

# EQUITY: HOW ARE WE DOING?

Linda Oehler-Marx  
BOE Meeting  
August 2, 2023

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

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

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

# BRIEF LOOK BACK



# ACTION PLAN FOR ADDRESSING RACIAL EQUITY AND CREATING A CULTURALLY PROFICIENT DISTRICT - 2016-2021

## Evidence of Achievement

1. Create and implement an articulated (K-12) Racial Equity Curriculum.
2. Implement Instructional Practices that are engaging and congruent with the district's racial equity philosophy and its Core Intelligence.
3. Professional Development
4. Create and maintain a Culture of racial and cultural proficiency

# SPIRIT: STUDENT PROBLEM IDENTIFICATION AND RESOLUTION OF ISSUES TOGETHER (2016 BY THE DOJ)

Group Sessions with Affinity Groups identified their top concerns:

Group	Concerns of Note
Multicultural Students	Teachers write us up too often, dislike of teachers teaching for test instead of for learning, school not drug free, school concerned with image and not safety
Female Caucasian Students	Waiting three weeks for guidance appointment, not enough guidance/social work support, punishment vs. positive consequences, more student agency and voice needed
Male Caucasian Students	Teachers portray bias (too liberal), classes are lectures and not interactive, rules not enforced uniformly, guidance should guide and not judge,
Senior Caucasian Students	Teachers are judgemental, not enough support for drug issues, unjust treatment, bullying and stereotyping happen in class

# SPIRIT, CONTINUED

## Prioritized Concerns:

- Opportunities for student voice to be part of decision making
- Change system in guidance office, to allow for greater student voice and choice, and to connect students more frequently with school counselors
- Need to have a complete intolerance of racism
- Need more mental health supports
- Open, honest discussions of racism, anti-semitism and anti-LGBTQIA instances

# GENERATION READY: CULTURAL PROFICIENCY TRAINING AND EQUITY WALKS

The district began working with Generation Ready to train cohorts of administrators and teachers in cultural proficiency and conducted Equity Walks.

In the 2017-18 school year, Generation Ready issued a report on Equity Walks.

*Overarching Evaluation Question: How effectively does this school ensure students from non-dominant, racial, cultural, socio-economic, linguistic and marginalized backgrounds experience statistically similar rates of meeting high standards as do children from the dominant culture?*

# EQUITY WALK OVERALL FINDINGS

Plus	Deltas
<ul style="list-style-type: none"><li>● School employs office staff who are friendly</li><li>● School reflects an orderly and safe environment</li><li>● School library shows a demonstration of culturally inclusive resources</li><li>● Classes are intellectually challenging and stimulating</li><li>● Overall climate of classrooms is positive</li><li>● Classroom management not deemed as an issue</li><li>● Student desks/tables arranged in groups or pairs</li></ul>	<ul style="list-style-type: none"><li>● Special efforts should be made to achieve integration when students self-segregate</li><li>● Composition of school staff is not representative of the student body</li><li>● Evidence of dual language school informational material was not found</li><li>● All classrooms did not demonstrate an environment of culturally relevant/responsive teaching</li><li>● All classrooms did not help students develop awareness, understanding, and acceptance of themselves and others</li><li>● Students' background should be integrated into classroom lessons</li><li>● All teachers are not engaging in culturally responsive teaching</li></ul>



# LAST BOE PRESENTATION

On February 5, 2020, an Equity Report on the 2018–19 School Year was presented to the BOE.

Focus on:

- Student outcomes in Earth Science Regents
- Middle School Accelerated Class enrollment and Dual Enrollment/AP Class enrollment in the high school
- Classification rates
- Achievement data (Fountas and Pinnell Benchmark Assessment, Regents, Grade Point Averages)

## STATED GOAL FROM THAT PRESENTATION:

To eliminate race, class, ability, and gender as predictors of academic performance and social-emotional well-being in the New Paltz Central School District.

HOW DO WE MEASURE "ACADEMIC PERFORMANCE" AND  
"SOCIAL-EMOTIONAL WELL BEING?"

# QUESTIONS TO CONSIDER:

Are all the ways of knowing and succeeding able to be measured with our current systems and instruments?

Is the goal of academic “performance” a score or grade or is it student engagement?

How important is student agency when considering “performance?”

What does “social-emotional well-being” mean?

How important is student experience and sense of belonging when considering “well-being?”

"THE MASTER'S TOOLS  
WILL NEVER DISMANTLE  
THE MASTER'S HOUSE."

Audre Lorde



DATA SELECTION  
REFLECTS A BIAS

# TYPES OF DATA

## QUANTITATIVE

Numbers-based

Tells us how many,  
how much, and how  
often

## QUALITATIVE

Interpretation,  
descriptive, and  
relating to language

Helps us understand  
why, how, or what  
happened behind  
certain behaviors

# EXAMPLES OF DATA THAT COULD PROVE USEFUL

## QUANTITATIVE

Attendance

Discipline

Student Scores on Regents, AP Exams, SATs

Grades

Universal Screener

Course enrollment

Extra-Curricular participation rates

DASA Incidents

Staff/Student Demographics

Classification rates

## QUALITATIVE

Climate/Culture Survey

Focus Groups to understand people's experiences

Interviews

DASA Incidents



## EQUITY: HOW ARE WE DOING?

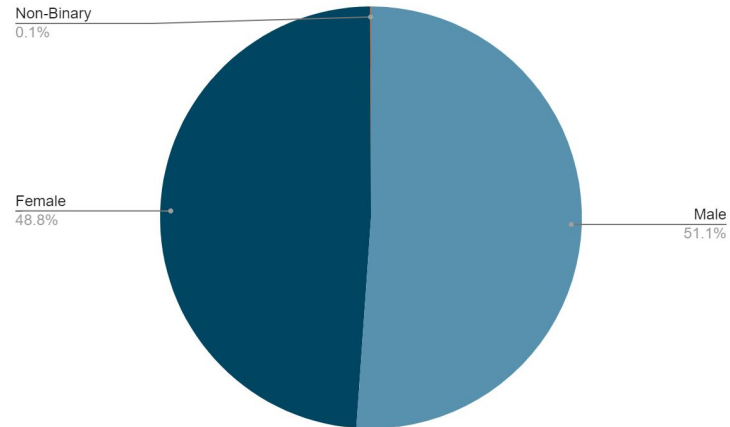
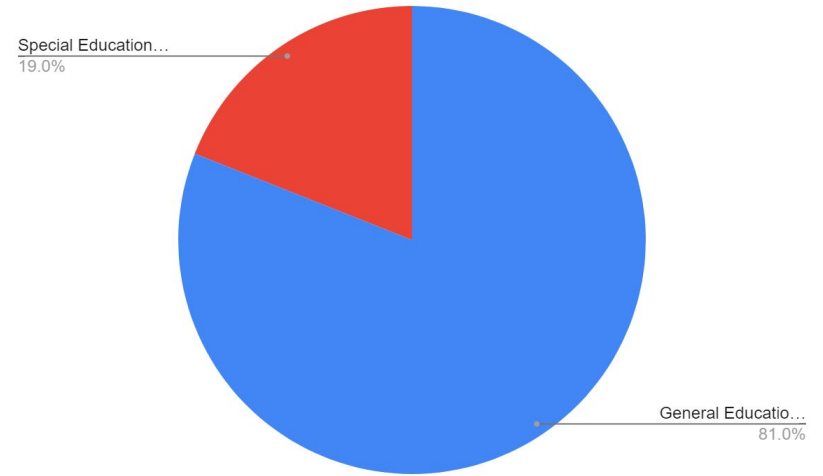
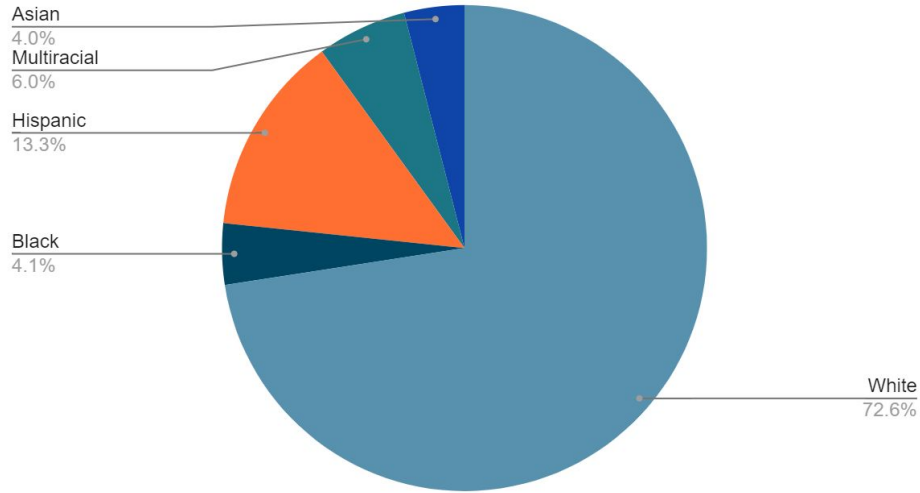
We don't have agreed upon data for baseline.

