

Critical, Strategic & Contextualized

Facilitating the Design & Implementation of
Equity-Focused Quality Assurance Systems
in Support of Students & Families

Presented by: Resolute Educational Solutions





Nike (2020, September 11). LeBron: Beginnings [Video]. YouTube <https://www.youtube.com/watch?v=ph6GmO5Y594>



Facilitators

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Resolute's Mission

Resolute Educational Solutions, LLC (Resolute) is a U.S. Small Business Administration (SBA) 8(a) certified **educational firm** offering a full-range of professional services that serves as a premier thought partner providing a broad range of technical assistance and educational services for clients to improve equity and promote justice, impartiality, and fairness within the procedures, processes, and distribution of resources, and programs.



Session Norms

- ❖ Active Listening
- ❖ Active Participation
- ❖ Practice Being Open Minded
- ❖ Demonstrate Mutual Respect for Each Other's Thoughts, Comments and Time
- ❖ Support this Safe Space for All to Speak Their Truth



Agenda

Quality Assurance Systems

- ❖ Activity 1
- ❖ Plus Delta



Equity Centered Strategic Planning

- ❖ Activity 2
- ❖ Plus Delta



Professional Development/ Professional Learning

- ❖ Activity 3
- ❖ Plus Delta

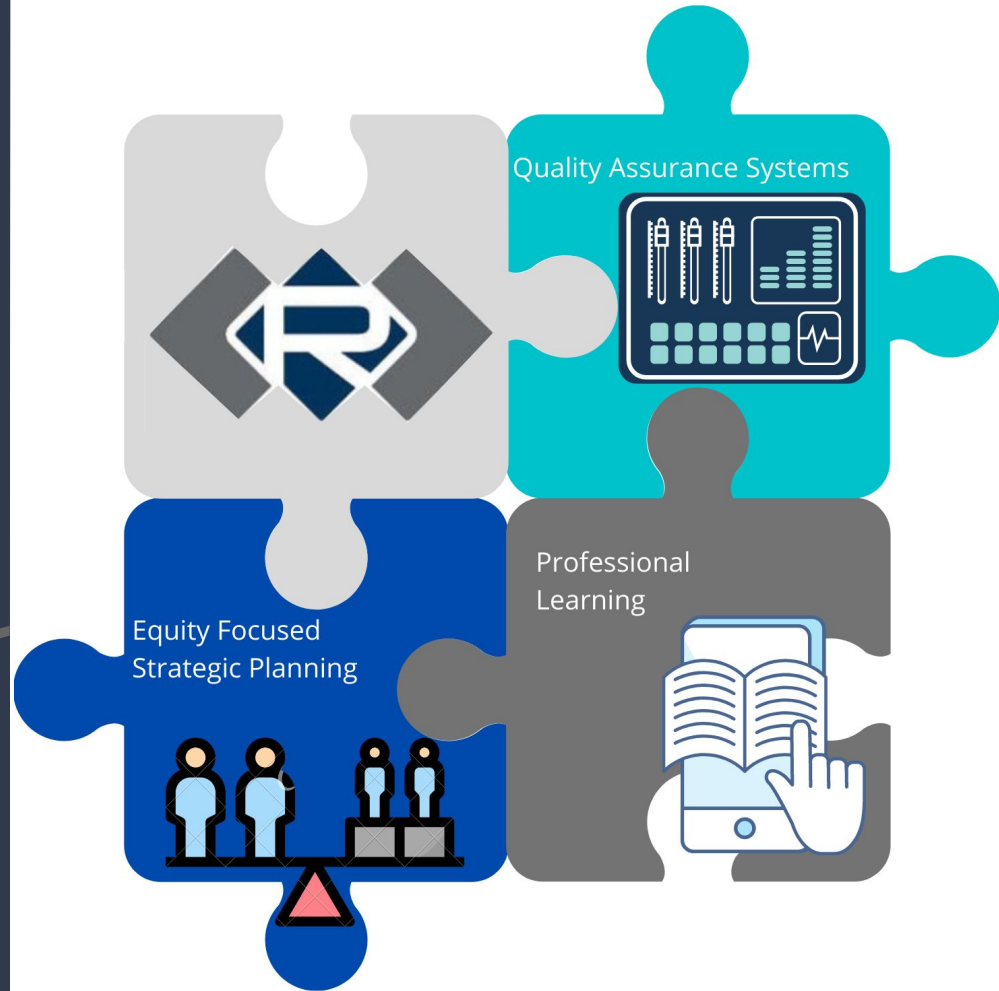


Today's Guiding Questions and Considerations

- ❖ What does an equity-focused quality assurance system look like for you/your school district?
- ❖ What are the possibilities for facilitating the design, implementation, and evaluation of an equity-centered strategic plan?
- ❖ What professional learning is most crucial to your staff post social unrest and schooling during COVID-19?



Resolute's Three Focus Areas



Quality Assurance Systems (QAS)

Quality Assurance Systems (QAS):

A QAS promotes continuous improvement that includes data analysis, program review and evaluation, technical assistance, and systems analysis (Bernhardt, 2015).



Guiding Question #1

What does an equity-focused quality assurance system look like for you/your district?



Activity 1: Equity Quality Assurance System (EQAS)

School Instructional Resource Assessment



Integrative Reporting– Productive Analysis and Tracking Host (IR–PATH)

