Case Study of Decatur Public Schools 61 Partnership with 1st Class Educator

Outcomes Reference February, 2025



Background of District's Equity Journey

- State of DPS organization in 19-20
- -Recruitment efforts at NABSE Conference and positions filled
- -Resolution on Racism/Accountability
- -Planning Stages with 1st Class Educator
- -Major challenges/ Roadblocks encountered w/work at hand
- -District's Why and Impact

Decatur Public Schools Strategic Plan Focus

- Foster Trusting Relationships Among Staff
- Improve Academic Achievement
- Maximize Parent and Community Involvement
- Promote a Positive Learning Environment

Our Approach

Recognize	Recognize and celebrate existing initiatives that promote equity.
Value	Value the experience of the professional staff in the district.
Engage	Engage in courageous conversations about personal, professional and community experiences regarding race and social justice.
Provide	Provide resources that support culturally relevant teaching and existing practices.
Develop	Develop actionable plans to improve practice and policy at the classroom, building and district level

A Summary of our Work to Date

PHASE I AY20-21: Monthly training sessions with the District Leadership Team and Building Principals.

PHASE II AY21-22: Monthly training sessions with half of DPS61 schools. Monthly coaching sessions with District Leadership Team.

Phase V & VI AY24-26: Bi-Monthly Continued beginning teachers mentorship and support.

Phase III AY22-23: Monthly training session with the other half of DPS61 schools. Piloted a district extension training process with year one schools. Work with beginning teachers.

Phase IV AY23-24: Bi-Monthly extended training session with several DPS61 schools. Continued beginning teachers mentorship and support. Bi-Monthly trauma informed sessions with select campuses.

Initiatives resulting from 1st Class Educator Programming

- 100% of principals submitted equity plans
- 100% of District Leadership Team submitted equity plans
- Teachers submitted equity commitment goals at the end of the year
- Cultural Club established at several schools
- Parent Outreach Group established at several schools
- Proposed renaming of American Dreamer to Ellsworth H.
 Dansby Tuskgee Airmen
- Partnership with ALB Artwork, Art Therapy for Black Males
- Annual Culturally Responsive Building Walks and Assessment
- Black Male Summit development and implementation at schools, several were the first time ever at the school level

American Dreamer STEM Academy

2115 S. Taylor Rd Decatur, IL 62521 Principal: Ms. Rida Ellis

Assistant Principal: Mr. Courtney Settles

ADSA 2022-2023 Culturally Responsive Climate Plan



SMART Goal 1: By May 2023, 80% of classroom environments will be reflective of the cultural diversity of the student population.

Action Step	Action Step Person Resources/Cost Due Date Responsible		Evidence of Completion	
Expectations for the classroom environment will be established	Principal	Expectations Document Instructional Look-fors	9/30/22	Google Slides
Classroom environment will be the focus of classroom visits	Principal AP	Classroom Feedback	l time per	Classroom Feedback Document

Eisenhower High School



Culturally Responsive Climate Plan

SY22-23

CULTURALLY RESPONSIVE CLIMATE PLAN

A culturally responsive school climate is integral to the work of educating a diverse student population and fostering positive relationships with their families. At Eisenhower High School (EHS), teachers and staff will be intentional about eliminating bias and avoiding falling into stereotypes about cultural groups to create a student-centered learning environment in which all students have equitable opportunities to learn.

All students bring unique cultural strengths to the classroom. Therefore, to meet the needs of our student population, administration, teachers, and staff will have the mindset and skills needed to foster a positive learning environment for all students as it is critical to their academic success. Recognizing and nurturing students' strengths and cultural backgrounds not only encourages academic success but also promotes an open-minded, supportive environment that celebrates cultural differences.

At EHS, teachers will utilize culturally responsive instructional practices to connect learning to students' cultural background while building on prior experience. The goal of culturally responsive teaching is to instruct students in a way that involves them in cognitively demanding tasks, tasks that foster independent learning and increase student engagement and a strengths-based mindset. Consequently, teachers will create an inclusive learning environment that is accessible and relatable to all students.

