



Sustaining & Deepening

THE PPS VISION FOR RACIAL EQUITY

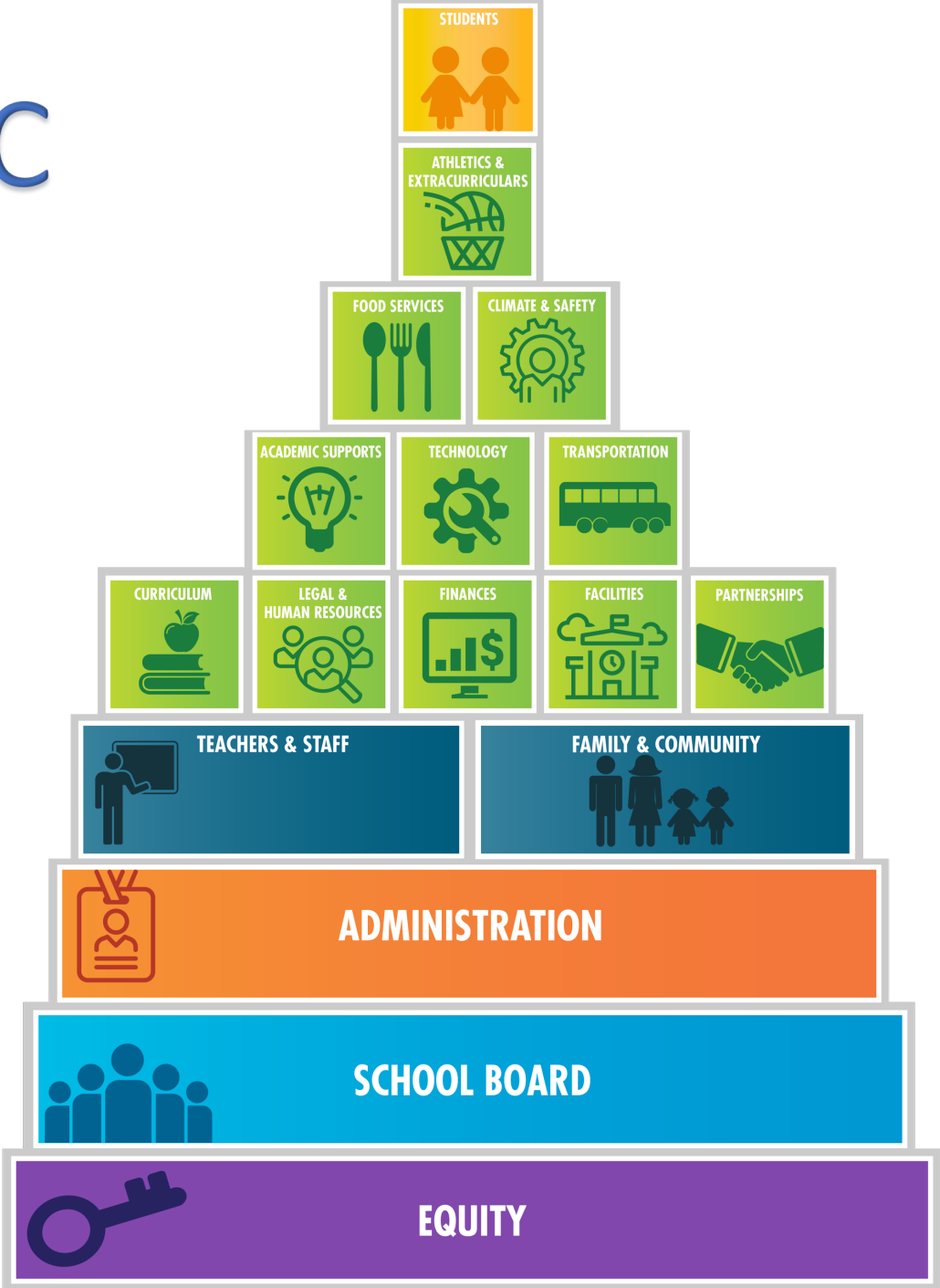
Raising the achievement of all students while (1) narrowing the gaps between the lowest and highest performing students and (2) eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories" (Singleton & Linton, 2006).

