

Our Journey Toward Equity

Allentown School District

2017 – 2018 State of Equity Highlights

Dr. Lucretia N. Brown
Assistant Superintendent
of
Equity & Accountability



Our Journey Toward Equity

Fall 2016

School Board of Directors Commissioned an ASD Equity Policy

Fall 2016

Feedback solicited from Key stakeholder groups

Fall /Winter 2016

Emerging practices research and reviewed from Minn., VA, FL, OR, and WA States

January 2017

ASD conducts the First Reading of Policy 626 Equitable Allocation of Resources

January 2017

By unanimous vote, ASD adopts Policy 626 Equitable Allocation of Resource

Our Journey Toward Equity

COLLABORATIVE MODEL

UNIT-BASED MODEL

PORTFOLIO DIVISIONAL MODEL

2015-
2016

District
Equity
Coordinator

2016-
2018


Director of
Equity

2018-
Present

Assistant
Superintendent
of Equity and
Accountability

Our Journey Toward Equity

School Districts with Chief Equity Officer or Assistant Superintendent of Equity



Chicago Public Schools (IL)
Columbia Public Schools (MO)
Denver Public Schools (CO)
Fairfax County Public Schools (VA)
Montclair Public Schools (NJ)
Portland Public Schools (OR)
San Francisco Unified School District (CA)
School District of Hillsborough County (FL)
Kent School District (WA)

ASD COMMITMENT TO EQUITY

Here in ASD, our commitment to equity is rooted in our District's Equity Policy, adopted by the Board of Directors in January, 2017. As one of the few Districts within the state of Pennsylvania with such a policy, the Board of Directors is leading the State in our commitment to the assurance of equitable and fair educational opportunities for all students. This commitment will be demonstrated through providing personalized learning and instruction for all students regardless of educational classification, language proficiency or any other need. Additionally, the school district is committed to creating and sustaining a racially, ethnically, culturally and economically sensitive school environment that provides equitable access to a high standard of teaching, learning and success for all students.

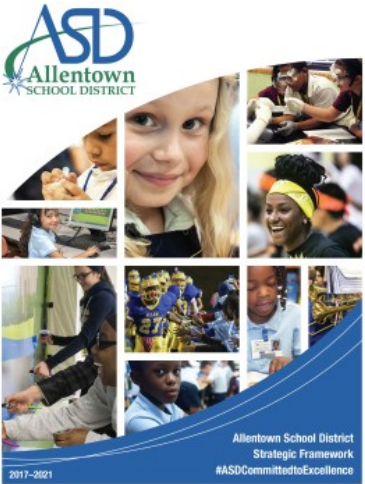
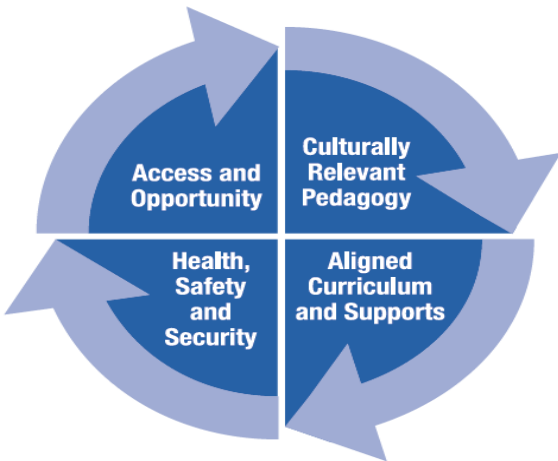
As an organizational core value, equity will be aligned with outcomes and accountability at the departmental, building, classroom and student levels. This District-wide approach to equity is necessary to ensure that students are provided with the opportunities, support, settings and resources required for quality post-secondary experiences and to prepare our students as global citizens in a digital age.

Additionally, our Equity Policy is augmented by the progress indicators, performance measures, and strategic initiatives identified within the Strategic Plan. This alignment of equity with outcomes and accountability is critical and reflected in the framework below:

The Allentown School District is deeply committed to equity and has the highest expectations for staff and students. Our commitment means that we will:

- *Allocate resources (time, funds and talent) according to student needs*
- *Disaggregate data to identify student needs and plan accordingly*
- *Engage our family and community with an asset-based approach that builds on strengths*
- *Institutionalize culturally responsive practices in the classroom, schoolhouse, offices, policies, structures and wherever else it may be necessary*
- *Deepen our commitment through collective professional learning*

How? →





Our Journey Toward Equity

Assistant Superintendent of
Equity & Accountability

Grants, Monitoring &
Evaluation

Communications & Outreach

Family & Community
Engagement

Assessment & Accountability

Partnerships



Our Journey Toward Equity

- Federal Funding
- Family & Community Engagement
- Assessment & Accountability
- Partnerships
- Communications & Outreach



Our Journey Toward Equity

FEDERAL

ESSA Designations

Subgroups

Family Engagement

STATE

School Improvement

Future Ready Index

LOCAL

Demographic Shift

District Deficit

Community Voice

Policy 626

626. EQUITY OF EDUCATIONAL RESOURCES

The Board of Directors recognizes that a number of critical factors must be considered to ensure that all students achieve at high levels. These factors include, but are not limited to (1) the quality and stability of leadership in a school, (2) the allocation of resources, including fiscal, operational and structural resources necessary to support high levels of student achievement; (3) the goal of high expectations for all students, and (4) the inclusion of students from diverse backgrounds in all school and classroom settings. In recognizing these critical factors, the Board reaffirms its commitment to the goal of educational excellence and equitable opportunities and supports for all district students.

Section 5: Measurement of Critical Factors in Student Achievement

On at least an annual basis, the school district shall measure critical factors in student achievement. Such measurement is designed to assess the impact of current strategies and to assist with the development of budget and capital improvement plans. Measurement shall include, but not necessarily be limited to the following:

- a. Availability of educational opportunities;
- b. Student achievement;
- c. Availability of instructional materials and supplies;
- d. Availability of media equipment and resources;
- e. Availability of technology;
- f. Status of facilities;
- g. Diversity of administrative, academic and other staff at all levels and all facilities;
- h. Teacher/student ratios;
- i. Teacher turnover at each school;
- j. Distribution of experienced teachers in school district;
- k. Amount of Title I funds allocated to each school within federal guidelines;
- l. Annual monetary allocation to each school;
- m. Enrollment, achievement, and discipline data – disaggregated by race, ethnicity, socio-economic status, English language learners and special education;
- n. Extent of family and community involvement.
- o. Participation of teachers, administrators, and non-instructional staff in Cultural Competency Professional Development.
- p. Results from annual climate survey.
- q. Participation in extra curricular activities.

