Municipal & District Equity Policies and Practices

Facilitators:

Dan Scarver - Education Redesign Lab

Domonic Rollins - Diversity & Inclusion Officer, HGSE

Panelists:

- James Harris – President, Oakland Unified School District
- Dr. John Marshall - Chief Equity Officer, JCPS

#ByAllMeansHGSE

Our Vision

OUSD students will find joy in their academic experience while graduating with the skills to ensure they are caring, competent, fully-informed, critical thinkers who are prepared for college, career, and community success.

Our Mission

Oakland Unified School District (OUSD) will build a Full Service Community District high academic achievement while focused on serving the whole child, eliminating inequity, and providing each child with excellent teachers, every day.

I Am Oakland Unified

Our belief is that significant improvement in student outcomes is driven at the school level. Our every action centrally is in the service of one purpose: building quality community schools that prepare students for college, career, and community success

EVERY STUDENT THRIVES! EVERY STUDENT THRIVES! EVERY STUDENT THRIVES!

OAKLAND UNIFIED SCHOOL DISTRICT
Board Policy
Students

BP 5032

EQUITY POLICY

PURPOSE

Oakland Unified School District (the "District") students are at the heart of the District's equity policy. In the District, we hold the powerful belief that equity is providing students with what they need to achieve at the highest possible level, and graduate prepared for college, career, and community success.

The Governing Board seeks to understand and to interrupt patterns of institutional bias at all levels of the organization, whether conscious or unconscious, that results in predictably lower academic achievement most notably for students of color. Eliminating individual and institutional bias (e.g. race based, identity bias, economic) will increase achievement and graduation rates for all students, while narrowing the academic and opportunity gaps between the highest and lowest performing students.

While the primary focus of this equity policy is on race and ethnicity,1 the District also acknowledges other forms of social inequalities and oppression, including gender, gender identity, gender expression, sexual orientation, socioeconomic status, religion, national origin, foster youth, involvement with the dependency or juvenile justice systems, and students with disabilities and learning differences, and how these different forms of oppression intersect. The District is committed to explicitly identifying and addressing all disparities in educational outcomes for the purpose of targeting areas for action, intervention and investment.

The District acknowledges that complex societal and historical factors contribute to the inequity within our District. Nonetheless, rather than perpetuating the resulting disparities, the District will establish administrative regulations to enact this Policy that will include: (1) a clear plan and timeline for identifying gaps in educational experiences and outcomes and potential root causes, (2) an implementation plan for programs, practices, and systems that address those disparities, (3) an evaluation rubric and accountability standards for measuring success, (4) training plans and (5) an ongoing plan for continuous improvement.

The Governing Board acknowledges its existing policies and administrative regulations developed to advance equitable outcomes for all students, including without limitation, School Governance and Student and Family Engagement (BP 3625), Wellness (BP 5030), Student Discipline (BP 5144 et seq.), Transgender Students (BP 5145.3), Quality Schools Development (BP 6005), Parent Involvement (BP 6020), Ethnic Studies (BP 6143.7), and Community Engagement Facilities (BP 7155). Any amendments to these policies and related Administrative Regulations should be made in furtherance of this policy.

This policy intends to improve academic opportunities for all students and reduce achievement gaps between groups of students, by proactively working to eradicate inequities that perpetuate negative stereotypes about groups of students, marginalize students or staff who seek to disrupt institutional bias, and restrict access to rigorous academic programs for certain groups of students based on race, special education placement, being a designated English Language Learner, and other factors.

Students deserve to be educated in environments that respect them as individuals, including their racial and ethnic diversity, thereby facilitating successful academic outcomes. District students must be honored and valued in every classroom by supporting their social, emotional and cultural needs. Some ways that this can be achieved include, without limitation, district-wide emphasis on Social Emotional Learning, hearing and listening to student voices through restorative justice practices, professional learning including on implicit bias and beliefs, , staff recruitment and induction processes, and culturally responsive teaching pedagogy.

