



2018 Racial Equity Update

The Equity Advisory Panel and the Office of Equity Education Committee Meeting

January 8, 2018

Expect great things.



Today's Agenda

- The History of the Equity Advisory Panel and the 2015 Memorandum between PHRC and PPS
- The Role of District Stakeholders
- EAP Proposed Action Steps
- Update on EAP's Equity Strides
- District Racial Disparity Data
- Next Steps

Historical Overview

August 1992 – Advocates for African-American Students in the Pittsburgh Public Schools filed a complaint against the Pittsburgh BOE with the PHRC, citing racially discriminatory practices and policies

October 2006 – Equity Advisory Panel (EAP) selected to monitor the District's system-wide compliance, and to recommend research-based strategies, methods, and programs to address the disparities

October 2015 – The Pittsburgh BOE approved another MOU extending the agreement for an additional five years, ending on **August 30, 2020**

September 2006 – The Advocates for African-American Students and the Pittsburgh BOE entered into a Conciliation Agreement and Consent Order itemizing over 70 settlement terms designed to reduce racial disparities to be remedied by **September 2012**

September 2012 – After PHRC informed the District it was not prepared to find the District had made substantial progress, PHRC and PPS entered into MOU for two years, ending **August 2014**



The Equity Advisory Panel

EAP Members

- [Ms. Wanda Henderson](#) – Chair, and Founding EAP Member
- [Ms. Tamanika Howze](#) – Founding EAP Member and Advocate for African-American Students
- [Dr. Anthony Mitchell](#) – Professor of African American History, Penn State Greater Allegheny
- [Dr. James Stewart](#) – Professor Emeritus (pictured right) , Penn State University
- [Ms. Maria Searcy](#) – Parent Consultant, PA Dept. of Education
- [Ms. Celeta Hickman](#) – Teaching Artist and Parent Organizer, Hill District Education Council
- [Mr. Kirk Holbrook](#) – Director Pitt's Hill District Community Engagement Center (pictured left)



Expect great things.



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)

EAP Racial Equity Strategies

(2008)

1. Culturally Relevant/Responsive Education
2. Creating Safe and Supportive School Climates
3. Equity in Special Education Placements
4. Equity in Special Program Access
5. Instructional and Leadership Support to Schools
6. Equity Professional Development
7. Parent and Community Engagement and Empowerment
8. Communication and Accountability

Equity is Everyone's Work

The **Equity Advisory Panel**

- Reviews racial disparity data to recommend research-based strategies, methods, and programs that support racial equity in discipline, grading, achievement, and admission to special programs

The **PA Human Relations Commission**

- Monitors and measures the District's progress in achieving equity in achievement, discipline, special education and special program access

Equity is Everyone's Work

The **Executive Director of Equity**

- Maintains, monitors and distributes racial disparity data reports to the PHRC and the EAP
- Meets with the EAP to exchange and assess information
- Makes recommendations for actions in partnership with the EAP

The **Office of Equity**

- Coordinate and support the District's equity initiatives

Equity is Everyone's Work

The **Pittsburgh Board of Public Education**

- Designates a representative of the Board of School Directors to attend EAP meetings

The **Pittsburgh Public Schools Administration**

- Details and implements action steps for accomplishing the terms under the MOU
- Develops and monitors strategies for reducing racial disparities in achievement, discipline, Special Education, and special program access

District Action Steps from EAP

The EAP requested the following actions steps be taken by the District:

- ☐ Develop Implementation Plan for 2015 MOU
- ☐ Develop (with input from the Equity Office) and approve an updated Equity Policy for immediate implementation
- ☐ Create Formal Protocol for EAP Recommendations and Responses from Administration
- ☐ Consult with the Association of Black Psychologists for Culturally Responsive Practices to Healing Violence and Trauma
- ☐ Implement Culturally Responsive Education

Equity Strides

The advocacy of the EAP has led to the following actionable recommendations:

- ❖ Development of the District's equity plan
 - *Equity: Getting to All*, 2012
 - *Integrating Standards for Equity Throughout PPS* [Draft submitted to EAP for review]
- ❖ Development of the District's Equity Policy
 - Original Equity in Learning Policy (2012)
 - Revised Equity and Excellence in Education Board Policy (Oct. 24, 2018)
- ❖ Development of Formal Protocol for EAP Recommendations and Responses from Administration [Draft; Pending Approval]
- ❖ Grant submissions for consulting with the Association of Black Psychologists for “Communiversality” and “Emancipation Circle” pilots (2018-19)

Equity Strides

- ❖ Adoption of Culturally Relevant Pedagogy as a PPS tenet of high quality instruction (Dec. 13, 2016)
- ❖ Creation of the Equity department under the Office of the Superintendent (2013)
- ❖ Inclusion of Board Representation at the EAP Meetings in the MOU (2015)
- ❖ Inclusion of EAP/Equity Presentations to the Board in the MOU (2015)
- ❖ Creation of initiatives to support African American females & males
 - We Promise (2012-ongoing)
 - Promise of Sisterhood (in phase I)
- ❖ Implementation of Equity-Focused Professional Development
 - Courageous Conversations about Race *Beyond Diversity* training (2009-ongoing)
 - Culturally Responsive De-Escalation Training (2017-ongoing)

Equity Strides

- ❖ Exploration of Dr. Ford's Research to Support Alternate Gifted Screeners (2018)
- ❖ Moratorium on K-2 Nonviolent Suspensions (June 21, 2017)
- ❖ Exploration of Dr. Ford's Research to Support Alternate Gifted Screeners (2018)
- ❖ Summer Leadership Academy (Summer 2018) - Two mandatory sessions on culturally relevant pedagogy
- ❖ Dr. Sharroky Hollie, Culturally Responsiveness Training for School Leaders 12/4/18

MOU Data Reporting Categories

As a condition of the 2015 MOU, the Office of Data, Research, Evaluation and Assessment provides data to the EAP and PHRC annually at the end of each school year including, but not limited to, the following categories of student data for each school disaggregated by race and gender:

- 1) PSSA & Keystone data for grades 3, 5, 8, & 11;
- 2) 1-3-day suspensions;
- 3) 4-10-day suspensions;
- 4) AP enrollment;
- 5) AP exam scores;
- 6) IEP by service type and disability category;
- 7) Gifted Identification;
- 8) Number of IB exams diplomas;
- 9) Number of students receiving IB diplomas, and
- 10) Number of students whose “Magnet” status was rescinded.

Achievement Scores – Single Story Dangers

Achievement Data Limitations:

- Narrow lens for understanding inequality
- Focuses on outputs—i.e., student performance on state assessments
- Does not account for measures that affect performance—i.e., access to courses, readiness factors, racial discrimination, etc.

