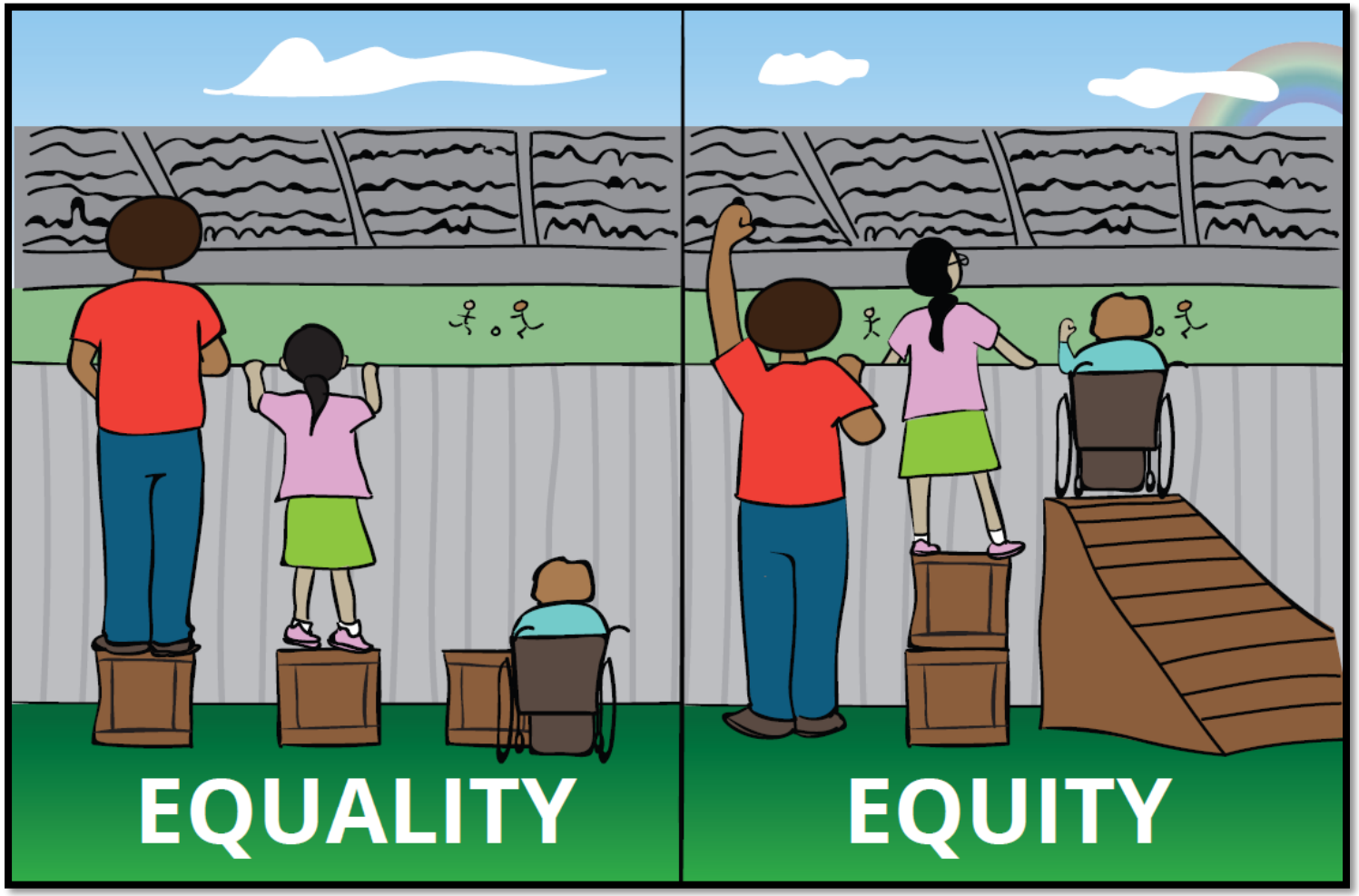
Equity Efforts in the Lake Washington School District

Dr. Matthew Livingston
Director of School Support
mlivingston@lwsd.org

Lake Washington School District


EQUALITY
EQUITY

In the first image, it is assumed that everyone will benefit from the same supports.

They are being treated equally.

EQUALITY

In the second image, they are given different supports to make it possible for them to have equal access to the game.

They are being treated equitably.

EQUITY

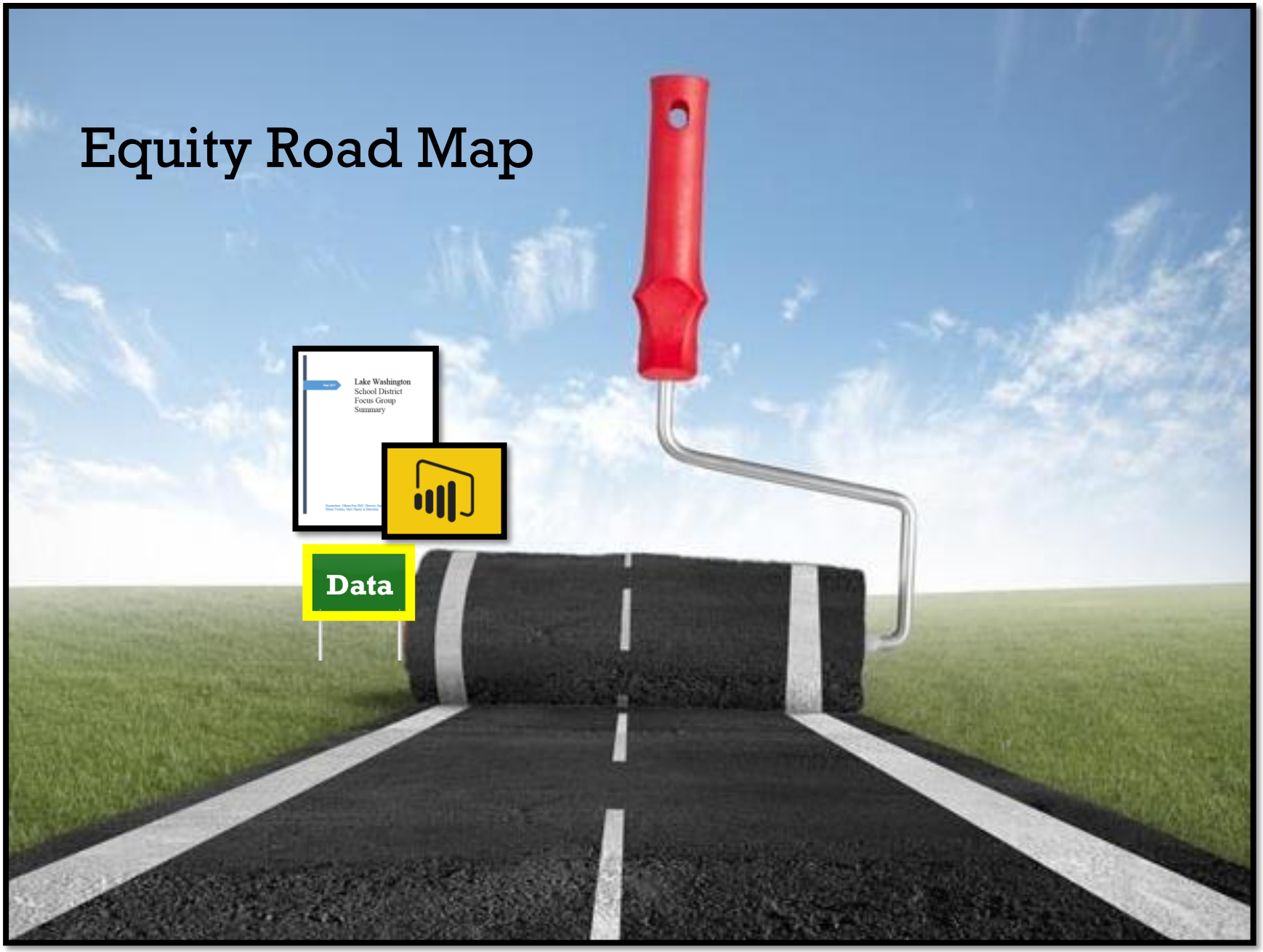
In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed.

The systemic barrier has been removed.

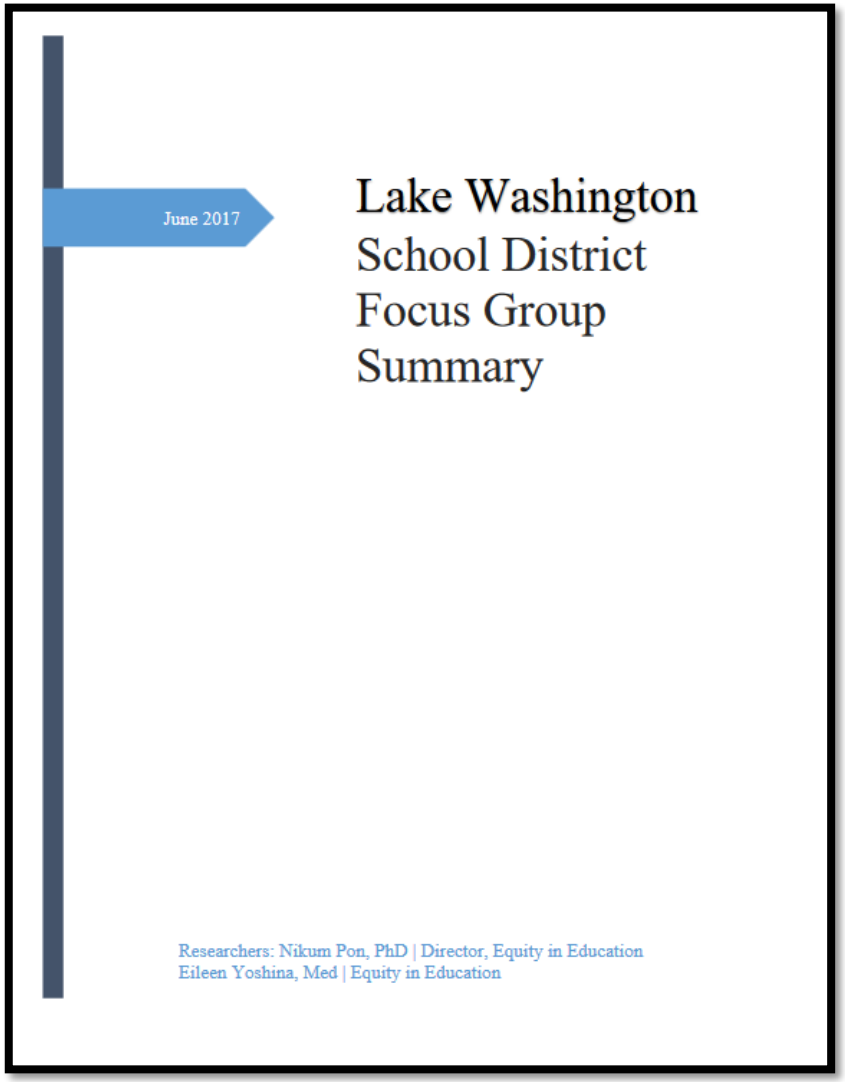
REMOVING BARRIERS

equity
equity

Equity Road Map



What do our students say?

