

Do Now!

1. Make sure you can access the **Master link** in the Chat
2. Download or Open in your browser hyperlink 1 (**Main Presentation**) and hyperlink 3 (**Data Booklet**)
3. Have a **pen and notepad** handy!

Sumner-Bonney Lake School District

Community-wide, Equity-centered **Strategic Planning Process**

Dr. Laurie Dent (*Superintendent*)

Facilitated by: **Performance fact, Inc.**

Sumner, WA | April-May 2021 | *via zoom*



Facilitators



Mutiu O. Fagbayi
President/CEO

"Moo-tee-oo Fa-qb-ayee"

☐ Kaye Jadrych

Executive Administrative Specialist

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Senior Associate

☐ Amreet Waters

Director, Client Relations & Project Management

A facilitator
is a guide. A guide
does not command
or control.

However, a
facilitator does
direct, leaving it up
to you to follow.

About Performance Fact, Inc.

- A. Created in 1997 in Washington DC; now based in Oakland
- B. Strategic Planning, Leadership Development, Equity, Program Evaluation, Trust
- C. 100+ school districts in 12 US States
- D. 10+ Washington State clients

The Performance Fact Premise

Cause & Effect

“All students will learn at high levels when instruction meets their needs. What a student has not learned well *yet*, is something she/he has ***not*** been taught well ***yet***.

Student learning, then, is an “*effect*” whose “*cause*” lies in the quality and effectiveness of educational **PRACTICES**.

If we want improved outcomes for students, the starting point must be the **continuous improvement of teaching practices, leadership practices and organizational practices**, because they are the precursors to student learning.”

Mutiu O. Fagbayi (2006)

Who is here today?

1. Students	
2. Parents	
3. Community members	
4. Teachers	
5. Instructional Support	
6. Principals/School Administrators	
7. Classified / Non-certificated Personnel	
8. District-level/Central Office Staffs	
9. Business / Higher Education / Local Government	
10. Other	

**On this sheep-scale,
how do you feel today?**



How are you?

What keeps you MOTIVATED & EXCITED?	What keeps you AGITATED & CONCERNED?	ONE THING you want the rest of us to KNOW	What will HELP YOU MOST?

Points to Ponder

**“Not everything we face can be changed.
But what must change, must be faced.”**

paraphrasing James Baldwin

Profile of our Students (2019-2020)

Out of Every 20 Students...



3

Hispanic/
Latino



14

White



2

Two or
More
Races



1

Other
Ethnicities/
Races

Source: Washington State OSPI

Out of every 20 students, about ...

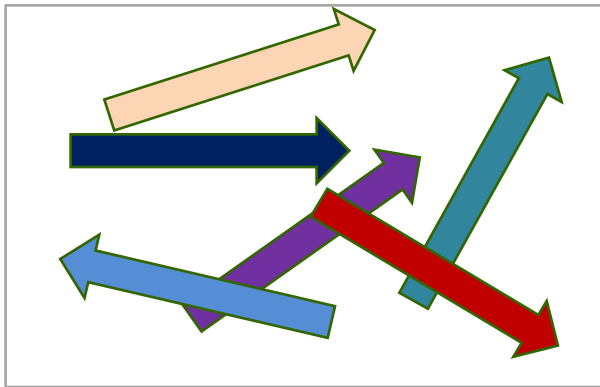
3	Students with Disabilities
1	English Learner
6	Low-Income

**A Profile of our
Students *(continued)***

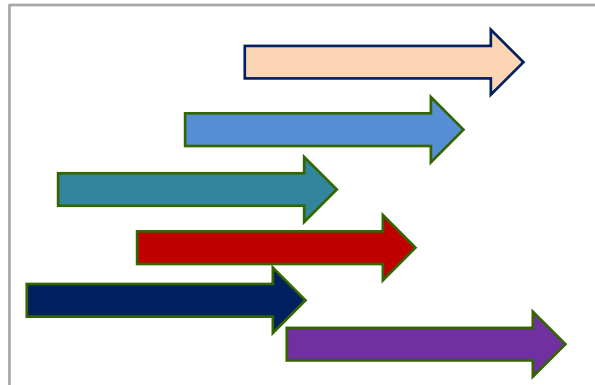


Why Plan?

Misalignment



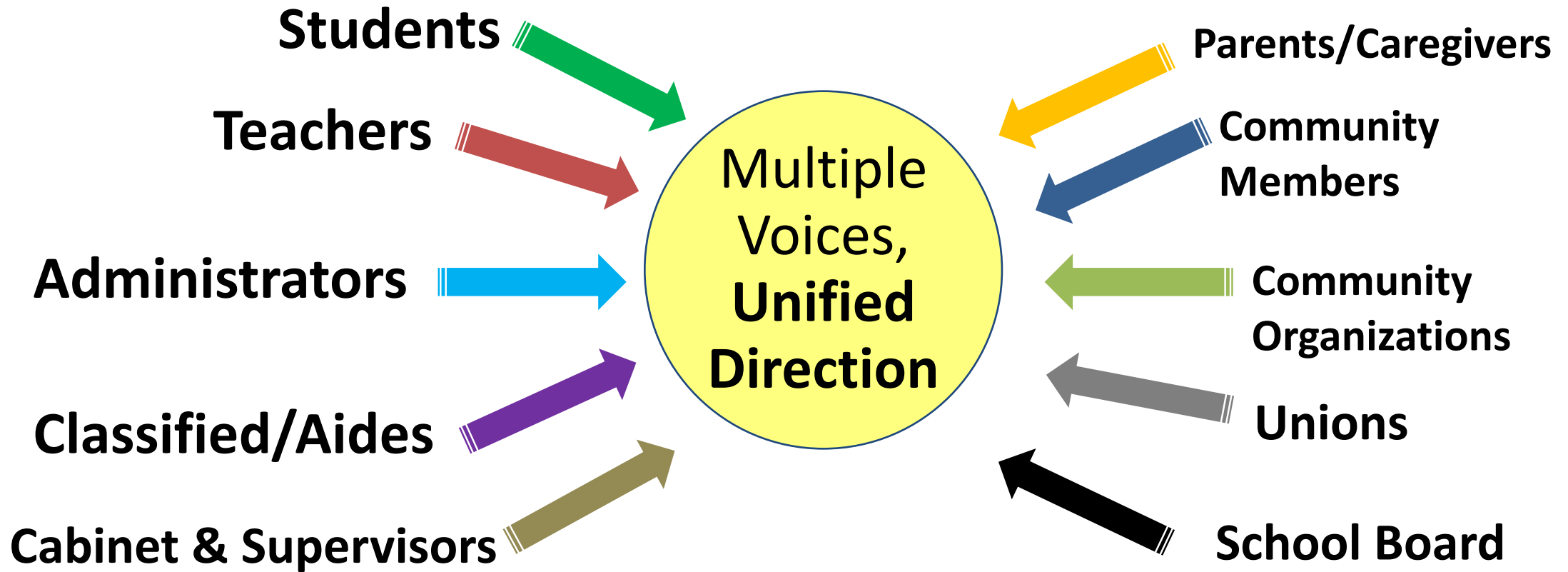
Alignment



Alignment: *getting people, process, program and structure on the same page, going in the same direction.*

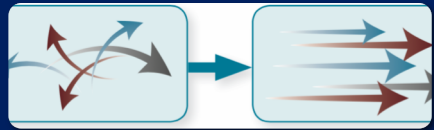
A primary aim
of *planning*
is unity of
purpose, or
alignment

Embracing Diverse Voices & Perspectives



Meaningful Engagement *strengthens* understanding, appreciation and commitment.

