

# Association of Alaska School Boards 2020 Conference

## Equity in time of Covid December 11, 2020

Facilitation Team from AASB:

*Lon Garrison*

*Lisa X'unyéil Worl*

# We are so glad to be here with you!



**Lisa X'unyéil Worl**



**Lon Garrison**

# Objectives

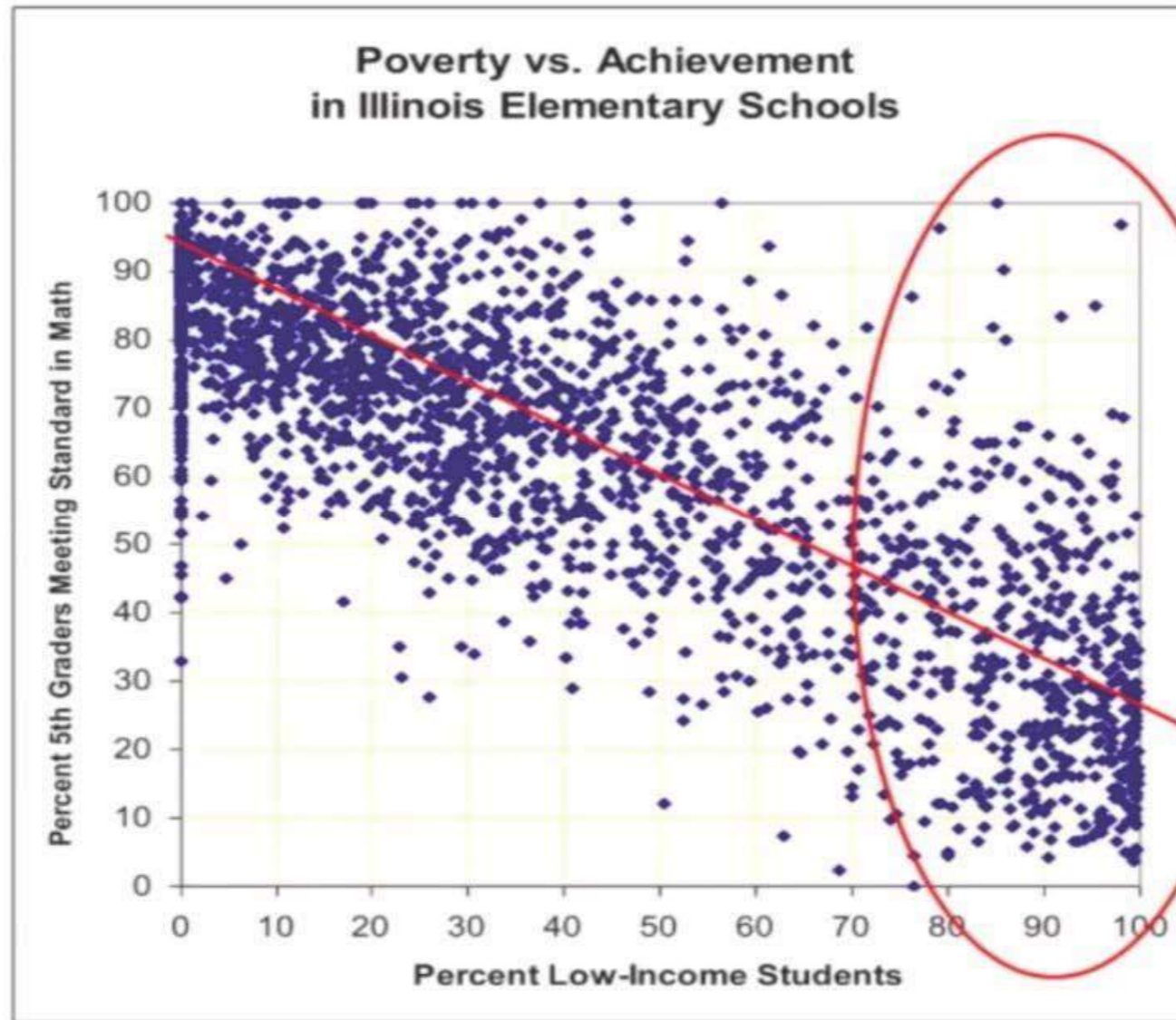
- What does equity mean in relation to school board policy?
- Share some equity related data
- Considering the school boards roles and responsibilities in relation to Equity and Policy
- Leave with ideas on how to your role on the board can help educational equity

# Educational Equity

- . Raising the achievement of all students, while
- . Narrowing the gaps between the highest and lowest performing students, and
- . Eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories.
- . It is not a program or initiative and does not equate to “doing diversity work”.
- . *Glenn E. Singleton, Courageous Conversations About Race*