Addressing racial inequities requires **moving beyond** acknowledging gaps or disparities between racial groups and toward creating a deliberate and intentional racial equity strategy aimed at combating racism in all of its forms (Singleton, 2015).

Educational Equity

SYSTEMIC

EQUITY



(Source: PSBA.org)

Racial Equity is a collection of multiple, simultaneous and equally important components.



1992

2006

2012

2015

2019

2020

2022

Agreement

Advocates for African-American Students and PPS entered into a Conciliation Agreement designed to reduce racial disparities by September 2012.

MOU Extension

PPS approved another MOU extending the agreement for an additional five years, ending on August 30, 2020.

2015 MOU Expires

Working meetings held to revise MOU and reach agreement across stakeholders.

Complaint

Advocates for African-American Students filed racial discrimination complaint against PPS with the PHRC.

MOU

PHRC found the District did not make substantial progress, so they entered into MOU for two years, ending August 2014.

MOU Extension

PPS declared its intention to extend the MOU for an additional five years.

Board Vote

2022 MOU to be voted on by Board of Directors August 24.

MOU Focus Areas

The District had unlawfully discriminated against its African American students in these areas:

- **Achievement**
 - Standardized Assessment (PSSA/Keystone)
 - Grade Distribution
- **Discipline**
 - Suspensions
 - Alternative Education
 - Expulsions
- **Special Programs**
 - Advanced Placement (AP)
 - Gifted
 - Magnet
 - International Baccalaureate (IB)
 - Center for Advanced Studies (CAS)
 - IEP Services



ON TRACK TO EQUITY

View Equity Plan at:

<https://www.pghschools.org/equityplan>



Expect great things.



Expect great things.

RACIAL EQUITY ACTION STEPS

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

Purpose:

To ensure “equal educational opportunity irrespective of race, and consistent with the recognized existing racially identifiable academic achievement gap” (Equity MOU, 2015).

The MOU identifies seven areas to advance equity in PPS (see left).

The Equity Plan details 27 action steps the District is taking to achieve the items within each area of the MOU.

Equity & Excellence in Education Policy

Adopted Oct. 24, 2018

*“This policy will ensure that, in accordance with District and state and federal laws, **the District is focused on closing the opportunity gap** by providing historically underserved students with equitable access to programming and support resources and eliminating policies, practices, attitudes, and cultural messages that reinforce individual and institutional bias.”*

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



Implementation of Data-Driven and Research-Based Strategies

1. Improving Support for 3G

2. Continuing Equity Training and Affiliate Work

3. Professional Learning for Culturally Relevant Pedagogy

4. Culturally Responsive Instructional Curriculum Materials

5. Curriculum Reviews

6. Instructional Reviews

7. Replicating Best Practices

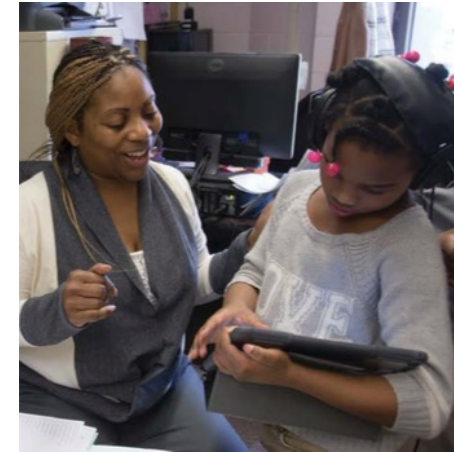
8. School Improvement Planning

9. Office of School Transformation

10. Equitably Distributed Resources

11. Student, Family & Community Engagement and Empowerment

12. Community Schools



INSTRUCTIONAL SUPPORT

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

13. Implement a Multi-Tiered System of Support (MTSS)

16. Culturally Responsive Practices to Healing Violence and Trauma

14. Moratorium on K-2 Nonviolent Suspensions

17. Measuring Student Perception on School Culture

15. Revised Drug and Alcohol Policy

18. Implicit Bias Training



**EQUITY IN
DISCIPLINE**



Expect great things.



