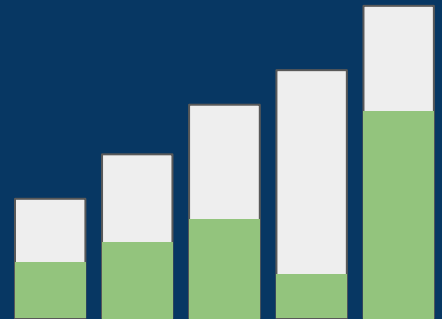


**Region 19 - E.O. Smith High School**

# Performance Matters Forum

October 12, 2023

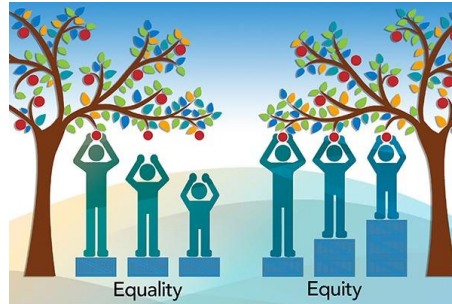


# Prioritizing Equity at E.O.S.

## Region 19 Board of Education: Statement of Guiding Principles

...we commit to achieve and sustain a diverse, equitable and just educational community, and pledge ourselves and E.O. Smith School to the following

...identify and pursue the work necessary to realize equity of access and opportunity for all our students



**Equity is...**

**...a commitment to action:** the process of redistributing access and opportunity to be fair and just.

**...a way of being:** the state of being free of bias, discrimination, and identify predictable outcomes and experiences.

# Institutionalizing Equity at E.O. Smith

## Equity Protocol Form

**Provide a brief description of the topic, issue, or problem to be reviewed using the protocol:**

1. What are the demographic groups affected by this policy, program, practice or action (BIPOC, LGBTQIA+, female)? What are the potential impacts on these groups?
2. Does the policy, program, practice or decision ignore or worsen existing disparities or produce the unintended consequences?
3. How have you intentionally involved the stakeholders who are also members of the communities affected by this policy, program, practice or decision?
4. What are the barriers to more equitable outcomes? (e.g. mandated, political, emotional, financial, programmatic, or managerial)?
5. How will you mitigate the negative impacts and address the barriers identified above?

# Upward Mobility: Moving from Awareness to Action

**Goal:** Increase **participation** and **performance** in our academic and co-curricular program offerings in order to ***redistribute access and opportunity to be fair and just.***

**Rationale:** Our data shows some ***predictable patterns*** as measured by **participation** and **performance** outcomes

**Hypothesis:** If students are more engaged in school and are socialized in different groups, then they will participate and perform at a higher level and increase their overall earning potential.

**Process:** To identify the root causes and treat the discrepancies in the data by removing obstacles and improving our practice.

