



Educational Equity - Mid-Year Update - December 2019

The School District of Clayton continues to make educational equity a priority in all of our work. When the Board Initiative started during the spring of 2016, we talked about developing capacity within the District for this work. Our work has moved beyond building awareness and capacity. It is now about having the right systems in place that disrupt the pattern of disparity in achievement. This update is an opportunity to update the Board and our community about the current reality of our work.

Our work has been based on five dimensions that we established during the 2016-2017 school year. We have aligned our update to those dimensions, which are described below. In January, we will provide additional data about the educational equity progress as part of our annual Assessment Report. Later this spring, we will provide a comprehensive update at the Board table. Our schools and administrators have developed collective efficacy around this work and hold ourselves accountable for making progress.

Dimension Area: Data	Update / Action Steps for 2019-2020:
<p>Using a racial equity framework to gather, compile and analyze data to share and to inform decisions to responsibly reduce the racial disparity gaps and increase achievement, social-emotional well-being, and participation rates in classes, activities and leadership opportunities.</p>	<ul style="list-style-type: none"> ● Overall, the District’s Annual Performance Report (APR) indicates the District performing above state averages in all areas. Subgroup populations are performing in the “on track” range in all areas. ● A comparative analysis of the Missouri Assessment Plan (MAP) data from 2018 and 2019 show favorable changes. Cohort groups of students in grades 3-8 show several instances of an increase in the MAP Performance Index (MPI) score for African American students. This increase can often be attributed to a decrease in scores in the below basic range. (See attached documentation for more detail). ● The District implemented a gifted identification process with a state-approved alternative pathway for underrepresented students and a transition to localized norming where students are compared to their District peers. Approximately 125 students in grades 2-8 were individually evaluated for eligibility for gifted services. Of the 125 students, 44 qualified. 12 of the 44 qualifying students are African-American. In 2018-2019, 3 of the 111 students identified for gifted services were African-American. In addition, prior to the 2019-2020 round of identification, 11 of the 324 students identified for gifted services across the district were African American

	<p>(3%). That number has increased to 23 of the 368 students identifying as African American (6%). A formal review process for eligibility is now in place and aligns to the programmatic outcomes of the District’s current gifted services.</p> <ul style="list-style-type: none"> The District administered Panorama’s social-emotional learning (SEL) surveys to students in grades 3-12. The surveys covered SEL skills and competencies (self management, self efficacy, and social awareness) as well as SEL supports and environment (school climate and sense of belonging). Building teams are using the data as a baseline to evaluate and focus SEL initiatives with their students. The Panorama portal enables school leaders and counselors to break down the survey responses by a variety of student groups (gender, race, Special Education status, lunch status, etc.)
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The following charts represent two years of data, with each color representing a cohort group of students. The information presents the distribution of scores on the Missouri Assessment Plan (MAP) for the total population and for African American students.

ELA-2018										
	Total				AA					
	Advanced	Proficient	Basic	Below Basic	Advanced	Proficient	Basic	Below Basic		
3rd	47.54%	26.23%	15.30%	10.93%	9.68%	16.13%	32.26%	41.94%		
4th	35.83%	31.02%	28.34%	4.81%	4.17%	29.17%	41.67%	25.00%		
5th	48.54%	28.16%	18.45%	4.85%	18.92%	21.62%	37.84%	21.62%		
6th	45.18%	30.46%	20.81%	3.55%	0.00%	24.14%	58.62%	17.24%		
7th	42.94%	18.82%	28.24%	10.00%	16.13%	9.68%	45.16%	29.03%		
8th	50.00%	31.11%	15.00%	3.89%	13.04%	17.39%	52.17%	17.39%		

ELA-2019										
	Total				AA					
	Advanced	Proficient	Basic	Below Basic	Advanced	Proficient	Basic	Below Basic		
3rd	42.37%	34.46%	19.21%	3.95%	25.00%	30.00%	40.00%	5.00%		
4th	45.65%	29.89%	22.28%	2.17%	17.86%	10.71%	67.86%	3.57%		
5th	42.55%	24.47%	29.79%	3.19%	12.50%	12.50%	58.33%	16.67%		
6th	45.87%	30.28%	20.18%	3.67%	11.43%	22.86%	42.86%	22.86%		
7th	44.81%	22.82%	26.56%	5.81%	8.82%	11.76%	64.71%	14.71%		
8th	42.99%	28.97%	22.90%	5.14%	11.76%	26.47%	38.24%	23.53%		



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Math 2018									
	Total				AA				
	Advanced	Proficient	Basic	Below Basic	Advanced	Proficient	Basic	Below Basic	
3rd	53.40%	25.13%	9.42%	12.04%	16.13%	22.58%	29.03%	32.26%	
4th	44.44%	30.16%	14.29%	11.11%	8.33%	29.17%	16.67%	45.83%	
5th	46.41%	29.67%	13.40%	10.53%	10.81%	16.22%	35.14%	37.84%	
6th	50.76%	19.80%	16.75%	12.69%	6.90%	13.79%	34.48%	44.83%	
7th	44.12%	27.06%	18.82%	10.00%	9.68%	22.58%	35.48%	32.26%	
8th	44.44%	27.78%	18.89%	8.89%	4.35%	17.39%	39.13%	39.13%	

Math-2019									
	Total				AA				
	Advanced	Proficient	Basic	Below Basic	Advanced	Proficient	Basic	Below Basic	
3rd	36.81%	34.62%	21.43%	7.14%	23.81%	19.05%	42.86%	14.29%	
4th	49.21%	30.16%	13.23%	7.41%	7.14%	32.14%	32.14%	28.57%	
5th	39.90%	24.35%	21.76%	13.99%	0.00%	12.50%	41.67%	45.83%	
6th	50.68%	23.29%	14.61%	11.42%	14.29%	22.86%	17.14%	45.71%	
7th	44.81%	24.07%	21.58%	9.54%	8.82%	17.65%	41.18%	32.35%	
8th	40.65%	28.97%	21.50%	8.88%	5.88%	29.41%	38.24%	26.47%	

