



Education Equity Audit & Blueprint for Action Plan

PHASE 1: Education Equity Audit (2018-19 School Year)

Overview of Activities and Timeline

Activity	Timeline	Status	NUSD Contact Person
Transcript Analysis	11/30/18 – 1/31/19	Files uploaded	Alex Perez
Artifact Data Collection	12/13/18 – 2/15/19	In progress	Principals, Dist Dept Heads
Stakeholder Surveys	1/7/19 – 2/28/19 (3 weeks)	Dates TBD	Leslie Benjamin
Site Visits	1/14/19 – 3/15/19		
Novato HS	1/30/19	Agenda TBD	Mark Brewer
San Marin HS	2/13/19	Agenda TBD	Mark Sims
Marin Oaks HS	TBD	Agenda TBD	Kessa Early
NOVA Education Center	TBD	Agenda TBD	Kessa Early
NUSD District Office (Interviews)	1/18/19	Schedule Set	Sally Carbonaro
Community Conversation	3/4/19 – 4/5/19	Date TBD	Leslie Benjamin
Data Team Meeting	4/4/19	Agenda TBD	Jim Hogeboom
District Review of Data & Report	5/1/19 – 5/15/19		Jim Hogeboom
Board Presentation	June 4, 2019	To be confirmed	Jim Hogeboom

Education Trust-West Practice Team:

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Transcript Analysis

Timeline:

11/30/18 – Kick-off Meeting

1/15/18 – Deadline for Initial Data Upload

1/15 – 1/31/19 – Data clean-up (if needed)

2/1 – 2/28/19 – Data Analytics (conducted by School by Design)

NUSD Contact Person: Alex Perez

Understanding of students' progression through school provides the foundation for the equity analysis. The transcript analysis sheds light on the access students have to college and career preparatory course work for all students and for traditionally underserved subgroups.

The transcript analysis examines the transcripts of the most recent graduating class. The purpose is to uncover patterns in student course taking, choke points where students struggle, and interventions (if any) that have been put in place to help students succeed in their coursework. ETW partners with a contractor to analyze the transcript data across high schools with respect to a-g courses taken and completed, highlighting variations in course-taking across high schools and among selected student subgroups.

See the Data Dictionary for specific formatting instructions for the data transfer.

The transcript analysis will yield a series of “College Readiness Index Reports,” disaggregated by major student groups. Reports will include the following:

- a. Student Demographics
- b. Characteristics of AP/IB Course Takers
- c. A-G Course Access and Performance
- d. Number of A-G Subject Areas Passed
- e. Percentage of All A-G Subject Areas Passed
- f. A-G Subject Area Passing Rates
- g. Students Who Fell One Subject Area Short
- h. Percentage of Students “On-Track” for A-G Eligibility
- i. Early Indicators – 9th Grade
- j. Career and Technical Education Pathways
- k. Classes Taught by Years of Experience*
- l. A-G Class Offerings*
- m. CTE and A-G Eligibility

**Subject to securing the additional information needed to complete this analysis, i.e., staffing files.*

Artifact Data Collection

Numerous artifacts are collected from the district and schools at the beginning of the research process. Wherever possible they should be transmitted electronically into a shared file set up by ETW. The link to this shared folder is:

http://bit.ly/NUSD_EEA_Artifacts

Please upload all documents by **February 15, 2019**.

The following table lists the various artifacts needed from high schools and the district office.

High School	Uploaded
School/site map	
Bell schedules	
School Calendar with meetings notes (e.g. SSC, PTA, ELAC, DELAC, PD)	
Master Schedule – short version	
Faculty and staff roster	
Teacher credential information	
School Site Plan (w/ prof. learning info)	
EL master plan and reclassification process	
Classroom observation tools	
Teacher collaboration schedule/agendas	
Staff and department meeting agendas (sample)	
Current adopted curricula and pacing guides	
Character education curriculum (if available)	
Counseling and health services	
Parent/community group information	
Safety net/Curricular intervention programs	
Any needs assessments or relevant reviews (e.g. WASC)	
Sample assignments and student work	
Course catalog/guide or master course list including: ✓ A-G approved courses ✓ A-G courses designed for English learners ✓ A-G approved courses designed for migrant students ✓ Honors and AP Courses ✓ CTE Courses ✓ Support Courses	
Sample report card and distribution schedule	
Sample progress report and distribution schedule	
Sample communications regarding students' progress towards graduation and/or meeting A-G course requirements	
Information about partnerships with community organizations	
List of grant funded initiatives	
Course request forms/materials (if available)	

