EXCEL. Enhance Skills. Promote Continual Improvement.

GEAR UP as a Tool for Equity Leaders

February 26, 2020

Orlando, Florida
Your Co-Facilitators for Today’s Workshop

Dr. Alan Ingram

Dr. John Barker
Using one of the index cards on the table in front of you, write your definition of equity.
A Point of Agreement...we hope

We all believe that each and every student has a right to equitable educational opportunities, right?
Today’s Goals

• Increase self-awareness and build knowledge
• Introduce participants to the concept of educational inequities
• Explore data, identify root causes, and develop strategies to ensure access
Equality and Equity
“Until we get equality in education, we won’t have an equal society.”

U.S. Supreme Court Justice
Sonia Sotomayor
equity  
*ek-wi-tee*, noun.

Just and fair inclusion. An equitable society is one in which all can participate and prosper. The goals of equity must be to create conditions that allow all to reach their full potential. In short, equity creates a path from hope to change to excellence.
Race to Success

Source: https://www.youtube.com/watch?v=4K5fbQ1-zps
Your Response to the Video - Reflection

• What happened to the students in the video?
• How can this video influence the choices you make about the way you do your work on behalf of students and families?
• What, if anything, does this video have to do with educational equity?
The Data and Equity Issues
Figure 4.2. Adjusted cohort graduation rate (ACGR) of public high school students, by race/ethnicity: 2016–17

<table>
<thead>
<tr>
<th>Race/ethnicity</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>85</td>
</tr>
<tr>
<td>White</td>
<td>89</td>
</tr>
<tr>
<td>Black</td>
<td>78</td>
</tr>
<tr>
<td>Hispanic</td>
<td>80</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>91</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>72</td>
</tr>
</tbody>
</table>

1 Includes other race/ethnicity categories not separately shown.

NOTE: The adjusted cohort graduation rate (ACGR) is the percentage of public high school freshmen who graduate with a regular diploma within 4 years of starting 9th grade. Students who are entering 9th grade for the first time form a cohort for the graduating class. This cohort is “adjusted” by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die. The Bureau of Indian Education and Puerto Rico were not included in the United States 4-year ACGR. Race categories exclude persons of Hispanic ethnicity. Although rounded numbers are displayed, the figures are based on unrounded data.

Students Suspended from School Compared to Student Population, by Race, Sex, and Disability Status, School Year 2013-14

This chart shows whether each group of students was underrepresented or overrepresented among students suspended out of school. For example, boys were overrepresented by about 18 percentage points because they made up about 51% of all students, but nearly 70% of the students suspended out of school.

Percentage of all students

- White: 50.3% (17.8 underrepresented)
- Black: 15.5% (23.2 overrepresented)
- Boys: 51.4% (18.3 overrepresented)
- Girls: 48.6% (18.3 overrepresented)
- With disabilities: 11.7% (13.2 overrepresented)
- Without disabilities: 88.3% (13.2 overrepresented)

Percentage point difference

Source: GAO analysis of Department of Education, Civil Rights Data Collection. | GAO-18-258
in the 100 largest school districts in the U.S.

High-Poverty Schools
- 41% of students take Calculus
- 84% of students take Algebra II
- 69% of students take Physics

Low-Poverty Schools
- 86% of students take Calculus
- 94% of students take Algebra II
- 90% of students take Physics

Source: Center for Law and Social Policy (CLASP) “Course, Counselor, and Teacher Gaps: Addressing the College Readiness Challenge in High-Poverty High Schools”
Success rates on grade-level work were similar...

56%
Success rates on all grade-level assignments from classrooms with mostly students of color

65%
Success rates on all grade-level assignments from classrooms with mostly white students

...but 4 out of 10 classrooms with a majority of students of color never received a single grade-level assignment.

