Project Overview

Phase 1: Analysis
August - October

Phase 2: Strategy Development
October - January

Phase 3: Action Planning
January – March

Step 1
- Environmental Scan
- Organizational Assessment

Step 2
- Analyze Implications

Step 3
- Define Desired Future: Vision, Mission, Long-term Outcomes

Step 4
- Develop Strategic Themes, Objectives and Measures
- Define Strategic Initiatives

Step 5
- Create Action Plans

Step 6
- Develop Monitoring and Review Process
Strategic Plan Components

The Direction
- Vision = desired impact, WHY we exist
- Mission = descriptive statement of purpose, WHAT we do
- Long-term Outcomes = specific, measurable results to achieve
- Strategic Theme = areas that must be addressed to achieve long-term outcomes
- Strategic Objectives = choices about how to address the strategic themes

The Methods
- Strategic Initiatives = significant projects to implement the objectives
- Action Plans = how to get the projects done
Kernels of a Good Strategy

**A diagnosis**: an explanation of the nature of the challenge. A good diagnosis simplifies the often overwhelming complexity of reality by identifying certain aspects of the situation as being the critical ones.

**A guiding policy**: an overall approach chosen to cope with or overcome the obstacles identified in the diagnosis.

**Coherent actions**: steps that are coordinated with one another to support the accomplishment of the guiding policy.

Pittsburgh Public Schools Strategic Planning Timeline

Phase 1: Analysis
August - October
- Leadership Overview
  Aug. 8
- Community Input Forums and Survey
- Review Environmental, Organizational Trends and Issues
- Identify SWOT and Prioritize

Phase 2: Strategy Development
October - January
- Define Outcomes and Strategic Themes
- Stakeholder Input
- Refine
- Identify and Train Strategy Team Leaders, Orient Team Members

Phase 3: Action Planning
January - March
- Develop Objectives, Measures, Initiatives
- Identify Initiative Sponsors and Owners
- Create Action Plans for Year 1 Initiatives
- Develop Monitoring Process

We are here
Items Rated as a Critical Asset for Pittsburgh Public Schools by at least 70% of any Group

- Quality and dedication of staff
- Pittsburgh Promise
- Early childhood programs
- Focus on equity for all students
- College and career readiness focus
- Arts programming
- Incorporating voices of stakeholders
- Variety of academic offerings
- Students’ investment in themselves and their schools
- Career course offerings (CTE)
- Community partnerships

- Teachers
- Parents
- School Admin
- Other Employees
- Community Members
- Central Staff
## Quality and Dedication of Staff - Perceptions

77% of parents would recommend their school to another family, and only 9% disagree with this statement.  
81% of parents agree that “adults at this school care about your child.”

<table>
<thead>
<tr>
<th>Student Survey Teacher Care Questions</th>
<th>Early ES</th>
<th>Upper ES</th>
<th>Middle</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like the way my teacher treats me when I need help</td>
<td>92%</td>
<td>87%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My teacher in this class makes me feel that he/she really cares about me</td>
<td>84%</td>
<td></td>
<td>70%</td>
<td>73%</td>
</tr>
</tbody>
</table>
### Pittsburgh Promise and College and Career Readiness - Perceptions

92% of parents have heard about the Pittsburgh Promise Scholarship.

43% of parents report this “was a significant factor in my decision to send my child to PPS.”

<table>
<thead>
<tr>
<th>Student Survey Teacher Aspiration Questions Percentage Agree/Strongly Agree 2015-16</th>
<th>Early ES</th>
<th>Upper ES</th>
<th>Middle</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Because of my teacher, I think more about what I will do after high school</td>
<td>71%</td>
<td>58%</td>
<td>56%</td>
<td></td>
</tr>
<tr>
<td>Because of my teacher, I think more about going to college</td>
<td>70%</td>
<td>58%</td>
<td>56%</td>
<td></td>
</tr>
</tbody>
</table>
College Enrollment Rates in the First Fall After High School Graduation, Compared to Other Urban Schools

- PPS: 61%
- High minority, Low income: 53%
- Low minority: 58%
- High minority, Higher income: 64%
- Low minority: 72%

Source: National Student Clearinghouse, PPS 2015, others 2014
Persistence Rates from First to Second Year of College, Compared to Other Urban Schools

- PPS: 79%
- High minority, Low income: 76%
- Low minority: 80%
- High minority, Higher income: 85%
- Low minority: 89%

Source: National Student Clearinghouse, PPS 2015, 2014
College Completion Rates Six Years After High School Graduation, Compared to Other Urban Schools

Source: National Student Clearinghouse, PPS 2015, others 2014
## Student Investment - Perceptions

<table>
<thead>
<tr>
<th>Student Survey Motivation Question</th>
<th>Early ES</th>
<th>Upper ES</th>
<th>Middle</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>I try as hard as I can to learn in school</td>
<td>92%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have done my best quality work in this class</td>
<td></td>
<td>88%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>One of my goals in this class has been to learn as much as I can</td>
<td></td>
<td></td>
<td>80%</td>
<td>76%</td>
</tr>
</tbody>
</table>
Items Rated Highest Priority for Improvement in Order to Raise Student Achievement by at least 70% in any Group

