

# Measuring and Improving Equity and Inclusion in Schools



MORRIS SCHOOL DISTRICT

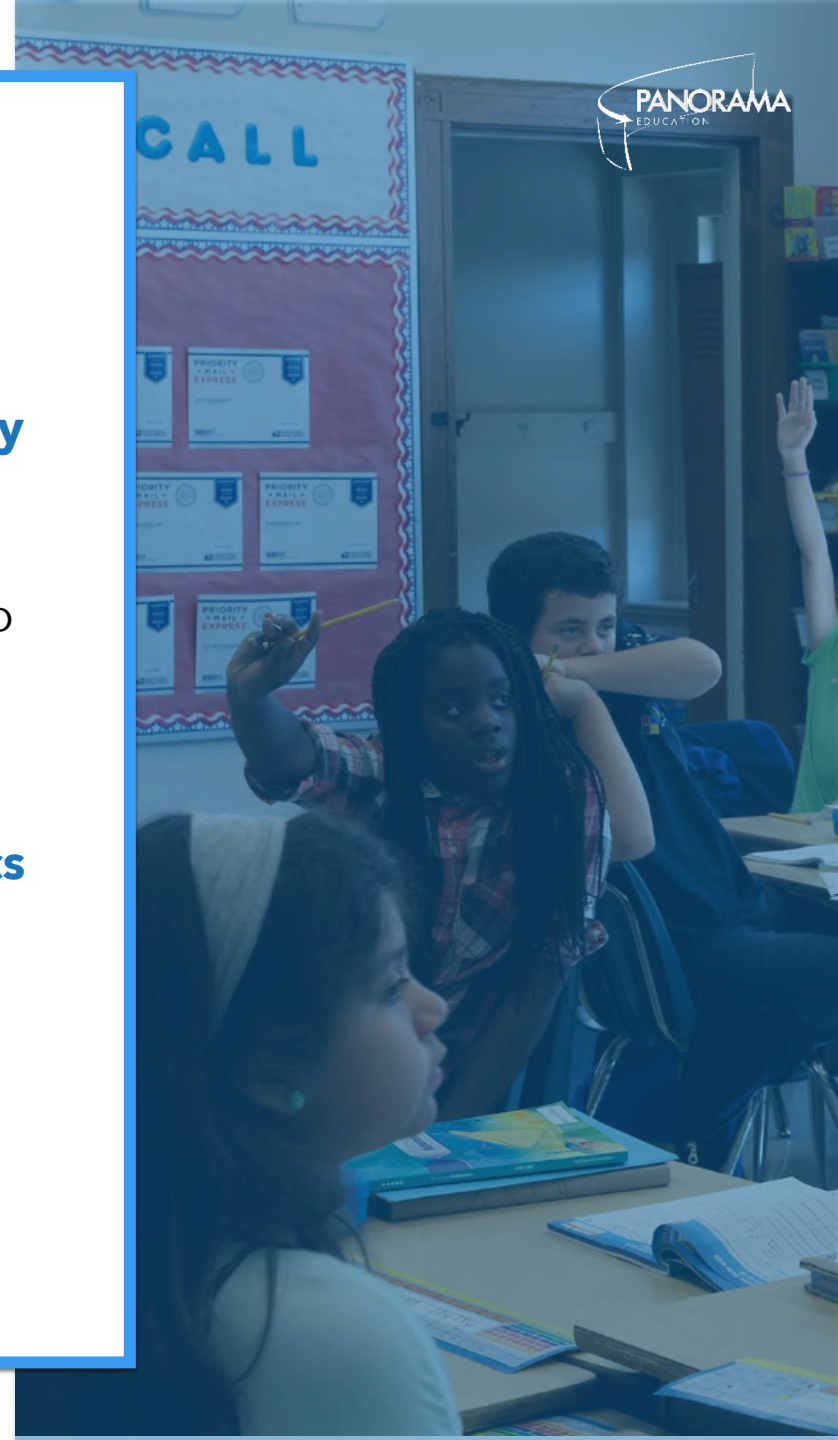
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# Today, We Will:

- Discuss how to use a centralized data platform to **track progress toward equity goals**
- Discover how to support campus teams to **examine data and create action plans**
- Share best practices to organize staff around **specific equity & inclusion topics**
- Discuss connections between student perceptions of equity and **academic achievement**
- Take your questions





# Nashaira Ofori

## Panorama Education

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# **Mackey Pendergrast**

## **Morris School District**

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# Debora Engelfried

## Morris School District

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# Measuring student experiences of equity and inclusion in schools

