



Race and Achievement in the Newton Public Schools

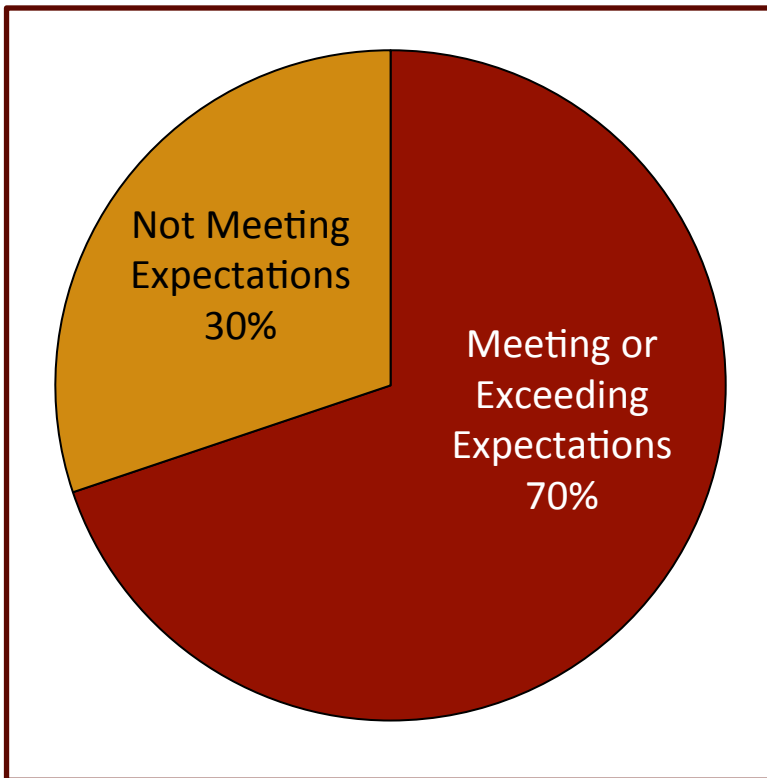
Maricel Sheets, Alan Ripp, Mary Eich, Toby Romer, Amy Behrens
December 11, 2017



