



Equity Education in Progress

Culturally Responsive Teaching, Anti Racism
Policy and Treatment of Transgender and
Gender Expansive Students

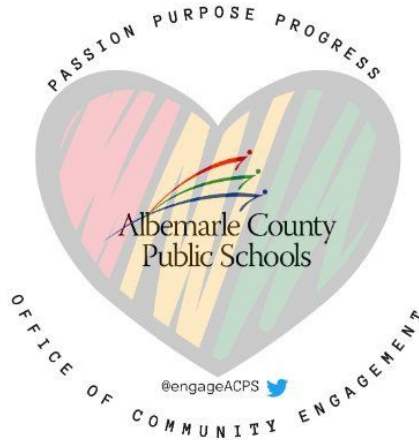
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**Dr. Eric Irizarry and
Ayanna Mitchell**
*ABAR Policy Instructional
Programming and
Next Steps*



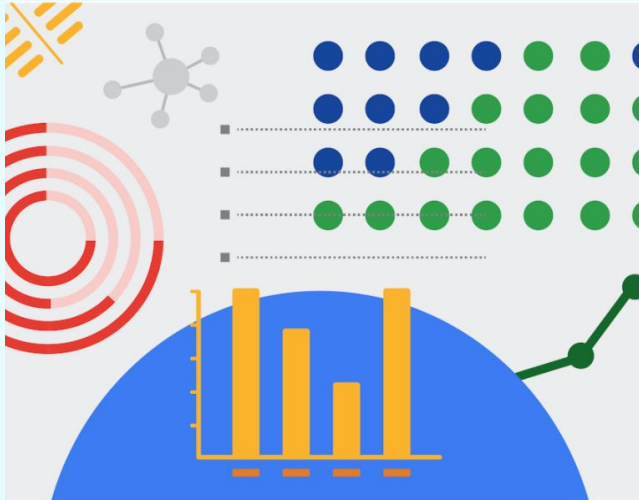
01 What We've Learned

Preliminary results from program
evaluation of Culturally
Responsive Teaching (CRT)
Certification and
Micro-Credentialing

Culturally Responsive Teaching PL Theory of Improvement

When all ACPS educators develop the characteristics of culturally responsive educators, all students will improve in their learning growth, and groups for whom the education system historically has not worked will experience accelerated learning compared to their peers, providing a foundation for a district-level transformation to better meet the needs of all students and make meaningful, sustained progress towards equity.

Methods



- **Surveys: 161** surveys from 2022-2023 classroom teachers who completed the program.
- **Interviews: 16** semi-structured interviews with classroom teachers.
- **Student Learning Outcomes:** Statistical analysis of **9,520** student value-added growth scores from 2022-2023 in grades 4-8 in math and reading with teacher and student demographic variables.

The ACPS culturally responsive teaching program helped me to...

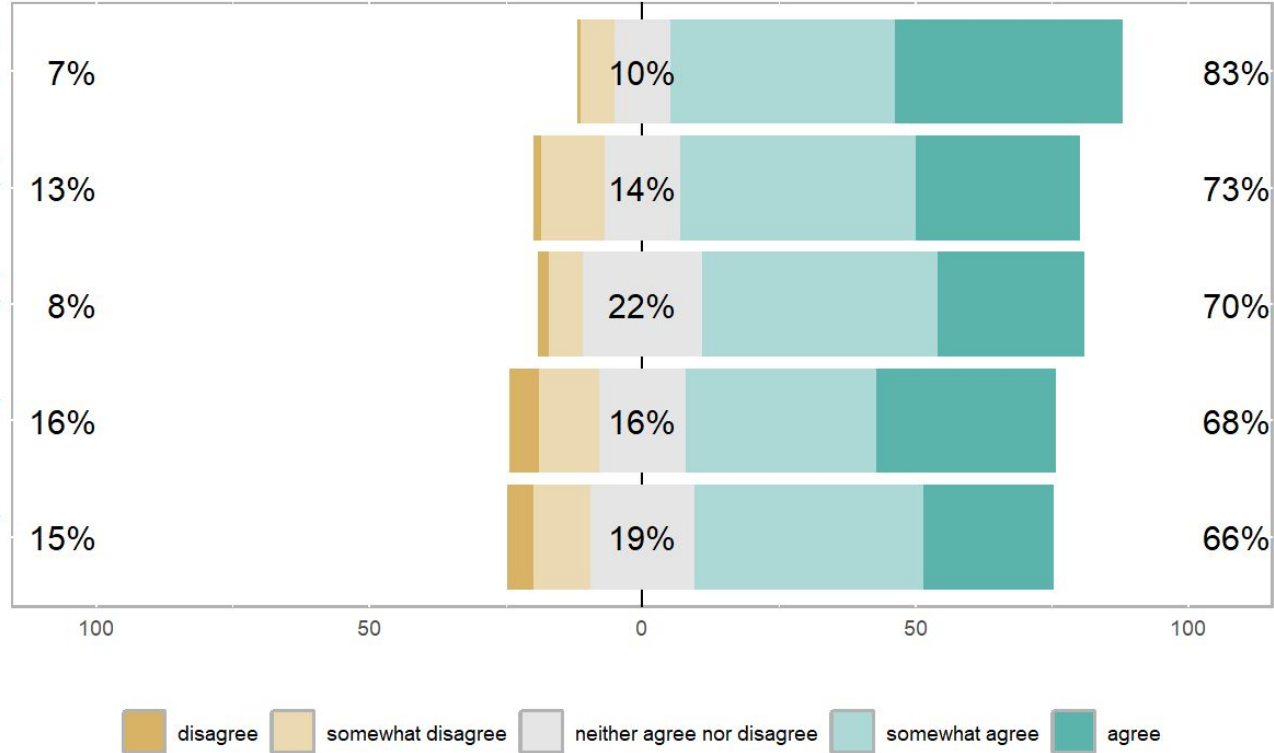
Q11: Analyze my own perspectives and biases that influence my work as an educator.

