Background Information

During the spring of 2016, the Board of Education created an equity initiative to address racial disparities in achievement, focusing on African-American students. The Initiative stemmed from a long-term analysis of data that indicated a gap in academic performance and disproportionate representation in programs. The guiding statements for the Initiative included:
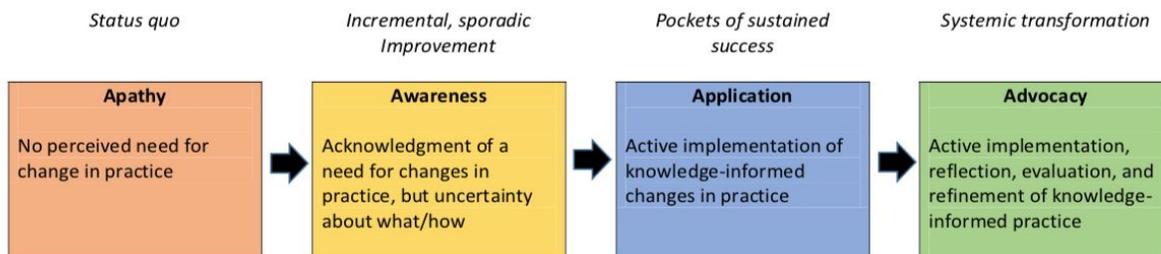
- No decline in subgroup performance or in overall District performance.
- Rise in subgroup performance and in overall District performance, with Initiative subgroup proportionally and appropriately represented throughout the District academic and broader learning spectrum.
- Increased knowledge and effective practices will extend beyond Initiative, with the result of stronger academic scores and stronger overall educational experience for all District students.

A Steering Committee was formed in 2016. The Committee worked with a consultant, Katib Waheed, to develop Dimensions (focus areas) of the Initiative. The following have been the Dimensions we have used as to guide our work:

- **Dimension - School Culture -** 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.
- **Dimension - Data -** 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.
- **Dimension – Parent Partnerships/Community Engagement -** 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.
- **Dimension - HR/Personnel -** 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.
- **Dimension - Research and Best Practices -** Using a racially equitable, culturally competent framework to inform and strengthen teaching to enhance student learning for African-American students.

Since that development of the dimensions, we have focused on creating and implementing our action steps on those dimensions. As we engage with this work, our thinking changes as we learn more. Looking at Conage's Continuum of Education Equity, we moved beyond the status quo and initially did a great deal of work around awareness. We designed a professional development model that allowed for ongoing learning focused on biases, identity, stereo-types and culturally responsive teaching. Racism awareness was a component of the work, yet did not go to the depth needed for systemic change. Our goal is to get to the end of Conage's Continuum and to sustain the work so it has a substantive and sustainable impact on the achievement of Black/African American students.

Conage's Continuum of Educational Equity

Status quo	Incremental, sporadic Improvement	Pockets of sustained success	Systemic transformation
Apathy No perceived need for change in practice	**Awareness** Acknowledgment of a need for changes in practice, but uncertainty about what/how	**Application** Active implementation of knowledge-informed changes in practice	**Advocacy** Active implementation, reflection, evaluation, and refinement of knowledge-informed practice

Summary

We need to move beyond just acknowledging inequities in regards to race. We need to take an in-depth understanding of racism and how it impacts behaviors, mindsets, systems and actions (or lack of actions) that lead to inequities in our school system. We also need to assure that culturally responsive teaching is assured in each of our classrooms. There is urgency to this work because our students are in our District for a limited amount of time.

The focus of this summary report is specifically on the action steps that we are taking and need to take in order for us to reach systemic transformation. In order to accomplish this, the following are suggestions about what could be next steps for the Board and the Administration:

- Establish a common definition of equity. Be specific that our focus is racial equity.
- Revise the current Board Initiative so it is specific to goals and connected to targeted data points.
- Establish a Board Advisory to revise the Initiative and to have oversight of the District's progress
- Ensure Black/African American student voices are a part of the work
- Develop systems for all students to talk about race

This report is a summary of the action steps that we believe will have a systemic impact on maximizing the success of Black/ African American students. It is not an exhaustive list of every activity we do related to equity. We are becoming more cognizant of what work is actually promoting change and what work that might be a detour to becoming stronger. We framed our action steps under each Dimension, provided a brief summary and indicated if the work is in progress or being proposed.

