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District 1

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District 5

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District 6

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District 7

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District 8

Ms. Veronica Edwards
District 9
It's not a Sprint, It’s a Marathon!

Listening - Examine - Guide - Stamina
Listening First

- 2 Online Community Surveys
- 4 Targeted Listening Sessions
- 6 Community Feedback Sessions
- 10 Community Listening Sessions
- 54 School Visits
- More than 1,000 Participants
Examine
Third-Party Analysis

Council of the Great City Schools

STATE of the DISTRICT 2018
72 of 137 Recommendations Completed Last Year

1. Procurement
2. Facilities
3. Safety and Security Information Technology
4. Research, Evaluation and Data Staff and Program Evaluations
5. General Organization
6. Discipline and Behavior
7. Assessments
8. Special Education
9. Data Governance
10. Leadership and Governance English Language Learners
11. Finance and Operations
12. Professional Development
13. Curriculum and Instruction
“The more accustomed one becomes to dealing with the unknown, the more one understands that creative breakthroughs are always preceded by periods of cloudy thinking, confusion, exploration, trial and stress; followed by periods of excitement and growing confidence as one pursues purposeful change, or copes with unwanted change.”

-Michael Fullan
Continuum of School Change

Incremental District and School Improvement

First-Order Change
- Refining Tuning
- Incremental
- Revising
- Adjusting and Adapting
- Enhancing Culture
- Small Steps to Change

District and School Transformation

Second-Order Change
- Altering the System
- Inventing Processes
- Recreating
- Shifting Philosophy
- Rebuilding Culture
- Wholesale Change
System-Wide Alignment

Random Acts of Improvement
LOW STUDENT ACHIEVEMENT

Focused & Aligned Acts of Improvement
HIGH STUDENT ACHIEVEMENT
Key Investments

• Position Additions

<table>
<thead>
<tr>
<th>Position</th>
<th>FTE</th>
<th>Cost</th>
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<tr>
<td>Academic Coaches</td>
<td>60.00</td>
<td>$7,620,000</td>
</tr>
<tr>
<td>Nurses</td>
<td>17.00</td>
<td>$2,031,007</td>
</tr>
<tr>
<td>Librarians</td>
<td>11.70</td>
<td>$1,394,827</td>
</tr>
<tr>
<td>Assistant Principals</td>
<td>7.00</td>
<td>$1,173,557</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>95.70</strong></td>
<td><strong>$12,219,391</strong></td>
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• Curriculum and Technology

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-K Curriculum/PD</td>
<td>$964,589</td>
</tr>
<tr>
<td>K-12 ELA and Math Textbooks/PD</td>
<td>$9,675,529</td>
</tr>
<tr>
<td>Classroom Computers</td>
<td>$3,425,556</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$14,065,674</strong></td>
</tr>
</tbody>
</table>
Strategic Plan Framework

Long-Term Outcomes

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

Strategic Theme #1
Create a positive and supportive school culture.

Objectives
1. Meet the holistic needs of all students.
2. Establish a shared commitment and responsibility for positive relationships with every student, family, and staff member.
3. Create effective family and community partnerships in every school.

Strategic Initiatives

**PHASE 1**
1a. Establish a systemic Multi-Tiered System of Support (MTSS) process, that includes Positive Behavior Interventions and Supports (PBIS) and restorative practices, implemented through high-functioning Student Assistance Program (SAP) teams in every school that are equipped to follow the process with fidelity.
1b. Develop comprehensive assessment system that supports the aligned and equitable distribution of resources.
1c. Implement an instructional system with aligned and equitable instructional systems.

**PHASE 2**
1b. Embed elements of social-emotional learning into academic instruction.

**PHASE 3**
1a. Develop individual student success plans for all students.
1b. Develop effective partnerships among schools, students, families, and community organizations, utilizing a research-based framework that fosters collaboration for student success.

District Vision
All students will graduate high school college, career and life-ready prepared to complete a two- or four-year college degree or workforce certification.

District Mission
The Pittsburgh Public Schools will be one of the nation'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.

Strategic Theme #2
Develop and implement a rigorous, aligned instructional system.

Objectives
1. Establish a rigorous District-wide curriculum and assessment framework that is culturally inclusive.

Strategic Initiatives

**PHASE 1**
1a. Develop and design a common curriculum framework.
1b. Develop a comprehensive assessment system aligned to grade-level expectations.
1c. Implement an instructional system with aligned and equitably distributed resources.

**PHASE 2**
1b. Embed elements of social-emotional learning into academic instruction.

**PHASE 3**
1a. Develop individual student success plans for all students.
1b. Develop effective partnerships among schools, students, families, and community organizations, utilizing a research-based framework that fosters collaboration for student success.

Strategic Theme #3
Provide appropriate instructional support for teachers and staff.

