

ACCELERATING LEARNING

# Equity-Centered Strategies to Support Students

#AccelerateNotRemediate



June 1, 2021

# 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



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Researcher and  
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# Panelist

## Desiree Carver-Thomas

Researcher & Policy Analyst,  
Learning Policy Institute

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# *The DARE Tool*

## Districts Advancing Racial Equity

# Overview

- ▷ Why Racial Equity?
- ▷ Introducing the Districts Advancing Racial Equity (DARE) Tool
- ▷ How to use the DARE Tool



# Why racial equity?



RACIAL **EQUITY** LEADERSHIP NETWORK  
*Connect. Learn. Act. Change.*



SOUTHERN  
EDUCATION  
FOUNDATION  
**150**  
YEARS  
1867-2017

# 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...

## 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.

ASK	LOOK FOR	
<p><b>How does the district address students' physical and mental health needs?</b></p>	<ul style="list-style-type: none"> <li>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</li> <li>Student access to nutrition, health, and mental health services, by school and by student race</li> </ul>	<ul style="list-style-type: none"> <li>Training and resources for staff to support students in trauma-informed and healing-informed ways</li> <li>Measures of student social-emotional well-being and school climate, by school and by student race</li> <li>Other: _____</li> </ul>
<p><b>Is the district inclusive of all students, fostering positive youth development and interpersonal relationships?</b></p>	<ul style="list-style-type: none"> <li>A school culture that recognizes and appreciates racial and cultural differences</li> <li>School structures and programs that foster positive adult–student and student–student relationships (e.g., advisories, peer mentoring, looping)</li> <li>Opportunities for educators to learn about and address implicit racial biases in society and school</li> <li>Inclusive classrooms that are integrated by race, socioeconomic status, language background, and special education status</li> <li>Special education rates of referral and identification by school, student race, and disability type</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Absentee levels, by school and by student race</li> <li>Students' sense of belonging, by school and by student race</li> <li>Other: _____</li> </ul>
<p><b>Does the district use social-emotional supports and restorative practices?</b></p>	<ul style="list-style-type: none"> <li>Explicit teaching of social and emotional skills, habits, and mindsets (including a sense of belonging and growth mindset)</li> <li>Availability of social and emotional supports when students encounter trauma or other challenges</li> <li>Use of educative and restorative practices to build community, teach responsibility, and allow for amends when challenges occur</li> </ul>	<ul style="list-style-type: none"> <li>Reduction of exclusionary discipline (measured by rates of suspensions or expulsions by school and student race)</li> <li>Other: _____</li> </ul>
<p><b>Do the district and schools provide a safe and supportive environment for all community members?</b></p>	<ul style="list-style-type: none"> <li>Teacher, principal, and staff perceptions of supportive working conditions, by school and by educator race</li> <li>Percentage of students, families, and school staff reporting safe school environment, by race</li> </ul>	<ul style="list-style-type: none"> <li>Percentage of students, families, and school staff reporting supportive school environment, by race</li> <li>Other: _____</li> </ul>

# 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.

### ASK

### LOOK FOR

How does the district address students'

A set of strategies to identify and address the mental health and physical health needs of

Training and resources for staff to support students

### 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: \_\_\_\_\_

relationships?

- 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

- 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 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](http://learningpolicyinstitute.org)

# Panelist

## Valerie Bridges

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EDGECOMBE COUNTY PUBLIC SCHOOLS  
*Futures Reimagined*