School Culture

Systemic Action Step	Summary	In Progress	Proposed
Anchor decisions in Profile of a Graduate	The Profile of a Graduate outlines the characteristics we are committed to cultivating in every student.	√	
Analyze Restorative Practices currently enacted at elementary and secondary levels	Studying the current state of Restorative Practices alongside discipline data will help determine gaps in professional development and opportunities to bring consistency and fidelity across the district.		√
Develop shared learning of Culturally Responsive Teaching strategies	Assured experiences are in place for all teachers to learn and receive feedback on their ability to include students' cultural references in learning. This would include targeted training for administrators and building leaders in order for them to provide substantive feedback.	√	
Normalize the affirmation and celebration of multiple identities year round	Recognizing and affirming the identities in our community beyond national recognition months and holidays fosters deeper connections to school.		√
Provide training and learning experiences for staff to engage in personal identity and anti-racism work.	Objectives include implicit bias, microaggressions, racism and deficit-based thinking and their influence on peer-to-peer relationships and staff-to-student relationships.		√
Evidence/Metrics/Baseline data: ● Panorama SEL Supports & Environment Data (Grades 6-12): In September 2019, 55% of Black/African American students in grades 6-12 reported a favorable school climate compared to 61% of total respondents. 47% of Black/African American students in grades 6-12 reported a favorable sense of belonging compared to 50% of total respondents. ● Panorama SEL Supports & Environment Data (Grades 3-5): From Spring 2019 to Fall			

2019, the percentage of Black/African American students reporting a favorable school climate increased from 66% to 68%. During that same timeline, the percentage of Black/African American students reporting a favorable sense of belonging increased from 63% to 69%.

- Most schools are using Zaretta Hammond's book Culturally Responsive Teaching and the Brain as a shared text (either as excerpts or a full book). Several teachers and administrators participated in a full day of learning with the author around culturally responsive teaching.
- All buildings piloted and refined an observation tool to be used when doing quick building-wide walkthroughs (known as "blast walkthroughs") that examines the presence of social emotional learning, innovation, and culturally responsive teaching.
- Professional learning related to equity and bias occurred across multiple teaching cohorts. Third-year teachers engaged in book studies (*White Fragility, How to Be an Anti-Racist, Culturally Responsive Teaching & the Brain*) and learning related to the cycle of socialization and cultural identity. All career review teachers and goal implementation year 2 teachers met as a cohort throughout the year and engaged in conversation and book talks on equity, bias and how to reconsider classroom practices through an equity lens. Texts/video included *Troublemakers, Blindspot, White Fragility, 13th, Dreamkeepers.* All classified staff were offered equity training in microaggressions, shared readings similar to the teaching staff, and the history of African Americans in Clayton.
- Wydown staff engaged in a rotation of 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.
- All teachers who participated in New Teacher Induction in August 2019 participated in an equity and identity-focused training led by the Assistant Superintendent of Student Services.

Data

Systemic Action Step	Summary	In Progress	Proposed (future forward)
Continue to use and refine mathematics data profiles for all individual students K-10	Using a systematic collection and maintenance of local and standardized longitudinal data to inform instructional decisions by creating individual intervention/academic/learning plans with touch points through problem solving teams within the schools. Language used to describe students with a growth mindset - their strengths, talents and abilities.	√	
Continue to use and refine literacy data profiles for all individual students K-5	Using a systematic collection and maintenance of local and standardized longitudinal data to inform instructional decisions by creating individual intervention/academic/learning plans with touch points through problem solving teams within the schools. Language used to describe students with a growth mindset - their strengths, talents and abilities.	√	
Develop literacy data profiles for all individual secondary students	As a part of the literacy goals, we will expand the new elementary data profiles to all students in the District so there is a system for collection and maintenance of local and standardized longitudinal data to inform instructional decisions and create individual intervention/academic/learning plans.		√
Monitor Gifted Identification Process	Alternative Pathway has been approved by DESE and has shown progress toward the equity	√	

