Barrington Ratings of Descriptors of Equity

Rating Key

Each of the equity best practice indicators is rated for degree of implementation according to this scale:

- A rating of **0** = No evidence of implementation of effective practices
- A rating of **1** = Initial stage of implementation
- A rating of **2** = Approaching effective implementation
- A rating of **3** = Effective implementation
- A rating of **4** = Transformational implementation (building capacity of others)

Key Indicators to Increase Programmatic and Systematic Equity

Table X

Key Indicators to Evaluate Programmatic and Systematic Equity and Increase Equity for All Students

	Indicator	Best Practices	Core Leadership Practice	Data Source	Degree of Implementation
1	**Set the Tone of a Safe and Inclusive Culture**	Evidence of statements of definitions, benefits of and commitment to diversity, equity, and inclusion in the mission, vision, strategic planning, etc.	Setting Direction	District's mission and vision / District's Strategic plan Diversity, Equity and Inclusivity Policy Student Handbook Culturally Responsive Learning Community BPS Calendar BPS DEIB Calendar Teaching Controversial Issues Policy	2
2		Clearly defined and specific equity goals and strategies	Setting Direction	District's mission and vision / District's	2

				[Strategic plan](#)	
3 4 5		A safe and inclusive culture for each and every student, and especially for students from marginalized groups. All students have opportunities for: • Being recognized for being a positive contributor to the school community. • Take leadership roles in the classroom.	Monitoring Progress	Student Handbooks • [BHS Athletic Handbook](#) • [BHS Student and Parent Handbook](#) • [BMS Student Handbook](#) • [HMS Handbook](#) • [Nayatt Handbook](#) • [PHS Handbook](#) • [Sowams Handbook](#) • [School Health Handbook](#) • [Transportation Handbook](#) [Anti-bullying Reporting System](#) [Dashboard 3](#), Surveyworks [Dashboard 3](#), Focus Group Interviews)	**2**
6		Families are seen as partners and are welcomed to be included in dialogue, their knowledge is tapped into, and have a voice.	Reorganizing Systems	[School/district websites](#) [School committee policies](#) [Focus Group Interviews](#) (Dashboard 3, p. 3) [BPS Families Site](#)	**2**
7		Members of underrepresented communities on the board and key leadership positions	Reorganizing Systems	[About your School Committee | Barrington Public Schools](#)	**2**
8		Short and long-term measurable indicators of the degree to which reaching goals	Monitoring Progress	[Plan Goals 22-23](#) School improvement plans	**3**
9		Have a regular forum to update stakeholders on	Monitoring Progress	[BPS School Committee Overview](#)	**3**

		progress		BPS School Committee Zoom Meeting Recordings School committee policies DEI Committee-Monthly Meetings -minutes -agendas -D,I & E Policy Health and Wellness Checklist Social Emotional Learning Committee -Agenda (6/15/20 -latest_agenda) School committee Briefs -May 14 2021 (most updated brief) agenda/minutes District and school websites	
10	Staff Recruitment and Hiring Policies	Job descriptions reflect the goals of increasing diversity, equity, and inclusion in the district.	Reorganizing Systems	Job postings: District Reading Specialist Elementary Special Education Teacher District leader interview: HR director recently hired	2
11		Job description reflects the district's clear understanding of the knowledge, skills, and dispositions that are key to a role in order to lead/teach for more equitable outcomes.	Reorganizing Systems Building Capacity to Teach Building Capacity to Lead	Job descriptions -District Reading Specialist Job Posting: Elementary Special Education Teacher	3
12		Teachers and leaders reflect diverse gender expressions, orientations, racial and ethnic cultural composition.	Reorganizing Systems Building Capacity to Teach	Dashboard 2, educator demographics data	1

		Building Capacity to Lead			
13		The district utilizes external partners (i.e. preparation programs and community org from underrepresented groups) to recruit candidates from diverse backgrounds and those with competencies to increase equity in their roles.	Reorganizing Systems Building Capacity to Teach Building Capacity to Lead	District's mission and vision / District's Strategic plan Recruitment plan School committee policies	**1**
14		Utilizes hiring tools to identify strong candidates	Reorganizing Systems	Recruitment plan District leader interview: SchoolSpring	**2**
15		Use of multiple measures and data sources to assess candidates	Reorganizing Systems	Rubric SchoolSpring tool to evaluate candidate	**3**
16		Practices to eliminate selection bias	Reorganizing Systems	Questions designed to eliminate selection bias	**2**
17		Interviewers from underrepresented groups	Reorganizing Systems	Dashboard 2, Educator demographics District leader interview	**1**
18	**Programs and Materials**	Financial resources are allotted for the school's equity plans, goals, and initiatives. The school's budget reflects the prioritization of this commitment	Reorganizing Systems	[FY23 PK-12 Budget Workshop](#) [Proposed FY23 Operating Budget Presentation](#)	**3**
19		Advanced course placement, enrollment, and student outcomes.	Monitoring Progress	[Dashboard 1](#) [Feb 2023 Honors Distinction Table](#) [Program of Studies](#)	**3**
20		There is availability and clear communication of prerequisite courses for college, and these courses are available for all.	Reorganizing Systems	[Program of Studies](#) [Barrington High School Graduation Requirements Policy Class of 2023 and Beyond The Rhode](#)	**2**

