



PILLAR 2: EQUITY FOCUSED PRACTICES

**Board of Education
October 3, 2023**



Desired Outcomes

- Review of the Equity Framework, including equity focused practices generated by the DEI Assessment and findings
- Review alignment of equity focused practices with the Strategic Plan Priorities and Aims
- Review and discuss actions associated with each of the equity focused practices

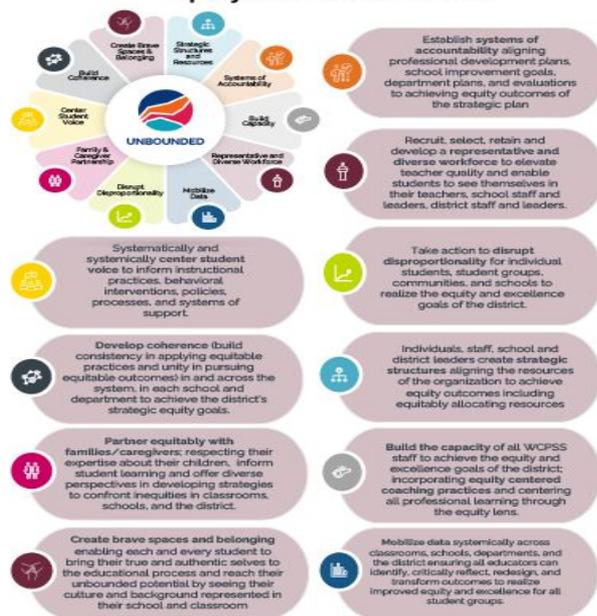


EQUITY FRAMEWORK - DETAIL

Our Commitment to Equity

Achieving equity and excellence for our students is our highest purpose and we acknowledge that it is challenging, iterative, and ongoing work. Our purpose **compels our commitment** to daily, consistent, and systemic action to, not only interrupt, but to **TRANSFORM** the systems creating disproportionality and predictability of achievement in our district and serve as a model for the rest of the country. Therefore, we commit to hold ourselves accountable by applying the equity lens to all decisions, practices, policies, and programs across our district and integrating the equity-focused practices in service to our work with students.

Equity Focused Practices



• Systems •

1. How will this decision impact students or families disparately?
2. What current disparities exist for these groups? How does the knowledge of any disparity shape teaching and learning for impacted students and their opportunity for success?
3. What specific strategies are being used to mitigate opportunity gaps?
4. How are the voices and experiences of marginalized groups informing this work?
5. How does this work align with and advance our Core Beliefs and district equity goals?

• Individuals •

6. How might my own practice limit opportunities for all students to learn, grow, and succeed?
7. How do I advance my understanding of students and their characteristics as defined above?
8. How do I recognize and make use of the gifts, talents, and skill sets that each student possesses?
9. How do I see, understand, and interrupt inequity?
10. In what ways do I center students and affirm their lived experiences, culture, and identities?

Ensuring an Equity Lens is applied throughout the district.

The strategic plan, roadmap and equity focused practices will provide an explicit equity lens throughout the district for:

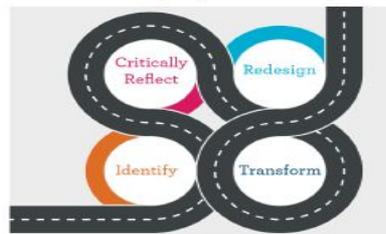
Central Services. Leading transformation for equity. Charging workgroups or divisional leaders to devise equity-focused actions that lead to equitable outcomes.

School Leadership. Modeling equity focused practices. Guiding school improvement teams, PLCs, and educators to develop and implement equity-focused actions that lead to equitable outcomes.

Classrooms. Partnering with students and families to develop and implement practices within classroom processes and instructional practices that actively support support equitable outcomes for students.

