



EQUITY UPDATE

POLICY ISSUE/SITUATION:

In June of 2014, the Beaverton School District Board unanimously adopted the District Equity Policy (policy ADA, adopted June 2, 2014), which outlines the principle, definition, and rationale for educational equity. This report includes an update on the implementation process of the Equity Policy.

ACTION:

It is recommended that the School Board receive the attached document for review.

The Beaverton School District recognizes the diversity and worth of all individuals and groups. It is the policy of the Beaverton School District that there will be no discrimination or harassment of individuals or groups based on race, color, religion, gender, sexual orientation, gender identity, gender expression, national origin, marital status, age, veterans' status, genetic information or disability in any educational programs, activities or employment.

EQUITY SCHOOL BOARD UPDATE

March 14, 2016

In June of 2014, the Beaverton School District Board unanimously adopted the District Equity Policy (policy ADA, adopted June 2, 2014), which outlines the principle, definition, and rationale for educational equity. This report includes an update on the implementation process of the Equity Policy.

Administrative Regulations:

There is no Administrative Regulation (AR) associated with the Equity Policy. A work group will be formed in 2016-17 to develop an AR.

History of Communication:

Since June 2014, a number of mechanisms have been used to inform the District about the Equity Policy. These include, but are not limited to:

- Weekly Update
- Principal meetings
- New Teacher Academy
- New administrator orientation
- Oregon Leadership Network meetings
- Equity Leadership Team meetings
- Student supervisor learning group meetings
- School-based equity team meetings
- Teaching & Learning Teachers on Special Assignment (TOSA) meetings
- Recruiting events such as Bilingual Recruiting fairs
- High school assistant principal equity leadership development meetings
- Various professional development sessions on culturally relevant teaching

Implementation Strategy: Professional Development for Leaders

“School and district level leaders can and should establish an equity principle as *the* unifying principle through which to channel all external and school level policy mandates, and the subsequent programmatic changes, decision-making, and outcome interpretations that follow.” – Evans, A. (2013). *Educational leaders as policy actors and equity advocates*.

The Equity Policy calls for all members of the District to develop “the moral imperative, collective ownership and will to act to eliminate disparities and prepare all students to be college and career ready.” Transforming individual and institutional beliefs, norms, and practices to actualize the Equity Policy requires courageous and effective leaders. The first phase of the Equity Policy implementation has focused on job-embedded, ongoing professional development for leaders. Through intentional professional development, leaders deepen their will, knowledge, and skills to employ leadership strategies within their own context to develop the infrastructure and support necessary to work toward producing equitable outcomes. School-based administrators, department leaders who serve on the Oregon Leadership Network (OLN), teacher leaders who serve on the Equity Leadership Team, and student supervisors have received ongoing professional development explicitly on topics related to equity leadership. These professional learning opportunities have guided their leadership decisions to build capacity in their own context to institutionalize the principles of equity outlined in the Equity Policy.

The content of the equity leadership professional development includes the following:

- Engaging in self-reflection and growth for equity
- Constructing and enacting an equity vision
- Developing organizational leadership for equity
- Modeling ethical and equitable behavior
- Allocating resources
- Fostering an equitable school culture
- Collaborating with families and communities
- Influencing the sociopolitical context
- Hiring and placing personnel
- Supervising for improvement of equitable instruction

Using the “I use to think... Now I know/do...” sentence stem, participants of the equity-based professional development have shared the impact of equity leadership development training:

“I used to think it was racist to pay attention to race. Now I know it is imperative to pay attention to racial patterns in student success.” – Elementary Principal

“I used to think “equity” was the same as “equality”. Now I know equity means providing more for those who need it so that they can have equality of success.” – District-level Administrator

“I used to think my own experience of good teaching and learning would apply to all students. Now I know I have to reflect on what I don’t know, and how what I don’t know impacts the learning of students of color and other students who don’t share the same life experiences as mine.” – Middle School Teacher Leader

“I used to think all “problem behaviors” in the classroom looked the same, but now after looking at data and understanding the historical context, I know Black boys are disproportionately disciplined. I have to have courageous conversations with the teachers in my building as to why they are sending more Black boys to the office.” – Student Supervisor

Impact of Policy Change: Equity-Based Leadership Decisions

The following illustrates the examples of the impact equity-based leadership decisions have made on the system in each of the eight areas of action steps outlined in the Equity Policy. The list is not meant to be comprehensive; rather, it highlights a few examples of actions to support the implementation of the policy.