When we perform our equity centered QAS work, examples of deliverables include:

- ❖ [Student perspectives](#), and
- ❖ [School based Equity Financial View](#)



Plus Delta

+ What would you appreciate learning more about?

+ What do you consider most useful to support your organization's goals, learning, and outcomes?

Δ What does your organization need more support with that we did not cover in today's session?

Δ What distracted from your learning?



Equity-Centered Strategic Planning

Equity-Centered Strategic

Planning: the process of documenting and establishing a direction for schools, districts and agencies; analyzing organizations; setting goals, objectives and outcomes; examining actionable data; and creating a path for accomplishment.



Guiding Question #2

What are the possibilities for facilitating the design, implementation, and evaluation of an equity-centered strategic plan?



Activity 2 Overview: Strategic Planning

Phase I: Quality Assurance Facilitation

Phase II: Quality Assurance Management Process

Phase III: Quality Assurance Process Review



DISTRICT PROFILE DATA SOURCES AND COLLECTION STUDENT ACADEMIC ACHIEVEMENT AND PERFORMANCE

- **ADVANCED PLACEMENT ASSESSMENT**
2016, 2017, 2018 Academic School Years
- **END OF COURSE ASSESSMENT**
2013, 2014, 2015, 2016, 2017, 2018 Academic School Years
- **INTERNATIONAL BACCALAUREATE**
2016, 2017, 2018 Academic School Years
- **NEXT GENERATION SCIENCE**
2016, 2017, 2018 Academic School Years
- **NWEA SPRING MAP**
2017, 2018, 2019 Academic School Years
- **PSAT/SAT**
2016, 2017, 2018 Academic School Years
- **ACT**
2016, 2017, 2018 Academic School Years



DISCIPLINE, ATTENDANCE, DEMOGRAPHIC, AND COHORT ANALYSIS RESOURCES

- **ATTENDANCE**
-2016, 2017, 2018 Academic School Years
- **DISCIPLINE**
-2016, 2017, 2018 Academic School Years
- **DEMOGRAPHIC/ENROLLMENT**
-2016, 2017, 2018 Academic School Years
- **COHORT**
-Determined by Demographic/Enrollment School Year
Field, Class of...

SURVEY OF STRATEGIC PLANNING ADVISORY COMMITTEE

- **N=12**
- **FOCUS GROUPS**
-Students
-Staff
-Administration
-Parents and Community
- **CLASSROOM VISITS**
• **N=108**
-8 different schools across district



Incident Rates

OF THE 1456 INCIDENTS, REPRESENTING 608 STUDENTS, 500 INCIDENTS WERE EXPERIENCED BY STUDENTS WHO IDENTIFY AS BLACK OR AFRICAN AMERICAN.

