

DEVELOPING OUR EQUITY LENS

NWESD 189

Curriculum Directors

October 2017



EQUALITY VERSUS EQUITY



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.



In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.



In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

- ▶ What leadership moves do I implement to disrupt and dismantle inequitable practices and systems so that all students have equitable access to resources and achieve at high levels

GUIDING QUESTION

Who are we?

The NWESD Region at a Glance

Enrollment		
October 2013 Student Count		164,346
May 2014 Student Count		163,664
Gender (October 2013)		
Male	84,621	51.5%
Female	79,725	48.5%
Race/Ethnicity (October 2013)		
Hispanic / Latino of any race(s)	30,047	18.3%
American Indian / Alaskan Native	2,894	1.8%
Asian	11,002	6.7%
Black / African American	4,445	2.7%
Native Hawaiian / Other Pacific Islander	928	0.6%
White	104,738	63.7%
Two or More Races	10,292	6.3%

Who are we?

The NWESD Region at a Glance

Special Programs		
Free or Reduced-Price Meals (May 2014)	65,212	39.8%
Special Education (May 2014)	22,568	13.8%
Transitional Bilingual (May 2014)	14,081	8.6%
Migrant (May 2014)	1,711	1.0%
Section 504 (May 2014)	4,896	3.0%
Foster Care (May 2014)	1,234	0.8%
Other Information (more info)		
Unexcused Absence Rate (2013-14)	81,529	0.5%

Graduation Rates

Washington State 2016 graduation rates by race

Overview Statewide Summary District Detail Gap Performance Performance Data Analyze Raw Data