## Panorama Equity and Inclusion Survey

Elevate student voice to promote equity and achievement

DOWNLOAD THE SURVEY

*Download the survey:*  
**[pan-ed.com/equity-survey](https://pan-ed.com/equity-survey)**

# Why measure equity and inclusion with a student survey?



**Understand the student perspective**



**Understand the state of equity and inclusion at school by demographic groups**



**Equip teachers and staff with professional learning around equity and inclusion**



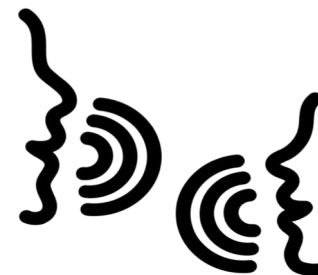
# How did we develop the survey instrument?



**Harvard Graduate  
School of Education  
Partnership**



**6 District Partners  
(22 Schools)**



**11,679  
Student Voices**

# How can we create a survey that can be used in many contexts?

- Clear
- Informed by best practices
- Apolitical
- Broadly applicable
- Unbiased
- Actionable



# How does the survey measure equity & inclusion?



## Diversity & Inclusion

*How often do you spend time at school with students from different races, ethnicities, or cultures?*



## Cultural Action & Awareness

*How often do teachers encourage you to learn about people from different races, ethnicities, or cultures?*



## Sense of Belonging

*How well do people in your class understand you as a person?*



**Empowering Each Student to Ascend**

At Morris School District





# The need: conducting a root cause analysis of our achievement gap

## Morris School District Middle School Behavioral Referrals 2014-2015



Stanford GRADUATE SCHOOL OF EDUCATION  
EDUCATION POLICY | POVERTY AND INEQUALITY | RACE AND EQUITY

Racial disparities in school discipline are linked to the achievement gap between black and white students nationwide, according to Stanford-led study

Research using a Stanford database of test scores from all U.S. public schools is the first to document the relationship at a national level.

October 16, 2019 By Carrie Spector



A new study led by GSE Assistant Professor Francis Pearman suggests that efforts to address the racial discipline gap could help narrow the black-white achievement gap. (Photo: Holly Hernandez)

## Percentage of 8th Grade Students Meeting or Exceeding Expectations on the New Jersey English Language Arts Assessment

Student Subgroups	2015-16
All Students	49%
Economically Disadvantaged	18%
Non-Economically Disadvantaged	59%
Black/African-American	30%
Hispanic	17%
White	66%
IEP	16%

# Re-imagining expectations: each student can reach the New Jersey *All Students* average



Percentage of 8th Grade Students Meeting or Exceeding Expectations on the New Jersey English Language Arts Assessment			
Student Subgroups	Morris 2015-16	NJ State Average	NJ <i>All Students</i> Average
All Students	49%	56%	-7%
Economically Disadvantaged	18%	37%	-38%
Non-Economically Disadvantaged	59%	65%	+6%
Black/African-American	30%	34%	-26%
Hispanic	17%	43%	-39%
White	66%	63%	+10%
IEP	16%	15%	-40%



# From theory and beliefs to action: Equity & Inclusion Action Plan

## *Equity and Inclusion Action Plan: Promoting Lifelong Success for Each Student*

Through a series of conversations with educators, parents, students, and community leaders, the Morris School District collaboratively explored our vision for a healthy community based on a foundation of equity and inclusion. Under the guiding principle that education is a right to which all human beings deserve equal access, our students will be empowered to seek and evaluate multiple perspectives, collaborate with new understandings and cultural proficiencies, contribute to our democratic society and the world at large with tolerance and civility, practice empathy and kindness, and respect the dignity of all people through their words and actions.

The following plan is our commitment to turn our dialogue and ideals into concrete action and practice.

### Curriculum & Instruction

The Morris School District will provide each student with culturally relevant learning experiences and access to rigorous instruction, high expectations & meaningful curricular programs.

#### WE WILL...

- Invite diverse student voices, input and feedback into the planning and development of Social Studies/History and other humanities curricula.
- Train Social Studies/History and other humanities curriculum writers in culturally responsive curriculum development so that the instructional program promotes an intercultural mindset for both teachers and students.
- Continue to enhance training and availability of resources to support the NJ Amistad Commission objectives.
- Infuse the cycle of socialization, self-identity and group identity within Social Studies curriculum.
- Create systems and practices that promote student agency, goal-setting and social-emotional skills development for each student at each level.
- Audit literature, readings and primary source documents through a diversity and an intercultural lens.
- Provide free SAT/ACT test prep for qualifying students with economic need.
- Audit the effectiveness of academic after school & summer programs.

