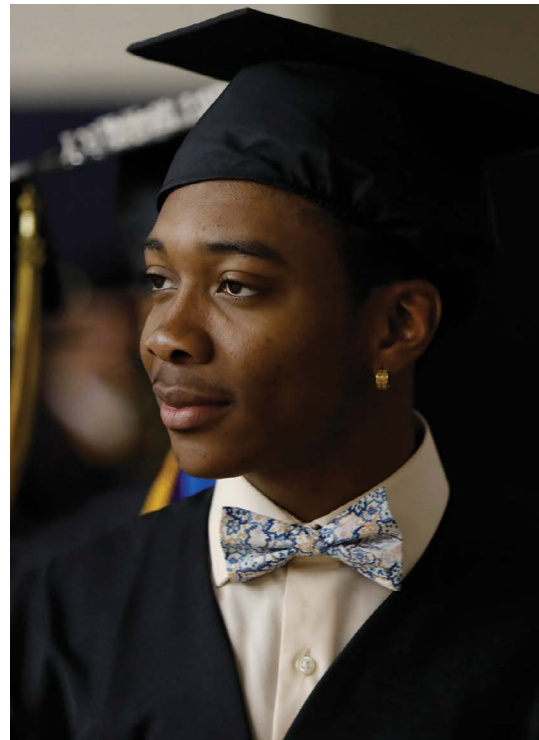


ON TRACK TO EQUITY



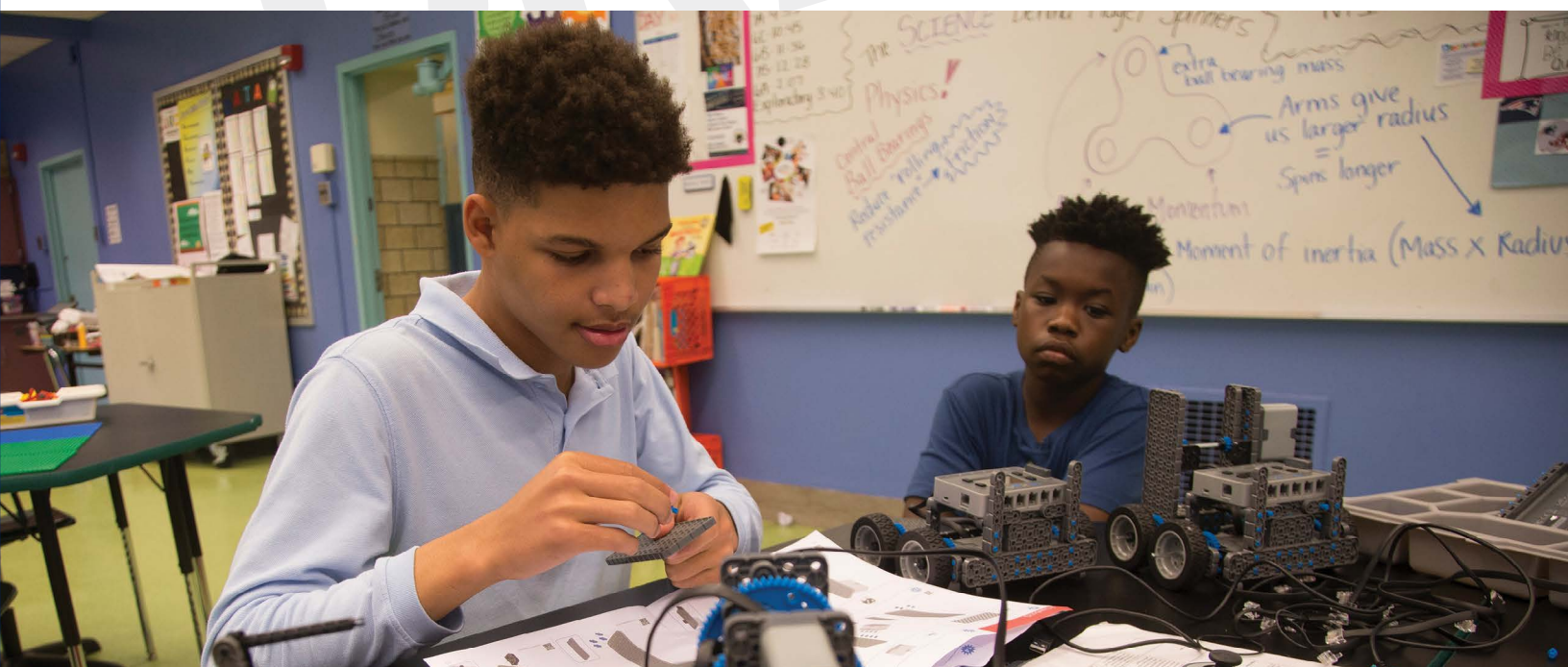
INTEGRATING EQUITY THROUGHOUT PPS AN IMPLEMENTATION PLAN

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

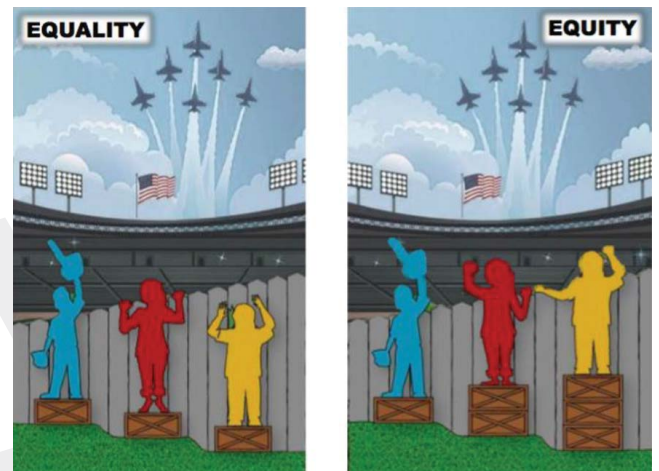
WHAT WE ENVISION: SYSTEMIC EDUCATIONAL EQUITY

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*)

A MESSAGE FROM THE SUPERINTENDENT

Upon my arrival to the Pittsburgh Public Schools (PPS), I was charged by the Board of Directors to eliminate disparities and transform our schools so that they give all students the best opportunity to succeed. I knew this would not be a task that would be achieved overnight, and without a solid, actionable plan to get us there.



After nine months of planning, which included the unprecedented community engagement of more than 3,500 stakeholders, an in-depth data review, and a third-party analysis conducted by the Council of the Great City Schools, in April 2017, we launched the 2017–2022 Strategic Plan: *Expect Great Things*.

Our strategic plan outlines four long-term outcomes for student proficiency, including the elimination of racial disparity in achievement levels of African American students. The plan also has four strategic themes and 19 initiatives to achieve our goals in three phases. In the first year of our work, from May 2017 through June 2018, we began implementation of nine of those initiatives. As Phase 1 work continues, we have entered Phase 2 implementation of five additional initiatives to impact school culture, support for teachers and staff, and our efforts to foster a culture of high performance for all employees.

Overall our Key Performance Indicators (KPI) demonstrate that we are making progress in most areas. More students are reaching proficiency. Fewer students are missing valuable instructional time due to suspensions. Moreover, more students are taking advantage of a scholarship from the Pittsburgh Promise upon graduation.

Even with this progress, we are unsatisfied by the achievement of our students overall, and the persistent disparities in the academic performance of our African-American students. We maintain our commitment to the continued monitoring of our progress in eliminating racial achievement disparities and supporting the work of the Equity Advisory Panel (EAP), established through our Memorandum of Understanding with the Pennsylvania Human Relations Committee, to inspect our progress.

Change is not a straight arrow, but a winding road, ever moving forward. Our continuous improvement model includes checks to ensure the changes we are making are getting us the results we seek for our students. We take ownership of our work to achieve success, understand now more than ever it is increasingly important that our students attain more than a high school diploma.

I am confident we are on a path to make momentous change for our students. We will only accomplish our goals for students by working together—the school District, schools, families, and community. Our strategic plan is the first step in that direction. Our On Track to Equity Implementation Plan digs deep into the strategies of our strategic plan to call out our intentional efforts to raise the achievement of African-American students. Similar to our strategic plan, the implementation of strategies outlined in our plan, will require the participation of all stakeholders. Together, I am sure we will reach our vision to all students graduating prepared for college, career, and life.

Sincerely,

A handwritten signature in blue ink, appearing to read 'A. Hamlet', with a stylized flourish at the end.

ANTHONY HAMLET, ED.D.
SUPERINTENDENT

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 with 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, a detailed 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: **Instructional Support, Equity in Discipline, Reducing the Achievement Gap, Equity in Special Education and Special Program Access; Monitoring, and Administrative and Board 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.

Below details the 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 within the MOU. Multiple MOU items may be met across areas. A detailed crosswalk of District alignment to the items of the MOU is found in the appendix of the plan.

DRAFT



BOARD SUPPORT

COMMUNITY
ACTIVITY
TO

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.**

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).

Culture is a tool for learning. 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, students must see themselves in a broader community.

Fifty-three percent of the District’s African-American students are potentially exposed to the disparities in instruction that stem from the monocultural design and imbalance in the teaching population. 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, but is committed to improving student outcomes, which will stem from teaching educators about the benefits of culturally-relevant practices, 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.

