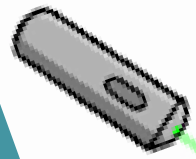
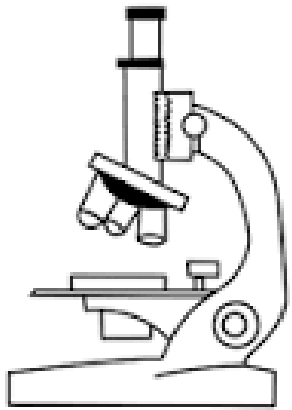
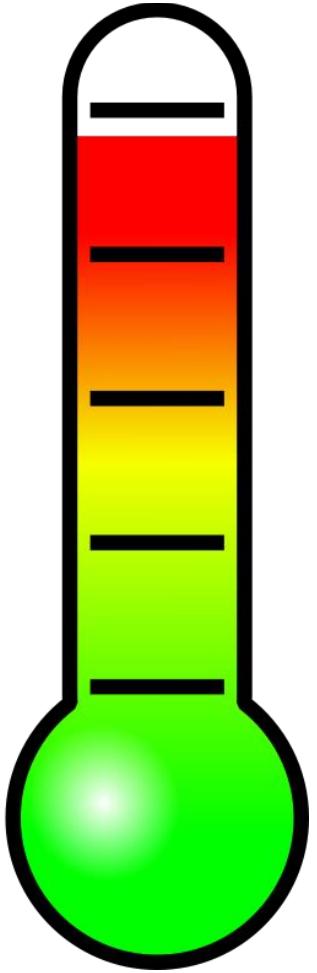


# Equity Lens!

# How Laser Is Your Focus?



# Checking in.....



# “It’s Not the Plane, It’s the Pilot!”

# Outcomes

- Attendees will identify practices that perpetuate inequities.
- Attendees will hear how our school is using discipline data to identify inequities.
- Attendees will examine ways to disrupt and dismantle practices of inequities that negatively impact student growth, achievement, and social-emotional development.

# Learning for All, Stronger Together!

Mission, Vision, Collective Commitments, & Goals

**At Indian Creek Elementary, our high expectations cultivate knowledge for students to become lifelong learners, effective communicators, and responsible citizens who are prepared for success in a diverse society.**

**Our Vision:** Be *Urgent*, Be *Connected*, Be *Prepared*!

- Tier 2
- K-5
- Title I School
- Enrollment:  305
- 24 Certified Staff Members
- 15 Classified Staff Members
- PBIS Recognitions:
- Bronze:  18-19 SY & 19-20 SY
- Silver 20-21 SY

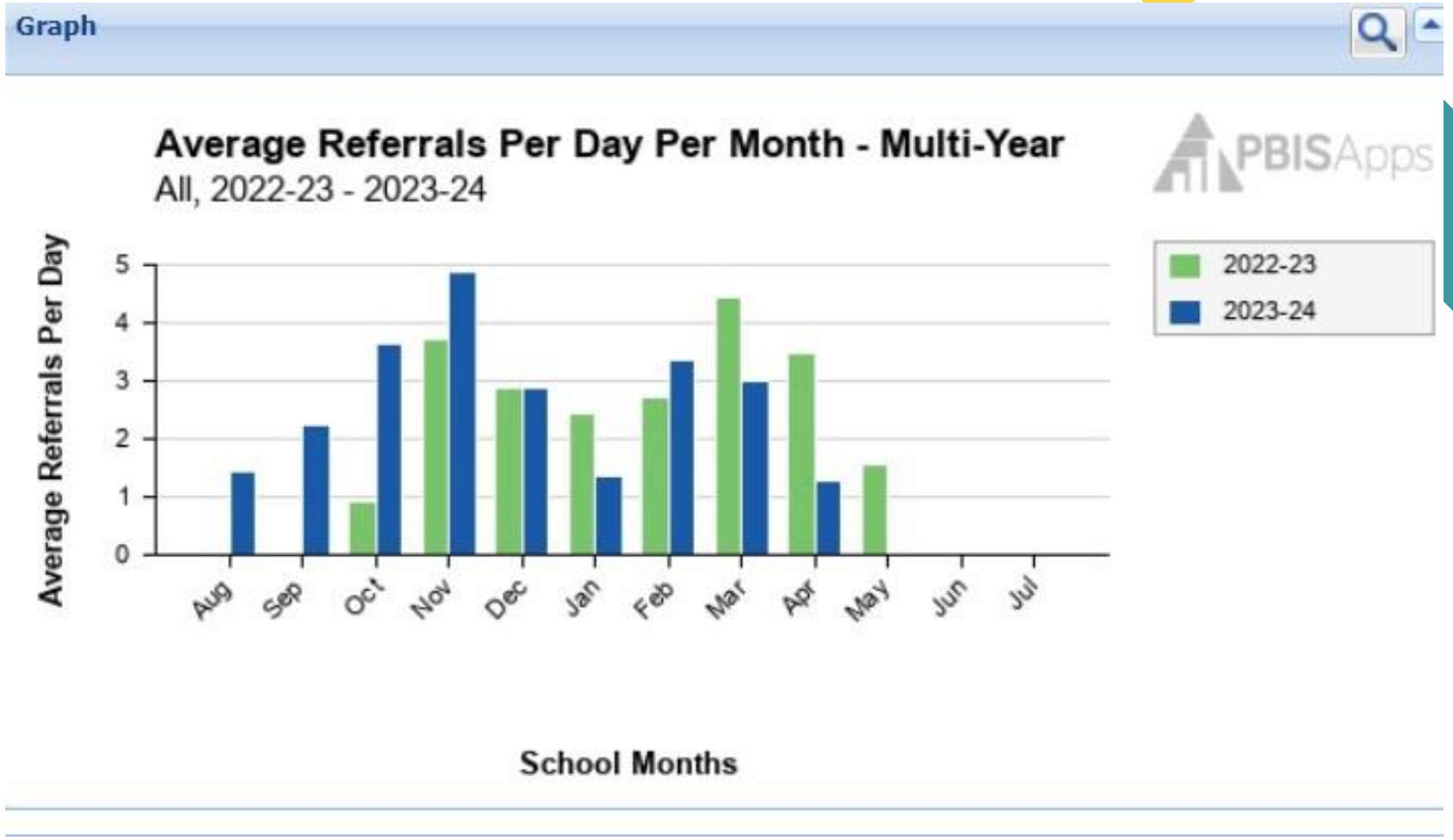
- Indian Creek Elementary School is in the Center School District.  It is nestled in the heart of south Kansas City.  We are proudly diverse with an urban/suburban feel.

