

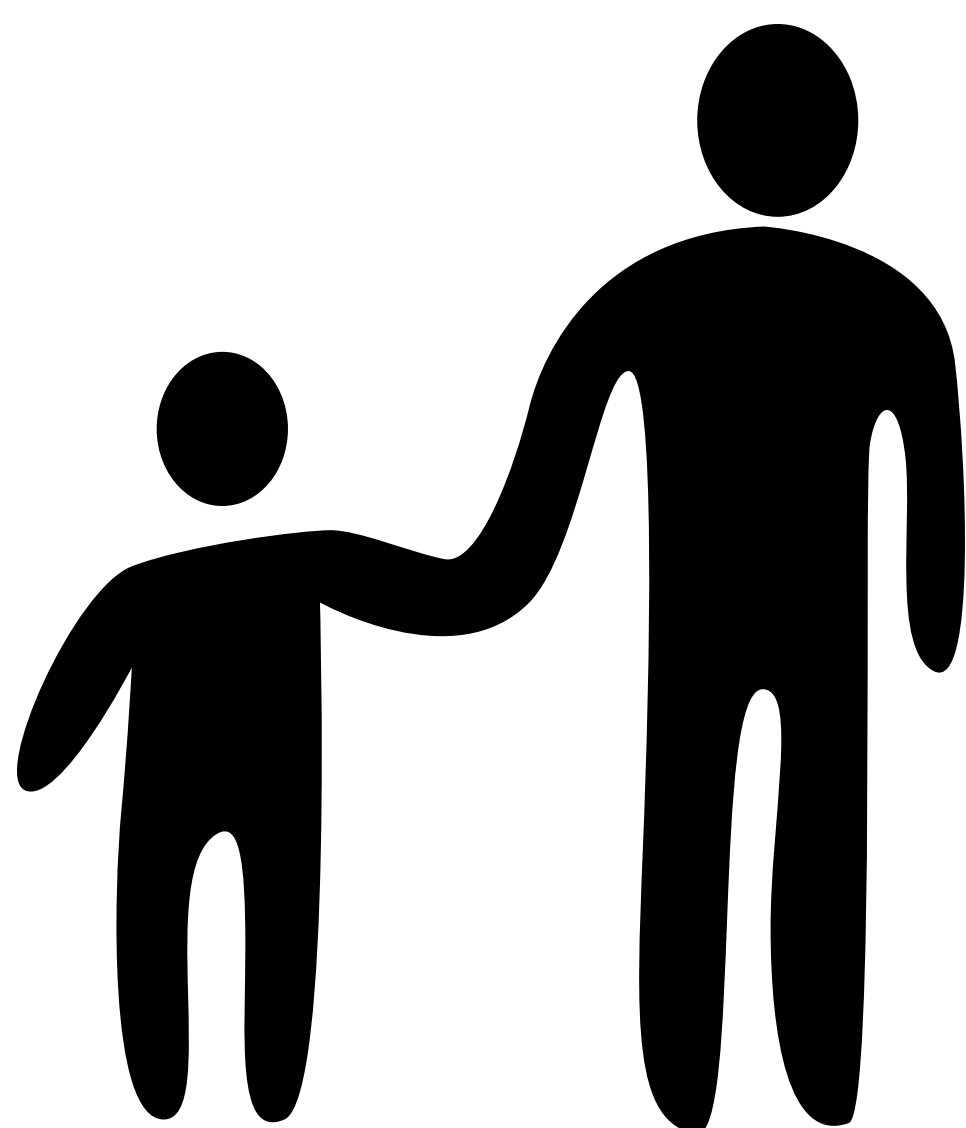
Cultural Proficiency and Racial & Ethnic Equity



Vision in North Penn

North Penn School District seeks to develop a community that values and adapts to diversity. We strive to acknowledge, respect, understand, and celebrate the dynamics of racial and cultural differences. Through the development of a culturally proficient staff, the establishment of structures that promote equitable opportunities, and partnerships with families and students, our School District will create an environment of respect where all members of the school community are empowered to learn, grow, and appreciate one another.

What is **cultural proficiency**?



"Cultural proficiency is a way of being that enables both individuals and organizations to respond effectively to people who differ from them..."

