

*Leadership to Create A Culture
of Equity*

*Buckeye Elementary School
District*

*Leading for Excellence
Conference February 12, 2016*

**Presenters: Dr. Kristi Sandvik,
Superintendent**

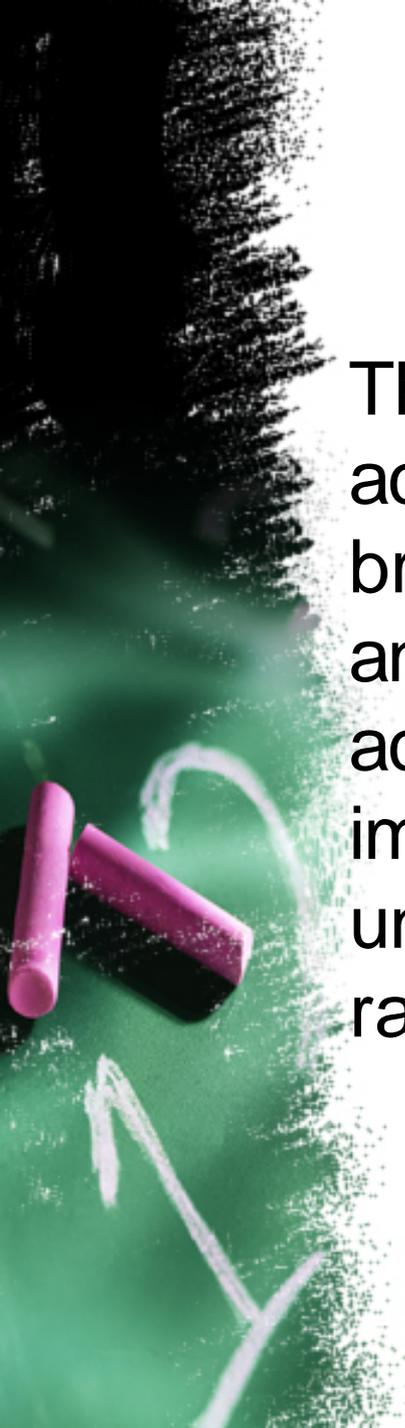
Joni Cesario, Special Programs Director

Welcome! We are glad you joined our session!

When creating equity in schools for all students, a shift in thinking occurs.

What does this slide mean to you?





The Buckeye Elementary School District acknowledges that true hardship may be brought on by poverty, mobility and or disability and these factors do contribute to disparities in achievement. We recognize the most impactful, most predictable and most uncomfortable and least addressed is that of race.

Session Objectives:

- Understand one school district's journey towards developing leaders who desire to create a climate that ensures equity and access for all students and how the journey can be applied to your school district or school
- Expand your knowledge about solutions to a problem of practice that may be in your school or district and are able to utilize or apply the solutions
- Be encouraged by a sense of hope that leaders who challenge and work collaboratively to change the system will create schools in which students will be provided with access and equity



Buckeye Elementary School District

Our journey towards closing the achievement gap began with acknowledging there was a significant problem in our state and our school district

AND

making a conscious effort to do something about it.