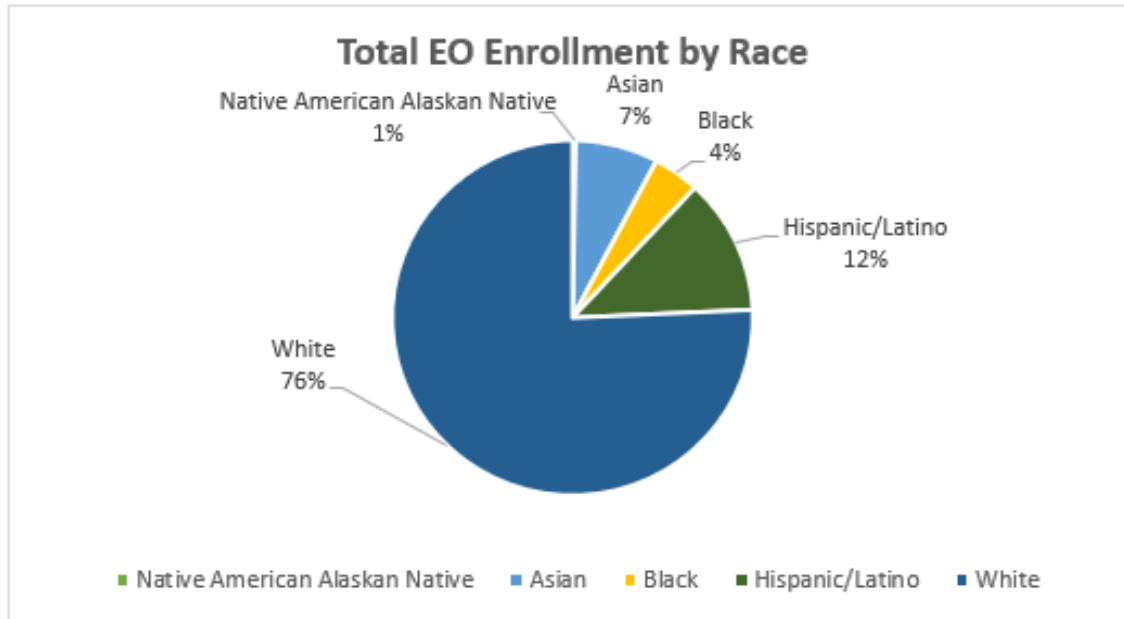


# Socioeconomic Status and Race

- Overall students who qualify for free and reduced price meals = **(251) 24%** What's the *real* number?
- Racial breakdown at E.O. Smith

The chart below shows the total 2022-23 EO enrollment by race (total # and %).

Native American Alaskan Native		Asian		Black		Hispanic/Latino		White		Total Enrollment
3	1%	78	7%	44	4%	130	12%	795	76%	1050



# Identify predictable outcomes and experiences and redistribute access and opportunity...what does that mean?

## Race and Participation in **Concurrent Enrollment Courses** at E.O. Smith

**Green** = or > 50%

### White Non-hispanic

### Asian/Native Hawaiian/Pacific

Islander

Grade	Total	ECE	AP	ECSU	MCC
9	174	0	0	0	1
10	217	46	60	1	17
11	199	99	24	12	24
12	205	150	87	24	39
<b>Total</b>	795	295	171	37	81

Grade	Total	ECE	AP	ECSU	MCC
9	21	2	0	0	0
10	30	16	19	1	3
11	14	14	4	1	1
12	13	13	5	1	3
<b>Total</b>	78	45	28	3	7

# Identify predictable outcomes and experiences and redistribute access and opportunity...what does that mean?

Race and participation in **concurrent enrollment courses** at E.O. Smith (A, C, C, M, W, W)

**Green** = or > 50%

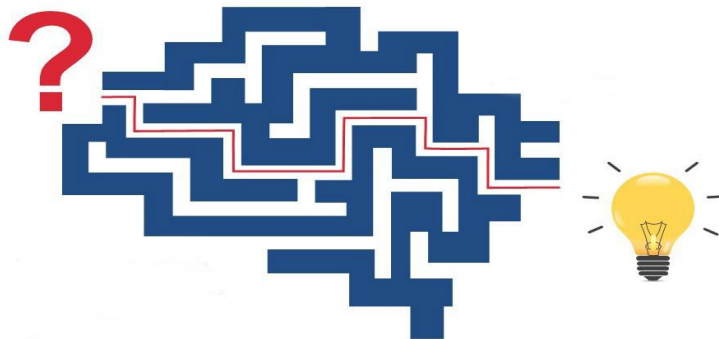
## Black non-Hispanic

Grade	Total	ECE	AP	ECSU	MCC
9	11	0	0	0	0
10	13	1	1	0	1
11	12	6	1	1	0
12	8	6	5	1	0
<b>Total</b>	44	13	7	2	1

## Hispanic/Latino/Latina

Grade	Total	ECE	AP	ECSU	MCC
9	32	1	1	0	0
10	36	11	14	1	1
11	27	18	7	1	2
12	22	15	9	1	3
<b>Total</b>	117	45	31	3	6

