

Equity Driven Leadership

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▶ When we speak of Equity, we refer to equity for all –

Students & Staff

▶ Race, ability, gender, gender orientation, socio economic,

Infused – not a stand alone item, not *a position* within a system.

Influences your use of your time, agenda you establish for Cabinet, Building Leaders, staff.

Continuum – from Equity Warrior to What's Equity?

Individuals – your Board, Cabinet, Principals, Instructional Coaches, Teachers, Para Educators, etc.

BELIEFS THAT DRIVE THE WORK-EQUITABLE SCHOOLS

- ▶ My efforts and focus should match my beliefs: All students learn within our PK-12 system with teachers who have high expectations, love and respect their students and have the support to ensure ALL students will be at grade level or higher.
- ▶ Indicators of inequities within a system:
 - ▶ Students don't like school
 - ▶ Teachers don't believe they are making a difference
 - ▶ Some teachers don't believe the students who they serve have abilities to be highly successful
 - ▶ Data indicates that the majority of our students are not proficient learners

When I am aware of inequities within my district, it is my moral obligation to put in motion changes that move us towards a system that successfully serves all students.

We serve a community where most of our families live in poverty and trust us. We will assume all learning responsibilities for our students.



GRANDVIEW SCHOOL DISTRICT GOALS

- ▶ *Ensure that all GSD students know that their social and emotional needs are even more important than their academics*

All students will have the opportunity to attend college/trade school/military

- ▶ Eliminate the need for GSD students to take remedial courses post high school
- ▶ All students will grow at least one academic year
- ▶ All students will be at grade level or higher
- ▶ High levels of student efficacy
- ▶ Collective Efficacy within all Professional Learning Communities
- ▶ K-12 Systematic Data Analysis



A CLOSER LOOK AT INEQUITIES WITIN A SYSTEM: GSD MATHEMATICS

- ▶ GSD graduates were/are unprepared for college math courses
- ▶ Many top 5% graduating seniors were/are entering college having to take remedial courses
- ▶ Running Start students (high achievers) were testing into remedial math courses
- ▶ High School SBA math proficiency rate from 2017-2019: 17.5% (3% level 4, 56% level 1)
- ▶ Minimizing opportunities for ALL GSD students and creating a “defeatist” mindset. Example: WSU freshman (3.99 GPA) wanted to change her major from biomedicine to a major that did not include an emphasis in mathematics due to struggling with remedial math courses.



SYSTEM ISSUES

“The longer students are in our system learning math, the less likely they are able to pass a high stakes test.”

- ▶ Decrease in level 4 students as they moved through the system
- ▶ Increase in level 1 students as they moved through the system
- ▶ Math curriculum that did not promote number sense which became a barrier to accessing complex math
- ▶ Math curriculum emphasized deep learning and skipped surface level learning
- ▶ Surface level skills would be assimilated through deep learning activities



MIDDLE SCHOOL WORK ENVIRONMENT

- ▶ High turnover rate at the middle school especially in the math department. In 2017-18, 8 out of the 11 math teachers were new (three of these teachers were still working on getting their certification)
- ▶ Professional Development stemmed around supporting teachers on “how to use the units”. Teacher belief that what we they were teaching would not positively impact students
- ▶ Discouraging data negatively impacted teacher morale



PROBLEM- MATH TREND DATA PRIOR TO 17-18

15-16 Proficient 6th-8th: **194** out of **813** total students

Not Proficient 6th-8th: 619 out of **813** total students

16-17 Proficient 6th-8th: **216** out of **806** total students

Not Proficient 6th-8th: 590 out of **806** total students



2015-2016 MIDDLE SCHOOL MATH DATA % PROFICIENT AND NOT PROFICIENT

GRADE LEVEL	TOTAL STUDENTS	PROFICIENT	NOT PROFICIENT
6 TH	286	20%/57 STUDENTS	80%/229 STUDENTS
7 TH	265	28%/74 STUDENTS	72%/191 STUDENTS
8 TH	262	24%/63 STUDENTS	76%/199 STUDENTS

