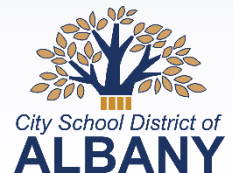# City School District of Albany

Equity Policy and CRE Presentation

Cecily Wilson-Turner, EdD, Assistant Superintendent Elementary Instruction
Kaweeda G. Adams, Superintendent
October 15, 2020

City School District of
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CSDA Guiding Principles

Vision Statement

The City School District of Albany will be a district of excellence with caring relationships and engaging learning experiences that provide equitable opportunities for all students to reach their potential.

Mission Statement

We will work in partnership with our diverse community to engage every learner in a robust educational program designed to provide the knowledge and skills necessary for success.

Goals
Increase **student achievement**
Enhance the **delivery of quality instruction**
Build our **leadership capacity**
Empower families
Partner with our diverse community

City School District of
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2020-21 School Aid Reduction Impact

OBJECTIVE

➢ Update the Board of Education on the progress of the district's equity policy

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Equity Policy Data Collection

The District will develop and monitor:

(1)   an evaluation rubric and accountability standards for measuring success,

(2)   a clear plan and timeline for identifying equity gaps in educational experiences and outcomes,

(3)   an implementation plan for instructional programs, hiring practices, and operational systems that address disparities,

(4)   an ongoing plan for continuous professional development and improvement, and

(5)   a plan that includes student voice as an integral part of the decision-making and transformation process.

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Equity Policy Data Collection

Evaluation rubric and accountability standards for measuring success

Professional Development for Equity and CRE

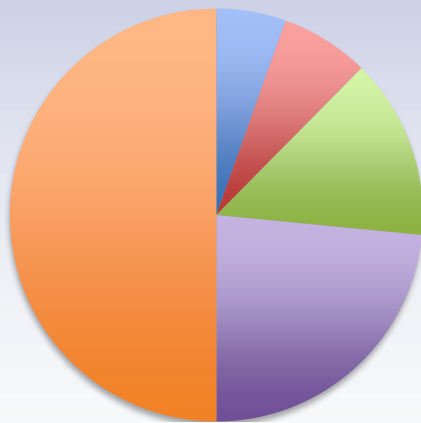| Professional Development Delivered	# of Staff (cohort)
Fall 2019	50
Spring 2020	55
Summer 2020 (virtual PD)	120

CoBRAS (Color-Blind Racial Attitudes Scale) rubric scores indicated that participants increased awareness in the following areas. This is the Cultural Competency Rubric.

- Racial Privilege
- Institutional Discrimination
- Blatant Racial Issues

5

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Equity Policy Data Collection

Evaluation rubric and accountability standards for measuring success

CRE Walkthrough Indicators: Student Voice will be the focus for walkthroughs with more refined definitions for teachers and administrators. Last year in 861 (46%) walkthroughs completed by administrators focused on Student Voice. This is the walk through tool rubric at the classroom/instructional level.

Culturally Relevant Materials	200	11.00%
Culturally Responsive	255	14.00%
Multiple Entry Points for Learning	519	29.00%
Student Voice	861	46.00%
Total Observations	1835	100.00%

- Culturally Relevant Materials
- Culturally Responsive
- Multiple Entry Points for Learning
- Student Voice

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Equity Policy Data Collection

Evaluation rubric and accountability standards for measuring success

APPR Indicators: A collaborative APPR team of APSTA, APSAA, and Cabinet revised evaluation indicators this spring to include

2.2 a. *Incorporates diverse social and cultural perspectives from the NYSUT rubric.* We can then use "heat mapping" to analyze the data across the district.

Standard I. Knowledge of Student Learning

Standard II. Knowledge of Content and Instructional Planning

Standard III. Instructional Practice

Standard IV. Learning Environment

Standard V. Assessment for Student Learning

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Equity Policy Data Collection

Evaluation rubric and accountability standards for measuring success

District CRE Team: Last year the team focused primarily on **revising and delivering the cohort professional development model**. This spring we developed a **framework to embed the CRE team members as key stakeholders** in our district professional development committee, curriculum review committee, and crisis management response team **to find additional opportunities to embed a culturally responsive lens in the daily work of the district.**

Equity Teams: Last year schools began meeting as equity teams but requested a clear mission and structure for the work. **This year every school has explicitly recruited and submitted the names of their Equity Team Members to the CRE Team.** Equity teams will meet at least monthly and focus on professional development as a team and for the staff; provide support for Student Leadership Teams; and monitor equity and cultural responsiveness in Curriculum and Instruction using the Cultural Proficiency Inquiry Rubric at least twice a year.

The **mission** of the City School District of Albany **Equity Teams** is to ensure that **all schools provide equitable opportunities for all students to reach their potential.** We **monitor building practices and procedures to reverse the systemic disparities** that impact student success and **implement research-based educational practices and professional development that place Culturally Responsive Educational practices at the center of our schools.**

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Equity Policy Data Collection

Evaluation rubric and accountability standards for measuring success

CRE Next Steps

➢ Revise professional development model for all staff and cohort model

➢ Develop Student Leadership Team connection to CRE Team

➢ Support Equity Teams in implementing their professional development, student voice, and social justice work/projects for their buildings.