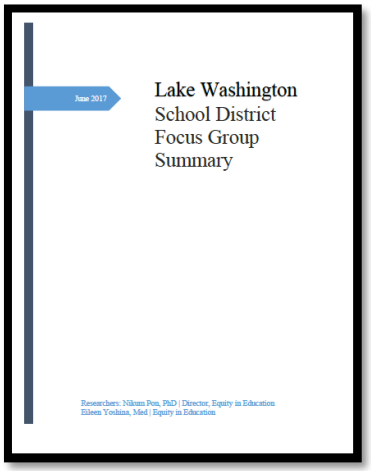


Lake Washington School District

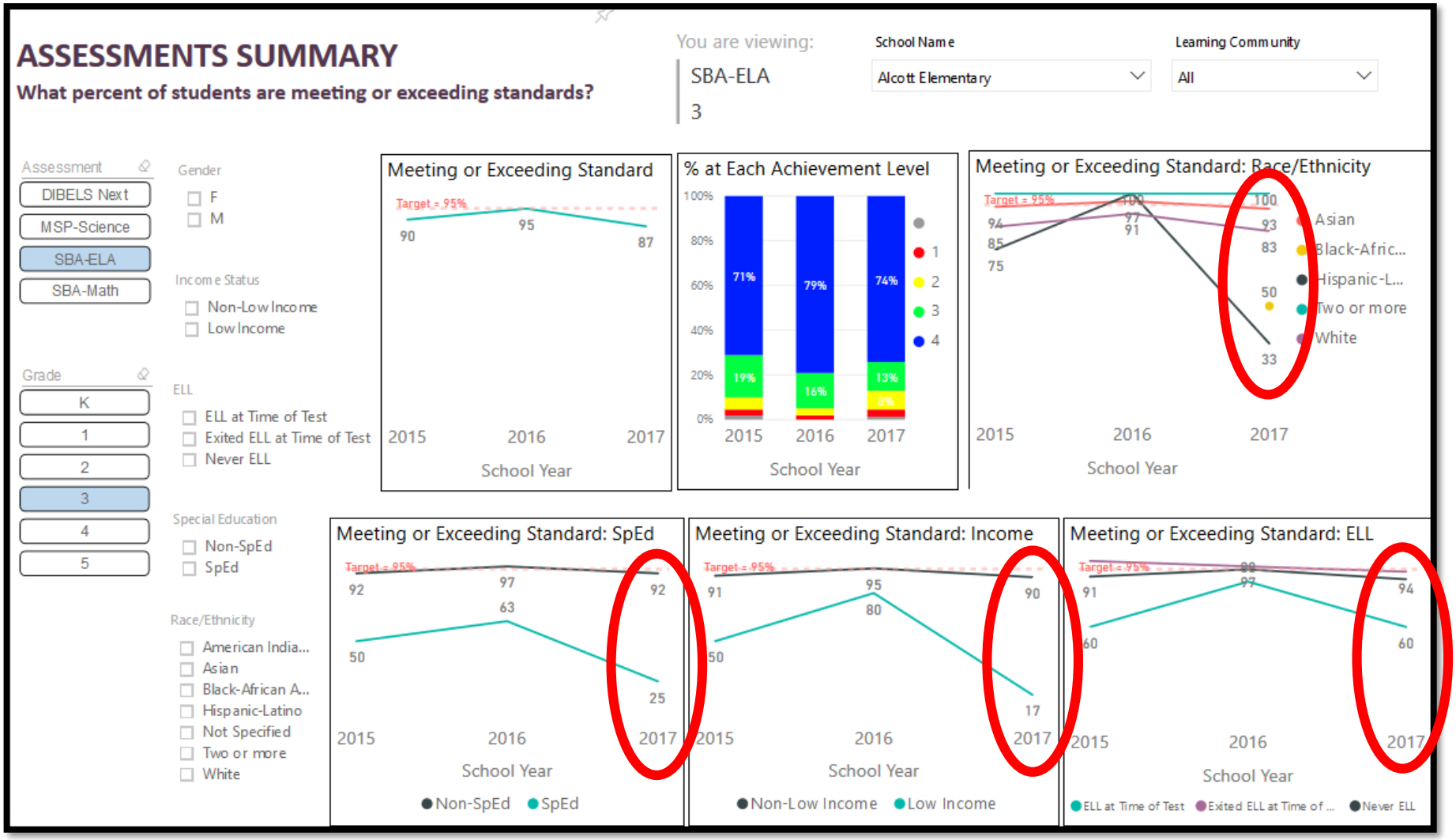
psesd
excellence & equity in education
Puget Sound Educational Service District

"Teachers make minority students feel like they're stupid here a lot. Like they tell us that we're not capable. I've heard them say this multiple times. You know, like oh, are you really sure you want to go to that college? Like, you don't think it'll be too hard for you? Like it's not okay. And they don't even know, like, we're all really smart. And they don't even care."

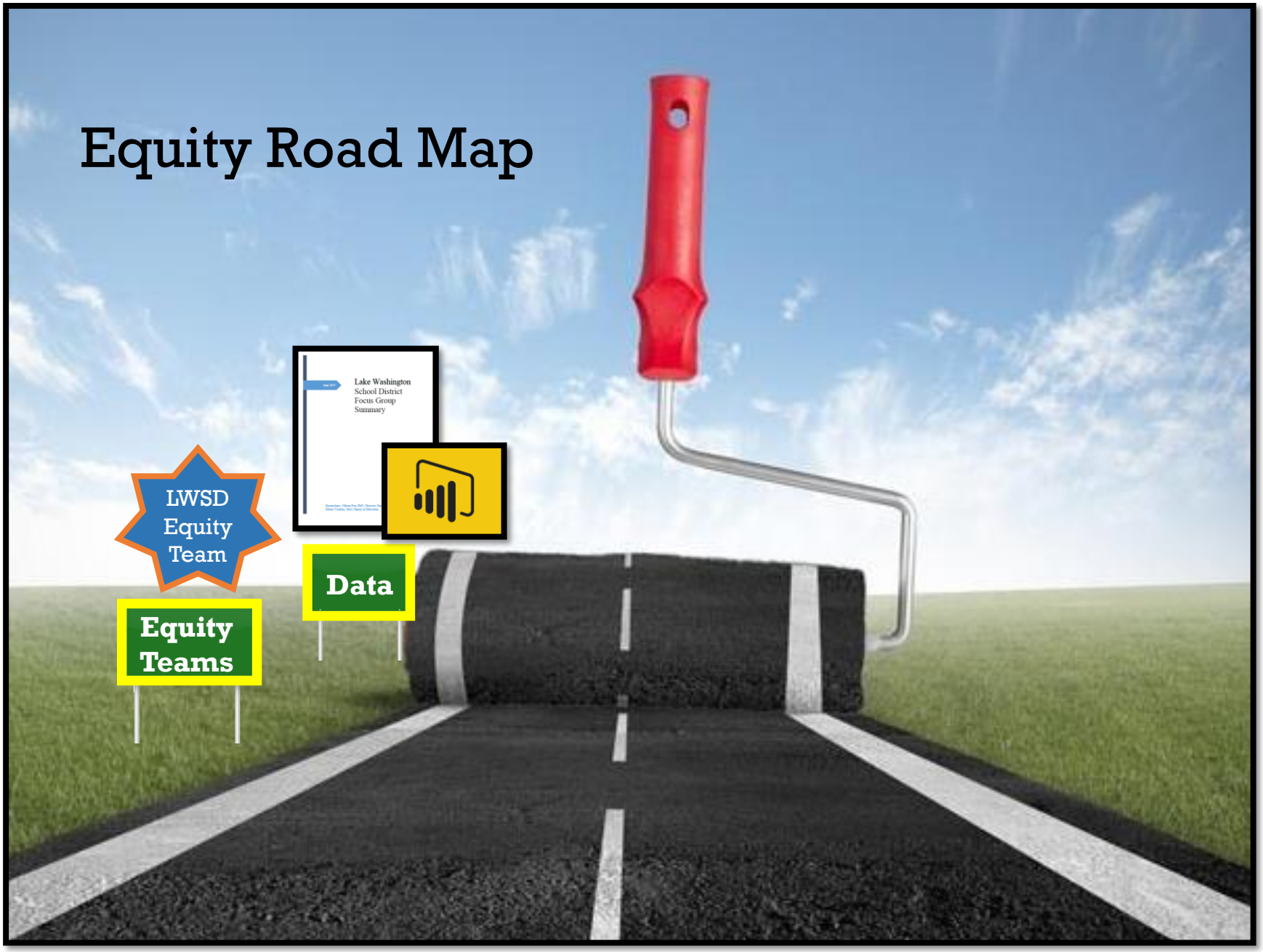
-LWSD secondary student



Power BI


ASSESSMENTS SUMMARY
What percent of students are meeting or exceeding standards?
You are viewing:
SBA-ELA
3
School Name
Alcott Elementary
Learning Community
All
Assessment
DIBELS Next
MSP-Science
SBA-ELA
SBA-Math
Grade
K
1
2
3
4
5
Gender
F
M
Income Status
Non-Low Income
Low Income
ELL
ELL at Time of Test
Exited ELL at Time of Test
Never ELL
Special Education
Non-SpEd
SpEd
Race/Ethnicity
American India...
Asian
Black-African A...
Hispanic-Latino
Not Specified
Two or more
White
Meeting or Exceeding Standard
Target = 95%
90
95
87
2015
2016
2017
School Year
% at Each Achievement Level
100%
80%
60%
40%
20%
0%
71%
79%
74%
19%
16%
13%
8%
1
2
3
4
Meeting or Exceeding Standard: Race/Ethnicity
Target = 95%
94
85
75
100
97
91
100
93
83
50
33
Asian
Black-Afric...
Hispanic-L...
Two or more
White
Meeting or Exceeding Standard: SpEd
Target = 95%
92
97
92
63
50
25
Non-SpEd
SpEd
Meeting or Exceeding Standard: Income
Target = 95%
91
95
90
80
50
17
Non-Low Income
Low Income
Meeting or Exceeding Standard: ELL
Target = 95%
91
97
94
60
60
ELL at Time of Test
Exited ELL at Time of ...
Never ELL

