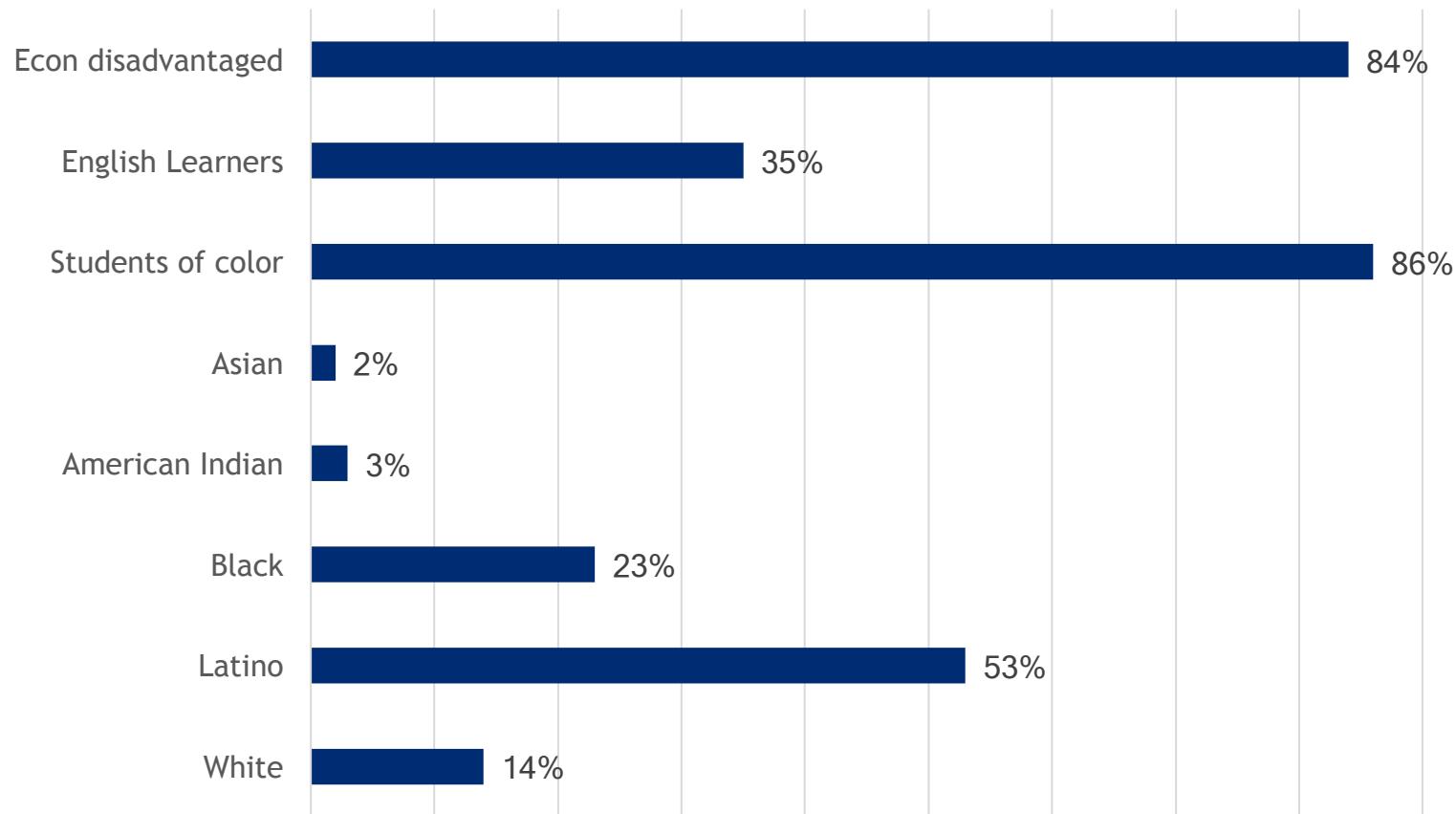




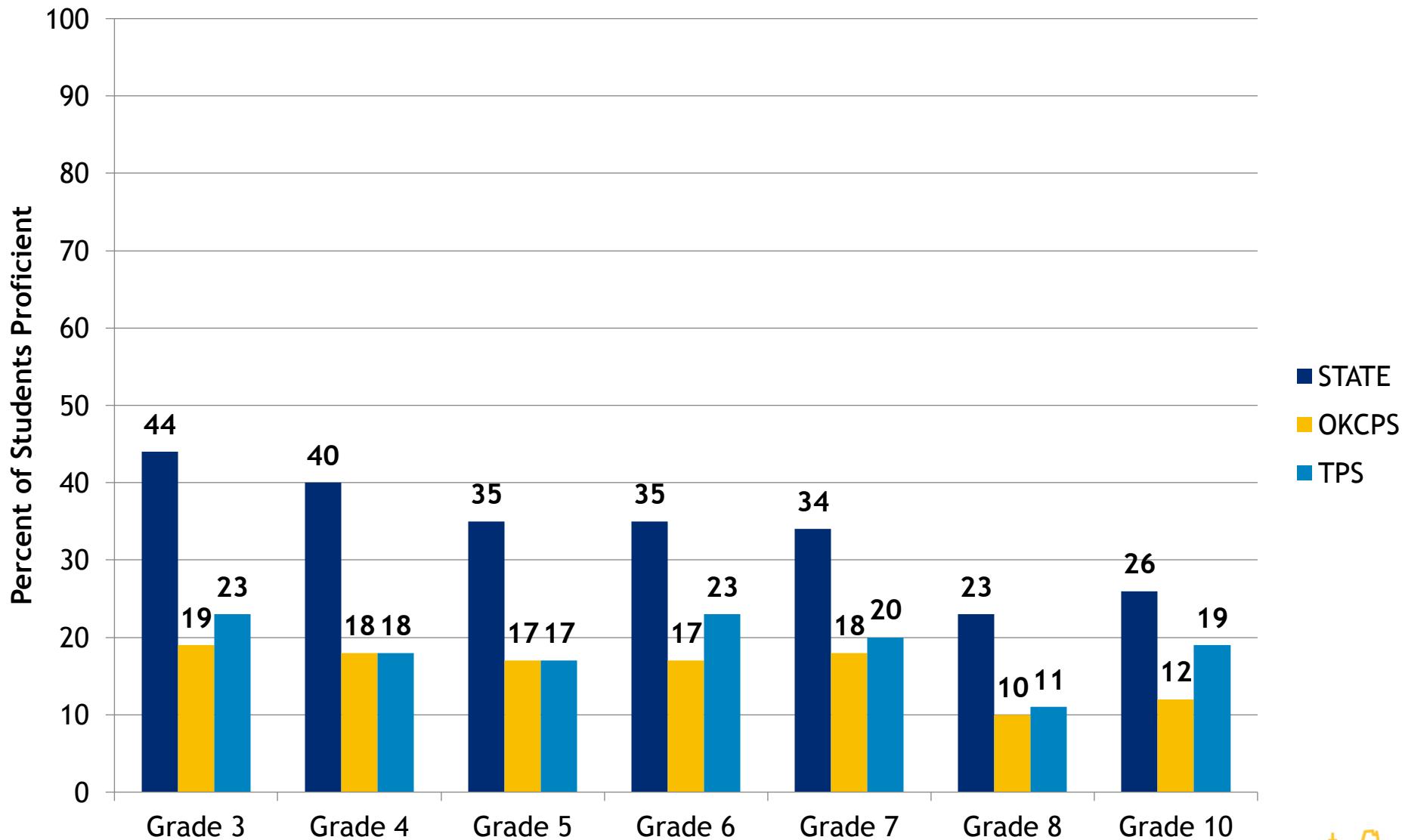


State of Equity in OKCPS

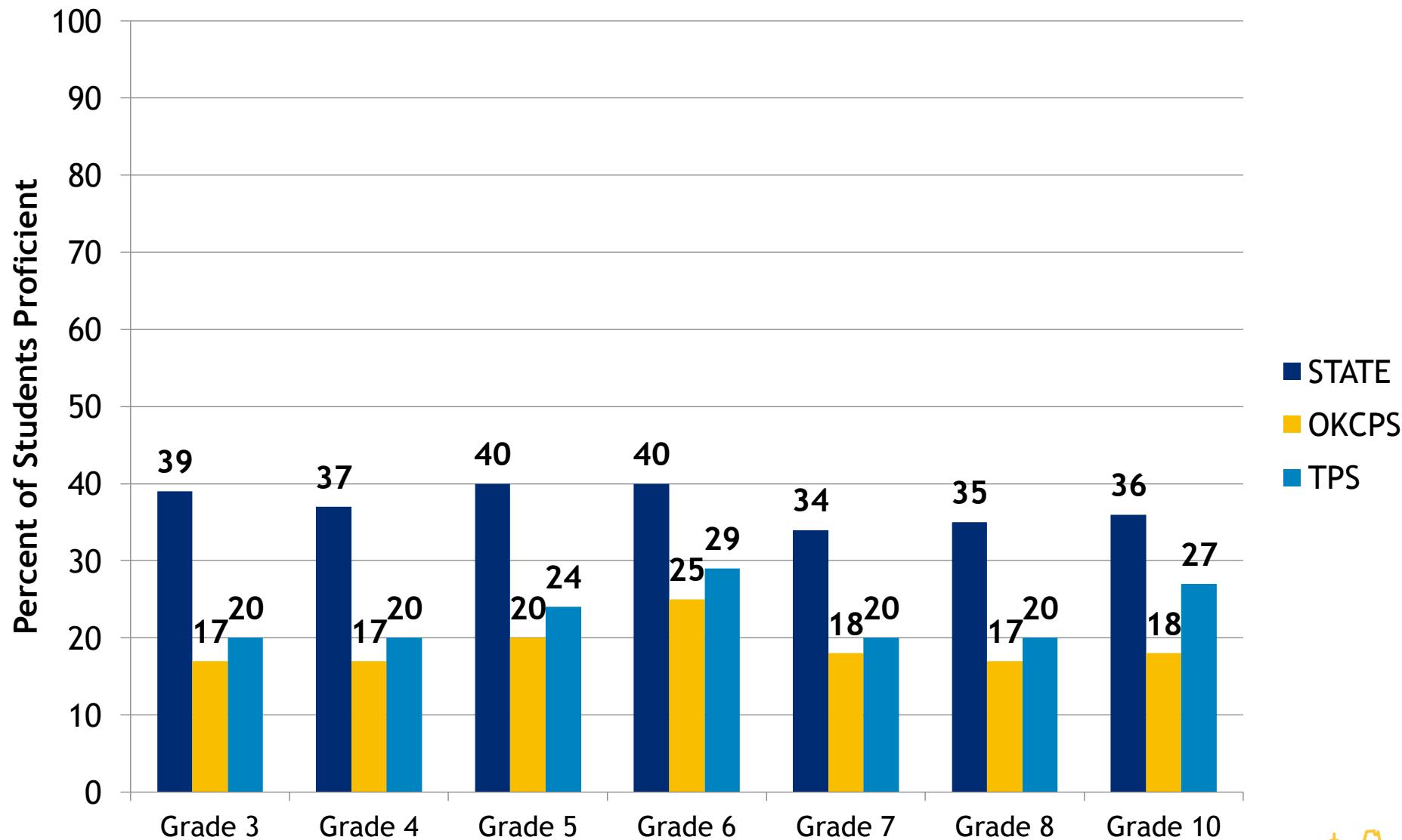
OKCPS Student Demographics



