LEANDER ISD
LEADING TO A BRIGHT FUTURE

Special Meeting Agenda
Thursday, January 21, 2021
LEO Conference Center
300 S. West Dr.
Leander, TX 78641
6:00 PM

Due to health and safety concerns related to the COVID-19 coronavirus and Boardroom capacity limits, seating for guests will be limited to 15. Doors will open at 5:15 PM and guests will be admitted on a first-come, first-served basis. Everyone will be required to complete and pass a health screening before entering the building, and a face covering over the nose and mouth is required.

Members of the public may access this meeting via live stream at https://youtu.be/2HKWYdO3fOU.

Citizen comments will be limited to topics on the agenda. Citizens wishing to address the Board of Trustees may do so in-person at the meeting location noted on the agenda. In order to address the Board, individuals must sign up between 4:30 and 5:45 PM on the day of the meeting. Individuals are encouraged to sign up online at http://bit.ly/3oUSR4w; however, hardcopy sign up forms will be available between 5:15 and 5:45 PM at the meeting location. Due to capacity limits, individuals signed up to speak, who do not have seating in the Boardroom, will be allowed to line up in the hallway and will be admitted to the Boardroom when it is their turn to speak.

The notice of this meeting was posted in compliance with the Texas Open Meetings Act on January 15, 2021 at 4:30 PM.

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

1. **CALL TO ORDER AND DECLARATION OF QUORUM**
2. **CITIZEN COMMENTS**
(Citizen comments will be limited to topics on the agenda. See the notes at the top of the agenda for instructions on how to sign up and details regarding speaking.)
3. **DISCUSSION ITEMS**
    A. Equity and Diversity Discussion   2
4. **ADJOURNMENT**

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E or Texas Government Code section 418.183(f). Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting. [*See* BEC(LEGAL)]

Leander ISD Board Meeting Agenda Item Information
Meeting Date: Thursday, January 21, 2021

Agenda Item: Equity and Diversity Discussion
Purpose (this meeting):   ☒ Discussion Item/Report Only   ☐ Action Requested
Administrator Responsible: Laurelyn Arterbury and Chrysta Carlin
Attachments: Equity and Diversity Presentation
                                       Brave Space Commitments
                                       LISD Equity Indicators Data

Background Information:
The Board of Trustees will engage in shared learning around equity and diversity and have the opportunity to review Leander ISD program data and discuss the impact on the student experience.
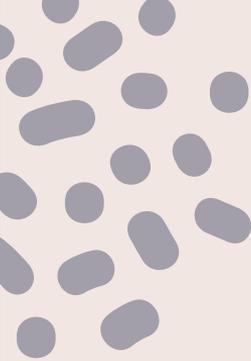
Administrative Recommendation:
N/A

Sample Motion:
N/A

Leander ISD Board Discussion: Equity and Diversity

January 21, 2021

Problem Statement for Shared Learning related to Strategic Planning for Leander ISD

<u>Current:</u> While identifying core beliefs, we realized the importance of developing a comprehensive strategic plan for LISD which would include shared learning throughout the process.
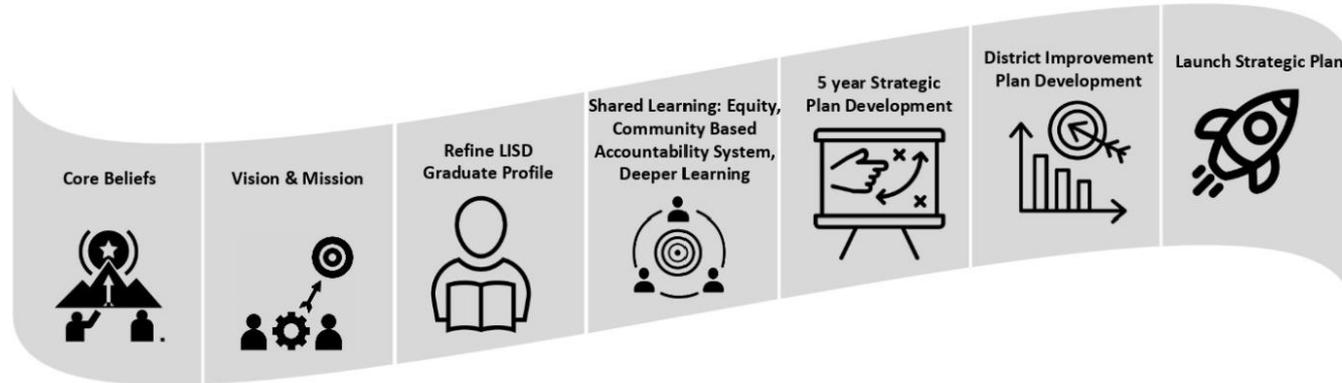
<u>Impact</u>: An environment of shared learning and strategic thinking creates coherence in our system as we envision the future for our students in Leander ISD.

