

Equity and Excellence in D90

*Tri-Board Equity Convening
January 8, 2019*



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Public Schools

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District 90 Vision for Equity

“To ensure that every student feels empowered to achieve to his or her full potential, we commit to provide equitable opportunities for all learners, grow an inclusive school community, and demonstrate we value diversity.”

“ To inspire a love of learning and ensure educational excellence for every child ”



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Why Pursue the “Equity Journey?”

- Inequitable experiences across the District among students, staff members, and families
- Inconsistent subgroup academic performance
- Equity and Excellence are integral to the District’s Vision, Mission, and core beliefs
- District has resources available – obliged to use them for the best interests and well being of families and the community

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Guiding Structures: *The Board's Role*

Board of Education Equity Committee

Areas of Focus:

- 1. Support of pedagogical “best practices”*
- 2. Targeted professional development*
- 3. Revised recruiting and hiring practices*

Composition: 2 Staff Members, 2 Parents, 2 D90 Board of Education Members, 2 Administrators, 2 Board Members from Partner Districts

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Guiding Structures: *Stakeholder Involvement*

Inclusiveness Advisory Board (IAB)

Areas of Focus:

- 1. Staff development needs, with emphasis on areas of inclusivity and mindfulness about interactions with others*
- 2. Friendships and relationships*
- 3. Strategies to increase inclusiveness for families*

Composition: 7 Staff Members, 15 Parents, 4 Community Members, 2 Board of Education Members, 3 Administrators

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Organizational Partnership: *Growth and Development*

National Equity Project

Organizational Mission: “To dramatically improve the experiences, outcomes, and life options for children and families situated furthest from the opportunity in our communities.”

Training and Coaching Partners: Kathleen Osta, NEP Facilitator

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Challenges

- Maintaining the urgency of the work while proceeding in a strategic and methodical manner
- Identifying substantive ways to engage individual stakeholders
- Building understanding about the inter-relatedness of key elements
- Avoiding distractions that can take our “eye off the ball”

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12-Month Accomplishments

- “One District, One Book” initiative – *Mindset*, by Carol Dweck
- Ongoing professional development for faculty and staff
- Refinement of recruiting/hiring practices and processes;
partnership with Alma Advisory Group consultants
- D90 Inclusiveness Survey analysis (students, staff and families)
- Development of strategic dashboard to monitor progress over time
- Professional development for Universal Design for Learning (UDL)
pedagogical framework launch

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Current Focus Areas

- Recruiting and hiring practices aligned to increase staff diversity
- Superintendent's Leadership Council (SLC) review of grading practices and forthcoming standards-based grading initiative
- Ongoing partnership with NEP to provide targeted staff training
- "One District, One Book" launch – *The End of Average*, by Todd Rose
- Targeted P.D. for pedagogical practices that foster equitable achievement (i.e. co-teaching, UDL, project-based learning)
- Review of school schedules to ensure faithful curriculum implementation

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Looking Forward . . . Longer Term

- Growth of *Equity Network* partnership with peer school districts
- Expansion of community partnerships to further support students and families (i.e. YMCA/D91/D90 Power Scholars Academy)
- Improved identification of “intersection points” with D97 and D200
- Ongoing commitment to administrative and staff equity learning
- Expanded communications efforts geared toward the specific information interests of stakeholder groups

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Thank You!



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