

Community Advisory Council Presentation

4.7.22

Teresa A. Lance, Ed.D, Assistant Superintendent of Equity and Innovation

Lisa Jackson, Director of Diversity, Equity, and Inclusion

Outcomes

- Share an overview of the equity work to date.
- Provide a high-level overview of the equity audit process.
- Preview District-Wide Panorama Survey Results
- Share next steps.



Pillar 1
Student Achievement

Jocelyn
Ashford-Yarbrough
Timothy Ayalin
Celia Banks
Mitchell Briesemeister
Beverly Britton
Olga Olivia Bucio
Lainna Callentine
Georgie Camacho
Paul Flatley
Kelly Gilbert
Roxann Hunsaker
Erin Jackle
Sabrina Jaffer
Suzanne Johnson
Rise' Jones
Dianne Kraus
Geynell Lawrence-Tabb
Aletha Little
Marcie Marzullo
Elizabeth Nystedt
Tena Raglin
Marty Renteria
Anissa Upshaw

Pillar 2
Effective & Engaged Staff

Annette Acevedo
Elspeth Alvarado
Krystal Bush
Michele Chapman
Shannon Clark
Sandra Davila
Sherrill Dodson-Lewis
Jessica Goldstein
Brandon Gonzalez
Gloria Helin
Olivia Hollingsworth
Tracy King
Garrett Lefferson
Cassie Majer
Lela Majstorovic
Holly McNeill
Mireya Perez
Rajan Sharma
Noe Velazquez
Teresa Winters

Pillar 3
Community Engagement

Carmen Arocho
Gaby Arriaga
Brenda Escobedo
Patricia Briones
Kimberly Brown
Nancy Coleman
Anne Cordina
Andrea Erickson
Angelica Ernst
Catherine Fletcher
Karla Jimenez
Kris Kovari
Brian Lindholm
Cesar Mendez
Joe Morales
Virginia Narofsky
Paulette Rogers
Tony Sanders
Leonard Schwartz
Lisa Soron
Zehra Tahir
Sofia Wehrle

