

Dr. Angela Hairston, Superintendent

NC State Board of Education
Work Session
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Presenter: Effie McMillian, Winston-Salem/Forsyth County Schools
Executive Director of Equity, Access, and Acceleration



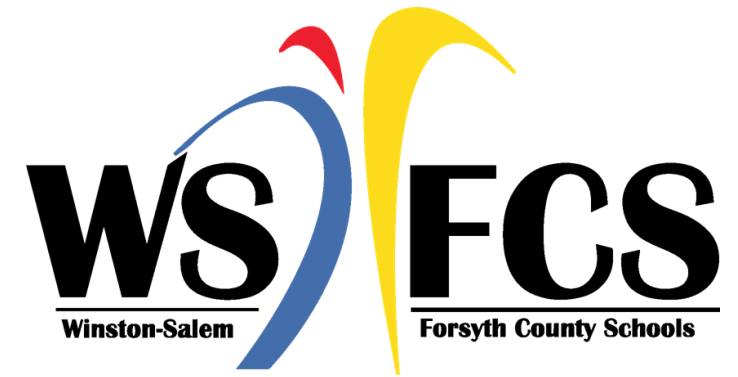
WS/FCS' Roadmap to Equity

- Setting the Context
- Equity Policy
- Strategic Plan
- Equity Levers
- Response to COVID-19



Setting the Context





Mission:

Winston-Salem/Forsyth County Schools will engage all students in high-quality, relevant learning experiences so they will graduate with interpersonal, academic and workforce skills to compete globally and contribute to society.

Vision:

Winston-Salem/Forsyth County Schools will be the best place to learn and work through excellence, collaboration, and inclusiveness.

WS/FCS STUDENT DEMOGRAPHICS



Student Racial/Ethnic Composition

American Indian - <1%

Asian - 2.6%

Black - 28.5%

Hispanic - 27.4%

Multi-Racial - 4.5%

White - 36.7%

Students

Languages - 75

Special Education – 7,374

Advanced Learners - 5,918

Student Poverty Rate - 53.92%



**Shifting
Demographics**

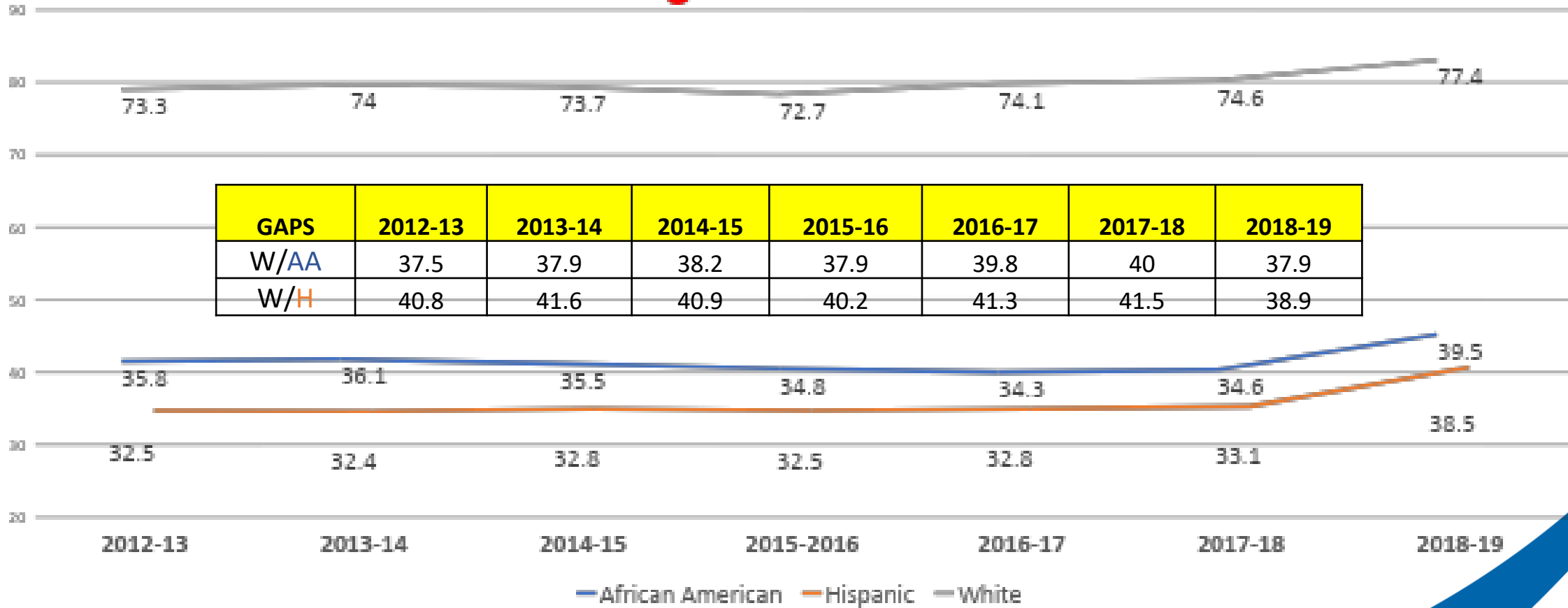
	Total Hispanic	Total Black	Total White	Overall Total
Forsyth County Schools 2004	5216	17674	23723	47342
Forsyth County Schools 2009	8854	18420	23434	51810
Forsyth County Schools 2019	14425	15359	20199	53884