21		Access to high-quality instructional materials which emphasizes - higher-order thinking, inquiry approach - Real-world connections, includes literature of diverse authors, integrates the experiences of historically underserved groups that are not limited or reduced to experiences of suffering - Elicits prior knowledge, allows for discourse and collaboration, multiple perspectives, and student ownership and learning).	Monitoring Progress	HQCM with real world connections [Curriculum Maps](#) [Dashboard 3](#) Surveyworks and Focus Group interviews Library resources Project-based learning District leader interview: Students co-construct curriculum	**3** **3** **3** **3**
22					
23					
24					
25		Teachers, coaches, and administration disaggregate data according to race, ethnicity, home language, gender to see evidence of disproportionality and determine the allocation of resources accordingly.	Setting Direction Monitoring Progress Building Capacity to Teach	[Dashboard 2, Learning Community Survey](#)	**3**
26		Special Education Program placement and supports that are inclusive of learning and lead to equitable learning outcomes	Monitoring Progress	[Dashboard 1](#) [Program of Studies](#) [District website](#), support services	**2**
27		MLL Education Program placement and supports that build inclusive of learning and lead to equitable learning outcomes	Monitoring Progress	[District website, ELL programs and services](#) [Dashboard 1](#) District leader interview	**4**

| 28 | | Disciplinary practices that build an inclusive culture of learning and lead to equitable outcomes | Monitoring Progress | Dashboard 1

Dashboard 3, Surveyworks and Discipline

BHS Student and Parent Handbook

BMS Student Handbook

HMS Handbook

Nayatt Handbook

PHS Handbook

Sowams Handbook | **3** |

Aguilar, E. (2020); Redding, McCauley, Jackson, and Dunn (2018); Padamsee & Crowe (2017); Delipit (2006); Ladson-Billings (1995); McKenzie & Skrla, (2011), and Sleeter (2008).

Key Indicators to Increase Educator Capacity

Table X
Key Indicators to Evaluate Educator Equity and Increase Equity for All Students

	Indicator	Best Practice	Core Leadership Practice	Data Source	**Degree of Implementation**
29	**High-Quality Teaching Skills**	Educators' belief that all students are capable of academic success	Setting Direction	Dashboard 2, Learning Community Survey District's mission and vision / District's Strategic plan Dashboard 3, Surveyworks	**2**
30		Educators see themselves as members of the students' community	Setting Direction Build Capacity to Lead	Dashboard 2, Learning Community Survey Dashboard 3, Surveyworks	**3**
31		Educators maintain a flexible inquiry-based learning environment in	Build Capacity to Teach	District's mission and vision /	**2**

		which students' knowledge, experience, wisdom, and background are valued and seen as resources for and incorporated authentically into learning.		District's Strategic plan Curriculum Maps	
32		Monitor and assess students' needs and then address them with a wealth of diverse strategies with the understanding that success is defined and measured in many ways.	Monitoring Progress	Dashboard 2, Learning Community Survey District's mission and vision / District's Strategic plan Dashboard 3, Surveyworks	**2**
33		Educators know students well enough to adapt practices to meet their needs and offer many opportunities to develop cognitive skills and habits of mind that prepare them for advanced tasks.	Build Capacity to Teach	Dashboard 2, Learning Community Survey	**2**
34	**Educators' Equity Consciousness**	Educators have a clear picture of how various sub-groups are achieving with attention towards children from historically underrepresented groups comparable to their peer group	Monitoring Progress	Dashboard 2, Learning Community Survey	**2**
35		Educators are aware of their own biases, privilege, and are able to change assumptions about student learning through conversations with other adults at the school	Build Capacity to Collaborate	Culturally Responsive Learning Community Dashboard 3, Surveyworks	**2**
36	**Staff Development and Retention**	Use data to identify the professional learning needs of educators and rapidly respond with professional learning opportunities aligned with increasing equitable practices.	Monitoring Progress	Dashboard 2, PD offerings, LCS data, Educator Evaluations Dashboard 3, Surveyworks	**2**

37		Onboarding for new educators, with personalized support for educators of color, including mentor programs, affinity groups and/or buddy programs.	Reorganizing System		**1**
38		Professional learning experiences for educators to continuously improve their cultural competence and culturally sustaining practices to meet school-specific inequities	Building Capacity to Teach	Dashboard 2, PD offerings Dashboard 3, Surveyworks	**3**
39		Professional learning experiences for educators to deepen pedagogical content knowledge to support student learning, especially if children are not successful or are below grade-level	Building Capacity to Teach	Dashboard 2, PD offerings Dashboard 3, Surveyworks District's mission and vision / District's Strategic plan	**3**
40		Leverage the effectiveness of culturally responsive/ conscious and sustaining teachers, coaches, and leaders by using them as models and coaches	Building Capacity to Collaborate	SurveyWorks Culturally Responsive Learning Community	**2**

Aguilar, E. (2020); Redding, McCauley, Jackson, and Dunn (2018); Padamsee & Crowe (2017); Delpit (2006); Ladson-Billings (1995); McKenzie & Skrla, (2011), and Sleeter (2008).

Zaretta Hammond, Culturally responsive teaching and the brain.