Student Achievement

What does the data say?
**Benchmarking Our Past Performance**

### Percentage Proficient for All Students 2015-2018

<table>
<thead>
<tr>
<th>Year</th>
<th>Soc. Sci.</th>
<th>Science</th>
<th>Reading</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>92</td>
<td>89</td>
<td>87</td>
<td>85</td>
</tr>
<tr>
<td>2015-16</td>
<td>92</td>
<td>89</td>
<td>86</td>
<td>85</td>
</tr>
<tr>
<td>2016-17</td>
<td>92</td>
<td>89</td>
<td>87</td>
<td>86</td>
</tr>
<tr>
<td>2017-18</td>
<td>91</td>
<td>88</td>
<td>86</td>
<td>83</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Soc. Sci.</th>
<th>Science</th>
<th>Reading</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>92</td>
<td>89</td>
<td>87</td>
<td>85</td>
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<tr>
<td>2015-16</td>
<td>92</td>
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<td>85</td>
</tr>
<tr>
<td>2016-17</td>
<td>92</td>
<td>89</td>
<td>87</td>
<td>86</td>
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<tr>
<td>2017-18</td>
<td>91</td>
<td>88</td>
<td>86</td>
<td>83</td>
</tr>
</tbody>
</table>
Benchmarking Our Past Performance

Percentage Proficient for African American Students 2015-2018

<table>
<thead>
<tr>
<th></th>
<th>2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soc. Sci.</td>
<td>84</td>
<td>84</td>
<td>86</td>
<td>83</td>
</tr>
<tr>
<td>Science</td>
<td>78</td>
<td>80</td>
<td>79</td>
<td>79</td>
</tr>
<tr>
<td>Reading</td>
<td>75</td>
<td>74</td>
<td>73</td>
<td>69</td>
</tr>
<tr>
<td>Math</td>
<td>71</td>
<td>74</td>
<td>73</td>
<td>69</td>
</tr>
</tbody>
</table>
Benchmarking Our Past Performance

Percentage Proficient for Hispanic Students 2015-2018

- Soc. Sci.: 80, 81, 80, 77
- Science: 72, 74, 73, 70, 69
- Reading: 72, 72, 73, 70, 69
- Math: 72, 73, 70, 65
Achievement Gaps for African American and Hispanic Students Compared to all Students

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Subject</th>
<th>2014-2015</th>
<th>2017-2018</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Black/African American Students</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>-12</td>
<td>-9</td>
<td></td>
<td>Gap decreased by 3</td>
</tr>
<tr>
<td>Math</td>
<td>-14</td>
<td>-14</td>
<td></td>
<td>Gap stayed the same</td>
</tr>
<tr>
<td><strong>Hispanic Students</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>-14</td>
<td>-17</td>
<td></td>
<td>Gap increased by 3</td>
</tr>
<tr>
<td>Math</td>
<td>-13</td>
<td>-18</td>
<td></td>
<td>Gap increased by 5</td>
</tr>
</tbody>
</table>
## LCPS Overall Enrollment and Gifted Enrollment

<table>
<thead>
<tr>
<th>2018-2019 School Year</th>
<th>Asian</th>
<th>White</th>
<th>American Indian</th>
<th>Black/African American</th>
<th>Hispanic</th>
<th>Pacific Islander</th>
<th>Two or More</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCPS Overall Enrollment</td>
<td>22%</td>
<td>48%</td>
<td>0.5%</td>
<td>7%</td>
<td>18%</td>
<td>0.12%</td>
<td>6%</td>
</tr>
<tr>
<td>LCPS Gifted Enrollment</td>
<td>41%</td>
<td>45%</td>
<td>0.21%</td>
<td>2%</td>
<td>6%</td>
<td>0.08%</td>
<td>5%</td>
</tr>
</tbody>
</table>
## Trends in Suspension Rate by Ethnic Group - LCPS