Pillar 4
Excellence, Efficiency, and
Accountability

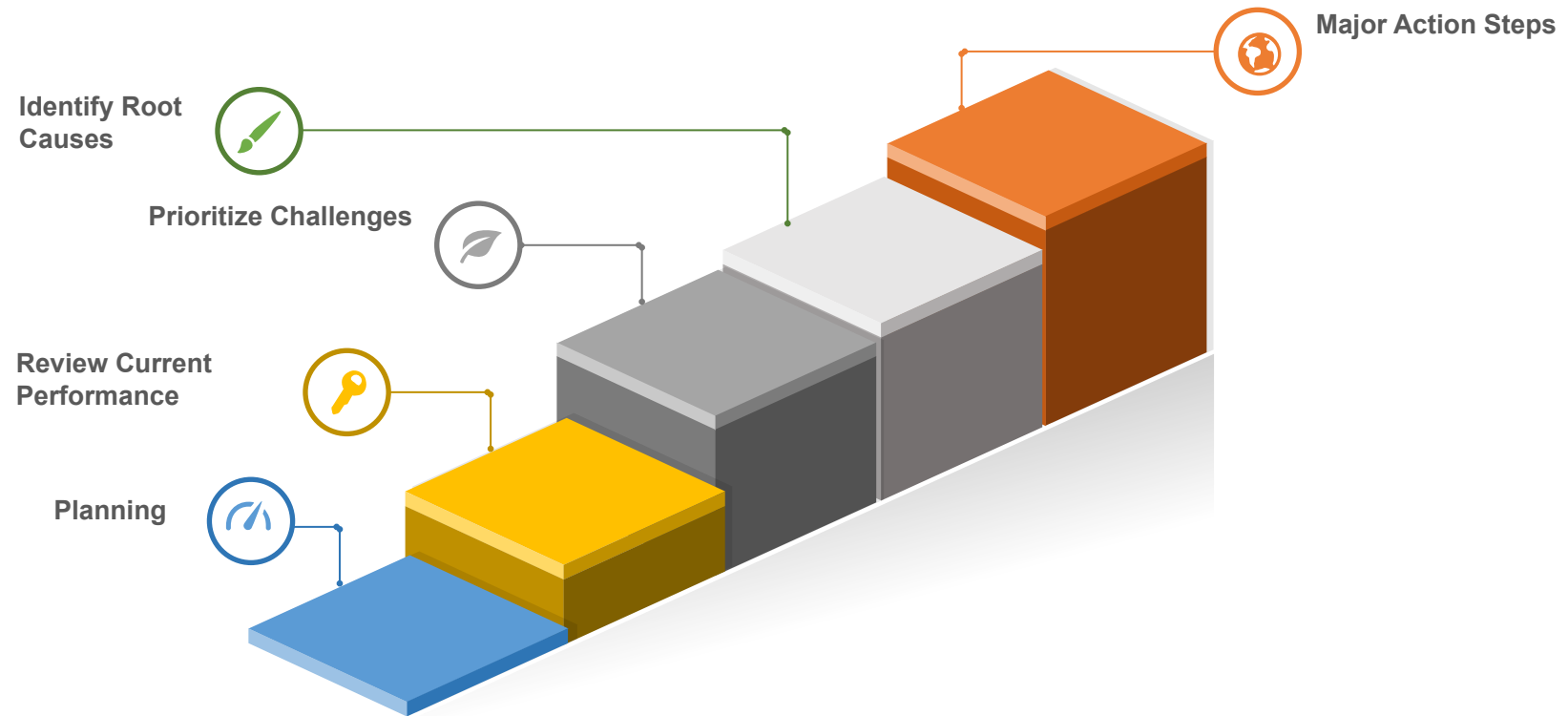
Michelle Baldwin
Jaime Cadengo
Josh Carpenter
Angela Cholewa
Lisa Holbrook
Jennifer Lopez
Marilyn Mattei
Amanda Miranda-Flores
Milena Nedeljkovic
Frank Phothirath
Griselda Pirtle
Joel Pollack
Doreen Roberts
Gina Romanelli
Jimena Sanchez
Brian Tennison
Darlynn Terry
Patricia Waldau
Tanya Wilson
Ann Williams

