Accelerating Learning Webinar Series

▷ April 6 | Strategies for Whole Child Summer Learning and Beyond

▷ April 20 | High-Quality Tutoring Strategies

▷ May 4 | Best Practices for Expanded Learning Time

▷ May 18 | Using Assessments to Determine Student Needs

▷ June 1 | Equity-Centered Strategies to Support Students

Moderator

Dave Schuler

Past President, AASA

Superintendent,
District 214 (Illinois)

2011-12

Housekeeping

▷ All participants will be muted throughout.

▷ You may write in your questions at any time throughout today's presentation using the Chat feature. These will be answered during the Q&A segment.

▷ Please do not send questions to individuals but rather to All Panelists using the drop-down menu.

▷ This webinar is being recorded and will be posted online at http://links.aasa.org/recordings and at https://learningpolicyinstitute.org/events.

Panelists

Desiree Carver-Thomas

Researcher and
Policy Analyst,
Learning Policy
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@LPI_Learning

Valerie Bridges

Superintendent,
Edgecombe County
Public Schools (NC)

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Damaris Rau

Superintendent,
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Panelist

Desiree
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Researcher & Policy Analyst,
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@LPI_Learning

The DARE Tool

Districts Advancing Racial Equity

Desiree Carver-Thomas, Researcher and Policy Analyst

June 1, 2021

LEARNING POLICY INSTITUTE
Research. Action. Impact.

Overview

▷ Why Racial Equity?

▷ Introducing the Districts Advancing Racial Equity (DARE) Tool

▷ How to use the DARE Tool

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Why racial equity?

LEARNING POLICY INSTITUTE   https://www.southerneducation.org/what-we-do/leadership-development/reln/

How was the DARE Tool created?

▷ Literature Review

▷ Practitioner Feedback

▷ Peer Review

Districts Advancing Racial Equity (DARE) Tool

LEARNING POLICY INSTITUTE

Data

Vision

Partnerships

Student
Success

Deeper
Learning

Resources

School
Environments

A clear, ambitious **vision** for districtwide racial equity

Access to rich, **deeper learning**, culturally responsive curricula and practices

Safe, healthy, and inclusive
school environments

Financial, human, and material **resources** that are sufficient, appropriate, and allocated equitably

Meaningful **partnerships**
across community members

Systems for gathering, communicating, and using **data** to drive progress toward racial equity

Student Success
Academic knowledge and social-emotional skills; preparation for work, life, and civic participation

Anatomy of a domain...

DOMAIN

This space contains a brief description of the domain.

ASK	LOOK FOR
Essential questions help guide inquiry in the domain	• Prompts in this section suggest parts of the system that leaders can investigate to answer the essential questions. • Other:_____ Each table includes an "other" option to encourage reflection on any additional information needed.

Source: Districts Advancing Racial Equity Tool (2020)

SAFE, HEALTHY, AND INCLUSIVE SCHOOL ENVIRONMENTS

School environments allow students, staff, and other community members of color to be treated with fair and inclusive practices so that they feel safe, valued, heard, and respected. Students develop a sense of agency and a healthy sense of identity. The district and schools are aware of and help meet students' physical, emotional, and mental health needs.

ASK	LOOK FOR	
How does the district address students' physical and mental health needs?	• A set of strategies to identify and address the mental health and physical health needs of all students in the district, by school and by student race • Student access to nutrition, health, and mental health services, by school and by student race	• Training and resources for staff to support students in trauma-informed and healing-informed ways • Measures of student social-emotional well-being and school climate, by school and by student race • Other:_____
Is the district inclusive of all students, fostering positive youth development and interpersonal relationships?	• A school culture that recognizes and appreciates racial and cultural differences • School structures and programs that foster positive adult–student and student–student relationships (e.g., advisories, peer mentoring, looping) • Opportunities for educators to learn about and address implicit racial biases in society and school • Inclusive classrooms that are integrated by race, socioeconomic status, language background, and special education status • Special education rates of referral and identification by school, student race, and disability type	• Percent of time students with special needs spend in general education setting—with and without support staff (e.g., special education teacher, paraprofessional)—by school and by student race • Absentee levels, by school and by student race • Students' sense of belonging, by school and by student race • Other:_____
Does the district use social-emotional supports and restorative practices?	• Explicit teaching of social and emotional skills, habits, and mindsets (including a sense of belonging and growth mindset) • Availability of social and emotional supports when students encounter trauma or other challenges • Use of educative and restorative practices to build community, teach responsibility, and allow for amends when challenges occur	• Reduction of exclusionary discipline (measured by rates of suspensions or expulsions by school and student race) • Other:_____
Do the district and schools provide a safe and supportive environment for all community members?	• Teacher, principal, and staff perceptions of supportive working conditions, by school and by educator race • Percentage of students, families, and school staff reporting safe school environment, by race	• Percentage of students, families, and school staff reporting supportive school environment, by race • Other:_____

