

# Measuring Impact on Equity Work

San Diego County Office of Education  
October 29, 2020

# Invitation to Hold This Metaphor



**Mirror**

**Looking In**

**Insights into myself**  
(beliefs, identity,  
experiences)



**Window**

**Looking Out**

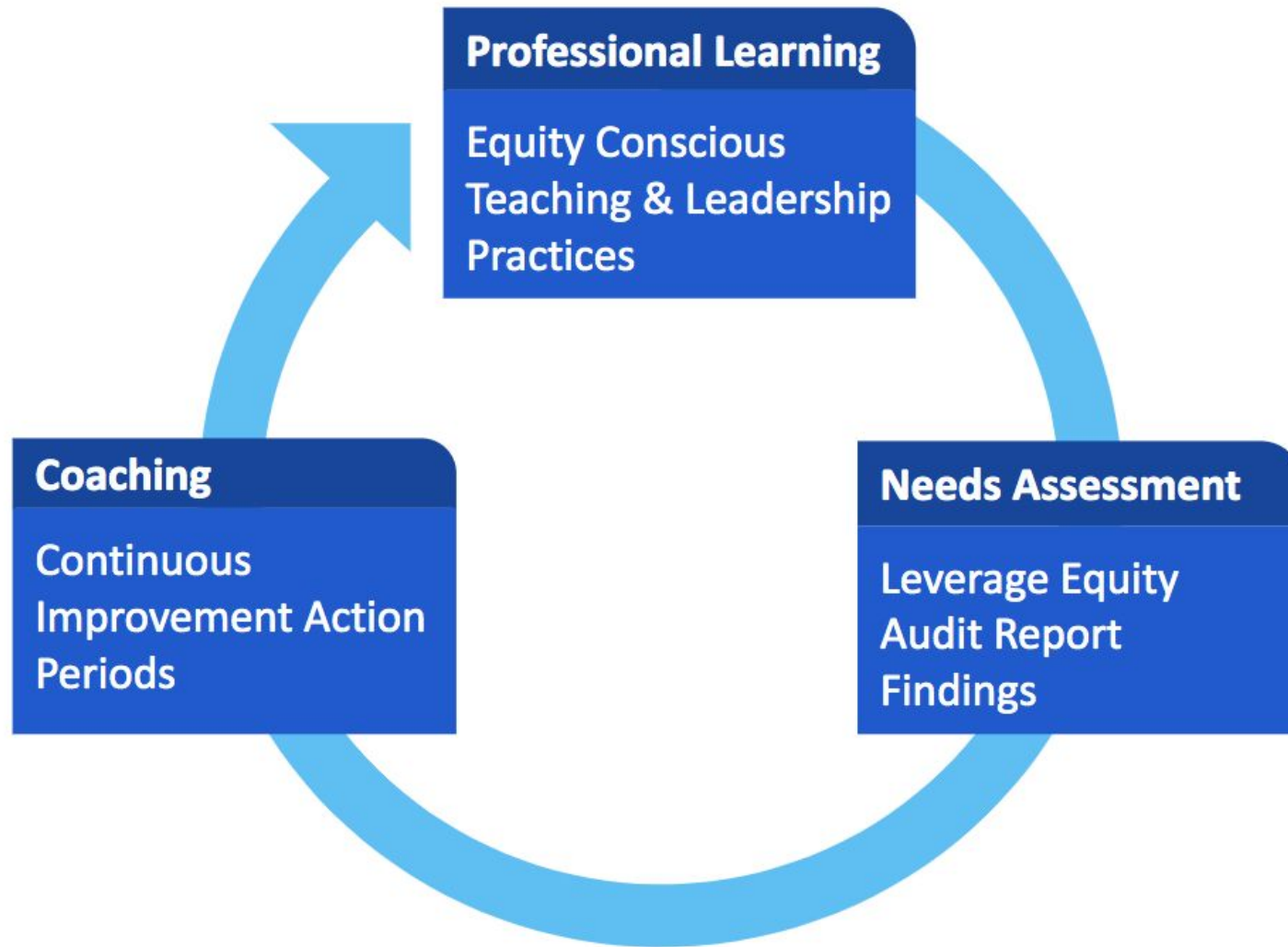
**Insight on our students, families,  
colleagues, school, district**

# Our Journey

- Window: The Schools we were working with
- Mirror: Our own work
- Scaling up



# Theory of Action



# Holding the Mirror

When you hear the words assessment or evaluation, what comes up for you?

