



Proposal

Equity Audit for Avonworth School District

Presented to:

Dr. Jeff Hadley, Asst. Superintendent

May 18, 2021

Dear Dr. Hadley

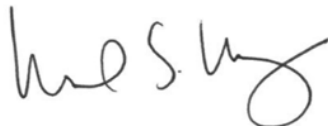
Insight Education Group is pleased to continue recent conversations and present this proposal in hopes of partnering with Avonworth School District to conduct a district-wide equity audit.

Insight has been leading efforts related to equity, race, and bias in schools and districts for several years and understands the specific needs and opportunities related to teaching and leading diverse students and communities. Our 20 years of experience in supporting large-scale, district-wide implementation of improvement initiatives, when coupled with our deep experience as educators and our internal work on racial equity, uniquely situates us to serve as an effective, and honest, partner to your district as we conduct an equity audit.

Insight's staff is comprised of former classroom teachers, instructional support staff, school leaders, and high-level district leaders, each with outstanding records of success. Our partners know we have walked in their shoes and that we understand the specific challenges, nuances, and opportunities of focusing on the important work of addressing racial equity in our schools.

While the following proposal presents offerings based upon our recent conversations, it is always our practice to engage with clients to determine the best scope and sequence of services within desired timelines and budgets. We look forward to working together with you to find the right approach to reach your goals.

Respectfully,

A handwritten signature in blue ink, appearing to read "Michael Moody".

Michael Moody, Ed.D.

Co-Founder

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Section 1: Description of Firm

Insight Education Group is an international educational consulting organization that works with education leaders to develop aligned strategies and provide embedded supports to facilitate educator growth and positively impact student achievement. Since 2000, we have supported schools, districts, charter management organizations, and state education agencies through some of their largest challenges, including:

- successfully turning around chronically under-performing schools,
- engaging systems in the design and implementation of initiatives aimed at directly addressing racial equity,
- fostering school cultures around mentoring, coaching, collaboration, and shared knowledge and skills,
- developing guidance for programmatic development and sustainability of initiatives,
- supporting teachers and educational leaders with innovative tools to deepen professional learning,
- training aspiring and current educational leaders to be strategic and establish priorities for positive change, and
- helping to change the culture of teacher growth to one of trust.

Through our partnerships with states, districts, and schools across the country, such as Colonial School District, District of Columbia Public Schools, and Jackson Public Schools, Insight has brought thousands of educators' practices to the next level. We have developed award-winning systems and solutions that are used in schools and districts in the United States and abroad, but it is our commitment to a partner-driven implementation process that sets us apart from others and gets the right results.

The efficacy of our work has been documented in prominent studies like the Bill and Melinda Gates Foundation's *Measures of Effective Teaching Project* and *The Best Foot Forward Project* from Harvard's Center for Education Policy Research. We have been featured in Education Week, T.H.E. Journal, eSchool News, District Administration, Scholastic, Tech & Learning, and EdSurge.

Most recently, Insight was awarded a second Teacher and School Leader (TSL) Incentive Grant from the US Department of Education for Project IGNITE, a partnership that provides 49

schools in Florida, Mississippi, New York, and Texas the opportunity to work together in a networked improvement community (NIC) context. This builds upon our first TSL grant, Empowering Educators to Excel (E3) program, which we were awarded in 2017.

A guiding principle of our work is to build on the synergy of multiple stakeholders and departments to effectively build educators' capacity and implement complex initiatives while avoiding unnecessary duplication of efforts. We do not simply facilitate meetings; we bring our experience and perspective to the discussion with our partners to ensure that their decisions are informed and will have the greatest impact. Our breadth of knowledge and experience as providers of diagnostic services, technical assistance, and professional learning gives us the unique ability to see the bigger picture and align all of our work to a partner's vision for success.

Our Core Values

We strive to address equity every day, in all that we do. Equity is the driving force behind all of our decisions, including: hiring diverse professionals, empowering teachers and school leaders, creating tools and culturally responsive resources, and participating in and facilitating conversations around bias, prejudice, and race. We will forever be champions of equity.

