City School District of Albany

Equity Policy and CRE Presentation

Cecily Wilson-Turner, EdD, Assistant Superintendent Elementary Instruction
Kaweeda G. Adams, Superintendent
October 15, 2020
Vision Statement
The City School District of Albany will be a district of excellence with caring relationships and engaging learning experiences that provide equitable opportunities for all students to reach their potential.

Mission Statement
We will work in partnership with our diverse community to engage every learner in a robust educational program designed to provide the knowledge and skills necessary for success.

Goals
Increase student achievement
Enhance the delivery of quality instruction
Build our leadership capacity
Empower families
Partner with our diverse community
Update the Board of Education on the progress of the district’s equity policy
The District will develop and monitor:

1. an evaluation rubric and accountability standards for measuring success,

2. a clear plan and timeline for identifying equity gaps in educational experiences and outcomes,

3. an implementation plan for instructional programs, hiring practices, and operational systems that address disparities,

4. an ongoing plan for continuous professional development and improvement, and

5. a plan that includes student voice as an integral part of the decision-making and transformation process.
Equity Policy Data Collection

Evaluation rubric and accountability standards for measuring success

Professional Development for Equity and CRE

Professional Development Delivered  # of Staff (cohort)

Fall 2019  50
Spring 2020  55
Summer 2020 (virtual PD)  120

**CoBRAS** (Color-Blind Racial Attitudes Scale) rubric scores indicated that participants increased awareness in the following areas. This is the Cultural Competency Rubric.

- Racial Privilege
- Institutional Discrimination
- Blatant Racial Issues
Evaluation rubric and accountability standards for measuring success

**CRE Walkthrough Indicators:** Student Voice will be the focus for walkthroughs with more refined definitions for teachers and administrators. Last year in 861 (46%) walkthroughs completed by administrators focused on Student Voice. This is the walk through tool rubric at the classroom/instructional level.

<table>
<thead>
<tr>
<th>Category</th>
<th>Observations</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Culturally Relevant Materials</td>
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<tr>
<td>Culturally Responsive</td>
<td>255</td>
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<tr>
<td>Multiple Entry Points for Learning</td>
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<td>29.00%</td>
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<tr>
<td>Student Voice</td>
<td>861</td>
<td>46.00%</td>
</tr>
<tr>
<td>Total Observations</td>
<td>1835</td>
<td>100.00%</td>
</tr>
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</table>
Equity Policy Data Collection

Evaluation rubric and accountability standards for measuring success

**APPR Indicators:** A collaborative APPR team of APSTA, APSAA, and Cabinet revised evaluation indicators this spring to include

2.2 a. *Incorporates diverse social and cultural perspectives from the NYSUT rubric.* We can then use “heat mapping” to analyze the data across the district.

Standard I. Knowledge of Student Learning

Standard II. Knowledge of Content and Instructional Planning

Standard III. Instructional Practice

Standard IV. Learning Environment

Standard V. Assessment for Student Learning
District CRE Team: Last year the team focused primarily on revising and delivering the cohort professional development model. This spring we developed a framework to embed the CRE team members as key stakeholders in our district professional development committee, curriculum review committee, and crisis management response team to find additional opportunities to embed a culturally responsive lens in the daily work of the district.

Equity Teams: Last year schools began meeting as equity teams but requested a clear mission and structure for the work. This year every school has explicitly recruited and submitted the names of their Equity Team Members to the CRE Team. Equity teams will meet at least monthly and focus on professional development as a team and for the staff; provide support for Student Leadership Teams; and monitor equity and cultural responsiveness in Curriculum and Instruction using the Cultural Proficiency Inquiry Rubric at least twice a year.

The mission of the City School District of Albany Equity Teams is to ensure that all schools provide equitable opportunities for all students to reach their potential. We monitor building practices and procedures to reverse the systemic disparities that impact student success and implement research-based educational practices and professional development that place Culturally Responsive Educational practices at the center of our schools.
Equity Policy Data Collection

Evaluation rubric and accountability standards for measuring success

CRE Next Steps

- Revise professional development model for all staff and cohort model
- Develop Student Leadership Team connection to CRE Team
- Support Equity Teams in implementing their professional development, student voice, and social justice work/projects for their buildings.
- Develop administrators’ capacity to observe and provide feedback to teachers about student voice, social justice, and diverse perspectives
Develop a plan and timeline for identifying equity gaps in educational experiences and outcomes

