

Monitoring Educational Equity

What spoke to you in this article?

Educational opportunity calibrated to need

You have to do something- you can't just collect the data.

School attendance and engagement is foundational to educational success.

A system of equity indicators identifies differences in critical outcomes and opportunities.

What other indicators might you suggest?

How are the children? There should be a measure of the emotional health of our students. Also, measures of the overall student experience.

Enhance Indicator 4: What defines an F? How many students have a D/F? What are the policies and procedures regarding grading, retesting, making up missed work, etc...?

Include a Leadership Indicator which includes the stability of principal and executive team.

How might we use this information when we work with districts and schools?

There is a lot to unpack in each of these indicators.

We collect a lot of data- we have the data, that's not the problem. We need to use it more efficiently.

Gather the data then coordinate data conversations county and statewide to determine root causes and action steps.

Identify at least one indicator to gather data statewide and discuss to determine real solutions for schools.

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What other indicators might you suggest?

How might we use this information when we work with districts and schools?

We know that this information is correct but how accurate will states be in their reporting considering the divided political climate?

The indicators were good and better than the constructs. Example: supportive classrooms and expulsions which are subjective/different based on the school and district. How do we standardize them?

Curriculum that is inclusive, truthful and accountable to the United States in which we live and not the ones we whitewash to make those in power feel good.

Let's start with what the definition of equity is. We think that the measures need to be more fully thought out.

This type of data has been embedded in our work. Who is being served and who is not? How are they benefitting? These indicators can help us extend the focus to those who are currently underserved.

This information is not new. We need teeth, action and accountability to these ideas in order to bring them to existence.

What would it look like to diminish funding to districts who disproportionately suspend, exclude, expel and restrict Black and Brown students in their learning?

How can we standardize the indicators? Won't certain states/groups interpret them differently?

Course performance and test scores were well documented as to their validity. Doesn't that assume that the tests aren't biased? We feel that this is questionable.

We would like to add per pupil spending as a subgroup to each indicator.

Each of the subgroups need to be peeled back with more indicators. When we lump students all together you may not get to how they are faring.

It is helpful to have the big picture. We often look at these areas separately and looking at the Whole Child Model is beneficial in coordinating supports and funding.

What would it look like to integrate districts with proportional BIPOC teachers? What do we need to do as a state and country to encourage more diversity in education?

What would it look like to revise the curriculum to include the accomplishments and achievements of BIPOC contributors to this country and the world on a daily basis, treating history and current events as the integrated construct it is.

In consideration of decisions by the SCOTUS, federal, state and local legislation that express intent to remove barriers, where is the action behind these decisions and laws? How do we measure what's been done?

We think that the data should be disaggregated among subgroups.

What would it look like to allow students to choose AP, IB, honors, dual enrollment and other high quality instructional spaces instead of picking and choosing based on subjective measures?

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The fact that the indicators have been identified - describing the indicator and listing possible constructs to measure

"Student groups" - some school settings that are not diverse - all/almost all students are high poverty, minority populations.

presupposition that schools might "shirk" responsibility; blames schools and assumes schools can "fix" societal inequities

Question - about comparing schools/districts - how data might be used

Most equity experts state that collecting data on WHO is able to access WHAT is a first step. The indicators provide good suggestions of Look Fors.

So many factors influence a school's progress toward the indicators

What other indicators might you suggest?

Some indicator related to students having access to curriculum and curricular resources that represent their identifies

How might we use this information when we work with districts and schools?

Context - Lack of growth data at elementary schools. How can this be applied in "higher performing" districts that have inequities in outcomes for students?

Seems to be written to address perceived inequities in lower performing schools.

This assumes that all schools have the resources and capacity to address inequities. How might we use RAG funds to build up systems that are impoverished (i.e., lack certified staff) vs. trying to "fix" the staff?

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What the constructs to measure are very helpful.

The very beginning, HOWEVER, the situation in which students live.... They highlight the contextual variables

The kindergarten readiness, self-regulation, attention skills - lack of ability to wait.

Indicator #13 - Disparities in accessing high quality supports

Need for Equity (e.g., looking at criteria for G&T, access to resources)

Indicator 6 & 7 - Disparity on on-time graduation and work force readiness - Getting kids to come back to school post COVID when they are faced with helping to support the family - How can we meet these needs differently?

What other indicators might you suggest?

Address educational redlining. True integration needs to consider district boundaries from an equity perspective.

How might we use this information when we work with districts and schools?

a lot of this data, but how do we use the data to change policy and practice? Especially the unspoken practices (e.g., students being sent home for the day, but it's not a suspension even though there is loss of

Use the data to reconsider how learning time is being used or mis-used.

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High quality curricula and instruction

curricular breadth - are schools too focused on scores and so they eliminate the breadth to focus on the areas that are measured?

What other indicators might you suggest?

more detail on non-college bound indicators and constructs - career tech, etc.

more detail on nonacademic supports (indicator 16): social work, counseling, dental, family liason, etc.

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Attention to early childhood - SO important!
Academic and Self-Regulation are both important.

Not seeing the "Whole Community" (like WSCC) piece represented much...

Relationship piece is really important - some of the language might help us get out of the one-track data set and move into more meaningful data points.

Use these indicators as a baseline to determine assets and areas of concern and then return to them as a way to progress-monitor and aggregate evidence as a team.

Helpful to link outcomes to indicators to measurable constructs (specific data); centered on the bigger picture linked to the more granular data.

If we really want to move the needle on engagement, we need to go deeper into defining high quality instruction - what does that mean? Years of experience is often not directly indicative...

Which indicator is associated with cultural competency? We can see climate represented there, but not really culture...

We can use this information to take conversations beyond something like SEL into other areas - good for prompting additional thinking.

Could use this to help stakeholders understand the integration of academics and non-academics (such as through SEL - not just a "thing" or a "program"...

Indicator 2: Why that SEL skill and that behavior skill? What is the difference between a student who had pre-K instruction and those that did not?