



Pittsburgh Public Schools

The Current State of Racial Equity at Pittsburgh Public Schools

SEPTEMBER 2023

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Chapter 1 An Open Letter to the Pittsburgh Public Schools Community

“Respect us! Acknowledge us! Represent us! All of us!”

When MGT began this work with your District and the communities it is intended to support, we understood that, while the work for us began this year, it builds on a long legacy of advocacy for Black and African American students and PPS community members. This is a complex legacy that stretches back four plus decades and is one that builds on a lot of pain, frustration, a great deal of inequity, and inconsistent commitments. However, this is the very same foundation that holds tremendous potential for positive change and for creating a thriving community.

The work for our organization is to present the Pittsburgh Public School community—that is, the Board, the Administration, the Office of Equity, and most importantly, the communities of families, caregivers, children, and community partners—with a reflection of who you are now, who you have been, and who you can be moving forward. Your voices, hopes, ideas, and insights are the primary source for our findings and our recommendations. These act in concert with our research about the state of the District as it relates specifically to Black and African American children.

The data in this report aligns with prior findings and overwhelmingly indicates that Black and African American children are not being supported by the school system and are not being offered fair and equal academic opportunities or treatment within its schools. As the District knows, the consequences are dire. Communities writ large feel the consequence of the success and the gaps within school systems, but most importantly, children and families experience a lifetime that rests heavily on their sense of connection to education.

Our research is reflective of the unique culture of Pittsburgh Public Schools; it is also a lens into issues that face so many of our nation’s School Districts. Those issues are rooted in long-standing systems that precede and create the current educational challenges and the urgent need for change. Pittsburgh Public Schools is, yet again, at a historic juncture, one at which it can reinvigorate conversations that have stalled, initiatives that may have lost focus, and relationships that need nurturing.

We feature here three commitments that influenced this work: 1) our findings and recommendations are reflections of the unique character of Pittsburgh Public Schools; 2) our findings and recommendations feature first and foremost your voices and the multiple, intersecting histories of Black and African American children and communities in the Pittsburgh Public School system, and; 3) the tenets of cultural competency that feature heavily in our recommendations are also the guiding principles for how we conduct the work itself.

We also build on a powerful framework. The Equity Advisory Panel and the Pennsylvania Human Relations Commission created a Memorandum of Understanding that outlined core recommendations. MGT used this framework to gain a better understanding of three major areas for intervention: academic

achievement and success (within which we included special programming and exceptional education), discipline and behavior, and community and family engagement.

You will see a heavy focus on community and family engagement as well as creating culturally responsive classrooms because it is through cultural changes that academic achievement gaps are narrowed. We look to key practitioners in the field to ground our recommendations and to inform our observations. “Practitioner” is an important term that needs some additional attention. The “experts” we reference have time and experience in the classroom and in the community. The work they’ve produced is meaningful because it is lived, not simply theorized. We draw on published expertise, but we will always humbly defer to the local expertise that comes from parents, caregivers, teachers, staff, and administrators who know PPS better than anyone, and offer the tools to build an inclusive, respectful, and adaptive school environment. This is an environment that ensures PPS students from every lived experience are valued, heard, respected, and geared for life success.

In the spirit of this collaboration, we quote Dr. Felicia Haney, from the National Black Child Development Institute. In her opening letter to *Being Black is Not a Risk Factor: A Strengths-Based Look at the State of the Black Child*, she offers this heart-felt invitation to rethink the issues and opportunities:

Our children will inherit this world together. And we don’t believe that some of those children—the Black ones—are wrong. We don’t think they are bad. We don’t think they are doomed to failure. We fully understand the crises. We work with our children. We talk to our parents. We read the statistics—the poverty rates, the test scores, the health outcomes—and we are broken hearted. But we also know our strengths and our successes. We know the stories behind the statistics. We may not have all of the answers, but we, collectively, have some of them.¹

This work has been deeply collaborative. MGT brings its tools, its strategies, and the diverse areas of expertise from the project team, but the key in Dr. Haney’s words is the idea that this requires all of us, that “we” are a collective force. This is about Pittsburgh Public Schools and the families, caregivers, and children it is intended to support—and it is about Black and African American children in school districts nationwide, and it is about all of us. It is about the care we take with one another, about acknowledging the points of pain and the consequences of historic exclusion, and about healing forward and creating, together, communities that allow everyone to thrive.

You have likely heard about, read about, thought about, and even valued how resilient children are. The research for Black and African American children depends heavily upon a narrative of resilience. However, PPS could become a national thought leader and act as a model for establishing *thriving* communities as the goal. If resilience is about children’s ability to bounce back, thriving is about bouncing forward.

Pittsburgh’s Black and African American children and the communities that support their growth bring unspoken talents, gifts, and wisdom to a District ready for change. It is time for the District to listen with deep humility and to grow strong, meaningful, and sustainable partnerships that change the story from one of frustration and pain to one of celebration and joy.

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MGT is honored to be a part of this work, and to have had the opportunity to work with and alongside of a community of leaders, educators, and learners who are eager for positive, sustainable change.

Chapter 2 Executive Summary

In accordance with the second resolution of the MOU between PPS, the EAP, and PHRC, PPS agreed to retain a vendor for an independent equity audit to identify areas in need of change and transformation within the organization. PPS hired MGT to conduct a Racial Equity Assessment and to develop relevant recommendations. The Racial Equity Assessment consisted of an internal review of policies and practices, an employee survey, a parent and caregiver survey, and focus groups with parents and students. In May of 2023 MGT was retained by the Pittsburgh Public Schools (PPS) to answer the following key questions:

1. What are the patterns of racial disproportionality that exist in the District? What new trends require our attention?
2. What historical and contemporary root causes contribute to our racial inequities and disparities?
3. What policies and practices are helping/hindering equitable opportunity, access, experience, and achievement for African American students?
4. How well are the District's equity efforts being implemented? How impactful are they?
5. In what ways can PPS create deliberate systems and supports to achieve and sustain racial equity through proactive and preventative measures?

In order to answer these five key questions, MGT engaged multiple methods of data collection, including reviewing relevant ACS Census Data, data collected and offered by PPS from the DREA team, survey data of parents and caretakers, survey data of staff and employees of PPS, and focus group sessions with staff and faculty, parents and caregivers, students, and community partners. The questions have a broad reach, and the answers point appropriately to foundational culture and systems that need to be addressed for realizable change to occur. Action and implementation planning along with accountability tools are critical measures for seeing cultural change.

Here is a preview of the findings, which we develop further below:

Q What are the patterns of racial disproportionality that exist in the District? What new trends require our attention?

ANSWER: MGT identified that African American students are more likely to be suspended than their Non-African American counterpart with a 95% level of confidence.

ANSWER: MGT identified that African American students are also more likely to be suspended longer than their Non-African American counterparts with a 95% level of confidence

ANSWER: MGT identified a disproportionality between African American students level of achievement and their Non-African American counterparts with a 95% level of confidence.

ANSWER: The digital divide causes significant disparities between families that have differing levels of access to technology or varying levels of technical proficiency to use the technology present.

ANSWER: The Impacts of COVID-19 continue to have significant upstream and downstream effects to racial equity such as exacerbation of the digital divide, increased income inequality, stagnated wages, and inflation.

Q What historical and contemporary root causes contribute to our racial inequities and disparities?

ANSWER: MGT identified the historic policing of African American communities as a leading cause of disparities in discipline (Crenshaw ET AL., 1996).

ANSWER: MGT would suggest that modern issues contributing to disparities include white-flight and white populations taking their money and investing it in private schools. (Zhang, 2009) Pittsburgh is over 70% white; however, PPS is majority African American (>50%)

ANSWER: As our research indicated, there is continued conscious or unconscious bias throughout educational faculty and staff that negatively and disproportionately impacts Black and African American students

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

ANSWER: MGT did not find district-wide policies that contribute to the disproportionalities MGT identified; however, this suggests that many of these issues stem from a disconnect between the policies of the district and individual school cultures.

ANSWER: Individual schools are run differently and result in different outcomes i.e. white majority schools tend to have lower rates of suspensions than African American majority schools. This suggests that individual school policies and applications of district policies are inconsistent across schools.

Q How well are the District's equity efforts being implemented? How impactful are they?

ANSWER: The district stopped tracking equity efforts in 2019 after the start of COVID-19. This information has not been updated since. It is unclear the positive or negative effects that COVID has had on the community.

ANSWER: MGT would recommend updating the *On Track to Equity* implementation plan with advances and regressions in the plan as a starting point for restarting this work.

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

ANSWER: The MOU between the EAP, PHRC, and PPS offers lines of sight into this question. MGT offers specific recommendations to address five areas of focus: instructional support; equity in discipline; addressing the academic achievement gap; equity in discipline; and monitoring for progress. We also noted family and community engagement, policy recommendations, and revisiting prior initiatives as critical to Racial Equity success.

ANSWER: MGT identified that the application of policies within individual school cultures is a source where bias is creating inequities between African American or Black Students and those who do not identify as African American or Black.

ANSWER: PPS should consider the implementation of a clear restorative-practice framework that indicates what infractions are met through the RJ process and which are not. There are clear inequities within the application of the district policies to create a more equitable discipline process.

ANSWER: The language and tools of racism and bias are constantly changing (Lopez, 2015). National and local school funding policies and laws can create systems that further

entrench systemic inequities. These systemic inequities go beyond just one school or district and are systems creating inequalities across entire states (Hinton, 2017).

Definitions

To build on PPS’s definitions of terms, MGT offers its glossary. We define common terms and acronyms used throughout PPS’s 2023 Racial Equity Assessment. Additional and more detailed definitions can be found throughout the remainder of the report. Our terms and acronyms are developed based on US Census Bureau definitions.

American Indian and Alaskan Native	U.S. citizens or permanent residents who have origins in any of the original peoples of North and South America (including Central America) and who maintain tribal affiliation or community attachment. This category includes people who indicate their race(s) as “American Indian or Alaska Native” or report an enrolled or principal tribe, such as Alaskan Indian (including Tsimshian Indians not enrolled in the Metlakatla Indian Community).
Asian	U.S. citizens or lawfully admitted permanent residents who originate from the Far East, Southeast Asia, the Indian subcontinent.
Black and African American	U.S. citizens or lawfully admitted permanent residents having an origin in any of the Black racial groups of Africa.
White	U.S. citizens or lawfully admitted permanent residents who responded “No, not Spanish/Hispanic/Latino” and who reported “White” as their only entry in the race question.
Demographics	Statistical data about the characteristics of a population, such as the age, gender, income, and race of the people within the stated population.
Digital Divide	This refers to the reality that continued access to the internet requires significant ongoing financial burden through internet subscriptions and frequent hardware updates. These financial burdens create two classes of people, those that have access to the internet and digital services and those struggle to consistently have it. The separation between these groups is referred to as the digital divide.
Diversity	While diversity is often used in reference to race, ethnicity and gender, there is a broader definition that also includes age, national origin, religion, differently abled, sexual orientation, socioeconomic status, education, marital status, gender expression, language, diversity of thought, non-physical attributes and physical appearance.
Economic Opportunity	The ability and opportunities available to an individual to build, maintain, and pass on wealth.

Equity	Equity is the practice of fair treatment, access, opportunity, and advancement for all people.
Hispanic or Latino	U.S. citizens or lawfully admitted permanent residents of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish or Portuguese cultures or origins regardless of race.
Inclusivity	Inclusivity is an active process to help all members of an organization feel welcomed, respected, supported, and valued as team members.
Latine	A culturally and linguistically competent reference to Hispanic peoples with the gender-neutral suffix “e”
Native Hawaiian and Other Pacific Islander	U.S. citizens or lawfully admitted permanent residents who have origins in any of the original peoples of Hawaii and other Pacific Islands and who maintain tribal affiliation or community attachment.
Two or More Races	U.S. citizens or lawfully admitted permanent residents who chose more than one of the other race categories.
Additional Race not Listed	A residual category with a write-in box, in addition to the five standard race categories.
Private Sector	The for-profit part of the national economy that is not under direct government control.
Public Sector	The non-profit part of the economy that is controlled by the government.

Methodology

MGT executed a mixed-methods study to answer the five questions put forth in PPS’s request for proposals. A mixed-methods study is one that utilizes a combination of qualitative (anecdotal/nontechnical) data with quantitative (statistical) data. This combination allows us to not only look at the statistically significant results of the quantitative analysis, but also allows us to contextualize it within the experiences of the community.

MGT used four sources of quantitative data throughout the entire project. MGT developed two survey instruments - one geared for faculty and staff of PPS and the other developed for parents and caregivers. The surveys measured experiences related to diverse identities within PPS with a special focus on racial equity. MGT additionally used American Community Survey (ACS) data to contextualize our report in the broader Pittsburgh demographics. Finally, MGT leveraged data the Data, Research, Evaluation, and Assessment office at PPS collects in order to answer key questions about the current state of racial equity within PPS.

Regarding the qualitative data, MGT again used several sources. MGT created opportunities for valcommunity members to answer questions about their experiences with racial equity within PPS through a series of open focus groups. Additionally, attached to each of our survey instruments were

open-ended questions that encouraged respondents to give short-answer responses related to the specific questions posed by PPS. Finally, MGT reviewed policies related to the areas of academic performance, community and family engagement, discipline and behavior, and organizational leadership for equity. MGT conducted a gap analysis on these key documents, further rounding out the connection between the quantitative and qualitative data.

Upon receiving both qualitative and quantitative pieces, MGT conducted an analysis on each one. Quantitative data was analyzed using a combination of Microsoft Excel and IBM's SPSS, while qualitative themes were coded with our tool, Dedoose. Once MGT finished collecting and analyzing the data, we were able to begin answering the five aforementioned research questions from PPS. .

Recommendation Categories

The eight major categories for recommendations were as follows:

- I. Instructional Support (MOU V)
- II. Equity in Discipline (MOU VI)
- III. Reducing the Academic Achievement Gap (MOU VII)
- IV. Equity in Special Education and Special Programs (MOU VIII)
- V. Monitoring (MOU IX)
- VI. Policy Recommendations
- VII. Family and Community Engagement
- VIII. Revisiting Prior Initiatives

These are further detailed in Chapter 10 of this report. MGT's recommendations lift areas of special attention from the MOU, as they were commensurate with our findings. We also looked for areas of particular synchronicity with the *On Track to Equity* plan, as well as opportunities for further enrichment or innovation. In addition to sharing our recommendations for improvements, we also share community recommendations we suggest the District should consider in Chapter 9.

Chapter 3 Local Context and External Factors

Establishing the Local Context

Inequities, while not just within the realm of race, are a primary consideration for MGT's racial equity work. Our racial equity assessment seeks to understand what causes disparities for historically excluded identities, given that increased diversity and, most importantly, inclusion, yields huge dividends (Kozleski, 2020). It is important to note that simply having diversity is good but does not inherently guarantee equity (Sherbin & Rashid, 2017; Tienda, 2013). Pittsburgh Public Schools is a school district rich with diversity as far as its student body and family community is concerned, and yet the outcomes for students make it clear diversity is not sufficient as an impetus for equity. Black and African American students are the people most impacted by PPS's academic achievement and disciplinary practice gaps. Black and African American students families see themselves overwhelmingly underrepresented in a District in which 86% of teachers are white, though they comprise more than 50% of the student population. We look to the larger Pittsburgh context to gain a wider context for understanding the unique concerns of Pittsburgh Public Schools and to understand the broader socio-cultural factors as they impact the school communities.

Community Profile

To contextualize the findings in this report within the larger Pittsburgh community, MGT used Annual Community Survey (ACS) census data to craft demographics for Pittsburgh as a whole. MGT used the ACS PUMS 5-year surveys which aggregate the last 5 years of ACS data. This data was used to provide further context to the demographic and economic realities of Pittsburgh.

This information was able to provide some key context. First, while the majority of Pittsburgh identifies as white(71%), the majority of students PPS serves is Black and African American. A traditional view of economics in the U.S. would suggest that increased education correlates to increased lifetime earnings (Becker, 1995). According to ACS Census Data, a major plurality of residents of Pittsburgh only have a high-school diploma or less. Therefore, educational attainment across the board could be a contributing factor to why a majority of students fall under the description of low-income. Another factor could be related to the distribution of wages across Pittsburgh. According to the ACS Census data, the median unadjusted income for a resident is approximately \$31,000 (μ =\$44,885.5, σ =\$57,871) a year, which is significantly below the national average. Pittsburgh is home to a large group of younger (20-40) and older (65+) populations but experiences a significant drop in population with middle-aged communities. (μ =40.5, σ =22.6). We highlight the age demographic as an opportunity zone for developing the Career and

Technical Education program, noted as a strength within the District by staff, faculty, and caregivers alike, and its capacity to develop a strong, economically viable work program.

FIGURE 3-1: PITTSBURGH RACE BREAKDOWN

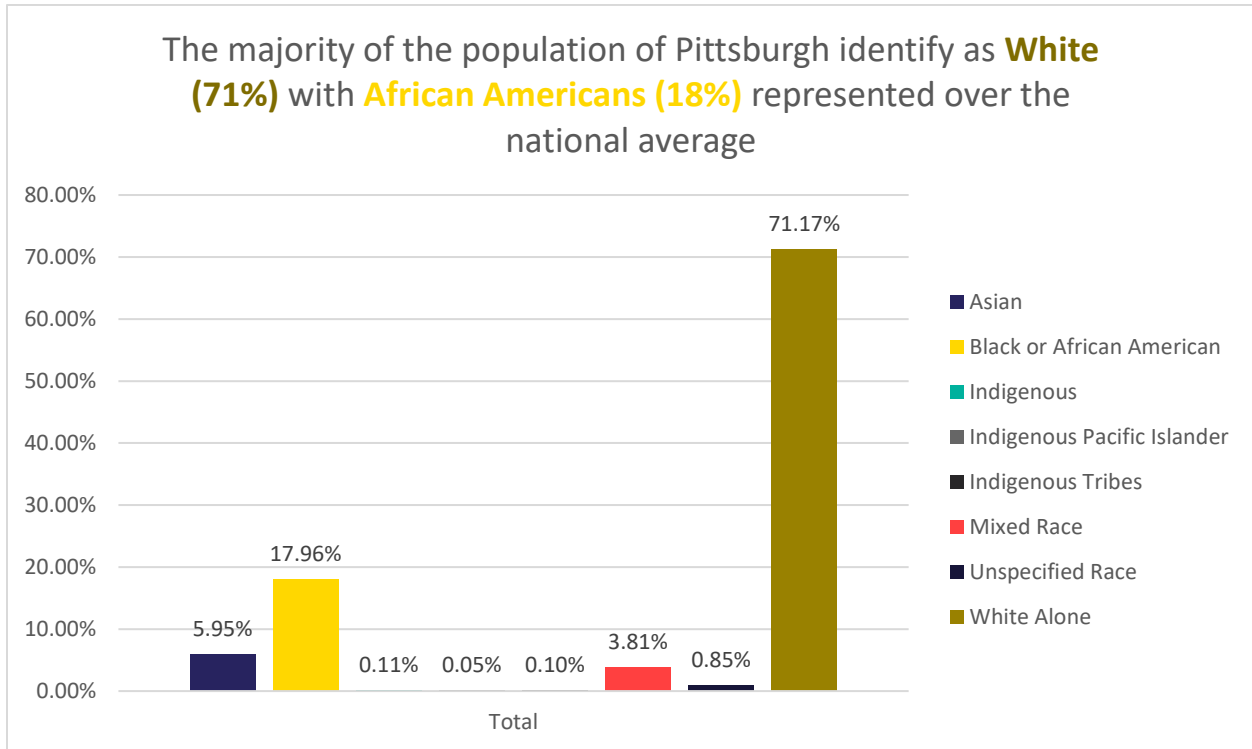


FIGURE 3-2: PITTSBURGH EDUCATIONAL ATTAINMENT

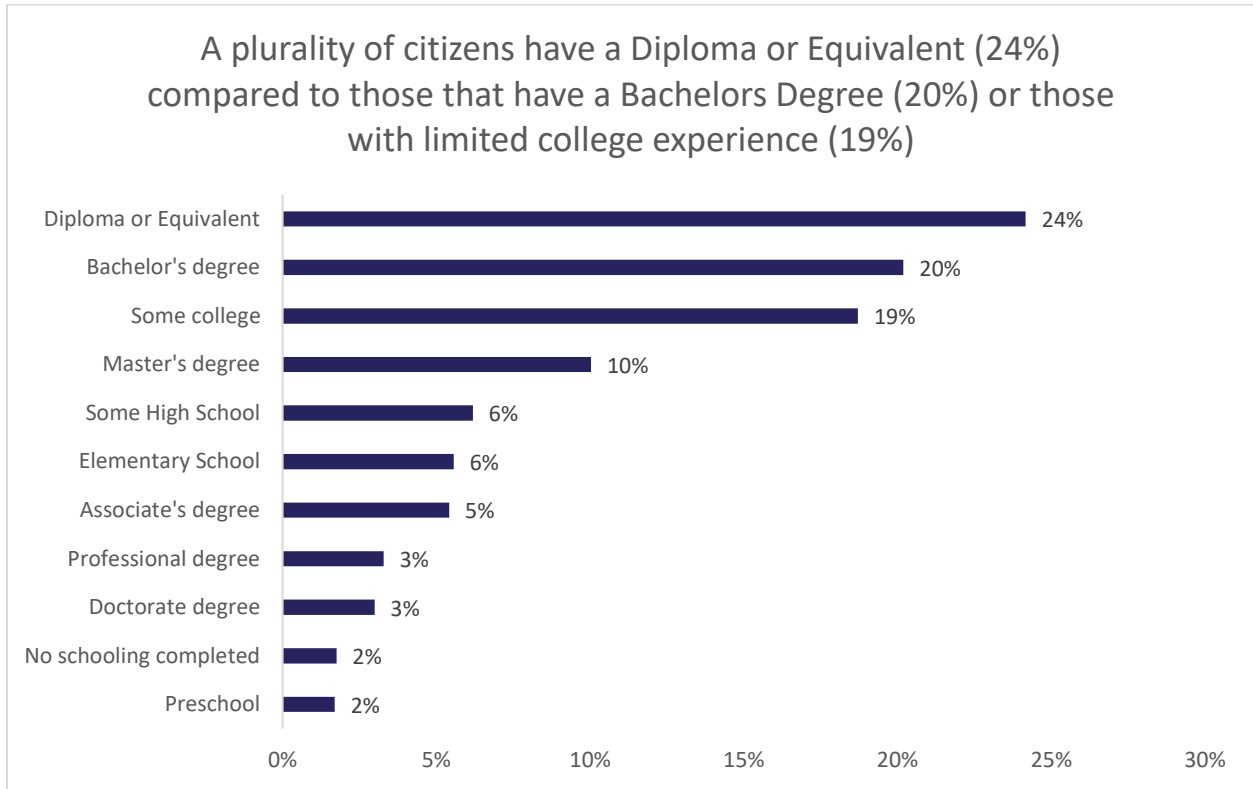


FIGURE 3-3: PITTSBURGH DISTRIBUTION OF AGES

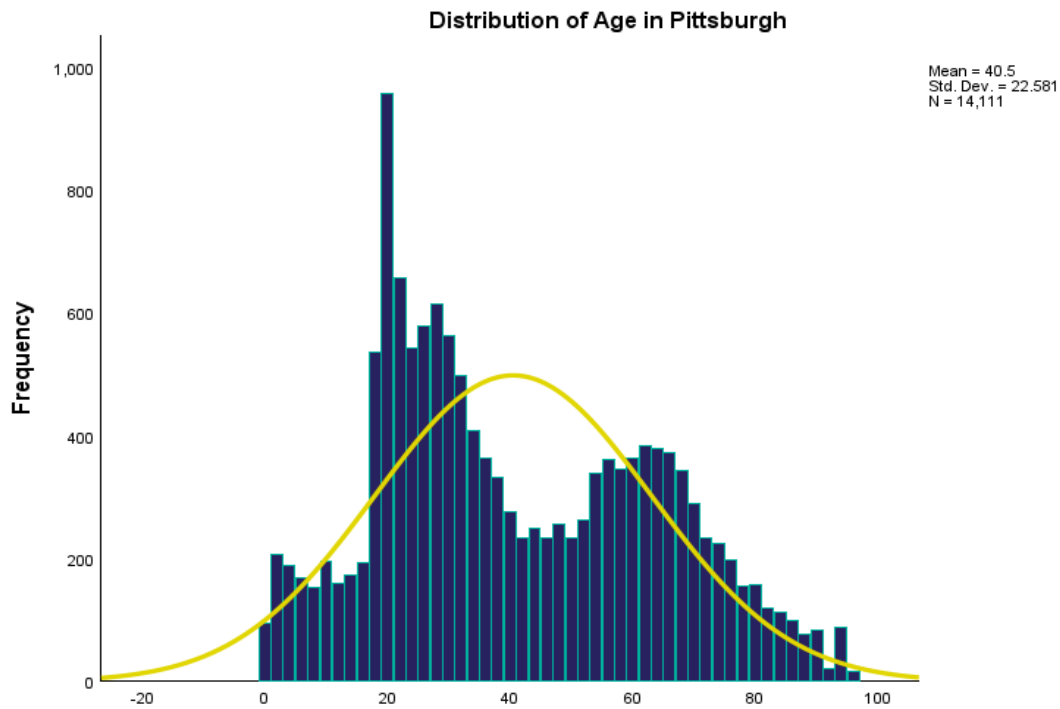
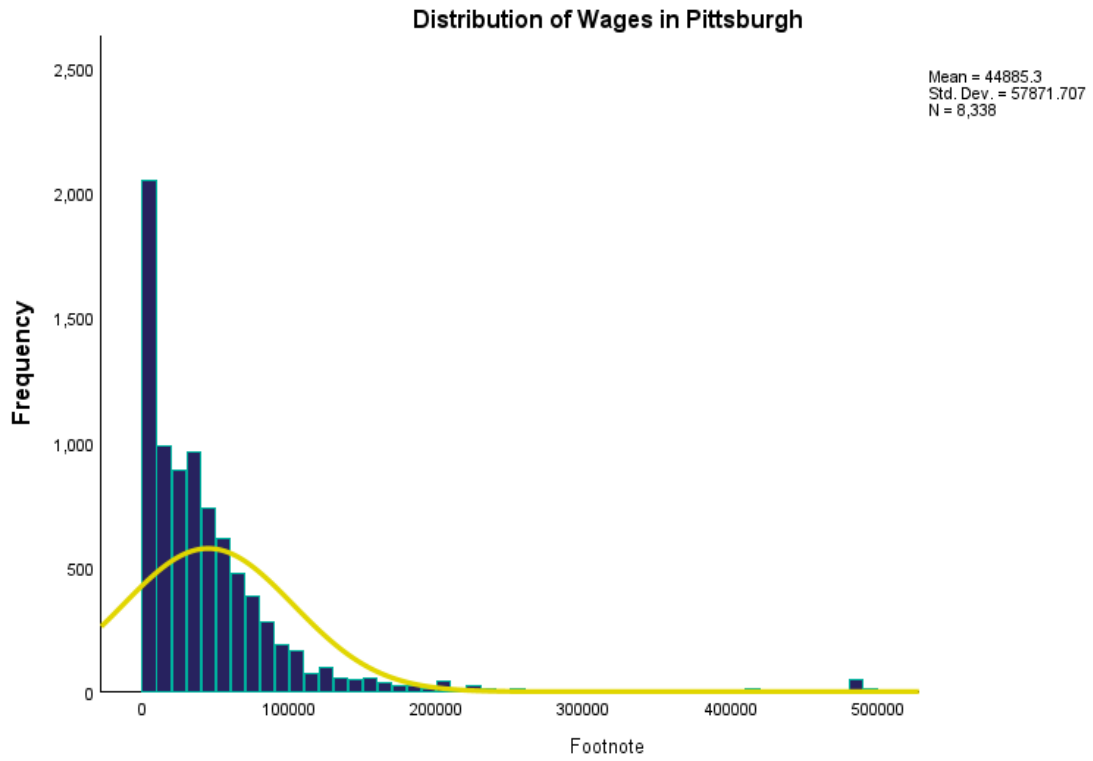


FIGURE 3-4: PITTSBURGH DISTRIBUTION OF UNADJUSTED WAGES



Chapter 4 Emerging Practices

School District Racial Equity Emerging Practices

The following is a compilation of selected emerging practices prepared by MGT. Practices were sourced through MGT’s extensive experience working with School Districts as well as real-world application in the Beacon City School District, Montgomery County Public Schools, Seattle Public Schools, and the Regional Educational Laboratory Program. As expected, there is no one size fits all solution. Community priorities, resources, and other factors drive efforts undertaken in other School Districts. However, a significant thread common to most school districts revolved around the following:

- ◆ **District-wide Progress Monitoring:** Monitoring ongoing progress is crucial for gauging the success of equity initiatives. It is equally important to ensure a level of transparency for the community. A District-wide Equity Report Card baselines the data specifically as it relates to equity in school systems. The Equity Report Card offers a broad overview or a snapshot of demographics and District data through an equity lens. (Montgomery County Public Schools)
- ◆ **Equity Report Card for Schools:** School-specific Equity Reports offer a dashboard that drills down into the broad District data. While the progress of all students is monitored by District, a school-specific Equity Report Card focuses on key demographic groups most impacted by equity initiatives. (Beacon City School District)
- ◆ **Cultural Competency Assessment of all Faculty and Staff:** The District defines cultural competency as the “Ability to use critical thinking skills to interpret how cultural values and beliefs influence conscious and conscious behavior; the understanding of how inequity can be and has been perpetuated through socialized behaviors; and the knowledge and determined disposition to disrupt inequitable practices to achieve greater personal and professional services for self and others (Mayfield, 2020). Assessing cultural competency using tools such as the Culturally Responsive Self-Teaching Efficacy scale helps schools and Districts identify knowledge and competency gaps, tailor training to meet those needs, and create learning environments for students and faculty alike.
- ◆ **Cultural Competency Training Opportunities:** Cultural competency is a fundamental emerging practice for ensuring equity in the classroom. It’s a cornerstone for student success and for a thriving school community. Ensuring ongoing learning opportunities for staff is critical to creating an inclusive school community. The culturally competent classroom prioritizes students’ cultural backgrounds as essential to student success in all domains (Fong, 2021).
 - **Expert Facilitation:** School districts have found that effective coaching can have significant impact on success on equity-related learnings which can be challenging for certain populations. Having effective coaching is frequently reported as crucial to success.
 - **Focused Studies:** School districts have found that narrowly focused studies on a specific racial equity area allow for deeper exploration.

- ◆ **Conduct work with a Diverse Team:** While it may seem intuitive, many of the benefits of diversity are seen within equity work. Ensuring a diversity of people have input on developing racial equity initiatives within the District through key elements such as instructional, curriculum and programming development, family and community engagement and support, and equity in discipline is crucial to creating district-wide buy-in. (ibid)
- ◆ **Collaborate with Other Districts:** The Regional Education Laboratory Program indicated that a large portion of its success with regard to racial equity lies in its multi-district approach allowing educators and staff across multiple districts to communicate around effective models for addressing racial equity (Ibid).
- ◆ **Staff Dedicated to Racial Equity:** School districts are recognizing the need for longer-term investments into racial equity work. To address things like the achievement gap and disparities in discipline, many school districts are creating offices or departments of equity. This staff is dedicated to measuring, tracking, and implementing policies related to specific racial equity mandates. In larger cities like Seattle, these offices or departments help create racial equity teams within each school to assist in the implementation of strategies to address inequities. (Seattle Public Schools)

There is no one-size-fit-all approach, some school districts that have conducted racial equity audits or community equity profile studies like the one while others began with cultural competency assessments and training. Ultimately, the results of the peer research will be used to help guide areas of inquiry and engagement and help to inform recommendations, practices, and policies for consideration by PPS.

Chapter 5 Policy Gap Analysis

Diversity, Equity, and Inclusivity

This section summarizes the steps undertaken to review Pittsburgh Public School's policies utilizing a methodology MGT has refined over the course of 200 disparity and equity studies. In conjunction with PPS, MGT identified four key areas of internal and external policies related directly to facilitating racially equitable outcomes for students and invested partners alike. These four areas of interest include Academic Performance (parsed out in Recommendations to identify equity in Special Education and Special Programs), Community and Family Engagement, Discipline and Behavior, and Organizational Leadership for Equity. MGT's approach collects and reviews source documents pertinent to these specific areas of interest and includes the following milestones:

- Aligning policy scope with key organizational goals
- Identification of key areas of interest related to policies and practices refined in conversation with PPS
- Communication with Dr. Kymberly Cruz, PPS's Executive Director of The Office of Equity, to obtain critical policy and practices pertaining to the PPS's areas of interest
- Detailed review of all documents individually noting key components of racial equity for each
- Aggregate review of documents noting key themes related to the development of racial equity throughout
- Analysis and summarization of data, information, and input gathered throughout the policy review

MGT's methodology included reviewing various source documents and information pertinent to the areas of interest.

Policy Analysis Summary

The following sections detail MGT's gap analysis across each of the four key policy areas:

- Academic Performance
- Community and Family Engagement
- Discipline and Behavior
- Organizational Leadership for Equity

Chapter 9 offers broader policy recommendations, while specific recommendations tied to their respective documents can be found in the tables at the end of each section. Overall, the PPS policies themselves are generally racially equitable. There are potential policies where inequities through unconscious bias, or intentional animus could result in inequities for minority communities as well as economically disadvantaged families. Some analysis of these realities is offered in each section.

Academic Performance

Academic performance was the area where MGT spent the bulk of our time as equity in ensuring academic performance is a crucial step toward racial equity. Overall, the vast majority of policies reviewed do not create barriers to inclusion; however, there are a few key themes that MGT recommends integrating when considering updating these policies.

There are a few key questions that MGT would invite PPS to consider when reviewing policies related to the Magnet programs. One key question is how attendance is weighted for enrollment in the magnet program. Attendance can be impacted by several factors including socioeconomic status, family status, housing status, etc. The fact that attendance is a key weight adjustment could bias outcomes in favor of “stable” families and further entrench cycles of poverty. In a similar vein, one of the critical weights that PPS considers when looking at Magnet Applications is “Meeting Family Income Guidelines.” MGT was provided information around the specifics of these guidelines, but these are not specified in the available documentation, nor is the model by which they are applied to families. This also has the potential to create a system which causes inequities based on income or social standing.

One key theme is the use of some “his/her” language throughout several documents reviewed. “His/her” language was considered inclusive language for many years and demonstrates a good faith effort at ensuring equitable use of language; however, this perpetuates the concept of gender as a binary as opposed to a spectrum and marginalizes gender nonconforming and genderqueer students and parents.

In general, the fact sheets that disseminate information to parents and other community partners are good single-page documents that convey the core messages of PPS’s policies to anyone reading them. In general, there are a few accessibility concerns around color that are addressed specifically in the gap analysis below. Additionally, related to accessibility, consider leading with translation services instead of closing with them on the back page. This could make these documents more accessible for families that do not primarily communicate in English at home.

TABLE 5-1: ACADEMIC PERFORMANCE GAP ANALYSIS

Document Reviewed	Insights/Key Learnings (Current state/strengths)	Considerations/Key Questions (Gaps)	Recommendations for Change
108-AR LEA Policies & Procedures[51]	<ul style="list-style-type: none"> • LEA policies are issued by the Pennsylvania Department of Education • 2009 rev. 2011 • Uses gendered “His/her” language • 	<ul style="list-style-type: none"> • What control does the district have versus the state DOE? • Why hasn’t this been revised in over 10 years? • Some use of archaic his/her language 	<ul style="list-style-type: none"> • Ensure continued compliance with State DOE Mandates • Modify language where possible to be gender neutral •
PPS Gifted + Talented Parent Resource Document[8]	<ul style="list-style-type: none"> • White on blue banner contrast meets all WCAG standards for fonts above and below 18 points. • Mentally gifted includes IQ 130 or higher. • Clear step-by-step instructions for evaluation coupled with timelines • Uses gender neutral language • No clear translation services attached • No clear information whether ESL or non-English speakers can access information/what languages are available 	<ul style="list-style-type: none"> • Are there translation services and other support services for parents who might not speak English? • <i>Are there processes in place to ensure that both English speaking and non-English speaking parents of Gifted and Talented students have access to this information?</i> • Are there alternative ways of accessing this information? 	<ul style="list-style-type: none"> • Add translation services as either a cover page. This allows families that do not primarily speak English better access to this information. • If not already in progress, ensure that any parents that request services can be served in their preferred language. • Consider implementing communication plans to ensure that this document is widely disseminated.

<p>PPS Offerings and Options Guide 2022[44]</p>	<ul style="list-style-type: none"> • • White on light blue, olive, and orange fails WCAG contrast standards for fonts above 18 points. • Pink, purple, teal, and yellow meets WCAG contrast standards for fonts above 18 points, but fails under 18 points. • Translation services are on the first page after the title page • Requires proof of residence to enter magnet program. Non-resident student guidelines referenced on pg. 37, but it is a JROTC program. • No magnet enrollment checklist • Specific consideration for keeping twins/multiple birth siblings together through middle school. • Weighting based on feeder school. • According to PPS Parent and Family 	<ul style="list-style-type: none"> • Translation services early in a document is best practice. • Does this further cyclical poverty by preventing houseless students to participate? • Magnet enrollment checklist accessible through a URL, it could be helpful to include this in the document, especially since it is longer than the Magnet fact sheet. • What are the demographics and locations of feeder schools? Does basing this off of geography cause disproportionality? 	<ul style="list-style-type: none"> • Consider leading with translation services on all types of written communication. • Revise document to include non-resident guidelines. • Consider if the requirements of the magnet program excludes houseless students. •
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	<p>engagement, this document(or one similar) is mailed to every parent at the beginning of the school year.</p>		
<p>PPS Fact Sheet 1 Magnet Programs[2]</p>	<ul style="list-style-type: none"> • White on orange color scheme failed WCAG contrast standards for fonts under 18 points • Enrollment checklist is three clicks deep and not very long • Colorblind lottery admissions process • “High attendance record” weighted consideration for students • “Meeting family Income guidelines” weighted consideration 	<ul style="list-style-type: none"> • Magnet enrollment checklist is several hyperlinks deep, and if parents are looking at physical copy completely inaccessible. • Attendance is weighted in magnet programs. This could create disproportionality based on the impact of home life on attendance • Depending on the structure of the income guidelines (preferencing low income vs. middle/high income) could lead to extreme disproportionality. • In other documents translation services offered at the front • How is this flyer disseminated? 	<ul style="list-style-type: none"> • Consider revising color pallet. • Consider adding a side bar with the enrollment checklist or add it to the things you should know section • Consider changing or eliminating attendance weight as it could significantly privilege certain families over others. • Consider moving translation services to under the title banner for easy accessibility.
<p>PPS Fact Sheet 2 Gifted and Talented[2]</p>	<ul style="list-style-type: none"> • White on green color scheme failed WCAG contrast standards for fonts under 18 points. 	<ul style="list-style-type: none"> • Another color scheme would likely work better. The contrast is 	<ul style="list-style-type: none"> • Consider revising color pallet. • Change “he or she” to the gender neutral “they”

	<ul style="list-style-type: none"> • Uses gender binary language • CAS designed for wide accessibility • AP courses broadly accessible • Free support for AP coursework 	<p>inaccessible according to WCAG guidelines.</p> <ul style="list-style-type: none"> • The use of “ he or she” language is considered archaic and out-of-date. • In other documents translation services offered at the front • How is this flyer disseminated? 	<ul style="list-style-type: none"> • Since AP students have accessibility to free support for coursework, it would be in the interest of equity to ensure that similar supports are offered to CAS students.
PPS Fact Sheet 3 Special Education[2]	<ul style="list-style-type: none"> • White on green color scheme failed WCAG contrast standards for fonts under 18 points • Uses person-first language (i.e., language that features on individuals and people) throughout 	<ul style="list-style-type: none"> • In other documents translation services offered at the front • How is this flyer disseminated? 	<ul style="list-style-type: none"> • Consider moving translation services to under the title banner for easy accessibility.

Community and Family Engagement

PPS is doing significant work to ensure that the families of students and the community at large are involved and informed in all developments within PPS. These policies are designed in a way that make communication to families as broadly accessible as possible while keeping messaging short and direct. Within these policies PPS there are a few key considerations that MGT would suggest considering when updating policies related to communication to families of students and the community writ large.

One key consideration is what constitutes “timely”. PPS has committed in both policy documents and practice to ensure “timely” communication; however, this is never defined. Specifically, the PPS Parent and Family Engagement Policy document does not offer a definition of “timely.” While this document does include some definitions at the end, it never offers this specific definition. Further, there are no translation services coupled with this document. Translation services for these policies should be available in the beginning to ensure that policies are widely communicated and understood.

The PPS Parent School Community Council (PSCC) Handbook does an excellent job establishing the roles and responsibilities of the community councils, while allowing a significant amount of involvement and autonomy. This allows flexibility based on the characteristics of the parents and community members involved. One thing to consider is that the PSCC could choose to meet on a schedule that precludes people who do not work fixed schedules from participating. Frequently, parents and caretakers that work erratic schedules tend to work low-income roles. Therefore, either through unconscious bias or targeted action, a PSCC could be excluding some potential members from their ranks. This could be alleviated by adding language that requires meetings to be accessible to all members who wish to participate.

TABLE 5-2: COMMUNITY AND FAMILY ENGAGEMENT GAP ANALYSIS

Document Reviewed	Insights/Key Learnings (Current state/strengths)	Considerations/Key Questions (Gaps)	Recommendations for Change
PPS Parent and Family Engagement Policy [25]	<ul style="list-style-type: none"> • “Stakeholder” Language not ideal • This document is to be widely disseminated but does not have any associated translation services. • Uses Parent and not Parent/guardian/caregiver. Later broadly defines parent. • “Timely” is never defined throughout the document • Definitions at the end. 	<ul style="list-style-type: none"> • This policy is distributed annually to all parents/caretakers, but is written in legal prose. • Policy does not have translation services attached, but is broadly disseminated to parents. • Policy never defines what “Timely” communication is making it non-committal. • Definitions should be at the beginning. 	<ul style="list-style-type: none"> • Include translation services at the beginning of documents • The policy should define what timely is, unless there is specific case-law that defines what constitutes “timely” communication • Definitions should be placed in the beginning of the document
PPS Parent School Community Council Handbook [15]	<ul style="list-style-type: none"> • Policy on PSCC meeting timing broad which allows for people who work non-fixed schedules to participate if they choose. • The PSCC chooses level of involvement and input in different functions. 	<ul style="list-style-type: none"> • Are accommodations made by boards for those that work non-fixed schedules? 	
PPS Fact Sheet 5 Parent Engagement [2]	<ul style="list-style-type: none"> • Addresses the concerns around the more jargon heavy Parent and Family Engagement policy • White on blue color scheme failed WCAG contrast standards for fonts under 18 points. 	<ul style="list-style-type: none"> • Is there a FAQ section • “To Learn More” hyperlink is broken • Translation services should lead off the document for easy access for non-English speakers. 	<ul style="list-style-type: none"> • Review and update hyperlinks with correct information.

	<ul style="list-style-type: none">• Lists most of the ways to get involved as established by policy.• Translation services at the end of the document		
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Discipline and Behavior

One aspect of Discipline and Behavior that PPS has done well is centering restorative practices as a key way of reinforcing positive behavior and engaging with problematic behavior. The ethic of restorative justice permeates across a number of the policy documents MGT reviewed. While the idea of a restorative framework is centered within these policies, there are still a number of potential gaps that could result in disproportionality.

One key element that was lacking from the materials that MGT reviewed was a specific restorative practice framework and resolution process. Specifically, the question remains, what are the steps of the restorative practice process? What infractions are adjudicated through the restorative practice process as opposed to a more retributive discipline process? (Vitale 2021). MGT would recommend creating a clear model that maps onto the infractions laid out in both the k-5 and 6-12 infractions guidelines. Without clear guidelines, it is possible that there could be measurable disparities between students that are offered restorative processes and those that are not.

A second consideration around the infractions are the rules around possession of controlled substances. According to the PPS infractions for 6-12 grade, there is a bright line at the five (5) gram mark for possession of marijuana. Under 5 grams constitutes a level 3 infraction, while over 5 grams constitutes a level 4 infraction. After reviewing the Acts, it appears that this threshold is not required by law and an arbitrary line created by PPS. Pennsylvania state law indicates that intent to distribute begins at 2 pounds or 907 grams. The difference between one and five grams is largely negligible but is used as grounds for two different tiers of discipline. MGT would recommend eliminating the arbitrary five-gram threshold while taking a zero-tolerance approach treating a first offense as a level 3 infraction and repeat offenses as a level 4 infraction. This coupled with restorative practices will help prevent inequities resulting from bias or animus by creating clear categories and violations. While one example of an area for reconsideration, this is an important determinant in achieving equity in discipline because of its implications for students' future success. Further, identifying models for restorative practice throughout these processes will be easier with this categorization.

TABLE 5-3: DISCIPLINE AND BEHAVIOR GAP ANALYSIS

Document Reviewed	Insights/Key Learnings (Current state/strengths)	Considerations/Key Questions (Gaps)	Recommendations for Change
212.2-AR-2 of 2 Positive Behavior Support[3]	<ul style="list-style-type: none"> When intervention is needed to address problem behavior “least intrusive necessary” response Guidelines on physical restraints. Limited in their application 	<ul style="list-style-type: none"> Is there a definition for “Least intrusive necessary?” Are referrals to law enforcement only done through statutory guidelines? 	<ul style="list-style-type: none"> Included a definition of “Least Intrusive Necessary” Ensure that only the statutory requirements for law enforcement referrals are referred. Any infraction under these requirements should not be referred.
2022 InfractionsK-5 and 6-12 [16]	<ul style="list-style-type: none"> White on Navy meets WCAG contrast standards for fonts under and over 18 points. White on teal and white on olive fails WCAG contrast for fonts under 18 points Four progressive levels of violations, with restorative practices included. Level 3 drug offense categories still using “placeholder language” Law enforcement involved in drug cases, and drugs sent to crime lab. 5 grams considered “intent to distribute” 	<ul style="list-style-type: none"> What is PPS’s theory of restorative justice? Are drug offenses treated differently by race? Is Restorative justice the default? Why the 5-gram threshold for intent to distribute? This seems incredibly low. Are translation services available to parents whose children may be undergoing discipline? What constitutes an infraction that receives discipline versus restorative practice? How do crimes fit into the restorative justice model? Who gets access to which model? 	<ul style="list-style-type: none"> Create a clearly outlined restorative justice policy and process. Create a default to restorative justice before retributive penalties are met out. Consider revisiting the 5-gram threshold for intent to distribute marijuana as this is low. Consider zero tolerance model instead of literal two-tiered justice system Ensure that translation services are available to parents whose children are involved in a disciplinary process Ensure non-English speaking parents are advised of their rights and responsibilities in a culturally responsive manner.

	<ul style="list-style-type: none"> • Uses gender neutral language 		
2023-2024 Student Support & Positive School Culture guide [27]	<ul style="list-style-type: none"> • Translation services up front 	<ul style="list-style-type: none"> • Do restorative practice “Tiers” map onto infraction tiers? • Is there a logic model or framework for what restorative practices look like? 	
PPS Fact Sheet 5 PBIS[2]	<ul style="list-style-type: none"> • Positive reinforcement for encouraging pro-social behaviors in the classroom. • 	<ul style="list-style-type: none"> • Are there disparities within who gets “Caught being good” and those that do not? 	
PPS Fact Sheet 5 Restorative Practices[2]	<ul style="list-style-type: none"> • Defines restorative practices • Does not include parameters connecting restorative practices to infractions • 		<ul style="list-style-type: none"> • Communicate what constitutes restorative practice vs. retributive practice for families
212.1-AR-1 Discipline of students W/disabilities [3]	<ul style="list-style-type: none"> • Uses archaic “his/her” language. • Limit to students W/disabilities time in suspension 	<ul style="list-style-type: none"> • Best practice to use gender neutral language • How is it determined whether or not behavior is a “manifestation of disability?” • Without clear definitions, this could be used to target minorities. 	<ul style="list-style-type: none"> • Create and communicate a clear framework for what constitutes a manifestation of behavior through disability • Ensure data collection between minority and non-minority students with disability contraindicates disproportionality

Organizational Leadership for Equity

Pittsburgh Public Schools has clearly made an effort since the formation of the EAP to ensure that the organization leads with equity. Generally, the policies MGT reviewed show good faith efforts to rectify many of the issues that were originally identified by the EAP. PPS has continued to center racial equity in many of its policies and has kept the EAP and community apprised of developments within this area. MGT would encourage PPS to keep a few considerations in mind when reviewing new materials for Organizational Leadership for Equity.

The *On Track to Equity* implementation plan has not been updated since 2019. While there have been significant strides made since the creation of the EAP towards racial justice, all tracking of the implementation plan appears to have stalled after 2019. While this is clearly due to the COVID-19 pandemic and subsequent issues related to it, there has been no update in four years. Further, COVID-19 changed how students and families interact with their schools. While the impacts of the pandemic can still be felt, MGT would recommend a careful review of what gaps within the implementation plan remain, what new gaps have been identified as a likely result of the pandemic, any recession on previously implemented solutions, and any new opportunities to enhance racial equity.

TABLE 5-4: ORGANIZATIONAL LEADERSHIP FOR EQUITY GAP ANALYSIS

Document Reviewed	Insights/Key Learnings (Current state/strengths)	Considerations/Key Questions (Gaps)	Recommendations for Change
Equity and Excellence in Education Policy [13]	<ul style="list-style-type: none"> • Leads with definitions • Specific goal to eliminate racial predictability and disproportionality • Sets forth the roles and responsibilities of each office and its role towards creating an anti-racist public school system • Enumerates strategy for creating equity and excellence. 		
On Track to Equity Implementation Plan [100]	<ul style="list-style-type: none"> • Leads with strong definition of equity. • Document seems like it has not been updated since before 2020 • Action plan steps out of date • No tracking of implementation plan • Some links in the implementation section are broken • Last progress report on this implementation plan released 2019 	<ul style="list-style-type: none"> • Document seems outdated, any action planning should carefully review unmet progress • Review for “Stakeholder” language 	<ul style="list-style-type: none"> • Update reporting on implementation progress, no update since 2019 • Consider continued gaps previously identified during equity action planning sessions • Report any change in progress in the last 4 years • Report any regression resulting from the pandemic and subsequent recession

	<ul style="list-style-type: none"> Using “stakeholder” language 		
<p>Superintendent Dr. Walters priority Goals [12]</p>	<ul style="list-style-type: none"> All 5 goals have significant links to racial equity No action steps to go from being “Culturally Responsive” to Anti-Racist Uses term “Stakeholders” 	<ul style="list-style-type: none"> The context sections could explicitly link racial equity as an intended outcome for each of these goals among others. “Stakeholders” has a colonial past related to the indigenous genocide. It is best to avoid this terminology Goal 5 could benefit from a specific action step related to racial justice and/or anti-racism 	<ul style="list-style-type: none"> In the next iteration of the Superintendent’s Priority goals, add explicit links to racial equity within the context of each goal.

Policy Analysis Discipline Data Crosswalk

One of the key issues presented in the RFP was a request to review both data and policies related to discipline. MGT's data analysis found a statistically significant connection between African American Students rates of suspension and number of days suspended. This suggests that either policies or implicit bias in the application of these policies is creating a significant barrier for African American students. It is the opinion of MGT that these disproportionalities are likely related to unconscious bias within each school.

Based on the district-wide policies that MGT reviewed in this gap analysis, the policies are facially racially neutral. Barring a deep legal-equity review, there is very little that indicates such stark disproportionalities that were identified through the data analysis. This conclusion would suggest that either unconscious bias is causing these disproportionalities, or these are caused by biased application of the district policies.

One finding of note in the data analysis is that there is a variance between schools that are majority African American and majority white. Not all majority African American schools scored over the 1.0 threshold and not every majority white school scored under the 0.3 threshold. This would indicate that there are certain schools contributing to this issue more than others. This further indicates that the cause of this disproportionality is likely localized to the school level. This could either be through unconscious bias, biased or uneven application of district policies, or related to school specific policies. The answer is likely a mixture of all three.

While there are schools that are contributing more to this problem, there are other schools that are exemplars with very-low average suspensions and limited time spent on suspension. A good follow-up step that the district can take is to compare the policies between these exemplar schools and other schools to ensure that discipline is applied equitably. Additionally, MGT would suggest a deep legal-equity analysis of the discipline policies of the district policies.