### Developing Capacity in Human Resources

The Morris School District will ensure recruitment, hiring, and training practices manifest the belief that all students are best prepared for life by working with exceptional educators from diverse backgrounds and perspectives.

#### WE WILL...

- Redesign the Director of HR position to include oversight of equity and inclusion objectives relative to all personnel matters.
- Create a district *Equity and Inclusion Leadership Team*, consisting of the Director of HR, Diversity Network Coordinator, administrators and faculty, in order to provide guidance and support in the implementation of equity and inclusion initiatives.
- Develop and sustain affirmative recruitment, hiring, and retention processes to meet district-wide goals for culturally competent administrators, faculty, and staff.
- Update new job descriptions to include cultural competency as a criterion of employment as appropriate.
- Enhance new faculty training to include intercultural competency & culturally responsive instructional strategies training.
- Establish protocols to support all faculty, staff, and administrators that reflect the community's commitment

### Professional Development & Training

The Morris School District will provide all personnel with yearly sustained professional training that fosters a more inclusive and equitable learning community.

#### WE WILL...

- Build a multi-year professional development plan that coherently balances the three interlocking components essential for an inclusive learning community: (1) intercultural competency training; (2) restorative practice strategies; and (3) trauma-sensitive schools training.
- Provide sustained Culturally Responsive Teaching training for all educators. CRT training will enhance educators' awareness and knowledge of self and others as well as strengthen their skills at effectively teaching students and interacting with people from diverse backgrounds and perspectives.
- Train teachers and administrators in specific instructional strategies for addressing sensitive topics during classroom discussion so that students and teachers alike become ready practitioners of an intercultural mindset.
- Continue to onboard new faculty members with training on intercultural understanding specific to the MSD community.

### Relationships & Partnerships

The Morris School District will strengthen district and community relationships in order to create a more inclusive & equitable learning community.

#### WE WILL...

- Develop a shared district and community understanding and definition of diversity, equity, and inclusion.
- Create an *Equity and Inclusion Community Alliance* consisting of varied community leaders, including students, in order to strengthen community dialogue regarding equity and inclusion initiatives.
- Utilize the *District Equity and Inclusion Leadership Team* to strengthen district dialogue and implementation of equity and inclusion initiatives.
- Provide opportunities for student voice (e.g. student government & Melanin Minds reps) regarding strategic objectives.
- Strengthen and refine current community partnerships providing tutoring, academic and social support for MSD students.
- Create climate survey questions and metrics with intercultural & inclusion language and measures in order to enhance parent, faculty, and student

### Social Networks & Social Capital

The Morris School District will promote the success of each student through ensuring access to positive & diverse relationships & the development of social networks and social capital.

#### WE WILL...

- Ensure the Morris School District is a welcoming community for all district personnel, students, parents, and visitors.
- Explore and implement a systematic approach to dialogue that involves parents, students, and faculty.
- Continue to develop and support new social-academic extra/co-curricular programs, such as NSBE, Girls Who Code, Melanin Minds, and Future Educators to foster social networks and social capital as well as to provide opportunities to create a sense of belonging for each student.
- Explore, expand, and sustain learning spaces where true integration is most accessible, especially in the arts, music and STEM.
- Expand district peer mentoring opportunities and counseling supports and programs.
- Explore a comprehensive mentoring program to foster social capital for each student beyond our school



# The design process: providing equal access using a multi-strategy approach

## Positive, Empowering Relationships

- Redesigned Code of Conduct
- New PBIS program
- Sustained PD on Culturally Responsive Practices, Trauma Impact on Students, S.E.L. & Restorative Relationships
- "Operationalized Relationships"

## Exceptional, Standards-Based Instruction

- Doubled instructional minutes for ELA
- School-wide homework policy focused on specific reading and writing standards
- New standards-based curriculum and PD
- New standards-aligned assessments
- Redesigned K-12 bilingual program

## A Responsive System

- District blended learning instructional model and PD
- Expanded 1:1 laptop initiative to grades 6-8
- Implemented a digital Learning Management System
- Universal WiFi
- Adaptive diagnostic and PD
- Interoperability focus





# Engaging with Equity & Inclusion Data



**Consider: What might prevent people from readily engaging in conversations about diversity, equity, and inclusion in schools?**

## Did any of you feel...

1. Fear that the conversation becomes emotional
2. Fear that you might say the wrong thing
3. Fear that you won't know what to do with the information you hear

