



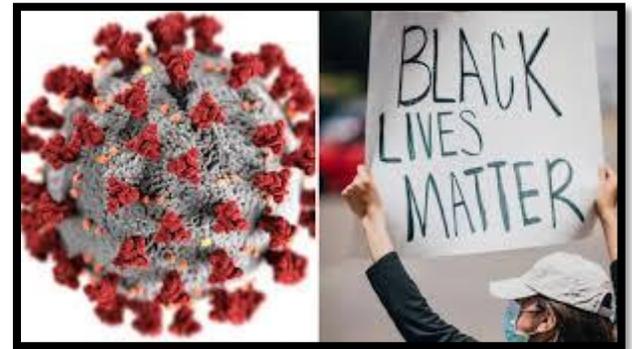
# Humanizing Education for Equitable Transformation



**Dr. Magan Mitchell,**  
Local District West Equity Director

“Without urgent actions,  
black students, in general,  
will continue to languish at  
the bottom of the academic  
rankings in Los Angeles  
Unified.”

- Dr. George J. McKenna III



# Today's Outcomes

- Provide Context for Increased Support for African American Students
- Introduce the Humanizing Education for Equitable Transformation (H.E.E.T.) Initiative
- Provide an Overview of H.E.E.T. Components
- Discuss Signature Practices Focused on Advancing African American Students' Performance in Mathematics and Literacy



# The Context

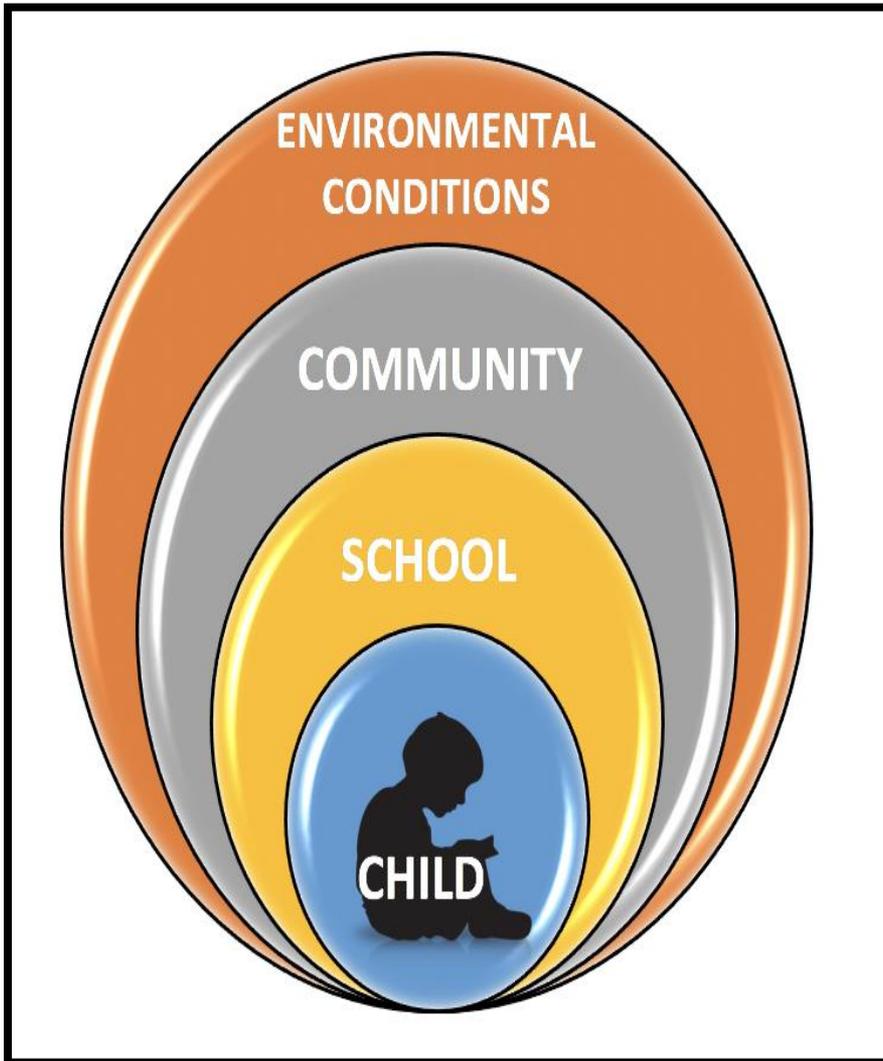
HUMANIZING EDUCATION for EQUITABLE TRANSFORMATION

# Framing the Context



Humanizing  
Education  
for  
Equitable  
Transformation

# H.E.E.T. Overview



## Target Population:

Students of **16** historically low performing schools that serve more than **8,000** students, **44%** which are African American.