What achievement data CAN tell us:

Skills and knowledge learned in a given grade level at a specific moment in time, usually through planned instruction

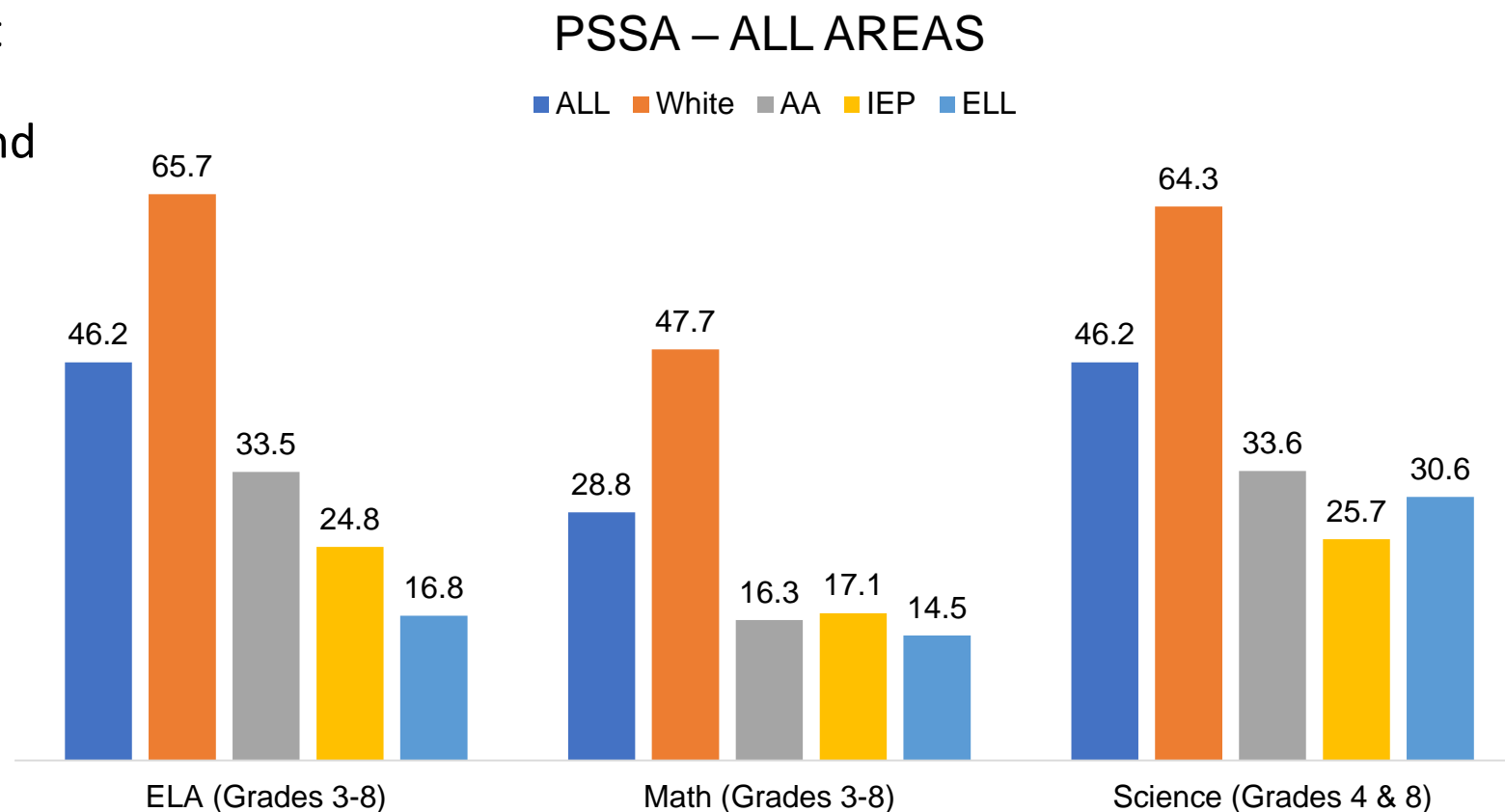
What achievement data CANNOT tell us:

Each student's capacity for intelligence and access to opportunity

 **Expect great things.**

PSSA/*PASA Results - 2018

Average PSSA achievement
disparity of **31.2 points**
between African American and
White students

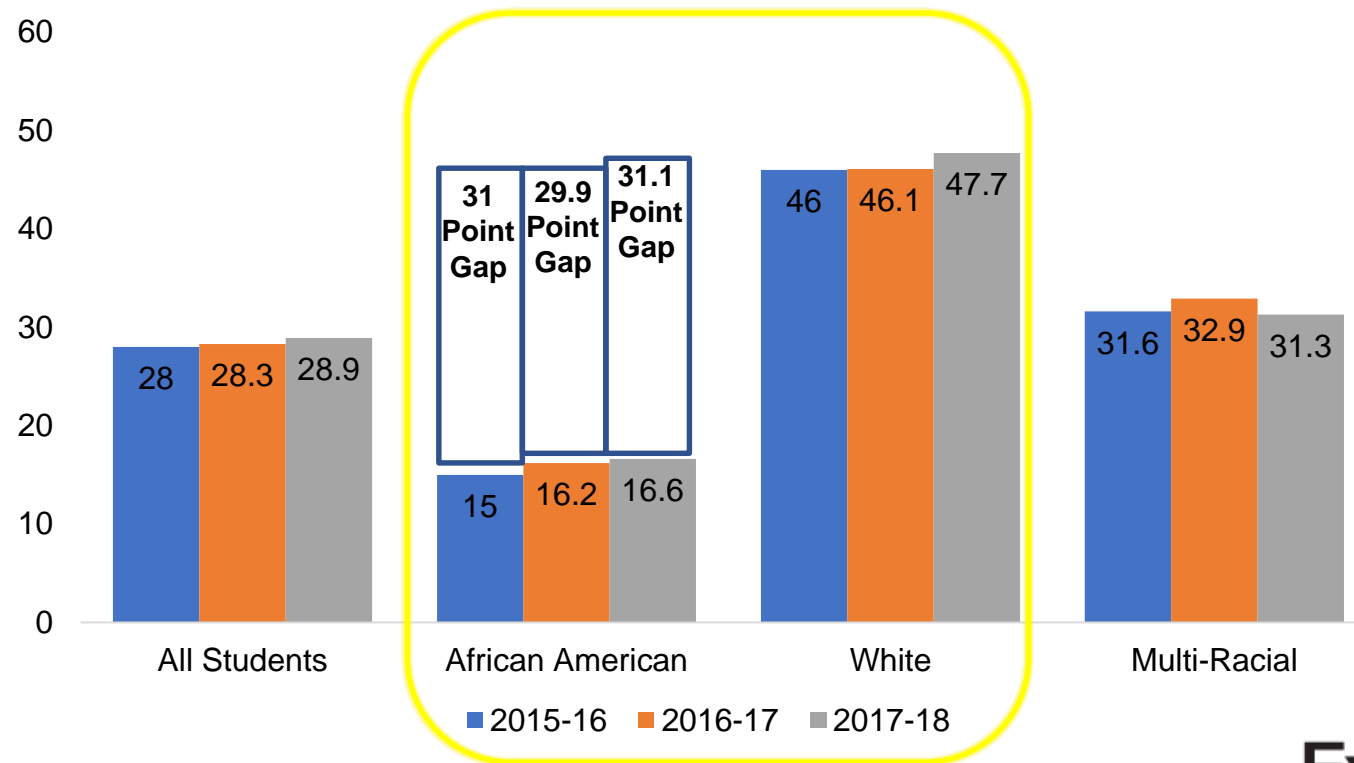


*Most students take PSSA exams, while students with severe cognitive disabilities take PASA exams (This represents about 3.5% of tested students in our district.). 17

