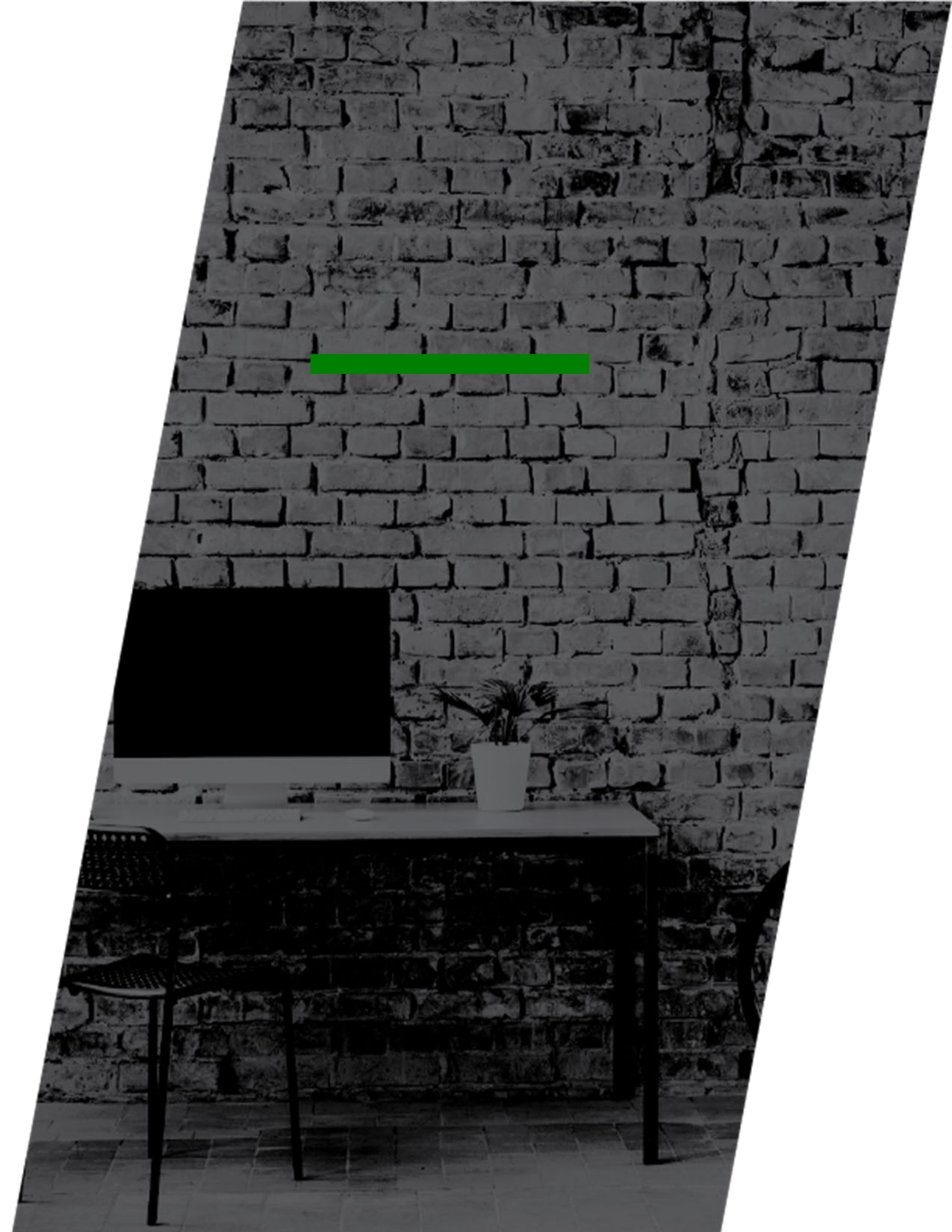




EDUCATION EQUITY REVIEW

Clear Creek Amana Community School District

May 2023





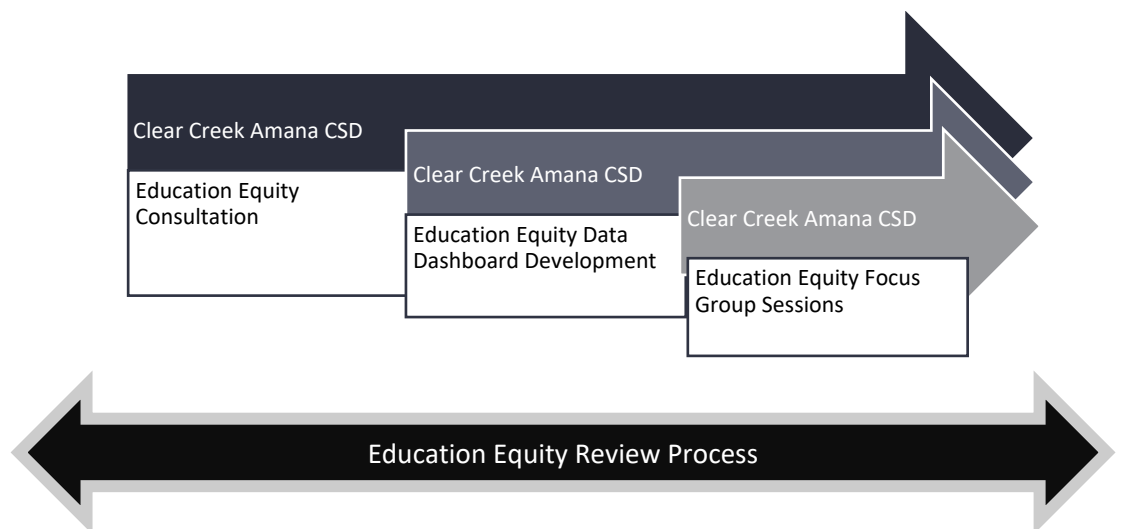
An equity [review]... is intended to facilitate ease of use and to promote insight into, discussion of, and substantive response to systemic patterns of inequity in schools and school districts (Skrla, 2020).

INTRODUCTION

The Clear Creek Amana School District is in first stage of conducting a systemic equity focused transformation. The Clear Creek Amana Community School District is accomplishing this through an education equity review process which explored education equity in the following four areas:

- district/school responsibilities,
- district /school programs and services
- available data source: collection/analysis
- stakeholder engagement