First Class Educators will be working with the staff to assist in understanding and meeting the Culturally Responsive Teaching and Learning Standards. Staff members received a copy of Everyday Antiracism. There will be a pre-assessment survey and a postassessment survey given to staff.

1st Class Educator Professional Development Schedule

September: 2 hours-12:00-2:00 (virtual) Identity and Implicit Bias, Pages 273-290	January: 2 hours-12:00-2:00 (virtual) Assessment of Current Practices, Pages 211-234	
October: 2 hours-3:15-5:15 (in-person) Analyzing Expectations for Students, Pages 77-84	February: 2 hours-3:15-5:15 (in-person) Analyzing Opportunity Denial, Pages 155-171	
November: 2 hours-12:00-2:00 (virtual) Creating Networks Focused on Change, Pages 253-271	March: 2 hours-3:15-5:15 (in-person) Teaching History Accurately, Pages 199-208	

December: 2 hours-3:15-5:15 (in-person) Community and Stakeholder Experience, Pages 309-323	April: 2 hours-12:00-2:00 (virtual) Sustaining Change, Pages 327-340	
	May: 2 hours-3:15-5:15 (in-person) Plans for Next Year	

Culturally Responsive Teaching and Learning Standards Candidate Alignment Matrix (isbe.net, June 2022)

This matrix provides sample behaviors that may determine implementation of the Culturally Responsive Tea (CRTL) Standards. Following the matrix of observable behaviors is a list of evidence and artifacts that can be us awareness and implementation of the standards in their teaching practices.

Standards

Section 1: Self-Awareness and Relationships to Others & Sample Observable Behaviors

Understand and value the notion that multiple lived experiences exist and that there is often not one "correct" way understanding something, understand that what is seen as "correct" is most often based on our lived experiences.

- · analyzes their own behavioral expectations for cultural bias.
- · invites lived linguistic experiences to the classroom.
- · uses oral history as evidence and part of research.

Approach their work and students with an asset-based mindset, affirming the validity of their backgrounds and id

- verbalizes their belief in student abilities, listens actively to what students have to say, and works hard to su
 any and all materials and opportunities they might need to grow.
- · identifies student strengths and shares them with students, other faculty, administration, and parents/guard

Know about their students and their cultural lives outside of school, using this knowledge to build instruction that knowledge and skills.

Eisenhower High School

Include representative, familiar content in the curriculum to legitimize students' backgrounds, while also exposing them to new ideas and worldviews different from their own.

- actively includes positive narratives and texts that feature people representative of students' identities.
- facilitates student discussions about issues and events that are important to students and their families.
- designs projects around real-world application of academic material that reflects issues and experiences relevant to students'
 daily lives.

Engage in self-direction about their own actions and interactions and what ideas and biases motivated those actions.

- actively analyzes and reflects on personal identity and worldview.
- carefully examines any privilege they may have with respect to their various identities and how that affects their interactions with students.

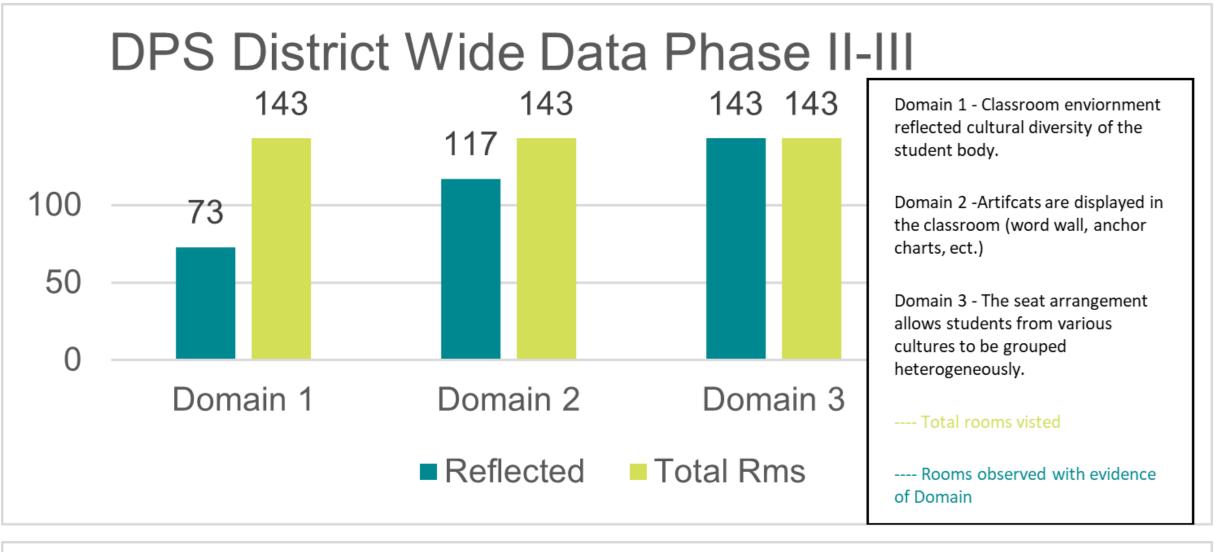
Explore their own intersecting identities, how they were developed, and how they impact daily experiences of the world.