# Potential Solutions



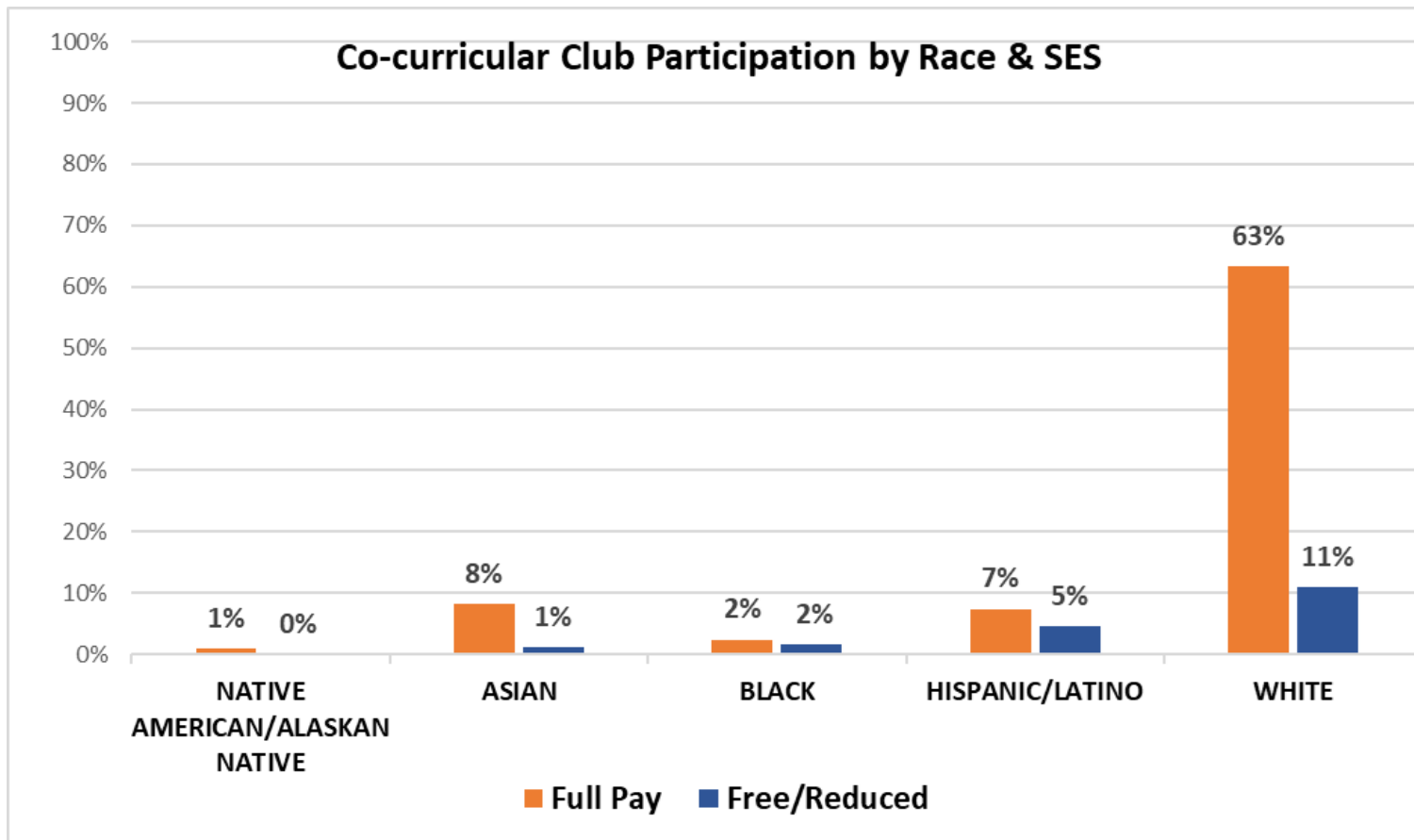
- Change recommendation process for AD courses
- Implement a common academic skill-based criteria for placement into 9th grade
- Offer access to acceleration to students from all sending towns
- Encourage stronger vertical alignment of sending schools
- Offer honors option for subject areas like art, music, PE, CTE
- Eliminate tracking in non-concurrent enrollment courses
- Create a clear pathway to concurrent courses by providing all prerequisites for all students



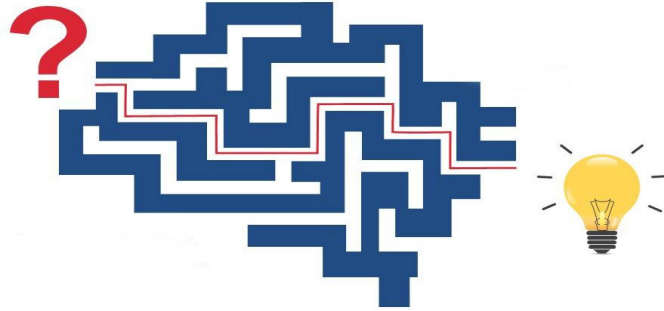
# Co-Curricular Participation by Race & SES

