Committing to Equitable Outcomes for Students During COVID-19: A Focus on High-Quality Curricula and Instruction

Monday, May 3, 2021
Please place Questions in the Q & A box.
Today’s Panelists

* Naomi Khalil, Deputy Executive Director, Equity Advocacy, Detroit Public Schools Community District

* Beth Gonzalez, Assistant Superintendent for Curriculum & Instruction, Detroit Public Schools Community District

* Leah Walker, Director, Office of Equity & Community Engagement, Virginia Department of Education

* Dr. Sheli Porter, Director of Secondary Teaching & Learning, Chesapeake County Public Schools

#DeeperLearning
Chesapeake Administrator Interviewees

Dr. Kambar Khoshaba
Principal of Western Branch Middle School

Ms. Kinyatta Garrett
Principal of Jolliff Middle School

Mr. Michael Perez
Principal of Grassfield High School

Mrs. Naomi Dunbar
Principal of Indian River High School
Natalie Nielsen

Natalie R. Nielsen
Senior Program Officer
Division of Behavioral and Social Sciences and Education
National Academies of Sciences, Engineering, and Medicine

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American Educational Research Association
Atlantic Philanthropies
Ford Foundation
Spencer Foundation
U.S. Department of Education
William T. Grant Foundation
W.K. Kellogg Foundation

William and Flora Hewlett Foundation
**Indicators Related to Pre-K Education**

<table>
<thead>
<tr>
<th>Indicators of Disparities in Student Outcomes</th>
<th>Indicators of Disparities in Access to Resources and Opportunities</th>
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<tbody>
<tr>
<td>Academic Readiness</td>
<td>Access to and Participation in High-Quality Pre-K Programs</td>
</tr>
<tr>
<td>Self-Regulation and Attention Skills</td>
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</tbody>
</table>
## Indicators Related to K-12 Education

<table>
<thead>
<tr>
<th>Indicators of Disparities in Student Outcomes</th>
<th>Indicators of Disparities in Access to Resources and Opportunities</th>
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<tbody>
<tr>
<td>Engagement in Schooling</td>
<td>Students’ Exposure to Racial, Ethnic, and Economic Segregation</td>
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<tr>
<td>Performance in Coursework</td>
<td>Access to Effective Teaching</td>
</tr>
<tr>
<td>Performance on Standardized Tests</td>
<td>Access to and Enrollment in Rigorous Coursework</td>
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<tr>
<td>On-Time Graduation</td>
<td>Curricular Breadth</td>
</tr>
<tr>
<td>Postsecondary Readiness</td>
<td>Access to High-Quality Academic Supports (e.g., tutoring)</td>
</tr>
<tr>
<td></td>
<td>Nonacademic Supports for Student Success (e.g., counseling, access to social/health services)</td>
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<td></td>
<td>School Climate</td>
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<td>Nonexclusionary Discipline Practices</td>
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</tbody>
</table>
## Indicators Related to Disparities in Access to High-Quality Curricula and Instruction

<table>
<thead>
<tr>
<th>Indicator</th>
<th>What to Measure</th>
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</thead>
<tbody>
<tr>
<td><strong>Access to Effective Teaching</strong></td>
<td>Group differences in exposure to novice, experienced, and certified teachers (proxies)</td>
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<tr>
<td></td>
<td>Racial and ethnic diversity of the teaching force (proxy)</td>
</tr>
<tr>
<td><strong>Access to and Enrollment in Rigorous Coursework</strong></td>
<td>Group differences in availability of and enrollment in:</td>
</tr>
<tr>
<td></td>
<td>- advanced, rigorous course work</td>
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<tr>
<td></td>
<td>- Advanced Placement, International Baccalaureate, and dual enrollment programs</td>
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<tr>
<td></td>
<td>- gifted and talented programs</td>
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<tr>
<td><strong>Curricular Breadth</strong></td>
<td>Group differences in availability of and enrollment in coursework in the arts, social sciences, sciences, and technology</td>
</tr>
<tr>
<td><strong>Access to High-Quality Academic Supports (e.g. tutoring)</strong></td>
<td>Group differences in access to and participation in formalized systems of tutoring or other types of academic supports</td>
</tr>
</tbody>
</table>
Questions for Panelists to Consider

How, if at all, were you tracking progress on these indicators before covid?

How have your definitions and what you measure changed since covid?

