Equity Council Orientation

Monday, February 3, 2020

8:30AM - 4:30PM

Equity Council Playlist

Spotify EQ_Council
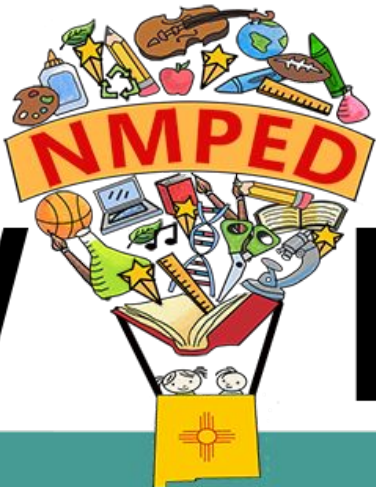
Igniting Student Potential

Agenda

- Welcome
- Overview from NMPED and RRPS Executive Leadership
- Introductions
- Break
- Establishing common commitments
- Activity: Create a Caption
- Connections activity
- Building contextual understanding: District Profile; Cultural Identity; People First Language
- What is your definition of equity?
- Lunch
- Data review, group synthesis of noticings and wonderings
- Break
- Developing a common definition of equity

Deputy Secretary Kara Bobroff, Identity, Equity and Transformation

Mayra Valtierrez, Director of the Language and Culture Division
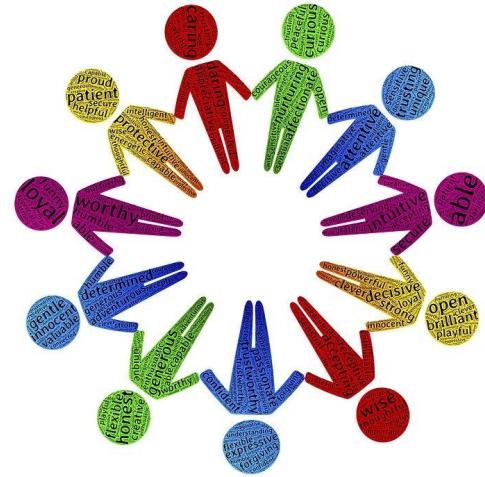
RIO RANCHO

PUBLIC SCHOOLS

Dr. V. Sue Cleveland, Superintendent of Schools

Introductions

Your name, *and*

Name of person(s) that in your heart, and/or on your mind as you enter the space today to engage in work with the Rio Rancho Public Schools Equity Council

MORNING BREAK

10:00

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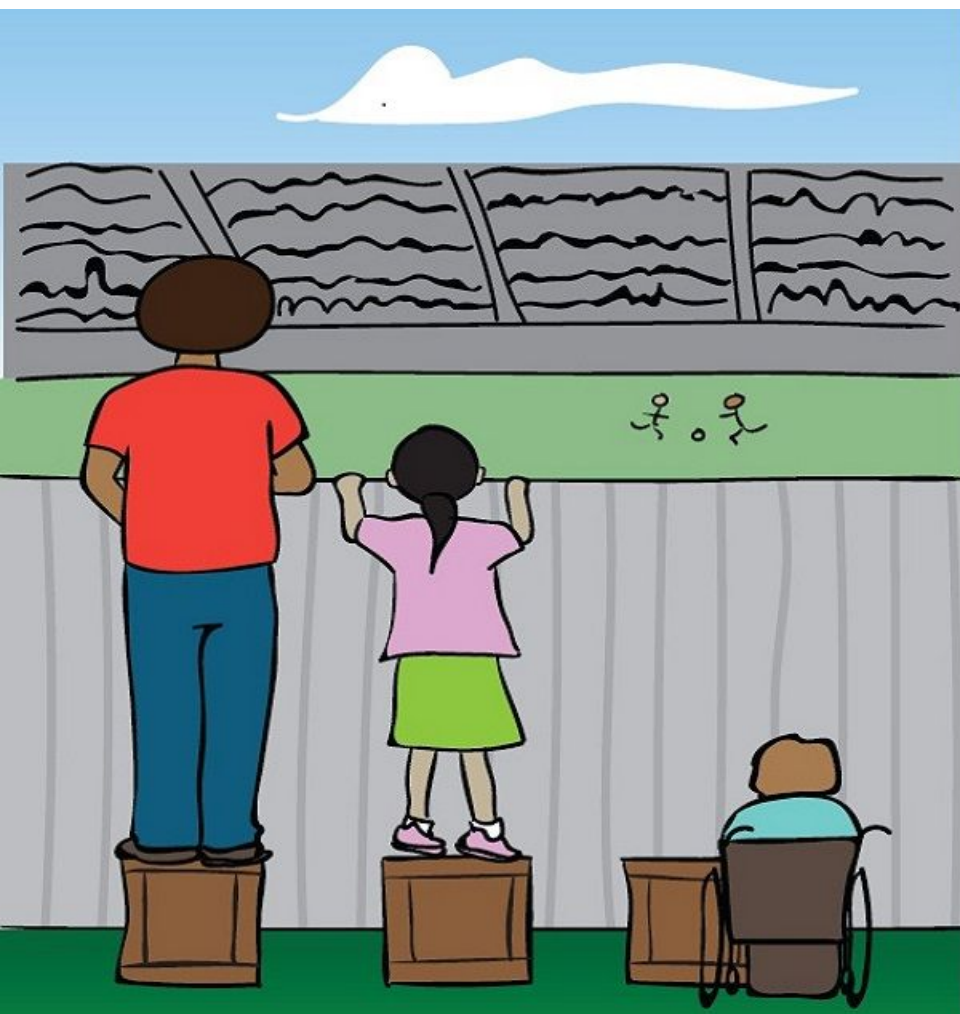- ● Developing a common definition of equity