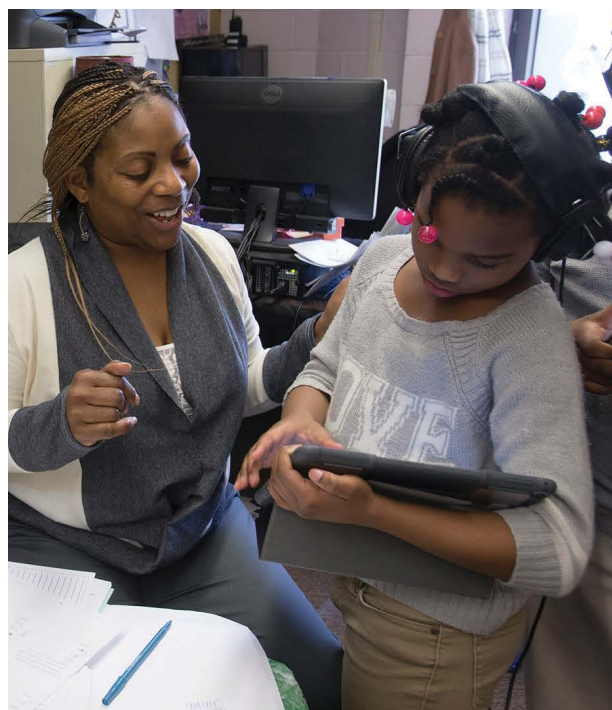
To meet this goal, PPS will explore instructional content that truly reflects the diversity of Pittsburgh Public Schools, with particular attention to those who have been historically marginalized in our society and within our existing curriculum, those of African, Latino, Asian and Native descent.

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, and the vast majority of students should benefit from 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: PROFESSIONAL LEARNING FOR CULTURALLY RELEVANT PEDAGOGY

MOU ITEMS: V.f, V.g, V.h, VII.a

The Office of Equity, in collaboration with the Department of Curriculum & Instruction and Office of Professional Learning, works to support the District in implementing sustainable, capacity-building strategies for systemic equity through district-wide professional development. The following parameters will guide the District's approach to professional learning on culturally relevant pedagogy that will aim to assist PPS in reaching the above stated goals.

- Align to and support the understanding of 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.**
- Align to and support the understanding of the Courageous Conversations About Race protocol.
- Align to published research and evidence-based practices for African-American learners.
- Incorporate the professional learning standards as defined by Learning Forward.
- Utilize classroom based examples of CRP in practice.
- Provide accompanying tools for practitioner use in understanding CRP at various points throughout the teaching and learning process: planning, teaching, observing, conferencing, feedback, and reflection.
- Contain specific learning objectives and actionable information on what participants should know and be able to do following participation in learning session.
- Model CRP within the design and delivery of content.
- Be relevant to the target audience of teachers, administrators, and district leaders.
- Align to the district framework for high quality instruction.

OBJECTIVE

To 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

PPS will explore and implement pedagogical strategies and professional learning that support teacher capacity to:

- Demonstrate and foster a belief in the ability of all students to achieve at high levels, specifically students of color and English Language Learners.
- Acknowledge and affirm the racial, cultural and linguistic experiences and perspectives of students.
- Embed culturally relevant resources into the curriculum.
- Empower students to take on active roles in the class.

Some external contracts may be necessary to ensure PPS has the expertise to deliver deep learning and the capacity to implement professional learning to a wide audience over an extended period of time.

CURRENT STATE

PPS has adopted a definition for Culturally Relevant Pedagogy in the Tenets for High Quality Instruction, which is intended to ground teachers and instructional leaders in focused practice around teaching and learning. One of the components of the PPS Research-Based, Inclusive System of Evaluation for teachers is 3G—Implementing Lessons Equitably. Informal reviews of classroom instruction across the District and principal feedback to teachers indicate an increasing need to ensure both groups have a clear understanding of this component—what it means and how it looks in practice. Furthermore, student achievement indicates instruction is not serving 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.

ROLES AND RESPONSIBILITIES

INITIATIVE OVERSIGHT

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

ACTION STEP 2

BLUEPRINT AND ACTION PLAN: IMPROVING 3G INDICATORS OF EFFECTIVENESS

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

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 these 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

3G: UNSATISFACTORY	3G: BASIC	3G: PROFICIENT	3G: DISTINGUISHED
<p>Few of AA students are actively engaged in learning the majority of the time based on the task structure of the lesson.</p> <p>Does not use the six guiding characteristics of Culturally Relevant Pedagogy.</p> <p>Teacher permits minority students to opt out of learning.</p> <p>Student talk is not seen as essential for learning and for successful completion of task/engagement.</p> <p>Student struggle time is not provided.</p>	<p>Some AA students are actively engaged in learning.</p> <p>Inconsistently uses the six guiding characteristics of Culturally Relevant Pedagogy including:</p> <p><i>Communicates High Expectations</i></p> <p><i>Builds Relationships and Caring Communities</i></p> <p><i>Communicating a Positive Perspective of Parents and Families</i></p> <p><i>Creating Learner-centered Instruction with the Teacher as Facilitator</i></p> <p><i>Structures Learning within the Context of Culture</i></p> <p><i>Enriches the Curriculum</i></p> <p>Teacher permits some minority students to opt out of learning.</p> <p>Some students are provided some struggle time.</p>	<p>The majority of AA students are actively engaged in learning the majority of the time.</p> <p>The teacher has strong relationships with minority students.</p> <p>The teacher does not permit minority students to opt out of learning.</p> <p>The teacher provides opportunities for student-to-student talk that engages all students not just the same ones.</p> <p>Student talk is seen as essential (part of the student's narrative) for learning and for successful completion of the task/engagement.</p> <p>Student struggle time (individual, pair/share or group) is honored and respected.</p> <p>Consistently uses the six guiding characteristics of Culturally Relevant Pedagogy listed in previous column.</p>	<p><i>In addition to the characteristics of "proficient:"</i></p> <p>All AA students are actively engaged in learning the majority of the time based on the task structure of the lesson.</p> <p>Student-to-student talk engages all students.</p>

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.

ALYSSA FORD HEYWOOD
Director, Performance Management Systems,
Office of Human Resources

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

DR. VIRGINIA HILL
Principal, University Prep at Millionnes

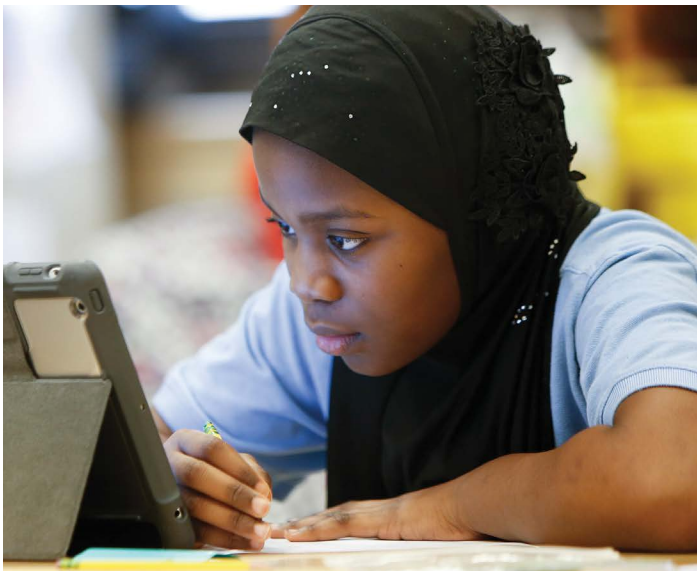
ELIZABETH BROVEY
Director, Equitable Learning Environments,
Office of Equity

KELLIE SKWERES
Teacher Support Liaison, Office of
Professional Learning

WAYNE ZIENTARSKI
System Administrator, Office of Technology

ANGELA ALLIE
Executive Director, Office of Equity

DR. WAYNE WALTERS
Assistant Superintendent, Office of
Professional Learning



INITIATIVE WORKPLAN

PHASE 1: MAY–DECEMBER 2019	
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.
4	Focus Group Feedback.
5	Present Recommendations to the Superintendent and Executive Cabinet.
6	Present Recommendations to Board of Education at Education Committee Meeting.
PHASE 2: JANUARY–AUGUST 2020	
ACTION ITEM	MILESTONE DELIVERABLE OR ACTIVITY
7	Generate Materials and Resources.
8	Plan Training Session.
8	Principal/Coach Training.
8	Teacher Training.
10	Launch Implementation of 3G Critical Attributes and Possible Examples.

ACTION STEP 3 EQUITY TRAINING

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

In Pittsburgh Public Schools equity training is designed to help teachers, students, parents, and administrators 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 achievement and serve as barriers for ALL students receiving a world-class education.

Presently, PPS has the capacity to deliver its own equity professional development, as each member of the Equity Office possesses the content knowledge and facilitator expertise to offer professional learning District-wide.

Beyond Diversity

All 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 create spaces for Courageous Conversations about Race.



FOUR AGREEMENTS*

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

*See Appendix I

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 are also providing ongoing, on-site training to the adjunct art teachers at CAPA.

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 (CCAR) 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 our 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 at least (9) new Practitioner Affiliates and support the ongoing learning and leadership of all Affiliates to effectively embed Courageous Conversations about Race into data analysis, PLC's, PBIS core team meetings, MTSS meetings, instructional coaching support, leadership team decision making, and daily reflection.

ROLES AND RESPONSIBILITIES

INITIATIVE OVERSIGHT

ROLE	DESCRIPTION
EXECUTIVE SPONSOR	Anthony Anderson, Deputy Superintendent 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.

JASON RIVERS

Project Manager, Office of Equity

BRANDEN BALLARD

Project Manager, Office of Equity

KELLIE SKWERES

Teacher Support Liaison,
Office of Professional Learning

ELIZABETH BROVEY

Director, Equitable Learning Environments,
Office of Equity

HEATHER IASIA THOMAS

Project Manager, 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., 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., LLI, Network Meetings, Summer Leadership Academy, Center for Urban Education Summer Forum, Coaches Trainings, PLCs, etc.).
- Facilitator and Practitioner Affiliates will coach and support key departments/schools to accomplish the MOU terms.