# This is Us

- **Average Daily Attendance 90.21%**
- **Enrollment:  305**
- **Ethnicity % AA:  208 (68%), C:  31 (10%), A:  2 (7%), H:  42 (14%), & MR:  22 (7%)**
- **Free and Reduced Lunch %  100 (Qualify through CEP)**
- **IEP's %:  33/305 (10.8%)**
- **ELL %:  35/305 (11.4%)**
- **Mobility Rate:  28%**

| SY | School Name | Fall Enrollment | Additional enrollment | Transfers | Mobility Rate |
|---|---|---|---|---|---|
| 2023 | INDIAN CREEK ELEM. | 274 | 27 | 85 | 28.2392 |

# Office Referrals by Month



# Triangle Data Report-SWIS Suite Reports

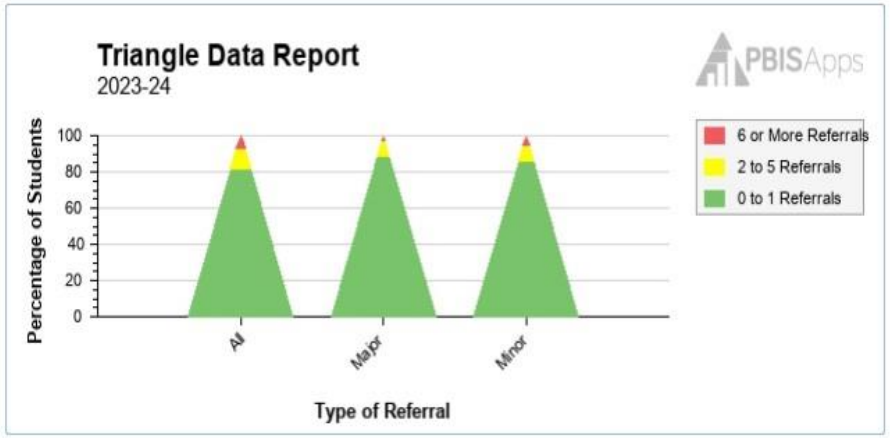
## Triangle Data Report

This report shows the proportion of referrals within the green, yellow, and red zones as based upon the following data decision rules:

- **Green zone** = 0-1 Referrals
- **Yellow zone** = 2-5 Referrals
- **Red zone** = 6+ Referrals

The report table provides the total number of students within a specific zone as well as the proportion of the school's total population within a specific zone. The table is divided by All Referrals, Major referrals only, and Minor referrals only.

Use this report to look at the distribution of students (by percentage) into each of the triangle's three zones.

