

ON TRACK TO EQUITY



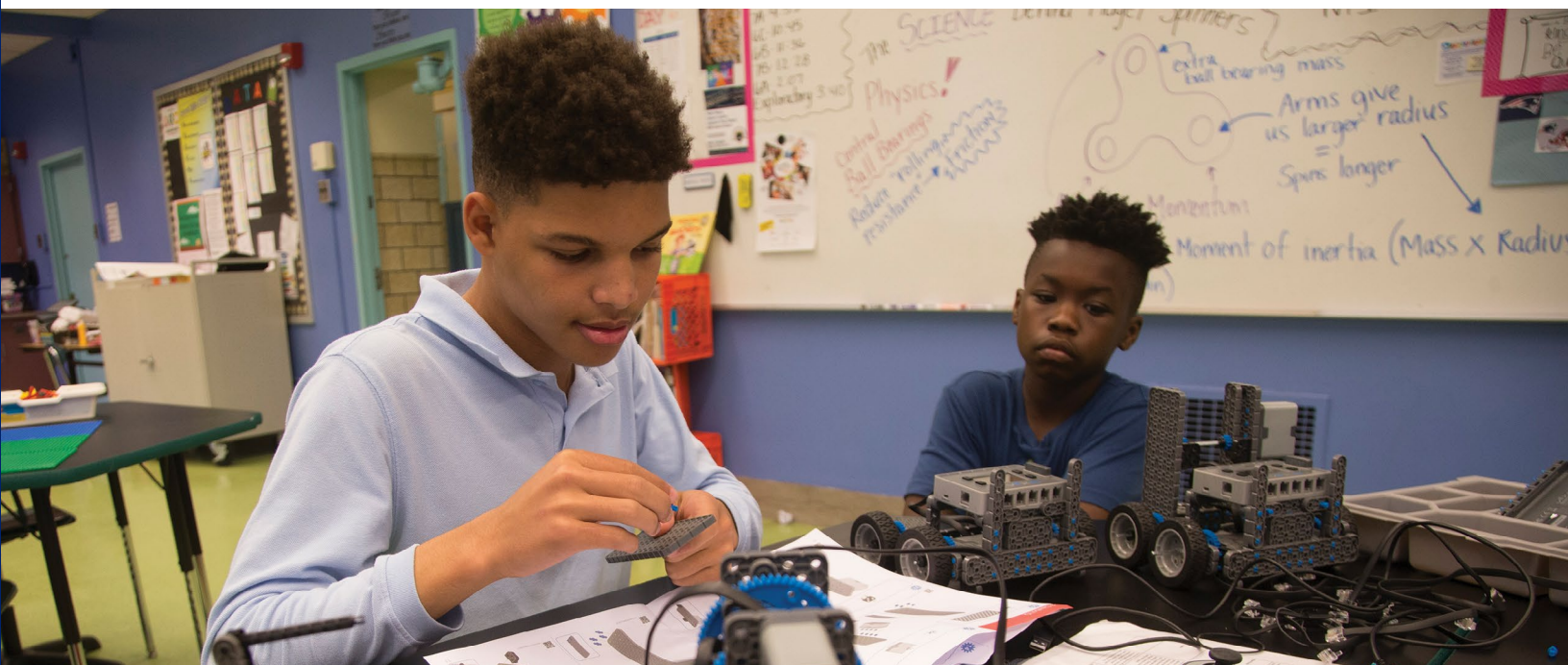
INTEGRATING EQUITY THROUGHOUT PPS AN IMPLEMENTATION PLAN

Expect great things.



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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.

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.

DISTRICT BELIEFS

- All children can learn at high levels.
- Teachers have a profound impact on student development, and should have ample training, support and resources.
- Education begins with a safe and healthy learning environment.
- Families are an essential part of the educational process.
- A commitment from the entire community is necessary to build a culture that encourages student achievement.
- Improvement in education is guided by consistent and effective leadership.
- Central office exists to serve students and schools.

DIVERSITY IN PPS

46

NATIVE LANGUAGES
SPOKEN BY STUDENTS

57

COUNTRIES
REPRESENTED

53%

PERCENT OF STUDENTS
ARE AFRICAN-AMERICAN

33%

PERCENT OF STUDENTS
ARE WHITE

14%

PERCENT OF STUDENTS
ARE OTHER RACES



DEFINING EQUITY IN PPS

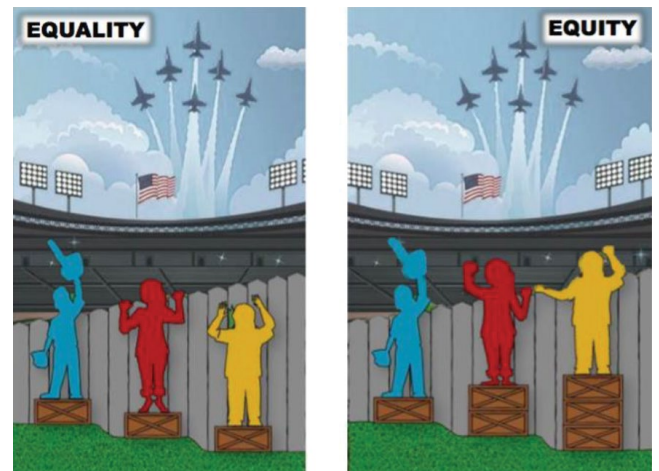
WHAT WE ENVISION: SYSTEMIC EDUCATIONAL EQUITY

Educational equity means “raising the achievement of all students while (1) narrowing the gaps between the lowest and highest performing students and (2) eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories” (Singleton & Linton, 2006).

To enact Systemic Equity, “systems and individuals will habitually operate to ensure that every learner—in whatever learning environment that learner is found—has the greatest opportunity to learn, enhanced by the resources and supports necessary to achieve competence, excellence, independence, responsibility, and self-sufficiency for school and for life” (Scott, 2001, as cited in Skrla, et al, 2004, p. 137).

The true meaning of equity is captured in this illustration of different youth attempting to view the same baseball game. The foundation on which they stand is unequal, for structural racism ensured uneven starting points. The higher ground represents advantage or privilege; the lower ground represents the systemic disadvantage many racial and ethnic minorities experience as a result of historical and existing patterns of discrimination that have impeded access to political, economic and social opportunities.

For this reason, a school system that supports students equally or the same (i.e., giving each student one box to stand on) will in fact perpetuate inequality because all students are not standing on a level playing field to begin with.



(Source: *The Equity in Education Coalition*)

Because of inherent inequality, some students will need more in order to access the same opportunities. To offset this, we need to increase access and opportunity to African-American and other under served families. It's not special treatment; it's leveling the playing field. Equity—or fairness—is about giving students what they need in order to achieve the outcome. The people on the slope require an additional box or two to stand on—not because they are deficient, but because they are on the lower ground to start. The boxes represent access and function to provide equal opportunity to overcome barriers to success (i.e., the fence).

FOR THIS REASON, EQUITY IN ACTION IS REPRESENTED BY THE FOLLOWING:

1 PROVIDING ACCESS

Providing whatever supports and accommodations are necessary to ensure all students have access to the same opportunities; giving students whatever they need to achieve the outcome.

2 REMOVING BARRIERS

The elimination of policies, practices, attitudes and cultural messages that reinforce differential outcomes by race or fail to eliminate them—i.e., addressing the root cause of racial disparities.

(Source: *Center for Assessment and Policy Development*)

ON TRACK TO EQUITY HISTORICAL CONTEXT

On August 24, 1992, a complaint against the School District of Pittsburgh was filed with the Pennsylvania Human Relations Commission (PHRC) charging the District violated sections of the Pennsylvania Human Relations Act. The District and the Advocates for African American Students, the group that filed the claim, reached a Conciliation Agreement in September 2006. This original agreement included 94-action steps that address how the District can reduce the achievement gap, provide instructional support, and create an environment of equity for its African-American students. Per the 2006 agreement, representatives from PHRC, the Advocates for African American Students and the District selected members to sit on an Equity Advisory Panel (EAP). Formed in October 2006, the EAP is charged with monitoring, advising and reporting on the District's progress. The Panel also recommends research-based strategies, methods, techniques and programs that support racial equity. The original Conciliation Agreement also required that the District provide administrative support to coordinate the Conciliation Agreement as well as oversee the monitoring and assessment of data.

EQUITY ADVISORY PANEL MEMBERS PAST AND PRESENT

MS. WANDA HENDERSON

Chair and Original Member of the Advocates for African-American Students

MS. TAMANIKA HOWZE

Original Member of the Advocates for African-American Students

DR. ANTHONY MITCHELL

Professor of African-American History, Penn State Greater Allegheny

MS. CELETA HICKMAN

Teaching Artist and Parent Organizer, Hill District Education Council

MS. MARIA SEARCY

Parent Consultant, Pennsylvania Department of Education

DR. JAMES STEWART

Professor Emeritus, Penn State University

KIRK HOLBROOK

Director, University of Pittsburgh Hill District Community Engagement Center

LARRY E. DAVIS, PH.D.*

School of Social Work, University of Pittsburgh

MARK CONNER*

Pittsburgh Public Schools Parent

**Former EAP Member*

In 2012, following a review of materials submitted by the District per the Conciliation Agreement, the PHRC was not prepared to conclude the District had achieved sufficient progress to justify termination of the agreement. As a result, the District and PHRC agreed to enter into a Memorandum of Understanding (MOU) for an additional two years of monitoring. In 2015 consistent with the shared goal of providing an equal educational opportunity irrespective of race and consistent with the recognized existing racially identifiable academic achievement gap, the PHRC and District entered into a new MOU set to expire on August 30, 2020. This new MOU continued the District's commitment to the Equity Advisory Panel and the shared goal of equity in education and required the District provide in writing a detailed Implementation Plan that "will detail the action steps which the District will take to accomplish the terms under the MOU."

THE CURRENT MOU WAS SIGNED ON OCT. 29, 2015. ACCORDING TO THE MOU, "WITHIN NINE MONTHS OF THE SIGNING OF THIS AGREEMENT, THE DISTRICT WILL PROVIDE IN WRITING TO THE EAP A DETAILED IMPLEMENTATION PLAN. THE IMPLEMENTATION PLAN WILL DETAIL THE ACTION STEPS WHICH THE DISTRICT WILL TAKE IN ORDER TO ACCOMPLISH THE TERMS UNDER THE MOU" (P. 2).

ON TRACK TO EQUITY

RACIAL EQUITY ACTION STEPS

To ensure “equal educational opportunity irrespective of race, and consistent with the recognized existing racially identifiable academic achievement gap,” the MOU between the PHRC and Pittsburgh Public Schools requires, in writing to the EAP, an implementation plan that details, “the action steps which the District will take in order to accomplish the terms under the MOU.”

The MOU outlines 58 items in seven areas:

1. Board Support
2. Instructional Support
3. Equity in Discipline
4. Reducing the Achievement Gap
5. Equity in Special Education and Special Program Access
6. Monitoring
7. Administrative Support

Forty-three of the items identified within the plan are embedded within the District’s *Expect Great Things* Strategic Plan and/or are being met through the execution of the recommendations of the Council of the Great City Schools.

The following On Track to Equity Implementation Plan details 27 key action steps the District is taking to achieve the items included within each area of the MOU and to reach its desired outcomes for students. Action steps, in line with the District’s strategic plan, fall within various phases over a three-year period to ensure sufficient staff capacity, strong implementation planning and continuous monitoring.

Action steps in each area note alignment to items found in the MOU.



BOARD SUPPORT

COMMUNITY
ACTIVITY

PPS BOARD OF DIRECTORS



MRS. LYNDA WRENN
PRESIDENT, DISTRICT 4



MR. KEVIN CARTER
FIRST VICE PRESIDENT, DISTRICT 8



MS. VERONICA EDWARDS
SECOND VICE PRESIDENT, DISTRICT 9



MS. SYLVIA WILSON
DISTRICT 1



DR. REGINA B. HOLLEY
DISTRICT 2



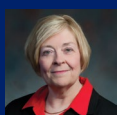
MR. SALA UDIN
DISTRICT 3



MRS. TERRY KENNEDY
DISTRICT 5



MRS. MOIRA KALEIDA
DISTRICT 6



MISS CYNTHIA FALLS
DISTRICT 7

1. BOARD SUPPORT

In the MOU, Board Support refers to the involvement of the Pittsburgh Public Schools Board of Directors. The Board's Key Performance Indicators align with the measures identified in the MOU. On October 24, 2018, under the leadership of then Board President, Dr. Regina B. Holley, the Board adopted the new comprehensive Policy 102.5 Equity and Excellence in Education which states:

PURPOSE

The Board of Education of the School District of Pittsburgh is committed to the success of every student in each of our schools and to achieving our mission of ensuring that all students graduate ready for college, career and life.

The concept of educational equity goes beyond formal equality—where all students are treated the same—to fostering a barrier-free environment where all students, regardless of their race, class or other personal characteristics such as creed, color, religion, ancestry, national origin, age, economic status, gender (including gender identity or expression), sexual orientation, pregnancy status, marital status, physical appearance, the presence of any sensory, mental or physical disability, or the use of a trained dog guide or service animal by a person with a disability, have the opportunity to benefit equally.

The responsibility for student success is broadly shared by the Board of Directors, District staff, administrators, instructors, communities and families.

AUTHORITY

It is the right of every student to have an equitable educational experience within the School District of Pittsburgh. This policy will ensure that, in accordance with District policy 12, state 345 and federal laws 6789, the District is focused on closing the opportunity gap by providing historically underserved students with equitable access to programming and support resources and eliminating policies, practices, attitudes, and cultural messages that reinforce individual and institutional bias and create disparate outcomes.

This policy emphasizes the most historically persistent achievement gap, that between white students and students of color such that race must cease to be a predictor of student achievement and success.

**TO VIEW THE FULL POLICY PLEASE
VISIT WWW.PGHSCHOOLS.ORG/EQUITYPOLICY.**

INITIATIVE WORKPLAN

ACTION ITEM	MILESTONE DELIVERABLE OR ACTIVITY	DATE
1	Equity Advisory Panel (EAP) Requests Updated Equity Policy	May 16, 2018
2	Equity Policy Samples Provided by EAP	July 3, 2018
3	Policy Drafts Submitted for Review	August–September 2018
4	Pre-Policy Committee Meetings	August–September 2018
5	Policy Workshop Board Meeting	October 1, 2018
6	Board Approves Policy at Legislative Session	October 24, 2018
7	Administrative Regulation Drafts Submitted for Review	February–May 2019
8	Pre-Policy Committee Meetings	February–April 2019
9	Policy Workshop	May 14, 2019

INSTRUCTIONAL SUPPORT

2. INSTRUCTIONAL SUPPORT

The MOU requires the District to implement data-driven and researched-based strategies that provide supports and accommodations necessary to ensure all students, families, and staff have access to the same opportunities. Examination of best practices and ongoing evaluation of techniques are intended to guide the District in making decisions about programs, practices, resources, professional development and assessments to support students intellectually, culturally, socially, and emotionally.

The ultimate goal is to equip staff with learner-centered, equity-focused professional learning, so that they can “improve the learning of all students, including those with different educational needs, learning styles, and incremental abilities, and those from diverse cultural and linguistic backgrounds” (Darling-Hammond, Hyler & Gardner, 2017).

Hanley and Noblit (2009) share that culture is “the basis of prior knowledge, which holistically includes cognitive, affective, and psychomotor domains of learning” (pg. 31). However, many school systems across the United States were designed to be monocultural and have reinforced white, middle-class values as the standard, thus invalidating the contributions, perspectives and learning styles of culturally, racially and ethnically diverse populations. Hammond (2015) makes plain that culture is more than a set of characteristics that connect individuals to common groups, for “culture is the way that every brain makes sense of the world” (p. 22). That is to say, culture is a tool for learning.

Racial disparities stem from the monocultural design and imbalance in the teaching population disproportionately affecting African American students who represent 53 percent of the District. In essence, their very ties to learning are directly linked to teachers who may not have the necessary tools to ensure students of color have an equal opportunity to achieve success. Hanley and Noblit (2009) report that students of color learn best in culturally congruent settings that foster their positive racial identities. To be clear, this is also true for white middle-class students whose culture is largely reflected in the teaching force, curriculum, and instructional methods. The racially disparate educational outcomes of schooling verify the correlation between culture, racial identity and academic success.

If learning is the ultimate goal of teaching, and culture is central to learning, then culturally responsive education presents an opportunity to ensure every child—regardless of his or her background—has equitable access to the same learning outcomes. Hanley and Noblit (2009) offer that, “The use of students’ cultural knowledge as the core of instruction is more likely to engage students in learning” (p. 28.). If each child’s culture (i.e., language, value system, method of knowing, manner of expression) is valued equally and affirmed evenly through both the content we teach and our methods of delivery, we can essentially provide all students with whatever they need to achieve the desired outcome.

PPS recognizes the significance of alerting educators to blind spots of implicit racial bias, colorblindness and micro aggressions that interfere with one’s capacity to bridge students’ cultures to school, is committed to improving student outcomes, which will stem from teaching educators about the benefits of culturally-relevant practices, and building awareness and appreciation of diverse cultural groups to yield a change in instruction at the core.

INSTRUCTIONAL SUPPORT CULTURALLY RESPONSIVE EDUCATION

The elimination of racial disparities in the achievement levels of African-American students is one of four long-term objectives of the District's Expect Great Things Strategic Plan. Strategic Theme #2's (*Develop and implement a rigorous aligned instructional system*) primary objective is to establish a rigorous District-wide curriculum and assessment framework that is culturally inclusive.

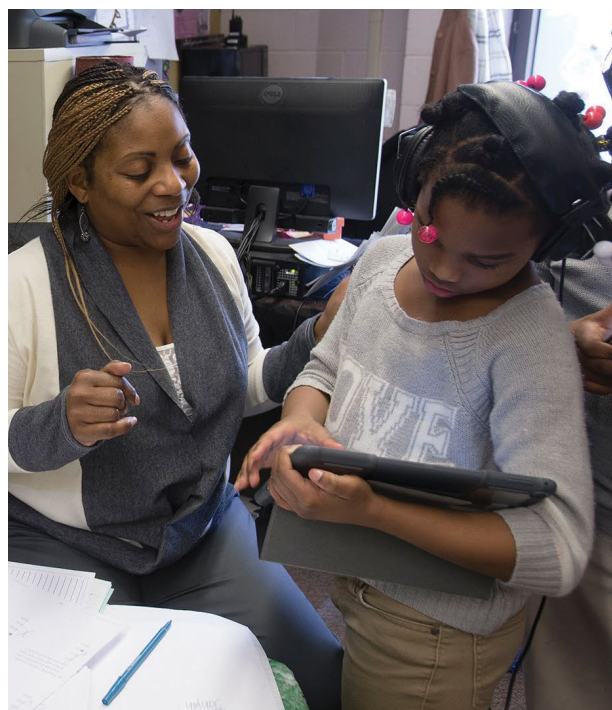
To meet this goal, PPS will explore instructional content that truly reflects the diversity of Pittsburgh Public Schools, with particular attention to those who have been historically marginalized in our society and within our existing curriculum, those of African, Latino, Asian and Native descent.

In PPS, Culturally Responsive Education (CRE) will be a tier one, core system of teaching, pedagogy, curriculum, theories, attitudes, practices, and instructional materials that center students' cultures, identities, and contexts throughout educational systems. By tier one, we mean it is the bedrock of what we offer in PPS.

All students should experience CRE. Through academic content, pedagogy, and equity professional learning, we will maximize the intellectual capacity of all students, specifically students of color by validating, affirming, building and bridging their racial, cultural and ethnic identities, and effectively close or reverse the racial achievement gap.

In this section, we outline action plans to support the implementation of CRE.

“IF YOU CAN SHOW ME HOW I CAN CLING TO THAT WHICH IS REAL TO ME, WHILE TEACHING ME A WAY INTO THE LARGER SOCIETY, THEN AND ONLY THEN WILL I DROP MY DEFENSES AND HOSTILITY, AND I WILL SING YOUR PRAISES AND HELP YOU TO MAKE THE DESERT BEAR FRUIT.”
—RALPH ELLISON



ACTION STEP 1

BLUEPRINT AND ACTION PLAN: IMPROVING 3G INDICATORS OF EFFECTIVENESS

MOU ITEMS: V.f, V.g

It is the District's goal to increase proficiency for all students and eliminate racial disparities in the achievement levels of African-American students. We know that teachers are the number one school-based factor in accelerating student achievement, so we must provide the necessary supports. This priority is indicated in Strategic Theme #3: Provide appropriate instructional support for teachers and staff. Our Research-based, Inclusive System of Evaluation (RISE) includes a comprehensive rubric for teacher effectiveness made up of four domains (Planning and Preparation, Classroom Environment, Teaching and Learning, and Professional Responsibilities) and 24 components of practice within these domains. Of the required power components, 3G on the RISE rubric relates specifically to the engagement of African-American (AA) students. Support for Culturally Responsive Teaching focuses on 3G, Implementing Lessons Equitably, and will be comprised of (2) strategic initiatives:

- I. Improving Indicators of Effectiveness for 3G
- II. Providing Professional Learning on 3G

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
*3g: Implementing Lessons Equitably Elements: Acknowledging and Affirming Multiple Perspectives Enriching the Curriculum Fostering Efficacy and Advocacy <i>Note: The language of this component is grounded in the belief that all students, regardless of race, culture or linguistic background are capable of achieving at high levels. We call out specifically the subgroups who have been historically underserved in our district.</i>	The teacher rarely or never acknowledges or affirms the individual racial, cultural, and linguistic experiences and perspectives of students, specifically students of color and English Language Learners (ELLs). The teacher does not embed culturally relevant resources into the curriculum and presents students with a single, dominant perspective related to the topic of study. The teacher does not engage ELL students in the lesson. The teacher does not communicate or foster confidence in the ability of all students to achieve at high levels and/or fails to provide differentiated learning opportunities and supports to students. The teacher does not provide opportunities for students to communicate their behavioral and academic needs and/or the teacher responds inappropriately to student needs and requests.	The teacher occasionally acknowledges and affirms the individual racial, cultural, and linguistic experiences and perspectives of students, specifically students of color and English Language Learners (ELLs). The teacher makes limited attempts to embed culturally relevant resources into the curriculum and to engage all students (including ELLs) in multiple racial or cultural perspectives related to the topic of study. The teacher inconsistently communicates and fosters confidence in the ability of all students to achieve at high levels, but provides limited differentiated learning opportunities and supports to students. The teacher provides limited opportunities to identify and communicate their behavioral and academic needs and/or the teacher inconsistently responds to student needs and requests.	The teacher consistently acknowledges and affirms the individual racial, cultural, and linguistic experiences and perspectives of students, specifically students of color and English Language Learners (ELLs). The teacher regularly embeds a variety of culturally relevant resources into the curriculum and engages all students (including ELLs) in multiple racial or cultural perspectives related to the topic of study. The teacher demonstrates and fosters confidence in the ability of each student to achieve at high levels and actively supports their success through differentiated and/or tiered learning opportunities and supports. The teacher encourages students to identify and communicate their behavioral and academic needs and the teacher consistently responds to student needs and requests.	The teacher and students consistently acknowledge and affirm the individual racial, cultural, and linguistic experiences and perspectives within the class, specifically students of color and English Language Learners (ELLs). The teacher consistently embeds a variety of culturally relevant resources into the curriculum and engages all students (including ELLs) in multiple racial or cultural perspectives related to the topic of study. Students seek out multiple perspectives. The teacher and students demonstrate and foster a shared belief in the ability of all students to achieve at high levels and the classroom community actively supports one another's success, resulting in a differentiated learning process and support structure in the classroom. Students take on an active role in identifying and communicating their individual and collective needs (both behavioral and academic) and the teacher and students consistently respond to needs and requests of others.