We don't have enough data to have a baseline.

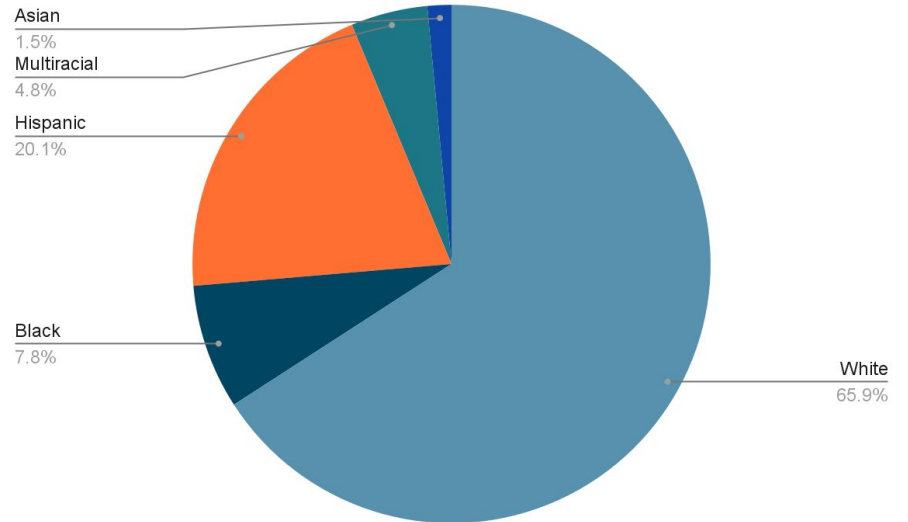
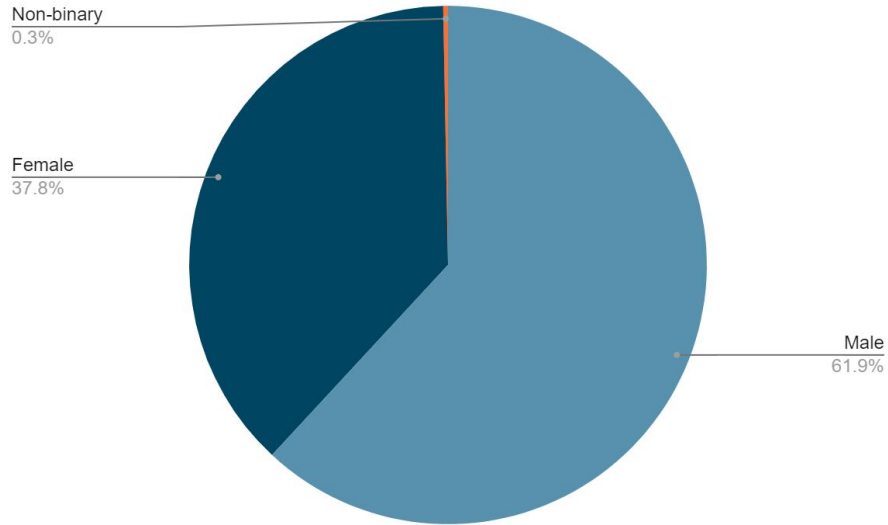
Without a baseline, we cannot report on any growth.

DATA ANALYSIS  
REFLECTS A BIAS

## District Demographics



# SPECIAL EDUCATION STUDENT DEMOGRAPHICS



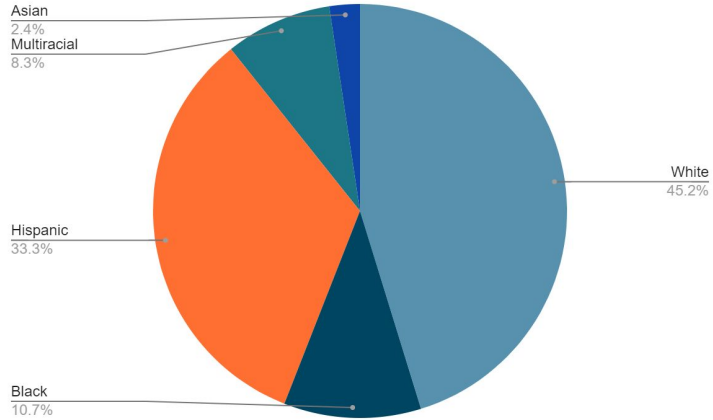
# NOTICE/WONDER PROTOCOL

1. Take three minutes to review the discipline data on the following slides (Slides 23-28). Write down three observations. These observations must be free of inference or speculation. They are factually based from examining the data. Each observation starts with "*I notice that....*"
2. Each person will read aloud one new observation that has not yet been shared, beginning with the phrase, "*I notice that...*" If there are any other unsaid new observations after the first round of sharing, they will be shared.
3. Take three minutes to write three possible explanations for the observations or to pose suggestions for pursuing additional data. No attempt should be made to solve the problem, but to gain insights into what the data imply. Each comments starts with: "*I wonder why...*" "*I wonder if....*" "*I wonder how....*"
4. Share out of wonders, in the same way we did for notices.
5. Open discussion of what was shared, possible causes, connections and links to classroom instruction + any other data we would like to see.

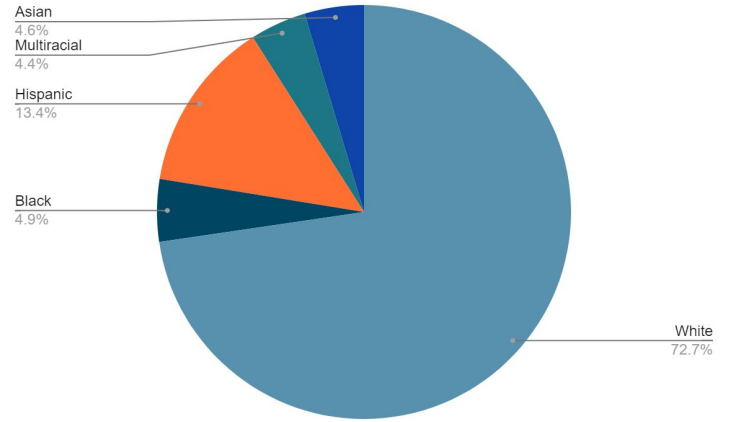
Note: Discipline Data was pulled at end of March, 2023

