How School and District Leaders Can Create Equitable Schools

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Introductions

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EPO Superintendent, East Upper and Lower Schools in Rochester, N.Y. and William and Sheila Konar Director for the Center for Urban Education Success
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Our Time Together

- Context and Intro to PowerMyLearning (10 min)
- Featured Speaker (30 min)
- Q&A (15 min)
- Wrap-up (5 min)

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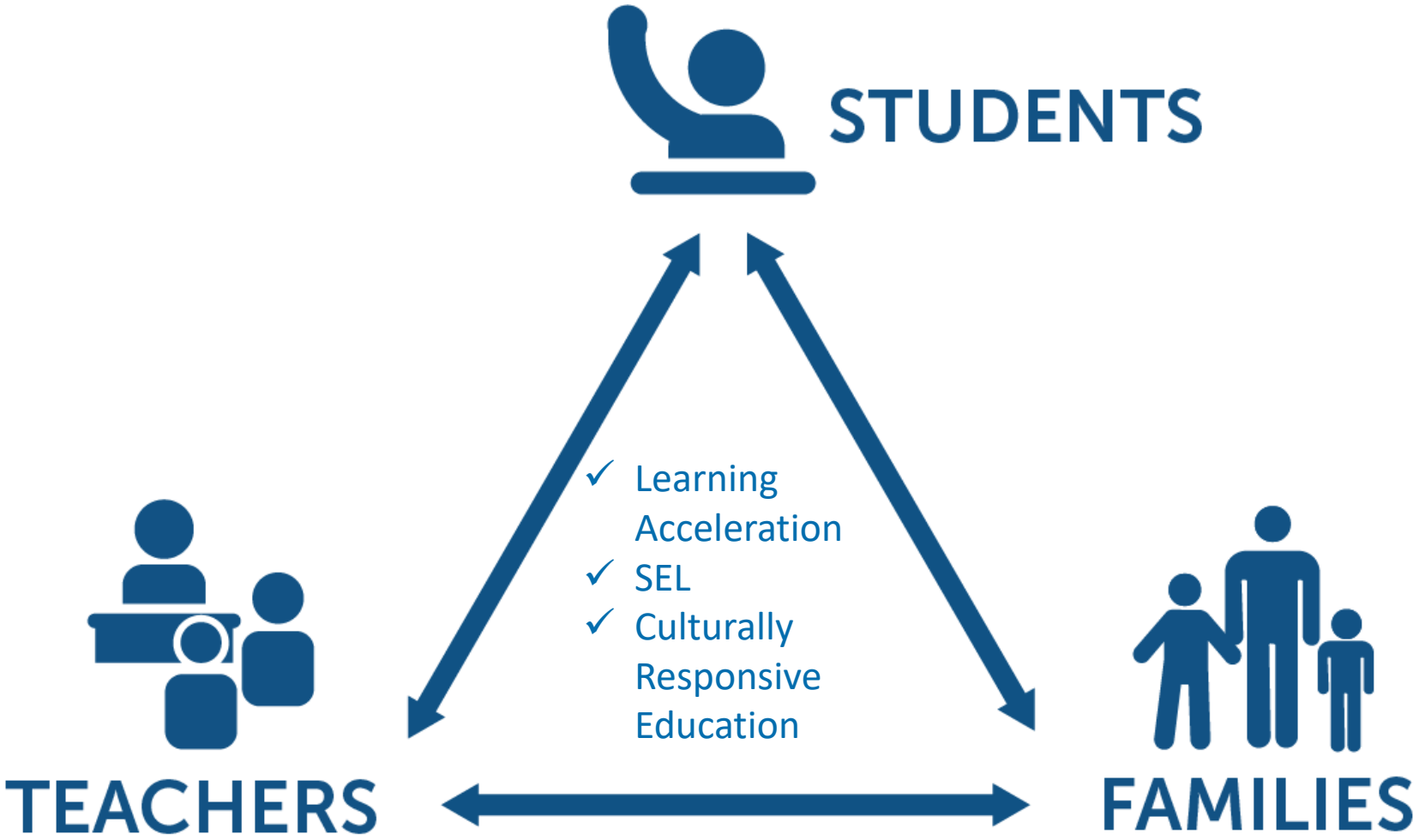
About PowerMyLearning

- National nonprofit founded in 1999
- Mission: Advance educational equity nationwide by activating the power of collaboration between teachers, students, and families
- Work in four of the Top 5 districts in U.S. (& more)