<u>Desired:</u> Engaging in shared earning equips us with foundational knowledge and understanding of strategic topics such as Equity and Diversity, Community Based Accountability Systems, Deeper Learning, the Graduate Profile, and the impact of these on the Leander ISD student experience. The collaborative discussions and learning will allow us to use a systems thinking approach to strategic planning.

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Purpose Statement for tonight

The Board of Trustees will engage in shared learning around equity and diversity and have the opportunity to review Leander ISD program data and discuss the impact on the student experience.

Road Map to a 5 Year Strategic Plan

Core Beliefs

Vision & Mission

Refine LISD Graduate Profile

Shared Learning: Equity, Community Based Accountability System, Deeper Learning

5 year Strategic Plan Development

District Improvement Plan Development

Launch Strategic Plan

Leander ISD Strategic Plan Development 2020-21

Overview of the evening

- Setting the Stage

- Operational Definitions

- Leander ISD Access Data

- Implications and Impact to the System

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Code of Cooperation

- Adhere to Brave Space Commitments

- Use a parking lot to collect pluses, deltas, questions, and ideas for improvement.

- Take breaks as needed.

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Brave Space Commitments

Brave Space Commitments

Practice Being Present
Close your computer and turn your phone on silent. Model being fully present by respecting the topic at hand and the others in the room. Commit to how you want to show up in this moment.

Listen Deeply Enough To Be Changed By What You Hear
Be open-minded as you listen to others. Be willing to be surprised and to learn something new.

Speak From The "I" Perspective
Attend to and speak about your own experiences and responses. Do not speak for a whole group or express assumptions about the experience of others.

Try It On
Try on new ideas or ways of doing things that might not be how you prefer or are familiar with, including ways of interacting that challenge your previous perceptions.

Take Space, Make Space
To encourage full participation by everyone in the room, take note of who is speaking and who is not. If you tend to speak often, consider "making space" for others. If you tend to stay quiet, consider "taking space" to share your thoughts. This includes in-person and virtual collaboration.

You Have The Right To Pass
You can say "I pass" if you do not wish to speak. Respect that people may need processing time.

Assume Positive Intentions And Take Responsibility For Impact
Maintain a growth mindset and give individuals an opportunity to address their blind spots. If a team member is negatively affected by someone, they should share that and know that the speaker would be willing to own that impact. Everyone in the group is expected to listen to feedback about how their statements are being received.

Expect And Accept Non-Closure
Practice releasing expectations that what emerges during discussion must be settled or come to a recognizable conclusion. Seek to understand different forms of value in dialogue without pushing toward solutions.

Exemplify Confidentiality And Unity
Be ready to talk about hard things. Challenge the process and not the people. Know that all team members will not always be in agreement and as we carry the message forward, we will have a unified front. Consider who needs to know the information as you work with others to share the message.

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Parking Lot Tool

Parking Lots are used as an avenue to anonymously communicate feedback to facilitators or group leaders. It is also used when ideas, questions or comments emerge at times when they cannot be explored. The Parking Lot allows these issues to be recorded and dealt with later.
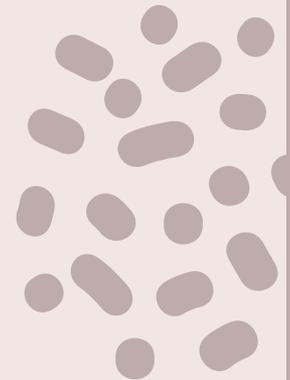
What is going well?

What needs improvement?
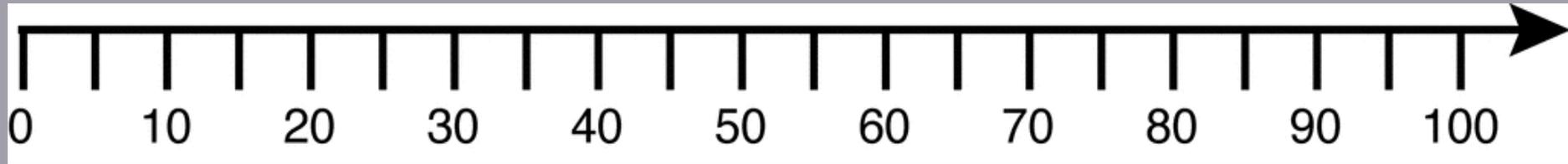
What are the questions?

