



First Annual Equity Report Card

Executive Summary

Goal: Eliminating Race, Class and Disability
as Predictors of Success in the Ithaca City
School District

Holding Ourselves Accountable

Fall 2006

"Of all the civil rights for which the world has struggled and fought for 5000 years, the right to learn is undoubtedly the most fundamental."

W. E. B. DuBois

Executive Summary

The Equity Report Card is a collaborative effort of the Village at Ithaca and the Ithaca City School District. The goals of the Equity Report Card are to:

- Be informative and transparent in sharing results of our efforts to eliminate race, class and disability as predictors of student success;
- Serve as a benchmark to measure the impact of our work;
- Help us assess and allocate resources for the many efforts under way to eliminate race, class, and disability as predictors of student success.

In addition, the report card should help us, as a school and community, generate and answer questions. For example, how can we more effectively recruit, hire, retain and promote a diverse workforce, improve success for children from low income families, defeat racism and classism and ensure that our schools are fully inclusive?

There are 16 data sets in the full report; five are reported here. All of these data describe the participation and success of groups of children, not individuals. Individual children have a wide range of experiences in their education and many historically disadvantaged students surmount the trends we see here, while many historically advantaged students do not experience success. Nevertheless, most of the data in this report disclose a significant education gap between racial and economic groups and between students with and without disabilities. Through a cycle of data sharing, community-wide conversations, action planning and implementation we seek to eliminate these gaps -- together.

For each of the data sets included in this summary, we have begun this conversation by providing some analysis and listing some efforts under way to further address these gaps. In addition, we have made suggestions of additional ways for citizens to be involved. Please join in the conversation through the survey and look forward to a spring event in which both organizations will share additional plans.

Thank you for your commitment to equitable academic success and excellence for all of our children, that they may have a better chance of reaching their full potential.

Judith C. Pastel
Superintendent

Cal Walker
Co-Founder, the Village at Ithaca

"We need more light about each other. Light creates understanding, understanding creates love, love creates patience, and patience creates unity."

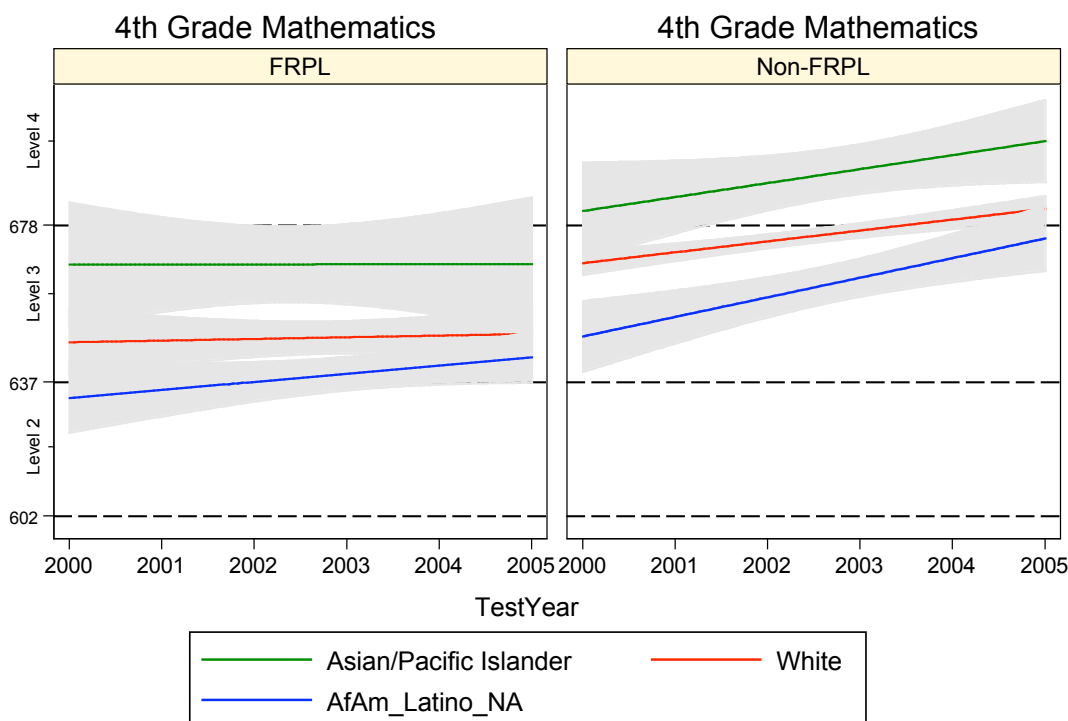
Malcolm X

"Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has."