➢ Develop administrators' capacity to observe and provide feedback to teachers about student voice, social justice, and diverse perspectives

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Equity Policy Data Collection

Develop a plan and timeline for identifying equity gaps in educational experiences and outcomes

- Access to grade level standards
- Access to grade level expectations and assignments
- Analysis of student performance data
- Analysis of student discipline data
- AVID/STEM/Robotics
- Pathways to higher level course work
- Pathways to performing and visual arts
- Career and Technical Certification Opportunities

City School District of
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Equity Policy Data Collection

Equitable practices in the District's instructional programs, hiring practices, and operational systems on order to address disparities

Instructional Programs

Academic placement in honors and advanced courses
Career and Technical Educational Courses
Accelerated and Enrichment Programs

Hiring Practices

Recruiting
Teaching Assistants to Teachers
MS and HS Programs

Operational Systems

Academic Report
Administrative Handbook
Agenda Setting w/ Year-at-a-glance Calendar
Assurance of Discontinuance
BoE Meeting Protocol
BoE Clerk Procedures Manual
Business & Finance SOP Manual
Cabinet Agenda Template
Code of Conduct

Communications Plan
Emergency Procedures Plan
Elementary Curriculum Guide
Grants and Program Development Protocols
HR Standard Operations Procedures
HS Course Curriculum Guide
Leadership Resource Guide 3-year Technology Plan
Maintenance and Operations SOP Manual
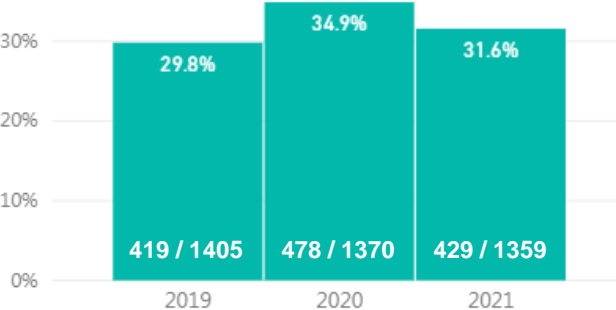MS Curriculum Guide
Standard Forms Catalogue

City School District of
ALBANY

Equity Policy Data Collection

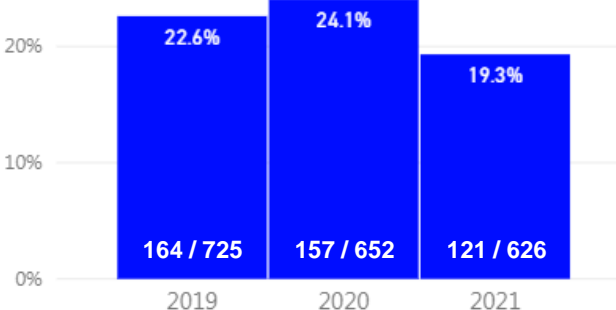**Equitable practices in the District's instructional programs**

- Middle School ELA Honors

- Middle School Math Honors

- High School AP

- High School IB

- High School Dual Enrollment Students (UHS)

- Career and Technical Education

City School District of
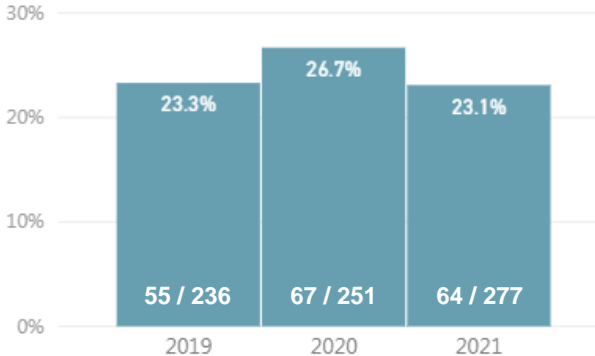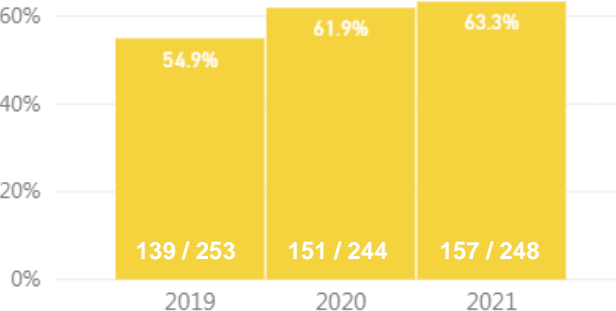**ALBANY**

Middle School ELA Honors

District Percentages
- 2019: 29.8% (419 / 1405)
- 2020: 34.9% (478 / 1370)
- 2021: 31.6% (429 / 1359)

Subgroup: Black
- 2019: 22.6% (164 / 725)
- 2020: 24.1% (157 / 652)
- 2021: 19.3% (121 / 626)

Subgroup: Hispanic
- 2019: 23.3% (55 / 236)
- 2020: 26.7% (67 / 251)
- 2021: 23.1% (64 / 277)

Subgroup: White
- 2019: 54.9% (139 / 253)
- 2020: 61.9% (151 / 244)
- 2021: 63.3% (157 / 248)

Subgroup: Asian
- 2019: 33.3% (39 / 117)
- 2020: 50.4% (57 / 113)
- 2021: 48.3% (56 / 116)

Subgroup: Multi
- 2019: 30.0% (21 / 70)
- 2020: 42.3% (44 / 104)
- 2021: 34.5% (30 / 87)
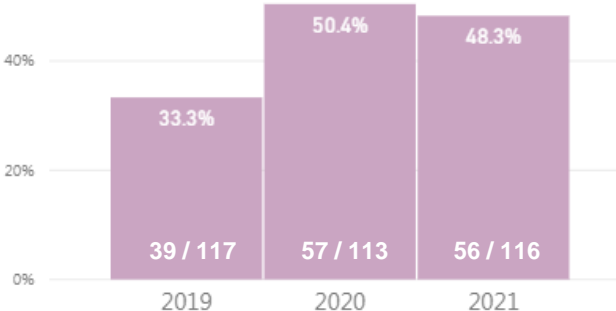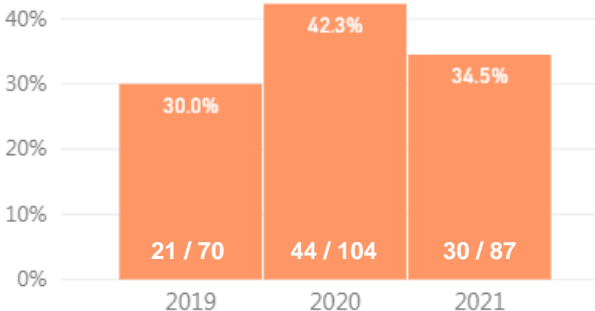
Middle School Math Honors