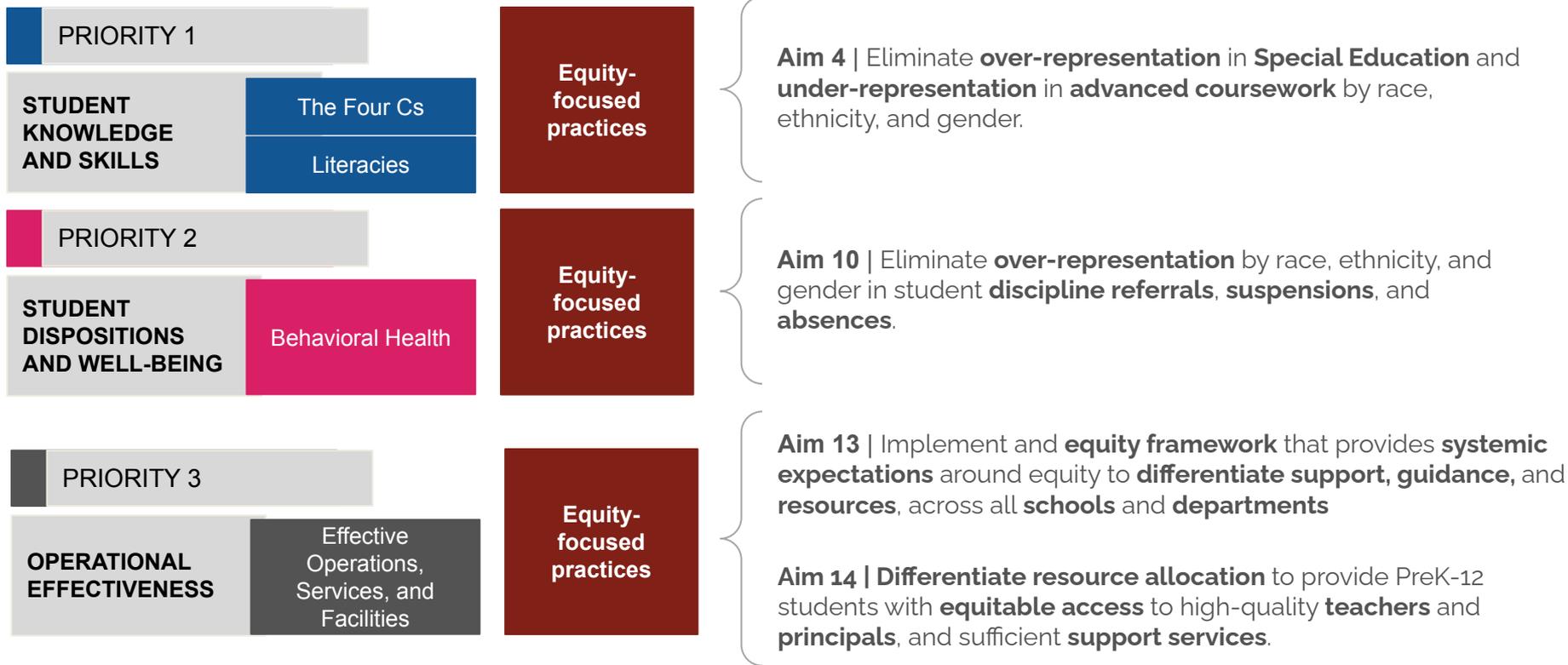
Individuals. Examining and reflecting on individual practices, behaviors, and biases that negatively impact the collective efficacy of the organization to achieve equitable outcomes.

The Equity Roadmap



The roadmap describes a sequence of steps to serve as a guide to how WCPSS individual staff members, teams, schools, departments, and the district will address issues of equity through **identifying**, **critically reflecting**, **redesigning** and **transforming** systems in the pursuit of equitable outcomes.

ALIGNMENT TO PRIORITIES AND EQUITY AIMS: EQUITY FOCUSED PRACTICES:



INTEGRATION OF PRIORITIES AND PRACTICES: PRIORITY 1

High-quality instructional core for all content areas

Aim 2 | Deliver standards-based, rigorous, **culturally responsive**, and **inclusive curriculum resources** and **instructional practices** that are enhanced by technology.

Aim 3 | Analyze performance data to guide core instructional planning and high-impact interventions and acceleration.

