

# NPCSD EQUITY PRESENTATION

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BOE Meeting  
July 10, 2024

# NEW PALTZ CENTRAL SCHOOL DISTRICT MISSION, VISION AND GUIDING PRINCIPLES

## **New Paltz Central School District Mission Statement**

The New Paltz Central School District exists for the children of the community. The focus on its programs and activities is the commitment to measured excellence and continuous growth and development for all.

## **New Paltz Central School District Vision Statement**

Our school community – students, staff, families, and community members – are citizens of the world, passionate about learning and empowered to achieve their dreams.

## **Our Guiding Principles**

- Focus on learning and success for all
- Create a cohesive and inclusive culture K-12, across buildings and departments
- Empower and create success for disengaged and disenfranchised students

## 2023-24 DISTRICT EQUITY TEAM

1. Book Study: *Identity Affirming Classrooms: Spaces that Center Humanity* by Erica Buchanan-Rivera
2. Finalized student survey questions, analyzed results when completed
3. Explored other student performance and attendance data
4. Created District Equity Improvement Plan

# BUILDING EQUITY TEAMS: HIGH SCHOOL

The high school had a few focus areas for the 2023-24 school year. They looked at equity in AP exams and course selections and continued to expand the Elective Fair to include more courses so students are aware of course options. We also discussed how financial issues could be addressed for students that would prevent them from taking these higher level courses. The school counselors dove into creating focus groups to gain a better understanding as to why certain groups of students felt disengaged at school.

The high school had a number of celebrations that took place throughout the school year with Hispanic Heritage Month, Black History Month, Ramadan, and for Women's History Month staff members were highlighted in the weekly newsletter. Students work with staff and community members to have a Wellness day in March as well. Students were given the choice to attend different activities throughout the afternoon such as a pickleball tournament, arts and crafts, dance, music and outdoor games. During the Wellness day, Student government held a schoolwide Rock, Paper, Scissors tournament which was fun, but was a great community building activity.

# BUILDING EQUITY TEAMS: MIDDLE SCHOOL

During the 2023–24 school year, the Middle School Equity team met eight times. The team included building administrators, several teachers, two parents, and several students. In their initial meetings, they reviewed data from the District's climate survey. They also considered experiences shared by members of the Diversity in Youth club and insights from Erica Buchanan-Rivera's *Identity Affirming Classrooms: Spaces that Center Humanity*. Using this information, along with the District's goals, New York State's Culturally Responsive and Sustaining (CR-S) Framework, and the District Equity Improvement Plan, they identified our goal for the 2024–25 school year: to build a community of care within the Middle School.

To achieve this goal, there are several key considerations:

- Increasing consistent participation in our equity team to ensure that parent and student perspectives are heard
- Ensuring that faculty and staff are aware of the initiative
- Collecting data to evaluate our success in reaching our goal

They believe these steps will significantly contribute to fostering an inclusive and supportive environment at our Middle School.

# BUILDING EQUITY TEAMS: LENAPE ELEMENTARY SCHOOL

Set Lenape goal of increasing student agency and reviewed the student survey.

We also began our book study *Identity Affirming Classrooms* that will carry into next year.

Yaa Yaa Whaley-Williams conducted a faculty meeting about unconscious bias that was well received.

The committee discussed goals of supporting staff with guidelines for discussions about difficult topics, with the support of the library specialist providing resources and books that are representative and culturally responsive.

Two members of the Lenape Equity Team were also on the Duzine Equity Team.

# BUILDING EQUITY TEAMS: DUZINE ELEMENTARY SCHOOL

During the 2023–24 school year, the Duzine Equity Team met every other week on Friday mornings. At various points in the school year, building administrators, teachers, and other school staff participated in the meetings. They also had some parent participation in the spring. Maria Scarangella, our district's restorative practices coordinator, also participated in several meetings.

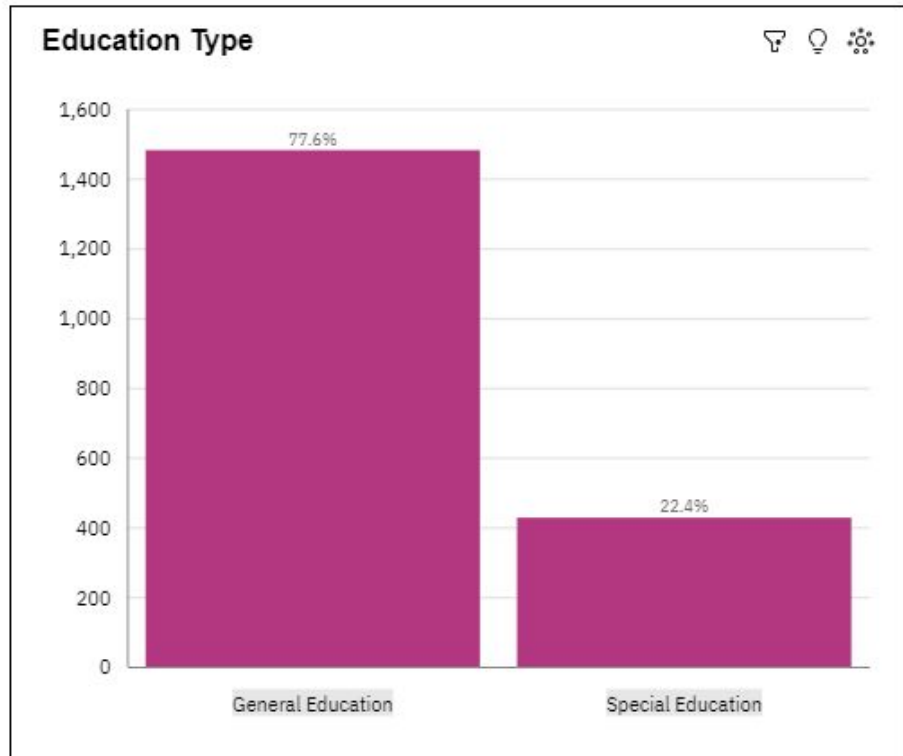
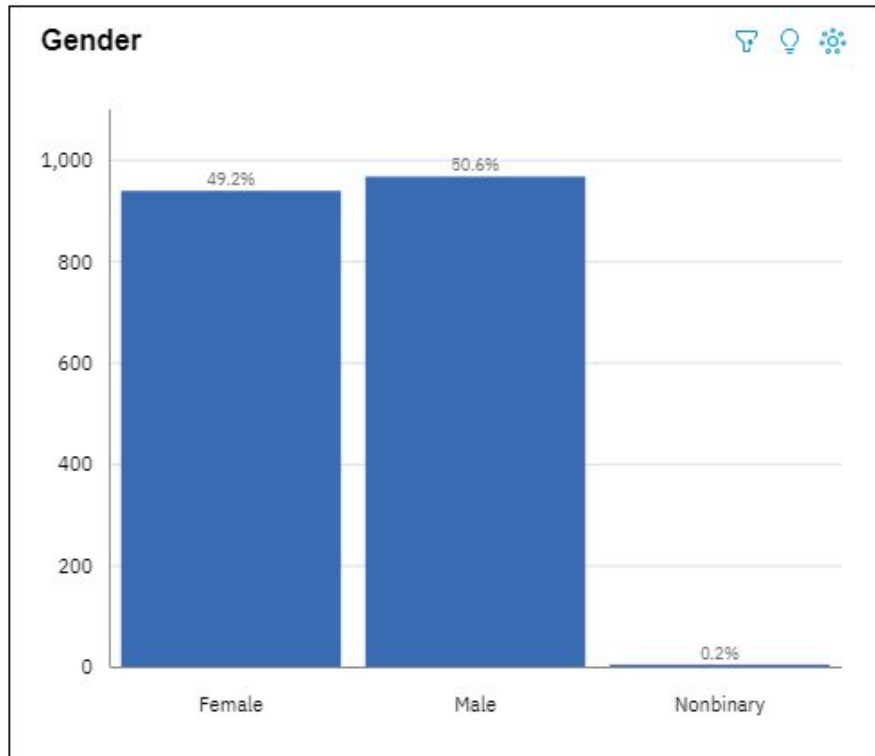
The Duzine Equity Team spent time discussing equity issues within curriculum and building-level systems. The team made suggestions and provided feedback on staff and grade-level meeting topics and trainings. As a team, we read ***Street Data: A Next-Generation Model for Equity, Pedagogy, and School Transformation*** by Shane Safir and Jamila Dugan. Inspired by that text, we prioritized family outreach in the spring. We invited Duzine parents into our meetings and sent out a survey to Duzine families to gather feedback. At the end of the year, we reviewed this data as a team and discussed plans to act on the data in the 2024–2025 school year.

The team plans to use the District Equity Plan and the Duzine family survey to inform our initiatives for the 2024–2025 school year.

# DEMOGRAPHIC DATA 2023-24

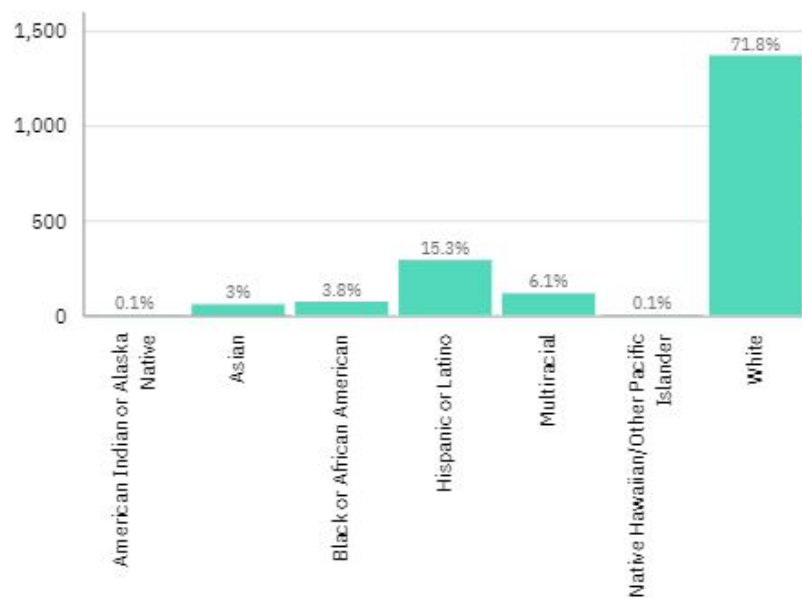
All data visualizations are captured from Level 1. Level 1 is the NYS Data Warehouse and reflects all the data that we continuously upload throughout the year.