<table>
<thead>
<tr>
<th>Year</th>
<th>Black (%)</th>
<th>Hispanic (%)</th>
<th>White (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>4.36%</td>
<td>2.55%</td>
<td>1.24%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>3.49%</td>
<td>2.10%</td>
<td>1.01%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>2.89%</td>
<td>1.34%</td>
<td>0.74%</td>
</tr>
<tr>
<td>2014-2015</td>
<td>2.52%</td>
<td>1.49%</td>
<td>0.82%</td>
</tr>
<tr>
<td>2015-2016</td>
<td>1.84%</td>
<td>1.44%</td>
<td>0.72%</td>
</tr>
<tr>
<td>2016-2017</td>
<td>2.26%</td>
<td>1.67%</td>
<td>0.73%</td>
</tr>
<tr>
<td>2017-2018</td>
<td>1.94%</td>
<td>1.84%</td>
<td>0.87%</td>
</tr>
</tbody>
</table>
Suspension Rates for LCPS and Comparable Divisions

All Students Suspension Rates 2017-18

- Loudoun County: 1.00%
- Arlington County: 1.04%
- Fairfax County: 1.74%
- Prince William County: 3.50%
### Suspension Rates for African-American and White Students for LCPS and Comparable Divisions

<table>
<thead>
<tr>
<th>County</th>
<th>Black Student Suspension Rates 2017-18</th>
<th>White Student Suspension Rates 2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loudoun County</td>
<td>1.99%</td>
<td>0.88%</td>
</tr>
<tr>
<td>Arlington County</td>
<td>2.92%</td>
<td>0.54%</td>
</tr>
<tr>
<td>Fairfax County</td>
<td>4.69%</td>
<td>1.02%</td>
</tr>
<tr>
<td>Prince William County</td>
<td>6.51%</td>
<td>2.23%</td>
</tr>
</tbody>
</table>

Source: Data obtained from the Virginia Department of Education, Safe School Information Resource site
Suspension Rates for Hispanic and White Students for LCPS and Comparable Divisions

<table>
<thead>
<tr>
<th>Division</th>
<th>Hispanic Student Suspension Rates 2017-18</th>
<th>White Student Suspension Rates 2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loudoun County</td>
<td>1.82%</td>
<td>0.88%</td>
</tr>
<tr>
<td>Arlington County</td>
<td>1.36%</td>
<td>0.54%</td>
</tr>
<tr>
<td>Fairfax County</td>
<td>2.54%</td>
<td>1.02%</td>
</tr>
<tr>
<td>Prince William County</td>
<td>3.39%</td>
<td>2.23%</td>
</tr>
</tbody>
</table>
LCPS students continue to achieve above the state average on the SOLs, with steady performance or slight decreases over the past several years.

Achievement gaps do exist, particularly in Math and Reading.

There is disproportionate identification of some student groups in gifted education.

LCPS’ suspension rates are the lowest for divisions of comparable size and demographics.

The difference in suspension rates between African-American and White students in LCPS is the lowest among comparable divisions.

The suspension rates for the different student groups in LCPS have decreased over time along with the differences between the groups.
Empowering All Students

Highlights and Work Underway
LCPS Profile of a Graduate

Knowledgeable
Critical Thinker
Communicator

Collaborator
Creator
Contributor
Personalized Project-Based Learning

- Emphasis on content and competencies
- Personalized instruction to meet the needs of each individual learner
- Focused on authentic challenging problems
The Loudoun Freedom Center (LFC) Executive Director participated in the 3-day project based learning (PBL) workshop.

LFC partners with LCPS teachers in the design and implementation of authentic PBL projects.

LFC has served as an authentic expert in the learning process in projects at Seldens Landing Elementary and Dominion High School.
Curriculum Review and Resources

- Partnership with the Loudoun Freedom Center (LFC)
  - Support of Social Science Curriculum Review through the lens of equity
  - Support with specific projects focused on African American history in Loudoun County
- Establishing a formal partnership with LFC to provide content for our curriculum and potential project experiences for students.
- Initiating reexamination of all curriculum to remove instances of potential bias or insensitivity.
LCPS provides differentiated resources for schools to better meet the needs of all students, including socioeconomically disadvantaged students and English learners.

**Staffing:** Since FY17 differentiated staffing has been provided to schools based on the % economically disadvantaged and English learner students. 37.5 FTE positions were budgeted in FY19 ($3.7 million) and 42.5 FTE positions are proposed for FY20 ($4.2 million).