PROFESSIONAL LEARNING TO ADVANCE EQUITY

Staff across various stakeholder groups will participate in professional learning to advance equity in PPS. The following modules are broken down into levels that follow a sequence of learning. Level one covers foundational knowledge and serves as a prerequisite to more advanced material. Level two focuses on developing instructional leaders. Level three is more involved work, focusing on prolonged coaching to develop culturally responsive teachers on the ground and Equity Affiliates who can deepen and sustain the work.

ALL TEACHERS AND INSTRUCTIONAL LEADERS

Beyond Diversity

Know Yourself, Know
Your Students: Implementing
Lessons Equitably

CURRICULUM COACHES/ COORDINATORS/SPECIALISTS/ ALL TEACHERS

Foundations of VABB

Foundations of CRT
& The Brain

Coaching for Cultural
Responsiveness: Introduction

PRINCIPALS AND ASSISTANT PRINCIPALS

Foundations of VABB
(Validate-Affirm-Build-Bridge)

Foundations of CRT &
The Brain

SEE (Sustaining Equitable
Environments)

LEARNING ENVIRONMENT SPECIALISTS

Culturally Responsive
Classroom Management

SEL & Development through
a Culturally Responsive Lens

SEE [Sustaining
Equitable Environments]

Affiliate Certification

TEACHERS

Professional Learning
Communities*

SEE (Sustaining Equitable
Environments)

Professional Learning Communities are site-specific opportunities for job-embedded professional development, led by school-based instructional leaders in their own buildings. Principals are responsible for setting the agendas and establishing the content to ensure ongoing discussions and work around culturally responsive teaching.



PROFESSIONAL LEARNING MODULE	DESCRIPTION	TARGET AUDIENCE	PROVIDER	TIMELINE
LEVEL ONE: FOUNDATIONAL KNOWLEDGE – PART A (REQUIRED FOR ALL TEACHERS AND INSTRUCTIONAL LEADERS)				
I. Beyond Diversity – <i>An Introduction to Courageous Conversation and a Foundation for Deinstitutionalizing Racism and Eliminating Racial Achievement Disparities</i>	Beyond Diversity™ is a powerful, personally transforming 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 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; and practice using strategies for identifying and addressing policies, programs, and practices that negatively impact achievement for students' of color and serve as barriers for ALL students receiving a world-class education.	All staff	Pacific Educational Group/PPS Equity Affiliates	Ongoing, Offered Monthly
II. Know Yourself, Know Your Students – Implementing Lessons Equitably	Teachers must know themselves and their students both racially and culturally in order to generate the highest level of achievement for all students. In this two-day seminar, explore Gloria Ladson-Billings' three criteria for culturally relevant pedagogy: academic success, cultural competence, and critical consciousness. Through this exploration of both self and student, learn how developing and incorporating these criteria will increase your knowledge and application of RISE.	All school-based staff & instructional support staff who have completed <i>Beyond Diversity</i>	Pacific Educational Group PPS Equity Affiliates	Beginning August 2019 Will Be Ongoing, Provided Monthly
LEVEL ONE: FOUNDATIONAL KNOWLEDGE – PART B (REQUIRED FOR ALL INSTRUCTIONAL LEADERS)				
III. 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.	Audience: Principals, Assistant Principals, Instructional/ Curriculum Leaders and teachers who have completed <i>Beyond Diversity</i> and <i>Know Yourself, Know Your Students</i>	Dr. Sharroky Hollie	Cohort 1: Dec. 2018 Cohort 2: Spring 2019 Cohort 3: Winter/Spring 2020
Culturally Responsive Teaching & The Brain – Foundations Seminar	This 2-day seminar is designed to help participants understand how the various elements of culturally responsive practice work together to create the conditions for students to thrive and embrace rigor. Using the Ready for Rigor frame, participants will explore the dispositions and practices that lay a foundation for being more responsive to diverse students who are under-performing. The focus will be on understanding how the core principles of culturally responsive teaching translate into mindsets and moves for both teachers and students.	Principals and Instructional/Curriculum Leaders who have completed <i>Beyond Diversity</i> and <i>Know Yourself, Know Your Students</i>	Transformative Learning Solutions	Cohort 1: Summer 2019 Cohort 2: Summer 2020 Cohort 3: Winter 2021 Cohort 4: Summer 2021

PROFESSIONAL LEARNING MODULE	DESCRIPTION	TARGET AUDIENCE	PROVIDER	TIMELINE
LEVEL TWO. LEARNING TO LEAD				
Coaching for Cultural Responsiveness: Introduction	Based on the bestselling book, Culturally Responsive Teaching and the Brain, this 1-day workshop is designed to introduce coaches to the various elements of culturally responsive practice and how they work together to create the conditions for students to thrive and embrace rigor. Participants will examine coaching moves needed to be an effective support within a school working toward equity.	Instructional/ Curriculum Leaders who serve in a coaching capacity and who have completed the Foundations Seminar of Culturally Responsive Teaching & The Brain	Transformative Learning Solutions	Cohort: Spring 2020 Cohort : Winter 2021 Cohort 3: Summer 2021
E-Racing Discipline: Culturally Responsive Classroom Management	According to Dr. Sharroky Hollie, "In order to have a positive classroom management system, teachers have to separate out cultural behaviors from disruptive behaviors." In this seminar, participants will learn about practical, culturally responsive strategies for preventing, minimizing, managing and restoring breakdowns in adult-youth relationships by exploring methods that have been proven to result in the reduction of racially disparate discipline referrals and suspensions. By unpacking Dr. Richard Majors' Cool Pose and Lisa Delpit's Warm Demander, participants will better understand the antecedents, behaviors and consequences that encompass/govern the classroom environment.	Learning Environment Specialists who support teachers in establishing a positive classroom environment Principals, Assistant Principals	TBD	Summer/Fall 2019
Social-Emotional Learning & Development through a Culturally Responsive Lens	Participants will examine the connection between cognition and social-emotional wellbeing for students. In addition, participants will explore how emotions work for or against diverse students in the classroom depending on whether an intellectually safe space has been created. This session will go beyond over-simplistic strategies to understand how we can integrate affective and relational aspects into instruction in order to help students build an academic mindset.	Learning Environment Specialists who support the implementation of a social-emotional program in classrooms	Transformative Learning Solutions	Winter 2019
LEVEL THREE. COACHING AND EXTENDED JOB-EMBEDDED PROFESSIONAL DEVELOPMENT				
<p>SEE: Sustaining Equitable Environments</p> <p>Sustaining Equitable Environments (SEE) is an in-depth professional learning opportunity for teams of teachers and district Learning Environment Specialists to grow as leaders for racial equity and supported the creation of culturally responsive classroom environments/spaces and instruction. Sustaining Equitable Environments Teams participate in a series of full day seminars and multiple on-site coaching and non-evaluative observation cycles designed to support their knowledge and practice. Learning opportunities include time for examining the process and content of instruction, exploring the intersection of race and pedagogy, identifying culturally responsive classroom strategies to incorporate into daily practice and share with colleagues, and developing as leaders for racial equity.</p> <p>Targeted Audience: Teams of Teachers and Learning Environment Specialists</p> <p>Provider: The Director of Equitable Learning Environments, Office of Equity</p> <p>Timeline: Will Be Ongoing, Beginning Summer 2019</p>				

LEVEL THREE. COACHING AND EXTENDED JOB-EMBEDDED PROFESSIONAL DEVELOPMENT

Equity Affiliate Certification

The Affiliate Program with Pacific Educational Group provides a certification process for a cohort of leaders to develop individuals to lead Courageous Conversations About Race (CCAR) with others in order to build system capacity and sustainability for racial equity transformation. Through providing professional learning opportunities, internalizing and facilitating the use of the CCAR 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. In addition, Racial Equity Affiliates can be licensed to facilitate Pacific Education Group's (PEG) foundational seminar, Beyond Diversity. The work of Racial Equity Affiliates is in alignment with the Memorandum of Understanding with the Equity Advisory Panel as it supports internal capacity to provide professional development that can assist educators in better meeting the needs of our students.

Targeted Audience: Learning Environment Specialists and Central Office Department Leads who will coach and support key departments/schools to accomplish the MOU terms

Provider: Pacific Educational Group and the Office of Equity

Timeline: Certification Program Begins Spring 2019

NEW STAFF ORIENTATION – DEPARTMENT OF HUMAN RESOURCES

Every employee, in and out of the classroom, is needed to help us reach our district goals of accelerating student achievement, eliminating racial disparities, creating a positive school and district culture, and fostering innovation. As a new employee with Pittsburgh Public Schools, part of the onboarding includes a formal session where participants learn about the vision and mission of the District, as well as the historical context of equity in the District including, but not limited to, the Equity & Excellence in Education Policy and the Conciliation Agreement. As noted in the chart above, all new District employees must complete the Beyond Diversity 2-day seminar.



