Hopkins School District 270
Hopkins, Minnesota

Equity Strategy Framework

Prepared by the Office of Equity and Integration
and the District Equity Leadership Team

Adopted by the Hopkins Board of Education on June 17, 2004
**Introduction**

In August 2002, Hopkins School District Superintendent Michael Kremer opened the Annual District Leadership Workshop with these words:

> “We will eliminate the achievement gap in the Hopkins School District. Not narrow it, not close it, we will eliminate it. No exceptions. No excuses.”

Superintendent Kremer went on to say that “the achievement gap is a crisis as great as any faced by our nation, and to eliminate it we must face some critical…and sometimes uncomfortable…realities. The gap is not a problem than lies in our students and their families; it is a problem that lies within our very schools. By acknowledging that race and class inequities in academic outcomes are logical consequences of our current educational systems, and not an exception to the rule, we are more likely to seek systemic changes, rather than blaming students, families, or teachers.”

In that defining moment, Superintendent Kremer determined a course of action that has challenged us to expand and transform our knowledge and capacity to focus on issues of educational equity, and has led to the development of this Equity Strategy Framework.

The framework is designed to create an infrastructure for equity in the Hopkins School District. It comprises the equity mission, beliefs, objectives, and strategic initiatives that will guide and transform our work as a school community committed to equity and excellence for all students. It is a living document that will grow and change as we continually build our knowledge and capacity to effectively teach all children.

> “All of us must believe in our very soul that all children can and will learn and that equity and excellence are moral imperatives that can and must be accomplished. We must be prepared to be rebuffed, rebuked, and reviled for standing tall and firm before colleagues, parents, unions, school boards, and society in general. The path to accomplishing a vision of schools for all children will require strong moral and sometimes physical courage. Make no mistake; it will seriously test the mettle of the best of us. It will require an unswerving determination to not be discouraged or detoured and will require enormous amounts of time and energy.

> All of us, parents, teachers, administrators, and community members are essential ingredients in fulfilling the vision. With all of us putting the puzzle together the true and beautiful and just school will be guaranteed.”

John Morefield
University of Washington
Background

The “Achievement Gap” is generally used in educational literature to describe the persistent achievement disparities that exist between students of color and their white peers. Nationally, especially in urban school districts, the “gap” has been well documented for many years. More recently, as District 270 has been focusing on the use of disaggregated state and local test data to improve student achievement, it has become apparent that a racial achievement gap exists in Hopkins, as well.

Through the District and site strategic planning process, summer leadership workshops and data retreats, and the requirements of the federal “No Child Left Behind” law, we have deepened our understanding of the achievement gap in Hopkins, and sharpened our focus on meeting the needs of each and every learner.

“All” Means All

In November 2002, the District Strategic Planning Team reviewed student demographic and achievement data and concluded that the District’s strategic objectives needed fortification in order to address the racial achievement gap. The Team added a fourth objective to the Strategic Plan to make explicit the expectation that the District’s mission and objectives are meant for ALL students, and to expressly address demographic disparities in achievement.

The District’s first objective, adopted in 1994, sets the expectation that:

All students will meet or exceed Hopkins School District standards for quality work in

defined areas of knowledge and skills at each appropriate level.

The newest objective amplifies the first objective:

Student performance as measured by Hopkins standards will be comparable for all demographic groups.

A New Equity Strategy

Since the District Strategic Plan was first adopted in 1994, we have conscientiously worked to implement a strategy focused on embracing the growing diversity in our school community. We have much evidence today of greater individual and organizational capacity to meet the needs of our diverse learners as a result of the Diversity Strategy.

Still, despite our best efforts over these ten-plus years, we have demographic achievement disparities in our schools. We must conclude that our diversity initiatives, while necessary, have not been sufficient, to eliminate the achievement gap.

In order to create the conditions for equity and excellence in the Hopkins School District, and to achieve the newest District objective, we need a more focused, evidence-based strategy.

We recommend the Equity Strategy Framework presented in this report, and propose that it replace the current Diversity Strategy in the District Strategic Plan.

“All systems are perfectly designed for the results they achieve.”

Author Unknown
A Closer Look at the Achievement Gap

Our growing awareness of and concern about achievement disparities in the Hopkins schools has inspired us to study educational literature and research in order to better understand the achievement gap and what we must do to eliminate it.

What is the “Achievement Gap?”

While there are various definitions of the racial achievement gap in the educational literature, there is general agreement on these key points:

- Gaps in achievement among different groups of students appear by income and by race and ethnicity. Large percentages of low income, African American, Latino, and American Indian students are at the low end of the achievement ladder, and large percentages of middle- and high-income white and some Asian students are at the top of the achievement ladder.

