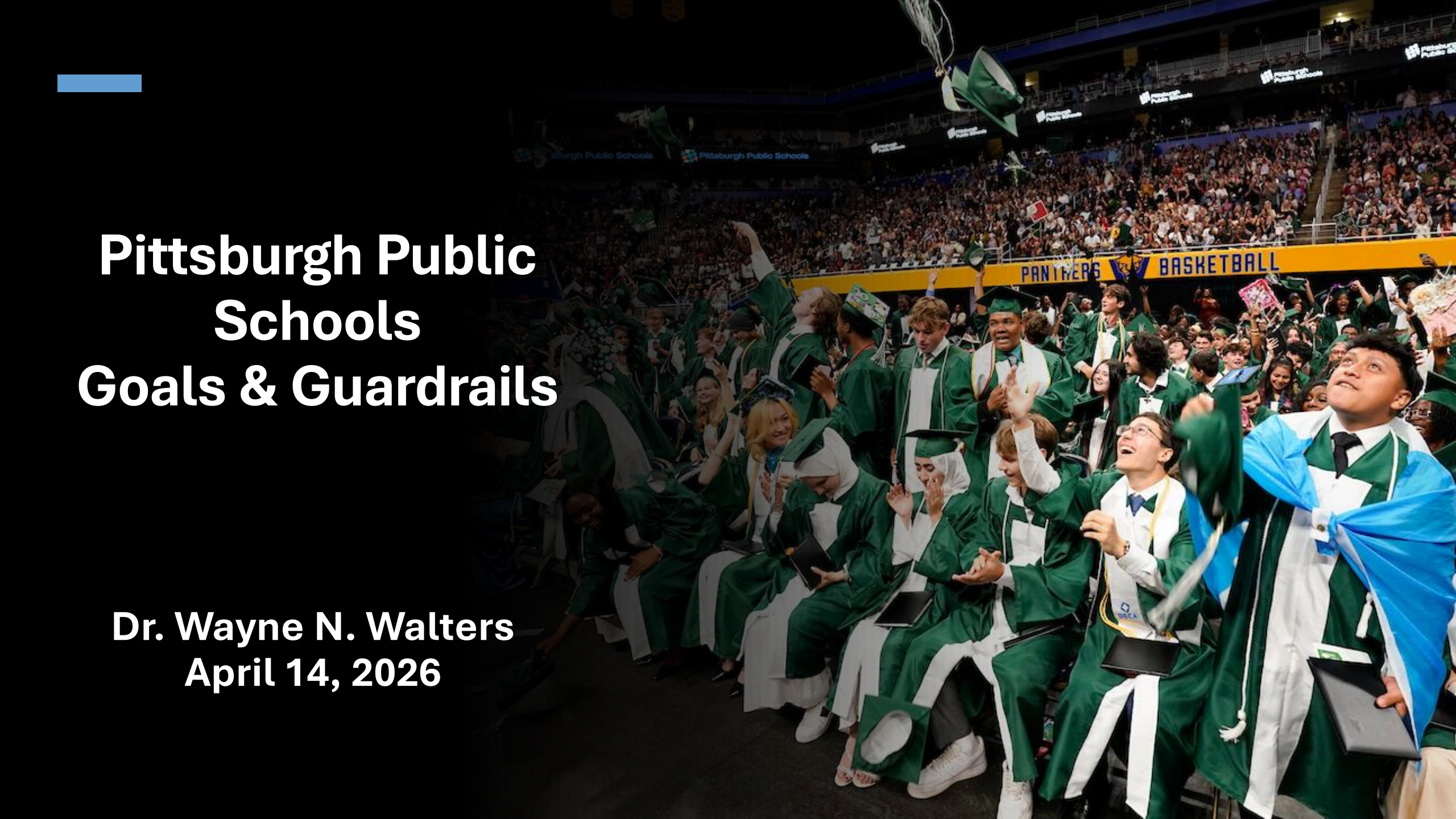


A large crowd of graduates in green and white gowns is celebrating at a graduation ceremony in a stadium. Many graduates are throwing their caps into the air. In the background, a yellow banner reads "PANTHERS BASKETBALL".

Pittsburgh Public Schools Goals & Guardrails

Dr. Wayne N. Walters
April 14, 2026

Agenda

- SOFG Overview
- PPS Goals and Guardrails
- Proposed Metrics for Goals
- Questions



A governance strategy to focus on student outcomes and prioritizes the consistent monitoring of progress toward achieving specific goals for student achievement as set by the Board.