Source = <http://apps.schools.nc.gov/ords/f?p=145:1> (Table 10)

Achievement Gaps Over Time - ELA

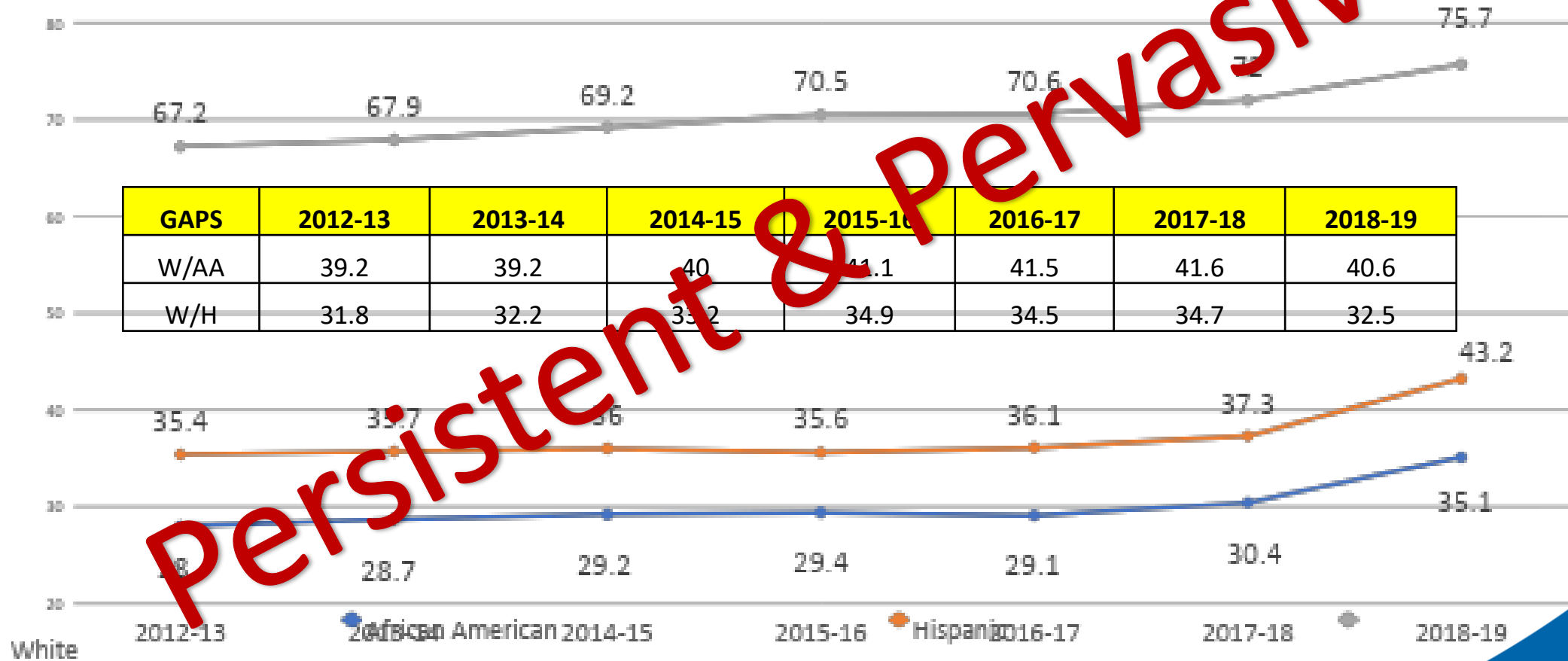


Reading EOG – All Grades



Achievement Gaps Over Time - Math

MATH EOG - ALL GRADES



Culture, Climate, and Equity

What: Subcommittee to WS/FCS BOE

Who: Various internal/external stakeholders

Why: Analyze and discuss district's current state on climate, culture, and equity and how to propel forward

When: 2019



The questions become....

Do you really want equity?

Do you really want all students to succeed?

“We don’t lack the skills but the will to educate all kids and will is about courage.” Asa Hilliard

Do you have the will?



WS/FCS' Moving to Action





WS/FCS' Equity Policy



Policy: 1100 Equity

Purpose

I. The Winston-Salem/Forsyth County Board of Education **acknowledges** and **understands** that there are ***several factors that impact student achievement, including societal, economic, and historical factors***. The Board of Education believes that a solid education for every child is the key to future economic growth, family development, civic engagement, and global participation. The Board is also **committed** to ***eliminating student achievement predictability based on social and cultural factors, including race and ethnicity, socio-economic status, gender, language proficiency, and disability and to support staff throughout the district***.

Nothing herein shall be intended to sanction discrimination against any individual on the basis of a protected classification in the administration of all educational and employment activities.

II. WS/FCS seeks to **provide all** children a significant opportunity to ***receive a fair, equitable, and high quality education, and to close achievement gaps*** through ***four major areas (1) access to learning opportunities; (2) multiple measures of equity; (3) resource equity; and (4) evidence-based interventions***. This policy identifies five pillars that impact student achievement and furthers the Board of Education's commitment to achieving equity in all aspects of education and to promote the social, emotional and physical well-being of every student.