Implicit Bias Training: *Interrupting Implicit Racial Bias in School Discipline and Student Well-being*

July 18 – July 19, 2022

Pilot Training

Expertise of WestEd Team



Rawlin Rosario
Program Associate II
WestEd



Alexandria Harvey, PhD
Senior Program Associate
WestEd



David Lopez
Senior Technical Assistance
Specialist
WestEd

IMPLICIT BIAS ACTION TEAM

- SPONSOR: ROD NECCIAI, STUDENT SUPPORT SERVICES
- OWNER: CHRISTINE CRAY, STUDENT SUPPORT SERVICES
- CO-OWNER: ANGELA ALLIE, EQUITY
- MEMBER: DR. MONICA LAMAR, SCHOOL PERFORMANCE
- MEMBER: ELIZABETH BROVEY, EQUITY



IMPLICIT BIAS
PILOT
FACILITATORS

ELIZABETH BROVEY

YAZMIN BENNETT-KELLY

CANDICE ECHOLS

BONNIE DAVIS

ASHANTI JONES

DR. MARGARET J. STARKES

ANGELA ALLIE

THE ASSOCIATION OF BLACK PSYCHOLOGISTS, INC.
INTRODUCES

Culturally Responsive & Trauma Informed Practices for New Results

A Culturally Syntonic Model for
Understanding African/Black Youth

PRESENTED TO THE PITTSBURGH PUBLIC SCHOOLS
SUPPORT STAFF



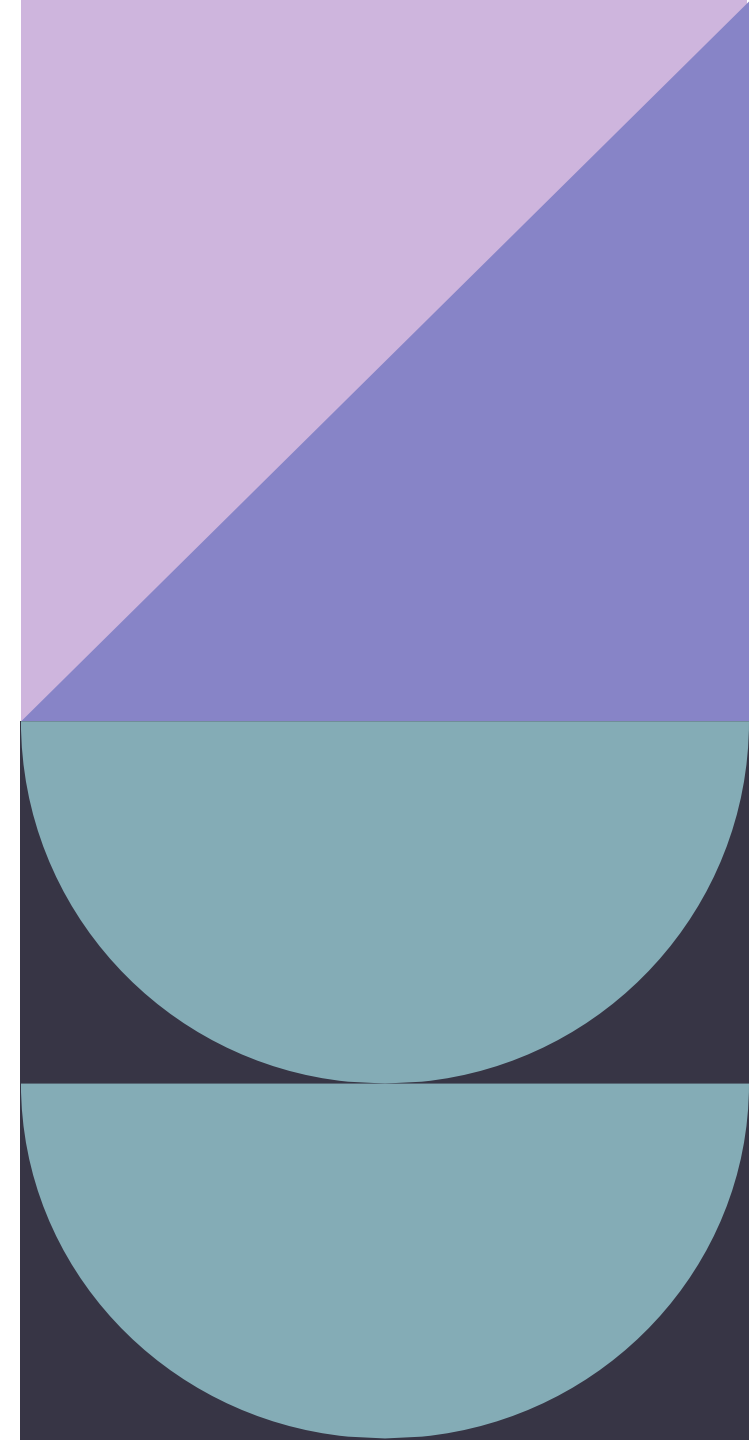


ASSOCIATION OF
BLACK
PSYCHOLOGISTS



CULTURALLY RESPONSIVE & TRAUMA INFORMED PRACTICES ACTION TEAM

- SPONSOR: DR. RODNEY NECCIAI, STUDENT SUPPORT SERVICES
- OWNER: CARRIE WOODARD, STUDENT SUPPORT SERVICES
- CO-OWNER: ANGELA ALLIE, EQUITY
- MEMBER: DR. RAINA JACKSON
- MEMBER: ELIZABETH BROVEY, EQUITY



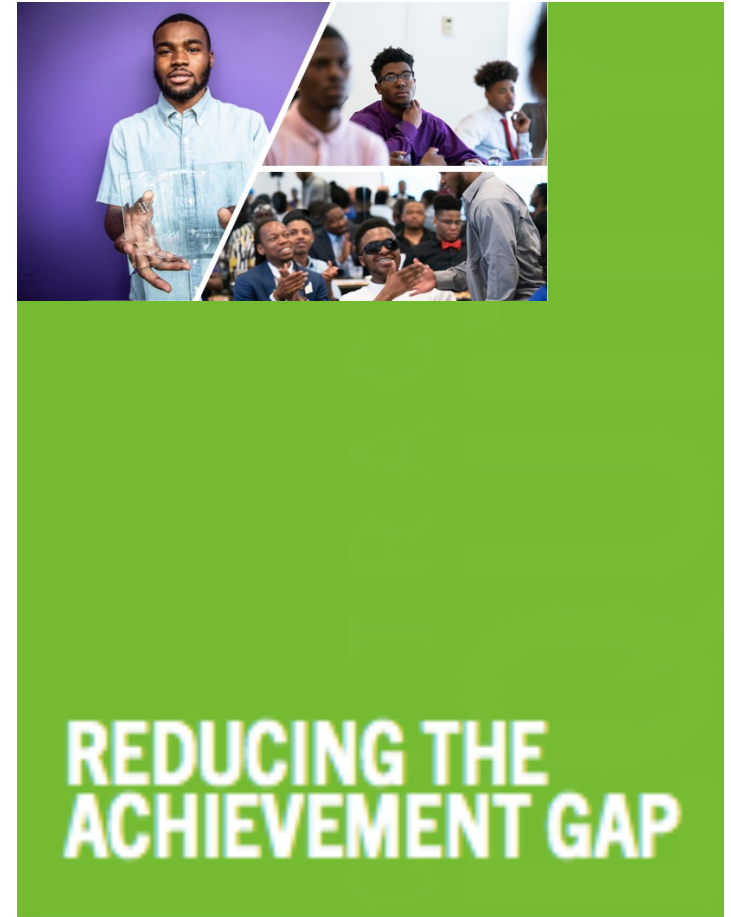
Increasing Access to Opportunities for Historically Marginalized Groups