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 and more culturally authentic texts in ELA curriculum. 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 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. While the District has been purposeful, incorporating texts, materials and activities that allow students to have positive reflections of themselves, 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 2nd 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 Grades 6–12 from our K–8, Middle, 6–12, and High Schools. 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	Kendra Wester, 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

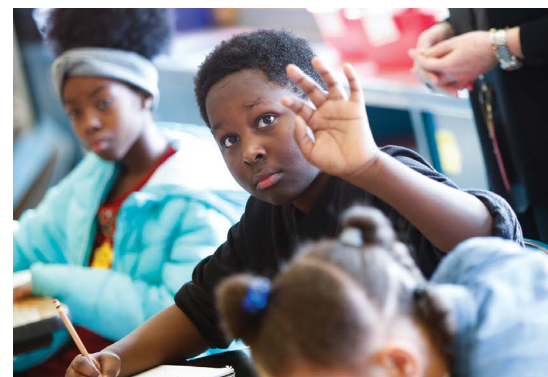
Chief of Staff, Office of the Superintendent

ANGELA ALLIE

Executive Director, Office of Equity

INITIATIVE WORKPLAN

PHASE 1: FEBRUARY–DECEMBER 2019	
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.
5	Present Implementation Recommendations to the Superintendent and Executive Cabinet.
6	Present Implementation Plan to Board of Education at Education Committee Meeting.
7	Design Team Meetings Held to Execute the Implementation Plan.
8	Curriculum Adoption and Approval Process.
9	Adoption of Instructional Materials.
PHASE 2: JANUARY–AUGUST 2020	
10	Professional Learning for Classroom Teachers who will Deliver Curriculum Units.
11	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 under ESSA (CSI) 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 below provides a high-level overview of the two federally-prescribed accountability designations:

IMPROVEMENT CYCLE	BASED ON...	IDENTIFICATION CYCLE
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)	<p>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</p> <p>Any high school – Title I or not – with a combined 4- and 5-year adjusted cohort graduation rate of 67 percent or less.</p>	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 Millions 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

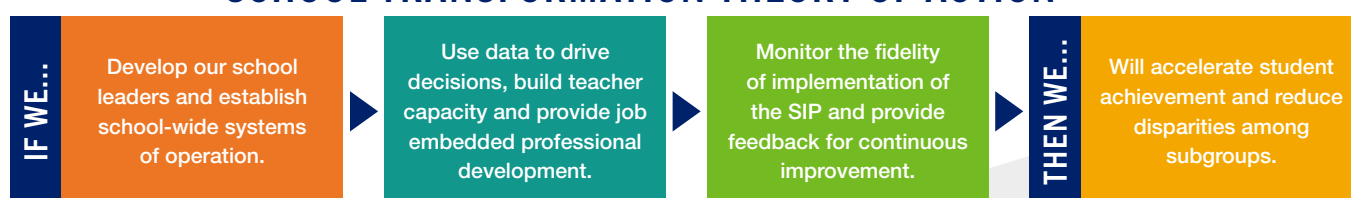
OFFICE OF SCHOOL TRANSFORMATION

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

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.

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

- 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.
- PPS Student Voice: There are several ways student voice has been elevated throughout the District, including:
 - Student Advisory Council: a District-wide leadership opportunity for elected students to share the interests and concerns of students at their schools with PPS administration and provide input on school and District initiatives.
 - Youth Participatory Budget Council: In June 2018, the Pittsburgh Public Schools (PPS) and City of Pittsburgh launched the PPS Youth Participatory Budget Council composed of 20 student representatives, from across all nine districts. The YPBC was shaped to provide youth an opportunity to vote for their preferred policies. As part of the YBPC, students learned about the inner workings of city government and the school District as they created a proposal for how to use funds on a capital project.
 - Student Specific Input Sessions: To gain student input on key programs and initiatives, Dr. Hamlet has held multiple student input sessions on various topics including, the Strategic Plan, Student Code of Conduct, and Proposed enhancement to the strategic plan. Each session brought groups of students from each school serving students in grades 9–12 to ensure student voice is at the table.
 - The Student Envoy Project is a student leadership program focused on enhancing peer culture through the student-led teaching and reinforcement of efficacious mindsets and practices. Students are selected within their buildings 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 schools and their communities better, stronger and smarter.

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

- District-wide Parent Advisory Council (PAC) composed of parent representation from every District school. The PAC has 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
 - Music Education and Recruitment
 - Best Practices in Parent Engagement
- Public Hearings: Facilitates and provides follow-up communication to constituents who testify.



ACTION STEP 11

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 1

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 psychologist 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.

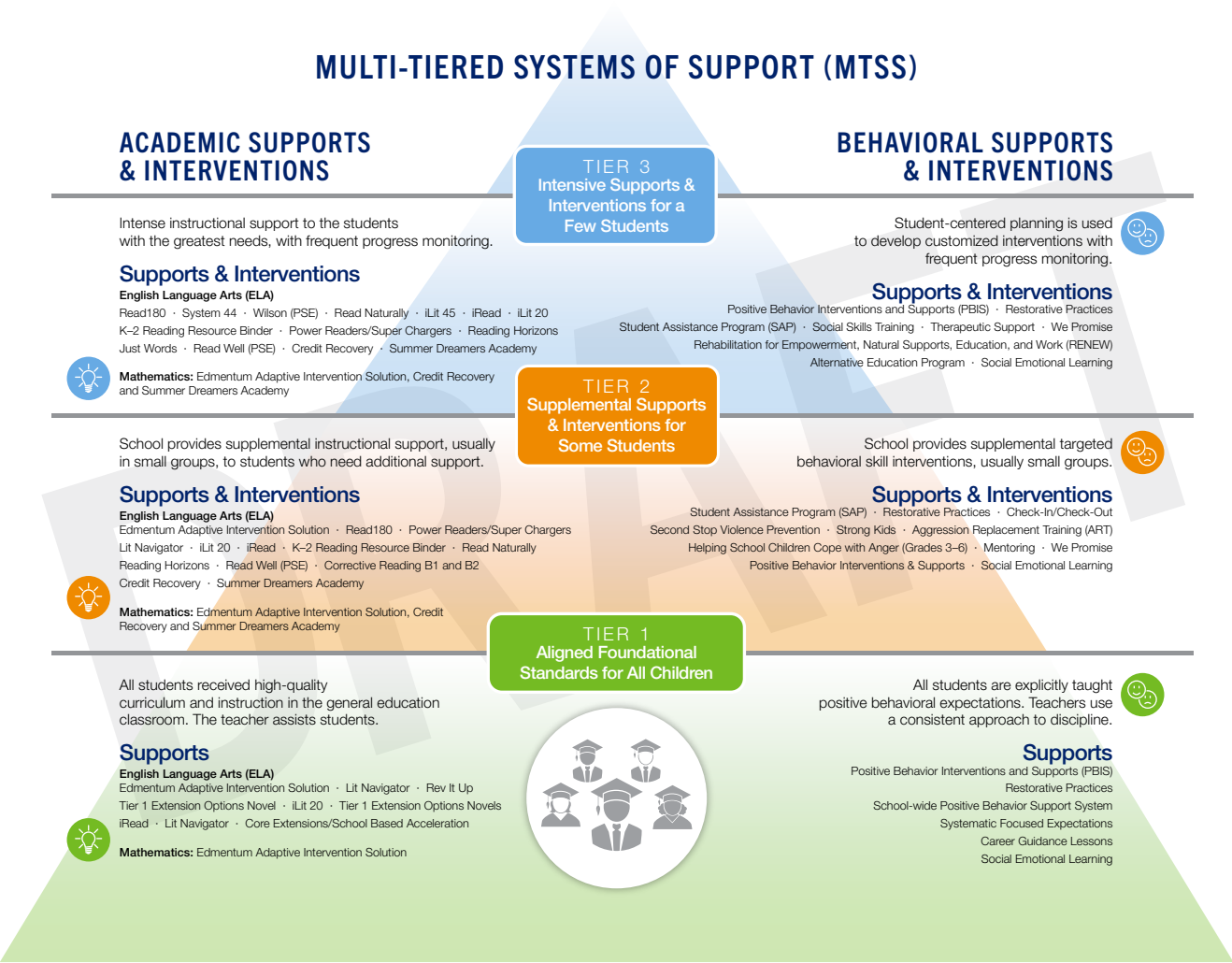
Tier #1 focuses on school-wide programs and practices that apply to everyone in the building and serves as the primary level of behavior intervention prevention. This would include classroom management strategies that establish basic expectations for students, public posting of expectations, frequent 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, he or she 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 schools 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

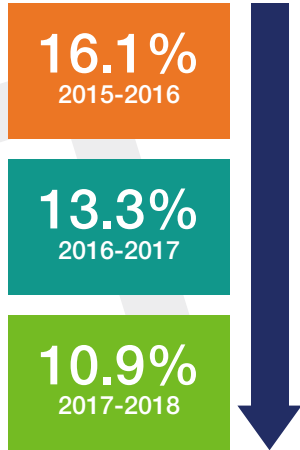
District Suspension Rates

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

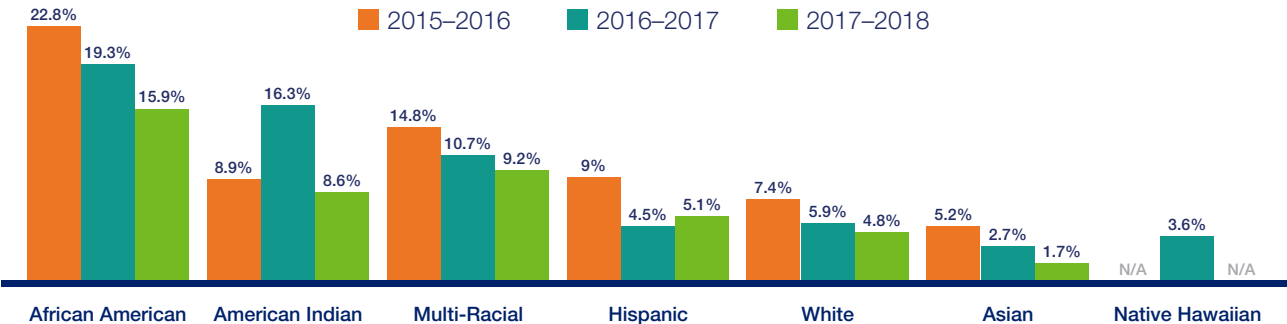
DISTRICT
SUSPENSION RATE



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 2

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

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 3 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.

DRAFT

ACTION STEP 4

CULTURALLY RESPONSIVE PRACTICES TO HEALING VIOLENCE AND TRAUMA

MOU ITEM: VI.c

PPS submitted a grant proposal for a partnership with the Association of Black Psychologist (ABPsi) on a two-year, schoolwide violence prevention pilot program in up to three PPS schools. ABPsi will develop a Communiversity model that enhances the safety and security of students in targeted schools by improving their psychological and educational well-being.