# MIDDLE SCHOOL DISCIPLINE DATA: REFERRALS WRITTEN

## Referrals Written by Ethnicity

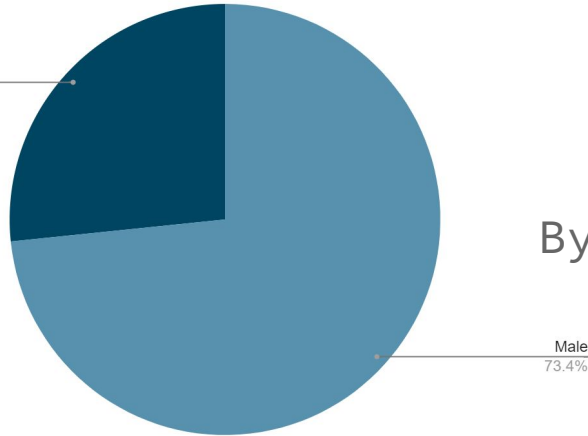


## Demographics



## Female

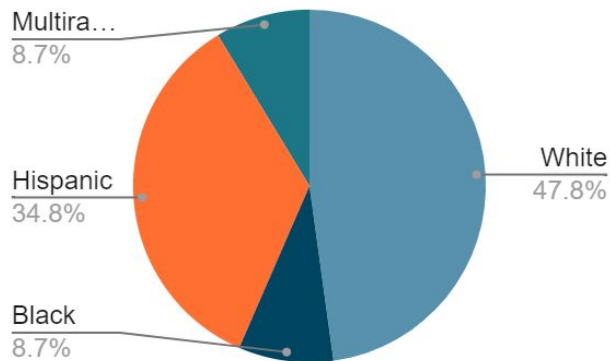
26.6%



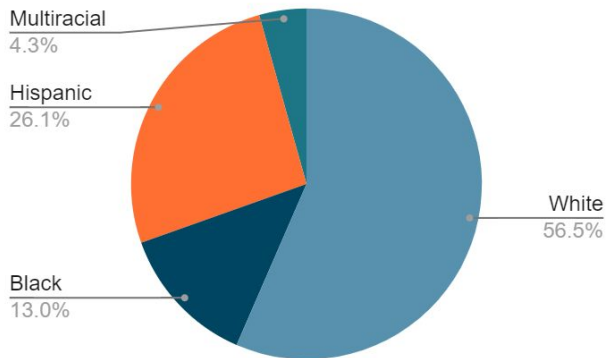
## By Gender

# MOST COMMON INFRACTIONS: MIDDLE SCHOOL

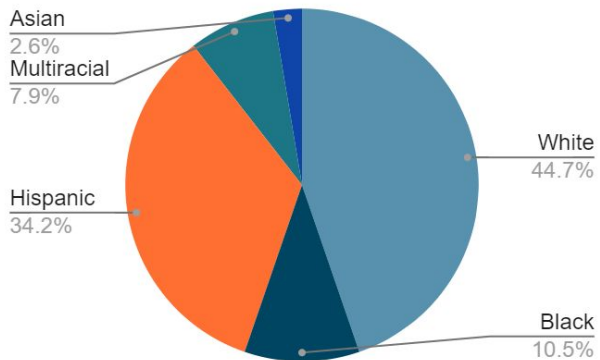
Disruptive Behavior



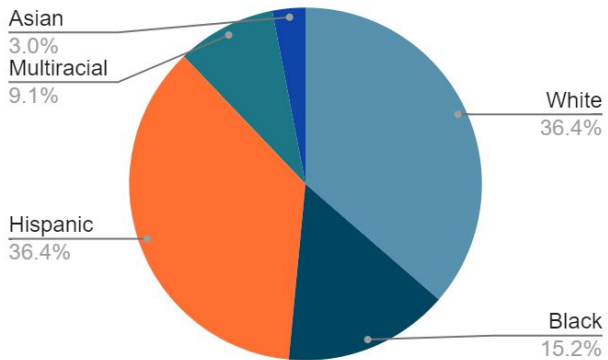
Aggressive Behavior



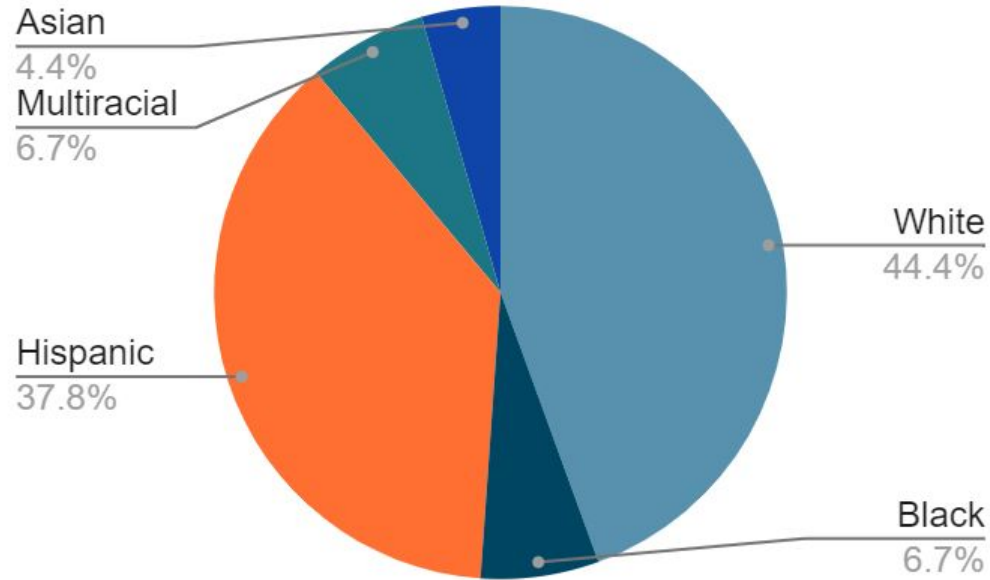
Inappropriate Behavior



Fail to Follow Directions



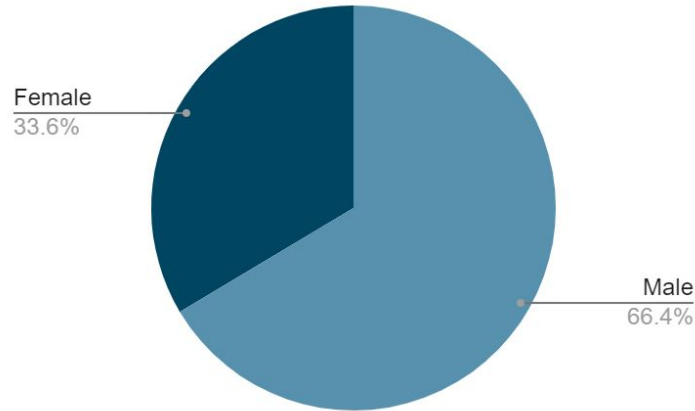
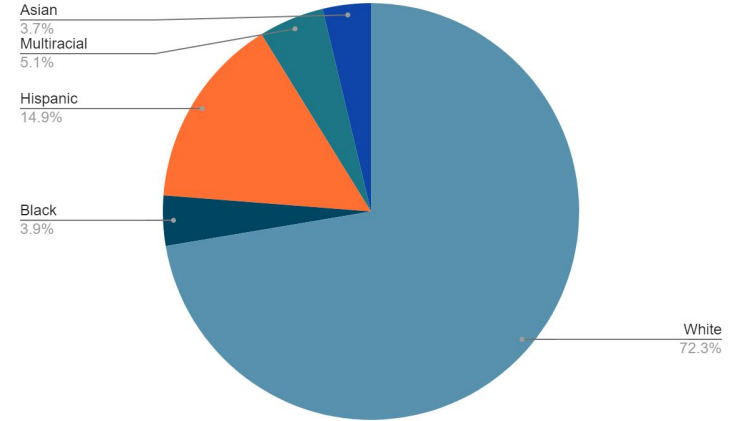
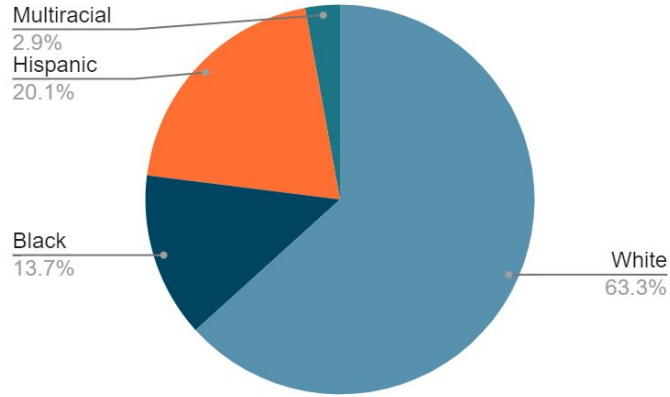
# EXCLUSIONARY DISCIPLINE - MIDDLE SCHOOL