BUCKEYE ELEMENTARY DEMOGRAPHICS

We are a growing "B" District

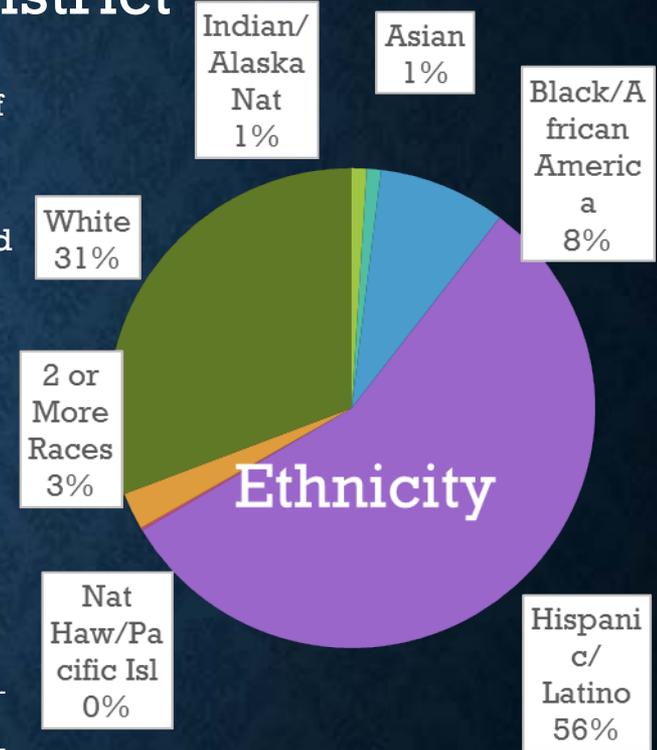
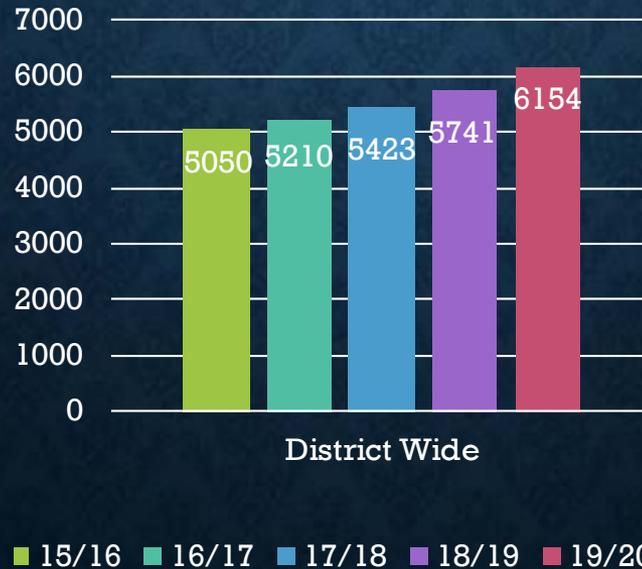
- 212 Acres in Buckeye
- 600 total staff
- Total Enrollment 5101
- 297 certified
- 6 Elementary Schools
- 265 classified
- 1 Pre School
- All Schools are Title 1

Free and Reduced Lunch Percentages



The average median price for a home is \$80K. The district is capturing about 80% of students living in the district which is an increase capture rate over the past decade.

Projected Growth



- Indian/Alaska Nat
- Asian
- Black/African American
- Hispanic/Latino
- Nat Haw/Pacific Isl
- 2 or More Races



5 Shoes Report: Arizona Context

In 2001 the Morrison Institute for Public Policy examined the 5 worrisome trends, that if neglected by policy and public, would jeopardize Arizona's future.

- Attracting skilled workforce
- Competing in the global knowledge economy
- Lack of effective leadership in the private and public sectors
- Outdated tax code with costly exemptions
- **A Large Latino population impeded by low educational attainment**

Demographics, Income and Education 2001-2010

- Arizona's non-Hispanic population grew by 17.3%. The state's Latino growth was 46.3%
- The state's population is now 1/3 Latino, 47% of it's children are under age 5
- Nearly 100% of Hispanic children under 5, both documented and undocumented, are U.S. citizens
- Within 2 decades Arizona is expected to become a "majority-minority" state, with Latinos constituting the majority

Demographics, Income and Education

- The Hispanic group is under performing in the educational achievement area. The achievement gap between Hispanics and non-Hispanics has not changed significantly
- Average income gap exists
- Trends are expected to continue
- White population is declining from 75% in 1980 to 58% in 2010

Changing Demographics for U.S.

The U.S. Census Bureau expects the U.S. to reach a “majority-minority status”, when Whites dip below 50% of the population, between 2040 and 2050.

Some Strategies

- Acknowledge the landscape. The imbalance is troubling and represents not only a problem to Arizona's future but to our country
- Examine the data in your district. Identify where you can start to make a difference. Where can the home environment and the learning environment be effected
- Increase opportunities for minority students in your school and districts. Students must have access to high quality programs if achievement and income gaps are going to significantly decrease



BESD's Journey to Exploring Equity Based Principles

FOUR MAJOR FINDINGS

- *Disproportionate rates of suspension amongst Black and Hispanic students*
- *Loss of instructional time due to suspensions*
- *Black and Hispanic subgroup 5th grade Special Education academically underperforming*
- *Negatively based discipline programs*

Strategies Employed 2012-2015

- Multi- tiered systems of instructional support are now in place. Positive Behavior Intervention Support (PBIS) and Response to Intervention (RTI)
- Joined Minority Student Achievement Network (MSAN)
- Courageous Conversations
 - *Built awareness*
 - *Improved achievement*



