



Game Changer

How Schools Make or Break Their Promise to
Support All Students.







JUN • 56























"The mission of the ABC School District is student achievement, preparing 80% of students to become responsible, successful contributors to our diverse society."

"At ABC district we believe 2 out of 3 ain't bad."





A hand-drawn diagram on a teal background. The central text 'Student Achievement' is written in a white, cursive font. Surrounding the text are several hand-drawn symbols: a large 'X' in the top-left, a circle in the top-right, a circle with an arrow pointing up and to the left in the bottom-left, a circle in the bottom-center, and an 'X' in the bottom-right. A long arrow points from the bottom-right 'X' towards the top-right circle.

Student Achievement

FOUNDATIONAL PREMISES OF EQUITY



1 FOCUS ON STUDENT ACHIEVEMENT

Student achievement and positive student outcomes must be the central focus of the work of school boards



2 ADDRESS OPPORTUNITY GAPS

Opportunity gaps exist in every school and in every district.es.



3 RESPONSIBILITY OF SCHOOL BOARDS

School boards are responsible for setting expectations and making decisions that support educators in closing opportunity gaps.



4 BUILD RELATIONSHIPS

School boards must have trusting and collaborative relationships with the many communities they serve to be successful in these endeavors and model this for district staff..



5 COMMIT TO THE JOURNEY

Educational equity is an ongoing journey, not a fixed destinations.

For more information and tools to support your equity journey visit: www.azsba.org/equity

WHAT IT IS AND WHAT IT ISN'T

EQUITY IS...

- Believing that each and every student is capable of success
- Recognizing that students have different strengths and needs
- Acknowledging that opportunity and resulting achievement gaps exist
- Working to ensure every student has what they need to be successful

EQUITY ISN'T...

- Believing that one group is innately "bad" or oppressive
- Watering down expectations for any group of students
- Focused on blaming or shaming
- Taking from some to give to others.
- Punishing or penalizing White students/teachers/families



Equal \neq Equitable

Equal = Same

Equitable = Fair





Equality



Equity



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INFLUENCES, CHARACTERISTICS, CIRCUMSTANCES & EXPERIENCES

Race & ethnicity

Gender, gender identity & sexual orientation

Ability- physical & cognitive

Immigration status

Physical & emotional well-being

Basic needs- food & shelter

Safety & security

Stability of home & family

Shared language & culture

Acceptance & understanding

Location & proximity

Resources & support

More...



ACCESS (MEASURES)

- Can they get to school?
- What is the quality of the buildings, teachers and materials?
- What resources and opportunities are offered?
- Are they able to effectively receive instruction?
- Does the environment make them feel included and safe?







OUTCOMES (IMPACT)

- Academics
- Attendance
- Behavior
- Awards & recognition







Questions:

- What are some of the factors influencing your students' ability to access their education?
 - Is that impacting outcomes in your district?
- 
- 
- 
- 



ASBA's Definition:

Educational equity is the fair allocation of resources, based on need, to address opportunity gaps and promote equitable outcomes for every student.