Current Pillars

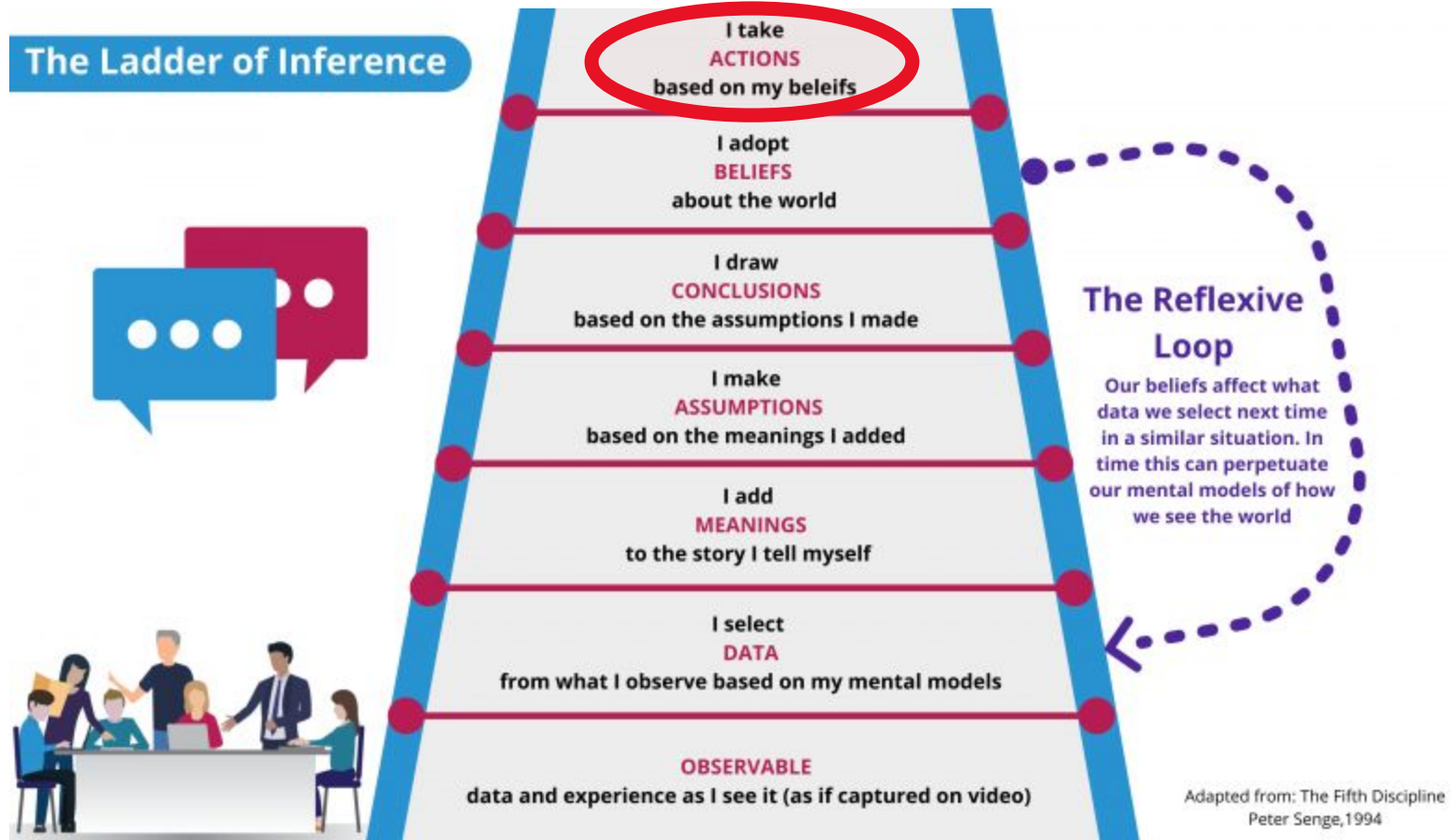
- Student Achievement
- Effective and Engaged Staff
- Community Engagement
- Excellence, Efficiency, and Accountability



EQUITY PLANNING



The Ladder of Inference



Example

Goal: By the end of the 2025-2026 school year, 75% of all African American and Latino/a/x in-state college attendees will no longer need remedial college classes.
(Lagging Indicator)

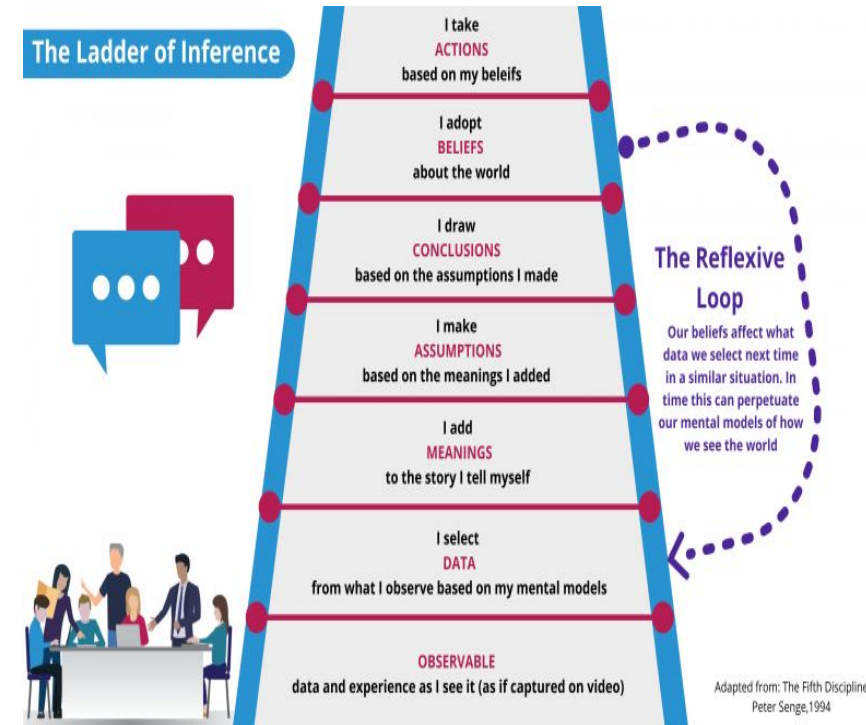
Major Improvement Strategies: Increase participation of African American and Latina/o/x students in AP, Magnet Academies, Honors, CTE, and Dual Credit classes. Increase the Depth of Knowledge (DOK) of teacher-created tasks.
(Leading Indicators)

Root Causes:

Of the the 310 African American and Latino/a/x high school students in the 2019-2020 graduation class, only 89 graduated high school having taken one AP course or participated in a one dual credit course.