In addition to these charts, the following charts show the percent of students scoring proficient and advanced (over two years) on the MAP and the calculated MAP Performance Index (MPI). MPI is calculated by:

$$(\text{Index points/reportable students}) * 100$$

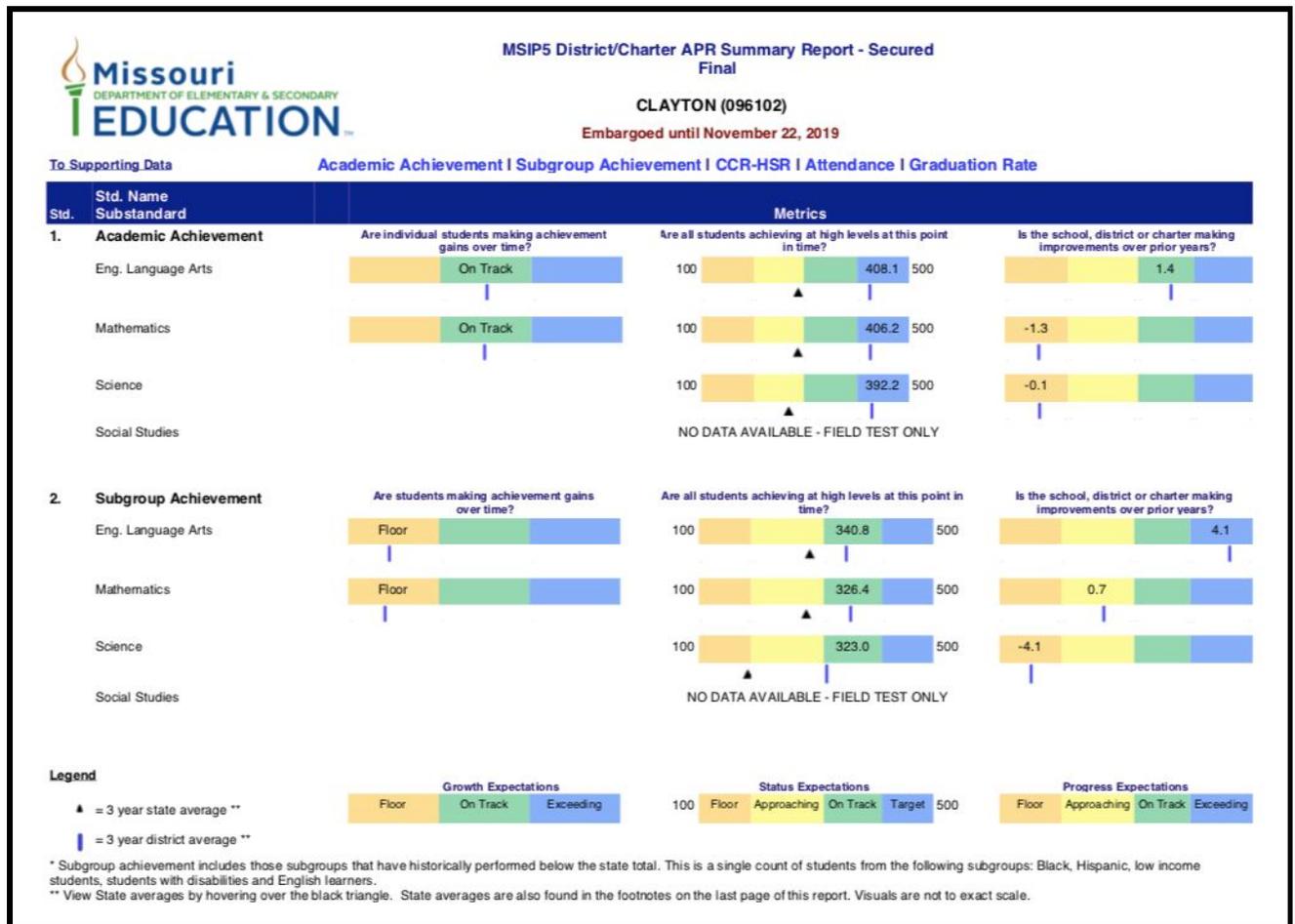
Index points are assigned for each student assessment in the following way:

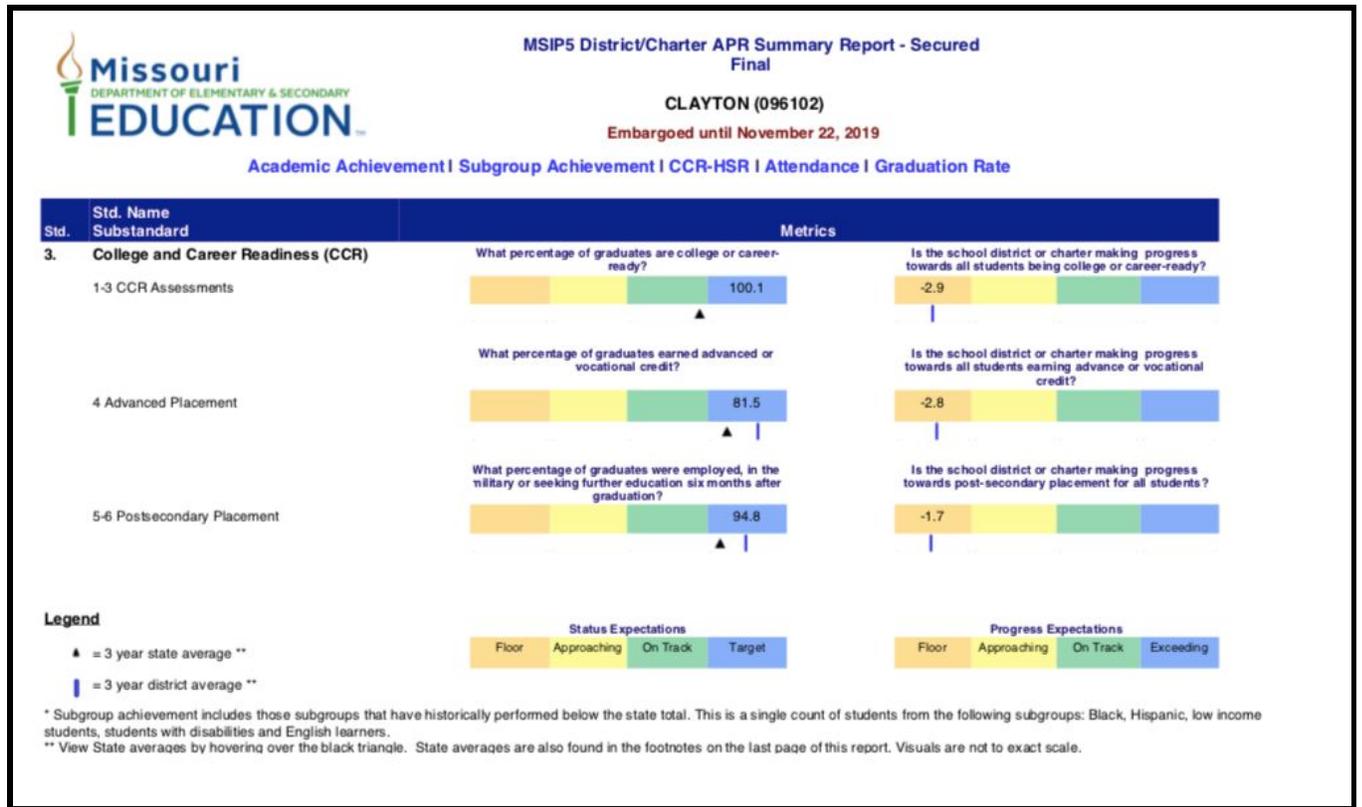
- Below Basic = 1
- Basic = 3
- Proficient = 4
- Advanced = 5

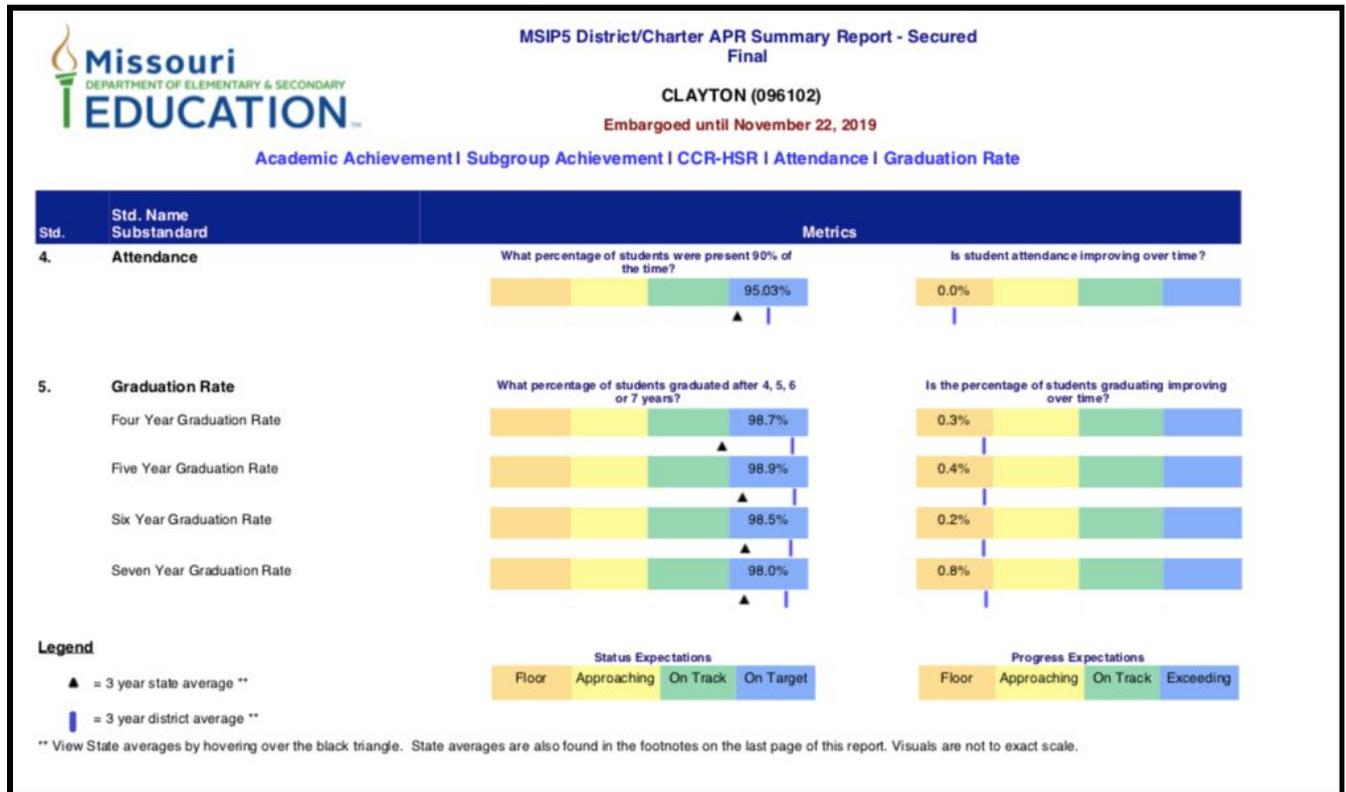
ELA									
	2018				2019				
	%prof/ad	MPI	AA % prof/ad	AA MPI	%prof/ad	MPI	AA % prof/ad	AA MPI	
3rd	73.8	399.5	25.8	251.6	76.8	411.3	55	370	
4th	66.8	393	33.3	287.5	75.5	416.8	28.6	339.3	
5th	76.7	415.5	40.5	316.2	67	403.2	25	304.2	
6th	75.6	413.7	24.1	289.7	76.1	414.7	34.3	300	
7th	61.8	384.7	25.8	283.9	67.6	400.8	20.6	300	
8th	81.1	423.3	30.4	308.7	72	404.7	38.2	302.9	

