



Equity Report

School Year 2023-24

October 28, 2024

Presenters

- **Dr. Jana Craig-Hare**, executive director of curriculum and instruction
- **Kiley Lockett**, mental health coordinator
- **James Polk**, director of data and assessment
- **Jayci Roberson**, director of elementary schools
- **Leah Wisdom**, director of recruitment, retention, and professional development

“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.”

-Dr. Pedro A. Noguera



Overview & History

What is Educational Equity?

When educational policies, practices, interactions, and resources are **representative** of, constructed by, and responsive to all people so that each individual has **access** to, **meaningfully participates** in, and has **positive outcomes** from high-quality learning experiences, regardless of individual characteristics and group memberships. (Midwest Equity and Plains, 2012)

Access

All students (and other stakeholders) have entrance into, involvement with, and full benefit of quality learning opportunities (Paris, 2012).

Representation

Being present in decision-making and content (Mulligan & Kozleski, 2009; Chen et al, 2014).

Meaningful Participation

All students (and other stakeholders) have agency and are empowered to contribute in effective ways.

High Outcomes

Solutions benefit all students towards self-determination and the ability to act as contributing citizens in a democratic society and global community.



Overview & History Continued

OUR PROMISE

Lawrence Public Schools will ensure that **students of all races, backgrounds, and abilities achieve at high levels, demonstrate proficiency** in reading by the third grade and in math by the eighth grade, and **graduate on time prepared for success** in college and careers.

Equity at the Center

Intentional & Purposeful
Social & Self Awareness
Transparency

Equity-focused Leadership
Data-Driven
Centering Marginalized Voices

Assets-Based Approach
Clear Expectations & Outcomes



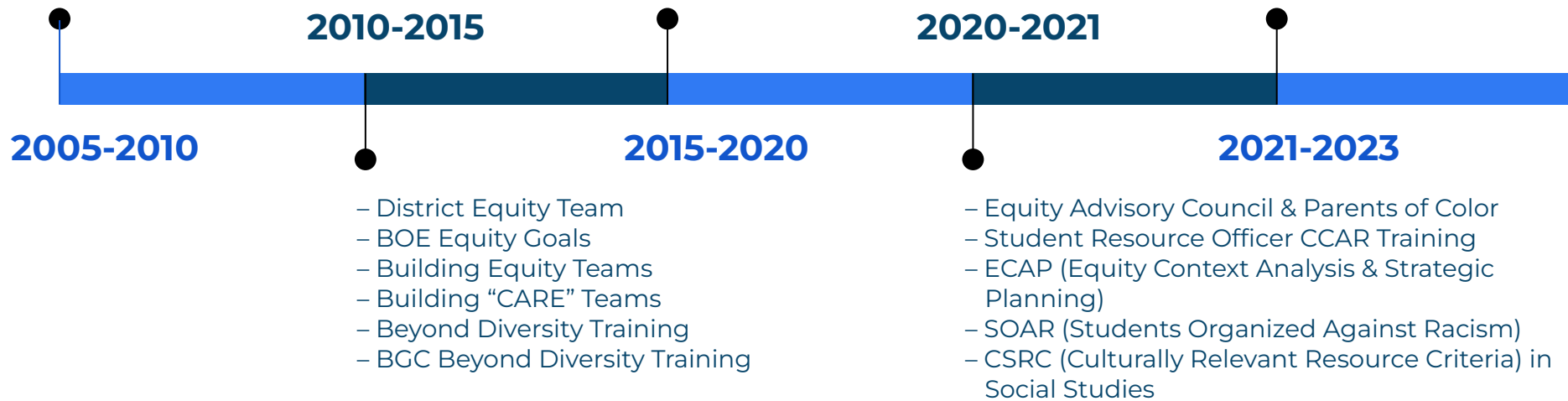
Overview & History



- Discussions of racial achievement disparities
- Team Attends National Conference for Courageous Conversations about Race
- Courageous Conversations Book Study
- Beyond Diversity Training
- "Can We Talk" at LHS

- Culturally Relevant Teaching
- Equitable Access to Technology
- LGBTQ+ Supports
- Engagement of families and communities of color
- "PASS" Partnerships for Academically Successful Students
- Policy Discussions on Microaggressions

- Closing the Access, Equity, Opportunity and Achievement Gap in LPS Framework
- Guiding Questions for Data Review
- Building Equity Team Expectations and Training
- Building Equity Goal Setting
- District Equity Policy Adopted by the Board



Academic Goals

Reading:

- By the end of the 2025-26 school year, 75% of students in grades Kdg-10 will score as low-risk or on-track on the Spring FastBridge aReading or earlyReading assessment.