- Access to grade level standards
- Access to grade level expectations and assignments
- Analysis of student performance data
- Analysis of student discipline data
- AVID/STEM/Robotics
- Pathways to higher level course work
- Pathways to performing and visual arts
- Career and Technical Certification Opportunities
### Equity Policy Data Collection

Equitable practices in the District’s instructional programs, hiring practices, and operational systems on order to address disparities

#### Instructional Programs
- Academic placement in honors and advanced courses
- Career and Technical Educational Courses
- Accelerated and Enrichment Programs

#### Operational Systems
- Academic Report
- Administrative Handbook
- Agenda Setting w/ Year-at-a-glance Calendar
- Assurance of Discontinuance
- BoE Meeting Protocol
- BoE Clerk Procedures Manual
- Business & Finance SOP Manual
- Cabinet Agenda Template
- Code of Conduct

#### Hiring Practices
- Recruiting
- Teaching Assistants to Teachers
- MS and HS Programs

#### Communications Plan
- Emergency Procedures Plan
- Elementary Curriculum Guide
- Grants and Program Development Protocols
- HR Standard Operations Procedures
- HS Course Curriculum Guide
- Leadership Resource Guide 3-year Technology Plan
- Maintenance and Operations SOP Manual
- MS Curriculum Guide
- Standard Forms Catalogue
Equitable practices in the District’s instructional programs

- Middle School ELA Honors
- Middle School Math Honors
- High School AP
- High School IB
- High School Dual Enrollment Students (UHS)
- Career and Technical Education
Middle School ELA Honors

District Percentages
- 2019: 29.8%
- 2020: 34.9%
- 2021: 31.6%

Subgroup: Black
- 2019: 22.6%
- 2020: 24.1%
- 2021: 19.3%

Subgroup: Hispanic
- 2019: 23.3%
- 2020: 26.7%
- 2021: 23.1%

Subgroup: White
- 2019: 54.9%
- 2020: 61.9%
- 2021: 63.3%

Subgroup: Asian
- 2019: 33.3%
- 2020: 50.4%
- 2021: 48.3%

Subgroup: Multi
- 2019: 30.0%
- 2020: 42.3%
- 2021: 34.5%
Middle School Math Honors

District Percentages

23.1% 23.9% 23.8%
325 / 1405 327 / 1370 324 / 1359
2019 2020 2021

Subgroup: Black

14.3% 12.9% 13.3%
104 / 725 84 / 652 83 / 626
2019 2020 2021

Subgroup: Hispanic

18.2% 16.7% 17.0%
43 / 236 42 / 251 47 / 277
2019 2020 2021

Subgroup: White

47.0% 52.9% 48.8%
119 / 253 129 / 244 121 / 248
2019 2020 2021

Subgroup: Asian

35.0% 40.7% 45.7%
41 / 117 46 / 113 53 / 116
2019 2020 2021

Subgroup: Multi

24.3% 24.0% 21.8%
17 / 70 25 / 104 19 / 87
2019 2020 2021

*Regents Algebra included as Honors
AP / IB / University at the High School: Dual Enrollment

**District Percentages**
- 2019: 44.4% (1131 / 2548)
- 2020: 45.0% (1157 / 2572)
- 2021: 47.5% (1271 / 2673)

**Subgroup: Black**
- 2019: 36.6% (470 / 1285)
- 2020: 36.6% (482 / 1316)
- 2021: 39.3% (535 / 1361)

**Subgroup: Hispanic**
- 2019: 42.0% (165 / 393)
- 2020: 41.4% (172 / 415)
- 2021: 40.7% (183 / 450)

**Subgroup: White**
- 2019: 58.1% (324 / 558)
- 2020: 62.7% (333 / 531)
- 2021: 69.9% (367 / 525)

**Subgroup: Asian**
- 2019: 59.4% (136 / 229)
- 2020: 58.2% (121 / 208)
- 2021: 63.1% (128 / 203)

**Subgroup: Multi**
- 2019: 43.1% (31 / 72)
- 2020: 48.3% (42 / 87)
- 2021: 44.2% (53 / 120)
High School Advanced Placement