OBJECTIVE

To deepen understanding of Component 3G: Implementing Lessons Equitably.

BRIEF DESCRIPTION

To accompany the existing 3G component, PPS will provide critical attributes that provide essential guidance for observers in distinguishing between practice and adjacent levels of performance and possible examples for each level of performance that serve to illustrate the meanings of the rubric language, such as what practice might look like in a range of settings.

CURRENT STATE

Over the past five years, a myriad of professional development and support resources for 3G have permeated the District. There is no common language around 3G among teachers, coaches, principals and central office staff. Informal reviews of classroom instruction across the District and principal feedback to teachers indicate an increasing need to ensure teachers and principals have a clear understanding of the 3G component—what it means and how it looks in practice.

Data from the 2016–17 and 2017–18 school years show the majority of teachers were rated proficient or distinguished (with less than 1% of teachers rated unsatisfactory) on the 3G component, yet little to no evidence was captured by the evaluators for this component and the evidence collection samples from teacher evaluations reveal that substantive and accurate evidence is lacking. Furthermore, student achievement results indicate more focus in this area is necessary to ensure instruction serves all students equitably.

DESIRED STATE

PPS teachers and instructional leaders will share a common understanding of the indicators and critical attributes of Culturally Relevant Pedagogy in theory and practice, as evidenced by the consistent use of culturally responsive instructional strategies and equity based decision making that ultimately result in the increased engagement and achievement of all students, regardless of race, culture or linguistic background and specifically the subgroups who have been historically underserved in our district.

Using RISE, principals will provide sufficient evidence for 3G that mirrors these indicators and critical attributes.

ROLES AND RESPONSIBILITIES

INITIATIVE OVERSIGHT

ROLE	DESCRIPTION
EXECUTIVE SPONSOR	Robert Harris, Chief Human Resources Officer: Ultimate authority. Responsible for the initiative implementation and results.
OWNER	Dr. Alyssa Ford Heywood, Director, Performance Management Systems, Human Resources Coordinates development of the initiative action plan, manages initiative reviews, resolves issues and negotiates change requests.

INITIATIVE ACTION TEAM

Responsible for participation in action plan development, execution of initiative tasks according to set deliverables and milestones, participates in regular initiative reviews and issue resolution.

TAMARA DURANT

Coordinator, Teacher Growth and Evaluation Systems, Office of Human Resources

DR. VIRGINIA HILL

Principal, Dilworth

ELIZABETH BROVEY

Director, Equitable Learning Environments, Office of Equity

KELLIE SKWERES

Teacher Support Liaison, Office of Professional Learning

ANGELA ALLIE

Executive Director, Office of Equity

DR. WAYNE WALTERS

Assistant Superintendent, Office of Professional Learning

DR. MONICA LAMAR

Assistant Superintendent of School Performance

JAMIE GRIFFIN

Executive Director, K–12 Mathematics, Science & STEM

Executive Director of Literacy and Humanities



INITIATIVE WORKPLAN

PHASE 1: OCTOBER–JANUARY 2020	
ACTION ITEM	MILESTONE DELIVERABLE OR ACTIVITY
1	Create scope of work for Action Team.
2	Action Team Orientation/Calibration.
3	Action Team meetings held to determine critical attributes and possible examples for 3G.
PHASE 2: FEBRUARY–AUGUST 2020	
ACTION ITEM	MILESTONE DELIVERABLE OR ACTIVITY
4	Focus Group Feedback.
5	Present Recommendations to the Superintendent and Executive Cabinet.
6	Generate Materials and Resources.
7	Plan Training Session.
8	Launch Implementation of 3G Critical Attributes and Possible Examples.
9	School Based and Central Office Leadership Training.
10	Teacher Training.



EQUITY TRAINING

In Pittsburgh Public Schools equity training is designed to help staff, students and parents understand the impact of race on student learning and investigate the role that racism plays in institutionalizing academic achievement disparities.

Participants engage in a thoughtful, compassionate exploration of race and racism and grapple with how each influences the culture and climate of our schools. Attendees practice using strategies for identifying and addressing policies, programs, and practices that negatively impact students of color and serve as barriers to ALL students receiving a world-class education.

Beyond Diversity

District staff participate in *Beyond Diversity™*, a two-day seminar designed to help leaders, educators, students, parents, administrators and community participants understand the impact of race on student learning and investigate the role racism plays in institutionalizing academic achievement disparities. Through *Beyond Diversity™* participants gain a foundational understanding of the impact of race on students of color and a common language, to engage, sustain and deepen *Courageous Conversations about Race™*.



FOUR AGREEMENTS*

- Stay Engaged
- Experience Discomfort
- Speak Your Truth
- Expect/Accept Non-Closure

SIX CONDITIONS

1. Focus on Personal, Local & Immediate
2. Isolate Race
3. Normalize Social Construction & Multiple Perspectives
4. Monitor Agreements, Conditions & Establish Parameters
5. Use a “Working Definition” for Race
6. Examine the Presence & Role of “Whiteness”

In the 2017–18 school year, the Office of Equity delivered the training to 382 participants. They continued to serve our primary base of teachers, principals, non-teaching faculty, and central office staff, but we also expanded *Beyond Diversity™* offerings to include 93 clerical staff (30 Student Data Systems Specialists, 51 secretaries and 12 clerks), 107 student teachers/interns, all 8 Heinz Fellows, and 20 PPS high school students.

In the 2018–19 school year, they have also provided ongoing, on-site training to the adjunct art teachers at CAPA.

**Singleton, Glenn E. (Glenn Eric). Courageous Conversations about Race: a Field Guide for Achieving Equity in Schools. Thousand Oaks, California :Corwin, A SAGE Company, 2015. Beyond Diversity is trademarked by the Pacific Education Group.*

ACTION STEP 2

BLUEPRINT AND ACTION PLAN: EQUITY AFFILIATES

MOU ITEMS: V.d, V.f, V.g, VII.b

EQUITY AFFILIATES ACTION PLAN

OBJECTIVE

Build the capacity of PPS staff to lead ongoing racial dialogue and professional learning aimed at interrupting institutionalized racism.

BRIEF DESCRIPTION

The Affiliate Program with Pacific Educational Group provides a certification process to develop individuals to lead *Courageous Conversations about Race™* in the District. Racial Equity Affiliates are a cohort of leaders for racial equity charged with supporting the identification and interruption of institutionalized racism within the District in service of our goals of accelerating student achievement and eliminating racial disparities. Through providing professional learning opportunities, internalizing and facilitating the use of the *Courageous Conversations about Race™* Protocol and Guidelines for Equitable Decision Making, advocating on behalf of students, families, communities, and employees of color, and modeling an equitable mindset in their practice, the Affiliates are positioned to help build the equity-focused knowledge-base and capacities of employees throughout the district to create more equitable outcomes for the students and families whom we serve.

CURRENT STATE

The District currently has 13 certified Racial Equity Affiliates across three cohorts, which include both central office and school-based staff. Eight of the Affiliates are certified to facilitate the District's *Beyond Diversity™* seminar.

DESIRED STATE

During the 2019 calendar year, the Office of Equity will certify a fourth cohort of Practitioner Affiliates and support the ongoing learning and leadership of all Affiliates to effectively embed *Courageous Conversations about Race™* into data analysis, interviewing, Professional Learning Communities, Positive Behavior Interventions & Supports (PBIS) core team meetings, Multi-tiered System of Support (MTSS) meetings, instructional coaching support, leadership team decision making, and daily reflection.

ROLES AND RESPONSIBILITIES

INITIATIVE OVERSIGHT

ROLE	DESCRIPTION
EXECUTIVE SPONSOR	Chief of Staff Ultimate authority. Responsible for the initiative implementation and results.
OWNER	Angela Allie, Executive Director of Equity Coordinates development of the initiative action plan, manages initiative reviews, resolves issues and negotiates change requests.

INITIATIVE ACTION TEAM

Responsible for participation in action plan development, execution of initiative tasks according to set deliverables and milestones, participates in regular initiative reviews and issue resolution.

KELLIE SKWERES

Teacher Support Liaison,
Office of Professional Learning

HEATHER IASIA THOMAS

Project Manager, Office of Equity

ELIZABETH BROVEY

Director, Equitable Learning Environments,
Office of Equity

INITIATIVE WORKPLAN

As leaders for equity, Affiliates are committed to continuous learning to support the development of their own racial consciousness, cultural competencies, and professional practices related to their work. The following activities will occur by Fall 2019:

1. All new Practitioner Affiliates will become trained and certified in the Courageous Conversations protocol and the framework for Systemic Racial Equity Transformation;
2. All new Affiliates will become familiar with the history of the Equity Advisory Panel, the current Memorandum of Understanding (MOU), and the connection between their work and the MOU;
3. All new Affiliates will learn and utilize the guidelines for equitable decision-making;
4. All Affiliates will participate in at least (2) whole group convenings, (1) Affinity group convening, and (3) professional learning seminars that isolate race (e.g., Center for Urban Education (CUE) Lecture Series).

In supporting the learning of others, beginning in Fall 2019 and ongoing, Affiliates will provide equity-focused professional learning opportunities for staff that allows them to: (a) help identify and challenge their race-based assumptions and stereotypes, (b) develop their racial consciousness, cultural competencies, and professional practices, and (c) recognize, interrupt, and address systemic racism:

- Facilitator Affiliates will offer a minimum of 8 Beyond Diversity Seminars in 2019 with each Affiliate facilitating a minimum of two during the year.
- Facilitator and Practitioner Affiliates will offer support to the design and/or delivery of equity-focused professional development for instructional coaches, learning environment specialists, principals/assistant principals, and school-based instructional and support teams (i.e., Leading and Learning Institute (LLI), Network Meetings, Summer Leadership Academy, Center for Urban Education Summer Forum, Coaches Trainings, Professional Learning Communities (PLCs), etc.).
- Facilitator and Practitioner Affiliates will coach and support key departments/schools to accomplish the MOU terms.

ACTION STEP 3

BLUEPRINT AND ACTION PLAN: PROFESSIONAL LEARNING FOR CULTURALLY RELEVANT PEDAGOGY

MOU ITEMS: V.d, V.f, V.g, VII.b

PROFESSIONAL LEARNING FOR CULTURALLY RELEVANT PEDAGOGY

OBJECTIVE

Explore and implement pedagogical strategies and professional learning that support teacher capacity to implement lessons more equitably so that all students, particularly the historically underserved, are actively engaged and experience academic success on par or above their white counterparts.

BRIEF DESCRIPTION

The Department of Curriculum & Instruction and the Office of Professional Learning will work to support the District in implementing culturally relevant instructional strategies through district-wide professional development.

CURRENT STATE

PPS has adopted a definition for Culturally Relevant Pedagogy based on Gloria Ladson-Billings' seminal work. One of the components of the PPS Research-Based, Inclusive System of Evaluation for teachers is 3G: Implementing Lessons Equitably. *Courageous Conversations about Race™* is intended to lay the foundation of inter-racial dialogue for all educational stakeholders to gain a common understanding of race and racism in education and society at large.

With *Courageous Conversations about Race™* as the only widespread professional learning that addresses racial disparities in the District, participant knowledge remains at the foundational level. We do not currently have a professional learning suite that bridges knowledge to practice, particularly involving instructional strategies.

Feedback from *Courageous Conversations about Race™* participants indicates teachers are eager to continue learning about the impact of race and racism on student learning and gain practical strategies for implementing lessons equitably; yet, there is no systematic follow-up or follow-up to ensure culturally relevant curriculum and instruction.

DESIRED STATE

PPS will offer professional development that equips educators with the knowledge and skills to meet the diverse learning needs of all students and to create the conditions necessary for closing the achievement gap and improving the achievement of all students.

The following guidelines will inform the District’s approach to professional learning on culturally relevant pedagogy:

- Anchor professional learning in the PPS definition of Culturally Relevant Pedagogy (CRP) adapted from the work of Gloria Ladson-Billings:

IN PPS, CRP IS A FRAMEWORK FOR TEACHING THAT EMPOWERS LEARNERS BY USING CULTURAL REFERENTS TO SUPPORT CONSTRUCTION OF KNOWLEDGE, SKILLS, AND ATTITUDES. ESSENTIALLY, TEACHERS USE LEARNERS’ LIVED EXPERIENCES, BACKGROUNDS, AND KNOWLEDGE TO AUTHENTICALLY ENGAGE THEM IN RIGOROUS LEARNING THAT DEVELOPS ACADEMIC SUCCESS, CULTURAL COMPETENCE, AND CRITICAL CONSCIOUSNESS.

- Integrate the Courageous Conversations about Race™ protocol into professional learning experiences.
- Incorporate academic scholarship and research-based practices for historically marginalized groups— racial-ethnic minorities, students with disabilities, economically disadvantaged students, and English Language Learners.
- Model classroom based examples of CRP in practice, including within the design and delivery of professional learning.
- Provide accompanying tools for educator use in understanding CRP at each phase of the teaching and learning process: planning, teaching, observing, conferencing, feedback, and reflection.

ROLES AND RESPONSIBILITIES

INITIATIVE OVERSIGHT

ROLE	DESCRIPTION
EXECUTIVE SPONSOR	Minika Jenkins, Chief Academic Officer Ultimate authority. Responsible for the initiative implementation and results.
OWNER	Wayne Walters, Assistant Superintendent, Office of Professional Learning: Coordinates development of the initiative action plan, manages initiative reviews, resolves issues and negotiates change requests.

INITIATIVE ACTION TEAM

Responsible for participation in action plan development, execution of initiative tasks according to set deliverables and milestones, participates in regular initiative reviews and issue resolution.

ELIZABETH BROVEY

Director, Equitable Learning
Environments, Office of Equity

KELLIE SKWERES

Teacher Support Liaison, Office of
Professional Learning

HEATHER IASIA THOMAS

Project Manager, Office of Equity

JAMILLA RICE

Curriculum Supervisor, K–12 Citizenship and
Social Studies, Curriculum and Instruction

INITIATIVE WORKPLAN

PHASE 1: DECEMBER 2018	
ACTION ITEM	MILESTONE DELIVERABLE OR ACTIVITY
1	Engage principals professional learning around the foundations of a Focus on Culture and the Instructional Benefits (see description below).
PHASE 2: OCTOBER – DECEMBER 2019	
ACTION ITEM	MILESTONE DELIVERABLE OR ACTIVITY
2	Develop a plan for operationalizing the guidelines that will inform the District's approach to professional learning on culturally relevant pedagogy.
3	Identify key learning concepts and desired outcomes of participating in sequenced levels of learning about culturally relevant pedagogy.
4	Submit a request for proposals to support teachers, instructional leaders, coaches, coordinators and specialists in meeting the learning goals.
PHASE 3: JANUARY 2020 – DECEMBER 2020	
ACTION ITEM	MILESTONE DELIVERABLE OR ACTIVITY
5	Continue offering professional learning modules, job-embedded professional development and coaching to support the implementation of culturally relevant pedagogy.
6	Evaluate the effectiveness of new learning on teacher practice to refine support.

Validate-Affirm-Build-Bridge: Foundations of a Focus on Culture and the Instructional Benefits

This full-day seminar connects participants to the work of Culturally and Linguistically Responsive Teaching and Learning by a) defining concretely what is cultural responsiveness, in accordance with the District's definition and expectations for teacher performance as outlined in RISE, and why it is necessary in our schools today; b) building knowledge and creating the context for addressing the needs of underserved students in terms of their sociopolitical and sociolinguistic relativity in the American educational system; and c) promoting the focus on effective instructional strategies utilization in a way that validates and affirms underserved students across content areas and grade levels. *Provided by Dr. Sharroky Hollie*



ACTION STEP 4

BLUEPRINT AND ACTION PLAN: CULTURALLY RESPONSIVE INSTRUCTIONAL MATERIALS

MOU ITEMS: V.c, VI.b

OBJECTIVE

To identify and utilize current and new curricular resources that are Pennsylvania standards-aligned and compatible with the learning styles, lived experiences, scholar identities, and educational and occupational aspirations of historically marginalized racial, ethnic, and cultural groups.

BRIEF DESCRIPTION OF INITIATIVE

PPS will continue to focus on teaching and learning content through a lens of cultural equity by offering Ethnic Studies in the Social Studies. Ethnic Studies critically examines historical and contemporary social issues from multiple perspectives, while centering the experiences of historically marginalized groups, to arrive at a plural and multicultural understanding of society. Ethnic Studies focuses on themes of social justice, social responsibility, and social change, allowing students to identify similar social patterns and universal qualities present in their own and other societies. Additionally, Ethnic Studies incorporates culturally responsive approaches to instruction through more communal, artistic, interactive and inquiry-based methods.

CURRENT STATE

Fifty-three percent of the students who attend Pittsburgh Public Schools are African American and another fourteen percent identify as non-White, but some curricular resources are still outdated and do not consistently reflect the aforementioned representation making it difficult to engage all groups in equitable learning experiences. The Social Studies curriculum is one specific resource that must be updated to ensure people of African, Latin, Asian and Native descent are represented, yielding a timely opportunity to build a course of studies that meaningfully engages and centers voices from the margins. Currently the District offers two college-level courses dedicated to examining African-American History.

African-American History Course

This upper level college preparatory course of study enables students to examine people of African descent in America as active agents in history. Through multiple interpretations, conflicting accounts, and a variety of primary sources, students analyze, interpret, and compose their own insightful ways of explaining, comprehending, and producing African-American History. The course develops students' historical thinking skills and historical understanding of African-American History. Embedded in the second semester of the course are five major eras between 1865 to the present, six principle themes, and five frameworks. Students will use these tools to examine sources of evidence and secondary sources used to interpret, create and write African-American history.

African-American Literature Course

African-American Literature, a one-credit 12th Grade course, is available to District students as an alternative to English 4. While works by African Americans are part of the English curriculum throughout high school, this 12th Grade course is unique. The core literary works chosen for the course align with the major eras and frameworks students learn about in the District's African-American History course.

African-American History Challenge Bowl

PPS is in its 25th year of holding an annual African-American History Challenge Bowl. Sponsored by Pittsburgh Public Schools and the 100 Black Men of Western Pennsylvania, the African-American History Challenge Bowl is open to teams of students in middle and high school. Students compete in this tournament by answering questions around such categories as: Arts and Entertainment, Biography, Facts and Trivia, History, Science and Discovery, and Sports.

Document Based Questions

Stanford History Education Group’s Historical Thinking Skills and the Document Based Question (DBQ) are used throughout Social Studies 6-12 classrooms to support the application of literacy strategies and historical thinking skills. The DBQ Project was specifically created to address the achievement gap. It democratizes the process of historical text-based comparison, analysis, discussion, and evidence-based writing so that ALL students will have the tools and dispositions to be able to access AP level courses. For the 2018–2019 school year, this process has been vertically aligned down to grade K, creating a true continuum to ensure increased enrollment and success of all students, especially African American students, in advanced courses.

DESIRED STATE

All PPS students K–12 will experience an Ethnic Studies curriculum through the design and/or adoption of teaching and learning materials in Social Studies. The District will continue to provide exposure to culturally authentic text throughout the ELA curriculum.

ROLES AND RESPONSIBILITIES
INITIATIVE OVERSIGHT

ROLE	DESCRIPTION
EXECUTIVE SPONSOR	Minika Jenkins, Chief Academic Officer: Ultimate authority. Responsible for the initiative implementation and results.
OWNER	Executive Director of Literacy and Humanities; Library Services: Coordinates development of the initiative action plan, manages initiative reviews, resolves issues and negotiates change requests.

INITIATIVE ACTION TEAM

Responsible for participation in action plan development, execution of initiative tasks according to set deliverables and milestones, participates in regular initiative reviews and issue resolution.

JAMILLA RICE

Curriculum Supervisor, K–12 Citizenship and Social Studies, Curriculum and Instruction

ERRIKA FEARBRY JONES

Chief of Staff, Office of the Superintendent

ANGELA ALLIE

Executive Director, Office of Equity

INITIATIVE WORKPLAN

PHASE 1: FEBRUARY 2019–JANUARY 2020	
ACTION ITEM	MILESTONE DELIVERABLE OR ACTIVITY
1	Create scope of work for Ethnic Studies Advisory Group.
2	Identify members of Ethnic Studies Advisory Group.
3	Advisory group orientation.
4	Advisory Group meetings held to assess what currently exists in the District's Social Studies/History curriculum as it pertains to the African Diaspora, Latin, Asian, and Native groups and propose a plan for integrating these groups into the curriculum.
PHASE 2: JANUARY–AUGUST 2020	
5	Present Implementation Recommendations to the Superintendent and Executive Cabinet.
6	Present Implementation Plan to Board of Education at Education Committee Meeting.
7	Request proposals for curriculum that meets the content and pedagogical parameters established by the Ethnic Studies Advisory Group.
8	Execute Curriculum Adoption and Review Process.
9	Adopt/Develop Instructional Materials.
10	Create Plan for District-wide Social Studies Implementation.
PHASE 3: JUNE–SEPTEMBER 2021	
11	Professional Learning for Classroom Teachers who will Deliver Curriculum Units.
12	Teachers Deliver Curriculum Units in Classrooms.