	index goal in Year one. The identification process will continue in its new form and be monitored for changes in student representation.		
Change identification process for High School Honors and AP Course	Social Studies and Literacy departments are making changes to (and have goals to improve) processes for identification of students for honors and AP enrollment.	√	
Determine and remove barriers for Black/African American students in honors and AP classes, including tracked math classes.	Mathematics and science departments will study current practices (including placement assessments) as a part of the curriculum review process and make recommendations for change. At the high school level, CHS will use the new data from PSAT - AP Potential as another data point to help identify students.		√
Refine Summer Academy Identification process	Summer Academy administrative staff will study current practices as a part of a review process and make recommendations for change.		√
Implement Panorama Survey	The tool has been adopted and implemented. We are working on more structured and routine use of it at the building level to inform practice.	√	
Analyze discipline data	Implement a rolling 3 year analysis of patterns of disciplinary actions with different groups of students in order to identify learning needs for students, staff, and administrators (and inform changes in practice at the		√

	administrative level)		
Evidence/Metrics/Baseline Data: ● Increased representation of Black/African American students in honors, AP, gifted ● Changes in Panorama data ● Changes in achievement data			

Baseline data:

MAP English Language Arts scores from 2018 and 2019 show growth for our Black/African American students.

ELA

Population	2018	2019	Change
Total	404.1	407.6	3.5
Super Subgroup	331.3	347.2	15.9
Asian	437.6	436.7	-0.9
Black/ African American	291.5	318.8	27.3
Hispanic	407.2	410.3	3.1
Multiracial	426.3	420.6	-5.7
White	424.4	421.1	-3.3

Status Targets in ELA

Floor	Approaching	On Track	Target
100.0 – 251.4	251.5 – 348.8	348.9 – 382.0	382.1 - 500

MAP Math scores from 2018 and 2019 show growth for our Black/African American students.

Math

Population	2018	2019	Change
Total	402.5	401.5	-1.0
Super Subgroup	319.0	322.4	3.4
Asian	464.6	451.4	-13.2
Black/ African American	276.5	286.6	10.1
Hispanic	398.6	380.9	-17.7
Multiracial	425.9	400.0	-25.9
White	423.6	421.3	-2.3

Status Targets in MA

Floor	Approaching	On Track	Target
100.0 – 235.8	235.9 – 320.9	321.0 – 377.9	378.0 - 500

Gifted Identification: In Summer 2019, DESE approved the District's proposal for an alternative pathway for underrepresented students in the gifted identification process. Previously, students' scores were compared to national norms to help determine identification for the program. Under the new process, all students were compared to their District peers in an effort to create local norms. Additionally, students from traditionally underrepresented populations were compared only to their racial peers in the District in an effort to address the systemic inequity issues reflected in the previous identification data. After the first year of implementation, the representation of Black/African American students in the gifted program increased from 3% (11/324 students) to 6% (23/368 students). The process will continue to be monitored for sustained progress with the goal of meeting or exceeding DESE's recommended equity index representation.

Race/ Ethnicity	Representation in Total Gr 2-8	2019 Representation in Gifted Program	2020 Representation in Gifted Program	Equity Index Representation (Minimum)
Asian	13%	21%	19%	11%
Black/ African- American	15%	3%	6%	12%
Hispanic	4%	2%	1%	3%
Multracial	8%	10%	10%	6%
White	60%	64%	63%	48%

Parent and Community Partnerships

Systemic Action Step	Summary	In Progress	Proposed (future forward)
Allocate resources to support parent connections outside of the school day for learning and community building	Funding for parent engagement has been and continues to be included in the Office of Student Services' budget.	√	
Provide training and learning experiences for staff to engage in personal identity work and anti-racism work.	Objectives include implicit bias, microaggressions, racism and deficit-based thinking and their impact on dialogue with parents and patterns of information flow.		√
Engage the expertise of our parent group to lead learning centered on anti-racism.	We need to capitalize on resources in our community to provide substantive experiences for our parents that will challenge and grow an understanding of race and impacts of racism.		√
Continue to forge relationships with community partners and school districts that would enhance diversity within Clayton, while also contributing to the betterment of the region.	The District has initiated partnerships with neighboring districts in order to share resources and to provide opportunities for students to work with diverse peers. The District is also exploring options for increasing the diversity of its black population within the schools, since this number is decreasing.	√	
Augment building-based affinity groups with periodic district-wide affinity group events	Some parent engagement events can be combined or adjusted to be district-wide in order to increase and strengthen broader identity networks in the community.		√
Refine staff expectations regarding information to be shared during parent/teacher conferences	Parents have expressed a desire to have better information provided at conferences so they have a clear understanding of their child as a student, the		√

