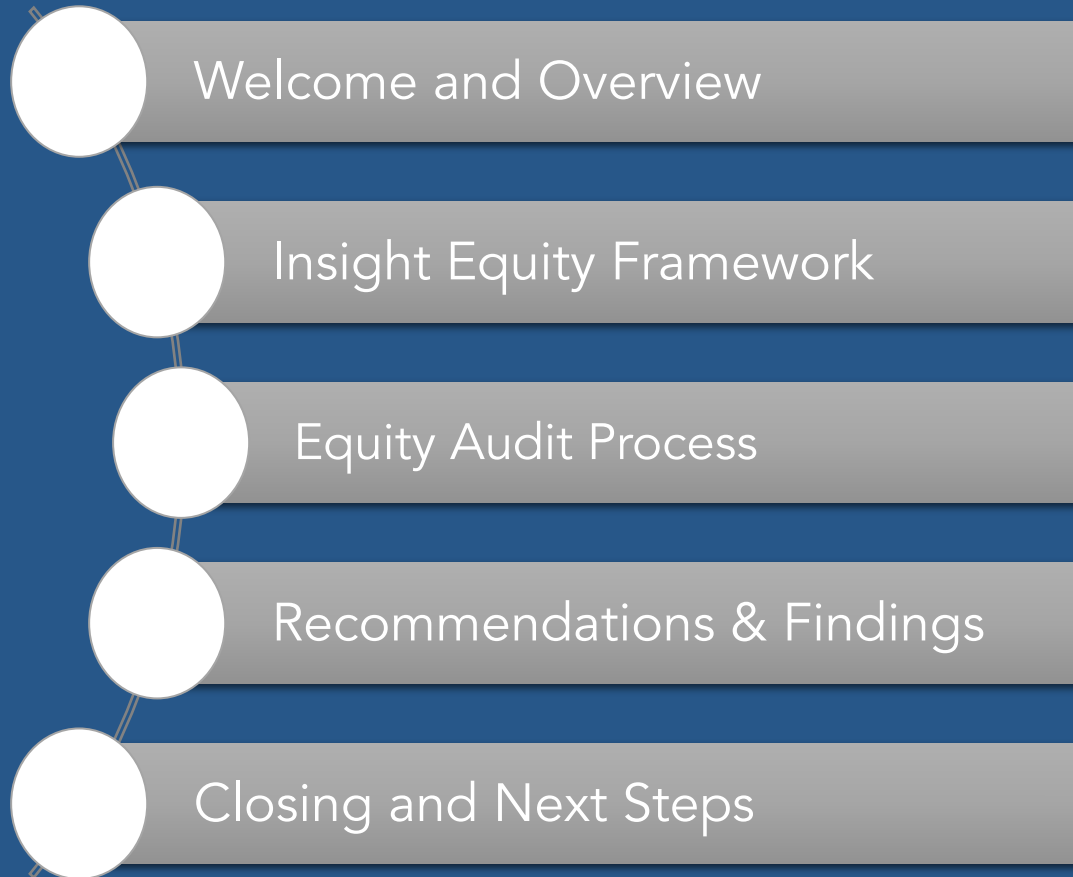# Chappaqua Central School District Equity Audit Review

Chappaqua Central School District
December 15, 2021

Agenda

Welcome and Overview

Insight Equity Framework

Equity Audit Process

Recommendations & Findings

Closing and Next Steps

Insight Education Group
Equity Framework

Each domain is viewed as a separate entity with related subcomponents.

Structures, Systems, and Resources
- Power Structures, Policy, and Organizational Systems
- Strategic Planning for Equity
- Equitable Allocation of Resources

Culture and Community
- Anti-Racist Climate and Culture
- Social and Emotional Supports for Well-Being and Safety
- Community Engagement and Social Trust

Racial Equity in the Educator Workforce
- Recruitment
- Placement
- Retention
- Promotion

Professional Learning and Personal Growth
- Professional Learning Content
- Educator Engagement
- Alignment and Integration

Curriculum, Instruction, and Learning
- Racially Competent Curriculum
- Instructional Delivery
- Programmatic Access and Equity

CCSD Equity Audit Process

Document & Process Review

August 2021-September 2021

Thorough review of District Policies and Practices evidenced in:

- Strategic Plans
- Equity Statements
- Organizational Chart
- Meeting Agendas
- Professional Development Plans
- Course Catalog
- Schedules

Qualitative & Quantitative Data review

August 2021-October 2021

Thorough review of District outcomes evidenced in:

- Staff and student demographics
- Teacher and staff performance
- Student performance
- Attendance and discipline
- RTI/MTSS

Stakeholder Engagement

September 2021-November 2021

- Administered surveys to school- based staff, non school-based staff, central office leaders, school leaders, students, and families & caregivers. Total respondents: 2,557
- Conducted 23 focus groups with a total of approximately 270 participants.
- 1:1 Interviews with District Leadership

Finalization and Presentation of Report

December 2021-January 2022

- Presentation of the findings and recommendations to the CCSD Board of Education.
- FInalization and Presentation of Equity Audit Report Final Report Provided to District Jan. 7th
- Presentation of Equity Audit recommendations and findings to CCSD Staff Jan. 11th
- Co-create a plan to prioritize and implement recommendations in alignment with district resources and priorities.

Methodology

Data Collection

The Insight audit team worked closely with the district to amass a robust set of District data and documents for review in the initial phase of the Equity Audit throughout the data collection process including, but not limited to: Student achievement data, discipline data, attendance data, curriculum artifacts, professional learning plans, meeting agendas and strategic plans.

