



2020-21 Equity Audit Report

LPS School Committee May 20, 2021

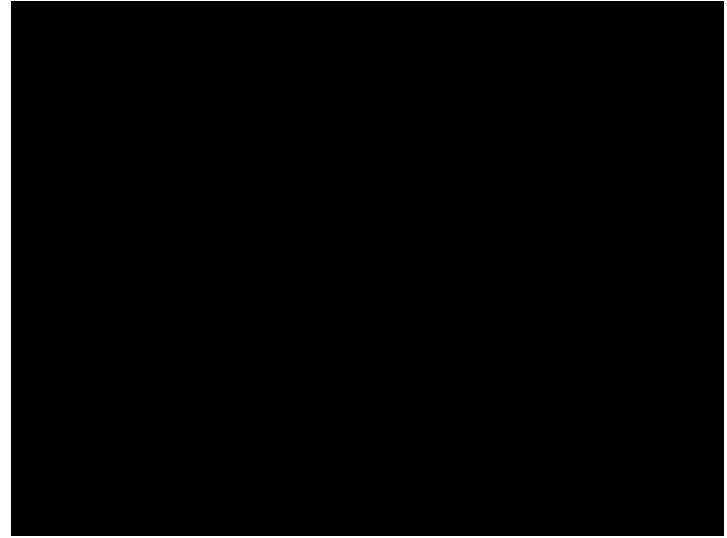
Gratitude

**LPS AIDE Advisory Group (LAAG)
Lincoln School Foundation (LSF)
METCO Coordinating Committee (MCC)
Parent & Teacher Organization (PTO)**



Agenda

1. LAAG
2. Data
3. Equity Audit Findings
4. Next Steps



LAAG

**Lincoln Public Schools AIDE
(Antiracism, Inclusion, Diversity, and
Equity) Advisory Group**



LAAG Formation

Azzure Annacacis, *Student*

Justin Byrd, *Parent*

Sarah Collmer, *Administrator*

Maurisa L Davis, *Faculty*

Samantha Donaldson, *Student*

Pilar Doughty, *Community Member*

Claudia Fox Tree, *Faculty*

Morgan Gibson, *Student*

Lissette Gil-Sanchez, *Parent*

Trintje Gnazzo, *School Committee*

Marika Hamilton, *Administrator*

Sharon Hobbs, *Administrator*

Jen James, *Community Member*

Erich Ledebuhr, *Administrator*

Catherine Martus, *Faculty*

Jason Packineau, *Parent*

Thomas Plourde, *Student*

Jess Rose, *Administrator*

Jena Salon, *Parent*

King David Sibley, *Student*

Ian Spencer, *Community Member*

Susan Taylor, *School Committee*

Jennifer Williams, *Faculty*

Melissa Webster, *Faculty*

- 5 students from both campuses
- 5 faculty from both campuses
- 5 administrators from both campuses and the central office
- 3 community members
- 4 parents
- 2 members of School Committee



The main goals this year

Creating an
advisory group→

to lead an audit→

in order to inform a multi-year action plan around AIDE

Listen
Learn
Launch



Yearlong Process





Data



Focus Group Findings

Key Strengths

- Engagement and caring
- Supportive relationships with staff
- Support for AIDE improvements
- Building upon successful outcomes


Issues to Address

- Racial bias
- Communication to and with families
- School discipline
- Boston-Lincoln connection
- Staff diversity



Students 3-5


	Curriculum, Instruction, & Assessment	School Belonging	School Climate	Engagement	Rigorous Expectations	Teacher- Student Relationships
All respondents (308)	66%	69%	72%	53%	82%	79%
Black (32)	-11	-16	-8	-7	-10	-7
Latinx (63)	-2	-9	-2	-3	-1	-7
Multi-race, Non-Latinx (34)	0	+8	+7	+3	-5	+2
White (160)	+3	+3	+1	+1	+3	+4
Confidentially protected (16)	+1	+8	+4	+4	0	-4



Students 6-8	Cultural Awareness and Action (Adults)	Cultural Awareness and Action (Students)	Curriculum, Instruction, & Assessment	Diversity and Inclusion	School Belonging	School Climate	Engagement	Rigorous Expectations	Teacher- Student Relationships
All respondents (278)	71%	47%	62%	78%	45%	62%	29%	77%	66%
Black (29)	-15	-5	0	-16	-3	-5	-1	+8	+1
Latinx (47)	0	-1	-3	+1	-12	-4	+2	+2	-9
Multi-race, Non-Latinx (27)	+1	-5	-7	+6	-10	0	-5	-5	-1
White (165)	+3	+3	+2	+1	+6	+2	0	-1	+3
Confidentially protected (10)	+4	-12	+8	+4	+10	+6	+1	+5	0