25%

- Effective approaches to managing student discipline
- Academic support during the school day (beyond classroom instruction)
- Instruction and offerings in Math
- Alignment of curriculum - across teachers, among subjects
- Data availability, analysis and use
- Special Education services
- Equity in programs and instruction available to students
- Instruction and offerings in Language Arts (Reading/Writing)
- Staff training and support
- Hiring processes including recruitment and diversifying staff
- Student services to address non-academic needs
- Technology for school and district operations
- School safety
- Parent engagement
- Instruction and offerings in Science
- Instruction and offerings in Technology

50%

75%

100%
Managing Student Discipline

Percentage of all Students with a State-reported Disciplinary Incident
2014-15

<table>
<thead>
<tr>
<th>Area</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>State</td>
<td>2.7%</td>
</tr>
<tr>
<td>Pittsburgh</td>
<td>9.1%</td>
</tr>
<tr>
<td>Philadelphia</td>
<td>4.4%</td>
</tr>
</tbody>
</table>

Percentage of State-reported Incidents Resulting in Out of School Suspension 2014-15

- State: 61.5%
- Pittsburgh: 95.1%
- Philadelphia: 48.9%

## Managing Student Discipline - Perceptions

<table>
<thead>
<tr>
<th>Student Survey Conduct Questions</th>
<th>Early ES</th>
<th>Upper ES</th>
<th>Middle</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student behavior in this class is a problem or Students behave so badly in this class that it slows down our learning.</strong></td>
<td>21%</td>
<td>25%</td>
<td>14%</td>
<td></td>
</tr>
<tr>
<td><strong>Student behavior in this class makes the teacher angry.</strong></td>
<td>29%</td>
<td>18%</td>
<td>15%</td>
<td>11%</td>
</tr>
<tr>
<td><strong>In this class (or some classmates), students get teased for making mistakes.</strong></td>
<td>27%</td>
<td>18%</td>
<td>15%</td>
<td>11%</td>
</tr>
<tr>
<td><strong>My classmates tease me and hurt my feelings.</strong></td>
<td>24%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>This school feels like a safe place to me.</strong></td>
<td>8%</td>
<td>18%</td>
<td>18%</td>
<td></td>
</tr>
<tr>
<td><strong>At this school, I must be ready to fight to defend myself.</strong></td>
<td>41%</td>
<td>32%</td>
<td>23%</td>
<td></td>
</tr>
<tr>
<td><strong>I trust other students at this school, even if I don't know them.</strong></td>
<td></td>
<td></td>
<td></td>
<td>51%</td>
</tr>
</tbody>
</table>
## Managing Student Discipline - Perceptions

<table>
<thead>
<tr>
<th>Question</th>
<th>Percentage Disagree or Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students at this school understand expectations for their conduct.</td>
<td>30.9%</td>
</tr>
<tr>
<td>Students at this school follow rules of conduct.</td>
<td>54.3%</td>
</tr>
<tr>
<td>Policies and procedures about student conduct are clearly understood by the faculty.</td>
<td>28.5%</td>
</tr>
<tr>
<td>School administrators consistently enforce rules for student conduct.</td>
<td>44.9%</td>
</tr>
<tr>
<td>School administrators support teachers' efforts to maintain discipline in the classroom.</td>
<td>32.3%</td>
</tr>
<tr>
<td>Teachers consistently enforce rules for student conduct.</td>
<td>28.5%</td>
</tr>
<tr>
<td>The faculty work in a school environment that is safe.</td>
<td>22.4%</td>
</tr>
<tr>
<td>Students treat peers with respect in this school.</td>
<td>46.6%</td>
</tr>
<tr>
<td>Options exist to allow classroom instruction to continue when problem behavior occurs.</td>
<td>32.8%</td>
</tr>
<tr>
<td>A process (i.e. team) exists for behavior support planning and problem solving.</td>
<td>24.5%</td>
</tr>
</tbody>
</table>
26% of parents report their child has been bullied. This significantly affects satisfaction with the school, particularly if not resolved.

Half of the dissatisfied parents report that their child has been bullied, and the majority say the situation has not been resolved.

- Algebra 1: White Students 67.0, AA Students 36.0
- Literature: White Students 77.0, AA Students 32.0
- Biology: White Students 64.0, AA Students 37.0
High School Graduation Rate Trends

PPS High School Graduation Rates

- **All Students**
  - 2011: 68%
  - 2012: 75%
  - 2013: 77%
  - 2014: 74%
  - 2015: 70%

PPS High School Graduation Rates by Ethnicity

- **White Students**
  - 2011: 78%
  - 2012: 78%
  - 2013: 83%
  - 2014: 80%
  - 2015: 80%

- **AA Students**
  - 2011: 63%
  - 2012: 69%
  - 2013: 73%
  - 2014: 70%
  - 2015: 64%
PPS 2015 Graduation Rates by Student Groups

- All Students: 70.4%
- White: 80.3%
- AA: 64.3%
- Econ Dis: 71.1%
- Special Ed: 63.9%