38%
Percent of classrooms that had no grade-level assignments in classrooms with mostly students of color

12%
Percent of classrooms that had no grade-level assignments in classrooms with mostly white students

Source: TNTP, The Opportunity Myth
2019 ACT-Tested High School Graduates Meeting ACT College Readiness Benchmarks by Number of Underserved Criteria Met

ACT research has shown that students meeting at least one underserved criterion tend to achieve lower college and career readiness levels than students meeting none of the criteria. However, that relationship comes into tighter focus when we take into account how many criteria are met. In many instances, the impact of meeting underserved criteria is additive: Students who meet increasingly more underserved criteria tend to demonstrate progressively lower college and career readiness rates. The adjacent graphs reflect the relationship between number of underserved criteria and readiness levels for 2019 graduates.

Underserved Criteria:
• First-generation college student
• Low-income
• Self-identified minority

Source: 2019 ACT Annual Report
Percent of 2015-2019 ACT-Tested High School Graduates Meeting Three or More Benchmarks by Race/Ethnicity

Source: 2019 ACT Annual Report
All students do **not** begin with an even start
GEAR UP’s mission is to serve “Back Row Kids”

“The GEAR UP program is a discretionary grant program that supports efforts to increase the number of low-income students that obtain a secondary school diploma and prepare for and succeed in postsecondary education.”

Source: https://www2.ed.gov/programs/gearup/faq.html
Unconscious Bias Activity
Conscious Beliefs

Unconscious Beliefs
Unconscious Bias – A Revealing Activity

<table>
<thead>
<tr>
<th>Five People You Really Trust</th>
<th>Gender</th>
<th>Race</th>
<th>Age</th>
<th>Education</th>
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</thead>
<tbody>
<tr>
<td>Person 1</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Person 2</td>
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<td>Person 4</td>
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<tr>
<td>Person 5</td>
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</tr>
</tbody>
</table>

Source: Scott Horton – https://www.youtube.com/watch?v=i_52T8ufdZM
Unconscious Bias – Levels of Trust

- Level 1 Trust
- C.O.M.F.Y.
- Fab Five Trust

Source: Scott Horton – https://www.youtube.com/watch?v=i_52T8ufdZM
Dimensions of Identity
Personal Identity Activity

Race

Sex

Age
Identity Framework – We Are Intersections

Race
Family income
Age
Sex
Ethnicity
Physical ability
Relationship status
Geography
Family income
Race
Faith/Spirituality
Cognitive ability
Language
Gender identity
Age

Identity Framework – We Are Intersections
Time for a break.
Jane Elliott  

Understanding Race, Equity and Privilege

“An injection of the live virus of racism—
an exercise in discrimination based on eye color.”

Source: https://janeelliott.com/
PURPOSE: Explore the nature of privilege in a classroom exercise to assist participants in seeing and feeling the consequences of racism firsthand. What are the implications for GEAR UP practitioners?
Four Agreements

- Stay Engaged
- Experience Discomfort
- Speak Your Truth
- Expect and Accept Non-Closure

Source: Glenn Singleton & Curtis Linton, Courageous Conversations About Race (2006)
Jane Elliott

the angry eye

• Your Response to the Video – Reflection
  • How did you feel toward each of the participants?
  • How can this video influence the choices you make about the way you do your work on behalf of students and families?
  • What, if anything, does this video have to do with educational equity?
• Takeaways
  • Expectations Can Influence Student Performance and Achievement
  • Discrimination Leads to Frustration and Unpleasant Behavior
  • Demographics and Ethnicity Do Not Determine Destiny
  • We Learn By Doing...
So What? Now What?

Principles for Creating Equity by Design

• Clarity in language, goals, and measures is vital to effective equitable practices.
• ‘Equity-mindedness’ should be the guiding paradigm for language and action.
• Equitable practice and policies are designed to accommodate differences in the contexts of student’s learning—not to treat all students the same.
• Enacting equity requires a continual process of learning, disaggregating data, and questioning assumptions about relevance and effectiveness.
• Equity must be enacted as a pervasive institution- and system-wide principle.

Source: https://www.aacu.org/sites/default/files/CUE_equity_design_principles.pdf
References


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WWW.EDPARTNERSHIPS.ORG

Dr. Alan Ingram
alan_ Ingram@edpartnerships.org

Dr. John Barker
john_barker@edpartnerships.org