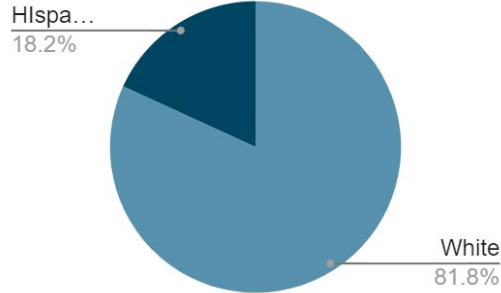
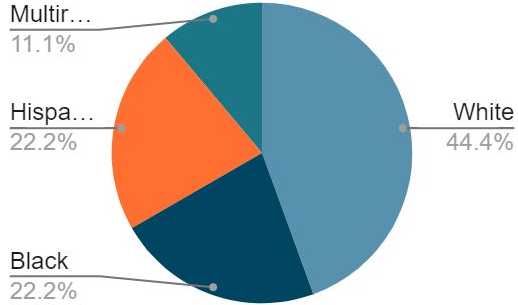
# HIGH SCHOOL DISCIPLINE DATA: REFERRALS WRITTEN

## Demographics



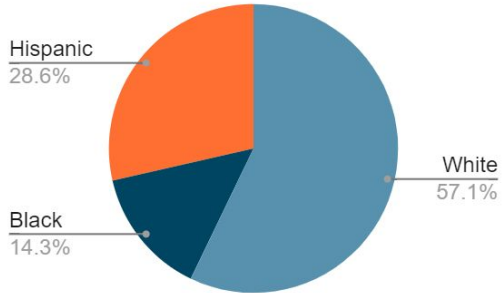
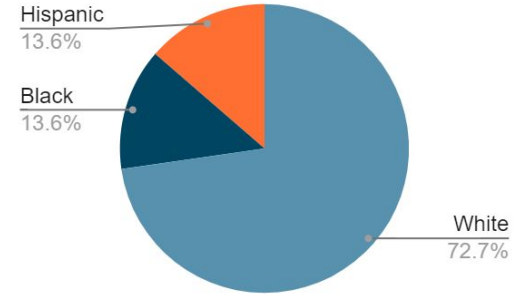
# MOST COMMON INFRACTIONS - HIGH SCHOOL