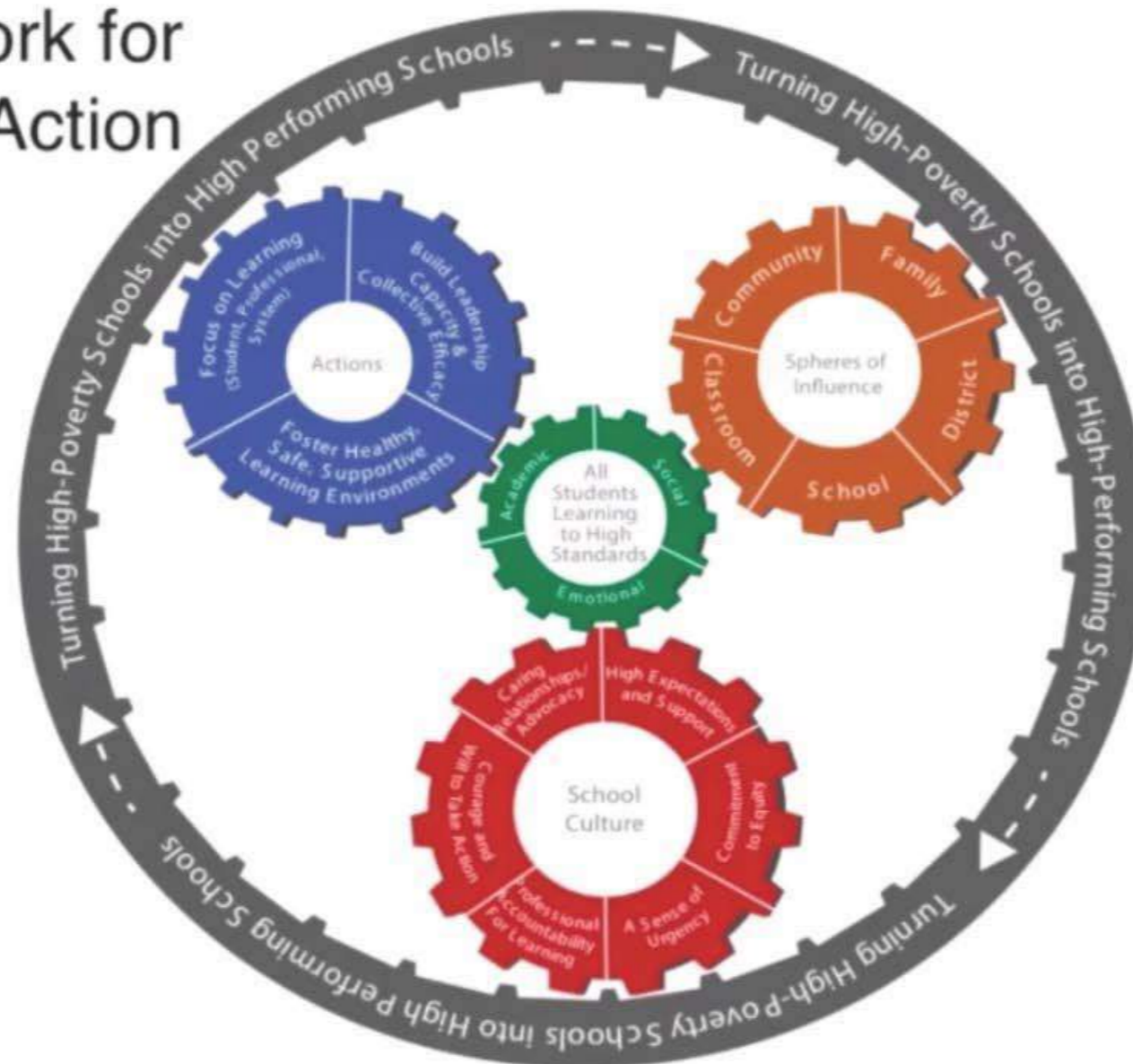
# William Parrett AASB Keynote 11.7.20

## Disrupting Poverty - Board's Role in Changing High-Poverty Schools to High-Performing Schools



Source: Education Trust analysis of data from *National School-Level State Assessment Score Database* [www.schooldata.org](http://www.schooldata.org) 2002 Data

# A Framework for Collective Action



## GEARS

**STUDENT (center)**  
SEL, Academic

**3 large gears**

**School Culture**

**Spheres of Influence**  
Community,  
Classroom,  
Family, District

**Actions**  
Focus on Learning  
Build Leadership  
Capacity  
Foster Health  
Supportive  
Environments

Source: William Parette AASB Keynote 11.1.20 presentation slide

# Deficit thinking paradigm

When operating from a deficit thinking paradigm, educators and policy makers believe that culturally and linguistically diverse students fail in school because of their own deficiencies or because their families don't value education, not because of social inequalities, unfair school policies, or differential treatment in the classroom.

There is an ill-informed belief that a student's failures are attributable to the student's lack of intellectual ability, linguistic inferiority, or family dysfunction. This deficit perspective suggests that efforts to improve academic achievement should be focused on "fixing" students (i.e. improving test-taking skills) rather than shifting the school culture to support intellectual capacity building.

*Zaretta Hammond, Culturally Responsive Teaching & The Brain, pg. 59*



**What are some of the words you heard in the definition of what equity is and is not?**



# Moving Forward Individual Reflection

- **As School board members, what do you consider as your role in equity?**
- **What are some of the key issues on equity and policy that could be put forward to discuss on the board agenda?**

**Share ideas in Chat box.**

## Considering the primary roles of the school board:

- Reviewing, developing and adopting policy
- Setting and approving district budget (allocate resources)
- Reviewing and adopting curriculum and instruction
- Hiring and evaluating the superintendent

What comes to mind as you think about the **board's responsibilities** and equity?

How is this reflected in your policies? How about your Board self-assessment and Superintendent evaluation?

# Group Share out

Notes -

# Board Governance Practices That Affect Student Achievement

- Establish clear and focused expectations for Superintendent related to improving student learning for ALL students.
- Set and communicate HIGH EXPECTATIONS with clear goals and plans for meeting those expectations.
- Commit to breaking the link between race, poverty, and educational outcomes.
- Champion excellence for ALL students.
- Commit to monitoring progress toward closing gaps.

*Lorentzen & McCaw, 2015*

**Thank you – Quayana - Gunalchéesh - Haw'aa!**

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