



Equity in Curriculum

DEDRA KEOSHIAN
CURRICULUM COORDINATOR
PLAIN LOCAL SCHOOLS

Agenda

01

DISTRICT OVERVIEW

Who we are and what we offer

02

ADOPTION PROCESS

An overview of our recent literacy adoption

03

EQUITY IN SCHOOLS

What is it, how do we get there?

Plain Local Schools

District at-a-glance

DEMOGRAPHICS

- 6,000 Students K-12
- 40% Economically Disadvantaged
- 15% African American
- 8% Multi-Racial
- 4% Hispanic
- 12% Students with Disabilities
- 10% Gifted

ARTS PROGRAMMING

- Band
- Choir
- Strings
- Drama
- Dance
- Visual Art



Golden Eagles

01 STEP 1: FORM A LITERACY COUNCIL

02 STEP 2: ASSESS CURRENT AREAS OF STRENGTHS & WEAKNESSES

03 STEP 3: USE A RUBRIC TO ASSESS AVAILABLE CURRICULA

04 STEP 4: BOARD ADOPTION

05 STEP 5: IMPLEMENTATION AND ONGOING EVALUATION

Curriculum Adoption

01 STEP 1: FORM A LITERACY COUNCIL

When looking for a new curriculum, it's imperative to have a diverse committee of people. If we want our curriculum to support a variety of teachers, it is important to have a variety of teachers represented.

Considerations:

- Grade Level
- Support Staff
- Experience
- Administration
- Demographics
- Willingness & Commitment

02 STEP 2: ASSESS CURRENT AREAS OF STRENGTH AND WEAKNESS

How do we know a new curriculum is needed?

What are our current areas of need?

What are we doing well?

Will a new curriculum help us get better?

Is instructional support needed?

03

STEP 3: USE A RUBRIC TO ASSESS AVAILABLE CURRICULA

Knowing that there is no perfect curriculum, a quality rubric will help the committee rate different curricula.

Should be in line with state standards and district priorities.

Culturally Relevant
Rigorous

04 STEP 4: BOARD ADOPTION

According to Ohio Revised Code, all curriculum must be approved by the district's Board of Education. Our board policy requires public viewing and input prior to adoption.

05 STEP 5: IMPLEMENTATION AND ONGOING EVALUATION

Implementation is typically a 3-5 year process:

- Requires ongoing support and evaluation.
- All staff need trained in using the new curriculum.
- The committee must frequently survey staff for identified weaknesses and address those areas.
- Data is a reflective tool, but research has verified the "Implementation Dip".



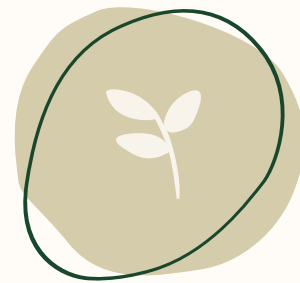
Equity in Curriculum

ENGAGING ALL LEARNERS

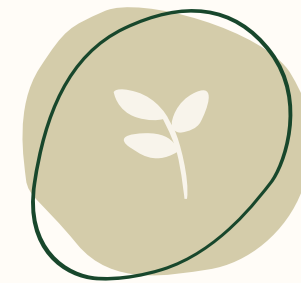
ODE's Equity Data Requirements



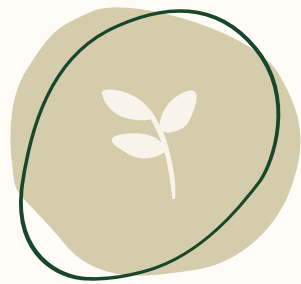
Staffing



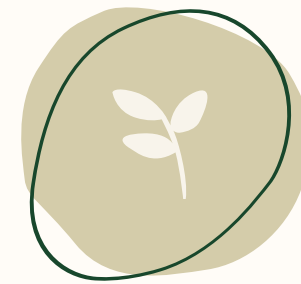
Subgroups



Programming

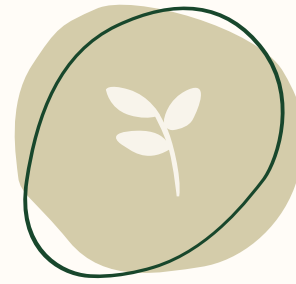


Achievement



Policies

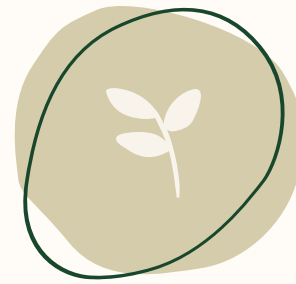
ODE's Equity Data Requirements



Staffing

Are we placing our best staff with our students of need?

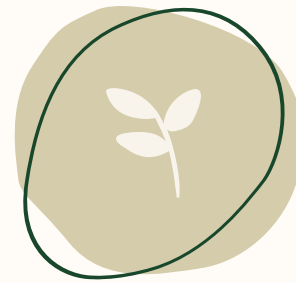
ODE's Equity Data Requirements



Subgroups

Subgroups are groups of students organized into demographic categories. We are required to track each subgroup's academic achievement and discipline data to ensure we are supporting all learners.

ODE's Equity Data Requirements



Programming

We track participation in all of our programming: AP, IB, CCP, Arts, Career Tech

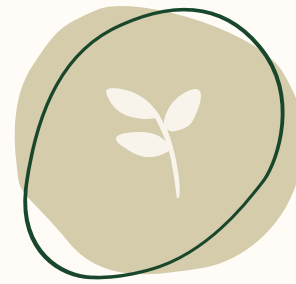
ODE's Equity Data Requirements



Achievement

Each year, ODE publishes a school report card. The district is graded on its overall performance, but also on how each subgroup performed on the state tests and whether they met graduation requirements.

ODE's Equity Data Requirements



Policies

ODE has published a position statement on Race and Equity [here](#).

In addition, our board policy has non-discrimination policies and equitable hiring practices.



Questions?

EMAIL

keoshiand@plainlocal.org