

# Clayton County Public Schools

## RECOVERING DIVERSITY, EQUITY, & INCLUSION FOR EDUCATIONAL EXCELLENCE

*Superintendent's Summer  
Leadership Retreat  
June 6, 2022*



**DR. MARY A. HOOPER**



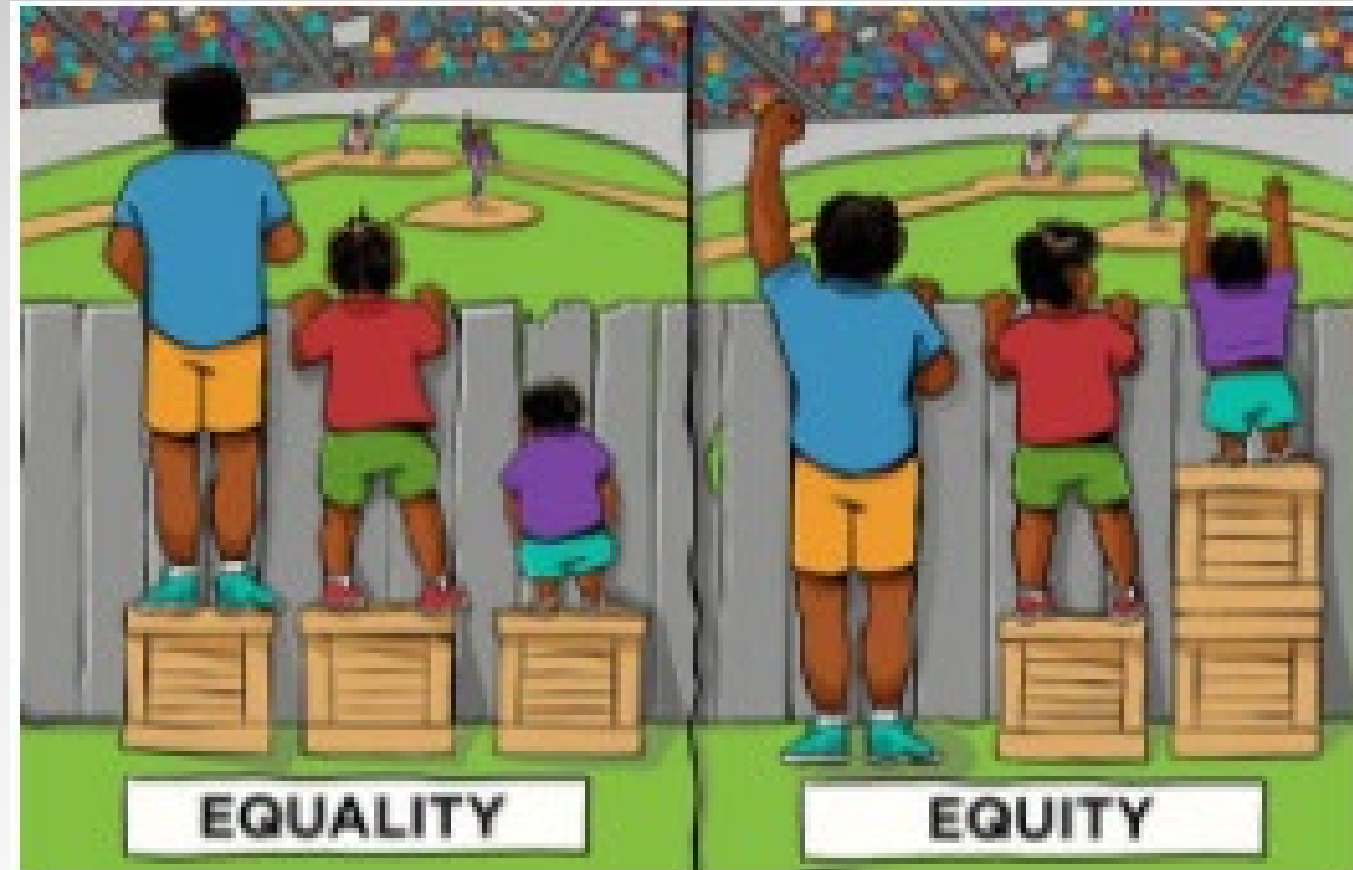
**DR. SHELLI FRAZER TROTMAN SCOTT**



**DR. COURTNEY S. LAMAR**

# EDUCATIONAL EQUITY

**RESOURCES**



**PROGRAMS**

**TEACHING AND LEARNING**



# DEFINING THE SCOPE



# CONTRIBUTING CONCEPTS AND DEFINITIONS

**Equity:** a fair, just distribution of the resources and opportunities need to achieve success

**Social Justice:** the absence of unfair, unjust advantage or privilege based on race, class, gender or other forms of difference, and a world which affords individuals and groups fair treatment and an equitable share of the benefits of society

**Implicit Bias:** attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner

## Equality



## Equity



## Justice



Educational  
Equity and  
Excellence

**HOW CAN WE MOVE TOWARD EQUITY  
AND EXCELLENCE WITHOUT A FOCUS ON  
DIVERSITY AND INCLUSION?**





# FORWARD WITH SYSTEMIC IMPLEMENTATION

## Deployment

Design a plan  
for systems  
approach:  
Operational  
&  
Instructional

## Dashboard

Monitoring  
for Equity

## Leadership

Performance  
-Based  
Micro-  
Credential





Diversity,  
Equity, &  
Inclusion for  
Educational  
Equity

# DEIEE DEPLOYMENT PLAN

## **Informed and Committed Leadership**

- Define Purpose and Scope
- Dedicate Resources

## **Systems Assessment**

- Establish Data Dashboard
- Policy Review and Development

## **Systemic Engagement**

- Performance-Based Training
- Shared Responsibility and Individual Accountability

# INFORMED AND COMMITTED LEADERSHIP

## Define Purpose and Scope

- Recognition of Contributing Concepts
- Inspire a Shared Vision of Equity & Excellence
- Demonstrate the Courage to Move Forward

## Dedicate Human and Fiscal Resources

- Secure Partnerships
- Allocate Fiscal and Human Resources

# SYSTEMS ASSESSMENT

## Establish Equity Dashboard

- Examine trends
- Determine Accountability Measures

## Policy Review and Development

- Community Conversations
- Guiding Principles, Goals, and Commitments

# SYSTEMIC ENGAGEMENT

## Performance-Based Training

- Leadership Micro-Credentials
- Operational and Instructional Credentials

## *Shared Responsibility & Individual Accountability*

- *Hiring and Promotion Guidelines*
- *Annual Evaluations*



