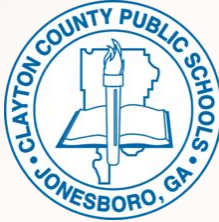
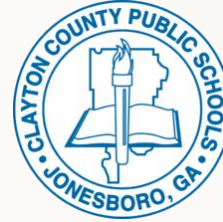


Paving the Way to Equity and Excellence in Education



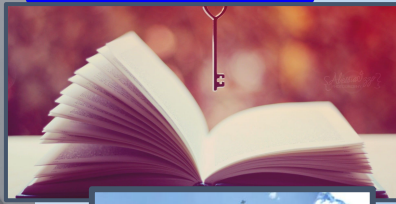
**Ms. Damaris Garrett,
Chief of Equity and Compliance**



**Ebony T. Lee, PhD
Assistant Superintendent in
Teaching and Learning**

1.25.23

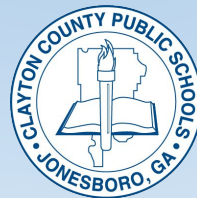
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Dr. Ebony T. Lee
Assistant
Superintendent
in Teaching and
Learning



Damaris Garrett
Chief of Equity &
Compliance



Clayton County Public Schools - Who are we?



Sixth largest Georgia school district with over 52,000 students

27% of students do not have English as their home language - with over 72 different languages spoken among these homes

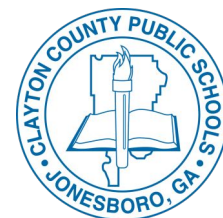
Title I School District

Graduation Rates are Up! 10 out of 12 High Schools are over 80% with 2 at 100%

38 - Elem. Schools
16 - Middle Schools
12 - High Schools
1 - Virtual Program

Thriving Fine Arts and STEM/STEAM-Based Programs

68.84% - African American
23.20% - Hispanic/Latinx
3.13% - Asian
2.85% - Multicultural
1.55% - Caucasian
.33% - Other



Vision Statement

The vision of **Clayton County Public Schools** is to prepare **ALL graduates** to have the skills to pursue and accomplish college, post-secondary training, and/or career opportunities in order to live and compete successfully in a global society.

Mission Statement

The mission of **Clayton County Public Schools** is to empower scholars to achieve academic, professional, and personal goals by providing equitable access and experiences that build skills in literacy, creativity, critical thinking, and collaboration.



Portrait of a Graduate

Clayton County Public Schools' graduates will be able to...

- ❑ *read proficiently and critically* in order to use knowledge to solve problems;
- ❑ *effectively communicate* when writing and speaking;
- ❑ demonstrate noble character as an engaged, well-rounded citizen;
- ❑ exude self-awareness, self-management, and self-confidence;
- ❑ leverage technology efficiently and creatively;
- ❑ lead, collaborate, and contribute to a team and community;
- ❑ manifest passions into realities; and
- ❑ exhibit cultural awareness and responsiveness and international competitiveness in order to adapt and keep pace with an ever-evolving world





Our Purpose for Today:

- To describe how our school system defines equity and how that definition informs our day-to-day work
- To share the role community stakeholders can play to support and enhance these efforts
- To explore practical ways to address programmatic, resource and achievement inequities that contribute to persistent gaps in student performance and outcomes

Specifically, participants will leave with important considerations for the following questions:

- What do equity and inequity look like in a school district?
- What factors and systems contribute to inequity?
- What can we do collectively to achieve equity?
- How do we make the approach practical, yet powerful?

What factors and systems contribute to inequity?

Poll Question:

What factors, in your opinion, have the greatest impact on creating inequities within a school system?

Some Contributing Factors

- **Teacher Quality and/or Teacher Vacancies**

- **Literacy levels**

- **Access to Quality Early Learning**

- Housing Insecurities

- **Employment Rates**

- Income

- Language Spoken at Home

- Community Spaces for Gathering

- **Lack of knowledge to navigate systems**

- **Food Security**

- **Mental Health**

- Private Industry

- Social Justice

- Education of parents

- **Wealth Reserves and Savings**

- Information: services like internet, libraries (access and quality)

- Transportation

- **Community programs and organizations (access and quality)**

- Addiction, alcohol abuse and access to recovery options

- Child Care (access and quality)

- **Higher Education Access**

- **Safety, Security and Policing**

- Sports and Recreation

- Access to the Arts and Culture

- **Health care (access and quality)**

- Recreational Programs (access and quality)

