

COMMONWEALTH OF PENNSYLVANIA
HUMAN RELATIONS COMMISSION

PITTSBURGH PUBLIC SCHOOL DISTRICT
MEMORANDUM OF UNDERSTANDING REPORT

October 2020

By Martin Cunningham, Assistant Chief Counsel

I. INTRODUCTION

The following report provides the Pa Human Relations Commission (“PHRC”) staff’s findings and conclusions of the progress of Pittsburgh Public School District (“PPS” or “District”) in its efforts to satisfy the terms of the 2015 Memorandum of Understanding (“MOU”) that was entered to afford the PPS additional time to meet the terms of a Conciliation and Consent Order which imposed requirements to lessen the achievement gap and provide equivalent educational opportunities and terms for its African American student population and white students.

The PHRC is the administrative agency charged with enforcement of PA’s anti-discrimination laws: the Pennsylvania Human Relations Act (“PHRA”), 43 P.S. §§ 951-963, and the Pennsylvania Fair Education Opportunities Act (“PFEOA”), 24 P.S. §§ 5001-5010. The PHRA prohibits discrimination in employment, housing, commercial property, education and public accommodations. The PFEOA applies to post-secondary schools and trade schools. In general, the PHRA and PFEOA prohibit discrimination based on race; color; religious creed, age (40 and over); sex; national origin; ancestry; familial status; disability; and the use, handling or training of support or guide animals for disability. The PHRA empowers to the PHRC to educate the public to prevent discrimination and foster equal opportunity, and to address incidents of bias that may lead to tension between racial, ethnic, and other groups.

II. HISTORY

The PHRC would like to again recognize and thank those original members of the Advocates for African American Students in the Pittsburgh Public Schools (“Advocates”) for their continued time and effort in the struggle to best obtain educational excellence and equity for the students for over thirty years. Additionally we thank the staff of Pittsburgh Public School (“PPS”) for their work in the education of the students and its cooperation with the Advocates and PHRC in seeking improvements in the educational system as it strives for improved outcomes in addressing the achievement gap with their student population. Your collective efforts, while not yet having reached the shared dream of truly closing the achievement gap, are bearing some successes. Moreover, the mere fact that the Advocates and PPS have created and empowered the Equity Advisory Panel (“EAP”) has done much to influence and partner with each other to aid in the processes to hopefully enable future success of the children.

In September of 2006, the PHRC and the PPS mutually agreed to enter into a Conciliation Agreement (“Agreement”). The Agreement outlined more than 90 terms that were to be instituted to assist PPS in closing the achievement gap, reduce the disparity in suspensions between white and African American students, and to address concerns regarding the District’s hiring practices. The Agreement required the PPS to establish an equity office and to hire a full-time equity administrator to oversee compliance with equity initiatives. Included in the Agreement was a requirement to establish the EAP to work with the equity office and to make equity recommendations to the District. The Agreement authorized the PHRC to monitor the PPS’s progress over the next five years.

An essential component of the Agreement required PPS to accomplish “substantial progress” in the removal of disparities of the achievement gap between white and African American students. In 2012, after a review of the District’s performance data, the PHRC found that the District had not made substantial progress. Subsequently, PPS, the EAP and PHRC Agreed to a memorandum of understanding “MOU”). The MOU contained many of the terms from the original Agreement. However, the MOU extended the monitoring period for another two years and expired in August 2014. At the end of the two-year period, and after review of the District’s data, the PHRC determined that PPS had not yet achieved substantial progress in closing the achievement gap. In October 2015, PPS, the EAP and the PHRC agreed to a new five-year MOU, extending the monitoring period until 2020. This report analyzes the District’s progress through the approximately five-years of the 2015 MOU.

