2nd Annual Region II Excellence Through Equity Conference

August 1, 2017
Western Branch High School, Chesapeake, VA

Building A Pipeline of Excellence and Equity Through School-Based Leadership

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Dr. Thomas E. Ferrell, Jr., Director Administrator Learning & Leadership, VBCPS Department of Planning, Innovation and Accountability
Dr. Paulette C. France, Coordinator of Professional Learning, VBCPS Department of Planning, Innovation, and Accountability
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Chief Strategy and Innovation Officer

Dr. Thomas E. Ferrell, Jr.,
Director Administrator
Learning and Leadership

Dr. Paulette France,
Coordinator of Professional Learning

Excellence Through EQUITY
LEARNING INTENTIONS

• Reflect on ways to provide job-embedded professional learning for school administrators that will impact teacher growth and student achievement through the lens of equity

• View research based strategies for meeting the professional learning needs of our leaders through the lens of equity

• Highlight the presence and impact of equity in professional learning activities

• Consider next action steps
What is the Difference Between Equal and Equitable?

**EQUAL** vs **EQUITABLE**

We all need the same basic things to survive — but we might need slight variations in the conditions around us to truly thrive.
What words best describe the current state of your school/division's equity work in regard to professional learning?

GO TO WWW.MENTI.COM
USE CODE: 40 85 41
Literature/Research on Excellence and Equity

based on Excellence through Equity by Noguera and Blankstein

- “Equity is defined as a commitment to ensure that every student receives what he or she needs to succeed”
- Foundations to support this work include child development, neuroscience, and environmental influences
- This work requires shared responsibility, mutual accountability, and courageous leadership
- Principles of courageous leadership include getting to your core, making organizational meaning, ensuring constancy and consistency of purpose, facing the facts and your fears, and building sustainable relationships
- Knowing your own and your school’s equity story
Literature/Research on Excellence and Equity
by Bill Daggett, Model Schools 2017

- "The achievement of RIGOR begins with RELATIONSHIPS and is anchored in RELEVANCE"

- "Culture trumps Strategy"

- Goal should be to "help every teacher become successful at making all students all they are capable of being" by "focusing first and foremost on the student and not on the standards, content or tests."

- Embrace the PLAN-DO-CHECK-ACT cycle of continuous improvement

- Requires a commitment (pig vs chicken)

- Every school has it’s own DNA – what is your school’s equity DNA?
Key Leadership Dispositions

- **Empathetic** – knowing what it means to walk in someone else’s shoes
- **Passionate** – visibly excited about leading this work
- **Courageous** – having the fortitude to address your own and other’s biases
- **Advocates** – guaranteeing there are no “throw away kids”
- **Collaborative** – willing to work alongside others on this journey
- **Supportive but Driven** – adept at the push and pull of leadership
- **Solution-Oriented** – where there is a will, there’s a way
Compass to 2020: Charting the Course

Goal 1 – High Academic Expectations
“All students will be challenged to achieve a high standard of academic performance and growth; gaps between these expectations and the realities for our student subgroups will be addressed.”

Goal 3 – Social-Emotional Development
“All students will benefit from an educational experience that fosters their social and emotional development.”
The Road to Gold

Championing Equity in Our Schools

Build a Winning Team!

- Move from a Student Support Team to a Student Response Team (SRT) approach to eliminate barriers to student learning. Many schools have already started this work, but all schools must begin the process in 2016-2017.

- Identify your school’s "equity story" by analyzing data, identifying areas of inequity, and engaging in targeted professional learning to support growth in those areas. This work will begin at the administrators' conference and continue throughout the year with your staff.

Excel Through Balanced Assessment, Instructional Coaching, & Tiered Support

- Use the Teaching and Learning Framework as a tool for guiding instructional coaching and demonstration of how the framework helps ensure equity in every classroom.

- Ensure implementation of a balanced assessment approach, including opportunities for students to engage in varied, performance-based assessments. Each school will have conversations to develop a better understanding of what authentic assessment means and build an assessment calendar.

