Humanizing Education for Equitable Transformation

Dr. Cheryl Hildreth,
Local District West Superintendent

Dr. Darnise Williams,
Senior Executive of the Superintendent

Dr. Magan Mitchell,
Local District West Equity Director

Dr. Kimi Wilson,
Cal State Los Angeles, Professor
“Without urgent actions, black students, in general, will continue to languish at the bottom of the academic rankings in Los Angeles Unified.”

- Dr. George J. McKenna III
Today’s Outcomes

• Provide Context for Increased Support for African American Students

• Introduce the Humanizing Education for Equitable Transformation (H.E.E.T.) Initiative

• Provide an Overview of H.E.E.T. Components

• Discuss Signature Practices Focused on Advancing African American Students’ Performance in Mathematics and Literacy
The H.E.E.T. Community of Schools prioritizes equity by engaging in practices that advance African American student achievement in English/Language Arts and Mathematics while also developing a learning community that is responsive to African American student achievement through rigorous monitoring of leadership, instruction, support services, and family and community engagement.
Evaluating Equity

**Inputs**
- Distribution of funding
- Access to high-quality teachers
- Rigorous Coursework
- Support Services
- Supportive School Climates

**Outputs**
- Achievement Rates
- Graduation Rates
- Attendance Rates
- Suspension Rates
- Post-secondary Enrollment
- Access to well paying careers

Both inputs and outcomes must be considered when evaluating equity in education.
The Context
Framing the Context
(65 Years Post Brown vs The Board of Education)

The H.E.E.T. plan of action rejects the premise that African American students in America's schools are "the problem." Rather, the troublesome status of African American students in the nation's schools, is deeply rooted in the enduring myth of the American ethos that characterizes African Americans as less than equal and, thus, unentitled to the "equal rights" promised to all citizens in the Declaration of Independence and the U.S. Constitution.

Humanizing Education
for Equitable Transformation

Our pledge is to unapologetically focus on the academic and social emotional needs of African American students.
Trends in NAEP Mathematics Average Score Gaps for White, Latinx, and Black Students in 4th Grade
Opportunity to H.E.E.T.

AFRICAN AMERICAN PERFORMANCE DISTRICTWIDE AND LOCAL DISTRICT WEST

- ELA MET/EXCEEDED: Districtwide 31.93%, Local District West 31.77%
- ELA DISENFRANCHISED: Districtwide 68.07%, Local District West 68.23%
- MATH MET/EXCEEDED: Districtwide 20.14%, Local District West 19.60%
- MATH DISENFRANCHISED: Districtwide 79.86%, Local District West 80.40%
Restructuring from “Problem Students” to Disenfranchised Students

FIRST AND THIRD YEAR TEACHER TURNOVER LAUSD, LDW & H.E.E.T.
Data Considerations

- LAUSD along with other schools in the nation are on par with the data.

- Rate of Increase

- Our goal is to have African American students reach or surpass the target.
Why H.E.E.T?
Why Focus on African American Students?

• African American students are more likely than any other group to:
  • Experience homelessness
  • Be placed in foster care
  • Have a parent who is incarcerated

• The communities where many African American students reside are also less likely to have parks and recreation facilities and are more likely to contain environmental hazards that negatively impact the health and well-being of children and their families.

“It is important to note that there are a small but significant number of African American children (primarily from affluent households), who attend private or and well-resources, racially integrated public schools. The vast majority of these students graduate from high school and enroll in four-year colleges.”

Noguera, P., Bishop, J. Howard, T & Johnson, S. (2019). Beyond the Schoolhouse: Overcoming Challenges & Expanding Opportunities for Black Youth in Los Angeles County. Center for the Transformation of Schools, Black Male Institute, Graduate School of Education & Information Studies, University of California, Los Angeles.
H.E.E.T. Objectives Reshaping African American Student Outcomes

- Improve African American academic achievement in Mathematics and English Language Arts
- Create, develop, and sustain a professional learning community in (16) K-12 schools in South Los Angeles which promote evidence-based practices and lead to improved and sustaining academic outcomes for African American students
- Implement a rigorous, supportive, evidence-based learning community focused on administrator and teacher preparation to create healthy school environments/culture, effective math and ELA teaching and learning, with the premise of reducing administrator and teacher turnover in high need areas
- 90% of AA students score at or above standard on end of year assessment
Unintended Consequences