Source: <https://boardpolicyonline.com/?b=forsyth>

Pillars for Equity

School Policy and Organization/Administration

School Learning Environments

Academic Placement, Tracking, and Assessment

Professional Learning

Standards and Curriculum Development

Source: <https://boardpolicyonline.com/?b=forsyth>

Defining Equity

III. Educational equity goes beyond basic principles of equality. A commitment to educational equity ***involves the removal of institutional barriers so that all students, regardless of their race, socio-economic class, language proficiency, gender, sexual orientation, disability, or ethnic background, can benefit from all aspects of the learning environment.*** A commitment to equity in education ***involves raising achievement for all students, while also narrowing the gaps, with the goal to eliminate the gaps, and eliminating the racial and cultural disproportionalities that exist between the lowest and highest performing student groups in varying achievement areas*** within the Winston-Salem/Forsyth County school system.

Source: <https://boardpolicyonline.com/?b=forsyth>

Office of Equity

IV. The Board of Education establishes the Office of Equity to guide the work of the district in creating, maintaining, and evaluating equitable educational opportunities. More specifically, the district shall develop plans that align with the district's strategic goals and objectives, where applicable. Plans will be reviewed annually, for each pillar based on various data sets including, but not limited to, equity, achievement, discipline, student placement, family and school climate surveys, etcetera.

Equity Advisory Council

V. The Board will appoint an Equity Advisory Council comprised of both internal and external representatives and establish by-laws to govern its function.