PRIORITY 1

STUDENT KNOWLEDGE AND SKILLS

The Four Cs

Literacies

High-quality WCPSS staff

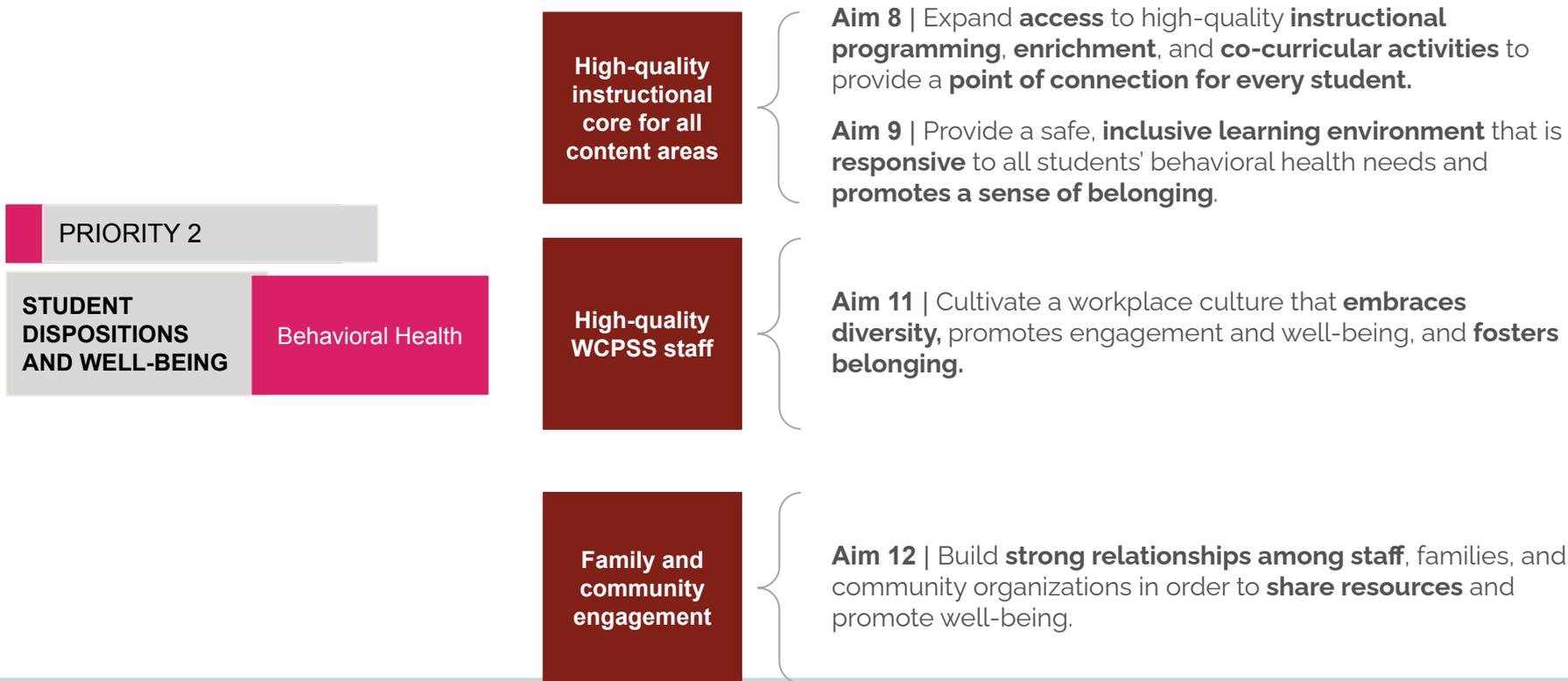
Aim 5 | Design and offer comprehensive professional learning pathways for **all staff**.

Family and community engagement

Aim 7 | **Empower families** and communities to **partner in their children's learning** and school improvement by **honoring** their **perspectives** and **unique needs**.



INTEGRATION OF PRIORITIES AND PRACTICES: PRIORITY 2



INTEGRATION OF PRIORITIES AND PRACTICES: PRIORITY 3

High-quality instructional core for all content areas

Aim 16 | Establish **metrics of accountability** for departmental management

Aim 19 | Evaluate practices to ensure **safe, timely, efficient, and reliable transportation** services.

PRIORITY 3

OPERATIONAL EFFECTIVENESS

Effective Operations, Services, and Facilities

High-quality WCPSS staff

Aim 15 | Recruit, hire, develop, and retain **diverse instructional and non-instructional staff**.

Aim 16 | Establish **metrics of accountability** for departmental management

Family and community engagement

Aim 16 | Establish **metrics of accountability** for departmental management

Aim 18 | **Prioritize safety** upgrades, including upgrading facilities, improving safety plans, and focusing on cyber-security.