Describe a time when evaluation and assessment had a negative impact on your educator development

Describe a time when evaluation and assessment has a positive impact on your educator development

# Our Schools

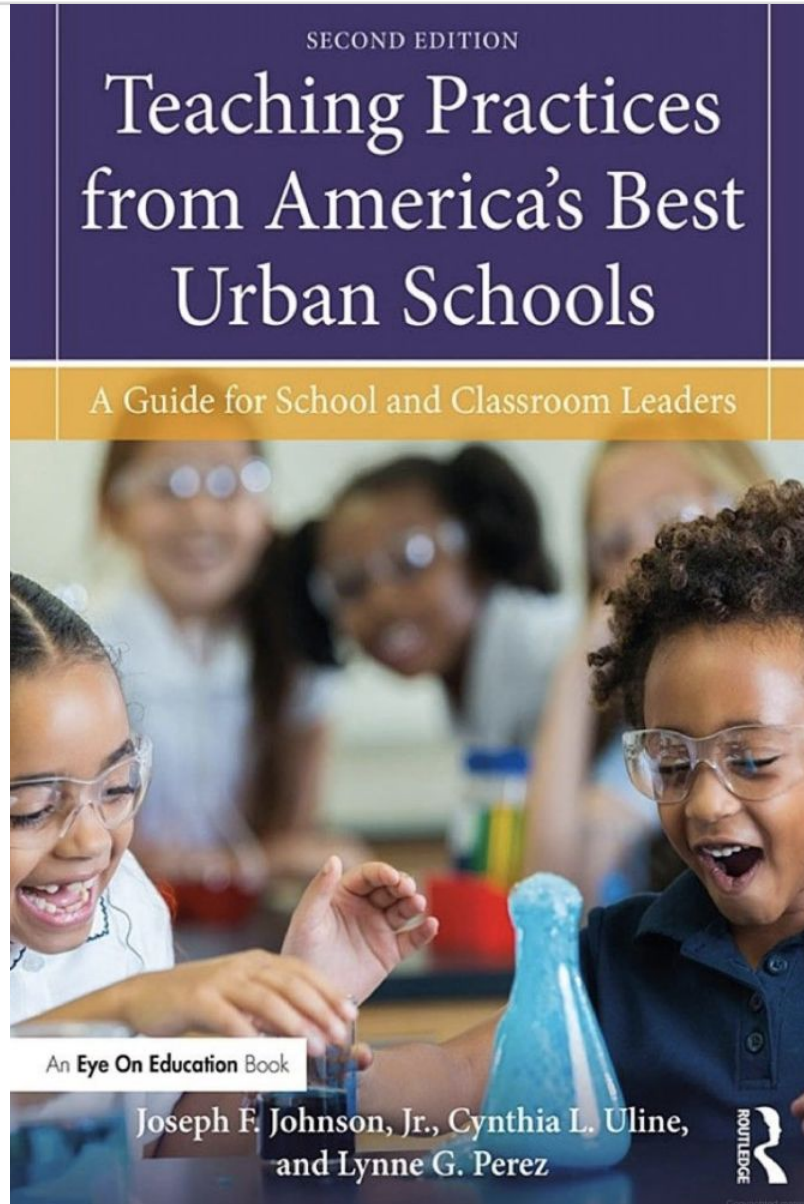
- Equity Audits
- Empathy Interviews
- PDSA Cycles
- WEEAC Survey
- Experience Panels



# Equity Audits

## Empowering School Characteristics:

- Positive Transformational Culture
- Access to a Rigorous and Challenging Curriculum
- Engaging and Effective Instruction
- Effective School Design and Leadership



