



Lawrence Public Schools

2010-11

Board of Education Goal:

**Raise achievement of all students
& close achievement gaps**

*“Of all the civil rights for which the world
has struggled & fought for 5,000 years, **the right to learn**
is undoubtedly the most fundamental.”*

- W.E.B. DuBois (1949)

Board of Education Goal:

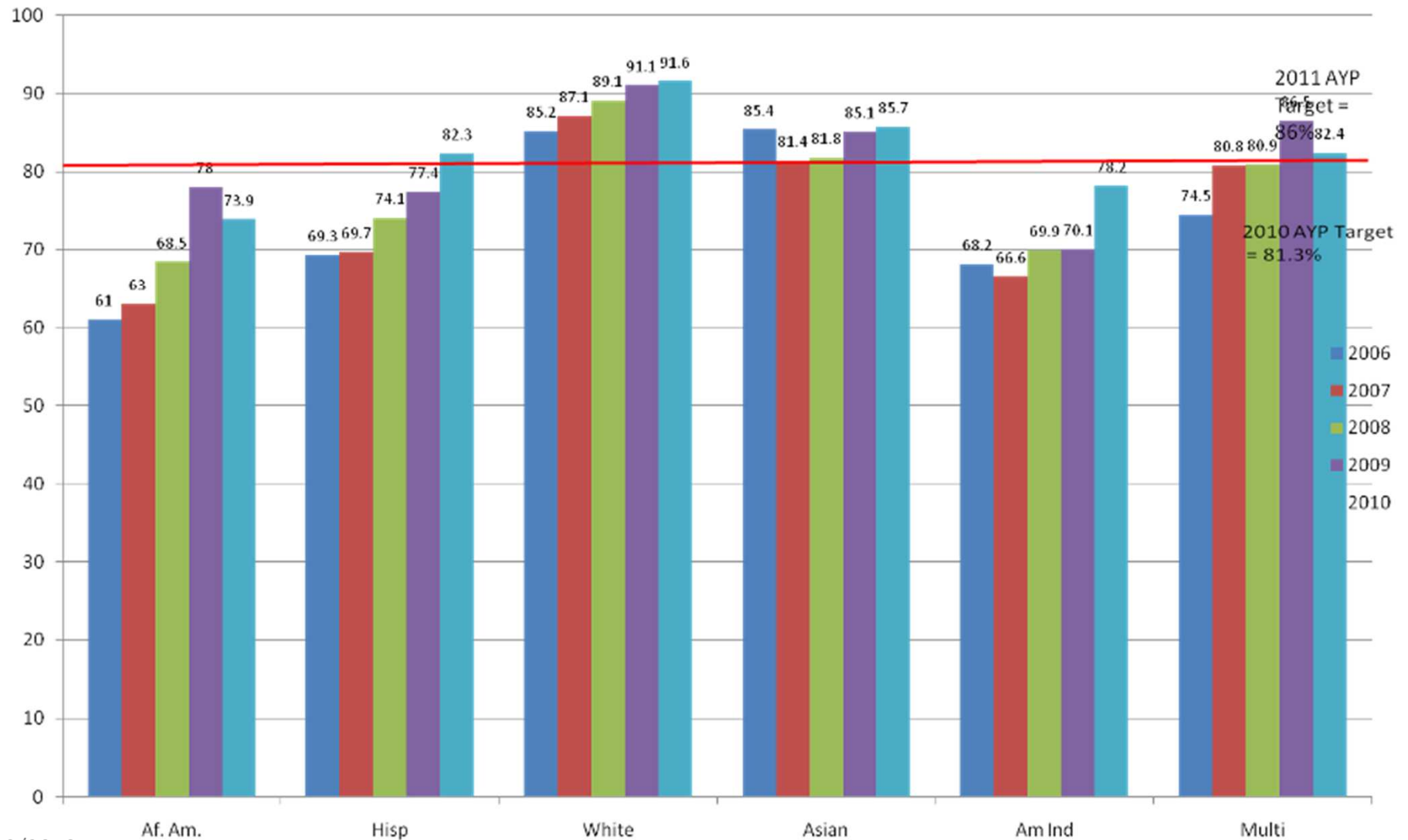
Raise achievement of all students
& close achievement gaps

