The Education Trust

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Advancing Antiracist Schools in Policy & Practice

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Our Mission

- **Through our research and advocacy, The Education Trust supports work that:**
  - **Expands** excellence and equity in education, from preschool through college;
  - **Increases** college access and completion, particularly for historically underserved students; and
  - **Builds and engages** diverse communities that care about education equity, and increases political and public will to act on equity issues.

This Moment is Critical

Disparate Impacts Persist

- Right now, more than 50 million k-12 students and 20 million college students are locked out of classrooms. This crisis affects all of them, and if we're not careful we're going to have a lost generation of students.
- But **this crisis is felt most sharply by people who were already on the margins before covid-19 hit.**
- In Ohio, 14% of the population is Black but nearly 20% of the people dying from covid-19 are Black.
- **Students of color are also going to be disproportionately affected by the disruption in schooling, both in k-12 and college.**

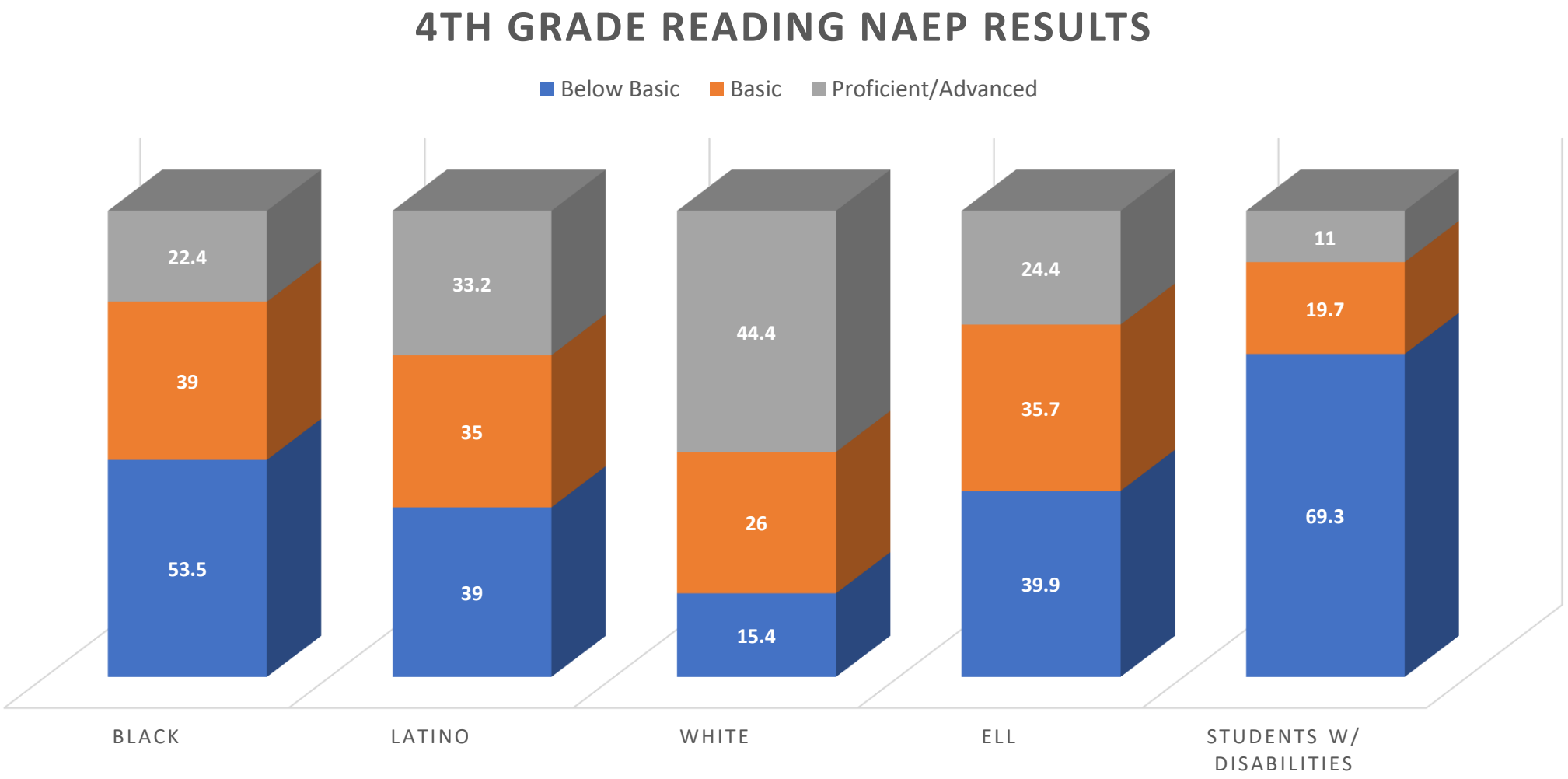
How Students of Color Experienced School Pre-Pandemic

- Increased risk for suspension and expulsion
- Increased risk for assignment to special education
- Lower assignment to gifted and talented and advanced coursework
- Higher assignment to remedial coursework
- Less likely to see themselves in the curriculum
- Less likely to get access to grade level content
- Less likely to have teachers that believe they can do the work
- Less likely to experience strong instruction

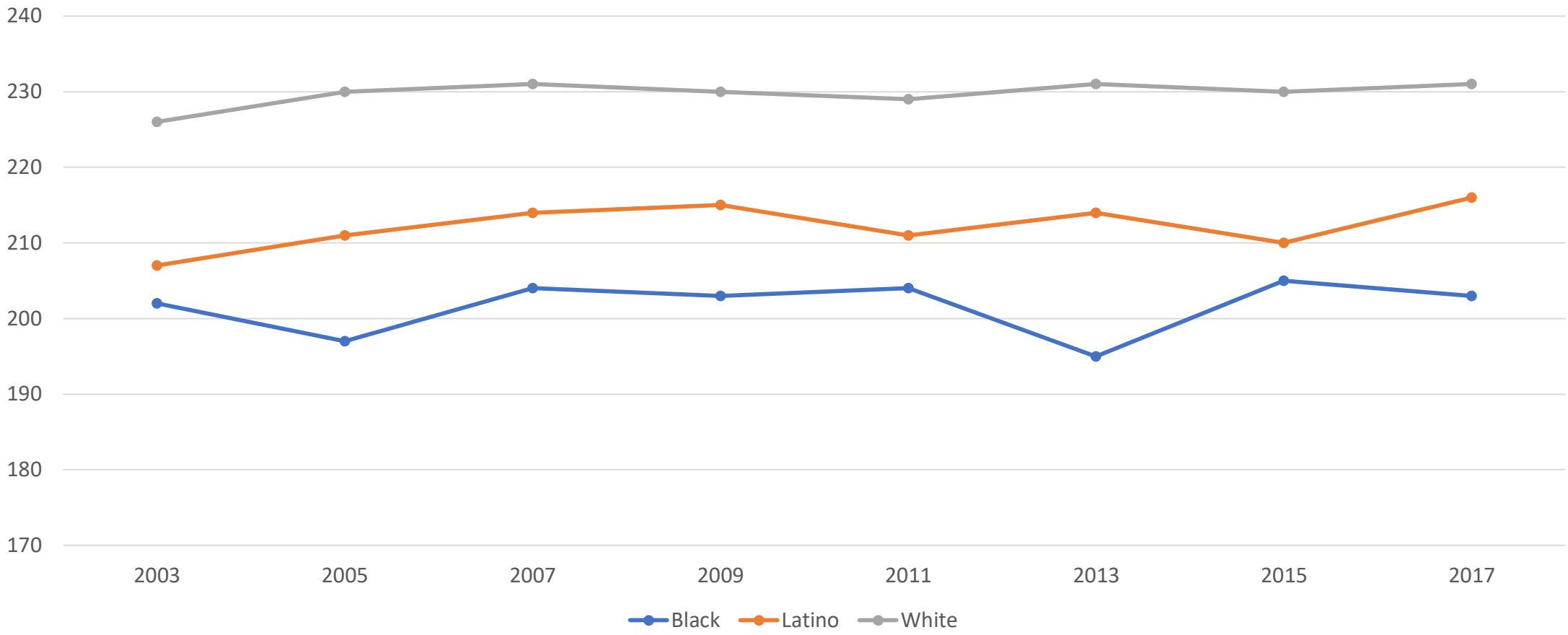
Impact of COVID-19 for Students of Color

- Students are likely to have more home responsibilities
- Disproportionate health and economic impact compounding school experience and achievement and emotional well-being
- Increase grief and mental health challenges
- Increased race-based tension within schools creating increased risk of feeling lack of value to community
- Increased risk of lower expectations
- Increased risk of drop-outs especially in High School to go to work, lower graduation rates or graduation without course completion
- Increase in food insecurity and homelessness
- Increased risk of isolation, cyber bulling and suicide

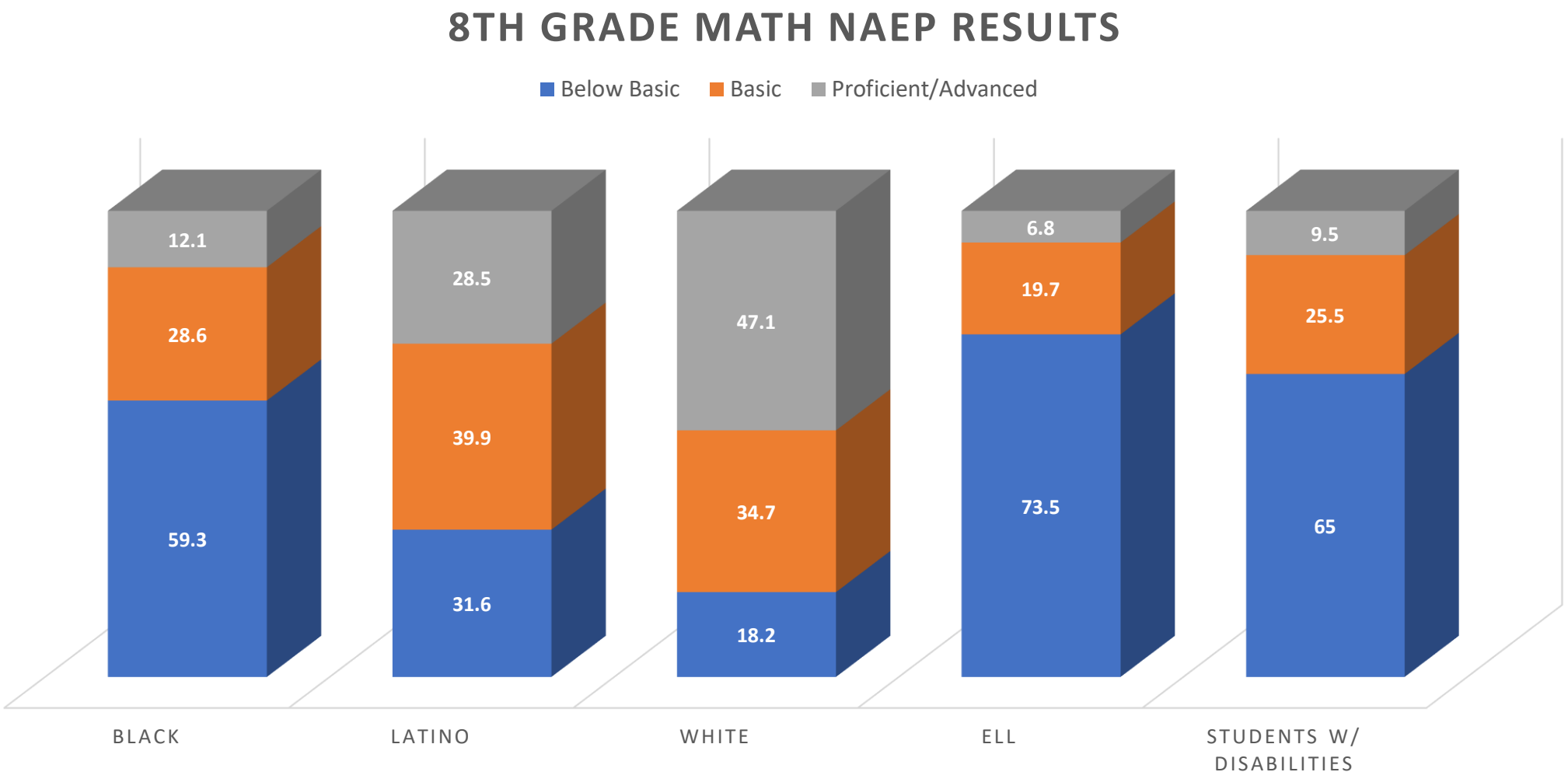
Gaps in Ohio & Longstanding & Persistent