# Equity Audits

## National Center for Urban School Transformation – Partnership

- Two-day process per school
- Classroom observations
- Focus Groups (i.e., parents, students, teachers, administrators, staff)
- Document review (i.e., master schedules, bell schedules)
- Facilitator debrief and writing of report
- Engage school equity/leadership team in analysis of data



## Example Finding

Multiple stakeholders expressed concern about the lack of consistent consequences for negative student behaviors. For example, several stakeholders agreed that negative behaviors among white students are not addressed with the same urgency or severity as those among students of color. One stakeholder explained, “Typically, white students bully because nothing will happen.” Another stakeholder described, “Native American boys in general get called out and targeted a lot,” and “they get sent right to the office.”

# Leading Through Equity Audit

- Sensemaking
- Contextualize, connect
- Strategize
- Communication
- Actionable Plan
- Consensus and Motivation
- Monitoring and Relentlessness



# Empathy Interviews

# Experience Panels

# WEEAC Survey

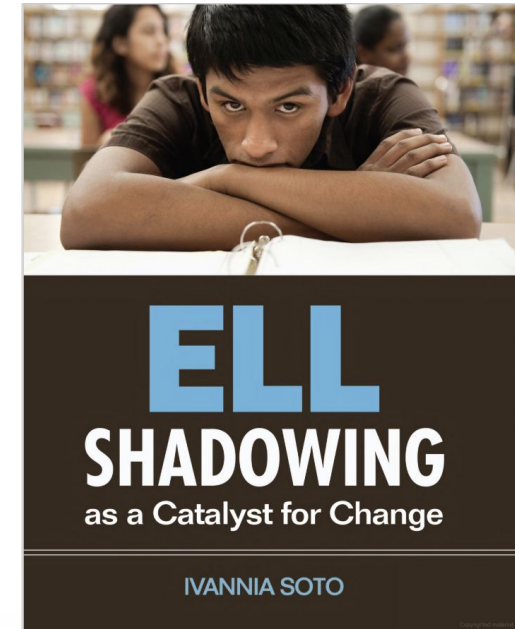


[Link to Video](#)

# EL Shadowing

“ELL student shadowing is a technique for examining specific areas of an ELL’s school experience and gaining insight into the student’s perspective about school.”