Surveys

Surveys were administered to school-based staff, non school-based staff (directors), central office administrators, school leaders, students and families and caregivers. There were a total of 2,557 respondents. Participants responded to a statement prompt and recorded their level of agreement with the statement. For example, a student participant would respond to the statement, "My school prioritizes equity." In response, the student participant indicated their agreement using the following: "1" strongly disagree, "2" disagree, "3" agree and "4" strongly agree.The third section of the stakeholder survey was qualitative in nature. Participants were asked three to five questions, depending on their respective stakeholder group, centered on equity in the District. Responses provided by participants were securely acquired, stored, and managed by the Insight audit team. Insight Analysts quantified levels of agreement with a score of '3.0' or higher indicating consensus among stakeholders.

Focus Groups

Focus groups were facilitated by Insight team members with attendees. Twenty-seven focus groups were held with a total of 270 participants across all sessions. During the focus groups, participants were provided the opportunity to share their lived experiences in the District. In particular, focus group participants conveyed the District's definition of equity, as well as their understanding of equity as communicated by the District in beliefs, policies and practices. All focus groups maintained a standard operating procedure where group members were led in a discussion guided by the same set of questions across all groups facilitated by audit team members.

Equity Audit Report Components

I. Introduction
II. Chappaqua Central School District
    A. Overview
    B. District Context
III. Methodology
    A. Data Collection
        1. District Data
        2. District Documents
        3. Stakeholder Surveys
        4. Focus Groups
    B. Data Analysis

IV. Findings and Recommendations
    A. Overall Assets
    B. Domain 1. Structures, Systems, and Resources
    C. Domain 2. Culture and Community
    D. Domain 3. Equity in the Educator Workforce
    E. Domain 4. Professional Learning and Personal Growth
    F. Domain 5. Curriculum, Instruction and Learning

COMPREHENSIVE EQUITY AUDIT

Chappaqua Central School District

Prepared by Insight Education Group
Date

Insight
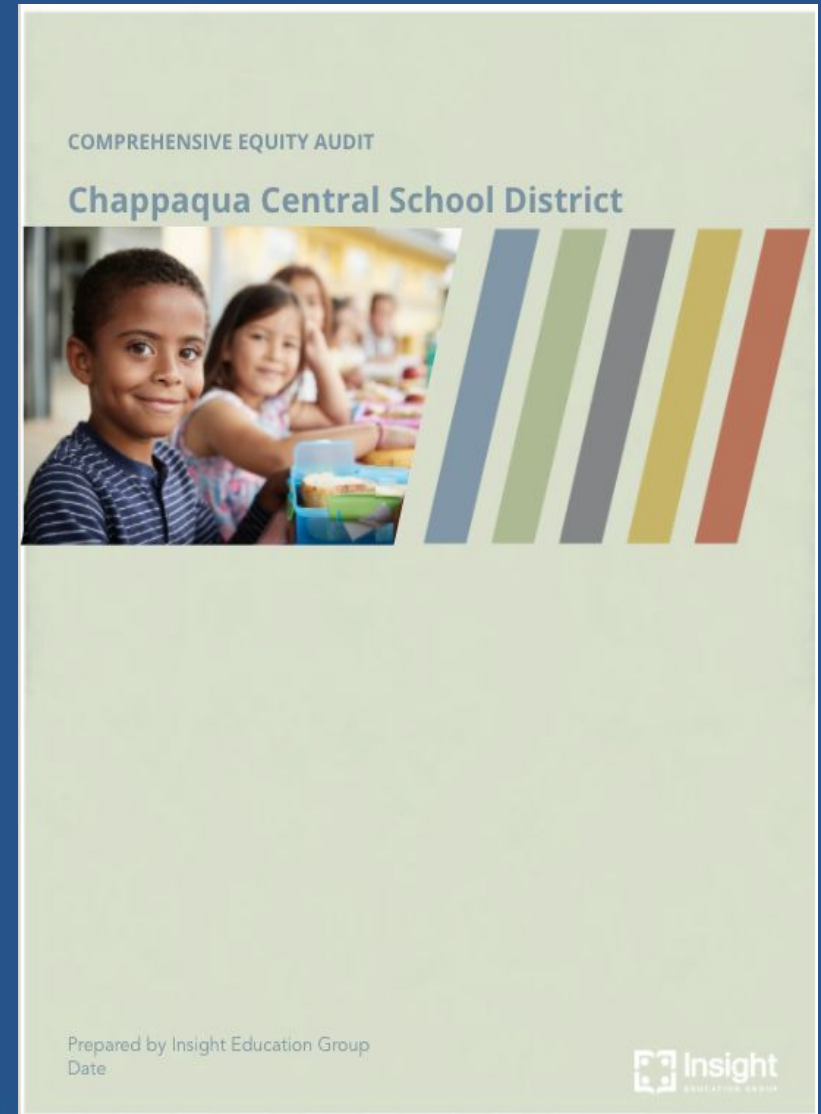
Overall Assets

- Evidence of District Leadership's commitment to equity, access and anti-racism:
  - 2021 New Teacher Orientation.
  - Integration of a Director of Equity, Inclusion & Wellness and a Staff Developer DEI & SEL.

- Culture & Community
  - There is evidence that many families and caregivers feel comfortable in their children's respective schools, and feel comfortable engaging school leadership and staff in conversation. This asset provides a solid foundation to continue to build on, and to ensure that all families come to feel the same way.

- Professional Learning & Personal Growth
  - As evidenced in Domain 4, staff members at all levels in CCSD expressed interest in developing their understanding of equity and expanding their skills in providing equitable opportunities for all students. Staff members who recognize their growth areas, and are interested in developing those areas of need, will prove to be tremendous assets as CCSD begins its journey toward developing mindsets and practices related to equity.

- Curriculum, Instruction and Learning
  - As evidenced in Domain 5, members at all levels of the organization expressed a consistent level of agreement that students' academic needs are being met across CCSD.

Domain 1: Overall Themes in Findings

Domain 1	Structures, Systems & Resources

- There is a need to establish a clear definition and vision for equity. Across all stakeholders, there was an average level of agreement of 2.4 with the prompt: "The District has a clear definition of equity." This speaks to a lack of consensus in this area.