**Why was this identified
as a district goal ?**

Lawrence Public Schools

Kansas Reading – Racial/Ethnic Subgroups 2006-10

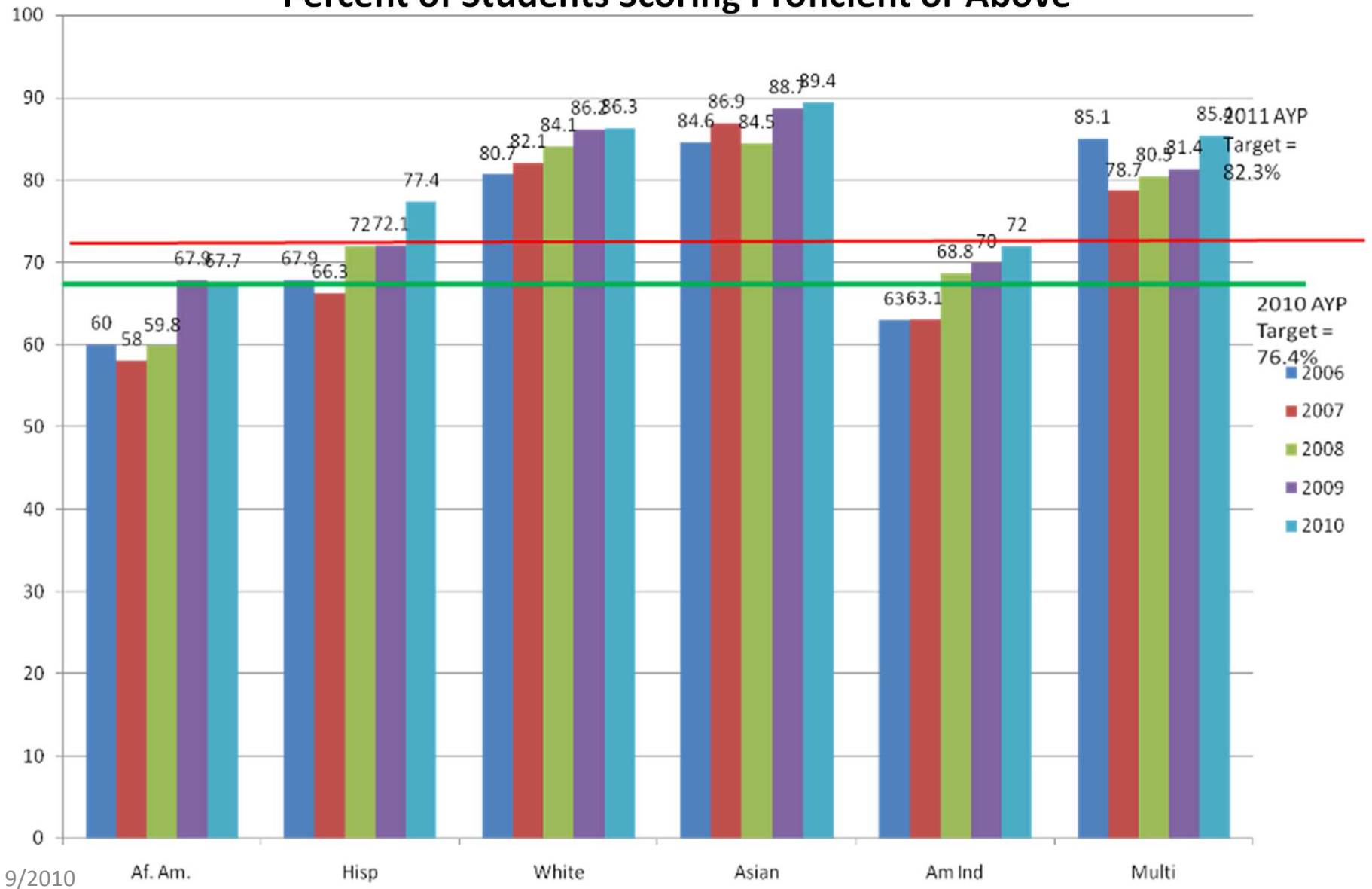
Percent of Students Scoring Proficient or Above