- Educational Funding

Local Community Data Perspective

Indicators	Clayton	Cobb	DeKalb	Fulton	Gwinnett
Population (2021)**	297,100	766,802	757,718	1,065,334	964,546
Student Mobility Rate 2021***	12.8	12.5	13.8	12.4	13.9
Median Income (2021)**	\$51,233	\$88,029	\$70,985	\$83,192	\$74,622
Median Value of Homes (2021)**	\$108,500	\$253,900	\$215,600	\$313,300	\$217,900
Pct Homeowners (2021)*	50.3	65.8	55.7	52.9	66.5
Pct persons in poverty (2021)*	16.8	9.2	15.8	13	10.4
Pct Children in Poverty (2021)*	27.2	22.7	22.6	21	26.3
Pct Children living in Single Parent Families (2015-2019)*	50.4	26.2	40.3	38.6	25.1
Educational Attainment: Pct. of pop. age 25+, HS Graduate or less (2021)**	46.6	23.9	28.3	21.2	35.3
Pct children (Ages 3-4) not in Pre-school (2015-19)	52.6	39.2	42	38.1	53.6
Pct. Households w/Broadband (2021)*	83.2	93.3	85	85.6	88.6

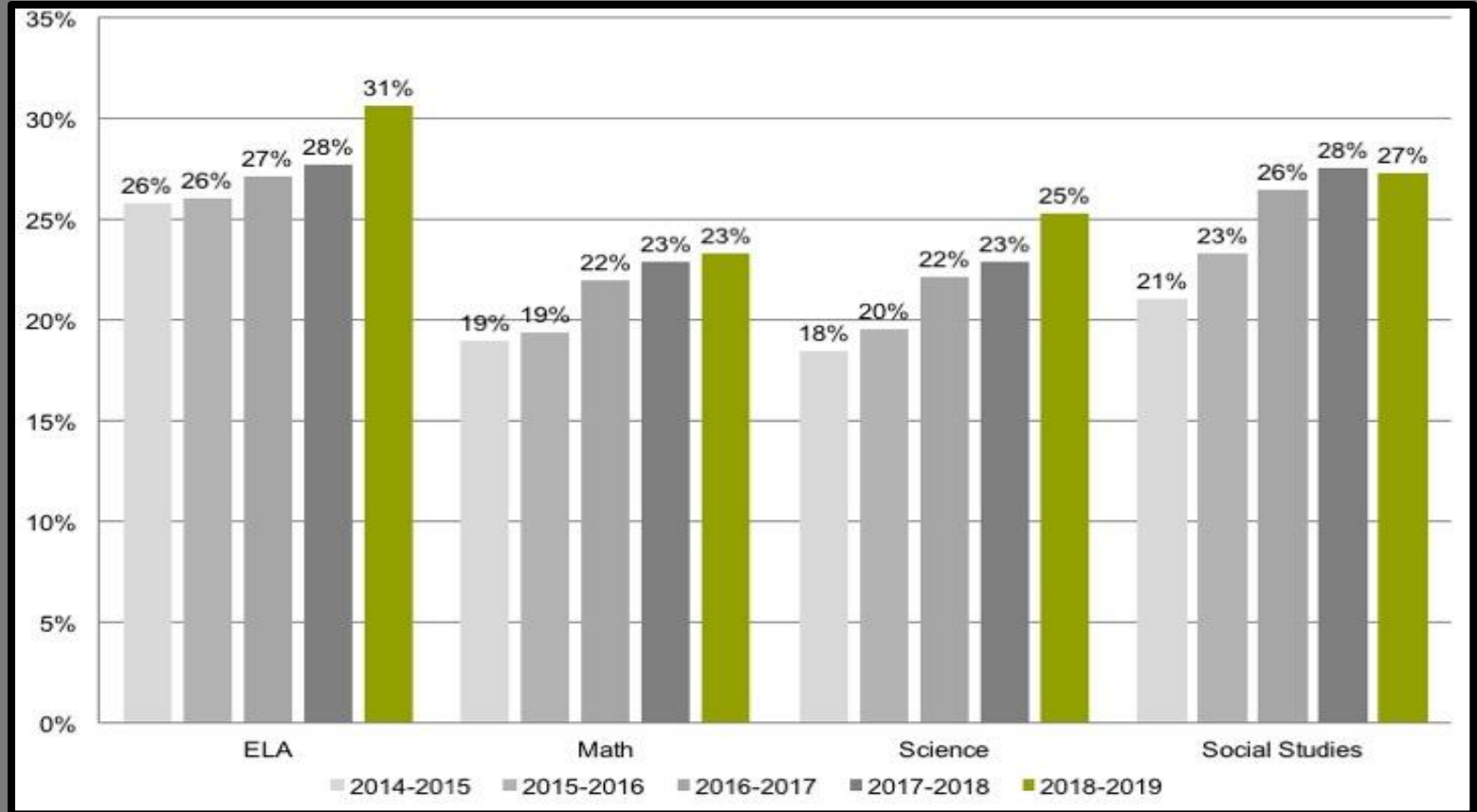
The chart features updated data from: *The U.S. Census Bureau, **The Atlanta Regional Commission, & ***GA Governor's Office of Student Achievement GOSA

What do equity and inequity look like in a school district?