19. Broaden Teacher Pipeline

***Brashear Teacher
Academy Magnet***

Para 2 Teacher Program

20. Targeted Support for Historically Marginalized Students



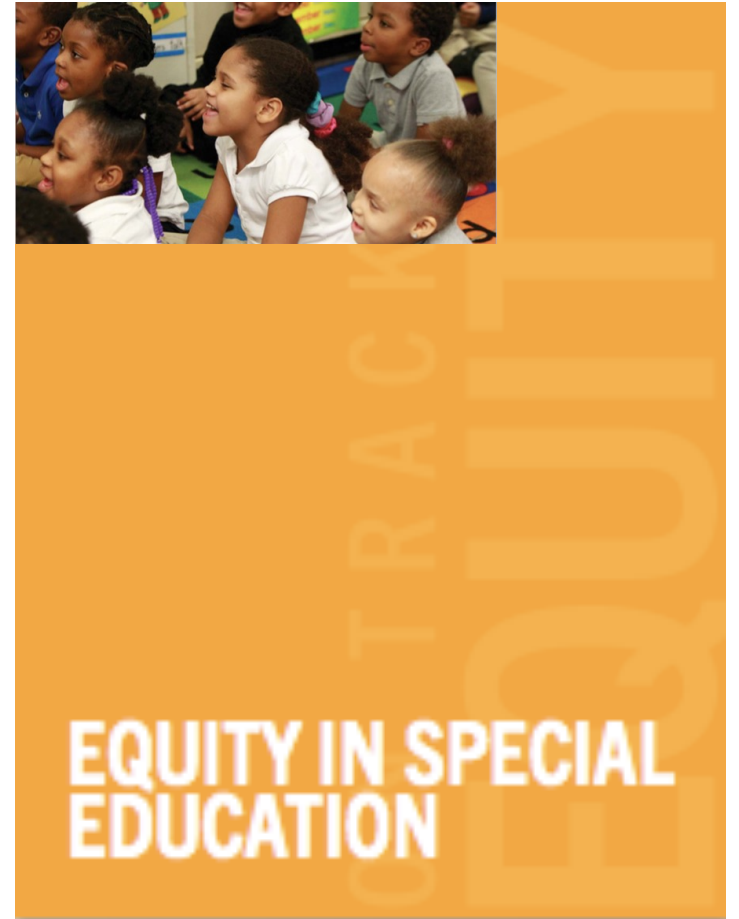
Addressing Overrepresentation of African American Students in Special Education and Underrepresentation in AP and Gifted Education

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

***22. Equitable Gifted Screening and
Identification***

23. Gifted & Talented Model

24. Equity in Special Education Placement



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

***25. Creation of Data, Research,
Evaluation and Assessment Dept.***

26. Implementation Scales

27. Public Accessible Data Dashboard



MONITORING

Key Take-Aways from 2020 Racial Equity MOU

- Administrative Support
 - b) The Director should be involved in all the decision making related to the implementation of the MOU and will report directly to the District's Superintendent or Deputy Superintendent and have access to the records of all District offices. The District will include and invest in the Director as a key thought partner regarding the issues of racial equity across the District.
 - c) The Director's job responsibilities must be **primarily directed** on the District's equity/MOU responsibilities.
 - d) The Director is empowered by the District and has the authority for meeting the requirements and goals of this MOU.
 - e) **In accordance with the recommendations and findings of the IEA**, the responsibilities of the Director or his/her designee(s) shall include ...
 - 7) **Implement (revised from "Review")** best practices and research for equitable education programs and initiatives.
 - 11) ... If EAP recommendations are not accepted, the District shall provide its reasons **in writing to the EAP and PHRC for not implementing the recommendations within 30 days.**

Key Take-Aways from 2020 Racial Equity MOU

In accordance with the recommendations and findings of the IEA...