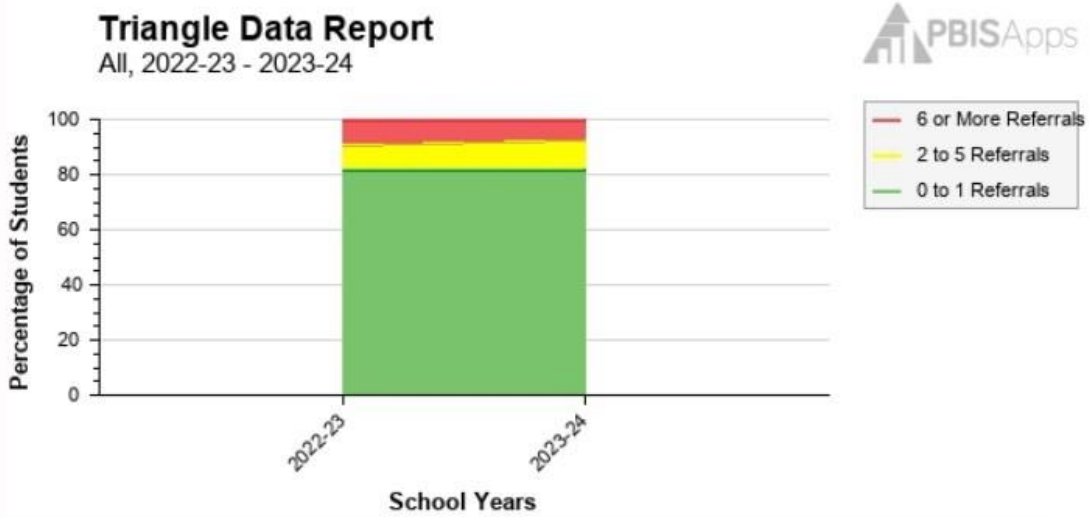



**Triangle Data Report**

**Students With (n) Referrals**

| | | 0 | 1 | 0 or 1 | 2-5 | 6+ | Total |
|---|---|---|---|---|---|---|---|
| **All** | # | 217 | 39 | 256 | 32 | 21 | 309 |
| **All** | % | 70.23% | 12.62% | 82.85% | 10.36% | 6.80% | 100.00% |
| **Major** | # | 249 | 28 | 277 | 24 | 8 | 309 |
| **Major** | % | 80.58% | 9.06% | 89.64% | 7.77% | 2.59% | 100.00% |
| **Minor** | # | 242 | 25 | 267 | 29 | 13 | 309 |
| **Minor** | % | 78.32% | 8.09% | 86.41% | 9.39% | 4.21% | 100.00% |

**Graph**

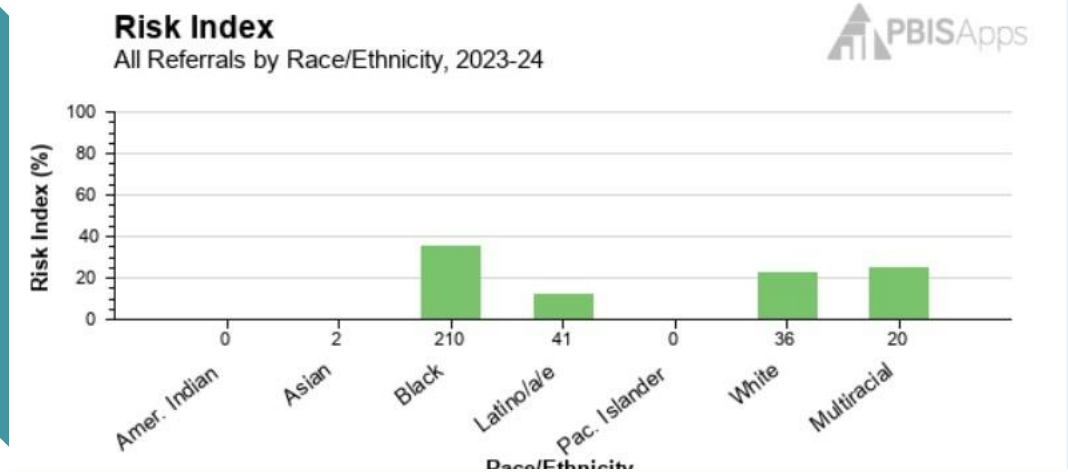



**Data Table**

| School Y... | Enrollment | 0 Ref... | 1 Ref... | 2-5 Ref... | 6-8 Ref... | 9+ Re... | % 0-1 R... | % 2-5 R... | % 6+ R... |
|---|---|---|---|---|---|---|---|---|---|
| 2022-23 | 274 | 183 | 43 | 25 | 13 | 10 | 82.48% | 9.12% | 8.39% |
| 2023-24 | 309 | 217 | 39 | 32 | 8 | 13 | 82.85% | 10.36% | 6.80% |

# Risk Index-SWIS Suite Reports

Graph | Data Table | Interpretations | Info




**Risk Index**

Graph | Data Table | **Interpretations** | Info

- Of the **0** students identified as American Indian/Alaskan Native, **0%** have at least one referral.
- Of the **2** students identified as Asian, **0%** have at least one referral.
- Of the **210** students identified as Black/African American, **35%** have at least one referral.
- Of the **41** students identified as Hispanic/Latino/a/e, **12%** have at least one referral.
- Of the **0** students identified as Pacific Islander/Native Hawaiian, **0%** have at least one referral.
- Of the **36** students identified as White, **22%** have at least one referral.
- Of the **20** students identified as Multiracial, **25%** have at least one referral.

**Risk Index**

Graph | **Data Table** | Interpretations | Info

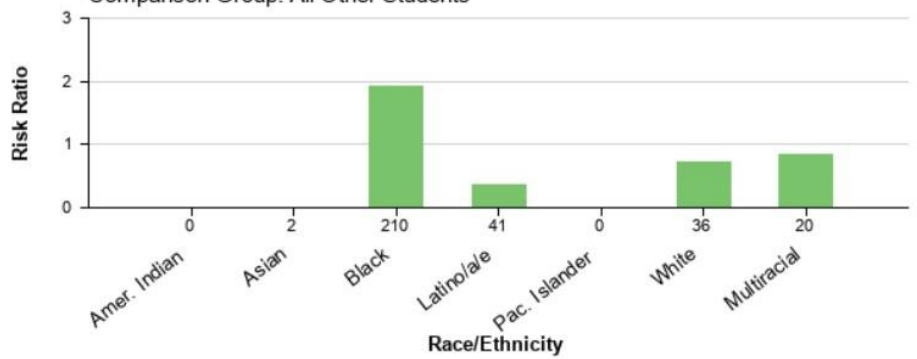
| Race/Ethnicity | # of Enrolled Students | # of Students with ... | % of Students withi... | Risk Index |
|---|---|---|---|---|
| American Indian/Ala... | 0 | 0 | 0.00% | 0.00 |
| Asian | 2 | 0 | 0.00% | 0.00 |
| Black/African Americ... | 210 | 74 | 35.24% | 0.35 |
| Hispanic/Latino/a/e | 41 | 5 | 12.20% | 0.12 |
| Native Hawaiian/Oth... | 0 | 0 | 0.00% | 0.00 |
| White | 36 | 8 | 22.22% | 0.22 |
| Multiracial | 20 | 5 | 25.00% | 0.25 |
| Totals: | 309 | 92 | | |