Chapter 6 Quantitative Analysis and Feedback

Staff Survey Methodology

MGT conducted a survey of the staff to better understand their perceptions of diversity, equity, inclusion, and access within PPS, and its level of success in creating an inclusive workplace. The staff survey was distributed via email and was open for two weeks. The survey consisted of eleven topics measured using Likert statements as well as five open-ended questions. MGT collected some general demographic information to identify patterns within race, ethnicity, gender or other employee groups. The Likert statements were grouped into the following categories:

- ◆ Racial Equity Readiness
- ◆ Leadership Readiness
- ◆ Diversity/Representation
- ◆ Inclusion and Belonging
- ◆ Student Inclusion and Belonging
- ◆ Staff Equity and Access
- ◆ Student Equity and Access
- ◆ Conflict Resolution
- ◆ Student Conflict Resolution
- ◆ Hiring and Recruitment
- ◆ Professional Development

Staff Survey Results Overview

There were 195 staff members at PPS that participated in the survey, but not every person responded to every question. This is a population that volunteered to participate and likely may have stronger opinions on racial equity within PPS compared to those who did not participate, but it is important to note that this activity coupled with the focus groups provides a strong, sense of employee's opinions on the current state of racial equity within PPS. When reading the breakouts by demographic groups, it is also critical that readers understand that each individual can identify as many different and varying identities. For example, an employee could be Black and/or African American, but also male, gay and disabled. For the purposes of this report, the survey response options "Strongly Agree" and "Agree" were grouped into the "Favorable" category, the "Strongly Disagree" and "Disagree" were grouped into the "Unfavorable" category, and the "I don't have a strong position" were grouped into the "Respondent Unsure" category.

To maintain anonymity of the respondents, MGT did not collect intersectional demographics. Additionally, in instances where respondents of a particular demographic were too few (Less than 10 individuals per

group), they were grouped at the next highest level of organization when bifurcating results on a specific identity marker to further protect confidentiality. In the case of PPS, there were too few respondents that identified as persons of color thus they were grouped together as “BIPOC”. Similarly, the group “LGBTQ+/Asexual/Other” was created to examine results across sexual orientation to protect the confidentiality of survey respondents.

The figures below show the aggregate responses to each of the scales in MGT’s racial equity survey. Given the primary focus of the audit, the sections that follow highlight key disparities within responses by race.

Staff Survey Aggregate Results

FIGURE 6-1 RACIAL EQUITY READINESS – AGGREGATE RESULTS

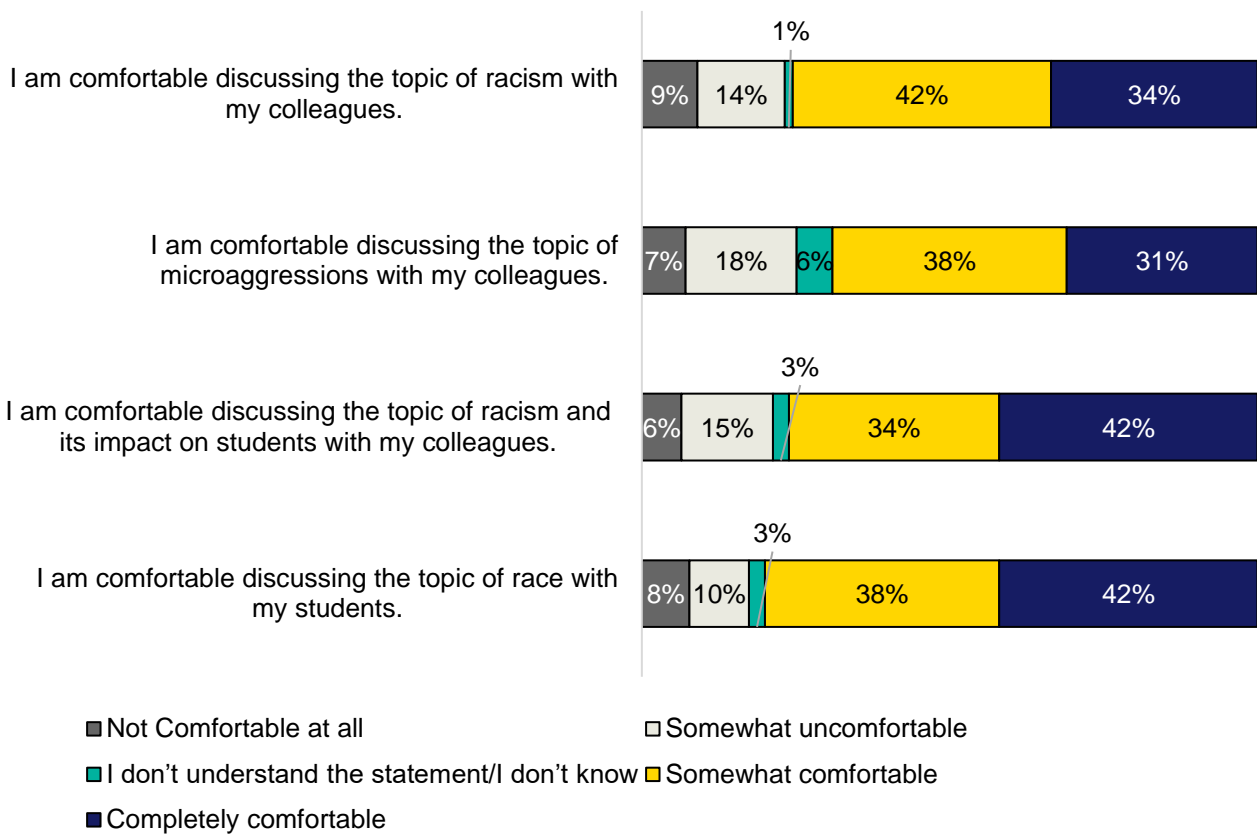


FIGURE 6-2 LEADERSHIP – AGGREGATE RESULTS

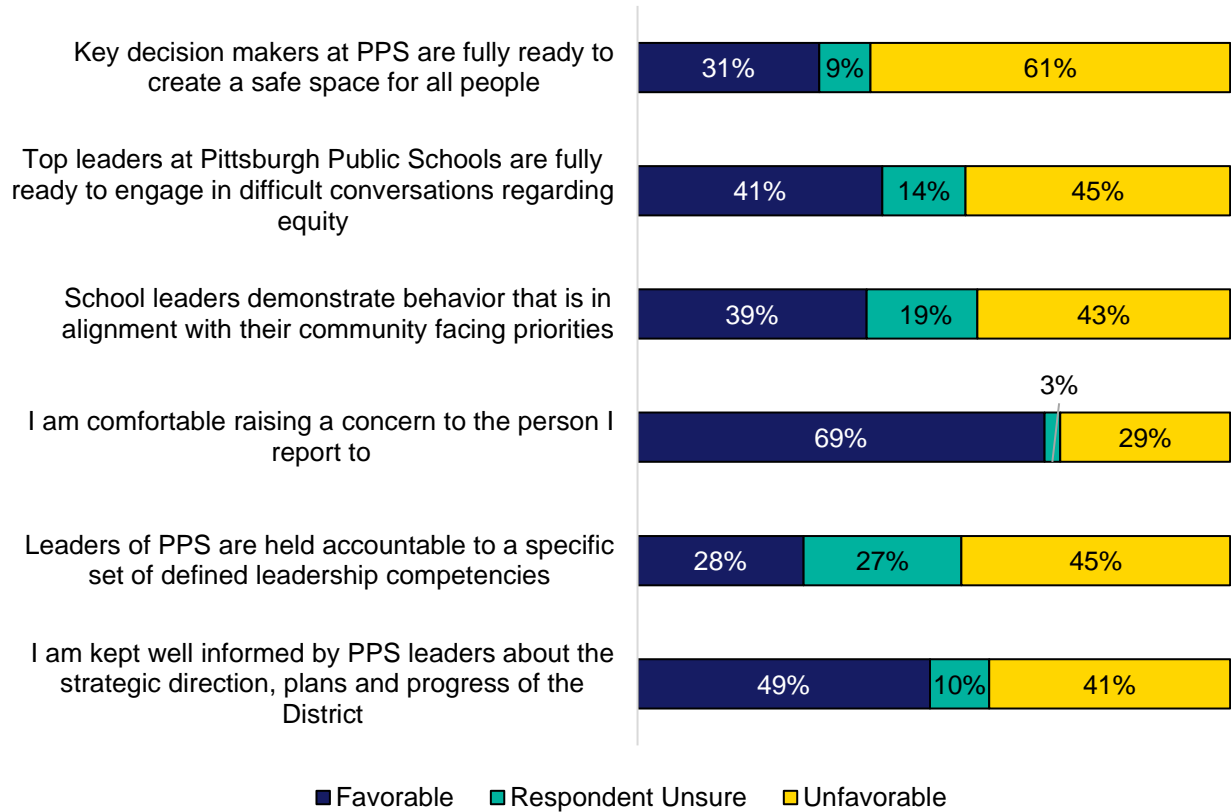


FIGURE 6-3 DIVERSITY/REPRESENTATION – AGGREGATE RESULTS

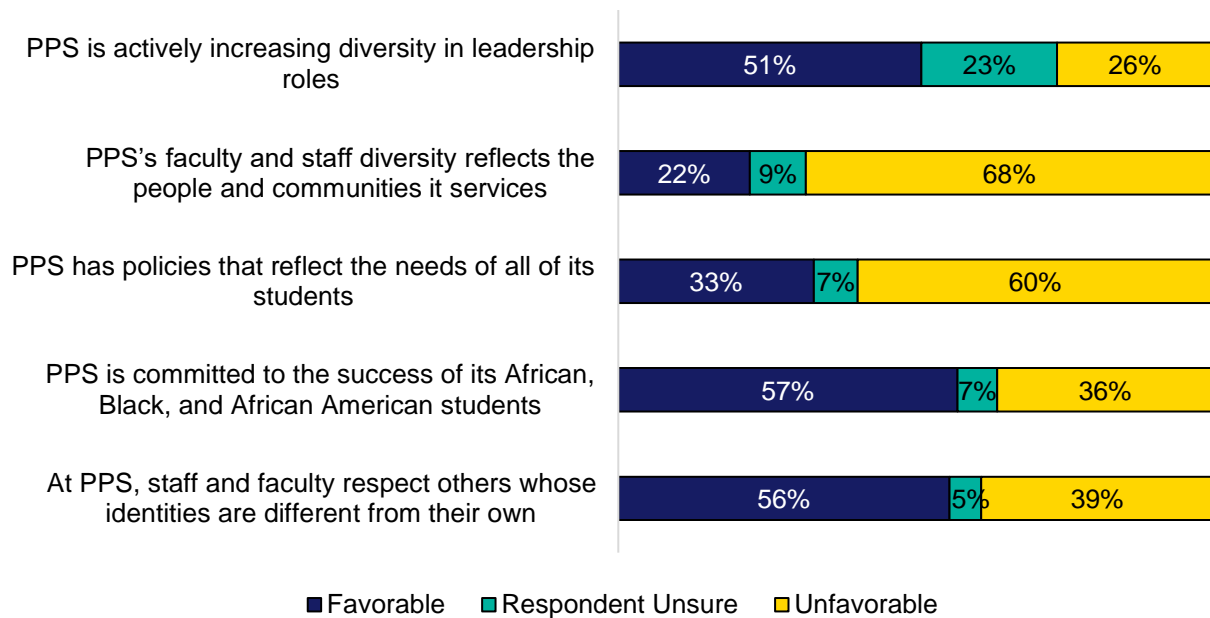


FIGURE 6-4 INCLUSION AND BELONGING – AGGREGATE RESULTS

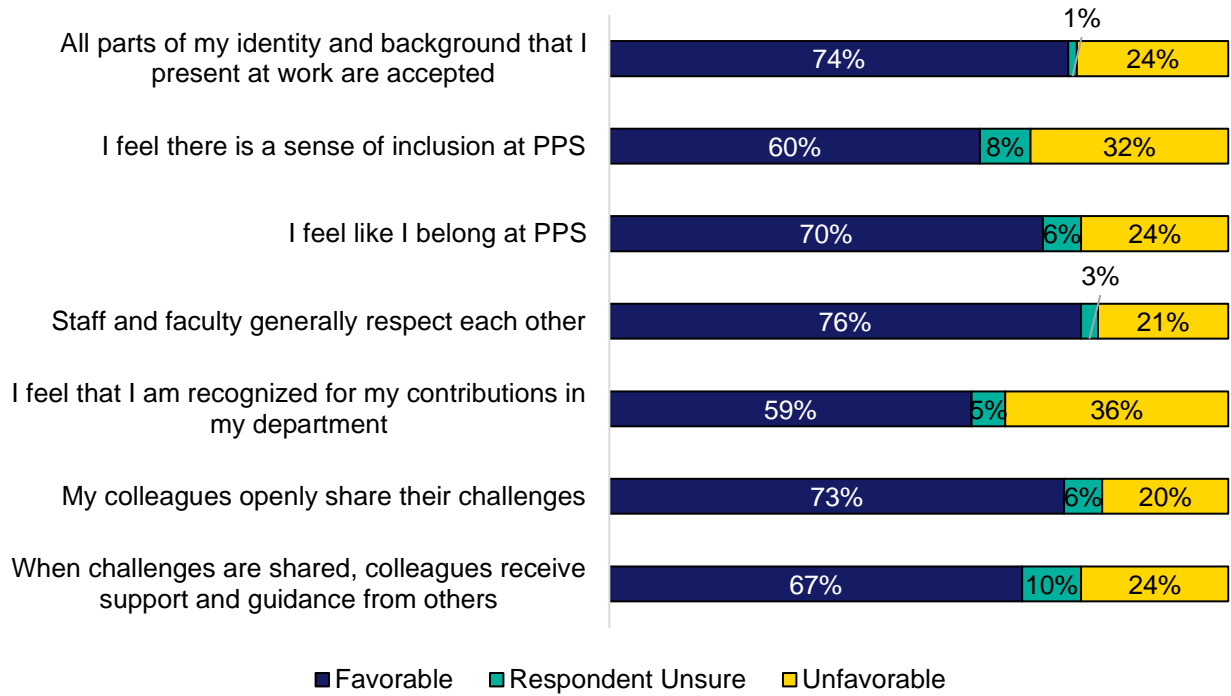


FIGURE 6-5 STUDENT INCLUSION AND BELONGING – AGGREGATE RESULTS

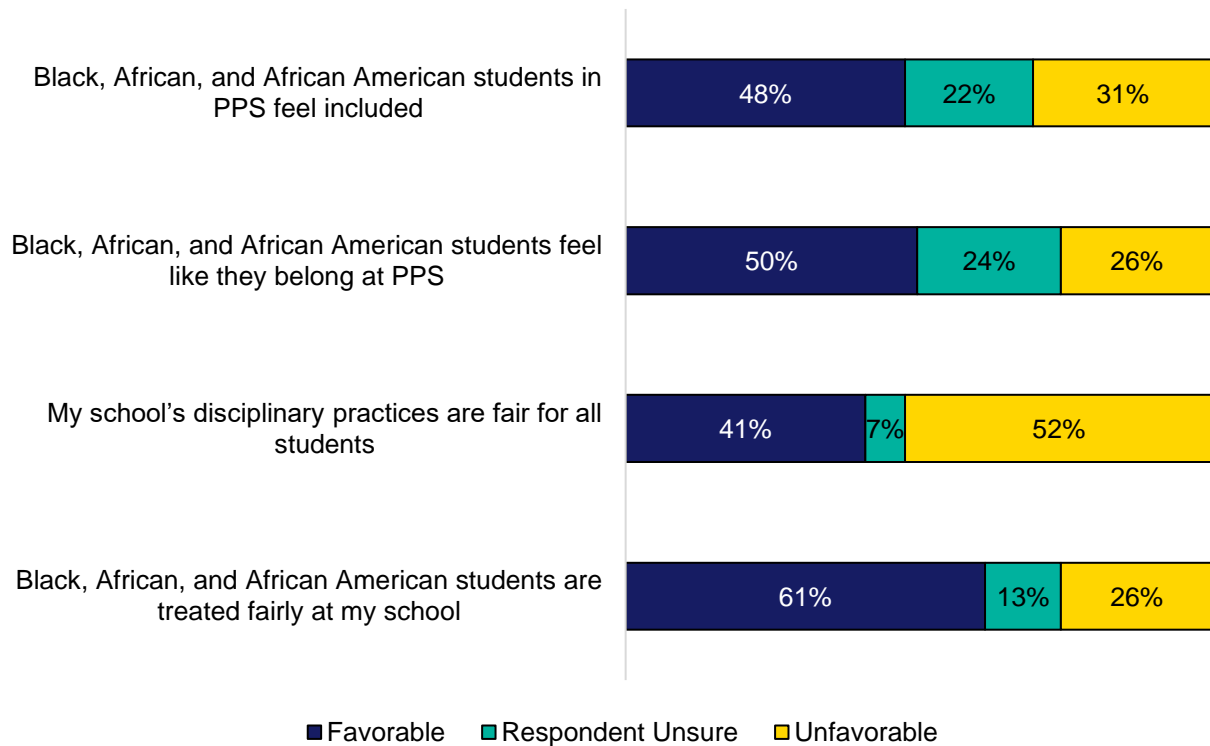


FIGURE 6-6 EQUITY AND ACCESS – AGGREGATE RESULTS

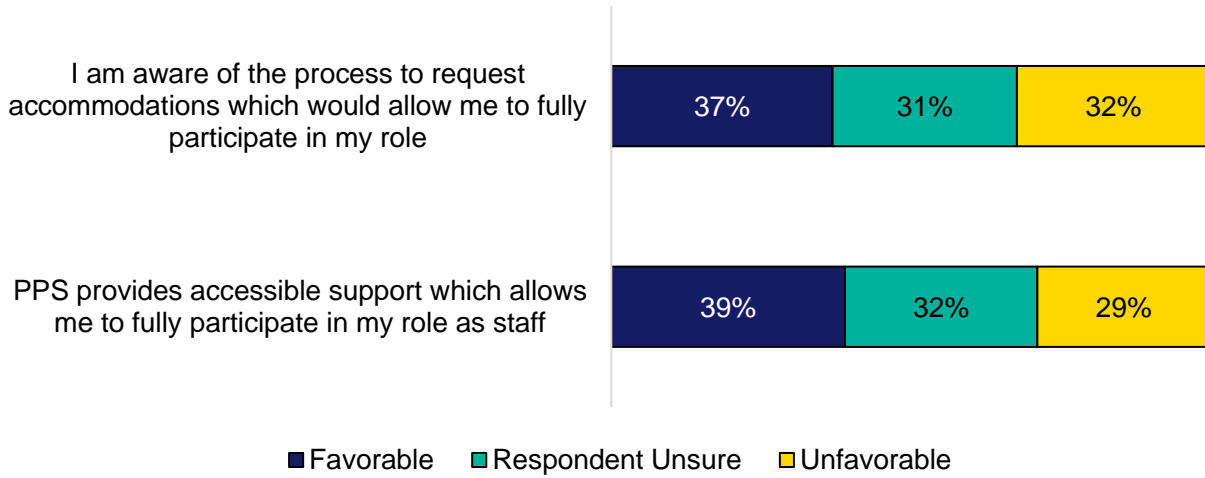


FIGURE 6-7 STUDENT EQUITY AND ACCESS – AGGREGATE RESULTS

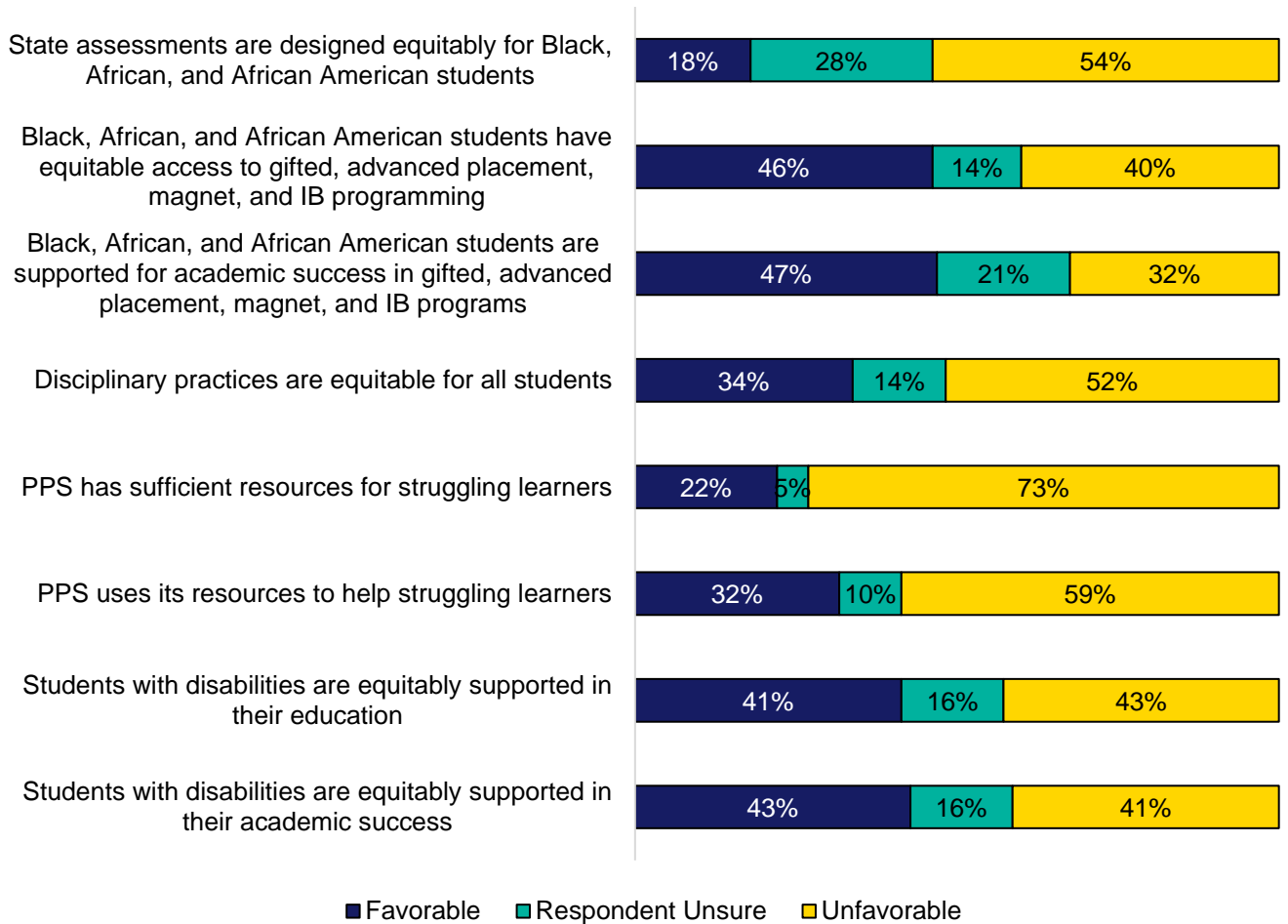


FIGURE 6-8 CONFLICT RESOLUTION – AGGREGATE RESULTS

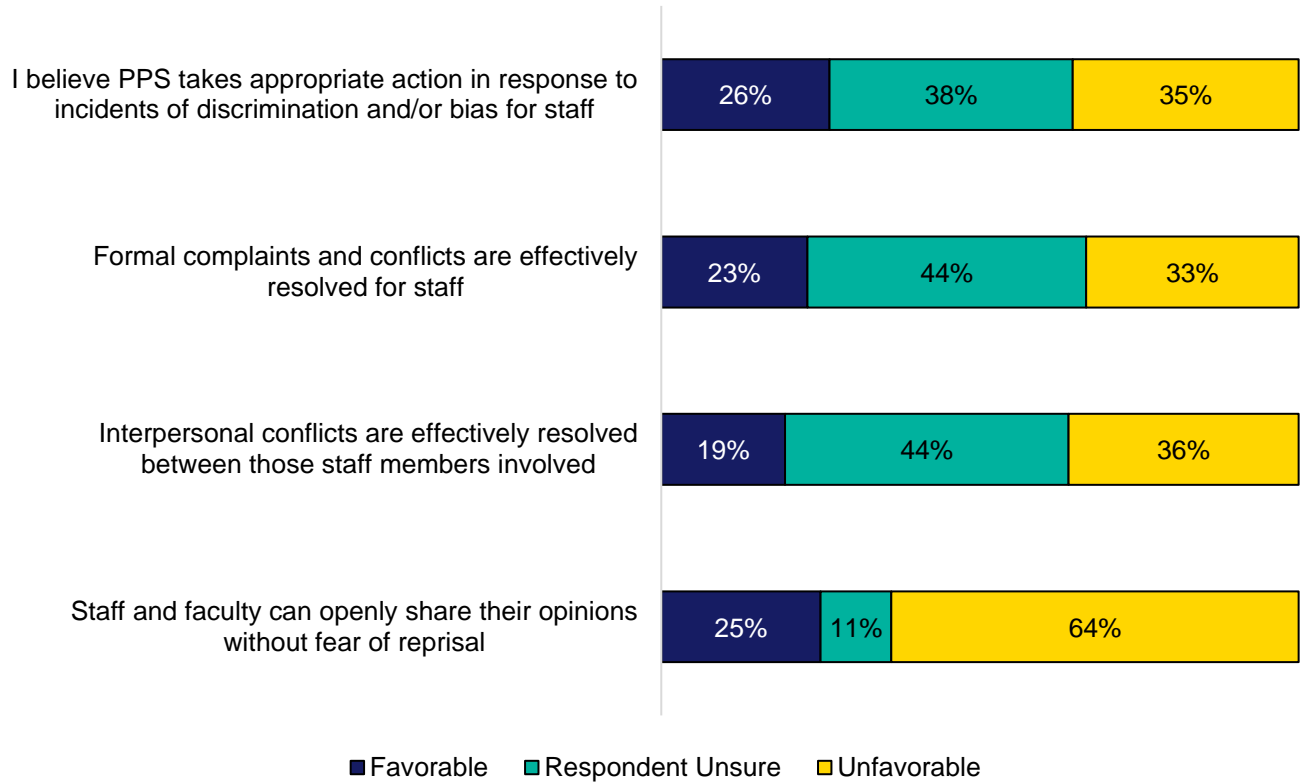


FIGURE 6-9 STUDENT CONFLICT RESOLUTION – AGGREGATE RESULTS

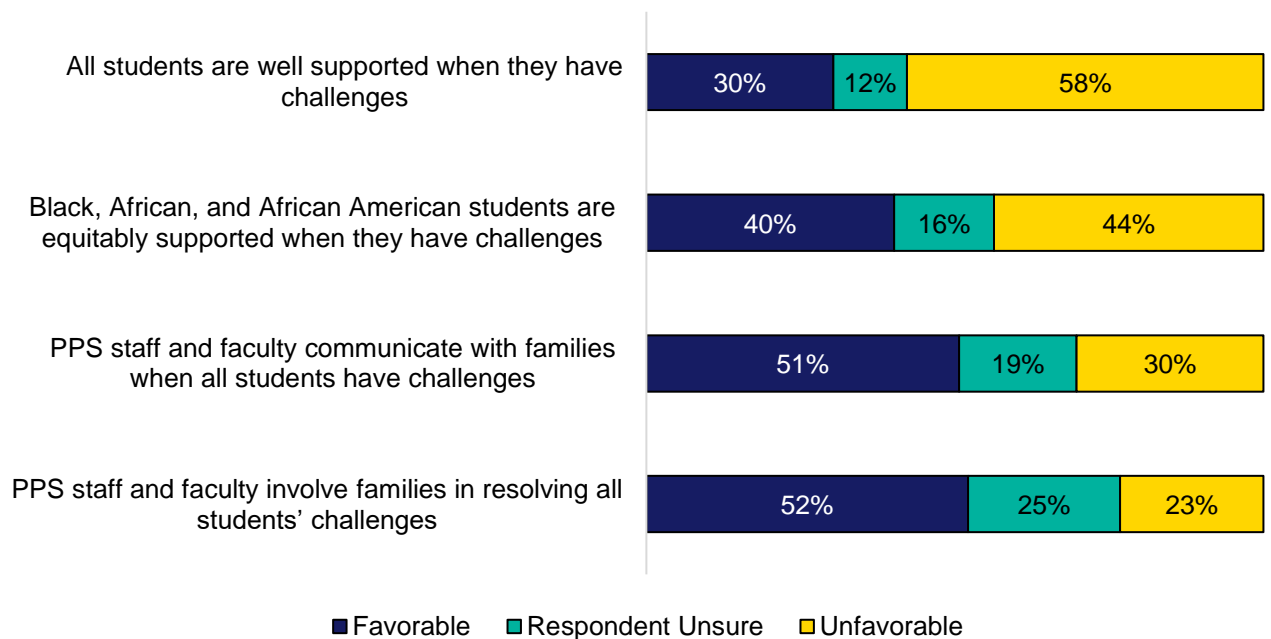


FIGURE 6-10 HIRING AND RECRUITMENT – AGGREGATE RESULTS

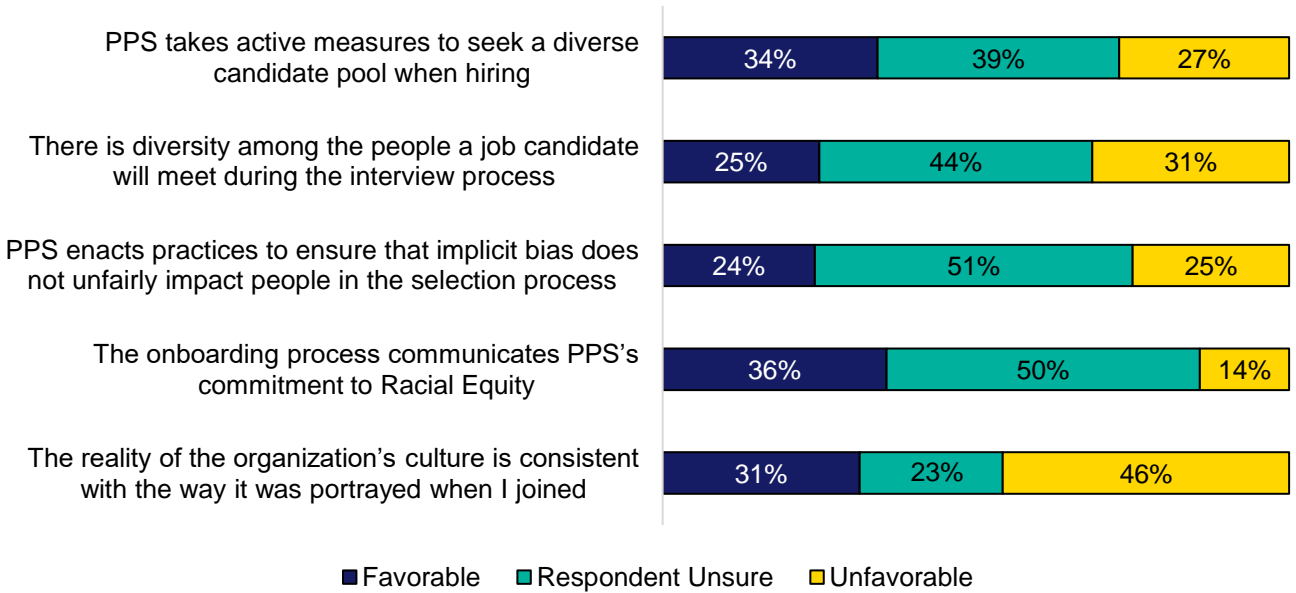
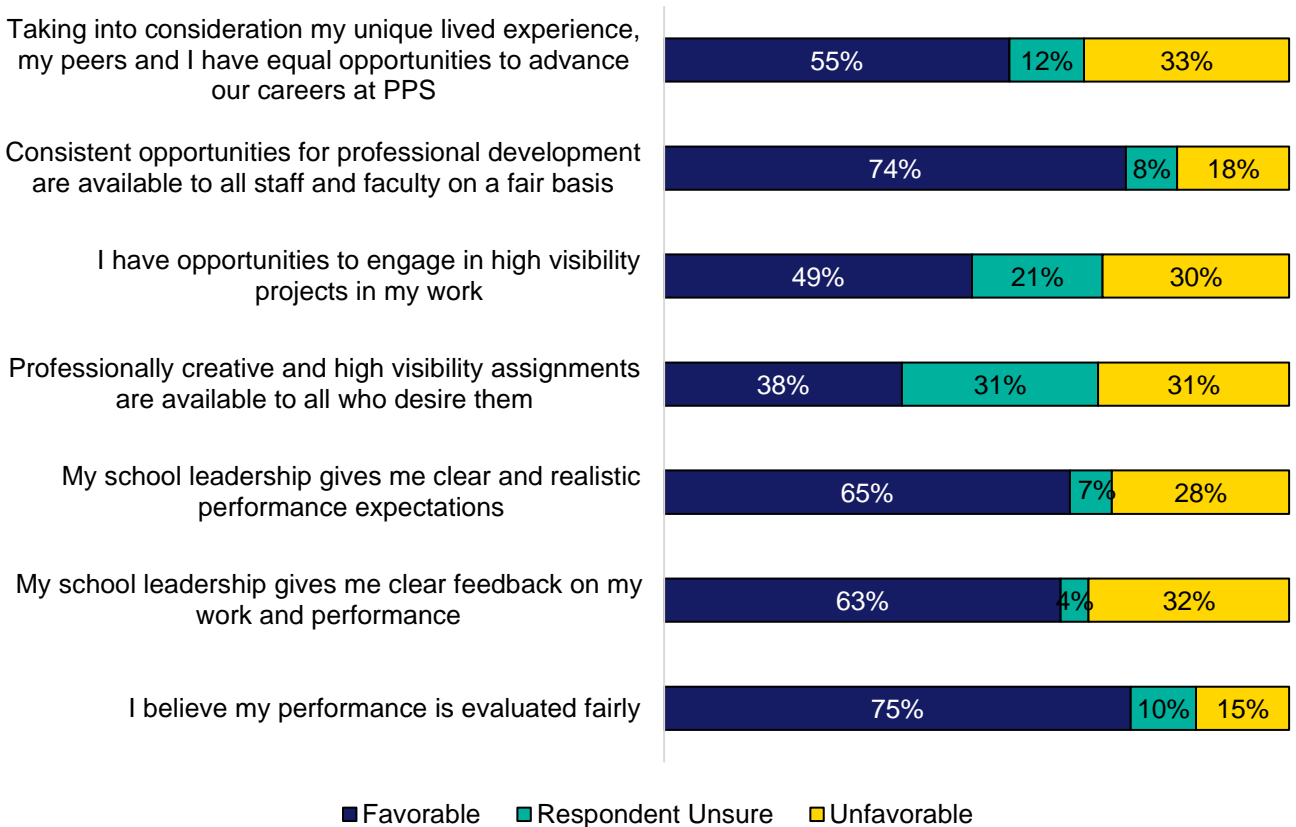


FIGURE 6-11 PROFESSIONAL DEVELOPMENT – AGGREGATE RESULTS



Staff Survey Results by Race

FIGURE 6-12: RACIAL EQUITY READINESS BY RACE 1

I am comfortable discussing the topic of racism with my colleagues

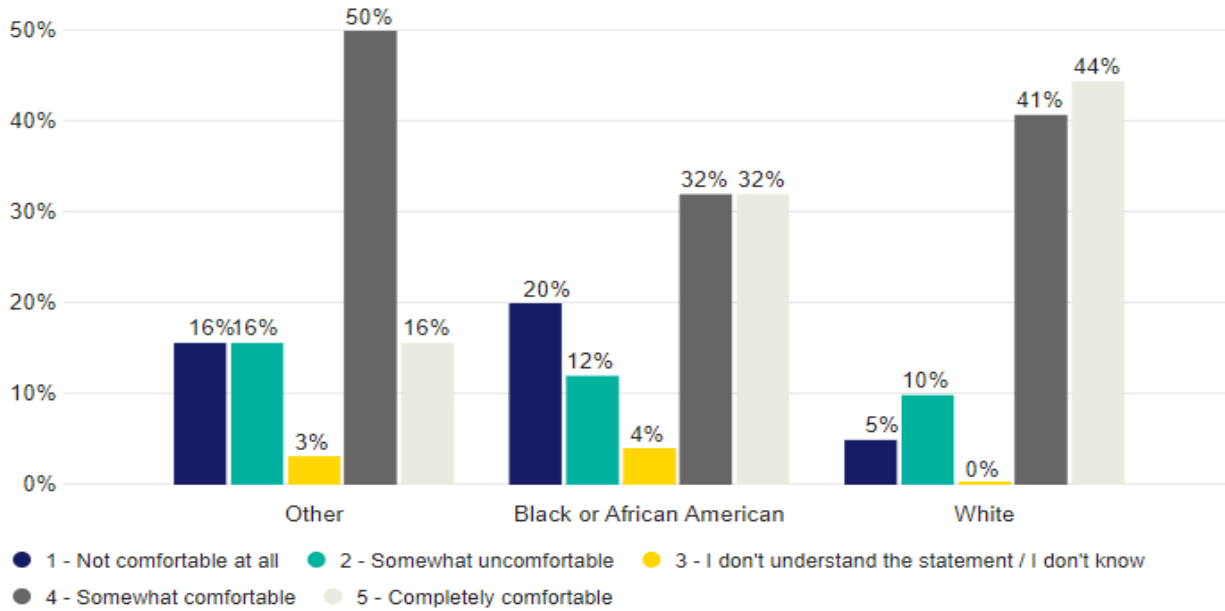


FIGURE 6-13: RACIAL EQUITY READINESS BY RACE 2

I am comfortable discussing the topic of microaggressions with my colleagues.

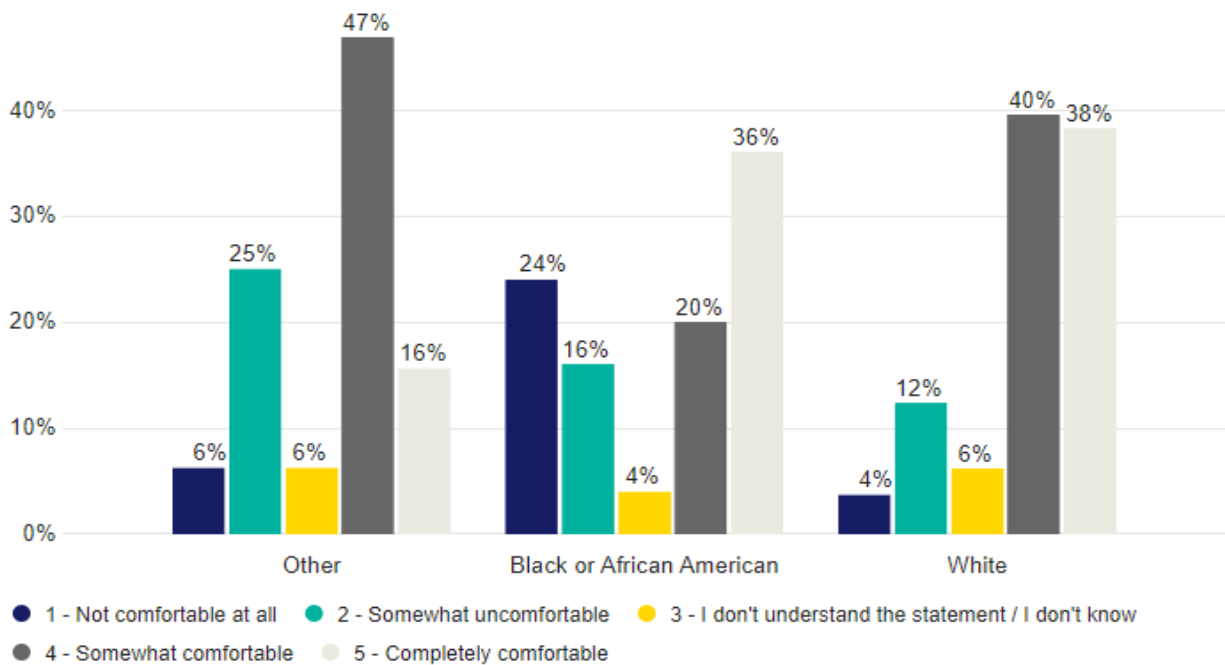


FIGURE 6-14: RACIAL EQUITY READINESS BY RACE 3

I am comfortable discussing the topic of racism and its impact on students with my colleagues.

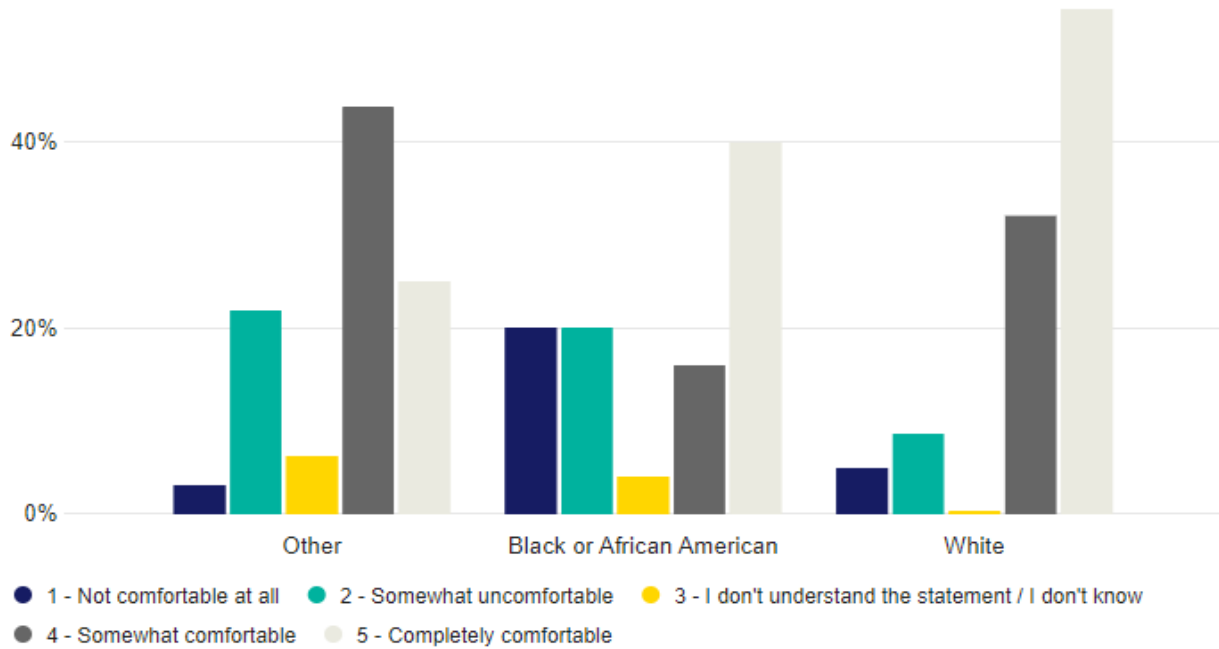


FIGURE 6-15: RACIAL EQUITY READINESS BY RACE 4

I am comfortable discussing the topic of race with my students.

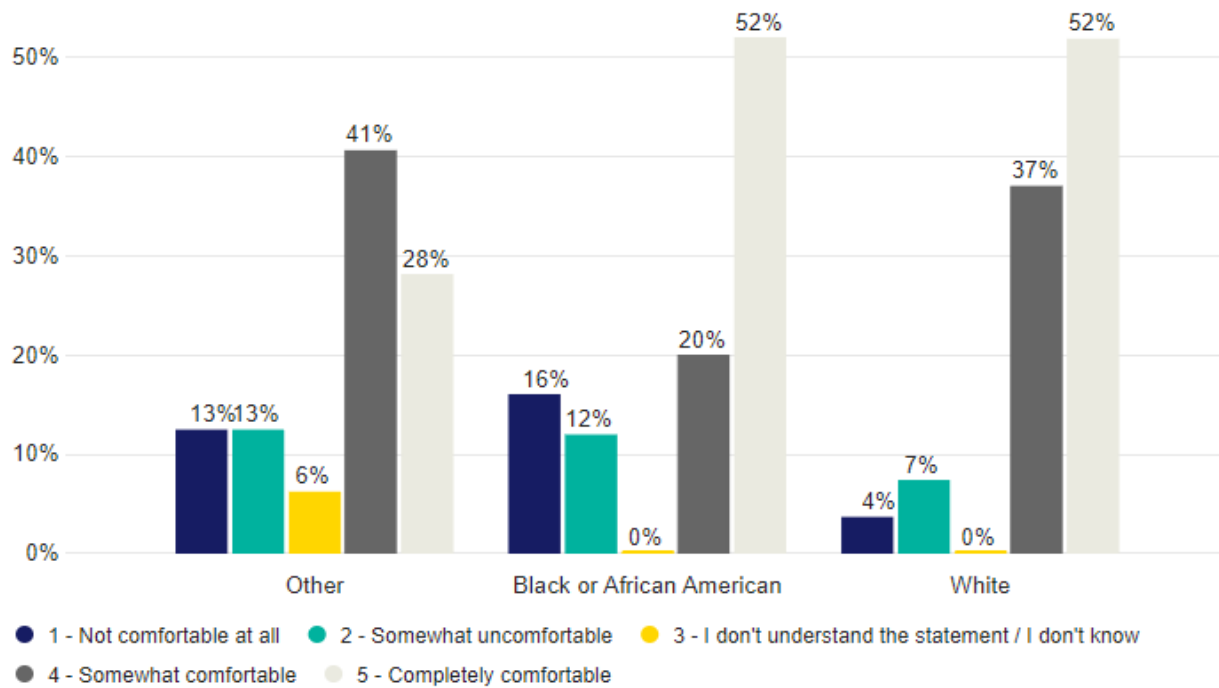


FIGURE 6-16: LEADERSHIP BY RACE 1

Key decision makers at PPS are fully ready to create a safe space for all people.

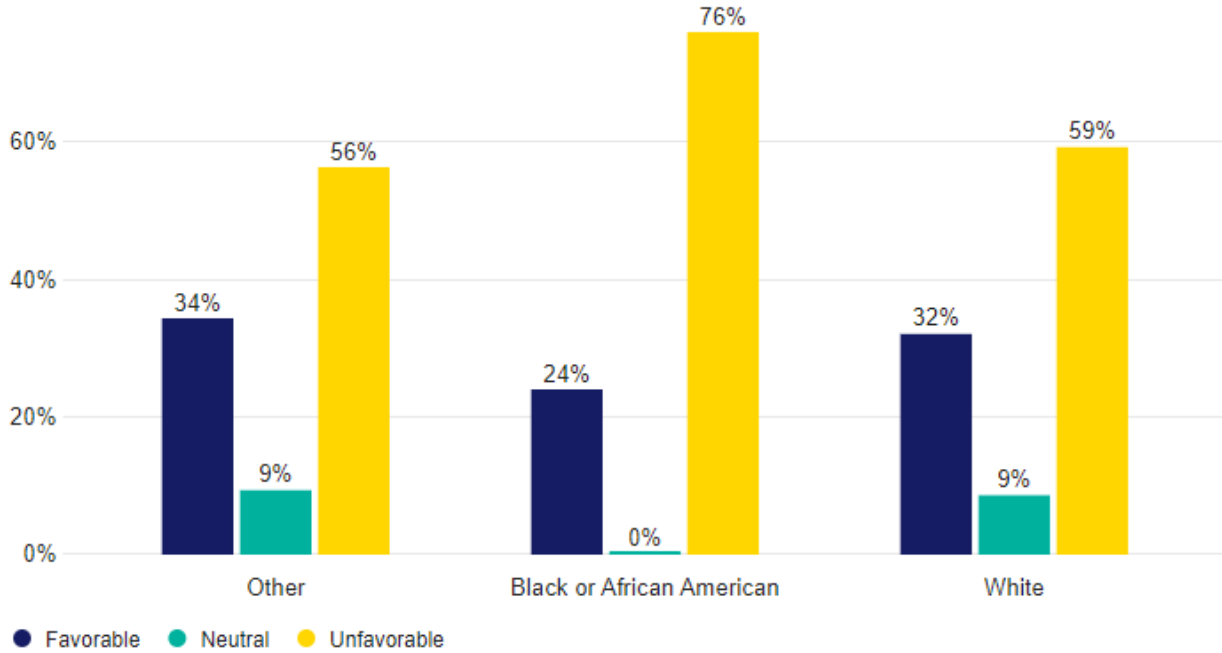


FIGURE 6-17: LEADERSHIP BY RACE 2

Top leaders at Pittsburgh Public Schools are fully ready to engage in difficult conversations regarding equity.

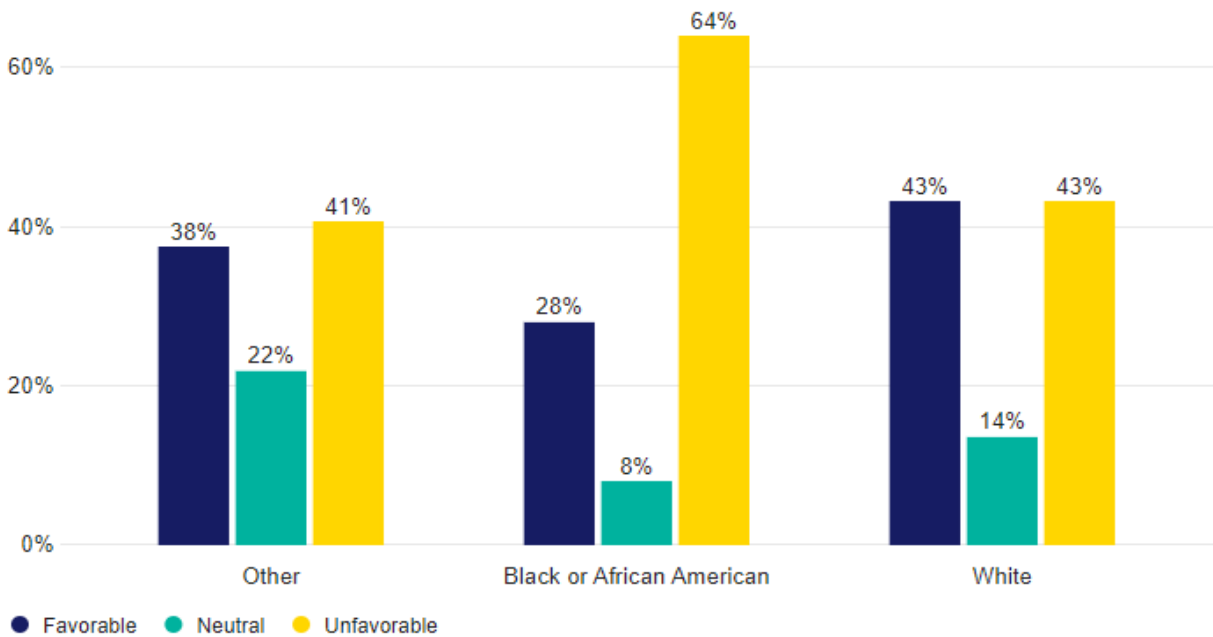


FIGURE 6-18: LEADERSHIP BY RACE 3

School leaders demonstrate behavior that is in alignment with their community facing priorities

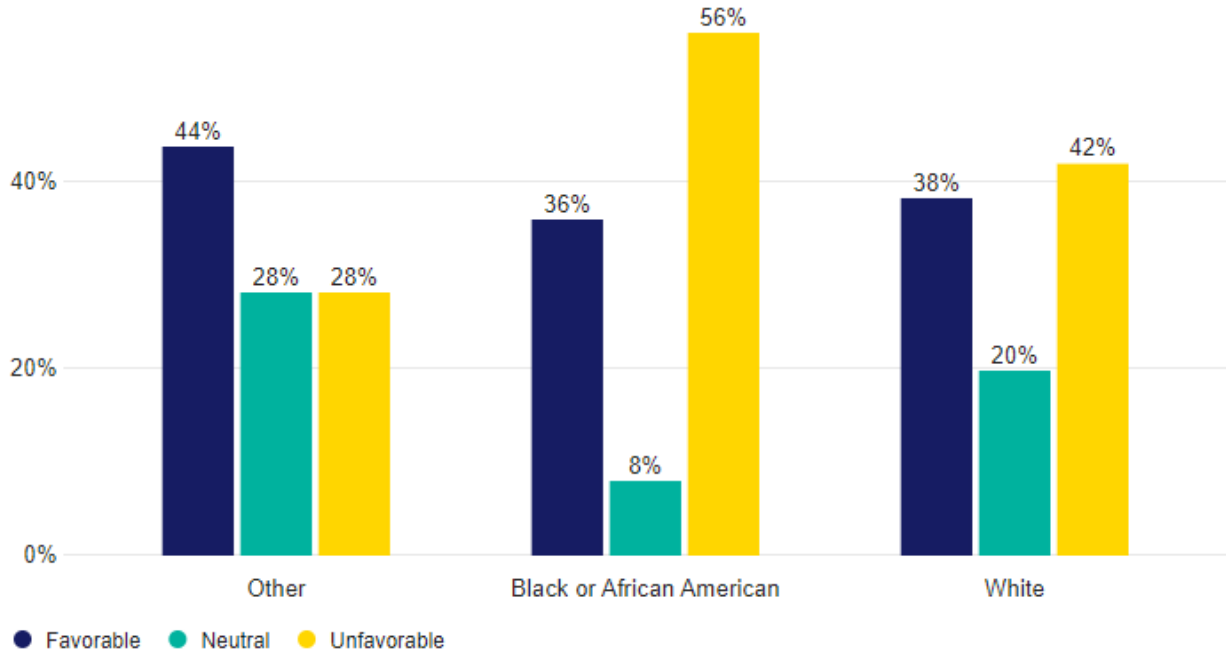


FIGURE 6-19: LEADERSHIP BY RACE 4

I am comfortable raising a concern to the person I report to.