- Gaps are found among these groups regardless of socio-economic level.

- There are also gaps in other measures of achievement, such as grades and class rank.

- There is an over-representation of African American students in special education.

(Using Data to Close the Achievement Gap — How to Measure Equity in Our Schools, Ruth S. Johnson, 2002)

In addition to wide disparities in academic performance, Hopkins data has historically revealed disproportionate under-enrollment of Latino, American Indian, African American, and bi-racial students in Challenge, honors, and advanced placement classes.

Conversely, representation by these same racial groups in remedial and special education programs, and in disciplinary actions such as expulsions and suspensions has been significantly higher than their percentage of the student population.

What the “Achievement Gap” Is Not

Poverty and student mobility are often cited as causative factors for the lower achievement patterns of students of color. However, the research on student achievement does not support this conclusion.

Dr. Samuel Myers, Jr. at the Roy Wilkins Center for Human Relations and Social Justice at the University of Minnesota has studied whether poverty and mobility are primary causes of the poor performance of Black students on the Minnesota Basic Standards Test. While acknowledging that poverty and mobility are indeed complicating issues for students from all racial backgrounds, researchers found that, contrary to expectations, test scores and other measures of achievement are not statistically related to poverty or mobility.

Likewise, a 1995 study by the University of California of California SAT scores, disaggregated by race and household income, found that family income was not a primary factor in student performance. In fact, the highest income (above $60,000/year) Black students scored well below the lowest income (below $20,000/year) white students.
Other research, some cited later in this report, further supports the conclusion that factors other than poverty and mobility are at the root cause of the achievement gap.

**What if the most devastating factor contributing to the lower achievement of African American, Latino, and American Indian children is institutionalized racism?**

In the 50 years since the Brown vs. Board of Education Supreme Court decision barred racially segregated schools in the United States, school districts have engaged in tremendous educational reform to reduce the effects of racism in schools. We have moved from concerns about segregation to issues of equity — ensuring that all students experience challenging instruction that supports their personal and academic growth. Still, fifty years later, the racial achievement gap persists. Increasingly, “gap” research is pointing to the insidious and pervasive effects of personal and institutional racism as the root cause of racial achievement disparities in U.S. schools.

Despite the rhetoric that “all children can learn,” the belief that some children cannot learn at high levels persists. And, when young people believe that society does not expect them to succeed, or when they themselves believe they cannot succeed, they do poorly in school. Stanford University psychologist Claude Steele, in a series of studies conducted with Stanford students, found evidence to support the idea that low expectations have a harmful effect on student achievement (“Stereotype Threat and Test Performance of Academically Successful African Americans,” in *The Black-White Test Score Gap*, Washington, DC: Brookings Institution Press, 1988). Steele and other researchers have contributed much to what we know today about the relationship between race and achievement. The Research Practitioner Council of the Minority Student Achievement Network, a consortium of 15 affluent urban and suburban districts that have banded together to “discover, develop, and implement the means to insure high academic achievement of minority students,” has compiled a list of ten evidence-based principles about race and achievement that inform their work. We have embraced these same principles, and others, in developing the Equity Strategy Framework.

**What we know about the relationship between race and achievement**

- Analysis of test scores, grades, and graduation rates document significant gaps in achievement between white students and students of color.¹
- Despite gaps in average performance among racial groups, there are still substantial numbers of high achieving students of color.²
- Causes of achievement gaps are complex and include school, community, and societal factors.³
- The current gaps in achievement are not due to racial differences in innate ability.⁴
- In the early grades, there are measurable gaps between students of color and white students in the skills that schools value; too often, these gaps widen as students move through school.⁵
• Schools can have a powerful, positive impact on the achievement of students.6

• Racism within schools continues to be a significant barrier to student achievement.7

• Partnerships between schools and parents can have a positive impact on student achievement.8

• Strong and encouraging teacher-student relationships, when accompanied by effective instruction, may contribute to improving achievement even more for students of color than for white students.9

• To close the gaps in achievement, students of color must improve at a greater rate than others.10

(What is the Relationship Between Race and Achievement in our Schools? Minority Student Achievement Network Research Practitioner Council, June 2003.)

Focus on Equity and Excellence

Through our work over the last few years with national consultants Gary Howard (of the REACH Center for Multicultural Education) and, more recently, with Glenn Singleton (of Pacific Educational Group), we have begun to examine, individually and collectively, our unconscious, often deeply held assumptions about matters of race; to explore and acknowledge how race privilege impacts our personal lives and how it operates in our schools; and to recognize and acknowledge the attitudes, behaviors, structures, and systems that benefit white students, but may work against the success of students of color.