Days of Lost Instruction 2012-2013

	ISS Days	OSS Days	Days of lost due to ISS/OSS	Total Pop	Lost Hrs. for ISS	Lost Hrs. for OSS	Total hours lost
Buckey	360.5	413.5	774	889	2343	2688	5031
Westpa	307	175	482	678	1996	1138	3133
Bales	70	119	189	766	455	773.5	1228.5
Sundar	352	182	534	769	2288	1183	3471
Inca	254.5	152	406.5	720	1654	988	2642.3
Jasinsk	606.5	324	930.5	926	3942	2106	6048.3

ISS- In school suspension
OSS- Out of school suspension

Pop- student population

What does a reduction of office referrals and suspensions mean? BESD from 2013/14 – 2014/15

- Savings in Administrative time

- Processing a student suspension = 45 min

45 min. X (547+324)

653.25 hours gained

39,195 minutes

81.7 days (8 hr. day)

- Savings in Student Instructional time

District-wide comparison

2013/14-2014/15 (Aug. 1-April 1)

- ISS – reduced by 547
- OSS – reduced by 324

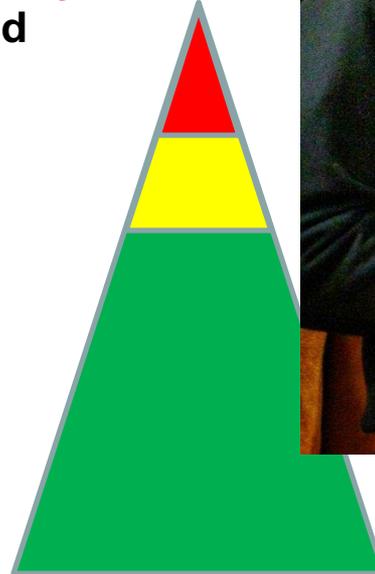
*Total Instructional days gained will be able to be calculated next school year.

School-wide Positive Behavioral Interventions and Supports (SWPBIS)

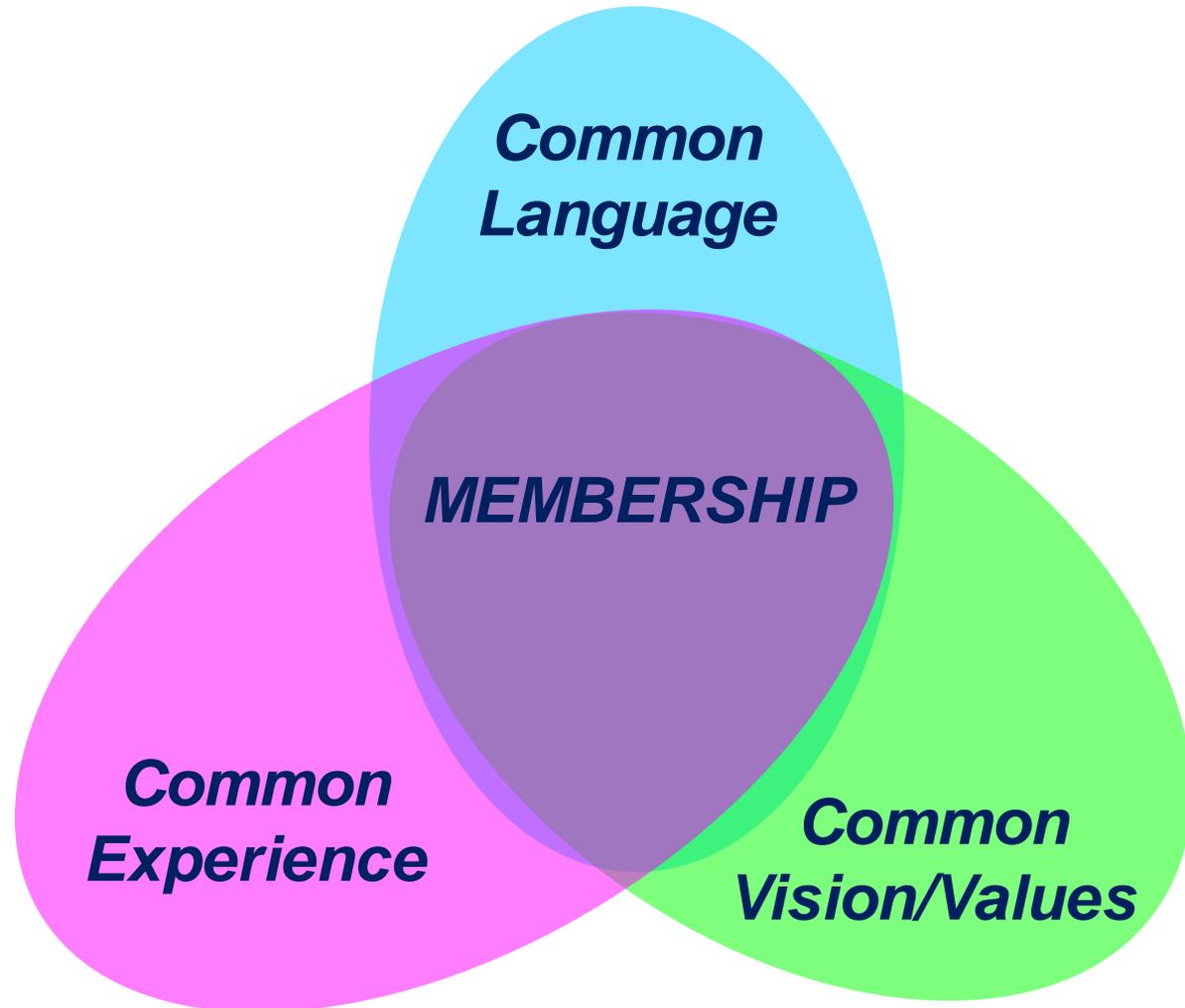
The **social culture** of a school matters