In this report PHRC will focus on the analysis of the following terms highlighted in the 2015 MOU:

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

Initially the PHRC wishes to convey its recognition and appreciation of the PPS’s cogent and admirable goals described in its publication “On Track To Equity, Integrating Equity Throughout PPS”. This document provides a logical and robust framework upon which PPS can implement to reach to shared goal of obtaining social educational equity for its students. That said, the path to achieving educational equity goals is a task more likened to a marathon, than a sprint. And as will be described herein, in terms of closing racial disparities, we are still not yet at the mid-point of the race.

In this report the terms “disparity” or “achievement gap” between African American and white PPS students are reported in the findings herein by both the numerical difference in the percentages (hereinafter “numerical difference”) as well as in the actual percentage differences (“hereinafter “percentage difference”) of the data. In so doing, the PHRC desires to present a clearer numerical reference of how the achievement gap has been impacted over time. The formula used to derive the percent difference calculation is as follows:

$$((\text{Value}_1 - \text{Value}_2) \div (\text{Value}_1 + \text{Value}_2)) \times 100.$$

III. PSSA/Keystone Exam Score

Standardized testing is a barometer of determining a student’s understanding of various educational disciplines that have been deemed an appropriate tool to evaluate how well a student is prepared for post-secondary education or the 21st century workforce. It was for this reason this metric was incorporated as an important term of the requirements of the 2015 memorandum of understanding.

The achievement gap is most clearly measured and observed in the outcomes of PPS’s standardized testing. In fact, until Commonwealth declined to enforce a requirement that graduation was dependent upon successful passage of Keystone Exams, a lack of success in this arena, would have a profound impact on a young person’s life.

During the most recent MOU period, PPS provided PSSA and Keystone Exam score data, disaggregated by race, for grades three, five, eight and eleven for the, 2015-16, 2016-17, 2017-18 and 2018-19 school years.¹ In terms of analyzing the scoring data, the performance was measured by the percentage difference between the African American and White students that scored proficient or better. The score data for all ages and for all subjects tested does not exhibit adequate performance.

a. English Language Arts

While English Language Arts (“ELA”) data showed a relative lessening of the achievement gap as compared with the math differential, discussed later, differential provides that there existed a persistent level of heightened disparity between African American and white students.

Figure 1 – Grade 3: PSSA Exam Score by Race - English Language Proficient or better				
School Year	African American Students	White Students	Numerical Difference	Percentage Difference
2015/2016	37 %	68.1 %	31.1%	59.18 %
2016/2017	34.3 %	71.1 %	36.8 %	69.83 %
2017/2018	45.5 %	75.4 %	29.9 %	49.46 %
2018/2019	38.5 %	75.5 %	37.0 %	64.91 %

¹ Because of the 2020 Covid-19 Pandemic, the District was not able to complete its normal testing regimen.

The testing data indicates that during the four-year term represented above, third grade African American students performed between approximately 49.5 % lower to approximately 70 % less than their white peers. The average percentage difference is 60.85 %.

Figure 2 – Grade 5: PSSA Exam Score by Race - English Language Proficient or better				
School Year	African American Students	White Students	Numerical Difference	Percentage Difference
2015/2016	31.3%	62.6 %	26.7 %	65.23 %
2016/2017	28.2 %	64.1 %	34.4%	77.79 %
2017/2018	30.1 %	61.5 %	31.4 %	68.56 %
2018/2019	31.4 %	74.2 %	42.8 %	81.06 %

5th graders performance ranged from a low score percentage of African American children scoring proficient or better in 2016/2017 of 28.2 % to a high of 31.4 % in 2018/2019. The average percentage difference during the four years was 73.16 %.

Figure 3 – Grade 8: PSSA Exam Score by Race - English Language Proficient or better				
School Year	African American Students	White Students	Numerical Difference	Percent Difference
2015/2016	29.9 %	57.4 %	27.5 %	63.00 %
2016/2017	30.1 %	63.0 %	32.9 %	70.68 %
2017/2018	45.7 %	64.8 %	34.3 %	34.57 %
2018/2019	28.7 %	68.7 %	40.0 %	82.14 %

8th grade student performance in this subject shows data with one of the more extreme improvement results during the 2017/2018 year where the percentage difference decreased to 34.57 % from 70.68 % the year before and 63 % the from two years prior. However, this apparent remarkable turn-around did not last beyond that year, and disparity increased the next year to 82.14 %.