The Guiding Principle

“Student outcomes
don’t change
until adult behaviors
change.”

If we want to improve student outcomes, we must first transform adult behaviors in the Boardroom and in Administration.

TIMELINE

Student Outcomes Focused
Governance Initial Training

MAY
2024

PPS Leadership Training on
Student Outcomes Focused Governance

JULY
2024

MAR-MAY
2025

Community Listening Sessions
with Board of Directors

JUNE
2025

Public Presentation of
Community Listening Summary

PPS Leadership Training
Re: Goals and Guardrails

AUGUST
2025

JULY
2025

Board Retreat with Council of Great City Schools
Re: Goals and Guardrails

Policy 010 Mission
Statement/District
Purpose Updates
presented via Policy
Workshop

NOV
2025

Community Listening Sessions

Board of Directors Community Listening Sessions

Help shape the future of Pittsburgh Public Schools!

The Pittsburgh Public Schools Board of Directors is in the process of setting five-year goals to guide student achievement and the overall direction of the District. Your input matters!

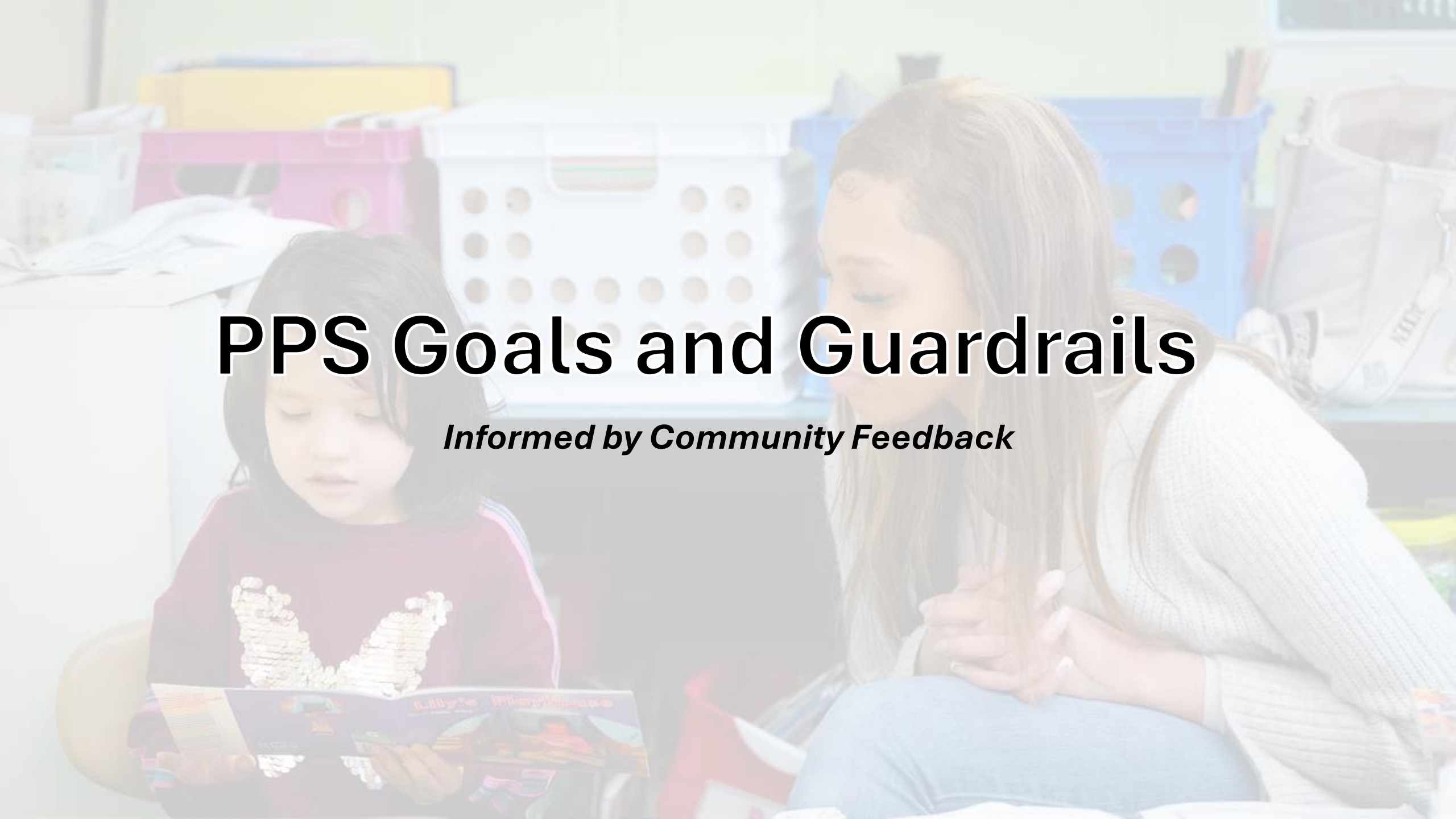
Join us at a Community Listening Session to share your thoughts and take an active role in shaping the future of our schools. Parents, students, staff, and community members—your voice is essential, and we look forward to hearing from you.

