CAN SCHOOLS BE ANTI-RACISTS??

Altering The Education Xpectation

Dr. Devon Horton Sr.

www.altedxpect.com
Mr. Horton,

I just read how you will be prioritizing "blacks and browns" over whites for in person learning. TALK ABOUT RACISM!! I'm so sick and tired of people like you talking about oppression when minorities have MORE OPPORTUNITIES than whites do any more. You're not leveling the playing field. You are giving preference to minorities and THAT IS RACISM! Look it up! Do you own a dictionary???

Disgusting.

[Email signature]

--- Forwarded message ---
From: [Redacted]
Date: Fri, Aug 7, 2020 at 2:15 PM
Subject: RACISM MUCH???
To: <hortond@district65.net>
“Students do not fail, it’s the social structures that we create as a society that fail our students.”

- Dr. Devon Horton

Why Do Equity Policies Fail?

- How does institutionalized racism continue to live within our school systems?
- How can you guarantee that all decisions being made are equitable?
- What strategies can you use to combat systemic inequities? MIRACLES Framework
Why Do Equity Policies Fail?

- Political capturing
- Aims to fix the oppressed, not the oppressor—#ADULTCENTERED
- Lack of oversight and support
- Left for interpretation
Political Capturing
Assess – Analyze – Plan – Educate – Build Equity Policy

- Community equity committee
- District equity in action plan
- School equity plans
- District process to support and assess equity progress at schools
- Keep equity data public

- Being color blind is dangerous
- Racial consciousness
- Understanding Tokenism
- Seat at the table but not in broken chair
- Friends and family
- BLM social justice vs BLM Political
- Curriculum that’s culturally relevant
- Setting equity goals
- Measuring the expectation
Aims to fixed the oppressed, not the oppressor

A. Leveled equity training for ALL
B. Districtwide equity education
C. Self-assess equity lens
D. Review of policies
E. All new hires – Beyond diversity training, S.E.E.D., etc.
F. Racial equity book studies: “White Fragility,” “Me and White Supremacy,” “So You Want to Talk about Race”
G. Intercultural Development Inventory
H. REAP: Racial Equity Analysis Protocol
Racial Equity Analysis Protocol

(REEAP) Adopted from Dr. John Marshall

1. What is the overarching purpose of the policy/practice?
2. Is the initiative or policy/practice resourced to guarantee full implementation and monitoring?
3. Which racial/ethnic groups could be inequitably affected by this policy/practice? How?
4. Which racial or ethnic group may have the most concerns with this policy/practice? Why?
5. What unintended consequences could result from the policy/practice (racial inequities or otherwise)?
6. Have stakeholders, particularly those most impacted by this decision, been meaningfully informed or involved in the discussion of the policy/practice? How did the process go? What was the feedback?
7. Have stakeholders, particularly those most impacted by this decision, been meaningfully informed or involved in the discussion of the policy/practice? How did the process go? What was the feedback?
8. What factors may be producing and perpetuating racial inequities associated with this issue? Does this policy/practice deepen these inequities or improve them?
9. Who (e.g., individual, department, team) is the main driver for improving racial equity for this particular policy/practice?

Next Steps

1. After using the REAP for this policy/practice, should it move forward?
2. If yes, what changes will you make in moving forward that could be more inclusive?
3. What is the deadline on the changes before moving forward?
Lack of Oversight and Support

A. What Does your budget say about Equity?

B. Staffing for Equity

C. Intentional DEI outcomes

D. Equity review of Budget protocol

E. Diversity Hiring Specialist | Diverse leadership at the table but NOT in broken chairs | For Us by Us– Teacher Residency

F. District & School level Equity Plans | Frequent and detailed monitoring of plans | Measure impact of plans and set GOALS
**Left for Interpretation**

**Blurred Lines:**

*Educational Racial Equity vs. Social Activism Racial Equity*

**Educational Racial Equity** – is remedying educational racial inequity of the socialized, internalized, and manifested socially constructed racial hierarchy of 'white superiority' and 'color inferiority' within the D65 educational system, schools, and individuals.

**Social Activism Racial Equity** – Affixes its view on the interconnections of society and individuals in order for participants to begin to ‘perceive’ how they are shaped by this impact. Programs with this focus within education often do not position educators to purposefully enact action planning for the transformation of their educational professional practice for racial equity.
Left for Interpretation, Cont’d

- MIRACLES framework
- Detracking of classes
- Rewriting curriculum that connects to and reflects the culture and speaks the truth
- Defining your equity language
How does institutionalized racism continue to live within our school systems?

