

# Ways 2 Equity Playbook





Santa Clara County 🗳 Office of Education

### A Navigation Tool to Equitable Schools

# **Playbook Development Partners**

- National Equity Project (NEP)
- Western Educational Equity Assistance Center (WEEAC)
- Pivot Learning
- Californians for Justice (CFJ)
- Birts Equity and Inclusion Solutions, LLC

- Alum Rock Union School District
- Morgan Hill Unified School District
- Oak Grove School District
- Mount Pleasant Elementary School District

Thank you!

# Working Towards Equity

(from National Equity Project)

- Promoting inclusion
- Removing the predictability of success/failure correlated with ethnicity, culture, race or socioeconomic status
- Paying attention to social and historical forces within systems



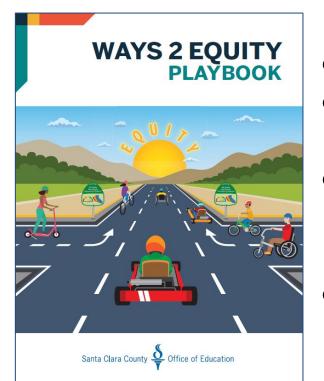
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EQUITY



# **Definition of Student Equity**

Each student receives what they need, when they need it, to thrive social-emotionally and academically.



- Available in digital and print format
- Intended as a *navigation tool* to student equity
- Has multiple on-ramps for differentiated use
  - A reflection guide, not a checklist
- Copies free for download. Hard copies are available at cost.





### WAYS 2 EQUITY PLAYBOOK

A NAVIGATIONAL TOOL TO STUDENT EQUITY

### SYSTEMS CHANGE

A SYSTEMS CHANGE approach to understanding and taking action to advance equity in classrooms, schools, districts, and communities, methods are based in Continuous Improvement strategies and a Multi-Tiered System of Support (MTSS) framework

### VERSATILE AND ADAPTABLE

VERSATILE and ADAPTABLE to various contexts, this is not a checklist or a standardized one-size-fits-all strategy for addressing equity; it is a PROCESS.

### COLLABORATION AND Shared leadership

Flattens traditional hierarchical leadership arrangements by prioritizing COLLABORATION and SHARED LEADERSHIP across stakeholder groups.

### HUMANIZES DATA

Utilizes HUMANIZES DATA by rooting in the idea and nighlights the necessity of honestly listening to, raising up, and grounding student and community that all statistical data are made of multi-dimensional human stories. Experiences in the work to advance equity.

### TARGETED UNIVERSALISM

Orients toward TARGETED UNIVERSALISM with a focus on three student groups. African American, English Learners, and Students with Disabilities. Universal goals can be met for all students by focusing on how to achieve equity for these specific student students within a particular context. Using Universal Design for Learning puts this concept into concrete practice.

### 5 Key Frames

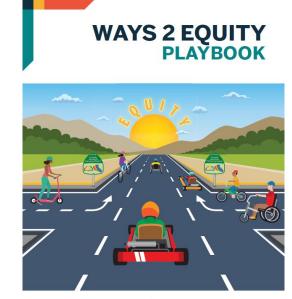
- 1. Systems Change
- 2. Versatile and Adaptable
- 3. Collaboration and Shared Leadership
- 4. Humanizes Data
- 5. Targeted Universalism

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# Navigating the Playbook

- Important Considerations
- Reflection Questions
- Tools
- Resources
- Select References





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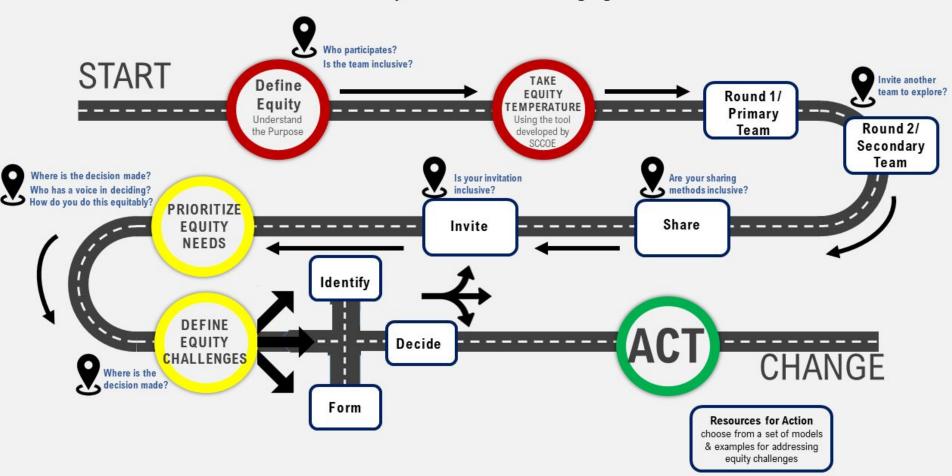
### A Look Inside