The Communiversity, an interactive socio-emotional educational model rooted in empirically tested and ecologically sound principles of Black Psychology, will be tailored to address the district's Strategic Plan outcome to eliminate the racial disparity in achievement levels of African American students by providing culturally competent programming and trauma-informed resources to students, teachers, school counselors/social workers/psychologists, school administrators (i.e., school-based staff) and parents.

Development of the program will span Year 1 and will include: 1) conducting a needs assessment with emphasis on school-based staff cultural competencies in addressing safety and security concerns and their facility in accessing/ utilizing the multi-tiered system of support strategies being implemented in their buildings; 2) selection of participating schools and identification of comparable non-participating schools for comparison; 3) development of a research plan for evaluating participating and non-participating schools; and 4) curriculum development. Implementation will begin in Year 2 and will include:

1. In-residence coaching on culturally competent engagement with students;
2. Short term in-residence supportive psycho-education focusing on conflict resolution, bullying, violence prevention, etc. provided to students, school-based staff and families;
3. Ongoing strengthening of school staff's capacity to implement multi- tiered social/emotional program strategies through the lenses of equity;
4. Parent training on creating trauma-informed, culturally responsive home environments; and
5. Communiversity program evaluation.

Safety and Security Grant Proposal for work with ABPsi

The Association of Black Psychologists (ABPsi) has developed a certification in African/Black Psychology, now known as CABP. Certification in African/Black Psychology indicates that professionals have demonstrated a level of proficiency which is displayed in their ability to integrate advanced knowledge of psycho-cultural-historical-social-spiritual paradigms, specifically for people and communities of African ancestry, into educational curriculum or program development, clinical practice, and training.

The ABPsi has proposed to offer a Level I certification to district employees. The intent of this training and certification is to enable district support staff, teachers, and administrators to apply principles of African/Black psychology in order to increase school safety and security.

The ABPsi proposes to offer a Level I certification in African/Black Psychology that provides participants with knowledge about African culture, philosophy, and worldview; the impact of the enslavement of African people on the values, attitudes, behaviors, relationships, and functioning of African Americans; racism, sexism, classism, colorism and oppression; ecologically grounded Black child and adolescent development; and culturally congruent, trauma-informed intervention strategies for working with African American families and youth. The format for the presentation of these courses are to include:

- Online courses through a university;
- Pre-convention training at the Association of Black Psychologists annual convention;
- Practicum supervision; and
- A six-week Summer Institute.

The training would be available to 10–25 students per class. Eligible participants would be guidance counselors, school psychologists, social workers, school nurses, teachers in a supervisory capacity, security staff, principals/ assistant principals. Involvement of parent and community leaders is also encouraged to foster communication, cooperation, and commitment between parents and community leaders and school personnel.

A total of 15 credit hours of courses along with a practicum experience of 96 hours and 24 hours of face-to-face training would be required for Level I certification. Students will receive a total of 321 hours of training.

DRAFT

ACTION STEP 5

MEASURING STUDENT PERCEPTION ON SCHOOL CULTURE

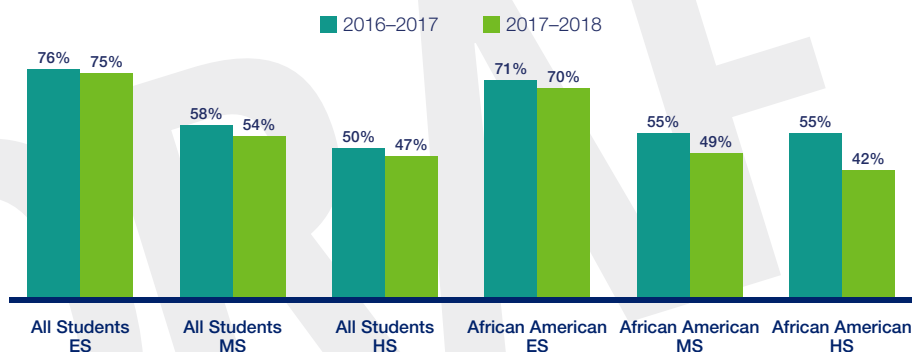
MOU ITEM: V.I

In addition to tracking suspension data, which in a report of end results following a referral, the District looks closely at student perception survey results to measure school culture and climate.

Tripod Survey

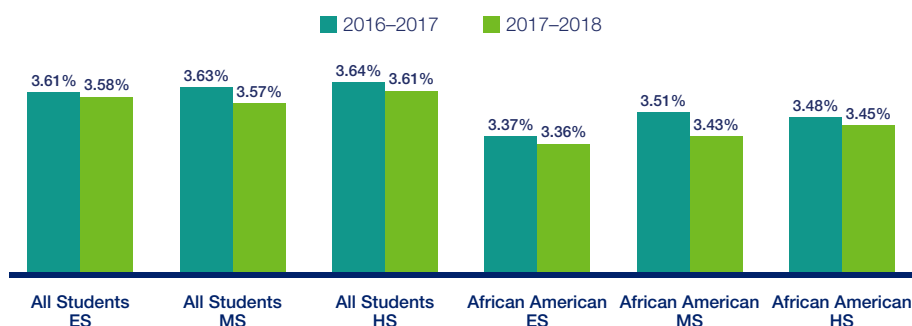
The Tripod Survey is administered two times each school year and provides the District with an opportunity to collect feedback from students on their experiences at school and with their classroom teachers. One survey item shows the percentage of students who report that they feel safe in school. Data 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 6

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 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	Melissa Friez, 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 a metrics to set goals and monitor progress. The District's Key Performance Indicators below align to 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 1 BROADEN TEACHER PIPELINE

MOU ITEMS: V.e, VII.b

While the Office of Human Resources (HR) continues in its ongoing efforts to recruit, develop, and retain a diverse workforce, promising initiatives are in development. First of which, HR is developing a pipeline to enable the District's paraprofessionals to move into positions within the teacher workforce. The racial composition of the District's paraprofessionals closely reflects its student population (approximately 55% of our paraprofessionals and 53% of our students are Black respectively). This pipeline initiative will be implemented in two phases.

In Phase I, qualified paraprofessionals will be given opportunities to gain training and experience while they work as day-to-day substitutes in their buildings, thus increasing the amount of instructional time students currently receive in many of our high-needs schools. The data shows a significant correlation between low substitute teacher fill rates, low levels of student performance, and the ratio of Black students who attend the school. In addition, Black students will benefit by having respected Black adult role models in their classrooms, with whom they have already established relationships.

In Phase II, the District will be seeking both internal and external partnerships to provide aspiring paraprofessionals with academic and experiential opportunities to grow as classroom teachers, obtain instructional certification, and ultimately possess the qualifications to produce an increasingly diversified teacher workforce. HR is also partnering with the Teacher Academy Magnet program at Pittsburgh Brashear High School to create a formal pipeline for PPS students to become future PPS teachers. While the benefits of this pipeline program may not be realized for several years, the program abounds in opportunity for students of color to become future teachers and leaders in the District.



ACTION STEP 2

TARGETED SUPPORT FOR AFRICAN-AMERICAN MALES THROUGH WE PROMISE

MOU ITEMS: VII.a, VI.d

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 then Branden Ballard joined the Office of Equity to coordinate 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 strive to help these young men become Promise-eligible and college, career and life ready. Since We Promise began, the percentage of African American males qualifying for the scholarship rose from 18 percent in 2012 to 38 percent at the end of 2017.



ACTION STEP 3

A PROMISE OF SISTERHOOD

MOU ITEMS: VII.a, VI.d

The Promise of Sisterhood is a mentoring initiative for Black females currently piloted at 4 schools by Equity Office Project Manager Heather “IAsia” Thomas. The Promise Sisterhood takes two approaches to supporting African American females: K–12 programming focused on social-emotional-ethnic identity development and high school programming focused on post-secondary planning.

i. Promise of Sisterhood Mentoring

This initiative is currently being piloted at 4 schools by Equity Office Project Manager Heather “IAsia” Thomas.

Arsenal 6–8: The program unifies continental African and African American middle school girls with a focus on craftsmanship, entrepreneurship, and challenging stigma that divides young women due to perceived differences as opposed to guided individual and collective quest navigation for similarities and interdependence.

Miller African-Centered Academy: The program centers a rites of passage experience that infuses African centered pedagogy to guide girls into the literacy of self and collective agency, cultural enrichment, and healthy relationship cultivation between older women care givers and prepubescent girls.

Brashear High School: The program involves leading the “Diamonds and Pearls” club for continental African females, which is an opportunity to build positive racial, cultural and ethnic identities, build bridges between continental African families and the school, and provide academic 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.

University Prep at Millions: The program centers on conflict resolution among African American females and aims to eliminate—not merely manage—conflict and anger by engaging in healing circles with a consistent group of students who will set personal goals pertaining to social-emotional development, self-esteem, and Umoja (Unity) so that they may emerge women and leaders as well in their schools and communities.

ii. Promise of Sisterhood Post-Secondary Planning

This is a multi-disciplinary initiative featuring an Equity Trajectory Blueprint for Post-secondary Planning. In a collaborative effort to shift the narrative regarding females of color, the Promise of Sisterhood sets forth the ambition of raising positive self-image across the personal, familial, educational, and community domains of her life.

A collaboration between the office of Equity and the Pittsburgh Promise has produced a twelve-week curriculum focused on post-secondary planning, transitioning from high school to college or university, and holistic career exploration, with topics including financial literacy and financial aid, scholarships, SAT and ACT, and Sisterhood.

The modules will take place in two parts with shared facilitation and required time for debrief and reflection. African American and Diasporic women that are experts in their professional context will be invited to share in the facilitation and evolution of the program.