What advice would you give to others who are interested in tracking these (and other) indicators?
For Further Information

Monitoring Educational Equity
https://www.nap.edu/catalog/25389/monitoring-educational-equity

Building Educational Equity Indicator Systems
https://www.nap.edu/catalog/25833/building-educational-equity-indicator-systems-a-guidebook-for-states-and

Contact Natalie Nielsen: nnielsen@nas.edu
STUDENTS RISE. WE ALL RISE.

Equity & Culturally Relevant/Responsive Practices

An Overview of our Journey
Who we are...

Assistant Superintendent for Curriculum & Instruction
Detroit Public Schools
Community District, MI

Deputy Executive Director of Equity, Advocacy & Civil Rights
Detroit Public Schools
Community District, MI
DISTRICT

Serving 50,000 students in Detroit, MI

CURRICULUM

K–8 ELA: EL Education
9–12 ELA: myPerspectives

K–8 Math: Eureka Math
9–12 Math: CPM
Equity in COVID-19

1. Connected Futures Device Procurement & Deployment
2. Canvassing to support students and families
3. Food and meal distribution
4. District Help Centers—Tech and Resource Support
5. Homework Help Line
6. Mental Health Support Line
7. Are You OK? Campaign and Check-Ins
8. Online Platforms & Curricular materials distribution
Equity-centered coaching

Training: Dr. David Kirkland
NYU Metro Center
Examining Race, Identity, Biases

Equity Content Analysis Process:
Systems level review

Book studies
Transformation through Policy & Procedure

- Anti-Racist Resolution: Adopted July 2020
- Gender Inclusive Schools Network & Supports
  - Gender Identity Support Plans
- Comprehensive Civil Rights policy and procedures
- Employee Handbook
- Code of Conduct Revisions
- Measuring Climate, Culture and Equity with Panorama data, focus groups and ECAP surveys, observations, and interviews.
Adoptions included a focus on cultural relevancy

- Engage in *analysis & focus groups* about curriculum-selected texts, including moving beyond *only* considering text representation

- Continuing to **analyze, supplement, support**

- Commitment to creation of **open-source resources**

- Curriculum Review Committee: Social Studies

- Detroit Perspectives Project: ELA

- Measuring with NAEP, State assessments and local diagnostic tools, such as i-Ready; Instructional rounds, Instructional PLCs

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*Transformation through Curriculum & Instruction*
Transformation through

PROFESSIONAL LEARNING

COMPLIANCE

• TITLE IX
• TITLE VI
• ADA
• DISCRIMINATION
• GENDER EXPERIENCE

PROACTIVE

• RACE
• POWER
• PRIVILEGE
• CULTURALLY RESPONSIVE TEACHING
• INCLUSIVE SCHOOLS
PROFESSIONAL LEARNING: COMPLIANCE

• Completed Title IX Investigations and Reporting Procedures Training:
  - School Counselors
  - Principals
  - Deans of Culture
  - Assistant Principals
  - ESE Social Workers, OT, PT & Speech Pathologists
  - Bus Attendants

• Title VI, ADA, Discrimination Sexual Harassment Trainings:
  - Title VI, ADA, Discrimination and Sexual Harassment delivered to staff via required on-line modules

• Gender in DPSCD required training for all staff:
  - 4500 trained to date
We have launched a multi-year project focused on Culturally Responsive Instruction that will provide professional learning and guidance to leaders and instructional staff in developing equitable and inclusive school environments.

Professional learning sessions include, but are not limited to:

- Understanding Power and Privilege Structures
- Examining Identity, Bias and Socialization
- Examining the Impact of Race and Whiteness on Education
- Exploring the Gender Spectrum
- Restorative Practices for the Classroom
- Equity Coaching for Instruction
- Leading for Equity
- Supporting LGBTQ+ Students of Color
- Culturally and Historically Responsive Education: Cultivating Genius Overview
- Internalized Oppression
- Religion as a Social Tool of Cohesion & Oppression
- Ability Awareness & Strategies for Engagement
- Trauma & Healing
NYU Metro Center Training
All Staff

Fall/Spring District PD Catalog
All Staff

Targeted Group Trainings on Identity, Race, Power & Privilege—Impact on Practice
- Deans of Culture
- Clericals
- Assistant Principals
- Master Teachers
- New Teachers
- Teacher Leads for Equity
- Principals
- District Leadership: Family & Community Engagement, Strategy, Office of Chief of Staff, Curriculum and Instruction, Human Resources

17,226
Total Participants in Equity Trainings since Fall 2019
In February 2020, the Office of Equity, Advocacy and Civil Rights launched two initiatives to bring Culturally Responsive Teaching and Learning to the school level:

1. **Equity Coaching for Curriculum & Instruction**
   - Curriculum & Instruction Central Office Team & Master Teachers

2. **Teacher Leads for Equity Training Program.**
   - Teacher Leads-Deliver equity training to then lead the same at their school sites. Deans and Teacher Leads will partner on school and classroom level implementation.