LEGAL REFERENCES
U.S. Const. amend XIV, # 1 (Equal Protection) 20 U.S.C. # 1703 (Equal Educational Opportunity) 42 U.S.C. # 2000c et seq. (Desegregation)
42 U.S.C. # 2000d et seq. (Title VI of the Civil Rights Act of 1964) 42 U.S.C. # 2000e-2 (Title VII of the Civil Rights Act of 1964)

3/23/16

1 Targeting race explicitly and examining how it intersects with other forms of inequity, provides a framework which offers an important sociological and historical perspective. (See, Race Reporting Guide by Race Forward (2015), The Center for Racial Justice Innovation, www.raceforward.org.)

2016-2017 GOALS

- ❑ Approved Equity and ELL Policies with clear administrative regulations and implementation plans to guide the work

- ❑ Quality programs for equity implemented at sites including: AAMA, AAGWW, LMB, API programs; newcomer, dual language & LTEL course, inclusion programs

- ❑ Culturally, Linguistically Responsive & Inclusive Practices are defined and included in professional learning for all teachers

- ❑ Community engagement and support for the equity office and key initiatives for AAMA, English Language Learners & students with special needs

Work to Date

- Listening tour of key stakeholders in support of the development of the Office of Equity
- Engage cabinet
- 4/25 Community Conversation

Community Engagement

Programs for Equity
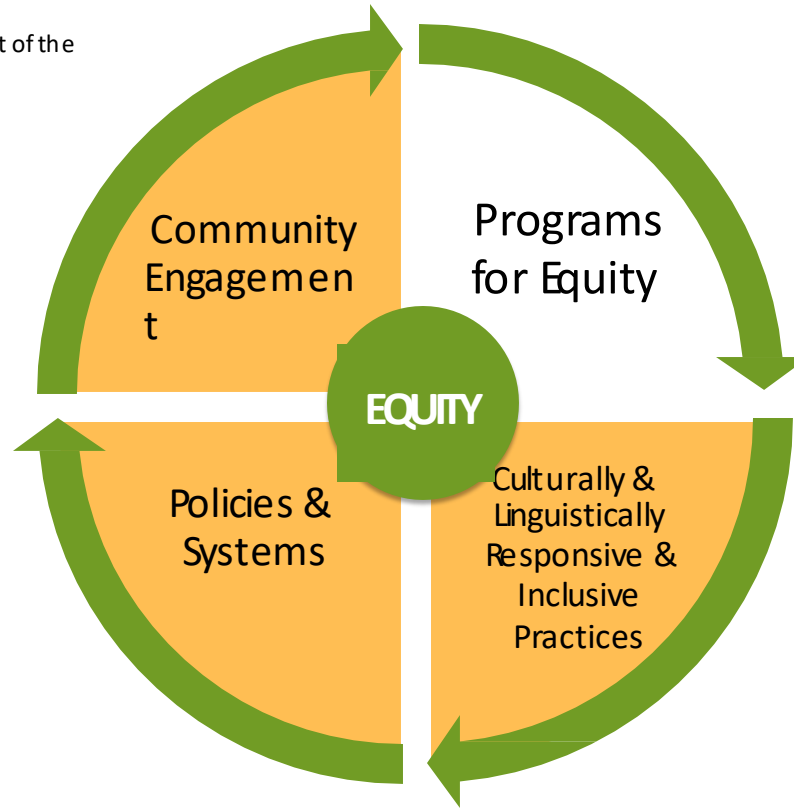
- Toolkit for AAGW
- Office of Equity Reader
- Kingmakers of Oakland
- Convened 2 National Symposiums
- Latino/a & API Student Achievement Directors July 2017

EQUITY

Policies & Systems

Culturally & Linguistically Responsive & Inclusive Practices

- Definition of Equity
- Summary of Equity Related Reports for OUSD
- Equity Retreat with OUSD Senior Leadership

- Teaching and Learning Department and SPED Department define and improving inclusive practices for GE and SPED
- Culturally Responsive Practices

EQUITY: Provide everyone access to what they need to be successful.