Caseloads for counselors (and how arranged)	
School newspaper or other published material about school (if available)	
List of any awards/recognition school has received	
Student/parent handbook	
Counselor handbook (including course enrollment policies)	
Professional Development schedule and topics	
Testing schedule (including district or school assessments)	
Assessment results for internal assessments (i.e. NWEA)	
Course enrollment data – disaggregated by race, gender, language status, program participation (if available)	
District Only Items:	Uploaded
District policies for school enrollment	
Professional development plan and offerings for current school year and next year if available	
List of district awards, recognitions	
List of major grants to district, partnerships with companies, foundations, museums, etc.	
Chart of accounts	
Budget for current school year	
For each comprehensive high school: Instruction: Scatter gram of classroom teachers Substitute costs for long-term substitutes Substitute costs for release for professional development Maintenance and Operations: Original and current budget by object code for functions 81xx-84xx FTE by position for functions 81xx-84xx Staffing formulas for positions with functions 81xx-84xx Support Services (excluding special education): Original and current budget by object code for functions 3110, 3120 and 3130 FTE by position for functions 3110, 3120 and 3130 Staffing formulas for positions with functions 3110, 3120 and 3130	
District English Learner master plan	
By school: teacher turnover rate, administrator turnover rate	

Stakeholder Surveys

Survey distribution window (3 weeks): Jan/Feb

Selected distribution window: _____

NUSD Contact Person: Leslie Benjamin

An important objective of the Educational Equity Audit is to understand the perspective of multiple district stakeholder groups. To learn about the perspectives, expectations, and experiences of these groups, ETW works with the school district and school leaders to distribute a survey to students, parents/family members, and school staff. The surveys are designed to take approximately ten minutes and are focused on the theme of college and career readiness. ETW will work with the school district contact to ensure that stakeholders have ample awareness of and opportunity to participate in the online survey.

Here's a link to the live student survey: <https://surveys.schoolbydesign.com/s3/EEA-Student-Survey-Novato>.

Survey administration tips:

- Student surveys: Designating a time during the school day for all students to take the survey will yield the best and most representative sample of respondents.
- Parent surveys: Use regular communication channels to promote the surveys. Ask Principals to distribute the survey with a message about the importance of the overall project and the value of hearing parents' perspectives. Ask parent groups (PTA, DELAC, Foundation, etc.) to also promote the survey. Post links to the survey on district and school websites.
- Staff survey: Designating a time during a staff meeting will likely yield the best and most representative sample of respondents.

Site Visits

School Site Visits:

School site visits are conducted during the Equity Audit process in order to learn about school climate, expectations for student learning, the instructional program offered, and the professional practices around teaching and learning. The principal is the main point of contact for arranging the schedule for site visit activities. The order of meetings does not matter; we would like to meet with each of the groups listed below. Besides conducting formal focus groups, visits include interviews with the leadership team and classroom visits.

Sample Site Visit Schedule:

9:00am	Meet with Principal/Tour Classrooms (90 min)
10:30am	Student Focus Group (45-60 min)
11:30am	Counselors Focus Group (60 min)
12:30pm	Observation of student lunch time
1:00pm	Teacher Focus Group (60-90 min)
2:30pm	Meeting with School Leaders (60 min)
3:30pm	After School Open Forum for any Teachers/Counselors (45-60 min)
6:00pm	Family Focus Group (60 minutes) (refreshments and translation services provided by district)

Selected Dates:

School/Site	Site Visit Date	NUSD Contact Person
Novato High School	1/30/19	Mark Brewer
San Marin High School	2/13/19	Mark Sims
Marin Oaks High School	TBD	Kessa Early
NOVA Education Center	TBD	Kessa Early
NUSD District Office	1/18/19	Sally Carbonaro

Focus Groups

A series of focus groups are conducted with students, teachers, student support staff, and parents/community members during site visits. ETW will conduct focus groups at each of the high schools (Marin Oaks HS, Nova Education Center, Novato HS, and San Marin HS) during site visits.

At each focus group session there should be between 6-12 participants. The purpose is to understand attitudes and expectations relative to college and career preparation in the district. The results of both the survey and focus group discussions are incorporated into the Education Equity Audit Report that serves as the basis for the development of the Blueprint Equity Action Plan. The results are also used to define the challenges and opportunities to be addressed in a larger public engagement effort designed to build stakeholder consensus on needed school reforms.

