



GREAT
SCHOOLS
PARTNERSHIP



NEW ENGLAND
SECONDARY SCHOOL
CONSORTIUM

How Committed is Your School to Equity?

**A Whole-School Collaborative Assessment
and Readiness Tool**

**March 27-28, 2017
School Redesign in Action**

Getting Started

1. Find a quotation on the wall that resonates with you.
Jot it down or take a picture.
2. Come back to your table.
3. Each person share their quotation.
4. Discuss: how do you define equity?
Create a definition for your table.

TODAY'S

PRESENTERS

From the Great Schools Partnership

Craig Kesselheim, Senior Associate

Ken Templeton, Senior Associate

Andrea Weisman Summers, Senior Associate

Outcomes

I can describe school practices that contribute to inequity.

Outcomes

I can identify assets, challenges, and important leverage points to work towards equity in my school.

Outcomes

Using a self-assessment instrument, I can determine my school's current performance on critical indicators such as equity, moral courage, and leadership.

Agenda

Equity Quotes Activity

Welcome and Review of the Agenda

Introduction to Global Best Practices v.2 Assessment Tool

Ways to Use Global Best Practices

Strategies for School-Based Equity

Sharing Resources, Closing, & Debrief



Is a non-profit support organization based in Portland working nationally with schools, districts and state agencies, providing coaching, and developing tools.



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GSP has served as the coordinator of the
**New England Secondary School
Consortium** since its inception in 2009

We Believe

In equitable, personalized, rigorous learning for **all students** leading to readiness for college, careers, and citizenship

We Believe

That schools must simultaneously attend to
policy, practice, and community engagement