Q12: Change my instructional practices to better meet the needs of my students.

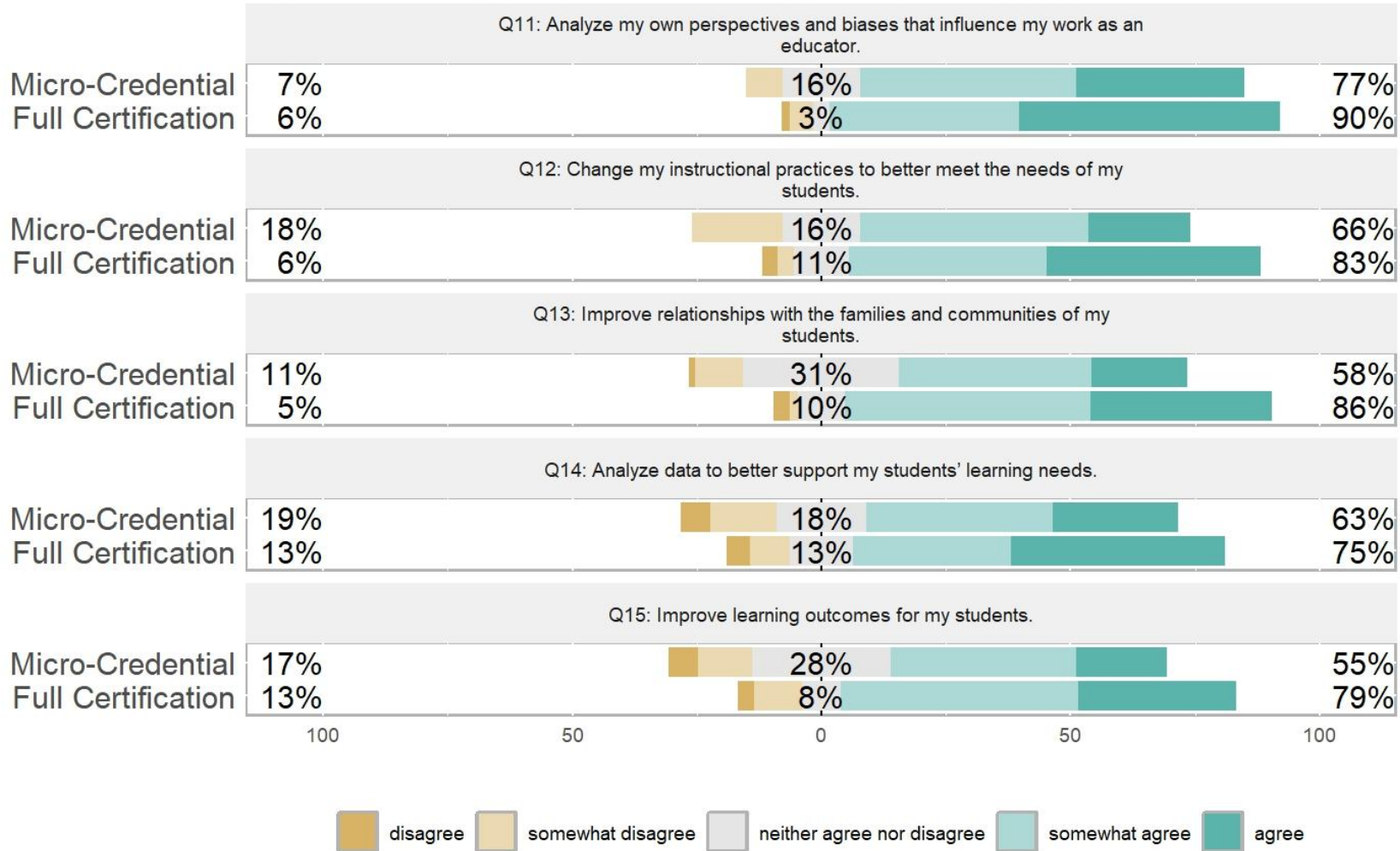
Q13: Improve relationships with the families and communities of my students.

Q14: Analyze data to better support my students' learning needs.