Math									
	2018				2019				
	%prof/ad	MPI	AA % prof/ad	AA MPI	%prof/ad	MPI	AA % prof/ad	AA MPI	
3rd	78.5	407.9	38.7	290.3	71.4	394	42.9	338	
4th	74.6	396.8	37.5	254.2	79.4	413.8	39.3	289.3	
5th	76.1	401.4	27	262.2	64.2	376.2	12.5	220.8	
6th	70.6	395.9	20.7	237.9	74	401.8	37.1	260	
7th	71.2	395.3	32.3	277.4	68.9	394.6	26.5	270.6	
8th	72.2	398.9	21.7	247.8	69.6	392.5	35.3	288.2	

The following is the District Annual Performance Report Summary:







Dimension Area: Research/Best Practices	Update / Action Steps for 2019-2020:
<p>Using a racially equitable, culturally competent framework to inform and strengthen teaching to enhance student learning for African-American students.</p>	<ul style="list-style-type: none"> ● During New Teacher Induction this year, the three assistant superintendents planned a cohesive program. One component of the week included assured learning around identity and equity. The learning objectives from this portion of the week included: <ul style="list-style-type: none"> ○ Understand how situational context influences the way we express our identities ○ Explain stereotype threat and make connections between the research and our lived experiences ○ Reflect on how your identities influence your work with adults and students in our teaching and learning environment <p>In addition to shared learning opportunities, the group read and discussed excerpts from <u>Young, Black, and Gifted</u>, and the <u>Globe</u> article “Separate and Unequal.”</p> <p>Induction also included learning around culturally responsive teaching practices and discussion on things to consider when planning and executing lessons. Much of this learning centered on excerpts from Zaretta Hammond’s book <u>Culturally Responsive Teaching and the Brain</u>.</p> ● Over the past year and a half, schools have been engaging in practice around blast walkthroughs. This work includes half-day instances of teams observing in a high number of classrooms (10-15 minute observations) collecting data around areas of focus of the school. The equity work reflected in these walkthroughs often centers around learning from our work with Jamie Almanzán. Many schools are collecting data around the following areas. <ul style="list-style-type: none"> ○ Clarity of learning objectives ○ Student talk vs. teacher talk ○ Questioning strategies <p>After the classroom visits, the team collates the data to share back with the staff. The intent is to celebrate progress and indicate areas of further study or improvement.</p> ● Over the past three years, all teachers (through annual cycles) have engaged in learning particular to equity. <ul style="list-style-type: none"> ○ First-year teachers begin their work in new teacher induction (see above). ○ Third-year teachers meet as a cohort throughout the year and engage in conversation and book talks on equity and bias topics.

	<ul style="list-style-type: none"> ○ All career review teachers and goal implementation year 2 teachers meet as a cohort throughout the year and engage in conversation and book talks on equity, bias and how to reconsider classroom practices through an equity lens. Texts/video have included: <u>Troublemakers</u>, <u>Blindspot</u>, <u>White Fragility</u>, <u>13th</u>, <u>Dreamkeepers</u> ○ All classified staff have been offered equity training in microaggressions, shared readings similar to the teaching staff, the History of African Americans in Clayton and a bus tour and an Amazing Race through the neighborhoods from which our students come. ● First-year, second-year and initial career review year one and two teachers all meet with an assistant superintendent monthly for individual professional learning and coaching. This work centers mainly on effective teaching and learning for all students. Teachers are given a Swivl account to use to record their lessons, share these with their coach and receive coaching around specific areas of focus. This practice allows the teacher and the coach to go deeper with their conversations as both parties are able to view and rewind (where necessary) and reflect with one another. Initial career review teachers use shared reading to determine a project focus specific to their classroom/students. Along with their central office coach, the teacher engages in a process similar to an action research project with the goal of increasing student learning through deliberate change of practice and coaching. ● Most of the schools have used Zaretta Hammond's book <u>Culturally Responsive Teaching and the Brain</u> as a shared text (either as excerpts or a full book). Several teachers and administrators just participated in a full day learning with Zaretta around culturally responsive teaching. We came away from that learning with several tools that can help accelerate the work in this area. ● As curriculum committees have worked through the curriculum review cycle, many groups have done work specific to the area of equity. This might include analysis of texts and materials, redesign of lessons, review of processes used within the department (honors/AP access, process for being considered, etc.).
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Dimension Area: Personnel	Update / Action Steps for 2019-2020:
<p>Using a racial equity framework to design and implement processes for recruiting, hiring and retaining a diverse workforce capable of ensuring and sustaining academic progress for a racially, ethnically and socially diverse student body..</p>	<ul style="list-style-type: none"> ● The Office of Human Resources a diverse and culturally responsive/effective staff that understands issues of equity while providing our students with rich and rigorous instruction is a priority.. ● The District is holding our 5th Annual Diversity Event, renamed Diversity Recruitment & Networking Fair. It scheduled for January 11, 2020 at CHS. <ul style="list-style-type: none"> ○ We are partnering with Ladue School District to join forces in our recruitment strategies for this event to make it more attractive and beneficial for our candidates. ○ All participants will interview with each district. ○ A diverse committee of administrators and a teacher leader planned the event. ○ Intentionality with our messaging has been refined to ensure we are attracting our targeted audience. ○ A new component of the event is networking; Clayton’s Affinity Group (teachers of color) and Ladue’s Diversity Committee members will attend and network with potential candidates; staff members will share their perspectives, experience, and network with candidates. ○ Candidates will be offered an online video interview option if they are unable to attend the event. ○ Interview questions were reviewed and prioritized for this event with a racial equity framework in mind. ○ Information is being communicated to parent community about the event. ● Attendance at the Harris Stowe Career Fair earlier this fall ● Researched alternative video interviewing platforms to connect with the changing job force: <ul style="list-style-type: none"> ○ Currently piloting SparkHire as the video interview platform for substitute teachers ○ Developing ways to utilize this strategy to recruit staff in new ways moving forward ● Advertising/Communications <ul style="list-style-type: none"> ○ New Substitute Recruitment Fair short video advertisement designed for social media ○ Social media campaign with intentionality on featuring diverse teachers for the upcoming Diversity Recruitment & Networking Fair