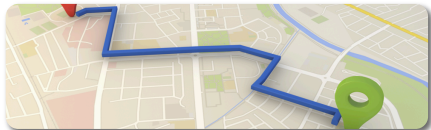
The Charge



Develop the **strategic alignment plan**, in a way that:



✓ Clarifies the **goals and measures** of student achievement



✓ Outlines the **roadmap** for accomplishing the goals;



✓ Embraces the **diverse voices** of all stakeholders;



✓ Mobilizes **leadership** for courageous action at all levels.

Phases of the Strategic Planning Process

- 1 • “Is everyone **ready** to go?” [Community mobilization]
- 2 • “Where are we **now**?” [Assessment of current state]
- 3 • “Where are we going **next**?” [Core purpose, goals, measures]
- 4 • “Is everyone **still** with us?” [Stakeholder “reality check”]
- 5 • “How are we going to get **there**?” [Building blocks: practices, strategies, structures]
- 6 • “Have we aligned **resources** with the Plan?” [Allocation of people, time, \$]
- 7 • “Do we have the **support** of our leaders and policymakers?” [Formal approval]

Meeting Norms

1. Encourage participation by everyone.

2. Practice respectful use of cellphones.

3. Listen attentively without side-bar conversation.

4. Embrace the spirit of cooperation.

5. Honor and respect the voice of all stakeholders.

6. Remember that every voice matters.

7. Practice collaboration and respectful listening.

**ADELANTO
ELEMENTARY
SCHOOL
DISTRICT**
(Adelanto,
CA)

Meeting Norms

1. Filter all decisions based on what's best for students.

2. "Love everything for 5 minutes!"

3. Encourage participation of everybody.

4. Be discrete regarding use of telephone and remain present.

5. Embrace and leverage dissent and honor different ways of processing information.

6. Check before sharing information outside of the group (including on social media).

7. Be mindful of context.



Meeting Norms

1. Wag, not bark.

2. “Paws” before you respond.

3. Assume positive intent.

4. Step up, step back..

5. No jive talking... Just get to the point1

6. 90-second talk time: “share the air.”

7. Allow people to speak their truth.

**FRANKLIN
HIGH SCHOOL**
(Seattle, WA)

Meeting Norms

1. Set aside
your biases.

2. Challenge the
message, not
the messenger.

3. Be
respectful of
others.

4. Step up,
step back..

5. Assume
positive
intent.

6. Speak your
truth; have
courageous
conversations.

7. Have fun
and enjoy the
process!

SBLSD –
Equity
Advisory
Council
(Sumner, WA)

Meeting Norms

What norms or behaviors do we choose to guide our work and interactions?

The diagram is a visual tool for a meeting activity. It features seven empty rectangular boxes with dark blue borders, arranged in two rows: four in the top row and three in the bottom row. To the right of these boxes is a large, light gray circle with a dark blue outline. This layout is designed for participants to write down meeting norms or behaviors in the boxes and then discuss them, possibly using the circle as a focal point for a final summary or conclusion.

Group Norms (April 12; CPT/CF)

Group Norms (April 12; CPT/CF)

The Performance Fact Premise

Cause & Effect

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Student learning, then, is an “*effect*” whose “*cause*” lies in the quality and effectiveness of educational **PRACTICES**.

If we want improved outcomes for students, the starting point must be the **continuous improvement of teaching practices, leadership practices and organizational practices**, because they are the precursors to student learning.”

Mutiu O. Fagbayi (2006)

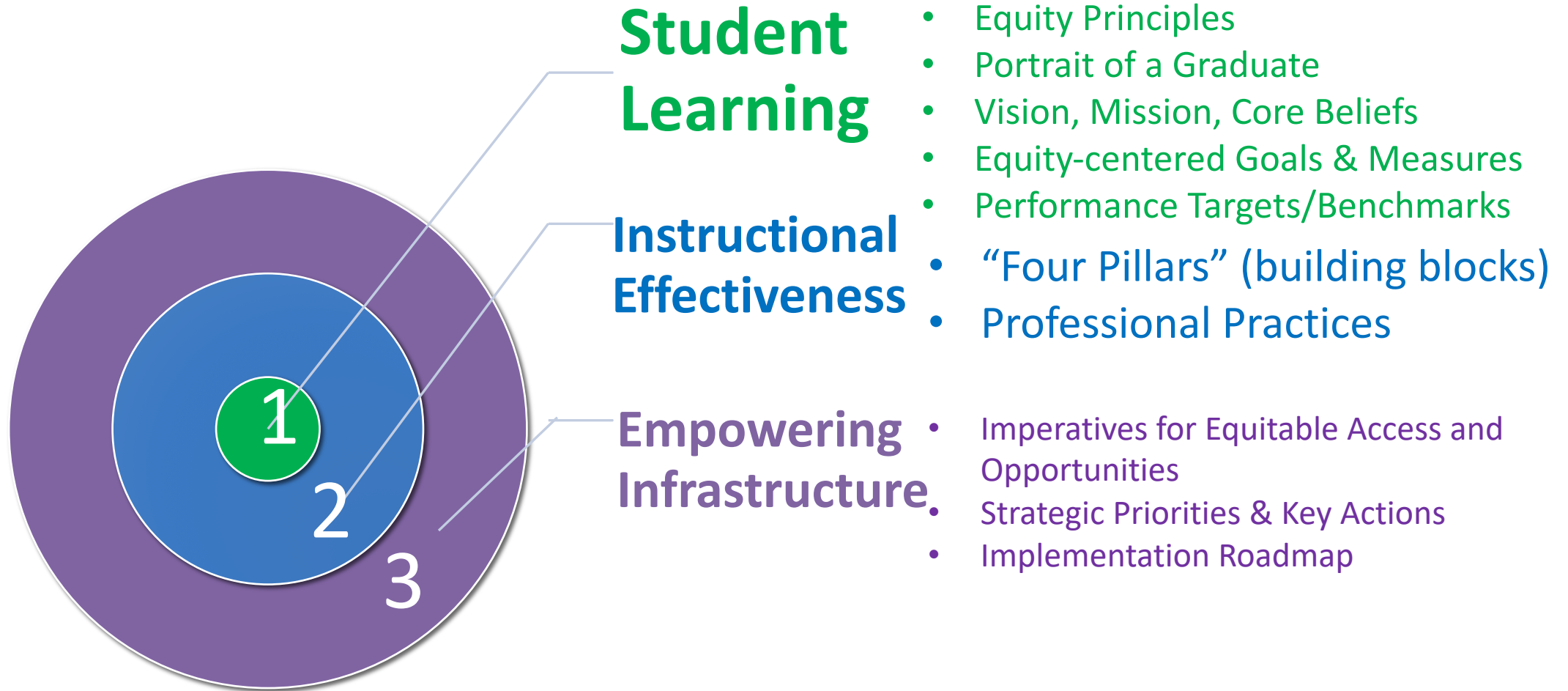
A Data-informed Equity Audit & Strategic Planning Process