How We Demonstrate EQUITY at OUSD:

- We eliminate the predictability of success and failure that correlates with any social and cultural factors

- We interrupt inequitable practices, examine biases and create inclusive and just conditions

- We discover and cultivate our unique gifts, talents and interests

- We demonstrate the difference between equity and equality

The Road to a District Equity Policy in OUSD

Why An Equity Policy?
What We Heard from Our Community
Actions to Date

- OUSD Report to the Office for Civil Rights 9/30/16 (VRP)

  - Engaging Community Around Equity, NIAM Group May 2016 (NIAM)

  - The Lived Experiences of Girls of Color in Oakland Unified School District, Bright

- Research Group/Alliance for Girls Spring 2016 (BRG)

- System–Wide Equity Framework and Assessment Tool (SEFAT) Results December 2015 (SEFAT)

- Behavioral Support and Special Education Root Cause Analysis Workbook: OUSD; NYU Steinhardt (Eddie Fergus) 8/12/16 (Fergus)

  - Structuralized Racialization Assessment Targeted Universalism Strategies (STRATUS

- Report) john a. powell (STRATUS)

- Improving Special Education Services in OUSD, Council of Great City Schools, Fall 2016 (SpEd)

- The Review of Services for English-Language Learners in the Oakland Unified School District, Conducted by Stanford University Graduate School of Education 2/19/2015 (ELL)

  - Great Place to Work Survey (quantitative findings) May 2016 (GPWS quant)

Key Themes From 10 Studies

Teacher Training

- Implicit Bias
- Cultural Responsiveness
- Trauma-Informed Classroom Management

School-Wide Approaches

- Restorative Justice
- Positive Behavior Supports
- Leveraging AAMA
- Gender-Responsive Programming
- Improving Communication with Families
- Translation Services

District-Level Policy Changes

- Resource Re-Allocation
- Teacher Quality and Retention
- School Enrollment/Assignment
- District Priorities
- PTA Fundraising Gap
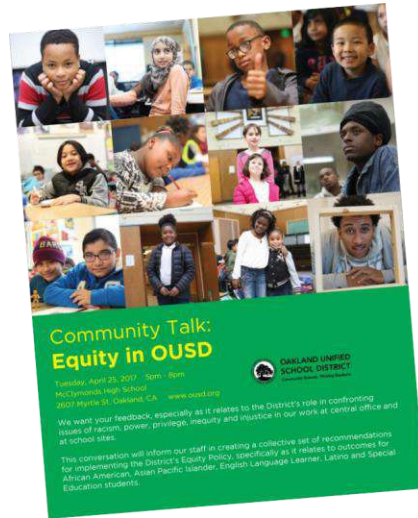
Equity Policy

- Resonated around race and the desire to eliminate individual/institutional racism

- Policy is necessary yet insufficient

- Desire for deeper and more community engagement on the topic of Racial Equity and Healing

- Increase the opportunities to have conversations around Racial equity & Healing w/in OUSD.

Root Problems
Root Solutions
Society is relational and so is systems change.

Strengthening Culture within Schools
- Acknowledge AA|LA|API leaders/history throughout school
- Celebrate achievements and accomplishments of AA|LA|API students
- Build Community – Cultivate relationships
- Change the narrative – learn and build curriculum that takes on AA|LA|API perspective

Teacher Training
- Develop a pipeline for hiring community members to be teachers/admin
- All Teachers receive ongoing Cultural humility training (In particular around the experiences of AA|LA|API students)
- Make sure all new and current teachers and Principals review all the info in the equity portal and have trainings about what they read and saw (videos), All teachers and Principals should be mandated to attend two trainings on culturally responsive classrooms.
- All teachers required to receive training on Trauma-Informed Practices

School-wide Approaches to Improve Equity
- Establish a Student/Parent/Teacher/Principal Racial Equity and Healing Committee
- Create opportunities for parent involvement, engagement, empowerment, education, career advancement and employment
- Mandatory equity focused long term/continuous professional development for faculty at each school
- Develop inter-cultural activities at schools (All different type of students).
- Behavior support plans for students so they aren't labeled Sped Ed.
- School leaders and teacher leaders to model and speak from a place of strength. School leaders need to be clear and active participants in equity in particular around race.
- Interrupt inequitable conversations across the board in: PLC's, PTA, Board, Community meetings, SSC, ILT, Staff meetings…
- Culturally Responsive Positive Behavior Intervention Supports & Restorative justice school-wide

OUR MOMENT

- This is an opportunity to deeply and authentically engage our community on creating a structure that truly supports Equity, develops a common language of Equity and begins to provide an opportunity for all of us to heal and rebuild trust.