*(Ivannia Soto)*



**A/V: Audio/video "...**  
7.1%

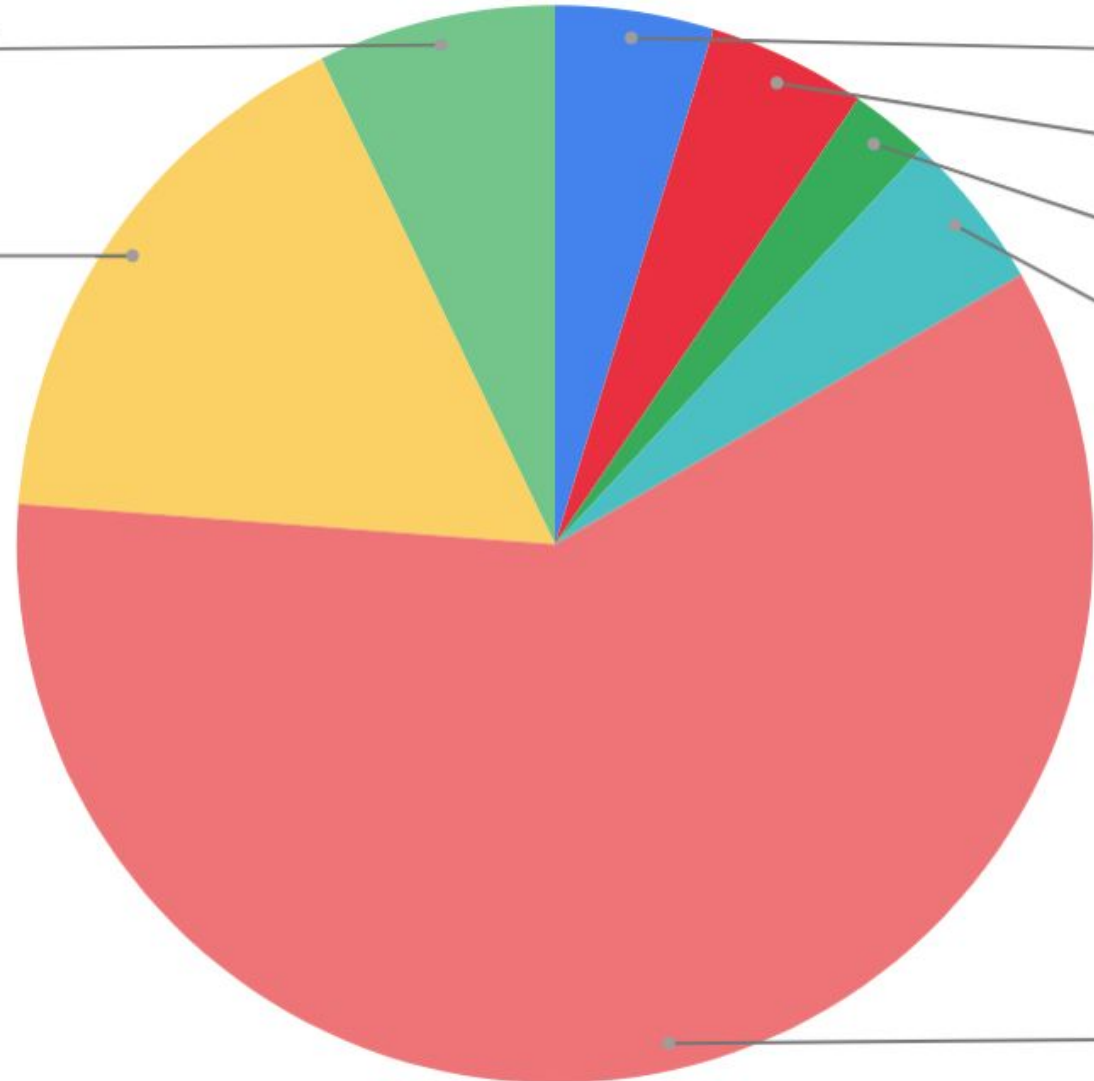
**OS: Other studen...**  
16.7%

**S-S: Shadowee s...**  
4.8%

**S-T: Shadowee s...**  
4.8%

**S-WC: Shadowee...**  
2.4%

**T-AS: Teacher sp...**  
4.8%



**T-WC: Teacher sp...**  
59.5%

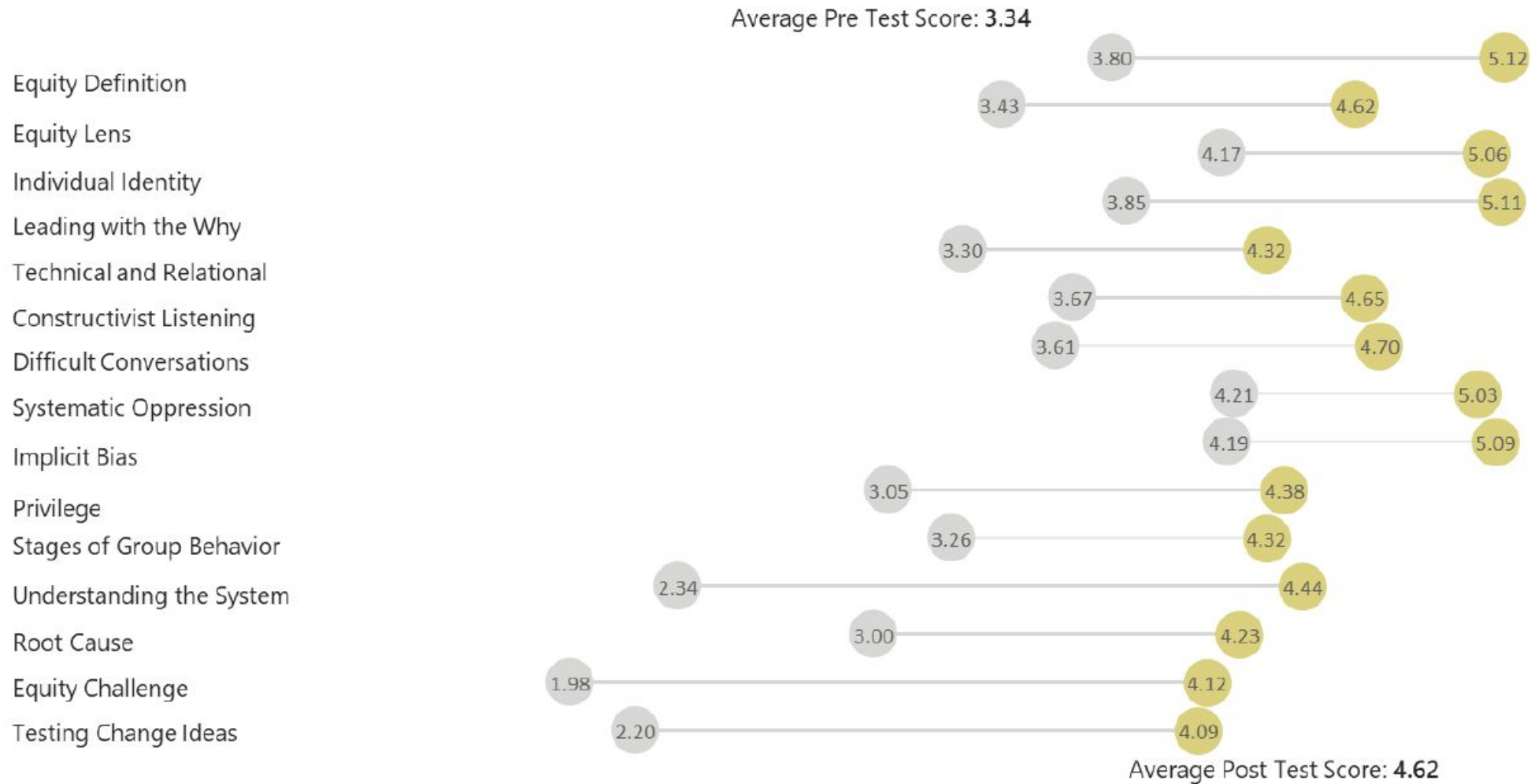
# PDSA Cycles

# Looking in the Mirror

- [Fidelity](#)
- Feedback
- Pre/Post Measure (Next Slide)
- [KSA Planning](#)
- [Coaching Model](#)
- Debrief Protocol (Next Slide)
- CEPIP Final Report (PDF)



**Figure 4.** Average pretest posttest changes in participants levels of knowledge.





Client/Participant  
Experience

Met Goals and  
Outcomes

Team

Client/Participant Experience	<ul style="list-style-type: none"> <li>• How did Participants experience our session and how do we know?</li> <li>• What themes emerged from participant feedback?</li> <li>• What anomalies/surprises come up?</li> </ul>
Goals and Outcomes	<ul style="list-style-type: none"> <li>• Did we accomplish our stated goals and objectives?</li> <li>• Where did we hit/miss and why?</li> <li>• What conditions caused our results?</li> <li>• What should we start/stop/continue doing?</li> </ul>
Team Feedback and Experience	<ul style="list-style-type: none"> <li>• What worked well for us as a team?</li> <li>• What was your contribution(s) to the team?</li> <li>• Was our individual role clear and cohesive?</li> <li>• How might we strengthen ourselves?</li> </ul>

# Scaling Up



# Currently, Offerings and Invitations

- [One year Proposal](#)
- [Experience Panels](#)
- Empathy Interviews
- Urgency of The Now
- Partnership with University



# Partnership with University

## Phase 1 of Assignment:

**Phase I** (week 3): Prepare a 4-5 page preliminary overview of your understanding of the living case study. The conclusion of the paper should include questions, concerns, and identification of related areas to further research. The guiding prompts for this phase are as follows:

- Describe the chronology of events relevant to the case study. What has been done; what is the data; what is the circumstance and/or facts surrounding the issue; are there environmental factors that may have contributed to the challenge? (CLO 1)
- Describe your analysis of the case study. Be sure to include the organizational dynamics related to the issue in your analysis. What is the culture and climate of the school; how do things operate at the school; how is this contributing to the issue at hand?
- Describe the players and their roles (parent, teachers, students) in the case study. Who are the key players involved in the problem of practice and what are their roles in the case study? (CLO 2)

## ***Students will be given access to:***

- Assigned Equity coach to the system of their choice
- Invited to Professional Learning and coaching sessions
- Access to planning time, slides, documents
- Potential Access to person at district who initiated this work (dependent on availability)

# The Now

While explaining the concept of slavery to the class, my teacher used us students as an example. She used me (a black student) and handed me over to a white student so that he could be my "owner". Because of this, the teacher made me pick pretend cotton and pretend to do other jobs slaves did. Then the teacher made him pretend to whip me as slaves were often whipped by their owners. Because of this, I was extremely humiliated throughout the school year as kids would actually turn this into a reality and called me a "slave" throughout the year. They would force me to do stuff for them. Looking back at this and realizing what my teacher has done, I'm glad I can finally speak up about this. I felt extremely dehumanized and belittled in front of my own class.

-Twin Peaks Middle School, '08

im black and i took a few AP classes this year. in all my classes, ppl would make me feel like i was too dumb to be in them. whenever i got good grades and some of the other kids didn't, they'd be like "how did (my name) get a 96% on the final? she's literally black..." but when i did poorly on tests, people would say "i mean what did you expect from her...". i remember telling a guy i sat next to that i planned to take 5 AP classes next year and he laughed and said "are you sure you have enough work ethic for it? i know you're trying to maximize the amount of affirmative action you get, but don't stress yourself." what type of stupid, backhanded, bullshit statement is that? he's the same boy that nearly flunked math and cheated off of me on the majority of our geography quizzes, yet he's asking ME if i have the work ethic for it? next caller...  
-Westview, '22

History class brings out the racism in kids. I am Japanese, so when we learned about World War II, kids would stare at me during lessons on Pearl Harbor and the Nanking Massacre asked me if my family bombed Pearl Harbor and asked if my family performed r\*pe on Chinese women. Kids would even do it outside of history class and they're like "dude, don't tell on me, it's a joke". It's funny how many ignorant kids hate the Japanese because we're all "racist" and "bombed Pearl Harbor for no reason", but at the same time, they wish they were a part of Nazi Germany so they can "gas the Jews". Now, I should also talk about how uncomfortable black people feel during history lessons, especially when slavery is mentioned, my classmates would stare at black students during those times and would make jokes about picking cotton and eating chicken and watermelon.

-Poway, '21





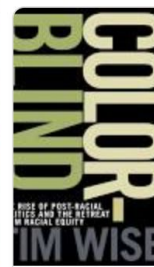



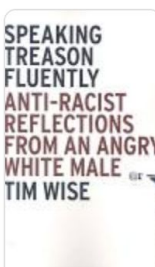


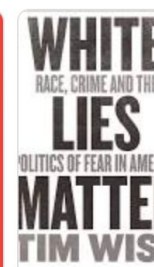

I used to be a student at Poway High, being of Mexican descent I never got much attention or help from teachers everyone was always focused on the student athletes who were usually white, at one point I was speaking in Spanish with an old friend and my biology teacher walked by and made it loud and clear "this is America speak American it is illegal to speak Mexican" I found it astonishing how a biology teacher was less educated than most of her students. American is not a language and America itself is built on diversity. I never reached out to anyone because I for one did not want to ruin her career but it made no sense to me because she herself was German so she should know we are all the foundation of this country as immigrants.