1. Use data, disaggregated by race, ethnicity, language, special education, gender, sexual orientation, socioeconomic background, and mobility (when available) to inform all district decision-making.
 - All School Board reports related to student outcomes include disaggregated data
 - Regular use of disaggregated student achievement data at leadership meetings to discuss and develop action plans to eliminate the perpetual disparities (e.g. literacy, graduation data, discipline data, etc.)
 - Middle school leadership collaborative action research project to reduce racial disproportionality in discipline
 - Inclusion of sexual orientation and gender identity as an optional demographic question on the annual student (secondary only) and staff survey
2. Create and nurture an inclusive and welcoming environment for all students, families, and staff
 - Enhanced culturally- and language-specific family engagement and educational activities at the school and district levels

- Equity Seminar professional development series that focuses on creating an inclusive and welcoming environment for historically underrepresented students, families and staff
- Revision of student discipline philosophy and procedures to reduce exclusionary discipline practices
- Professional development for all elementary counselors on restorative behavioral management practices
- Development of school-level protocols to support the success of transgender students

3. Provide students with equitable access to a high quality curriculum, effective teachers and principals, support, facilities, and sufficient support services, even when this means differentiating resource allocation

- Sustained allocation of Academic Achievement Funds to accelerate the learning of historically underrepresented students (e.g. additional staffing allocation to reduce class size and to provide interventions for struggling learners, Opportunity U at Five Oaks to provide after school academic and social support, professional development, scaffold support for English Language Learners in the core content classes, etc. See attachment for more detailed description and example.)
- Implementation of AVID at the secondary level to prepare historically underrepresented students for high school success, enrollment in AP/IB courses, and college success
- Implementation of school summer school programs for those who need additional academic support
- Investment in the intervention teachers allocation at all elementary schools
- Expansion of the Dual Language programs to include high school programs to ensure K-12 alignment and articulation
- Investment in the English Language Learners (ELL) Research and Implementation groups to ensure consistent implementation of English Language Development models that address building needs
- Improve equitable access of students to instructional technology through Future Ready phase-in

4. Recruit, hire, and retain high quality personnel that reflect student demographics at all organizational levels

- Support groups for staff of color and LGBT (lesbian, gay, bisexual, transgender) staff
- Bilingual teacher recruitment fair
- Partnership with local universities to increase recruitment and hiring of high quality teachers of color
- Development of interview questions to assess candidates' will, knowledge and skills to accelerate the learning of historically underrepresented students
- New hire chats for all new licensed staff with a focus on retention

5. Support personnel at all organizational levels to engage in culturally responsive practices and delivery of service

- Professional development on culturally relevant teaching and learning for all school-based administrators and select teacher leaders
- Professional development provided by Center for Educational Leadership (CEL) for all school-based administrators, which explicitly addresses the issues of culturally relevant teaching and learning
- Learning Team training for all elementary administrators and teacher leaders that explicitly includes instruction on accelerating the learning of historically underserved students
- Professional development on culturally relevant practices for high school assistant principals and classified staff

6. Identify and mitigate culturally biased instructional materials, assessments, and pedagogies that result in achievement disparities

- Implementation of Standards-Based Learning System that explicitly emphasizes the need for and strategies to accelerate the learning of historically underserved students
- Professional development for administrators and teachers on English Language Arts at both elementary and secondary levels that explicitly addresses the need for and strategies to accelerate the learning of historically underserved students

- Mandatory training on English Language Learners program model and delivery of service to all school-based administrators and ESL teachers
- Development of culturally relevant teaching resources on TeacherSource, including a film series highlighting promising practices from across the district
- Development of new science and math sequences at the secondary level to prepare all students to be college and career ready
- Purchase of culturally relevant books at the elementary level as part of the English Language Arts adoption work

7. Incorporate the voice and perspectives of students, families and communities that reflect student demographics into decisions that benefit student success

- Intentional recruitment and identification of School Board student representatives to reflect the diversity of students
- Intentional recruitment of families and community members who reflect the diversity in the school community to serve on the Community Partnership group
- Development of student-led equity teams at schools and/or intentional placement of diverse students in student leadership teams (e.g. student council, leadership team, etc.)