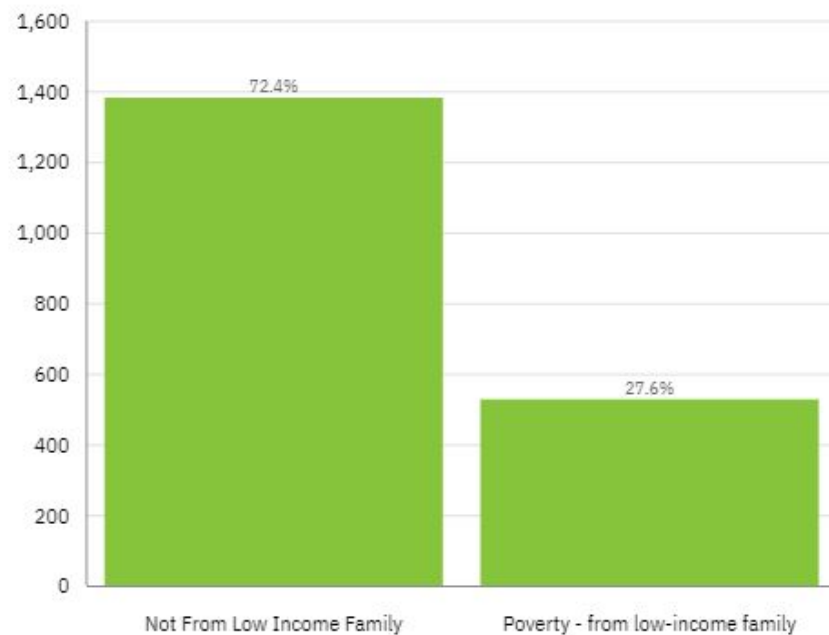


(y-axis is number of students)