There is evidence in the literature that white students achieve at higher levels in schools where equity is a strong focus. As John Morefield, a former principal and co-founder of the Powerful Schools organization, now at the University of Washington, writes, “Schools designed to work for children of color, work for white children. The reverse, however, is not true. Consequently, if we design our schools to work for children of color they will work for all children.”

We are committed to making the Hopkins schools work for all children. Through implementation of the Equity Strategy we intend to…

- improve performance and raise achievement for ALL students;

- narrow the gap between the highest and lowest performing students; and,

- eliminate the racial predictability and disproportionality of which students are in the highest and lowest achieving groups.

“We can, whenever we choose, teach all children whose learning is important to us. Whether we do so depends upon how we feel about the fact that we have not done so already.”

Dr. Ron Edmunds
Founder, Center for Effective Schools
Our Equity Mission:
As a school district committed to equity and excellence for all learners, we will eliminate racial and other demographic differences in achievement, while we improve achievement for all students, by examining individual and organizational beliefs and changing practices to counteract the contemporary and historical impact of racism and discrimination.

Our Equity Objectives:
1. All Hopkins students and staff will develop and consistently demonstrate cultural competence.
2. Each member of the Hopkins School District community will develop and demonstrate the will and skill to lead systemic change that results in equitable schools, as demonstrated by high levels of achievement for all Hopkins students.
3. Students of all racial groups will realize their potential for personal, social, and academic achievement in Hopkins’ schools.
4. All learning experiences in the Hopkins School District will be racially integrated, culturally relevant, and personally challenging.

The Core Beliefs That Guide Our Equity Work:
• We have the courage and integrity to create the conditions for equity and excellence for all learners.
• All students can achieve when they are effectively taught how to learn and are held to high expectations.
• Schools will be excellent only when students of all racial groups are achieving at high levels.
• Each individual staff member must examine her/his own beliefs and change practices to counteract the contemporary and historic impacts of racism and discrimination.
• School districts must examine institutional beliefs and effect systemic change in policies, practices, and structures that perpetuate inequities based on race and class.
• The future of our democracy depends upon our will and skill to effectively educate all children.
Hopkins School District 270
Equity Strategy Framework

2004-2008 Initiatives

Initiative 1. Equity/Anti-Racism Leadership
We will consciously and deliberately act to eliminate the gap between our mission of high levels of achievement for all students, and the policies, practices, and structures in our school system that may perpetuate inequities based on race and class.

Initiative 2. Cultural Competence
We will develop the individual and organizational knowledge, attitudes, skills, and practices to create culturally responsive learning environments that expect and support high academic achievement for learners from all racial groups.

Initiative 3. Student-Centered Learning and Teaching
We will identify, develop, and systematically apply instructional practices that make a significant difference in the education of children, especially children of color, as demonstrated by research and best practice.

Initiative 4. Family and Community Engagement
We will engage families and communities as essential partners in supporting academic achievement for learners from all racial groups.

Initiative 5. Community Collaboration and Integration
We will work collaboratively with partner organizations to promote and achieve racially integrated schools and communities where students and families from diverse racial and economic backgrounds feel welcomed, supported, and experience academic success.
Equity Strategy Framework

**Initiative 1: Equity/Anti-Racism Leadership**

We will consciously and deliberately act to eliminate the gap between our mission of high levels of achievement for all students, and the policies, practices, and structures in our school system that may perpetuate inequities based on race and class.

<table>
<thead>
<tr>
<th>#</th>
<th>Sub-Initiatives</th>
<th>Responsible Leader(s)</th>
<th>Implementation Timeline</th>
</tr>
</thead>
</table>
| 1-1| Develop and support strong equity leadership at the school and district levels. | Superintendent  
Equity Leadership  
Team  
Principals               | 2004-05 On-going                                                  |
| 1-2| Establish, support, and sustain equity leadership teams at each school and at the district level. | Superintendent  
Equity Leadership  
Team  
Principals               | Jan. 2005 & Beyond                                               |
| 1-3| Embrace and embed the agreements and conditions of courageous racial discourse throughout the Hopkins School District. | School Board  
Superintendent  
Equity Leadership  
Team  
Cabinet  
Principals               | On-going                                                        |
| 1-4| Initiate and sustain site, district, and regional dialogue on issues of race and achievement. | School Board  
Superintendent  
Equity Leadership  
Team  
Principals               | On-going                                                        |
| 1-5| Allocate resources based, in part, on critical factors of academic need, achievement data, mobility, and economic status. | School Board  
Superintendent  
Cabinet  
Principals               | 2004-05 & Annually                                               |
| 1-6| Examine school and district policies, practices, and structures for potential bias, and where found, eliminate it. | School Board  
Superintendent  
Cabinet  
Principals               | Design protocol in 2004-05 Implement 2005-06                    |
| 1-7| Engage multiple cultural perspectives as an essential component of decision-making at the school and district levels. | School Board  
Superintendent  
Cabinet  
Principals               | On-going                                                        |