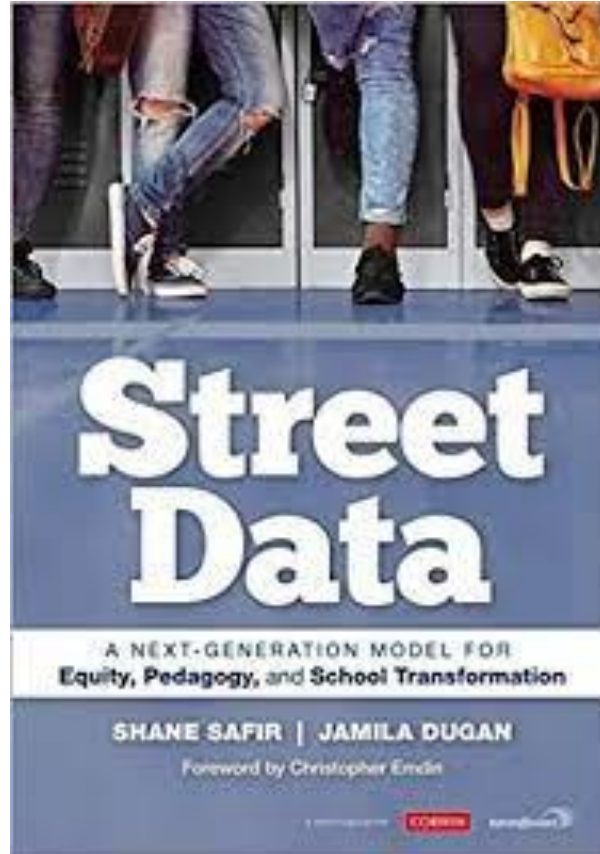
Informal survey results suggest more than 50% of African American and Latino/a/x students are not encouraged to participate in an AP course by school staff members.

Low classroom expectations of teachers for students of Color as evidenced in the 5E's Essential Survey: Academic Press.





Description of Action Steps to Implement Major Improvement Strategies (MIS)				Implementation Benchmarks	Status of Action Step (completed, in progress, not started)
Partner with Equal Opportunity Schools (EOS) to assist us with identifying students for AP courses.	Timeline March 2022	Key Personnel Associate Principal, High School Executive Director	Resources Title I Dollars	By the end of 2nd quarter, 80% of 10th and 11th graders will have an insight card showing at least one in-school trusted adult.	Not Started
Survey high school students to determine reasons they do not participate in AP courses; dissegregate by race, gender, sped, etc.	September 2022	School Counselor	Survey (TBD)	By the end of 1st quarter, 75% of current 11th graders will complete the survey.	Not Started
Conduct classroom observations of no less than 50% of all district classrooms to determine the DOK level of all observed student tasks.	September 2022 through December 2022	Director of Teaching and Learning, Assistant Superintendents, Executive Directors	Calibration tool for data collection	By the end of 3rd quarter, 70% of all observed classrooms will have aligned standards, learning targets, and tasks.	In Progress



Whose Voices Are We Centering?

