

South Orange Board of Trustee Presentation- Equity

Dr. Ronald G. Taylor, Superintendent of Schools

September 29, 2020

www.somsd.k12.nj.us | A District that celebrates students, community and diversity

Purpose

To share how we support children of color and other vulnerable populations in the South Orange and Maplewood School District

- + Specifically addressing
 - Demographics of high level courses;
 - Demographics of student disciplinary actions;
 - Professional Development for staff; and,
 - Staff monitoring and accountability.

- + Digital Divide and Virtual Update



Specific South Orange Board of Trustee Questions...

Equity Question

What have been the demographic characteristics (racial, LGBTQ, gender, student lunch program participants, etc.) of advanced and college prep classrooms versus the demographics of our district overall? Has there been improvement (decreased divergence versus the district overall) over time? If not, what corrective actions is the district taking to address the needs of underrepresented students, both for immediate results and over the long term? If so, what actions do you credit with effecting those changes and what actions do you plan for further improvement? Finally, how are you monitoring and tracking whether the corrective actions are effective and what has been the impact?

2019-2020 Intervention Strategies

III. SCHOOL AND CLASSROOM PRACTICES – NON-COMPLIANT

Ensure that minority and female students are not underrepresented in gifted and talented or accelerated/advanced courses including math and science. *MMS, SOMS CHS*

CHS 2019-2020 AP Courses						
GENDER	White	Black	Hispanic	Asian	Multi-Race	Total
Female	74.8%	12.6%	3.2%	4.1%	5.3%	100.0%
Male	79.9%	7.3%	1.7%	3.6%	7.5%	100.0%
District	76.9%	10.4%	2.6%	3.9%	6.2%	100.0%

CHS 2018-2019 AP Courses							
GENDER	White	Black	Hispanic	Asian	Am.-Indian	Multi-Race	Total
Female	73.90%	15.60%	2.70%	4.70%	0.10%	3.00%	100.00%
Male	77.50%	9.80%	4.30%	4.70%	0.20%	3.50%	100.00%
District	75.40%	13.20%	3.40%	4.70%	0.20%	3.20%	100.00%

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A proposed de-tracking pilot program will start with the 20/21 junior class inviting English 3 students (comprised mostly of minority students) to contract up to Honors levels. This proposed plan will provide:

- + Differentiated instructional training to the selected instructor
- + Invite all English 3 students to participate in Honors level
- + A differentiated rubric will be developed and used for grading

Event Summaries

February 4, 2020- Equity in Integration Discussion (Elementary Staff)

- + **Superintendent presented the following:**
 - Reiteration of the January 8, 2020 Public Symposium for context.
 - Including playing the video of E. Boddie’s presentation.
 - The disparities of the enrollment of students of color in high level course historically at Columbia High School and the possible assertion that there is a connection of this data to the segregated enrollment of our elementary schools.
- + Mr. Paul Roth, School Business Administrator presented an update on the planning and process of bringing our construction project to fruition.

Event Summaries

February 4, 2020- Equity in Integration Discussion (Elementary Staff) – cont.,

- + Event took place on a early dismissal Professional Development Day, more than 700 attendees including all elementary teachers and administrators attended.
- + Many of our SOMSD educators stated that this was the first time they had participated in these important discussions.
- + There were very fruitful follow-up conversations created from this event, including our Physical Education Teachers follow-up with Mr. Roth around the operational constraints of the Elementary multi-purpose room design.