Indicates some portion of sub-initiative is already underway.
Equity Strategy Framework

Initiative 2: Cultural Competence

We will develop the individual and organizational knowledge, attitudes, skills, and practices to create culturally responsive learning environments that expect and support high academic achievement for learners from all racial groups.

<table>
<thead>
<tr>
<th>#</th>
<th>Sub-Initiatives</th>
<th>Responsible Leader(s)</th>
<th>Implementation Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-1</td>
<td>Expand and support staff participation in training opportunities through the National Urban Alliance/WMEP partnership.</td>
<td>E &amp; I Administrator</td>
<td>2004-05 Annually Thereafter</td>
</tr>
</tbody>
</table>
| 2-2| a) Expand cultural competence performance standards to include administrators, certified, and non-certified staff.*  
    b) Identify and affirm staff who are especially effective at working with and increasing the achievement of students of color, and provide opportunities for other staff to learn from them.* | E & I Administrator  
    SD/M Coordinator  
    Principals  
    Site Equity Teams  
    Representatives from employee groups | Begin Development 2004-05                                 |
| 2-3| Create awareness and understanding among all staff of institutionalized racism and other biases that serve as barriers to achievement for students of color.   | Equity Leadership Team  
    E & I Administrator  
    SD/M Coordinator  
    Principals | Ongoing                                                       |
| 2-4| a) Establish district-wide expectations for cultural competence staff development, aligned with student achievement data.*  
    b) Design, deliver, and support participation in differentiated staff development experiences that strengthen knowledge, attitudes, skills, and practices to create culturally responsive learning environments. | Equity Leadership Team  
    E & I Administrator  
    SD/M Coordinator  
    Principals  
    HEA Representative | Begin Development January 2005 On-going                     |
| 2-5| Create processes and accountability measures for setting and reporting progress on individual and systemic goals for cultural competence staff development.* | Equity Leadership Team  
    E & I Administrator  
    SD/M Coordinator  
    Principals  
    HEA Representative | Planning 2005-06 Implementation 2006-07                     |

* Convene planning team to develop action/implementation plan for sub-initiative.  
□ □ Indicates some portion of sub-initiative is already underway.
<table>
<thead>
<tr>
<th>#</th>
<th>Sub-Initiatives</th>
<th>Responsible Leader(s)</th>
<th>Implementation Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-6</td>
<td>Strengthen and align staff recruitment, selection, and retention practices with the District’s cultural competence performance standards.</td>
<td>HR Administrator E &amp; I Administrator Principals</td>
<td>2004-05 &amp; On-going</td>
</tr>
<tr>
<td>2-7</td>
<td>Increase on a yearly basis the number and percentage of skilled staff who reflect the racial make-up of the student population.</td>
<td>HR Administrator E &amp; I Administrator Principals</td>
<td>On-going</td>
</tr>
<tr>
<td>2-8</td>
<td>Establish, support, and sustain equity-focused participatory action-research initiatives at each school.*</td>
<td>TLT Director E &amp; I Administrator SD/M Coordinator Principals</td>
<td>Planning 2005-06 Implementation Follows</td>
</tr>
<tr>
<td>2-9</td>
<td>Design and implement a plan for developing cultural competence in students.*</td>
<td>TLT Director C &amp; I Coordinators</td>
<td>Planning 2006-07 Implementation Follows</td>
</tr>
</tbody>
</table>

* Convene planning team to develop action/implementation plan for sub-initiative.

[ ] Indicates some portion of sub-initiative is already underway.
## Equity Strategy Framework

### Initiative 3: Student-Centered Learning and Teaching

We will identify, develop, and systematically apply evidence-based instructional practices that make a significant difference in the education of children, especially children of color, as demonstrated by research and best practice.