Students

- Consider the following student members:
 - African American
 - Latino/a/x
 - Indigenous
 - LGBTQIA+
 - Students with special needs
 - Low Income

Staff

Families



Work to Date

Affinity Groups
(Staff and Students)

African American
Studies Course
(pending BoE
approval)

Equity Audit

Implicit Bias
Workshops
(Latest with ISU
Teacher Interns)

1st Equity Symposium
(2nd Annual Equity
Symposium planning
underway)

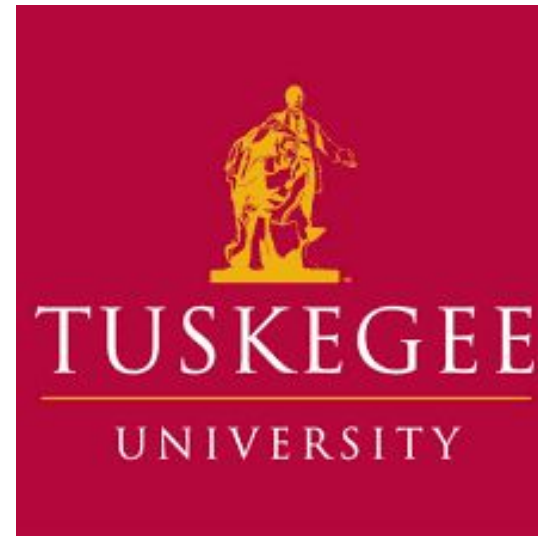
Optional Professional
Learning

Revised DEI webpage

Recruitment Efforts
Underway

Social Media
Campaign
(#U46EquityMatters)