We Believe

School improvement is **context-based**,
not one-size fits all

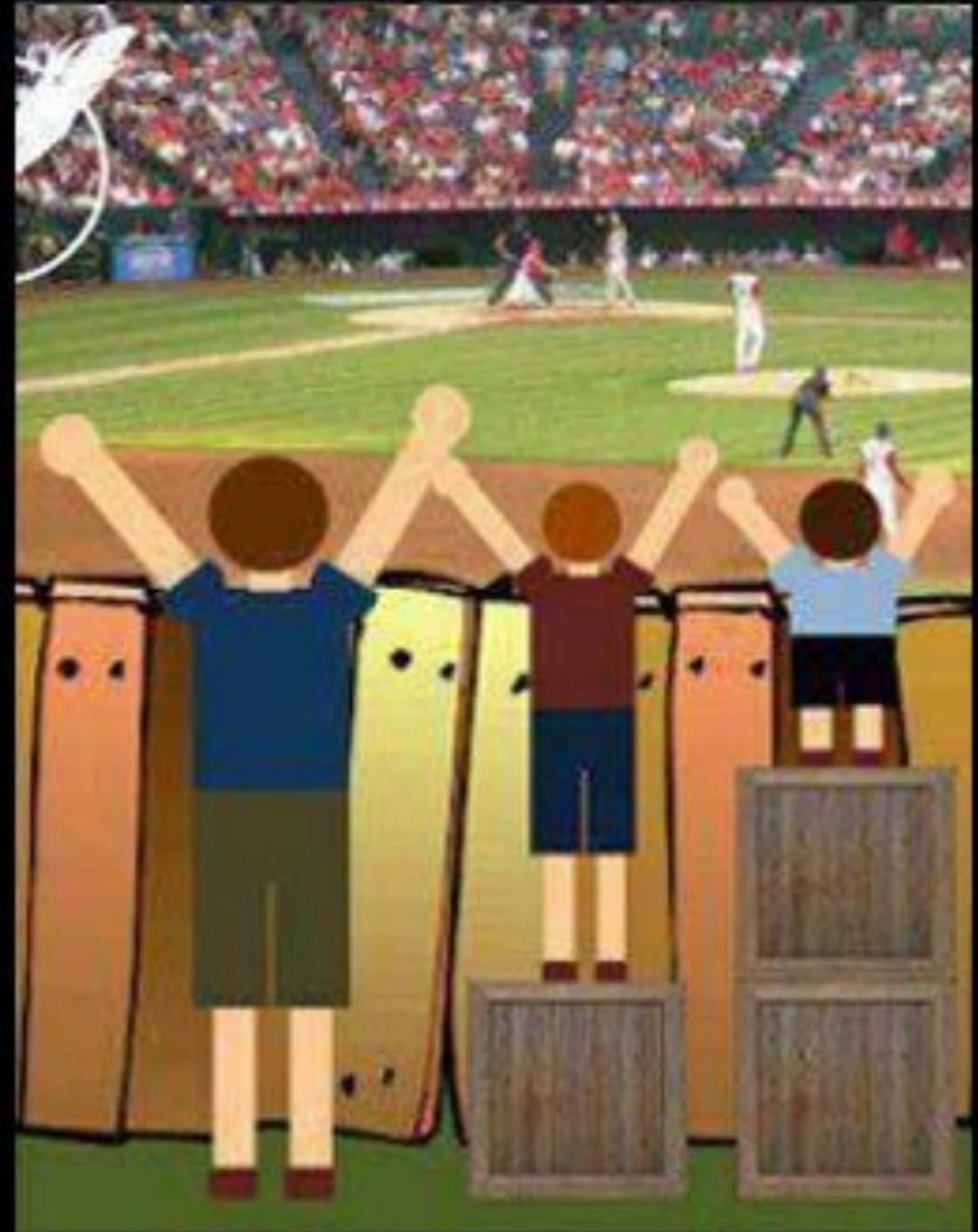
Resources

greatschoolspartnership.org/nessc17_equity

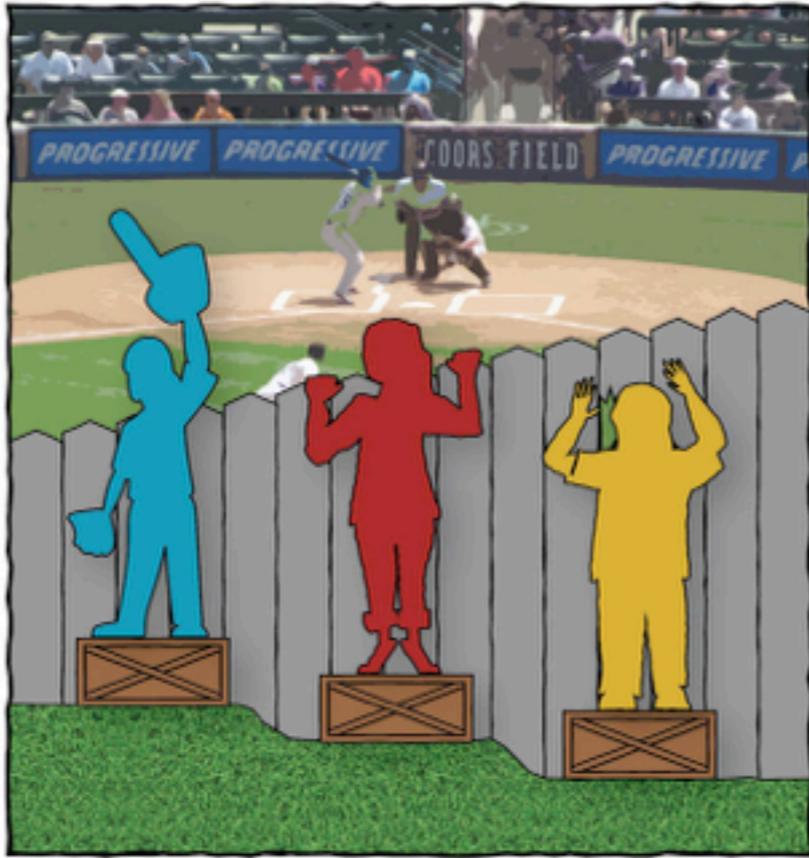
Equality



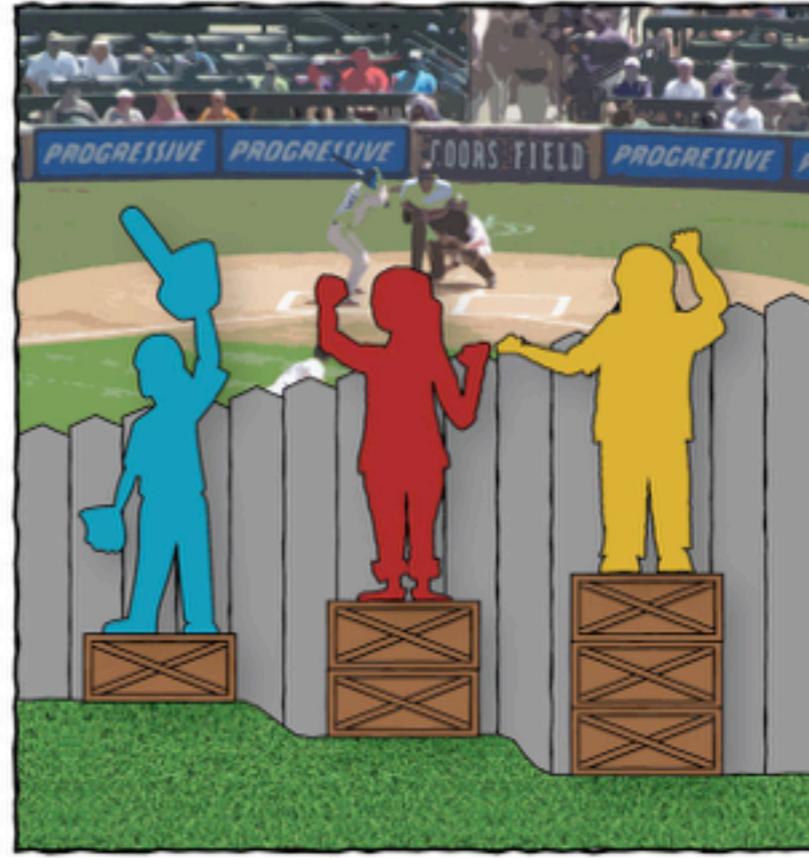
Equity



original image created by Craig Froehle



EQUALITY

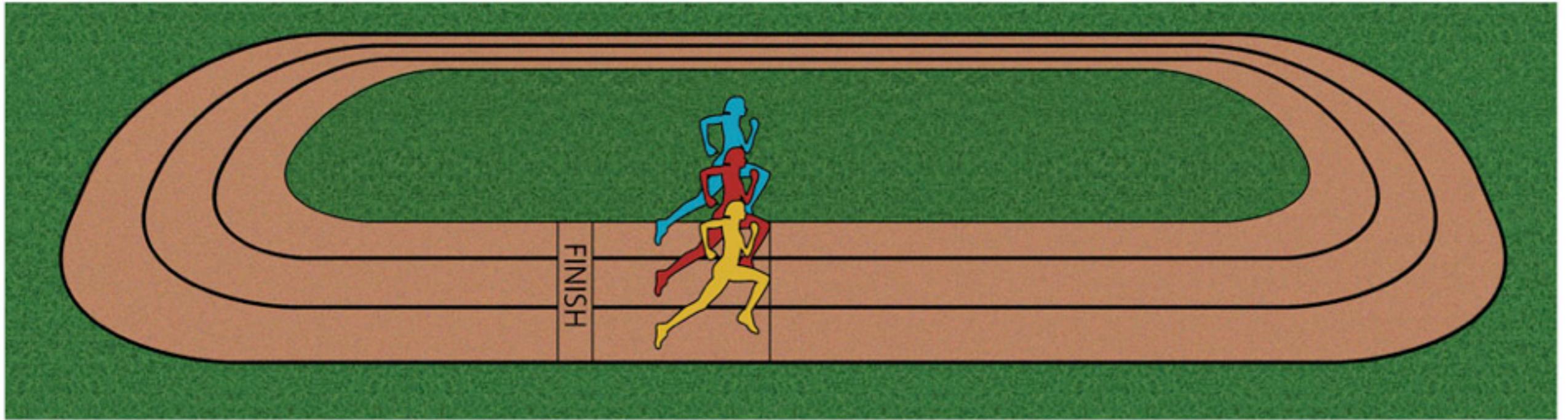


EQUITY

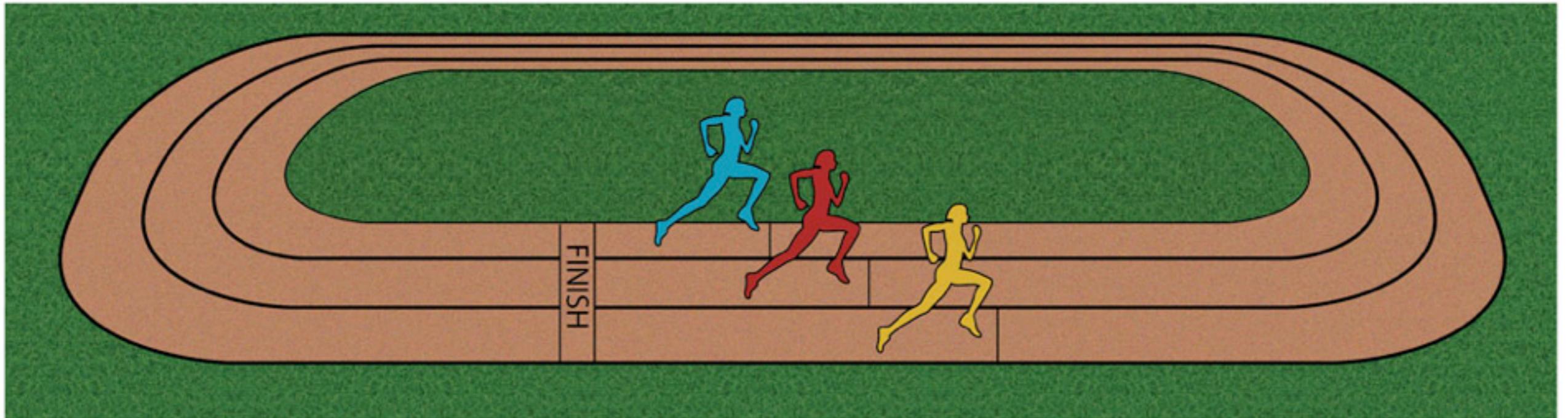


JUSTICE

<http://culturalorganizing.org/the-problem-with-that-equity-vs-equality-graphic/>
- Paul Kuttner blog post



EQUALITY



EQUITY

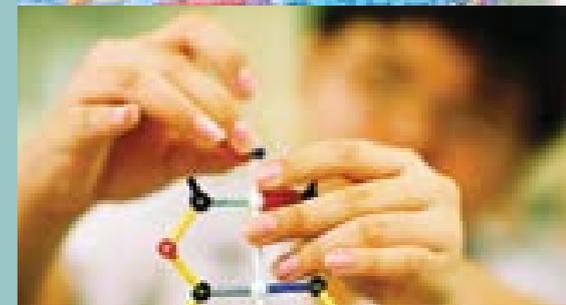


NEW ENGLAND
SECONDARY SCHOOL
CONSORTIUM

GLOBAL BEST PRACTICES

2ND EDITION

An Internationally Benchmarked
Self-Assessment Tool
for Secondary Learning



Global Best Practices

History

1st Edition

- Developed for the New England Secondary Schools Consortium in 2011
- Supported by meta-analyses, comprehensive project findings, and focused investigations
- Included common characteristics of high-performing schools in U.S. and abroad
- Reviewed + refined by members from all five LIS member states
- Comprised of 4 strands + 20 dimensions