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Setting the Context

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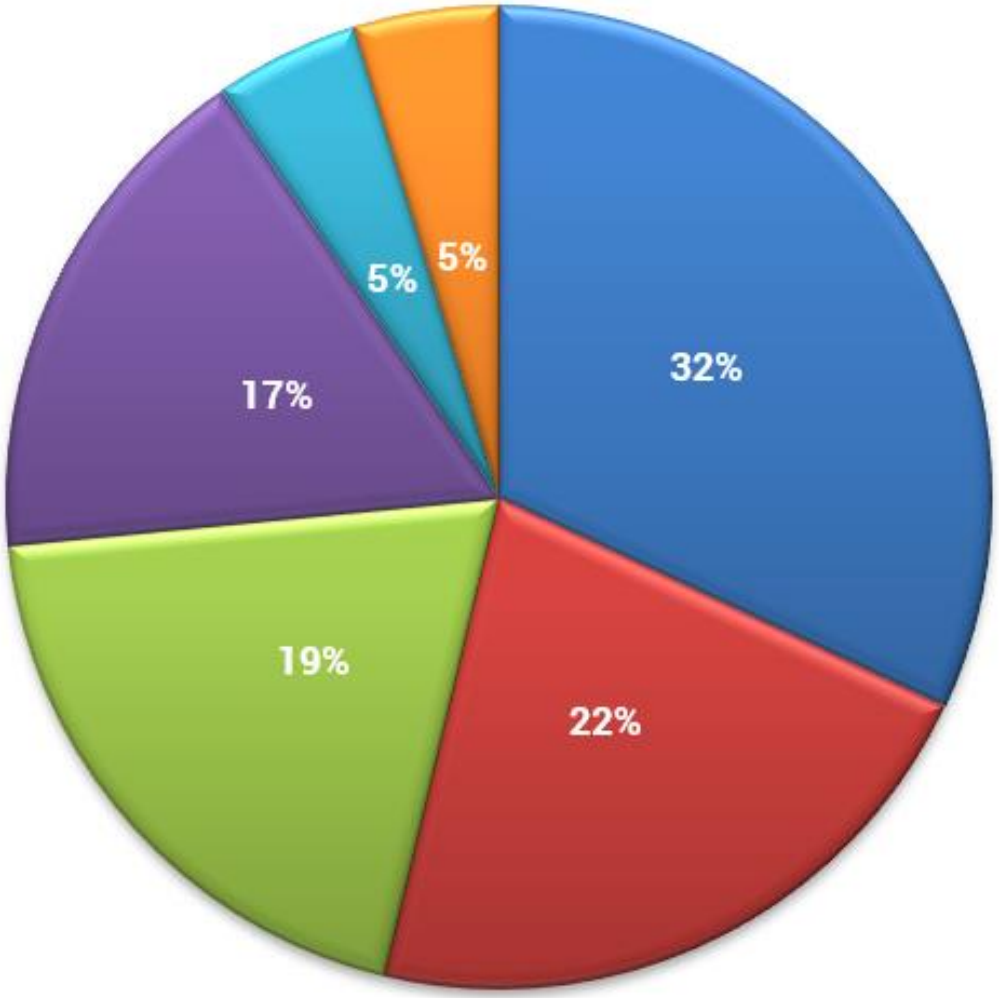
What challenge is your school or district facing in creating equitable schools?



- Building and implementing plans that support sustained systemic change
- Shifting mindsets and increasing understanding
- Securing buy-in and overcoming pushback
- Obtaining adequate resources (funding, time, training)
- Engaging families
- Recruiting and retaining a diverse and effective workforce

One Lens for Equity: Effective Family & Community Engagement Practice

ESSENTIAL CONDITIONS

Process Conditions	Organizational Conditions
• **Relational**: built on mutual trust • Linked to learning and development • Asset-based • Culturally responsive and respectful • Collaborative • Interactive	• **Systemic**: embraced by leadership across the organization • **Integrated**: embedded in all strategies • **Sustained**: with resources and infrastructure

Source: Dual Capacity-Building Framework for Family-School Partnerships by Dr. Karen Mapp

Welcome, Shaun!

Shaun Nelms, EdD
EPO Superintendent, East Upper and Lower Schools in Rochester, N.Y. William and Sheila Konar Director for the Center for Urban Education Success

East High Educational Partnership Organization (EPO)