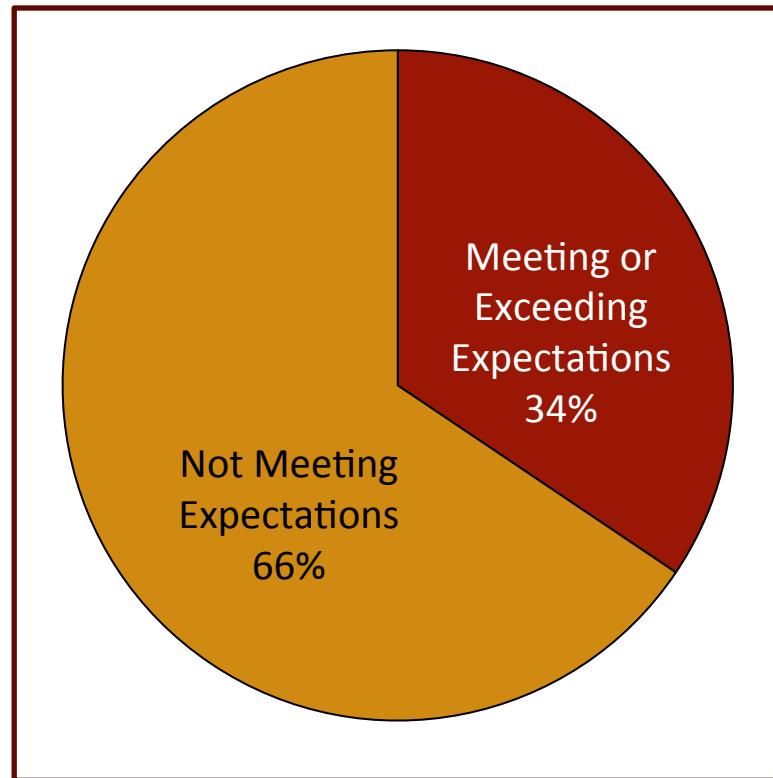
Mathematics MCAS 2017



White Students Grades 3 - 8



Black Students Grades 3 - 8

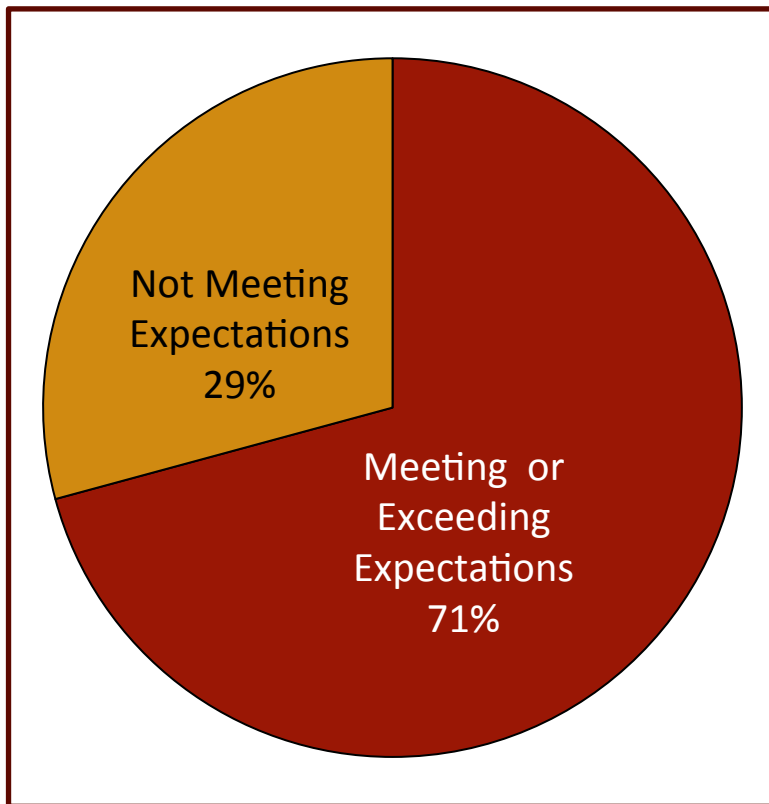




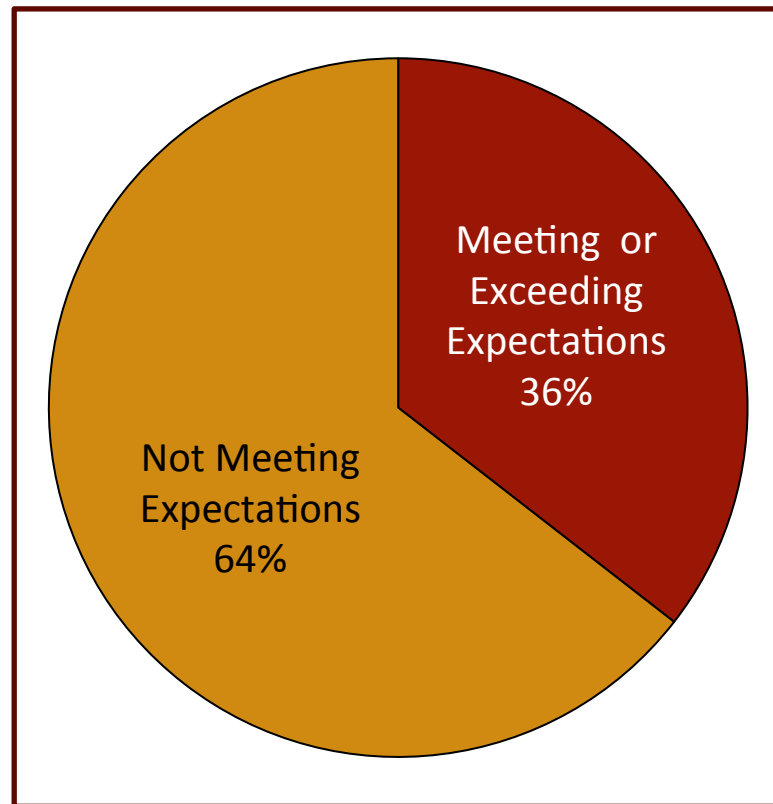