**Allotments:** Since FY19 differentiated allotments give funding flexibility to schools in providing equitable student experiences (field trips, school supplies, caps and gowns, etc. Differentiated allotments are calculated based on the number of economically disadvantaged students at a school. Approximately $.4 million in FY19 and FY20.
Department of Instruction continuing to offer *Teaching Sensitive Topics* for all teachers.

Principals and Department of Instruction staff members participated in equity and cultural competence training (*Equity in the Center*) professional learning this spring.

Planning and implementing equity and cultural competence training (*Equity in the Center*) for ALL teachers before or during 2019-2020 school year.

- The FY20 proposed budget includes an equity and cultural competence specialist.
- The FY20 budget includes $50,000 for equity and cultural competence training.
Office of School Improvement facilitates the analysis of data and key indicators regarding equitable outcomes for all students and supports the development and implementation of school action plans to address equity issues.

Offices of Teaching and Learning and Instructional Programs support the development and implementation of professional development on race and teaching sensitive subjects.

Collaborative equity team (departments of instruction, pupil services, and human resources & talent development) continues to work on professional development opportunities and planning for the divisionwide equity assessment.
Brief Reflection Break
Individually Reflect:

- I like…
- I wonder (questions)...

Record your individual thinking on your worksheet.
REFLECTION: GROUP DISCUSSION

In your table groups:

- Share your individual “I like” and “I wonder (questions)”
- Chart the one “I like” that best captures the group thinking
- Chart the one “I wonder (question)” that captures the group thinking
Access to Programs

EDGE, PROPEL, and Level Up
EDGE is designed to provide additional academic challenges and experiences for students who exhibit gifted potential and who are from groups historically underrepresented in gifted programs.

This is a school-based program facilitated by the SEARCH teacher during the school day.

Supported by Gifted Education Supervisor and Elementary Gifted Education Coordinator.

397 students at 13 schools participated in FY18. 489 students are participating in 28 schools this year. Continued significant expansion next year with support from a new EDGE Program Coordinator.
PROPEL (formerly EDGE Plus Academy)

- Focuses on combating the opportunity gap and provides increased exposure to STEM opportunities for students in grades 4 & 5.

- Focuses on identifying high achieving, economically vulnerable students with the goal of helping them plan and prepare for academically rigorous coursework in middle and high school.

Implementation & Cost

- Six schools in FY19 (Forest Grove, Guilford Meadowland, Sterling, Sugarland, Sully)
- 9 hours per week x 18 weeks per year
- Approximately $15,000 in STEM materials and supplies
- Approximately $26,000 in teacher compensation for instruction and curriculum development
- DOI Science Resource Teacher leadership and support
After School STEM Opportunity: Middle School

Level Up (formerly EDGE³)
- Targets students in grades 6 & 7 who have been identified as exhibiting gifted potential and/or who participated in the PROPEL program during their 4th and/or 5th grade year.
- Goal is to increase the pool of students prepared to apply for and succeed in advanced academic programs – whether it is gifted education, Honors and Advanced Placement courses, or competitive programs such as the Academies of Loudoun.

Implementation & Cost
- Two schools (Seneca Ridge and Sterling MS)
- 9 hours per week x 18 weeks per year
- Approximately $15,000 in STEM materials and supplies
- Approximately $26,000 in teacher compensation for instruction and curriculum development
- DOI Science Resource Teacher leadership and support
Access to Advanced Academic Programs: Academies of Loudoun

**Admissions**
- Analyzing admissions and application data
- Reviewing and revising admissions procedures
- Admissions Coordinator and Specialist in FY19
- Additional Admissions Outreach Specialist in FY20

**Outreach Efforts Underway**
- Level Up at the Academies summer experience for PROPEL students
- PROPEL field trips to Academies
- Hosting PROPEL VEX Robotics Competition
- Spring Middle School visits
Access to Digital Experiences
Department of Digital Innovation started a three-summer rollout of one-to-one devices for all students in Grades 3-12 in the summer of 2018.

Bring Your Own Technology (BYOT) will continue to be utilized in all schools to supplement division-provided devices.

How might we leverage partnerships to support home internet access?

