

Pittsburgh Public Schools Student Enrollment

**A data review of student enrollment over 10 years
2008-2009 through 2018-2019**

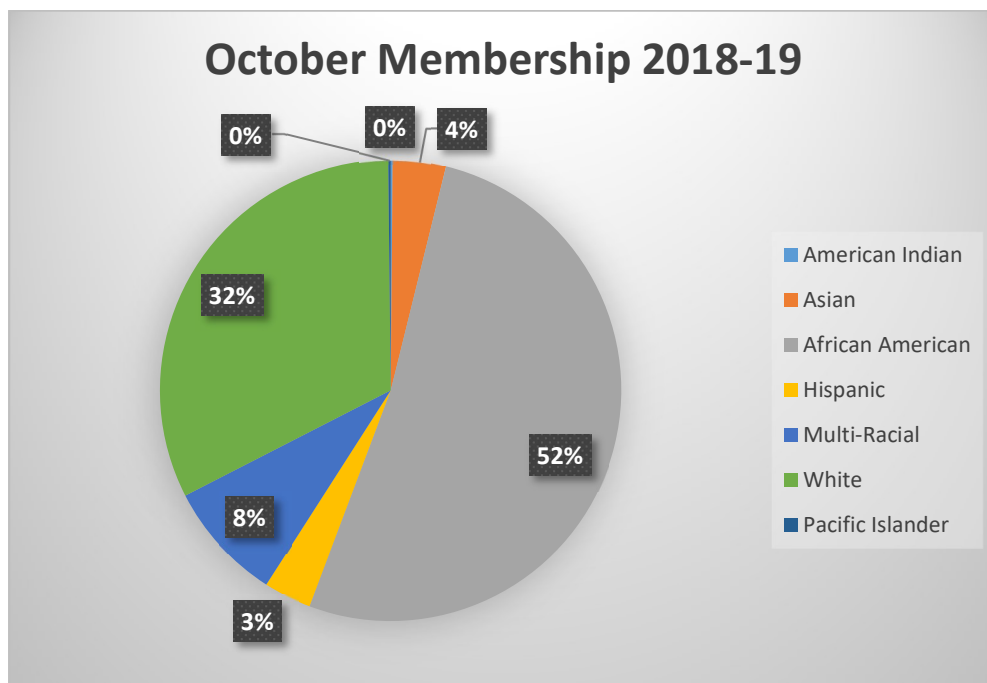
Pittsburgh Public Schools Student Enrollment 10 years

Enrollment

Official membership for school districts are reported to both the State (Pennsylvania) and Federal government based on each district's overall enrollment annually during the month of October (called the October Membership). October Membership provides a snapshot of what the enrollment for each district is at the beginning of each school year. This data review by the Data, Research, Evaluation and Assessment Office (DREA) of the Pittsburgh Public Schools (PPS) uses the most recent State and Federal attendance reporting from October membership for the 2018-2019 school year and the files of reported information from 2008 through 2019.

