



# Florida School Boards Association

*Equity Committee Introduction*

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January 2021

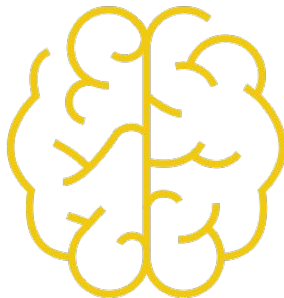
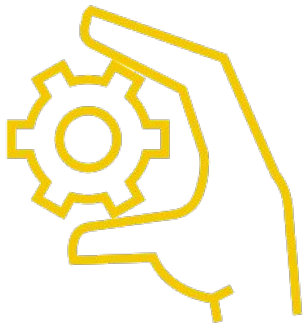
# Poll Check-in

Think about the past week - What has been your guide as you arrive to our conversation today?

Hands = Intentional Action

Head = Innovative Ideas

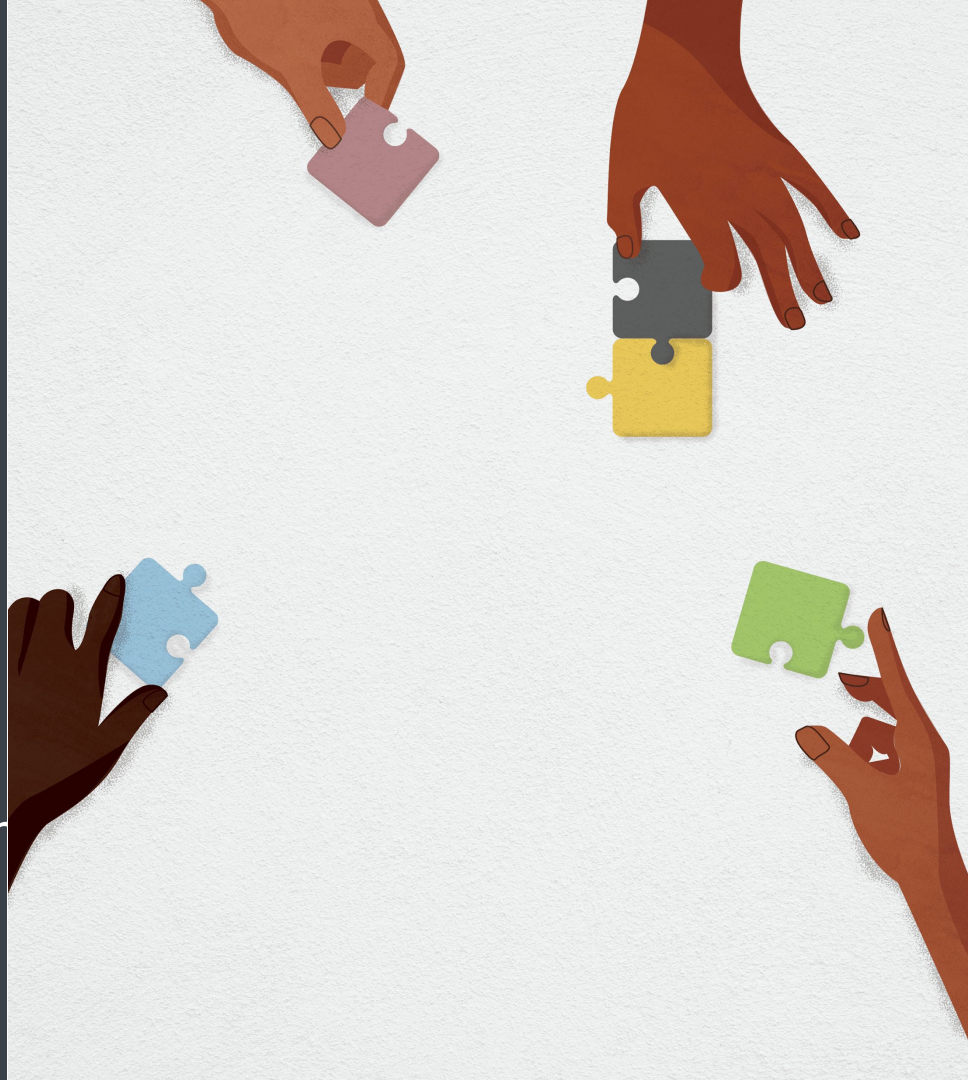
Heart = Care + Concern



Share your name, role and response

# Our Time Together

- **Get to know each other**
- Understand Equity Committee's purpose, approach
- Gain insight on needs, mindsets in school districts
- Share EE's perspective, approach to Educational Equity work





# Schools grow when people grow.



**Mission:** Shaping a more equitable and just future by changing how people design for each student's potential

**Vision:** Bringing out the best in people and their communities by designing school systems that are adaptable

# Our Reach

We've been redesigning  
education since 2010.

