

Graduation Equity Webinar

LIVING INTO YOUR VALUES WITH SCHOOL CULTURE



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Register:
bit.ly/GradEq2024-25



August 14, 2024



10:00-11:30am



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Vision

All students prepared for post-secondary pathways, careers, and civic engagement.

Mission

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

Values

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child



Washington Office of Superintendent of
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Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

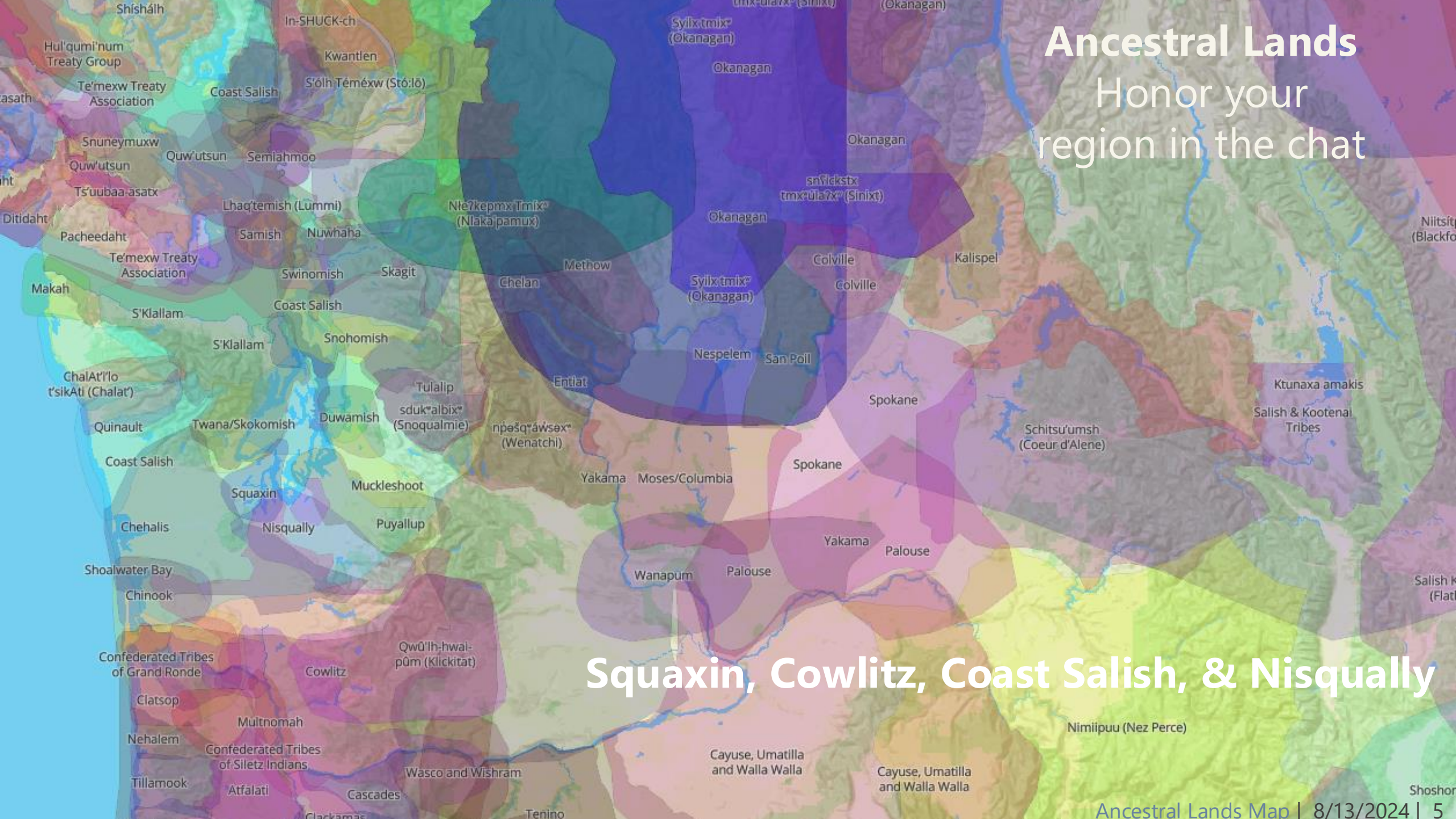
Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.