Section 6: Annual Equity Report

The Superintendent or his/her designee shall report at the August regular Board meeting on an annual basis, as to the status of allocating the school district's resources in an equitable manner among the district's schools. This annual report should at least include the following:

- a. The experience of the teachers at each school;
- b. The amount of teacher turnover at each school;
- c. The annual funding allocated to each school outside of Title I funds;
- d. The enrollment of the school, disaggregated by race, ethnicity, socio-economic status, English language learners, special education and advanced courses.
- e. Student achievement data at each school, disaggregated by race, ethnicity, socio-economic status, English language learners, and special education.

Based upon the annual report, the Superintendent or his/her designee shall develop an Equity Plan or plan update. Annually, the Board in conjunction with the beginning of the budget process will review the Superintendent's report and Equity plan to ensure that all students are being provided equitable access to excellent educational opportunities.

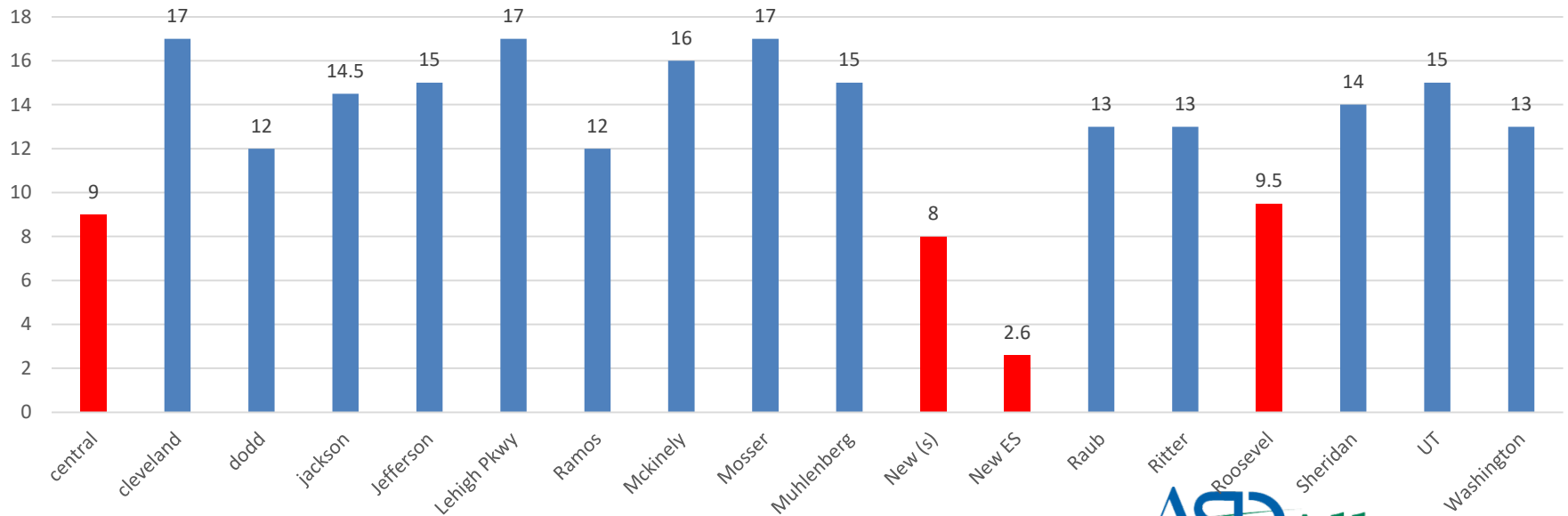
Section 6. Annual Equity Report

- A. The experience of the teachers at each school
- B. The amount of teacher turnover at each school
- C. The annual funding allocated to each school outside Title 1 funds
- D. The enrollment of school, disaggregated by race, ethnicity, socio-economic status, English language learners, and special education
- E. Student achievement data at each school, disaggregated by race, ethnicity, socio-economic status, English language learners, and special education

A. THE EXPERIENCE OF THE TEACHERS AT EACH SCHOOL

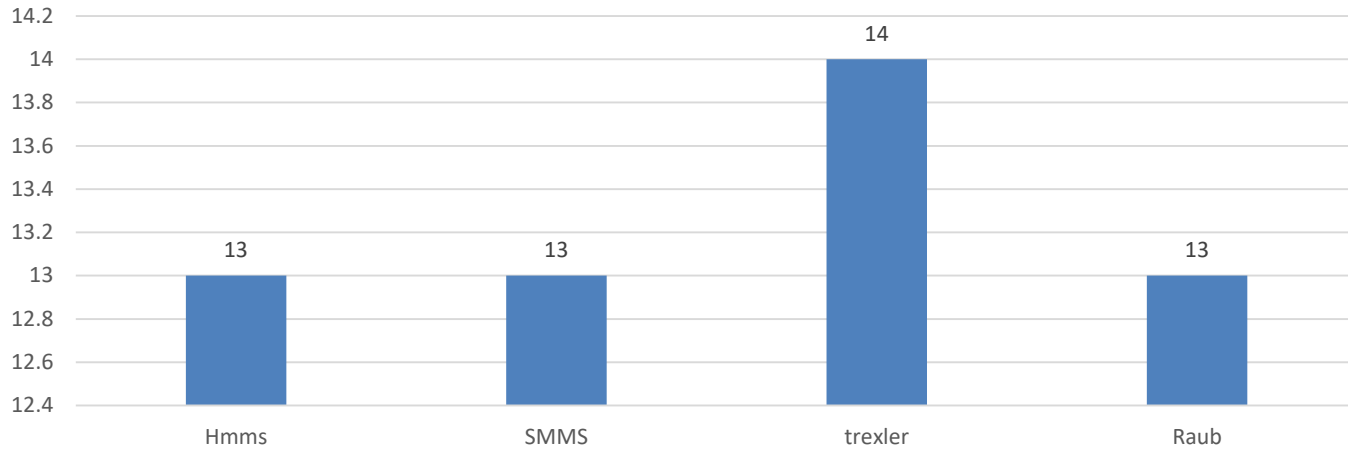
Individual teacher total years of experience were summed to establish building level averages. Overall, ASD maintains a teacher level average years of experience that ranges from 12 to 17 years across all grade levels. However, there are buildings where teacher level experience falls below the range, those buildings are highlighted in the following graphs