3. **Targeted Book Studies**
   - How to Be an Antiracist (500 participants across District)
   - Cultivating Genius (Curriculum & Instruction Central Office & Master Teachers)

200 Total Equity Focused Sessions since Fall 2019
Please place Questions in the Q & A box.
NAVIGATING EdEquityVA:
Virginia’s Road Map to Equity

Leah Dozier Walker, Equity Director
Virginia Department of Education

@LeDWalk | @VDOE_News | #EdEquityVA
Education Equity in Virginia

Education Equity is achieved when we *eliminate the predictability of student outcomes* based on race, gender, zip code, ability, socioeconomic status or languages spoken at home.
In Virginia, Black students comprise 22% of total student enrollment, but 52% of all students suspended.

In 60% of Virginia’s school divisions, Black students are more than twice as likely as their non-Black peers to be suspended.

In 30% of Virginia’s school divisions, Black female students are more than three times as likely as their non-Black peers to be suspended. (compared to just 9% of school divisions for Black male students)

Source: VDOE Staff Analysis
English Pass Rate (Virginia SOL Tests)

Achievement Gaps

Source: VDOE Staff Analysis (2017-18 school year)

Note: Reading pass rates are calculated as the number of students passing the assessment divided by the number of students tested.
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RESOURCES FOR SCHOOL LEADERS
Centering equity in actions and decision-making requires strategic intentionality. The Navigating EdEquityVA Strategy Notes identify the essential strategies that will advance equity outcomes for Virginia’s most marginalized student populations. Each strategy note includes Tool and external resources to support successful implementation for school leaders.
Virginia’s leaders have a shared responsibility to deliver on the promise of a high-quality education for every child, and together, with intentional action to dismantle racism and eliminate achievement gaps, we can fulfill that promise for every learner.

- Virginia Board of Education
CENTERING EQUITY COMPASS (VIRGINIA'S EQUITY 5C'S)

Continuous Reflection
- Data Driven Decision Making - Culturally relevant data guides decision making.
- An Equity Dashboard for data is published on the website.
- Accountability Mechanisms
- Examine Implicit Biases
- Engage students, families, and stakeholders
- Requires Self Awareness through Self Assessment

Culturally Responsive
- Culture is centered as a vehicle for learning.
- Instruction is tailored to meet student needs.
- School climate fosters affirmation of ALL students.
- Power imbalances based on race, culture, ethnicity, and class are mitigated.
- Teacher Evaluation, Educator Licensing, & Teacher Preparation.
- Staff communicates high expectations for ALL students.

Compassionate Student & Family Engagement
- Social Emotional Learning (SEL)
- Student Supports
- Restorative Practices
- Asset-based Interventions
- Trauma Informed

Courageous Leadership
- Anti-Racism & Equity Policy is explicitly stated and published to the broader community.
- Equity Audit is conducted annually and results published.
- School division leaders promote Diversity & Cultivate Responsibility for Equity.
- Equity goals in Strategic Planning are explicitly stated
- Resource Allocation advances equity goals.

Curriculum Reframing
- Cultural Competency Audit
- Culturally Relevant
- Deeper Learning Aligned
- High Quality Instructional Resources
- Embedding Student Voice
KEY STEPS TO ENSURING EQUITY DURING SCHOOL CLOSURES

Meet Students Needs First

Ensure Equitable Access & Adequate Supports

Centralize Communication to ALL Families

Develop an Equity Centered Return to School Plan
The Virginia Department of Education is committed to challenging the perception that "Trauma is the latest buzzword" and ensuring that educational equity is a reality for every Virginia student. EdEquityVA is defined by our commitment to eliminating the predictability of student outcomes based on race, gender, zip code, ability, socio-economic status, and/or languages spoken at home. To achieve this, we must address these barriers and develop and evolve our tools and demonstrate a systemic deployment of resources, supports, and instructional practices that meet the educational needs of every learner.

**LEADING**
- Here we prioritize training and reengaging educators, building long-term capacity, and embedding trauma-informed care into the culture of the district.
- Commit to developing a trauma-informed professional development program that builds culturally competent leaders.
- Participates in the Trauma-Informed Professional Development.
- Develops PK-12 Trauma-Informed Professional Development.
- Conducts district and school-level training sessions with all staff.