1 Million project at Park View HS would provide free home internet services to high school students in need. Assess this project for possible expansion to other high schools.
Addressing Discipline Disproportionality
Key Strategies for Closing the Discipline Gap

- Prevention & Intervention
- Professional Learning
- Data to Support Student Success
Prevention and Intervention

- Implementing Positive Behavioral Interventions and Support (PBIS) for all students across all schools to prevent discipline issues. Includes classroom-based PBIS.
- Implementing Restorative Practices with intentional language, circles and conferences as an alternative to suspension.
- Enhancing preventative services for students who benefit from additional support e.g. brief check in for goal setting, feedback during day, check out to review day.
- Enhancing preventative behavioral and mental health services, including social-emotional learning.
- Pupil Services and Instruction collaborating on Student Discipline Handbook to build coherence between prevention and discipline.
Improving data analysis and reporting at the school level.

PBIS teams review this office referral and suspension data quarterly to inform action steps within both school improvement and PBIS plans.

Pupil Services and Instruction collaborating to support continuous improvement at the school and division levels.

Quarterly discipline referral data shared with schools with guiding questions to support analysis.

Pupil Services and Instruction collaborating to support equitable discipline practices.
Given strength of school-wide implementation of the preventative PBI model, last year we initiated professional learning aimed at classroom management systems.

Classroom management systems have four key components.

- Specific praise and continuum of response strategies.
- Orderly physical environment and active supervision.
- Teaching rules, expectations and classroom routines.
- Students work towards group goals. Students actively participate in lessons.
5-Year Restorative Practices Conferences

<table>
<thead>
<tr>
<th>Year</th>
<th>Count</th>
</tr>
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<tbody>
<tr>
<td>2013-2014</td>
<td>17</td>
</tr>
<tr>
<td>2014-2015</td>
<td>40</td>
</tr>
<tr>
<td>2015-2016</td>
<td>90</td>
</tr>
<tr>
<td>2016-2017</td>
<td>105</td>
</tr>
<tr>
<td>2017-2018</td>
<td>77</td>
</tr>
</tbody>
</table>
Restorative Practice Circles 2017-2018

No. of Circle  No. of Students

<table>
<thead>
<tr>
<th>Category</th>
<th>No. of Circle</th>
<th>No. of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Building</td>
<td>2,208</td>
<td>9,757</td>
</tr>
<tr>
<td>Instructional</td>
<td>1,386</td>
<td>8,670</td>
</tr>
<tr>
<td>Classroom Morning</td>
<td>829</td>
<td>3,277</td>
</tr>
<tr>
<td>Advisory</td>
<td>354</td>
<td>1,048</td>
</tr>
</tbody>
</table>
Students Participating in Restorative Practices (2013-2018) by Ethnicity

- Black: 20%
- White: 48%
- Multi-Racial: 5%
- Hispanic: 17%
- Asian: 10%
- American Indian: 0%
- Pacific Islander: 0%

Legend:
- Black
- White
- Multi-Racial
- Hispanic
- Asian
- American Indian
- Pacific Islander
DPS Team Committed to Addressing Discipline Disproportionality and Safety

- Diagnostic and Prevention Services Director
- Multi-Tiered System of Supports Supervisor
- Positive Behavioral Interventions and Supports (PBIS) Coordinator
- School Counseling Supervisor and Specialist
- School Social Workers, School Psychologists, School Counselors
- Special Education Behavior Specialists
- Special Education Director and Supervisors
- Student Services Director and Supervisors
- Assistant Superintendent
### Examples of Additional FY20 Pupil Services Proposed Funds

<table>
<thead>
<tr>
<th>PRIMARY CHANGES</th>
<th>FTE</th>
<th>$ in millions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialist, Social-Emotional Learning</td>
<td>1.0</td>
<td>$0.1</td>
</tr>
<tr>
<td>Teacher, Consulting – Response to Intervention (RTI)</td>
<td>1.0</td>
<td>$0.1</td>
</tr>
<tr>
<td>Social Emotional Learning Curriculum</td>
<td></td>
<td>$0.2</td>
</tr>
</tbody>
</table>
Community Schools
Opportunities for All Students
The purpose is to support students’ academic growth.

The initiative strengthens partnerships connecting schools, families, and the community.