- The District has an abundance of resources and initiatives aimed at advancing equity. Frequently cited across all stakeholder groups include the CARES Committee, ChappEquity Fellows, and the PTA Diversity Committee.

- There is a need to further define the systems in place to identify and address potential inequities (ex. allocation of resources, access to academic support and interventions, implementation of discipline policies, etc.), and to ensure that all stakeholders have an understanding of, and access to, these systems.

Domain 1: Overall Themes in Findings

Prompt: The District has a clear definition of equity
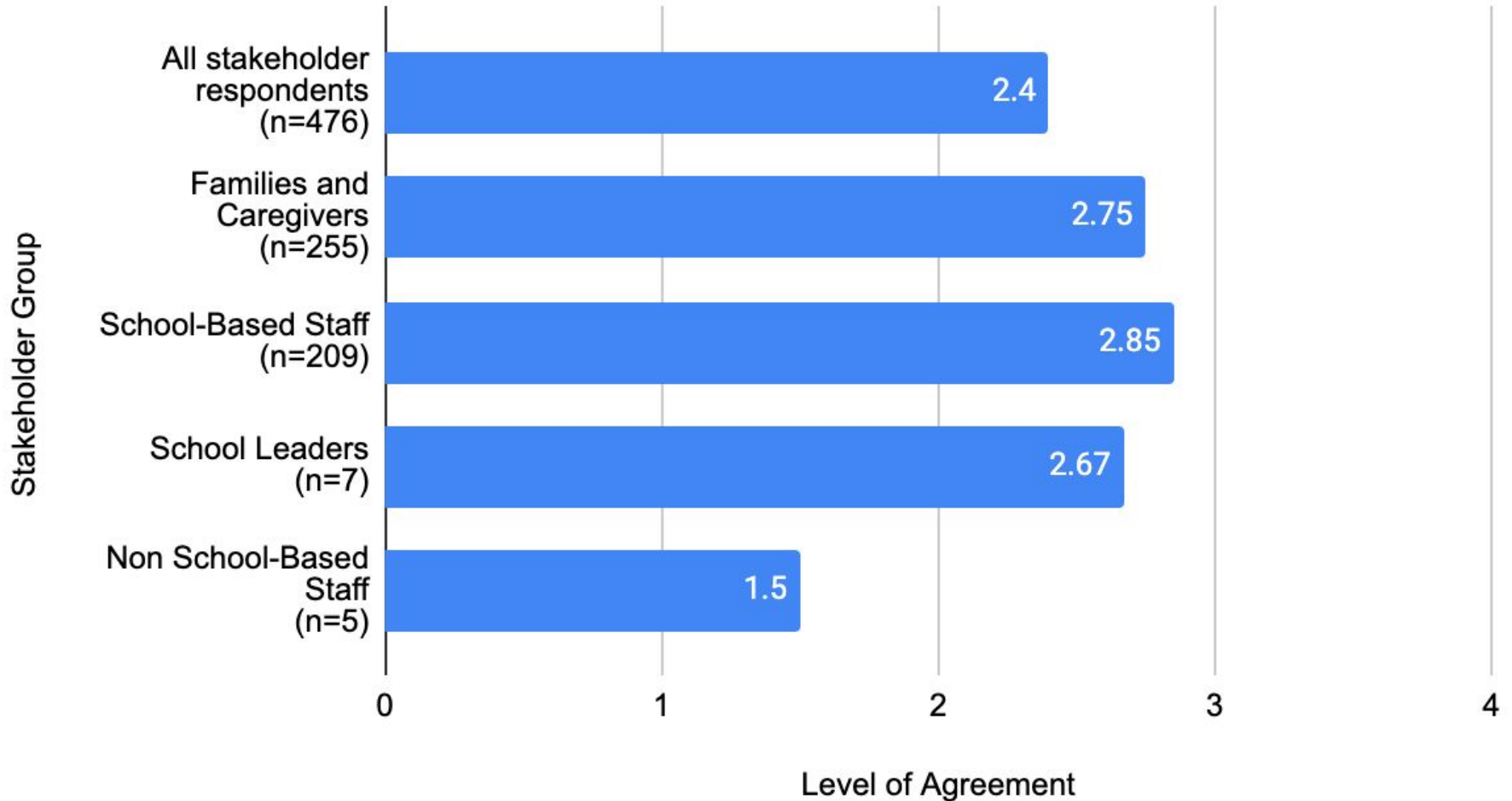
Domain 1 Recommendations: Structures, Systems & Resources

1.1	Develop a District Equity Team (DET) to serve in an advisory capacity to ensure equitable practices are enacted in the District

- Enlist the Director of Equity, Inclusion & Wellness and the Staff Developer of DEI & SEL to chair the work of the DET and to identify key District stakeholders at all levels of the organization to co-lead equity work.

- Identify clear roles and responsibilities for the DET.

- Use the DET to develop a District equity plan that includes a vision of equity, definition of equity, review of pertinent District data, goals for progress in identified areas, metrics to measure progress toward goals, and professional learning opportunities for all stakeholders.

- Use the DET to examine current practices around identifying and addressing potential inequities in schools.

- Ensure that the District Equity Team has formal structures to collaborate with the CARES Committee and the PTA Diversity Committee to nurture alignment.

Domain 1 Recommendations: Structures, Systems & Resources

1.2	Assist each school in developing a School-based Equity Team (SET) to serve as leaders in developing equitable practices in the building

- Identify SET participants in each building.
- Identify clear roles and responsibilities for the SET.
- Use the SET to develop a building-based equity plan aligned to the school improvement plan and the District equity plan.
- Ensure that the SET provides ongoing equity-related professional learning opportunities to all staff members.
- Ensure alignment between the processes and structures of the DET and SET.