8. Ensure that the District Strategic Plan embraces the principle of equity as a key feature and outlines measurable outcomes to attain the goal of preparing all students for college and career readiness

- Development of BSD Pillars of Learning, which explicitly includes “equity”
- Implementation of seven key efforts to support the Pillars of learning
- Development and monitoring of school/department Play Book to include specific actions to support the pillar of Equity

Next Steps:

“Educational leaders can use policy mandates as an opportunity to engage the school community in examining equity issues at the level of school beliefs, values, school mission and vision, and school programs, policies, practices, and outcomes.” – Evans, A. (2013). *Educational leaders as policy actors and equity advocates*.

“WE empower all students for post-high school success” is the District goal. Leaders as policy actors have the opportunity to leverage the Equity Policy mandate to inspire the actions necessary to ensure all students, regardless of race, language, class, parent educational backgrounds, or any other social factors, are indeed ready for post-high school success. Implementing the Equity Policy comes with challenges and opportunities in five categories areas: 1) competencies, 2) conditions, 3) culture, 4) contexts and 5) courage.

1. Competencies

Defined as the repertoire of knowledge and skills that influence student learning, competencies of policy actors (i.e. leaders) are a foundation of successful implementation of the Equity Policy. Developing and sustaining adult competencies to interpret, implement and make sense of the Equity Policy takes intentional, job-embedded, ongoing and collaborative professional learning.

Next steps:

- Continue to provide professional learning on equity leadership development for all administrators on the ten key tenants of equity leadership as outlined above
- Provide professional development on Culturally Responsive Teaching: Transforming Educators to 100 teacher leaders from across the district
- Provide professional development on Culturally Responsive Teaching: Empowering Students to all school-based administrators

- Provide a tool for school-based administrators to evaluate and support teachers on culturally relevant teaching practices and other proven strategies to close the achievement gaps

2. Conditions

District and/or school conditions that determine the arrangements of time, resources and structure can get in the way of implementing the aspirational Equity Policy. Challenges associated with time and existing policies and procedures must be addressed on a continuous basis.

Next Steps:

- Analyze and improve the current metrics to assess the impact of Academic Achievement Funding (see attached example) and its impact on student outcomes
- Assess the level of professional development needs and the time provided to support professional development related to equity
- Conduct a cross-walk analysis of high-impact policies with the Equity Policy to ensure alignment

3. Culture

Defined as the “shared values, beliefs, assumptions, expectations, and behaviors related to students and learning, teachers and teaching, instructional leadership, and the quality of relationships within and beyond the school,” (*Change Leadership*, Wagner, et. al 2006) culture of schools/District continues to influence ways in which the Equity Policy is implemented. Culture shapes the mindsets held by both individuals and institution. Implementing the Equity Policy requires leaders to develop and demonstrate skills in surfacing and addressing questions that build a culture promoting equity.

Next Steps:

- Continue to provide professional development on culturally relevant practices that explicitly call for educators to examine their own beliefs, assumptions, and low expectations that impact the learning of historically underrepresented students
- Identify, highlight, and celebrate classroom- and school-level practices that result in increased rigor and excellence
- Analyze and improve (if necessary) the student and staff survey questions to assess the individual and institutional mindset around rigor and teacher/adult belief

4. Context

The Equity Policy calls for transforming individual and institutional beliefs, norms, and practices. The work is not technical, but adaptive in nature. As leaders implement a policy, it is imperative that they pay close attention to the demands and expectations of local, state, and federal stakeholder groups. Leaders must intentionally look for opportunities to align the District/community context with the Equity Policy as a way to mobilize the District/community for the implementation of the policy.

Next Steps:

- Ensure the Equity Policy is used as a lens when reviewing and updating policies and ARs
- Engage the Community Partnership teams to analyze the Equity Policy and support them to develop a plan of action to implement the policy as related to their building context

5. Courage

Equitable student outcomes are achieved when students in all demographic groups experience comparable educational outcomes. Equity-based resources provide students with what they need rather than access to the same level of support. Discussing and making decisions based on the principle of equity requires courage at all levels.