Common Commitments

On separate sticky notes identify the behaviors that you believe will guide this group in positive interactions.
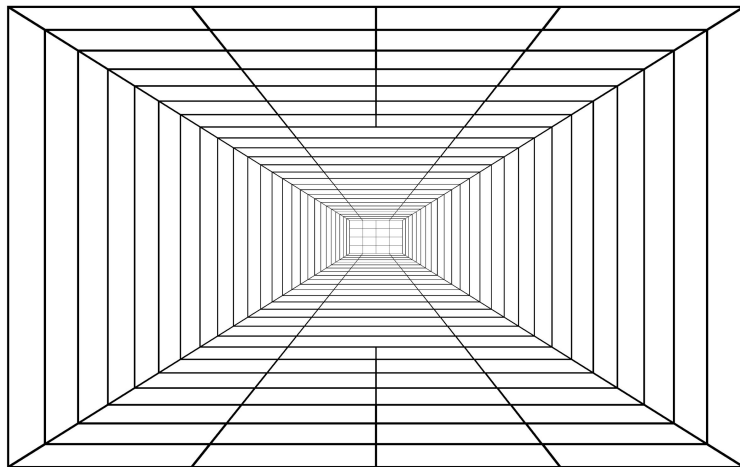
For example: "Limit sidebar conversations"

Building Contextual Understanding

➢ District Overview

➢ Cultural Identity

➢ People First Language

District Profile

Igniting Student Potential

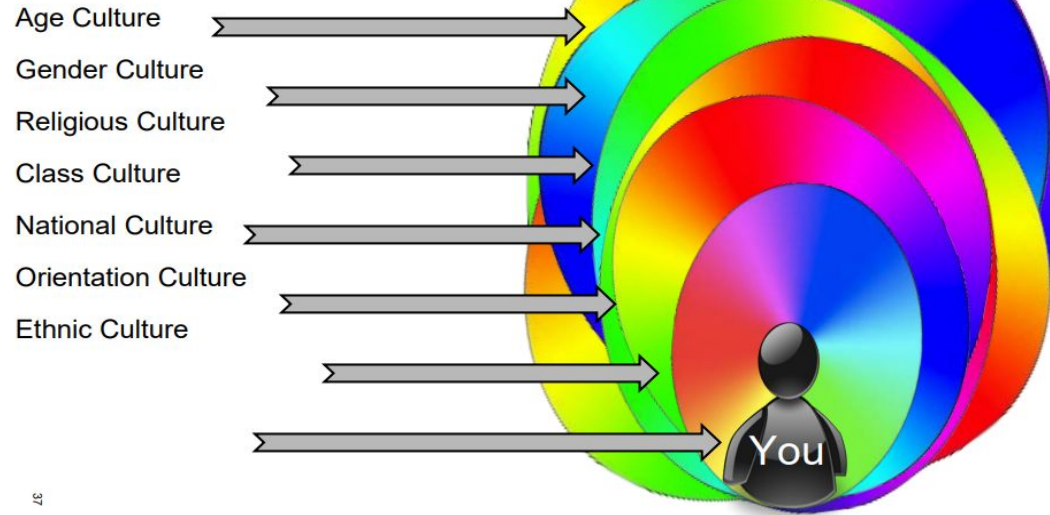# Cultural Identity

Exploring our cultural identity.

Rings of Culture
Dr. Sharroky Hollie

Age Culture
Gender Culture
Religious Culture
Class Culture
National Culture
Orientation Culture
Ethnic Culture