Academic Outcomes

Pre-Pandemic Georgia Milestones (GMAS) Trends

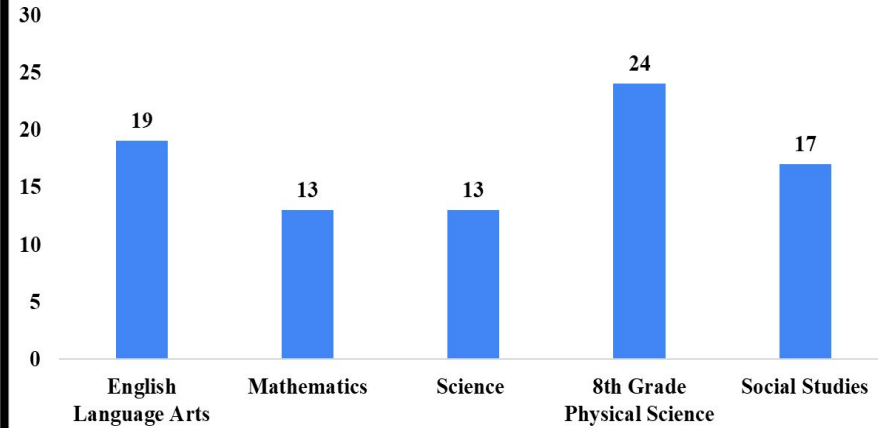
% of Students Proficient/Distinguished



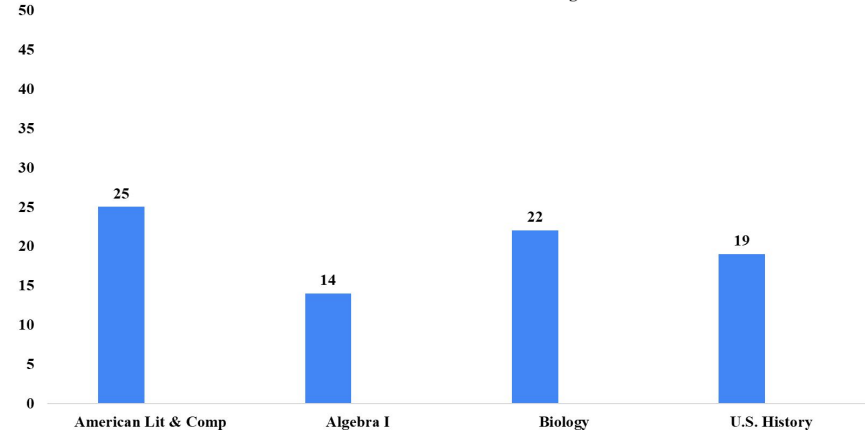
Our Current Reality

Reading On/Above Level			
Year	Total Number Tested	Number At/Above Benchmark	Percent At/Above Benchmark
2019	28768	16301	56.7%
2020	NA	NA	NA
2021	5880	2578	43.8%
2022	28195	12730	45.1%

2021-22 End of Grade: All Students
Percent of Students Proficient and Distinguished