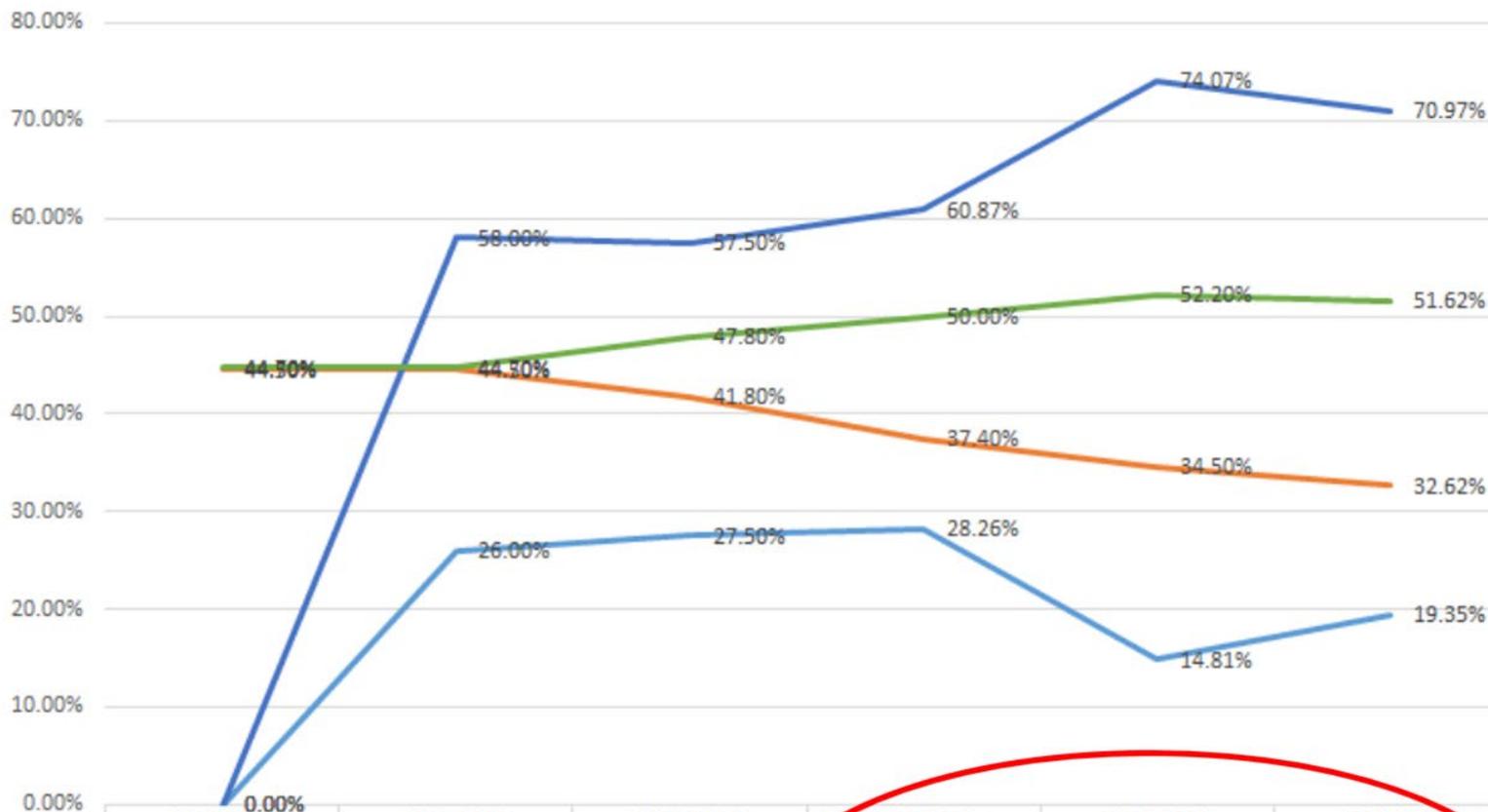
Racial Breakdown District vs Elementary Schools (cont.)

School	W	B	H	A	I	P	M	Total	Free/ Reduced
CLIN	62.30%	17.40%	5.50%	6.30%	0.00%	0.00%	8.60%	100.00%	14.40%
JEFF	63.60%	17.10%	2.40%	4.20%	0.00%	0.20%	12.50%	100.00%	8.10%
MARS	61.00%	17.20%	1.40%	2.50%	0.20%	0.40%	17.40%	100.00%	8.70%
SB	23.10%	55.90%	3.80%	2.20%	0.20%	0.20%	14.60%	100.00%	42.90%
SM	64.30%	11.30%	2.30%	4.30%	0.00%	0.20%	17.60%	100.00%	3.60%
TUSC	70.00%	12.90%	2.80%	2.20%	0.00%	0.00%	12.10%	100.00%	6.90%
District	55.30%	25.90%	3.70%	3.70%	0.10%	0.10%	11.10%	100.00%	15.80%

Course enrollment update

Honors and AP at Columbia High School (and middle grades) controlled for Demographics per OCR agreement

