Measuring And Improving Equity and Inclusion in Schools
Measuring and Improving Equity and Inclusion in Schools
Today, We Will:

- Discuss how to use a centralized data platform to **track progress toward equity goals**
- Discover how to support campus teams to **examine data and create action plans**
- Share best practices to organize staff around **specific equity & inclusion topics**
- Discuss connections between student perceptions of equity and **academic achievement**
- Take your questions
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Morris School District

Join the Discussion  @panoramaed
Measuring student experiences of equity and inclusion in schools

Panorama Equity and Inclusion Survey
Elevate student voice to promote equity and achievement

Download the survey:
pan-ed.com/equity-survey
Why measure equity and inclusion with a student survey?

- Understand the student perspective
- Understand the state of equity and inclusion at school by demographic groups
- Equip teachers and staff with professional learning around equity and inclusion
How did we develop the survey instrument?

- Harvard Graduate School of Education Partnership
- 6 District Partners (22 Schools)
- 11,679 Student Voices
How can we create a survey that can be used in many contexts?

- Clear
- Informed by best practices
- Apolitical
- Broadly applicable
- Unbiased
- Actionable
How does the survey measure equity & inclusion?

**Diversity & Inclusion**
How often do you spend time at school with students from different races, ethnicities, or cultures?

**Cultural Action & Awareness**
How often do teachers encourage you to learn about people from different races, ethnicities, or cultures?

**Sense of Belonging**
How well do people in your class understand you as a person?
Empowering Each Student to Ascend

At Morris School District
The need: conducting a root cause analysis of our achievement gap

Morris School District Middle School Behavioral Referrals 2014-2015

Racial disparities in school discipline are linked to the achievement gap between black and white students nationwide, according to Stanford-led study. Research using a Stanford database of test scores from all U.S. public schools is the first to document the relationship at a national level.

October 16, 2019 By Carrie Spector

Percentage of 8th Grade Students Meeting or Exceeding Expectations on the New Jersey English Language Arts Assessment

<table>
<thead>
<tr>
<th>Student Subgroups</th>
<th>2015-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>49%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>18%</td>
</tr>
<tr>
<td>Non-Economically Disadvantaged</td>
<td>59%</td>
</tr>
<tr>
<td>Black/African-American</td>
<td>30%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>17%</td>
</tr>
<tr>
<td>White</td>
<td>66%</td>
</tr>
<tr>
<td>IEP</td>
<td>16%</td>
</tr>
</tbody>
</table>
Re-imagining expectations: each student can reach the New Jersey All Students average

<table>
<thead>
<tr>
<th>Student Subgroups</th>
<th>Morris 2015-16</th>
<th>NJ State Average</th>
<th>NJ All Students Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>49%</td>
<td>56%</td>
<td>-7%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>18%</td>
<td>37%</td>
<td>-38%</td>
</tr>
<tr>
<td>Non-Economically Disadvantaged</td>
<td>59%</td>
<td>65%</td>
<td>+6%</td>
</tr>
<tr>
<td>Black/African-American</td>
<td>30%</td>
<td>34%</td>
<td>-26%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>17%</td>
<td>43%</td>
<td>-39%</td>
</tr>
<tr>
<td>White</td>
<td>66%</td>
<td>63%</td>
<td>+10%</td>
</tr>
<tr>
<td>IEP</td>
<td>16%</td>
<td>15%</td>
<td>-40%</td>
</tr>
</tbody>
</table>
From theory and beliefs to action: Equity & Inclusion Action Plan

Equity and Inclusion Action Plan: Promoting Lifelong Success for Each Student

Through a series of conversations with educators, parents, students, and community leaders, the Morris School District collaboratively explored our vision for a healthy community based on a foundation of equity and inclusion. Under the guiding principle that education is a right to which all human beings deserve equal access, our students will be empowered to seek and evaluate multiple perspectives, collaborate with new understandings and cultural proficiencies, contribute to our democratic society and the world at large with tolerance and civility, practice empathy and kindness, and respect the dignity of all people through their words and actions.