District Percentages
- 2019: 23.1% (325 / 1405)
- 2020: 23.9% (327 / 1370)
- 2021: 23.8% (324 / 1359)
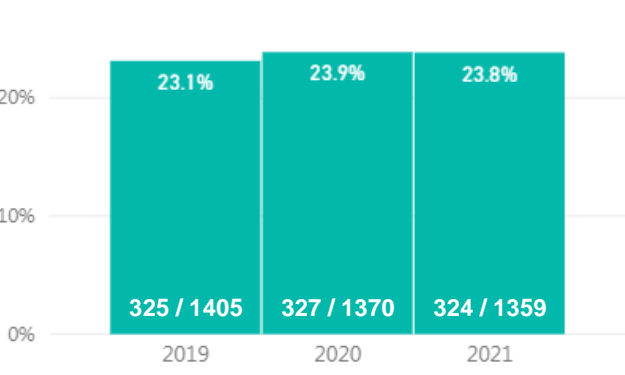
Subgroup: Black
- 2019: 14.3% (104 / 725)
- 2020: 12.9% (84 / 652)
- 2021: 13.3% (83 / 626)

Subgroup: Hispanic
- 2019: 18.2% (43 / 236)
- 2020: 16.7% (42 / 251)
- 2021: 17.0% (47 / 277)

Subgroup: White
- 2019: 47.0% (119 / 253)
- 2020: 52.9% (129 / 244)
- 2021: 48.8% (121 / 248)

Subgroup: Asian
- 2019: 35.0% (41 / 117)
- 2020: 40.7% (46 / 113)
- 2021: 45.7% (53 / 116)
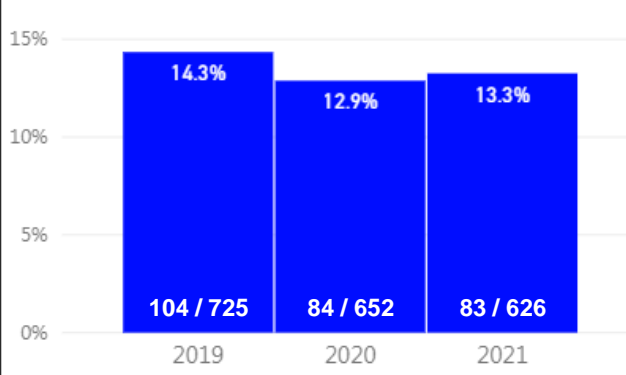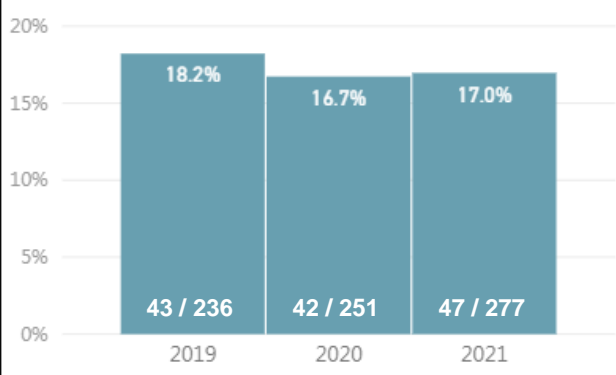
Subgroup: Multi
- 2019: 24.3% (17 / 70)
- 2020: 24.0% (25 / 104)
- 2021: 21.8% (19 / 87)
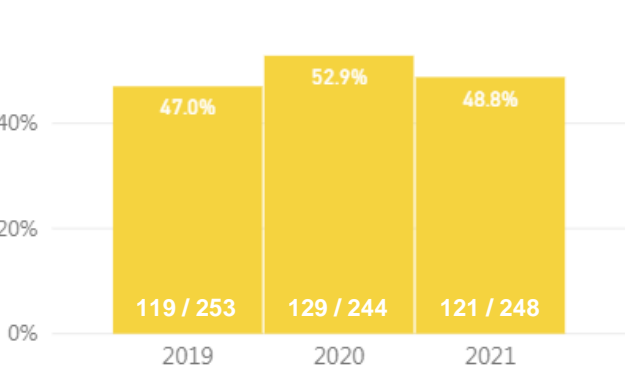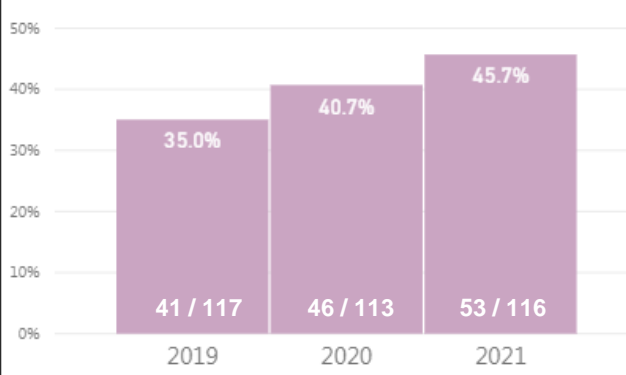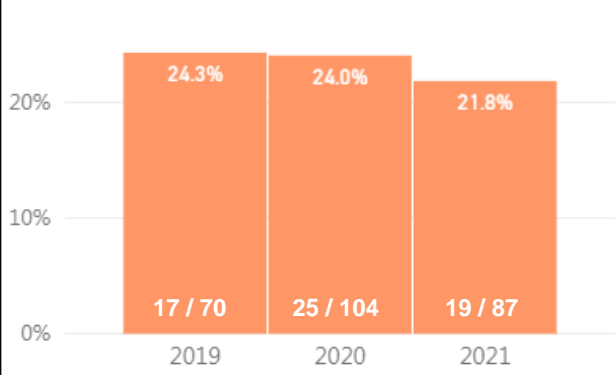
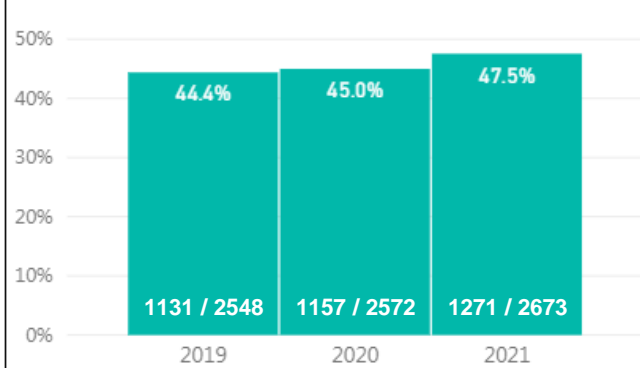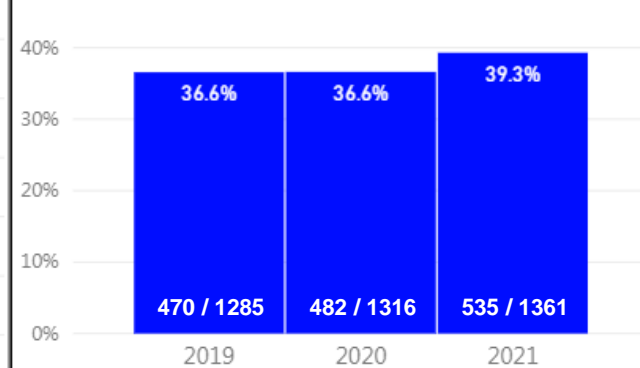***Regents Algebra included as Honors**