ACTION STEP 5

BLUEPRINT AND ACTION PLAN: CURRICULUM REVIEW

MOU ITEMS: V.f, V.g.c

OBJECTIVE

To control for racial, ethnic, and cultural biases in curricular materials.

BRIEF DESCRIPTION OF INITIATIVE

PPS will implement systems for the careful examination of curricular materials, such as texts, curriculum units, and assessments to ensure all students, regardless of their backgrounds, have a fair chance to access learning materials and demonstrate their knowledge.

CURRENT STATE

Currently, the District does not have a comprehensive system in place for the review of curriculum to ensure all students have equitable access to a rigorous education. For new adoptions, the Department of Curriculum and Instruction does conduct program evaluations that have criteria for cultural relevance, multiculturalism, and disability responsiveness. These evaluations are infused in the textbook adoption process and guide the feedback and decisions reviewers are asked to provide.

For example, when evaluating a textbook, reviewers are asked to rate evidence of multiple perspectives, diverse instructional strategies, differentiation, and avoidance of stereotypes and prejudice—to name a few. Reviewers are largely voluntary and there are no equity-based criteria for reviewers to meet in order to carry out this evaluation with the necessary skills to identify bias.

Reviews of curriculum-based assessments and curriculum delivery are not conducted. The Council of Great City Schools Report (2016) recommends that “All assessments be reviewed for purpose, quality, and redundancy, yet “There is currently no framework to guide a process by which such reviews are conducted” (p. 72). This is significant because studies continue to show that assessments are “based on the knowledge and values of the majority groups, which can create bias against minority groups, including gender, race, community status, and persons with different language backgrounds, socioeconomic status, and culture” (Kim & Zabelina, 2015, p. 130).

Cultural bias and construct bias are widespread in educational materials, from failing to represent all groups accurately to designing test items that mirror the culture of the test-maker, to norming responses to white middle-class values. This means test performance isn’t solely based on what a student knows. Student responses reflect their understanding of both the content and the cultural context, meaning they respond based on how they see the world and what they are exposed to more consistently. In this way, many factors outside of student ability contribute to assessment performance.

Additionally, we currently do not have a system for analyzing curriculum access. Biases can show up in the delivery of curriculum. A recent study shows that students of color, those of low-income families, English Language Learners, and students with disabilities, have very limited access to grade-appropriate assignments, strong instruction, deep engagement, and teachers who hold high expectations (The New Teacher Project, 2018).

According to the Council of Great City Schools Report, “the lack of improvement in student achievement appears to be due to a weak Tier I (basic) instructional program” and “low expectations for student performance” (p. 38). For this reason, the Expect Great Things Strategic Plan explicitly aims to develop a comprehensive assessment system aligned to grade-level expectations.

DESIRED STATE

PPS will have implement reviews of curriculum, curriculum access and assessment items to control for bias on a consistent basis.

ROLES AND RESPONSIBILITIES

INITIATIVE OVERSIGHT

ACTION ITEM DATA REVIEW PROCESS FOR GROUP IRREGULARITIES	
OVERSIGHT	Office of Data, Research, Evaluation and Assessment.
DESCRIPTION	The Director of Assessment will convene a committee of PPS staff from across various departments, including the Office of Equity, to conduct test item analysis on curriculum-based assessments. Item bias detection procedures will be used to determine whether the test items administered to students exhibit bias towards one group or another, along racial and ethnic lines.
START/END DATE	Fall 2021 / Ongoing

ACTION ITEM CURRICULUM AUDIT	
OVERSIGHT	Curriculum & Instruction
DESCRIPTION	PPS will post a request for proposals and request Board authorization to partner with an external curriculum auditor to examine to improve the development and delivery of curriculum for historically underserved students, which includes but is not limited to African American students and economically disadvantaged students. As part of the audit the team will determine a process for helping parents, teachers, students, and community members understand the extent to which their schools’ English Language Arts Curricula are (or are not) culturally responsive.
START/END DATE	Spring/Summer 2021 (pending Board approval) / June 2022

ACTION STEP 6

INSTRUCTIONAL REVIEW PROCESS

MOU ITEMS: V.a, V.d, V.e

District schools identified for Comprehensive Support and Improvement (CSI) under ESSA are supported at least twice a month through the Instructional Review Process. The Office of School Transformation participates in the review process and collaborates with the Office of School Performance and Office of Curriculum and Instruction to write the Instructional Review Action Plan for sustainability and improvement; along with school-based leadership, they comprise the Collaborative Instructional Review Team (CIRT).

The instructional review involves a day-long visit to the school with the Collaborative Instructional Review Team (CIRT). The purpose of the visit is to understand school-based data in an authentic school environment to determine the appropriate actions and supports necessary to advance student achievement. The collaborative nature of this monitoring process allows for increased alignment, clear expectations, shared learning, and targeted feedback and support.

ACTION STEP 7

REPLICATING BEST PRACTICES

MOU ITEM: V.a

Across the state of Pennsylvania, African-American students consistently rate among the lowest performing subgroups. While the District is decreasing the achievement gap at a higher rate than the state overall, much work is needed to reach its desired outcomes for students. Through the evaluation of data and its Instructional Review Process, District leadership is beginning to identify schools that can provide insight into best practices for moving achievement among African-American students.

ACTION STEP 8

SCHOOL IMPROVEMENT PROCESS

MOU ITEMS: V.a, V.d, V.e, V.f

Pennsylvania Department of Education (PDE) Secretary Pedro A. Rivera highlighted Pittsburgh Public Schools as one of three school districts in the state to participate in Pennsylvania's Comprehensive System for District and School Improvement pilot during the 2017–2018 school year. As noted in the Pittsburgh Post-Gazette the District's "latest efforts to turn around its struggling schools are going to be a model for other Pennsylvania districts looking to boost their performance." (Pittsburgh Public Schools partners with PA, on school improvement plan—July 16, 2018.) The District was positioned to meaningfully participate in this pilot due to the launch of our five-year Strategic Plan, *Expect Great Things* and the information we gathered as part of our new Instructional Review Process.

The District learned a lot from the school leadership teams at 11 schools, who in collaboration with Network Assistant Superintendents, District leadership, and improvement facilitators provided by PDE, were able to help the state field-test school improvement tools and identify opportunities to align school and District-level planning with the state's emerging school improvement framework. We have strengthened the School Improvement Plan development and monitoring process by using School Improvement Plans as living documents subject to regular reviews and updates.

The goal of this revised process is to increase our collective capacity to identify, analyze, and correct foundational issues that impact performance challenges and to increase the efficiency and efficacy of school improvement efforts. While not required, all District schools engage in a needs assessment process utilizing the State's Essential Practices rubric, which provides a strong platform for discussion amongst school leadership teams to engage in needs-assessment. On August 14, 2018, District facilitators were trained to support the process.

While there is a compliance component to school improvement planning, PPS is confident that true improvement planning, that includes clear targets, ownership of responsibility, and research-based strategies will progressively shift behaviors and create cultures of high expectations, thus increasing all students' ability to meet college, career, and life readiness indicators.

Federal School Accountability Determinations

On December 13, 2018, PDE released federal school accountability determinations via the Future Ready PA Index. Under the Every Student Succeeds Act (ESSA) state education agencies must implement a system of school accountability that makes at least two types of designations, Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (A-TSI). The table on the next page provides a high-level overview of the two federally-prescribed accountability designations.

IMPROVEMENT CYCLE	BASED ON...	IDENTIFICATION CYCLE
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)	School-wide performance; ESSA requires that Comprehensive Support and Improvement include “not less than the lowest-performing 5 percent of all schools receiving (Title I) funds in the State;” and Any high school – Title I or not – with a combined 4- and 5-year adjusted cohort graduation rate of 67 percent or less.	Every three years, beginning Fall 2018
ADDITIONAL TARGETED SUPPORT AND IMPROVEMENT SCHOOLS (A-TSI)	Performance by one or more student groups at or below the level of the bottom 5 percent (CSI) schools.	Every three years, beginning Fall 2018

Pennsylvania’s process for determining CSI schools uses two years of achievement data (PSSA/Keystone/PASA) and two years of growth data (PVAAS), as well as two years of most student success measures to gradually narrow the number of eligible schools until the state identifies at least five percent of Title I buildings statewide.

A-TSI schools were identified in a method consistent with the overall approach to CSI identification. For the first round of determination, any school in which one or more student groups performed below the CSI thresholds for both academic proficiency and academic growth, as well as one or more of the following indicators: graduation rate, progress in achieving English language proficiency, or chronic absenteeism (regular attendance) were identified for A-TSI.

CSI schools will receive direct support from PDE to develop and implement improvement plans that focus on individual school needs. A-TSI schools will also receive technical assistance from the state in developing and implementing a locally approved improvement plan. Both designations are for three years.

In PPS, 13 schools received support designations under the State’s system.

CSI: Pittsburgh Allegheny 6–8, Pittsburgh Classical 6–8, Pittsburgh King PreK–8, Pittsburgh Langley K–8, Pittsburgh Milliones 6–12, Pittsburgh Morrow PreK–8, and Pittsburgh Westinghouse High School.

A-TSI based on the performance of one or more student subgroups: Pittsburgh Alderdice High School, Pittsburgh Brashear High School, Pittsburgh Faison K–5, Pittsburgh Obama 6–12, Pittsburgh Perry High School, and Pittsburgh Roosevelt K–5.

ACTION STEP 9

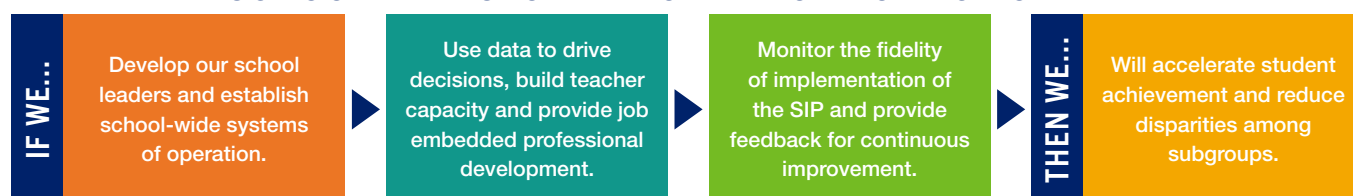
OFFICE OF SCHOOL TRANSFORMATION

MOU ITEMS: V.a, V.b, V.c

OFFICE OF SCHOOL TRANSFORMATION

The School Transformation Office will improve Differentiated Accountability and Equitable Support to schools identified for intensive support with closing the achievement gap through capacity building, job embedded professional development, monitoring and feedback.

SCHOOL TRANSFORMATION THEORY OF ACTION



PRIMARY SUPPORT FEATURES OF TRANSFORMATION SCHOOLS

- 1. Identity Development:** It is critical for the student-teacher connection when implementing Culturally Relevant Pedagogy.
- 2. Equity and Excellence:** Include student cultural experiences and set high expectations for the students to reach.
- 3. Developmental Appropriateness:** Consider student learning styles (motivation, morale, engagement, collaboration).
- 4. Teaching the Whole Child:** Teaching the Whole Child is a theme that includes the concepts of skill development in a cultural context, home-school-community collaboration, learning outcomes, supportive learning community, and empowerment.
- 5. Student Teacher Relationships:** The theme of Student-Teacher Relationship within the context of culturally relevant pedagogy aligns itself closely with the concepts of caring, relationships, interaction, and classroom atmosphere.

TO CLOSE OPPORTUNITY GAPS IN
TRANSFORMATION SCHOOLS WE MUST:
ENSURE EVERY CLASSROOM HAS A "HIGH QUALITY" TEACHER
SUPPORT CAMPUSES WITH HEALTH CARE INFORMATION (PARENT NIGHTS)
INFORM PARENTS ABOUT PRE-K AND MAGNET PROGRAMS
ASSIST STUDENTS WITH SUPPORT TO EXCEL ON COLLEGE ENTRANCE EXAMS
EXPOSE STUDENTS TO HIGHER LEVEL COURSES (AP)
AND ENSURE THEY ARE SUCCESSFUL

With defined milestones, the Assistant Superintendent of School Transformation will provide coaching support to school leaders using the Seven Critical Success Factors (CSF) as key components of successful schools:

1. Academic Performance: Academic Performance is the foundational CSF. By focusing on data driven instruction that targets the use of on-going monitoring of instruction, schools can increase performance for all students. Curricular alignment, both horizontally and vertically, is also an essential component of this CSF.

2. Use of Quality Data to Drive Instruction: Use of Quality Data to Drive Instruction emphasizes data disaggregation training and ongoing communication of data to improve student learning outcomes. A focus of this CSF is utilizing data to drive decisions.

3. Leadership Effectiveness: Leadership Effectiveness targets the need for leadership on the campus to exercise operational flexibility and the effective use of data and resources. Providing job-embedded professional development to build capacity of campus leaders is a vital part of this CSF.

4. Increased Learning Time: Increased Learning Time necessitates flexible scheduling that allows time for additional instructional minutes, enrichment activities and staff collaborative planning time. This CSF also confirms as a requisite, an instructionally-focused calendar.

5. Family/Community Engagement: Family and Community Engagement calls for increased opportunities for input from parents and the community, as well as the necessity for effective communication and access to community services.

6. School Climate: School Climate recognizes increased attendance and reduced discipline referrals as indicators of a positive and welcoming environment. Increased attendance in extracurricular activities is another sign that students feel supported by an affirming school climate.

7. Teacher Quality: Teacher Quality focuses on the need to recruit and retain effective teachers while also supporting current staff with job-embedded professional development. A locally developed appraisal and evaluation system informs personnel decisions in order to ensure quality teaching and learning.

ACTION STEP 10

EQUITABLY DISTRIBUTED RESOURCES

MOU ITEMS: III.d.6

As part of the District's work in Strategic Theme #2, Strategic Initiative 1. Implement an instruction system with aligned and equitably distributed resources, a team is developing a formula to further allocate resources based off of student need.

The District's Site-Based Budget has been designed with an eye towards transparency and equity of resource allocation. It is based off a per-student allocation that is checked to ensure that each school is able to cover its Service Delivery Model. This formula was developed in conjunction with the Budget Office and the Office of School Performance.

Key factors considered during site-based budgeting include:

- All completed budgets must ensure that the District's Service Delivery Model standards are met, and will be reviewed to ensure as much.
- For both Site-Based and Title I Funding, schools are given a lump sum of money to be distributed as they deem appropriate to the needs of their schools.
- Schools are permitted to file allocation appeals to their budgets for additional funding to their budget for a specific purpose.
- CTE Elective courses can be offered in grades 6–8 with the necessary resources to offer those courses.

Key Investments to Support Students and Teachers

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 its support services to schools. Some of these efforts have included increasing library services by adding at least a half-time librarian in every elementary school, providing 60 academic coaches to help teachers learn new techniques, and adding additional school nurses to ensure nursing services on every campus.

ACTION STEP 11

BLUEPRINT AND ACTION PLAN: STUDENT, FAMILY AND COMMUNITY ENGAGEMENT AND EMPOWERMENT

MOU ITEMS: V.b, V.I

We know that the work of eliminating racial disparities in the achievement levels of our African-American students will not be accomplished by the District alone. It is clear that Pittsburghers are passionate about public education, and there are many who want to roll up their sleeves and help us achieve our desired outcomes for students, not only for our students, but for the vitality of our city.

OBJECTIVE

Objective 2 of Strategic Theme 1: Create a positive and supportive school culture, requires the District to “Establish a shared commitment and responsibility for positive relationships with every student, family, and staff member.” This objective is supported by Strategic Initiative 2b. Develop and communicate explicit and consistent expectations for staff interactions with students and families.

CURRENT STATE

At the District level, the Office of Family, Youth & Community Engagement supports the creation of these partnerships through work on the following initiatives:

- Districtwide Parent Advisory Council (PAC) composed of parent representation from every District school. These parents serve as liaisons to parents at their school. PAC trainings to date have included:
 - Changes to the Code of Student Conduct
 - Annual revisions to the District's parent engagement policy
 - Best Practices in parent engagement
 - How to Bully Proof Your Kid
 - Annual review of parent survey results
- Annual PPS Parent Survey: Sent to the parents or guardians of all Pittsburgh Public Schools students to determine the parents' opinions and awareness of the District's efforts at the District- and school-levels.
- Community Schools: A partnership between the District, schools, families, and community resources to holistically support students and promote student achievement.
- Family And Community Engagement (FACE) Coordinators: School-based staff members in every school who collaborate with school staff, parents and family members, and community organizations to provide a network of support for students.
- Facilitation of District-wide Parent Advisory Council composed of parent representation from every District school.

Continues on next page.

- Public Hearings: Facilitates and provides follow-up communication to constituents who testify.
- PPS Student Voice:
 - Student Advisory Council: a District-wide leadership opportunity for elected students to share interest and concerns of students at their school with PPS administration and provide input on school District initiatives.
 - Youth Participatory Budget Council (YPBC): In June 2018, Pittsburgh Public Schools and the City of Pittsburgh launched the PPS Youth Participatory Budget Council composed of 20 student representatives, from across all nine City Council districts. The YPBC was shaped to provide youth an opportunity to vote for their preferred policies. As part of the YPBC, students learned about the inner workings of city government and the school district as they created a proposal for how to use funds to stem the impact of gentrification.
 - Student Specific Input Sessions: To gain student input on key programs and initiatives, Superintendent Anthony Hamlet has held multiple student input sessions on various topics including, the Strategic Plan, Student Code of Conduct, and enhancements to the strategic plan included as part of the District's Comprehensive Plan required by the Pennsylvania Department of Education.
 - The Student Envoy Project is a student leadership program focused on enhancing peer culture through student-led teaching and reinforcement of efficacious mindsets and practices. Students are selected within their building to be trained as Student Envoys based on proven leadership abilities, representation of strong character, and a willingness to positively impact classroom and school-wide culture. Student Envoys are given a variety of responsibilities to make themselves, their school and their communities better, stronger and smarter.

To successfully fulfill these roles, Student Envoys are trained of mindsets and skills known as The 5 Secrets that help students build self and collective efficacy. During the 2018–2019 school year, more than 200 3rd–12th grade students participated in the Student Envoy Project from Pittsburgh Arsenal PreK–5, Brookline K–8, Lincoln K–5, Mifflin K–8, Miller PreK–5, Milliones 6–12, Montessori PreK–5, Sterrett 6–8 and Westinghouse 6–12.

DESIRED STATE:

PPS will implement new strategies to increase engagement with families, with an emphasis on black and brown families. Additional strategies include:

- Rollout of customer service standards detailing explicit and consistent expectations for staff interactions with students and families.
- Additional parent meetings in locations within the community, including partnering with local youth sport organizations and English as a Second Language families.
- Improve community engagement and create a responsive culture, nurture staff, and through the use of customer service platform tailored for K–12.
- A marketing and engagement toolkit will provide resources and tools to support school communications with current and prospective families.
- Increase use of street teams to engage families where they are.

INITIATIVE WORKPLAN

PHASE 1: AUGUST 2019–DECEMBER 2019	
ACTION ITEM	MILESTONE DELIVERABLE OR ACTIVITY
1	Train District secretaries and Student Data System Specialist on customer service standards.
2	Secure new customer service platform tailored for K–12.
3	Launch new partnership with local little league football teams to engage parents where they are.
4	Launch Marketing Toolkit.
5	Train street team members for parent engagement.
6	Launch street teams.
PHASE 2: JANUARY–JUNE 2020	
ACTION ITEM	MILESTONE DELIVERABLE OR ACTIVITY
1	Launch new customer service platform.
2	Continue rollout of customer service standards to all staff.

ROLES AND RESPONSIBILITIES

INITIATIVE OVERSIGHT

ROLE	DESCRIPTION
EXECUTIVE SPONSOR	Errika Fearbry Jones: Ultimate authority. Responsible for the initiative implementation and results.
OWNER	Larry Meadows – Coordinator Family, Youth and Community Engagement Coordinates development of the initiative action plan, manages initiative reviews, resolves issues and negotiates change requests.

INITIATIVE ACTION TEAM

Responsible for participation in action plan development, execution of initiative tasks according to set deliverables and milestones, participates in regular initiative reviews and issue resolution.

SUSAN CHERSKY
Communications Officer

EBONY PUGH
Public Information Officer

ASIA MASON
Project Manager Student Voice

LENELL REID
Project Specialist Family, Youth and Community Engagement

ACTION STEP 12

IMPLEMENTATION OF COMMUNITY SCHOOLS

MOU ITEMS: V.b, V.e, V.k

Nationally, Community Schools are recognized as “smart schools” that improve students’ learning by combining traditional approaches with community-based resources to support students’ academic success. They can help build stronger communities by enlisting parents and families to address barriers to learning. Many teachers say they feel that they are more effective in community schools. Through strategic partnerships, the Community Schools will promote student achievement, positive conditions for learning, and the well-being of families and communities.

In May 2017, a 26-member steering committee developed a formal community schools process and designated five community schools, as part of Phase 1, following a rigorous application process that gained interest from 21 schools: Pittsburgh Westinghouse, Pittsburgh Faison, Pittsburgh Lincoln, Pittsburgh Arsenal 6–8 and Pittsburgh Langley K–8.

In January 2019, the District recommended the expansion of Community Schools as part of Phase 2—moving from 5 to 8 to include: Pittsburgh Arlington K–8, Pittsburgh King K–8, and Pittsburgh Milliones 6–12. The designations additionally expand the model regionally, extending community schools to the South, North, and Central areas of the city.

Phase 2 Designated Community Schools were selected based on multiple data points, such as graduation rates, homelessness, and attendance rates. Also, school leader and school community buy-in, community stakeholder support, and physical space were all considerations in the District’s selection process.

A Community Schools Site Manager is assigned to each Community School. The Community School Site Managers work daily with school-based staff, students, families, and the greater community.



EQUITY IN DISCIPLINE

3. EQUITY IN DISCIPLINE

In the MOU, Equity in Discipline refers to the reduction of racial bias that results in the disproportionately high assignment of disciplinary referrals, suspensions and other forms of exclusionary discipline to African American students. To the extent that staff are equipped to analyze discipline data, examine implicit bias, incorporate culturally responsive strategies for preventing, minimizing, managing and restoring breakdowns in adult-youth relationships, and establish and maintain supportive settings that celebrate diversity, they can improve school climate and interrupt discriminatory discipline.