# Risk Ratio-SWIS Suite Reports

Risk Ratio

Graph | Data Table | Interpretations | Info

**Risk Ratio**
All Referrals by Race/Ethnicity, 2023-24
Comparison Group: All Other Students




Risk Ratio

Graph | Data Table | Interpretations | Info

| Race/Ethnicity | # of Enrolled Stud... | Risk Index | Comp. Group | Comp. Risk I... | Risk Ratio |
|---|---|---|---|---|---|
| American Indian/Al... | 0 | 0.00 | All Other | 0.30 | 0.00 |
| Asian | 2 | 0.00 | All Other | 0.30 | 0.00 |
| Black/African Ameri... | 210 | 0.35 | All Other | 0.18 | 1.93 |
| Hispanic/Latino/a/e | 41 | 0.12 | All Other | 0.32 | 0.37 |
| Native Hawaiian/Ot... | 0 | 0.00 | All Other | 0.30 | 0.00 |
| White | 36 | 0.22 | All Other | 0.31 | 0.72 |
| Multiracial | 20 | 0.25 | All Other | 0.30 | 0.83 |
| Totals: | 309 | | | | |

Risk Ratio

Graph | Data Table | **Interpretations** | Info

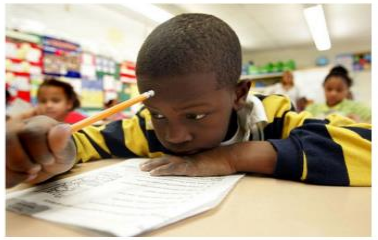
- Students identified as American Indian/Alaskan Native have **0** times the risk of receiving at least one referral as all other students.
- Students identified as Asian have **0** times the risk of receiving at least one referral as all other students.
- Students identified as Black/African American have **1.93** times the risk of receiving at least one referral as all other students.
- Students identified as Hispanic/Latino/a/e have **0.37** times the risk of receiving at least one referral as all other students.
- Students identified as Pacific Islander/Native Hawaiian have **0** times the risk of receiving at least one referral as all other students.
- Students identified as White have **0.72** times the risk of receiving at least one referral as all other students.
- Students identified as Multiracial have **0.83** times the risk of receiving at least one referral as all other students.

1. DEFINE
2. TEACH & PRACTICE
3. ACKNOWLEDGE
4. RESPOND INSTRUCTIONALLY
5. USE DATA

ReACT

## Increasing Equity in Praise:
## Assessing equity in use of praise

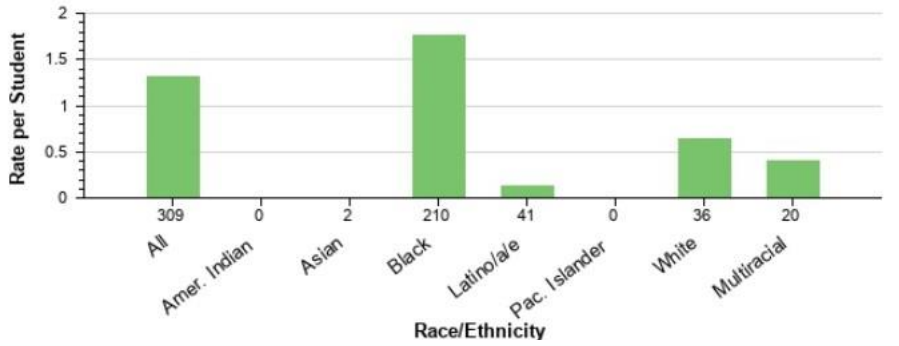
- Is this effective practice used equitably with all student groups?
  - ☐ Black students receive lower rates of praise and higher rates of reprimands (Gion et al., 2022; Knochel et al., in press; Scott et al., 2019)
  - ☐ Coaching can increase equity in praise and reprimands (Gion et al., 2022; Knochel et al., in press)



# Rates by Group-SWIS Suite Reports

Rates by Group

Graph | Data Table | Interpretations | Info




Rates by Group

Graph | Data Table | Interpretations | Info

- Students identified as American Indian/Alaskan Native receive an average of **0** referrals per student in the 2023-24 school year.
- Students identified as Asian receive an average of **0** referrals per student in the 2023-24 school year.
- Students identified as Black/African American receive an average of **1.76** referrals per student in the 2023-24 school year.
- Students identified as Hispanic/Latino/a/e receive an average of **0.12** referrals per student in the 2023-24 school year.
- Students identified as Pacific Islander/Native Hawaiian receive an average of **0** referrals per student in the 2023-24 school year.
- Students identified as White receive an average of **0.64** referrals per student in the 2023-24 school year.