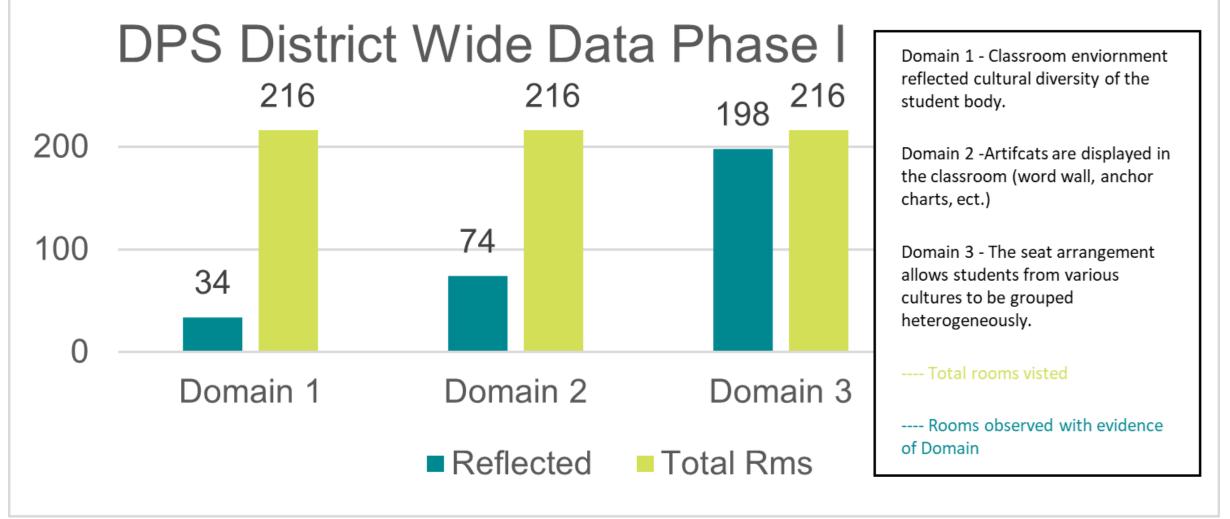
- seeks opportunities to reflect upon their own history and how those experiences contribute to their actions.
- explores how they are perceived in the world, including reading about their own history, asking questions in their family, and interacting with others in their community doing the same work.

Recognize how their identities (race/ethnicity, national origin, language, sex and gender, gender identity, sexual orientation, physical/developmental/emotional abilit, socialeconomic status, religion, etc.) affect their perspectives and beliefs about pedagogy and students.

- actively analyzes and reflects on personal identity and worldview.
- carefully examines any privilege they may have with respect to their various identities and how that affects their interactions with students.