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 Early in Special Education and Special Program Access.

DRAFT



ACTION STEP 1

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%. Change sentence to read. 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 classroom 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.

ANTHONY ANDERSON

Deputy Superintendent, Pittsburgh Public Schools

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 HUGELY

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 2

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 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).

CURRENT STATE

Currently the district relies on parents and teachers to recommend students for gifted testing. This results in 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

ERIKKA FEARBRY-JONES

Chief of Staff, Superintendent Office

MELISSA FRIEZ

Assistant Superintendent, Student Services

KASHIF HENDERSON

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

LARRY MEADOWS

Coordinator Family, Youth, and Community
Engagement, Superintendent Office

JAMIE GRIFFIN

K–12, Executive Director of STEAM,
Curriculum and Instruction

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.
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	Send screener results and information to the Board. Establish gifted screener assessment protocol. Revised Gifted Support Model if needed.

ACTION STEP 3

GIFTED AND TALENTED MODEL

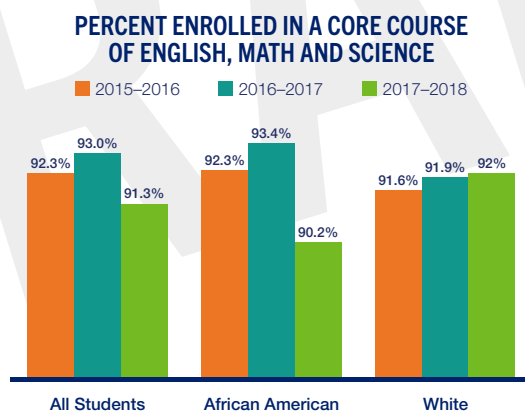
MOU ITEMS: VIII.i, VIII.j, VIII.k

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 chart below provides information on the percentage of secondary students who took one or more advanced level courses (CAS, AP, IB).

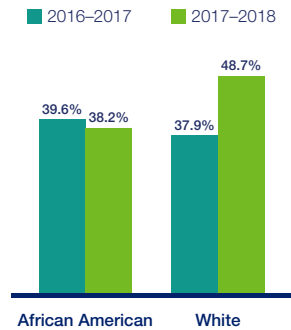
The graph on the next page demonstrates an approximately 10 percentage point different in the participation of African-American students as compared to White students during the 2017-2018 school year.

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

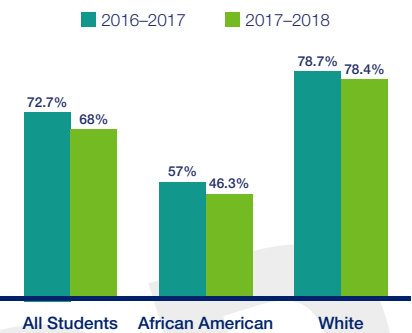
The charts below provide information of the percentage of secondary students who took an AP exam, and then who scored at a three or higher.

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

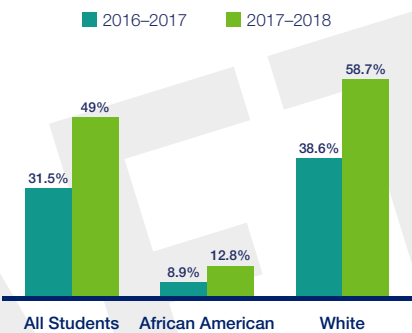


While significant growth can be seen for the All group and both subgroups, a large disparity is seen between the performance of African-American and White students.

PERCENT OF SECONDARY STUDENTS THAT 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 4

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 meet 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 are 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 with the MOU and increase overall transparency for District stakeholders.



ACTION STEP 1

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 2

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), Deeping and Developing (3), and Sustaining and Strengthening (4).

ACTION STEP 3 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 typically 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 Learners, students receiving special education services, and racial and ethnic groups.

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 sharing 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.



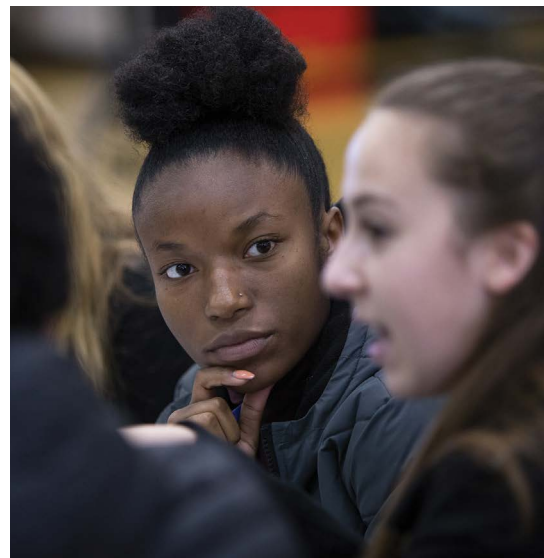
ACTION STEP 4

STATE OF THE DISTRICT

The 2018 State of the District marked the first time the report PPS has shared a report that not only includes District-level results, but also graduation rates, detailed suspension information, and budget information. School-level results appeared on District dashboards November 19, 2018.

In addition to publishing the State of the District report online, Superintendent Hamlet shared this presentation around the city sharing some of the District's milestones while also soliciting input on how to best enhance its efforts. Annually the Superintendent will provide a report to the community to ensure transparency regarding the KPIs and to share updates on the implementation of the Expect Great Things strategic plan.

DRAFT



**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 following recommendation has 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

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 Irvis 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

Sis 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.



JASON J. RIVERS

Jason J. Rivers has served the Pittsburgh Public Schools community for over 20 years. His areas of expertise include race in athletics, the impact of trauma on students of color, racial equity coaching, positive racial identity development, violence prevention and restorative justice. Mr. Rivers also serves as a Racial Equity Affiliate and is known for his strength and passion as a facilitator of equity focused professional learning having led sessions on local and national levels. Among his accomplishments, he helped to find the We Promise program, transform school culture through athletics, and support the development of Black Student Unions for high school students. In addition, Mr. Rivers makes a transformative impact on his community as a founding member of AR3, a summer basketball league that evolved into a restorative justice movement in the city of Pittsburgh earning the tag line its “Bigger than Basketball.”



BRANDEN BALLARD

Branden, a native of Detroit, has lived in Pittsburgh for over 16 years and joined the Pittsburgh Public Schools family in the fall of 2014. His varying experiences as a mentor to children with an incarcerated parent and with adjudicated youth have provided Branden a unique perspective on effective ways to tackle the issue of inequities within PPS, especially those revolving race and culture. Branden specializes in programming pertaining to relationship building, emotional intelligence, multicultural exposure, trauma informed care, and how race is lived daily among others.

Branden also serves as a Racial Equity Affiliate and is certified to delivery Beyond Diversity: Courageous Conversations about Race, the Efficacy Institute Envoy training, and Safety-Care: Redefining Crisis Prevention. Branden seeks to be an example to all of the scholars of PPS, and especially our young men of color, of the product of healthy relationships, a strong sense of purpose, living within your passion, hard work, and grace.



ELIZABETH BROVEY

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 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 relevant teaching and learning.

ON TRACK TO EQUITY

APPENDIX

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 can be found online at www.pghschools.org/dashboards.

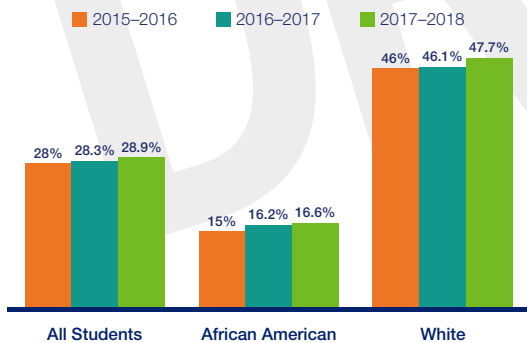
STATE ACCOUNTABILITY EXAM PERFORMANCE – PSSA/PASA

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.

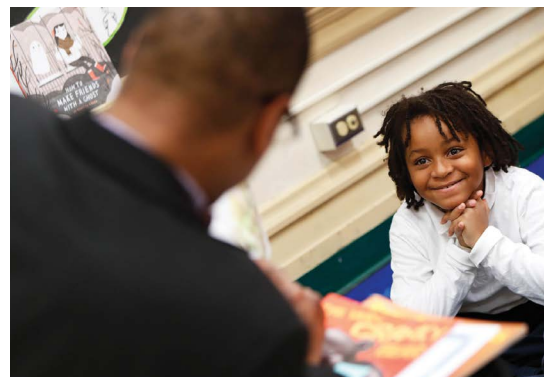
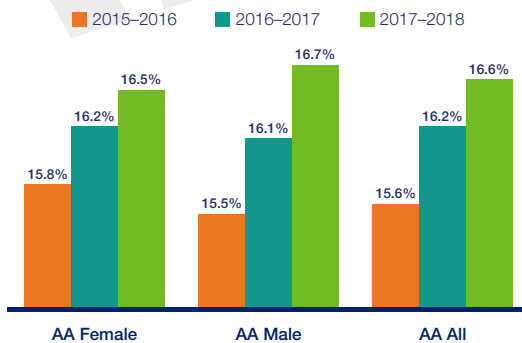
MATHEMATICS PSSA/PASA – 3 YEARS

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



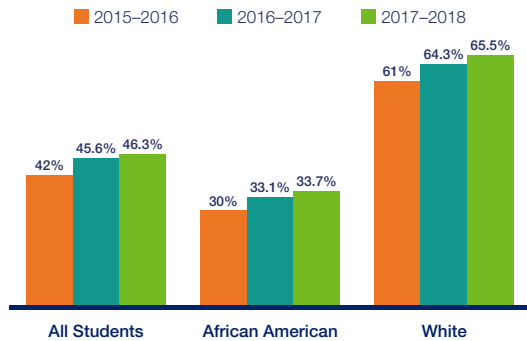
DISTRICT ACCOUNTABILITY – PROFICIENT AND ADVANCED AFRICAN-AMERICAN BY GENDER: MATHEMATICS PSSA/PASA



