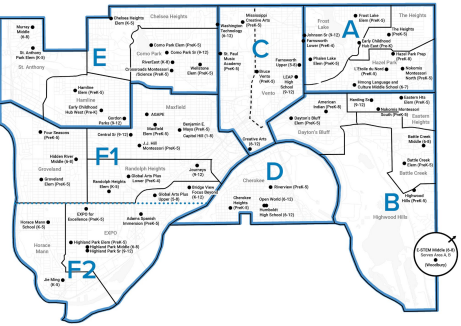# Systemic Equity

Dr. Joe Gothard, Superintendent
Dr. Stacey Gray Akyea, Chief, Equity, Strategy & Innovation

Council of the Great City Schools Annual Fall Conference

Saint Paul Public Schools

Saint Paul Minnesota is the traditional land of the Dakota People and we respectfully acknowledge their stewardship of the land throughout the generations.

Our District	Our Students	Our Indicators
32,149 PreK*-12 students 68 schools 5,500 employees 61% of school age children in the city attend SPPS	14% Hispanic/Latino 1% American Indian 30% Asian 25% Black 22% White 8% two or more races 30% English Language Learners (more than 100 languages, five major English, Hmong, Karen, Somali, Spanish) 16% receiving special education services 61% receiving free/reduced priced meals	85% students continue from year to year 35% proficient in reading 25% proficient in math 76% of students graduating in 4 years

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SPPS Achieves Initiatives and ARP Strategies by Focus Area

Long-Term Student Outcomes:

1. Decrease disparities in achievement based on race, ethnicity, culture and identity
2. Increase achievement of English Learners
3. Increase achievement of students receiving special education services
4. Improve kindergarten readiness
5. Increase academic growth in reading and math for all students
6. Prepare all graduates for college, career and life

Systemic Equity	Positive School and District Culture	Effective and Culturally Responsive Instruction	College and Career Readiness	Program Evaluation/ Resource Allocation	Family and Community Engagement
Objective 1:	**Objective 2:**	**Objective 3:**	**Objective 4:**	**Objective 5:**	**Objective 6:**
Intercept the normalized patterns of unearned privilege/advantage and/or access through policy, procedures, practices and programming	Create inclusive school and district cultures	Increase our capacity to meet the instructional needs of each learner	Increase opportunities for students to envision their future, explore careers and prepare for postsecondary education	Allocate resources based on program effectiveness and organizational priorities	Improve stakeholder engagement in district decisions
Strategic Initiatives:	**Strategic Initiatives:**	**Strategic Initiatives:**	**Strategic Initiatives:**	**Strategic Initiatives:**	**Strategic Initiatives:**
1.1) Capacity building **1.2)** Knowledge creation **1.3)** Practice and activation	**2.1)** Districtwide social emotional learning (SEL) & positive behavior intervention and supports (PBIS)	**3.1)** Culturally responsive instruction (CRI) **3.2)** Well-rounded education **3.3)** Middle school model **3.4)** COVID-19 recovery	**4.1)** College & career paths	**5.1)** Program effectiveness **5.2)** Priority-based budgeting **5.3)** Envision SPPS	**6.1)** Community engagement
ARP Strategies	**ARP Strategies**	**ARP Strategies**	**ARP Strategies**	**ARP Strategies**	**ARP Strategies**
#9: Retaining teachers of color #28: Recruiting teachers of color #37: Equity training for staff #78: Districtwide equity plan	#3: Early childhood mental health #5: Student mental health support #12: Social emotional learning (SEL) #14: Attendance & engagement #22: Social workers #15: Counselors #66B: American Indian counselor #CP4: Security and Emergency Management coordinators	#7: CRI #8: WINN #44: Job-embedded professional development #66: American Indian curriculum #17: High school systems #27: Well-rounded education #21: Credit recovery #20: Special education recovery services #54: MLL coaching #2: Autism support #33: Bilingual Seals #76: MLL support #53: Bilingual EA training #75: Middle school career experience	#4: Check & Connect special education support #6: Internships #24: Career path materials #34: Career integration #15: Counselors #66B: American Indian counselor #13: Extended Day for Learning Plus (EDL Plus) #31: Flipside after-school program #75: Middle school career experiences	#80: Innovation Office #CP5: Research analysts #70: School allocations #87: Board training	#61: Full-service community schools #62: Districtwide contact center #79: Language support for families #69: Community partnerships