Educate themselves about students' communities, cultures, and histories,





Organization Growth: Decatur Public Schools

- SY20 Met 13 out of 18 (72%) Strategic Plan academic targets 63% increase from previous year
- SY21 Student Achievement: Reading Growth (3.22%) and Mathematics Growth (2.99%)
- SY22 Consistent Growth (BOY-MOY-EOY) in Reading and Mathematics Student Achievement
- **SY23** Growth in Reading (MOY-EOY) and Mathematics (BOY-EOY) Student Achievement
- **SY23** Increase in PreK 10th meeting/exceeding the 50th percentile in Reading
- **SY23** Increase in PreK 10th meeting/exceeding the 50th percentile in Mathematics
- **SY23** Increase in 2nd 4th & 6th 8th Writing Total Words Written Assessment
- **SY23** Increase in 3rd 8th meeting/ exceeding on State Reading Standards (IAR)
- SY23 Increase in 3rd 8th meeting/ exceeding on State Math Standards (IAR)
- SY23 Increase in 11th Grade PSAT/SAT meeting/exceeding on Evidence Based Reading & Writing
- **SY23** Increase in 11th Grade PSAT/SAT meeting/exceeding on Math Standards
- SY23 Increase in students taking Advanced Placement Exams and Scoring 3+
- **SY23** 9th graders on track to graduate hits a 3-year high = 72.7%, up from 66.9%
- **SY23** 4-year graduation rate for students enrolled in CTE programs (DPS has 1,251 students enrolled in CTE programs) = 98.9%, above state rate of 95.8%
- **SY23** % of CTE students graduating having attained post-secondary credits in the relevant CTE program or program of study earned through a dual or concurrent enrollment or another credit transfer agreement = 44.8%, above state rate of 38.0%

NEW DATA TO REFER TO

Organization
Growth:
Decatur
Public
Schools

Graduation Rates: 72.8%, up from 69.8%

Attendance and Absenteeism:

- Attendance rate hits a 3-year high = 86.1%, up from 83.4%
- Chronic absenteeism rate hits a 3-year low = 50.5%, down from 56.0%
- Chronic truancy rate hits a 3-year low = 44.4%, down from 53.9%
- Teacher retention rate hits an all-time high = 84.9%, up from 72.9%



DEI Overview

Jeff Dase
Assistant Superintendent of Diversity, Equity & Inclusion

DEI OVERVIEW AGENDA

Overview

- Purpose & Objectives
- Introduction of Assistant
 Superintendent of Diversity, Equity & Inclusion

What is Diversity, Equity, & Inclusion?

What Diversity, Equity & Inclusion is NOT

Specific Discussion

- Plans for Diversity, Equity & Inclusion in Decatur Public Schools
- Partnering to enhance Diversity,
 Equity & Inclusion in Decatur Public
 Schools
- What would you like to see from the Assistant Superintendent of Diversity,