## Cutting Class

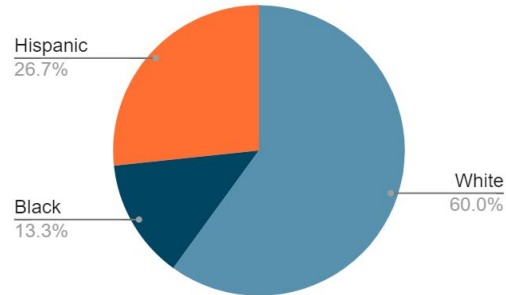


## Disruptive Behavior

## Inappropriate Behavior

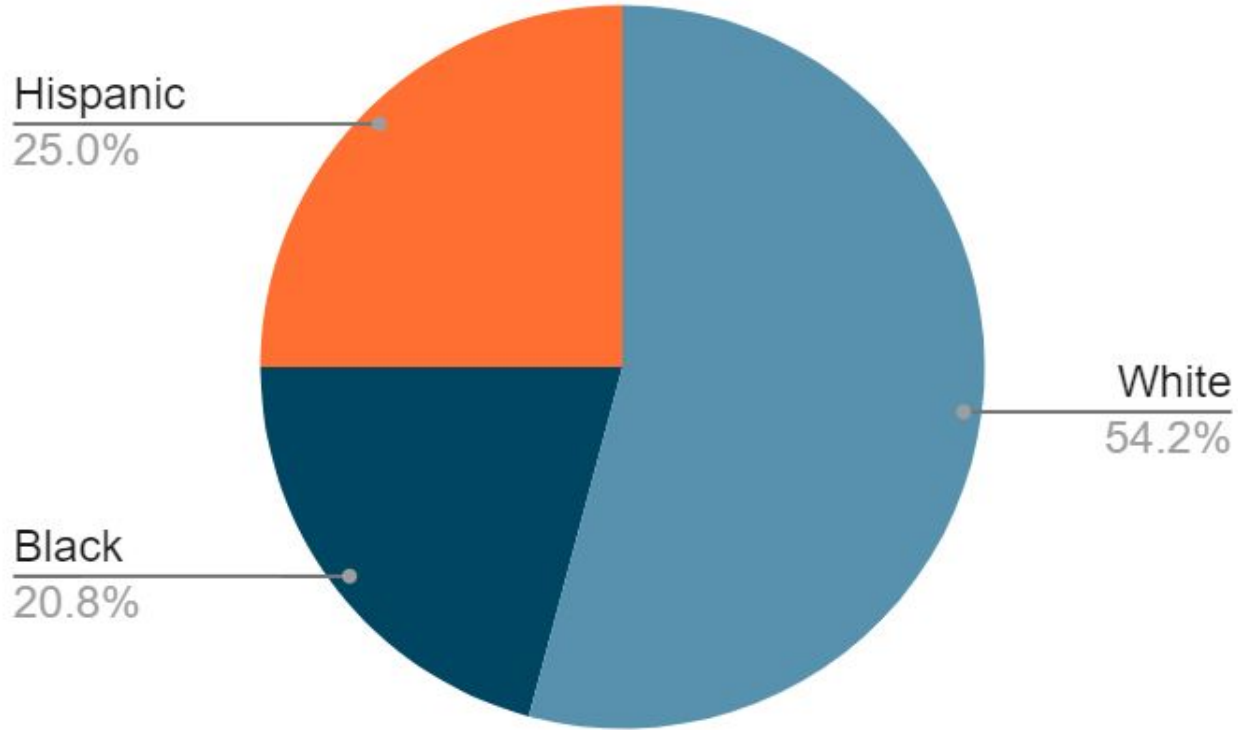


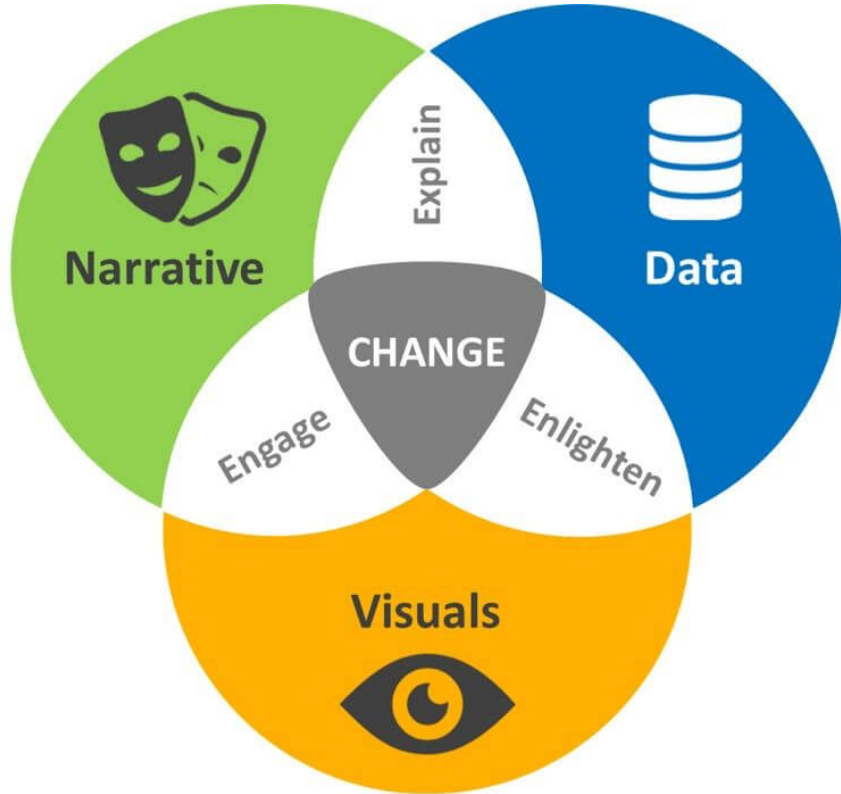
## Insubordination



## Vaping

# EXCLUSIONARY DISCIPLINE - HIGH SCHOOL





WHAT STORY DOES OUR DATA TELL?  
WHAT OTHER INFORMATION ARE YOU  
INTERESTED IN GATHERING?

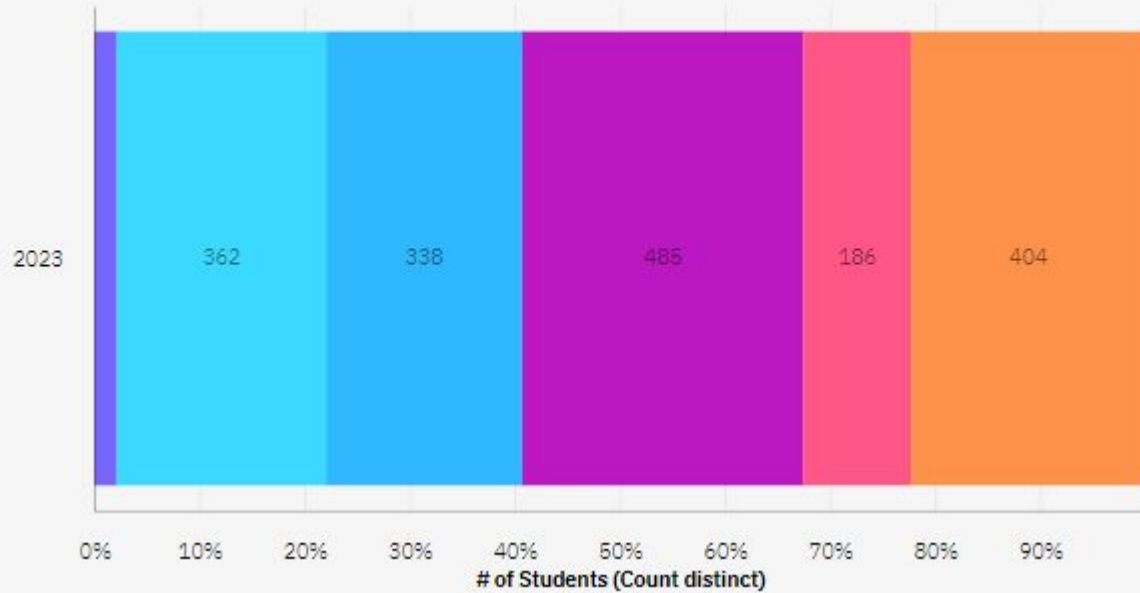
# ATTENDANCE

## Chronically Absent by Year (# of Students)



### Chronically Absent Status

- 100% Attendance
- 97% - 99.9% Attendance
- 95% - 96.9% Attendance
- 92% - 94.9% Attendance
- 90% - 92% Attendance
- Less than 90% Attendance