# PERFORMANCE- BASED PROFESSIONAL LEARNING

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**THEORY WITHOUT  
ACTION IS USELESS;  
ACTION WITHOUT  
THEORY IS COSTLY.**

*UNKNOWN*



# **EQUITY AND EXCELLENCE MICRO-CREDENTIAL**

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*The leader intentionally ensures equity across all structures and practices while deliberately making excellence a central part of the district and school culture.*

Four Performance Standards, each with specific indicators, provide guidance for application and performance assessment.



# EQUITY AND EXCELLENCE COMPETENCY

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## Performance Standards

**Identifying and Mitigating Inequities:** Regularly and systematically engage all stakeholders in courageous dialogue to identify and mitigate inequities through the development and implementation of actionable strategies in all areas of the school community.

**Engagement and Access:** Establish instructional and support programs that ensure engagement of each student in rigorous and relevant learning experiences.

**Culturally-Relevant Practices:** Ensure evidence-based, culturally-relevant strategies are embedded in the school and district environment to ensure equitable learning and achievement.

**Monitoring for Equity:** Monitor and ensure that all instructional, extracurricular, and operational systems are implemented with equity.



# EQUITY AND EXCELLENCE: STANDARD 1

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**Identifying and Mitigating Inequities** - *Regularly and systematically engages faculty, staff, and stakeholders in courageous dialogue to identify and mitigate inequities through the development and implementation of actionable strategies in all areas of the school community.*

- The leader actively engages all faculty and staff members in courageous conversations about equity including race, ethnicity and other aspects of diversity.
- The leader engages faculty and staff in examining disparities including but not limited to: student achievement, scheduling practices, discipline data, parent involvement, engagement in extra-curricular activities, and personnel assignments.
- The leader ensures that student and program data have been disaggregated, root causes of disparities among diverse groups have been identified, and the faculty has developed an action plan to ensure an equitable school environment.





