



## DISPARITIES IN EDUCATIONAL OUTCOMES COMMUNITY MEETING

Tuesday, April 27, 2021

5:30 – 7 pm

Fulton High School

### NOTES FROM BREAKOUT SESSIONS

#### BREAKOUT – ACADEMICS

Facilitator question: What is going well, and should continue?

- Intentional focus
- Adding advanced academics in more school communities
- 216-day contract at Priority Schools for more Professional Development for teachers
- Organized curriculum

Facilitator question: What needs to be improved for greater impact?

- Clarity about access to advanced academics
- Teacher interpretation of level of autonomy as it relates to equitable instruction
- Career counseling supports in middle school and high school
- Career Technical Education (CTE) staff
- Diversity in texts / curriculum
  - Represents a broader spectrum
  - More teacher autonomy in instructional choices
- Textbooks and instructional materials that accurately represent the narrative of diverse cultures
- 5<sup>th</sup>-grade students and parents need support to educate the student on how to choose the correct path to take in 6<sup>th</sup> grade

Facilitator question: How can KCS better engage families or the community in this work?

- More opportunities for community, family, school to discuss the strategies and initiatives implemented
- Feedback groups between parents and KCS to discuss textbooks and instructional materials
- KCS should identify ways for parents to advocate for equitable curriculum

Facilitator question: What does equity in education look like in KCS?

- Implementing steps for positive outcomes for all
- Meet the kids where they are
- Learning pathways that meet the needs of each student
- Access to learning experiences / location
- Funding that is based on need
- Supports based on needs (including geographical and social / emotional)

## **BREAKOUT – PERSONNEL, TRAINING AND STAFF DEVELOPMENT**

Facilitator question: What is going well, and should continue?

- Nothing
- Minority Affairs Advisory Council
- ELL Department

Facilitator question: What needs to be improved for greater impact?

- Lack of content knowledge
- Lack of cultural responsiveness
- Student input on teachers
- Student council
- Tension between leaders and teachers
- Can't take required courses for college because of lack of teachers
- Budget is a problem
- Instructional / support coaches
- Need to hire a researcher associated with Head Start
- Early intervention
- Best intervention is in early childhood – Kindergarten to 3<sup>rd</sup> grade can be too late, and students may never catch up
- Eliminate disparities in grade-level literacy
- Culturally relevant instruction
- Student input in the interview process (on interview panel)
- Interviewee talks with students

Facilitator question: How can KCS better engage families or the community in this work?

- Reach out and advocate with legislators, local and state leaders
- Public outreach for support

Facilitator question: What does equity in education look like in KCS?

- Everyone gets the same vs. everyone gets what they need
- Changing curriculum from white supremacist curriculum
- Early literacy intervention as a way of eliminating disparities
- Every voice counts

## **BREAKOUT – STUDENT SUPPORTS (EDUCATION AND ELL)**

Facilitator question: What is going well, and should continue?

- Good IEPs with measurable goals
- Transitioning students from special day schools to zoned schools
- The Welcome Center – Information in one place, good start, smooth enrollment process
- Good supports available (for teachers, etc.). Work to embed them across the program

Facilitator question: What needs to be improved for greater impact?

- Separation between in-person and virtual students
- Ensuring the success of all virtual learners
- Increased utilization of family liaisons, who were taxed this year

- More access to interpreters in true native language and dialect
- Requirements for virtual learning students

Facilitator question: How can KCS better engage families or the community in this work?

- More partnerships with community agencies doing this work
- More interpreters
- Spanish interpreter for public meetings
- Utilize more community members as family liaisons
- Continue ELL Department to work with KCS team on connecting with families
- Visual communication for families who don't read and write

Facilitator question: What does equity in education look like in KCS?

- For ELL students new to US culture, provide concept knowledge to be US citizens / community members
- Frequently come with no formal education
- Prepare students for life they want after high school, with multiple paths
- Extra “eyes” on our ELL students (interpreters, social workers, social / emotional support) beyond the language aspect
- More parent meetings for ELL families

## **BREAKOUT – SCHOOL CULTURE, OMBUDSMAN**

Facilitator question: What is going well, and should continue?

- Starting the conversation and training in school culture areas (cultural competency, restorative practices, trauma-informed)
- Role of the ombudsman -- helping with immigrant families (technology, internet services)
- The community feels supported by the ombudsman (positive outcomes)
- Establishment / development of the Department of School Culture
- District leadership's willingness to continue the work and openness to innovation
- Have the right mix of supports (cultural competency, restorative practices, trauma-informed)

Facilitator question: What needs to be improved for greater impact?

- Articulating and communicating the role of school culture to families and the community
- Integration of school culture across different departments
- Trauma-Informed Practices training needs to be expanded past teachers and address structures — identify / review policies, procedures, and the need for increased support.
- Policies exist that have trauma in them
- Strategy for scaling School Culture supports to support whole-school implementation across the district, “build it out”

Facilitator question: How can KCS better engage families or the community in this work?