EXAMPLES OF EDUCATIONAL EQUITY

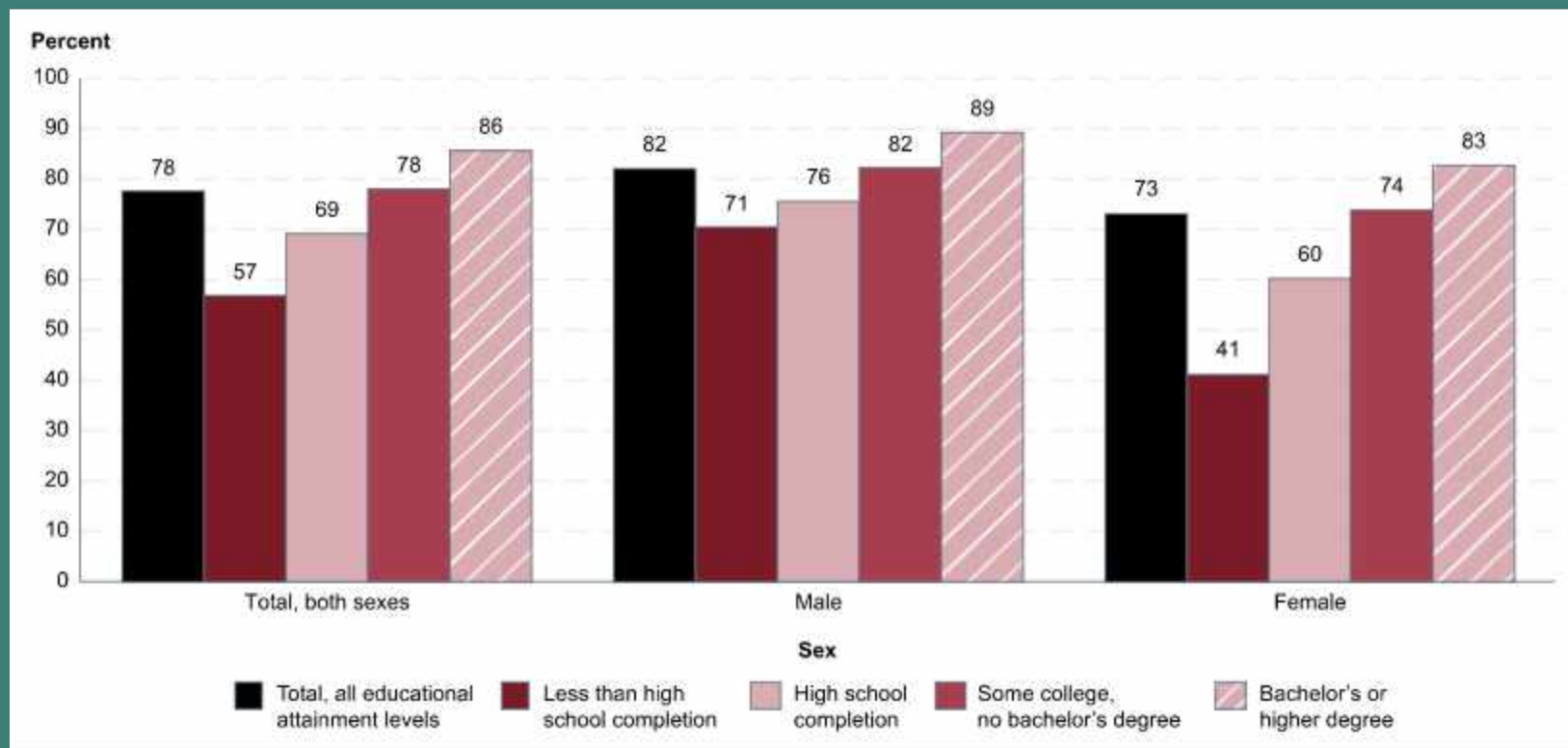
- Review of student data disaggregated by populations (race, gender, sp.ed., homeless, etc.)
- Title I funds
- Differentiated Learning Strategies
- Access to gifted / honors / A.P. courses
- Social Emotional Learning (e.g. emotion/behavior regulation and communication strategies)
- Technology grants
- Library books with diverse main characters
- Protocols that require student/family voice
- Gender-neutral dress codes
- Clothing and food closets
- McKinney Vento
- More...