We've reached:

780K students

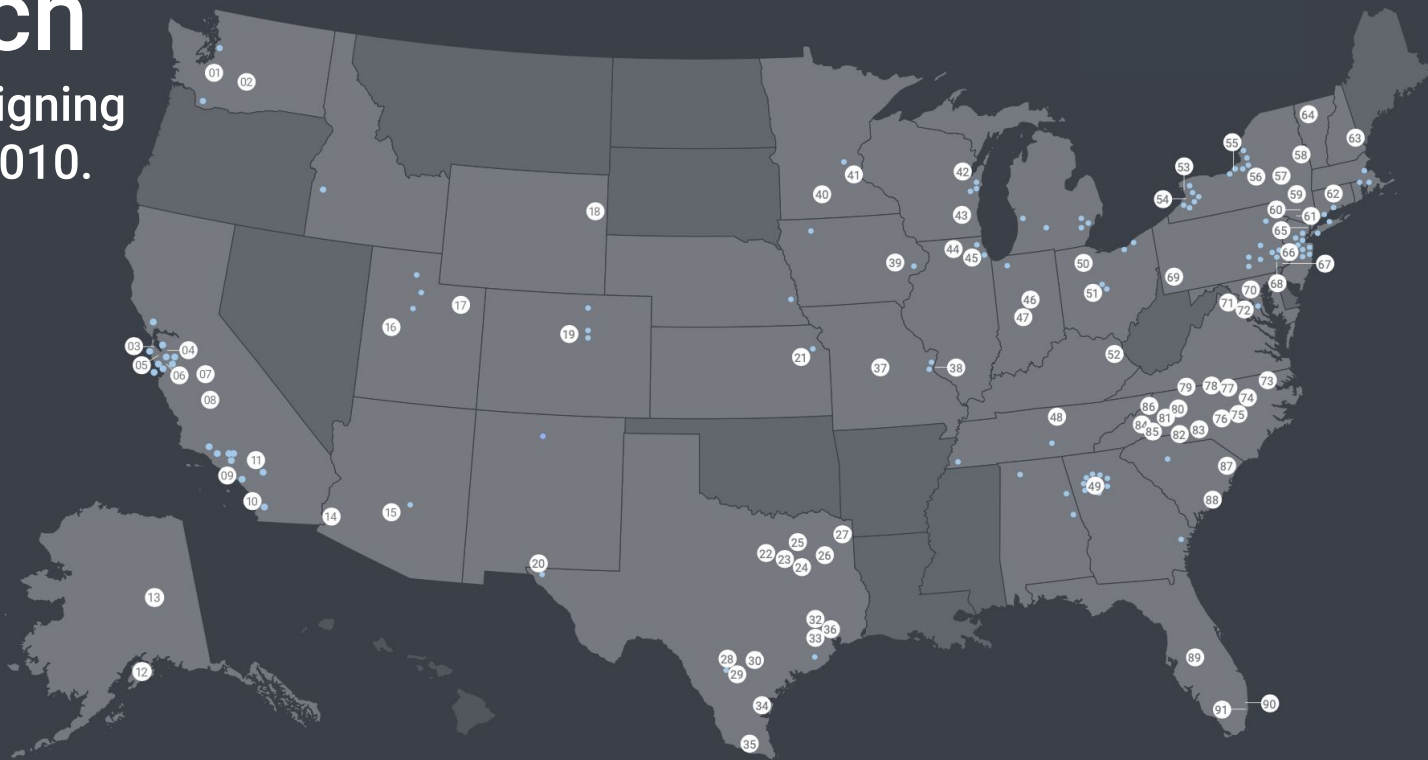
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950 schools

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200 districts

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# Our focus areas

**Strategic Planning**

**Personalized Learning**

**Responsive Leadership**

**Equity-Driven Mindset**

**Data Culture**

**Teacher Retention**



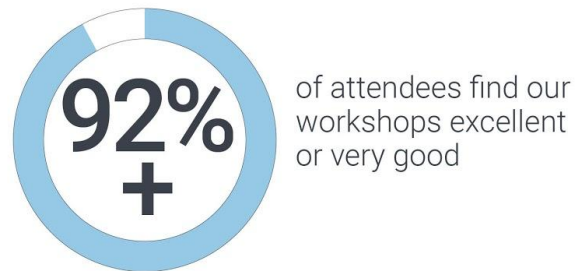
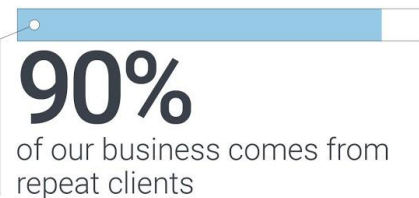
# Schools grow when people grow.



TRANSFORM YOUR SCHOOL OR DISTRICT WITH A PERSONALIZED APPROACH.



**1000+**  
Schools  
and Districts



# Equity Committee

- Purpose and current focus areas?
- What does your work look like?
- Success and current challenges?

# Educational Equity

## WHAT IS EDUCATIONAL EQUITY?

Educational Equity is the recognition that the barriers that marginalized students face are due to deliberate actions and biases, and therefore requires us to dedicate a greater amount of resources to remove them.

# Inequity is a product of design

## Impact on Society

Slavery has create policies and beliefs that have created a society that is intentionally separated by race and disguised by class.