How School and District Leaders Can Create Equitable Schools

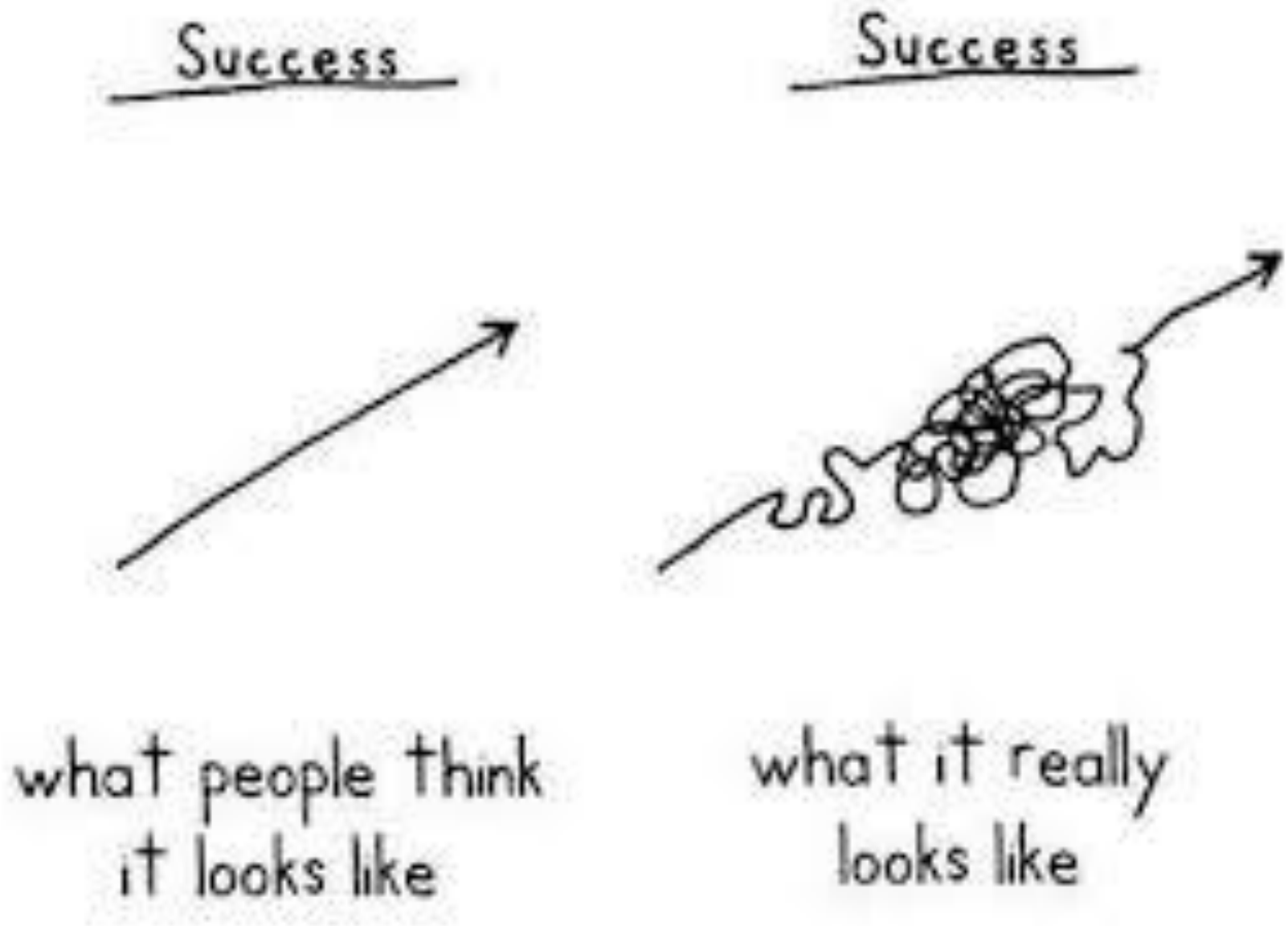
Presented by

Shaun C. Nelms Ed.D

Superintendent of Educational Partnership Organization, Rochester City School District
William and Sheila Konar Director for the Center for Urban Education Success at the University of Rochester

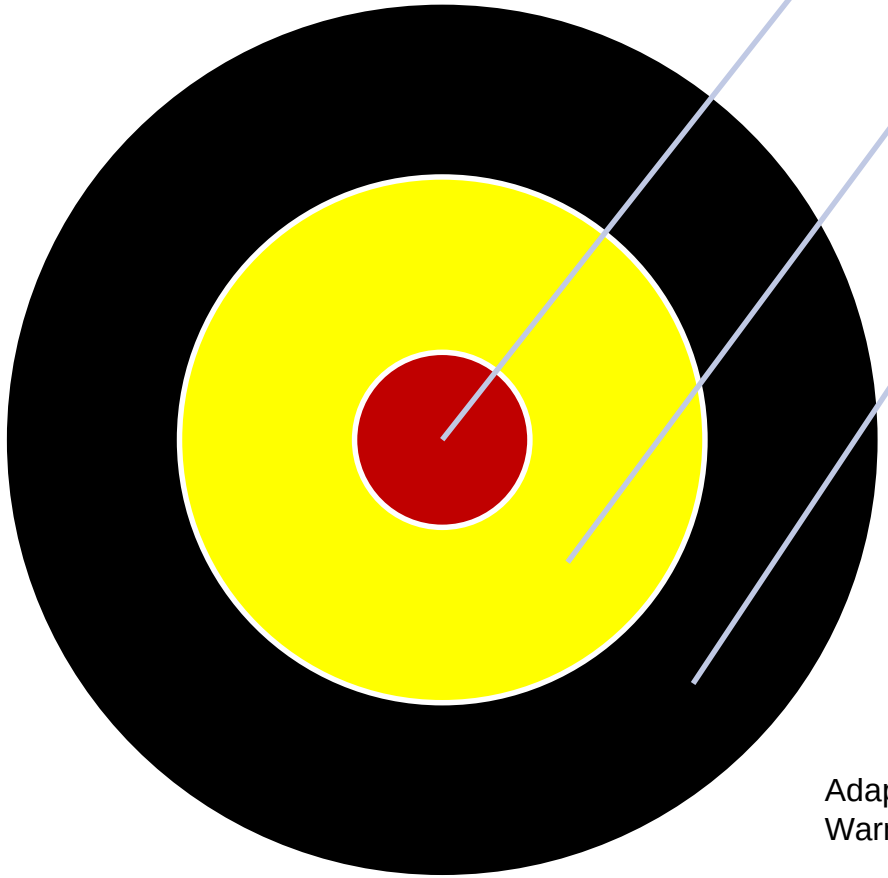
A Community Partnership for School Transformation

From the outside looking in, you never understand it, from the inside looking out you can never explain it….


Success
Success
what people think
it looks like
what it really
looks like

THE CHILD WHO IS NOT EMBRACED BY THE VILLAGE
WILL BURN IT DOWN TO FEEL ITS WARMTH
- AFRICAN PROVERB -
Art of Jona Kagimba
@Mr_jnk
JNK

Moral Purpose is the Core



Adapted from Dr. Stephen Uebbing
Warner School of Education and Human Development, University of Rochester

Defining your Purpose

- To what extent are your core values known by scholars and families?
  - What explicitly have you done to make this known?
  - What have you structurally changed to ensure your actions are aligned to your core values?
  - To what extent did others influence your priorities? How do you know?
  - Etc.