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Ancestral Lands
Honor your
region in the chat

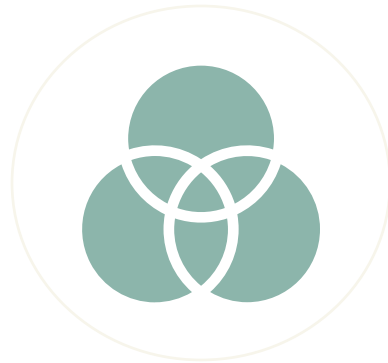


Squaxin, Cowlitz, Coast Salish, & Nisqually

Equity Pause – Why Are We Doing This?



Who will my decision affect?



What is my locus of control?



Which actions will have the largest impact?



What's a step I can take right away?



Objectives

Learn about using CBE to live your why

- Connecting: Building a sense of belonging
- Building: Fostering a sense of self-worth
- Envisioning: Creating a sense of hopefulness

Get examples of leadership moves to create a culture for learning with the conceptual framework

- Relational trust
- The power of one-on-ones

See examples of student behaviors that build a culture for learning (CBE) from Sunnyside School District

- Student to student
- Student to adult



Presenters



Kefi Andersen

Assistant Director of Early
Warning Systems

OSPI

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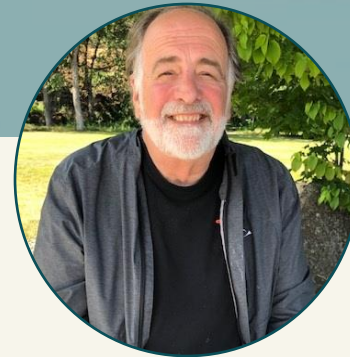


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Dave Martinez

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We want to know about you!



Who's here?



What grade band do you work with the most?



How familiar are you with our topic?



OSPI Supports

Why?



Across all grade levels, students who feel more connected to school have higher attendance rates, higher academic outcomes, and higher graduation and postsecondary success rates.



Positive school connectedness has been consistently linked to various positive health outcomes, including lower levels of substance use, better mental health, and reduced violence.



A significant number of students, particularly those from marginalized communities and ninth graders, report a lack of supportive adult relationships and meaningful engagement at school



Foundations of School Connectedness



2023 Washington Healthy Youth Survey Commitment to School & Grades

Grades/High Commitment	8 th Grade Students	10 th Grade Students
Lower Grades	24.0%	27%
Higher Grades	49%	55%

2023 Washington Healthy Youth Survey Results

Commitment & Help for 10th Grade Students

High Commitment
& Perceived Help

86%

Low Commitment &
No Perceived Help

34%



A Supportive Ecosystem



Students

Students feel more connected to school when teachers use explicit strategies to show that they care about them, know them as individuals, and are willing to respond to their distinct needs.

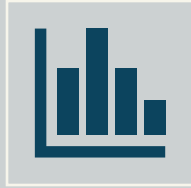


Staff

Equally important for leaders to care and support teachers, including the development of systems to assist teachers in helping students be successful.