Dimension Area: Parent Partnerships/ Community Engagement	Update / Action Steps for 2019-2020:
<p>Using a racially equitable, culturally competent framework that builds a more comprehensive school community that values, supports and includes the diverse perspectives of our families of African-American students regarding their children’s needs, abilities, school experiences and aspirations.</p>	<ul style="list-style-type: none"> • The Office of Student Services co-hosted a family event with the Clayton High School’s Black Student Union at The Magic House @ MADE. More than 125 people attended and BSU officers talked to families about past and future service activities. The students collected non-perishable food items as well to restock the Clayton Cares pantry.

<p>Dimension Area: School Culture</p>
<p>Using a racially equitable, culturally competent framework that is inclusive of diverse perspectives and that addresses African-American students’ needs, abilities and aspirations in order to enhance learning.</p> <p>Each school has provided an update.</p>

Family Center
Debbie Reilly, Director

Dimension Area:	Family Center 2019-2020
School Culture	<ul style="list-style-type: none"> ● The Parents as Teachers team focused work on family engagement. We began the year by looking at ways we are building trust with families, respecting family strengths, and evaluating accessibility to our program. We are using the Parents as Teachers publication, <u>Engaged</u>. ● Staff members continue to examine our biases. By practicing mindfulness and compassion practices we hope to create conditions that minimize bias. Our study includes <u>Onward, Cultivating Emotional Resilience in Educators</u>.
Data	<ul style="list-style-type: none"> ● In 2018-2019 PAT developmental screening leader reviewed data from three years of screening. She found a trend. The category with the highest percentage of children in the potential delay category has been the self-help area, followed by the social-emotional category. Over the past three years, of the children that were considered to have a potential delay in one of these two areas, 52 percent of them also had a potential delay in one of the other content areas (language, concepts, gross motor skills). Of the children that were considered to be within the norms of the self-help and social emotional areas, only 15 percent had a potential delay in one of the other areas. We are continuing this work this year.

<p>Parent Partnerships/ Community Engagement</p>	<ul style="list-style-type: none"> ● Took a leadership role in the District’s Parenting Speaker Series to engage Dr. Tim Bono, Washington University faculty member, author and expert on psychological health and happiness, to lead us in discussions on resilience as a life skill, misconceptions about self-esteem and practical strategies parents can use to help their child develop resilience in the face of adversity.
<p>Best Practices</p>	<ul style="list-style-type: none"> ● In 2018-2019 we learned about a new assessment tool for children (ASQ- SE-2) to be offered through PAT screenings. Review included the need to collaborate with families, understanding the purpose of the screening and ways to use the assessment results. This year we are offering the ASQ-SE-2 during PAT developmental screenings.
<p>Impact</p>	<p>Staff members look at student’s behavior, wondering what the child needs to be successful in the classroom and ask themselves: What problem is this child having? They do not think: This child is the problem. We partner with parents to find out more about the child’s home experiences. Information about our approach to children’s social emotional needs is shared in daily blogs, PAT personal visits and parenting workshops.</p> <p>Our community, parents from our workshops and staff members, better understand different approaches to parenting from around the world. They are more open to varying approaches to feeding, sleeping, outside play and other parenting concerns. We are using strategies to make all feel welcome and have a sense of belonging. This information is shared in daily blogs, PAT personal visits and parenting workshops.</p> <p>The ASQ-SE-2 will be used in all PAT screenings. We will continue to track data and hope to see a difference in the number of children with potential delays in the self-help and social-emotional areas.</p>



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Captain Elementary School
 Dr. Jennifer Martin, Principal

Dimension Area	Ralph M. Captain Elementary School 2019-2020
School Culture	<ul style="list-style-type: none"> ● The Captain Closet was created in 2018-2019 providing essential items for hygiene care, clothing and food needs; the closet is maintained by parents and open to everyone in our learning community. The Captain Closet continues and is organized by volunteers and student leadership ● The Diversity Learning Committee has been renamed the Captain Equity Committee and incorporates a broader base of multicultural learning events and culturally responsive teaching strategies
Data	<ul style="list-style-type: none"> ● The faculty continues to deepen their understanding and practices regarding Professional Learning Communities; all grade level teachers engage in a PLC process to determine power standards in which they commit to the goal that every child will achieve proficiency ● Grade level teams routinely and systematically analyze localized data and develop/implement Tier 2 interventions within the classroom ● Implemented restorative practices and reflections in conjunction with Zones of Regulations which reduced office intervention at the beginning of the school year ● In 2018-2019 we administered the "Trusted Adult Survey" to all students in grades 3-5. We have not yet administered the trusted adult survey this school year, but plan to do so in the second semester
Parent Partnerships/Community Engagement	<ul style="list-style-type: none"> ● Will host an event (second semester) for African American families as a way to provide feedback and connect with the school ● Parent leadership involved with Captain's Culture and Climate Committee ● Elementary schools united to provide Courageous Conversations: Staying Curious in our Community, with a professional facilitator from Educational Equity Consultants