- Achievement Gap
- Opportunity Gap
- Expectation Gap

**Expectation Gap:**

- Outward facing equity work vs. internal change in practice
- Implicit Bias
- Culturally responsive teaching
- Policy design and review
- Cultural synchronicity

Teacher Residency

Aspiring Leaders

(This view holds that minority students benefit from being taught by minority teachers)
Racial and Educational Equity Journey

2016
- Racial and Educational Equity Statement
- PEP Diversity Series

2017
- Annual Achievement Reports
- Racial & Educational Equity Policy
- Beyond Diversity Workshops

2018
- Beyond Diversity ‘18-’20 District-Wide
- S.E.E.D. Training
Racial and Educational Equity Journey

2018
- Black Lives Matter Curriculum Week
- Executive Director of Black Student Success position created

2019
- Early Childhood Education Taskforce
- Restorative Practices
- LGBTQ+ Curriculum Week
- Racial Equity Impact Assessment Tool

2020
- Anti-Racist School
- District Gender Support Team
- Student Resource Office Meeting
- Latinx Heritage Curriculum Week
- White Fragility Book Study
Racial and Educational Equity Journey

MIRACLES & 6 Systems

2020

Data Reality Checks

Social Studies Anti-Racism Curriculum Development

Whetstone Observations

Professional Learning Community Cycle

Intercultural Development Inventory Assessment

SpEd Co-Teaching Training

Scholastic/Mapp Framework Series

Emergent Bilingual Curriculum
What strategies can you use to combat systemic inequities?

MIRACLES Framework

- Motion Towards Equity
- Improved Instructional Core
- Relevant and Rigorous Course of Study
- Attract and Retain High Quality Staff
- Commitment to Accountability
- Learning Environments that Support Student Success
- Establish Expected Targets Driven by Results
- Sound Fiscal Stewardship

“Students don’t fail, the social structures that adults create fail.” - Devon Horton, Ed.D
Motion Towards Equity

- Parent University, including ESL master plan support
- Host quarterly Key Communicator meetings at local businesses *(Presented each session ESTL 189)*
- **Racial Equity Policy**
- Begin collaborating with business, community, and higher education partners to develop career pathways *(MEAC and redesign of middle schools)*

- Family and Community Engagement Plan *(Dr. Mapp Family Engagement)*
- Promote and Market *(Improved communication plan)*
Improved Instructional Core

- PD University led by teachers
- Training and implementation of WHESTONE TEACHER SUPPORT (Leading each school leader to do walkthroughs on average of 300 per year)
- Training in the teaching framework for teachers and administrators (Led to district wide implementation of our six instructional systems)
- Training for all on Culturally Responsive teaching: Identity, Skills, Intellect, Criticality

- Form community advisory committee to review School Choice Plan D65 (Leading student assignment redesign)
- Personalized learning
Relevant and Rigorous Course of Study

Review of all curriculum, make adjustments where the data does not support (Led creation of new curriculum districtwide ESTL 189)

Form or improve network and districtwide monthly curriculum committee trainings/meetings (Trained by CMSI as a curriculum evaluator D65 & ESTL 189)

Review student performance on benchmark assessments as well as College Board SAT, Advance Placement and IB courses (Created districtwide data dashboard using DOMO, D 65 & ESTL 189)

Dual enrollment with local community colleges that lead to students graduating from South west community college with an Associate’s Degree (Five percent of each graduating class graduated with an Associate’s degree ESTL 189)

Supported career pathways with local businesses

Essential Systems for strong learning climate
Attract and Retain High Quality Staff

Strengthen and maintain relationships with local universities to recruit quality staff (worked with Northwestern University, University of Louisville, and Kentucky Department of Education to create an approved teaching program for teacher residency)

Wrote TSLI grant in East Saint Louis 189 in order to build teacher residency and leadership development (Partnered with AUSL & New leaders)

Partnered with Golden Apple to identify diverse teacher candidates as early as junior year of college

Create competitive teacher pay scale (Worked on union contract during strike to increase steps from 11 to 19 creating a huge savings over 10 years)

Professional Development that focuses on equity and implicit bias. (Each school in D65 & JCPS created an equity plan. I’m also responsible for entire school district to complete implicit bias training)
Commitment to Accountability