# How do we move to action with effective professional learning?

## Traditional PD

- Leader as **"Sage on the Stage"**
- **Concept**-driven
- **Traditional** conversations
- **One** size fits all
- **Lacks actionable** takeaways

## Student Voice-Driven PD

- Leader as **Facilitator**
- **Data**-driven
- **Courageous** conversations\*
- Targeted to **individual school needs**
- **Concrete** takeaways + **differentiated resources**

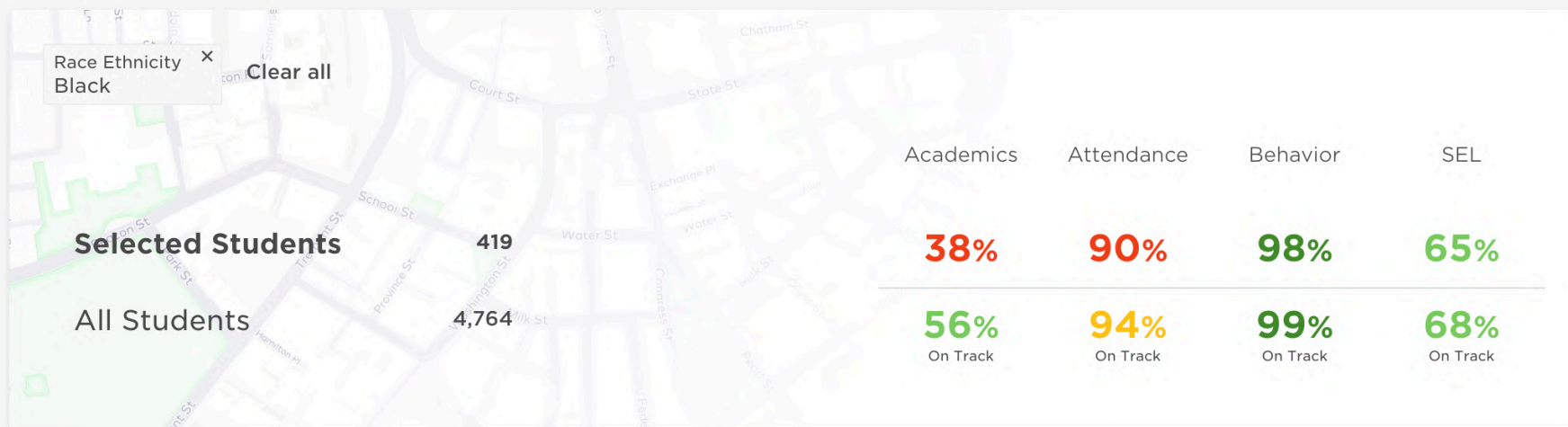
*\*Recommended reading: Courageous Conversations About Race by Glenn E. Singleton*

# How do data systems support professional development with an equity lens?

Panorama School District

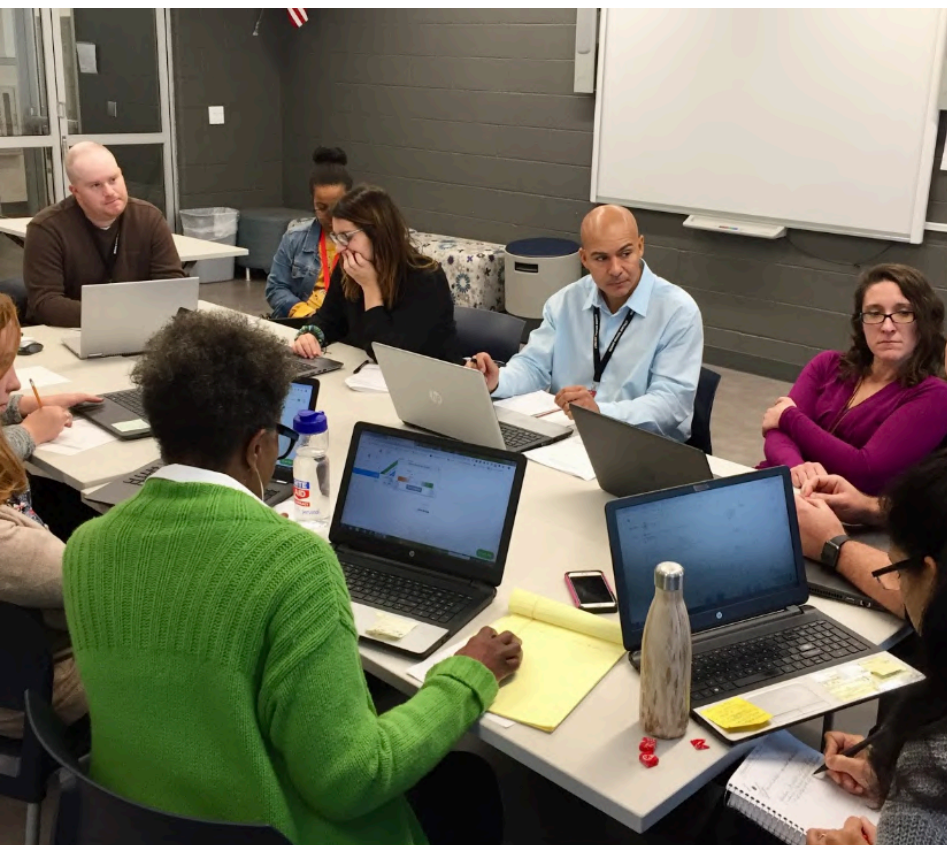
 Student Success
  Surveys
  Playbook
  Admin
 