Statewide Summary

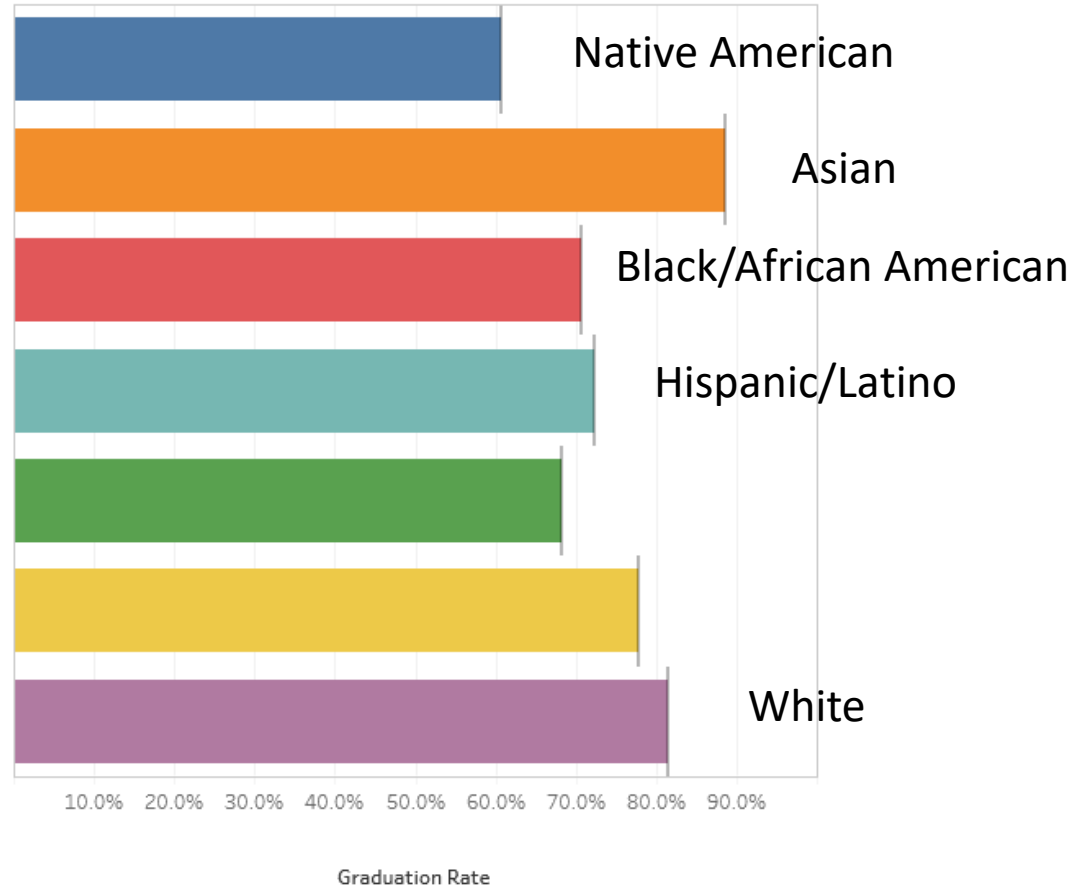
District Detail

Gap

Performance

School Year: 2016 Cohort: Four-Year Select District: State Select Subgroups to Display: Race Subgroups

	Cohort Size	Graduation Rate	State Graduation..
American Indian/Alaskan Native	1,264	60.6%	60.6%
Asian	6,124	88.6%	88.6%
Black/African American	3,749	70.7%	70.7%
Hispanic/Latino	15,426	72.3%	72.3%
Native Hawaiian/Other Pacific Islander	720	68.2%	68.2%
Two or More Races	4,849	77.9%	77.9%
White	48,901	81.5%	81.5%



Graduation Rates

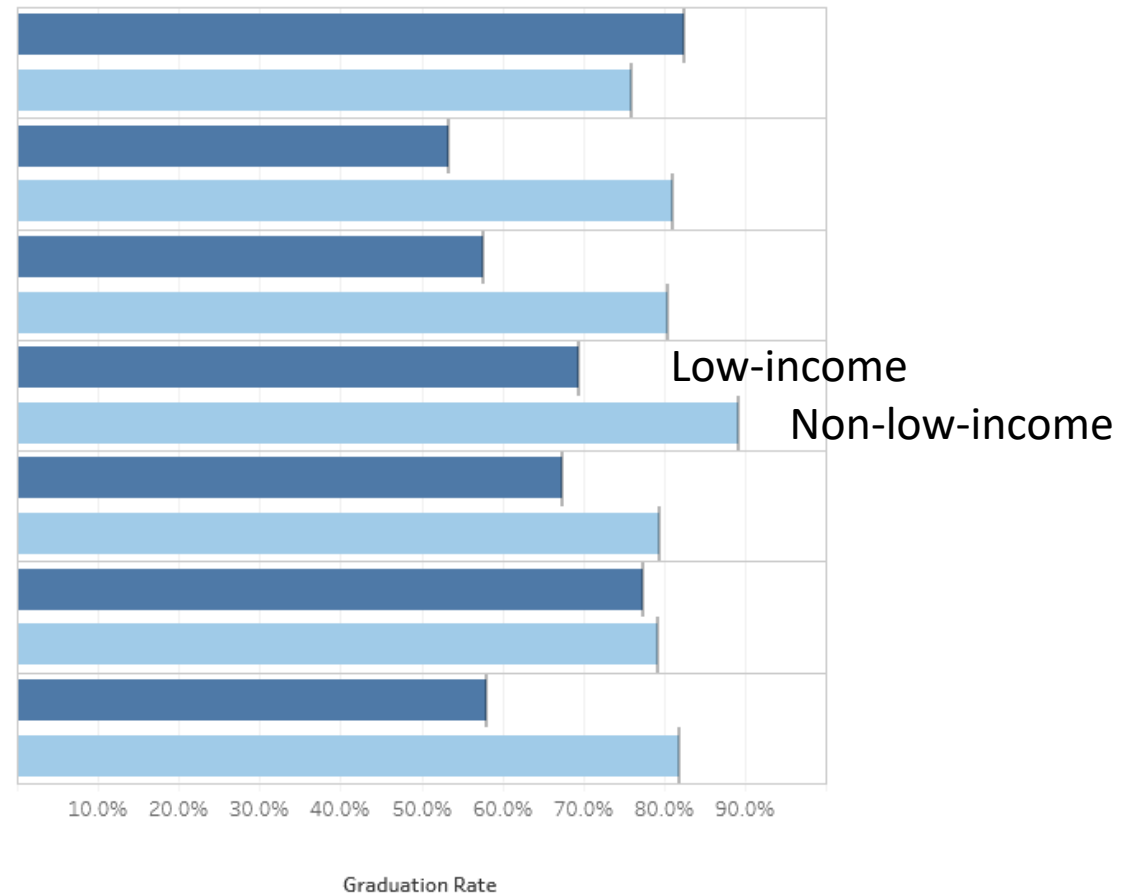
Washington State 2016 graduation rates by subgroup