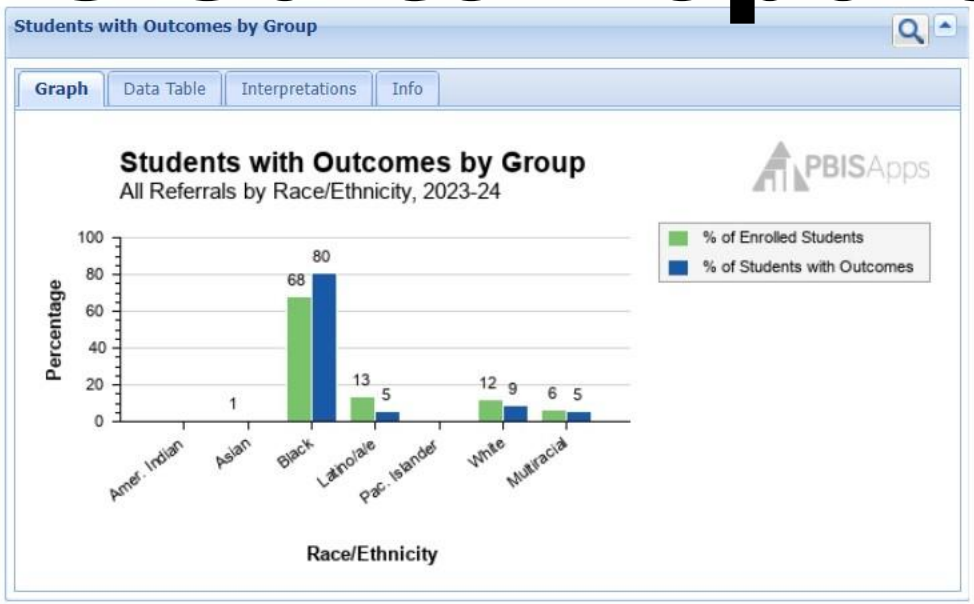
Students identified as Multiracial receive an average of **0.4** referrals per student in the 2023-24 school year

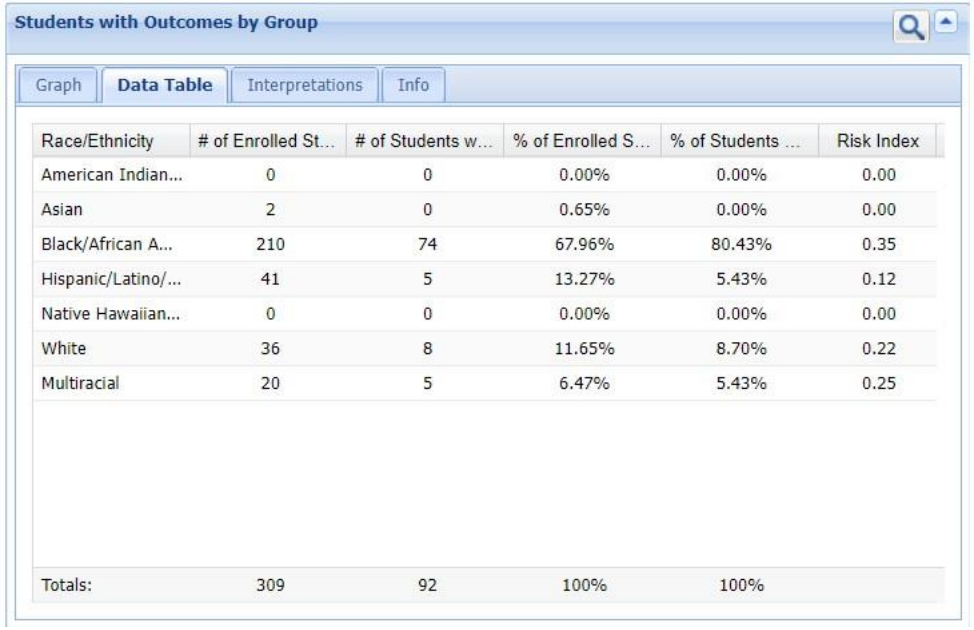
Rates by Group

Graph | Data Table | Interpretations | Info

| Race/Ethnicity | # of Enrolled Stu... | # of Referrals | Rate of Ref... | Comp. Group | Comp. Rate |
|---|---|---|---|---|---|
| American Indian/A... | 0 | 0 | 0.00 | All Other | 1.31 |
| Asian | 2 | 0 | 0.00 | All Other | 1.32 |
| Black/African Ame... | 210 | 369 | 1.76 | All Other | 0.36 |
| Hispanic/Latino/a/e | 41 | 5 | 0.12 | All Other | 1.49 |
| Native Hawaiian/O... | 0 | 0 | 0.00 | All Other | 1.31 |
| White | 36 | 23 | 0.64 | All Other | 1.40 |
| Multiracial | 20 | 8 | 0.40 | All Other | 1.37 |
| Totals: | 309 | 405 | 1.31 | | |