This report is not intended to be exhaustive. It is intended to be a part of a larger effort whereby the school district continues to engage in education equity focused dialogue, data mining and determining of next steps. Focused equity centered efforts must continue to frame and drive the school district planning, implementation, and reflection efforts in working toward systemwide impact.



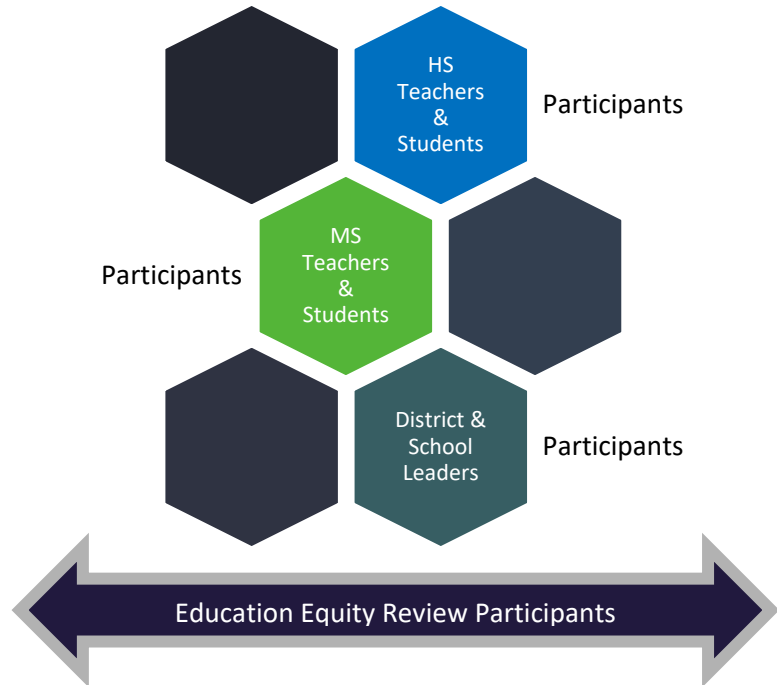
INTRODUCTION CON'T

Methodology

- Qualitative methods were used to conduct the equity review
- State, district, and school level reports were reviewed

Data Sources

Qualitative Sources	Quantitative Sources
<ul style="list-style-type: none"> • Focus group participant's responses • District and School personnel interactions (informal) • Panorama reports 	<ul style="list-style-type: none"> • Kinder Readiness • ISASP reports • Grade Reports • Enrollment and Attendance • Teacher & Student Demographics • Program Placement Enrollment • HS credits, GPA • Discipline and Expulsion • Benchmark Assessments • Employee Certification