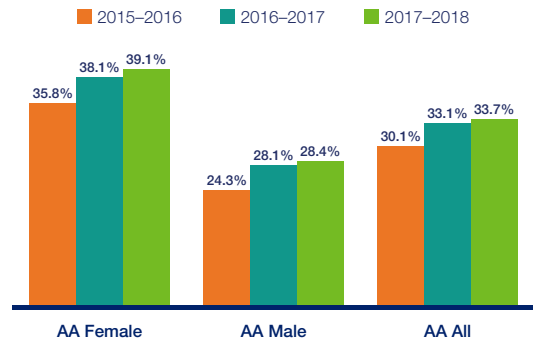
ENGLISH LANGUAGE ARTS

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

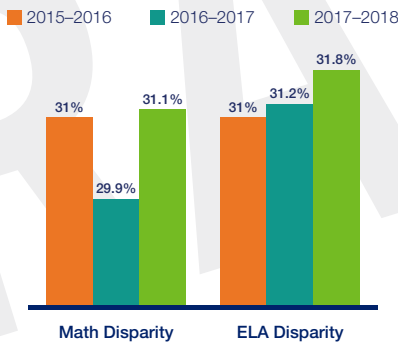


DISTRICT ACCOUNTABILITY – PROFICIENT AND ADVANCED AFRICAN-AMERICAN BY GENDER: ELA PSSA/PASA



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

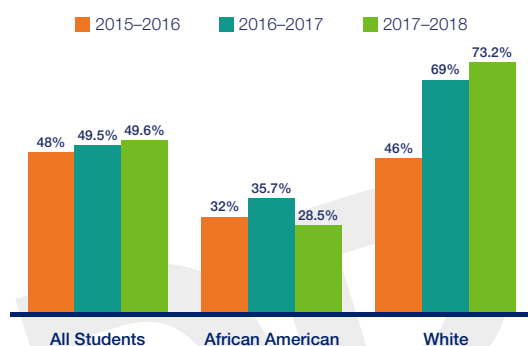
Keystone Exams are end of course exams aligned to the Pennsylvania Core Standards that measure student learning in Algebra 1, Literature and Biology. Students take these exams immediately after completing the corresponding course. Although students may take the Keystone Exams at various times throughout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

ALGEBRA 1

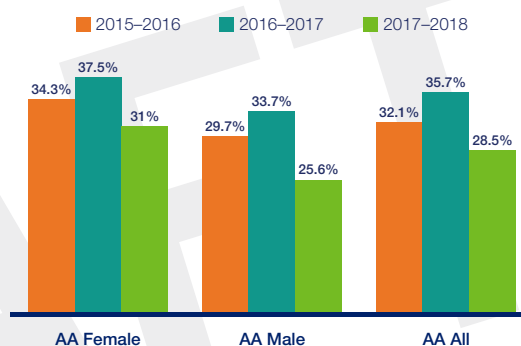
In Algebra 1 the All group stayed relatively similar, with a percentage point growth across the two reported years. In 2017–2018 the African-American subgroup decreased, and the disparity between African-American and White students slightly increased.

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**

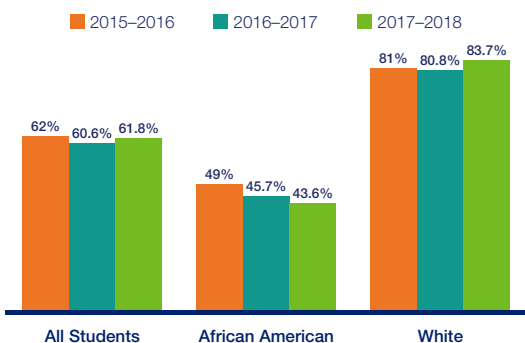


LITERATURE

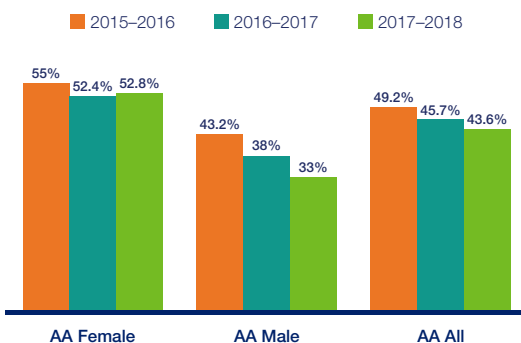
On the Literature Keystone, the All group increased slightly, while the African-American subgroup showed a slight decrease. The disparity between African-American students and White students has increased.

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**

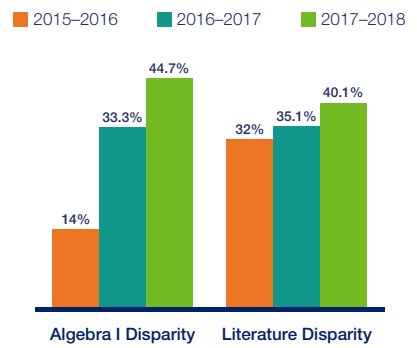


**DISTRICT ACCOUNTABILITY – PROFICIENT AND ADVANCED
AFRICAN-AMERICAN BY GENDER: LITERATURE KEYSTONE**



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.

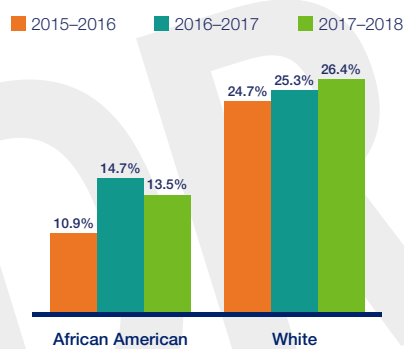
KEYSTONE EXAMS DISPARITIES – 3 YEARS



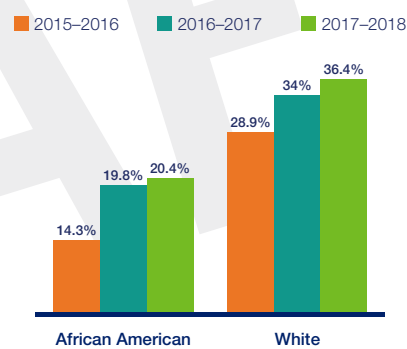
SPECIAL EDUCATION AND RACE

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

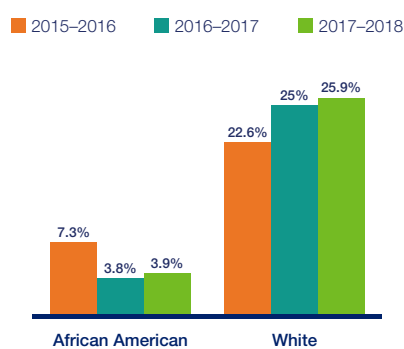


IEP AND RACE BREAKDOWN
MATH PSSA/PASA

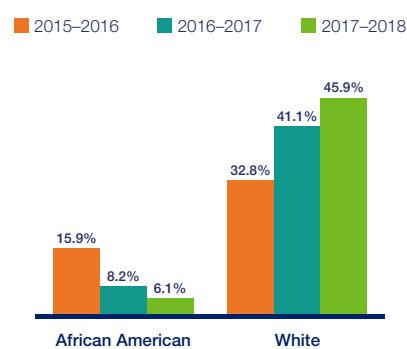


Data also shows a significant disparity in Algebra I, where White students with IEPs performed 22 percentage points higher than African American students with IEPs in 2017-18. The most glaring disparity is seen on the Keystone Literature exam, where African American performance steadily declined and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



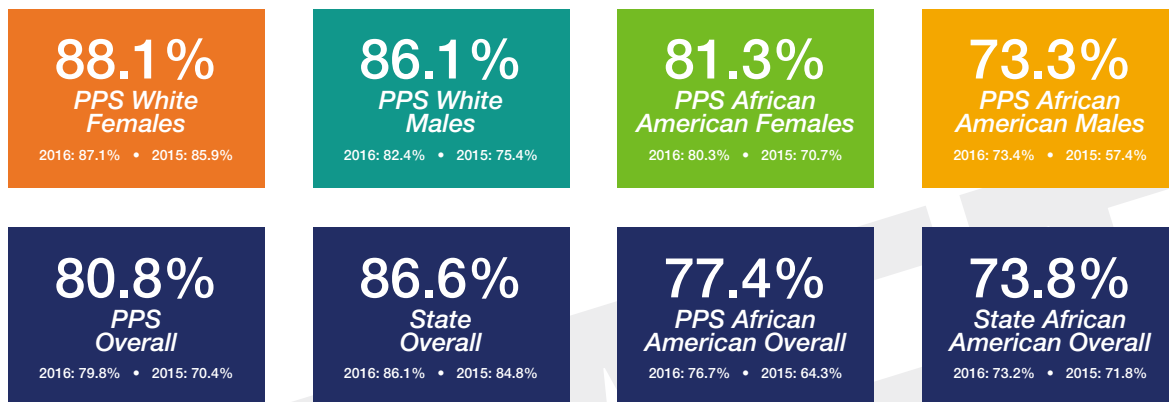
IEP AND RACE BREAKDOWN
LITERATURE KEYSTONE



GRADUATION RATES

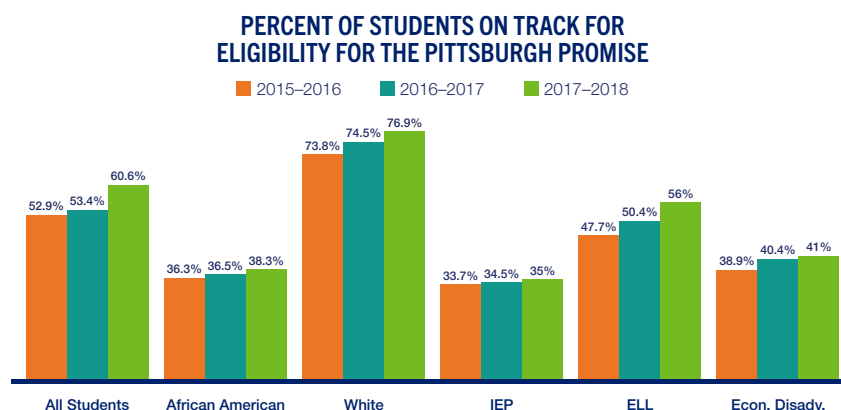
Graduation rates show the percentage of students who graduate with a regular high school diploma within four years of entering ninth grade for the first time. The 4-year cohort graduation rate is based on the number of students within a group who graduate within four years. Graduation rates are reported 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.