Figure 4 – Grade 11: Keystone Exam Score by Race - English Literature Proficient or better				
School Year	African American Students	White Students	Numerical Difference	Percent Difference
2015/2016	56.5 %	82.1 %	25.6 %	36.94 %
2016/2017	49.2 %	81.0 %	31.8 %	48.85 %
2017/2018	45.7 %	80.8 %	35.1 %	55.49 %
2018/2019	43.1 %	78.7 %	35.6 %	58.47 %

In this category, African American 11th graders' performance decreased from a high proficiency rate of 56.5% with a percent difference of 36.94 % in 2015/2016 to a low proficiency rate of 43.1 % with a percentage difference of 58.47 % in 2018/2019.

As one can see in these tallies, the gap between African American and white students, with a few notable instances by 8th graders (2017/2018 school year) and 11th graders in (2018/2019 school year), performance gaps remained excessively disparate relative to African Americans. For example, African American students are currently scoring between 58.47 % to 82.14 % worse than their white peers. And while there have been instances in the past where this gap was less prevalent, the unfortunate fact remains that a 34.57 % disparity would still be material and need improvement.

b. Math

As can be seen in the below data, on average for all grade throughout the entire district, only 22.21 % of African American students scored proficient or better on the math/algebra PSSA/Keystone.

Figure 5 – Grade 3: PSSA Exam Score by Race - Math Proficient or better				
School Year	African American Students	White Students	Numerical Difference	Percent Difference
2015/2016	22.0 %	58.8 %	36.8 %	91.09 %
2016/2017	25.3 %	60.0 %	34.7 %	81.36 %
2017/2018	31.9 %	60.6 %	28.7 %	62.05 %
2018/2019	32.7 %	63.1 %	30.4 %	63.47 %

Third grade African American children performed at a low of 22 % proficiency to a high of 32.7 %. The improvement in the proficiency of the children increased by 49.64 % over the

four-year period. This increase obviously represents a terrific success. But because the children began at such a low starting point, this performance would need to be continued to begin to reasonably narrow the achievement differential in this area. But it is a great start! The white children scored from a low of 58.8 % to 63.1 %. The percent difference ranged from a low of 91.09 % in 2015/2016 to 62.05 % in 2017/2018. The overall percentage difference average for the four years scored was 74.49 %.

Figure 6 – Grade 5: PSSA Exam Score by Race - Math Proficient or better				
School Year	African American Students	White Students	Numerical Difference	Percent Difference
2015/2016	15.7 %	45.7 %	30.0 %	97.72 %
2016/2017	15.2 %	49.4 %	34.2 %	105.88 %
2017/2018	16.2 %	50.7 %	34.5 %	103.14 %
2018/2019	14.8 %	52.7 %	37.9 %	112.30 %

The fifth grade African American Students averaged a percent difference disparity of 104.56 %.

Figure 7 – Grade 8: PSSA Exam Score by Race - Math Proficient or better				
School Year	African American Students	White Students	Numerical Difference	Percent Difference
2015/2016	8.7 %	33.9 %	25.2 %	118.31 %
2016/2017	8.9 %	36.9 %	28.0 %	122.27 %
2017/2018	9.6 %	35.8 %	26.2 %	115.42 %
2018/2019	9.3 %	38.1 %	28.8 %	121.52 %

Here the 8th Grade students averaged only 9.13 % of the African American children scoring proficient or higher. When the two peer groups were compared, the white children performed 119.38 % better than African American children.