Math:

- By the end of the 2025-26 school year, 75% of students in grades K-2 will score as low-risk or on-track on the Spring FastBridge aMath or earlyMath assessment.
- By the end of the 2025-26 school year, the number of students in grades 3-8 and entry level High School math courses scoring at level 3 and 4 on KAP Math Assessment will increase by 10% each school year



Academic Overview

- Overall, academic data is largely stable over the past three school years.
- Math scores have increased consistently during these three years.
- USD 497 23-24 performs above the state average in all assessments.



Looking Back, Moving Forward

State Assessment:

- **ELA**- Students scoring in Levels 3 & 4 has **held steady** over the past three years
- **Math**- Students scoring in Levels 3 & 4 has **increased 2.5%** over the past three years.
- **Science**- Students scoring in Levels 3 & 4 **slightly decreased** over the past three years.

Performance Level Descriptions

Level 1: A student at Level 1 shows a limited ability to understand and use the mathematics skills and knowledge needed for postsecondary readiness.

Level 2: A student at Level 2 shows a basic ability to understand and use the mathematics skills and knowledge needed for postsecondary readiness.

Level 3: A student at Level 3 shows an effective ability to understand and use the mathematics skills and knowledge needed for postsecondary readiness.

Level 4: A student at Level 4 shows an excellent ability to understand and use the mathematics skills and knowledge needed for postsecondary readiness.



Achievement Progress - Student Groups

- We continue to see an achievement disparity among student groups and in the overall data.
- Though this mirrors state performance, our instructional work and urgency is focused on narrowing disparities.
- Progress in narrowing disparities *is* observed in the number of students identifying as Native American moving out of Level 1 across both Math & ELA.



Achievement Progress State Assessment Data 23-24

- USD 497 has a **lower** percentage of students in Levels 1 & 2 than the state average in all testing domains (ELA, Math, & Science)
- USD 497 has a **higher** percentage of students in Levels 3 & 4 than the state average in all testing domains (ELA, Math, & Science)

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Building on Progress: Next Steps for Success

Focus on Supporting Teachers

- New Curricula Implementations across all levels
- Math & Literacy Cadres (teacher networks)
- LETRS Training for Staff
- District PD Days (9/18 & 10/11)

Diving into Data

- District Implementation of iOn Analytics
- Professional Learning Communities (PLC's)
- Equity Guiding Questions for Data Review

Interventions

- All schools using early warning indicators
- Secondary schools working towards or established intervention time during the school day
- Literacy across content areas