We are a team of leaders. We are all independently strong but collaborate intentionally to approach our work with purpose, flexibility, and a relentless pursuit of excellence.

We are educators. As former teachers, administrators, and district leaders, we are a team of educators who value continual reflection and refinement in all that we do, we work collaboratively with partners to generate innovative solutions to systemic challenges.

We are lifelong learners. In order to be catalysts of change, we have to stop pretending that the status quo is working and commit to permanently impacting the educational landscape through our own continuous development.

We thrive in a dynamic environment. We are flexible and adapt to meet the ever-changing needs of our partners while being motivated by their success, the success of our organization, and each other.

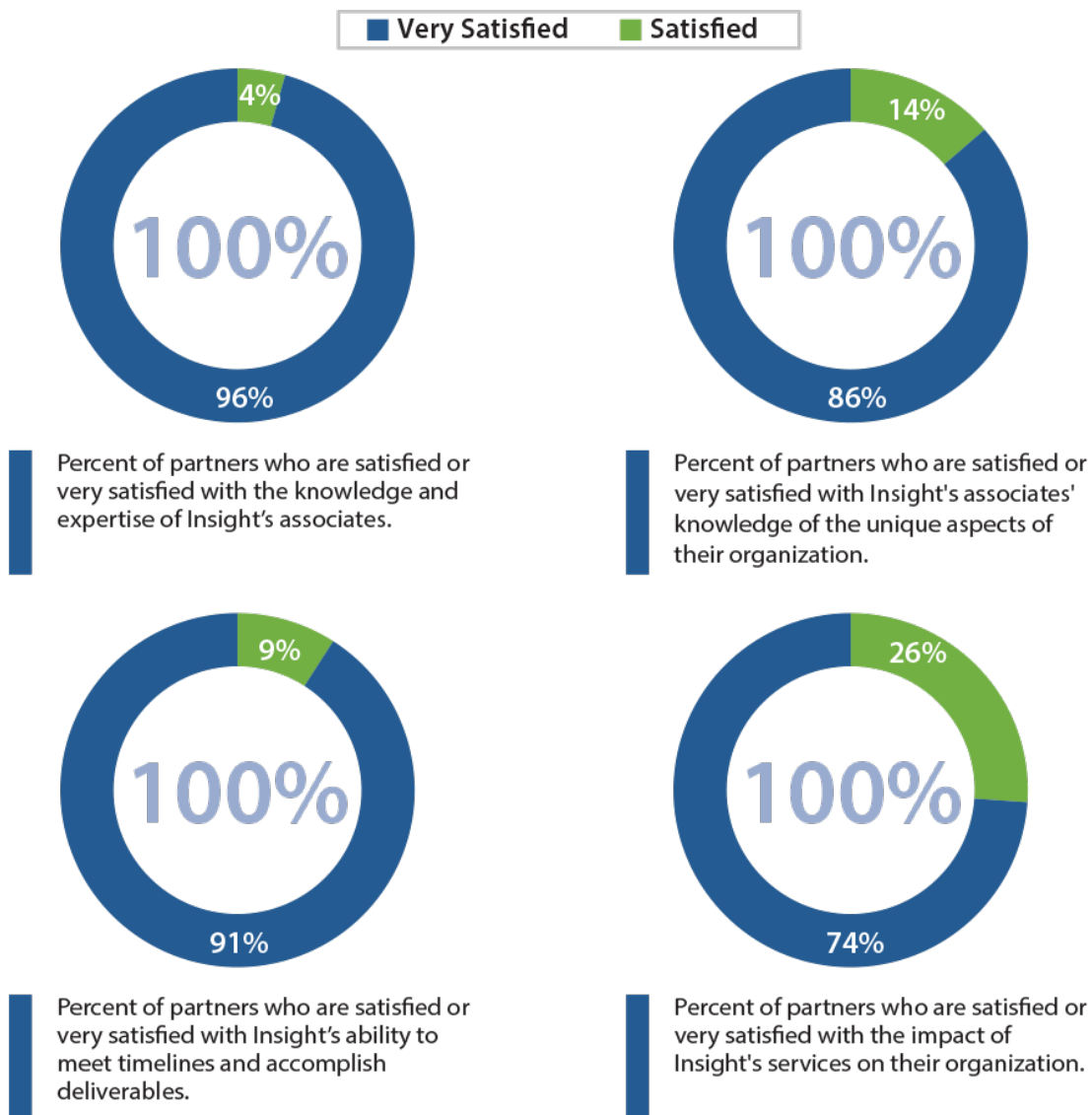
We place a high value on supporting one another and having fun. We're an all hands on deck, inclusive group that recognizes the importance of a positive team culture. Simply said, we love what we do, who we work with, and we have fun in the process.