You
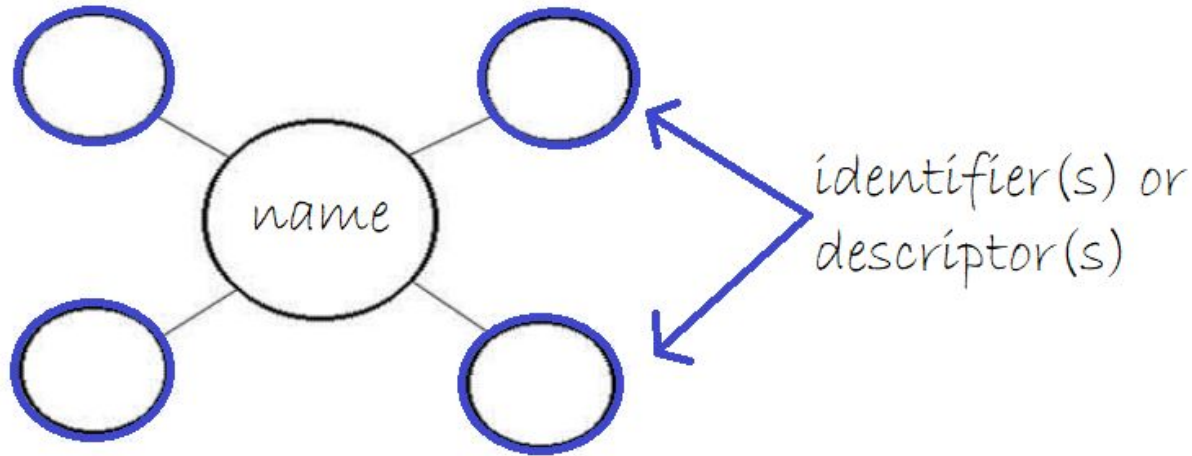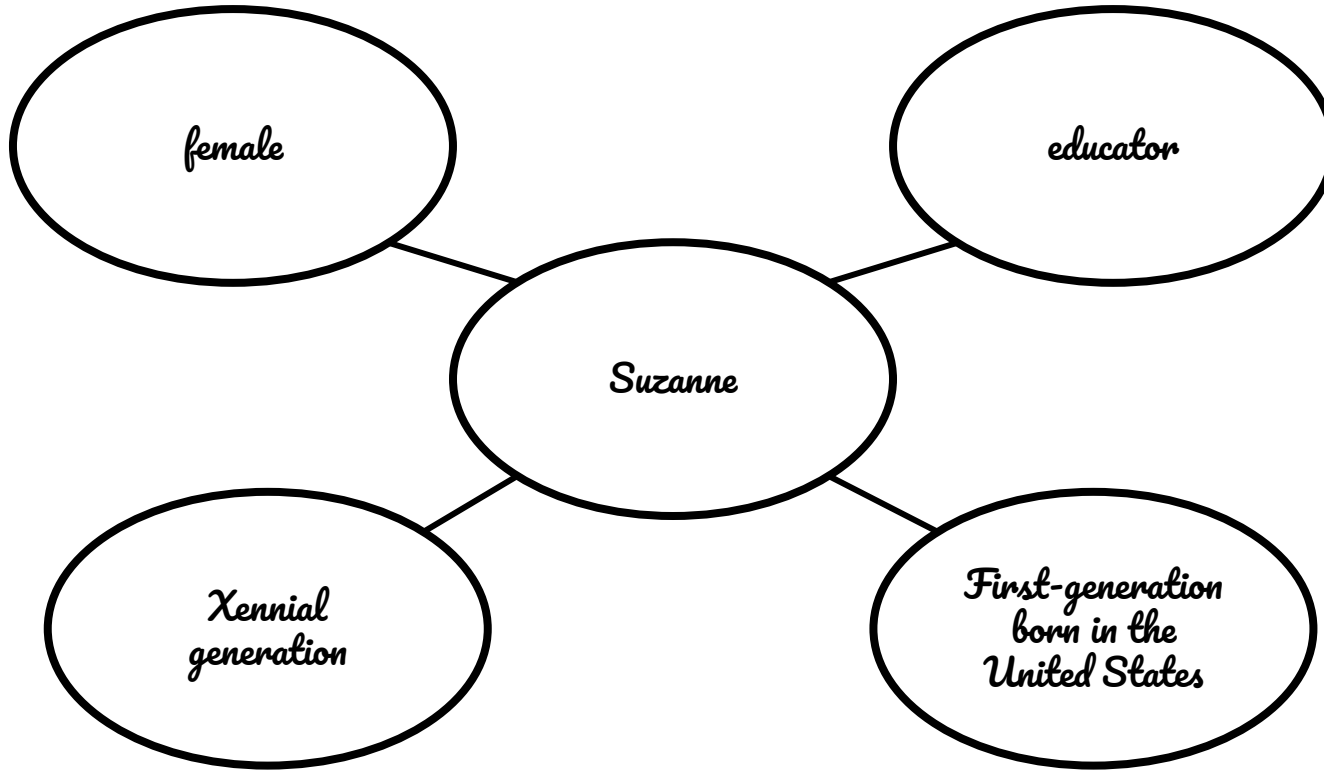
37

Circles of my Multicultural Self

1. Write your name in the center circle/oval of the structure below.

2. Write an important aspect of your identity in each of the satellite circles -- an identifier or descriptor that you feel is important in defining you.

name

identifier(s) or descriptor(s)

Circles of my Multicultural Self

Common Cultural Behaviors

Less Nuanced (more concrete, tangible, objective)

- ❖ Eye contact
- ❖ Proximity
- ❖ Kinesthetic (high movement, context orientation)
- ❖ Collaborative cooperative (work and dependence on group)
- ❖ Spontaneous (impulsive, impromptu)
- ❖ Pragmatic language use (non-verbal expressiveness)
- ❖ Realness (authentic, direct)
- ❖ Conversational patterns (verbal overlap and non-linear discourse pattern)
- ❖ Orality and verbal expressiveness (combination of nonverbal and verbal)
- ❖ Sociocentrism (socializing to learn)
- ❖ Communalism (we is more important than I)
- ❖ Subjective (relativity)
- ❖ Concept of time (situation dictates use of time, relative)
- ❖ Dynamic Attention Span (varied ways to show attention)
- ❖ Field Dependent (relevance of externally defined goals and reinforcements)
- ❖ Immediacy (sense of connectedness)

More Nuanced (less concrete, intangible, subjective)

Common Cultural Behaviors Continuum

Proximity
Closeness or distance signals nature of relationship, level of respect and rapport

← → **Typically distant**
Distant during question asking and types of conversations

Sociocentric (social learning, non-linear)
Socializing with peers on ideas, opinions, and feelings