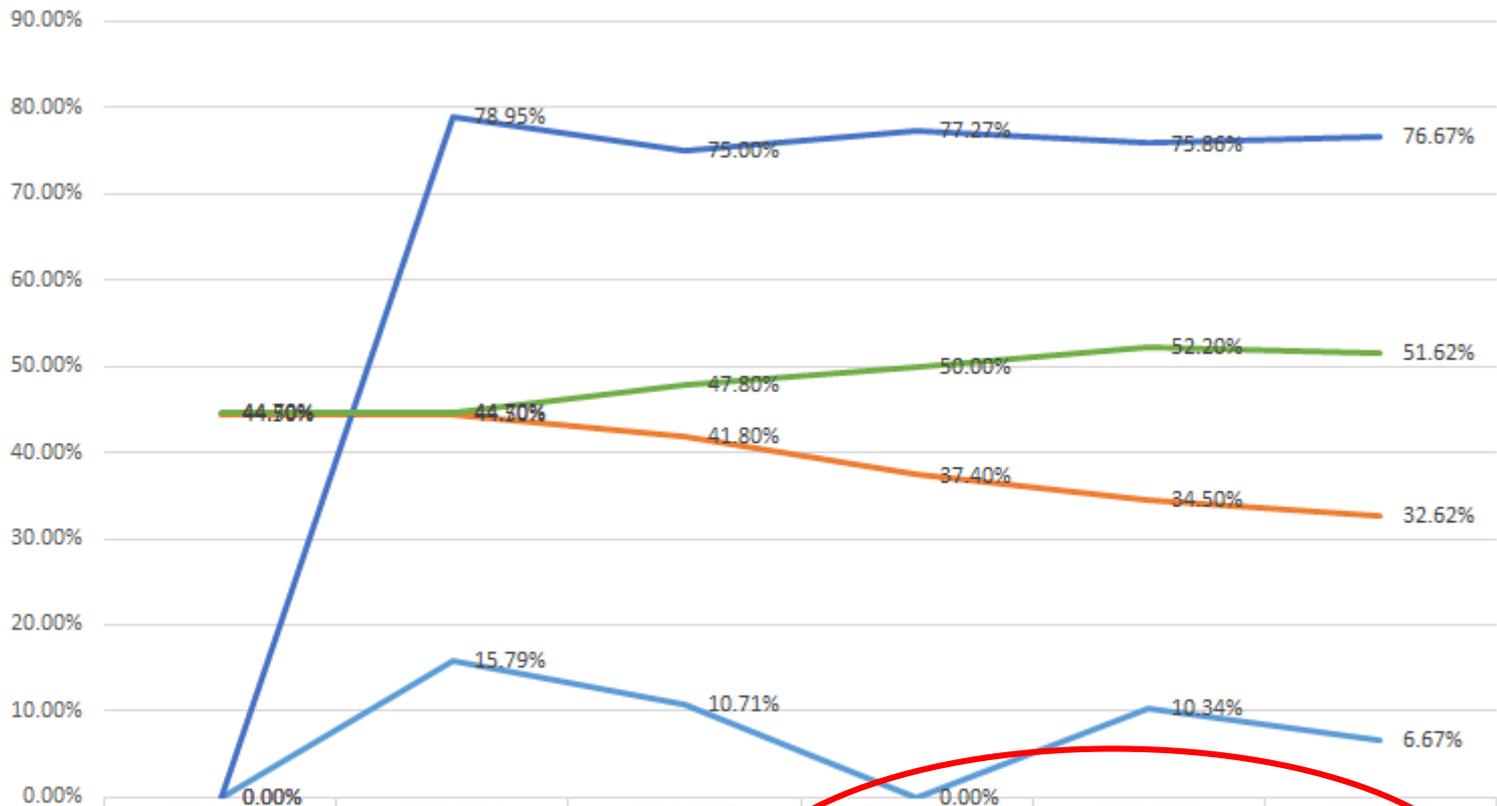
Calculus BC AP- Ethnicity Comparison From 2014 - 2020