 **Expect great things.**

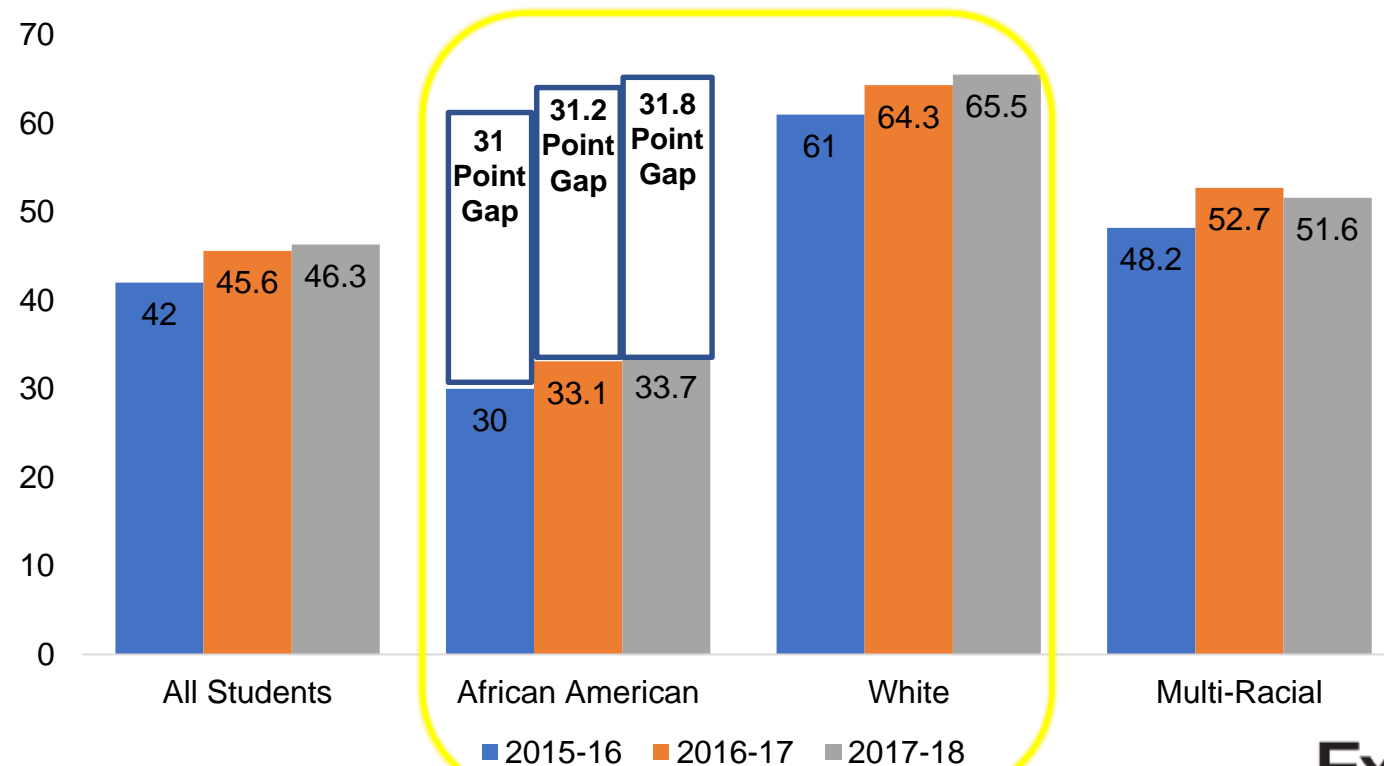
Math PSSA/PASA - 3 Years

The results show small increases in proficiency 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.



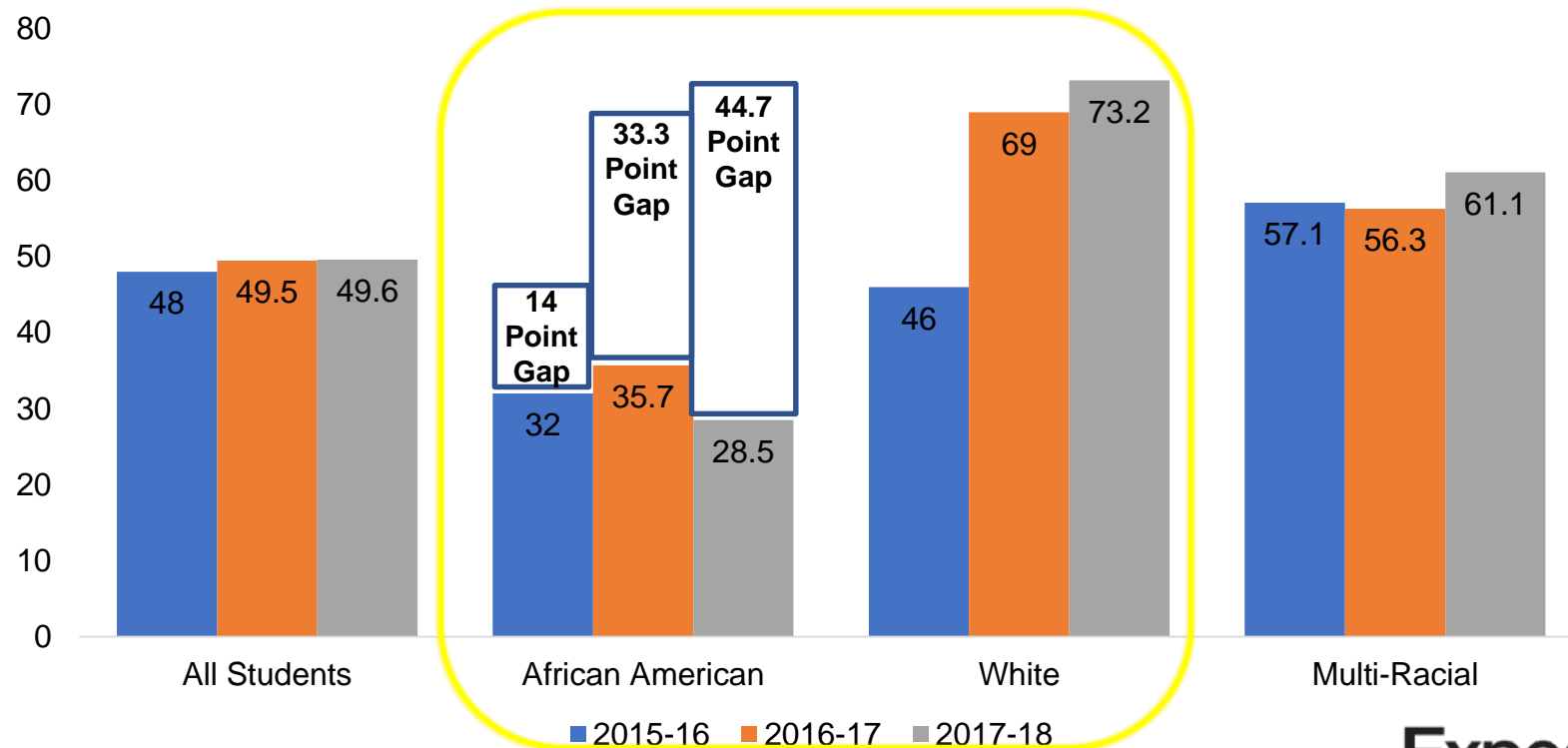
Reading PSSA/PASA – 3 Years

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. The disparity has pretty much remained the same.