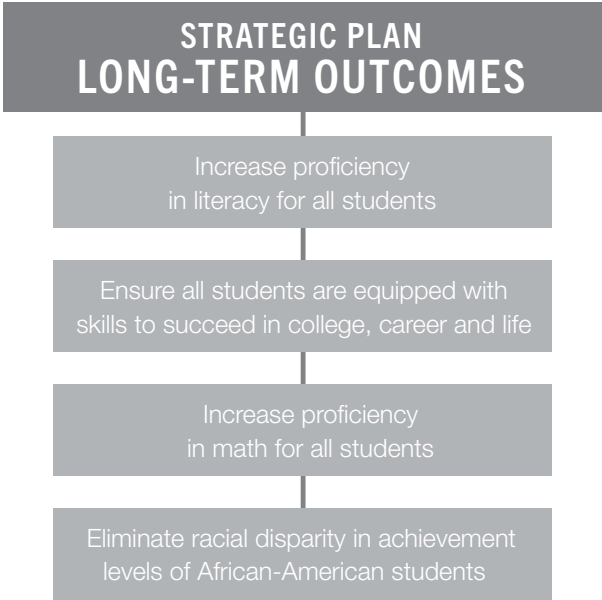


PITTSBURGH PROMISE ELIGIBILITY

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.



**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.



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. Strategic Theme #3: Phase 2 Ensure that all professional development for teachers and staff follows research-based and culturally relevant practices CGCS Recommendation 40
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.	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.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																		
III.d.9	The Coordinator will seek supplemental equity focused funding sources.	<p>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 Community model.</p> <p>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. The action supports implementation Theme 2: Objective 1 Establish a rigorous District-wide curriculum and assessment framework that is culturally inclusive.</p>	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.	<p>The Executive Director has met with the EAP at the Board or off-site as follows:</p> <table><tr><td>December 15, 2016</td><td>September 12, 2017</td></tr><tr><td>January 10, 2017</td><td>October 17, 2017</td></tr><tr><td>January 26, 2017</td><td>January 18, 2018</td></tr><tr><td>February 16, 2017</td><td>April 12, 2018</td></tr><tr><td>March 14, 2017</td><td>May 16, 2018</td></tr><tr><td>April 28, 2017</td><td>June 20, 2018</td></tr><tr><td>May 16, 2017</td><td>July 16, 2018</td></tr><tr><td>July 25, 2017</td><td>August 29, 2018</td></tr><tr><td>August 29, 2017</td><td>September 20, 2018</td></tr></table>	December 15, 2016	September 12, 2017	January 10, 2017	October 17, 2017	January 26, 2017	January 18, 2018	February 16, 2017	April 12, 2018	March 14, 2017	May 16, 2018	April 28, 2017	June 20, 2018	May 16, 2017	July 16, 2018	July 25, 2017	August 29, 2018	August 29, 2017	September 20, 2018	N/A – Continuing Practice
December 15, 2016	September 12, 2017																				
January 10, 2017	October 17, 2017																				
January 26, 2017	January 18, 2018																				
February 16, 2017	April 12, 2018																				
March 14, 2017	May 16, 2018																				
April 28, 2017	June 20, 2018																				
May 16, 2017	July 16, 2018																				
July 25, 2017	August 29, 2018																				
August 29, 2017	September 20, 2018																				
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																		

MOU SECTION NO.	MOU ITEM	ACTION STEPS UNDERWAY IN DISTRICT THAT ADDRESS THIS ITEM	WHERE IT FALLS IN STRATEGIC PLAN/CGCS RECOMMENDATIONS
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
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.	<ul style="list-style-type: none"> 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
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. The actions support implementation Theme 2: Objective 1 Establish a rigorous District-wide curriculum and assessment framework that is culturally inclusive.	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.	<ul style="list-style-type: none"> 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. 	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		<ul style="list-style-type: none"> 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. 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.	<ul style="list-style-type: none"> 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. 	<p>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.</p> <p>Strategic Theme #2 Develop and implement a rigorous aligned instructional system</p> <p>Objective 1 Phase 1</p> <p>Strategic Theme #3 Provide appropriate instructional support for teachers and staff.</p> <p>Objective 1: Phases 1–2</p> <p>Strategic Theme #4 Foster a culture of high performance for all employees.</p> <p>Objectives 1–2: Phases 1–3</p> <p>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</p>

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		<ul style="list-style-type: none"> • Developed a common instructional framework for each content area. • Provided professional development on planning standards-aligned lessons. • Purchased and implemented a new data and reporting platform that provides teachers with a comprehensive view of student assessment and demographic data. • Provided professional development on formative assessments for learning. • 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. 	

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		<ul style="list-style-type: none"> 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. 	
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.	<ul style="list-style-type: none"> 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. 	<p>Strategic Theme #3: Phase 2, 1a.</p> <p>Ensure that all professional development for teachers and staff follows research-based and culturally relevant practices.</p> <p>CGCS Recommendation 40</p>
V.g	The District shall continue to offer PD in differentiated instruction to accommodate students' diverse learning styles, cultural backgrounds and other significant differences.	<ul style="list-style-type: none"> 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. 	<p>Strategic Theme #3: Phase 2, 1a.</p> <p>Ensure that all professional development for teachers and staff follows research-based and culturally relevant practices.</p> <p>Strategic Theme #3: Phase 2, 1c.</p> <p>Provide differentiated instructional support that is based on data and deployed through school-based, district-wide, and online learning opportunities.</p> <p>CGCS Recommendation 73</p>

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.	<ul style="list-style-type: none"> • 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. 	<p>Strategic Theme #3: Objective 1</p> <p>Impact student outcomes by increasing teacher knowledge through a cohesive system of instructional support.</p>
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.	<ul style="list-style-type: none"> • 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. 	<p>Strategic Theme #2</p> <p>Develop and implement a rigorous, aligned instructional system.</p> <p>Objective 1</p> <p>Establish a rigorous District-wide curriculum and assessment framework that is culturally inclusive.</p> <p>Phase 1: 1b</p> <p>Develop a comprehensive assessment system aligned to grade-level expectations.</p> <p>CGCS Recommendation 40</p>
V.j	The District shall implement flexible groups to address the various educational needs of students and to eliminate permanent “tracking” of students.	<ul style="list-style-type: none"> • 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). 	<p>Strategic Theme #1, Phase 1: 1a</p> <p>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.</p> <p>Phase 3: 1c</p> <p>Develop individual student success plans for all students.</p> <p>Strategic Theme #3: Phase 1: 1b</p> <p>Align instructional support efforts to ensure collaboration between school administrators and staff around the school's professional development.</p> <p>Phase 2: 1a</p> <p>Ensure that all professional development for teachers and staff follows research-based and culturally relevant practices.</p> <p>CGCS Recommendations 69, 71, 74, 75, 76, 81</p>

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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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	<p>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.</p>	<ul style="list-style-type: none"> • 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. 	<p>Strategic Theme #1 Create a positive and supportive school culture.</p> <p>Objectives 1–2</p> <p>Strategic Initiatives Phases 1–3</p> <p>CGCS Recommendations 29, 75, 81, 84, 85</p>
VI.d	<p>The District shall explore and establish as appropriate and/or effective a mediation program to resolve minor behavior infractions.</p>	<ul style="list-style-type: none"> • 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. 	<p>Strategic Theme #1 Create a positive and supportive school culture.</p> <p>Strategic Initiatives Phases 1–3</p>

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		<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.

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VII.b CONTINUED		<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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. EARLY 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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

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VIII.e	<p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> Implementation of Continuous Improvement Model. 	<p>Strategic Theme #1 Create a positive and supportive school culture.</p> <p>CGCS Recommendations 101, 24, 32, 39, 40, 43</p>
VIII.f	<p>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.</p>	<ul style="list-style-type: none"> Trained all school psychologist on Multi-Tiered System of Support (MTSS). MTSS handbook developed and distributed. 	<p>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.</p>
VIII.g	<p>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.</p>	<ul style="list-style-type: none"> 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. 	<p>Strategic Theme #2 Develop and implement a rigorous aligned instructional system.</p> <p>Objective 1: Phase 1</p> <p>Strategic Theme #3 Provide appropriate instructional support for teachers and staff.</p> <p>Objective 1: Phase 1–2</p> <p>CGCS Recommendations 70, 71, 72, 73, 74, 75, 76, 77, 78, 80, 81, 82</p>
VIII.h	<p>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.</p>	<ul style="list-style-type: none"> 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. 	<p>Strategic Theme #2 Develop and implement a rigorous aligned instructional system.</p> <p>Objective 1: Phase 1</p> <p>CGCS Recommendations 23, 26, 27, 28, 30, 31</p>

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		<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> • 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 are planning for a winter 2018 board meeting.	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.	The meeting will be held Spring 2019.	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

Expect great things.



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