GLOBAL BEST PRACTICES

An Internationally Benchmarked
Self-Assessment Tool
for Secondary Learning

TEACHING + LEARNING

- 1.1 Equity
- 1.2 Personalization + Relevance
- 1.3 Academic Expectations
- 1.4 Proficiency-Based Education
- 1.5 Assessment Practices
- 1.6 International + Multicultural Learning
- 1.7 Technology Integration
- 1.8 Learning Communities

ORGANIZATIONAL DESIGN

- 2.1 Vision, Mission + Action Plan
- 2.2 School Culture
- 2.3 Multiple Pathways
- 2.4 Transitions
- 2.5 Supports + Extensions
- 2.6 Time + Space
- 2.7 Data Systems + Applications
- 2.8 Continual Improvement

SCHOOL LEADERSHIP

- 3.1 Teacher Recruitment + Retention
- 3.2 Administrative Leadership
- 3.3 Shared Leadership
- 3.4 Moral Courage

SCHOOL DISTRICT

- 4.1 School Board
- 4.2 District Administrators

STEP 1 >> READ THE PERFORMANCE DESCRIPTIONS

1 INITIATING

Some efforts have been made to align coursework with career and college-ready learning standards, but in practice many teachers continue to use lessons that are unaligned or outdated. The school uses a standardized credit system based on seat time, letter grades, number averaging, and other traditional practices to measure academic progress and determine readiness for graduation. There is a great deal of variation from classroom to classroom in grading practices and standards. Students are often unaware of learning expectations for courses and lessons, and they rarely receive descriptive feedback on assignments. High-stakes external assessments often unilaterally drive instruction and lesson design.

3 DEVELOPING

School-wide curricula and instruction have been aligned with common learning standards, but this effort has not been systematic or systemic. District and school leaders have engaged in conversations about adopting a true standards-based system, and the principal and teacher-leaders have visited schools that are using effective standards-based practices. Teachers are employing multiple formative assessment strategies in the classroom, and academic support is being provided to ensure that struggling students have learned material before they move on to the next lesson. Some departments have developed common rubrics to enhance the consistency of grading and reporting, but this practice has not been embraced by all teachers or institutionalized school-wide. In some cases, learning expectations remain unclear and many students are still unaware of their own learning strengths and weaknesses or which learning standards teachers are addressing.

5 PERFORMING

The school has publicly committed to becoming a true standards-based learning community, and graduation policy has been modified to require all students to demonstrate mastery of learning standards and high levels of college and career readiness before receiving a diploma. The faculty has prioritized learning standards in every content area so that the most essential content, skills, and habits of mind are covered in depth before teachers move on to additional material and standards. Multiple assessments are used to determine that students have mastered what they have been taught, and underperforming students are provided with additional instructional time, academic support, and alternative learning options to ensure that they are able to learn and demonstrate achievement in ways that work best for them. All teachers use common scoring guides that provide detailed descriptions of required learning proficiencies at each developmental stage and expected level of performance.

STEP 4 >> SCORE YOUR SCHOOL

Place an **X** on the scale below to indicate your school's performance in this dimension.





STEP 2 >> RECORD PERFORMANCE STRATEGIES

SAMPLE STRATEGIES
<ul style="list-style-type: none"> ■ Enroll all students in untracked, heterogeneously grouped classes, and train all teachers in differentiated instruction and the use of formative assessment to identify and meet individual learning needs. ■ Leverage additional school resources—whether human, financial, material, instructional, or experiential—to help overcome the disadvantages of social background for underperforming, at-risk, and minority students, including pairing the most effective and experienced teachers with the most underprivileged students. ■ Remove barriers (such as prerequisites) that might prevent or discourage students from taking more challenging courses (including Advance Placement or International Baccalaureate options) or meeting basic admission requirements for college prior to graduation. ■ Create a coherent system of interventions to ensure that struggling students receive the academic and personal support they need to not only perform at grade level, but also to succeed in higher-level courses (e.g., Advanced Placement, International Baccalaureate, dual enrollment, co-curricular activities). ■ Regularly communicate with all parents—particularly parents from low-income or other disadvantaged households—while proactively encouraging their participation in school governance, activities, and programs. ■ Establish a school-wide system for monitoring student performance and socialization issues, and have guidance counselors work closely with teachers to provide practical and timely college and career guidance to all students.
<p>OUR STRATEGIES IN THIS DIMENSION</p>

STEP 3 >> RECORD PERFORMANCE EVIDENCE

SAMPLE EVIDENCE
<ul style="list-style-type: none"> ■ No significant achievement or aspiration gaps exist among students from different cultural, racial, ethnic, gender, socioeconomic, linguistic, or special-needs backgrounds. ■ Underperforming ninth-grade students are performing at or above grade level by the end of tenth grade. ■ Student participation in electives, higher-level courses, and co-curricular and extracurricular opportunities is consistent across all student subgroups. ■ College-enrollment rates are high, even among first-generation students from families with no college-going history.
<p>OUR EVIDENCE IN THIS DIMENSION</p>

Assessing a Dimension

Four Steps

1. Read the performance descriptions, then sample strategies + evidence;
2. Record your school's performance strategies;
3. Record your school's performance evidence;
4. Score your school.

District Self-Assessment

1 full-day retreat

or

2 half-day workshops

or

3 faculty / community meetings

FROM PRIORITIES TO ACTION



USING THE PRIORITY GUIDE

Once your school has completed a section or worked through all twenty of the individual self-assessments, you can use the priority guide on this page to help determine school-improvement priorities and next steps. The guide is merely a graphical aid that will give schools a visual overview of how each individual self-assessment was scored, which can be helpful in determining priorities—if a school scores lower in one dimension than another, it may indicate a weakness or need that should be addressed. The scoring scale used throughout this tool is not an absolute measure of performance, and school leaders must be thoughtful and judicious when determining school priorities as they consider numerous contextual, political, financial, and personal factors that extend well beyond the purview of this tool.

LOWER PRIORITY ← → HIGHER PRIORITY

TEACHING + LEARNING	5	4	3	2	1	NA
1.1 Equity			X			
1.2 Personalization + Relevance			X			
1.3 Academic Expectations			X			
1.4 Proficiency-Based Education				X		
1.5 Assessment Practices			X			
1.6 International + Multicultural Learning			X			
1.7 Technology Integration			X			
1.8 Learning Communities				X		
ORGANIZATIONAL DESIGN	5	4	3	2	1	NA
2.1 Vision, Mission + Action Plan			X			
2.2 School Culture				X		
2.3 Multiple Pathways				X		
2.4 Transitions			X			
2.5 Supports + Extensions		X				
2.6 Time + Space			X			
2.7 Data Systems + Applications				X		
2.8 Continual Improvement				X		
SCHOOL LEADERSHIP	5	4	3	2	1	NA
3.1 Teacher Recruitment + Retention			X			
3.2 Administrative Leadership			X			
3.3 Shared Leadership			X			
3.4 Moral Courage			X			
SCHOOL DISTRICT	5	4	3	2	1	NA
4.1 School Board			X			
4.2 District Administrators			X			