Figure 8 – Grade 11: Keystone Exam Score by Race – Algebra Proficient or better				
School Year	African American Students	White Students	Numerical Difference	Percent Difference
2015/2016	32.1 %	68.3 %	36.2 %	72.11 %

2016/2017	35.7 %	69.0 %	33.3 %	50.78 %
2017/2018	46.7 %	73.2 %	26.5 %	44.20 %
2018/2019	30.5 %	71.4 %	40.9 %	80.27 %

While the African American children in the 3rd grade have exhibited a modest relative improvement in in the amount of disparity, overall, the Math ratio data exhibits a continued general disparity of a high percentage. Initially one notes that grade differential outcomes were prevalent. For instance, the children in third grade ranged from a 91.09 % gap in 2015/2106 to 63.47 %. Particularly notable in this grade achievement gap distribution was the consistent improvement over the years.

The 5th and 8th grade students’ performance commenced with a broad achievement gap and did not show improvement. The students’ scores ranged from a low of 97.72 % to 122.27 %. The most recent gap for 5th graders is 112.30 %. For the eighth graders, the most recent gap was 121.52 %.

The 11th graders performance exhibited similar improvement for the first three years but regressed during the 2018/2019 period where the performance changed from 44.20 % the prior up to 80.27 %. Again, I am certain that everyone involved in this review agrees that even the improved performance figures, remain far too wide of a gap.

c. Science and Biology (only have data through 2017/2018)²

Figure 9 – Grade 8: PSSA Exam Score by Race - Science Proficient or better				
School Year	African American Students	White Students	Numerical Difference	Percent Difference
2015/2016	21.8 %	56.8 %	35.0 %	89.06 %
2016/2017	20.8 %	51.6 %	30.8 %	85.08 %
2017/2018	18.5 %	51.9 %	33.4 %	94.89 %

Figure 10 – Grade 11: Keystone Exam Score by Race - Biology Proficient or better				
School Year	African American Students	White Students	Numerical Difference	Percent Difference
2015/2016	22.7 %	60.4 %	37.7 %	90.73 %
2016/2017	22.3 %	64.0 %	41.7 %	96.64 %
2017/2018	20.4 %	67.3 %	46.9 %	106.96 %

² No further information provided on the performance in the Science category, but not the mou does not appear to specifically require this area to be included. However, clearly performance in the sciences is a beneficial component to higher secondary education achievement and I would suggest it be included in the future.

A review of this data strongly suggests that not only have the achievement gap remained in these core subjects, there are many instances where the percentage differential has become greater. The average percentage difference for eighth graders in science was 89.68 %. For the three years for the 11th grade children, the average percent difference for biology was 98.11 %.

In conclusion, the achievement gap in the students’ performance in this standardized testing metric remains stubbornly high.

IV. 1-3 Day Student Suspensions

Studies have shown that removing students from school has a detrimental effect on economic and social consequences for students and surrounding communities.³ National averages provide that 4.6 percent of white students are suspended, compared to 16.4 percent of African American students.

These studies have empirically shown that perceived misbehavior and transgressions by African American children has resulted in a nationwide trend to overly discipline these children beyond that of their white peers.⁴

Figure 11 – 1-3 Day Student Suspensions				
School Year	African American Students	White Students	Numerical Difference	Percent Difference
2015/2016	23.5 %	7.9 %	15.6 %	99.36 %
2016/2017	21.4 %	7.1 %	14.3 %	100.35 %
2017/2018	18.3 %	5.5 %	12.8 %	107.56 %
2018/2019	15.2 %	4.8 %	10.4 %	104.00 %

Herein the District provided data on 1-3 day unique suspensions. This data shows a decreasing aggregate trend in the numerical difference of both African American and White students that received a 1-3 day suspension. However, this decrease in suspensions, did not result in a lowering of the relational application of the imposition gap, as the decrease applied uniformly between both peer groups. Therefore, although this trend has lowered the percentage of African American children who received 1-3 day suspensions from 23.5 %, a percentage greater than the national averages, to 15.2% for 2018/2019; a 35.3 % decrease. However, the data pertaining to disparity between white and African American students remained consistently elevated during the 2015/16 to 2018/19 years. This data shows the percentage difference between African American and White students that have received these suspensions to have ranged from 99.36 % in 2015/16 to 104% in 2018/19.