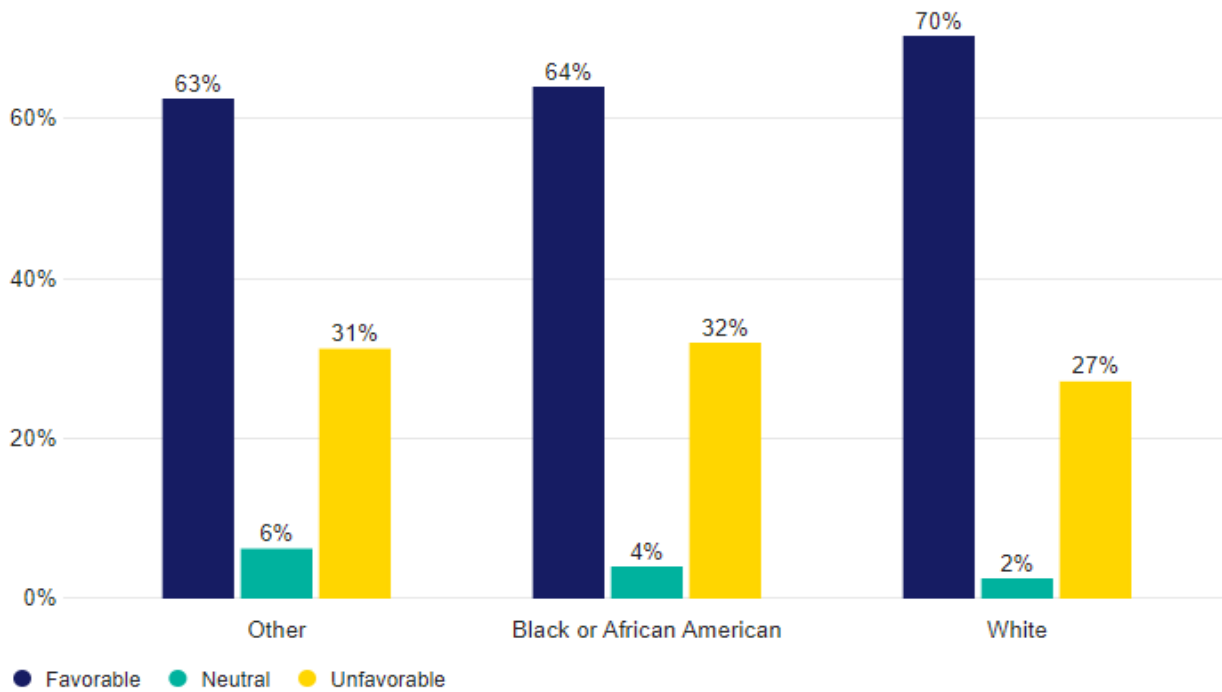


FIGURE 6-20: LEADERSHIP BY RACE 5

Leaders of PPS are held accountable to a specific set of defined leadership competencies.

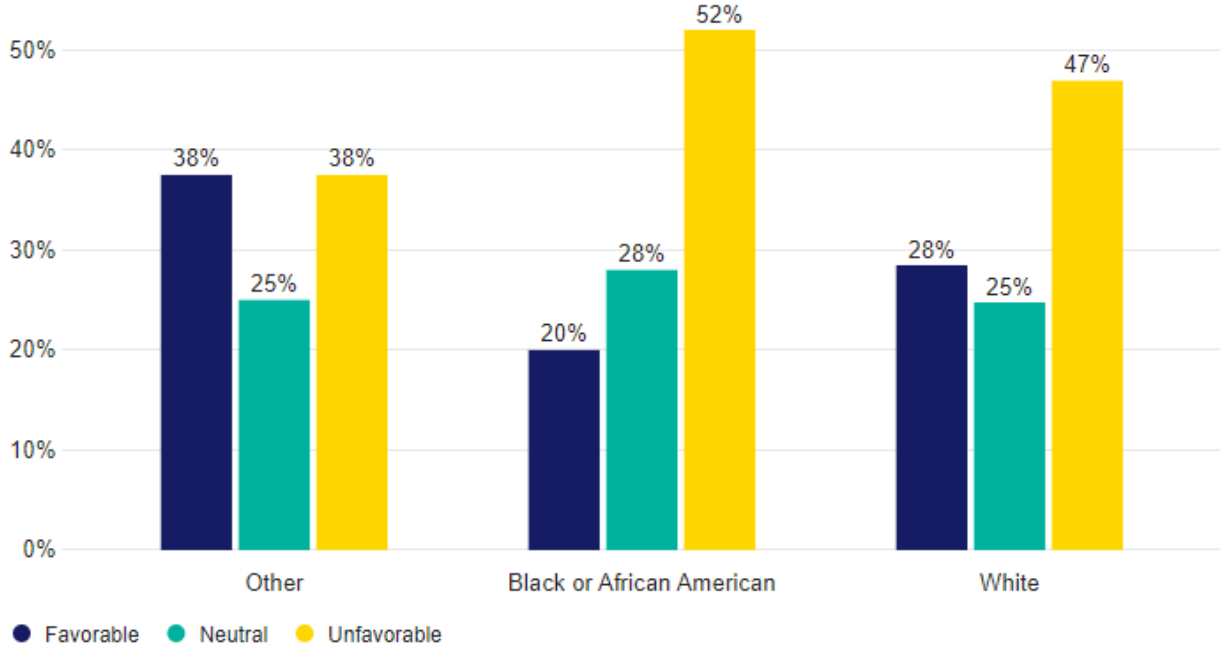


FIGURE 6-21: LEADERSHIP BY RACE 6

I am kept well informed by PPS leaders about the strategic direction, plans and progress of the District.

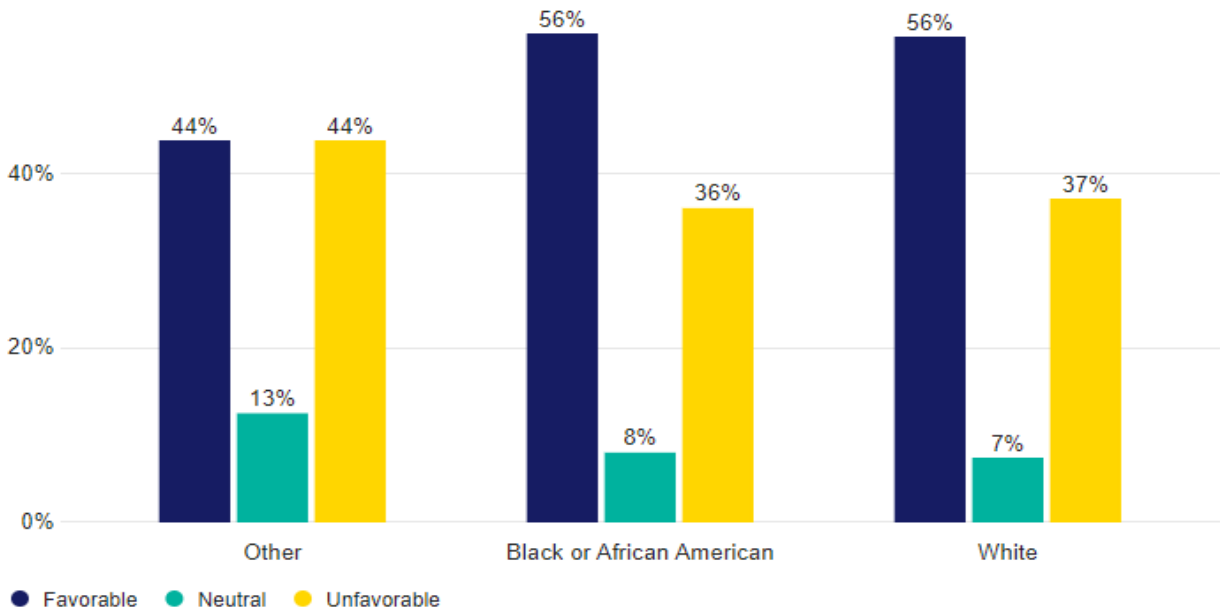


FIGURE 6-22: DIVERSITY/REPRESENTATION BY RACE 1
PPS is actively increasing diversity in leadership roles

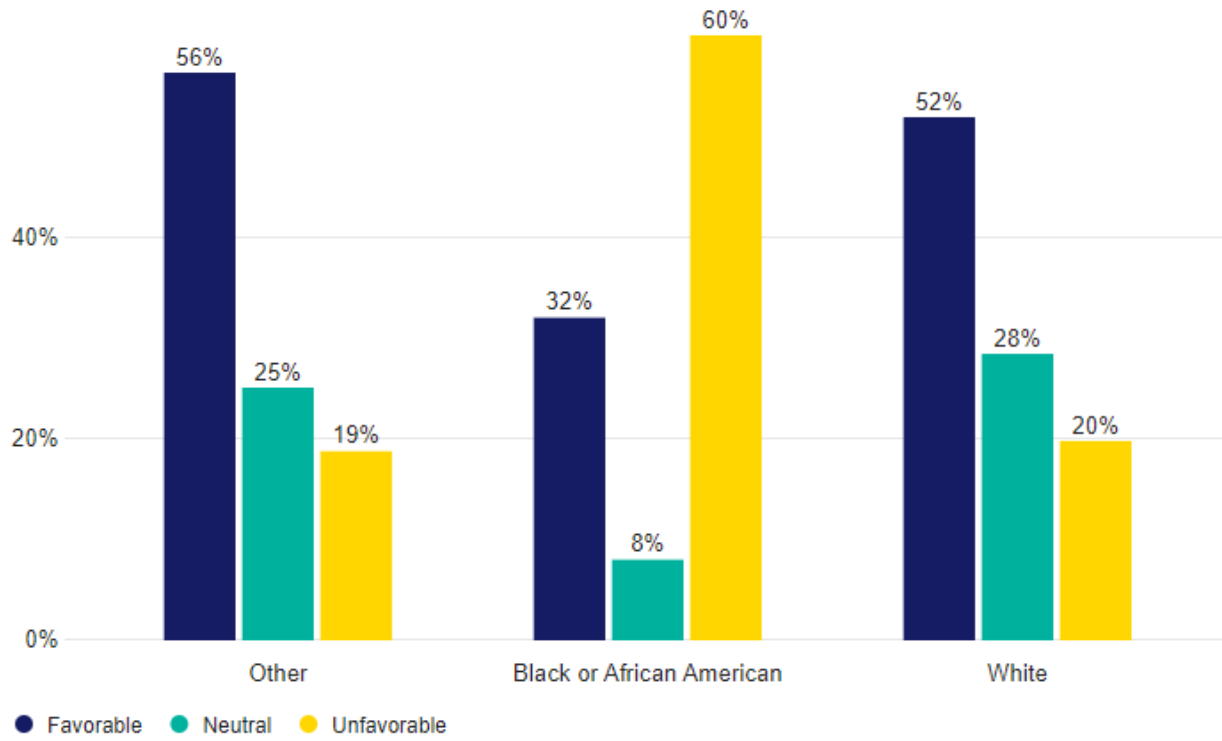


FIGURE 6-23: DIVERSITY/REPRESENTATION BY RACE 2

PPS’s faculty and staff diversity reflects the people and communities it services.

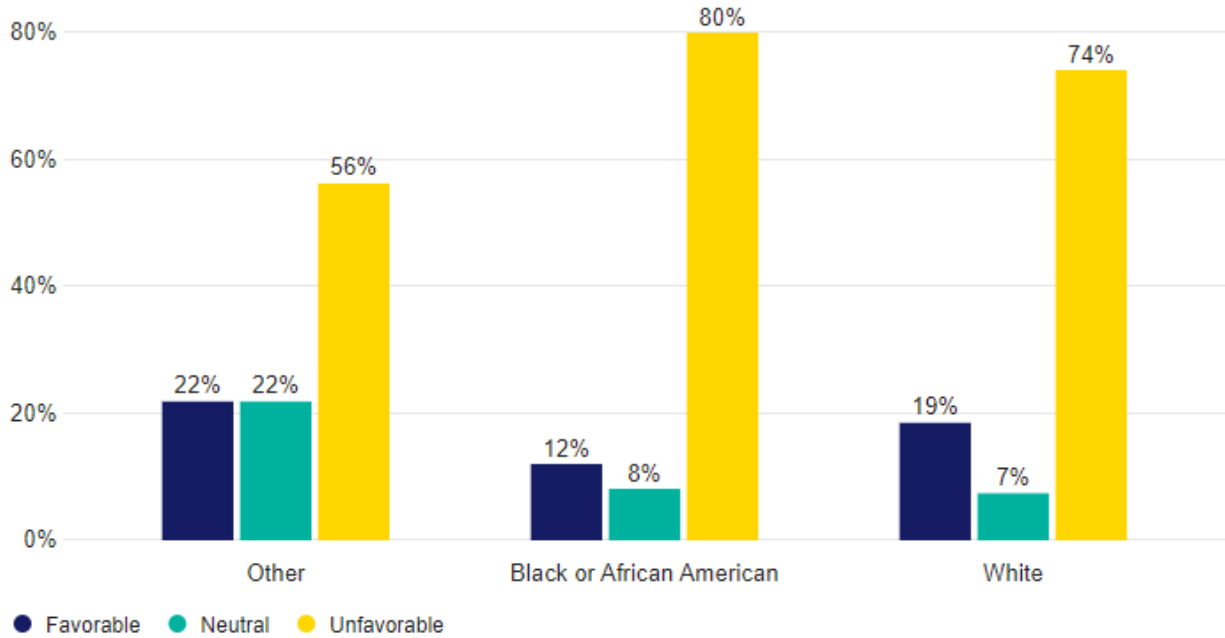


FIGURE 6-24: DIVERSITY/REPRESENTATION BY RACE 3

PPS has policies that reflect the needs of all of its students.

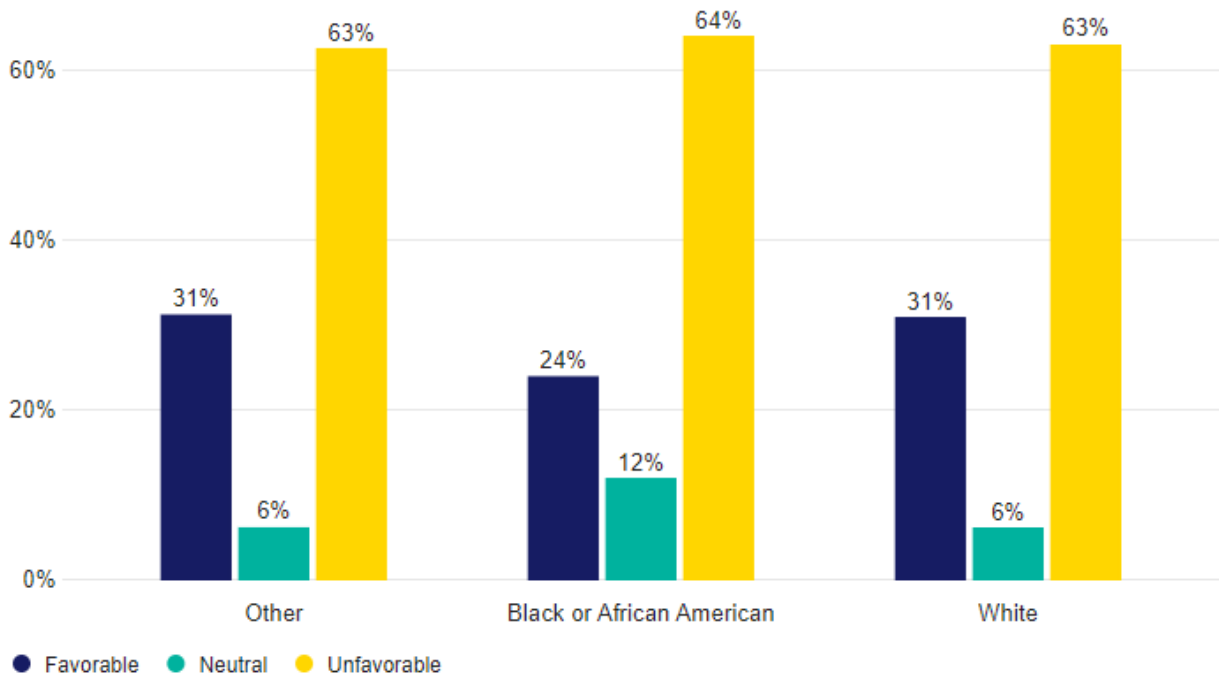


FIGURE 6-25: DIVERSITY/REPRESENTATION BY RACE 4

PPS is committed to the success of its African, Black, and African American students.

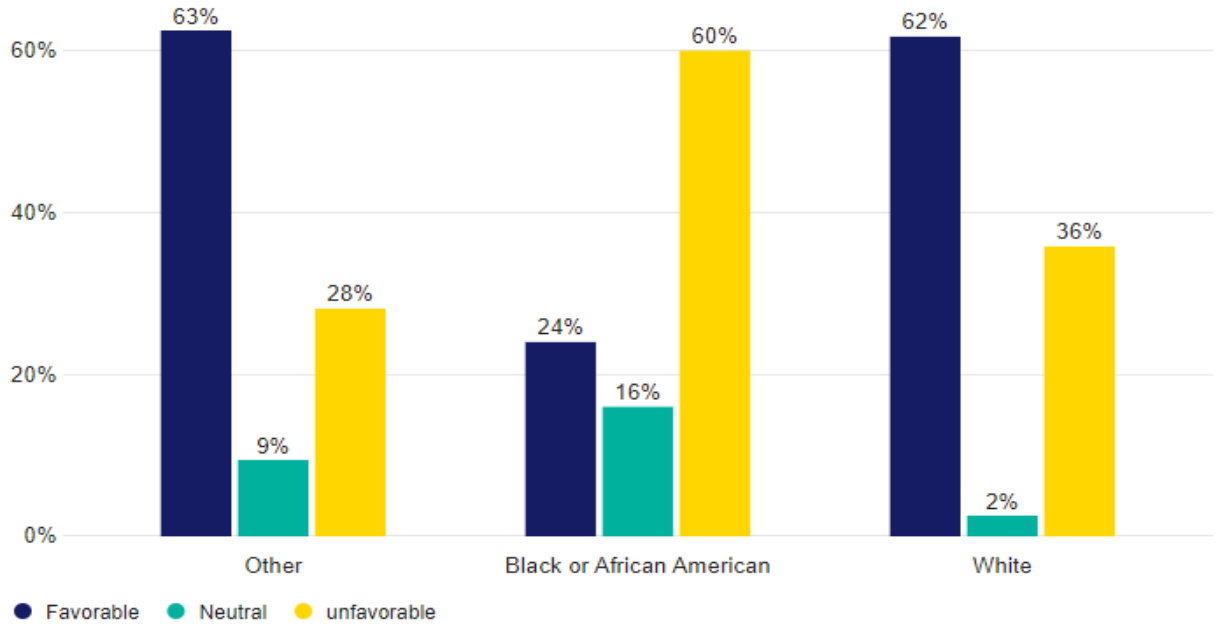


FIGURE 6-26: DIVERSITY/REPRESENTATION BY RACE 5

At PPS, staff and faculty respect others whose identities are different from their own.

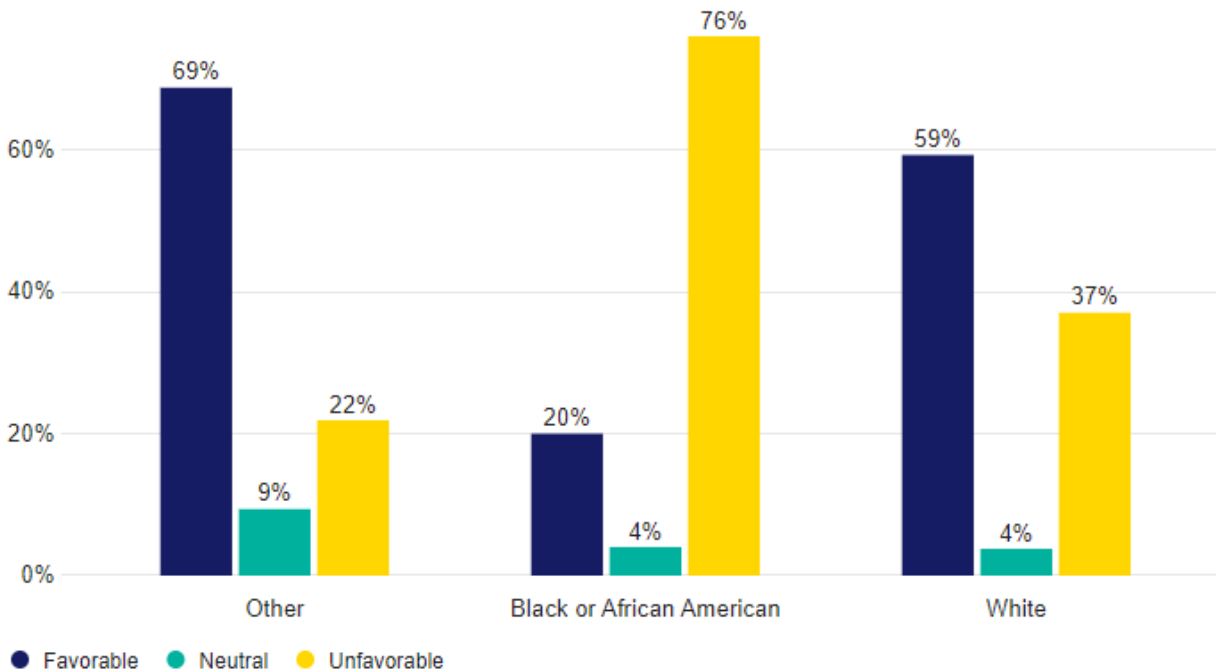


FIGURE 6-27: DIVERSITY/REPRESENTATION BY RACE 6

All parts of my identity and background that I present at work are accepted. (e.g., gender, race, religion, disability, sexual orientation)

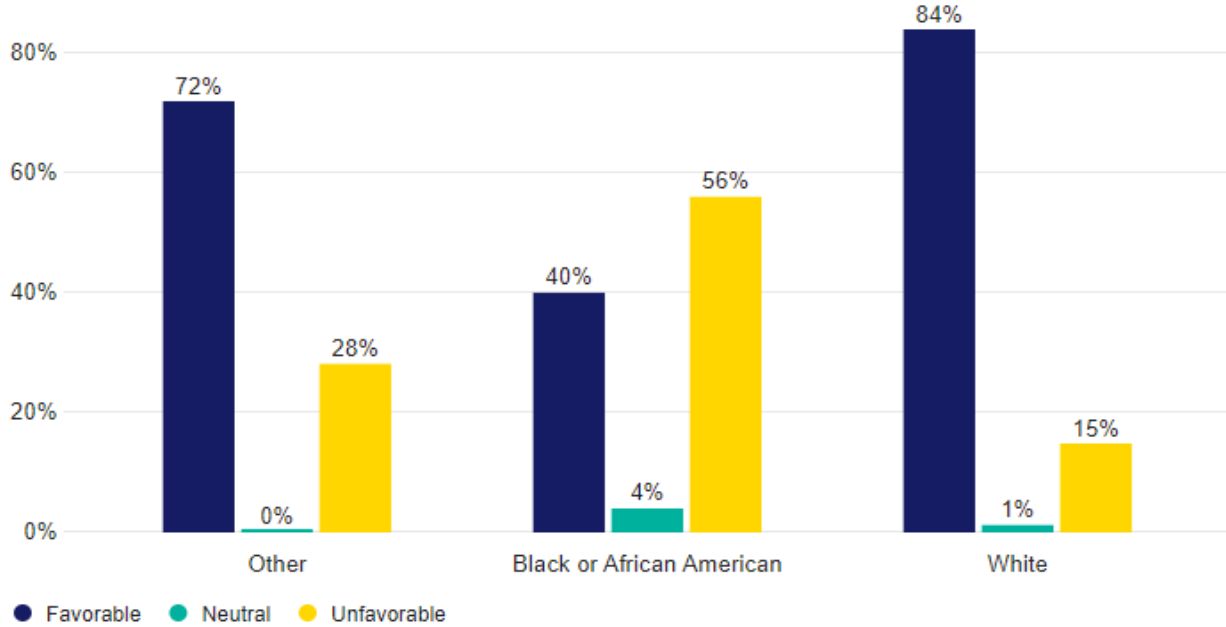


FIGURE 6-28: INCLUSION AND BELONGING BY RACE 1

I feel there is a sense of inclusion at PPS

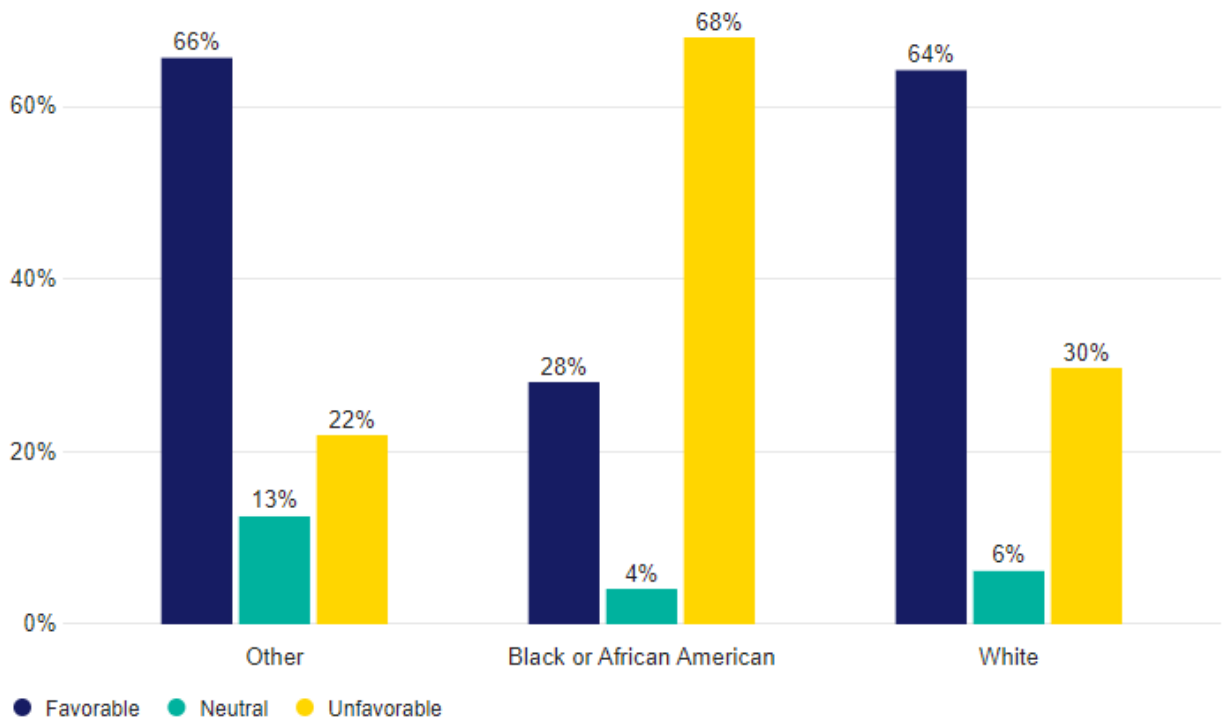


FIGURE 6-29: INCLUSION AND BELONGING BY RACE 2

I feel like I belong at PPS

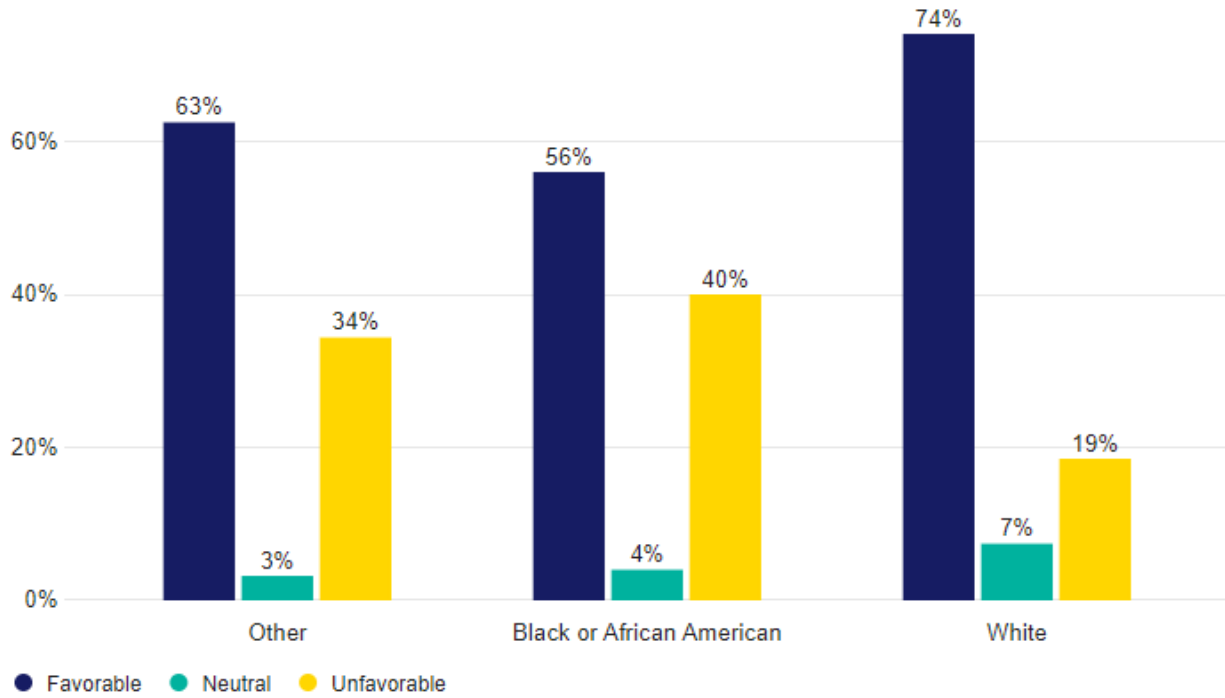


FIGURE 6-30: INCLUSION AND BELONGING BY RACE 3

Staff and faculty generally respect each other.

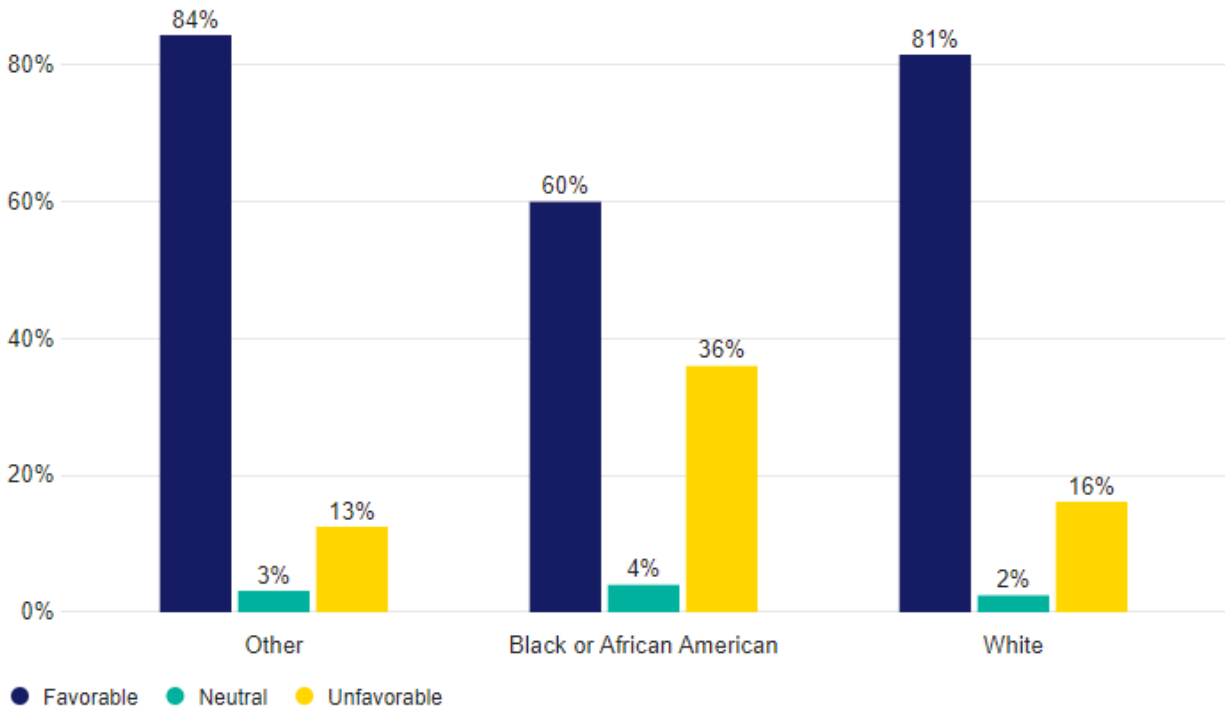


FIGURE 6-31: INCLUSION AND BELONGING BY RACE 4

I feel that I am recognized for my contributions in my department.

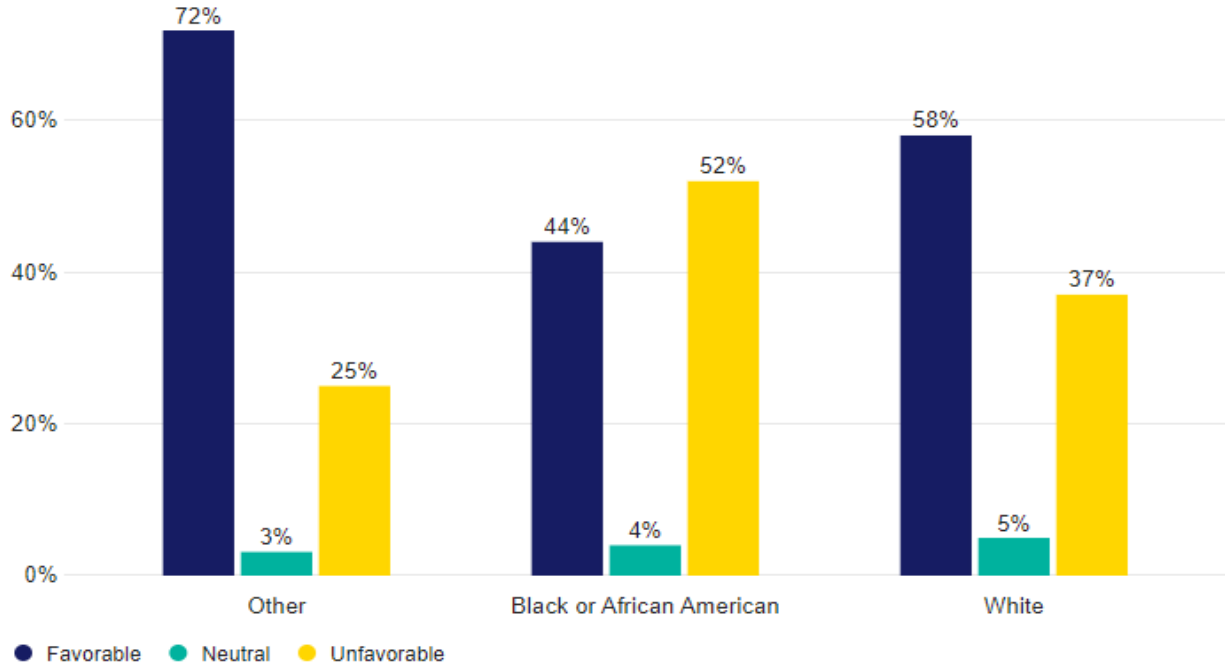


FIGURE 6-32 INCLUSION AND BELONGING BY RACE 5

My colleagues openly share their challenges.

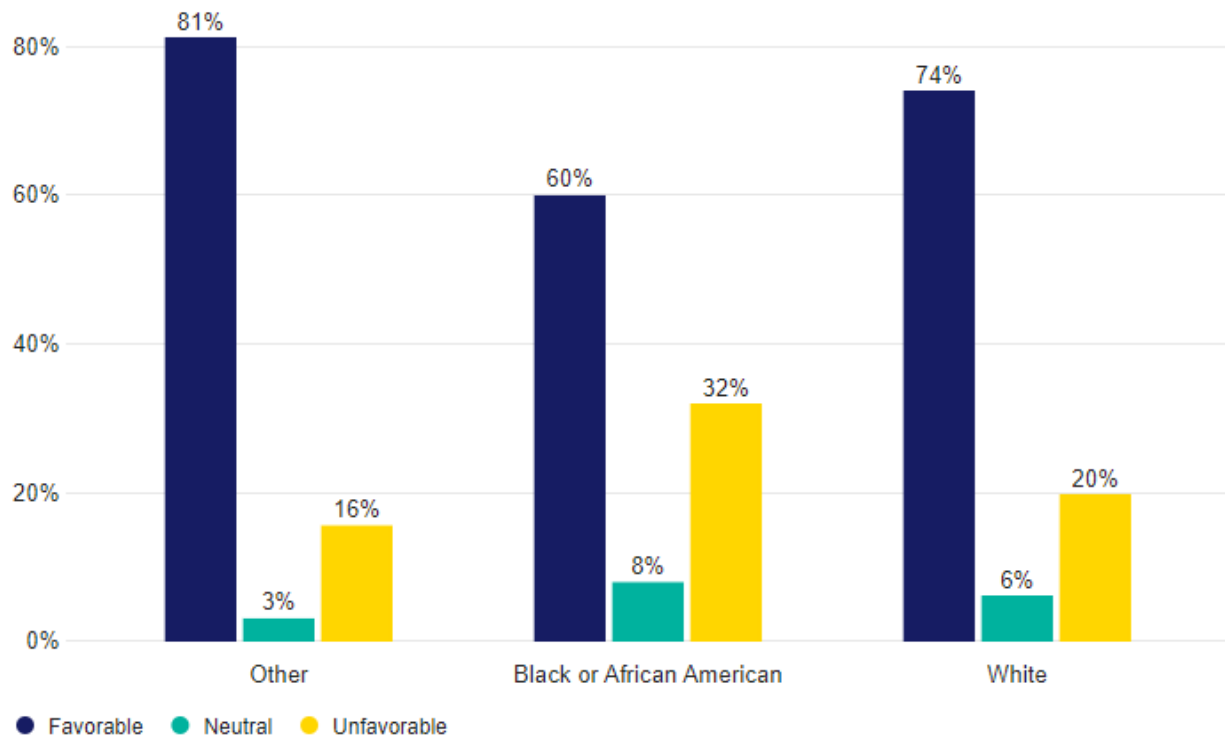


FIGURE 6-33: INCLUSION AND BELONGING BY RACE 6

When challenges are shared, colleagues receive support and guidance from others.

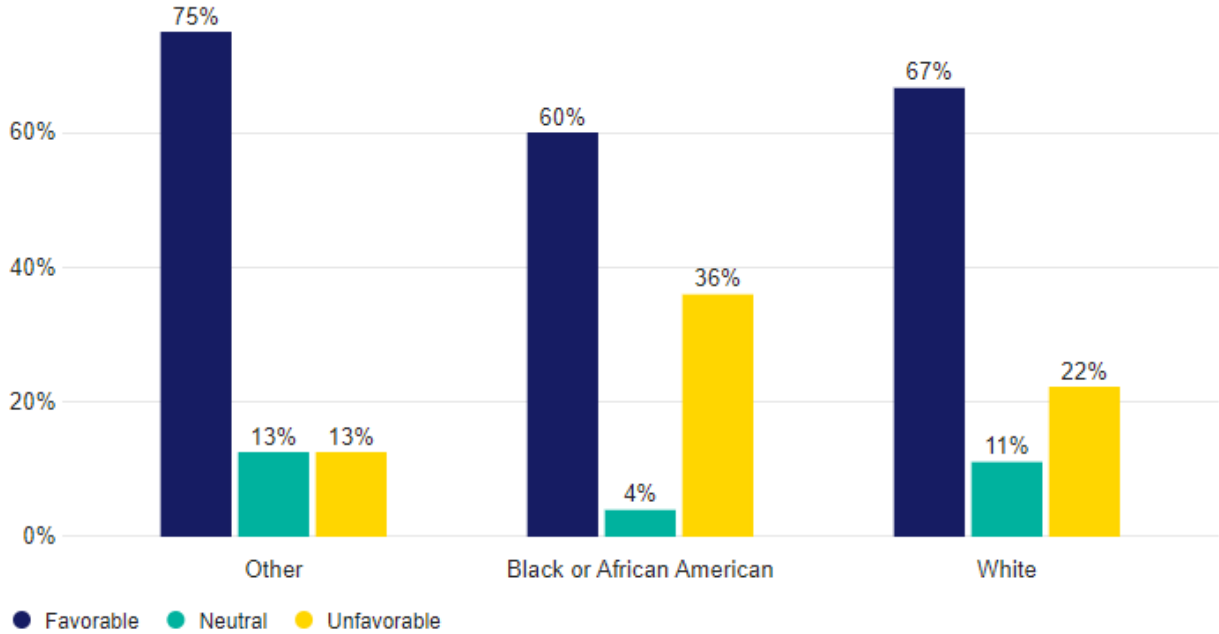


FIGURE 6-34: STUDENT INCLUSION AND BELONGING BY RACE 1

Black, African, and African American students in PPS feel included.

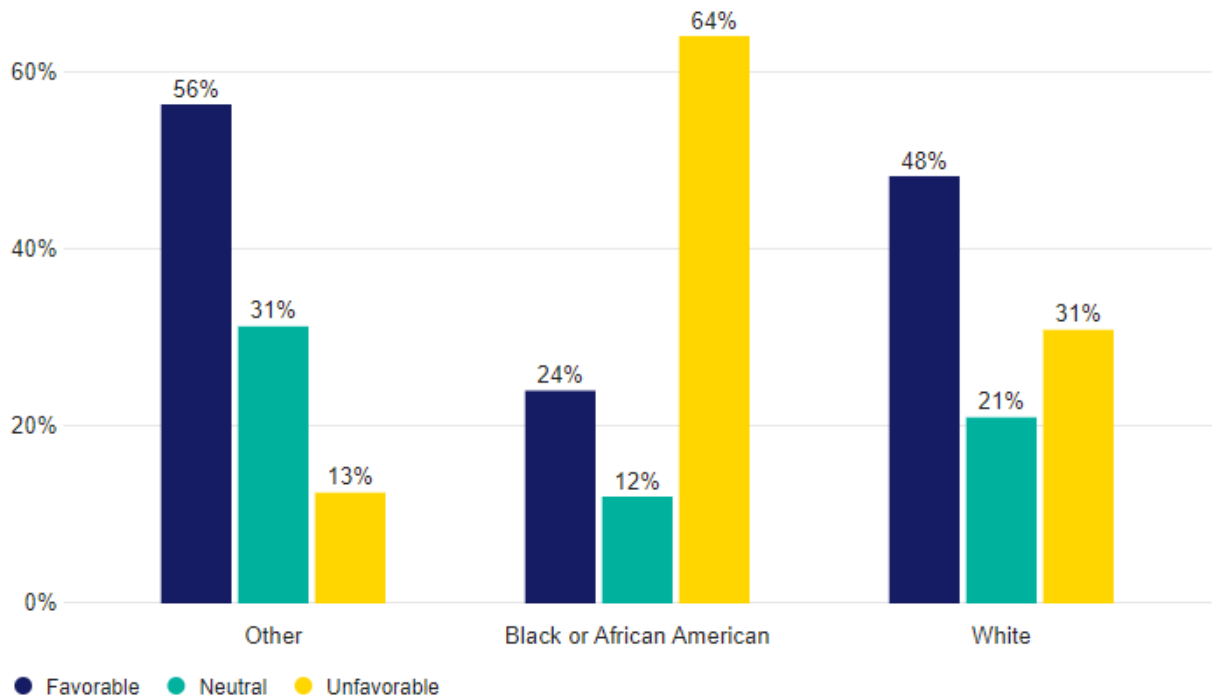


FIGURE 6-35: STUDENT INCLUSION AND BELONGING BY RACE 2

Black, African, and African American students feel like they belong at PPS.

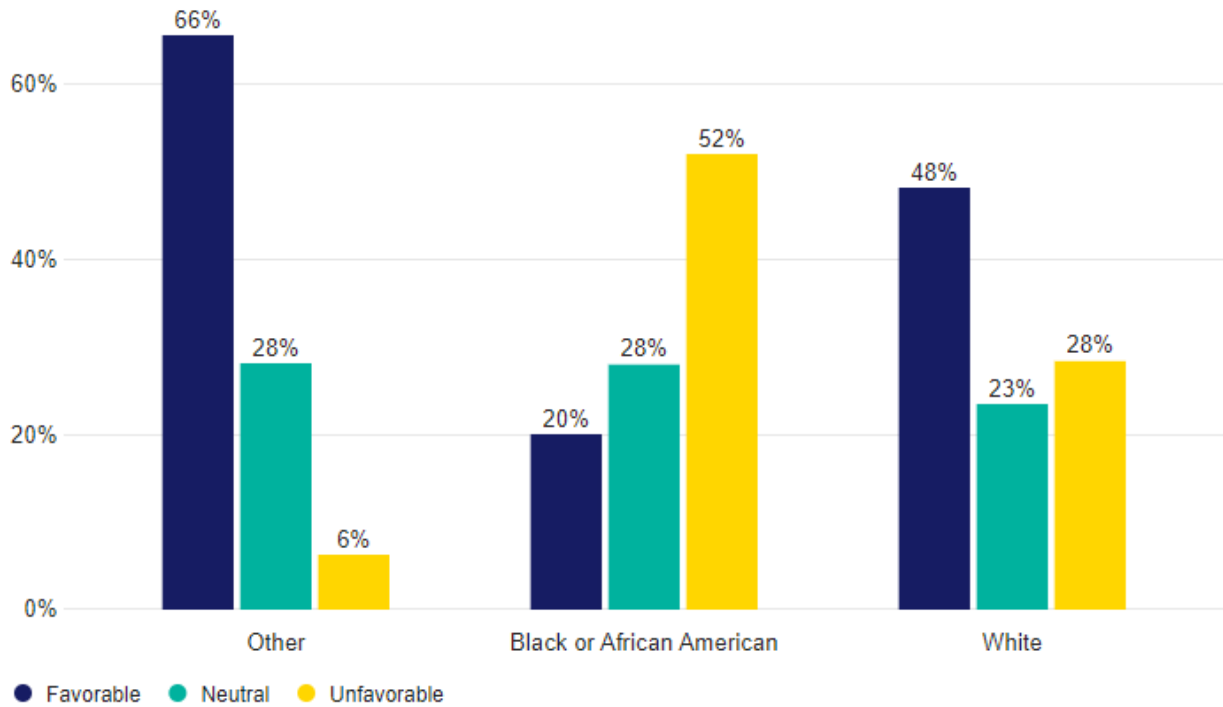


FIGURE 6-36: STUDENT INCLUSION AND BELONGING BY RACE 3

My school's disciplinary practices are fair for all students.

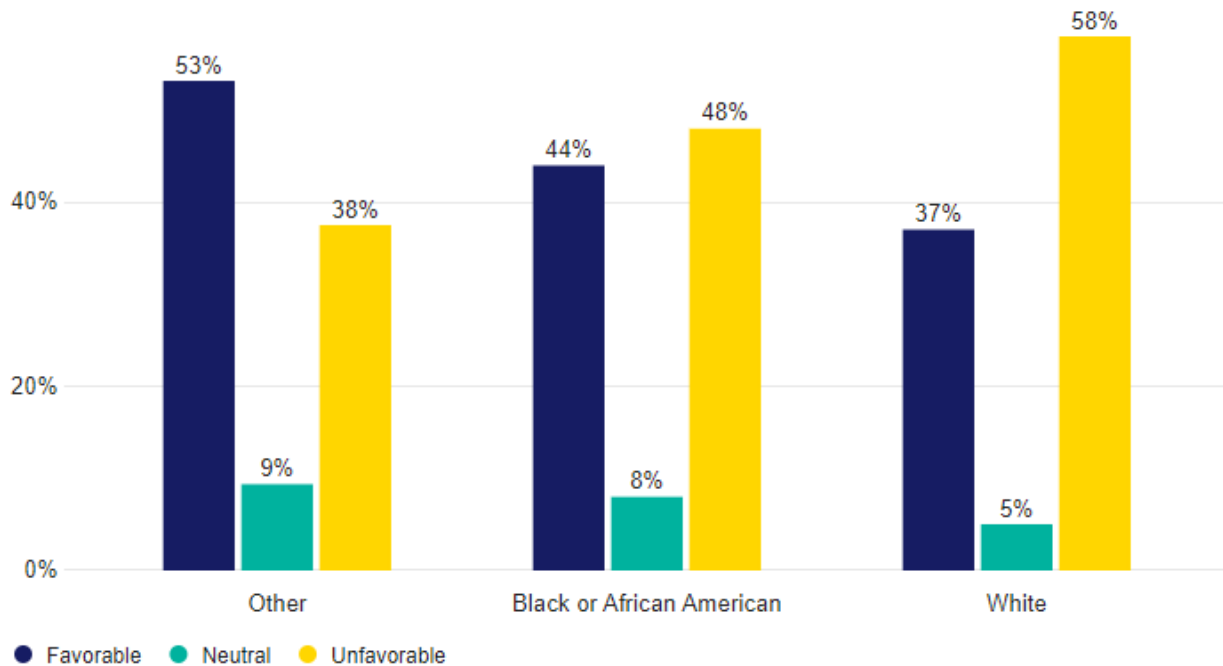


FIGURE 6-37: STUDENT INCLUSION AND BELONGING BY RACE 4

Black, African, and African American students are treated fairly at my school.

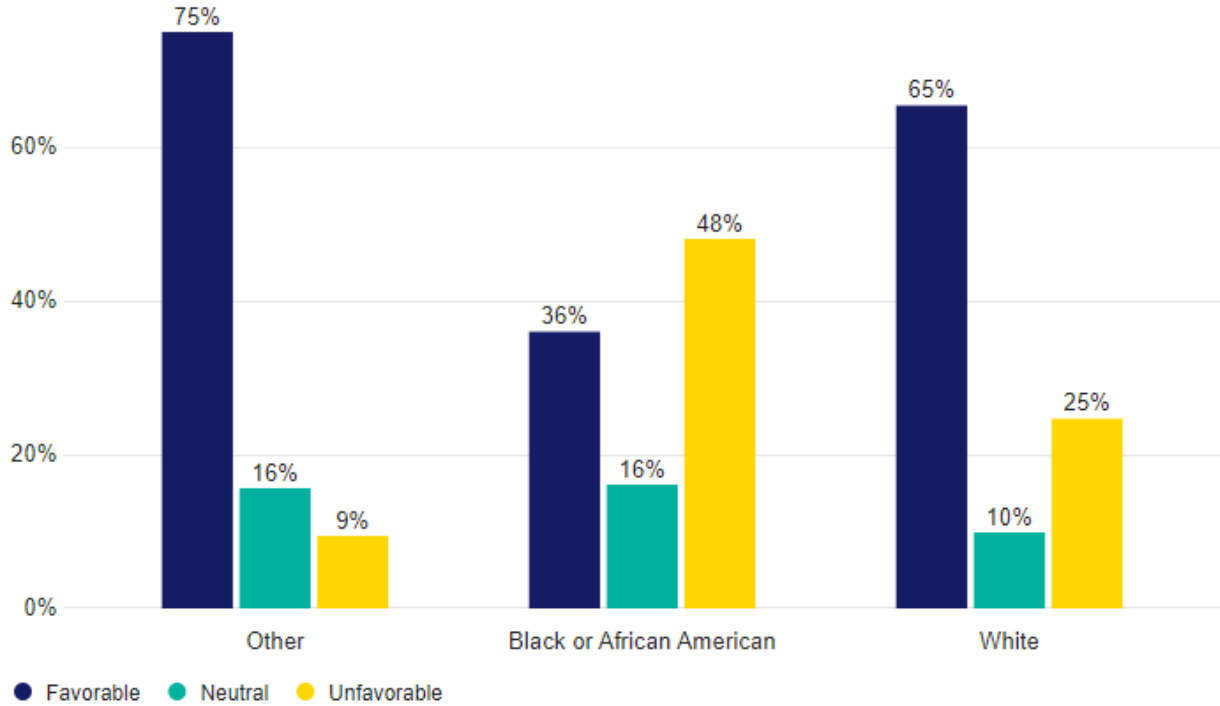


FIGURE 6-38: EQUITY AND ACCESS BY RACE 1

I am aware of the process to request accommodations which would allow me to fully participate in my role.

