The Pittsburgh Public Schools (PPS) does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs, activities or employment and provides equal access to the Boy Scouts and other designated youth groups. Inquiries may be directed to the Title IX Coordinator or the Section 504/ADA Title II Coordinator at 341 S. Bellefield Avenue, Pittsburgh, PA 15213 or 412-529-HELP (4357).
All of us—Board, Administration, Principals, Teachers, School Staff, and Students—are on a path to transform Pittsburgh Public Schools and make significant change in our schools together.

Our 2017–2022 Strategic Plan: Expect Great Things provides a detailed roadmap ensuring a clear path forward to reaching our desired outcomes for students supported within our four strategic themes.

STRATEGIC THEME #1
Create a positive and supportive school culture.

STRATEGIC THEME #2
Develop and implement a rigorous, aligned instructional system.

STRATEGIC THEME #3
Provide appropriate instructional support for teachers and staff.

STRATEGIC THEME #4
Foster a culture of high performance for all employees.

INCREASE PROFICIENCY IN LITERACY AND MATH
Phase 1 updates to the District’s curriculum included replacing the decade-old PreK/English Language Arts curriculum. The change included the addition of technology in the classroom to support the more rigorous curriculum aligned to the PA Core.

KEYSTONE LITERACY SCORES
- 2016: 62.8%
- 2017: 60.6%
- 2018: 61.8%

ELA PSSA SCORES
- 2016: 42.4%
- 2017: 45.6%
- 2018: 46.2%

KEYSTONE ALGEBRA SCORES
- 2016: 48.2%
- 2017: 49.5%
- 2018: 49.6%

MATH PSSA SCORES
- 2016: 28.0%
- 2017: 28.2%
- 2018: 28.8%

KEYSTONE BIOLOGY SCORES
- 2016: 39.8%
- 2017: 39.9%
- 2018: 41.9%

SCIENCE PSSA SCORES
- 2016: 44.3%
- 2017: 43.7%
- 2018: 46.2%

While state exams only show a snapshot of student performance, overall the percentage of students scoring proficient and advanced on the 2018 Pennsylvania System of School Assessment (PSSA) increased on all three exams: English Language Arts, Mathematics, and Science. The 2018 Keystone Exam results show steady performance by the District’s secondary students in Algebra, Literacy, and Biology.
INCREASE PROFICIENCY IN LITERACY AND MATH

While state exams only show a snapshot of student performance, overall the percentage of students scoring proficient and advanced on the 2018 Pennsylvania System of School Assessment (PSSA) increased on all three exams: English Language Arts, Mathematics, and Science. The 2018 Keystone Exam results show steady performance by the District’s secondary students in Algebra, Literacy, and Biology.

DISTRICT LEVEL RESULTS

<table>
<thead>
<tr>
<th>ELA PSSA SCORES</th>
<th>KEYSTONE LITERACY SCORES</th>
<th>KEYSTONE ALGEBRA SCORES</th>
<th>KEYSTONE BIOLOGY SCORES</th>
</tr>
</thead>
<tbody>
<tr>
<td>42.4% 2016</td>
<td>46.2% 2018</td>
<td>28.8% 2018</td>
<td>46.2% 2018</td>
</tr>
<tr>
<td>45.6% 2017</td>
<td>62.8% 2016</td>
<td>48.2% 2016</td>
<td>39.8% 2016</td>
</tr>
<tr>
<td></td>
<td>60.6% 2017</td>
<td>49.5% 2017</td>
<td>39.9% 2017</td>
</tr>
<tr>
<td></td>
<td></td>
<td>49.6% 2018</td>
<td>41.9% 2018</td>
</tr>
</tbody>
</table>

One of our top priorities is to ensure that all students have the best educational opportunities. As part of our efforts to increase transparency for families and monitor the progress of all schools, the Office of Data, Research, Evaluation and Assessment makes District-level data available on our website at www.pghschools.org/dashboards.

Phase 1 updates to the District’s curriculum included replacing the decade-old PreK-12 English Language Arts curriculum. The change included the addition of technology in the classroom to support the more rigorous curriculum aligned to the PA Core.
ELIMINATE RACIAL DISPARITY IN ACHIEVEMENT LEVELS OF AFRICAN AMERICAN STUDENTS

The elimination of racial disparities in achievement levels of African-American students is one of four desired outcomes of the District’s 2017–2022 Strategic Plan: Expect Great Things. As demonstrated in the chart below, performance of African-American students also increased on all three 2018 PSSA exams.