# AASA

## The Edgemcombe Way

Dr. Valerie H. Bridges  
June 1, 2021

**SAFE. STRONG. READY.**

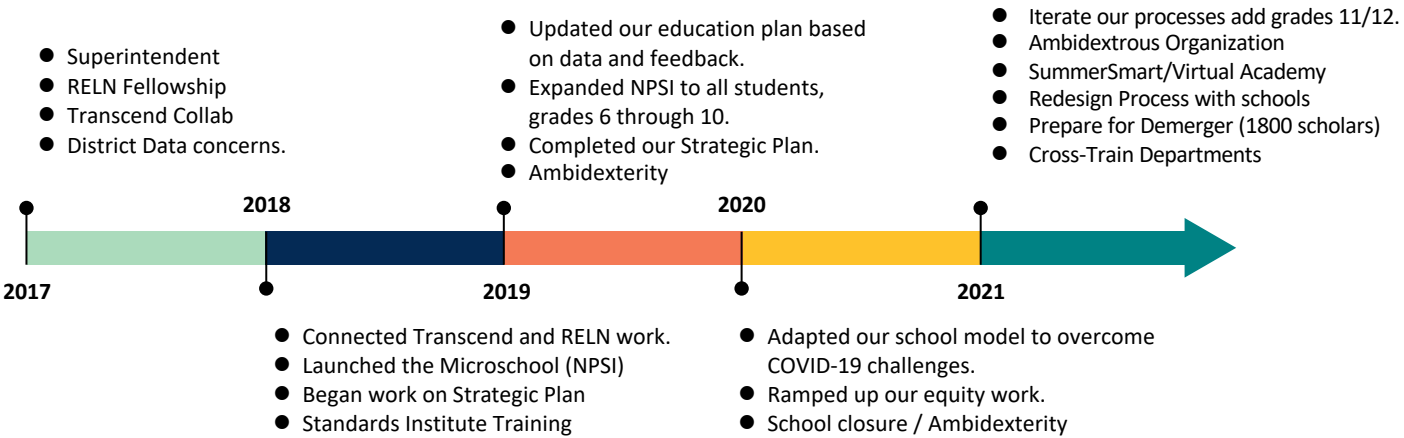


**Shift 1:** RELN Fellowship and Transcend

**Shift 2:** MicroSchool, Redesign, and Strategic Planning

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

# Reimagining Learning





## 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



- [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



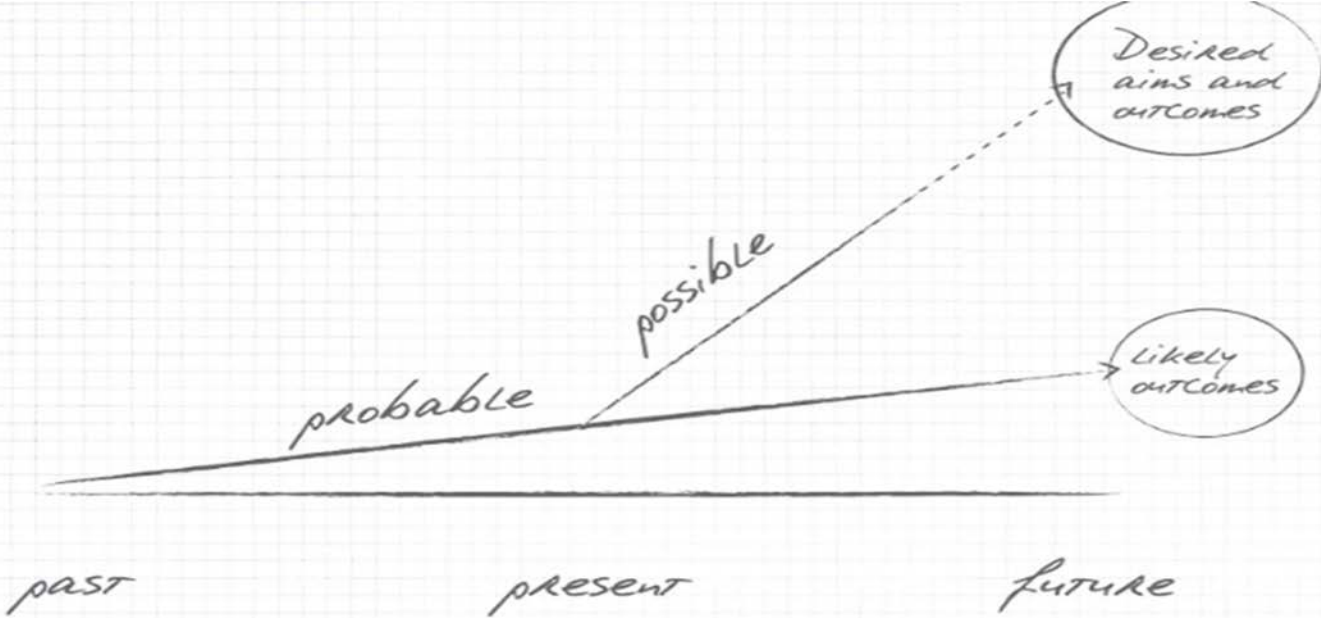
## Equity-Centered Innovations

- [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...





# 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



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# School District of Lancaster

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

June 1, 2021

*Together We Can!*





**11,100**

Total Enrollment

# Who We Are

**61%**

Hispanic

**17%**

African  
American

**13%**

Caucasian

**9%**

Asian/  
Other

**20%**

English  
Learners

**67**

Countries  
Represented

**4%**

Refugees  
Students

**18%**

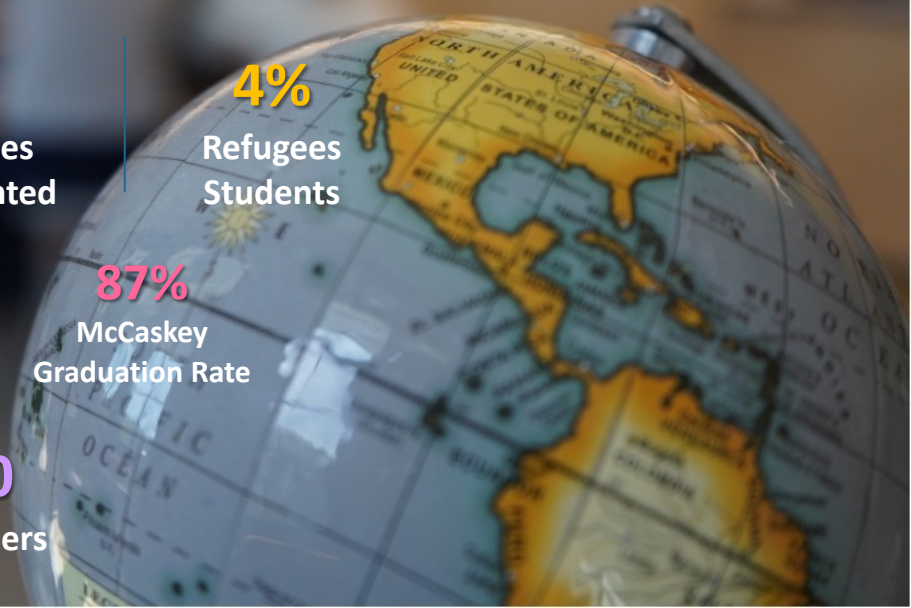
Special Education

**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  
Communi-  
cations

Intervention  
Training



Staff  
Equity  
Training

Mentors for  
Students

Culturally  
Responsive  
Pedagogy

Staff  
Demo-  
graphics

Community  
Collaboration





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

# 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

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# Thank you for joining!

**View Previous Recordings and Slides:**

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