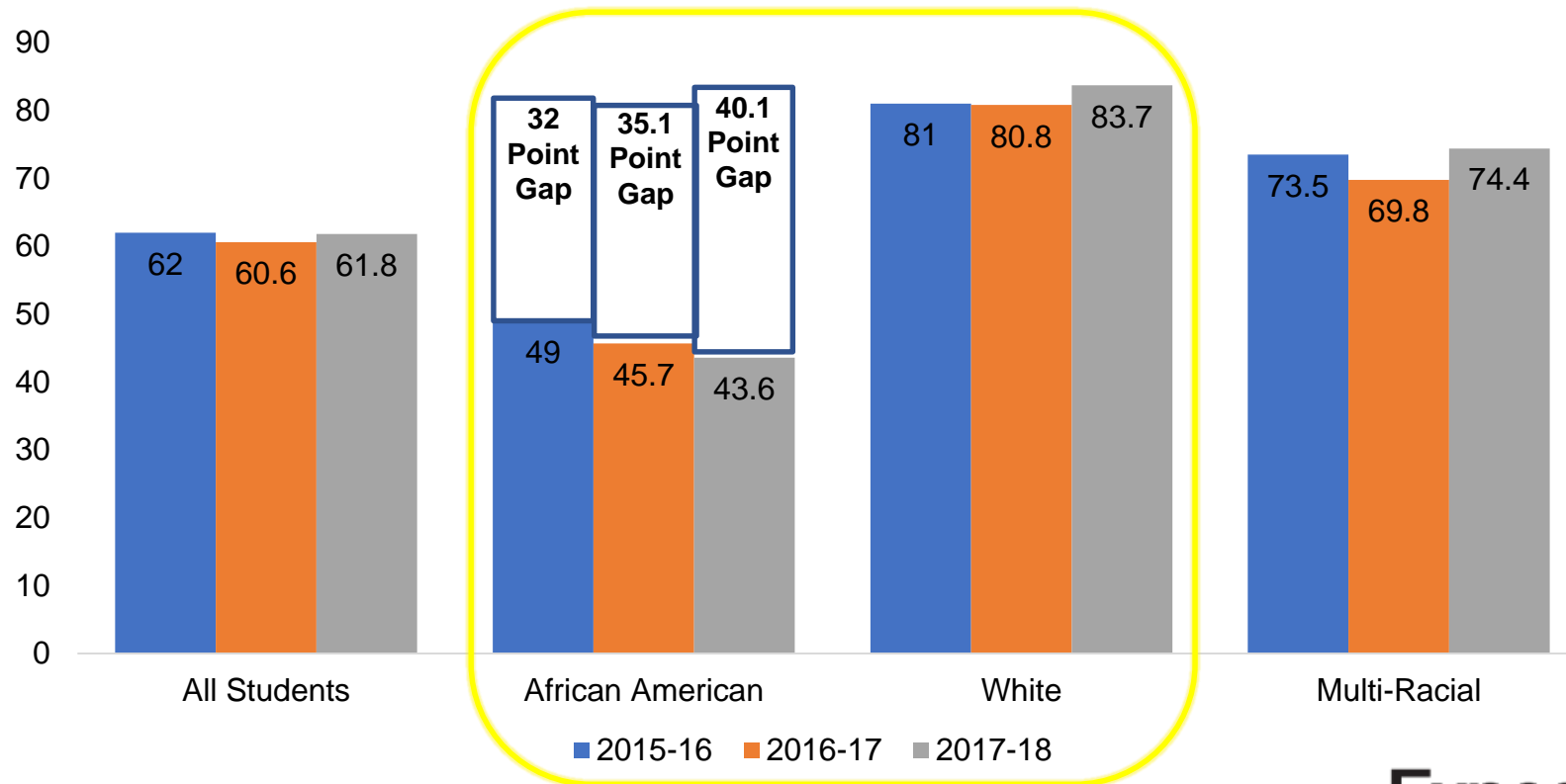
Algebra I Keystone – 3 Years

The All group stayed relatively similar.
The African-American subgroup decreased.
The disparity between African-American and White students tripled.



Literature Keystone – 3 Years

The All group stayed relatively similar.
The African-American subgroup decreased.
The disparity between African-American and White students increased.

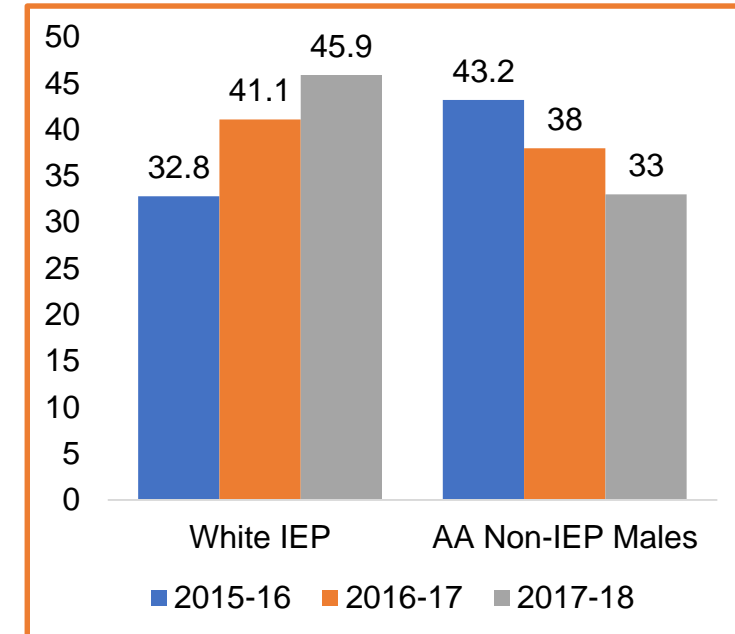
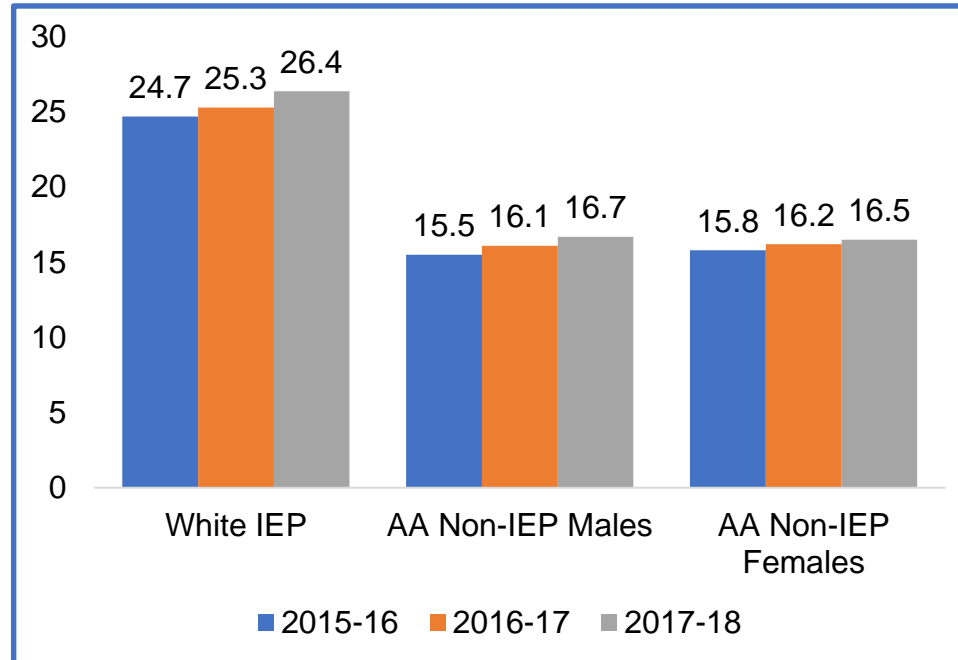
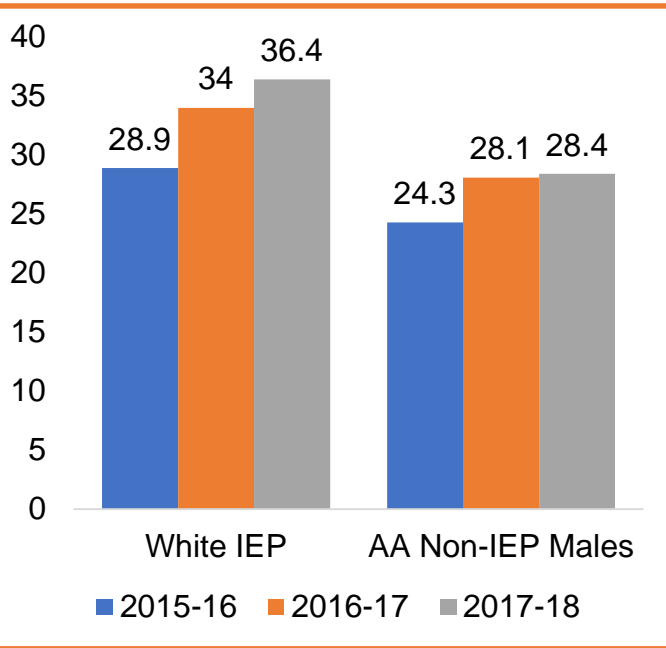