Research on school improvement has consistently found that transforming school cultures is difficult work, but it can be done. In addition to supporting the academic growth of students, schools must also provide students the social-emotional tools they need to become young adults who build upon their success and learn from their failures. This development is what we want for every PPS student.

We know that children respond to validation and affirmation of what they do right. They seek approval, and it's the job of schools and staff to "accentuate the positive and eliminate the negative," just like the old song by Harold Arlan and Johnny Mercer says. When we reinforce the positive deeds and qualities of our students with enthusiasm and encouragement, students will recognize the value of positive actions.



ACTION STEP 13

IMPLEMENT A MULTI-TIERED SYSTEM OF SUPPORT (MTSS)

MOU ITEMS: V.d, V.e, V.j, VI.c, VIII.f

In Phase 1 of Strategic Theme #1: Create a Positive and Supportive School Culture, the District created a Multi-Tiered System of Support (MTSS) which, includes academic supports and interventions, as well as key behavioral supports for teachers, including Restorative Practices, Positive Behavioral Interventions and Supports (PBIS), and the Student Assistance Program (SAP). These research-based tools utilize data, coaching and collaboration to take a comprehensive approach to meeting the academic, social, emotional and behavioral development needs of students. All school psychologists have been trained on the District's Multi-Tiered System of Support (MTSS), and a MTSS handbook was developed and distributed.

Positive Behavioral Interventions and Supports (PBIS)—MOU Item: V.d.

The school-wide PBIS program includes teaching expectations and positive reinforcement because students will succeed when offered informative corrective feedback and pro-social skills. When students know what is expected of them, they are more likely to behave appropriately.

With that thought in mind, principals, teachers, and staff at every school in the District work together to set up behavioral expectations and subsequent rewards that are specific to their school. Expectations are reinforced and acknowledged at places like morning meetings, classrooms, and school-wide events.

IN PPS WE BELIEVE ALL STUDENTS, EVEN ONES WHO
STRUGGLE WITH APPROPRIATE BEHAVIOR, CAN ACHIEVE SUCCESS
AND LEARN SOCIAL AND EMOTIONAL SKILLS THAT WILL HELP
THEM BE SUCCESSFUL IN SCHOOL AND IN LIFE.

The implementation of PBIS may vary from PreK to high school, but the premises are the same. This approach is designed to promote positive, proactive, and preventable behaviors through the development of predictable, sustainable, and consistent supports and interventions. See the next page for how PBIS is structured.

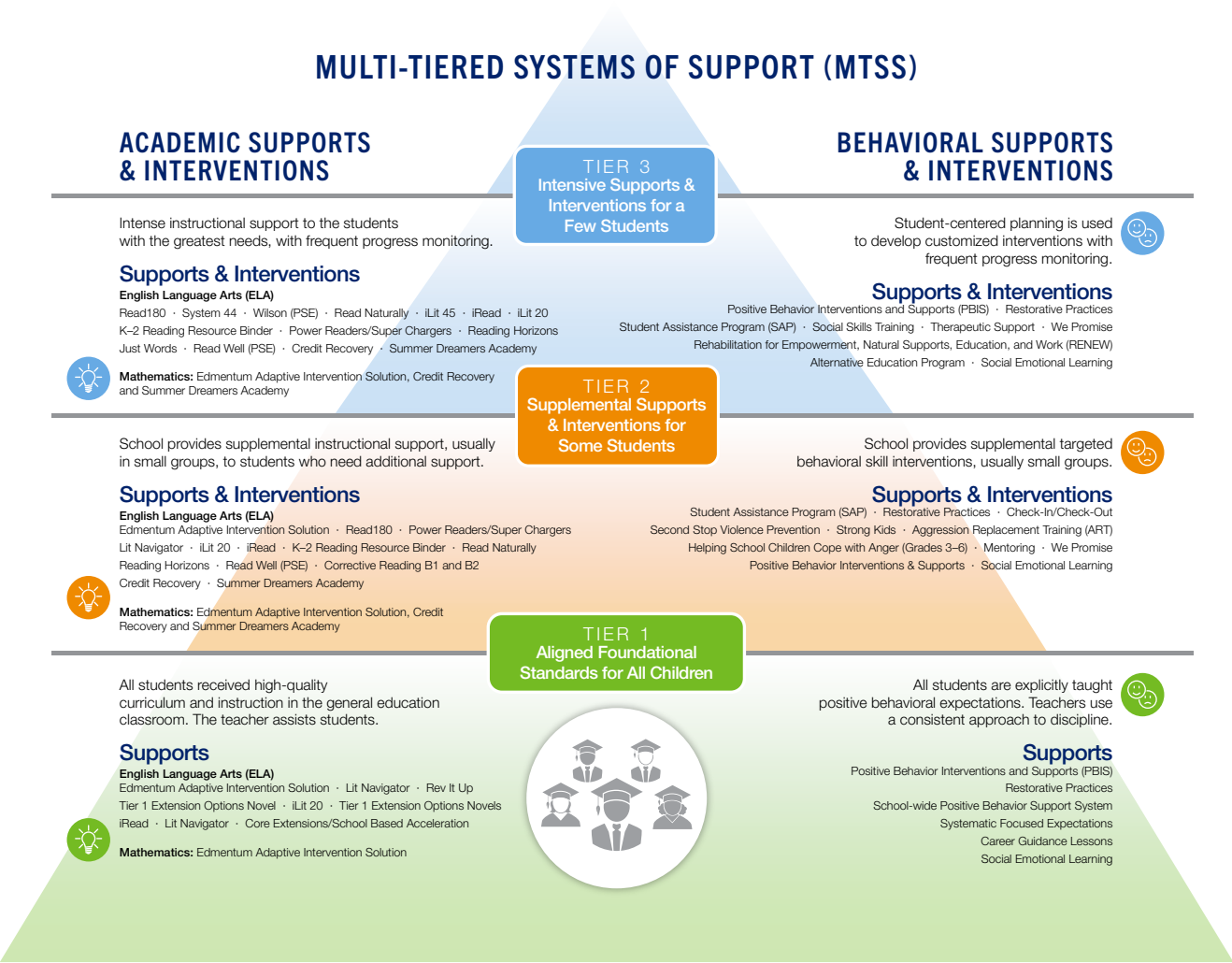
Tier #1 focuses on school-wide programs and practices that apply to everyone in the building and serves as the primary level of behavior intervention prevention. This would include classroom management strategies that establish basic expectations for students, public posting of expectations, frequent acknowledgments, and teaching desired behaviors. Approximately 85% of students meet the expectations and are rewarded for their good behavior.

Tier #2 acknowledges that some students need additional support to keep their behavior on track. Teachers and staff meet with these students in small groups to set more specific behavior objectives. Using Restorative Practices techniques, they work together to help the students understand how their behavior affects others and strive to welcome them back into the classroom and school community. Only 10% of all students fall into this group.

Tier #3 services provide individualized interventions for students with more intensive needs. If a student does not respond to Tier 1 and Tier 2 interventions, they will be given an individualized behavior or academic plan to help them achieve their goals.

The implementation of a new PBIS Digital Referral System allows school staff to make informed decisions related to student discipline. The recently created PBIS dashboard allows District leadership to analyze all disciplinary factors in each school building. The District has taken several steps to ensure the successful implementation of PBIS in every school and center program:

- All schools identify teams to support implementation of Positive Behavioral Interventions and Supports (PBIS).
- All PBIS school teams receive 2-day training.
- All schools develop and implement PBIS plans.



Restorative Practices—MOU Items: V.d., V.e., VI.d.

We understand that when everyone is treated with respect, classrooms are safe and healthy environments that support both teaching and learning. Restorative Practices is a positive way of living—NOT a disciplinary tool. Through Restorative Practices, students learn to connect with teachers and other students to build a strong community. Students develop appropriate social-emotional skills, come to understand how their actions affect others, and work to repair any harm done. It is an approach built on respect, communication, and strategies for success.

Thanks to a 2014 Comprehensive School Safety Initiative grant from the U.S. Department of Justice, the District launched the use of restorative practices in 22 schools across the District. The expansion of restorative practices to all schools and center programs was identified as a key strategy within Theme 1 ‘create a positive and supportive school culture’ of the District’s five-year Expect Great Things strategic plan. As of Fall of 2018, all District schools have been trained in restorative practices.

To support the implementation of Restorative Practices, the District has taken the following steps:

- Certified 18 staff Restorative Practice trainers
- Professional Development offerings available on Introduction to Restorative Practices, Using Circles Effectively & Facilitating Restorative Conference

District Suspension Rates

A safe and supportive learning environment is important to student success. How students are disciplined in schools has real impacts on how equitably students are treated, a school’s culture, and access to instructional time. It is important that discipline policies are appropriate and fair. Analyzing out-of-school suspensions across time, schools, and student subgroups is one way to track disciplinary trends.

As a District, we follow the Key Elements of Equitable Disciplinary Policies (Hanover, 2018):

- Specific Commitment to Equity (racial, cultural, ability)
- Family Partnerships in Policy Development
- Focus on Implementing Positive, Proactive Behavior Support Practices
- Clear, Objective Discipline Procedures
- Removal or Reduction of Exclusionary Practices
- Graduated Discipline Systems with Instructional Alternatives to Exclusion
- Procedures with Accountability for Equitable Student Outcomes

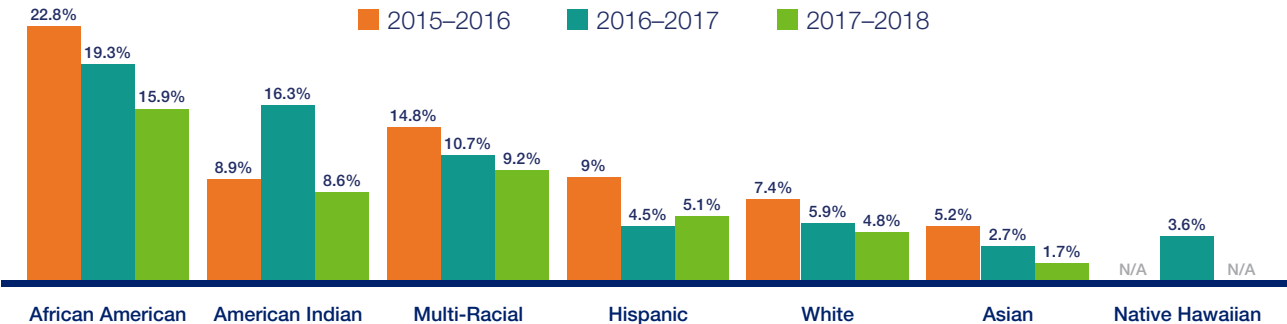
**DISTRICT
SUSPENSION RATE**



Suspension Data

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. While the District has seen a significant decline in its suspension rates, a disparity remains in the rate of suspension of African-American students and all other subgroups.

SUSPENSION RATES BY RACE



ACTION STEP 14

MORATORIUM ON NONVIOLENT SUSPENSIONS FOR DISTRICT'S YOUNGEST STUDENTS

MOU ITEMS: VI.c, VI.d

“Consider eliminating suspensions in PreK-2 that do not involve immediate physical threats to the safety of students,” was among the 100 recommendations of the Council of Great City Schools. On December 20, 2017, following Board and community concerns regarding the use of exclusionary discipline for young students, the Board approved revisions to the District’s Suspension and Expulsion Policy that bans the use of out of school suspension of students enrolled in grades below third grade for non-violent minor disciplinary infractions. The change was also among more than 100 recommendations of the Council of Great City Schools to guide key initiatives underway in the District.

Suspension Ban Working Group Implemented the Ban

A working group, formed by the Board, presented recommendations for supports and services needed to implement the suspension ban. In addition to the District efforts to directly impact school climate, District leadership has taken multiple steps to reduce disparities that exist in school discipline, including:

- Implementation of a K–2 suspension ban for non-violent offenses approved by the Board of Directors.
- Introduction of new Student Codes of Conduct differentiated by age group, with one for children in grades 5 and under and one for children in grades 6 through 12;
- Review discipline data in every cabinet meeting
- Board review of discipline data at designated Board Meetings.
- Assistant Superintendent of Student Support Services reviews all long-term packets and provides feedback on the appropriateness of all disciplinary action.
- Learning Environment Specialist (6) provide training based on school level needs regarding student behavior.
- Student Support Services IT support person provides on-site training for proper input of referrals and incident creation in the eSchools platform.

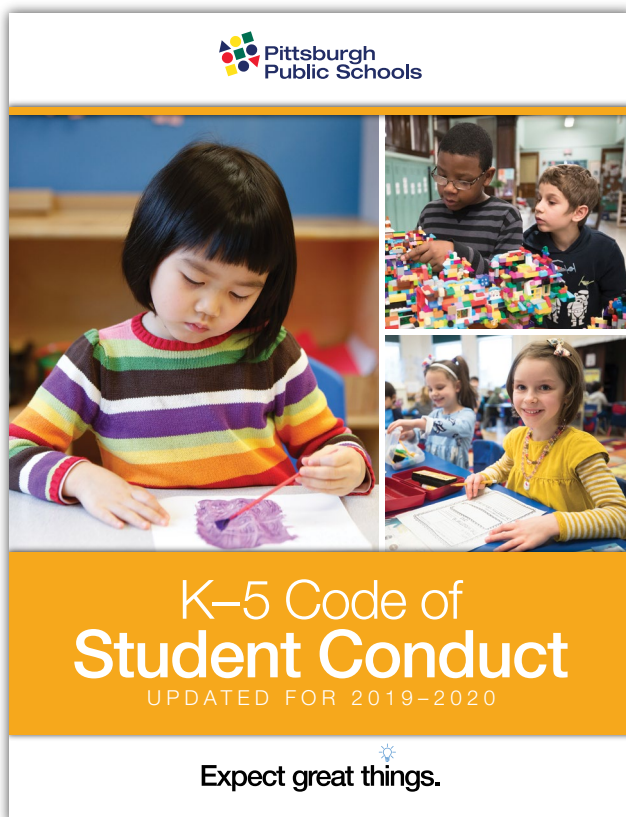
ACTION STEP 15 REVISED DRUG AND ALCOHOL POLICY

MOU ITEM: VI.c

A revised Drug and Alcohol Policy Administrative Regulation includes procedures to be followed by the District for students who violate the code of conduct for drug and alcohol offenses. The goal of this AR is to minimize exclusionary discipline and to provide a graduated response to the handling of drug offenses based on the severity of the infraction. The new procedures will begin on March 1, 2019.

The outlined suspension time frames for Level 3/Rule 307 violations may be reduced upon attendance to the Alcohol, Tobacco, and Other Drugs (ATOD) program. Specifically, students will serve five (5) days of the suspension period (two (2) days for students with IEPs) and the remaining days will be held in abeyance pending the opportunity to attend the ATOD Program as outlined in these guidelines.

The District provides an Alcohol, Tobacco, and Other Drug (ATOD) Diversion Program to students who have violated Code of Student Conduct rules relating to drugs, alcohol or smoking.



ACTION STEP 16

CULTURALLY RESPONSIVE PRACTICES TO HEALING VIOLENCE AND TRAUMA

MOU ITEM: VI.c

PPS is currently exploring a partnership with the Association of Black Psychologists (ABPsi) for violence prevention programming that enhances the safety and security of students by improving their psychological and educational well-being.

The Association of Black Psychologists was founded in San Francisco in 1968 by a number of Black Psychologists from across the country. They united to actively address the serious problems facing the larger Black community. These psychologists set about building an institution through which they could have a positive impact upon the mental health of the national Black community by means of planning, programs, services, training, and advocacy (abpsi.org).

ABPsi provides culturally competent programming and trauma-informed resources to students, teachers, school counselors/social workers/ psychologists, school administrators (i.e., school-based staff) and parents. Their services range from professional development on mental/behavioral issues, social skill development, conflict resolution, and racial trauma to in-residence coaching and support to students and all the providers in their home and school communities.

A PPS partnership with ABPsi would help the District strengthen its efforts to provide any of the following services in ways that are culturally responsive, research-based and grounded in Black Psychology:

- Trauma-informed approaches to education in the curriculum, including training of school employees, school directors and behavioral health professionals to develop safe, stable and nurturing learning environments that prevent and mitigate the effects of trauma.
- Staff training programs in the use of positive behavior supports, de-escalation techniques and appropriate responses to student behavior that may require immediate intervention.
- Provision of specialized staff and student training programs, including training for Student Assistance Program team members in the referral of students at risk of violent behavior to appropriate community-based services and behavioral health services and training related to prevention and early intervention.
- Conflict resolution or dispute management, including restorative justice strategies.
- School-wide positive behavior support that includes primary or universal, secondary and tertiary supports and interventions in school entities.
- Development and implementation of research-based violence prevention programs that address risk factors to reduce incidents of problem behaviors among students, including, but not limited to, bullying.

Abbreviated List of Best Practices Taken from the PA Commission on Crime and Delinquency (PCCD) School Safety and Security Committee.

ACTION STEP 17

MEASURING STUDENT PERCEPTION ON SCHOOL CULTURE

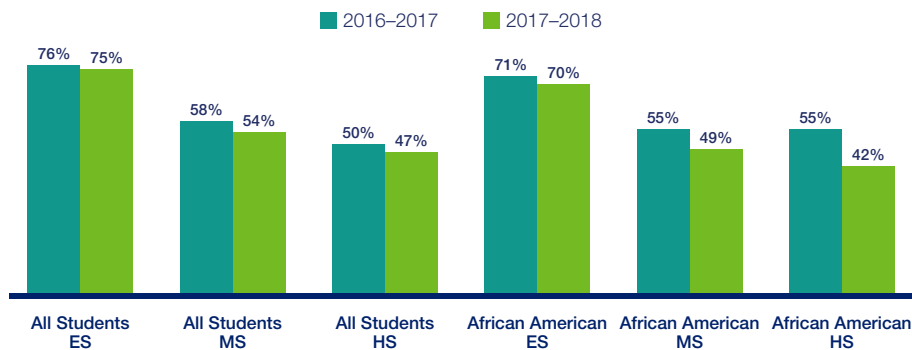
MOU ITEM: V.I

In addition to tracking suspension data, the District looks closely at student perception survey results to measure school culture and climate.

Tripod Survey

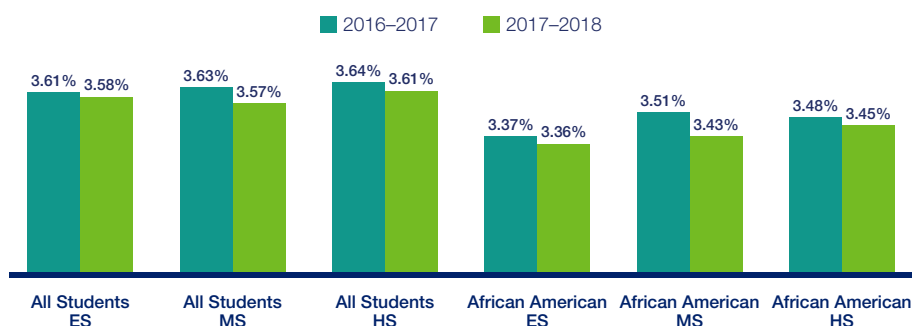
The Tripod Survey is administered two times each school year and provides the District with an opportunity to collect feedback from students on their experiences at school and with their classroom teachers. One survey item shows the percentage of students who report that they feel safe in school. Data shows that students feel most safe in elementary school settings and that this feeling decreases as students move to higher grade configurations. The data also shows that African-American students tend to feel slightly less safe than the “All” group, across all school types.

TRIPOD: PERCENT OF STUDENTS THAT FEEL SAFE IN SCHOOL



Students also respond to a variety of questions that can be grouped together to show their perceptions on school and classroom conditions. Each item is rated on a scale from 1 to 5, and the higher the score is, the more favorable their perceptions are. The data below indicates that for All students, their perceptions of classroom conditions are similar across elementary, middle and high school. But for African-American students, elementary students seemed to have slightly less favorable perceptions than African-American students in middle and high school.

TRIPOD: AVERAGE SCORE ON SCHOOL AND CLASSROOM CONDITIONS



ACTION STEP 18

BLUEPRINT AND ACTION PLAN: IMPLICIT BIAS TRAINING

MOU ITEMS: VI.a, VI.c

BRIEF DESCRIPTION

This training is for safe and responsive schools for central and school administrators, Board members, social workers, guidance counselors, school police and school security guards in support of a decrease in the incidence of racial disproportionality in behavioral referrals and suspensions and an increase in culturally responsive interventions and supports (aligned to Equity in Discipline).

CURRENT STATE

In its “Review of the Pittsburgh Public Schools,” the Council of the Great City Schools (CGCS) stated that “suspension rates and patterns in the district indicate that students of color are suspended at disproportionately high rates. This is also true of students with disabilities and ELLs. No one in the District is held accountable for these rates. African American students with IEPs are 2.28 times more likely than students in other racial/ethnic groups to receive a 1–5 day out-of-school suspension (OSS).”

While the overall suspension rate in PPS is on the decline, the disparity that CGCS noted between which students get suspended persists. In 2014–15, the 1-3 day OSS rate for Black students was 24%, compared to 8% for White students. In 2015–16, the rate for White students remained relatively unchanged, while Black student suspension rate showed only a slight decrease to 21%. PPS school police arrest records reveal an even wider disparity between Black and White students.

In its analysis of arrest data from 2013–14 through 2016–17, PublicSource reported that Black students accounted for 80% of school police arrests, while White students accounted for only 8% of arrests. Statistics like these lie at the foundation of the PA Department of Education’s development of an Equity and Inclusion Toolkit, which calls upon districts to offer resources (i.e., professional development, curricula, etc.) that would increase educator knowledge regarding issues like implicit and structural bias, cultural competency, and educational equity.

Answering the Department’s call, the district’s working group to reduce exclusionary discipline has recommended that the administration provide training regarding implicit biases that lead to racial disproportionality in school discipline.

DESIRED STATE

Implicit Bias Training for central and school administrators, Board members, social workers, guidance counselors, school police and school security guards would ultimately lead to a decrease in the incidence of racial disproportionality in behavioral referrals, suspensions and arrests and an increase in culturally responsive interventions and supports.

ROLES AND RESPONSIBILITIES

INITIATIVE OVERSIGHT

ROLE	DESCRIPTION
EXECUTIVE SPONSOR	David May Stein, Chief of School Performance: Ultimate authority. Responsible for the initiative implementation and results.
OWNER	Assistant Superintendent Student Support Services Coordinates development of the initiative action plan, manages initiative reviews, resolves issues and negotiates change requests.