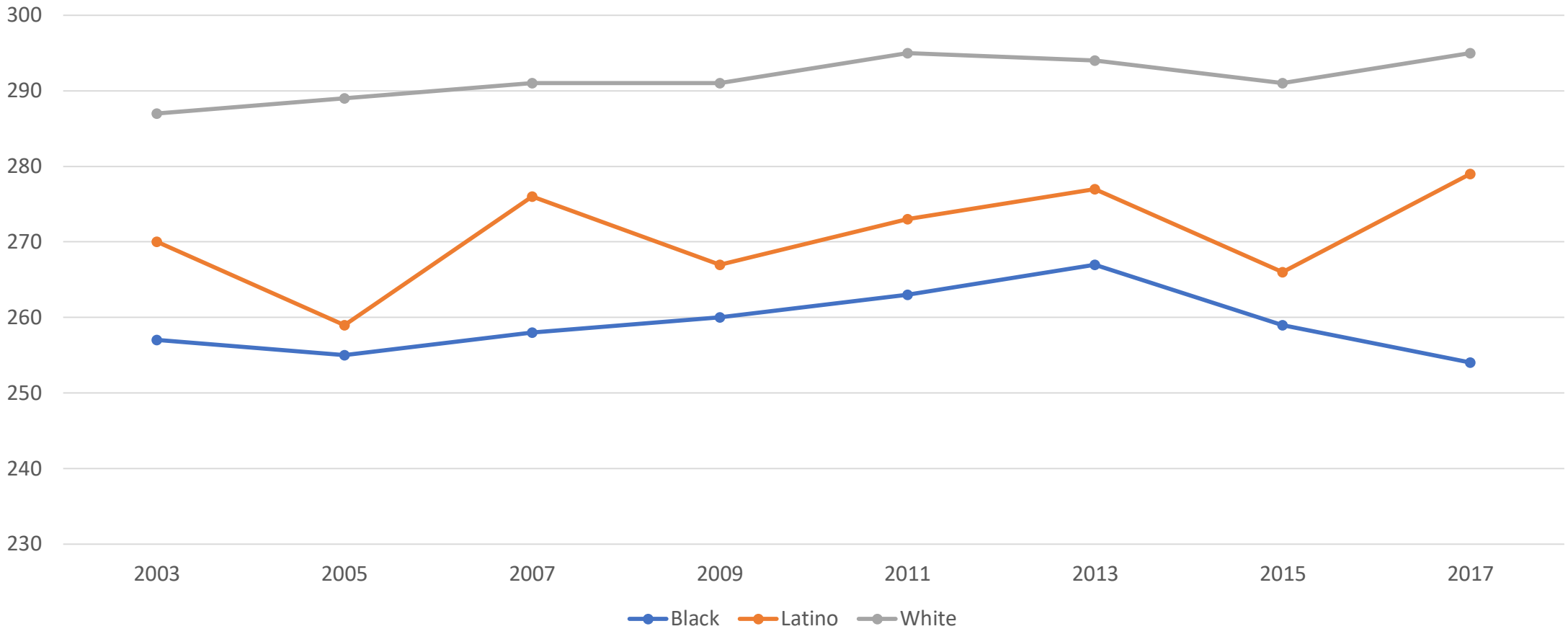
NAEP 4th Grade Reading 2003-2017



Gaps in Ohio & Longstanding & Persistent



NAEP 8th Grade Math 2003-2017

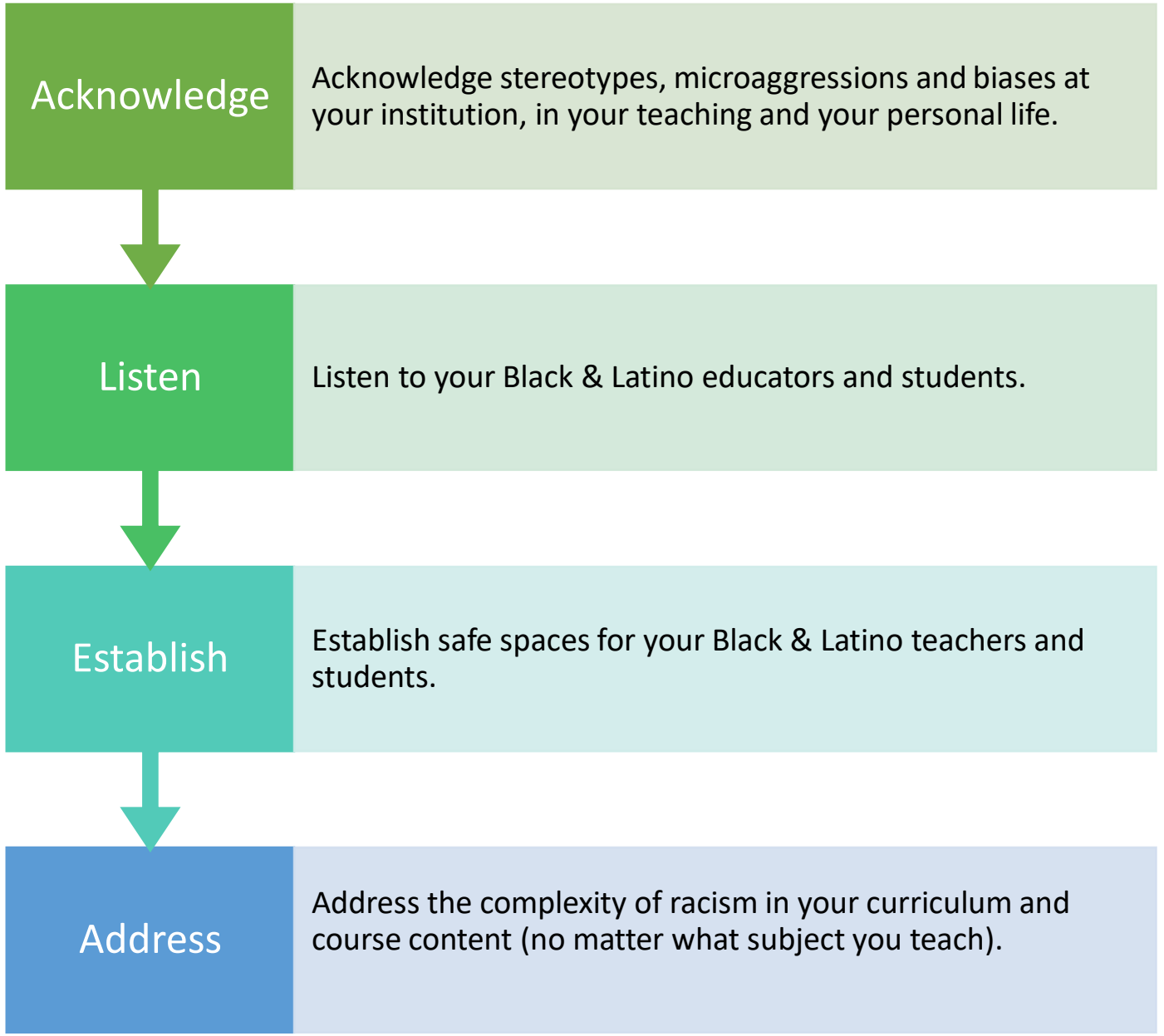


But there is reason to be hopeful

Old normal was not working for students of color and there was a lack of urgency to change.

Disrupting patterns of school may create conditions for a reimaging of what it equitable schools and educator preparation look like.

Creating Antiracist Spaces



Questions for Discussion

- What role does Educator prep have in closing or exacerbating these gaps?
- How can teacher professional development be used to close gaps?
- What obstacles exist at the state and local level that act in oposition?
- How do we need to change Ed prep and schools to ensure that these gaps aren't increasing given the current context?

Inequities in Advanced Coursework

Kayla Patrick

Senior P-12 Data & Policy Analyst

No surprise that Black & Latino students are successful in advanced courses when given the opportunity. But Black and Latino students are not fairly represented in advanced courses.

Gifted and Talented

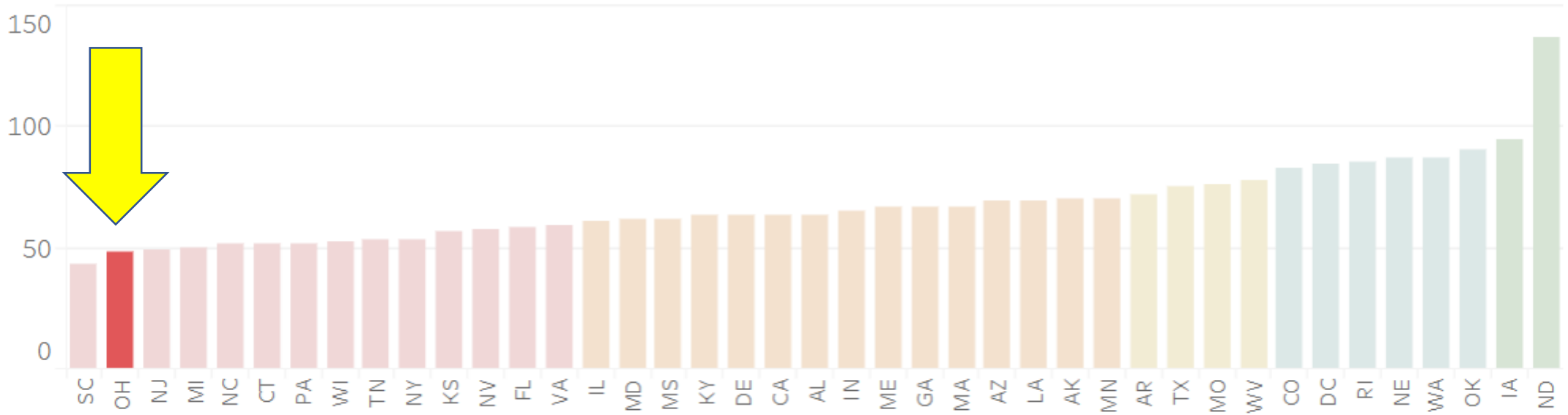
If Black and Latino students were actually given a fair chance to participate, we would see an additional:

- **169,188** Black students
- **185,916** Latino students

enrolled in gifted and talented courses around the country.

Ohio would need to double the enrollment of Black students in AP in order to achieve fair enrollment.

Figure 1



Two reasons for these inequities are:

1. Schools that serve mostly Black and Latino students are ***not enrolling*** as many students in advanced classes as schools that serve fewer of these students.

2. Schools that do offer the courses – especially racially diverse schools – are ***denying Black and Latino students access***.

If you looked at data for Ohio, you would see …

Underrepresentation in advanced coursework in Ohio **begins early** and is especially **stark for Black students**.

Ohio is **among the worst** of all states in terms of representation for Black students in gifted and talented programs (2nd worst) and for Advanced Placement (2nd worst).

These disparities are **driven almost entirely by tracking within schools**, where Black students are denied access to advanced courses that exist within their school buildings.

What can states do to solve systemic inequities?

1. Use **data to identify the barriers** that prevent students of color and students from low-income families from enrolling in advanced courses and **take action**.

2. Set clear and measurable **goals** for advancing access to and success in advanced coursework.

3. Invest to **expand advanced coursework opportunities** – both **courses and seats**.

4. Require and support districts to **expand eligibility** for advanced courses.

5. Support Black, Latino, and low-income **students' success** in advanced courses.

Equity Actions for Districts:

- Monitor **data on rates of participation in different courses**, particularly in lower-level courses and advanced courses, to examine if COVID is disproportionately impacting enrollment patterns for students of color, English learners, and students from low-income backgrounds.

- Revise **course assignment and enrollment policies** to ensure that: (A) students are not assigned to lower-level courses based on lost instructional time alone, and (B) students are equitably identified for and enrolled in advanced courses. Identify students for courses using an asset-based approach that considers a combination of measures, including teacher and counselor recommendations, course exam scores, and grades in relevant subject areas.

Questions for Discussion

- Is the school level data available in your district and is it accessible to parents and the community?
- What actions can districts take to ensure that Students of Color are represented in gifted and talented/advanced placement courses?
- How does educator preparation need to shift to end underrepresentation of students of color in advanced coursework?
- What state and district policies exist that act in opposition to greater access?
- Who stands in opposition?

How to create better, safer, learning environments for students of color

Dismantling discriminatory disciplinary practices

They say that they want us to get the best education, but when you take us out of class and take us out the school and suspend us, we don't get the education because we don't get to be in classroom and get the information they want us to get." — Student, McClymonds High School, Oakland

Foster an equitable, culturally-sustaining learning environment

A single teacher can make a huge difference… But she will only get so far absent similar experiences throughout the school.

And right now, too many Black and Brown students are being sent the message that they *aren't* welcome and *don't* belong.

Students receive these messages when…

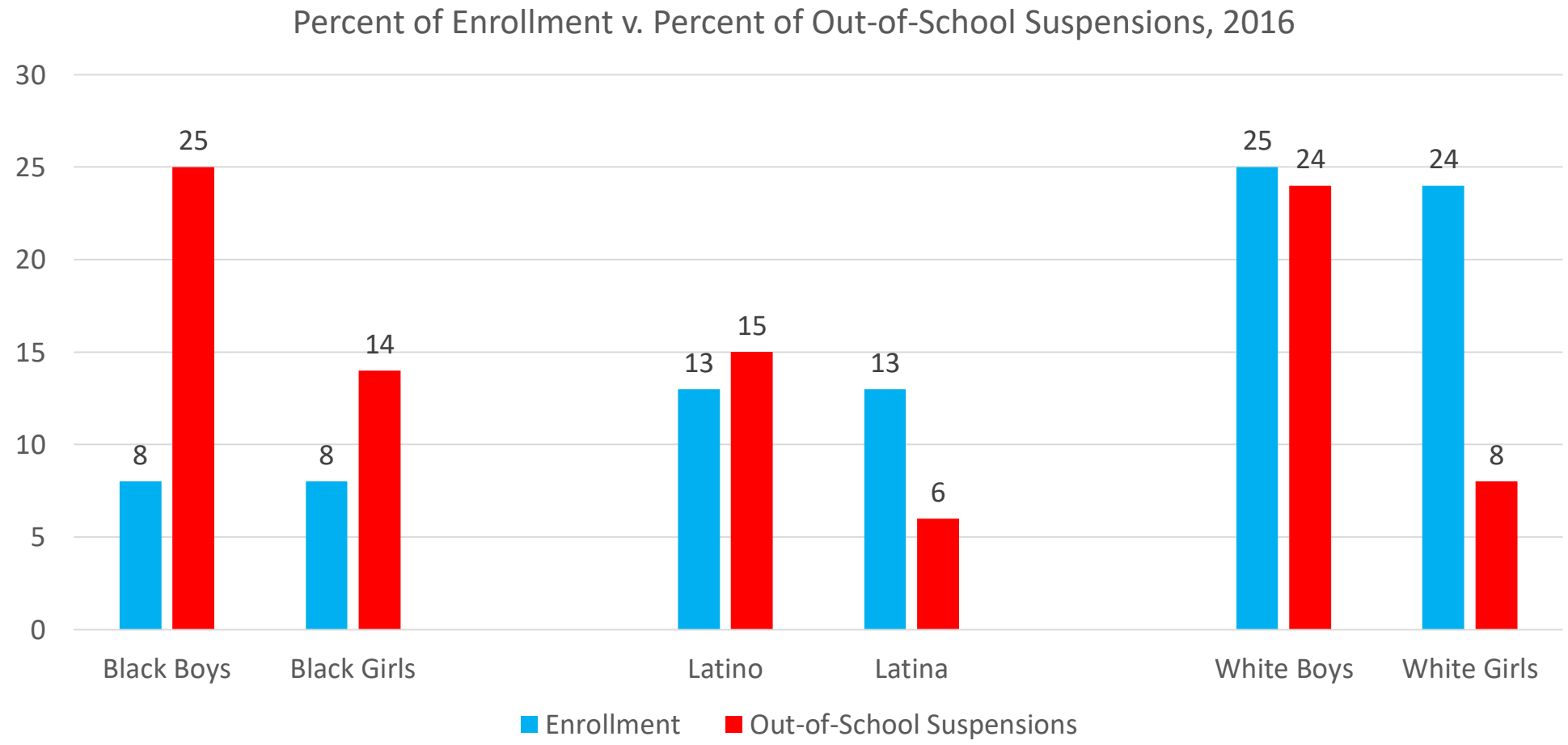
When they are suspended as early as preschool

FatCamera via Getty Images

- In Ohio, Black preschool students are 29X more likely to be suspended from preschool than their white peers.

