

## **Let's Get Grounded:**

# ***A framework for embedding equity, broadening perspectives & interrupting disparities***

Presenters:

Dr. Paul E. Coakley, Superintendent

Denise Wright, Director of Student Services

Candice Vickers, Principal Centennial Park School

Laura Scully, Assistant Principal Centennial High School

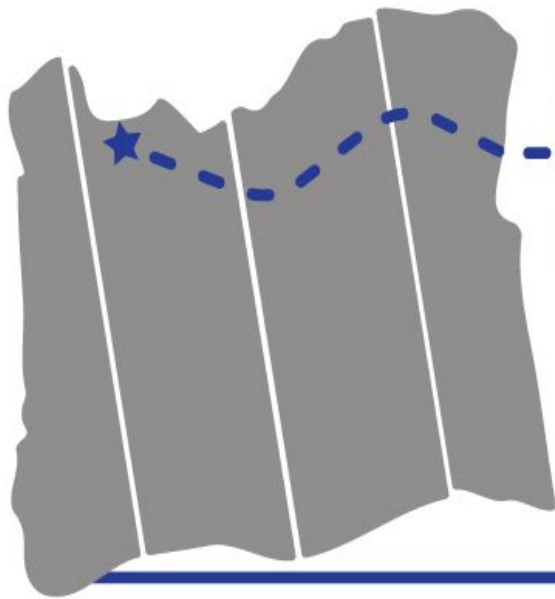
Overview of  
Session

The session provides educational leaders with strategies to engage their staff in courageous inquiry of personal and professional biases and practice.

- Equity Work
- District Structures
- Building Expectations & Processes
- Partnerships
- Impact for Students

**Invitation**

**Guarantee**



# CSD: DESTINATION 2023

STUDENT-FOCUSED TEACHING & LEARNING  
HEALTHY CULTURE & ENVIRONMENT  
EFFECTIVE SYSTEMS & PROGRAMS  
COMMUNITY & PARTNERSHIPS



**E Q U I T Y**

**COLLABORATING IN COMMUNITY - CULTIVATING EQUITY - INSPIRING EXCELLENCE**



Centennial School District: East Portland/Gresham

57% Students of Color, 40% ELL, 15% Students with Disabilities,

68% free & reduced lunch, Roughly 90% White Staff

# Grounding Activity:

- **Element of many equity protocols/tools (e.g. intro of Restorative Justice centerpiece/talking pieces; body language in Mindful Inquiry; Problem framing in Conflict Transformation; etc.)**
- **Positively received and widely used by admin and other groups throughout the last two years**
- **Shared experience each time, can broaden understanding and awareness**
- **Shared slides increases district wide communication alignment**
- **Relevant to our responsiveness to multiple perspectives and the social construction of race and racial inequity**
- **Opportunity to gauge where staff are coming into the day, work, etc.**

# Grounding Activity:

2017-18: Starting the practice

- Administrative Pre-service focused on Culturally Responsive Practices & Equity
- Admin team using Grounding Activities at all Ad Councils & Instructional Leadership, Special Education job alike & some professional development
- Strategic Planning themes emerging around equity and Culturally Responsive Practices

2018-19: Increased at Building & District Level

- Increased usage at buildings
- Increased usage at district level professional developments

19-20: Adding language tied to Danielson rubric enhancements

# Grounding Activity:

This is one example of an equity tool that can deepen conversations about race and equity.



## PACIFIC EDUCATIONAL GROUP

### Four Agreements

- Stay ENGAGED
- Experience DISCOMFORT
- Speak your TRUTH
- Expect / Accept NON-CLOSURE

### Six Conditions

1. Focus on PERSONAL, local and immediate
2. ISOLATE race
3. Normalize SOCIAL CONSTRUCTION & multiple perspectives
4. Monitor agreements, conditions and ESTABLISH PARAMETERS
5. Use a "WORKING DEFINITION" for race.
6. Examine the presence and role of "WHITENESS"

**Courageous Conversation** is utilizing the four agreements, six conditions, and compass in order to engage, sustain, deepen interracial dialogue about race!