Equity Road Map

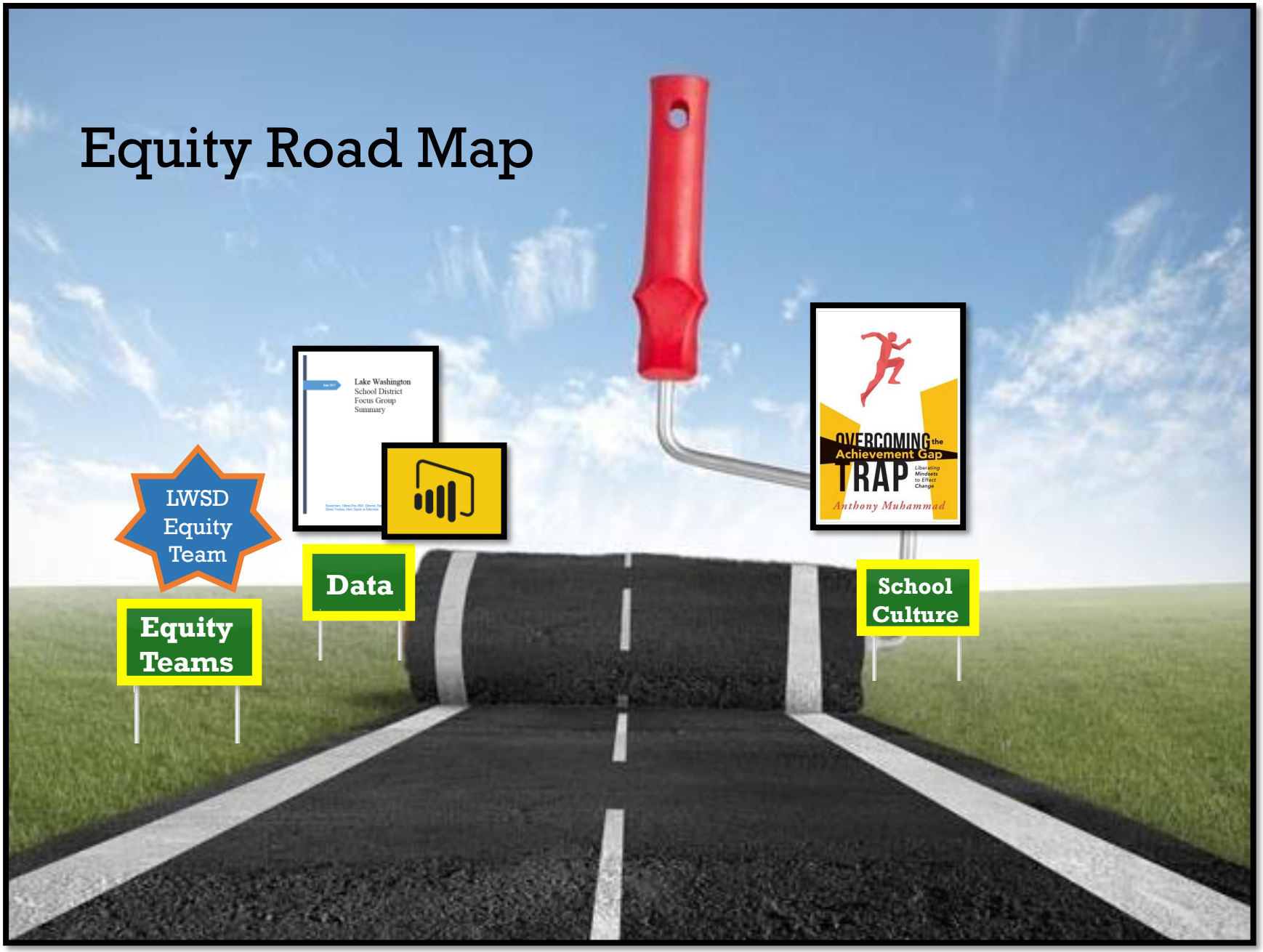


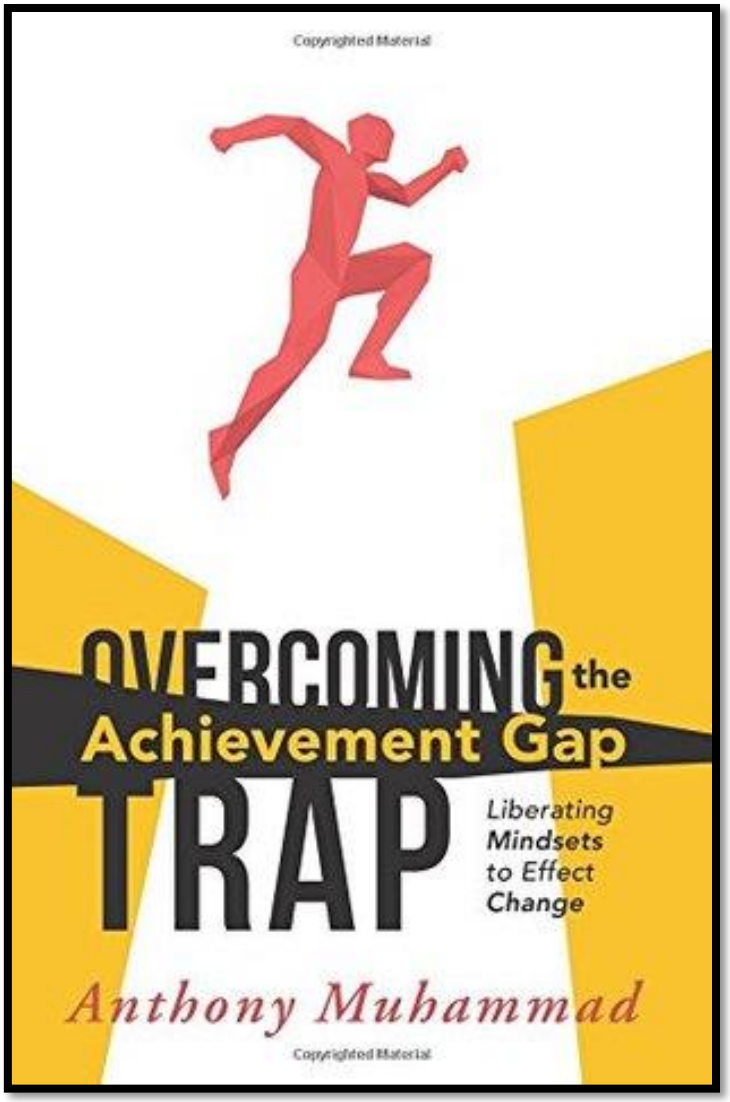
District Equity Team

- District Equity Policy
- Human Resources
- Student Success
- Student Services
- Professional Learning
- Parent and Community Engagement

Lake Washington School District

Cultures Connecting
Addressing Race Relations in the 21st Century

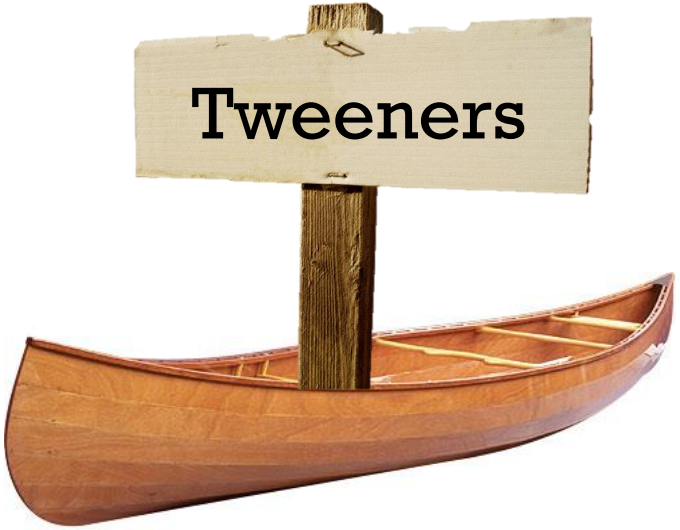

Equity Road Map
LWSD Equity Team
Equity Teams
Lake Washington School District Focus Group Summary
Data
OVERCOMING the Achievement Gap TRAP
Liberating Mindsets to Effect Change
Anthony Muhammad
School Culture

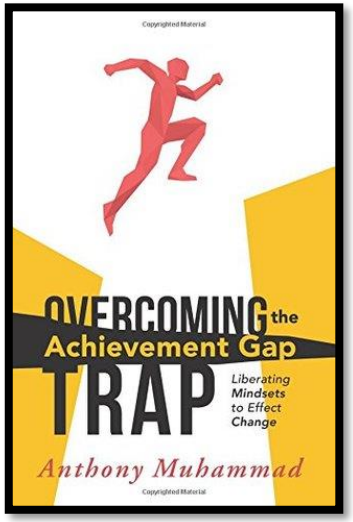


"I argue that to most people, the achievement gap is expected, acceptable and functional. It exists, in large part, because a society with a philosophical commitment to equality has not made a practical commitment to equality."