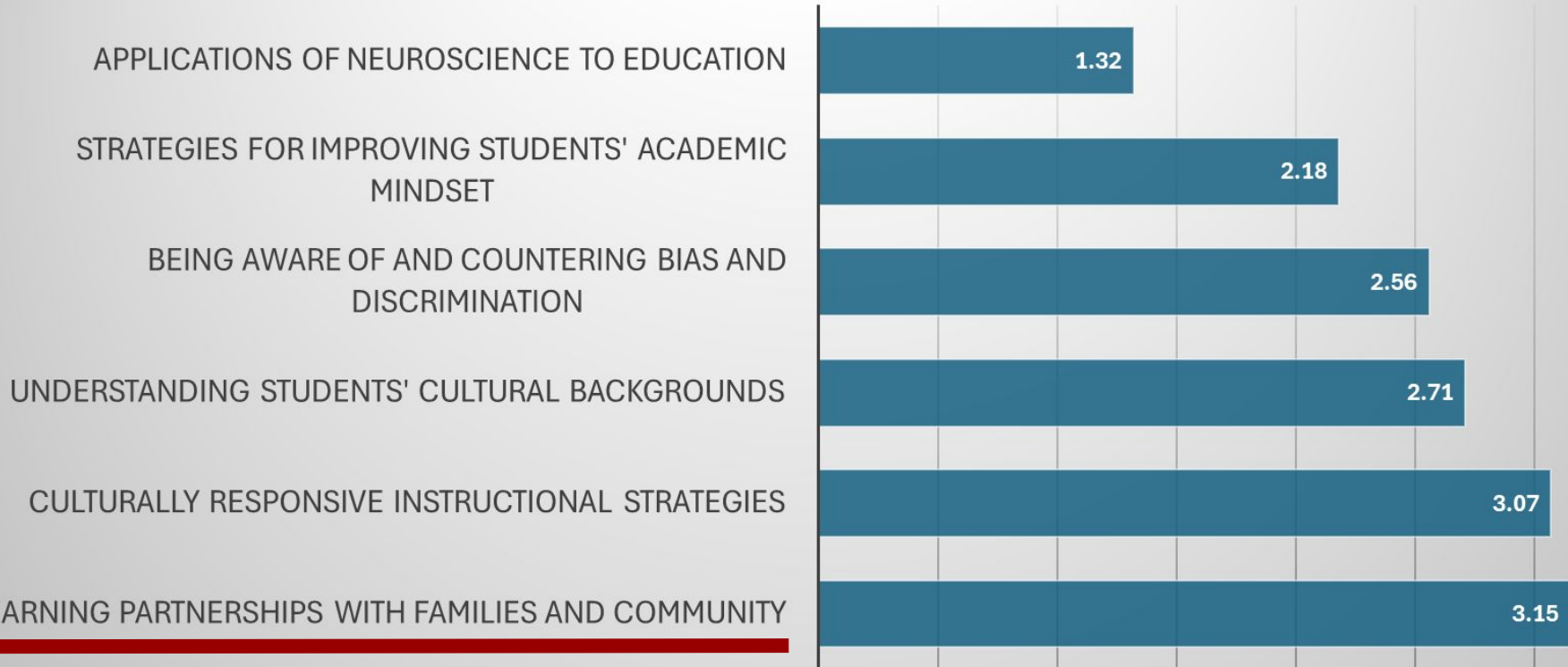
Q15: Improve learning outcomes for my students.



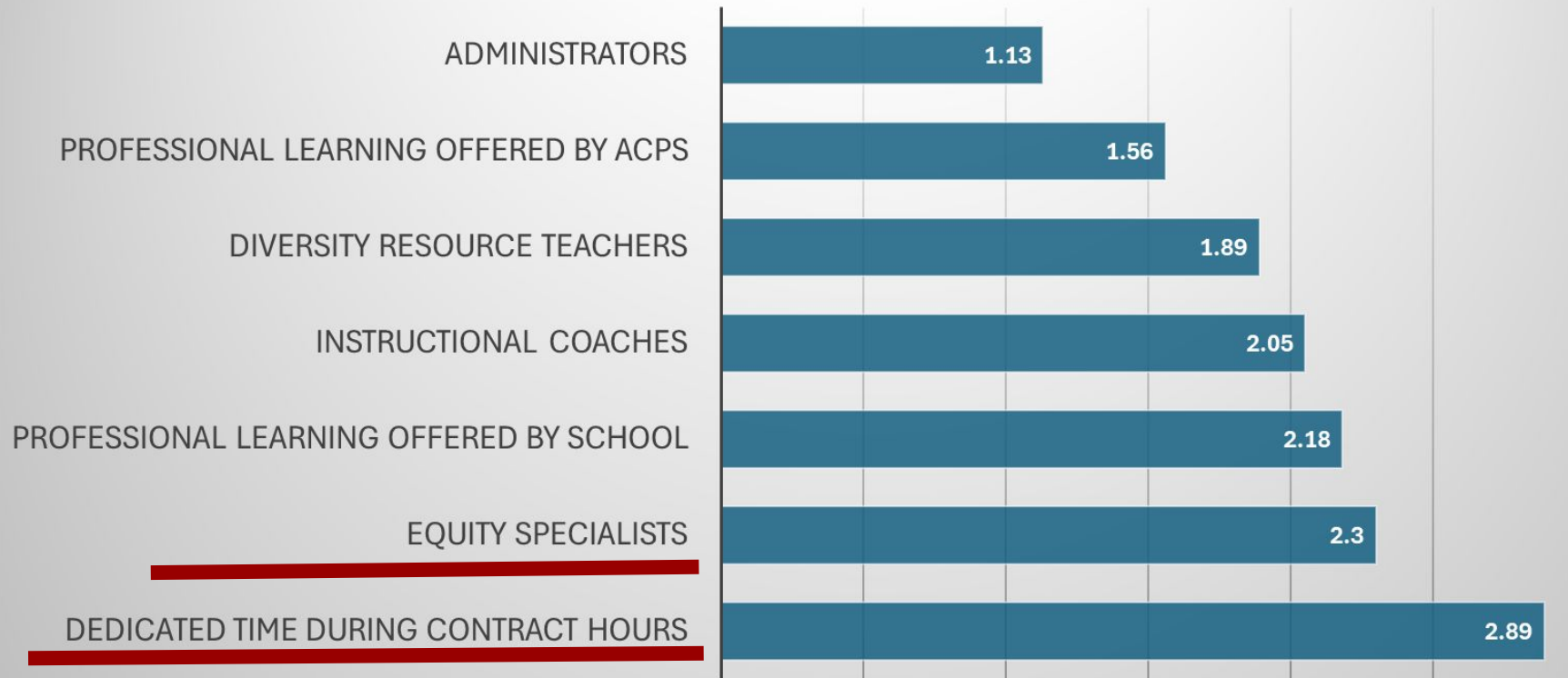
The ACPS culturally responsive teaching program helped me to...