- Beginning in 2021-22 school year, Ohio legislation will prevent suspensions for minor offenses for the state's youngest learners.

But also when they are removed from class for minor infractions like using profanity, dress code violations and talking back.



Ohio's Black students are 20 times more likely to be suspended than their white peers.

- Consequences of being suspended:
  - Shame
  - Embarrassment
  - Further Classroom Disruption
  - Falling behind on schoolwork
  - Future interaction with police
  - Not graduating from high school
  - Poorer health outcomes

Schools that use alternative discipline practices have better student achievement results overall

Many districts across the country overuse exclusionary disciplinary practices (e.g., suspensions and expulsions that result in lost class time), despite research showing that these practices negatively affect school climate and have short- and long-term consequences for students.

Equity Actions for State and District Leaders:

- Make data by race and gender available
- Use school climate surveys
- Make sure schools have a clear and transparent discipline policy
- Create a discipline policy that minimizes lost instruction time
  - Dress code policy should be anti-racist and anti-sexist
- Ensure all schools have an adequate number of support staff (restorative justice coordinators, school counselors and school psychologists)
- Ensure purposeful and consistent communication with families and the community —not just when there is a problem.

Questions for Discussion

- Is the school level data available in your district and is it accessible to parents and the community?
- What policies currently exist in your schools that disproportionately impact students of color?
- Why do schools maintain policies like dress codes that disproportionately exclude students of color?
- How does educator preparation need to shift to implement restorative versus exclusionary discipline practices?

Investing in Equity: Critical Practices for Increasing Educator Diversity

Eric Duncan

P-12 Data & Policy Senior Analyst- Educator Diversity

Agenda

- **Historical and Current Educator Workforce Conditions**
- **Talent Management Inventory**
- **Q&A**

Level with me…

Educator equity means all students have access to educators who:

- Have deep knowledge of content and pedagogy
- Understand different needs of their students
- Hold students to high expectations
- Actively engage students in the learning process
- Intentionally reflect on their mindsets and instructional practices to continuously improve
- Demonstrate a shared responsibility for the learning of all students

Equity Challenge

For students of color and students from low-income backgrounds:

- Disproportionately taught by inexperienced, out-of-field teachers
- Learning needs are often not met
- Held to low-expectations, often approached from a deficit-based lens
- In classrooms where teachers control them instead of letting them co-lead
- Educators often do not reflect on their own biases or interrogate negative perceptions
- Viewed as students who do not want to learn or are unable to succeed in school

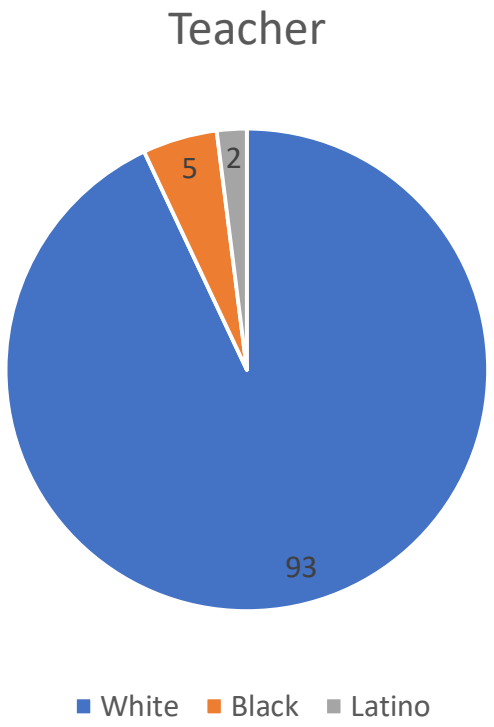
Equity Challenge

Assumptions backed by research:

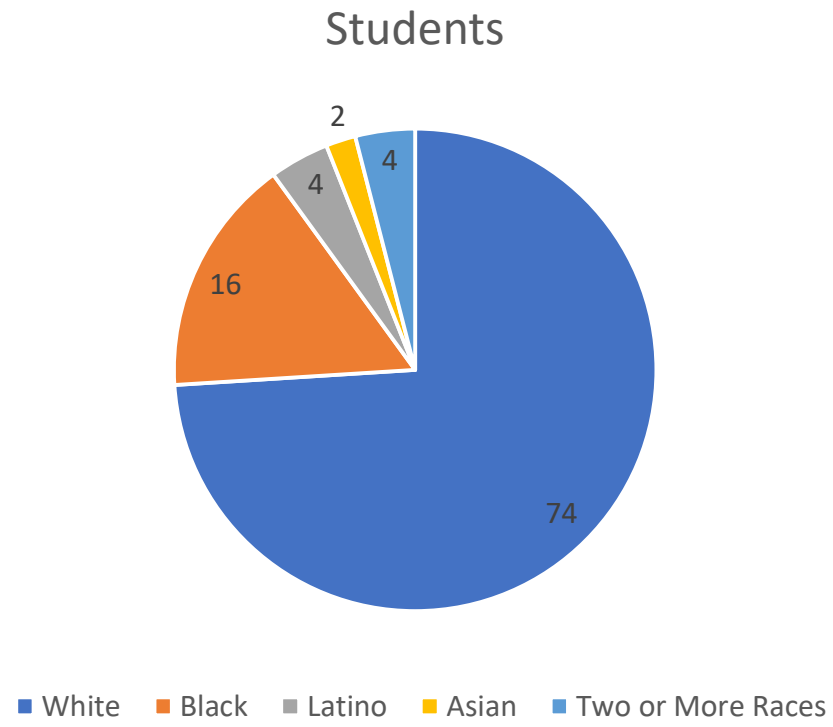
- When students have access to quality educators, they are more successful
- ***Often*** for students of color, teachers of color do a better job of engaging in these high-quality practices
- **Always** for all students, culturally responsive teachers promote positive student outcomes

Access to Diverse Educators

Teacher Demographics



Student Demographics



Access to Culturally Responsive Educators

- Educators often feel inadequately prepared to lead culturally responsive, anti-racist classrooms, leading to negative outcomes for students of color including disproportionate discipline referral rates
- Another result: White teachers have been shown to have significantly lower expectations for students of color than their non-white peers do (expectation gap).

Newton's Third Law

- **Era of segregation (pre-1954): Teachers of color taught students of color**
    - 82,000 Black teachers in the South
- **Era of integration (post-1954): Teachers of color deemed unable to teach white students**
    - 10 years later, 38,000 Black teachers lost their jobs in the South

Talent Management Inventory

- In your breakout groups, take a look at the practices identified in the Talent Management Inventory Handout – identify the practices that are happening and those that are not in Ohio or in your sphere of influence.
- Discuss with your group how you can support the development of practices and/or advocate for change at the appropriate systems level
- Links to examples are included

Questions?

5 Components of Curriculum to Closes Equity Gaps

Curriculum Matters

What students learn in school is crucial to their future.

Every student deserves a rich, well-rounded, and rigorous curriculum in which they can see themselves reflected.

District typically chooses their own curriculum, which creates wide differences in what students learn and are able to do.

State adoption of college- and career- ready standards and investments in making evidence-based curricula and professional development available to districts can help close opportunity gaps.

Curricular Alignment

- How are your curriculum and instructional materials in English Language Arts (ELA) and math aligned to the state's college- and career-ready (CCR) standards?
- Best Practice
  - External review and endorsement of purchased or district-created curriculum and materials that shows how resources are aligned and meet the demands of CCR standards
  - Examples of trained educators being involved in review of instructional materials and standards
  - Coherent and accessible documents showing the links between state standards and the instructional materials being used
  - Supplemental resources (e.g., reading and writing materials, math tools) used to address alignment gaps in core curriculum resource
- Watch For
  - Relying on publisher guarantees of alignment and rigor in instructional resources
  - Broad assurances of curriculum alignment without evidence (e.g., "Our materials are fully aligned to rigorous standards.")

Curriculum Must Be Reflective of Diversity

- How do the curriculum and instructional materials reflect the cultures and backgrounds of your students?
- Best Practice
  - Active efforts to ensure that instructional materials, texts, and classroom tasks reflect the cultures and backgrounds of students
  - Curriculum resources that include diverse authors and texts that are inclusive of all students
  - Ongoing professional learning to support teachers in avoiding using materials in ways that perpetuate cultural, religious, and gender stereotyping
- Watch For
  - Unwillingness to discuss or indifference to a lack of cultural diversity in curriculum and instructional resources
  - Statements like, “We only teach the classics.” “Our curriculum is set.”
  - A single, discrete unit or lesson meant to address an entire culture or group

What does it mean to have representational balance in curricula?

- How are traditionally marginalized groups of people (e.g. People of Color) represented in curricula characterized as high-quality (e.g. GreenLit by EdReports)?
  - Quantitatively
  - Qualitatively
- Is the representation of traditionally marginalized groups a factor in determining the degree to which curriculum is characterized as high-quality?
- What tools could be used to determine the quality of representational balance of traditionally marginalized groups (see first bullet) in curricula deemed high-quality?

Who is EdReports?

- EdReports is a nonprofit organization providing districts with free reviews of K-12 instructional materials. Their reports offer comprehensive information about a program's alignment to the standards and other indicators of quality. Seen as a central authority in high level K-12 curriculum, EdReports continues to guide decision making around the use of high-quality instructional material.

- As a central authority on high-standard curriculum, we chose to collect our data sample from the top-scoring ELA curricula.

What was analyzed so far?

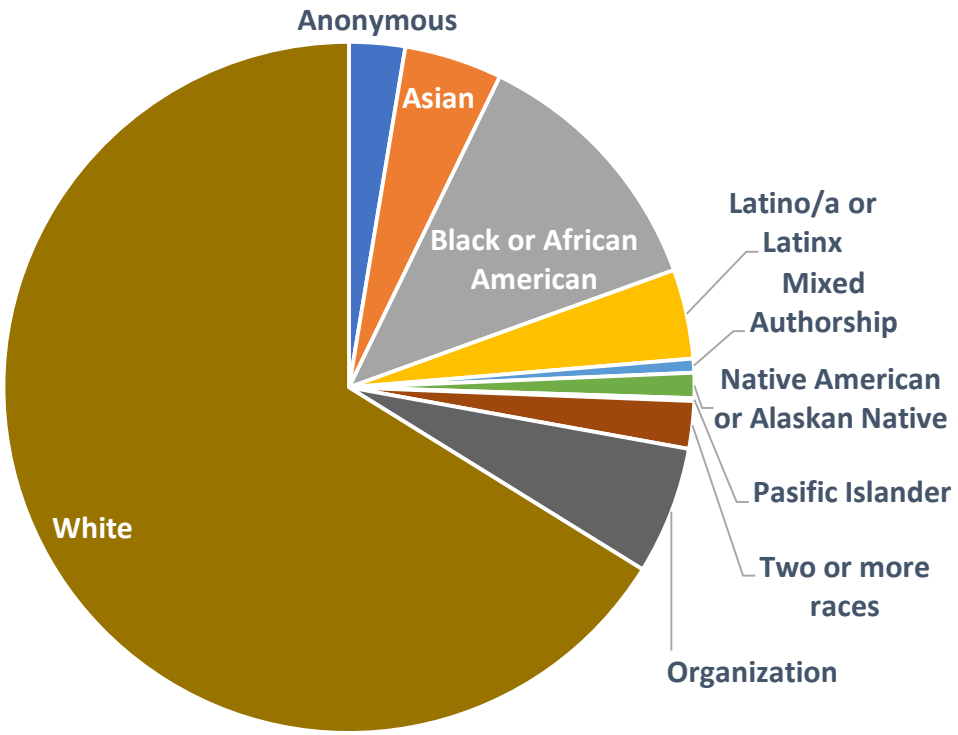
- Curricula was analyzed to disaggregate text genre, Lexile score, author's race/ethnicity, author's gender.

# of Curriculum	Grades Analyzed
15 Curriculum	Grade 3 - 5 Grade 6 - 8

Total # of Texts Analyzed	Projected Total Text to be Reviewed
762	1,500 - 1,700

Author Ethnicity

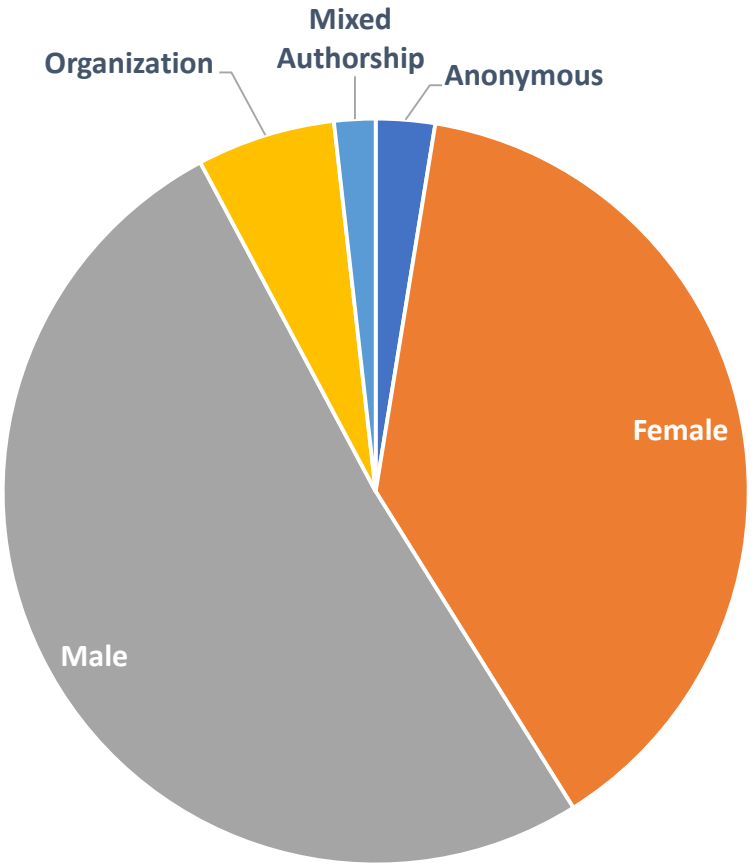
Race/Ethnicity	Percent (n= 762)
White	66%
Black or African American	12%
Organization*	6%
Asian	5%
Latino/a or Latinx	4%
Anonymous/No Author	3%
Two or more races	2%
More than one author	1%
Native American or Alaskan Native	1%



***Organization includes** *National Park Service*, *PBS American Experience, National Center for Case Study Teaching in Science*, and more.