Source: Pennsylvania Department of Education, 2014-15 4-Year Cohort Graduation Rates
Comparison District High School Graduation Rates - Most Recent Year Available

- Alief: 93%
- Guilford: 89%
- Austin: 89%
- Spring Branch TX: 89%
- San Jose: 88%
- Charleston: 86%
- Norfolk: 84%
- Richmond: 80%
- Detroit: 80%
- Cincinnati: 77%
- Indianapolis: 73%
- Atlanta: 72%
- St. Louis: 72%
- Boston: 71%
- PITTSBURGH: 71%
- Toledo: 70%
- Cleveland: 70%
- Minneapolis: 66%
- Milwaukee: 64%
- Buffalo: 61%
- 57%
Comparison District SAT Scores
Reading and Math, Most Recent Year Available

Spring Branch TX, Austin, Charleston, Guilford, Boston, PITTSBURGH, Atlanta, Indianapolis, Norfolk, Richmond, Alief, Buffalo
Teacher Performance Ratings

- 60% Distinguished level
- 38% Proficient level
- 1% Needs Improvement level
- 1% Failing level
Environmental Trends: Pittsburgh Birth Rate Trends

Source: Pennsylvania Department of Public Health
PPS Kindergarten Enrollment
2012-2013 Through 2016-2017

School Year

2012-2013: 2295
2013-2014: 2310 (+0.65%)
2014-2015: 2044 (-11.52%)
2015-2016: 2109 (+3.18%)
2016-2017: 2077 (-1.52%)
## Environmental Trends: Fastest Growing Careers

### Top-10 BA+ Occupations by Growth Rate

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Projected Growth Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech-Language Pathologists</td>
<td>28%</td>
</tr>
<tr>
<td>Personal Financial Advisors</td>
<td>23%</td>
</tr>
<tr>
<td>Operations Research Analysts</td>
<td>21%</td>
</tr>
<tr>
<td>Diagnostic Medical Sonographers</td>
<td>21%</td>
</tr>
<tr>
<td>Physical Therapists</td>
<td>21%</td>
</tr>
<tr>
<td>Information Security Analysts</td>
<td>20%</td>
</tr>
<tr>
<td>Occupational Therapists</td>
<td>20%</td>
</tr>
<tr>
<td>Computer Systems Analysts</td>
<td>19%</td>
</tr>
<tr>
<td>Healthcare Social Workers</td>
<td>18%</td>
</tr>
<tr>
<td>Market Research Analysts &amp; Marketing Specialists</td>
<td>15%</td>
</tr>
</tbody>
</table>


### Top-10 Sub-BA Occupations by Growth Rate

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Projected Growth Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Therapist Assistants</td>
<td>31%</td>
</tr>
<tr>
<td>Occupational Therapy Assistants</td>
<td>30%</td>
</tr>
<tr>
<td>Diagnostic Medical Sonographers</td>
<td>21%</td>
</tr>
<tr>
<td>Electrical Power-Line Installers &amp; Repairers</td>
<td>20%</td>
</tr>
<tr>
<td>Industrial Machinery Mechanics</td>
<td>20%</td>
</tr>
<tr>
<td>Cardiovascular Technologists &amp; Technicians</td>
<td>19%</td>
</tr>
<tr>
<td>Emergency Medical Technicians &amp; Paramedics</td>
<td>16%</td>
</tr>
<tr>
<td>Computer-Controlled Machine Tool Operators</td>
<td>16%</td>
</tr>
<tr>
<td>Medical Secretaries</td>
<td>15%</td>
</tr>
<tr>
<td>Licensed Practical &amp; Licensed Vocational Nurses</td>
<td>15%</td>
</tr>
</tbody>
</table>

Sources: Employment data from Burning Glass Application of Bureau. Note: Minimum 500 employed, 2015. Only considers occupations that pay a living wage ($15/hour) based on median wage.

District Vision
All students graduating high school Promise-Ready and completing a two-or four-year college degree or workforce certification.

District Mission
The Pittsburgh Public Schools will be one of America’s premier school districts, student-focused, well-managed, and innovative.

We will hold ourselves accountable for preparing all children to achieve academic excellence and strength of character, so that they have the opportunity to succeed in all aspects of life.
Long Term Outcomes

- Increase proficiency in literacy for all students
- Increase proficiency in math for all students
- Ensure all students are equipped with skills to succeed in college, career and life
- Eliminate racial disparity in achievement levels of African American students

Strategic Theme #1
Create a positive and supportive school climate

Strategic Initiatives
Will include social/emotional supports; effective approaches to student conduct; high-quality advising; equity

Strategic Theme #2
Develop and implement a rigorous, aligned curriculum

Strategic Initiatives
Will include early childhood; college and career coursework; formative assessments; equity

Strategic Theme #3
Provide relevant and timely instructional support for teachers and school-based staff

Strategic Initiatives
Will address use of data to inform instructional practice; equity

Strategic Theme #4
Foster a high-performance culture for all employees

Strategic Initiatives
Will address recruitment, selection, hiring and retention of staff; equity
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Communication

We are here

2016

2017