Supporting the Work



Measure Connectedness



Develop Systems to Support
Connectedness



Prioritize Connections Through
Programming

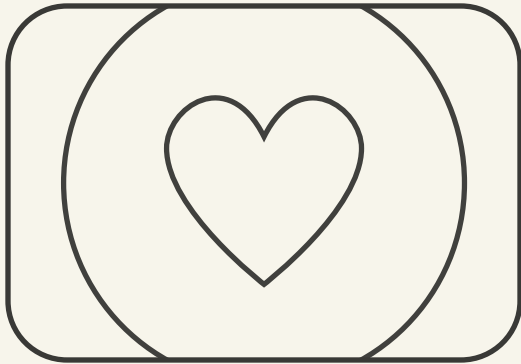




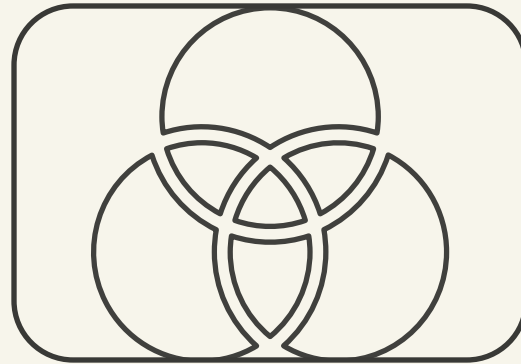
Fostering Student and Adult Learning

Purpose

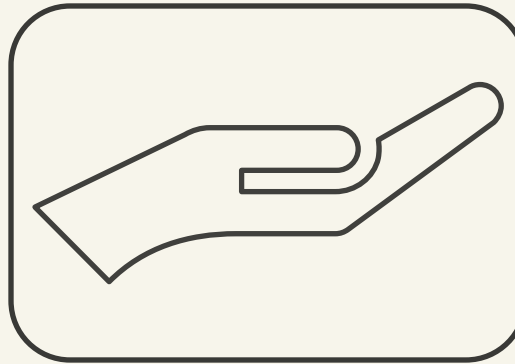
Living Into Your Values with School Culture



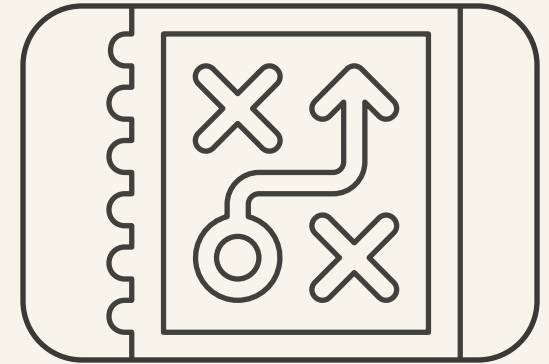
•Living my **WHY**: Creating a culture for student & adult learning



•**WHAT** leaders do to create a culture for learning: Conceptual Framework



•**HOW** student behaviors build a culture for learning (CBE)



•Developing an **action plan**

Reflection



Think about an adult in your life that has made a **positive impact** on you. Describe what this person **said and did** that helped you become your best self.

Because of this relationship ...

Living my WHY...

What gives your professional life purpose and meaning?

BEHAVIOR + Values = CONSISTENT MESSAGE

Connecting the statements of the leader (say) to the actions of the leader (do) with their consequences and performance of the organization (school culture).

Principle I

Living My WHY: Creating A Culture for Learning The Building Blocks of Becoming a Learning Leader

Connect to the School

- **Adults and students** understand how they fit into the well-being of the school,
- that provides a **sense of self-worth**

Build Powerful Relationships

- **Adults and students** at all levels support each other in achieving individual and group goals,
- that result in a **sense of belonging**

Envision Their Future

- **Adults and students** have a clear understanding and a positive outlook for what their future holds,
 - that leads to a **sense of hopefulness**

A School Culture for Student & Adult Learning is...

An environment that demonstrates a clear belief that, through a collaborative process & systematic supports, each student and staff succeeds and thrives.



School Culture Factors

- Trust at all levels of the organization
- Know those you serve and the 'why' behind the work
- Vested in each of our students
- All players have a voice
- Leadership is accountable and staff are responsible

A School Culture For Adult Learning

Living My **WHY**: Leadership *Does* Make a Difference

Staff with Administration Relationships

Sunnyside High School	April 2010	May 2016
Trust: Integrity	49%	74%
Trust: Openness	49%	78%
Trust: Reliability	59%	80%
Trust: Caring	57%	76%
Trust: Competence	51%	80%
Graduation Rate	65%	90%

Staff to Staff Relationship

Survey Questions	2010 Gap	2016 Gap
I welcome new and innovative ideas vs. My colleagues welcome new and innovative ideas	58%	5%
I am willing to work at changing my school for the better vs. My colleagues are willing to work at changing this school for the better	33%	10%
I am willing to be held accountable for student learning vs. My colleagues are willing to be held accountable for student learning	36%	10%

When adults work together in creating a culture for learning students will thrive and succeed!

We as an entire high school started to care about our attendance, grades, and graduation. Not only that, but we started to care about other people too. You could hear people say, "Come to class." "We WANT off-campus lunch." "Get your grades up." "You can graduate."