<table>
<thead>
<tr>
<th>#</th>
<th>Sub-Initiatives</th>
<th>Responsible Leader(s)</th>
<th>Implementation Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-1</td>
<td>Establish literacy as a primary focus for eliminating the racial achievement gap.</td>
<td>TLT Director Literacy Team</td>
<td>2004-05</td>
</tr>
<tr>
<td>3-2</td>
<td>Explore current and critical research and best practice on creating equitable/anti-racist learning environments.</td>
<td>Equity Leadership Team TLT Director E &amp; I Administrator</td>
<td>On-going</td>
</tr>
<tr>
<td>3-3</td>
<td>Synthesize, interpret, and contribute to research that informs culturally responsive practice and that combines the wisdom of researchers and practitioners.</td>
<td>Equity Leadership Team TLT Director E &amp; I Administrator</td>
<td>On-going</td>
</tr>
<tr>
<td>3-4</td>
<td>Develop a plan for implementing culturally responsive, standards-based curriculum, instruction, and assessment practices.*</td>
<td>TLT Director C &amp; I Coordinators Assessment Coordinator</td>
<td>Planning 2004-05</td>
</tr>
<tr>
<td>3-5</td>
<td>Implement, monitor, and evaluate changes in what we do that results in improved achievement for students of color.*</td>
<td>TLT Director C &amp; I Coordinators Assessment Coordinator</td>
<td>To be determined by T&amp;L Team</td>
</tr>
<tr>
<td>3-6</td>
<td>Systematically disaggregate and analyze achievement data and develop related individual and site staff development goals.</td>
<td>TLT Director C &amp; I Coordinators Assessment Coordinator Principals</td>
<td>To be determined by T&amp;L Team</td>
</tr>
<tr>
<td>3-7</td>
<td>Provide low-achieving students with intensive interventions designed to accelerate learning in basic skill areas of reading, writing, and math.*</td>
<td>TLT Director E &amp; I Administrator Literacy Team</td>
<td>To be determined by T&amp;L Team</td>
</tr>
</tbody>
</table>

* Convene planning team to develop action/implementation plan for sub-initiative.

[] Indicates some portion of sub-initiative is already underway.
<table>
<thead>
<tr>
<th>#</th>
<th>Sub-Initiative</th>
<th>Responsible Leader(s)</th>
<th>Implementation Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-8</td>
<td>Hold high expectations for every student and actively assist each one to reach high academic standards.*</td>
<td>TLT Director Principals</td>
<td>To be determined by T&amp;L Team</td>
</tr>
<tr>
<td>3-9</td>
<td>Develop and implement an academic support plan (K-12) that prepares under-achieving students for college eligibility and success.*</td>
<td>TLT Director E &amp; I Administrator</td>
<td>Planning 2004-05</td>
</tr>
<tr>
<td>3-10</td>
<td>Implement and support academic programs that accelerate under-achieving students into more rigorous curriculum and courses, including honors, advanced placement, and Challenge opportunities.*</td>
<td>TLT Director C &amp; I Coordinators Challenge Coordinator Principals</td>
<td>To be determined by T&amp;L Team</td>
</tr>
<tr>
<td>3-11</td>
<td>Adopt and promote a learning culture where every student’s achievement is the most important priority, and staff, students, and parents are co-responsible and accountable for that success.*</td>
<td>School Board Superintendent Cabinet Principals</td>
<td>To be determined by T&amp;L Team</td>
</tr>
</tbody>
</table>

* Convene planning team to develop action/implementation plan for sub-initiative.

 Indicates some portion of sub-initiative is already underway.
Equity Strategy Framework

Initiative 4: Family and Community Engagement

We will engage families and communities as essential partners in supporting academic achievement for learners from all racial groups.

<table>
<thead>
<tr>
<th>#</th>
<th>Sub-Initiatives</th>
<th>Responsible Leader(s)</th>
<th>Implementation Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-1</td>
<td>Engage families and community members in courageous conversations and community action to develop cultural competence and create and sustain the conditions for equity and excellence for all students.**</td>
<td>School Board Superintendent Cabinet Principals</td>
<td>Planning 2005-06</td>
</tr>
<tr>
<td>4-1</td>
<td>Engage families of color in dialogue and the creation of strategies to bridge the cultural gap between schools and parents/communities.*</td>
<td>Comm. Ed. Director E &amp; I Administrator Principals</td>
<td>Planning 2005-06</td>
</tr>
<tr>
<td>4-2</td>
<td>Identify community resources to support and be co-responsible for students’ academic success.*</td>
<td>Comm. Ed. Director Principals</td>
<td>To be determined</td>
</tr>
<tr>
<td>4-3</td>
<td>Mediate educational barriers through improved integration of school and community resources to better serve children and families.*</td>
<td>Comm. Ed. Director E &amp; I Administrator Principals</td>
<td>To be determined</td>
</tr>
<tr>
<td>4-4</td>
<td>Expect, encourage, and provide opportunities for parent involvement in their children’s education.*</td>
<td>Principals</td>
<td>To be determined</td>
</tr>
<tr>
<td>4-5</td>
<td>Adopt and promote a district-wide culture that engages families and communities of color as essential partners in district and school planning and decision-making processes.*</td>
<td>School Board Superintendent Cabinet Principals</td>
<td>To be determined</td>
</tr>
<tr>
<td>4-7</td>
<td>Engage the business and government communities as partners in supporting and promoting the communities’ interest in student achievement and equity goals.*</td>
<td>School Board Superintendent Cabinet Principals</td>
<td>To be determined</td>
</tr>
</tbody>
</table>