-Anthony Muhammad

Mindset and Transforming School Culture



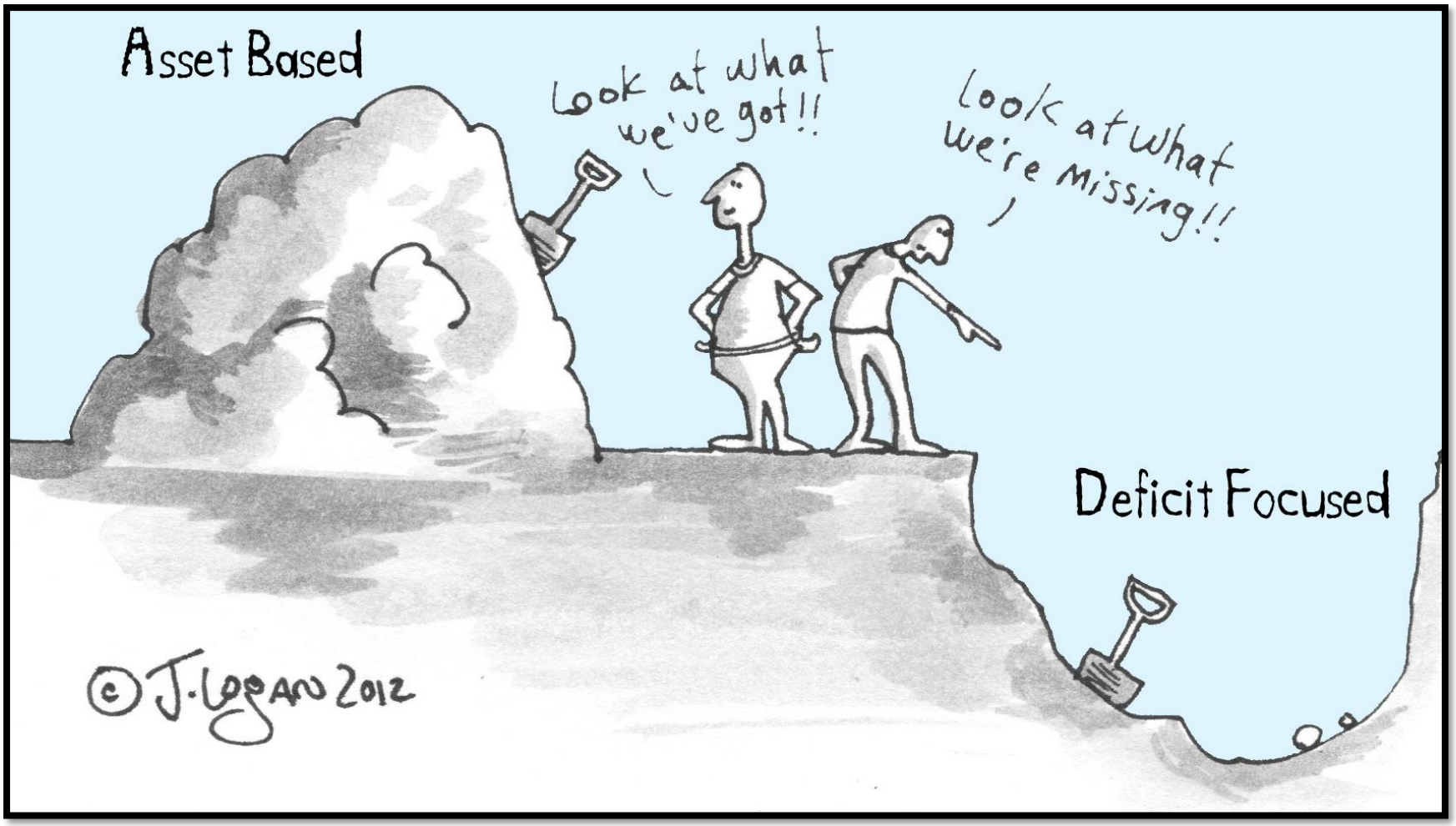


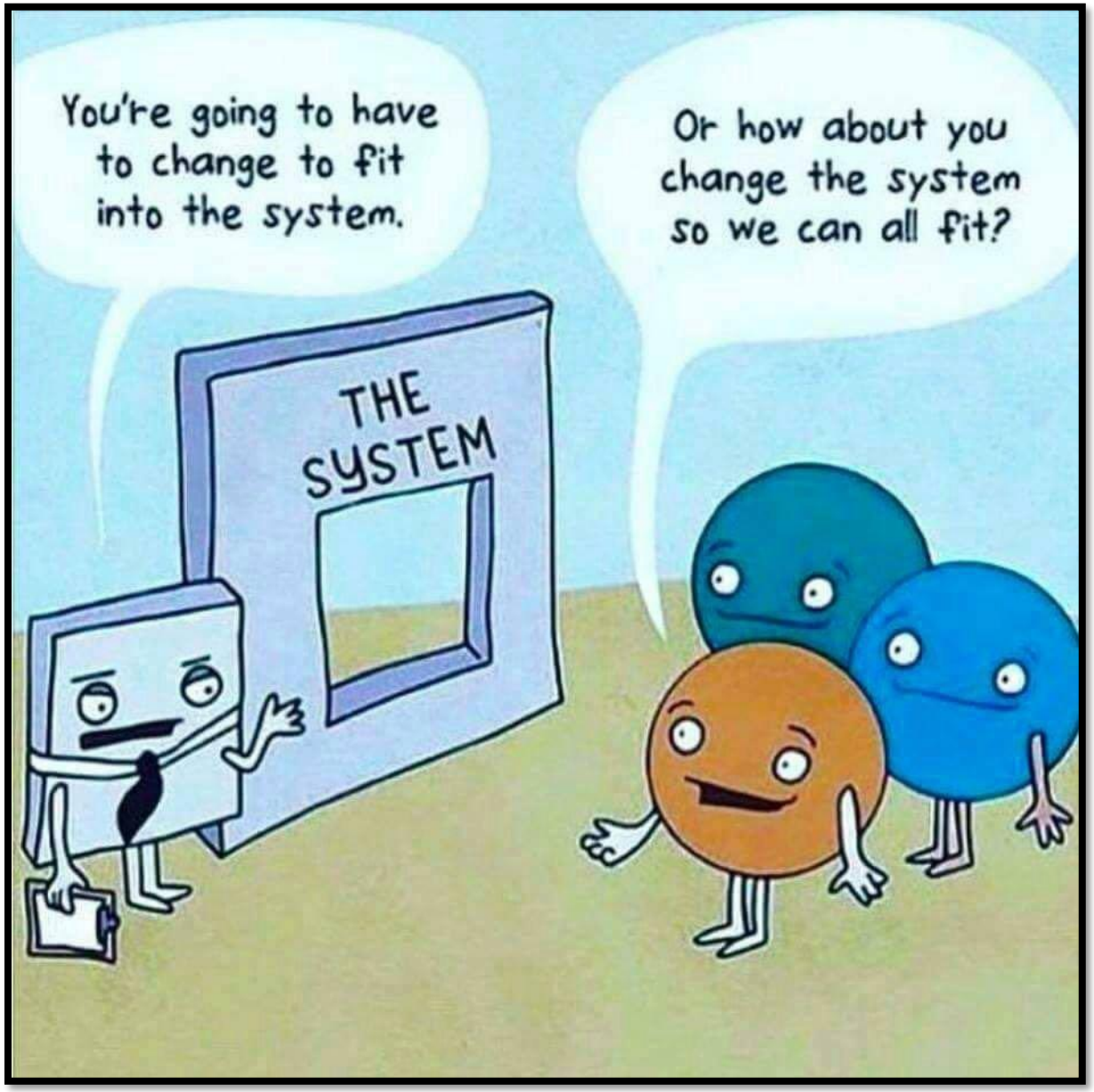
Think of a kid…

Equity Grid

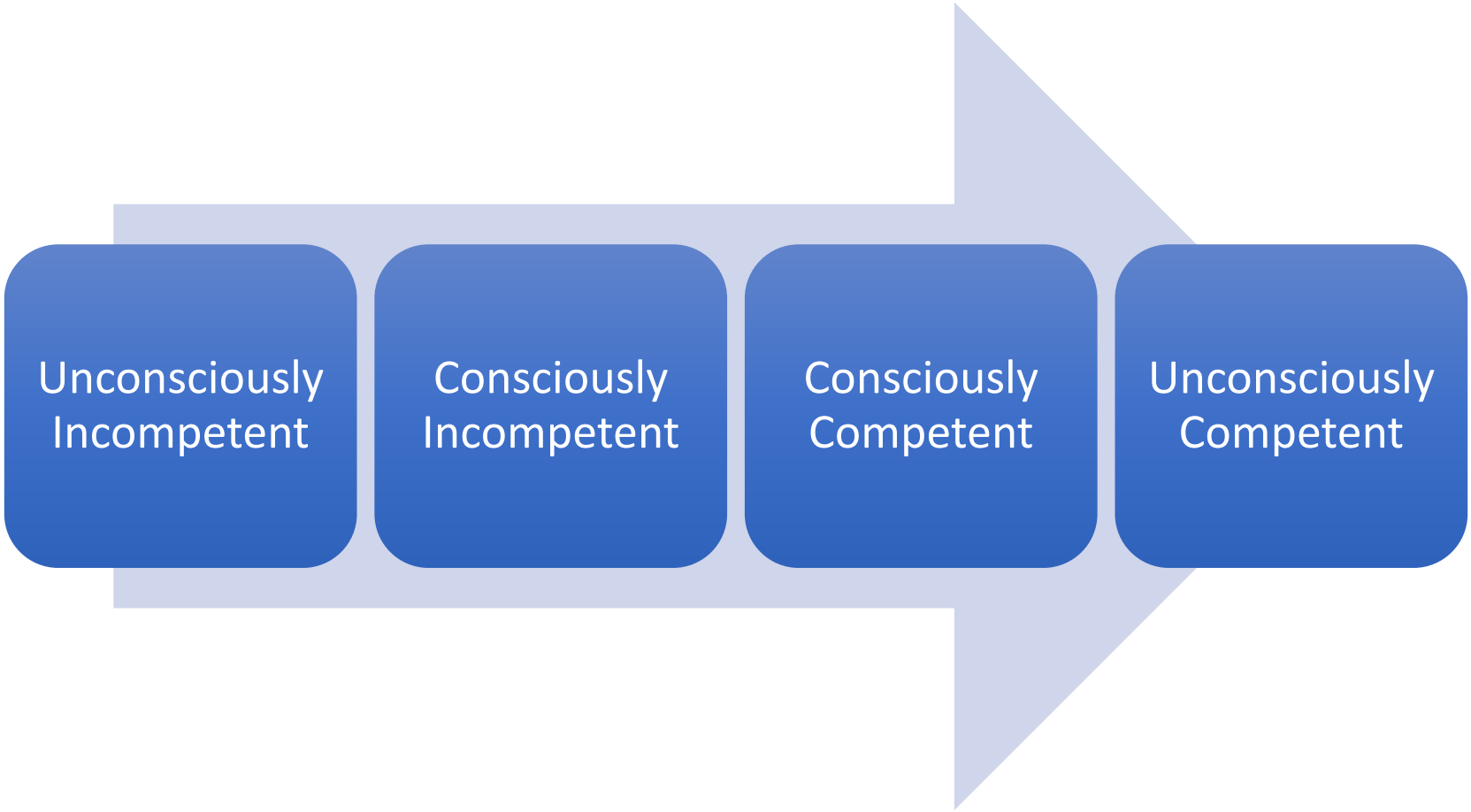
Name	Grade Level	Story	Main Staff Contact	Attendance	Grades	Test Scores SBA/DIBELS	Clubs Activities Sports	Strategies

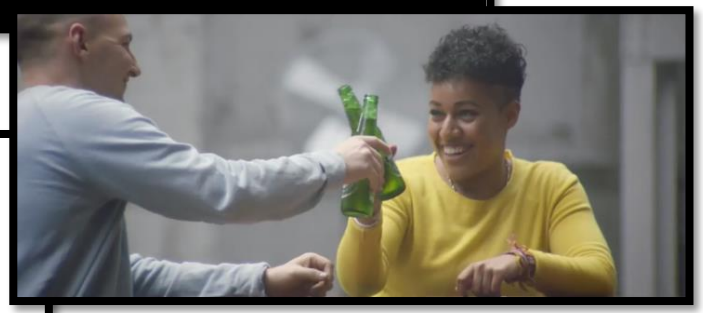
Asset-Based Profile

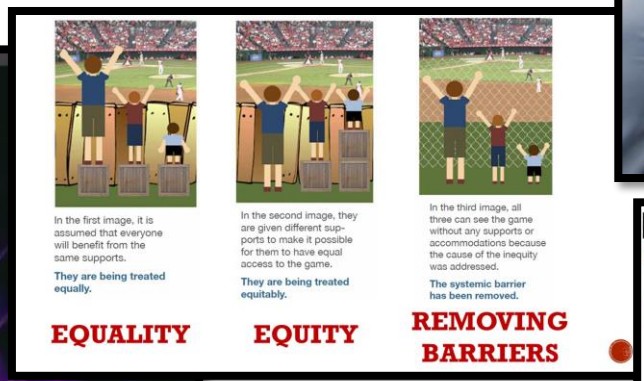



You're going to have to change to fit into the system.
Or how about you change the system so we can all fit?
THE SYSTEM

Implicit Bias Continuum



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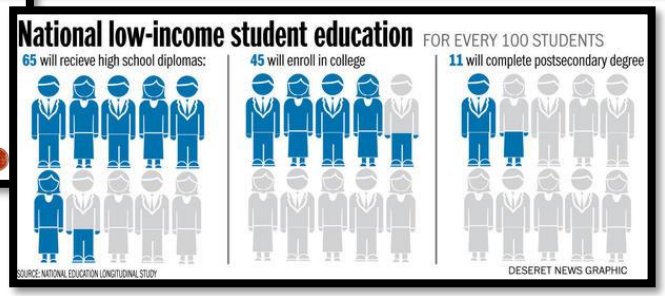
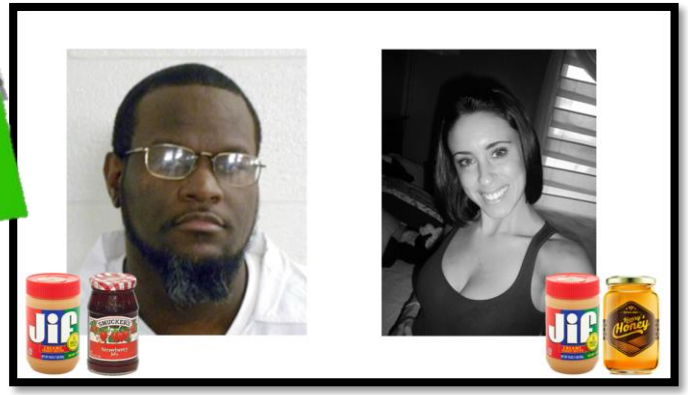
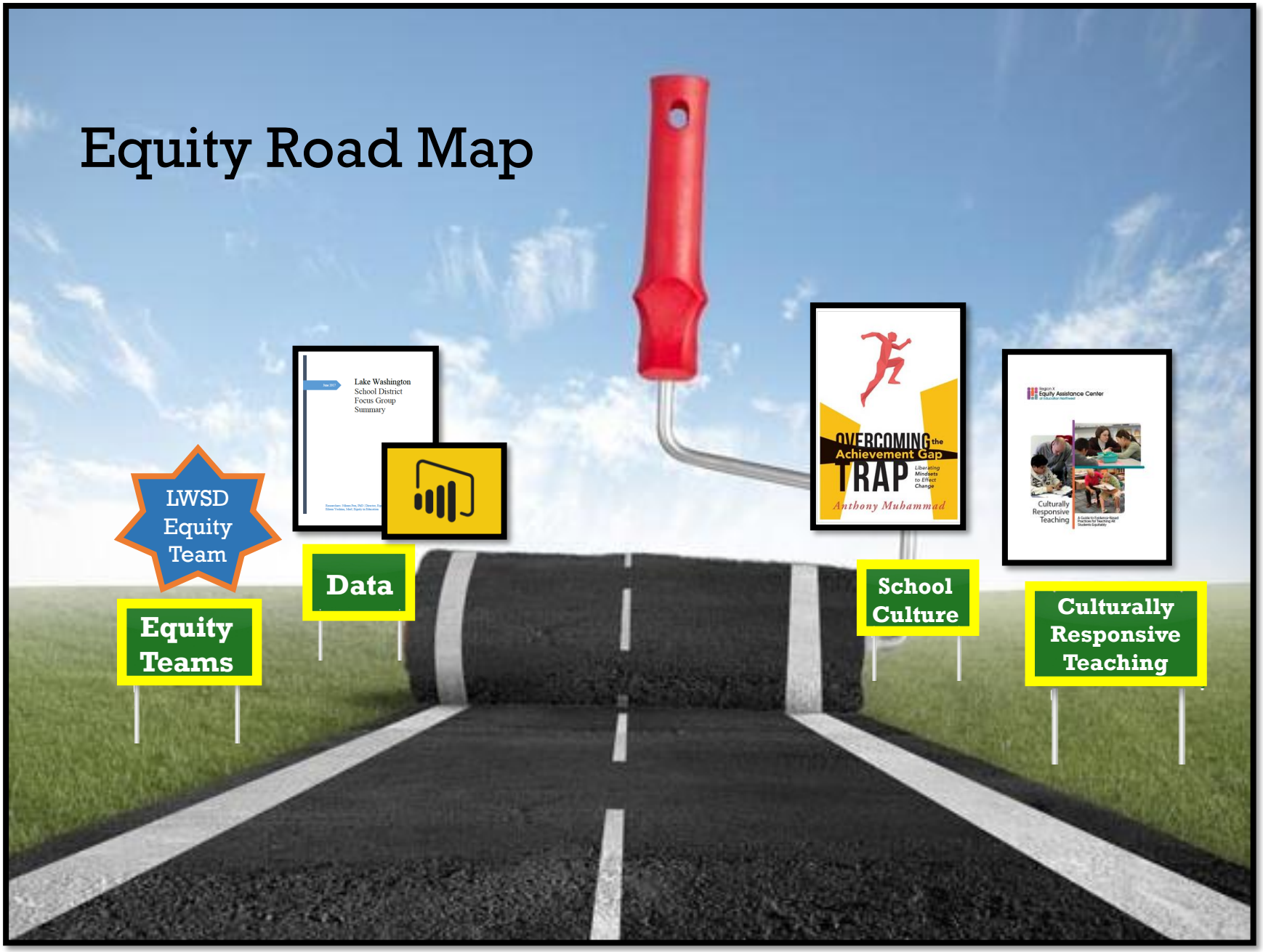