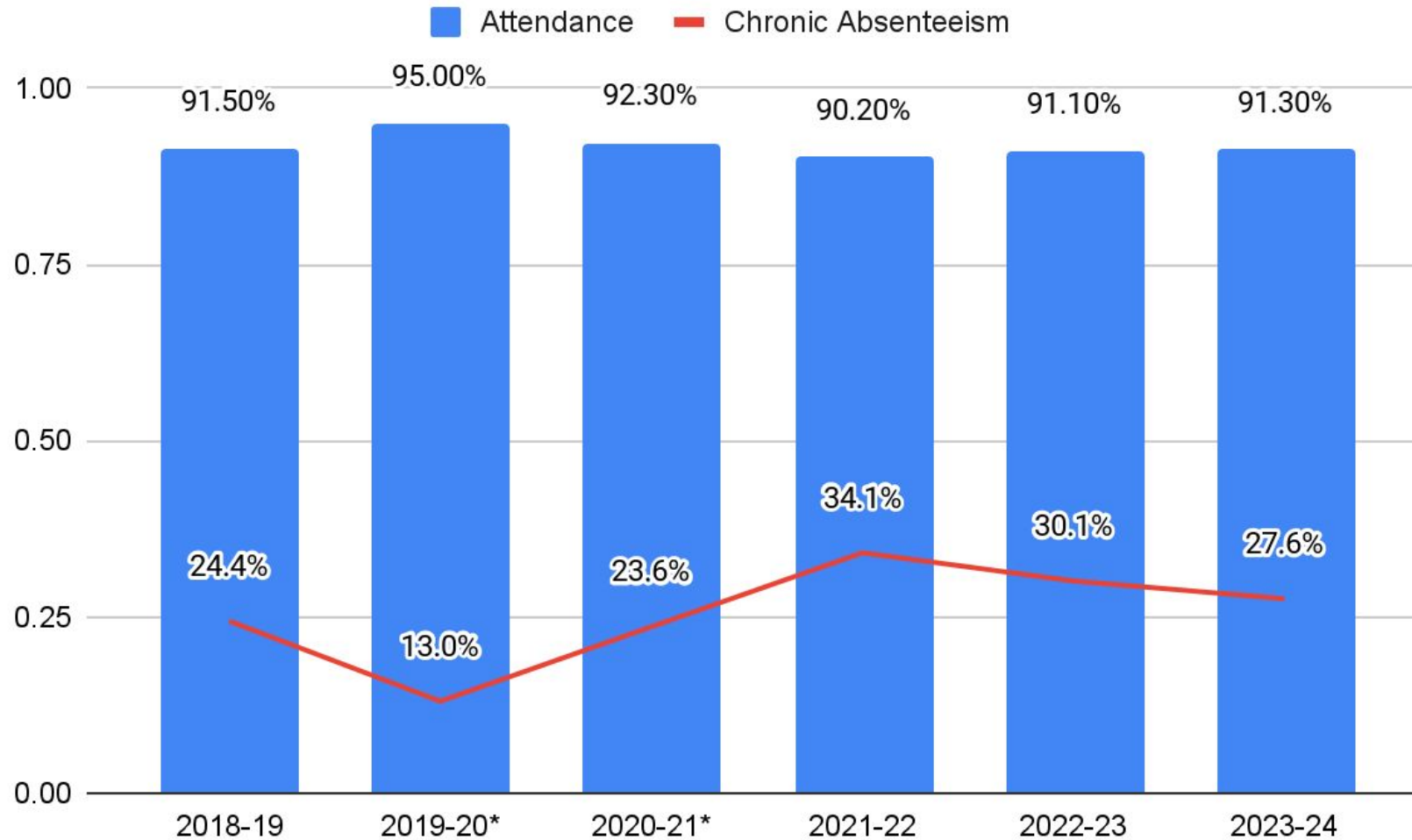


Attendance Goal

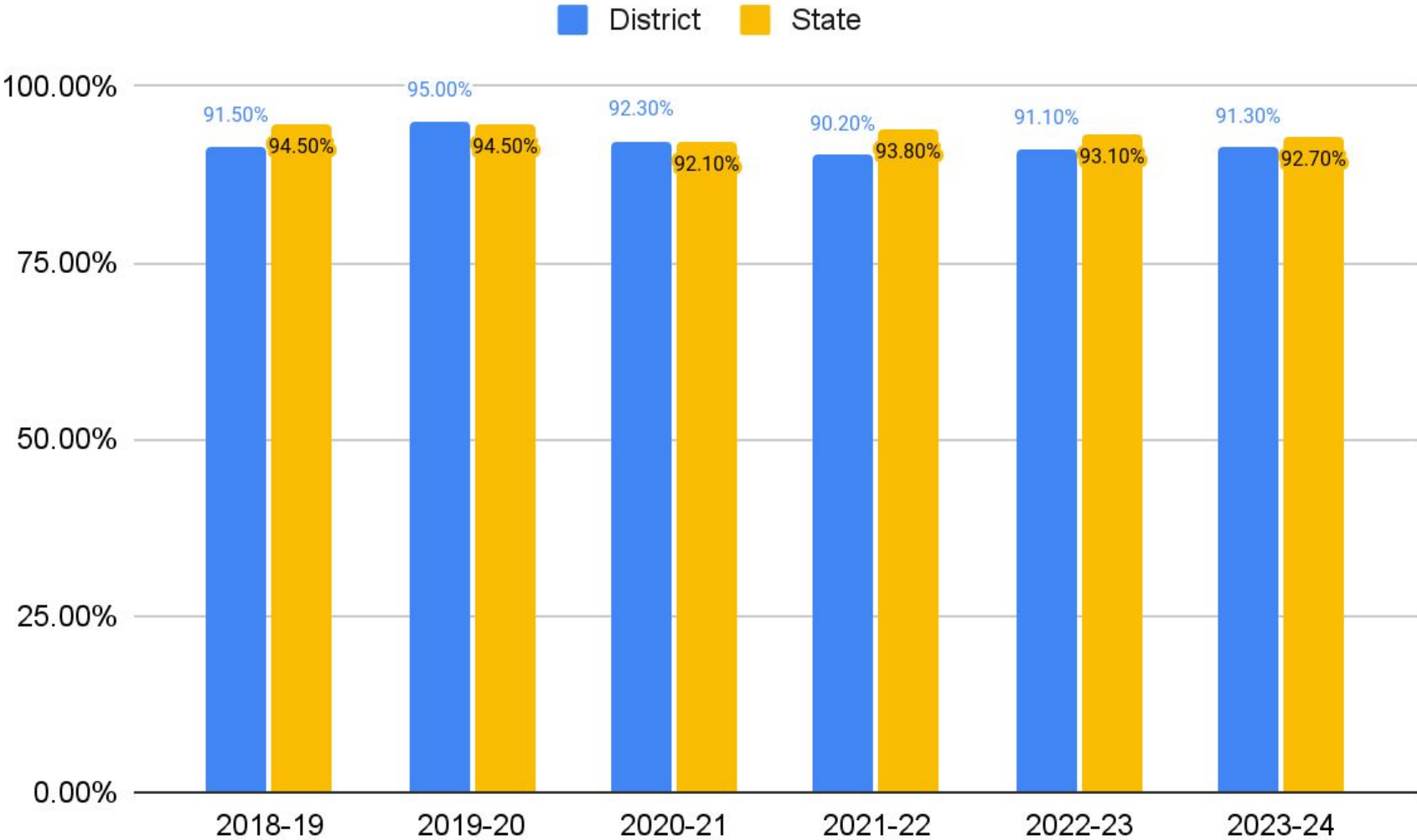
During the 2024-25 school year, all students will maintain or improve regular school attendance.



Looking Back, Moving Forward



91.3% Attendance rate last year!



Strengths and Progress

- Attendance rates are on the rise
- Chronic absenteeism is trending downward
- Intentional focus on attendance
- Attendance data mirrors statewide data



Building on Progress: Next Steps for Success

- Continued focus on **student support** to improve attendance and engagement.
- Engage **families** to understand the perceptions of attendance barriers and practices.
- Continue a focus on **Belonging** and school climate initiatives that can help all students feel **valued and encouraged** to attend school.