(578 Students) percentage of total participants

Native American/Alaskan Native	1%
Asian/Pacific Islander	7%
Black	4%
Hispanic/Latino	12%
White	76%



# Potential Solutions

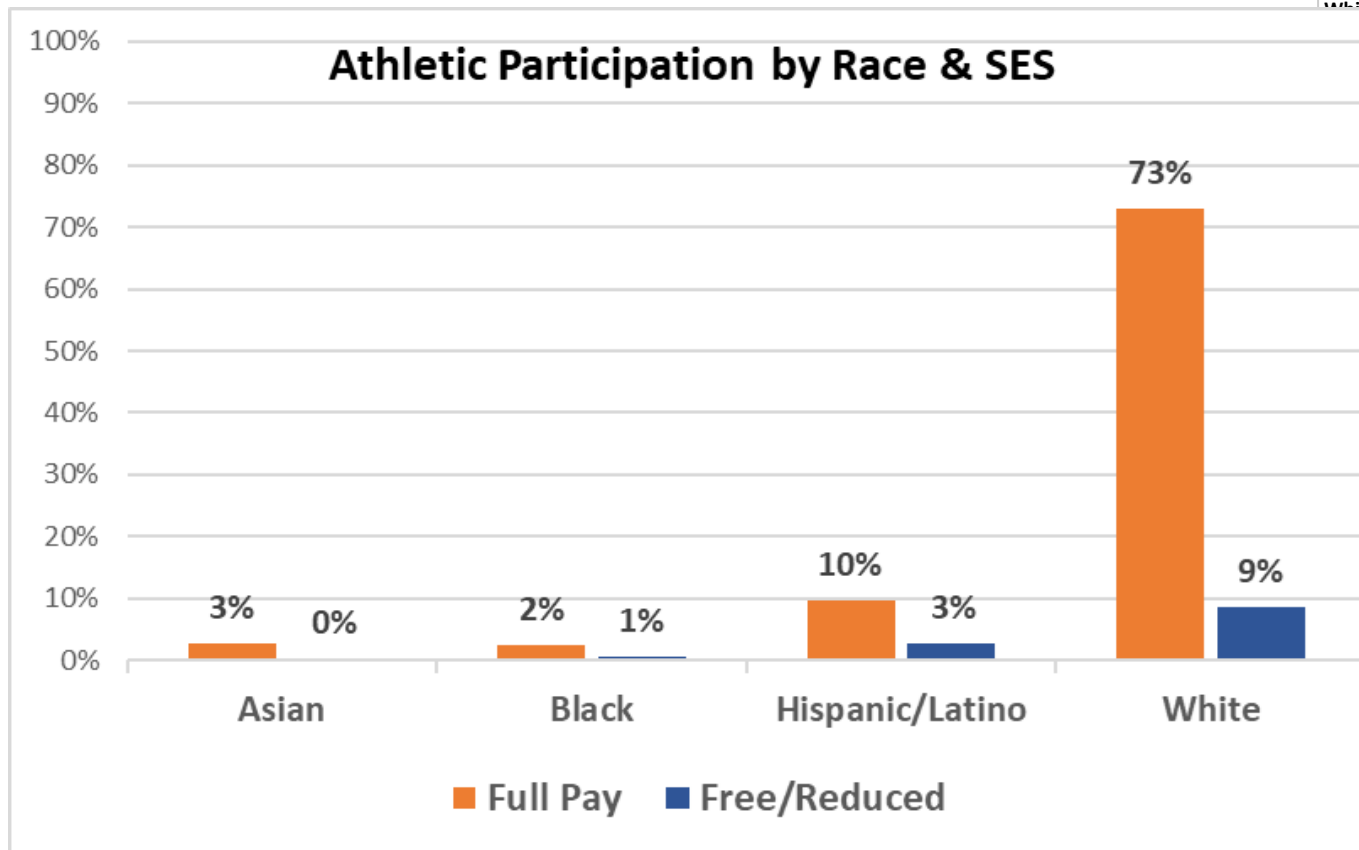


- Assemble a student equity committee to solicit student voice as to how to increase participation in co-curriculars.
- Create a transportation committee to look for efficiencies in routes and investigate the use of late buses and carpooling opportunities.
- Design a Panther Pantry for after school food.
- Create a field trip scholarship fund.