Thought Exchanges



U-46 Equity Matters Newsletter

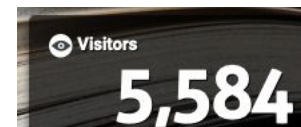
INFORMATION AND RESOURCES FOR EVERYONE TO USE AND SHARE



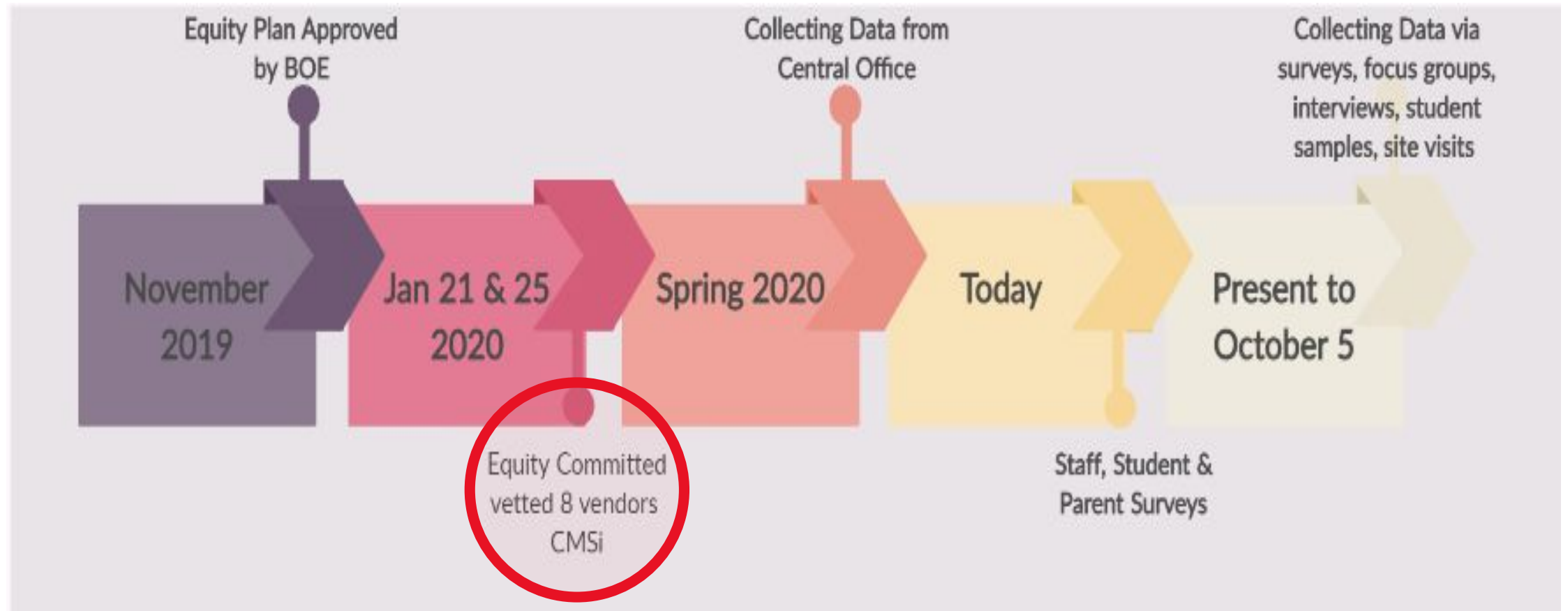
MARCH 3, 2022

Published by members of the Equity & Innovation Department

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- Alexa Charsha Hahn, School Counselor Lead
- Doreen Roberts, Teacher Leader
- Jennifer Downey, Secretary of Career and Technical Education
- Margaret Kallal, Secretary of Educational Pathways and Postsecondary Success
- Melissa Stevenson, Administrative Asst. of Equity & Innovation



CMSi Equity Audit





