

Equity Leadership Screener Guide

Disposition 1: Data-Driven Equity Solutions

- Leader identifies and utilizes school data to confront inequities and improve outcomes for students of color through action

Equitable Descriptors	Implementation Plan and Linked Evidence
<p>❖ Confronting behavior that openly or covertly promotes inequity, color blindness, and deficit thinking. (PSEL 3e)</p>	<p>Issue: After immense reflection and data analysis with the admin team, ILT, Racial Equity team, and team leads, it became evident that we needed to rethink how teachers saw kids, how we disciplined kids, and how we provided a restorative atmosphere when they made mistakes. I decided that the staff needed guidelines that were clear for them, but also the supports to be effective.</p> <p>Action & Impact: The creation of the Equitable Discipline plan provided the needed structures for staff, but also laid out necessary steps for us as an admin team. As a result, I also created and prioritized funding for a program I called XXX. I knew we needed an alternative to suspension where teachers felt supported, but where we also saw middle school kids as just that, middle schoolers who are learning and growing.</p> <p>In addition to the Equitable Discipline plan, I formed the Student Support Team. Instead of having all of our student support members (Mental Health Practitioners, Behavior Support, ECE Implementation Coach, FRYSC, etc) working in silos, we had intentional time where everyone was expected to claim and own their work with a caseload of students. The Student Support Team meant bi-weekly and followed strict protocols, including data analysis, to ensure kids were getting what they needed.</p> <p>Upon leaving in my last month at XXXX, behavior events were down 443 events at the same time for the 19-20 school year, including a decrease of 168 suspensions from the prior school year. There were systems for peer mediations, suspension alternatives, and post-suspension conferences as well. I also renamed ISAP to the XXX center. It may seem silly, but kids and adults view things symbolically and ISAP is not the right place to find restorative practices. In XXX, students were allowed to reflect and return to class, or stay for longer as assigned. Low lights, music and aromatherapy were included.</p> <p>Also, CSS results show increased student sense of belonging.</p> <ol style="list-style-type: none"> 1. I feel like I belong at my school 2018-2022: % Agreement: All Students +4.83 %, Black Males +21.37%, Black Females +4.15%, White Males +.34%, White Females +9.59% 2. I feel my teachers really care about me 2018-2022: %Agreement: All Students +16.45%, Black Males +11.66%, Black Females +21.75%, White Males +20.02%, White Females +16.13% <p>Evidence: Discipline plan Susp. Reduction Plan Support Plan</p>

Disposition 2: Culturally Competent Practice

➤ Leader practices decision-making and responsiveness to ensure alignment to culturally competence school-wide

Equitable Descriptors	Implementation Plan and Linked Evidence
<p>❖ Actively seeking and making use of diverse perspectives in decision-making. (PSEL 2a, 3g, 8b, 8c, 10d)</p>	<p>CONCERN: At XXX our Kentucky IMPACT survey results determined that only 35% of our teachers felt like they had a say in major decision-making.. .</p> <p>ACTION: I dedicated GOLD Day to solutions and recommendations from the various groups in our building. I posted all of the questions that were scored low by staff. I then ask them to rotate each poster and write their solution to the question. I had it all gathered on one document. I had my administrative team and coaches go through each solution and designated each by the person responsible, process, and timeline. Each solution was created by staff members on behalf of staff members. We heard diverse perspectives and made use of qualitative feedback.</p> <p>IMPACT: The teachers wanted more input and made it clear that it was inequitable. After reflecting, I realized that as a leader, I cannot have expectations for equity but yet unwilling to practice it myself. We have a much more distributive leadership with our staff who do the “work”. They had great suggestions and they had more buy-in.</p> <p>Impact Survey Results Jamboard Results</p>

❖ Considering the intended and unintended consequences of decisions on all stakeholder groups. (PSEL 3g, 10i)

CONCERN: The current grade level teachers would meet to determine which students were placed in the next grade level classrooms. Year after year I noticed that certain teachers only had smart and well-behaved students. This unintended consequence made our classes inequitable. All of the black and brown students were concentrated in certain classes at every grade level. Many students of color that were placed in the advanced classes were singletons. They had no one in the space that they could connect with culturally.