# The Compass

## Part of the Courageous Conversation about Race equity protocol

- Protocol for engaging in conversations about equity
- 25 years old; Began in Oakland
- Used in other countries (New Zealand; Australia, etc.)
- Used by advertising/media agencies
- One of the resources being explored by the district Equity Steering committee (along with M.I., R.J., etc)

## Courageous Conversation COMPASS





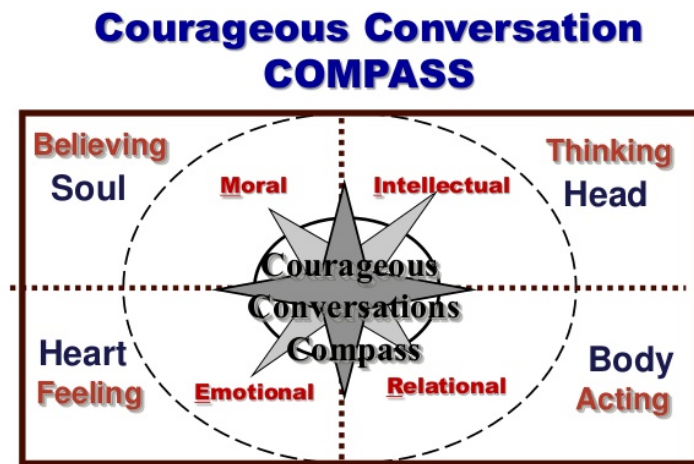
Video:



# After the video

At your table, respond to the following:

1. What area(s) of the compass most resonates with you?
2. What is familiar about this video? What is unfamiliar?
3. How does this relate to our work as educators? In Continuous Improvement Cycles?
4. How does this relate to our students' experience at school?



# Share out

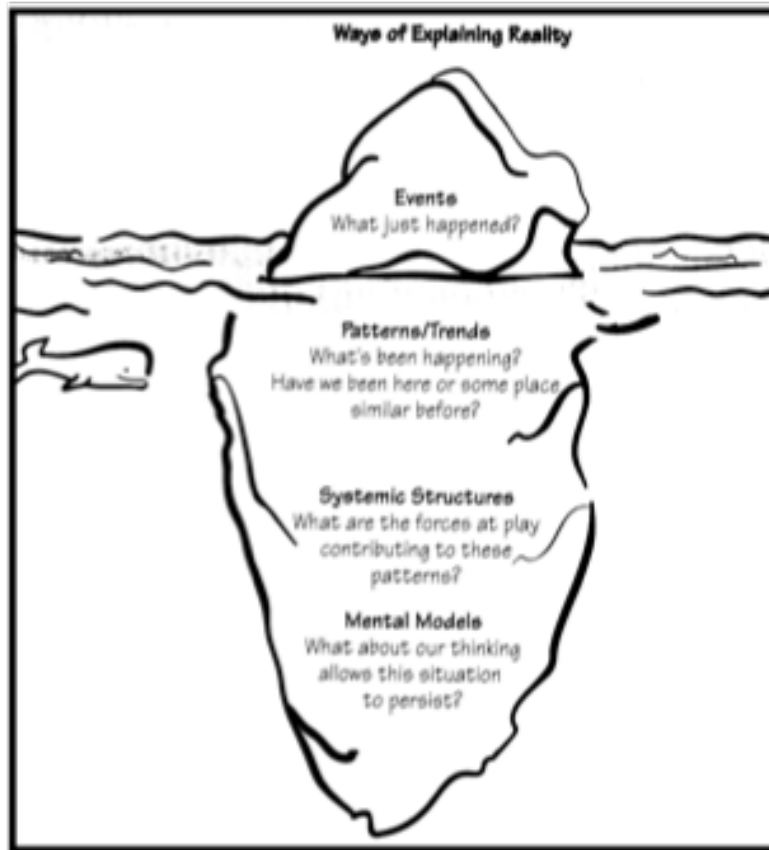
What came up for you?

What resonated with you, and why or how?

Who and how might you use this at the start of an activity?