Which essential questions feel most relevant in this moment?

SAFE, HEALTHY, AND INCLUSIVE SCHOOL ENVIRONMENTS

School environments allow students, staff, and other community members of color to be treated with fair and inclusive practices so that they feel safe, valued, heard, and respected. Students develop a sense of agency and a healthy sense of identity. The district and schools are aware of and help meet students' physical, emotional, and mental health needs.

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Which look-fors are showing up in your context?

Which require more attention?

What else might you look for?

How to Use This Tool

▷ **Collaborate:** Engage expanded learning staff, teachers, community partners, students, and families.

▷ **Prioritize:** Determine priorities and set goals.

▷ **Iterate:** Revisit look-fors to track progress over time and make adjustments.

Contact Information:

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For more resources visit our website:
learningpolicyinstitute.org

Panelist

Valerie Bridges

Superintendent,
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AASA

The Edgecombe Way

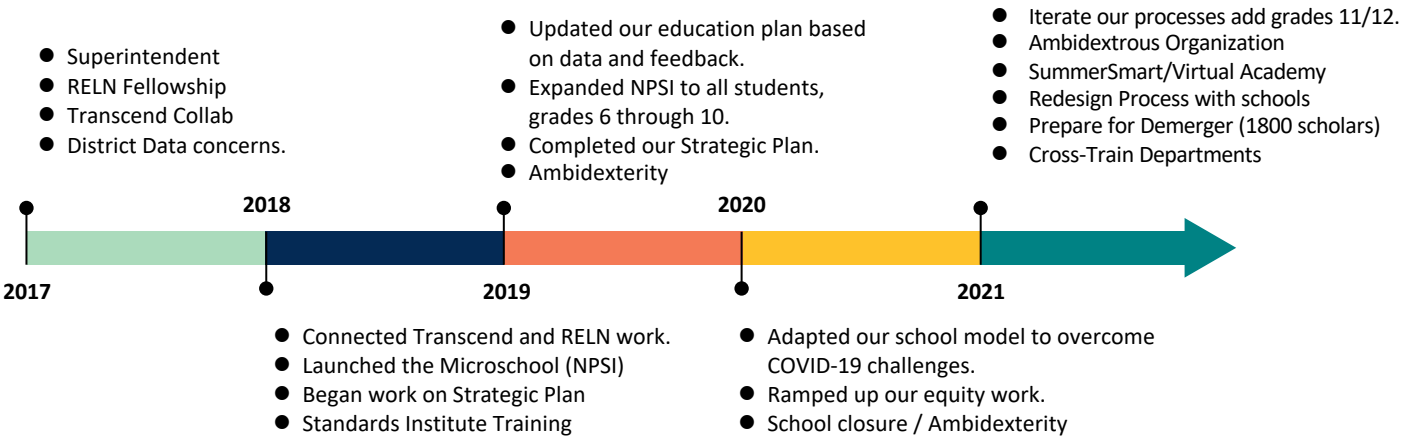**Dr. Valerie H. Bridges**
June 1, 2021

Shift 1: RELN Fellowship and Transcend

Shift 2: MicroSchool, Redesign, and Strategic Planning

Shift 3: Pandemic, School Closure, District Action Team, and School Redesign

Reimagining Learning

- Superintendent
- RELN Fellowship
- Transcend Collab
- District Data concerns.