Education Cycle





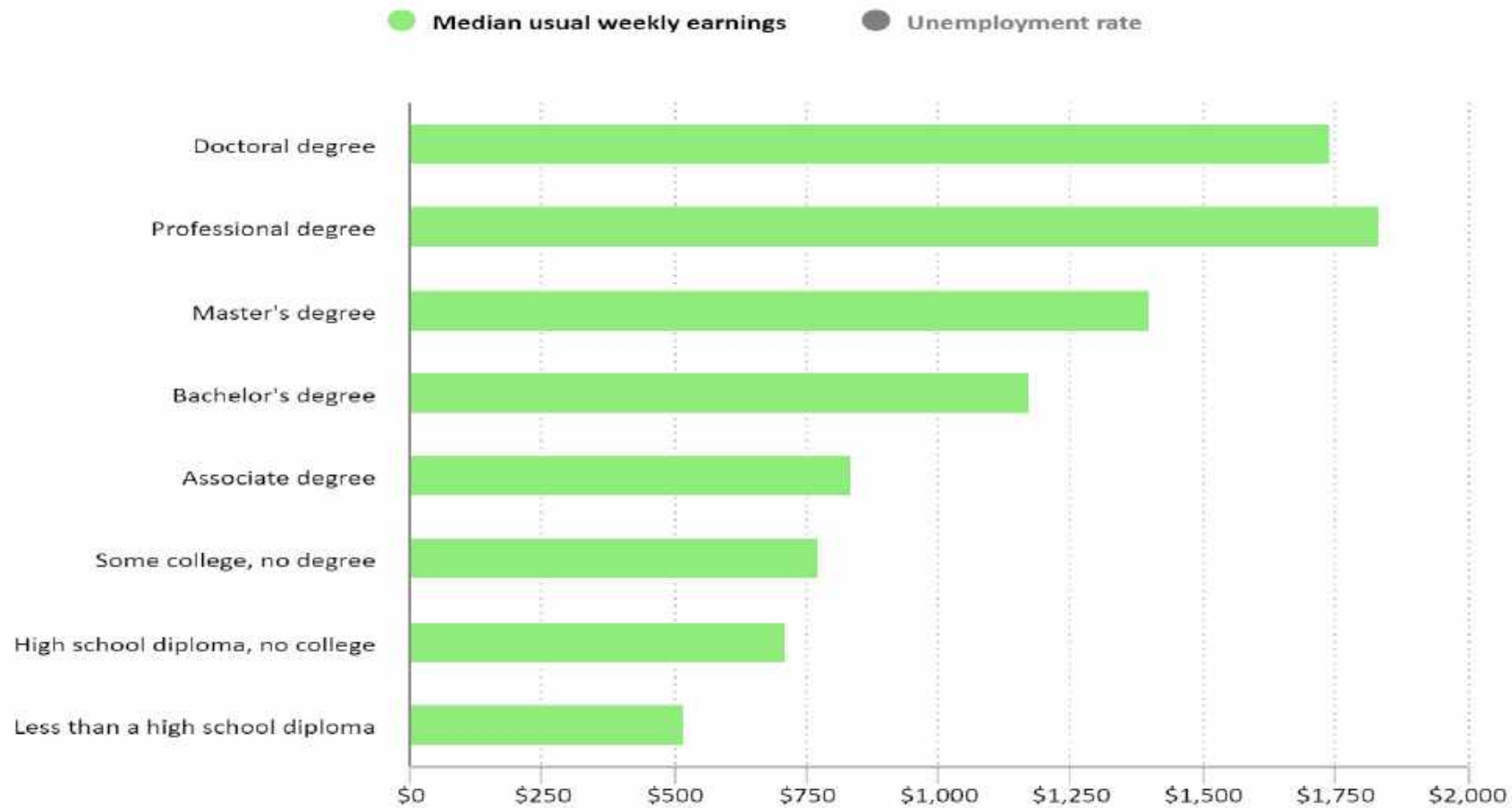
Figure 1. Employment rates of 25- to 34-year-olds, by sex and educational attainment: 2020



NOTE: Data are based on sample surveys of the civilian noninstitutionalized population, which excludes persons living in institutions (e.g., prisons or nursing facilities) and all military personnel. The employment rate, or employment to population ratio, is the number of persons in each group who are employed as a percentage of the civilian noninstitutionalized population in that group. "Some college, no bachelor's degree" includes persons with an associate's degree. "High school completion" includes equivalency credentials, such as the GED. Caution should be used when comparing 2020 estimates to those of prior years due to the impact that the coronavirus pandemic had on interviewing and response rates. For additional information about the impact of the coronavirus pandemic on the Current Population Survey data collection, please see <https://www2.census.gov/programs-surveys/ops/techdocs/opamar20.pdf>. Although rounded numbers are displayed, the figures are based on unrounded data.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, 2020. See *Digest of Education Statistics 2020*, tables 501.50, 501.60, and 501.70.

Median weekly earnings and unemployment rate by educational attainment, 2017



Click legend items to change data display. Hover over chart to view data.

Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.

Source: U.S. Bureau of Labor Statistics.






2021 POVERTY GUIDELINES FOR ALASKA

Persons in family/household	Poverty guideline
1	\$16,090
2	\$21,770
3	\$27,450
4	\$33,130
5	\$38,810
6	\$44,490
7	\$50,170
8	\$55,850

For families/households with more than 8 persons, add \$5,680 for each additional person.



Social Determinants of Health



Social determinants of health (SDOH) have a major impact on people's health, well-being, and quality of life.

