



Empowering School Leaders of Color: Building Inclusive Leadership Networks for Equity and Excellence

OAESA Intentionally Connect

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Purpose

To dialogue and discuss the unique experiences shared by leaders of Color. We will walk away with ideas for elevating our collective voices and increasing our professional networks.



Who is in the Room?

Please introduce
yourself, including your
role, your district and
how long you have
worked in education.



My Journey

Minneapolis

Akron

Cleveland Heights

Solon

Mayfield - a 1st

Shaker Heights

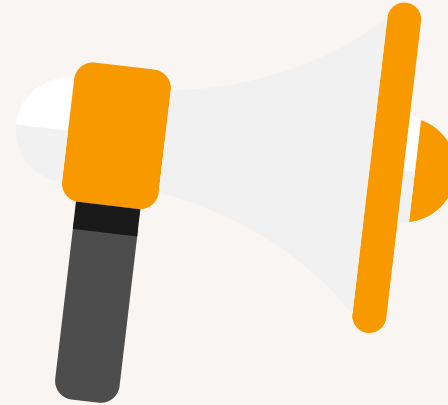
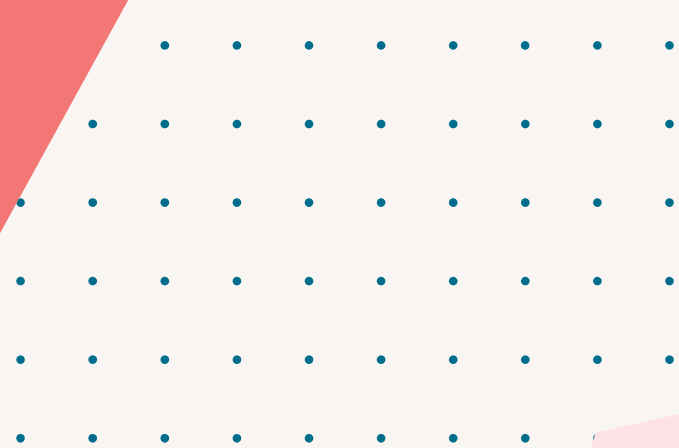




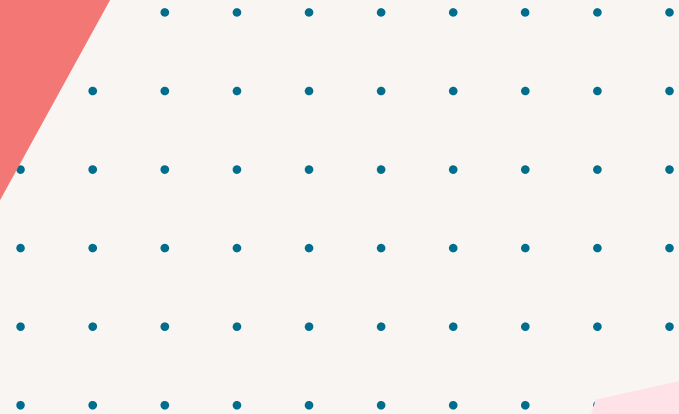
Four Corners

Connecting around
shared experiences.

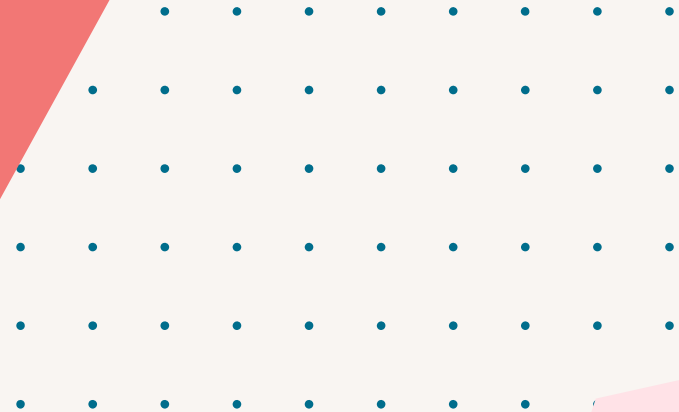
1) What has your experience
been with being seen, heard,
and supported in your
leadership role?



2) What efforts are being taken in your district to support school leaders of Color?



3) Share a time when your identity shaped a leadership decision or experience.





4) Are there any unique challenges that you face being a leader of Color?





The School Leader Representation Gap:

Currently a school leader representation gap exists in our public schools (Gilbert et al., 2022). Our nation's public schools are experiencing a shift in the racial makeup of the student population that does not mirror the racial demographics of the school leaders.



The School Leader Representation Gap

53%

Percentage of public school students of Color.



22%

Percentage of public school Principals of Color.



The National Center for Education Statistics (NCES, 2020b) reports that in 2018 approximately 53% of public-school students were not White. During the 2017-2018 school year there were 90,850 public school principals, only 22%, or less than one out of four principals identified as people of Color (NCES, 2022).