Incident Discipline Rates

Shaker Heights mainly utilizes three disciplinary options: in-school suspension, in-school alternative discipline, out of school suspension. On average, out of school suspension was the form of discipline used in 58% of all incidents.

Out of School Suspension
58%



In-school Alternative Discipline and In-school Suspension
42%

OF THE INCIDENTS THAT HAPPENED PER RACE, THE FOLLOWING PERCENTAGES IN OUT OF SCHOOL SUSPENSIONS:



84.69% BLACK OR AFRICAN AMERICAN



8.18% WHITE



6.38% MULTIRACIAL

ANALYSIS KEY FINDINGS

Middle and High School Focus Group Themes

- The system continues to perpetuate a white supremacy culture.
- There are concerns with tracking students.
- Equity and its role in district initiatives needs to be clearly defined.
- There is no help for students in the middle.
- The school caters to high performing and struggling students.



Classroom Visits

Elementary, 5th and 6th Grade:

- Minimal opportunities to check for understanding
- Minimal opportunities for all students to engage in conversation and learning
- Inconsistencies of curriculum and resources used in grade bands

Middle and High School:

- IB, Honors and AP classes are predominately white
- Math, science and engineering classes are dominated by white males



Types of Deliverables



KEY FINDINGS

Strategic Goal 1:

Implementation, alignment, and the expansion of instructional programs to provide all students quality instruction and rigor in year three of Strategic Plan



Strategic Goal 2:

Promote educational equity by disrupting and removing institutional structures and practices which have historically been associated with racism, oppression and other forms of marginalization



Strategic Goal 3:

Utilize a Quality Assurance System model in order to review, assess and improve District business and operations, including Human Resources, Finance and Facilities, to ensure alignment with District goals and objectives



Strategic Goal 4:

Implement high-quality professional learning practices to build the capacity of faculty and staff to improve student educational experiences.

Types of Deliverables



Plus Delta

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Professional Development / Professional Learning

Professional Development/
Professional Learning: developing highly qualified educators; using actionable data and technology to support the teaching and learning process; improving teacher capacity to serve the diverse needs of students (Hassel, 1999; Massachusetts Department of Education, 2021; National Education Association, 2021).



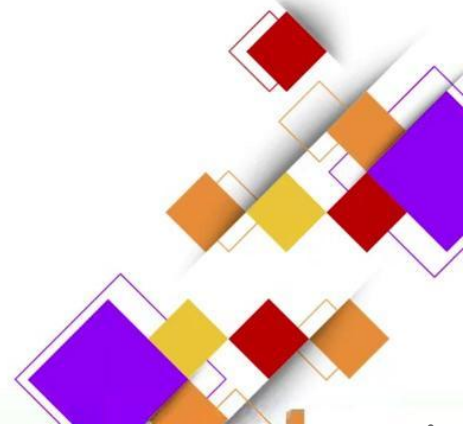
Guiding Question #3

What professional learning is most crucial to your staff post social unrest and schooling during COVID-19?





Impact of SEL



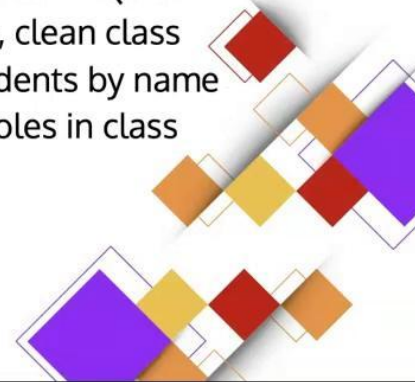
Activity 3: Professional Learning Opportunities



TRADITIONAL CLASSROOM STRATEGIES



- ✓ Model the behaviors you speak about
- ✓ Have a class scavenger hunt
- ✓ Bulletin Boards for Quotes
- ✓ Comfortable, clean class
- ✓ Greeting students by name
- ✓ Leadership roles in class



Plus Delta

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Launch

End of Presentation
Survey



Questions???



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