Elementary Teachers Average Years of Experience by Building

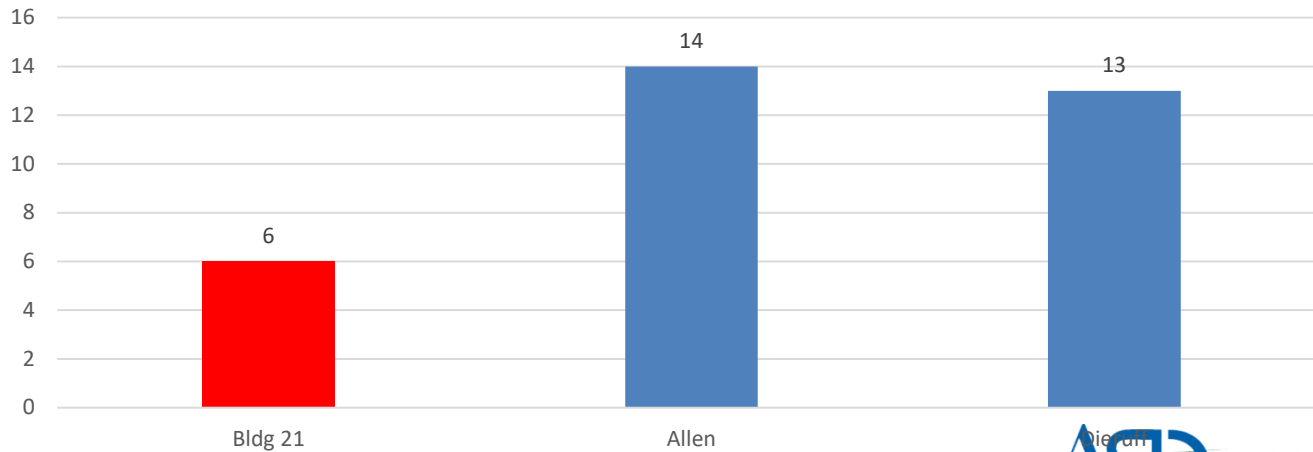


A. THE EXPERIENCE OF THE TEACHERS AT EACH SCHOOL

Middle School Average Teacher Experience by Building



High School Average Teacher Experience by Building

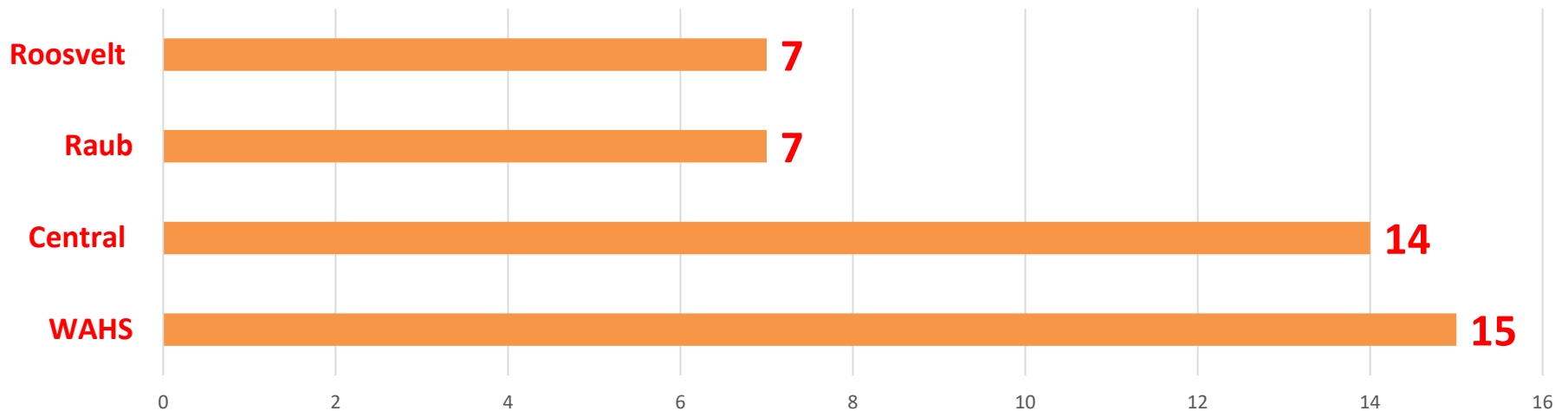


B. THE AMOUNT OF TEACHER TURNOVER AT EACH SCHOOL

Turnover defined by limitations of data captured within system. Which only allows for monitoring of exits. These exits or turnovers at the teacher-level could be attributed to both termination, resignation, and reassignment to another building.

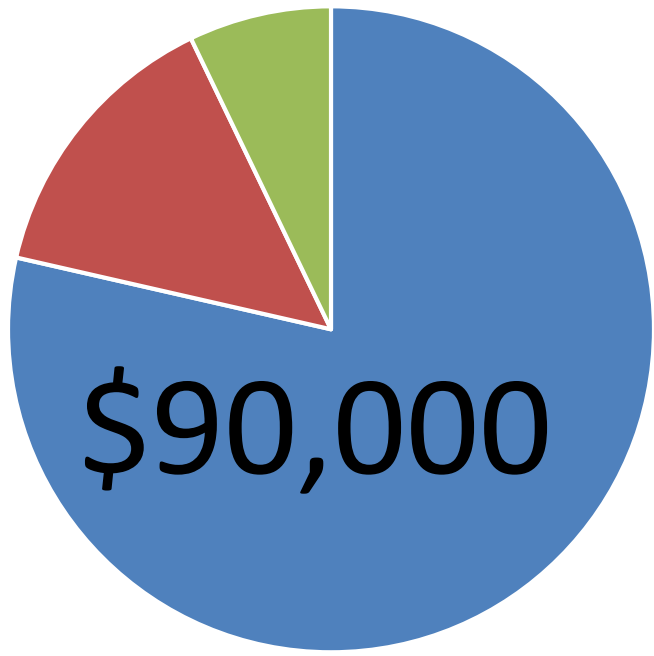
Based on this definition, all of our buildings experienced teacher turnover during the 2017 -2018 school year. However, the buildings depicted in the graph below experienced higher numbers of teacher turnover.

2017 - 2018 ASD Teacher Turnover by Building



C. The annual funding allocated to each school outside of Title 1

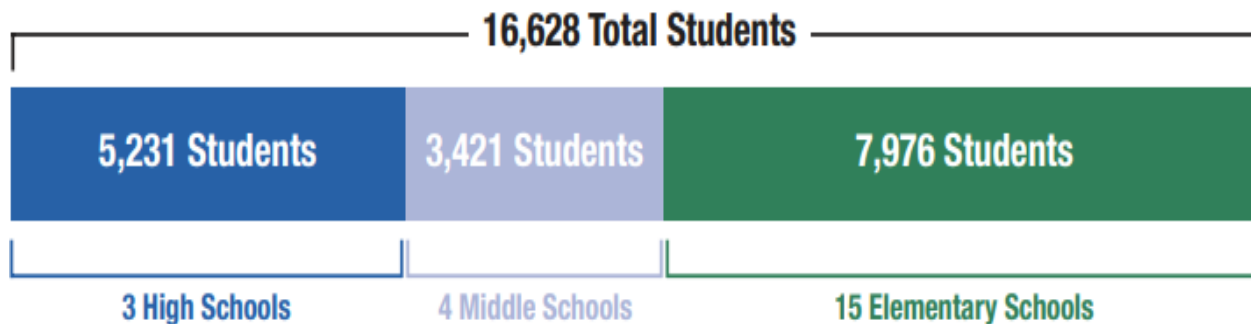
In 2017 – 2018 Approximately \$90,000 donated at District and building levels. This includes 11 elementary schools 2 middle schools and one high school