More White Students w/IEPs Proficient Than ***Non-IEP*** African Americans on ELA and Math Assessments

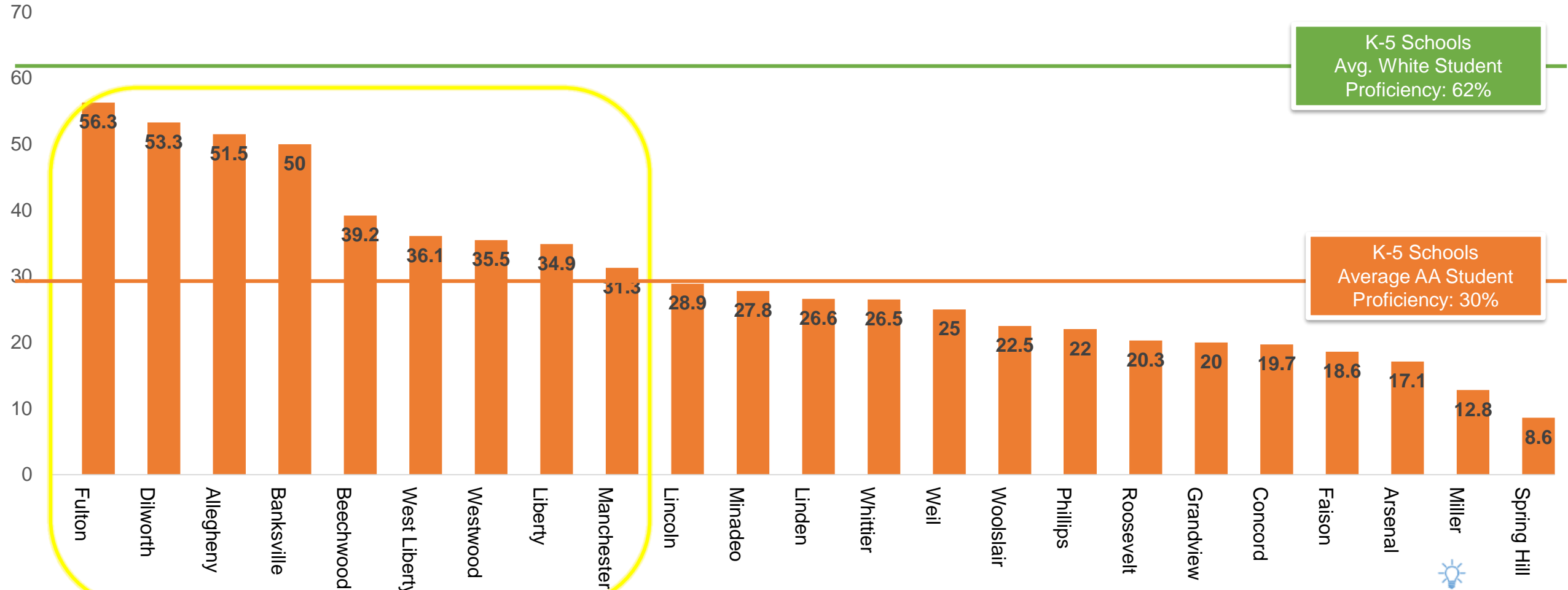
More White IEP students are proficient than non-IEP African American males on the Reading PSSA/PASA.

More White IEP students are proficient than non-IEP African American males & females on the Math PSSA/PASA.

While White IEP student proficiency has steadily improved on the Literature Keystone, proficiency declined for African American male non-IEP students, resulting in a nearly 13 point gap in 2017-18.

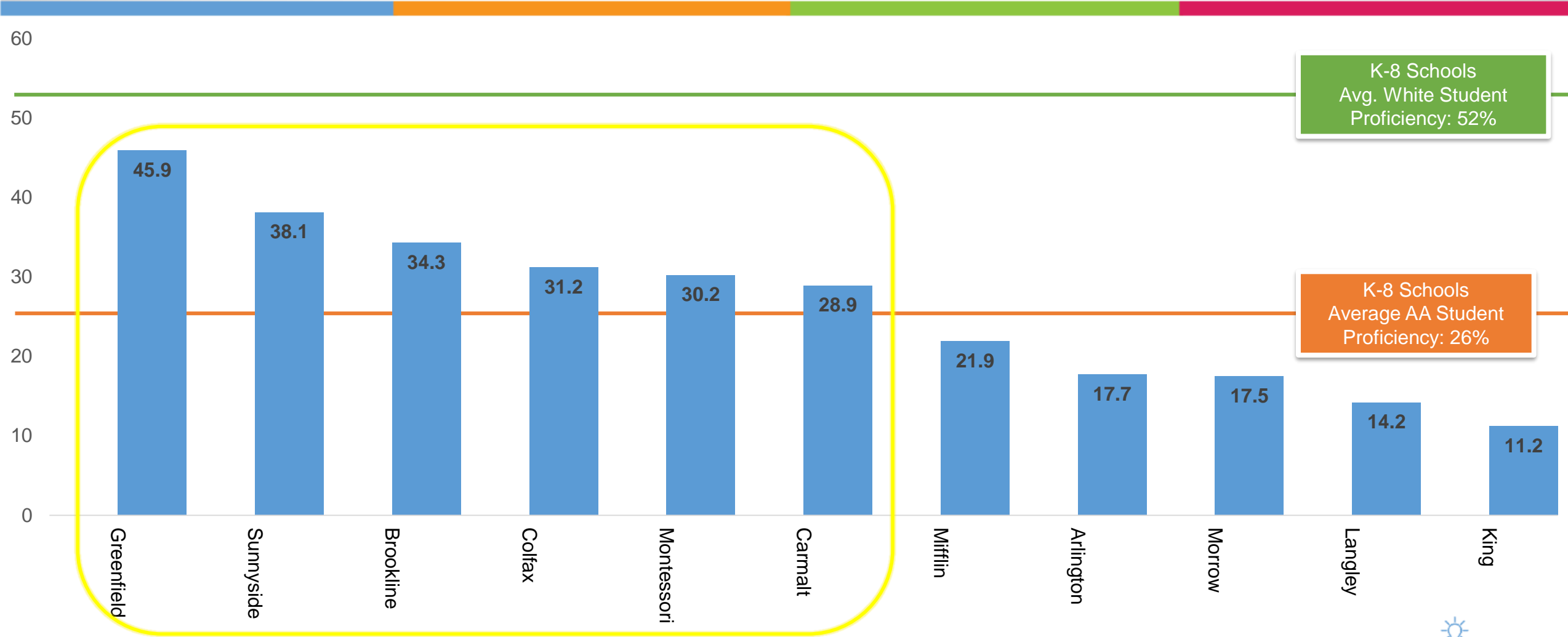


African American Student Proficiency Rates Combined PSSA Math & ELA - 2018 K-5 Schools