- Instructional Support
 - Culturally Relevant Pedagogy is defined
 - The District shall continue to offer professional development ... ***including sessions offered to parents and caregivers.***
- Equity in Discipline
 - a)1) To the extent practicable, the District will minimize the use of out-of-school suspensions, referrals for expulsions, and referrals to law enforcement...
- Reducing the Achievement Gap
 - a)4) These numeric metric goals must be approved by the PHRC, in consultation with the EAP, prior to their incorporation as a standard in this MOU.
- Monitoring
 - a)9)... The District shall include documentation of reasons goals have not been achieved.

Section II of
2020 MOU:
Annual
Independent
Equity Audit and
Implementation
Plan

- a) Within four (4) months of the signing of this agreement, the District will disseminate a Request for Proposals (RFP) to prospective vendors for the purpose of retaining an Independent Equity Auditor (IEA) approved by the PHRC and the EAP and schedule the first Independent Equity Audit of the District's system of education for its African American students.
- b) The IEA's findings and recommendations shall be in writing and state specific relevant and quantifiable metrics that the PHRC will use to measure the District's performance during the term of this MOU .
- c) The IEA's findings and recommendations shall be contemporaneously provided to the District, PHRC, and EAP.
- d) The IEA's findings and recommendations shall be incorporated by reference and made a part of this MOU.
- e) Within 2 months of receipt of the IEA's findings and recommendations, the District shall respond to and begin planning to implement the IEA's recommendations in order to accomplish the terms under the MOU .
- f) The District will report the outcomes of these metrics annually to PHRC and EAP. If a metric is not satisfactorily met for a particular yearly term, the parties may meet, upon the PHRC's or EAP's request, within 60 days to formulate ideas that will allow the District to successfully complete the metric.

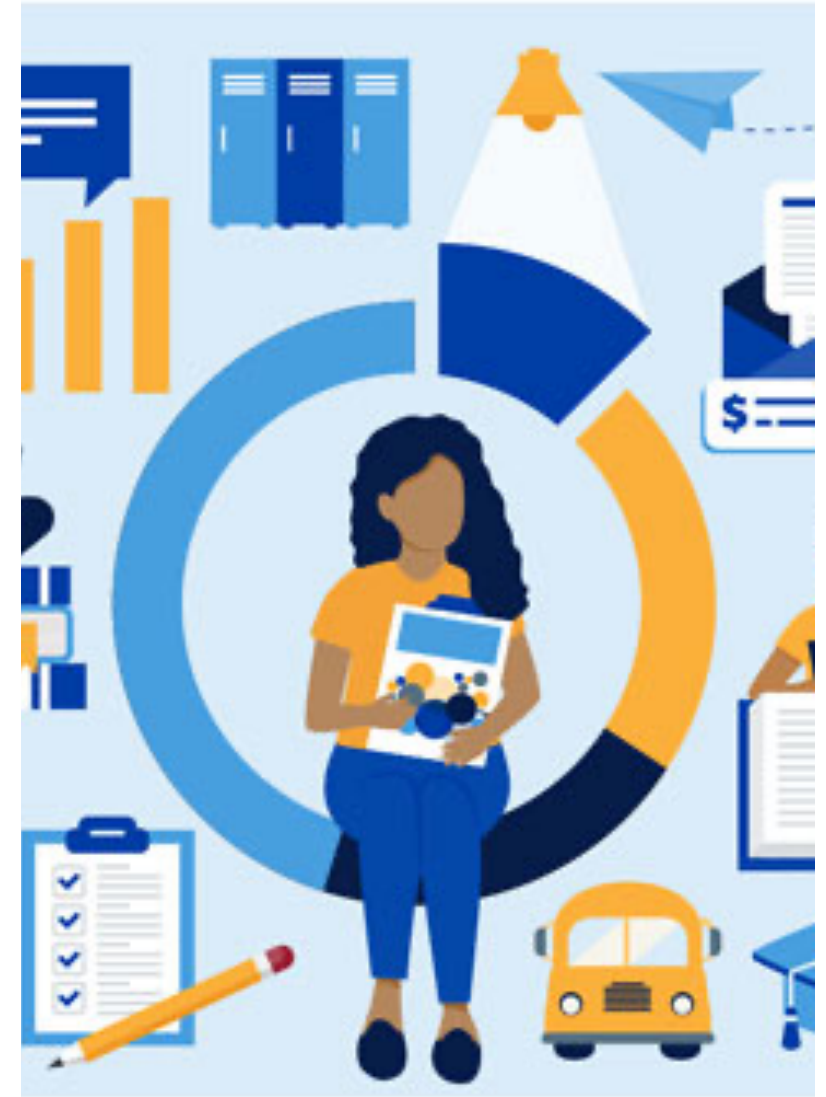
What is a Racial Equity Audit?