Lawrence Public Schools

Kansas Mathematics - Racial/Ethnic Subgroups 2006-10

Percent of Students Scoring Proficient or Above



Lawrence Public Schools 2009 Graduation Rate

Overall Graduation Rate: 85.8%

- English Language Learners: 82.1%
- African-American Students: 81.4%
- Hispanic Students: 73.4%
- Students with Disabilities: 71.9%
- Low SES Students: 70.2%
- Native American Students: 69.8%

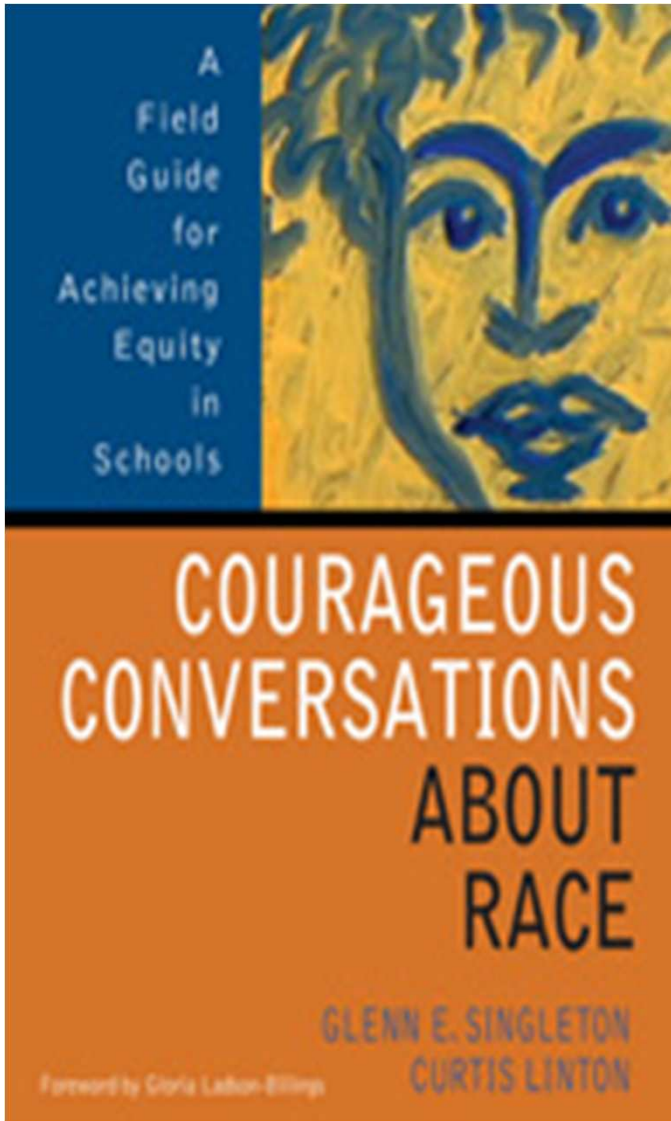
Principals:
Insert your own school's
subgroup data here.

This is a journey, not an event.