**ELA PSSA SCORES – AFRICAN AMERICAN STUDENTS**

<table>
<thead>
<tr>
<th>Year</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>30.9%</td>
</tr>
<tr>
<td>2017</td>
<td>30.0%</td>
</tr>
<tr>
<td>2018</td>
<td>33.5%</td>
</tr>
</tbody>
</table>

**MATH PSSA SCORES – AFRICAN AMERICAN STUDENTS**

<table>
<thead>
<tr>
<th>Year</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>14.1%</td>
</tr>
<tr>
<td>2017</td>
<td>15.5%</td>
</tr>
<tr>
<td>2018</td>
<td>16.3%</td>
</tr>
</tbody>
</table>

**SCIENCE PSSA SCORES – AFRICAN AMERICAN STUDENTS**

<table>
<thead>
<tr>
<th>Year</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>32.8%</td>
</tr>
<tr>
<td>2017</td>
<td>29.9%</td>
</tr>
<tr>
<td>2018</td>
<td>33.6%</td>
</tr>
</tbody>
</table>

For the start of the 2018-19 school year the District rolled out new curriculum in Algebra and K-5 Mathematics.
In 2018, the performance of African American students on Keystone exams varied. While overall performance on the both the Literacy and Biology exams remained flat, a greater decline was seen on the Algebra exam.

**KEYSTONE LITERACY SCORES – AFRICAN AMERICAN STUDENTS**

- **2016**: 49.2%
- **2017**: 45.7%
- **2018**: 43.6%

**KEYSTONE ALGEBRA SCORES – AFRICAN AMERICAN STUDENTS**

- **2016**: 32.1%
- **2017**: 35.7%
- **2018**: 28.5%

**KEYSTONE BIOLOGY SCORES – AFRICAN AMERICAN STUDENTS**

- **2016**: 22.7%
- **2017**: 22.3%
- **2018**: 20.4%

Grade and school level results are coming soon to www.pghschools.org.
EQUIPPING ALL STUDENTS WITH THE SKILLS TO SUCCEED IN COLLEGE, CAREER, AND LIFE

GRADUATION RATE
Official state reports show promising growth in 4-year cohort graduation rates district-wide. The 4-year cohort graduation rate is based on the number of students within a group who graduate within four years. Graduation rates are reported a year later to account for credit recovery programs. From 2015 to 2017, the District rate for all students increased 10.4 percentage points from 70.4 percent to 80.8 percent. Additionally students of both genders and African American students also saw increases in graduation rates.

88.1%
PSS White Females
2016: 87.1% • 2015: 85.9%

86.1%
PSS White Males
2016: 82.4% • 2015: 75.4%

81.3%
PSS African American Females
2016: 80.3% • 2015: 70.7%

73.3%
PSS African American Males
2016: 73.4% • 2015: 57.4%

80.8%
PSS Overall
2016: 79.8% • 2015: 70.4%

86.6%
State Overall
2016: 86.1% • 2015: 84.8%

77.4%
PSS African American Overall
2016: 76.7% • 2015: 64.3%

73.8%
State African American Overall
2016: 73.2% • 2015: 71.8%
COLLEGE, CAREER AND LIFE INDICATORS
To ensure the District meets its vision of “all students graduating high school college, career, and life ready prepared to complete a two- or four-year college degree or workforce certification,” on April 25, 2018, the Board adopted a resolution supporting the multiple readiness indicators of the Redefining Ready! campaign.

The indicators go beyond GPA, attendance, and performance on standardized tests to develop a comprehensive picture of student potential. A full listing of college and career readiness indicators as defined by Redefining Ready! are below. Life Ready indicators are still under development.

COLLEGE READY INDICATORS
Students are College Ready if they meet either the academic indicators OR standardized testing benchmarks listed to the right.

ADDITIONAL FACTORS THAT CONTRIBUTE TO COLLEGE SUCCESS
• Earning As, Bs, Cs
• FAFSA completion
• Enrollment in career pathway course sequence
• College academic advising
• Participation in college-bound bridge programs
• Senior year math class
• Completion of a math class after Algebra II

COLLEGE-READY ACADEMIC INDICATORS
GPA 2.8 out of 4.0 and one or more of the following academic indicators:

- Advanced Placement Exam (3+)
- Advanced Placement Course (A, B or C)
- Dual Credit College English and/or Math (A, B or C)
- College Developmental/Remedial English and/or Math (A, B or C)
- Algebra II (A, B or C)
- International Baccalaureate Exam (4+)

STANDARDIZED TESTING BENCHMARKS (MINIMUM SCORE)
SAT EXAM
Math: 530 | Reading and Writing: 480

ACT EXAM
English: 18 | Reading: 22
Science: 23 | Math: 22

COLLEGE READINESS PLACEMENT ASSESSMENT
Determined by post-secondary institution.
**CAREER READY INDICATORS**

Students are Career Ready if they have identified a career interest and meet two of the behavioral and experiential benchmarks listed to the right. In addition, students entering the military upon graduation must meet the passing scores on the Armed Services Vocational Aptitude Battery (ASVAB) for each branch of the military.