Examples of SDOH include:

- Safe housing, transportation, and neighborhoods
- Racism, discrimination, and violence
- Education, job opportunities, and income
- Access to nutritious foods and physical activity opportunities
- Polluted air and water
- Language and literacy skills

Healthy People 2030, U.S. Department of Health and Human Services, Office of Disease Prevention and Health Promotion. Retrieved [date graphic was accessed], from <https://health.gov/healthypeople/objectives-and-data/social-determinants-health>.

INFLUENCES, CHARACTERISTICS, CIRCUMSTANCES & EXPERIENCES

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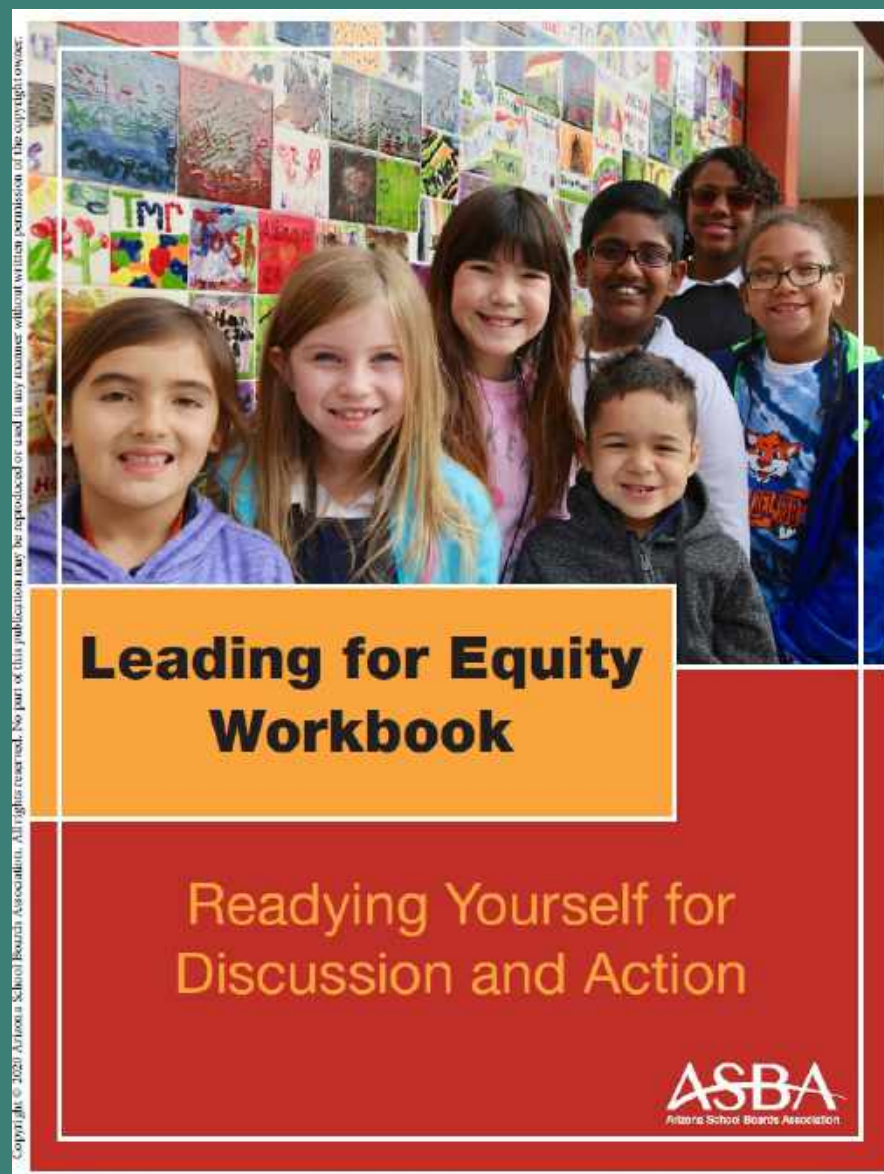
Education Cycle