Author Gender

Gender	Percent (n= 762)
Male	51%
Female	39%
Organization*	6%
Anonymous/No Author	3%
More than one author	1%



***Organization includes** *National Park Service*, *PBS American Experience, National Center for Case Study Teaching in Science*, and more.

Maintain High Expectations

- In what ways do assignments reflect the high expectations demanded by the state's college- and career-ready standards for all students, including students with disabilities and English learners?
- Best Practice
  - Assignments that are aligned to the state's CCR standards, push student thinking to higher levels, provide an opportunity for writing, and are made relevant to students' lives
  - Tasks that are appropriately supported to meet the needs of all students, especially students with disabilities and English learners
  - Professional learning to develop teachers' knowledge and skills in the area of developing high-quality assignments
  - Well-rounded curriculum with access to science, social studies, CTE, and other courses available for all students
- Watch For
  - Limited or no professional learning addressing the need for teachers to be able to identify and enhance low-level tasks
  - Lack of understanding that teachers often modify tasks, which can have a positive or adverse effect depending on what changes are made

Sufficiently Rigorous

- How do your teachers increase rigor for students who perform at the upper end of the achievement spectrum, including students with disabilities (SWDs) and English learners (ELs) who demonstrate high academic potential? What supports are in place to ensure students below grade level are taught to grade-level standards?
- Best Practice
  - Attention to increasing rigor for high-achieving students, especially high achieving low-income students and students of color, students with disabilities, and English learners
  - Ongoing professional development opportunities that provide educators with strategies for increasing rigor and using supports to meet the needs of all students
  - Opportunities for advanced coursework offerings (secondary level) or enrichment (elementary level); use of in-class strategies such as small group instruction that meets the needs of high-achieving students
  - Lesson planning templates that prompt teachers to describe how they will challenge high-achieving students and support students who are below grade level
- Watch For
  - No recognition of SWDs and ELs as able to be part of advanced learning opportunities
  - Assurances that all students are engaging with high-rigor materials

Use Assessment to Improve not Shame

- How are assessment results used to address students' academic needs?
- Best Practice
  - A variety of formal and informal assessments that provide actionable, unique, and timely data on student progress
  - Ongoing, varied assessment data is used to guide differentiated instructional practices to meet the needs of all students.
  - Opportunities for students to have ownership of learning goals and outcomes (e.g. student-led conferences)
- Watch For
  - Frequent testing that does not produce timely, unique, and actionable data
  - Overuse of state-level assessment data as tools for accountability rather than for ongoing daily learning improvement
  - Relying solely on lagging data from annual state-wide assessments

Questions for Discussion

- What role does educator prep have in ensuring teachers have the tools to implement curriculum that closes equity gaps?
- What is missing from educator prep and how do we utilize professional development to fill gaps?
- What training and resources are needed to ensure students see themselves in the curriculum?

Karin Chenoweth
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September 11, 2020

Learning from ExtraOrdinary Districts

The Education Trust

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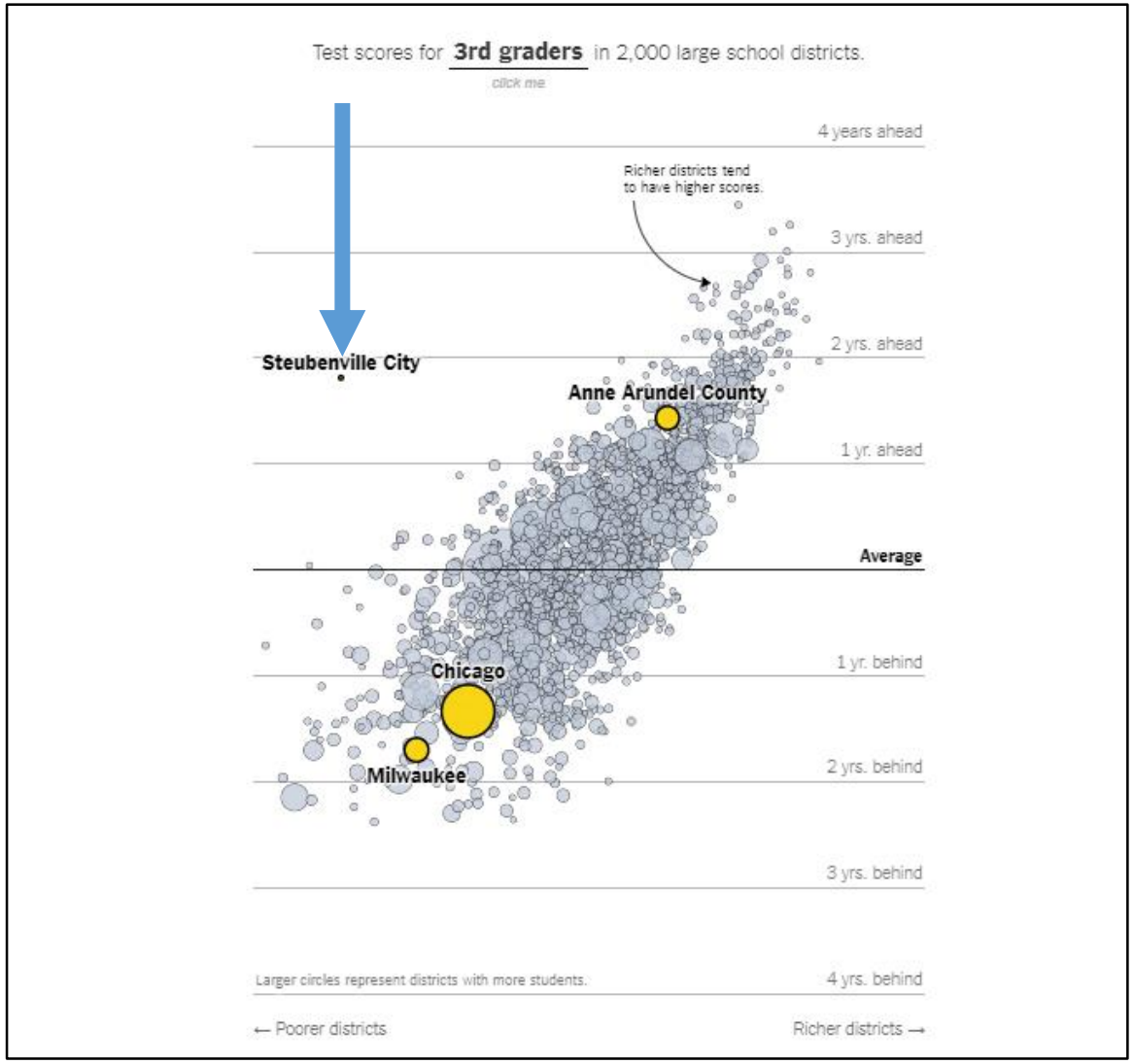
"First you identify schools that produce the outcomes you're interested in.

Then you watch them and try to figure out what makes them different from ineffective schools."

-- Ronald Edmonds, 1982

National analysis of school districts by socio-economic status of students and academic achievement



Source: New York Times display from analysis done by Sean Reardon at Stanford University

Steubenville City Schools

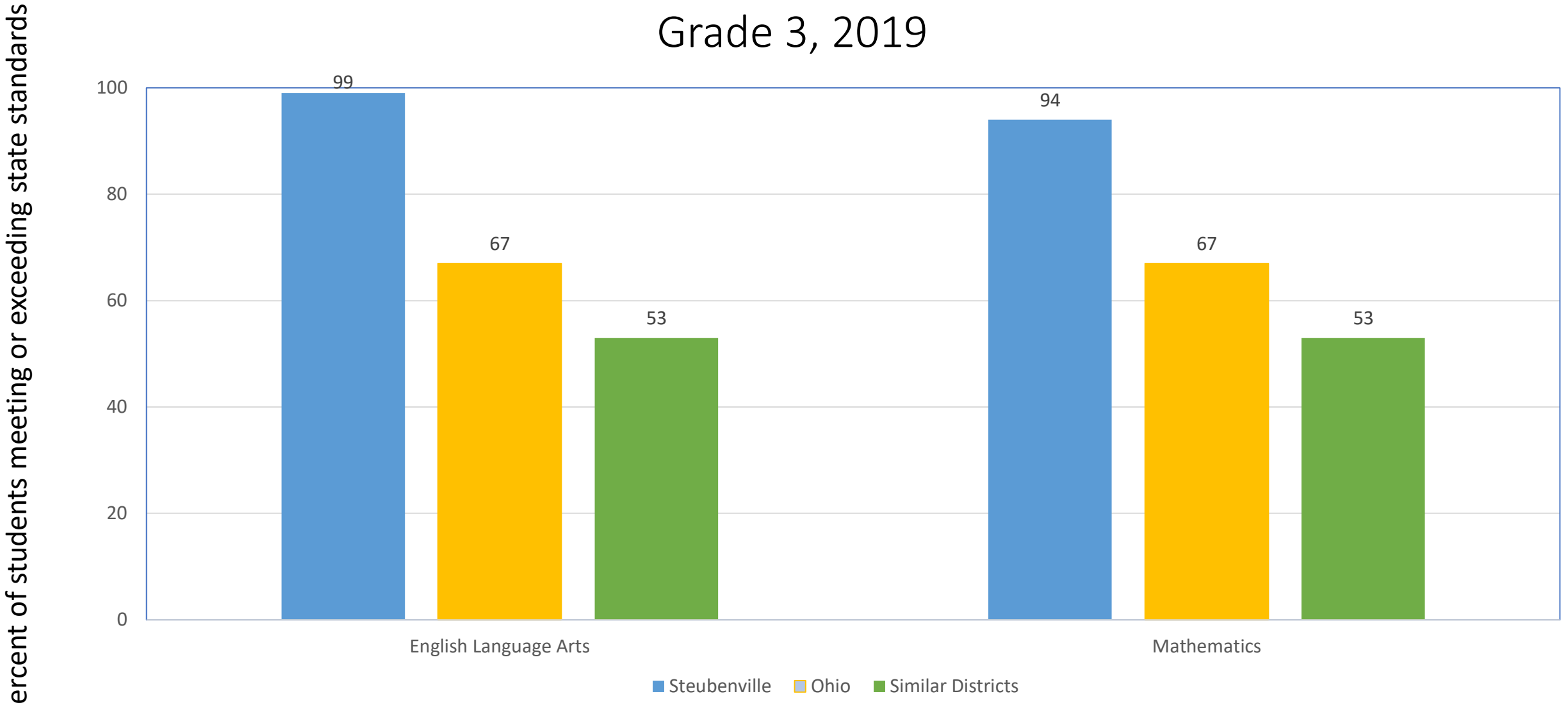
2,384 students

White:	60%
African American:	25%
Multiracial:	11 %
Hispanic:	3%
Economically Disadvantaged Students:	99.8%