Overview of the audit process

Overarching intent:

To determine the extent that School District U-46 is assuring equity in its treatment of all students and equal access to all services and educational opportunities

Lens used:

- Research and the five equity audit focus areas
- U-46 district policy and expectations

Scope:

- Every department, school, classroom, program, and stakeholder (parents, students, staff members)

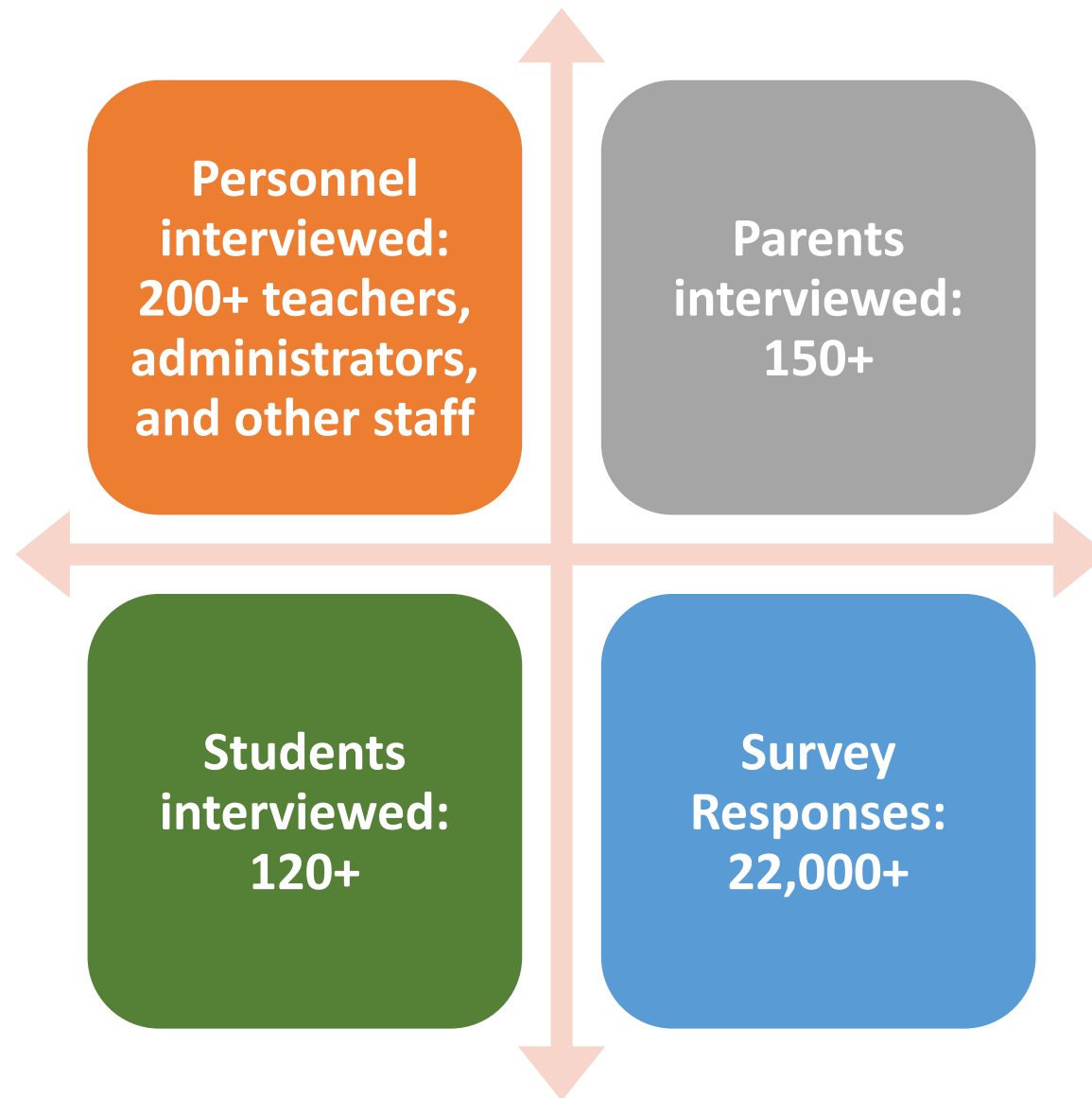
The Equity Audit represents a comprehensive analysis of how well the district leaders are defining, monitoring, and supporting equity across the system