**District Percentages**
- 2019: 23.6% (602 / 2548)
- 2020: 24.7% (635 / 2572)
- 2021: 25.1% (672 / 2673)

**Subgroup: Black**
- 2019: 15.4% (198 / 1285)
- 2020: 14.7% (193 / 1316)
- 2021: 16.0% (218 / 1361)

**Subgroup: Hispanic**
- 2019: 15.0% (59 / 393)
- 2020: 16.9% (70 / 415)
- 2021: 16.7% (75 / 450)

**Subgroup: White**
- 2019: 41.8% (233 / 558)
- 2020: 47.5% (252 / 531)
- 2021: 50.5% (265 / 525)

**Subgroup: Asian**
- 2019: 38.9% (89 / 229)
- 2020: 44.2% (92 / 208)
- 2021: 40.4% (82 / 203)

**Subgroup: Multi**
- 2019: 27.8% (20 / 72)
- 2020: 26.4% (23 / 87)
- 2021: 25.8% (31 / 120)
High School Career and Technical Education

District Percentages

- 2019: 63.3% (1613 / 2548)
- 2020: 67.3% (1732 / 2572)
- 2021: 66.4% (1775 / 2673)

Subgroup: Black

- 2019: 65.6% (843 / 1285)
- 2020: 69.9% (920 / 1316)
- 2021: 71.1% (968 / 1361)

Subgroup: Hispanic

- 2019: 58.5% (230 / 393)
- 2020: 61.4% (255 / 415)
- 2021: 66.2% (298 / 450)

Subgroup: White

- 2019: 59.7% (333 / 558)
- 2020: 65.8% (345 / 531)
- 2021: 55.8% (293 / 525)

Subgroup: Asian

- 2019: 65.1% (149 / 229)
- 2020: 65.4% (136 / 208)
- 2021: 64.5% (131 / 203)

Subgroup: Multi

- 2019: 69.4% (50 / 72)
- 2020: 73.6% (64 / 87)
- 2021: 61.7% (74 / 120)
## Equitable practices in the District’s instructional programs: Student Behavior

### Suspension

<table>
<thead>
<tr>
<th>Discipline Counts</th>
<th>American Indian or Alaskan Native</th>
<th>Asian or Pacific Islander</th>
<th>Black or African American</th>
<th>Hispanic or Latino</th>
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<th>Multi racial</th>
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<tr>
<td>Suspension Count</td>
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*COVID 19 March-June Fully Remote Learning

**COVID 19 Virtual & In-Person (K-12 Virtual and In-Person Options)
Equity Policy Data Collection

Equitable practices in the District’s instructional programs: Student Behavior

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<th>Discipline Counts</th>
<th>American Indian or Alaskan Native</th>
<th>Asian or Pacific Islander</th>
<th>Black or African American</th>
<th>Hispanic or Latino</th>
<th>White (not of Hispanic Origin)</th>
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<td>Suspension Rate</td>
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<td>9.95</td>
<td>5.17</td>
<td>1.38</td>
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<td>Suspension Rate</td>
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<td>4.74</td>
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*COVID 19 March-June Fully Remote Learning
**COVID 19 Virtual & In-Person (K-12 Virtual and In-Person Options)
Equitable practices in the District’s instructional programs: Student Behavior (SWD)

<table>
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<tr>
<th>SWD Unique Suspension Count</th>
<th>Discipline Counts</th>
<th>American Indian or Alaskan Native</th>
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*COVID 19 March-June Fully Remote Learning

**COVID 19 Virtual & In-Person (K-12 Virtual and In-Person Options)
Equity Policy Data Collection

Equitable practices in the District’s instructional programs: Student Behavior (SWD)

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<th>SWD Unique Suspension Rate</th>
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*COVID 19 March-June Fully Remote Learning
**COVID 19 Virtual & In-Person (K-12 Virtual and In-Person Options)
Equitable practices in hiring practices

- Recruiting Strategies
- Teaching Assistants to Teachers
- MS and HS Programs
- District Demographics
## Equity Policy Data Collection

### Equitable practices in hiring practices: APSAA

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<th>2019</th>
<th>2020</th>
<th>2021</th>
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<td>3</td>
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<td>Total</td>
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<td>69</td>
<td>72</td>
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### Data for APSAA