## Need:

AA students remain the lowest performing subgroup throughout the district regardless of geographical location

## Why?

To reverse the historical trend of AA underperformance in ELA & Math and to ensure that **all** students are college prepared and career ready

# H.E.E.T. Team

**Dr. Cheryl Hildreth,**  
LD West Superintendent

**Dr. Darnise Williams,**  
Office of the Superintendent Designee

**Sal Rodriguez,**  
Administrator of Instruction, Interim

**Anthony Jackson,**  
Community Schools Transformation Director

**Carmina Nacorda,**  
Community Schools Transformation Director

**Dr. Magan Mitchell,**  
Equity Director

**Dr. Kimi Wilson,**  
Cal State LA University Partner Adviser

**Cecilia Flores-Adams,**  
ELA Adviser (Elementary)

**Melody Morris,**  
ELA Adviser (Elementary)

**Bootsie Battle-Holt,**  
Math Adviser (K-12)

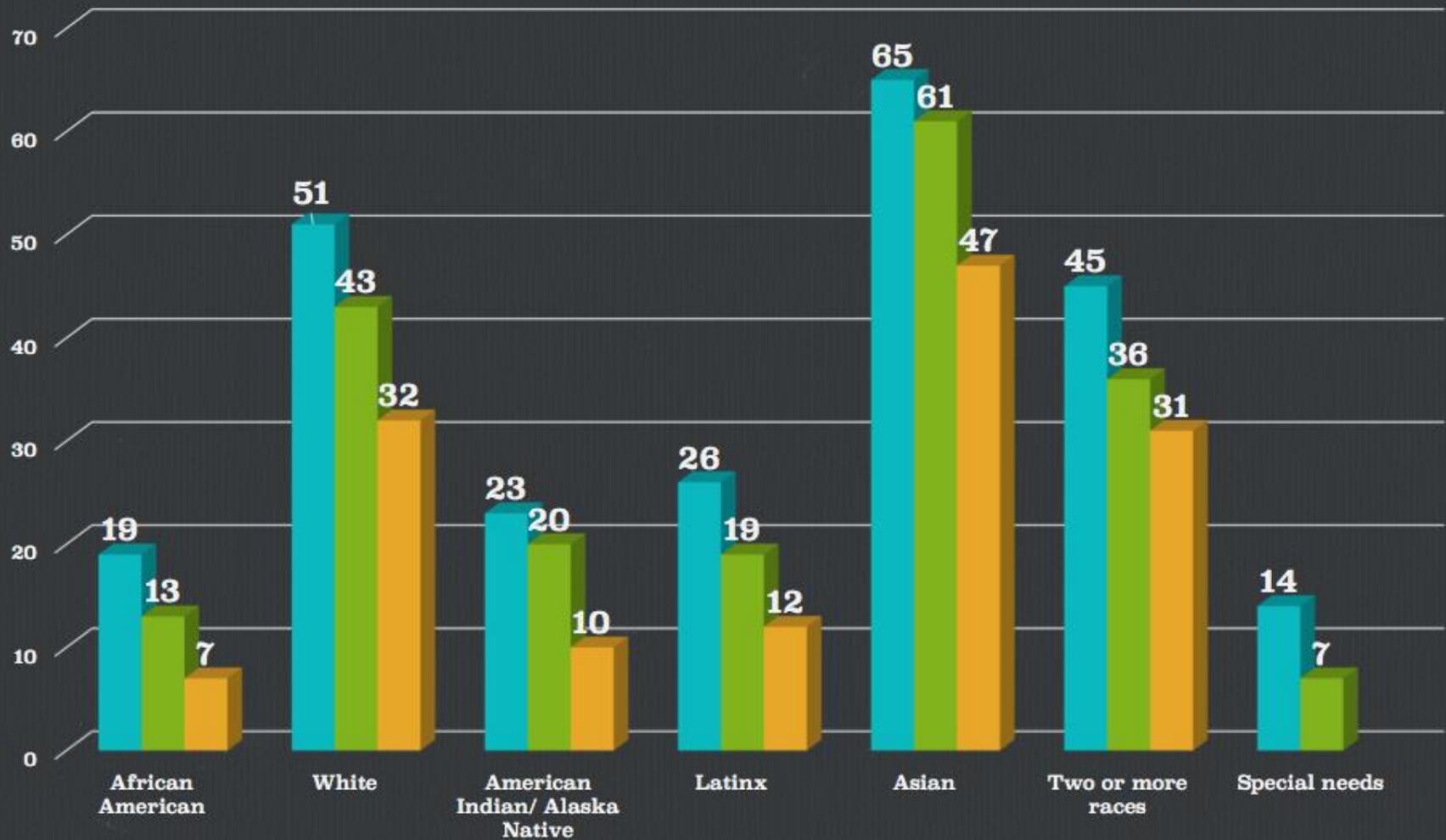


**H.E.E.T. Community**

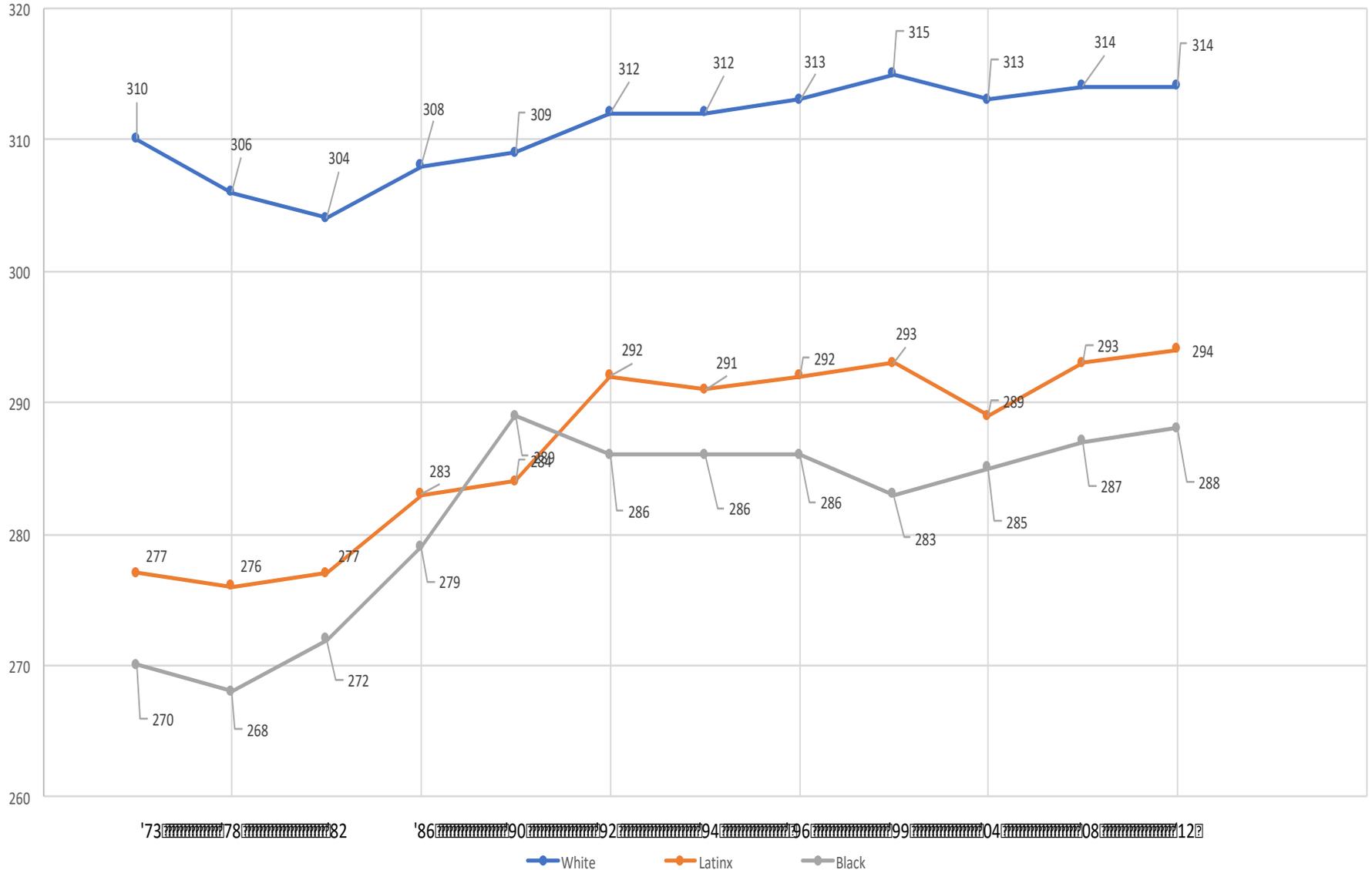
# H.E.E.T. Structure

Cluster A (DW)	Cluster B (LDW)	Cluster C (LDW)	Cluster D (DW)
Crenshaw HS	Dorsey	Washington	74 <sup>th</sup> Street ES
Audubon MS	42 <sup>nd</sup> Street ES	Bret Harte MS	Raymond Avenue ES
Bradley	59 <sup>th</sup> Street ES	West Athens	LaSalle ES
YES Academy	View Park CDS	Manhattan Place	95 <sup>th</sup> Street ES
Young CDS		Ellington CDS	Woodcrest

# 2015 National Assessment of Educational Progress Mathematics 4, 8, 12<sup>th</sup> Grade % at or above Proficient



Trends in NAEP Mathematics Average Score Gaps for White, Latinx and Black Students 12th Grade



Source: U.S. Department of Education, NCES 2013-456, NAEP 2012 Trends in Academic Progress Reading 1971-2012; Mathematics 1973-2012

# Data Considerations

- LAUSD along with other schools in the nation are on par with the data
- Rate of Increase
- Our goal is to have African American students reach or surpass the target