English Language Arts MCAS 2017



White Students Grades 3 - 8



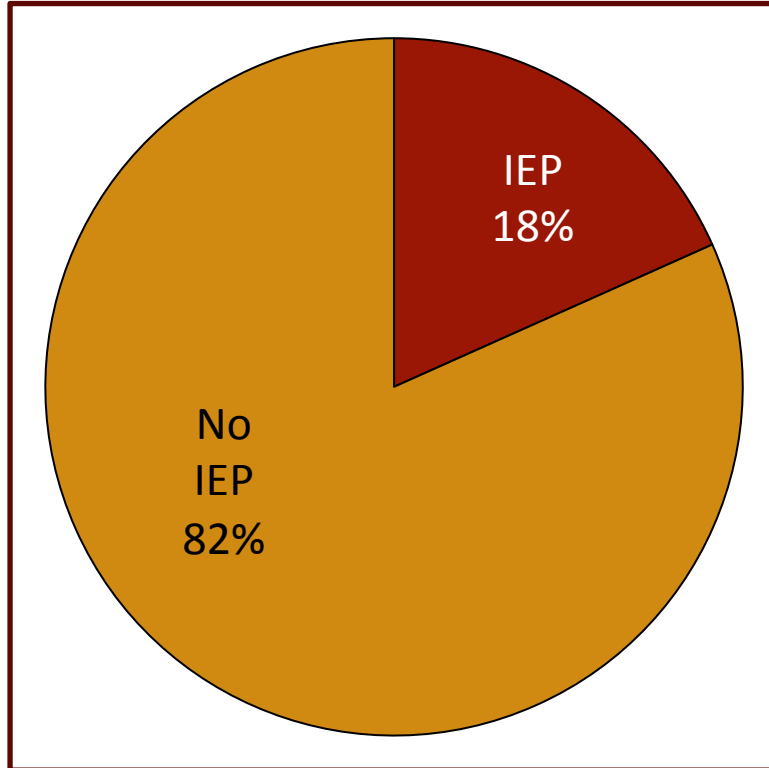
Black Students Grades 3 - 8



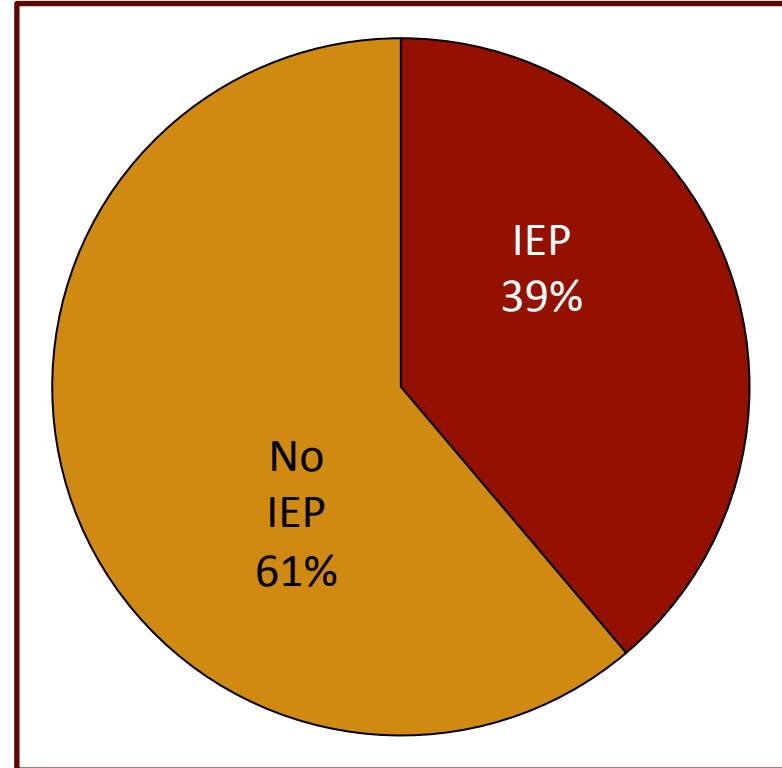
+ Individual Education Plans October 1, 2016



