



Equity “Fill Up”

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Four agreements of courageous conversation

1. Stay Engaged
2. Speak your truth
3. Experience discomfort
4. Expect and accept non-closure

(Singleton & Linton, 2006)

Equity in PA

“As our schools and communities work hard to promote a climate of inclusion, I’m reminded of the principles our commonwealth was founded on: **tolerance, religious freedom, and justice**. These are the values Pennsylvanians continue to embrace today. My administration is committed to creating a culture of inclusiveness at all schools, where students are made to feel **welcome and valued**, and we’ll continue to work with schools and communities to help them create these supportive settings that **celebrate diversity and teach the importance of respect for self and others**.”

Tom Wolf
Governor

Equity in PA

“Our education system is not without fault in perpetuating the systemic inequities and institutional bias that many of our communities have accepted as normal. Education is an institution rife with historic inequities in resourcing, inequities in discipline, and inequities in opportunity.

These structures must be dismantled.

As a leader in our education system, I’m taking my outrage and using it to fuel my commitment to right these wrongs, correct the injustices, dismantle the systemic barriers, and ensure every student has access to the opportunities to learn and achieve regardless of their skin color.

Educators are change agents and community leaders.”

Pedro Rivera

Former Secretary of Education

Pennsylvania Equity and Inclusion Toolkit

SAS Portal: <http://pdesas.org/Page/Viewer/ViewPage/40>

Table 2. Equity and Inclusion Toolkit Structure

Prevention

- Conducting a Needs Assessment/Environmental Scan
- Improving School Climate and Culture
- Proactive Services and Support
- Prevention Resources

Response

- Putting Safety First
- Denounce the Act(s)
- Investigate
- Involve Others
- Communications
- Support Targeted Students
- Seek Justice, Avoid Blame
- Promote Healing
- Response Resources

Recovery

- Lessons Learned
- Planning for the Long Term
- Capacity Building
- Recovery Resources

Pennsylvania's Definition of Equity

Every student has access to the educational resources and rigor they need at the right moment in their education across race, gender, ethnicity, language, disability, sexual orientation, family background and/or family income.

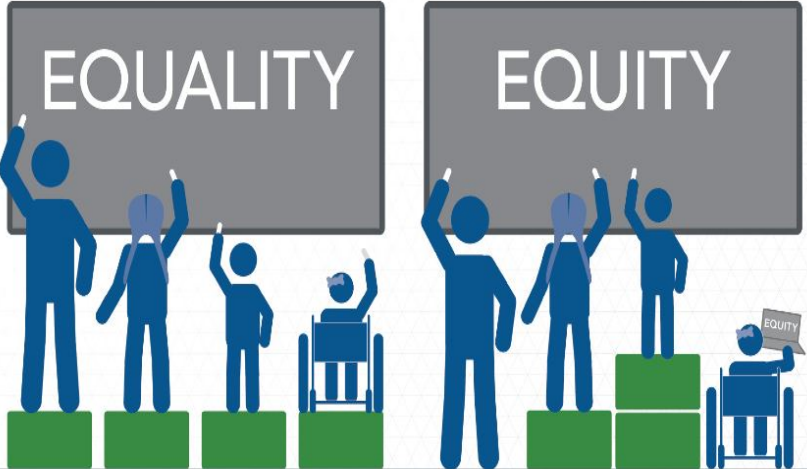

www.ccsso.org

www.aspeninstitute.org/education

Definitions

- Merriam-Webster Dictionary: Justice according to natural law or right; *specifically* : freedom from bias or favoritism

Equity is when every student has what they need to succeed.



National Alliance For Partnerships In Equity | www.napecty.org

What does the field say?

- “Equity does not apply to me...we are a rural district and don't have racial diversity...”
- “This is just a new buzz word....it's overplayed”
- “We aren't doing equity, we're focused on trauma and mental health...”
- “Here's one more thing, where can I get training to check this off....”

Educational Inequities

- Societal Inequity
- Socioeconomic Inequity
- Cultural Inequity
- Familial Inequity
- Programmatic Inequity
- Staffing Inequity
- Instructional Inequity
- Assessment Inequity
- Linguistic Inequity



COVID-19
Civil Unrest

COVID-19 Inequities

Impacts of Limited/No Access to Home Computers & Internet

Michigan State study

- Students who do not have home Internet or only have Internet by cell phone:
 - Trail behind peers in **digital skills** (equivalent to gap between skills of 8th and 11th-grade students).
 - Have lower **GPA**s (averaging ½ a letter grade lower)
 - Are less likely to plan to **attend college** (47% compared to 60% of students with home internet)

Broadband and Student Performance Gaps

Data on Limited/No Access to Home Computers & Internet

Notes from PA data:

- Children **without** high-speed internet at home:
 - **Latino and American Indian: 28%, Black: 26%, White: 16%, Asian: 13%**
 - **Rural: 26%, “Metro”:** 17%
- Children **without** a home computer:
 - **Latino: 21%, American Indian: 18%, Black: 14%, White: 7%, Asian: 6%**
 - **Rural: 12%, Metro: 8%**

Future Ready Home Computer & Internet Data

How do we
address
educational
inequities?