³ *Beyond Zero Tolerance, Discipline and Policing in Pennsylvania Public Schools.*

⁴ *Id.*

V. 4-10 Day Suspensions

This topic is another area showing some evidence that the disparity is beginning to narrow somewhat. For the 2015/16 school year, the District wide African American students were suspended for the duration of 4-10 days at a rate of 3 percent of the student population. However, White students were punished to this degree only 0.6% of time.

Figure 12 – 4-10 Day Student Suspensions				
School Year	African American Students	White Students	Numerical Difference	Percent Difference
2015/2016	3.0 %	0.6 %	2.4 %	133.33 %
2016/2017	2.5 %	0.6 %	1.9 %	122.58 %
2017/2018	2.4 %	0.7 %	1.7 %	109.68 %
2018/2019	2.0 %	0.6 %	1.4 %	107.69

As one can see, the percentage of African American students that are given a 4-10 day suspension has decreased during the most recent period. However, suspension gap between white and African American students remains extremely high. During the most recent period African American children on average are still 107.69 percent more likely to receive this degree of punishment.

VI. Advanced Placement Enrollment

Advanced Placement classes (“AP”) are available at all PPS high schools. AP courses provide PPS students valuable experience to college-level course work in preparation for post-secondary education. PPS provided data on the enrollment in AP classes of white and African American Students. (Figure 13)

Figure 13 – Advanced Placement Enrollment				
School Year	African American Students	White Students	Numerical Difference	Percent Difference
2015/2016	10.0 %	28 %	18 %	94.74 %
2016/2017	11.0 %	32.0 %	21 %	97.67 %
2017/2018	11.0 %	31.0 %	20 %	95.24 %
2018/2019	11.4 %	36.0 %	24.6 %	103.80 %
2019/2020	12.8 %	38.1 %	25.3 %	99.41 %

In the 2015/16 school year there were 420 African American students enrolled in AP classes compared to 789 white students. In that year, the enrollment showed that 10 % of all AA students took AP classes while 28 % of white children took the classes, a percentage gap of 94.74 %. While the data shows that the percentage of African American students has increased in this area over this period, this improvement did not lower the enrollment gap with their white peers as the white children enrolled in these courses in a greater relative percentage. Now the disparity has increased from 94.74 % in 2015/16 to 99.41 % in 2019/2020.

AP Exam Scores

At the culmination of each school year, students can take corresponding AP Exams and may receive college credit for passing scores. AP exams are an important indicator of a student’s potential for success in college. Students that take and pass AP exams have an opportunity to earn college credits, improve their chances of being accepted into post-secondary educational institutions, and are more likely to earn a college degree than those that do not take AP exams. The AP Exam data shows that:

Figure 14 – Advanced Placement Performance – Percentage who Passed any AP exam during high school				
School Year	African American Students	White Students	Numerical Difference	Percent Difference
2015/2016	15.1 %	48.7 %	33.6 %	105.33 %
2016/2017	13.6 %	53.4 %	39.8 %	118.81 %
2017/2018	No data	No data	-----	-----
2018/2019	8.4 %	49.9 %	41.5 %	142.37 %

Herein, the percent difference between African American and White students who were successful in the passing of at least one AP Exam during High School was 105.33 % in 2015/2016, 118.81 % in 2016/2017 and most recently 142.37 % for the school year 2018/2019. Unfortunately, this data presents a picture of a widening performance gap between white and black students. And while this testing challenge is clearly august and the undertaking, of itself, is a pursuit worthy of praise. That said, the extreme performance differential between white and Black students is unfortunately marked.