- **Racial achievement gaps didn't appear overnight.**
- **Changes in beliefs, expectations & practice are required to close gaps.**
- **Personal & systemic changes will take time & commitment.**

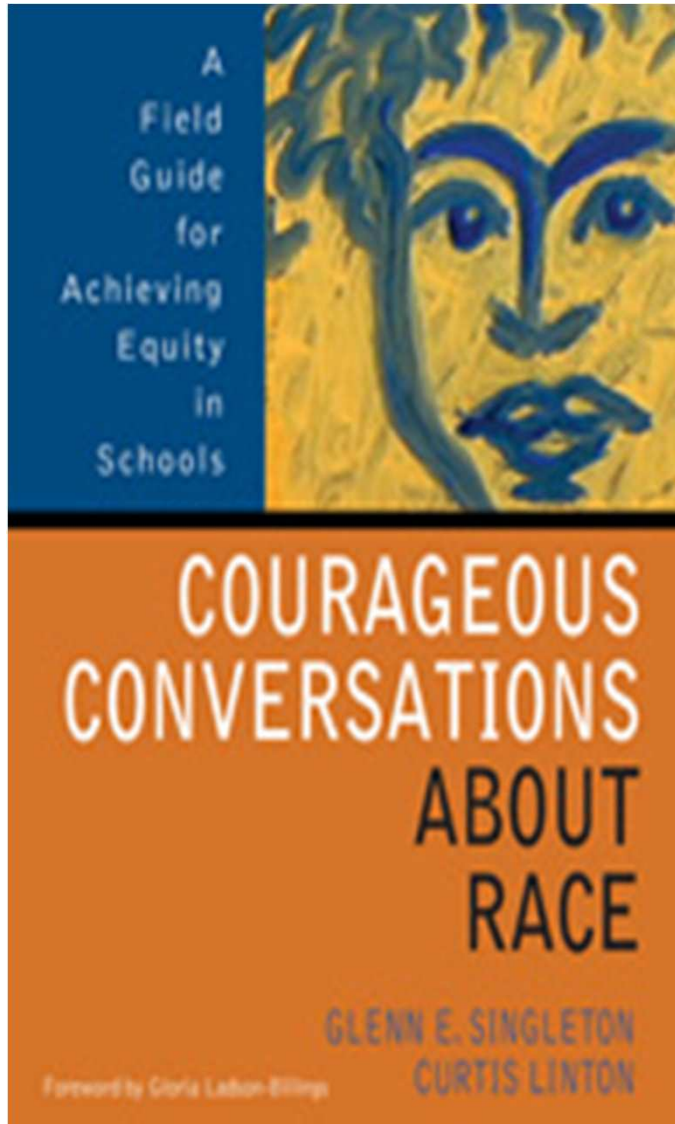


Where We've Been:



- **2005-06: Book Studies**
- **Spring 2009: National Summit for Courageous Conversations**
- **Summer 2009: 1st “Beyond Diversity” Seminar**
- **Fall 2010: School Board establishes goal to close achievement gaps**

Where We've Been:



- **2010: District contracts w/ Glenn Singleton & Pacific Educational Group (PEG)**
- **1-year contract for professional development & technical assistance**
- **Winter 2010: 2nd “Beyond Diversity” seminar**
- **Winter 2011: 3rd “Beyond Diversity” seminar planned**

What is the Pacific Educational Group?

- **Founded in 1992**
- **Palo Alto Chamber of Commerce's "Best New Business" in 1996**
- **Addresses systemic issues of educational inequity**
- **Provides school districts guidance for meeting the needs of underserved student of color populations**

The Pacific Educational Group

- **Framework for Systemic Equity & Anti-Racism Transformation**
- **Leadership training, coaching & consulting to:**
 - Heighten awareness of institutional racism.
 - Develop effective strategies for closing achievement gaps.

The Pacific Educational Group

- **Nationally recognized “Beyond Diversity” seminar.**
 - Involves board, administrators, teachers, staff, students, parents & community
 - Identifies, defines & examines the powerful intersection of race & schooling
- **PEG partner districts report significant achievement gains for students of color.**

Do You Believe...

- **The knowledge & skills to educate all students already exist in the field of education?**
- **Your school has the will & passion to successfully educate all students?**
- **We have the will, skill, knowledge & capacity to successfully educate all Lawrence children?**

We are:

- **Openly acknowledging the data.**
- **Tackling most of these issues for the first time.**
- **Involved in:**
 - professional development.
 - personal growth.
 - analysis of current practices that may contribute to inequities in student achievement.