← → **Autonomous**
Solitary completion of tasks or assignments
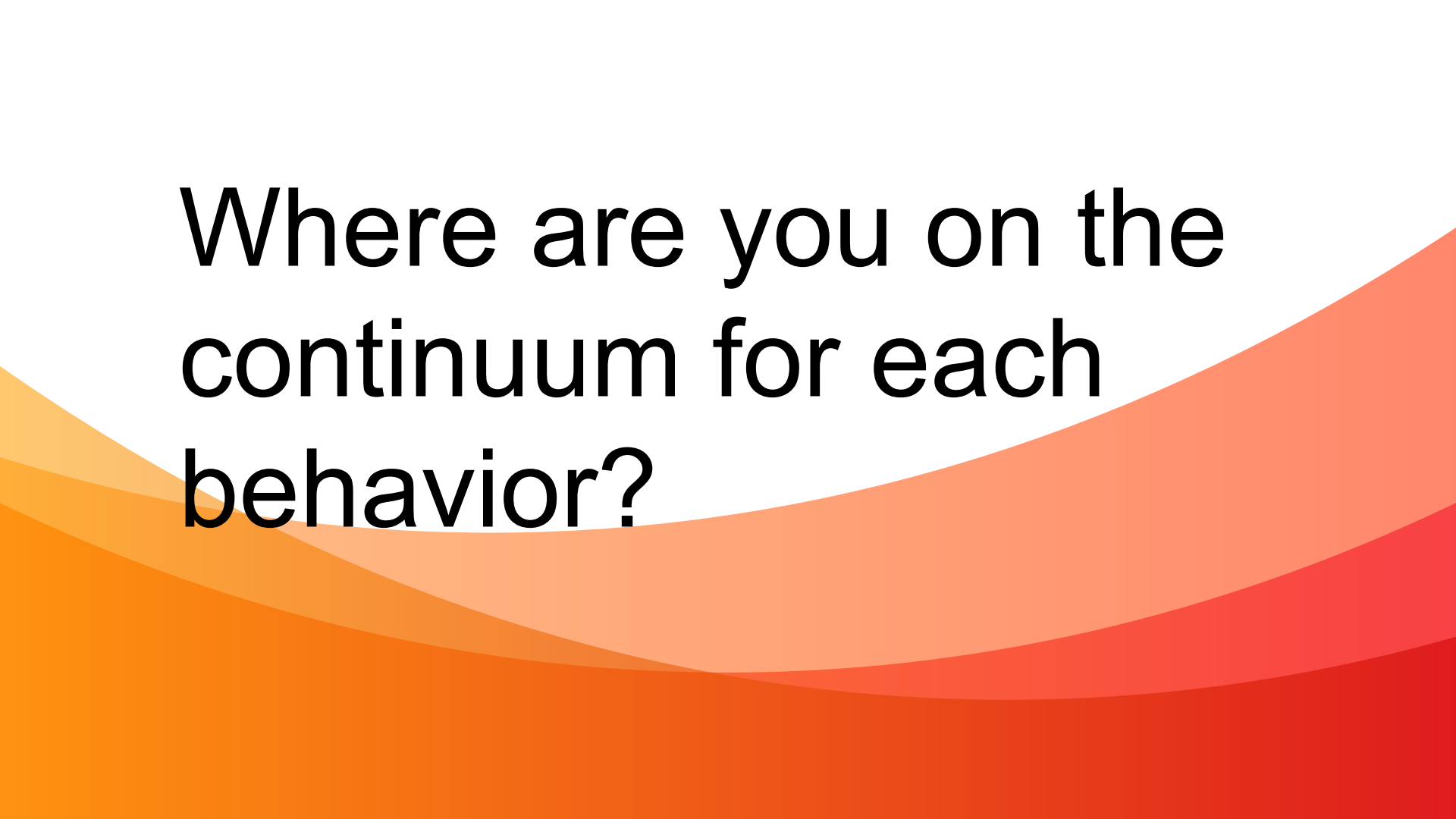
Concept of Time (precise vs. relative)
Relativity around bell schedules, start/stop times, and due dates

← → **Precise Time**
All actions/behaviors are ruled by the clock, regardless.

Where are you on the continuum for each behavior?

People First Language

What is People First Language (PFL)?

- PFL puts the person before the disability, and it describes what a person *has*, not who a person *is*.

- PFL represents a more respectful and accurate way of communicating. People with disabilities are not their diagnoses or disabilities, they are people, first.

- PFL is *not* about "political correctness," it's about good manners and The Golden Rule of treating others as you want to be treated.

Consider this:

- Are you "myopic" or do you wear glasses?

- Are you "cancerous" or do you have cancer?

- Is a person "handicapped/disabled" or does he/she have a disability?

Why is People First Language important?

If people with disabilities are to be included in all aspects of society, and if they are to be respected and valued as fellow citizens, we must stop using language that sets them apart and devalues them.

What **NOT** to say…

Handicapped/Disabled, retarded, crippled/lame, crazy/nuts, suffers from, afflicted with, confined to, victim of, challenged, behavior kid, autistic kid, SPED, etc.

What **NOT** to say…

Terms such as "SPED" may have negative connotations such as students being referred to as "SPED" in a name-calling way. Therefore, further use of this term in other settings, such as when referring to programs for students with disabilities, teachers of students with disabilities, or as an abbreviation for Special Education is considered derogatory.

What TO say…

SAY:	INSTEAD OF:
People with Disabilities	Handicapped/Disabled
Intellectual Disability	Mental Retardation
Robert has autism.	Robert's autistic.
Sara communicates with…	Sara is non-verbal.

A Few Exceptions:

- Some people with disabilities have their own preferences about how we discuss their disability.

- For example, in some deaf communities, it is preferred to say, "He's deaf," rather than "He has deafness." It is important to be aware of and respect DEAF Culture.

- In some communities of the blind, it is preferred to say, "He is blind" or to say, "person without sight" rather than "He has blindness."

Reflection Activity

With a partner (or within your table group), share a story about a time you were especially proud to identify something about yourself.

Reflection Activity

Now, share a story about a time it was especially painful to be identified with one of your identifiers or descriptors.

Resources

- Information used to create this powerpoint came from Kathie Snow and the website: www.disabilityisnatural.com

- Snow, Kathie (2010). To ensure Inclusion, Freedom, and Respect for all, it's time to embrace People First Language.

- YouTube Video: http://youtu.be/oFGByJN7I5Y?list=PLgT99if6LcQM-T6zM9O-uDd8bzGEqotwJ

slido

What is YOUR definition of equity?

LUNCH

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Connections Activity

eq·ui·ty *ek-wi-tee*, noun.

Just and fair inclusion. An equitable society is one in which all can participate and prosper. The goals of equity must be to create conditions that allow all to reach their full potential. In short, equity creates a path from hope to change.