- Achieve full accreditation through elimination of achievement gaps and continuation of the school tier model for allocation of resources and supports.
The Road to Gold

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- Achieve full accreditation through elimination of achievement gaps and continuation of the school tier model for allocation of resources and supports.
VBCPS Leadership Development (Year 1)

**Aspiring School Administrators**
- Year 1
  - Classroom Experience
  - Extended Learning Opportunities
  - Weekly Logs
  - Portfolio introduction
  - Begin School-Based Project
  - Summer Workshop

**Principals**
- Summer Administrators’ Conference
- Citywide Leadership Meetings
- Leveled Principal Meetings
- Digital Anchor School Updates
- Curriculum Updates
- The Principal as Literacy Leader
- Building Leadership Capacity for Mathematics Instruction
- Executive Coaching

**Assistant Principals**
- Summer Administrators’ Conference
- Assistant Principal Citywide Meetings
- Assistant Principal Pathways
- Curriculum Updates
- Special Education Training
- Master Schedule Training
- Testing Training
  - 2016-2017
    - SPED (Y1,Y2)
    - Safe Schools
    - Instructional Leadership (Y1,Y2)
    - MANDT

**Aspiring Principals**
- Year 1
  - Classroom Experience
  - Extended Learning Opportunities
  - 360 Assessment
Table 2: Percent Agreement (Strongly Agree and Agree) on 2017 Citywide Survey

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>Principals Citywide</th>
<th>Assistant Principals Citywide</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learning targets in the Instructional Coaching sessions were met.</td>
<td>85%</td>
<td>91%</td>
</tr>
<tr>
<td>The learning targets in the Performance-Based Assessment sessions were met.</td>
<td>88%</td>
<td>89%</td>
</tr>
<tr>
<td>The learning targets in the Transformational Learning sessions were met.</td>
<td>91%</td>
<td>NA</td>
</tr>
<tr>
<td>The sessions were delivered in an engaging manner that promoted collaboration.</td>
<td>91%</td>
<td>85%</td>
</tr>
<tr>
<td>The citywide format provided me the opportunity to learn more about key strategic actions related to Compass to 2020 with my colleagues.</td>
<td>95%</td>
<td>89%</td>
</tr>
</tbody>
</table>

Table 2: Percent Agreement (Strongly Agree and Agree) on 2017 AP Pathways Survey

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>Percent Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>I gained a deeper understanding of how to effectively manage the physical structure and grounds of the school.</td>
<td>86%</td>
</tr>
<tr>
<td>I gained a deeper understanding of how to effectively support the instructional program at my school in order to promote student learning.</td>
<td>98%</td>
</tr>
<tr>
<td>I gained a deeper understanding of the comprehensive, integrated approach to preventing and de-escalating behavior.</td>
<td>100%</td>
</tr>
<tr>
<td>I gained a deeper understanding of the knowledge and skills related to the support of the special education program at my school and in the district.</td>
<td>97%</td>
</tr>
<tr>
<td>The pathways were closely aligned to Compass to 2020, Goal 4.</td>
<td>100%</td>
</tr>
<tr>
<td>Participation in pathways strengthened my skills and increased my leadership potential.</td>
<td>99%</td>
</tr>
<tr>
<td>The pathways provided a safe environment to practice skills needed for professional growth and development.</td>
<td>100%</td>
</tr>
<tr>
<td>The facilitation of resources, strategies, and activities in the pathways was effective.</td>
<td>100%</td>
</tr>
<tr>
<td>Learning intentions and objectives were clear for each session.</td>
<td>100%</td>
</tr>
<tr>
<td>Extension activities helped me understand the session objectives.</td>
<td>98%</td>
</tr>
<tr>
<td>Activities provided during the pathways were relevant to the work in my building.</td>
<td>98%</td>
</tr>
<tr>
<td>I was able to immediately apply what I learned in this pathway to my work.</td>
<td>98%</td>
</tr>
<tr>
<td>Resources, strategies, and activities were closely aligned to the work discussed at other administrator training in the district (i.e. citywide, T&amp;L, Safe Schools, OPEC, etc.).</td>
<td>100%</td>
</tr>
<tr>
<td>Participation in the pathways enhanced collaboration with peers.</td>
<td>100%</td>
</tr>
<tr>
<td>How likely are you to recommend your pathway to peers?</td>
<td>99%</td>
</tr>
<tr>
<td>Overall, how satisfied were you with the pathway experience?</td>
<td>99%</td>
</tr>
</tbody>
</table>
To chart our progress, we have identified key measures for each of the goals outlined in Compass to 2020. These indicators serve as our “navigational markers” and are reported out at regularly scheduled intervals. The next report of progress will occur in the fall of 2017.