National low-income student education
FOR EVERY 100 STUDENTS
65 will recieve high school diplomas:
45 will enroll in college
11 will complete postsecondary degree
SOURCE: NATIONAL EDUCATION LONGITUDINAL STUDY
DESERET NEWS GRAPHIC

LOVE

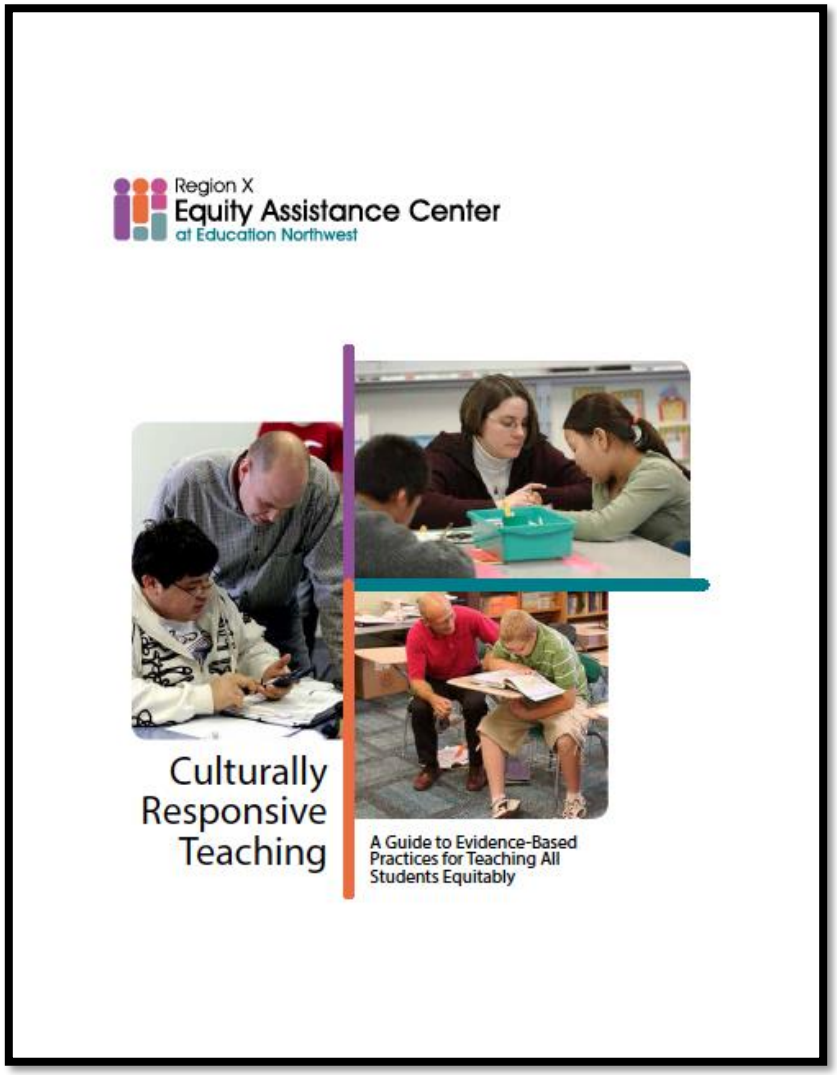
DATA



Equity Road Map



Culturally Responsive Teaching



Culturally Responsive Teaching

Teacher Expectations and Student Achievement

Expectations play a critical role in student achievement. Some students are more vulnerable to low expectations because of societal biases and stereotypes associated with their racial and/or ethnic identity. Though educators do not intend to communicate low expectations, there is well-documented evidence that these societal beliefs have a tangible, negative effect on the performance and achievement of racially, ethnically, culturally, and linguistically diverse students.

Over time, low expectations not only hinder learning but also negatively affect students' attitudes and motivation, resulting in self-fulfilling prophecies. If they are to eliminate persistent disparities in student achievement, every educator must consciously and consistently demonstrate the same specific, observable, and measurable behaviors and practices to all students, regardless of the students' current academic performance (Montgomery County Public Schools, 2010).

Decades of research on the Teacher Expectations Student Achievement (TESA) Interaction Model have identified 27 specific, observable, and measureable teacher behaviors that communicate high expectations. These behaviors provide equitable response opportunities and effective feedback, and help develop caring relationships. The 27 teacher behaviors were found to communicate high expectations to all students regardless of their race, ethnicity, or cultural or linguistic context (Los Angeles County Office of Education, 2002; Montgomery County Public Schools, 2010).

TESA researchers have found that teachers communicate high expectations by:

1. **Welcoming students by name as they enter the classroom.** Making the effort to accurately remember and correctly pronounce each student's name is a gesture of respect of both the student and his or her culture. In many cultures, the giving of names is loaded with symbolic significance, and to mispronounce that name is to diminish it and its bearer (Ladson-Billings, 2009).
2. **Using eye contact with high- and low-achieving students.** To be equitable in the classroom, the teacher needs to be sensitive to the cultural norms and interpretations of even such simple behaviors as making eye contact and the messages this gesture sends about teacher expectations (Cooper, 1979).
3. **Using proximity with high- and low-achieving students equitably.** Although it has been observed that teachers unconsciously favor those student perceived to be most like themselves in race, class, and values, culturally relevant teaching means consciously working to develop commonalities among all students (Ladson-Billings, 2009).
4. **Using body language, gestures, and expressions to convey a message that all students' questions and opinions are important.** Nonverbal behavior can be the most immediate part of a teacher's overall reward system, as well as one of the most subtly motivating or discouraging forces available to teachers in their interactions with students. Students almost always notice nonverbal behavior, especially when others are receiving it, while it is often unperceived by the teacher using it (Marzano, 2007).
5. **Arranging the classroom to accommodate discussion.** An inviting classroom uses the arrangement of desks to enhance interpersonal relationships between the teacher and student and among students themselves. Students must be able to relate in a positive way to their peers so that they communicate with one another. This permits a sense of connection and collaboration (Shade, Oberg, & Kelly, 2004).
6. **Ensuring bulletin boards, displays, instructional materials, and other visuals in the classroom reflect students' racial, ethnic, and cultural backgrounds.** The lack of relevant and culturally appropriate pictures, posters, and other instructional materials—as well as drab and institutional colors on the walls—creates an environment that is uninviting to learners. The physical environment of schools reflects the expectations that educators have of the capabilities of their students (Nieto, 2000).

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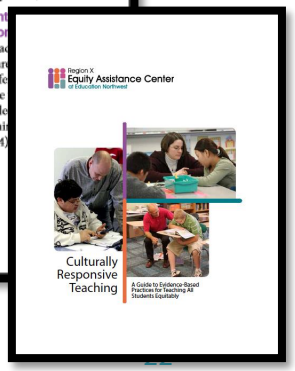
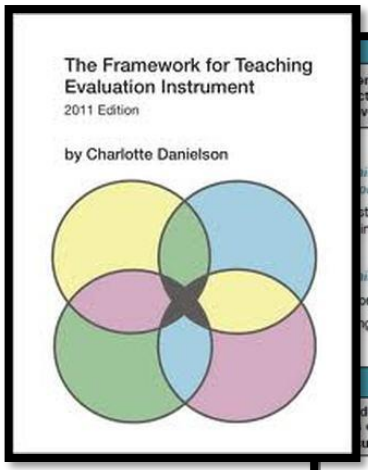
7. **Using a variety of visual aids and props to support student learning.** For children of color and families of immigrants, initial assessment of their acceptance in the school community depends on whether or not they see pictures, symbols, or other visual representations that remind them of their homes, communities, and values. An inviting classroom focuses on the use of color, physical arrangement of space, lighting, and sound to attract students to the learning process (Shade et al., 2004).
8. **Learning, using, and displaying some words in students' heritage language.** Cross-cultural literacy awareness benefits both students and teachers in building a community of learners. Students' native literacy and native cultural backgrounds should be considered rich resources instead of obstacles (Schwarzer, Haywood, & Lorenzen, 2003).
9. **Modeling the use of graphic organizers.** Graphic organizers can be used to incorporate student insights and knowledge. Some students respond better to the inclusion of their social iconography, such as music, decals, graffiti, and TV imagery. This is particularly true for students learning English as a second language or those who are more attuned to aural and visual learning styles, rather than to reading and writing. It is precisely those kinds of representations that effective graphic organizers can include (Hill, 2003).
10. **Using class building and team building activities to promote peer support for academic achievement.** Before launching into collaborative learning tasks, students should engage in team-building activities that are designed to foster social cohesiveness. The objective is to create a social-emotional climate conducive to developing a sense of solidarity and intimacy among group members. This enables students to feel comfortable in future group activities that may require them to express personal viewpoints, disagree with others, and reach consensus in an open (nondefensive) fashion (Cuseo, 2000).
11. **Using random response strategies.** Accomplished teachers of linguistically and culturally diverse learners use a variety of approaches that allow students to confront, explore, and understand important and challenging concepts, topics, and issues in meaningful ways. Using random response strategies creates a caring, inclusive, safe, and linguistically and culturally rich community of learning where students take intellectual risks and work both independently and collaboratively (Trumball & Pachero, 2005).
12. **Using cooperative learning structures.** Much information about different cultural and ethnic heritages cannot be attained through reading books. Only by knowing, working with, and personally interacting with members of diverse groups can students really learn to value diversity, utilize it for creative problem-solving, and develop an ability to work effectively with diverse peers (Johnson & Johnson, 2000).
13. **Structuring heterogeneous and cooperative groups for learning.** Because cooperative learning groups encourage positive social interaction among students of diverse racial and ethnic backgrounds, they have great potential to facilitate building cross-ethnic friendships and to reduce racial stereotyping, discrimination, and prejudice. When students work cooperatively, they have the opportunity to judge each other on merits rather than stereotypes (McLemore & Romo, 1998).
14. **Using probing and clarifying techniques to assist students to answer.** Questions that probe should reflect different levels of cognitive complexity; techniques should vary from rephrasing the question, to asking a related question, to giving a hint, clue, or prompt, to using scaffolded questions (Pierce & O'Malley, 1992).
15. **Acknowledging all students' comment responses, questions, and contributio** Differential treatment has been tied to ra Students of color, especially those who ar live in urban areas, bear the brunt of diffe teacher behaviors—even receiving praise supportive of student learning. Acknowle of all student responses should be affirmi correcting, or probing (Shade et al., 2004)



But isn't culturally responsive teaching just good teaching?

Yes, but you have to know what to look for.

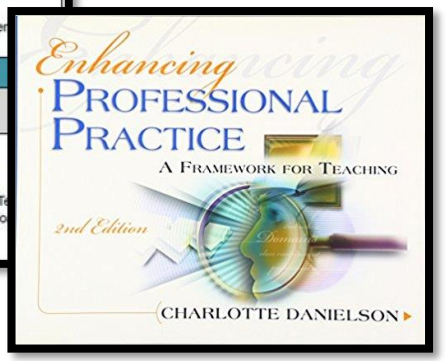
Where does CRT live in Danielson?