LEADS: Leading Equity Anti-Racist Development in School Systems

Phase I

- **LEADS seminars for principals & district administrators**
- **Deepen understanding of institutionalized racism and its impact on student learning**
- **Provide support for leading systemic equity transformation initiatives**
- **4 seminars in 2009-10; 2 seminars in 2010-11**

LEADS: Leading Equity Anti-Racist Development in School Systems

Phase II & Beyond

- **Administrators meet quarterly**
- **Continue to deepen understanding**
- **Provide focused leadership support during equity transformation process**

Equity Transformation Process

- **To give all children the fair and equitable education they deserve, schools need to analyze how they are serving or not serving their students of color.**
- **It is critical that schools address issues around race to uncover whatever institutionalized biases exist to prevent students of color (and all students) from reaching their fullest potential.**

Superintendent & School Board Workshops

- **2009-10: Board of Education, superintendent & chief academic and operations officers met twice with PEG consultants.**
- **Focus: governing for systemic equity transformation, including the development of strategic plans, policies & accountability systems to eliminate racial achievement disparities.**
- **2010-11: two additional work sessions scheduled**

What Do You Observe?

- What do you predict would be the **GREATEST** concern revealed in an “equity audit”...

...of Lawrence Public Schools?

...of your specific school or program?

DELT: District Equity Leadership Team

- **Leading & managing system-wide change**
- **DELT is a subset of LEADS:**
 - Superintendent & chief academic & operations officers
 - Division directors: curriculum & instruction, assessment, student intervention services & human resources
 - Principals representing all levels
- **Three meetings w/ PEG consultant**
- **DELT meets twice monthly**
- **Design & implementation of district equity plan**

- Do you know a teacher who has **positive relationships** & routinely gets **good academic results** with students of color, & who would not describe his/her work as difficult?



- **WHAT IS IT** about that educator's practice that allows him/her to **SUCCEED** without Herculean effort or added stress?



E-Teams: School Equity Leadership Teams

- **Goal: E-Team at each school**
 - 8-10 racial equity leaders
 - Principal, teachers & staff
- **Spring 2011: E-Teams at both high schools & a small cohort of elementary schools**
- **All E-Team members must complete “Beyond Diversity” seminar**

E-Teams: School Equity Leadership Teams

- **Participate in significant professional learning**
- **Deepen understanding of race & equity**
- **Prepare to develop & guide implementation of school Equity Transformation Plan**