- As leaders we are called on to organize in a different way to effect change.

- If we truly believe in the success and sustainability of the work we must invest and create a structure that allows for this work to permeate throughout the systems, structures and culture.

"Those who practice leadership for equity must confront, disappoint and dismantle and at the same time energize, inspire and empower."

-Sharon Daloz Parks

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Community Schools, Thriving Students

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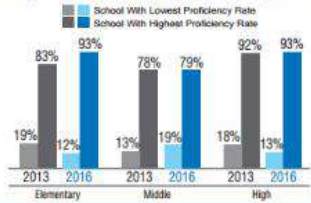
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Contact us for additional information
Email: info@ousd.org

Inequity Between Schools

Range in School Reading Proficiency Rates

- School With Lowest Proficiency Rate
- School With Highest Proficiency Rate

	Elementary		Middle		High	
	2013	2016	2013	2016	2013	2016
Highest	83%	93%	78%	79%	92%	93%
Lowest	19%	12%	13%	19%	18%	13%

At every level, the difference between the school with the highest reading proficiency and the lowest reading proficiency is staggering. In 2016, the largest gap is elementary school with an 81 percent gap between the lowest and highest reading proficiency school.

School Poverty Level	% of Students Proficient in Reading	
	2013	2016
Extreme Poverty	28%	32%
High Poverty	36%	43%
Med.-High Poverty	50%	61%
Low Poverty	66%	78%

JEFFERSON COUNTY PUBLIC SCHOOLS
2016 JCPS Students scoring Novice in Reading
by Zip Code
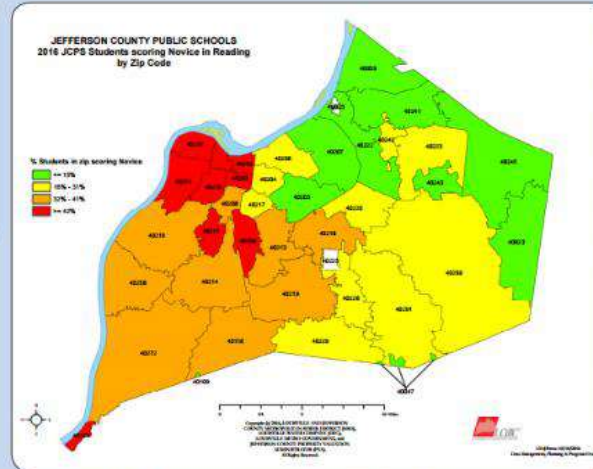
Poverty is a predictor of the percentage of students in a school who are Proficient readers. In 2016, in extreme-poverty schools, 32 percent of students are Proficient in reading vs. 78 percent in low-poverty schools. This gap has increased since 2013. Schools should support those efforts to extend reading proficiency to more students, particularly in our schools with extreme levels of poverty.
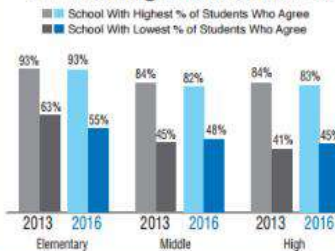
Inequity Between Student Groups

Poverty decreases a group's rate of reading proficiency for every ethnic group. Just over one-fourth of black students who are eligible for free or reduced-price lunch (27 percent) are Proficient readers. Among white students, the rate is 19 points higher, at 46 percent. If we look at race and lunch status together, white students who pay for lunch are much more likely to be Proficient readers, scoring 25 percentage points higher than black students who pay for lunch. **This tells us that poverty status alone—while being a contributing factor to reading proficiency—does not fully explain the reading proficiency gap between ethnic groups.**

Student Voice

Some teachers really care.
—JCPS student

Some teachers and staff treat me different.
—JCPS student

"I'm reading more at home."