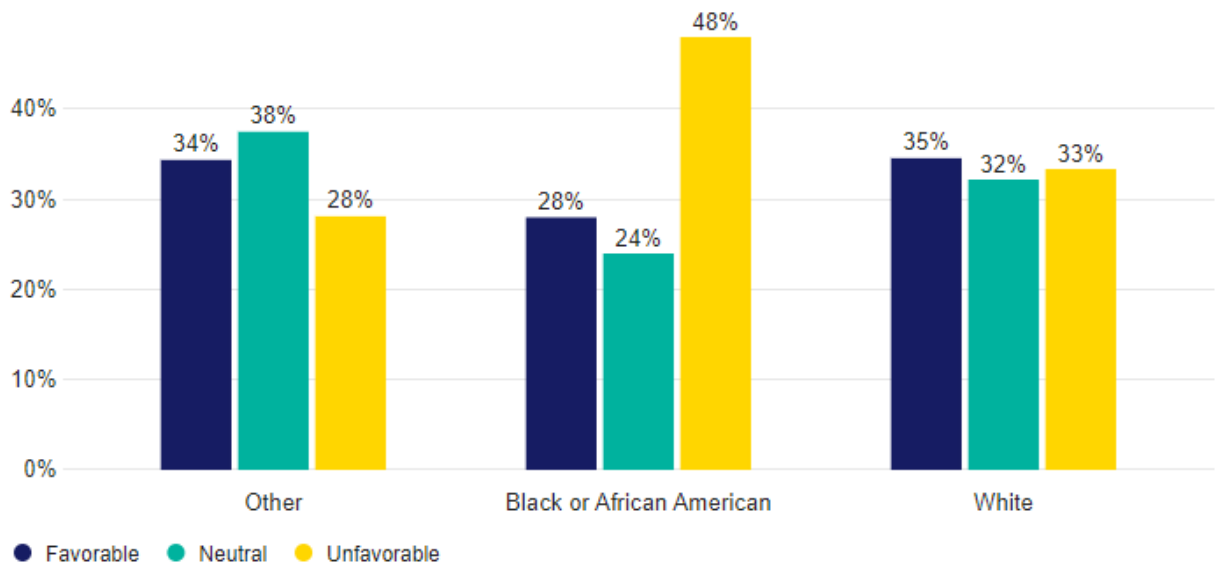


FIGURE 6-39: EQUITY AND ACCESS BY RACE 2

PPS provides accessible support which allows me to fully participate in my role as staff.

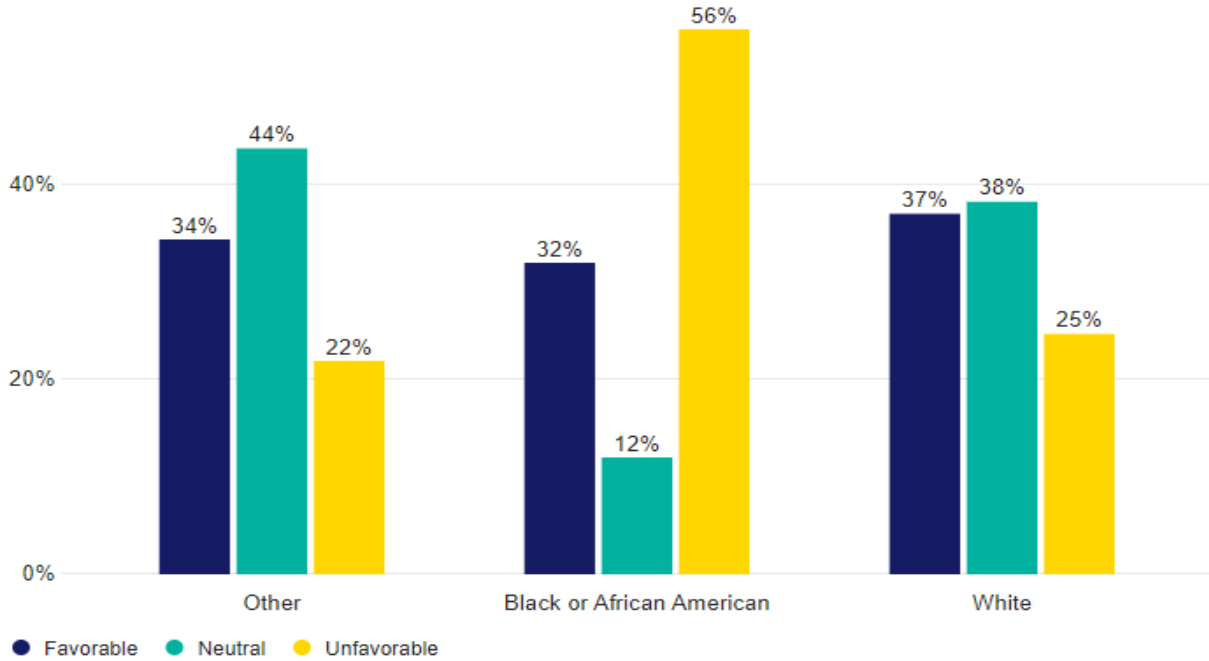


FIGURE 6-40: STUDENT EQUITY AND ACCESS BY RACE 1

State assessments are designed equitably for Black, African, and African American students.

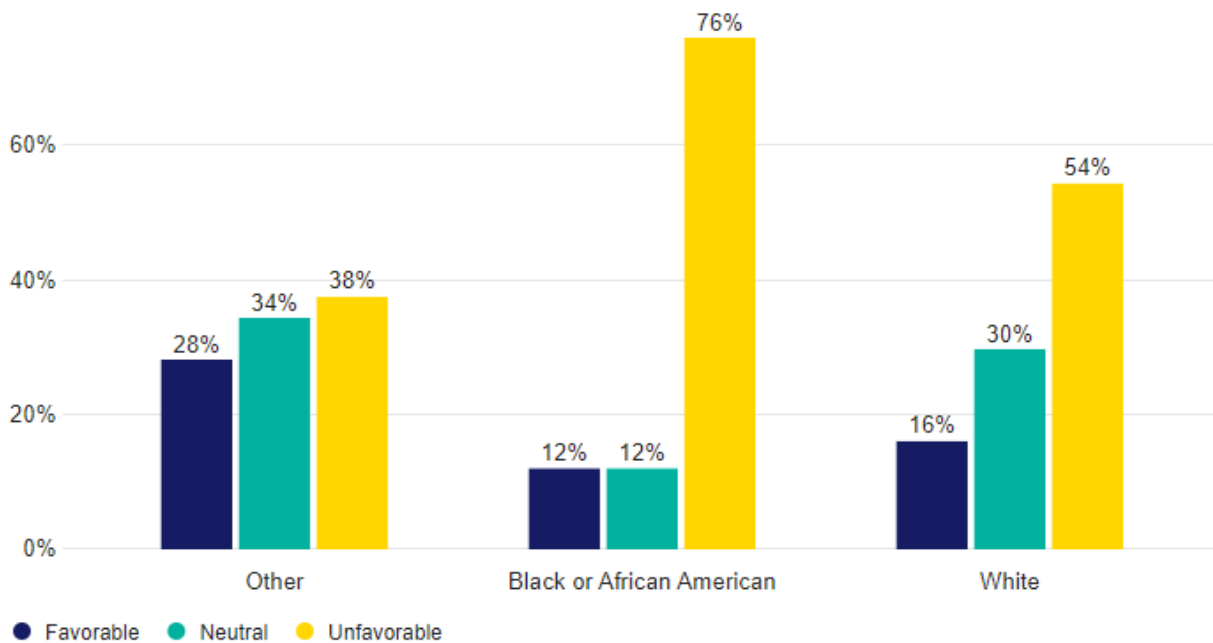


FIGURE 6-41: STUDENT EQUITY AND ACCESS BY RACE 2

Black, African, and African American students have equitable access to gifted, advanced placement, magnet, and IB programming.

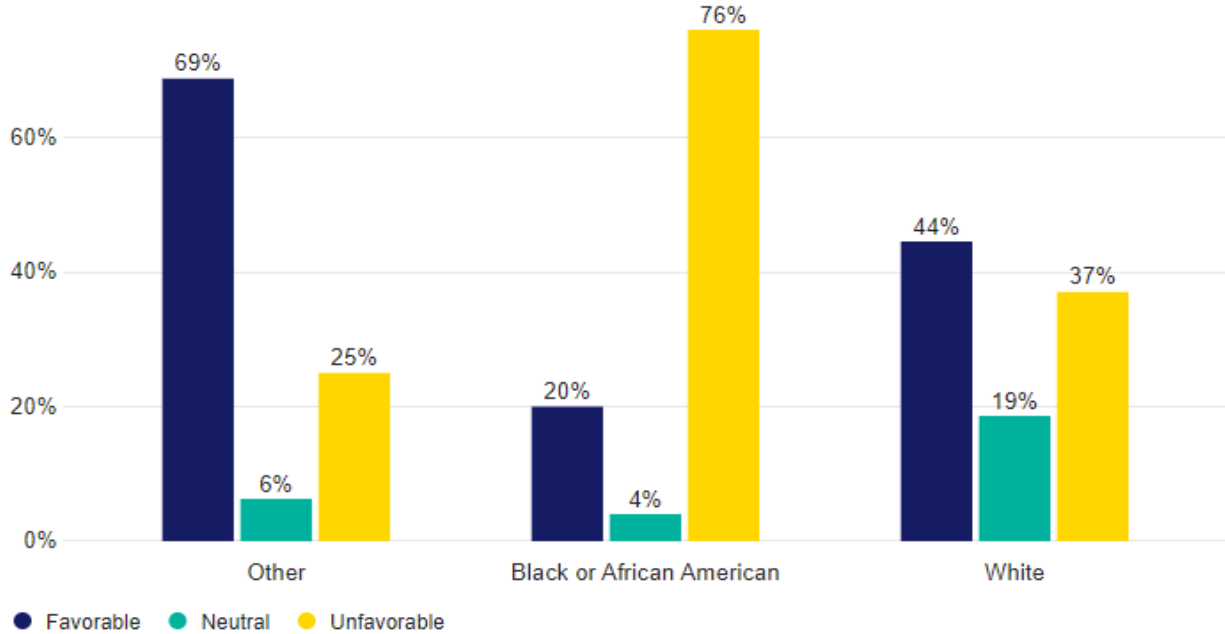


FIGURE 6-42: STUDENT EQUITY AND ACCESS BY RACE 3

Black, African, and African American students are supported for academic success in gifted, advanced placement, magnet, and IB programs.

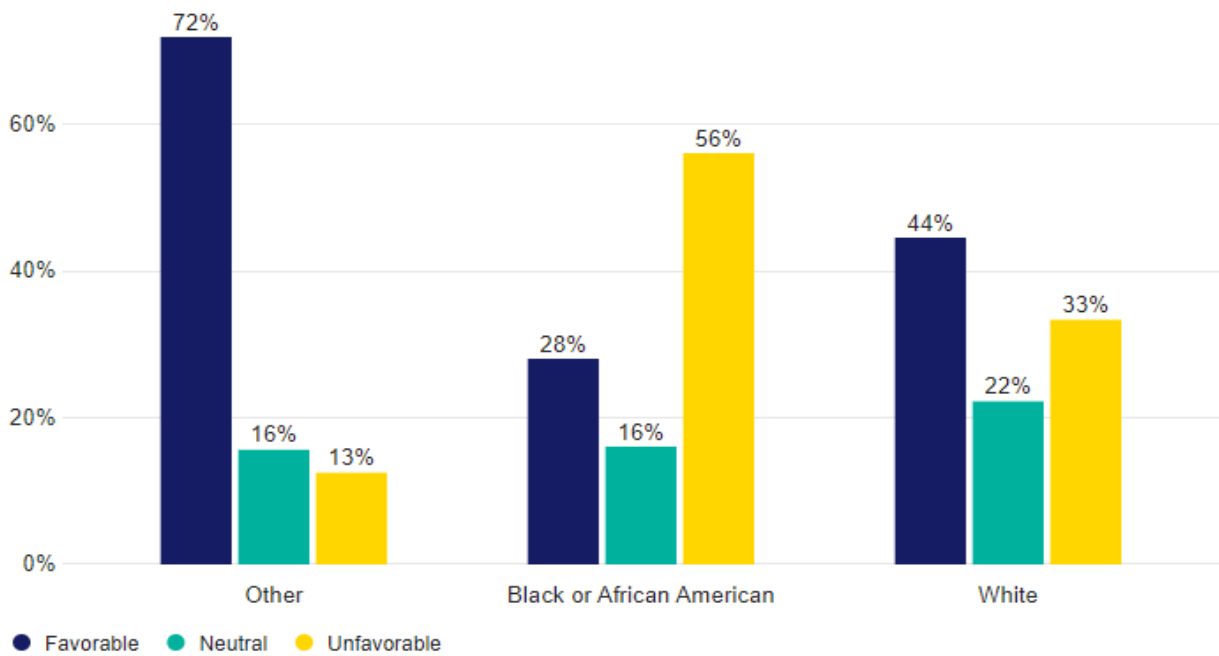


FIGURE 6-43: STUDENT EQUITY AND ACCESS BY RACE 4

Disciplinary practices are equitable for all students.

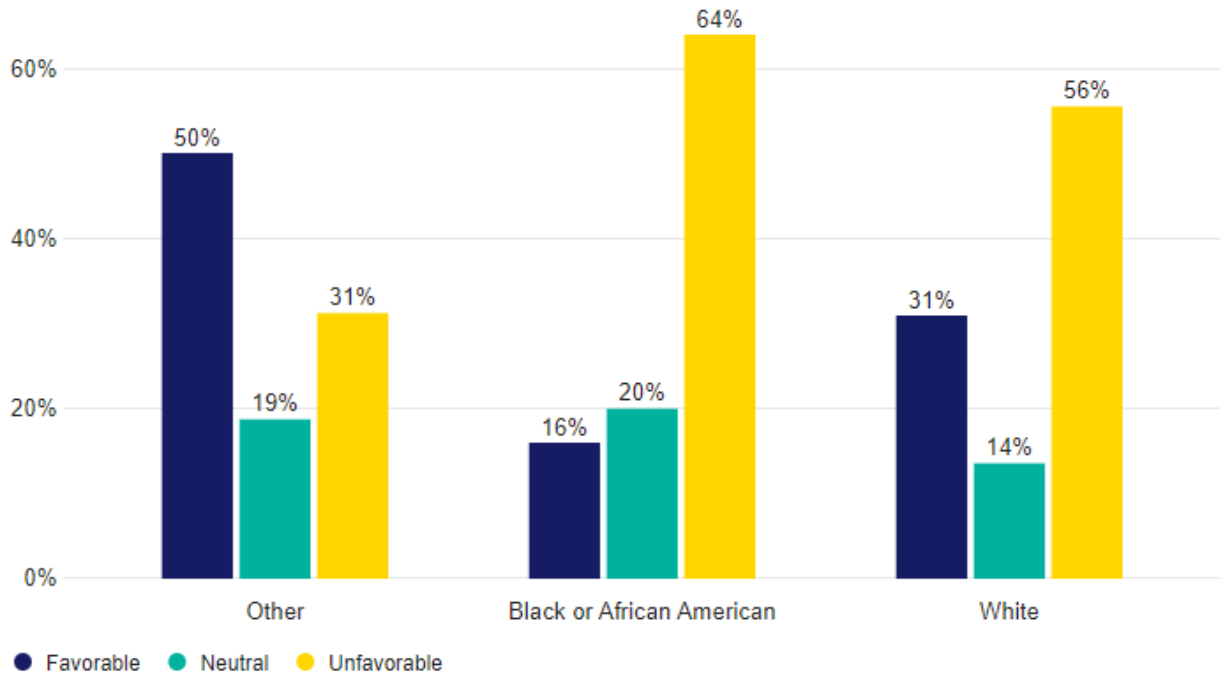


FIGURE 6-44: STUDENT EQUITY AND ACCESS BY RACE 5

PPS has sufficient resources for struggling learners.

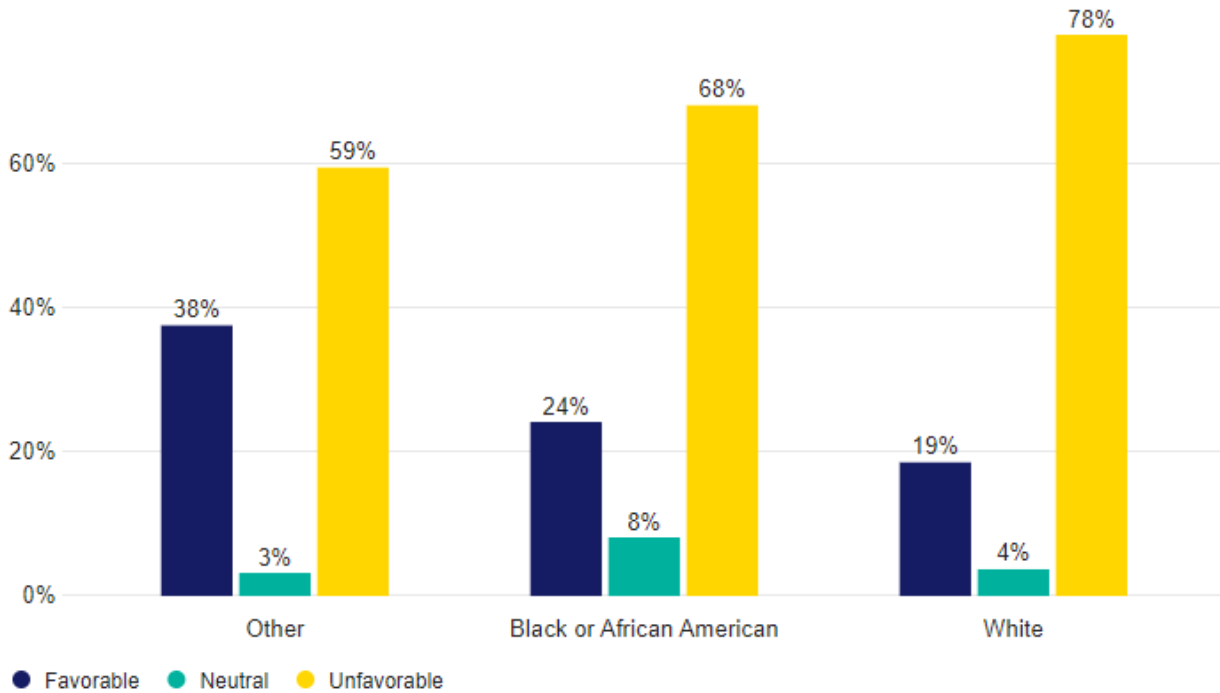


FIGURE 6-45: STUDENT EQUITY AND ACCESS BY RACE 6
 PPS uses its resources to help struggling learners.

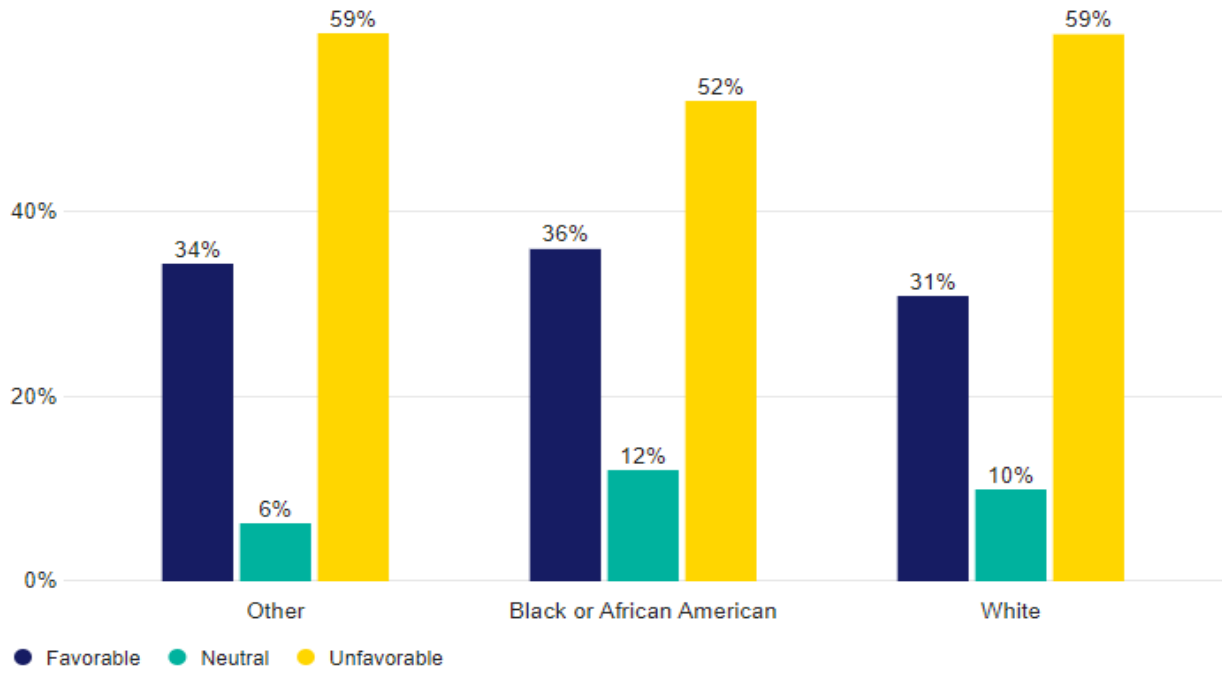


FIGURE 6-46: STUDENT EQUITY AND ACCESS BY RACE 6
 Students with disabilities are equitably supported in their education.

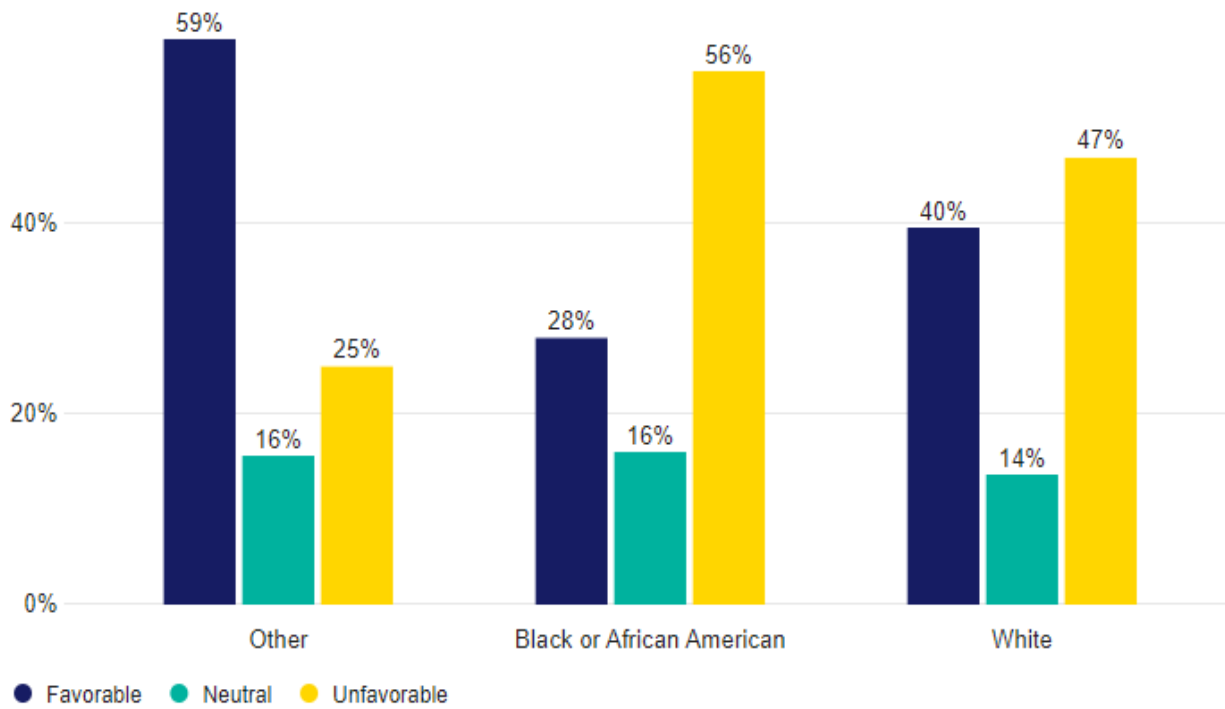


FIGURE 6-47: STUDENT EQUITY AND ACCESS BY RACE 7

Students with disabilities are equitably supported in their academic success.

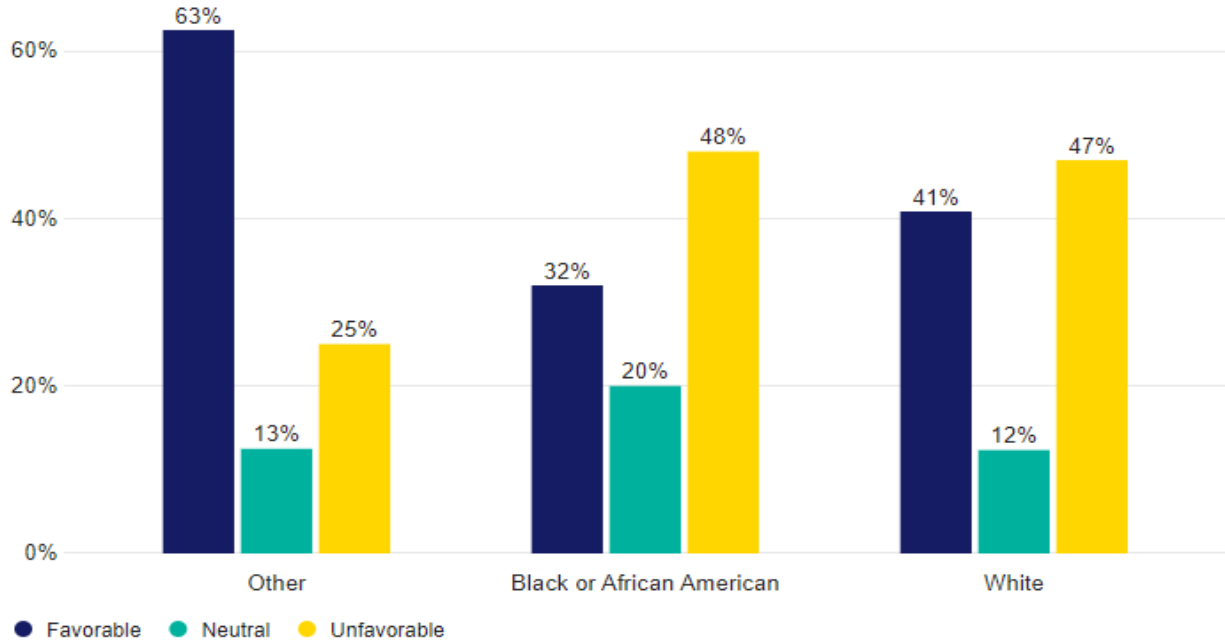


FIGURE 6-48: CONFLICT RESOLUTION BY RACE 1

I believe PPS takes appropriate action in response to incidents of discrimination and/or bias for staff.

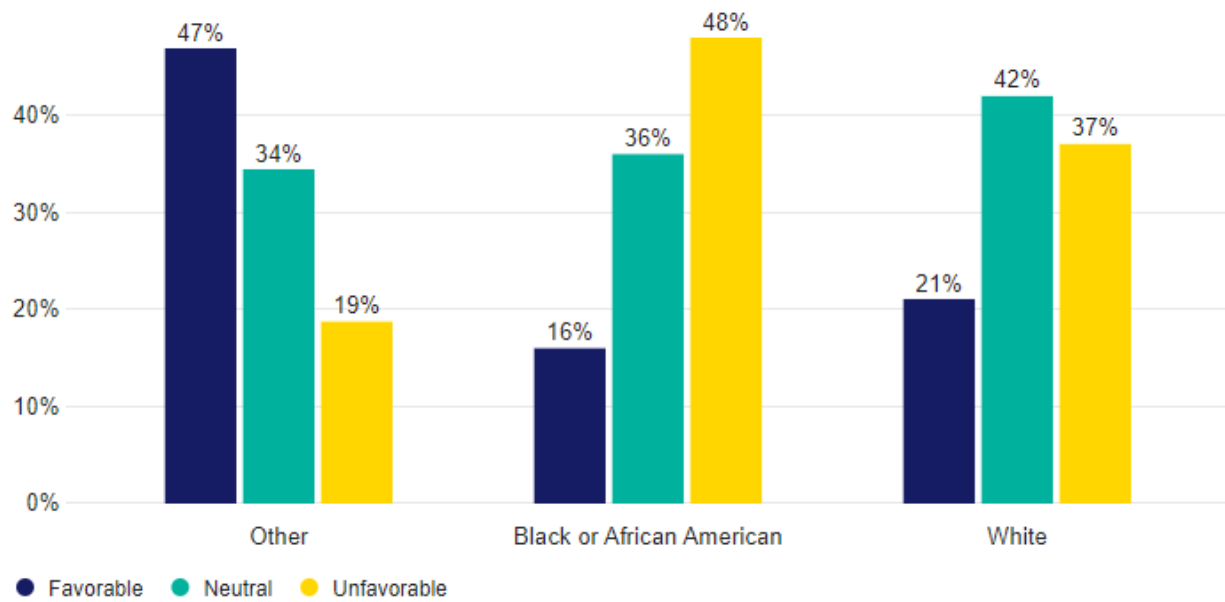


FIGURE 6-49: CONFLICT RESOLUTION BY RACE 2

Formal complaints and conflicts are effectively resolved for staff.

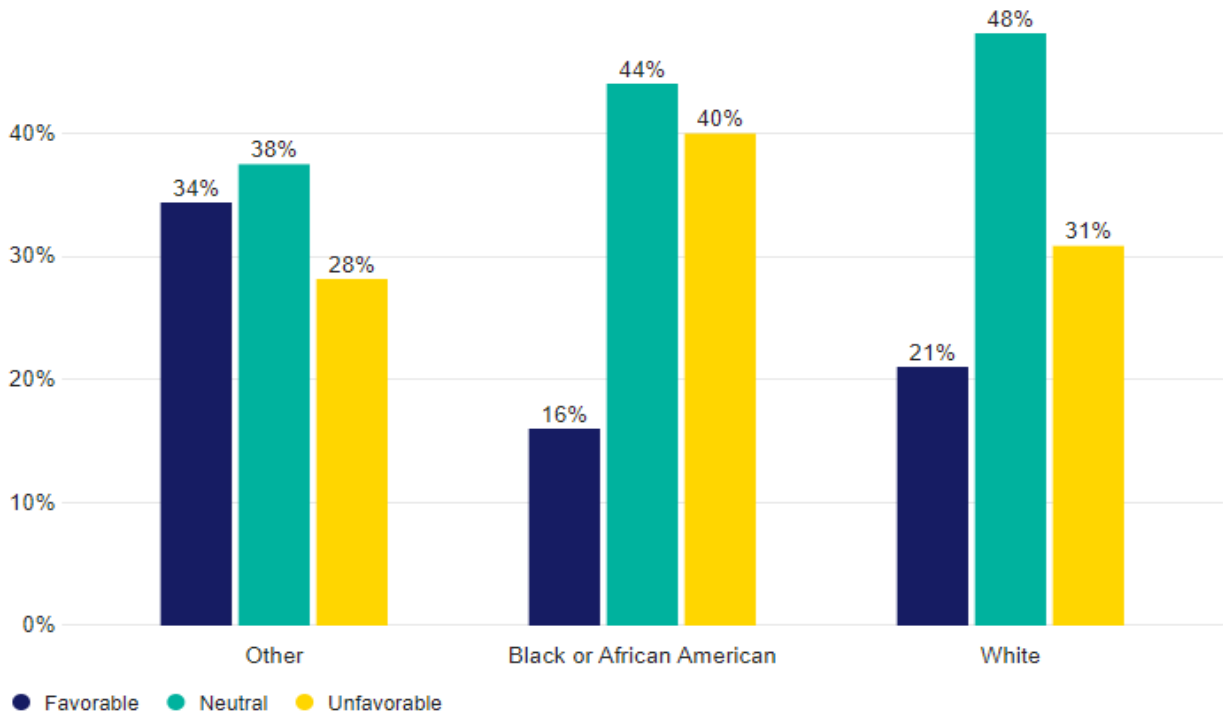


FIGURE 6-50: CONFLICT RESOLUTION BY RACE 3

Interpersonal conflicts are effectively resolved between those staff members involved.

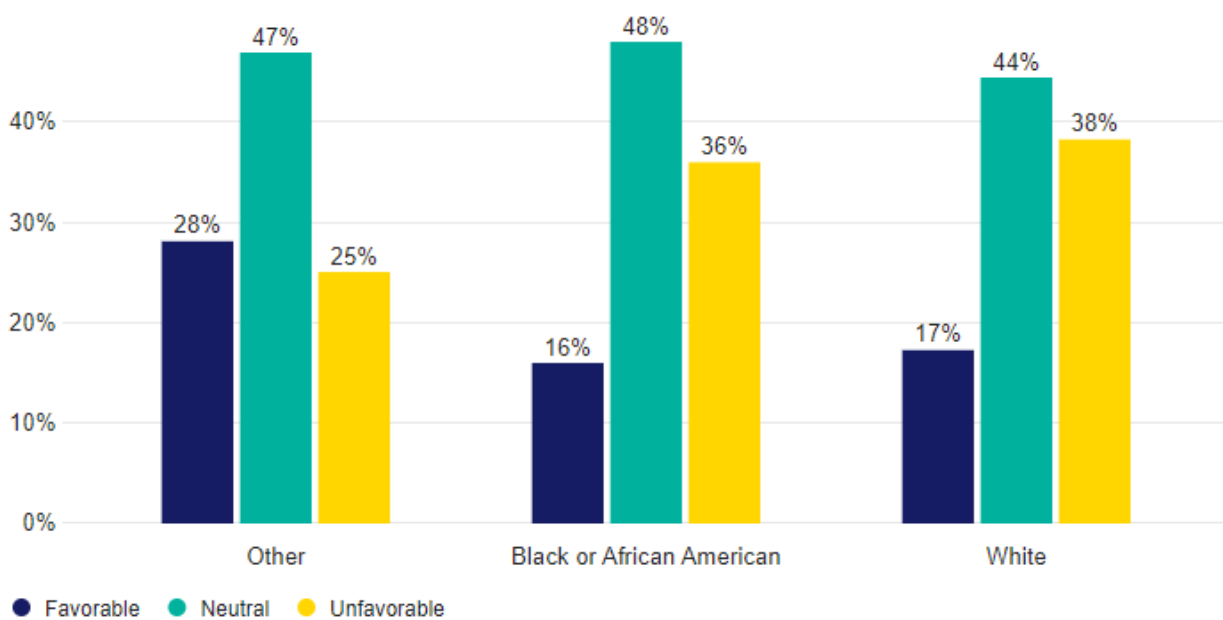


FIGURE 6-51: CONFLICT RESOLUTION BY RACE 4

Staff and faculty can openly share their opinions without fear of reprisal.

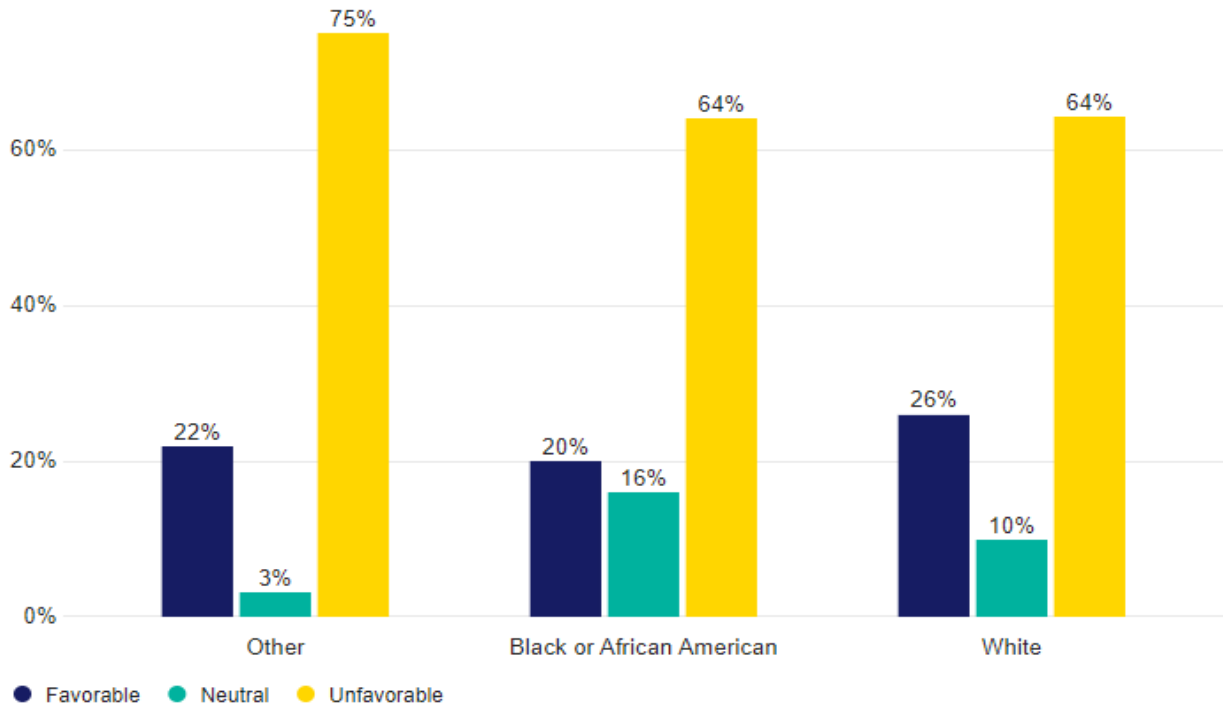


FIGURE 6-52: STUDENT CONFLICT RESOLUTION BY RACE 1

All students are well supported when they have challenges.

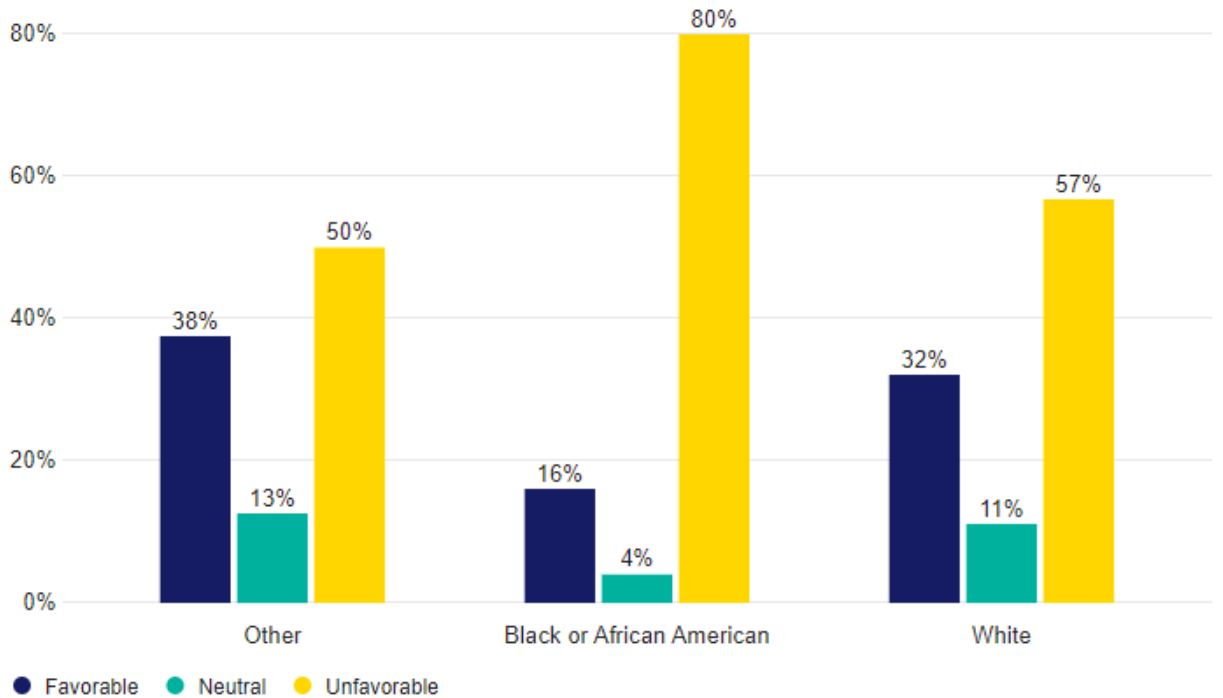


FIGURE 6-53: STUDENT CONFLICT RESOLUTION BY RACE 2

Black, African, and African American students are equitably supported when they have challenges.

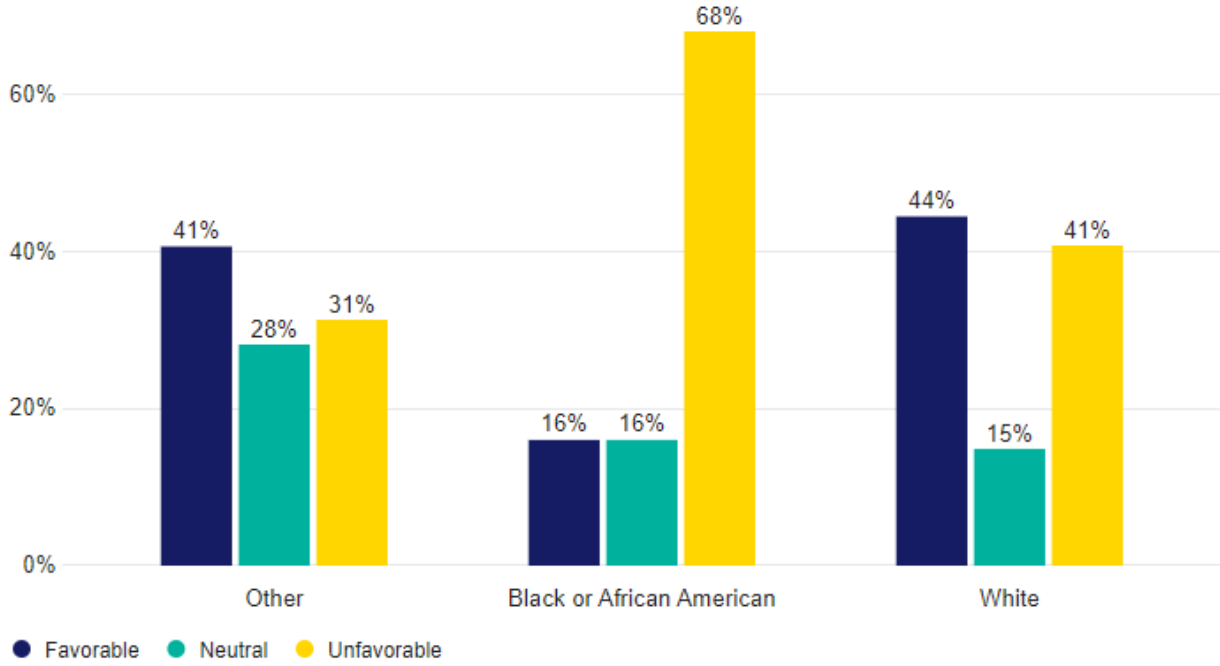


FIGURE 6-54: STUDENT CONFLICT RESOLUTION BY RACE 3

PPS staff and faculty communicate with families when all students have challenges.

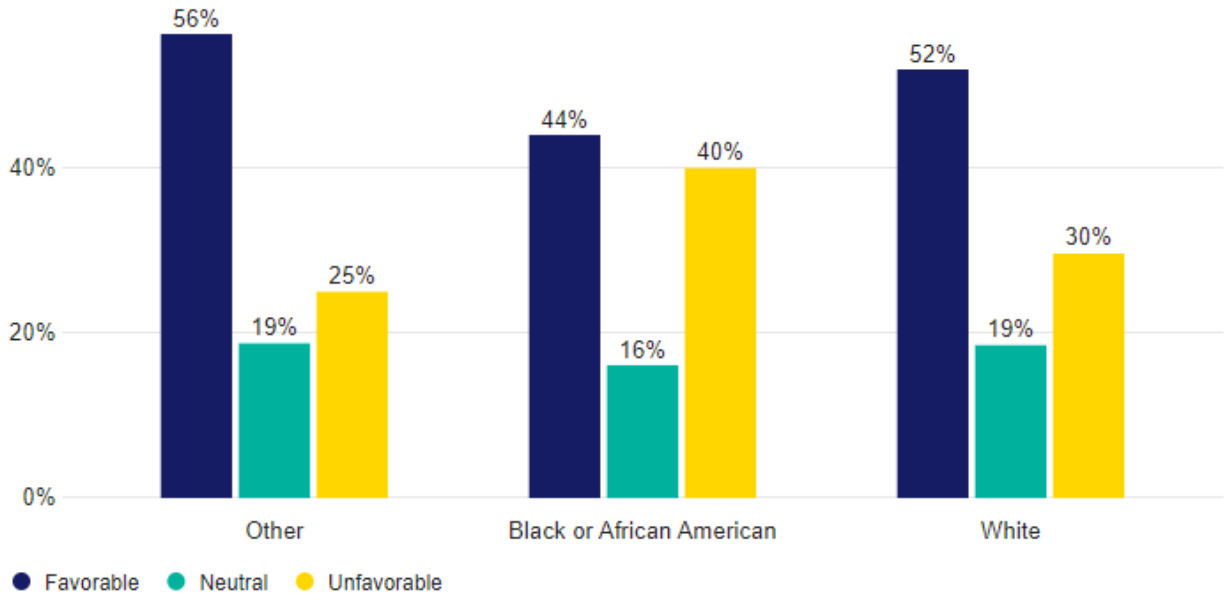


FIGURE 6-55: STUDENT CONFLICT RESOLUTION BY RACE 4

PPS staff and faculty involve families in resolving all students' challenges.

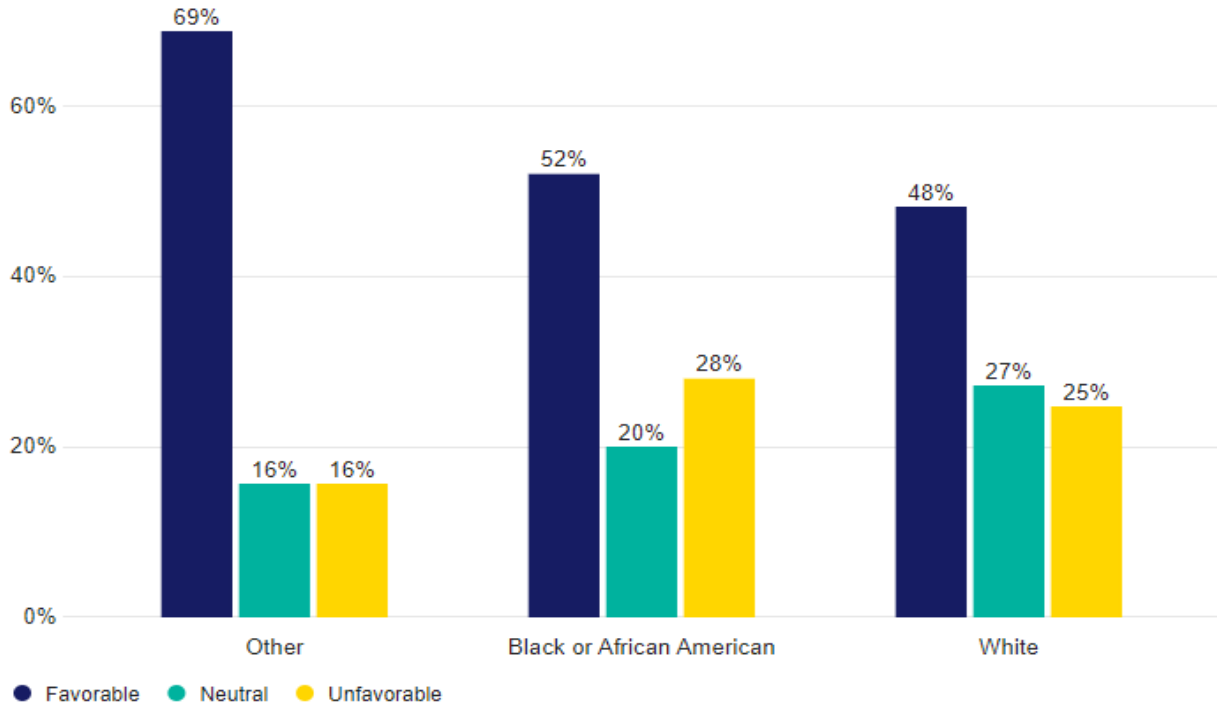


FIGURE 6-56: HIRING AND RECRUITMENT BY RACE 1

PPS takes active measures to seek a diverse candidate pool when hiring.

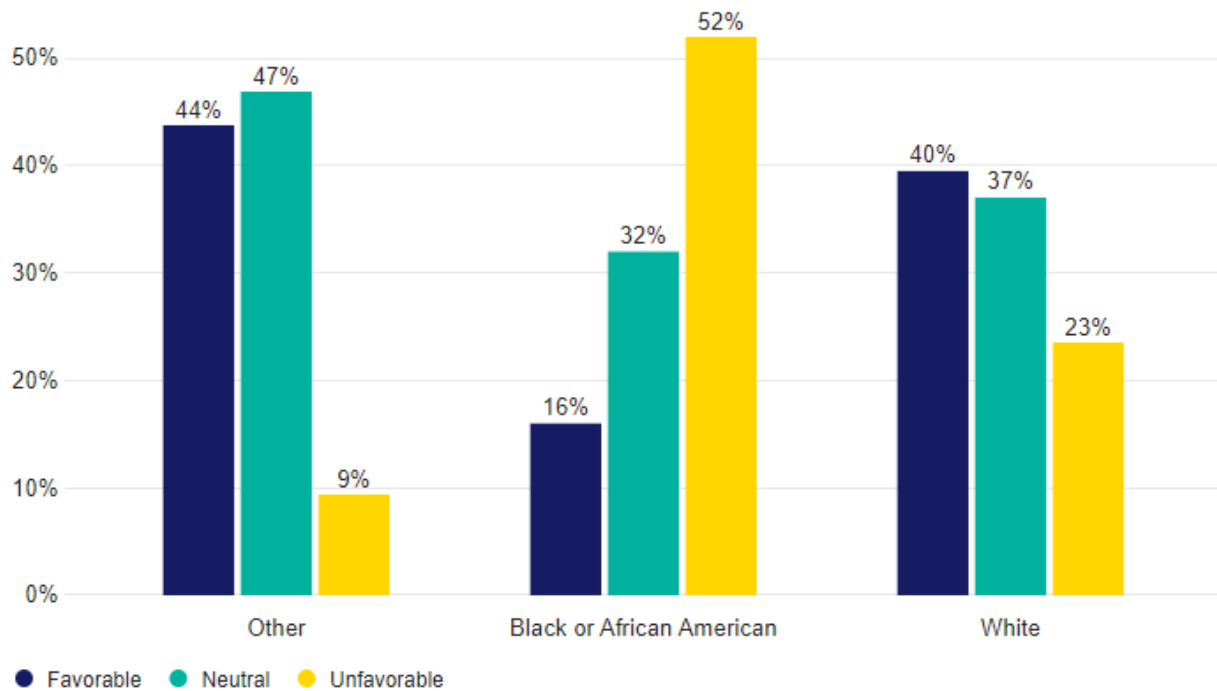


FIGURE 6-57: HIRING AND DEVELOPMENT BY RACE 2

There is diversity among the people a job candidate will meet during the interview process.

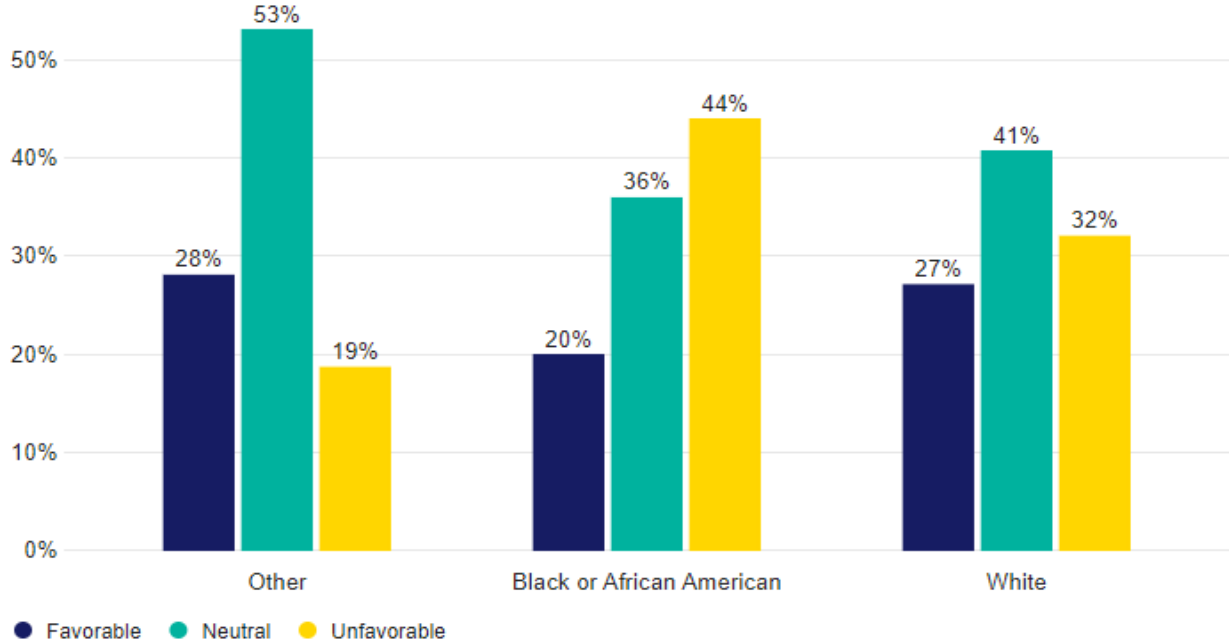


FIGURE 6-58: HIRING AND DEVELOPMENT BY RACE 3

PPS enacts practices to ensure that implicit bias does not unfairly impact people in the selection process.