How We Work

We begin every engagement with a thorough implementation planning process to clarify goals and establish agreed-upon timelines and deliverables for the work. Weekly Status Reports will be developed and sent by the Partnership Manager to identified project stakeholders to ensure open communication. Regular Executive Check-Ins will also be scheduled and held between District project leaders and Insight's Executive Sponsor to make any necessary modifications and further guarantee the success of the work.

We also consistently seek feedback from stakeholders through a variety of mechanisms, including focus groups and partner surveys, and make appropriate adjustments to our services. Below is a snapshot of our most recent **Partner Satisfaction Survey** results.

Insight Education Group Partner Satisfaction Survey



Where We Work

Insight’s ability to provide a variety of custom services and meet partners’ unique needs is driven by our deep understanding of the principles of change and ability to craft thoughtful project plans that guide sustainable implementation. We specialize in developing close partnerships with our partners to understand their unique challenges and design practical solutions that get results. For over 20 years, Insight has worked with thousands of educators in districts and schools nationwide to accelerate professional growth and ensure every student has a great teacher. Below are some of our most recent partners.

DISTRICTS & STATES		GOVERNMENT & ED ORGS
<ul style="list-style-type: none"> • Achievement School District (TN) • ACCEL Charter Network (OH) • Alliance for College-Ready Public Schools (CA) • Apple Academy Charter Public Schools • Baltimore City Public Schools (MD) • Bassett Unified School District (CA) • Chicago Public Schools (IL) • Citizens of the World Charter Network (CA, KS) • Colonial School District (DE) • Colorado Department of Education (CO) • Delaware Department of Education (DE) • Denver Public Schools (CO) • District of Columbia Public Schools (DC) • Dunkirk City Schools (NY) • Gainesville Independent School District (TX) • Greenville Independent School District (TX) • The Governor's Office of Student Achievement (GA) • Green Dot Public Schools (CA) • Guilford Public Schools (CT) • Guilford County Public Schools (NC) • Highland Falls School District (NY) • Indianapolis Public Schools (IN) • Kennett Consolidated School District (PA) • Jackson Public Schools (MS) • Jackson-Madison County Schools (TN) • KIPP LA (CA) 	<ul style="list-style-type: none"> • Laurens County School District 56 (SC) • Los Angeles Unified School District (CA) • Lost Hills Union School District (CA) • Mansfield Public Schools (CT) • Marion County School District (SC) • Marlboro County School District (SC) • Maryland State Department of Education • Memphis City Schools (TN) • Metro Nashville Public Schools (TN) • Metropolitan School District of Decatur Township (IN) • Mississippi Department of Education • New Schools for New Orleans (LA) • Newark Public Schools (NJ) • Newton County Schools (GA) • New York State Department of Education • Passaic Public Schools (NJ) • Ohio Department of Education • Queen Rania Teacher Academy (Jordan) • Racine Unified School District (WI) • School City of Mishawaka (IN) • School District of Palm Beach County (FL) • School District of Philadelphia (PA) • Shelby County School District (TN) • St. Hope Public Schools (CA) • Summit Public Schools (CA) • Syracuse City School District (NY) • Tennessee Department of Education (TN) • UNO Charter Schools (IL) • Waukee Community School District (IA) 	<ul style="list-style-type: none"> • Aspen Institute • Broad Center for the Management of Schools • California Charter School Association • Education Service Center of Cuyahoga • Go! Austin / Vamos! Austin (GAVA) • Greater Los Angeles Education Foundation • Grimmway Family Foundation • KIPP Foundation • Mass Insight • Partnership for Los Angeles Schools • Teach for America • Tennessee Charter School Incubator • The Bill and Melinda Gates Foundation • The KIPP Fisher Fellows Foundation • The New Teacher Project • Ulster BOCES (NY) • U.S. Department of Education • University of the State of New York Regents • Western Region Education Service Alliance