What data do we have?	What does the data say? <u>and</u> Why does the data look that way?	What are we going to do about it all?
Student Data from multiple sources (including Equity Indicators & Measures)	Areas of Strength and Areas of Concern of the Equity Indicators & Measures “Root causes” <u>and</u> (underlying causes) of the current state of the Equity Indicators	<ul style="list-style-type: none">• Student Learning• Instructional Effectiveness• Empowering Infrastructure

Equity-centered Strategic Planning

"Keeping ends and means in proper sequence."



Ends (Effect)

**Portrait of a Graduate;
Vision, Mission, Core Values**

**Goals & Measures of
Student Success**

**Equity Principles &
Indicators**

Means (Cause)

Four Pillars

Professional Practices

Strategic Priorities & Key
Actions

Think on these things ...

On a scale from 0% to 100%, to what extent do you yourself **TRUST** that your organization will meet or exceed its performance expectations this year?

Trust = _____ %

... Next Year?

Trust = _____ %

... Two Years from Now?

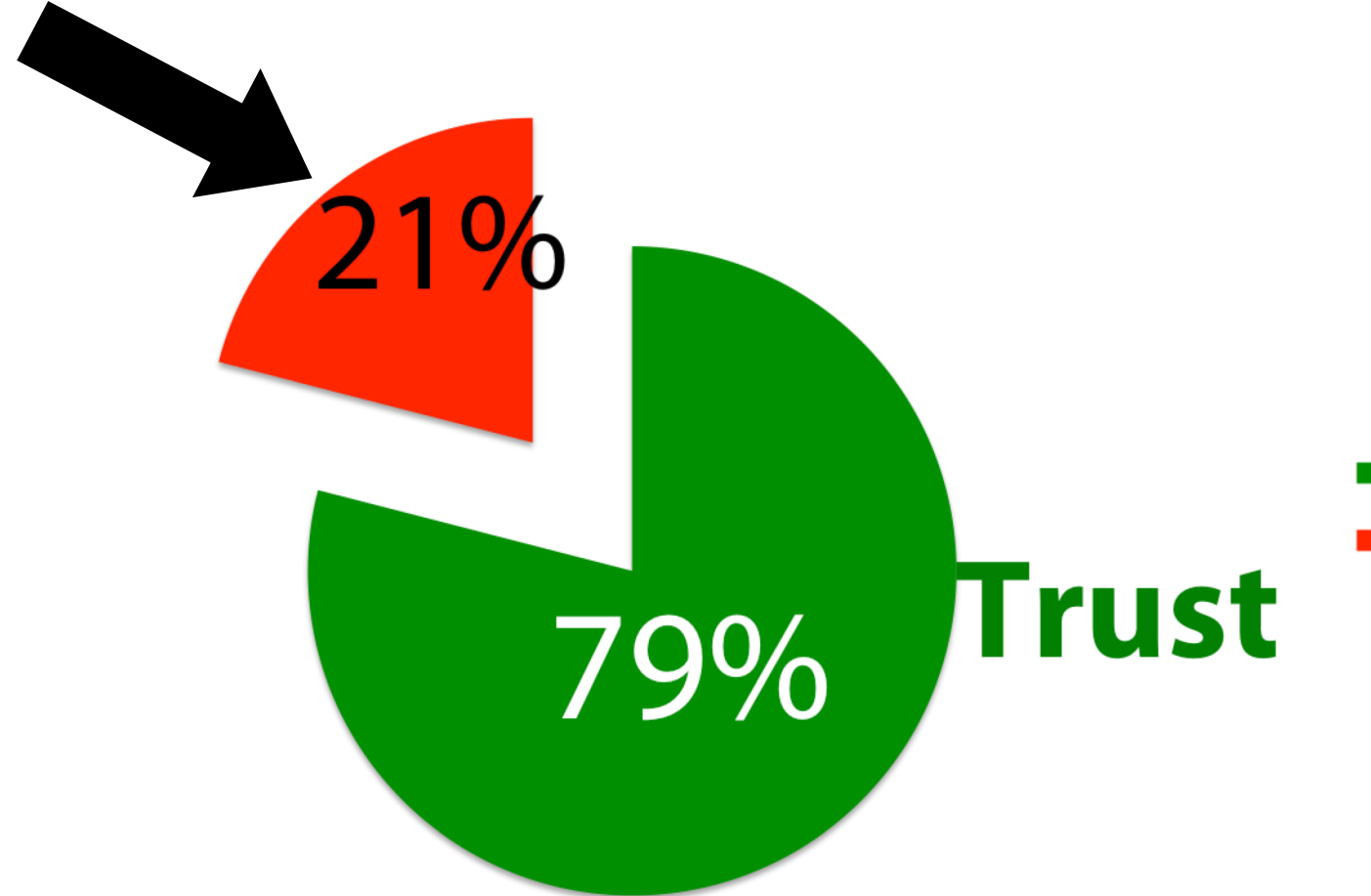
Trust = _____ %

*“Thought and Belief combine into a power surge
that can literally move mountains.”*

- A Course in Miracles



What would you call this?



Can we pull this off, *really*...?

On a scale of 0% (= lowest rating) to 100% (= highest rating) :

To what extent do you yourself **TRUST** that your organization will meet or exceed its performance expectations this year?

T = _____

To what extent do you yourself accept **RESPONSIBILITY** for ensuring that your organization meets or exceeds its performance expectations this year?

R = _____

To what extent do you yourself accept **ACCOUNTABILITY** for ensuring that your organization meets or exceeds its performance expectations this year?

A = _____

To what extent do you yourself feel **EMPOWERED** to act in a way that ensures that your organization meets or exceeds its performance expectations this year?

E = _____

Which ought to be *highest* in order to accomplish our Goal?