Global Best Practices

Rationale for 2nd Edition

Critical Elements

- **RESEARCH:** Compelling research has been introduced within the last 5 years
- **ALIGNMENT:** Ensuring alignment across the performance descriptors within a dimension
- **CLARITY:** Describing the levels of performance with more precise and clear language

STEP 1 >> READ THE PERFORMANCE DESCRIPTIONS

1	INITIATING
<p>Teachers and staff question whether all students can or want to succeed. Academic, social, and aspirational inequities across the student body may have been identified, but no formal or strategic actions have been undertaken to address them. Students performing below grade level typically fail to catch up to their peers. The school's courses, curricula, and instruction do not promote common high expectations or engagement for all students. The academic program is a complex hierarchy of tiered tracks and teachers are not trained in classroom differentiation or other personalization strategies. Student performance and behavioral data are collected and reviewed at the school level, but individual and demographic data are not disaggregated or analyzed to identify disparities in behavior or performance between student subgroups. School discipline structures are punitive rather than strategic or restorative, and consequences interfere with learning time. While all students have access to enriching school activities and co-curricular programs, actual participation patterns reveal that certain demographic groups participate in these programs at significantly lower rates. Some staff members, parents, guardians, and community members display considerable resistance to adopting strategies that would promote a more equitable school structure.</p>	

3	DEVELOPING
<p>There is a disconnect between the school's stated beliefs that all students can succeed and the structures, policies, and practices it has in place. While there may be clearly stated common and rigorous academic expectations for all students, there may be inconsistencies in the manner in which these are applied. Student performance data continues to reveal persistent gaps among demographic groups. The school is beginning to collect and analyze disaggregated performance and behavioral data to identify and address individual student needs on an ongoing basis. The school offers some support opportunities to academically struggling students, but interventions are not systemic or integrated into regular courses. Some academic tracks have been eliminated, but barriers to accessing higher-level courses remain in place. There is inconsistent use of instructional and assessment practices that are personalized, student-centered, and engaging. The school is beginning to reexamine and revise discipline policies and practices to be more restorative and supportive of learning. Inequities across the student body are monitored at least annually. A small number of staff, parents, guardians, and community members remain resistant to adopting strategies that promote greater equity. Participation in enriching school activities and co-curricular programs is relatively consistent across demographic groups. Community input is solicited and reviewed and personalization is considered when programs are developed or refined.</p>	

5	PERFORMING
<p>Teachers hold each other accountable for engaging in ongoing reflection and courageous conversations with colleagues and students about their own practice and beliefs, and acknowledge the role that bias and privilege play in their work. Teachers develop strong, trusting relationships with all students and employ asset-based approaches to teaching and learning. The school community has embraced the belief that all students can succeed, and this stance clearly informs the school's actions, structures, policies, and practices. Every member of the school community is able to recognize and interrupt implicit and explicit prejudicial and harmful language and actions such as racial microaggressions or bullying based on gender identity, sexual orientation, religious affiliation, social class, or disability. Educators help build upon the experiences and strengths each student brings and promote positive self-images and high academic expectations for all learners. They take responsibility for engaging and motivating students. Every student is enrolled in academically rigorous, college-preparatory courses or learning experiences. Discipline systems and structures are restorative and instructive in their approach, leading to an increased ability for students to address differences in positive and healthy ways. The perspectives, experiences, and voices of every demographic group represented in the school community is sought out, included, and incorporated in the development and refinement of programs.</p>	

STEP 4 >> SCORE YOUR SCHOOL

Place an X on the scale below to indicate your school's performance in this dimension.



1.1 EQUITY

STEP 1 >> READ THE PERFORMANCE

1 INITIATING

Teachers and staff question whether all students can or want to succeed. Academic, social, and aspirational inequities across the student body have been identified, but no formal or strategic actions have been undertaken to address them. Students performing below grade level typically fail to catch up to their peers. The school's curricula, and instruction do not promote common high expectations or engagement for all students. The academic program is a complex hierarchy of tiered tracks and teachers are not trained in classroom differentiation or other personalization strategies. Student performance and behavioral data are collected and reviewed at the school level, but individual and demographic data are not disaggregated or analyzed to identify disparities in behavior or performance between student subgroups. School discipline structures are punitive rather than strategic or restorative, and consequences interfere with learning time. While students have access to enriching school activities and co-curricular programs, actual participation patterns reveal that certain demographic groups participate in these programs at significantly lower rates. Some staff members, parents, guardian community members display considerable resistance to adopting strategies that would promote a more equitable school structure.

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STEP 4 >> SCORE YOUR SCHOOL

Place an X on the scale below to indicate your school's current performance level.



Academic Expectations

Working
Reluctant
Student
Good
Less
Basic
Slower
General
ready
Average
Better
Practical
Inductive
Positive
emphasis
knowledge