Inclusive, good-quality education is a foundation for dynamic and equitable societies.

– Desmond Tutu

EQUALITY IS LEAVING THE DOOR OPEN FOR ANYONE WHO HAS THE MEANS TO APPROACH IT; EQUITY IS ENSURING THERE IS A PATHWAY TO THAT DOOR FOR THOSE WHO NEED IT.

Caroline Belden in the Equity vs. Equality Series, The Inclusion Solution

www.TheInclusionSolution.me
The Winters Group, Inc.©

That's at the core of equity: understanding who your kids are and how to meet their needs. You are still focused on outcomes, but the path to get there may not be the same for each one.

— Pedro Noguera —

AZ QUOTES

Igniting Student Potential

Student Performance Data for RRPS and Community Economic Health for Sandoval County

Prepared by Beata Thorstensen
Research, Assessment, Data & Accountability (RADA)
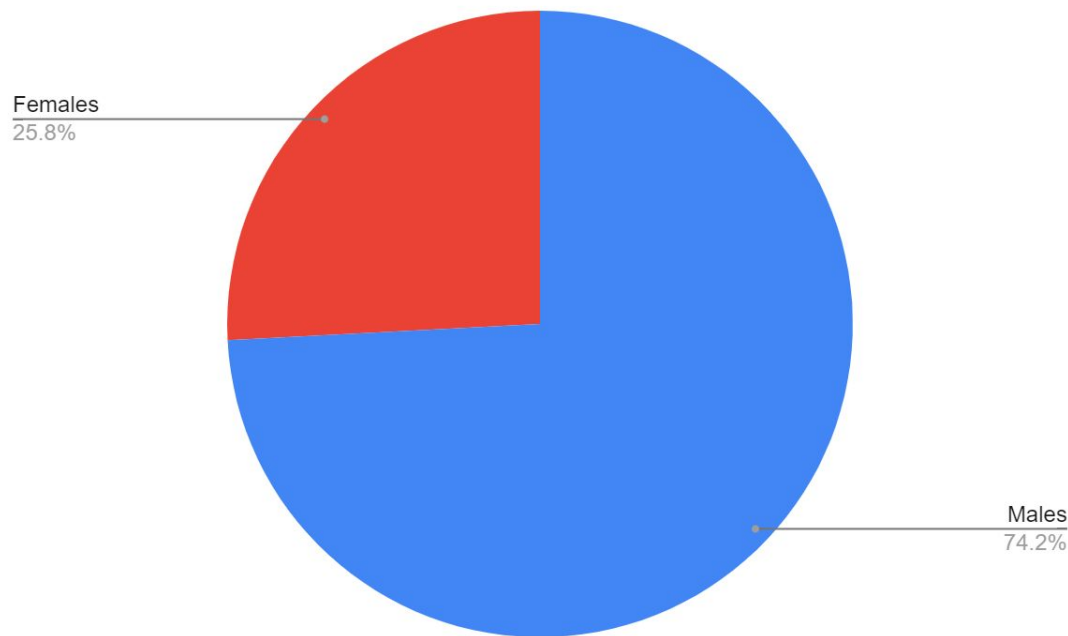
Student Performance Data