<p>HR/Personnel</p>	<ul style="list-style-type: none"> ● Captain principal participates in Diversity Recruitment Fair to recruit teachers of color ● Captain principal has worked with HR to recruit teachers of color to apply for open positions
<p>Best Practices</p>	<ul style="list-style-type: none"> ● Analyzing achievement data by race ● Thinking Thursdays provides ongoing professional development including topics such as Culturally Responsive Teaching Strategies; Gender Equity; Black History
<p>Impact</p>	<p>At Captain we strive to ensure equity serves as a throughline in all we do. As a result we have evaluated our pedagogy to ensure cultural relevance and equitable practices. The work of our Professional Learning Communities has empowered teachers and systematized practices across the building for establishing learning targets, assessment practices, data analysis and intervention/enrichment. These efforts have yielded positive outcomes in localized data and our AA subgroup demonstrated marked growth as measured by the 2019 MAP Assessment (5% increase in literacy proficiency and 10% increase in mathematics proficiency).</p>



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Glenridge Elementary School
Beth Scott, Principal

Dimension Area	Glenridge Elementary School 2019-2020
Dimension School Culture	<ul style="list-style-type: none"> ● Added Panorama Survey to students in grades 3-5 to collect data in the areas of School Climate and Sense of Belonging, as well as, student perception data around self-management, social awareness, and self-efficacy. ● Continue community building events led by fifth-grade CLAYMO leaders, focused on empathy and kindness. CLAYMO assemblies and small group lessons, led by the fifth grade students continue on every early release day. ● Continue to use proactive versus reactive restorative discipline practices. Focusing on staff consistency as we revisit and expect school-wide adherence to training that emphasizes behavior as skills to be gained, versus behavior to be punished. All new staff attended training over the summer.
Dimension Data	<ul style="list-style-type: none"> ● Achievement data is analyzed by race ● Wisdom Wednesdays provide ongoing professional learning and support for teachers in the area of Culturally Responsive Teaching, Project Based Learning and Resilience. The resource Onward, Cultivating Resilience in Educators, deepens educator's self-awareness specific to implicit bias. Ongoing study, using this resource, is strengthening the collective capacity of Glenridge staff to effectively serve the social-emotional needs of students. ● Five African American students have been identified for services in the Gifted Program. These students may not have otherwise qualified under the former identification process. ● Glenridge boasts a very diverse demographic. The action steps outlined here have deepened our overall commitment to ensure that ALL students receive the very best from every adult who serves them.

<p>Dimension Parent Partnerships/ Community Engagement</p>	<ul style="list-style-type: none"> ● Added small circle conversations to our annual, fall, back-to-school dinner for parents of African American students- yielding rich feedback and deepening participants' sense of community/belonging. ● Elementary schools united to provide Courageous Conversations: Staying Curious in our Community with a professional facilitator from Educational Equity Consultants. ● We Stories Kits have been organized and assigned a checkout system. Grade level teachers are now actively checking out the kits with plans to also extend the check out of We Stories kits to parents second semester. ● Plans are underway for a "Merge of Cultures" week-long Black History Celebration (week of Feb. 10) ending with honoring "Everyday Heroes" on Friday Feb. 14. The theme will offer insight into "Hidden Figures" throughout St. Louis history.
<p>Dimension HR/Personnel</p>	<ul style="list-style-type: none"> ● The principal actively participates in the Diversity Recruitment Fair. ● The principal actively sought information available from District HR regarding underrepresented ethnicities seeking employment for openings.
<p>Dimension Best Practices</p>	<ul style="list-style-type: none"> ● Summer 2019 the principal completed Crossroads anti-bias anti-racism professional learning ● Routinely conduct BLAST walkthroughs (first of the year was completed in November) with teacher teams, inviting reflection around observable look fors based on professional learning (i.e. what are teachers and students doing, what is found in the environment at Glenridge). Look fors included the following list generated by GLN teachers from these trusted resources: <u>Culturally Responsive Teaching and the Brain</u> <ul style="list-style-type: none"> ○ Empowerment ○ Expectations ○ Acceleration (vs. remediation) ○ Independent Learners ○ Focal Students ○ Questioning ○ Warm Demanders

	<ul style="list-style-type: none"> ○ Tagging and Binning ○ EL Learners <u>Curious Classroom</u> ○ Flipgrid, Peardeck, See Saw ○ Questioning ○ Empowerment ○ Flexible Seating ○ Growth Mindset ○ Student Reflection <u>Kids 1st from Day One</u> ○ Project Based Learning ○ Mindsets for Learning (Flexibility, Empathy, Optimism, Resilience, Persistence) ○ Purposeful Play/Play Workshop ○ Provocations ○ Levels of Choice ○ BIST (Behavior Intervention Support Team model) <ul style="list-style-type: none"> ■ Individual Needs ■ Class Needs ○ Responding to SEL <u>Marzano's Elements</u> ○ Routine Events (goals, rubrics, rules, procedures, celebrations) ○ Addressing Content (new knowledge, deepening knowledge, hypothesizing) ○ Enacted on the Spot (engagement, adherence to rules, relationships, expectations) <u>Collaboration</u> ○ Data Protocol ○ Reflection ○ Plan-Do-Revise
<p>Impact/Results</p>	<p>Glenridge Specific:</p> <p>The new model for identification into Gifted proved advantageous for underrepresented student identification. Students have been added who may not have otherwise qualified under the former identification process. In addition, Glenridge teachers have actively engaged in varied approaches to meet students' academic needs (who have tended to be students of color) and proactively support progress. For example, second grade regrouped students for math instruction, applying CRT practices as</p>