Education Cycle

School Boards





Leading for Equity Pathways



Define Equity
Within Your
Community



Dig Into Data



Practice
Cultural
Awareness,
Humility &
Agility



Embed Equity
System-Wide



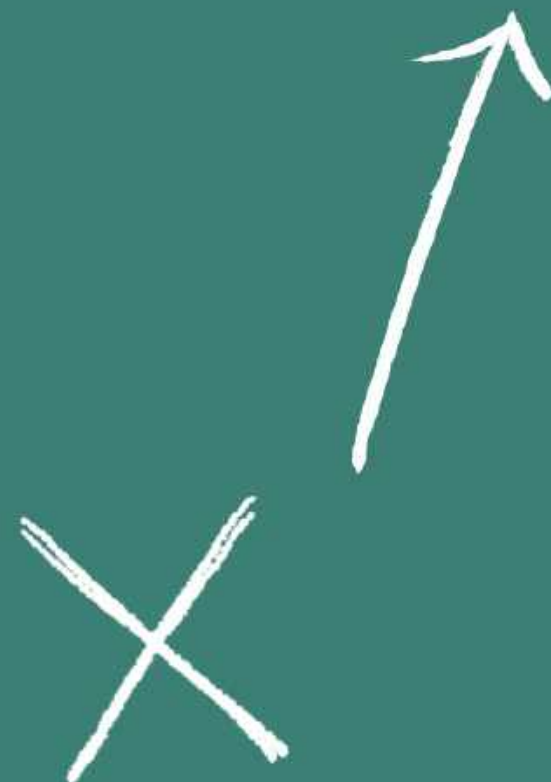
Demonstrate
your
Commitment



Define Equity in Your
Community

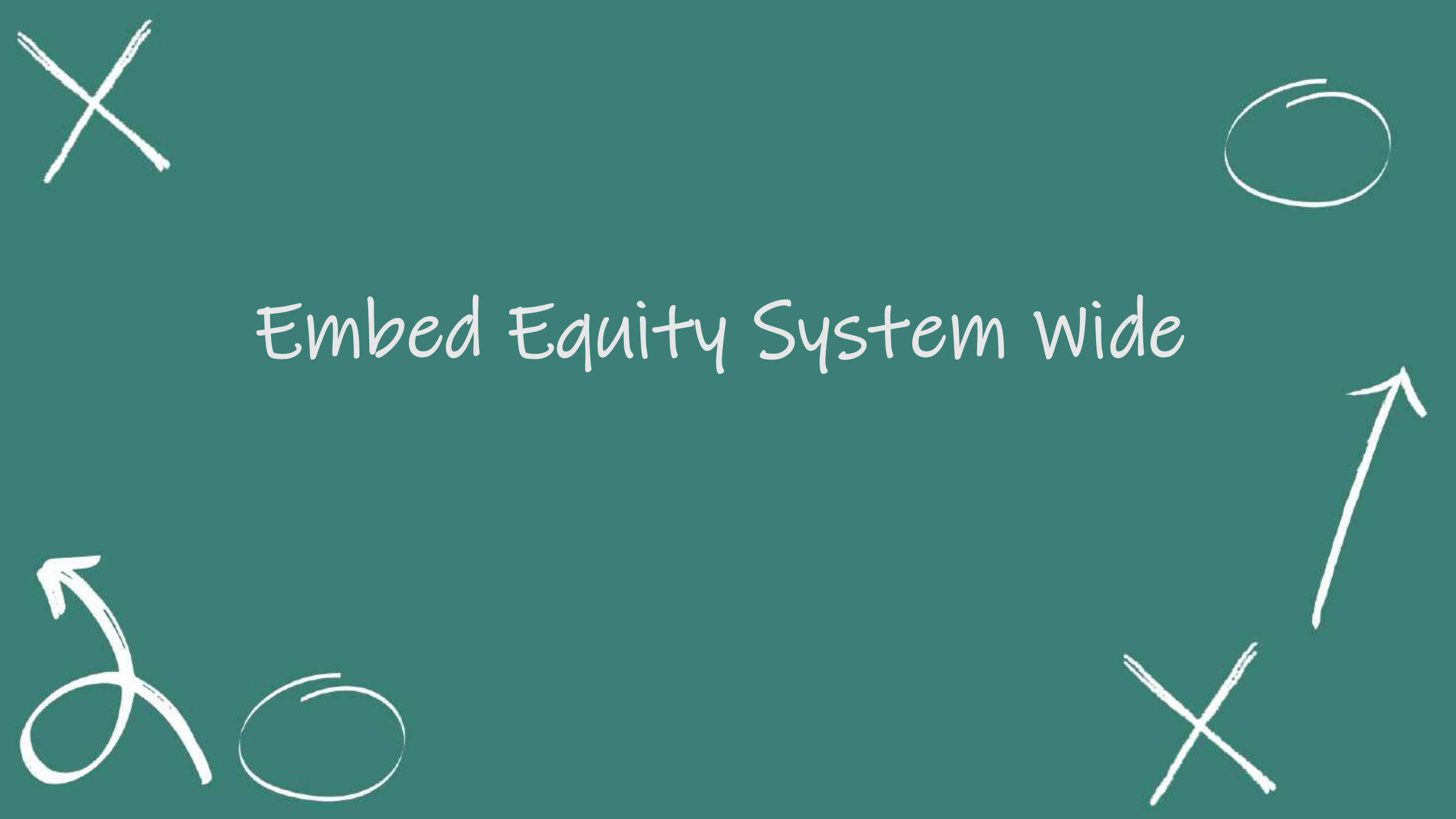