What are ideas for improvement or issues?

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Consensogram regarding Code of Cooperation

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Students, drag the icon!

Who are you ?

Lindsey, R. B., Robins, K. N., Terrell, R. D., & Lindsey, D. B. (2019). *Cultural proficiency: A manual for school leaders* (4th ed.). Thousand Oaks, CA: Corwin, a SAGE Company.
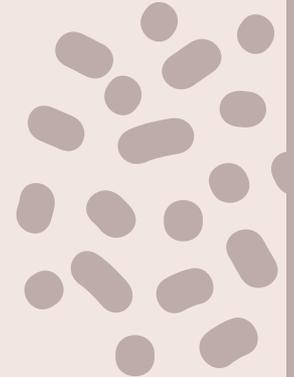
Shared Language

Diversity

Inclusion

Equity

Access

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From: The University of Florida, https://cms.uflib.ufl.edu/diversity/Index.aspx 15

Block Party

<u>Research and Thoughts about Diversity, Equity and Inclusion (DEI)</u>

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https://schoolreforminitiative.org/doc/block_party.pdf

Core Beliefs

As you examine your core values, what do you notice?

How do the previously discussed terms connect with your core values?

What does this tell us about our established values as a district?

Core Beliefs

As a public school organization, we hold these truths as our core beliefs:

- *Each and every student is at the heart of our decisions. This requires a focus on students and all elements that impact their overall student experience in order for them to reach their maximum potential.*
- *LISD life-changers (each and every staff member) should be empowered so they can inspire our students to own their learning.*
- *Our LISD family, which includes our students and their families, life-changers, board, and community members, thrives when we ensure a welcoming, safe, and caring environment in which we treat one another with integrity, respect, fairness, and acceptance while appreciating our differences.*
- *A deliberate and intentional focus on relevant and deeper learning for each student will optimize individual outcomes and personal growth.*
- *Developing and maintaining meaningful, collaborative relationships between all our LISD family is vital for a whole child, student-driven experience.*
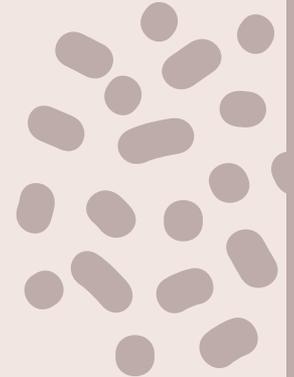
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Operational definitions for tonight's discussion

Diversity   Inclusion

Equity   Access

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Leander ISD Access Data

- We will utilize the Atlas Looking at Data protocol for this evening
  - Describe the data - What do you see? Avoid judgment or interpretation
  - Interpret the data - What does the data suggest? What are the assumptions we make about students and their learning?
  - Implications- What are the implications for our district?

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Protocols. (n.d.). Retrieved January 13, 2021, from https://www.schoolreforminitiative.org/protocols/

Telling our story through data

Satellite Data	Large grain size. Helps illuminate patterns of student achievement and equity. Points us in a general direction for further investigation.	Standardized and external test scores such as SAT, PSAT, STAAR, and district exams.
Map Data	Medium grain size. Helps identify reading, math, and other skill challenges. Points us in a more focused direction.	• Reading lexile levels • Oral fluency assessment • Student perception surveys • Performanced based assessments such as student portfolios
Street Data	Fine grain and ubiquitous. Helps identify specific student misconceptions and monitor internalization of key skills. Requires careful listening. 22	• Student/teacher interviews and focus groups. • Teacher observation notes from guided reading. • Student work artifacts.

Safir, S. (2017). *The listening leader: creating the conditions for equitable school transformation*. Jossey-Bass.
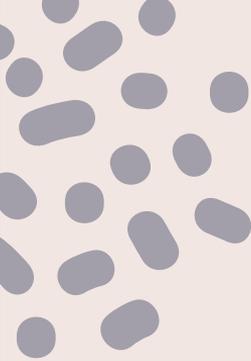
Reflections and Next Steps

Is there additional data needed to tell the story? If so, what type of data?