Families	All respondents (456)	Pre (34)	K (28)	1 (41)	2 (63)	3 (47)	4 (55)	5 (43)	6 (48)	7 (54)	8 (34)
School Climate	80%	+11	+6	+13	+6	+2	-2	+2	-10	-16	-3
School Fit	70%	+16	+5	+14	+7	0	-3	+3	-8	-18	-1

Families	School Climate	School Fit
All respondents (456)	80%	70%
Asian (30)	-7	-2
Black (33)	-3	-3
Latinx (30)	+7	+6
White (249)	+1	+4
Two or More Races (85)	+2	-1
Confidentially Protected (18)	-26	-32



Faculty	Belonging	Cultural Awareness and Action (Adults)	Cultural Awareness and Action (Students)	Educating All Students	Professional Learning about Equity	Staff-Family Relationships
All respondents (149)	63%	69%	59%	68%	65%	77%
Female-identified (130)	-1	0	-1	+1	0	-1
Male-identified (19)	+10	-2	+6	0	-1	+8
White (142)	+1	0	+1	+1	0	0
Confidentially protected (7)	-15	-17	-18	-6	-15	+2



Staff	Belonging	Cultural Awareness and Action (Adults)	Professional Learning about Equity
All respondents (47)	71%	71%	53%
Female-identified (40)	-4	-1	-1
Male-identified (7)	+23	+6	+7
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White (40)	+4	+5	+3
Confidentially protected (7)	-22	-30	-17



Pause

- What stands out to you and gives you urgency?
- What resonates with you?
- What questions do you have about the qualitative and quantitative data?

Audit Findings



Equity Audit Process

1. Formed group, initial team building, and clarified the scope of work.
2. Identified components of equity audit tools that felt important to include in the process.
3. Reviewed data (qualitative and quantitative) from the district and asked LAAG members to share their individual experiences.
4. Each LAAG member completed the audit tool to capture the unique voices of all and ensure everyone's voice was documented so that no one's perspective was lost in conversation.
5. Worked with NCBI and Evolution to learn about self, other, and organizational awareness as a framework to engage in dialogue with one another.
6. Engaged in a series of conversations around each section of the audit.
7. Captured strengths, areas for growth, and recommendations in small groups, using overall LAAG input.
8. Reviewed and provided feedback to all sections and prioritized recommendations.
9. Consolidated findings into a draft report.
10. Reviewed report, provided feedback, and confirmed consensus that the report captured essential components.



Overall Findings

People	Environment and Culture	Structures, Systems, and Supports
District Leadership	Staff Diversity	Mission/Vision
School Leadership	Curriculum	Policies
School Committee	Pedagogy/Instruction	Resources/Infrastructure
Staff	Accountability	Professional Development
Families & Community	School Climate/Environment	Assessment
Students	Classroom Environment	Data
		Communication

<i>Not Yet Started / Not at all</i>	<i>Ready to Start / Well positioned</i>	<i>Launched / A little</i>	<i>Well on the Way / Happening with results</i>	<i>Exemplary / Exceptional</i>
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Areas of Strength and Areas for Growth

Areas of Strength

1. Some individuals and teams already model AIDE
2. A beginning foundation in 2020-21
3. Strong resources to support AIDE work

Areas for Growth

1. A need for training
2. Recruitment, hiring, and retention of faculty, staff, and administrators of color
3. Representation in leadership positions
4. Centering student voice and experience
5. Consistent school discipline procedures, and practices across the district
6. Teaching and learning
7. Leadership around AIDE--building internal capacity
8. Support and accountability
9. Strong partnerships between staff and families



Next Steps



Summer Action Planning

- Data disaggregation by campus and school for targeted action planning
- Long-term action planning based on LAAG recommendations
- District/School leadership retreat with focus on campus- and school-based AIDE planning



Questions and Discussion

What questions or feedback do you have on:

- the areas of strength & areas for growth;
- the bolded, prioritized recommendations; and
- our next steps as a district?