Districts Advancing Racial Equity

Desiree Carver-Thomas & Larkin Willis

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LEARNING POLICY INSTITUTE

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The Learning Policy Institute (LPI)

▷ We conduct, collect, and communicate independent, high-quality research.

▷ We work with policymakers, researchers, educators, community groups, and others.

▷ We seek to advance evidence-based policies that support empowering and equitable learning for each and every child.

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Overview

▷ Why Racial Equity?

▷ The Districts Advancing Racial Equity (DARE) Tool

▷ DARE in Action: Educator Preparation

▷ Next Steps & Closing

Why racial equity?

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How was the DARE Tool created?

▷ Literature Review

▷ Practitioner Feedback

▷ Peer Review

DISTRICTS ADVANCING RACIAL EQUITY (DARE) TOOL

A clear, ambitious **vision** for districtwide racial equity

Access to rich, **deeper learning**, culturally responsive curricula and practices

Safe, healthy, and inclusive
school environments

Financial, human, and material **resources** that are sufficient, appropriate, and allocated equitably

Meaningful **partnerships**
across community members

Systems for gathering, communicating, and using **data** to drive progress toward racial equity

Student Success
Academic knowledge and social-emotional skills; preparation for work, life, and civic participation

Anatomy of a domain…

DOMAIN

This space contains a brief description of the domain.

ASK	LOOK FOR
Essential questions help guide inquiry in the domain	• Prompts in this section suggest parts of the system that leaders can investigate to answer the essential questions. • Other:_____ Each table includes an "other" option to encourage reflection on any additional information needed.

Safe, healthy, and inclusive
school environments

School environments allow students, staff, and other community members of color to be treated with fair and inclusive practices so that they feel safe, valued, heard, and respected. Students develop a sense of agency and a healthy sense of identity. The district and schools are aware of and help meet students' physical, emotional, and mental health needs.

	• Student access to nutrition, health, and mental health services, by school and by student race	• Measures of student social-emotional well-being and school climate, by school and by student race • Other:_____
Is the district inclusive of all students, fostering positive youth development and interpersonal relationships?	• A school culture that recognizes and appreciates racial and cultural differences • School structures and programs that foster positive adult–student and student–student relationships (e.g., advisories, peer mentoring, looping) • Opportunities for educators to learn about and address implicit racial biases in society and school • Inclusive classrooms that are integrated by race, socioeconomic status, language background, and special education status • Special education rates of referral and identification by school, student race, and disability type	• Percent of time students with special needs spend in general education setting—with and without support staff (e.g., special education teacher, paraprofessional)—by school and by student race • Absentee levels, by school and by student race • Students' sense of belonging, by school and by student race • Other:_____
Does the district use social-emotional supports and restorative practices?	• Explicit teaching of social and emotional skills, habits, and mindsets (including a sense of belonging and growth mindset) • Availability of social and emotional supports when students encounter trauma or other challenges • Use of educative and restorative practices to build community, teach responsibility, and allow for amends when challenges occur	• Reduction of exclusionary discipline (measured by rates of suspensions or expulsions by school and student race) • Other:_____
Do the district and schools provide a safe and supportive environment for all community members?	• Teacher, principal, and staff perceptions of supportive working conditions, by school and by educator race • Percentage of students, families, and school staff reporting safe school environment, by race	• Percentage of students, families, and school staff reporting supportive school environment, by race • Other:_____

Domain Description

Source: Districts Advancing Racial Equity Tool (2020)

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SAFE, HEALTHY, AND INCLUSIVE SCHOOL ENVIRONMENTS

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ASK

Is the district inclusive of all students, fostering positive youth development and interpersonal relationships?

LOOK FOR	
• A set of strategies to identify and address the mental health and physical health needs of all students in the district, by school and by student race • Student access to nutrition, health, and mental health services, by school and by student race	• Training and resources for staff to support students in trauma-informed and healing-informed ways • Measures of student social-emotional well-being and school climate, by school and by student race • Other:_____
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Essential Questions

