



Mountain View
Whisman
School District

Equity Framework and Scorecard

Understanding the District's Needs

05/18/2023





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Alignment to SP2027

Alignment to Strategic Plan 2027

Goal Area #1: Effective and consistent instructional practices that meet the needs of all students

1B. Ensure targeted instructional opportunities that maximize learning for students

Goal Area #2: Student Social-Emotional Health

2B. Ensure an integrated, consistent approach to social-emotional learning

Goal Area #3: Inclusive and Welcoming Culture

3B. Expand and enhance culturally-relevant approaches to student, parent and community engagement

Goal Area #4: Effective and Engaged Employees

4A. Attract and retain diverse, quality employees

Goal Area #5: Equitable Distribution of Resources that Support Student Success

5A. Ensure facilities and resources equitably serve all student

MVWSD Definition of Equity

Equity in MVWSD is more than an outcome, it is a **call to action** to work towards justice– the breaking down of systemic barriers by ensuring each member of our community regardless of any outside factors have the opportunities and resources they need to thrive academically, socially, and emotionally in our schools and beyond.

MVWSD Equity Statement

Equitable outcomes will not happen by accident, but rather, by intentional design and steadfast commitment. They can be achieved when the MVWSD community works collaboratively towards:

- A constant and honest evaluation of systems and supports for students and staff and a commitment to changing existing structures that lead to inequitable outcomes
- Challenging biases, building cross-cultural relationships, and creating meaningful real-world experiences for our students through the targeted use of culturally-responsive practices
- Evaluating student successes and struggles holistically and providing supports and opportunities to develop students' unique skills and strengths
- Eliminating disparities and disproportionalities that limit opportunities for students to maximize their academic and social-emotional potential

Purpose of Scorecard and Framework

An **Equity Scorecard** is a way to build accountability for district goals related to Equity across the organization. It is also a communication and progress monitoring tool. Over time, the district wants to examine growth in relation to its work around equity to isolate and replicate successful efforts that bring us towards more equitable outcomes.

An **Equity Framework** refers to the Scorecard (eg. 4 equity themes and metrics) along with the process for sites to use the information towards equitable outcomes.

Scorecard + How we use it = Framework

Today's Goals and Objectives

Today we will:

- ❑ Outline the purpose and goals of the scorecard
- ❑ Briefly recount the processes that led to its development so far
- ❑ Explore possible Equity metrics that will populate the scorecard
- ❑ Get initial feedback from BOT on what they would like to see and do with the Scorecard
- ❑ Outline next steps and timeline for Scorecard rollout



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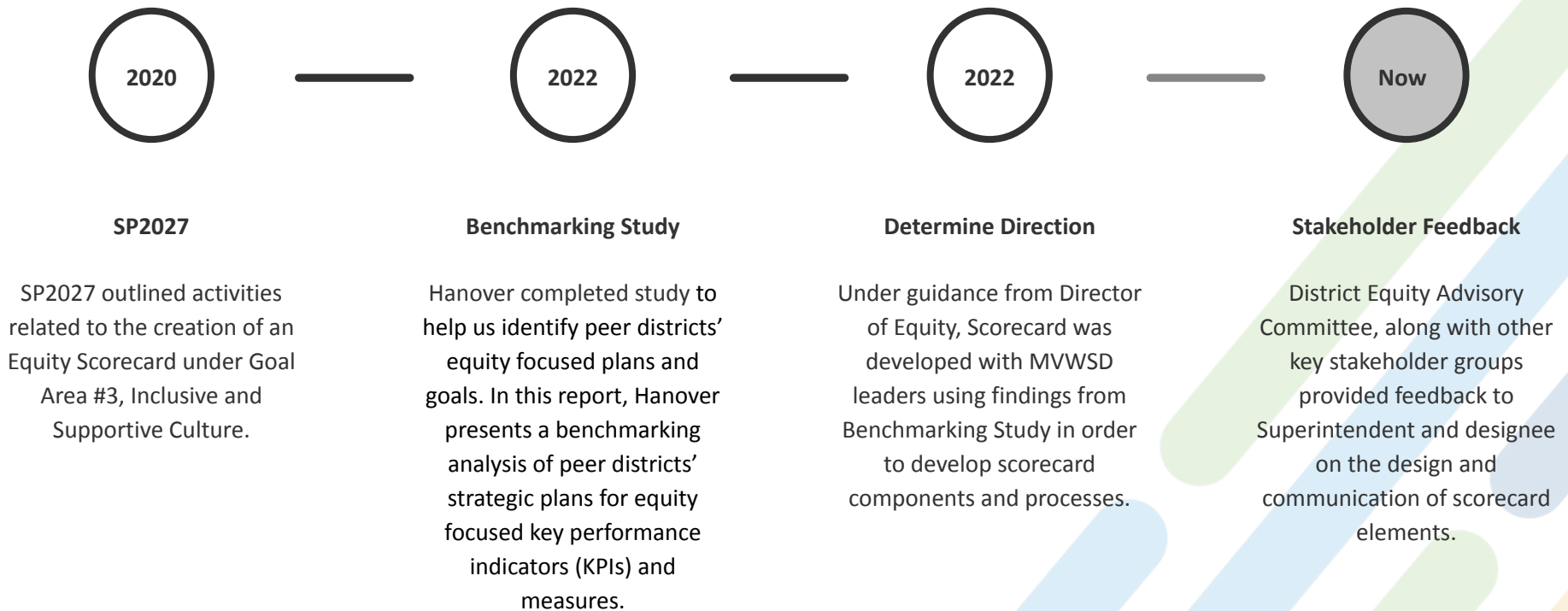
Centering Equity