These kinds of changes are what were really important this year. It is what defined us from the rest of the classes that have graduated at SHS. We were the beginning of this amazing change, but we're certainly not the end.

Christine Kim
Valedictorian
Class of 2011





What Administrators Are
Accountable For:

**Culture eats strategy for
breakfast.**

-Peter Drucker

Have you ever asked yourself ...



How do you build **leadership capacity** with staff?

How do you help folks who are used to being told what to do, understand and **feel comfortable** with the collaborative process without easy answers?

How do people **engage** "mission impossible" staff in ways that show you trust them and want to partner with them?

The Conceptual Framework helps leaders answer...

What are the
behaviors that foster
CBE & create a
culture for learning?



Conceptual Framework

WHAT

leaders say
(belief) & do
(behaviors)
that create a
culture for
learning

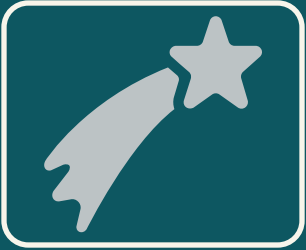


Remember your
person

Relational Trust

How would those I serve respond?

Adult to Adult; Adult to Student; Student to Student; Student to Adult



Feeling safe, not necessarily comfortable

- Encourages me to take risks.
- Challenges me in a safe manner
- Respects and draws upon my expertise



Putting in time

- Puts in time and energy and support me in my work
- Takes time to solve problems with me
- Is available to discuss difficult issues



Having something to offer

- Provides me valuable insight that helps me grow.
- Knows my strengths and interests that support the school's vision

Relational Trust

Adult to Adult

The power of relational trust – whether between teachers and students, teachers and teachers, or administrators and teachers- is the foundation for transformational change.

Powerless to Powerful p. 17

Rosa Lobbestael
Assistant Principal
Sunnyside School District



Living CBE & The Conceptual Framework

The Power of One on Ones

A form of **action research** grounded in perceptual and contextual data

Diagnosing the current reality
Looking for themes & patterns

Linked to an initiative/systems that aligns to your school's vision

Typically centers on improved attendance, achievement, behaviors and or social emotional **needs** of students

Inclusive, ongoing, built over time - leads to **ACTION**. What's different tomorrow based on what I learned today?

Informs leadership through problem solving on 'what's next' in **moving** to the ideal

See supporting handouts

One on Ones – A Place to Start

Students

- **Relational Trust:**
Does your teacher care about & like you?
- **Social Support:**
Do you get help when you need it?
- **Academic Press:**
Are you learning?



Adults

- **Relational Trust:**
Does your administrator respect you?
- **Social Support:**
Do you get help when you need it?
- **Academic Press:**
Are you growing as a teacher?




CBE and the Conceptual Framework helps answer...

What do **students** do to foster CBE and create a culture for learning?




What is important to adults becomes important for students

- It would be nice if we had this many kids here every day
- Lack of why vs. Sunnyside's approach to assemblies



WINTER PEP ASSEMBLY

	Freshmen	Sophomore	Jun
	(Score each category on a scale of 1-1)		
CLASS INVOLVEMENT			
SPIRIT STICK			
Poster			
CLASS COMPETITION			
SPORTSMANSHIP			
% of students passing all classes	1	2	
Attendance	3	1	
OVERALL SCORE			
28 POINTS POSSIBLE			



#WeAreSHS

CBE and the Conceptual Framework helps answer...

Grounded in understanding the **WHY**
(CBE)

Intentional and aligned to the **WHAT**
(Conceptual Framework)

Student to Student

Student to Adult

- How do we set kids up for success with intentional connections
- Intentional event planning that incorporates CBE



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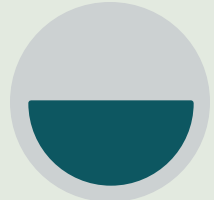
Student to Student

Student to Adult

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Becoming a Learning Leader



Heroic Leader or Fixing

Observing without acting

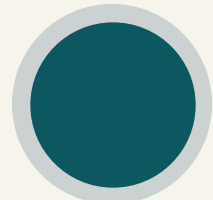
Advising in the role of expert or consultant

