

# QSD ACCESS, OPPORTUNITY AND EQUITY PLAN

## ESTABLISHING OUR WHY



### Quincy's Promise (Our Why)

All students graduate and are prepared for the next steps in their education, career and life.



### QSD Equity Goal (to reach Quincy's Promise)

"En union con los estudiantes, las familias, la comunidad, y el Distrito Escolar de Quincy eliminara las barreras y mejorara el acceso al apoyo para todos y cada uno de los estudiantes."

"Together with students, families, and community, the Quincy School District will disrupt and eliminate barriers and increase access to support for each and every student."



### QSD Access, Opportunity and Equity Theory of Action

If we use data to identify and name the specific achievement gaps, opportunity gaps, and educational inequities we seek to disrupt AND engage in critical self-reflection and dialogue related to our overarching commitment to equity and excellence, we can then transform our policies and teaching practices in ways that disrupt and decrease race and other group-based disparities to ensure that all students will graduate high school fully prepared for college, career, and life.

## QSD THREE YEAR STRATEGIC ACCESS, OPPORTUNITY, & EQUITY GOALS

### Leadership Development for Equity

Individually and collectively engage in self-reflection and dialogue to better understand how our identities, biases, and positionality may reinforce education inequities and the extent to which changes in our practice may truly disrupt those inequities. Establish a leadership core for race and equity in each school and department. District Access, Opportunity, and Equity Coalition would continue to meet on a regular basis.

### Data and Inquiry for Equity

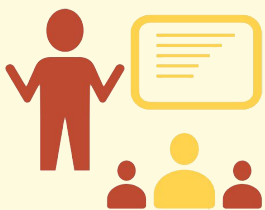
Identify high leverage, research based and culturally responsive practices for application in the classroom and provide professional development to both certificated and classified staff members. Routinely collect, display, and make sense of existing and new forms of data to improve student learning and adult practice in the service of educational equity (L4L, 2017). Strength-based qualitative data sources such as student and staff empathy interviews would hold equal value to State summative data.

### Systems for Equity

Examine, design, and implement building polices in the service of equitable learning for each student. Begin the QSD strategic planning process using a race and equity lens for the plan development.



## DISRUPTING QSD PREDICABLE PATTERNS OF INEQUITY



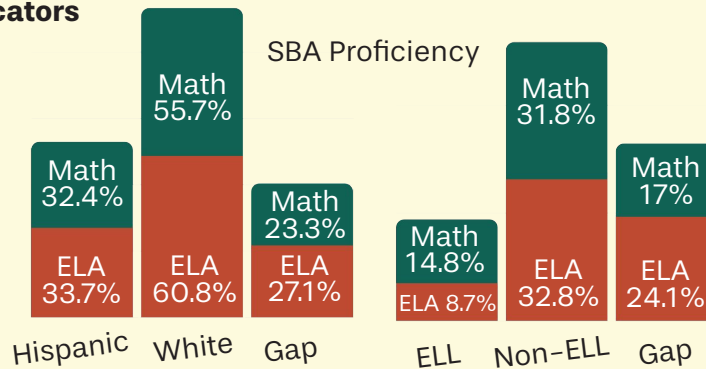
### 1. TEACHING AND LEARNING:

Teaching and leadership practices continue to produce significant disparities in student achievement and learning based on race.

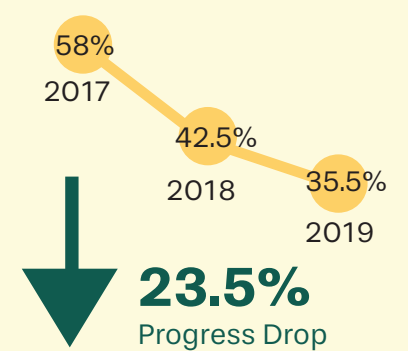
#### Levers for Equity

1. Utilize the Big 5 evidence-based instructional practices
2. Intentionally design Tier 1 lessons/units using GLAD and AVID strategies

#### Data Indicators



#### QSD ELL Progress (ELPA21)



3. Specifically Tier 2 and 3 language interventions
4. Prioritize Hispanic stakeholders' educational experiences

5. K-5 Enrichment, Highly Capable, and Destination Imagination Programs for all students



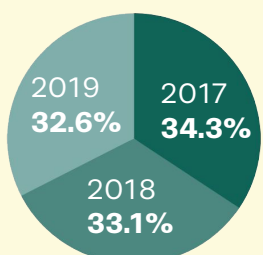
**2. PARTNERSHIPS:** Youth Truth Survey data indicated that it is essential that the QSD develop, strengthen, and implement equitable practices for and with our students, their families and other community members.