**ENGAGING**
- Here we dedicated time to reengaging and advancing best practices for engaging diverse families and students with a focus on equity and why students matter.
- Establishes and implements trauma-informed systems for families and students.
- Ensures access to trauma-informed, evidence-based tools and resources.
- Ensures access to trauma-informed, evidence-based tools and resources.

**ASSESSING**
- Here we are doing our work smarter, clarity of systems, closer focus on achievement, and collaboration.
- Analyzes data and measures performance against district goals.
- Conducts annual assessment of student performance and student outcomes.
- Conducts annual assessment of student performance and student outcomes.
- Enhances student engagement and student outcomes.

**RECOVERING**
- Here we have considered how students have thrived academically and socially under the conditions of the pandemic and how those have been supported.
- ويتم إعداد التدابير التدريسية التالية للتعامل مع أثر كوفيد-19 على الطلاب.
- Prepares high-quality, trauma-informed learning environments for all students.
- Supports special education and gifted students with additional resources.

**NURTURING**
- Here we consider how students have thrived academically and socially under the conditions of the pandemic and how those have been supported.
- ويتم إعداد التدابير التدريسية التالية للتعامل مع أثر كوفيد-19 على الطلاب.
- Prepares high-quality, trauma-informed learning environments for all students.
- Supports special education and gifted students with additional resources.

**SUCCCEEDING**
- Here we are committed to continued progress for our students and families.
- Conducts ongoing assessment of student performance and student outcomes.
- Ensures analysis of disaggregated data is made.
- Ensures analysis of disaggregated data is made.
- Conducts ongoing assessment of student performance and student outcomes.
- Ensures analysis of disaggregated data is made.
Follow Our Work @
@VDOE_News
#EdEquityVA
#VAis4Learners

• www.VirginialsForLearners.Virginia.Gov/EdEquityVA
• EdEquityVA@doe.virginia.gov
• www.doe.virginia.gov
Chesapeake Public Schools

Our Equity Journey

Working with VDOE, Region 2 Leaders, and our District & Building Leaders
Our Student Demographics

39,673 students
5,700 teachers, administrators, and support personnel
7 high schools, 10 middle schools, 28 elementary schools, 2 Centers

32% Black
11% Hispanic
44% White
3% Asian
9% Multiracial
<1% each Indian & Hawaiian

33% Low-Income Families

2020 ON-TIME GRADUATION RATE 94%
SWD 91%, Econ Dis 93%, Black 93%, Hisp 93%

2020 DROPOUT RATE 3%
Our Equity Journey

- **2016**
  - Professional Development for CPS Administrators
  - Summer Region 2 Equity Conference - 700 participants

- **2017**
  - Professional Development for CPS Administrators
  - CPS Hosted Summer Region 2 Equity Conference @ WBHS - 800 participants

- **2019**
  - Equity Training held at each CPS school by building leaders
  - CPS Summer Region 2 Equity Conference - 1800 teachers and leaders
Vision: We INSPIRE, ENGAGE, and EMPOWER ALL students to achieve their highest potential.

Mission: The Chesapeake Public Schools family promotes educational excellence by engaging ALL students in meaningful and innovative learning experiences that EMPOWER them to successfully fulfill their life’s purpose.
Purpose Statement

The Equity Council is committed to strategically eliminating systemic and cultural biases through consistent opportunities for new understanding and self-reflection for our community.
Alignment with Empower 2025

GOAL 1 ACADEMICS
- Culturally Responsive Instruction
- Academic Gaps

GOAL 2 EMPLOYEES
- Minority Employees Recruitment
- Professional Development

GOAL 3 ENVIRONMENT
- Student Leadership, Voice, & Agency
- Inclusive School Climates

GOAL 4 COMMUNITY
- Family Engagement
- Community Partnerships
How have we tackled the following disparities in our district given COVID-19?

- access to rigorous coursework
- curricular breadth
- access to high-quality academic supports
How were we tracking and/or intending to track these disparities prior to COVID-19?

Is there anything that has changed in our thinking due to COVID-19?
Why is this work important?

Why are we committed to this work?
Please place Questions in the Q & A box.
Thanks for Attending!

* Please fill out our survey upon exiting the webinar

* A recording of this webinar + relevant materials will be emailed to all attendees, and posted on our website: www.aypf.org