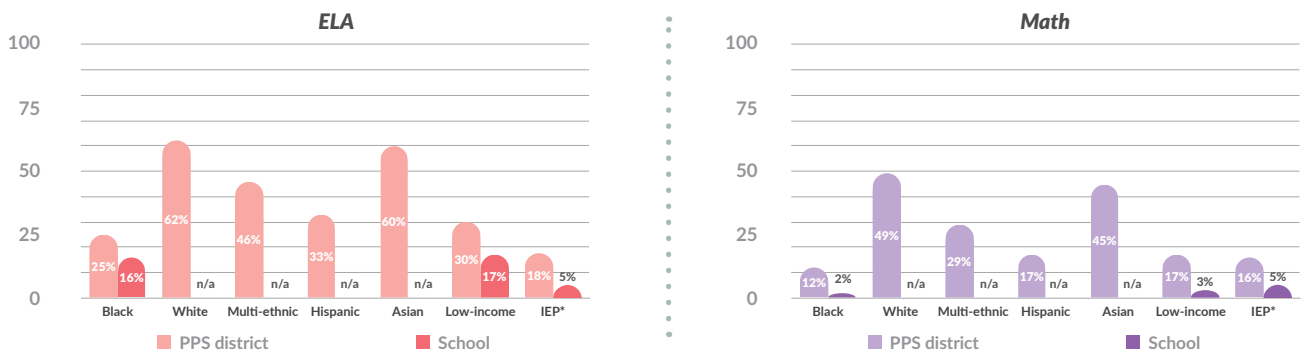
3rd grade Reading 2022: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic



2022 PSSA achievement compared to district (3rd through 5th grades): Percentage at Proficient/Advanced levels



2022-23 Special education programs

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

12 teachers

17%
Black

67%
White

17%
Multi-ethnic

Teachers feel the school is a good place to work and learn: **73%**

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

Principal stability:
2 principals in the last 4 years

Teachers with National Board Certification

0
out of
12

STUDENTS

Enrollment 165 students
District K-5 average: 245

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

Low-income: **70%**

IEP*: **23%**

Student stability rate: **96%**

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

Students suspended at least once

Overall: 2%

Low-income: 2%
IEP*: 1%

28% of students missed 10-19% of school days + **5%** missed 20% or more = **33% chronically absent students**

KEY

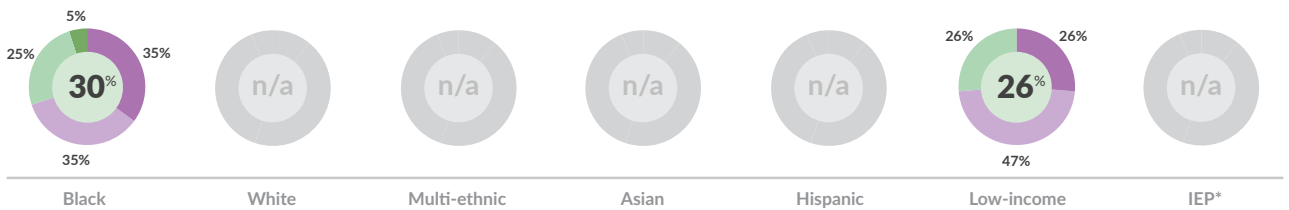
- Black
- White
- Multi-ethnic
- Asian
- Hispanic
- American Indian
- Pacific Islander

Key outcomes

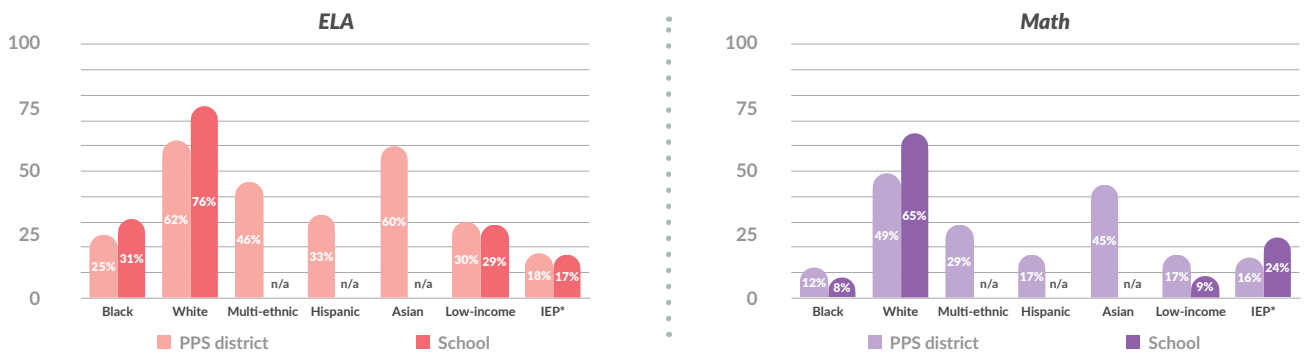
3rd grade Reading 2022: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic



2022 PSSA achievement compared to district (3rd through 5th grades): Percentage at Proficient/Advanced levels



2022-23 Special education programs

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

11 teachers

45%

Black

45%

White

9%

Asian

Teachers feel the school is a good place to work and learn: **70%**

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

Principal stability:
1 principal in the last 4 years

Teachers with National Board Certification

0
out of
11

STUDENTS

Enrollment 166 students
District K-5 average: 245

Capture rate **27%**
District K-5 average: 31%

Low-income: **90%**
IEP*: **19%**
Student stability rate: **92%**

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

Students suspended at least once

Overall: **1%**

Low-income: 1%
IEP*: 0%

KEY

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

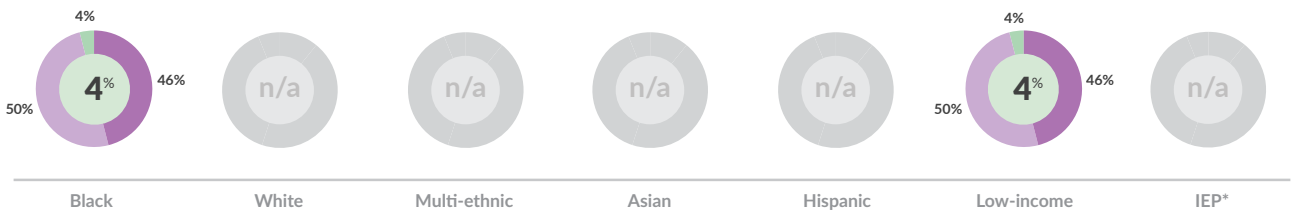
29% of students missed 10-19% of school days + 24% missed 20% or more = 53% chronically absent students

Key outcomes

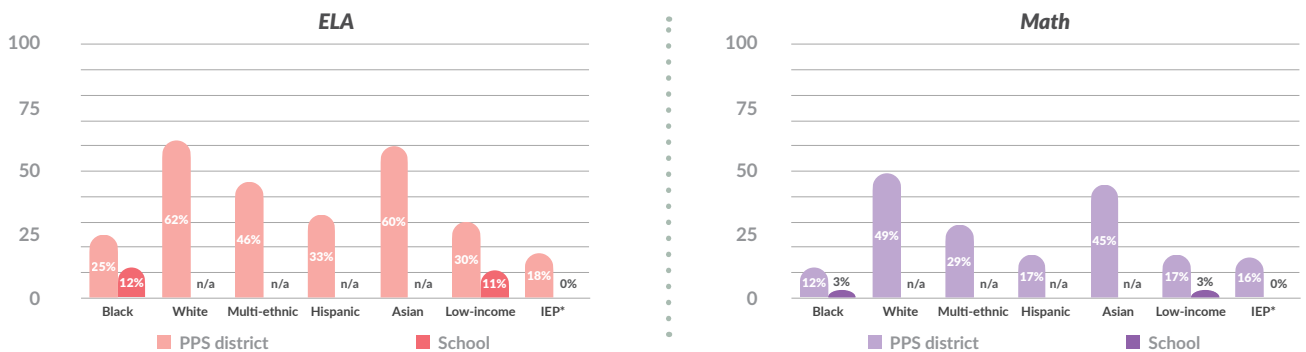
3rd grade Reading 2022: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic



2022 PSSA achievement compared to district (3rd through 5th grades): Percentage at Proficient/Advanced levels



2022-23 Special education programs

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





Pittsburgh Minadeo PreK-5

Neighborhood school

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

Accessible • Principal: Michilene Pegher



TEACHERS

21 teachers

Black
White
Multi-ethnic

Teachers feel the school is a good place to work and learn: **72%**

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

Principal stability:
1 principal in the last 4 years

Teachers with National Board Certification

2
out of
21

STUDENTS

Enrollment 242 students
District K-5 average: 245

Capture rate 17%
District K-5 average: 31%

Low-income: **75%**

IEP*: **24%**

Student stability rate: **88%**

Students suspended at least once

Overall: **7%**

Low-income: 6%
IEP*: 2%

35% of students missed 10-19% of school days + **10%** missed 20% or more = **45%** chronically absent students

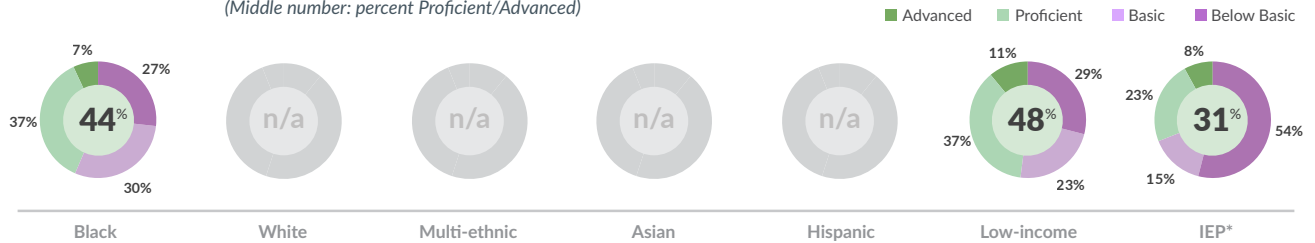
KEY

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

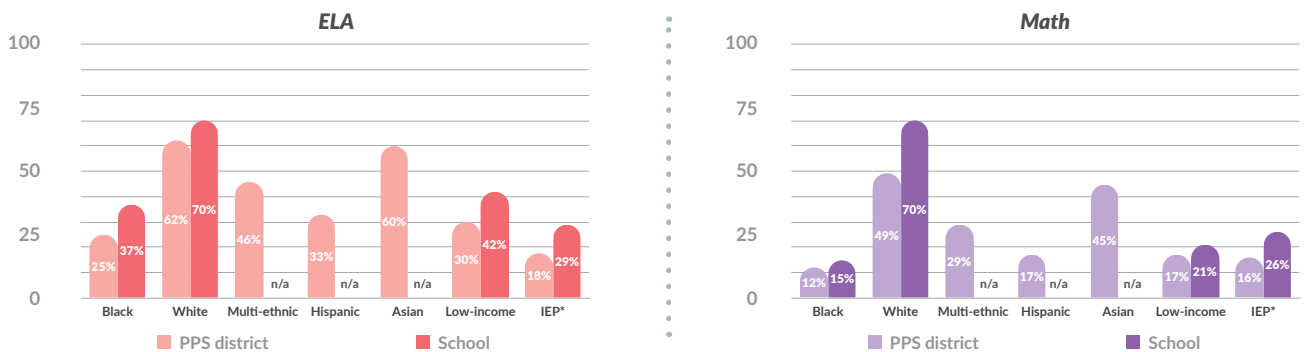
Key outcomes

3rd grade Reading 2022: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)



2022 PSSA achievement compared to district (3rd through 5th grades): Percentage at Proficient/Advanced levels



2022-23 Special education programs

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

17 teachers

6% Black
 94% White

Teachers feel the school is a good place to work and learn: **92%**

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

1
out of
17

STUDENTS

Enrollment 239 students
District K-5 average: 245

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

Low-income: **19%**

IEP*: **13%**

Student stability rate: **97%**

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

Students suspended at least once

Overall:
0%

Low-income: 0%
IEP*: 0%

KEY

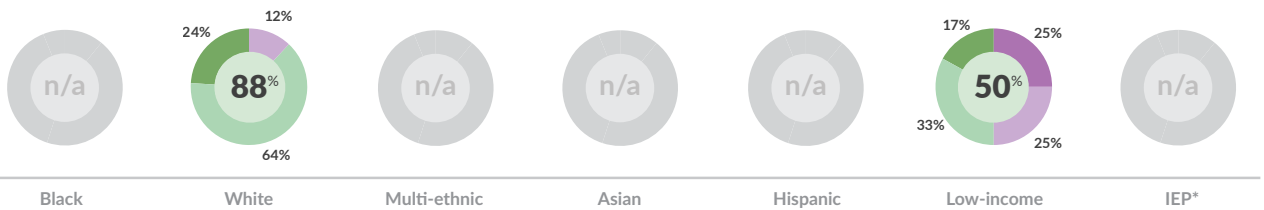
- Black
- White
- Multi-ethnic
- Asian
- Hispanic
- American Indian
- Pacific Islander

Key outcomes

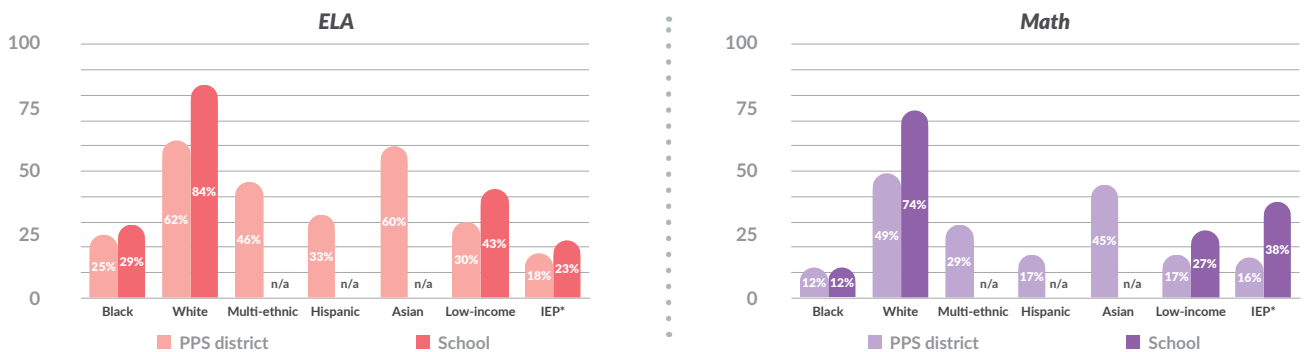
3rd grade Reading 2022: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic



2022 PSSA achievement compared to district (3rd through 5th grades): Percentage at Proficient/Advanced levels



2022-23 Special education programs

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

17 teachers

94%

White

6%

Hispanic

Teachers feel the school is a good place to work and learn: **92%**

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

Teachers new to the school: **0%**

Principal stability:
2 principals in the last 4 years

Teachers with National Board Certification

3
out of
17

STUDENTS

Enrollment 226 students
District K-5 average: 245

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

Low-income: **60%**

IEP*: **18%**

Student stability rate: **92%**

Students suspended at least once

Overall: **2%**

Low-income: 2%

IEP*: 1%

13% of students missed 10-19% of school days + **7%** missed 20% or more = **20% chronically absent students**

KEY

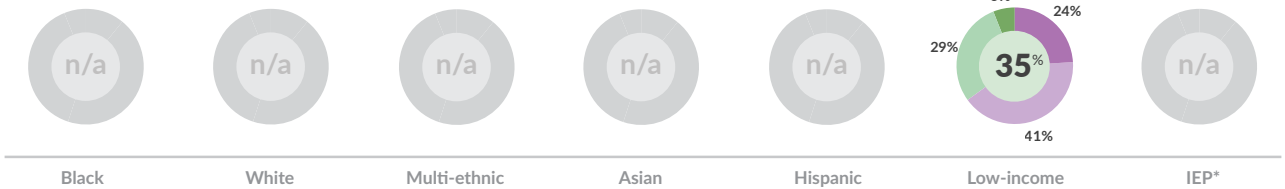
- Black
- White
- Multi-ethnic
- Asian
- Hispanic
- American Indian
- Pacific Islander

Key outcomes

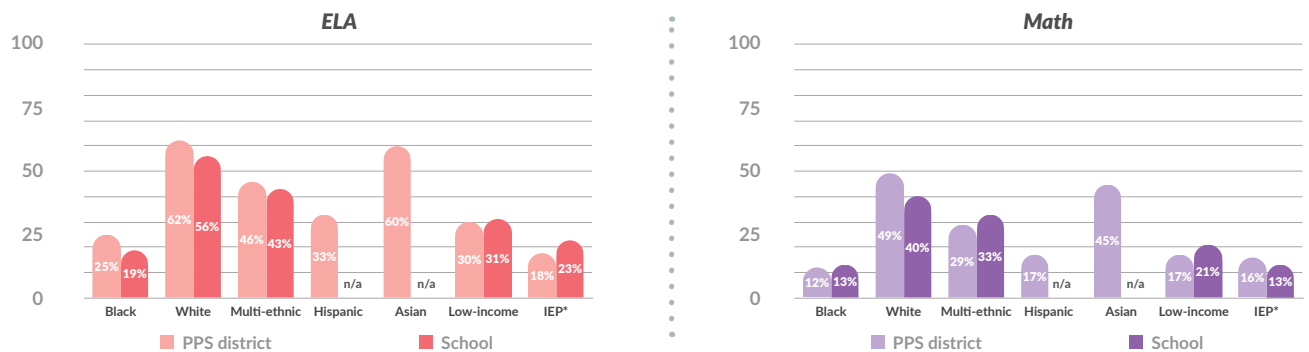
3rd grade Reading 2022: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic



2022 PSSA achievement compared to district (3rd through 5th grades): Percentage at Proficient/Advanced levels



2022-23 Special education programs

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

17 teachers

12%

88%

Black
White

Teachers feel the school is a good place to work and learn: **82%**

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

Teachers new to the school: **6%**

Principal stability:
1 principal in the last 4 years

Teachers with National Board Certification

1
out of
17

STUDENTS

Enrollment 203 students
District K-5 average: 245

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

Low-income: **81%**

IEP*: **23%**

Student stability rate: **90%**

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

Students suspended at least once

Overall: 4%

Percentages do not add up due to rounding

Low-income: 4%
IEP*: 2%

22% of students missed 10-19% of school days + **19%** missed 20% or more = **40% chronically absent students**

Percentages do not add up due to rounding

Key outcomes

3rd grade Reading 2022: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)

| Demographic | Advanced | Proficient | Basic | Below Basic |
|--------------|----------|------------|-------|-------------|
| Black | 17% | 39% | 44% | 17% |
| White | 43% | 36% | 36% | 7% |
| Multi-ethnic | n/a | | | |
| Asian | n/a | | | |
| Hispanic | n/a | | | |
| Low-income | 27% | 46% | 24% | 3% |
| IEP* | n/a | | | |

2022 PSSA achievement compared to district (3rd through 5th grades): Percentage at Proficient/Advanced levels

ELA

Math

| Demographic | PPS district | School |
|--------------|--------------|--------|
| Black | 25% | 12% |
| White | 62% | 49% |
| Multi-ethnic | 46% | 29% |
| Hispanic | 33% | 17% |
| Asian | 60% | 45% |
| Low-income | 30% | 17% |
| IEP* | 28% | 11% |

2022-23 Special education programs

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

The Education Partnership
 School supplies for kids
Partner School

For more information, visit ourschoolspittsburgh.org. 59



Pittsburgh Spring Hill K-5

Neighborhood school

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

Accessible • Principal: Erin McClay



TEACHERS

9 teachers

22%

Black

67%

White

11%

Hispanic

Teachers feel the school is a good place to work and learn: **94%**

Teachers absent 18+ days: **22%**

Teachers new to the school: **0%**

Principal stability:
1 principal in the last 4 years

Teachers with National Board Certification

0 out of **9**

STUDENTS

Enrollment 115 students
District K-5 average: 245

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

Low-income: **83%**

IEP*: **19%**

Student stability rate: **84%**

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

Students suspended at least once

Overall: **9%**

Low-income: 9%
IEP*: 3%

Percentages do not add up due to rounding

KEY

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

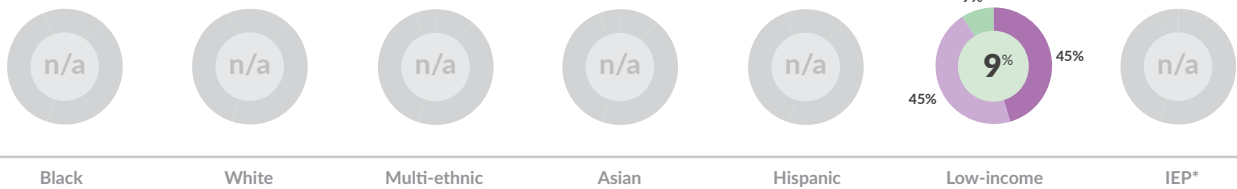
30% of students missed 10-19% of school days + **8%** missed 20% or more = **38% chronically absent students**

Key outcomes

3rd grade Reading 2022: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic



2022 PSSA achievement compared to district (3rd through 5th grades): Percentage at Proficient/Advanced levels



2022-23 Special education programs

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

11 teachers

27%
Black

55%
White

18%
Multi-ethnic

Teachers feel the school is a good place to work and learn: **100%**

Teachers absent 18+ days: **9%**
Teachers new to the school: **0%**

Principal stability:
1 principal in the last 4 years

Teachers with National Board Certification

0
out of
11

STUDENTS

Enrollment 155 students
District K-5 average: 245

92%

Capture rate 20%
District K-5 average: 31%

Low-income: **93%**

IEP*: **20%**

Student stability rate: **90%**

Students suspended at least once

Overall: **2%**

Low-income: 2%
IEP*: 0%

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"

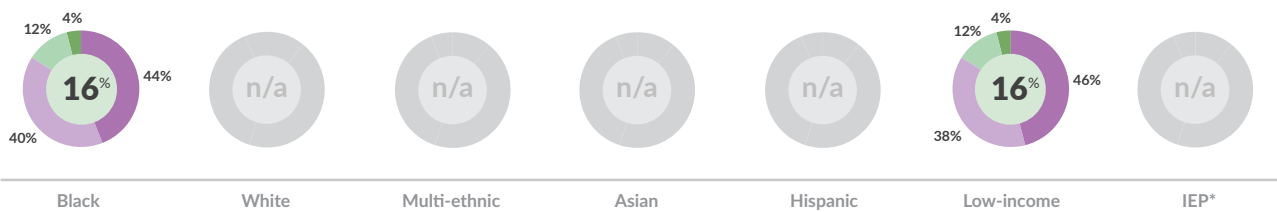
28% of students missed 10-19% of school days + 13% missed 20% or more = 40% chronically absent students
Percentages do not add up due to rounding

Key outcomes

3rd grade Reading 2022: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic



2022 PSSA achievement compared to district (3rd through 5th grades): Percentage at Proficient/Advanced levels



2022-23 Special education programs

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

11 teachers

9% Black
 91% White

Teachers feel the school is a good place to work and learn: **100%**

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

Teachers new to the school: **0%**

Principal stability:
2 principals in the last 4 years

Teachers with National Board Certification

0
out of
11

STUDENTS

Enrollment 165 students
District K-5 average: 245

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

Low-income: **70%**

IEP*: **27%**

Student stability rate: **92%**

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

Students suspended at least once

Overall: **4%**

Low-income: 4%
IEP*: 3%

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

KEY

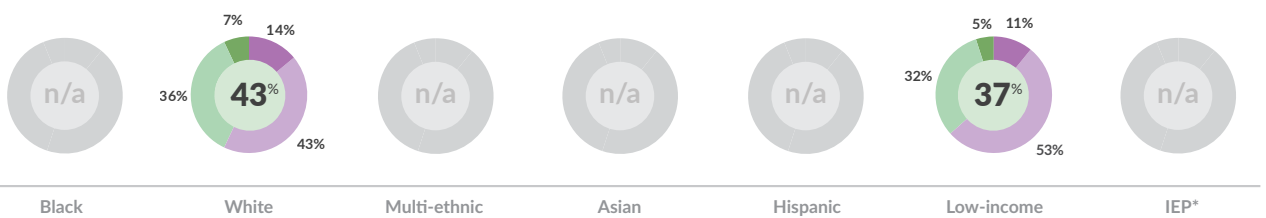
21% of students missed 10-19% of school days + 9% missed 20% or more = 30% chronically absent students

Key outcomes

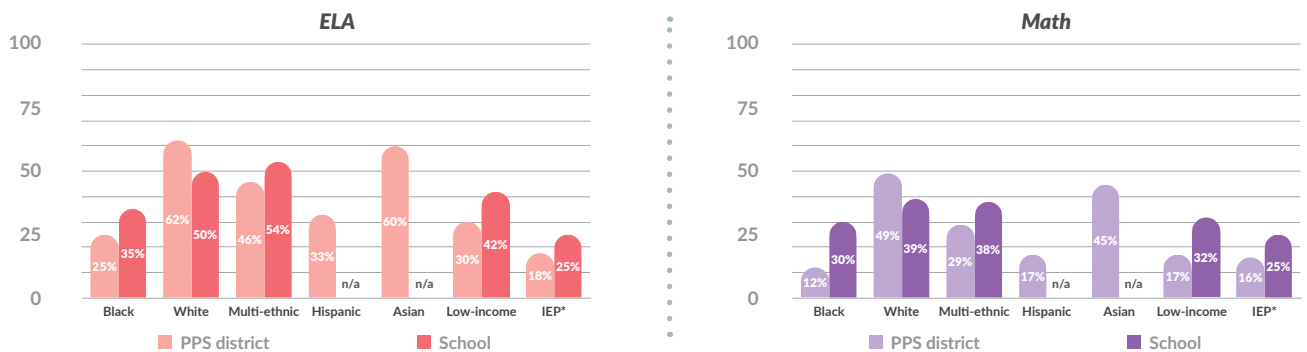
3rd grade Reading 2022: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic



2022 PSSA achievement compared to district (3rd through 5th grades): Percentage at Proficient/Advanced levels



2022-23 Special education programs

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





Pittsburgh Westwood PreK-5

Neighborhood school

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

Accessible • Principal: Michael Perella



TEACHERS

15 teachers

13% Black 87% White

Teachers feel the school is a good place to work and learn: **100%**

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

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

Teachers with National Board Certification

0 out of 15

STUDENTS

Enrollment 216 students
District K-5 average: 245

Capture rate **26%**
District K-5 average: 31%

Low-income: **76%**
IEP*: **16%**
Student stability rate: **92%**

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

Students suspended at least once

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

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

KEY

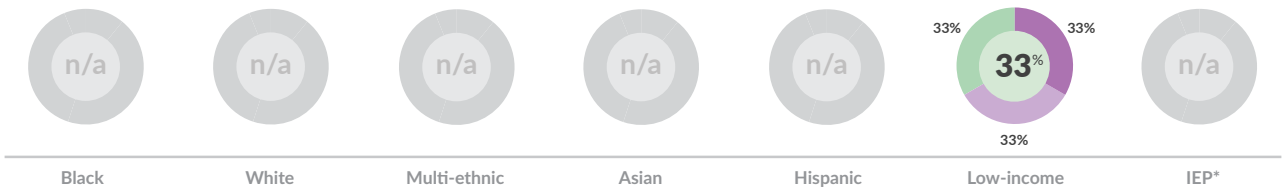
28% of students missed 10-19% of school days + 12% missed 20% or more = 40% chronically absent students

Key outcomes

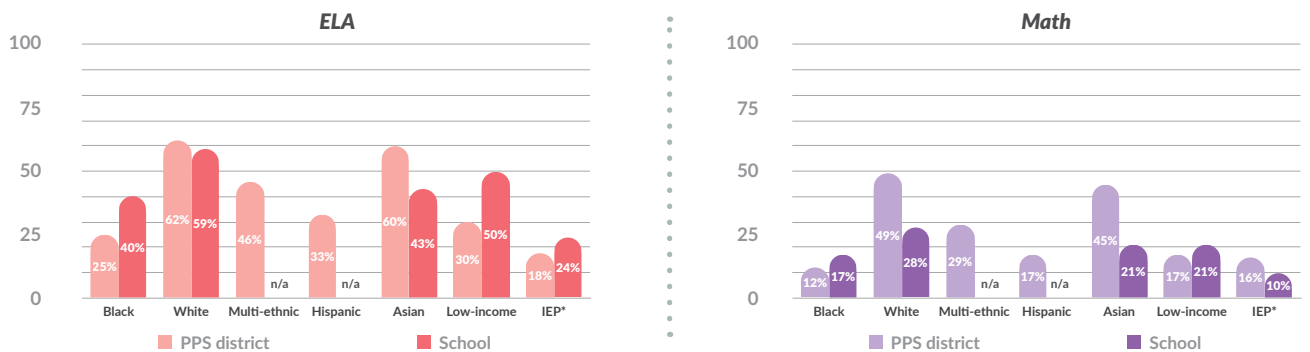
3rd grade Reading 2022: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic



2022 PSSA achievement compared to district (3rd through 5th grades): Percentage at Proficient/Advanced levels



2022-23 Special education programs

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

11 teachers

9% Black
 91% White

Teachers feel the school is a good place to work and learn: **96%**

Teachers absent 18+ days: **0%**

Teachers new to the school: **0%**

Principal stability:
3 principals in the last 4 years

Teachers with National Board Certification

3
out of
11

STUDENTS

Enrollment 142 students
District K-5 average: 245

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

Low-income: **70%**

IEP*: **22%**

Student stability rate: **96%**

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

Students suspended at least once

Overall: **1%**

Low-income: 0%
IEP*: 1%

KEY

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

16% of students missed 10-19% of school days + **6%** missed 20% or more = **23% chronically absent students**

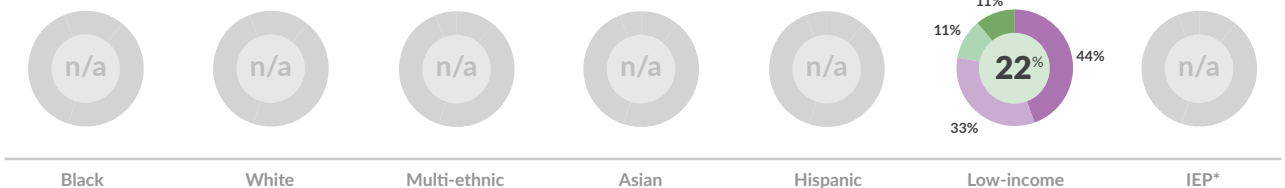
Percentages do not add up due to rounding

Key outcomes

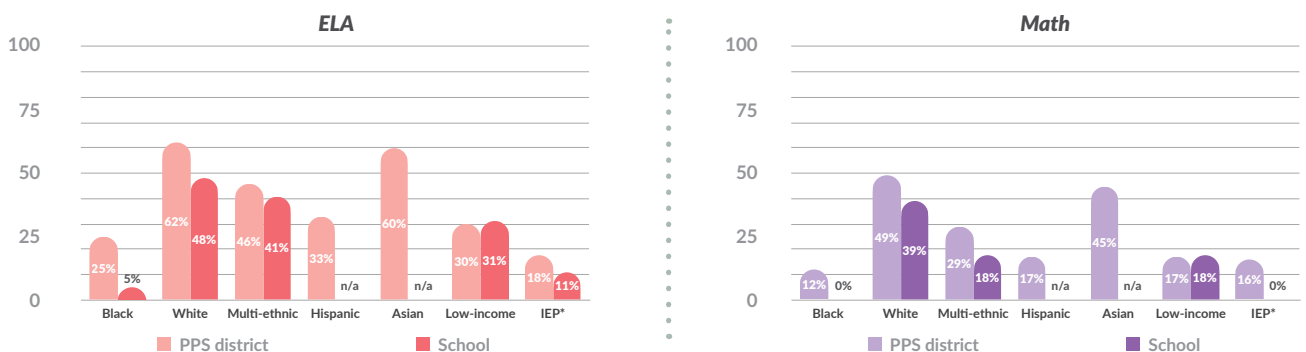
3rd grade Reading 2022: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic



2022 PSSA achievement compared to district (3rd through 5th grades): Percentage at Proficient/Advanced levels



2022-23 Special education programs

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: Kimberly Safran



TEACHERS

15 teachers 100% White

Teachers feel the school is a good place to work and learn: **100%**

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

Principal stability:
2 principals in the last 4 years

Teachers with National Board Certification

0

out of 15

STUDENTS

Enrollment 172 students
 District K-5 average: 245

Capture rate 16%
 District K-5 average: 31%

Low-income: **65%**

IEP*: **13%**

Student stability rate: **95%**

Students suspended at least once

Overall: **2%**

Low-income: 2%
 IEP*: 1%

KEY

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

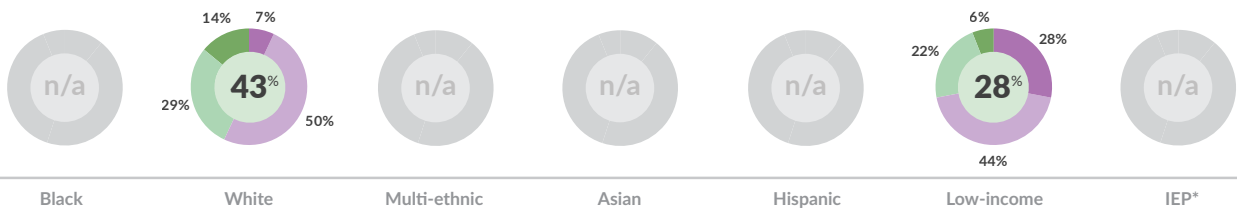
22% of students missed 10-19% of school days + 10% missed 20% or more = 32% chronically absent students

Key outcomes

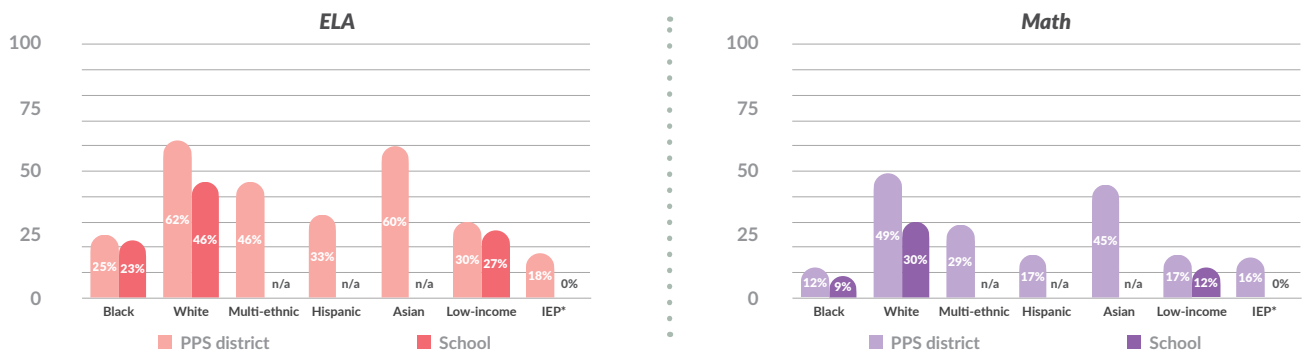
3rd grade Reading 2022: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic



2022 PSSA achievement compared to district (3rd through 5th grades): Percentage at Proficient/Advanced levels



2022-23 Special education programs

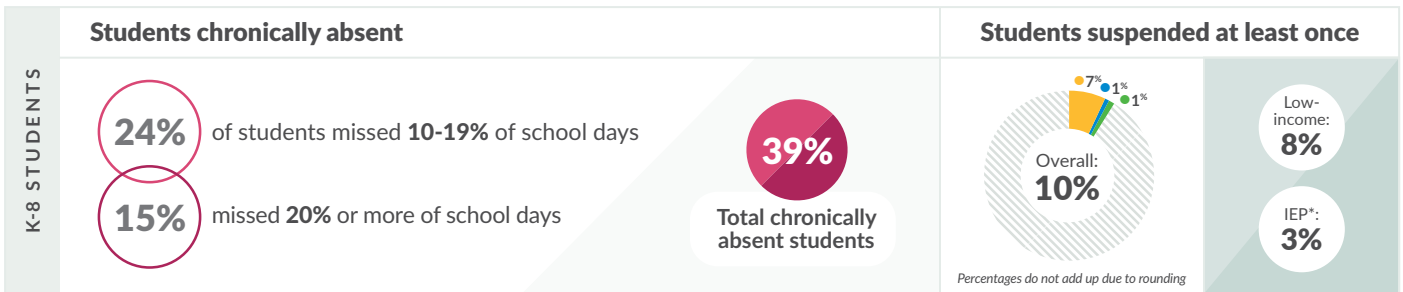
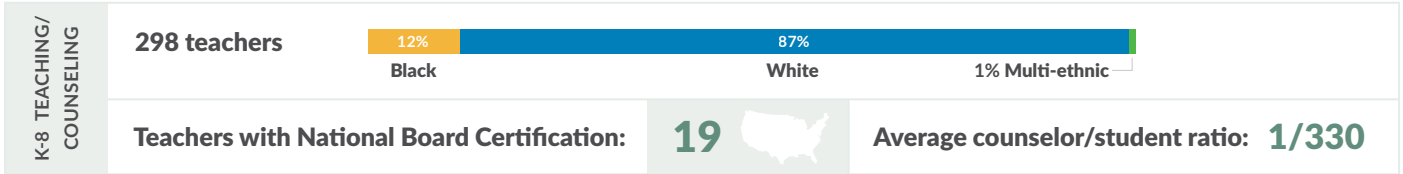
Learning support | Speech & language support | Autism support | Emotional support
 Physical & occupational therapy





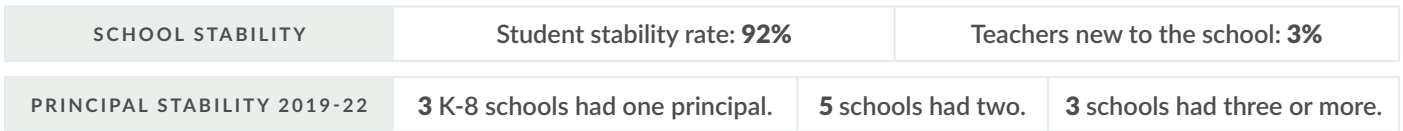
Pittsburgh's K-8 schools

- In the 2021-22 school year: PPS had 11 K-8 schools.
- The average K-8 school had 386 students.
- 66% of K-8 school students were economically disadvantaged (receiving public assistance).
- 28% of K-8 school students attended their school of assignment ("capture rate").

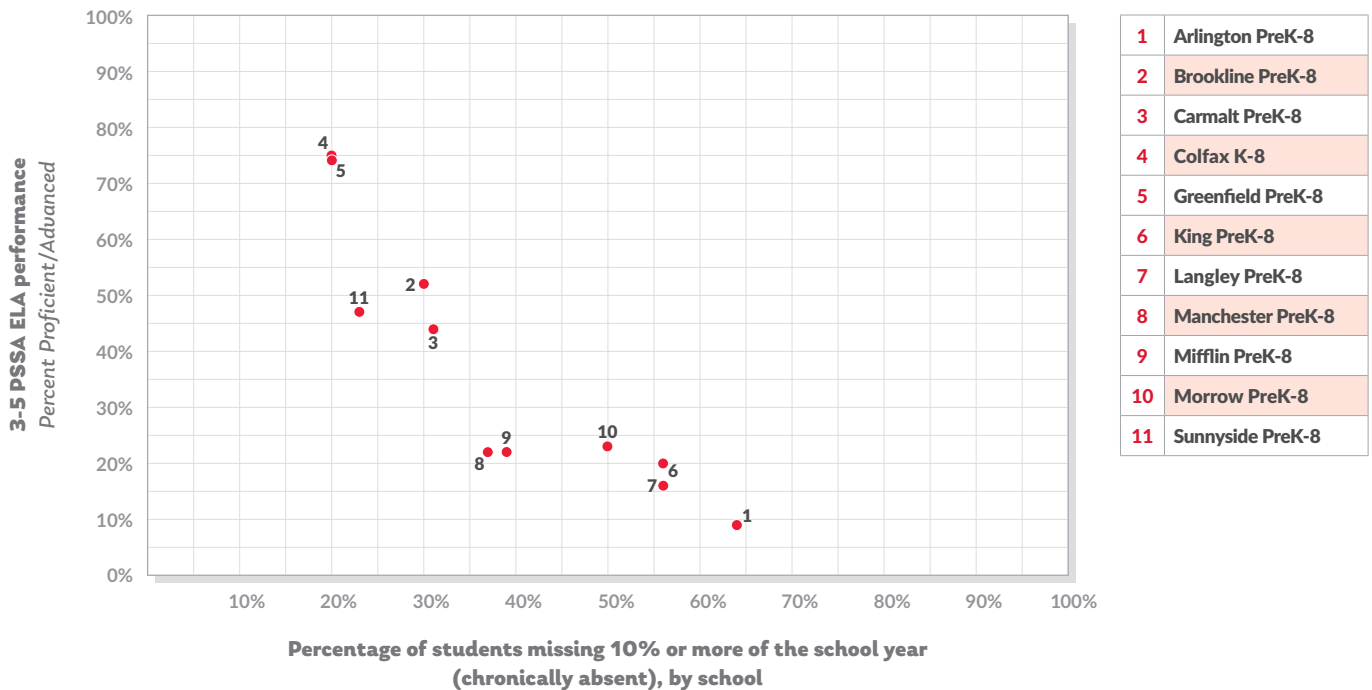


* Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"

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



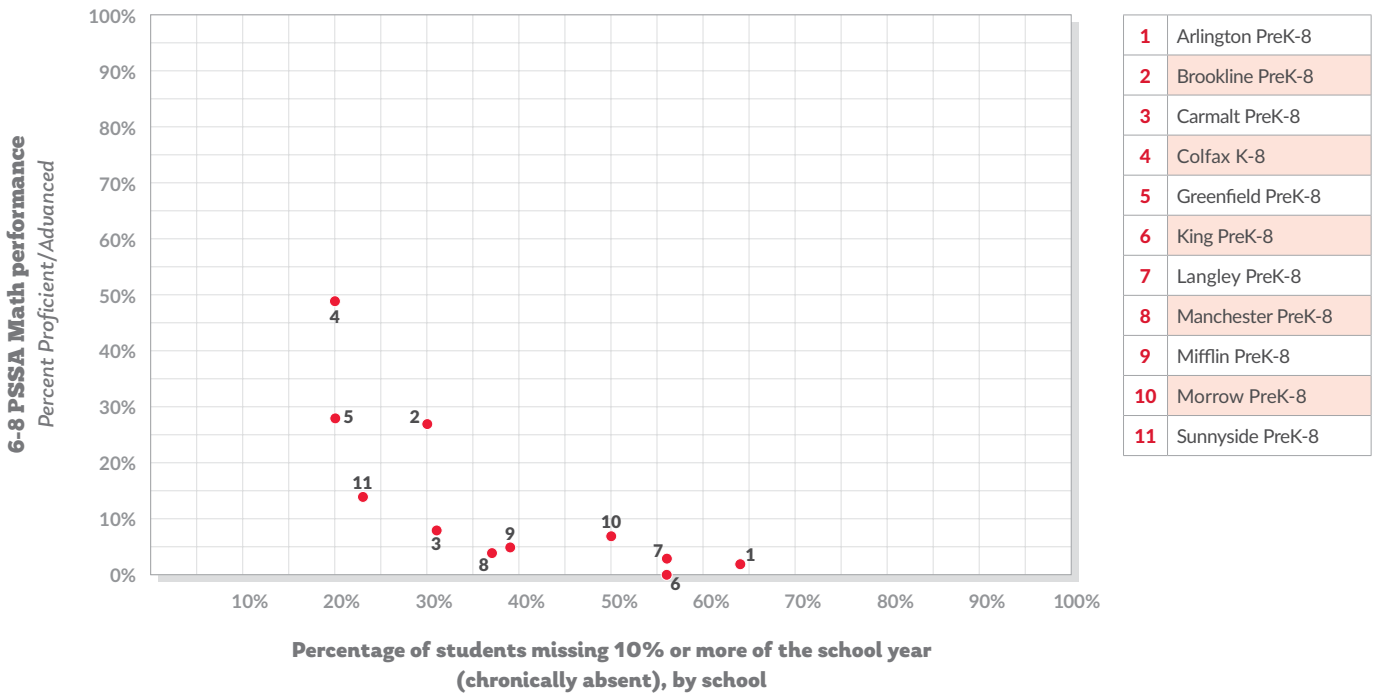
2022 READING ACHIEVEMENT AND CHRONIC ABSENTEEISM, 3-5



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

106
out of
468

2022 MATH ACHIEVEMENT AND CHRONIC ABSENTEEISM, 6-8





Pittsburgh Arlington PreK-8

Neighborhood school

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

Accessible • Principal: Colleen Berezo



TEACHERS

26 teachers

8% Black | 92% White

Teachers feel the school is a good place to work and learn: **82%**

Teachers absent 18+ days: 8%
Teachers new to the school: 15%

Principal stability: 4 principals in the last 4 years

Teachers with National Board Certification: 2 out of 26

STUDENTS

Enrollment 337 students
District K-8 average: 386

Capture rate **24%**
District K-8 average: 28%

Low-income: **90%**
IEP*: **28%**
Student stability rate: **86%**

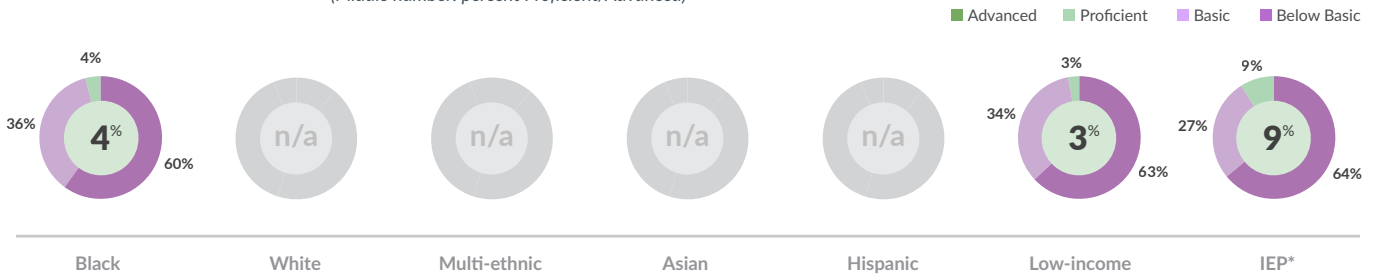
Students suspended at least once: Overall **6%**
Low-income: 6%
IEP*: 3%

32% of students missed 10-19% of school days + 32% missed 20% or more = **64% chronically absent students**

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

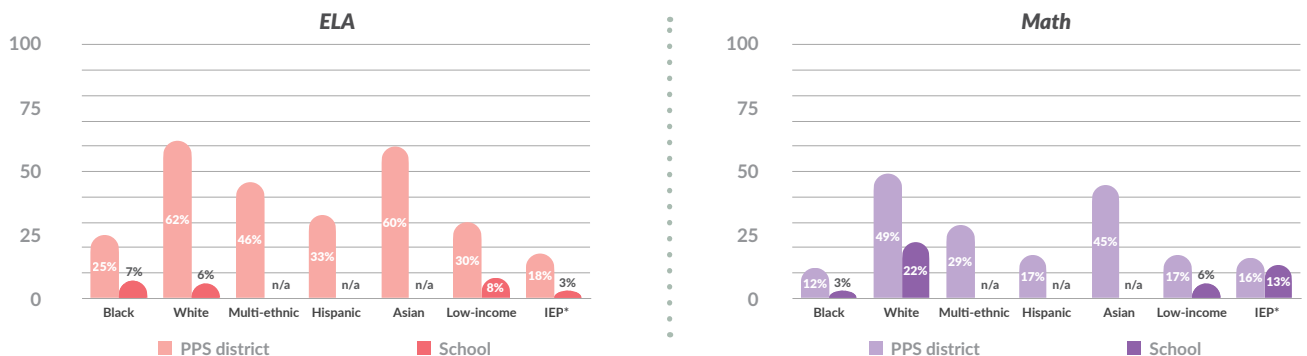
Key outcomes (3-5) 3rd grade Reading 2022: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)



2022 PSSA achievement compared to district (3rd through 5th grades)

Percentage at Proficient/Advanced levels



Key outcomes (6-8)

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

11
out of
46

Percentage of students at each Algebra I Keystone achievement level by the end of 8th grade, 2022

(Middle number: percent Proficient/Advanced)

■ Advanced ■ Proficient ■ Basic ■ Below Basic

The subgroups of students who took the exam were too small for results to be reported.

Black

White

Multi-ethnic

Asian

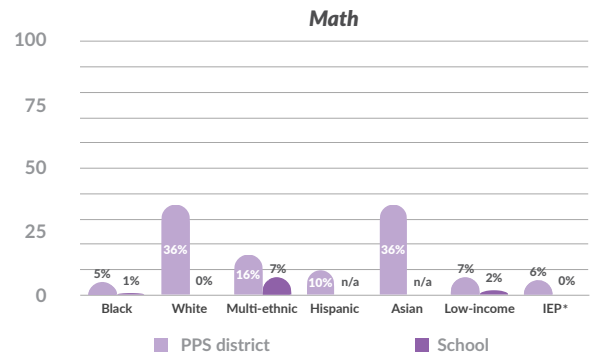
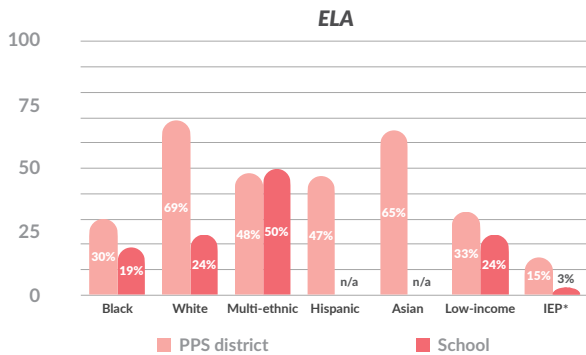
Hispanic

Low-income

IEP*

2022 PSSA achievement compared to district (6th through 8th grades)

Percentage at Proficient/Advanced levels



2022-23 Special education programs

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

The
EDUCATION
Partnership
School supplies for kids
Partner School



Pittsburgh Brookline PreK-8

Neighborhood school

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

Accessible • Principal: John Vater



27 teachers

BlackWhite

Teachers feel the school is a good place to work and learn: **96%**

Teachers absent 18+ days: **11%**
Teachers new to the school: **4%**

Principal stability:
1 principal in the last 4 years

Teachers with National Board Certification

2
out of
27

Enrollment 376 students
District K-8 average: 386

65%

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

Capture rate **39%**
District K-8 average: 28%

Low-income: **54%**
IEP*: **21%**
Student stability rate: **94%**

Students suspended at least once

Overall: **5%**
Low-income: 4%
IEP*: 1%

KEY

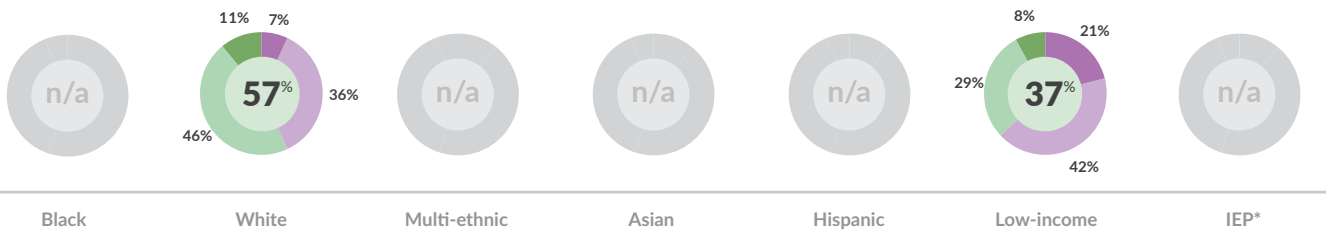
- Black
- White
- Multi-ethnic
- Asian
- Hispanic
- American Indian
- Pacific Islander

22% of students missed 10-19% of school days + 9% missed 20% or more = 30% chronically absent students
Percentages do not add up due to rounding

Key outcomes (3-5) 3rd grade Reading 2022: Percentage of students at each PSSA achievement level

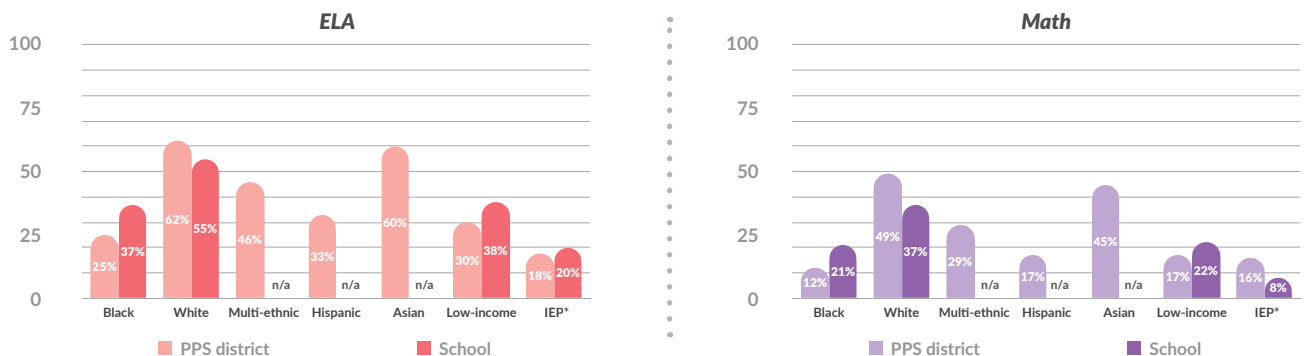
(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic



2022 PSSA achievement compared to district (3rd through 5th grades)

Percentage at Proficient/Advanced levels



Key outcomes (6-8)

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

15
out of
39

Percentage of students at each Algebra I Keystone achievement level by the end of 8th grade, 2022

(Middle number: percent Proficient/Advanced)

■ Advanced ■ Proficient ■ Basic ■ Below Basic

The subgroups of students who took the exam were too small for results to be reported.

Black

White

Multi-ethnic

Asian

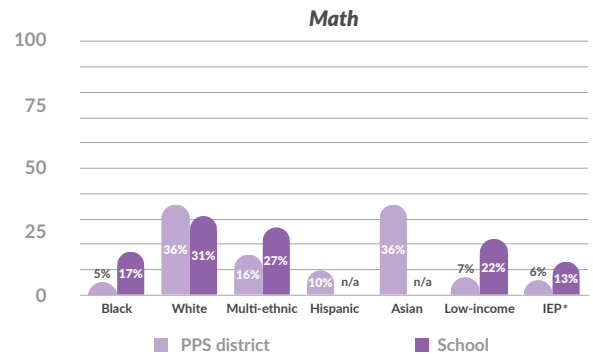
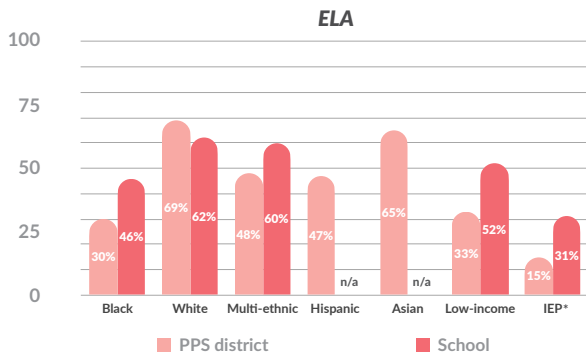
Hispanic

Low-income

IEP*

2022 PSSA achievement compared to district (6th through 8th grades)

Percentage at Proficient/Advanced levels



2022-23 Special education programs

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

The
EDUCATION
Partnership
School supplies for kids
Partner School



Pittsburgh Carmalt PreK-8

Science & Technology magnet school

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

Accessible • Principal: Alexa Tokarski-Jones



TEACHERS

36 teachers

6% Black, 92% White, 3% Multi-ethnic

Teachers with National Board Certification: **1 out of 36**

Teachers feel the school is a good place to work and learn: **80%**

Teachers absent 18+ days: **22%**
Teachers new to the school: **3%**

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

STUDENTS

Enrollment 537 students
District K-8 average: 386

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

Low-income: **62%**
IEP*: **21%**
Student stability rate: **97%**

Students suspended at least once

Overall: **10%**
Low-income: 9%
IEP*: 3%

KEY

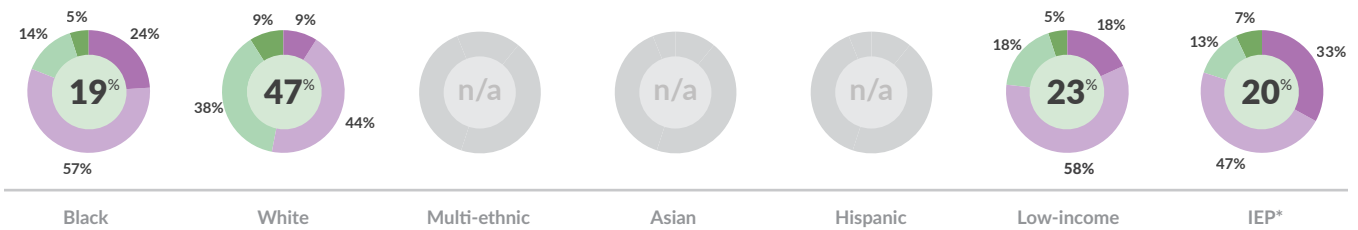
- Black
- White
- Multi-ethnic
- Asian
- Hispanic
- American Indian
- Pacific Islander

25% of students missed 10-19% of school days + 6% missed 20% or more = 31% chronically absent students

Key outcomes (3-5) 3rd grade Reading 2022: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic



2022 PSSA achievement compared to district (3rd through 5th grades)

Percentage at Proficient/Advanced levels



Key outcomes (6-8)

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

0
out of
59

Percentage of students at each Algebra I Keystone achievement level by the end of 8th grade, 2022

(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic

No students took the Algebra I Keystone Exam.

Black

White

Multi-ethnic

Asian

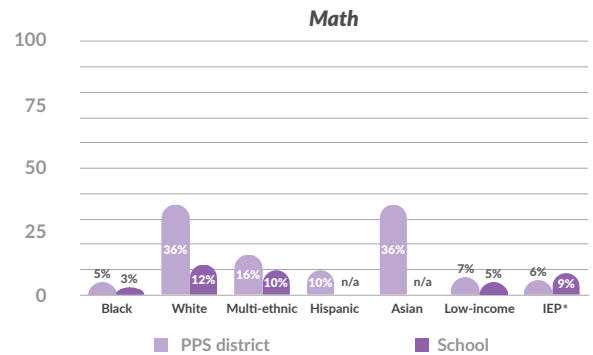
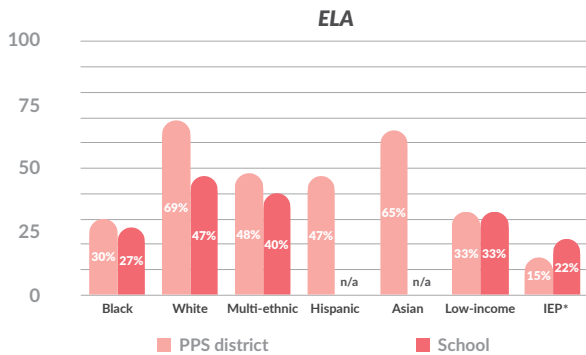
Hispanic

Low-income

IEP*

2022 PSSA achievement compared to district (6th through 8th grades)

Percentage at Proficient/Advanced levels



2022-23 Special education programs

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

The
EDUCATION
Partnership
School supplies for kids
Partner School



Pittsburgh Colfax K-8

Neighborhood school

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

Accessible • Principal: Tamara Sanders-Woods



2020 featured "Rising Up" school

TEACHERS

45 teachers

16% Black, 80% White, 2% Multi-ethnic, 2% Hispanic

Teachers with National Board Certification: 3 out of 45

Teachers feel the school is a good place to work and learn: 79%

Teachers absent 18+ days: 11%
Teachers new to the school: 0%

Principal stability: 1 principal in the last 4 years

STUDENTS

Enrollment 715 students
District K-8 average: 386

Capture rate 24%
District K-8 average: 28%

Low-income: 28%
IEP*: 13%
Student stability rate: 95%

Students suspended at least once: Overall 7%
Low-income: 5%
IEP*: 2%

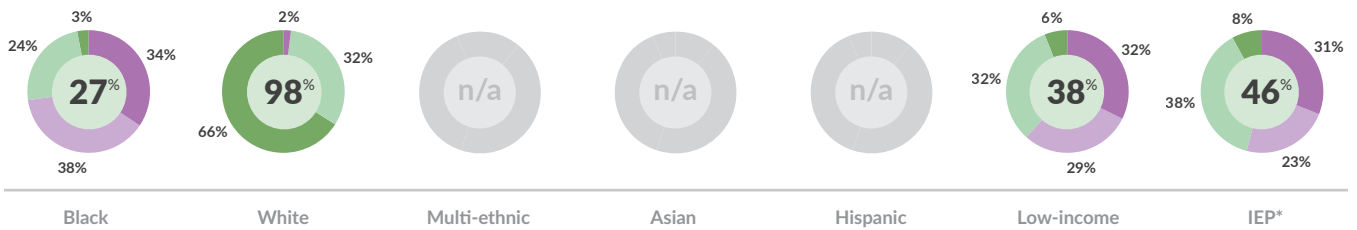
15% of students missed 10-19% of school days + 5% missed 20% or more = 20% chronically absent students

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

Key outcomes (3-5) 3rd grade Reading 2022: Percentage of students at each PSSA achievement level

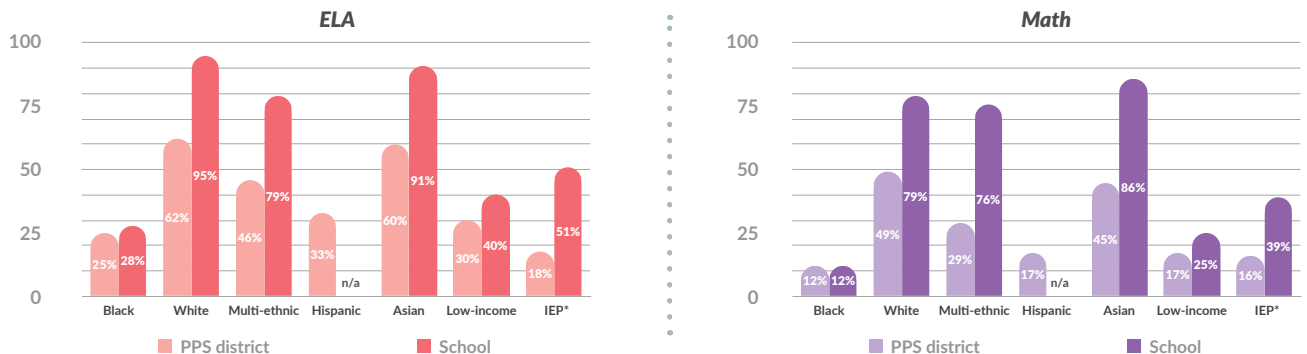
(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic



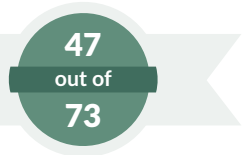
2022 PSSA achievement compared to district (3rd through 5th grades)

Percentage at Proficient/Advanced levels



Key outcomes (6-8)

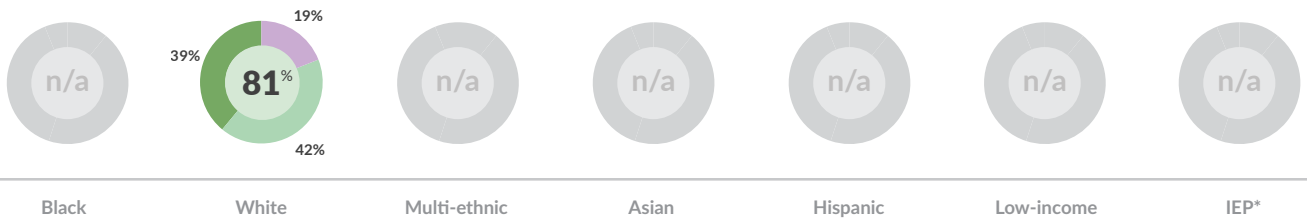
8th grade algebra Students who took algebra by the end of 8th grade:



Percentage of students at each Algebra I Keystone achievement level by the end of 8th grade, 2022

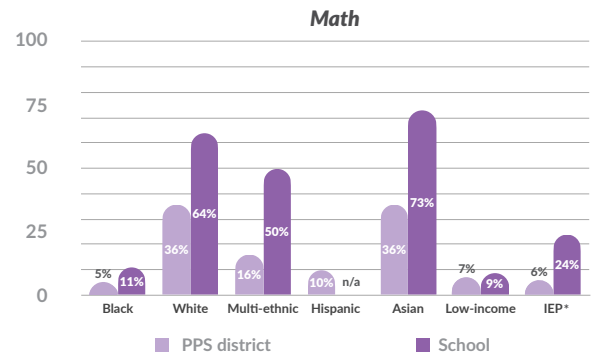
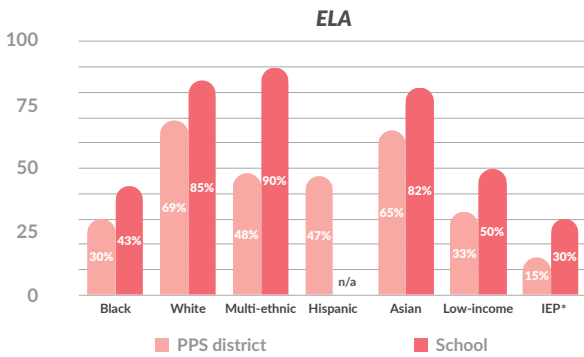
(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic



2022 PSSA achievement compared to district (6th through 8th grades)

Percentage at Proficient/Advanced levels



2022-23 Special education programs

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





Pittsburgh Greenfield PreK-8

Neighborhood school

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

Accessible • Principal: George Brandon



TEACHERS

25 teachers

12% Black | 88% White

Teachers with National Board Certification: 3 out of 25

Teachers feel the school is a good place to work and learn: 100%

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

Principal stability: 2 principals in the last 4 years

STUDENTS

Enrollment 334 students
District K-8 average: 386

Capture rate 41%
District K-8 average: 28%

Low-income: 46%
IEP*: 19%
Student stability rate: 96%

Students suspended at least once: Overall 3%
Low-income: 2%
IEP*: 1%

15% of students missed 10-19% of school days + 4% missed 20% or more = 20% chronically absent students

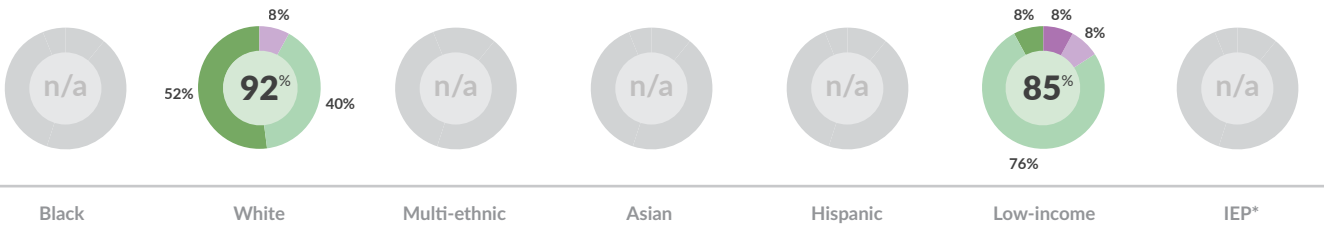
Percentages do not add up due to rounding

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

Key outcomes (3-5) 3rd grade Reading 2022: Percentage of students at each PSSA achievement level

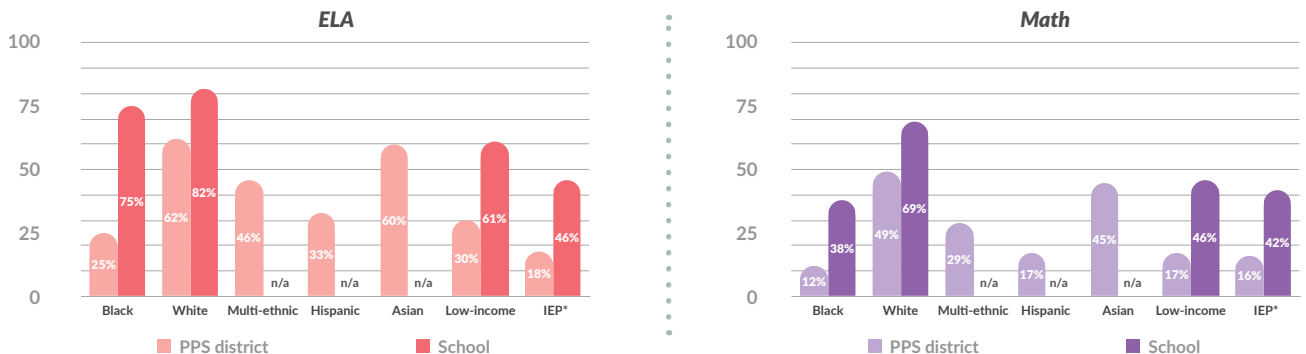
(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic



2022 PSSA achievement compared to district (3rd through 5th grades)

Percentage at Proficient/Advanced levels



Key outcomes (6-8)

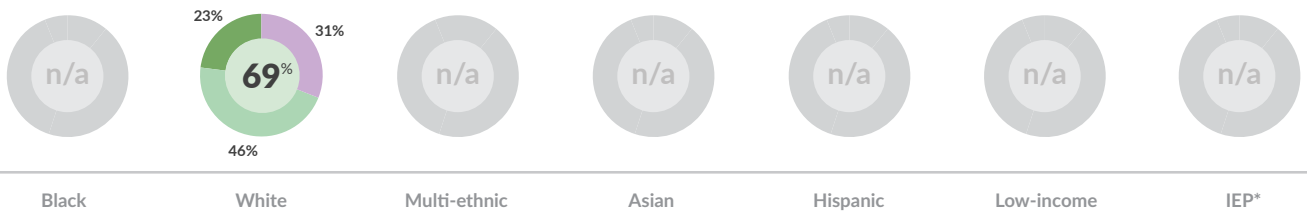
8th grade algebra Students who took algebra by the end of 8th grade:

20
out of
42

Percentage of students at each Algebra I Keystone achievement level by the end of 8th grade, 2022

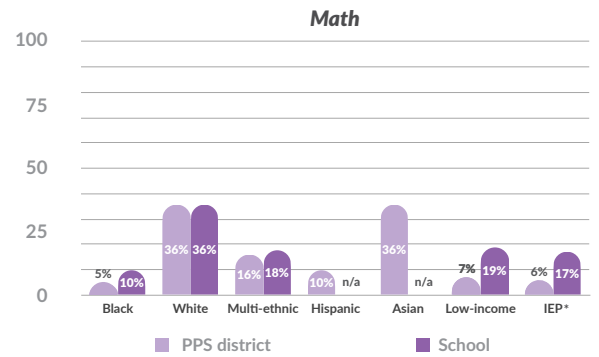
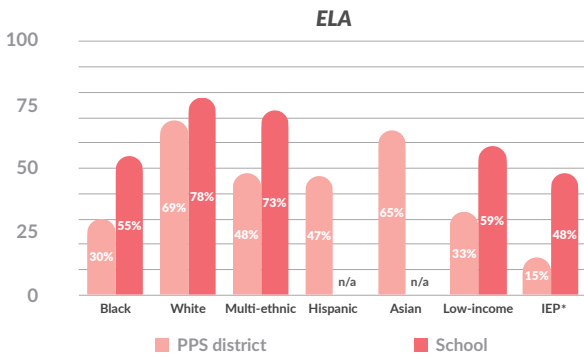
(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic



2022 PSSA achievement compared to district (6th through 8th grades)

Percentage at Proficient/Advanced levels



2022-23 Special education programs

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

19 teachers

26% Black | 74% White

Teachers with National Board Certification: 0 out of 19

Teachers feel the school is a good place to work and learn: **63%**

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

Principal stability: 3 principals in the last 4 years

STUDENTS

Enrollment 312 students
 District K-8 average: 386

Capture rate **19%**
 District K-8 average: 28%

Low-income: **93%**
 IEP*: **21%**
 Student stability rate: **88%**

Students suspended at least once: **15%**
 Overall: **15%**
 Low-income: 15%
 IEP*: 4%

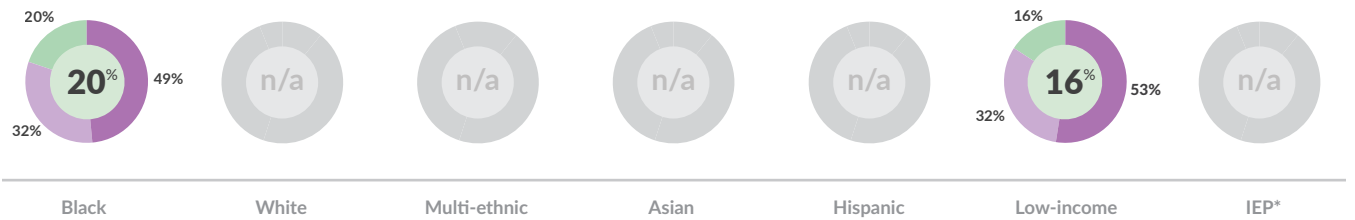
26% of students missed 10-19% of school days + 30% missed 20% or more = **56% chronically absent students**

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

Key outcomes (3-5) 3rd grade Reading 2022: Percentage of students at each PSSA achievement level

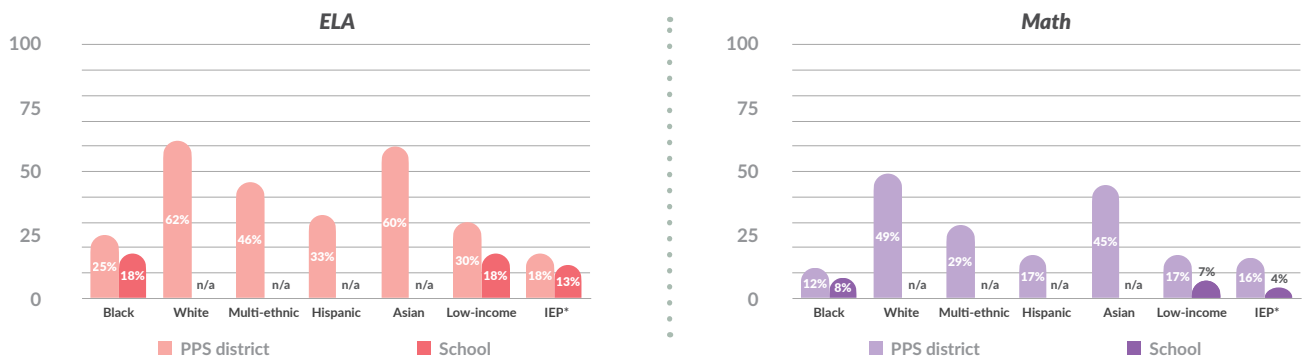
(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic



2022 PSSA achievement compared to district (3rd through 5th grades)

Percentage at Proficient/Advanced levels



Key outcomes (6-8)

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

0
out of
30

Percentage of students at each Algebra I Keystone achievement level by the end of 8th grade, 2022

(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic

No students took the Algebra I Keystone Exam.

Black

White

Multi-ethnic

Asian

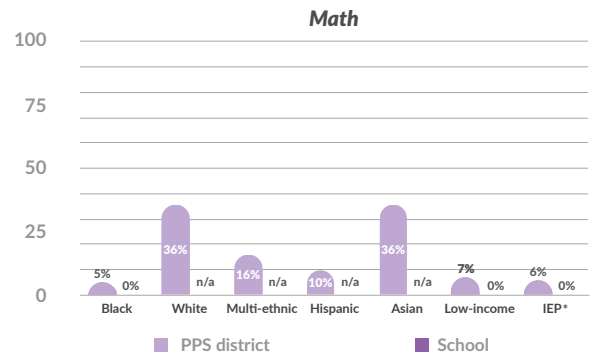
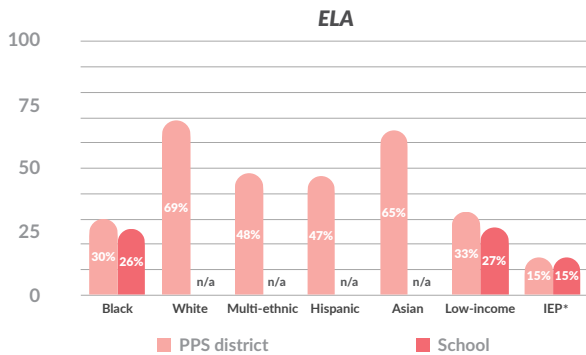
Hispanic

Low-income

IEP*

2022 PSSA achievement compared to district (6th through 8th grades)

Percentage at Proficient/Advanced levels



2022-23 Special education programs

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

The
EDUCATION
Partnership
School supplies for kids
Partner School



Pittsburgh Langley PreK-8

Neighborhood school

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

Accessible • Principal: Stephen Sikon



2021 and 2022 featured "Rising Up" school

TEACHERS

33 teachers

12% Black | 88% White

Teachers with National Board Certification: **4 out of 33**

Teachers feel the school is a good place to work and learn: **68%**

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

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

STUDENTS

Enrollment 486 students
District K-8 average: 386

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

Low-income: **90%**
IEP*: **31%**
Student stability rate: **90%**

Students suspended at least once

Overall: **15%**

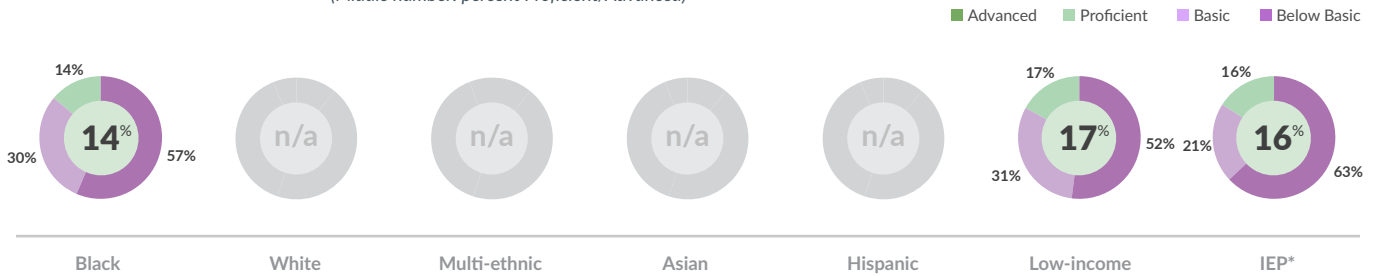
Low-income: 14%
IEP*: 6%

34% of students missed 10-19% of school days + 22% missed 20% or more = **56% chronically absent students**

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

Key outcomes (3-5) 3rd grade Reading 2022: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)



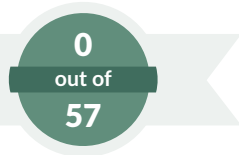
2022 PSSA achievement compared to district (3rd through 5th grades)

Percentage at Proficient/Advanced levels



Key outcomes (6-8)

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



Percentage of students at each Algebra I Keystone achievement level by the end of 8th grade, 2022

(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic



Black

White

Multi-ethnic

Asian

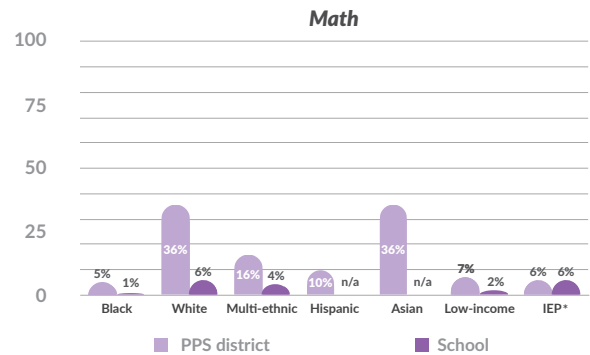
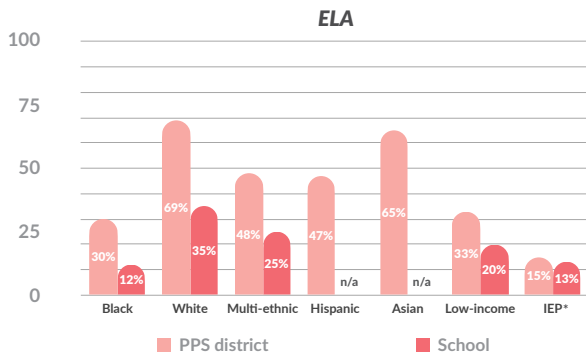
Hispanic

Low-income

IEP*

2022 PSSA achievement compared to district (6th through 8th grades)

Percentage at Proficient/Advanced levels



2022-23 Special education programs

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: Michael Skelton



TEACHERS

16 teachers

19% Black | 81% White

Teachers with National Board Certification: **1** out of 16

Teachers feel the school is a good place to work and learn: **90%**

Teachers absent 18+ days: **38%**
Teachers new to the school: **13%**

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

STUDENTS

Enrollment 168 students
District K-8 average: 386

Capture rate: **23%**
District K-8 average: 28%

Low-income: **82%**
IEP*: **38%**
Student stability rate: **92%**

Students suspended at least once

Overall: **9%**

Low-income: 9%
IEP*: 4%

Percentages do not add up due to rounding

KEY

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

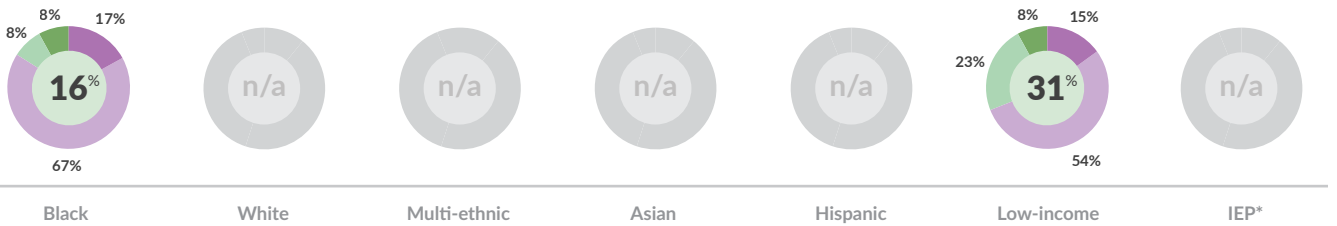
19% of students missed 10-19% of school days + 18% missed 20% or more = 37% chronically absent students

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

Key outcomes (3-5) 3rd grade Reading 2022: Percentage of students at each PSSA achievement level

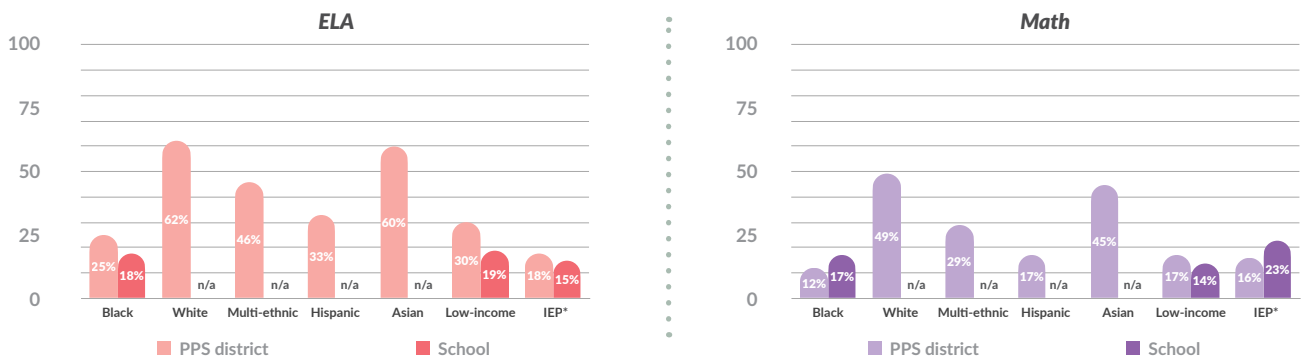
(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic



2022 PSSA achievement compared to district (3rd through 5th grades)

Percentage at Proficient/Advanced levels



Key outcomes (6-8)

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

0
out of
12

Percentage of students at each Algebra I Keystone achievement level by the end of 8th grade, 2022

(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic

No students took the Algebra I Keystone Exam.

Black

White

Multi-ethnic

Asian

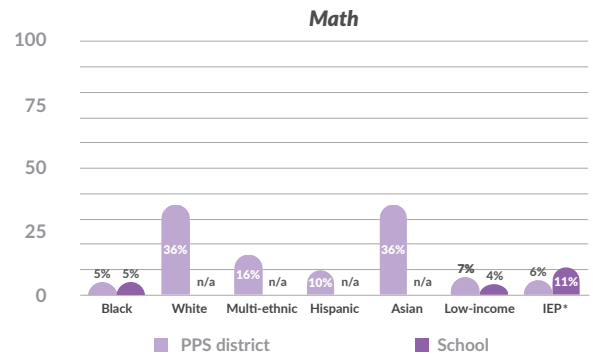
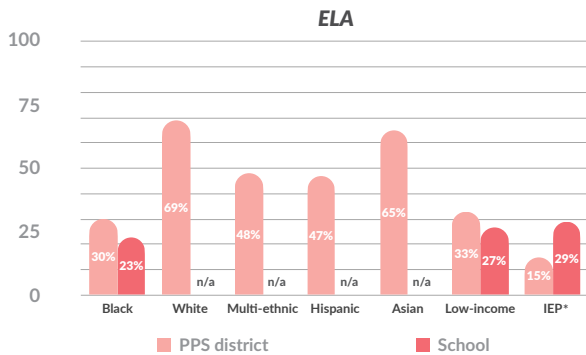
Hispanic

Low-income

IEP*

2022 PSSA achievement compared to district (6th through 8th grades)

Percentage at Proficient/Advanced levels



2022-23 Special education programs

Learning support | Speech & language support | Autism support | Emotional support

Physical & occupational therapy | Regional emotional, autism, life skills & multiple disabilities support classrooms

The
EDUCATION
Partnership
School supplies for kids
Partner School



Pittsburgh Mifflin PreK-8

Neighborhood school

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

Accessible • Principal: Amy Carricato



TEACHERS

18 teachers 100%
White

Teachers feel the school is a good place to work and learn: **91%**

Teachers absent 18+ days: **17%**
Teachers new to the school: **0%**

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

Teachers with National Board Certification: **1 out of 18**

STUDENTS

Enrollment 243 students
District K-8 average: 386

Capture rate 31%
District K-8 average: 28%

Low-income: **67%**
IEP*: **25%**
Student stability rate: **93%**

Students suspended at least once

Overall: **20%**
Low-income: 16%
IEP*: 6%

Percentages do not add up due to rounding

KEY

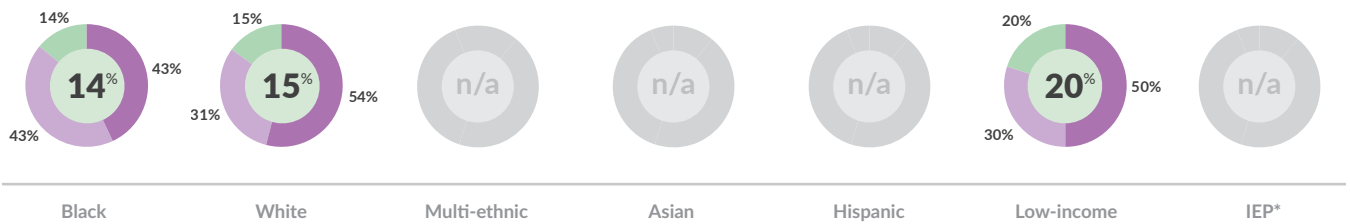
- Black
- White
- Multi-ethnic
- Asian
- Hispanic
- American Indian
- Pacific Islander

25% of students missed 10-19% of school days + 15% missed 20% or more = 39% chronically absent students
Percentages do not add up due to rounding

Key outcomes (3-5) 3rd grade Reading 2022: Percentage of students at each PSSA achievement level

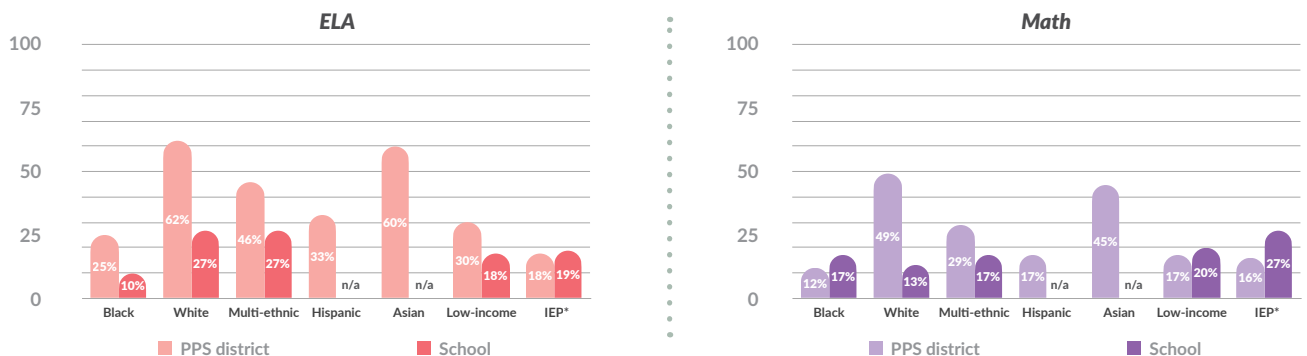
(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic



2022 PSSA achievement compared to district (3rd through 5th grades)

Percentage at Proficient/Advanced levels



Key outcomes (6-8)

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

0
out of
25

Percentage of students at each Algebra I Keystone achievement level by the end of 8th grade, 2022

(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic

No students took the Algebra I Keystone Exam.

Black

White

Multi-ethnic

Asian

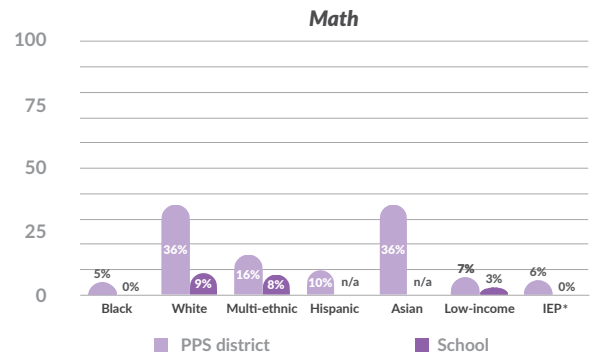
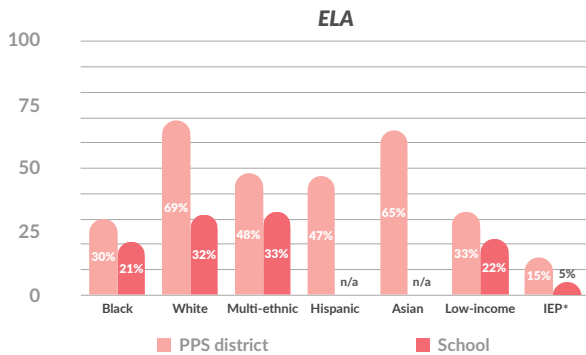
Hispanic

Low-income

IEP*

2022 PSSA achievement compared to district (6th through 8th grades)

Percentage at Proficient/Advanced levels



2022-23 Special education programs

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

The
EDUCATION
Partnership
School supplies for kids
Partner School



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: Carlton Watson



TEACHERS

35 teachers

20% Black | 80% White

Teachers feel the school is a good place to work and learn: **78%**

Teachers absent 18+ days: **17%**
 Teachers new to the school: **3%**

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

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

STUDENTS

Enrollment 493 students
 District K-8 average: 386

Capture rate: **24%**
 District K-8 average: 28%

Low-income: **86%**
 IEP*: **15%**
 Student stability rate: **91%**

Students suspended at least once

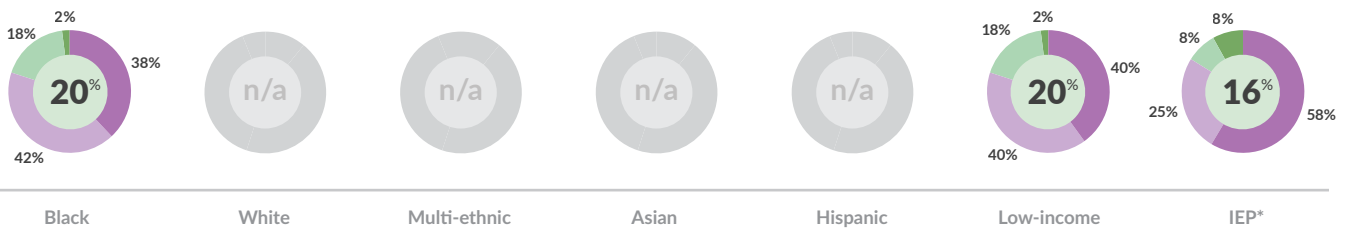
Overall: **11%**
 Low-income: 11%
 IEP*: 5%

25% of students missed 10-19% of school days + 25% missed 20% or more = **50% chronically absent students**

Key outcomes (3-5) 3rd grade Reading 2022: Percentage of students at each PSSA achievement level

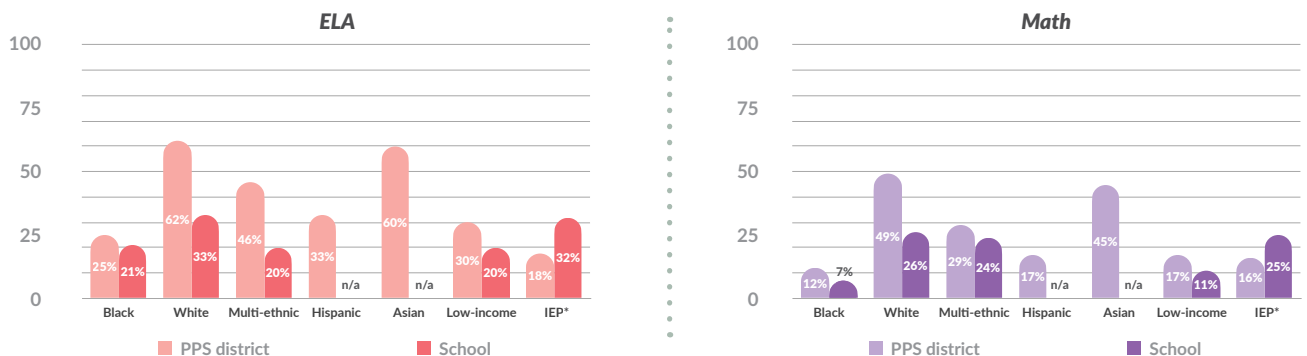
(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic



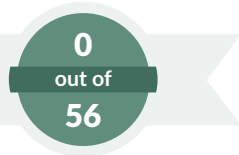
2022 PSSA achievement compared to district (3rd through 5th grades)

Percentage at Proficient/Advanced levels



Key outcomes (6-8)

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



Percentage of students at each Algebra I Keystone achievement level by the end of 8th grade, 2022

(Middle number: percent Proficient/Advanced)

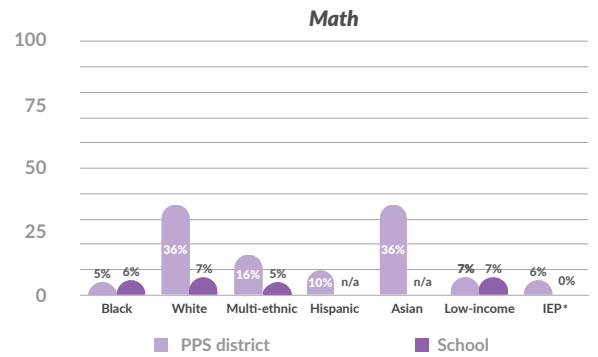
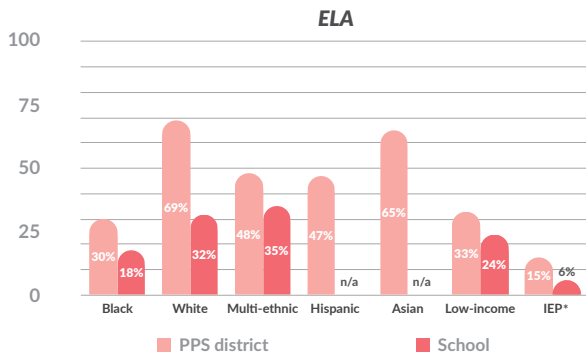
Advanced Proficient Basic Below Basic



Black White Multi-ethnic Asian Hispanic Low-income IEP*

2022 PSSA achievement compared to district (6th through 8th grades)

Percentage at Proficient/Advanced levels



2022-23 Special education programs

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: Ashanti Jones



TEACHERS

18 teachers

6% Black, 89% White, 6% Multi-ethnic

Teachers with National Board Certification: **1 out of 18**

Teachers feel the school is a good place to work and learn: **100%**

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

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

STUDENTS

Enrollment 253 students
District K-8 average: 386

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

Low-income: **68%**
IEP*: **17%**
Student stability rate: **88%**

Students suspended at least once

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

20% of students missed 10-19% of school days + 4% missed 20% or more = 23% chronically absent students
Percentages do not add up due to rounding

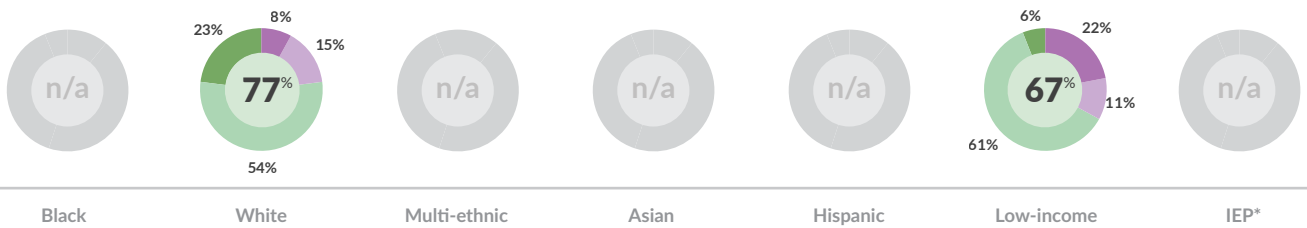
KEY

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

Key outcomes (3-5) 3rd grade Reading 2022: Percentage of students at each PSSA achievement level

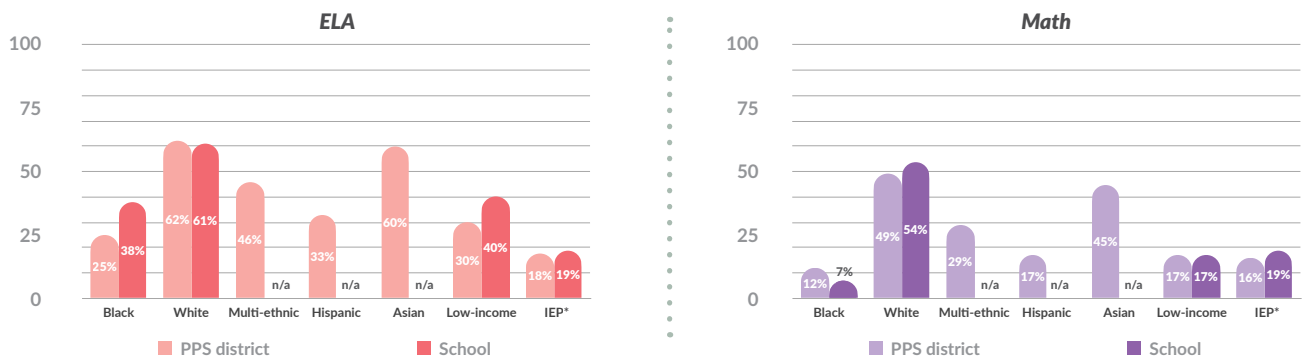
(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic



2022 PSSA achievement compared to district (3rd through 5th grades)

Percentage at Proficient/Advanced levels



Key outcomes (6-8)

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

13
out of
29

Percentage of students at each Algebra I Keystone achievement level by the end of 8th grade, 2022

(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic

The subgroups of students who took the exam were too small for results to be reported.