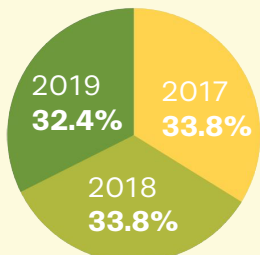
**3. COLLEGE & CAREER READINESS:** Spanish/Hispanic/Latino graduates of the Quincy School District are more likely than not to require remediation courses in college and require remediation at much higher rates than their white peers. Fewer than 2 out of 10 Quincy Latinx graduates completes a bachelor's degree within 8 years of graduating high school and fewer than 1 in 4 Latinx graduates earns even a two-year certificate in that same period. 60% of Quincy's Latinx graduates end up with no educational credential beyond the HS diploma.

#### Data Indicators

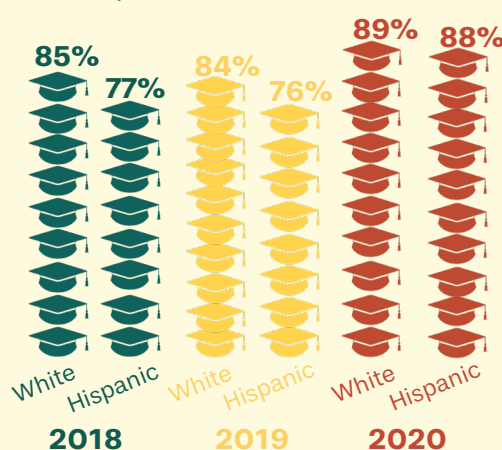
QHS Youth Truth Parent Relationship Survey



QMS Youth Truth Parent Relationship Survey



#### QSD Graduation Rate



#### Data Indicators

2018 ELA Remediation	2018 Math Remediation
2yr Hispanic - 32%	2yr Hispanic - 49%
4 yr Hispanic - 6%	4 yr Hispanic - 26%
2 yr White - 14%	2 yr White - 31%
4 yr White 0-10%	4 yr White 22%

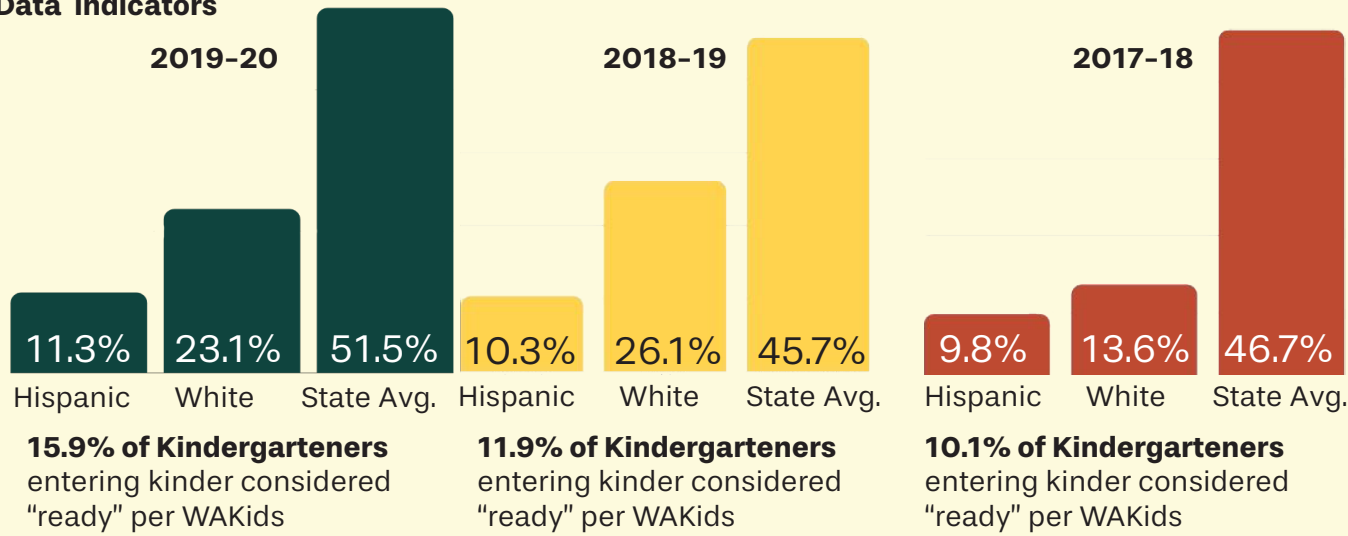
#### Levers for Equity

- Established College in the High School (CiHS) Programs through EWU, CWU, and UW.
- AP Computer Science Program for Juniors and Seniors



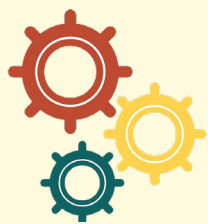
**4. EARLY LEARNING EXPERIENCES:** Quincy School District students' early learning experiences are limited within the Community and QSD. Hispanic/Latino students entering kindergarten in the Quincy School District lag behind their white peers in six key areas of development (social emotional, physical, language, cognitive, literacy, and math) that are viewed as predictive of future academic success.