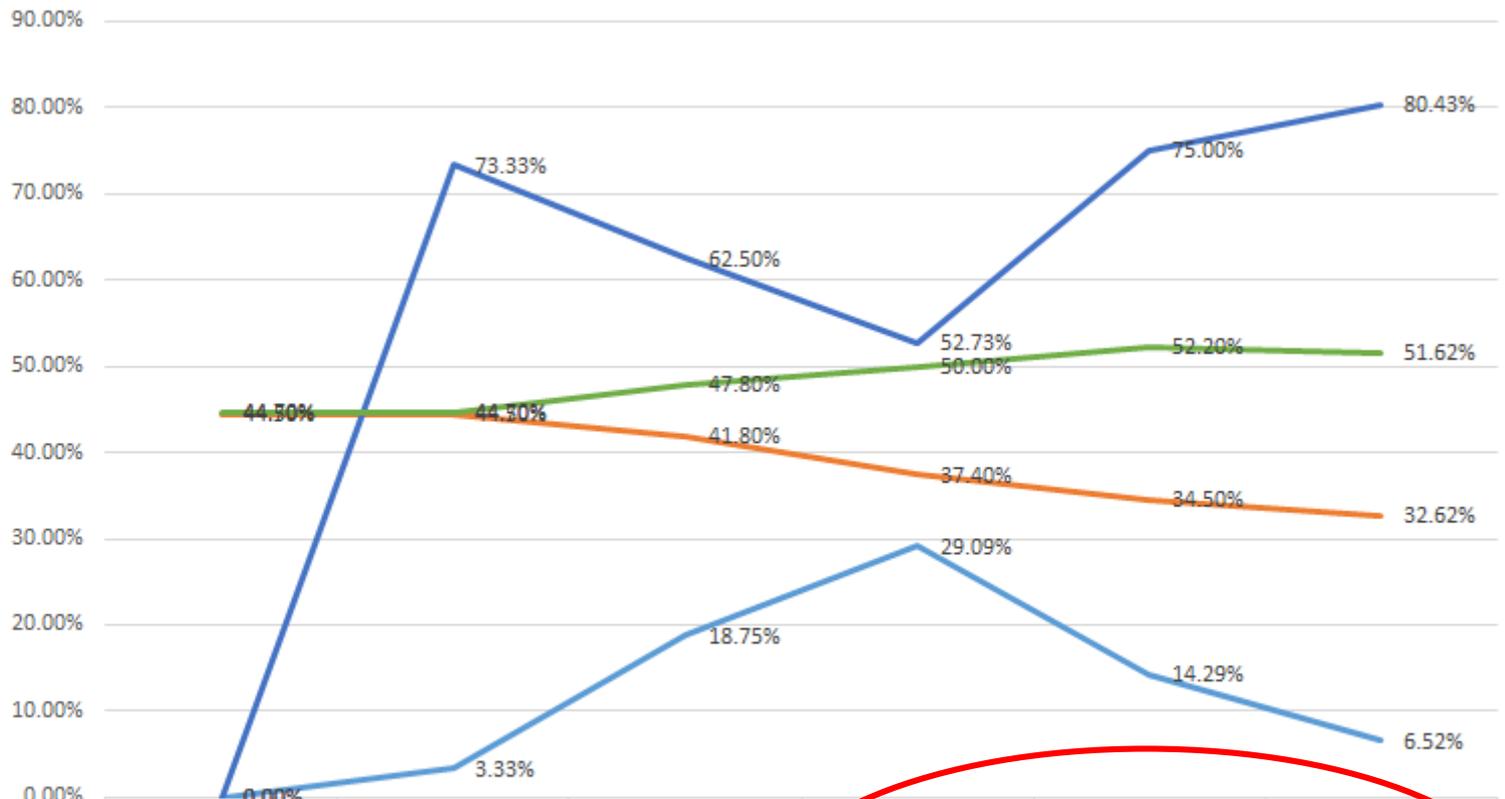
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Black - Course Enrollment	0.00%	26.00%	27.50%	28.26%	14.81%	19.35%
Black - School Demographic	44.50%	44.50%	41.80%	37.40%	34.50%	32.62%
White - Course Enrollment	0.00%	58.00%	57.50%	60.87%	74.07%	70.97%
White - School Demographic	44.70%	44.70%	47.80%	50.00%	52.20%	51.62%



Physics AP - Ethnicity Comparison From 2014 - 2020



Chemistry AP - Ethnicity Comparison From 2014 - 2020



	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Black - Course Enrollment	0.00%	3.33%	18.75%	29.09%	14.29%	6.52%
Black - School Demographic	44.50%	44.50%	41.80%	37.40%	34.50%	32.62%
White - Course Enrollment	0.00%	73.33%	62.50%	52.73%	75.00%	80.43%
White - School Demographic	44.70%	44.70%	47.80%	50.00%	52.20%	51.62%



There is no silver bullet or magic bean....

Access and Equity...

- + Budgeting funds for the 2021 school year (and beyond) that address implicit bias in school-based academic (experiential) and extracurricular family costs;
- + We are listening to our special education families (and advocates) regarding their concerns on inclusion in our integration plans;
- + We are working with the High School Leadership Team to explore intentional scheduling methodology that can more fully integrate our courses at Columbia, while still maintaining rigor and student achievement expectations; and,
- + We are working with the Board to reorganize central administration to add greater focus to curriculum and data oversight, which includes the fulfillment and actualization of our access and equity policy.

Updates To Secondary STEM Department via 2019-2020

Hired five (5) additional teachers, to ensure adequate teaching staff to support student success in the new STEM configuration

Added two (2) full-time high school teachers, one in mathematics, one in science, to reduce class size for all academics and honors classes in grades 9-11

Added two (2) full-time mathematics teachers, one assigned to each middle school, to provide work with teachers and students to provide additional support, work with diverse learners, model best practices, and support student learning.