A continuum of supports that begins with the **whole school** and extends to intensive, wrap around support for individual students and their families

- Effective practices with the **systems** needed for high fidelity and sustainability
- Multiple **tiers** of intensity



Establishing a Social Culture





A Climate for Academic Success:

Elements of Effective School Climate

- Clear expectations
- Caring relationships
- Meaningful participation
- Perceived school safety
- School connectedness
- Low violence perpetration
- Low violence victimization
- Low harassment and bullying
- Low substance use at school

Source: Voight, A., Austin, G., and Hanson, T. (2013). A climate for academic success: How school climate distinguishes schools that are beating the achievement odds (Full Report). San Francisco: WestEd.

Quality
(PBIS works)

Equity
(PBIS works for all)

Efficiency
**(PBIS saves time
and money)**

Evidence
Practi

Procedures and
Systems

Practical

Acceptable

Effective/ Better

Economical



Using PBIS (PBIS) to Achieve Quality, Equity and Efficiency

- **QUALITY**: Using what works; Linking academic and behavior supports
 - *Valued outcomes*
 - *Commitment to fidelity measures*
- **EQUITY**: Making schools work for all
 - *Behavior instruction with common language and expectation*
 - *Tiered supports*
- **EFFICIENCY**: Working smarter; building implementation science into large scale adoption
 - *Using teacher and student time better*

Philosophy & Policy

The Improvement of social behavior of all students is a high priority for BESD because it directly impacts academic achievement for students

- *Moving from a consequence based system to a positively stated philosophy statement and instruction for discipline procedures*
- Superintendent support, principal input and revision
- Adopting a student handbook that reflects PBIS philosophy
- Revising student referral forms and alignment with the student information system



Culture and Disproportionality

“**Culture** mediates **school** and mental health **processes** and **outcomes...cultural competence** is frequently recommended as a mechanism for **bridging the cultural disconnect** between teachers, other professionals, schools, students, and families and for **reducing service disparities.**”

Source: Osher, D., Cartledge, G., Oswald, D., Sutherland, K.S., Artiles, A.J., & Coutinho, M. (2004).

Culturally Responsiveness

- School removal is too often a response to minor rule breaking
- Excessive disciplinary exclusion harms some groups of children more than others
- There are effective and promising alternatives to exclusionary discipline and interventions that can reduce racial disparity



Statistical Data

Loss of Opportunity Due to School Removal

- Students not reading at grade level by the end of 3rd grade are FOUR TIMES LESS LIKELY to graduate from high school on time
- This increases to SIX TIMES MORE LIKELY if the student is also from a low income family
- High school drop outs are 63 TIMES MORE LIKELY to be incarcerated than college students

School to Prison Pipeline

- Students of color face harsher discipline and are more likely to be pushed out of school than Whites.
 - *40% of students expelled from U.S. schools each year are Black*
 - *70% of students involved in “in school” arrests are Black or Latino*
 - *Black students are three and a half times more likely to be SUSPENDED than Whites*
 - *Black and Latino students are twice as likely not to graduate high school as Whites*
 - *68% of all males in state and federal prison do not have a high school diploma*

Source: Elias, M. (2013). *The School-to-Prison Pipeline*. Teaching Tolerance.