Criterion 1	Criterion 2	Criterion 3
ring instruction on high tations for student vement.	Demonstrating effective teaching practices.	Recognizing individual student learning needs and developing strategies to address those needs.
in 2: The Classroom onment tablishing a Culture for ing in 3: Instruction mmunicating with Students gaging Students In Learning	*Domain 3: Instruction* **3b:** Using Questioning And Discussion Techniques *Domain 4: Professional Responsibilities* **4a:** Reflecting on Teaching	*Domain 1: Planning and Preparation* **1b:** Demonstrating Knowledge of Students *Domain 3: Instruction* **3e:** Demonstrating Flexibility And Responsiveness *Student Growth* **SG 3.1:** Establish Student Growth Goal(s) **SG 3.2:** Achievement of Student Growth Goal(s)

Criterion 4	Criterion 5	Criterion 6
ding clear and intentional on subject matter content urriculum.	Fostering and managing a safe, positive learning environment.	Using multiple student data elements to modify instruction and improve student learning.
Domain 1: Planning and Preparation **1a:** Demonstrating Knowledge of Content and Pedagogy **1c:** Setting Instructional Outcomes **1d:** Demonstrating Knowledge of Resources **1e:** Designing Coherent Instruction	*Domain 2: The Classroom Environment* **2a:** Creating an Environment of Respect and Rapport **2c:** Managing Classroom Procedures **2d:** Managing Student Behavior **2e:** Organizing Physical Space	*Domain 1: Planning and Preparation* **1f:** Designing Student Assessments *Domain 3: Instruction* **3d:** Using Assessment in Instruction *Domain 4: Professional Responsibilities* **4b:** Maintaining Accurate Records *Student Growth* **SG 6.1:** Establish Student Growth Goal(s) **SG 6.2** Achievement of Stude Growth Goal(s)

Criterion 7	Criterion 8	
Communicating and collaborating with parents and the school community.	Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.	
Domain 4: Professional Responsibilities **4c:** Communicating with Families	*Domain 4: Professional Responsibilities* **4d:** Participating in a Professional Community **4e:** Growing and Developing Professionally **4f:** Showing Professionalism	*Student Growth* **SG 8.1:** Establish T Student Growth Go



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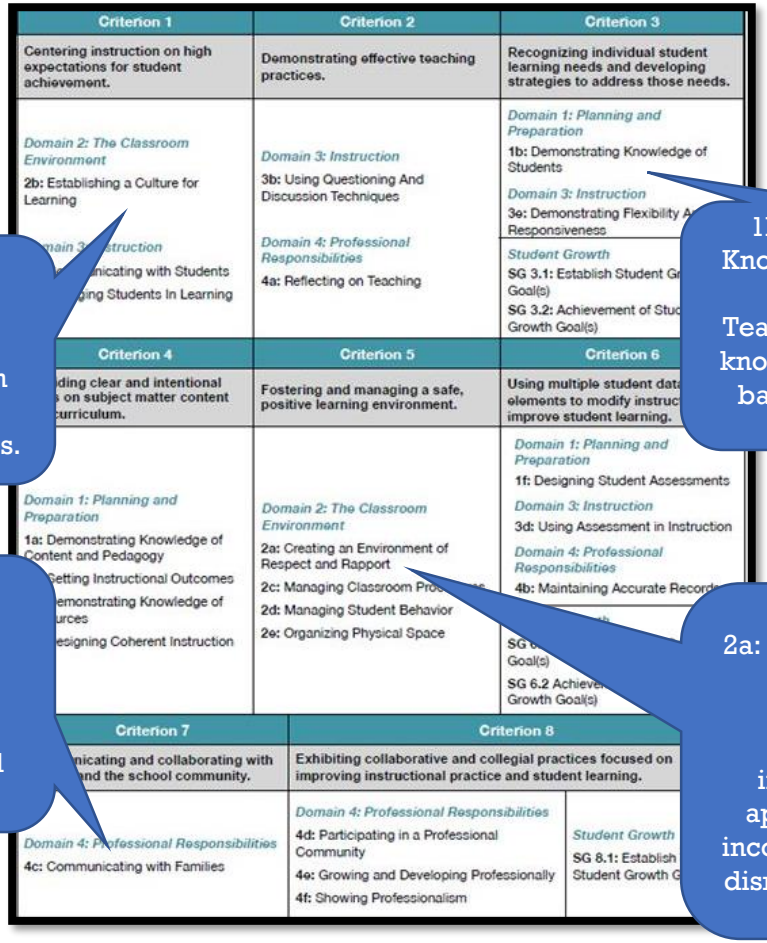


2b: Establishing a Culture for Learning

Teacher conveys high expectations for learning by all students.

1b: Demonstrating Knowledge of Students

Teacher actively seeks knowledge of students' background, culture and interests.

4c: Communicating with Families

Response to family concerns is handled with professional and cultural sensitivity.

2a: Creating an Environment of Respect and Rapport

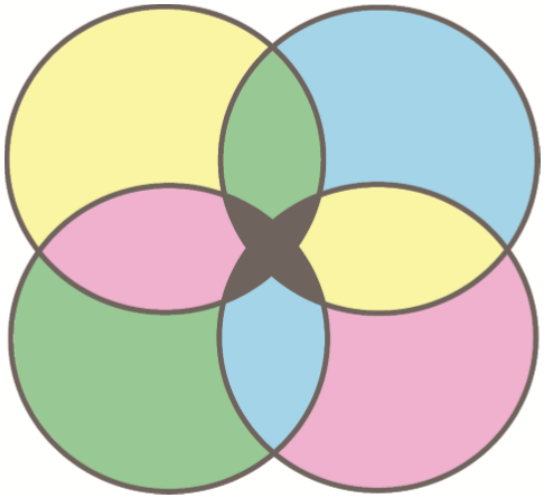
Patterns of classroom interactions are generally appropriate but may reflect inconsistencies, favoritism, and disregard for students' culture.

Where does CRT live in Danielson?

The Framework for Teaching Evaluation Instrument

2011 Edition

by Charlotte Danielson



Region X
Equity Assistance Center
at Education Northwest

Culturally Responsive Teaching

A Guide to Evidence-Based Practices for Teaching All Students Equitably

Danielson Framework for Teaching aligned with the Washington Eight Teacher Evaluation Criteria

Criterion 1	Criterion 2	Criterion 3
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RESEARCH BRIEF

CLOSING THE GAP:
CREATING EQUITY IN THE CLASSROOM

K-12 EDUCATION

Hanover Research highlights classroom strategies, tips, and approaches to close the equity gap.

INTRODUCTION 2

I. CREATING A CULTURALLY COMPETENT ENVIRONMENT 3

II. DEVELOPING CULTURAL COMPETENCY IN TEACHERS 6

III. DIAGNOSTIC: CHECKLIST FOR CULTURALLY RESPONSIVE INSTRUCTION 8

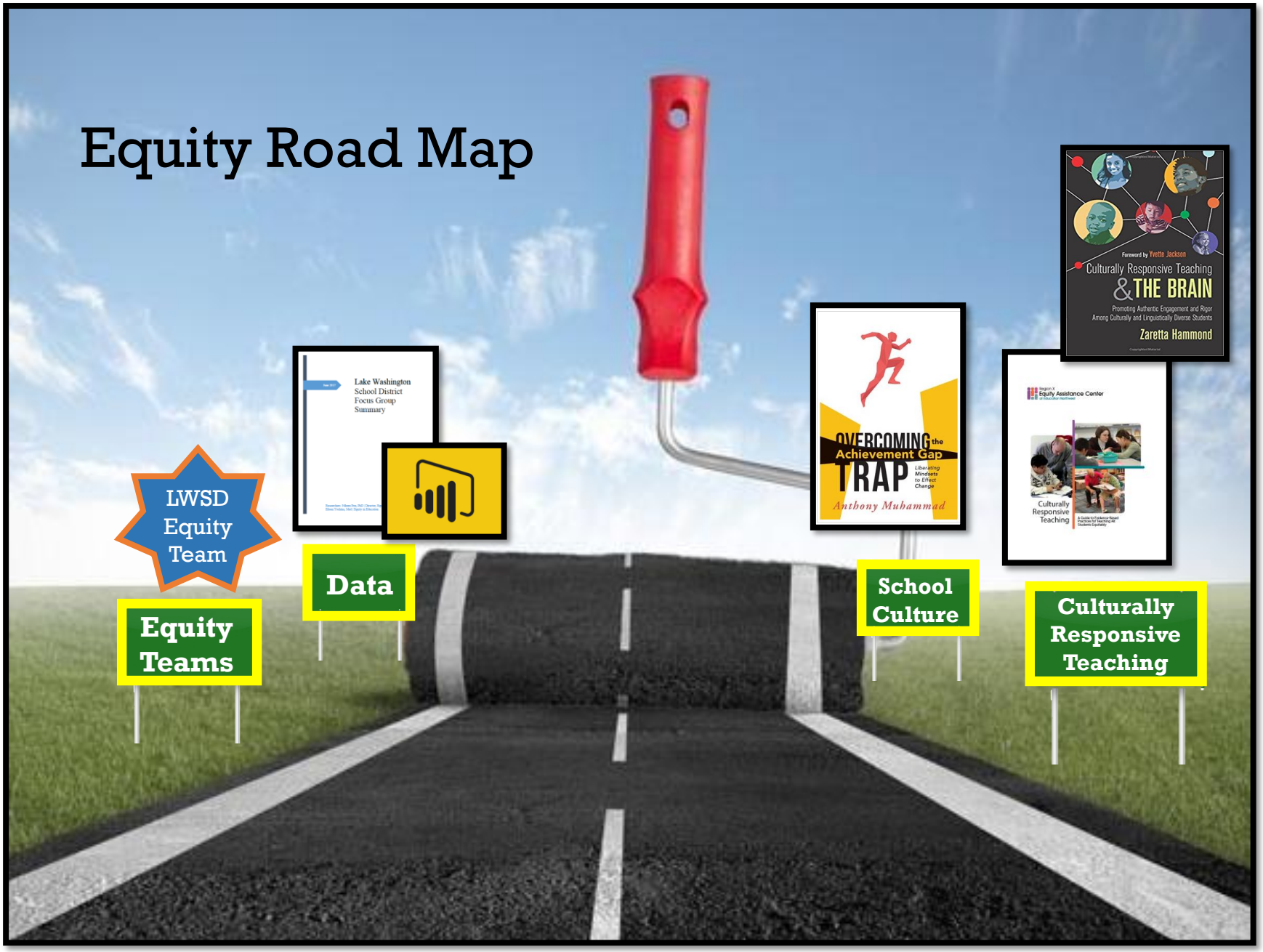
HANOVER RESEARCH

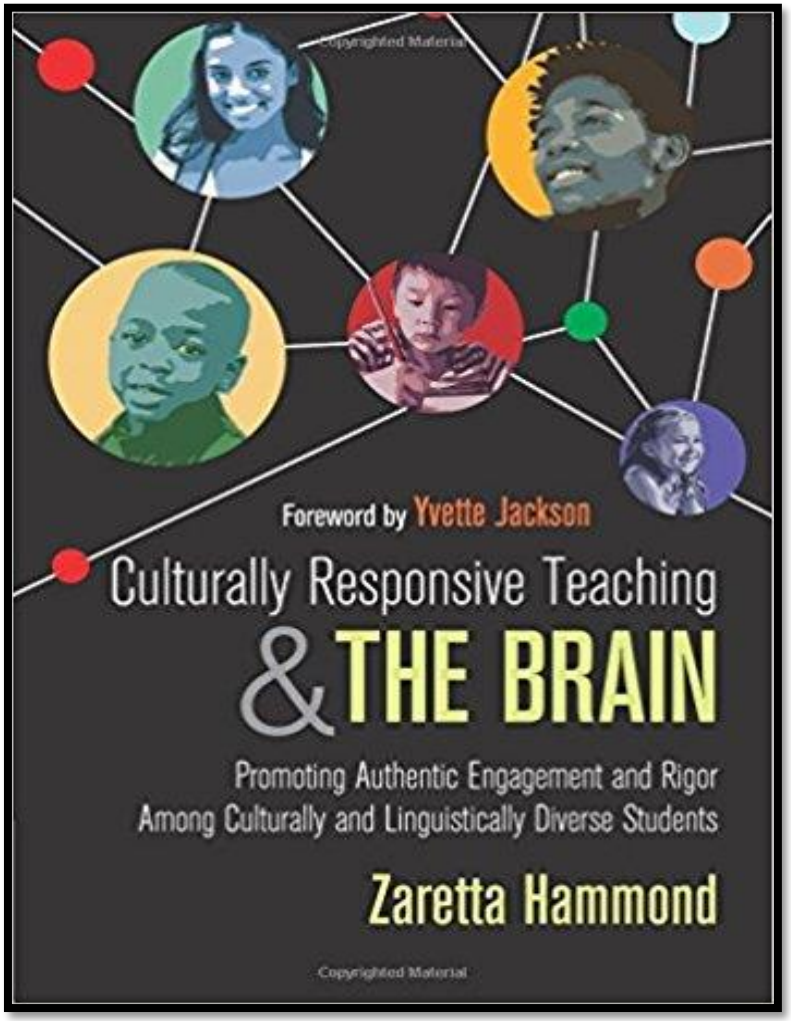
Closing the Gap: Creating Equity in the Classroom
Hanover Research Brief 2017