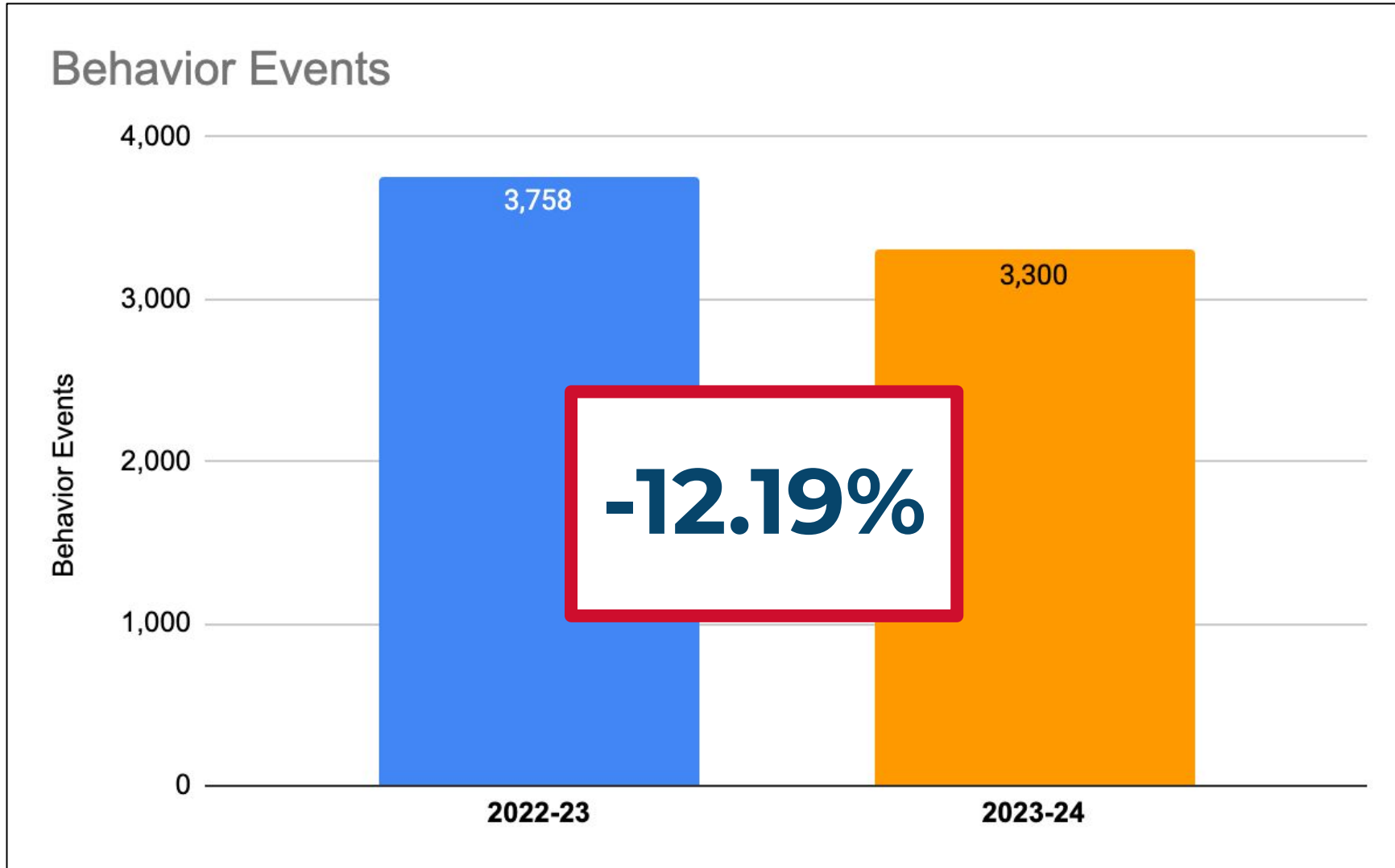
Behavior & Discipline Goal

To create a more **inclusive, supportive,** and **equitable** school environment by:

- **reducing disciplinary disparities**
- **increasing restorative practices**
- **engaging instruction**
- **proactive behavior management.**



Behavior Events



Strengths and Progress

- In 4 of 5 behavior incidents, **restorative** responses were reported.
- Use of systems such as Ci3T, AVID, and Character Strong promoting social-emotional learning and engaging, **student-centered** instruction.
- Ongoing **professional learning** in restorative practices, social-emotional learning, and behavior management.



Restorative Practices



2019-2020 School Year
(Pandemic- School Closure Mar 2020)

- Billy Mills MS Staff Tier 1 Trained
- Liberty Memorial Central MS Staff Tier 1 Trained

Summer 2020

- District Restorative Framework
- Restorative Questions Quick Reference Cards for all Staff

2020-2021 School Year
(Pandemic- Remote/Hybrid)

- Southwest MS Staff Tier 1 Trained
- West MS Staff Tier 1 Trained

2021-2022 School Year

- College & Career Center Staff Tier 1 Trained
- Free State HS Staff Tier 1 Trained
- Lawrence HS Staff Tier 1 Trained
- Student Support Facilitators
- Parent Webex Training