Culturally proficient professionals:

- Assess culture
- Value diversity
- Manage the dynamics of difference
- Adapt to diversity
- Institutionalize cultural knowledge"

(Lindsey, Robins & Terrell, 2003)

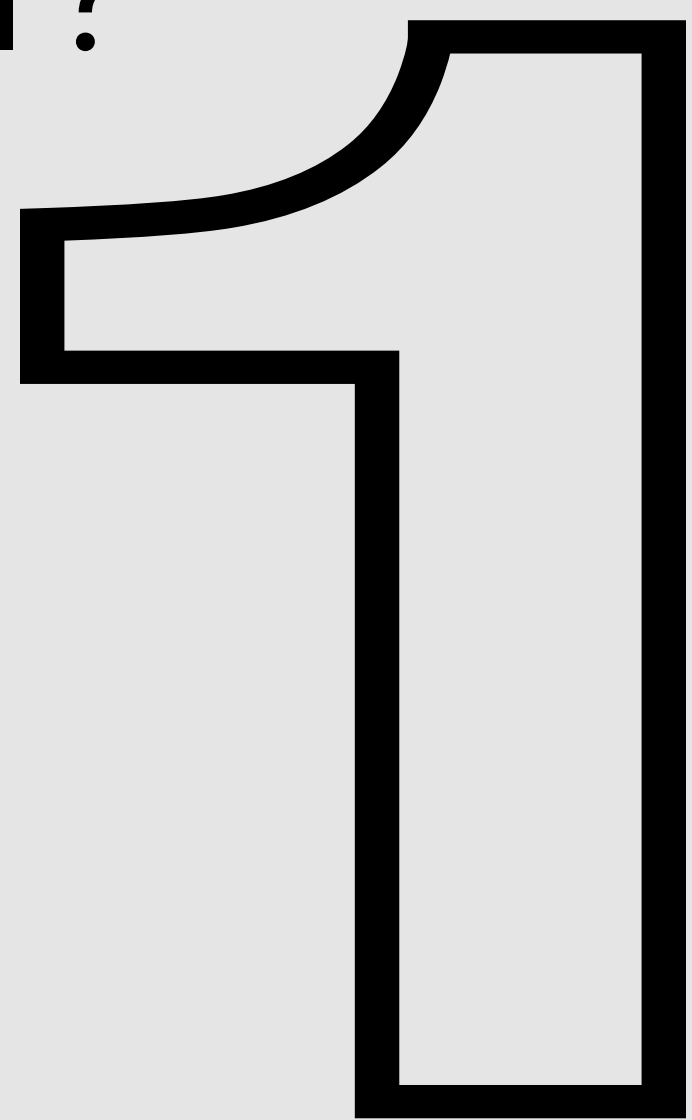
Visit our website at
<http://www.npenn.org/domain/1517>
to learn more!

Goal One:

Increase the **knowledge, skill, and practices** of all staff related to cultural proficiency and cultural responsiveness which will **reduce the achievement gap**.

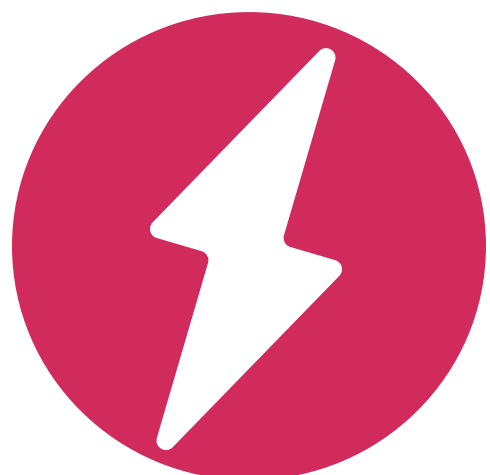


What are the **key strategies** to achieve this goal?



What are the hallmarks of culturally responsive instruction?

- Understanding of students is built into curriculum, instruction and assessment
- Cultural backgrounds are reflected in teaching and materials
- Trusting relationships are built with students
- The classroom environment is one of mutual respect



What is the "achievement gap?"

The term "achievement gap" generally refers to differences between test scores of Black, Hispanic, and Multi-Racial students as compared to White and Asian peers. However, other gaps may also exist related to scores of students from low socio-economic backgrounds or differences apparent by gender, disability, or other factors.

Differences in test scores DO NOT mean that students of certain backgrounds have less potential or ability than others. Schools must adapt to determine what inequitable structures may be in place that are contributing factors.

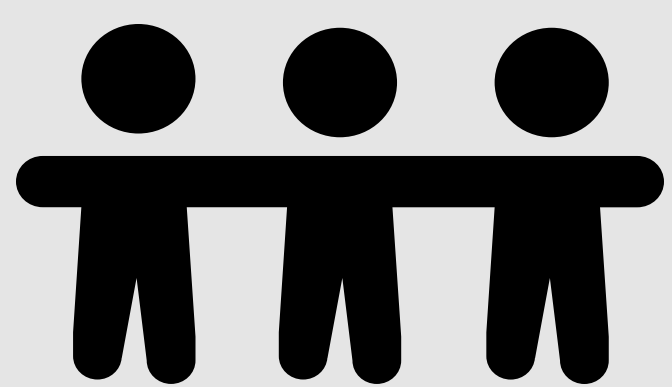


Key strategies for goal one

- Implement a framework for culturally responsive instruction
- Provide professional development to staff
- Embed cultural proficiency work within school goal plans and other district professional development initiatives
- Select a tool for evaluating culturally responsive teaching practices
- Examine curriculum frameworks and make recommendations to connect cultural proficiency into content and materials

Goal Two:

Increase representation of **diverse students** within **gifted** programming and **higher level courses**, and **reduce** the number of Black, Hispanic, and Multiracial students who are **disproportionately represented in special education** programs and disproportionately **suspended** from school.