	quality of their progress, and are empowered to make actionable change in the home.		
Diversify the methods in which parents are reached in order to exchange information critical to the District's work	In addition to meeting with parent advocacy groups, personal phone calls and small group meetings ensure the experiences of Black/African American families are valued and included.		√
Develop a more cohesive, uniform system-level method of collecting data for parent engagement	A system and routine is needed to collect data on the engagement of Black/African American parents in order to measure a change over time.		√

Evidence/Metrics/Baseline Data:
- 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.
- The Office of Student Services organized a community parade in May 2020 to connect with students who reside in the City of St. Louis.
- Elementary School Leaders combined efforts to host Courageous Conversations: Staying Curious in our Community, with a professional facilitator from Educational Equity Consultants
- All buildings either have a structure in place to connect specifically with African American parents or to host events for African American parents.

HR/Personnel

Systemic Action Step	Summary	In Progress	Proposed (future forward)
Utilize an equity lens to continue the examination of current hiring practices	Using an equity lens, we continue to examine the hiring practices to make sure they are not biased and use multiple data points to get a full picture of the candidate. We have ensured that in the initial, assured interview, all candidates are asked about their background and experience with diversity. This assists us in finding candidates that demonstrate evidence of effective and practical experience with equity training, facilitating learning and previous experience with diverse student bodies. As of June 9, 2020, 44% of the new hires for 2020-2021 certified staff identify as teachers of color. It is our goal to increase our staff population diversity to better represent our student population. We will provide anti bias interview training from an equity consultant to administrators in fall 2020. Part of this work will include an investigation of potential barriers that may prevent candidates from applying or moving forward in the process.		√
Reimagine the Diversity Recruitment & Networking Fair	Our Diversity Recruitment & Networking Fair was co-hosted in a new partnership with the Ladue School District to strengthen our collaborative efforts around equity work with recruitment and hiring, and maximize our diverse candidate pool. All participants interviewed with	√	

	an administrator from Clayton and also spent time networking with members of Clayton's Affinity Group. Members of the Affinity Group shared their perspective, experiences, and answered questions from candidates. The majority of the candidates in attendance identified as teachers of color. Candidates that attended the event received personal invitations to apply for positions as they were posted. All candidates were asked to provide feedback on how to improve the event in future years. The feedback received was very positive and will be used to make improvements for next year.		
Implement an online video interview platform	The Human Resources Department researched alternative video interviewing platforms to go with the changing job force. This fall, we piloted SparkHire as the online video interview platform for substitute teachers. This was a great success and we decided to implement SparkHire for teacher screening interviews and other positions as well. This virtual platform has empowered us to recruit and interview more efficiently and remotely. Additionally, this strategy has enabled us to be more equitable in our screening and interviewing process by eliminating the initial interview barrier. We have been able to successfully widen our pool of diverse candidates by ensuring that all applicants are offered the opportunity to	√	

	interview through this platform.		
Develop "Stay Interviews" as a process to monitor how we can better retain staff	Set up confidential and regular check-ins for current staff of color to share individual feedback about how the district is/is-not creating a welcoming work environment		√
Re-examine and refine our Professional Standards of Practice	We will re-examine and refine our Professional Standards of Practice to ensure our teachers are being held accountable to these expectations.		√
Host informal Meet & Greets	Hold informal meet & greet sessions with potential candidates throughout the year, with a focus on diversity recruitment		√
Develop a variety of recruitment videos and advertisements focused on diversity	During 2019-2020, we strengthened our advertising and communication efforts. We developed a new Substitute Recruitment Fair short video advertisement designed for social media for the successful Substitute Recruitment Fair held in the fall. Additionally, our social media campaign for the Diversity Recruitment & Networking Fair featured Clayton teachers of color. Teachers from the Affinity Group were photographed, interviewed, and shared statements about working in the School District of Clayton. In the fall of 2020, we plan to develop a state of the art recruitment video for applicants about St. Louis and the School District of Clayton with a focus on our work around equity.		√