Purpose

- To enhance organizational coherence by:
  - Establishing a common understanding of what drives the work of building teams of equity
  - Identifying systemic gaps for building coherence – the intersection of policy-practice-beliefs
  - Establishing critical next steps for process improvement

Mission/Vision

*At East **we are taking charge of our future** by being **tenacious, thinking purposefully**, and **advocating for self and others.***

Spillane et al. (2001) further stated,

> Our distributed perspective on leadership is grounded in activity rather than in position or role. Hence, we begin with a consideration of the tasks around which school leaders organize their practice, considering both large-scale organizational tasks (*macro functions*) as well as the day-to-day work (*micro tasks*) that are essential for an understanding of school leadership practice (p. 24).

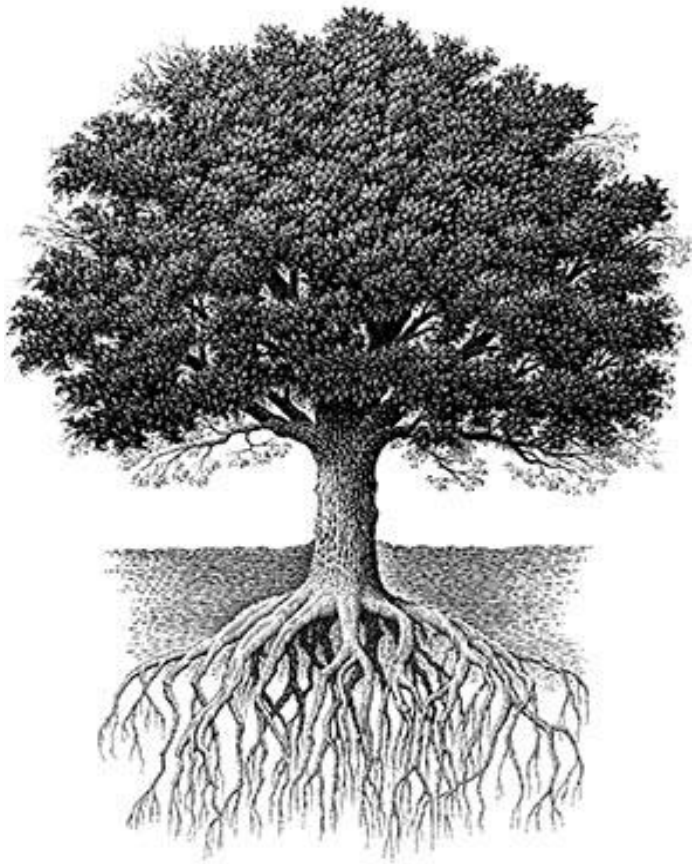
Fullan (2007) stated,

> To implement and sustain programs successfully, we need better implementation plans; to get better implementation plans, we need to know how to change our planning and follow-through process; to know how to change our planning process, we need to know how to produce better planners and implementers, and on and on (p. 106).

Michael Fullan's model of change

- Establish a moral purpose
- Build relationships
- Understand the change process
- Build knowledge, create learning organizations
- Make coherence (Organizational)

Shift in Leadership



Whole system success requires the commitment that comes from intrinsic motivation and improved technical competencies of groups of educators working together purposefully and relentlessly

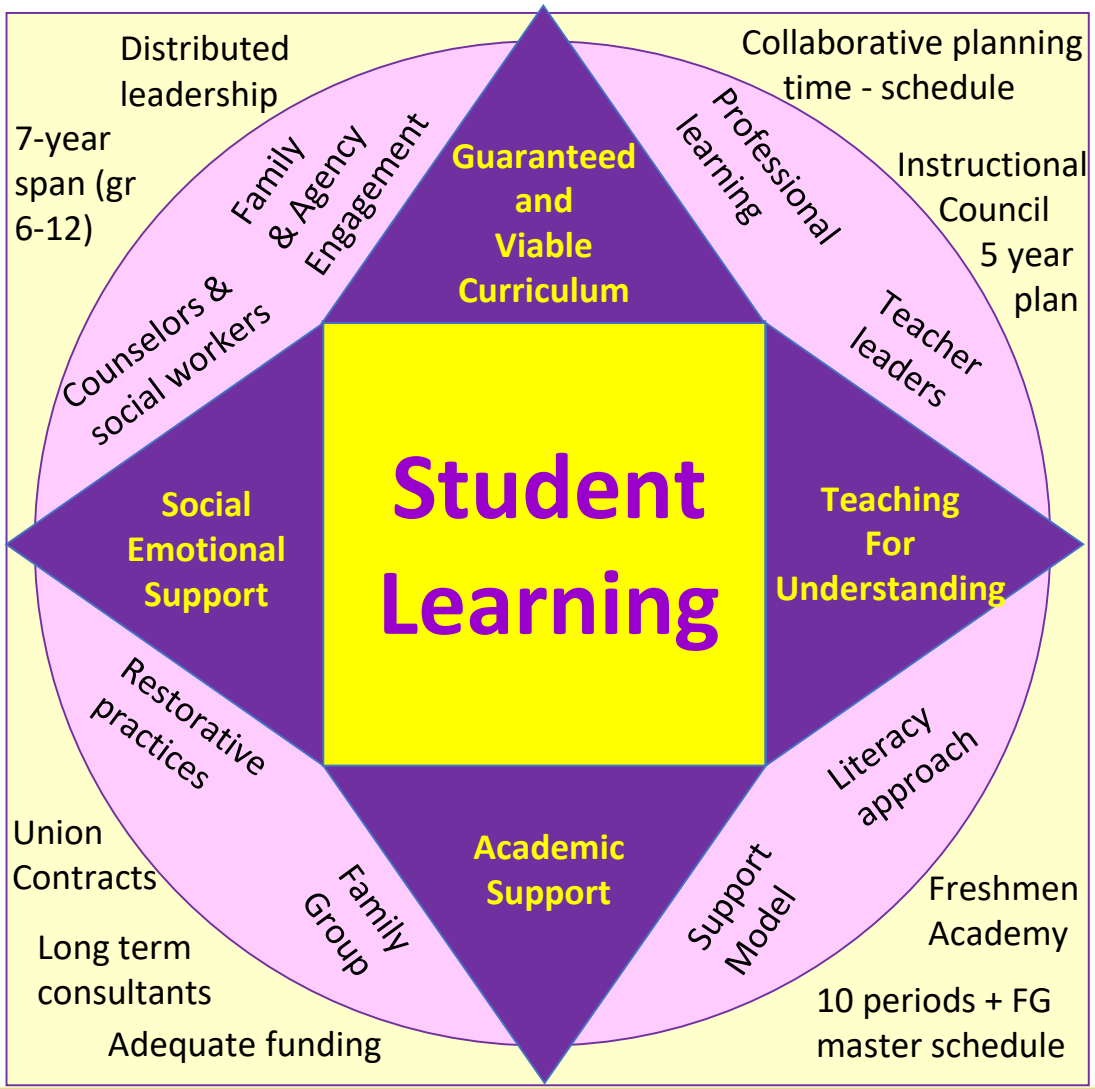
-- Michael Fullan, Choosing the Wrong Drivers for Whole System Reform