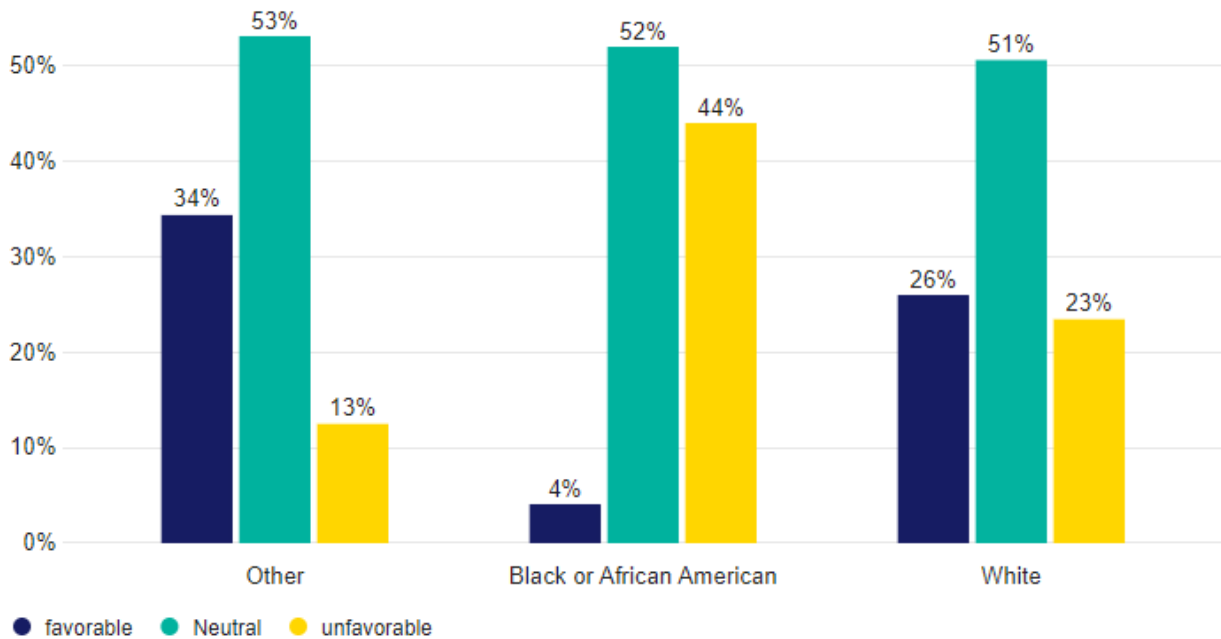


FIGURE 6-59: HIRING AND DEVELOPMENT BY RACE 4

The onboarding process communicates PPS's commitment to Racial Equity

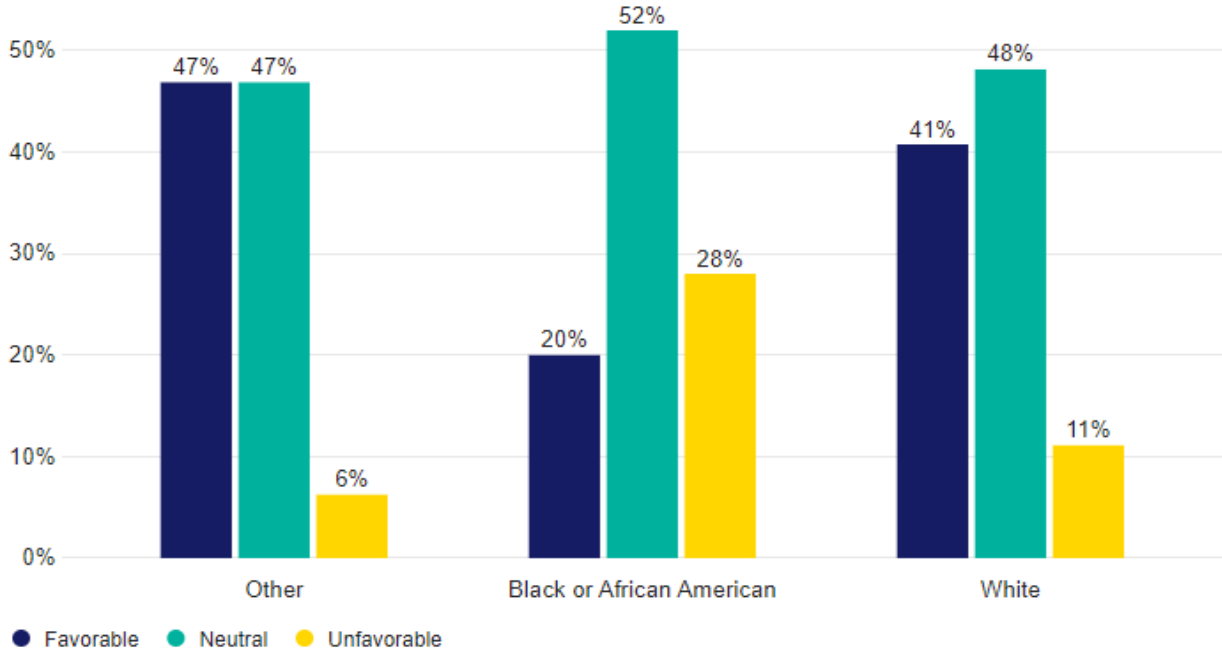


FIGURE 6-60: HIRING AND DEVELOPMENT BY RACE 5

The reality of the organization's culture is consistent with the way it was portrayed when I joined.

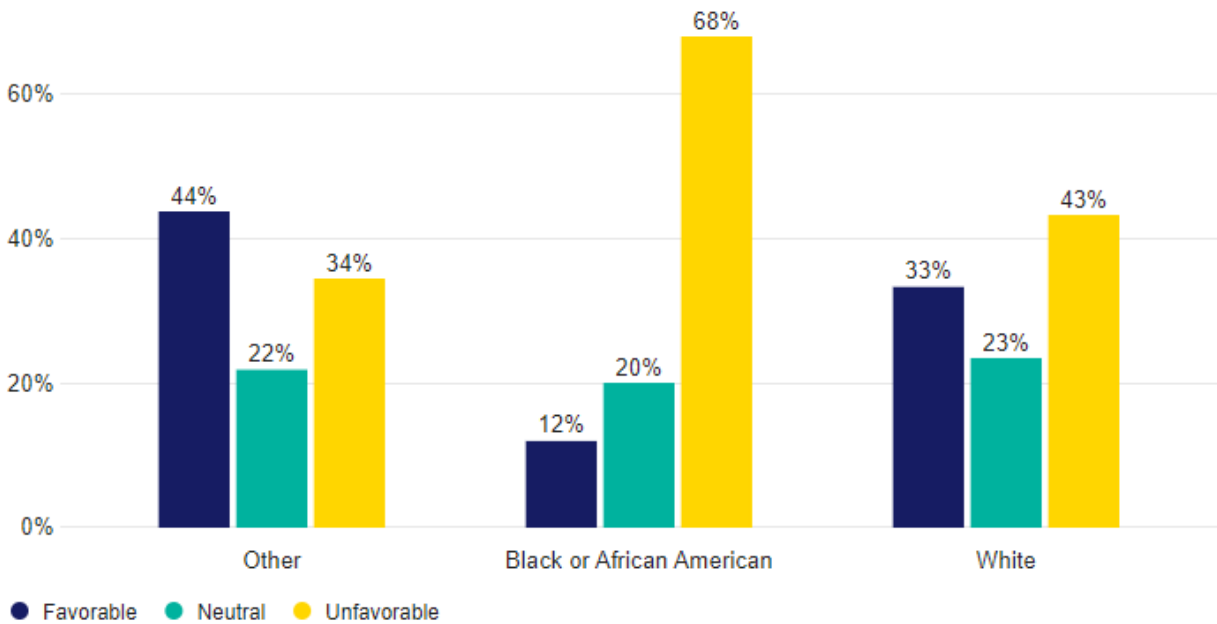


FIGURE 6-61: HIRING AND DEVELOPMENT BY RACE 6

Taking into consideration my unique lived experience, my peers and I have equal opportunities to advance our careers at PPS.

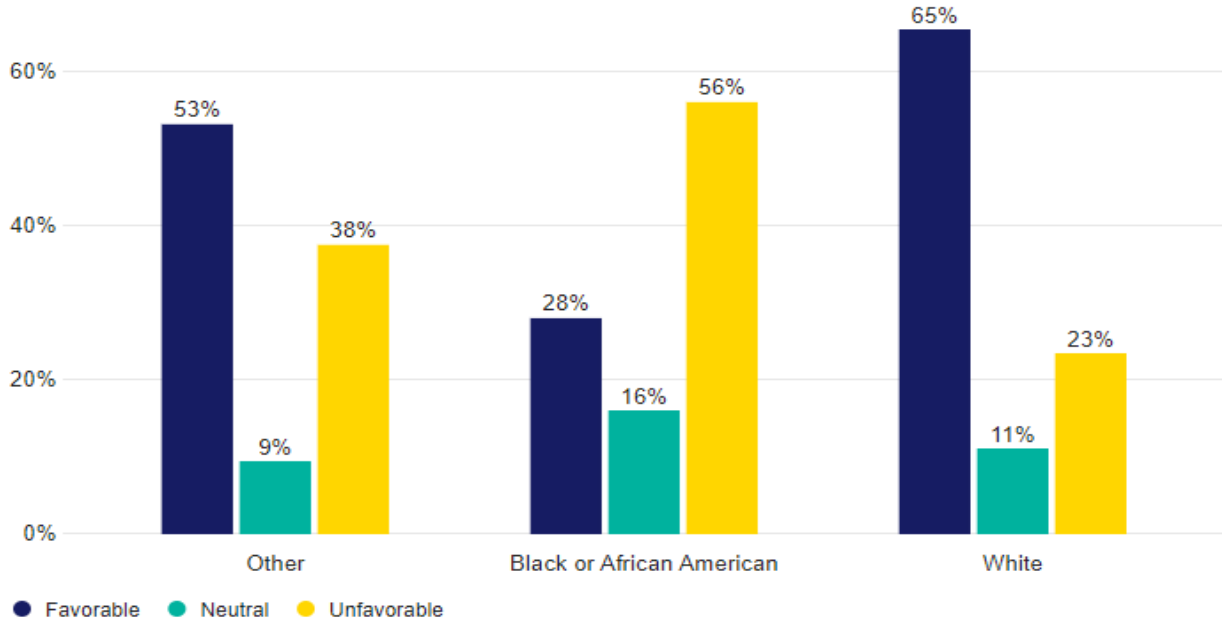


FIGURE 6-62: PROFESSIONAL DEVELOPMENT BY RACE 1

Consistent opportunities for professional development are available to all employees on a fair basis.

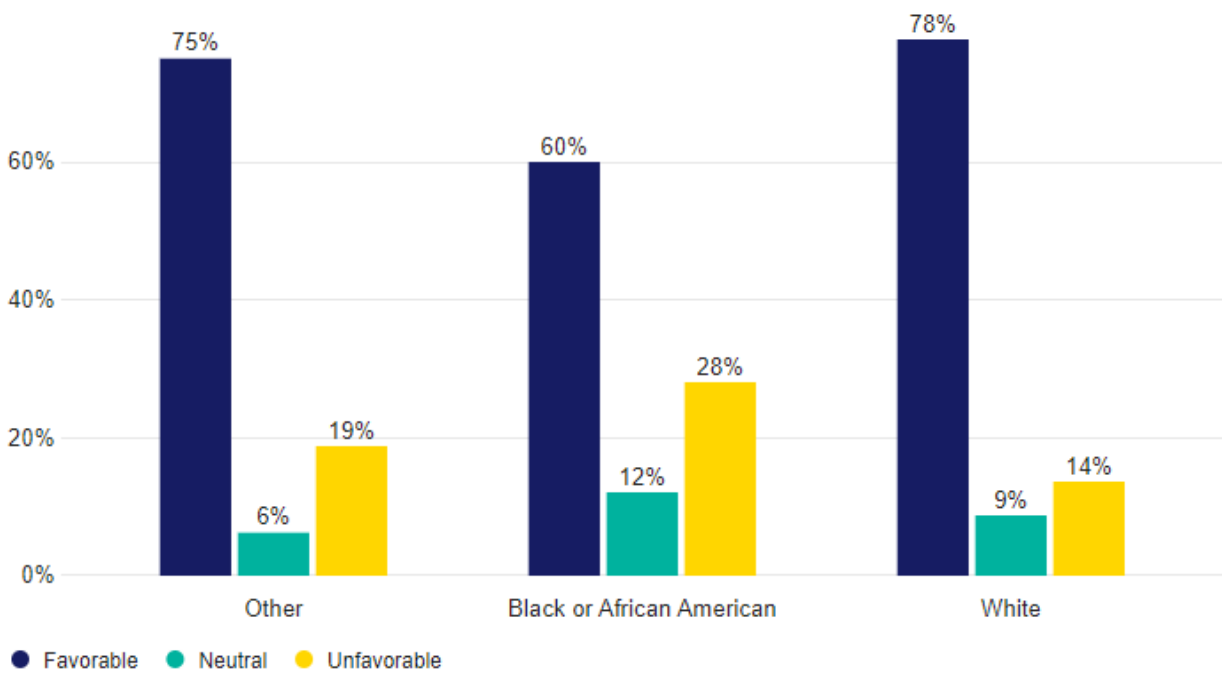


FIGURE 6-63: PROFESSIONAL DEVELOPMENT BY RACE 2

I have opportunities to engage in high visibility projects in my work.

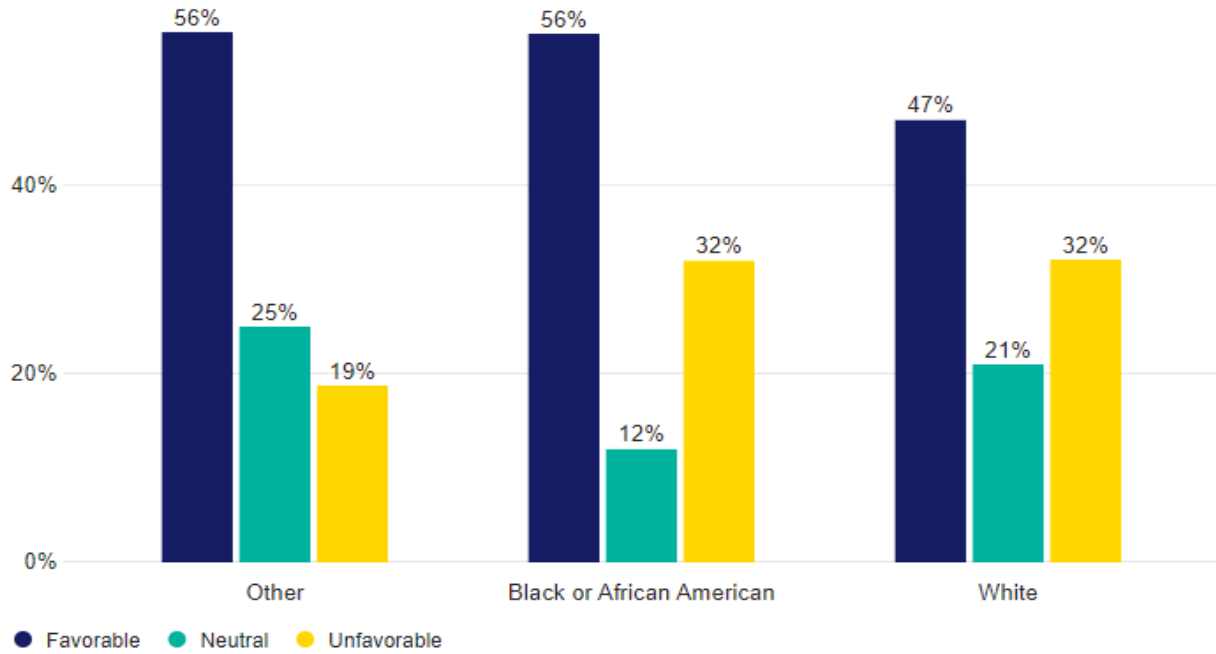


FIGURE 6-64: PROFESSIONAL DEVELOPMENT BY RACE 3

Professionally creative and high visibility assignments are available to all who desire them.

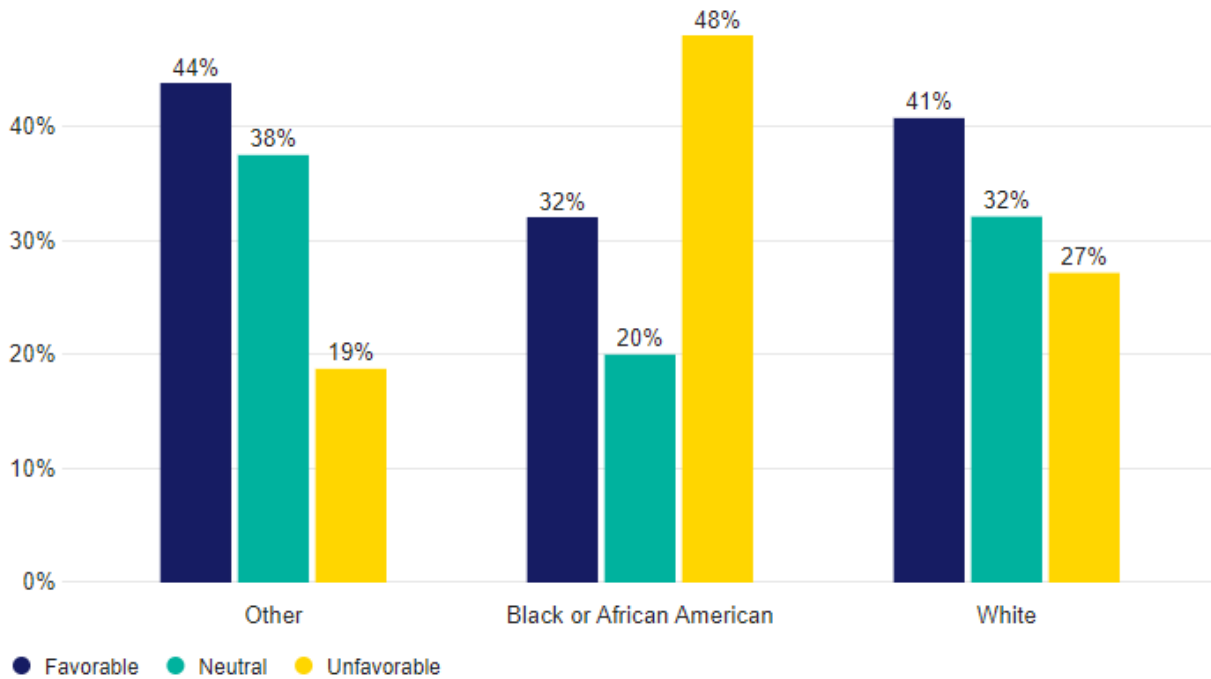


FIGURE 6-65: PROFESSIONAL DEVELOPMENT BY RACE 4

My school leadership gives me clear and realistic performance expectations.

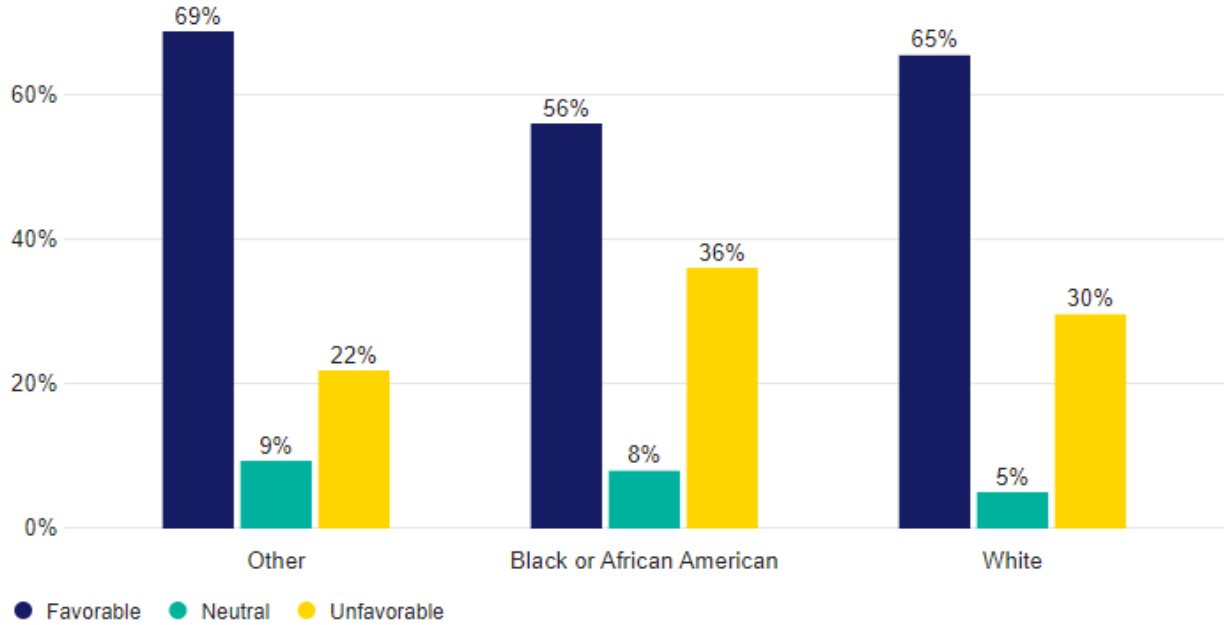


FIGURE 6-66: PROFESSIONAL DEVELOPMENT BY RACE 5

My school leadership gives me clear feedback on my work and performance.

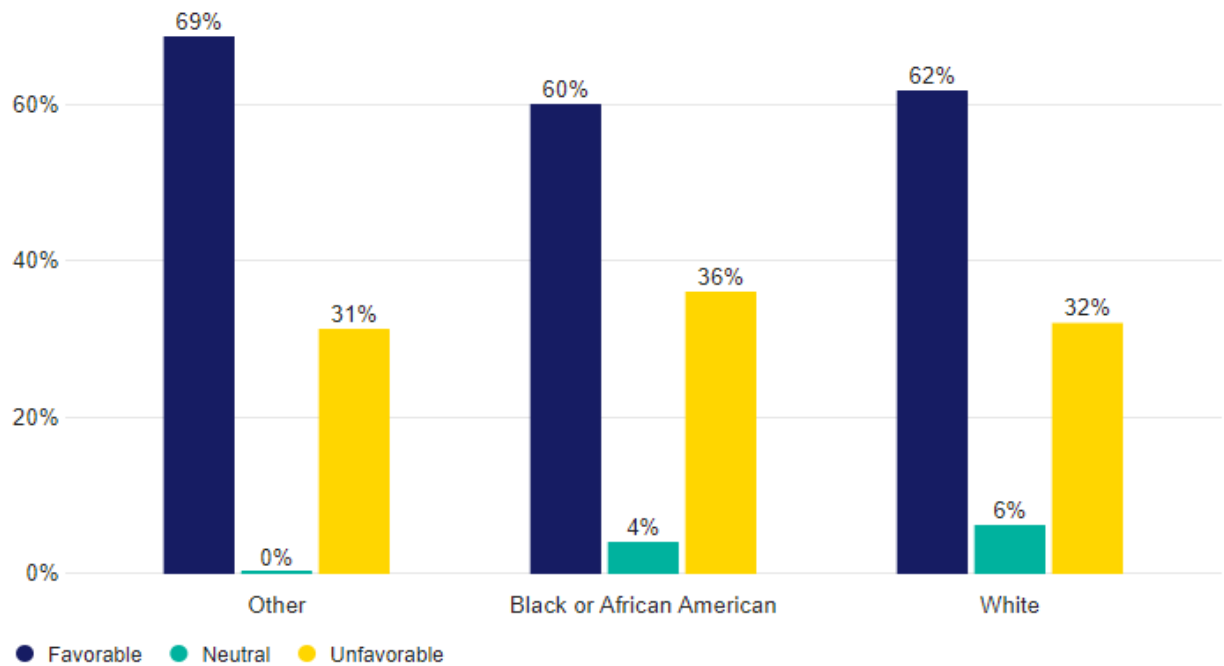
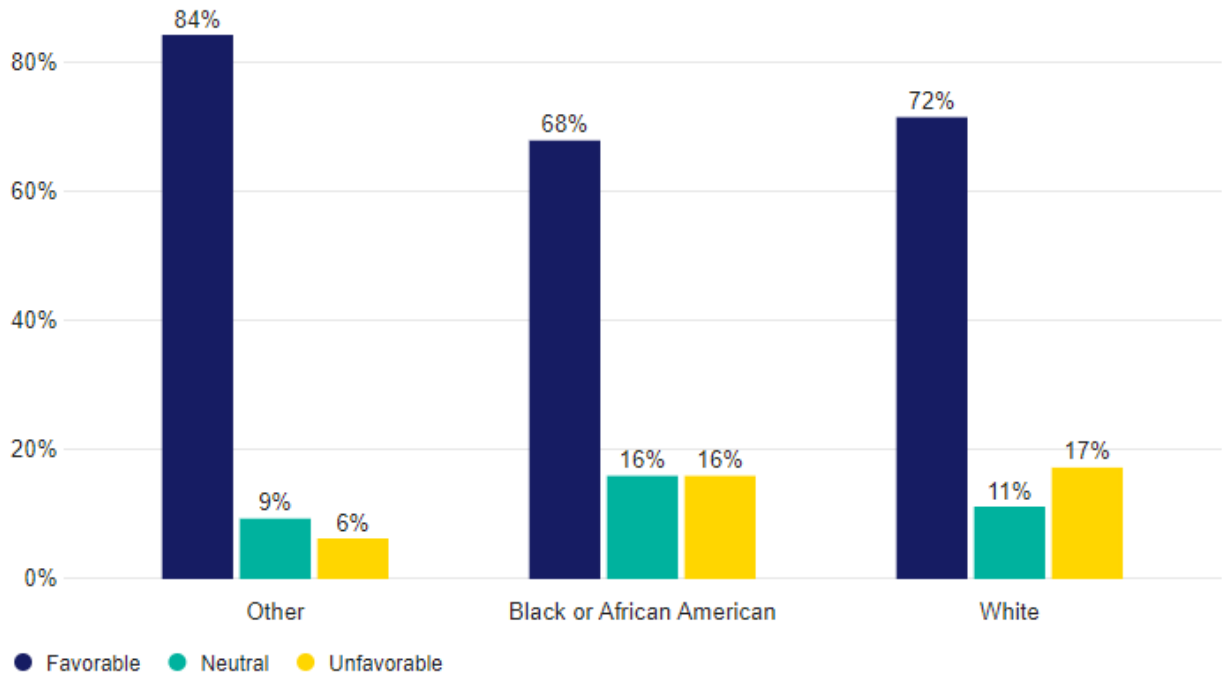


FIGURE 6-67: PROFESSIONAL DEVELOPMENT BY RACE 6

I believe my performance is evaluated fairly.



Parent & Caregiver Survey Methodology

MGT conducted a survey of parents and caregivers to better understand their perceptions of diversity, equity, inclusion, and access within PPS, and its level of success in creating an inclusive environment for students. The parent & caregiver survey was distributed via email and was open for two weeks. The survey consisted of five topics via Likert statements and had three open-ended questions. MGT collected some general demographic information in order to identify patterns within race, ethnicity, gender or other employee groups. The Likert statements were grouped into the following categories.

- ◆ Leadership Readiness
- ◆ Diversity/Representation
- ◆ Inclusion and Belonging
- ◆ Student Conflict Resolution

Parent & Caregiver Results

There were 375 parents & caregivers at PPS that participated in the survey, but not every person responded to every question. When reading the breakouts by demographic groups, it is also critical that readers understand that each individual can identify as many different and varying identities. For example, an employee could be Black, but also male, gay and disabled. For the purposes of this report, the survey response options “Strongly Agree” and “Agree” were grouped into the “*Favorable*” category, the “Strongly Disagree” and “Disagree” were grouped into the “*Unfavorable*” category, and the “I don’t have a strong position” were grouped into the “*Respondent Unsure*” category.

To maintain anonymity of the respondents, MGT did not collect intersectional demographics. Additionally, in instances where respondents of a particular demographic were too few (Less than 10 individuals per group), they were grouped at the next highest level of organization when bifurcating results on a specific identity marker to further protect confidentiality. In the case of PPS, there were too few respondents that identified as persons of color thus they were grouped together as “BIPOC”. Similarly, the group “LGBTQ+/Asexual/Other” was created to examine results across sexual orientation to protect the confidentiality of survey respondents.

The figures below show the aggregate responses to each of the scales in MGT’s racial equity survey. The figures below show the aggregate responses to each of the scales in MGT’s racial equity survey. Given the primary focus of the audit, the sections that follow highlight key disparities within responses by race.

Figure 6-68 Leadership Readiness – Aggregate Results

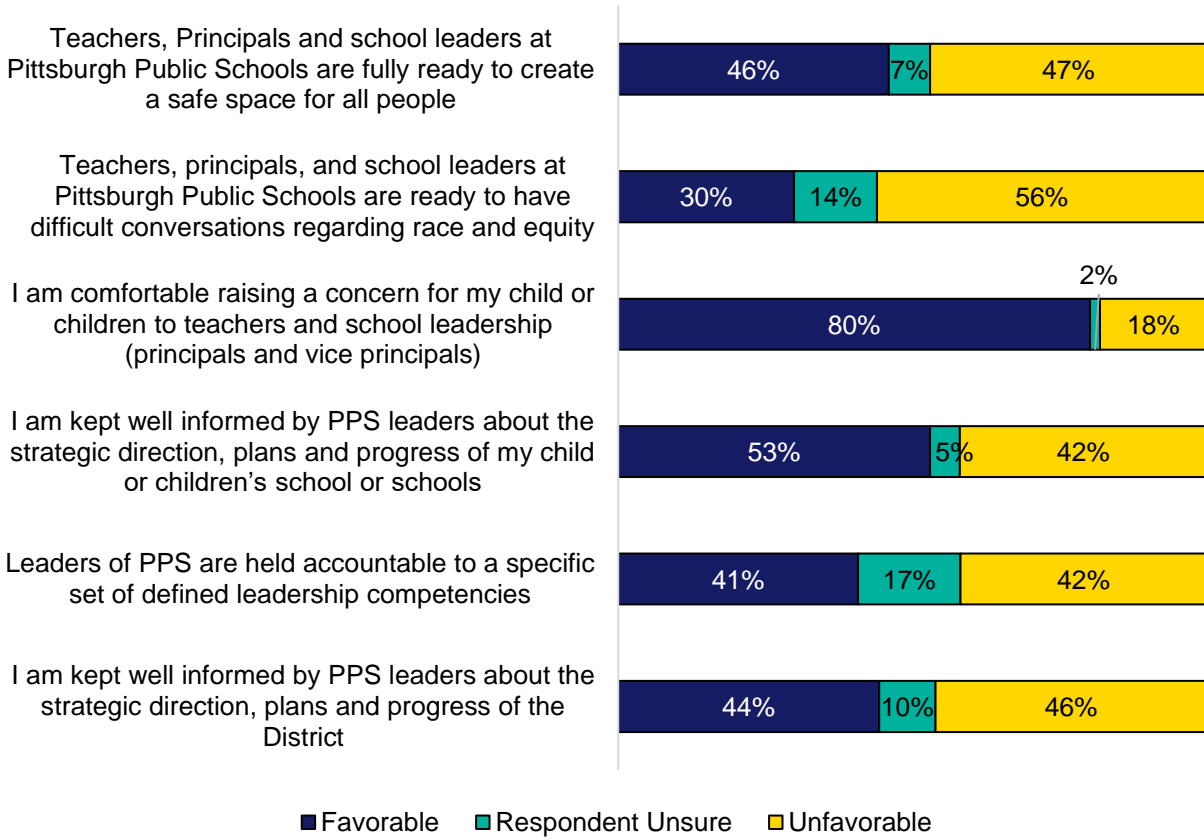


FIGURE 6-69 DIVERSITY/REPRESENTATION – AGGREGATE RESULTS

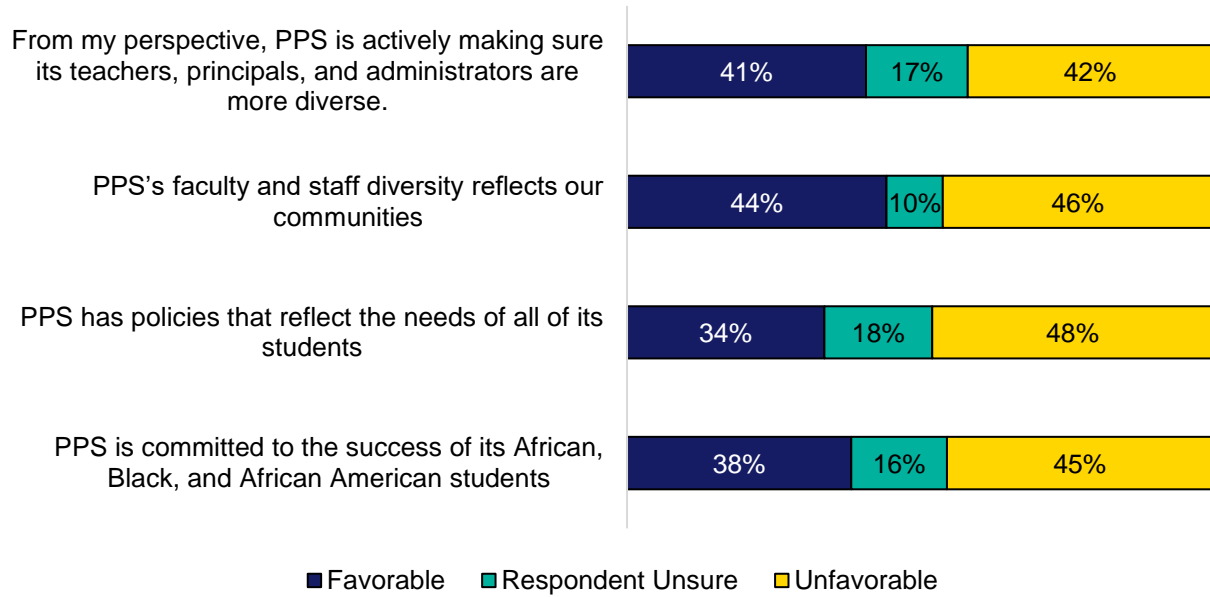


FIGURE 6-70 INCLUSION AND BELONGING – AGGREGATE RESULTS

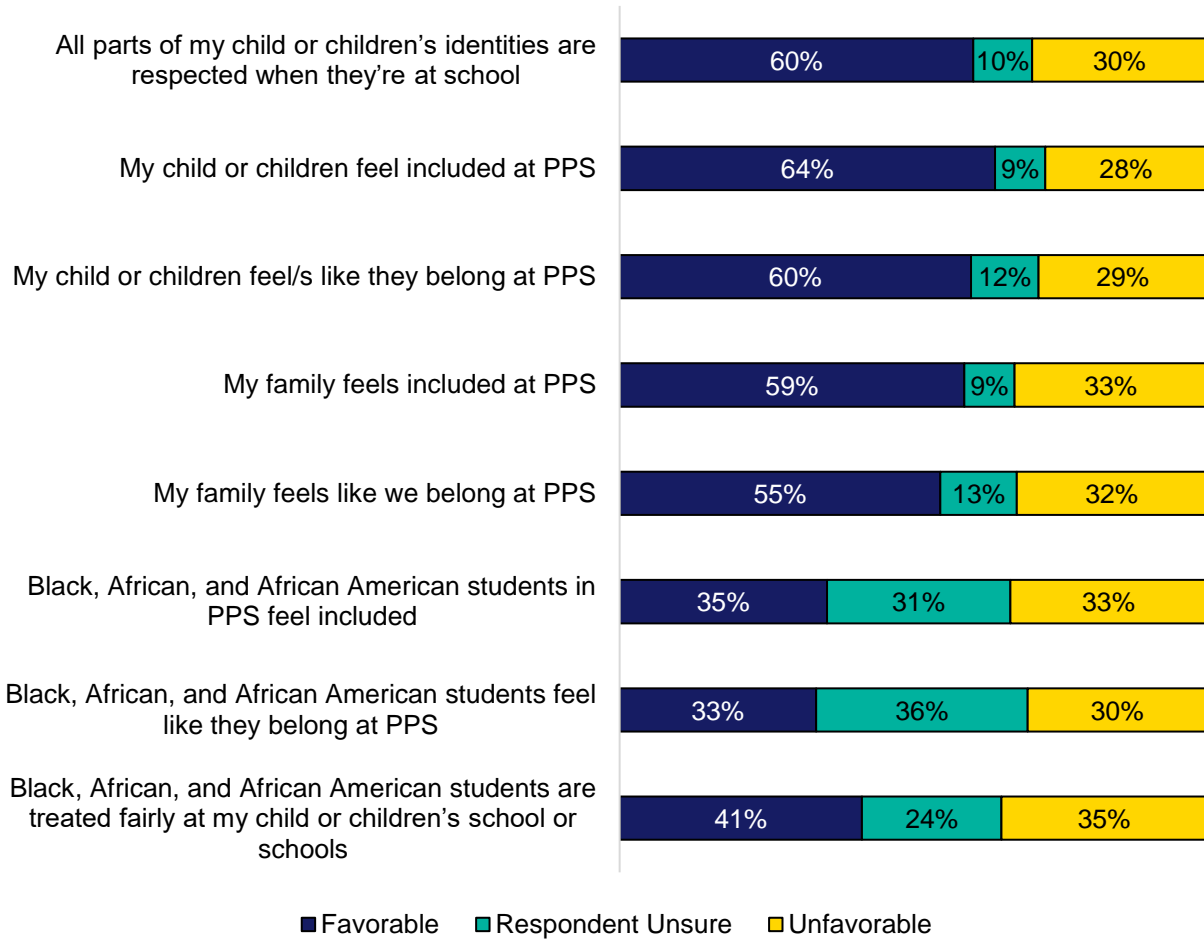


FIGURE 6-71 STUDENT EQUITY AND ACCESS – AGGREGATE RESULTS

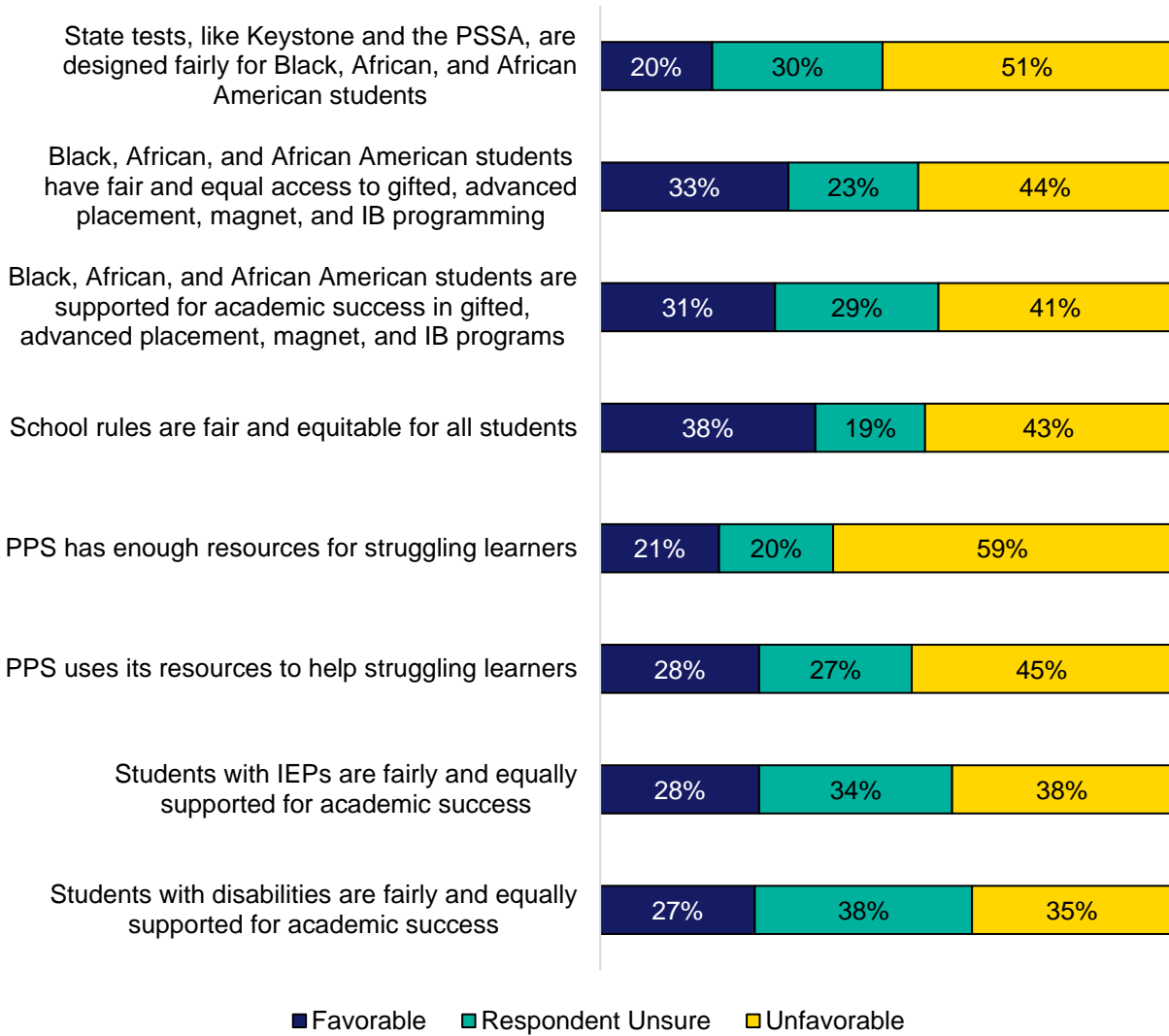


FIGURE 6-72 STUDENT CONFLICT RESOLUTIONS – AGGREGATE RESPONSES

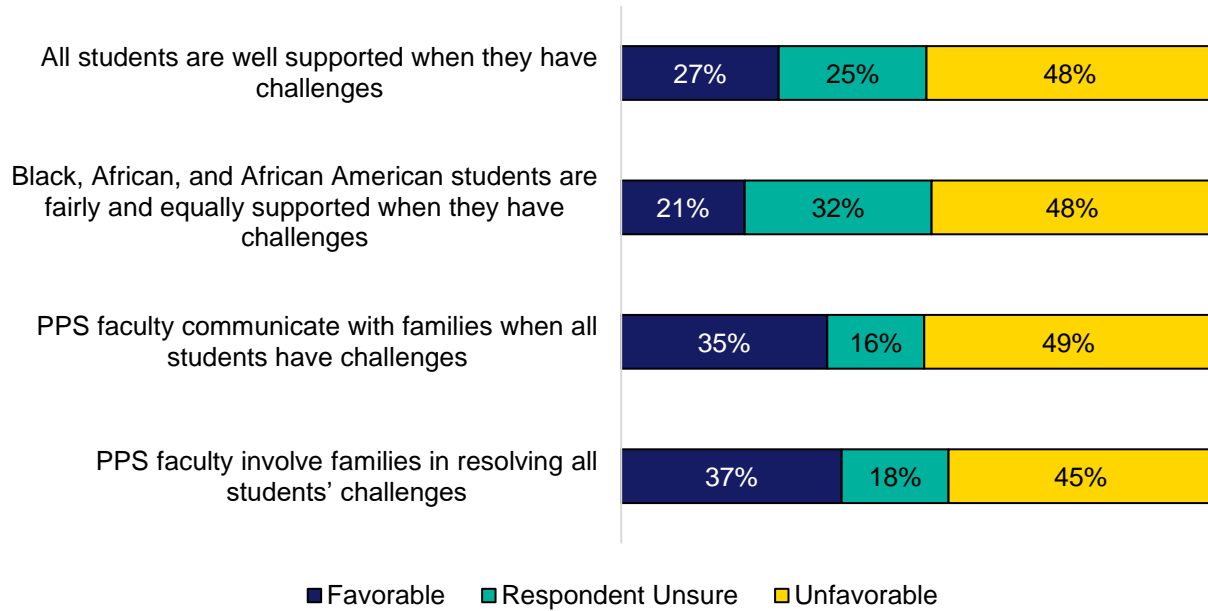


FIGURE 6-73: LEADERSHIP READINESS BY RACE 1

Teachers, Principals and school leaders at Pittsburgh Public Schools are fully ready to create a safe space for all people.

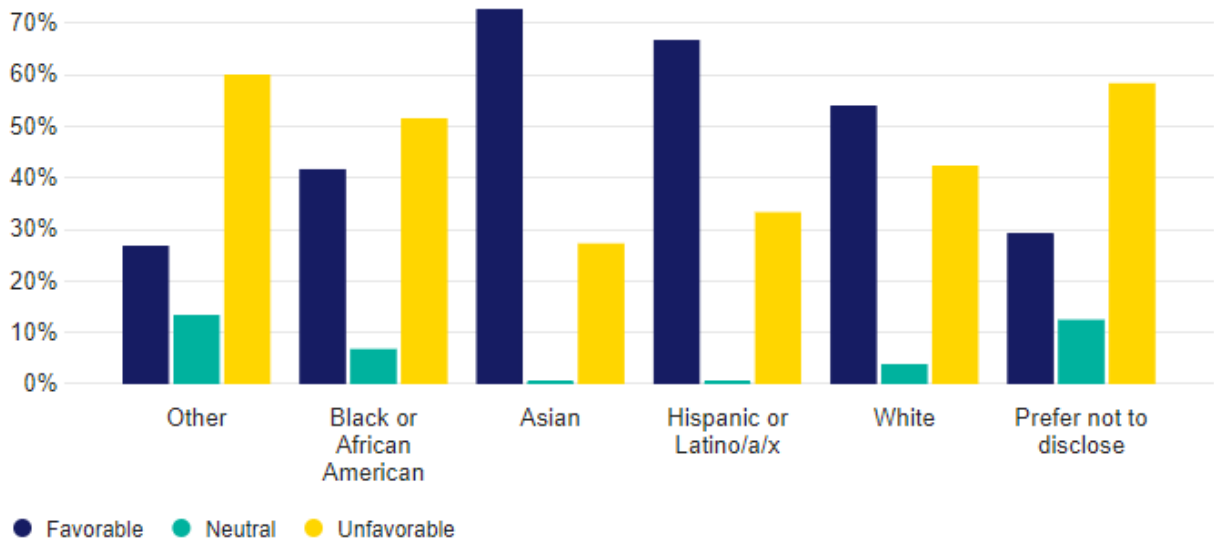


FIGURE 6-74: LEADERSHIP READINESS BY RACE 2

Teachers, principals, and school leaders at Pittsburgh Public Schools are ready to have difficult conversations regarding race and equity.

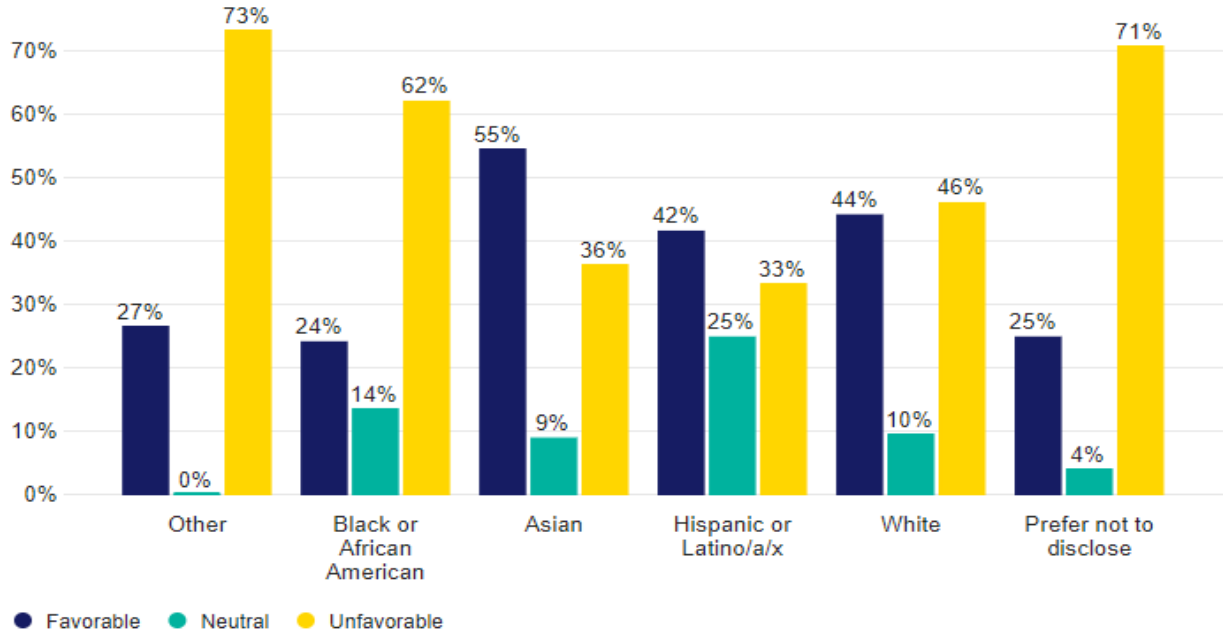


FIGURE 6-75: LEADERSHIP READINESS BY RACE 3

I am comfortable raising a concern for my child or children to teachers and school leadership (principals and vice principals).

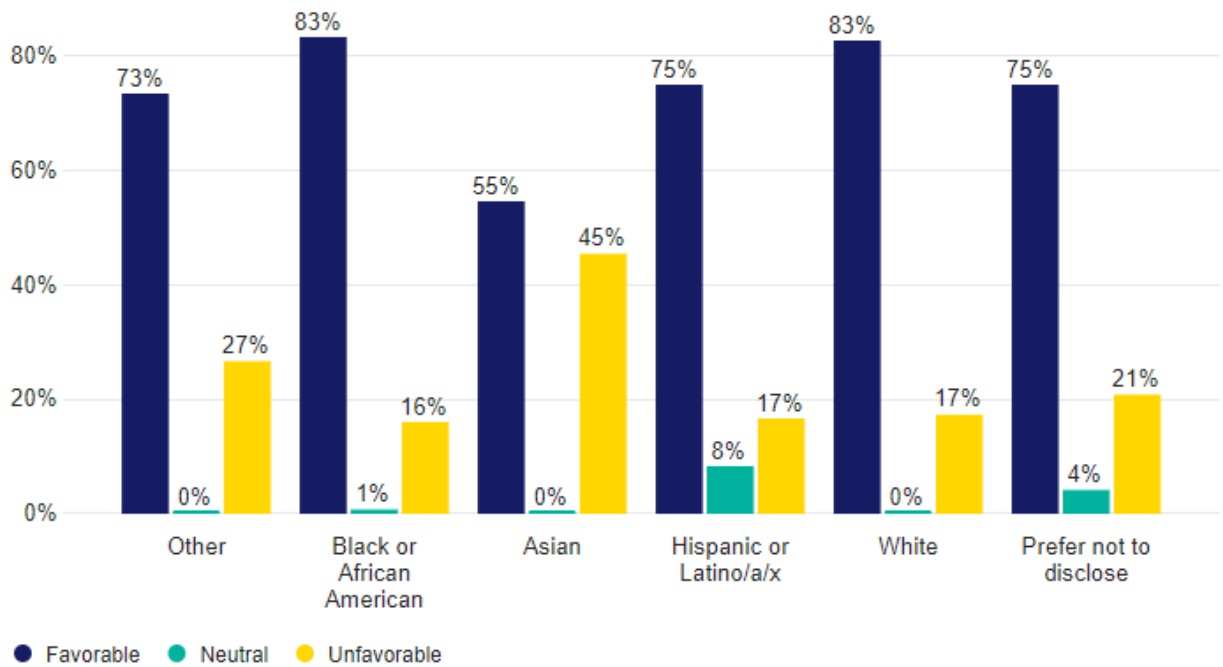


FIGURE 6-76: LEADERSHIP READINESS BY RACE 4

I am kept well informed by PPS leaders about the strategic direction, plans and progress of my child or children’s school or schools.