Recruit students to the teaching profession	Begin researching how a "Grow Your Own" program might look in Clayton. Ideally, students could be recruited to be in the program and placed in a variety of classroom settings to volunteer and gain invaluable experience. Some experiences may include: peer tutoring, tutoring, serving as a volunteer/assistant to a teacher, planning and teaching lessons to small groups of students, planning or developing learning centers, etc. The Human Resources department would maintain relationships with students throughout their college career through social media and summer luncheons. Additionally, we would encourage the candidates to student teach in the District, substitute teach, and apply for teacher intern and teaching positions.		√
Develop a Diversity Hiring Statement	We plan to develop a statement regarding the District's commitment to attracting a diverse teaching force and finding the best candidates for our positions, in service of our students. This statement would be posted on our Human Resources page and reinforce a message that would be communicated through our ongoing efforts.		√
Refine our interview protocol	We will establish a refined Interview Protocol where all administrators and interviewers utilize the same procedures, Unintentional Hiring Biases reference sheet and required questions regarding equity for all		√

	levels of interviews for the School District of Clayton.		
Offer Professional Learning to teachers outside of our District	In conjunction with Teaching & Learning, we will determine if the District could begin hosting free regional professional learning events, where The School District of Clayton could be highlighted, generating an interest in us as an employer. Human Resources would send personal invitations to targeted, potential attendees based on diversity recruitment efforts.		√
Adjust the hiring timeline	Our hiring timeline was adjusted by waiting until after our Diversity Recruitment and Networking Fair to post our certified positions. This was a strategic effort to capitalize on recruiting candidates from the recent event. Many of the candidates from the Diversity Recruitment and Networking Fair were able to be considered and interviewed at the building levels for all openings, due to this strategy.	√	

Evidence/Metrics/Baseline Data:
•Diversity Recruitment & Networking Fair: 53 people attended and the majority were Teachers of Color
•District Certified Staff Teachers of Color has increased 8% to 11% from 2018-19 to 2020-2021
•Diversity Recruitment: Annual Hires of Certified Staff Teachers of Color has increased from 13% to 44% from 2018-19 to 2020-2021

Research/Best Practices

Systemic Action Step	Summary	In Progress	Proposed (future forward)
All administrators will participate in the Crossroad Anti-Racism training	Participants will build a common definition of racism and explore the historic development of institutional racism in the US. They will examine ongoing realities of racism including the identity-shaping power racism has on People of Color and White people; explore racism's individual, institutional and cultural manifestations; and consider the link between racism and other forms of oppression. A strategic methodology to dismantle racism will be introduced, focusing specifically on applying principles of organizing and social/cultural change.		√
Engage outside experts (Equity Collaborative; Educational Equity Consultants) to work with different groups of stakeholders (parents, staff, building administrators)	Use outside entities to help lead this work throughout the system.	√	
Conduct Blast Walk Thru	Using a protocol to gather data across classrooms on a regular basis on Culturally Responsive Teaching practices.	√	
Implement Professional Learning Cycle	Systemic process for assured learning on equity for staff throughout their career in Clayton.	√	
Offer Professional Learning - Differentiated	Staff have opportunities to participate in book studies, conference attendance and summer institutes that focus on: culturally responsive teaching,	√	

	antiracism, bias.		
Revise decision making processes	Decisions around new programs, curriculum work, continued learning, etc. are being made through an equity lens.	√	
Audit of curriculum materials	Examine current materials to eliminate single stories and replace with materials that are windows and mirrors for multiple identities.	√	
Gather feedback	Regularly gather feedback through focus groups or individual conversations with families about their experience with curriculum, specific family events, access to activities/programs.		√
Refine the identification process and instructional model for K-8 academic summer programs	Determine clearer criteria for students' summer program eligibility based on triangulated data. Integrate project-based learning units that are relevant to students' lived experiences.		√
Ensure that School Improvement Plans are presented with equity work explicitly stated in goals.	All school improvement plans articulate data-driven goals to improve learning for Black/African American students."	√	

Evidence/Metrics/Baseline Data:
- Percentage of staff participating in equity training will increase
- All Administrators will participate in anti-racism training
- Curriculum and materials will be windows and mirrors for our student population
- Culturally responsive teaching practices will be in place within all our classrooms
- School Improvement plans will have equity focused goals and action steps