What are some suggested next steps for the system?

What additional information needs to be shared?
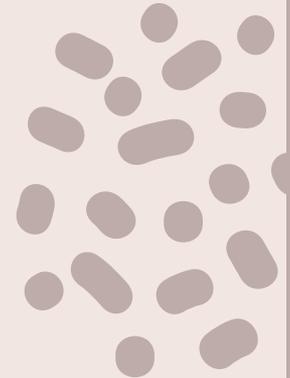
23
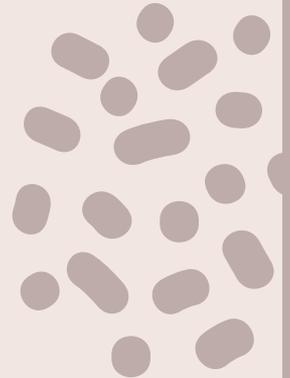
Parking Lot Review

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References

Campbell, D. W., & Fullan, M. (2019). *The governance core: School boards, superintendents, and schools working together*. Thousand Oaks, CA: Corwin.

Lindsey, R. B., Robins, K. N., Terrell, R. D., & Lindsey, D. B. (2019). *Cultural proficiency: A manual for school leaders* (4th ed.). Thousand Oaks, CA: Corwin, a SAGE Company.

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LISD Equity Indicators (Based on 2019-20 Except as Noted)			All	White	Black	Hispanic	Asian	2 or More	Eco Dis	Male	Female	EL	Sped
Access	SpEd/GT	% Students With an IEP (SPED)	13%	12%	20%	16%	6%	12%	20%	16%	9%	15%	100%
		% Enrolled in GT (Grades 1-12)	21%	25%	9%	15%	35%	26%	10%	21%	25%	11%	5%
	Courses 3-12	% Enrolled in PACE Math (Grades 3-5)	33%	35%	13%	21%	57%	36%	13%	36%	29%	24%	9%
		% Taking Algebra or beyond in Middle School (Grade 8)	42%	45%	17%	29%	71%	43%	17%	44%	40%	22%	3%
		% MS Students Earning HS Credit, excludes Math (Grade 8)	60%	63%	40%	54%	80%	64%	39%	59%	63%	46%	20%
		% MS Students Earning HS Credit, including Math (Grade 8)	66%	70%	43%	60%	86%	70%	44%	66%	70%	51%	21%
		% Enrolled in one or more Pre-AP (Grades 6-12)	55%	58%	36%	45%	76%	63%	34%	52%	59%	43%	11%
		Average # of PreAP courses	1.1	1.2	0.7	0.9	1.9	1.3	0.6	1.1	1.2	0.8	0.2
		% Enrolled in AP/ IB/ OnRamps (Grades 9-12)	43%	46%	30%	39%	79%	48%	29%	41%	52%	35%	5%
		Average # of AP/IB/OR courses	0.9	0.8	0.5	0.7	1.6	0.9	0.5	0.7	0.9	0.5	0.1
	Extra-Curricular	Fine Arts w/ UIL component	41%	41%	35%	40%	47%	41%	36%	33%	49%	41%	36%
		Athletics	35%	37%	39%	32%	22%	37%	28%	38%	31%	25%	21%
		Vocational Education Courses with Associated Club or Cert.	32%	33%	27%	34%	26%	27%	31%	36%	28%	31%	37%
Attendance/ Discipline		% Students with one or more Disciplinary Incidents	4.0%	3.7%	9.3%	4.9%	0.8%	3.6%	7.8%	5.7%	2.1%	4.2%	7.9%
		% LEO Placements (All) (N= 320 students)	0.8%	0.7%	2.1%	1.0%	0.2%	0.7%	1.9%	1.0%	0.5%	0.6%	1.6%
		% Chronically Absent (< 90% Attendance Rates)	3.4%	3.6%	6.0%	4.9%	1.2%	3.0%	8.6%	3.8%	3.8%	3.8%	8.2%
Grad/CCMR		% Graduates Meeting CCMR (Class of 2019)	88%	90%	69%	76%	95%	87%	73%	88%	88%	63%	92%
		Direct to College (Class of 2019)	70%	70%	54%	58%	85%	64%	46%	69%	65%	52%	29%

*Note - values indicate % of each student group

Enrollment values based on PEIMS snapshot when possible

EL = Current and Monitor