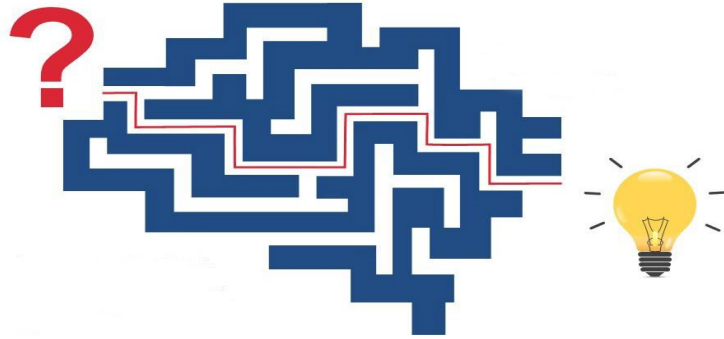
# Athletic Participation by Race & SES

(362 students) percentage of total participants

Native American/Alaskan Native	1%
Asian/Pacific Islander	7%
Black	4%
Hispanic/Latino	12%
White	76%



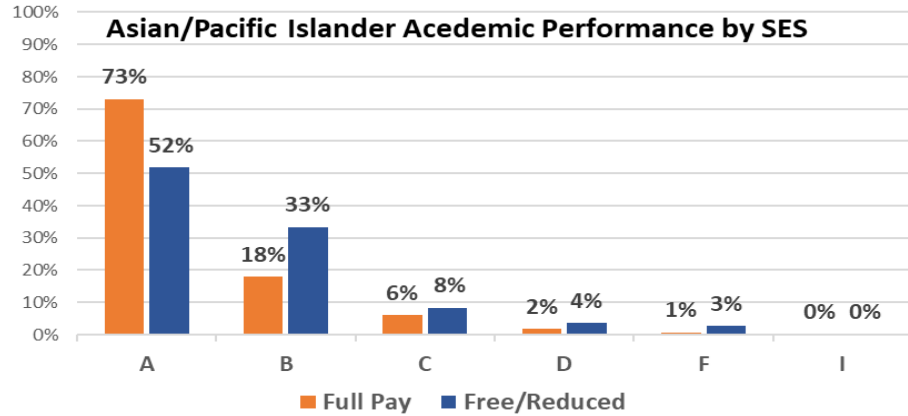
# Potential Solutions



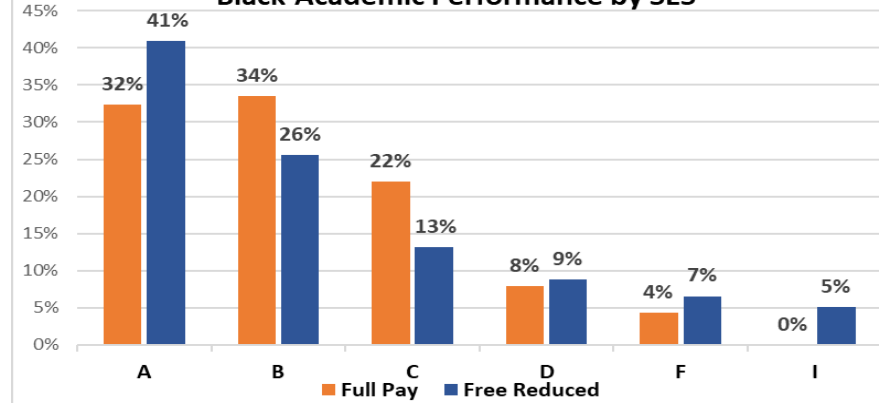
- Create a system to collect pre-owned athletic equipment.
- Offer after school intramurals that meet 1-2 times a week.
- Set up team-based transportation carpools.
- Create a general fund using a percentage of all donations.
- Build a Panther Pantry to provide after school food.
- Strengthen Community/Business Partnerships to access funding /discounts etc.