- A process of **identifying, prioritizing**, and **remediating** the adverse impacts of the institution's policies and practices on communities of color.
- a learning journey to identify the **root cause(s)** of student opportunity gaps and understand how those opportunity gaps contribute to student performance gaps.
- informs the process of **removing barriers** that impede full participation, access, and opportunity for all students to receive an equitable and excellent education (Sparks, 2015).



Purpose of Equity Audit

- identify institutional practices that produce discriminatory trends in data that affect students (Skrla, McKenzie & Scheurich, 2009).
- promote insight into, discussion of, and substantive response to systemic patterns of inequity in schools and school districts (Skrla, et. al., 2004).
- informs the process of removing programmatic barriers that impede full participation, access, and opportunity for all students to receive an equitable and excellent education (Sparks, 2015).



Racial Equity Audit



Racial Equity Audit Questions

What are the patterns of racial disproportionality in the District?

What are the historical and contemporary root causes that contribute to our racial inequities and disparities?

Which policies and practices are helping/hindering equitable opportunity, access, experience, and achievement for African American students?

How well are our equity efforts being implemented? How impactful are they?

In what ways can the District create deliberate systems and supports to achieve and sustain racial equity through proactive and preventative measures?

Independent Equity Auditor

Equity Audits by Independent Auditors can:

- Engage leadership in a process that looks beyond management's own assertions (can offer different perspectives to generate new insights)
- Provide an objective review
- Lend credibility to the institution as a whole which increases trust and confidence of shareholders and others



Data Collection

- Listening sessions with district leadership
- Classroom and campus observations
- Focus group interviews with staff, students and parents
- Reviews of school discipline policies and code of conduct
- Information provided on the campus or district website
- School climate surveys
- Student graduation, attrition and retention reports
- State report cards and assessment data



Data Collection

Methodology

Representation Index
(percentage of students in a category)

Course Sequencing Analysis

Curriculum Audit

Policy Analysis

Staff Survey

Staff Focus Groups

Student and Parent Equity Focus Groups

Student and Parent In-Depth Interviews

Literature Review

Needs Assessment (i.e., Professional Development)

Observations

Document Analysis

Deliverables

- ✓ Final Racial Equity Audit Report
- ✓ Aligned Equity Dashboard
- ✓ Metrics for monitoring progress
- ✓ Informal meetings with a small group of representative committee members to preview and interpret the findings and recommendations prior to public dissemination
- ✓ Formal presentation to Board of Education, assessing the causes of inequity and recommends strategies supported by researched-based best practices
- ✓ Informal working meetings with PPS Administration to co-construct an equity-oriented strategic plan that is based on the examination of findings and builds on the strengths of existing district or school programs and initiatives