Black

White

Multi-ethnic

Asian

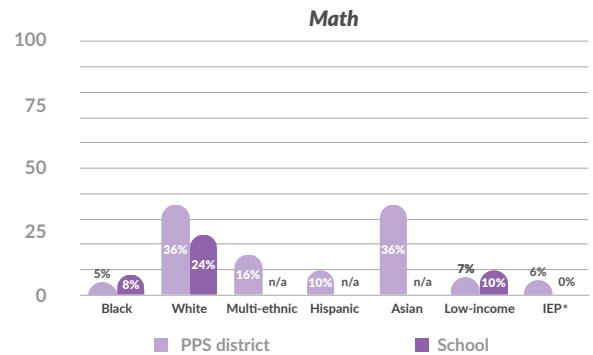
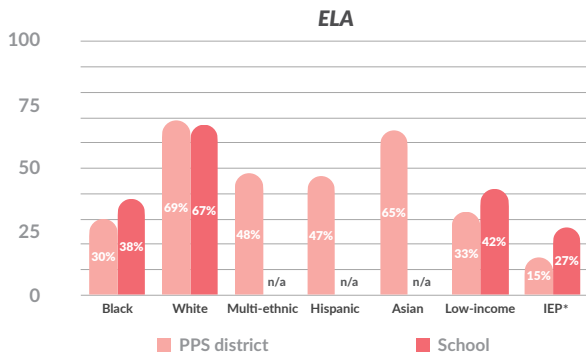
Hispanic

Low-income

IEP*

2022 PSSA achievement compared to district (6th through 8th grades)

Percentage at Proficient/Advanced levels



2022-23 Special education programs

Learning support | Speech & language support | Autism support | Emotional support

Physical & occupational therapy | Regional emotional, multiple disabilities & visually impaired support classrooms



Who takes algebra in 8th grade, and why is it important?

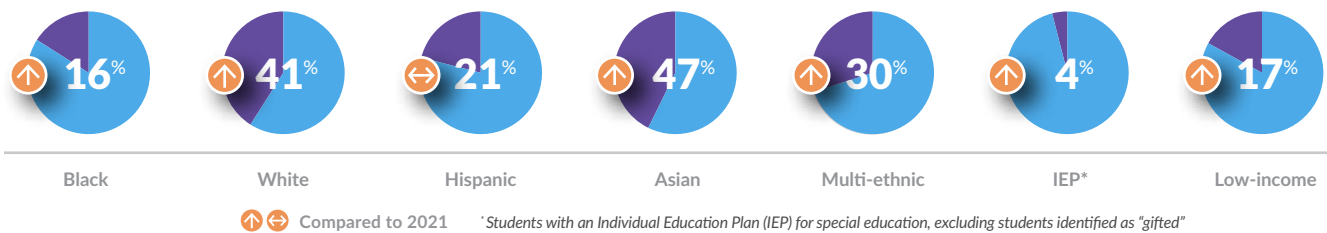
Algebra is widely considered to be a “gatekeeper” course, not only for other math courses, but also as a predictor of academic success. Research shows that students who take math courses in high school beyond Algebra 2 are much more likely to go to college and graduate. Knowledge of higher-level math is also important for STEM fields, health careers, and jobs in the trades.

When students take and pass Algebra I in 8th grade, they have room in their schedules for advanced math classes in high school. Last year, the number of PPS students in grades 6-8 who had taken algebra by the end of 8th grade increased compared to the previous year. However, in 2021-22, that number represented only 26% of students across the district’s K-8, 6-8, and 6-12 schools.

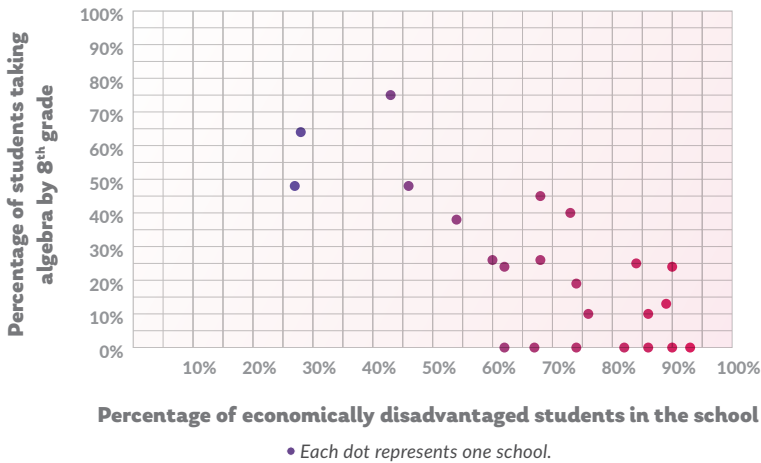
Who takes algebra by the end of 8th grade?

The graph below shows the percentage of students in each subgroup who took algebra by the end of 8th grade. (Percentages include students who took algebra as 6th or 7th graders.) The arrows indicate that compared to 2020-21, percentages increased for every group except Hispanic students, which remained the same.

Students who took algebra by 8th grade, by subgroup



8th grade algebra and students’ economic disadvantage



How does it look by school?

In 7 PPS schools that have 6th through 8th grades, no students took algebra last year. Other schools ranged from 7 to 60 students taking algebra.

The graph on the left shows the relationship between students’ economic disadvantage and whether they had taken algebra by 8th grade.



Bright spot:

Schools where students took algebra, despite high levels of economic disadvantage, include Sunnyside PreK-8 and South Brook 6-8.

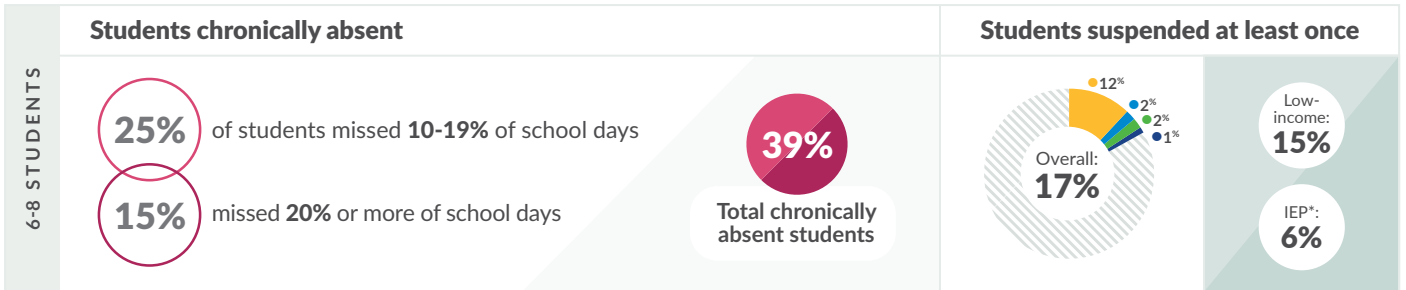
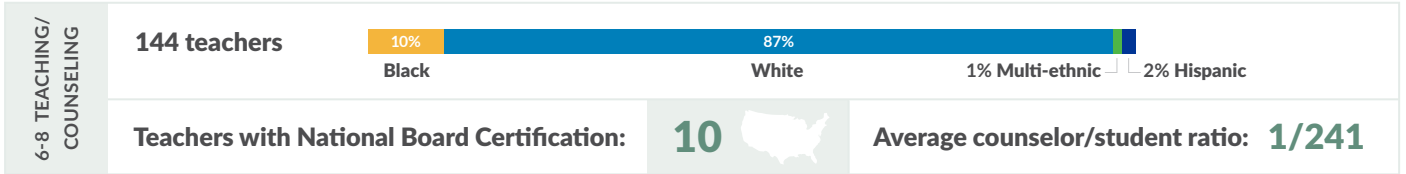
What parents/guardians can do

- If you have a child in grades 6 or 7, ask whether the school offers algebra in 8th grade. If the answer is yes, ask which students can take it, and if your child is eligible. If the answer is no, ask why it isn’t offered. (Contact us if you need help with this conversation, or for next steps if you are told your child is not eligible or your school doesn’t offer the course.)
- If your child needs a tutor, visit bit.ly/Request-A-Tutor to complete a form and we will respond. We can connect you to a high quality tutor who fits your child’s needs.
- Read about a promising math mentoring program at Milliones 6-12, Sci-Tech 6-12, and Westinghouse 6-12 on page 19.
- Check out “How to help your child with reading and math at home” at ourschoolspittsburgh.org/2022-rising-up.



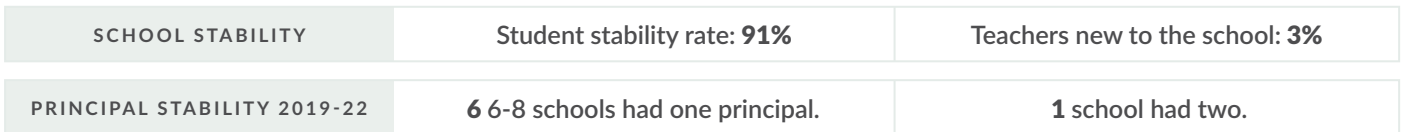
Pittsburgh's middle schools

- In the 2021-22 school year: PPS had 7 middle (6-8) schools.
- The average 6-8 school had 252 students.
- 73% of 6-8 school students were economically disadvantaged (receiving public assistance).
- 33% of 6-8 school students attended their school of assignment ("capture rate").



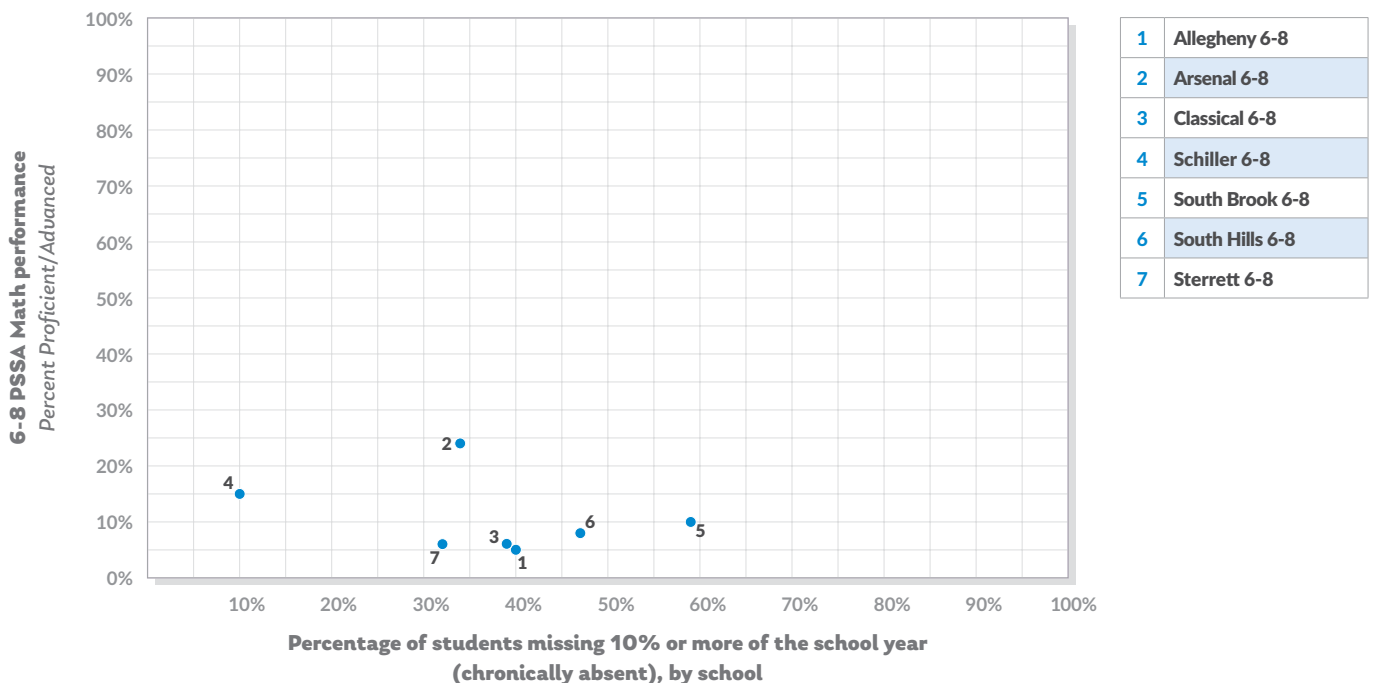
*Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"

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



8th grade algebra 6-8 students who took algebra by the end of 8th grade: **137 out of 637**

2022 MATH ACHIEVEMENT AND CHRONIC ABSENTEEISM





Pittsburgh Allegheny 6-8

Traditional Academy magnet school

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

Accessible • Principal: Yarra Howze



TEACHERS

13 teachers

8% Black | 92% White

Teachers with National Board Certification: 1 out of 13

Teachers feel the school is a good place to work and learn: 94%

Teachers absent 18+ days: 8%

Teachers new to the school: 0%

Principal stability: 1 principal in the last 4 years

STUDENTS

Enrollment 145 students
District 6-8 average: 252

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

Low-income: 89%

IEP*: 27%

Student stability rate: 90%

Students suspended at least once: Overall 18%

Low-income: 16% | IEP*: 6%

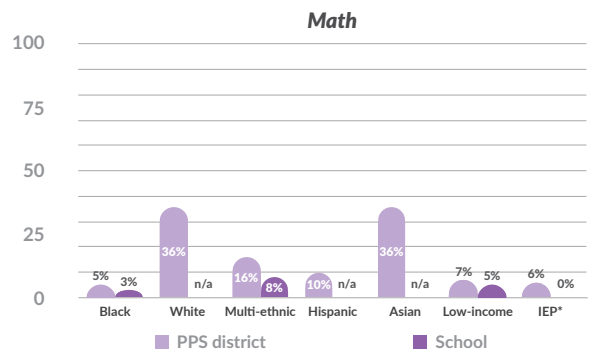
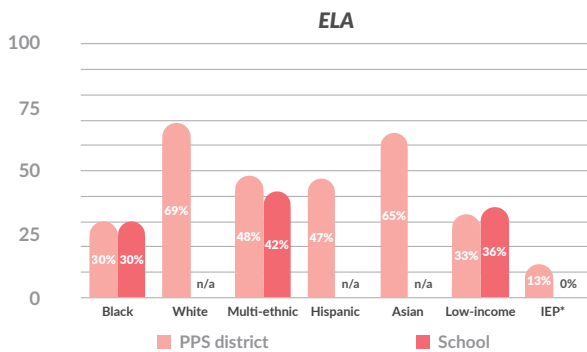
28% of students missed 10-19% of school days + 12% missed 20% or more = 40% chronically absent students

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

Key outcomes

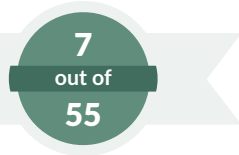
2022 PSSA achievement compared to district (6th through 8th grades)

Percentage at Proficient/Advanced levels



Key outcomes

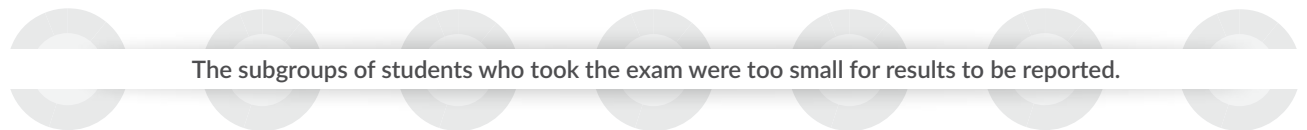
8th grade algebra Students who took algebra by the end of 8th grade:



Percentage of students at each Algebra I Keystone achievement level by the end of 8th grade, 2022

(Middle number: percent Proficient/Advanced)

■ Advanced ■ Proficient ■ Basic ■ Below Basic



Black

White

Multi-ethnic

Asian

Hispanic

Low-income

IEP*

2022-23 Special education programs

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



Pittsburgh Arsenal 6-8

Neighborhood school

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

Accessible, with exceptions • Principal: Nancy Watts



2019 featured "Rising Up" school

TEACHERS

14 teachers

7% Black | 93% White

Teachers with National Board Certification: 0 out of 14

Teachers feel the school is a good place to work and learn: **100%**

Teachers absent 18+ days: **0%**
Teachers new to the school: **7%**

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

STUDENTS

Enrollment **146 students**
District 6-8 average: 252

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

Low-income: **74%**
IEP*: **24%**
Student stability rate: **92%**

Students suspended at least once: **Overall: 16%**
Low-income: 15%
IEP*: 6%

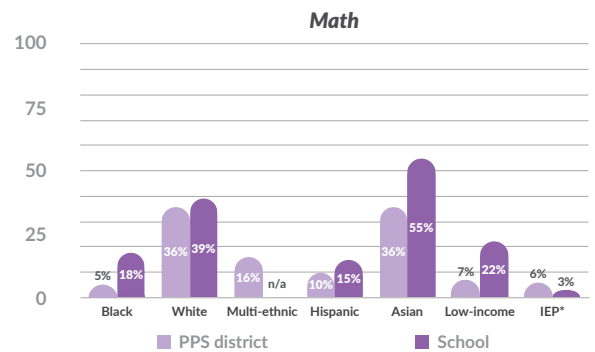
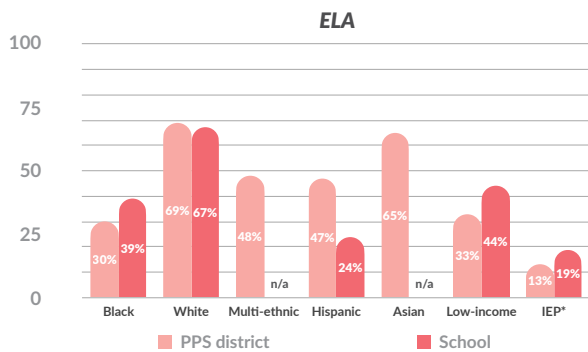
22% of students missed 10-19% of school days + 12% missed 20% or more = **34% chronically absent students**

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

Key outcomes

2022 PSSA achievement compared to district (6th through 8th grades)

Percentage at Proficient/Advanced levels



Key outcomes

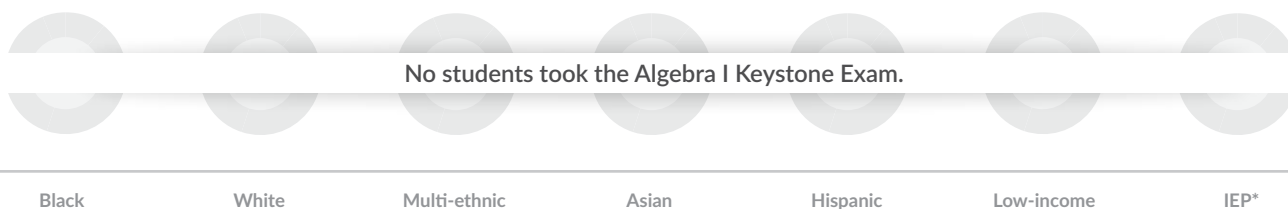
8th grade algebra Students who took algebra by the end of 8th grade:



Percentage of students at each Algebra I Keystone achievement level by the end of 8th grade, 2022

(Middle number: percent Proficient/Advanced)

■ Advanced ■ Proficient ■ Basic ■ Below Basic



2022-23 Special education programs

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

22 teachers

9% Black | 91% White

Teachers with National Board Certification: 0 out of 22

Teachers feel the school is a good place to work and learn: **68%**

Teachers absent 18+ days: 23%
 Teachers new to the school: 5%

Principal stability: 1 principal in the last 4 years

STUDENTS

Enrollment 251 students
 District 6-8 average: 252

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

Low-income: 68%
 IEP*: 31%
 Student stability rate: 92%

Students suspended at least once: Overall 18%
 Low-income: 14%
 IEP*: 6%

Percentages do not add up due to rounding

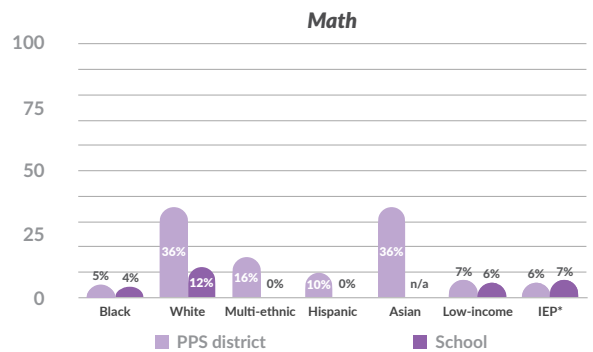
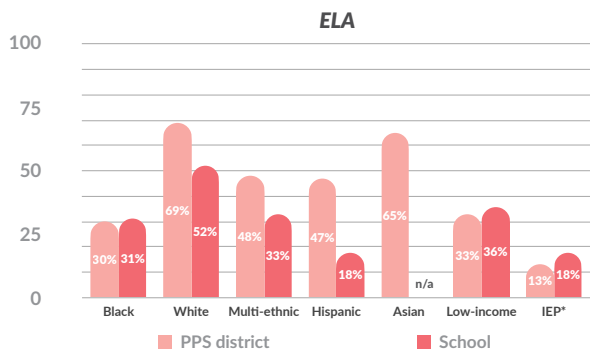
26% of students missed 10-19% of school days + 13% missed 20% or more = **39% chronically absent students**

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

Key outcomes

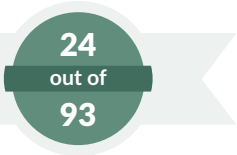
2022 PSSA achievement compared to district (6th through 8th grades)

Percentage at Proficient/Advanced levels



Key outcomes

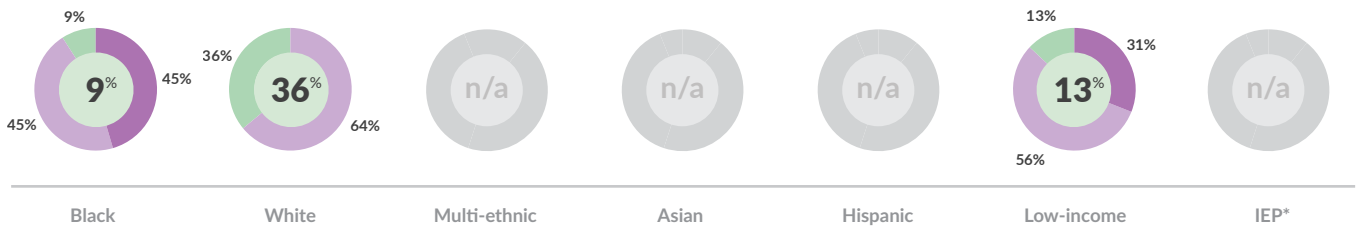
8th grade algebra Students who took algebra by the end of 8th grade:



Percentage of students at each Algebra I Keystone achievement level by the end of 8th grade, 2022

(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic



2022-23 Special education programs

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

17 teachers

12% Black, 88% White

Teachers with National Board Certification: 1 out of 17

Teachers feel the school is a good place to work and learn: 85%

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

Principal stability: 1 principal in the last 4 years

STUDENTS

Enrollment 241 students
 District 6-8 average: 252

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

Low-income: 62%
 IEP*: 16%
 Student stability rate: 95%

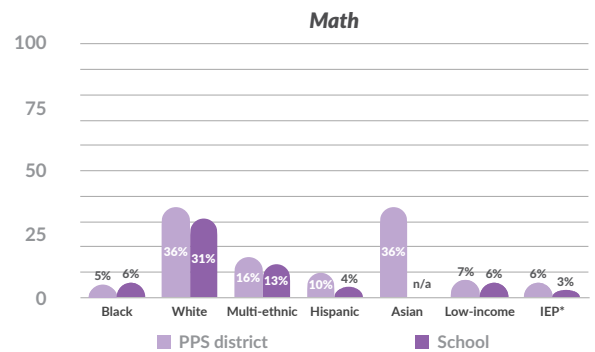
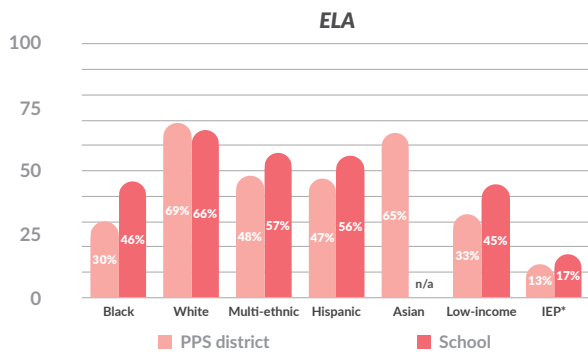
Students suspended at least once: Overall 9%
 Low-income: 8%
 IEP*: 2%

9% of students missed 10-19% of school days + 0% missed 20% or more = **10% chronically absent students**
Percentages do not add up due to rounding

Key outcomes

2022 PSSA achievement compared to district (6th through 8th grades)

Percentage at Proficient/Advanced levels



Key outcomes

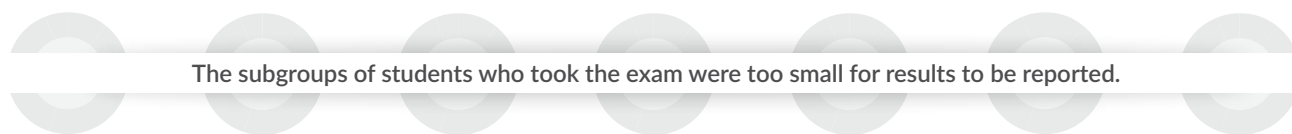
8th grade algebra Students who took algebra by the end of 8th grade:



Percentage of students at each Algebra I Keystone achievement level by the end of 8th grade, 2022

(Middle number: percent Proficient/Advanced)

■ Advanced ■ Proficient ■ Basic ■ Below Basic



Black

White

Multi-ethnic

Asian

Hispanic

Low-income

IEP*

2022-23 Special education programs

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

24 teachers

4% Black | 96% White

Teachers with National Board Certification: 4 out of 24

Teachers feel the school is a good place to work and learn: **100%**

Teachers absent 18+ days: 8%
Teachers new to the school: 0%

Principal stability: 1 principal in the last 4 years

STUDENTS

Enrollment 338 students
District 6-8 average: 252

Capture rate **43%**
District 6-8 average: 33%

Low-income: **73%**
IEP*: **22%**
Student stability rate: **87%**

Students suspended at least once: Overall **17%**
Low-income: 15%
IEP*: 5%

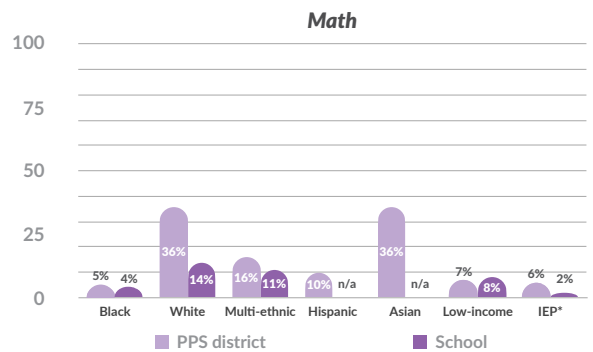
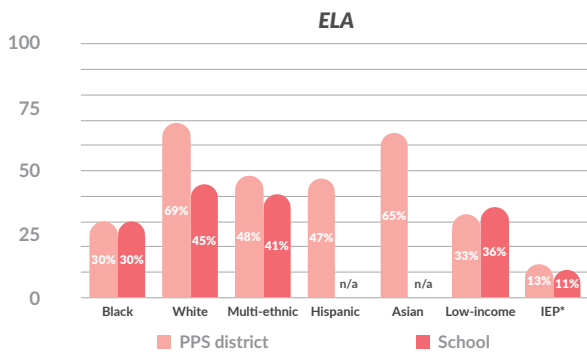
31% of students missed 10-19% of school days + 27% missed 20% or more = **59% chronically absent students**
Percentages do not add up due to rounding

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

Key outcomes

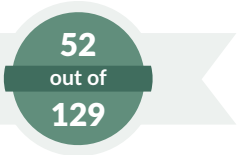
2022 PSSA achievement compared to district (6th through 8th grades)

Percentage at Proficient/Advanced levels



Key outcomes

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



Percentage of students at each Algebra I Keystone achievement level by the end of 8th grade, 2022

(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic



Black

White

Multi-ethnic

Asian

Hispanic

Low-income

IEP*

2022-23 Special education programs

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





Pittsburgh South Hills 6-8

Neighborhood school

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

Accessible • Principal: Robert Frioni



TEACHERS

34 teachers

12% Black, 85% White, 3% Hispanic

Teachers with National Board Certification: **3 out of 34**

Teachers feel the school is a good place to work and learn: **86%**

Teachers absent 18+ days: **6%**
Teachers new to the school: **3%**

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

STUDENTS

Enrollment 378 students
District 6-8 average: 252

Capture rate: **29%**
District 6-8 average: 33%

Low-income: **74%**
IEP*: **29%**
Student stability rate: **90%**

Students suspended at least once

Overall: **9%**
Low-income: 8%
IEP*: 4%

Percentages do not add up due to rounding

KEY

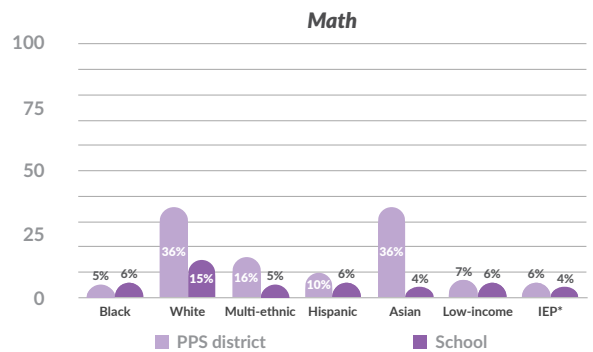
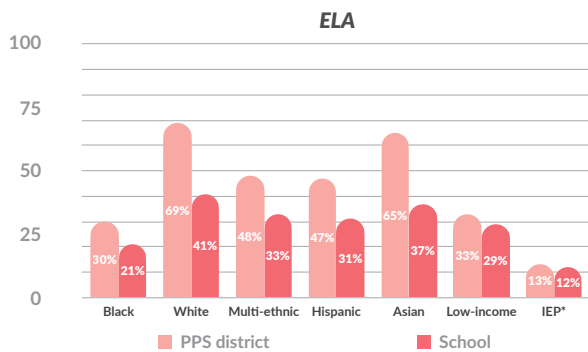
- Black
- White
- Multi-ethnic
- Asian
- Hispanic
- American Indian
- Pacific Islander

28% of students missed 10-19% of school days + 19% missed 20% or more = 47% chronically absent students

Key outcomes

2022 PSSA achievement compared to district (6th through 8th grades)

Percentage at Proficient/Advanced levels



Key outcomes

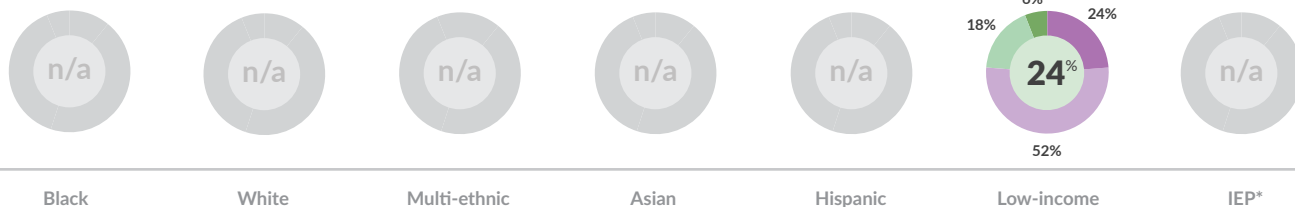
8th grade algebra Students who took algebra by the end of 8th grade:



Percentage of students at each Algebra I Keystone achievement level by the end of 8th grade, 2022

(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic



2022-23 Special education programs

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

20 teachers

20% Black, 65% White, 5% Multi-ethnic, 10% Hispanic

Teachers with National Board Certification: 1 out of 20

Teachers feel the school is a good place to work and learn: 45%

Teachers absent 18+ days: 15%

Teachers new to the school: 0%

Principal stability: 1 principal in the last 4 years

STUDENTS

Enrollment 264 students
District 6-8 average: 252

Capture rate 18%
District 6-8 average: 33%

Low-income: 76%

IEP*: 28%

Student stability rate: 90%

Students suspended at least once: Overall 34%

Low-income: 31%, IEP*: 11%

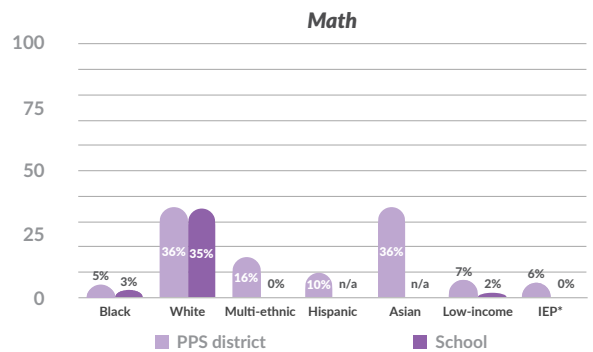
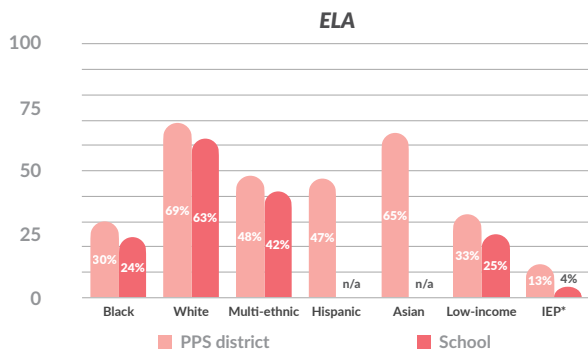
24% of students missed 10-19% of school days + 8% missed 20% or more = 32% chronically absent students

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

Key outcomes

2022 PSSA achievement compared to district (6th through 8th grades)

Percentage at Proficient/Advanced levels



Key outcomes

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

10
out of
99

Percentage of students at each Algebra I Keystone achievement level by the end of 8th grade, 2022

(Middle number: percent Proficient/Advanced)

■ Advanced ■ Proficient ■ Basic ■ Below Basic

The subgroups of students who took the exam were too small for results to be reported.