1 Systemic Equity & Strategic Alignment

Long-term Student Outcomes*

- Decrease disparities in achievement based on race, ethnicity, indigenous culture and identity
- Increase achievement of English Learners
- Increase achievement of students receiving special education services
- Improve kindergarten readiness
- Increase academic growth in reading and math for all students
- Prepare all graduates for college, career and life

Mission
Will be updated to incorporate themes from community input

Strategic Focus Areas⁺

- Positive School and District Culture
- Effective and Culturally Relevant Instruction
- Program Evaluation and Resource Allocation
- College and Career Paths
- Family and Community Engagement

SPPS Achieves Strategic Plan

DRAFT Adjusted SPPS Achieves Strategic Plan

At Saint Paul Public Schools (SPPS), our mission is both bold and simple: to inspire students to think critically, pursue their dreams and change the world.

The SPPS Achieves strategic plan plays primary a role in preparing all students to be ready for college, career and life.

In order to be

COLLEGE AND CAREER READY

we must <u>have</u>

In order to have

EFFECTIVE & CULTURALLY RELEVANT INSTRUCTION

in place, we need to cultivate

In order to cultivate

POSITIVE SCHOOL & DISTRICT CULTURE

we must excel at

To excel at

FAMILY & COMMUNITY ENGAGEMENT

we must establish and prioritize

SYSTEMIC EQUITY

adjust and engage in

PROGRAM EVALUATION & RESOURCE ALLOCATION

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Organizing For Effort

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Equity Committee

Group D - Inequity #1 - Recommendation

Saint Paul Public School District:

- **Identify and communicate** current initiatives being developed that addresses Inequity #1
- **Center the languages** that our students come to School with (e.g. Karen, Spanish, Somali, Hmong, African American English)
- **Broaden and expand course offerings** that are reflective and relevant
- **Provide a structural analysis of injustice** connected to race, gender, sexuality, language, and ability.
- **Teacher hiring, support and professional development align** with the above recommendations so that **teachers can teach through these cultural lenses**

Voices of Families

Take a good look at what also came during the pandemic, the more global acknowledgement of cultural and linguistic absence in our policies and our programs and our curriculum. I hope we can deepen the conversation around how we acknowledge local and indigenous disciplinary knowledge and skills -the skills and knowledge and practices that students and staff bring into the school from their families and community and connect that to our curriculum.

Safe schools and classrooms also require a strong commitment to addressing racism and other systems of oppression. One huge benefit of my kids having been in distance learning for the last school year was that they had an entire school year without experiencing macroaggressions at school.

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Internal Priority	Pandemic Impact	Centralized Functions

• 61% of principals indicate their school is at early stages of implementation of Culturally Responsive Teaching (exploration; 29.7% and installation; 31.3%).
 	
• 71.9% of principals indicate their school is at early stages of implementation of the Culturally Responsive Teaching /Brain book study (exploration; 34.4% and installation; 37.5%).
 	
• 73% of principals indicate their school is at beginning levels of implementation of the Ready for Rigor Framework (exploration; 344% and installation; 39.1%).
	• American Indian and Black students experienced the worst overall outcomes during the pandemic.
	
	• Hispanic, students receiving free/reduced meals, English language learners and student receiving special education services experienced strong negative impacts.
	
	• Asian, English language learners and students in grades 6-8 experienced the greatest negative change in outcomes pre
	• Narrowing gaps and large percentages of proficiency observed for pre-k metrics and graduation
	• Narrowing gaps and lower percentages of proficiency observed for math, reading and science proficiency to post pandemic.
	• By far, community based organizations indicate racial/ethnic equity as the most pressing challenge (85%) facing school-aged children in St. Paul.
		• Office of Equity
		
		• Office of Student Support
		  ○ Social Emotional Learning (SEL)
		
		• Office of Teaching & Learning
		  ○ Culturally Responsive Instruction (CRI)

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The Plan

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What Is Systemic Equity In SPPS?