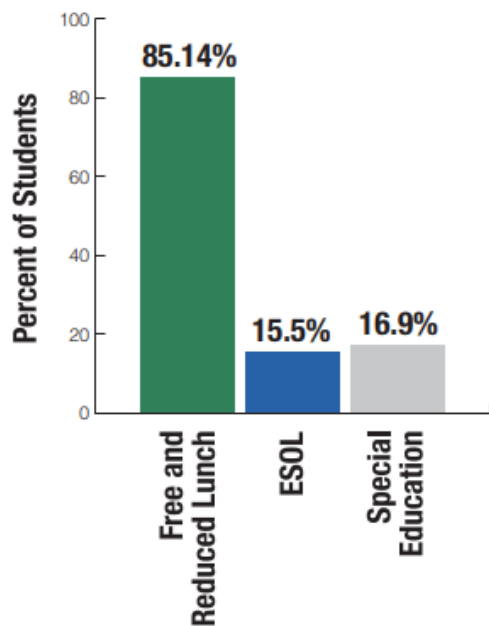
■ Elementary Schools ■ Middle Schools ■ High Schools

D. District Enrollment

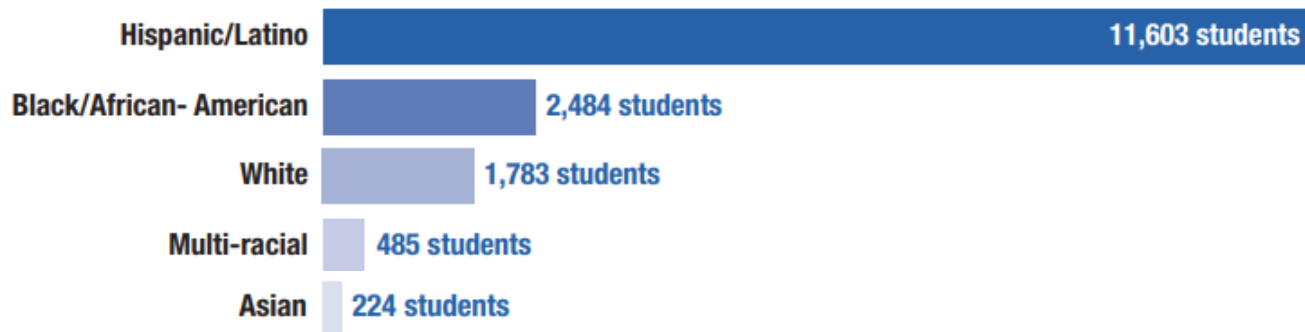
2017 - 2018 ASD Enrollment



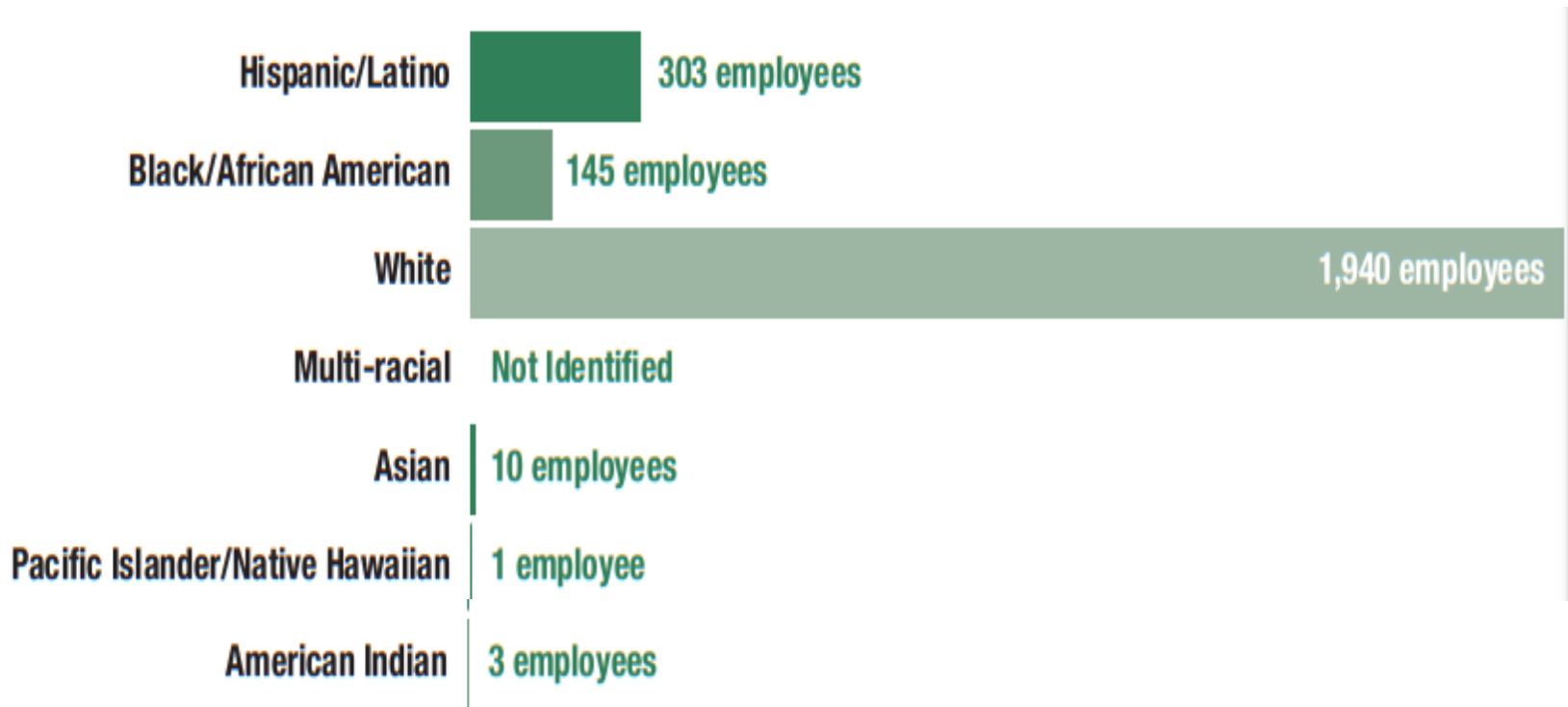
Services by Student Group



Student Demographics

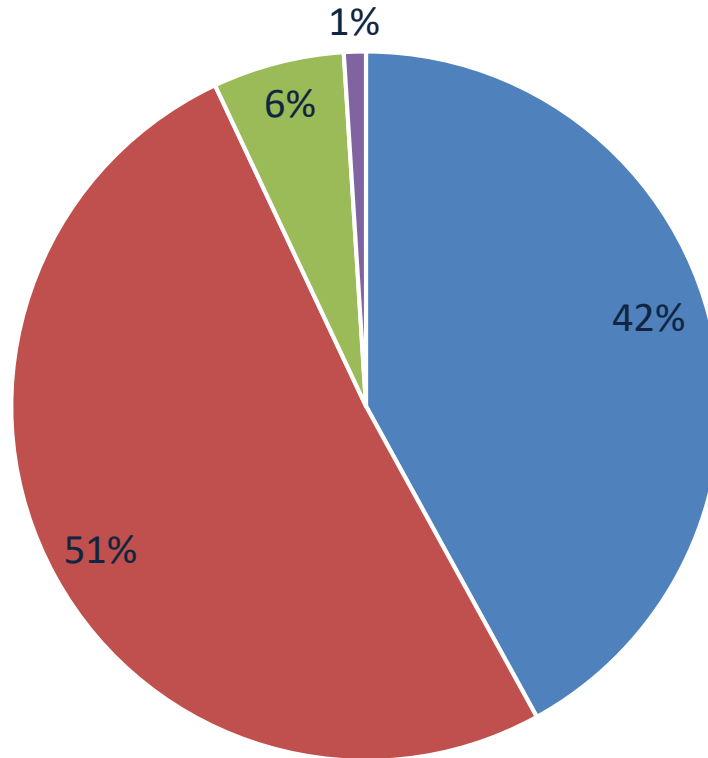


2017 – 2018 Workforce Diversity



E. District Student Achievement Data

District SPED Achievement Outcomes - ELA

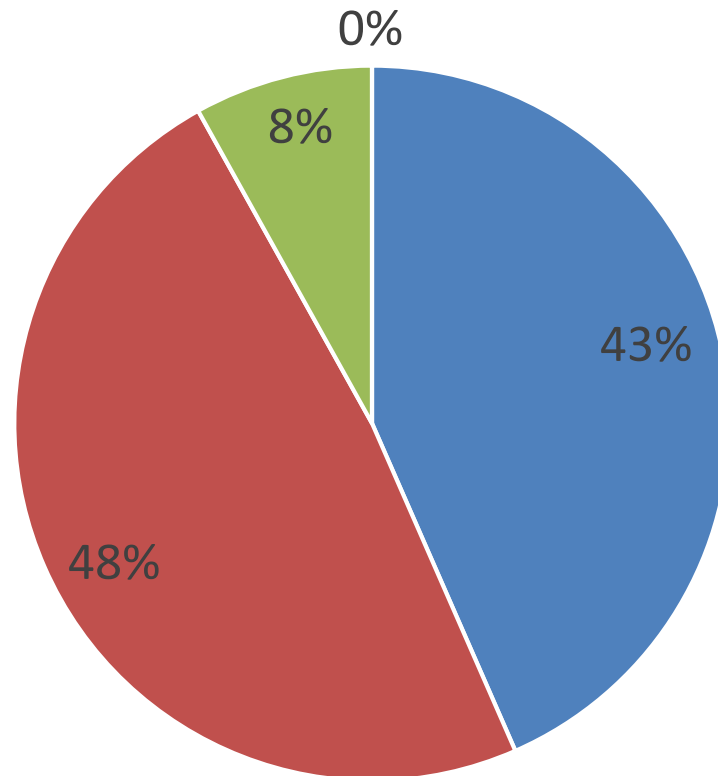