[District](#)
[School](#)
[Students](#)
[Groups](#)



Schools	Enrollment	Academics	Attendance	Behavior	SEL
<b>Bayside Elementary Scho...</b> updated about 2 hours ago	25 of 261	53% <span>-26</span>	88% <span>-9</span>		63% <span>+3</span>
<b>Beacon Academy</b> updated about 2 hours ago	17 of 288	50% <span>-13</span>	100% <span>+3</span>	100% <span>0</span>	41% <span>-8</span>
<b>East Elementary School</b> updated about 2 hours ago	34 of 291	25% <span>-13</span>	88% <span>-8</span>		56% <span>-5</span>





# Professional Learning

At Morris School District



# How do we build capacity for culturally responsive pedagogy?

1



**Equity & Inclusion  
Leadership Team**

2



**School Leader  
Professional  
Learning**

3



**Building-Level  
Professional Learning**

# What are our students telling us about their school experience?

*How often do you spend time at school with students from different races, ethnicities, or cultures?*

**74%**

**Responded favorably**

*At your school, how often are you encouraged to think more deeply about race-related topics?*

**33%**

**Responded favorably**





# What are our students telling us about their connectedness with adults?

## QUESTION

▼ How connected do you feel to the adults at your school?

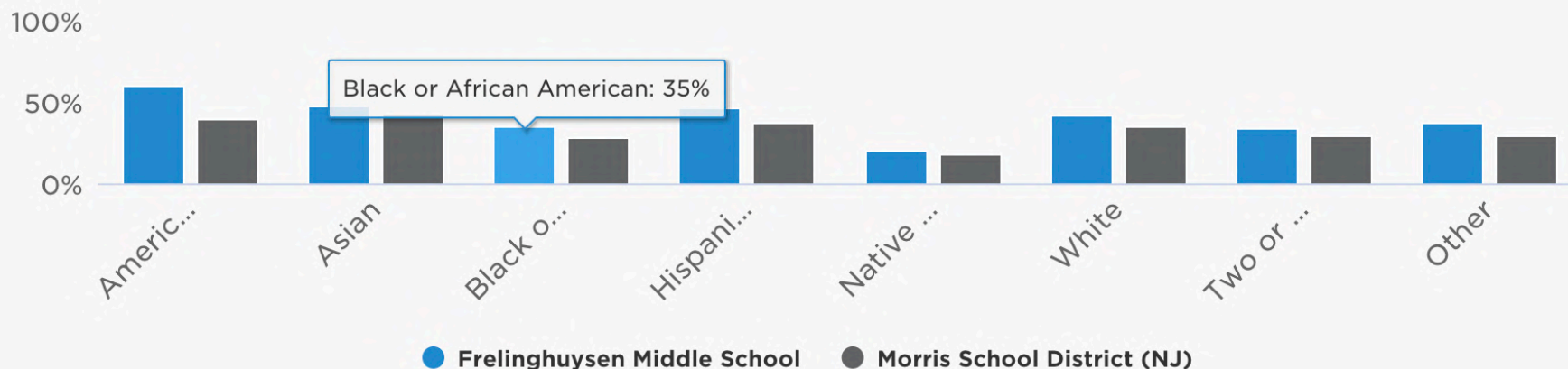
**42%**

responded favorably



## Breakdown by What is your race or ethnicity?

Percentage favorable responses for this question



# How can we center our actions on student voice?

## Learn about Different Cultures

This might be for you if...