- *noun*
- the **ability** to produce a desired or intended result.

ef·fi·ca·cy

BE INTENTIONAL

The Model We Are Creating



Graduation Data by Diploma Type

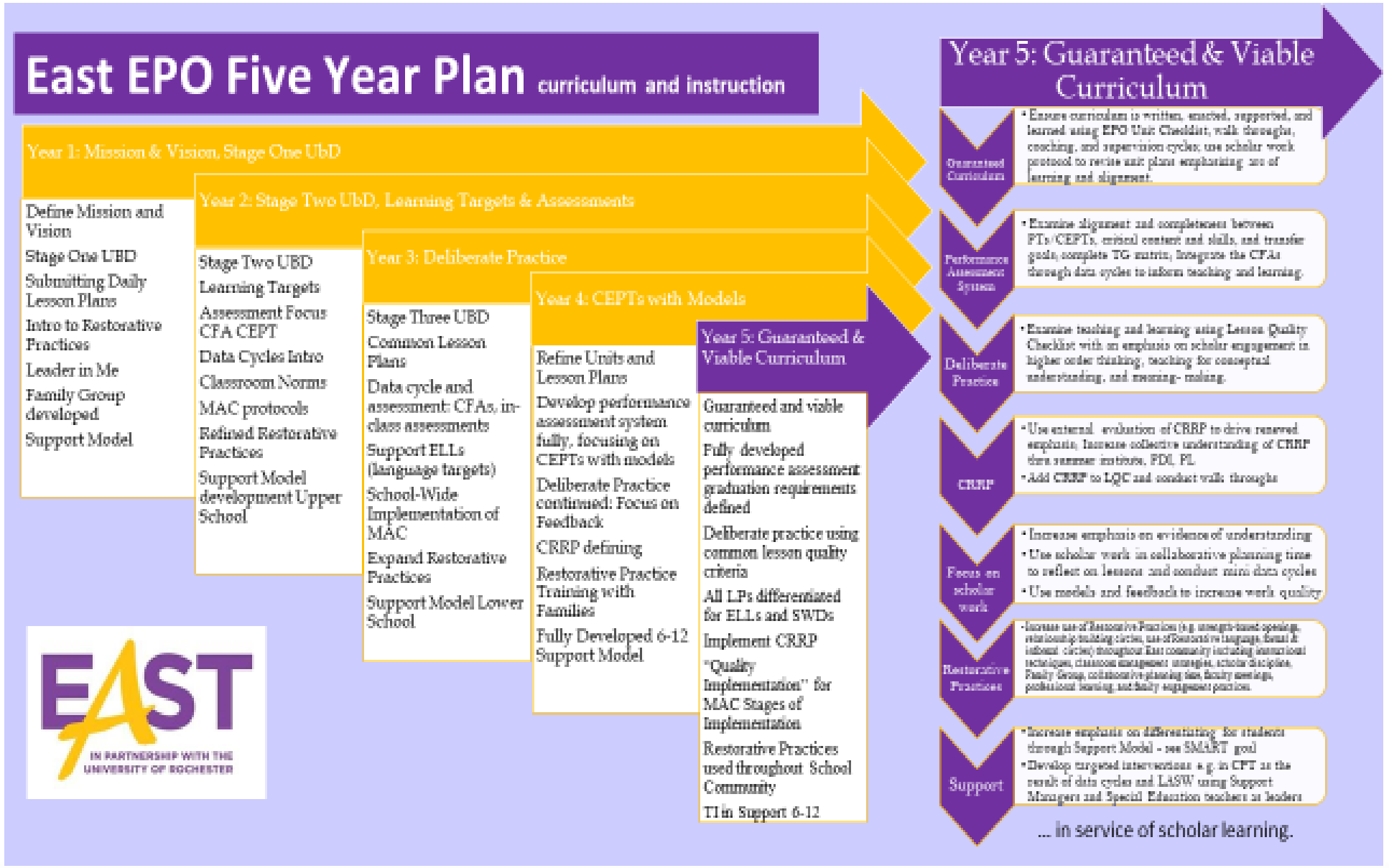
East Historical Graduation Data by Diploma Type (Total Cohort)

