



Center for Leadership & Educational Equity

Collaborative Equity Audit

June 7, 2023



Barrington Public Schools
Empowering All Students to Excel

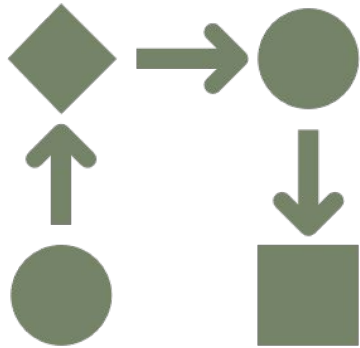
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Agenda

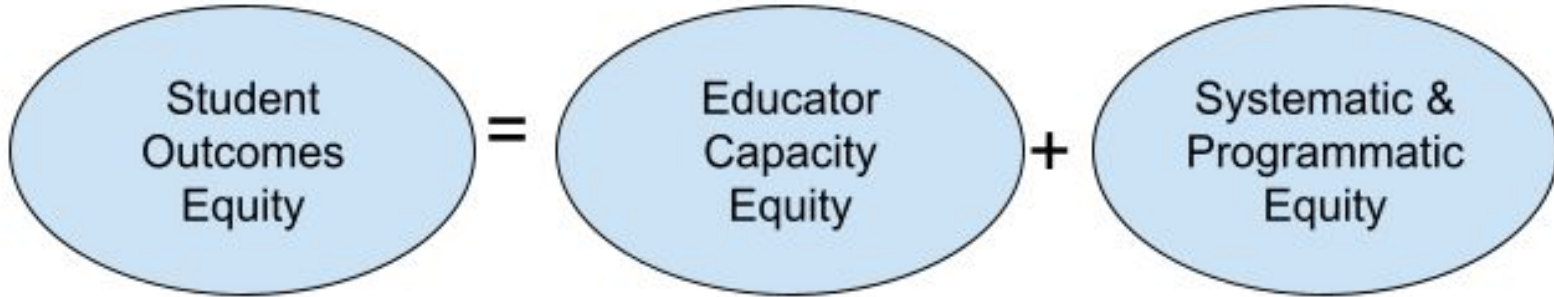


- Overview of the Collaborative Equity Process
- Recommended Action Steps
- Questions
- Setting Direction

How we define equity

Giving every student what they need
to unleash their unlimited,
unknowable potential.

Research-based formula



Who was involved?

Multi-stakeholder group comprised of...

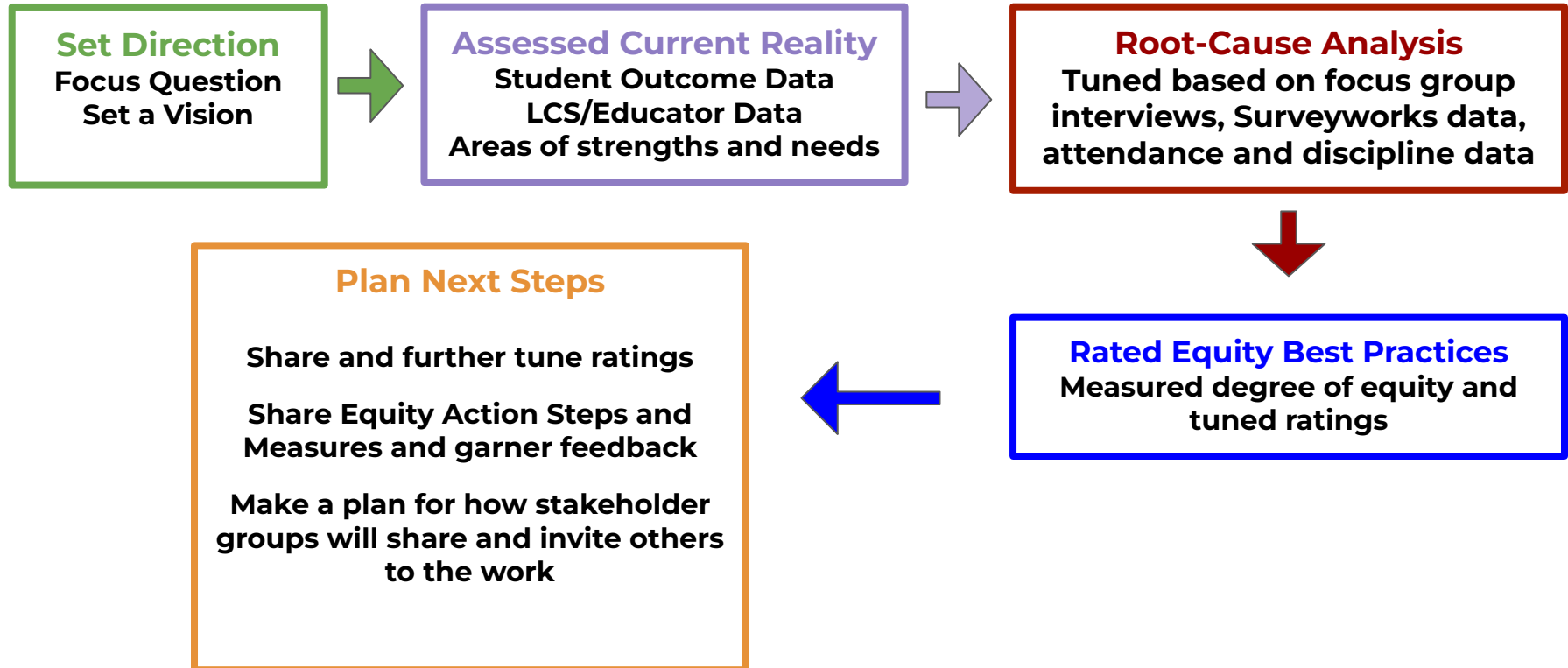
District and school leaders, educators,
students, family members, DEI committee
members, school committee members