• Over representation in special education
• Under representation in gifted and advanced level courses
• Students are ill-equipped to demonstrate proficiency on state exams
• “The lasting legacy of systems and structures based in false and harmful notions of race is evident in nearly the aspect of African American students’ experiences” with school” (Rousseau, 2019).
• Test prep instead of enriched curriculum
• Overdoses of remediation
• Intervention instead of prevention
“Students have to **Maslow** before they can **Bloom.**”
According to Siddle Walker (1996), “the relationship between school and community are mutually dependent.”
H.E.E.T in ACTION
H.E.E.T. Overview

Target Population:
Students of 16 historically low performing schools that serve more than 8,000 students, 44% which are African American.

Need:
AA students remain the lowest performing subgroup throughout the district regardless of geographical location.

Why?
To reverse the historical trend of AA underperformance in ELA & Math and to ensure that all students are college prepared and career ready.
The Conceptual Framing of the H.E.E.T. Initiative

Race conscious data approach of African American students

Community of Practice

Coaching and Mentoring

Self-reflective practices
# H.E.E.T. Outcomes

<table>
<thead>
<tr>
<th>SHORT TERM</th>
<th>MID TERM</th>
<th>LONG TERM</th>
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<tbody>
<tr>
<td>DEVELOP/SUPPORT 150+ LD WEST PERSONNEL (ADM, TEACHER, INSTRUCTIONAL SUPPORT, PARENTS) WITH EXPERTISE IN INCREASING AA STUDENT ACHIEVEMENT IN MATH/ELA</td>
<td>ADVANCE (ADM, TEACHER, INSTRUCTIONAL SUPPORT, PARENTS) IN MAINTAINING SCHOOL ENVIRONMENT/CULTURE SUPPORTING AA ACADEMIC ACHIEVEMENT IN MATH/ELA</td>
<td>INCREASE THE NUMBER OF HIGHLY QUALIFIED ADM/TEACHERS/SUPPORT STAFF IN THIS GEOGRAPHICAL AREA WITH PROVEN RESULTS OF SUPPORTING AA ACADEMIC ACHIEVEMENT IN MATH/ELA</td>
</tr>
<tr>
<td>ESTABLISH A RIGOROUS, SUPPORTIVE, EVIDENCE-BASED PROFESSIONAL LEARNING COMMUNITY CENTERED ON BEST PRACTICES AND THEORIES INFORMING AA ACADEMIC ACHIEVEMENT IN MATH/ELA</td>
<td>IMPLEMENT A RIGOROUS, SUPPORTIVE, EVIDENCE-BASED PROFESSIONAL LEARNING COMMUNITY CENTERED ON BEST PRACTICES AND THEORIES INFORMING AA ACADEMIC ACHIEVEMENT IN MATH/ELA</td>
<td>SUSTAIN IMPLEMENTATION OF A RIGOROUS, SUPPORTIVE, EVIDENCE-BASED PROFESSIONAL LEARNING COMMUNITY CENTERED ON BEST PRACTICES &amp; THEORIES INFORMING AA ACADEMIC ACHIEVEMENT IN MATH/ELA</td>
</tr>
<tr>
<td>BUILD AND DEVELOP COMMUNITY BETWEEN (16) K-12 SCHOOLS FOCUSED ON AA ACHIEVEMENT</td>
<td>PROVIDE AA STUDENTS IN THIS GEOGRAPHICAL ZONE WITH CONTINUITY OF LEARNING</td>
<td>IMPROVE AND BUILD UPON AA ACADEMIC SUCCESS IN FEEDER PATTERN FROM K-12</td>
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### African American Student Enrollment

#### Total Enrollment in LAUSD

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Enrollment</th>
<th>African American Students</th>
<th>Percentage</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>7.62%</td>
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</tbody>
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#### Total Enrollment in LD West

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Enrollment</th>
<th>African American Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>20.17%</td>
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#### African American Student Enrollment in H.E.E.T.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Enrollment</th>
<th>African American Students</th>
<th>Percentage</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>44%</td>
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</tbody>
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*Figure 11: Enrollment for Black Students in Los Angeles 2000-2019*

*Enrollment of Black students in schools in LA County has declined by 42 percent over the past 20 years.*