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<th>Hispanic</th>
<th>Indian</th>
<th>PI</th>
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<th>Total</th>
<th>Asian</th>
<th>Black</th>
<th>Hispanic</th>
<th>Indian</th>
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<th>White</th>
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<tbody>
<tr>
<td>2018</td>
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<td>15</td>
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<td>0</td>
<td>45</td>
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<td>70.31%</td>
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<td>69</td>
<td>1.45%</td>
<td>24.64%</td>
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<td>69.57%</td>
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<td>68.06%</td>
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<td>1.92%</td>
<td>23.08%</td>
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<td>69.23%</td>
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## Equity Policy Data Collection

### Equitable practices in hiring practices: APSTA

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<th>PI</th>
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<td></td>
<td></td>
</tr>
<tr>
<td>2018</td>
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<td>0</td>
<td>1</td>
<td>856</td>
<td>955</td>
<td>1.47%</td>
<td>8.69%</td>
<td>0.10%</td>
<td>0.00%</td>
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<td>89.63%</td>
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</tr>
<tr>
<td>2019</td>
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<td>1</td>
<td>870</td>
<td>974</td>
<td>1.44%</td>
<td>8.83%</td>
<td>0.31%</td>
<td>0.00%</td>
<td>0.10%</td>
<td>89.32%</td>
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</tr>
<tr>
<td>2020</td>
<td>14</td>
<td>88</td>
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<td>862</td>
<td>971</td>
<td>1.44%</td>
<td>9.06%</td>
<td>0.62%</td>
<td>0.00%</td>
<td>0.10%</td>
<td>88.77%</td>
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<tr>
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<td>1.64%</td>
<td>8.98%</td>
<td>0.77%</td>
<td>0.00%</td>
<td>0.22%</td>
<td>88.39%</td>
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## Equity Policy Data Collection

### Equitable practices in hiring practices: APSUE

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<tr>
<th>Year</th>
<th>Asian</th>
<th>Black</th>
<th>Hispanic</th>
<th>Indian</th>
<th>PI</th>
<th>White</th>
<th>Total</th>
<th>Asian %</th>
<th>Black %</th>
<th>Hispanic %</th>
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## Equity Policy Data Collection

### Equitable practices in hiring practices: MC/DISTRICT LEADERSHIP

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<th>Hispanic</th>
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Equity Policy Data Collection

Plan for continuous professional development and improvement

Objective 1.1: Train instructional leaders and faculty in all frameworks, practices, and requirements of learning standards, inclusive of the NYS Next Generation Learning Standards in Math and ELA, other NYS content standards, and national standards when appropriate, and provide guidance on the implementation of the learning standards to teachers of English Language Learners (ELLs) and Students with Disabilities (SWDs).

Essential Questions:
1. How can the learning standards be used to inform instruction and develop in all students the understandings required for college and career readiness?
2. How do the learning standards inform the implementation of social justice themes in our curriculum?

Objective 1.2 Content Area Development: Provide opportunities for staff to enhance their content area knowledge inclusive of teachers of English Language Learners (ELLs) and Students with Disabilities (SWDs).

Essential Question: How can professional development strengthen content knowledge and pedagogy of all teachers in order to improve student achievement? How can we deliver professional development on content and pedagogy that is attentive to social justice and anti-racism in our society?

Activities and Strategies:
- Provide training in targeted content areas to roll out or continue implementation of curriculum
- Embed social justice themes in our professional development and practices for equity-based teaching
Equity Policy Data Collection

Family Engagement and Communication

Site-based plans to implement strategies for emphasizing family engagement and communication

DCIP

- Family Engagement Plan aligned to DTSDE family framework
- Family engagement checklist for progress monitoring building implementation
- Communications Plan focused on one-way and two-way communication
- Communication plan established minimum requirements for communication from both the district and building level
SCEP: As a school community we are committed to teaching our students to use their voice in academic and extra-curricular spaces to bring attention to social justice.

This year we will:

- continue to focus on providing students the skills and strategies they need to fully access,
- understand the full complexity of the grade level standard in all subjects regardless of their foundational skill level in each subject area.
- defy the myth that students cannot access grade level material until they have mastery over certain skills, as this is a myth that disproportionately impacts the academic progress of black, Latino, economically disadvantaged, and special education subgroups. In addition to building staff capacity,
- continue to develop our Building Equity Teams and Student Leadership Teams
- ensure the continued professional development integration of Culturally Responsive Teaching practices in our classrooms and increased student voice in decisions that we make in our school community
Equity Policy Data Collection

QUESTIONS