The following plan is our commitment to turn our dialogue and ideals into concrete action and practice.

Curriculum & Instruction

The Morris School District will provide each student with culturally relevant learning experiences and access to rigorous instruction, high expectations & meaningful curricular programs.

Developing Capacity in Human Resources

The Morris School District will ensure recruitment, hiring, and training practices manifest the belief that all students are best prepared for life by working with exceptional educators from diverse backgrounds and perspectives.

Professional Development & Training

The Morris School District will provide all personnel with yearly sustained professional training that fosters a more inclusive and equitable learning community.

Relationships & Partnerships

The Morris School District will strengthen district and community relationships in order to create a more inclusive & equitable learning community.

Social Networks & Social Capital

The Morris School District will promote the success of each student through ensuring access to positive & diverse relationships & the development of social networks and social capital.

**WE WILL...**

- Invite diverse student voices, input, and feedback into the planning and development of Social Studies/History and other humanities curricula.
- Train Social Studies/History and other humanities curriculum writers in culturally responsive curriculum development so that the instructional program promotes an intercultural mindset for both teachers and students.
- Continue to enhance training and availability of resources to support the NJ Amistad Commission objectives.
- Infuse the cycle of socialization, self-identity, and group identity within Social Studies curriculum.
- Create systems and practices that promote student agency, goal-setting, and social-emotional skills development for each student at each level.
- Audit literature, readings and primary source documents through a diversity and an intercultural lens.
- Provide free SAT/ACT test prep for qualifying students with economic need.
- Audit the effectiveness of academic after school & summer programs.
- Redesign the Director of HR position to include oversight of equity and inclusion objectives relative to all personnel matters.
- Create a district Equity and Inclusion Leadership Team, consisting of the Director of HR, Diversity Network Coordinator, administrators and faculty, in order to provide guidance and support in the implementation of equity and inclusion initiatives.
- Develop and sustain affirmative recruitment, hiring, and retention processes to meet district-wide goals for culturally competent administrators, faculty, and staff.
- Update new job descriptions to include cultural competency as a criterion of employment as appropriate.
- Enhance new faculty training to include intercultural competency & culturally responsive instructional strategies training.
- Establish protocols to support all faculty, staff, and administrators that reflect the community’s commitment to inclusion.
- Build a multi-year professional development plan that coherently balances the three interlocking components essential for an inclusive learning community: (1) intercultural competency training; (2) restorative practice strategies; and (3) trauma-sensitive schools training.
- Provide sustained Culturally Responsive Teaching training for all educators. CRT training will enhance educators’ awareness and knowledge of self and others as well as strengthen their skills at effectively teaching students and interacting with people from diverse backgrounds and perspectives.
- Train teachers and administrators in specific instructional strategies for addressing sensitive topics during classroom discussion so that students and teachers alike become ready practitioners of an intercultural mindset.
- Continue to onboard new faculty members with training on intercultural understanding specific to the MSD community.
- Develop a shared district and community understanding and definition of diversity, equity, and inclusion.
- Create an Equity and Inclusion Community Alliance consisting of varied community leaders, including students, in order to strengthen community dialogue regarding equity and inclusion initiatives.
- Utilize the District Equity and Inclusion Leadership Team to strengthen district dialogue and implementation of equity and inclusion initiatives.
- Provide opportunities for student voice (e.g. student government & Melanin Minds reps) regarding strategic objectives.
- Strengthen and refine current community partnerships providing tutoring, academic and social support for MSD students.
- Create climate survey questions and metrics with intercultural & inclusion language and measures in order to enhance parent, faculty, and student engagement.
- Ensure the Morris School District is a welcoming community for all district personnel, students, parents, and visitors.
- Explore and implement a systematic approach to dialogue that involves parents, students, and faculty.
- Continue to develop and support new social-academic extracurricular programs, such as NSBE, Girls Who Code, Melanin Minds, and Future Educators to foster social networks and social capital as well as to provide opportunities to create a sense of belonging for each student.
- Explore, expand, and sustain learning spaces where true integration is most accessible, especially in the arts, music and STEM.
- Expand district peer mentoring opportunities and counseling supports and programs.
- Explore a comprehensive mentoring program to foster social capital for each student beyond our school community.
The design process: providing equal access using a multi-strategy approach