- School With Highest % of Students Who Agree
- School With Lowest % of Students Who Agree

	Elementary		Middle		High	
	2013	2016	2013	2016	2013	2016
Highest	93%	93%	84%	82%	84%	83%
Lowest	63%	55%	45%	48%	41%	45%

% Proficient Reading Grades 3–8
Race and Poverty (n = 43,815)

- Students on Free/Reduced-Price Lunch
- Students on Paid Lunch

	ECE		LEP		2+ Races		Black		Other		Asian		Latino		White	
	2013	2016	2013	2016	2013	2016	2013	2016	2013	2016	2013	2016	2013	2016	2013	2016
Free/Reduced	12%	16%	14%	16%	37%	43%	22%	27%	32%	47%	41%	52%	33%	38%	37%	46%
Paid Lunch	28%	33%	21%	33%	61%	67%	49%	51%	77%	78%	81%	87%	60%	65%	69%	76%

College/Career Readiness Focus Area: Learning, Growth, and Development
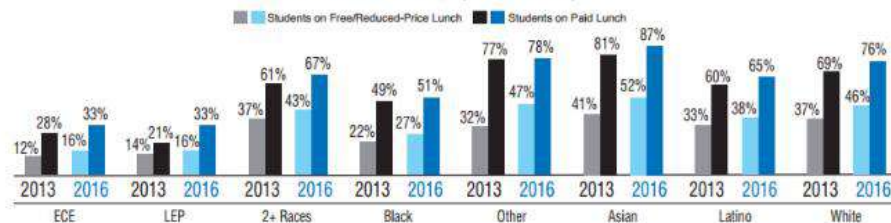
Inequity Between Schools

Range in Graduation and College-/Career-Readiness Rate

- **School With Lowest Rate**
- **School With Highest Rate**

Graduation (Cohort)
- 2013: 69% / 98%
- 2016: 72% / 100%

College-/Career-Ready
- 2013: 10% / 91%
- 2016: 40% / 97%

School Poverty Level	Average % College- and Career-Ready	
	2013	2016
Extreme Poverty	21%	50%
High Poverty	24%	55%
Med.-High Poverty	42%	69%
Low Poverty	75%	84%

JEFFERSON COUNTY PUBLIC SCHOOLS
% of 2016 Graduates that are College Career Ready

% College Ready
- <= 25%
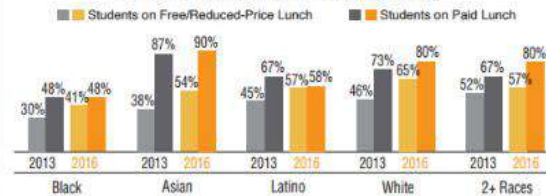- 26% - 50%
- 51% - 75%
- >= 76%

In 2016, the percentage of students who graduated college-/career-ready is 34 percent higher in low-poverty schools than in high-poverty schools. This gap has decreased since 2013.

Inequity Between Student Groups

% of Graduates College-/Career-Ready

- **Students on Free/Reduced-Price Lunch**
- **Students on Paid Lunch**

Black
- 2013: 30% / 48%
- 2016: 41% / 48%

Asian
- 2013: 38% / 87%
- 2016: 54% / 90%

Latino
- 2013: 45% / 67%
- 2016: 57% / 58%

White
- 2013: 46% / 73%
- 2016: 65% / 80%

2+ Races
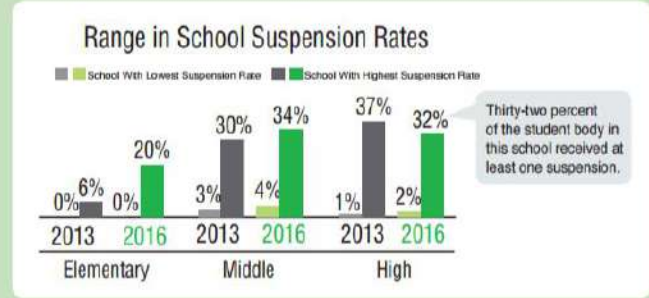- 2013: 52% / 67%
- 2016: 57% / 80%

Gains were made in college-/career-readiness rates across most populations between 2013 and 2016. In 2016, poverty status continues to be a strong correlating factor with college-/career-readiness rates, with the exception of Latino students.