Live in [Poverty](#)

25% Native Americans  
20% Black Americans  
18% Latin/o/a/x Americans  
10% White Americans



[Unemployed](#)

6.6% Native Americans  
6.5% Black Americans  
4.7% Latin/o/a/x Americans  
3.1% White Americans



Have food [insecurity](#)

40% Live in Poverty  
25% Black Americans  
26% Latin/o/a/x Americans



72% White Americans  
55% Latin/o/a/x Americans  
43% Black Americans

## Impact on Education

The foundation of these inequities create realities for families for kids that are racist, discriminatory, and unfortunately way too common and accepted.

Families in poverty often work differently, experience trauma, enter the prison system, and live in single parent households which decreases the rate of participation in school related activities of their children

Families and children of color have higher rates of preexisting conditions that impact brain chemistry and physical well being that impedes learning process

White families own more and higher valued homes that creates the tax base for school quality. Families of color more frequent rent or live in lower valued homes that result in sending their kids to under resourced schools

## Impact on Systems in Schools

The institutionalized systems and their corresponding policies directly impact how schools are run, attended, and staffed

Communication Systems

Community Engagement

School Operations

Human Resources/Talent

Organizational Structure

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40% Live in Poverty  
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26% Latin/o/a/x Americans



72% White Americans  
55% Latin/o/a/x Americans  
43% Black Americans

## Impact on Education

The foundation of these inequities create realities for families for kids that are racist, discriminatory, and unfortunately way too common and accepted.

**78%**  
of school  
board  
members

are white even though  
they only make up  
48% of the student  
population

**80%**  
of [teachers](#)

Are not people of color  
even though they make up  
52% of the student  
population is of color

**57%**  
Of [students](#)

of color attend  
underperforming high  
schools even though  
they only make up 30%  
of the student  
population