Purpose & Objectives

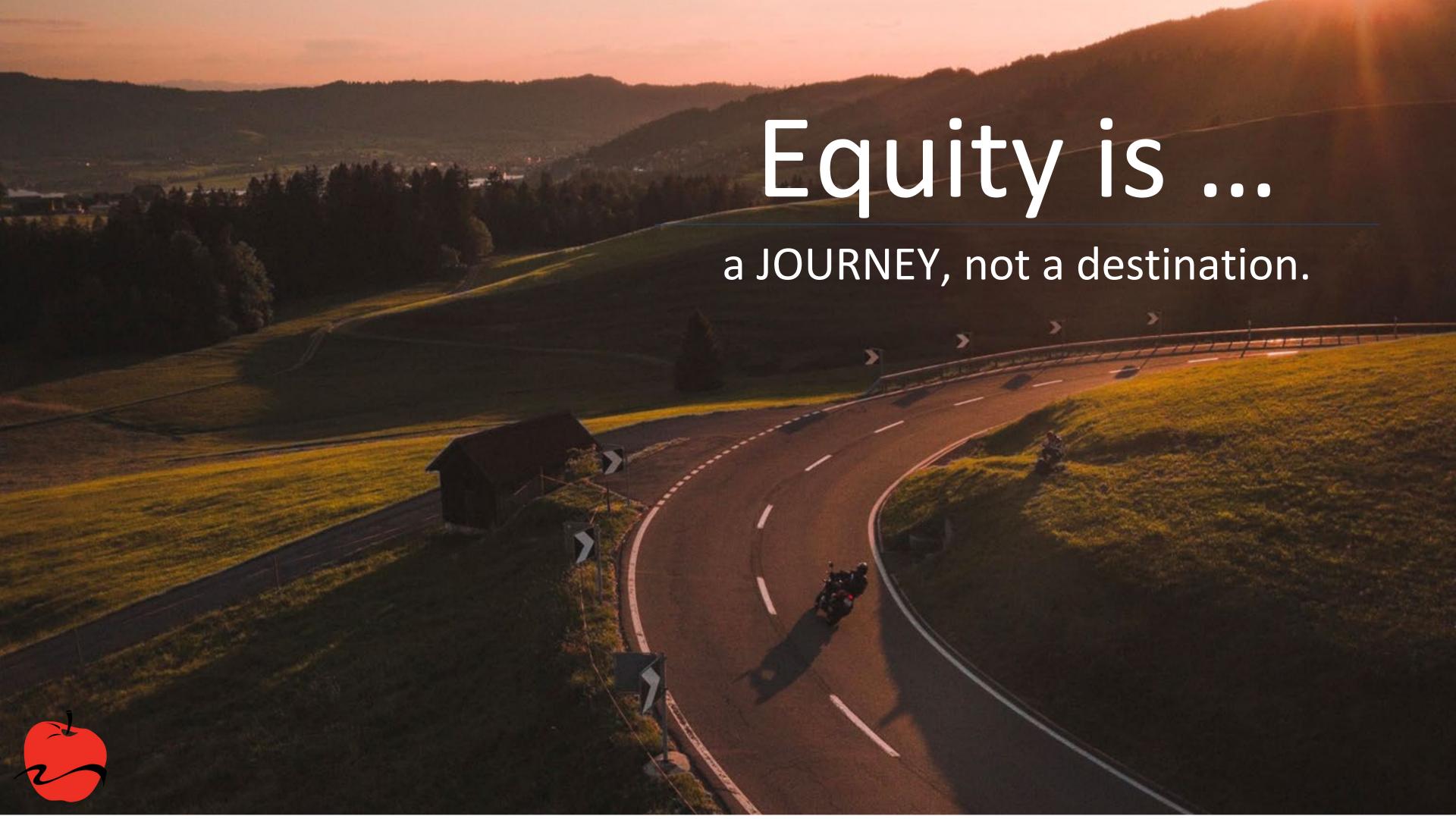
Purpose:

To provide a personal service aligned to Decatur Public Schools DEI efforts so stakeholders feel seen and heard which will enable Administration to include stakeholders' voice into the district DEI decision making.

Objectives:

- Introduce stakeholders to the Assistant Superintendent of Diversity, Equity & Inclusion
- Familiarize stakeholders with the essential functions of the Assistant Superintendent of Diversity, Equity & Inclusion
- Gain valuable insight from stakeholders aligned to plans and partnering together to enhance Diversity, Equity & Inclusion district-wide





Diversity in Decatur Public Schools

Race/Ethnicity	# Students	% of Student Population	# Teaching Staff	% of Teaching Population
Asian	47	0.6%	1	0.1%
Black	3834	49.7%	33	5.9%
Hispanic	296	3.8%	4	0.7%
American Indian	18	0.2%	1	0.1%
Pacific Islander	4	0.05%	0	0
White	2346	30.4%	517	92.6%
Two or More	1081	14.0%	1	0.1%
Unknown	84	1.0%	1	0.1%

DEI Meet & Greet Recap

DEI MEET & GREET OVERVIEWS
STUDENTS & COMMUNITY

3,212 + MIDDLE & HS SCHOOL STUDENTS

1711 Completed the2023 DPS DEI Survey*

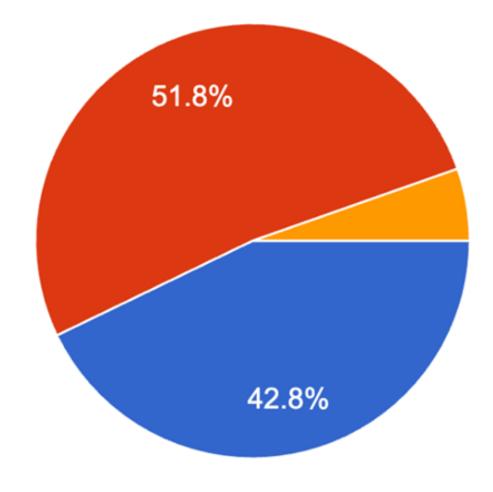
- ☐ 1447 Students
- ☐ 237 Staff members
- 15 Parents
- ☐ 12 Community Members