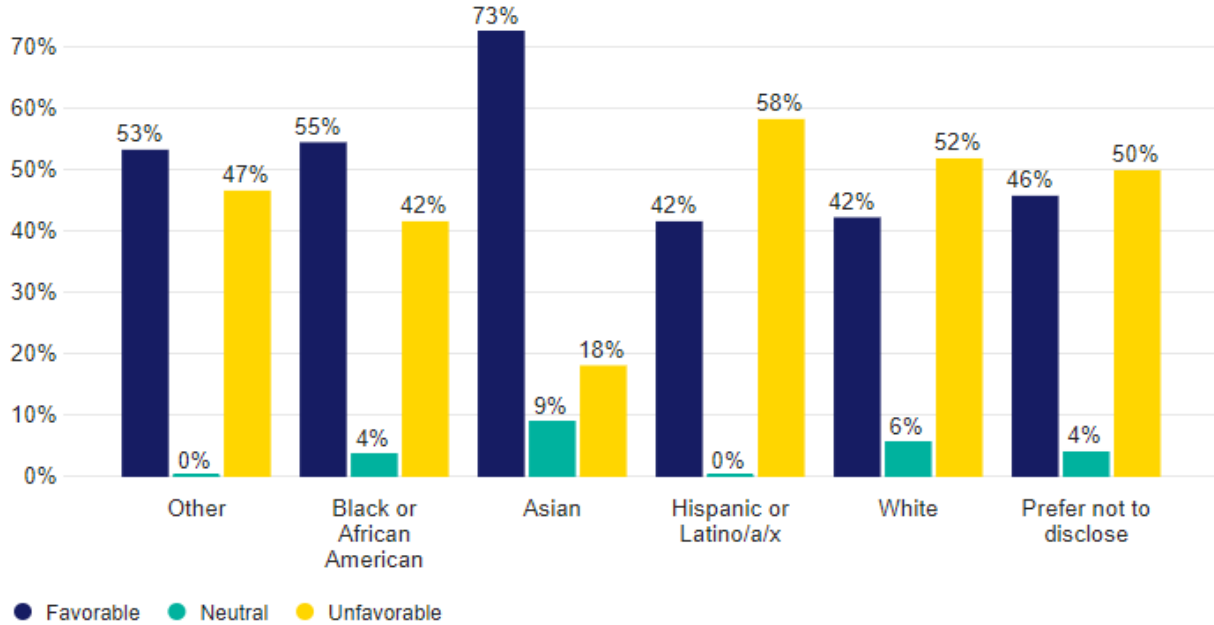


FIGURE 6-77: DIVERSITY/REPRESENTATION BY RACE 1

From my perspective, PPS is actively making sure its teachers, principals, and administrators are more diverse.

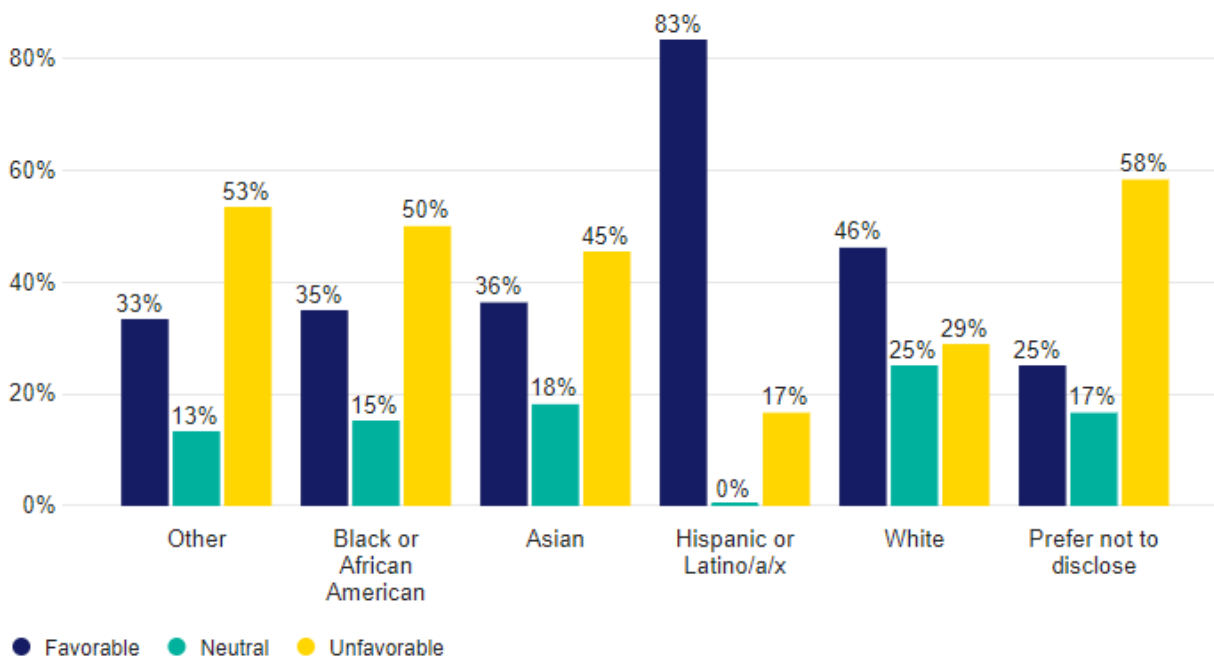


FIGURE 6-78: DIVERSITY/REPRESENTATION BY RACE 2
 PPS's faculty and staff diversity reflects our communities.

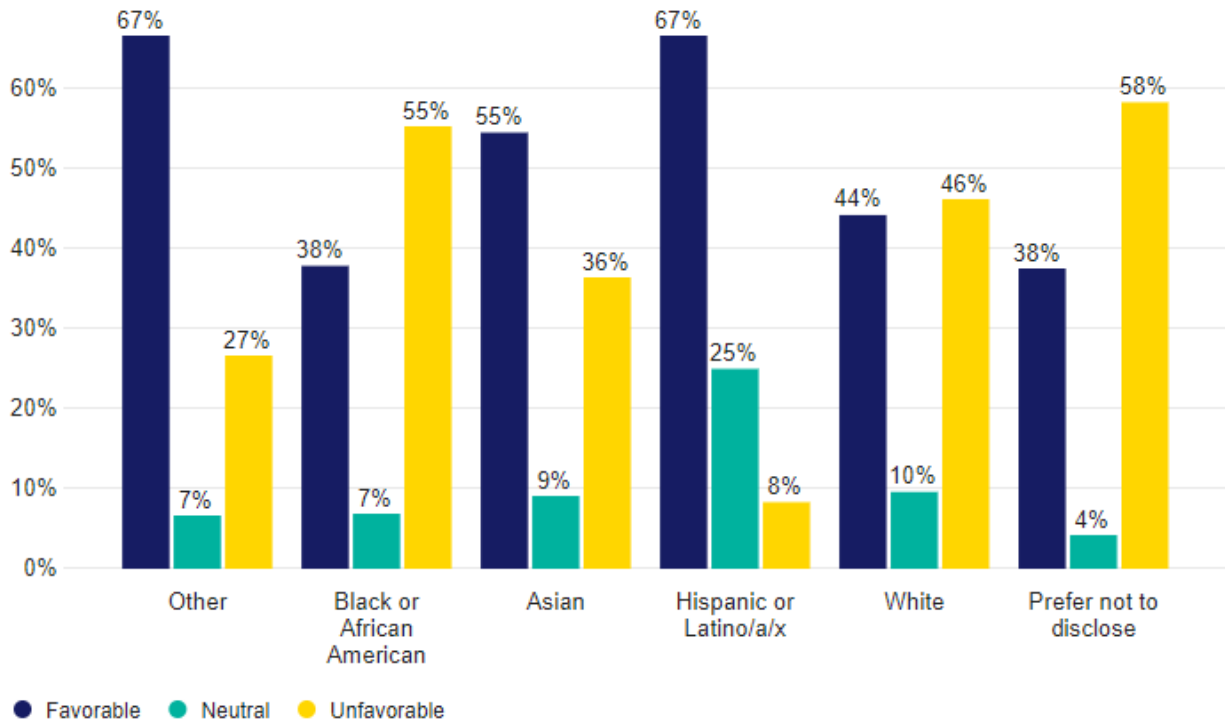


FIGURE 6-79: DIVERSITY/REPRESENTATION BY RACE 3
 PPS has policies that reflect the needs of all of its students.

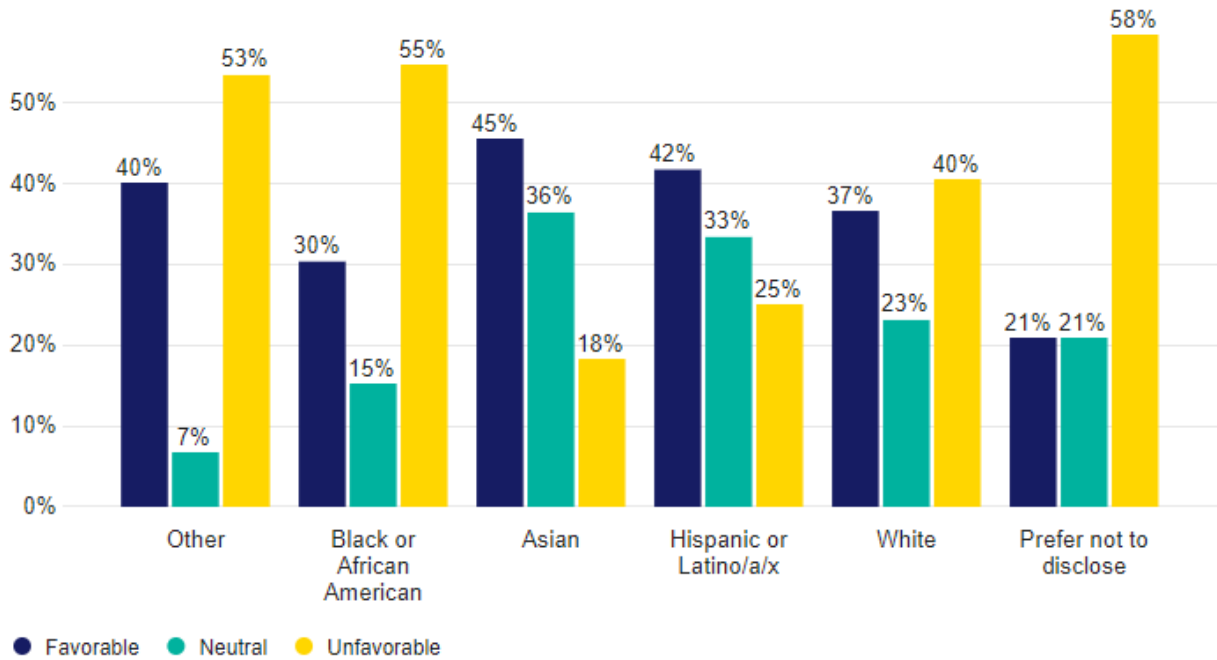


FIGURE 6-80: DIVERSITY/REPRESENTATION BY RACE 4

PPS is committed to the success of its African, Black, and African American students.

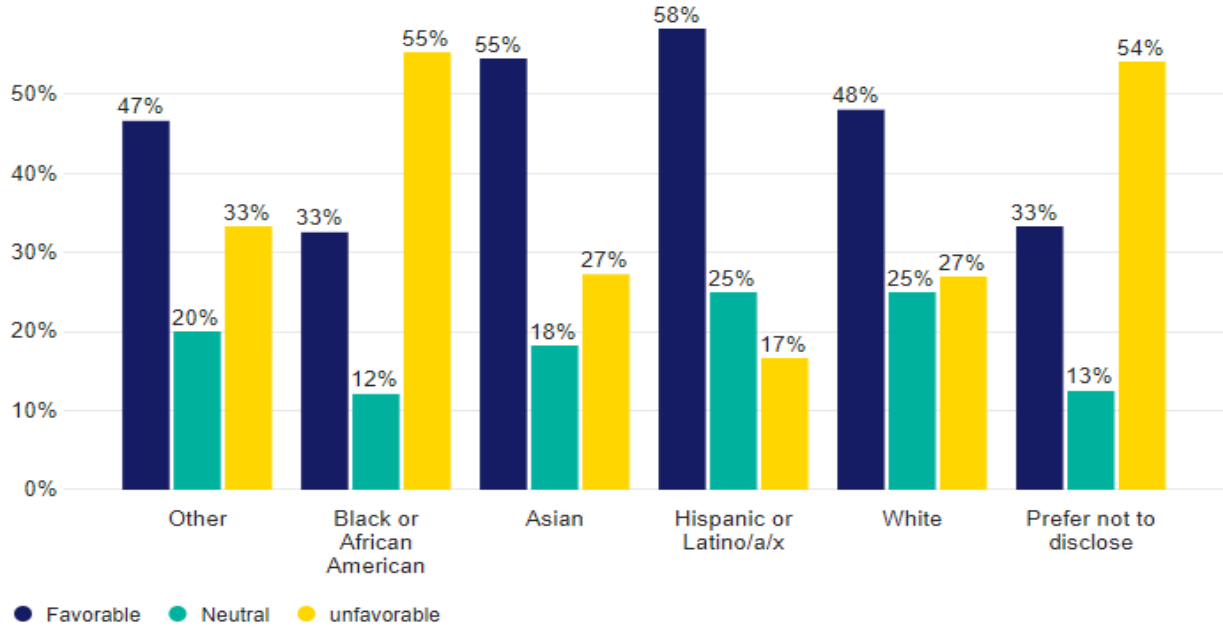


FIGURE 6-81: INCLUSION AND BELONGING BY RACE 1

All parts of my child or children’s identities are respected when they’re at school.

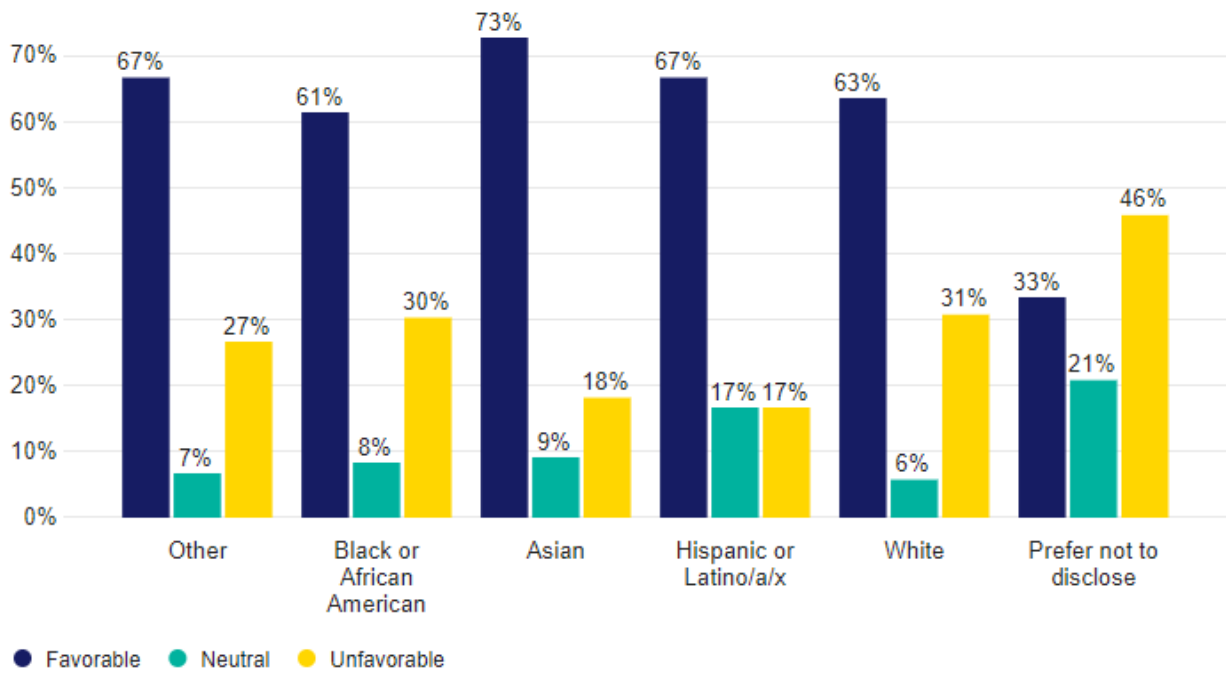


FIGURE 6-82: INCLUSION AND BELONGING BY RACE 2

My child or children feel included at PPS.

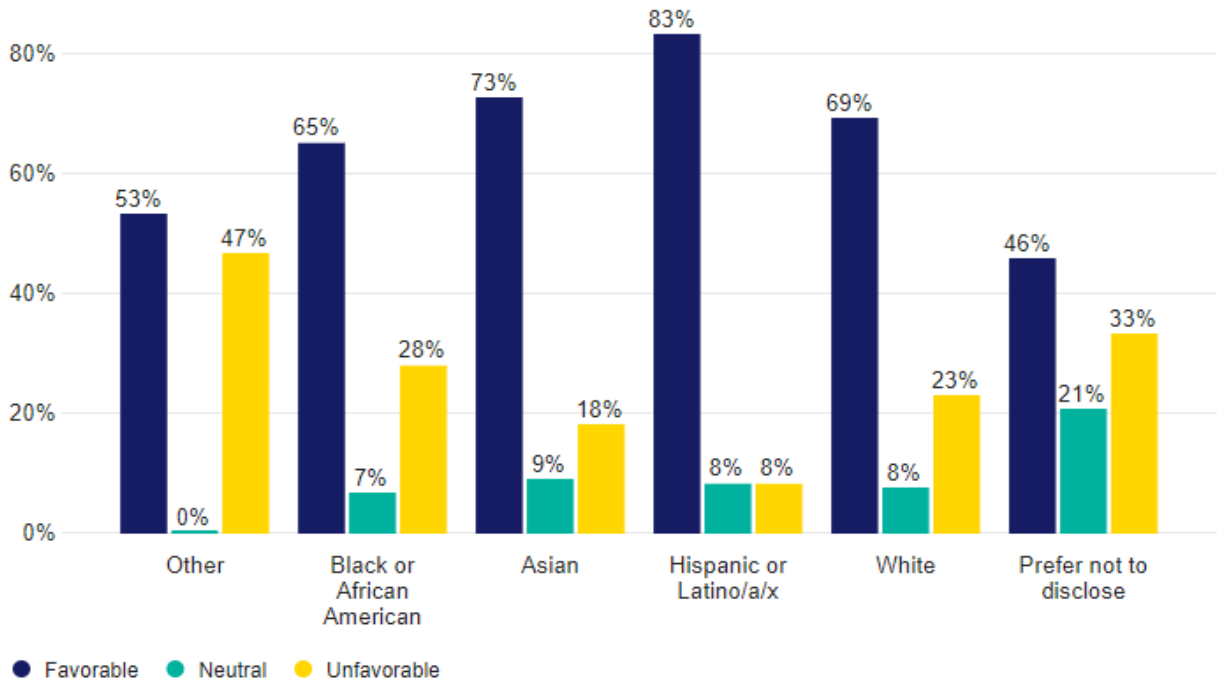


FIGURE 6-83: INCLUSION AND BELONGING BY RACE 3

My family feels included at PPS.

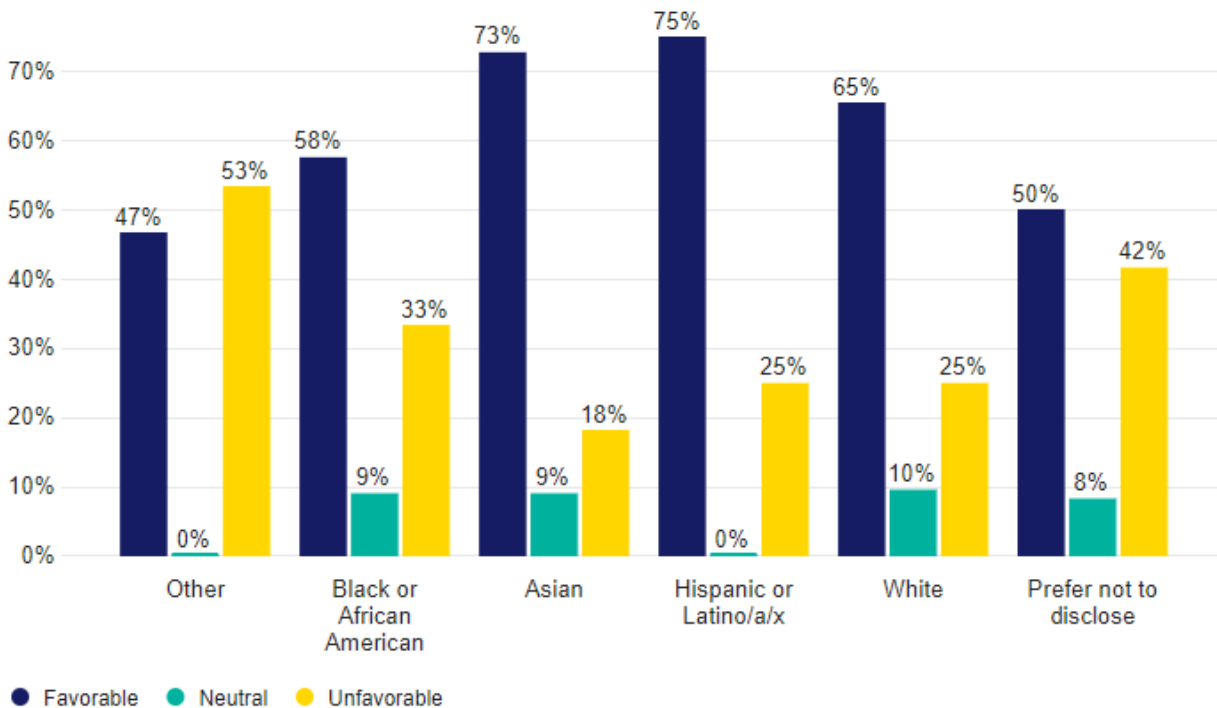


FIGURE 6-84: INCLUSION AND BELONGING BY RACE 4

My family feels like we belong at PPS.

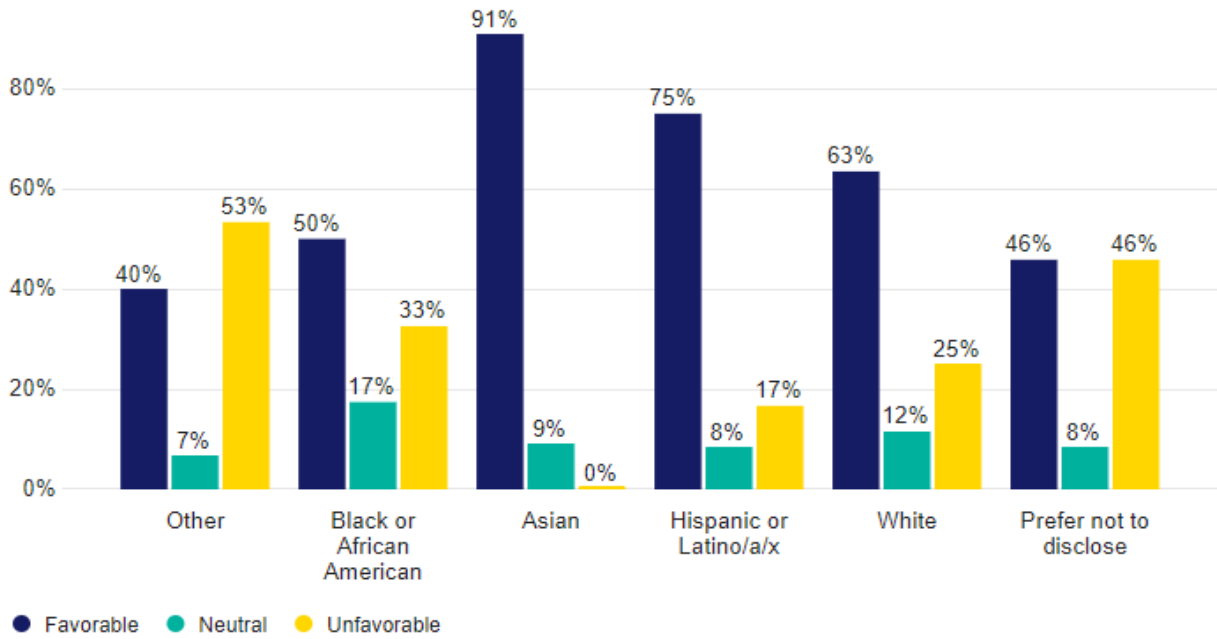


FIGURE 6-85: INCLUSION AND BELONGING BY RACE 5

Black, African, and African American students in PPS feel included.

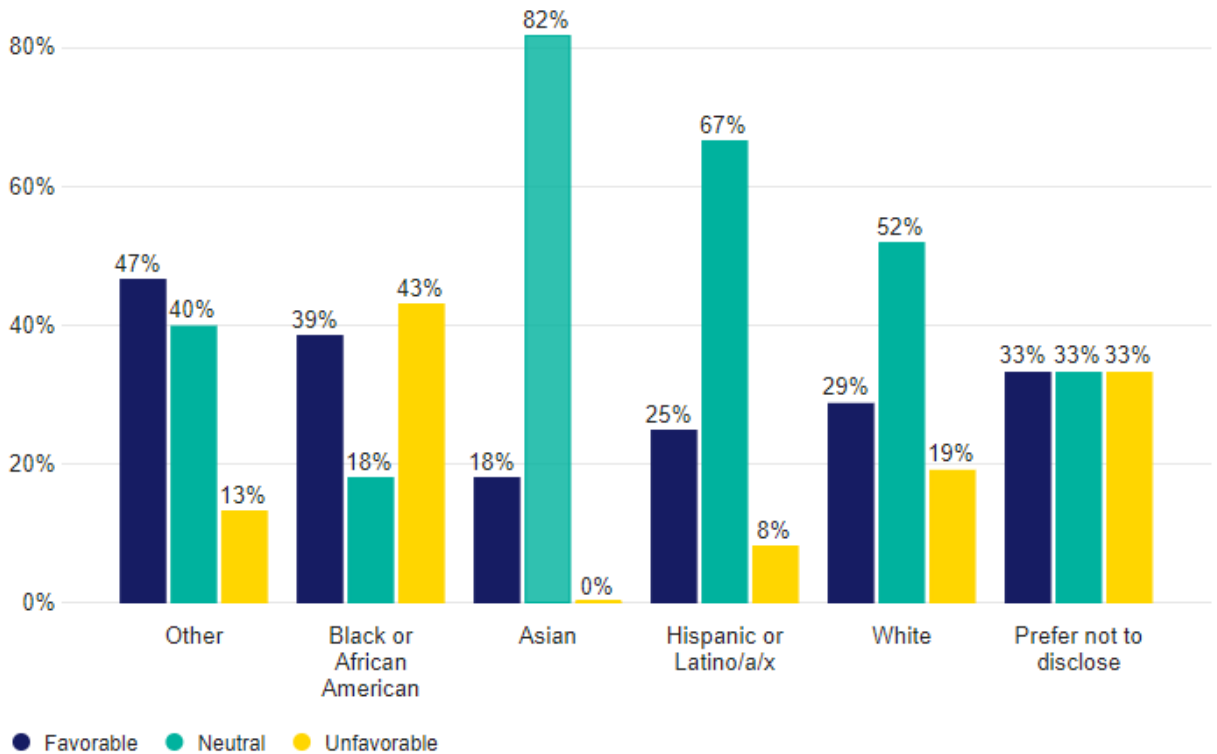


FIGURE 6-86: INCLUSION AND BELONGING BY RACE 6

Black, African, and African American students feel like they belong at PPS.

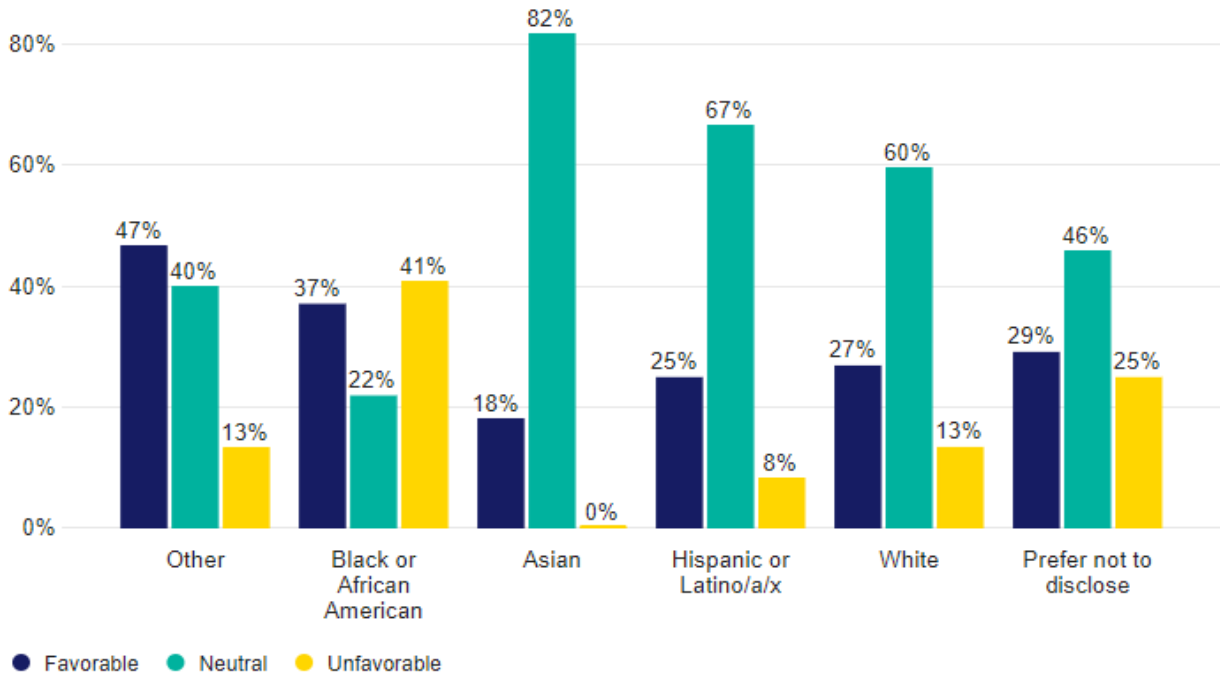


FIGURE 6-87: INCLUSION AND BELONGING BY RACE 7

Black, African, and African American students are treated fairly at my child or children’s school or schools.

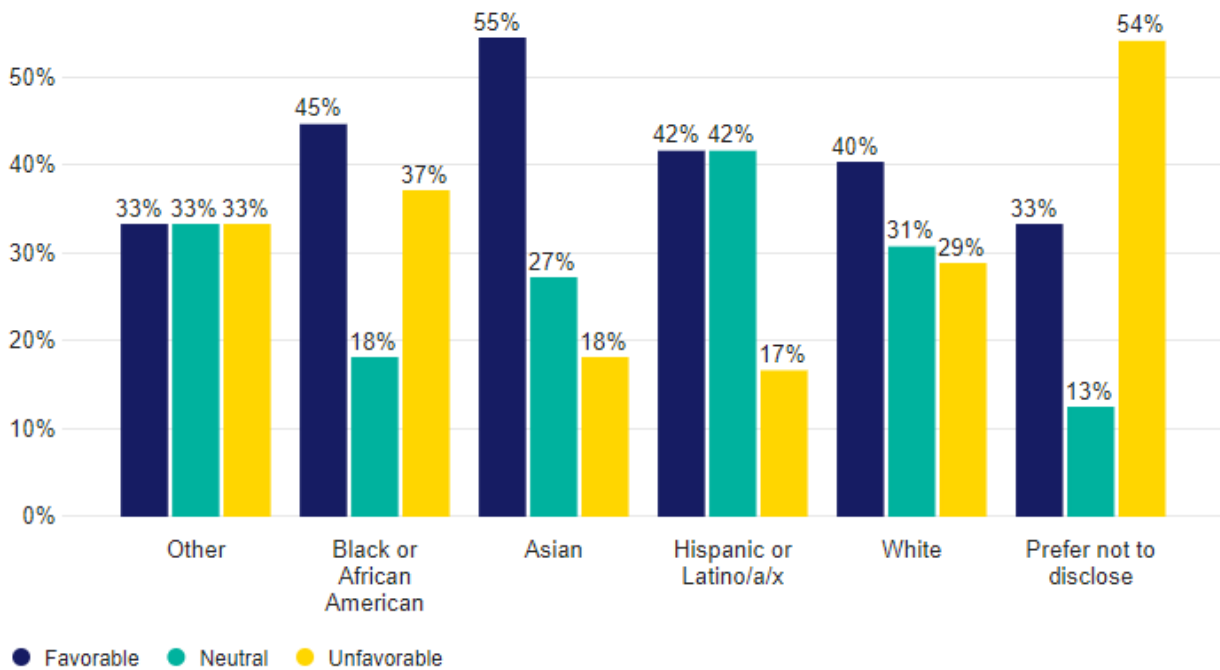


FIGURE 6-88: STUDENT EQUITY AND ACCESS BY RACE 1

State tests, like Keystone and the PSSA, are designed fairly for Black, African, and African American students.

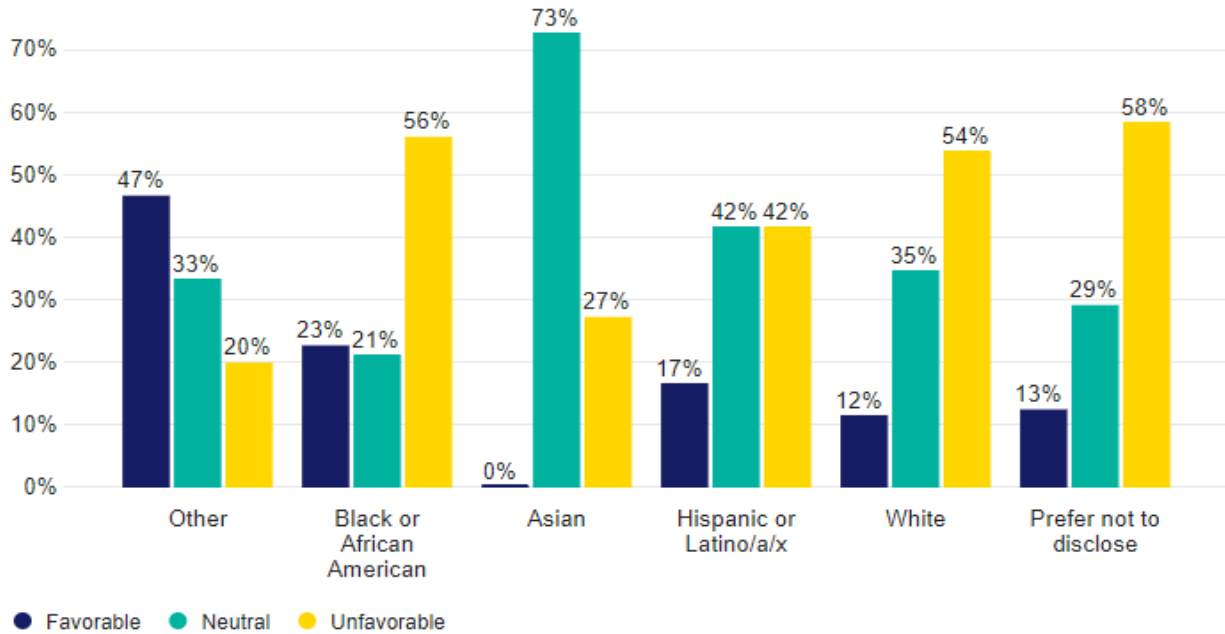


FIGURE 6-89: STUDENT EQUITY AND ACCESS BY RACE 2

Black, African, and African American students have fair and equal access to gifted, advanced placement, magnet, and IB programming.

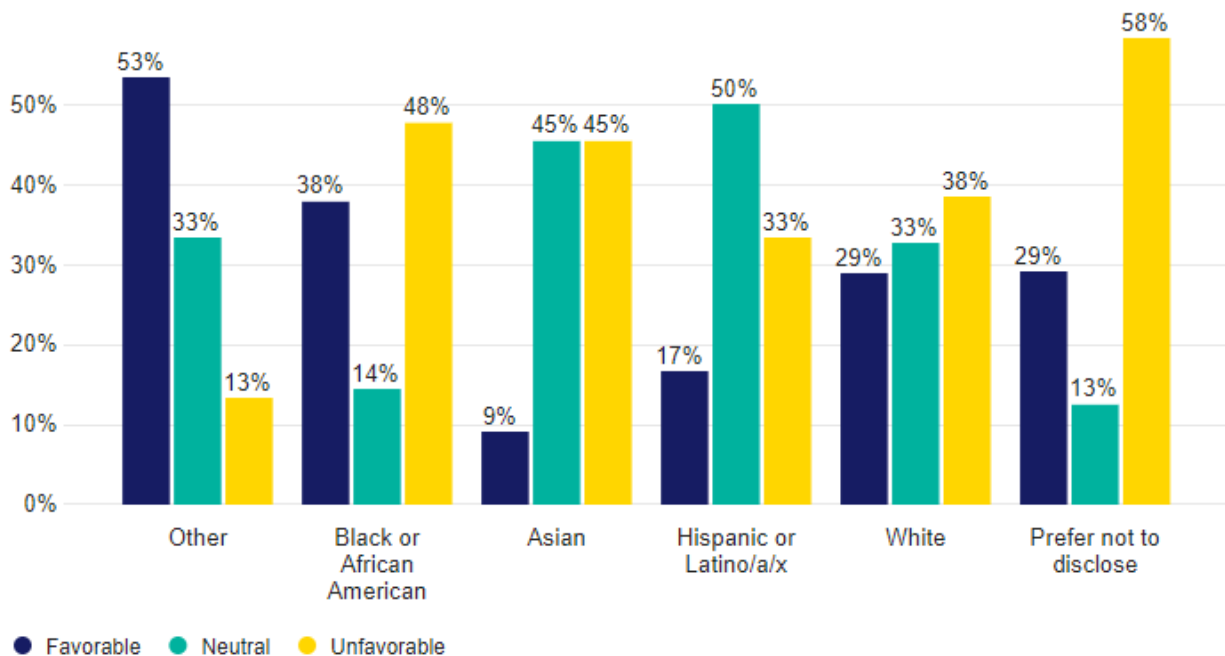


FIGURE 6-90: STUDENT EQUITY AND ACCESS BY RACE 3

Black, African, and African American students are supported for academic success in gifted, advanced placement, magnet, and IB programs.

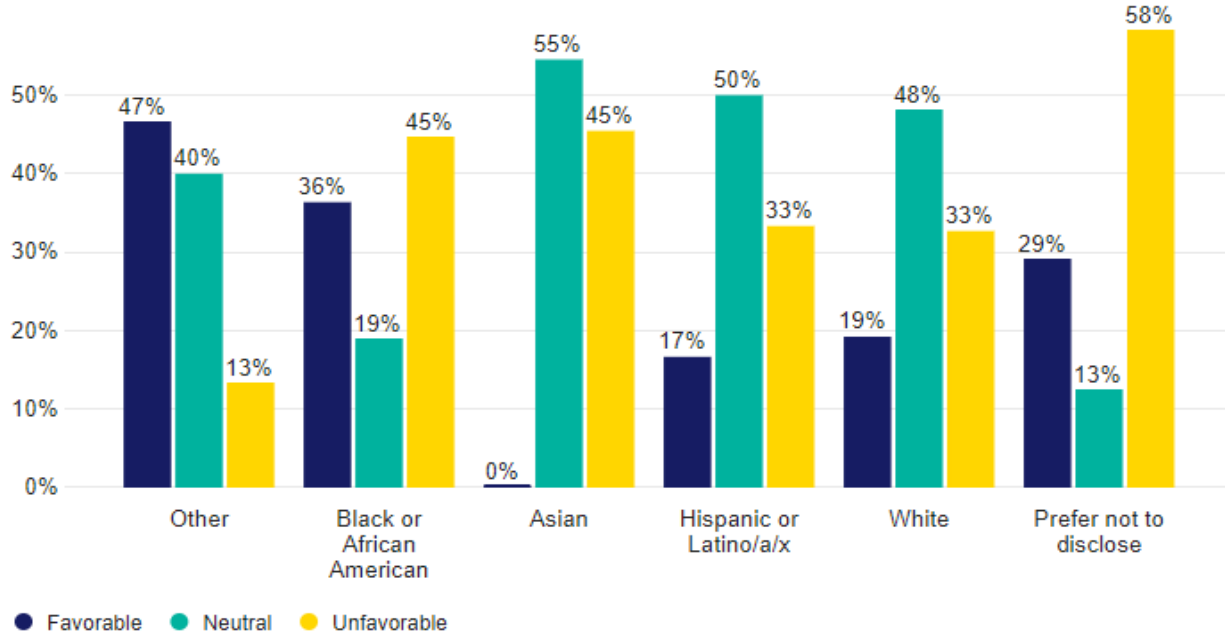


FIGURE 6-91: STUDENT EQUITY AND ACCESS BY RACE 4

School rules are fair and equitable for all students.

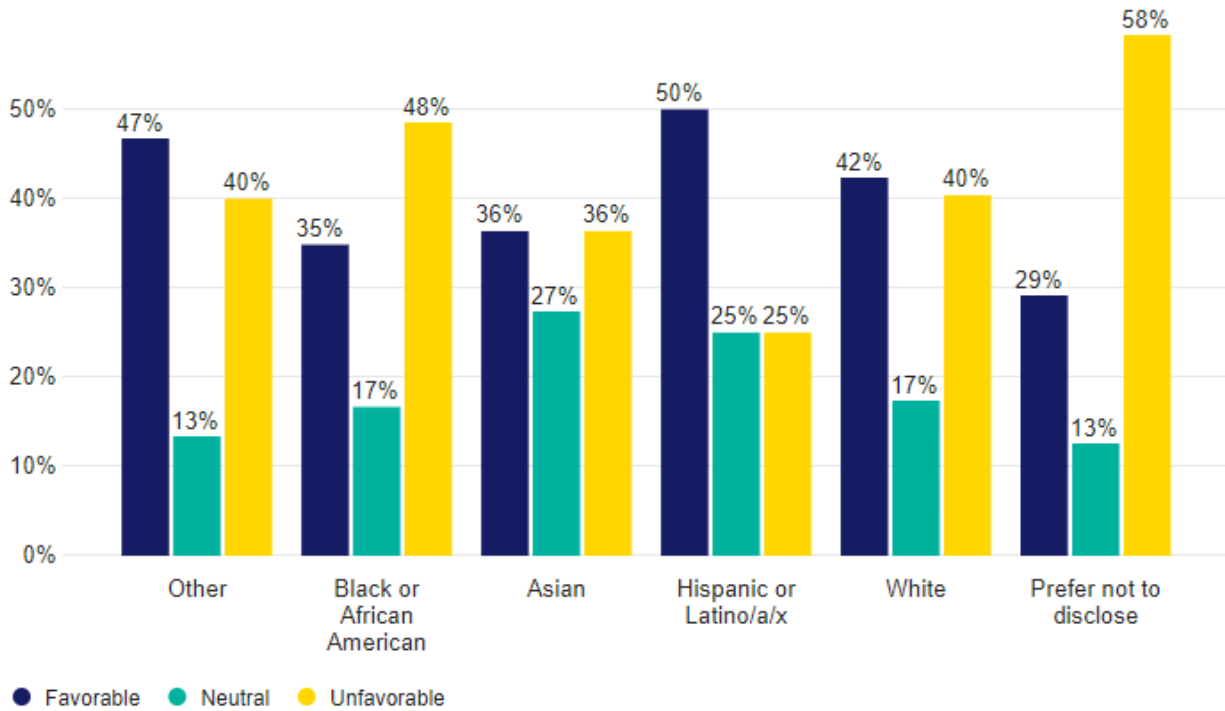


FIGURE 6-92 STUDENT EQUITY AND ACCESS BY RACE 5

PPS has enough resources for struggling learners.

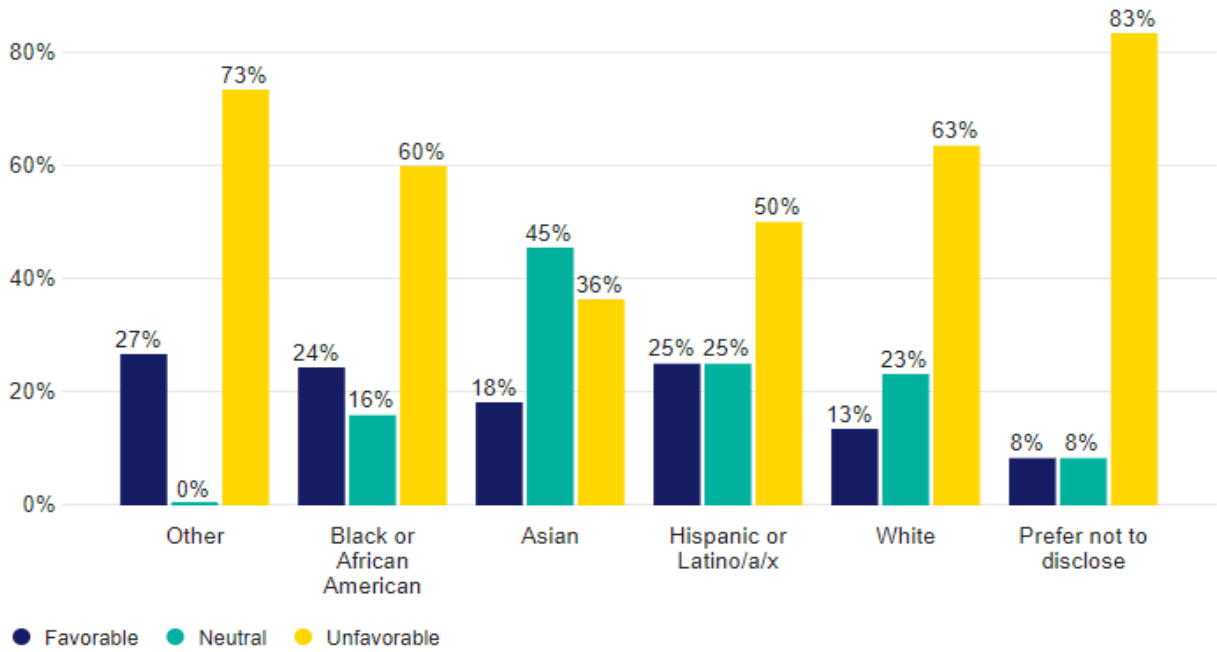


FIGURE 6-93: STUDENT EQUITY AND ACCESS BY RACE 6

PPS uses its resources to help struggling learners.

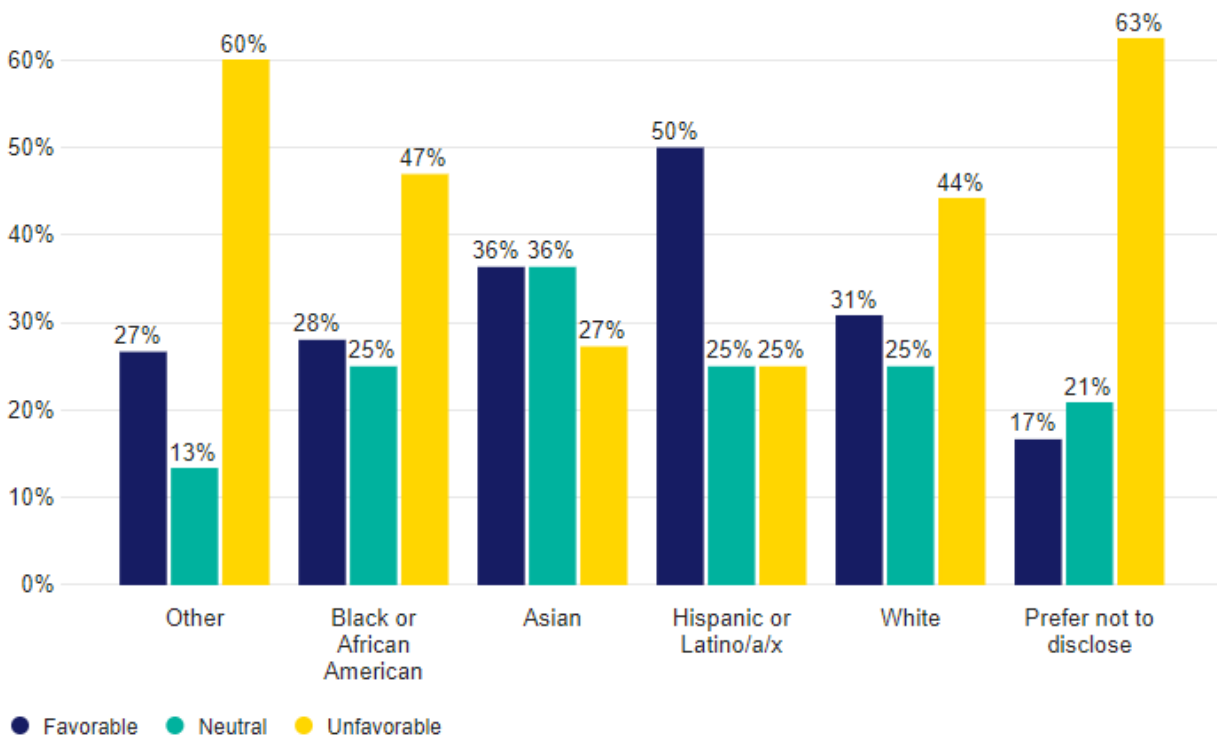


FIGURE 6-94: STUDENT EQUITY AND ACCESS BY RACE 7

Students with IEPs are fairly and equally supported for academic success.

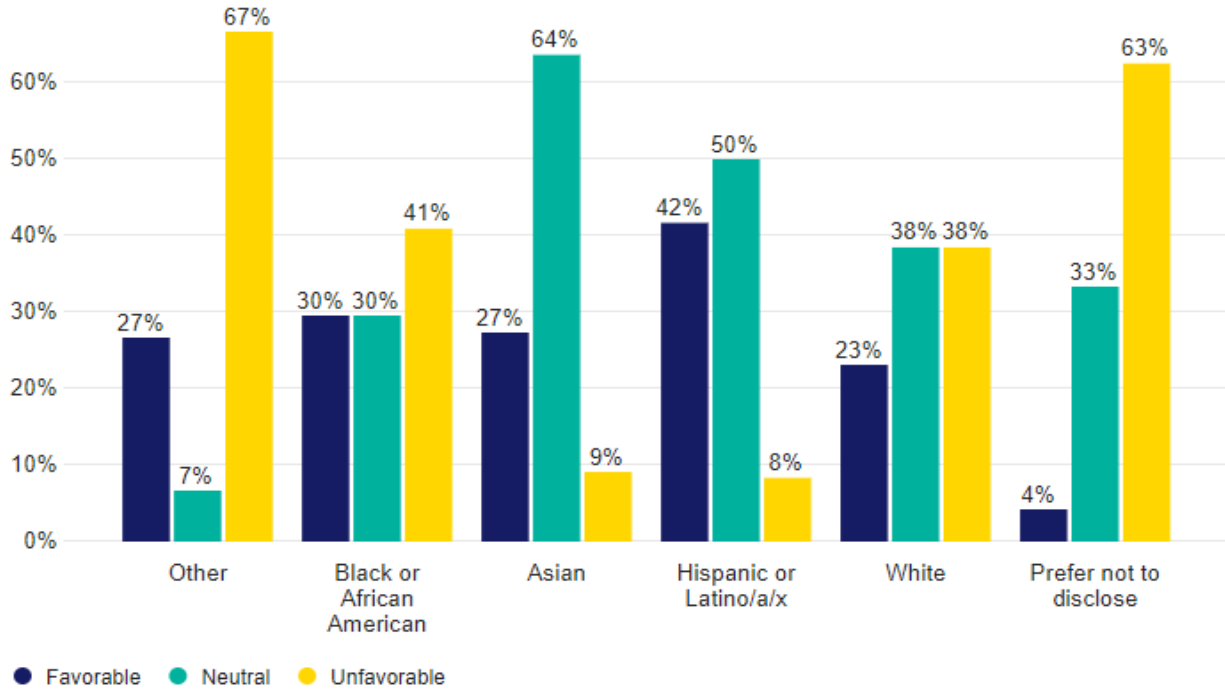


FIGURE 6-95: STUDENT EQUITY AND ACCESS BY RACE 8

Students with disabilities are fairly and equally supported for academic success.