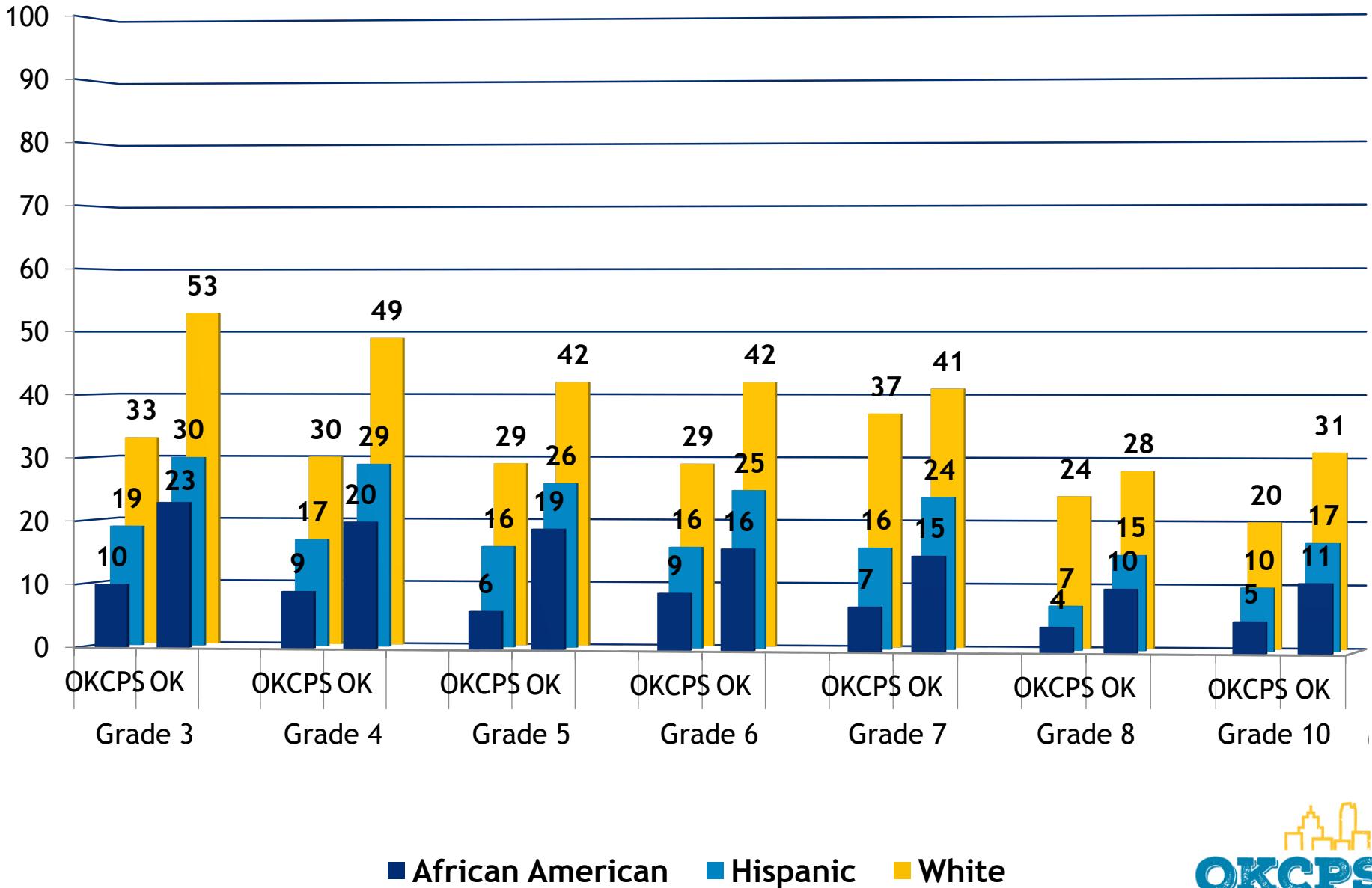
Overall Mathematics Achievement 2017



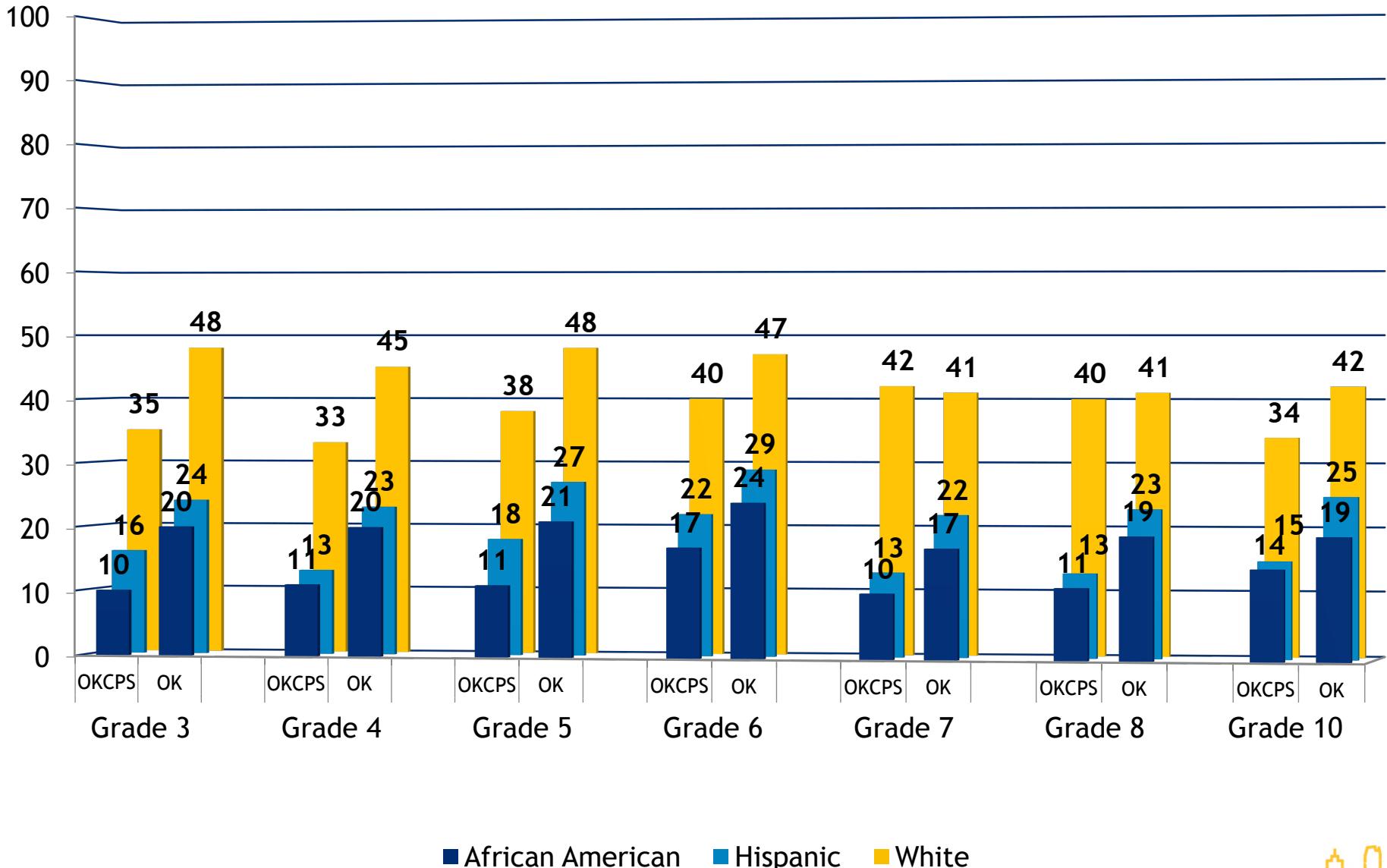
Overall English Language Arts Achievement 2017