- How to Use the Playbook
- On-Ramps: Beginning and Continuing on your Equity Journey
- Equity approach with targeted focus on supporting:
  - African American Students
  - English Learners
  - Students with Disabilities
- Culturally Relevant Pedagogy (CRP)
- Social-Emotional Learning (SEL)
- Universal Design for Learning (UDL)

### Ways to Equity

Diversity 

Inclusion 
Belonging



### Implicit Bias and Cultivating Equity Mindedness

 Western Education Equity Assistance Center course on implicit bias: Exploring the Foundations of Bias and the

Kirwin Institute for the Study of Race and Ethnicity at Ohio State University; 'Implicit Bias Module Series' http://kirwaninstitute.osu.edu/implicit-bias-training/ MTV's Bias Cleanse 'Look Different' http://www.lookdifferent.org/what-can-i-do/bias-cleanse

John Lewis, Jr.: Implicit Bias and Debiasing https://www.youtube.com/watch?y=8EMN4065xlw Californians for Justice: 6 Things School Staff can do

to Interrupt Unconscious Bias

-to-interrupt-unconscious-bias/

-Bias-When-Its-Silent-And-Subtle

shapes what we see, think, and do. Viking.

Take an implicit bias assessment:

· Harvard's Project Implicit:

Select References

Teachers Collage Press.

Giroux

Silent and Subtle

https://www.msudenver.edu/weeac/virtualcollege/courseac-

https://caljustice.org/resource/6-things-school-staff-can-do-

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· NPR Morning Edition: How to Fight Racial Bias When It's

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SECTION AUTHOR & CONTENT SPECIALIST: DR. ERICA BOAS

Assessment Lish and the LICLA Riack Male Institute

How Racial Inequality Thrives in Good Schools, Oxford University Press

Wood, J. L., Harris III, F., & Howard, T.C. (2018). Get Out! Black Male

Suspensions in California Public Schools, Community College Faulty

in Special Education?: Understanding Race and Disability in Schools.

Take a course:

Tools:

Take action

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### **Tools and Resources**

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e you taught about race, gender, disability, and lanlow might this teaching impact your implicit biases? you received. Next, answer the question through ion of the implicit teaching you received.

ctices are in place at your site to ensure that people time, space, and resources to engage in reflection on

ias of Good People

maneeducation.org/9-resources-teaching-uncons-

Implicit Bias and **Cultivating Equity Mindedness** 

In this section implicit bias is defined and explained in relation to developing equity m change. It is emphasized that implicit bias, while necessary to investigate, will not resu structural oppression is simultaneously addressed. Tools and resources, including self the end of the section.

### What is Implicit Bias?

"Implicit bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner" (Kirwan Institute, 2015). Over the past decade, talk of implicit bias (or unconscious bias) has become standard within organizations, and scientific research has shown that the impacts of implicit bias reach further than we might imagine. Schools, non-profit organizations, police departments, hospitals, and pri vate corporations have taken up the work of addressing implicit bias. The hope is that mindsets can be changed and along with that the practices and policies that lead to inequitable education. outcomes, such as the over-representation of African American students in suspensions for willful defiance starting in preschool (Gilliam, et. al., 2016). Living in a system of inequity, we are conditioned to learn specific forms of prejudice, accept certain behaviors as normal, and internalize a value structure that reflects this social context. Therefore, we all have biases. If our biases go unchecked, there is a risk that our actions and decisions can have negative real-world impacts that were not intended and may not even reflect your conscious values. This is what is referred to as "implicit bias"-the unconscious actions that result in unintended, sometimes detrimental, outcomes. Our biases, however, are malleable and can be interrupted and changed.

Stanford Professor of Psychology Jennifer Eberhardt has conducted award-winning studies on implicit bias. She shows how implicit bias begins early in life and is developed over the course

"Implicit biases come from the culture. I think of them as the thumbprint of the culture on our minds. Human beings have the ability to learn to associate two things together very quickly-that is innate. What we teach ourselves, what we choose to associate is up to us."