School Year	Graduation Rate	Total Cohort	ALL Regents (Adv + Regular) (n)	ALL Regents (Adv + Regular) (% of Total Cohort)	Non-Regents (Local) (n)	Non-Regents (Local) (% of Total Cohort)
2014-2015	**33%**	321	85	26%	22	7%
2015-2016	**40%**	271	86	32%	23	8%
2016-2017	**45%**	338	121	36%	32	9%
2017-2018	**61%**	203	104	51%	20	10%
2018-2019	**70%**	178	104	58%	20	11%
2019-2020	**78%**	169	120	71%	12	7%

East Historical Diploma Type Trends by Accountability Subgroup, Plus "Ever ELLs (Total Cohort)

Subgroup	% of Total Cohort Subgroup					
	Earning Local Diplomas			Earning Regents Diplomas		
	2014-2015	2019-2020	5 Year Diff	2014-2015	2019-2020	5 Year Diff
Black	8% (13/168)	8% (7/84)	**0%**	30% (51/168)	76% (64/84)	**+ 46%**
Hispanic	5% (6/110)	6% (4/62)	**+ 1%**	21% (22/110)	68% (42/62)	**+ 47%**
SWD	18% (11/62)	17% (4/24)	**- 1%**	8% (6/62)	63% (15/24)	**+ 55%**
ELL	5% (3/64)	11% (3/27)	**+ 6%**	11% (7/64)	41% (11/27)	**+ 30%**
ED	7% (18/276)	8% (12/147)	**+ 1%**	25% (68/276)	67% (98/147)	**+ 42%**
"Ever ELLs"	4% (3/70)	7% (3/44)	**+ 3%**	13% (9/70)	61% (27/44)	**+ 48%**

East EPO Five Year Plan curriculum and instruction



Regents Diploma 22-5...80
Advanced Regents Diploma 22-9...80

Course	Credits	Graduation Requirements			
English	4	English 1	English 2	English 3	English 4
Social Studies	4	Global 1	Global 2	US Hist.	Govt./Eco
PE	2	PE (.5)	PE (.5)	PE (.5)	PE (.5)
Electives	3.5	(1.0)	(1.0)	(1.0)	(.5)
Math	3	Algebra	Math (GEO)	Math (ALG 2)	
Science	3	Liv. Env.	Sci. (Earth)	Sci. (Chem.)	
Foreign Language	1	For. Lang.	For. Lang. II	For. Lang. III	
Fine Art	1	Art/Music			
Health	.5	H (.5)			
Total	22	Follow the GOLD to get your Advanced Diploma!			
Regents Exams	5 / 9	ENG	ALG	SCI	GL/US / ANY / GEO / ALG 2 / SCI / FL

Community Partnerships

Support

- Eastman Institute for Oral Health
- Flaum Eye Institute
- Simon Business School
- Memorial Art Gallery
- Warner School of Education at the University of Rochester
- Warner Center for Professional Development and Education Reform
- University Communications
- Office of Advancement (Equity, Opportunity and Access Fund)
- Center for Urban Education Success (CUES)
- Kearns Center - (College Prep Ctr)
- Athletics and Recreation
- University Security Services
- Department of Transportation
- School of Nursing
- University of Rochester Medical Center (URMC) (School Newspaper)
- Debate Union