1. **Trust**
2. **Responsibility**
3. **Accountability**
4. **Empowerment**

empowerment

```
graph TD; A[empowerment] --> B[Within Personal]; A --> C[Given/Granted Positional];
```

Within
Personal

**Given/
Granted**
Positional

T = 70%

R = 100%

A = 35%

E = 60%

$$T = 70\%$$

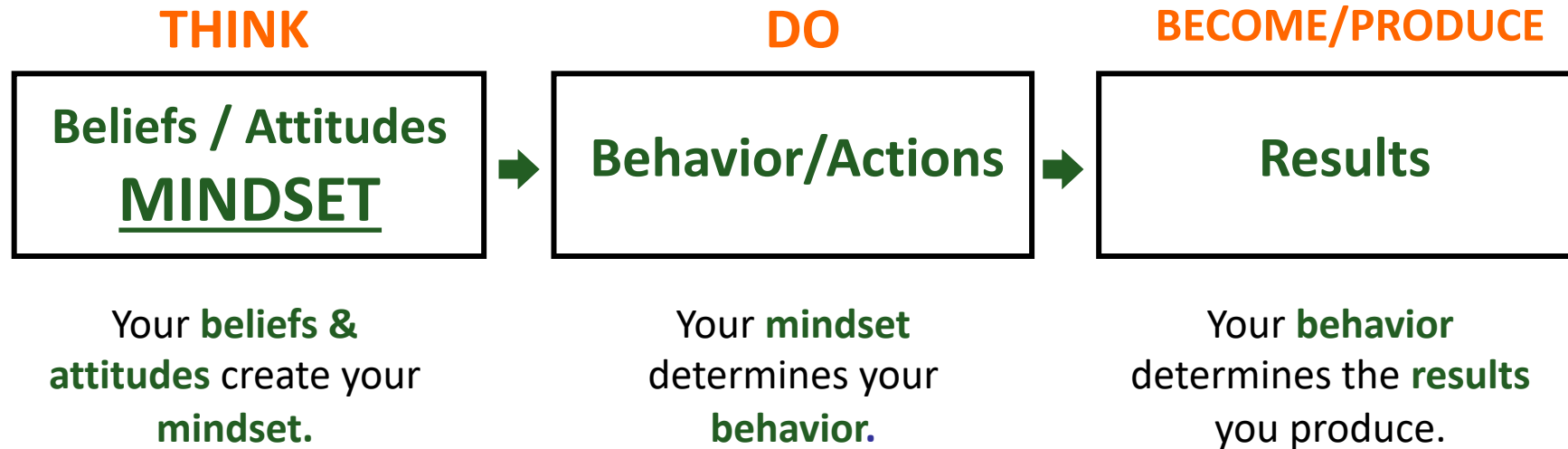
Faith / Belief / Confidence

$$R = 100\% \times 0.70 = 70\%$$

$$A = 35\% \times 0.70 = 24.5\%$$

$$E = 60\% \times 0.70 = 42\%$$

State of Mind



To understand your **mindset**, look at the **results** you produce.

To produce different (more desirable) results on a consistent basis, **change your mindset**.

✓ Belief

✓ Potential

✓ Continuous
Learning

T4

T2

T1

Students

T3

“SUCCESS” or “ACCOMPLISHMENT”

✓ Belief

✓ Potential

✓ Continuous
Learning

P4

P2

P1

Teachers

P3

“SUCCESS” or “ACCOMPLISHMENT”

✓ **Belief**

✓ **Potential**

✓ **Continuous
Learning**

Parent 4

Parent 2

Parent 1

Student

Parent 3

“SUCCESS” or “ACCOMPLISHMENT”

A Data-driven, Continuous Improvement Planning Process



What data do we have?	What does the data say? <u>and</u> Why does the data look that way?	What are we going to do about it all?
Student data from multiple sources	Student Achievement Areas of Strength and Areas of Concern <i>and</i> “Root cause” (underlying causes) of the current state of student achievement	<ul style="list-style-type: none">• Equity Principle• Vision, Mission, Core Values• Goals & Measures of Student Progress• “Four Pillars”• Instructional Focus• Educational Strategies• Key Actions

Student Learning & Achievement

❖ What data do we have?

❖ 4-Lens Data Booklet

❖ What does the data say?

Areas of Strength & Areas of Concern

(based solely on student data)

Label	Supporting Data/Evidence	Strength	Concern
School-wide Math gains	Significant year-to-year increase in percentage of students Proficient/Advanced at every grade; from 34% to 47% overall	✓	
Lower Reading Scores	Only about 4 out of every 20 students in 3rd grade (18%) scored at/above grade level in Reading Comprehension and Writing Strategies, based on benchmark tests and state assessments		✓
5th Grade Cohort Math Gains	Large gains in Math scores for 5th grade cohort: from about 6 out of every 20 students (31%) Proficient/Advanced at end of 4th grade, to about 13 out of every 20 students (64%) at end of 5th grade	✓	

Areas of Strength & Areas of Concern

(based solely on student data)

Label	Supporting Data/Evidence	Strength	Concern
Low Hispanic Performance in Algebra I	Each year between 2011-2014, no more than 7 out of every 20 Hispanic students passed the State-wide Algebra 1 tests.		✓
Increasing proficiency for MS ELL cohort	Year-to-year increase in the proportion of Middle School ELL cohort meeting Reading/ELA proficiency standards: 4/20 proficient at end of 6 th grade; 6/20 at end of grade 7 th ; 9/20 at end of grade 8	✓	
Disproportionalities in Suspension & Expulsion rates	Suspension rates vary significantly by student-group: African Americans were 17% of all students, but accounted for 50% of all suspensions and expulsions during the 2013-2014 school year. White students represented about 45% of all students, but accounted for 21% of all suspensions & expulsions.		✓

Summary: Areas of Strength & Concern

(based solely on student data)

Label	Supporting Data/Evidence	Strength (✓)	Concern (✓)

Shift Happens!

A. List the student achievement Area(s) of Strength or Concern.

B. Identify the root causes of the current state of student learning and achievement.

C. Define the fundamental “shifts” we must make to improve practice and outcomes.

Shift from ...	Shift to ...
1.	1.
2.	2.

About ... Alice & the Cat

‘Cheshire Puss,’ she began ...

‘Would you tell me, please, which way I ought to go from here?’

‘That depends a good deal on where you want to get to,’ said the Cat.

‘I don’t much care where--’ said Alice.

‘Then it doesn’t matter which way you go,’ said the Cat.

‘-- so long as I get somewhere,’ Alice added in explanation.

‘Oh, you’re sure to do that,’ said the Cat, ‘if you only walk long enough.’

– Lewis Carroll

Setting Goals

“You cannot hit a target
that you did not set.”

Getting what you want begins by
affirming what you want ***up front.***

Criteria for Setting Goals & Measures



What Are *Your* Goals for Students?

Directions for Group Work

- 1 Select a **Facilitator/Time-keeper**; then, review Goals criteria and “buckets”
- 2 Individually, select 4 Goals “buckets”; verify consistency with the criteria.
- 3 Through discussion – not voting – reach **group consensus on 5 Goals**.
- 4 ~~Propose full statement for each consensus Goal (max. 25 words).~~
- 5 Appoint a **Spokesperson** to present your outputs.