One high school counselor assigned/dedicated to oversee STEM Labs, monitor student progress, and facilitate communications between staff, students, and parents.

Columbia High School SLAM Lab

- + Designed as a tutoring/support program for CHS students needing academic help
- + Overseen by a CHS Guidance Counselor
- + Tutoring supplied by CHS teachers, Student Teacher Assistants and MAC Scholars
- + September 6, 2019 to March 13, 2020 - 2,922 students signed into the SLAM lab
- + We are continuing to find ways to have students participate virtually.

Updates to Columbia High English and History Departments

English & Social Studies	English
<p>Created a cohort of 9th grade students in the Academic Level classes who are assigned to the same English and History classes.</p>	<p>Created an 11th Grade English class that is a mix of Academic and Honors leveled students.</p>
<ul style="list-style-type: none">● Teachers plan lessons together to ensure that skills are being reinforced in both classes● Students support one another as study group	<ul style="list-style-type: none">● Allows students to begin the year in a level that is comfortable for them. Until the end of the first quarter students may opt to move levels● Allows for reluctant academic level students to anonymously take a risk to try a Honors class. Students can move levels without having to change classes

Equity Question...

What have been the demographic characteristics (racial, LGBTQ, gender, student lunch program participants, etc.) undergoing disciplinary action versus the demographics of our district overall? Has there been improvement (decreased divergence versus the district overall) over time? If not, what corrective actions is the district taking to address the needs of overrepresented students, both for immediate results and over the long term? If so, what actions do you credit with effecting those changes and what actions do you plan for further improvement? Finally, how are you monitoring and tracking whether the corrective actions are effective and what has been the impact?

2019-2020 Intervention Strategies

III. SCHOOL AND CLASSROOM PRACTICES– NON-COMPLIANT

Ensure that minority and male students are not disproportionately represented in detentions, suspensions, expulsions, dropouts or special needs classes *MMS, SOMS, CHS*

Student Suspensions By Ethnicity (September 2019 - February 2020)								
School	W	B	H	A	Am. Ind.	I	Multi	Grand Total
CHS	26	33	1	2	3	1	2	68
MMS	1	25	1					27
SOMS	7	11	3				3	24
Grand Total	34	69	5	2	3	1	5	119

2019-2020 Intervention Strategies

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Dropouts (SY 19 - 20)					
School	White	Black	Hispanic	Multi-Race	Total
CHS	4	10		1	15
MMS	1				1
SOMS	1	1			2
District	6	11	0	1	18

Dropouts (SY 18-19)				
School	White	Black	Hispanic	Total
CHS	1	14	2	17
MMS	1	7		8
SOMS	3	3		6
Total	5	24	2	31



Equity Question....

What is the nature of the district's diversity and equity training - for teachers and other employees, and for students? More importantly, how does the district measure whether its diversity and equity training is effective? Are there anonymous teacher, employee and student surveys that assess whether the training is effective? Are those results tracked over time?

Curriculum Development & Revisions

- + Professional Development - Writing Curricula Through an Equity Lens
 - June 2019 - Dr. Edward Fergus
 - June 2020 - Virtual - Dr. Josue Falaise
 - All Curriculum writers trained
- + Updates and Revisions
 - All curricula will be updated and revised by equity trained curricula writers by Spring 2021
- + New Curricula template includes “Other Standards”
 - Amistad Curricula
 - Holocaust Curricula
 - Culturally Responsive Learning
 - LGBTQ and Special Needs Contributions

Updated Curriculum Template - 2019

<i>Interdisciplinary New Jersey Student Learning Standards</i>		
<p><u>Technology Standards</u></p> <p>8.1 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge</p>	<p><u>21st Century Life & Career Standards</u></p> <p>9.2.4.A.1 Identify reasons why people work.</p>	<p><u>Career Ready Practices</u></p> <p>An understanding of civic ideals and practices of citizenship is critical to fully participating in our society and is a central purpose of the study of our social studies.</p>
<p><i>Other Standards: (Amistad, Holocaust, Culturally Responsive Learning, LGTBQ & Special Needs Contributions etc.)</i></p> <p>Amistad Curriculum Unit 6: The Constitution and the Continental Congress 1775- 1800</p> <p>See Appendix I</p> <ol style="list-style-type: none"> 1. The debates at the Constitutional Convention should be discussed as well as the ideological streams that shaped the Constitution. 2. Emphasis should be placed on the systems of checks and balances as well as the delineation of the powers of the legislative, executive, and judicial branches 3. Students should acquire a thorough familiarity with the provisions of the Constitution and the ratification process. 4. They also should discuss its provisions regarding the status of enslaved peoples. 5. The teacher should discuss how the adoption of various amendments has enlarged the Constitution. 		