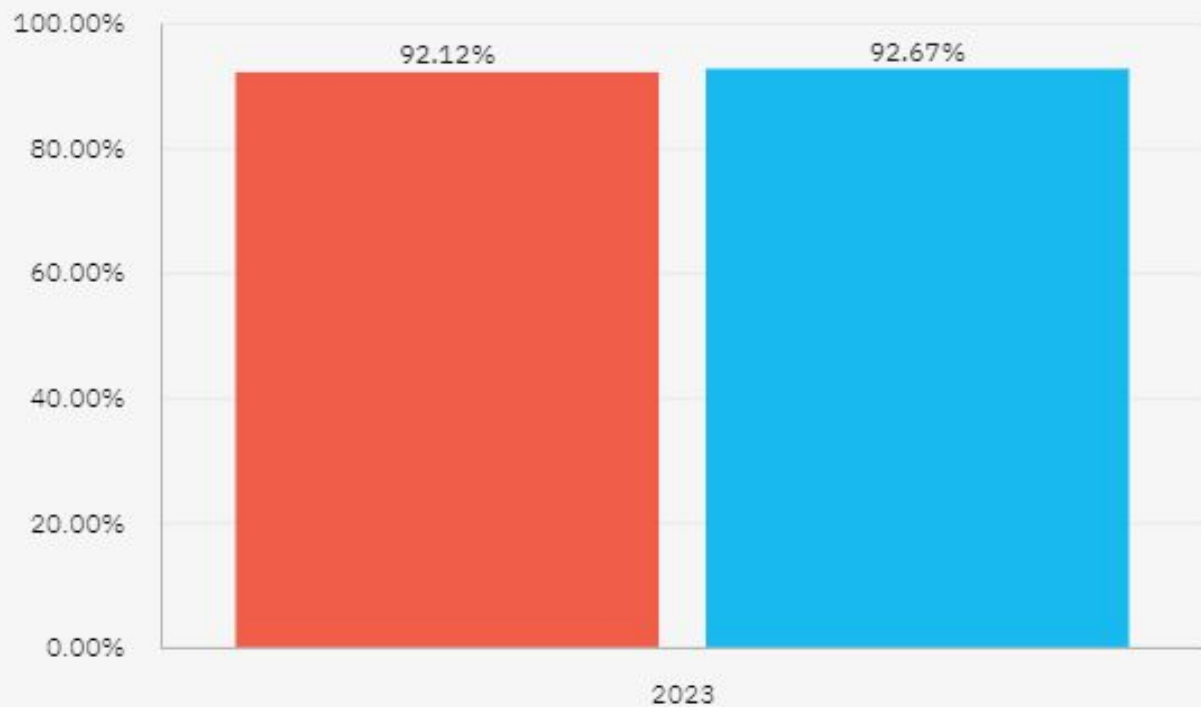


## Attendance % by Gender



Gender

● Female ● Male

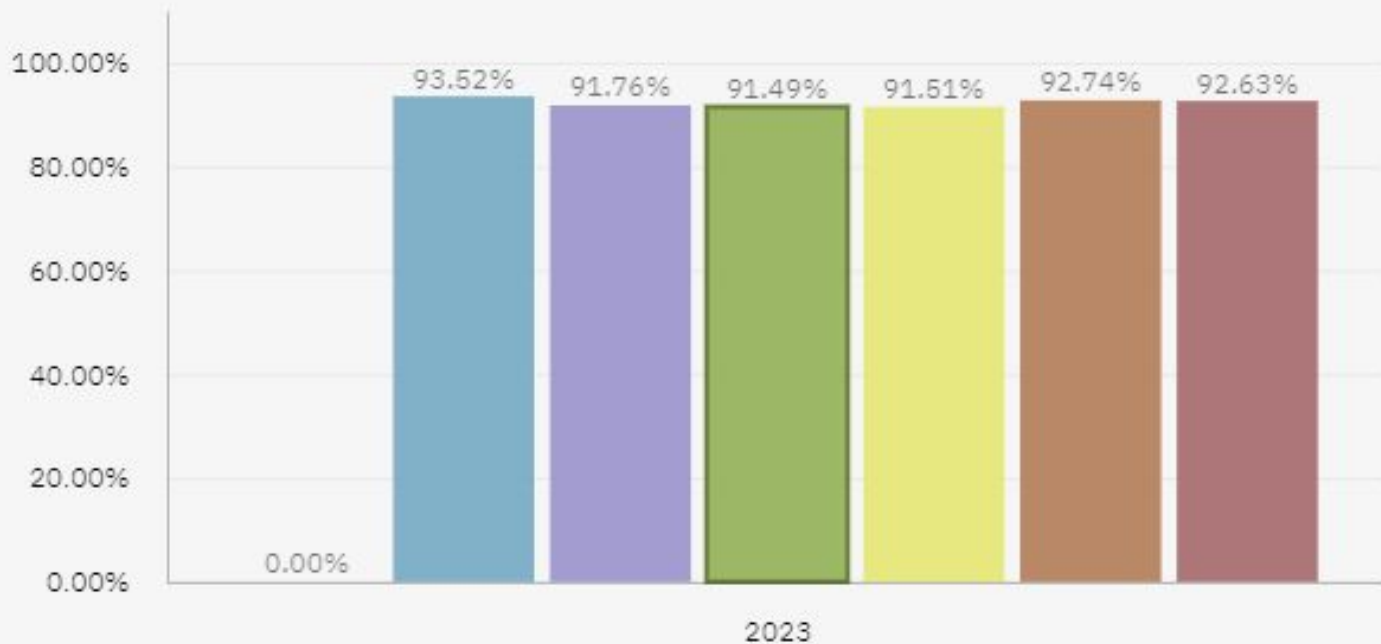


## Attendance % by Ethnicity



### Ethnicity

- American Indian or Alaska Nat...
- Asian
- Black or African American
- Hispanic or Latino
- Multiracial
- Native Hawaiian/Other Pacific ...
- White

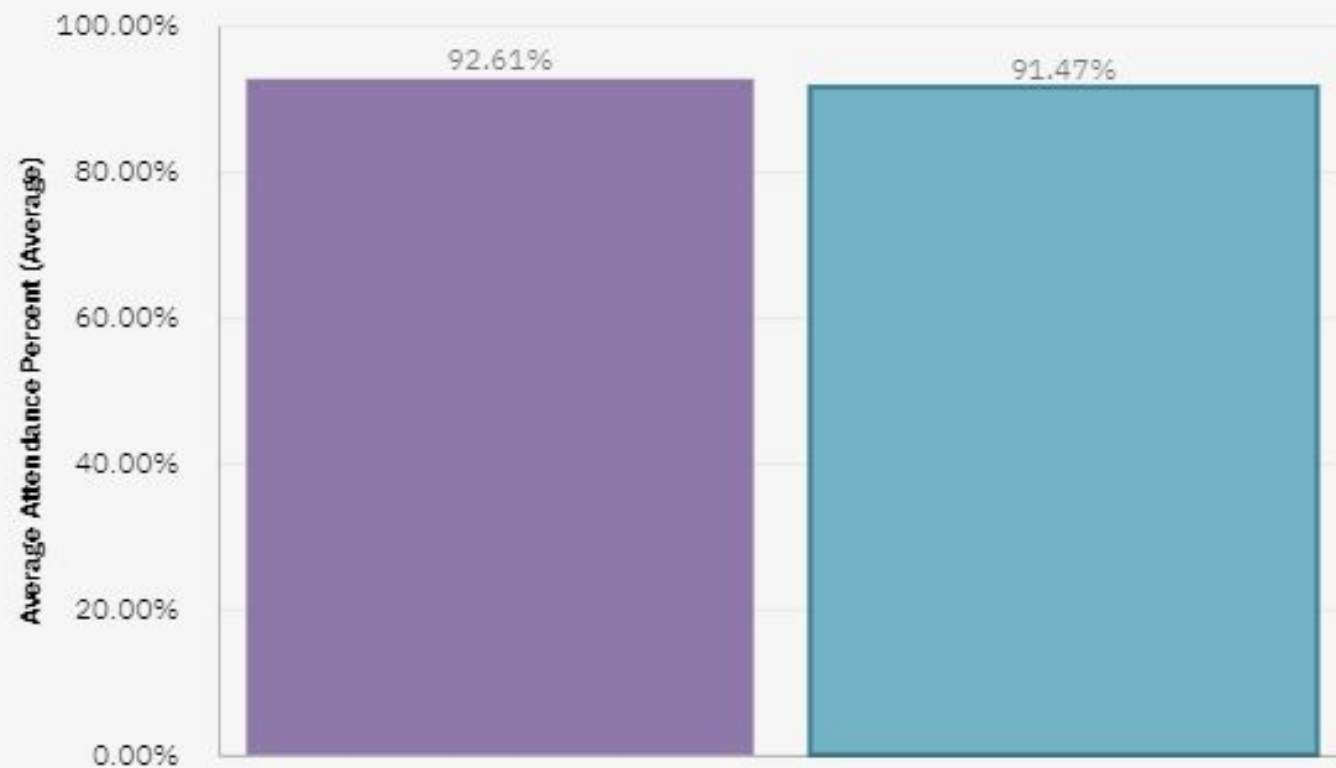


## Attendance by Education Type



### Education Type

● General Education ● Special Education





# STUDENT PERFORMANCE EXAMPLE

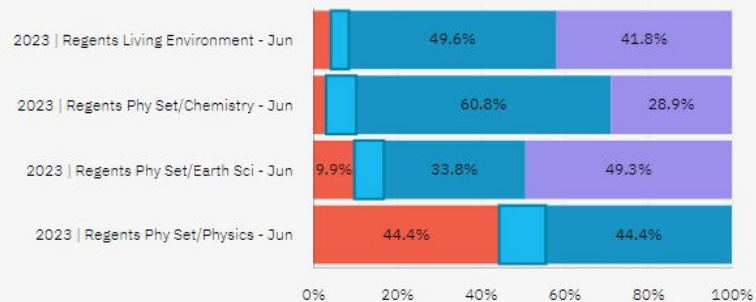
June 2023 Science Regents Results (slides

Broken down by gender, race, special education status

What questions do you have?

What other data are you interested in seeing?

