Breaking Barriers: Creating Conditions to Close the Achievement Gap

CABE / CAPSS
November 16, 2019
How would you caption the third image?
External Partnerships

- Mutual Benefit
- Thought Partners
- Planned Time for Strategy
- Mutual Accountability for Success
- Resources to Drive the Work
- Production of Artifacts (Equity Audit, E3)
Conditions

1. Board of Education
2. Coalition
3. Strategic Partnership
4. Resources

Which of these conditions do you see as critical and why? Which of these are replicable in your setting?
Granby Equity Team

The Committee formerly known as the Granby Equity Taskforce

Engage in Experiences to Explore Equity

Use Data to Understand Root Cause of Inequities and Monitor Progress

Utilize Networks to Diffuse Practice
GPS Statement of Equity

Equity in the Granby Public Schools ensures practices that allow all students to achieve at high levels, and that outcomes are not predicted by race, religion, ethnicity, socioeconomic status, gender, gender identity, or sexual orientation; and barriers are removed to meet the needs of students of all abilities and backgrounds; thereby realizing the district mission for all students to become powerful thinkers, effective collaborators, and compassionate contributors.
Goal: Provide a rigorous and diverse 21st Century Curriculum.

Strategy: Clarify outcomes that measure powerful thinking and college and career readiness.

Measurement: Decrease the achievement gap in student performance to no more than 10% in each achievement category.

Goal: Provide a rigorous and diverse 21st Century Curriculum.

Strategy: Provide multiple pathways for students to access and personalize learning.

Measurement: Increase college course completion to 100% for all students.
**Equity Indicators**

**Graduation:**
- Graduation Rate: % of 12th grade students graduating in 4 years or less (as a ninth grade cohort)

**College Readiness:**
- College Course Completion: % of 12th grade students enrolled in at least 1 college level/credit course (AP, ECE, Pathways) during their HS year
- College Course Success: % of 12th grade students successfully completing at least 1 college level/credit course during their HS years: AP='C' or higher, ECE='C' or higher, Pathways='B' or higher
- College Readiness Exams: % of 12th grade students scoring 1050 or better on the SAT (superscoring), 3 or higher on AP exam, or meeting benchmark on 3 of 4 exams on ACT

**Student Achievement 3-10:**
- Science Performance: % 5th, 8th and 10th graders at/above goal on NGSS
- Literacy Performance: % students in gr. 3-8 meeting/exceeding goal on SBAC
- Numeracy Performance: % students in gr. 3-8 meeting/exceeding goal on SBAC

**School Engagement:**
- Activities: % students in gr. 3-12 with at least one extra-curricular activity or interscholastic sport
- Attendance: % students gr. K-12 attending at least 90% of school days
- Discipline: % students gr. K-12 with no in-school or out-of-school suspension
E³
Experiences to Explore Equity

- back row/front row stories - level the playing field?
- model minority - the stereotype apply to all Asians
- need stories for others to empathize

Explore Equity

education
health

family

N O

biography

Kimberly

Success

Nancy

happy"
Johnny on the Woodpile
Johnny on the Woodpile

This popular short echo song can be found in John Feierabend’s “First Steps in Music for Preschool and Beyond” and on the accompanying CD “Had a Little Rooster.”

Lyrics:

Johnny on the woodpile
Johnny on the fence
Johnny got a haircut
For fifteen cents

"N****r in the woodpile" is an idiom dating back to the 1800s that means that something is hidden or suspiciously "off." I found references that suggest that the term was common in literature and film during the 20s and 30s, though it can be found in written sources as early as 1843 and as late as 1960. A 1929 magazine illustration by Dr. Suess (pictured above) depicts a department store in which you can buy "a n****r for your woodpile." The idiom was even the title of a 1904 film. A common variation of the idiom that was also in use is "n****r on the fence"- paralleling the first two lines of the "Johnny on the Woodpile". I have not found any other
Johnny on the Woodpile

Dr. Seuss' hand-painted and drawn illustration from the June 1st 1929 issue of "Judge" Magazine. In the bottom panel the salesman offers a "High grade nigger for your woodpile." The drawing went to auction in 2015.
Following Equity Audit groups focused on the following areas:

1. underrepresentation of minority students in college readiness courses
2. overrepresentation of black male students receiving referrals/discipline
3. overrepresentation of black male students receiving special education services
4. underrepresentation of minority teachers
Focus Area: Achievement

Focus Question: Why is there a difference between black students and all other groups enrolled in AP courses? Why are our black male and female PSAT and SAT scores lower than that of any other students?

<table>
<thead>
<tr>
<th>School Year</th>
<th>AP Enrollment</th>
<th>PSAT Grade 11</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year</td>
<td>Black Males</td>
</tr>
<tr>
<td>2015 - 2016</td>
<td>2015 - 2016</td>
<td>765</td>
</tr>
<tr>
<td>2016 - 2017</td>
<td>2016 - 2017</td>
<td>983</td>
</tr>
<tr>
<td>2017 - 2018</td>
<td>2017 - 2018</td>
<td>825</td>
</tr>
</tbody>
</table>
What has actually happened?

- Pre AP
- Professional Development
- Membership Configuration
- Prerequisites
- School Counseling Practices
- Tiered Intervention / Supports
1. Provide additional supports for Open Choice students and families, including, but not limited to, additional individual school counseling planning meetings, planning nights in Hartford, extended Freshman Orientation, the establishment of local host families, and surveying parents about what would be helpful in supporting their children with academic requirements and preparing for success after high school.

2. Examine course recommendations processes for objectivity at the middle school and high school and enlist counselors and teachers and support staff to recruit and support students in enrolling in and staying in college-level courses.

3. Re-examine and maximize academic and social/emotional supports for students, including departmental learning centers, peer tutoring, mentoring, and tiered interventions.
Individual Network
Community Equity Network
Questions