Source: Ohio Department of Education, 2020

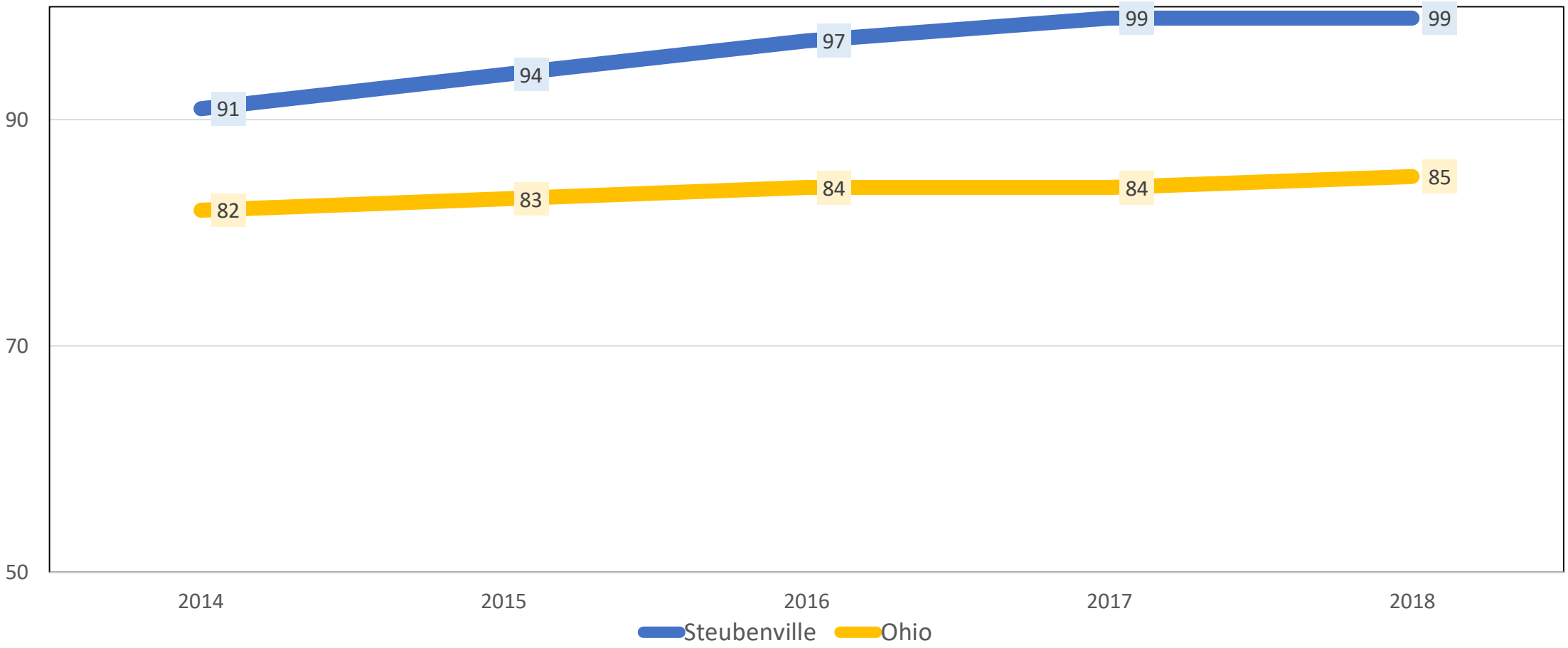
Academic Performance

Grade 3, 2019



Source: Ohio Department of Education, 2020

Four-Year Graduation Rate Over Time



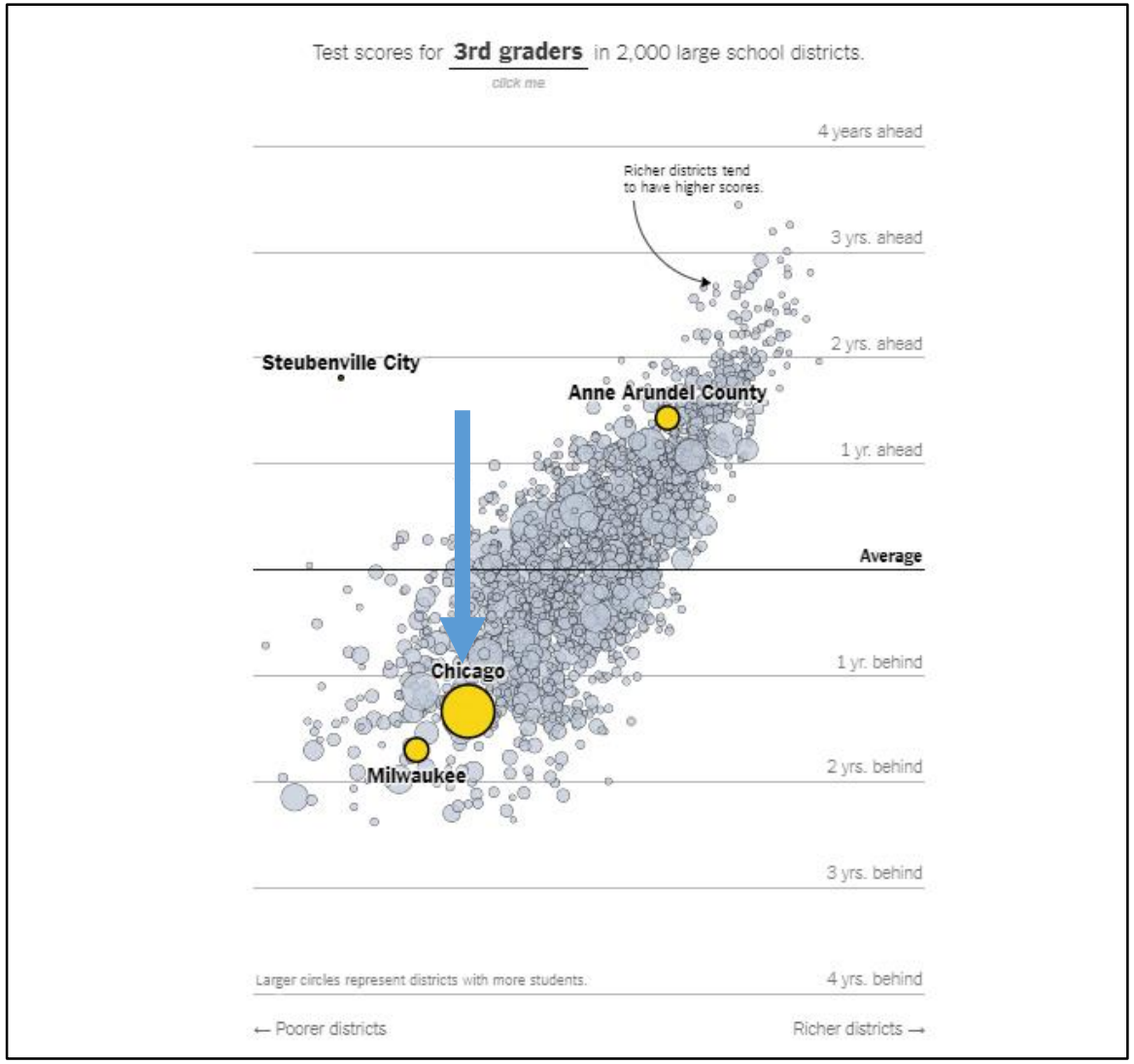
Source: Ohio Department of Education, 2020

“We have changed the path of poverty.”

--Melinda Young, superintendent,
Steubenville City Schools

Photo from Steubenville City Schools

National analysis of school districts by socio-economic status of students and academic achievement



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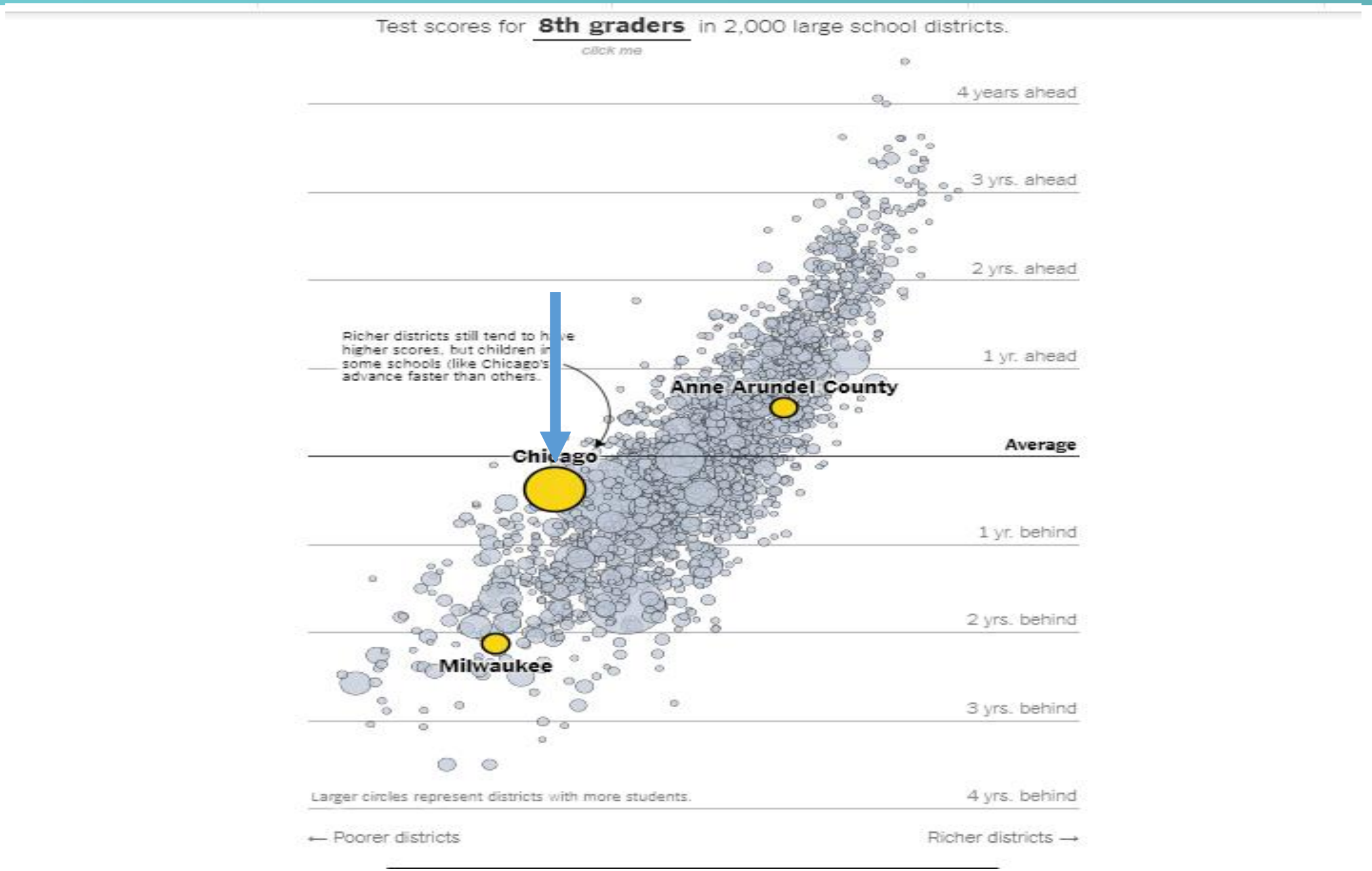
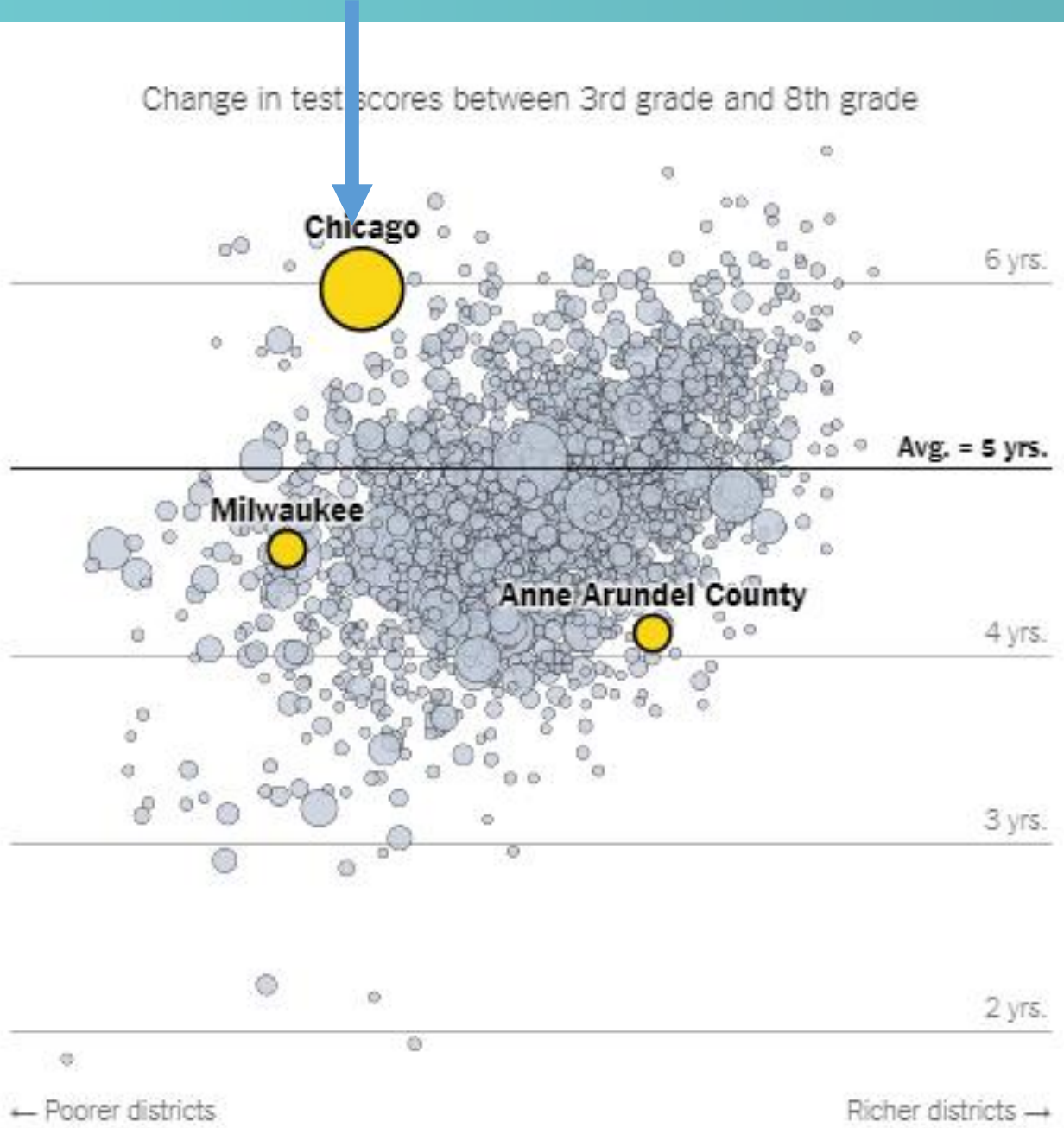

Test scores for 8th graders in 2,000 large school districts.
click me
4 years ahead
3 yrs. ahead
2 yrs. ahead
1 yr. ahead
Average
1 yr. behind
2 yrs. behind
3 yrs. behind
4 yrs. behind
Richer districts still tend to have higher scores, but children in some schools (like Chicago's) advance faster than others.
Anne Arundel County
Chicago
Milwaukee
Larger circles represent districts with more students.
← Poorer districts
Richer districts →


Change in test scores between 3rd grade and 8th grade
Chicago
6 yrs.
Avg. = 5 yrs.
Milwaukee
Anne Arundel County
4 yrs.
3 yrs.
2 yrs.
← Poorer districts
Richer districts →