Policy 1150

EQUITY Policy Code: 1150

The Wake County Board of Education affirms the dignity and worth of all students, and strives to create a safe, orderly, caring, and learning school environment to facilitate student learning and achievement. To that end, the Board prohibits discrimination as described in our policies on Prohibited Acts, Discrimination, Harassment, and Bullying and Non-Discrimination on the Basis of Disabilities.

The Board believes in and commits to all students having a fair, just, and equitable education that prepares them to reach their full potential and lead productive lives in a complex and changing world.

A. Definition of Equity

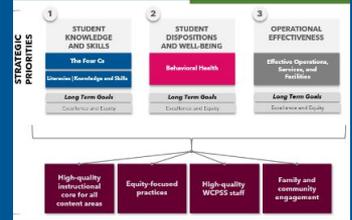
Equity is an outcome and an action. Equity is an outcome in the elimination of predictability and appropriateness of outcomes based on student characteristics including but not limited to race, ethnicity, socioeconomic status, language of origin, disability, sex, gender identity, and sexual orientation. Equity is an action in equipping every student with – and removing barriers to – access to opportunity, support resources, and an inclusive environment in which they can learn, grow, succeed, and reach their unbounded potential.

B. Equity Lens

The Board acknowledges that disparities exist within one school district, and that there is a predictive association between race, ethnicity, and socioeconomic status and student outcomes. These patterns are not unique to the Wake County Public School system and are evident across the country.



Strategic Plan



Equity Framework



DEI Assessment



DEI ASSESSMENT THEMES

THEME	DESCRIPTION
Organizational Structure	Organizing the reporting structures of departments and district processes to achieve equitable outcomes
School and Department Accountability and Responsibility	Aligning accountability measures from the classroom to the strategic plan equity and excellence goals
Coaching for Equitable Outcomes	Aligning coaching support to equitably achieve academic, behavioral, and social/emotional outcomes
Workforce Excellence and Equity	Achieving a workforce that is representative of the student population, Wake community, and oriented to achieving the districts strategic plan goals Establishing a profile of a WCPSS educator/staff member/employee aligned with vision, mission, goals Ensuring that the workforce is fully staffed to support the needs of all students and student groups
Academic and Extra-curricular Access	Removing barriers to access in honors and advanced coursework and in extra-curricular/co-curricular activities that exist connected to language and socioeconomic barriers
Student and Family Partnership	Engaging families and students systemically and systematically to inform decision making for student, school and district processes and policy
Aligned Autonomy	Respecting the autonomy that facilitates efficiency and effectiveness while also aligning on key district wide requirements and processes to achieve equitable academic, behavioral, and social/emotional outcomes
Culturally Responsive Instruction & Behavior Support	Providing systemic culturally responsive instruction and behavioral support that is informed by respecting the unique student and staff diversity of WCPSS (Cultural responsiveness includes instructional material selection, providing culturally relevant instructional experiences, and behavioral expectations that acknowledge cultural differences and the potential for bias)

Equity Focus Practices Development

DEI Assessment Themes

- Organizational Structure
- School and Department Accountability and Responsibility
- Coaching for Equitable Outcomes
- Workforce Excellence and Equity
- Academic & Extra-curricular Access
- Student & Family Partnership
- Alignment and Integration
- Culturally Responsive Instruction & Behavior Support



Aligned Autonomy

Equity Focus Practices



EQUITY FOCUSED PRACTICES



Achieving equity and excellence for our students is **our highest purpose.**

It is challenging, iterative, and ongoing work.

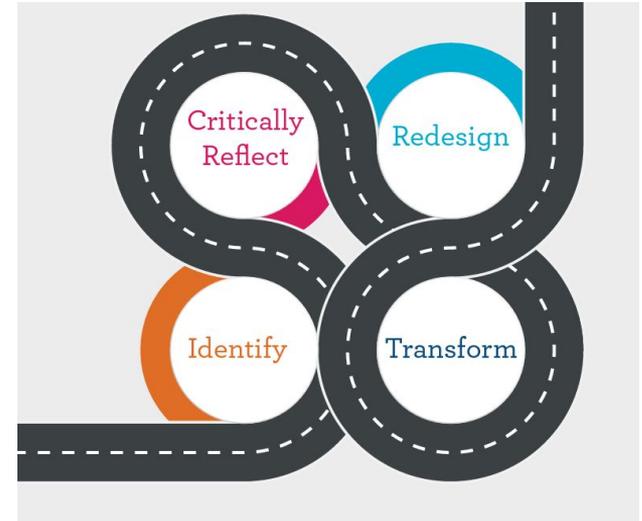
WCPSS Equity Focused Practices, developed as a result of an assessment of our system, are actions we take to **TRANSFORM** the systems creating disproportionality and predictability of achievement in our district and serve as a model for the rest of the country.