The following slides are designed to provide a picture of current student performance on discipline data, state-mandated accountability assessments, graduation rates, Advanced Placement exam participation, and Sandoval County Community Health Indicators.
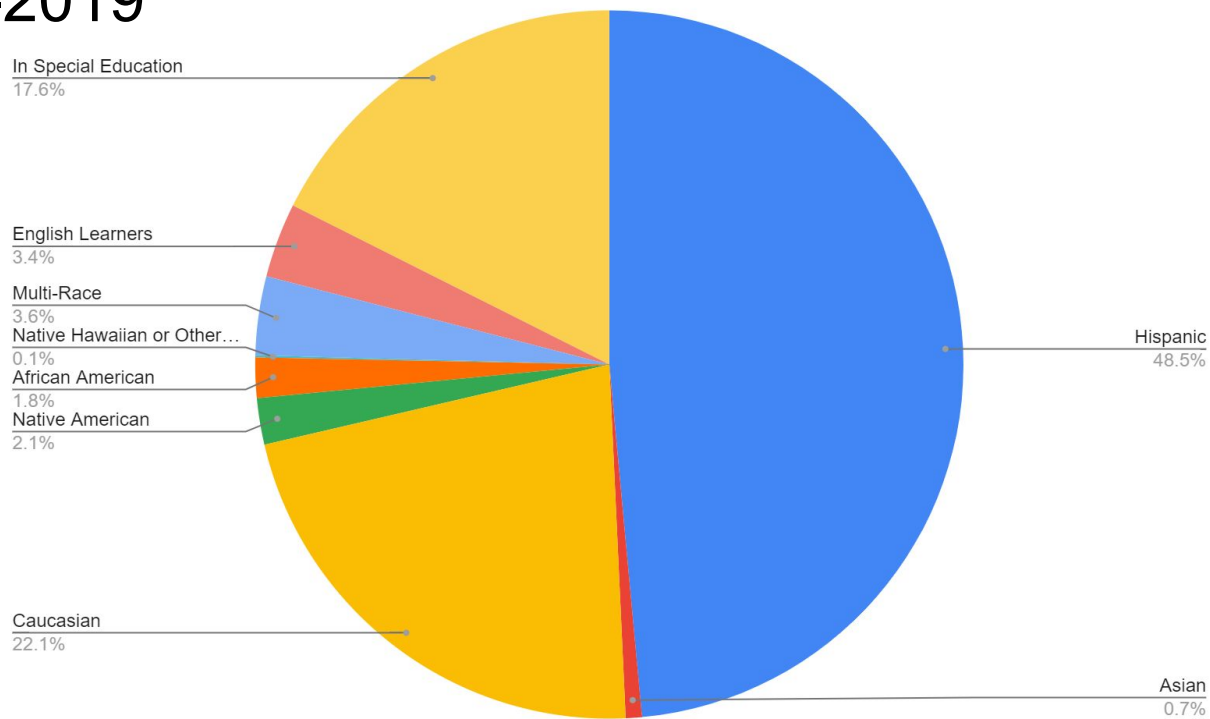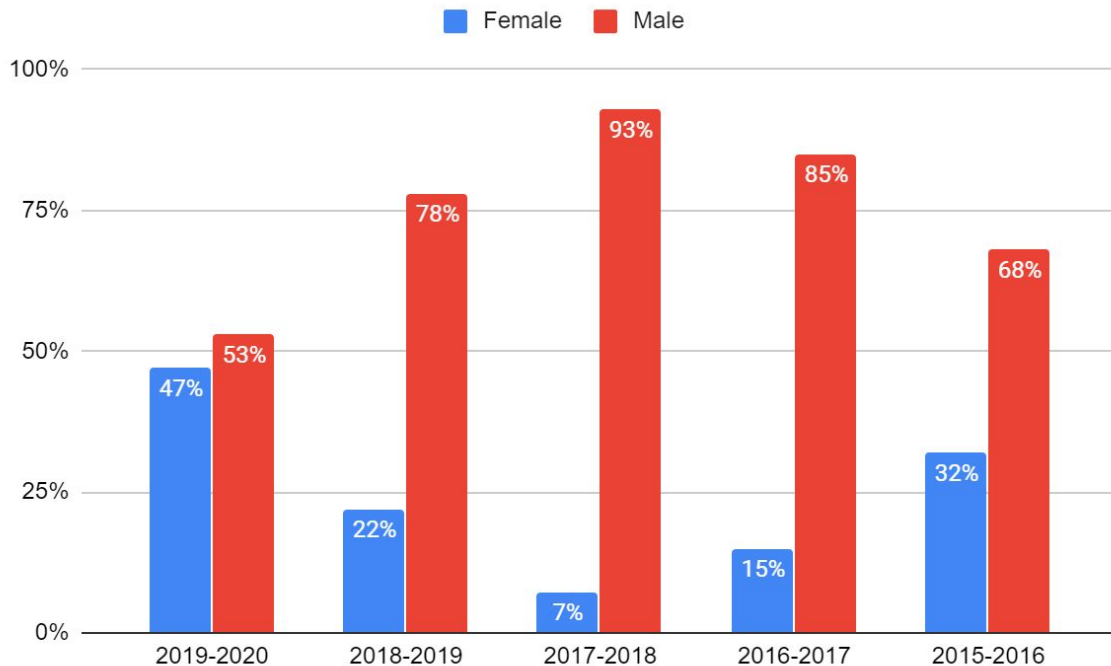
Student Discipline Data by Subgroup
2018-2019

Females
25.8%

Males
74.2%

Student Discipline Data by Subgroup
2018-2019

In Special Education
17.6%

English Learners
3.4%

Multi-Race
3.6%

Native Hawaiian or Other...
0.1%

African American
1.8%

Native American
2.1%

Caucasian
22.1%

Hispanic
48.5%

Asian
0.7%

Igniting Student Potential

Due Process Hearing Data

Due Process Hearing Data

Student Achievement

RRPS 2019 Student Achievement by Subgroup

	Caucasian (5105)	All Students (15,570)	Hispanic (7398)	African American (975)	American Indian (1442)	Economically Disadvantaged (6480)	Students with Disabilities (2365)	English Language Learners (715)
Reading % Proficient & Above	51	43	39	38	32	32	16	14
Math % Proficient & Above	40	31	27	23	23	23	11	9