Objectives
1. Impact student outcomes by increasing teacher knowledge through a cohesive system of instructional support.

Strategic Initiatives

**PHASE 1**
1b. Align instructional support efforts to ensure collaboration between school administrators and staff around the school's professional development focus.
1c. Provide differentiated instructional support that is based on data and deployed through school-based, district-wide, and online learning opportunities.
1d. Ensure that supervisory and support staff who engage in instructional conversations with teachers receive differentiated learning opportunities to be effective in their roles.

**PHASE 2**
1b. Develop a rigorous selection and hiring process that ensures the most effective workforce.

**PHASE 3**
1c. Promote retention and reduce negative effects of turnover.

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

Objectives
1. Attract and retain high-performing staff who hold high expectations for all students.
2. Enhance District-wide systems that promote shared accountability, high expectations, and continuous growth for all employees.

Strategic Initiatives

**PHASE 1**
1a. Develop and broaden teacher pipeline and recruitment efforts to yield a diverse, culturally competent and effective workforce.

**PHASE 2**
2a. Review and modify performance management systems to maximize impact on professional growth and student outcomes.

**PHASE 3**
2a. Create comprehensive professional learning environments that both facilitate role-specific learning and to enable employees to grow and develop.

Expect great things.
If PPS **CULTURE** values clear and collaborative relationships and...

**SYSTEMS** are in place that support system-wide improvement and effective leadership, then quality and equitable teaching and learning practices utilizing culturally responsive practices and standards-based...

**INSTRUCTION** with a belief that all students can learn, will ensure high expectations and...

**STUDENT ACHIEVEMENT** so all students successfully graduate college, career and life-ready.
Stamina
Stamina Building Strategies

**DISTRICT SUSPENSION RATE**

- **16.1%**
  - 2015-2016
- **13.3%**
  - 2016-2017
- **10.9%**
  - 2017-2018
Suspensions Rate by Race

<table>
<thead>
<tr>
<th>Race</th>
<th>2015-2016</th>
<th>2016-2017</th>
<th>2017-2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>22.8%</td>
<td>19.3%</td>
<td>15.9%</td>
</tr>
<tr>
<td>American Indian</td>
<td>8.9%</td>
<td>8.6%</td>
<td>16.3%</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>10.7%</td>
<td>9.2%</td>
<td>14.8%</td>
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<tr>
<td>Hispanic</td>
<td>4.5%</td>
<td>5.1%</td>
<td>9.0%</td>
</tr>
<tr>
<td>White</td>
<td>7.4%</td>
<td>5.9%</td>
<td>4.8%</td>
</tr>
<tr>
<td>Asian Not Pacific Islander</td>
<td>5.2%</td>
<td>2.7%</td>
<td>1.7%</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>3.6%</td>
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Tracking Our Pace

PPS Data Review
Performance

Pittsburgh Brashear Nepali Dance Team
The combined 2018 PSSA results across all tested grades within each content area show there were small increases in proficiency in all 3 contents. This is the overall score for the District on each test.

**ELA PSSA SCORES**
- 42.4% in 2016
- 45.6% in 2017
- 46.2% in 2018

**MATH PSSA SCORES**
- 28.0% in 2016
- 28.2% in 2017
- 28.8% in 2018

**SCIENCE PSSA SCORES**
- 44.3% in 2016
- 43.7% in 2017
- 46.2% in 2018
The combined 2018 PSSA results across all tested grades within each content for African-American students showed improvement from last year on all three exams.

**ELA PSSA SCORES – AFRICAN AMERICAN STUDENTS**
- 2016: 30.9%
- 2017: 30.0%
- 2018: 33.5%

**MATH PSSA SCORES – AFRICAN AMERICAN STUDENTS**
- 2016: 14.1%
- 2017: 15.5%
- 2018: 16.3%

**SCIENCE PSSA SCORES – AFRICAN AMERICAN STUDENTS**
- 2016: 32.8%
- 2017: 29.9%
- 2018: 33.6%
English Language Arts By Grade: Two out of six grades showed small increases from last year. All six grades show small improvements from our baseline year.

District Accountability - Percent of Proficient and Advanced Students
PSSA/PASA: Grades 3 to 8 ELA/Reading

Series1 Series2 Series3

Gr. 3 47.9 54.7 56.1
Gr. 4 41.2 46.0 45.6
Gr. 5 41.8 43.1 42.4
Gr. 6 39.8 43.1 42.9
Gr. 7 42.5 39.9 44.8
Gr. 8 40.7 45.6 44.9

Full Academic Year students, includes PSSA and PASA
Data source: PDE Accountability Files

KEY: Green numbers represent increases; red numbers represent decreases.
English Language Arts By Grade: The percentage of students scoring in the lowest performance category, Below Basic has decreased at every grade level for the past 2 years. This means that struggling students are improving and moving out of this category.