Prescribing 'how to'

Top down

Selling of ideas and vision

Managing the status quo



Learning Leader or Culture for Learning

Facilitating regular one on one and small group conversations to understand the current reality with regards to student learning

Actively supporting learning through collaboration and the inquiry process to move to a new ideal

Demonstrating a strong belief in words and actions that everyone can be effective

Collecting and sharing relevant evidence to inform thinking and define current reality – focus on personal accountability

Reengaging others in the work by utilizing each person's strengths, interests, and needs as it align to the desired outcome

Imagining a new ideal through Collaborative Inquiry and individual and group ownership



Q & A



What Does it Look Like in Real Life?
Foundations of Our Practices

Interview Questions

Tell us a little bit about you and your role. (30 second intros)

What's the purpose of student leadership at Sunnyside?

How would you explain the activities at SHS? Can you tell us about why it's setup this way?

How does student leadership impact the staff and students?

When you think about lessons learned, what stands out to you? As something you might change if you had to do it again?

What was the district's role in this work?

What are concrete actions someone could take to do this?

What advice do you have for quick wins?



Share What You Learned



- Discuss your ideas with leadership



- Share ideas with your Professional Learning Community



- Lead a discussion with students



Resources

Resources

Funding

- [Unlocking Federal & State Program Funds to Support Student Success](#)

Tools & Videos

- [Read & Subscribe](#) to the Engage Newsletter

Websites

- [Powerless to Powerful](#) page
- [Sunnyside School Improvement Plan](#)

Books

- [Powerless to Powerful & Transforming Schools with Systems Change](#)

People

- [Connect with OSPI staff](#)



Next Month

September 11

10:00 a.m. – 11:30 a.m.


College & Career Pathways for Students with Disabilities



Evaluation



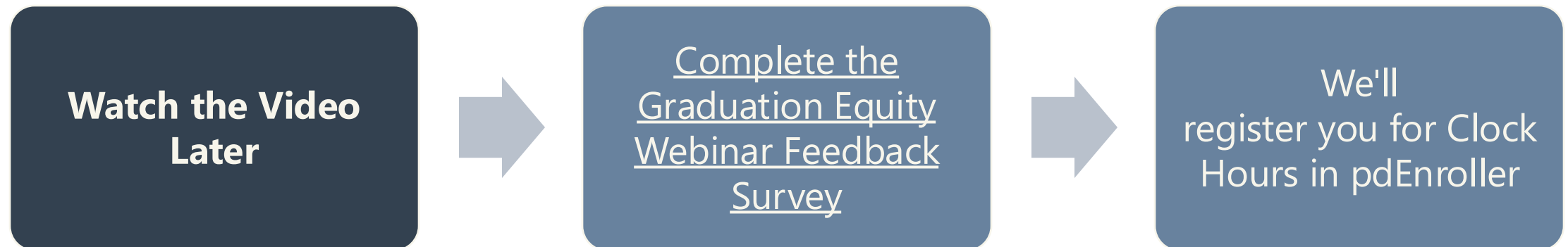
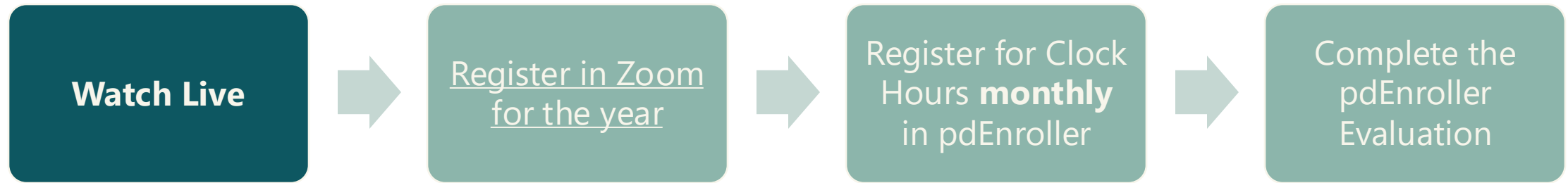
What
worked?



What could
we adjust?



Do You Need Free Equity Clock Hours?



Questions? Email Ronnie.Larson@k12.wa.us



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