2017 Mathematics Achievement by Ethnicity

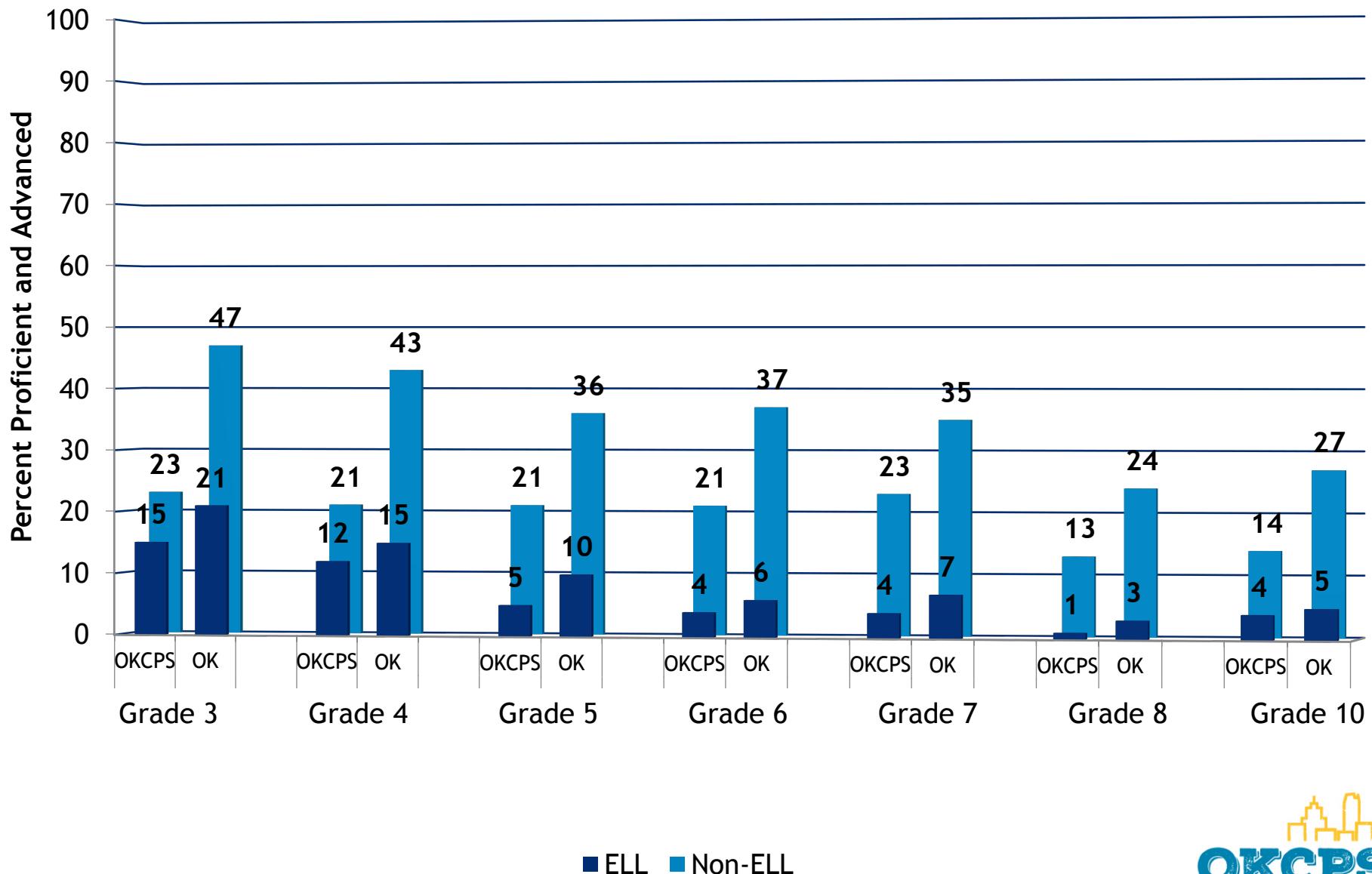


2017 English Language Arts Achievement by Ethnicity

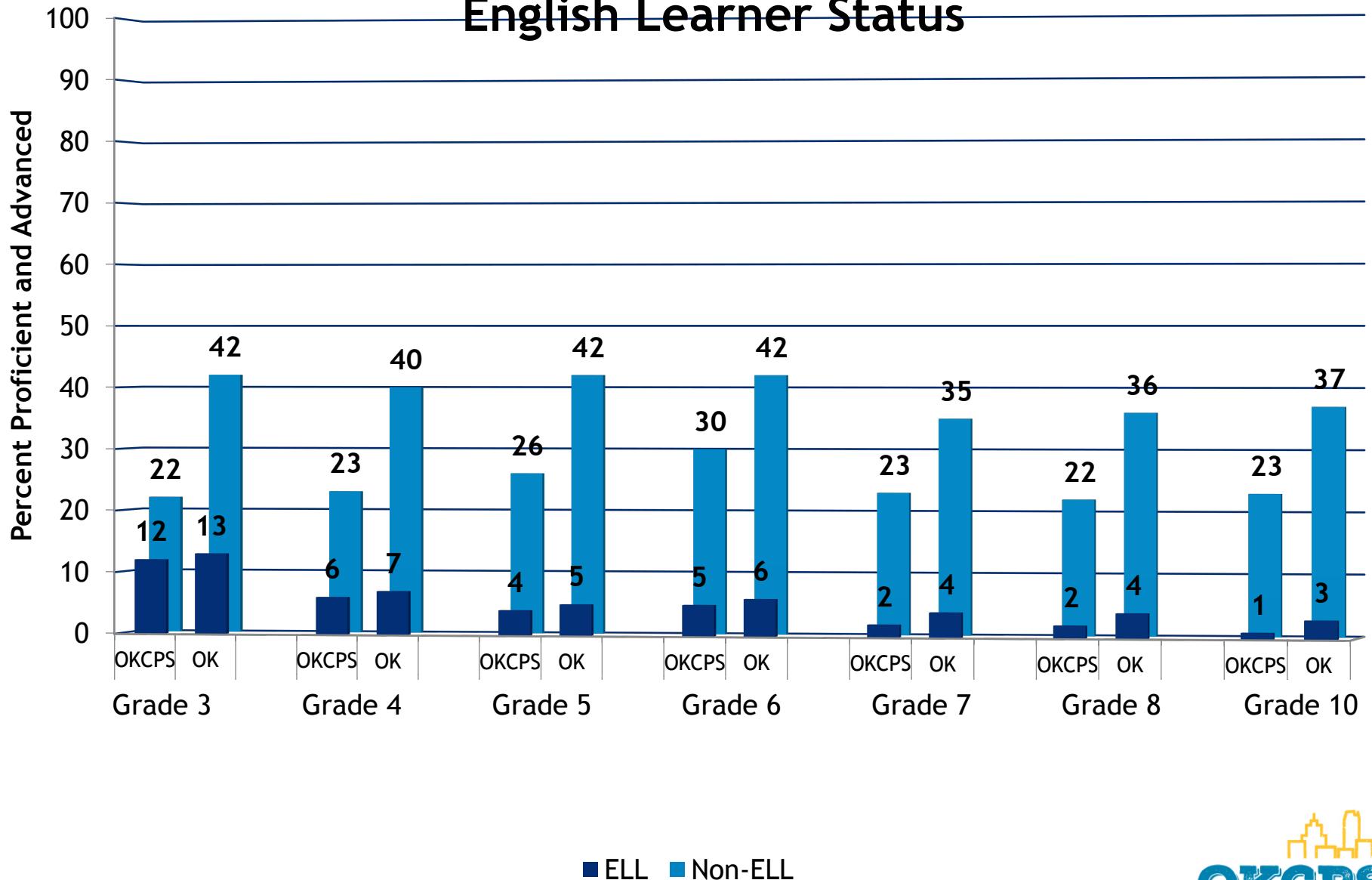


■ African American ■ Hispanic ■ White

2017 Mathematics Achievement by English Learner Status