Checklist for Culturally Responsive Instruction
Self-Assessment

Engagement Strategies	*None*	*Some*	*All*
Welcomes students by name as they enter the classroom			
Uses eye contact with all students			
Uses proximity with all students equitably			
Uses body language, gestures, and expressions to convey a message that all students' questions and opinions are important			
Uses class building and team building activities to promote peer support for academic achievement			
Uses random response strategies			
Uses cooperative learning structures			
Structures heterogeneous and cooperative groups for learning			
Uses probing and clarifying techniques to assist students to answer			
Acknowledges all students' comments, responses, questions, and contributions			
Seeks multiple perspectives			
Uses multiple approaches to consistently monitor students' understanding of instruction, directions, procedures, processes, questions and content			
Identifies students' current knowledge before instruction			
Uses students' real-life experiences to connect school learning to students' lives			
Learning Environment Strategies	*None*	*Some*	*All*
Arranges the classroom to accommodate discussion			
Ensures bulletin boards, displays, instructional materials, and other visuals in the classroom reflect the racial, ethnic, and cultural backgrounds represented by students			
Uses a variety of visual aids and props to support student learning			
Learns, uses, and displays some words in students' heritage language			
Models use of graphic organizers			
Feedback Strategies	*None*	*Some*	*All*
Uses wait time			
Asks students for feedback on the effectiveness of instruction			
Provides students with the criteria and standards for successful task completion			
Gives students effective, oral and written feedback that prompts improved performance			
Provides multiple opportunities to use effective feedback to revise and resubmit work for evaluation			
Explains and models positive self-talk			
Asks higher-order questions equitably of all students			
Provides individual help to all students			

Equity Road Map

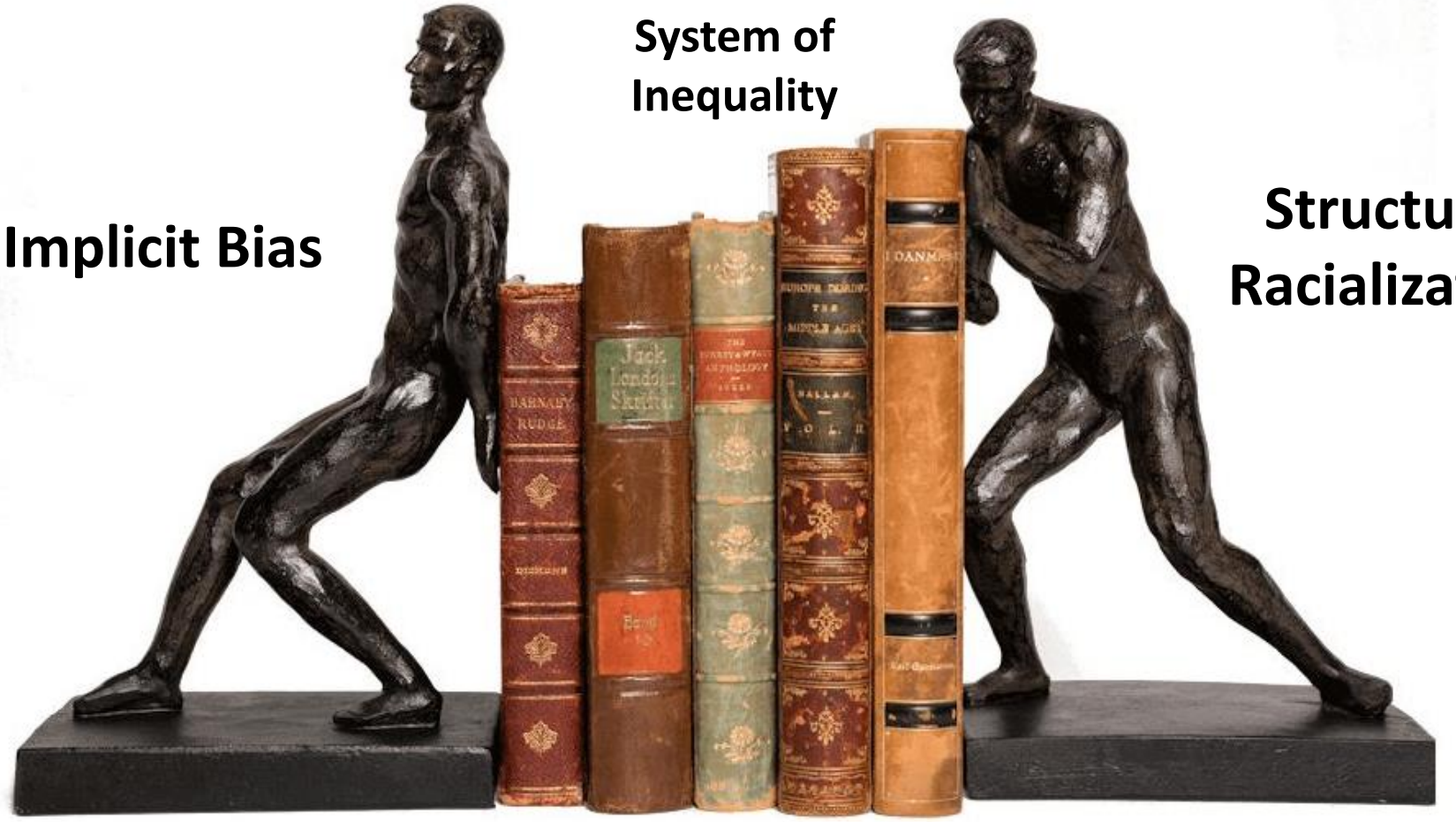




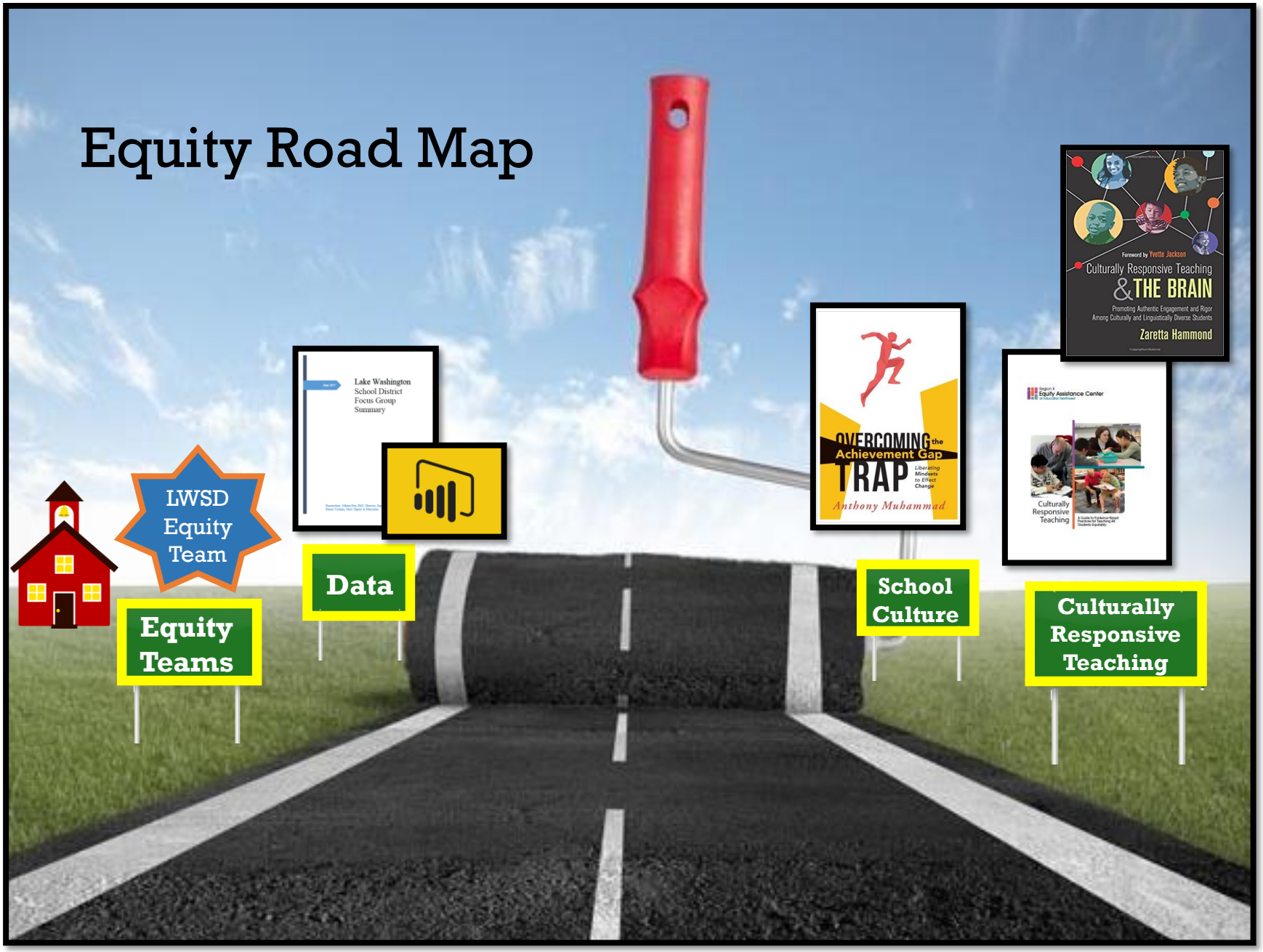
"In culturally responsive teaching, relationships are as important as the curriculum. At the core of positive relationships is trust. Culturally responsive relationships aren't just something nice to have, they are critical. Building a culture of care helps dependent learners move towards independence."