## H.E.E.T. Structure

<table>
<thead>
<tr>
<th>Cluster A (DW)</th>
<th>Cluster B (LDW)</th>
<th>Cluster C (LDW)</th>
<th>Cluster D (DW)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crenshaw HS</td>
<td>Dorsey</td>
<td>Washington</td>
<td>74&lt;sup&gt;th&lt;/sup&gt; Street ES</td>
</tr>
<tr>
<td>Audubon MS</td>
<td>42&lt;sup&gt;nd&lt;/sup&gt; Street ES</td>
<td>Bret Harte MS</td>
<td>Raymond Avenue ES</td>
</tr>
<tr>
<td>Bradley</td>
<td>59&lt;sup&gt;th&lt;/sup&gt; Street ES</td>
<td>West Athens</td>
<td>LaSalle ES</td>
</tr>
<tr>
<td>YES Academy</td>
<td>View Park CDS</td>
<td>Manhattan Place</td>
<td>95&lt;sup&gt;th&lt;/sup&gt; Street ES</td>
</tr>
<tr>
<td>Young CDS</td>
<td>Ellington CDS</td>
<td></td>
<td>Woodcrest</td>
</tr>
</tbody>
</table>
Staffing

Dr. Cheryl Hildreth,
LD West Superintendent

Dr. Darnise Williams,
Office of the Superintendent Designee

Sal Rodriguez,
Administrator of Instruction, Interim

Anthony Jackson,
Community Schools Transformation Director

Carmina Nacorda,
Community Schools Transformation Director

Dr. Magan Mitchell,
Equity Director

Dr. Kimi Wilson,
Cal State LA University Partner Adviser

Cecila Flores-Adams,
ELA Adviser (Elementary)

Melody Morris,
ELA Adviser (Elementary)

Bootsie Battle-Holt,
Math Adviser (K-12)

H.E.E.T. Community
H.E.E.T. Tenents and Signature Practices
Four Tenets

1. Community Schools Feeder Pattern
2. Equity Staffing and Professional Development Learning Community
3. Student Supports
4. Family and Community Engagement
Signature Practices

1. Academic Discourse
2. Equity Appraisal
3. Continuous Learning Improvement Coaching Cycle for Math and English
4. Recruitment/Residency Program
5. Personalized data tours for each school site
Resources

H.E.E.T. Coaching Cycle

H.E.E.T. Coaching Cycle
The Humanizing Education for Equitable Transformation Community of Schools will build on small-scale successes using this break-through approach to achieve systemic change.

What is the H.E.E.T. Coaching Cycle?
The use of small-scale successes to...
- Achieve immediate (8-10 weeks), urgent, measurable performance goals tied to key organizational challenges
- Give teams the autonomy, and opportunity to build on their experience

Advantages
- Direct connection to performance goals
- Short time frame
- Use of existing resources and authority
- Relevant PD through “Just-in time” training
- Broad, complex challenges translated into specific compelling goals
- Discrete opportunities to work on cultural change
- Winning together is fun!

Aims of the H.E.E.T. Coaching Cycle

New performance levels → New ways of doing things → The confidence to build on what you have achieved

Equity Designee

Qualification and Responsibilities for School-Based H.E.E.T. African American Student Achievement Equity Designees

Background/Rationale:
The H.E.E.T. community of schools network funds an African American student achievement equity designee. The African American Student Achievement Equity Designee will be identified at each H.E.E.T. school site based on need and must maintain a yearly renewed equity certification for African American students. The rationale for the designee is to push equity to the center for African American student achievement intentionally creating school communities that provide appropriate resources to advance African American student achievement.

Desired Qualifications:
Principals are responsible for ensuring potential candidates meet the following minimum qualifications:
- Permanent certificated employee of the Los Angeles Unified School District
- Five (5) years of successful full-time public school certificated service
- Meet standard performance ratings on Educator Development and Support, Teachers (EDST) Evaluation and in the preceding four years, have no Notice of Unsatisfactory Service
- A valid California teaching credential authorizing K-12 service, Special Education Credential, or Pupil Personnel Services
- Completion of required multicultural coursework

Duties and Responsibilities:
From the African American Student Achievement Equity Designee include, but are not limited to the following:
- Academic Progression: Collaborate with teachers and principal to ensure that a yearly increase in English Language Arts and Mathematics proficiency for African American students within their respective school site occurs. Monitor the progress of the African American students utilizing various data points.
- Accountability: Facilitate grade-level team/department meetings to analyze African American data, review student work, debrief classroom observations and best practices, identify student needs, and plan differentiated instruction. Participate in H.E.E.T. 8-10 week coaching cycle.
- Equity: Ensuring instruction and equity-focused professional development opportunities