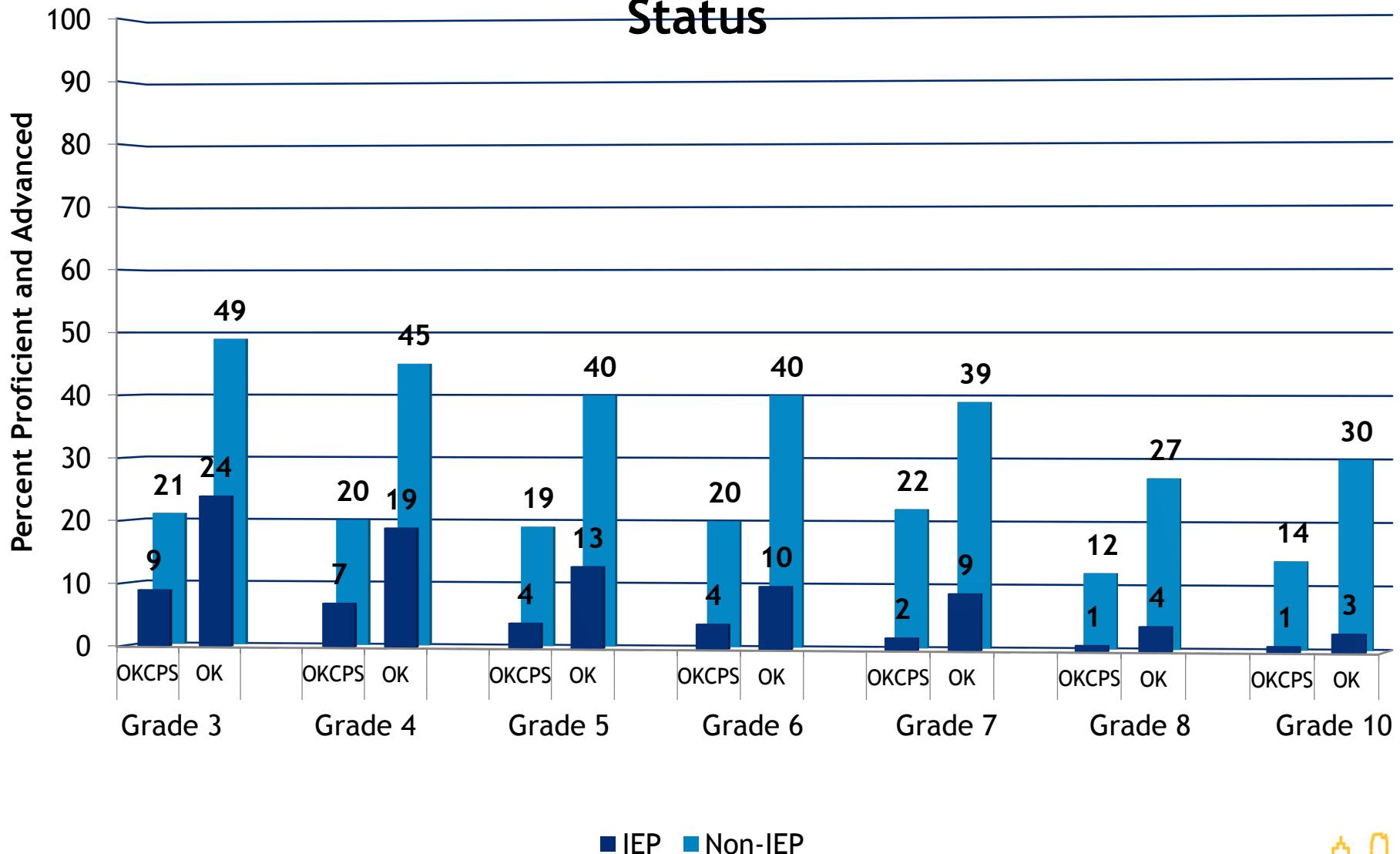


2017 English Language Arts Achievement by English Learner Status



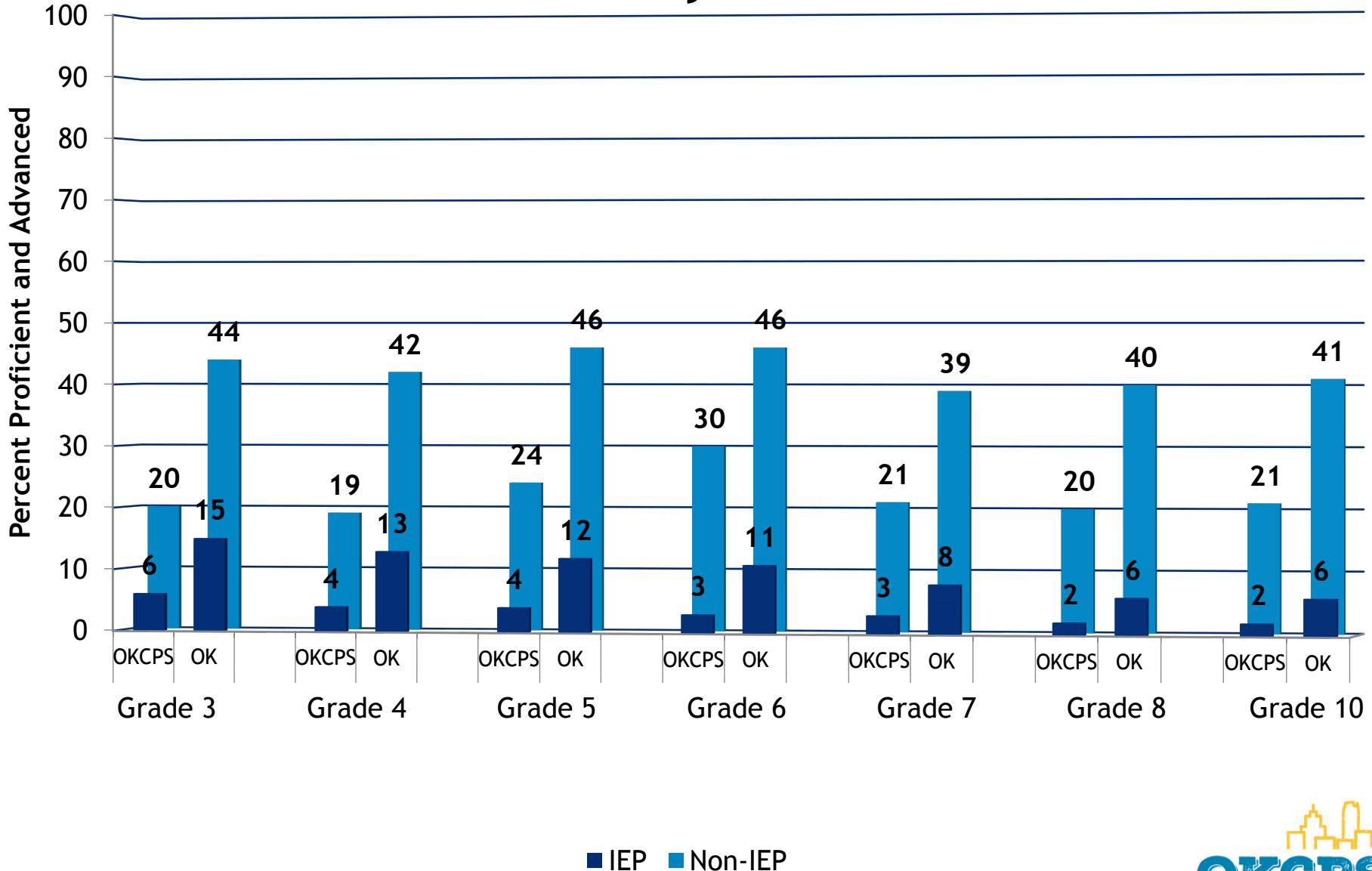
■ ELL ■ Non-ELL

2017 Mathematics Achievement by Disability Status