Black

White

Multi-ethnic

Asian

Hispanic

Low-income

IEP*

2022-23 Special education programs

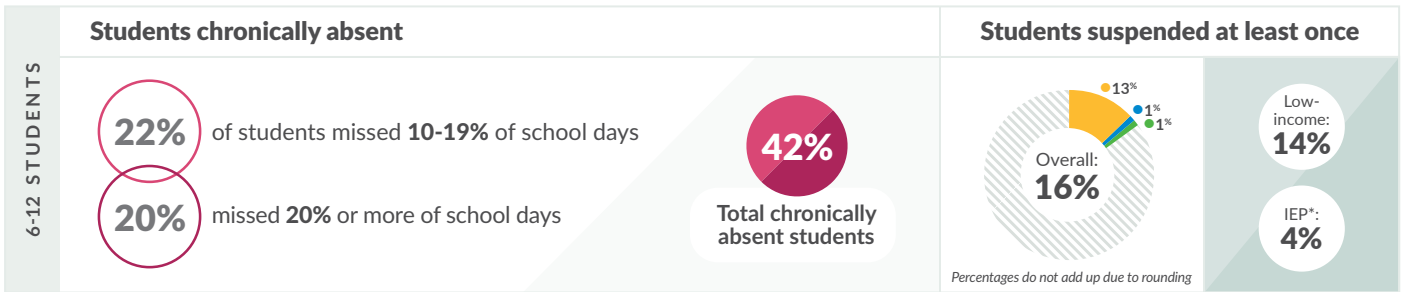
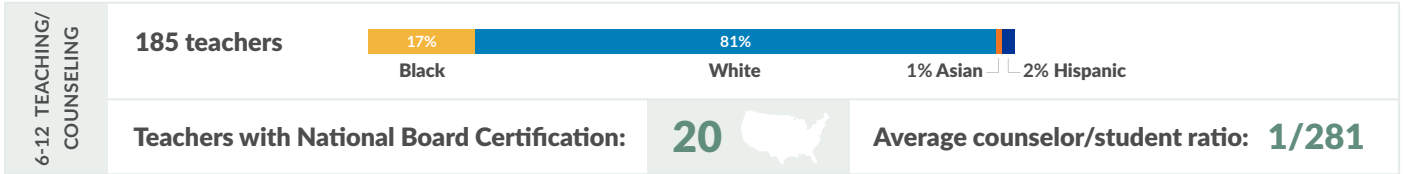
Learning support | Speech & language support | Autism support | Emotional support
Physical & occupational therapy | Regional autism support classroom

The
EDUCATION
Partnership
School supplies for kids
Partner School



Pittsburgh's 6-12 schools

- In the 2021-22 school year: PPS had 5 6-12 schools.
 - The average 6-12 school had 660 students.
 - 56% 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.)

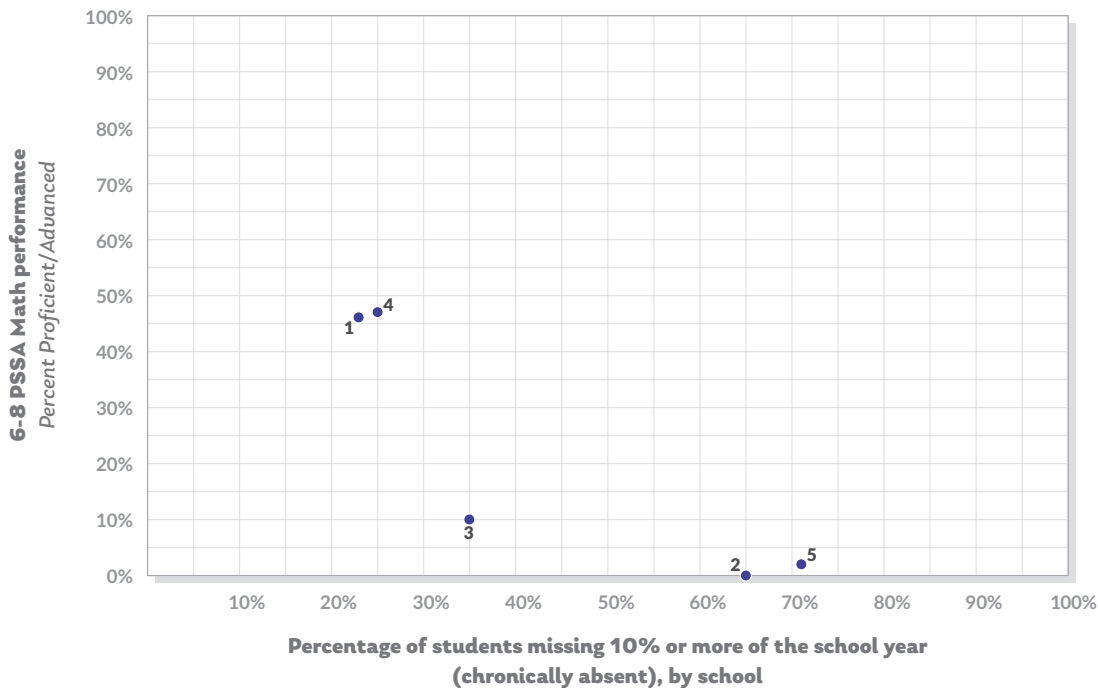


* Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"

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

| | | |
|------------------------------------|------------------------------------|---------------------------------------|
| SCHOOL STABILITY | Student stability rate: 91% | Teachers new to the school: 2% |
| PRINCIPAL STABILITY 2019-22 | 3 6-12 schools had one principal. | 1 school had two. |
| | | 1 school had four. |

2022 MATH ACHIEVEMENT AND CHRONIC ABSENTEEISM

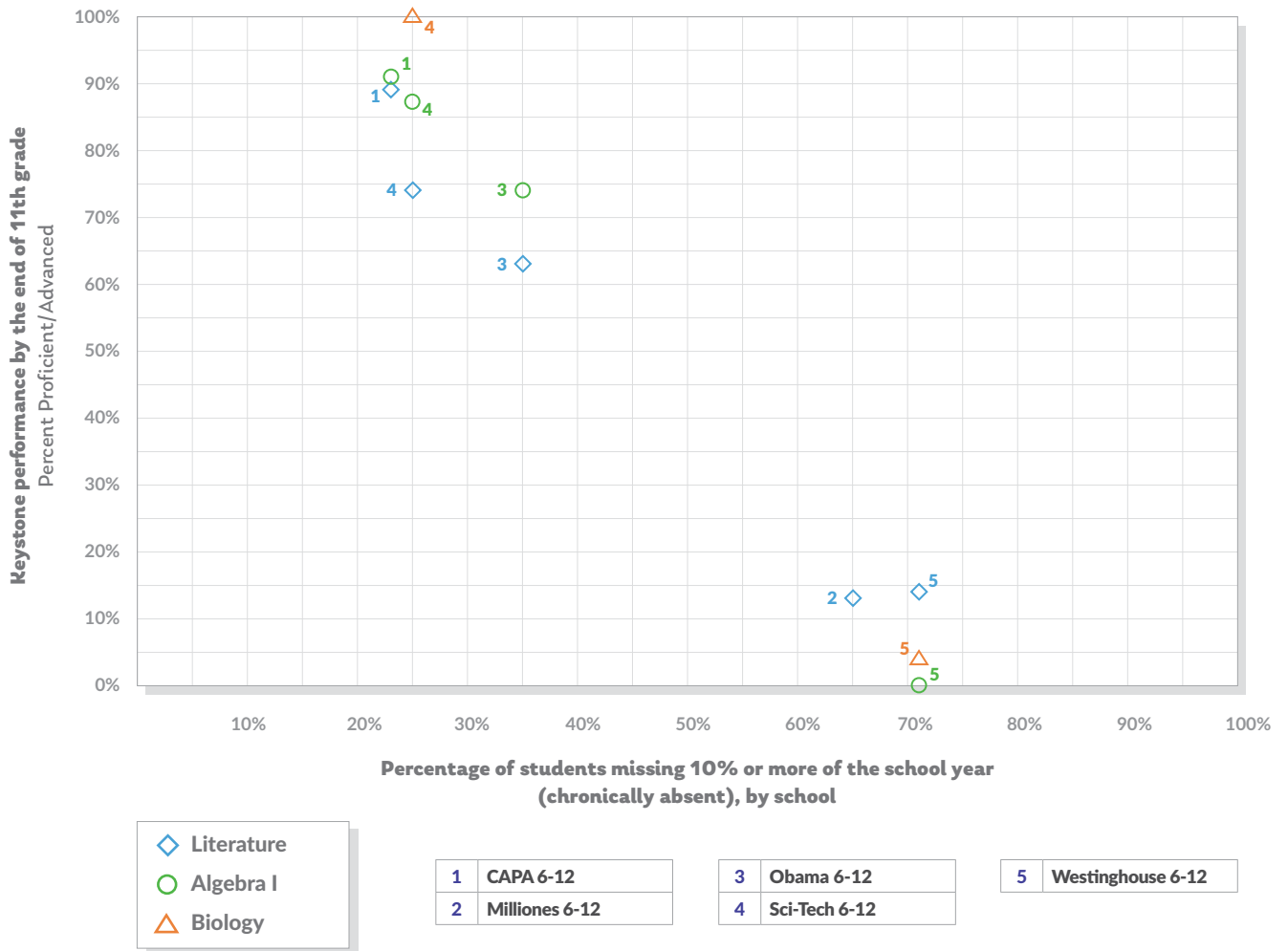


| | |
|----------|--------------------------|
| 1 | CAPA 6-12 |
| 2 | Milliones 6-12 |
| 3 | Obama 6-12 |
| 4 | Sci-Tech 6-12 |
| 5 | Westinghouse 6-12 |

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

146
out of
410

2022 Reading, Math, & Science achievement and chronic absenteeism



Some Keystone data could not be shown because 10 or fewer students took the exams.
(Some students received exemptions during the 2019-20 school year.)



Pittsburgh CAPA 6-12

Creative & Performing Arts magnet school

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

Accessible • Principal: Melissa Pearlman



TEACHERS

35 teachers

9% Black | 91% White

Teachers with National Board Certification: 11 out of 35

Teachers feel the school is a good place to work and learn: 92%

Teachers absent 18+ days: 11%
Teachers new to the school: 3%

Principal stability: 1 principal in the last 4 years

STUDENTS

Enrollment 845 students
District 6-12 average: 660

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

Low-income: 27%
IEP*: 7%
Student stability rate: 98%

Students suspended at least once: Overall 5%
Low-income: 3%
IEP*: 1%

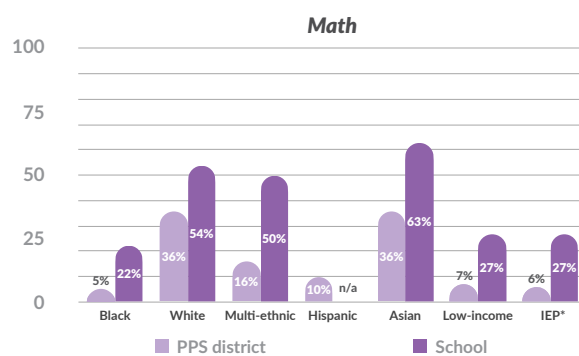
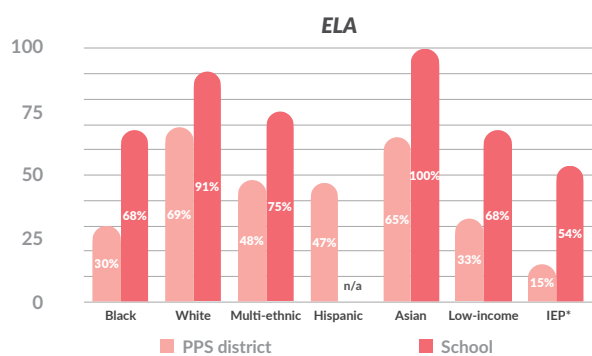
17% of students missed 10-19% of school days + 6% missed 20% or more = 23% chronically absent students

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

Key outcomes (6-8)

2022 PSSA achievement compared to district (6th through 8th grades)

Percentage at Proficient/Advanced levels



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

60 out of 125

2022-23 Special education programs

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



Graduation rates over time



Percentage of students taking AP (Advanced Placement) courses:

- Overall: 62%**
- Black: 46%
- White: 68%
- Multi-ethnic: 60%
- Hispanic: 83%
- Asian: n/a
- Low-income: 57%
- IEP*: 24%
- (District average: 26%)

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

- Overall: 67%**
- Black: 60%
- White: 69%
- Multi-ethnic: 75%
- Hispanic: 58%
- Asian: n/a
- Low-income: 68%
- IEP*: 18%
- (District average: 34%)

Percentage of students scoring 3 or higher on any AP exam (scaled 1-5):

- Overall: 69%**
- Black: 33%
- White: 74%
- Multi-ethnic: 81%
- Hispanic: n/a
- Asian: n/a
- Low-income: 50%
- IEP*: n/a
- (District average: 54%)



56%

Met SAT Math Standard



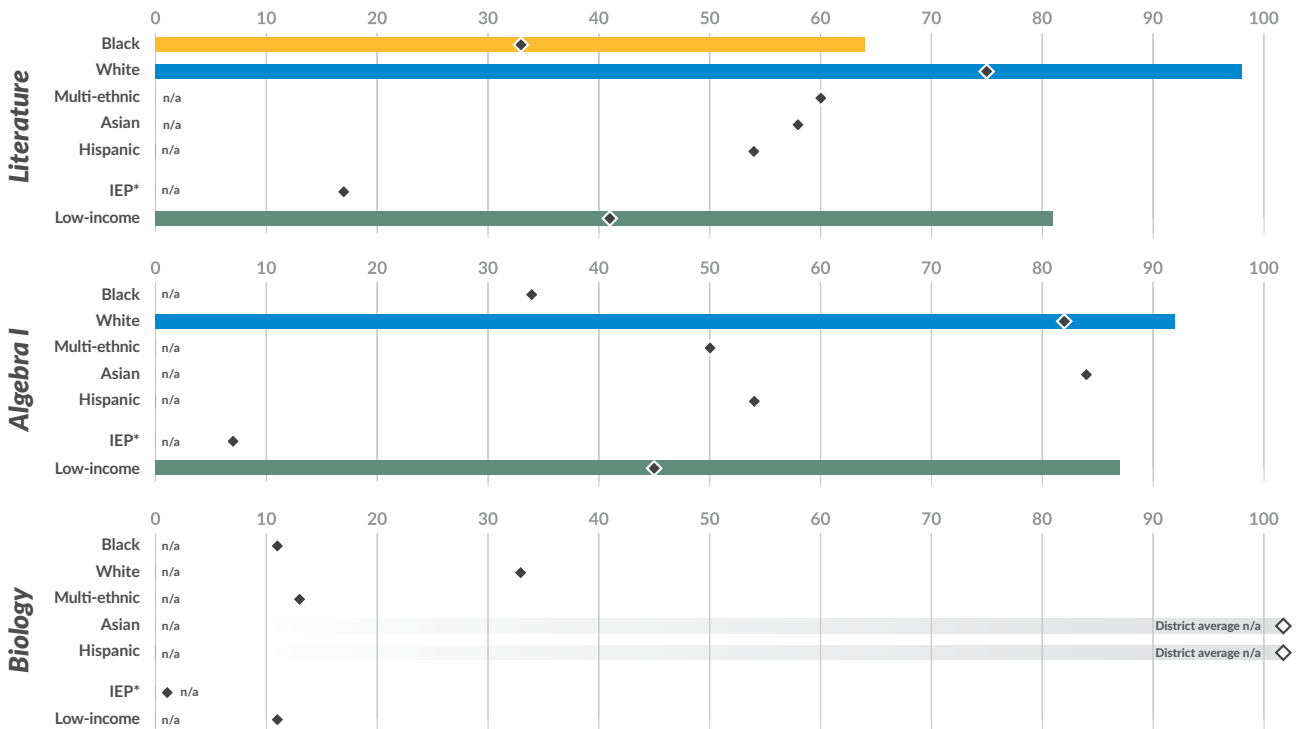
84%

Met SAT Reading Standard

2022 Keystone achievement compared to district

◆ District average ◇ District average n/a

Percentage at Proficient/Advanced levels



POST HIGH SCHOOL

Attending college/trade school **76%**



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

24 teachers

| | | |
|-------|-------|----------|
| 21% | 75% | 4% |
| Black | White | Hispanic |

Teachers with National Board Certification: 0 out of 24

Teachers feel the school is a good place to work and learn: **50%**

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

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

STUDENTS

Enrollment 329 students
District 6-12 average: 660

Capture rate **17%**
District 6-12 average: 21%

Low-income: **84%**
IEP*: **30%**
Student stability rate: **83%**

Students suspended at least once: **36%**
Overall: **36%**
Low-income: 35%
IEP*: 11%

25% of students missed 10-19% of school days + 40% missed 20% or more = **65% chronically absent students**

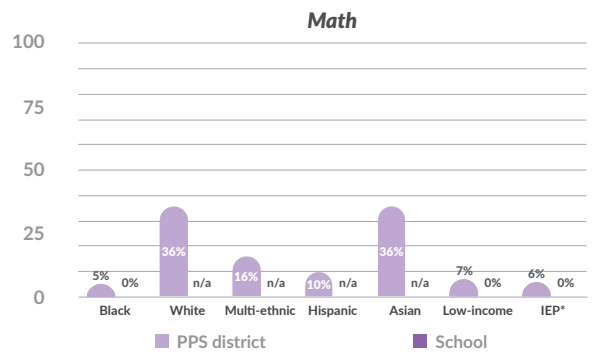
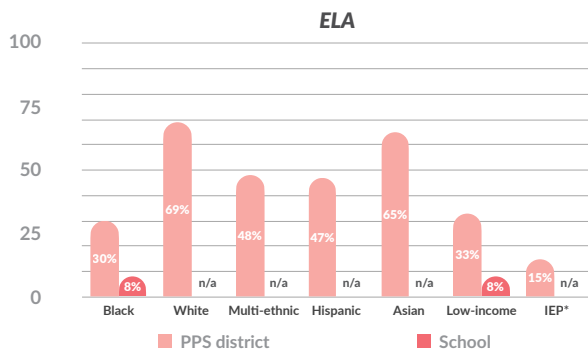
KEY

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

Key outcomes (6-8)

2022 PSSA achievement compared to district (6th through 8th grades)

Percentage at Proficient/Advanced levels



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

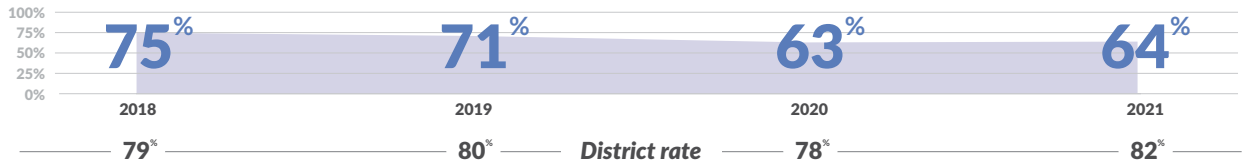
7
out of
28

2022-23 Special education programs

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



 **Graduation rates over time**



Percentage of students taking AP (Advanced Placement) courses:

- Overall: 20%**
- Black: 19%
- White: 25%
- Multi-ethnic: 36%
- Hispanic: n/a
- Asian: n/a
- Low-income: 21%
- IEP*: 2%
- (District average: 26%)

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

- Overall: 19%**
- Black: 18%
- White: 25%
- Multi-ethnic: 36%
- Hispanic: n/a
- Asian: n/a
- Low-income: 21%
- IEP*: 6%
- (District average: 34%)

Percentage of students scoring 3 or higher on any AP exam (scaled 1-5):

- Overall: 0%**
- Black: 0%
- White: n/a
- Multi-ethnic: n/a
- Hispanic: n/a
- Asian: n/a
- Low-income: 0%
- IEP*: n/a
- (District average: 54%)



11%

Met SAT Math Standard



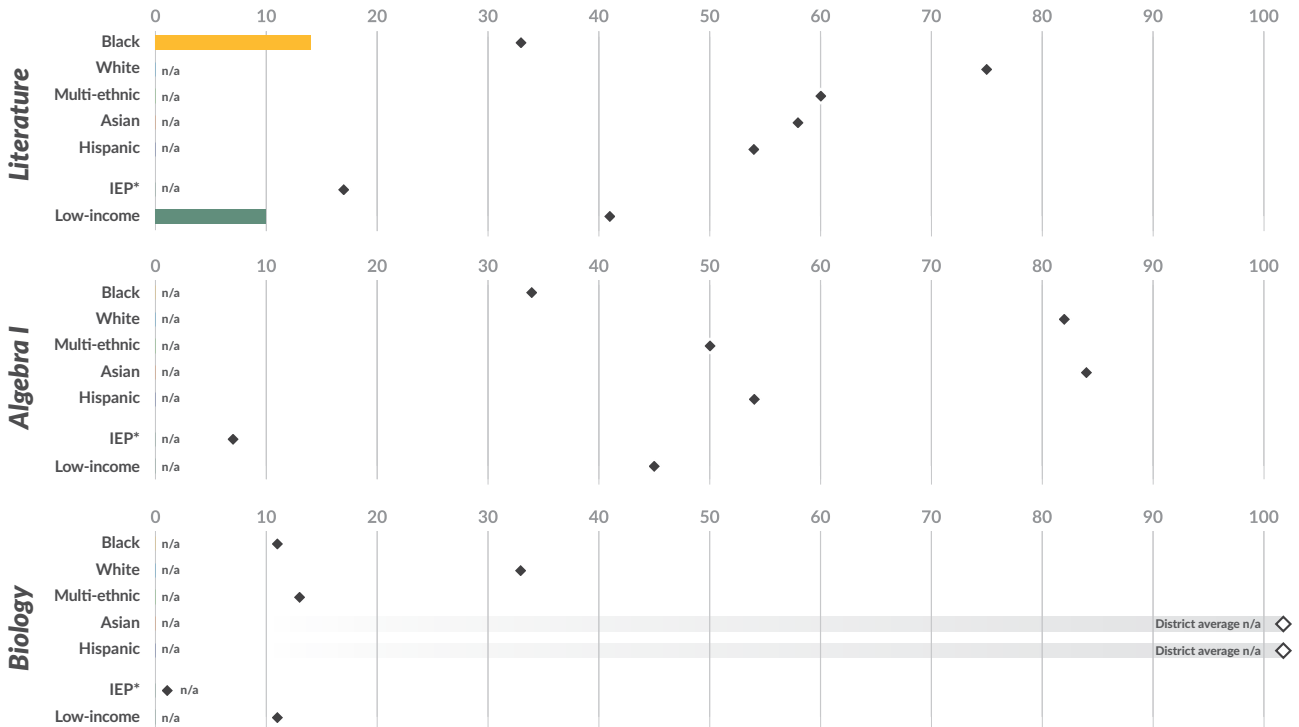
11%

Met SAT Reading Standard

2022 Keystone achievement compared to district

Percentage at Proficient/Advanced levels

◆ District average ◇ District average n/a



POST HIGH SCHOOL

Attending college/trade school **10%**



Pittsburgh Obama 6-12

International Baccalaureate magnet school

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

Accessible • Principal: Yalonda Colbert



TEACHERS

42 teachers

17% Black, 79% White, 2% Asian, 2% Hispanic

Teachers with National Board Certification: 1 out of 42

Teachers feel the school is a good place to work and learn: **68%**

Teachers absent 18+ days: **38%**
Teachers new to the school: **2%**

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

STUDENTS

Enrollment 833 students
District 6-12 average: 660

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

Low-income: **60%**
IEP*: **16%**
Student stability rate: **95%**

Students suspended at least once: Overall: **21%**
Low-income: 18%, IEP*: 5%

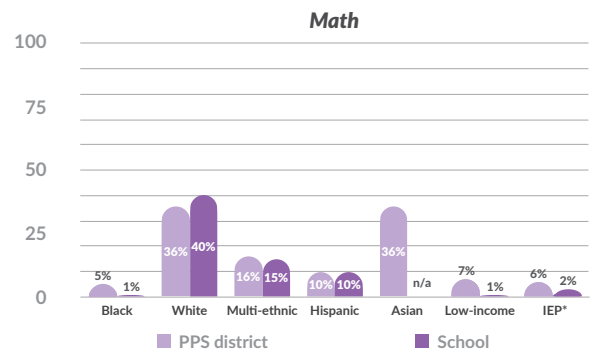
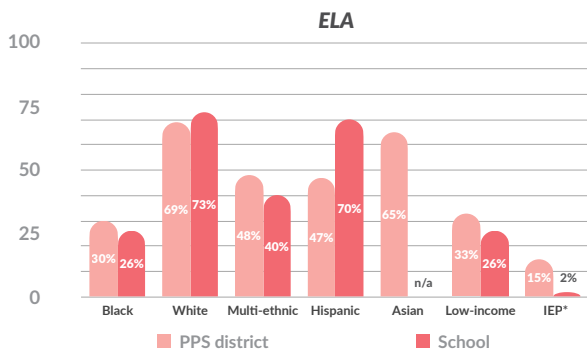
25% of students missed 10-19% of school days + 9% missed 20% or more = **35% chronically absent students**

Percentages do not add up due to rounding

Key outcomes (6-8)

2022 PSSA achievement compared to district (6th through 8th grades)

Percentage at Proficient/Advanced levels



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

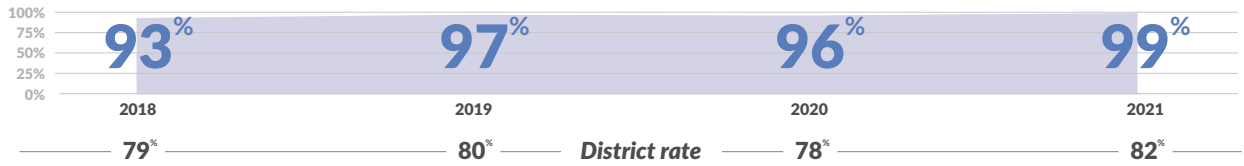
30 out of 115

2022-23 Special education programs

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



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: 36%
Black: 36%
White: 43%
Multi-ethnic: 30%
Hispanic: n/a
Asian: n/a
Low-income: 35%
IEP*: 23%
(District average: 34%)

Percentage of students scoring 3 or higher on any AP exam (scaled 1-5):
Overall: n/a