Minority Student Achievement Network (MSAN)

- National coalition of 27 multiracial, suburban and urban school districts that have come together to understand and eliminate achievement gaps that exist in their districts
- Districts share a history of high academic achievement, connections to major research universities, and are committed to working collaboratively to examine practices that support the network's mission "*To understand and change school practices and structures that keep racial gaps in place*"
- *Partnering Arizona districts: Paradise Valley Unified School District, Isaac Elementary School District, Mesa Unified School District*



MSAN www.msan.wceruw.org

- Collaboration amongst districts who are engaging in research to eliminate the achievement gap amongst students of color
- Provides professional development and research and best practices in the areas of mathematics, literacy, student-teacher relationships and conversations about race and achievement
- Networking and convening for a “community of learners”

Staff Survey Results

- 309 classified staff, 245 teachers
- 240 responded; 43%
 - 75% *White*
 - 15% *Hispanic*
 - 5% *African American*
 - 5% *Other*
- 30% of the teachers who responded had at least 6 to 10 years of teaching with the district
- 92% of the teachers believe they can make a difference in the lives of their students
- 84% believe schools give students equal opportunities to participate in classroom discussion or activities
- 78% believe closing the racial/ethnic achievement is a high priority
- 82% of teachers believe all teachers in their school get to know students on individual basis

Student Survey Results

- 1,076 7th and 8th grade students were surveyed
- 53% 7th grade, 47% 8th grade
 - 51% *Hispanic*
 - 22% *White*
 - 15% *Other*
 - 10% *African American*
- 12% of our students are in gifted/honors programs
- 82% have never been suspended from school
- 58% are involved in some kind of extra curricular activity outside of school
- 75% believe they are provided with the same opportunity to participate in discussions and activities as all students in school
- 46% believe adults in school understand them
- 30% believe teachers use instructional materials that that reflect their culture
- 65% believe school is a positive and respectful place for all students of all backgrounds and abilities

Transformational Equity Plan

Area I: Equity Leadership:

- Goal: Leaders at all levels will demonstrate knowledge, commitment and competence to eliminate racial disparities in achievement to ensure equity and excellence for students of all races
- Goal: Leaders will develop a culture of equity that is reflected in their planning, implementation, and support of efforts to close the racial achievement gap
- Goals: Create and maintain sustainable recruitment, hiring, and promotion of educators with strong commitments, understanding and skills to address equity for all students

Transformational Equity Plan

Area II: Culturally Responsive Pedagogy:

- Goal: All teachers demonstrate culturally responsive pedagogy, assessment, teaching strategies, and practice
- Goal: Leadership ensures equitable opportunity, equitable resource allocation, and equitable access to curriculum and programs that are deeply embedded in organizational practices to result in improved teaching and learning for ALL students

Transformational Equity Plan

Area III: Culture and Climate/Parent Empowerment and Community Engagement

- Goal: The district creates and supports environments which are inclusive and positive for all students, staff and families
- Goal: The district develops and maintains public trust by engaging all racial and all cultural groups in our school community as decision making partners

Next Steps- Equity Teams

- Action indicators are being developed for the Transformational Equity Plan; Equity teams (E-Teams) are charged with readying the school culture for transformational change based on the survey data
- REFORMED leadership takes place when policies and practices ensure opportunities and resources are intentionally allocated to those who have not been well served due to their, race, ethnicity, class, and or home language.
- EQUITY is achieved when there is sufficient evidence that EACH child has a high quality educational experience, and outcomes and successes are not predicted by RACE.



“There are very few African American men in this country who haven’t had the experience of being followed when they were shopping in a department store. That includes me. There are very few African American men who haven’t had the experience of walking across the street and hearing the locks click on the doors of the cars. That happens to me – at least before I was a senator. There are very few African Americans who haven’t had the experience of getting on an elevator and a woman clutching her purse nervously and holding her breath until she had a chance to get off. That happens often.”

- President Barack Obama, July 19, 2013