Domain 1 Recommendations: Structures, Systems & Resources

1.3	Develop system-wide data practices that examine equitable opportunities, access, and outcomes for all students.

- Identify consistent, ongoing processes at the District office, and in each school, for reviewing data that reveals disproportionalities in students' opportunities, access and outcomes.
- Identify consistent data points (*academic achievement, disciplinary infractions and outcomes, access to enrichment programs, etc.*) that will be examined at the District office and in each school to identify areas for programmatic improvement.
- Develop specific planning processes at the District office, and in each school, to mitigate the disproportionalities discovered in the data review.

Domain 2: Overall Themes in Findings

Domain 2	Culture and Community

- As a whole, CCSD students that participated in stakeholder surveys reported a high level of agreement at 3.18 with two well-being indicators: Feeling valued and maintaining a sense of belonging in their school environment.
- Differences appeared in terms of student feelings of belonging when looking more closely at student subgroups, particularly gender identity, which illuminates an opportunity for further development of the school environment into one that is affirming, welcoming and inclusive for all students.
- Families & Caregivers reported an overall high level of agreement when given the prompt: "*I am comfortable communicating with the teachers and administrators of my teachers.*" Focus group participants illuminated a higher comfort level communicating with teachers in comparison to administrators.
- Families & Caregivers reported varying levels of agreement when asked: "*Do you feel that you have a voice in the District?*"
- Across all stakeholder groups, there were varying levels of agreement with the prompt: "*School discipline policies and practices are enforced consistently with all students.*"
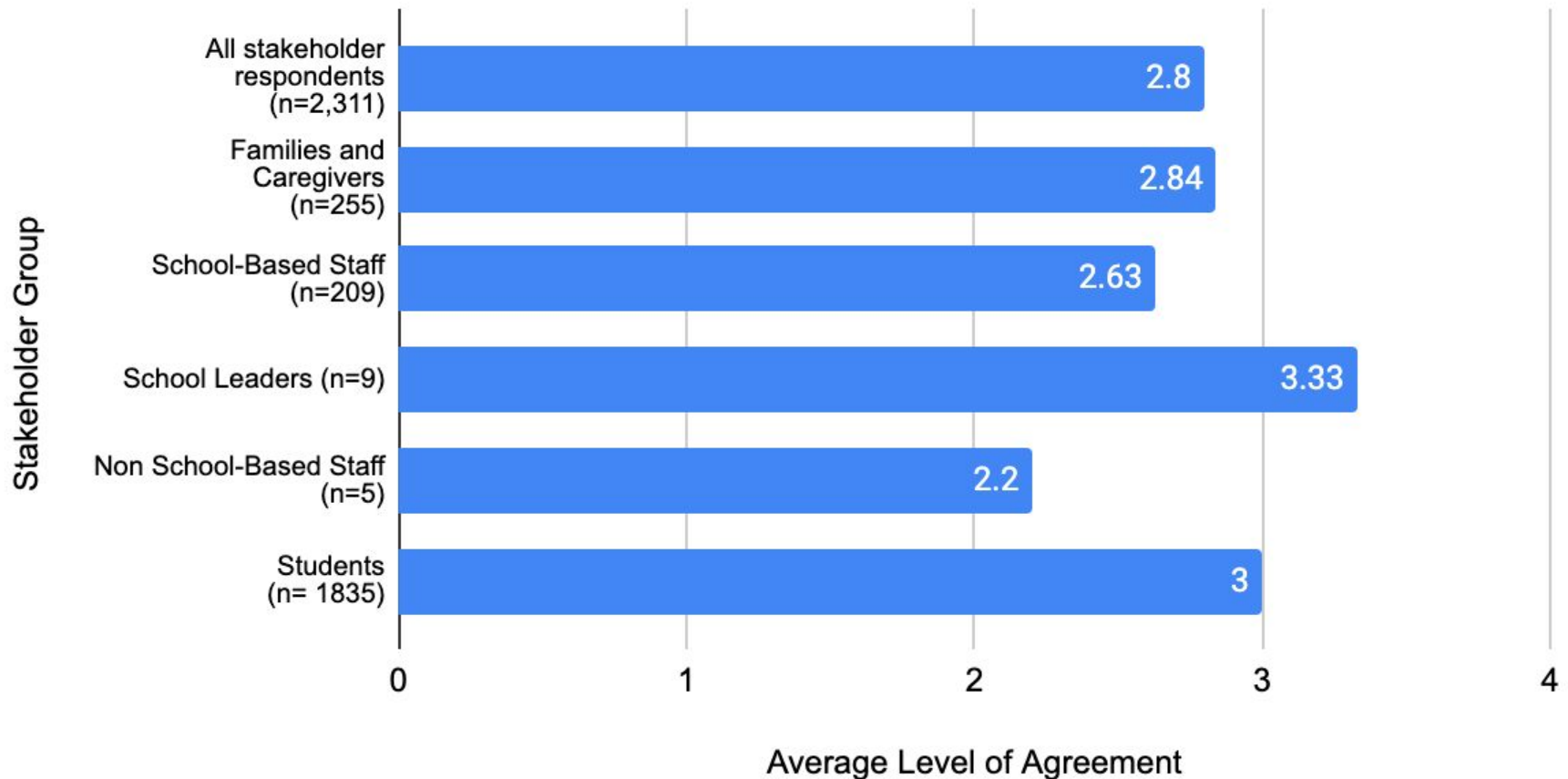
Domain 2: Overall Themes in Findings