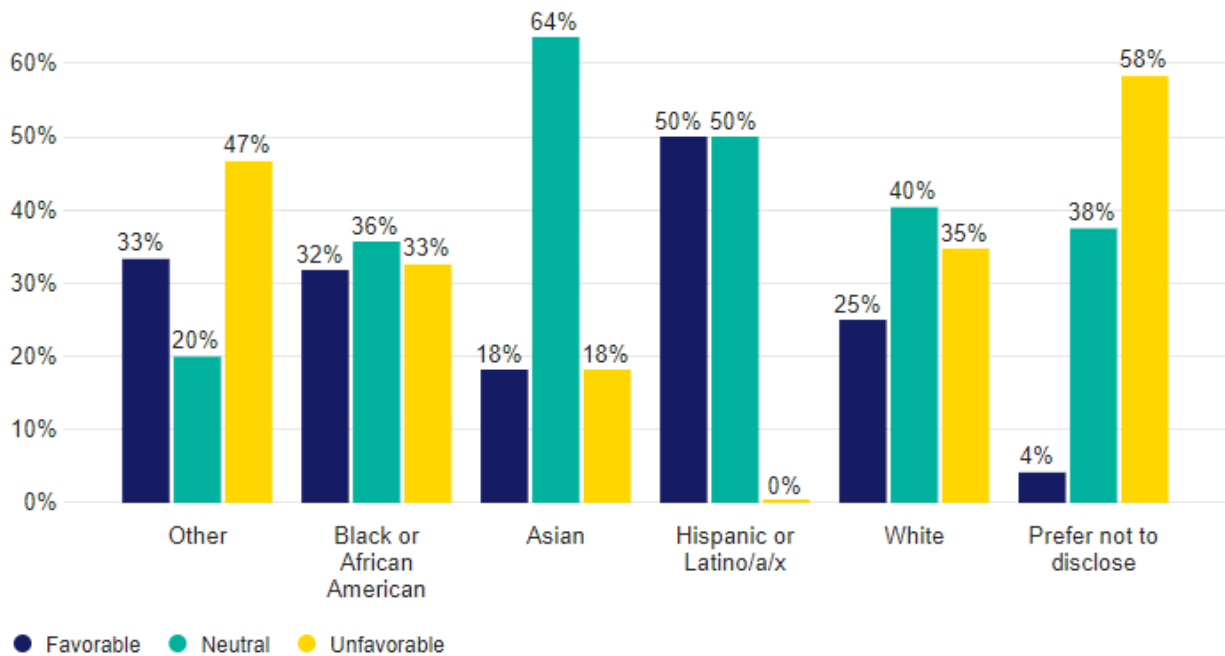


FIGURE 6-96: STUDENT CONFLICT RESOLUTION BY RACE 1

All students are well supported when they have challenges.

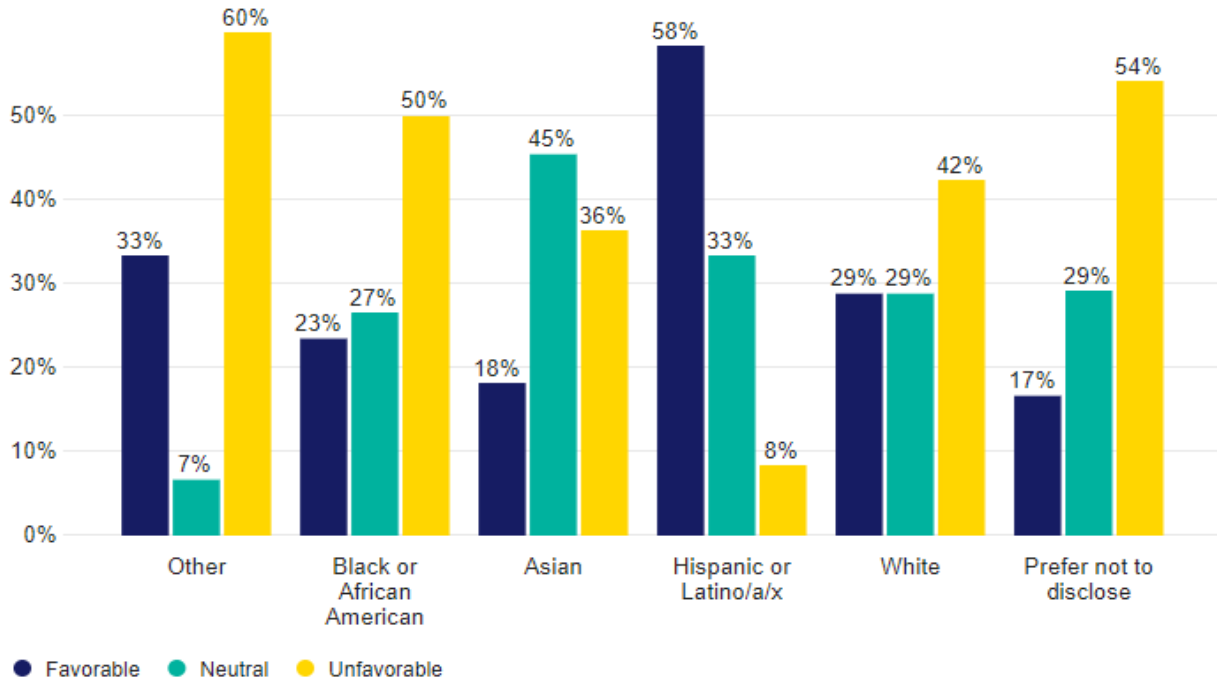


FIGURE 6-97: STUDENT CONFLICT RESOLUTION BY RACE 2

Black, African, and African American students are fairly and equally supported when they have challenges.

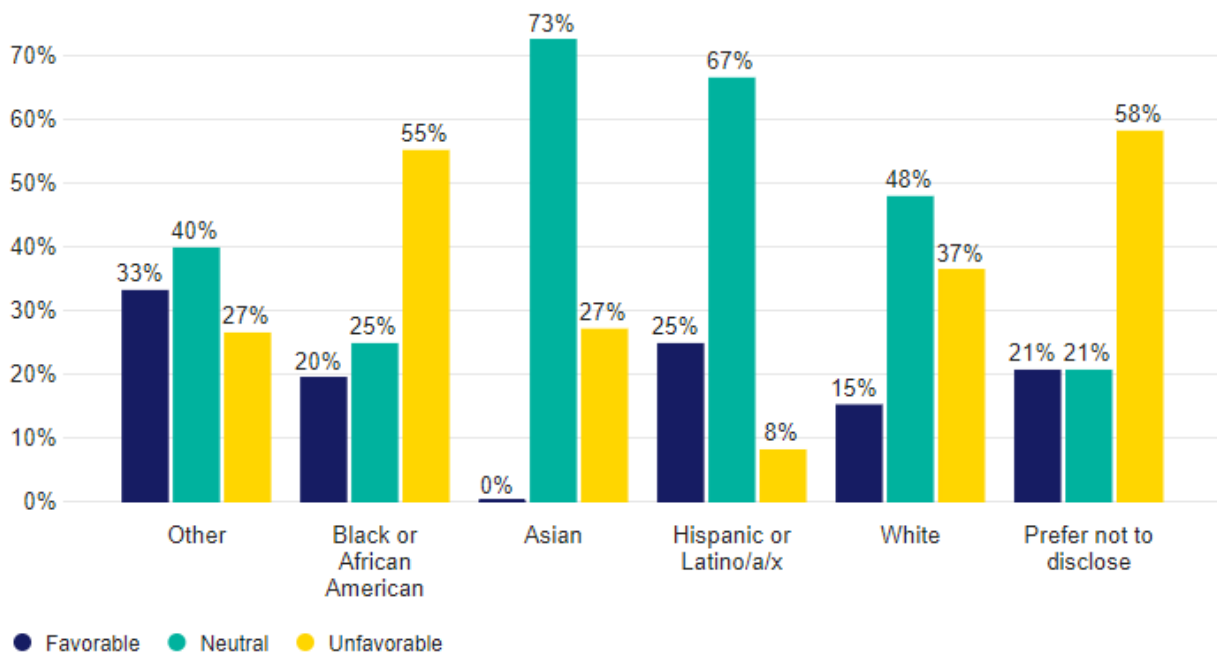


FIGURE 6-98: STUDENT CONFLICT RESOLUTION BY RACE 3

PPS faculty communicate with families when all students have challenges.

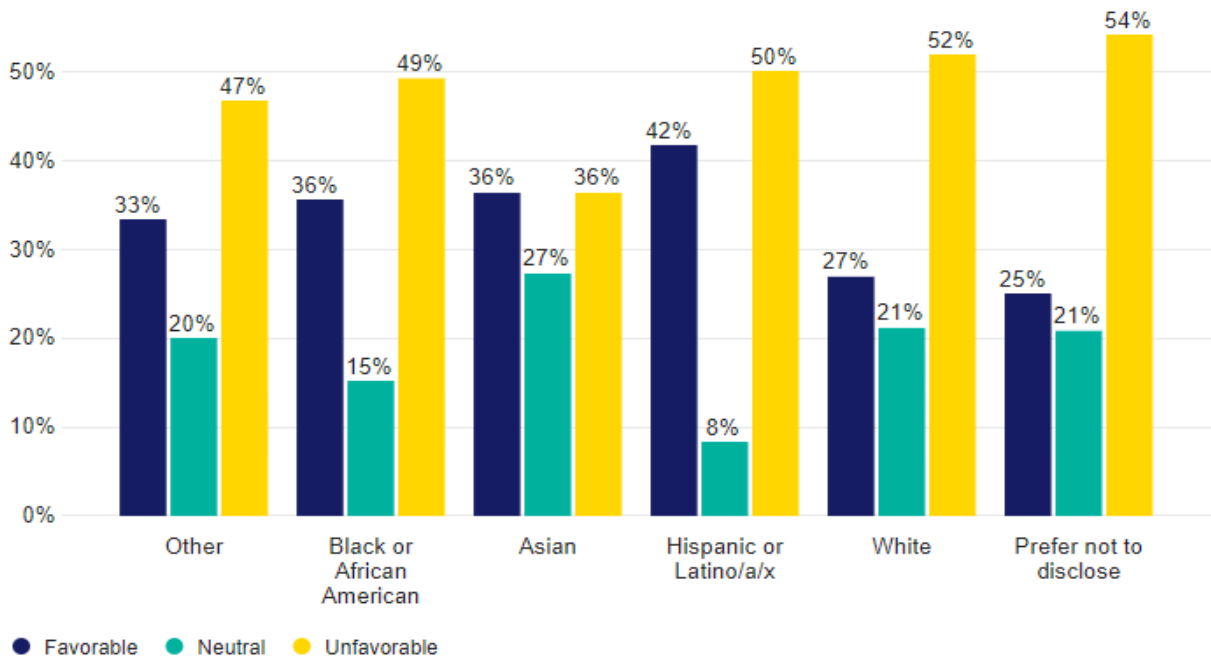
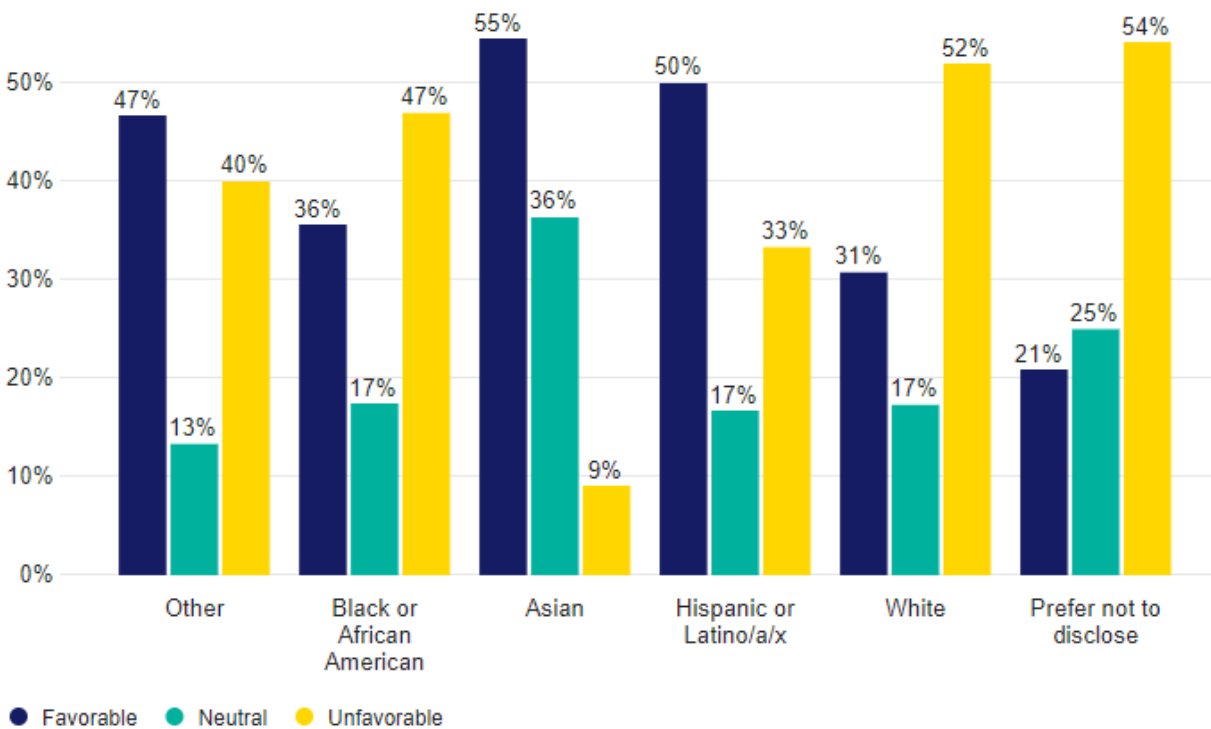


FIGURE 6-99: STUDENT CONFLICT RESOLUTION BY RACE 4

PPS faculty involve families in resolving all students' challenges.



Chapter 7 Qualitative Analysis and Feedback

Employee Survey Open Ended Survey Responses

The analysis tool that MGT used to understand the employee experiences related to racial equity within the PPS contained a total of four open-ended questions. In order to maintain fidelity to respondents’ words, MGT does not correct for grammar and syntax. These open-ended questions are listed as follows:

- ◆ In three to five years what do you want to be true about PPS that is not true today?
- ◆ From a racial equity perspective, help us understand how you have been made to feel uncomfortable at work at PPS.
- ◆ What else feels important to share regarding your perspective of racial equity at PPS?
- ◆ If you felt uncomfortable answering the above questions or have additional feedback, please use this field for that purpose as you feel comfortable.

These five questions made up the bulk of written qualitative feedback that MGT obtained over the course of this review. Upon receiving the feedback, MGT imported the qualitative data into our software and coded employee responses with various codes developed through identifying repeat sentiments. contains a complete list of codes as they apply to responses of the above questions. These codes are unweighted meaning that every code application is determined to be equally valuable to every other code.

TABLE 7-1. COMPLETE LIST OF QUALITATIVE CODES

Open Ended Questions	Thematic Codes	
<p>In three to five years what do you want to be true about PPS that is not true today?</p>	<ul style="list-style-type: none"> • More racial diversity in faculty/staff • Equality and Fairness • Generally Positive • Increased sense of safety • Lack of trust in current administration • Disruptive learning 	<ul style="list-style-type: none"> • More/Better educational opportunities • Negative Feedback • Neighborhood schools reopen • Opportunities/Changes • Residency
<p>From a racial equity perspective, help us understand how you have been made to feel uncomfortable at work at PPS?</p>	<ul style="list-style-type: none"> • Policies inequities toward BIPOC students • Generally Positive • Microaggression • More racial diversity in faculty/staff • Negative feedback 	<ul style="list-style-type: none"> • Equality and Fairness • Related to age/agism • Related to gender/sex/sexism • Related race/racism • Unsafe environment/bullying

<p>What else feels important to share regarding your perspective of racial equity at PPS?</p>	<ul style="list-style-type: none"> • Negative feedback • More racial diversity in faculty/staff • Generally positive • Related to race/racism
<p>If you felt uncomfortable answering the above questions or have additional feedback, please use this field for that purpose as you feel comfortable.</p>	<ul style="list-style-type: none"> • Microaggressions • Generally positive • Lack of trust in current administration • Education opportunities/changes • More racial diversity in faculty/staff <p style="text-align: right;">Negative feedback Related to race/racism</p>
<p>Misunderstanding of DEI</p>	<p style="text-align: center;">This flag is reserved for respondents that misunderstand or mischaracterize DEI work.</p>

After coding the employee respondent responses, MGT was able to identify clear themes in the responses:

1. Employees have seen or experienced Racism
2. Employees want to see more equality, fairness, and safety
3. More racial diversity in faculty

These themes closely mirror the responses received in MGT’s Parent and Caretaker survey described earlier in this chapter. Each of these responses are described in detail below coupled with specific quotes from employees which have been redacted for privacy.

Employees have seen or experienced Racism within PPS

Similarly, to the Parent and Caregiver survey results, staff respondents indicated that they have experienced or witnessed a meaningful level of racism. Of the 92 responses to the second question regarding experiences with racial equity, 26 responses indicated some level of racism experienced nearly double the 15 responses that were coded as “generally positive” or “positive”.

I do not always feel comfortable in discussing racial inequities in our country over the last 200+ years as well as comparing/contrasting my own individual lived-in experiences with those of my colleagues of color or students of color in my role.

I have been made to feel is that we don't want to talk about race. And if we are made to talk about it, there is no follow up, or resolution to the conversation.

There are people who hold racist views and they don't give our students of color a chance to succeed.

I am white, so I am not targeted, but I feel enraged every time one of my students of color is baited to react, and then punished more severely because of their reaction.

Microaggressions from white staff and administration. Black and African American students are not valued and placed in advanced placement classes when they do have a proficient/advanced score and Black and African American students are purposely overlooked for being referred to as gifted. Complaints and grievances of White administrators are ignored by the assistant superintendent and superintendent. No accountability for white principals and racist policies. White principals do not hold their white counterparts accountable. No culturally responsive teaching.

What makes me most uncomfortable is that I see how there is very little empathy for students of color.

PPS takes an active, purposeful role in reaching out to HBCUs and colleges to recruit African-Americans.

At times staff that does not look like me will say things in a way that they may feel is an expression of them being "woke", but it comes across as offensive. It is hard to address this because often I am made to feel like I'm an angry Blackperson when I challenge what is said or when I try to help them see where this could be offensive.

Employees Want More Equality, Fairness, and Safety

A second key issue that employees identified through our staff survey was a desire to see more equality and fairness within PPS. Out of 100 responses to the first question related to mid-term changes, 20 indicated a desire for more equality and fairness and 14 indicated a desire for an increased sense of safety. While there is an increased call for safety, this does not automatically mean increased law enforcement presence in schools. PPS is an African American majority school system and the introduction of additional law enforcement forces could yield disastrous results. Many of the safety concerns recommend up-stream interventions before behaviors rise to the level that involves SROs or Police.

In 3-5 years, I would want all 50+ schools in the district to have equal access to effective tools and resources (academic, behavioral, social emotional, mental health, etc.) for African American students, BIPOC students, ELL learners, and students with disabilities to begin to make the noticeable, tangible progress in closing learning deficiency gaps.

I am white and have experienced conversations with Black teachers who believe our district needs more police, more security guards, and more punishments instead of educating students better.

I would like for our district to be equitable with resources, funding, and support for each of our schools.

PPS has high expectations for ALL students.

PPS provides support to students to prevent the over-representation of Black students being placed in special education.

Schools will be treated fairly in respect to capital improvements instead of neglecting schools in majority minority neighborhoods and enrollment.

All students / stakeholders will be treated equally and have equal opportunities for programs and promotions. All schools should have an equitable process when determining student consequences.

Equality from educational staff for African Americans students.

Clear and consistent guidelines for behavior and student conduct expectations.

The safety of staff and students needs to be a priority. Mandatory harassment and equity training. Enforcement of equity policies and practices. More of a focus and emphasis on closing the achievement gap. More counseling and support services for students including mental health, vision, dental etc... Technology education in elementary and/or middle school. An emphasis on intramural and extracurricular activities. Positive media surrounding PPS.

Would like for our district to support our schools with a behavior plan that would make staff and students feel safe.

I hope that buildings are truly safe places where all students feel comfortable and are given an educational experience free of disruptions.

Safety of staff and students needs to be a priority.

School is a safe haven for all students. All students held accountable for the age appropriate learning they are receiving.

The staff who actual interact with students daily, face-to-face needs to be way more diverse. My school only has one Black teacher.

Better resources and safer buildings. I would like to see teachers more supported by having more interventionists interacting with kids in the halls and in classrooms. We need more security personnel and social workers to help de-escalate situations and build relationships with students.

I often feel the system is set up to favor white men, as they are often the ones paid extra to coach and do other male-dominated jobs, while women often sponsor clubs and do important work-and are expected to do it for free. Clubs will often develop professional development, organize volunteer work or other important events at school, but aren't compensated to do so.

More racial diversity in faculty

The final key-takeaway from MGT's staff survey was a request for racially diverse staffing. This parallels what many of the respondents in the Family and Caregiver survey also indicated. This would suggest that there is a strong desire throughout the district to ensure that staffing better represents the demographics of the students that are served. When asked to envision their ideal future with PPS in the first question, 30 responses indicated a desire for more racial diversity in the faculty.

I would like for our district to hire more diverse teachers to support our students of color.

I also feel uncomfortable at times having to speak for our Black students as an advocate, as we have so few Black teachers.

More of our schools are represented by adults who look like the students they serve.

More Black teachers are working and thriving in all schools.

Diverse staff from different backgrounds, Latinos, Asians, Africans, etc

More adults per student - intentions aren't enough, there needs to be people to do the work. I want facilities that all students can be proud to attend. More classroom teachers of color.

Professional faculty and staff at the ground level better represent the diverse population served.

I would love to see our educators reflect the racial diversity of our students. I am 1 of 2 Black teachers at [redacted] and the students are very conscious of it.

I want to see representation. In my building with over 40 teachers I am one of 3 Black educators. At least half of the students' population is Black. There are no Black male teachers.

The diversity of the faculty mirrors the diversity of the student population. We need more Black teachers, especially more Black male teachers.

Hiring is another issue-we need more Black teachers and staff for our students to turn to when they need a person who understands their perspective. It would be helpful to have more staff of color for all of us. I simply feel that my work, despite doing quite a bit, is often discounted as a white female. I also feel uncomfortable at times having to speak for our Black students as an advocate, as we have so few Black teachers. Some of us feel it is important to ensure their voices are represented in a system that works against them pretty regularly.

No Black teachers in a building and/or less than 5 Black teachers

There is a real problem with diversity in the staffing in PPS, especially in teaching positions.

Parent & Caregiver Survey Methodology

MGT conducted a survey of parents and caregivers to better understand their perceptions of diversity, equity, inclusion, and access within PPS, and its level of success in creating an inclusive environment for students. The parent & caregiver survey was distributed via email and was open for more than two weeks. The survey consisted of five topics via Likert statements and had three open-ended questions. MGT collected some general demographic information in order to identify patterns within race, ethnicity, gender or other employee groups. The Likert statements were grouped into the following categories.

- ◆ Leadership Readiness
- ◆ Diversity/Representation
- ◆ Inclusion and Belonging
- ◆ Student Conflict Resolution

Parent & Caregiver Survey Open Ended Survey Responses

The analysis tool that MGT used to understand the experiences of Parents and Caregivers related to racial equity within PPS contained a total of four open-ended questions, meaning that employee respondents were asked to give written responses to specific questions related to racial equity. These open-ended questions are listed as follows:

- ◆ From a Racial Equity Perspective, help us understand how you or your child or children have been made to feel uncomfortable at PPS.
- ◆ In six months to a year what do you want to be true about PPS that is not true today?
- ◆ What else feels important to share regarding your perspective of racial equity at PPS?
- ◆ If you have any additional feedback, please use this field for that purpose as you feel comfortable.

These four questions made up the bulk of written qualitative feedback that MGT obtained over the course of this review. Upon receiving the feedback, MGT imported the qualitative data into our software and coded employee responses with various codes developed through identifying repeat sentiments. **Table 7-2** contains a complete list of codes as they apply to responses of the above questions. These codes are unweighted meaning that every code application is determined to be equally valuable to every other code.

TABLE 7-2. COMPLETE LIST OF QUALITATIVE CODES

Open Ended Questions	Thematic Codes	
From a Racial Equity perspective, help us understand how your child or children have been made to feel uncomfortable at PPS.	<ul style="list-style-type: none"> • Accountability • Lack of Inclusion <ul style="list-style-type: none"> ○ Segregation • Listen to Kids 	<ul style="list-style-type: none"> • Observed Disparity • Racism • Sexism

<p>In six months to a year, what do you want to be true about PPS that is not true today?</p>	<ul style="list-style-type: none"> • Better Teachers • Ensure Safety • Fair and Impartial Treatment • Fairer Grading • Improve Access 	<ul style="list-style-type: none"> • Improve Education • Improve School Community • More Diverse Staff • No Child Left Behind
<p>What else feels important to share regarding your perspective of racial equity at PPS</p>	<ul style="list-style-type: none"> • All Schools not Created Equally • Engage in Dialogue • Expand Identifiers 	<ul style="list-style-type: none"> • Teach Real-Life Adult Skills • Training for Teachers
<p>If you have any additional feedback, please use this field for that purpose as you feel comfortable.</p>	<ul style="list-style-type: none"> • Address Treatment Child Received • Ensure Student Safety • Expand Offered Programs • Improve Classroom Environment 	<ul style="list-style-type: none"> • Improve Communication • More Support for Student Success • Positive Experience • Treat People Better

After coding the employee respondent responses, MGT was able to identify clear themes in the responses:

1. Students and parents experience explicit racism within the PPS School District
2. Parents have observed disparities
3. Parents observe a lack of fair treatment for Black and African American students
4. There remains a need for diverse staff and faculty
5. Safety is a concern within schools

Each of these responses are described in detail below coupled with specific quotes from employees which have been redacted for privacy.

Students and Parents Experience Racism at PPS

The single most common theme that came from MGT’s engagement with community and family members was an identification of racism existing within PPS. A total of 75 out of 121 respondents that answered the first question indicated that racism was a frequent issue. Racism also intersected frequently with a desire for accountability and disparities observed by parents, caretakers, and family members.

My children have been called racial slurs by other children, the "N" word and a few others. Along with being physically hit. The school did nothing to the bullies.

PPS perpetuates racism and inequity by separating differently abled and Black children from white children. My child is not like other kids in his class. His current teacher understands and includes him. His previous teacher repeatedly told me that he could not handle the rigors of kindergarten and should attend an all special needs program. They also noted that he read and do age-appropriate math. She simply did

not want to include him. If the classroom sizes were smaller, then they would be more inclusive because kids would not all have to have the same abilities in order to comply with classroom management needs. Comfort is not something PPS can provide - inclusion is.

My son goes to [Redacted] and has been called the N. Word by other students he has told teachers and nothing has been done. When he attended [redacted] he was constantly being called white by a Black student when he called her Black the teacher called me in to have a parent teacher conference. I am Black my son is Black we are light skinned but to assume my child was biracial and have a parent teacher conference because he called a Black student Black when she kept calling him white and he isn't white was very frustrating and hard to explain to him why it happened.

Our children are taught and guided and treated from a place of fear. My child has been in situations where the FIRST reaction was to punish him with no regard to resolving his issues. I don't believe that this is for any other reason than he is Black. My children have had SUBSTANTIALLY different outcomes from this school district and these teachers when dealing with his Caucasian parent as opposed to when dealing with his African American parent.

One of the teachers made a distinction between students of color and Caucasian students. She has refused to help students of color always redirect to ask other students. But would assist Caucasian students with no problem. At first, I didn't believe my child trying to give the teacher the benefit of the doubt, but it became very obvious during our last interaction. I have heard the same complaints from other parents who children had this teacher at different times.

One of my children was choked and called the n word in front of my husband. I called and emailed the school multiple times. No one ever responded until a year later when [redacted] took over as principal.

"Nepali want a cracker" instead of "Polly want a cracker" was literally said to my Indian child (who was mistaken for Nepali). Racism is an issue for all POC.

As bicultural/bilingual students their names are constantly misspelled / mispronounced by schools and administrators. They are assumed to not speak English due to their names. They see other groups being celebrated while they are not

Students are allowed to make racist remarks repeatedly.

Parents have Observed Disparities

Another frequent response that MGT observed through our Family and Caregiver engagement was that parents have observed a number of Disparities at PPS. 53 out of 121 respondents to question one indicated that they have observed disparities within PPS. These concerns frequently intersect directly with racism related to these disparities. Another item that these responses indicate is a disparity within the discipline structure between African American and non-African American students.

[I hope] Social workers or school counselors don't bring up police or jail when discussing playground behavior issues to K-5 children. School officials learn more about their biases when deciding how and if to discipline children. An example this year, about 10 boys were misbehaving at recess, no adult supervision,

another student reports it and mentioned or remembered only the Black boys involved. The majority of kids involved were white and majority disciplined were the few Black boys. They were told they could go to jail by the counselor. It was definitely age-appropriate play and should have had a staff member intervene to tell them to stop.

The fact that PPS has a vast number of Black students who live through trauma, yet there are no resources, processes, or systems in place to assist these students, is an act of gross negligence on the part of PPS. Lack of empathy shown by staff, faculty, administration, and teachers. Lack of adequate transportation in underprivileged, Black neighborhoods. No one reasonably and effectively addresses bullying, fighting, etc. Their only solution is to suspend these students, which makes their lives and their parent's lives harder.

White teachers seem to be stricter with Black boys than Black girls or white boys/girls

In my experience, I was told my child was academically advanced, but should wait until later years to test for the gifted program. When the year came when that was advised, his new teacher reported my son having behavioral issues of not following directions. Neither the teacher or my son could explain what the problem was or any solutions. My son didn't excel that year. I did find out some of his white classmates were tested for the gifted program in the earlier years and got in. I also noticed that these children exhibit the same following directions behaviors that my son had in those earlier years.

Since my daughter has been at PPS she has been assaulted, illegally searched and staff intentionally down plays their lack of action. Retaliates against parents and students that speak up

Children are allowed to make comments about their dark skin tone and never allowed to be sent out the room. Kids are constantly shamed about their features and it is considered a minor infraction because it is verbal. When the teacher took up for the kid the principal disciplined the teacher in front of the class .

[I hope] PPS sees the disparity in the proportion of students in CAS/AP courses who are not white. They have experienced racially insensitive comments made by teachers. This question is about Racial Equity, but they have also experience sexist comments made by teachers.

Fair Treatment & Diverse Staff

The final key-takeaway from MGT's Family and Caregiver survey was a request for fair treatment and diverse staffing. A total of 65 respondents out of 147 responses to question two related to immediate changes parents would like to see. A total of 8 out of 127 responses to question four about additional information also indicated that fair treatment was a key issue. Finally 48 out of 147 responses to the question two related to immediate changes also indicated that PPS requires more diversity of staff.

PPS faculty, staff, and administration understands and practices empathy when interacting with and assessing situations involving children and families of underprivileged and/or diverse backgrounds, and those who have experienced and/or continuously experience/witness trauma.

They try to reach and understand Black girls to help and guide them along from where they are and not shun them and label them as "trouble".

that all of our kids are safe and that autistic kids have the same options in choosing the right school just like kids without special needs have. also would like to see more sports and events for special ed kids like special proms and sports teams

That all staff and employees learn to be unbiased and fair.

Black students are treated equal at any PPS school

Fair rules/discipline for all races.

Treated equal and not treated based on their race

More teachers of color within the school. A Black gifted coordinator to increase diversity within the gifted program.

More diverse teaching staff in all schools.

PPS has repositioned its faculty, staff, and administration, in addition to recruiting more diverse individuals into the PPS family, to ensure a more diverse body of individuals serving the PPS students, families, and communities.

The lack of diverse educators

More diverse magnet schools (weight Black and Latino students higher in the process) Support for autistic students in typical classrooms - do not force kids with learning differences to "act out" in order to communicate that they can't follow a rigid curriculum that only works for a percentage of kids. So many problems could be avoided with smaller classroom sizes and allowing teachers to use different approaches with different kids. More flexibility for teachers. Better pay for teachers. More Black teachers (not just paraprofessionals!)

Majority Black staff. Black artists in art class, Black writers in language arts, Black history in social studies. Stop closing Black schools.

I'd like PPS to be true about working on behalf of students. That includes developing a trained staff that is reflective of the student body and engaging with the community in order to bring more diverse experiences to students.

More intentional about hiring diverse staff and leadership. Potentially working closely with Pittsburgh Promise to cultivate their students/graduates to obtain jobs at PPS.

That there is diversity within the faculty and support staff that work for the school district.

Focus Group Themes

MGT hosted eight focus groups both virtually and in person with Pittsburgh Public Schools, including listening sessions with the Equity Advisory Panel, Board of Directors, Executive Leadership, Principals and Administrators, Staff and Faculty, Student Support Staff, and Operations and Instructional staff. Additionally, we held listening sessions with students, parents, and the community. We held office hours for additional participation, and distributed a live, participatory document for anyone who could not attend the focus groups. The following themes emerged across the different levels of participation.

Sharing Language

Shared, equitable language plays a crucial role in facilitating a culture shift in Pittsburgh Public Schools. By ensuring that the diversity, equity and inclusion (DEI) language used in educational settings is clearly defined and respectful, administrators, students, teachers, and staff members will feel more comfortable having important conversations to promote education equity. Inclusive language acknowledges and honors the diverse experiences and perspectives of all individuals, especially those who have been historically marginalized. It is also critical that Black, African, and African American members of the PPS school system lead the way in the creation of this shared language. Language acts as a powerful tool for shaping and reflecting cultural attitudes and norms. By striving for shared, equitable language, PPS can actively challenge and transform the existing culture that perpetuates inequality and marginalization. By recognizing the importance of a cultural shift, the educational community can collectively work towards creating a more inclusive and equitable culture of education.

The culture of education encompasses the overall purpose and values underlying the educational system. By asking the key questions of why we are here and what we are doing, the school district can engage in critical self-reflection and redefine its objectives. Shared, equitable language assists in this process by raising awareness about the existing disparities and providing a platform to discuss and address them openly. It allows partners to collaboratively articulate and shape the vision, mission, and goals of PPS in a manner that prioritizes restorative justice, which has been advocated for by Black, African, and African American community members since the mid 1980's and is still at large. Actionable steps must be taken. For instance, it is of vital importance that the school system clearly defines terms; for instance, "inclusion," and then explains how those terms function in the educational setting.

The time is nigh for PPS to recognize the experiences and struggles of marginalized communities, particularly those affected by racial inequities so that the system is capable of becoming supportive. Shared language enables individuals to engage in difficult conversations about DEI, promoting understanding and empathy. By defining terms and sharing language, PPS can facilitate this dialogue, breaking down barriers, providing vital support, and encouraging active learning and engagement for students who have been historically affected by racial injustices. This will help PPS to build trust within the community as community members who have been marginalized recognize restorative efforts in an established, shared vocabulary designed to create a cultural shift.

- *“Language matters.”*
- *“Coming up with language so everyone feels comfortable...”*
- *“Culture is the foundation—culture needs a major shift.”*
- *“Culture of education—why are we here and what are we doing it for?”*
- *“Courage to have these conversations...”*
- *“We don’t understand inclusion.”*
- *“Clear communication to help all stakeholders understand what PPS means when we say diversity and inclusion.”*
- *“We have to honor points of view. We have to bring those out and include those in our thinking.”*
- *“What we say we’re doing and what we’re actually doing don’t match up. Having a real authentic feeling of belonging is individual.”*
- *“A lack of empathy and humility.”*
- *“Lack of culturally relevant pedagogy.”*
- *“Beliefs or lack of understanding. I know Pittsburgh is highly segregated city and there is not much movement...we are running a program that is looking at exposing those micro aggressions and how to disrupt those as they appear.”*

Part of sharing a language is making space for connection. The student focus groups mentioned a desire for faculty to create that space for them. Students want faculty and staff to lead the way in breaking social barriers by putting students together who would normally not mix due to preexisting social norms, building empathy across cultures. They discussed the classrooms as well as the lunchrooms as opportunities for leadership in building new social connections and breaking the ice with students they may not normally feel comfortable talking to.

- *“Lunch will mix up the students so they get to understand each other”*
- *“Have classes with a random mix of students.”*

Establishing Trust

Establishing trust between the district and families is a crucial aspect of fostering a positive and productive educational environment. PPS has not yet created a culture that is truly inclusive due to historical and repetitive diversity and equity failures. The focus group data highlights a breakdown in trust. It is essential for PPS leadership to acknowledge the historical precedent for this lack of trust, particularly in relation to the equity progress that has yet to be satisfactorily delivered. A timeline that begins with a complaint filed by the Pennsylvania Human Relations Committee in 1992 (though the problem can be traced back to the

mid 1980s), forged on with the formation of the Equity Advisory Panel in 2006, and looped back around with failures to adequately close the achievement gap in 2012, 2015, and 2020, must be addressed.

Acknowledging the generational hurt within the space of this timeline is important, as it not only affects the relationships between colleagues but also retraumatizes individuals who have experienced personal and professional hardships within the district. Creating a culture shift that recognizes and responds to this hurt and trauma is crucial for establishing trust. It requires a concerted effort to address all issues, not just some, and to ensure that responses are appropriately restorative, bucking what is convenient to the status quo.

- *“Acknowledging historical precedent for lack of trust.”*
- *“There is generational hurt present in the space with our colleagues. It is retriggering some trauma that we have experienced personally and professionally in PPS. There has to be a sense of acknowledgement that there was hurt that happened. There has to be a culture shift to acknowledge the hurt/trauma and respond to all things not just some things in certain places”*
- *“Sometimes our families and students are not aware of the resources available to them. I also think there are families that ask for support and help and depending on the school they got, the administration or stigma/environment depends on the result you get. There is a lack of trust because they bring up the issues and they don’t give solutions or the solutions they give are not appropriate or they are completely ignored.”*
- *Lack of diasporic approach benefits the rest of the district.”*

Addressing Resource Inequities

In addition to addressing historical issues that affect trust in PPS, it is important to improve communication and support for families and students. Some families and students may be unaware of the resources available to them, which can lead to a lack of trust in the district's ability to meet their needs. Furthermore, when families seek support and help, they may encounter inconsistent responses depending on the school, administration, or stigmatized environment. This inconsistency erodes trust and reinforces the perception that their concerns are being ignored.

- *“We don’t tap the people resources we have.”*
- *“Black schools not getting resources.”*
- *“Our problem is not a lack of resources, it’s a lack of imagination and priorities, how we use the resources we have; what’s most important to us?”*
- *“Lack of equitable access to resources.”*
- *“Utilization and allocation—do these mirror our priorities? I don’t think they do.”*
- *“Schools do not always share their resources.”*

- *“Resources are listed but not explained, you must be educated and dig for resources which is why some have access but many do not.”*
- *“Culturally relevant resources.”*
- *“All schools in my community are supposed to be community-engaged but aren’t.”*

To address these challenges, PPS must thoughtfully allocate and utilize resources with equity at the helm of their decision-making processes, prioritizing resource transparency, open communication, and restorative support systems. Building trust requires a commitment to listening and responding to needs. Actionable steps must be taken to provide clear information about available resources, fostering easy access to create a more inclusive and supportive educational environment for Black and African American invested partners.

Assessing Safety

The focus group comments highlight several concerns related to safety within the educational context. One prominent issue is the overall sense of a lack of safety. This lack of safety can deter educators from bringing up their concerns, which in turn can negatively impact the overall safety of the institution and undermine DEI efforts. To address safety concerns and work towards creating a non-violent culture, it is necessary to prioritize a comprehensive approach. First, it is crucial to foster an environment where all invested partners feel safe and supported in expressing their racial equity concerns without fear of repercussions. Building trust and a sense of psychological safety can empower educators to contribute to resolving issues that may undermine the overall safety of the institution.

Furthermore, efforts should focus on addressing the problem-solving and confrontational aspects of the educational environment. The comments suggest that these interactions can often become violent, both verbally and physically. By promoting non-violent conflict resolution strategies and providing training on effective communication and de-escalation techniques, the institution can help prevent situations from escalating into violence.

Preventing student-to-student violence requires a multi-faceted approach. It is essential to implement well-designed safety protocols, including regular risk assessments, improved security measures, and a robust reporting system for identifying and addressing potentially dangerous situations. Alongside this, comprehensive mental health programs and support structures should be in place to identify students at risk and provide them with the necessary intervention and assistance.

- *“As long as we as a City don’t feel safe; it will trickle down to the schools.”*
- *“Staff don’t feel safe bringing up concerns.”*
- *“Very toxic culture with regard to educators, central office, lots of educators and teachers.”*
- *“Magnified when there are Black, brown, gay, any diverse staff don’t feel safe.”*
- *“The problem solving and the confrontations are often violent—verbally as well as physically.”*

- *“How do we prevent that student-to-student violence? Example of 15-year-old taking mother’s gun and shooting another kid in the school, in the chest nine times?”*
- *“Children are not appropriately supported when their community has had a violent incident. More has to be offered to help meet them at the schools when they arrive to school.”*
- *“Extent of feeling safe depends on the environment (e.g. classroom, teacher, leader).”*

A culture of safety also involves creating space for students to express themselves in ways that feel natural to them, though implicit bias or prejudice that remains pervasive in the PPS often impedes self-expression:

- *“For students to feel safe they must feel valued and comfortable being themselves.”*
- *“Decrease [racial] inequities in discipline process.”*
- *“Implicit bias often not recognized by the individual holding the bias.”*
- *“Many are still taught to be seen and not heard; to keep your mouth shut; don’t cause ruckus; and don’t be an agitator. As long as these are mindsets that exist, we are not safe.”*
- *“I don’t think they feel safe in showing up as themselves there are adults that roll their eyes. For example, Black girls feel like they are seen as loud and disruptive.”*
- *“They express consistently that they don’t feel comfortable being themselves. There is a huge culture barrier.”*
- *“We had a child that broke his hip in recess that was not dismissed because he was quiet for the rest of the day. He raised the concern – he was ignored.”*
- *“Lack of teacher accountability for racism, cultural responsiveness.”*

Lack of Diversity in Staff and Faculty

Black, African, and African American students seldom have faculty or staff members who look like them who they can turn to. This foists a disproportionate level of caregiver burden on the shoulders of Black, African, and African American educators. Moreover, the lack of diversity among educators means that those teachers who are in the minority may not feel safe expressing themselves either, especially when faced with institutional racism.

- *“There is a pressure that Black staff then become that safe space because they had those relationships with us because they look to us because they don’t feel safe in those spaces.”*
- *“In order to build those safe spaces you need to build trust with the students. You find yourself become the only person that students can turn to. Right off the bat there is a lot of pressure on myself to perform and create relationships and not just be a bastion but need to listen so they can come to you when you have problems. I hear this from students that come in for discipline they say they don’t feel important, or listen to so we have students don’t feel welcomed in class.”*

- *“Some systems don’t allow for the work of really trying to get a more diverse faculty.”*
- *“I know that when I ask for thing I’m aware that I am a Black woman and I am constantly reminded of that. Retention is an issue—union contract is prohibitive. Black educators are first to go.”*
- *“In my time, there have been no other male African American teachers.”*
- *“Pitt not a good place for Black women in particular.”*
- *“It seems intentional for teachers not to be present or around other black males.”*
- *“Staff does not know our student population and is not representative of our student population.”*
- *“Lack of representation in faculty and staff.”*
- *“I’m in a school that is half and half – there is only one teacher of color.”*

Lack of diversity was addressed at higher levels, among board members, executives, and principals. However, poor focus group turnouts and minimal feedback suggest that meaningful action to diversify the staff has not been taken.

- *“This year we went to a conference to recruit. I went with our HR team as a leader to attract strong recruits. We should continue to be intentional about where we recruit from.”*
- *“I believe they created a role in HR for this goal [diversifying staff]. However, there was turnover in the role and no clear information on how this goal is being accomplished.”*
- *“Certain schools are not diverse because their hiring committees are not diverse.”*
- *“Intentional partnerships that are more representative”*
- *“Training on DEI is optional and staff are not being held accountable.”*
- *“High turnover in a related role with minimal plan for sustainability.”*

Student focus groups also spoke to the lack of diversity among faculty and staff, and the ways in which tenuous relationships with White teachers affect Black, African, and African American students negatively. Their comments indicate that they experience unfair, punitive treatment from overwhelmingly White teachers while, comparatively, White students are given breaks and advantages if not undue rewards.

- *“My school has a lack of diversity in teachers – if I see a teacher that looks like me I feel more valued – I have a better relationship.”*
- *“I would turn my assignments in on time and he (white male teacher) would only give me partial credit – I use my voice because I will not be silenced.”*

- *“Want more from black students than white students – I know I am supposed to be better but they want different from students white students do half the work and get the same credit.”*
- *“White kids get treated different – black kid got choked up by a white male teacher because he walked out the room – the whole class saw it – the white music teacher did not do anything did not see if they were ok.”*
- *“She went to the white kids and asked if they were ok but did not say anything to the black students.”*
- *“Student said it to another student What’s up n? teacher kept saying it repeatedly (n word) started a chaotic scene.”*
- *“Most of the time I don’t want to go to school because of the teachers.”*
- *“We get less warnings than the white kids we get more consequences.”*
- *“We would be in class if they treat us right.”*

The students’ comments here are more than disheartening; the incidents they describe are unacceptable. Various microaggressions, unsafe circumstances, and disciplinary targeting based on racial identity enacted by White teachers must be addressed swiftly and judiciously. Diversity of teaching staff must be accomplished without tokenization. Turnover must be addressed at all levels. Goals to diversify the staff must have a high level of follow through; at current, progress on this issue is severely lacking. This undermines DEI efforts and precludes the possibility of creating safe spaces that restore racial justice to the PPS system.

Supporting Mental Health

A critical need for mental health support is evident in the focus group data. Mental health and safety concerns are inextricably linked. Mental health services and support should be identified and expanded, ensuring they are accessible to all students, particularly marginalized communities. A diverse group of mental health professionals must be employed to offer accessible counseling services and integrate social-emotional learning into the curriculum.

- *“Should have mental health support available to students and families.”*
- *“There is a lack for our black students with mental health services, instructional supports (tutoring, enrichments, interventions), family engagement, outside and community partners.”*
- *“We expect too much from our students. We have students who might not be eating or tired or have a lot going on at home and we expect them to cater to our ideals. We are doing all these things but not once did we do a wellness check to see were their mind is at before we get to the educational part. If we could tap into who they are and what they represent – its more than just understanding. We need aim to teach but we need to reach.”*
- *“I also think some of our students believe we as a district do not care about their problems so they do not share them: Example can I have an extension on a assignment due to life at home;”*

working/mental health etc and then not being giving the extension because school should be their priority.”

- *“Anger management/emotional regulation policies/emotional intelligence.”*

Student focus groups were also concerned with mental health, going as far as to call out bullying and linking nutrition and healthy food to emotional wellness and the ability to relax, with multiple students requesting *“better food.”* Moreover, they expressed the ways in which they often took caring for struggling students into their own hands.

- *“The segregation of mentally different kids. We alienate and isolate them...The lack of attempts to empathize leads to an increase in bullying.”*
- *“No bullying.”*
- *“Healthy food. I’ve seen a video where kids who eat healthy food are less tense.”*
- *“If I see someone down – I ask, “how are you doing?” with a conversation.”*
- *“Some people are shy in the back of the classroom I try to talk to them to make sure they are ok.”*
- *“Mental health issues – talk with them talk it out if they are not comfortable with the teacher you can help them.”*
- *“Mental health clinics so students can talk.”*
- *“Therapy.”*

Addressing Systemic Racism

Systemic racism in the Pittsburgh Public School system is a topic that demands attention and prompt action. The focus group data highlights multiple instances where students from marginalized communities face discriminatory practices and unequal treatment. When Black, African, and African American students engage in conflicts, they are punished disproportionately while their white counterparts often face different consequences or avoid punishment altogether.

This disparity in treatment sheds light on how the system perpetuates advantages for those who are already privileged, maintaining the cycle of disadvantage for marginalized groups. Furthermore, the data suggests that there is a sense of presumption of prejudice within the schools, leading to a feeling of being inferior and disadvantaged for those who are already facing multiple barriers. Additionally, it is disheartening to learn that the hierarchical nature of the school district acts as a further barrier, restricting opportunities for students who are already at a disadvantage.

- *“Listening to voices of those underserved (kicked out pushed out, listening to those who are being hurt by the system).”*

- *“I start with parents who are upset that their kids have to go to continuing adult school. Our school is predominantly Black, why is it that when my Black students get into fights they come here but when they are White they do not end up here?”*
- *“System is set up to continue to advantage those who are already advantaged.”*
- *“The ones who are least able and least advantaged remain disadvantaged by the way we create the systems.”*
- *“The idea of systemic racism permeates the schools—presumption of prejudice in the schools; feeling that you are less than...”*
- *“Black families know that they have to attend school where white students are attending to get the best opportunities.”*

To address systemic racism in PPS, a holistic approach is necessary. This involves not only reforming policies and practices within schools but also challenging and dismantling the broader structures that perpetuate inequality. Efforts must be made to promote inclusivity, cultural awareness, and unbiased decision-making throughout the educational system. Collaboration between educators, administrators, parents, and community leaders is vital to create a healthy learning environment that embodies DEI values. At current, the data suggest that the PPS Board of Directors have struggled to come together as a whole to implement systemic change, although some expressed that it is urgent and will necessitate courage. A lack of professional development for the Board as a whole was cited as a reason for this issue.

- *“DEI must be intentional. It doesn’t happen just because it’s good. It has to be a high priority. It has to be intentional and driven, even to the point of unpopularity. If people dislike us, even hate us, because we are pushing a DEI platform, so be it. We didn’t come to this non-paying job to be liked. We came to serve the kids. If that’s the priority, we’re in the wrong business.”*
- *“Board has to be bolder and braver and take some stances that may not be popular. We need to take action...We continue to put kids on a bus once a week to go get this amazing education. Hoping that leadership takes intentional and brave actions, in tandem with the community.”*
- *“Become courageous in thought, word and deed for the benefit of children.”*

Special Programs and Exceptional Education Programs

Policy issues, particularly the gifted program, along with magnet schools, an overidentification of individual education plans (IEPs) for Black and African American students, as well as the practice of bussing students out of their home communities were all discussed as problematic to racial equity progress for PPS.

- *“We have a gifted program that is sideways - black students are much less likely to be in it but it is a requirement for many advances opportunities”*
- *“The gifted center—many conversations about the gifted center being an outdated model.”*

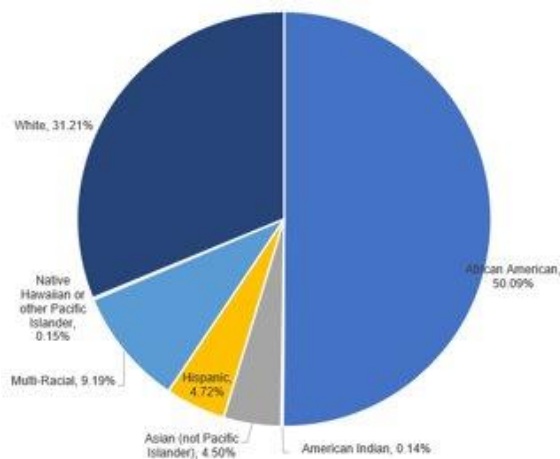
- *“I feel as a provider and parent we are often left in the dark. Decisions are last minute and our opinions are disregarded or not even asked for.”*
- *“Parent voice not included in IEP process.”*
- *“Parents don’t have clear understanding of acronyms”*

The results of the analysis indicate that PPS still has much left to do programmatically to change the current system and satisfy the requirements of the Equity Advisory Panel’s Memorandum of Understanding, extended again in 2020. The COVID-19 pandemic certainly introduced new challenges, but a new normal in 2023 might be understood as a final opportunity to act promptly and meaningfully. A concerted effort is required to establish a shared language, build trust, reallocate resources, create safe spaces, promote mental health, and shift the PPS culture towards a restorative tipping point by addressing systemic racial equity challenges from the top down. Perhaps a PPS parent said it best: *“Respect us! Acknowledge us! Represent us! All of us!”*

Chapter 8 PPS Internal Data Analysis

As part of the Data Analysis, we collect the raw data sets from the PPS evaluation team to help us identify areas of the achievement gap. We then clean the data to prepare it for analysis in purging duplicate and anomalous data, reconciling inconsistencies, standardizing data structure and format, and dealing with other syntax errors. In analyzing the data we used Excel and SPSS to find trends, correlations, outliers, and variations.

Ultimately, we analyzed 45,737 students that attended PPS within the last 5 school years. With 48% being Female, 52% male. With regards to student distinction, there were 7% with an ELL and 93% not in ELL, 7% being Gifted, 24% having an IEP, 69% Not IEP or Gifted.



PPS serves mostly African American students at them being 50% of the population, while 31% being White, 9% being Multi-Racial, 4.72% being Hispanic, 4.5% being Asian, and the remainder being Native Hawaiian/Pacific Islander, and American Indian. Based off student data from the last 5 school years, the average PPS Student is a Black Male Highschooler at Allderdice High School. This student is not in IEP, Gifted programs, or ELL nor are they experiencing homelessness or foster care.

In addition to the above findings, MGT created an average student score card for the district as a whole and for each school individually.

The scorecard represents what the most likely demographics of a randomly sampled student would present as. Based off of district-wide student data from the last five school years, the average PPS Student is a Black or African American Male Highschooler at Allderdice High School. This student is not in IEP, Gifted programs, or ELL nor are they experiencing homelessness or foster care. You'll note below that the average student within Allderdice specifically is white and male, most students we sampled at the District level attended Allderdice and most were African American males district wide.

TABLE 8-1: DISTRICTWIDE AVERAGE STUDENT SCORECARD

Demographic	Mode
Race	African American
Gender	Male
ELL Status	Not ELL
IEP Status	Not IEP or Gifted
Experiencing Homelessness	Not Experiencing Homelessness
In Foster Care	Not in Foster care
Economically Disadvantaged	Economically Disadvantaged
School Name	Allderdice High School
GPA	2.58 (Mean)

MGT further identified disproportionalities within the rate by which African American students and White students are suspended district wide. Based off the student data from the last 5 school years, there is a statistically significant difference in the number of suspensions that an African American student receives compared to Non-African American students ($t(45763)=41.1, p<.001$). Similarly, MGT found a statistically significant difference in the number of days African American students are suspended compared to Non-African American students. ($t(9381)=11.7, P<.001$). This demonstrates that African American students in PPS are statistically more likely to be suspended and suspended for longer than their Non-African American counterparts at a 95% confidence.