Section 2: Scope of Work

There is an active discussion on the impacts of race, and racism, in our society today. But without moving into action, and without finding ways to permanently impact how race determines outcomes, we will never see progress.

Schools and school districts are uniquely situated to impact both educator and student views and actions related to racial equity. However, without thoughtful planning, clear objectives, and an honest assessment of the current situation, we cannot expect districts to have the impact they desire.

Insight Education Group has made equity a core mission of our organization as we work to support schools, districts, and other organizations with their racial equity work. We would never ask a partner to consider addressing a situation in a manner that we, ourselves, would not. As a diverse group of practitioners, we strive to promote policies and practices of anti-racism from the classroom level to the macro district-level. Insight's equity offerings help adults in schools and school systems examine race and bias for themselves in order to better understand the implications of institutional and systemic racism and, ultimately, become more critically race conscious leaders. Insight strives to create environments that give individuals the courage (and space) to face their biases head on and embrace a structure for exploring and dismantling them amongst supportive accountability partners. Through our equity audits and on-going supports, we provide an honest assessment of the current situation in the district and provide clear recommendations for a path forward to ensure an equitable education for all students.

Based on our conversations with your district, Insight is pleased to present this proposal to support Avonworth School District in conducting a district-wide equity audit. Our equity audit process does a deep dive into a district's quantitative and qualitative data, collects new data from key stakeholders through surveys, interviews, and focus groups, and thoroughly analyzes the data to examine disparities and trends. We use the findings of the audit to create a comprehensive and digestible report that includes both short- and long-term recommendations to implement and sustain equitable practices.

The Insight Racial Equity Framework

The Insight Racial Equity Framework was developed to support the evaluation of equitable practices in a district through the lenses of opportunity, access, and outcomes. The framework

is designed to provide a concrete and cohesive foundational structure while remaining flexible enough to be used to focus on a district’s specific needs and goals. At its core, the framework is a guiding set of expectations. These expectations can be used for many purposes, including (but not limited to):

- Reflection and Self-Analysis of Practices
- Guidance for Strategic Planning
- Development of Professional Learning
- Comprehensive Audit of Equity Practices

To be effective, reflection and self-assessment must be systematic, analytic, intentional, and ongoing. Ensuring equitable practices and outcomes throughout the district requires examination and implementation across all departments and should involve all district employees and stakeholders.

The Insight Racial Equity Framework supports organizations in examining key processes, structures, and practices in five comprehensive domains that span all departments and stakeholders:



While the needs of the organization will dictate how those areas are examined, the process for assessing a district’s racial competence will include:

- Analysis of available quantitative and qualitative data;
- conducting interviews and focus groups;
- administering stakeholder surveys;
- observing meetings, classes, school common areas;
- curriculum review; and
- and reviewing policies, processes, and relevant documents.