Teachers' Perceptions of the Most Important Components for Improving Student Learning



Teachers' Perceptions of the Most Important Supports for Completing the Program

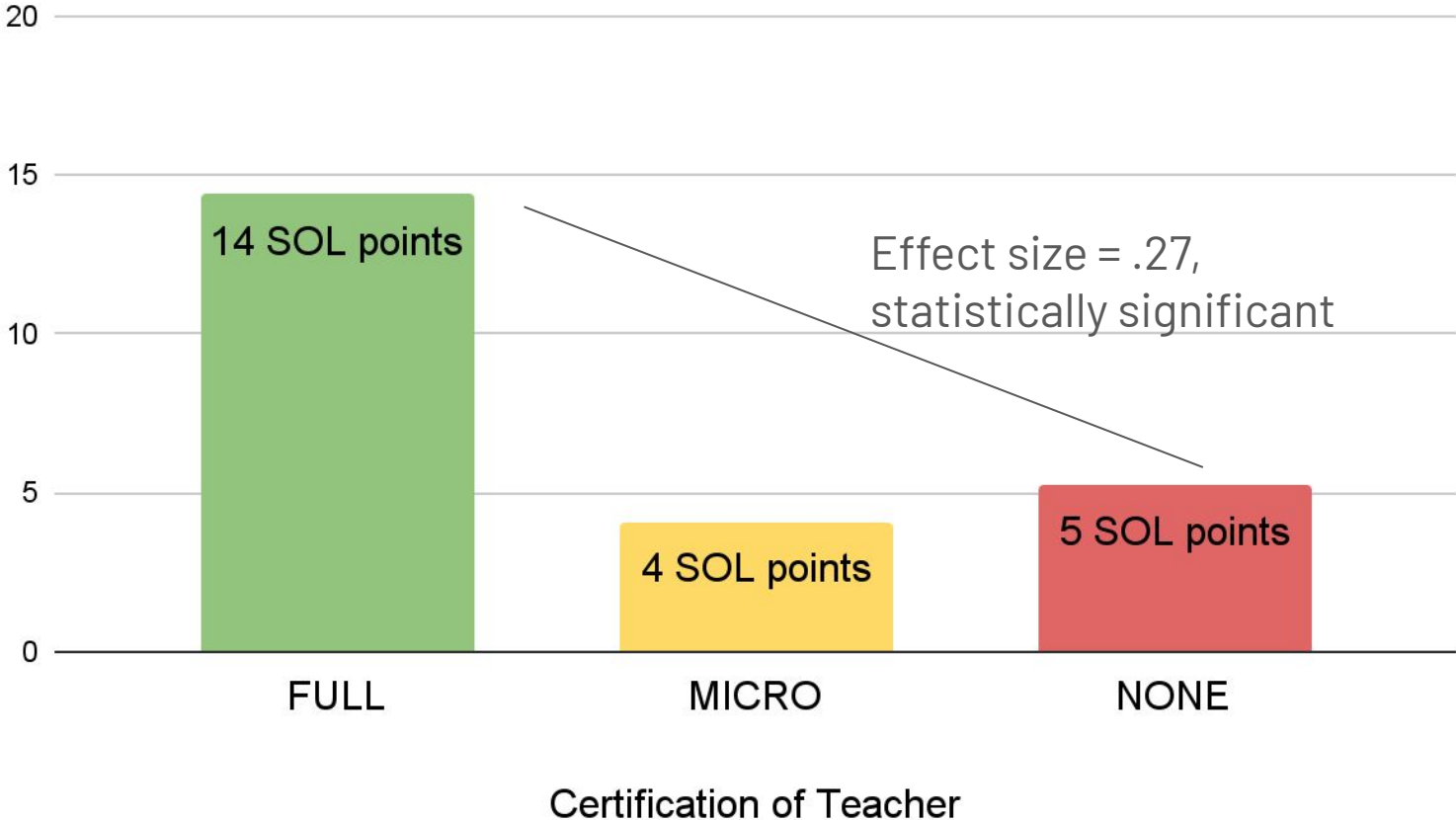


Quantitative Findings

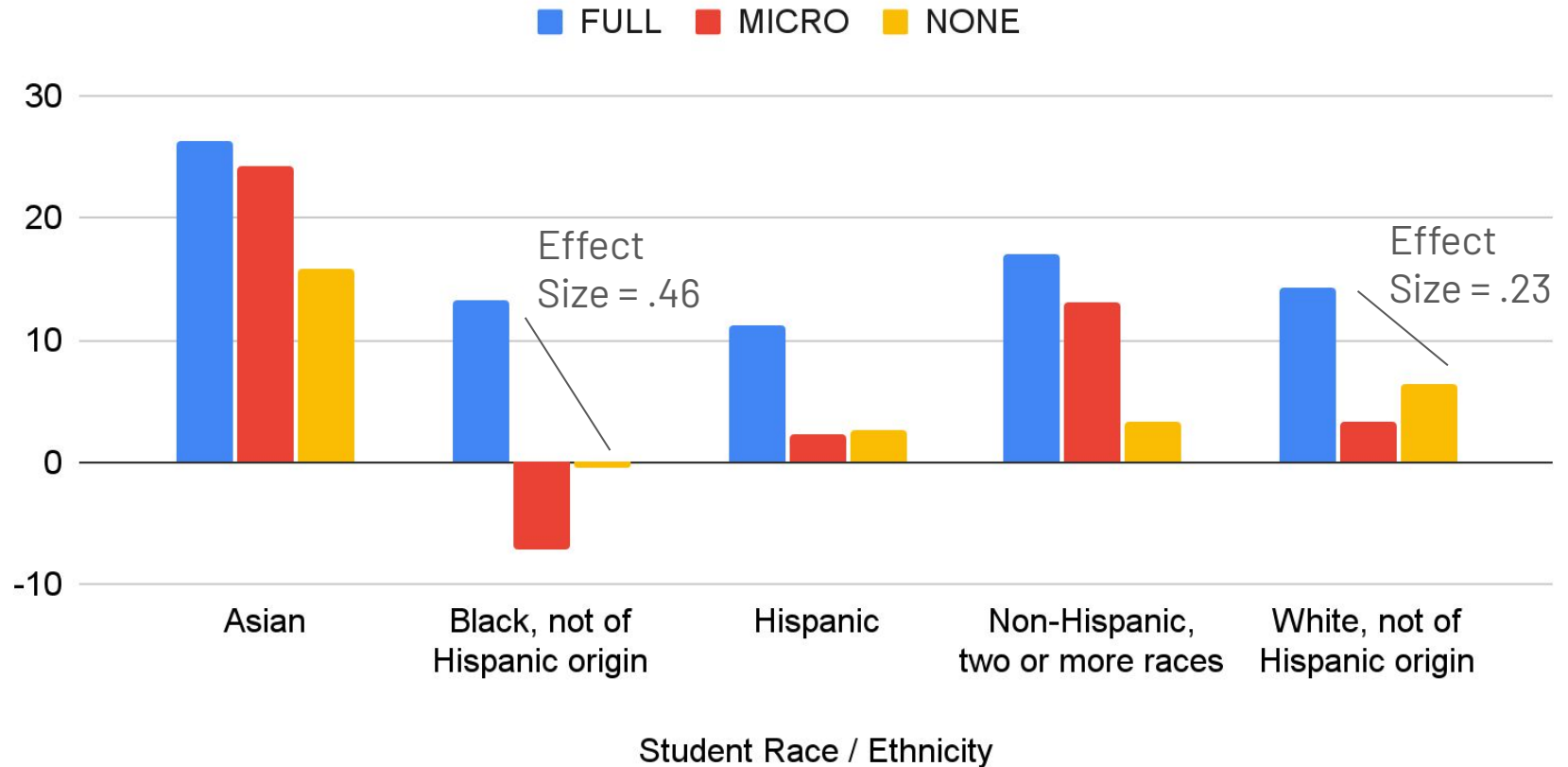
- Full Certification had a significant, positive, meaningful (effect size = .27) relationship to student growth in **mathematics**.
- Effect sizes were larger for students of color (.46 for Black students).
- These relationships were also true, but with weaker magnitude (effect size .09 overall and .26 for Black students) for **reading**, rendering positive relationships statistically insignificant.