Amistad Curriculum

- + SOMSD Amistad Curriculum Adherence
 - 2019 all Amistad Content Indicators were connected to a K-5 grade level to show when content will be Introduced (I) and Developed (D)
 - Currently working on Grades 6 - 12

APPENDIX I

October, 2019

School District of South Orange & Maplewood
Social Studies Curriculum Adherence
to the Amistad Curriculum

Grade level Proficiencies, K-5

The following topics should be included to the greatest extent possible:

Unit 1: Social Studies Skills

Content Indicator	K	1	2	3	4	5
Teachers will introduce the students to the historian's craft, interpretation, and narration.					I	D
Reinforce the skills of interpreting and reading maps, census data, graphs, charts, timelines, primary sources, and secondary sources.			I	D	D	D
Understand that an author, individual or institution with a point-of-view is subject to scrutiny				I	D	D
Students should question sources and pose their own questions or analyses.					I	D
Interpret maps from the point-of-view of the cartographer and the mapped region's inhabitants.			I	D	D	D
Understand timelines in order to apply causation to major events in history.					I	D
Reinforce that a primary source is an original, firsthand account containing original data of an event or time period.					I	D
Consider what conflicting versions of the same event tell students about historical writings and interpretation.					I	D



District Minority Achievement Committee (MAC) Scholars Program

- + Mission - to inspire academic excellence among African-American students, students of African descent, and students of color. The committee's goal is to cultivate independent learners, critical thinkers, problem solvers, collaborative workers, and responsible contributors to society. The shared efforts of teachers, parents and students affiliated with the committee will help prepare Rising Scholars for roles in a rapidly changing and diverse, global community.

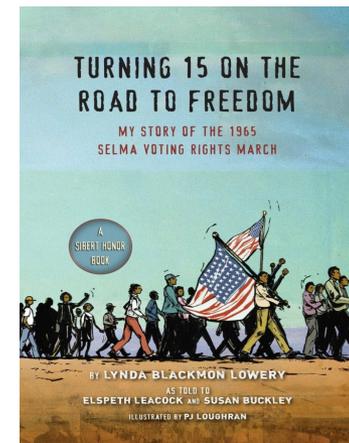


District Minority Achievement Committee (MAC) Scholars Program

- + Approximately 160 Columbia High School students of color participate
- + Meet weekly in the MAC lab for study groups
- + Meet monthly with elementary Mini MACS
- + Program will be expanding into the middle schools with support of social work interns that the MAC Coordinator oversees
- + MAC Scholars participate in leadership, college and career and volunteer opportunities
- + Develops public speaking, organizational, study, leadership and self-advocacy skills

One Book One Grade

- + Parenting Center and Department of Curriculum and Instruction received an Achieve Grant - One Book One Grade
- + All District 5th graders read the book, Turning 15 on the Road to Freedom, by Lynda Blackmon Lowery
- + Teacher and librarians helped to unpack the story of the youngest marcher in the 1965 voting rights march from Selma to Montgomery, Alabama
- + Culminating event - Students visited with Ms. Blackmon Lowery at South Orange Middle School to hear her first-hand account of marching with Dr. Martin Luther King, Jr. from Selma to Montgomery, Alabama to secure the right to vote for African Americans.



Professional Development Summation

2019 - 2020	2020 - 2021
<ul style="list-style-type: none">● Cultural Competency Consultant - Dr. Edward Fergus● Elementary Equity Sessions Principals w/ Guidance from Dr. Fergus● Secondary schools fully trained in Restorative Practices● Seeking Educational Equity and Diversity (SEED) Training● MAPSO Freedom School● Utilize Data warehouse System and Assessments to Inform instruction● Implement Differentiated Instruction● Creating Student-Centered Learning Environments● Create Rubrics and Standards-Based Assessments● Integrate Technology to Facilitate Student Learning● Hetrick-Martin Institute- HMI Admin PD/ student services	<ul style="list-style-type: none">● Cultural Competency Consultant - Dr. Eddie Fergus● Restorative Practices - Elementary Schools● MAPSO Freedom School● Teq - Resources to Deliver Online Lessons● Canvas - Training of our Learning Management System● Otis - Online Teaching PD Videos● Ongoing HMI Partnership

Equity Question ...