Overview | Statewide Summary | District Detail | Gap | Performance | Performance Data | Analyze Raw Data

Statewide Summary | District Detail | Gap | Performance

School Year: 2016 | Cohort: Four-Year | Select District: State | Select Subgroups to Display: All Other Subgroups

	Cohort Size	Graduation Rate	State Graduation Rate
Female	39,616	82.4%	82.4%
Male	41,425	76.0%	76.0%
Homeless	5,377	53.4%	53.4%
Non-Homeless	75,664	81.0%	81.0%
English Learners	4,604	57.6%	57.6%
Non-English Learners	76,437	80.4%	80.4%
Low Income	41,495	69.4%	69.4%
Non-Low Income	39,546	89.3%	89.3%
Migrant	2,092	67.4%	67.4%
Non-Migrant	78,949	79.4%	79.4%
Section 504	4,628	77.5%	77.5%
Non-Section 504	76,413	79.2%	79.2%
Special Education	9,669	58.1%	58.1%
Non-Special Education	71,372	82.0%	82.0%



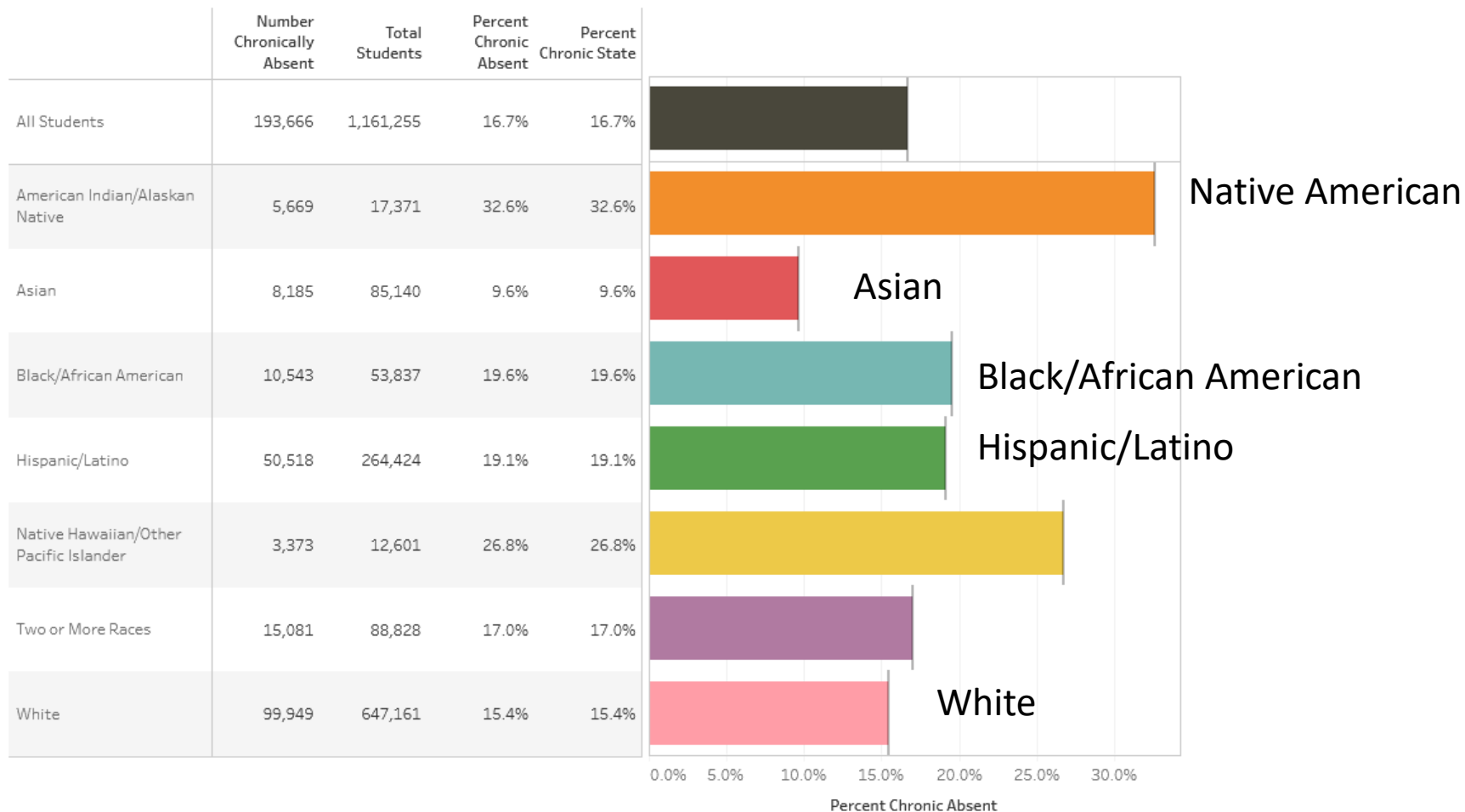
Chronic Absenteeism

Washington State 2016 Chronic Absenteeism rates by race

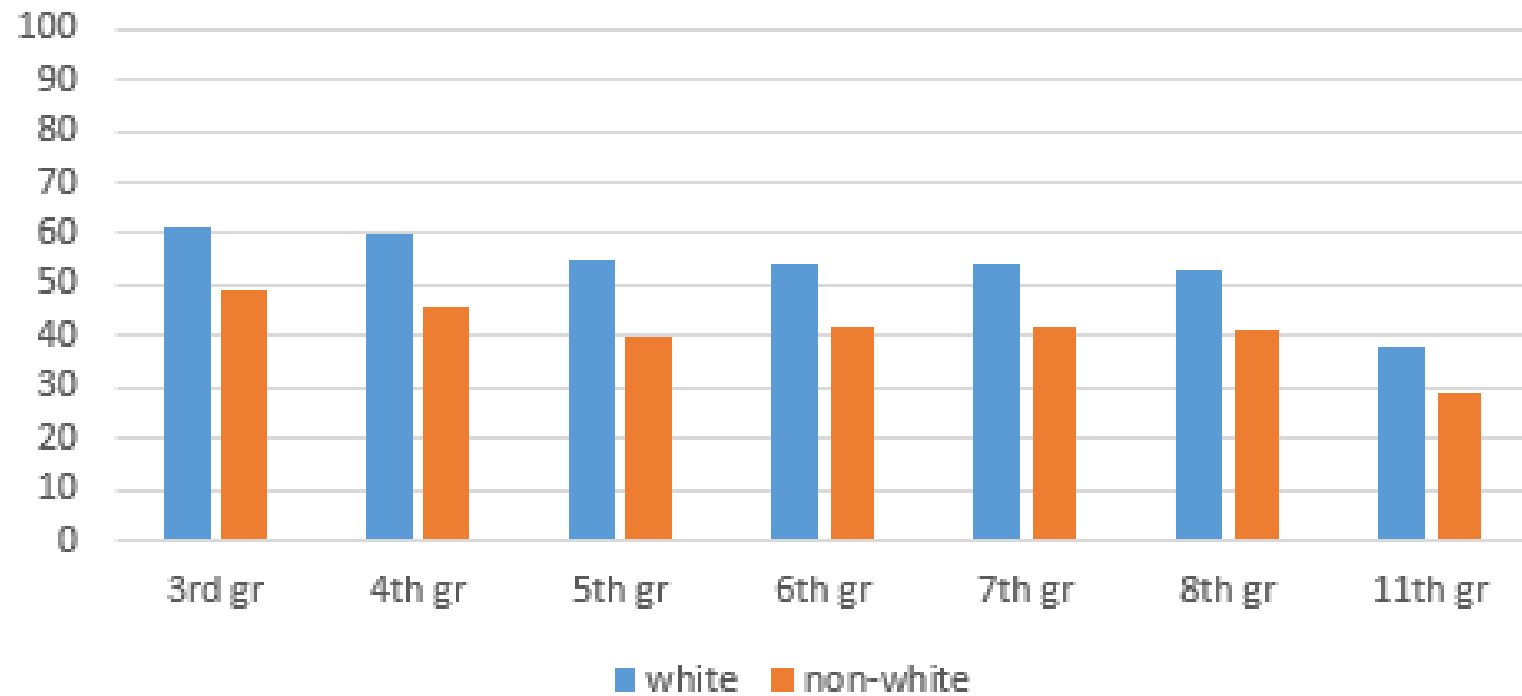
[Overview](#) | [Statewide Summary](#) | [District Detail](#) | [Gap](#) | [Performance](#) | [Performance Data](#) | [Analyze Raw Data](#)