VII. International Baccalaureate Enrollment, Performance & Diplomas

The International Baccalaureate Diploma (“IB DP”) curriculum, which is described on the PPS Obama web page as the following:

“visualized through the IB DP hexagonal curriculum model, places the student and the learner profile at the center. Around the student are the three core requirements: 1) **The extended essay** which is a requirement for students to engage in independent research through an in-depth study of a question relating to one of the subjects they are studying, 2) **Theory of knowledge** which is a course designed to encourage each student to reflect on the nature of knowledge by critically examining different ways of knowing (perception, emotion, language and reason) and different kinds of knowledge (scientific, artistic, mathematical and historical), and 3) **Creativity, action, service** which requires that students actively learn from the experience of doing real tasks beyond the classroom. Students can combine all three components or do activities related to each one of them separately. The three core requirements are included to broaden the educational experience and challenge students to apply their knowledge and understanding.

Each subject occupies a point around the edge of the hexagonal model. IB DP students study six courses at higher level or standard level. Students must choose one subject from each of groups 1 to 5 (Group 1 - studies in language and literature, Group 2 - second language acquisition, Group 3 - individuals and societies, Group 4 - experimental sciences, Group 5 - mathematics and computer science, Group 6 - the arts), thus ensuring breadth of experience in languages, social studies, the experimental sciences and mathematics. The sixth subject may be an arts subject chosen from group 6, or the student may choose another subject from groups 1 to 5.”

The use of IB studies to has the potential, like to some degree the use of Advanced Placement courses, to permit students to engage in higher level performance metrics which can benefit those students in their future higher educational endeavors or even in their chosen work vocations.

IB Courses Enrollment

IB is done exclusively through Pittsburgh Obama Grades 6-12. This is high level type of preparation of college and life. African American students attending Obama outnumber their white peers by approximately 500 children. All students at Obama are enrolled in IB. Despite this great difference in enrollment, the program has not yet succeeded in getting a similar majority of the enrolled of Black students to take the IB Exam, let alone, for them to successfully pass the test.

Figure 16 – Percentage of Students that Passed IB Exam				
School Year	African American Students	White Students	Numerical Difference	Percent Difference

2015/2016	60.0 %	88.5 %	18.5 %	38.38 %
2016/2017	81.8 %	93.3 %	11.5 %	13.14 %
2017/2018	No data	No data	-----	----
2018/2019	56.0 %	92.3 %	36.3 %	48.95 %

The above data indicates that when African American students take the exam, they were able to pass the IB exam at a rate, on average, of 33.49 % less than the white students who also took the exam. While this disparity is consequential, it does present an interesting question of whether the successes of the African American students that passed this course could be garnered by more children if they also took the exam.

IB Diplomas

The IB program posits that students who complete IB diplomas are more likely to graduate from college on time. To earn an IB Diploma, students must pass examinations in literature, foreign language, social studies, mathematics, experimental sciences, and the arts. They must also write a 4,000 word essay, complete a critical theory course and perform over 100 hours of community service. The exams are graded by teachers across the world and compared against the results of students from 131 countries.

Figure 17 - Percentage of Students that earned a IB Diploma						
School Year	Number of students that tried to earn IB		African American Students	White Students	Numerical Difference	Percent Difference
	AA	White				
2015/2016	3	15	33.3 %	93.3 %	60.0 %	94.74 %
2016/2017	11	14	27.2 %	85.7 %	58.5 %	97.67 %
2017/2018	No data	No Data	-----	No Data	-----	No Data
2018/2019	2	10	50.0 %	100.0 %	50.0 %	103.80 %

Clearly, the aforementioned goals provide a high level opportunity for children to garner important skills for their further education in college or in the workforce. Here the numbers indicate that African American students were 98.74 % less likely to have earned an IB Diploma. That said the statistics do not yet indicate that many students have been able to successfully obtain a IB Diploma.

VIII. Disability Students Social and Emotional

The District Provided disability data for social and emotional students (SED) by Race.

Data was also provided social and emotional disability for the 2014/15 though 2019/20.