Is there a code of conduct that applies to administrators, teachers, and other district employees and volunteers? Is there a reporting process whereby teachers, employees, students and their parents can safely and anonymously (if desired) identify code of conduct violations? Is that data tracked over time? And finally, is the district transparent in sharing tracked results, reporting out to the community on at least an annual basis?



NEW JERSEY STATE
DEPARTMENT OF EDUCATION
DIVISION OF FIELD SERVICES
COMPREHENSIVE EQUITY PLAN
For School Years 2019-2020 through
2021-22

TO ASSIST SCHOOL DISTRICTS
AND CHARTER SCHOOLS IN
DEVELOPING A COMPREHENSIVE
EQUITY PLAN TO PROVIDE
EQUALITY AND EQUITY IN
EDUCATIONAL PROGRAMS

South Orange & Maplewood
Annual Statement of Assurance
2020

CHS Principal Interview Questions

Questions
developed during
our
Affirmative Action
meeting

- What are your ideas for improving school climate and maintaining a positive and safe learning environment?
- What topics can you address concerning the 21st century library?
- How can you improve teachers feeling respected and having agency?
- How would you incorporate or encourage effective technology usage in a 21st century high school?
- Please describe your idea of effective 21st century library services in the high school.
- How would you address inequities to technology access among the student body?
- How can technology be used at its best to improve student learning at CHS? Give examples of something you have done.
- What ideas do you have on uniting the various racial groups within this high school?

Central Office Leadership Redesign

Students/Families/Community

Board of Education

Superintendent

Asst Supt
Special
Services

Asst Supt
Curr &
Instruction

Asst Supt
Equity, Access
&
School
Operations

School
Business
Admin
Board
Secretary

Director of
C & I
Secondary

Director of
C & I
Elementary

Director of
Human
Resources

Director of
Technology

Director of
Guidance

Multi-Media
Specialist

Supervisors of Instruction Inclusive of Special Services
and Early Childhood

Assistant Superintendent Roles

Asst Supt

Equity/Access
& School Ops

Intentional Integration,
Access and Equity, HIB,
EEOC/OCR, Restorative
Practices, Chronic
Student Absenteeism,
etc

Asst Supt

Curriculum &
Instruction

Academic articulation,
Master scheduling,
Academic support, I&RS,
Drop out Prevention,
After Care/Before Care
Design, 504, etc.

Asst Supt

Special
Services

IEP compliance, CST
operations, PEEA,
SEPAC,
Accommodations etc.

Digital Divide/ Virtual Learning Update

- + For purposes of this event we will focus on the digital divide, which is defined as...
 - ...the gulf between those who have ready access to computers and the Internet, and those who do not."a worrying "digital divide" based on educational attainment and income"
- + We as a District are aware that there is a digital divide within the universe of families that we serve and it is based on socioeconomic status...among other mitigating factors.

Digital Divide (cont.)

- + As a district, we did not yet have a one-to-one (1:1) standard device methodology: While schools have chromebook carts and labs etc., these setups are in many cases checked out on a daily basis triggered by teacher need or a predetermined rotating schedule (these machines were not designed to be issued to students/families).
- + What does 'one to one' mean?
 - The term **one-to-one** device usage (also known as mobile or **1:1 devices**) refers to the practice in educational establishments, such as **schools**, of allowing students to use an electronic device to access digital content, the internet or digital textbooks. **One-to-one devices** will include laptops, tablets and Chromebooks.
 - Whereas students are assigned a particular device and are also allowed in many cases to take devices home.

Our Digital Divide Response

In short, we surveyed families, disassembled equipment and issued technology to our district families.

- **Digital Divide Tasks-Timeline**



- Districts in the State of NJ were directed to prepare for a two week closure. In preparation, hard copies of the two week plans were made available for families who did not have devices or connectivity.
- Simultaneously we created multiple telephone surveys to ascertain which (and how many) families were in need of devices and/or connectivity.
- Once it was apparent that we would be closed far longer than 2 weeks, our techs worked with school based staffs and Principals to disassemble our chromebook carts.
- School-based dissemination schedules were created in conjunction with the social distancing guidelines.
- We then partnered with the Achieve Foundation and our Parent Center to purchase hotspots for parents who are in need of connectivity.

Digital Divide Update-

- + In the spring of 2020 we issued approximately 1000 Chromebooks to families who expressed a need for a device for distant learning.
- + So far this year we have issued an additional 1100 Chromebooks to families who expressed need.
- + Some of the demographics of this distribution are as follows....

