Coming from a positive place: reframing how we talk about and measure issues related to equity in education

November 14, 2019
Agenda

Part I: Equity and evaluation

Part II: MAEC’s asset-based approach to addressing equity issues

Part III: Interactive activity

Part IV: Debrief
MAEC envisions a day when all students have equitable opportunities to learn and achieve at high levels.

MAEC’s mission is to promote excellence and equity in education to achieve social justice.

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AREAS OF WORK

Early Childhood
Educational Equity
English Learners
FSCE

School Transformation
School Culture & Climate
STEM
Youth Development

CORE VALUES

❖ Excellence
❖ Equity
❖ Integrity
❖ Innovation
❖ Synergy
Center for Education Equity (CEE) is committed to the sharing of information regarding issues of equity in education. References to any specific publication, person, or idea is for the information and convenience of the public and does not necessarily reflect the views and opinions of CEE. The contents of this presentation were developed under a grant from the U.S. Department of Education (S004D110021). However, these contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.
CENTER FOR EDUCATION EQUITY
Equity, Excellence, and Opportunity to Learn

REGION I EQUITY ASSISTANCE CENTER
CENTER FOR EDUCATION EQUITY

CEE’s goals are to:

• Improve and sustain the systemic capacity of public education systems to address problems caused by segregation and inequities.
• Increase equitable educational opportunities for all students regardless of race, gender, religion, and national origin (English Learners).

Whom we serve:

• CEE provides technical assistance and training to states, districts, schools, and community-based organizations within Region I at the request of school boards and other responsible governmental agencies.
How the media focuses on the achievement gap

No progress in the achievement gap in 50 years, new study says

By Meghan E. Irons Globe Staff, Updated March 17, 2019, 5:00 p.m.

Study: Black-white discipline gap predicts achievement disparities

Achievement Gap Between White and Black Students Still Gaping

After 50 years, the achievement gap between white and black students has barely narrowed.
What is Equity

Adapted from Kuttner, Paul, 2015
Mid-Atlantic Equity Consortium, Inc. 2017. Not to be reproduced without permission of MAEC.
What is Equity

Everyone gets what they need

Everyone get the same thing

Adapted from Kuttner, Paul, 2015
What is Educational Equity?

Educational equity occurs when: “every student has access to the resources and educational rigor they need at the right moment in their education, despite race, gender, ethnicity, language, disability, family background, or family income.”

- Collaboration between CCSSO and the Aspen Institute.
- Released February 1, 2017
- Provides ten commitments that SEAs can act upon
Defining Equity – Digging Deeper

**Equity is:**

- a response to the harms of social inequality
- rooted in a fundamental belief in human equality
- required to get to a point where all human life is valued equally.
Achievement Gap vs. Opportunity Gap

**Achievement Gap**

“Achievement gap” in education refers to the disparity in academic performance between groups of students. The achievement gap shows up in grades, standardized-test scores, course selection, dropout rates, and college-completion rates, among other success measures.

**Opportunity Gap**

“Opportunity gap” addresses the real differences between schools that serve different groups of students. It accounts for the difference in exposure and resources in the form of classroom materials, books, field trips, technology and experienced teachers.
What quantitative data do evaluators look at to understand equity issues?

Persistent achievement gap by race and EL status

To deal with equity issues evaluators and researchers rely on comparisons between groups using outcomes of members of the privileged group as the standard by which success is measured.
Think-Pair-Share

What are some potential negative consequences that can result from how we are measuring academic and discipline issues? How are we traditionally interpreting these measures?
Part II: How do we address equity in the field?

MAEC’s conceptual framework embraces an asset-based approach in which we affirm the funds of knowledge (Gonzalez et al., 2005) and power, potential, resourcefulness, and resilience of low-income, racially, culturally, and linguistically diverse populations (Gay, 2013; Boykin, 2002; & McCarty, 2002). Our work focuses on honoring and incorporating target population resources and funds of knowledge.
Asset Based Approach

• Rather than focus on individual needs, deficits and problems, you include the positive capacity of individuals and communities in problem solving solutions.

Deficit-Based and/or Adversarial  Asset-Based and Collaborative

Benefits of the Asset Based Approach:

- Promotes Technical assistance built on strengths and resources
- Enables implementation of an asset-based, collaborative stance (Campbell-Jones et al., 2009)
- Encourages the use of data with collaborative inquiry.
Data Driven Dialogue Process Steps

A) Predict what the data will reveal
B) Visually represent the data
C) Make objective statement about the data
D) Make inferences and ask questions about the data. Get additional data to answer the questions. If more data is obtained repeat steps
E) Do a root cause analysis of one or more of the inferences.
Part III: Interactive Activity

Step 1: Predict what data will reveal
• Read the case with your team Identify the problem
• Prior to looking at the data, make predictions about what you expect to see

Making predictions helps team members gain insights into each other’s prior knowledge, experience and assumptions.

Step 2: Visually Represent the data
• Look at a visual display of the data (On the PowerPoint)
• What are some other data that could be gathered, or ways this data could be displayed to address the problem identified?
Looking at Data

Group 1: Achievement in Math on a State in District X

- Black: 52.9
- Latino: 54.7
- White: 62.7

Race 2017

<table>
<thead>
<tr>
<th>Race</th>
<th>2017</th>
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<tbody>
<tr>
<td>Black</td>
<td>52.9</td>
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<tr>
<td>White</td>
<td>62.7</td>
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<td>Black-White Diff.</td>
<td>-9.8</td>
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<tr>
<td>Latino-White Diff.</td>
<td>-8</td>
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</tbody>
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Group 2: Comparing student demographics and student discipline rates in District X

- Discipline, OSS & ISS:
  - 31%
  - 14%
  - 49%
  - 6%

- Student Demographics:
  - 35%
  - 7%
  - 49%
  - 9%

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Part IV: Reflection and Questions
Thoughts About Equitable Data Inquiry

• Build trust and have honest conversations with people.
• Be collaborative and inclusive
• Don’t be too quick to jump into analysis.
• Make language objective.
• Focus on positive trends.
• Celebrate success.

We believe that all students should have equitable opportunities to learn and achieve at high levels.
Deeper Processing

3 things you learned

2 things you’re curious about

1 thing you can do to create change
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Education equity will be achieved when:

- one’s race and class -for example- can no longer be reliably used as predictors of student academic and life outcomes
- each student receives the instructional services and resources needed to thrive regardless of her/his race, ethnicity, gender, sexual orientation, religion, or economic status.

“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness…..”

-Declaration of Independence