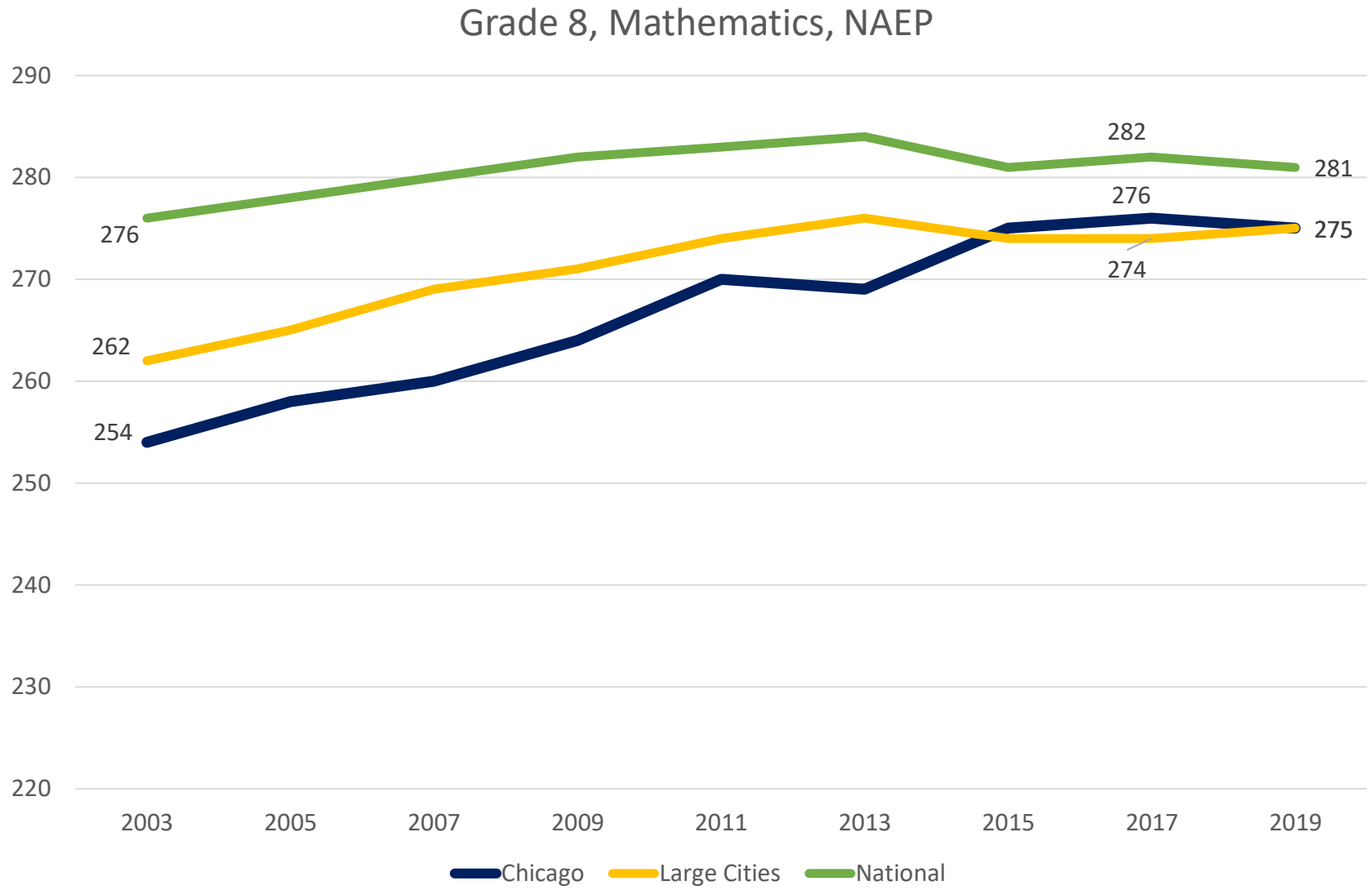
Chicago Public Schools

371,382 students
Third-largest district in the country

African American: 37.0%
Asian: 4.1%
Hispanic: 46.8%
White: 10.2%

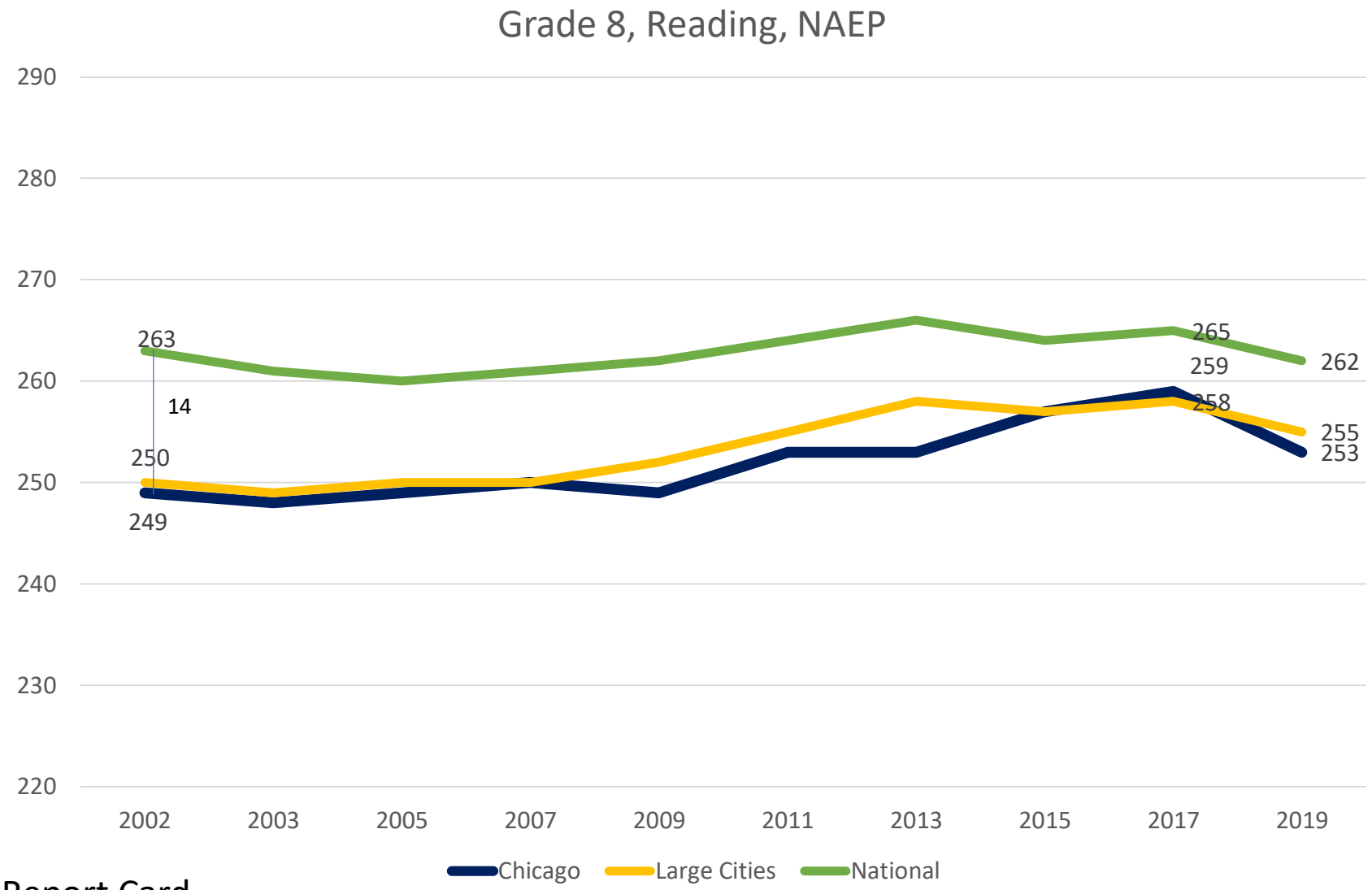
Economically Disadvantaged Students: 77.
English Language Learners (ELL): 18.0%
Students with IEPs: 13.7%

In Math, Chicago Has Caught Up to Other Large Cities and is Edging Toward the National Average



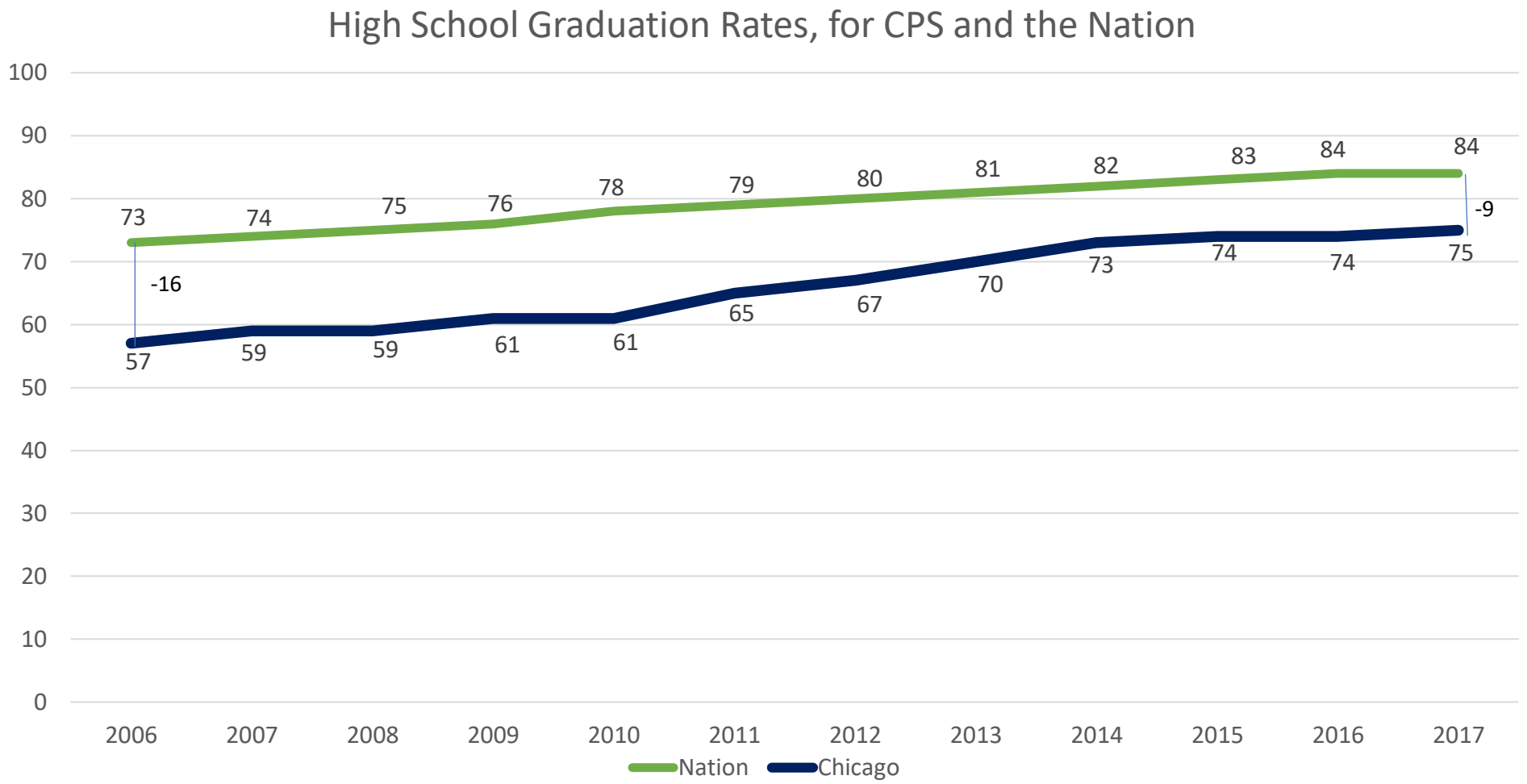
Source: National Report Card

It was the same in reading, until Chicago dipped in 2019



Source: National Report Card

CPS High School Graduation Rates Have Risen Over the Last Decade



Source: UChicago Consortium on School Research

"Across the broad sweep of the school effectiveness research there is, for example, substantial agreement on the role of leadership.

That's not a theory; it is a discovery."

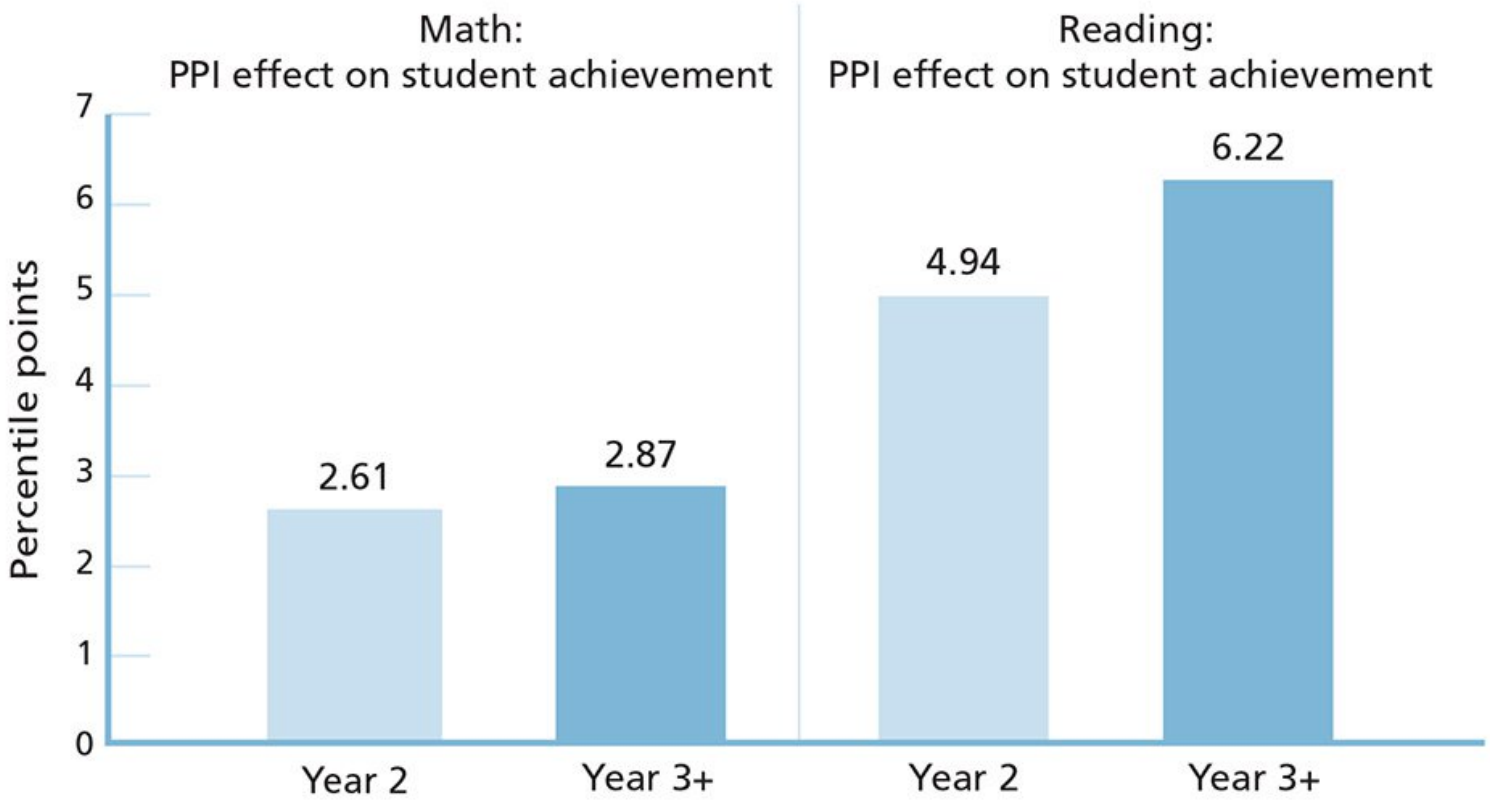
-- Ronald Edmond
"On School Improvement"
Educational Leadership, 1982

Principal Pipelines

A Feasible, Affordable, and Effective Way for Districts to Improve Schools

Susan M. Gates, Matthew D. Baird, Benjamin K. Master, Emilio R. Chavez-Herrerias

Figure S.1
In Schools in PPI Districts That Received a Newly Placed Principal, the Change in Student Achievement in Both Math and Reading Was Substantially Better Than in Comparison Schools



NOTES: The numerals indicate the *PPI effect* on student achievement: the difference between the percentile point change in achievement for schools in PPI districts and similar schools in other districts. The change in achievement is measured here between the baseline year (SY 2010–2011) and either two or three+ years after the placement of a new principal. These effects are statistically significant at the 5-percent level.

