ACCELERATING LEARNING

Equity-Centered Strategies to Support Students

#AccelerateNotRemediate
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)
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 Institute
@LPI_Learning

Valerie Bridges
Superintendent, Edgecombe County Public Schools (NC)
@ECPS_DrB
@ECPSchools_NC

Damaris Rau
Superintendent, School District of Lancaster (PA)
@SDoLancaster

#AccelerateNotRemediate
Panelist

Desiree Carver-Thomas
Researcher & Policy Analyst, Learning Policy Institute

@LPI_Learning

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The DARE Tool

Districts Advancing Racial Equity

Desiree Carver-Thomas, Researcher and Policy Analyst

June 1, 2021
Overview

▷ Why Racial Equity?
▷ Introducing the Districts Advancing Racial Equity (DARE) Tool
▷ How to use the DARE Tool
Why racial equity?
How was the DARE Tool created?

- Literature Review
- Practitioner Feedback
- Peer Review
Districts Advancing Racial Equity (DARE) Tool
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...

This space contains a brief description of the domain.

**ASK**

Essential questions help guide inquiry in the domain

**LOOK FOR**

- 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.

<table>
<thead>
<tr>
<th>ASK</th>
<th>LOOK FOR</th>
<th>Which essential questions feel most relevant in this moment?</th>
</tr>
</thead>
<tbody>
<tr>
<td>How does the district address students’ physical and mental health needs?</td>
<td>- 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</td>
<td>- Training and resources for staff to support students in trauma-informed and healing-informed ways</td>
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<td></td>
<td>- Student access to nutrition, health, and mental health services, by school and by student race</td>
<td>- Measures of student social-emotional well-being and school climate, by school and by student race</td>
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<tr>
<td>Is the district inclusive of all students, fostering positive youth development and interpersonal relationships?</td>
<td>- A school culture that recognizes and appreciates racial and cultural differences</td>
<td>- 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</td>
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<td>- School structures and programs that foster positive adult–student and student–student relationships (e.g., advisories, peer mentoring, looping)</td>
<td>- Absentee levels, by school and by student race</td>
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<td></td>
<td>- Opportunities for educators to learn about and address implicit racial biases in society and school</td>
<td>- Students’ sense of belonging, by school and by student race</td>
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<td></td>
<td>- Inclusive classrooms that are integrated by race, socioeconomic status, language background, and special education status</td>
<td>Other:</td>
</tr>
<tr>
<td></td>
<td>- Special education rates of referral and identification by school, student race, and disability type</td>
<td>Other:</td>
</tr>
<tr>
<td>Does the district use social-emotional supports and restorative practices?</td>
<td>- Explicit teaching of social and emotional skills, habits, and mindsets (including a sense of belonging and growth mindset)</td>
<td>- Reduction of exclusionary discipline (measured by rates of suspensions or expulsions by school and student race)</td>
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<td></td>
<td>- Availability of social and emotional supports when students encounter trauma or other challenges</td>
<td>Other:</td>
</tr>
<tr>
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<td>- Use of educative and restorative practices to build community, teach responsibility, and allow for amends when challenges occur</td>
<td>Other:</td>
</tr>
<tr>
<td>Do the district and schools provide a safe and supportive environment for all community members?</td>
<td>- Teacher, principal, and staff perceptions of supportive working conditions, by school and by educator race</td>
<td>- Percentage of students, families, and school staff reporting supportive school environment, by race</td>
</tr>
<tr>
<td></td>
<td>- Percentage of students, families, and school staff reporting safe school environment, by race</td>
<td>Other:</td>
</tr>
</tbody>
</table>

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.

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- 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:                                                                 |                                                                                                                                              |
| 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 |                                                                                                                                              |
| Explicit teaching of social and emotional skills, habits, and mindsets (including a sense of belonging and growth mindset)  
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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:                                                                 |
| 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:                                                                 |

Source: Districts Advancing Racial Equity Tool (2020)
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.

Source: Districts Advancing Racial Equity Tool (2020)
Contact Information:

Desiree Carver-Thomas
dcarverthomas@learningpolicyinstitute.org

For more resources visit our website:
learningpolicyinstitute.org
Panelist

Valerie Bridges
Superintendent,
Edgecombe County
Schools (North Carolina)

@ECPS_DrB
@ECPSchools_NC

#AccelerateNotRemediate
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

2017
- Superintendent
- RELN Fellowship
- Transcend Collab
- District Data concerns.

2018
- Connected Transcend and RELN work.
- Launched the Microschool (NPSI)
- Began work on Strategic Plan
- Standards Institute Training

2019
- Updated our education plan based on data and feedback.
- Expanded NPSI to all students, grades 6 through 10.
- Completed our Strategic Plan.
- Ambidexterity

2020
- Adapted our school model to overcome COVID-19 challenges.
- Ramped up our equity work.
- School closure / Ambidexterity

2021
- Iterate our processes add grades 11/12.
- Ambidextrous Organization
- SummerSmart/Virtual Academy
- Redesign Process with schools
- Prepare for Demerger (1800 scholars)
- Cross-Train Departments
**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 PRIORITIES

PRIORITY ONE
ACADEMIC EXCELLENCE

PRIORITY TWO
TALENT RECRUITMENT + DEVELOPMENT

PRIORITY THREE
EQUITY IN ACTION

PRIORITY FOUR
PURPOSEFUL PARTNERSHIPS

PRIORITY FIVE
RESILIENT FOUNDATION
ECPS Strategic Plan

DARE Tool

Priority One: Academic Excellence
- Systems for gathering, communicating, and using data to drive progress toward racial equity

Priority Two: Talent Recruitment + Development
- Access to rich, deeper learning, culturally responsive curricula and practices

Priority Three: Equity in Action
- A clear, ambitious vision for districtwide racial equity
- Safe, healthy, and inclusive school environments

Priority Four: Purposeful Partnerships
- Meaningful partnerships across community members

Priority Five: Resilient Foundation
- Financial, human, and material resources that are sufficient, appropriate, and allocated equitably

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

Reimagining Learning

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

- **Designing with 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
Possible Futures...
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<tbody>
<tr>
<td><strong>MET OR EXCEEDED GROWTH</strong></td>
<td>6</td>
<td>11↑</td>
<td>12↑</td>
<td>No Data (School Closure)</td>
</tr>
<tr>
<td>3 Exceeded</td>
<td>4 Exceeded</td>
<td>6 Exceeded</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Met</td>
<td>7 Met</td>
<td>6 Met</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>DID NOT MEET GROWTH</strong></td>
<td>8</td>
<td>3</td>
<td>2</td>
<td>No Data (School Closure)</td>
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Q + A

- Academic Excellence
- Talent Recruitment + Development
- Equity in Action
- Purposeful Partnerships
- Resilient Foundation
Panelist

Damaris Rau
Superintendent, School District of Lancaster (Pennsylvania)

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

June 1, 2021
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

- Staff Equity Training
- Mentors for Students
- Empathy for Students
- Motivation
- Belonging & Care

- Staff Equity Training
- Mentors for Students
- Parent Communications
- Intervention Training

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

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