

ELIMINATE INEQUITIES FOR ALL STUDENTS



Burlington Area School District Equity Evaluation

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NASIF ROGERS

ICS Equity Evaluation Overview



- A. About Us
- B. Our Approach
- C. Process
- D. Selected Quantitative Data
- E. Interview Themes
- F. Selected Essential Next Steps
- G. Q & A

30+ Years of Experience



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1. Elise/Colleen – Teachers, Administration, University
2. Partnered with schools, districts, and educators across the country since 1985 providing professional learning for School Leadership Teams, District Leadership Teams, and School Board and Community Members
3. Completed over 50 Equity Educational Evaluations over the past 20 years (from large urban districts to small rural districts)



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Our Approach



Recommendations:

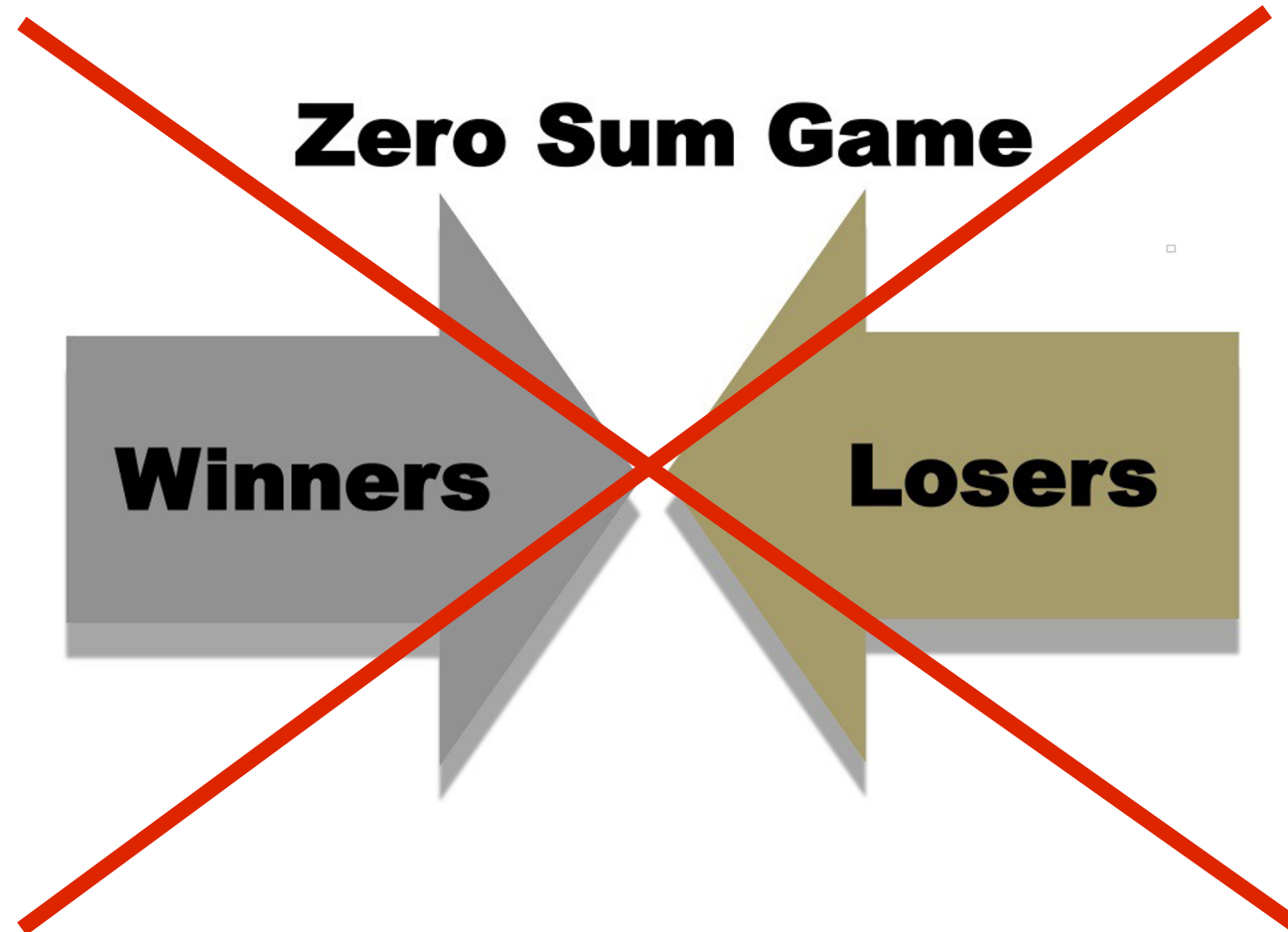
Advance Learning for All Students Across Identities

- Race
- Disability
- Language
- Social class
- Religion
- Gender
- Sexual/Gender Identity
- And their intersections

Not a Zero-Sum Game: Advances Learning for All



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Process



Interviews Conducted – 55 Focus Groups & 20 Individual Interviews (around 400 individuals)

Focus Groups

- From each school (separate focus groups of general educators and student service staff – 7 to 8 educators per group)
- District Administration
- District Office Staff, Secretaries, Building and Grounds
- Community Members (demographically representative of the District)
- Students: Middle/High School (demographically representative of the District)

Individual Interviews

- Principals, Community Members, District Administration, and School Board Members

Focus Group Questions



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1. What do you think is working well in the District for every student?

2. What could be improved in the District for every student?

Focus Group Questions

Details



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1. What is working well in the District for every student?
2. What could be improved in the District for every student?
3. *When you think about the current structure for educating students with disabilities, what are the challenges to that structure?*
4. *When you think about the current structure for educating students labeled as ELL, what are the challenges to that structure?*
5. *When you think about the current structure for educating students labeled as gifted, what are the challenges to that structure?*
6. *What does staff collaboration look like at the school?*
7. *What district policies support the achievement of all students in the District?*
8. *What district policies can get in the way of all students achieving in the District?*
9. Is there anything else you want to add about advancing the learning of literally all students in the District?

Process (Continued)



2. Data Audit

- a. Collect data across demographics (e.g., social class, race/ethnicity (disaggregated by race), language, disability, gender, etc.)

- b. Areas
 1. In programs – special education, gifted/honors/AP, Response to Intervention
 2. Achievement – math/literacy achievement, graduation, ACT
 3. Truancy/Attendance/Discipline

Process (Continued)



3. Documents – Collect Key District Policies and Procedures

- Board Policies
- Student/family handbooks
- Discipline practices
- Referral practices (at-risk, gifted, special education, etc.)

Process (Continued)



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Analysis

1. Detailed analysis of District data related to achievement and representation
2. Focus Groups and Documents – Identify key themes
3. Compare these data to the **research** on what we know advances learning for literally all students in the District
4. Identify detailed essential next steps for the District

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As a Wisconsin public school district, the Burlington Area School District remains legally bound to be in compliance with Wisconsin Chapter 118:13 Pupil Nondiscrimination Law and PI-9 Wisconsin Administrative Code. Under s. 118.13, no pupil may be excluded from a public school, or from any school activities or programs, or be denied any benefits or treated in a different manner because of: sex, race, religion, national origin (including a student whose primary language is not English), ancestry, creed, pregnancy, parental status, marital status, sexual orientation, physical disability, mental disability, emotional disability, and learning disability. The law requires each school district to submit an annual compliance report to the Department of Public Instruction and periodically conduct a self-evaluation of the status of pupil nondiscrimination and equality of educational opportunity. The policy must apply to all areas of school operations, including school sponsored programs and activities. Section PI 9.03, Wis. Admin. Code illustrates the scope and breadth of the required district policies by identifying many of the areas subject to the nondiscrimination policy. They include admission to classes or programs, rules of conduct and discipline, selection of instructional and library media materials, and facilities, among others. However, the pupil nondiscrimination statute applies to all aspects of district operations and programs. What the law requires is that the pupil nondiscrimination policy or policies that the District adopts apply to all areas.