[Statewide Summary](#) | [District Detail](#) | [Gap](#) | [Performance](#)

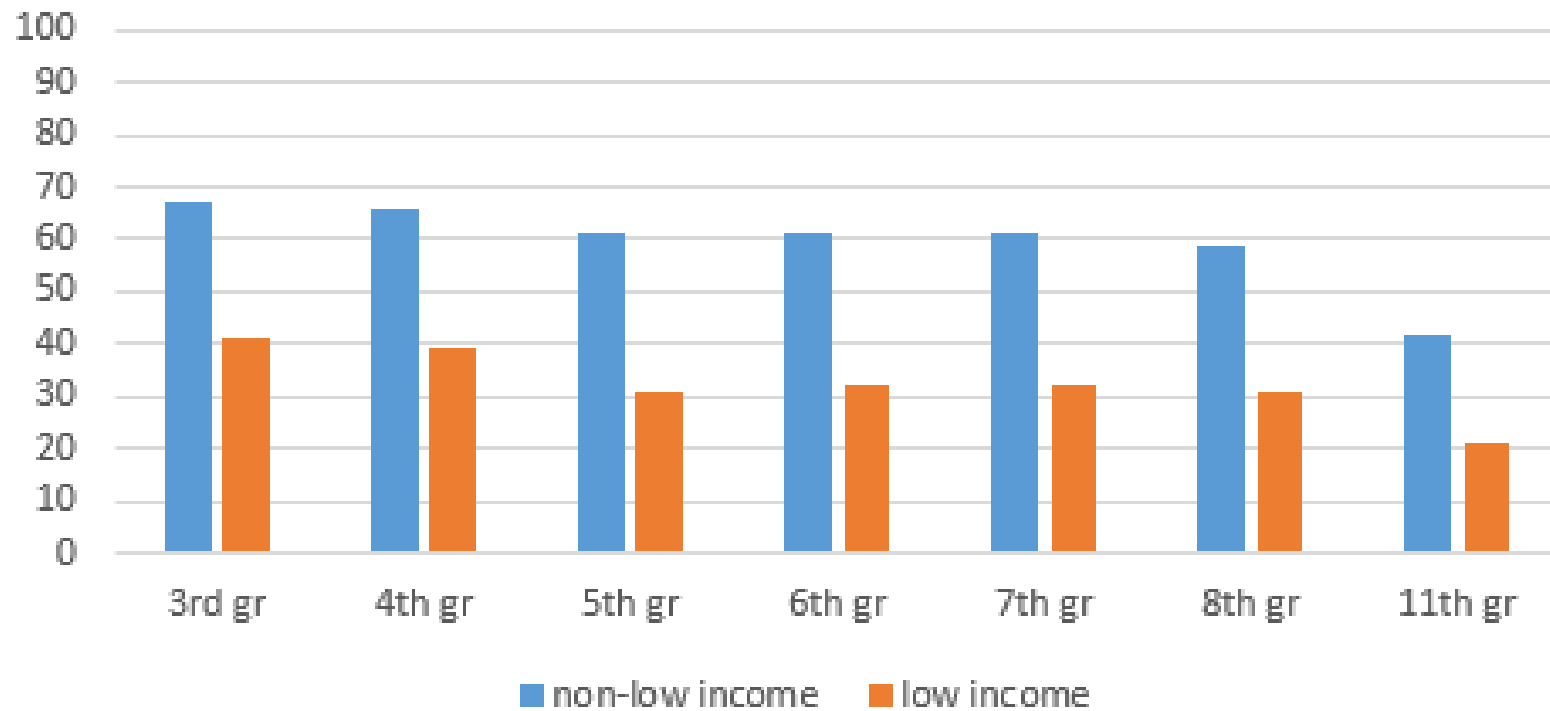
School Year:
 Select District:
 District Detail Filter:



%NWESD Students who met Standard in MATH SBA Spring 2017



% NWESD students who met standard in MATH SBA Spring 2017



WHY ARE WE TALKING ABOUT
EQUITY AND PRIVILEGE ?