# Why H.E.E.T?



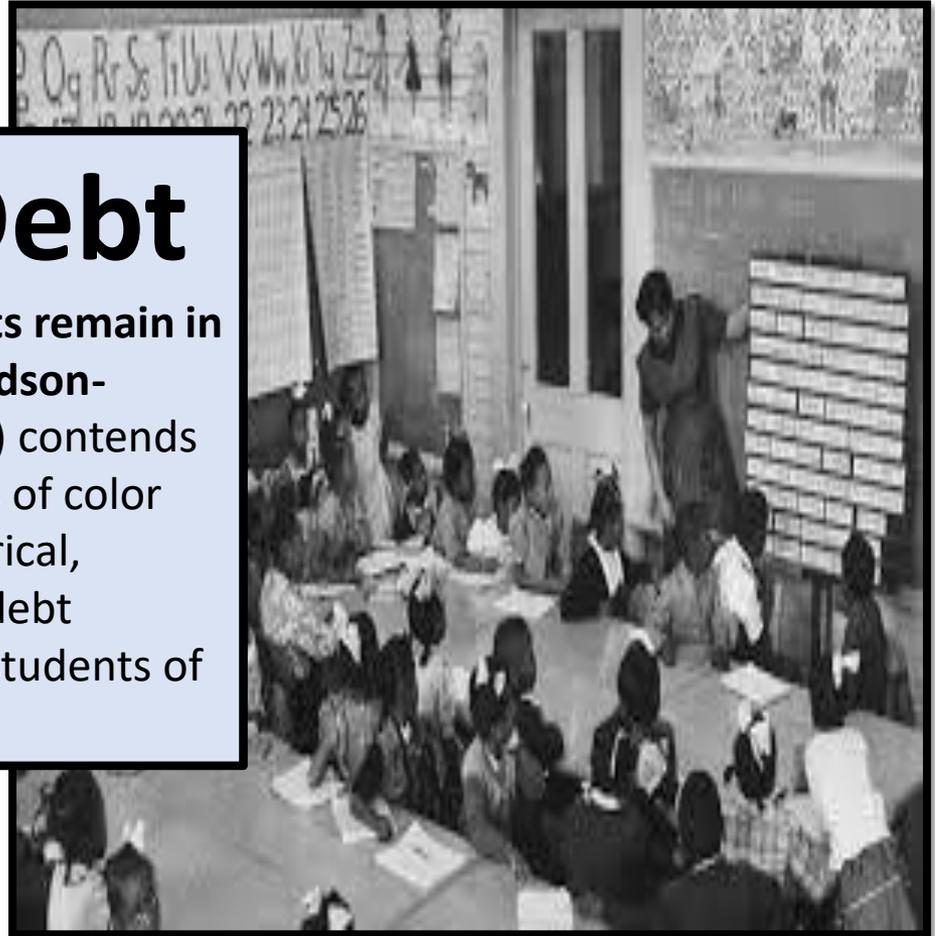
# Lessons Learned from Segregation

- Students were encouraged to aspire

## Educational Debt

African American and Latinx students remain in a vicious cycle of education debt (Ladson-Billings, 2006). Ladson-Billings (2006) contends equitable education for communities of color remains elusive because of the historical, economic, socio-political and moral debt producing differential outcomes for students of color.

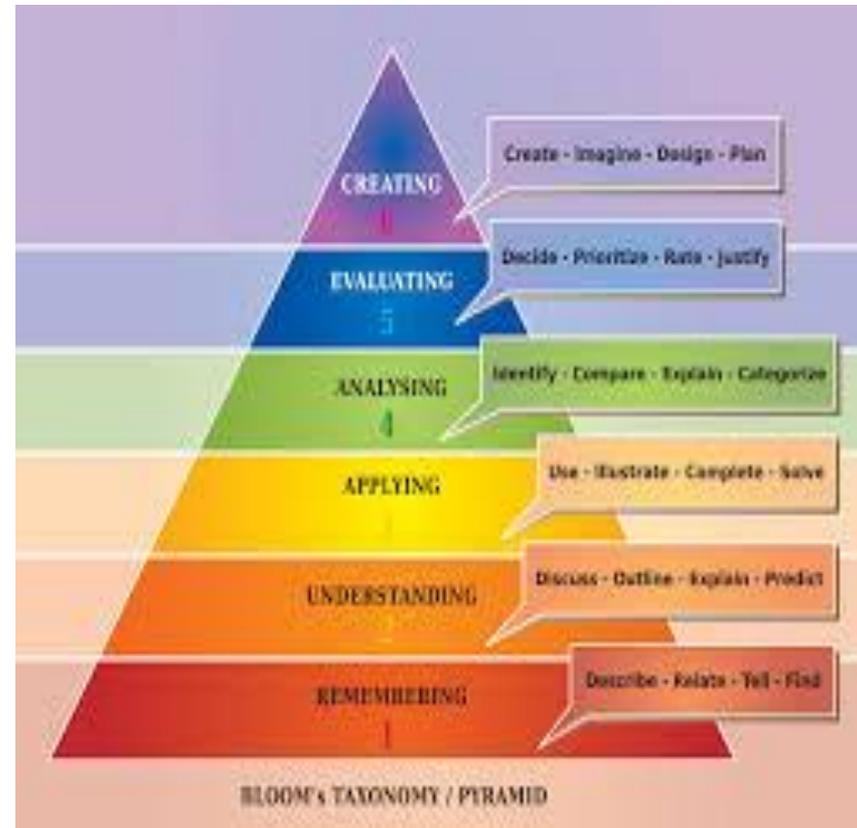
structures that connected  
to legislators and  
stakeholders