Focus Questions

To what extent does our **school climate** foster a **sense of belonging** for every member of our school community?

To what extent do our **programs, policies, and instructional practices** support every student to reach our **mission of student success** and **social-emotional well-being**?

Equity Audit Process





Vision for Equity



- Everyone in the community needs a sense of belonging and connectedness (in order for this work to start
- Equal opportunity, Inclusion and a sense of belonging
- Being able to be heard without fear; true belonging because you belong not because you're asking to belong (whole self belongs) equity; belonging —changing the “normative” to be more inclusive to people who represent various aspects of diversity (educators and youth)
- High expectations that provide structure and rigor
- Students are challenged but supported
- Students utilize their strengths and the connection between families and the community is assets based and celebrates diversity.
- Students social-emotional wellness is included in creating a strong (classroom, and community).

Data for the equity audit

- School and district level student outcome data
- Educator certifications and evaluations
- Educator professional development data
- Learning Community Survey
- Surveyworks
- BPS policies
- Focus group interviews with students, families, educators
- BPS district and school websites, including school committee materials
- Perspectives of multi stakeholder collaborative committee

Strengths in student learning data



- Of the AP tests taken, more achieve a score in the 3-5 range than the 1-2 range
- Barrington offers a wide variety of AP courses
- Average combined SAT score in 21-22 (1155) exceed the national average (1050) and suburban average (1058)
- Average combined PSAT scores in 21-22 (1079) exceed the national average (948)
- Overall Barrington's students outperform their peers in RICAS 21-22. This is true when all groups are aggregated. This is also true of subgroups by race, differently abled students, and multilingual students.
- The performance of current and recently exited (3 years) multilingual learners exceeds that of the state.
- There is no disproportionality between the performance of recently exited multilingual learners and their peers. In fact, they slightly outperform their peers by the 3 year exit mark.

Some other strengths to build on




- Data dashboards that allow for progress monitoring
- Multilingual learner supports
- Policies that remove barriers to accessing advanced learning opportunities
- Community value of education and learning
- High quality curricular materials
- Rigorous academic learning opportunities

Problem Statement

There are **inequities** in the **academic learning outcomes of students** from historically underrepresented groups listed below and their peers:

- Students with disabilities
- Economically disadvantaged
- African-American/Black students
- Hispanic/Latino students