2021-2022 End of Course
Percent of Students Proficient and Distinguished

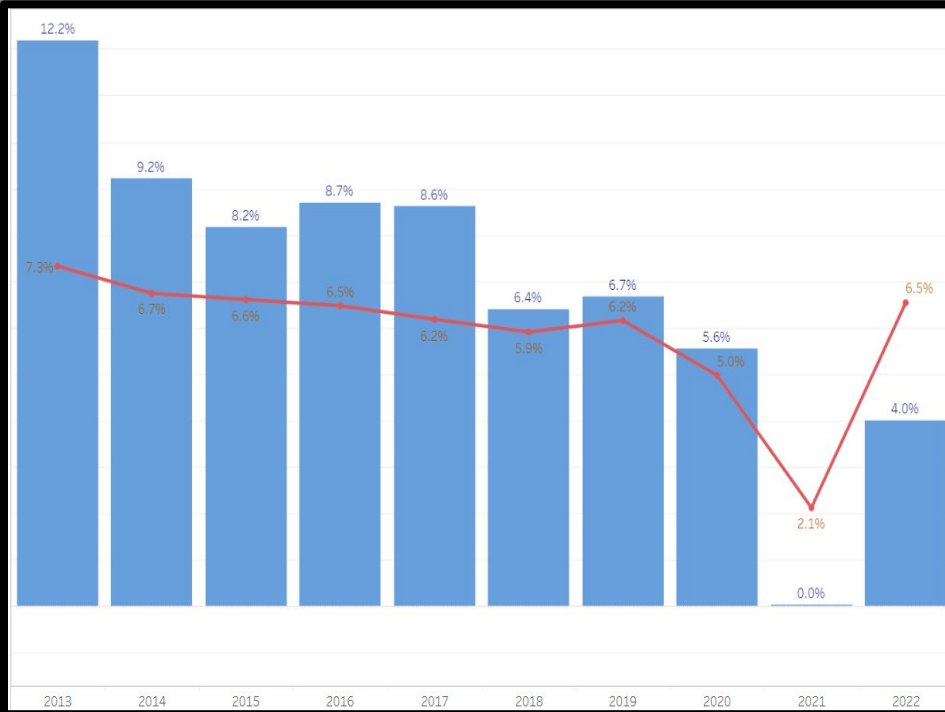


Climate and Behavior

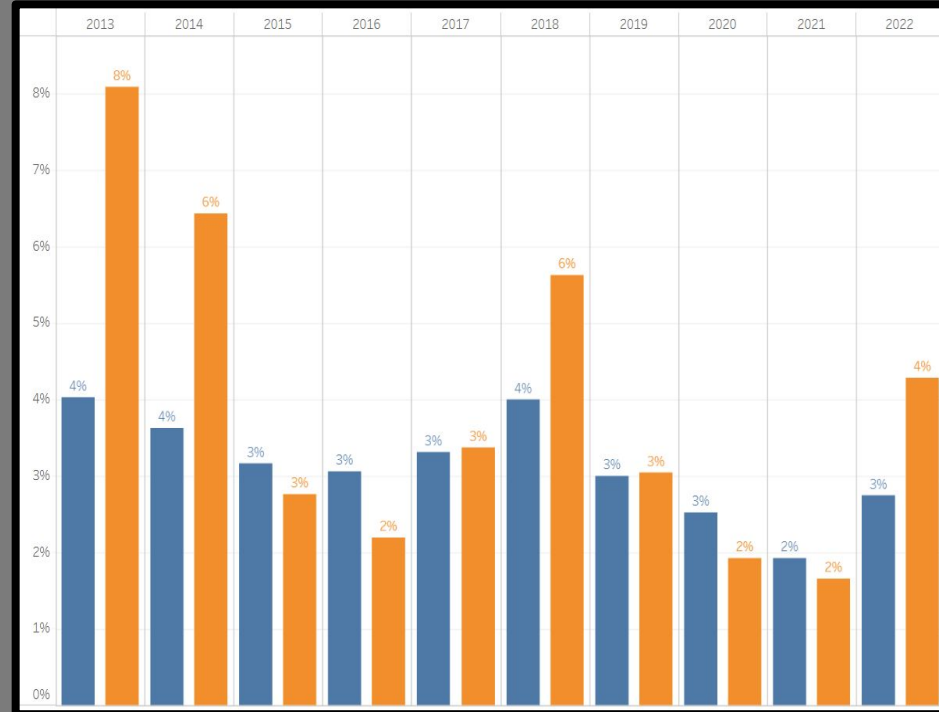
Discipline Data Suspension Rates

% of Students with at least one out of school suspension

Overall Suspensions—Clayton vs. State Average



Students with Disabilities vs. Students with No Disability





CLAYTON COUNTY PUBLIC SCHOOLS

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EQUALITY



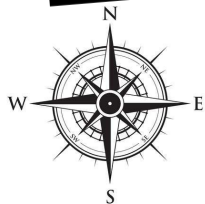
EQUITY



EDUCATIONAL EQUITY AND EXCELLENCE (E3)

*Artwork by Georgia Education Equity
Coalition:*

<http://www.gastandardsequity.com>

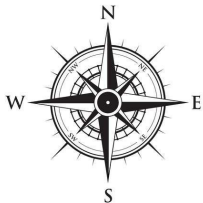




CLAYTON COUNTY PUBLIC SCHOOLS COMMITTED TO HIGH PERFORMANCE

Equality vs. Equity

- While equality means treating every student the same, equity means making sure every student is provided what they need to be successful.
- Educational equity, also referred to as "*equity in education*" is the measure of fairness and opportunity in education.
 1. FAIRNESS, which means ensuring that personal and social circumstances do not prevent students from achieving their academic potential.
 2. INCLUSION, which means ensuring a basic minimum standard of expectation for education of all students regardless of background, personal characteristics, socio-economic background or residence.



Adopted from: The
Organization for Economic
Co-Operation and
Development (OECD)

What would you prioritize based on your role?

Our Guiding Questions

- ★ ***Programmatic equity*** - Do all students have access to high-quality content that fits their educational needs? What support is provided for students who need extra help to achieve academic goals? Do all students have highly qualified teachers who are well prepared to meet their needs?
- ★ ***Resource equity*** - Is school funding and resources allocation equitable? Do schools serving populations with greater needs have access to the resources they need to effectively serve these students? Do we differentiate how we assign resources to ensure that we provide an environment that promotes educational equity?
- ★ ***Achievement equity*** - Are all students held to high performance standards? Do we model high standards of expectation for all? How are standards modified to accommodate students with special needs or skills?