## Ethnicity



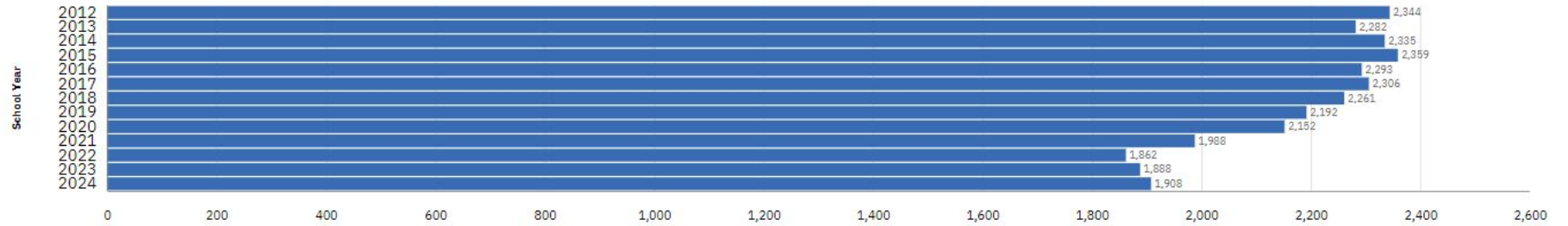
## Income Level



DEMOGRAPHIC

TREND DATA

## Enrollment Totals

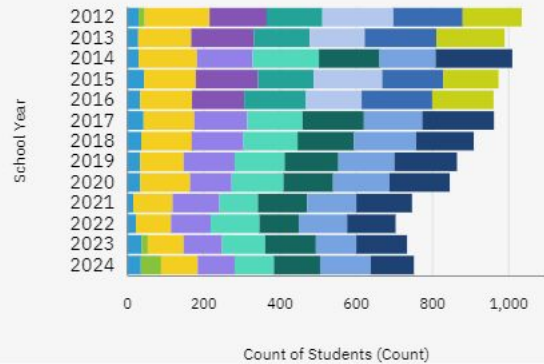


## PK-5 Enrollment Trend



Grade Level

- PS
- PKF
- KF
- KH
- 01
- 1
- 02
- 2
- 03
- 3
- 04
- 4
- 05
- 5

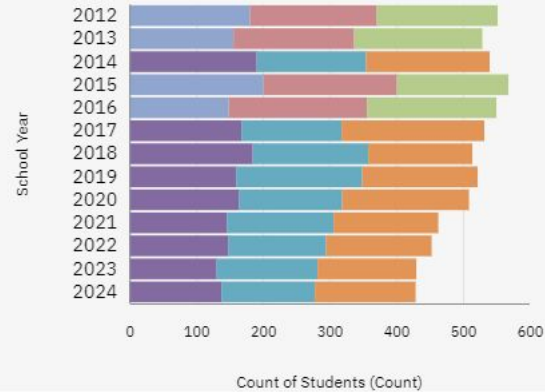


## 6-8 Enrollment Trend



Grade Level

- 06
- 07
- 08
- 6
- 7
- 8

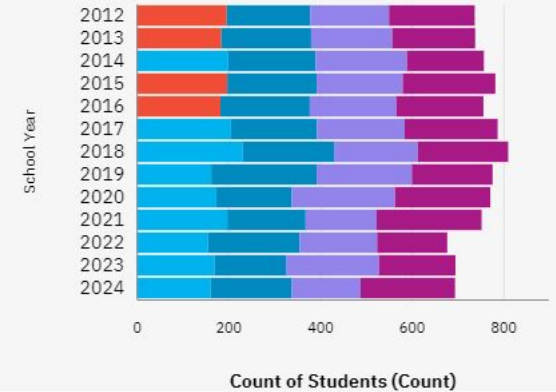


## 9-12 Enrollment Trend

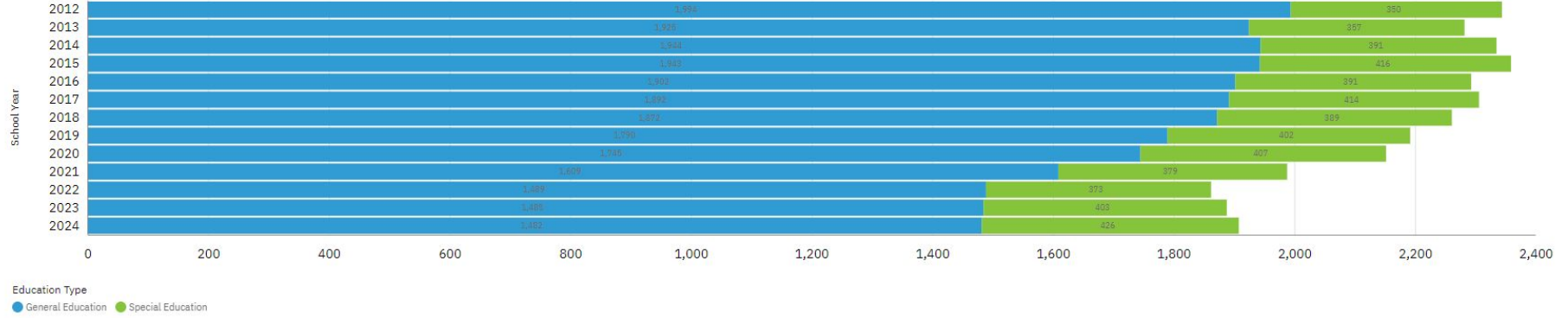


Grade Level

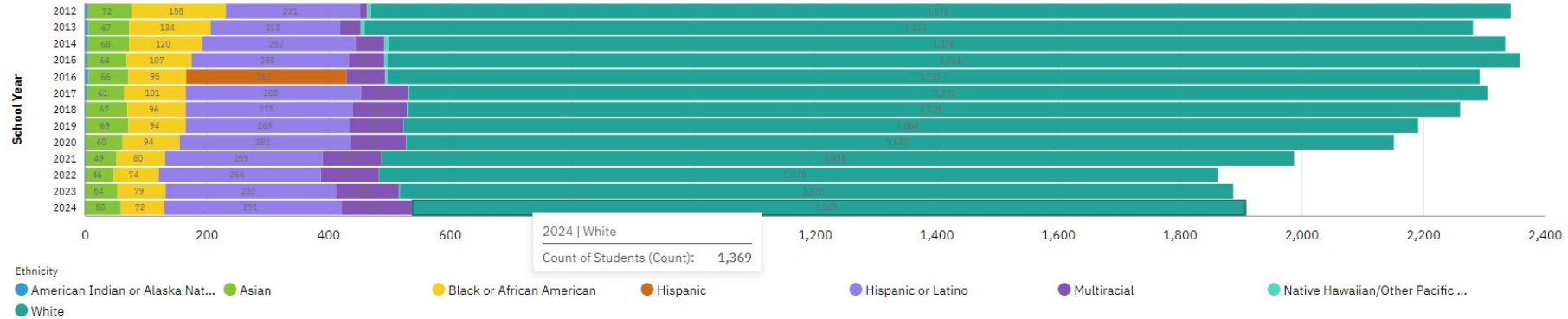
- 9
- 09
- 10
- 11
- 12



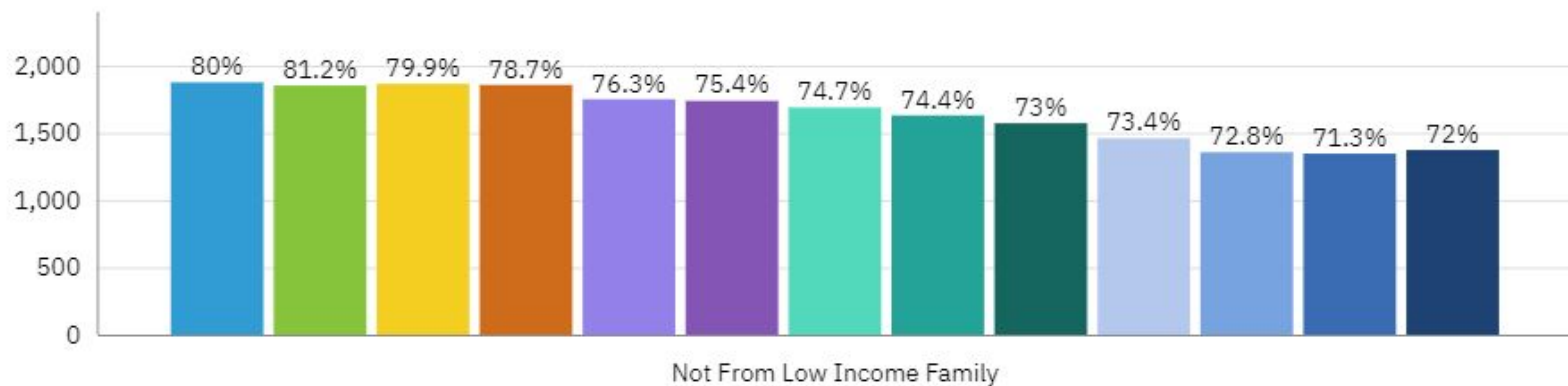
### Education Type Trend



### Ethnicity Trend

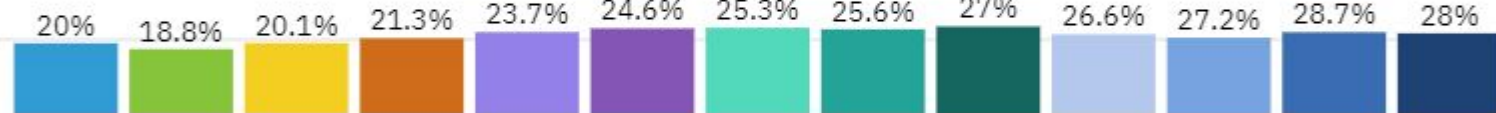


## Poverty Indicator Trend



School Year

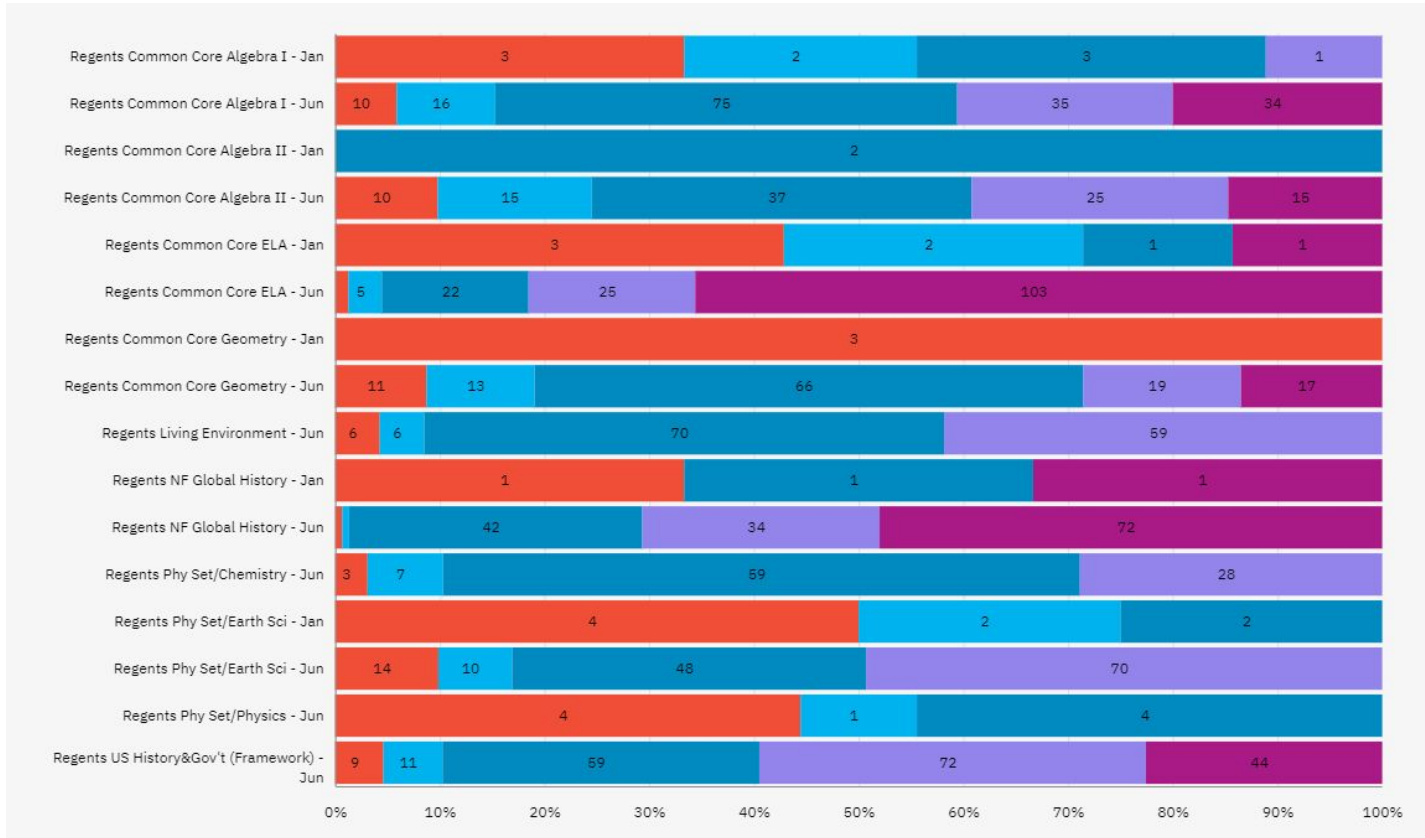
2012 2013 2014 2015 2016 2017 2018 2019 2020 2021 2022 2023 2024