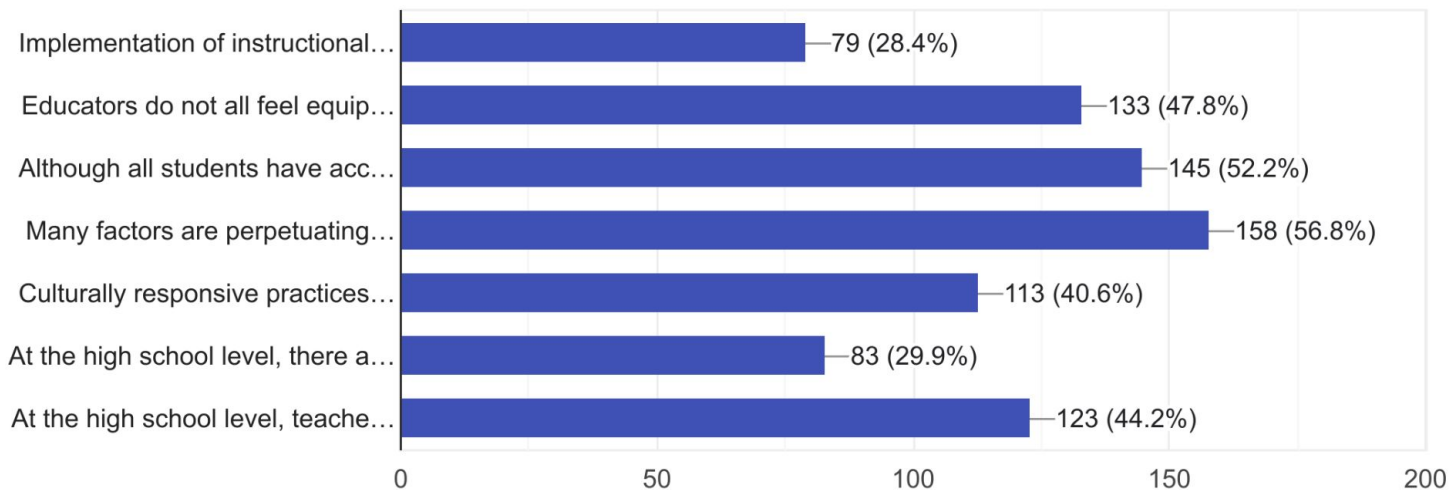
Root cause analysis

1. Implementation of instructional practices explored in professional development is uneven across the district.
-  2. **Educators do not all feel equipped to talk about race, racism, differences, and difficult topics with each other, students, and/or families.**
-  3. **Although all students have access to academics and co-curricular opportunities, the sense of belonging and the removal of continued structural barriers are areas of continued need.**
-  4. **Many factors are perpetuating a lack of inclusivity for students, families, and staff leading to a lack of belonging, including: the dominant culture of whiteness, ableism, high-achievement, economic privilege, hetero/cis normativity.**
5. Culturally responsive practices and use of inclusive curriculum materials are in the early stages; as a result there is a wide variety of interpretations and implementation strategies.
6. At the high school level, there are not as many opportunities for families to be engaged as partners in their child(ren)'s education as there are in the elementary and middle school levels.
7. At the high school level, teachers do not feel equipped to support students experiencing mental health challenges.

Survey Results

Please select the top three root causes that you feel are most important to address first in order to increase equity in Barrington Public Schools.