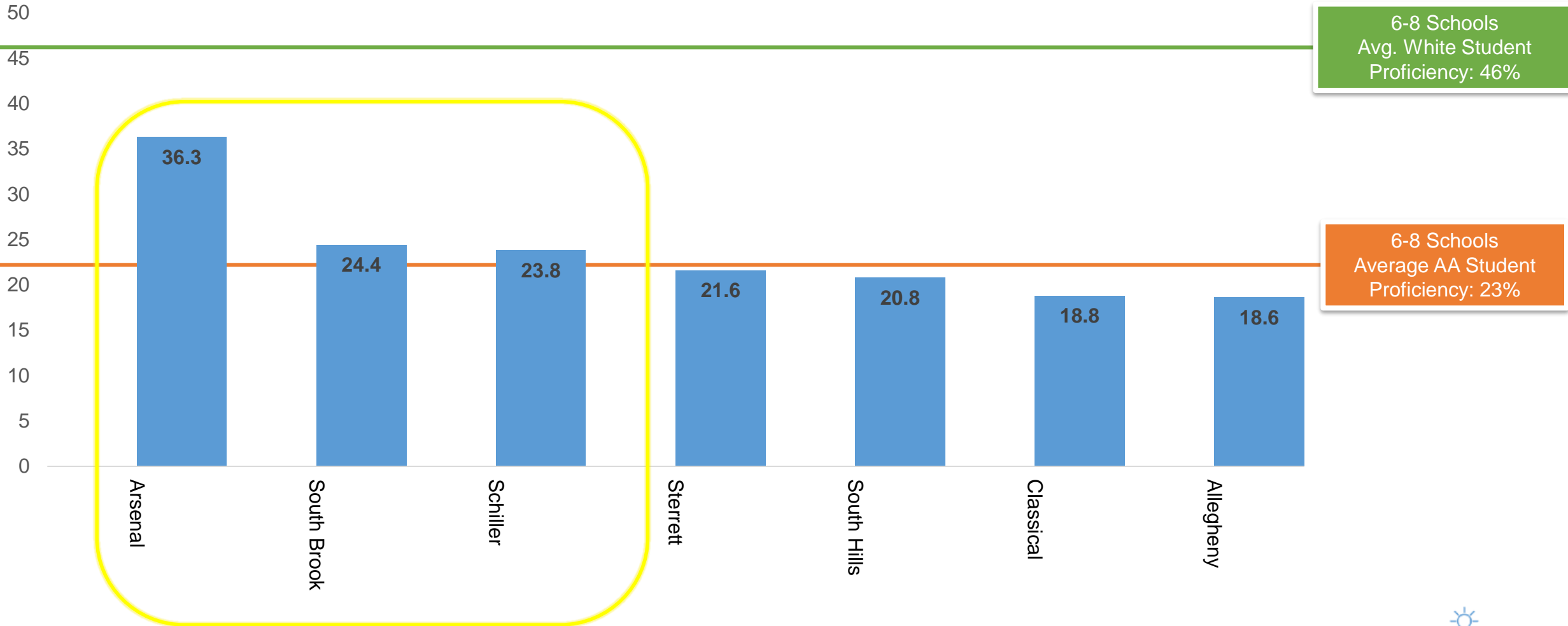
Expect great things.

African American Student Proficiency Rates Combined PSSA Math & ELA - 2018 K-8 Schools

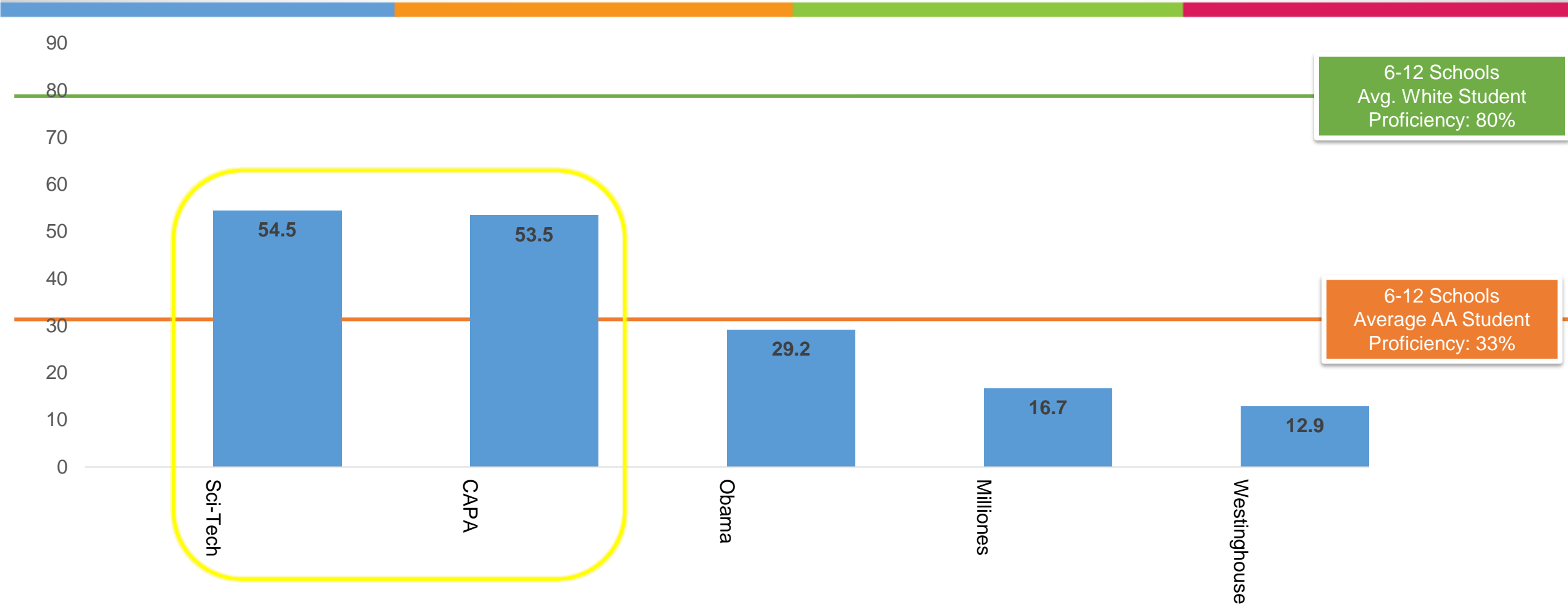


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African American Student Proficiency Rates Combined PSSA Math & ELA - 2018 6-8 Schools