Priority Themes & Findings

EQUITY CULTURE & CLIMATE



Findings:

- Interview responses suggest student demographics such as race, socioeconomic status, language proficiency and gender expression are points of contention
- Interview data suggest community climate and culture is one of tradition, status quo and informed by dominant culture norms, beliefs and values. In addition, some responses suggested race, religion and socioeconomic status as contributing factors to current discord
- Some teachers and administrators seem to express low expectations, deficit-oriented beliefs and viewpoints, when discussing marginalized and racialized student groups
- Larger societal conflicts and polarizations are impacting district and school emerging education equity efforts
- While some students expressed an availability of academic services and supports, others stated “the schoolwork does not connect to my life now or what I want for my future”
- Some students reported that the available curriculum materials and learning opportunities rarely are reflective of their needs, cultural background and lived experiences
- Some students felt honored by some of their individual student teacher interactions, while other students describe them as not feeling supportive or affirming
- Some teachers suggested they did not feel “backed” and supported by the district when engaging in inherent “risky” equity work

TEACHING & LEARNING

Findings :

- An analysis of student performance disaggregated data suggests significant variation in student academic performance across multiple student groups in particular those who have been historically marginalized and discriminated against (students experiencing poverty, students with disabilities, English language learners etc.)
- When question regarding equity based instructional practices, responses suggest limited identification, implementation and evaluation of evidence based - culturally responsive strategies and/or practices by teachers and school/district level administrators
- In general, student responses suggest an overall feeling of inclusion for most students, however minoritized students seem to be hesitant to respond and there was a noticeable tension during the session during this part of the discussion
- Advanced Placement and Dual Enrollment program data suggests a variation in equitable enrollment of minoritized students. In addition, the enrollment process seems to have entry level barriers such as an overreliance of teacher recommendation
- K-6 English Language Learners and students who receive free and reduced lunch (FRL) consistently showed up as being underserved as per the Fall 22-23 Fast benchmark assessment
- Language objectives and other English language development systems and strategies are absent from teacher and student teaching and learning experiences
- When questioned about the effective and equitable distribution of teachers, there was low to no response. In addition, there seem to be a lack of awareness and understanding of how effective teacher and administrator distribution can inform education equity diagnosis processes
- Site level systems designed to meet the needs of special populations (English learners, students experiencing homelessness, foster students, migrants, and SPED students) are not initiated through an equity lens nor or they widely known or implemented systematically (school-wide).
- Many teachers school level leaders shared how they work to ensure high quality first instruction and systematic intervention at their sights; however the emerging practices are episodic and fragmented when compared across school sites



EDUCATION EQUITY LEADERSHIP PRACTICES

Findings:

- Interview data suggest some district/school leadership personnel are at an awareness level of equity concepts and frameworks which has contributed to low to no systemic diagnosis, monitoring, evaluating, reflecting on and engaging in cycles of education equity continuous improvement
- Some participants reported that they hold an “leadership expectation” where equity issues are brought to the forefront and addressed immediately
- Equity data systems for collecting, analyzing and acting on academic data are not present and seem to contribute to overall lack of education equity-based practices
- When discussing district and school leadership “equity readiness”, most leaders rated medium to high while other leaders responded with low as their rating – *“I’ll be honest this is all new to me and I don’t know much”*
- When discussing equitable resource allocation participants responses seem to center on fairness and equality as opposed to education equity which centers student need
- District and school leaders are predominantly male and white. Some leaders expressed a desire to hire and center representation as a part of the process



EQUITY KNOWLEDGE & UNDERSTANDING

Findings:

- District lacks a systemic and comprehensive plan for identifying and planning for education equity capacity building (e.g... professional learning data sources)
- At this point, schools and districts do not have a shared and actionable understanding of education equity or other concepts such as justice, diversity, and inclusion
- School district has conducted some episodic training and professional learning opportunities
- School district currently has an equity focused full time position and site level teacher supports
- Interviews suggest that diversity, equity, and inclusion knowledge is varied across multiple stakeholder groups (teachers, students, and district/school administrators. The majority of teachers self-reported “high” equity knowledge and skill while students and administrators self-reported as no to low” equity knowledge and skills.
- There is a clear misunderstanding of data source reliability and validity across the district which in turn influences the sense of urgency and efficacy needed to begin addressing learning disparities
- Most participants had participated in or experienced minimum equity focused training, development, or professional learning. Current education equity beliefs and values reflect a dominant narrative where students are help as primarily responsible for their academic and social and emotional performance as opposed to education professionals (teachers, administrators, counselor etc.) being situated as the professionals who are responsible and determinative in all student outcomes
- Some participants have a surface level understanding of and a lack of professional motivation to research, dialogue about and potentially design education equity systems, structures, strategies, processes, and programs. Others expressed a “need for lots of equity support and learning” if all students were going to be provided high quality learning experiences that lead to equitable student outcomes