Methodology

- ✓ documents and data reviewed on- and off-site
- ✓ surveys and interviews performed with parents, teachers, principals, board members, administrators, and students
- ✓ classrooms visited in every school site and instruction was observed
- ✓ samples of student work also analyzed for alignment

Numbers Breakdown:





Key Areas of Focus:

1. **Vision and Accountability**

- ✓ Direction in policy and plans concerning vision and expectations for equity

2. **Achievement**

- ✓ Academic performance by student groups

3. **Equity and Access**

- ✓ Access to rigor, programs, and services (curriculum, program access)
- ✓ Disciplinary actions, exclusionary practices, retentions



Key Areas of Focus:

4. **Culture and Climate**

- ✓ Perceptions regarding bias and equity issues across the system
- ✓ Perceptions regarding climate in school buildings and inclusivity

5. **Curriculum**

- ✓ Support in written curriculum for effectively engaging and supporting diverse student populations
- ✓ Documents that are robust enough to support high-level learning



Written Report

- **Strengths**

- Areas of strength and capacity in the system

- **Findings**

- Areas where there is room to grow and improve

- **Recommendations**

- Suggestions for action steps most likely to result in improved student learning, equity, inclusivity, and equal access

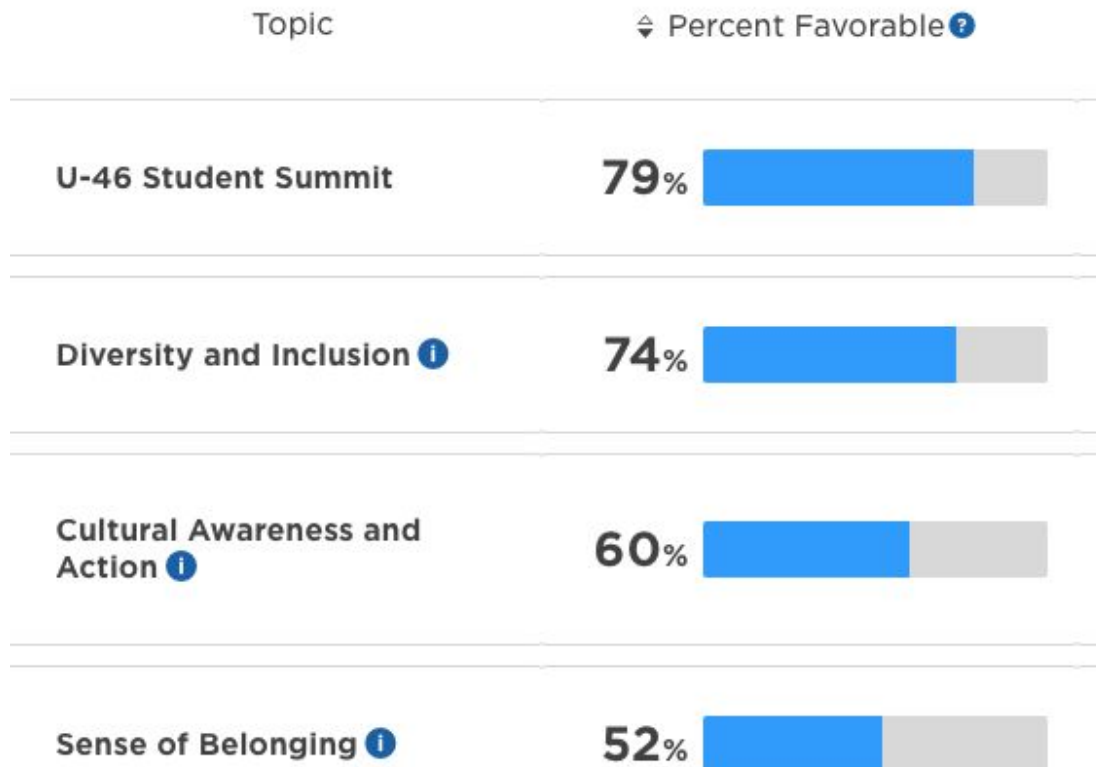
District Strengths

- Strong Board and Leadership
- Commitment to and Support for Equity
- Dual Language Programming
- Supportive, Diverse Community
- Curriculum and Assessment Development
- Stable Financial Position

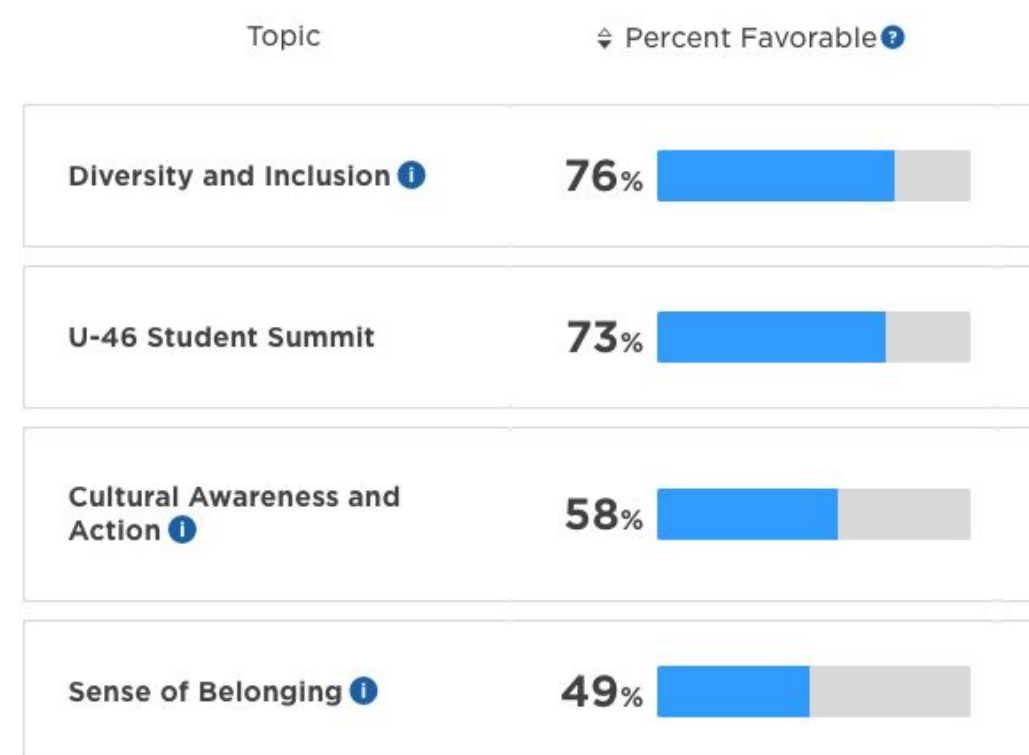


Panorama Survey Results

Spring 2021 Results (14,329 students)



Spring 2022 Results (15,147 students)



Next Steps

- Triangulate findings and recommendations with existing equity plan (March and April 2022).
- Conduct student focus groups to confirm identified root causes. (April 2022).
- Provide the Equity Committee the draft Equity Audit to review (April 2022).
- Provide the Board of Education with the final Equity Audit Executive Summary to review (April/May 2022).
- Finalize Equity Plan 2.0, including action steps (May 2022).



Thank You!

Any questions? 