

3E

**C O N S U L T I N G
G R O U P**

EXECUTE. EQUITY. EXCELLENCE.



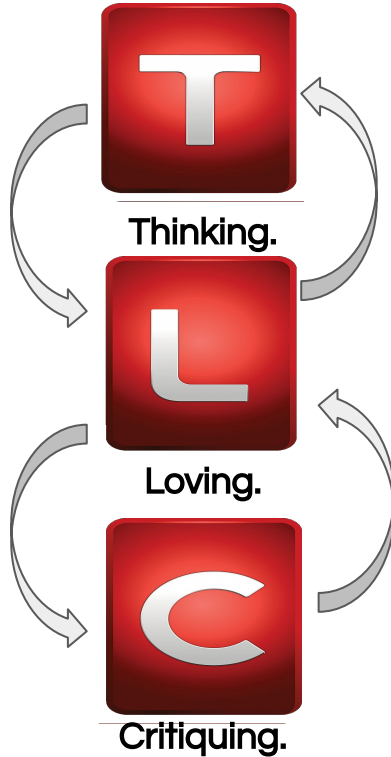
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Intentional **focused thoughts** shared with
the intent of moving
the **conversation/work productively forward**

Saying + Doing
in a manner that communicates **respect,**
professionalism and a desire to be **supportive**

Posing, Pondering and Pushing with
♥ LOVE ♥
through **thoughtful inquiry**

Professional Experience

Teacher (6,7,8)

Assistant Principal (MS, HS)

Principal (ES,MS)

School Quality Administrator (PS, ES, MS, HS)