# EQUITY AND EXCELLENCE: STANDARD 4

**Monitoring for Equity-** *Monitor and ensure that all instructional, extracurricular, and operational systems are implemented with equity. Examples include discipline; program placement in gifted/special education, advanced and remedial classes; technology; resource allocation; personnel; etc.*

- The leader emphasizes the moral imperative of creating and maintaining a ‘socially just’ learning community and leads faculty and staff in creating a culture that is fair and equitable.
- The leader involves faculty and staff in gathering, disaggregating, analyzing and sharing multiple forms of student and program data to determine strengths and areas that are in need of improvement.
- The leader works with faculty and staff to incorporate areas in need of improvement into the school improvement plan.

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## Policy Review and Development

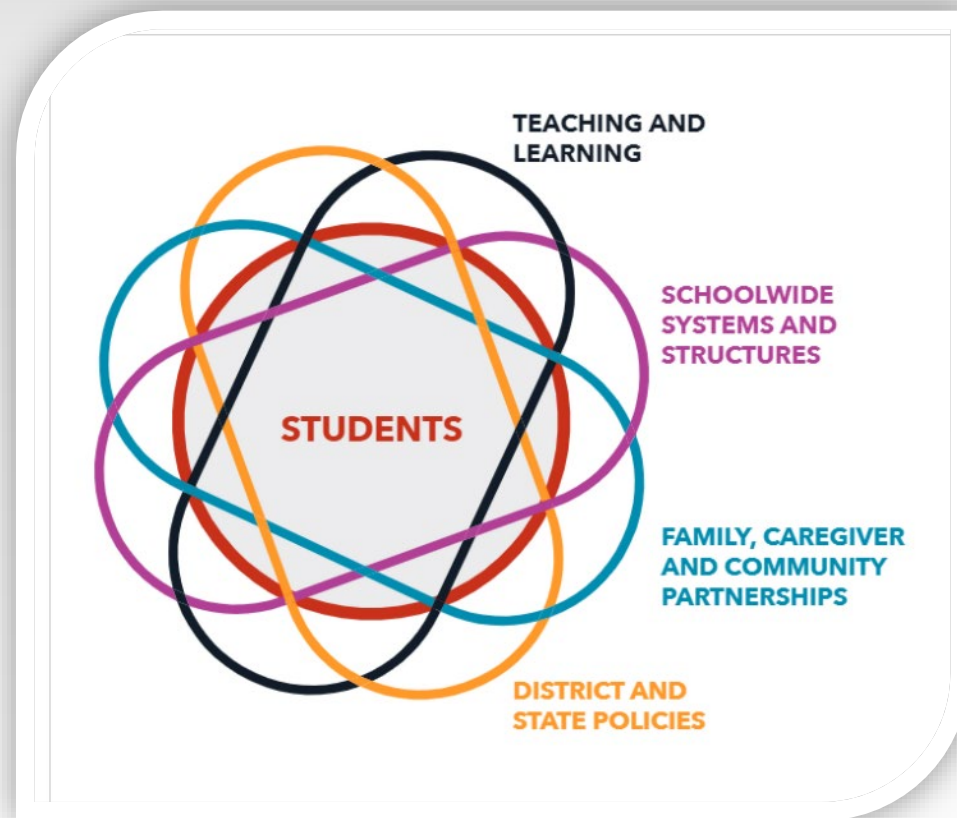
- Community Conversations
- Guiding Principles, Goals, and Commitments