It is crucial that the makeup of each focus group represents the wide variety of groups within the district/school. ETW reserves the right to request an additional focus group to guarantee equitable representation.

Students: Demographically representative of the student body including students who are GATE, EL, migrant Ed, students with disabilities, taking AP courses, and some who are taking CTE courses if offered at the school.

Teachers: Representative of multiple departments, and including new and experienced teachers and instructional coaches.

Student Support Staff: Entire counseling department, registrar, and other student support staff

Family Members: Representative of demographics of entire student body, including those with students who are English learners and those with students with disabilities.

Focus Group Needs:

For each focus group, please provide:

- 6-12 participants
- Private room/area
- Tables and chairs set up in a circle or square
- Water/drinks
- Snacks
- If the focus group meets during lunch time, lunch should be provided
- Translation for parents, provided by the district as needed

District Personnel Interviews

As part of the Education Equity Audit, we collect information from district staff. The primary purpose is to examine current status and needs in areas that are crucial to a school and district reform initiatives focusing on college and career readiness. Topics covered include:

- Curriculum and Instruction
- Student Support and Safety Nets
- Human Resources
- Professional Learning
- Facilities/Technology
- Budget
- English Learners
- Special Education and students with disabilities
- Students in Alternative Education Settings
- Career Technical Education
- Other items from LCAP goals

Community Conversation

The Community Conversation is designed to build off of the focus group work and explore the readiness of stakeholders to support school and district reform initiatives. This conversation is conducted during the study phase and the results provide baseline data for an ongoing public engagement process incorporated into the Blueprint for Equity Action Plan (to be developed in year 2). The Community Conversation should include district employees, school board members, parents, students, representatives from community organizations, business and civic leaders, and representatives from higher education. We ask that the district provide an introduction and wrap up to the meetings and to share how this information will inform the LCAP Planning Process.

Meeting Needs:

- Large room
- Microphone/speakers if large room
- Translators
- Breakout rooms for small group discussions
- LCD projector & Screen
- Agendas
- Facilitators & Facilitator’s protocols (one per facilitator)
- Name tags
- Poster Paper (enough for each breakout group)
- Markers
- Color dot stickers & masking tape
- Water/drinks/refreshments

Sample meeting agenda:

Agenda Item	Presenter/Facilitator
Community Welcome	District Leader
Overview of Education Equity Audit and Blueprint for Action Planning	Education Trust-West Team
Small Group Discussions: 1. What can the district do to increase college and career readiness for all students? 2. What can the community do to support the district in ensuring that all students graduate college and career ready?	District and ETW Facilitators (Bilingual)
Community Share Out	Stakeholders
Next Steps	District Leader

Community Conversation Window: March 4 – April 5

Selected Date: _____

NUSD Contact Person: Leslie Benjamin

Data Team Meeting

The data team, appointed by the Superintendent, should be comprised of district leaders, site administrators, teachers, counselors, and registrars. At the data team meeting (usually 3 hours), the district will provide the following items:

Meeting Needs:

<ul style="list-style-type: none"> ● Breakfast and/or Lunch ● Water/drinks ● Snacks ● Sign in sheet ● Assign participants to tables across schools 	<ul style="list-style-type: none"> ● Name tags ● Agendas ● LCD Projector ● Screen ● Copies as requested 	<ul style="list-style-type: none"> ● Poster paper (3-4 sheets/group) ● Markers ● Highlighters ● Pens ● Post-it notes ● Tape to post posters
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Suggested Data Team Members:

District Role	School Site Role
Superintendent	Admin. of Interventions &/or Assessments
Assistant Superintendent	School Administrators (Principals & APs)
Dir. of Special Ed	Counselor(s)
Dir. of English Learner Services	High School Registrars
Dir. of Migrant Ed Services	Teacher(s), including CTE teachers
Independent Study/Alternative Ed. Rep(s)	Board Member(s)
Dir. Student Services & Support	Student(s)
Dir. Instruction & Elementary Support	Union Leadership

Proposed Meeting Date: April 1 – 26, 2019

Selected Date: April 4, 2019, 3:30 – 5:30 p.m.