2016-2017 MIDDLE SCHOOL MATH DATA % PROFICIENT AND NOT PROFICIENT

GRADE LEVEL	TOTAL STUDENTS	PROFICIENT	NOT PROFICIENT
6 TH	256	20%/51 STUDENTS	80%/205 STUDENTS
7 TH	284	30%/85 STUDENTS	70%/199 STUDENTS
8 TH	266	30%/80 STUDENTS	70%/186 STUDENTS

2018-2019 8TH GRADE MATH COHORT DATA

Five years of math cohort SBA data that shows our system's effectiveness to ensure students are proficient mathematicians

Changes were made for the 17-18 year to address the decline in proficient students.

Three major factors that influenced 18-19 GMS outcomes:

- Hired a math coach with strong PLC background and proven results
- Strong department wide PLCs with dedicated intervention teachers
- Instruction that reflected student need instead of a pacing calendar
- **394 out of 870 were proficient. An increase of 200 students from the 15-16 school year.**

Grandview S.D. Trend Data					
Current 8 th grade cohort MATH average scale scores compared to SBA levels by year					
	Average scale score GSD cohort	Level 3 scale score minimum proficiency STATE	Growth from previous year GSD	Growth from previous year Level Three scale score STATE*	Did we meet or exceed minimum STATE growth average?
2014-2015 4 th grade	2469	2485	NA	NA	NA
2015-2016 5 th grade	2490	2528	+21	+43	No (-22 below expected minimum proficiency growth)
2016-2017 6 th grade	2477	2552	-13	+24	No (-37 below expected minimum proficiency growth)
2017-2018 7 th grade	2525	2567	+48	+15	Yes (+33 above expected minimum proficiency growth)
2018-2019 8 th grade	2564	2586	+39	+19	Yes (+20 above expected minimum proficiency growth)

Cohort details:

- 259 4th grade students took the SBA MATH
24% Level one and 17% Level 4
- 251 8th grade students took the SBA MATH
33% Level 1 and 23% Level 4
- 47% of 8th grade students passed in the state of Washington 2018-2019
- 47% of 8th grade GMS students passed in 2018-2019
- Average scale score growth needed to remain a level three 4th-8th grade **25.25**
- Average scale score growth of GSD cohort 4th-8th grade **23.75**