# POLICY REVIEW AND DEVELOPMENT

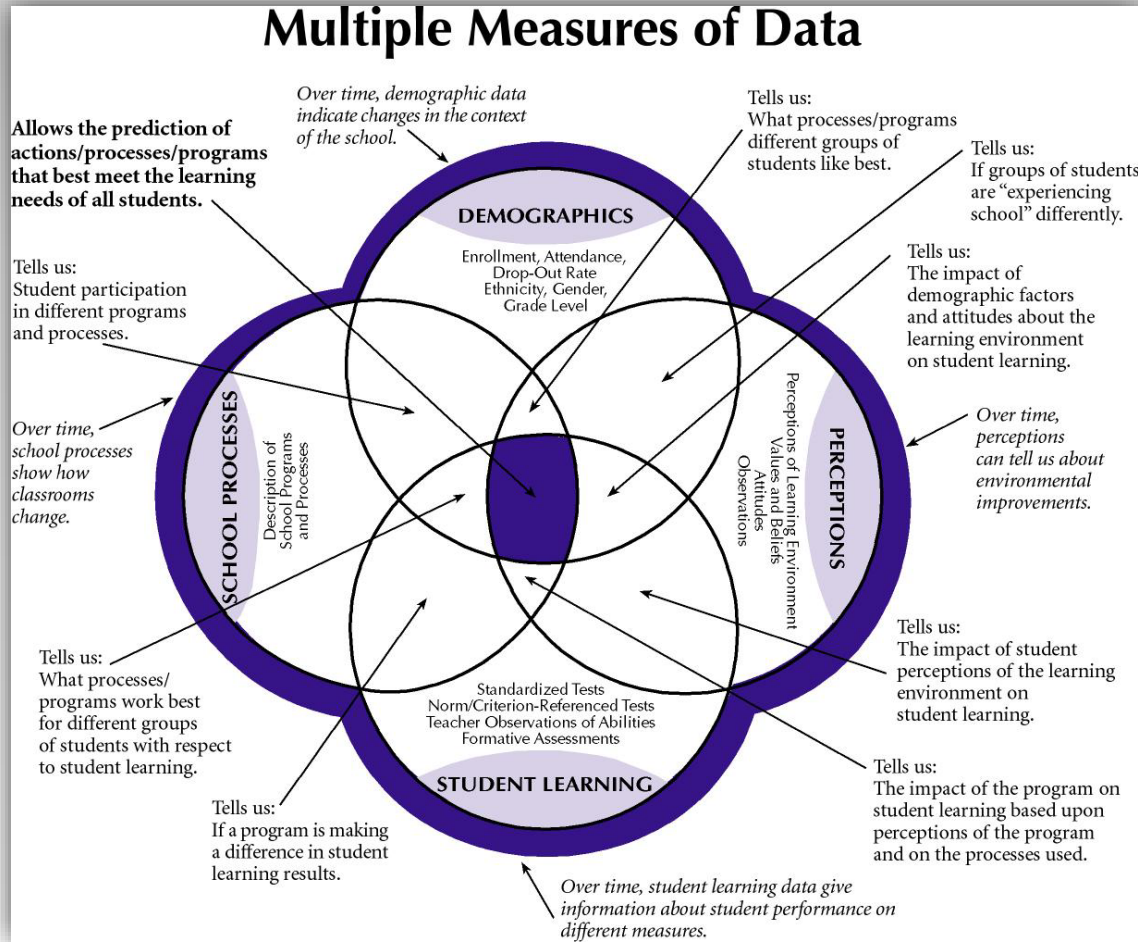
## Confirming Framework for Equity Lens

The **B**uilding **E**quitable  
Learning **E**nvironments  
(**BELE**) Network

*Formulas to Monitor for Equity*



# DASHBOARD: ANALYZING DATA INTERSECTIONS



1. Student Learning
2. Demographic
3. Processes
4. Perceptions



# DATA SCIENCE – IDENTIFYING AREAS FOR EQUITY

## Data Gathering

- Multiple types of data

## Data Wrangling

- Cleaning and unifying complex data sets

## Data Analysis and Visualization

- Snapshots and Trends
- Interpreting to Inform Decisions



# DATA OBSERVATIONS AND INFERENCES

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Describe what you SEE in the data.

- Patterns, similarities, differences?

What strengths can you observe?

- Positive effects

What Challenges can you observe?

- Concerns with results?

Implications for equity and excellence?