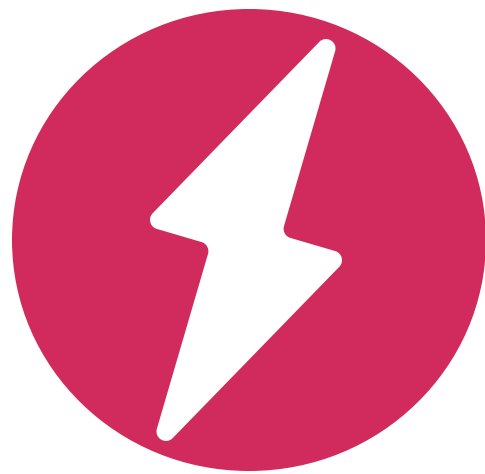
What are the **key strategies** to achieve this goal?

2



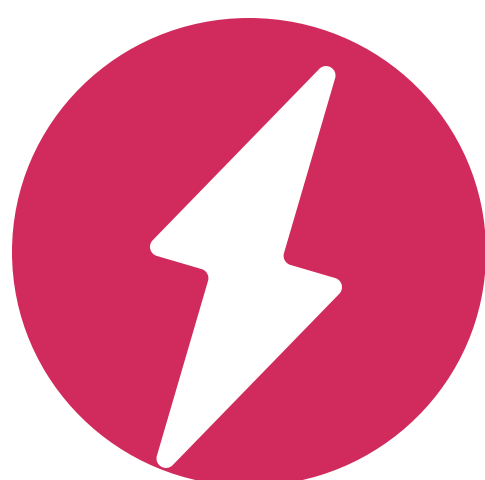
What is disproportionality?

Disproportionality refers to students of color being over-represented in special education programs, and/or being suspended from school at greater rates than other students. This is a problem that has been studied across the country.



Is North Penn disproportionate?

In Pennsylvania, the Department of Education monitors schools with "significant disproportionality." North Penn has NOT been cited for significant disproportionality in special education or in discipline, however, it is an area in which we believe we can improve.



What is a risk ratio?

A risk ratio is the likelihood of an outcome for one group versus the likelihood of an outcome for all others.



Key strategies for goal two

- Communicate data trends to school staff to increase awareness of overidentification
- Analyze current special education testing procedures and protocols to determine if tools and processes are culturally and linguistically sensitive
- Review enrollment of students of color in gifted education and higher level coursework and make recommendations for increased participation
- Investigate possible causes for disproportionality in special education and disciplinary events

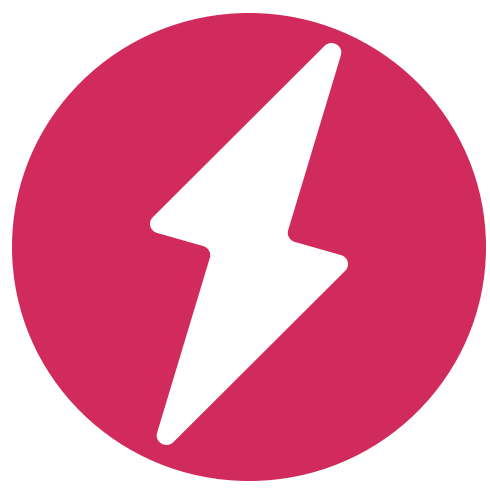
Goal Three:

Implement practices that **promote** an increased pool of **diverse applicants** for positions across all employee groups.



What are the **key strategies** to achieve this goal?

3



How do students benefit from having diverse staff in schools?

Students benefit from having role models who reflect the diversity of our community and world. A recent "Research for Action" study revealed that schools employing a diverse group of teachers have higher expectations and better outcomes for students of color. Additionally, exposing ALL students to a diverse staff supports students' understanding of the valuable contributions all members of society have to offer.



What are the statistics for diverse staff in Pennsylvania schools?

According to the Pennsylvania Department of Education data for the 2016-2017 school year, more than half of public schools in the state do not have a teacher of color on staff. Further, there are fewer diverse individuals entering the teaching profession. While this is a problem across the state, North Penn is committed to attracting diverse candidates.