Prompt: I feel a sense of belonging in my school
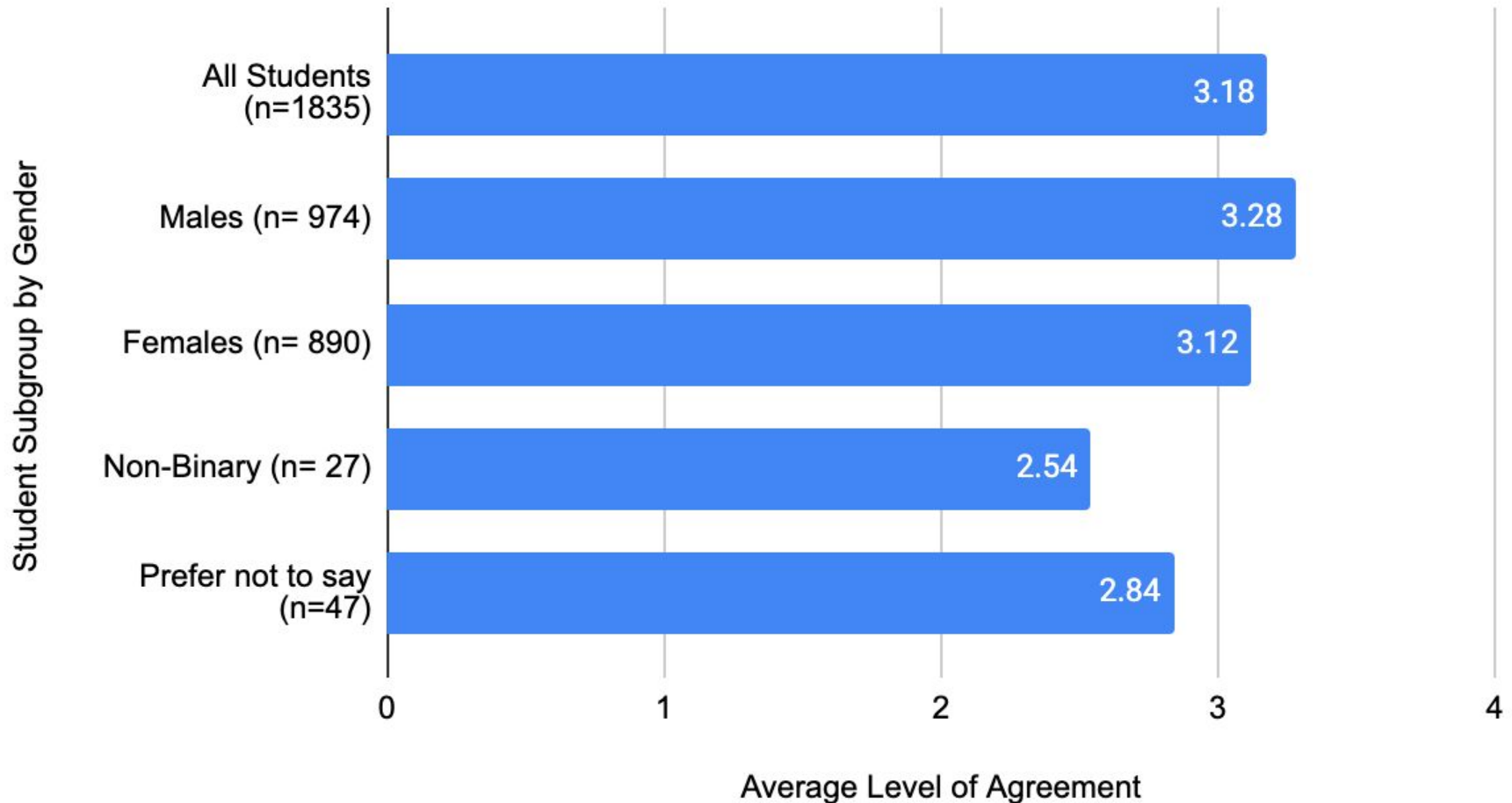
Domain 2: Overall Themes in Findings

Prompt: School discipline policies and practices are enforced consistently with all students

Domain 2 Recommendations: Culture & Community

2.1	Enlist the entire school community to work toward establishing a supportive community, focused on equitable outcomes and inclusivity among all stakeholder groups.

- Work actively to elevate the DET as a visible, recognized, and leading voice in the CCSD, where authentic dialogue is encouraged.
- Establish a culture of two-way communication by developing and communicating a transparent process by which all stakeholder voices can be heard and acknowledged.
- Develop stakeholder comfort by holding meetings with CCSD leaders, staff, caregivers and students (particularly students of color, from the LGBTQ+ community, those with disabilities, etc.), on specific issues relevant to them. It is critical to use a process of deep listening with students, parents and staff, who endeavor to be part of a more inclusive and transparent school improvement process. Ensure access to these opportunities by varying the time of occurence, utilizing remote platforms and providing translation services.
- Promote an affirming school culture using the tenets of RULER.
- Track and monitor data collected through the Anonymous Alert system to identify trends and needed supports accordingly.

Domain 2 Recommendations: Culture & Community

2.2	Develop a restorative, system-wide, process for implementation, enforcement and reporting of disciplinary matters. As a public school district, accountability and transparency are a priority.

- Convene the DEI and District leadership team to review examples of systems of positive behavior supports that exist nationally. Identify a system and begin implementation in CCSD.
- Review the District's current Policy 5030: Code of Conduct. Identify opportunities to supplement punitive consequences with existing restorative practices, and develop a plan for consistent implementation at the building level. Enlist the support of the Committee on Special Education to ensure that practices are equitable for students with disabilities.
- Review the language in the roles of each stakeholder group, and provide opportunities for those stakeholders to understand the actionable responsibilities associated with those roles.
- Develop common definitions of terminology found in District discipline documents for elementary students, so that all stakeholders have a clear understanding of infractions and expectations for restoration and discipline.
- Ensure equitable access to policies by providing a brief video on how to locate the policies online for new families, non-english speaking families, families of students with disabilities, and families who may need ADA accommodations.