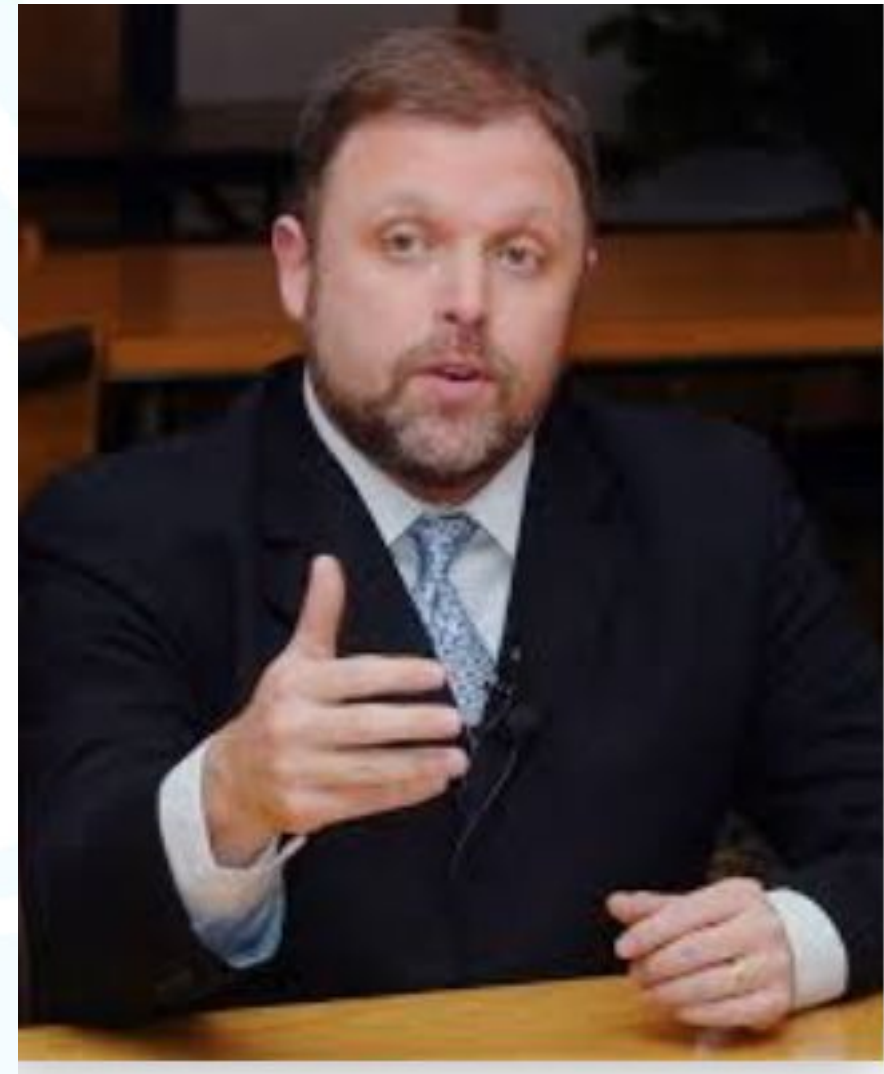
-Poway, '17



During the aftermath of the Paris attacks, kids would say "another 9/11" and "it was those fucking Mooslems again" and because I was Muslim, oh my goodness, these were the longest months of my life. Kids would go on an epic tirade and say "how many terrorist attacks are you going to do, you killed too many people in 9/11." When my dad came to pick me up, I was speaking in Turkish and students would tell me to "speak English" and "not terrorist language" because I was "planning to blow up the city of Poway". This was the first time I've been singled out and never in my life have I felt more racially targeted by my peers.  
-Poway High School, '16

# Video

					
<p>White Like Me 2004</p>	<p>Dear White America:... 2012</p>	<p>Colorblind 2010</p>	<p>Between Barack an... 2009</p>	<p>Under the Affluence:... 2015</p>	<p>Affirmative action 2005</p>
					
<p>Speaking treason... 2008</p>	<p>Culture of Cruelty: Ho... 2014</p>	<p>Dispatches from the... 2020</p>	<p>White Lies Matter: Ra... 2017</p>	<p>Impossible Man 2010</p>	





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