District Strengths



1. District willingness to examine high quality teaching and learning for all students and work to improve that.
2. Caring and supportive teachers who work really hard to meet individual student needs
3. Lots of options at the high school for different career pathways
4. District process of school boundaries better represent students across schools
5. Middle School work on discipline practices provides model for entire district

II. Selected Quantitative Data



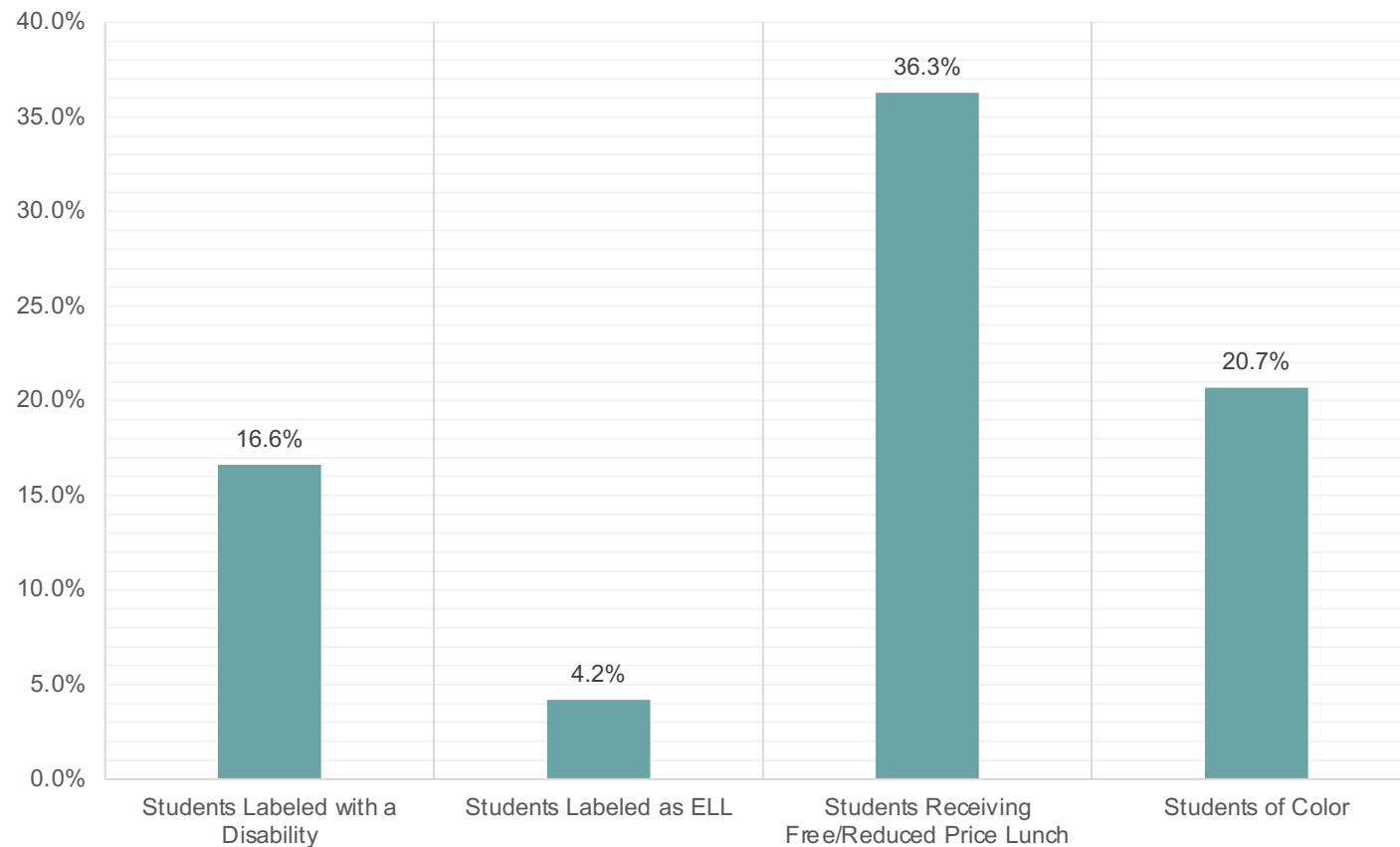
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Students in the District



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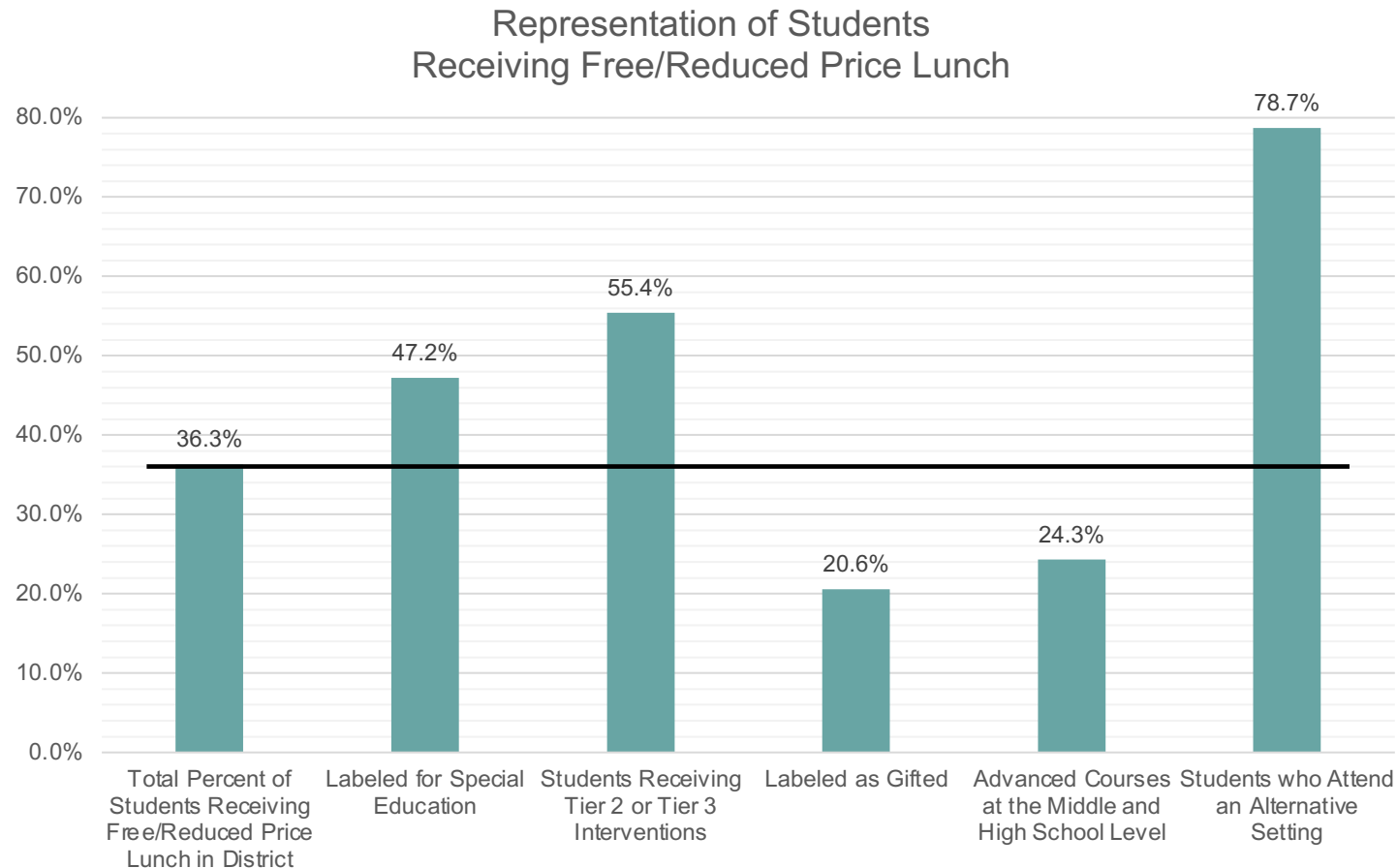
Students in the District