Tally Sheet for Consensus Student Goals

1	Success in the early years		10	Bi-lingual, bi-literate	
2	Early literacy and numeracy		11	Tech-savvy, tech-literate	
3	Maximized instructional time		12	Continuous growth for every student by name	
4	Self- responsibility and self-discipline		13	Closing achievement and opportunity gaps	
5	Whole Child: healthy, safe, supported, engaged, and challenged		14	Elimination of disproportionalities	
6	Critical thinking and problem solving		15	Successful transitions	
7	Student resilience, engagement, and voice		16	Persistence to high school graduation	
8	Mastery of core academic subjects		17	High school graduation, college-/career-ready	
9	Higher-level coursework		18	Readiness for college, career and life	

Tally Sheet for Consensus Student Goals

1			10		
2			11		
3			12		
4			13		
5			14		
6			15		
7			16		
8			17		
9			18		

Consensus Goals for Student Success

1.

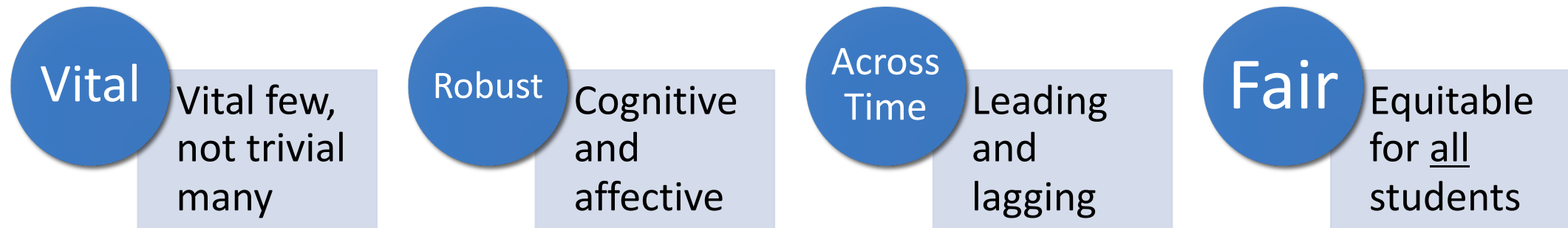
2.

3.

4.

5.

Criteria for Measures of Student Progress



What Are *Your* Measures of Student Progress?

Directions for Group Work

- 1 Select a **Facilitator/Time-keeper**; then, review the *Measures* database.
- 2 Individually, select **2-3 Measures** per Goal.
- 3 Through discussion, reach **group consensus** on 3 Measures per Goal.
- 4 Summarize **Measures for each Goal** using the template provided.
- 5 Appoint a **Spokesperson** to present your outputs.

Consensus Measures of Student Progress

Goals	Measures
Goal 1.	a. b. c.
Goal 2.	a. b. c.
Goal 3.	a. b. c.
Goal 4.	a. b. c.
Goal 5.	a. b. c.

Criteria for Selecting the "Four Pillars"



**"Teaching
and
Learning"**



**"Schools
Can't Do
It Alone"**



**"Investing
in
People"**



**"Managing
the Whole"**

At least one Pillar must address each of the four criteria

Selecting the “Four Pillars”

Directions for Group Work

- 1 Select a **Facilitator/Time-keeper**; then, review/clarify the *16 Pillars*.
- 2 Individually, select the **4 Pillars** (building blocks) of your strategic plan.
- 3 Through discussion, tally the **group consensus** about your Four Pillars.
- 4 Verify that the Four Pillars meet the **four criteria** for selecting Pillars.
- 5 Appoint a **Spokesperson** to present your outputs.

Tally Sheet for Four Pillars

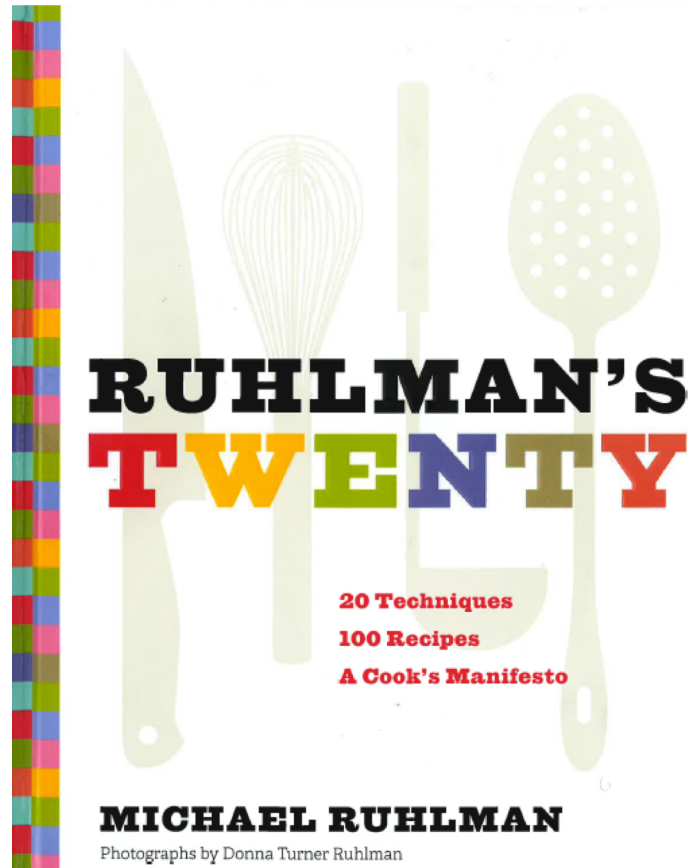
The building blocks of the instructional core and the educational strategies

	Pillar	Tally	👍		Pillar	Tally	👍
1	STANDARDS-ALIGNED CONSISTENT INSTRUCTION			9	HIGH EXPECTATIONS FOR ALL		
2	EQUITABLE ACCESS TO RIGOROUS, HIGH-LEVEL PROGRAM			10	EFFECTIVE TEACHER FOR EVERY STUDENT, EFFECTIVE LEADER FOR EVERY SCHOOL		
3	DIFFERENTIATION			11	NEEDS-BASED RESOURCE ALLOCATION		
4	CULTURALLY RESPONSIVE TEACHING AND LEARNING			12	SUPPORTS FOR STAFF		
5	DATA-DRIVEN CONTINUOUS IMPROVEMENT			13	INSTRUCTIONAL LEADERSHIP		
6	ACCELERATED INTERVENTION			14	SAFE CLIMATE FOR LEARNING & WORK		
7	COLLEGIAL COLLABORATION AND ACCOUNTABILITY			15	EFFECTIVE AND EFFICIENT OPERATIONS		
8	RESULTS-FOCUSED PROFESSIONAL LEARNING			16	STRONG RELATIONSHIPS WITH FAMILIES AND COMMUNITY		