2018

- Updated our education plan based on data and feedback.
- Expanded NPSI to all students, grades 6 through 10.
- Completed our Strategic Plan.
- Ambidexterity

2020

- Iterate our processes add grades 11/12.
- Ambidextrous Organization
- SummerSmart/Virtual Academy
- Redesign Process with schools
- Prepare for Demerger (1800 scholars)
- Cross-Train Departments

2017

2019

2021

- Connected Transcend and RELN work.
- Launched the Microschool (NPSI)
- Began work on Strategic Plan
- Standards Institute Training

- Adapted our school model to overcome COVID-19 challenges.
- Ramped up our equity work.
- School closure / Ambidexterity

VISION

All ECPS scholars will graduate prepared to design their own futures, navigate change, and make the world a better place.

EQUITY VISION

ECPS will be a place where opportunities are no longer predicted by social, cultural, or economic factors.

DISTRICT GOAL

College Acceptance for ALL

CORE VALUES

Children First

Lead with Courage

Push to Improve

Stronger Together

Choose Optimism

GRADUATE AIMS

By the time they are 25 years old, all ECPS graduates will be able to say:

- I know my purpose and passion, and I am living this out
- I possess global awareness and agency
- I can contribute positively to my community
- I have opportunities to return to or stay in Edgecombe County
- I am resilient in the face of challenges

ECPS Strategic Plan

DARE Tool

PRIORITY ONE
ACADEMIC EXCELLENCE

PRIORITY THREE
EQUITY IN ACTION

PRIORITY THREE
EQUITY IN ACTION

Systems for gathering, communicating, and using data to drive progress toward racial equity

A clear, ambitious vision for districtwide racial equity

PRIORITY ONE
ACADEMIC EXCELLENCE

Student Success
Academic knowledge and social-emotional skills; preparation for work, life, and civic participation

Meaningful partnerships across community members

Access to rich, deeper learning, culturally responsive curricula and practices

PRIORITY FOUR
PURPOSEFUL PARTNERSHIPS

PRIORITY TWO
TALENT RECRUITMENT + DEVELOPMENT

Financial, human, and material resources that are sufficient, appropriate, and allocated equitably

Safe, healthy, and inclusive school environments

PRIORITY THREE
EQUITY IN ACTION

PRIORITY FIVE
RESILIENT FOUNDATION

PRIORITY TWO
TALENT RECRUITMENT + DEVELOPMENT

EDGECOMBE COUNTY
PUBLIC SCHOOLS
Futures Reimagined

- Martin Millennium Academy
  - ○ K-8 Global School
  - ○ Spanish Immersion

- Designing <u>with</u> our community
  - ○ Rooted in the science of learning and development
  - ○ North Phillips School of Innovation
 - ○ Design Cohort
  - ○ STEM / STEAM

Supporting Every Scholar

Equity-Centered Innovations

- Learning Pods
- Internet Cafes
- Code of Conduct revision in partnership with Engaging Schools