25%

Met SAT Math Standard



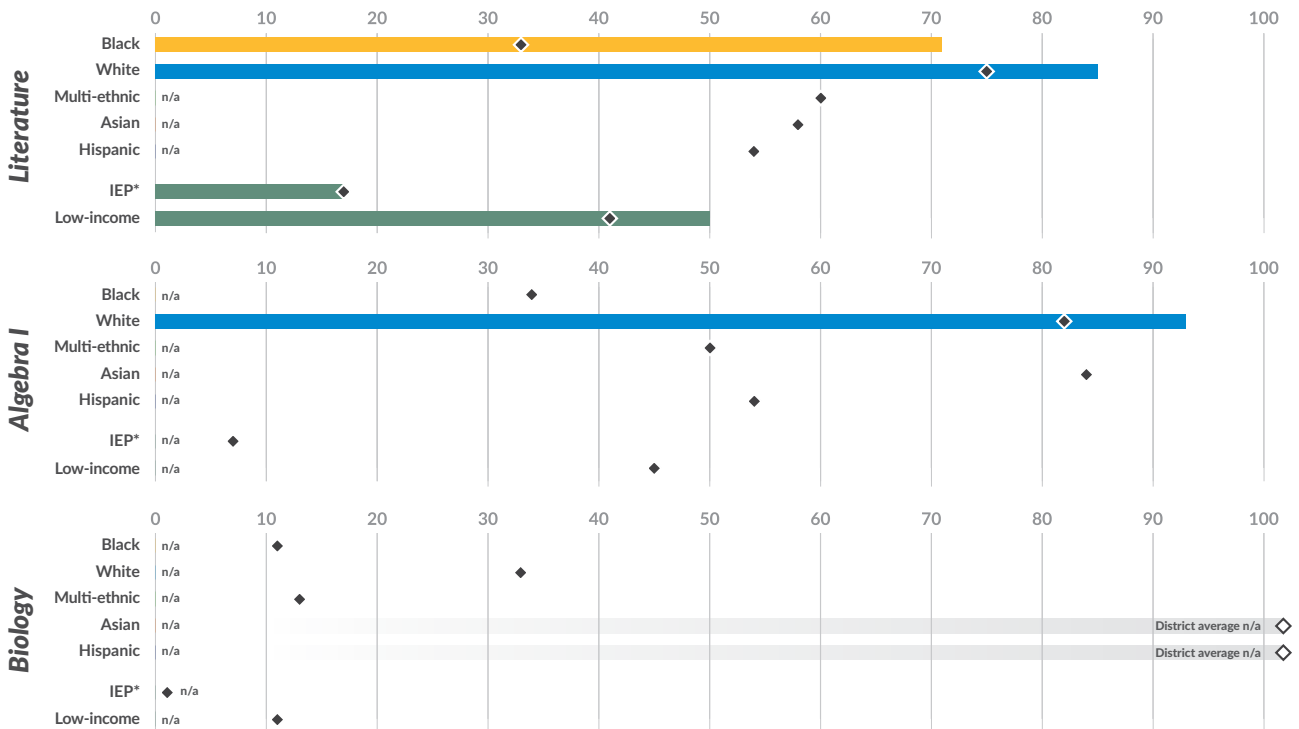
46%

Met SAT Reading Standard

2022 Keystone achievement compared to district

◆ District average ◇ District average n/a

Percentage at Proficient/Advanced levels



POST HIGH SCHOOL

Attending college/trade school **55%**



Pittsburgh Science and Technology Academy 6-12

Science, Technology, Engineering, and Math magnet school

107 Thackeray St., 15213 • Oakland • 412-529-7620 • Accessible • Principal: TBA



TEACHERS

31 teachers

97% White, 3% Black

Teachers with National Board Certification: 8 out of 31

Teachers feel the school is a good place to work and learn: 97%

Teachers absent 18+ days: 23%

Teachers new to the school: 3%

Principal stability: 1 principal in the last 4 years

STUDENTS

Enrollment 614 students
District 6-12 average: 660

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

Low-income: 43%

IEP*: 8%

Student stability rate: 98%

Students suspended at least once: Overall 8%

Low-income: 6%, IEP*: 1%

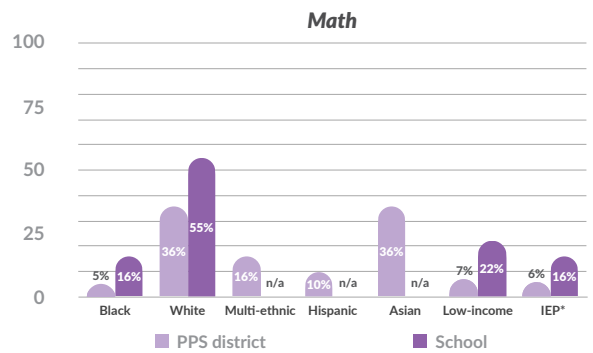
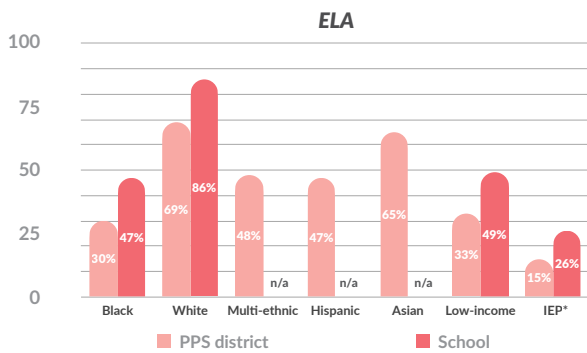
17% of students missed 10-19% of school days + 8% missed 20% or more = 25% chronically absent students

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

Key outcomes (6-8)

2022 PSSA achievement compared to district (6th through 8th grades)

Percentage at Proficient/Advanced levels



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

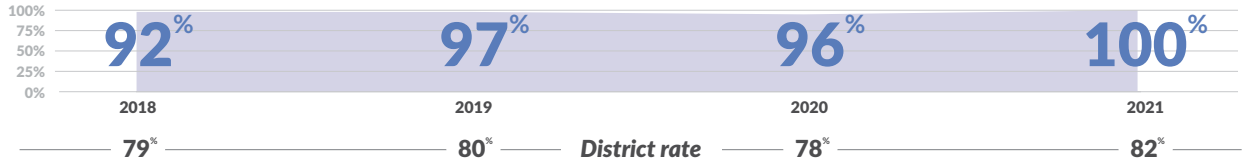
40 out of 53

2022-23 Special education programs

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



Graduation rates over time



Percentage of students taking AP (Advanced Placement) courses:

- Overall: 53%**
- Black: 54%
- White: 54%
- Multi-ethnic: 44%
- Hispanic: 36%
- Asian: 65%
- Low-income: 59%
- IEP*: 63%
- (District average: 26%)

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

- Overall: 31%**
- Black: 37%
- White: 28%
- Multi-ethnic: 28%
- Hispanic: 18%
- Asian: 35%
- Low-income: 32%
- IEP*: 37%
- (District average: 34%)

Percentage of students scoring 3 or higher on any AP exam (scaled 1-5):

- Overall: 28%**
- Black: 6%
- White: 35%
- Multi-ethnic: n/a
- Hispanic: n/a
- Asian: n/a
- Low-income: 31%
- IEP*: n/a
- (District average: 54%)



60%

Met SAT Math Standard



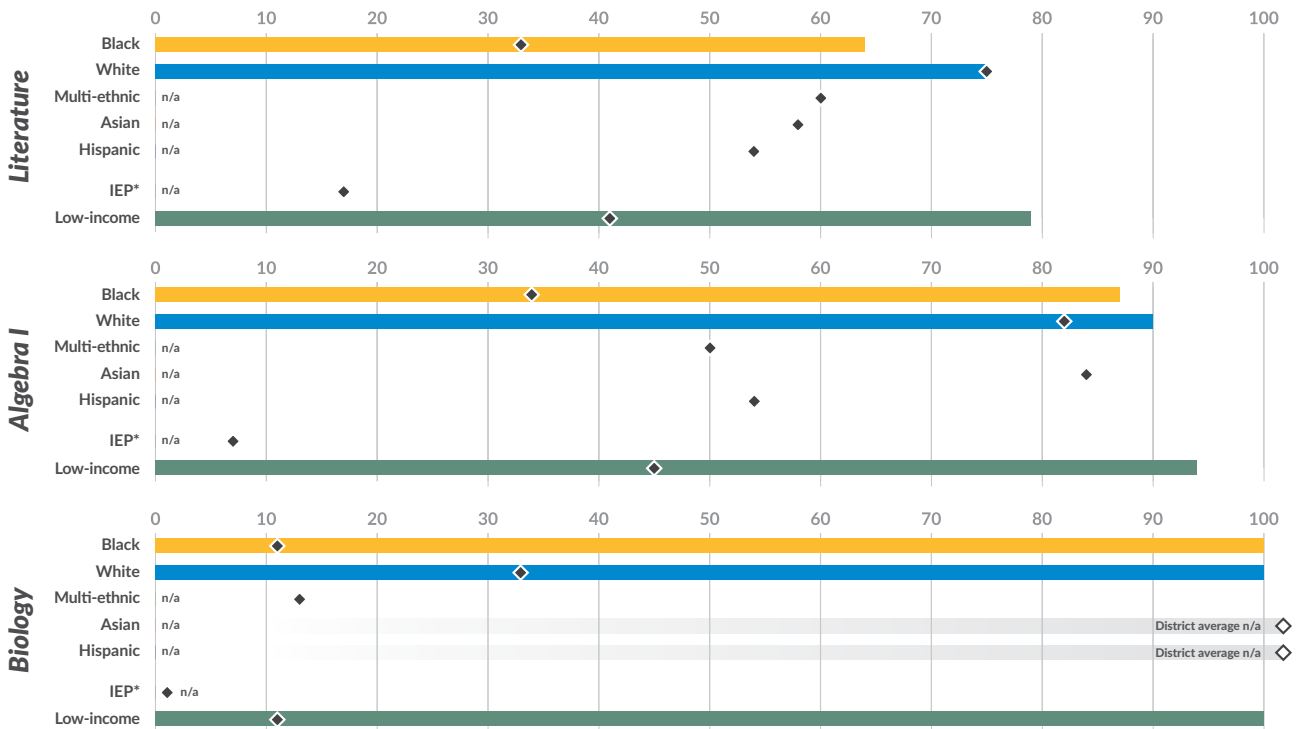
73%

Met SAT Reading Standard

2022 Keystone achievement compared to district

◆ District average ◇ District average n/a

Percentage at Proficient/Advanced levels



POST HIGH SCHOOL

Attending college/trade school **65%**

6-12

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

53 teachers

28% Black, 68% White, 2% Asian, 2% Hispanic

Teachers with National Board Certification: 0 out of 53

Teachers feel the school is a good place to work and learn: 59%

Teachers absent 18+ days: 28%

Teachers new to the school: 0%

Principal stability: 2 principals in the last 4 years

STUDENTS

Enrollment 679 students
District 6-12 average: 660

Capture rate 22%
District 6-12 average: 21%

Low-income: 86%

IEP*: 30%

Student stability rate: 80%

Students suspended at least once: 15%
Low-income: 14%, IEP*: 4%

25% of students missed 10-19% of school days + 46% missed 20% or more = 71% chronically absent students

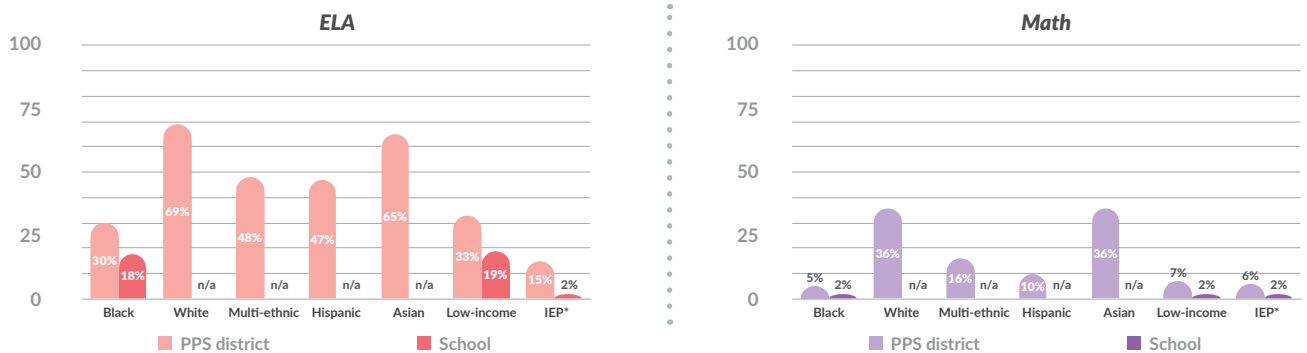
93% Black, 2% White, 4% Multi-ethnic, 1% Asian, 1% Hispanic

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

Key outcomes (6-8)

2022 PSSA achievement compared to district (6th through 8th grades)

Percentage at Proficient/Advanced levels



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

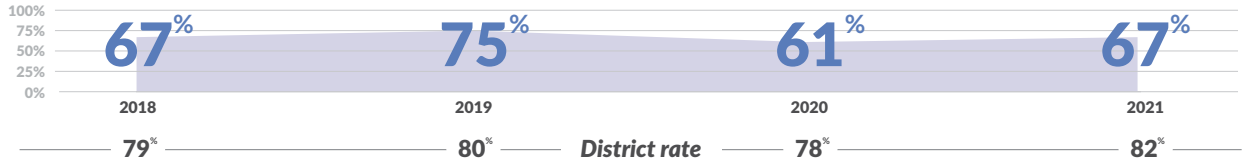
9 out of 89

2022-23 Special education programs

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



Graduation rates over time



Percentage of students taking AP (Advanced Placement) courses:

- Overall: 8%**
- Black: 7%
- White: n/a
- Multi-ethnic: 13%
- Hispanic: n/a
- Asian: n/a
- Low-income: 8%
- IEP*: 1%
- (District average: 26%)

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

- Overall: 17%**
- Black: 16%
- White: n/a
- Multi-ethnic: 19%
- Hispanic: n/a
- Asian: n/a
- Low-income: 17%
- IEP*: 4%
- (District average: 34%)

Percentage of students scoring 3 or higher on any AP exam (scaled 1-5):

- Overall: 13%**
- Black: 10%
- White: n/a
- Multi-ethnic: n/a
- Hispanic: n/a
- Asian: n/a
- Low-income: 10%
- IEP*: n/a
- (District average: 54%)



4%

Met SAT Math Standard



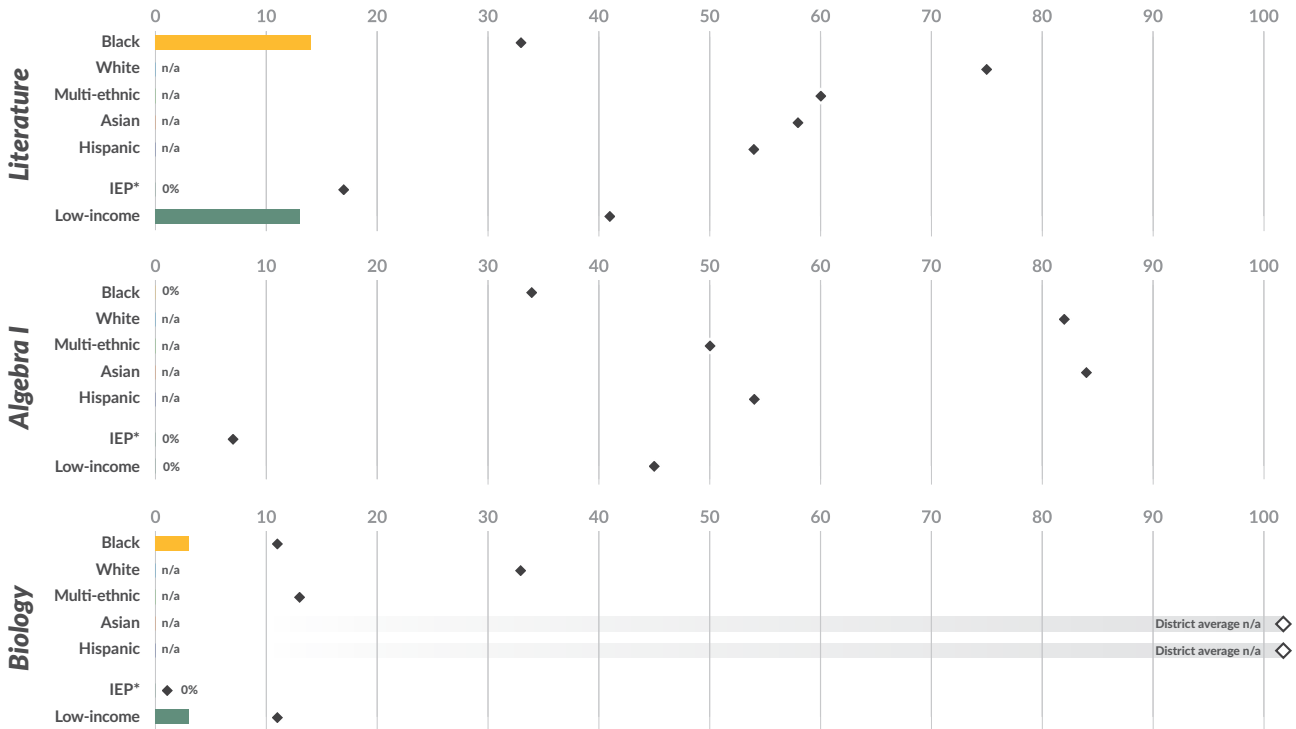
14%

Met SAT Reading Standard

2022 Keystone achievement compared to district

◆ District average ◇ District average n/a

Percentage at Proficient/Advanced levels



POST HIGH SCHOOL

Attending college/trade school **27%**



Pittsburgh's high schools

- In the 2021-22 school year: PPS had 4 high (9-12) schools.
- The average 9-12 school had 871 students.
- 60% 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 | 194 teachers | |
| | Teachers with National Board Certification: 10 | Average counselor/student ratio: 1/286 |

| | | |
|---------------|--|---|
| 9-12 STUDENTS | Students chronically absent | Students suspended at least once |
|---------------|--|---|

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

KEY

Black

White

Multi-ethnic

Asian

Hispanic

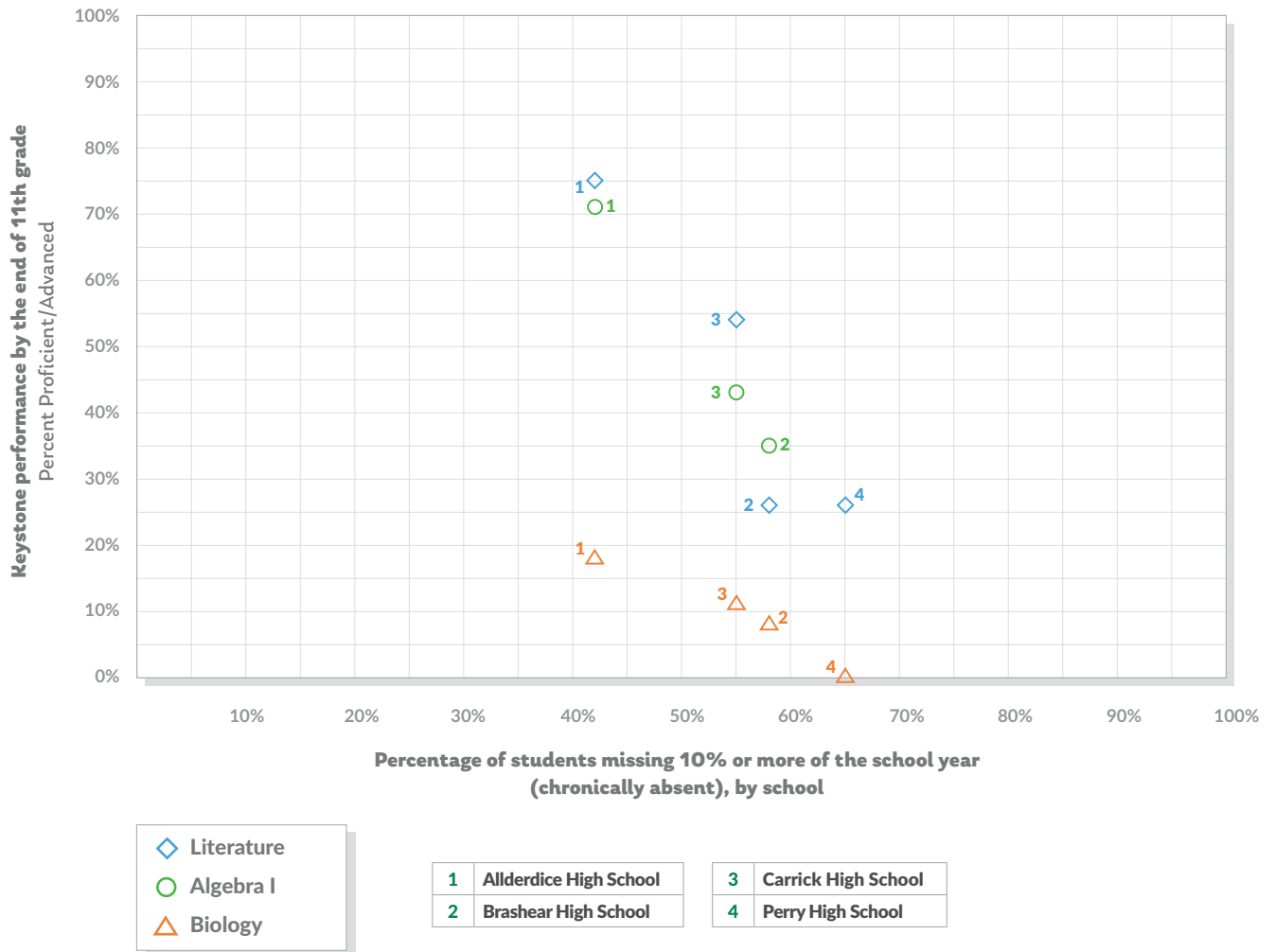
American Indian

Pacific Islander

| | | |
|------------------|------------------------------------|---------------------------------------|
| SCHOOL STABILITY | Student stability rate: 84% | Teachers new to the school: 2% |
|------------------|------------------------------------|---------------------------------------|

| | | |
|-----------------------------|--|----------------------------|
| PRINCIPAL STABILITY 2019-22 | 3 9-12 schools had one principal. | 1 school had three. |
|-----------------------------|--|----------------------------|

2022 Reading, Math, & Science achievement and chronic absenteeism



Some Keystone data could not be shown because 10 or fewer students took the exams.
(Some students received exemptions during the 2019-20 school year.)



Pittsburgh Allderdice High School

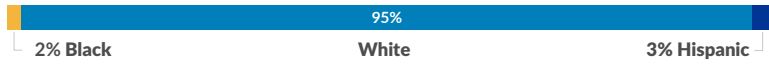
9-12 neighborhood school with a Pre-engineering magnet program; and Engineering Technology, and Refrigeration, Heating, Ventilation, and Air Conditioning CTE programs

2409 Shady Ave., 15217 • Squirrel Hill • 412-529-4800
 Accessible • Principal: James McCoy



TEACHERS

65 teachers



Teachers with National Board Certification

Teachers feel the school is a good place to work and learn: **89%**

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



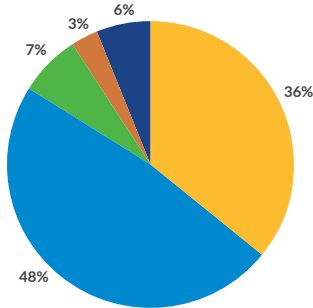
Principal stability:
1 principal in the last 4 years



3
 out of
65

STUDENTS

Enrollment **1,416 students**
 District 9-12 average: 871



Capture rate **45%**

District 9-12 average: 39%

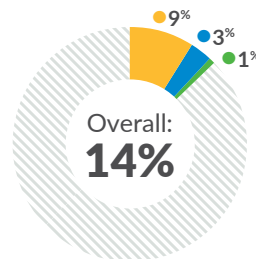
Low-income: **42%**

IEP*: **13%**

Student stability rate: **93%**

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

Students suspended at least once



Percentages do not add up due to rounding

Low-income: 10%
 IEP*: 3%

KEY

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

27% of students missed 10-19% of school days + **15%** missed 20% or more = **42% chronically absent students**

COLLEGE/TRADE SCHOOL READINESS

Graduation rates over time



Percentage of students taking AP (Advanced Placement) courses:

Overall: 39%
 Black: 17%
 White: 56%
 Multi-ethnic: 38%
 Hispanic: 33%
 Asian: 56%
 Low-income: 21%
 IEP*: 9%
 (District average: 26%)

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

Overall: 50%
 Black: 35%
 White: 61%
 Multi-ethnic: 50%
 Hispanic: 41%
 Asian: 69%
 Low-income: 39%
 IEP*: 9%
 (District average: 34%)

Percentage of students scoring 3 or higher on any AP exam (scaled 1-5):

Overall: 75%
 Black: 50%
 White: 77%
 Multi-ethnic: 86%
 Hispanic: 62%
 Asian: 88%
 Low-income: 73%
 IEP*: n/a
 (District average: 54%)



48%

Met SAT Math Standard



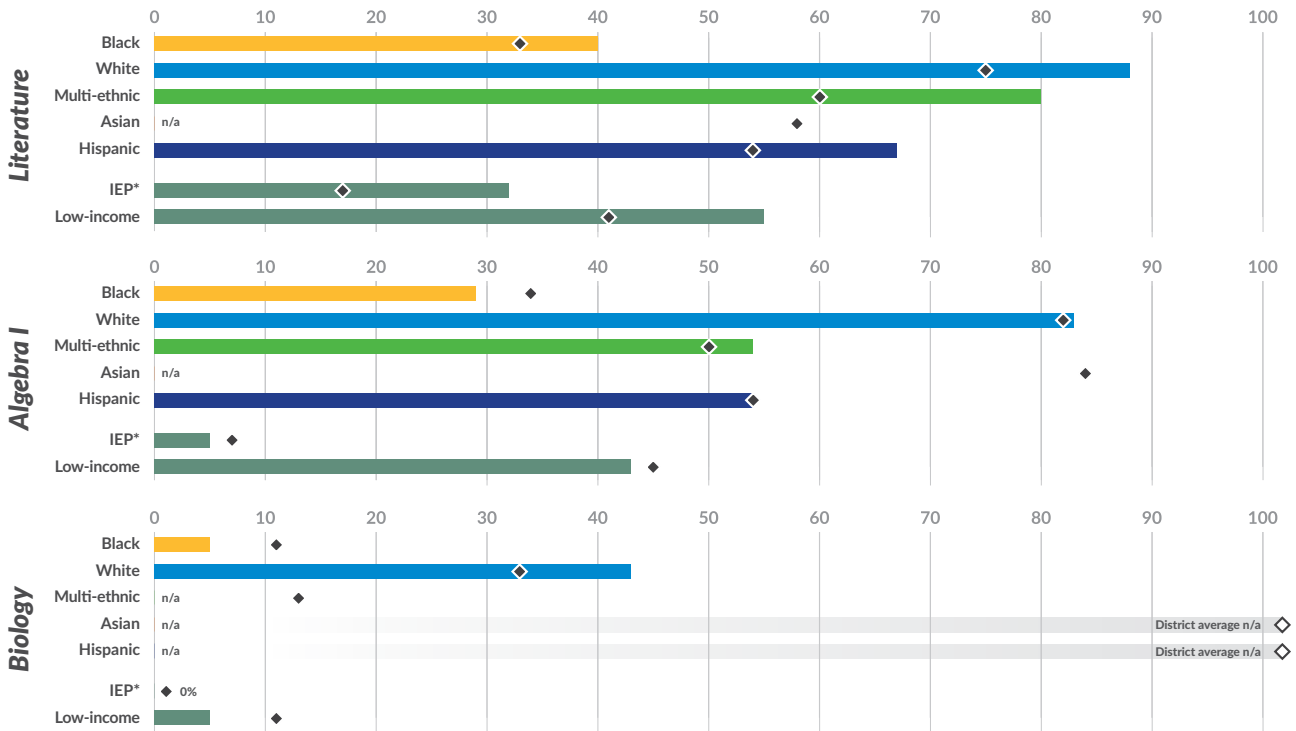
65%

Met SAT Reading Standard

2022 Keystone achievement compared to district

◆ District average ◇ District average n/a

Percentage at Proficient/Advanced levels



2022-23 Special education programs

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; and Auto Body Repair, Automotive Technology, Machine Operations, and Multimedia Production and Coding CTE programs

590 Crane Ave., 15216 • Beechview • 412-529-7300
 Accessible • Principals: Shemeca Crenshaw/Christina Loeffert



2019 and 2021 featured "Rising Up" school

TEACHERS

71 teachers

6% Black, 90% White, 3% Asian, 1% Hispanic

Teachers with National Board Certification: 4 out of 71

Teachers feel the school is a good place to work and learn: **35%**

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

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

STUDENTS

Enrollment 1,096 students
 District 9-12 average: 871

Capture rate 41%
 District 9-12 average: 39%

Low-income: **71%**
 IEP*: **22%**
 Student stability rate: **88%**

Students suspended at least once

Overall: **16%**
 Low-income: 14%
 IEP*: 5%

27% of students missed 10-19% of school days + 31% missed 20% or more = **58% chronically absent students**

KEY

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

COLLEGE/TRADE SCHOOL READINESS

Graduation rates over time

2018: **79%** (District rate: 79%)
 2019: **78%** (District rate: 80%)
 2020: **77%** (District rate: 78%)
 2021: **85%** (District rate: 82%)

Percentage of students taking AP (Advanced Placement) courses:
Overall: 16%
 Black: 12%, White: 23%, Multi-ethnic: 17%, Hispanic: 8%, Asian: 30%, Low-income: 15%, IEP*: 3% (District average: 26%)

Percentage of students taking CAS (Centers for Advanced Study) courses:
Overall: 19%
 Black: 12%, White: 26%, Multi-ethnic: 24%, Hispanic: 17%, Asian: 31%, Low-income: 18%, IEP*: 5% (District average: 34%)

Percentage of students scoring 3 or higher on any AP exam (scaled 1-5):
Overall: 11%
 Black: 3%, White: 19%, Multi-ethnic: 9%, Hispanic: n/a, Asian: 0%, Low-income: 9%, IEP*: n/a (District average: 54%)

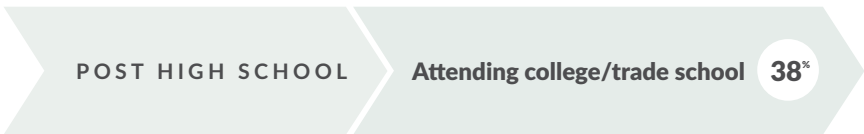
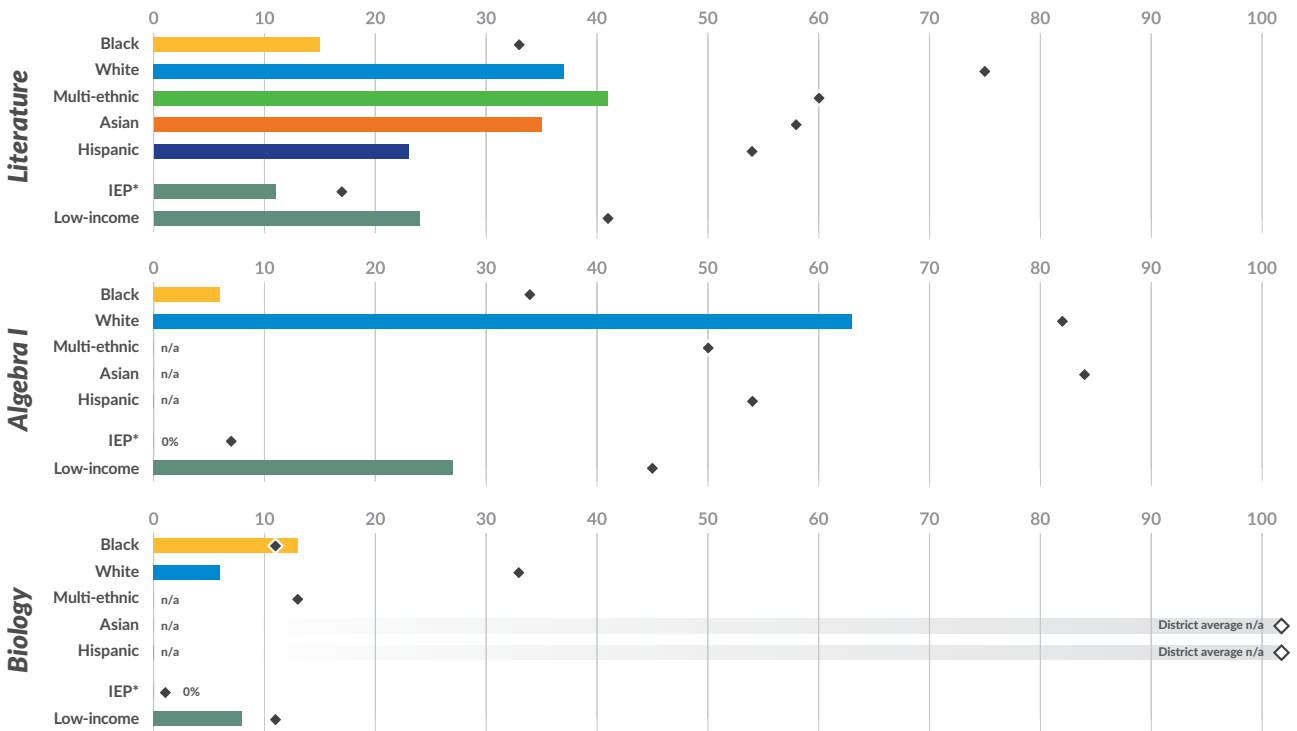
8% Met SAT Math Standard

20% Met SAT Reading Standard

2022 Keystone achievement compared to district

◆ District average ◇ District average n/a

Percentage at Proficient/Advanced levels



2022-23 Special education programs

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



TEACHERS

33 teachers

6% Black | 94% White

Teachers with National Board Certification: **2 out of 33**

Teachers feel the school is a good place to work and learn: **95%**

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

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

STUDENTS

Enrollment 638 students
District 9-12 average: 871

Capture rate 35%
District 9-12 average: 39%

Low-income: **70%**
IEP*: **31%**
Student stability rate: **77%**

Students suspended at least once

Overall: 22%

Low-income: 19%
IEP*: 8%

Percentages do not add up due to rounding

KEY

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

28% of students missed 10-19% of school days + 27% missed 20% or more = 55% chronically absent students

COLLEGE/TRADE SCHOOL READINESS

Graduation rates over time

2018: **75%** | 2019: **78%** | 2020: **77%** | 2021: **68%**

District rate: 2018: **79%** | 2019: **80%** | 2020: **78%** | 2021: **82%**

Percentage of students taking AP (Advanced Placement) courses:
Overall: 11%
Black: 5% | White: 17% | Multi-ethnic: 6% | Hispanic: 15% | Asian: 25% | Low-income: 9% | IEP*: 1%
(District average: 26%)

Percentage of students taking CAS (Centers for Advanced Study) courses:
Overall: 16%
Black: 9% | White: 18% | Multi-ethnic: 18% | Hispanic: 31% | Asian: 60% | Low-income: 14% | IEP*: 2%
(District average: 34%)