**Your students are saying** they want to learn about people from different races, ethnicities, and cultures.

OR

## Talk about Race and Racism

This might be for you if...

**Your students are saying** they want to learn to talk about race and racism with their peers and teachers.

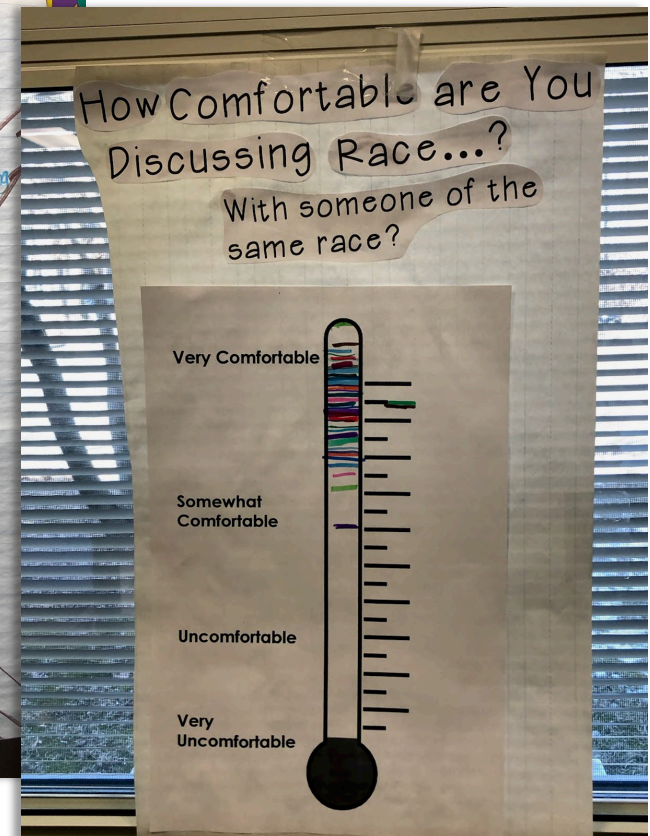
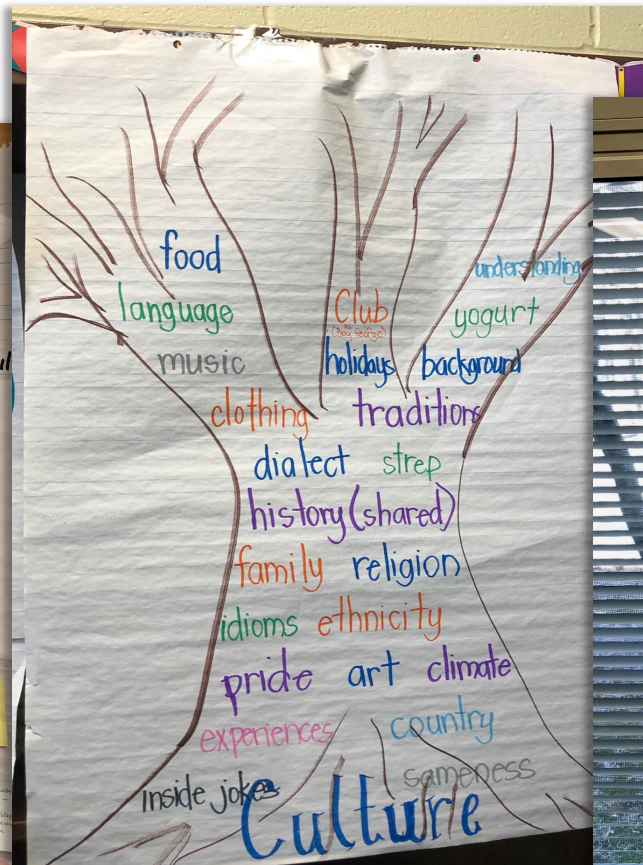
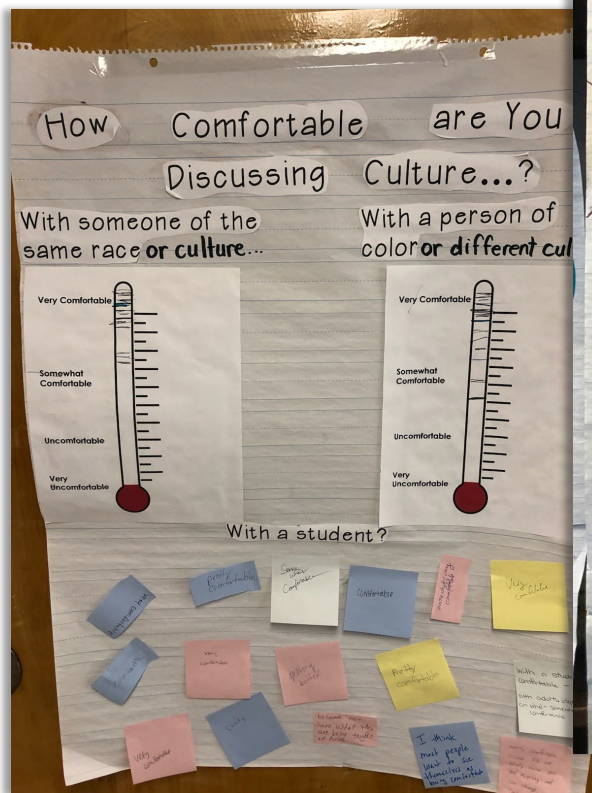
OR