# “Students have to Maslow before they can Bloom.”



Maslow's Hierarchy of Needs



Bloom's Taxonomy

# Unintended Consequences

- Over representation in special education
- Under representation in gifted and advanced level courses
- Students are ill-equipped to demonstrate proficiency on state exams
- “The lasting legacy of **systems** and **structures** based in false and harmful notions of race is evident in nearly the aspect of African American students’ experiences” with school” (Rousseau, 2019).
- Test prep instead of enriched curriculum
- Overdoses of remediation
- Intervention instead of prevention



## Inside School

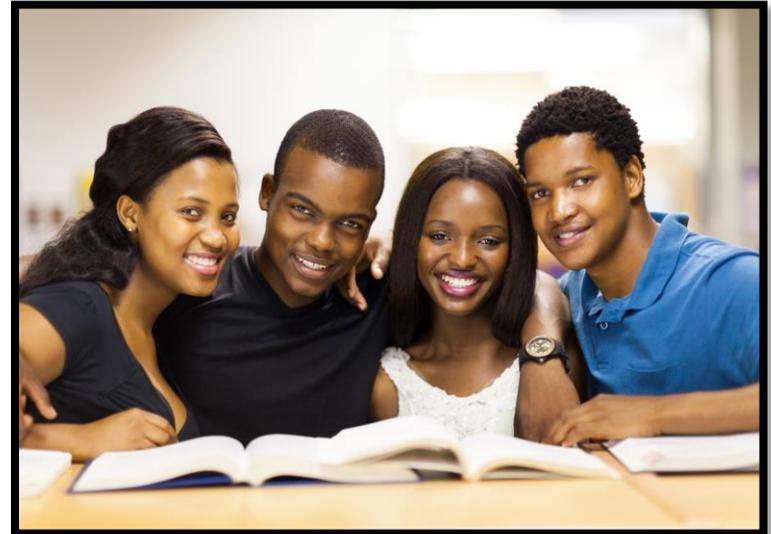


## Outside School



# Why Focus on African American Students?

- African American students are more likely than any other group to:
  - Experience homelessness
  - Be placed in foster care
  - Have a parent who is incarcerated
- The communities where many African American students reside are also less likely to have parks and recreation facilities and are more likely to contain environmental hazards that negatively impact the health and well-being of children and their families.



“It is important to note that there are a small but significant number of African American children (primarily from affluent households), who attend private or and well-resourced, racially integrated public schools. The vast majority of these students graduate from high school and enroll in four-year colleges.”



# H.E.E.T Tenets



# Four Tenets

1. Community Schools Feeder Pattern
2. Equity Staffing and Professional Development Learning Community
3. Student Supports
4. Family and Community Engagement

## Partnerships

### H.E.E.T. Community of Schools Partnerships



Eagle Academy Foundation, successful in educating African American males in grades 6-12 in challenged, urban New York City communities will serve as a provider/ resource in providing equity focused professional development to the H.E.E.T. Community Schools. Their expertise in raising African American achievement in K-12 schools, along with attention to the holistic education of the African American student will provide opportunities for the H.E.E.T. Community Schools to engage in effective pedagogy, instructional practices, and community engagement to sustain academic rigor and achievement.



Los Angeles Southwest College will provide H.E.E.T. high school students with opportunities to enroll in college courses earning an Associate of Arts, or Associate of Science degree upon graduation from high school propelling enrollment and graduation rates.



Charles R. Drew University of Medicine and Science will launch the three-year Bachelor's degree in Fall 2020 at Washington High School. The partnership will also include a Saturday Science program to increase the participation of African American students pursuing STEM degrees and majors.



Spotlight provides college and career readiness reports and resources for the H.E.E.T. Community of Schools. This unique tool will strengthen the communication between students, parents and schools.