AP / IB / University at the High School: Dual Enrollment

District Percentages
- 2019: 44.4% — 1131 / 2548
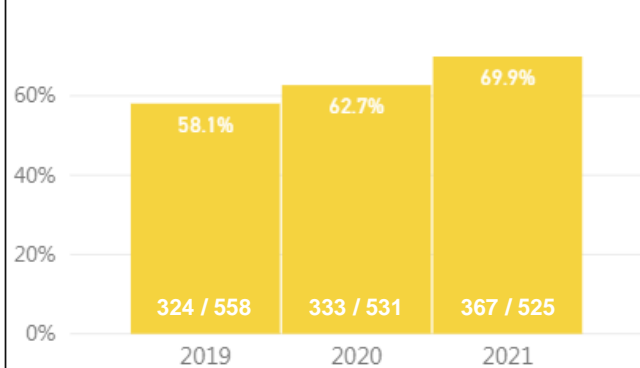- 2020: 45.0% — 1157 / 2572
- 2021: 47.5% — 1271 / 2673

Subgroup: Black
- 2019: 36.6% — 470 / 1285
- 2020: 36.6% — 482 / 1316
- 2021: 39.3% — 535 / 1361

Subgroup: Hispanic
- 2019: 42.0% — 165 / 393
- 2020: 41.4% — 172 / 415
- 2021: 40.7% — 183 / 450

Subgroup: White
- 2019: 58.1% — 324 / 558
- 2020: 62.7% — 333 / 531
- 2021: 69.9% — 367 / 525