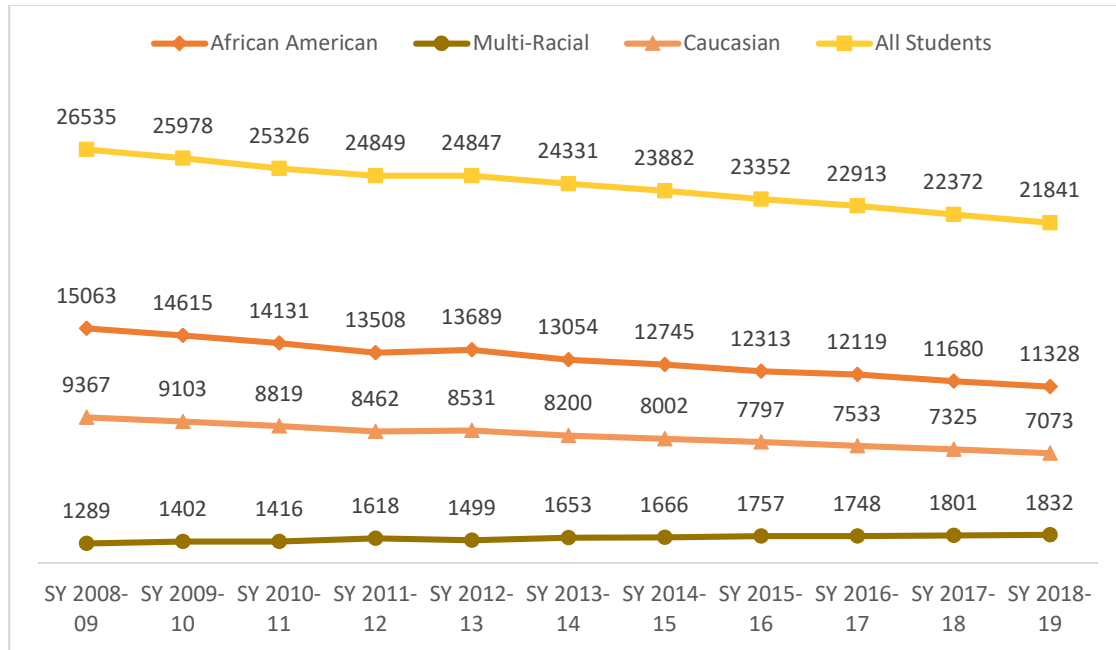
2018-2019 Enrollment

The most recent State and Federal attendance reporting reflects the October membership for the 2018-19 school year. The overall enrollment for PPS October membership in 2018-2019 was 21,841 students. The race/ethnicity breakdown for the 2018-2019 school year was:



Pittsburgh Public Schools Student Enrollment 10 years

Over the last ten years (2008-2009 school year through the 2018 school year) the State reported enrollment (October Membership) has decreased by 4,694 students. The two largest student groups (African American and White students) have declined at similar rates, and the third largest group has become slightly larger.



Pittsburgh Public Schools Student Enrollment 10 years

Demographic Trends

The demographic trends for students attending Pittsburgh Public Schools (October Membership) show decreases consistently from 2008-2009 through 2018-2019 (4,694 decrease). During the same time-frame (2008-2009 to 2018-2019) the percent of students in each race category increased for Asian (+1.9%), Hispanic (+2.2%), and Multi-racial (+3.5%) students while it has decreased for African American (-4.9%) and Caucasian (-2.9%) students. When examined as an average change across each year, multiracial students grew on average .4% each year, and Asian and Hispanic students grew by .2% while the percent of white students decreased by .3% and the percent of African American students decreased by .5% on average each year.

Percent of students in each race category

	American Indian	Asian	African American	Hispanic	Multi-Racial	White	Pacific Islander
SY 2008-09	0.1%	1.8%	56.8%	1.2%	4.9%	35.3%	0.0%
SY 2009-10	0.1%	1.9%	56.3%	1.3%	5.4%	35.0%	0.0%
SY 2010-11	0.1%	2.2%	55.8%	1.5%	5.6%	34.8%	0.0%
SY 2011-12	0.1%	3.1%	54.4%	1.8%	6.5%	34.1%	0.0%
SY 2012-13	0.1%	2.7%	55.1%	1.6%	6.0%	34.3%	0.0%
SY 2013-14	0.2%	3.6%	53.7%	2.1%	6.8%	33.7%	0.0%
SY 2014-15	0.2%	3.5%	53.4%	2.4%	7.0%	33.5%	0.1%
SY 2015-16	0.2%	3.4%	52.7%	2.7%	7.5%	33.4%	0.1%
SY 2016-17	0.2%	3.4%	52.9%	2.9%	7.6%	32.9%	0.1%
SY 2017-18	0.2%	3.5%	52.2%	3.2%	8.1%	32.7%	0.1%
SY 2018-19	0.1%	3.7%	51.9%	3.3%	8.4%	32.4%	0.2%

The overall number of students in the October Membership from school year 2008-2009 to 2018-2019 has decreased by 21.5% from 2008-09 (n=26535) to 2018-19 (n=21841) This decrease has been primarily among African American and White students (3735 African American students and 2294 White students). The enrollment of African American Students is 24.8% less in 2018-2019 than 2008-2009 school year. Over the same time period, the enrollment of White students has decreased at a similar rate 24.5% in 2018-2019 compared to 2008-2009.