Range in Schools on Student Experience and Perceptions About College

- **School With Highest Rate**
- **School With Lowest Rate**
- **Average**

2013

Statement	Highest	Lowest	Average
I plan to go to college.	98%	37%	84%
My parents expect me to go to college.	99%	70%	88%
I feel my teachers believe I can succeed in college.	98%	62%	87%
My counselor has talked with me about my future after high school with college as a goal.	94%	51%	72%
My teachers talk about college, like requirements and majors.	96%	57%	81%

2016

Statement	Highest	Lowest	Average
I plan to go to college.	97%	73%	88%
My parents expect me to go to college.	97%	66%	88%
I feel my teachers believe I can succeed in college.	97%	73%	88%
My counselor has talked with me about my future after high school with college as a goal.	83%	46%	69%
My teachers talk about college, like requirements and majors.	90%	62%	79%

Discipline
Focus Area: Increasing Capacity and Improving Culture

Inequity Between Schools

Range in School Suspension Rates

■ School With Lowest Suspension Rate ■ School With Highest Suspension Rate

Elementary: 2013: 0%, 6%; 2016: 0%, 20%
Middle: 2013: 3%, 30%; 2016: 4%, 34%
High: 2013: 1%, 37%; 2016: 2%, 32%

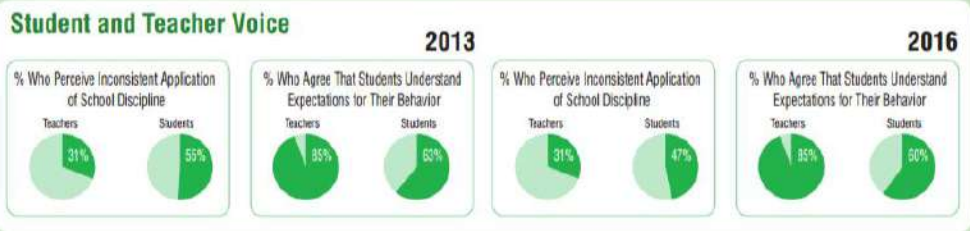> Thirty-two percent of the student body in this school received at least one suspension.

When examining the schools with the lowest and highest suspension rates by level, the 2016 data show the range between lowest and highest suspension rates has increased at the elementary and middle school level and decreased at the high school level. In 2016, there was an elementary school where 20 percent of the student enrollment received at least one suspension.
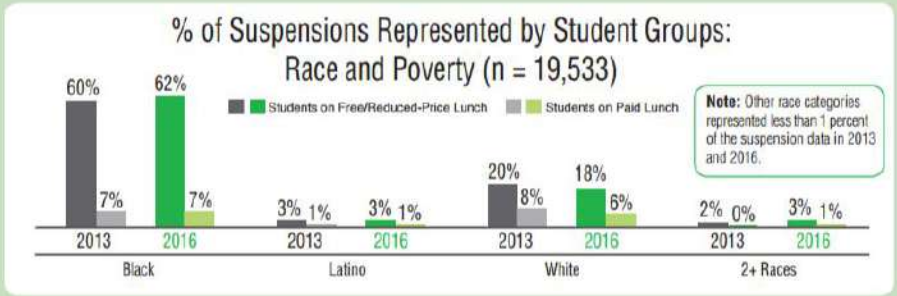
School Poverty Level	2013 % of Suspensions	2016 % of Suspensions
Low Poverty	11%	6%
Med.-High Poverty	23%	17%
High Poverty	33%	46%
Extreme Poverty	33%	31%

In 2016, students in high-poverty schools and extreme-poverty schools made up 77 percent of out-of-school suspensions compared to 23 percent in low-poverty and med.-high poverty schools. This gap has increased since 2013.