## Impact on Systems in Schools

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Communication Systems

Community Engagement

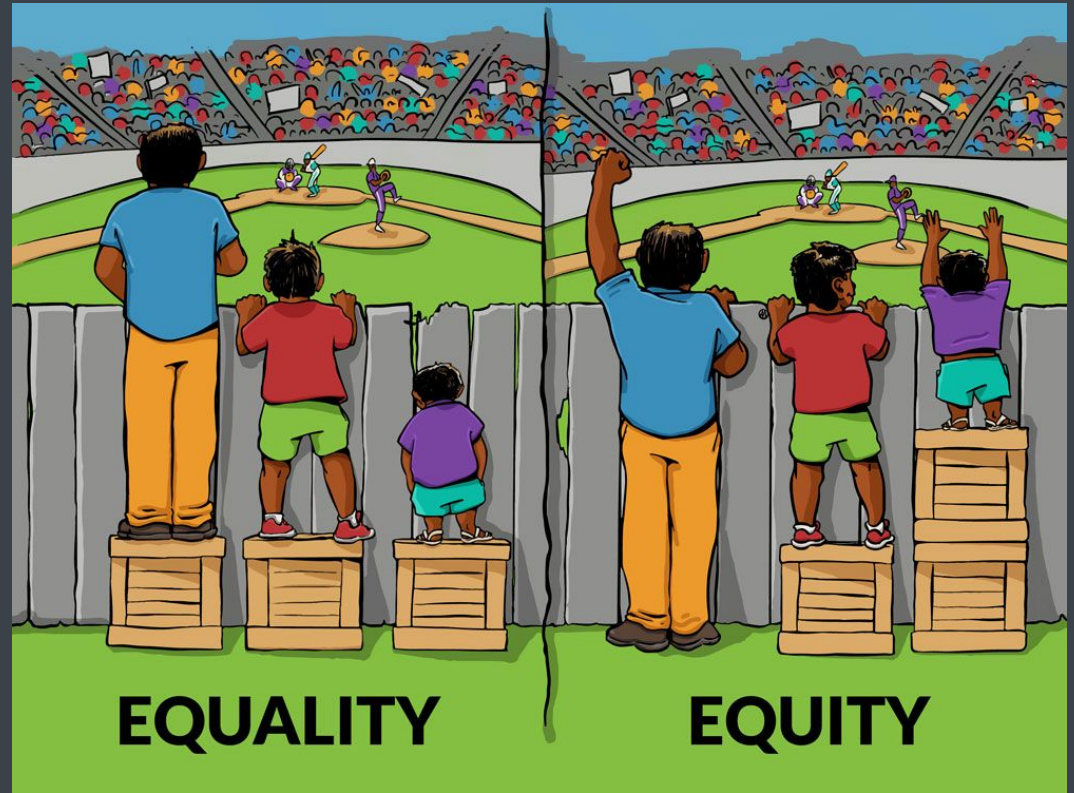
School Operations

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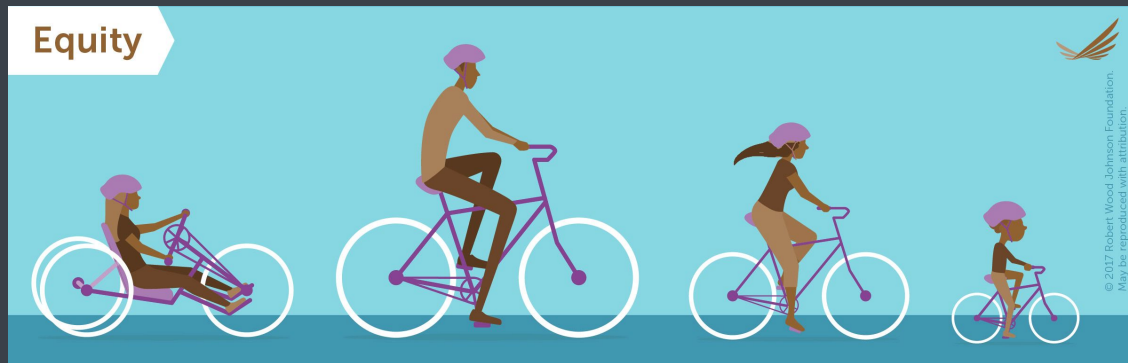
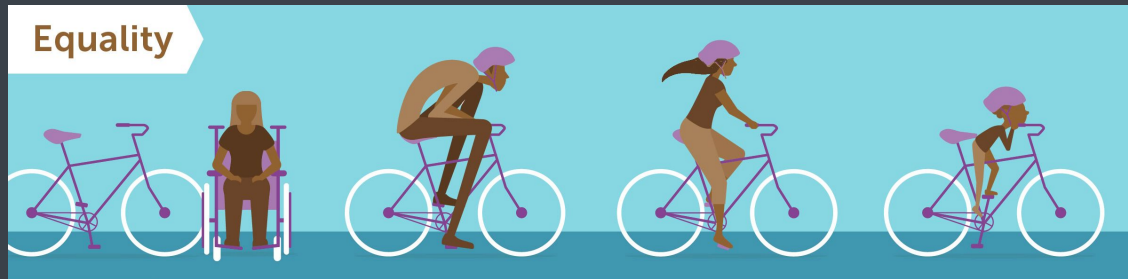
# Equity vs. Equality: Boxes

Ensuring resources (boxes) are distributed in a manner that allows the same access for all learners (viewing the game)



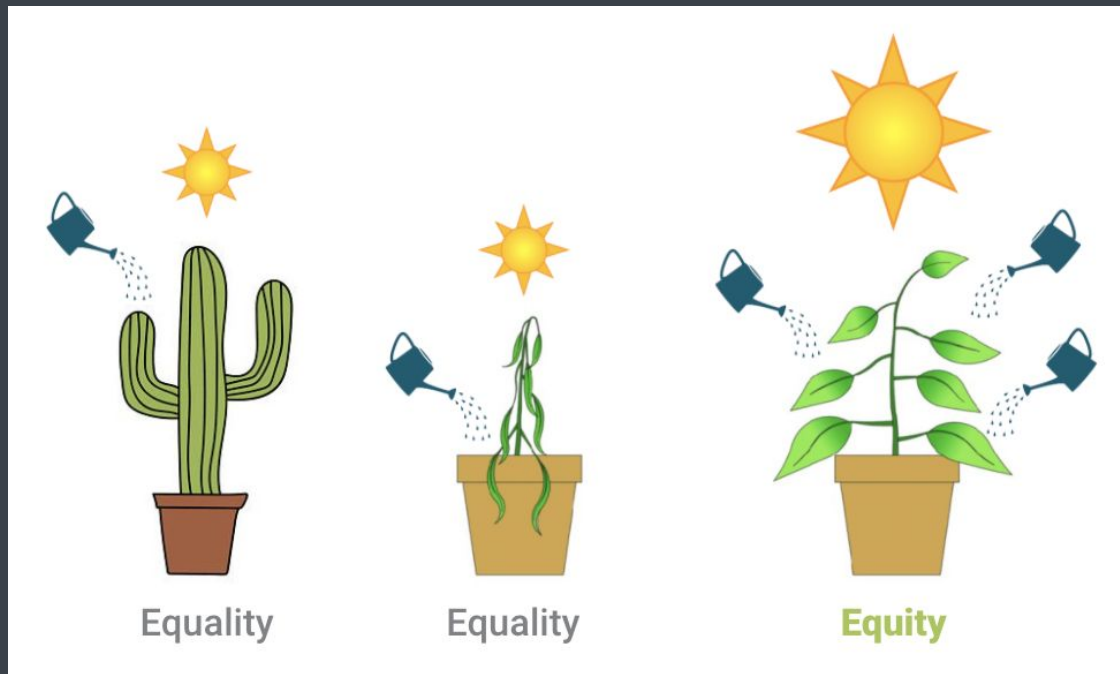
# Equity vs. Equality: Bikes

Broadening definitions of success (different-sized bikes) to increase access for a wider variance of learners



# Equity vs. Equality: Plants

Providing personalized support (water, sunlight) that is focused on individual growth rather than meeting pre-defined standards of success (a cactus and a rosebush are beautiful for different reasons)



**Inequity is a  
product of  
design**

**It can be  
redesigned**

**Inequity is a  
product of  
design**

**It can be redesigned  
but account for  
HUMAN  
FACTOR**

**Psychological Bias, Implicit Bias, Power,  
Privilege and Internalized Racism**

*“Since we know that disturbance is required for change and there is no doubt that disturbance is happening as we speak, the question is, are we willing to use this opportunity to create the kind of educational system we want?”*