■ Below Basic ■ Basic ■ Proficient ■ Advanced

Total Tested 1,101

E. District Student Achievement Data

District English Learner Achievement Outcomes - ELA



■ Below Basic ■ Basic ■ Proficient ■ Advanced

Total Tested 318

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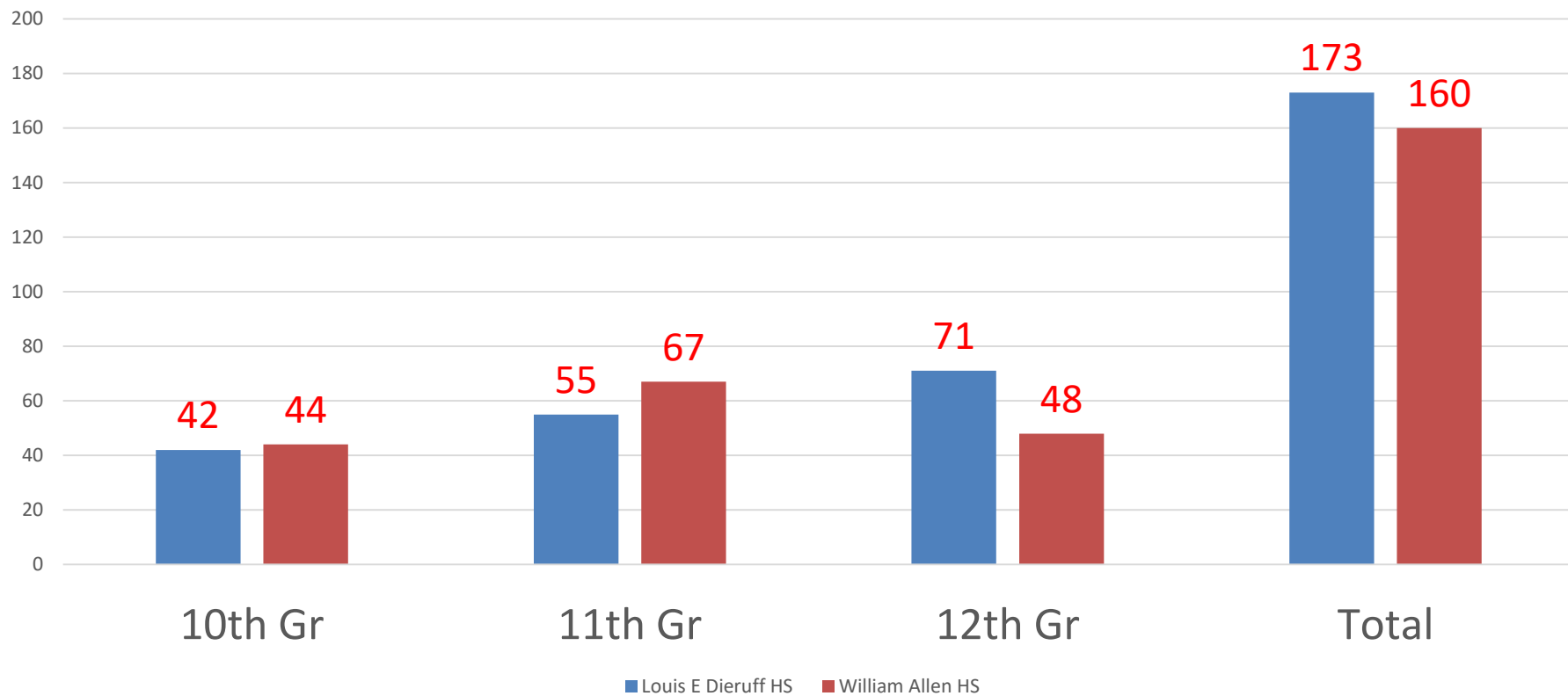
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Critical Factor A. Availability of education opportunities 2017 – 2018