WS/FCS' Strategic Plan



Strategic Plan Goals

Goal 1 (Student Achievement): WS/FCS will raise student achievement, close achievement gaps and enable all students to take ownership of their learning.

Goal 2 (Equity and Access): WS/FCS will ensure equal and equitable access to quality instruction and strive to eliminate barriers to rigorous and diverse opportunities. WS/FCS will provide quality instructional facilities and learning environments for all students.

Goal 3 (Community Engagement): WS/FCS will build and strengthen partnerships and communication with families, local businesses, educational organizations, community agencies and advocacy groups in order to engage families and community stakeholders in the entire educational process for all students.

Goal 4 (Human Resources and Development): WS/FCS will recruit and retain a highly effective and diverse workforce that support district goals to ensure excellence for all.

Goal 5 (Climate and Safety): WS/FCS will foster an inclusive climate that values the safety and well-being of all students, faculty and staff and foster an environment that creates a sense of belonging.



WS/FCS' Levers for Change

Equity Levers

**Instructional
Framework focused on
Rigorous & Culturally
Responsive Instruction
& Resources**

**Access to Higher Level
Courses**

**Social-Emotional
Learning**

**Prepared Teachers &
Principals**

**Parent, Family, and
Community
Engagement**

Policy & Practices



A room filled with numerous colorful balloons in various colors including red, blue, yellow, green, and orange. The balloons are scattered throughout the space, some near a window on the left and others in the foreground. The lighting is soft, creating a warm and festive atmosphere.

WS/FCS' COVID-19 Response

Disproportionate

COVID-19

Additional Concerns

Access to
Remote/Online
Learning

Student
Engagement

Mental Health
Supports

Online Learning
for Special
Populations

Effective
Communication

Professional
Development



Plan C – Remote Learning

Access and Equity

Leverage all avenues to ensure that every student has access to equipment, opportunities, basic needs, an environment, and the support systems to excel.

This may include special modifications and support for students with disabilities, 504 plans, English learners, students who are migratory, experiencing homelessness, in foster care, students of color, students experiencing poverty, and students who are not equitably served through remote learning.

[Our Safe Return: A Guidebook for Families](#)



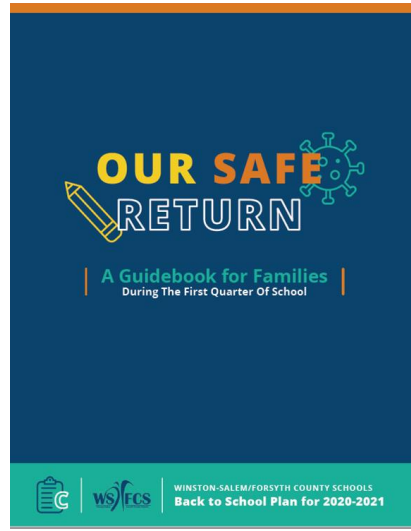
Areas of Focus

Basic
Necessities

Academic
Learning

Whole
Person
Well-being

CARES Teams



The most effective way to address needs and concerns are through the following channels.

WS/FCS Hotline
336.661.3128 from 7:30am-4:30pm, Monday – Friday

Technology Support Help Desk
336.727.8300 from 7:00am-5:00pm, Monday – Friday

Technology Device Depot
3 locations from 7:00am-7:00pm, Monday – Friday
• West Forsyth High School
• Whitaker Park Technology Center (4021 Reynolds Court)
• East Forsyth Middle School

Website - wsfcs.k12.nc.us and **Our Safe Return Landing Page** (wsfcs.k12.nc.us/OurSafeReturn)

Social Media
Facebook - facebook.com/wsfcsofficial
Twitter - @wsfcs
Instagram - @wsfc_schools