White Students All Schools



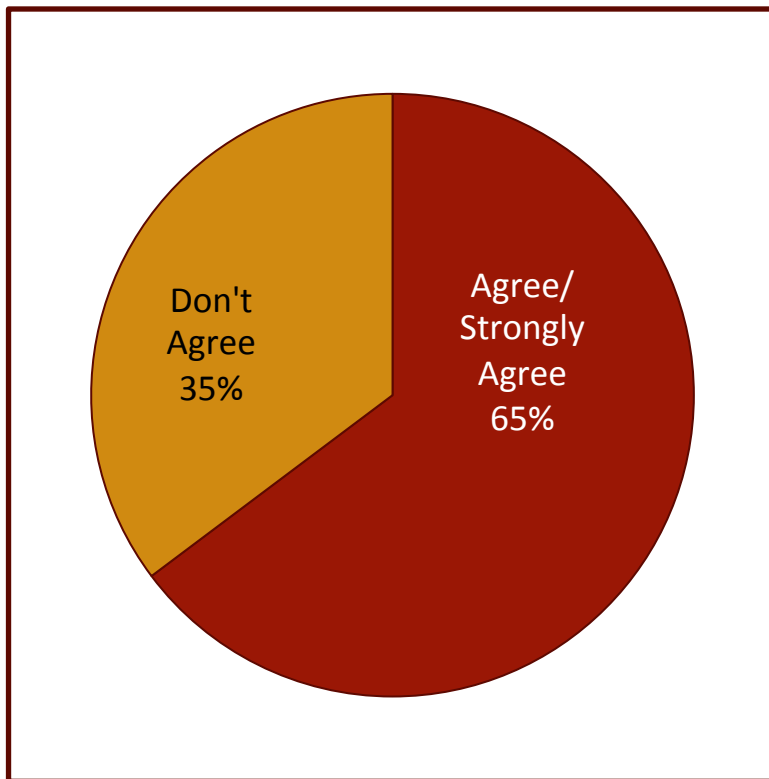
Black Students All Schools



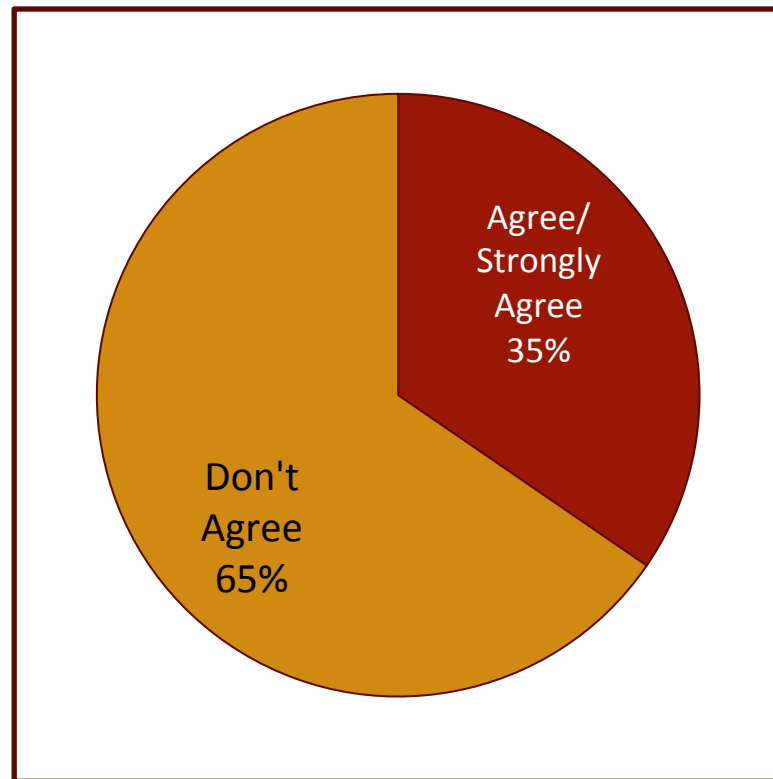
+ Connectedness to School YRBS Fall 2016

Responses to the prompt: "I feel like I'm a part of this school."

