



The Pathway to the Promise.™

Equity: Getting to All Plan Progress Review Education Committee February 5, 2013

Equity: Getting to All

- 1. Empowering Effective Teachers**
- 2. Enhancing Curriculum Relevance and Fidelity**
- 3. Addressing Culture**
- 4. Improving Support to Schools**
- 5. Engaging Families and Community**

1. Empowering Effective Teachers

	Description
Number of Affiliates	<p>10 Licensed Affiliates</p> <ul style="list-style-type: none"> • 3 CRI, 3 Central Office Staff, 2 Beacon School Principals, 1 Student Services, and 1 Teacher/Student Activities Director
Affiliates Purpose	<p>To ensure widespread implementation of the training to assist teachers, administrators and the District to internalize the protocol and deepen engagement around creating racially equitable classrooms, schools, and communities</p>
Affiliates Assignments	<ul style="list-style-type: none"> •Affiliates have facilitated several professional training sessions in the district •Affiliates have facilitated for workshops such as: <ul style="list-style-type: none"> •Broad Residents •Courageous Conversations Summit in Houston, TX •Elevating and Celebrating Effective Teaching and Teachers (ECET2) in Phoenix, AR sponsored by Bill and Melinda Gates Foundation •Affiliates from PD department have designed comprehensive program of studies for Career Ladder Teachers (grounded in Equity Framework) •Affiliates will provide training for identified High Schools in August 2013

2. Enhancing Curriculum Relevance and Fidelity

Aligning Curriculum to Common Core State Standards	Culturally Responsive Curriculum
Revise curriculum to align with Common Core Standards that incorporates culturally responsive curriculum and instructional practices	CRAE arts teachers and artists to share instructional best practices with Curriculum supervisors and curriculum writers in a day long retreat TBD
Increase novels and other curriculum materials that depict positive minority protagonists and role models. (ex. 8 th grade novel- the Forge)	Provide curriculum that helps to address the achievement disparity
Curriculum Supervisors and Curriculum writers Culturally responsive pedagogy professional learning February 15 th and TBD by Dr. Theresa Perry	General requirement in all curriculum in all content areas is that culturally responsive curriculum be embedded and identifiable to teachers in the curriculum

3. Addressing Culture

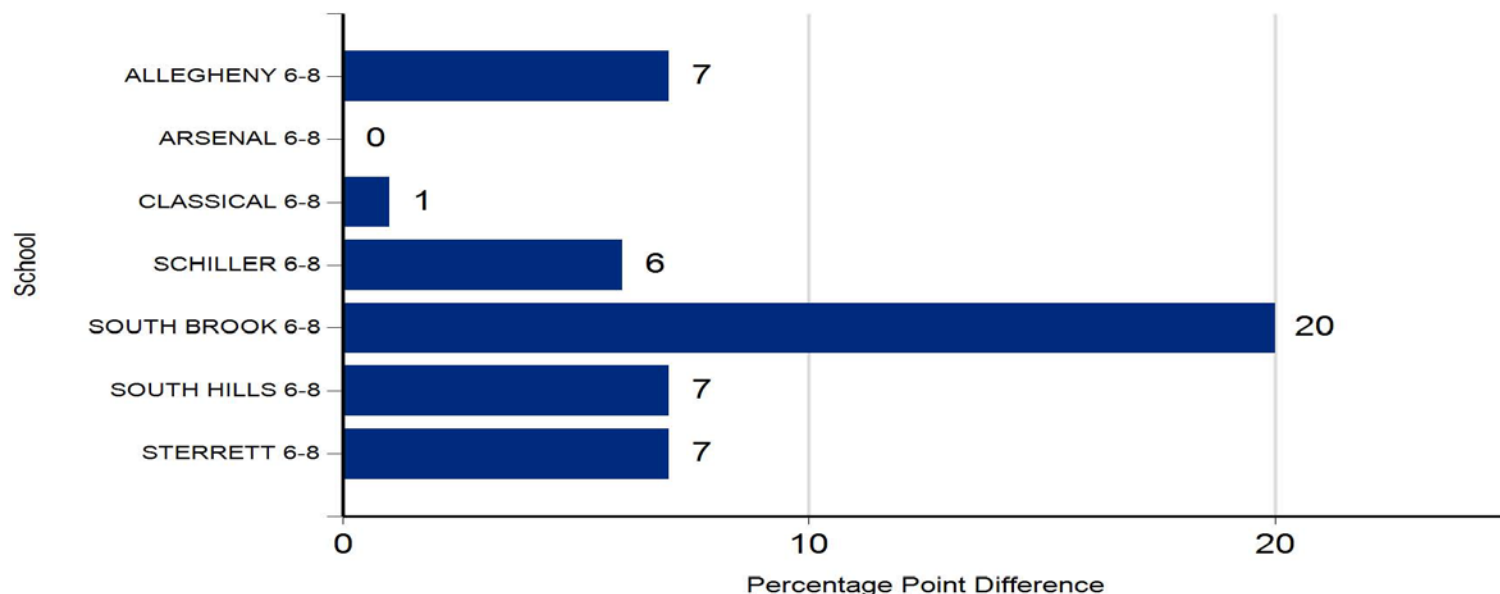
	Description
Equity Training	<ul style="list-style-type: none">• Dr. Linda Lane, Superintendent of Pittsburgh Public Schools, attended The Superintendent's National Collaborative for Educational Equity and Excellence in San Francisco, CA on December 12-14, 2012• During the E3 Collaborative, Superintendents from across the nation work to establish a level of commonality among cohort members around equity language and desired outcomes. They examine the essential elements of strong district equity infrastructure and leadership, discuss ways to create a culture of organizational learning and accountability, and identify tools and strategies to accelerate results on all levels• E3 Collaborative Institute and Summit will be held in Pittsburgh, PA on September 25-27, 2013
Monthly School Level Suspension Reports	<ul style="list-style-type: none">• Beginning in 2012-2013, monthly school level suspension reports are available for review by Principals and District Leadership• School data are compared to other schools within the same configuration• These reports identify schools with high percentages of suspensions or disparities among student groups so that school can review their data and central office support can be provided on a timely basis