*Growth of scale score is based off the minimum passing SBA score each year

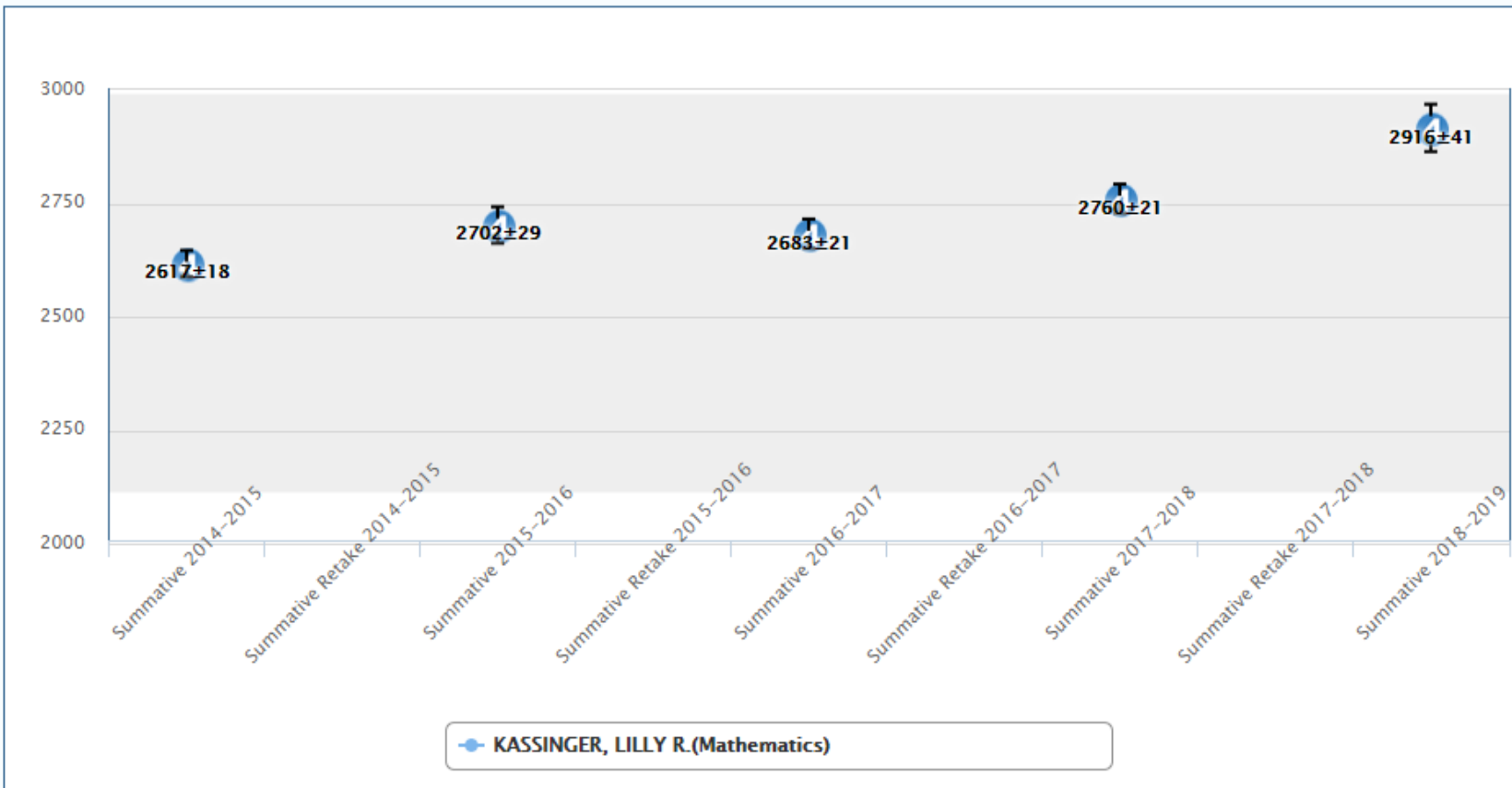
**First year of SBA data occurred in the 2014-2015 school year

HIGHLY CAPABLE STUDENT

Student subgroup that has been underserved in the GSD. Percentage of Level 4 students decrease as students move through our K-12 system.

Profile: Hard working student, initially her academic needs were not being met. Passionate about applying complex mathematics to real world situations. Successful in helping peers

Performance Over Time on the Smarter Summative Mathematics Test: KASSINGER, LILLY R. 

