Leading with Equity

By Carmela Levy-David & Grayle James
Fort Bend ISD
TODAY’S WORK

1. Background
2. FBISD Example
3. Your Framework
Success Criteria

Strategies

Lens

Framework
“A deep commitment to meet the needs of every child in order to ensure that each student receives what he or she needs to grow and develop and ultimately succeed”

(Blankstein & Noguera, 2015, p. 12)
Vocabulary

- Social Classification
- Ownership of Learning
- Relationship Quality
- Ownership of Behavior
- Normalization of Failure
- Board’s Perspective

(Boykin & Noguera, 2011)
Teacher Student Relationship Quality - TSRQ

Perceptions

Anxiety

Resiliency

Success

TSRQ in Action

(Boykin & Noguera 2011)
FBISD Process

- Critical Objectives
- Data Analysis
CORE BELIEFS AND COMMITMENTS

Core Belief 1: All students can reach their full potential.  
Commitment: Fort Bend ISD will provide an educational system that will enable all students to reach their full potential.

Core Belief 2: We believe student success is best achieved…

…through effective teachers that inspire learning.
Commitment: Fort Bend ISD will recruit, develop and retain effective teachers.

…but in a supportive climate and safe environment.
Commitment: Fort Bend ISD will provide a supportive climate and a safe learning/working environment.

…by empowered and effective leaders throughout the system.
Commitment: Fort Bend ISD will provide and promote leadership development at all levels.

…in a well-functioning, high-performing community of learners.
Commitment: Fort Bend ISD will be a collaborative, efficient and effective learning community.

MISSION
Fort Bend ISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

VISION
Fort Bend ISD will graduate students who exhibit the attributes of the District’s Profile of a Graduate.
PROFILE OF A GRADUATE

A Fort Bend ISD Graduate has a rigorous academic foundation, strong character, and is…

...equipped with skills for life.
Fort Bend ISD graduates exhibit grit and determination in all aspects of life; respect self and others; engage in healthy life choices; are literate and articulate; proficient with technology; and meaningfully and practically apply knowledge in productive ways.

...a servant leader.
Fort Bend ISD graduates demonstrate confidence while maintaining a humble and kind demeanor; prioritizing the needs of others while accepting responsibility for themselves and are accountable for their own actions; are optimistic; and strive to bring out the best in others.

...an effective communicator.
Fort Bend ISD graduates communicate clearly both orally and in writing; respectfully and actively listen to others; appropriately engage in courageous conversations; and appropriately adapt their communication style to the audience.

...a critical thinker.
Fort Bend ISD graduates are visionary and solutions-oriented problem solvers; are inquisitive and innovative; and have the courage to actively challenge conventional methods in order to improve themselves and the world around them.

...a compassionate citizen.
Fort Bend ISD graduates are empathetic to their fellow citizens, exhibiting care and concern for others; are inclusive and embrace differences; are culturally aware; actively engage in improving our diverse community; exercise their right to vote; and are dependable, respectful, trustworthy, and self-disciplined.

...a collaborative team member.
Fort Bend ISD graduates work effectively with others to achieve group goals; take actions that respect the needs and contributions of others; yield their own objectives to the goals of the team; and positively facilitate and contribute to teamwork.

...a life-long learner.
Fort Bend ISD graduates approach life with wonder and curiosity; seek opportunities to be creative; possess a thirst for knowledge and the ability to adapt to change; and are academically prepared to pursue and attain futures beyond what they can imagine!

DISTRICT GOALS

District Goal 1
Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

District Goal 2
Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

District Goal 3
Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success.