Representation of Students Receiving Free/Reduced Price Lunch



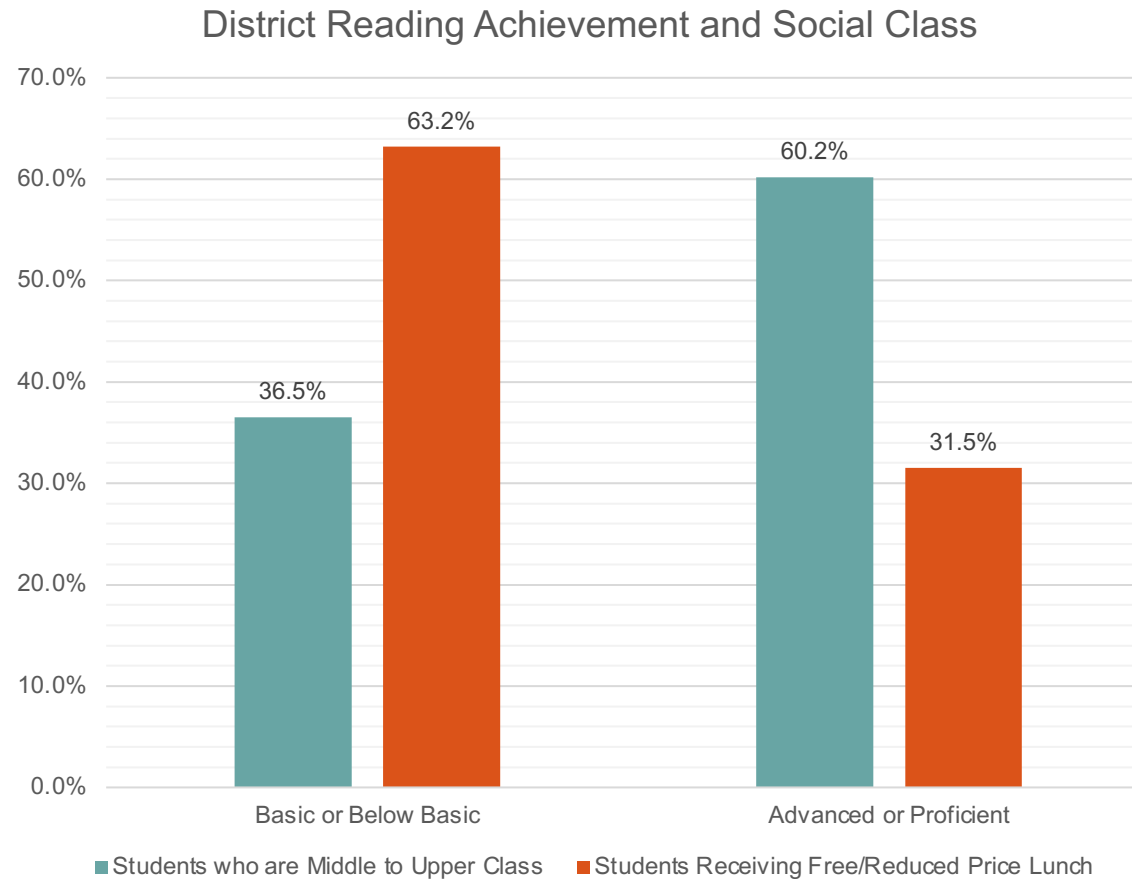
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District Reading Achievement and Social Class



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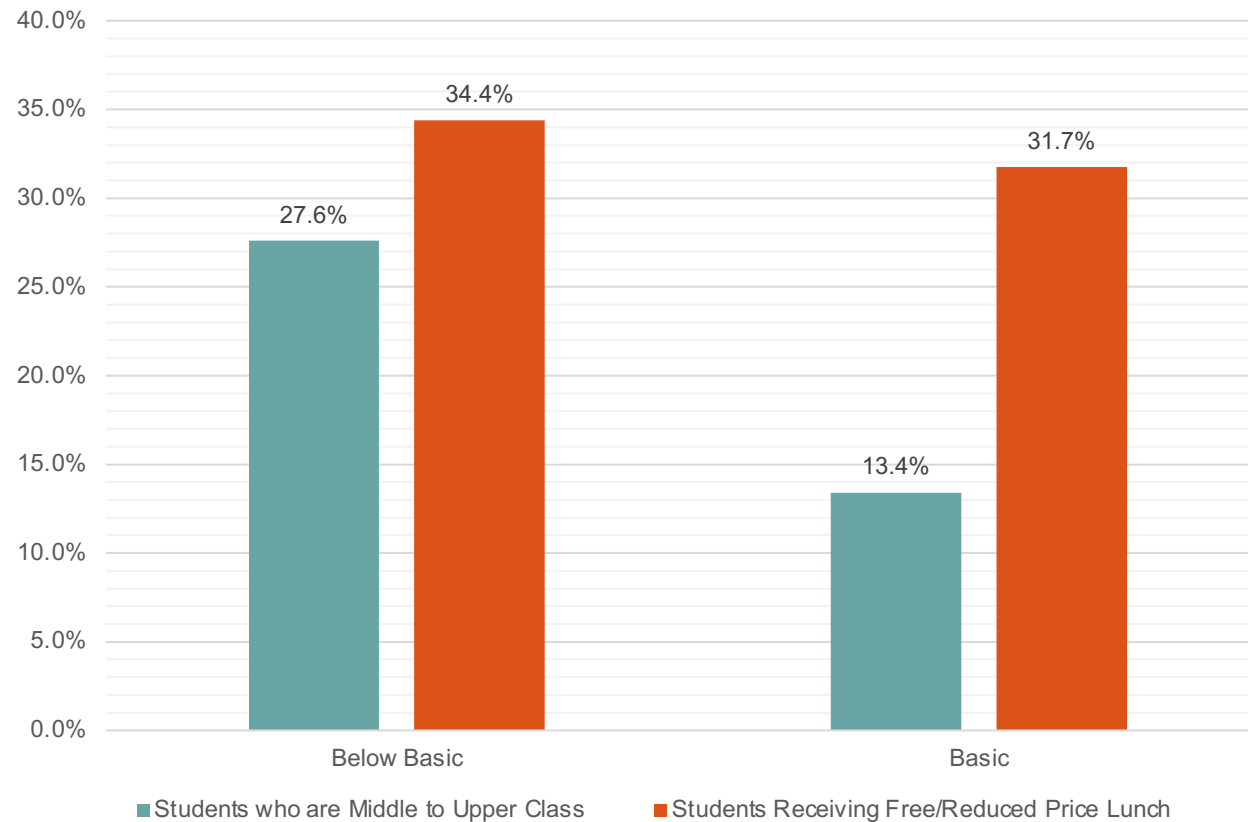


District Math Achievement and Social Class



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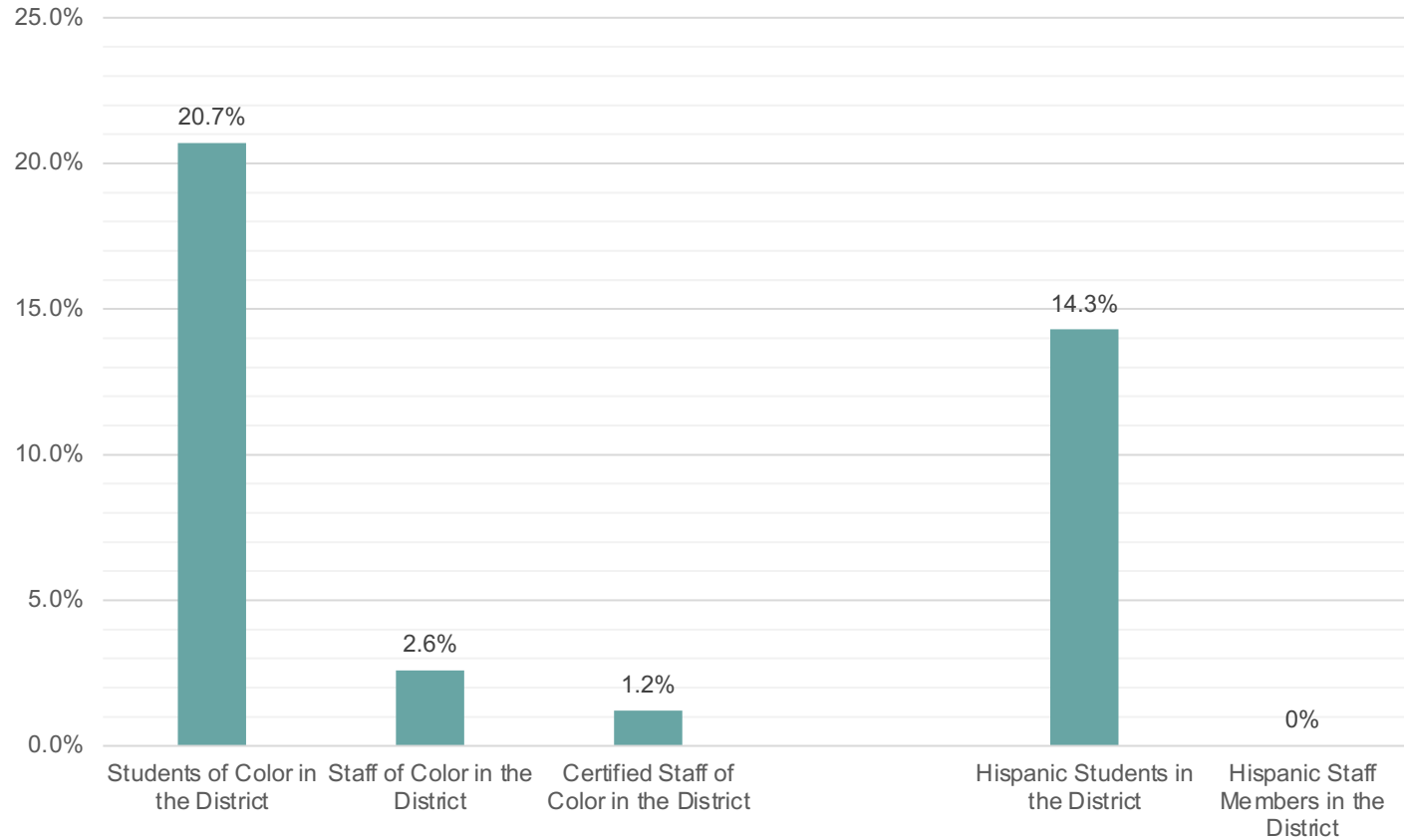
District Math Achievement and Social Class