What would you prioritize based on your role?



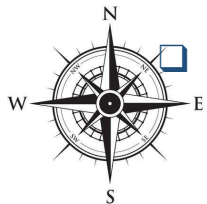
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WHAT ARE WE DOING in CCPS?

WE HAVE:

- ❑ ... developed a comprehensive equity policy that highlights our belief statements about the District's goals and efforts in support of excellence and equity in our educational practices
- ❑ ... created an Equity Committee that will be comprised of a cross-representative group of staff from across the District and community members to take a deep dive into our educational practices
- ❑ ... initiated a project that will entail a two-phased approach for comprehensiveness towards this work. The *first phase* will be an internal review and analysis of our data to identify areas where there are opportunities to address systemic practices. The *second phase*, if desired after the internal review, is to commission an external, third-party equity study.
- ❑ ... conducted detailed look at programmatic and resources, processes and practices to:
 - ❑ address any immediate instances of equity concerns
 - ❑ continue to champion efforts that support equity





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Sample of District Efforts to Eradicate Inequity

Community

- Expansion of Early Learning Sites (PreK)
- Community Partnerships (e.g. Reach Out and Read)
- COVID-19 School Lunch Distribution
- County Board of Health and district partnership efforts
- Homeless Intervention Pilot Project (HIPP)
- Atlanta Food Bank partnership
- Comcast and CCPS HotSpot Initiative
- Community development initiatives

Home Environment

- System-wide mental health wellness model
- Gaggle Safety Management System Student Social Media Monitoring
- Wellness checks/home visits
- Lending Equipment Initiatives
- Parent Academy/Parent Liaison
- Babies, Books, and Beyond Initiative
- 24/7 Access to Personal Tutor

School

- Advanced Learning for All initiative
- Extended Learning Beyond the Classroom
- Positive Behavior Intervention System
- College and Career Academy
- Student Engagement Specialists
- Athletic and Magnet program redesign
- Multi-tiered System of Support

Teacher

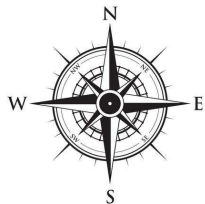
- Teacher Retention Task Force
- District focus on Social Emotional Learning
- Targeted professional development opportunities for high efficacy, rigorous instruction and personalized learning opportunities
- Teacher Academy of Preparation and Pedagogy



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EDUCATIONAL EQUITY AND EXCELLENCE (E3) PROJECT

- **Equity Dashboard**
- **Leadership Micro-Credentialing**
- **Staff Modules on Equity and Inclusion**



**MAJOR
DELIVERABLES**

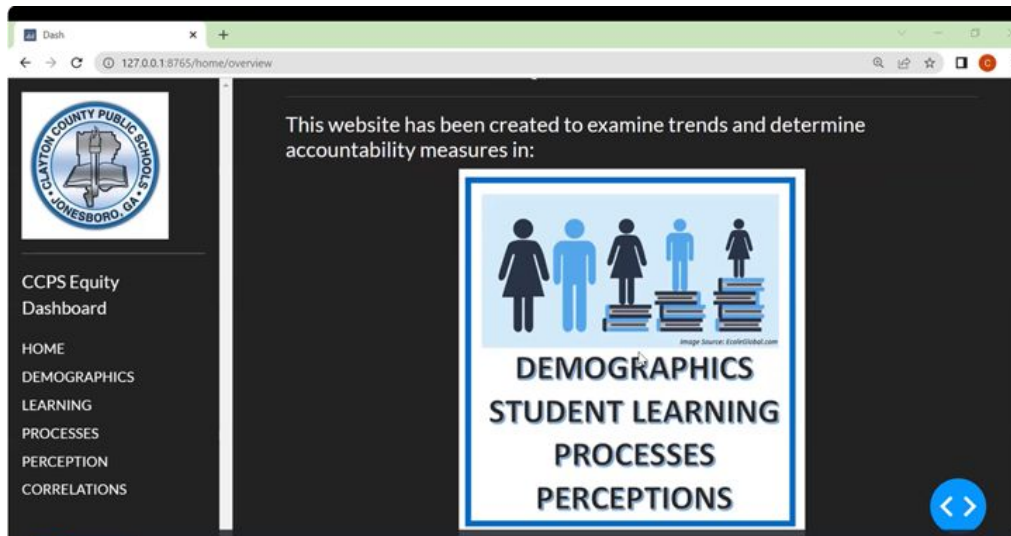
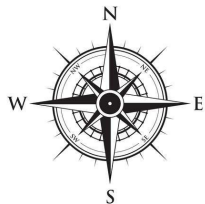


CLAYTON COUNTY PUBLIC SCHOOLS

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Planned Uses for Equity Dashboard

- ❑ Examine trends
- ❑ Generate perception data
- ❑ Develop correlation relationships
- ❑ Determine accountability measures