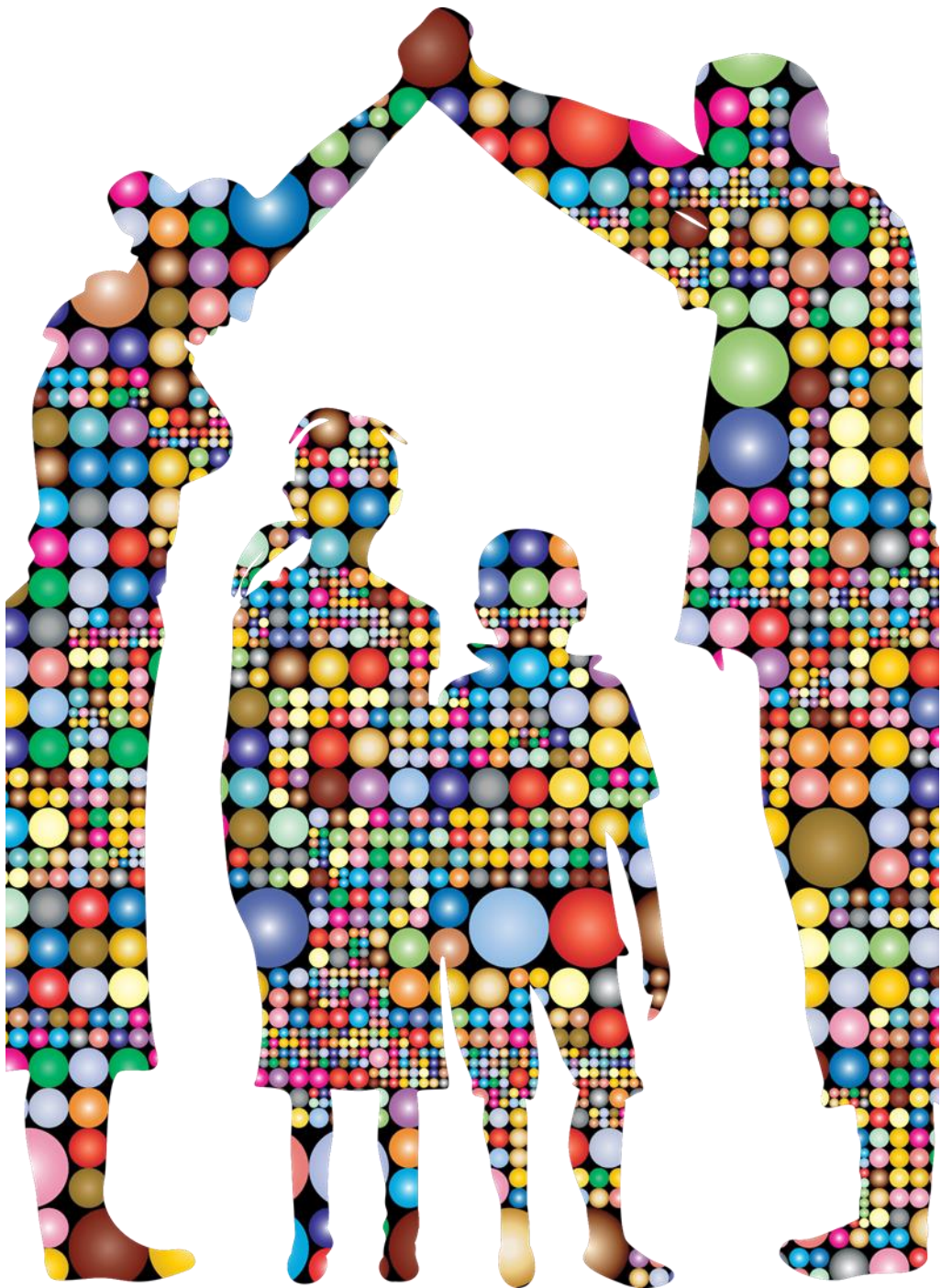
SCHOOL MEALS

Pick up meals and mobile delivery available on **Monday & Thursday**

Meals are available for all children 18 years and younger.

Please check our website for more information about meals, pick up & delivery site locations and times.

You can pick up a **Free & Reduced Application** at any open meal site or your student's school. Fill it out and return to the school Cafe Manager or Child Nutrition Office.