Disaggregating Data

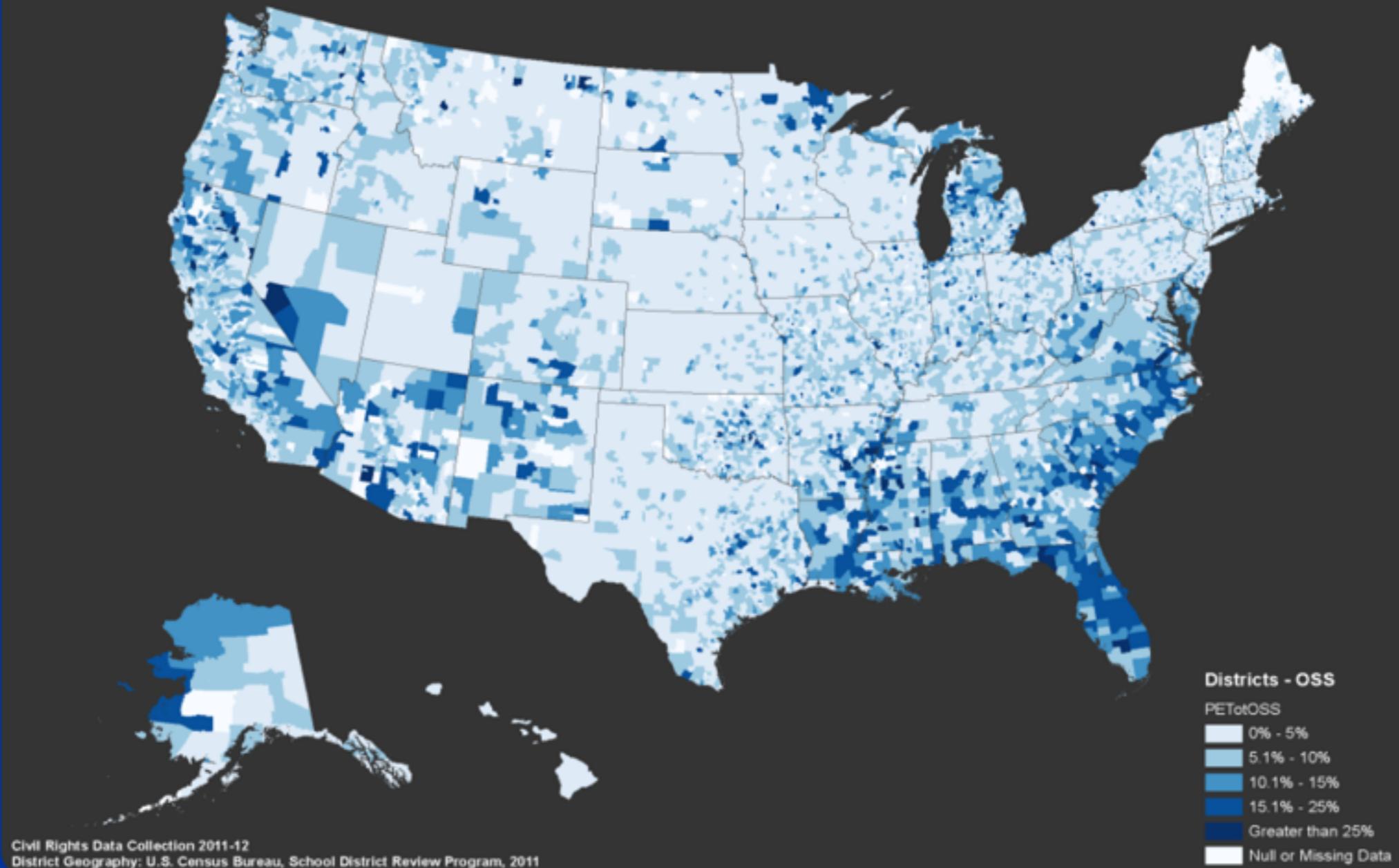
93.1%

Interventions

In 2011, San Diego Unified School District (CA) found that English Language Learners were **70% more likely** to be referred for special education services than their English-speaking peers.

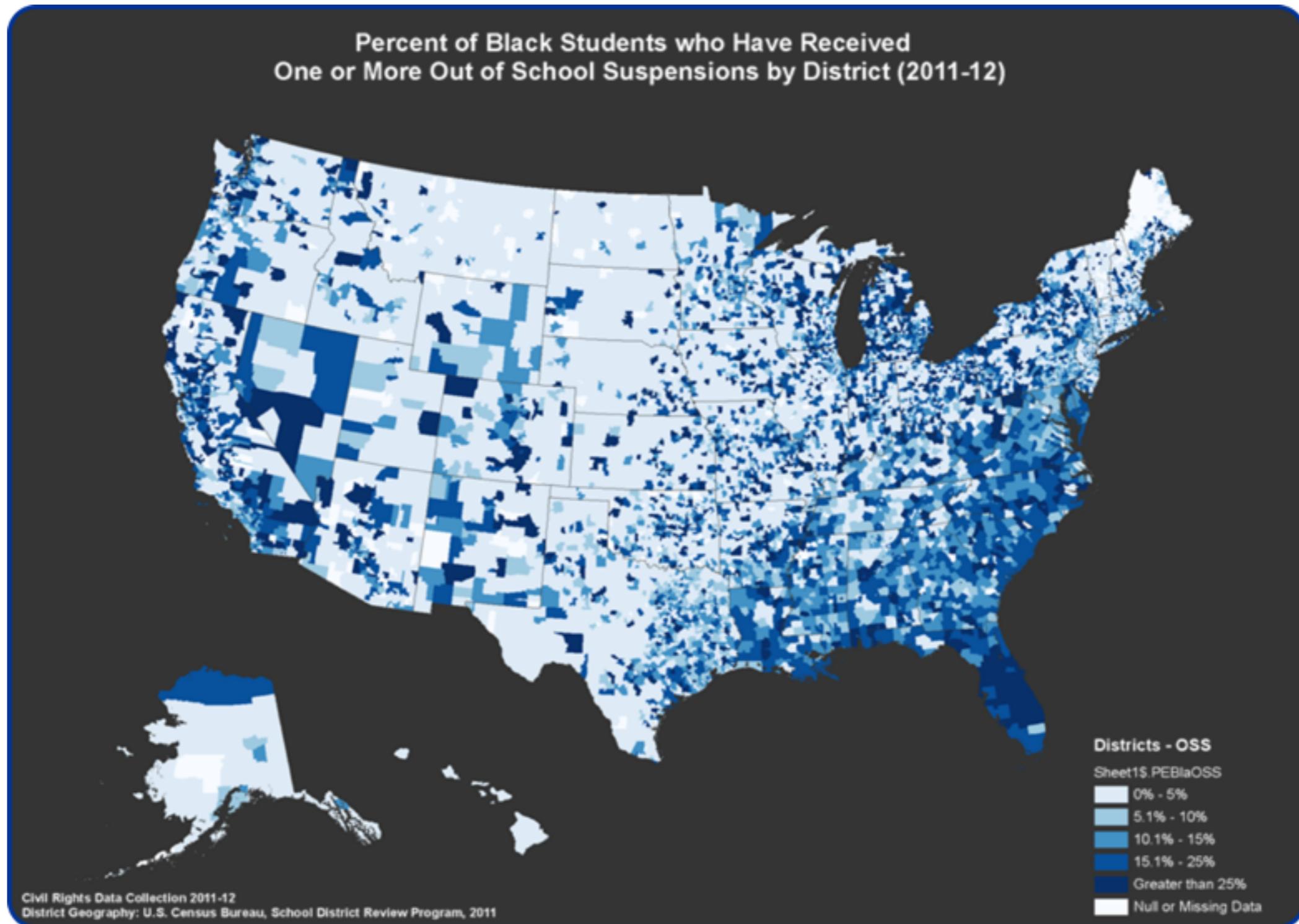
Discipline

Percent of All Students who Have Received One or More Out of School Suspensions by District (2011-12)



NOTE: For each school district, the percent of students receiving one or more out of school suspensions (OSS) is calculated by dividing the district's cumulative number of students receiving one or more out-of-school suspensions for the entire 2011-2012 school year, by the district's student enrollment based on a count of students taken on a single day between September 27 and December 31.