QUANTITATIVE DATA  
REVIEWED THIS YEAR

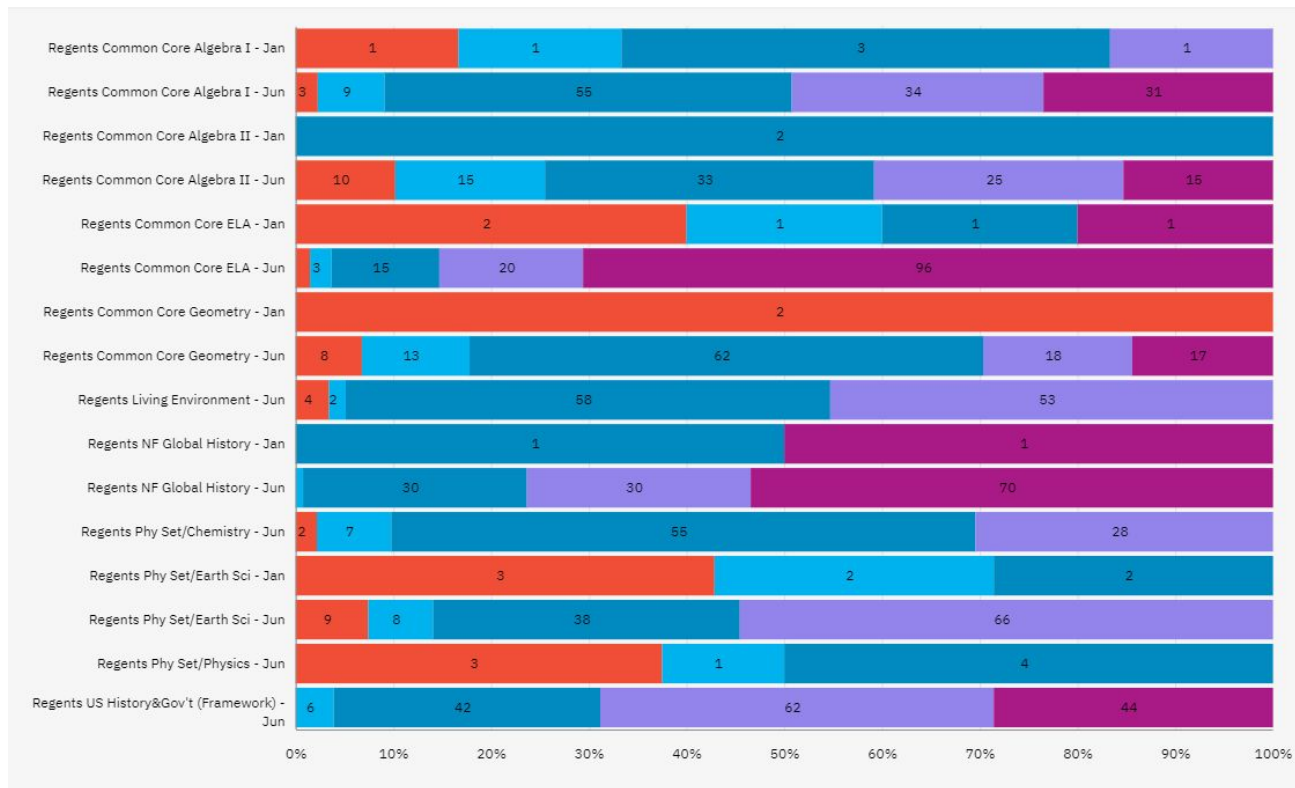
# REGENTS EXAM RESULTS - 2023

Performance Level

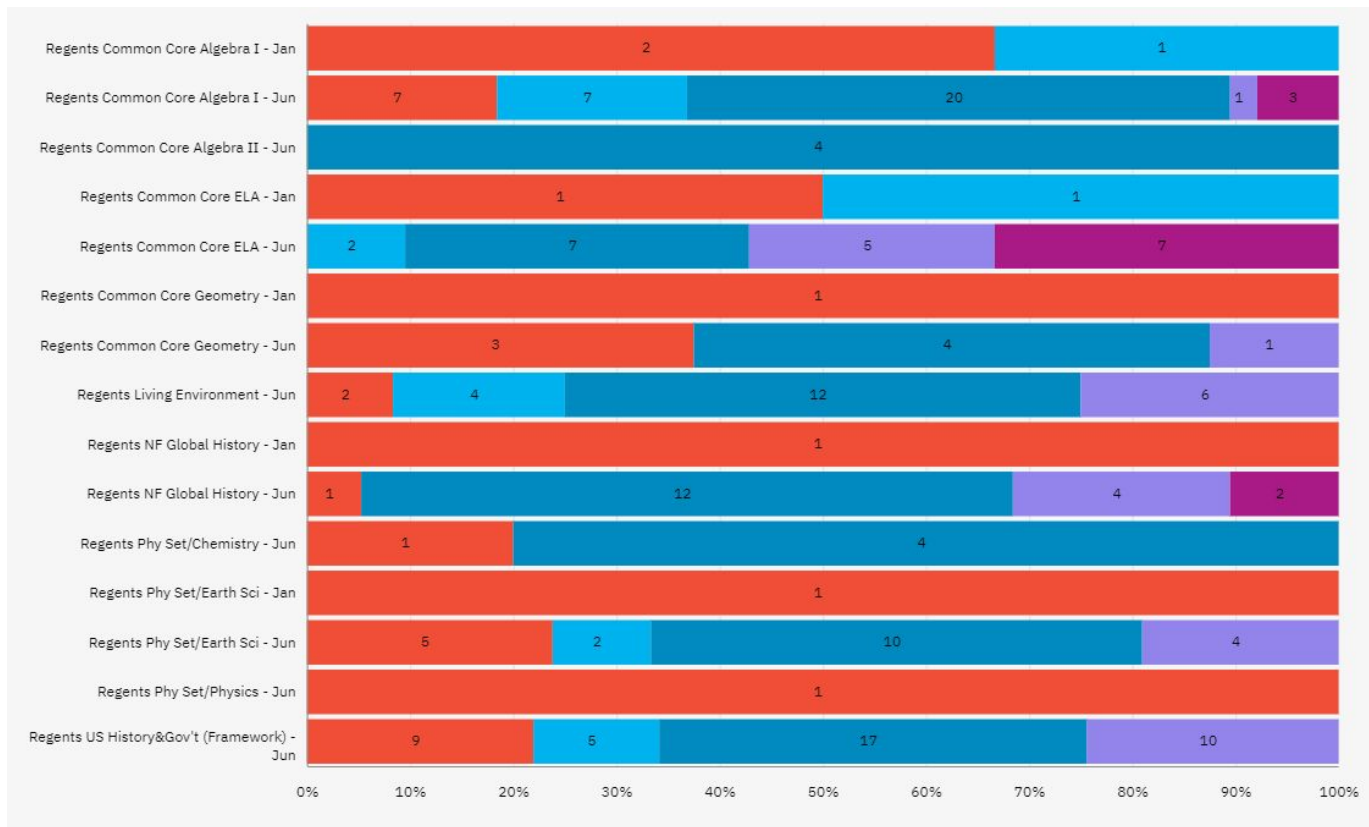




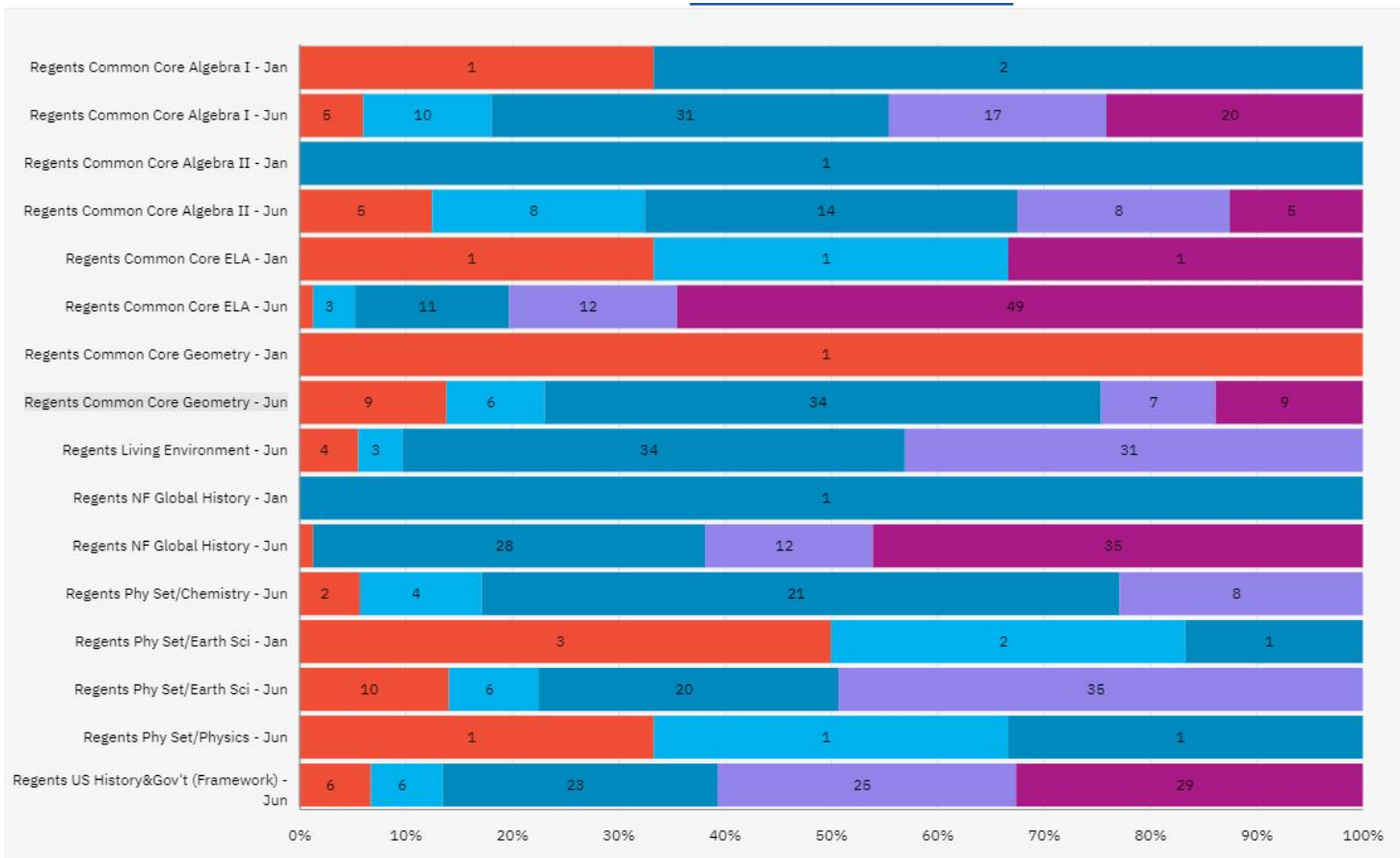
# GENERAL EDUCATION STUDENTS



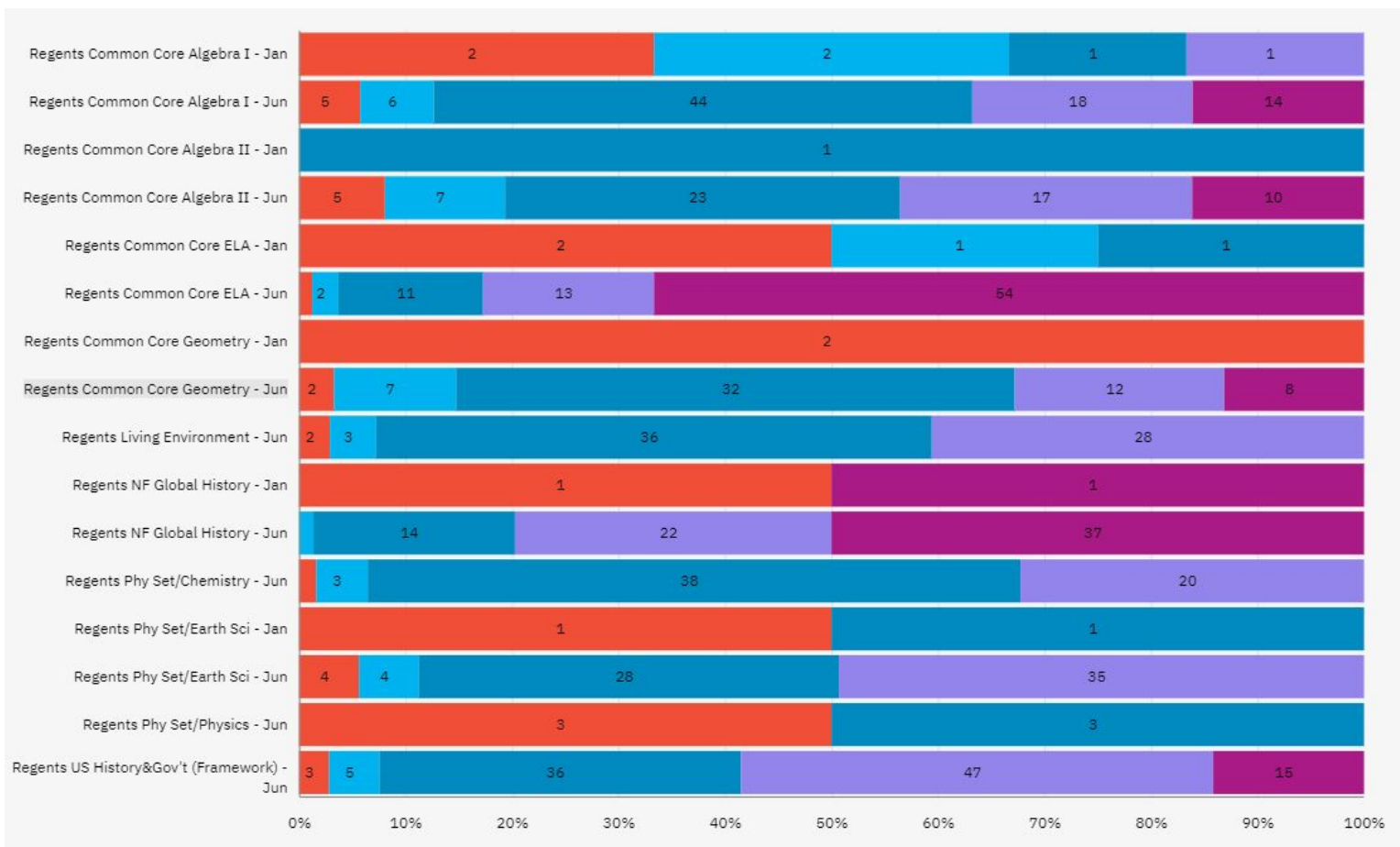
# SPECIAL EDUCATION STUDENTS



# FEMALE STUDENTS



# MALE STUDENTS



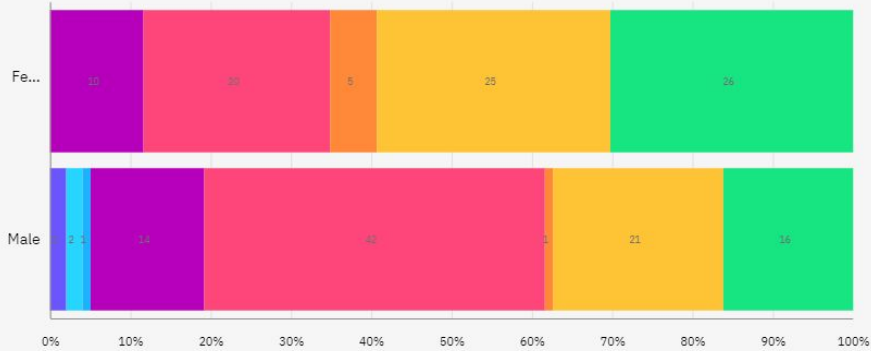
WE ALSO REVIEWED  
DATA ORGANIZED BY  
RACE

# 2023 GRADUATION DATA

## Gender

Completer / Non Completer Type

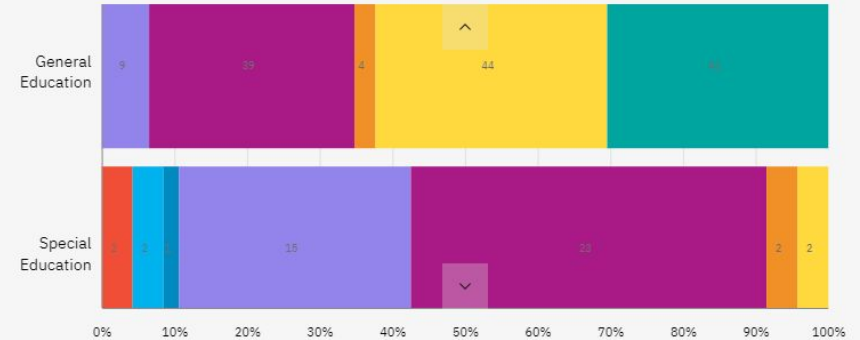
- Commencement Credentials
- Dropout
- Local Diploma
- Non-Graduates
- Regents Diploma
- Regents Diploma with Honors
- Regents with Advanced Design...
- Regents with Advanced Design...



## Education Type

Completer / Non Completer Type

- Commencement Credentials
- Dropout
- Local Diploma
- Non-Graduates
- Regents Diploma
- Regents Diploma with Honors
- Regents with Advanced Design...
- Regents with Advanced Design...



# GRADUATION TREND DATA

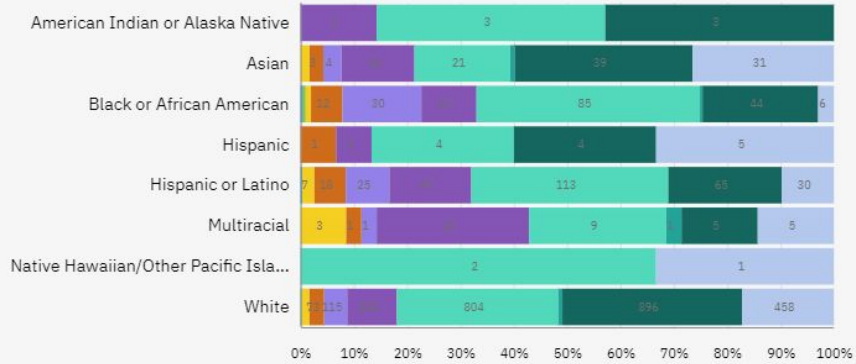
2006-2023 - Combined

## Ethnicity Breakdown



Completer / Non Completer Type

- Commencement Credentials
- Completers
- Dropout
- Local Diploma
- Non-Completer
- Non-Graduates
- Regents Diploma
- Regents Diploma with Honors
- Regents with Advanced Design...
- Regents with Advanced Design...

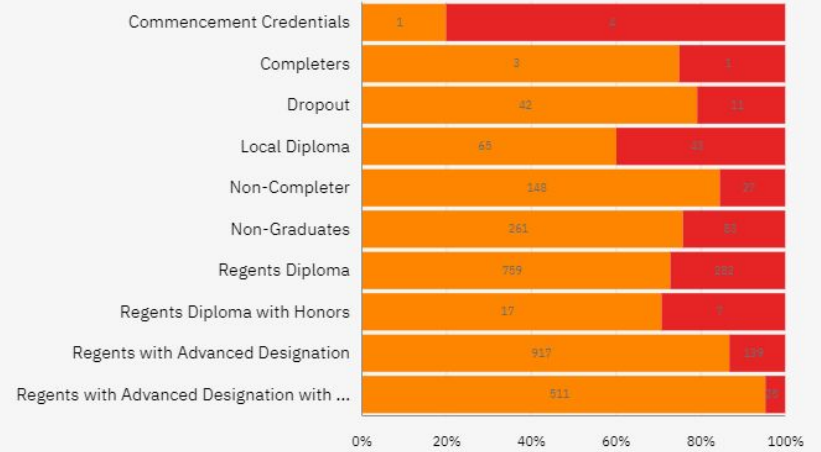


## Poverty Breakdown



Poverty

- Not From Low Income Family
- Poverty - from low-income fa...