REDUCING THE ACHIEVEMENT GAP

4. REDUCING THE ACHIEVEMENT GAP

In the MOU, Reducing the Achievement Gap means raising the achievement of all students while (1) narrowing the gaps between the lowest and highest performing students and (2) eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories (Singleton, 2015, p.55). Specifically, the focus of gap closure is on the historical disparity between African American and White students through the implementation of equity-evident practices and use of metrics outlined in the MOU.

On December 10, 2015, President Barack Obama signed the Every Student Succeeds Act (ESSA), the latest authorization of the Elementary and Secondary Education Act (ESEA) of 1965. For all the implementation challenges associated with No Child Left Behind, the last reauthorization of ESEA, the law ensured greater attention to the performance of individual student groups—and initiated critical conversations around the need to identify and close achievement and opportunity gaps.

ESSA requires states to set long-term goals for certain indicators. Pennsylvania has aligned its federal accountability goals to 2030, resulting in 13 interim targets for the intervening years. The following process is used to establish the 2030 goals and set yearly interim targets:

Step 1: Set the Statewide 2030 Goal – Pennsylvania's goal for each designated indicator is to reduce, by half, the statewide percentage of students not meeting the target (proficiency, language attainment, or graduation) by the end of the 2029-30 school year.

Step 2: Establish Statewide Interim Targets – Statewide interim targets reflect the annual progress required to meet the Statewide 2030 Goal.

The District's Key Performance Indicators (KPIs) align to ESSA and the achievement metrics outlined in the MOU.

ACHIEVEMENT METRICS

MOU ITEMS: VII.C, VII.D

The District has proposed the following metrics for achievement, disaggregated by race and gender.

MATH PSSA (ALL AFRICAN AMERICAN)

- 2017–18 Baseline: 16.6
- 2018–19 Benchmark: 20.06
- 2019–20 Target: 23.52
- 2020–21 Target: 27

ELA PSSA (ALL AFRICAN AMERICAN)

- 2017–18 Baseline: 33.7
- 2018–19 Benchmark: 36.45
- 2019–20 Target: 39.20
- 2020–21 Target: 42

ALGEBRA I KEYSTONE (ALL AFRICAN AMERICAN)

- 2017–18 Baseline: 28.5
- 2018–19 Benchmark: 31.50
- 2019–20 Target: 34.50
- 2020–21 Target: 37.5

LITERATURE KEYSTONE (ALL AFRICAN AMERICAN)

- 2017–18 Baseline: 43.6
- 2018–19 Benchmark: 45.93
- 2019–20 Target: 48.27
- 2020–21 Target: 50.6

ADDITIONAL GOALS FOR THE END OF 2020–2021 SCHOOL YEAR INCLUDE:

- African American graduation rates will improve from 77.4% to 80.3%.
- African American participation in advanced classes will increase from 38.2% to 46%.

2018–19 AND 2019–20 PROFICIENCY TARGETS FOR AFRICAN-AMERICAN MALES AND FEMALES

AFRICAN-AMERICAN MALES

SUBJECT	2017–18 % PA	2017–18 % BELOW PROFICIENT	2023–24 BELOW PROFICIENT TARGET*	ANNUAL REDUCTION NEEDED TO REACH TARGET**	ADJUSTED ANNUAL REDUCTION NEEDED TO REACH TARGET***	2018–19 % PA TARGET	2019–20 % PA TARGET
ELA GRADE 3–8	28.1	71.9	36.0	6.0	7.0	35.1	42.1
MATH GRADE 3–8	16.3	83.7	41.9	7.0	8.0	24.3	32.3
LITERATURE	33	67	33.5	5.6	6.6	39.6	26.2
ALGEBRA 1	25.6	74.4	37.2	6.2	7.2	32.8	40.0

AFRICAN-AMERICAN FEMALES

SUBJECT	2017–18 % PA	2017–18 % BELOW PROFICIENT	2023–24 BELOW PROFICIENT TARGET*	ANNUAL REDUCTION NEEDED TO REACH TARGET**	ADJUSTED ANNUAL REDUCTION NEEDED TO REACH TARGET***	2018–19 % PA TARGET	2019–20 % PA TARGET
ELA GRADE 3–8	39	61	30.5	5.1	6.1	45.1	51.2
MATH GRADE 3–8	16.4	83.6	41.8	7.0	8.0	24.4	32.3
LITERATURE	52.8	47.2	23.6	3.9	4.9	57.7	62.7
ALGEBRA 1	31	69	34.5	5.8	6.8	37.8	44.5

*The 2023-24 Target is based on reducing the 2017–18 non-proficiency percentage in half.

**The annual target is based on six years from 2017–18 to 2023-24.

***A PPS Executive Cabinet decision was to increase annual goals by 1 point per year, for African-American students.

ACTION STEP 19

BROADEN TEACHER PIPELINE

MOU ITEMS: V.e, VII.b

The Pittsburgh Public Schools Expect Great Things Strategic Plan calls for the District “to develop and broaden its teacher pipeline and recruitment efforts to yield a diverse, culturally competent, and effective workforce.”

The current PPS teaching staff does not reflect the racial demographics of the students it serves. While the Office of Human Resources (HR) continues in its ongoing efforts to recruit, develop, and retain a diverse workforce, promising initiatives are underway.

New Para2Teacher Program

While only one-sixth of District teachers are non-white, two-thirds of its students are of color. In stark contrast, more than one-half of the District’s paraprofessionals are of color. The new Para2Teacher program, approved by the Board at its September 24th Legislative Meeting, is designed to increase the diversity of the teacher workforce in PPS by developing an internal pipeline of paraprofessionals prepared to enter its classrooms as teachers.

Paraprofessionals in the program will have the opportunity to complete a two-year online master’s degree while remaining employed in the District. The Para2Teacher program is supported by a generous grant from the Heinz Endowments, as well as investments by the District and Pittsburgh Federation of Teachers for tuition assistance.

Partnership with Pittsburgh Brashear Teacher Academy Magnet

On June 19, 2019, the Board approved a memorandum of understanding with the Pittsburgh Federation of Teachers that will result in graduates of Pittsburgh Brashear High School’s Teaching Magnet program being hired as PPS teachers following their successful completion of a state-approved teacher preparation program and acquisition of required teaching certification. Eligible students from 2019 graduating class will be the inaugural cohort of prospective teachers to whom this opportunity will be offered. It is currently anticipated that the first cohort of students returning as teachers will be hired for the 2023–24 school year.



ACTION STEP 20

TARGETED SUPPORT FOR HISTORICALLY UNDERSERVED STUDENTS

MOU ITEMS: VII.a, VI.d

WE PROMISE

In 2010, The Pittsburgh Promise® piloted an initiative that would become the We Promise program in effort to reduce the racial disparity among scholarship recipients by providing the resources needed to ensure eligibility for African-American male students. African-American males were receiving significantly less financial support than White students and African-American females. As part of the program, students who needed to improve their GPAs to qualify for the scholarship met weekly with African American male mentors at Pittsburgh Allderdice and Pittsburgh Carrick.

The We Promise program quickly developed into a Pittsburgh Public Schools initiative. In the Fall of 2013 and 2014, respectively, Jason Rivers and Brandon Ballard joined the Office of Equity to manage and lead the work more closely with school leadership and mentors.

Over the course of the program, more than 100 African-American male educators, coaches and local community members have served as mentors to uplift the We Promise Scholars during summits and/or weekly meetings. Using strategies focused on social and emotional support and leadership development skills, the mentors helped more young men become Promise-eligible. Since We Promise began, the percentage of African American males qualifying for the scholarship rose from 18 percent in 2012 to 36 percent in 2018.

While progress toward the primary goal of Promise eligibility occurred, the underlying barriers impacting students' success were not comprehensively addressed. To provide more robust and responsive support to historically underserved students, the Office of Equity sought to deepen impact by expanding its services to include female students and shifting the focus from Promise eligibility to life readiness.



STUDENT EQUITY ADVOCATES

The District has allocated funds to amplify support for historically underserved students by creating nine new Student Equity Advocate positions in the Office of Equity. In the 2019–20 school year, Student Equity Advocates will be assigned by the Office of Equity to consistently support designated groups of historically marginalized students across secondary schools by increasing their exposure to positive role models, extended learning, post-secondary options and access to social, cultural, and identity enrichment.

Student Equity Advocates will work independently and as a collective, as well as in conjunction with school-community stakeholders, to strengthen students' sense of belonging and agency, relationships with their peers and community, and investment in education that will foster current and future success and life-readiness.

PROMISE OF SISTERHOOD

The Promise of Sisterhood is focused on bridging cultures between continental African and African American females. At two sites, Pittsburgh Arsenal 6–8 and Brashear High School, Equity Office Project Manager Heather “IAsia” Thomas employs a focus on unity, interdependence, craftsmanship, and entrepreneurship to challenge the stigma that divides young women in the African Diaspora due to perceived differences.

Through regular and ongoing convenings, students receive enrichment through the integration of culture, health, wellness and the arts. Participants are also engaged members of the Black Girls Leadership Alliance with Gwen’s Girls.

EQUITY IN SPECIAL EDUCATION

TRACK TO
EQUITY

5. EQUITY IN SPECIAL EDUCATION AND SPECIAL PROGRAM ACCESS

In the MOU, Equity in Special Education and Special Program Access means addressing the overrepresentation of African American students in Special Education and underrepresentation of African American students in Advanced Placement and Gifted Education. The focus is on providing all students with equitable access to the core curriculum along with opportunities to advance their studies.

To reconcile the disproportionality, the District should provide all families with the appropriate knowledge for them to make informed decisions about how to maximize learning opportunities for their children. The District should provide professional development for teachers to better understand the root causes of learning difficulties and how to support students through bias-free identification processes and equity-evident strategies and interventions aimed at student growth.

The MOU with the PHRC includes 13 items related to Equity in Special Education and Special Program Access.



ACTION STEP 21

BLUEPRINT AND ACTION PLAN: EARLY CHILDHOOD EDUCATION

MOU ITEMS: V.b, V.e, V.k

The development of strong learners begins in PreK. The District's Early Childhood Program serves primarily Black students; 69%. The expansion of PreK opportunities for early learners must be a priority as we aim to increase access to special programs such as Gifted and Advanced Placement.

The District's Early Childhood Program follows both the Head Start Performance Standards as well as State Quality Rating and Improvement System. These have been used successfully throughout the State and provide appropriate models to PPS. Currently the District has more than 30 early childhood classrooms across the city, including a new classroom at the Carnegie Science Center, the first of its kind in the country. For 2019–2020, the program will add a classroom at Pittsburgh Linden K–5, located in Point Breeze. Capitalizing on the success of the Early Childhood Program has been identified among the District's work to enhance its Expect Great Things strategic plan.

OBJECTIVE

Establish a system of instructional continuity and meaningful learning experiences for children from birth through 3rd grade.

BRIEF DESCRIPTION

Pittsburgh Public Schools (PPS) is committed to providing students (birth through 8 years of age) with the social-emotional and academic foundational skills that are necessary for success throughout their educational career and life. We recognize that we can't do this work alone and will need committed community partners that can actively support our birth to age 8 efforts and support families within the school and broader Pittsburgh community.

CURRENT STATE

Student data identifies, that while there is no achievement gap at the end of preschool, the achievement gap increases every year from K–3rd grade.

DESIRED STATE

Curriculum will be aligned and build from year to year; Students will have hands-on experiences that help them to have a joyful, productive educational experience. Learning will improve and the achievement gap will narrow.

ROLES AND RESPONSIBILITIES

INITIATIVE OVERSIGHT

ROLE	DESCRIPTION
EXECUTIVE SPONSOR	Minika Jenkins Ultimate authority. Responsible for the initiative implementation and results.
OWNER	Carol Barone-Martin, Executive Director of Early Childhood Coordinates development of the initiative action plan, manages initiative reviews, resolves issues and negotiates change requests.

INITIATIVE ACTION TEAM

Responsible for participation in action plan development, execution of initiative tasks according to set deliverables and milestones, participates in regular initiative reviews and issue resolution.

DR. ANNA ARLOTTA-GUERRERO

Assistant Professor of Practice/CASE Program
Coordinator, Department of Psychology in
Education/University of Pittsburgh

CAROL BARONE-MARTIN

Executive Director, Early Childhood Education,
Pittsburgh Public Schools

SR. BARBARA ANN BOSS

CEO, Elizabeth Seton Center, Inc.

MICHELLE FIGLAR

Vice President, Learning, Heinz Endowments

DR. ALLISON HUGULEY

Assistant Superintendent, Pittsburgh Public Schools

DR. MONICA LAMAR

Assistant Superintendent, Pittsburgh Public Schools

TRACY LARSON

Director, Early Childhood Partnerships/HealthyChild,
School of Education, University of Pittsburgh

DAVID MAY-STEIN

Chief of School Performance, Pittsburgh Public Schools

HOLLY MCCULLOUGH

Assistant Director, Programs and Partnerships,
Carnegie Library

EMILY NEFF

Public Policy Associate, Trying Together

EBONY PUGH

Public Information Officer, Pittsburgh Public Schools

JAN SAPOTICHNE

Director of Quality Initiatives, Trying Together

TIFFANI SIMONEAUX

Early Childhood Manager, Bureau of Neighborhood
Empowerment/Office of the Mayor

INITIATIVE WORKPLAN

PHASE 1: OCTOBER 2018–MAY 2019	
ACTION ITEM	MILESTONE DELIVERABLE OR ACTIVITY
1	Identify two (2) pilot schools with different demographics for the early learning expansion project.
2	Plan a summer institute for PreK–3rd grade teachers involved in this pilot.
PHASE 2: JULY 2019–JUNE 2020	
3	Work with teachers to develop an integrated curriculum lesson or thematic unit for each grade (PreK–3rd grade).
4	The Early Childhood department will work with the Data Research and Evaluation department to establish an evaluation of the pilot to assess the effectiveness of the curriculum and training on student outcomes.



ACTION STEP 22

BLUEPRINT AND ACTION PLAN: GIFTED EDUCATION

MOU ITEMS: VIII.i, VIII.j, VIII.k, V.III.i

African American students represent the largest demographic group of students in Pittsburgh Public Schools at 53% and are only 20% of the overall gifted population. While white students account for 65% of the gifted population, but are only 33% of the overall student populations. Students who are identified as multi-racial and do not identify as black or white comprise 14% of the overall district population and 15% of the overall district gifted population.

OBJECTIVE

Establish an equitable gifted screening and identification process.

BRIEF DESCRIPTION

Pittsburgh Public Schools aims to Increase the number of underrepresent populations in gifted education by implementing a universal screening process. Underrepresented/underserved refers to the following: Students of color, low socio-economic, and students with a disability (twice-exceptional).

CURRENT STATE

Currently the district relies on parents and teachers to recommended students for gifted testing. This results to the under identification of some of our most disadvantaged students contributing to the current state of inequity of who is being recommended for gifted testing.

DESIRED STATE

All students in the 2nd grade will be screened for potential gifted ability.

GIFTED RECOMMENDATIONS

	African American	White	Econ. Disadv.	ELL
Current District Demographics	52%	32%	63%	5%
% of 2015–16 Recommendations	28%	57%	38%	3%
% of 2016–17 Recommendations	24%	55%	4%	5%
% of 2017–18 Recommendations	27%	57%	22%	2%

ROLES AND RESPONSIBILITIES

INITIATIVE OVERSIGHT

ROLE	DESCRIPTION
EXECUTIVE SPONSOR	Minika Jenkins: Ultimate authority. Responsible for the initiative implementation and results.
OWNER	Kashif Henderson, K–12 Gifted and Talented Coordinator Coordinates development of the initiative action plan, manages initiative reviews, resolves issues and negotiates change requests.

INITIATIVE ACTION TEAM

Responsible for participation in action plan development, execution of initiative tasks according to set deliverables and milestones, participates in regular initiative reviews and issue resolution.

DR. ANTHONY HAMLET

Superintendent, Superintendent Office

ERRIKA FEARBRY-JONES

Chief of Staff, Superintendent Office

KASHIF HENDERSON

K–12, Gifted and Talented Coordinator,
Curriculum and Instruction

LARRY MEADOWS

Coordinator Family, Youth, and Community
Engagement, Superintendent Office

JAMIE GRIFFIN

Executive Director, K–12 Mathematics,
Science & STEM

INITIATIVE WORKPLAN

PHASE 1: OCTOBER 2018–JUNE 2019	
ACTION ITEM	MILESTONE DELIVERABLE OR ACTIVITY
1	Administer the gifted pilot screener to 2nd grade students in six public schools.
PHASE 2: JULY 2019–DECEMBER 2019	
ACTION ITEM	MILESTONE DELIVERABLE OR ACTIVITY
2	Update Review data to create local norms. Establish timeline for Permission to Evaluate to go out to Parents. Put Talent Pool students through full gifted identification process.
3	Establish timeline for Permission to Evaluate to go out to parents.
4	Put Talent Pool students through gifted identification process.
5	Provide the updated process for equitable screening and identification.

ACTION STEP 23

GIFTED AND TALENTED MODEL

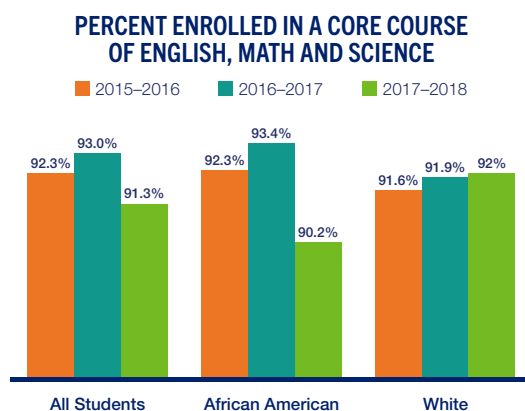
MOU ITEMS: VIII.i, VIII.j, VIII.k

The Gifted and Talented Education program at Pittsburgh Public Schools supports unique opportunities for students who are identified as high-achieving. Talented students that demonstrate high achievement can access Center of Advanced Studies (CAS) rigorous courses through an application process. This model allows students who may not have qualified under the gifted assessment, but who exhibit high performance on other measures, an opportunity to participate in the gifted classes.

The overall aim of the Gifted and Talented Education at Pittsburgh Public Schools is to provide educational opportunities and experiences to help students extend their learning, develop individual potential, enhance their self-concept and become life-long, independent learners.

In Summer 2018, the District held its first CAS Summer Dreamers program, designed for students on the verge of being eligible for CAS courses their freshman year of high school.

For students to graduate from high school in Pennsylvania, they must take a series of required core courses in English, Math and Science. The chart below demonstrates that a high percentage of ALL students, and within both subgroups, are enrolled in core courses in three major content areas each year.



Participation in Advanced Placement (AP) courses allow students the opportunity to experience challenging, college-level coursework that prepares them for post-secondary success in college or technical programming.

The graph on the next page provides information on the percentage of secondary students who took one or more advanced level course (CAS, AP, IP). The graph demonstrates an approximately 10 percentage point difference in the participation of African-American students as compared to White students during the 2017-2018 school year.

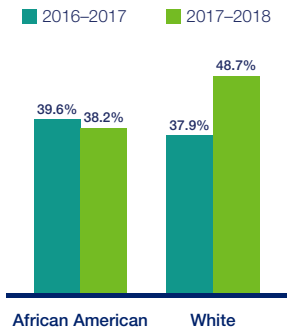
Many students who take Advanced Placement (AP) Courses take the relevant AP exam at the end of the corresponding course. Most colleges will offer credits to students who score at least a three or higher on these exams.

The chart below provides information of the percentage of secondary students who took an AP course, and then followed this up by taking an AP exam.

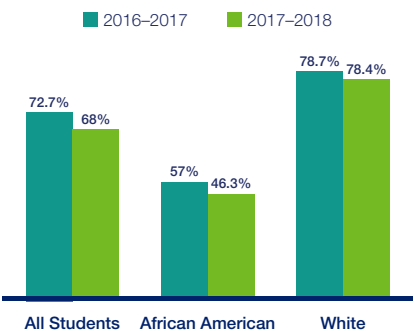
The second chart provides information of the percentage of secondary students who took an AP exam, and then who scored at a three or higher.

While significant growth can be seen for the All group and both subgroups, a large disparity is seen between the performance of African-American and White students.

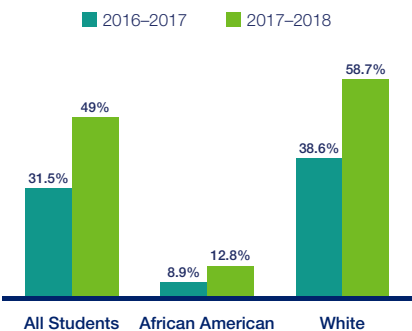
PERCENT OF SECONDARY STUDENTS THAT TOOK ONE OR MORE AP, IB OR CAS COURSES



PERCENT OF SECONDARY STUDENTS THAT COMPLETED AP COURSE AND TOOK THE AP TEST



PERCENT OF SECONDARY STUDENTS THAT TOOK THE AP TEST AND SCORED 3+



Additional efforts underway to expand African-American student access to special programs include:

- Expansion of the TEALS Program to eight secondary schools, bringing in high-tech volunteers into the Advanced Placement Computer Science classrooms across PPS.
- Partnership with the College Board’s “All In” Campaign Challenge to provide PPS high school students online personalized learning to boost success on the PSAT and SAT exams. In addition, the District now pays for the administration of the PSAT to 8th graders and SAT for 11th graders.
- Facilitation of professional learning and provide MTSS support for schools with low numbers of students recommended.
- Review of State Assessment Data to identify students of color who demonstrate advanced performance.
- A five-week intensive summer development camp for students who partially meet the CAS criteria through CAS Summer Dreamers.
- The Arts Education has published Instruction Pathways that display the pipeline for Advanced Placement courses in the Arts.
- The Gifted Equity Team includes school psychologist, gifted liaisons, gifted center principal, ESL department, Equity department, special education, gifted and talented office, assessment office.

ACTION STEP 24

EQUITY IN SPECIAL EDUCATION PLACEMENT

MOU ITEMS: VIII.a, VIII.b, VIII.c, VIII.d, VIII.f, VIII.g

Special education is intended to help children with special needs reach their maximum potential. Students may be identified as needing special education when a multidisciplinary evaluation determines that a student meets eligibility criteria as a student with disability in need of specially designed instruction.