- District-wide curriculum that teaches culture and tolerance across the district (celebrate cultural diversity)
- Some teachers teach culture, while others do not — all students must have the same opportunities
- Parents should be more involved
- Support ELL families with videos of how to navigate school, especially with problems and concerns

- Provide training for families and the community in culture, and how to engage in the school — include School Culture areas (cultural competency, restorative practices, trauma-informed)
- Engage community resources within school buildings
- Develop a common language between school and community to develop continuity

Facilitator question: What does equity in education look like in KCS?

- Every parent has someone to call that is going to stick up for them — not just who they know
- Diversity of choices – Educational opportunities that match what students need and want – “Get out of the box”
- Increased accessibility to honors courses for students of color, reflecting socioeconomic diversity
- Provide early opportunities for students
- Diminish fear and intimidation that parents may have when interacting with a school
- Begin this equity conversation, honestly, with “how we got here” – we are working on inclusion, because others have been excluded
- Do away with a deficit-correction mindset, and approach equity with an asset-based mindset
- Repairing / restoring trust, and involving everyone in this conversation — “Don’t talk about people that are not at the table.”
- Community restorative practices
- Recognize organizations in the community
- Understanding that culture is not static — it evolves; we should have knowledge of different cultures and subcultures – The curriculum and instruction should evolve just as the world does

## **BREAKOUT – COMMUNICATIONS**

Facilitator question: What is going well, and should continue?

- Events like this
- Multiple avenues to receive information
  - Email
  - Voicemail
  - Instagram
  - Facebook
- Family Community Liaisons are valuable for communicating with families
- Interpreters for IEP meetings, especially during virtual learning
- Virtual meetings are a better opportunity for working families or those without transportation
- The Talking Points app for teachers
- Opportunities to receive information for community groups, on topics including School Culture and budgeting
- Very responsive

Facilitator question: What needs to be improved for greater impact?

- Translate Board of Education meetings
- A separate email / newsletter for the Welcome Center
- Translate the Calendar, possibly with color-coded days off to help ELL families know when school is out. Some families don’t have the background knowledge to know that school is out for MLK Day or Election Day.
- Utilize free apps for communication with families

- Consistent reporting of statistics – How do we know if the district is doing what was agreed upon if data are reported in different formats? Indexes are needed when data are reported.

**[District Response: Several attendees asked questions about how to obtain data related to disparities. The Steering Committee hosted two meetings in 2020 that provided data related to academic and discipline disparities.**

**Slides from the December, 2020, Virtual Community Meeting are available at [this link](#), and include data related to graduation rates, ACT scores, math scores and reading scores broken out by subgroup.**

**Slides from the March, 2020, Community Conversation at Fulton High School are available at [this link](#), and include data related to suspension incidents broken out by subgroup and by school.]**

- Translations that are provided should be reviewed for accuracy. They are sometimes confusing, particularly when sent to the general public.
- Write in simple language. This makes it easier to translate.
- Families should be able to have phone messages translated.
- Take advantage of community partnerships that can assist this work.
- Use interpreters for hearing-impaired residents, especially for large meetings or live-streams.

Facilitator question: How can KCS better engage families or the community in this work?

- Partner with outside groups to communicate and help kids gain reading skills. Some parents are not able to assist.
- Outside partners could listen to students read over the phone.
- Produce video magazines / messages in different languages. This is especially helpful to immigrants.
- Create culture-specific PTO or PTA groups
- Engage parent volunteers or communication volunteers, especially at the beginning of the year
- Allow families to indicate the translation that is needed

Facilitator question: What does equity in education look like in KCS?

- Staff training?
- Only six schools have ongoing training for restorative practices

**[District Response: Each middle and high school has a restorative interventionist who receives ongoing training throughout the year. We have a district-wide restorative liaison whose time is spent traveling throughout the district to support and provide training for all of our restorative staff.]**

- Buy-in among teachers
- Parents don't know about certain programs (such as CTE) or the process to access them
- Communicate up front
- Parents don't understand some initiatives, such as restorative practices and Positive Behavioral Intervention and Supports (PBIS)
- Implementation is different than training
- Clarity on implementation metrics and discipline statistics
  - Who is being trained?
  - Which schools are implementing?

- Which programs?
- What trainings are required for all staff, district-wide?

**[District Response: All sites have been offered the initial cultural responsiveness training. All teachers new to the district are required to participate in cultural responsiveness training during their orientation in the summer. We are preparing to start the second foundational series for all staff. Over the past year, along with the “Exploring Your Cultural Lens” series that examines implicit bias, individual schools have participated in cultural responsiveness training specifically to address the issues of their school.]**

- Staff should receive the same training equally

Email comment submitted after the meeting

- Having a knowledgeable school official at a breakout session in addition to the facilitator, greatly increased the value of those sessions.
- In a hallway talk afterwards about the meeting, we discussed that having an interactive option for Zoom participants would help to reach a different part of the community as those with overlapping commitments could engage and contribute.

## **BREAKOUT – DISCIPLINE**

*Because comments from this breakout session were not specifically about discipline, they have not been included in this summary.*