Dig Into Data





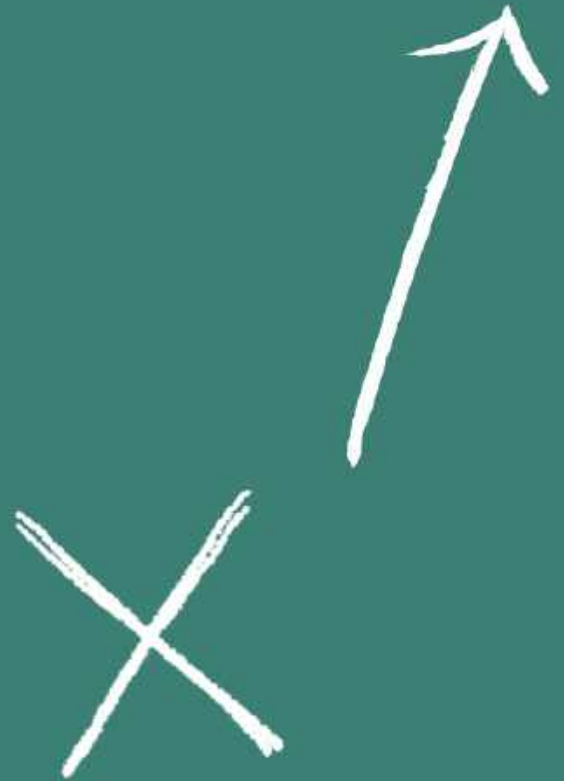
Practice Cultural Awareness,
Humility and Agility (AHA)



Embed Equity System Wide



Demonstrate Your Commitment



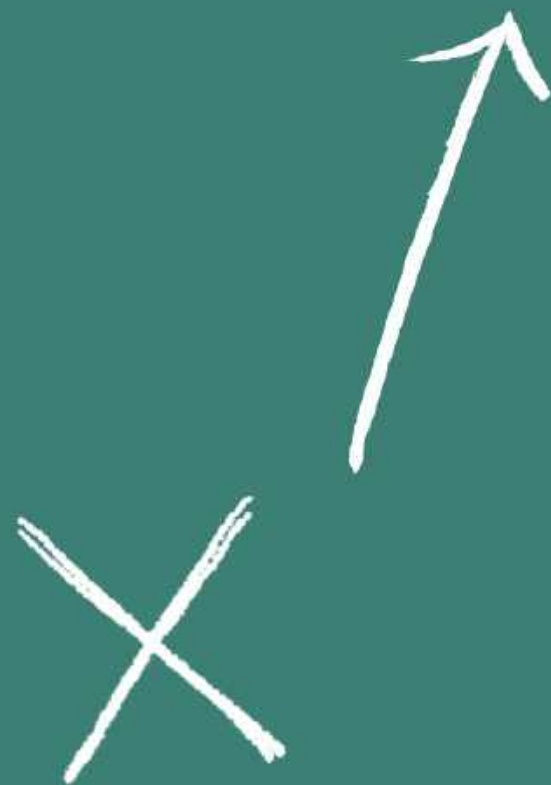


Breakout today!

Your Role in Equity



ASBA Equity Website:
www.azsba.org/equity





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