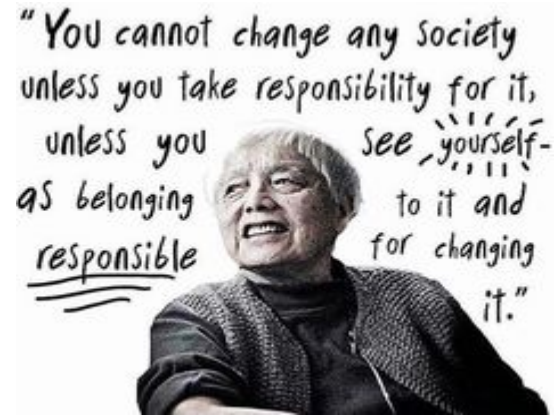
How might your staff use this tool/video/activity?

(Note: Facilitation uses Mindful inquiry questions to move participants toward their own mental models)

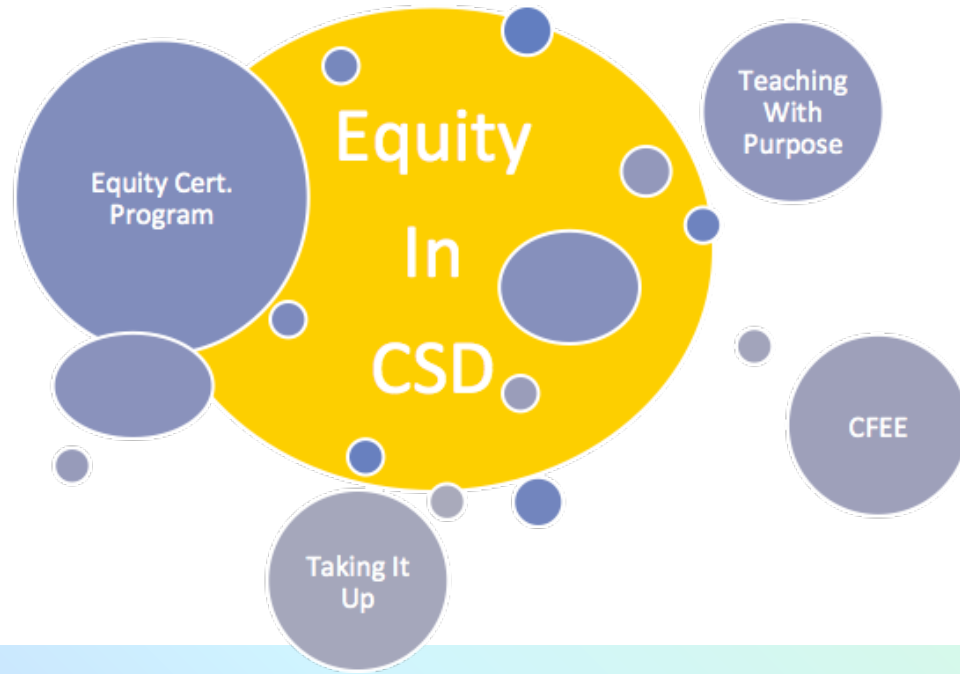


# How'd we get here?

- Spark
- Equity Policy



## PAST STRUCTURE



“Equity is not a program.”

~Lorenzo Poe, PPS





## Equity Work

- Moved from siloed to embedded
- Expectation for *everyone*
- Professional development
- Administrative Book Studies
  - *Courageous Conversations about Race*
  - *White Fragility*
- Equity policy & lens
- In collaboration with other districts, county and state



*Equity is every student receiving what s/he needs to succeed.”*

~Dr. Pedro Noguera





## District Structures

- Foundation of District Strategic Plan
- Administrative Council
- Student Services Leadership
- Instructional Leadership:  
MTSS/Equity
- Coaches
- Cabinet plus
- Grants
- Professional Development,  
including Board Members



## Building Expectations & Processes

- Equity teams or Tier I
- Groundings
- Disaggregating data by race & student groups
- Leading by example-Admin
- Student Intervention Teams (Tier II)
- Freshman Teaming
- Alt Options
- DataWarehouse EWS Reports (handout)