■ IEP ■ Non-IEP

2017 English Language Arts Achievement by Disability Status

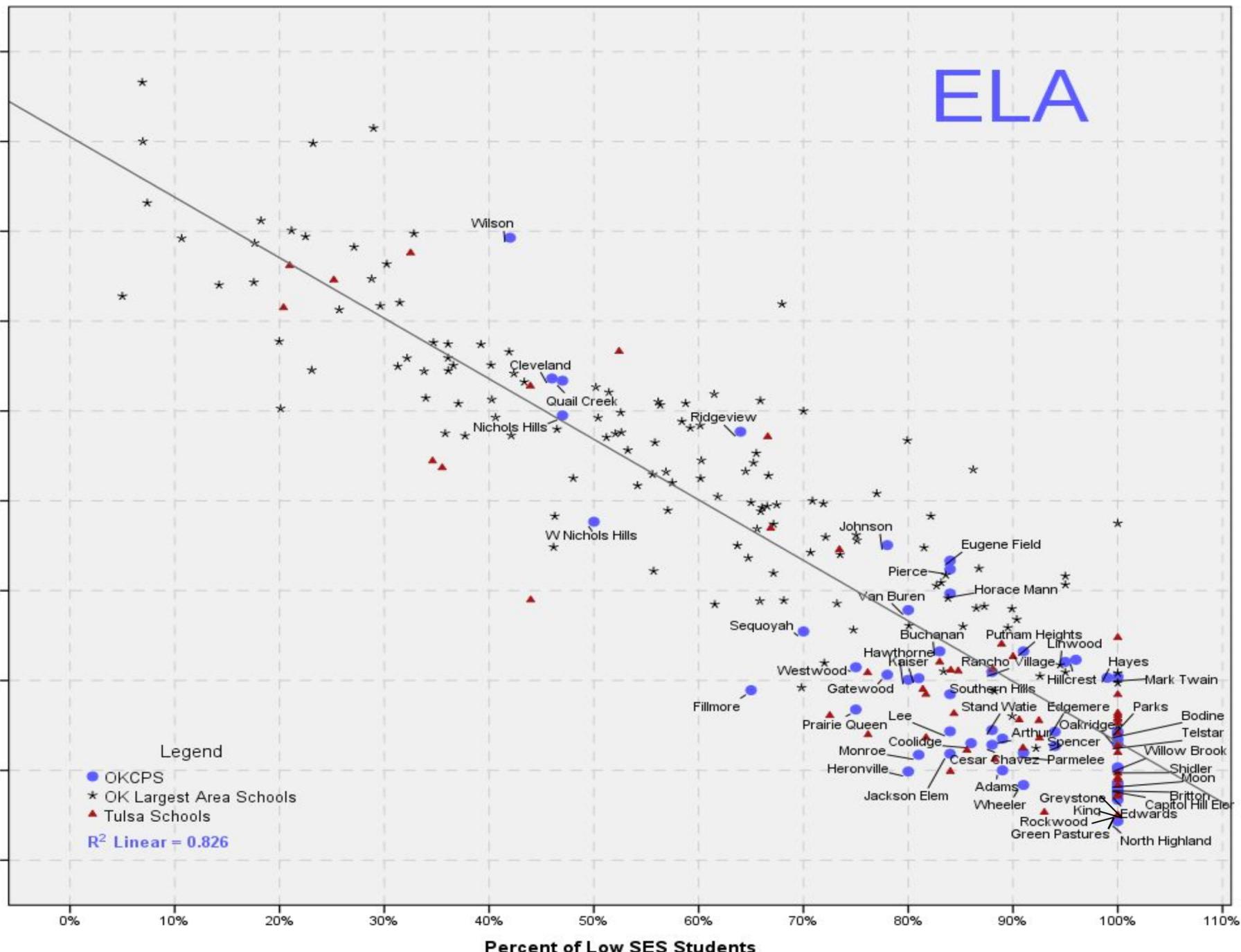


■ IEP ■ Non-IEP

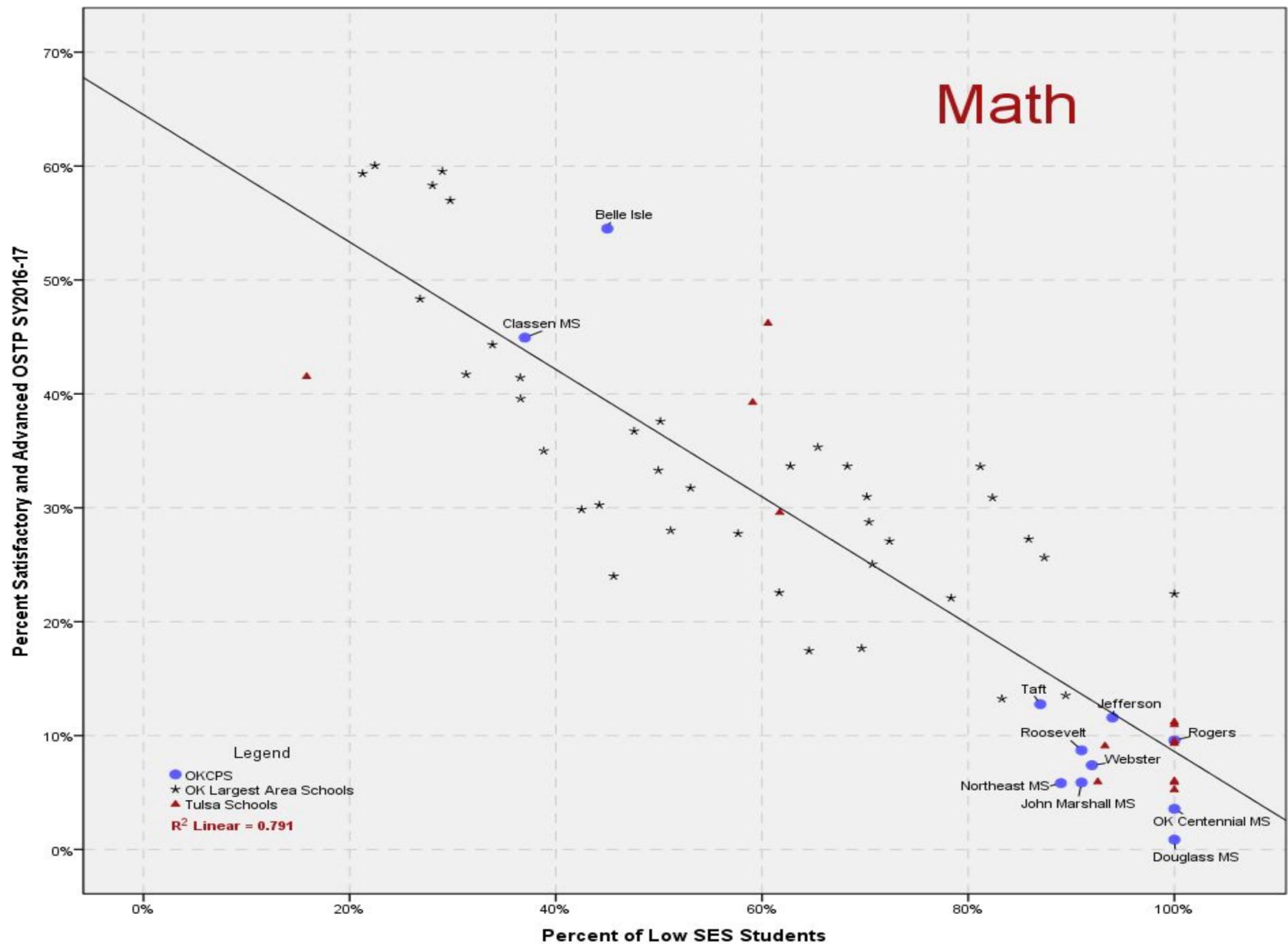
Scatterplot of OSTP Scores and Low SES Students for Elementary Schools

