

PURPOSE STATEMENT

1. **Issue** – Achievement, Opportunity, and Belief gaps leading to disparate outcomes for student achievement. Statewide assessment data, Advanced Placement Data, and i-Ready data, and Grade Point Average data shows disparate outcomes of performance for various student groups on Tacoma Public Schools. For Academic Equity purposes leaders and educators must be knowledgeable of equitable practices, have the appropriate attitude toward students' ability to be successful, analyze their effectiveness, and take actionable steps toward equity, not just equality for all students.
2. **Vision** – All Tacoma School District employees will have the capacity to lean into discussions about equity issues impacting our students with the expectation of promoting equitable systems leading to high academic achievement for ALL students. With appropriate employee training and follow-up our students will have greater learning opportunity in an anti-racist, multi-inclusive structure of support. This department will provide teacher guidance in this area, including opportunities for student leadership, student voice, and ownership of the learning process.
3. **Approach** - To fully adhere to Non-Discrimination and Equity Policy 3111 district-wide professional development must be provided covering academic equity and cultural responsiveness for educators, administrators, and other support staff to eliminate structural barriers that impede the learning process for diverse student populations. This department will provide high quality opportunities for employees to improve practice and build/foster healthy relationships among staff members, build strength within district leadership, and work in partnership with other departments to maximize learning for students from diverse learning populations and increase overall academic achievement for ALL students; decrease the opportunity gap. All employees of Tacoma Public Schools will have the expectation to unpack their cultural responsiveness proficiency and understanding of academic equity.

STAKEHOLDERS

- Who are the groups affected by this program/practice?
 - Grade P- 12 Students
 - Grade P-12 Teachers and support staff
 - Site and district administrators
 - Parents
 - Community organizations that support Tacoma Public School children
 - District Leadership representing various departments
 - District partner organizations- PSESD, Communities in Schools, Kiwanis, College Success Foundation/Achievers, Peace Community Center, etc.
- How have you intentionally involved these stakeholders in the development of this program/practice?
 - Students and parents directly or indirectly benefit from educator and administrator equity awareness and culturally responsive practices. Student voice is promoted as a strategy to increase equity and cultural awareness at school and in the community.
 - Equity and Cultural Responsiveness training are highly rated on district-wide surveys for professional development and are well-attended.

Academic Equity

- Community organizations supporting our students recognize the need for culturally responsive teaching training for educators and people within their organization. Organizational leaders are willing to collaborate with our department to produce learning opportunities for students and staff members.

Academic Excellence

CASE STATEMENT

- What are the potential impacts on these groups? Does this program/practice ignore or worsen existing disparities or produce other unintended consequences?
 - We must provide a safe space for students and teachers to encourage courageous conversations, learn new, highly effective, collaborative skills.
 - Strong instructional practices and engagement strategies to support all learners.
 - Establishment of high trust, low stress school and classroom environments.
 - High academic expectations, increased time on task due to decrease in exclusionary discipline.
- What would be the consequences (legal, regulatory, cost savings/avoidance, gaps in advancing District strategy) of not doing this work?
 - The opportunity, achievement, and belief gaps persist across race and poverty. A budget is a moral document, by not fully funding equity work we send the message that equitable practices are not a priority. Ongoing coaching, follow-up and accountability for implementation should exist with funds to support it.
 - As our student diversity grows so must our culturally responsive teaching and high yields strategies implementation. Failure to build capacity in this area will have both micro and macro level negative outcomes.
 - By not providing the training support, and expectation that all employees are culturally aware and responsive, we will be out of compliance with the Non-Discrimination and Equity Policy 3111. Lack of opportunity to encourage courageous conversations, to learn new, highly effective collaborative skills, and the gap -filling information of historical impacts leading to better relational capacity.

WHAT SPECIFIC BOARD-ADOPTED BENCHMARKS WILL BE INFLUENCED BY THIS WORK?

1. Course Failures- The percentage of students failing one or more courses.
2. State Assessment: Smarter Balanced English/Language Arts
3. State Assessment: Smarter Balanced Math

MEASURABLE GOALS

1. We will reduce the number of failures five percent at the 8th and 10th grades.
2. We will increase number of 5th grade SBAC-ELA level 3 and 4 by 5% incrementally each year by the end of 2023 as measured by SBAC.
3. We will increase number of 5th grade SBAC-Math level 3 and 4 by 5% incrementally each year by the end of 2023 as measured by SBAC.
4. We will increase number of 8th grade SBAC-ELA level 3 and 4 by 5% incrementally each year by the end of 2023 as measured by SBAC.