Leveraging Partnerships and Resources

- Barnhill / Hill Center
- Rural Opportunity Institute (ROI)
- Edgecombe Community College
- Grants allow us to try new things
  - IPG, DPI Advanced Roles, Barnhill, Walton, Z. Smith Reynolds
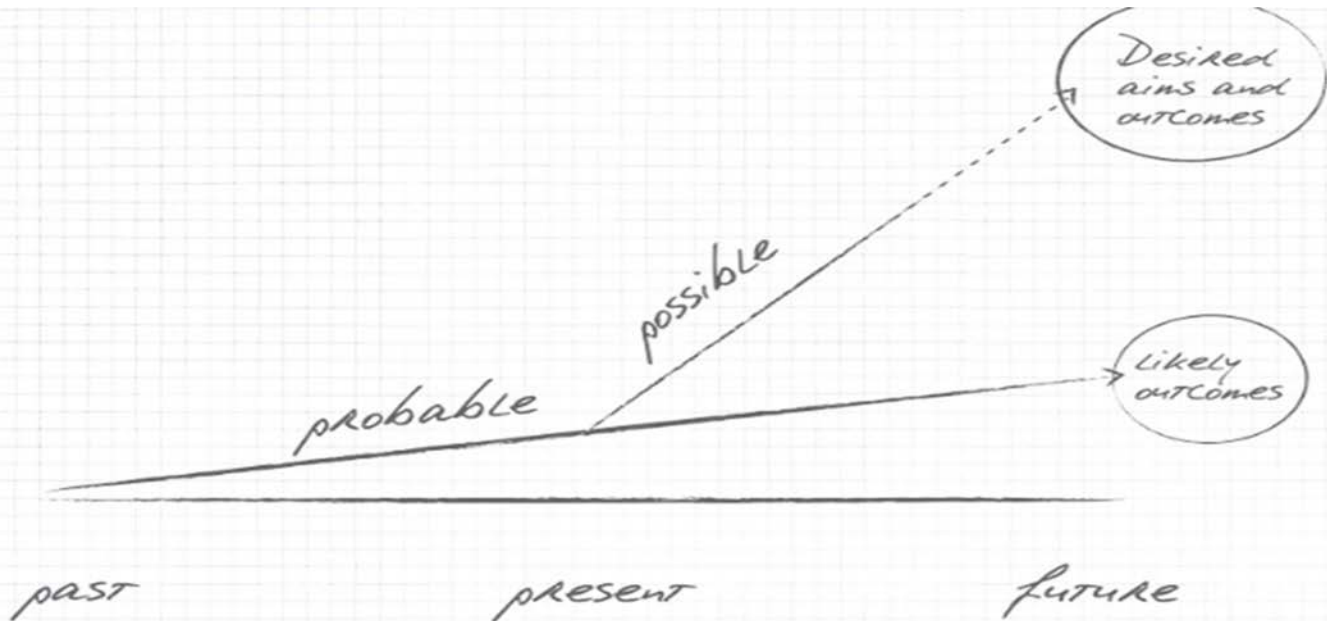
EDGECOMBE COUNTY PUBLIC SCHOOLS
Futures Reimagined

	2016 -2017	2017 -2018	2018 -2019	2019 -2020
MET OR EXCEEDED GROWTH	6 3 Exceeded 3 Met	11 ⬆ 4 Exceeded 7 Met	12 ⬆ 6 Exceeded 6 Met	No Data (School Closure)
DID NOT MEET GROWTH	8	3 ⬇	2 ⬇	No Data (School Closure)

Q + A

Panelist

Damaris Rau

Superintendent, School District of Lancaster (Pennsylvania)

@SDoLancaster

School District of Lancaster

Equity-Centered Strategies to Support Students in the School District of Lancaster

June 1, 2021

Together We Can!

Who We Are

11,100
Total Enrollment

61%
Hispanic

17%
African American

13%
Caucasian

9%
Asian/ Other

20%
English Learners

67
Countries Represented

4%
Refugees Students

18%
Special Education

87%
McCaskey Graduation Rate

1,630
Staff Members
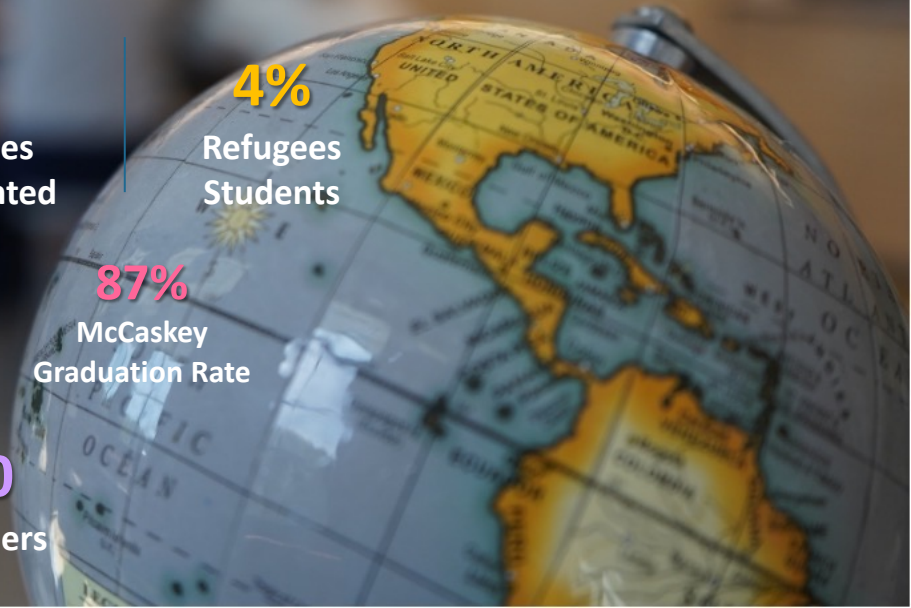
The Journey Towards Equity….