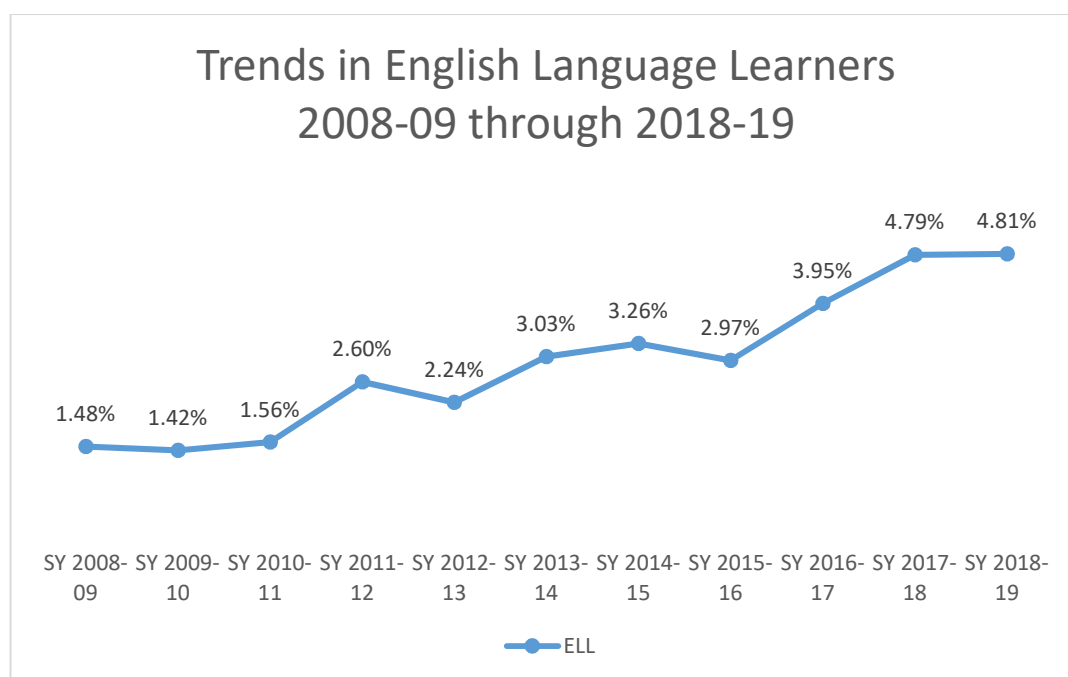
Student enrollment (October Membership)

	American Indian	Asian	African American	Hispanic	Multi-Racial	White	Pacific Islander	All Students
SY 2008-09	35	474	15063	307	1289	9367		26535
SY 2009-10	28	487	14615	343	1402	9103		25978
SY 2010-11	34	547	14131	379	1416	8819		25326
SY 2011-12	34	771	13508	448	1618	8462	8	24849
SY 2012-13	29	683	13689	406	1499	8531	10	24847
SY 2013-14	41	865	13054	507	1653	8200	11	24331
SY 2014-15	41	842	12745	573	1666	8002	13	23882
SY 2015-16	44	797	12313	620	1757	7797	24	23352
SY 2016-17	38	780	12119	669	1748	7533	26	22913
SY 2017-18	34	781	11680	721	1801	7325	30	22372
SY 2018-19	30	813	11328	730	1832	7073	35	21841

Pittsburgh Public Schools Student Enrollment 10 years

English Learners

While the Pittsburgh Public Schools has seen a decrease in the overall number of students, there has been an increase in English Learners (EL). From 393 students in 2008-2009, the number has grown to reflect more than a 2.7 times increase to 1050 EL students in the 2018-2019 October Membership. While this only reflects 4.8% of the total population of the district, it reflects a growing group of students with additional needs associated with language acquisition in the school district.