White Students Secondary Schools



Black Students Secondary Schools





Summer 2015 Principals' Institute

Building capacity to address the under achievement of Black and African American male students: Hopes and Fears



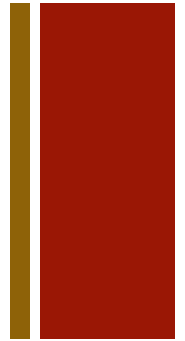
HOPES

- Confident students who are connected to adults and experience greater success.
- New generation of African-American leaders.
- Increase teacher capacity to improve outcomes and effectively educate African-American male students.
- Schools have the capacity to critically analyze and respond to issues of bias.
- Develop a culture of achievement.
- Student and families feel supported.
- Male students continue education through college and beyond achieve and compete educationally and financially.
- Connect all professional development to this work

FEARS

- Sustaining the work for the long-term by allocating appropriate resources, support and funding.
- Threatening the status quo
- Buy-in from faculty, families and community
- Failing African-American students AGAIN

+ Administrative Council



Courageous Conversations About Race
2015-2016



Racial Identity Development
2016-2017



Cultural Responsiveness
2017-2018



Institute: Summer 2018

+ Group 1 Schools

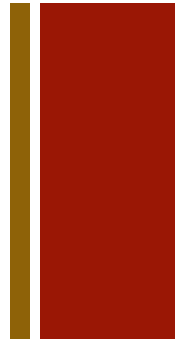
Bowen, Brown, Burr, Countryside, Oak Hill, Peirce, Williams, Zervas

Train the Trainer: Courageous Conversations About Race for School-based Leadership Teams
2016-2017

School Leadership Teams: Courageous Conversations About Race to School Faculty and Staff
2017-2018

Training for School Leadership Teams: Racial Identity Development
Spring 2018

Institute: Summer 2018



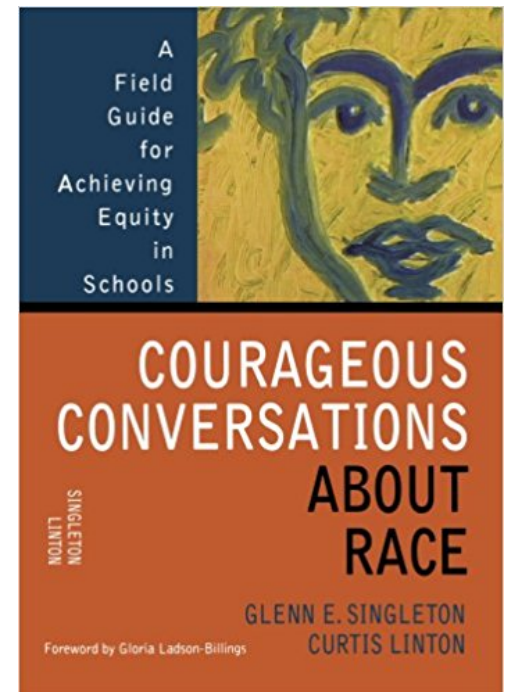


Courageous Conversations About Race

District Goal 2016-2017:

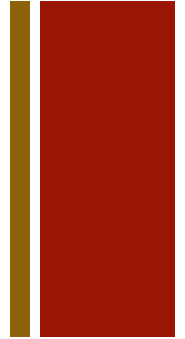
Identify and support (3-5) school-based teams to build capacity to lead conversations and create greater understanding about the impact of race and racial identity on student school experience.