- ASD supports 422 students in the gifted program in each building including the alternative education site.
- Dual enrollment
- During the 2017 - 2018 school year 273 Students from Allen and Dieruff participated in Advanced Placement (AP) courses.
- 24 College Board Offerings ASD students participated took 20 of the courses with the following being the most popular
 - US History
 - World History
 - English Language Composition
 - Calculus AB
 - Biology

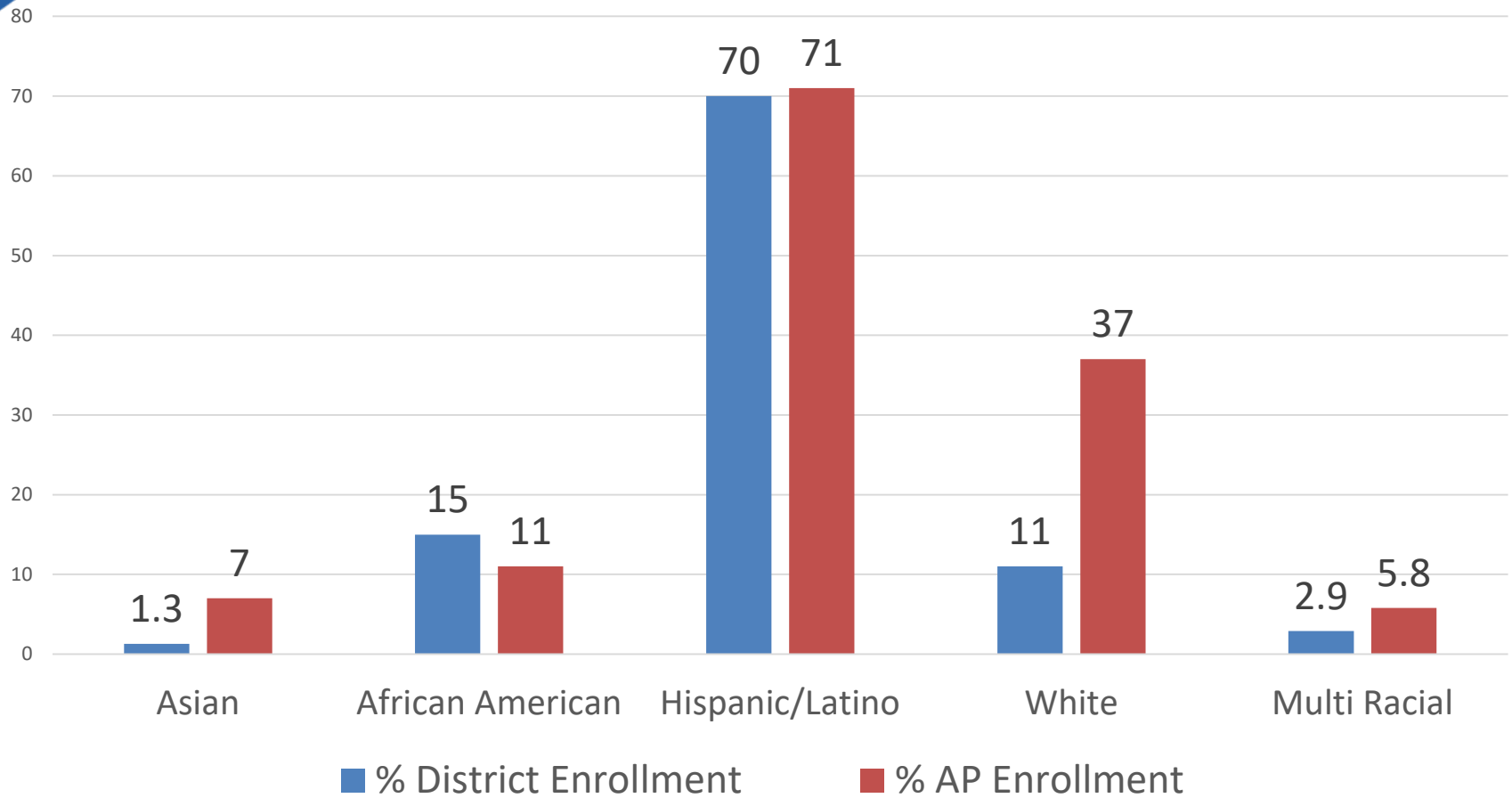
Critical Factor A. Educational Opportunities