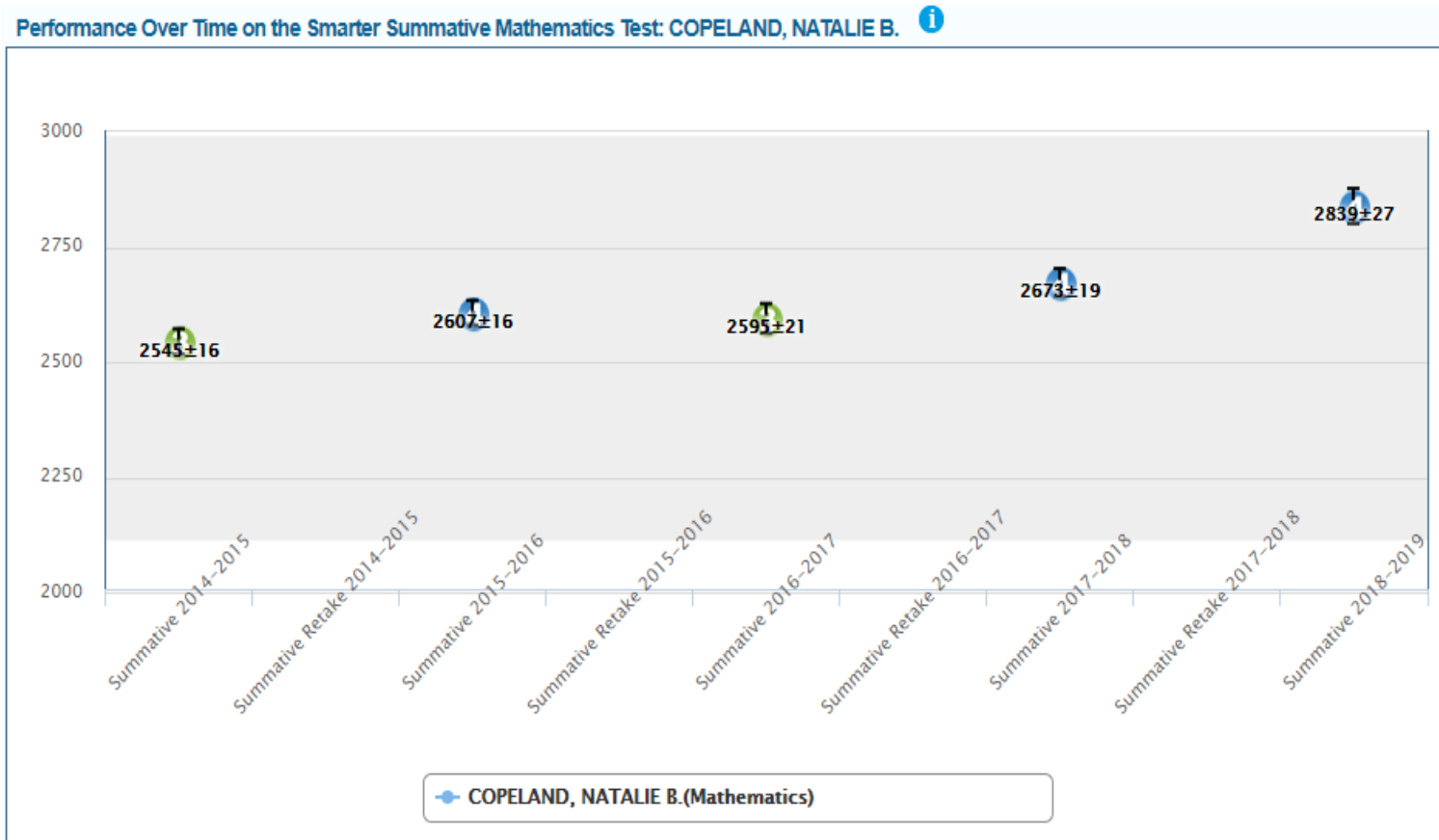


HIGH ACHIEVING STUDENT

Subgroup that is typically Level 4 in elementary school and shift to Level 3 or Level 2 by 6th grade.

Not the focus for classroom teachers.