“16 Pillars” – High-leverage Practices

1.	Standards-aligned Consistent Instruction:	Curriculum, assessment and teaching are directly aligned with all state standards in all content areas and for all students, with standards at the center of curriculum planning and student learning.
2.	Equitable Access To Rigorous, High-level Program:	All students have access to challenging, on-standard teaching and courses that include coverage of the “power standards” and core content.
3.	Differentiation:	Instructional strategies are differentiated to meet the varied learning needs of each student.
4.	Culturally Responsive Teaching And Learning:	Instruction reflects students’ prior knowledge, learning styles and cultural background; programs and policies integrate the perspectives and needs of diverse stakeholders.
5.	Data-driven Continuous Improvement:	School staff uses frequent and timely formative assessments to monitor and adjust teaching practices, leadership practices and organizational practices.
6.	Accelerated Intervention:	Students not meeting academic expectations receive immediate and targeted academic and social support.
7.	Collegial Collaboration And Accountability:	Staff engage in year-round cycles of inquiry (e.g., <i>Eye on the Goal™</i> , Lesson Study), with clear standards of professional practice and accountability.
8.	Results-focused Professional Learning:	Professional learning is linked to instructional priorities, is standards-based, has clear goals, and meets the individual needs of staff.
9.	High Expectations For All:	Beliefs and behaviors reflect commonly held high expectations and shared responsibility for professional practices and student learning.
10.	Effective Teacher For Every Student, Effective Leader For Every School:	Staffing assignments ensure equitable distribution of teachers and leaders to meet the specific needs of students and schools.
11.	Needs-based Resource Allocation:	School resources are focused on strategies that enhance professional practice and accelerate learning for all student populations.
12.	Supports For Staff:	Teachers, leaders and staff receive timely, focused support and intervention (e.g., coaching, mentoring, peer support, targeted training).
13.	Instructional Leadership:	The principal and instructional leadership team articulate a clear school vision, and are actively involved in planning, guiding and assessing instruction and student learning.
14.	Safe Climate for Learning & Work:	The school culture and structures support the social-emotional needs of students, and standards for student and adult conduct are fair and consistently enforced.
15.	Effective And Efficient Operations:	The school has well-established organizational procedures, and day-to-day operations run smoothly to facilitate teaching, learning and leadership.
16.	Strong Relationships With Families And Community:	Trust among home-school-community is nurtured through shared responsibility for student success, proactive communication and meaningful stakeholder “voice”.

20 High-leverage Practices for Cooking?



1. THINK	2. Salt	3. Water
4. Onion	5. Acid	6. Egg
7. Butter	8. Dough	9. Batter
10. Sugar	11. Sauce	12. Vinaigrette
13. Soup	14. Sauté	15. Roast
16. Braise	17. Poach	18. Grill
19. Fry	20. Chill	



Programs fade,
but **practices**
endure.

Defining Professional Practices

Directions for Group Work

- 1 Select a **Facilitator/Time-keeper**.
- 2 Review the **Database** for the selected Pillars, modify, or create your own.
- 3 For each Pillar, define **two practices** per column; max. **25 words** each.
- 4 Summarize the professional practices (reproduce the template provided).
- 5 Appoint a **Spokesperson** to present your outputs.

Summary: Professional Practices

	Pillar #1	Pillar #2	Pillar #3	Pillar #4
<i>Title</i>	<i>Lorem ipsum ...</i>	<i>Lorem ipsum ...</i>	<i>Lorem ipsum ...</i>	<i>Lorem ipsum ...</i>
Teaching Practices	T1. T2:	T3: T4:	T5: T6:	T7: T8:
Leadership Practices	L1. L2:	L3: L4:	L5: L6:	L7: L8:
Organizational Practices	O1. O2:	O3: O4:	O5: O6:	O7: O8:

Defining Educational Strategies

Directions for Group Work

- 1 Select a **Facilitator/Time-keeper**.
- 2 Review the **Database** provided; adopt, adapt or create your own.
- 3 For each Goal, discuss potential **Educational Strategies** for each Pillar.
- 4 Summarize your consensus **Educational Strategies**.
- 5 Appoint a **Spokesperson** to present your outputs.

Educational Strategies

Goal(s): _____

Pillar #1 STRATEGIES	Pillar #2 STRATEGIES	Pillar #3 STRATEGIES	Pillar #4 STRATEGIES