# Students with Outcomes by Group- SWIS Suite Reports

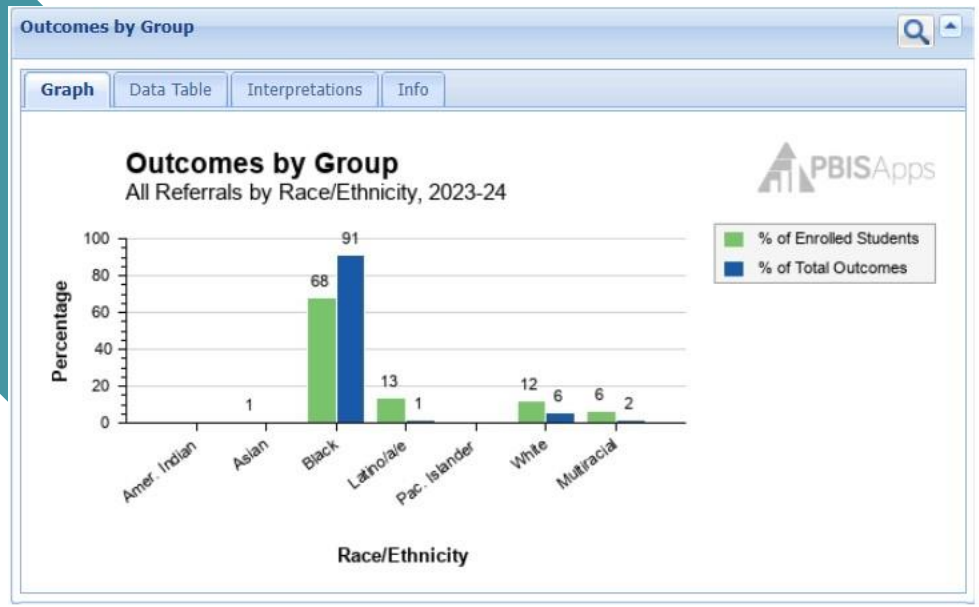


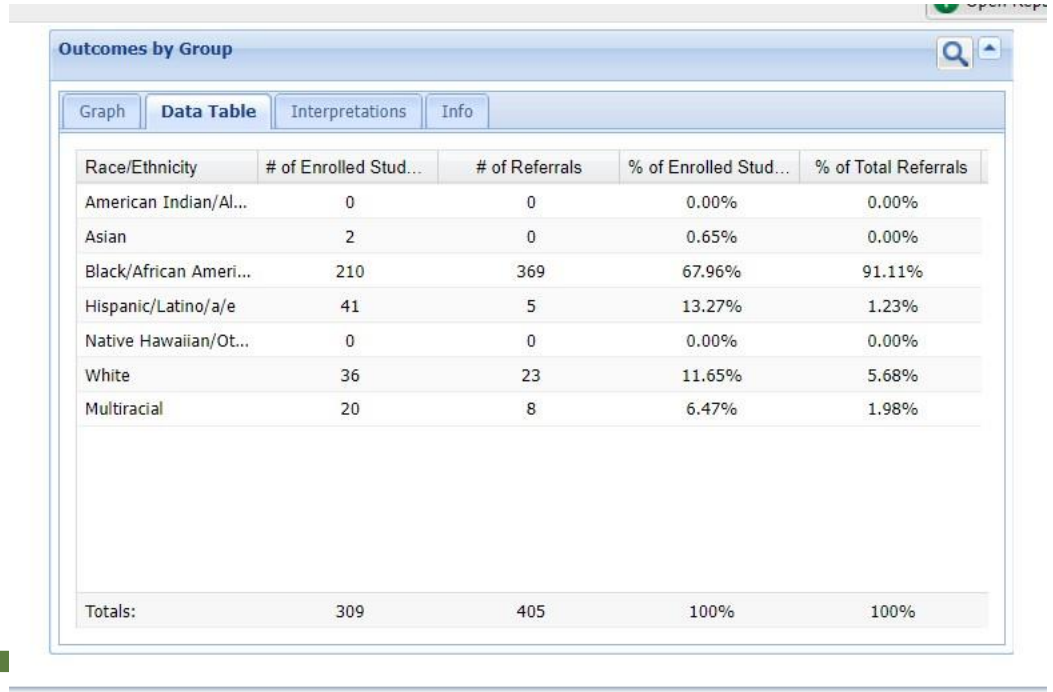




| Race/Ethnicity | # of Enrolled St... | # of Students w... | % of Enrolled S... | % of Students ... | Risk Index |
|---|---|---|---|---|---|
| American Indian... | 0 | 0 | 0.00% | 0.00% | 0.00 |
| Asian | 2 | 0 | 0.65% | 0.00% | 0.00 |
| Black/African A... | 210 | 74 | 67.96% | 80.43% | 0.35 |
| Hispanic/Latino/... | 41 | 5 | 13.27% | 5.43% | 0.12 |
| Native Hawaiian... | 0 | 0 | 0.00% | 0.00% | 0.00 |
| White | 36 | 8 | 11.65% | 8.70% | 0.22 |
| Multiracial | 20 | 5 | 6.47% | 5.43% | 0.25 |
| Totals: | 309 | 92 | 100% | 100% | |

•Students identified as American Indian/Alaskan Native account for **0%** of the school's total enrollment and represent **0%** of all students receiving all referrals. The percentage of students receiving all referrals is **0** percentage points more than expected.
•Students identified as Asian account for **1%** of the school's total enrollment and represent **0%** of all students receiving all referrals. The percentage of students receiving all referrals is **1.0** percentage points less than expected.
•Students identified as Black/African American account for **68%** of the school's total enrollment and represent **80%** of all students receiving all referrals. The percentage of students receiving all referrals is **12** percentage points more than expected.
•Students identified as Hispanic/Latino/a/e account for **13%** of the school's total enrollment and represent **5%** of all students receiving all referrals. The percentage of students receiving all referrals is **8** percentage points less than expected.
•Students identified as Pacific Islander/Native Hawaiian account for **0%** of the school's total enrollment and represent **0%** of all students receiving all referrals. The percentage of students receiving all referrals is **0** percentage points more than expected.
•Students identified as White account for **12%** of the school's total enrollment and represent **9%** of all students receiving all referrals. The percentage of students receiving all referrals is **3** percentage points less than expected.
•Students identified as Multiracial account for **6%** of the school's total enrollment and represent **5%** of all students receiving all referrals. The percentage of students receiving all referrals is **1.0** percentage points less than expected.