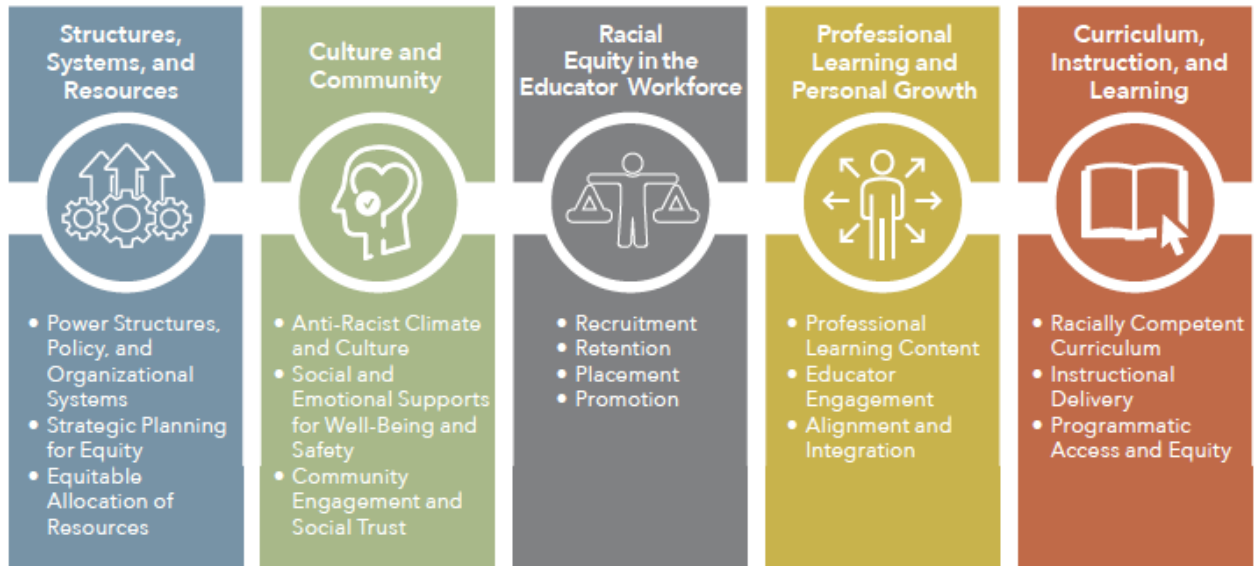
DOCUMENT & PROCESS REVIEW	STAKEHOLDER FEEDBACK	QUANTITATIVE DATA
<ul style="list-style-type: none"> • Strategic plan • Equity statement • Organizational chart • Meeting agendas • Various policies • PD and coaching plans • Course catalog • Schedules 	<ul style="list-style-type: none"> • District leaders • School leaders • Board of Education members • Community members • Caregivers • Students • Teachers and staff 	<ul style="list-style-type: none"> • Budgets • Staff and student demographics • Teacher and staff performance • Student performance • Attendance and discipline • RTI / MTSS

Approach to Equity Audits

To examine each of the five domains outlined above, our audit team will conduct a deep dive into the district’s qualitative and quantitative data and the community context students and teachers individually and collectively face. This includes:

- Examination of achievement disparities by race and other factors including students identified for inclusion in special education, gifted education, and participation in Advanced Placement, Dual Enrollment, or Early College Experience opportunities.
- Examination of discipline data by race.
- Examination of existing equity initiatives or practices and an analysis of their success.
- Analysis of curriculum through an equity lens.
- Self-assessments, stakeholder feedback sessions, and individual interviews that measure how your students, teachers, and parents perceive their daily experiences.
- Assessment of environmental factors impacting your students which your team may not be currently addressing.

- Review of teacher quality and access to high-quality teachers.
- Review of teacher and leadership demographics to analyze whether the percentage of teachers and leaders of color is representative of the student body.



Research & Methodology

The equity audit methodology that we adopt is a customized research-based approach utilizing the work of Skrla, McKenzie & Scheurich (2009) and their work on *Using Equity Audits to Create Equitable and Excellent Schools* as well as research from the Intercultural Development Research Association. For each overarching area we would examine several research questions that would guide our work. The equity audit would require input from a variety of stakeholders and several pieces of qualitative and quantitative data from a variety of sources including: focus groups with key district leadership; classroom and campus observations; focus group interviews with teachers, parents, and community members; an examination of school discipline policies and codes of conduct; information provided on the district website and other communications; school climate surveys, graduation, attrition and retention reports; and accountability data including state report cards and other assessment data. By triangulating data across multiple sources we will be able to glean valuable insights regarding the opportunities students have and how their success can vary by race, language, income, zoning, mobility, ability, etc.