Subgroup: Asian
- 2019: 59.4% — 136 / 229
- 2020: 58.2% — 121 / 208
- 2021: 63.1% — 128 / 203
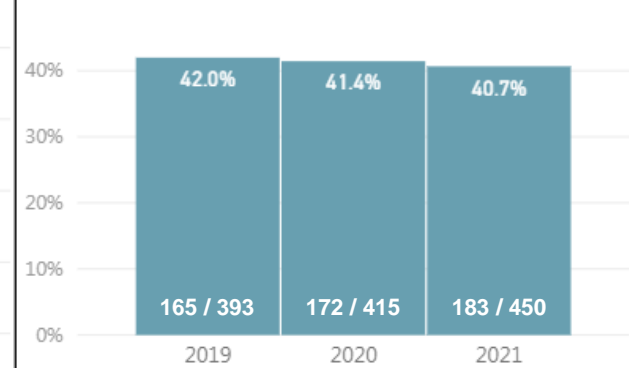
Subgroup: Multi
- 2019: 43.1% — 31 / 72
- 2020: 48.3% — 42 / 87
- 2021: 44.2% — 53 / 120
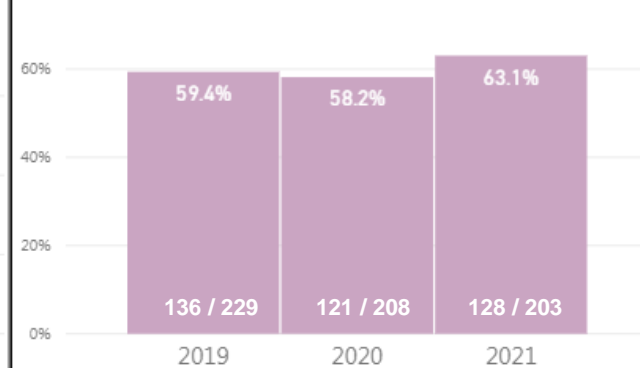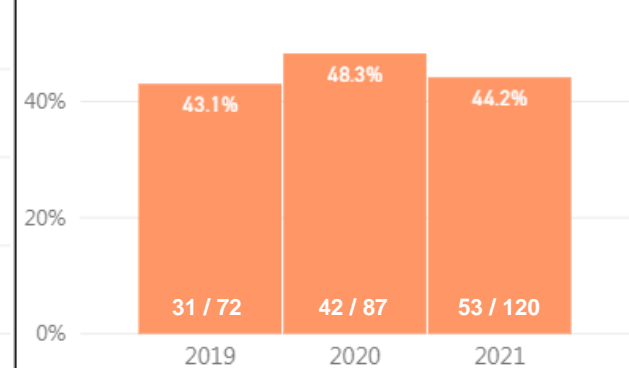
High School International Baccalaureate
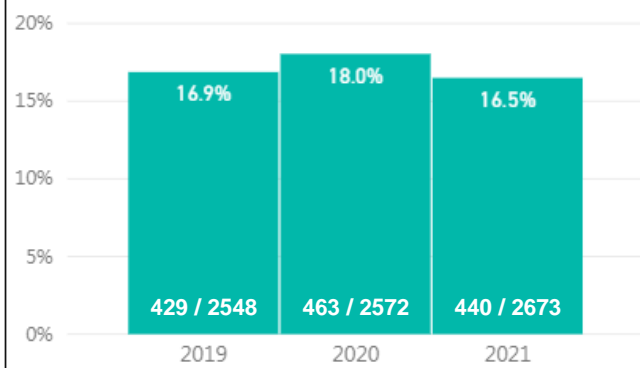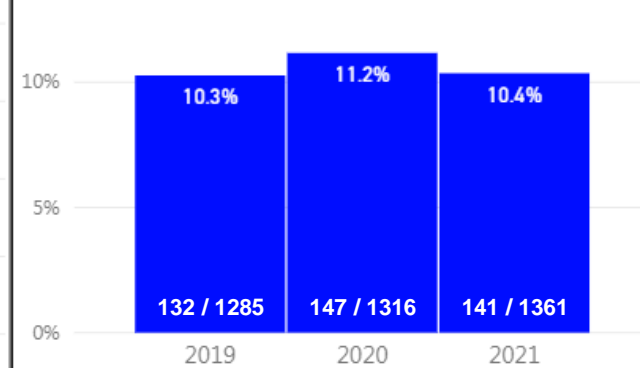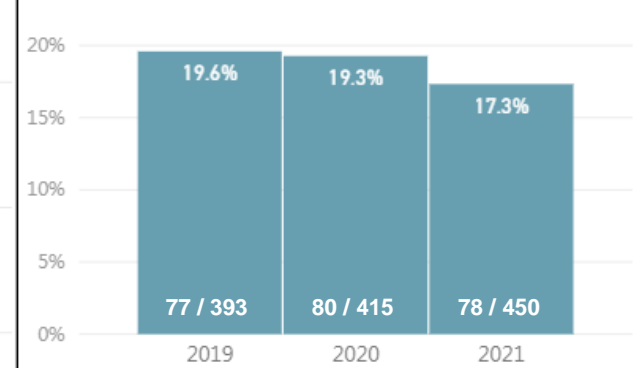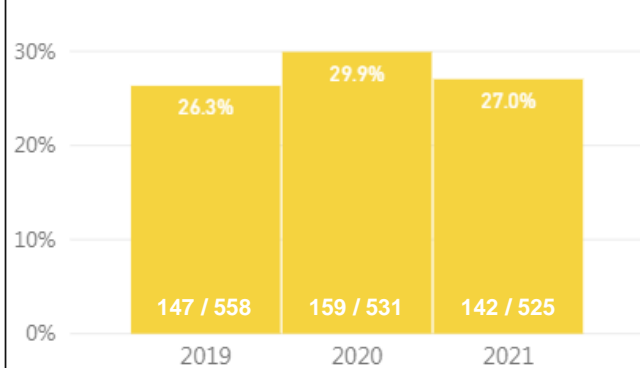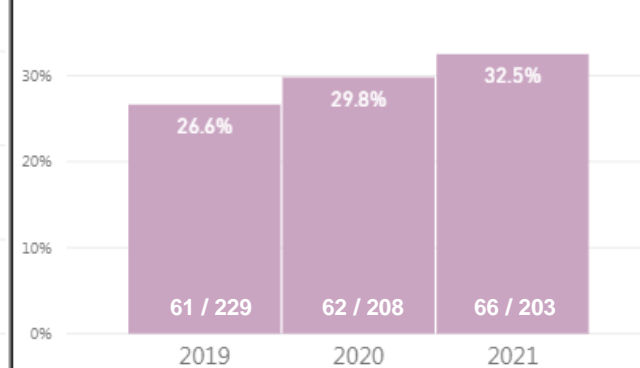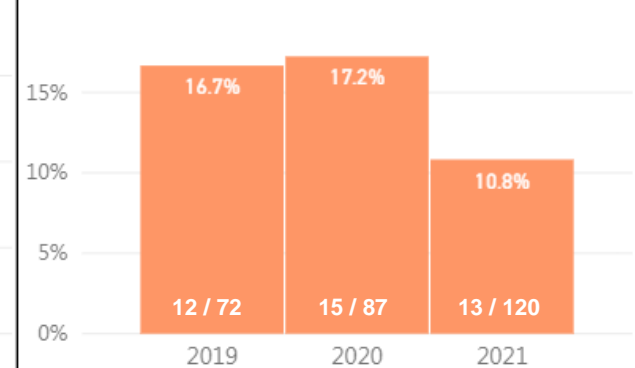
High School Advanced Placement
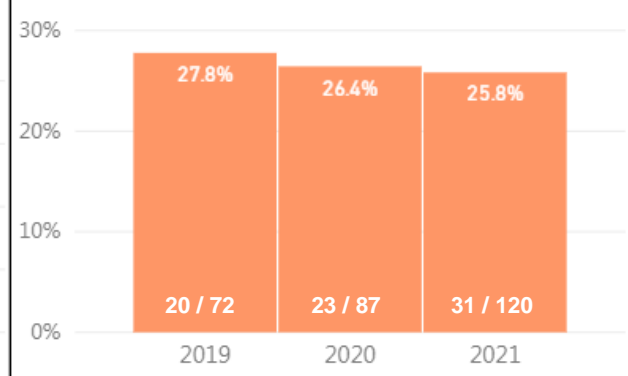
High School Dual Enrollment (UHS)
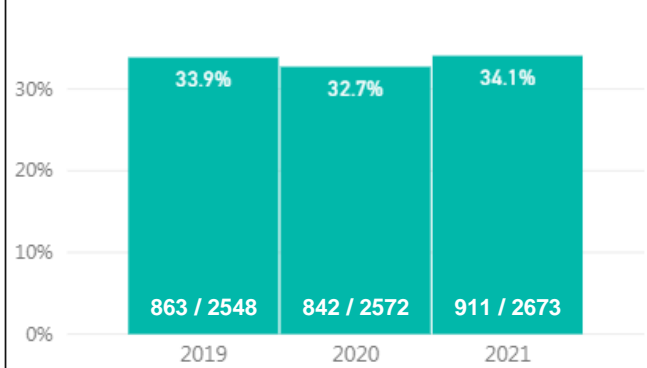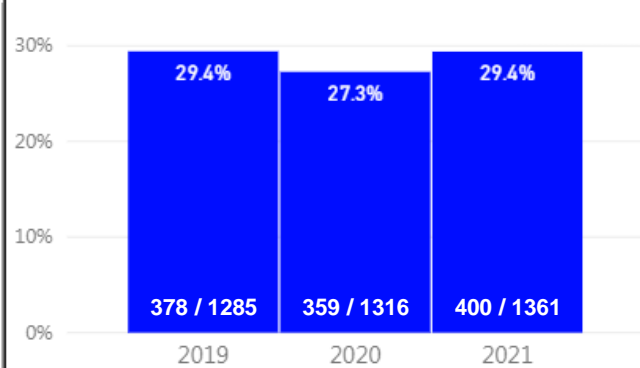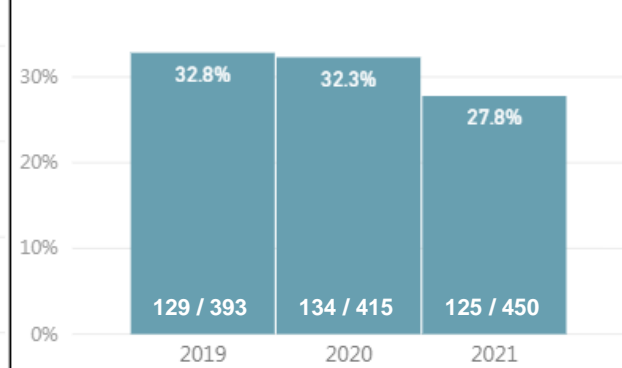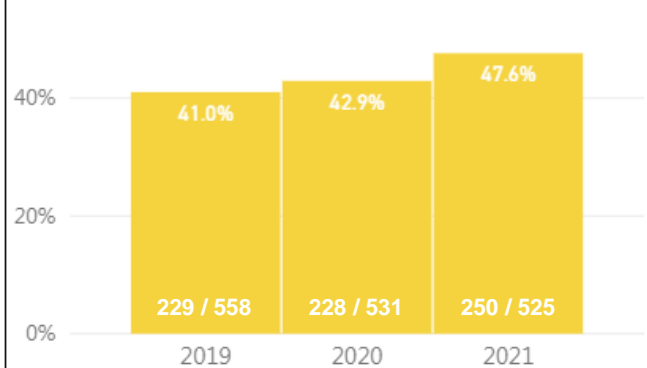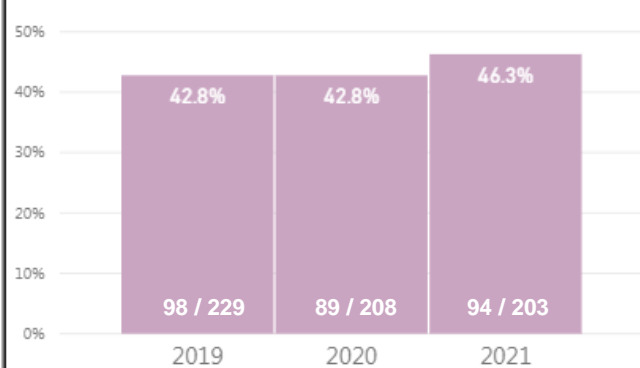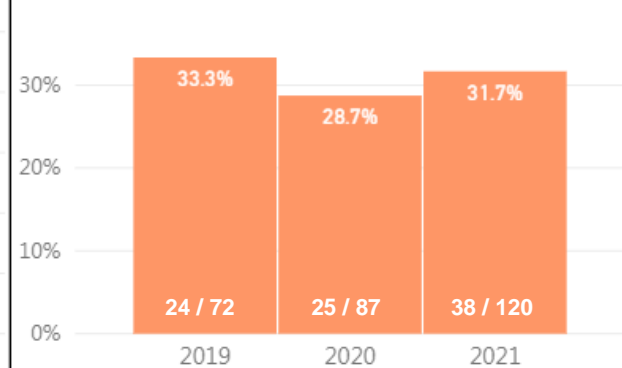
High School Career and Technical Education