Inequity Between Student Groups

Student and Teacher Voice

2013

% Who Perceive Inconsistent Application of School Discipline
Teachers 31% Students 55%

% Who Agree That Students Understand Expectations for Their Behavior
Teachers 85% Students 63%

2016

% Who Perceive Inconsistent Application of School Discipline
Teachers 31% Students 47%

% Who Agree That Students Understand Expectations for Their Behavior
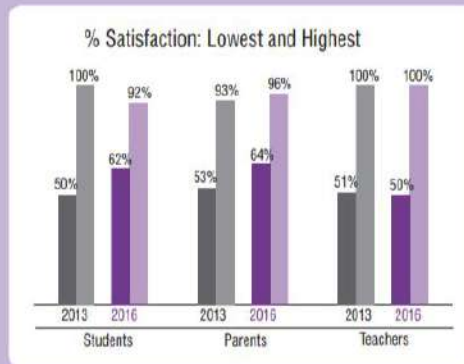Teachers 85% Students 50%

Black students who are eligible for free or reduced-price lunch account, by far, for the largest share of suspended students. (In 2016, 62 percent of suspensions were black students who are eligible for free or reduced-price lunch.) This is an issue that should be explored in more depth to gain a better understanding of the root causes. Lunch status appears to be a stronger predictor for suspension than ethnicity.

% of Suspensions Represented by Student Groups: Race and Poverty (n = 19,533)

■ Students on Free/Reduced-Price Lunch ■ Students on Paid Lunch

Note: Other race categories represented less than 1 percent of the suspension data in 2013 and 2016.

Black: 2013: 60%, 7%; 2016: 62%, 7%
Latino: 2013: 3%, 1%; 2016: 3%, 1%
White: 2013: 20%, 8%; 2016: 18%, 6%
2+ Races: 2013: 2%, 0%; 2016: 3%, 1%

School Climate and Culture
Focus Area: Increasing Capacity and Improving Culture

Inequity Between Schools

% Satisfaction: Lowest and Highest

| School Poverty Level	Student Satisfaction	Teacher Satisfaction	Parent Satisfaction
2013			
Extreme Poverty	76%	86%	85%
High Poverty	73%	86%	80%
Med.-High Poverty	77%	87%	83%
Low Poverty	82%	91%	86%
2016			
Extreme Poverty	79%	77%	85%
High Poverty	76%	76%	81%
Med.-High Poverty	81%	78%	84%
Low Poverty	86%	82%	83%

Overall, in 2016, satisfaction levels remained similar to 2013 satisfaction levels for parents, while student satisfaction levels slightly increased, and teacher satisfaction levels decreased.

Across role groups (e.g., students, teachers, parents), the percentage of those who are satisfied with their schools varied greatly between schools.

Student Voice

There's this one teacher, every day he picks a different table to eat lunch at. He talks to everyone. I hope I get in his class one day. He seems nice. I have a teacher that kicks me out of class every time any of us want to talk about race.
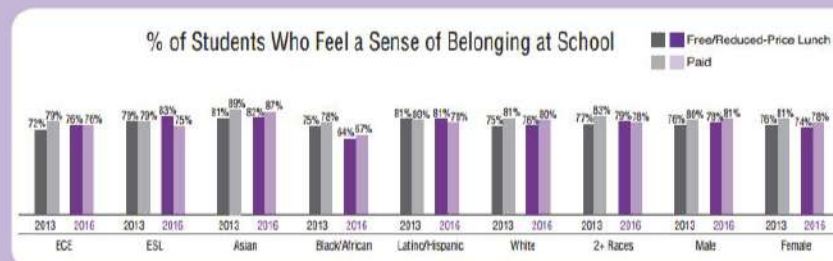
—JCPS student

Inequity Between Schools

Teacher Retention (Average)
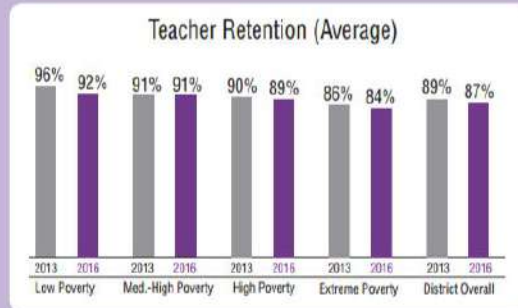
Higher poverty concentration of the school was associated with lower teacher retention.

Note: One extreme-poverty school was restaffed in 2015-16.

% of Students Who Feel a Sense of Belonging at School

In 2016, one out of four students from lower income backgrounds does not feel a sense of belonging at his or her school. African-American students from low- and high-income backgrounds rate their sense of belonging lower than other student groups.