- HUGH VASQUEZ, NATIONAL EQUITY PROJECT

# When are we getting to action?

## We are taking action.

Evidence suggests staff training can be helpful, but only as part of a comprehensive strategy that includes identifying specific problems and strategies to address structures that perpetuate bias in a school system

([Ed Week Article](#): Training Bias Out of Teachers: Research Shows Little Promise So Far)

# SEEM Core + Extension

Inventory

**STEP 0: Start with Yourself + Cede Power**  
*Identify how power and privilege impacts decisions*



## **STEP 1: Connect**

*Unpack the challenge by understanding the experience by those most deeply impacted*



## **STEP 2: Include**

*Include and elevate the voices of stakeholders at the margins*



## **STEP 3: Create**

*Design prototypes that create equitable outcomes for ALL students*

## **STEP 4: Action**

*Implementation of redesigned system and/or equity plan*

# SEEM Core + Support



## Inventory (Audit)

## Connect



## Include

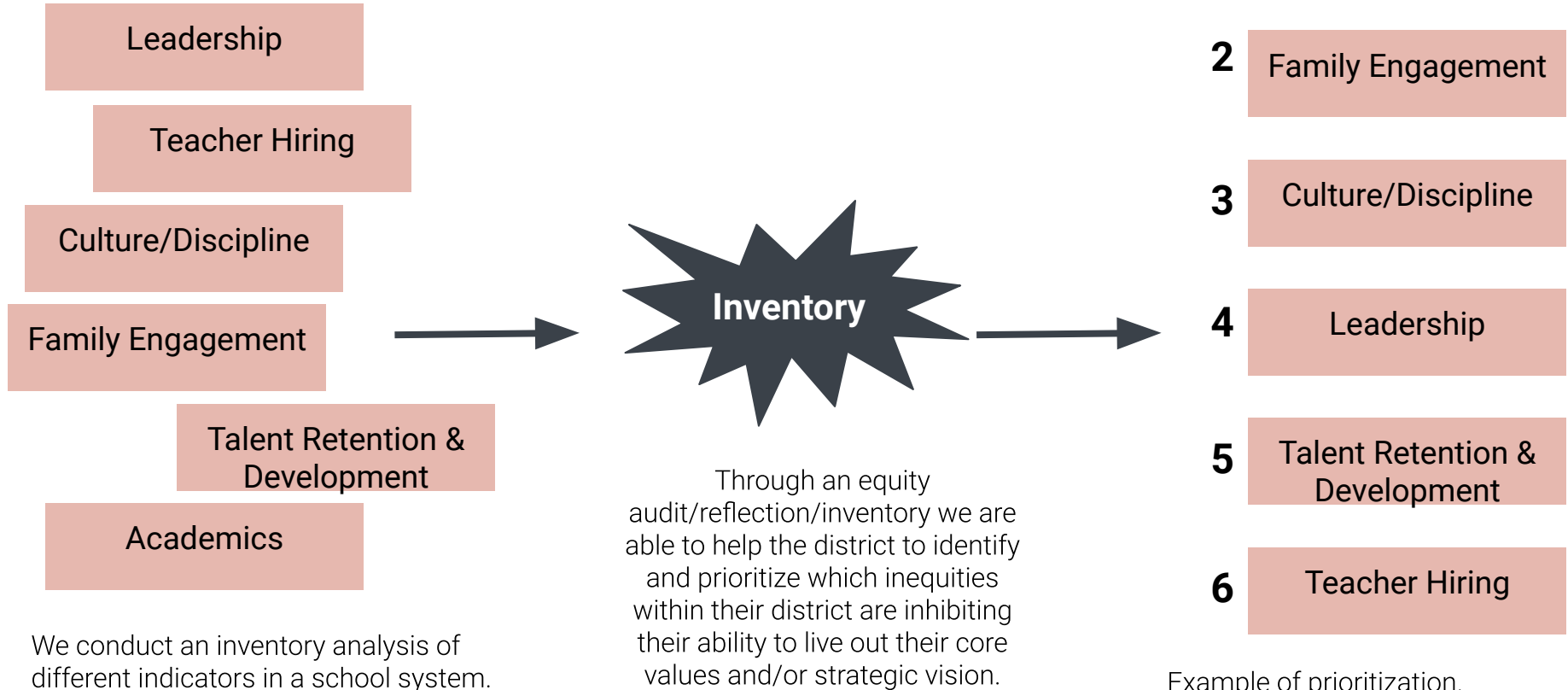


## Create

## Action

Leaders (SEED)	Leadership Audit	3 sessions:	3 sessions:	3 sessions:	Implementation of: redesigned system
Schools (CAPTURING OPPORTUNITY)	Leadership Audit + School level Audit	After prioritization, we would partner with the district and its community stakeholders to unpack their first priority and identify what is the root of the inequity. Through this process we would uncover the problem statement that would inform the include phase.	Getting the right folks around the right tables to make the right decisions  "What does it look like for this system to work for me?"	Test, communicate and receive feedback on the prototypes created in order to move forward with one that the community and its stakeholders are confident in.	Support schools and districts with initial scaling of implementation in order to create a pathway to sustained change that they can measure over time
Districts (SYSTEMS)	Leadership Audit + School level Audit + District level Audit				

# Phase 0: Equity Inventory



We conduct an inventory analysis of different indicators in a school system.