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**LIFE READY**

Being Life Ready means students leave high school with the grit and perseverance to tackle and achieve their goals. Students who are Life Ready possess the growth mindset that empowers them to approach their future with confidence, to dream big and to achieve big.

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**In addition to providing students and families access to Naviance software that allows them to utilize online resources, communicate with school staff, and manage the college application process, the District has increased the ability of students to engage directly with colleges and universities through the Infinite Scholar Fair, and upcoming new HBCU Get on the Bus Tour and Pittsburgh Promise Preferred College Fair.**

---

**CAREER READY BENCHMARKS**

Career Cluster Identified and two or more of the following benchmarks:

- 90% Attendance
- 25 hours of Community Service
- Workplace Learning Experience
- Industry Credential
- Dual Credit Career Pathway Course
- Two or more organized Co-Curricular Activities

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**BREAKING DOWN THE BUDGET**

<table>
<thead>
<tr>
<th>Position</th>
<th>FTE</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Coaches</td>
<td>60</td>
<td>$7,620,000</td>
</tr>
<tr>
<td>Nurses</td>
<td>17</td>
<td>$2,031,007</td>
</tr>
<tr>
<td>Librarians</td>
<td>11.7</td>
<td>$1,394,827</td>
</tr>
<tr>
<td>Assistant Principals</td>
<td>7</td>
<td>$1,173,557</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>95.7</td>
<td><strong>$12,219,391</strong></td>
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</table>

**POSITION ADDITIONS**

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<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
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<td>Classroom Computers</td>
<td>$3,425,556</td>
</tr>
<tr>
<td><strong>Total Cost</strong></td>
<td><strong>$14,065,674</strong></td>
</tr>
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In addition to the above investments, the District has made key investments within its existing budget to bolster support services to schools. Some of these efforts have included:

- Increasing library services by adding at least a half-time librarian in every elementary and middle school.
- Providing 60 academic coaches to help teachers learn new techniques.
- Adding additional school nurses to ensure nursing services on every campus.
MAKING KEY INVESTMENTS TO SUPPORT STUDENTS AND TEACHERS

KEY INVESTMENTS
Through the process of strategic shedding—examining what’s working, what roles need converted, and what needs prioritized—the District has made key investments, within its existing budget, to bolster our support services to schools. Some of these efforts have included increasing library services by adding at least a half-time librarian in every elementary and middle school, providing 60 academic coaches to help teachers learn new techniques, and adding additional school nurses to ensure nursing services on every campus. The chart below details investments made over the past two years to strengthen our support to schools.

POSITION ADDITIONS

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CURRICULUM AND TECHNOLOGY

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Investments as part of 2017 and 2018 General Fund Budget
SUSPENSION DATA
Students school years are filled with ways to grow and achieve academically and socially. Our Multi-Tiered System of Support has key behavioral supports for teachers, including Restorative Practices, the Student Assistance Program, and Positive Behavior Interventions and Supports (PBIS). These strategies help to increase instructional time, improve student social behavior and academic outcomes, and decrease disruptions.

Analyzing out-of-school suspensions across, time, schools, and student subgroups is one way to track disciplinary trends. Suspension rate is defined as the number of students who have received one or more suspensions divided by the number of students enrolled at any time during the school year.

SUSPENSION RATES BY RACE

DISTRICT SUSPENSION RATE

16.1%
2015-2016

13.3%
2016-2017

10.9%
2017-2018
“It’s harder (to reduce suspensions) to do at the district level, but Pittsburgh Public Schools has done a lot of work on this and had a big reduction for the year just prior to the ones we studied.”

— James Huguley
Center on Race and Social Problems, University of Pittsburgh School of Social Work to the New Pittsburgh Courier regarding Pitt study on suspensions.

**UNIQUE INCIDENTS***
The number of incidents that result in student suspension(s). One incident may result in multiple student suspensions but will only count once.

**UNIQUE STUDENTS SUSPENDED***
The count of distinct students suspended. Students with multiple suspensions are only counted once.