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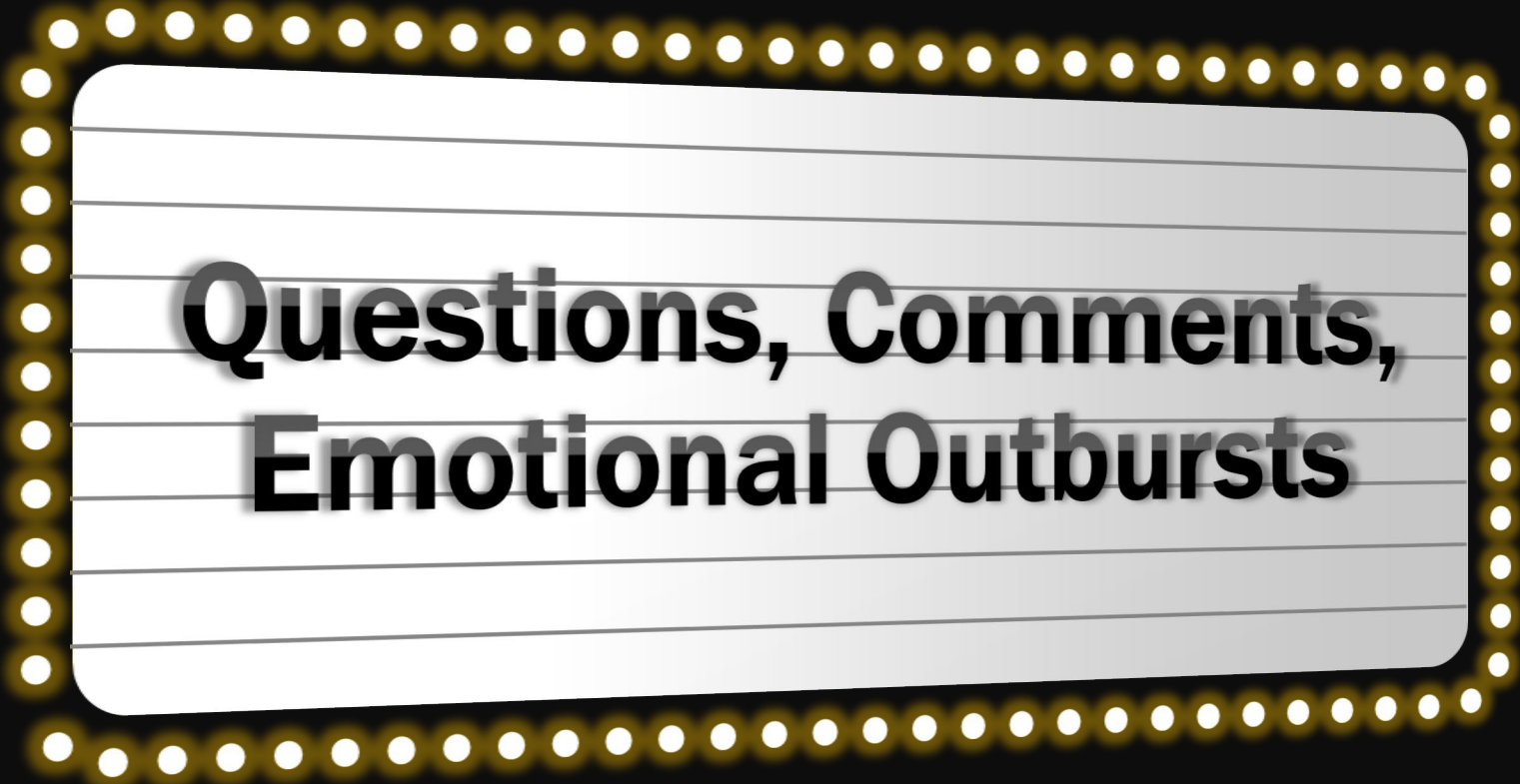
# FIRST COHORT: 12- 18 LEARNERS PRINCIPALS AND STEERING COMMITTEE MEMBERS

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## Six Week Course

- ❑ Weekly HyFlex Synchronous Sessions
  - Optional Synchronous Coaching Sessions
- ❑ Begins with identifying an equity-related “Problem of Practice”
  - Job-embedded
  - Problem of Practice will frame performance-based micro-credential
- ❑ Logistics
  - Determine start date and schedule for HyFlex sessions
    - *September*
    - *Day or evening (Weekday or Saturday)*
    - *Options for asynchronous engagement when needed*





**Questions, Comments,  
Emotional Outbursts**