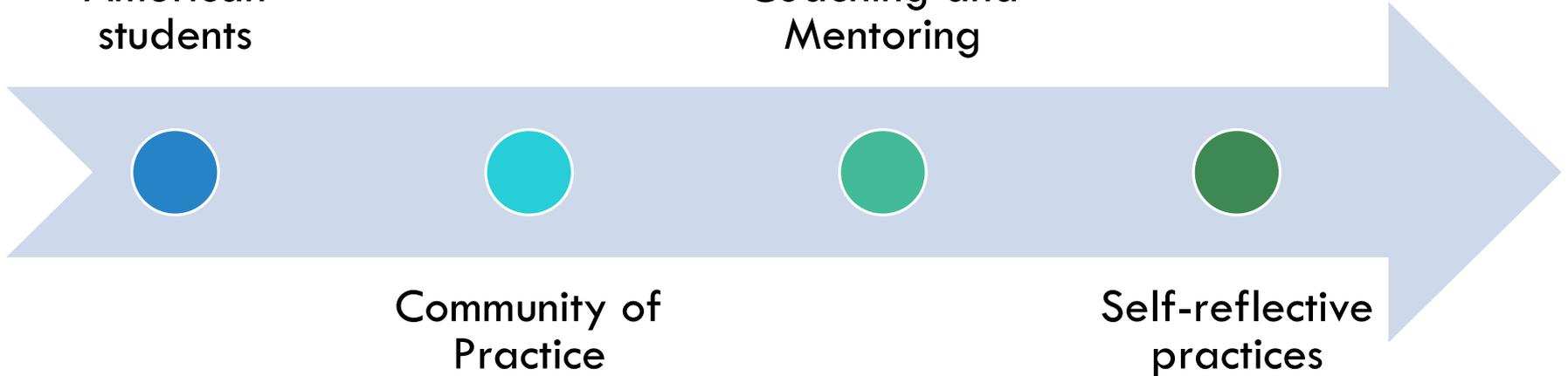
# The Conceptual Framing of the H.E.E.T. Initiative

Race conscious  
data  
approach of  
African  
American  
students

Coaching and  
Mentoring

Community of  
Practice

Self-reflective  
practices



# H.E.E.T. Goals

Year 1	Year 2	Year 3
Develop/support 150+ LD West personnel (admin., teacher, instructional support, and parents) with expertise in increasing AA student achievement in Math/ELA.	Advance (admin., teacher instructional support, and parents) in maintaining school environment/culture supporting AA academic achievement in Math/ELA.	Increase the number of highly qualified admin., teachers, instructional support staff in this geographical area with proven results of supporting AA academic achievement in Math/ELA.
Establish a rigorous, supportive, evidence-based professional learning community centered on best practices and theories informing AA academic achievement in Math/ELA.	Implement a rigorous, supportive, evidence-based professional learning community centered on best practices and theories informing AA academic achievement in Math/ELA.	Sustain a rigorous, supportive, evidence-based professional learning community centered on best practices and theories informing AA academic achievement in Math/ELA.
Build and develop community between (16) K-12 schools focused on AA achievement.	Provide AA students in this geographical zone with continuity of learning.	Improve and build upon AA academic success in feeder pattern from K-12.



# H.E.E.T. Signature Practices

**H.E.E.T.**  
HUMANIZING EDUCATION for EQUITABLE TRANSFORMATION

# Signature Practices

1. Academic Discourse
2. Equity Appraisal
3. Continuous Learning Improvement Coaching Cycle for Math and English
4. Recruitment/Residency Program
5. Personalized data tours for each school site



# Academic Discourse

- Focus instructional practices on the way in which teachers and students engage in dialogue, use language, and facilitate higher levels of communication.
- Increase student collaboration and reduce teacher talk.
- Increases motivation and engagement of students.
- Validates, affirms, and motivates students.
- Empowers students intellectually, socially, emotionally, and politically.

# 74<sup>th</sup> Street Elementary & Gifted Magnet

Karima Gillenwaters, Principal



**Focus on Academic Discourse**

***Speaking and Listening 5.6***  
Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

# "Bring the H.E.E.T." Media Show

Dr. Tammara Lewis, Teacher

## 5<sup>th</sup> Grade Magnet Class

The show is designed to provide opportunities for students to gain media skills, showcase students' achievements, community events, current events, highlight historically figures and all of the great things happening at 74<sup>th</sup> Street Elementary & Gifted Magnet.



# "Bring the H.E.E.T." Media Show

Dr. Tammara Lewis, Teacher



**filmora 9** CREATED  
WITH FILMORA FREE PLAN

# Equity Appraisal

The **University of Southern California Race and Equity Center** and H.E.E.T. Leaders will engage in a four-dimensional partnership focused on understanding and documenting environmental factors and cultural practices that enable and undermine African American student success across the Humanizing Education for Equitable Transformation (H.E.E.T.) community of schools. Our ultimate aim is to improve African American students' experiences and outcomes.