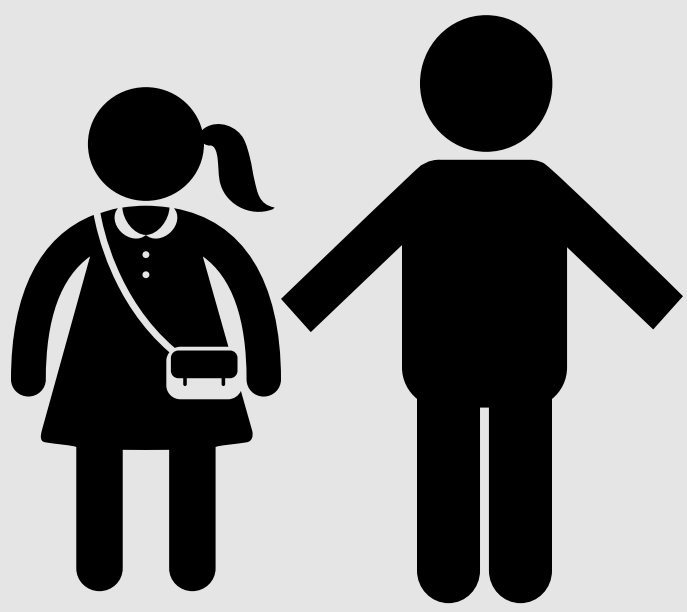
Key strategies for goal three



- Develop promotional materials via multiple platforms highlighting North Penn's diverse community and conduct outreach efforts to recruit diverse candidates
- Develop staffing patterns that support placement of at least two diverse staff in every school for increased retention
- Solicit feedback from current diverse staff members on what attracted them to North Penn and what keeps them here
- Implement a "Hire Your Own" program to attract current NP students to the field of education prior to leaving high school

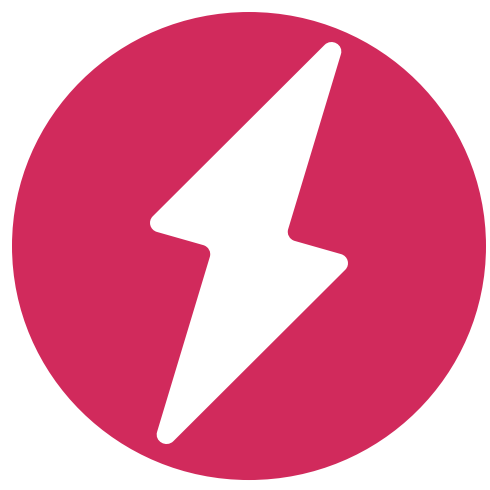
Goal Four:

Increase student, staff, and family engagement in cultural proficiency efforts from a baseline TBD in 2018-2019 as measured by the **Bridging Racial, Class, and Cultural Differences Rubric**.



What are the **key strategies** to achieve this goal?

4



What is the "Bridging Racial, Class, and Cultural Differences" Rubric?

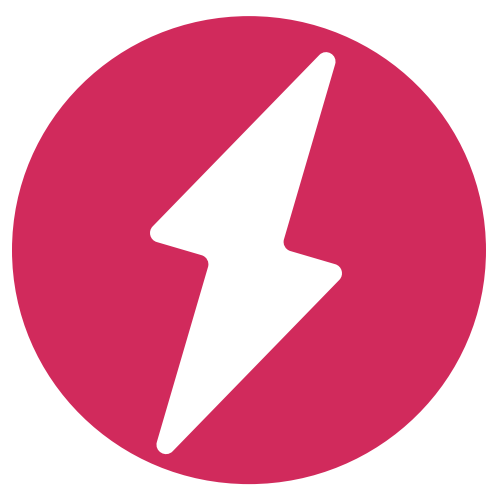
This is a tool used to assess where individual schools are functioning in four major areas. The areas include:

- Promoting understanding of different cultures,
- Recognizing and addressing class and language differences,
- Addressing issues of race and racism, and
- Welcoming and respecting all families.

Use of this rubric will provide us with valuable information for each school about where we are currently functioning and where we need to improve.

How can I get involved?

We are looking for more individuals to become involved in our cultural proficiency efforts. You can get involved by emailing the chairs of the cultural proficiency committee, Dr. Jenna Rufo and Dr. D'Ana Waters at rufojm@npenn.org and watersdw@npenn.org. We would love your support!



Key strategies for goal four

- Implement the rubric and develop action sequences for each school
- Present to the Home and School Coordinating Council to support greater involvement of diverse families
- Solicit parent and student input through a community symposium and student survey
- Increase explicit communication of district policies and practices, especially related to course selection, college readiness/applications, career awareness, etc.