<table>
<thead>
<tr>
<th>Positive, Empowering Relationships</th>
<th>Exceptional, Standards-Based Instruction</th>
<th>A Responsive System</th>
</tr>
</thead>
<tbody>
<tr>
<td>Redesigned Code of Conduct</td>
<td>Doubled instructional minutes for ELA</td>
<td>District blended learning instructional model and PD</td>
</tr>
<tr>
<td>New PBIS program</td>
<td>School-wide homework policy focused on specific reading and writing standards</td>
<td>Expanded 1:1 laptop initiative to grades 6-8</td>
</tr>
<tr>
<td>Sustained PD on Culturally Responsive Practices, Trauma Impact on Students, S.E.L. &amp; Restorative Relationships</td>
<td>New standards-based curriculum and PD</td>
<td>Implemented a digital Learning Management System</td>
</tr>
<tr>
<td>“Operationalized Relationships”</td>
<td>New standards-aligned assessments</td>
<td>Universal WiFi</td>
</tr>
<tr>
<td></td>
<td>Redesigned K-12 bilingual program</td>
<td>Adaptive diagnostic and PD</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interoperability focus</td>
</tr>
</tbody>
</table>
Consider: What might prevent people from readily engaging in conversations about diversity, equity, and inclusion in schools?
Did any of you feel...

1. Fear that the conversation becomes emotional
2. Fear that you might say the wrong thing
3. Fear that you won’t know what to do with the information you hear
How do we move to action with effective professional learning?

<table>
<thead>
<tr>
<th>Traditional PD</th>
<th>Student Voice-Driven PD</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Leader as &quot;Sage on the Stage&quot;</td>
<td>- Leader as Facilitator</td>
</tr>
<tr>
<td>- Concept-driven</td>
<td>- Data-driven</td>
</tr>
<tr>
<td>- Traditional conversations</td>
<td>- Courageous conversations*</td>
</tr>
<tr>
<td>- One size fits all</td>
<td>- Targeted to individual school needs</td>
</tr>
<tr>
<td>- Lacks actionable takeaways</td>
<td>- Concrete takeaways + differentiated resources</td>
</tr>
</tbody>
</table>

*Recommended reading: Courageous Conversations About Race by Glenn E. Singleton
How do data systems support professional development with an equity lens?

Panorama School District

<table>
<thead>
<tr>
<th>District</th>
<th>School</th>
<th>Students</th>
<th>Groups</th>
</tr>
</thead>
</table>

Selected Students: 419

- Academics: 38%
- Attendance: 90%
- Behavior: 98%
- SEL: 65%

All Students: 4,764

- Academics: 56%
- Attendance: 94%
- Behavior: 99%
- SEL: 68%

Schools

- **Bayside Elementary School**
  - Enrollment: 25 of 261
  - Academics: 53% (-26)
  - Attendance: 88% (-9)
  - Behavior: 63% (+3)
  - SEL: 63% (+3)

- **Beacon Academy**
  - Enrollment: 17 of 288
  - Academics: 50% (-13)
  - Attendance: 100% (+3)
  - Behavior: 100% (0)
  - SEL: 41% (-8)

- **East Elementary School**
  - Enrollment: 34 of 291
  - Academics: 25% (-13)
  - Attendance: 88% (-8)
  - Behavior: 56% (-5)
  - SEL: 56% (-5)
Professional Learning

At Morris School District
How do we build capacity for culturally responsive pedagogy?