District Percentages
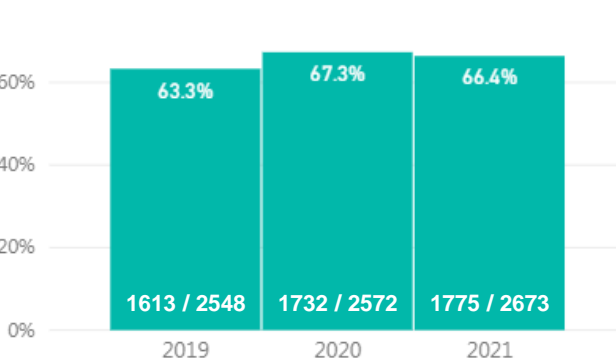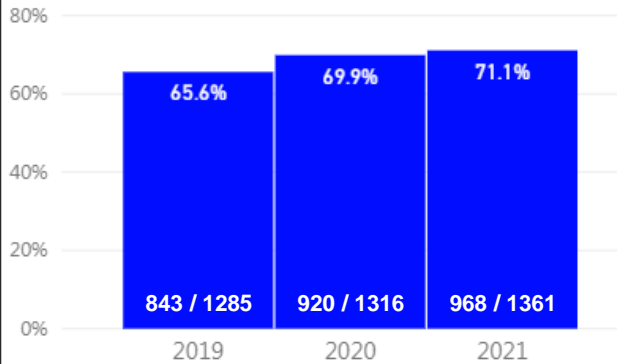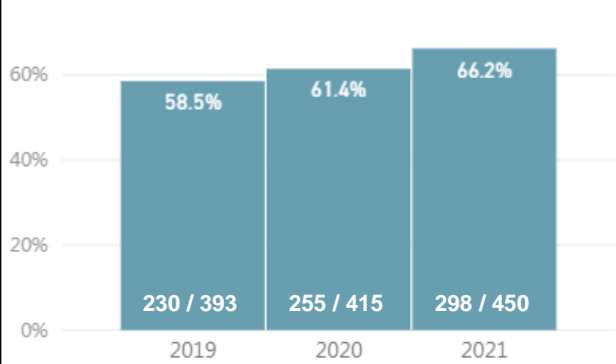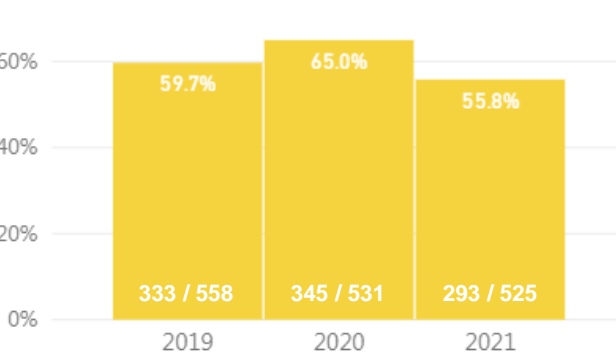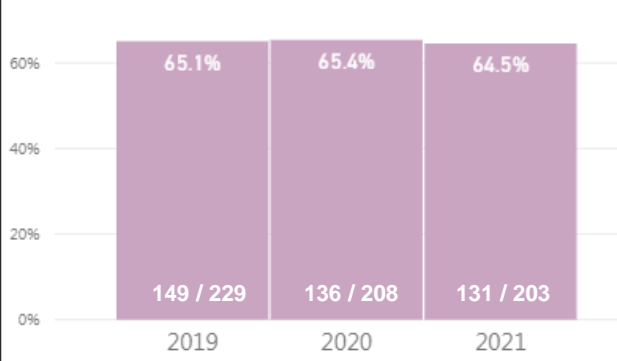
	2019	2020	2021
Percentage	63.3%	67.3%	66.4%
Count	1613 / 2548	1732 / 2572	1775 / 2673