* Convene planning team to develop action/implementation plan for sub-initiative.
** Board approves planning committee to develop action/implementation plan for sub-initiative.
[] Indicates some portion of sub-initiative is already underway.
**Equity Strategy Framework**

**Initiative 5: Community Collaboration and Integration**

We will work collaboratively with partner organizations to promote and achieve racially integrated schools and communities where students and families from diverse racial and economic backgrounds feel welcomed, supported, and experience academic success.

<table>
<thead>
<tr>
<th>#</th>
<th>Sub-Initiatives</th>
<th>Responsible Leader(s)</th>
<th>Implementation Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-1</td>
<td>Maintain membership and strengthen participation in the West Metro Education Program (WMEP) and the Minnesota Minority Education Partnership (MMEP).</td>
<td>Superintendent E &amp; I Administrator</td>
<td>2004-05 On-going</td>
</tr>
<tr>
<td></td>
<td></td>
<td>E &amp; I Administrator</td>
<td>2004-05 On-going</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Principal</td>
<td>2004-05 On-going</td>
</tr>
<tr>
<td>5-2</td>
<td>Strengthen communication strategies to inform Minneapolis families about enrollment opportunities in the Hopkins School District through <em>The Choice Is Yours</em> (TCIY) program.</td>
<td>E &amp; I Administrator Public Relations Coord.</td>
<td>2004-05 On-going</td>
</tr>
<tr>
<td></td>
<td></td>
<td>E &amp; I Administrator</td>
<td>2004-05 On-going</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Public Relations Coord.</td>
<td>2004-05 On-going</td>
</tr>
<tr>
<td>5-3</td>
<td>Provide resources and services to promote and support the social and academic success of TCIY students in Hopkins schools.</td>
<td>E &amp; I Administrator Principals</td>
<td>2004-05 On-going</td>
</tr>
<tr>
<td></td>
<td></td>
<td>E &amp; I Administrator</td>
<td>2004-05 On-going</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Principals</td>
<td>2004-05 On-going</td>
</tr>
<tr>
<td>5-4</td>
<td>Provide resources and services to promote and support the full participation of TCIY families in the Hopkins School District.</td>
<td>E &amp; I Administrator Principals</td>
<td>2004-05 On-going</td>
</tr>
<tr>
<td></td>
<td></td>
<td>E &amp; I Administrator</td>
<td>2004-05 On-going</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Principals</td>
<td>2004-05 On-going</td>
</tr>
<tr>
<td>5-5</td>
<td>Strengthen communication strategies to inform Hopkins School District families about enrollment opportunities in interdistrict magnet schools (Interdistrict Downtown School and FAIR School).</td>
<td>E &amp; I Administrator Public Relations Coord.</td>
<td>2004-05 On-going</td>
</tr>
<tr>
<td></td>
<td></td>
<td>E &amp; I Administrator</td>
<td>2004-05 On-going</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Public Relations Coord.</td>
<td>2004-05 On-going</td>
</tr>
<tr>
<td>5-6</td>
<td>Promote, support, and increase participation by Hopkins staff members in professional development opportunities provided through the WMEP Cultural Collaborative.</td>
<td>E &amp; I Administrator SD/M Coordinator</td>
<td>2004-05 On-going</td>
</tr>
<tr>
<td></td>
<td></td>
<td>E &amp; I Administrator</td>
<td>2004-05 On-going</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SD/M Coordinator</td>
<td>2004-05 On-going</td>
</tr>
<tr>
<td>5-7</td>
<td>Promote, support, and increase participation by Hopkins students in cross-cultural learning experiences provided through the WMEP student learning collaborative.</td>
<td>E &amp; I Administrator</td>
<td>2004-05 On-going</td>
</tr>
<tr>
<td></td>
<td></td>
<td>E &amp; I Administrator</td>
<td>2004-05 On-going</td>
</tr>
</tbody>
</table>

[] Indicates some portion of sub-initiative is already underway.
Equity Strategy Framework

Communications & Evaluation Components

Comprehensive strategies for communications and evaluation are essential to the effective implementation of the Equity Strategy. We will develop and begin implementation of plans, as described below, in summer/fall 2004.