NEXT LEVEL OF WORK

Short Term (3 months)	Medium Term (6-12 months)	Long Term (12-36 months)
<p>To begin identifying and shifting the equity culture and structures of Clear Creek Amana Community SD:</p> <ul style="list-style-type: none"> • Rethink and reorganize current equity organizational structure position, job description, reports etc..) • Leaders must develop their contextual equity lens through developing systems and structures that provide equity oriented feedback and other information • Continue data mining through disaggregated data searching for inequitable patterns and trends • Plan listening sessions with a focus on student voice, administrator expressed mindsets and leadership methods, teacher expressed mindsets and methods • Establish data expectations for districts and schools (collection, analysis, decision making processes) • Begin engaging stakeholders in implicit and explicit dialogue through processes such as strategic planning, curricular development, and other academic related areas • Begin dialoguing about education equity as a shared definitions and other connected language • Engage in an education equity data deep dive with a focus on racialized, minoritized and marginalized student groups • Begin partnering with parent and guardian community as a means first seeking to understanding the political, social and cultural dynamics at play 	<p>To identifying and shifting the equity culture and structures of Clear Creek Amana Community SD:</p> <ul style="list-style-type: none"> • Plan and implement recurring stakeholder engagement sessions focused on education equity issues with data collection • Set clear, measurable and equity informed expectations for individuals in leadership roles • Produce an equity board policy, board statement and/or district statement • Plan professional learning opportunities for stakeholders focused on topics such as power, social justice, education equity, equity based data practice etc.. • Establish a committee/advisory team to support the review of and planning for education equity outcomes, resource allocation, program planning and ongoing equity data collection, monitoring and analyzing • Where possible, democratize decision making as a means of being more inclusive and building authentic relationship with stakeholders 	<p>To identifying and shifting the equity culture and structures of Clear Creek Amana Community SD:</p> <ul style="list-style-type: none"> • Embed culturally responsive, affirming and sustaining curricular materials into all teaching ad learning opportunities • Align resources and organizational structure to the equity based strategic direction • Invest in staff level pathways for equity-based capacity development • Develop standardized procedures and policies to address patterns of preferential treatment in the school system • Develop recruitment, hiring and retention policies and practices where education equity and representation are centered in the processes



CONCLUSION

As the school district considers its next steps, it may be beneficial to point out that systemic [equity focused] transformations include the following:

1. Foster deep commitment to the moral imperative.
2. Small number of ambitious goals relentlessly pursued.
3. Establish a developmental culture and investment in capacity building.
4. Build leadership at all levels.
5. Cultivate district wide engagement.
6. Learn from the work.
7. Use transparent data to improve practice for innovation and improvement. (Fullan, 2015).

This Education Equity Review serves as the first stage of a systemic approach to reimagining and thus creating equitable sustained student outcomes (academic and social/emotional) for each student in Clear Creek Amana Community SD. The findings and recommendations are intended to provide initial insights and understanding into the historical as well as the contemporary inequities produced by the school district's existing systems, structures, policies, programs, and practices.

Ultimately, these critical organization areas will serve as the fertile ground for building educator capacity around equity driven mindsets, methods and metrics. As Gorski (2018) suggest, school districts that collaboratively and authentically engage in creating inclusive and affirming experiences through continuous examination become primed for large, scaled improvement. The first stage has established a clear and targeted focus on the district's current systemic equity positionality while providing evidence of equity-based needs and interests (Noguera and Boykins, 2011).

The 3E Consulting Group looks forward to continuing to support the Clear Creek Amana Community School District as they grow, develop and transform into a district where equitable outcomes are intentionally sought after and sustainably realized. In the final analysis, we are excited about the opportunity to partner with the Clear Creek Amana Community SD to.....

EXECUTE.EQUITY.EXCELLENCE.



Education Equity: A Definition

Educational Equity means that each child **receives** what they need to develop to their **full academic and social potential**.