District Student and Staff Racial Demographics



District Student and Staff Racial Demographics

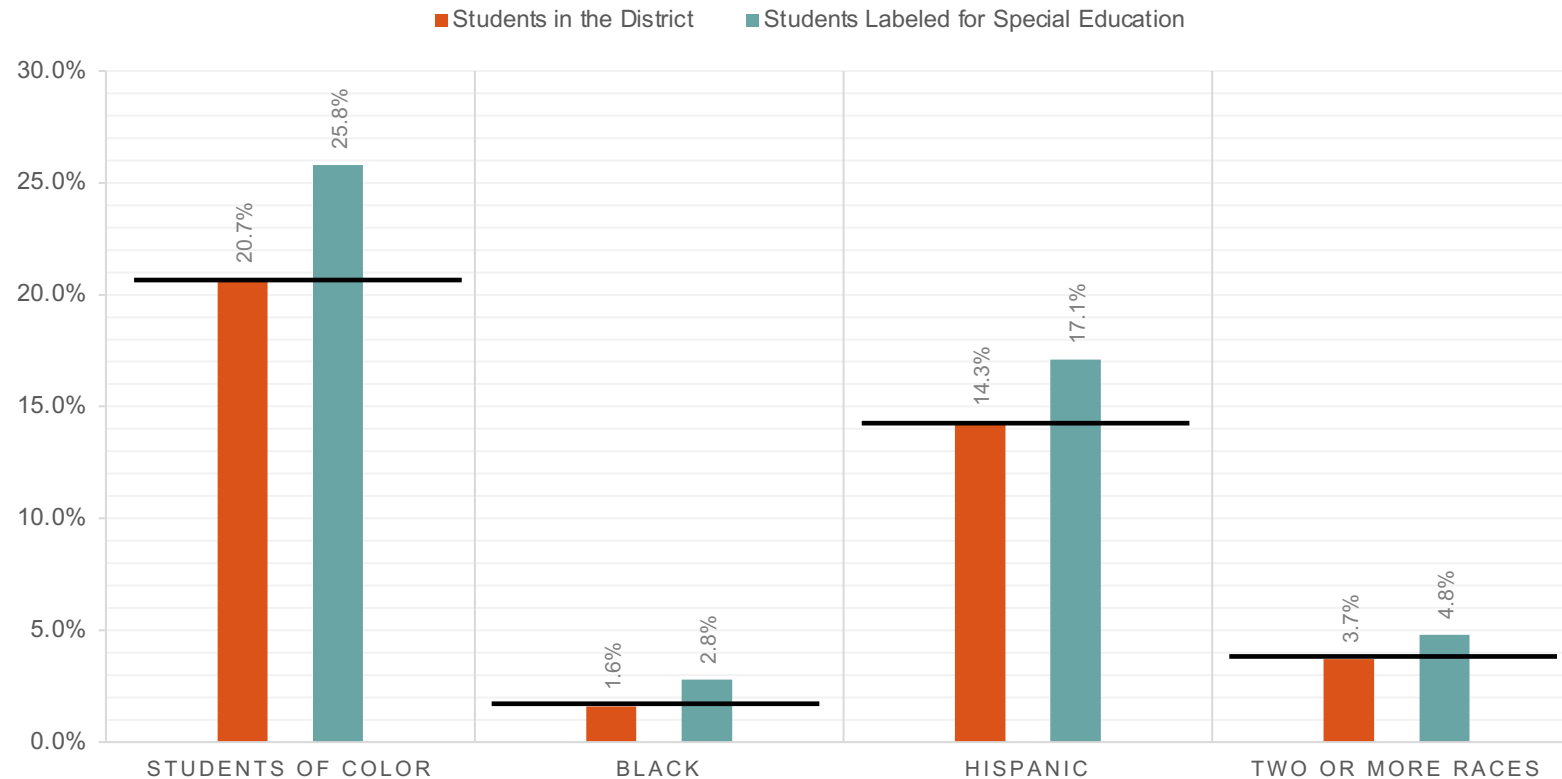


Students of Color Over-Identified for Special Education



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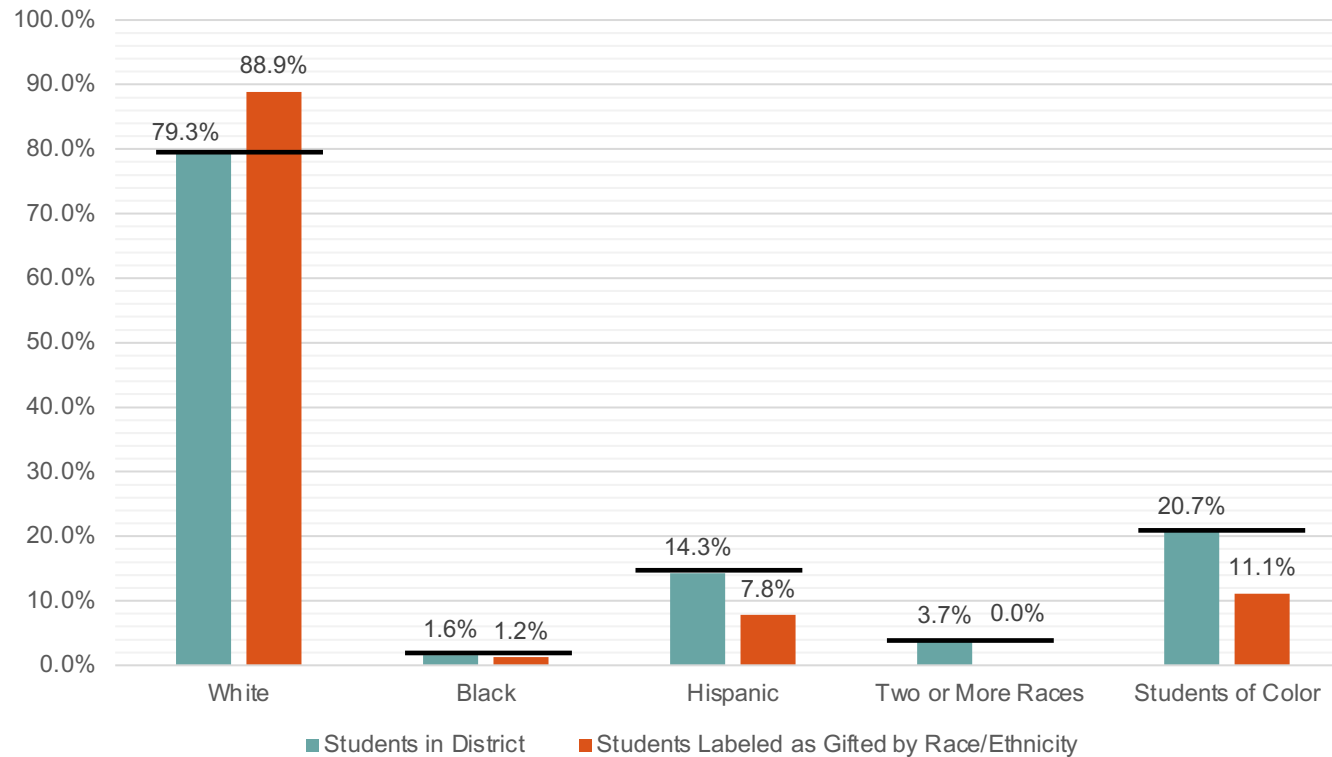
STUDENTS OF COLOR OVER-IDENTIFIED FOR SPECIAL EDUCATION