278 responses

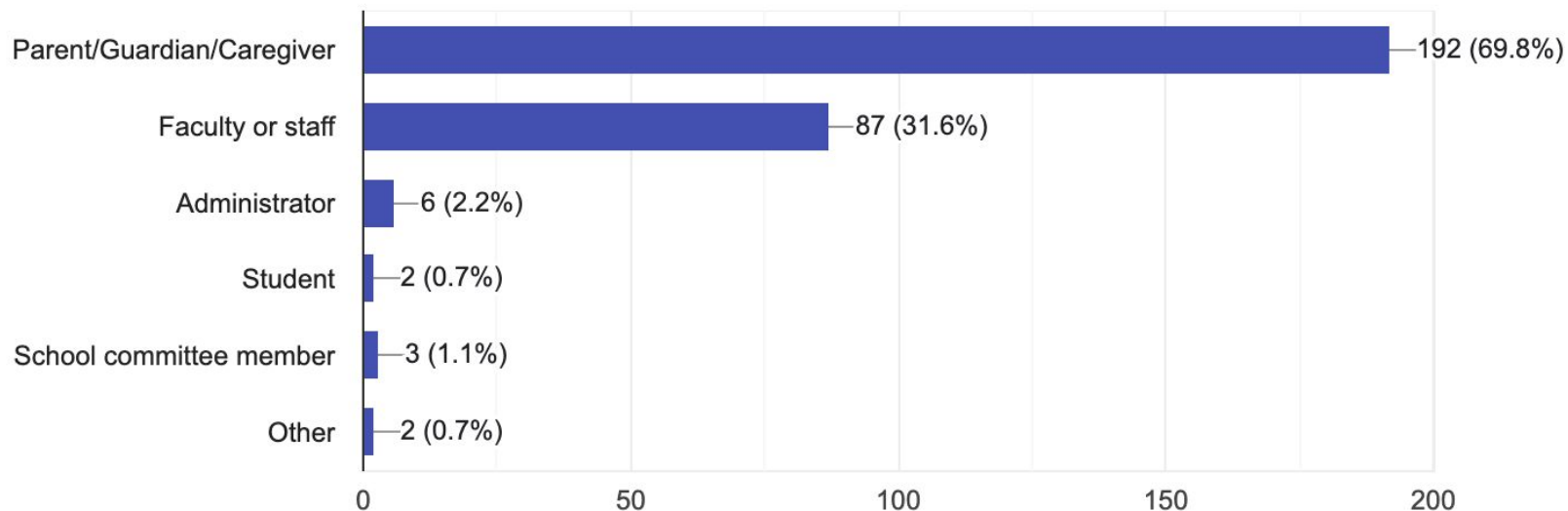


Survey Results

(Please check all that apply) I am a:

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275 responses





Some recommended action steps

Prioritized Root Cause 1: Many factors are perpetuating a lack of inclusivity for students, families, and staff leading to a lack of belonging, including the dominant culture of whiteness, ableism, high-achievement, economic privilege, hetero/cis normativity.

- Systematically integrate and amplify DEIB efforts underway throughout the district, including the work of the Barrington Diversity Equity and Inclusion (DEI) Committee, the [Culturally Responsive Learning Community](#), and other examples in schools, classrooms, and co-curricular activities.
- Strengthen staff recruitment, hiring, and retention practices in the following ways:
 - Strengthen partnerships with external organizations to recruit and hire staff from underrepresented groups with the competencies to lead/teach for more equitable outcomes. Reach out to as many formal organizations and informal networks focused on DEIB to spread word of job openings. Request nominations and applications; do not only rely on candidates to take the first step to apply.
 - Include key stakeholders, including staff, family, and students from underrepresented groups, in the hiring process (i.e., reviewing applications, interviewing candidates, evaluating demo lessons, etc.).
 - Train all staff and stakeholders who take part in any part of the hiring process on selection bias, including surfacing their own biases prior to engaging in a hiring process.

Some recommended action steps

Prioritized Root Cause 1: Many factors are perpetuating a lack of inclusivity for students, families, and staff leading to a lack of belonging, including the dominant culture of whiteness, ableism, high-achievement, economic privilege, hetero/cis normativity.

- Systematically integrate and amplify DEIB efforts underway throughout the district, including the work of the Barrington Diversity Equity and Inclusion (DEI) Committee, the [Culturally Responsive Learning Community](#), and other examples in schools, classrooms, and co-curricular activities.
- Strengthen staff recruitment, hiring, and retention practices in the following ways...

Some recommended action steps

Prioritized Root Cause 2: Although all students have access to academics and co-curricular opportunities, the sense of belonging and the removal of continued structural barriers are areas of continued need.

- Identify and remove remaining structural barriers for students with disabilities to access all offerings (e.g., providing special educators in World Language classes).
- Identify the professional learning needs of educators and align offerings to increase equitable practices and an understanding of social supports and attitudes toward inclusive education.
- Collaboratively expand educators' understanding of what high expectations and academic success for each and every student means, the intersection of neuroscience and culturally relevant teaching practices, and how teacher expectations play a role in creating and removing barriers to students' sense of belonging in academic and co-curricular learning opportunities.



Some recommended action steps

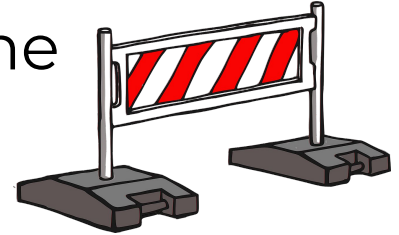
Prioritized Root Cause 3: Educators do not all feel equipped to talk about race, racism, differences, and difficult topics with each other, students, and/or families.

- Provide professional development and ongoing support, including coaching and peer mentoring, for all teachers to develop culturally responsive teaching practices, as a way to improve academic outcomes, reduce disciplinary actions, and increase student engagement and motivation, particularly for students from underrepresented groups. Ongoing support should include opportunities for collaborative learning, giving and receiving collegial feedback, and reflection.
- Increase the capacity of teachers to use professional learning time (such as common planning time, PLC time, faculty meetings, and department meetings, coaching, PD sessions) to discuss and address with colleagues practices related to instruction, engage in asset-based conversations about student outcomes, and students' feedback of teacher instruction.
- Strengthen onboarding for new educators, with personalized support for educators from underrepresented backgrounds and identities



Setting Direction

What are some **barriers** you anticipate in the implementation of the action steps?



Where do you see **bridges** that can support implementation of the action steps?



Barriers

-

Bridges

-