Summary of Digital Divide Data Survey Responses mid spring 2020

Available demographics of device survey respondents (847 families), of course many other families did not respond to the survey but later expressed need through other platforms:

- + **American Indian-2**
- + **Asian-41**
- + **Black- 383**
- + **Hispanic-42**
- + **Multi-racial-96**
- + **White-283**

Summary of Digital Divide Data now...

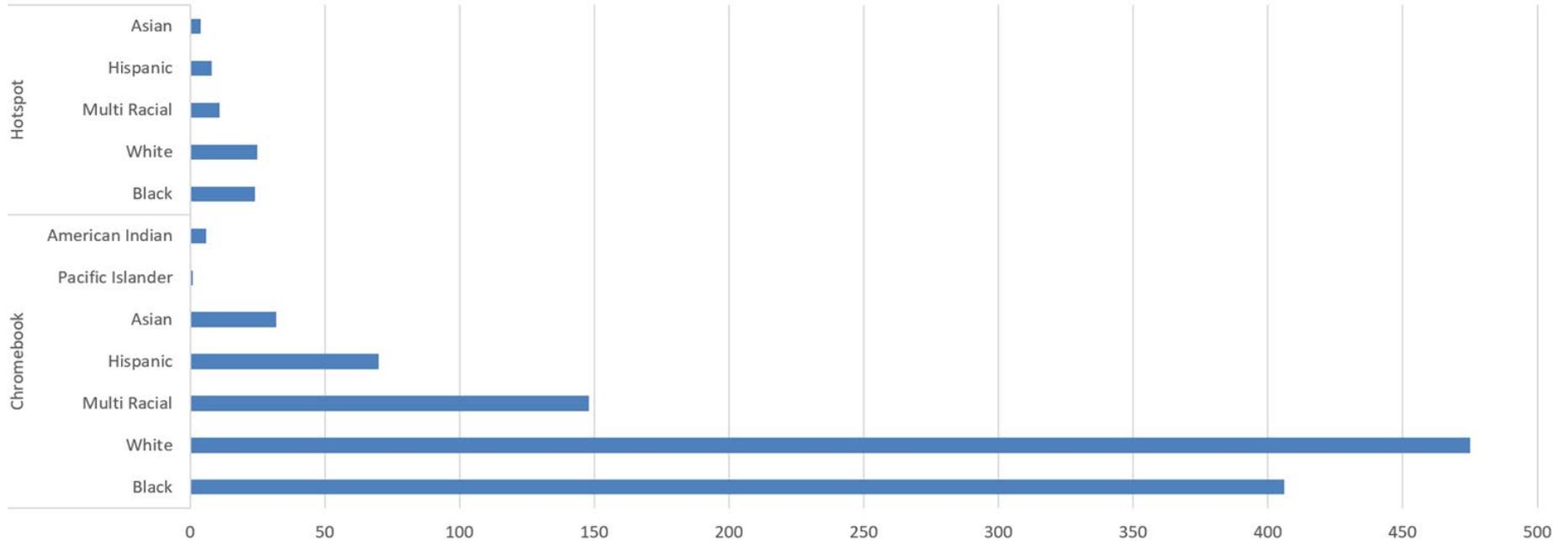
Chromebook	1138
Black	406
White	475
Multi Racial	148
Hispanic	70
Asian	32
Pacific Islander	1
American Indian	6

Summary of Digital Divide Data now...

<input type="checkbox"/> Hotspot	72
Black	24
White	25
Multi Racial	11
Hispanic	8
Asian	4

Summary of Digital Divide Data now...

Devices By Ethnicity - Students



	Chromebook							Hotspot				
	Black	White	Multi Racial	Hispanic	Asian	Pacific Islander	American Indian	Black	White	Multi Racial	Hispanic	Asian
■ Total	406	475	148	70	32	1	6	24	25	11	8	4

A few closing thoughts for context

We are continuing to receive individual requests for devices from families and are responding in-kind with a weekly distribution.

Our Board of Education approved in June, a significant investment that will help us to increase the number of devices in our District. While we already had an approved *device replacement master plan*, this latest approval allows for us to expedite the procurement of thousands of replacement devices. These computers will of course be used to support our continued efforts toward bridging the digital divide in our district, in the name of *Access and Equity*.

Purpose Restated

To share how we support children of color and other vulnerable populations in the South Orange and Maplewood School District

- + Specifically addressing
 - Demographics of high level courses;
 - Demographics of student disciplinary actions;
 - Professional Development for staff; and,
 - Staff monitoring and accountability.

- + Digital Divide Update