Students of Color Under-Identified as Gifted



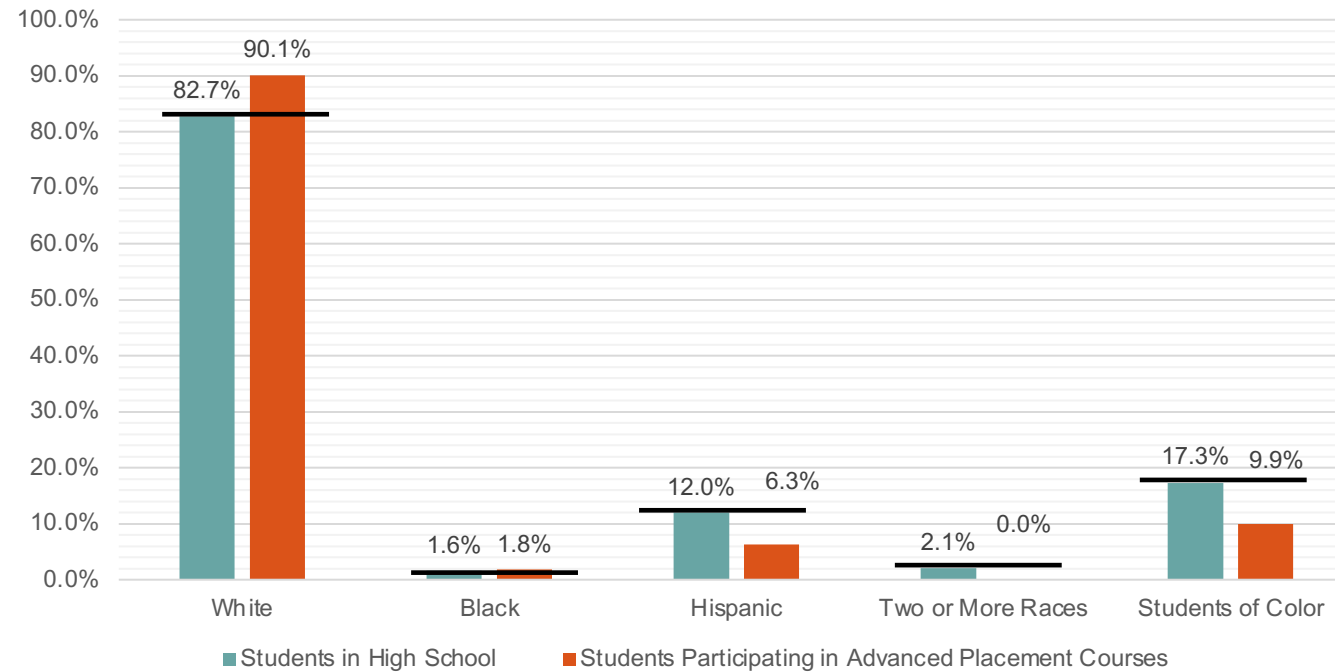
Students of Color Under-Identified as Gifted



Race/Ethnicity and Advanced Education



Race/Ethnicity and Advanced Placement Courses

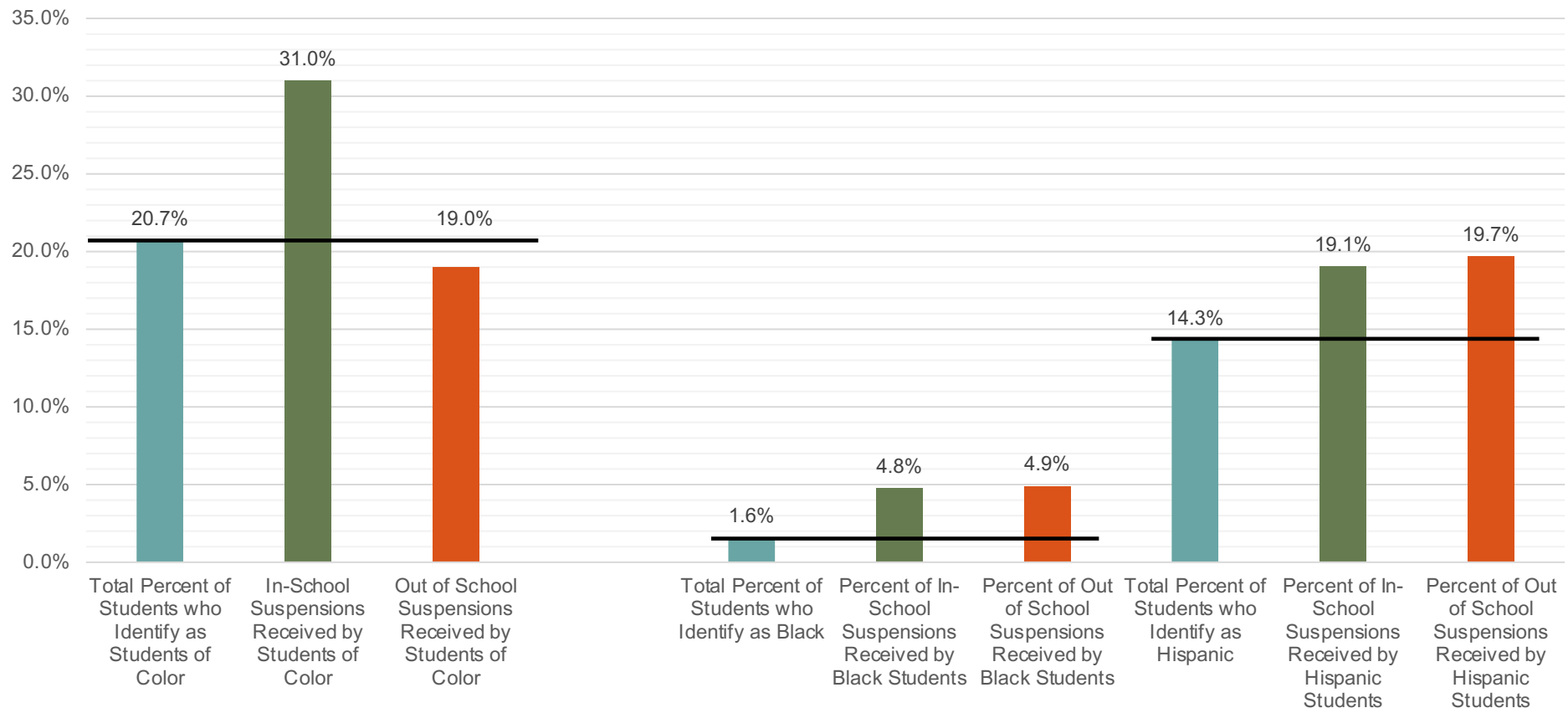


Students of Color Over-Identified for Suspensions



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Students of Color Over-Identified for Suspensions