# Performance and Participation

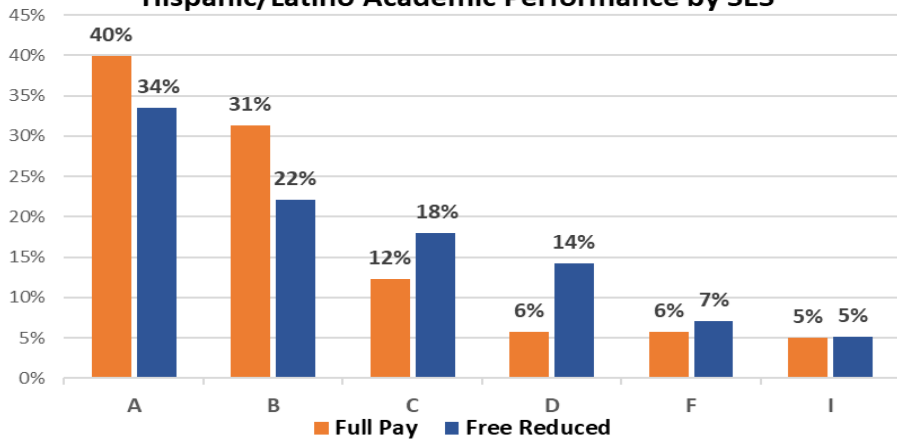
## Asian/Pacific Islander Academic Performance by SES



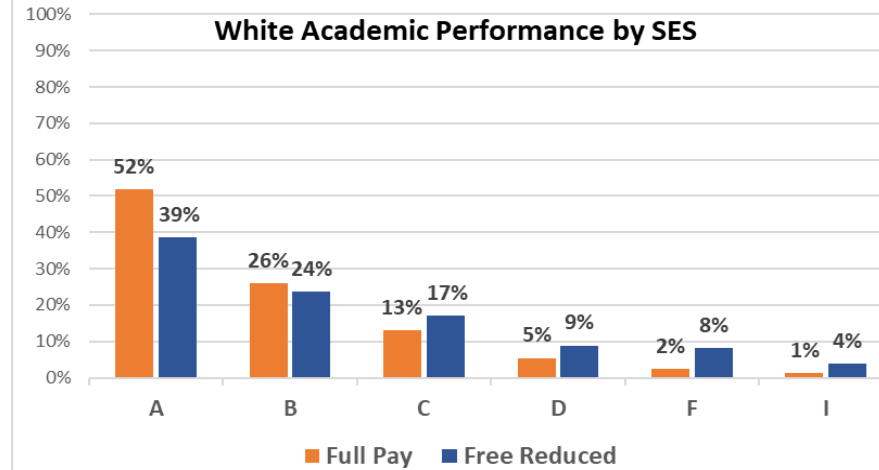
## Black Academic Performance by SES



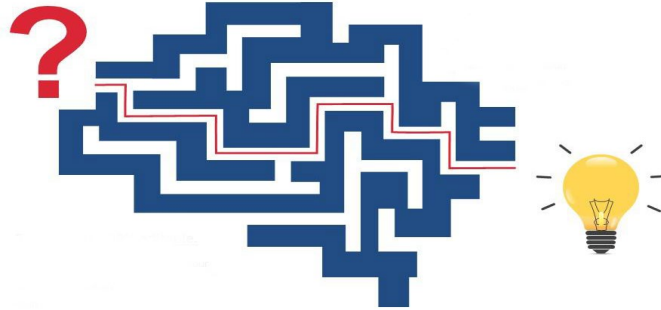
## Hispanic/Latino Academic Performance by SES