ELA

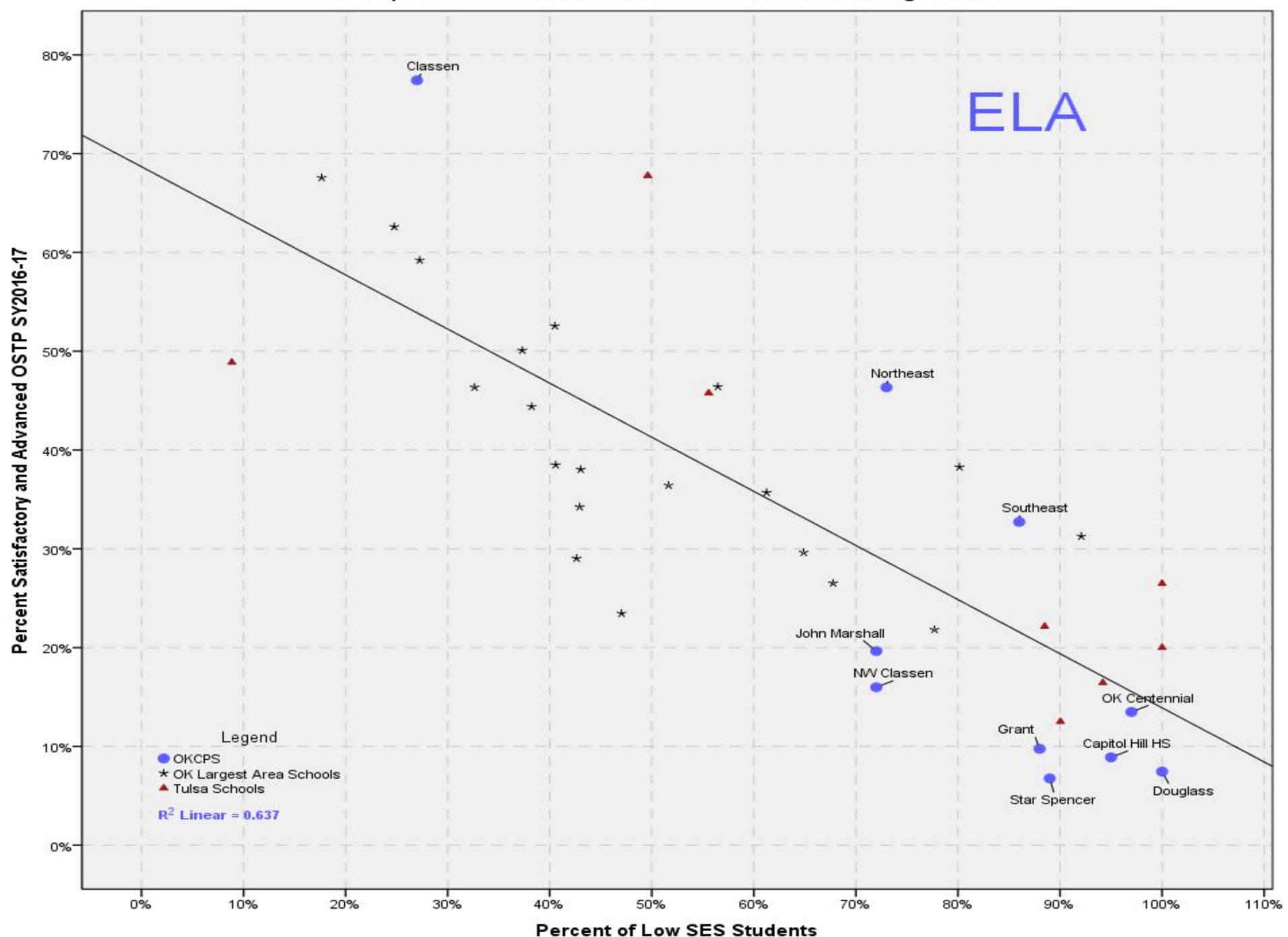
Percent Satisfactory and Advanced OSTP SY2016-17



Scatterplot of OSTP Scores and Low SES Students for Middle Schools



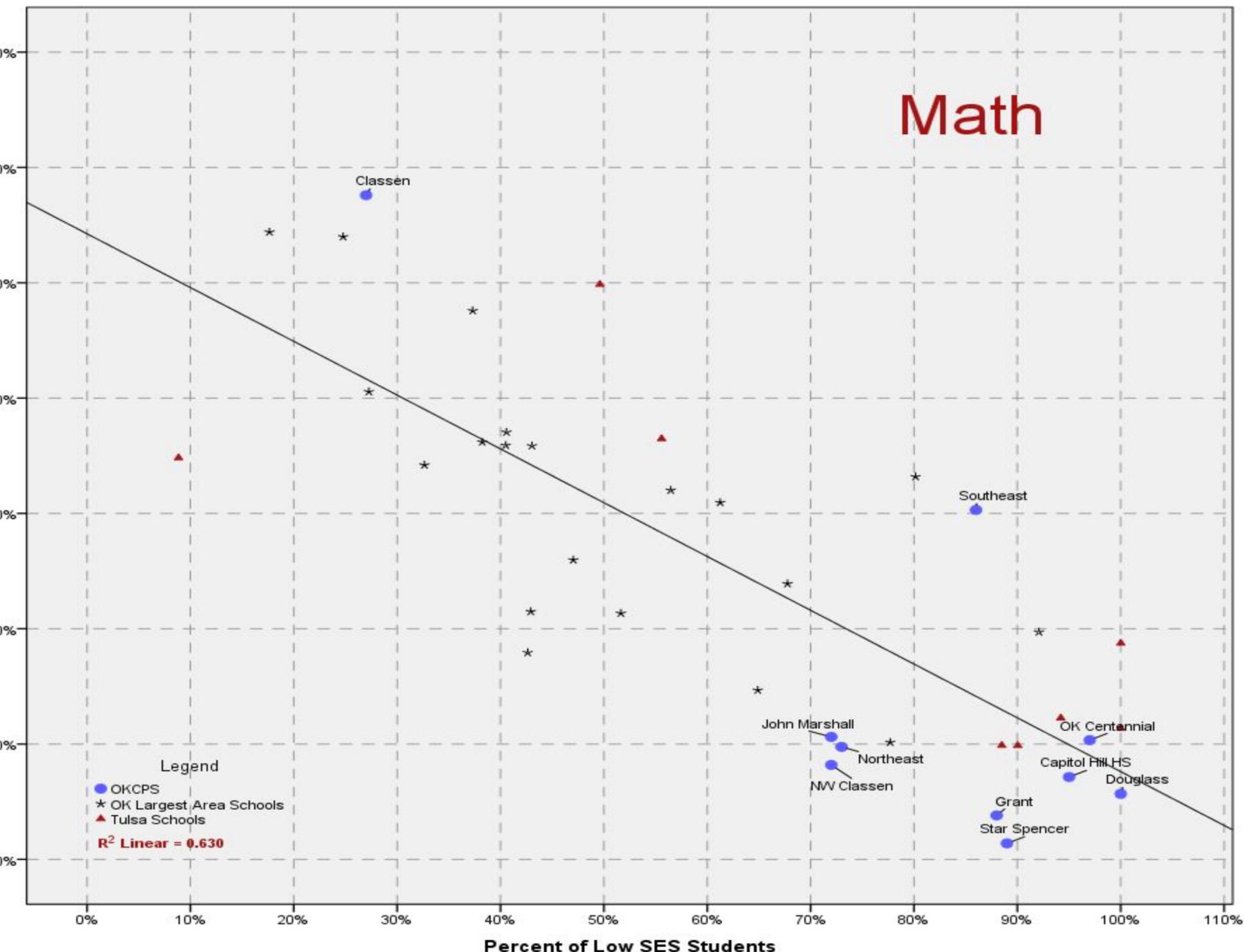
Scatterplot of OSTP Scores and Low SES Students for High Schools