### June 2023 Student Performance Distribution

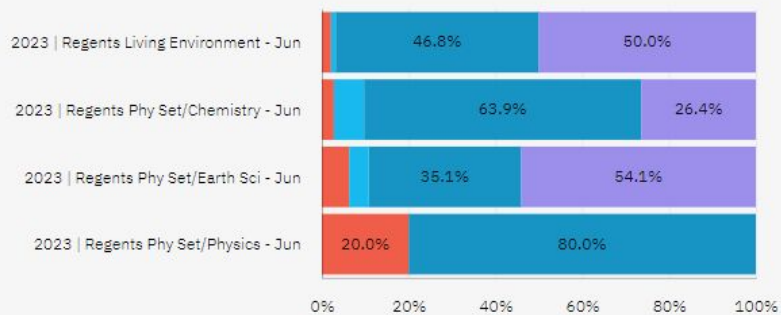


#### Performance Level

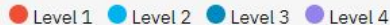


## Overall Performance

### June 2023 Student Performance Distribution

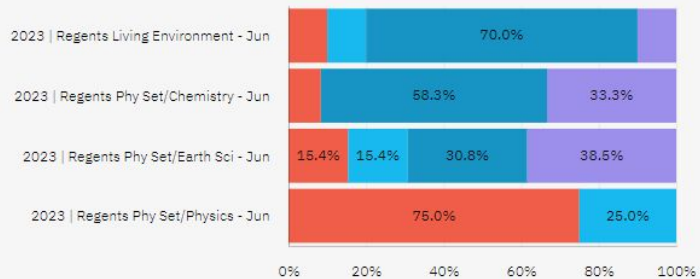


#### Performance Level

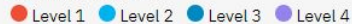


## White Student Performance

### June 2023 Student Performance Distribution

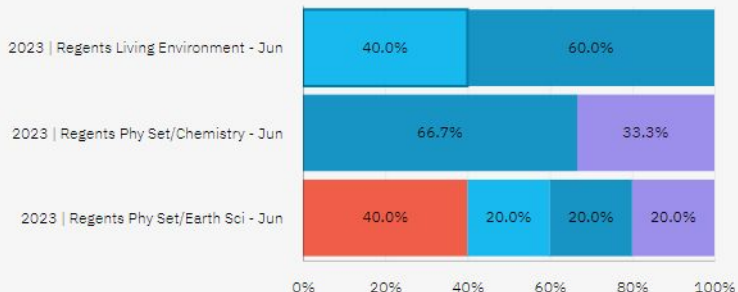


#### Performance Level



## Hispanic Student Performance

### June 2023 Student Performance Distribution

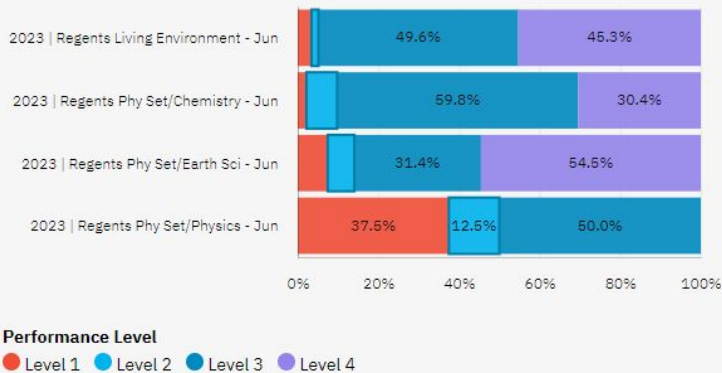


#### Performance Level



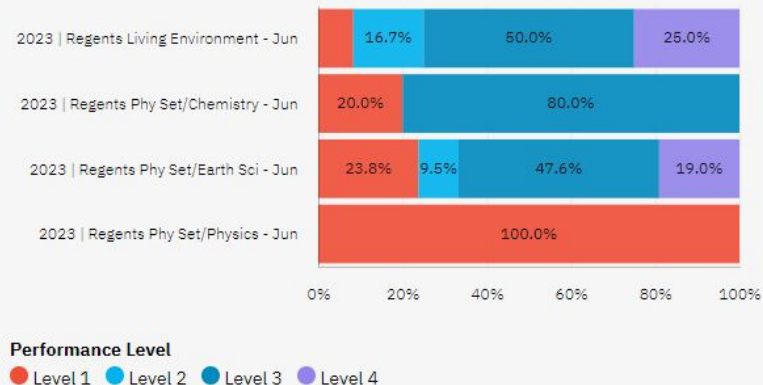
## Black Student Performance

June 2023 Student Performance Distribution



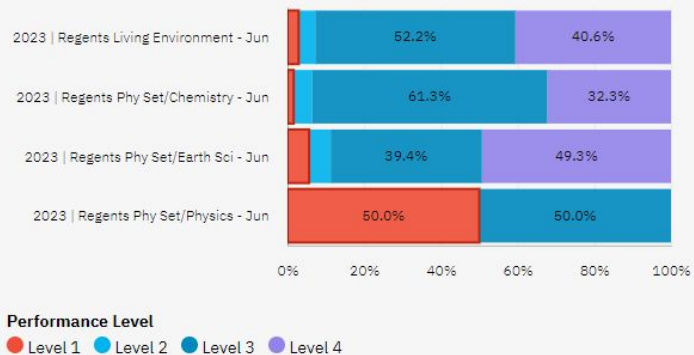
General Education Students

June 2023 Student Performance Distribution



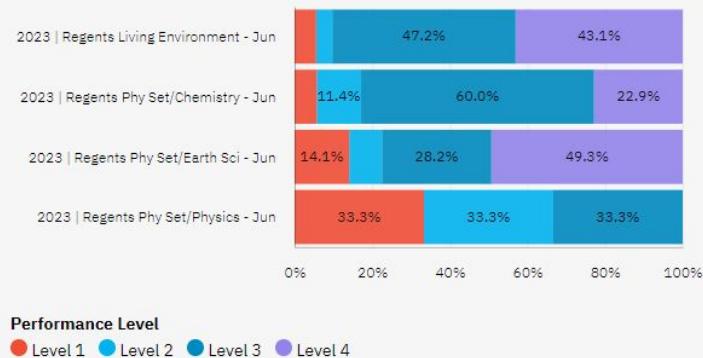
Special Education Students

June 2023 Student Performance Distribution



Male Students

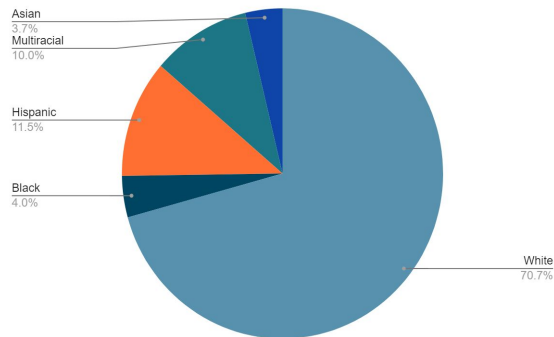
June 2023 Student Performance Distribution



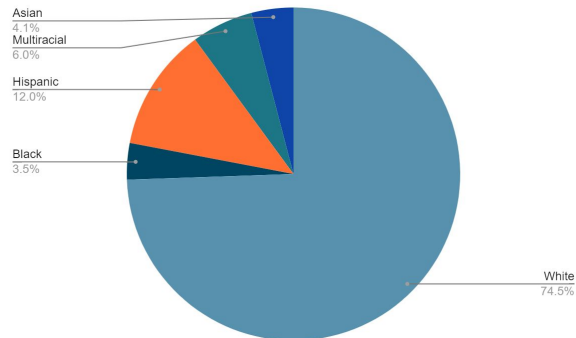
Female Students

# AIS READING CLASSES - DUZINE, LENAPE, MIDDLE SCHOOL

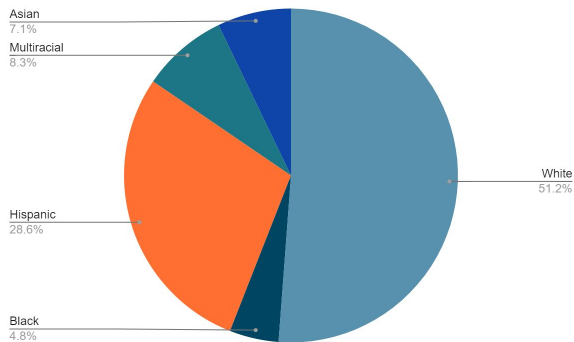
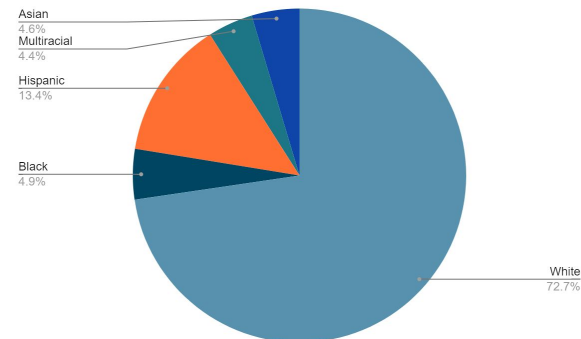
Duzine Demographics