**STUDENTS WITH MULTIPLE SUSPENSIONS***
The count of students who were suspended more than once throughout the school year.

**TOTAL DAYS SUSPENDED***
The sum of all suspension days given.

*Through June 13, 2018.*
CGCS RECOMMENDATIONS

We partnered with the Council of the Great City Schools to launch the most in-depth third-party analysis of the district to objectively assess the system and offer guidance on areas for improvement, resulting in 137 recommendations in five key areas:

- Organizational Structure and Staffing
- Instructional Programming and Alignment
- Budget and Business Service
- Data, Research, Evaluation and Assessment
- Disciplinary Procedures and Protocols

To date, the District has accomplished 72 of the changes. Visit www.ppsstrategicplan.org/progress-report to track our progress.

“Now is not the time to back away from the hard work that lies ahead; now is not the time to change the direction you are going; and now is not the time to retreat. Now is the time to double down, to pick up the pace, and to recommit to the ambitious goals you have set for yourselves and for the children of Pittsburgh.”

— Michael Casserly, Executive Director, Council of Great City Schools
RECOGNIZING OUR EMPLOYEES OF THE YEAR

INSTRUCTIONAL EMPLOYEE OF THE YEAR

Jason Boll has been described as "tirelessly serving Pittsburgh Perry students for the last three years. It is the relationships that he has developed and the lives that have been impacted that truly shows his impact on the Perry community.

He rarely has a period where kids aren’t in his room working on assignments, discussing ways to elevate student voice, or just to share life struggles.” Mr. Boll exemplified this spirit when he began a GoFundMe page to support a former student. The page, which exceeded its earning goal, provided Kevonna Stevens with the money she needed to stay at Temple University.

NON-INSTRUCTIONAL EMPLOYEE OF THE YEAR

As security aide with the Office of School Safety, Donna Lamb holds down the front desk at the Administration Building as the first smiling face any visitor sees. Ms. Donna, as referred too by everyone, is described as “always upbeat and ready to help.

She is grateful for any assistance you give that helps her do her job at 100%. She goes out of her way to ensure that everyone is taken care of and safe.”
A FEW REASONS WHY YOU CAN EXPECT GREAT THINGS AT PPS

DISTINGUISHED TEACHERS
111 teachers earned the Distinguished rating five years in a row.

ONLINE PERSONALIZED LEARNING
Through the College Board’s “All In” Campaign Challenge, PPS high school students have access to online personalized learning to boost success on the PSAT and SAT exams.

RESTORATIVE PRACTICES
18 PPS staff members have been certified as Restorative Practice trainers to support expansion to all schools.

OUR STUDENTS HAVE A VOICE
Superintendent’s Student Advisory Council ensure student voice is always at the table.

COMMUNITY PARTNERSHIPS
A new Pre-K classroom at the Carnegie Science Center is the first of its kind for our students, and in the nation.

DYNAMIC LEARNING
Three PPS schools (Pittsburgh King PreK–8, Pittsburgh Langley K–8, and Pittsburgh Schiller 6–8) were part of the pilot year of the Dynamic Learning Project, a national program supported by Google, Digital Promise, and EdTechTeam that empowers teachers to leverage technology and improve education equity.

STEAM EDUCATION
A partnership with Magee-Women’s Research Institute connects students with world-class researchers on topics reinforcing the importance of STEAM education. Students will present posters on research topics at the Magee Summit, an international conference on women’s health taking place this year.

HELPING THOSE IN NEED
A grant from the 1 Million Project Foundation will provide at-home high-speed internet service to students in need.

FARM TO SCHOOL PROGRAMS
A partnership with Grow Pittsburgh and the Pittsburgh Food Policy Council received grant funding from the U.S. Department of Agriculture to create a district-wide farm to school program, bringing fresh, local produce to our schools and increasing awareness, support, and technical skills.

SCHOLARS TO PITT PROGRAM
University of Pittsburgh’s Pittsburgh Public Scholars to Pitt program guarantees admission and financial aid to PPS Salutatorians and Valedictorians.

ANTI-BULLYING PROGRAMS
A partnership with the Pittsburgh Pirates supports the implementation of the bullying prevention program, Shred Hate in 22 schools.
As leaders, it impossible for us to implement new strategies alone. It really does take a "guiding coalition" to get this work done. This guiding coalition goes beyond the four walls of our schools. It includes all stakeholders—staff, students, parents, families and community—moving in the same direction to achieve success.

Our hope is that this report helps everyone see why it will take all of us working together to transform PPS and accelerate the learning of our students.

— Dr. Anthony Hamlet, Superintendent