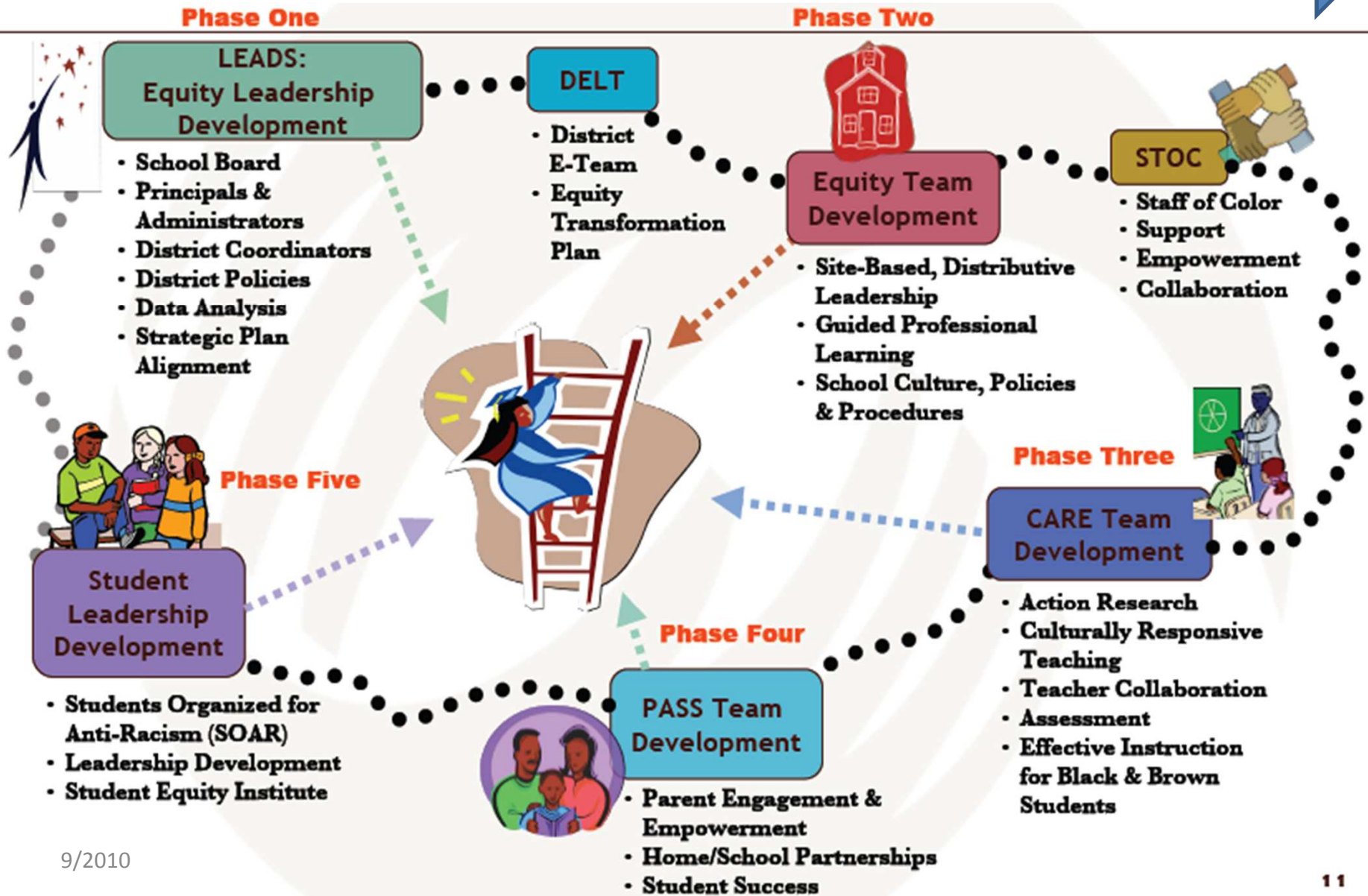
E-Teams: School Equity Leadership Teams

- **Deliver professional learning activities**
- **Shift school culture toward embracing equity**
- **Practice “Courageous Conversations”**

E-Teams: School Equity Leadership Teams

- **Examine school policies, practices, programs, structures, climate & culture**
- **Identify barriers to equity & excellence**
- **Lead system change effort that results in high levels of achievement for all students.**