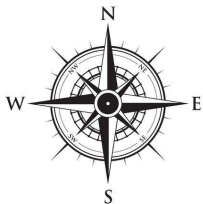




CLAYTON COUNTY PUBLIC SCHOOLS

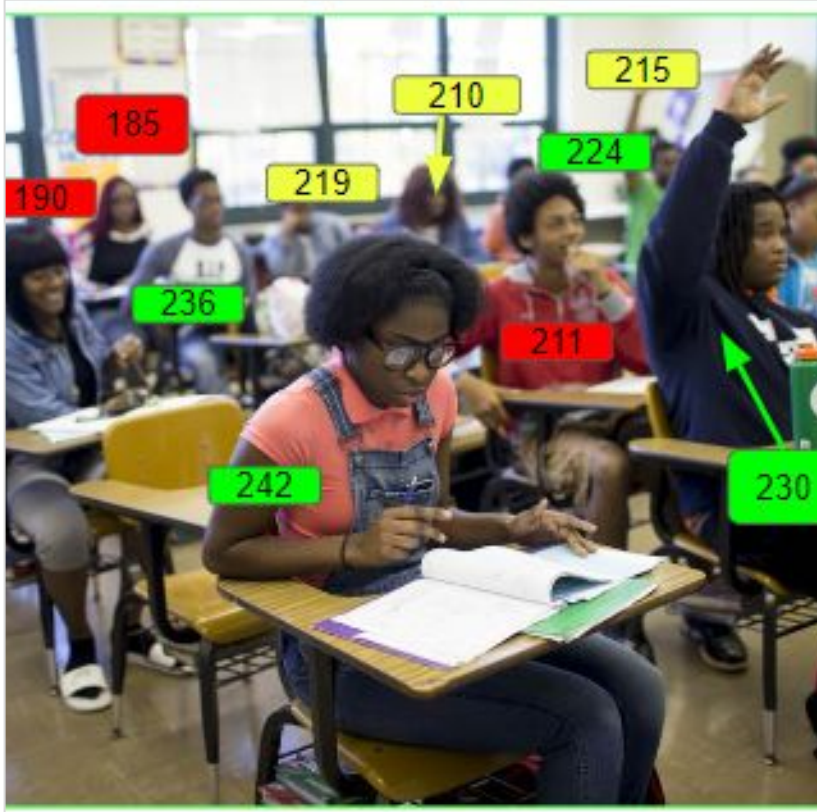
COMMITTED TO HIGH PERFORMANCE

- Continue our equity work designed to eradicate inequity.
- Cascade data-driven practices in the following major categories:
1) Programmatic equity, 2) Resource equity and 3) Achievement equity throughout the organization.
- Develop Systemic Staff Modules on Equity and Inclusion



NEXT STEPS

Our Current Reality...



*How are we
ensuring systems
are in place to
improve all
students'
outcomes?*



THE OPPORTUNITY MYTH

What Students Can Show Us
About How School Is Letting
Them Down — and How to Fix It

How can so many students be graduating from high school unprepared to meet their goals for college and careers?



THE OPPORTUNITY MYTH

What Students Can Show Us
About How School Is Letting
Them Down — and How to Fix It

Most students do what they're asked in school— but are still not ready to succeed after school.

Students spend most of their time in school without access to four key resources: grade-appropriate assignments, strong instruction, deep engagement, and teachers who hold high expectations.

Students of color, those from low-income families, English language learners, and students with mild to moderate disabilities have even less access to these resources than their peers.

When students who started the year behind grade level had access to stronger instruction, they closed gaps with their peers by six months.

https://tntp.org/assets/documents/TNTP_Opportunity-Myth_Executive-Summary_WEB.pdf

To make up for what's been lost, we need to **focus on acceleration, not remediation (solely)**—going forward rather than going backwards.

That means devoting the **bulk of classroom time** to challenging instruction, at grade-level or higher, and giving all students access to “the good stuff”: a rich, high-quality curriculum in all subject areas.

-The Acceleration Imperative Guide (Fordham, 2021)



STEM

**PROJECT-
BASED
LEARNING**

**RIGOROUS
RESEARCH &
WRITING**

**ACCELERATED
MATH FOR
GRADES 6 & 7**

**ACCELERATED
SCIENCE FOR
GRADES 6 & 7**

**HIGH SCHOOL
COURSE
OFFERINGS
GRADE 8**

**ELEMENTARY
SCHOOL**

MIDDLE SCHOOL



HIGH SCHOOL

PATHWAYS

**ADVANCED
PLACEMENT
COURSES**

**DUAL
ENROLLMENT**

**WORK-BASED
LEARNING &
APPRENTICESHIPS**

ACADEMIC

CTAE

FINE ARTS

**WORLD
LANGUAGES**

How do we make the approach practical, yet powerful?