Math Value Added Growth by Certification Type

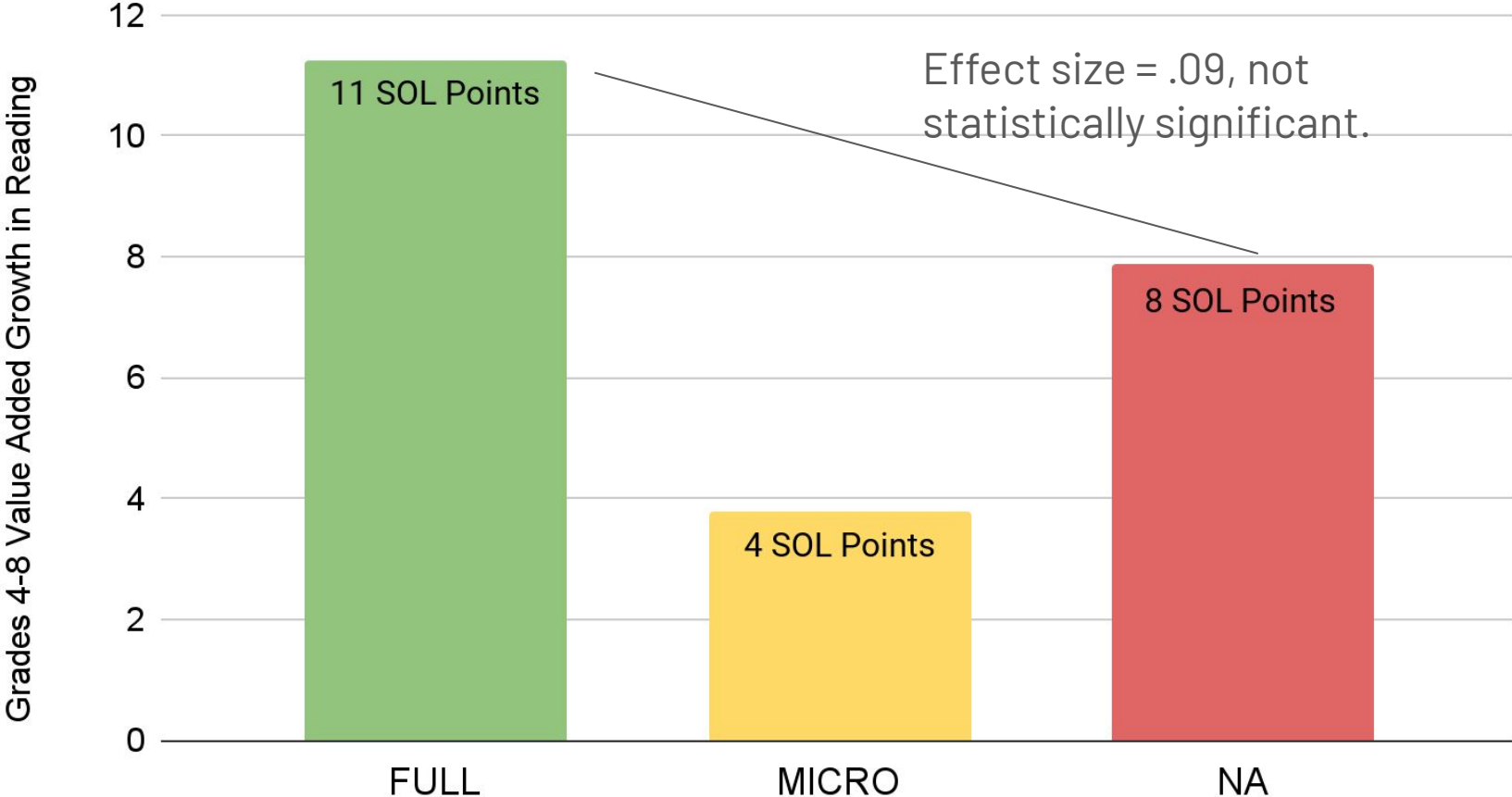
Grades 4-8 Value Added Growth in Math



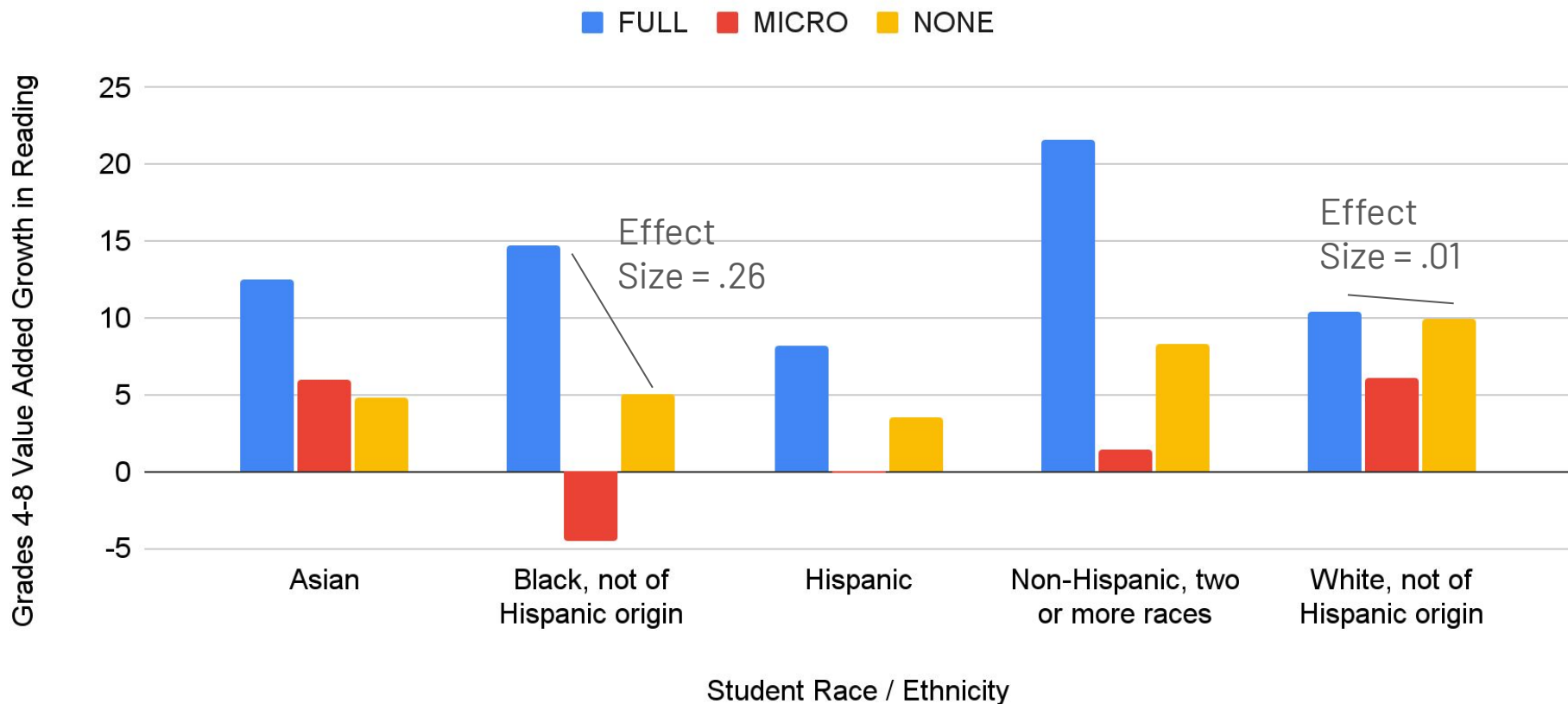
Teacher Certification and Student Value Added Growth in Math by Student Race and Ethnicity



Reading Value Added Growth by Certification Status



Teacher Certification and Student Value Added Growth in Reading by Student Race and Ethnicity



Summary

- Evidence supports **the program's efficacy**, especially full certification.
- However, the micro-credential showed much less efficacy, indicating **all three components** of culturally responsive teaching are necessary for significant positive impacts on student learning.
- Qualitative findings indicate that schools and ACPS must provide **adequate time** and **equity coaching in PL schedules** for teachers to fully engage in the program and for students to benefit, and that focus on **family and community partnerships**, as well as instructional strategies, may have the greatest impact.