District Accountability - Percent of Students Scoring Below Basic
PSSA/PASA: Grades 3 to 8  ELA/Reading

<table>
<thead>
<tr>
<th>Grade</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gr. 3</td>
<td>19.2</td>
<td>15.7</td>
<td>11.7</td>
</tr>
<tr>
<td>Gr. 4</td>
<td>21.4</td>
<td>15.8</td>
<td>14.4</td>
</tr>
<tr>
<td>Gr. 5</td>
<td>24.3</td>
<td>18.2</td>
<td>13.3</td>
</tr>
<tr>
<td>Gr. 6</td>
<td>16.8</td>
<td>13.8</td>
<td>11.7</td>
</tr>
<tr>
<td>Gr. 7</td>
<td>11.1</td>
<td>8.4</td>
<td>4.7</td>
</tr>
<tr>
<td>Gr. 8</td>
<td>19.9</td>
<td>17.0</td>
<td>14.3</td>
</tr>
</tbody>
</table>
Mathematics By Grade: Four of six grades showed increases from last year. Four of six show small improvements from our baseline year.

District Accountability - Percent of Proficient and Advanced Students
PSSA/PASA: Grades 3 to 8 Mathematics

Full Academic Year students, Includes PSSA and PASA
Data source: PDE Accountability Files

KEY: Green numbers represent increases; red numbers represent decreases.
Mathematics By Grade: The percentage of students scoring in the lowest performance category, Below Basic, decreased in two grade levels, but increased slightly in the other 4.

District Accountability - Percent of Students Scoring Below Basic
PSSA/PASA: Grades 3 to 8 Mathematics
Science by Grade

District Accountability - Percent of Proficient and Advanced Students
PSSA/PASA: Grades 4 and 8 Science

Full Academic Year students, Includes PSSA and PASA
Data source: PDE Accountability Files

KEY: Green numbers represent increases; red numbers represent decreases.
Science by Grade: The percentage of students scoring in the lowest performance category, Below Basic, has decreased in the past 2 years in Grades 4 and 8. This shows that struggling students are moving to higher categories.

**District Accountability - Percent of Students Scoring Below Basic**

**PSSA/PASA: Grades 4 and 8 Science**

- **Gr. 8**: 46.1 (2016), 43.6 (2017), 41.8 (2018)

DATA SOURCE: PDE Accountability Files

KEY: Green numbers represent increases; red numbers represent decreases.
Stamina Building Strategy

Professional Learning Communities
Keystone Accountability results, for Grade 11 banked scores, show that there were increases in 2018 for all three Keystone exams.

**Keystone Literacy Scores**
- 2016: 62.8%
- 2017: 60.6%
- 2018: 61.8%

**Keystone Algebra Scores**
- 2016: 48.2%
- 2017: 49.5%
- 2018: 49.6%

**Keystone Biology Scores**
- 2016: 39.8%
- 2017: 39.9%
- 2018: 41.9%
Keystone Accountability results, for African American Grade 11 banked scores, show small decreases in Literacy and Biology, with a greater decline seen in Algebra.

**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%
# 4-Year Cohort Graduation Rates

<table>
<thead>
<tr>
<th>Category</th>
<th>2016 Graduation Rate</th>
<th>2015 Graduation Rate</th>
</tr>
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<tbody>
<tr>
<td>PPS White Females</td>
<td>88.1%</td>
<td>87.1%</td>
</tr>
<tr>
<td>PPS White Males</td>
<td>86.1%</td>
<td>82.4%</td>
</tr>
<tr>
<td>PPS African American Females</td>
<td>81.3%</td>
<td>80.3%</td>
</tr>
<tr>
<td>PPS African American Males</td>
<td>73.3%</td>
<td>73.4%</td>
</tr>
<tr>
<td>PPS Overall</td>
<td>80.8%</td>
<td>79.8%</td>
</tr>
<tr>
<td>State Overall</td>
<td>86.6%</td>
<td>86.1%</td>
</tr>
<tr>
<td>PPS African American Overall</td>
<td>77.4%</td>
<td>76.7%</td>
</tr>
<tr>
<td>State African American Overall</td>
<td>73.8%</td>
<td>73.2%</td>
</tr>
</tbody>
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Stamina Building Strategy

School Transformation
Performance

Pittsburgh Miller PreK-5
African Drummers
Continuous Improvement Model for Improved Instruction

Continuous Improvement Process
The ongoing cycle of planning, doing, checking, and acting designed to improve results—constantly.

Plan – Do – Check – Act (Edward Deming’s work based on that of Shewhart)
Performance

Pittsburgh Faison K-5 Choir
Employee of the Year

#PPSProud
2018 Instructional Employee of the Year!

Jason Boll
Pittsburgh Perry High School
2018 Non-Instructional Employee of the Year!

Donna Lamb
School Safety
Thank you!