QUALITATIVE DATA  
REVIEWED THIS YEAR

# STUDENT SURVEYS

Surveys organized around Culturally Responsive Sustaining Education Framework into three sections: Welcoming and Affirming Environment, High Expectations and Rigorous Instruction, Inclusive Curriculum and Assessment, and we partnered with the Town of New Paltz to adding Thriving Together questions. We utilized many of the US Dept of Education Survey Questions

- 300 Grades 3-5 students responded to survey (81% response rate)
- 795 Grade 6-12 responded to survey (76% response rate)

# STUDENT SURVEY DATA

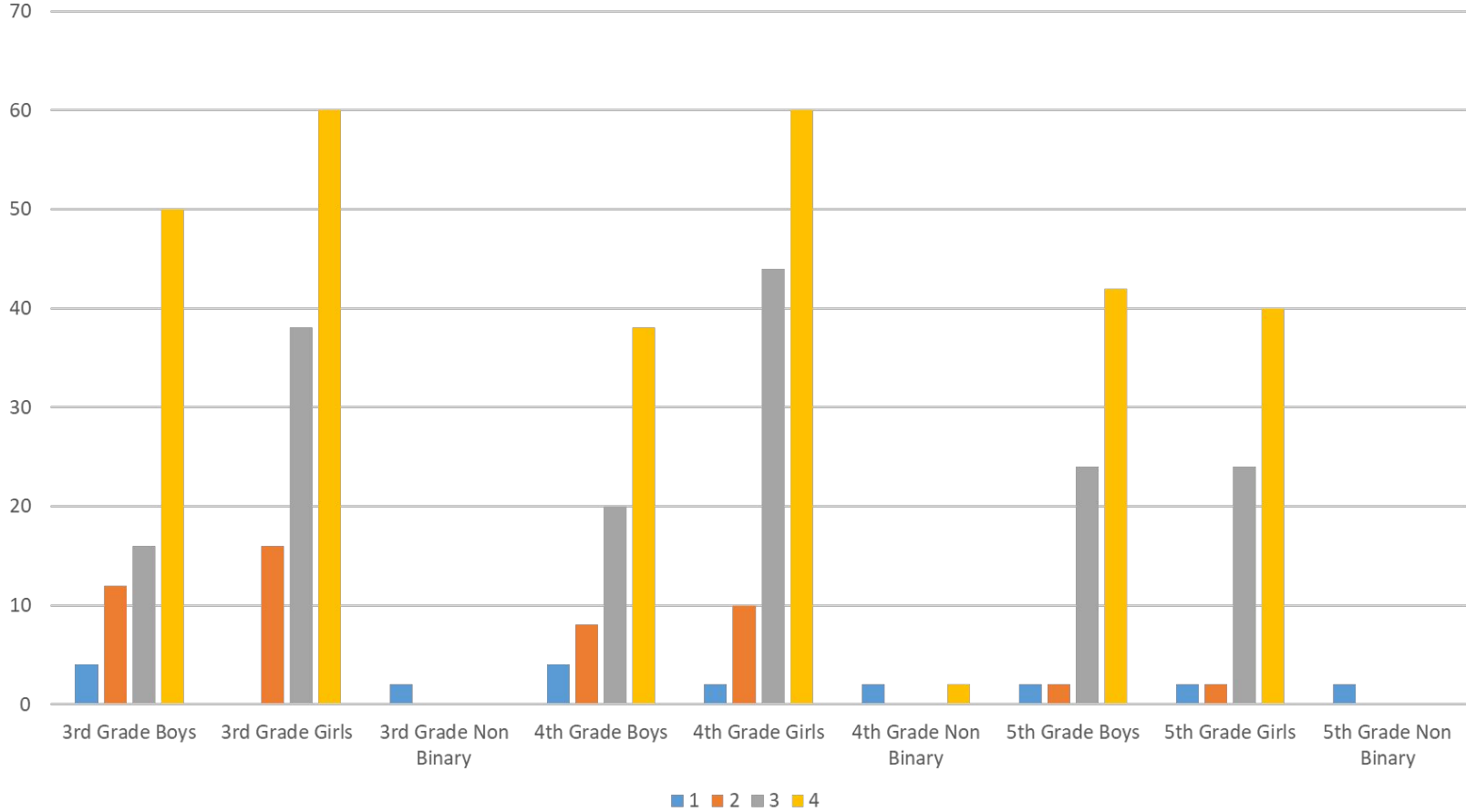
What did we discover?

Select Questions and

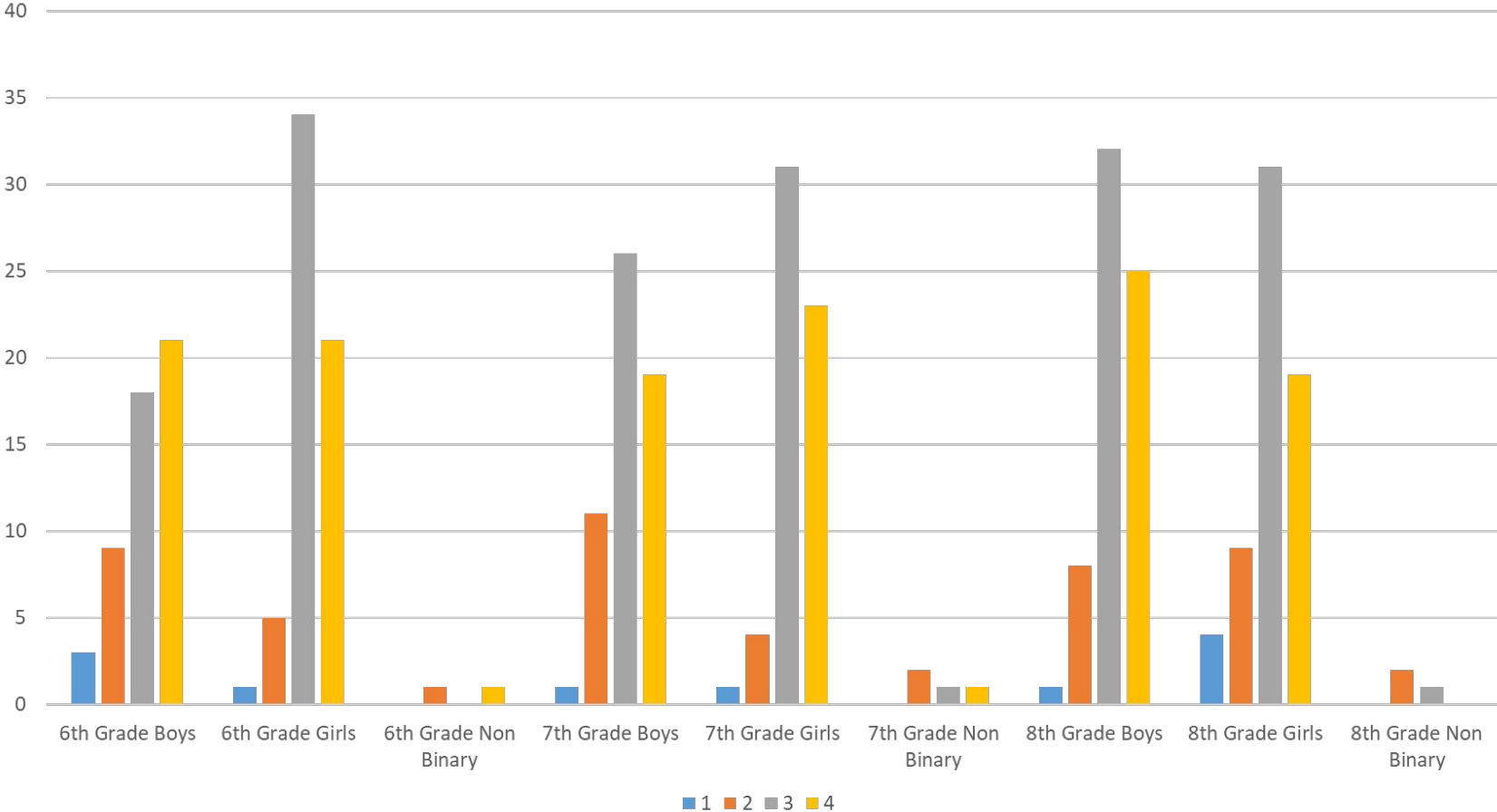
Responses captured here

1 2 3 4  
Not at all     To a great extent

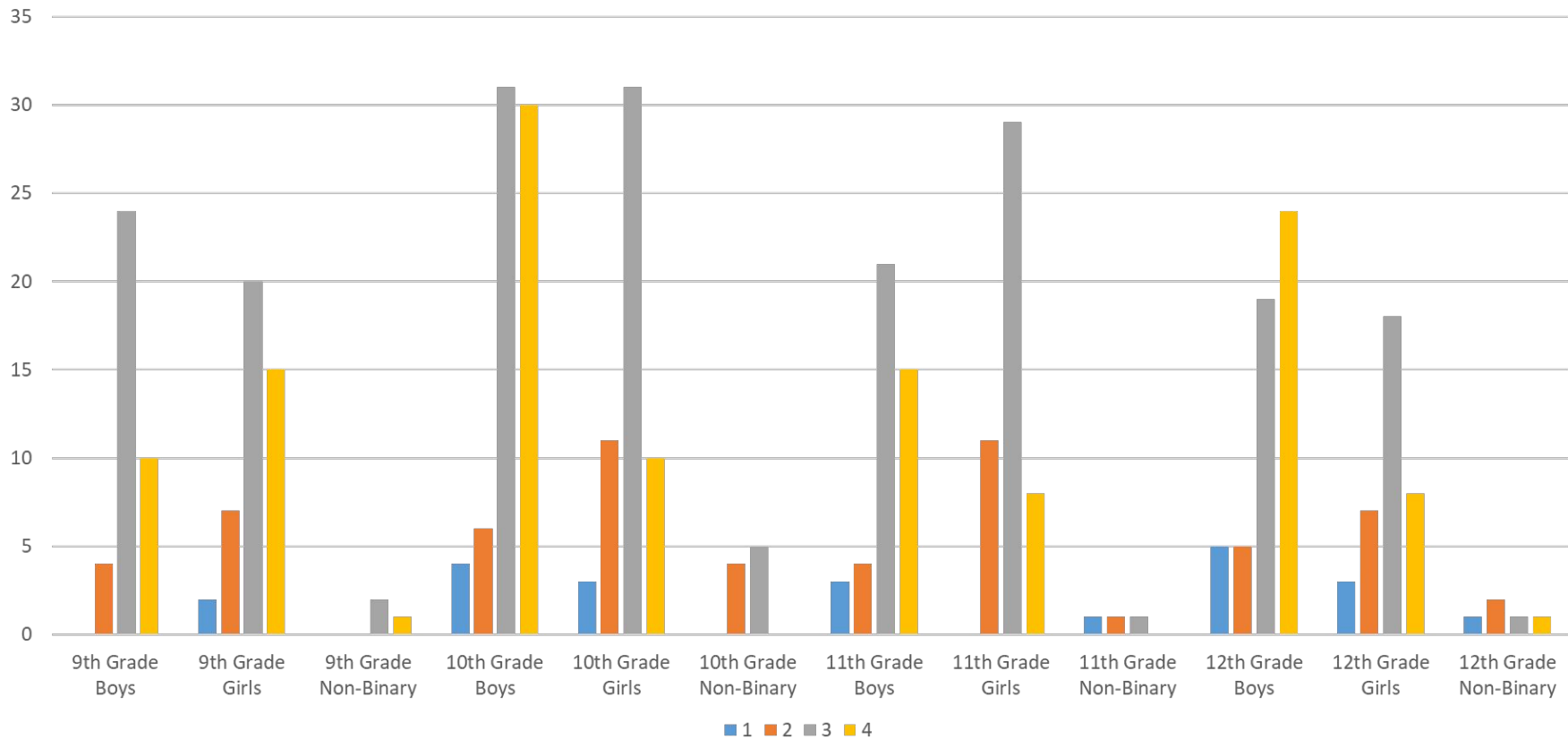
# OVERALL, HOW MUCH DO YOU FEEL LIKE YOU BELONG AT YOUR SCHOOL?