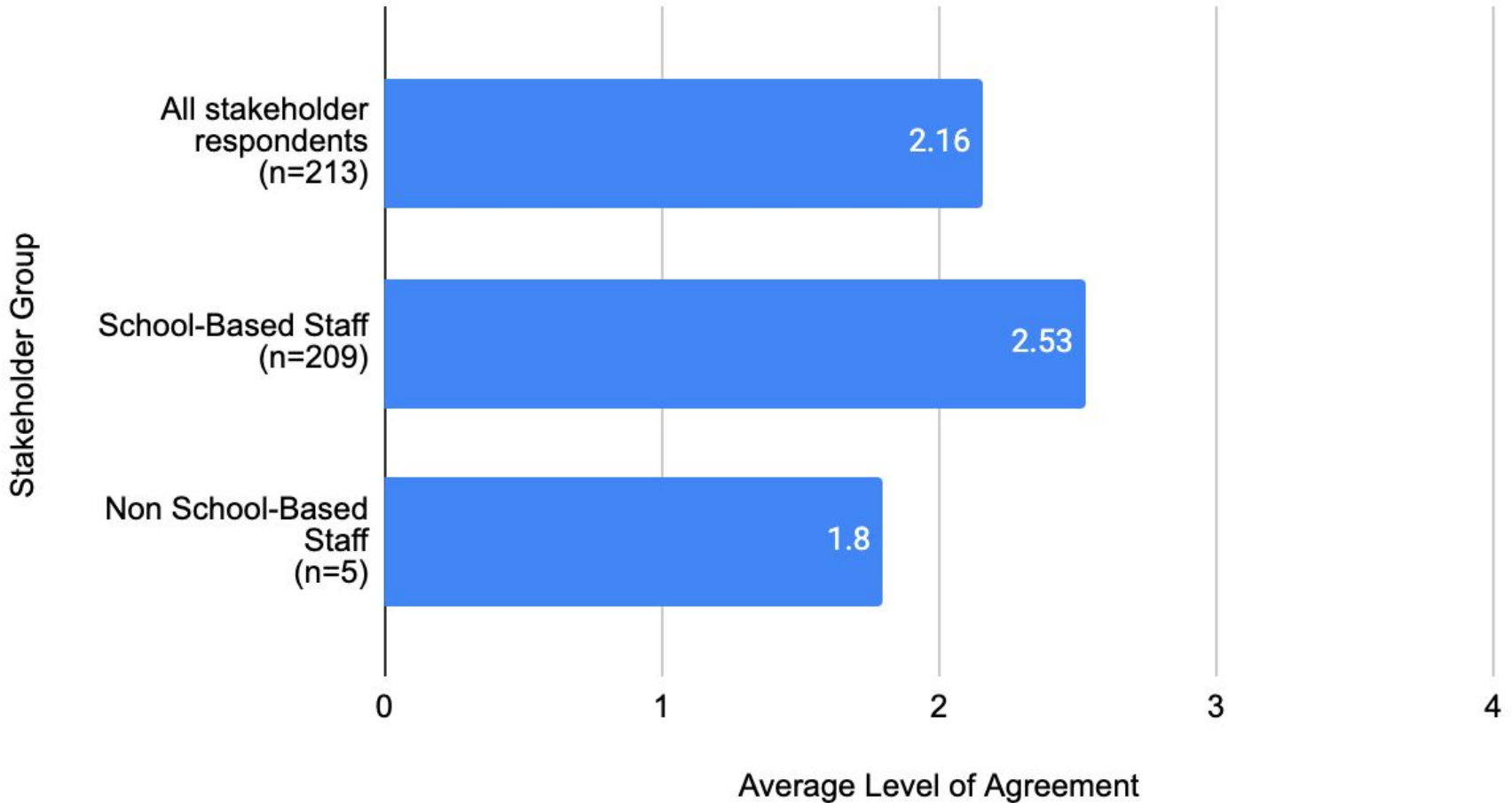# Domain 3: Overall Themes in Findings

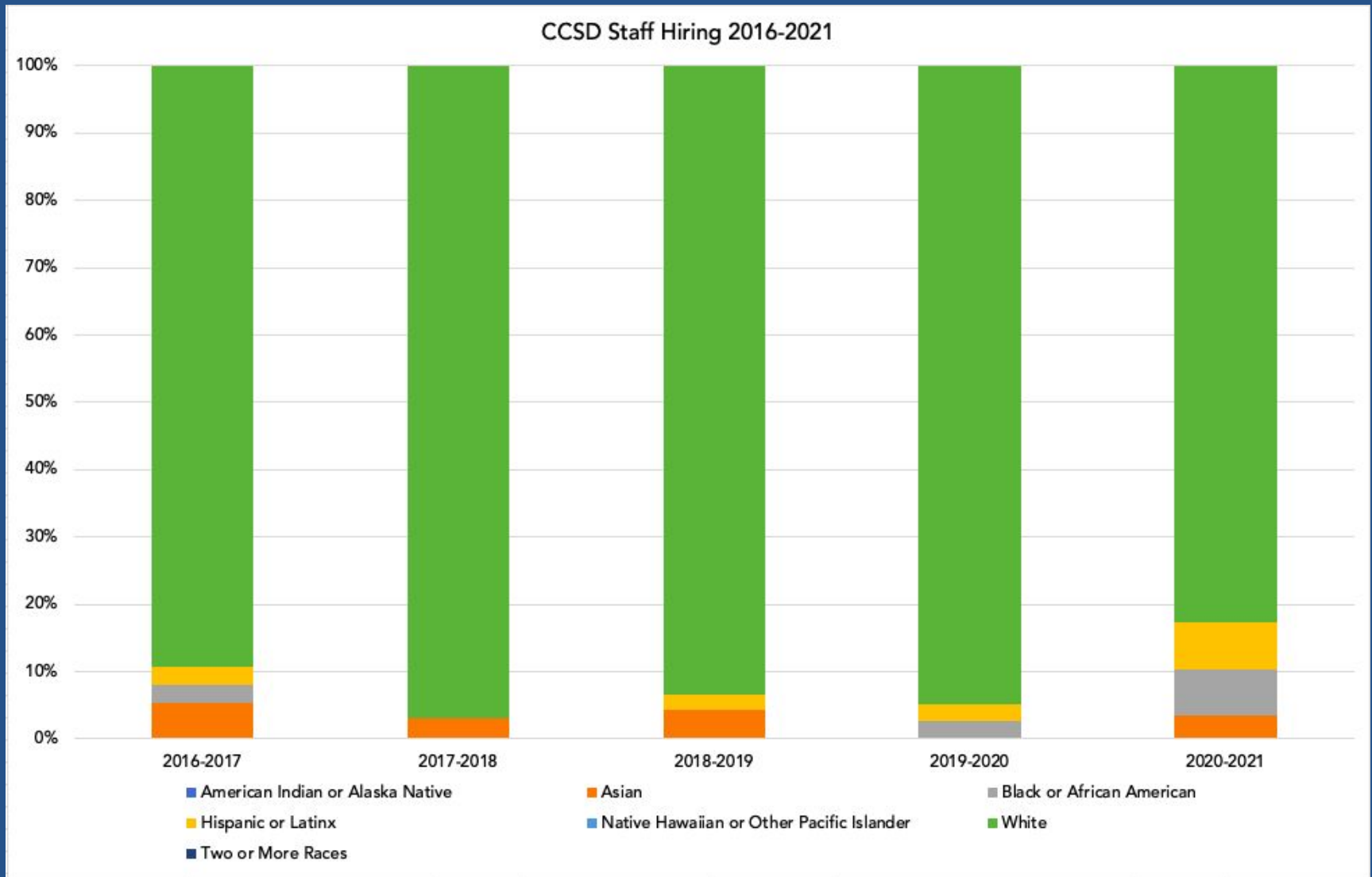| Domain 3	Equity in the Educator Workforce