02 Where We Are

2023-2024 Program Update
Culturally Responsive Educator
Program



Culturally Responsive Educator Program

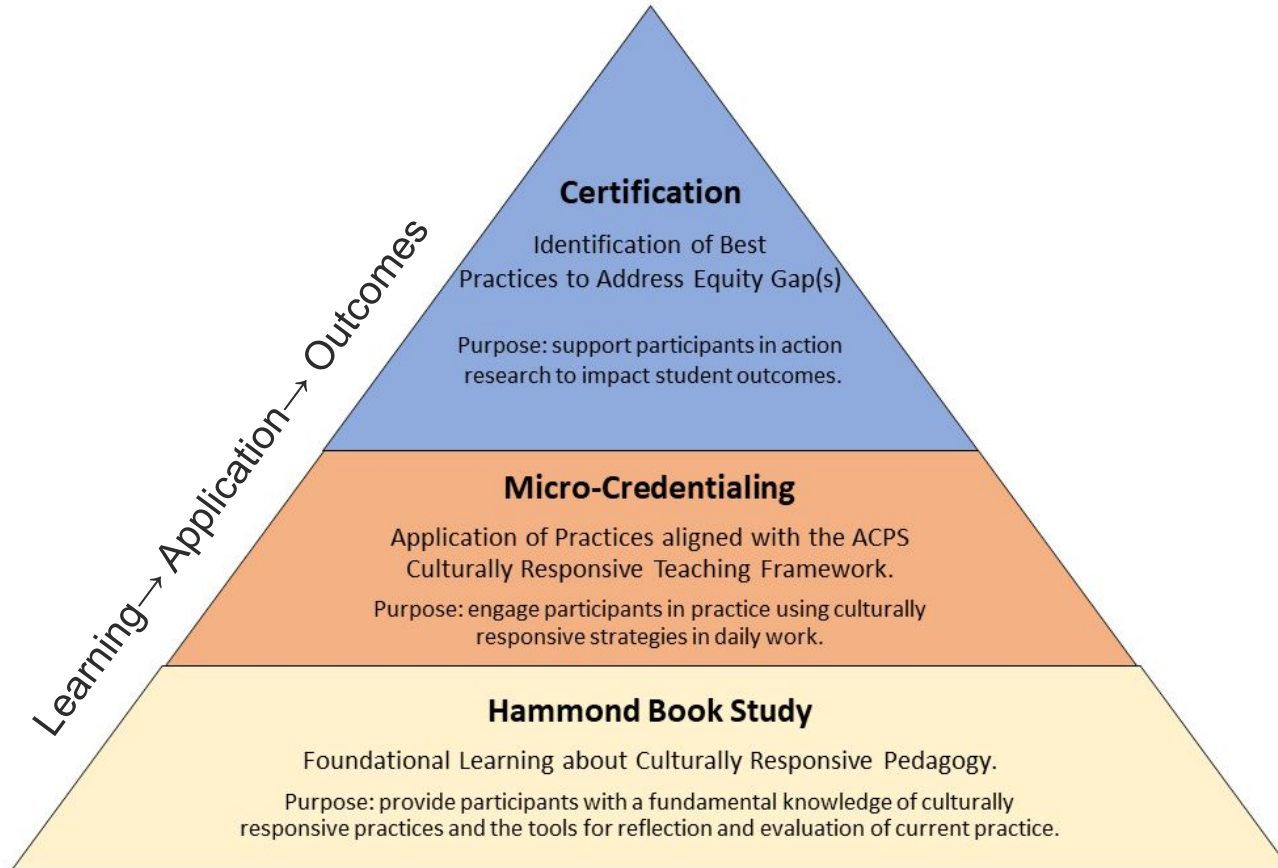
2023-24

School Partnerships

Partnerships vary between schools and have included:

- Thought Partners or Check and Connect
- Co-planning and/or Providing Staff Professional Learning
- Strategic PLC Support
- Support of School Climate and Family Engagement Work
- Support and Guidance Toward Culturally Responsive Credentialing