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HOW OFTEN DO WE ASK STUDENTS  
WHAT CAN BE IMPROVED TO  
ENHANCE LEARNING OR INCREASE  
LEVELS OF ENGAGEMENT?

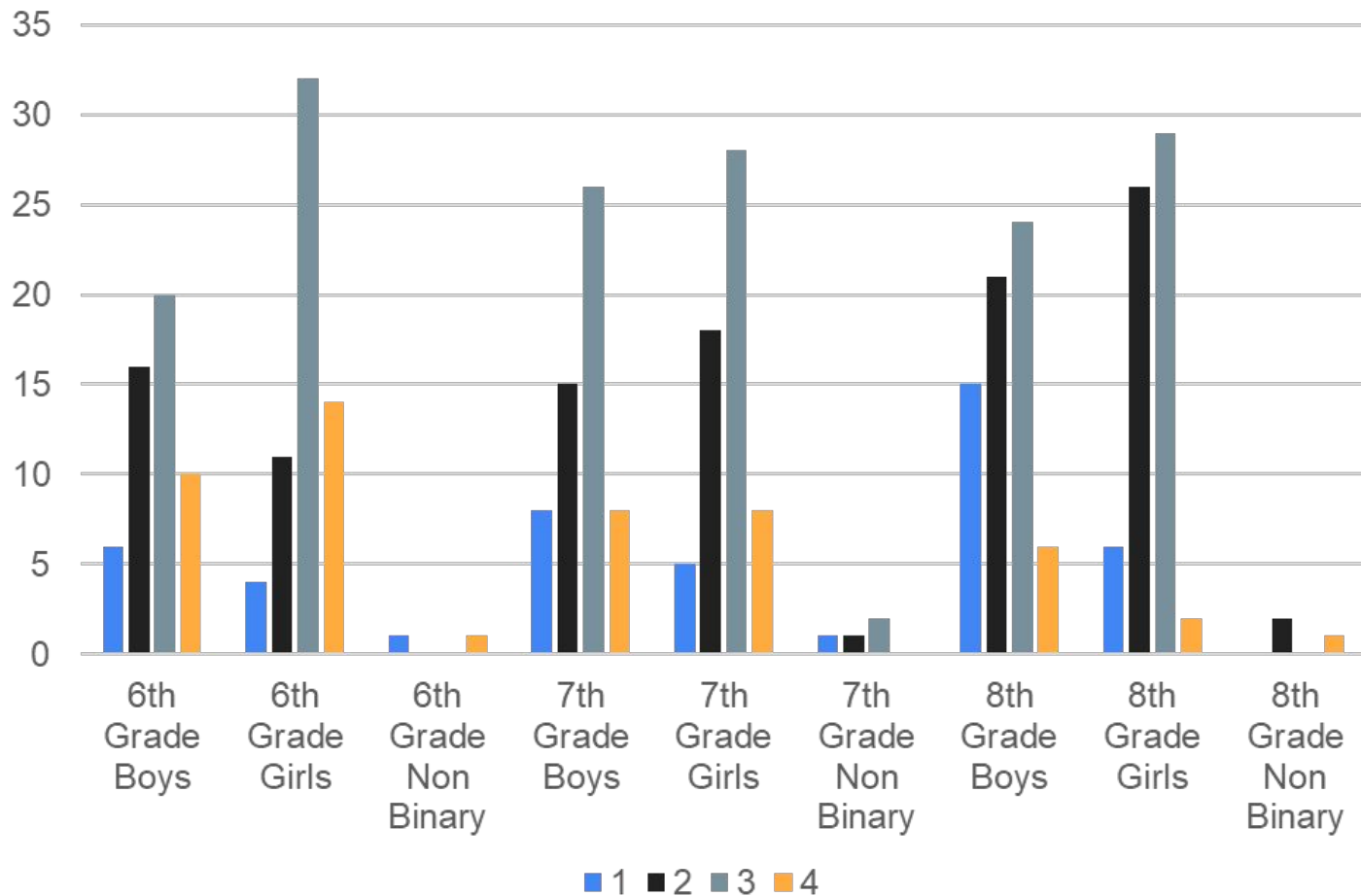


# MEANINGFUL LEARNING

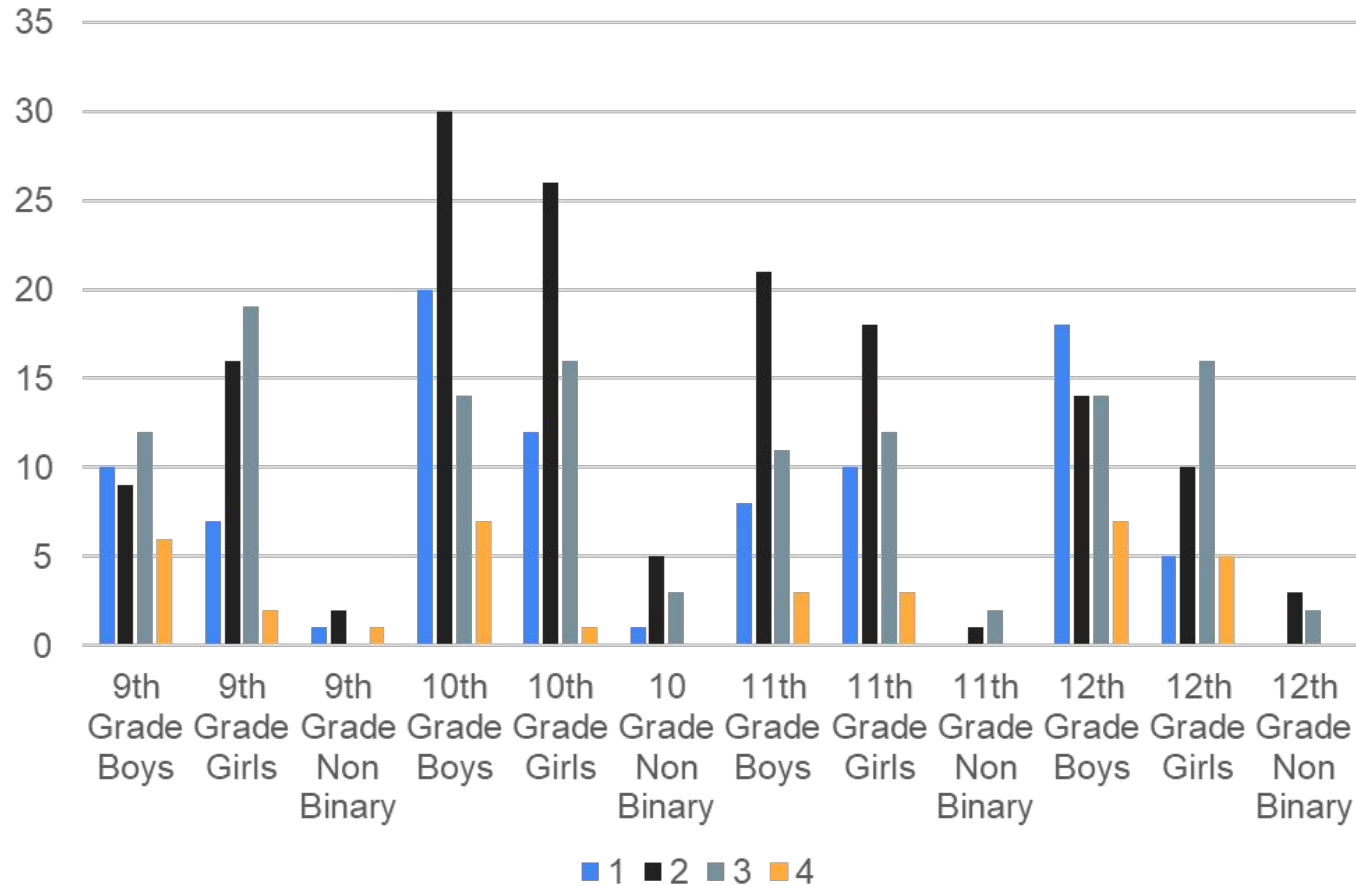
“Learning becomes more meaningful in the eyes of children when individualized strengths are affirmed and validated within the classroom environment” (p.44)

- Erica Buchanan-Rivera, *Identity Affirming Classrooms: Spaces that Center Humanity*

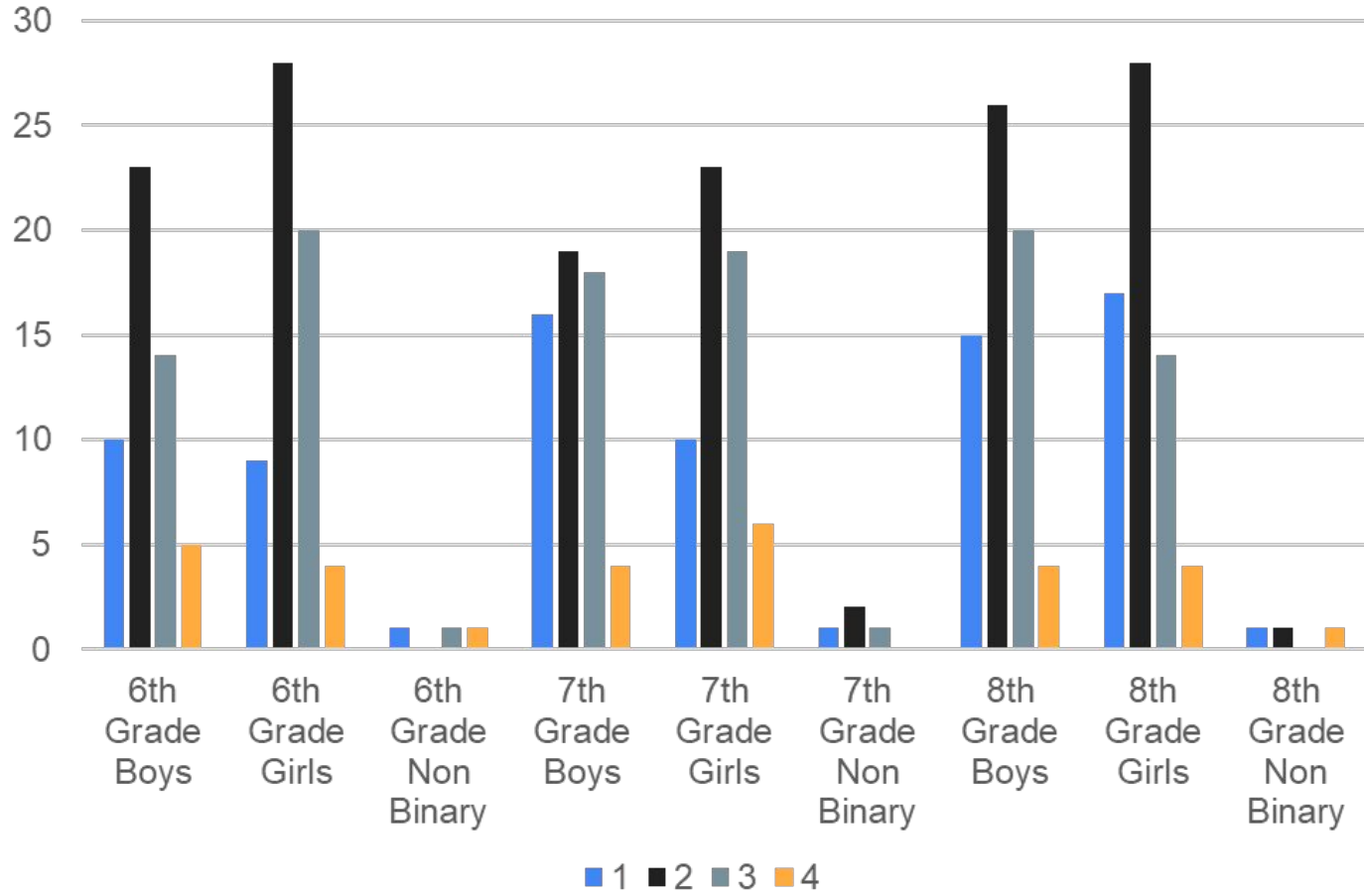
# WHAT I LEARN IN SCHOOL IS RELEVANT TO MY LIFE.