The initiative focuses on the whole child, with an integrated approach to academics, youth development, family support, mental health, as well as health and social services.

The community school initiative started at Sterling Elementary School in 2016. LCPS is expanding the initiative to five other elementary schools: Forest Grove, Guilford, Rolling Ridge, Sterling, Sugarland, and Sully.
A half-time social worker will be assigned to each community school. Historically, less than a one-third social worker served each school.

The proposed FY20 budget includes approximately $.3 million for a full-time parent liaison at each of the 6 community schools, instead of a part-time liaison.

The Supervisor of Outreach Services and the Supervisor of Social Workers provide support for this initiative.

The proposed FY20 budget also includes approximately $.2 million for a full-time parent liaison at each of the Title I secondary schools. Title I schools have higher proportions of students from low-income families.
Brief Reflection Break
Individually Reflect:
- I like …
- I wonder (questions) ...

Record your individual thinking on your worksheet.
In your table groups:

- Share your individual “I like” and “I wonder (questions)”
- Chart the one “I like” that best captures the group thinking
- Chart the one “I wonder (question)” that captures the group thinking
Diversity Recruitment Updates

Department of Human Resources & Talent Development
2018 Highlights

- Continued decrease in enrollment in teacher preparation programs nationally (35%)
- Focus on outreach to HBCUs, HSIs, and MSIs
- Promote LCPS Fairs, attend university career fairs
- Social Media and Advertising Presence
- Referral Program
- Teacher Interest Night for Career Switchers
- Beginning work with Teacher Cadet and Educators Rising Club
Licensed New Hires Yearly Comparison-Ethnicity and Race

**HY17-18 to HY18-19:**
23% increase in diverse new hires based on race and ethnicity

**HY October 1, 2017 – September 30, 2018**
All Applicants: Ethnicity and Race

Total Applicants:
- Licensed - 5,236
- Classified - 5,347
- Administrative - 1,614

Total New Hires:
- Licensed - 854
- Classified - 653
- Administrative - 66

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Licensed</th>
<th>Classified</th>
<th>Administrative</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>317</td>
<td>105</td>
<td>7</td>
</tr>
<tr>
<td>Asian</td>
<td>766</td>
<td>110</td>
<td>4</td>
</tr>
<tr>
<td>Black</td>
<td>641</td>
<td>275</td>
<td>0</td>
</tr>
<tr>
<td>Hispanic</td>
<td>936</td>
<td>95</td>
<td>0</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>7</td>
<td>19</td>
<td>1</td>
</tr>
<tr>
<td>White</td>
<td>3524</td>
<td>1004</td>
<td>8</td>
</tr>
<tr>
<td>Two or More</td>
<td>115</td>
<td>150</td>
<td>47</td>
</tr>
<tr>
<td>Not Disclosed</td>
<td>193</td>
<td>281</td>
<td>79</td>
</tr>
</tbody>
</table>
Percentage of Applicants Hired Compared to Total Applicants Per Demographic: Ethnicity and Race

HY October 1, 2017 – September 30, 2018
Participation in Community Events and Fairs (participated and ongoing)

- Job Prep Express
  - Employer panel
  - Interview workshop
- Hire Loudoun Career Fair-Fall and Spring
- LCPS Student Fairs
  - Fall College Fair-Stone Bridge HS
  - HBCU Showcase-Tuscarora HS
  - Spring Career Fair/Apprenticeship Night-Academies of Loudoun
- Veteran Recruiting Events
  - Loudoun and Quantico Veteran career fairs
  - Troops to Teachers-Teacher Interest Night
  - V3 Certification
- Gum Spring Library College and Career Fair
- Inspire-Connect-Educate Conference: Our Kids Rock Conference
  - Mock Interviews
  - LCPS Careers Opportunities
- Virginia Hispanic Chamber of Commerce-Employer Connect
Outreach to Community Organizations

- Communicate LCPS events to organizations to include diverse serving organizations (ongoing)
  - Loudoun NAACP
  - Asian American Chamber of Commerce
  - Northern Virginia Black Chamber of Commerce
  - Virginia Hispanic Chamber of Commerce
  - Loudoun County Indian Community-LCIC
  - La Voz of Loudoun
  - National Pan-Hellenic Council of Loudoun County