## White Academic Performance by SES

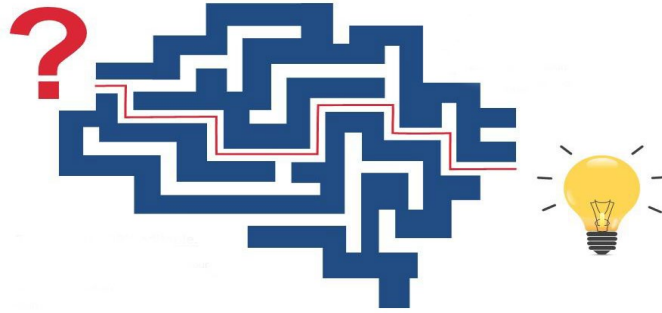


# Potential Solutions



- Standardize grade 9 course selection process to eliminate bias.
- Build awareness of students and families of ECE/AP offerings in grade 10.
- Monitor participation and performance by student groups in honors and AD courses.
- Create a more robust tier I and tier II protocol of interventions and supports.
- Create an acceleration system over the summer for students in marginalized groups.
- Add more choices of AD and honors level courses.

# Potential Solutions



## ***Implement PD workshops on instructional and assessment strategies***

- Building a Thinking Classroom
- Student-centered
- Trauma Informed (SES, race, LGBTQ+, etc.)
- Effective Feedback
- Mastery Learning
- Differentiation
- Learning Targets and Performance Indicators

# Engage Others

This [Google form](#) offers **opportunities for staff to help narrow the opportunity gap on a specific topic**. Please look it over and consider joining others in addressing the inequity. Staff who volunteer can meet at a date and time convenient for the group.





# *Institutionalizing Equity* - Faculty Breakout Groups

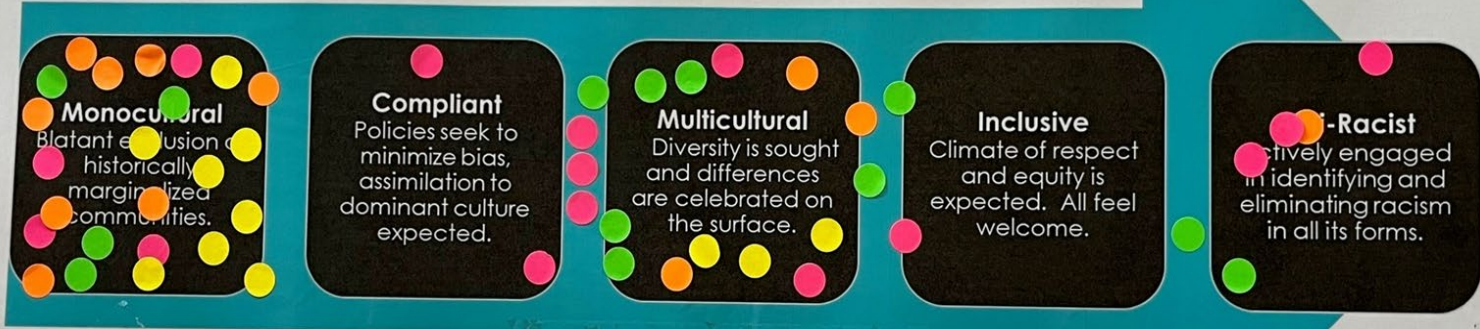
- Social Emotional Health and Well Being
- Academic Participation and Performance
- Field Trips/Assemblies/Enrichment
- Transportation
- Clubs and Co-curricular Participation
- Family Partnerships

# A Progression of Actions

- ❖ **The curiosity to look-** Use participation, performance and **experiences** data
  - Black student perspectives on effectiveness of DEI at EOS
  - Math identity of EOS students
  
- ❖ **The confidence to share-** Make it known and give examples
  - Student outcomes data
  - Our [Narrative](#) Journey- annual update to alumni and parents
  
- ❖ **The courage to act-** Has to lead to student outcomes
  - Student equity council
  - Faculty committees
  
- ❖ **The resolve to hang in there-** Fight through detours and resistance
  - The Equity Institute-Paul Gorski and Marceline DuBose
  - A faculty team of social justice conspirators

# Stages in Becoming an Equitable & Anti-Racist Organization

## Where is EO Today?



PLACE A STICKER WHERE YOU THINK EO IS

The image shows a hand-drawn red tiger head sticker on the left. In the center, three Avery 5474 Color Changing Labels sheets are displayed, each featuring a grid of colored circles. On the right, there is a sticker with the letters 'HAR' in a stylized font, held by a hand.