EQUITY FRAMEWORK

Equity Focused Practices



Equity Roadmap



EQUITY ROADMAP

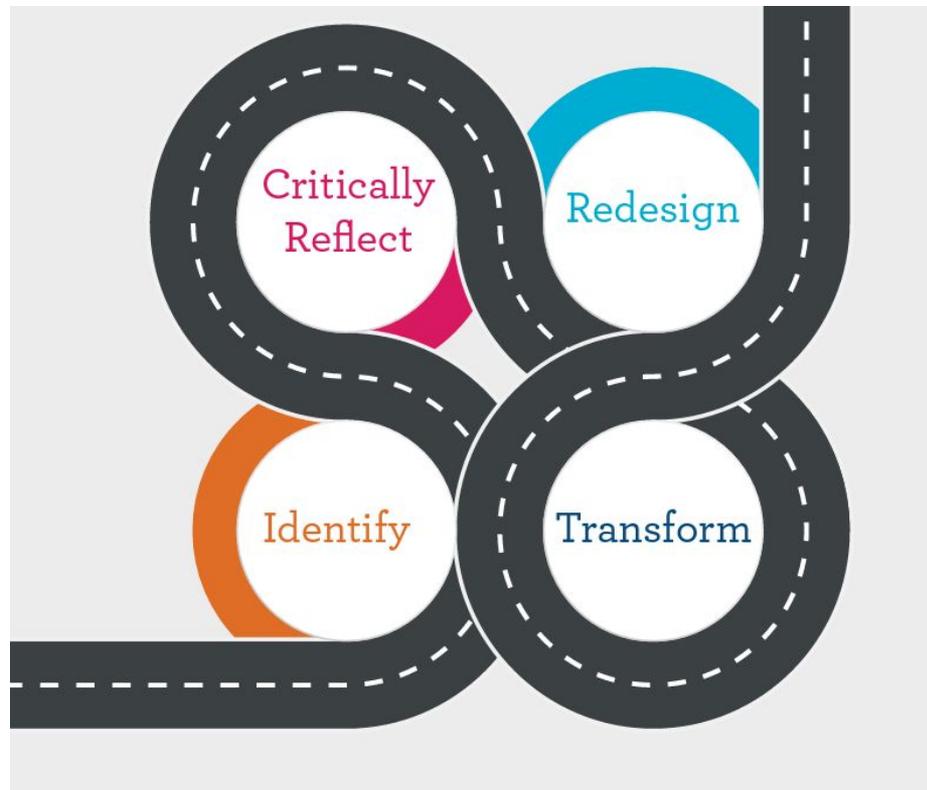


WAKE COUNTY
PUBLIC SCHOOL SYSTEM

PATHWAYS TO
Excellence + Equity

Adaptive Challenges Require Moving to a more Holistic Approach

The intent of our Equity Roadmap is to support **the how** to move towards our goals/attain our practices. To do so, we are leaning on *Transformational* Learning Theory... We need to not only interrupt, but transform ANY system (individual to district) that is hindering equity as an action and an outcome.



Transformational Learning Theory: Overview

Introduced into the field of adult education by Jack Mezirow, 1978 (continued evolving theory until his death in 2014).

- Main Components for individuals (and later groups/organizations) to transform their beliefs (and thus their actions and the outcomes of those actions):
 - Understand that (upon *identifying*) a person's established and taken-for-granted **frames of reference** are in fact capable of change leading to a "deep, structural shift in basic premises of thought, feelings, and actions."
 - **Critically reflect** upon and assess the integrity of their deeply held **assumptions** about how they relate to the world around them.
 - Engage in **discourse** to validate what is being communicated, because it is through reflective discourse that a person can better examine the evidence, arguments and any alternative points of view (and thus *redesign* the system being discussed).

Equity Roadmap



Identify - Utilizing a variety of data, observations, and actions, individuals/teams/groups will indicate equity-focused challenges within their contexts. Additionally, equity-focused successes/best practice identification will allow essential partners to see avenues for supporting indicated challenges.