Together, we can create a brighter future for our students and community.

DATE/TIME	LOCATION/ROOM	BOARD DIRECTORS	DISTRICT
Tuesday, March 25 6:00 PM	Obama 6-12 Cafeteria	Sylvia Wilson Jamie Piotrowski	District 1: Sylvia Wilson
Tuesday, April 1 6:00 PM	King PreK-8 Cafeteria	Dwayne Barker Sylvia Wilson	District 8: Dwayne Barker
Wednesday, April 2 6:00 PM	Carrick High School Cafeteria	Jamie Piotrowski Gene Walker	District 7: Jamie Piotrowski
Saturday, April 5 6:00 PM	Virtual tinyurl.com/PPSSession1	Devon Taliaferro Jamie Piotrowski	Virtual
Wednesday, April 9 6:00 PM	West Liberty PreK-5 Auditorium	Emma Yourd Dwayne Barker	District 6: Emma Yourd
Thursday, April 10 6:00 PM	Milliones 6-12 Cafeteria	Sala Udin Gene Walker	District 3: Sala Udin
Monday, April 21 6:00 PM	Allderdice High School Cafeteria	Yael Silk Dwayne Barker	District 4: Yael Silk
Tuesday, April 22 6:00 PM	Sunnyside PreK-8 Cafeteria	Devon Taliaferro Tracey Reed	District 2: Devon Taliaferro
Thursday, April 24 6:00 PM	Virtual tinyurl.com/PPSSession2	Emma Yourd Tracey Reed	Virtual
Saturday, April 26 11:30 AM	Center of Life Church Rec Room	Tracey Reed Yael Silk	District 5: Tracey Reed
Tuesday, April 29 6:00 PM	Langley PreK-8 Cafeteria	Gene Walker Sala Udin	District 9: Gene Walker
Tuesday, May 6 6:00 PM	Perry High School Cafeteria	Gene Walker Dwayne Barker	District 9: Gene Walker