- Superintendent started in 2015 with a review of student data

- Participated in Racial Equity Leadership Network

- Introduced to LPI District Equity Indicators (DARE TOOL)

- Development of an Equity Design Team and pilot program (2018-2020) to identify disproportionality

- Development of District Equity Steering Committee (2020-2021) with multiple community stakeholders

Purpose of Equity Design Team

- Participate in a continuous cycle of developing, refining, and adapting solutions to systemic racial inequities

- Learn about and use research and evidence-based practices to support growth, equity, and access for all students

- Identify an equity challenge

- Identify best practices, and implement a pilot strategy to address equity issue

Data Review: Black male students in middle school and high school are disproportionately suspended resulting in lower student outcomes across all content areas.

Disproportionate high rates of suspensions

- A black male middle school student is four times more likely of being suspended than a white student

Decline in achievement beginning in grade 6

- Black male middle school students have the lowest achievement on PSSAs compared to other racial groups in middle school
- This trend was most pronounced in grade 6

Quantitative Data: Focus Group Pattern

DARE Equity Domains	District Status
Clear, Ambitious Vision	A Districtwide Equity Committee creating a vision and equity policy for Board of Directors
	Next Steps: Engage the community to gather feedback on draft policy this summer
Systems for Gathering, Communicating and Using Data	Monthly Data Package sent to Cabinet and schools to track student success: Suspensions, Attendance, and Benchmark Assessments. Analysis of successful completion of advanced classes by racial groups
	Next Steps: Development of High School Dashboard to enhance student access
	Next Steps: Development of a District Equity Report Card and subsequent action plan
Resources Equitably Distributed	Explicit training in Human Resources department to address racial bias in hiring
	5 year Technology Plan implemented in four months due to COVID
	Next Steps: Development of equitable staffing budget
Culturally Responsive Curricula	ELA and SS curriculum revisions include diverse authors, perspectives, culturally relevant curriculum and practices
	New Ethnic Studies and African-American Literature courses in high school
	Adopted IBMY Program for all students 6-10th grade – Rigorous instruction for all
	College and career department to support student access to college and career
	Next Steps: Increasing options for career pathways for all HS students
Meaningful Partnerships	Partnerships with local non-profit organizations (Boys & Girls Club, Lancaster Rec.)
	Mentoring program established and being expanded to additional Middle Schools
	Investment in Refugee Center and Cultural Navigators to support immigrants and refugees
	Next Steps: Working with various advocacy organizations to support fair funding
Safe, Healthy, Inclusive Schools	Restorative practices and PBIS implemented across all schools (track data)
	Implicit Bias training for all staff: Excellence, Equity, and Inclusion
	Social workers and school counselors hired for all 20 schools
	Next Steps: MTSS plans include both behavioral and academic supports for students

Challenges to Equity Work:

- Shifting mindsets – Personal bias and its negative impact on student achievement including low expectations is continuous
  - Training in implicit and explicit bias (3 years)
- Identifying organizational practices that impact negatively impact students of color
  - Tracking in middle schools – Begin to implement IBMY program for all 6-12
- Creating an equitable system of staffing and resource allocation
  - Developing Para to Teacher pipeline to increase diversity
- Using data to make decisions that are in the best interest of students
  - Increasing instructional minutes: School schedules that work for students
  - All data is disaggregated by race to ensure race consciousness

Q & A

#AccelerateNotRemediate

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THE SCHOOL SUPERINTENDENTS ASSOCIATION

Thank you for joining!

View Previous Recordings and Slides:

April 6 | Strategies for Whole Child Summer Learning and Beyond

April 20 | High-Quality Tutoring Strategies

May 4 | Best Practices for Expanded Learning Time

May 18 | Using Assessments to Determine Student Needs

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