1. Equity & Inclusion Leadership Team
2. School Leader Professional Learning
3. Building-Level Professional Learning
What are our students telling us about their school experience?

How often do you spend time at school with students from different races, ethnicities, or cultures?

74%
Responded favorably

At your school, how often are you encouraged to think more deeply about race-related topics?

33%
Responded favorably

Data from Morris School District
What are our students telling us about their connectedness with adults?

**Question:**
How connected do you feel to the adults at your school?

- 42% responded favorably

**Breakdown by What is your race or ethnicity?**

Percentage favorable responses for this question:

- **Black or African American:** 35%

Data from Morris School District
How can we center our actions on student voice?

Learn about Different Cultures

This might be for you if...
Your students are saying they want to learn about people from different races, ethnicities, and cultures.

Talk about Race and Racism

This might be for you if...
Your students are saying they want to learn to talk about race and racism with their peers and teachers.

Feel Valued and Respected

This might be for you if...
Your students are saying they want to feel like they matter and are respected in school as individuals.
How did our schools go on to create space for students to engage with race and culture?
Connections Between DEI & Academics
### How Do Students’ Mindsets, Skills & Experiences Correlate with Their GPA?

<table>
<thead>
<tr>
<th>Skill/Experience</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Management</td>
<td>0.28</td>
</tr>
<tr>
<td>Diversity and Inclusion</td>
<td>0.22</td>
</tr>
<tr>
<td>Self-Efficacy</td>
<td>0.19</td>
</tr>
<tr>
<td>Grit</td>
<td>0.15</td>
</tr>
<tr>
<td>Social Awareness</td>
<td>0.14</td>
</tr>
<tr>
<td>Growth Mindset</td>
<td>0.07</td>
</tr>
<tr>
<td>Emotion Regulation</td>
<td>0.05</td>
</tr>
<tr>
<td>Cultural Awareness and Action</td>
<td>0.04</td>
</tr>
<tr>
<td>Sense of Belonging</td>
<td>0.01</td>
</tr>
</tbody>
</table>

**EFFECT SIZE**

- **Green**: Diversity, Equity, and Inclusion Topics
- **Blue**: Social-Emotional Learning Topics
Reducing behavior incidents and improving academics with an equity lens

Morris School District Middle School Behavioral Referrals 2014-2019

<table>
<thead>
<tr>
<th>Year</th>
<th>Referrals</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>788</td>
</tr>
<tr>
<td>2018-2019</td>
<td>112</td>
</tr>
</tbody>
</table>

Percentage of 8th Grade Students in Morris School District Meeting or Exceeding Expectations on the New Jersey English Language Arts Assessment

<table>
<thead>
<tr>
<th>Student Subgroups</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-2018</th>
<th>2018-19</th>
<th>4-Year Increases</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>49%</td>
<td>62%</td>
<td>76%</td>
<td>80%</td>
<td>+31</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>18%</td>
<td>27%</td>
<td>51%</td>
<td>62%</td>
<td>+44</td>
</tr>
<tr>
<td>Non-Economically Disadvantaged</td>
<td>59%</td>
<td>77%</td>
<td>84%</td>
<td>87%</td>
<td>+28</td>
</tr>
<tr>
<td>Black/African-American</td>
<td>30%</td>
<td>49%</td>
<td>65%</td>
<td>65%</td>
<td>+35</td>
</tr>
<tr>
<td>Hispanic</td>
<td>17%</td>
<td>36%</td>
<td>55%</td>
<td>68%</td>
<td>+51</td>
</tr>
<tr>
<td>White</td>
<td>66%</td>
<td>78%</td>
<td>87%</td>
<td>91%</td>
<td>+25</td>
</tr>
<tr>
<td>IEP</td>
<td>16%</td>
<td>17%</td>
<td>39%</td>
<td>45%</td>
<td>+29</td>
</tr>
</tbody>
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Learn More
Panorama Equity and Inclusion Survey

Download the survey:
pan-ed.com/equity-survey