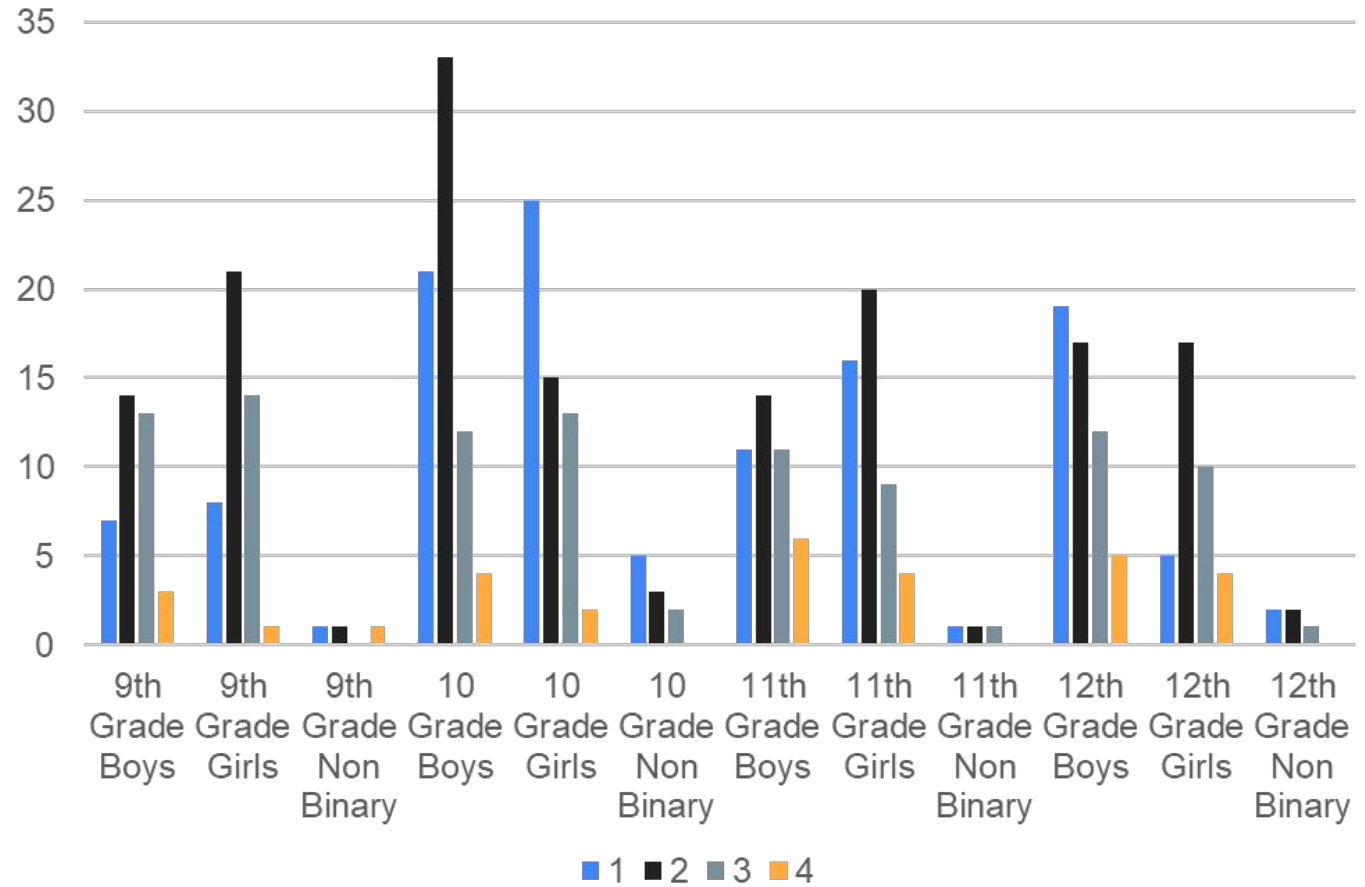
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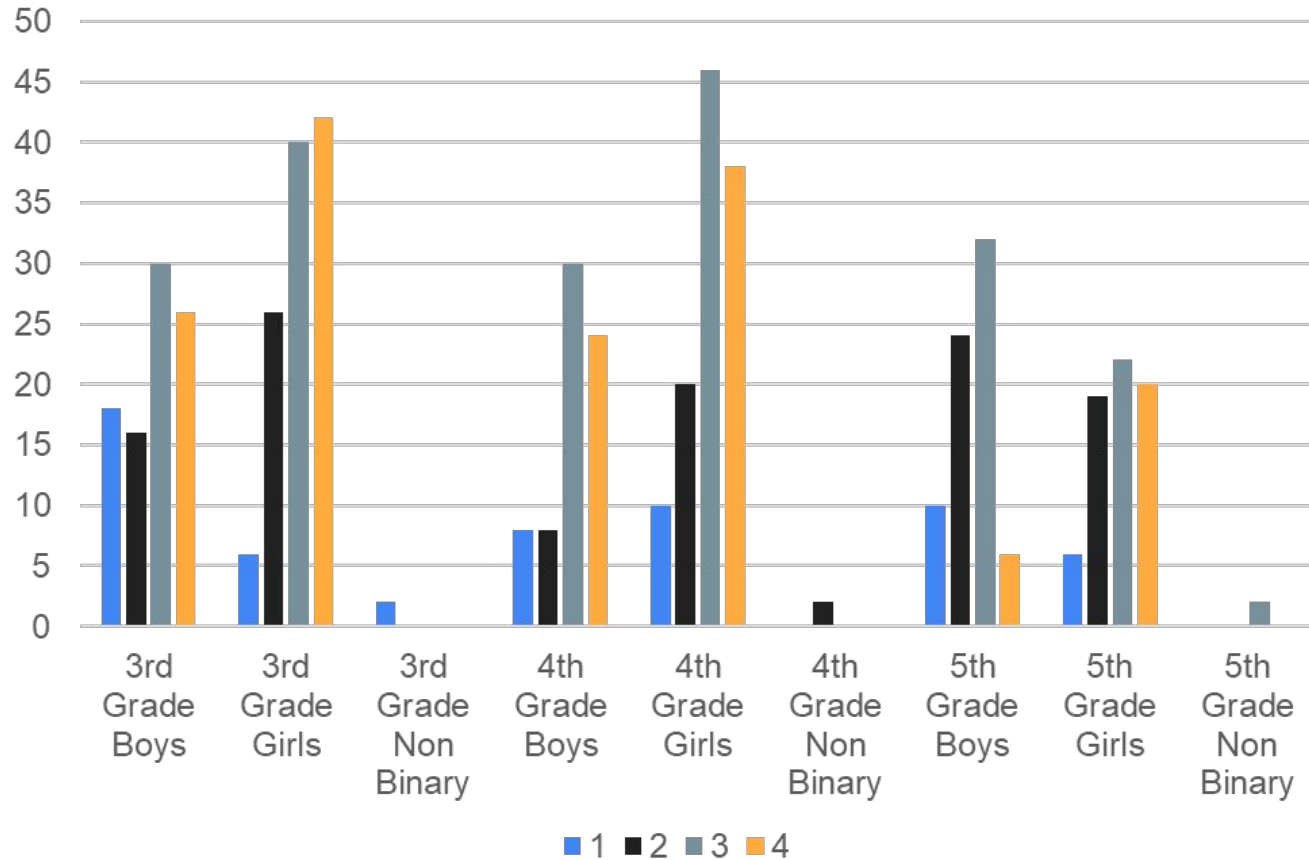
# TEACHERS OFTEN USE WHAT I AM INTERESTED IN TO DESIGN LESSONS.



