

Equity and Educational Initiatives Update

Goals & Timeline

District Goals

- ◆ To maintain an environment that celebrates unity and equity
- ◆ Implement the district diversity strategic plan
- ◆ To ensure every student feels welcomed and safe
- ◆ Allow empirical data to drive educational initiatives that help us eliminate barriers and steer professional development

We are a diverse school district celebrating ALL the characteristics that make each of us UNIQUE

African American	American Indian/ Alaskan Native	Asian	Caucasian	Native Hawaiian/ Other Pacific-Islander	Multi-racial background
24.27%	0.66%	6.71%	58.7%	0.01%	9.65%

131 languages represented among district students; Total of 14,029
8.64% of our students classify as Hispanic

Primary Languages: English, Arabic, Vietnamese, Urdu, Hindi, Spanish, Telugu, Chinese, Japanese, Swahili, Korean and Portuguese
(2019 - 2020)

We are Hoover City Schools!

Timeline

November 2018 - December 2019



November 2018

- ◆ Hired Director of Equity and Educational Initiatives, E&EI
- ◆ Met with Central Office Departments to discuss the consent decree and their roles in the process

December 2018

- ◆ Formation of the Equity Committee with representation from each school in the district
 - ◆ Purpose
 - ◇ Review data
 - ◇ Design professional development
 - ◇ Create educational initiatives that benefit all students
- ◆ Changes to the hiring process
 - ◆ Use a diverse interview panel
 - ◆ Seek the best candidates from a diverse pool of applicants

December 2018 (cont.)

- ◆ Advanced placement courses
 - ◆ Surveyed parents and students to get feedback from those selecting either advanced or regular courses.
 - ◆ Signature from a teacher is no longer required for advanced placement. Grades, test scores, teacher feedback, and parent-input are all considered.

January 2019

- ◆ Equity Committee meeting:
 - ◆ National trends around discipline
 - ◆ Divided the Equity Committee into three subcommittees:
 - ◇ Data
 - ◇ Initiatives
 - ◇ Professional Development
 - ◆ Transfer options with Student Services
 - ◆ Student Fee Sheets Alignment

January 2019

- ◆ Planned next steps superintendent and assistant superintendent:
 - ◆ Equity and unity training for all Hoover City Schools employees
 - ◆ High school student focus groups
- ◆ Began sharing more meaningful, monthly discipline data with school administrators

February 2019

- ◆ Mid-year Scantron data results
- ◆ E&EI met with each administrator to address diversity questions and concerns
- ◆ Equity Committee drafted student focus group questions

March 2019

- ◆ Department of Justice Meeting at Trace Crossings Elementary School
- ◆ HR - New Guidelines and Recommendations were shared with all administrators
- ◆ First District Parent Equity Committee Meeting
 - ◆ Review data
 - ◆ Brainstorm
 - ◆ Develop solutions

April 2019

- ◆ Equity Committee members were formally trained to conduct focus groups by Dr. Kara Schism at Samford University
- ◆ District Parent Equity Committee Meeting
- ◆ Consent Decree Meeting with Department Chairs
- ◆ HHS Unity Walk and SPHS Blackout Day
- ◆ HHS and SPHS juniors and seniors focus groups were held at their respective schools.

Student Focus Groups Summary

- ◆ Overall, students reported having a great experience in Hoover City Schools and enjoy their schools and teachers.
- ◆ Students who were involved in sports and extracurricular activities felt the most connected. Students who were not connected to clubs and extracurricular activities did not feel as connected.
- ◆ Students wanted to learn more about how to respond to inappropriate comments.
- ◆ Students also wanted more motivational feedback and encouragement to step outside of their comfort zone.

May 2019

- ◆ Analyzed student focus group data
- ◆ District Parent Equity Committee Meeting

June 2019

- ◆ Equity and inclusion training for all school and central office administrators. Training was conducted by Dr. Courtney Bentley, Dr. Amy Samuels, and Dr. Greg Samuels of the University of Montevallo.
- ◆ Positive Behavior Interventions and Supports (PBIS) training on Tier II provided to elementary and secondary PBIS teams.
- ◆ Superintendent and E&EI met with Parent Equity Committee, Student Diversity Committees from SPHS and HHS, and the District Equity Committee to discuss discipline code 3.35.
- ◆ Dr. Verdell Roberts and Dr. Donna Elam with the Elam Leadership Institute reviewed 3.35 and provided feedback on our efforts.

July 2019

- ◆ Conducted Parent Focus Groups.
- ◆ University of Montevallo trained the Equity Committee to be district trainers using the “Train-the-Trainer” model. Each school has a representative on the District Equity Committee.
- ◆ District formalized relationship with Dr. Verdell Roberts and Dr. Donna Elam of the Elam Leadership Institute.
- ◆ Shared Focus Group and Discipline Presentations with all school administrators.
- ◆ K-12 School Administrators Code of Conduct meeting to discuss common language.

August 2019

- ◆ Equity and Unity training for all HCS Employees conducted by the Equity Committee.
- ◆ Conducted teacher focus groups, one at each middle school.

September 2019

- ◆ Equity and Inclusion training preparation for our School Board members.
- ◆ Plan to complete the coding process for parent and teacher focus groups.

October 2019 - December 2019

- ◆ Compile and file data from each department with the DOJ.
- ◆ Publish an article on the district's Equity Initiatives.
- ◆ Semester Discipline Data Meetings with School Administrators.
 - ◆ Meeting with each school administrator
- ◆ Meeting with SPHS and HHS diversity panels and review district data for feedback.
- ◆ Academic Data Meetings with school administrator (either in December or January).

Hoover City Schools Strategic Plan: 2018 - 2022

- ◆ Objective #3-A: Implement the court approved student assignment plan
-

Special Thanks!



Dr. Murphy

Equity
Committee

School Board
and School
Administrators

Why this work is important?

Each of our students deserves to feel welcomed, appreciated, and safe everyday when they come to school! More importantly, we are here to create a safe learning environment where ALL students' unique abilities are celebrated.