- Troops to Teachers
- Fort Belvoir Employment Readiness Program
- Quantico Marine Corps Community Services (MCCS)

- Partner with diverse serving organizations (ongoing)
  - NAACP
  - MSAAC
Unconscious Bias Training for Hiring Managers

- **Part I: FY17 (completed)**
  - Unconscious Bias Training
  - 522 participants

- **Part II: FY18 (completed)**
  - Hiring with Equity
  - 243 participants

- **Part III: FY18 (completed)**
  - Mitigating Unconscious Bias with Equity in Hiring
  - Expansion to teachers serving on interview committees
  - 277 participants

- **Part IV: FY19 (planned)**
  - Train-the-Trainer
Network of Licensed Staff:

- An interest and commitment in further promoting equity, diversity, and inclusion for staff
- Ideas and interest in expanding recruitment and onboarding efforts to be more inclusive
Teacher Cadet and Educators Rising

- Promote Teacher Cadet course during course registration-flyers and video in schools and career centers
- Teacher Cadet Flyer in Peachjar
- Meeting with Directors of Counseling to encourage course enrollment
- Promote Teacher Cadet and Educators Rising at LCPS college fairs, HBCU Showcase
- Attend CAMPUS and AVID Senior Night – promote careers in education
- Visits to middle schools to talk with 8th graders about careers in education and promotion of Teacher Cadet and Educators Rising
Teacher Cadet Student Enrollment-Multi-Year Comparison

**SY17-18 to SY18-19:**
20.13% increase in students enrolled in Teacher Cadet course
Teacher Cadet Student Enrollment-Ethnicity and Race

% of minority teacher cadets

SY17-18: 25.97%
SY18-19: 30.27%
# Teacher Cadet Student Enrollment - Race and Ethnicity

<table>
<thead>
<tr>
<th>Race</th>
<th>SY17-18</th>
<th>SY18-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Asian</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>Black/African American</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>Hispanic</td>
<td>14</td>
<td>26</td>
</tr>
<tr>
<td>Two or More</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>White</td>
<td>114</td>
<td>129</td>
</tr>
</tbody>
</table>
Teacher Cadet Student Enrollment-Race and Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>SY17-18</th>
<th>SY18-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>1.30%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Asian</td>
<td>8.11%</td>
<td>6.49%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>3.24%</td>
<td>5.84%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>9.09%</td>
<td>14.05%</td>
</tr>
<tr>
<td>Two or More</td>
<td>3.25%</td>
<td>4.86%</td>
</tr>
</tbody>
</table>

White
SY17-18: 74.03%
SY18-19: 69.73%
How Can You Help?

- Refer candidates through the referral portal.
- Connect the recruiting team with contacts in your alumni associations, fraternity/sorority members, or other diverse service organizations/associations.
- Encourage your student or others to enroll in Teacher Cadet or Educators Rising.
- Promote/attend the Teacher Interest Night in the Fall or Spring to learn about the Career Switcher program.
- Follow us on Twitter and LinkedIn to learn and share about recruitment news and events.
Continued Collaboration for Equity

FY20 and beyond
Continued Collaboration for Equity

- Continued collaboration among staff members.
  - The focus of collaboration includes personalized PBL, culturally responsive instruction, removing bias from the curriculum, increasing access to programs, recruitment of a diverse workforce, and discipline disproportionality.

- Director of Equity will lead cross-departmental efforts to promote and sustain equity.

- Ad Hoc Committee on Equity.

- A systemic equity assessment by The Equity Collaborative.
  - Quantitative data combined with qualitative data from focus groups with staff members, students, and parents.
Brief Reflection Break
Individually Reflect:
- I like…
- I wonder (questions)...

Record your individual thinking on your worksheet.
In your table groups:

- Share your individual “I like” and “I wonder (questions)”
- Chart the one “I like” that best captures the group thinking
- Chart the one “I wonder (question)” that captures the group thinking
As a Table Group:

- Identify ONE “I Like” OR “I Wonder (Question)” to share with the entire group
Superintendent’s Annual Presentation to MSAAC

April 10, 2019