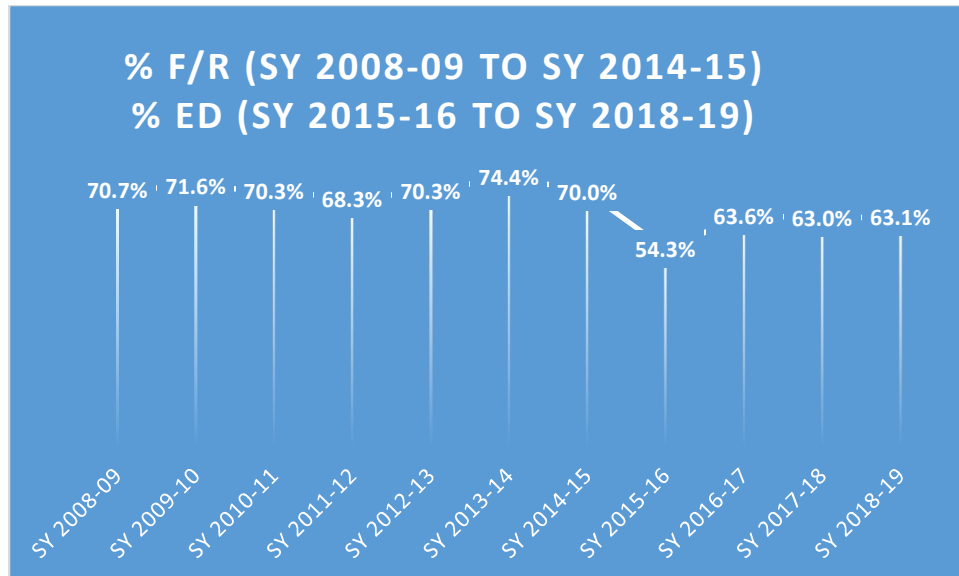


The PPS Board of Directors has recognized that this is a growing group of students in the district with specific needs and has engaged in processes to include discussions with the community to ensure that the student's needs are addressed.

Economically Disadvantaged (ED) Indicator.

Educational institutions often track economic status using student Free and Reduced Lunch information. Students eligible for free lunch have a family income that is less than 1.3 times the federal poverty rate. Eligibility for Reduced Lunch is between 1.3 and 1.85 times the poverty rate. Establishing a family's eligibility for Free or Reduced Lunch is often seen as invasive to the family and has to be verified multiple times throughout the school year using a household application. The PPS School Board has elected to participate in the Community Eligibility Provision (CEP) which uses the percent of students eligible for other specific programs that directly certify students for Free Lunch (such federal programs as Supplemental Nutrition Assistance Program and Temporary Assistance for Needy Families). Leveraging CEP has allowed the district to serve breakfast and lunch at no cost to all enrolled students without collecting household applications. Because the district no longer has families complete the household application, the Educationally Disadvantaged (ED) rate reflects the percent of students in the district who are directly certified through the qualifying programs listed above. The Economically Disadvantaged rate for Pittsburgh Public Schools for 2018-2019 was 63.1%.

Pittsburgh Public Schools Student Enrollment 10 years

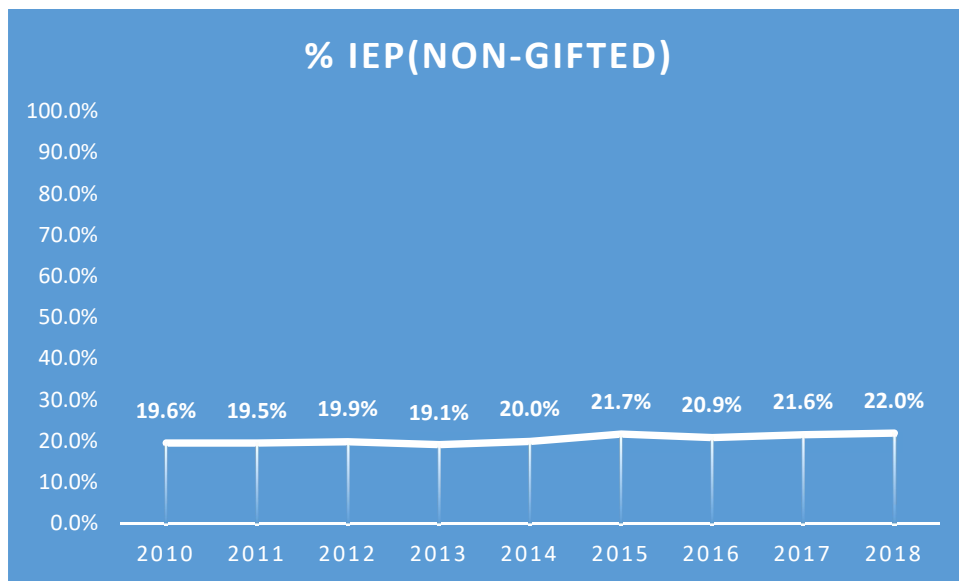


An important note to the shift to from Free and Reduced lunch as a measure of economic hardship in 2014 to the CEP provisions of “specific programs that directly certify students as eligible for free lunch” appear as an overall decrease in the economically disadvantaged students in the district. However, CEP includes the recognition that the overall percentage of students who qualify under the CEP requirements are under-representative of those who would actually qualify for free or reduced lunch. The Federal guidance for correcting for this underrepresentation is to use a multiplier of 1.6 to approximate the Free and Reduced Lunch Federal Reimbursement Rate percentage. In 2015, the first year of the program, the Federal Reimbursement Rate (calculated by multiplying the 2015 rate by 1.6) was 87%; the following year as better data were presumably being collected for the specific qualifying programs, the rate exceeded 100%. Based on the preliminary data for 2018, the Federal Reimbursement Rate percentage is 100.96% for the district.