Defining your Purpose

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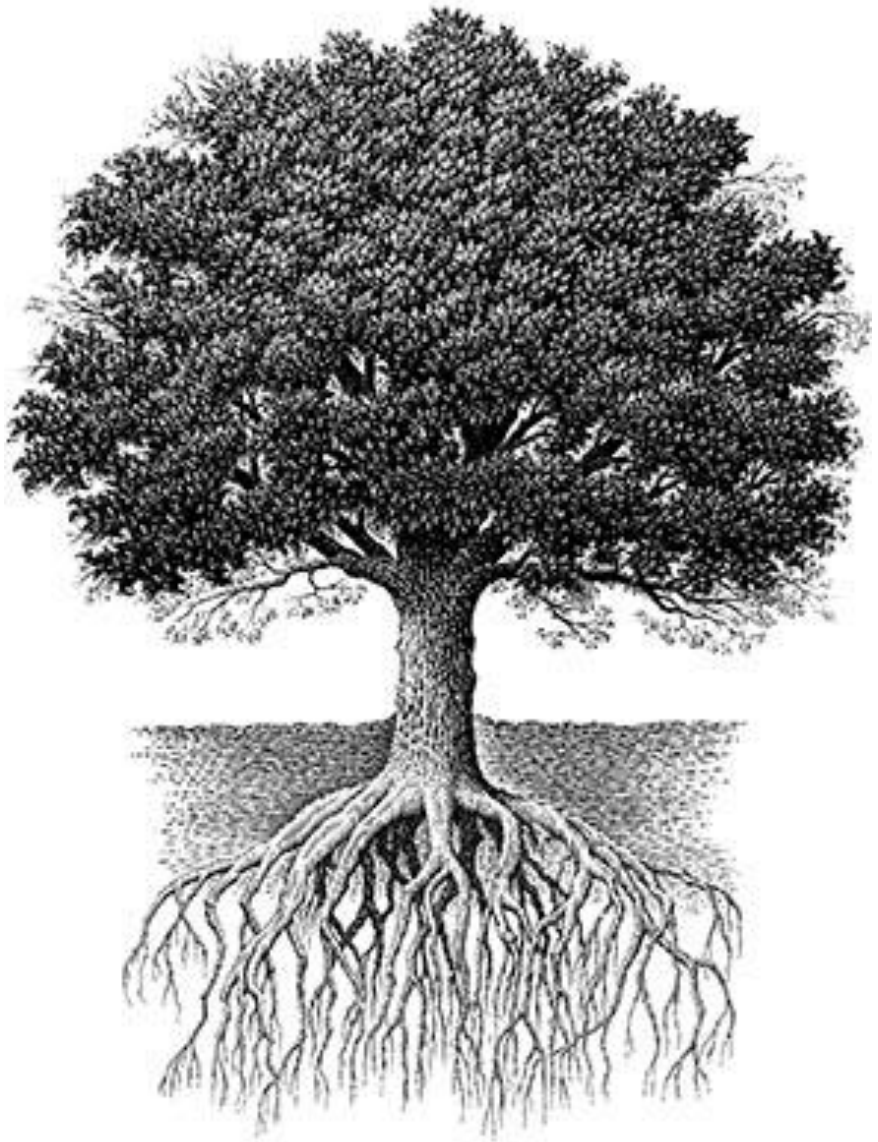
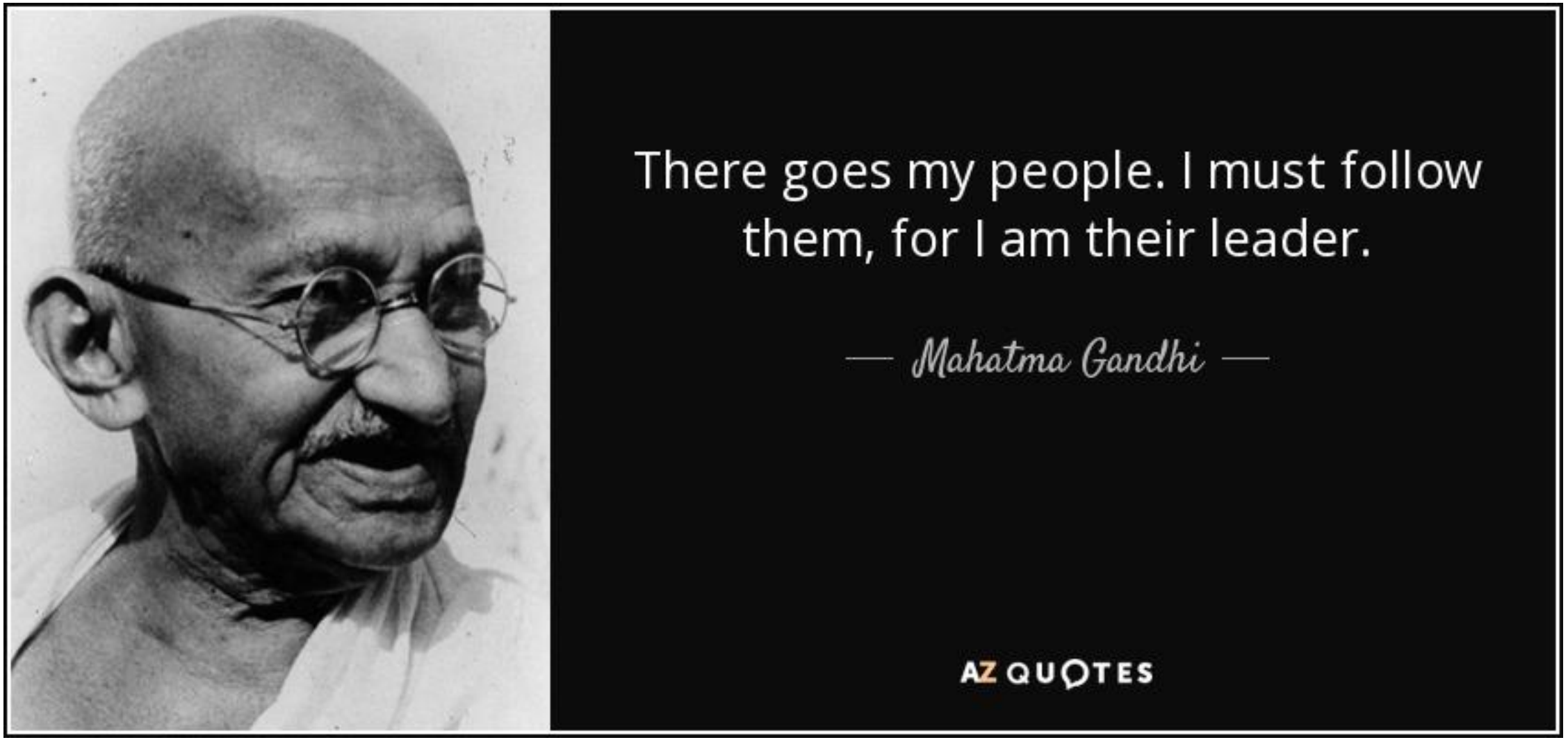


"The true meaning of life is to plant trees under whose shade you do not expect to sit."

– Author Nelson Henderson

We can bring deeper meaning to our lives when we work for something greater than ourselves.