2022-2023 School Year

- Elementary Staff Tier 1 Trained
- High School Student Leaders Tier 1 Trained
- Equity Advisory Council & Parents of Color Analyze Behavior Data Monthly
- Quarter Report

2023-2024 School Year

- Elementary Staff Tier 1 Trained
- Assistant Student Support Facilitators
- District Restorative Behavior Flowchart
- Parent Communication & Activities/Training
- School Restorative Teams Tier 2/3 Trained

District Restorative Framework

2024-2025 School Year

- Deans
- Tier 1 Restorative Training @ Induction Day
- Restorative Training @ Elementary PD
- MS Student Support Facilitators lead Tier 1 Training for Secondary PD
- Restorative Checklist
- Restorative Team Tier 2/3 Training



- Restorative teams across all levels trained in tier 1, 2, &3
- Secondary schools tier 2&3 implementation
- Restorative re-entries & questions

- Job shadowing among Student Support Facilitators and Deans to explore the restorative process

Building on Progress: Next Steps for Success

- Continued **focus** on **enhancing** trauma-responsive practices, science of behavior, and intervention strategies.
- **Engage** Students, Families, and Community to enhance our practices and establish a **comprehensive continuum of support** for all.
- Continue refining **all** practices to align with equity goals, emphasizing culturally responsive strategies that provide **guidance and clarity**.



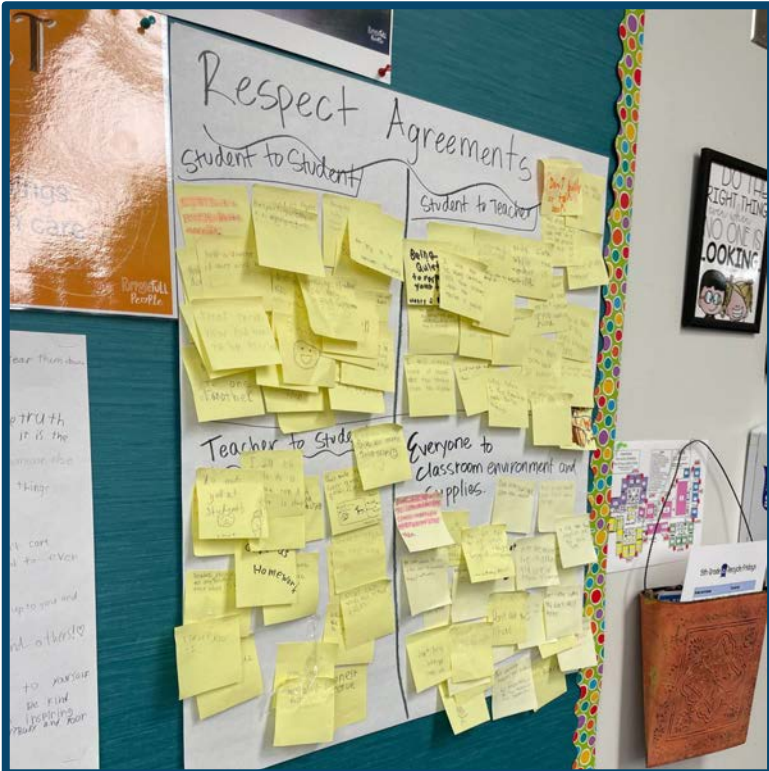
**“Equity starts through
awareness,
continues through
intentions,
and thrives through
actions.”**



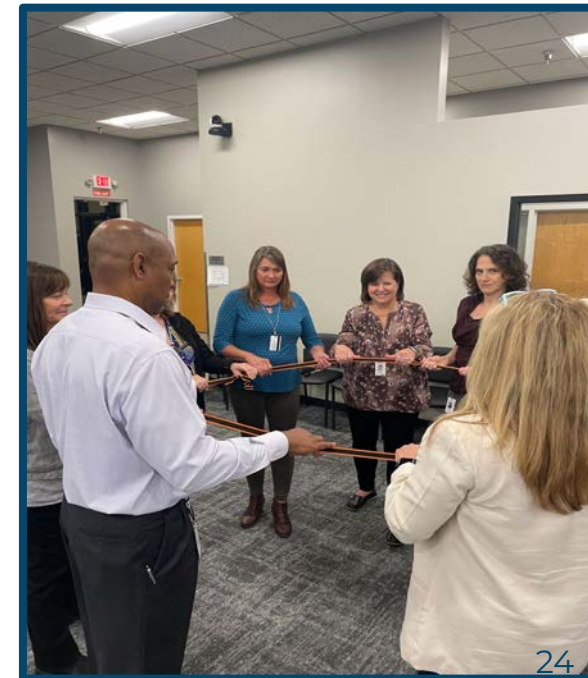
Social & Emotional Learning Impact on Equity