- CCSD school-based staff members that participated in stakeholder surveys indicated low levels of agreement with the prompts: "*District leaders effectively recruit staff of color*" and "*District leaders effectively retain staff of color.*"

- The District is majority white at all levels of staff, with the most significant increase in educators of color taking place during the 2020-21 school year.

Domain 3: Overall Themes in Findings

Prompt: District leaders effectively retain staff of color

Domain 3: Overall Themes in Findings

CCSD Staff Hiring 2016-2021

Domain 3 Recommendations: Equity in the Educator Workforce

3.1	Develop an Office of Talent Management that is led by a senior leader familiar with talent management strategies, addressing recruitment, retention and development of a talent pipeline to encourage career options and advancement specific to staff of color.

- Create conditions for District leaders to engage in deep reflection about their personal biases and their institution's history with race, and how these factors may be impacting their hiring practices, decisions regarding recruitment, retention and advancement of staff of color.

- Develop District processes and structures to support the active recruitment, retention and advancement of staff of color.

- Offer a robust induction program to support teachers of color in their first years of teaching. This may include being matched with a veteran mentor-teacher, additional professional development opportunities and/or extra coaching support (Carver-Thomas, 2018).

- Build on existing recruitment practices by developing meaningful partnerships with Historically Black Colleges and Universities (HBCU) and local Minority Serving Institutions (MSI) to actively recruit teachers of color into administrative roles, especially those who have evidenced commitment to working in hard-to-staff schools.

- Develop a pipeline that includes opportunities for career growth for staff of color, including participation in leadership academies, instructional and leadership coaching, and other leadership development opportunities.

Domain 4: Overall Themes in Findings

Domain 4	Professional Learning & Personal Growth

- There is evidence of a wide variety of optional programming including Color Lines, ChappEquity Fellows, and Book Clubs/Learning Teams taking place outside of the standard work day. School leaders and school-based staff reported an average level of agreement as to having access to professional learning opportunities to deepen their understanding of equity.
- There are currently limited opportunities for required development within contractual work hours, and there is no evidence of sustained professional learning opportunities for clerical staff.
- Focus group participants indicated consistent agreement about the importance of creating opportunities for personal and professional growth that are required and accessible for all stakeholders (*parents, staff, & students*).

Domain 4 Recommendations:
Professional Learning & Personal Growth

4.1	Develop and implement a plan for District-wide, consistently implemented professional learning, with a focus on cultural competence for all levels of staff; including District office staff members.

- Elevate the leadership of DEI team members by providing opportunities for them to receive advanced, intensive cultural competence professional learning so that they can then develop and deliver professional learning sessions for all CCSD Stakeholders (all staff, students, parents & community members).

- Partner with an external organization with demonstrated experience in training District staff members in developing culturally competent mindsets and practices.

- Ensure that all aspects of equity and cultural competence, including race, ethnicity, LGBTQ+ and other identities, are addressed during professional learning.

- Develop a multi-year training plan that ensures consistency in professional learning schedules and content for all members.

- Examine CCSD structures, calendar and contract language to support high-quality professional development structures and time.

- Ensure that professional development offerings are guided by data (*quantitative and qualitative*) and student outcomes.

- Ensure competencies in educational equity are made an integral part of all performance evaluations.

- Provide ongoing training and professional development in SEL, culturally responsive teaching, Universal Design for Learning and anti-racism instructional practices.