## SIT Copy of EWS CHS 9-9-19 ☆

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	A	B	C	D	E	F	G	H	I	J	K	
28	<b>ASIAN</b>											
29	Behavior			Attendance			Grades					
30	Tier 1 - On Track	260	98.86%		Tier 1 - On Track	231	91.67%		Tier 1 - On Track	230	88.46%	
31	Tier 2 - Sliding	2	0.76%		Tier 2 - Sliding	16	6.35%		Tier 2 - Sliding	14	5.38%	
32	Tier 3 - Off Track	1	0.38%		Tier 3 - Off Track	5	1.98%		Tier 3 - Off Track	16	6.15%	
33	N/A	0			N/A	11			N/A	3		
34	Total	263			Total	263			Total	263		
35												
36	<b>BLACK</b>											
37	Behavior			Attendance			Grades					
38	Tier 1 - On Track	107	92.24%		Tier 1 - On Track	67	67.68%		Tier 1 - On Track	68	62.39%	
39	Tier 2 - Sliding	7	6.03%		Tier 2 - Sliding	19	19.19%		Tier 2 - Sliding	14	12.84%	
40	Tier 3 - Off Track	2	1.72%		Tier 3 - Off Track	13	13.13%		Tier 3 - Off Track	27	24.77%	
41	N/A	0			N/A	17			N/A	7		
42	Total	116			Total	116			Total	116		
43												
44	<b>NATIVE AMERICAN</b>											
45	Behavior			Attendance			Grades					
46	Tier 1 - On Track	13	100.00%		Tier 1 - On Track	9	69.23%		Tier 1 - On Track	12	92.31%	
47	Tier 2 - Sliding	0	0.00%		Tier 2 - Sliding	1	7.69%		Tier 2 - Sliding	0	0.00%	
48	Tier 3 - Off Track	0	0.00%		Tier 3 - Off Track	3	23.08%		Tier 3 - Off Track	1	7.69%	
49	N/A	0			N/A	0			N/A	0		
50	Total	13			Total	13			Total	13		
51												
52	<b>MIXED RACE</b>											
53	Behavior			Attendance			Grades					
54	Tier 1 - On Track	87	89.69%		Tier 1 - On Track	74	79.57%		Tier 1 - On Track	68	73.91%	
55	Tier 2 - Sliding	9	9.28%		Tier 2 - Sliding	12	12.90%		Tier 2 - Sliding	13	14.13%	
56	Tier 3 - Off Track	1	1.03%		Tier 3 - Off Track	7	7.53%		Tier 3 - Off Track	11	11.96%	



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# CHS FAFSA Completion By the Numbers

<b>All Students 371</b>	<b>Complete 228 (+22)</b>	<b>61.5%</b>	<b>Rejections 15 Total (-6)</b>
<b>American Indian/Alaskan Native</b>	1 / 3	<b>33.3%</b>	
<b>Asian</b>	<b>46 / 66 (+ 1)</b>	<b>69.7%</b>	<b>5 = 33.3% of Rejections</b>
<b>Black/African American</b>	3 / 8	<b>37.5%</b>	
<b>Hispanic</b>	<b>57 / 103 (+ 6)</b> <b>3 ORSAA</b>	<b>55.3%</b> <b>58.3%</b>	<b>6 = 40% of Rejections</b> <b>*ORSAA Self-Reported</b>
<b>Native Hawaiian</b>	3 / 4	<b>75%</b>	
<b>Two or More</b>	<b>18 / 24 (+1)</b>	<b>75%</b>	
<b>White</b>	<b>100 / 163 (+12)</b>	<b>61.3%</b>	<b>4 = 26.7% of Rejections</b>