AP Enrollment by Grade Level and Building



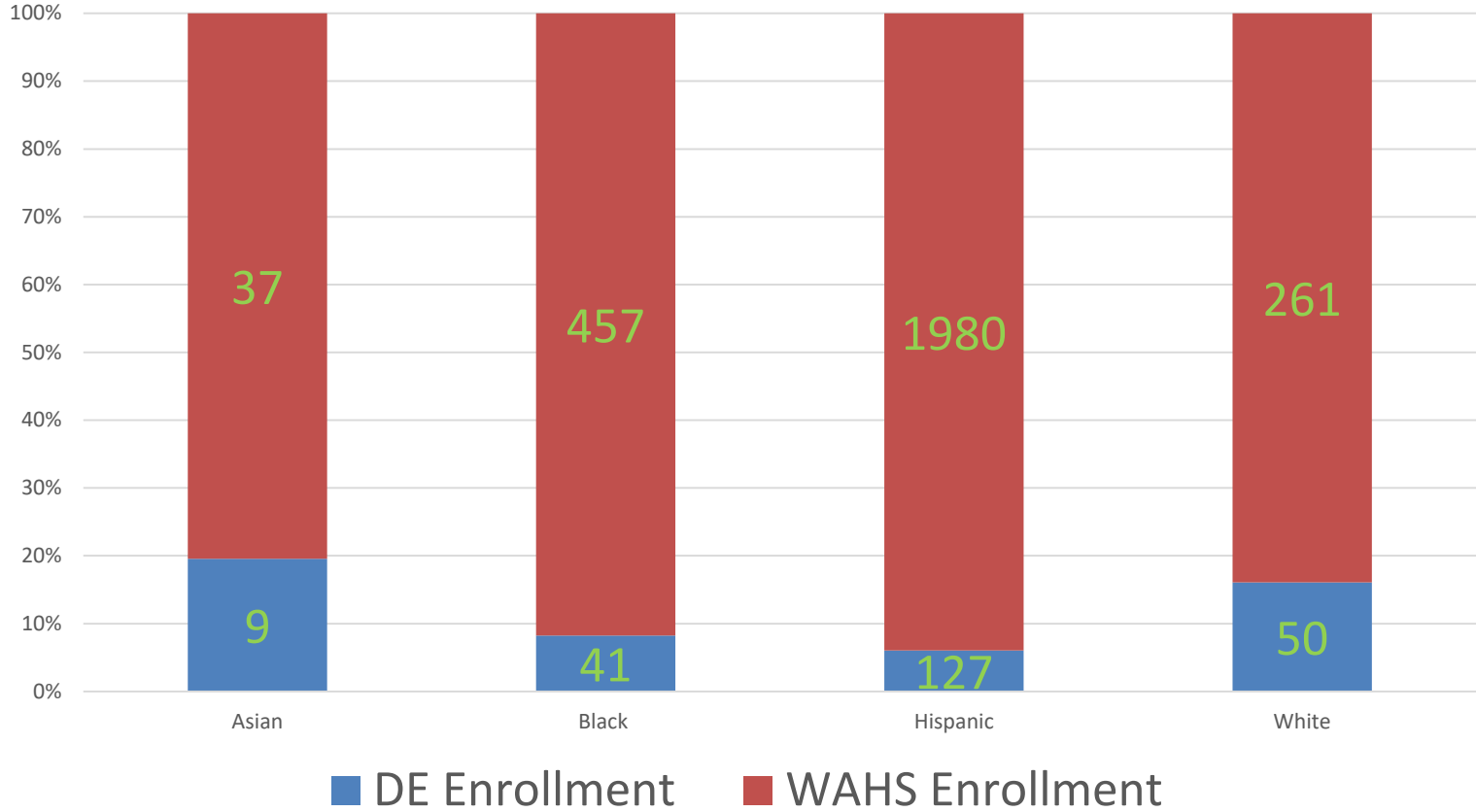
Critical Factor A. Educational Opportunities

2017 – 2018 Subgroup District Enrollment by % AP Enrollment



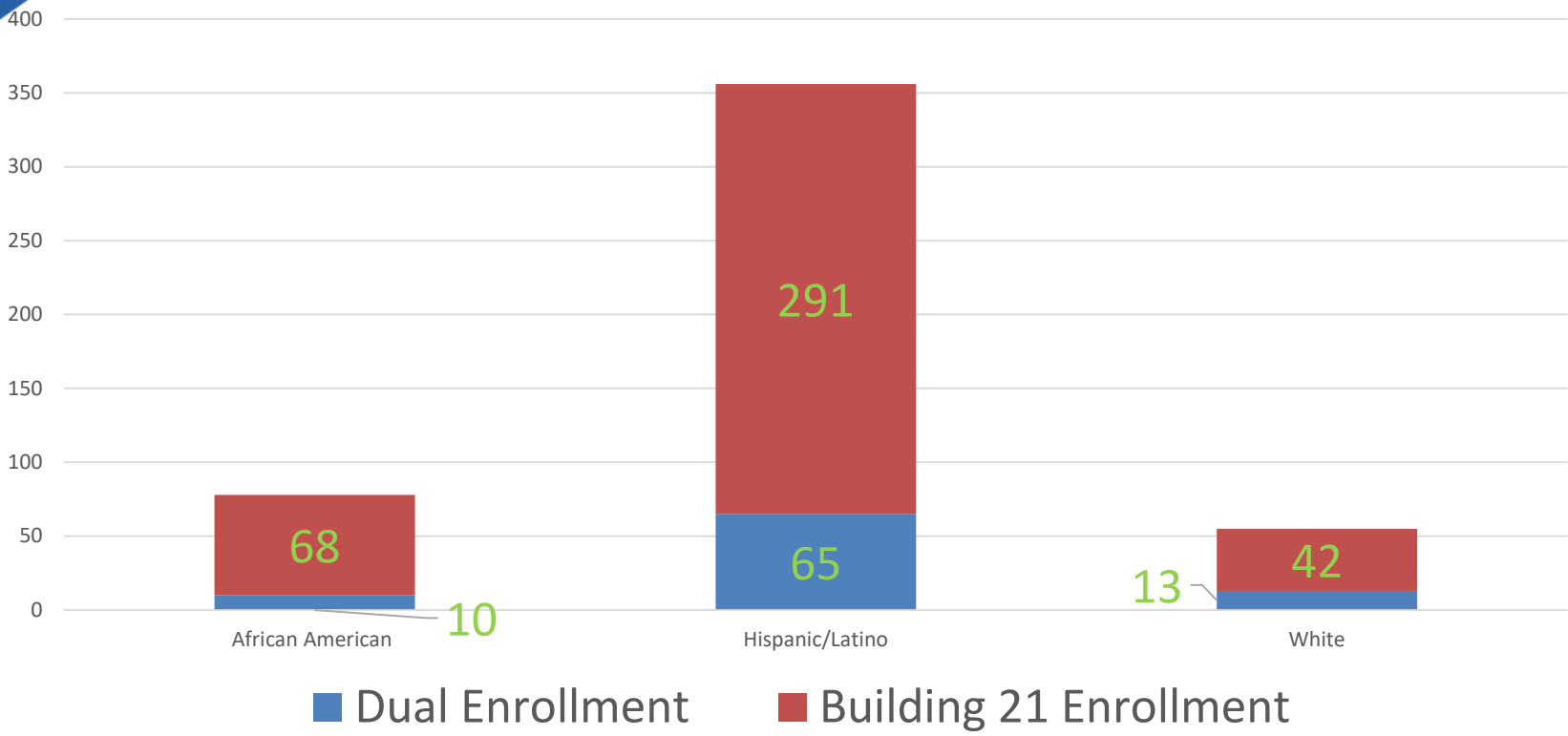
Critical Factor A. Educational Opportunities