Percentage of students scoring 3 or higher on any AP exam (scaled 1-5):
Overall: 19%
Black: n/a | White: 17% | Multi-ethnic: n/a | Hispanic: n/a | Asian: n/a | Low-income: 18% | IEP*: n/a
(District average: 54%)

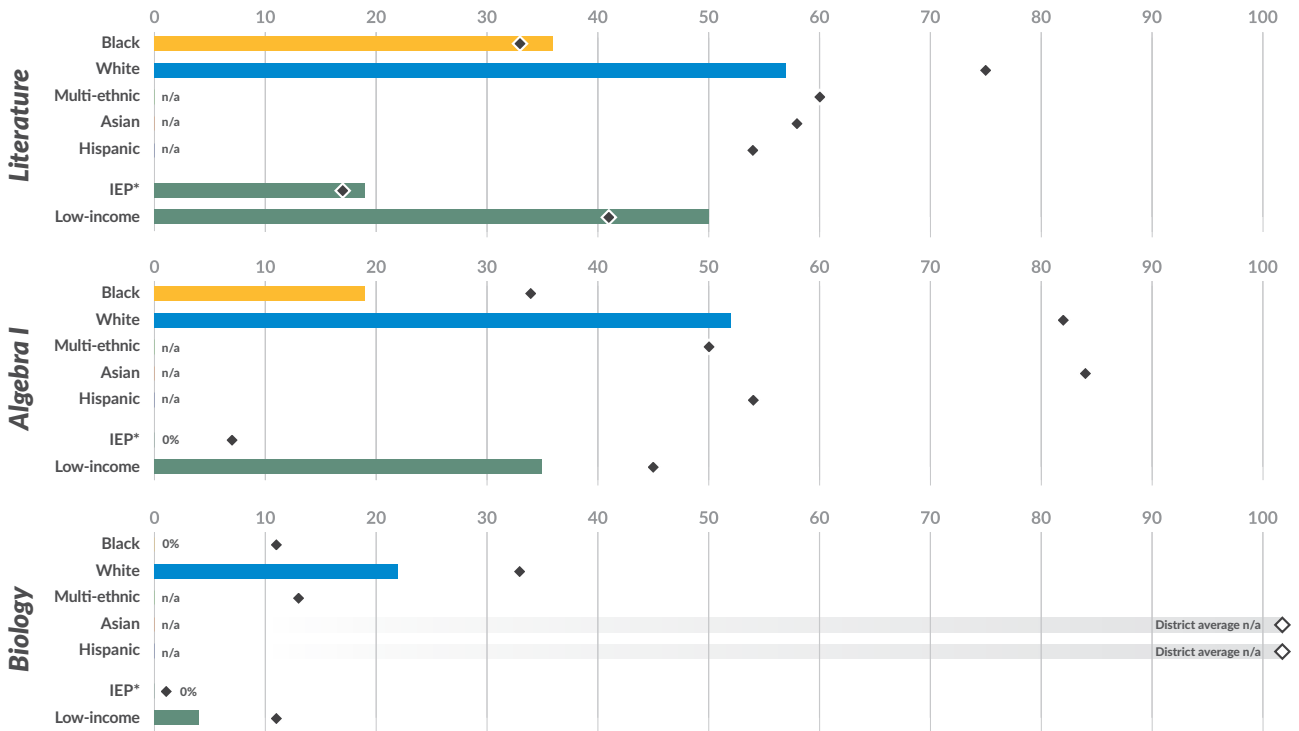
16% Met SAT Math Standard

34% Met SAT Reading Standard

2022 Keystone achievement compared to district

◆ District average ◇ District average n/a

Percentage at Proficient/Advanced levels



2022-23 Special education programs

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

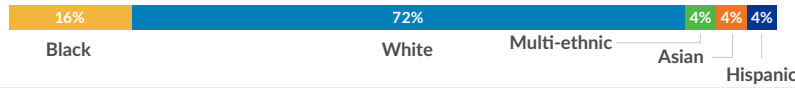
9-12 neighborhood school with JROTC, and Science, Technology, Engineering, Arts, and Math magnet programs; and Cosmetology and Health Careers Technology CTE programs

3875 Perrysville Ave., 15214 • Perry North • 412-529-3400
 Accessible • Principal: Molly O'Malley-Argueta



TEACHERS

25 teachers



Teachers with National Board Certification

Teachers feel the school is a good place to work and learn: **73%**

Teachers absent 18+ days: **32%**
 Teachers new to the school: **4%**



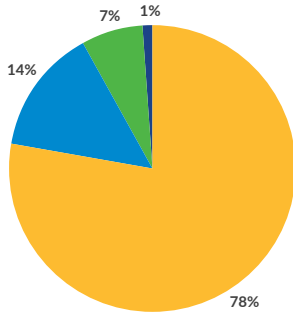
Principal stability:
3 principals in the last 4 years



1
out of 25

STUDENTS

Enrollment 335 students
 District 9-12 average: 871



Capture rate **19%**

District 9-12 average: 39%

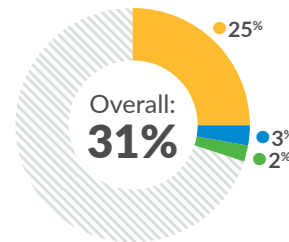
Low-income: **84%**

IEP*: **29%**

Student stability rate: **78%**

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

Students suspended at least once



Percentages do not add up due to rounding

Overall: **31%**
 Low-income: 28%
 IEP*: 9%

KEY

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

31% of students missed 10-19% of school days + **34%** missed 20% or more = **65% chronically absent students**

COLLEGE/TRADE SCHOOL READINESS

Graduation rates over time



Percentage of students taking AP (Advanced Placement) courses:

Overall: 15%
 Black: 14%
 White: 22%
 Multi-ethnic: 8%
 Hispanic: n/a
 Asian: n/a
 Low-income: 15%
 IEP*: 5%
 (District average: 26%)

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

Overall: 27%
 Black: 27%
 White: 26%
 Multi-ethnic: 25%
 Hispanic: n/a
 Asian: n/a
 Low-income: 28%
 IEP*: 14%
 (District average: 34%)

Percentage of students scoring 3 or higher on any AP exam (scaled 1-5):

Overall: 0%
 Black: n/a
 White: n/a
 Multi-ethnic: n/a
 Hispanic: n/a
 Asian: n/a
 Low-income: n/a
 IEP*: n/a
 (District average: 54%)



0%

Met SAT Math Standard



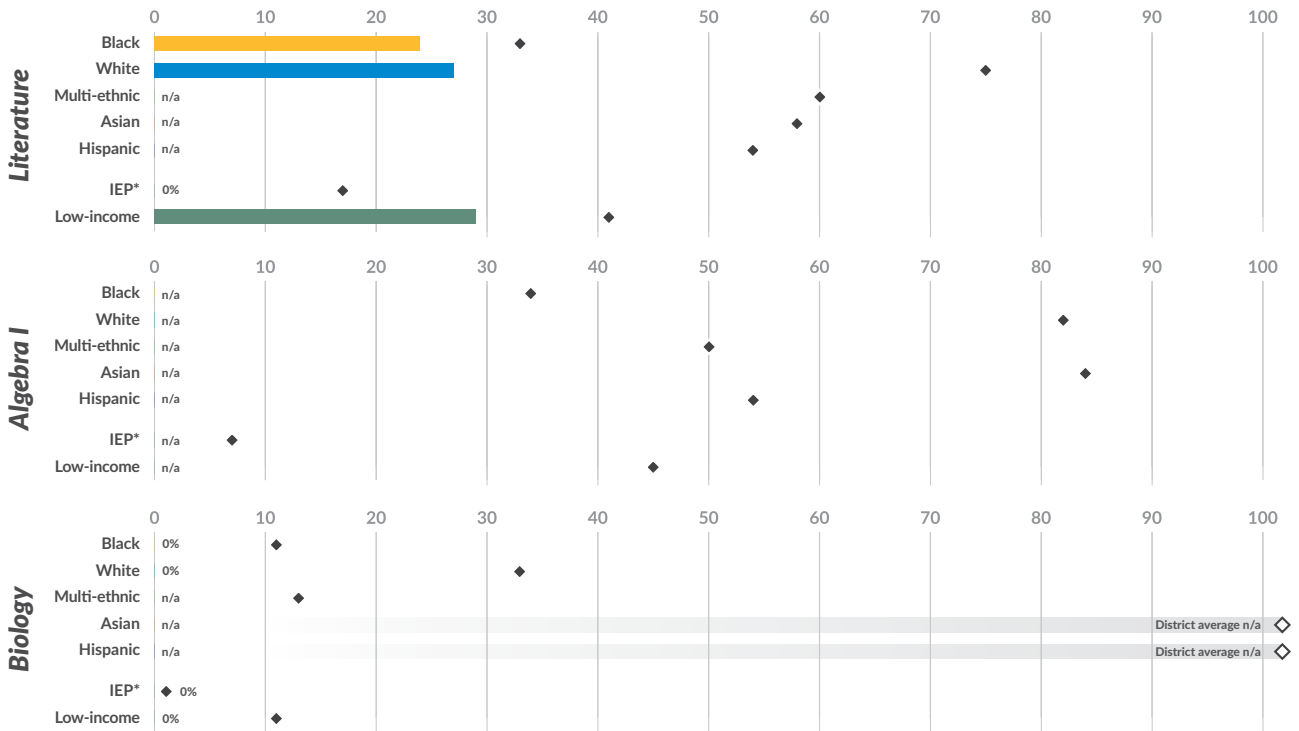
8%

Met SAT Reading Standard

2022 Keystone achievement compared to district

◆ District average ◇ District average n/a

Percentage at Proficient/Advanced levels



2022-23 Special education programs

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





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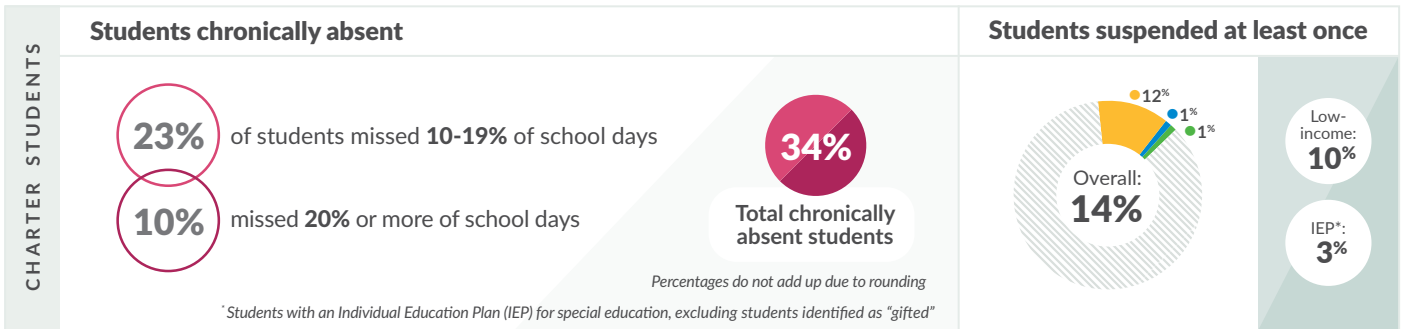
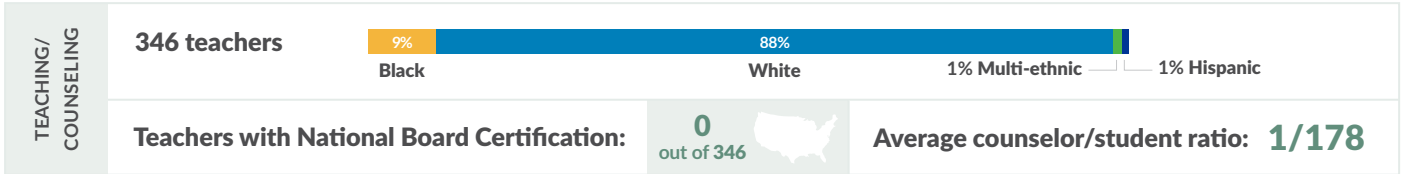
We envision a future where all our urban youth are equipped to reach post-secondary success, our public schools serve all children excellently, our city is flourishing in all its neighborhoods, and our workforce is widely diverse and highly skilled to advance a region that is good and just for all.

the pittsburgh promise

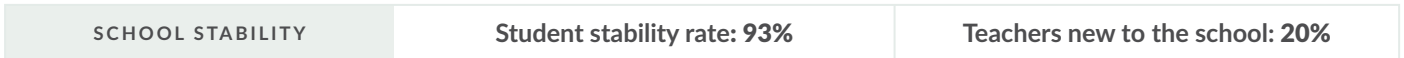


Pittsburgh's charter schools

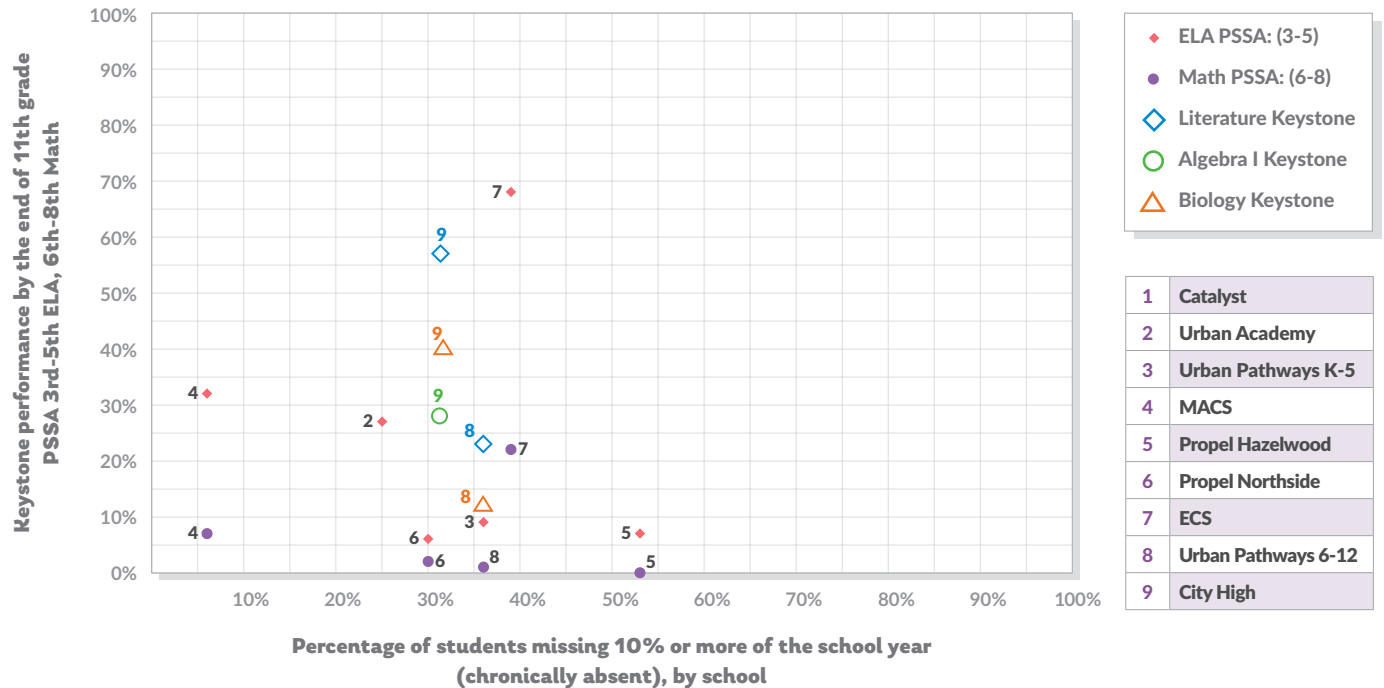
- In the 2021-22 school year:
- Of the charter schools we report in this section, the average school had 411 students and 38 teachers.
- 55% of charter school students were economically disadvantaged (receiving public assistance).



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



2022 Reading, Math, & Science achievement and chronic absenteeism



Catalyst did not have a 3rd grade in 2021-22. Some Keystone data could not be shown because 10 or fewer students took the exams. (Some students received exemptions during the 2019-20 school year.)



Catalyst Academy Charter School

K-3 charter school (K-2 in 2020-21)

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

Principal: Courtney Taylor

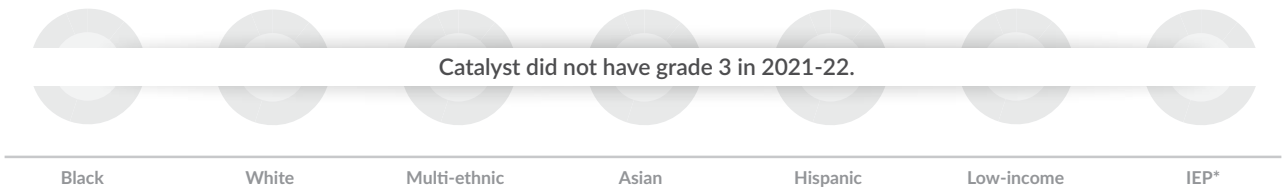
| | | | |
|--|---|---|--|
| TEACHERS | 18 teachers | Teachers with National Board Certification | |
| | Teachers feel the school is a good place to work and learn: n/a | | |
| | Teachers absent 18+ days: 0% Teachers new to the school: 0% | | Principal stability: n/a |
| STUDENTS | Enrollment 180 students | Students suspended at least once | |
| | Low-income: 80% IEP*: 13% Student stability rate: 88% | | Low-income: n/a IEP*: n/a |
| | <small>*Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"</small> | | KEY Black, White, Multi-ethnic, Asian, Hispanic, American Indian, Pacific Islander |
| 35% of students missed 10-19% of school days + 18% missed 20% or more = 53% chronically absent students | | | |

Key outcomes

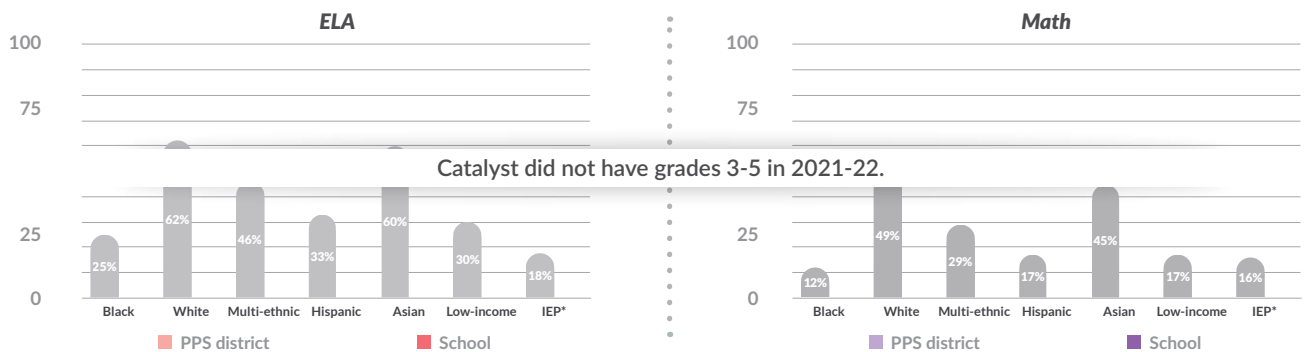
3rd grade Reading 2022: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic



2022 PSSA achievement compared to district (3rd through 5th grades): Percentage at Proficient/Advanced levels



catalystacademy.org



Urban Academy of Greater Pittsburgh Charter School

K-5 charter school

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

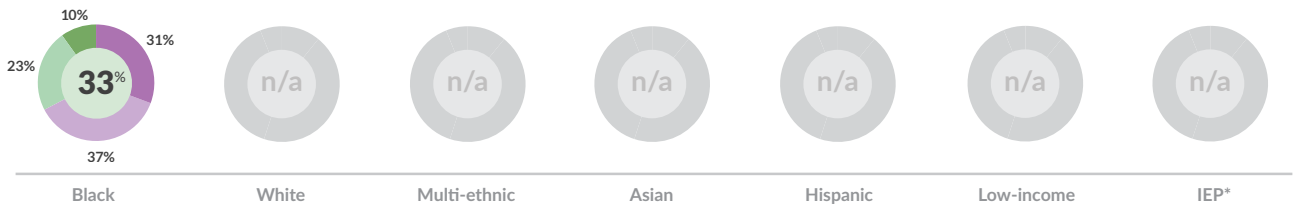
| | | |
|----------|--|---|
| TEACHERS | 26 teachers | Teachers with National Board Certification |
| | Teachers feel the school is a good place to work and learn: 91% | Principal stability: 1 principal in the last 4 years |
| | Teachers absent 18+ days: 0% Teachers new to the school: 8% | |
| STUDENTS | Enrollment 310 students | Students suspended at least once |
| | Low-income: 83% IEP*: 14% Student stability rate: 94% | Legend: Black, White, Multi-ethnic, Asian, Hispanic, American Indian, Pacific Islander KEY |
| | 10% of students missed 10-19% of school days + 16% missed 20% or more = 25% chronically absent students <i>Percentages do not add up due to rounding</i> | |

Key outcomes

3rd grade Reading 2022: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic



2022 PSSA achievement compared to district (3rd through 5th grades): Percentage at Proficient/Advanced levels





Urban Pathways K-5 Charter School

K-5 charter school housed in two buildings

Grades K-3: 925 Penn Ave., 15222 • Downtown • 412-325-4075 • Accessible

Grades 4-5: 933 Penn Ave., 15222 • Downtown • 412-325-4075 • Accessible

Principal: Ashlee Anthony

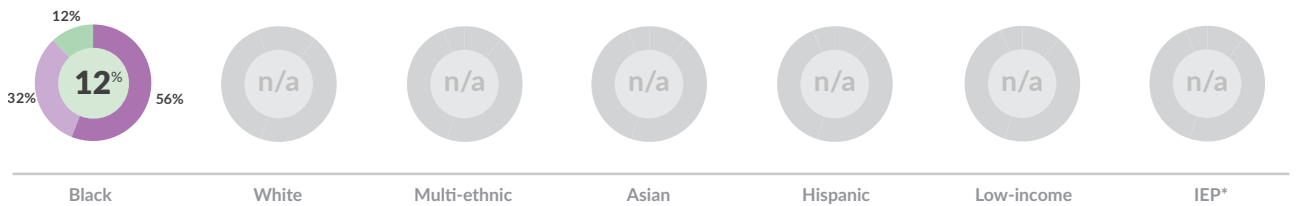
| | | |
|--|--|--|
| TEACHERS | 33 teachers | Teachers with National Board Certification 0 out of 33 |
| | Teachers feel the school is a good place to work and learn: n/a | |
| | Teachers absent 18+ days: 3% Teachers new to the school: 30% | |
| STUDENTS | Enrollment 280 students | Students suspended at least once |
| | Low-income: 85% IEP*: 24% Student stability rate: 100% | |
| | *Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted" | |
| 24% of students missed 10-19% of school days + 13% missed 20% or more = 36% chronically absent students <i>Percentages do not add up due to rounding</i> | | |

Key outcomes

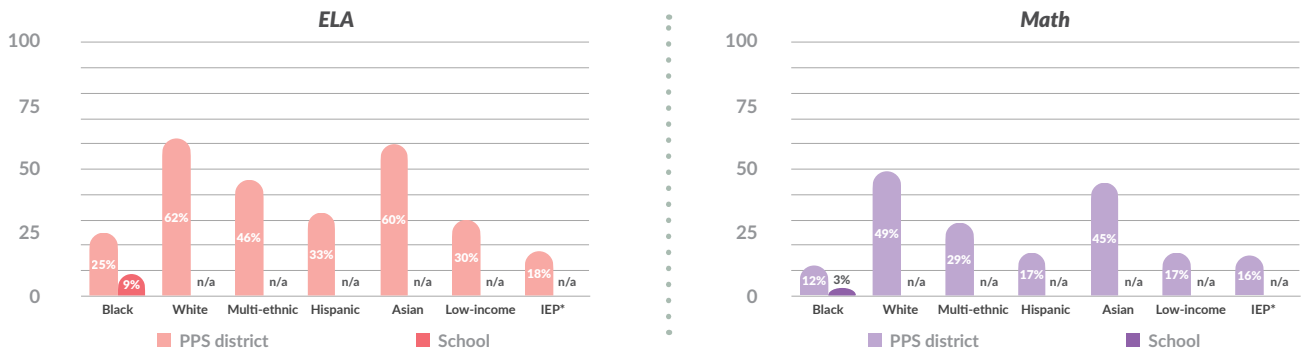
3rd grade Reading 2022: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic



2022 PSSA achievement compared to district (3rd through 5th grades): Percentage at Proficient/Advanced levels





Environmental Charter School at Frick Park

K-11 charter school housed in four buildings (K-10 in 2021-22)

Primary (K-2): 309 S. Braddock Ave., 15221 • Regent Square • 412-247-7970 x1400 • Accessible • Principal: Ashley Bergman

Intermediate (3-5): 829 Milton St., 15218 • Regent Square • 412-247-7970 x2400 • Accessible, with exceptions

Principal: Laura Williams

Middle (6-8): 5525 Columbo St., 15206 • Garfield • 412-247-7970 x3400 • Accessible • Principal: Jaleah Robinson

High (9-11): 1154 Chislett St., 15206 • Morningside • 412-247-7970 x4400 • Accessible, with exceptions

Principal: Kari Vissichelli

86 teachers

1% Black 98% White 1% Hispanic

Teachers with National Board Certification

0
out of
86

Teachers feel the school is a good place to work and learn: **95%**

Teachers absent 18+ days: **0%**

Teachers new to the school: **26%**

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

Enrollment 1,020 students

Students suspended at least once

Overall: **4%**

Low-income: n/a
IEP*: 0%

Low-income: **n/a**

IEP*: **19%**

Student stability rate: **98%**

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

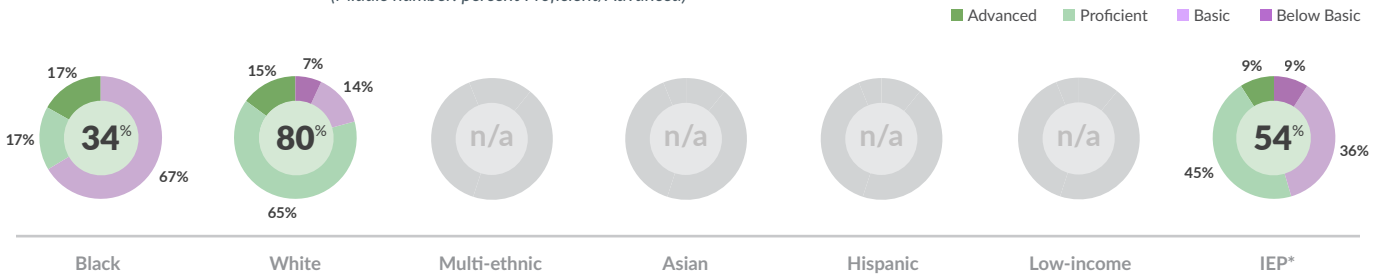
29% of students missed 10-19% of school days + **10%** missed 20% or more = **39%** chronically absent students

KEY

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

Key outcomes (3-5) 3rd grade Reading 2022: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)



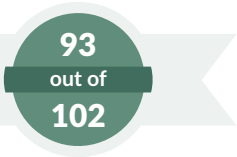
2022 PSSA achievement compared to district (3rd through 5th grades)

Percentage at Proficient/Advanced levels



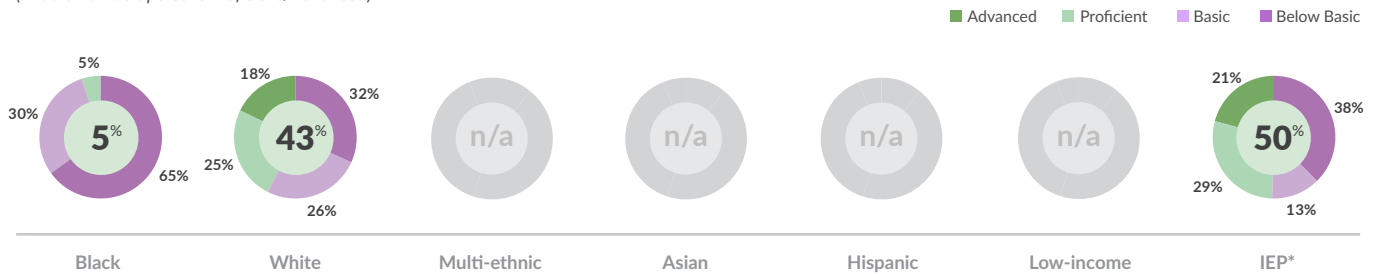
Key outcomes (6-8)

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



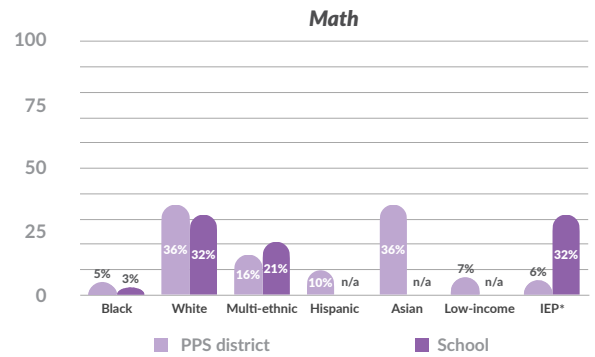
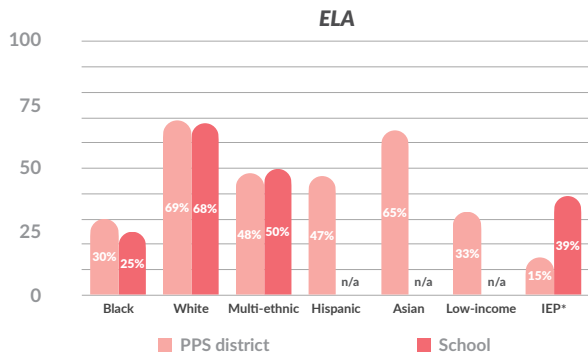
Percentage of students at each Algebra I Keystone achievement level by the end of 8th grade, 2022

(Middle number: percent Proficient/Advanced)



2022 PSSA achievement compared to district (6th through 8th grades)

Percentage at Proficient/Advanced levels





Manchester Academic Charter School

K-8 charter school housed in two buildings

Elementary school (K-6): 1214 Liverpool St., 15233 • Manchester • 412-322-0585 • Accessible, with exceptions

Middle school (7-8): 6 Allegheny Square, E Suite 101, 15212 • Allegheny Center • 412-325-5070

Accessible • Principal/CEO: Vasilius Scoumis

TEACHERS

33 teachers

27% Black | 70% White | 3% Multi-ethnic

Teachers with National Board Certification: **0** out of 33

Teachers feel the school is a good place to work and learn: **n/a**

Teachers absent 18+ days: **0%**
Teachers new to the school: **9%**

Principal stability:
Elem.: 1 principal in the last 4 years
Middle: 1 principal in the last 4 years

STUDENTS

Enrollment 376 students

94% Black | 5% Multi-ethnic | 1% White

Low-income: **59%**
IEP*: **21%**
Student stability rate: **100%**

Students suspended at least once

Overall: **6%**
Low-income: 6%
IEP*: 0%

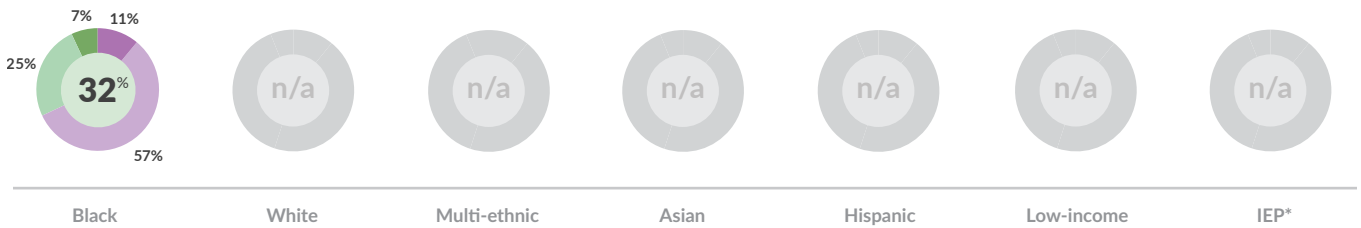
6% of students missed 10-19% of school days + 0% missed 20% or more = 6% chronically absent students

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

Key outcomes (3-5) 3rd grade Reading 2022: Percentage of students at each PSSA achievement level

