Leading With An Equity Lens
Promising Principals’ Academy
September 20, 2018
“The path to our destination is not always a straight one. We go down the wrong road, we get lost, we turn back. Maybe it doesn't matter which road we embark on. Maybe what matters is that we embark.”

— Barbara Hall
Educational equity means that 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.
Educational Equity?

The educational policies, practices, and programs that support:

(a) **Fairness**: eliminate educational barriers based on gender, race/ethnicity, national origin, color, disability, age, etc; and

(b) **Inclusion**: provide equal educational opportunities and ensure that historically underserved or underrepresented populations meet the same rigorous standards for academic performance expected of all children and youth.
Adapted from Margaret Wheatley, *Leadership and the New Science*, 1992
The Equity Lens

Equality  Equity
### An Effective School Leader...

- Reaches the “developing” level and...
  
  - Implements and expects equity and cultural responsiveness\(^2\) initiatives. (h)
  - Collaboratively establishes specific and measurable goals for equity that are informed by data and are in alignment with student needs. (a, b)
  - Collaboratively develops and implements an action plan to address the disproportionality of inequities. (a, c, e)
  - Collects and analyzes data to monitor progress towards achieving equity goals and informing continuous improvement. (c, f)
  - Partners with stakeholders to provide learning experiences and resources for all student groups that promote cultural responsiveness\(^1\) and equitable practices. (c, e)
  - Aligns and allocates resources to foster equitable student learning environments (This includes but is not limited to access to high-quality instructional materials, effective educators, rigorous courses, and extracurricular experiences.) (c, f)
  - Holds self and staff accountable for engaging in equitable and culturally responsive practices. (a, g)
  - Aligns and coordinates student services to address student needs and promote student academic success and well-being. (c)
  - Involves stakeholders in the development or revision of school policies that promote equitable and culturally responsive practices. (d)
  - Communicates school improvement as a priority to students, staff, and other stakeholder groups (e.g. parents, community members). (c, d, i)
  - Establishes high expectations for student achievement (e.g. all student groups’ needs are identified and met). (c)
  - Collaboratively establishes strategic priorities for school improvement informed by data and in alignment with school’s mission, vision, and core values. (b, d)
  - Collaborates with stakeholders throughout the cycle of continuous improvement. (d)
  - Establishes and implements a shared accountability structure for implementing and monitoring school improvement strategies. (c, i)
  - Establishes a master schedule that prioritizes and maximizes student instructional time and teacher professional learning time. (a)
  - Establishes and implements a process to diagnose and respond to student learning needs. (b)
  - Uses data to prioritize needs and identify evidence-based strategies to address identified needs. (d, g)
  - Unifies improvement strategies and resources to align with identified needs. (h, i)
  - Establishes and implements a system to monitor progress towards meeting identified improvement goals. (c, d)
  - Adjusts improvement strategies as necessary to meet established improvement goals. (d, e)
  - Provides opportunities for staff or stakeholders to lead improvement initiatives. (f, j)
  - Demonstrates significant gains in student achievement. (a)
Equity Informed Leadership

Data Informed Leadership
USE DATA to Prioritize Equity
Move Beyond Validation
Set Equity Goals
Avoid Blaming
English Language Arts 3-8: Performance Level 4 or Higher by Service Group, 2015-2018

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Tested Count 2016</th>
<th>Tested Count 2017</th>
<th>Tested Count 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with Disabilities</td>
<td>41,523</td>
<td>42,975</td>
<td>44,574</td>
</tr>
<tr>
<td>English Language Learners</td>
<td>20,331</td>
<td>22,828</td>
<td>30,975</td>
</tr>
<tr>
<td>Free/Reduced Meals</td>
<td>169,689</td>
<td>166,679</td>
<td>180,328</td>
</tr>
</tbody>
</table>

State 41.6 (+1.0*)

Bar chart showing the performance levels for SWD, ELL, and FARMS from 2015 to 2018.
Who is furthest from opportunity in your building?

RACE

NATIONAL ORIGIN

(DIS)ABILITY

SEX

GENDER IDENTITY OR EXPRESSION

SEXUAL ORIENTATION
Leading For Equity – Cultural Responsiveness