USC Race and Equity Center

Phase I - HEET Equity Audit

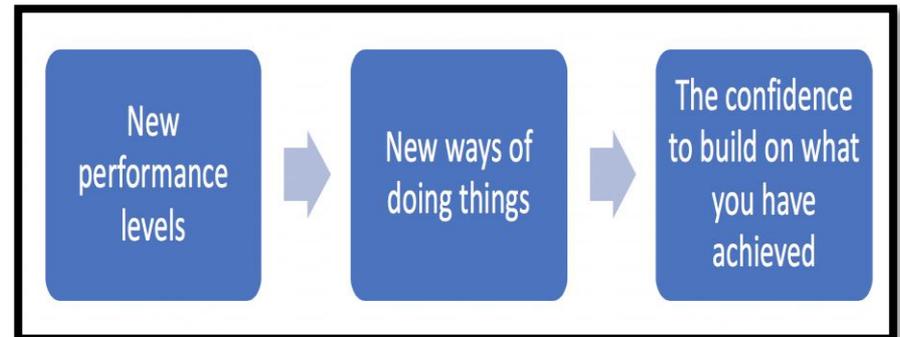
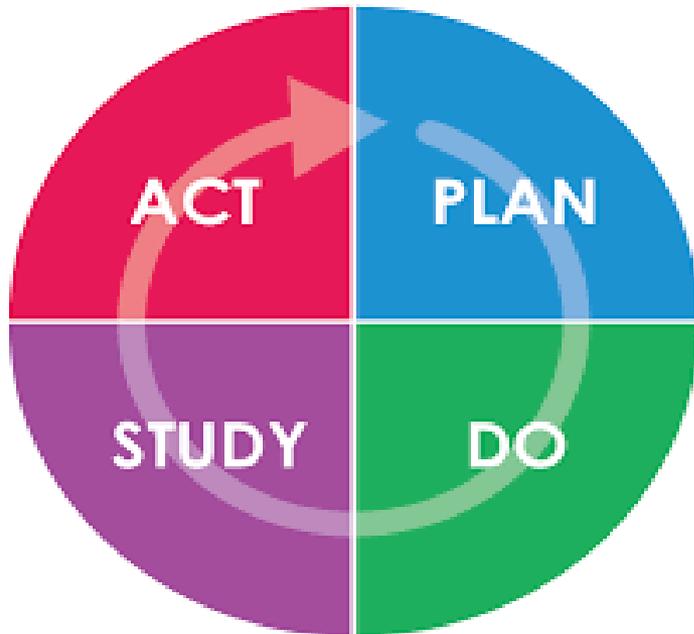
Phase II - Ethnographic Analyses of school environment and Cultural Practices

Phase II – Focus Group Interviews

Phase IV - Equity Academy: School Teams

# Continuous Learning Improvement Coaching Cycle for Math and English

The Humanizing Education for Equitable Transformation Community of Schools will build on small-scale successes using this break-through approach to achieve systemic change.



# Math Achievement Collaborative

- Community of schools focused on improving student eligibility and readiness for college using research-based essential mathematics teaching practices.
- Math Instructional Cycle
  - Rigorous Instruction & Assessment
  - Quality Observational Feedback
  - Progress Monitoring
  - In-Class Intervention
  - Rigorous Curriculum Monitoring



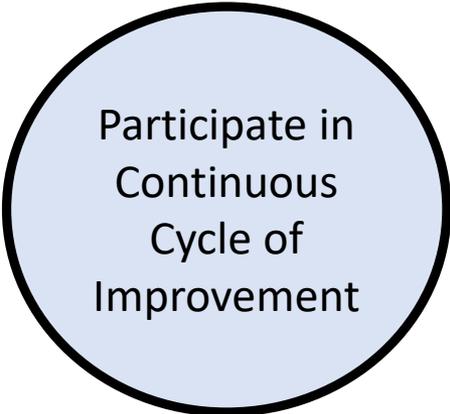
# Non-Optional

## Elementary

1. M.A.C.
2. Heggerty Phonemic Awareness
3. Illustrative Math
4. Number Talks
5. IAB/ICA
6. May Testing Administration
7. Second Step
8. Equity Designee
9. Equity Appraisal

## Secondary

1. M.A.C.
2. Mastery Learning & Grading
3. Illustrative Math
4. Number Talks
5. IAB/ICA
6. May Testing Administration
7. PERTS
8. Equity Designee
9. Equity Appraisal



Participate in  
Continuous  
Cycle of  
Improvement

# Tools

## H.E.E.T. Coaching Cycle

### H.E.E.T. Coaching Cycle

The Humanizing Education for Equitable Transformation Community of Schools will build on small-scale successes using this break-through approach to achieve systemic change.

#### What is the H.E.E.T. Coaching Cycle?

The use of small-scale successes to...

- Achieve immediate (8-10 weeks), urgent, measurable performance goals tied to key organizational challenges
- Give teams the autonomy, and opportunity to build on their experience

#### Advantages

- Direct connection to performance goals
- Short time frame
- Use of existing resources and authority
- Relevant PD through “Just in-time” training
- Broad, complex challenges translated into specific compelling goals
- Discrete opportunities to work on cultural change
- Winning together is fun!