WAHS Dual Enrollment by Total WAHS Subgroup Enrollment



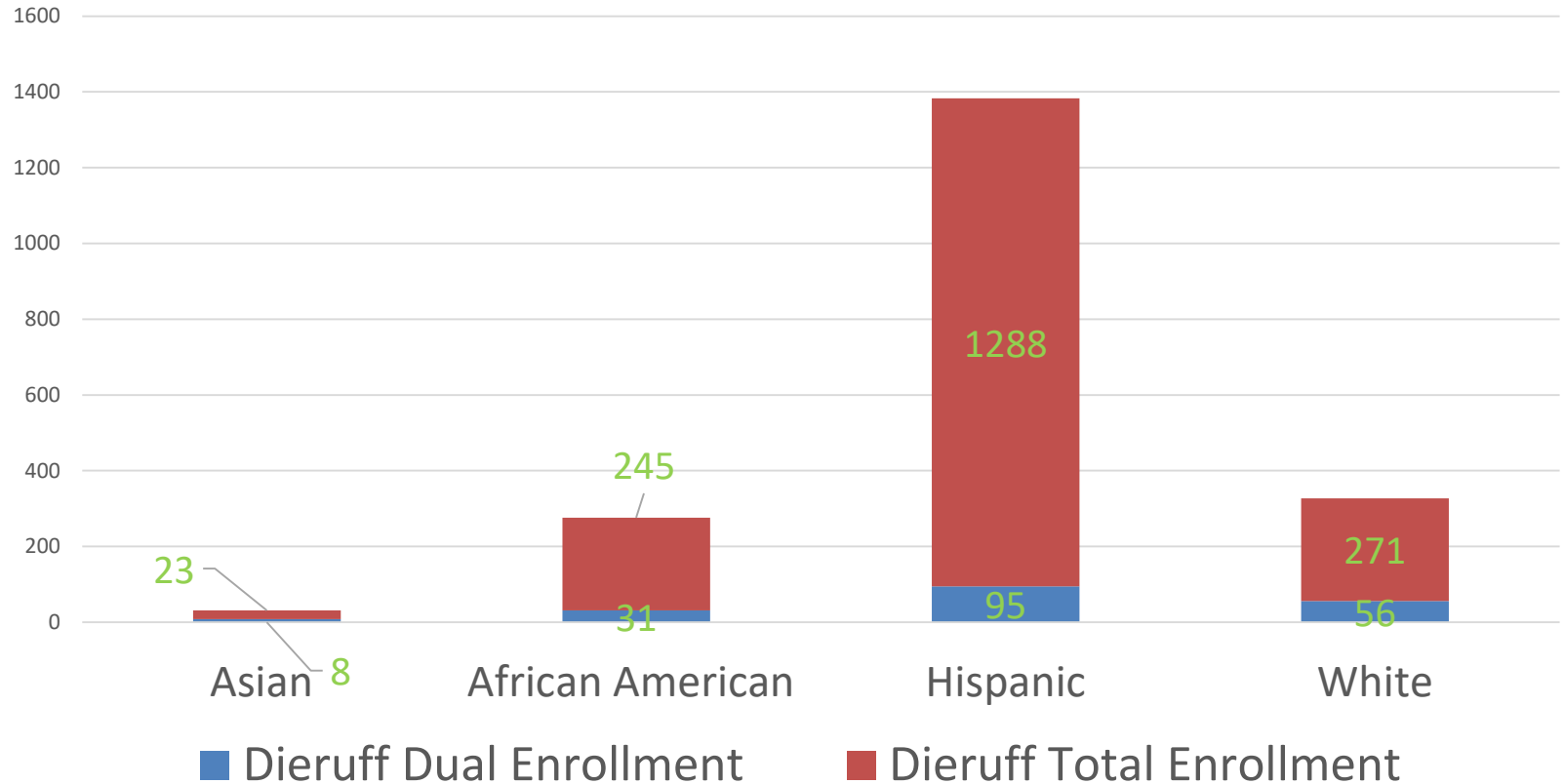
Critical Factor A. Educational Opportunities

Building 21 Dual Enrollment by Total Building 21 Subgroup Enrollment



Critical Factor A. Educational Opportunities

Dieruff Dual Enrollment by Total Dieruff Subgroup Enrollment



Dual Degree Program

- Participating students would take all junior and senior classes as dual enrollment with LCCC.
- Students must place into college level courses or qualify for exemptions.
- Program is available to qualifying students from all three Allentown School District high schools.
- The Allentown Early College Pathway program builds on best practices from other states already using this model.

Distribution Device Allocation Process

- Availability of technology;
- Building level needs assessment
- Low Income/poverty rankings considered
- Title 1 purchasing plans

Critical Factor F. Status of Facilities

Within ASD approximately 69 critical facilities deficiencies have been identified in buildings from K – 12. The projected costs to address those deficiencies equates to approximately \$350 million

Cleveland

Mckinley

Union Terrace

HMMS

Raub

- Student population
- Experience level of teachers
- Urbanicity or Location
- Overall Condition of Buildings

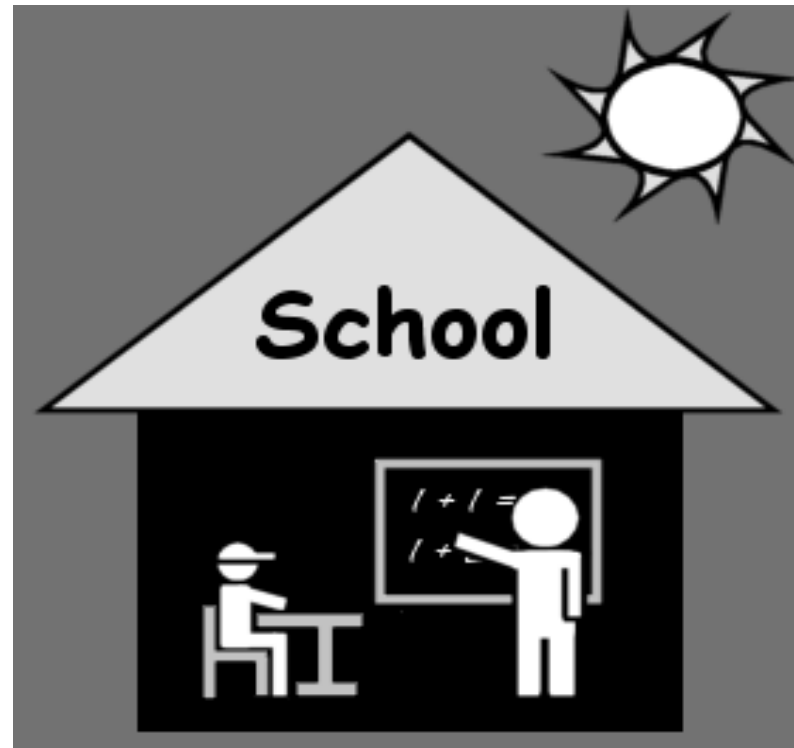
Critical Factor K. Title 1 Building Allocations

2017 – 2018

\$5, 956, 057

2018 - 2019

\$8, 488, 905



In 2017 – 2018 1400 instructional and non-instruction staff took the following workshop topics:

- Culture Climate
- Community Responsive Education
- Building Empathy
- Sexual Orientation and Gender Identity Key Concepts
- Implicit Bias
- Advising Undocumented Students
- Building Hope

Community Responsive Education

- *Middle Schools*
- *Annual Climate Surveys*
 - *Disaggregated Data*
- *Praxis Learning Circles*



Relationships

Relevance

Responsibility

Questions/Comments