What *problem* are we solving?

There is an abundance of data in all aspects of schooling. The data sources we choose, how we disaggregate the data and what we center in our conversations about data affect the direction of our work, and thus, can change student **outcomes**.

How can we center *equity* in our data conversations? Why do we want to?

Scorecard Development



Benchmarking Equity KPIs Study

Hanover benchmarking study conducted in **April 2022** yielded recommendations and findings:

- Equity goals should be integrated into district-wide plans and initiatives in order to embed equity into existing and new systems
- Disaggregating student data by subgroup is necessary to identify and address both gaps and disproportionalities in student data to center equity
- MVWSD peers have not yet regularly integrated equity into their frameworks or strategic plans. *We have a chance to a model for our peers.*

District Equity Advisory Committee

DEAC provided feedback to Superintendent and designee:

- 40 unique members
- 20 meetings simultaneously translated in Eng/Sp
- Represented all school sites
- Represented parents, teachers, staff members, principals, asst. principals, and BOT member(s)
- Helped determine direction for scorecard based on Hanover benchmarking study and other examples
- Helped refine communication around Equity metrics based on shared learnings about educational equity in previous meetings



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Scorecard Elements

Orienting Questions to Consider

As we explore scorecard themes and elements (metrics):

- What do you want from the Equity Scorecard?
- What metrics would you like to see?
- What things would you like to be highlighted?

Possible Areas of Focus for Scorecard:

- Academic Readiness
- Access
- Representation
- Wellness

What is Readiness and How Does it Relate to Equity?

- **Essential Question**: How is the district preparing *all* students to meet the demands of the future?
- Persistent gaps in opportunities for racialized or minoritized groups of students can lead to sustained gaps in student performance, which disproportionately harms these students and reproduces barriers to success after schooling.
- Student academic performance can be measured using growth or proficiency models.
 - Growth models = iReady
 - Proficiency models = CAASPP

How can we measure Readiness with an Equity lens?

- Evaluating student growth over time is not enough to uncover opportunity gaps between student subgroups, we must evaluate gaps between student groups
 - This is called an **Equity Gap**
- Equity gaps are commonly uncovered by disaggregating collected data by subgroups such as race/ethnicity, socioeconomic status, language status, IEP-status, and gender and by looking at the groups comparatively

Possible Metrics for Readiness

- Gaps between **subgroups*** using:
 - Academic Growth data (iReady)
 - % meeting Annual Typical Growth measures
 - Academic Proficiency data (CAASPP)
 - % meeting proficiency measures
 - English Learner Progress (ELPAC)
 - % at 4 or improve by 1 level on assessment
 - Early Literacy Indicator (iReady)
 - 3rd Grade iReady (% at-grade level data)

*subgroups can include race/ethnicity (major groups), EL-status, and/or SES (SED or non-SED)

What is Access and How Does it Relate to Equity?

- **Essential Question:** To what extent do all students have access to academic and social schooling components that help students thrive?
- Disproportionately high numbers of students in racial/ethnic groups in SPED or receiving punitive discipline measures can have a negative impact on a student's access to first/best instruction and educational opportunities
- Disproportionately low numbers of students in accelerated courses of study could signal additional barriers existing for students in certain racial/ethnic groups to accessing accelerated educational experiences

Possible Metrics for Access

- Gaps between **subgroups*** using:
 - SPED classification risk-ratio
 - risk-ratio where we are close to or found disproportionate (threshold of 3)
 - Discipline data
 - suspension rate
 - Math pathway enrollment
 - % enrollment in accelerated pathways
 - Chronic Absenteeism indicators
 - % chronically absent

*subgroups can include race/ethnicity (major groups), EL-status, and/or SES (SED or non-SED)

How can we measure Representation with an Equity lens?