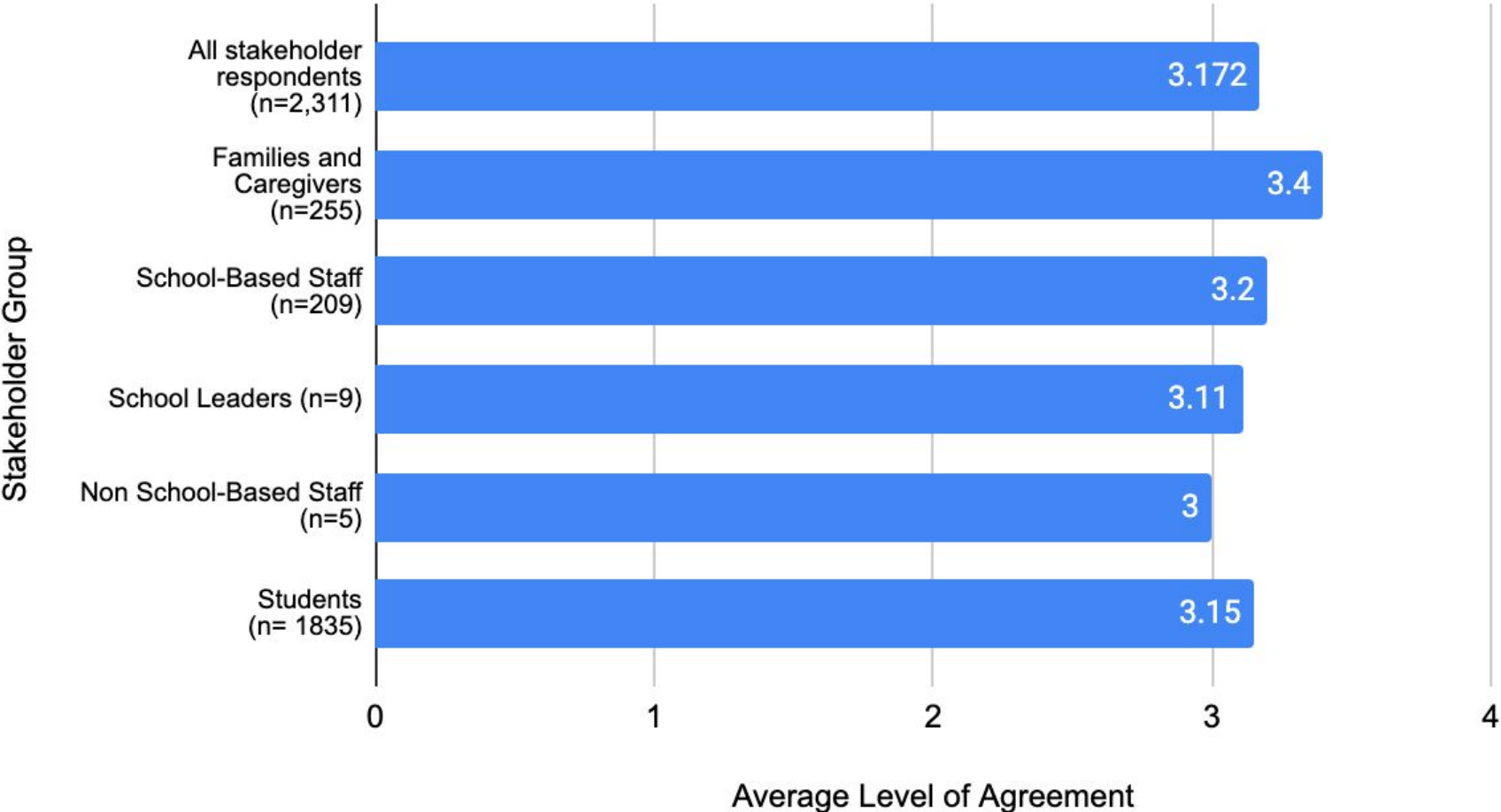# Domain 5: Overall Themes in Findings

Domain 5	Curriculum, Instruction and Learning

- School leader, student, and family & caregiver respondents demonstrated consistently high levels of agreement regarding students' academic needs being met.
- There is evidence that classroom libraries and texts reflect a diverse range of backgrounds and experiences. Teacher focus group participants indicated the need for consistent support with facilitating instruction using new texts.
- Student respondents indicated a mean level of agreement of 2.8 (*slightly below consensus*) when asked about the opportunity to discuss race, gender identity, disability and other social factors or issues in the classroom.
- School leaders and school-based staff indicated low levels of agreements when responding to the following prompts: "*Do you disaggregate academic, discipline, attendance and perceptual data for different populations of students?*" and "*My colleagues and I use data to identify and address the opportunity and access gaps students face.*"

Overall Themes in Findings

Prompt: Student academic needs are being met

Stakeholder Group	Average Level of Agreement
All stakeholder respondents (n=2,311)	3.172
Families and Caregivers (n=255)	3.4
School-Based Staff (n=209)	3.2
School Leaders (n=9)	3.11
Non School-Based Staff (n=5)	3
Students (n= 1835)	3.15

Domain 5 Recommendations: Curriculum, Instruction and Learning

5.1	Develop or expand current curricula and instructional materials in all content areas to prioritize inclusion and equity.

- Convene the DEI team, ChappEquity Fellows and Staff Developers to identify a tool to conduct a curriculum and materials review to understand where gaps in inclusion and equity exist (*outdated images, ideas, social constructs, e.g.*).
- Develop or revise curricula based on findings, working toward ensuring representation of a diversity of perspectives, authors and characters; a focus on social justice, and; resources for customizing curriculum to meet students' unique needs and interests.
- Provide professional learning for all levels of staff in the use of new/revised curricula and materials

Domain 5 Recommendations: Curriculum, Instruction and Learning

5.2	Establish a District-wide culture of developmental responsiveness which ensures that the practices adults use respond to students' individual, cultural and developmental learning needs and strengths.

- Invest in professional development that provides educators with robust support and resources in the following areas:
  - Use of active and interactive teaching practices
  - Creating and sustaining a classroom environment that represents all students
  - Use of words and non-linguistic models
  - Developing connections and relationships with their students

Next Steps

- Final equity report submitted to CCSD: January 7, 2022.

- Findings and recommendations presented to CCSD Staff: January 11, 2022.

- IEG and CCSD leadership develop a plan to implement recommendations: January 2022.