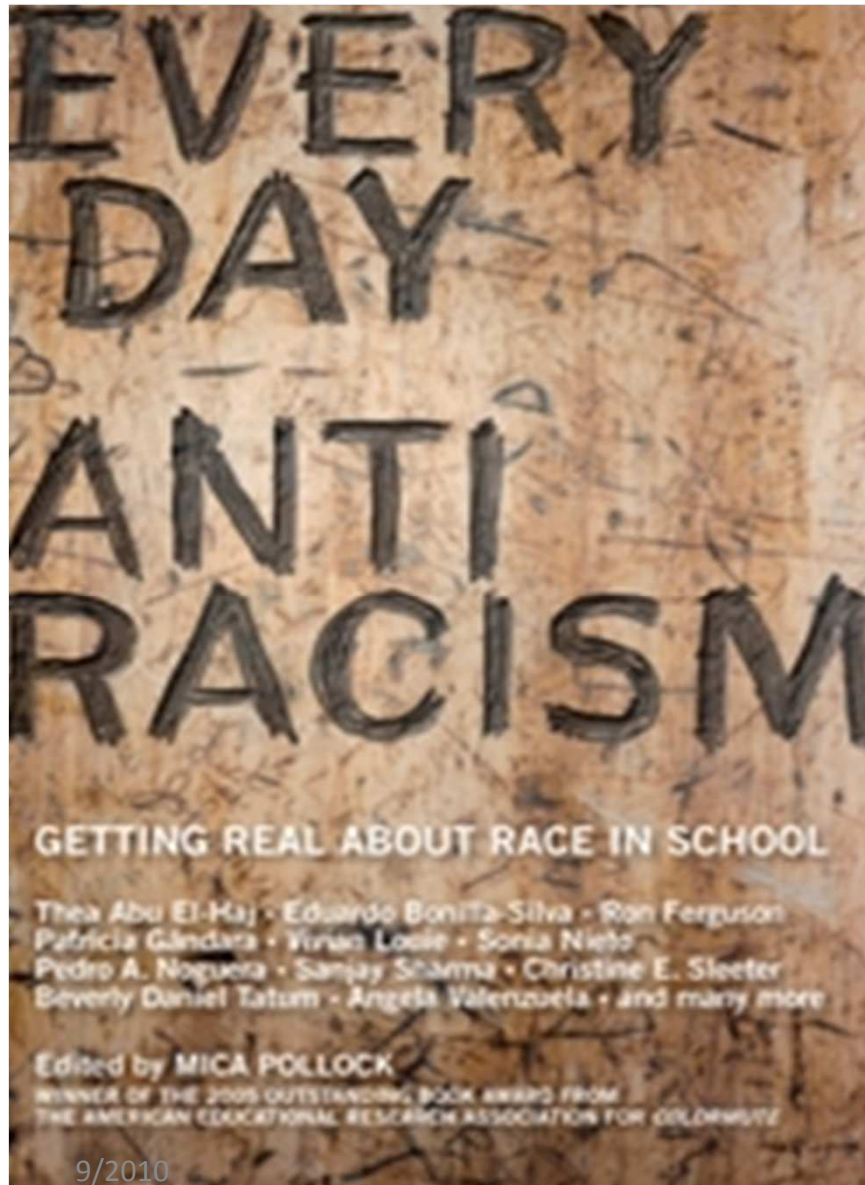
PEG: Systemic Equity Transformation Process (Phases 1-5)



Reframing DuFour's Essential Questions

1. What is it that educators should know & be able to do to **narrow the racial achievement gap?**
2. How will educators know when they are experiencing success in their efforts to **narrow the racial achievement gap?**
3. What do educators do as they discover what they don't yet know & are not yet able to do to **eliminate the racial achievement gap?**

Continue & Expand “Courageous Conversations”



- **Principals & administrators read & discuss monthly articles**
- **Principals are encouraged to share articles & discussions with school staff**

(Pollock, 2008)

We Believe...

**With school board, administration
& staff **commitment**, **professional
development**, & **support...****

***We can create school environments
that provide:***

- **Equitable access to curriculum, programs, activities & materials regardless of race or achievement level.**
- **A school community where multiple cultural perspectives & experiences are valued & people of color feel respected & welcomed.**

***We can create school environments
that provide:***

- **The showcasing of Latino, African-American, Native American, Asian & other images of color through the curriculum.**
- **The challenge & elimination of practices that encourage bias.**
- **Equal success for all racial & ethnic student groups.**

The Four Agreements of “Courageous Conversations”

- **Racial topics can be “hot button” issues.**
- **Conversations about race may become emotional.**
- **PEG’s 4 agreements can help negotiate these challenges.**

The Four Agreements of “Courageous Conversations”

- **Stay engaged**
- **Expect to experience discomfort**
- **Speak your truth**
- **Expect and accept a lack of closure**

“When it is obvious that the goals cannot be reached, don't adjust the goals, adjust the action steps.”

- Confucius

Student success cannot be left to chance.