Region 8 Director of School & District Support

Director of Accountability & Continuous Improvement

Professional Learning Exchange Chief Consultant

Internal Diversity, Equity & Inclusion Consultant

Executive Director of Student & School Support

16 years

Education Equity: A Definition

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



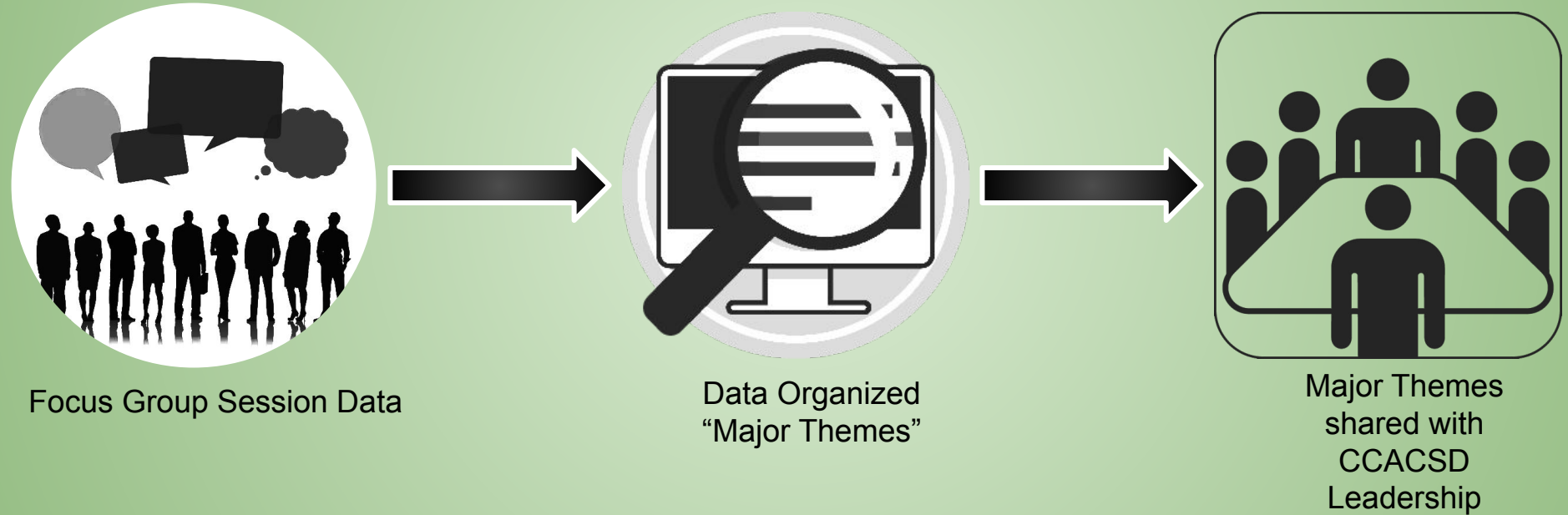
Education Equity Review

Purpose & Methodology

Education Equity Review - Purpose

1. Collect insights and understandings of the historical and current education equity context
2. Identify education equity opportunities for growth; to capture and build upon existing education equity strengths
3. Create education equity focused opportunities for continuous inquiry and dialogue

Methodology...



Data Sources

Qualitative Sources

- Focus group participant's responses
- District and School personnel interactions (informal)
- Panorama reports

Quantitative Sources

- Kinder Readiness
- ISASP reports and Grade Reports
- Enrollment and Attendance
- Teacher & Student Demographics
- Program Placement Enrollment

Data Sources con't.....

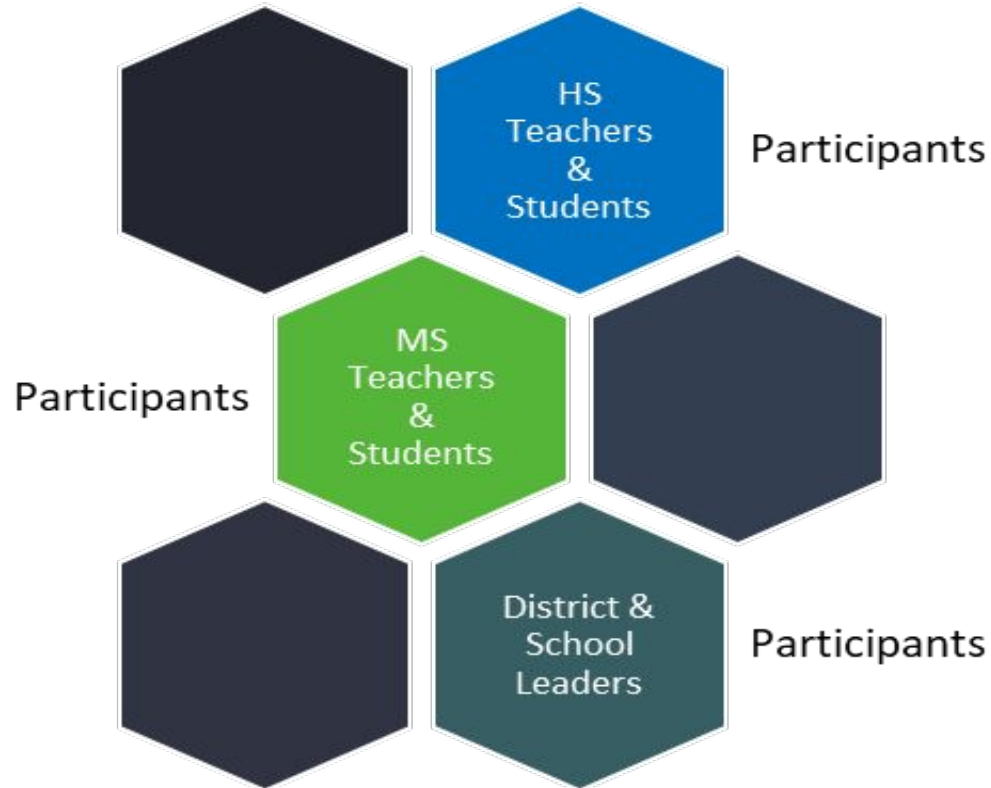
Qualitative Sources

- Focus group participant's responses
- District and School personnel interactions(informal)
- Panorama reports

Quantitative Sources

- HS credits, GPA
- Discipline and Expulsion
- Benchmark Assessments
- Employee Certification