# Phase 1: Connect

- 1 Teacher Hiring
- 2 Family Engagement
- 3 Culture/Discipline
- 4 Academics
- 5 Talent Retention & Development
- 6 Leadership



After prioritization, we would partner with the district and its community stakeholders to unpack their first priority and identify what is the root of the inequity. Through this process we would uncover the problem statement that would inform the include phase.

Teacher Hiring

Process

Intake

Marketing

Communication

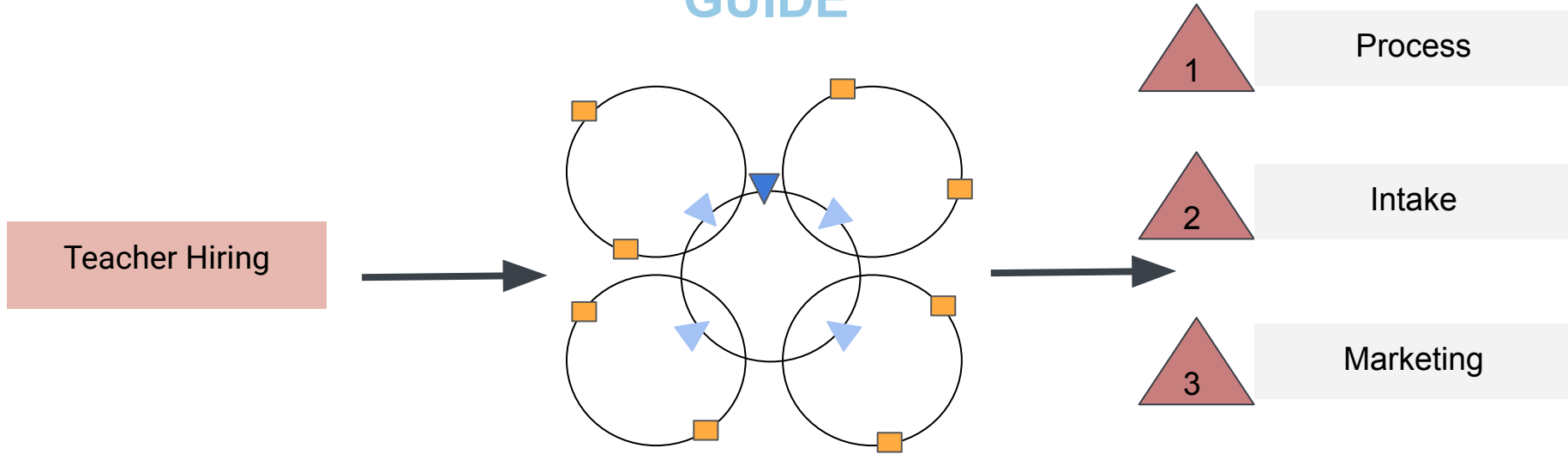
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What is core of our inequity?  
Why is it happening?

Who should be at the table to  
help us figure out an  
equitable outcome?