Courageous Conversations About Race, by Glenn Singleton and Curtis Linton





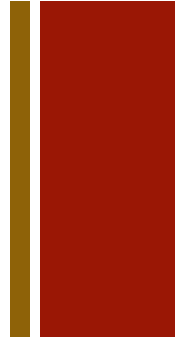
What is a Courageous Conversation?



- *Engages* those who don't talk.
- *Sustains* the conversation when it gets uncomfortable or diverted.
- *Deepens* the conversation to the point where authentic understanding and meaningful actions occur.



Four Agreements of Courageous Conversations



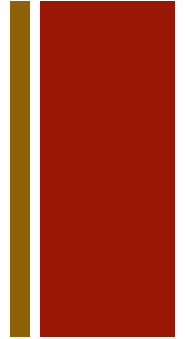
- Stay Engaged
- Speak Your Truth
- Expect to Experience Discomfort
- Expect and Accept Non-Closure

“Recognizing that these agreements exist as a foundation for the conversation enables those who would normally feel unsafe in such a conversation to feel safer, even while experiencing discomfort.”

Singleton and Linton. Courageous Conversation About Race, pg. 18. 2006



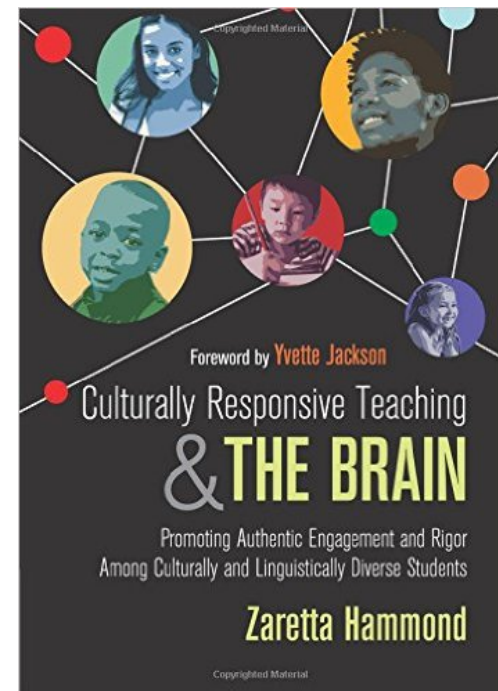
Racial Identity Development



- To become an effective educator for all our students, we must understand racial identity development – including our own.
- This requires people to think deeply about their own racial identity as a white person or a person of color.
- The purpose is not to judge people
- The purpose is to help understand thoughts and behaviors related to race.
- Racial identity development is not linear, not static, and an individual never fits into one stage. Within a given day a person's thoughts and behaviors can reflect a number of different stages.

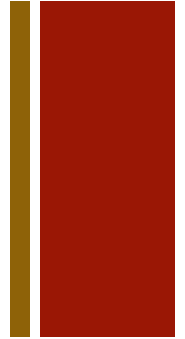
+ Cultural Responsiveness

- “If we are going to build social and emotional competency, we cannot do it without building cultural competency as well.” (MA DESE)
- SEL and Race and Achievement are not separate, but complimentary to supporting the district goal improving the academic and social emotional achievement of Black and/or African American students.
- *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*, by Zaretta Hammond





Work with Students



High Schools

- Shifting anti-bullying efforts to focus more directly on anti-bias
- Focus on peer-led student learning experiences that are aligned with our work with adults

Middle Schools

- ADL Peer Leadership Program in all schools—designed to address issues of bias
- Micro-aggression training for all 8th graders



Work with Families and Community



- Newton Family Conferences
 - Spring 2016 – Equity and Excellence
 - Spring 2017 – How to Support Black and Latino Students in Predominately White Schools.
 - Spring 2018 – Courageous Conversations about Race
- New work with families led by Amy Behrens



Goals of Work with Families

- Continue to educate families about issues of race, culture, and identity
- Share information about district initiatives and programs
- Connect interested families at the school level to facilitate events and activities
- Engage additional families to create a broader understanding of challenges related to race, culture, and identity in our schools