ACTION: With the input of ILT, I revised this practice so that it creates more culturally heterogeneous groups. We also gave every student the CoGat assessment every year. We were tenacious in sending students to REACH in the summer and made sure our parents appealed for entry into the advanced program. We designed digital feeder cards with strict criteria for equitable placement.

IMPACT: After the grade level placed students in classrooms based on the strict criteria, they met with the administrative team to fine-tune the class lists. We made sure that teachers considered race, gender, ECE, behavior, AP, MAP scores, academics, and most important that every student had a cultural connection in their class. This meaningful work and our classes were balanced and diverse. We found teachers' perspectives of who was a behavior concern varied and very subjective. In those cases, the administrative team made those decisions.

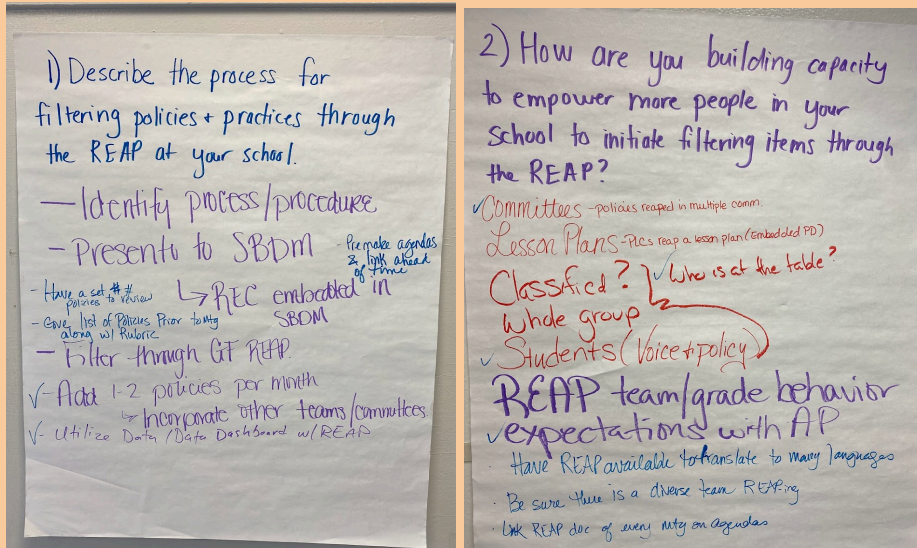
Evidence:
Directions for class lists
Class lists

Disposition 3: Disruptive Equity Leadership

➤ Leader demonstrates actions and judgements that disrupts inequities in school(s)

Equitable Descriptors

- ❖ Creating the conditions and common language for regular courageous conversations around equity ([REAP](#), Racial Equity Plan, Racial Equity Committee). ([PSEL 3c, 3d, 3g, 3h, 9h, 10a, 10g](#))



Implementation Plan and Linked Evidence

Gap/Issue/Concern: Per the requirements of the district, our schools were completing REAPs out of compliance rather than internalizing the purpose of the REAP as a tool for progressing their racial equity work. I wanted to give principals an opportunity to rethink the purpose of the REAP and how it can support their racial equity goals.

Action: The XXX leadership team decided to dedicate a significant portion of our September 2022 meeting to our foundation **Equity in Action**. We developed a three part interactive professional learning experience. In the first section, we reestablished the why and what behind our racial equity work expectations as they are aligned to the EMPT. Then, I developed and led a portion on how the REAP is a tool to move your work forward in all five domains of the EMPT and in all aspects of your school community. I shared best practice approaches, and then all principals and their plus one person were divided into groups for a Cafe Conversation in which they answered the following questions (see chart paper pictures to the left):

- Describe the process of filtering policies/practices through the REAP at your school.
- How are you building capacity to empower more people in your school/department to initiate filtering items through the REAP?
- Identify your biggest hurdle in making the REAP fibrous in your school?
- How has using the REAP strengthened your school?