	<p>math was taught with a group of about 12 students in new and engaging ways. Data shares progress as a result of these action steps.</p> <p>Overall we have also learned the value of front loading students with needed material prior to formal large group instruction. We discovered that doing so supports our goal for all children to maintain a positive mindset as learners.</p> <p>And as a diverse school community, families from all races are striving to better understand one another thanks to what has been initiated with "We Stories," "Everyday Heroes," "Ubuntu" and "The Hate U Give, Community Conversations."</p>
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Meramec Elementary School
Patrick Fisher, Principal

Dimension Area	Meramec Elementary School 2019-2020:
School Culture	<ul style="list-style-type: none"> ● Building upon our work from last year on identifying our Core Values and determining our mission as a school, we have begun to look for ways to fully implement and bring our mission statement to life ● Brought in a sense of autonomy and teacher voice into our PD by implementing personalized learning with the support of coaches ● Looked to expand our approaches for reaching all students in a variety of ways by working to learn about and begin implementing more critical thinking and deep learning opportunities ● Worked on helping students be able to identify who they are and see themselves in school through work on student identity. This work included changes in classroom practice and also through focus groups conducted to hear where our students are currently operating and to identify growing edges ● Build upon the work of our Whole Child Committee to begin to integrate identified attributes that our students will need in order to fulfill our mission as well as to fulfill our profile of a Clayton graduate. We are putting together files of resources that will be useful to all classrooms ● Currently working on creating sensory spaces and space that are conducive to meeting a variety of needs for both students and adults
Data	<ul style="list-style-type: none"> ● Created time and structures that allow for more collaboration and planning with administrators and coaches to plan and work with teachers ● Working with a team to create measurement systems that will give more insight into the whole child: this has included using things such as Panorama Data, but also has included things such as student focus groups and the creation of rubrics and qualitative approaches to better understand the stories behind the data.

	<ul style="list-style-type: none"> • Due to the utilization of the floating sub position, we have been able to have our interns more consistently working with groups of students and worked to address a variety of student needs, including social and emotional needs. They are being trained in the Zones of Regulation materials so that they can utilize them with students.
Parent Partnerships/ Community Engagement	<ul style="list-style-type: none"> • Elementary schools united to provide Courageous Conversations: Staying Curious in our Community with a professional facilitator from Educational Equity Consultants • Meramec principal is currently working with a group of parents to organize equity events for second semester designed to build support and community with our African-American families
HR/Personnel	<ul style="list-style-type: none"> • Meramec principal served on Diversity Recruitment Fair planning committee • Meramec principal has met with a co-founder of the Black Men in Education in St. Louis group and discussed ways to support and develop educators of color in our buildings
Best Practices	<ul style="list-style-type: none"> • Continued to look for a variety of ways to reach students and to allow for them to bring their whole selves to school. This has been done through our work around our mission statement and through looking at deep learning and at student identity as a major first step in our approach. • We continue to look for approaches that will make our work more authentic and meaningful as teachers use more project-based learning type approaches in their instruction
Impact	<p>At Meramec this year, we have really focused on the changes that we may need to make in order to meet the diverse needs of our students and to prepare them for an ever-changing future. Building upon the work of Michael Fullan and Joanne McEachen, we are working to look at how building in more authentic and meaningful learning can impact equity and the “achievement gap.” We have seen teachers implementing project based learning, elevator pitches, Windows and Mirrors projects, identity museums, and many more things which are designed to help students see themselves and learn from others throughout the building. Through our work with our change team, we</p>

	<p>have begun the process of building a systematic approach to looking at student achievement through a more holistic lens and moving beyond defining success through just academic data points. In our mission statement and in the work with the profile of a graduate, it has been clear that we value skills that haven't always been a part of the traditional education system, and in order for these to be a priority, we must have a way to measure progress and to determine success. This measurement will ultimately be our measuring stick and allow for us to talk about student achievement in a deeper and more meaningful way.</p>
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Wydown Middle School
 Dr. Jamie Jordan, Principal

Dimensions	Wydown Middle School 2019-2020
<p>Best Practices/ Data / School Culture</p>	<ul style="list-style-type: none"> ● Over the summer the Wydown Administrative Team spent a considerable amount of time becoming familiar with many different authors and experts around culturally responsive teaching. We attended seminars, read books and articles and met with the experts in the field. We then took these best practices and aligned them with our culturally responsive professional learning strands around High Expectations for Academic Achievement, High Expectations for Student Behavior, Interrupting Microaggressions, and finally, effective home and school communications. Each member of the Wydown faculty will rotate through these professional learning opportunities to set a baseline of common language and expectations for staff around each of these topics. ● We also continued our work with pedagogical strands that were developed by Jamie Almanzán last year. This year each administrator took a strand to lead and then developed a specific syllabus of learning to ensure that the learning transfers to the classroom. ● We designed a walk-through tool with the work of our building PDC to measure the implementation of our professional learning, with the assumption that if our instruction improves the achievement for all of our students will also improve. We share this information with the staff quarterly throughout the year. ● Wydown also took a strong look at our intervention programs to redesign them to ensure that they are having an impact on student achievement. We realigned math instruction based on grade level and then worked on skill development rather than homework completion. We adopted a math software program that will allow students to practice at their own pace and level outside of school. We looked at our reading strategies program to allow more teacher 1-1 support and time on text with our most struggling readers. Our next tier of learners we also placed into a redesigned DaVinci course to allow them to have more exposure to reading, writing and

