

ON TRACK TO EQUITY



11/6/2019

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RACIAL EQUITY ACTION STEPS

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

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 (see left).



Equity vs. Equality





- 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)

Equity & Excellence in Education Policy

Adopted Oct. 24, 2018

"This policy will ensure that, in accordance with District and state and federal laws, 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."

- Definitions of Equity and Culturally Responsive Teaching
 - Delegation of Responsibility
 - Guidelines for the District re: Programming and Service Delivery, Curriculum and Instructional Materials, Grouping Practices



Designated Board Representatives Attend Equity Advisory Panel (EAP) Meetings



Not pictured

Board Member: Sala Udin

EAP Members: Dr. Anthony Mitchell, Maria Searcy, Dr. James Stewart, Kirk Holbrook

11/6/2019

Implementation of Data-Driven and Research-Based Strategies

Improving Support for 3G Replicating Best Practices

Continuing Equity
Training and Affiliate
Work

Professional Learning for Culturally Relevant Pedagogy

Culturally Responsive Instructional Curriculum Materials

Curriculum Reviews

Instructional Reviews

School Improvement Planning

Office of School Transformation

Equitably Distributed Resources

Community Schools

Student, Family & Community Engagement and Empowerment



INSTRUCTIONAL SUPPORT

11/6/2019

ACTION STEP 1: IMPROVING INDICATORS OF EFFECTIVENESS FOR 3G



Brief Description

The Department of Human Resources will provide *essential guidance* for observers in distinguishing between levels of performance and *possible examples* for each level of performance, such as what practice might look like in a range of settings.

Desired State

PPS teachers and instructional leaders will share a common understanding of 3G indicators and critical attributes, as evidenced by the consistent use of culturally responsive teaching strategies that 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.

PPS school-based administrators will provide evidence and effective feedback for 3G that mirrors these indicators and critical attributes.

Expect great things.

ACTION STEP 3: PROFESSIONAL LEARNING FOR CULTURALLY RELEVANT PEDAGOGY



Expect great things.

Brief Description

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

Desired State

PPS educators will be equipped 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.

ACTION STEP 4: CULTURALLY RESPONSIVE INSTRUCTIONAL MATERIALS — ETHNIC STUDIES



Brief Description

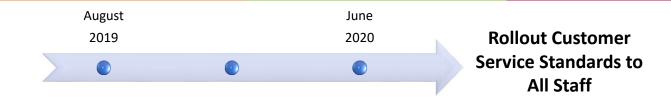
PPS will begin offering Ethnic Studies in the Social Studies, a curriculum that critically examines historical and contemporary social issues from multiple perspectives, while centering the experiences of historically marginalized groups, to arrive at a plural and multicultural understanding of society. Ethnic Studies focuses on themes of social justice, social responsibility, and social change and incorporates culturally responsive approaches to instruction through more communal, artistic, interactive and inquiry-based methods.

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.

Expect great things.

ACTION STEP 11: STUDENT, FAMILY AND COMMUNITY ENGAGEMENT & EMPOWERMENT



Brief Description

PPS will improve our shared commitment and responsibility for positive relationships with every student and family member, with an emphasis on African American, Hispanic, Latina/o, and ESL families.

Desired State

The District will institute a customer service platform to standardize staff interactions with students and families and will occupy community centers and athletic organizations as sites for communicating with families and institute a customer service platform for staff to understand.



Incorporating Culturally Responsive and Bias-Free Strategies for Preventing, Minimizing and Restoring Breakdowns in Adult-Youth Relationships

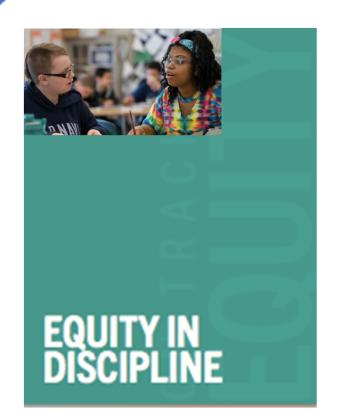
Implement a Multi-Tiered
System of Support

Culturally Responsive Practices to Healing Violence and Trauma

Moratorium on K-2 Nonviolent Suspensions Measuring Student
Perception on School
Culture

Revised Drug and Alcohol Policy

Implicit Bias Training



ACTION STEP 18: IMPLICIT BIAS TRAINING



Brief Description

A cohort of PPS trainers from Student Support Services and Equity will deliver districtwide Implicit Bias Training in support of a decrease in the incidence of racial disproportionality in behavioral referrals, suspensions and arrests and an increase in culturally responsive interventions and supports.

Desired State

Central and school administrators, Board members, Instructional Teacher Leaders, social workers, guidance counselors, school police and school security guards will demonstrate awareness of school discipline disparities at the intersection of race, gender and special needs identification; highlight how skewed perceptions of race, gender and IEP status impact perceptions of student behavior and contribute to disparities; uplift meaningful and actionable solutions aimed at overcoming disparities in school discipline; and promote improved decision-making by leading individuals to question their objectivity (Bennet, 2010; Wright, 2016). Expect great things.

Increasing Access to Opportunities for Historically Marginalized Groups

Broaden Teacher Pipeline

Targeted Support for the Historically Underserved

Teaching Academy

Para 2 Teacher Program



ACTION STEP 20: SUPPORT FOR HISTORICALLY UNDERSERVED STUDENTS



Brief Description

The District has created nine Student Equity Advocate positions in 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.

Desired State

Student Equity Advocates will help 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.



Addressing
Overrepresentation
of African American Students
in Special Education and
Underrepresentation in AP
and Gifted Education

Birth - 8 (3rd grade)
Early Childhood
Education Plan

Equitable Gifted Screening and Identification

Equity in Special Education Placement

Gifted & Talented Model



ACTION STEP 21: EARLY CHILDHOOD EDUCATION PLANNING FOR AGES BIRTH TO 8



Brief Description

The Executive Director of Early Childhood 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.

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.



ACTION STEP 22: EQUITABLE GIFTED SCREENING & IDENTIFICATION



Brief Description

The Gifted & Talented Coordinator aims to increase the number of underrepresented 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).

Desired State

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



Ongoing Supervision of Measures of Substantial Progress and Efforts Aimed at Progress

Creation of Data, Research, Evaluation and Assessment Dept.

Implementation Scales

Public Accessible Data

Dashboard



Roles and Responsibilities of the Executive Director of Equity

Coordinating meetings and distribution of information to the Equity Advisory Panel

Reviewing and making recommendations for actions based upon the District's data

Monitoring the progress of the Equity Implementation Plan

Maintaining, monitoring and distributing data reports to the PHRC and the EAP

Reviewing course
offerings and the
implementation of CRP
across all grade
configurations



2017-2022 Strategic Plan Framework **Equity Additions**