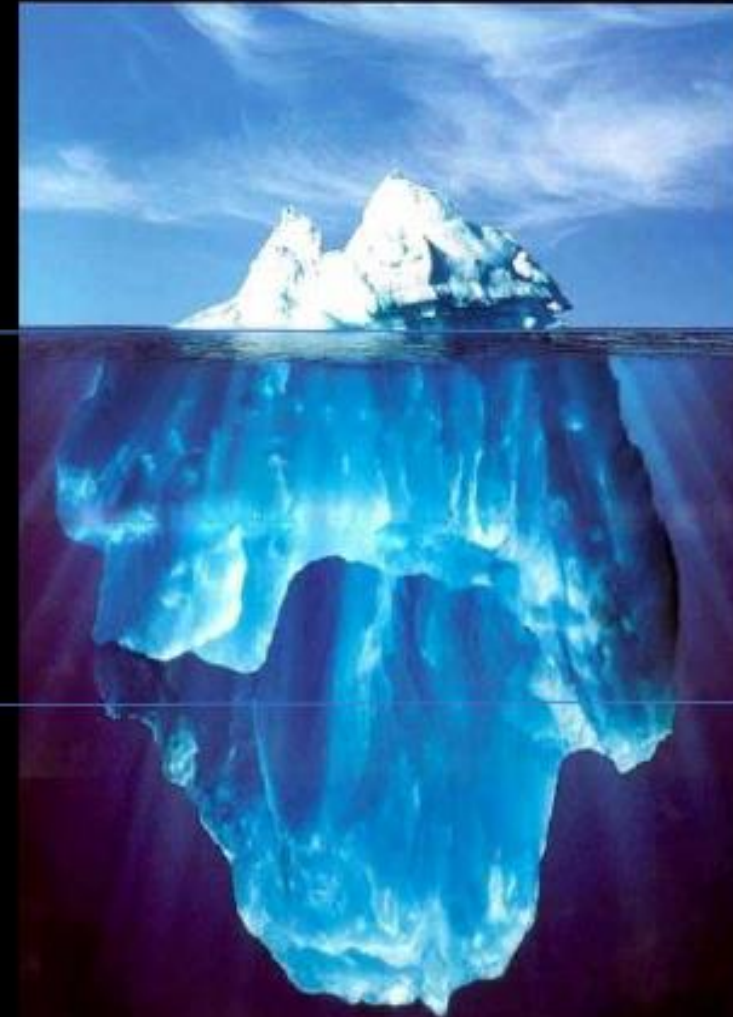
A series of several parallel white lines of varying lengths, slanted diagonally from the bottom-left towards the top-right, located in the lower right quadrant of the slide.

Lasting change is anchored deep below the surface

Formal policies, systems, practices, image (what we *officially* do around here)

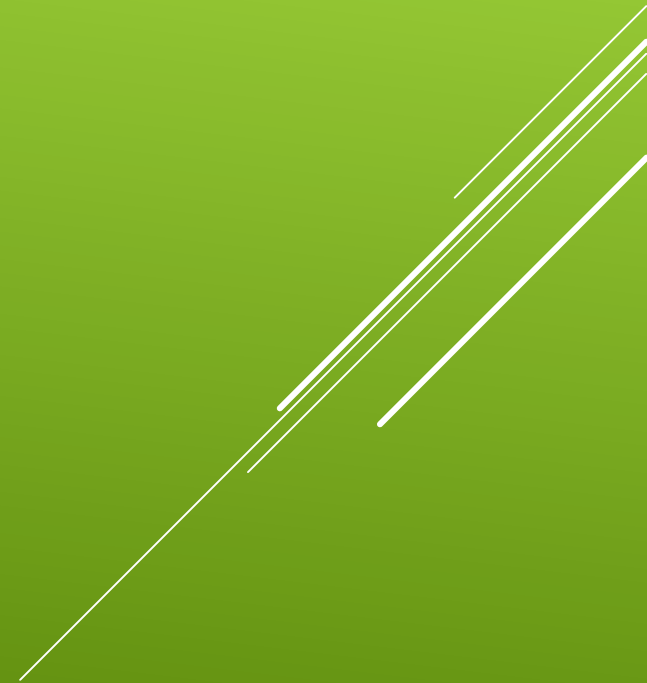
Informal practices & symbolic actions (the way we *actually* do things around here)

Beliefs, values & attitudes (how we *really* feel, what we *really* care about)



- ▶ It is not good enough to agree to disagree
- ▶ We must agree long enough to come to a shared understanding and a collective decision.