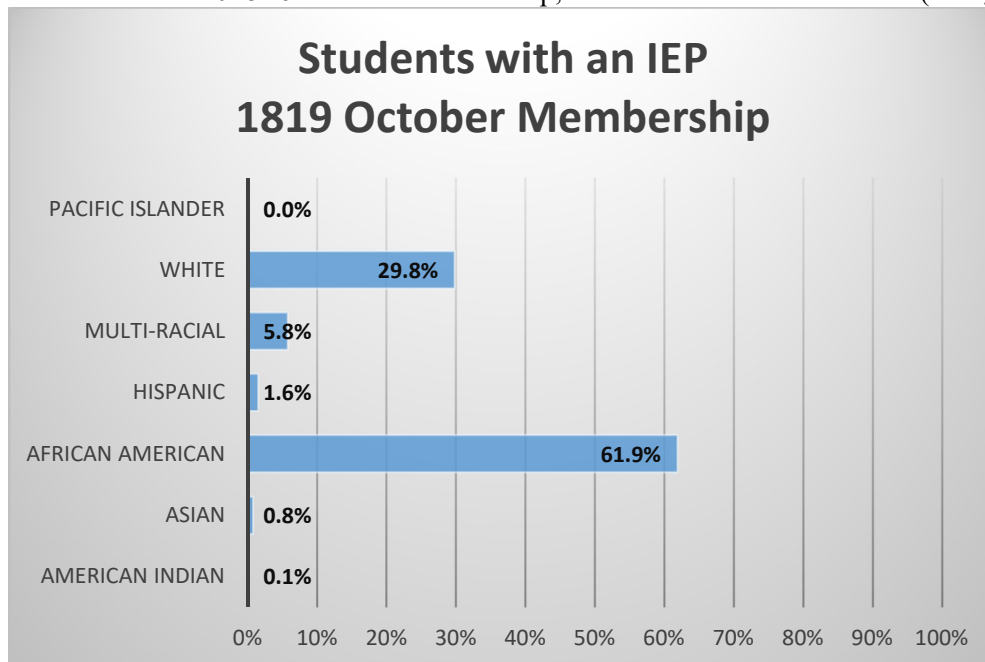
Pittsburgh Public Schools Student Enrollment 10 years

Special Education

The State provides general supervision of the special education program within each district. Within Pittsburgh Public Schools (PPS), the Program for Students with Exceptionalities (PSE) provides interventions for children who require specifically designed instruction to receive educational benefits and who fall into one of the categories defined by the Individuals with Disabilities Education Act (IDEA). Under IDEA, students with an Individualized Education Program (IEP) meet one of 13 IDEA categories for special education and must be provided a Free Appropriate Public Education. The district had 4440 special education students in the 2018-2019 October membership.



Of all K-12 students in the 2018-19 October Membership, 22% were students with IEPs (non-gifted)



Pittsburgh Public Schools Student Enrollment 10 years

Of the students in 2018-2019 with IEPs, 62% are African American students and 29.8% were White students. If the need for special education is normally distributed across the district, there should be an expectation of consistency with the overall demographics of the district. In other words, the percent of students who have IEPs should be consistent with the distribution of students across the district. Examining this at the district level, it reveals that there are 10% **more** African American students identified than would be expected. For every other race category (besides American Indian/Alaskan Native), there are less students identified than would be expected given the current demographic make-up of the students in the district. The difference between the enrollment and the identification (possible under-identification) for each group Specifically, .13% Pacific Islander, 2.58% Multiracial, 1.79% Hispanic, 2.95% Asian, and 2.58% White students.

Between 2008-2009 and 2018-2019 the number of students identified with an IEP decreased for African American (49) and White students (101) while for Multi-racial and Hispanic the number of identified students increased (173 and 71 respectively).