Academic Equity

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5. We will increase number of 8th grade SBAC-Math level 3 and 4 by 5% incrementally each year by the end of 2023 as measured by SBAC.

SCOPE OF WORK

Inputs / Resources	Activities	Outputs / Outcomes
Stipend pay for Equity Representatives for each school and select school activities and session leader compensation	<p>Monthly Equity Action Team Meetings</p> <p>Sometimes teacher leaders engage in classroom activities and lessons that promote diversity and inclusion, and support equity or access for ALL students. Teachers who have demonstrated success in these areas are sometimes called upon to present their ideas to other teachers in the district and provide practical application examples. These teacher leaders are provided prep and presenter pay as an incentive for sharing their leadership in equity work.</p>	<p>Professional Development provided to reps from each building to support equity and Culturally Responsive Teaching and Leadership at the building level. A representative from each school meets monthly to engage in discussions, activities, lessons to be taken back to their buildings and presented to school staff in collaboration with their building principals to promote equitable practices in the classroom and schoolwide. School based Leadership examples: Informing staff of available resources and opportunities for increased learning, creating or presenting professional development opportunities for their school staff, facilitating meetings and equity teams to plan implementation of systems and activities that support students in a culturally responsive way- collectivist and independent learning opportunities, high expectations from both students and teachers, not just for behavior, but also academics (warm demander), creating systems that promote access for students in underrepresented groups to rigor and enrichment.</p>
Funding for equity projects and follow-through activities	<p>Follow-up Coaching and Equity Leadership Support for Equity Action Team members and administrators- Equity projects to support student learning and interaction. \$200 per rep to support at building equity leadership activities.</p>	<p>Equity Action Representatives and administrators at the building level often need additional funds to implement equity projects in relation to what they have learned during PD. Our department will support fund for projects directly benefiting equitable outcomes for students.</p>

Academic Equity

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Funding and facilitation support	Administrator Institute and ongoing admin training support.	Our department supports the Equity leadership portions of the Administrative Institute. The purpose is to provide administrators with content and activities that will support year-long equity and culturally responsive leadership with their school teams throughout the year.
Transportation, chaperones, and release time for educators to facilitate Student Learning & Leadership	Student Leadership Summits- La Chispa, Young Gifted & Black, Black & Brown Summit, Rise Summit, Youth equity Leadership Summit, College & Career Fairs, Broadway Center for the Performing Arts, TAM, YELL, etc.	<p>Our department works in collaboration with Associated Student Body, WASA, local universities and community youth serving organizations to provide enrichment opportunities for students, particularly students of color to promote academic excellence, wellness, and leadership.</p> <p>For example, for schools that did not have enough PTSA money to cover Ruby Bridges performances by Broadway center, we help supplement needed funds for schools that wanted to participate. Or, we assist with registration and/or transportation for students to attend events at local colleges promoting student leadership, mentorship, and the college-going culture.</p>
Funding for support contracts	Consultant contracts and outside vendor compensation for presentations and workshops	Sometimes additional district-wide professional development is needed outside of the scope and capacity of our very small two-person team. Our department collaborates and consults with 3 rd party vendors to supplement the learning opportunities for our Tacoma Public School staff.
Book titles representing strong instructional culturally responsive teaching and equity topics.	Professional libraries and book Studies for adults and students	The Equity funding supports start up book sets for school sites to engage in professional book studies at their individual schools. The book that has been a common read among Equity Action Team members is Zaretta Hammond's Culturally Responsive Teaching and the Brain. It explores why culturally responsive teaching practices are so important based on brain research and development. Student book clubs are also supported through equity funds.

Academic Equity

Academic Excellence

What are the barriers to more equitable outcomes? (e.g. mandated, political, emotional, financial, programmatic or managerial)

- Travel Authorization Approvals
- Sufficient Time
- Access to staff
- Personnel

- **How will you mitigate the negative impacts and address barriers?**

- Office Secretary- Janice Davis assists with professional development registration, payments for third party training, ordering professional development materials and supplies, contracts with consultants.
- Presenter pay for teacher leaders willing to lead Culturally Responsive Teaching and Learning strategies and developing and implementing equity and culturally responsive professional development and follow-up peer coaching.
- Individualized Building support for PLC collaborative work and individual coaching with teachers and administrators.
- Youth equity leadership opportunities.

PROGRAM COST - BUDGET USE ONLY

<i>Fund Description</i>	<i>18-19 FTE</i>	<i>Salaries & Benefits</i>	<i>Supplies</i>	<i>Contract Services</i>	<i>Travel</i>	<i>Capital Outlay</i>	<i>Total</i>
Total							