	Figure 18 – Disability Classification of Students Social and Emotional			
School Year	African American Students	White Students	Numerical Difference	Percent Difference
2015/2016	3.7 %	1.3 %	2.4 %	96.0 %
2016/2017	3.7 %	1.4 %	2.3 %	90.2 %
2018/2019	3.6 %	1.3 %	2.3 %	93.88 %
2019/2020	3.4 %	1.4 %	2.0 %	83.33 %

While it is understood that where a child has an impairment which substantially limits their ability to perform the tasks necessary to them to succeed in their attaining educational proficiency, the placement of that child in a special educational environment can be efficacious to their success in life, the over classification can be a deleterious burden on that same goal. This impediment has been quite often found in connection with issues of social and emotional behaviors.

“Compared to white children, children of color have for many years been identified with disabilities and placed in segregated settings at substantially higher. But the most profound difference is that they have face much harsher discipline and therefore are far more likely to be denied instructional time and special education services. To provide equity for students receiving special education, it is imperative for schools to assess their evaluation and placement processes and disciplinary practices to ensure that all children are being accurately identified, fairly treated and provided sufficient resources.” (Daniel Losen, J.D., M.Ed.)

Herein, the data shows that Black students were, on average, 90.85 % more likely than white students to be characterized as having a social/emotional disability. This fact, coupled with data related to discipline and test gaps, provides sound basis to further review there exists a causal connection between the intersectionality of these aspects.

IX. Students Identified as Gifted

“Each school district shall adopt and use a system to locate and identify all students within that district who are thought to be gifted and in need of specially designed instruction.” 22 Pa. Code § 16.21(a).

Figure 19 – Percentage of Students Identified as Gifted District-wide				
School Year	African American Students	White Students	Numerical Difference	Percent Difference
2015/2016	1.7 %	8.7 %	7.0 %	134.62 %
2016/2017	1.7 %	8.9 %	7.2 %	135.85 %
2017/2018	No Data	No Data	-----	N/A
2018/2019	2.8 %	16.8 %	14.0 %	142.86 %

The average disparity between the above peer groups shows a percentage difference of 137.78. This data still reflects a large degree of disparity in the ability of African American children to successfully integrate into a “gifted” curriculum verses their white peers.

X. Magnate Recission Data

PPS magnet programs provide students with choices for their education and promoted diversity within the district. The administrative regulations that govern manet schools and programs in the PPS outline the criteria for students to remain inside a magnet program. The specific criteria vary dependent on age group. For example:

Grades Pre K- Grade 5 – A child accepted into a magnet school or program must maintain a 90% or higher attendance.

Grades 6 through Grade 8 – A child accepted into a magnet program or school must maintain a 90% or higher attendance; have no more than a single 4-10 day suspension or no more than 6 total days suspended cumulative for the school year.

Grades 9 through grades 12 – A child accepted into a magnet program or school must maintain a 90% or higher attendance; maintain at least a 2.0 GPA and receive no more than a single 4-10 day suspension or no more than 6 total days suspended cumulative for the school year.

Figure 20 – Percentage of Magnet School Student Recissions				
School Year	African American Students	White Students	Numerical Difference	Percent Difference
2015/2016	52	10	42	No data on enrollment
2016/2017	1.7 %	0.006 %	1.69 %	198.59 %
2017/2018	2.13 %	0.003 %	2.13 %	199.44 %

2018/2019	2.1 %	0.5 %	1.6 %	123.08 %
2019/2020	No Recissions Covid	No Recissions Covid	_____	_____

The data shows that African American students had their magnet status rescinded in numbers considerably greater than the number of white students. 2018/2019 did show great improvement in the gap between the black and white children. In 2018/2019, the percentage difference decreased from 199.44 % to 123.08 %.

XI. Conclusion

As discussed throughout this report, while there have been evidence that the PPS is attempting to close the achievement gap between its African American and White children, the statics do not support a conclusion that the standard of substantial progress has been satisfied. For this reason, it is recommended that the parties engage one another to enter into a new memorandum of understanding that should include definitive metrics for achievement that can assist in further diminishing the achievement gap that exists in the district.