Communications:

We will develop and implement a comprehensive Equity Strategy communications plan, which will include overall key messages for the entire school community. Those key messages will be the springboard for specific tailored messages for clearly identified stakeholders, ranging from staff to students, parents/guardians, residents, businesses, government leaders, and other segments of the community. These communications will have specific, measurable, attainable, realistic, and timely goals.

The Equity Strategy communications plan will identify possible tools, timelines, responsibilities, and costs; and will compliment and add value to the district's current integrated marketing public relations plan with key messages incorporated, where appropriate, into existing communications vehicles.

Community input to the communications plan will be sought at appropriate times during planning, implementation, and evaluation of Equity Strategy initiatives and sub-initiatives.

Evaluation:

With the assistance of Aspen Associates, we will implement a comprehensive evaluation process to determine the success and impact of Equity Strategy initiatives. The evaluation plan will assess the extent to which the Equity Strategy is implemented and how well the initiatives lead to achievement of the Equity mission and objectives. Demographic analysis and performance indicators will be identified and used to determine progress for each major initiative and sub-initiative. As a part of the evaluation process, we will periodically engage students, parents, staff, and community members in needs assessment and stakeholder analysis.

Annual progress reports will be presented to the Equity Strategic Advisory Committee and School Board.
ENDNOTES
(Relates to pages 4-5, Minority Student Achievement Network Research Practitioner Council, “What We Know About the Relationship Between Race and Achievement)


2 See, for example, W. Bowen and Derek Bok, The Shape of the River (Princeton Press, 1988).

3 Nancy Kober, It Takes More Than Testing: Closing the Achievement Gap, (Washington, DC: Center on Education Policy, 2001), pp. 21-25. This document provides a brief summary, with citations, of many factors influencing the gap.


6 In the 1980’s, the Effective Schools Research effort established that there are significant differences in student achievement among schools that were very similar in terms of resources and in terms of the students they served. The focus on identifying unusually successful schools includes recent studies, for instance: Hope for Urban Education: A Study of Nine High-Performing, High Poverty, Urban Elementary Schools, (Charles A. Dana Center: University of Texas/Austin for the U.S. Department of Education, 1999); Craig D. Jerald, Dispelling the Myth Revisited: Preliminary Findings from a Nationwide Analysis of “High-flying” Schools, (The Education Trust, 2001).

7 While effects of racism are less visible and subtler, racism continues to have a significant impact on students in academic settings. See, for instance, Claude Steele and Joshua Aronson, “Stereotype Threat and Test Performance of Academically Successful African Americans,” in Jencks and Phillips.

8 While research has not conclusively demonstrated that parent involvement enhances student achievement, and under what conditions, several literature reviews suggest that parent involvement may lead to improved student outcomes. See, for example, 1994 A New Generation of Evidence: The Family is Critical to Student Achievement (Washington, DC: National Committee for Citizens in Education, 1994).

9 The importance of encouraging (versus demanding) teachers was identified as an important element creating effective teacher-student relationships with students of color in What DOESN’T Meet the Eye: (mis)Understanding Racial Disparities in Fifteen Suburban School Districts, Ron Ferguson, 2002. The Tripod Project, led by Ron Ferguson, and involving many Minority Student Achievement Network school districts continues this work by asking teachers and students to experiment and study aspects of the classroom routines that contribute to positive teacher-student relationships.

10 Kober, p.11.
Appendix A

District Equity Leadership Team

In September 2003, Superintendent Kremer directed the formation of a District Equity Leadership Team (DELT) to provide direction and support to the District as we explore and seek to better understand the intersection of race and schooling, and to create the conditions for equitable schools.

The DELT has participated in extended training and planning with consultant Glenn Singleton of Pacific Educational Group. They have been instrumental in developing the Equity Strategy Framework.

The District Equity Leadership Team is charged to:

- Develop deeper understanding of equity challenges and promising equity strategies.
- Share ideas and practices for quality professional development aimed at closing the achievement gap.
- Examine the implications of racism on student learning through the lens of leadership.
- Analyze data, policies, and practices through the lens of race and recommend changes.
- Identify and provide guidance and support on leadership challenges regarding race, student achievement, and equity.
- Develop, support implementation, and provide on-going review of the District Equity Strategy.