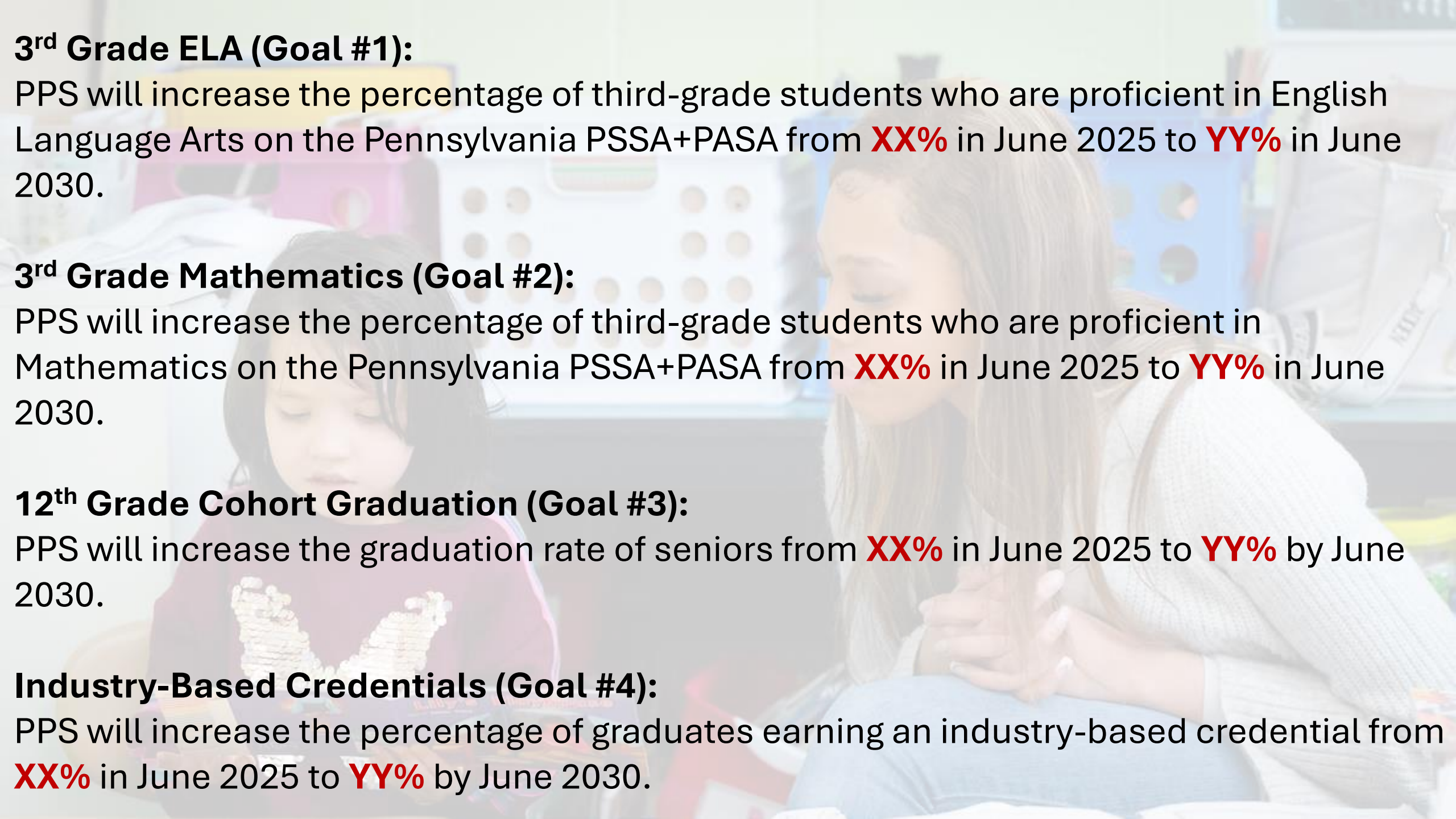
GOALS AND GUARDRAILS

EXPLANATION

A woman with long brown hair, wearing a white sweater, is sitting on the floor and reading a book to a young girl. The girl, wearing a maroon shirt, is also sitting on the floor and looking at the book. They are in a classroom setting with colorful storage bins (pink, white, blue) and a backpack in the background. The text "PPS Goals and Guardrails" is overlaid in the center of the image.

PPS Goals and Guardrails

Informed by Community Feedback

A faded background image showing a classroom scene. On the left, a young girl with dark hair is looking down at something in her hands. On the right, a woman with long brown hair, likely a teacher, is leaning over and looking at the same area. The background is filled with classroom supplies like colorful storage bins and papers.

3rd Grade ELA (Goal #1):

PPS will increase the percentage of third-grade students who are proficient in English Language Arts on the Pennsylvania PSSA+PASA from **XX%** in June 2025 to **YY%** in June 2030.

3rd Grade Mathematics (Goal #2):