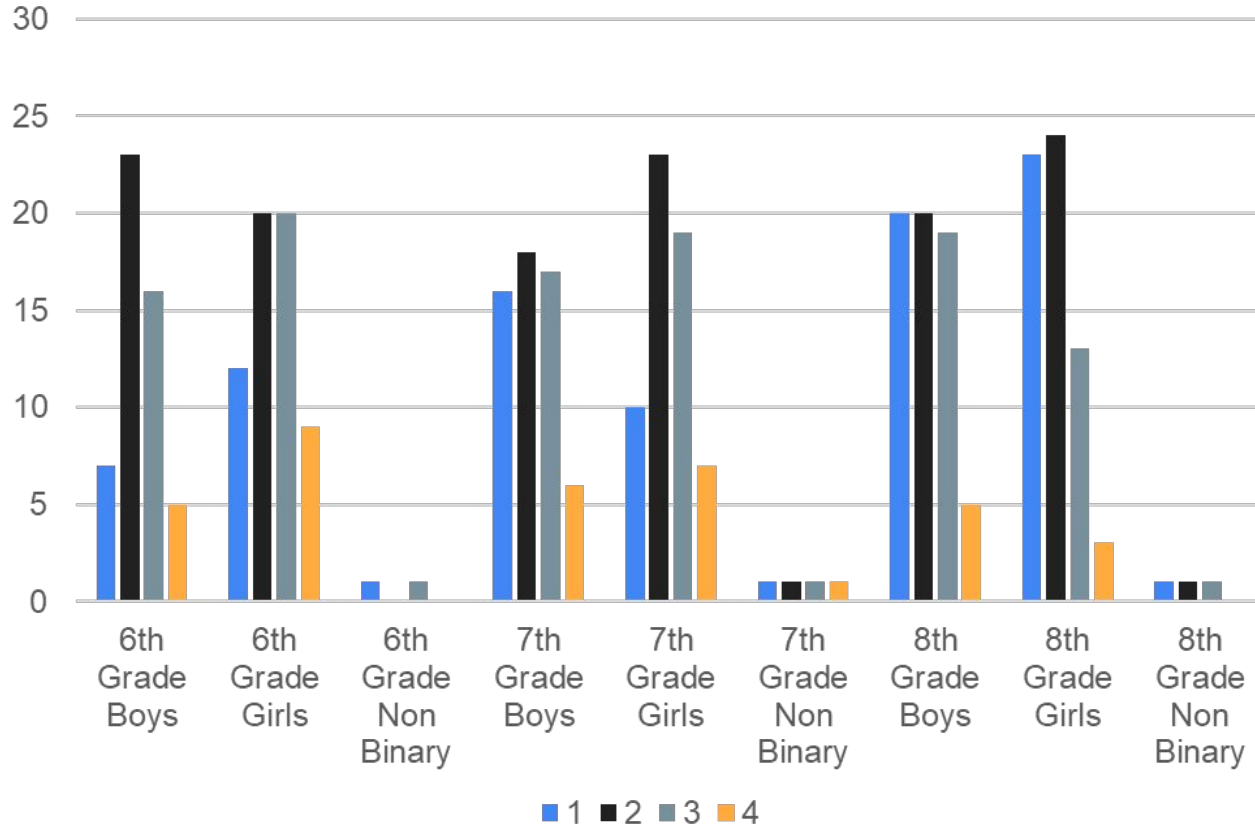
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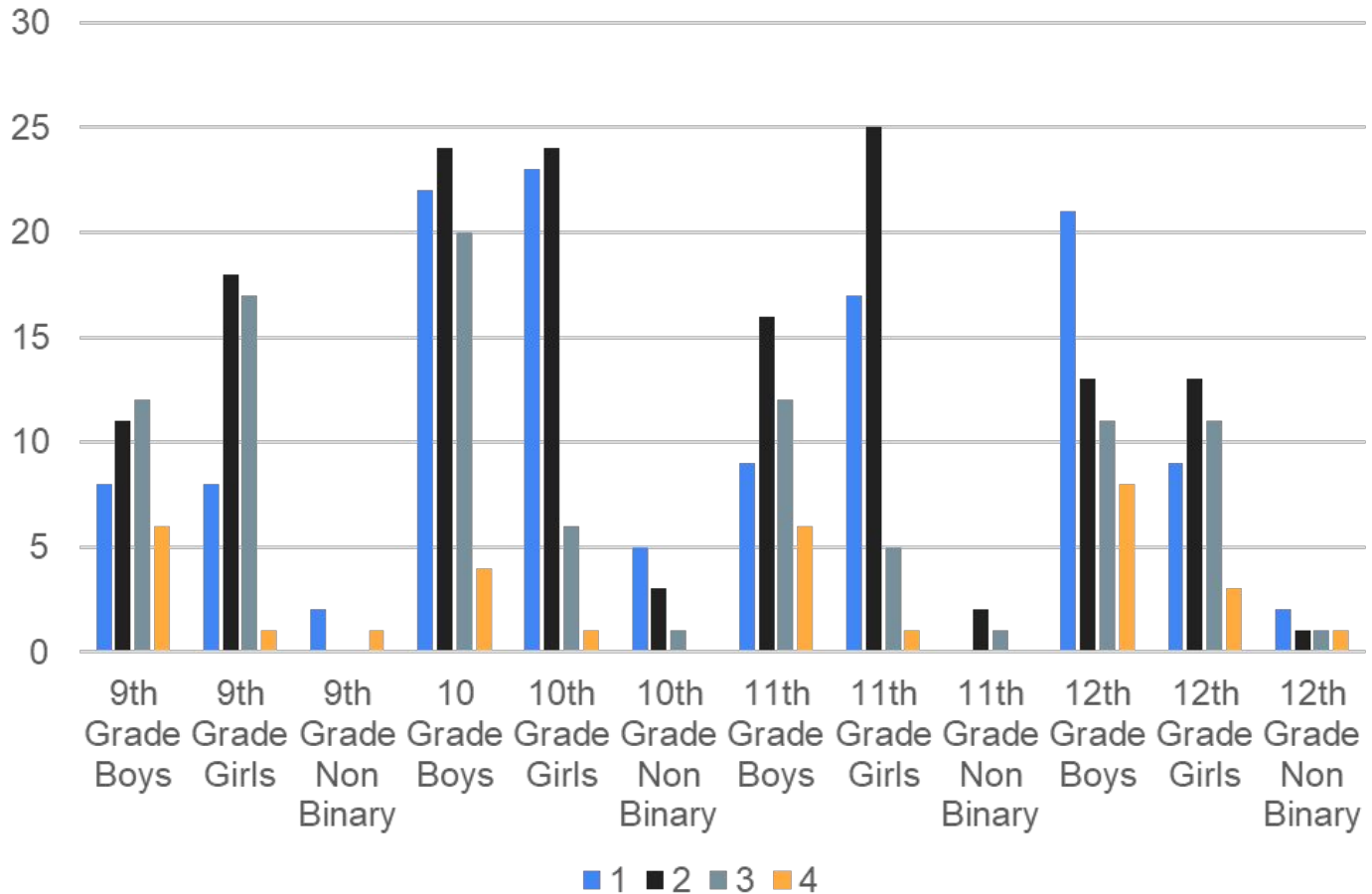
# DO YOU FEEL LIKE YOU CAN MAKE CHOICES ABOUT WHAT YOU LEARN IN SCHOOL?



# I OFTEN FEEL AS I HAVE CHOICES ABOUT WHAT TO LEARN AND HOW I LEARN IN MY CLASSROOMS.



# I OFTEN FEEL AS I HAVE CHOICES ABOUT WHAT TO LEARN AND HOW I LEARN IN MY CLASSROOMS.





# FOCUS GROUPS

Approximately twenty 9-10th grade students, who had been identified as failing two or more classes by school counselors, participated in a focus groups led by Victoria Setaro of Ulster BOCES.

Students shared that they found teachers to be very supportive. Some of the themes of their responses:

- Involved in sports
- Grades are a barrier to success
- One barrier is homework but they have no plan to overcome the barrier
- Another barrier is understanding content (would like 1:1 tutoring)
- Need ways to cope with stress in and out of school
- Do not feel alarm for failing classes

# MS NARRATIVE EXPERIENCES

“People are always calling me a ‘retard’ and a bad kid.”

“People of authority are always trying to get me in trouble for no reason.”

“Nobody trusts me with anything.”

“I was at recess when somebody came up to me and said how do you not know English?”

“In 5th grade I was playing Sharks and Minnows with my class and this one kid tagged but when he did, he grabbed my chest on purpose. I told the teacher, and she said, ‘Boys will be boys,’ completely ignoring the fact that he literally sexually assaulted me.”

“What I perceived as friendly, a boy perceived as more. This led to him following me while in school and after school. At times, it even led to unwanted touching and when I moved away, he would try to move closer. This led to me having a full blown panic attack.”

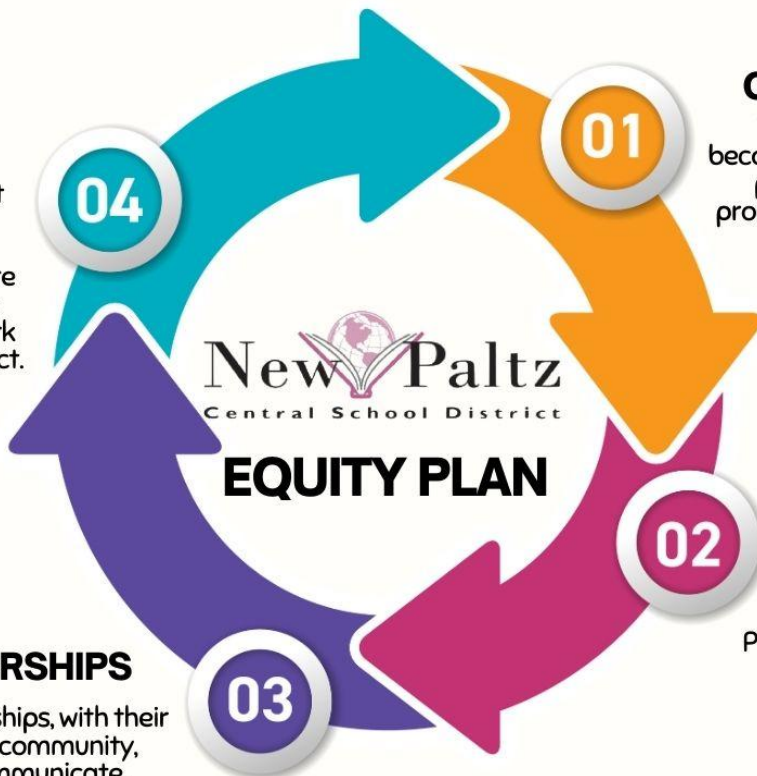
DISTRICT EQUITY  
IMPROVEMENT PLAN

## LEADING FOR EQUITY

Equity is not a top-down initiative, but rather the entire system needs to leverage legitimacy for the change. Individual's schema, normative pressure and regulatory forces all need to be a simultaneous focus. Leaders in this work must come from every level of the district.

## FORGING PARTNERSHIPS

In developing healthy relationships, with their peers and the larger school community, students will be able to communicate, cooperate, collaborate in ways that support a cohesive and inclusive culture.



## CLIMATE & CULTURE

We must support students in becoming active citizens of the world, prepared to tackle new world problems with empathy, innovation, and equity.

## STUDENT ENGAGEMENT

Prioritizing student involvement in their own education helps to meet students where they are, which is essential in creating equitable educational outcomes for all.

# FOUR PRIORITIES

**Priority 1:** Climate and Culture

**Priority 2:** Student Engagement

**Priority 3:** Forging Partnerships

**Priority 4:** Leading for Equity

# DEIP PROVIDES BLUEPRINT FOR BUILDING PLANS

Administrators will review DEIP during summer Admin Meetings.

Each Building Equity Team will create its own plan to utilize the building-level strategies for each priority.

Each BET will provide their Building Equity Report to the DET two times a year (progress monitoring and end evaluation) of the work accomplished and the outcomes achieved.

# PRIORITY 1: CLIMATE AND CULTURE

We must support students in becoming active citizens of the world, prepared to tackle new world problems with empathy, innovation, and equity. **Our goal is to ensure all stakeholders are consistently working toward improving the climate of the school community so that students feel safe and supported in becoming active citizens.** To achieve this, the district is dedicated to increasing faculty and staff satisfaction, because when faculty and staff feel valued, respected, and supported, they are more likely to engage enthusiastically with their work. This in turn will lead to a faculty and staff that is better equipped to recognize and address the diverse needs of their students while leading to higher quality teaching.

## SOME PLANNED ACTION STEPS

Survey students, families, teachers, and administrators

Analyze data

DET will create a Building Equity Report Template

Analyze reports to identify areas of strength and challenges

Provide professional development to address climate/culture

Foster collaborative cultures



## PRIORITY 2: STUDENT ENGAGEMENT

When students feel safe, supported, and included, they are more likely to be motivated, participate actively in learning, and achieve better outcomes. We value empowering students and instilling a passion for learning. **Our goal is to create learning opportunities where all students feel confident in participating in their educational experience in order to foster a sense of ownership and agency, enabling them to engage more deeply and develop critical skills necessary to thrive in an ever-changing world.** Additionally, we must provide opportunities for students to reflect on their experiences to achieve a deeper understanding and make informed decisions as they craft their futures. Ultimately, prioritizing student involvement in their own education helps to meet students where they are, which is essential in creating equitable educational outcomes for all.

## SOME PLANNED ACTION STEPS

Develop common understandings of engagement and agency

Read *Cultivating Genius*

Unpack the NYS Portrait of a Graduate

Provide professional development

Implement and reflect on strategies at the Building level

# PORTRAIT OF A GRADUATE



1. Seek well-roundedness through the Portrait of a Graduate
2. Redefine credits - diploma requirements would move away from course credits in favor of multiple ways for students to show proficiency in fulfillment of these seven components
3. Move to one diploma

## PRIORITY 3: FORGING PARTNERSHIPS

We believe in the importance of supporting students in developing healthy relationships with their peers and with the larger school community. **Our goal is to support students in developing healthy relationships, where they will be able to communicate, cooperate, collaborate in ways that support a cohesive and inclusive culture.**

Furthermore, by establishing positive relationships with parents/caregivers and community the school is better positioned to support all students. Overall, when parents, caregivers, and community members perceive the district as supportive and respectful, they are more likely to trust and actively engage with the school.

# SOME PLANNED ACTION STEPS

Establishing Restorative Practice Subcommittees

Develop and support community partnerships

Develop common definitions

Analyze and improve family partnerships

## PRIORITY 4: LEADING FOR EQUITY

Equity is not a top-down initiative, but rather the entire system needs to leverage legitimacy for the change. Individual's schema, normative pressure and regulatory forces all need to be a simultaneous focus. **Our goal is that traditional leaders, passion leaders and students from every level of the district will share in the decision-making process as the district works toward implementing this equity plan.**

# SOME PLANNED ACTION STEPS

Data Analysis training and practice

Bias Awareness and Microaggression training

Building Capacity for *Courageous Conversations*