**Data Indicators**



**Levers for Equity**

1. Partnerships with existing three preschools and ECEAP programs
2. Approximately 30 State licensed daycares operating in the community
3. QSD facilities are available for additional preschool experiences for students
4. QSD has an early childhood fellows and Whole Child Director on staff



**5. WORK FORCE DIVERSIFICATION:**

The Quincy School District realizes the need to recruit, employ, support, and retain a workforce that includes racial, gender, and linguistic diversity as well as culturally responsive administrative, instructional, and support personnel.

**Data Indicator**

QSD Teacher Demographics			
	2017-18	2018-19	2019-20
White	87.4%	85.9%	83.0%
Hispanic	10.4%	12.4%	15.0%
Asian	1.1%	1.1%	1.1%

QSD Student Demographics			
	2017-18	2018-19	2019-20
White	10.6%	11.2%	11.1%
Hispanic	88.6%	87.8%	87.8%

**Levers for Equity**

- QSD/EWU Grow Your Own Teacher
- QHS Bi-lingual Careers in Education Program
- An established Beginning Educator Support Team (BEST) in each school
- Modern school facilities and newly purchased technology in each classroom
- One of the most competitive teacher contracts in the region

**QSD ACCESS, OPPORTUNITY AND EQUITY PROFESSIONAL DEVELOPMENT OUTLINE**

**Year 2 - Creating inclusive learning spaces through culturally relevant practices- going beyond the AOE Coalition**

Anchor Text: [Singleton, G. \(2015\). Courageous Conversations About Race \(Site Teams\)](#)

1. Engage in courageous conversations with colleagues, students and parents around issues of equity, race and identity.
  - All Building Admin and AOE Coalition Teacher Leaders take part in Beyond Diversity One and establish site Equity Teams (site equity teams would follow year one professional development plan) so they can practice each component of the Courageous Conversations Around Race (CCAR) protocol, understanding the personal and interpersonal purpose of each part and its use as a protocol to enter conversations around race. E.g. Agreements, Compass, and remaining four conditions

2. Engage in consistent self-reflection applying reflective practice in racial conversations outside of the AOE Coalition sessions. Site Equity Teams would follow year-one PD Plan

- Privilege Walk with the District AOE Coalition
- AOE Coalition Book studies using the above anchor texts.

3. Understand issues of equity, race and diversity and communicate urgency regarding how these issues are uniquely displayed within Quincy School District community.

- Analyze student outcome data (academic, discipline, college

experiences, student voice, etc) to identify trends and create questions of inquiry as to why these trends might exist.

4. Use explicit Culturally Responsive Practices in professional practice to create a more inclusive learning environment for all students.

- Examine existing structures such as AVID, GLAD, and the Big five as avenues for explicit
- culturally responsive teaching practices.
- All staff would receive strength-based feedback and support in implementing explicit culturally responsive teaching practices.



**ADDITIONAL PROFESSIONAL DEVELOPMENT RESOURCES**

**Media**

- [The 13th, Movie](#)
- [When They See Us, Netflix](#)
- [Miss Buchanan' Period of Adjustment \(Podcast\)](#)
- [1619 \(Audio Podcast Series\)](#)
- [Seeing White \(Podcast\)](#)
- [This is Us, Television Series](#)
- [Procter and Gamble: The Talk'](#)
- [The Danger of a Single Story - a TED Talk by Chimamanda Adiche](#)

**Books**

- [Fresh Fruit and Broken Bones by Seth Holmes](#)
- [White Fragility by Robin Diangelo](#)
- [So You Want To Talk About Race by Ijeoma Oluo,](#)
- [Courageous Conversations by Glenn Singleton](#)
- [White Rage, Dr. Carole Anderson](#)
- [Colorblind, Tim Wise](#)
- [Between the World and Me, Ta-Nehisi Coates](#)
- [How to Be an Antiracist, Ibram X. Kendi](#)

**Articles**

- [Avoiding Racial Equity Detours by Paul Gorski](#)
- [What Does it Mean to be White, Robin Diangelo](#)
- [Beginning Courageous Conversations about Race by Glenn Singleton and Cyndie Hays](#)
- [The Anti-Racist Educator by Tracey Benson and Sara E. Fiarman](#)



**ACCESS, OPPORTUNITY AND EQUITY TERMS**

- **Anti-Racism**
- **Culture**
- **Diversity**
- **Ethnicity**
- **Equity**
- **Individual Racism**
- **Institutional/Systemic Racism**
- **Leadership for Racial Equity**
- **Race**
- **Racial Equity**
- **Racism**
- **Unconscious Bias**