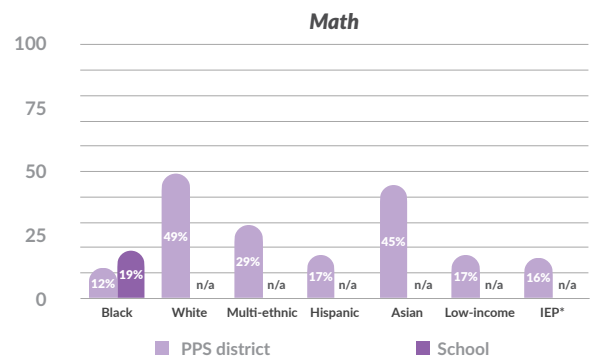
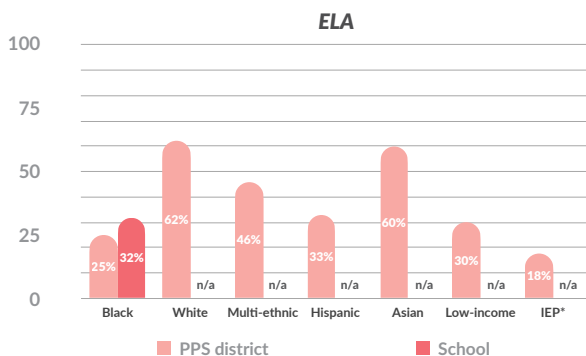
(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic



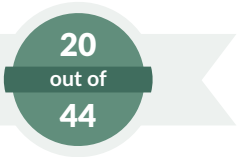
2022 PSSA achievement compared to district (3rd through 5th grades)

Percentage at Proficient/Advanced levels



Key outcomes (6-8)

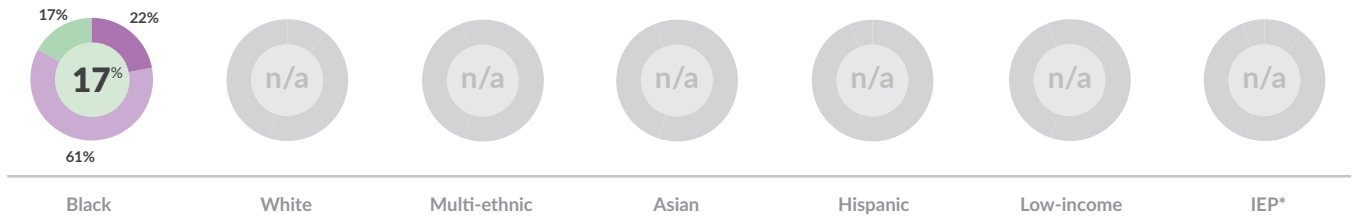
8th grade algebra Students who took algebra by the end of 8th grade:



Percentage of students at each Algebra I Keystone achievement level by the end of 8th grade, 2022

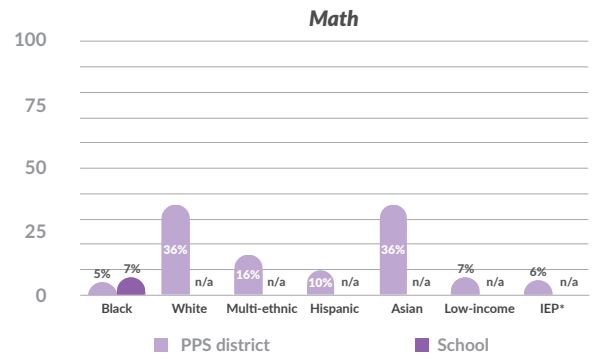
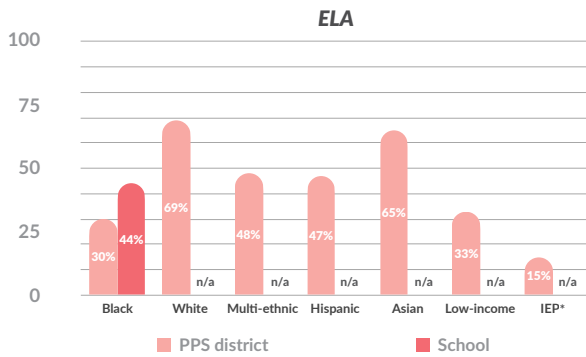
(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic



2022 PSSA achievement compared to district (6th through 8th grades)

Percentage at Proficient/Advanced levels





Propel Charter School Hazelwood

K-8 charter school

5401 Glenwood Ave., 15207 • Hazelwood • 412-325-0492 • Accessible • Principal: Meryl Johnson

TEACHERS

23 teachers 100%
White

Teachers with National Board Certification: **0** out of 23

Teachers feel the school is a good place to work and learn: **66%**

Teachers absent 18+ days: **30%**
Teachers new to the school: **39%**

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

STUDENTS

Enrollment 269 students

Low-income: **93%**
IEP*: **16%**
Student stability rate: **91%**

Students suspended at least once

Overall: **14%**
Low-income: 13%
IEP*: 2%

Percentages do not add up due to rounding

KEY

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

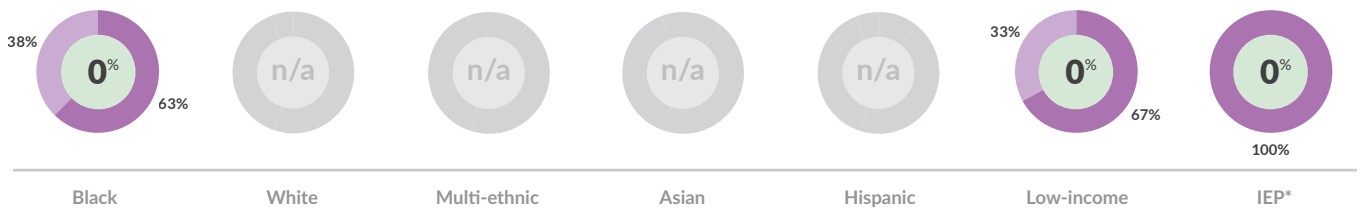
37% of students missed 10-19% of school days + **16%** missed 20% or more = **53% chronically absent students**

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

Key outcomes (3-5) 3rd grade Reading 2022: Percentage of students at each PSSA achievement level

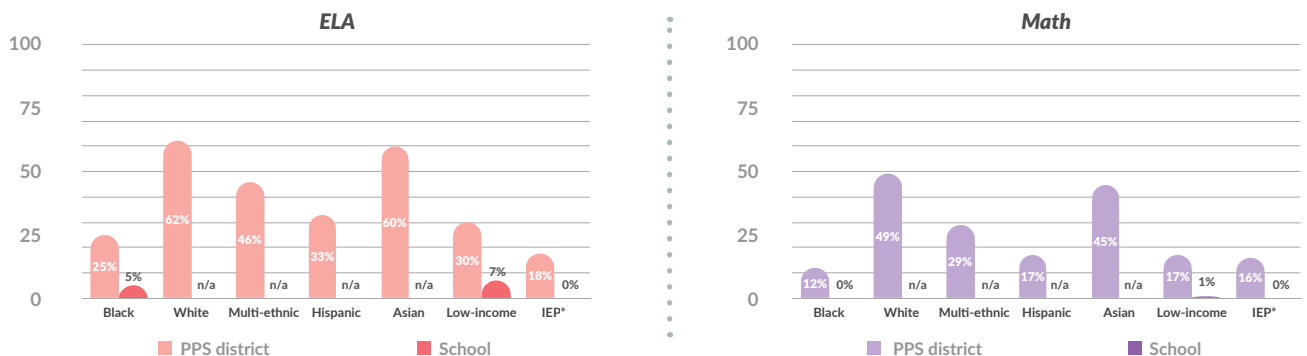
(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic



2022 PSSA achievement compared to district (3rd through 5th grades)

Percentage at Proficient/Advanced levels



Key outcomes (6-8)

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

n/a
out of
n/a

Percentage of students at each Algebra I Keystone achievement level by the end of 8th grade, 2022

(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic

No students took the Algebra I Keystone Exam.

Black

White

Multi-ethnic

Asian

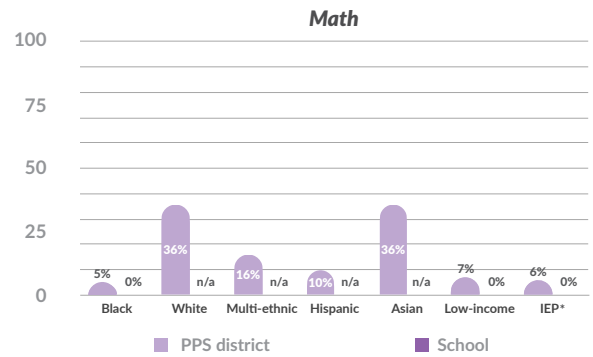
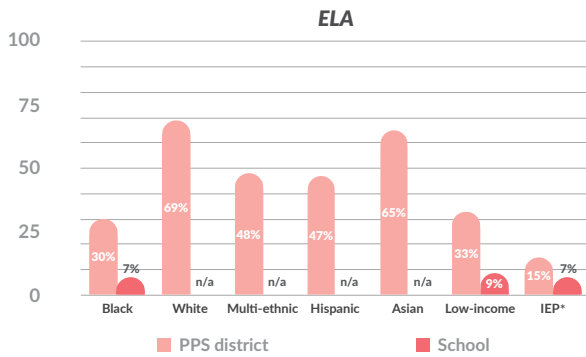
Hispanic

Low-income

IEP*

2022 PSSA achievement compared to district (6th through 8th grades)

Percentage at Proficient/Advanced levels



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

26 teachers

8% Black | 92% White

Teachers with National Board Certification: 0 out of 26

Teachers feel the school is a good place to work and learn: **72%**

Teachers absent 18+ days: 19%
Teachers new to the school: 42%

Principal stability: 1 principal in the last 4 years

STUDENTS

Enrollment 394 students

Students suspended at least once: Overall 32%

Low-income: 91%
IEP*: 19%
Student stability rate: 94%

23% of students missed 10-19% of school days + 7% missed 20% or more = **30% chronically absent students**

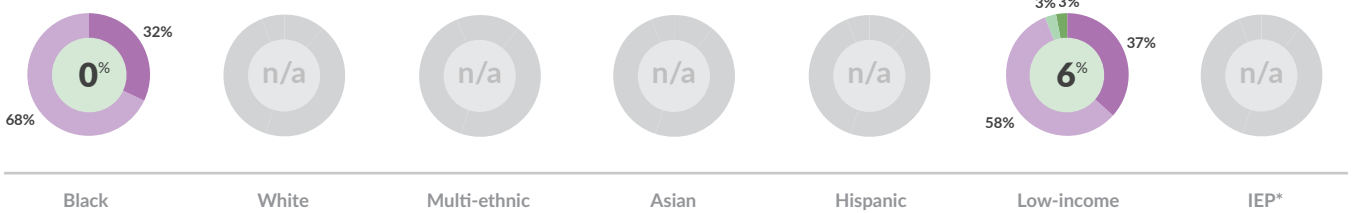
Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"

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

Key outcomes (3-5) 3rd grade Reading 2022: Percentage of students at each PSSA achievement level

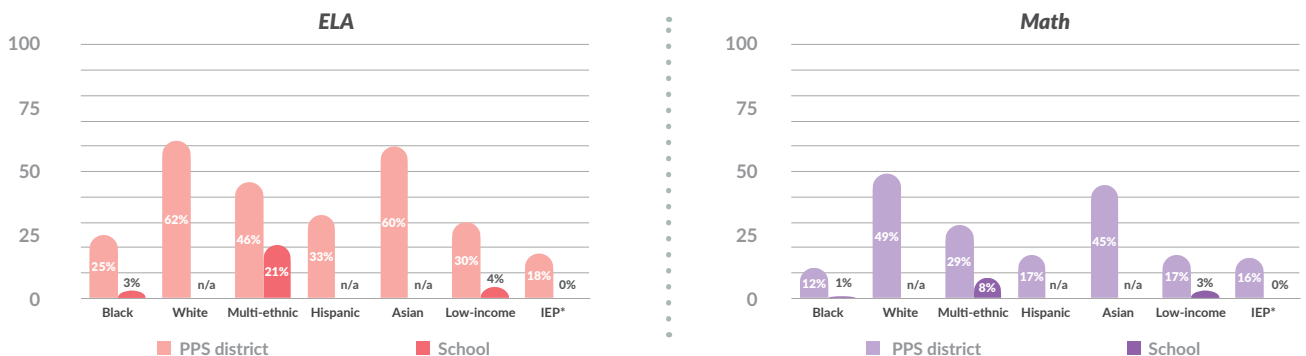
(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic



2022 PSSA achievement compared to district (3rd through 5th grades)

Percentage at Proficient/Advanced levels



Key outcomes (6-8)

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

n/a
out of
n/a

Percentage of students at each Algebra I Keystone achievement level by the end of 8th grade, 2022

(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic

No students took the Algebra I Keystone Exam.

Black

White

Multi-ethnic

Asian

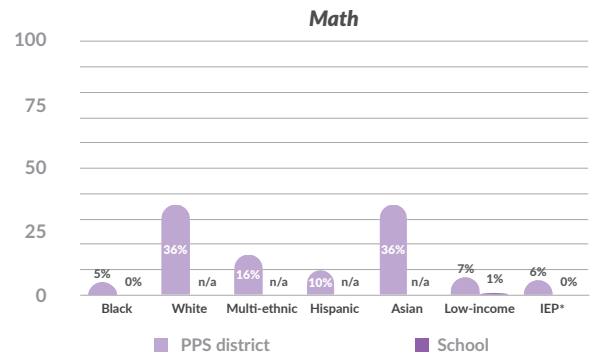
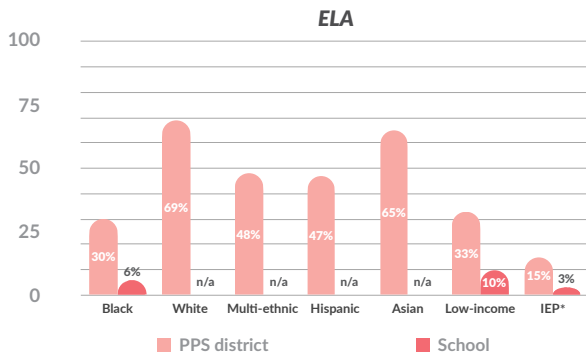
Hispanic

Low-income

IEP*

2022 PSSA achievement compared to district (6th through 8th grades)

Percentage at Proficient/Advanced levels



propelschools.org/11/home



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

40 teachers

98% White, 3% Pacific Islander

Teachers with National Board Certification: 0 out of 40

Teachers feel the school is a good place to work and learn: **85%**

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

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

STUDENTS

Enrollment 295 students

95% Black, 3% White, 2% Multi-ethnic, 1% Asian, 1% Hispanic, 1% American Indian, 1% Pacific Islander

Low-income: **79%**
IEP*: **22%**
Student stability rate: **85%**

Students suspended at least once: **28%** Overall
Low-income: 23%, IEP*: 10%

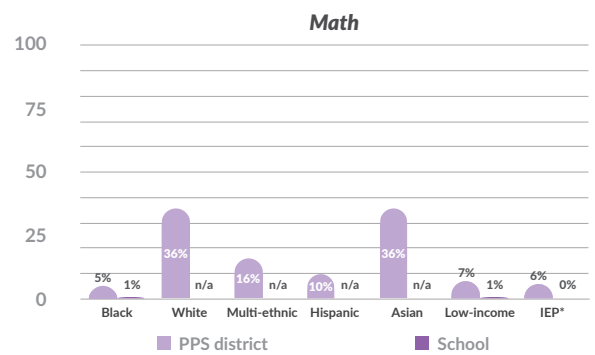
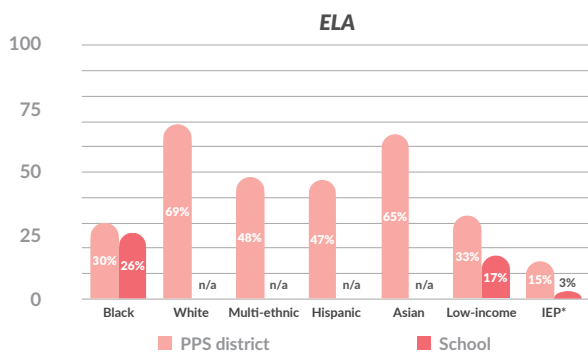
28% of students missed 10-19% of school days + **8%** missed 20% or more = **36%** chronically absent students

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

Key outcomes (6-8)

2022 PSSA achievement compared to district (6th through 8th grades)

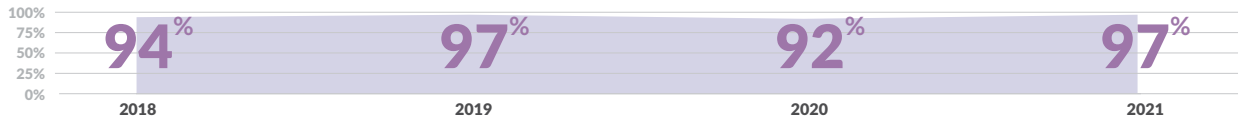
Percentage at Proficient/Advanced levels



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

n/a out of n/a

 **Graduation rates over time**



Percentage of students taking AP (Advanced Placement) courses:

- Overall: 17%**
- Black: 15%
- White: n/a
- Multi-ethnic: n/a
- Hispanic: n/a
- Asian: n/a
- Low-income: 12%
- IEP*: 5%

Percentage of students scoring 3 or higher on any AP exam (scaled 1-5):

- Overall: 5%**
- Black: 5%
- White: n/a
- Multi-ethnic: n/a
- Hispanic: n/a
- Asian: n/a
- Low-income: 9%
- IEP*: n/a



0%

Met SAT Math Standard



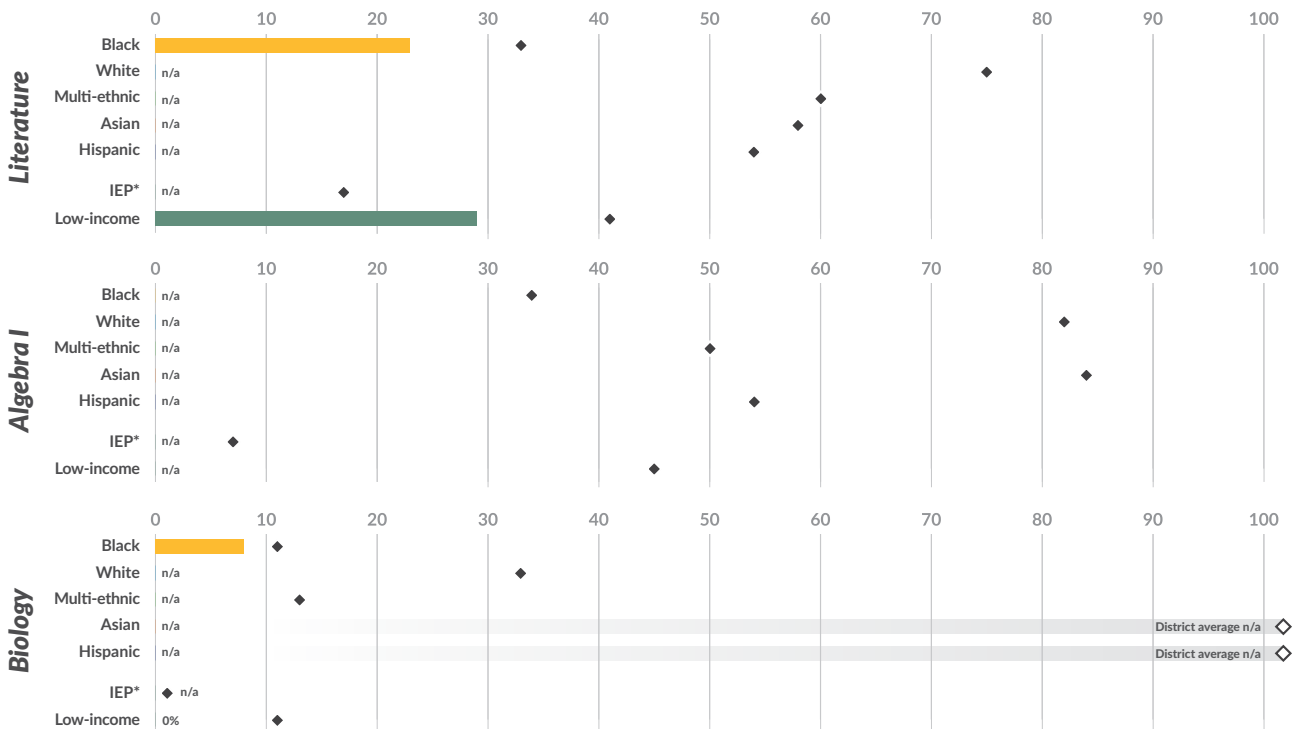
13%

Met SAT Reading Standard

2022 Keystone achievement compared to district

Percentage at Proficient/Advanced levels

◆ PPS district average ◇ PPS district average n/a



POST HIGH SCHOOL

Attending college/trade school **34%**



City Charter High School

9-12 charter school with Medical, Information Technology, Manufacturing, Mechatronics, and Cybersecurity Career Pathways

201 Stanwix St., Suite 100, 15222 • Downtown • 412-690-2489
 Accessible • Principal/CEO: Dara Ware Allen

2019 featured "Rising Up" school

TEACHERS

61 teachers

5% Black, 90% White, 3% Multi-ethnic, 2% Asian

Teachers with National Board Certification: 0 out of 61

Teachers feel the school is a good place to work and learn: **85%**

Teachers absent 18+ days: **0%**
 Teachers new to the school: **10%**

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

STUDENTS

Enrollment 579 students

Low-income: **60%**
 IEP*: **22%**
 Student stability rate: **91%**

Students suspended at least once

Overall: **20%**
 Low-income: 13%
 IEP*: 5%

14% Black, 4% White, 2% Multi-ethnic, 2% Asian, 4% Hispanic, 2% American Indian, 2% Pacific Islander

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

21% of students missed 10-19% of school days + **11%** missed 20% or more = **31% chronically absent students**
Percentages do not add up due to rounding

COLLEGE/TRADE SCHOOL READINESS

Graduation rates over time

2018: **96%**, 2019: **95%**, 2020: **91%**, 2021: **92%**

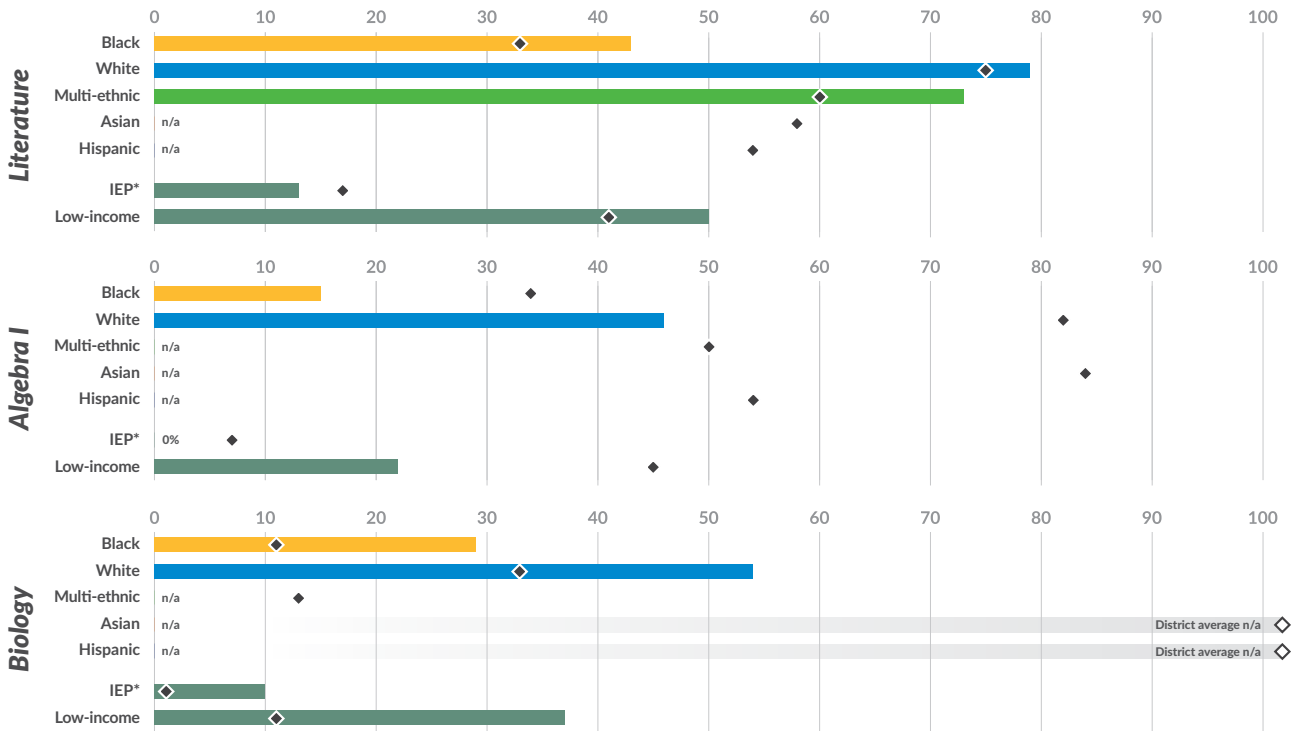
Percentage of students who earned college credits:
Overall: 25%
 Black: 36%
 White: 43%
 Multi-ethnic: 15%
 Hispanic: n/a
 Asian: 6%
 Low-income: 42%
 IEP*: 18%

0% Met SAT Math Standard
0% Met SAT Reading Standard

2022 Keystone achievement compared to district

◆ PPS district average ◇ PPS district average n/a

Percentage at Proficient/Advanced levels



Definitions and sources of information

All information is from the 2021-22 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. For a key to the icons on the top right of the page, see page 37.

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: Total number of classroom teachers in the school as of fall 2021.

Sources: PPS and charter schools.

Teacher race/ethnicity

Definition: Teachers' race/ethnicity reflects PPS definitions. Charter schools provided similar information. Percentages may not add to 100 because of rounding.

Sources: PPS and charter schools.

Teachers feel the school is a good place to work and learn

Definition: On the district's Teaching and Learning Conditions survey, the percentage of teachers at the school who agreed with the statement, "My school is a good place to work and learn." Some charter schools provided similar information.

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, including short-term leaves.

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 2021.

Sources: PPS and charter schools.

Principal/administrator stability

Definition: Number of different principals/administrators in a school from the 2018-19 school year to the 2021-22 school year, including mid-year changes, except for PPS schools in the 2020-21 school year. Schools with "n/a" opened within the last four years.

Sources: PPS and charter schools.

Teachers with National Board Certification

Definition: Number of teachers in a school who have received professional certification by the National Board for Professional Teaching Standards. For more information, visit nbpts.org.

Sources: PPS and charter schools.

Enrollment

Definition: Total number of students enrolled in the school as of October 2021.

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.

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.

Sources: 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. *Note:* Students' economic disadvantage was not available for the Environmental Charter School.

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.

Student stability rate

Definition: For district schools, the student stability rate represents the total number of students who didn't transfer during the entire year divided by the official enrollment for that year, which is calculated in October. Charter schools provided similar information. (A high number indicates a stable student population.)

Sources: PPS and charter schools.

Students suspended at least once

Definition: The percentage of students, enrolled at any time during the school year, who were suspended (out-of-school suspensions only) at least once, by race/ethnicity, low-income, and IEP status. Subgroups were reported only if they included more than 10 students. Percentages may not add up due to rounding.

Sources: PPS and charter schools.

Students chronically absent

Definition: The percentage of students who were absent for 18 days or more of the school year.

Sources: PPS and charter schools.

Special education programs

Definition: For PPS schools, special education programs at the school in the 2022-23 school year, excluding programs for students identified as "gifted." 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 and programs to meet students' needs.

Sources: PPS.

Achievement information:

PSSA tests and Keystone exams

Definition: (1) Percentages of students, by subgroup, who scored in the Proficient and Advanced ranges on the 2022 PSSA (Pennsylvania System of School Assessment) English Language Arts (ELA) and Mathematics tests for 3rd through 8th grades and in each achievement range for 3rd grade ELA. (2) Percentages of students, by subgroup, who scored in each achievement range on the 2022 Keystone Algebra I Exam by the end of 8th grade. (3) Percentages of students, by subgroup, who scored in the Proficient and Advanced ranges on the 2022 Keystone in Literature, Algebra I, and Biology by the end of 11th grade. Keystone results include scores for students who took the exams before 11th grade, and possibly in other schools. Students may take the Keystone exams more than once. Reported information reflects students' highest scores. Score ranges for PSSA tests and Keystone exams include "Advanced," "Proficient," "Basic," and "Below Basic." Subgroups include student race/ethnicity, economic disadvantage ("low-income"), and IEP status.

- *Race/ethnicity* for district schools reflects PPS definitions. Charter schools provided similar information. We report subgroup information when more than 10 students in the subgroup took a particular test. Otherwise, subgroup scores are reported as "n/a" (test scores for 10 or fewer students in a group or subgroup are not reported by PDE). A subgroup can meet the reporting threshold for one subject area only (ELA or Math, for example). *Note:* There are no district averages for the Keystone Biology Exam for Asian and Hispanic students, because 10 or fewer students in those groups took the exam across the district. Low-income and IEP subgroups were not available for Urban Academy Charter School, Urban Pathways K-5 College Charter School, or Manchester Academic Charter School.

- “Low-income” refers to students who are identified as economically disadvantaged.
- “IEP” refers to students with an Individual Education Plan for special education, excluding students identified as “gifted.”
- Percentages may not add to 100 due to rounding.

Sources: PPS and charter schools.

8th grade algebra

Definition: The number of students who took algebra by the end of 8th grade, out of the total number of 8th graders in the school. Numbers include students who took algebra in 6th, 7th, or 8th grades. 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 2017 who graduated in 2021 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 2021, 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 9-12 student enrollment. Subgroups with 10 or fewer students were reported as “n/a.”

Source: PPS.

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.

Percentage of students scoring 3 or higher on any AP exam

Definition: Number of students by race/ethnicity, economic disadvantage, and IEP status who scored a 3 or higher on at least one Advanced Placement exam, divided by total 9-12 enrollment. AP exams are scored from 1-5. Subgroups with 10 or fewer students were reported as “n/a.”

Sources: PPS and Urban Pathways 6-12 Charter 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.

Percentage of students attending college/trade school

Definition: Percentage of 2021 graduates who enrolled in colleges/universities or trade schools in 2021 (seamless enrollment). For more information, visit studentclearinghouse.org.

Sources: PPS, Urban Pathways 6-12 Charter School, 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.

Sources: PPS and charter schools.

Additional information in the executive summary and the “Rising up” section:

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” (Edunomics Lab).

Source: PDE, ESSA Dashboard 2020 (https://public.tableau.com/app/profile/padeptofed/viz/ESSA_Dashboard_2020/2018AnnualMeaningfulDifferentiationCSIA-TSI).

Inexperienced teachers

Definition: Pennsylvania’s measure of “inexperience” is an educator with fewer than three full school years of teaching experience.

Source: PDE (ESSA Consolidated Plan, 2018).

Number of students identified as “gifted”

Definition: Number of students with a “Gifted” Individual Education Plan, by school.

Source: PPS.

Panorama Social-Emotional Learning: Student Competency & Well-being Survey

Definition: Selected responses from students in grades 3-12 to selected questions on the Panorama Social-Emotional Learning: Student Competency & Well-being Survey in the spring of 2022. (The full range of responses students can choose from includes Almost Never, Once in a While, Sometimes, Frequently, Almost Always.) The survey is given to students twice a year.

Source: PPS.

Number of violent incidents in schools

Definition: By school, number of incidents, if any, reported in the categories of Simple Assault on Student, Aggravated Assault on Student, Simple Assault on Staff, Aggravated Assault on Staff, Fighting, Rape, Involuntary Sexual Deviate Intercourse, Sexual Assault, Aggravated Indecent Assault, Indecent Assault, Robbery, Attempt/Commit Murder/Manslaughter, Suicide-Attempted, Suicide-Committed, and Arson.

Source: PDE.

GPA 2.8 and above

Definition: The number of seniors at the end of 2022 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).

Home languages other than English

Definition: The major languages other than English spoken at home, for PPS students whose parents provided that information, divided by the total. “Other” includes languages spoken by 4% or less of the total group.

Source: PPS.

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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

WHAT'S YOUR EXCUSE TO GO?



WHAT IS CHRONIC ABSENTEEISM?

Chronic absenteeism means missing 10% or more of school days for any reason, excused, unexcused, or suspensions. It's just 2 days a month, which might not sound like much, but the impact on your grades, test scores and future can be huge.

WHAT IS CHRONIC PRESENTEEISM?

Chronic presenteeism means being at school at least 90% of the time. You're more likely to score higher on standardized tests, get better grades, have better health, and a brighter future. This is where you want to be.

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Learn more!

PROJECTPLUSUS.ORG/EXCUSETOGO



A+SCHOOLS

P I T T S B U R G H

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ourschoolspittsburgh.org



Thank you to the generous funders, sponsors, and individuals who made our work possible over the past school year.



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Southwestern Pennsylvania

The Buhl
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McAULEY
MINISTRIES
A HERITAGE OF HOPE



dedicated to improving the lives of children



THE HEAR
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