Next Steps:

- Continue to provide professional learning on equity leadership development for all administrators on the ten key tenants of equity leadership as outlined above
- Develop a district-wide meeting and professional development protocol that embeds a conversation and action planning to improve the learning of historically underrepresented students
- Provide on-going, job embedded professional learning for administrators to engage in sustained conversations and actions to interrupt the status-quo

The ultimate success of the Equity Policy implementation depends on how well District and building leaders address these five areas. Hence, the District continues to allocate resources to provide ongoing professional learning to support leaders to serve as leaders for equity.

Teaching & Learning

Ginny Hansmann, Chief Academic Officer Sho Shigeoka, Administrator for Equity & Inclusion

Danica Jensen Weiner, AVID Melissa Sass, Equity Louise Wilmes, Indian Education



District Goal: WE empower all students to achieve post-high school success.

2016-2017 Academic Achievement Funding Proposal

Purpose: The purpose of Academic Achievement Funding is to accelerate the progress of at-risk underperforming students. Schools funded during the 2015-16 school year may continue to receive this funding for the 2016-17 school year pending review, allowing schools to sustain effective strategies for a two-year period. After this time, schools should be prepared to implement the supports and strategies determined to result in the greatest gains using school allocations. Executives will use previous year and mid-year progress data to present effectiveness to the Internal Budget Team.

Process: Schools receive funding allocations based on academic need. To use the funds, a proposal must be submitted and approved by the Executive Administrator, Chief Academic Officer and in consultation with the Business Office. Progress must be monitored at regular intervals as outlined below. Please note that staffing based on Academic Achievement Funding allocations will not be included in direct report counts at the elementary level.

Proposal <i>All proposals must be reviewed and approved prior to staffing with Ronda Haun and Susan Rodriguez.</i>			
School: Principal:	Funding Allocation General Fund: 4.19 Local Option: 0		
Rationale: The barriers to academic growth is a multifaceted issue which we want to address on two fronts, the academic, and the social emotional. Our high mobility brings a continuous enrollment of families in crisis and students needing social/emotional/behavioral intervention in addition to academic intervention. In reviewing our current and historical Easy CBM data we have a high percent of students not on grade level for reading, especially our English Language Learners and our students with disabilities. We know that reading success transfers to other academic areas and greater student success. Every school improvement effort (this academic funding proposal and plan, our playbook, our Title 1 plan, and our school improvement goals) are designed to meet the needs of all students and gradually, but surely change the dial from being a Level 2 rated school to a level 3.			
Supporting Data: <u>Mobility Data:</u>			
Month	# of school days	Gain	Loss
September	17	19 students	10 students
October	21	13 students	6 students
November	16	14 students	15 students
December	14	7 students	2 students
January	18	22 students	14 students
February	20	16 students	16 students
Total	106 Days	91 students	63 students

Easy CMB Data (as of Winter 2016 Universal Screener)

Grade Level	% Below the 40th Percentile	% needing Intensive Intervention
Kinder	48%	18%
First	53%	17%
Second	54%	19%
Third	48%	26%
Fourth	48%	23%

Proposed Plan (Including specific allocations for funds and expected outcomes):

Past experience with our high mobility and our steadily increasing enrollment has shown that move-in students bring with them high levels of trauma and academic needs. By hiring a full time (1.0) counselor we can provide supplemental support for students who have difficulty accessing curriculum because of social/emotional and behavioral challenges. The additional counselor will focus on helping students access their education by directly addressing the affective behaviors that impact their ability to learn in the general education classroom.

Recognizing the need to have all kindergarten students enter first grade with pre-literacy skills including all letter names, all letter sounds and concepts of print we plan on hiring an additional classroom teacher (1.0) to lower class size in kindergarten. This will enable the majority of students entering kindergarten without preschool experience to have targeted small group and individual instruction to meet this goal.