The Program for Students with Exceptionalities (PSE) collects initial evaluation data identifying students in need of special education and completes an analysis of trends by school, disability category, placement and race. This data is utilized to provide schools with professional development and ongoing support to schools where negative data trends are observed.

The District has initiated a Multi-tiered Systems of Support (MTSS) throughout all schools. When applicable PSE staff members may play an integral role on MTSS teams and lend their expertise by providing the collaborative problem-solving process to address students' academic and behavioral needs.

School Psychologists continue to play an integral role in the District Multi-tiered System of Support (MTSS) process and support schools in strengthening their teams. PSE has provided intensive training for School Psychologists in identifying students who are socially maladjusted versus students who are emotionally disturbed. In addition, two full-time instructional coaches to provide teacher support for a substantial amount of time on an ongoing basis. Coaches collaborate with teachers to address the needs of students and enhance instructional strategies to meet the needs of those students experiencing instructional or behavioral problems. PSE Program Officers are assigned to each school and work closely with administrators to support building level needs.

PSE has identified five (5) target schools with a pattern of referrals that indicate students of color are disproportionately placed in more restrictive environments. PSE meets as a core team in individual buildings to complete monthly LRE data review, to guide school teams in analyzing current school placements and review IEPs to ensure students movement into the Least Restrictive Environment. An action plan has been developed with the Bureau of Special Education to address LRE. This plan is valid until December 2019.

To ensure parent and family engagement, PSE adheres to Chapter 14 regulations through disseminating and explaining procedural safeguards to parents with disabilities and those who are being evaluated at a minimum once a year.

MONITORING

6. MONITORING

In the MOU, Monitoring refers to the ongoing supervision of measures of substantial progress and efforts aimed at progress. It is the responsibility of the District to create and share with the EAP and PHRC equity-focused programming reports and student data reports annually, disaggregated by race and gender.

Not only will this data be used to determine if the District is making substantial progress toward gap closures, but this data will also be presented at Board meetings.

Accurate data shows real-time indicators that correlate to predictive behaviors in student outcomes. While items related to monitoring the District's progress are included throughout the District's MOU with the PHRC, eight specific items in this area relate to data to be provided to the EAP and PHRC.

Due to the work underway as a result of its strategic plan and the recommendations of CGCS, the District is well positioned to meet the data requirements of the MOU and increase overall transparency for District stakeholders.



ACTION STEP 25

CREATION OF DATA, RESEARCH, EVALUATION, AND ASSESSMENT DEPARTMENT

MOU ITEMS: V.d, V.e, V.i, V.h, V.k, VII.c

In its 2016 report, CGCS identified the lack of accurate data as a main area of improvement. The Council noted the overall lack of data systems, organizational capacity and program evaluations prevent teachers and principals from having the information they need to improve practice.

In response, Superintendent Hamlet authorized the creation of a data department reporting directly to him, to serve as the District's analysis team, giving educators information related to assessment, attendance, academic performance, absenteeism and other critical data.

To lead the effort, the Superintendent hired a Chief of Data, Research, Evaluation and Assessment (DREA). Among its multiple responsibilities the DREA team meets data requirements set by the MOU through:

- Annually, the DREA department identifies and reports schools by name that have >75% African American enrollment and score <15% than the State average in both math and reading.
- The Assessment office has established a process for providing the psychometric analyses for the District developed tests back to the curriculum department. This allows the curriculum department to evaluate the question based on a statistical analysis of how the question is operating—in other words how difficult is it? Are the distractors (a,b,c,d) working like we expect them? Is the item providing information back to the teacher on the student's understanding of the standard that the question is aligned to?
- DREA supports program evaluation done by outside contractors through data reporting and answering questions about how to interpret the data provided. The department provides summative reports, which can be used to compare schools and groups of students via dashboards. Some of these dashboards are made available to the public through the District's website.

ACTION STEP 26

IMPLEMENTATION SCALES

MOU ITEMS: V.d, V.e, V.i, V.h, V.k

School-based leadership teams complete a self-assessment on Implementation Scales for MTSS, PBIS, Restorative Practices, PLCs, and the Pittsburgh Continuous Improvement Model. These self-assessments allow District Assistant Superintendents to identify exemplars, trends, and the need for targeted support.

Through the Implementation Scales, School Leaders and teams rate their level of implementation on a scale from 1–4: Preplanning and Preparing (1), Initiating and Implementing (2), Deepening and Developing (3), and Sustaining and Strengthening (4).



ACTION STEP 27

PUBLIC ACCESSIBLE DATA DASHBOARD

MOU ITEMS: IX.f, VII.c

Also included among the CGCS recommendation was “the development of a District-wide balanced scorecard system to assess overall school system progress with results transparent to the public.” The Pittsburgh Public Schools Data Dashboards include data related to Key Performance Indicators within the District such as Algebra 1 9th Grade Pass Rates, Graduation Rates, Pittsburgh Promise Eligibility, and performance on State Accountability Exams.

Located at www.pghschools.org/dashboards, the dashboards provide typical display metrics at both the District and school level. Metrics for important subgroups are also included, when possible.

In November 2018, the Pennsylvania Department of Education launched the Future Ready PA Index, a comprehensive system of school progress and measures to ensure accurate, transparent reporting of school data. The Future Ready PA Index includes a wide range of meaningful, evidence-based indicators, both academic and non-academic, and move beyond a single, summative score to increase transparency around school and student group performance. This dashboard approach heightens transparency around school and student performance by including data on achievement and growth by student group, including economically disadvantaged students, English Language Learners, students receiving special education services, and racial and ethnic groups. To search a school within the District, go to futurereadypa.org.

Stakeholders can also track the District’s progress on the 137 recommendations by The Council on the Great City Schools at www.ppsstrategicplan.org/progress-report.

In addition to making more information about student performance available on the District’s website, regular updates on the District’s progress on Key Performance Indicators are shared with the Board at its Agenda Review Meetings. In addition, both the Superintendent’s Executive Cabinet and Academic Cabinet review KPIs weekly to address the immediate needs of schools.



**ADMINISTRATIVE
SUPPORT**

7. ADMINISTRATIVE SUPPORT DEPARTMENT OF EQUITY

In the MOU, Administrative Support focuses specifically on the roles and responsibilities of the Executive Director of Equity, which the MOU refers to as the full-time administrator or Coordinator for the District. Since the 2015 MOU was signed, there was a shift in District leadership. Angela Allie filled the Executive Director role in November 2016.

The MOU includes 15 items specific to administrative support, 13 of which fall within the purview of the District's Department of Equity. The District's Equity Office is responsible for monitoring the District's progress on action steps within the On Track to Equity Plan. The following recommendations have been approved by the superintendent:

1. Each EAP meeting will close with recommended action items from the Equity Advisory Panel
2. The EAP Chair will share with the Executive Director of Equity written recommendations that are research-based and grounded in data-driven, District needs.
3. The Executive Director of Equity will share the recommendations with the Superintendent.
4. Within 30 days of the written recommendation, the Executive Director will follow-up with the EAP Chair by providing an initial status update, in writing, that may include plans to further explore the recommendation or an explanation as to why the recommendation will not be explored.



ANGELA ALLIE, EXECUTIVE DIRECTOR OF EQUITY

Prior to returning to the District in 2016, Ms. Allie spent five years as principal of Propel Andrew Street High School, ranked as one of the Best High Schools in America in 2014 by U.S. News and World Report for math and reading proficiency and college preparation. Ms. Allie received her master's degree in teaching from Hampton University and is currently a doctoral student in the School Leadership program at the University of Pittsburgh, where she spent three years as a K. LeRoy Ivis Pre-Doctoral Fellow and simultaneously served as the inaugural student fellow for the Duquesne University Center for Educational Leadership and Social Justice.

Ms. Allie began her career as an English teacher at Pittsburgh Oliver High School, where she later became an Instructional Teacher Leader, Assessment Coordinator, and curriculum writer. She is a recipient of the 2010 Equity Leadership Recognition Award from the Summit for Courageous Conversation. Her research pursuits have included Critical Race Theory in Education, the Asa G. Hilliard III and Barbara A. Sizemore Research Course on African Americans and Education, and school leadership for racial equity. Her studies and practice both reflect a commitment to systemic racial equity for historically marginalized students.



HEATHER "IASIA" THOMAS, PROJECT MANAGER

Sister IAsia is a native of Cape Town, South Africa whose professional experiences have been realized in the context of education, multi-disciplinary cultural arts, high performance learning, and African centered arts education. Prior to joining the Equity team, she served Pittsburgh Public Schools as director for the Culturally Responsive Arts Education (CRAE) program of Pittsburgh Public Schools where she also taught African dance, artistic leadership, and creative writing to elementary, middle and high school learners.

She currently serves the District as a project manager of Equity with an emphasis on cultural relevancies in pedagogy, student identity, and transformative practice. She is interested in unifying the continental African and African American learners of PPS and their families to uplift, strengthen, and nourish the spirit of resilience innate in people of color.



ELIZABETH BROVEY, DIRECTOR OF EQUITABLE LEARNING ENVIRONMENTS

Elizabeth has over 25 years of urban education experience involving classroom instruction, teacher leadership, training and support to academic coaches, and curriculum writing focused on teaching mathematics from an equity stance. She also achieved National Board Certification and served as a professional development facilitator, curriculum writer and assessment developer for the University of Pittsburgh's Institute for Learning. Her practice has been nationally recognized and utilized through the NCTM's Principles to Action Professional Learning Toolkit.

To advance equitable learning environments, she has facilitated school-wide PLCs, New Teacher Induction and professional learning for cultural responsiveness across content areas. As a school-based coordinator for Education Uncontained, she partnered with Duquesne University to bring learning experiences that are liberating and responsive to today's youth in the area of social justice and youth agency, critical media and organizing for change. Elizabeth joined the Equity Office in January, 2019 with a commitment to deepen her action, knowledge and effectiveness as a Racial Equity Affiliate poised to grow and support adults and children through culturally responsive teaching and learning.

ON TRACK TO EQUITY

APPENDIX



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 #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.
2. Ensure incoming teachers receive site-based mentoring through the New Teacher Induction Program.
3. Increase teacher capacity to implement instruction more equitably through research-based pedagogical strategies.

Strategic Initiatives

PHASE 1

- 1b. Align instructional support efforts to ensure collaboration between school administrators and staff around the school's professional development focus.

PHASE 2

- 1a. Develop and implement a comprehensive professional development learning plan aligned with research-based and culturally relevant practices.

- 2a. Train and develop teacher mentors as a part of the Instructional Teacher Leader (ITL) Certification Program.

PHASE 3

- 3a. Implement a common understanding of the Culturally Relevant Pedagogy (CRP) in theory and practice.

- 3b. Provide a common language and examples on 3G critical attributes.

PHASE 4

- 1c. Provide differentiated instructional support that is based on data and deployed through school-based, district-wide, and online learning opportunities.

- 1d. Design a system that supports individual professional learning plans for teachers.

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

PHASE 2

- 2b. Review and modify performance management systems to maximize impact on professional growth and student outcomes.

PHASE 3

- 1c. Promote retention and reduce negative effect of turnover.
- 2a. Create comprehensive professional learning environments to both facilitate role-specific learning and to enable employees to grow and develop.

■ Additions for PA Comprehensive Plan

■ Additions for Equity Plan

Phase 1: Launching Now–2017–18

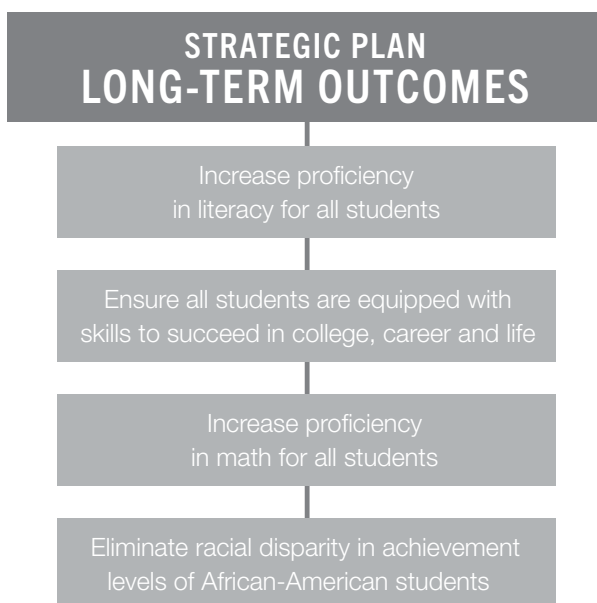
Phase 2: Launching 2018–19

Phase 3: Launching 2019–20

Phase 4: Launching 2020–21

Phase 5: Launching 2021–22

LONG-TERM OUTCOME: 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*. A review of the performance of African-American students in comparison to the White student peers, demonstrates there is a dramatic disparity in every grade level and every subject.



OVERVIEW OF DISPARITY DATA

The District has identified key performance indicators for measuring its progress towards its desired outcomes for students. As part of its efforts to increase transparency, the data below and more recent 2019 results can be found online at www.pghschools.org/dashboards.

STATE ACCOUNTABILITY EXAM PERFORMANCE – PSSA/PASA

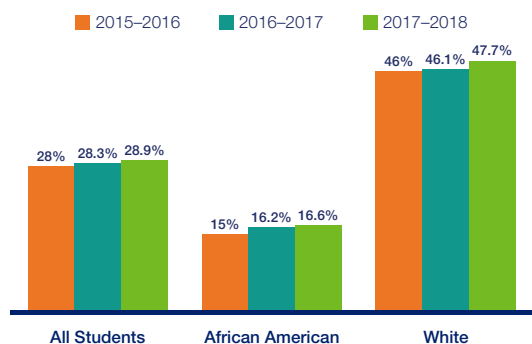
While not a holistic report of school progress, state exams provide a snapshot of student performance. The Pennsylvania System of School Assessment (PSSA) measures individual student performance in English Language Arts (ELA) and Mathematics in Grades 3–8, and Science in Grades 4 and 8.

About four (4) percent of District students are eligible for the alternate Pennsylvania Alternate System of Assessment (PASA) exams which measure ELA and Math in Grades 3–8 and 11, and Science in Grades 4, 8 and 11.

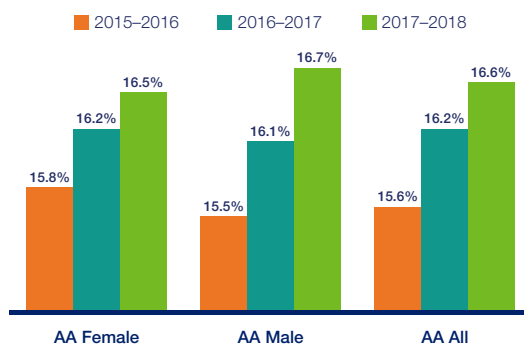
MATHEMATICS PSSA/PASA – 3 YEARS

PSSA/PASA Mathematic results show small increases over time for the All group, African-American subgroup, and White subgroup. However, subgroup results also provide a picture of the ongoing disparity between African-American and White students. African-American students consistently performed below the District average. African-American female and male performance on the Mathematics PSSA/PASA showed similar improvements from year to year.

**DISTRICT ACCOUNTABILITY – PROFICIENT AND ADVANCED
PSSA/PASA: GRADES 3 TO 8 MATHEMATICS**



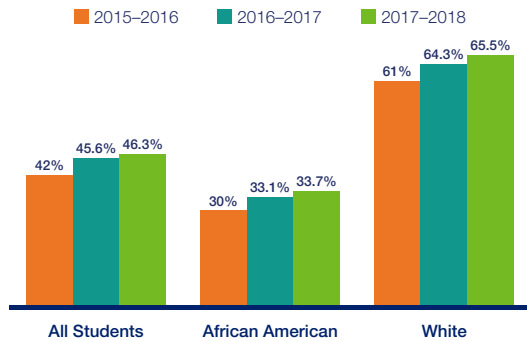
**DISTRICT ACCOUNTABILITY – PROFICIENT AND ADVANCED
AFRICAN-AMERICAN BY GENDER: MATHEMATICS PSSA/PASA**



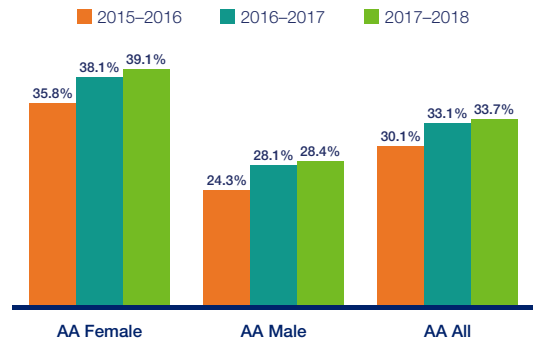
ENGLISH LANGUAGE ARTS

In English Language Arts (ELA) each group achieved small increases in performance over time, with the exception of Multi-Racial students, who saw a small dip in 2017–18. African-American students consistently performed below the District average. African American females performed better than African American males on the ELA PSSA/PASA by approximately 10 percentage points. Both groups have demonstrated improvements from year to year.

DISTRICT ACCOUNTABILITY – PROFICIENT AND ADVANCED PSSA/PASA: GRADES 3 TO 8 ENGLISH LANGUAGE ARTS

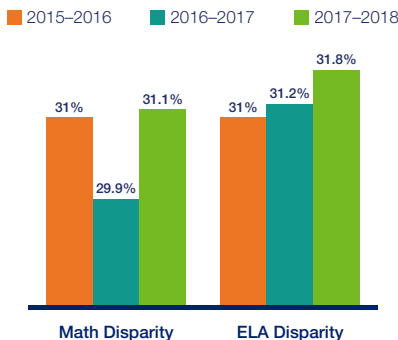


DISTRICT ACCOUNTABILITY – PROFICIENT AND ADVANCED AFRICAN-AMERICAN BY GENDER: ELA PSSA/PASA



The results on the previous page show the disparity in Mathematics achievement between Black and White students has leveled out after a slight dip in 2017. The disparity in ELA achievement between Black and White students has remained flat.

PSSA/PASA DISPARITIES – 3 YEARS



STATE ACCOUNTABILITY EXAM PERFORMANCE – KEYSTONE EXAMS

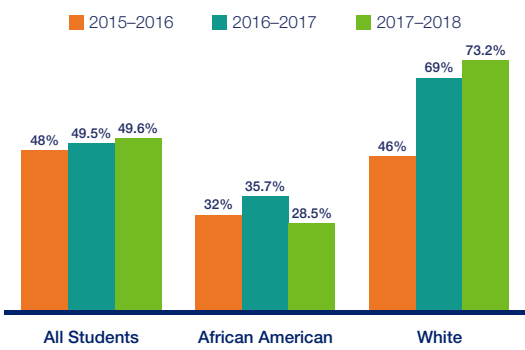
Keystone Exams are end of course exams aligned to the Pennsylvania Core Standards that measure student learning in Algebra 1, Literature and Biology. Students take these exams immediately after completing the corresponding course. Although students may take the Keystone Exams at various times throughout their high school career, results for State and Federal accountability purposes are attributed to the school when the student reaches 11th Grade.

ALGEBRA 1

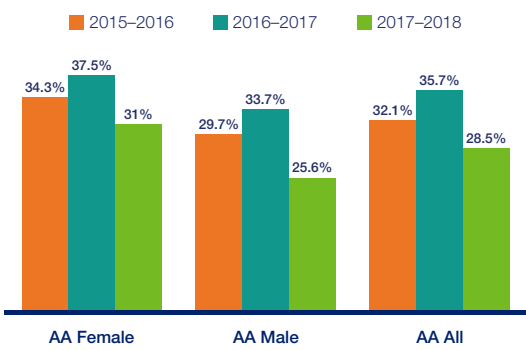
In Algebra 1 the All group stayed relatively similar, with a percentage point growth across the two reported years. In 2017–2018 the African-American subgroup decreased, and the disparity between African-American and White students increased.

In Algebra, African-American females performed better than African-American males by 5 percentage points. While student achievement rose in 2016–2017, both groups saw a decline in performance in 2018 when compared to 2015–16 results.

DISTRICT ACCOUNTABILITY – PROFICIENT AND ADVANCED
KEYSTONE: ALGEBRA 1



DISTRICT ACCOUNTABILITY – PROFICIENT AND ADVANCED
AFRICAN-AMERICAN BY GENDER: ALGEBRA KEYSTONE

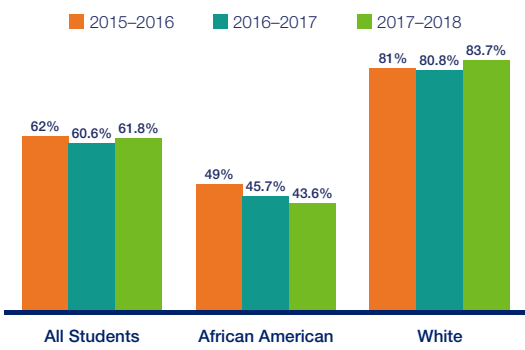


LITERATURE

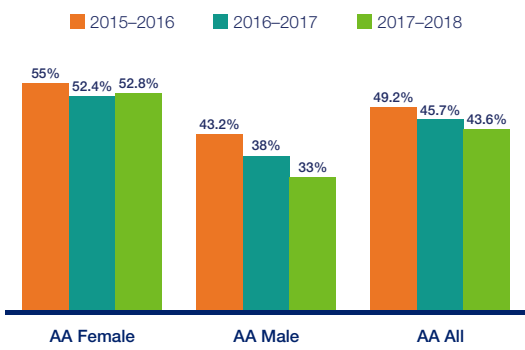
On the Literature Keystone, the All group increased slightly, while the African-American subgroup showed a slight decrease. The disparity between African-American students and White students has increased.

Performance on the Literature Keystone shows the greatest disparity in achievement between the performance of African-American males and females, where a steady decline in the performance of African-American males has resulted in a 19.8 percentage gap between males and females in 2017–18.

DISTRICT ACCOUNTABILITY – PROFICIENT AND ADVANCED
KEYSTONE: LITERATURE

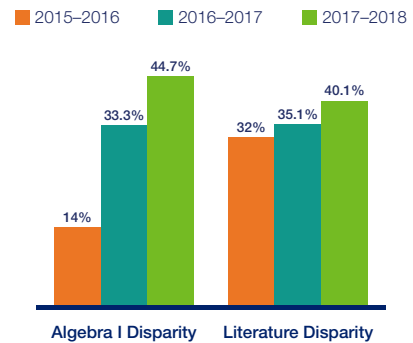


DISTRICT ACCOUNTABILITY – PROFICIENT AND ADVANCED
AFRICAN-AMERICAN BY GENDER: LITERATURE KEYSTONE



Results on Keystone exams show the disparity in achievement between Black and White students has tripled in the past three years, and the disparity in Literature has increased by nearly 10 percentage points.