**District Case Studies** 

### Alum Rock Union Elementary School District - An Equity Case Study on **Chronic Absenteeism**

In 2019, the Alum Rock Union Elementary School District (ARUSD) in San Jose California engaged in an in-depth. long-term project to address their seemingly perpetual problem of chronic absenteeism. Having scored "red" (lowest) on the 2017-18 California Dashboard for chronic absenteeism for four student groups, this district began an improvement journey to change these outcomes. The ARUSD group knew they needed to do something differently in order to bring their attendance numbers up. With guidance from the Differentiated Assistance and District Support team, they began work using an improvement science approach. The fine details of their process were intrinsic to their success

Made up of a team of district administrators coordinated by Barbara Campbell, Director of Academic Services, the ARUSD team started with a root cause analysis (data inquiry, fishbone diagram, Systems Simulation Activity, empathy interviews, and process maps). Knowing that the school sites would be responsible for the groundwork to address attendance, the district team then convened a larger group of site administrators, classified staff, and coordinators to engage in a district-wide root cause analysis with site input using a fishbone diagram as the main tool. From there, all sites were able to provide input while comparing and contrasting the differing factors related to attendance, whether their attendance rates were high or low. When the ARUSD team reconvened to continue their district--level work, they were able to make sense of the problem from multiple levels. Careful not to place blame on parents, students. teachers, or particular sites, they found a number of factors that were possibly leading to high rates of chronic absenteeism across the district. Main challenges included many of the barri-

feelings of belonging, transportation challenges in getting to or leaving school, and student or family illness. All ARUSD sites were encouraged to develop a strategic action to address chronic absenteeism that was based on their schoolspecific attendance challenge. Not everyone chose to take action in the same way. This is significant since each school had its unique issue and therefore would require a particular response. After testing their action, the cross-site staff would reconvene to share their findings and discuss what they could do differently to improve on their actions.

ers noted above: a gap in strong student-adult relationships or

For example, one elementary school principal, finding that there was a feeling of disconnection for some students, decided to try "greetings at the door" with one of his first grade teachers who was a good teacher but sometimes had a difficult time building

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is, as a system. By definition, the people who make up the sys processes and tools that are part of that system (see Kania, Kramer, and Senge, 2018). If implicit biases are produced within particular social contexts, in order to change systems, we must

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that the teacher, students, AND families all benefited from this simple change. Before long, other teachers were adopting this practice, and everyone was reporting a greater sense of beion ging. Attendance, and especially rates of tardiness, improved slightly overall. Equally important, the morning vibe at school was positively affected. At another middle school site, realizing that there were gaps in

procedure and communication with students who were "at--risk" for being chronically absent, a principal developed and created routines around an "Attendance Tracker". With this tool, the principal was able to work with the Community Lialson and Office Assistant to create check-in and follow-up processes with students and their families. This allowed the staff to better understand the needs of the students/families and as a result how to provide support to help them attend school.

close relationshins with her students and families. He found

ARUSD engaged in equity work to reduce rates of chronic absenteeism. They succeeded in doing so, moving themselves up from a "red" score to "orange" on the 2018-19 California Dashboard for three out of four student groups. Although their main objective was to improve attendance, because they focused on cultivating relationships, their suspension rates across the district also declined. This work required diligence. collaboration, and a willingness of district and site leaders to deeply investigate their data, to focus on the systems that were holding the problems in place (rather than individual people). and to test small, incremental actions before making larger scale changes.

### Morgan Hill Unified School District -An Equity Case Study on Leading for Equity and Impacting School Climate

In 2018-19, the Morgan Hill Unified School District (MHUSD) began a focused site-by-site effort to change school climate and develop equity-minded leaders. This case study explores the mindsets and subsequent actions of two leaders, experienced but new to their sites. One is an Assistant Superintendent of Educational Services, and the other is a principal placed at a K-8 school in November after the start of the school yea

California Dashboard student data for the 2018-19 school year showed that 51% of the MHUSD student population was Latinx, 40% was socioeconomically disadvantaged, 16% were English Language Learners, and 12% were students with disabilities Graduation rates for each of these student groups were in the red (lowest) with chronic absenteeism rates only slightly better These California Dashboard indicators for academic engagement provided clues to a deep-seated equity problem related to how students were experiencing school. Despite years of dedicated

### n Ouestions

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more about implicit bias:

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### Banaji and Anthony Greenwald's book Blindspot:

of Humane Education: 9 resources to teach about

video series Who me? Biased? Peanut butter, Jelly

vw.nvtimes.com/video/who-me-biased

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# Download the Ways 2 Equity Playbook

www.inclusioncollaborative.org

# (link to Playbook and related resources from the banner)

Thank you!