#### Aims of the H.E.E.T. Coaching Cycle

New performance levels

New ways of doing things

The confidence to build on what you have achieved

## Equity Focused PD

H.E.E.T. Community Schools  
Principal Professional Development Calendar  
2019-2020

Date	Topics	H.E.E.T. Professional Development Focus
	Address one or more of the following :	
	Building Rigorous Standards Based Instruction	<ul style="list-style-type: none"> <li>• Leadership &amp; Professional Growth</li> <li>• Culture of Learning &amp; Positive Behavior</li> </ul>
	Monitoring & Instruction	<ul style="list-style-type: none"> <li>• Leadership &amp; Professional Growth</li> <li>• Instruction</li> </ul>
	Observation Actionable	<ul style="list-style-type: none"> <li>• Instruction</li> <li>• Culture of Learning &amp; Positive Behavior</li> </ul>
	Community	<ul style="list-style-type: none"> <li>• Culture of Learning &amp; Positive Behavior</li> </ul>
	Building Personal Learning with & Instruction	<ul style="list-style-type: none"> <li>• Leadership &amp; Professional Growth</li> <li>• Instruction</li> </ul>
	Observation Actionable	<ul style="list-style-type: none"> <li>• Leadership &amp; Professional Growth</li> <li>• Instruction</li> </ul>
	Building Rigorous Standards Based Instruction	<ul style="list-style-type: none"> <li>• Leadership &amp; Professional Growth</li> <li>• Culture of Learning &amp; Positive Behavior</li> </ul>
	Monitoring & Instruction	<ul style="list-style-type: none"> <li>• Instruction</li> <li>• Culture of Learning &amp; Positive Behavior</li> </ul>

### Qualification and Responsibilities for School-Based H.E.E.T. African American Student Achievement Equity Designees

#### Background/Rationale:

The H.E.E.T. community of schools network funds an African American student achievement equity designee. The **African American Student Achievement Equity Designee** will be identified at each H.E.E.T. school site based on need and must maintain a yearly renewed equity certification for African American students. The rationale for the designee will push equity to the center for African American student achievement intentionally creating school communities that provide appropriate resources to advance African American student achievement.



#### Desired Qualifications:

- Principals are responsible for ensuring potential candidates meet the following minimum qualifications:
- Permanent certificated employee of the Los Angeles Unified School District
  - Five (5) years of successful full-time public-school certificated service
  - Meet standard performance ratings on Educator Development and Support: Teachers (EDST) Evaluation and in the preceding four years, have no Notice of Unsatisfactory Service
  - A valid California teaching credential authorizing K-12 service, Special Education Credential, or Pupil Personnel Services
  - Completion of required Multicultural coursework

#### Duties and Responsibilities:

- Services provided by the **African American Student Achievement Equity Designee** include, but are not limited to the following:
- **Academic Progression:** Collaborate with teachers and principal to ensure that a yearly increase in English/ Language Arts and Mathematics proficiency for African American students at their respective school site occurs; Monitor the progress of the African American students utilizing various data points.
  - **Accountability:** Facilitate grade-level team/department meetings to analyze African American data, review student work, debrief classroom observations and best practices, identify student needs, and plan differentiated instruction. Participate in H.E.E.T. 8-10 week coaching cycle.
  - **Equity:** Ensuring instruction and equity-focused professional development opportunities

## Equity Designee



# H.E.E.T. Residency Model

The H.E.E.T. Community of Schools initiative is built on the premise of aspirational education (Siddle-Walker, 2019). Aspirational education is a firm commitment to stronger professional preparation and professional learning opportunities so that all educators will embrace strategies that allow schools to become places where African American student achievement is grounded in equity and an asset based lens.

# Community and Family Engagement



**H.E.E.T. Family Day  
Over 400 Families Participated  
Saturday, November 16, 2019**





# Timeline

## Year 1:

- Induction
- Data Tour
- Needs Assessment
- Equity Appraisal
- Implementation of Signature Practices



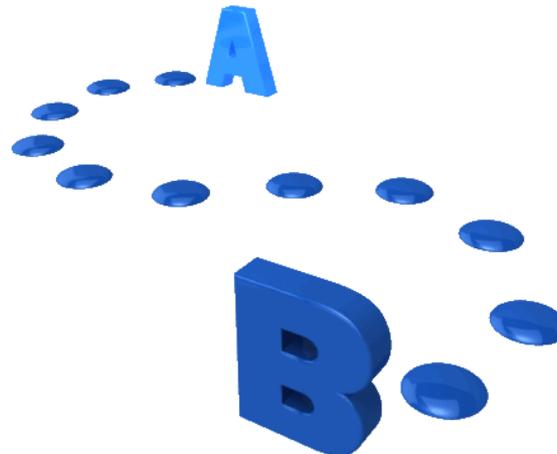
## Year 2:

- Teacher Recruitment Residency Program
- Expand Wellness Partnerships
- 



## Year 3:

- Sustainability & Accountability



**"Students show up  
with incredible  
strengths and assets.  
Kids are capable of  
much more than we  
think."**

**-Gloria Ladson-Billings**



**Thank You!**