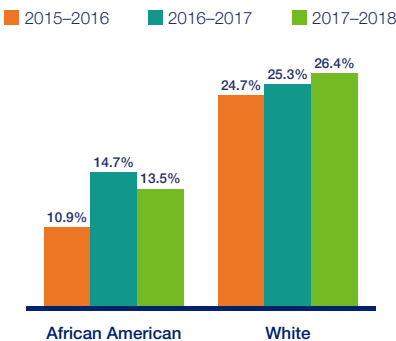
KEYSTONE EXAMS DISPARITIES – 3 YEARS



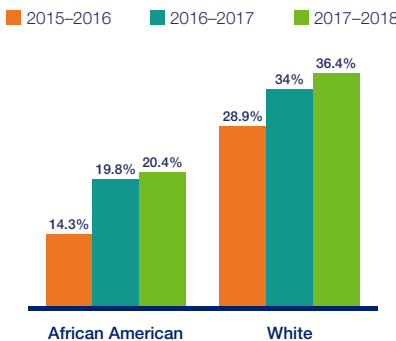
SPECIAL EDUCATION AND RACE

While results on the Math PSSA show steady increases in performance for both African American and White students with an Individualized Education Plan (IEP), an achievement gap between students with IEPs remain. There is a significant gap in achievement in English Language Arts between African American and White students with IEPs.

IEP AND RACE BREAKDOWN
READING PSSA/PASA

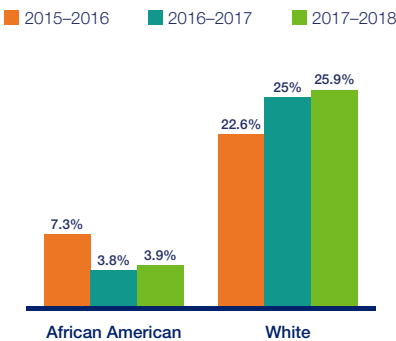


IEP AND RACE BREAKDOWN
MATH PSSA/PASA

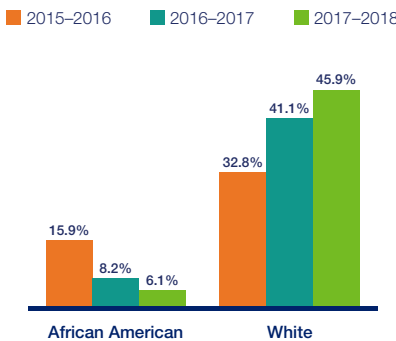


Data also shows a significant disparity in Algebra I, where White students with IEPs performed 22 percentage points higher than African American students with IEPs in 2017-18. The most glaring disparity is seen on the Keystone Literature exam, where African American performance steadily declined and White performance steadily improved, leaving a nearly 40 percentage point difference between African American and White students with IEPs in 2017-18.

IEP AND RACE BREAKDOWN
ALGEBRA I KEYSTONE



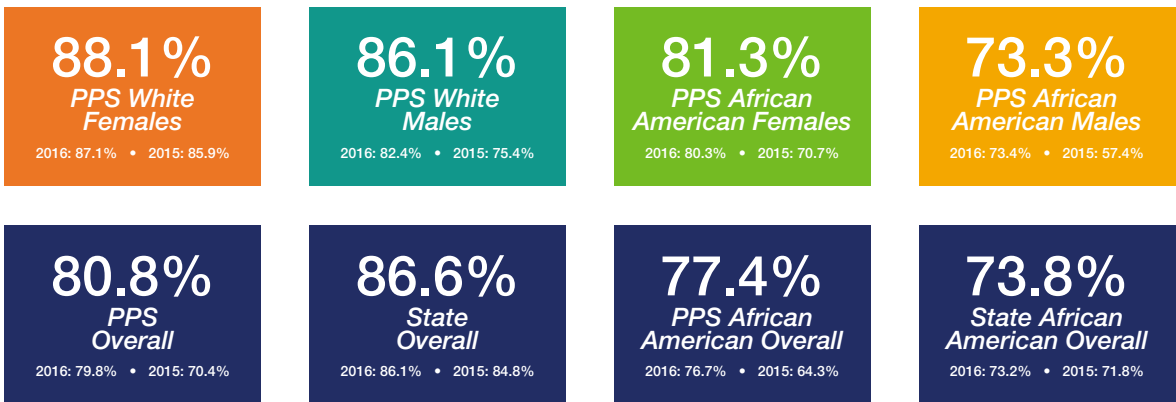
IEP AND RACE BREAKDOWN
LITERATURE KEYSTONE



GRADUATION RATES

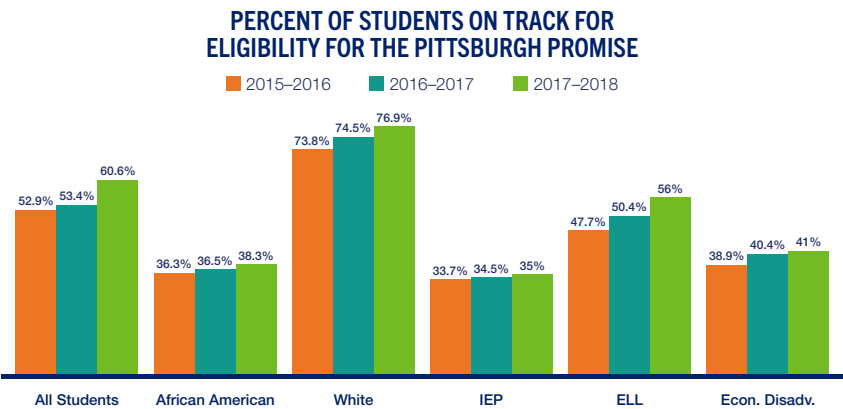
Graduation rates show the percentage of students who graduate with a regular high school diploma within four years of entering ninth grade for the first time. The 4-year cohort graduation rate is based on the number of students within a group who graduate within four years. Graduation rates are reported a year later to account for credit recovery programs. Within the Pittsburgh Public Schools, the overall group, White students, and African-American students have demonstrated improvements each year since the 2015 graduating class.

In 2017, the District rate for all students increased by 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. While graduation rates show positive progress, we know that today’s society requires more than a high school diploma. We will not be satisfied until all students graduate high school college, career, and life-ready prepared to complete a two-or four-year college degree or workforce certification.



PITTSBURGH PROMISE ELIGIBILITY

The Pittsburgh Promise provides an important opportunity for Pittsburgh families to access money to help pay for students to attend college. In order to receive scholarships, students must maintain an attendance rate of 90% or higher and a GPA of 2.5 or higher. Recognizing both the special opportunity to receive Promise scholarships and the importance of those indicators, PPS monitors students’ Promise eligibility. The District monitors the individual status of each high school student, and the District’s We Promise Program offers mentoring and support to African-American male students who need help in meeting Promise eligibility.



PA HUMAN RELATIONS COMMISSION MOU AND EXPECT GREAT THINGS CROSSWALK

MOU SECTION NO.	MOU ITEM	ACTION STEPS UNDERWAY IN DISTRICT THAT ADDRESS THIS ITEM	WHERE IT FALLS IN STRATEGIC PLAN/CGCS RECOMMENDATIONS
III. ADMINISTRATIVE SUPPORT			
III.a	The School District shall maintain a full-time administrator whose duties shall include all of the District's equity initiatives throughout the term of this MOU.	The District has an Executive Director of Equity to fulfill these duties; she is part of the District's general budget.	N/A – Continuing Practice
III.b	The Coordinator will report directly to the Superintendent or Deputy Superintendent and have access to the records of all District offices.	The Executive Director of Equity reports directly to the Superintendent, sits on Cabinet and Academic Cabinet, and has access to the records of all District offices. Reporting relationship defined on organizational chart.	N/A – Continuing Practice
III.d.1	The Coordinator will coordinate meetings and distribution of information to the Equity Advisory Panel.	The Executive Director of Equity works with the EAP Chair, Wanda Henderson to meet regularly and discuss the District's standing with the MOU.	N/A – Continuing Practice
III.d.2	The Coordinator will review and make recommendations for actions based upon the District's data disaggregated by race and gender.	The Executive Director of Equity meets with the Superintendent 1:1 and participates in Cabinet and Academic Cabinet. Both Cabinets convene weekly to review reports, discuss District and educational issues, solve problems, and address student achievement.	N/A – Continuing Practice
III.d.3	The Coordinator will review course offerings and the implementation of Culturally Responsive Instructional Practices across all grade configurations.	The Executive Director and Equity Staff participate on textbook adoption and assessment taskforce teams. The Executive Director is equipping Equity Office members to partner with Curriculum & Instruction leads to review course offerings and instructional practices with an equity lens.	Strategic Theme #2: Objective 1 Establish a rigorous District-wide curriculum and assessment framework that is culturally inclusive. CGCS Recommendation 40 Adopted as an Administrative Regulation under The Dept. of Curriculum & Instruction Shall include the Executive Director of Equity or designee from within the Office of Equity in reviews and updates to the selection and distribution of academic resources and support services to maintain high academic expectations and achievement for all students; shall, in collaboration with the Executive Director of Equity, conduct intermittent audits of curriculum and instructional materials to ensure they reflect balanced representation and include realistic and respectful portrayals of the members of various racial, ethnic, and cultural groups; review course offerings and the implementation of Culturally Responsive Instructional Practices across all grade configurations.

MOU SECTION NO.	MOU ITEM	ACTION STEPS UNDERWAY IN DISTRICT THAT ADDRESS THIS ITEM	WHERE IT FALLS IN STRATEGIC PLAN/CGCS RECOMMENDATIONS
III.d.4	The Coordinator will maintain, monitor and distribute data reports to the PHRC and the EAP.	The Executive Director communicates to Cabinet the data required per the MOU, makes requests to DREA and other pertinent departments for such data reports and sends the reports to Jelani Cooper and the EAP.	CGCS Recommendations 93, 94, 95, 96, 97, 98, 100, 101, 102
III.d.5	The Coordinator will evaluate the District's equity programs and initiatives using an outcomes-based evaluation taking into account disaggregated data and accepted research practice.	The Executive Director works with the Office of Professional Learning to measure adult reaction to equity PD; works with DREA to measure black male student eligibility for PGH Promise scholarships.	CGCS Recommendations 98, 100
III.d.6	The Coordinator will recommend for elimination or appropriate modification of District equity programs and initiatives that are found to be ineffective and replicate or expand effective equity programs and initiatives.	The Executive Director actively participates in Cabinet, working groups and cross-functional teams; uses an equity-focused decision-making tool to analyze programs and initiatives.	Adopted as an Administrative Regulation under Office of School Performance: Shall, in collaboration with the Executive Director of Equity, assess the quality, quantity, and availability of critical educational resources, as defined by federal or state standards, to determine whether there are disparities among schools and within schools; collaborate with the academic and operations divisions to equitably distribute curriculum, support, facilities and other educational resources across schools; progress monitor annually; visit schools intermittently, to review data, policies and practices through an equity frame. Adopted as an Administrative Regulation under The Executive Director of Equity: Shall recommend for elimination or appropriate modification of District equity programs and initiatives that are found to be ineffective and replicate or expand effective equity programs and initiatives.
III.d.7	The Coordinator will review best practices information and research for equitable education programs and initiatives.	The Executive Director regularly reviews current research studies on African American students, equity leadership, and culturally relevant pedagogy; reviews school districts for equity policies, programs and initiatives; identifies experts in the field.	N/A – Continuing Practice
III.d.8	The Coordinator will identify communication processes and operational practices that fully commit to engaging and embracing the District's African American community's social and cultural capital and expertise.	The Executive Director uses with her Office and has shared with Academic Cabinet and LES's an equity-minded decision-making framework.	N/A – Continuing Practice

MOU SECTION NO.	MOU ITEM	ACTION STEPS UNDERWAY IN DISTRICT THAT ADDRESS THIS ITEM	WHERE IT FALLS IN STRATEGIC PLAN/CGCS RECOMMENDATIONS
III.d.9	The Coordinator will seek supplemental equity focused funding sources.	The Equity Office secured funding from Remake Learning to run a Promise of Sisterhood program in summer 2018; submitted a FamLAB proposal to pursue STEM funding for Langley in spring 2018; submitted a proposal to the School Safety and Security Grant to pursue funds for district partnership with the Association of Black Psychologists to pilot a schoolwide violence prevention Communiversities model. In May, the Board authorized the submission of a proposal to the Heinz Foundation to support the initial groundwork to explore African American and Ethnic Studies curriculum.	Strategic Theme #2: Objective 1 Establish a rigorous District-wide curriculum and assessment framework that is culturally inclusive.
III.d.10	The Coordinator will serve, along with the District's solicitor, as the PHRC's point of contact.	The Executive Director of Equity, Angela Allie, and the District's solicitor, Jocelyn Kramer, serve as Jelani Cooper's points of contact.	N/A – Continuing Practice
III.d.11	The Coordinator will meet with the EAP at least (4) times during the school year with (2) additional optional meetings, or as requested by the EAP and agreed upon by the District to exchange information, assess information and comments, and to implement recommendations where possible. If EAP recommendations are not accepted, the District shall within a reasonable time-period explain the reasoning for not implementing recommendations.	The Executive Director has met with the EAP at the Board or off-site 10 times in 2017, nine times in 2018, and 6 times to date since January 2019.	N/A – Continuing Practice
III.e	The District shall maintain the existing EAP whose members shall continue to serve for the term of this MOU unless the District and the Panel agree to specific substitutions.	EAP Member Larry Davis resigned as a member April 2018. The Executive Director facilitated an agreement between the District and the EAP to replace him with Kirk Holbrook in May 2018.	Strategic Theme #1: Phase 3 Develop effective partnerships among schools, students, families, and community organizations, utilizing research-based framework that fosters collaboration for student success.
III.f	The District shall maintain a data evaluator knowledgeable about equity and the District's equity initiatives whose duties shall include compiling data specified in this MOU and reviewing and analyzing data with the Coordinator.	The District hired Ted Dwyer as the Chief of Data, Research, Evaluation and Assessment.	CGCS Recommendations 90, 91, 92, 93, 93, 100, 102
IV. BOARD SUPPORT			
IV.a	A designated representative of the Board of School Directors of the District shall attend meetings of the EAP.	Regina Holley, Sylvia Wilson and Sala Udin attend the EAP meetings that are held at the Board.	N/A – Continuing Practice

MOU SECTION NO.	MOU ITEM	ACTION STEPS UNDERWAY IN DISTRICT THAT ADDRESS THIS ITEM	WHERE IT FALLS IN STRATEGIC PLAN/CGCS RECOMMENDATIONS
V. INSTRUCTIONAL SUPPORT			
V.a	The District shall replicate appropriate instructional and administrative programs and techniques used at schools at all operational levels which, according to District documents and PA state assessment data and/or value-added assessment information, have outperformed their PA peers within and outside the District for at least 2 consecutive years.	The Office of School Performance has designed tenets for high quality instruction to be adopted by all schools. The Chief of Academics will be proposing a set of best practices for all schools to integrate into teaching and learning environments.	Strategic Theme #2: Phase 2 Develop and implement a rigorous, aligned instructional system.
V.b	The District shall evaluate and, based on its evaluation, appropriately continue or modify its efforts to involve parents through a dedicated family and community engagement resource at every school, with particular attention to Priority and Focus schools, and the implementation of the Parental and Family Involvement Policy.	- Family and Community Engagement (FACE) Specialist in Every School. - All school calendars include updated information. - Customer Service Standards have been developed. - District's Support Line has translated options for families needing assistance in another language. - Annual Update of Parent Policy.	Strategic Theme #1: Objective 2 (Phase 1) Establish a shared commitment and responsibility for positive relationships with every student, family, and staff member. Strategic Theme #1: Objective 2 (Phase 3) Create effective family and community partnerships in every school. CGCS Recommendations 63, 64 Adopted as an administrative regulation under Family, Youth & Community Engagement and Office of School Performance.
V.c	The District shall continue to evaluate instructional materials that will provide Culturally Responsive Instructional Practices as part of the regular curriculum and as an integrated part of cross-discipline learning.	The Board has authorized an Equity & Excellence in Education Policy and the submission of a proposal to the Heinz Foundation to support the initial groundwork to explore African American and Ethnic Studies curriculum.	Strategic Theme #2: Objective 1 Establish a rigorous District-wide curriculum and assessment framework that is culturally inclusive. CGCS Recommendation 40
V.d	The District shall continue to evaluate and, based on its evaluation, appropriately continue or modify its efforts to promote the development of positive cultural values which support educational achievement through teacher and learning environment efforts, mental and behavioral partnerships, team building, social skills, conflict resolution, and connection-interactions-personal responsibility.	- Certified 18 staff Restorative Practice trainers. - Professional Development offerings available on Introduction to Restorative Practices, Using Circles Effectively & Facilitating Restorative Conferences. - Employee Recognition program developed and launched. - District's Support Line has translated options for families needing assistance in another language. - Trained all school psychologist on Multi-Tiered System of Support (MTSS). - MTSS handbook developed and distributed. - All schools received training to become Restorative Practice Schools.	Strategic Theme 1 Create a positive and supportive school culture. Objectives 1-3 Strategic Initiative Phases 1-3 CGCS Recommendation 29

MOU SECTION NO.	MOU ITEM	ACTION STEPS UNDERWAY IN DISTRICT THAT ADDRESS THIS ITEM	WHERE IT FALLS IN STRATEGIC PLAN/CGCS RECOMMENDATIONS
V.d CONTINUED		- All schools identify teams to support implementation of Positive Behavioral Interventions and Supports (PBIS). - All PBIS school teams receive 2-day training. - Schools develop and implement PBIS plans. - Designated inaugural community schools (Lincoln, Westinghouse, Faison, Langley and Arsenal 6–8). - Hired Community Schools Coordinator. - Hired Community Schools Site Manager at Pittsburgh Langley. - Restructured former Learning Walks to create Instructional Review Process, providing greater support to schools around both systemic and academic culture. - Begun implementation of mindfulness training at several schools (King, Minadeo, Colfax).	
V.e	The District shall provide in-classroom support, including, but not limited to highly qualified teachers and paraprofessionals, interventions for struggling learners, and other school improvement initiatives as appropriate at schools with greater than 75% African American enrollment and scoring 15% lower than the state averages in both reading and math.	- Certified 18 staff Restorative Practice trainers. - Professional Development offerings available on Introduction to Restorative Practices, Using Circles Effectively & Facilitating Restorative Conferences. - Trained all school psychologist on Multi-Tiered System of Support (MTSS). - MTSS handbook developed and distributed. - All schools received training to become Restorative Practice Schools. - All schools identified teams to support implementation of Positive Behavioral Interventions and Supports (PBIS). - All PBIS school teams receive 2-day training. - Schools develop and implement PBIS plans. - Designated inaugural community schools (Lincoln, Westinghouse, Faison, Langley and Arsenal 6–8). - Hired Community Schools Coordinator. - Hired Community Schools Site Manager at Pittsburgh Langley. - Conducted site visits and engaged school districts that implement equitable distribution models. - Developed uniform scope and sequence for all content areas with model lessons plans. - Developed a common instructional framework for each content area. - Provided professional development on planning standards-aligned lessons. - Provided professional development on formative assessments for learning.	Strategic Theme #1: Strategic Initiative 1a Establish a system-wide 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. Strategic Theme #2 Develop and implement a rigorous aligned instructional system Objective 1: Phase 1 Strategic Theme #3 Provide appropriate instructional support for teachers and staff. Objective 1: Phases 1–2 Strategic Theme #4 Foster a culture of high performance for all employees. Objectives 1–2: Phases 1–3 CGCS Recommendations 15, 22, 24, 25, 27, 29, 31, 32, 35,36, 37, 38, 39, 42, 43, 44, 45, 46, 48, 50,51, 58, 59, 72, 74, 76, 77, 81, 84, 85

MOU SECTION NO.	MOU ITEM	ACTION STEPS UNDERWAY IN DISTRICT THAT ADDRESS THIS ITEM	WHERE IT FALLS IN STRATEGIC PLAN/CGCS RECOMMENDATIONS
V.e CONTINUED		• Purchased and implemented a new data and reporting platform that provides teachers with a comprehensive view of student assessment and demographic data. • Administered diagnostic and benchmark assessments in math, ELA and science. • Expanded partnership with Point Park to create pathway to teaching for District paraprofessionals. • Partnered with SDUC (School District University Collaborative) for the development of an evaluation tool for student teachers utilizing the principals of the RISE rubric to increase competency of substitute and teaching pool. • Reviewed PULSE evaluation system to ensure principal accountability for the retainment of highly-effective teachers. • Increased the number of Assistant Principals and modified their work-year to 12 months to ensure more support, planning and training during the summer months. • Created Transformation Office focused on supporting Focus and Priority schools. • Restructured former Learning Walks to create Instructional Review Process, providing greater support to schools around both systemic and academic culture. • Included eight student half-days on District calendar to allow more time for school-based collaboration and professional development. • Implemented Professional Learning Communities at all schools. • Designated an English Language Arts Academic Coach in every school. • Assigned 10 Mathematics Academic Coaches to 17 schools based on achievement data. • Partnered with SDUC (School District University Collaborative) for the development of an evaluation tool for student teachers utilizing the principals of the RISE rubric to increase competency of substitute and teaching pool. • Hired a Director of Counseling. • Hired a Director of Social Work. • Maintained Project Manager restorative practices. • Bolstered our standards of supports to meet the holistic needs of students by increasing library services, hiring four new regional attendance officers, and expanding nursing services to ensure a nurse on every campus.	