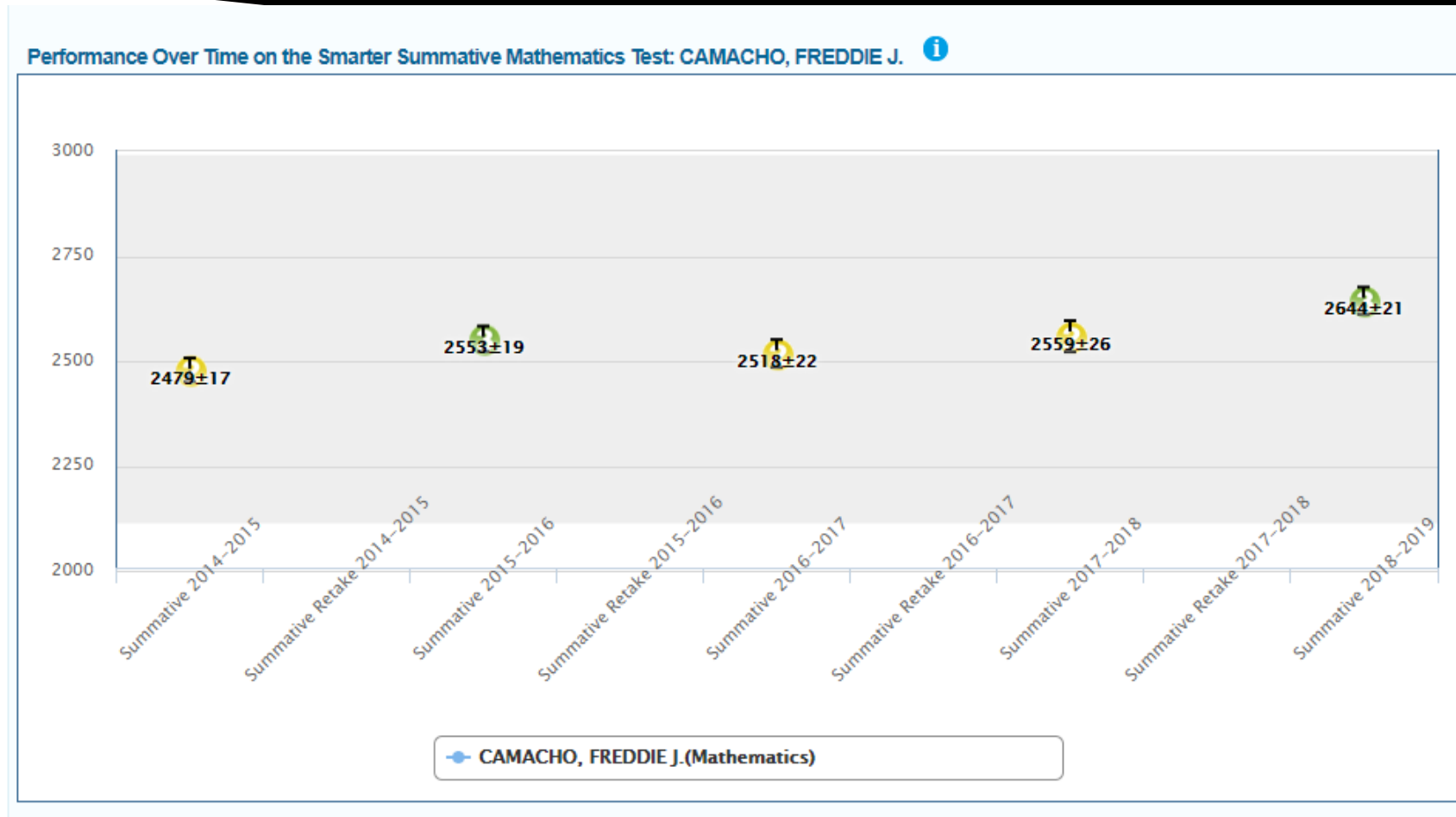
Profile: Recognized gaps in basic skills and was helped. Fed off success and recognized that she was a capable learner. Started to thrive by being pushed with support. Successfully helped peers learn math.



STUDENT PROFILE TYPICAL OF THE GSD “BUBBLE STUDENT”

Historically, a student who scores a level 2 in 6th grade is less likely to ever be proficient again.

Profile: Willing to do the work. Would not attend afterschool tutoring but would take schoolwork seriously and regularly attended.