- General (System) Equity Practices
- Self-Awareness
- Data Practices
- Family & Community Engagement
- Academic Equity
- Disciplinary Equity





Pennsylvania's Equitable Practices Virtual Hub:

- General Equity Practices;
- Self-Awareness;
- Data Practices;
- Family/Community Engagement;
- Academic Equity; and
- Disciplinary Equity

Why do we need to detect
disproportionality?

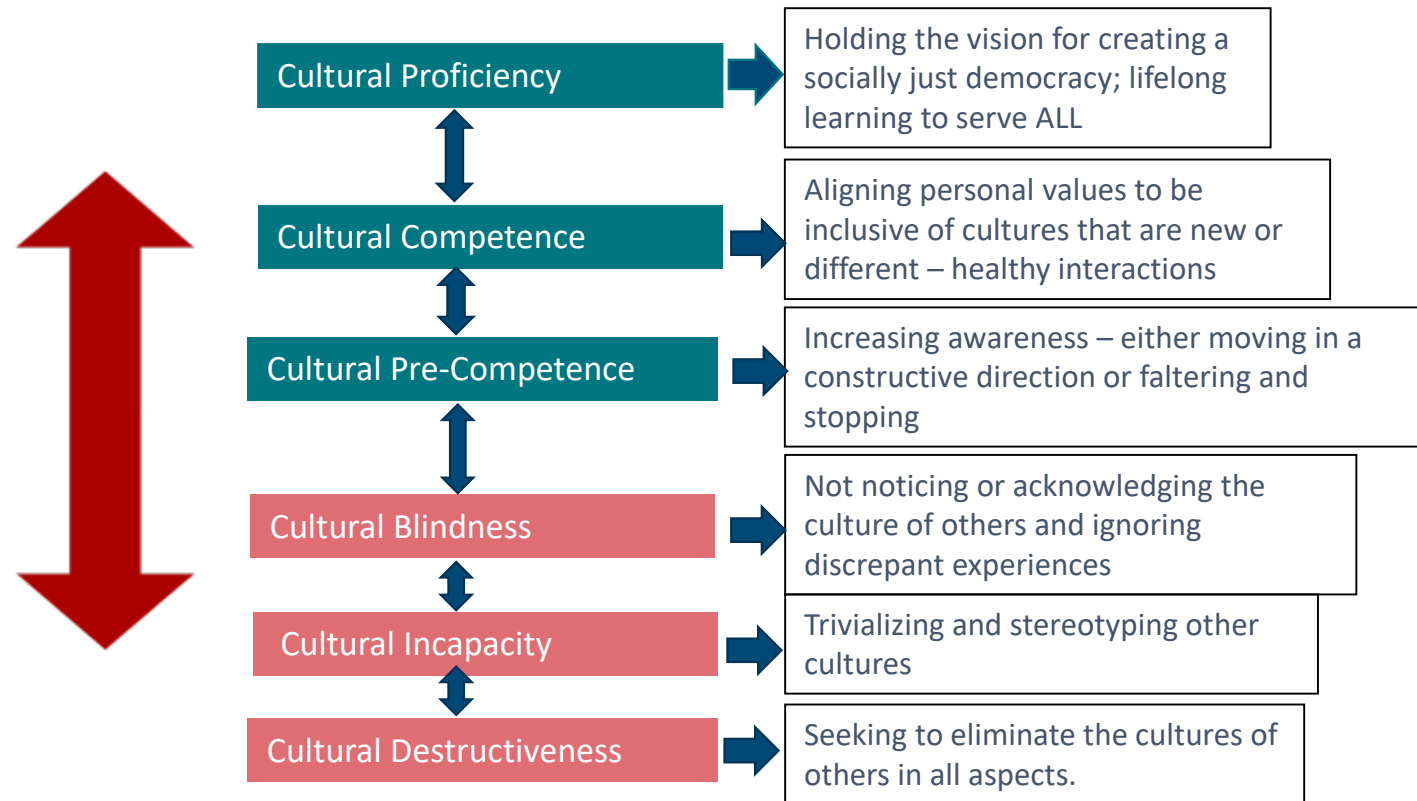
Pennsylvania Data

-Retrieved from Propublica
Database

Non-White Students	33%
Students who received Free/Reduced Lunch	47%
High School Graduation Rate	86%
Opportunity (White students are this likely to be in an AP class compared with Black students)	2.3x
Discipline (Black students are this number of times likely to be suspended compared with White peers)	5.6x

Adapted from Dr. Celeste Malone, ASPP Conference (2020)

The Cultural Proficiency Continuum



Adapted from: Cultural Proficiency for School Leadership by Lindsey, Robins & Terrell, 2019

How does this sound in schools?

- “Their parents won’t come to parent conferences because they don’t care about the education of their children.”
- “Why try to help them? They will just end up in jail, just like their dad!”
- “Why should I learn anything about their culture? This is our country – let them learn about us!”
- “Don’t put these kids in my class. I’m not a special ed teacher.”

Source: *Cultural Proficiency for School Leadership* by Lindsey, Robins & Terrell, 2019

What is implicit bias?

A mental process that stimulates negative attitudes about people who are not members of one's own "in group."

Basic Strategies to Respond to Bias

1. Interrupt
2. Question
3. Educate
4. Echo

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