### Compass to 2020 Navigational Markers

**Division - All Schools**

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Percentage of students reading on grade level by the end of grades K-2 as measured by the DRA and grades 3, 6, and 9 as measured by the Reading Inventory (RI)</td>
<td>Kindergarten 92.7%</td>
<td>Grade 1 80.3%</td>
<td>Grade 2 75.8%</td>
<td>Grade 3 76.8%</td>
<td>Grade 6 67.9%</td>
</tr>
<tr>
<td>Percentage of students passing the English, Writing, Mathematics, Science, and Social Studies Standards of Learning (SOL) assessments</td>
<td>English 83.7%</td>
<td>Writing 78.4%</td>
<td>Mathematics 83.5%</td>
<td>Science 85.5%</td>
<td>Social Studies 85.5%</td>
</tr>
<tr>
<td>Percentage of students scoring at the emerging level or higher on the Integrated Performance Task (IPT)</td>
<td>Gr. 4 Critical Thinking 78.9%</td>
<td>Gr. 4 Problem Solving 95.6%</td>
<td>Gr. 4 Written Communication 78.9%</td>
<td>Gr. 7 Critical Thinking 90.6%</td>
<td>Gr. 7 Problem Solving 94.2%</td>
</tr>
<tr>
<td>Percentage of students scoring at the proficient level or higher on the College and Work Readiness Assessment (CWRA+)</td>
<td>Reading 86.8%</td>
<td>Writing 88.1%</td>
<td>Mathematics 86.3%</td>
<td>Critical Thinking 84.8%</td>
<td>Problem Solving 86.4%</td>
</tr>
<tr>
<td>Percentage of students reporting growth in the areas of literacy, numeracy, and globally competitive skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage of secondary students enrolled in rigorous coursework</td>
<td>Advanced Courses in MS 54.8%</td>
<td>Advanced Courses in HS 56.4%</td>
<td>AP/IB Courses 34.8%</td>
<td>Dual Enrollment Courses 8.5%</td>
<td>56.2%</td>
</tr>
<tr>
<td>Percentage of 8th grade students earning high school credit</td>
<td>70.7%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage of students graduating in four years</td>
<td>91.3%</td>
<td></td>
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</tr>
<tr>
<td>Percentage of students completing Algebra II and passing the SOL by the end of 11th grade</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>63.6%</td>
</tr>
</tbody>
</table>
### Academic EquityIndices:

<table>
<thead>
<tr>
<th>Percentage of students identified as intellectually gifted</th>
<th>15-16</th>
<th>16-17</th>
<th>17-18</th>
<th>18-19</th>
<th>19-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>0.29</td>
<td>0.30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>1.52</td>
<td>1.57</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caucasian</td>
<td>1.36</td>
<td>1.34</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>0.64</td>
<td>0.65</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multiracial</td>
<td>0.95</td>
<td>0.97</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>0.19</td>
<td>0.20</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of secondary students enrolled in rigorous coursework (Access)</th>
<th>15-16</th>
<th>16-17</th>
<th>17-18</th>
<th>18-19</th>
<th>19-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>0.63</td>
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<td>1.29</td>
<td>1.30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caucasian</td>
<td>1.16</td>
<td>1.15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>0.90</td>
<td>0.93</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Multiracial</td>
<td>1.00</td>
<td>1.00</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>0.13</td>
<td>0.13</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of students graduating in four years (Outcomes)</th>
<th>15-16</th>
<th>16-17</th>
<th>17-18</th>
<th>18-19</th>
<th>19-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>0.97</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>1.06</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Caucasian</td>
<td>1.01</td>
<td></td>
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<tr>
<td>Hispanic</td>
<td>0.98</td>
<td></td>
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<td></td>
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<tr>
<td>Multiracial</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>0.94</td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of on-time graduates earning advanced diplomas (Excellence)</th>
<th>15-16</th>
<th>16-17</th>
<th>17-18</th>
<th>18-19</th>
<th>19-20</th>
</tr>
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<td>African American</td>
<td>0.66</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>1.33</td>
<td></td>
<td></td>
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<td></td>
</tr>
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<td>Caucasian</td>
<td>1.12</td>
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<td>Hispanic</td>
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<tr>
<td>Multiracial</td>
<td>1.07</td>
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<tr>
<td>Students with Disabilities</td>
<td>0.06</td>
<td></td>
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</table>