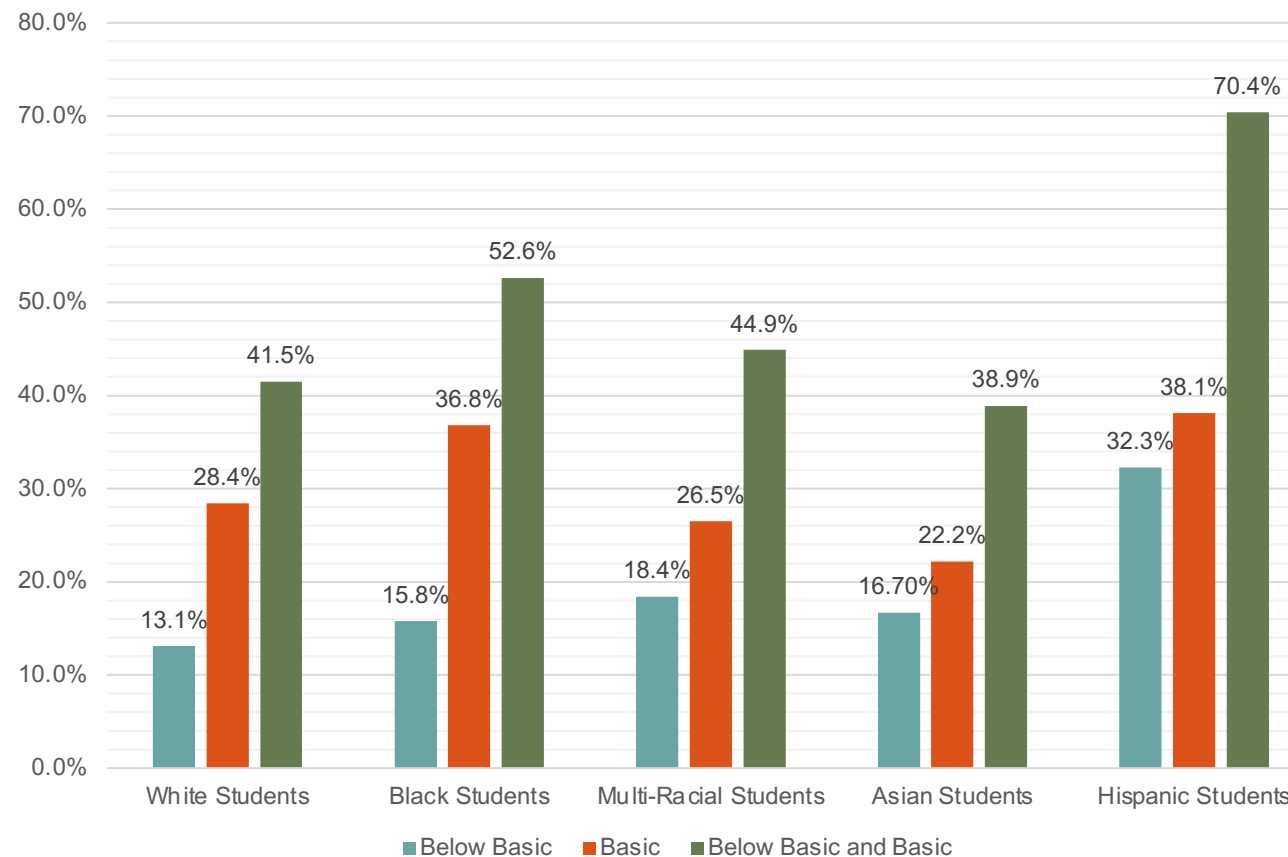


District Reading Achievement by Race/Ethnicity



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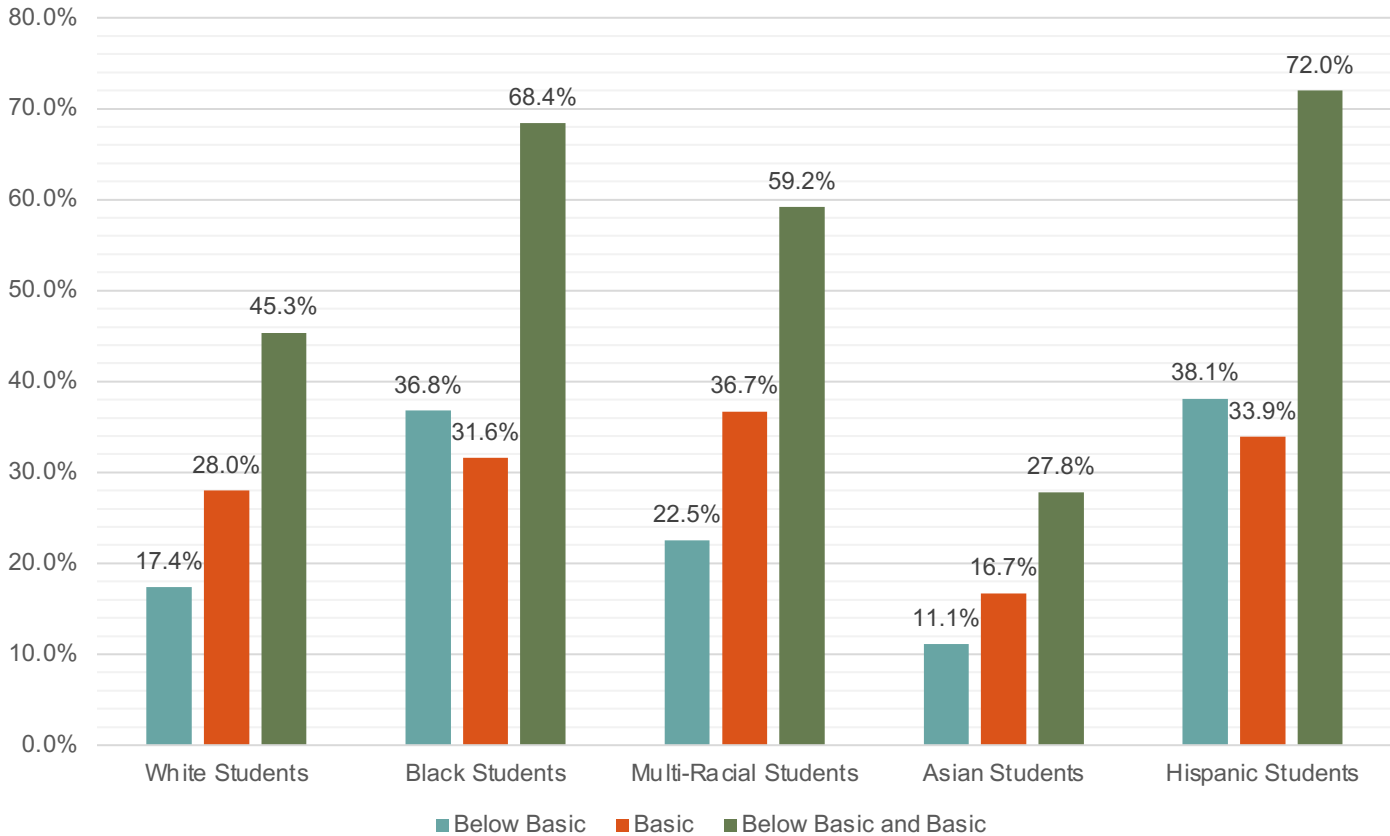
District Reading Achievement by Race/Ethnicity



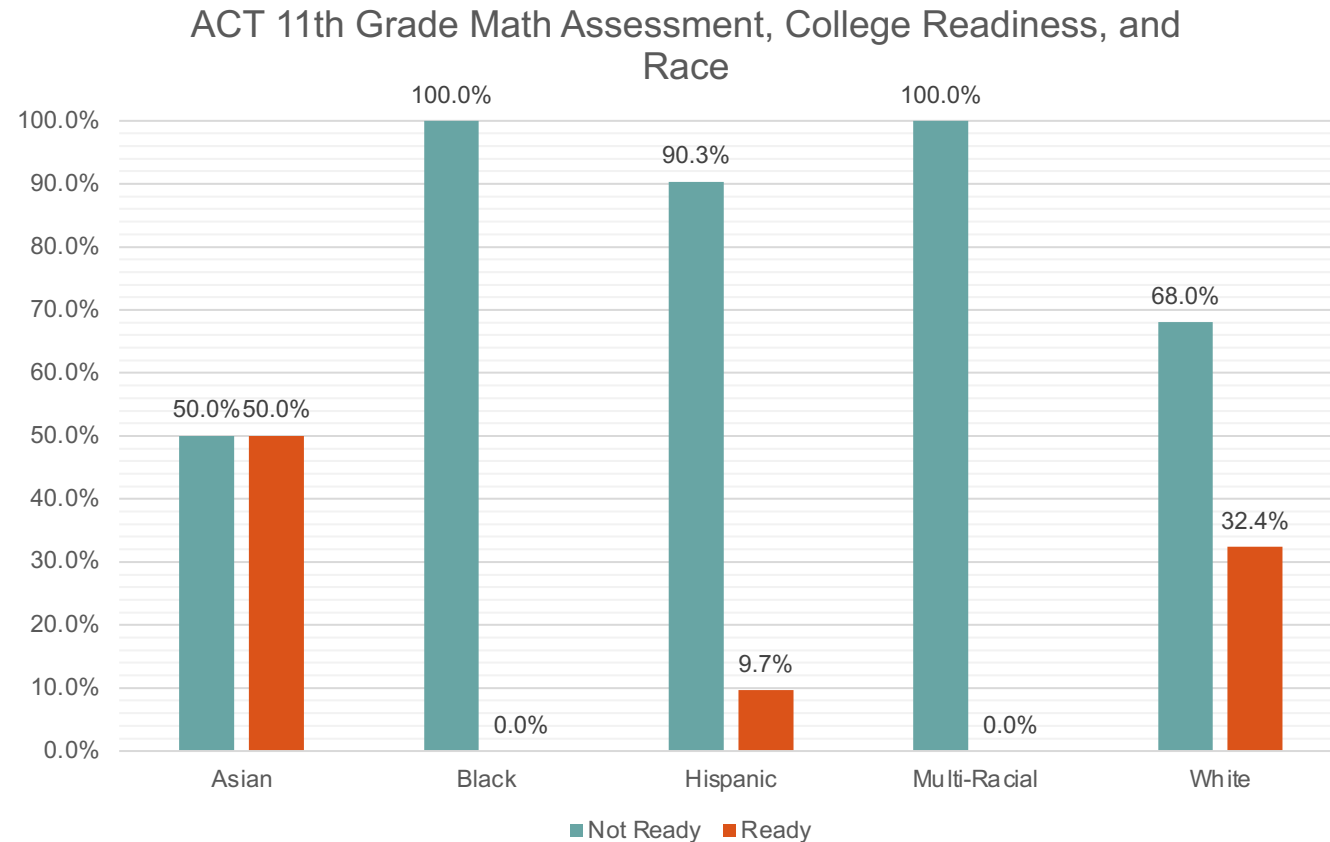
District Math Achievement by Race/Ethnicity