CARES TEAM



SCHOOL BASED

May include with 1 serving as the Lead:

- Teachers
- Counselors
- Social Workers
- Psychologists
- Administrators
- Nurses
- Specialists

COMMUNITY BASED

May include:

- Community Liaisons
- Parent Assistants/Interpreters
- Technology Assistants
- Tutors

**Parent
Power**

**COMMUNITY
LEARNING
CENTERS
CENTROS DE
APRENDIZAJE
COMUNITARIOS**

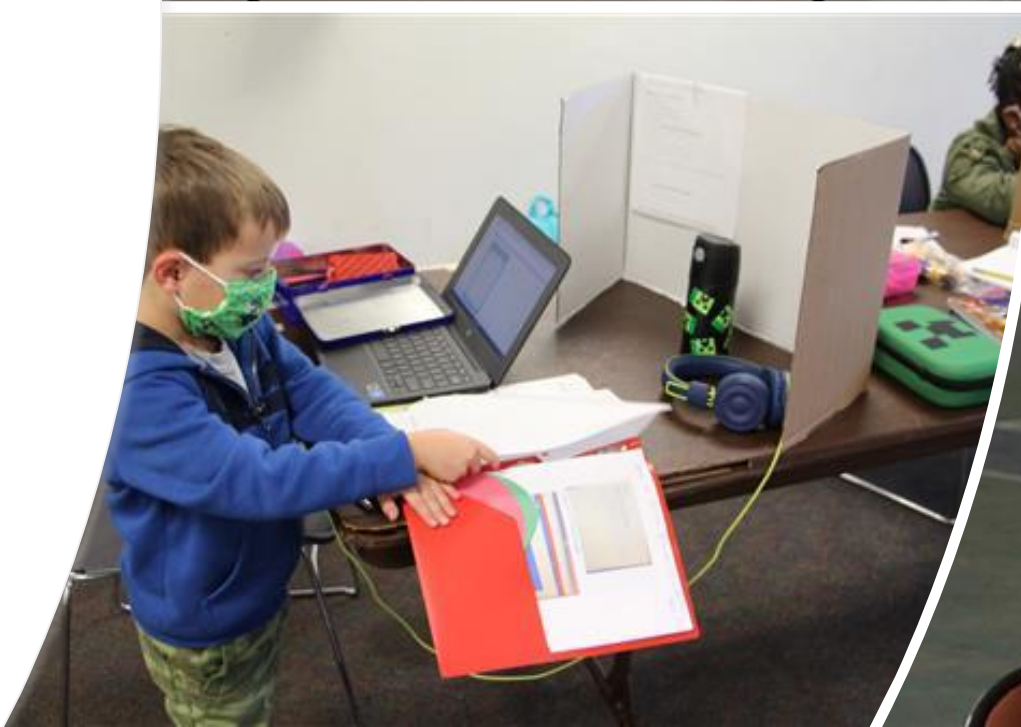


**Translation
&
Interpretation**



Remote Learning Centers

- Offer a safe space where students can access to Wi-Fi
- Support learning needs of students, especially those who may face barriers to engaging in eLearning/remote learning



In closing...

Disrupt

If we create policies and practices that eliminate barriers and foster a growth mindset that counters the beliefs that perpetuate factors of achievement predictability, students will have equitable access to learning opportunities.

Instruct

If we provide high-quality professional learning opportunities for all staff and support application of culturally responsive instructional strategies and accelerated learning opportunities, then every student will have equitable access to high-quality teaching and learning.

Invest

If we invest in recruiting and retaining a diverse and high-quality staff, at all levels, that is equity driven, WS/FCS will close gaps, raise student achievement and efficacy and prepare all students for college or career.

Support

If we foster courageous conversations and support school leaders and teachers and establish district, school, community, and family partnerships then every student will have equitable access to a safe and inclusive learning environment.

Empower

If we provide students with enriching opportunities and utilize restorative and culturally responsive practices, then every student will have equitable access to learning opportunities and will be empowered to excel to their fullest potential.



QUESTIONS