-Zaretta Hammond

"The Two Bookends"



Equity Road Map



School-Based Equity Teams

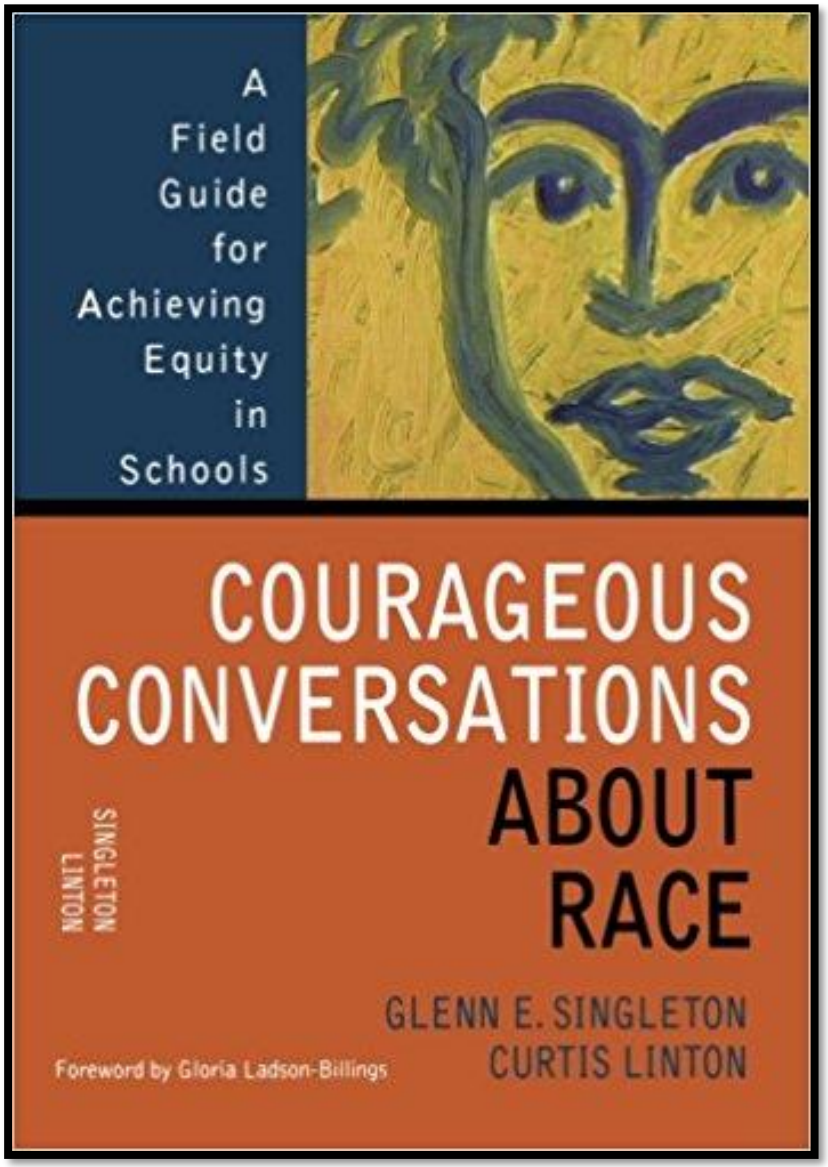
School-Based Equity Teams

Why School-Based Equity Teams?
They are one of the highest–impact strategies to increase equity in our schools.

In 2018-19, all schools will:

- Build equity teams/select members
- Increase awareness, knowledge and skills of equity team members
- Assess school needs and focus
- Determine how to incorporate student/parent voice

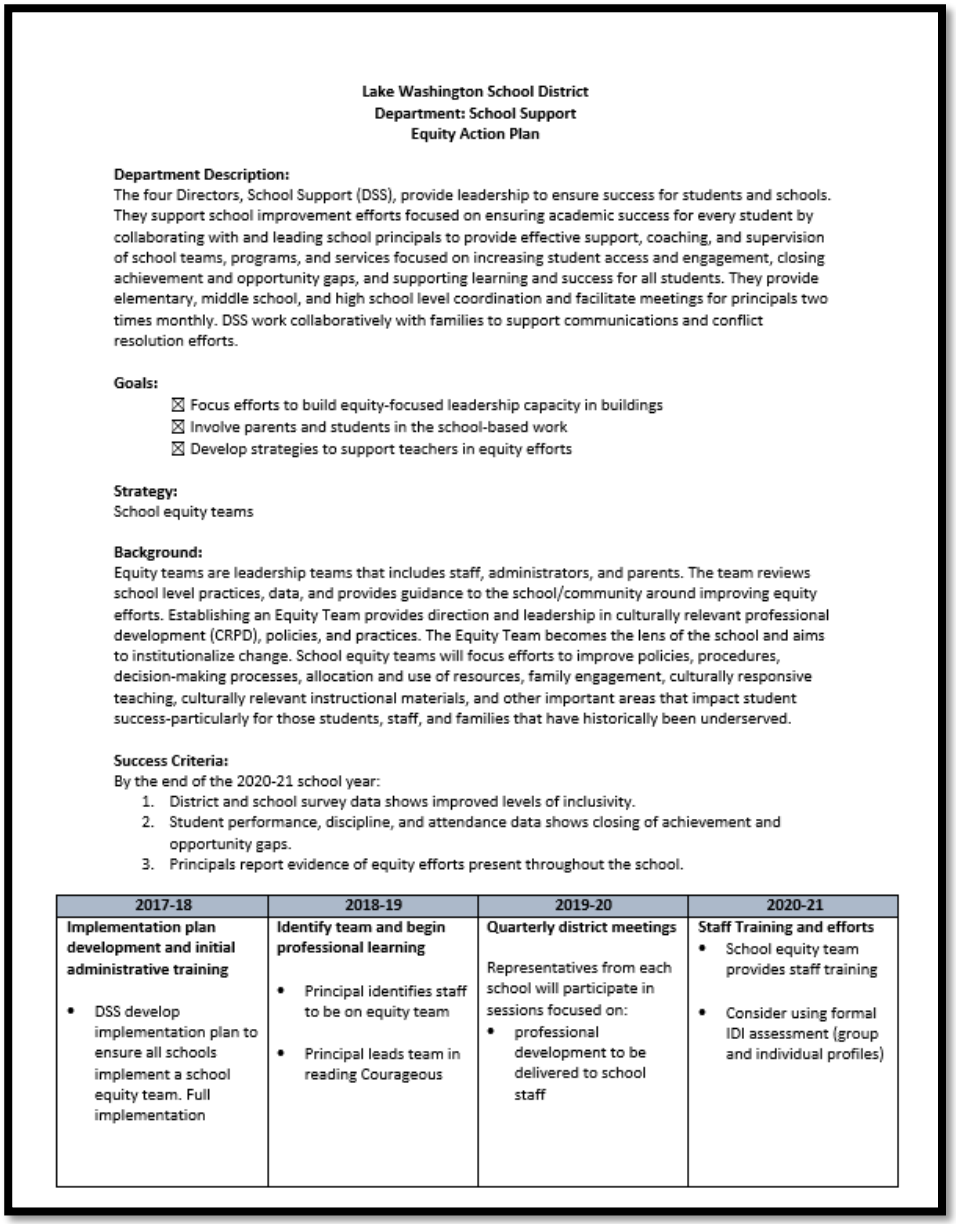
Cultures Connecting
Addressing Race Relations
in the 21st Century



To exercise the passion, practice, and persistence necessary to address racial achievement disparities, all members of the school community need to be able to talk about race in a safer and honest way. Courageous Conversation offers a protocol and a strategy for school systems to eliminate racial achievement disparities."

-Glenn Singleton

School-Based Equity Team 3-Year Action Plan



Lake Washington School District
Department: School Support
Equity Action Plan

Department Description:
The four Directors, School Support (DSS), provide leadership to ensure success for students and schools. They support school improvement efforts focused on ensuring academic success for every student by collaborating with and leading school principals to provide effective support, coaching, and supervision of school teams, programs, and services focused on increasing student access and engagement, closing achievement and opportunity gaps, and supporting learning and success for all students. They provide elementary, middle school, and high school level coordination and facilitate meetings for principals two times monthly. DSS work collaboratively with families to support communications and conflict resolution efforts.

Goals:

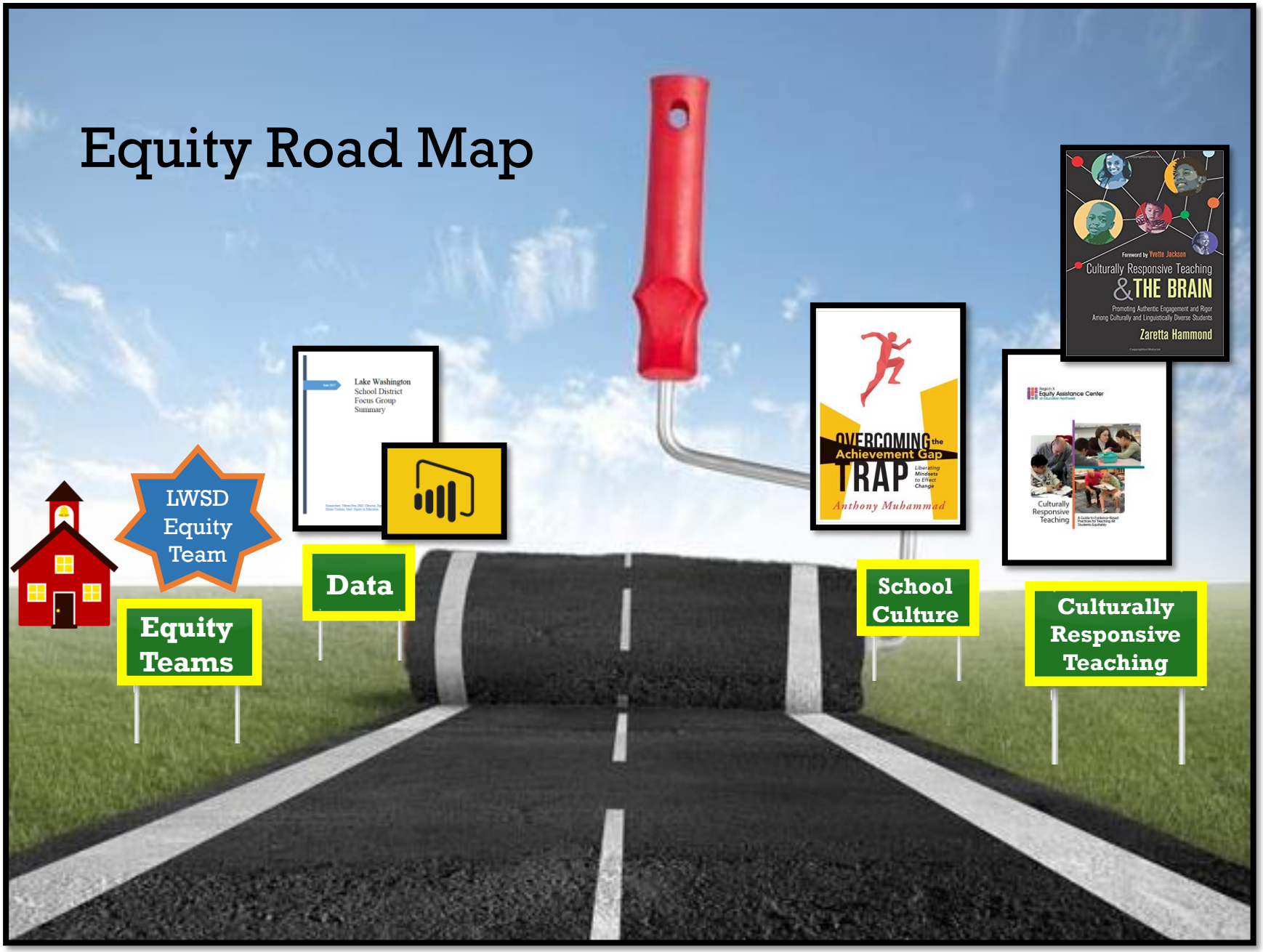
- ☒ Focus efforts to build equity-focused leadership capacity in buildings
- ☒ Involve parents and students in the school-based work
- ☒ Develop strategies to support teachers in equity efforts

Strategy:
School equity teams

Background:
Equity teams are leadership teams that includes staff, administrators, and parents. The team reviews school level practices, data, and provides guidance to the school/community around improving equity efforts. Establishing an Equity Team provides direction and leadership in culturally relevant professional development (CRPD), policies, and practices. The Equity Team becomes the lens of the school and aims to institutionalize change. School equity teams will focus efforts to improve policies, procedures, decision-making processes, allocation and use of resources, family engagement, culturally responsive teaching, culturally relevant instructional materials, and other important areas that impact student success-particularly for those students, staff, and families that have historically been underserved.

Success Criteria:
By the end of the 2020-21 school year:

1. District and school survey data shows improved levels of inclusivity.
2. Student performance, discipline, and attendance data shows closing of achievement and opportunity gaps.
3. Principals report evidence of equity efforts present throughout the school.

2017-18	2018-19	2019-20	2020-21
Implementation plan development and initial administrative training • DSS develop implementation plan to ensure all schools implement a school equity team. Full implementation	**Identify team and begin professional learning** • Principal identifies staff to be on equity team • Principal leads team in reading Courageous	**Quarterly district meetings** Representatives from each school will participate in sessions focused on: • professional development to be delivered to school staff	**Staff Training and efforts** • School equity team provides staff training • Consider using formal IDI assessment (group and individual profiles)

Equity Road Map