From *Principal Pipelines: A Feasible, Affordable, and Effective Way for Districts to Improve Schools* (2019), p. xx, available for free at **www.wallacefoundation.org**

This is a big deal.

It is tangible and makes sense. Many of these districts had had rather random ways to fill principalships before this initiative. Now they have a plan and a strategy.

"The great problem in schooling is that we know how to teach in ways that can keep some children from learning almost anything, and we often choose to thus proceed when dealing with the children of the poor."

-- Ronald Edmonds
"Effective Schools for the Urban Poor"
Educational Leadership, 1979

Questions? Comments?

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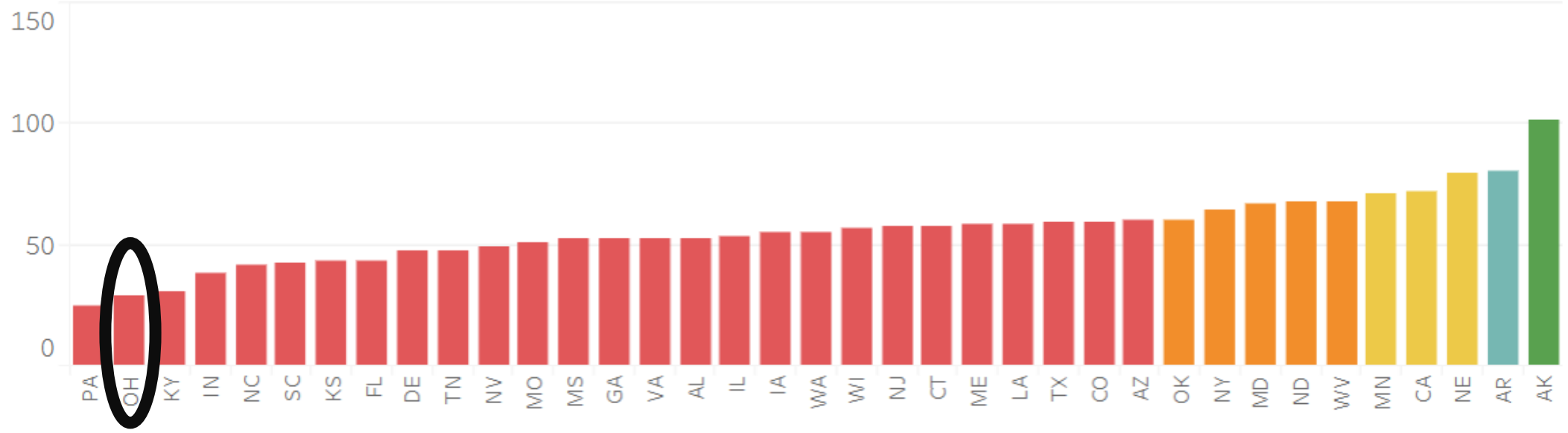
Appendix

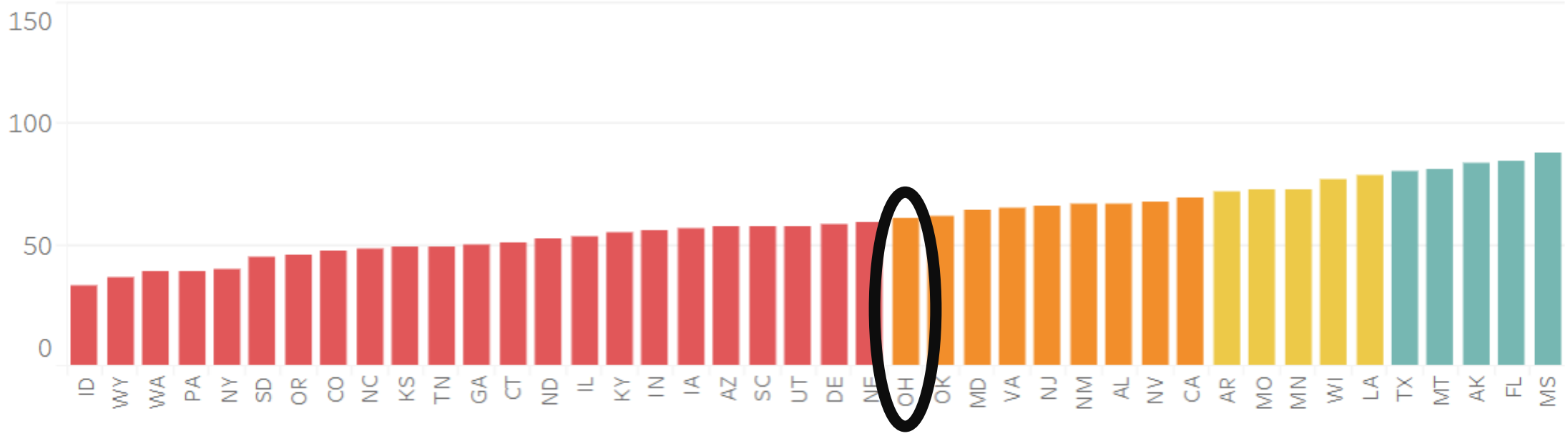
- What Stubenville Does
- What's Can Others Learn from Stubenville
- The Story of Chicago
- The Challenge for Colleges of Education
  - Teaching teachers how to teach reading
  - How to train leaders/principals and district leaders
    - Leading for improvement

Are Black students fairly represented in advanced coursework?



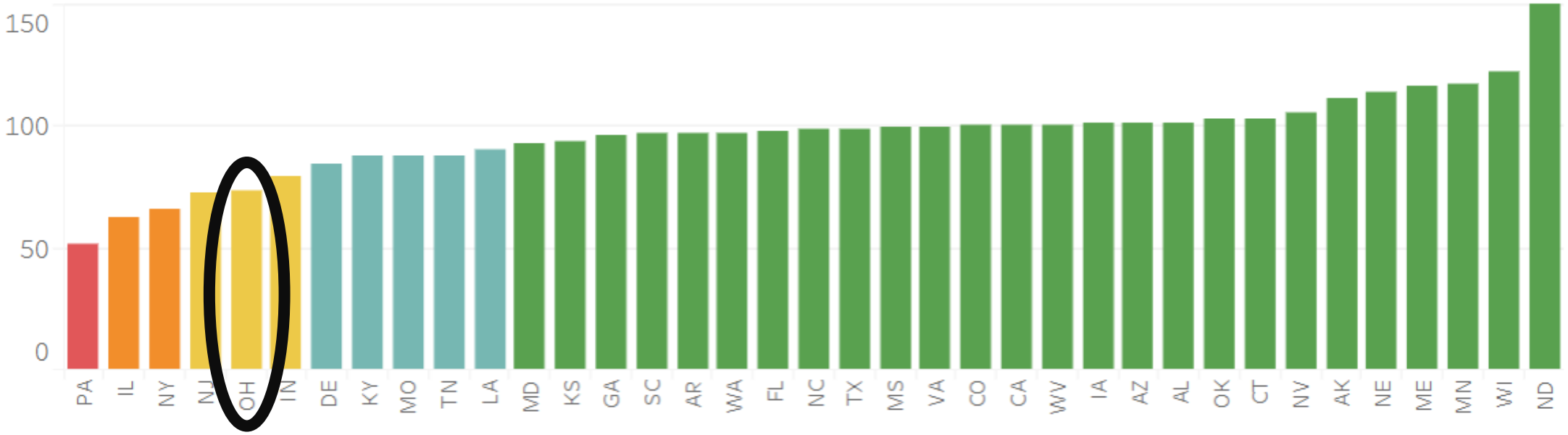
In **Ohio**, there are **29** Black students enrolled in gifted and talented programs for every 100 Black students who would need to be enrolled for the state to achieve fair representation.

Are Latino students fairly represented in advanced coursework?



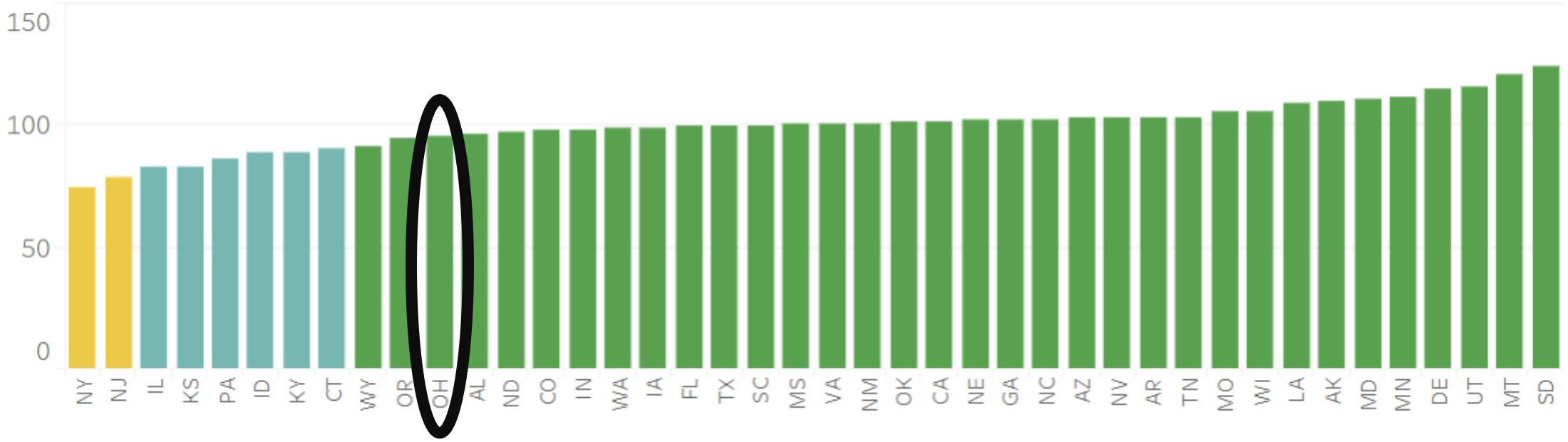
In **Ohio**, there are **61** Latino students enrolled in gifted and talented programs for every 100 Latino students who would need to be enrolled for the state to achieve fair representation.

Do Black students attend schools that offer gifted & talented programs?



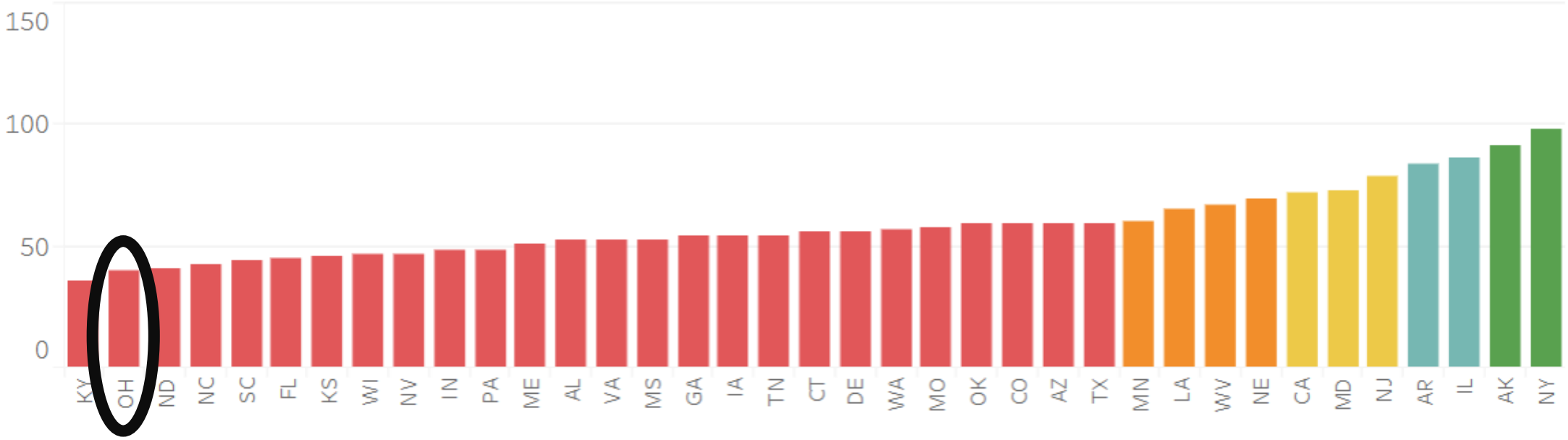
In **Ohio**, there are **73** Black students attending schools with gifted and talented programs for every 100 Black students who would need to attend those schools for the state to achieve fair representation.

Do Latino students attend schools that offer gifted & talented programs?



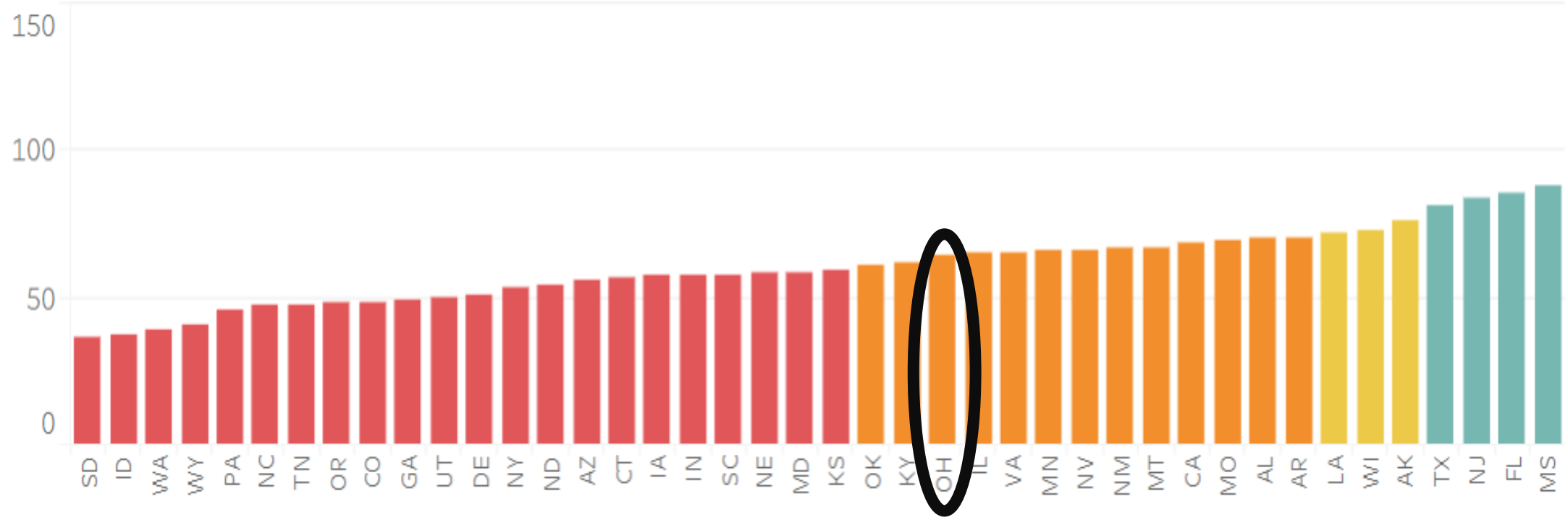
In **Ohio**, there are **95** Latino students attending schools with gifted and talented programs for every 100 Latino students who would need to attend those schools for the state to achieve fair representation.