Defining Strategic Priorities

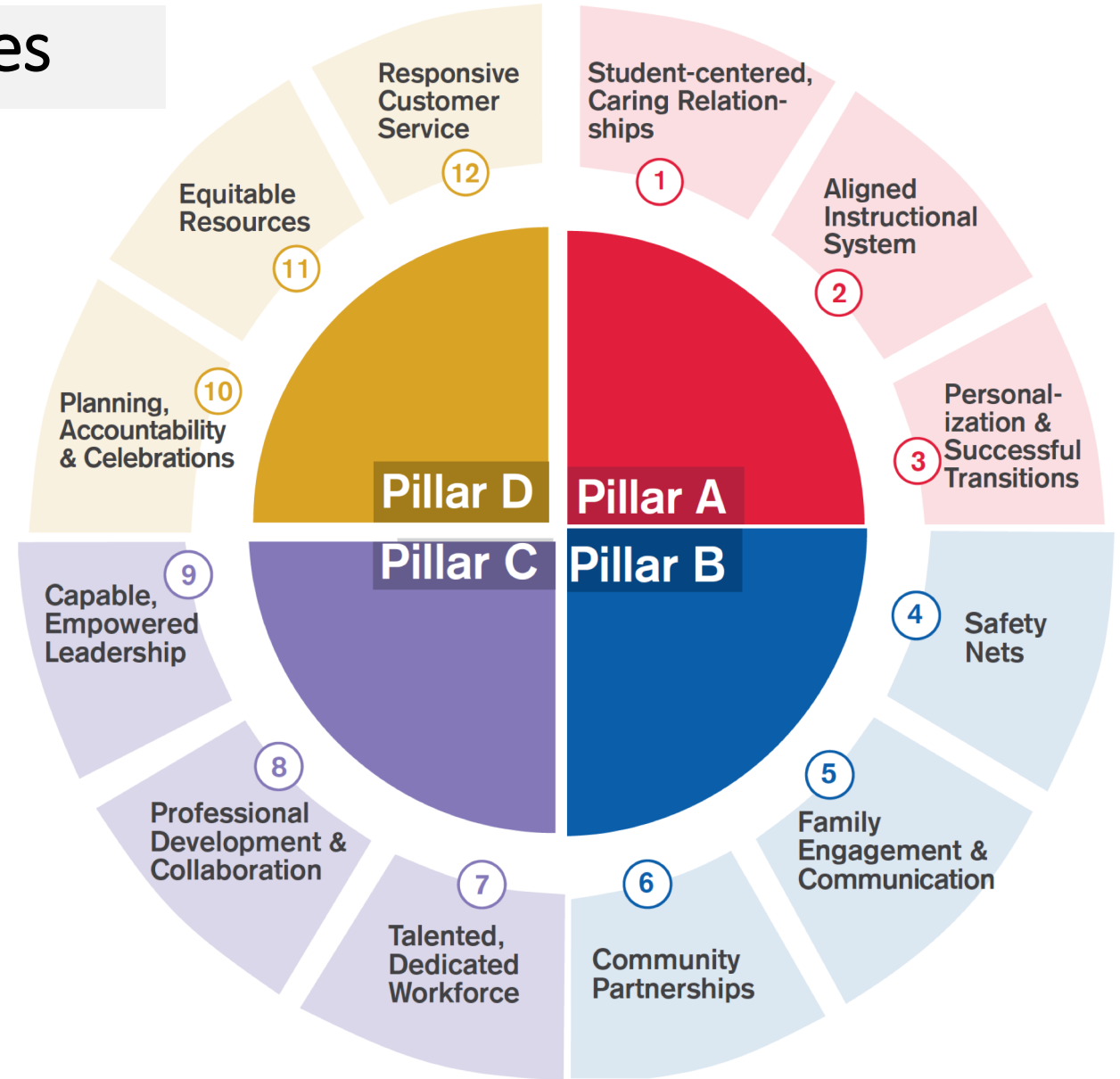
Directions for Group Work

- 1 Select a **Facilitator/Time-keeper**.
- 2 Review the **Database** provided; adopt, adapt or create your own.
- 3 For each Pillar, discuss potential **Strategic Priorities**.
- 4 Summarize your consensus **top 3 Strategic Priorities**.
- 5 Appoint a **Spokesperson** to present your outputs.

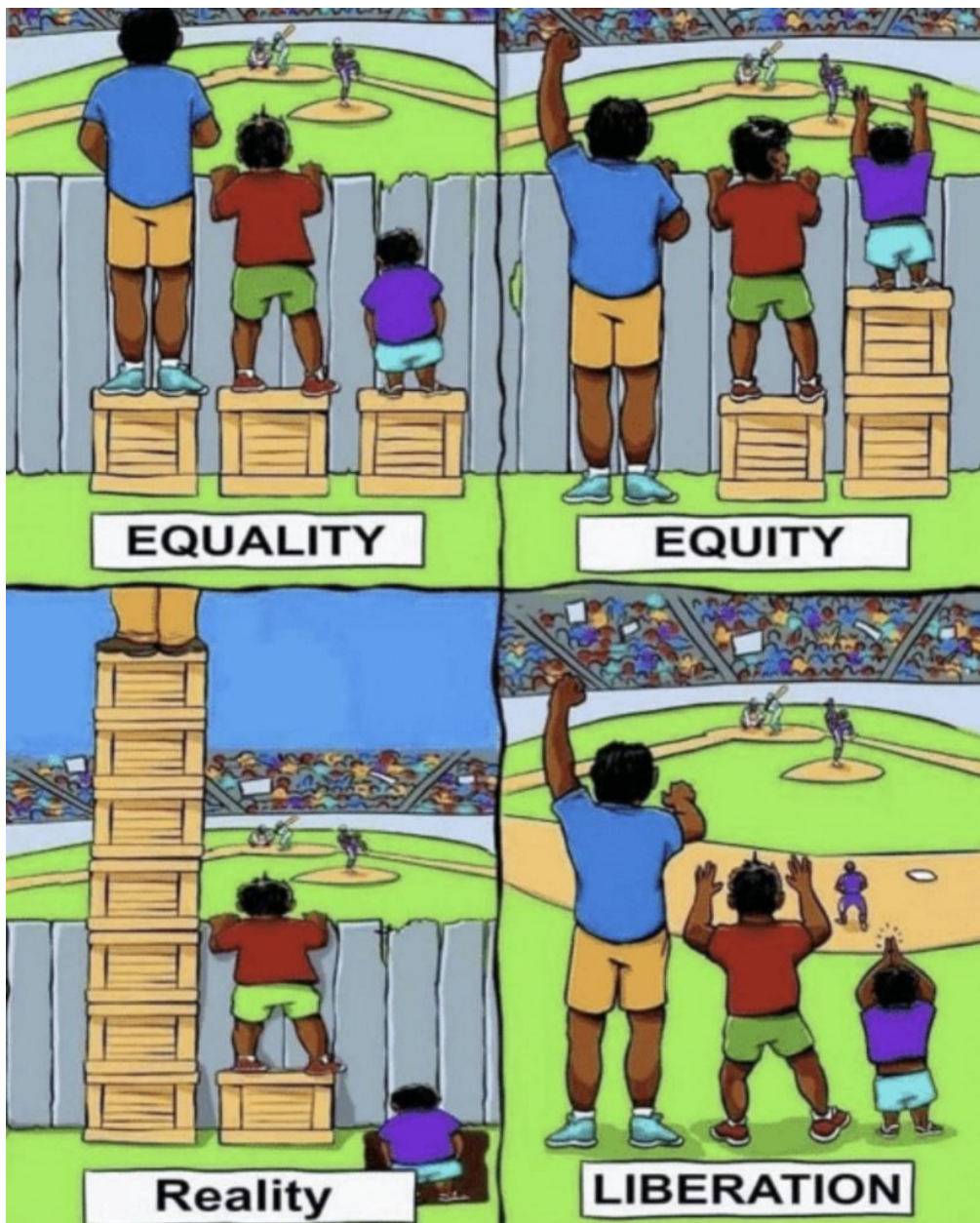
Example: Twelve Strategic Priorities

Strategic Priorities are the programs, targeted solutions, or continuous improvement initiatives which, when fully implemented, will facilitate accomplishment of the Goals at the school level and system-wide.

Each Strategic Priority has a corresponding set of **Key Actions**, or specific strategies and milestones.



About Equity



“EQUITY is a commitment to giving every student what he or she needs to peer over the fence so that they can participate fully in the opportunities that education can make possible. The focus of equity work must be to remove the barriers that limit success for all children.”

Dr. Pedro Noguera (Center for the Transformation of Schools, University of California, Los Angeles)

Equity vs. Equality

Equality	Equity
<ul style="list-style-type: none">✓ Resources and supports are distributed evenly irrespective of individual needs or assets✓ “Starting point” is irrelevant	<ul style="list-style-type: none">✓ Incorporates the idea of need; distribution of resources and supports is <i>purposefully unequal</i>✓ “Starting point” is an important factor

Why We Need Indicators of Equity

“If the ladder of educational opportunity rises high at the door of some youth and scarcely rises at the doors of others, while at the same time formal education is made a prerequisite to occupational and social advancement, then education may become the means, not of eliminating race and class distinctions, but of deepening and solidifying them.”