# Phase 2: Include

## INCLUDE GUIDE

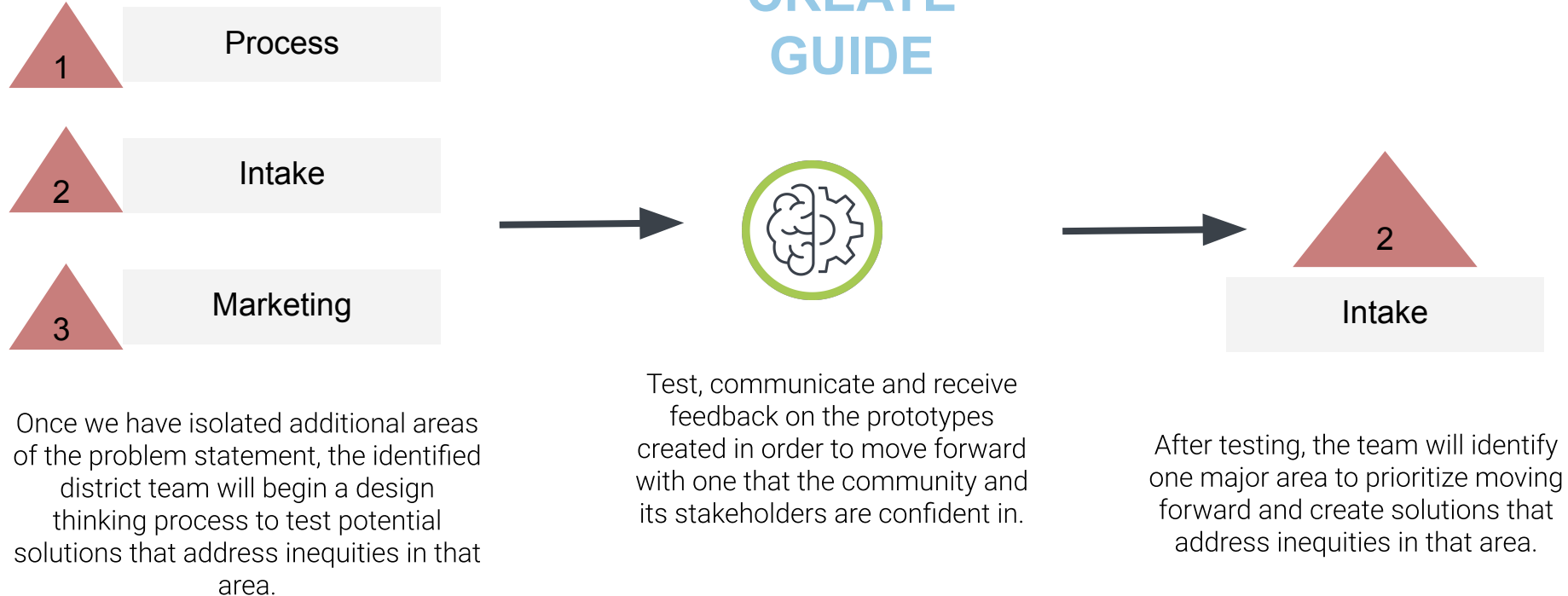


Once we have our problem statement, we work on including a diverse group of district stakeholders to begin a deep dive into the challenge.

This necessitates getting the right folks around the right tables to make the right decisions around small components of that system.

In this example, the stakeholders will identify 3 pivot points of hiring that may cause inequities.

# Phase 3: Create



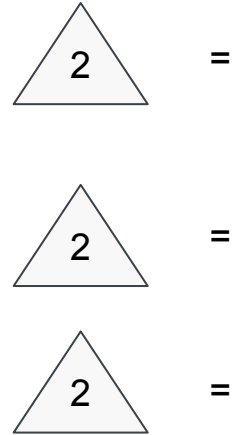
# Phase 4: Action



The district then moves forward with implementing those solutions on a wider scale.



This action phase supports schools and districts with initial scaling of implementation in order to create a pathway to sustained change that they can measure over time



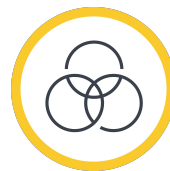
The district then monitors outcomes from that implementation to see change over time.