Are Black students given a fair opportunity to enroll when their school offers it?



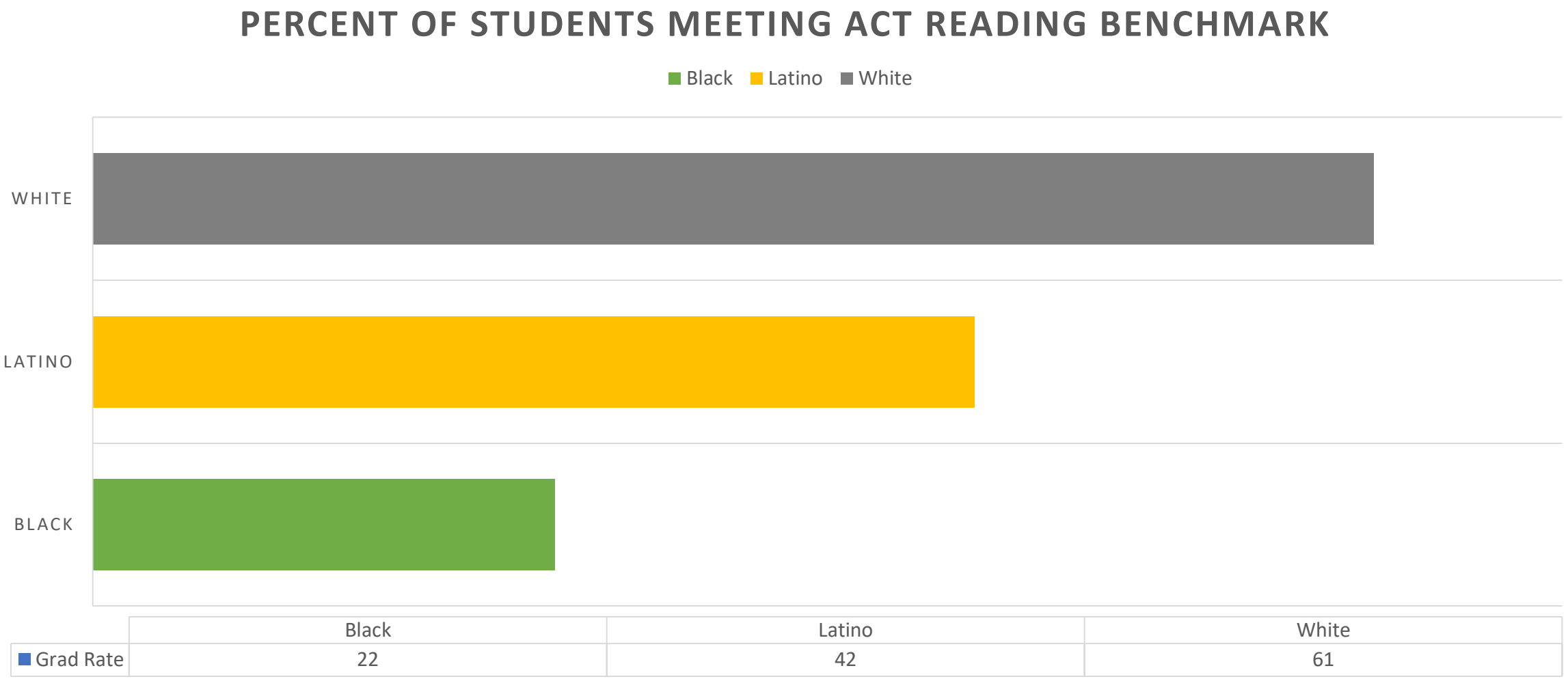
Across **Ohio** schools that have a gifted and talented program, there are **40** Black students enrolled in it for every 100 Black students who would need to be enrolled for the state to achieve fair representation.

Are Latino students given a fair opportunity to enroll when their school offers it?



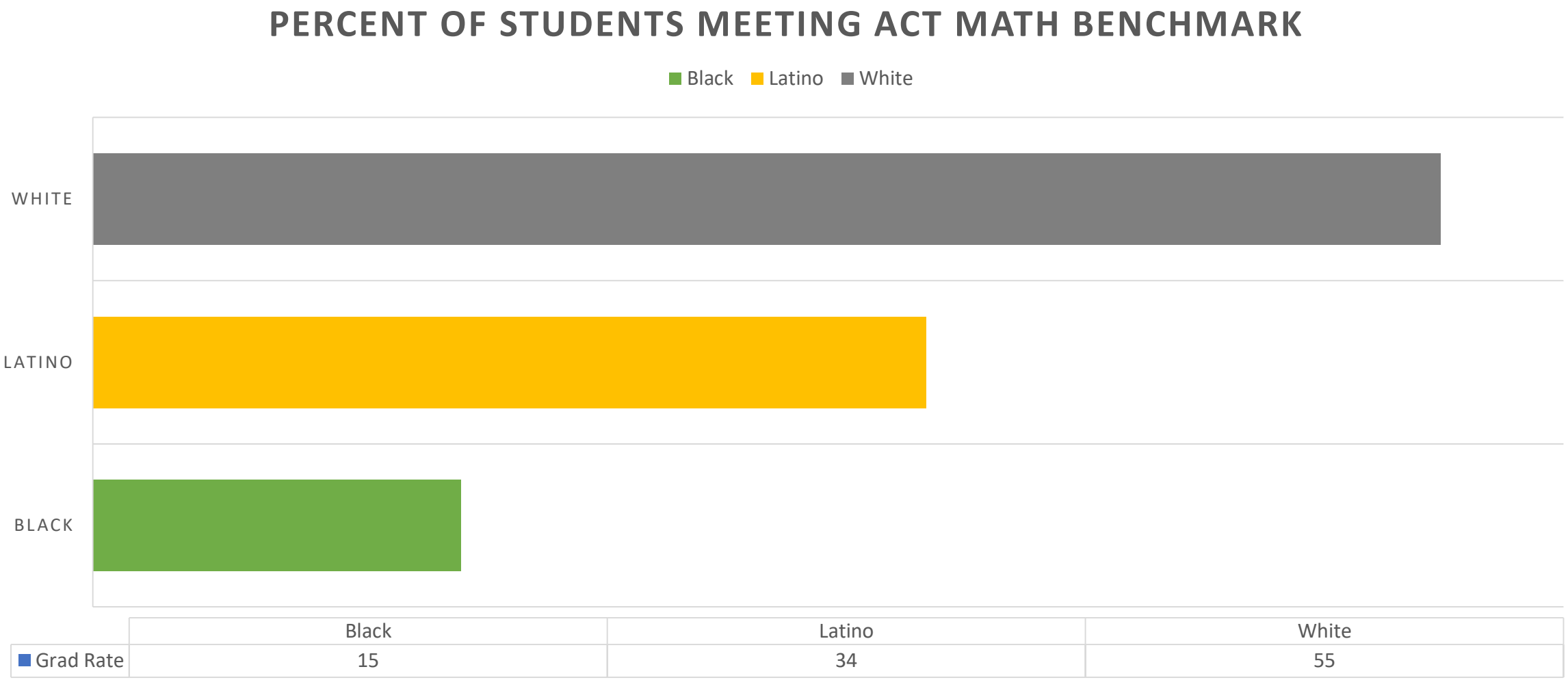
Across **Ohio** schools that offer gifted and talented programs, there are **64** Latino students enrolled in the program for every 100 Latino students who would need to be enrolled for the state to achieve fair representation.

Gaps in Ohio & Longstanding & Persistent

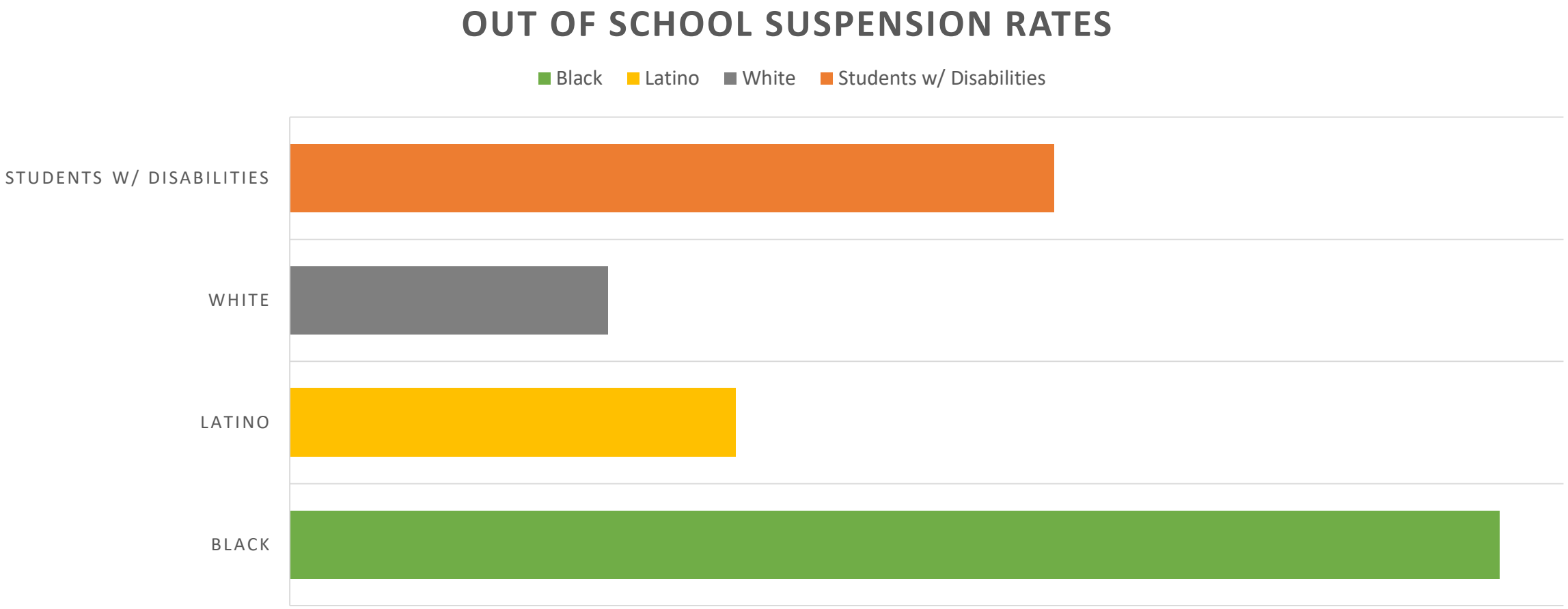


	Black	Latino	White
Grad Rate	22	42	61

Gaps in Ohio & Longstanding & Persistent



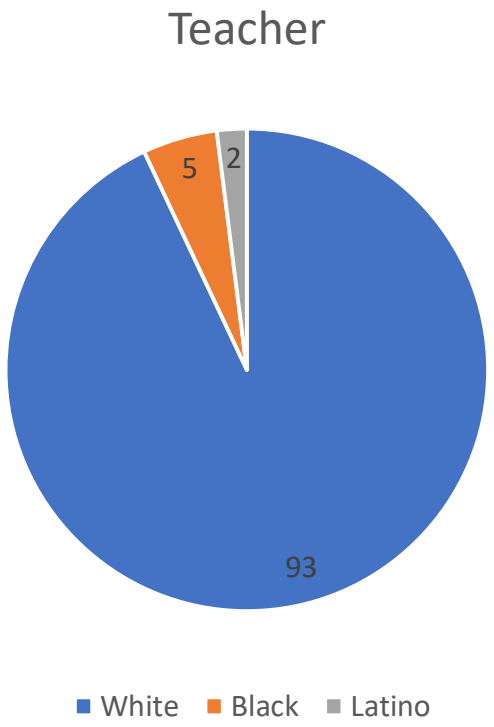
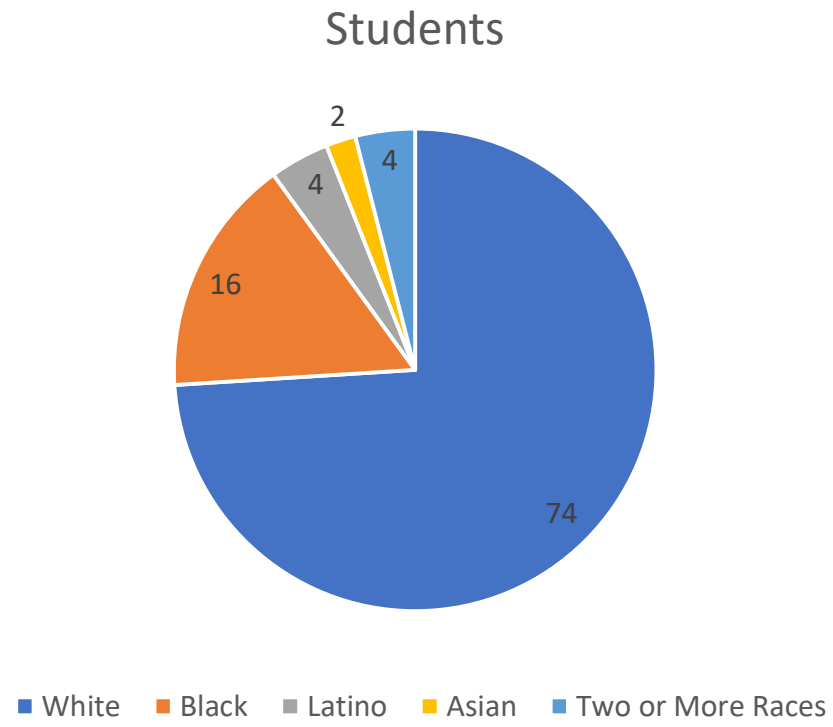
Gaps in Ohio & Longstanding & Persistent



	Black	Latino	White	Students w/ Disabilities
Grad Rate	19	7	5	12

Access to Diverse Educators

Teacher Demographics



Student Demographics