MOU SECTION NO.	MOU ITEM	ACTION STEPS UNDERWAY IN DISTRICT THAT ADDRESS THIS ITEM	WHERE IT FALLS IN STRATEGIC PLAN/CGCS RECOMMENDATIONS
V.f	The District shall continue to provide targeted PD opportunities based on culturally relevant pedagogy and needs assessments of instructional, administrative, and support staff.	- Hired an Assistant Superintendent of Professional Development and Special Programming to lead the development of a professional development plan for all staff. - Restructured former Learning Walks to create Instructional Review Process, providing greater support to schools around both systemic and academic culture - Partnering with Learning Forward in the development of a comprehensive professional learning plan to build central office, principal, and teacher capacity to implement college- and career-readiness standards. - Working with the National Institute of School Leadership (NISL) for school leader coaching to further the growth and development of principals and other school leaders. - Included eight student half-days on District calendar to allow more time for school-based collaboration and professional development. - Implemented Professional Learning Communities at all schools. - Designated an English Language Arts Academic Coach in every school. - Assigned 10 Mathematics Academic Coaches to 17 schools based on achievement data. - Trained all school leaders and academic coaches new testing and analytic platform Performance Matter.	Strategic Theme #3: Phase 2, 1a. Ensure that all professional development for teachers and staff follows research-based and culturally relevant practices. CGCS Recommendation 40 Adopted as an Administrative Regulation under Department of Curriculum & Instruction: Shall, in collaboration with the Executive Director of Equity, sponsor professional learning courses that build a foundational understanding of a) the impact of racism/implicit bias on education and outcomes for students, (e.g., Beyond Diversity) expected for all school-based and central office staff and b) content and pedagogy on implementing culturally responsive practices. Adopted as an Administrative Regulation under Office of Professional Learning: Shall, in collaboration with the Department of Curriculum and Instruction select professional development activities that will equip educators with the knowledge and skills to meet the diverse learning needs of all students and to create the conditions necessary for closing the achievement gap and improving the achievement of all students; In collaboration with the Department of Curriculum and Instruction and the Office of Equity evaluate—and appropriately continue, modify or discontinue—existing professional development programs in alignment with equal educational opportunity and educational equity.
V.g	The District shall continue to offer PD in differentiated instruction to accommodate students' diverse learning styles, cultural backgrounds and other significant differences.	- Partnering with Learning Forward in the development of a comprehensive professional learning plan to build central office, principal, and teacher capacity to implement college- and career-readiness standards. - Working with the National Institute of School Leadership (NISL) for school leader coaching to further the growth and development of principals and other school leaders.	Strategic Theme #3: Phase 2, 1a. Ensure that all professional development for teachers and staff follows research-based and culturally relevant practices. Strategic Theme #3: Phase 2, 1c. Provide differentiated instructional support that is based on data and deployed through school-based, district-wide, and online learning opportunities. CGCS Recommendation 73

MOU SECTION NO.	MOU ITEM	ACTION STEPS UNDERWAY IN DISTRICT THAT ADDRESS THIS ITEM	WHERE IT FALLS IN STRATEGIC PLAN/CGCS RECOMMENDATIONS
V.h	The District shall continue to evaluate and, based on its evaluation, appropriately continue, modify or discontinue its existing PD programs which were created to achieve equal educational opportunity and educational equity.	• 2018 Summer Teacher Academy. • Hired an Assistant Superintendent of Professional Development and Special Programming to lead the development of a professional development plan for all staff. • Partnering with Learning Forward in the development of a comprehensive professional learning plan to build central office, principal, and teacher capacity to implement college- and career-readiness standards.	Strategic Theme #3: Objective 1 Impact student outcomes by increasing teacher knowledge through a cohesive system of instructional support.
V.i	The District shall continue to use research-based teaching practices and diagnostic formative interim and summative assessments to determine the needs and measure the progress of students. The District shall attempt to identify culturally appropriate assessment instruments.	• Established a Data, Research, Evaluation and Assessment (DREA) Office. • Hired a Chief of DREA and a Director of Assessment. • Creation of Assessment Taskforce. • Trained all school leaders and academic coaches new testing and analytic platform Performance Matters.	Strategic Theme #2 Develop and implement a rigorous, aligned instructional system. Objective 1 Establish a rigorous District-wide curriculum and assessment framework that is culturally inclusive. Phase 1: 1b Develop a comprehensive assessment system aligned to grade-level expectations. CGCS Recommendation 40
V.j	The District shall implement flexible groups to address the various educational needs of students and to eliminate permanent “tracking” of students.	• Trained all school psychologist on Multi-Tiered System of Support (MTSS). • MTSS handbook developed and distributed. • All schools have teams to support implementation of Positive Behavioral Interventions Supports (PBIS).	Strategic Theme #1, Phase 1: 1a Establish a system-wide Multi-Tiered System of Support (MTSS) process, that includes 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. Phase 3: 1c Develop individual student success plans for all students. Strategic Theme #3: Phase 1: 1b Align instructional support efforts to ensure collaboration between school administrators and staff around the school's professional development. Phase 2: 1a Ensure that all professional development for teachers and staff follows research-based and culturally relevant practices. CGCS Recommendations 69, 71, 74, 75, 76, 81

MOU SECTION NO.	MOU ITEM	ACTION STEPS UNDERWAY IN DISTRICT THAT ADDRESS THIS ITEM	WHERE IT FALLS IN STRATEGIC PLAN/CGCS RECOMMENDATIONS
V.k	The District shall continue to base program decisions on data.	- Established a Data, Research, Evaluation and Assessment (DREA) Office. - Hired a Chief of DREA and a Director of Assessment.	CGCS Recommendations 4, 90, 91, 92, 93, 94, 97, 98, 100, 101, 102
V.l	The District shall continue to provide for and expand opportunities to elicit active and authentic student input.	- Held student listening sessions in development of strategic plan and revised student code of conduct. - Hired Project Manager Student Voice. - Launched Superintendent Student Advisory Council. - Supported student-driven Month of Non-Violence Activities. - Sent student representatives to 4th Annual Strength in Voices Conference in Reno, NV. The students created an action plan and are committed to bringing back best practices to PPS. - Youth Participatory Budget Council. - Expansion of Student Envoy to nine schools.	Strategic Theme #1: Objective 2 Establish a shared commitment and responsibility for positive relationships with every student, family, and staff member.
VI. EQUITY IN DISCIPLINE			
VI.a	The District shall provide PD resources for teachers, administrators and school board members concerning the impact of differing cultural norms, values and belief systems on student discipline. Training will include enhancement of the knowledge, awareness and skills necessary to reduce any incidence of bias or disparate impact with regard to discipline.	- Hired an Assistant Superintendent of Professional Development and Special Programming to lead the development of a professional development plan for all staff. - Partnering with Learning Forward in the development of a comprehensive professional learning plan to build central office, principal, and teacher capacity to implement college- and career-readiness standards.	Strategic Theme #3: Phase 2, 1a Ensure that all professional development for teachers and staff follows research-based and culturally relevant practices, Strategic Theme #3: Phase 2, 1c Provide differentiated instructional support that is based on data and deployed through school-based, district-wide, and online learning opportunities.
VI.b	The District shall provide a challenging research-based, tiered core curriculum.	- Developed curriculum frameworks for all courses PreK–12, complete with aligned scope and sequence, formative assessments, syllabi, and course-related materials. - Adopted a new PreK–5 English Language Arts curriculum, supplemental Science resources, and supporting technology, aligned to the PA Core Standards. - We rollout new curriculum in 6–12 ELA and K–5 Mathematics aligned to the PA Core standards. - We have adopted and will implement multiple readiness indicators identified by Redefining Ready so we common language around what it means to be college, career, and life ready.	Strategic Theme #2 Develop and implement a rigorous aligned instructional system. Objective 1: Phase 1, 1a, 1b, 1c CGCS Recommendations 23, 24, 25, 26, 27, 28, 30, 31, 32, 33, 34, 40

MOU SECTION NO.	MOU ITEM	ACTION STEPS UNDERWAY IN DISTRICT THAT ADDRESS THIS ITEM	WHERE IT FALLS IN STRATEGIC PLAN/CGCS RECOMMENDATIONS
VI.c	The District shall improve the school's disciplinary climate through use of: culturally responsive disciplinary actions, collecting and analyzing data on referrals for discipline and disciplinary actions by race and offense type; providing specialized training for those teachers who refer African American students for discipline in statistically significant disproportion to their class enrollment; and providing positive training for new teachers and those expressing interest.	• Certified 18 staff Restorative Practice trainers. • Professional Development offerings available on Introduction to Restorative Practices, Using Circles Effectively & Facilitating Restorative Conferences. • Trained all school psychologist on Multi-Tiered System of Support (MTSS). • MTSS handbook developed and distributed. • All schools received training to become Restorative Practice Schools. • All schools identify teams to support implementation of Positive Behavioral Interventions and Supports (PBIS). • All PBIS school teams receive 2-day training. • Schools develop and implement PBIS plans. • Designated inaugural community schools (Lincoln, Westinghouse, Faison, Langley and Arsenal 6–8). • Hired Community Schools coordinator. • Hired Community Schools Site Manager at Pittsburgh Langley. • Created new Transformation Office focused on supporting Focus and Priority schools. • Implement a K–2 suspension ban for non-violent offenses approved by the Board of Directors. • Created new codes of conduct that differentiate between the PreK–5 and 6–12 age groups. • Review discipline data in every cabinet meeting. • Board review of discipline data at designated Board Meetings.	Strategic Theme #1 Create a positive and supportive school culture. Objectives 1–2 Strategic Initiatives Phases 1–3 CGCS Recommendations 29, 75, 81, 84, 85
VI.d	The District shall explore and establish as appropriate and/or effective a mediation program to resolve minor behavior infractions.	• Certified 18 staff Restorative Practice trainers. • Professional Development offerings available on Introduction to Restorative Practices, Using Circles Effectively & Facilitating Restorative Conferences. • All schools received training to become Restorative Practice Schools. • All schools identify teams to support implementation of Positive Behavioral Interventions and Supports (PBIS). • All PBIS school teams receive 2-day training.	Strategic Theme #1 Create a positive and supportive school culture. Strategic Initiatives Phases 1–3

MOU SECTION NO.	MOU ITEM	ACTION STEPS UNDERWAY IN DISTRICT THAT ADDRESS THIS ITEM	WHERE IT FALLS IN STRATEGIC PLAN/CGCS RECOMMENDATIONS
VI.d CONTINUED		- Schools develop and implement PBIS plans. - Maintained Project Manager restorative practices. - Begun implementation of mindfulness training at several schools.	
VI.e	The District shall develop guidelines for examining patterns of disparate discipline.	- Review discipline in every cabinet meeting led by Assistant Superintendents. - Board review of discipline data at designated board meetings.	Strategic Theme #1 Create a positive and supportive school culture. CGCS Recommendations 4, 92, 93
VII. REDUCING THE ACHIEVEMENT GAP			
VII.a	The District shall implement research-based initiatives that have proven effective in reducing the statistically-significant, racially-identifiable academic achievement gap between African American and White students.	- Administered diagnostic and benchmark assessments in math, ELA and science. - Conducted site visits and engaged school districts that implement equitable distribution models. - Developed uniform scope and sequence for all content areas with model lessons plans. - Developed a common instructional framework for each content area. - Provided professional development on planning standards-aligned lessons. - Restructured former Learning Walks to create Instructional Review Process, providing greater support to schools around both systemic and academic culture. - Partnering with Learning Forward in the development of a comprehensive professional learning plan to build central office, principal, and teacher capacity to implement college- and career-readiness standards. - Adopted Redefining Ready Standards.	Strategic Theme #1, Phase 1: 1a Establish a system-wide Multi-Tiered System of Support (MTSS) process, that includes 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. Strategic Theme #2 Develop and implement a rigorous aligned instructional system. Objective 1 Phase 1 Strategic Theme #3 Provide appropriate instructional support for teachers and staff. Objective 1 Phase 1–2 Strategic Theme #4 Foster a culture of high performance for all employees. Objectives 1–2 Phase 1–3 CGCS Recommendations 15, 22, 24, 25, 27, 31, 32, 35, 36, 37, 38, 39, 42, 43, 44, 45, 46, 48, 50, 51, 58, 59, 72, 74, 76, 77, 81, 84, 85
VII.b	The District shall recruit highly qualified certified teachers and provide them with appropriate training and PD to meet the needs of the diverse student population. The District will make a concerted effort to promote diversity and to accurately reflect the District's student-body demographics in its recruitment and hiring of staff.	- All new teachers receive Beyond Diversity Training. - Expanded partnership with Point Park to create pathway to teaching for District paraprofessionals. - Partnered with Slippery Rock University to recruit veterans, with appropriate bachelor's degrees, to become teachers and expand the PA educator pipeline in shortage areas of secondary Math, Science, and K–12 Foreign Languages.	Strategic Theme #4: Objective #1 Develop and broaden teacher pipeline and recruitment efforts to yield a diverse, culturally competent and effective workforce.

MOU SECTION NO.	MOU ITEM	ACTION STEPS UNDERWAY IN DISTRICT THAT ADDRESS THIS ITEM	WHERE IT FALLS IN STRATEGIC PLAN/CGCS RECOMMENDATIONS
VII.b CONTINUED		- Partnered with SDUC (School District University Collaborative) for the development of an evaluation tool for student teachers utilizing the principals of the RISE rubric to increase competency of substitute and teaching pool. 2018 Summer Teacher Academy. - Teaching Magnet pathway.	
VII.c	The District shall continue to set annual numeric goals for reducing the statistically significant racial disparities in achievement with the goal of eliminating the achievement gap.	- Development of Key Performance Indicators. - Hired Chief of DREA. - Established DREA Office.	Long-Term Outcomes Performance Measures pg. 25–26 CGCS Recommendations 4, 96, 97, 102
VII.d	The District shall review grade distribution and assessment results in grades 3, 5, 8, and 11.	- Development of Key Performance Indicators. - Hired Chief of DREA. - Established DREA Office.	Long-Term Outcomes Performance Measures pg. 25–26 CGCS Recommendations 4, 96, 97, 102
VIII. EQUITY IN SPECIAL EDUCATION AND SPECIAL PROGRAM ACCESS			
VIII.a	The District shall continue its effort to address racial disparities in Special Education. The District shall continue to identify statistically significant disparities by race along with disability category, in both identification and restrictiveness of placement.	- Development of Key Performance Indicators. - Trained all school psychologist on Multi-Tiered System of Support (MTSS). - Hired Chief of DREA. - Established DREA Office.	Strategic Theme #2 Phase 1.c Implement an instructional system with aligned and equitably distributed resources. CGCS Recommendations 4, 29, 69, 70, 71, 73, 74, 81, 82
VIII.b	The District shall continue to provide information to parents regarding the rights of eligible students with disabilities under IDEA and Chapter 14 of the PA Board of Ed regulations.	Practice will continue informed by MTSS.	Strategic Theme #1 Create a positive and supportive school culture. Objectives 1–2, Phase 1 – 1a CGCS Recommendation 70
VIII.c	The District shall continue to document the measures taken to decrease statistically significant minority over-identification and levels of restrictiveness.	Practice will continue informed by MTSS.	CGCS Recommendations 71, 74, 75
VIII.d	The District shall continue to provide teachers adequate support, training and time to collaborate on addressing the needs of children with learning problems and on enhancing instructional strategies to meet the needs of those students experiencing instructional or behavioral problems.	- Included eight student half-days on District calendar to allow more time for school-based collaboration and professional development. - Implemented Professional Learning Communities at all schools. - Designated an English Language Arts Academic Coach in every school. - Assigned 10 Mathematics Academic Coaches to 17 schools based on achievement data.	Strategic Theme #3 Provide appropriate instructional support for teachers and staff. Objective 1: Phase 1–2

MOU SECTION NO.	MOU ITEM	ACTION STEPS UNDERWAY IN DISTRICT THAT ADDRESS THIS ITEM	WHERE IT FALLS IN STRATEGIC PLAN/CGCS RECOMMENDATIONS
VIII.e	The District shall continue to monitor, develop and revise as necessary the array of strategies and interventions available through its intervention system to increase the frequency and quality of strategies and interventions for those students experiencing learning difficulties by providing for collaborative problem solving among teachers, related to service personnel, family members, and administrators. The District shall strive to improve attitudes and supplement skills of school-based staff to address students' academic and behavioral needs and determine whether curriculum instructional materials, instructional practices, teacher perceptions, or other factors impact student's difficulties.	Implementation of Continuous Improvement Model.	Strategic Theme #1 Create a positive and supportive school culture. CGCS Recommendations 101, 24, 32, 39, 40, 43
VIII.f	Schools shall document difficulties students experience and determine possible reasons for the problems, provide and document classroom modifications and/or other strategies, assess interventions to ensure they are appropriate and successful, monitor students' progress for a significant period of time, and identify students for whom the learning and/or behavior difficulty persists despite suggested interventions.	- Trained all school psychologist on Multi-Tiered System of Support (MTSS). - MTSS handbook developed and distributed.	Strategic Theme #1, Phase 1: 1a Establish a system-wide Multi-Tiered System of Support (MTSS) process, that includes 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.
VIII.g	The District shall continue to assure that all special education instructional and support services staff have sufficient resources, skills, and professional development opportunities to understand and respond to the needs of all students.	- Included eight student half-days on District calendar to allow more time for school-based collaboration and professional development. - Implemented Professional Learning Communities at all schools. - Designated an English Language Arts Academic Coach in every school. - Assigned 10 Mathematics Academic Coaches to 17 schools based on achievement data.	Strategic Theme #2 Develop and implement a rigorous aligned instructional system. Objective 1: Phase 1 Strategic Theme #3 Provide appropriate instructional support for teachers and staff. Objective 1: Phase 1–2 CGCS Recommendations 70, 71, 72, 73, 74, 75, 76, 77, 78, 80, 81, 82
VIII.h	The District shall continue to provide a sufficiently rigorous curriculum accessible to all to encourage potential student candidates to improve their academic skills and prepare for advanced coursework.	- Expanded our new TEALS Program to eight secondary schools, bringing in high-tech volunteers into the Advanced Placement Computer Science classrooms across PPS. - Partnered with the College Board's "All In" Campaign Challenge to provide PPS high school students online personalized learning to boost success on the PSAT and SAT exams. In addition, paying for the administration of the PSAT to 8th graders and SAT for 11th graders.	Strategic Theme #2 Develop and implement a rigorous aligned instructional system. Objective 1: Phase 1 CGCS Recommendations 23, 26, 27, 28, 30, 31

MOU SECTION NO.	MOU ITEM	ACTION STEPS UNDERWAY IN DISTRICT THAT ADDRESS THIS ITEM	WHERE IT FALLS IN STRATEGIC PLAN/CGCS RECOMMENDATIONS
VIII.h CONTINUED		- Adopted a new PreK-5 English Language Arts curriculum, supplemental Science resources, and supporting technology, aligned to the PA Core Standards. - Evaluating processes to evaluate all 2nd grade students for gifted to increase the identification African-American students.	
VIII.i	The District will continue to expand the number of AP courses each high school is offering and encourage all students to register for more rigorous courses at the secondary level.	We have adopted and will implement multiple readiness indicators identified by Redefining Ready so we common language around what it means to be college, career, and life ready.	Strategic Theme #2 Develop and implement a rigorous aligned instructional system.
VIII.j	The District shall continue to explore and implement an alternative, non-traditional criteria model for determining “giftedness” in students who may not meet the traditional criteria for identification as mentally gifted.	- Gifted and Talented 2018 CAS Summer Dreamers Academy	Strategic Theme #2 Develop and implement a rigorous aligned instructional system.
VIII.k	The District shall, in accordance with Special Education for Gifted Students Regulations, Chapter 16 of the PA Code, adopt and use a system to locate and identify all students with the District who are thought to be gifted and in need of specially designed instruction; inform the public of gifted education services and programs and the manner by which to request these services and programs; and, after discussion with teachers and administrators and following appropriate staff training, use multiple criteria to placed students in the gifted program.	- Fall 2018 Proposal for Universal Gifted Screening - Gifted Screening Communication Planning	Strategic Theme #2 Develop and implement a rigorous aligned instructional system. Objective 1. Phase 1 Establish a rigorous District-wide curriculum and assessment framework that is culturally inclusive.
VIII.l	The District shall develop and monitor strategies for reducing the racial and ethnic disparities in gifted program placements with the goal of significantly reducing the gap.	- Continuous Improvement Model - Gifted Equity Team (school psychologist, gifted liaisons, gifted center principal, ESL department, Equity department, special education, gifted and talented office, assessment office)	Strategic Theme #2 Develop and implement a rigorous aligned instructional system. Objective 1. Phase 1 Establish a rigorous District-wide curriculum and assessment framework that is culturally inclusive.
IX. MONITORING			
IX.b	The District shall continue to make available to the PHRC upon request all equity related funding proposals, grant applications, reports, summaries, strategic plans, evaluations, and other related information.	The Executive Director of Equity provides information by request.	N/A – Continuing Practice
IX.c	The District shall submit data reports to the EAP and PHRC annually at the end of each school year including, but not limited to the identified categories of student data disaggregated by race and gender.	The Executive Director provided Deb Friss with an MOU Data Checklist on 7/25/17 and the superintendent, deputy, and Chief of DREA an updated checklist on 11/27/17 with due dates through 8/3/18.	Long-Term Outcomes Performance Measures pg. 25-26 CGCS Recommendations 4, 96, 97, 102

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IX.d	The District shall submit data reports to the EAP and PHRC annually providing course and curricular information demonstrating the inclusion of African American culture.		Strategic Theme #2: Objective 1 Establish a rigorous District-wide curriculum and assessment framework that is culturally inclusive.
IX.e	The District shall submit data reports required by this MOU in a usable format consistent with available data. The form and format of the data reports shall be agreed upon by the parties.	• Development of Key Performance Indicators • Hired Chief of DREA • Established DREA Office	CGCS Recommendations 4, 96, 97,102
IX.f	The District shall submit information electronically whenever possible.	The Executive Director emails information to Jelani Cooper.	N/A – Continuing Practice
IX.g	The EAP shall nominate a designee from the EAP to report semi-annually at a public Board meeting on the status of implementation of this MOU.	The EAP Chair, Wanda Henderson, and the Executive Director presented to the Board on January 8, 2019 and will continue to provide updates at the Education Committee Meetings.	N/A – Continuing Practice
IX.k	At the conclusion of the second full year of this MOU, the PHRC, EAP and District shall meet to discuss the status of implementation of the MOU and the two annual reports which have been issued by the PHRC by that time.	Meeting to occur prior to the August 2020 expiration of the MOU.	N/A – Continuing Practice
IX.m	If the PHRC issues a finding that the District has not made significant progress at the expiration of the term of this MOU (8/30/2020), the District shall, within six (6) months, review and revise its Equity Plan based on an independent evaluation of existing equity initiatives and the parties may agree to extend the term of this MOU.	The finding will be issued in August 2020.	N/A – Continuing Practice

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