While there is no methodological consensus about the “right” way to go about the process of conducting equity audits, there are distinct aspects of equity audits consistently mentioned in the literature. Among these are the conceptual definition of the equity audit, the goals of equity audits, and some salient school characteristics that equity audits should consider. The

research-based practices for our equity audit process are grounded in a combination of these aspects and found in research from the following:

1. Skrla, L. et.al. (2009) *Using Equity Audits to Create Equitable and Excellent Schools*. Corwin Press, Thousand Oaks, CA.
2. Skrla, L. et.al (2004). *Equity Audits: A Practical Leadership Tool for Developing Equitable and Excellent Schools (Twelve Indicators)*. Education Administration Quarterly, Volume: 40 issue: 1, page(s): 133-161, February 1, 2004
3. Diamond, J. & Lewis, A. (2015) *Despite the Best Intentions: How Racial Inequality Thrives in Schools*. Oxford University Press, New York, NY. Five-year study that found hall monitors and teachers tended to call out black students for dress code and other minor rule violations significantly more than white students.
4. IDRA. (2020). *Using Equity Audits to Assess and Address Opportunity Gaps Across Education*. San Antonio, Texas: Intercultural Development Research Association.

Additionally, we ensure that no findings are based on one single source of data. While the process of our equity audits is described above, it is important to note that the process is designed to identify trends across at least three data points for any finding or recommendation. This is based on the concept of triangulation. Triangulation involves the careful reviewing of data collected through different methods in order to achieve a more accurate and valid estimate of qualitative results for a particular construct. The following include research based practices related to triangulation:

1. Meijer, P. (2002). *Multi-Method Triangulation in a Qualitative Study on Teachers' Practical Knowledge: An Attempt to Increase Internal Validity*. Quality and Quantity 36, 145-167.
2. Park, V. (2018) *Leading Data Conversation Moves: Toward Data-Informed Leadership for Equity and Learning*. Education Administration Quarterly. Volume 54: Issue 4. page(s): 617-647, October 1, 2018
3. Nelson, K. (2010). *Triangulation in the Assessment of Student Learning Outcomes*. Austin College.

Section 3: Timeline

Insight is prepared to begin the equity audit as soon as the district is ready. Additionally, we are currently able to conduct the entire audit process virtually to accommodate for the current situation with COVID-19. Please see the proposed timeline below. Note that the timeline represents Insight’s recommendations based on initial discussions and may be adjusted to meet the district’s needs and timelines.

Task/Deliverable	Planning	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Kickoff Meeting with district team to align priorities, establish goals, confirm timeline, and develop metrics for success							
District provides requested data to Insight for initial review and analysis							
Insight administers stakeholder surveys							
Insight conducts thorough review of district data, policies, practices, and financial resources							
Insight reviews recruitment/retention efforts, curriculum and resources, and family/community engagement practices							
Insight conducts focus groups with students, families, teachers, administrators, community partners and reports on themes that emerge							
Insight provides detailed analysis on district data - highlights trends and identifies areas of improvement/aligned recommendations							
Final written report with recommended strategies delivered to the District Leadership							

Section 4: Pricing

The cost below represents the projected fees based upon our current understanding of the work and the approach presented in Section 2. However, it is our practice to engage with clients to determine the appropriate scope to meet specific budgets. Should the specifications of the project change, fees will be adjusted accordingly. All pricing is subject to final terms and conditions.

Service	Pricing with Assumptions
<p>Examination of each of the 5 domains, including the following activities and deliverables as applicable to each domain:</p> <ul style="list-style-type: none">• Thorough analysis of the district’s racial equity, including qualitative and quantitative data review, focus groups, surveys, interviews, and document analysis• Report of Findings Document including detailed description of methodology, leverageable assets in the district, areas of growth, and detailed, strategically sequenced short- and long-term recommendations• Presentation of Findings to district leaders with Q&A	<p>\$19,500</p>



Insight

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Insight Education Group is an international educational consulting organization that works with education leaders to develop the strategy and confidence to lead bold change—and provides the wrap-around supports to make change happen.