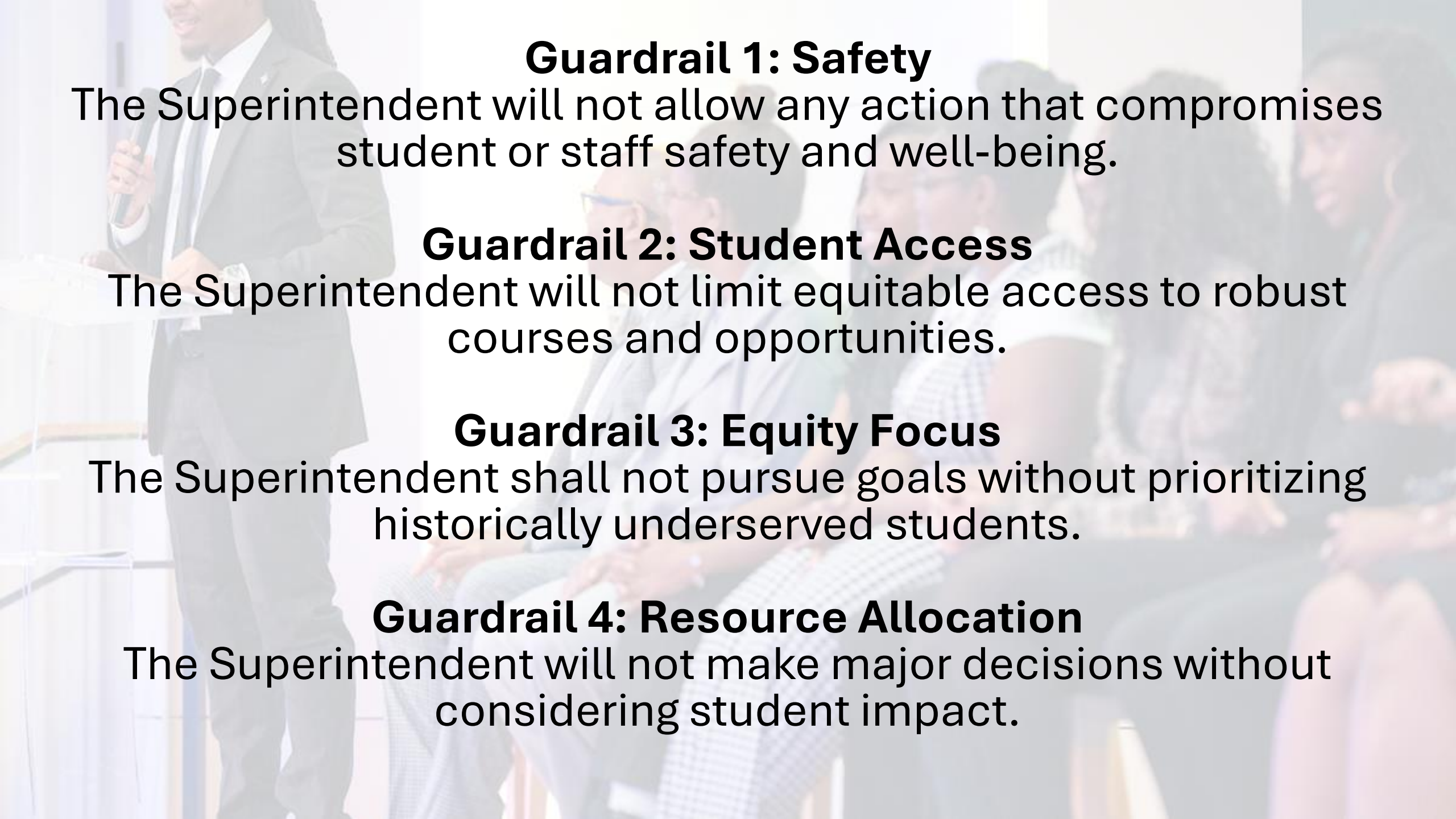
PPS will increase the percentage of third-grade students who are proficient in Mathematics on the Pennsylvania PSSA+PASA from **XX%** in June 2025 to **YY%** in June 2030.

12th Grade Cohort Graduation (Goal #3):

PPS will increase the graduation rate of seniors from **XX%** in June 2025 to **YY%** by June 2030.

Industry-Based Credentials (Goal #4):

PPS will increase the percentage of graduates earning an industry-based credential from **XX%** in June 2025 to **YY%** by June 2030.



Guardrail 1: Safety

The Superintendent will not allow any action that compromises student or staff safety and well-being.

Guardrail 2: Student Access

The Superintendent will not limit equitable access to robust courses and opportunities.

Guardrail 3: Equity Focus

The Superintendent shall not pursue goals without prioritizing historically underserved students.

Guardrail 4: Resource Allocation

The Superintendent will not make major decisions without considering student impact.

Pittsburgh Public Schools Proposed Goal Metrics

Outcome	Baseline	2030 Goal	Total Increase
3rd Grade Math	40.7%	52.1%	+11.4 pts
3rd Grade ELA	43.9%	54.7%	+10.8 pts
Cohort Graduation Rate	84.9%	87.8%	+2.9 pts
Industry-Based Credentials	TBD	TBD	TBD

2.2% annual growth in ELA

2.3% annual growth in math

0.6 % annual growth in cohort graduation rate

TBD Industry-Based Credentials

The metrics for ELA, Math, and Cohort Graduation are based on the state formula outlined in the Pennsylvania ESSA Plan. This formula calculates annual growth targets by taking the number of students who are not proficient, dividing that number by two, and then dividing the result by thirteen.

The five-year metric is determined by multiplying the annual growth target by five. The 2024–2025 school year serves as the baseline from which progress toward these targets will be measured.

In the case of industry-based credentials, a baseline will be established in collaboration with the CTE Department to develop a system for identifying and tracking credentials aligned to specific CTE programs. Once this baseline is finalized, growth metrics will be developed and presented to the Board for review.

QUESTIONS

