Delivering on Equity: Being Intentional and Courageous

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Office of Equity, Diversity, and Inclusion
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Establishing Agreements

- Stay engaged
- Speak your truth
- Experience discomfort
- Expect and accept non-closure

Exploring Equity

- What does equity mean to you?
- Which stance (Appendix A) most closely matches your own?
What is Equity?

- Colorblindness?
- Equality?
- Access?
- Proportional Outcomes?
- Political Change?
- Social, Psychological, and Institutional Change?

Exploring Equality vs. Equity

- How do the concepts of equality and equity differ? Can you think of a real world example of each?
- What/who do the boxes represent? The figures? The barrier? The fruit? The crowd?

What is Equity?

- Equity (Education Equity) refers to the transformed ways in which systems and individuals habitually operate to ensure that every individual (learner) in whatever environment (learning) has the greatest opportunity to work (learn) enhanced by the resources and supports necessary to achieve competence, excellence, independence, responsibility, and self-sufficiency for life. (school)
Developing A Lens for Equity

Whenever I arrive on a real location, I have to move around and work out what the best angles are going to be. When I was moving around with the lens, I discovered things that the naked eye would not have.”

--Filmmaker Pedro Almodovar
An Equity Lens

WHAT WE SEE
We must expand our ways of seeing to transform troubling outcomes for many children and families.

Academic Outcomes

Academic Achievement (2015-2016)
Level 3 or 4

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black/African American</td>
<td>31.5</td>
<td>21.6</td>
<td>34.4</td>
<td>20.6</td>
<td>43.8</td>
<td>13.1</td>
</tr>
<tr>
<td>Hispanic/Latino American</td>
<td>34.1</td>
<td>26.5</td>
<td>39.7</td>
<td>25.0</td>
<td>57.6</td>
<td>19.9</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>35.5</td>
<td>28.7</td>
<td>38.9</td>
<td>25.1</td>
<td>54.8</td>
<td>17.2</td>
</tr>
<tr>
<td>Hawaiian/Pacific Islander</td>
<td>40.4</td>
<td>29.4</td>
<td>43.3</td>
<td>29.0</td>
<td>53.7</td>
<td>19.2</td>
</tr>
<tr>
<td>White</td>
<td>59.2</td>
<td>51.7</td>
<td>62.6</td>
<td>48.5</td>
<td>74.8</td>
<td>38.6</td>
</tr>
<tr>
<td>Asian</td>
<td>69.9</td>
<td>68.0</td>
<td>75.5</td>
<td>70.0</td>
<td>76.1</td>
<td>56.3</td>
</tr>
<tr>
<td>Students w/ Disabilities</td>
<td>25.0</td>
<td>22.1</td>
<td>20.1</td>
<td>14.6</td>
<td>29.5</td>
<td>10.4</td>
</tr>
<tr>
<td>English Learners</td>
<td>25.0</td>
<td>20.4</td>
<td>20.0</td>
<td>12.2</td>
<td>17.6</td>
<td>10.5</td>
</tr>
<tr>
<td>Students Experiencing Poverty</td>
<td>40.7</td>
<td>32.9</td>
<td>44.1</td>
<td>29.5</td>
<td>59.5</td>
<td>23.1</td>
</tr>
</tbody>
</table>
Graduation Data

Students Who Did Not Graduate On Time in 2015-2016

<table>
<thead>
<tr>
<th>Discipline Incidents</th>
<th>Students with One or More Discipline Incidents in 2015-2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black/African American</td>
<td>10.1%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>6.1%</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>10.2%</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>7.1%</td>
</tr>
<tr>
<td>White</td>
<td>5.0%</td>
</tr>
<tr>
<td>Asian</td>
<td>1.5%</td>
</tr>
</tbody>
</table>

Becoming Intentional and Courageous

“It takes courage to look in the mirror and see past your reflection to who you really are when you take off the mask, when you’re not performing the same old routines and social roles. It takes courage to ask how did I become so well-adjusted to injustice?”

---Cornell West
Becoming Intentional and Courageous

- We are all responsible
- We have detached from communities that are the most vulnerable.
- We have, as a nation, perpetuated unethical and immoral treatment of these very communities.

--Gloria Ladson-Billings

Oregon Equity Lens

- Purpose:
  - The purpose of the Equity Lens is to clearly articulate the shared goals we have for our state, the intentional investments we will make to reach our goals of an equitable educational system, and to ensure clear accountability structures to ensure that we are actively making progress and correcting where there is not progress.
  - The Equity Lens will confirm the importance of recognizing institutional and systemic barriers and discriminatory practices that have limited access for many students in the Oregon education system. The equity lens emphasizes underserved students, such as out of school youth, English Language Learners, and students in some communities of color and some rural geographical locations, with a particular focus on racial equity.

State Level Equity Initiatives

- English Learner Strategic Plan
- HB 3499 Designated Districts
- K-12 Biliteracy Pathways Grants
- Biliteracy Seal for Oregon graduates
- Visiting Teachers Program
- African American/Black Student Success Plan (HB 2016)
- American Indian/Alaska Native Plan
- Tribal Attendance Pilot
- Oregon Educator Equity Report
- Oregon’s Education Plan: ESSA
Becoming Intentional and Courageous

- Consider these questions:
  - What is my personal vision of equity?
  - What do I stand for and why?
  - What are we really challenged by in our particular community?
  - What factors are at play in our patterns and results?
  - Where are we reproducing the same results, and where are we already making in-roads to change?
  - What do we need to learn more about to make significant change?

Thank You!

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