District Math Achievement by Race/Ethnicity



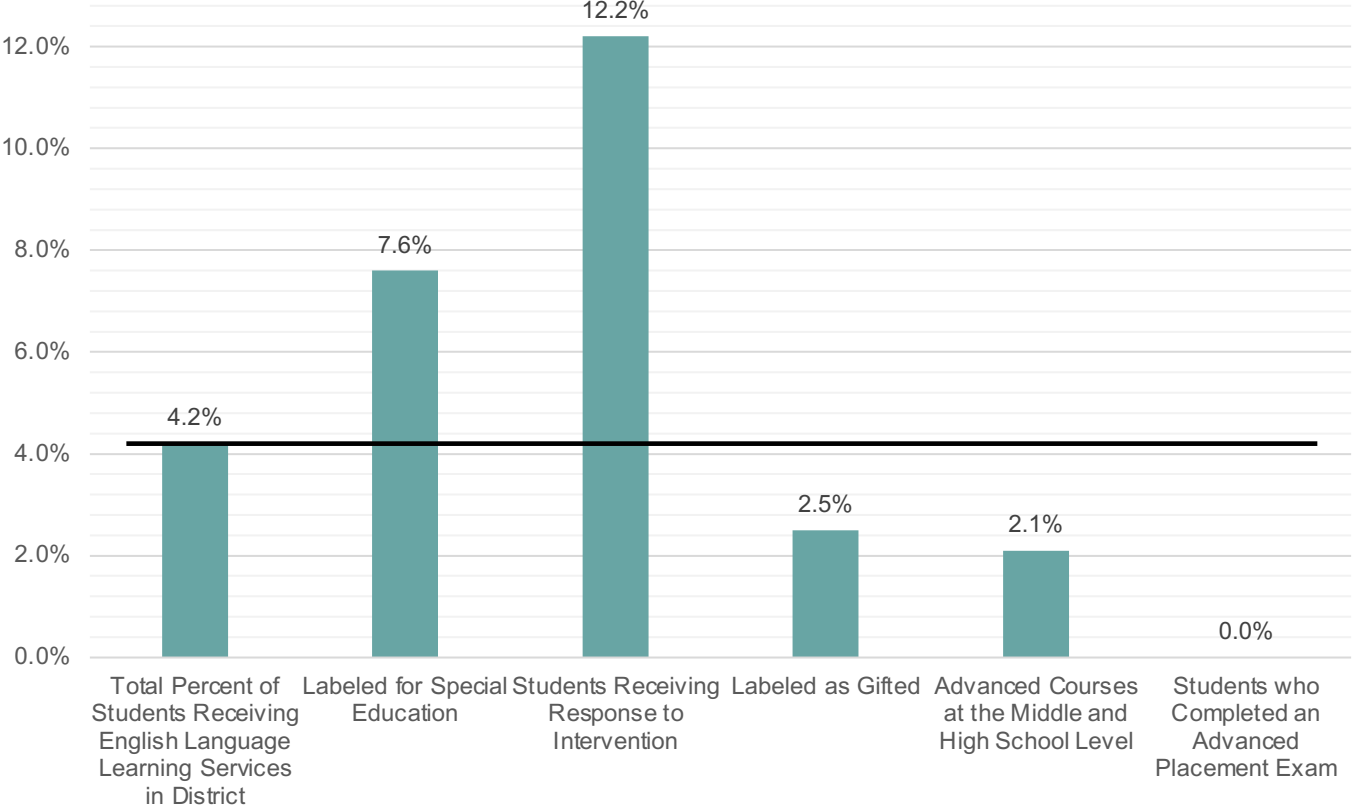
ACT 11th Grade Math Assessment, College Readiness, and Race



Students Receiving ELL Services



Students Receiving ELL Services

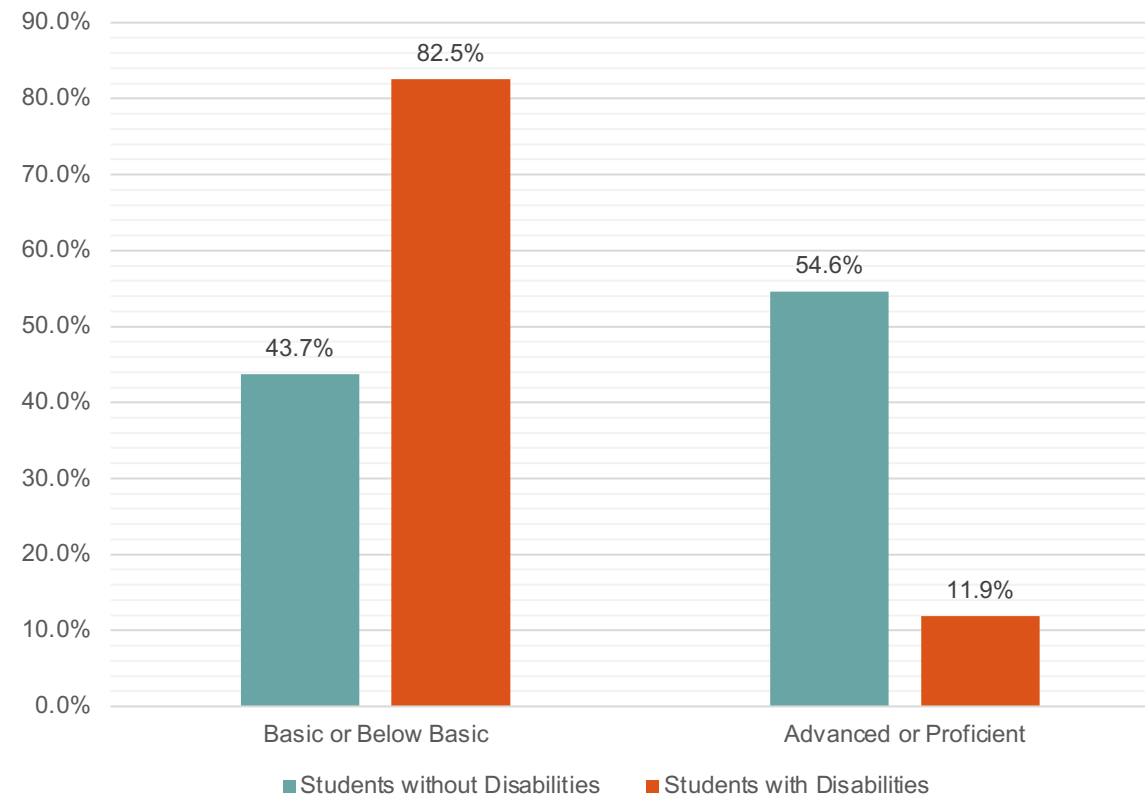


Students Receiving Special Education Services and Math Achievement



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Students Receiving Special Education Services and Math Achievement



III. Focus Group Themes



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Focus Group Themes



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Table 1: Focus Group Findings