Daily support for all building level leaders (created coaching structure for Assistant Superintendents to support Principals JCPS)

Racial Equity Analysis Protocol (In JCPS each school has to take 4 policies a year through a racial equity analysis)

Use of RACI for organization accountability (every school had to have a detailed organization chart completed and reviewed using the RACI)

Quarterly vital signs (Created a process where each zone and school must do a deep data review with their team and create an action plan)

<table>
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<th>College or Career Acceptance Rate</th>
<th>Drop Out Rate</th>
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<td>97%</td>
<td>5%</td>
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<td>6.5 Million</td>
<td>98%</td>
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</tr>
<tr>
<td>2018</td>
<td>12.6 Million</td>
<td>97%</td>
<td>4%</td>
</tr>
</tbody>
</table>
Learning Environments that Promote Student Self-Regulation

RISE training for all teachers to best support least restrictive environment (ESTL 189 Co-teaching training)

Near Peer supports (AFFINITY organizations were created in Phillips HS where student leaders created and led student organizations school wide leading to a 300K grant from AT&T)

Five Essentials Supports Framework (Recognized by Fox news for leading a strong culture at Phillips HS)

English Language Learner Master Plan (Facilitating the redesign of how we support ESL in JCPS)

• Access to mental health counselors for all schools (provided support to place 130 mental health counselors in JCPS schools)

• Trauma informed, and Restorative Practices (Brought both trainings to ESTL 189)

Decrease of over 1,800 students – 16% overall
Establish Expected Targets to Drive Results

Conduct collaborative calibration visits twice a year (created audit structure for central office teams to support all schools implementation)

Upgrade and develop a more comprehensive district wide data dashboard (https://vimeo.com/263438006)

Creation of Academic Excellence Indicators (In ESTL created system to measure overall school performance leading to 40% of all schools being rated commendable)
Sound Fiscal Stewardship

In Class Today Attendance Plan (Partnered with organization to provide attendance support in JCPS that will save district between $350K to $800K a year)

Leading district through a 5-year structural deficit project to redo attendance boundaries and Build a new school in the 5th ward.

Secure funding to upgrade facilities as well systemic facility prevention checks (currently in JCPS working on committee to build 4 new schools that was approved in spring 2019)

Program Evaluation (In ESTL 189, built a program evaluation system. The process led to elimination of two programs that cost the district roughly $500k a year)
The Building Equity Taxonomy

Focuses on the equitable practices and outcomes that support critical standards of equity in a school or district.
As illustrated in the figure, the taxonomy has five levels:

1. **Physical Integration.** Equitable schools are diverse ones, and they value their students' differences and unique experiences with the world. In Chapter 1, we focus on integration efforts and broaden the lens from a focus on race and ethnicity to include class, gender, language, ability, religion, and sexual orientation.

2. **Social–Emotional Engagement.** Equitable schools address the needs of the whole child. In Chapter 2, we explore social aspects of the learning environment, including the creation of a welcoming climate as well as the value of restorative practices and efforts to improve student attendance.

3. **Opportunity to Learn.** Equitable schools analyze and challenge the structural aspects of the curriculum and identify areas that hinder students' opportunities to engage in deep learning. In Chapter 3, we focus on human and social capital within schools as well as compensatory and adaptive approaches to learning. We explore the ways in which school systems can provide students with opportunities based on their needs, which may differ from the needs of peers in the same class or school.

4. **Instructional Excellence.** Equitable schools provide all students with an excellent education that allows them to collaborate with other learners. In Chapter 4, we review the types of learning environments that students deserve—ones that include clearly articulated learning targets, well-defined measures of success, and tasks that are rigorous and aligned. We focus on the implementation of the gradual release of responsibility as a framework to ensure that students develop confidence and competence.

5. **Engaged and Inspired Learners.** Equitable schools see all students as capable and accomplished learners who are constantly building and reinforcing their identity and agency. Students are empowered to use their education to pursue new interests, skills, and aspirations, and the school provides support in the form of viable action plans and opportunities. In Chapter 5, we look at how students can learn to direct their own learning and identify what else they must learn to reach their dreams.
- If your parents didn’t attend college, put one finger down.
- If you went to school speaking a language other than English, put one finger down.
- If there were less than 50 books in your house when you grew up, put one finger down.
- If you were ever called names because of your race, class, ethnicity, gender, or sexual orientation, put one finger down.
- If your family ever had to move because they could not afford the rent, put one finger down.
- **Fists up!**