Subgroup: Black

	2019	2020	2021
Percentage	65.6%	69.9%	71.1%
Count	843 / 1285	920 / 1316	968 / 1361

Subgroup: Hispanic

	2019	2020	2021
Percentage	58.5%	61.4%	66.2%
Count	230 / 393	255 / 415	298 / 450

Subgroup: White

	2019	2020	2021
Percentage	59.7%	65.0%	55.8%
Count	333 / 558	345 / 531	293 / 525

Subgroup: Asian

	2019	2020	2021
Percentage	65.1%	65.4%	64.5%
Count	149 / 229	136 / 208	131 / 203

Subgroup: Multi

	2019	2020	2021
Percentage	69.4%	73.6%	61.7%
Count	50 / 72	64 / 87	74 / 120
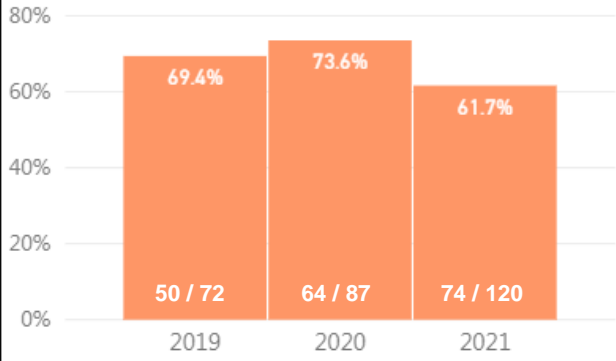
Equity Policy Data Collection

Equitable practices in the District's instructional programs: Student Behavior

Suspension

General Education Students Unique Suspension Count

	Discipline Counts	American Indian or Alaskan Native	Asian or Pacific Islander	Black or African American	Hispanic or Latino	White (not of Hispanic Origin)	Multi racial
Suspension Count	18-19	1	0	239	51	18	18
Suspension Count	*19-20	1	1	178	35	10	16
Suspension Count	**20-21						
Suspension Count	21-22						
Suspension Count	22-23						

*COVID 19 March-June Fully Remote Learning
**COVID 19 Virtual & In-Person (K-12 Virtual and In-Person Options)

City School District of
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Equity Policy Data Collection

Equitable practices in the District's instructional programs:
Student Behavior

General Education Students Unique Suspension Rate

	Discipline Counts	American Indian or Alaskan Native	Asian or Pacific Islander	Black or African American	Hispanic or Latino	White (not of Hispanic Origin)	Multi racial	Target Met
Suspension Rate	18-19	6.67	0	9.97	5.28	1.41	5.16	
Target	Baseline	Baseline	Baseline	Baseline	Baseline	Baseline	Baseline	Baseline
Suspension Rate	19-20	6.25	0.23	7.91	3.85	1.08	4.80	
Target	19-20	6.53	0	9.95	5.17	1.38	5.05	Y
Suspension Rate	20-21							
Target	20-21	6.39	0	9.75	5.06	1.35	4.94	
Suspension Rate	21-22							
Target	21-22	6.25	0	9.55	4.95	1.32	4.84	
Suspension Rate	22-23							
Target	22-23	6.11	0	9.35	4.85	1.29	4.74	

*COVID 19 March-June Fully Remote Learning
**COVID 19 Virtual & In-Person (K-12 Virtual and In-Person Options)

City School District of
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Equity Policy Data Collection

Equitable practices in the District's instructional programs: Student Behavior (SWD)

SWD Unique Suspension Count							
	Discipline Counts	American Indian or Alaskan Native	Asian or Pacific Islander	Black or African American	Hispanic or Latino	White (not of Hispanic Origin)	Multi racial
SWD Suspension Count	18-19	0	0	40	5	1	4
SWD Suspension Count	19-20	0	0	36	4	4	3
SWD Suspension Count	20-21						
SWD Suspension Count	21-22						
SWD Suspension Count	22-23						

*COVID 19 March-June Fully Remote Learning

**COVID 19 Virtual & In-Person (K-12 Virtual and In-Person Options)

City School District of
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Equity Policy Data Collection

Equitable practices in the District's instructional programs: Student Behavior (SWD)