	<p>critical thinking on content topics that they are interested in learning about.</p>
<p>Parent and Community Partnerships</p>	<ul style="list-style-type: none"> ● Wydown also set up a PAAS advisory board that meets with Dr. Jordan four times a year. The purpose of this board is to help Dr. Jordan to have a sounding board for issues concerning Parents of African American Students and to be aware of the issues that she may not understand, being a white woman. ● Through the leadership of our school social worker we are bringing the Sophia Project to work with our young ladies of color and partnering with Clayton High School BSU to put on a Black History Month Celebration.
<p>Impact</p>	<p>The impact that this work will have on Wydown is an increase in African American achievement. Our students will feel a sense of belonging in our Wydown Community. Specifically, we will hope to meet our school improvement goal of having reduced our percent of students with a referral by 10% and increase the number of African American students who are proficient and advanced as measured by the MAP test by 10%.</p>



Educational Equity - Mid-Year Update - December 2019

Clayton High School
 Dr. Dan Gutchewsky, Principal

Dimension Area	Clayton High School 2019-2020:
School Culture	<p>Our focus for school culture has been helping faculty and staff understand diverse perspectives by examining the roots of racism and personal bias in the context of the classroom.</p> <ul style="list-style-type: none"> ● August 2019 (ongoing) - Building administrators have made a concerted effort to incorporate restorative practices in student discipline situations. ● August 2019- Hosted welcome dinner for parents and families of African American students in our AP Cohort Group.
Parent and Community Partnerships	<ul style="list-style-type: none"> ● August 2019 - Back to school social (BBQ) for our African American students and their families. ● August 2019 - Made personal phone calls to all families in our Voluntary Student Transfer program for incoming freshmen to make them aware of transition program, orientation and provide a touchpoint person at CHS.
Research and Best Practices	<ul style="list-style-type: none"> ● Fall 2019 (ongoing) - English continues a curriculum review of the texts used in honors English courses which resulted in the creation of an alternative text list. ● Fall 2018 (ongoing) - Creation of a teacher accountability group to support five African-American students who had failed multiple classes the previous year. The group worked closely with the teachers of the students to problem solve and support these students. The grades of all five students improved during first semester. ● Fall 2019 (ongoing) - English continues the process of working with counselors to intentionally group students of color in honors and AP courses to help alleviate the isolation that comes from being the only student of color in

	<p>a class. The plan is to expand this process in Social Studies as well.</p> <ul style="list-style-type: none"> ● Fall 2019 (ongoing) - A portion of our monthly Building Leadership meetings was used to examine and discuss building data with an equity lens. Topics discussed included an examination of discipline data, and African-American student participation in honors and AP classes as well as participation in student leadership opportunities and activities. ● Fall 2018 (ongoing) - Met with Charlie Peters (Clayton resident) who created an "Inclusivity Index" measurement tool for a local area private school. The online tool measures students' sense of belonging to school and the level of inclusivity experienced by students. This tool has been used by dozens of private schools across the country. Mr. Peters met multiple times with the CHS Administrative team throughout the year to tailor the instrument to the needs of CHS. We plan to administer the instrument to all students during the first semester of the 2019-2020 school year. (***)This is currently on hold until we figure out how to use the Panorama Data and not create too many redundancies.) ● Spring 2019 (ongoing) - Department heads examined practices related to honors/AP placement with an equity lens. This led to a revision of the application and the revamping of the English placement process. Specifically, the elimination of the letter of intent and the removal of biased language in the application. ● Fall 2019 (ongoing) - The Social Studies Department identified 17 African American 10th grade students and invited/encouraged participation in an AP Social Studies course during their junior year (2019-20). These 17 students were invited to participate in a weekly after school AP study/support group that will be led by a social studies teacher and an African American faculty mentor. The purpose of the group is to provide academic support while creating a sense of community for the students. This group
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	<p>has been meeting every Tuesday and attendance has been consistently strong. There has been some ebb and flow as Fall sports end and Winter sports begin. Group is facilitated by Paul Hoelscher and T'Shon Young with "guest" mentor support.</p>
<p>Data</p>	<ul style="list-style-type: none"> ● Fall, 2019 PSAT was administered to almost all students (regardless of ability to pay). This will provide us with another data point for helping identify students of color for honors and AP classes using the <i>AP Potential</i> program created by the College Board. The resources for students provided by the College Board (SAT) will provide a more equitable access and opportunities for test preparation. ● PSAT 10 will be administered to all students in February, 2020 regardless of ability to pay. This will provide us with another data point for helping identify students of color for honors and AP classes.
<p>Personnel</p>	<ul style="list-style-type: none"> ● Fall 2019 (ongoing) - Principal worked with Department heads to examine our interview and hiring practices with a focus on equity and diversity. This caused us to examine our hiring practices at the building level and incorporate CRT competencies as part of the process. ● Fall 2019 (ongoing) - This year we implemented an affinity group for our African American educators. This group has provided valuable insight and recommendations for our building work around culturally responsive practices and anti-bias training. This group serves as a valuable support network and mentoring program for our new faculty members as well as an advisory for our professional development and teacher recruitment efforts.
<p>Impact</p>	<p>The commitment to equity and diversity has reached a "critical mass" at CHS and has begun to permeate all areas of our work. Our preliminary work at CHS this year focused on building the capacity of our faculty and staff in the area of bias awareness and the implementation of culturally responsive teaching practices. This work led to building-wide conversations and an examination of systemic structures that negatively impact equitable access to programs and resources at CHS. As a result of these</p>

	<p>conversations we made changes to our honors recommendation process in English and we were very intentional about identifying and recruiting African American students in our honors and AP humanities classes. We also created a support structure for our African American students in our Social Studies classes that we will be piloting next year and we hope it will serve as a model for other departments. Our hope is that by continuing this intentional identification, recruiting African American students and by providing the proper support, we can systematically reduce the enrollment disparity in honors and AP courses at CHS. Through our focus on CRT and the creation of departmental commitments to implement these practices and our commitments to hold one another accountable we will continue to bring about widespread changes to teaching and learning that will benefit all students.</p>
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