The DELT includes the following members:

Brigitte Bjorklund, Multicultural Resource Teacher
Diane Cowdery, Equity & Integration Administrator
Alyn Eastin, Parent and former Multicultural Resource Teacher
Lisa Hartman, Associate Principal, Hopkins High School
Cyndie Hays, Director of Administrative Services
Michael Kremer, Superintendent
Rosemary Lawrence, Principal, Eisenhower Elementary School
Debbie Ondov, Staff Development and Mentorship Coordinator
John Schultz, Director of Teaching, Learning and Technology
Tamra Sieve, Junior High Area Learning Center and Social Studies Teacher
Terry Wolfson, Principal, Hopkins West Junior High School
Appendix B

Equity Strategic Advisory Committee

The Equity Strategic Advisory Committee was formed and first convened in May 2004 to review and provide feedback on the Equity Strategy Framework. The Committee’s feedback has been carefully considered and integrated throughout the Framework document.

The Advisory Committee was especially helpful in identifying areas where further planning, with broader stakeholder participation, is needed. In particular, members of the Advisory Committee recommended the following issues for further consideration and planning:

- Conduct a comprehensive needs assessment/stakeholder analysis with respect to family and community engagement (“plan with us, not for us”).
- Develop a strategy to proactively address and avoid the problem of “white flight” by engaging white families as stakeholders in the academic success of children of color.

The Advisory Committee will meet at least annually to provide ongoing review and input to the Equity Strategy Framework. The Committee will review overall progress of equity action plans, and offer guidance in the development and prioritization of initiatives to eliminate racial and other demographic differences in achievement for students in the Hopkins School District.

The Equity Strategic Advisory Committee includes the following members:

Mohammad Abdi, Community Representative
Ana Blee Alarcon, Student
Mick Amundson-Geisel, Counselor, Hopkins High School
Jannina Aristy, Parent
Ana Bivens, Parent
Sharda Brown, Student
Sheri Bryan-Davis, Director, Hopkins School Board
Erica Charlesworth-Seiler, Teacher, Meadowbrook Elementary
Kirk Crow Shoe, AOM Paraprofessional, Tanglen Elementary
Anne Crowe, Teacher, Alice Smith Elementary
Scott Endo, ESL Program Specialist, Hopkins High School
Dale Feste, Chair, Hopkins School Board
Marquita Fox, Student Support Specialist, Hopkins West and North Junior Highs
Vanessa Hernandez, Student
Angelette Kittrell, Teacher, Meadowbrook Elementary
Myrna Klobuchar, Language Arts Curriculum Coordinator
Lance Knuckles, Parent
Jennifer Koegler, Parent
Carl Lacey, Teacher, Gatewood Elementary
Katie Lee, Community Education Director
Harold Massey, Parent
Annette Minor, Parent
Kurt Nordness, Principal, Alice Smith Elementary
Jan Ormasa, Special Services Director
Andrew Rummel, Teacher, Hopkins West Junior High
Shelby Schappa, Teacher, Katherine Curren Elementary
Mike Yasis, Teacher, Tanglen Elementary

Members of the District Equity Leadership Team also serve on the Equity Strategic Advisory Committee.
Appendix C

Glossary of Equity Terms Used in the Equity Strategy Framework

Collaborative Action Research: In the context of the Equity Strategy, collaborative action research refers to teams of teachers working together to investigate, hypothesize, act, and reflect on their practice in order to improve learning for students of color. Teams focus on the following levels of teaching and learning: improving relationships among teachers, students, and families; incorporating instructional practices that are culturally responsive; expanding curriculum that is culturally relevant; and authenticating assessment practices so they indicate learning and teaching quality.

Anti-Racism: Conscious and deliberate, individual and collective action that challenges the impact and perpetuation of institutional white racial power, position, and privilege.

Cultural Competence: The knowledge, attitudes, skills, and practices that allow individuals to form relationships and create learning environments that support the academic achievement and personal development of learners from diverse racial and cultural groups.

Cultural competence includes:
• Recognizing the educational impact of race and culture.
• Addressing demographic inequities in achievement.
• Building relationships across racial and cultural differences.
• Adapting curriculum to reflect racial and cultural diversity.
• Ongoing self-reflection about one’s cultural competence.

Equity: Raising the achievement of all students; while narrowing the gap between the highest and lowest achieving students; and, eliminating the racial predictability and disproportionality of which students are in the highest and lowest achieving groups.

Students of Color: This term is used to refer collectively to African American, American Indian, Asian, Latino, and bi/multi-racial students.

Key to Abbreviations in the “Responsible Leader(s)” Column on Initiatives Tables:

- **C&I Coordinators** = Curriculum and Instruction Coordinator
- **E & I Administrator** = Equity and Integration Administrator
- **HR Administrator** = Human Resources Administrator
- **SD/M Coordinator** = Staff Development/Mentorship Coordinator
- **TLT Director** = Teaching, Learning and Technology Director