- Improves Academic Performance for Students
- Reduces Disciplinary Disparities
- Promotes Mental Health and Well-being
- Fosters Inclusive School Environments
- Advances Equity Through Systemic Change

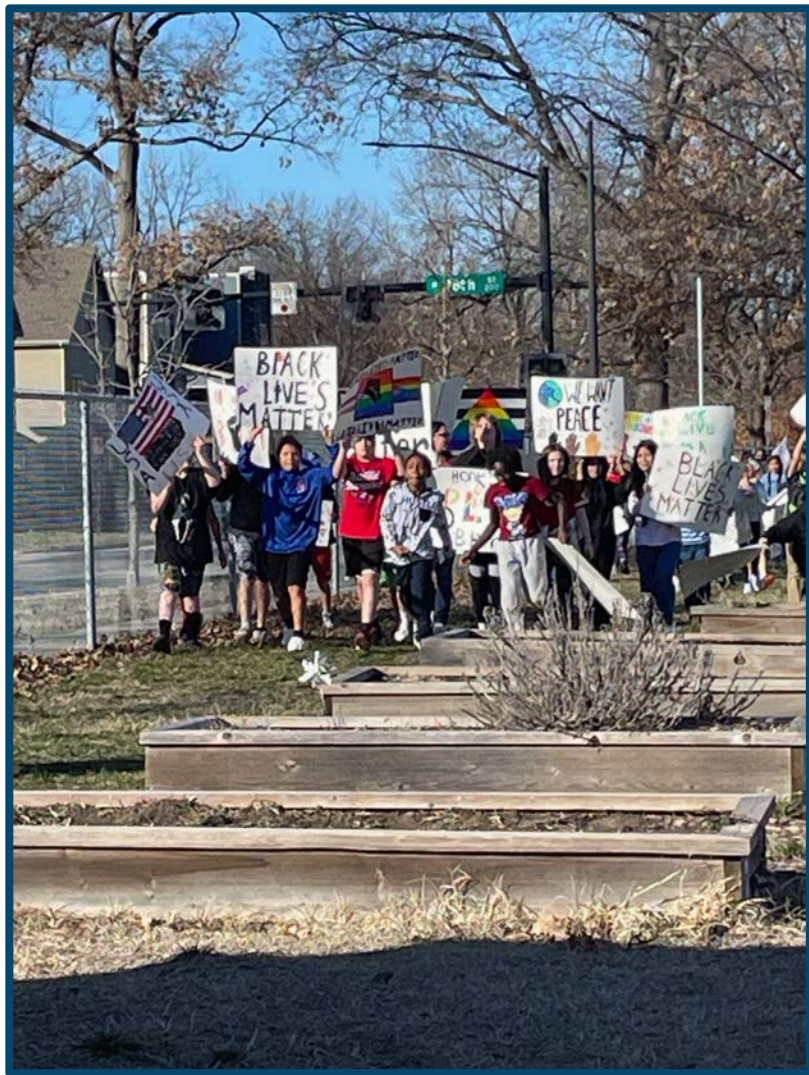




“CharacterStrong is more than a curriculum; it’s creating a culture.”









primera vez


expo para niños

actividades creativas • programas educativos
recursos comunitarios • proyecciones gratuitas
comida • entretenimiento y más

UN EVENTO GRATUITO PARA LA COMUNIDAD QUE SE TRATA DE LOS NIÑOS

SABADO, AGOSTO 10

9 a.m.-1 p.m. • 110 McDonald Drive en Lawrence

presentado por  LAWRENCE SCHOOLS FOUNDATION 785-330-1941





Questions?