Scatterplot of OSTP Scores and Low SES Students for High Schools

Math

Percent Satisfactory and Advanced OSTP SY2016-17



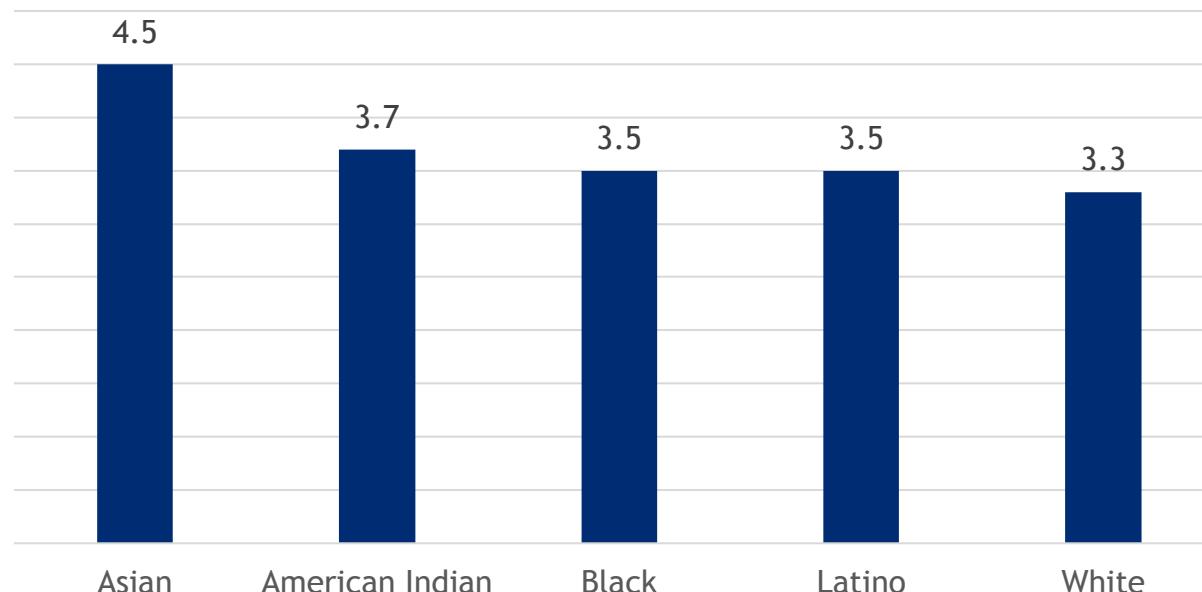
Student Discipline Data - OCR Resolution

- US Department of Education Office for Civil Rights investigated complaints of racial discrimination in student discipline in OKCPS and issued a set of findings and resolution in April 2016
- OKCPS responded by creating the School Climate and Student Discipline Department to lead the work to revise policies and implement improved practices district-wide
- The OCR agreement required schools to become more equitable in suspensions without lowering standards of the expectations of all students

Student Discipline Data - Duration of Suspensions

- OCR identified disparate impact based on race in the duration of suspensions
- Prior to the OCR Resolution, the average number of days missed for students of color was almost double that of White students
- The implementation of new policies, procedures, and practices (including PBIS) has closed the gap significantly over the last two years

Average Days Per Suspension 2017-18



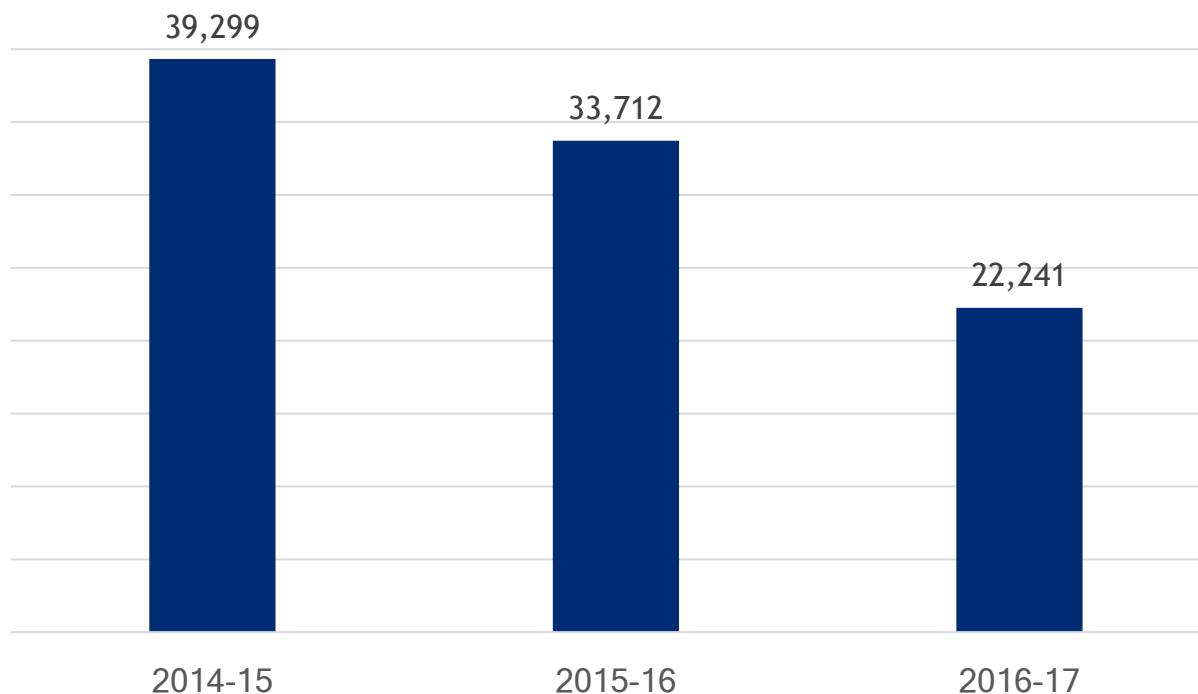
Student Discipline Data - Suspensions by Race/Ethnicity

Unduplicated Count of Students Suspended by Ethnicity

School Year	Asian	African American	Hispanic	Native American	Pacific Islander	White	Multi-Racial	Total
2012-13	37 (1%)	2,615 (46%)	1,818 (32%)	270 (5%)	3 (0%)	817 (14%)	108 (2%)	5,668
2013-14	21 (0%)	2,360 (46%)	1,696 (33%)	204 (4%)	1 (0%)	721 (14%)	129 (3%)	5,132
2014-15	22 (1%)	2,184 (47%)	1,526 (33%)	183 (4%)	4 (0%)	574 (12%)	142 (3%)	4,635
2015-16	21 (1%)	1,856 (45%)	1,428 (34%)	165 (4%)	4 (0%)	514 (12%)	180 (4%)	4,168
2016-17	13 (1%)	1,491 (44%)	1,158 (34%)	134 (4%)	2 (0%)	401 (12%)	183 (5%)	3,382