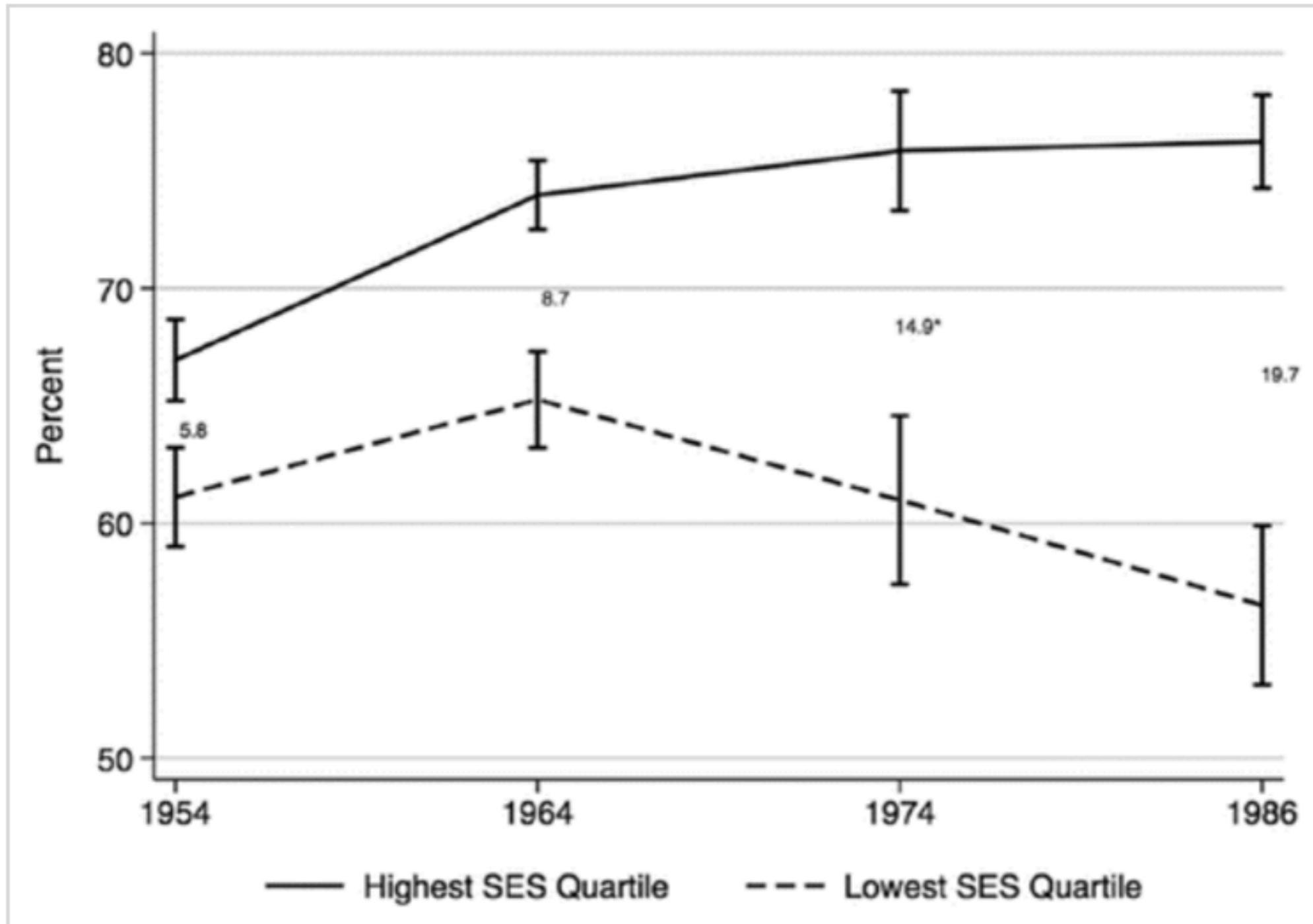
Discipline



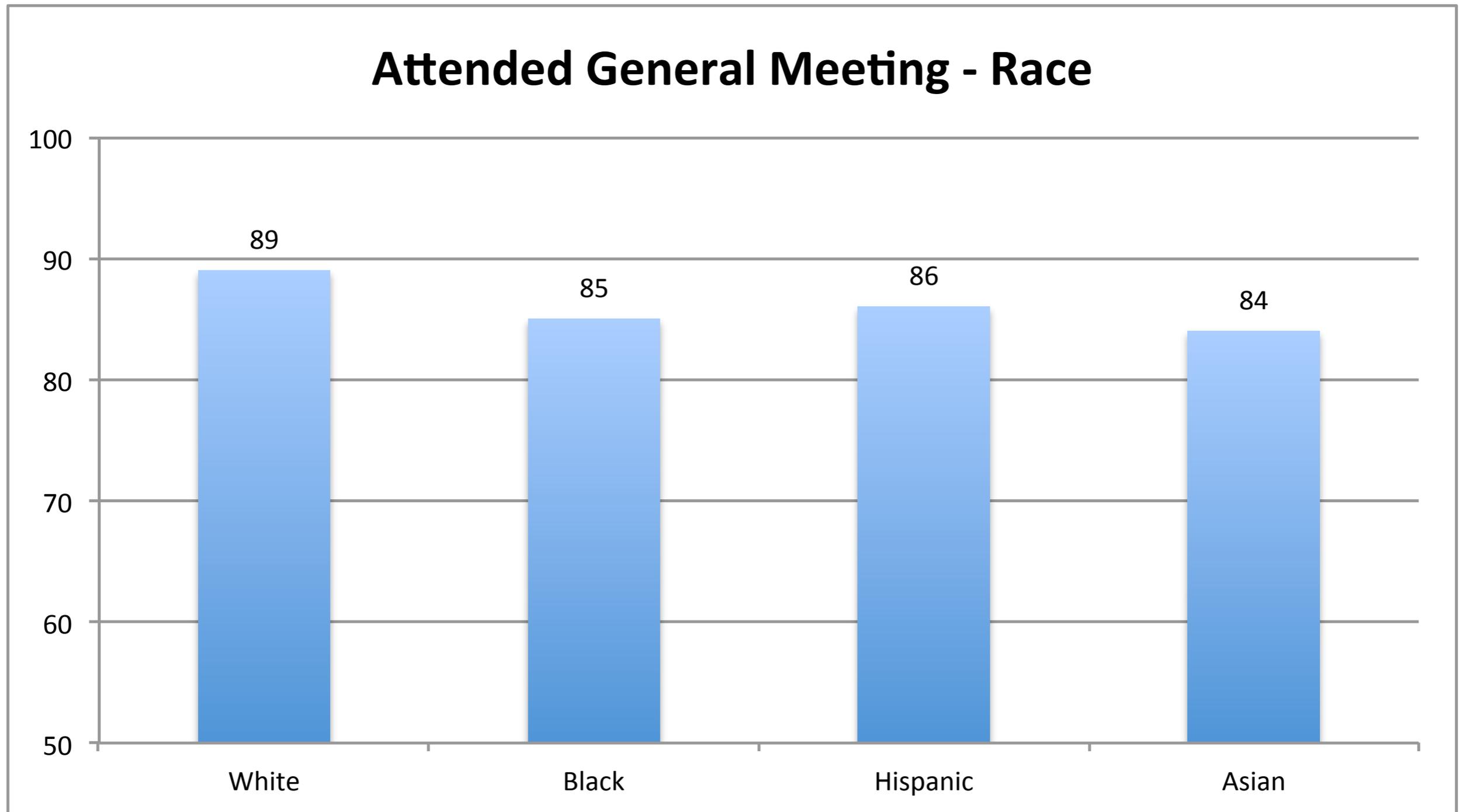
NOTE: For each school district, the percent of students receiving one or more out of school suspensions (OSS) is calculated by dividing the district's cumulative number of students receiving one or more out-of-school suspensions for the entire 2011-2012 school year, by the district's student enrollment based on a count of students taken on a single day between September 27 and December 31. Because race/ethnicity details on OSS are not available for students receiving services under 504, the OSS percentages reported for students with disabilities are restricted to data for students receiving services under IDEA.