Critically Reflect - A critical consciousness process of an individual (alone and when they are a part of a group) examining actions and responses to actions followed by an intentional assessment of the underlying beliefs that led to those actions to, ultimately, transform them.

Equity Roadmap - Redesign initial focus within School Improvement



Redesign - an iterative process that, through professional learning, story-telling, and emotional connection, changes specific actions—big and small—that led to inequity. Iterations may be numerous and require ongoing observation and assessment of their effectiveness.

Equity Roadmap



Transform - permanently establishing a new norm or expectation of the structures, habits, and points of view around an identified equity-focused challenge; *Note: this will require continual assessment to ensure effectiveness.*

EQUITY FOCUSED PRACTICES

Board of Education Reflection: Notice, Wonder, Realm of Opportunity



Reflection Questions:

- What do you notice?
- What do you wonder?

FROM ASSESSMENT FINDING TO EQUITY FOCUSED PRACTICE

EQUITY FOCUSED PRACTICES: CURRENT PRACTICES AND EXAMPLE ACTIONS

Equity Focused Practice	Expected Actions	PRIORITIES AND GOALS			PILLARS			
		Student Knowledge and Skills	Student Disposition and Wellbeing	Operational Effectiveness	High-quality Instructional Core	Equity Focused Practices	High-quality WCPSS Staff	Family and Community Engagement
Create brave spaces and belonging enabling students to bring their true and authentic selves to the educational process	Instructional Resources - Identify and provide core and supplemental, evidence-based, culturally relevant, and rigorous instructional and behavioral health resources and materials (i.e. curriculum, digital, 4Cs (Communication Collaboration Critical Thinking Creativity), financial literacy, trauma-informed, and restorative practices, etc.)	♦	♦		♦	♦		
	Instructional Framework - Implement an instructional framework that is visible in every classroom, every day. It will be PreK-12 standards-based, culturally responsive, and include rigorous core instruction and tiered supports.	♦	♦		♦	♦	♦	
	Instructional Materials Respect Culture and Diversity - Identify and provide high quality instructional materials and methods that represent the rich diversity of our nation, respect the legitimacy of different cultures, and empower students to value diverse perspectives.	♦	♦		♦	♦	♦	♦
	Culturally Responsive and Sustaining Practices - Providing students with culturally responsive and sustaining practices which affirms their identity, culture and lived experiences.	♦	♦			♦		♦
	Tiered Behavioral Health Supports - Implement a tiered behavioral health system of supports and practices that create positive, caring, safe, and inclusive school climates <small>respectful of students and staff</small> .	♦	♦			♦		♦



Systematically and systemically center student voice to inform instructional practices, behavioral interventions, policies, processes, and systems of support.

FROM ASSESSMENT FINDING TO EQUITY FOCUSED PRACTICE

Reflection Questions

- What do you notice?
- What do you wonder?



Systematically and systemically center student voice to inform instructional practices, behavioral interventions, policies, processes, and systems of support.

Modeling: Notice, Wonder, Realms of Opportunity



Systematically and systemically center student voice to inform instructional practices, behavioral interventions, policies, processes, and systems of support.

**Your lens for this activity is
THE ROLE OF BOARD OF
EDUCATION (as a body)**

Reflection Questions

- What do you notice?
- What do you wonder?

Board of Education: Realms of Opportunity - SELECT ONE (1)



Build coherence (build consistency in applying equitable practices and unity in pursuing equitable outcomes) in and across the system, in each school and department to achieve the district's strategic equity goals.



Establish systems of accountability aligning professional development plans, school improvement goals, department plans, and evaluations to achieving equity outcomes of the strategic plan



Individuals, staff, school and district leaders create strategic structures aligning the resources of the organization to achieve equity outcomes including equitably allocating resources

Reflection Questions:

- What do you notice?
- What do you wonder?

Board of Education: Realms of Opportunity - SELECT ONE (1)



Build the capacity of all WCPSS staff to achieve the equity and excellence goals of the district; incorporating equity centered coaching practices and centering all professional learning through the equity lens.



Recruit, select, retain and develop a representative and diverse workforce to elevate teacher quality and enable students to see themselves in their teachers, school staff and leaders, district staff and leaders.