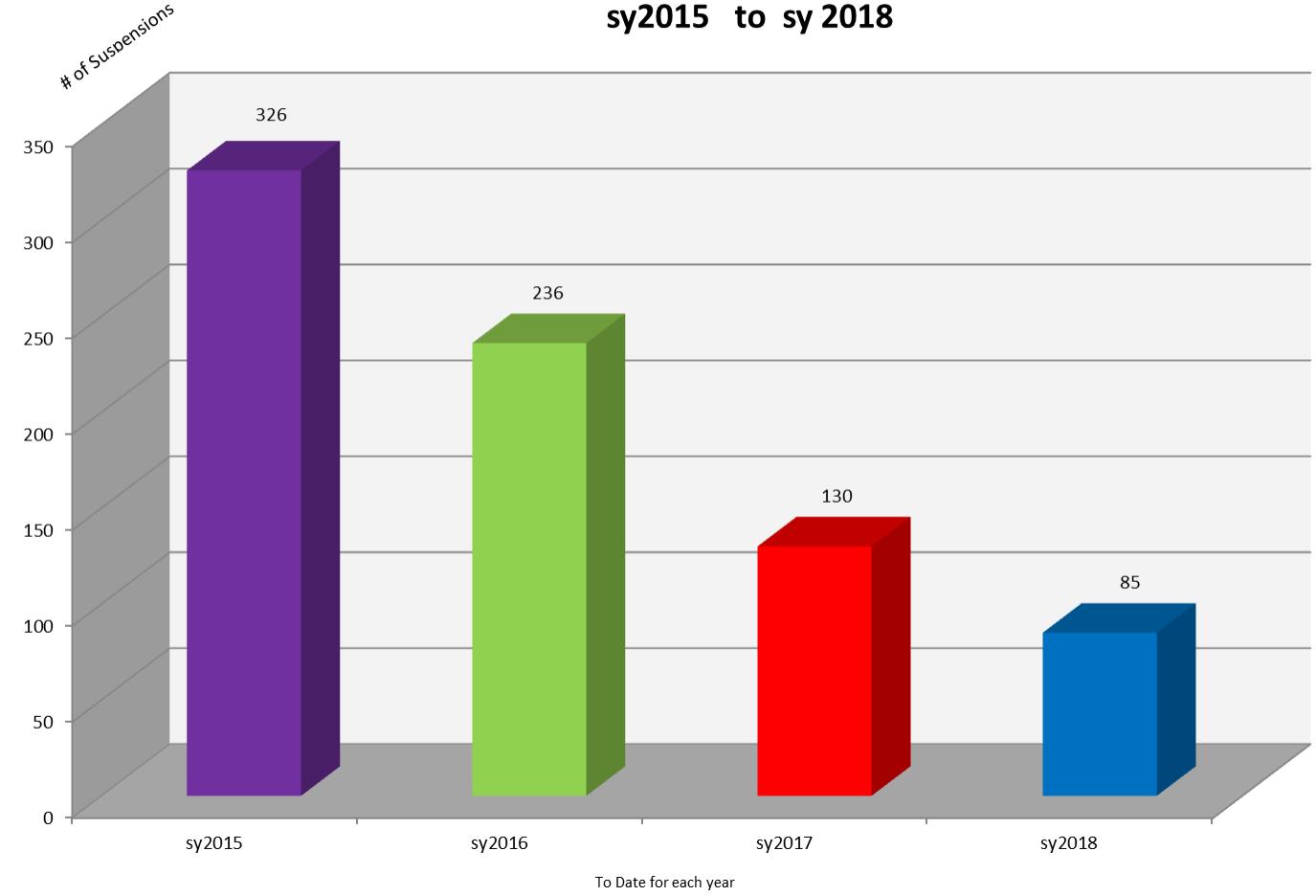
- OCR's investigation showed that OKCPS disproportionately suspends Black students
- We do not yet have cumulative data for 2017-18, but this metric has remained relatively steady
- Black students represented 44% of suspensions in 2016-17. Black students accounted for 24% of OKCPS enrollment that year

Student Discipline Data - Total number of days missed



- Students were with teachers a total of 16,988 more days in 2016-17 than in 2014-2015
- We are on track for 2017-18 to reduce number of days away from teachers by approximately 2,000 days
- This benefit students and has a direct impact on our Average Daily Membership (ADM)

Four Year Comparison of Long Term Suspensions sy2015 to sy 2018



- “Serious” offenses that have traditionally been suspended for 45 days or more have declined significantly
- This occurred as the district has increased the amount and quality of counseling supports, and this will continue to expand in 2018-19



Equity Plan

District-level plans

Over the next year, reimagine Office of Student Support Services as the Equity Division, to be led by a Chief Equity Officer

- Evaluate departments with the purpose of meeting targeted student needs to restructure central office
- Expand focus of School Climate and Discipline Department to incorporate Social and Emotional Learning
- Establish clear interconnected relationships among Equity Division, Academics Division, and Schools Division

Six Equity Focus Areas

- Quality teachers & leaders
- Effective, culturally responsive instruction
- Wraparound services & partnerships
- Fair resource allocation
- Data-driven decision-making
- Family & community engagement

High-level change ideas

- **Quality teachers & leaders**

Aim	Change idea to achieve aim
	Identify & meet with teachers of color with Master's in leadership to discuss growth opportunities
	Develop a program to assist teaching assistants of color to obtain teaching certification
Recruit, develop and retain teachers and leaders of color	Create structures for novice teachers and leaders (years 1-3) to support with PD and/or testing & certification needs
	Create a structure for developing leadership capacity of assistant principals

High-level change ideas

- **Quality teachers & leaders (cont)**

Aim	Change idea to achieve aim
Build equity leadership capacity in central office and school leaders	<p>Host National Equity Project training (funded by Southern Education Foundation) at June Expanded Leadership meeting</p> <p>Schedule 2018-19 ELT book study on <i>The Listening Leader: Creating the Conditions for Equitable School Transformation</i></p> <p>Develop and implement a cohort program providing professional learning for Principals of high needs schools</p>

High-level change ideas

- **Effective, culturally responsive instruction**

Aim	Change idea to achieve aim
Develop quality & consistency of culturally responsive, rigorous instruction in all schools	Instructional Leadership Team (ILT) Professional Development with Modules 4-7, (Data, Continuous Improvement, PLC's, & Culture/Climate) June 4-7 Highlight successes of schools in twice yearly Data Summits to occur with Quarterly ILT Convenings
Build knowledge-base for Extended Cabinet ILT Modules to assure alignment with other district initiatives	Professional Learning with Extended Cabinet on ILT Modules & connections to District Initiatives

High-level change ideas

- Wraparound services & partnerships

Aim	Change idea to achieve aim
	Professional learning around trauma and compassion fatigue for all employee groups
Build leadership capacity to shift mindset across all district schools and teams	PBIS Tiered Framework with expectations and intervention strategies for Tiers 1, 2 & 3 including partnerships with external agencies; resources utilized with Multi-Tiered System of Supports (MTSS)
Develop data-driven Mental Health plan and strategies	Mental Health Planning Team through Compact creates a plan which includes Policies, Programs & Practices

High-level change ideas

- Fair resource allocation

Aim	Change idea to achieve aim
Create an equitable staffing allocation based on student needs	Develop school budgeting process for FY20 using weighted enrollment based on student needs (socio-economic, ELL, Special Ed, mobility)
Intentional, cross-functional collaboration & communication to assure equitable resource allocation	Increase flexibility & autonomy for schools to customize school resource allocation (including swapping staff allocations within weighted formula) with appropriate guidelines and support

High-level change ideas

- **Data-driven decision-making**

Aim	Change idea to achieve aim
Build leaders' capacity to use data effectively	<p>Create Data Summits for school and district leaders around School Health Report Card which might include:</p> <ul style="list-style-type: none">• Diversity• Staff Retention• Discipline• Professional Development• Attendance - Staff & Student• OK Prevention Needs Data• Survey Data - Staff & Student• Failure & Suspension Rates• Graduation Rates• Participation in GT• Academic Indicators

High-level change ideas

- **Family & Community Engagement**

Aim	Change idea to achieve aim
	Develop and publish a school performance/health report card for each school through a collaborative process
Communicate insights about equity in OKCPS internally and externally	Develop a leadership communication toolkit to explaining the “why” and key elements of major OKCPS initiatives
	Explore creating a tool for feedback from families and community members