311 Are interested in being a part of a DPS District Diversity, Equity & Inclusion Team

- ✓ 268 Students
- √ 30 Staff Members
- √ 8 Parents
- √ 5 Community Member

Views on Diversity

Diversity The presence of differences within a given setting. The practice or quality of including or involving people from a range of different social and...and of different genders, sexual orientations, etc. 1,711 responses

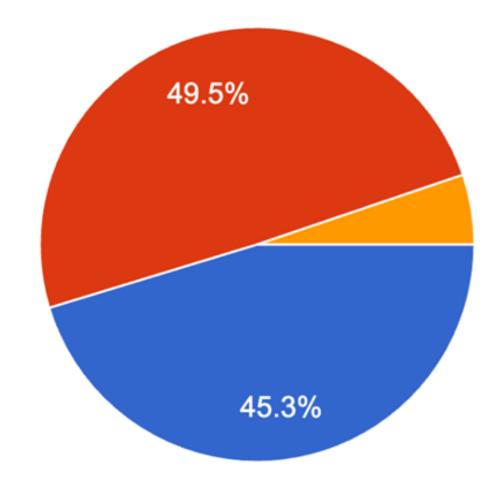


- ALWAYS Contributes to raising awareness and consciousness about diversity; participates, support or lead activities that promote a district enviro...
- SOMETIMES Contributes to raising awareness and consciousness about diversity; participates, support or lead activities that promote a district enviro...
- DOES NOT EVER Contribute to raising awareness and consciousness about diversity; participate, support or...

Views of Equity

Equity Ensuring fairness and providing equal possible outcomes for every individual. Providing equal access.

1,711 responses

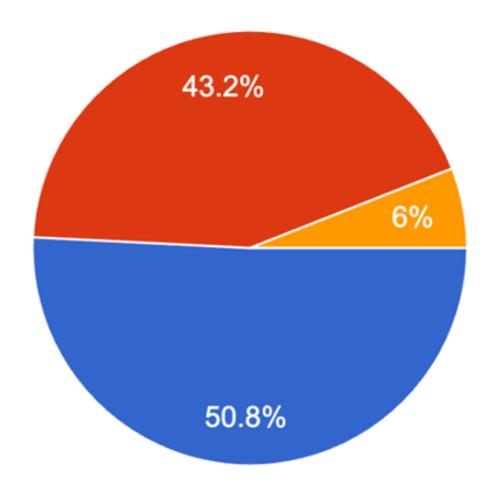


- ALWAYS Core policies and practices indicate a prioritization of equity
- SOMETIMES Core policies and practices indicate a prioritization of equity
- Core policies and practices DO NOT EVER indicate a prioritization of equity

Views on Inclusion

Inclusion The practice of making people feel a sense of belonging. The action or state of including or of being included within a group or structure. Foster a sense of value and empowerment.

1,711 responses



- Contributes to fostering, creating, or sustaining a healthy culture deepening the collective appreciation for "ALL" people
- Contributes to fostering, creating, or sustaining a healthy culture deepening the collective appreciation for "SOME" people
- DOES NOT EVER contribute to fostering, creating, or sustaining a healthy culture deepening the collectiv...

DEI Initiatives: Decatur Public

Schools

- Instruction Requirement Monitoring
- Multi-Cultural Activities Monitoring
- DEI Learning Walks
 Focus: Demographics Representation
- United Way DEI Quiz Challenge (September 4 October 2)
- Collaborative Sessions with Real Talk on Race Decatur Public Library
- 21-Day Racial Equity Challenge September 11, 2023 (Patriot Day) through Monday, October 9, 2023 (Indigenous People's Day)
 - https://mlpp.org/21-day-racial-equity-challenge/
- Publication of Diversity & Inclusion Days & Dates
- Bias Reporting Form Adjustment & Access
- DEI Hiring Questions for all applicants

DEI Website Page:
Decatur
Public
Schools



Ellsworth Dansby Groundbreaking Ceremony