Report of the Commission on Higher Education (1947)

[As quoted in Monitoring Educational Equity | The National Academies of Science, Engineering, and Medicine; page 13]

Purpose of Equity Indicators

“The purpose of [Equity] indicators is *not* to track progress toward aggregate goals, such as that all students graduate high school within 4 years of entering 9th grade, but to identify *differences* in progress toward that goal, *differences* in students’ family background and other characteristics, and *differences* in the conditions and structures in the education system that may affect students’ education.”

Monitoring Educational Equity | The National Academies of Sciences, Engineering, and Medicine (page 1)

Two Types of Indicators in 7 Domains



Domain A: Kindergarten Readiness

Domain B: K-12 Learning and Engagement

Domain C: Educational Attainment

Domain D: Extent of Racial, Ethnic, and Economic Segregation

Domain E: Equitable Access to High-Quality Early Learning Programs

Domain F: Equitable Access to High-Quality Curricular and Instruction

Domain G: Equitable Access to Supportive School and Classroom Environments

Which are the Top “Equity Opportunity” Domains for Our School System?

Domains	Top Equity Opportunity
A. Kindergarten Readiness	
B. K-12 Learning & Engagement	
C. Educational Attainment	
D. Extent of Racial, Ethnic, & Economic Segregation	
E. Equitable Access to High-Quality, Early-Learning Programs	
F. Equitable Access to High-Quality Curricular and Instruction	
G. Equitable Access to Supportive School and Classroom Environments	

16 Indicators for Monitoring Educational Equity

[National Academies of Sciences, Engineering, & Medicine; June 2019]

Domain A: KINDERGARTEN READINESS

- Indicator 1: Disparities in Academic Readiness
- Indicator 2: Disparities in Self-Regulation and Attention Skills

Domain B: K-12 LEARNING AND ENGAGEMENT

- Indicator 3: Disparities in Engagement in Schooling
- Indicator 4: Disparities in Performance in Coursework
- Indicator 5: Disparities in Performance on Tests

Domain C: EDUCATIONAL ATTAINMENT

- Indicator 6: Disparities in On-Time Graduation
- Indicator 7: Disparities in Postsecondary Readiness

Domain D: EXTENT OF RACIAL, ETHNIC, AND ECONOMIC SEGREGATION

- Indicator 8: Disparities in Students' Exposure to Racial, Ethnic, and Economic Segregation

Domain E: EQUITABLE ACCESS TO HIGH-QUALITY EARLY CHILDHOOD EDUCATION

- Indicator 9: Disparities in Access to and Participation in High-Quality Early Childhood Education

Domain F: EQUITABLE ACCESS TO HIGH-QUALITY CURRICULA AND INSTRUCTION

- Indicator 10: Disparities in Access to Effective Teaching
- Indicator 11: Disparities in Access to and Enrollment in Rigorous Coursework
- Indicator 12: Disparities in Curricular Breadth
- Indicator 13: Disparities in Access to High-Quality Academic Supports

Domain G: EQUITABLE ACCESS TO SUPPORTIVE SCHOOL AND CLASSROOM ENVIRONMENTS

- Indicator 14: Disparities in School Climate
- Indicator 15: Disparities in Nonexclusionary Discipline Practices
- Indicator 16: Disparities in Nonacademic Supports for Student Success

Which are the Top “Equity Opportunity” Indicators for Our School System?

Equity Indicators	Top Equity Opportunity for Our School System
1. Disparities in Academic Readiness	9. Disparities in Access to and Participation in High-Quality Early Childhood Education
2. Disparities in Self-Regulation and Attention Skills	10. Disparities in Access to Effective Teaching
3. Disparities in Engagement in Schooling	11. Disparities in Access to and Enrollment in Rigorous Coursework
4. Disparities in Performance in Coursework	12. Disparities in Curricular Breadth
5. Disparities in Performance on Tests	13. Disparities in Access to High-Quality Academic Supports
6. Disparities in On-Time Graduation	14. Disparities in School Climate
7. Disparities in Postsecondary Readiness	15. Disparities in Nonexclusionary Discipline Practices
8. Disparities in Students’ Exposure to Racial, Ethnic, and Economic Segregation	16. Disparities in Nonacademic Supports for Student Success

Proposed Indicators & Measures of Educational Equity

TABLE 4-1 Proposed Indicators of Disparities in Student Outcomes

DOMAIN	INDICATORS	CONSTRUCTS TO MEASURE
A Kindergarten Readiness	1 Disparities in Academic Readiness	Reading/literacy skills Numeracy/math skills
	2 Disparities in Self-Regulation and Attention Skills	Self-regulation skills Attention skills
B K–12 Learning and Engagement	3 Disparities in Engagement in Schooling	Attendance/absenteeism Academic engagement
	4 Disparities in Performance in Coursework	Success in classes Accumulating credits (being on track to graduate) Grades, GPA
	5 Disparities in Performance on Tests	Achievement in reading, math, and science Learning growth in reading, math, and science achievement
C Educational Attainment	6 Disparities in On-Time Graduation	On-time graduation
	7 Disparities in Postsecondary Readiness	Enrollment in college, entry into the workforce, enlistment in the military

TABLE 5-1 Proposed Indicators of Disparities in Access to Educational Opportunities

DOMAIN	INDICATORS	CONSTRUCTS TO MEASURE
D Extent of Racial, Ethnic, and Economic Segregation	8 Disparities in Students' Exposure to Racial, Ethnic, and Economic Segregation	Concentration of poverty in schools Racial segregation within and across schools
E Equitable Access to High-Quality Early Learning Programs	9 Disparities in Access to and Participation in High-Quality Pre-K Programs	Availability of licensed pre-K programs Participation in licensed pre-K programs
F Equitable Access to High-Quality Curricula and Instruction	10 Disparities in Access to Effective Teaching	Teachers' years of experience Teachers' credentials, certification Racial and ethnic diversity of the teaching force
	11 Disparities in Access to and Enrollment in Rigorous Coursework	Availability and enrollment in advanced, rigorous course work Availability and enrollment in Advanced Placement, International Baccalaureate, and dual enrollment programs Availability and enrollment in gifted and talented programs
	12 Disparities in Curricular Breadth	Availability and enrollment in coursework in the arts, social sciences, sciences, and technology
	13 Disparities in Access to High-Quality Academic Supports	Access to and participation in formalized systems of tutoring or other types of academic supports, including special education services and services for English learners

G
Equitable Access
to Supportive
School and
Classroom
Environments

14
Disparities in School
Climate

Perceptions of safety, academic support,
academically focused culture, and teacher-
student trust

15
Disparities in
Nonexclusionary
Discipline Practices

Out-of-school suspensions and expulsions

16
Disparities in
Nonacademic Supports
for Student Success

Supports for emotional, behavioral, mental,
and physical health