NUSD Contact Person: Jim Hogeboom

Sample Data Team Meeting Agenda

Item	Suggested Time Allotment
Superintendent's Welcome	15 mins
What is Educational Equity? An Overview of the Educational Equity Audit Process and Qualitative Data	15 mins
Exercise: Student Transcript Analysis	45 mins
BREAK	10 mins
Data Gallery Walk	30 mins
Class of 2018 Transcript Analysis: Review of Data	35 mins
Observations and Recommendations	15 mins
Next Steps	15 mins

PHASE 2: Blueprint for Equity Action Plan (2019-2020 School Year)

Based on the Educational Equity Audit, the district assembles a Working Committee and a Steering Committee. The Working Committee develops detailed action steps, timelines, roles and responsibilities and outcome measures. The Steering Committee provides feedback to the working committee throughout the process and provides general advice and helps to identify potentially helpful resources or partnerships within the community. The Blueprint is aligned with the district's LCAP and typically addresses each of the following areas:

- a . Curriculum and instruction
- b . School climate and culture
- c . Professional learning
- d . Student supports and interventions
- e . Students with disabilities and English learners
- f . Continuation and alternative schools
- g . College and career access and success
- h . Community and family engagement
- i . Resource allocation

Working Committee

The Working Committee members are appointed by the Superintendent to develop each section of the Blueprint. Members of the Working Committee will represent:

- district level staff
- school administrators
- teachers
- counselors

Throughout the Blueprint development process, the Working Committee will divide into smaller topic teams to focus on developing actions that will address specific challenges within each topic area. Each topic team will select a facilitator, note-taker, and Steering Committee liaison. The facilitators will communicate with the district leader and the Education Trust-West Team about the progress made by each topic team. The topic teams will conduct the following tasks throughout the Blueprint Planning process:

- review the Education Equity Audit findings and recommendations
- conduct research on best practices
- develop draft action plans for review by the Steering Committee
- modify plans based upon input
- prepare final Blueprint documents for approval by the Superintendent and Steering Committee and adoption by the Board of Education
- monitor the implementation of the Blueprint and report on progress

Working Committees: Blueprint Development Steps

Step 1: Study Review

Each working committee will review the study findings in detail. The committee will agree upon the major themes that run through the study and use those themes to identify critical focus areas that need detailed action plans.

Step 2: Inquiry Cycle and Research

For each critical focus area, committee members will identify key questions to expand their understanding of the problem as well as to learn about potential policies and practices to address the problem. Research will be gathered on promising practices, both within the district and from state and national sources.

Step 3: Preliminary Action Plan Development

Preliminary drafts of the action plans will be developed using a common format that includes: focus area, action steps, timelines, roles and responsibilities, and outcome measures.

Step 4: Preliminary Draft Review Process

Preliminary drafts for each Blueprint area are shared with the Superintendent, Steering Committee and other working committees. Input is received on clarifying revisions, gaps, overlaps and alignment.

Step 5: Modifications to the Drafts

Draft modifications are agreed on during a facilitated session that involves leaders from each working committee.

Step 6: Final Draft Development

Each working committee incorporates modifications into the detailed action plans and forwards their completed Blueprint section to the Superintendent and Steering Committee for approval

Step 7: Approval of the Blueprint

The Superintendent takes the entire Blueprint to the Board of Education for approval and implementation begins according to the timelines.

Step 8: Ongoing Monitoring of Blueprint Implementation

A quarterly review of milestones and outcome measures is conducted by the Superintendent and Steering Committee and progress reports are issued to the Board.

Steering Committee

The Steering Committee will be appointed by the Superintendent to oversee the development of the Blueprint. Members will represent major stakeholder groups including: teachers, site and district office administrators, students, parents, teachers' union, business community, higher education, and other key stakeholders from the community.

As draft sections of the Blueprint are developed by working committees, they will be reviewed by the Steering Committee and their recommendations will be submitted back to the Working Committee for consideration. Prior to the Superintendent submitting the Blueprint to the School Board of Education for formal approval, the Steering Committee will endorse the final plan.

In addition to their oversight role, the Steering Committee will serve as liaisons with the larger community, with the responsibility to communicate with their constituents about the reforms being proposed in the Blueprint, advocating for the reform agenda, and bringing specific concerns back to the district.

Recommended Steering Committee Participants

Superintendent
Assistant Superintendent
High School Principals or Assistant Principals
Representatives from elementary and middle schools
Teacher(s)
Students (at least 3-5)
Higher Education Rep – community college and/or 4-year college/university
County Office of Education representative
Board Member(s)
Parent(s) (at least 3-5)
Business Community Member
Chamber of Commerce
Trades/Apprenticeship Rep
Adult School Rep
Union Rep
Community-based Organization Rep(s)

**Please note, that if there are other stakeholders that the district has identified that should be part of this committee, please invite them to do so.