Participants



Education Equity Review

Major Themes & Findings



**Education Equity Review...
Major Themes**



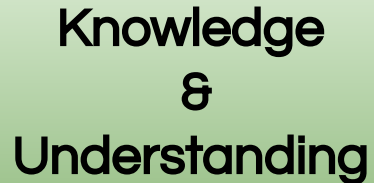
**Culture
&
Climate**



**Teaching
&
Learning**



**Leadership
Practices**



**Knowledge
&
Understanding**

Equity Culture & Climate

Findings:

- 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



Equity Culture & Climate

Findings:

- Some teachers and administrators expressed low expectations, deficit-oriented beliefs and viewpoints, when discussing marginalized and racialized students, families and community groups



Equity Culture & Climate

Findings:

- 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



Teaching & Learning

Findings:

- An analysis of student performance disaggregated data suggest 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.)



Teaching & Learning

Findings:

- 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 are they widely known or implemented systematically (school-wide).



Teaching & Learning

Findings:

- When questioned regarding equity based instructional practices, responses suggest “low to no” identification, implementation and evaluation of evidence based - culturally responsive strategies and/or practices by teachers and school/district level administrators



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



Education Equity Leadership Practices

Findings:

- When discussing equitable resource allocation participants responses seem to center on fairness and equality as opposed to education equity which centers student need



Education Equity Leadership Practices

Findings:

- Equity data systems for collecting, analyzing and acting on academic data are not present - this contributes to the overall lack of education equity-based practices



Education Equity Leadership Practices

Findings:

- 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”*



Equity Knowledge & Understanding

Findings:

- District lacks a comprehensive plan for identifying and planning for education equity capacity building (e.g... professional learning data sources)
- At this point, the school district does not have collaboratively developed, and actionable understanding of education equity or other concepts such as justice, diversity, and inclusion



CCACSD "equity" definition

*To the Clear Creek Amana Community School District, **equity means** that each student and educator has access to the resources and opportunities they need to fulfill their potential, and the characteristics of their identity should not stand in the way of that access).*

Equity Knowledge & Understanding

Findings:

- Interviews suggest that education 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.



Equity Knowledge & Understanding

Findings:

- Most participants participated in or experienced minimum equity focused professional learning and/or coaching.
- Current education equity beliefs and values reflect a dominant narrative where students are held as primarily responsible for their academic and social and emotional performance as opposed to education professionals being situated as the professionals who are responsible and determinative in all student outcomes





Education Equity Review

Next Level of Work - Recommendations

Short Term (3 months)

To begin identifying and shifting the equity culture and structures of Clear Creek Amana Community SD:

- Integrate education equity into district and site level strategic plans
- 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

Medium Term (6-12 months)

To begin identifying and shifting the equity culture and structures of Clear Creek Amana Community SD:

- Set clear, measurable and equity informed goals and expectations district and schoolwide
- Research and develop education equity board policy, board statement(s) and/or district statement(s)
- 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

Long Term (12-36 months)

To begin identifying and shifting the equity culture and structures of Clear Creek Amana Community SD:

- Embed culturally responsive, affirming and sustaining curricular, assessment and instruction materials into all teaching and learning opportunities
- Align resources and organizational structure to the equity based strategic planning processes
- Invest in staff level pathways for equity-based capacity development
- Develop recruitment, hiring and retention policies and practices where education equity and representation are centered in the processes



Questions to consider moving forward...

- ❖ What might be my role in researching, planning, implementing, evaluating and reflecting on current and future education equity policies and practices?
- ❖ If the Clear Creek Amana Community School District's education equity success was guaranteed and sustainable, what bold actions might we take now and in the future?



Questions to consider moving forward...

- ❖ What education equity opportunities and challenges deserve our attention in the..
 - Short term, 3-6 months?
 - Medium term, 6-12 months?
 - Long Term, 12-36 months?

- ❖ What might be the most effective and viable next step in our education equity journey?

The 3E Consulting Group would like to thank CCACSD for the opportunity to partner and we are looking forward to continuing to support you as you grow, develop and transform your district into a space 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.....

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