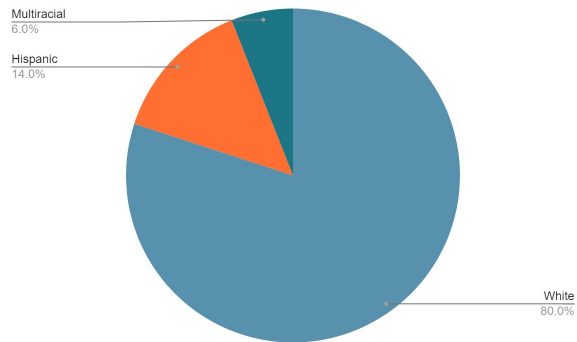
Lenape Demographics



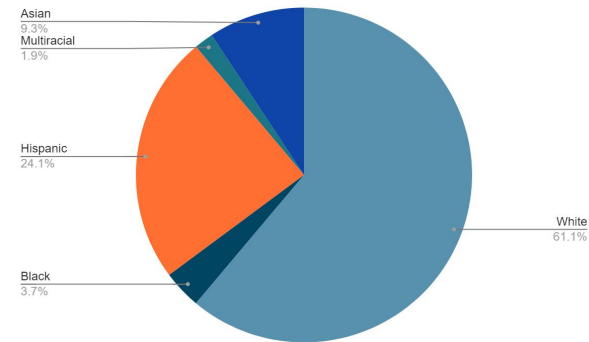
Middle School Demographics



Duzine AIS Reading



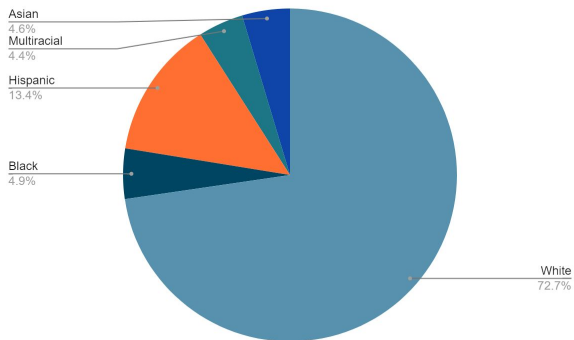
Lenape AIS Reading



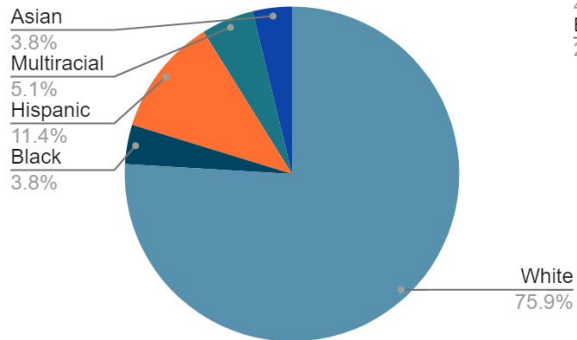
Middle School AIS Reading

# ADVANCED CLASSES - MIDDLE SCHOOL

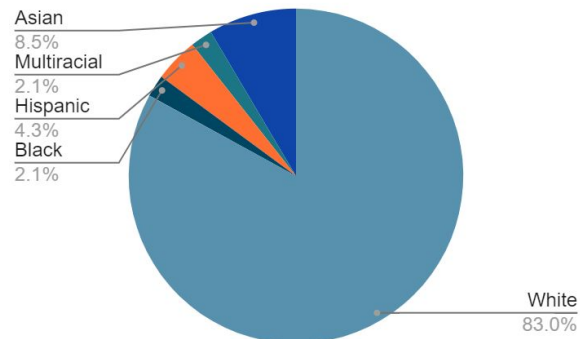
## Middle School Demographics



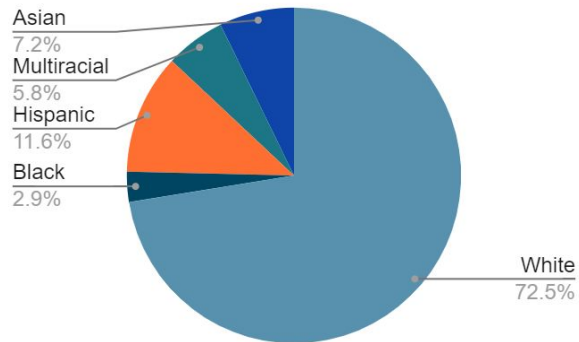
## Accelerated Science 7



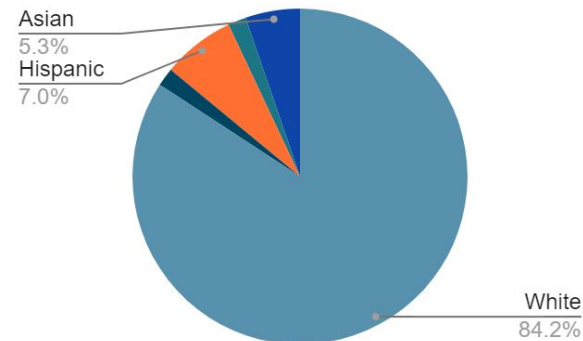
## Middle School Algebra



## Accelerated Math 7

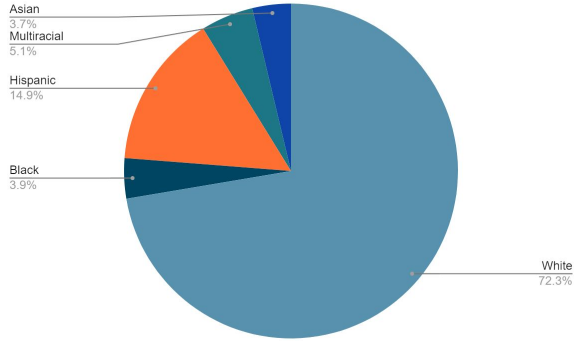


## Middle School Biology

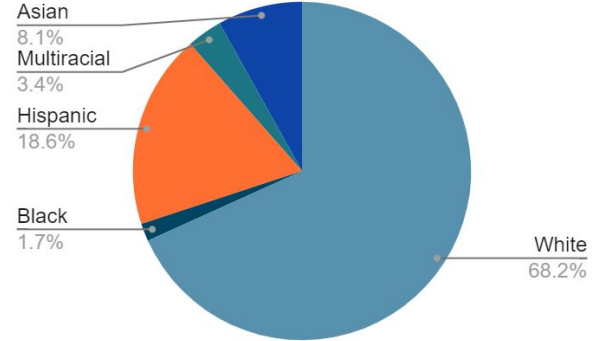


# DUAL ENROLLMENT AND AP CLASSES - HIGH SCHOOL

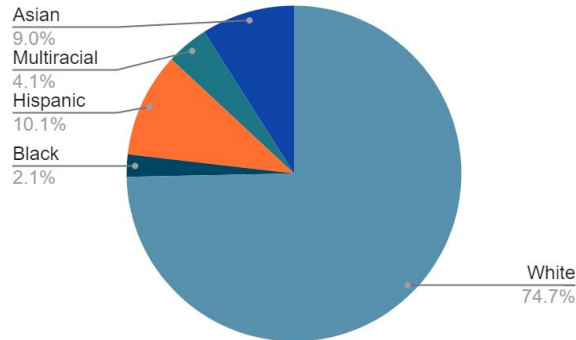
## HS Demographics



## Dual Enrollment Courses



## AP Courses





DRAFT: EQUITY IMPROVEMENT PLAN

# FOUR PRIORITIES

**Priority 1:** Climate and Culture

**Priority 2:** Student Engagement – Student  
Voice and Choice

**Priority 3:** Forging Partnerships

**Priority 4:** Leading for Equity