District Goal 4
Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.
Focus on Equity Since 2013
Instructional Innovation
Professional Development
Recruitment & Retention
Leadership Development
INSTRUCTIONAL INNOVATION

- District of Innovation
- Blended Learning
- Culture
- CST Walks
- Profile of a Graduate
- Universal Course Selection
- Mentoring
- Sister Schools Program
- Restorative Discipline
PROFESSIONAL DEVELOPMENT

Dr. Adolph Brown – Closing the TRUST Achievement Gap

Brene Brown – Brave Leaders/ Daring Schools

Dr. Pedro Noguera – Excellence through Equity

Dr. Kimberly McCleod – Cultural Unconsciousness

Shari Hartley – How to Say Anything to Anyone

Dr. Anthony Muhammad – School Culture

Year – Round Professional Development

Collaborative Communities
FBISD’S EQUITY JOURNEY

FBISD 1992

- White: 46%
- Black: 29%
- Hispanic: 14%
- Asian/Pacific Islander: 11%
- Native American: 0%
APPROACHES GRADE LEVEL OR ABOVE

Grades 3-8 and EOC

- State (75%)
- Region 4 (76%)
- Fort Bend (83%)
- African American (74%)
- Hispanic (75%)
- White (91%)
- American Indian (81%)
- Asian (95%)
- Pacific Islander (90%)
- Two or More (88%)
- SpEd (43%)
- Eco Dis (71%)
- ELL (62%)
MEETS GRADE LEVEL

Grades 3-8 and EOC

State (48\%)
Region 4 (50\%)
Fort Bend (62\%)
African AM (44\%)
Hispanic (48\%)
White (75\%)
American Indian (57\%)
Asian (85\%)
Pacific Islander (59\%)
Two or More (67\%)
SpEd (27\%)
Eco Dis (42\%)
ELL (29\%)

Two or More Subjects
## FBISD 3 Year Graduation Rate

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<th>Graduated</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
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<tr>
<td>FBISD</td>
<td>93.0%</td>
<td>94.3%</td>
<td>94.4%</td>
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<tr>
<td>African American</td>
<td>90.5%</td>
<td>92.4%</td>
<td>92.7%</td>
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<tr>
<td>Hispanic</td>
<td>88.2%</td>
<td>91.0%</td>
<td>90.9%</td>
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<tr>
<td>White</td>
<td>95.8%</td>
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<tr>
<td>American Indian</td>
<td>88.2%</td>
<td>89.5%</td>
<td>84.6%</td>
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<tr>
<td>Asian</td>
<td>98.0%</td>
<td>98.2%</td>
<td>98.5%</td>
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<tr>
<td>Pacific Islander</td>
<td>*</td>
<td>100.0%</td>
<td>100.0%</td>
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<tr>
<td>Two or More Races</td>
<td>96.7%</td>
<td>97.1%</td>
<td>95.7%</td>
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<tr>
<td>Special Education</td>
<td>74.5%</td>
<td>77.0%</td>
<td><strong>77.8%</strong></td>
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<tr>
<td>Economically Disadvantaged</td>
<td>89.1%</td>
<td>90.1%</td>
<td>91.4%</td>
</tr>
<tr>
<td>ELL</td>
<td>74.8%</td>
<td>84.5%</td>
<td><strong>80.7%</strong></td>
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Focus on Learning
Leadership Townhall
Hogan Profile Assessment
Administrator Selection Process
Professional Organization partnerships
YOUR PROCESS

HOW DO YOU BEGIN?
STARTING THE CONVERSATION

- Board Teambuilding
- Values & Beliefs
- Data Trends
- Professional Development
- Goal Setting
- Needs
LEADING THE TRANSITION

- Denial
- Avoidance
- Anger
- Culture shift
- Paradigm shift
- Student Impact
OVERCOMING OBJECTIONS

- Stable Committed Leadership
- Ongoing Professional Development
- Open Ongoing Dialogue
- High Expectations
- Focus on Student Outcomes
- Cannot wait for all to buy in
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<td>Cannot wait for all to buy in</td>
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Questions?

For more information contact:

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Mrs. Carmela Levy-David – Assistant Superintendent
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References


SUGGESTED READINGS


3. Creating the Opportunity to Learn, by A. Wake Boykin & Pedro Noguera


5. Excellence Through Equity: Five Principles of Courageous Leadership to Guide Achievement for Every Student, by Alan M. Blankstein & Pedro Noguera


7. Leaders of Learning: How District, School, and Classroom Leaders Improve Student Achievement, by Richard DuFour & Robert J. Marzano