These questions were taken from the REAP resources from DEP. All participants moved around the room and had meaningful

3) Identify your biggest hurdle in making the REAP fibrous in your school.

- Form
 - ✓ Understand "Why"
 - BRAVE Leadership
 - ✓ Time with coaching + conversation
to do it correctly
 - Minimum requirements
 - feeling of ownership for all
 - How this is not just a "v" but a process & adaptive change of thinking, processing, being
 - Ownership must be for ALL - have everyone REAP something
 - wording of ?s can make us defensive - assume positive
- ✓ Getting MORE people involved
- ✓ Impacting practice - put into practice

4) How has using the REAP Strengthened your school?

- Its a protocol ✓
 - Forces difficult convos
 - Tool as a resource/guide
 - Allows for Voice ✓
 - Intentionally inclusive of ALL (sta demo & stakeholders)
 - Botic down "this is how we've always done it" → Do we need to change policies that have been status quo?
 - Makes it relevant
 - More accessible ✓
 - Moves beyond compliance into practice
 - Risk conversations / Intentional
 - change focus from disability to race
- Puts the burden of Change on adults NOT children

discussion and reflection on how the REAP is used and valued at their schools.

Once the group came back together, I shared with them the required REAPs for the year and shared these expectations:

- **Don't put NA or none for questions 3 and 4. Instead, write about what you have done to ensure that no groups are inequitably impacted.**
- **Use research if you have it.**
- **Use data and demographics.**
- **Make your teams meaningful.**
- **In question 6, describe how you got feedback from stakeholders.**
- **Continue to be amazing!**

In the next portion, principals received an in-depth walkthrough of the **document link** document which was created in collaboration with the DEP team. The overall goal was to refocus our schools on racial equity work, remind them of an important tool to reinforce the work, and to assure them that they have the backing of the district and their level leadership in their work.

Mtg. Agenda Link (Slides references - capture the full portion of the meeting on Equity)

Impact/Solution: This year, we have seen more schools train their teacher teams on the REAP. As a result, school EMPTs are including more teacher initiated and completed REAPs. It is exciting to see that the questions in the REAP might become familiar enough to all of our educators that they are thinking the questions in their head when they are designing lessons, organizing student opportunities, and participating in team discussions.

Disposition 4: Reflection & Growth on Equity Practice

➤ Leader reflects on personal and professional growth as an equitable educator to influence practice

Equitable Descriptors	Implementation Plan and Linked Evidence
<ul style="list-style-type: none"> ❖ Seeking feedback and looking for evidence to help reflect on how you are leading for equity. (PSEL 1g, 2f, 3h, 6i, 10j) 	<p>Gap/Issue/Concern: Prior to 2021, the XX department did not have a Racial Equity Plan, so while goals were created for individual groups, they were not intentional about race, nor were the goals aligned to the district's Racial Equity Plan.</p> <p>Action Toward the Issue: In 2021, I assisted XXX with leading the department in creating a Racial Equity Plan with detailed data, goals, and action steps for each department focused on decreasing the achievement gap for Black and Brown students in the area of reading. In 2021, department members were responsible for sharing a mid-year reflection on the goal and tracking their own progress, but we were not successful in executing the plan as intended. In 2022, I took a more active role in ensuring that departments were following up and implementing the plan as intended, meeting with members, in 1:1 meetings to discuss progress toward goals and needs to meet the goals.</p> <p>The Impact of the Solution: While the group did not meet the goal either year, I was able to use our plan from 2021 and reflect on how I was leading for equity to make adjustments to my leadership. In 2022, there were improvements made toward our progress, as I was more intentional about having conversations with members of the team about the plan throughout the year. Reflecting on how to further lead for equity regarding the department's Racial Equity Plan, I would like to make it a standing agenda item for XXX Leadership Meetings so that members can collaborate on a more consistent basis to ensure we are reducing the reading gap.</p> <p>Evidence: Plan link year 1 Plan link year 2</p>