Create brave spaces and belonging enabling each and every student to bring their true and authentic selves to the educational process and reach their unbounded potential by seeing their culture and background represented in their school and classroom

Reflection Questions:

- What do you notice?
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Board of Education: Realms of Opportunity - SELECT ONE (1)



Take action to disrupt disproportionality for individual students, student groups, communities, and schools to realize the equity and excellence goals of the district.



Mobilize data systemically across classrooms, schools, departments, and the district ensuring all educators can identify, critically reflect, redesign, and transform outcomes to realize improved equity and excellence for all student groups.



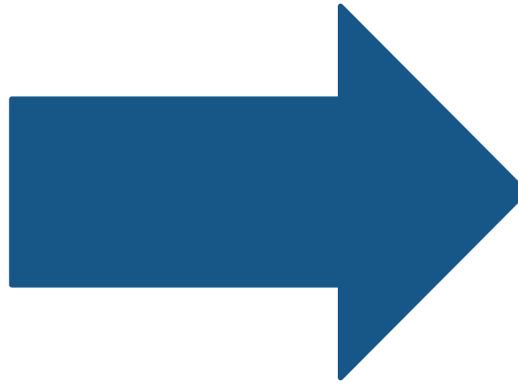
Partner equitably with families/caregivers; respecting their expertise about their children, inform student learning and offer diverse perspectives in developing strategies to confront inequities in classrooms, schools, and the district.

Reflection Questions:

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Progress & Next Steps



PROGRESS

- Summer Leadership Kickoff
- School Leadership Meetings

NEXT STEPS

- Implementation Co-design: Academics, Area Superintendents, Human Resources
- Supporting School-Based and District Staff

Equity Framework Rollout

As we socialize the **Equity Framework**, school and district leaders will be encouraged to follow this implementation plan:

Year 1: Awareness and Unpacking of the **Equity Focused Practices**; focus on **Identifying** and **Critically Reflecting** via the Roadmap

End of Year 1 and Year 2: Implementation of the **Practices** and use of **Redesigning** (Roadmap) to support context-specific plans of action (departmental plans or school improvement plan rewrites).

Equity Framework Rollout

Year 3: *Implementation Dip* - Engage in **Unpacking and Implementation** of Equity-Focused Practices and **Identifying** how those **Practices** align to context-specific challenges; **Critically Reflect** to ensure effective **Redesign** measures are in place (iterate as needed).

Year 4: Continue to review all Roadmap steps as necessary; begin to consider if **Redesign** has led to **Transformation**; ensure evaluation measures are accurate. Determine adjacent **Practice** systems and structures that are impacted and, if not positive, **Redesign** to, ultimately, **Transform**.

APPENDIX



WAKE COUNTY
PUBLIC SCHOOL SYSTEM

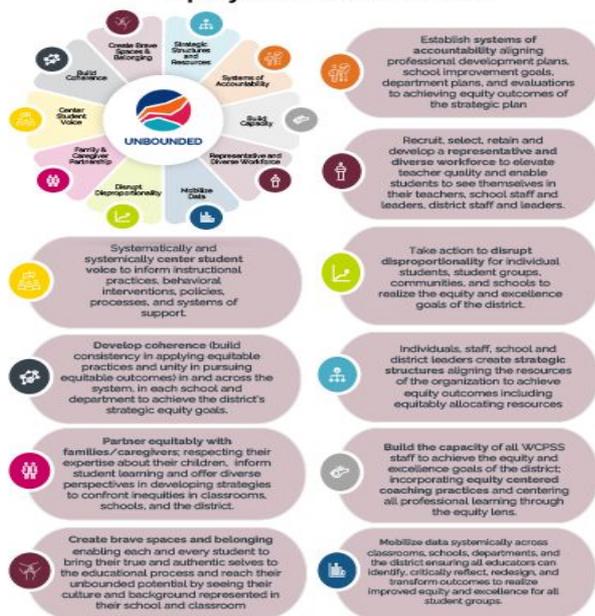
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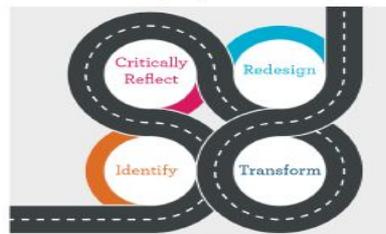
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