There goes my people. I must follow them, for I am their leader.
— Mahatma Gandhi —
AZ QUOTES

Shaun Nelms, EdD

- **Superintendent**, Educational Partnership Organization, Rochester City School District
- **Associate Professor**, **Director** for the Center for Urban Education Success (CUES) at the University of Rochester

Follow us on Twitter:

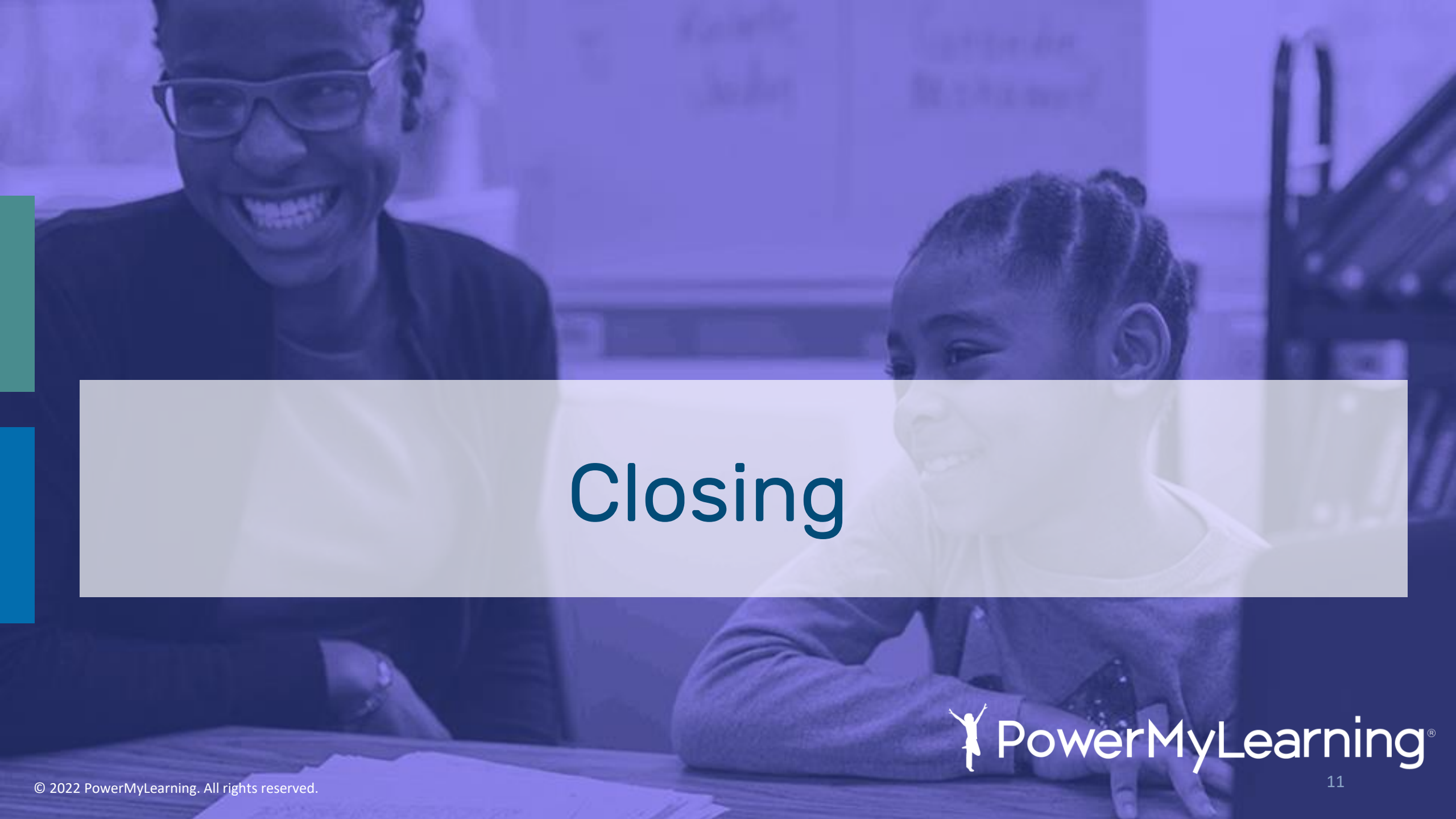
- **@DrNelms**
- @EastEPO
- @URCUES

Center for Urban Education Success (CUES)

UNIVERSITY of ROCHESTER

EAST

IN PARTNERSHIP WITH THE UNIVERSITY OF ROCHESTER



Closing

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Our Programs and Program Elements

PROGRAMS

Culturally Responsive Education Practices That Advance Equity

Nurture Student Growth Through Social and Emotional Learning

Savvy Practices to Accelerate Learning

PROGRAM ELEMENTS

WORKSHOPS FOR FAMILIES

- ✓ 60-minute engaging workshops for families (and students)
- ✓ Available in English and Spanish

WORKSHOPS & COACHING FOR TEACHERS

- ✓ Four 60- or 90- minute interactive teacher workshops
- ✓ Three 1:1 or group coaching sessions to reinforce workshop topics

PowerMyLearning®

Evidence of Impact

Positive and statistically significant impact

Improve student outcomes

+8.6 percentage points greater student achievement

+15% greater average SEL outcomes as measured by the Intrinsic Motivation Scale

+31% greater sense of belonging among ELL students

Strengthen teacher practice

94% of teachers improved at using data to improve instruction

Increase family confidence

95% of parents in partner schools became more confident that they could help their child learn

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