1-3 Day Suspension and Disparity

Enrollment Date: 12/03/2012, Suspension Range: 11/1/2012-11/30/2012

	AA Enrolled	AA Suspended	AA Risk Index	W Enrolled	W Suspended	W Risk Index	Disparity*
6-8 Schools	1220	135	11%	929	49	5%	6%
ALLEGHENY 6-8	209	25	12%	76	4	5%	7%
ARSENAL 6-8	150	15	10%	20	2	10%	0%
CLASSICAL 6-8	142	1	1%	149	0	0%	1%
SCHILLER 6-8	155	12	8%	49	1	2%	6%
SOUTH BROOK 6-8	82	21	26%	330	19	6%	20%
SOUTH HILLS 6-8	204	35	17%	221	21	10%	7%
STERRETT 6-8	278	26	9%	84	2	2%	7%

African-American vs. White Risk Index Disparity



*Schools with fewer than 20 African American or White students enrolled: The overall risk index for all of the schools with the same grade configuration is used to calculate the disparity.

2012-13 year-to-date suspension data show a decrease in the number of suspension incidents *and* the number of students receiving suspensions, compared to the same time last year.

Total Unique Incidents Resulting in a 1-10 Day Suspension	8/20/2011-1/15/2012	8/20/2012-1/15/2013	Change in # Incidents
All Incidents	5488	3483	-36.5% (-2005)
Involving White Students	892	675	-24.3% (-217)
Involving Black Students	4452	2644	-40.6% (-1808)
Involving Students with IEP	1766	1238	-29.9% (-528)
Total Unique Students Suspended for 1-10 days	8/20/2011-1/15/2012	8/20/2012-1/15/2013	Change in # Suspended Students
All Students	3694	2623	-28.9% (-1071)
White Students	603	459	-23.8% (-144)
Black Students	2855	1962	-31.3% (-893)
Students with IEP	1077	812	-24.6% (-265)

A reduction in student suspensions and disparity for 2012-13 compared to 2011-12 is evident for most school configurations. Increases in suspension rates may signal problems in the learning environment. These schools receive additional support.

Student Suspensions August through December
2011-12 compared to 2012-13

School Configuration	2011-12			2012-13		
	% AA Suspended	% White Suspended	Disparity (AA-W)	% AA Suspended	% White Suspended	Disparity (AA-W)
K-5	9%	2%	7	6%	2%	4
K-8	18%	5%	13	12%	4%	8
6-8	20%	10%	10	23%	11%	12
6-12	22%	3%	19	11%	2%	9
9-12	25%	10%	15	18%	6 %	12

4. Improving Support to Schools

	Description
Superintendent Cabinet	1st day of school <ul style="list-style-type: none">• Superintendent Cabinet supported each school
Advisory Group	Lead Principals are engaged in meetings with Superintendent <ul style="list-style-type: none">• October 9, 2012• November 27, 2012
High Risk Schools	Meetings held with the Superintendent and school leadership with the greatest concerns <ul style="list-style-type: none">• December 17 and 21, 2012
Peer-to-peer support and cluster grouping	Vertical K-12 Teams <ul style="list-style-type: none">• Monthly meetings Horizontal Grade-Specific Teams <ul style="list-style-type: none">• Monthly meetings

5. Engaging Families and Community

FACE Coordinators	Training
Responsibilities	Monthly Log <ul style="list-style-type: none"> Submitted each month School and Family Engagement Assessment Checklist <ul style="list-style-type: none"> Pre and Post school year
Professional Development	Book Study <ul style="list-style-type: none"> Beyond the Bake Sale 101 Ways for REAL Parent Engagement Outreach to African American Families <ul style="list-style-type: none"> March 2013 – Two Focus Groups with African-American families led by Celeta Hickman April 2013 – Professional Development Sessions facilitated by Celeta Hickman May 2013 – Two Day Courageous Conversation Training facilitated by PPS Affiliates