Magnet Programs

Racial demographics of the magnet programs mimic the overall population of the district.

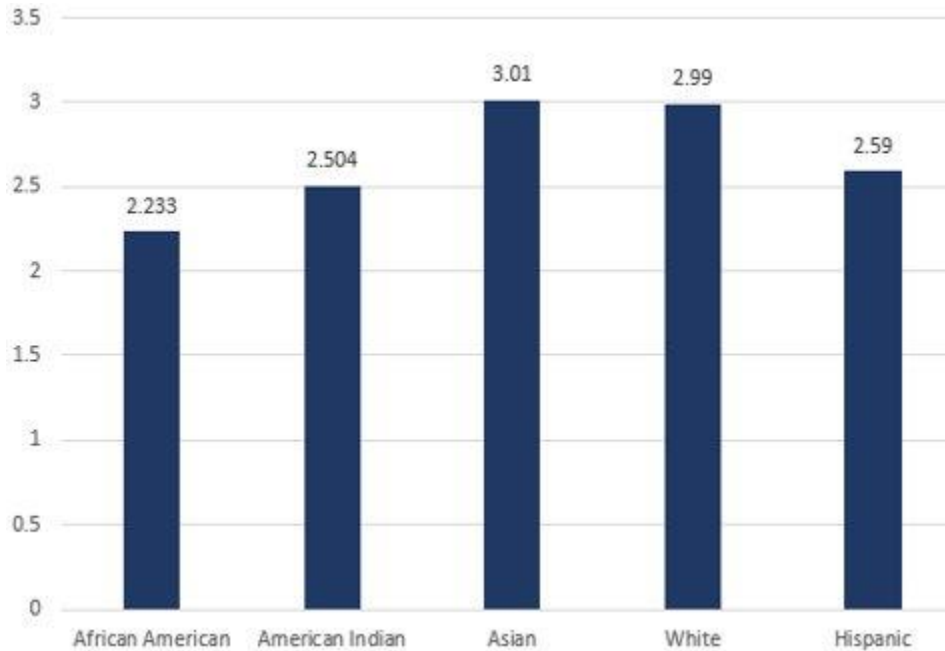
With the largest programs being Science and Technology and Obama, No Language Experience, around 9,000 students have participated in the magnet program. About 5% of participants withdraw from the programs with most attending Obama and Montessori. Most students withdraw voluntarily due to movement or transfer.

AP Programs

Like the district's Magnet program, PPS's AP program participation reflects their population with about 2.1K high schoolers participating.

About 55% of students score high enough in their AP exam to be eligible for college credit. Of those students, 78% of students were white, with only 6% being African American.

GPA



On average, a PPS student GPA is 2.58, with the school district's graduation rate at 78%. Ultimately, Asian and White students perform significantly higher than their peers, at 3.01 and 2.99 respectively, with African American students performing the lowest on average at a 2.23 GPA.

Suspensions

The following are schools where the average (M) suspensions are over 1 or under 0.3; Predominately, White schools average about 0.2 suspensions over the last 5 years, while predominately Black schools have averaged about 1.06. The closer to or further above 1 the mean approaches indicates that the more likely any student we sample from that school has received one or more suspensions

Majority White Campuses with the Highest Mean Suspension Rate

School	Mean Suspensions
Colfax K-8	M=0.2(SD±0.9)
Concord K-5	M=0.2(SD±0.9)
CAPA 6-12	M=0.2 (SD±0.5)
Brookline PreK-8	M=0.21(SD±0.8)

Majority Black Campuses with the Highest Mean Suspension Rate

School	Mean Suspensions
King PreK-8	M=1.8(SD±3.6)
Milliones 6-12	M=1.6(SD±2.6)
Perry HS	M=1.2(SD±2.3)
Westinghouse Academy 6-12	M=1.2(SD±2.1)

Alternative Campuses with the Highest Mean Suspension Rate

School	Mean Suspensions
Clayton Academy	M=3.3(SD±3.9)
Oliver Citywide Academy	M=3.1(SD±3.9)
Student Achievement Center	M=1.8(SD±2.7)

Conversely, the closer to 0 the mean approaches indicates that the less likely any student we sample from that school has received a suspension -5.92. Almost every majority white school has a M<0.3 whereas

Most school that have a M>1.0 is a majority African American school. This suggests that White and African American students receive suspension at a different rates.

Additionally, the 6,794 African American Students who received suspensions (M=6.46, SD=6.87) compared to the 2,589 non African American students (M=4.72, SD=6.9) demonstrated significantly higher likelihood of suspension $t(9381)=11.70$ $p<0.001$. This demonstrates statistically that White and

African American students miss school for different amounts of time due to suspensions at a 95% confidence interval.

Summary

Our findings suggest there are strong gaps of achievement between Black and African American students at PPS and non-Black and African American students at PPS . Thus, MGT recommends looking into the alignment of school disciplinary practices and providing additional academic support throughout the district to ensure equity amongst students,

Chapter 9 Suggestions from Staff, Faculty, Parents and Caregivers and Community Partners

Suggestions

Actionable Solutions: Show, Don't Tell

The community wants action; they want information, access to resources and newsletters, and evidence of proactive approaches to racial equity. The students and parents need action as their stakes are the highest; at present, they are not safe, a basic need in any effort to self-actualize. The families as well as the staff, including teachers and operations officers, need more resources to support their efforts to care for student wellbeing. The faculty needs to be diversified and held accountable for implicit biases. Teachers or staff members who have an outright disregard for equity and are intentionally harmful to students who are marginalized must be dealt with in functional ways to prevent further harm.

So what can PPS do to ensure that the Equity Plan is being executed measurably? We detail leader-led recommendations below, but begin with suggestions from the focus groups and surveys:

- ❖ Determine racial equity accountability metrics and make them transparent and relatable for parents, caregivers, students, and community partners.
- ❖ Commit to and provide learning opportunities for cultural awareness and understanding for teachers. Offer community resources that mirror these learning opportunities.
- ❖ Bring families, teaching faculty and staff together for racial equity dialogue sessions, modeling them after the focus group sessions introduced during this work.
- ❖ Engage the community in work they wish to be informed on and a part of, as evidenced in community focus group sessions during this Audit.
- ❖ Provide mental health training and support for students, staff, and faculty that is proactive and preventative.
- ❖ Explore more meaningful community partnerships with vetted Community Based Organizations to support students. (Offer a catalog of resources available to parents and caregivers.)
- ❖ Consider including policies that require accommodating parents working non-fixed schedules to take part in PSCC meetings
- ❖ Conduct legal-equity analysis of district-wide policies.

Chapter 10 Recommendations for Improvement

Recommendations

Based on the directives from the MOU, suggestions listed above, MGT’s experience with similar municipalities and general best practice regarding racial equity initiatives, MGT would like to present the following recommendations that PPS should consider implementing and including in their Racial Equity Action Plan.

Recommendations respond to five key areas of focus from the MOU, and then offer additional support areas MGT identified as integral to the success of Racial Equity within PPS. A few recommendations fall within more than one category, and will be reflected in both priority areas.

MOU Item: V. Instructional Support	
Recommendation:	Invested Partners Served
<ul style="list-style-type: none"> • Commit to and provide Administration and Faculty ongoing professional development and training opportunities focused on racial equity, cultural competency, and culturally responsive strategies. Subjects may include: <ul style="list-style-type: none"> ○ Equity, equality, and justice ○ Race and ethnicity ○ Intersectionality and racial equity ○ Neurodivergence ○ Gender and sexuality ○ Physical ability ○ Classism and economic opportunity <p><i>Note: Gloria Ladson-Billings does not address topics such as neurodivergence, gender and sexuality, and physical ability. MGT suggests these from an intersectional standpoint for the impact on Black and African American students.</i></p>	All faculty, administration, and students
<ul style="list-style-type: none"> • Provide mental health training and support for students, staff, and faculty that is proactive, preventative, trauma-responsive and healing-centered. 	All PPS students, staff and faculty
<ul style="list-style-type: none"> • Provide ongoing review of course offerings to ensure Culturally Responsive Instructional Practices. Crosswalk with grade-specific academic achievement goals to ensure alignment with improvements in the academic achievement gap. 	All PPS students, staff and faculty, District Office of Equity

<ul style="list-style-type: none"> Similarly, engage and align emerging instructional practices with those that address the academic achievement gap (c.f., Flipped-Classroom and Curriculum Infusion strategies). 	All PPS students, staff and faculty
<ul style="list-style-type: none"> Design the classroom with an assets- or strengths-based approach, so that diverse, positive cultural values are reflected, and embedded in instructional materials and curricula. 	All PPS students, staff and faculty
<ul style="list-style-type: none"> Collaborate with local invested partners to infuse and inform curriculum with local knowledge, talent and expertise across knowledge bases, including academic and trades practitioners. This creates a classroom oriented toward future success and enriches the relationship between PPS and its communities of impact. 	All PPS students, faculty, and community partners
<ul style="list-style-type: none"> Increase in-classroom support for all classrooms, but in particular those are experiencing acute academic achievement challenges, as defined by the MOU, section V (5). 	All faculty, staff, students, and relevant paraprofessionals
<ul style="list-style-type: none"> Solidify content and practice standards build up collaboration across sites to ensure best practices are being shared 	All faculty and staff

MOU Item: VI. Equity in Discipline	
Recommendation:	Primary Invested Partners Served
<ul style="list-style-type: none"> Prioritize and communicate a clearly outlined Restorative Practices policy and process to include: <ul style="list-style-type: none"> Specific logic model for infractions corresponding with severity Specific ways Restorative Practices avoid retributive penalties and seek to make aggrieved parties whole Specific ways Restorative Practices ensure that all students have equitable access to the process 	All students and caregivers
<ul style="list-style-type: none"> Compare policies between schools with exceptionally high and low discipline averages, and identify differences in school cultures that may be contributing to racial inequities in disciplinary practices and outcomes. 	All students and faculty and staff within PPS with current disciplinary disparities.
<ul style="list-style-type: none"> Ensure that live translation services are available to students and parents of students who are involved in a disciplinary process 	Students and parents from non-English speaking or English as a second language communities
<ul style="list-style-type: none"> Ensure that Restorative Practices act as the guiding principle for disciplinary collaborations (known elsewhere as “staffings” that bring together, among other participants, students, caregivers, teachers, case managers, any legal representatives, and specialists). 	All students, caregivers, and other invested partners for students with complex disciplinary issues, in particular those with legal referrals

<ul style="list-style-type: none"> Compare and contrast policies and practices between schools that have a suspension average over one and under 0.3. Adapt best practices from schools with low suspension averages. 	All schools within the District
<ul style="list-style-type: none"> MGT would suggest a deep legal analysis of the District’s discipline policies. 	All schools within the District

MOU Item: VII. Reducing the Achievement Gap	
Recommendation:	Primary Invested Partners Served
<ul style="list-style-type: none"> Consider Curriculum Infusion models to ensure fidelity to Culturally Responsive Pedagogy. Curriculum Infusion embeds racial equity and cultural competence within the curriculum and “removes the idea of [Culturally Responsive Education] as an ‘add-on’ program and makes it something that is emphasized and relevant throughout the educational experience” (Jones, 2003). 	All students, faculty and staff
<ul style="list-style-type: none"> Offer learning support for technology to parents and caregivers so that they can support their students’ learning objectives, with special attention to grades 3-8. 	All caregivers and students
<ul style="list-style-type: none"> Conduct ongoing analyses of differences in grade distribution across Black and African American students vs. other racial and ethnic students and address instructional strategies (c.f. Flipped Classroom and CRP) to engage, in particular, diverse student learners. 	District Administration
<ul style="list-style-type: none"> Consider the flipped-classroom model (Cabi, 2018) as appropriate, to engage students as teachers. 	All students
<ul style="list-style-type: none"> Revisit previous teacher pipeline recruitment and hiring strategies and examine other emerging strategies to attract and hire racially diverse teachers (e.g., assessing bias in standardized requirements for incoming teachers and offering alternative entry requirements, such as GPA (Holloway et al., 2021). 	Potential faculty recruits
<ul style="list-style-type: none"> Assess retention rates and address retention strategies for racially diverse teachers and support staff. Black and African American males, in particular, are far underrepresented in the District. 	Current and future faculty
<ul style="list-style-type: none"> Provide weekly course-specific tutoring services and office hours to all students; require attendance for those with a C+ or below and provide progress reports 	All PPS students and supporting faculty

MOU Item: VIII. Equity in Special Education and Special Programs	
Recommendation:	Primary Invested Partners Served
<ul style="list-style-type: none"> Reconsider attendance weights for Magnet program matriculation. Attendance does impact student success, but truancy is often the result of other life conditions and constraints. 	Students in Magnet Programs
<ul style="list-style-type: none"> Ensure that AP and CAS students all have access to similar supports including school-supported versus independent coursework support (e.g, current PPS example: Tutor.com). 	AP and CAS current and potential students
<ul style="list-style-type: none"> Provide ongoing professional development opportunities to teachers of AP and CAS classes and students. 	Teachers of AP and CAS coursework
<ul style="list-style-type: none"> Provide adequate time for teachers to create differentiated learning plans to accommodate students with exceptionalities, neurodivergences, and learning disabilities. 	All teachers of special education and any teachers who have differentiated classrooms accommodating students with exceptionalities, neurodivergences and learning disabilities
<ul style="list-style-type: none"> Provide teachers with resources in order to maintain up-to-date practices (e.g. differentiated learning to accommodate different learning styles in the same classroom). 	All teachers of special education and any teachers who have differentiated classrooms accommodating students with exceptionalities, neurodivergences and learning disabilities
<ul style="list-style-type: none"> Ensure opportunities for collaboration between caregivers, teachers, students, and specialists. 	All teachers of special education and any teachers who have differentiated classrooms accommodating students with exceptionalities, neurodivergences and learning disabilities All teachers of special programs
<ul style="list-style-type: none"> Ensure ongoing communication between teachers, caregivers, and specialists to address concerns, questions, and successes for students with exceptionalities. 	All teachers of special education and any teachers who have differentiated classrooms

	accommodating students with exceptionalities, neurodivergences and learning disabilities, as well as families and caregivers
<ul style="list-style-type: none"> • Provide ongoing professional development for teachers relevant to special education strategies. 	All teachers of special education and any teachers who have differentiated classrooms accommodating students with exceptionalities, neurodivergences and learning disabilities, as well as families and caregivers

MOU Item: IX. Monitoring and Evaluation	
Recommendation:	Primary Invested Partners Served
<ul style="list-style-type: none"> • Determine Racial Equity accountability metrics and transparent recommended, actionable, research-based practices led by the Administration and the Executive Office, the Office of Equity, and the School Board. 	District Administration, EAP, PHRC, the Executive Committee and the Board
<ul style="list-style-type: none"> • Establishing priorities and urgency in managing tasks associated with recommendations. This will be determined during Action and Implementation Planning sessions and will be reviewed for fidelity at a frequency determined by the District. Updates will be reported to the EAP and the PHRC. 	District Administration, EAP, PHRC, the Executive Committee and the Board
<ul style="list-style-type: none"> • In order to create accountability to the PPS community, create Equity Report Cards, <i>accessible and available to the community</i> that summarize achievement, discipline, and special program data. Report cards are offered both for the District and for Schools. 	District Administration (DREA), District Schools, and PPS community
<ul style="list-style-type: none"> • Develop school-specific Equity Action groups to maintain fidelity to the Racial Equity Action Plan, review initiatives, and ensure equity in instructional support and programming, special education and special programs support, and disciplinary practices. 	District Administration (DREA), District Schools, and PPS community

<ul style="list-style-type: none"> • Use MGT progress assessment tool for ongoing evaluation. • Use MGT’s Racial Equity Decision Point Guide for developing future District policies and, more importantly, good practices that are culturally competent. 	District Administration
<ul style="list-style-type: none"> • Conduct ongoing analyses of differences in grade distribution across Black and African American students vs. other racial and ethnic students and address instructional strategies (<i>c.f.</i> Flipped Classroom and CRP) to engage, in particular, diverse student learners. 	District Administration

In addition, MGT offers recommendations to improve certain policy measures that supplement and complement the five core areas from the MOU.

Policy Recommendations	
Recommendation:	Primary Invested Partners Served
<ul style="list-style-type: none"> • Modify language where possible to ensure gender-neutral language. 	Students in Magnet Programs
<ul style="list-style-type: none"> • Consistently add translation services at the beginning of community-facing documents. 	District Administration
<ul style="list-style-type: none"> • Revise PPS Offerings and Options Guide to include non-resident guideline. 	District Administration
<ul style="list-style-type: none"> • Review color palette to comply with Web-Content Accessibility Guidelines (WCAG) accessibility standards. 	District Administration
<ul style="list-style-type: none"> • The term “Stakeholders” needs to re-assessed as it has colonial roots. Alternative language options are partners, community collaborators, or invested partners. 	District Administration
<ul style="list-style-type: none"> • PPS Parent and Family Engagement policies should define what constitutes “timely communication”. 	District Administration and Families and Caregivers
<ul style="list-style-type: none"> • Conduct legal-equity analysis of district-wide policies. 	District Administration

MGT also offers recommendations that increase family and community engagement.

Family and Community Engagement Recommendations	
Recommendation:	Primary Invested Partners Served

<ul style="list-style-type: none"> Community-Centered Restorative Practice: “Speak Up, Speak Out” events, which feature a trained dialogue facilitator to help the PPS community have challenging conversations about racial equity and inclusion and learn to become comfortable having uncomfortable conversations. 	District staff, faculty, caregivers, families, students, and leaders at all levels within the District
<ul style="list-style-type: none"> Meet families, caregivers, and community members where they are. Consider resource learning sessions that take place where families and communities congregate (e.g., libraries, grocery stores, churches, community events). 	Families, caregivers, and community members.
<ul style="list-style-type: none"> Ensure that live translation services are available to students and parents of students who are involved in a disciplinary process. 	Students and parents from non-English speaking or English as a second language communities
<ul style="list-style-type: none"> Consistently add translation services at the beginning of <i>all</i> community-facing documents. 	Families, caregivers and community members
<ul style="list-style-type: none"> PPS Parent and Family Engagement policies should define what constitutes “timely communication”. 	Families and caregivers
<ul style="list-style-type: none"> Consider including policies that require accommodating families and caregivers working non-fixed schedules to take part in PSCC meetings. 	Families and caregivers
<ul style="list-style-type: none"> Review online communication materials to make sure they meet WCAG accessibility guidelines. 	Families, caregivers, and community members
<ul style="list-style-type: none"> Creating multiple modes of communicating district initiatives to families, faculty, staff, students, and the community. 	District Administration, Families, caregivers, and community members
<ul style="list-style-type: none"> School sites should establish and host Racial Equity parent committees. 	Families and caregivers

Finally, MGT offers recommendations that revisit the *On Track to Equity* recommendations for specific strategies for addressing the tenets of the MOU.

Revisiting Prior Action Items	
Recommendation:	Primary Invested Partners Served
<ul style="list-style-type: none"> Return to Initiative Action Groups (IAGs). Review for any initiatives which are ongoing, which have been sun-setted, and what’s missing. 	All Invested Partners to be determined by purpose of Initiative

<ul style="list-style-type: none"> • Increase Initiative Action Group membership to include think-tank members from Universities, EAP representatives, parents and caregivers, school representatives (teachers and administrators) and appropriate student representatives. 	<p>All Invested Partners to be determined by purpose of Initiative</p>
<ul style="list-style-type: none"> • Ensure IAG reporting and accountability processes. Best practice indicates that a working group member or members need to take up sub-tasks to see forward motion, and those members will be tasked with reporting back to the EAP, the PHRC, the Executive Committee and the Board on current progress. These should be in person and written. Frequency of reporting can be determined by invested partners, but MGT recommends at least quarterly reports. 	<p>All Invested Partners to be determined by purpose of Initiative</p>
<ul style="list-style-type: none"> • In the next iteration of the Superintendent’s Priority goals, add explicit links to racial equity within the context of each goal. 	<p>All Invested Partners to be determined by purpose of Initiative</p>
<ul style="list-style-type: none"> • Create succession plans for IAGs. Determine proxy membership for Initiative Action Groups to ensure ongoing commitment to each initiative. 	<p>All Invested Partners to be determined by purpose of Initiative</p>
<ul style="list-style-type: none"> • MGT recommends a continuation of Initiative Action Groups, to be identified during the course of Action Planning with sustainability being a primary motivator for Action Group selection. Each Action Group identifies a succession plan, and at least one proxy member should there be a change in staffing/administration. 	<p>All Invested Partners to be determined by purpose of Initiative</p>
<ul style="list-style-type: none"> • Standing (monthly or bi-monthly) meetings that engage all members and are oriented toward alignment and progress assessment. 	<p>All Invested Partners to be determined by purpose of Initiative</p>
<ul style="list-style-type: none"> • Update <i>On-Track to Equity Implementation Plan</i> <ul style="list-style-type: none"> ○ Consider continued gaps previously identified during future action planning sessions ○ Report any progress in the last four years towards the On-Track to Equity Implementation Plan ○ Report any regression in the last four years resulting from the pandemic and subsequent recession 	<p>All Invested Partners</p>
<ul style="list-style-type: none"> • Use School Averages Cards (See Appendix 1 below) to track progress over time with regard to the disproportionate suspension rates between schools with predominately Black and African American students and schools with predominately white students. These can be generated annually. 	<p>All Invested Partners</p>

Appendix 1 School Averages Cards

The following tables offer each school’s mode in the as it relates to the various variables: Race, Gender, ELL Status, IEP Status, Primary Disability, Experiencing Homelessness, In Foster Care, Economically Disadvantage, as well as mean school suspension rates and mean days of suspension for the average student.

The School Averages Cards disaggregate the District-wide data that created the composite for the average student within PPS as a whole. In doing so, they highlight differences between schools, particularly within the averages of student suspensions. For those unfamiliar with the disproportionality between schools that have predominately Black and African American students and schools that have predominately white students, these averages quantitatively indicate differences based on the primary racial demographic of the school through the suspension rates and duration of suspensions. These cards indicate the average variable per school; it does not represent the average student at the school.

Allderdice		
Variable	Central Tendency	Result
Race	Mode	White
Gender	Mode	Male
ELL Status	Mode	Not ELL
IEP Status	Mode	Not IEP or Gifted
Primary Disability	Mode	Not IEP or Gifted
Experiencing Homelessness	Mode	Not Experiencing Homelessness
In Foster Care	Mode	Not in Foster care
Economically Disadvantaged	Mode	Not Economically Disadvantaged
Suspensions	Mean	0.44 Days (SD±1.4)
Days suspended	Mean	6.34 Days (SD±7.0)

Allegheny k-5		
Variable	Central Tendency	Result
Race	Mode	African American
Gender	Mode	Male
@ELL Status	Mode	Not in ELL
IEP Status	Mode	Not IEP or Gifted
Primary Disability	Mode	Not IEP or Gifted
Experiencing Homelessness	Mode	Not Experiencing Homelessness

In Foster Care	Mode	Not in Foster care
Economically Disadvantaged	Mode	Economically Disadvantaged
Suspensions	Mean	0.18 Days (SD±1.2)
Days suspended	Mean	3.65 Days (SD±6.1)

Allegheny 6-8		
Variable	Central Tendency	
Race	Mode	African American
Gender	Mode	Male
ELL Status	Mode	Not ELL
IEP Status	Mode	Not IEP or Gifted
Primary Disability	Mode	Not IEP or Gifted
Experiencing Homelessness	Mode	Not Experiencing Homelessness
In Foster Care	Mode	Not in Foster care
Economically Disadvantaged	Mode	Economically Disadvantaged
Suspensions	Mean	1.12 Days (SD±2.0)
Days suspended	Mean	5.6 Days (SD±5.6)

Arlington PreK-8		
Variable	Central Tendency	Result
Race	Mode	African American
Gender	Mode	Male
ELL Status	Mode	Not ELL
IEP Status	Mode	Not IEP or Gifted
Primary Disability	Mode	Not IEP or Gifted
Experiencing Homelessness	Mode	Not Experiencing Homelessness
In Foster Care	Mode	Not in Foster care
Economically Disadvantaged	Mode	Economically Disadvantaged
Suspensions	Mean	0.86 Days (SD±1.8)
Days suspended	Mean	4.9 Days (SD±4.9)

Arsenal PreK-5		
Variable	Central Tendency	Result
Race	Mode	African American
Gender	Mode	Male
ELL Status	Mode	Not in ELL
IEP Status	Mode	Not IEP or Gifted
Primary Disability	Mode	Not IEP or Gifted
Experiencing Homelessness	Mode	Not Experiencing Homelessness
In Foster Care	Mode	Not in Foster care
Economically Disadvantaged	Mode	Economically Disadvantaged
Suspensions	Mean	0.33 Days (SD±1.3)
Days suspended	Mean	3.6 Days (SD±3.4)

Arsenal 6-8		
Variable	Central Tendency	Result
Race	Mode	African American
Gender	Mode	Female
ELL Status	Mode	Not in ELL
IEP Status	Mode	Not IEP or Gifted
Primary Disability	Mode	Not IEP or Gifted
Experiencing Homelessness	Mode	Not Experiencing Homelessness
In Foster Care	Mode	Not in Foster care
Economically Disadvantaged	Mode	Economically Disadvantaged
Suspensions	Mean	0.8 Days (SD±1.9)
Days suspended	Mean	5.9 Days (SD±5.9)

Banksville K-5		
Variable	Central Tendency	Result
Race	Mode	White
Gender	Mode	Male
ELL Status	Mode	In ELL

IEP Status	Mode	Not IEP or Gifted
Primary Disability	Mode	Not IEP or Gifted
Experiencing Homelessness	Mode	Not Experiencing Homelessness
In Foster Care	Mode	Not in Foster care
Economically Disadvantaged	Mode	Economically Disadvantaged
Suspensions	Mean	0.1 Days (SD±0.4)
Days suspended	Mean	4.7 Days (SD±4.6)

Beechwood PreK-5		
Variable	Central Tendency	Result
Race	Mode	White
Gender	Mode	Male
ELL Status	Mode	Not in ELL
IEP Status	Mode	Not IEP or Gifted
Primary Disability	Mode	Not IEP or Gifted
Experiencing Homelessness	Mode	Not Experiencing Homelessness
In Foster Care	Mode	Not in Foster care
Economically Disadvantaged	Mode	Economically Disadvantaged
Suspensions	Mean	0.1 Days (SD±0.6)
Days suspended	Mean	4.7 Days (SD±3.82)

Brashear HS		
Variable	Central Tendency	Result
Race	Mode	African American
Gender	Mode	Male
ELL Status	Mode	Not in ELL
IEP Status	Mode	Not IEP or Gifted
Primary Disability	Mode	Not IEP or Gifted
Experiencing Homelessness	Mode	Not Experiencing Homelessness
In Foster Care	Mode	Not in Foster care
Economically Disadvantaged	Mode	Economically Disadvantaged
Suspensions	Mean	0.63 Days (SD±1.5)

Days suspended	Mean	6.2 Days (SD±6.2)
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Brookline PreK-8		
Variable	Central Tendency	Result
Race	Mode	White
Gender	Mode	Male
ELL Status	Mode	Not in ELL
IEP Status	Mode	Not IEP or Gifted
Primary Disability	Mode	Not IEP or Gifted
Experiencing Homelessness	Mode	Not Experiencing Homelessness
In Foster Care	Mode	Not in Foster care
Economically Disadvantaged	Mode	Economically Disadvantaged
Suspensions	Mean	0.21 Days (SD±0.8)
Days suspended	Mean	4.9 Days (SD±5.6)

CAPA 6-12		
Variable	Central Tendency	Result
Race	Mode	White
Gender	Mode	Female
ELL Status	Mode	Not in ELL
IEP Status	Mode	Not IEP or Gifted
Primary Disability	Mode	Not IEP or Gifted
Experiencing Homelessness	Mode	Not Experiencing Homelessness
In Foster Care	Mode	Not in Foster care
Economically Disadvantaged	Mode	Not Economically Disadvantaged
Suspensions	Mean	0.2 Days (SD±0.5)
Days suspended	Mean	3.9 Days (SD±3.5)

Carmalt PreK-8		
Variable	Central Tendency	Result
Race	Mode	White
Gender	Mode	Male

ELL Status	Mode	Not In ELL
IEP Status	Mode	Not IEP or Gifted
Primary Disability	Mode	Not IEP or Gifted
Experiencing Homelessness	Mode	Not Experiencing Homelessness
In Foster Care	Mode	Not in Foster care
Economically Disadvantaged	Mode	Economically Disadvantaged
Suspensions	Mean	1.6 Days (SD± 1.6)
Days suspended	Mean	5.8 Days (SD±6.6)

Carrick High School		
Variable	Central Tendency	Result
Race	Mode	African American
Gender	Mode	Male
ELL Status	Mode	Not in ELL
IEP Status	Mode	Not IEP or Gifted
Primary Disability	Mode	Not IEP or Gifted
Experiencing Homelessness	Mode	Not Experiencing Homelessness
In Foster Care	Mode	Not in Foster care
Economically Disadvantaged	Mode	Economically Disadvantaged
Suspensions	Mean	1.02 Days (SD±2.2)
Days suspended	Mean	7.4 Days (SD±7.7)

Clayton Academy		
Variable	Central Tendency	Result
Race	Mode	African American
Gender	Mode	Female
ELL Status	Mode	Not in ELL
IEP Status	Mode	Not IEP or Gifted
Primary Disability	Mode	Not IEP or Gifted
Experiencing Homelessness	Mode	Not Experiencing Homelessness
In Foster Care	Mode	Not in Foster care
Economically Disadvantaged	Mode	Economically Disadvantaged

Suspensions	Mean	3.3 Days (SD±3.9)
Days suspended	Mean	13.6 Days (SD±10.0)

Classical 6-8		
Variable	Central Tendency	Result
Race	Mode	African American
Gender	Mode	Male
ELL Status	Mode	Not in ELL
IEP Status	Mode	Not IEP or Gifted
Primary Disability	Mode	Not IEP or Gifted
Experiencing Homelessness	Mode	Not Experiencing Homelessness
In Foster Care	Mode	Not in Foster care
Economically Disadvantaged	Mode	Economically Disadvantaged
Suspensions	Mean	0.73 Days (SD±1.8)
Days suspended	Mean	5.99 Days (SD±7.1)

Colfax K-8		
Variable	Central Tendency	Result
Race	Mode	White
Gender	Mode	Male
ELL Status	Mode	Not In ELL
IEP Status	Mode	Not IEP or Gifted
Primary Disability	Mode	Not IEP or Gifted
Experiencing Homelessness	Mode	Not Experiencing Homelessness
In Foster Care	Mode	Not in Foster care
Economically Disadvantaged	Mode	Not Economically Disadvantaged
Suspensions	Mean	0.22 Days (SD± 0.9)
Days suspended	Mean	4.2 Days (SD±4.2)

Concord K-5		
Variable	Central Tendency	Result
Race	Mode	White

Gender	Mode	Male
ELL Status	Mode	Not in ELL
IEP Status	Mode	Not IEP or Gifted
Primary Disability	Mode	Not IEP or Gifted
Experiencing Homelessness	Mode	Not Experiencing Homelessness
In Foster Care	Mode	Not in Foster care
Economically Disadvantaged	Mode	Economically Disadvantaged
Suspensions	Mean	0.2 Days (SD±0.9)
Days suspended	Mean	4.2 Days (SD±4.5)

Conroy		
Variable	Central Tendency	Result
Race	Mode	African American
Gender	Mode	Male
ELL Status	Mode	Not in ELL
IEP Status	Mode	IEP
Primary Disability	Mode	Intellectual Disability
Experiencing Homelessness	Mode	Not Experiencing Homelessness
In Foster Care	Mode	Not in Foster care
Economically Disadvantaged	Mode	Economically Disadvantaged
Suspensions	Mean	0.0 Days (SD±0.1)
Days suspended	Mean	0.0 Days (SD±0.4)

Dilworth PreK-5		
Variable	Central Tendency	Result
Race	Mode	African American
Gender	Mode	Male
ELL Status	Mode	Not in ELL
IEP Status	Mode	Not IEP or Gifted
Primary Disability	Mode	Not IEP or Gifted
Experiencing Homelessness	Mode	Not Experiencing Homelessness
In Foster Care	Mode	Not in Foster care

Economically Disadvantaged	Mode	Economically Disadvantaged
Suspensions	Mean	0.1 Days (SD±0.7)
Days suspended	Mean	3.3 Days (SD±3.9)

Faison K-5		
Variable	Central Tendency	Result
Race	Mode	African American
Gender	Mode	Male
ELL Status	Mode	Not in ELL
IEP Status	Mode	Not IEP or Gifted
Primary Disability	Mode	Not IEP or Gifted
Experiencing Homelessness	Mode	Not Experiencing Homelessness
In Foster Care	Mode	Not in Foster care
Economically Disadvantaged	Mode	Economically Disadvantaged
Suspensions	Mean	0.7 Days (SD±1.9)
Days suspended	Mean	4.5 Days (SD±5.2)

Grandview PreK-5		
Variable	Central Tendency	Result
Race	Mode	African American
Gender	Mode	Male
ELL Status	Mode	Not In ELL
IEP Status	Mode	Not IEP or Gifted
Primary Disability	Mode	Not IEP or Gifted
Experiencing Homelessness	Mode	Not Experiencing Homelessness
In Foster Care	Mode	Not in Foster care
Economically Disadvantaged	Mode	Economically Disadvantaged
Suspensions	Mean	0.3 Days (SD± 1.0)
Days suspended	Mean	4.4 Days (SD±4.2)

Fulton PreK-5		
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Variable	Central Tendency	Result
Race	Mode	African American
Gender	Mode	Male
ELL Status	Mode	Not in ELL
IEP Status	Mode	Not IEP or Gifted
Primary Disability	Mode	Not IEP or Gifted
Experiencing Homelessness	Mode	Not Experiencing Homelessness
In Foster Care	Mode	Not in Foster care
Economically Disadvantaged	Mode	Economically Disadvantaged
Suspensions	Mean	0.21 Days (SD±1.0)
Days suspended	Mean	3.5 Days (SD±3.7)

Greenfield PreK-8		
Variable	Central Tendency	Result
Race	Mode	White
Gender	Mode	Male
ELL Status	Mode	Not in ELL
IEP Status	Mode	Not IEP or Gifted
Primary Disability	Mode	Not IEP or Gifted
Experiencing Homelessness	Mode	Not Experiencing Homelessness
In Foster Care	Mode	Not in Foster care
Economically Disadvantaged	Mode	Economically Disadvantaged
Suspensions	Mean	0.1 Days (SD±0.4)
Days suspended	Mean	2.8 Days (SD±2.5)

King PreK-8		
Variable	Central Tendency	Result
Race	Mode	African American
Gender	Mode	Male
ELL Status	Mode	Not in ELL
IEP Status	Mode	Not IEP or Gifted
Primary Disability	Mode	Not IEP or Gifted

Experiencing Homelessness	Mode	Not Experiencing Homelessness
In Foster Care	Mode	Not in Foster care
Economically Disadvantaged	Mode	Economically Disadvantaged
Suspensions	Mean	1.8 Days (SD±3.6)
Days suspended	Mean	7.1 Days (SD±7.7)

Langley K-8		
Variable	Central Tendency	Result
Race	Mode	African American
Gender	Mode	Male
ELL Status	Mode	Not in ELL
IEP Status	Mode	Not IEP or Gifted
Primary Disability	Mode	Not IEP or Gifted
Experiencing Homelessness	Mode	Not Experiencing Homelessness
In Foster Care	Mode	Not in Foster care
Economically Disadvantaged	Mode	Economically Disadvantaged
Suspensions	Mean	0.8 Days (SD±2.1)
Days suspended	Mean	5.8 Days (SD±6.5)

Liberty K-5		
Variable	Central Tendency	Result
Race	Mode	African American
Gender	Mode	Male
ELL Status	Mode	Not In ELL
IEP Status	Mode	Not IEP or Gifted
Primary Disability	Mode	Not IEP or Gifted
Experiencing Homelessness	Mode	Not Experiencing Homelessness
In Foster Care	Mode	Not in Foster care
Economically Disadvantaged	Mode	Economically Disadvantaged
Suspensions	Mean	0.4 Days (SD± 1.2)
Days suspended	Mean	3.5 Days (SD±2.7)

Lincoln PreK-5		
Variable	Central Tendency	Result
Race	Mode	African American
Gender	Mode	Male
ELL Status	Mode	Not in ELL
IEP Status	Mode	Not IEP or Gifted
Primary Disability	Mode	Not IEP or Gifted
Experiencing Homelessness	Mode	Not Experiencing Homelessness
In Foster Care	Mode	Not in Foster care
Economically Disadvantaged	Mode	Economically Disadvantaged
Suspensions	Mean	0.5 Days (SD±1.7)
Days suspended	Mean	6.3 Days (SD±5.1)

Linden K-5		
Variable	Central Tendency	Result
Race	Mode	African American
Gender	Mode	Male
ELL Status	Mode	Not in ELL
IEP Status	Mode	Not IEP or Gifted
Primary Disability	Mode	Not IEP or Gifted
Experiencing Homelessness	Mode	Not Experiencing Homelessness
In Foster Care	Mode	Not in Foster care
Economically Disadvantaged	Mode	Economically Disadvantaged
Suspensions	Mean	0.3 Days (SD±1.0)
Days suspended	Mean	4.7 Days (SD±4.1)

Manchester PreK-8		
Variable	Central Tendency	Result
Race	Mode	African American
Gender	Mode	Male
ELL Status	Mode	Not In ELL
IEP Status	Mode	Not IEP or Gifted
Primary Disability	Mode	Not IEP or Gifted

Experiencing Homelessness	Mode	Not Experiencing Homelessness
In Foster Care	Mode	Not in Foster care
Economically Disadvantaged	Mode	Economically Disadvantaged
Suspensions	Mean	0.5Days (SD± 1.4)
Days suspended	Mean	4.0 Days (SD±3.6)

Mifflin PreK-8		
Variable	Central Tendency	Result
Race	Mode	White
Gender	Mode	Male
ELL Status	Mode	Not in ELL
IEP Status	Mode	Not IEP or Gifted
Primary Disability	Mode	Not IEP or Gifted
Experiencing Homelessness	Mode	Not Experiencing Homelessness
In Foster Care	Mode	Not in Foster care
Economically Disadvantaged	Mode	Economically Disadvantaged
Suspensions	Mean	1.0 Days (SD±2.5)
Days suspended	Mean	6.7 Days (SD±7.4)

Miller PreK-5		
Variable	Central Tendency	Result
Race	Mode	African American
Gender	Mode	Female
ELL Status	Mode	Not in ELL
IEP Status	Mode	Not IEP or Gifted
Primary Disability	Mode	Not IEP or Gifted
Experiencing Homelessness	Mode	Not Experiencing Homelessness
In Foster Care	Mode	Not in Foster care
Economically Disadvantaged	Mode	Economically Disadvantaged
Suspensions	Mean	0.3 Days (SD±1.2)
Days suspended	Mean	5.6 Days (SD±5.2)

Milliones 6-12		
Variable	Central Tendency	Result
Race	Mode	African American
Gender	Mode	Male
ELL Status	Mode	Not in ELL
IEP Status	Mode	Not IEP or Gifted
Primary Disability	Mode	Not IEP or Gifted
Experiencing Homelessness	Mode	Not Experiencing Homelessness
In Foster Care	Mode	Not in Foster care
Economically Disadvantaged	Mode	Economically Disadvantaged
Suspensions	Mean	1.6 Days (SD±2.6)
Days suspended	Mean	7.6 Days (SD±7.0)

Minadeo PreK-5		
Variable	Central Tendency	Result
Race	Mode	African American
Gender	Mode	Male
ELL Status	Mode	Not In ELL
IEP Status	Mode	Not IEP or Gifted
Primary Disability	Mode	Not IEP or Gifted
Experiencing Homelessness	Mode	Not Experiencing Homelessness
In Foster Care	Mode	Not in Foster care
Economically Disadvantaged	Mode	Economically Disadvantaged
Suspensions	Mean	0.4 Days (SD± 1.2)
Days suspended	Mean	5.8 Days (SD±6.6)

Montessori PreK-5		
Variable	Central Tendency	Result
Race	Mode	White
Gender	Mode	Male
ELL Status	Mode	Not in ELL
IEP Status	Mode	Not IEP or Gifted
Primary Disability	Mode	Not IEP or Gifted

Experiencing Homelessness	Mode	Not Experiencing Homelessness
In Foster Care	Mode	Not in Foster care
Economically Disadvantaged	Mode	Not Economically Disadvantaged
Suspensions	Mean	0.0 Days (SD±0.1)
Days suspended	Mean	1.6 Days (SD±0.8)

Morrow PreK-8		
Variable	Central Tendency	Result
Race	Mode	African American
Gender	Mode	Male
ELL Status	Mode	Not in ELL
IEP Status	Mode	Not IEP or Gifted
Primary Disability	Mode	Not IEP or Gifted
Experiencing Homelessness	Mode	Not Experiencing Homelessness
In Foster Care	Mode	Not in Foster care
Economically Disadvantaged	Mode	Economically Disadvantaged
Suspensions	Mean	0.5 Days (SD±1.5)
Days suspended	Mean	5.3 Days (SD±5.9)

Obama 6-12		
Variable	Central Tendency	Result
Race	Mode	African American
Gender	Mode	Female
ELL Status	Mode	Not in ELL
IEP Status	Mode	Not IEP or Gifted
Primary Disability	Mode	Not IEP or Gifted
Experiencing Homelessness	Mode	Not Experiencing Homelessness
In Foster Care	Mode	Not in Foster care
Economically Disadvantaged	Mode	Economically Disadvantaged
Suspensions	Mean	0.7 Days (SD±1.7)
Days suspended	Mean	5.8 Days (SD±7.0)

Oliver Citywide Academy		
Variable	Central Tendency	Result
Race	Mode	African American
Gender	Mode	Male
ELL Status	Mode	Not In ELL
IEP Status	Mode	IEP
Primary Disability	Mode	Serious Emotional Disturbance
Experiencing Homelessness	Mode	Not Experiencing Homelessness
In Foster Care	Mode	Not in Foster care
Economically Disadvantaged	Mode	Economically Disadvantaged
Suspensions	Mean	3.1 Days (SD± 3.9)
Days suspended	Mean	7.4 Days (SD±5.7)

Online Academy		
Variable	Central Tendency	Result
Race	Mode	White
Gender	Mode	Female
ELL Status	Mode	Not in ELL
IEP Status	Mode	Not IEP or Gifted
Primary Disability	Mode	Not IEP or Gifted
Experiencing Homelessness	Mode	Not Experiencing Homelessness
In Foster Care	Mode	Not in Foster care
Economically Disadvantaged	Mode	Not Economically Disadvantaged
Suspensions	Mean	0.2 Days (SD±0.8)
Days suspended	Mean	4.5 Days (SD±3.5)

Perry High School		
Variable	Central Tendency	Result
Race	Mode	African American
Gender	Mode	Female
ELL Status	Mode	Not in ELL
IEP Status	Mode	Not IEP or Gifted

Primary Disability	Mode	Not IEP or Gifted
Experiencing Homelessness	Mode	Not Experiencing Homelessness
In Foster Care	Mode	Not in Foster care
Economically Disadvantaged	Mode	Economically Disadvantaged
Suspensions	Mean	1.2 Days (SD±2.3)
Days suspended	Mean	8.0 Days (SD±8.5)

Phillips K-5		
Variable	Central Tendency	Result
Race	Mode	White
Gender	Mode	Male
ELL Status	Mode	Not in ELL
IEP Status	Mode	Not IEP or Gifted
Primary Disability	Mode	Not IEP or Gifted
Experiencing Homelessness	Mode	Not Experiencing Homelessness
In Foster Care	Mode	Not in Foster care
Economically Disadvantaged	Mode	Economically Disadvantaged
Suspensions	Mean	0.2 Days (SD±0.7)
Days suspended	Mean	3.0 Days (SD±2.5)

Pioneer		
Variable	Central Tendency	Result
Race	Mode	African American
Gender	Mode	Male
ELL Status	Mode	Not In ELL
IEP Status	Mode	IEP
Primary Disability	Mode	Multiple Disabilities
Experiencing Homelessness	Mode	Not Experiencing Homelessness
In Foster Care	Mode	Not in Foster care
Economically Disadvantaged	Mode	Economically Disadvantaged
Suspensions	Mean	0 Days (SD± 0)
Days suspended	Mean	NA

Roosevelt PreK-5		
Variable	Central Tendency	Result
Race	Mode	African American
Gender	Mode	Male
ELL Status	Mode	Not in ELL
IEP Status	Mode	Not IEP or Gifted
Primary Disability	Mode	Not IEP or Gifted
Experiencing Homelessness	Mode	Not Experiencing Homelessness
In Foster Care	Mode	Not in Foster care
Economically Disadvantaged	Mode	Economically Disadvantaged
Suspensions	Mean	0.5 Days (SD±1.6)
Days suspended	Mean	4.9 Days (SD±4.6)

Schiller 6-8		
Variable	Central Tendency	Result
Race	Mode	African American
Gender	Mode	Male
ELL Status	Mode	Not in ELL
IEP Status	Mode	Not IEP or Gifted
Primary Disability	Mode	Not IEP or Gifted
Experiencing Homelessness	Mode	Not Experiencing Homelessness
In Foster Care	Mode	Not in Foster care
Economically Disadvantaged	Mode	Economically Disadvantaged
Suspensions	Mean	0.5 Days (SD±1.4)
Days suspended	Mean	5.0 Days (SD±5.4)

Science and Technology Academy		
Variable	Central Tendency	Result
Race	Mode	White
Gender	Mode	Male

ELL Status	Mode	Not in ELL
IEP Status	Mode	Not IEP or Gifted
Primary Disability	Mode	Not IEP or Gifted
Experiencing Homelessness	Mode	Not Experiencing Homelessness
In Foster Care	Mode	Not in Foster care
Economically Disadvantaged	Mode	Not Economically Disadvantaged
Suspensions	Mean	0.4 Days (SD±1.0)
Days suspended	Mean	3.8 Days (SD±3.8)

South Brook 6-8		
Variable	Central Tendency	Result
Race	Mode	White
Gender	Mode	Female
ELL Status	Mode	Not In ELL
IEP Status	Mode	Not IEP or Gifted
Primary Disability	Mode	Not IEP or Gifted
Experiencing Homelessness	Mode	Not Experiencing Homelessness
In Foster Care	Mode	Not in Foster care
Economically Disadvantaged	Mode	Economically Disadvantaged
Suspensions	Mean	0.6 Days (SD± 1.5)
Days suspended	Mean	4.6 Days (SD±4.5)

South Hills 6-8		
Variable	Central Tendency	Result
Race	Mode	African American
Gender	Mode	Male
ELL Status	Mode	Not in ELL
IEP Status	Mode	Not IEP or Gifted
Primary Disability	Mode	Not IEP or Gifted
Experiencing Homelessness	Mode	Not Experiencing Homelessness
In Foster Care	Mode	Not in Foster care
Economically Disadvantaged	Mode	Economically Disadvantaged

Suspensions	Mean	0.9 Days (SD±2.0)
Days suspended	Mean	6.6 Days (SD±6.5)

Spring Hill K-5		
Variable	Central Tendency	Result
Race	Mode	African American
Gender	Mode	Female
ELL Status	Mode	Not in ELL
IEP Status	Mode	Not IEP or Gifted
Primary Disability	Mode	Not IEP or Gifted
Experiencing Homelessness	Mode	Not Experiencing Homelessness
In Foster Care	Mode	Not in Foster care
Economically Disadvantaged	Mode	Economically Disadvantaged
Suspensions	Mean	0.4Days (SD±1.4)
Days suspended	Mean	3.4 Days (SD±4.0)

Sterrett 6-8		
Variable	Central Tendency	Result
Race	Mode	African American
Gender	Mode	Female
ELL Status	Mode	Not in ELL
IEP Status	Mode	Not IEP or Gifted
Primary Disability	Mode	Not IEP or Gifted
Experiencing Homelessness	Mode	Not Experiencing Homelessness
In Foster Care	Mode	Not in Foster care
Economically Disadvantaged	Mode	Economically Disadvantaged
Suspensions	Mean	1.2 Days (SD±2.2)
Days suspended	Mean	7.1 Days (SD±7.0)

Student Achievement Center		
Variable	Central Tendency	Result

Race	Mode	African American
Gender	Mode	Male
ELL Status	Mode	Not In ELL
IEP Status	Mode	Not IEP or Gifted
Primary Disability	Mode	Not IEP or Gifted
Experiencing Homelessness	Mode	Not Experiencing Homelessness
In Foster Care	Mode	Not in Foster care
Economically Disadvantaged	Mode	Economically Disadvantaged
Suspensions	Mean	1.8 Days (SD± 2.7)
Days suspended	Mean	9.6 Days (SD±8.3)

Sunnyside PreK-8		
Variable	Central Tendency	Result
Race	Mode	African American
Gender	Mode	Male
ELL Status	Mode	Not in ELL
IEP Status	Mode	Not IEP or Gifted
Primary Disability	Mode	Not IEP or Gifted
Experiencing Homelessness	Mode	Not Experiencing Homelessness
In Foster Care	Mode	Not in Foster care
Economically Disadvantaged	Mode	Economically Disadvantaged
Suspensions	Mean	0.2 Days (SD±0.8)
Days suspended	Mean	3.2 Days (SD±3.7)

Weil PreK-5		
Variable	Central Tendency	Result
Race	Mode	African American
Gender	Mode	Male
ELL Status	Mode	Not in ELL
IEP Status	Mode	Not IEP or Gifted
Primary Disability	Mode	Not IEP or Gifted
Experiencing Homelessness	Mode	Not Experiencing Homelessness
In Foster Care	Mode	Not in Foster care

Economically Disadvantaged	Mode	Economically Disadvantaged
Suspensions	Mean	0.6 Days (SD±1.9)
Days suspended	Mean	4.9 Days (SD±5.3)

West Liberty PreK-5		
Variable	Central Tendency	Result
Race	Mode	White
Gender	Mode	Male
ELL Status	Mode	Not in ELL
IEP Status	Mode	Not IEP or Gifted
Primary Disability	Mode	Not IEP or Gifted
Experiencing Homelessness	Mode	Not Experiencing Homelessness
In Foster Care	Mode	Not in Fostercare
Economically Disadvantaged	Mode	Economically Disadvantaged
Suspensions	Mean	0.2 Days (SD±0.8)
Days suspended	Mean	2.5 Days (SD±2.1)

Westinghouse Academy 6-12		
Variable	Central Tendency	Result
Race	Mode	African American
Gender	Mode	Male
ELL Status	Mode	Not In ELL
IEP Status	Mode	Not IEP or Gifted
Primary Disability	Mode	Not IEP or Gifted
Experiencing Homelessness	Mode	Not Experiencing Homelessness
In Foster Care	Mode	Not in Fostercare
Economically Disadvantaged	Mode	Economically Disadvantaged
Suspensions	Mean	1.2 Days (SD± 2.1)
Days suspended	Mean	6.9 Days (SD±6.8)

Westwood K-5		
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Variable	Central Tendency	Result
Race	Mode	African American
Gender	Mode	Male
ELL Status	Mode	Not in ELL
IEP Status	Mode	Not IEP or Gifted
Primary Disability	Mode	Not IEP or Gifted
Experiencing Homelessness	Mode	Not Experiencing Homelessness
In Foster Care	Mode	Not in Fostercare
Economically Disadvantaged	Mode	Economically Disadvantaged
Suspensions	Mean	0.2 Days (SD±0.9)
Days suspended	Mean	3.6 Days (SD±3.3)

Whittier K-5		
Variable	Central Tendency	Result
Race	Mode	White
Gender	Mode	Male
ELL Status	Mode	Not in ELL
IEP Status	Mode	Not IEP or Gifted
Primary Disability	Mode	Not IEP or Gifted
Experiencing Homelessness	Mode	Not Experiencing Homelessness
In Foster Care	Mode	Not in Fostercare
Economically Disadvantaged	Mode	Economically Disadvantaged
Suspensions	Mean	0.2 Days (SD±1.1)
Days suspended	Mean	4.9 Days (SD±5.8)

Woolslair PreK-5		
Variable	Central Tendency	Result
Race	Mode	African American
Gender	Mode	Male
ELL Status	Mode	Not in ELL
IEP Status	Mode	Not IEP or Gifted
Primary Disability	Mode	Not IEP or Gifted

Experiencing Homelessness	Mode	Not Experiencing Homelessness
In Foster Care	Mode	Not in Foster care
Economically Disadvantaged	Mode	Economically Disadvantaged
Suspensions	Mean	0.1 Days (SD±0.5)
Days suspended	Mean	4.1 Days (SD±3.2)

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