# Outcomes by Group-SWIS Suite Reports




| Race/Ethnicity | # of Enrolled Stud... | # of Referrals | % of Enrolled Stud... | % of Total Referrals |
|---|---|---|---|---|
| American Indian/Al... | 0 | 0 | 0.00% | 0.00% |
| Asian | 2 | 0 | 0.65% | 0.00% |
| Black/African Ameri... | 210 | 369 | 67.96% | 91.11% |
| Hispanic/Latino/a/e | 41 | 5 | 13.27% | 1.23% |
| Native Hawaiian/Ot... | 0 | 0 | 0.00% | 0.00% |
| White | 36 | 23 | 11.65% | 5.68% |
| Multiracial | 20 | 8 | 6.47% | 1.98% |
| Totals: | 309 | 405 | 100% | 100% |

•Students identified as American Indian/Alaskan Native account for **0%** of all referrals and **0%** of the school's total enrollment. Their percentage of all referrals is **0** percentage points more than expected.
•Students identified as Asian account for **0%** of all referrals and **1%** of the school's total enrollment. Their percentage of all referrals is **1** percentage points less than expected.
•Students identified as Black/African American account for **91%** of all referrals and **68%** of the school's total enrollment. Their percentage of all referrals is **23** percentage points more than expected.
•Students identified as Hispanic/Latino/a/e account for **1%** of all referrals and **13%** of the school's total enrollment. Their percentage of all referrals is **12** percentage points less than expected.
•Students identified as Pacific Islander/Native Hawaiian account for **0%** of all referrals and **0%** of the school's total enrollment. Their percentage of all referrals is **0** percentage points more than expected.
•Students identified as White account for **6%** of all referrals and **12%** of the school's total enrollment. Their percentage of all referrals is **6** percentage points less than expected.
•Students identified as Multiracial account for **2%** of all referrals and **6%** of the school's total enrollment. Their percentage of all referrals is **4** percentage points less than expected.

# “Principally Speaking” Monthly Newsletter

https://www.smore.com/n/fthkz

- **Urgency**
- **Awareness**
- **Intentionality**
- **What story is our data telling?**
- **Taking Note**
- **It's Ok to Not Be Comfortable**
- **Take Action**
- **Always Reflecting**
- **Moving Forward**

Strong and sustained growth cannot occur without proper tilling of the ground, nutrients, and continual care to that which has been planted. *Angela Price*

# Culture & Climate

**F.oundation**
**F.or**
**E.ducational**
**S.uccess**

| HIGH PERFORMING CULTURE & CLIMATE – TREATMENT PLAN | |
|---|---|
| **School:** Indian Creek Elementary School | **Date:** January 8, 2024 |
| **Profile Rating:** 72.02 | **Treatment Level:** Intermediate |
| **PW = Prune & Weed (Short-Term)** | **BP = Big Picture (Long-Term)** |
| **Implementation** | |
| 2nd Semester 2023- 24 | School Year 2024 – 25 |
| **Description** | |
| Addressing what is considered low-hanging fruit, by pruning & weeding those constructs of school's culture and climate that impact safety and institutional environment. Only make changes that will enhance and not disrupt daily operations. | Addressing what is considered the Big Picture, focusing on all constructs of school's culture and climate. Visioneering process must be done to address all constructs of school's existing profile. Make changes that will disrupt and enhance traditional daily operations. |
| **Preparation & Planning** | |
| Mid School Year, January 2024 – February 2024 | 2nd Semester & Summer 2024, January 2024 – July 24 |

**Construct:** **Building Culture** ("A Day in the Life")

| Visitor Check-in | Arrival | Transition | Breakfast | Lunch | Dismissal | Specials |
|---|---|---|---|---|---|---|
| PW | BP | PW | PW | PW | PW | PW & BP |

**Construct:** **Building Climate** ("It" Factor)

| Look | Feel | Professionalism | Healthy Relationships | Impression |
|---|---|---|---|---|
| PW & BP | PW | BP | PW & BP | PW |

**Construct:** **Classroom Culture & Climate** ("Highly Effective Classroom")

| Look | Feel | Professionalism | Healthy Relationships | Impression | Nurturing Learning Environment | Black & Brown Boys |
|---|---|---|---|---|---|---|
| PW & BP | PW | PW & BP | PW & BP | PW & BP | PW | PW |

**Construct:** **Genuine Team Culture** ("5 Dysfunctions of A Team")

| Absence of Trust | Fear of Conflict | Lack of Commitment | Avoidance of Accountability | Inattention to Results |
|---|---|---|---|---|
| 7 = CBP | 7 = CBP | 7 = CBP | 7 = CBP | 7 = CBP |

**Construct:** **Behavior** ("Cost of Disruption")

| In-School Suspension | Out-School Suspension | Referrals | Black & Brown Boys |
|---|---|---|---|
| NA | BP | PW | PW & BP |

**Construct:** **Attendance** ("90/90 Goal")

| # present > 90% of time | # 90/90 Goal | # needed for 90/90 goal | Black & Brown Boys |
|---|---|---|---|
| PW | PW | PW | PW & BP |

**Construct:** **Perception** ("Satchel Pulse")

| Invites | Responses |
|---|---|
| BP | BP |

**Construct:** **Family Engagement**

| Number of Events | Number of Families Attending Events |
|---|---|
| PW | PW |

# Selecting

## No Child Left Behind - 2001

One of most significant federal engagement with public education was this Title I act. The act required all school districts receiving Title I funds to disaggregate achievement data according to race with evidence of all students making adequate yearly progress.