SAFE, HEALTHY, AND INCLUSIVE SCHOOL ENVIRONMENTS

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restorative practices?
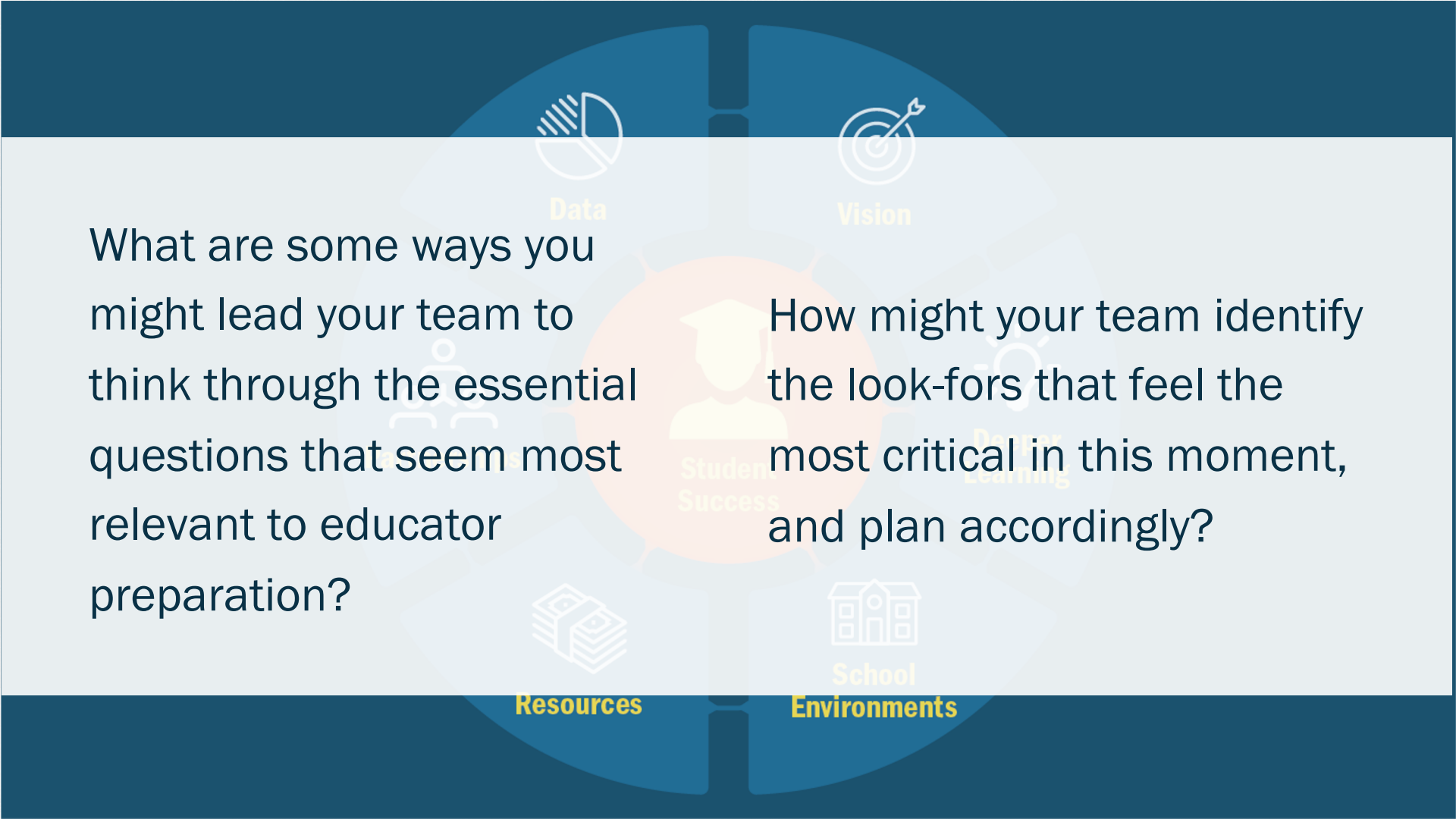• Availability of social and emotional supports when students encounter trauma or other challenges
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by school and student race)
• Other:_____

Do the district and schools provide a safe and supportive environment for all community members?
• Teacher, principal, and staff perceptions of supportive working conditions, by school and by educator race
• Percentage of students, families, and school staff reporting safe school environment, by race
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• Other:_____

Look Fors

Source: Districts Advancing Racial Equity Tool (2020)

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How to Use This Tool

- **Collaborate:** Engage expanded learning staff, teachers, community partners, students, and families.

- **Prioritize:** Determine priorities and set goals.

- **Iterate:** Revisit look-fors to track progress over time and make adjustments.

What are some ways you might lead your team to think through the essential questions that seem most relevant to educator preparation?

How might your team identify the look-fors that feel the most critical in this moment, and plan accordingly?

Possible Planning Activities:

- Jigsaw

- Sphere of Influence

- World Café

- Plan-Do-Study-Act Cycles

What are your next steps?

Contact Information:

Desiree Carver-Thomas

dcarverthomas@learningpolicyinstitute.org

Larkin Willis

lwillis@learningpolicyinstitute.org

For more resources visit our website:

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