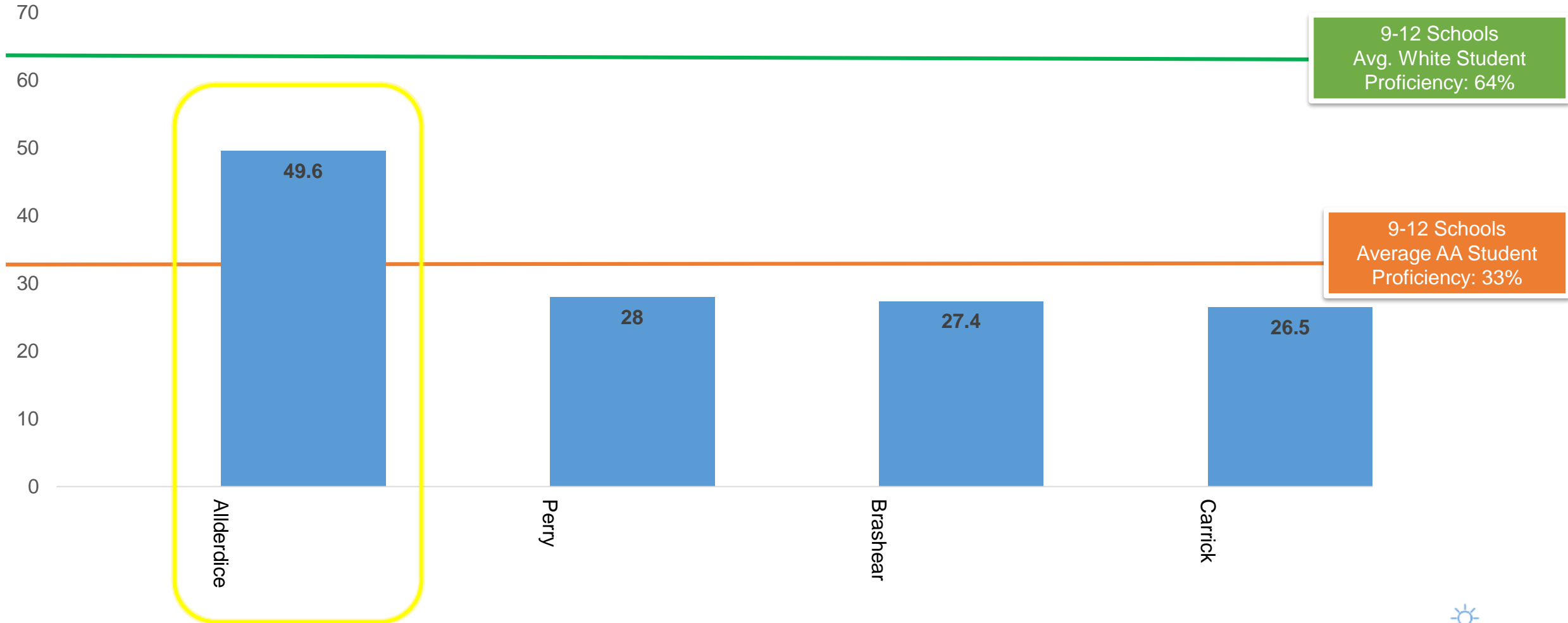
African American Student Proficiency Rates Combined PSSA/Keystone Math & ELA - 2018 6-12 Schools



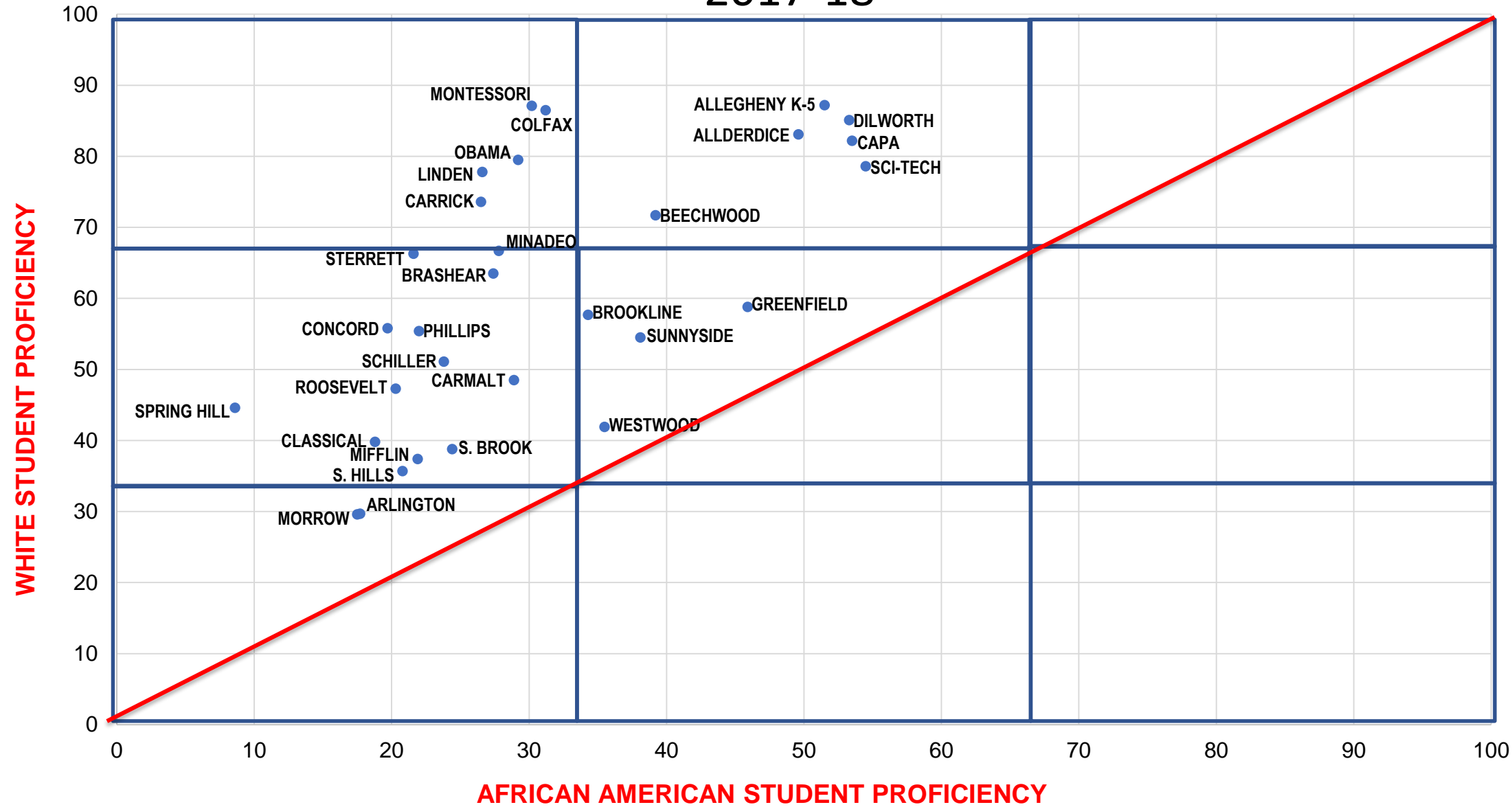
African American Student Proficiency Rates