We believed that the focus upon achievement gap, though a righteous endeavor, must be strengthen with a more diligent focus upon the engagement gap.

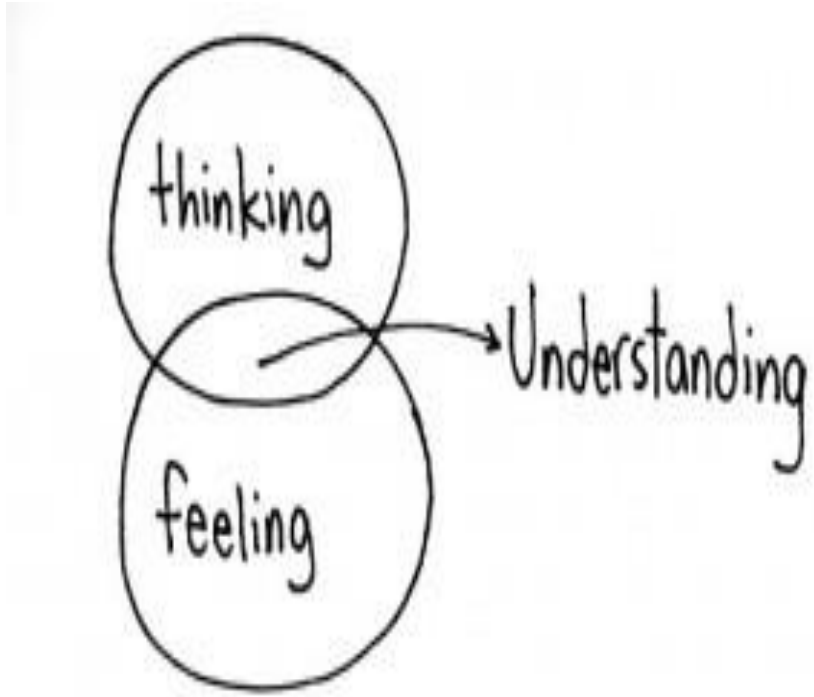
Thus, our efforts to understand oppressions begins to help address the manner in which students are marginalized and their engagement in learning is minimized.

# JULIAN WEISSGLASS
# ED WEEK - AUGUST 3, 2001

Any reform effort designed to reduce the achievement gap that does not help whites and people of color heal from the hurts of racism will not likely succeed over time

Although educators cannot, by themselves, solve all the problems caused by racism in society, it is possible for us to **construct healing communities** in which people can learn how to listen and give attention while others heal.

Educational **Equity** Consultants
*Where Change Starts With One And Ends With All*




No Blame
No Shame
No Guilt

"Community first then work."

James Comer

# Voices in the room

"Guilt is not a response to anger; it is a response to one's own actions or lack of action. If it leads to change then it can be useful, since it is then no longer guilt but the beginning of knowledge.

Yet all too often, guilt is just another name for impotence, for defensiveness destructive of communication; it becomes a device to protect ignorance and the continuation of things the way they are, the ultimate protection for changelessness."

Audra Lorde

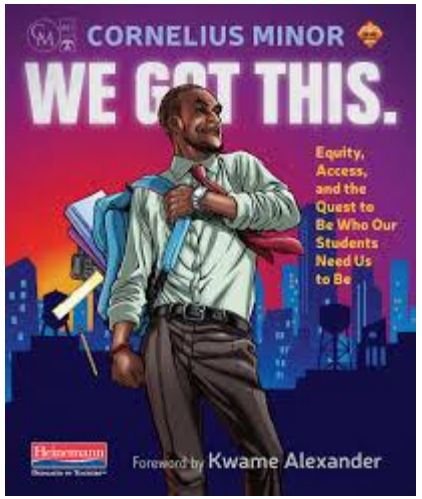
F.oundation
F.or
E.ducational
S.uccess

RestorED
Awareness, Education, Sustainability

Just
Schools

Educational Equity Consultants

RestorED
AWARENESS. EDUCATION. SUSTAINABILITY



# Q & A

# Thank You!

# Be Courageous
# &
# Do the Work!

# Contact Us

https://www.facebook.com/ICEBULLDOGS

https://twitter.com/ICEBULLDOGS

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*816-612-4253*

*Beverly Hampton-1st Grade Teacher*

*bhampton@center.k12.mo.us*

*Billee Potts-Behavior Interventionist*

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Kansas City, MO 64114

Center School District #58

It's Not the Plane, It's the Pilot!

# References


https://eec4justice.com/

https://foundationforeducationalsuccess.com/

Home (restorativeed.com)

https://pbismissouri.org/?s=equity