Due to the Easy CBM data in reading and the need for intervention at both the primary and intermediate grade levels, we plan to use 2.0 APU to hire two highly qualified staff members to provide intensive interventions in reading for at risk students 1st through 5th grades. The research based interventions will be based on student need and English Language Learners and students with disabilities will be given priority. The expected outcome is that students will demonstrate an increase in their reading skills as measured Easy CBM and IRLA.

With the remaining 0.19 APU, we plan to convert it to classified staffing and supplement it with 0.216 from our general fund IA allocation and 0.2 from Title to create a 7 hour Instructional Assistant position who will work with the certified intervention teachers to provide targeted instruction for at risk students.

Progress Monitoring Plan:

We will measure progress on the plan using different assessment measures combined with an interdisciplinary team discussing student goals and next steps. The team will meet a minimum of three times a year to review student's academic progress. The data collected will include IRLA, easyCBM reading, District Kindergarten Assessment, and formative assessment data from the classroom teacher and intervention teacher.

Progress Metric: (We have selected the metrics highlighted)

- easyCBM Reading
- easyCBM Mathematics
- District Kindergarten Assessment
- DIBELS (K/1)
- IRLA
- SBAC ELA
- SBAC Math
- Summary Judgments
- Semester Grades
- Graduation Rate
- Attendance
- ELPA
- CTE Course Enrollment Growth
- Other:

Plan Approval (Teaching and Learning use only) Executive Administrator (name, date): Brenda Lewis, March 2, 2016 Chief Academic Officer (name, date): Ginny Hansmann, March 4, 2016	
Progress Summary	
First Progress Report: (Due by February 10, 2017)	On track to meet target? (Yes or No):
Progress Review (Teaching and Learning use only) Executive Administrator (name, date):	
End-of-year Progress Report (Due June 30, 2017):	Met target? (Yes or No):
Progress Review (Teaching and Learning use only) Executive Administrator (name, date):	

Approved plans will be submitted to Susan Rodriguez, Ronda Haun and Jessica Jones.

DISTRICT EQUITY POLICY

The Beaverton School District is a community of learners committed to equity and the success of every student. This commitment means that student success will not be predicted based on race, ethnicity, family economics, mobility, gender, sexual orientation, disability, or initial proficiencies. Equity in education is about inclusiveness and social justice and not to be used interchangeably with the principles of equality. The principle of educational equity goes beyond formal equality where all students are treated the same. Instead, educational equity fosters a barrier-free environment in which all students have the opportunity to benefit equally. Equity is achieved when there is sufficient evidence that each child has a high-quality educational experience, and outcomes and successes are not predicted by student subgroup membership.

The benefits of inclusive and socially just education are immense. Education is a determining factor in our students' future health, means of economic support, successful parenting, civic involvement, and contributions to society. The creation of a more equitable and just society hinges on actualizing the principles of educational equity.

In order to break the predictive link between student demographics and student achievement, the District must apply the principle of equity to all policies, programs, operations, and practices and ensure all students have access and opportunity to high quality education.

We believe:

- every student can learn at the highest levels when all staff provide equitable access and opportunity for learning, and hold every student to high expectations;
- maximizing the academic achievement of every child requires allocating resources equitably, not equally;
- every adult in the District should have the moral imperative, collective ownership, and will to act to eliminate disparities and prepare all students to be college and career ready and;
- all families play a critical role in supporting their children's educational goals.

To realize our beliefs the District will:

- use data, disaggregated by race, ethnicity, language, special education, gender, sexual orientation, socioeconomic background, and mobility (when available) to inform all district decision-making;
- create and nurture an inclusive and welcoming environment for all students, families, and staff;
- provide students with equitable access to a high quality curriculum, effective teachers and principals, support, facilities, and sufficient support services, even when this means differentiating resource allocation;
- recruit, hire and retain high quality personnel that reflect student demographics at all organizational levels ;
- support personnel at all organizational levels to engage in culturally responsive practices and delivery of service;
- identify and mitigate culturally biased instructional materials, assessments, and pedagogies that result in achievement disparities;
- incorporate the voice and perspectives of students, families and communities that reflect student demographics into decisions that benefit student success and;
- ensure that the District Strategic Plan embraces the principle of equity as a key feature and outlines measureable outcomes to attain the goal of preparing all students for college and career readiness.

END OF POLICY