Equity Focused PD

H.E.E.T. Community Schools
Principal Professional Development Calendar
2019-2020

Date | Topics | H.E.E.T. Professional Development Focus
--- | --- | ---
| | | Leadership & Professional Growth
| | | Culture of Learning & Positive Behavior
| | | Leadership & Professional Growth
| | | Instruction
| | | Culture of Learning & Positive Behavior
| | | Instruction
| | | Leadership & Professional Growth
| | | Instruction
| | | Culture of Learning & Positive Behavior
| | | Leadership & Professional Growth
| | | Instruction
| | | Culture of Learning & Positive Behavior

Address one or more of the following:
- Building Rigorous State Standards Based Instruction
- Building Rigorous State Standards Based Instruction
- Building Rigorous State Standards Based Instruction

Evaluation Actionable
- Leadership & Professional Growth
- Instruction
- Culture of Learning & Positive Behavior
Academic Discourse

• Focus instructional practices on the way in which teachers and students engage in dialogue, use language, and facilitate higher levels of communication.

• Increase student collaboration and reduce teacher talk.

• Increases motivation and engagement of students.

• Validates, affirms, and motivates students.

• Empowers students intellectually, socially, emotionally, and politically.
74th Street Elementary & Gifted Magnet
Karima Gillenwaters, Principal

Focus on Academic Discourse

Speaking and Listening 5.6
Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
"Bring the H.E.E.T." Media Show

Dr. Tammara Lewis, Teacher

5th Grade Magnet Class

The show is designed to provide opportunities for students to gain media skills and showcase students’ achievements, great things happening at 74th Street Elementary & Gifted Magnet, community events, current events, and highlight great figures and events in history.
"Bring the H.E.E.T." Media Show

Dr. Tammara Lewis, Teacher
Equity Appraisal

The University of Southern California Race and Equity Center and H.E.E.T. Leaders will engage in a four-dimensional partnership focused on understanding and documenting environmental factors and cultural practices that enable and undermine African American student success across the Humanizing Education for Equitable Transformation (H.E.E.T.) community of schools. Our ultimate aim is to improve African American students’ experiences and outcomes.

Phase I - HEET Equity Audit

Phase II - Ethnographic Analyses of school environment and Cultural Practices

Phase II – Focus Group Interviews

Phase IV - Equity Academy: School Teams
Continuous Learning Improvement Coaching Cycle for Math and English

The Humanizing Education for Equitable Transformation Community of Schools will build on small-scale successes using this break-through approach to achieve systemic change.
Math Achievement Collaborative

• Community of schools focused on improving student eligibility and readiness for college using research-based essential mathematics teaching practices.

• Math Instructional Cycle
  • Rigorous Instruction & Assessment
  • Quality Observational Feedback
  • Progress Monitoring
  • In-Class Intervention
  • Rigorous Curriculum Monitoring

### H.E.E.T. Residency Model

<table>
<thead>
<tr>
<th>H.E.E.T. Schools</th>
<th>1-Year Teacher Mobility Rate</th>
<th>3-Year Teacher Mobility Rate</th>
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<tbody>
<tr>
<td>26%</td>
<td>50%</td>
<td>35%</td>
</tr>
<tr>
<td>District Average</td>
<td>14%</td>
<td>35%</td>
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The H.E.E.T. Community of Schools initiative is built on the premise of aspirational education (Siddle-Walker, 2019). Aspirational education is a firm commitment to stronger professional preparation and professional learning opportunities so that all educators will embrace strategies that allow schools to become places where African American student achievement is grounded in equity and an asset based lens.
Community and Family Engagement

H.E.E.T. Family Day
Over 400 Families Participated
Saturday, November 16, 2019
Community and Family Engagement

H.E.E.T. Family Day
Over 100 Parents/Guardians Participated
Saturday, November 16, 2019
Timeline

Year 1:
Induction, Data Tour, Needs Assessment, Equity Appraisal, and Implementation of Signature Practices

Year 2:
Teacher Recruitment, Residency Program, and expand Wellness Partnerships

Year 3:
Sustainability & Accountability
“Students show up with incredible strengths and assets. Kids are capable of much more than we think.”

-Gloria Ladson-Billings
Thank You!