Bullying, Teasing, Harassment	Teaching and Learning	District Culture	Community	Educational Structures
Rampant Occurrence	Identity Relevant Curriculum	Communication	Parental Involvement	Special Education
Students Retaliated Against for Reporting Incidents	Collaboration	Follow-Through	Public Relations	English Language Learners
Lack of District/School Response	Instruction	District Policy		Multi-Level Systems of Support
Lack of District/School Communicating Response	Professional Development			Advanced Learners
Lack of Staff Training	Discipline			Social Emotional Learning
				Secondary Programs

IV. Essential Next Steps



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Framework for High Quality Teaching and Learning



Table 3: Framework for High Quality Teaching and Learning

Focus on Equity	Align Staff and Students	Transform Teaching and Learning	Leverage Policy and Funding
Institute and Sustain a Comprehensive Anti-Bullying/Anti-Harassment Policy and Practices			
Know the History of Public Education	Construct Co-Plan to Co-Serve to Co-Learn (C3) Teams	Design Identity Relevant Teaching for All Learners	Align Human Resource Systems
Shift from Deficit to Assets-Based Thinking, Language	Re-Align Staff and Students	Design Identity Relevant Learning and Curriculum for All Learners	Leverage Funding
Engage in Identity Development		Discipline and Behavior	Cross-Check Policy and Procedures
Apply Research		Students with Significant Disabilities	
Develop Principles of Excellence			
Conduct Equity Audit			

Essential Next Steps: Institute and Sustain a Comprehensive Anti-Bullying/Anti-Harassment Policy and Practice



Institute and Sustain a Comprehensive Anti-Bullying/Anti-Harassment Policy and Practice

1. Prior to any other essential next steps, the District must:
 - a. immediately adopt a District Anti-Bullying/Anti-Harassment policy that includes reporting requirements, a robust system for tracking complaints and resolutions, and a strong system in place that protects individuals who report in alignment with requirements from Wisconsin Department of Public Instruction and relevant federal law,
 - b. inform all students, families, and community members about the policy,
 - c. provide intensive training to all staff and Board members about the policy,
 - d. develop a robust data system that tracks in detail the complaints and their resolutions,
 - e. the policy includes measures to inform parents, students, and the community about resolutions to the maximum extent allowable by law.

Essential Next Steps: Know the History of Educational Marginalization



Know the History of Educational Marginalization

2. All educators and board members complete professional development on the educational history of marginalization to better understand current structures and practices to lay the groundwork to begin a systematic and pragmatic journey to impact systems and policy at the core, verses expecting students and families to report occurrences of harm in order to correct systems of inequities.

3. All educators and board members complete professional development through an analysis of current educational structures and practices in relation to historical marginalization and how it relates to the District's current over and under-representation within the equity audit.

Essential Next Steps: Shift from Deficit to Assets-Based Thinking, Language



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Shift from Deficit to Assets-Based Thinking, Language

5. All educators and board members must model a shift from deficit-based language and practices to asset-based language and practices and set consistent expectations of all students within the school and educational community venues, including social media.

Essential Next Steps: Engage in Identity Development



Engage in Identity Development

6. All educators and board members complete consistent and authentic professional development specific to identity development and its impact on high quality teaching and learning for all students.
7. All educators and board members should participate in opportunities of their choice to increase their understanding of identities different from their own.

Essential Next Steps: Apply Equity Research



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Apply Equity Research

8. All educators and board members should know and understand the research on best educational practices

Essential Next Steps: Develop Equity Principles of Excellence



Develop Equity Principles of Excellence

9. The District and Board should create District Principles of Excellence to operationalize the District's mission and vision.

Essential Next Steps: Conduct Equity Audit



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Conduct Equity Audit

10. The District should complete a District and per school equity audit annually to measure the District's and individual school's progress.

Essential Next Steps: Construct Co-Plan to Co-Serve to Co-Learn (C3) Teams



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Construct Co-Plan to Co-Serve to Co-Learn (C3) Teams

11. All Educators must understand the role and function of Co-Plan to Co-Serve to Co-Learn Teams to create equitable practices for all learners.

12. The District should develop C3 Teams to proactively support a diverse normative in the core of teaching and learning

13. All educators will facilitate learning through heterogeneous grouping practices for all learners, while supporting 1:1 instruction based on interest and student need in the core of teaching and learning.

Essential Next Steps: Re-Align Staff and Students



Re-Align Staff and Students

14. The District must begin by consistent staffing for special education, ELL, Tier 2 and 3, across all elementary schools and secondary. Based on differences in students and individual needs, additional paraprofessionals may be added.

15. The District Office and schools should begin a process to realign staff for Co-Plan to Co-Serve to Co-Learn Teams (C3 Teams) and create all environments in the core of teaching and learning and extra-curricular that are proportionally represented upon completing the work under the Essential Next Steps under the Focus on Equity.

16. The District must support all students with disabilities attending the schools and classrooms they would attend if not disabled.

17. The District should consider ways to reallocate resources from tuitioned out placements (although minimal).

18. The secondary educators must review the demographics of the programs at the High School and phase out those programs that marginalize students by race, ability, class, and language by shifting to C3 Teams for required courses to develop the success of all learners in the core of teaching and learning.

Essential Next Steps: Design Identity Relevant Teaching for All Learners



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Design Identity Relevant Teaching for All Learners

19. The District will provide professional development in support of instructional practices and strategies that have the greatest impact on student achievement.

20. The District will evaluate current curriculum relative to the identities in the Wisconsin Pupil Nondiscrimination law and aligned with the intent of the law.

21. All educators will complete lesson development in support of all learners the first time the skill or concept is taught.

Essential Next Steps: Design Identity Relevant Learning and Curriculum for All Learners



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Design Identity Relevant Learning and Curriculum for All Learners

22. The District Leadership Team must complete an analysis of all curriculum and resources 4k-12, specifically books/resources, authors, curriculum, and content to affirm that it reflects a diverse normative.

23. The District must provide professional development specific to the usage of books/resources, authors, content that represents a diverse normative.

Essential Next Steps: Discipline and Behavior



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Discipline and Behavior

24. The District will provide professional development specific to how to develop Proactive Student Behavioral plans that are equitable and identity relevant.

25. The District needs to involve building engineers in all aspects of middle and high school safety policies and practices in partnership with the school resource officers and school administrators.

Essential Next Steps: Students with Significant Disabilities



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Students with Significant Disabilities

26. The District will complete professional development in support of proactively supporting students with significant needs in proportionally represented school and community environments.

Essential Next Steps: Align Human Resource Systems



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Align Human Resource Systems

27. All educators (teachers and administrators) are responsible for equitable structures and practices that shift the District culture of inequities through identity relevant, high-quality teaching and learning for all student's vs hiring one administrator to be responsible for equity in the District, such as an Equity Director.

28. The District and Board must create all position descriptions and interview questions for all District positions in alignment to the District's Equity Principles of Excellence.

29. The District and Board must create strategic partnerships with local universities and local community organizations to increase the number of diverse educational staff. Hiring and retaining more diverse staff are predicated on the District being serious about their equity efforts as no staff of color will want to work or stay in the District if that is not so.

a. In addition, given the large Hispanic population in the District and in the community, and the large Hispanic population with bachelor's degrees in the community, the District should invest in grow your own teacher and administrator programs to attract and retain Hispanic staff members who go on to receive their education degrees and teach and lead in the District.

30. The District needs to create concrete, routine mechanisms to ensure uncertified staff in the District, feel valued and their input is routinely sought on related decisions in the District, and the District establishes a clear communication system that thoroughly informs support staff of information that is crucial to their work effectiveness.

Essential Next Steps: Leverage Funding



Leverage Funding

31. The District and Board will, upon the development of the District Principles of Equity and Excellence or District Equity Non-Negotiables, complete an analysis of District expenditure practices and eliminate those expenses that do not align to them.
32. The District will conduct an equity audit of student demographic representation in all extra and co-curricular activities for example in drama, football, music program, student council, etc.
33. The District and Schools will increase options and access (late bus) for those students who may have limited access to student activities and athletics and provide financial support to students and families (in a way that does not demean) to ensure students have the equipment and materials needed to fully participate.

Essential Next Steps: Cross-Check Policy and Procedures



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Cross-Check Policy and Procedures

34. Upon the development of the District's Equity Principles of Excellence, complete a cross check of policies and procedures relative to the Equity Principles of Excellence and person first and asset-based language to better leverage high quality teaching and learning for all and its sustainability.
35. All staff should receive comprehensive professional development in non-discrimination policies and procedures.

Thank you for your commitment to high-quality teaching and learning for all students!



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