The transformed ways in which systems operate to ensure a healthy and authentic environment. Individuals thrive knowing they exist in a conscious space where practices are developed and acted out toward affirming identity, increasing racial and cultural consciousness, increasing inclusivity, and establishing an adaptive environment for individuals to navigate in community.

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Vision for Students

An equitable Saint Paul Public Schools will be a place where:

- Students of all backgrounds feel that they matter. They are seen for who they are, what they bring and the value they add. They experience a sense of belonging and ease in their school community.

- Every school is a good school. At every school students' needs are met regardless of how they look, where they live, or their physical ability.

- Students actively see themselves reflected in their day. You can walk into any building and there will be staff and adults in all roles that reflect students and the many identities they hold.

- Learning is reflective of students' cultures, communities, identities and experiences.

- Students of all backgrounds, at all levels, are trusted and supported to do their best work. They work in an environment that supports collaboration and fosters community.

- They can show up as themselves and are valued and compensated for their contributions.

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Vision for Staff

An equitable Saint Paul Public Schools' building will be a place where:

- Staff of all backgrounds feel that they matter. They are seen for who they are, what they bring, and the value they add. They experience a sense of belonging and ease in their school community.

- Every building is a good building. At every building, needs are met regardless of how staff look, where they live, or their physical ability.

- Staff actively see themselves reflected in their day. You can walk into any building and there will be staff and adults in all roles that reflect students and the many identities they hold.

- Learning is reflective of staff cultures, communities, identities and experiences.

- Staff of all backgrounds, at all levels, are trusted and supported to do their best work. They work in an environment that supports collaboration and fosters community.

- They can show up as themselves and are valued and compensated for their contributions.

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Objective

Intercept the normalized patterns of unearned privilege/advantage and/or access through policy, procedures, practices and programming.

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Three Initiatives

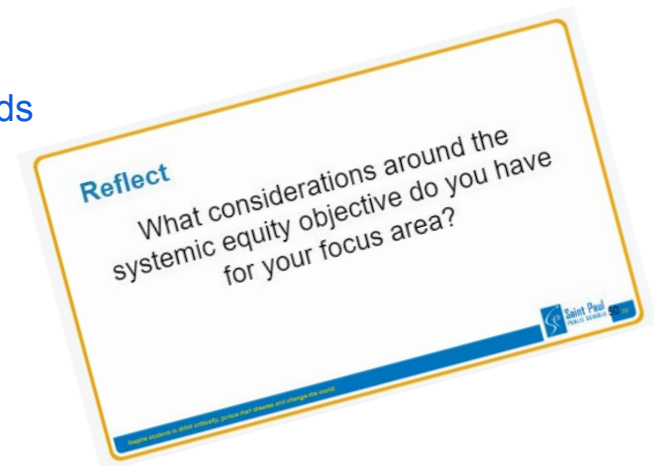| Building Capacity	Making Meaning	Activating Practice
- All staff - Role - based - Classroom teachers - Strategic leaders - Principals - Assistant Principals - Strategic Plan Leads - Students	- Understanding current landscape - Identify inequities - Shared Language - Shared understandings - Using information - Student Outcome Index - Equity Indicators	- Examine practices, policies and procedures - Normalize equity-based inquiry - Normalize equity-based practices - Equity indicators

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Building Capacity Example:

Anti Racist Educator Anti Racist Classroom

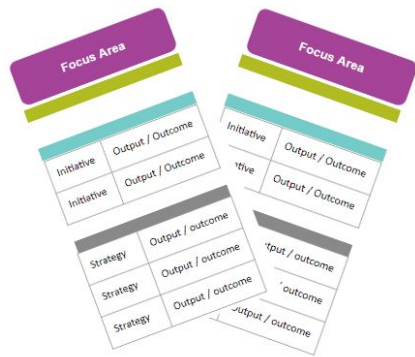| Year 1	Year 2
392	162
- Most participants indicated being substantially unfamiliar with the content prior to the cohort. - Most participants indicated the content was useful for their personal and professional growth and development - Most participants indicated the sessions helped them feel more confident and prepared in their role	- Most participants indicated being substantially unfamiliar with the content prior to the cohort. - Most participants indicated the sessions helped them feel more confident and prepared in their role - Most participants indicated the training provided memorable learning opportunities which could be applied to their personal and professional development
- Reflection on Racial Identity Development - Virtual space was highly valued - Range of multiple perspectives was highly valued - People valued the breakout session times and requested they be longer in order to process their individual challenges - High recognition of participants identifying with self work as it related to their personal journeys and professional positions - Highly valued space for processing and learning in the aftermath of George Floyd's murder, racial reckoning, the global pandemic and evolving tensions across the globe	- Growth of personal and professional journey partners from Inquiry Groups and buildings - Increased used of the Compass and Agreements - Increased individual Racial Identity Development - Personal and professional engagement with resources shared during course - Development of Inquiry Questions - Valued additional time to process in breakout groups - Highly valued ability to make-up missed sessions virtually between sessions

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Making Meaning Example:
Developing Equity Indicators with SPPS Achieves Strategic Plan Leads

- Understanding the logic of SPPS Achieves
- Shared Understanding of each Focus Area
- Collaborative Understanding of the Intersection of the Focus ARea and Systemic Equity

Reflect

What considerations around the systemic equity objective do you have for your focus area?

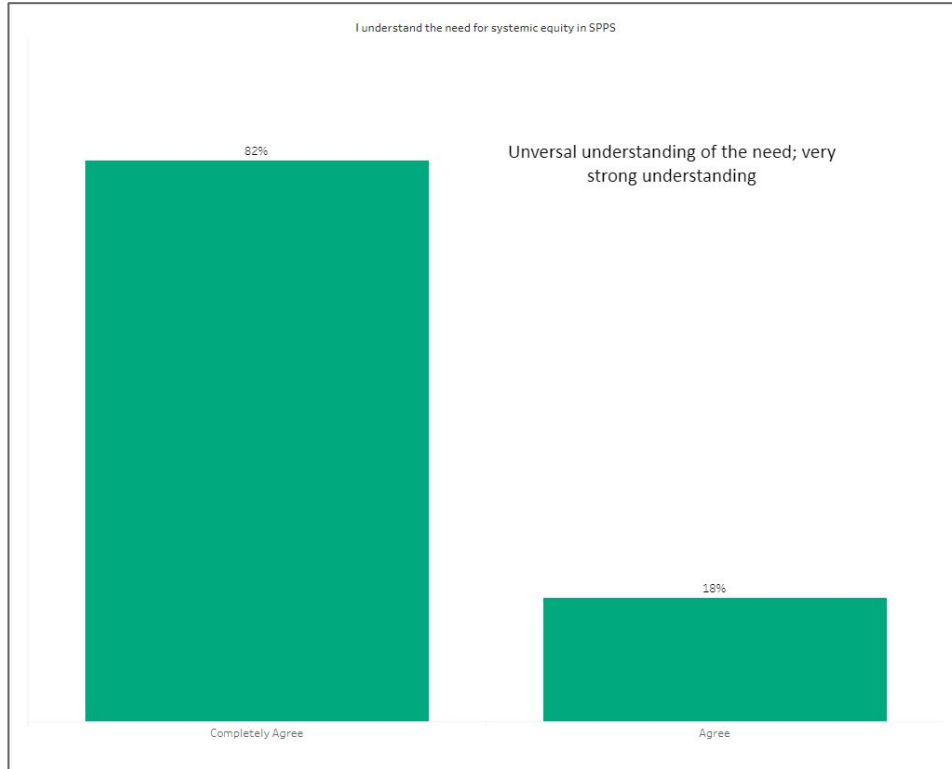**Long Term Student Outcome**

Focus Area

Focus Area

Intersections of focus areas are measured by indicators

Changes in focus areas contribute to achieving long term student outcomes.

Focus areas are measured by objectives.

Activating Practice Example:

Modeling Equity-based Leadership

I understand the need for systemic equity in SPPS

Unversal understanding of the need; very strong understanding

82% — Completely Agree

18% — Agree

Inspire students to *think critically,* pursue their *dreams* and *change the world.*

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Thank You