# Results of Follow-Up Convo: Good Info & Support!

Student #																					
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V
Student #	Last Tra	Veri	Rejec	Fin.Me	REA	TRIO	CAL	Col.Pos	Teer	MidCol	Staff	Note	Post Hlj	Tests T	Applica	Schol	Wherr	Where Going	MHCC PI	Posted	
63	Hispanic										Emry	Offered	Two Year College						Work, Maybe pa	Maybe	
64	White	10-10-17	TRUE	FALSE	Y Cottrell						Child	Child tol	Two year ci	Will take SAT in summer					MHCC	Y	
65	Asian	02-20-18	FALSE	FALSE				Y			Grose	FAFSA in	MHCC ther	not planning to			planning to sign up	MHCC		N Took at CAL	
66	White				Y Petersen						Shoda		Work/get a job						Work		
67	Hispanic										Murry		maybe military/make money						Work		N
68	White	10-30-17	TRUE	FALSE					Y		Betty		Veterinaria ACT	Four school 25K each			Northland	Northland Colleg	N		
69	Asian							Y			Young	Hasn't made the time to do it -- will try next week						OSU		N	
70	Asian	10-08-17	TRUE	FALSE	Y Cottrell			Y			Cottrell							OSU		N	
71	Hispan	10-03-17	TRUE	FALSE							Lifson		Four-Year College				4-Year PSI PSU	PSU		N	
72	Two or	03-01-18	FALSE	FALSE	Y Petersen						Petersen		Two Year College					MHCC		Y	
73	White										Raeburn		Two Year College					Might go to colle		N	
74	White	10-02-17	TRUE	FALSE	Y Petersen						Petersen		Four-Year College					Go to School in M		N	
75	Asian	10-01-17	TRUE	FALSE				Y			Mei							U of O		N	
76	White	11-23-17	FALSE	FALSE							Dube		Two Year College					MHCC		Y	
77	Two or More				Y Petersen						Grose		Clac. CC-MI no	not yet, wo	doesn't think he qua			Work		N	
78	Hispanic										Withdra nongrad		Military-Navy					Unenrolled			
79	Hispan	11-26-17	TRUE	FALSE	Y Petersen						WATTS, C							PCC		N	
80	White	10-21-17	FALSE	FALSE							Vander	4/24 Will	Four-Year College					OSU Honors Colle			
81	American Indian / Alaskan Native										Watts, N	Wants Ai	Military	ASVAB				Air Force (applied)			
82	White	04-24-18	FALSE	FALSE							Trish	Started F	Two Year C	Reg. SAT in	Not yet		Discussed resources	MHCC		Y	
83	Hispan	10-27-17	TRUE	FALSE	Y Petersen			Y	Y		Betty		Four-Year College					Attend a 4 year		N	
84	White	11-07-17	FALSE	TRUE	Y Petersen						Early Gr	early gra	Two Year College					Early Grad		N	
85	Hispanic				Y Cottrell						Schneid	Parents t	Two Year C	no	Has applied	no but planning to		Two year college		N/MAYBE?	
86					FAFSA Completed at Woodburn						Johnson-Mallett		Possibly Co	no	no	no		Considering GED		or late graduation	

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F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X
17-18	18-19	Fin.Mi	REA	TRIO	CAL	Col.Po	Senior Succ	Teer	MidCo	SPEI	Woc	Wat	Drar	Athl	Staff	Notes	Post Hi	Career Interest
97.93%	98.68%	J												FB	Basinski		Two-year c	Im not sure yet
70.41%	88.82%			Y											Mei		Two-year c	Business
95.56%	92.76%	B													Petersen		Two-year c	real estate agent
															*			
69.23%	73.68%									Williamson					Williamson/Nagy			
82.84%	92.11%	B											Y		Kirkpatrick		Two-year c	Police Detective
88.76%	72.06%														Davidson		Four-year c	Accounting
97.04%	94.74%	J					Y			Shoda				FB	Shoda		Two-year c	culinary
		B													Currie			High School Completion
94.08%	89.47%	B		Y											Schneider		Two-year c	nanny
91.72%	92.76%									Vandenberg					Vandenberg		Work/get a	Im not sure yet
95.56%	94.74%	J													Mei		Two-year c	Curator/Archivist
99.41%	97.37%				Y		Y								Klotter		two year cc	Nursing
76.33%	64.47%	J													Schneider			
								Y							Nagy			
95.56%	93.42%														Petersen		Four-year c	Physician's Assis
89.63%	94.74%														Fleck		Two-year c	translator in med
78.99%	93.42%														Stanek		Two-year c	Teacher
76.39%	93.42%	B					Y-Sem 1							FB	Klotter	Needs new mentor: Chip, church, petersen	Work/get a	construction, fire
83.43%	82.24%		Y												Balogh			Registered Nurse
96.75%	97.37%	B		Y		Y								VB	Petersen		Two-year c	idk
76.33%	65.79%									S. Johnson		Y			S. Johnson			
97.93%	100.00%	B		Y											Tami	Needs to change name on diploma	Two-year college	
97.34%	81.58%									A. Olson					A. Olson			fir fighter