- **Essential Question:** To what extent do all students have the opportunity to see themselves and their experiences represented as an important part of the schooling process?
- Looking at teacher to student ratios by subgroup will help us see the current exposure students have to teachers who share their race/ethnicity to confront disproportionalities
- Districts make important decisions based on feedback from families through surveys. Measuring parent participation on surveys by subgroup will show us whose voice is coming through (and not) on district-sponsored surveys.

Possible Metrics for Representation

- Gaps between **subgroups*** using:
 - Comparison between size of student v teacher group by subgroup
 - % enrollment, % workforce comparison
 - Participation rate of respondents to LCAP survey
 - participation rate (%) of parents on LCAP survey

*subgroups can include race/ethnicity (major groups), EL-status, and/or SES (SED or non-SED)

What is Wellness and How Does it Relate to Equity?

- **Essential Question: To what extent do all students feel safe and supported in their learning environment?**
- Student safety has always been a top priority for MVWSD. Safety can have major impact on student engagement, performance, and wellbeing.
- Social indicators such as feelings of belonging tell us how connected students are feeling to their social environment, which has massive implications for success and wellbeing for adolescents in school and can even predict drop-out and expulsion rates for students in high school.

Possible Metrics for Wellness:

- Gaps between **subgroups*** using:
 - Student survey data: LCAP item for school safety
 - % agree or strongly agree on prompt related to school safety
 - Student survey data: LCAP item for sense belonging
 - % agree or strongly agree on prompt related to belonging

*subgroups can include race/ethnicity (major groups), EL-status, and/or SES (SED or non-SED)

Possible Features

- Scorecard can help answer following questions:
 - Have we improved overall (direction)?
 - Using year-over-year data comparisons for the aggregate group (district or site overall)
 - Subgroup Gap (direction and size)?
 - Using disaggregated, year-over-year data comparisons for the subgroups
 - This allows us to determine (1) size of gap between populations and (2) whether or not gap is increasing, decreasing or staying the same

Possible District and Site Scorecard(s)

- To measure equity and promote shared accountability, we can look at both macro (**DISTRICT**) and micro (**SCHOOL SITE**) systems
- There be once scorecard for the district and one additional scorecard per school site

Planning Considerations

- Not all data is available at the same time (CAASPP data isn't publicly available until October/November) – for this reason, we could use preliminary data to use the scorecard sooner, though it could not be publicly presented
- Not all data captured on the Scorecard will always represent the exact same group of students (based on when and how the data is pulled)
- Subgroups of 10 or less are not reportable for privacy reasons
- Not all metrics capture all students (LCAP survey is given to 4-8th graders only)

Usability

- Possible alignment scenarios:
 - Alignment with SPSA development and goals
 - Alignment with LCAP progress monitoring (using data from the Scorecard to monitor progress on LCAP items)
 - Alignment with SP2027 progress on items related to equitable outcomes



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Next Steps

Timeline

| Timeframe | Proposed Activities | Completed |
|----------------|--|-----------|
| 2020-2022 | SP2027 outlines use of Community Equity Framework to ensure equitable outcomes for students | ✓ |
| 2022 | Conduct a benchmarking study to examine exemplars or examples from other organizations to inform our plan and execution | ✓ |
| 2021-2023 | District Equity Advisory Committee formed and met to discuss Scorecard and possible metrics. Communications algorithm built for process. | ✓ |
| 2022 | Study results of benchmarking study and examine scorecard examples from multiple disciplines | ✓ |
| 2022-2023 | Use information and insight gleaned from the study to build prototype in order to solicit feedback from various stakeholder groups | ✓ |
| MAY 2023 | Solicit BOT feedback on Scorecard elements and tentative action plans and timelines | |
| JUN 2023 | Based on BOT and stakeholder feedback, develop a communications and rollout plan on how to build support for Scorecard and related activities and work with Hanover to build prototype | |
| SUMMER 2023 | Present Scorecard to internal team and solicit feedback on central messaging and goals | |
| FALL 2023 | Present Scorecard to community [outward facing] | |
| JAN - MAR 2024 | Build capacity for Principals to read/use it to make planning decisions | |
| APR 2024 | Based on initial training with principals, refine usability goals and target low-effort, high-leverage practices | |
| MAY 2024 | Present updated/revised prototype of Scorecard along with training and communication rollout plans | |
| Ongoing | Evaluation of scorecard use and effectiveness will be ongoing. BOT will receive updates on the Scorecard bi-annually. | |

Feedback Requested

After having considered these possibilities and planning constraints:

- What do you want from the Equity Scorecard?
- What metrics would you like to see?
- What things would you like to be highlighted?
- How do you envision our district using the Equity scorecard to ensure equitable outcomes for kids?