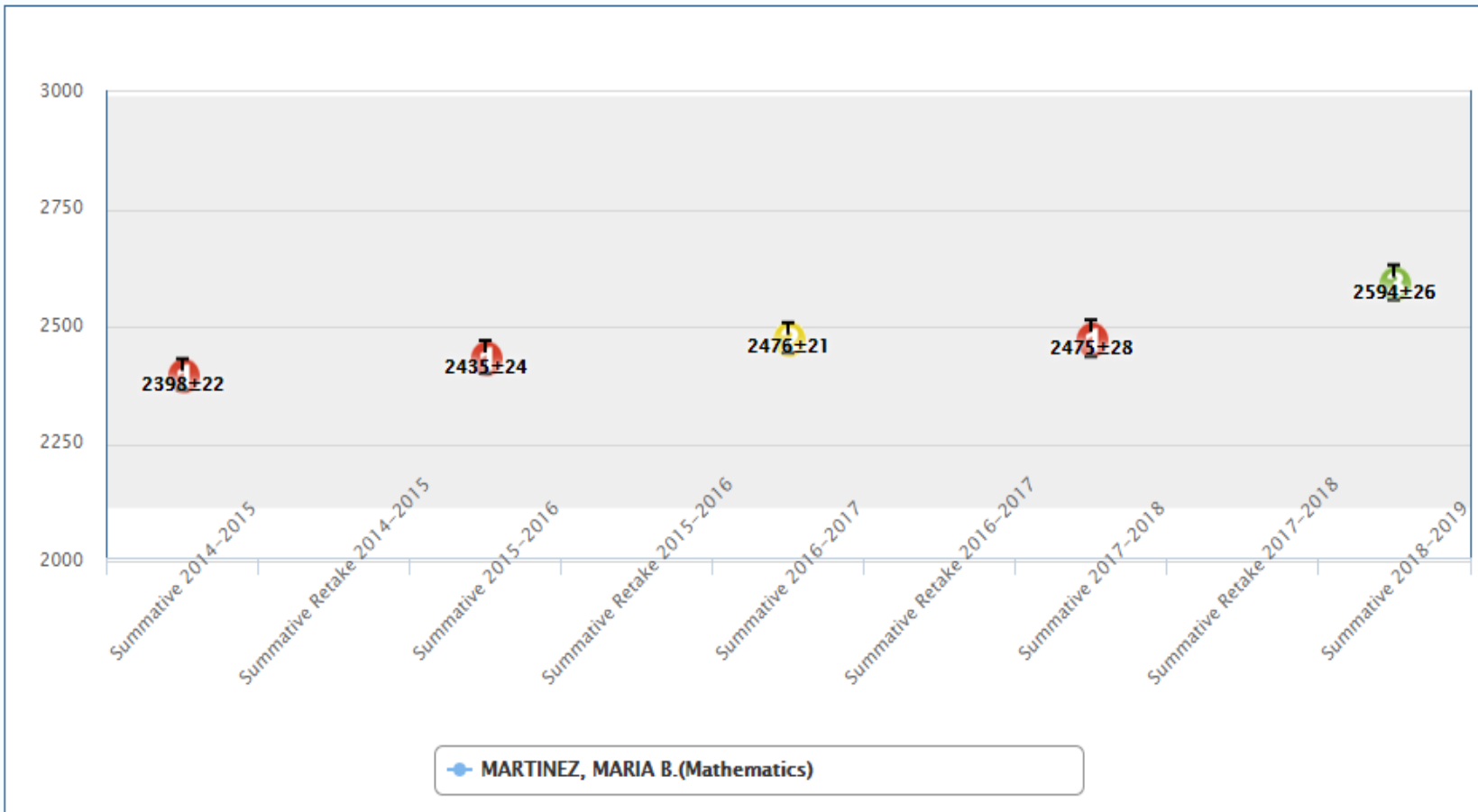


LEVEL 1/SPED/FORMER SPED STUDENT

Historically, Level 1 students remain Level 1. Factors include EL, SPED, attendance, behavior

Profile: Willing to work hard. Connected with teachers who believed in her. Received instruction and intervention tailored to her needs. Self-assessed and could speak to her growth. Started to believe that she was a capable learner.

Performance Over Time on the Smarter Summative Mathematics Test: MARTINEZ, MARIA B. 



HOW DO YOU IMPROVE AND OR CREATE EQUITABLE LEARNING SYSTEMS?

- ▶ Understand the impact the system is having on students and be a part of the solution
 - ▶ Data analysis of trend data and key standards
 - ▶ Identify what is working and why
 - ▶ Identify what is not working and start defining why
 - ▶ Build a leadership team with an improvement science mindset. This includes cabinet, building admin. and key teacher leaders
 - ▶ Invest time in classrooms with teachers and building leaders understanding the current reality. You should be able to discuss the issue/problem in depth.
 - ▶ Start to adjust and continue to have a presence. Celebrate wins and revisit data regularly

You never, ever arrive. The work will always be cyclical and at times feel “messy”. As long as you don’t lose sight of the goal, you will move towards a learning/working environment that is good for all.

