How Committed is Your School to Equity?
A Whole-School Collaborative Assessment and Readiness Tool

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From Great Schools Partnership

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Materials for Today:

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

I can identify assets, challenges, and important leverage points to work towards equity and success for all students 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.
Outcomes

I can access resources that will inform and support the next steps my colleagues and I can take in order to lead improvement efforts my school
Agenda

- Shared Definition of Equity
- Introduction to Global Best Practices
- Resources and Practice
- Questions?
Norms

- Respect differences
- Monitor airtime
- Listen well
- Support a culture of possibility
- Honor the time we have together
What is Equity?

1. Read the quotes around the room
2. Select one you identify with the most
3. Choose a partner
What is Equity?

With Your Partner

Why did you select that particular quote?
What is Equity?

With Your Partner

Why is equity important to you?
What is Equity?

With Your Partner

What does a school that engages in equitable practices look like?
What is Equity?

At Your Table

What is your definition of equity?

What are the elements or attributes of equity in an educational setting that ought to be included in our definition?
- Paul Kuttner blog post
Analyze a School Profile

Read the school profile and consider:

- What is in alignment with our definition of equity?
- What is missing or would need to be further explored?
What is Global Best Practices?
GLOBAL BEST PRACTICES
2ND EDITION

An Internationally Benchmarked
Self-Assessment Tool
for Secondary Learning
Global Best Practices: An Internationally Benchmarked Self-Assessment Tool for Secondary Learning Second Edition is a practical, action-oriented tool for teachers, school administrators, superintendents, school board members, parents, and other stakeholders in a school community. The tool grew out of a recognition that national borders no longer define the knowledge, skills, and habits of mind that students need for success, and that secondary schools may need assistance reviewing learning standards, organizational structures, leadership models, teaching strategies, professional development, and student outcomes in relation to research on high-performing educational systems and practices. The first edition of Global Best Practices was an initial step toward defining, in detail, the characteristics of effective 21st-century education and applying them to the creation of new models of teaching, learning, and leading in today's secondary schools. Now, Global Best Practices Second Edition enhances that definition with findings from the newest research and latest lessons learned from practitioners working in the school-improvement field. This tool distills some common characteristics of high-performing schools in the United States and abroad, and presents them in a concise, user-friendly format. Rather than give school and district leaders and teachers a simple list of recommendations, the tool offers a practical, step-by-step process that schools can use to assess their relative performance in key areas and shape their school-improvement plans. Global Best Practices is intended to make this important research more accessible and useful to the schools and educators across the country. We will continue to revise and update Global Best Practices as new research and strategies emerge, and as we receive feedback from practitioners who are using the tool in their schools. If you have recommendations for strengthening this resource, we strongly encourage you to submit suggestions to gbpfeedback@greatschoolspartnership.org.

Strands & Dimensions

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
### 1.1 EQUITY

#### 1 INITIATING

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.

#### 3 DEVELOPING

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.

#### 5 PERFORMING

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.
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### SAMPLE STRATEGIES

- Enroll all students in untracked, heterogeneously grouped classes, and train all teachers in differentiated and personalized instruction to identify and meet individual learning needs.
- Assign the most effective and experienced teachers to students who are the most in need of support to progress academically.
- Build structures into the school day for intervention, extension, and acceleration.
- Include students and families in the review of discipline data and the refinement of discipline policies. Provide professional development for teachers to increase their understanding of restorative discipline and positive communication.
- Remove barriers (such as prerequisites) that might prevent or discourage students from taking challenging courses (including Advanced Placement or International Baccalaureate options) or meeting basic admission requirements for college.
- Create a system of interventions to ensure that struggling students receive the academic and personal support they need to succeed in rigorous courses. (Elements of a system may include a data system to identify, place, and monitor students.)
- Regularly communicate and engage with all parents. Make parent and guardian participation at school events feasible by mitigating common barriers to attendance: vary meeting times and locations, provide live translation, serve food, and offer transportation and childcare as needed.
- Establish a school-wide system for monitoring student performance and socialization issues.
- Have guidance counselors work closely with teachers to provide practical and timely college and career guidance to all students.

### OUR STRATEGIES IN THIS DIMENSION

### SAMPLE EVIDENCE

- 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.
- No gaps exist among demographic groups in terms of attendance, suspension, detention, or retention.

### OUR EVIDENCE IN THIS DIMENSION
STEP 4 >> SCORE YOUR SCHOOL

Place an X on the scale below to indicate your school’s performance in this dimension.
School Self-Assessment

1 full-day retreat

or

2 half-day workshops

or

3 faculty / community meetings
Actual School Scores

1.8 Learning Communities

[Bar chart showing the distribution of learning communities scores]
Actual School Scores

2.5 Interventions & Supports

![Bar Chart](chart.png)
# Priority Guide

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<th>Priority</th>
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<th>School Leadership</th>
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- SCHOOL DISTRICT
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  - 4.2 District Administrators
## Priority Guide

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Assess Your School

If you are here with colleagues, work with them

1. Start with Equity (1.1)
2. Read performance descriptors, list strategies in place, point to evidence you have
3. Score your school
4. If time, move to Moral Courage (3.4)
Be a critical friend

If not attached to a school, please support those who are

Ask helpful questions:

- Tell me more about…
- How does this look in practice?
- What would you expect to see?
- What outcomes are you noticing?
Share your experience
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.

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CYCLE OF ACTION

Higher Student Aspirations, Achievement, and Attainment

WHAT ARE WE GOING TO DO?

STEP 1 Analyze Student Achievement Data
STEP 8 Implement + Monitor Action Plan

WHERE ARE WE NOW?

STEP 2 Analyze Existing School Practices
STEP 3 Identify Internal + External Assets

STEP 4 Identify Internal + External Obstacles
STEP 5 Determine Student Achievement Goals

STEP 6 Determine Improvement Strategies + Rationale
STEP 7 Develop or Refine Action Plan

WHAT DO WE WANT TO BE?

WHERE WILL HELP OR HINDER US?
Proficiency-Based Learning Simplified

Developed by the Great Schools Partnership, Proficiency-Based Learning Simplified helps schools develop efficient and effective standards-based systems that will prepare all students for success in the colleges, careers and communities of the 21st century.

LEARN MORE →
Presentation Resources

greatschoolspartnership.org

1. Global Best Practices
2. Global Best Practices Facilitator Guide
4. Research-Base for Proficiency-Based Learning
5. Proficiency-Based Learning Simplified
6. Cycle of Action
Questions?
THANK YOU

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