The **District's Strategic Improvement Plan** is our road map for continuous improvement and for our future forward efforts. All schools conduct a comprehensive needs assessment and implement targeted actions for improving student outcomes.

The district's Executive Team (Core/Expanded Cabinet) and all schools are engaging in short-term action planning meetings, which involve regularly monitoring the impact of the short-term actions/goals in the comprehensive school improvement





Strategic Planning
Meetings



Critical
Conversations

Raising Awareness



CCPS Podcast and
Educational Channel



Fireside Chats and
Real Talks



CCPS Advisories and
Task Force



State of the Schools

Advancing Learning for All - Outcome Data

Kindergarten Reading
Readiness Boy to MOY
25% to 62%

**Significant increases in
our pass rates for CTAE
End of Pathway
Assessments in some
areas**

Overall Pathway
Completers graduating at
a rate of 93%

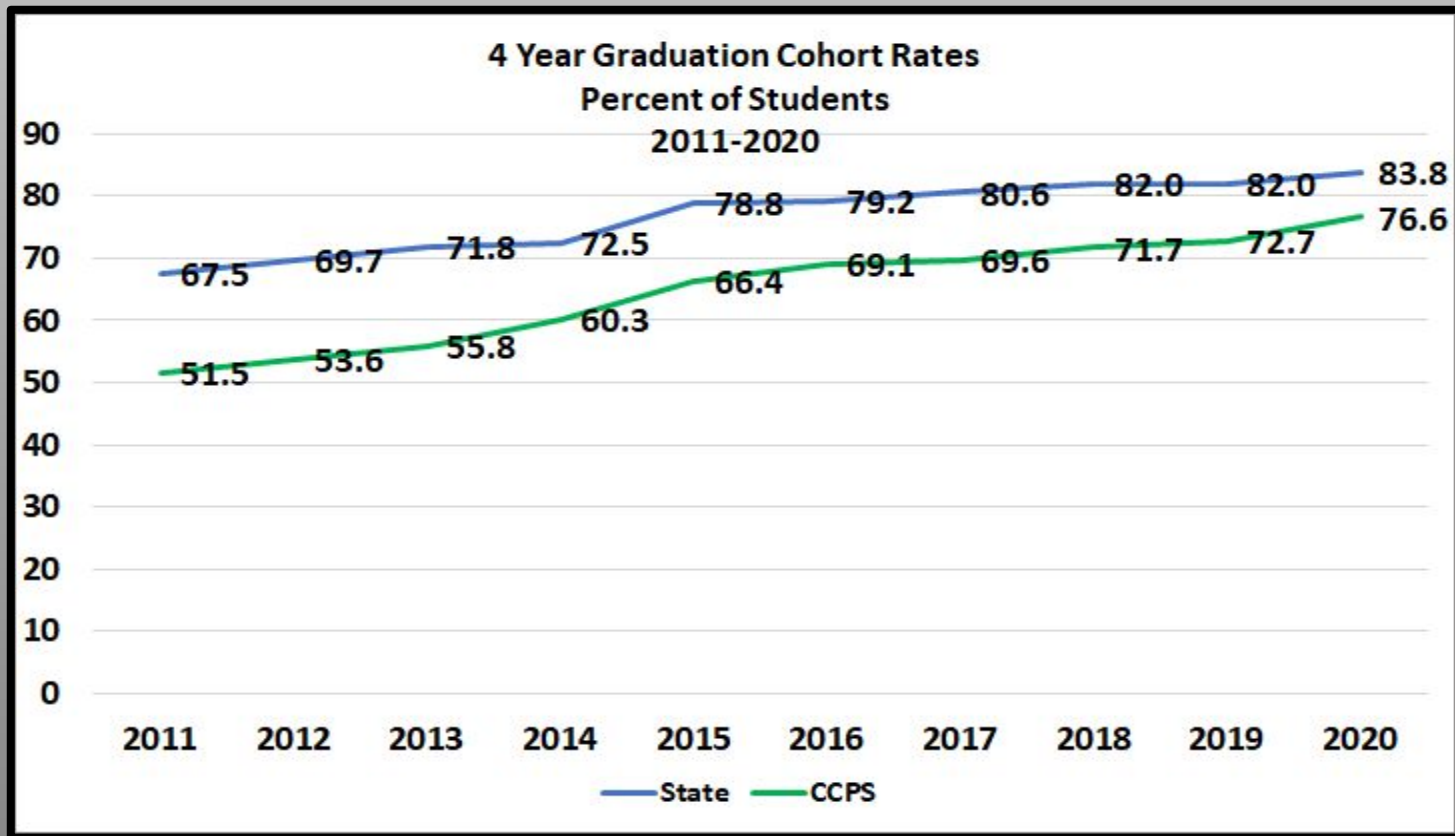
HOPE Eligible
Graduates 26.9% to
36.2%

69.9% to 82% graduates
entering college NOT
needing remediation in
reading and/or math