EQUITY IN ACTION



Conditions for Conversations Around Equity

- Stay Engaged
- Experience Discomfort
- State Your Truth
- Expect and Accept Non-closure



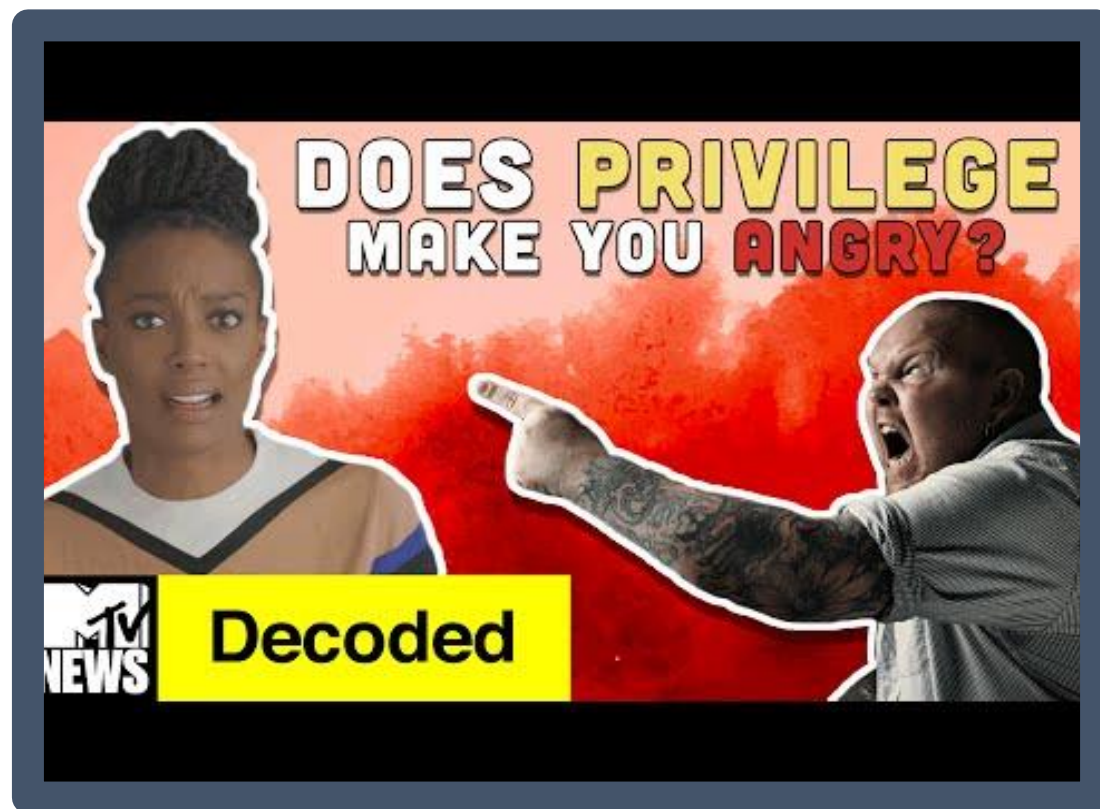
What we say and how we are heard

Intent



Impact

Video Viewing- Privilege Primer



Continue the Conversation

Stand Up Hands UP



- ▶ Groups of Four – number off 1-4
- ▶ 1&2 read pages 1-3 up until ½ way break
- ▶ 3 &4 read the rest of the article ½ of page 3-6
- ▶ Read silently marking important points
- ▶ Teams SYNTHESIZE
- ▶ Share w/ 1-4 1-4 decides 3 main points to share

EXPLORING BIAS

- ▶ What leadership moves do I implement to disrupt and dismantle inequitable practices and systems so that all students equitable access to resources and achieve at high levels

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