■ Reading % Proficient & Above   ■ Math % Proficient & Above

Source: NM PED

Student Achievement - Elementary

2019 RRPS Elementary Student Achievement by Subgroup
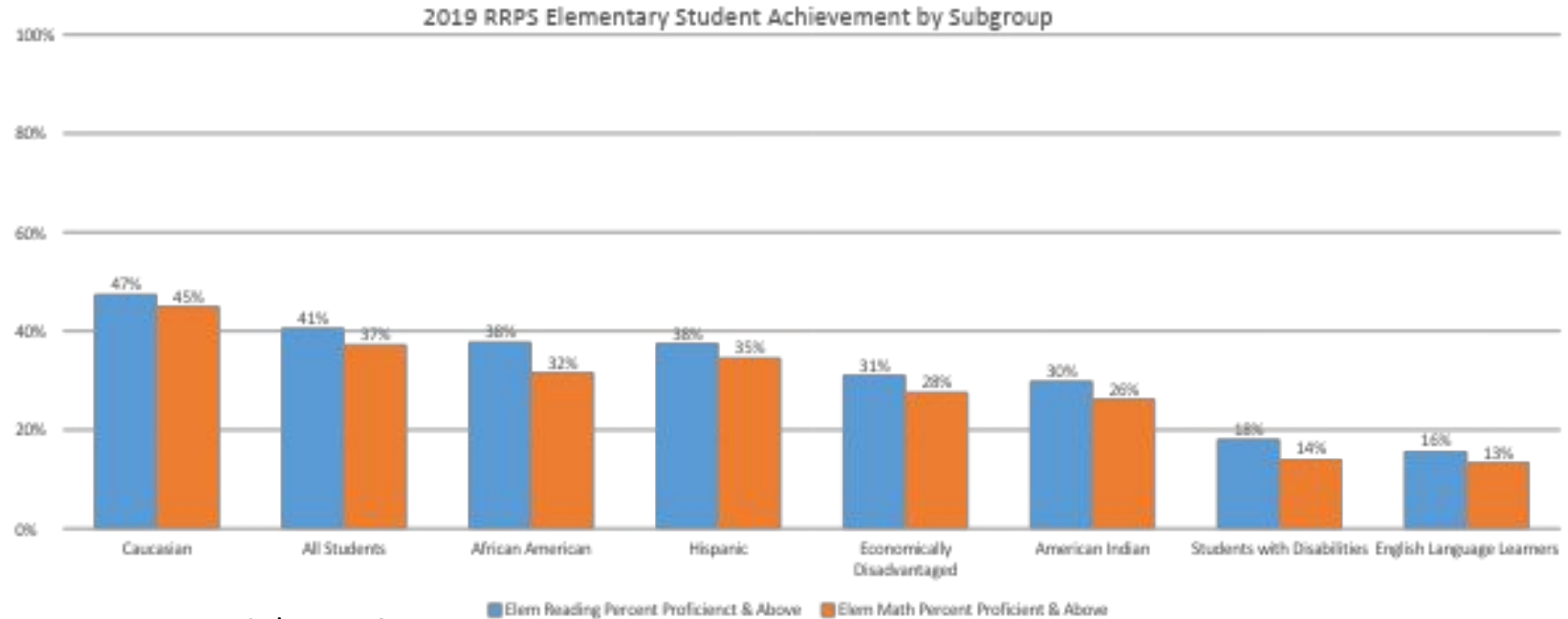
Source: NM PED, Calc. RRPS

Student Achievement - Middle
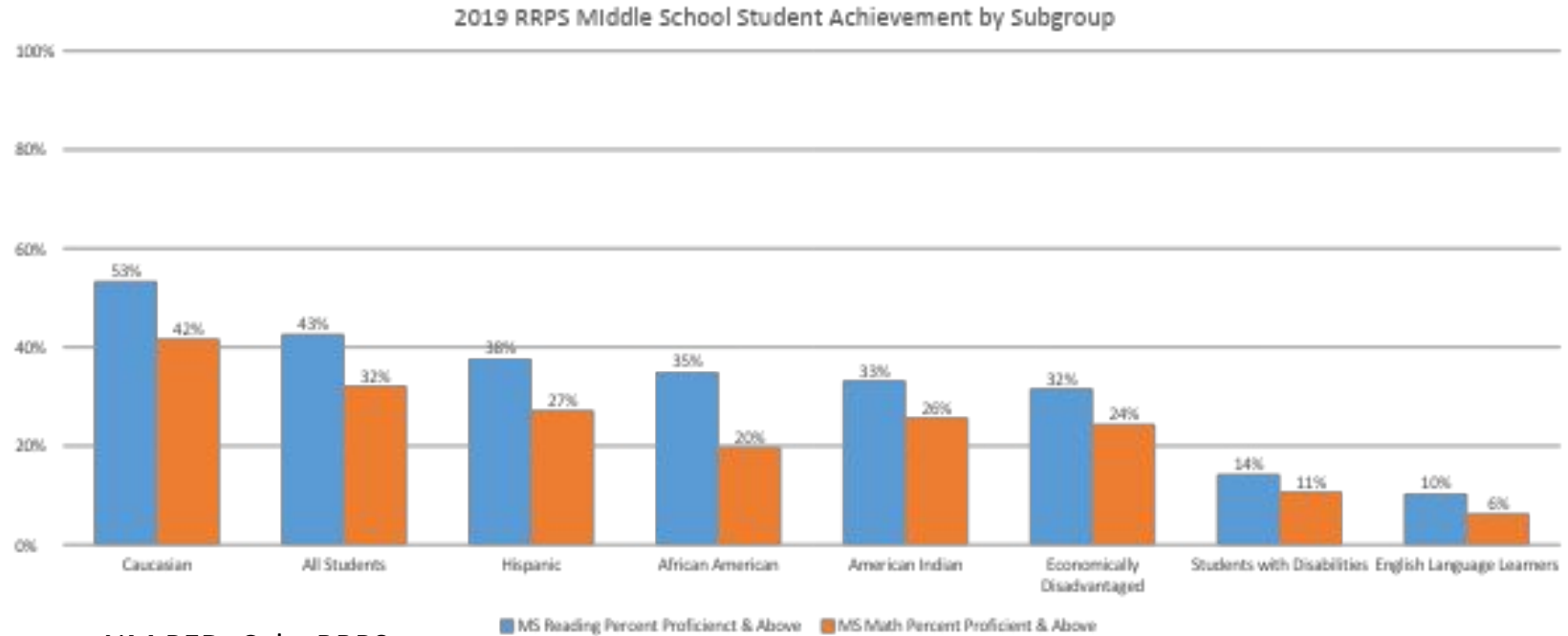
2019 RRPS Middle School Student Achievement by Subgroup