# Example Scenario



## Audit Findings

## Connect



## Include



## Create

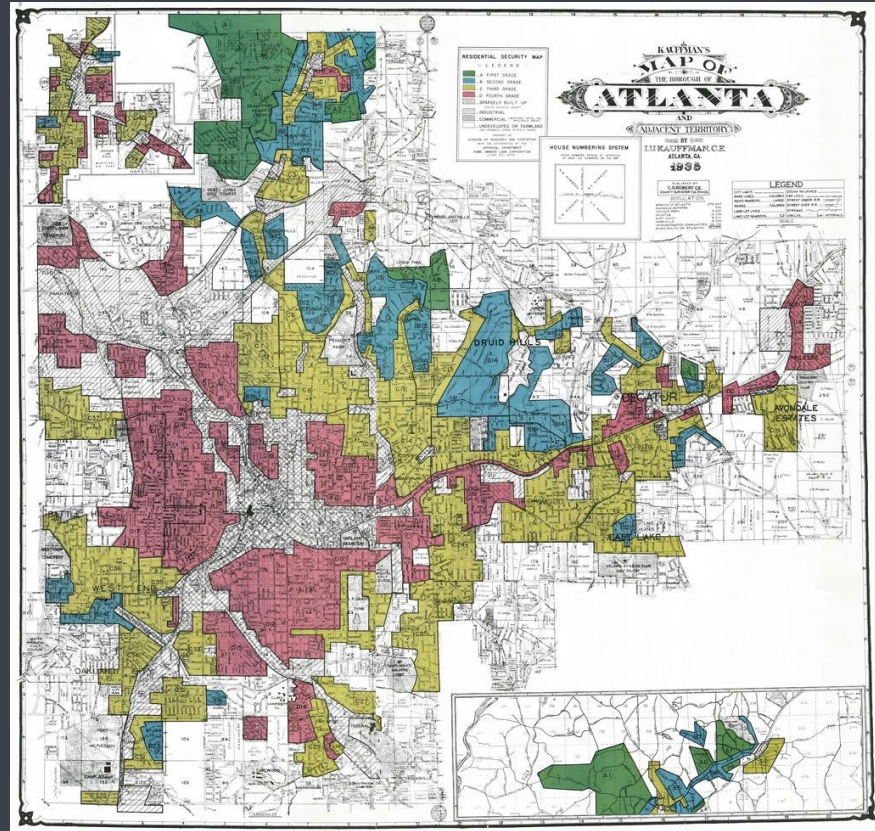
## Action

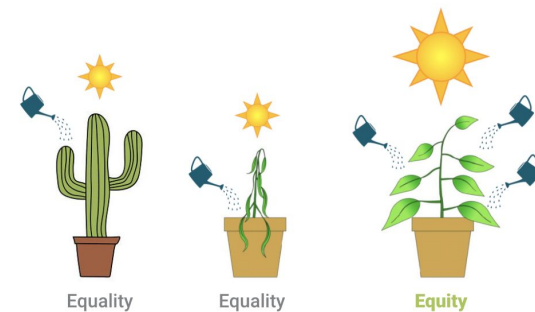
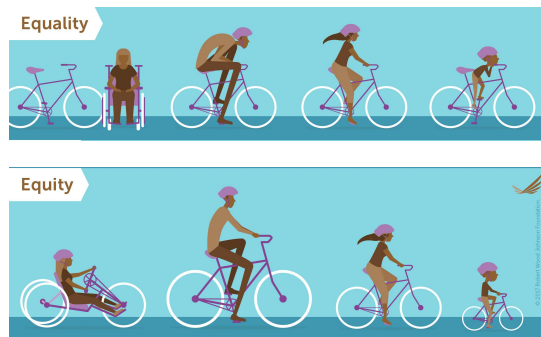
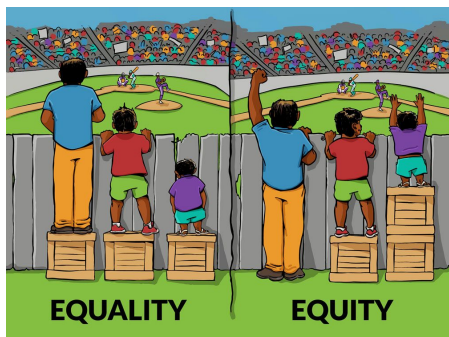
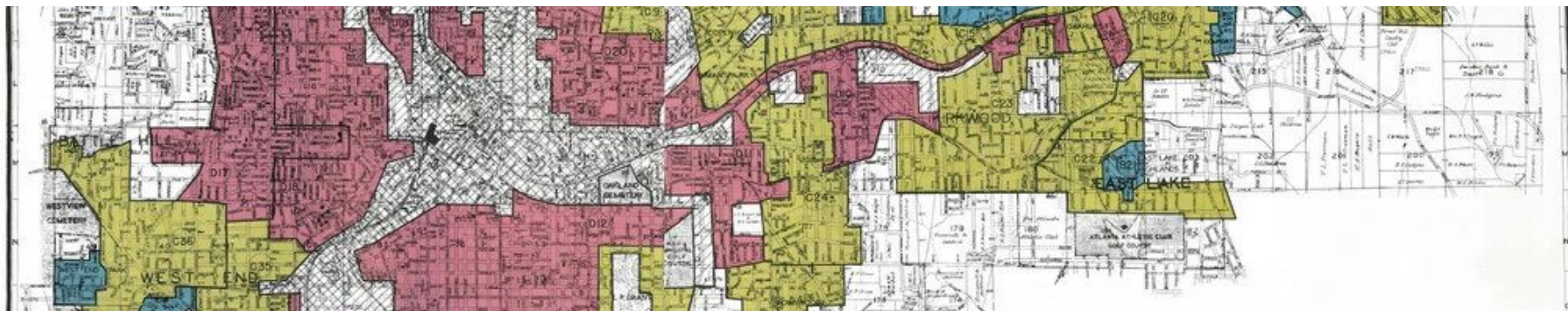
Out of 150 suspensions, 73 of them were male students, 68 of them who are black		At the table you might have:  Head of security for the district Social worker Parent Art teacher Teacher with highest rate of suspensions Teacher with lowest rate of suspensions Principal Chief of Schools Police Officer	Multiple prototypes:  1. Insubordination is eliminated from discipline code and re-coded as "wants more love" and they are supported by SW 2. Suspensions are eliminated from the 6th grade 3. Restorative practices used to address disagreements 4. Morning affirmations are built into every first block of the day.	Selected prototype has outline outcomes:  Suspension of black males cut in half  Student survey indicates greater confidence and engagement by black males  If not achieved, district will pivot and do ____ 3 months into implementing the prototype
The most common infraction documented by the district is insubordination (325). Of the infractions identified as "insubordination", 150 of them resulted in a suspension with 125 of them coming from 6th grade teachers. 70 of those suspensions were from 3 out of the 12 8th grade teachers				
Comments from the students:  "I don't like him and he doesn't like me." "I don't understand what she is trying to teach me and I get bored" "I still don't know what I did wrong. It just seems like she is always picking on me."				

# Appendix

# Redlining

Refuse (a loan or insurance) to someone because they live in an area deemed to be a “poor financial risk.”






# Invisible Conditions Preventing Change

- 1 Holding on to the notion of “nice and good” people
- 2 Defining impact based on quantity and size
- 3 Measuring success against the same bar of white middle class norms
- 4 Pushing leader to create and act as the demonstration of progress
- 5 Rewarding compliance, control, dependence, loyalty and order
- 6 Enforcing an all or none mentality that limits the change

*“We redefine what it means to be a good person as someone who is trying to be better, as opposed to someone who is allowing themselves to believe in the illusion that they are always a good person.”*

— Dolly Chugh, **The Person You Mean to Be:  
How Good People Fight Bias**



Have we been attempting to resculpt the iceberg as a way to address inequities?

Have we been attempting to go around the iceberg as a way to address inequities?

Have we been attempting to melt the iceberg by changing conditions as a way to address inequities?