Co-Curricular Programs

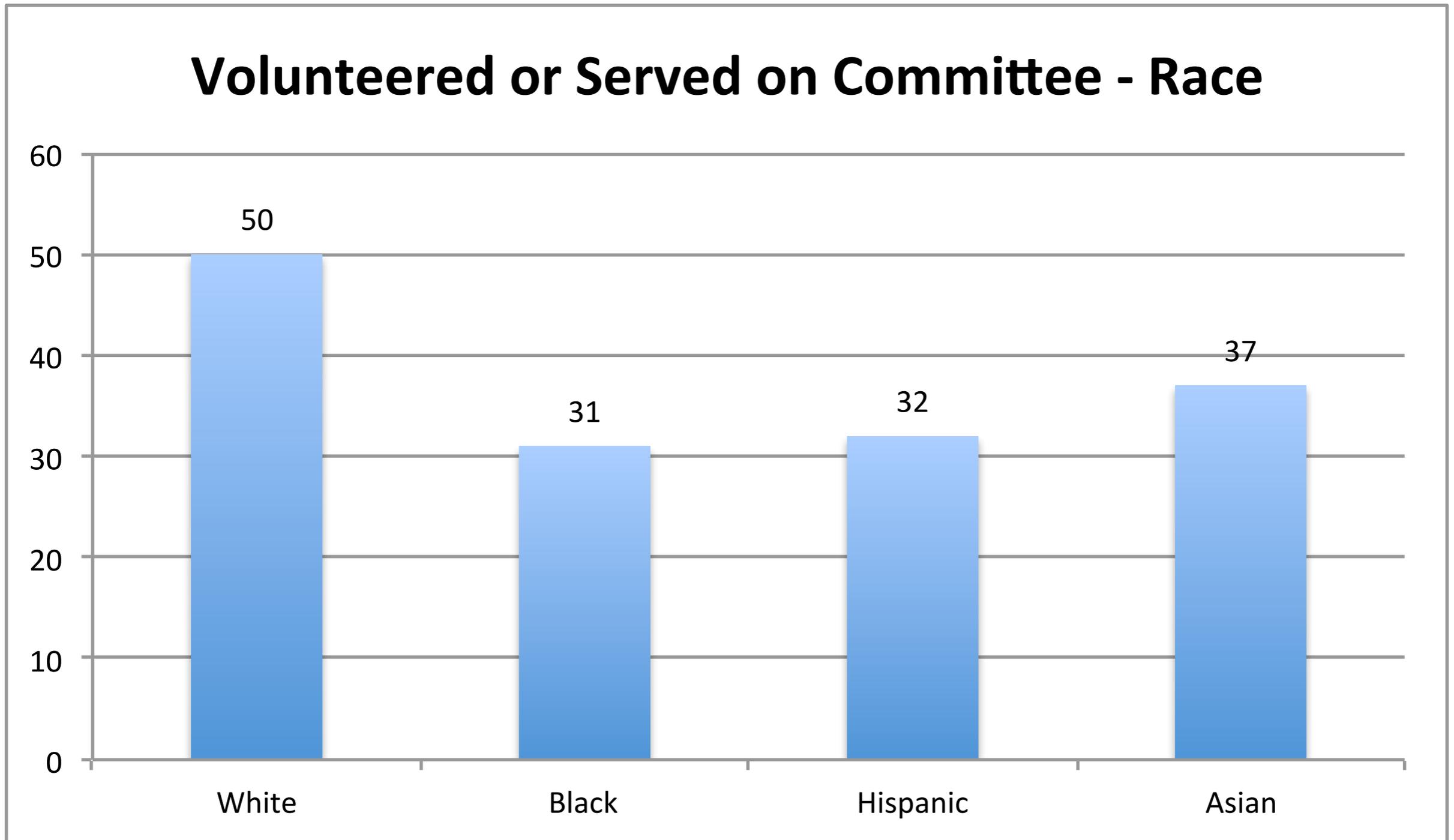
Participation in Co-Curricular Activities by SES