	% Growth							
	All	K	1	2	3	4	5	6
Alaskan Native	2.8%							
Asian	50.8%							
<b>Black/African American</b>	<b>60.4%</b>	<b>267.4%</b>	<b>29.6%</b>	<b>236.1%</b>	<b>104.4%</b>	<b>52.8%</b>	<b>37.3%</b>	<b>32.5%</b>
<b>B/AA Eng</b>	<b>55.9%</b>	<b>164.4%</b>	<b>127.0%*</b>		<b>264.5%</b>	<b>24.7%</b>	<b>39.0%</b>	<b>0.0%</b>
<b>B/AA Non-Eng</b>	<b>64.6%</b>	<b>470.0%</b>	<b>0.8%</b>	<b>68.0%</b>	<b>75.8%</b>	<b>78.0%</b>	<b>28.8%</b>	<b>60.9%</b>
Latinx	45.4%							
Multi-Racial	26.9%							
NHPI	81.5%							
<b>White</b>	<b>40.4%</b>	<b>572.5%</b>	<b>40.8%</b>	<b>27.3%</b>	<b>49.8%</b>	<b>43.8%</b>	<b>33.2%</b>	<b>33.2%</b>
<b>White Eng</b>	<b>38.7%</b>	<b>498.3%</b>	<b>53.8%</b>	<b>27.2%</b>	<b>46.7%</b>	<b>42.6%</b>	<b>31.0%</b>	<b>9.2%</b>
<b>White Non-Eng</b>	<b>46.5%</b>	<b>938.9%</b>	<b>24.4%</b>	<b>28.3%</b>	<b>65.7%</b>	<b>47.7%</b>	<b>43.9%</b>	<b>17.4%</b>

## Example Impacts for Students

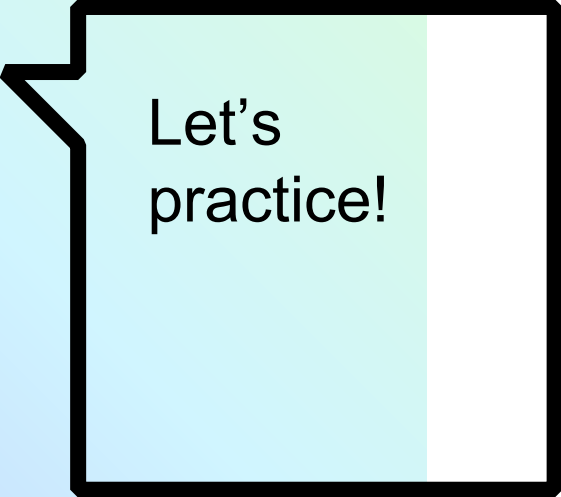




Centennial School District: East Portland/Gresham

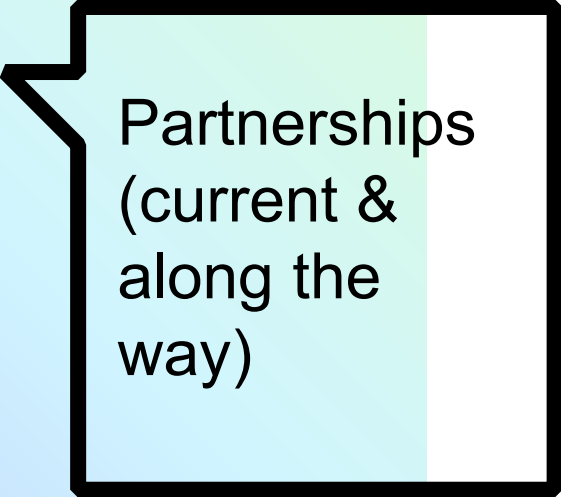
57% Students of Color, 40% ELL, 15% Students with Disabilities,

68% free & reduced lunch, Roughly 90% White Staff



Let's  
practice!

What grounding would you  
plan with this data?



Partnerships  
(current &  
along the  
way)

- All Hands Raised
- Center for Equity & Inclusion
- REAP
- Latino Network
- NAYA
- Multnomah Education Service District
- Coaching for Educational Equity (CFEE)
- Education NW
- Oregon Leadership Network
- SEI

# Questions