	Discipline Counts	American Indian or Alaskan Native	Asian or Pacific Islander	Black or African American	Hispanic or Latino	White (not of Hispanic Origin)	Multi racial	Target Met
				SWD Unique Suspension Rate				
SWD Suspension Rate	18-19	0	0	14.34	4.85	1.49	12.12	
Target	Baseline	Baseline	Baseline	Baseline	Baseline	Baseline	Baseline	Baseline
SWD Suspension Rate	19-20	0	0	12.46	4.17	5.80	10.00	
Target	19-20	0	0	14.05	4.75	1.46	11.87	N
SWD Suspension Rate	20-21							
Target	20-21	0	0	13.76	4.65	1.43	11.63	
SWD Suspension Rate	21-22							
Target	21-22	0	0	13.47	4.55	1.40	11.39	
SWD Suspension Rate	22-23							
Target	22-23	0	0	13.19	4.46	1.37	11.15	

*COVID 19 March-June Fully Remote Learning
**COVID 19 Virtual & In-Person (K-12 Virtual and In-Person Options)

City School District of
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Equity Policy Data Collection

Equitable practices in hiring practices

- Recruiting Strategies

- Teaching Assistants to Teachers

- MS and HS Programs

- District Demographics

City School District of
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Equity Policy Data Collection

Equitable practices in hiring practices: APSAA

	Asian	Black	Hispanic	Indian	PI	White	Total	Asian	Black	Hispanic	Indian	PI	White	Total
APSAA														
2018	1	15	3	0	0	45	64	1.56%	23.44%	4.69%	0.00%	0.00%	70.31%	100.00%
2019	1	17	3	0	0	48	69	1.45%	24.64%	4.35%	0.00%	0.00%	69.57%	100.00%
2020	1	18	4	0	0	49	72	1.39%	25.00%	5.56%	0.00%	0.00%	68.06%	100.00%
2021	1	12	3	0	0	36	52	1.92%	23.08%	5.77%	0.00%	0.00%	69.23%	100.00%

City School District of
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Equity Policy Data Collection

Equitable practices in hiring practices: APSTA

	Asian	Black	Hispanic	Indian	PI	White	Total	Asian	Black	Hispanic	Indian	PI	White	Total
APSTA														
2018	14	83	1	0	1	856	955	1.47%	8.69%	0.10%	0.00%	0.10%	89.63%	100.00%
2019	14	86	3	0	1	870	974	1.44%	8.83%	0.31%	0.00%	0.10%	89.32%	100.00%
2020	14	88	6	0	1	862	971	1.44%	9.06%	0.62%	0.00%	0.10%	88.77%	100.00%
2021	15	82	7	0	2	807	913	1.64%	8.98%	0.77%	0.00%	0.22%	88.39%	100.00%

City School District of
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Equity Policy Data Collection

Equitable practices in hiring practices: APSUE

	Asian	Black	Hispanic	Indian	PI	White	Total	Asian	Black	Hispanic	Indian	PI	White	Total
APSUE														
2018	16	335	28	1	0	282	662	2.42%	50.60%	4.23%	0.15%	0.00%	42.60%	100.00%
2019	16	413	39	1	0	310	779	2.05%	53.02%	5.01%	0.13%	0.00%	39.79%	100.00%
2020	15	366	35	1	0	289	706	2.12%	51.84%	4.96%	0.14%	0.00%	40.93%	100.00%
2021	16	341	32	1	0	246	636	2.52%	53.62%	5.03%	0.16%	0.00%	38.68%	100.00%

City School District of
ALBANY

Equity Policy Data Collection

Equitable practices in hiring practices: MC/DISTRICT LEADERSHIP

	Asian	Black	Hispanic	Indian	PI	White	Total	Asian	Black	Hispanic	Indian	PI	White	Total
MC/DISTRICT LEADERSHIP														
2018	1	8	0	0	0	36	45	2.22%	17.78%	0.00%	0.00%	0.00%	80.00%	100.00%
2019	0	10	0	0	0	34	44	0.00%	22.73%	0.00%	0.00%	0.00%	77.27%	100.00%
2020	0	11	0	0	0	34	45	0.00%	24.44%	0.00%	0.00%	0.00%	75.56%	100.00%
2021	1	9	0	0	0	29	39	2.56%	23.08%	0.00%	0.00%	0.00%	74.36%	100.00%

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Plan for continuous professional development and improvement

Objective 1.1: Train instructional leaders and faculty in all frameworks, practices, and requirements of learning standards, inclusive of the NYS Next Generation Learning Standards in Math and ELA, other NYS content standards, and national standards when appropriate, and provide guidance on the implementation of the learning standards to teachers of English Language Learners (ELLs) and Students with Disabilities (SWDs).

Essential Questions:
1. How can the learning standards be used to inform instruction and develop in all students the understandings required for college and career readiness?
2. How do the learning standards inform the implementation of social justice themes in our curriculum?

Objective 1.2 Content Area Development: Provide opportunities for staff to enhance their content area knowledge inclusive of teachers of English Language Learners (ELLs) and Students with Disabilities (SWDs).

Essential Question: How can professional development strengthen content knowledge and pedagogy of all teachers in order to improve student achievement? How can we deliver professional development on content and pedagogy that is attentive to social justice and anti-racism in our society?

Activities and Strategies:
- Provide training in targeted content areas to roll out or continue implementation of curriculum
- Embed social justice themes in our professional development and practices for equity-based teaching

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Family Engagement and Communication

Site-based plans to implement strategies for emphasizing family engagement and communication

DCIP

- Family Engagement Plan aligned to DTSDE family framework
- Family engagement checklist for progress monitoring building implementation
- Communications Plan focused on one-way and two-way communication
- Communication plan established minimum requirements for communication from both the district and building level

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Student voice as an integral part of the decision-making and transformation process

SCEP: As a school community we are committed to **teaching our students to use their voice in academic and extra-curricular spaces to bring attention to social justice**.

This year we will:
- continue to focus on providing students the skills and strategies they need to fully access,

- understand the full complexity of the grade level standard in all subjects regardless of their foundational skill level in each subject area.

- defy the myth that students cannot access grade level material until they have mastery over certain skills, as this is a myth that disproportionately impacts the academic progress of black, Latino, economically disadvantaged, and special education subgroups. In addition to building staff capacity,

- continue to develop our Building Equity Teams and Student Leadership Teams

- ensure the continued professional development integration of Culturally Responsive Teaching practices in our classrooms and increased student voice in decisions that we make in our school community

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