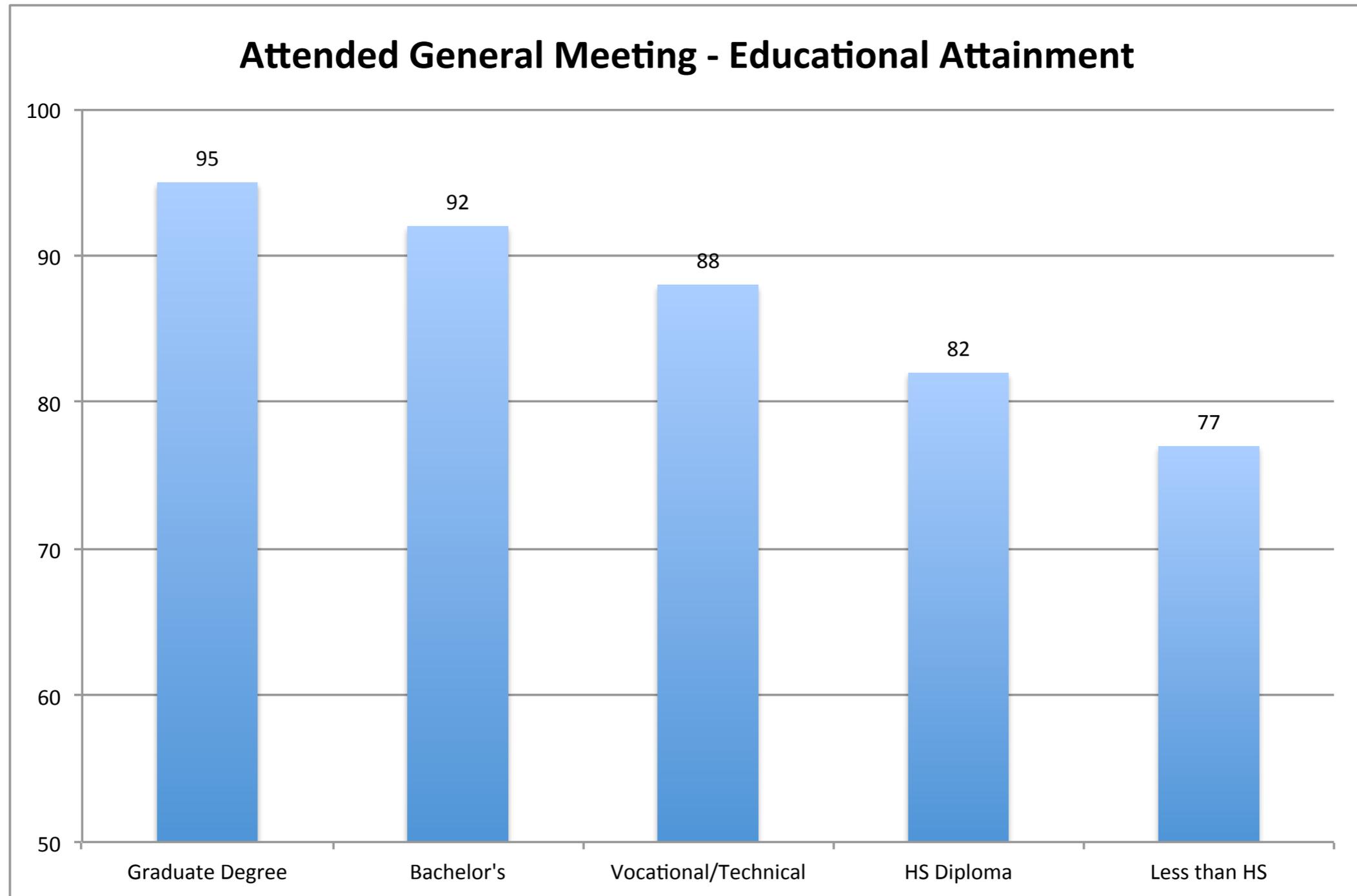
Community/Family Engagement



Community/Family Engagement

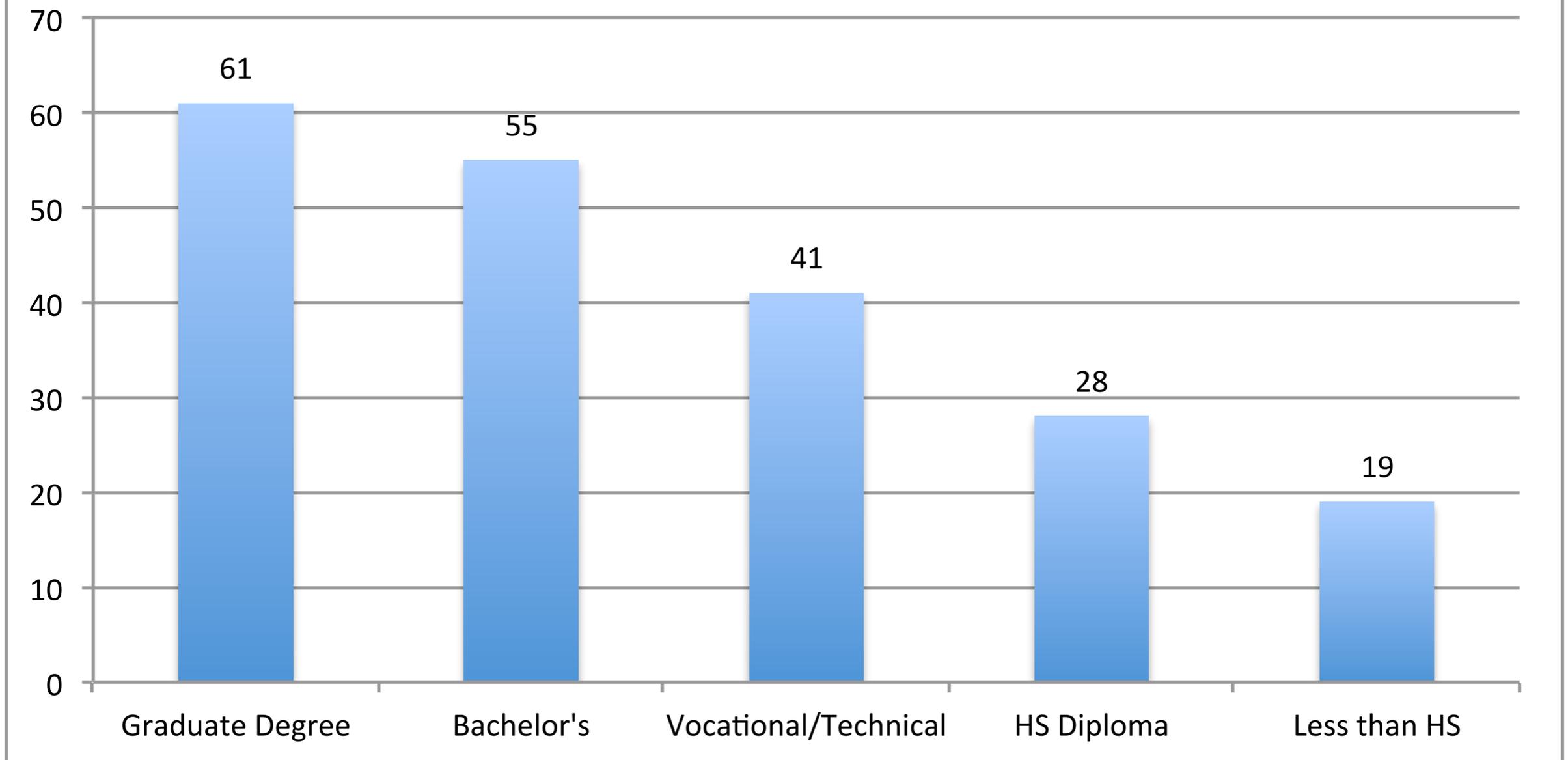


Community/Family Engagement



Community/Family Engagement

Volunteered or Served on Committee - Educational Attainment



Working for More Equitable Schools

Strategies

At Your Tables:

- Consider the area of equitable education assigned to your table.
- With your group, **brainstorm strategies** schools could use to move toward “Performing.”
- Write each strategy down on a separate sticky note.
- If you get stuck, open the envelope for some sample strategies.

Working for More Equitable Schools

Prioritizing Strategies

Highest Impact

Revise
discipline
policies

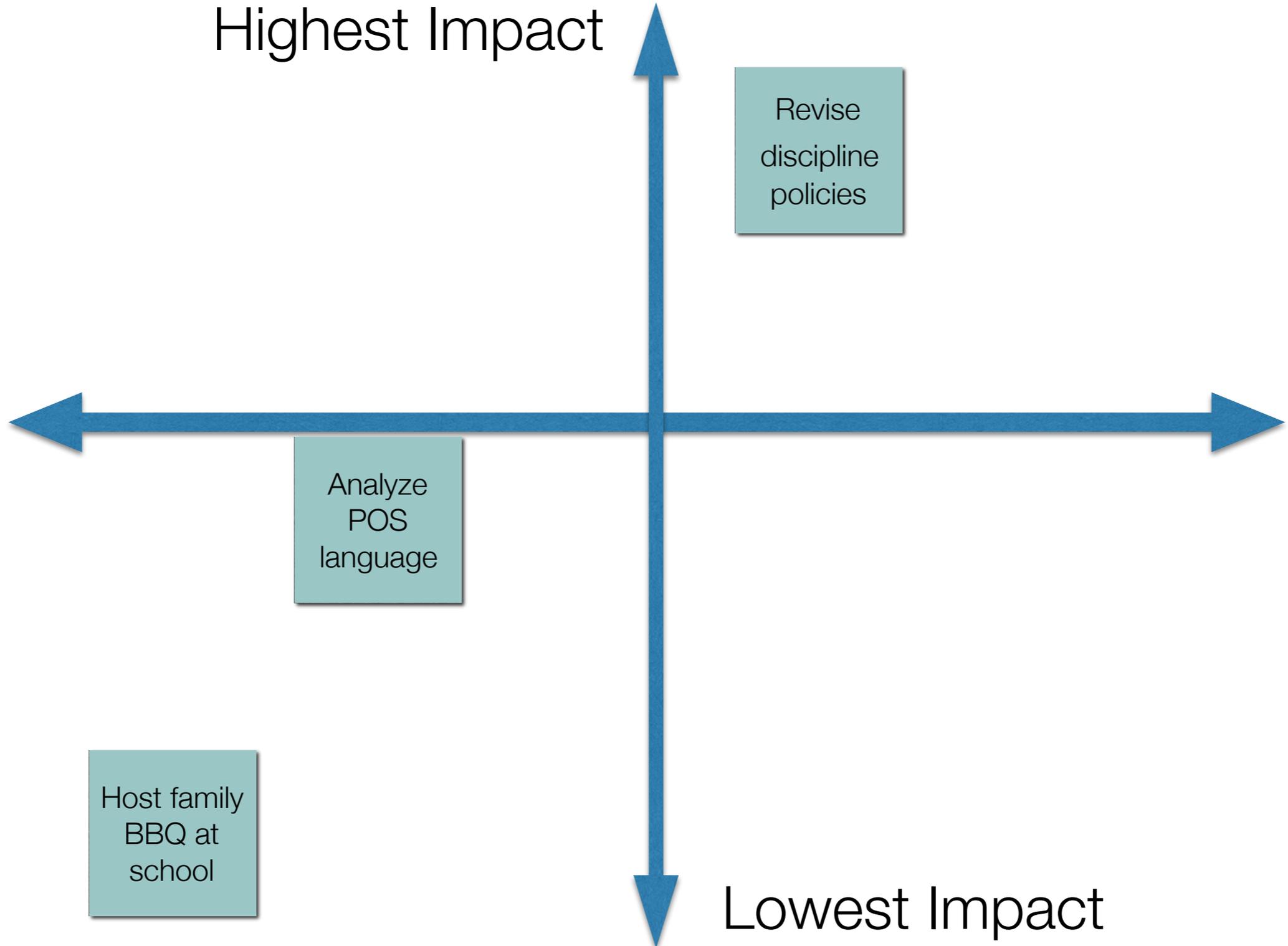
Easy

Analyze
POS
language

Hard

Host family
BBQ at
school

Lowest Impact



Resources

- *Global Best Practices*, 2nd Edition
- Schoolwide Cultural Competence Observation Checklist
- Continuum on Becoming an Anti-Racist Multicultural Organization
- Equality v. Equity post

greatschoolspartnership.org/nessc17_equity

Questions?





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