Source: NM PED, Calc. RRPS

Student Achievement - High

RRPS 2019 High School Student Achievement By Subgroup

Source: NM PED, Calc. RRPS

Advanced Placement Exam Participation

Student Participation in Advanced Placement by Subgroup 2019

Source: College Board

Four-Year Graduation Rates

RRPS Class of 2018 Four-Year Graduation Rates by Subgroup

Subgroup	Rate
Caucasian	88%
All Students	85%
Hispanic	84%
American Indian	84%
African American	82%
ELL	80%
Econ. Disadvantaged	75%
SWD	74%
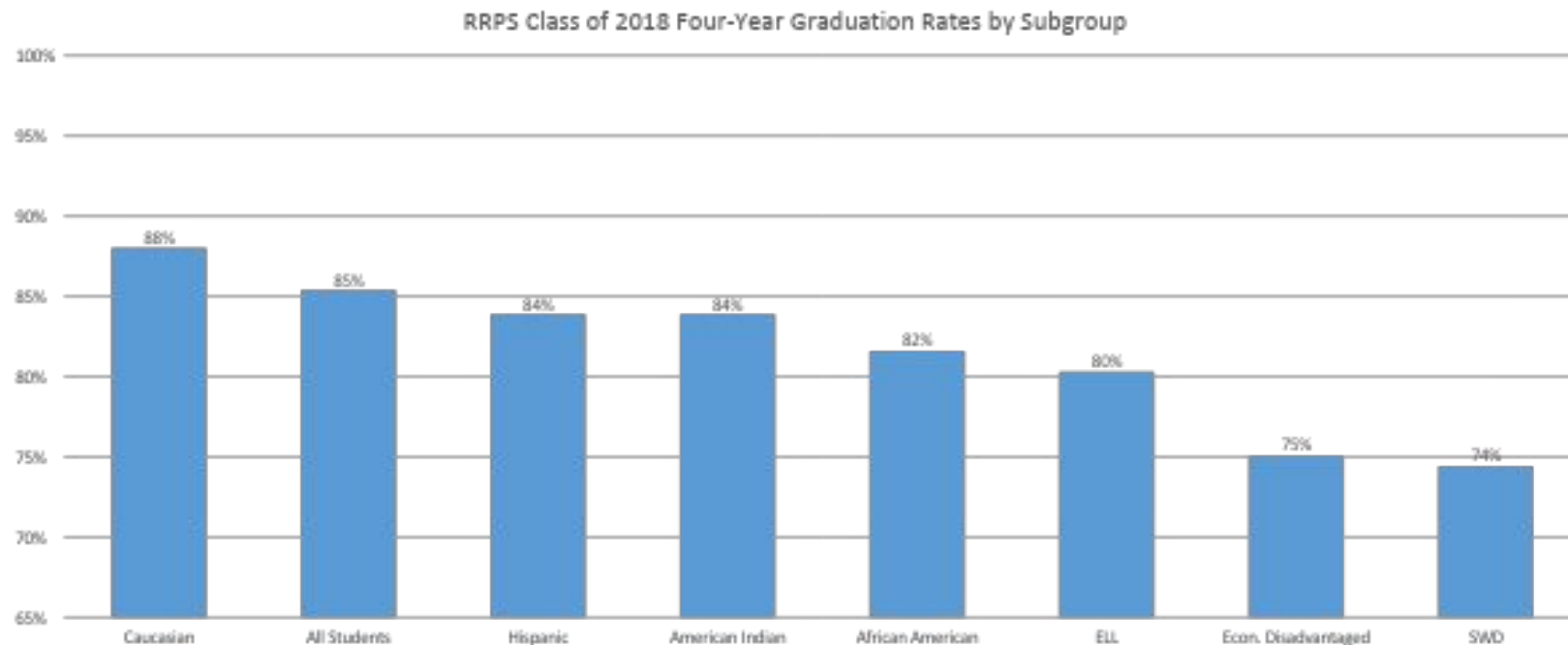
Source: NM PED

Sandoval County is Changing

- The following slides provide data from the American Community Survey, a data collection effort by the US Census Bureau.

- These slides show changes in key economic indicators over a period covering the previous two decades.

- While Sandoval County covers a large area, population concentration is in the Rio Rancho area.

Sandoval County Community Economic Health Indicators

	2008-2012	2013-2017
Population 16 Years and Over	100,591	108,945
% In Labor Force	62.9%	59.6%
Income of Less than $10,000	5.5%	7.4%
Median Household Income (Dollars)	$62,490	$60,345
Mean Household Income (Dollars)	$78,618	$74,264
With Food Stamps/SNAP benefits in the past 12 months	10.1%	11.4%
With Public Health Coverage	30.4%	38.4%
% Families with related children of the householder under 5 whose income in the past 12 months is below the poverty level	11.3%	**21.0%**
Poverty Rate for Population 25 Years and Older By Educational Attainment		
Less than a HS graduate	28.9%	31.2%
High school graduate (Includes equivalency)	12.0%	16.2%
Some college or associate's degree	7.8%	11.0%
Bachelor's degree	4.7%	5.8%

Gross Rent as a Percentage of Household Income		
Less than 15%	13.60%	12.20%
15.0 to 19.9%	12.60%	11.30%
20.0 to 24.9%	13.10%	12.40%
25.0 to 29.9%	10.30%	11.00%
30.0 to 34.9%	8.90%	9.20%
35.0% or more	41.50%	43.90%

	2010	2017
Total housing units	50,314	55,163
Occupied housing units	44,860	49,625
Owner Occupied	81.3%	80.8%
Renter Occupied	18.70%	19.2%

Source: US Census American Community Survey

Noticings and Wonderings

AFTERNOON BREAK

Developing a common definition of educational equity

1. Find a friend to review equity definitions from before lunch

2. With new information of the day and the initial definitions - decide if you want to revise your definition.

   a. Answer with new Slido survey

3. Review the new definitions and come up with an agreed definition that you put on a piece of poster paper

4. Take one dot and as you do a gallery walk looking at the definitions, put your dot on the definition that resonates with you most.

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Feedback

https://bit.ly/38WImFp

Next Meeting

Monday, February 3, 2020 (8:30 AM - 4:30 PM) ✔

Monday, March 2, 2020 (6:00 PM - 8:00 PM)

April 20, 2020 (3:00 PM - 5:00 PM)

June 11, 2020 (3:00 PM - 5:00 PM)