## Feel Valued and Respected

This might be for you if...

**Your students are saying** they want to feel like they matter and are respected in school as individuals.

## How did our schools go on to create space for students to engage with race and culture?



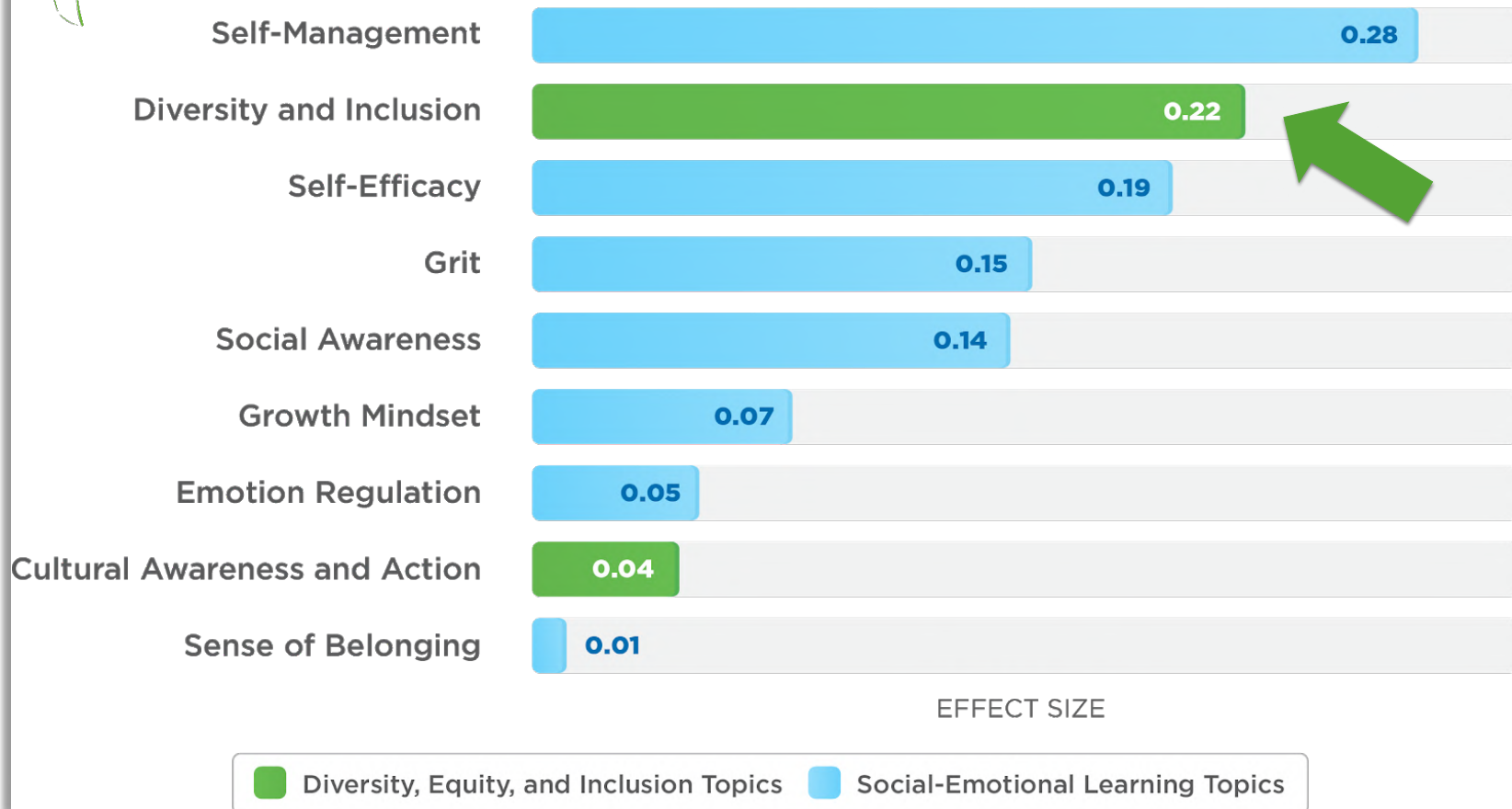




# Connections Between DEI & Academics



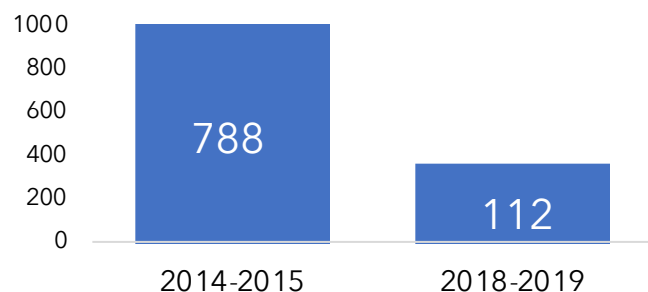
## How Do Students' Mindsets, Skills & Experiences Correlate with Their GPA?





# Reducing behavior incidents and improving academics with an equity lens

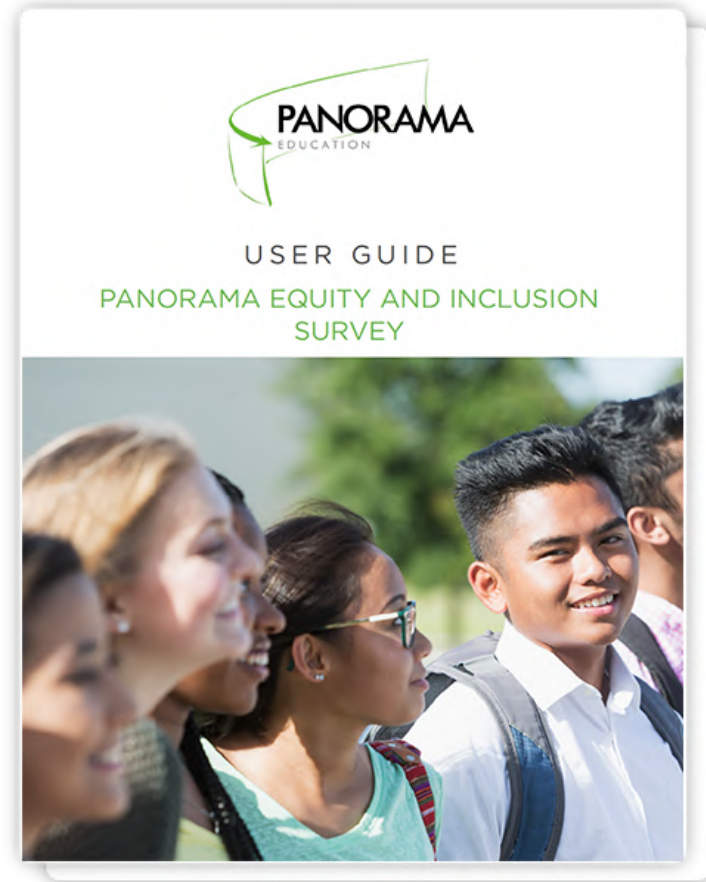
**Morris School District Middle School  
Behavioral Referrals 2014-2019**



**Percentage of 8th Grade Students in Morris School District Meeting or Exceeding Expectations on the New Jersey English Language Arts Assessment**

Student Subgroups	2015-16	2016-17	2017-2018	2018-19	4-Year Increases
All Students	49%	62%	76%	80%	<b>+31</b>
Economically Disadvantaged	18%	27%	51%	62%	<b>+44</b>
Non-Economically Disadvantaged	59%	77%	84%	87%	<b>+28</b>
Black/African-American	30%	49%	65%	65%	<b>+35</b>
Hispanic	17%	36%	55%	68%	<b>+51</b>
White	66%	78%	87%	91%	<b>+25</b>
IEP	16%	17%	39%	45%	<b>+29</b>

*Learn More*  
**Panorama Equity  
and Inclusion  
Survey**



*Download the survey:*  
**[pan-ed.com/equity-survey](https://pan-ed.com/equity-survey)**



## Q&A



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**Thank You**

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