#### Calculating Academic Equity Indices:

\[
\text{Target Group's Equity Index for the educational outcome of interest} = \frac{\text{Target group with the educational outcome}}{\text{Total students with the educational outcome}} \times \frac{\text{Target group in the reference population}}{\text{Total students in the reference population}}
\]
Average Referrals Per Day

Average Suspensions Per Day

Three-Year Trend Data
Discipline Results by Subgroup

Number of School Days

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>African American</td>
<td>40.6</td>
<td>37.4</td>
<td>36.8</td>
</tr>
<tr>
<td>Asian</td>
<td>1.3</td>
<td>1.0</td>
<td>0.9</td>
</tr>
<tr>
<td>Caucasian</td>
<td>26.6</td>
<td>24.1</td>
<td>22.8</td>
</tr>
<tr>
<td>Hispanic</td>
<td>17.7</td>
<td>6.9</td>
<td>6.9</td>
</tr>
<tr>
<td>Multiracial</td>
<td>6.3</td>
<td>6.0</td>
<td>5.3</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>49.6</td>
<td>45.5</td>
<td>44.7</td>
</tr>
<tr>
<td>Students With Disabilities</td>
<td>17.0</td>
<td>15.9</td>
<td>17.2</td>
</tr>
<tr>
<td>African American Males</td>
<td>27.8</td>
<td>25.6</td>
<td>25.2</td>
</tr>
</tbody>
</table>
Strategic Action Agenda for 2017-2018

With equity as an ever present emphasis, ALL schools will...

- Foster student agency by focusing on various elements of the student disposition within Transformational Learning and the implications for the work of teachers and building leaders. Based on their readiness, schools may also determine additional entry points for building their capacity for Transformational Learning.

- Understand and use mediation as a restorative practice for addressing conflicts, particularly between teachers and students.

- Continue to work in partnership with their assigned special education coordinator and program compliance support teachers to implement the special education audit recommendations.

- Ensure all staff are aware of the Academic and Career Plan process and resources, and the role they (staff) serve in supporting students' future aspirations.

SELECT schools will...

- Fully implement the SRT process in 2017-2018 if they have not already done so in 2016-2017.

- Implement Positive Behavioral Interventions and Supports (PBIS) as part of a phased-in, cohort approach to bring the school division to full implementation by 2020.

- Communicate, implement, and monitor their approved grading guidelines. (All Secondary Schools)

- Continue the division's digital expansion to support Transformational Learning by:
  - Field testing a learning management system. (Digital Learning Anchor Schools)
  - Implementing devices that will be strategically deployed by the division based on funding, readiness, and feeder patterns. (Select Schools)
Connecting the Work

Transformational Learning

Strategic Actions for All Schools

Strategic Action Items for Select Schools

Disposition of Leadership

Disposition of Teachers

Disposition of Students

Disposition of the Learning Environment

Disposition of the Community

Implement special education audit recommendations

Communicate, implement, and monitor grading guidelines

Fully implement the SRT process

Support student aspirations through the Academic & Career Plan Process

Foster student agency

Continue the division's digital expansion

Use mediation as a restorative practice

Implement PBIS Cohorts

COMPASS to 2020
High Academic Expectations

COMPASS to 2020
Multiple Pathways

COMPASS to 2020
Social-Emotional Development

COMPASS to 2020
Culture of Growth & Excellence
Aspiring School Administrators

Year 2
- Classroom Experience
- Extended Learning Opportunities
- Simulations
- Present School-Based Project
- Submit Portfolio

Assistant Principals

- Summer Administrators' Conference
- Assistant Principal Citywide Meetings
- Assistant Principal Pathways
- Curriculum Updates
- Special Education Training
- Master Schedule Training
- Testing Training

2017-2018
- SPED (Y2)
- SRT
- Instructional Leadership (Y2)
- Mining the Data
- Leading with Data

Principals

- Summer Administrators' Conference
- Citywide Leadership Meetings
- Leveled Principal Meetings
- Digital Anchor School Updates
- Curriculum Updates
- The Principal as Literacy Leader
- Building Leadership Capacity for Mathematics Instruction
- Executive Coaching

Aspiring Principals

Year 2
- Executive Coaching
- Job Shadowing
- Clinical Experience
Highlight the Presence of Equity In Your Work

Excellence Through EQUITY
Discuss where there may be opportunities for you to embed EQUITY work in your current role.
“Education is the most powerful weapon which you can use to change the world.”
Nelson Mandela
Questions?