Keystone Math & ELA - 2018

9-12 Schools

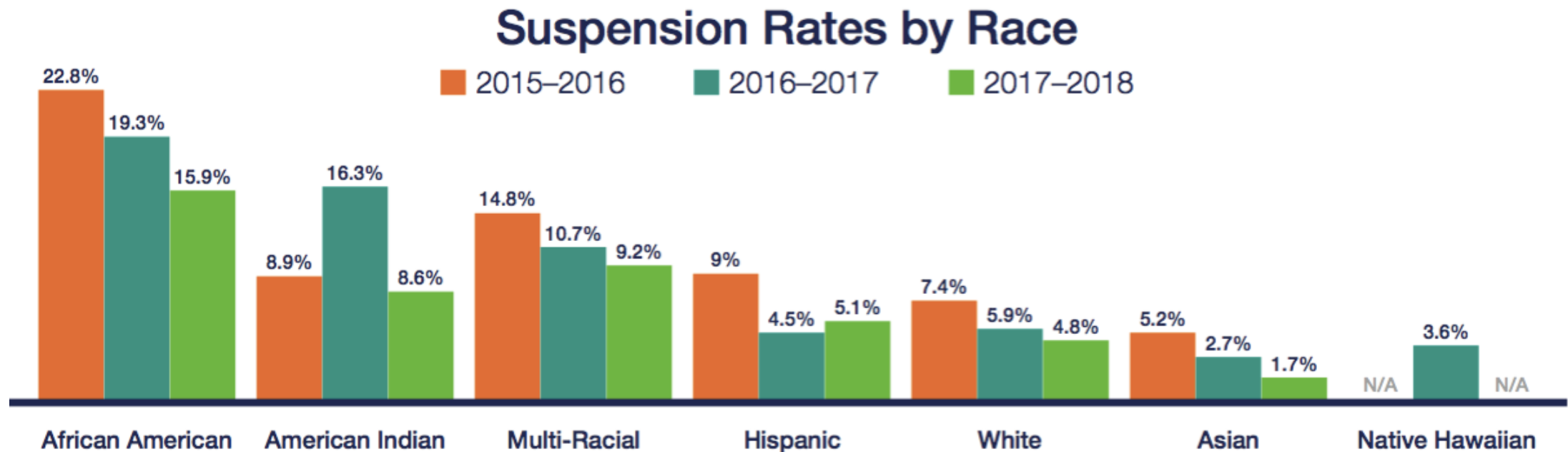


African American/White Disparities in *More Integrated K-12 Schools 2017-18



*Schools with at least 20 students tested in a racial group

Suspension Rates over 3 Years



Gifted and Talented Programming

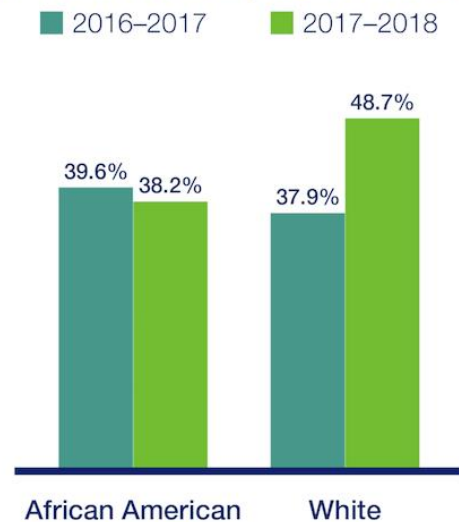
There is a disproportionately low number of African American students recommended for Gifted Education.

Gifted Recommendations

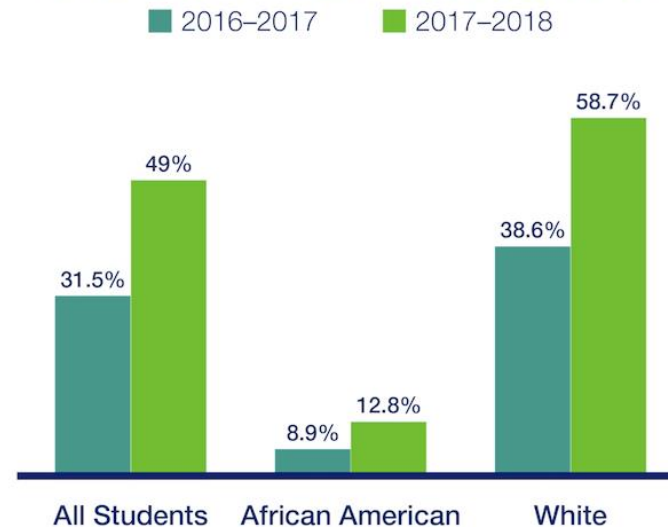
	African American	White	Econ. Disadv.	ELL
Current District Demographics	52%	32%	63%	5%
% of 2015–16 Recommendations	28%	57%	38%	3%
% of 2016–17 Recommendations	24%	55%	4%	5%
% of 2017–18 Recommendations	27%	57%	22%	2%

Advanced Courses Enrollment & Performance

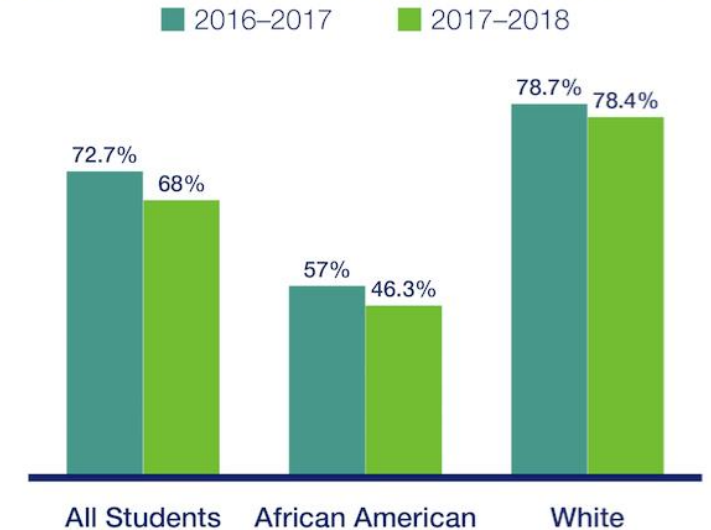
Percent of Secondary Students that Took One or More AP, IB or CAS Courses



Percent of Secondary Students that Took the AP Test and Scored 3+



Percent of Secondary Students that Completed AP Course and Took the AP Test



IB Enrollment and Performance

3% of African American students took at least 1 IB exam compared to 17% of White students.

Overall, a disproportionately low number of African American and White students took at least 1 the IB exam.

2016-17	African American	White
IB Enrollment	659	179
Took At Least 1 IB Exam	22	30
Passed At Least 1 IB Exam	18	28
Eligible for IB Diploma	11	14
Earned IB Diploma	3	12

Of the students who took at least 1 IB exam, most students passed, regardless of race.

27% of African American students eligible for an IB diploma actually earned a diploma, compared to 86% of White students.

Onward and Upward

The EAP is looking ahead to the following proposed actions steps from the District:

- ☐ Develop Administrative Regulations for the Equity & Excellence in Education Policy
- ☐ Pending grant approval, pilot the Association of Black Psychologists Communiversitry Model in Schools with the Lowest Black Student Achievement
- ☐ Implement Culturally Responsive Education
- ☐ Extended Professional Development and Coaching to Increase the Cultural Responsiveness of Staff at Every Level of the Organization
- ☐ Equitably prepare students for Advance Courses



“I have never encountered
any children in any group who
are not geniuses.

There is no mystery on how to
teach them.

The first thing you do is treat
them like human beings and
the second thing you do is
love them.”

Dr. Asa G. Hillard, III
Master Teacher