Outcome Gaps Persist for Students of Color

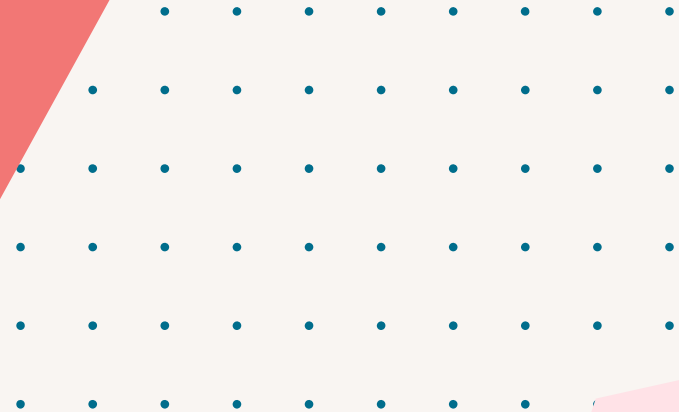
Academic Outcomes

In the 2019-2020 school year the high school graduation rate for White students was 90%, it was 81% for Black students and 75% for American Indian/Alaskan Native students (NCES, 2020a).

Disciplinary Outcomes

Among public school students, Black students in grades 6th-12th are more than two times more likely to have been suspended than their White peers (NCES, 2021).

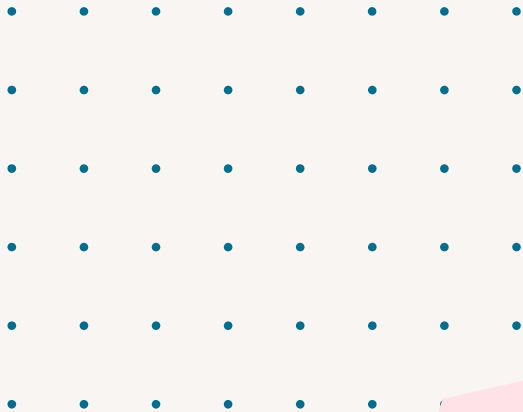
Turn and Talk: do students of
Color in your district
experience disproportionate
outcomes?





Implications for Practice

Turn and talk: What are ways in which we might be able to interrupt the School Leadership Representation Gap?



Principal Preparation Programs

- Collect and report demographics of principal preparation programs.
- Include “legal” DEI work in principal preparation programs.
- Partner with state and local teacher organizations to create pathways for under represented groups.
- Match candidates of Color in programs with practicing school leaders of Color to create mentoring relationships.

School District Leaders

- Invest in hiring practices that lead to outcomes.
- Provide training in anti-discrimination practices to all employees.
- Focus on strategies that build inclusive workplaces.
- Close educational gaps.
- Employ storytelling to improve the working conditions.
- Invest in professional learning and networks for principals.
- Employ a robust supervision and support program.
- Invest in potential teacher leaders.

Policy Makers

- Make it mandatory for principal preparation programs to report demographic data.
- Set goals and provide incentives to programs for diversifying their candidates.
- Ensure that preparation programs and school districts are providing employees with anti-discrimination training.
- Mandate and invest in high quality principal supervisors in each school district.



Current Legislative Actions

Federal Legislative Actions

- The U.S. Department of Education has taken steps to eliminate DEI programs, citing potential violations of federal civil rights laws. The department has issued directives to schools to eliminate programs that give advantages to students based on race or origin.
- Districts were required to sign a letter stating compliance with Title VI. This faced legal challenges.
- Questions remain around what constitutes “illegal DEI”.

Federal Legislative Actions

[Dear Colleague Letter: Title VI of the Civil Rights Act](#): Defines “illegal DEI” as anything that treats a student differently based on race.

[Frequently Asked Questions](#) - Schools with programs focused on interests in particular cultures, heritages, and areas of the world would not in and of themselves violate Title VI, assuming they are open to all students regardless of race. Nor would educational, cultural, or historical observances—such as Black History Month, International Holocaust Remembrance Day, or similar events—that celebrate or recognize historical events and contributions, and promote awareness, so long as they do not engage in racial exclusion or discrimination. However, schools must consider whether any school programming discourages members of all races from attending, either by excluding or discouraging students of a particular race or races, or by creating hostile environments based on race for students who do participate.

State Legislative Actions

Senate Bill 1 - In March, Gov. Mike DeWine signed into law a bill that bans DEI programs in hiring, training, and teaching at Ohio's public colleges and universities.

Senate Bill 113 - Currently in Senate Committee, as proposed it mandates school districts to adopt policies that ban DEI-related activities, offices, training, and language in job descriptions. The bill also requires a process for students, parents, and employees to report potential violations.



Turn and Talk:

Has your district changed any practices as a result of recent Federal or State actions?

Stay Involved:

- Join the OAESA Advocacy Committee.
- Read the regular updates from Barb Shaner, OAESA Advocacy Specialist.
- Consider inviting legislators to your school to share success stories.
- Contact legislators to share how proposed legislation may impact you and your school community.
- Follow NAESP for legislative updates and advocacy alerts.



Thank You

Be sure to collect the contact information of others in this session.

Creating community and building connections is one of our greatest assets.