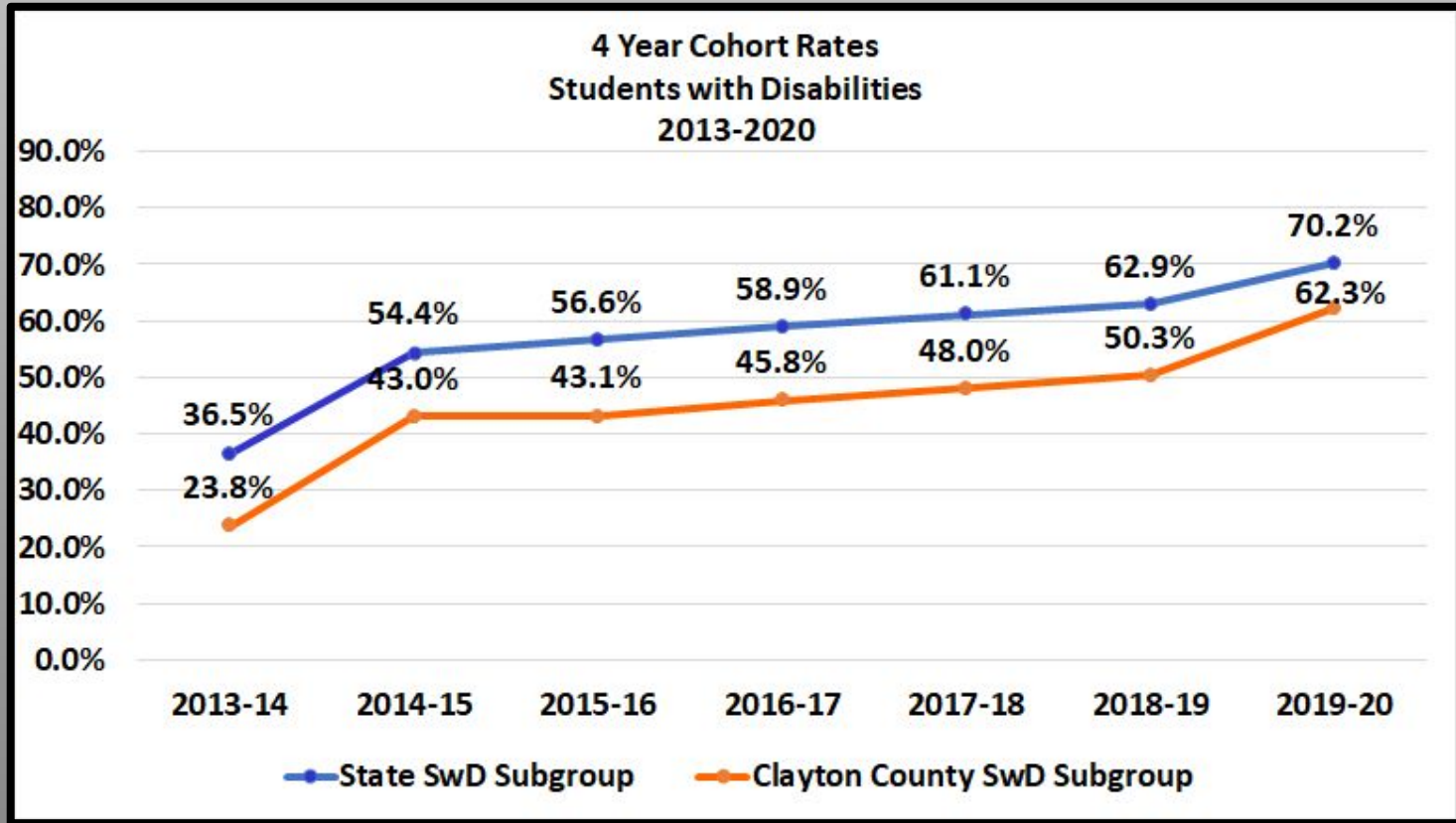
Students in AP courses
taking the exam
increased from 1341
(2012) to 2094 (2022)

More competition winners advancing to national and even
international levels (e.g. Science Fair) with our various
competitive opportunities!

CCPS Overall Student 4-Year Graduation Rates



CCPS Students with Disabilities 4-Year Graduation Rates





Key Takeaways:

- ❑ Get super clear about the factors getting in the way of improving students' outcomes in the community
- ❑ Find the best way to provide community support based on your work and role
- ❑ Monitor and measure impact
- ❑ Remain flexible
- ❑ Focus on clear communication, consistency, and connecting the dots

Thank you for your attention and participation.
Are there any questions?

Our Contact Information:

Damaris Garrett

damaris.garrett@clayton.k12.ga.us

Ebony Lee, PhD

ebony.lee@clayton.k12.ga.us