Culturally Responsive Educator Pathway



School Year

2023-24

161

Completed all requirements to earn a micro-credential or certification

311

Completed “Culturally Responsive Teaching and the Brain” book study

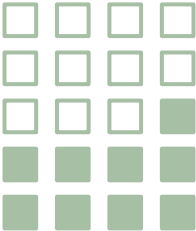
510

Made recorded progress toward a credentialing goal

Credentialing Status

Credentialed

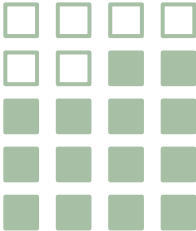
43%



528 Current Staff with at least a micro-credential

Prerequisite +

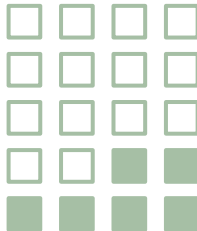
72%



351 Current Staff completed book study and ready to start

Need to Engage

28%



338 (approx.) who need to complete book study next year

School Name	Classroom Teachers	# Micro-Credential	% of Micro-Credential	# Certified	% Certified	% Credentialed as of Aug 2023	% Credentialed as of May 2024	% Growth
Agnor-Hurt Elementary School	38	22	57.89%	6	15.79%	39.47%	73.68%	34.21%
Albemarle High School	145	22	15.17%	12	8.28%	16.55%	23.45%	6.90%
Baker-Butler Elementary School	58	22	37.93%	8	13.79%	39.66%	51.72%	12.06%
Broadus Wood Elem. School	26	15	57.69%	2	7.69%	34.62%	65.38%	30.76%
Brownsville Elementary School	43	14	32.56%	4	9.30%	34.88%	41.86%	6.98%
Burley Middle School	52	15	28.85%	4	7.69%	21.15%	36.54%	15.39%
Center for Learning & Growth	4	0	0.00%	1	25.00%	25.00%	25.00%	0.00%
Center I	9	5	55.56%	1	11.11%	66.67%	66.67%	0.00%
Community Lab School	22	9	40.91%	1	4.55%	36.36%	45.45%	9.09%
Crozet Elementary School	43	17	39.53%	6	13.95%	30.23%	53.49%	23.26%
Greer Elementary School	51	17	33.33%	3	5.88%	33.33%	39.22%	5.89%
Henley Middle School	61	16	26.23%	3	4.92%	18.03%	31.15%	13.12%
Hollymead Elementary	26	9	34.62%	5	19.23%	46.15%	53.85%	7.70%
Ivy Elementary School	29	13	44.83%	3	10.34%	37.93%	55.17%	17.24%
Journey Middle School	61	12	19.67%	10	16.39%	24.59%	36.07%	11.48%
Lakeside Middle School	42	15	35.71%	5	11.90%	28.57%	47.62%	19.05%
Monticello High	102	29	28.43%	7	6.86%	25.49%	35.29%	9.80%
Mountain View Elem School	73	22	30.14%	13	17.81%	45.21%	47.95%	2.74%
Murray Elementary School	23	11	47.83%	5	21.74%	21.74%	69.57%	47.83%
Red Hill Elementary	19	10	52.63%	2	10.53%	57.89%	63.16%	5.27%
Scottsville Elementary School	21	9	42.86%	2	9.52%	38.10%	52.38%	14.28%
Stone-Robinson Elem School	40	17	42.50%	1	2.50%	42.50%	45.00%	2.50%
Stony Point	17	5	29.41%	11	64.71%	88.24%	94.12%	5.88%
Walton Middle	37	8	21.62%	6	16.22%	27.03%	37.84%	10.81%
Western Albemarle High School	87	15	17.24%	3	3.45%	17.24%	20.69%	3.45%
Woodbrook Elementary	51	14	27.45%	7	13.73%	33.33%	41.18%	7.85%
Totals	1217	385	31.64%	143	11.75%	31.64%	43.39%	11.75%

Targets for 2024-2026

2024-25

Book Study: 338

Micro-Credentialing: 300

Certification: 20

2025-26

Book Study: new hires

Micro-Credentialing: 400

Certification: 20+

Department Structure

Office of Community Engagement (2023-2024)

Dr. Daphne Kieser

Ayanna Mitchell, Eric Irizarry

Russell Carlock

- 5 Equity Specialists
- 32 School Based Diversity Resource Teachers
- School Based Equity Teams (some locations)

Department of Instruction (2024-2025)

Dr. Chandra Hayes

Ayanna Mitchell

- 3 Equity Coordinators
- 3 Instructional Coaches
(CRE Program Support, TBT)
- 25 School Based
Diversity Resource Teachers
- School Based Equity Teams (TBD)

04 Looking Forward

Anti-Racist, Anti-Bias Instructional
Support



Middle School Advisory: Policy ACC

Middle School Advisory Framework:

As a starting point, the team recommended four domains that are designed to anchor future middle school advisory curriculum: Affiliation, Identity, Mindset, and Success. One of the age-appropriate and relevant concepts that middle school teachers will explore as a subset of the Middle School Advisory Framework will be anti-racism.

Middle School Advisory Purpose

The purpose of the advisory curriculum is to support the *whole child* by building skills that empower students to fulfill their highest potential as collaborative, thoughtful, caring, and successful individuals and contributors to their school and larger communities.

Through advisory, students will engage in intentional learning experiences that allow them to:

- gain **awareness** of theirs and others' identities, interests, strengths, passions, and areas of growth;
- become more **aware** of issues that are impacting their communities;
- **affirm** their own and others' identities, interests, strengths, passions, and areas of growth;
- and exercise their **agency** to acquire the skills and knowledge necessary to achieve their individual goals and improve their communities.

Identity Development & YPAR

Goal(s): Understand and develop positive regard for own identities. Understand others' identities and see people in their full humanity (no single stories). Recognize and research injustices and take action to create more just communities/schools.

<u>6th</u>	<u>7th</u>	<u>8th</u>
<ul style="list-style-type: none">● Understand own identities.● Trace injustice to the past & exercise agency to change the future by becoming part of the journey in the present.	<ul style="list-style-type: none">● Understand others' identities by exploring narratives that challenge single stories.● Develop action research skills in order to prepare for full YPAR project in 8th grade.	<ul style="list-style-type: none">● Complete a full Youth Participatory Action Research (YPAR) project.

Middle School Advisory: Adjustments & Next Steps

- Identity & YPAR Lessons:
 - 6th Grade: 11 Lessons
 - 7th Grade: 9 Lessons
 - 8th Grade: 9 Lessons
- Adjustments were made this year based on student & teacher feedback
- Dr. Johari Harris is completing the coding of teacher focus groups in order to make further adjustments in PL & Implementation

Training on Transgender Policy and Support

Policy JBA Committee developed:

- Student Support Checklist
- Policy JBA orientation (OATS Training)
- Policy JBA asynchronous training
- Treatment of Transgender Gender & Expansive Students , Staff Training
 - Side By Side
 - Making Connections
 - Department/Leadership
 - Committee training
 - Inclusive VA
- GSA Sponsor and club evaluation

Portrait of a Culturally Responsive Educator 2024-2026

Realignment of Culturally Responsive Practices with Curriculum and Instruction to embed CR and ABAR Lens as a part of instructional core

- Culturally Responsive Leadership Framework and Professional Learning Workshops
- Culturally Responsive Educator Micro Credential Cohorts
- Culturally Responsive Educator Certification Program (Redesign)

Culturally Responsive Program tools to support instructional practices:

- CR Walk through tool
- CR Instructional checklists
- Culturally Responsive School/ Department Audit Tool and Rubric

Save The Date

**10th Annual Equity Education Conference
BETTER TOGETHER
Monticello High School
June 7, 2025
9:30a- 2:30p**

Questions?

Thank You!

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