Margaret Mead

4th Grade Mathematics: Scale Score Fitted Lines by Race and Economic Status

Fitted lines are the result of regression analyses and represent a best estimate for the group's progress. Confidence intervals (the gray shading) show the possible range of the group's performance. Where the gray areas overlap there is no statistically significant difference between the lines shown. FRPL= receiving free or reduced lunch.



Graphs by FRPL

What does the graph say about 4th Grade mathematics scores?

This graph discloses a fairly strong general improvement in mathematics during the last several years for all racial groups, general narrowing of gaps between White and African American students, and some improvement for African American, Latino, and Native American students from low income families. There is no improvement for White or Asian students from low income families.

What are some of the efforts under way to remedy gaps and improve achievement?

- Saturday Math and Science Academy
- Extended day programs with tutoring provided by various groups, including Cornell Reach Tutors and Ithaca College Park Scholars
- Teacher mentoring
- Family mathematics nights
- Pre-K program (3 and 4-year olds) integrated with K-5 math curriculum
- Commitment to small class sizes, e.g. currently 81% of our K-5 classrooms have 20 or fewer students
- Everyday Math study, which aims to evaluate the implementation of Everyday Math, including feedback from teachers and families

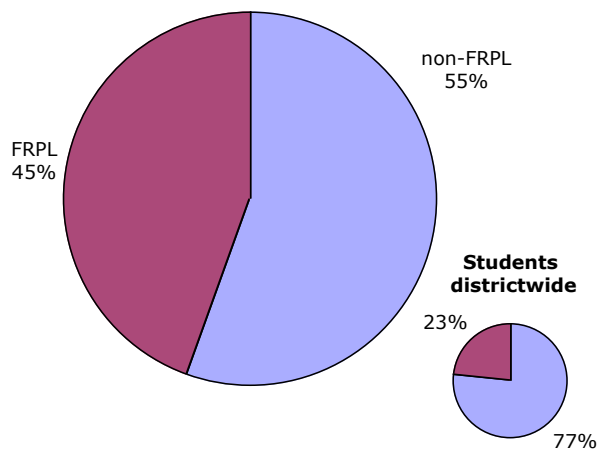
How can you help?

If you are involved in community or afterschool tutoring in mathematics, please let the Office of Staff Development know so we can help support your training and needs. If you have an opportunity for us to work with children from low income families in mathematics, or provide opportunities for families to explore mathematics together, please also let us know.

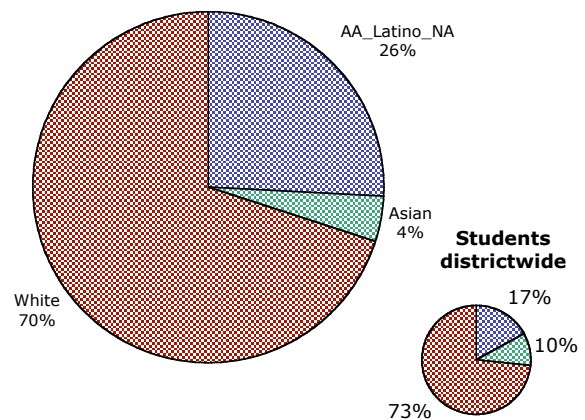
In this and all following pie charts, the smaller pie indicates the corresponding proportions of students overall – in this case all students districtwide.

Special Education Classification

**Special Education Students
by Economic Status
2005-2006**



**Special Education Students
by Race
2005-2006**



What do the graphs say?

Students who are from low income families or who are African American, Latino, or Native American are disproportionately represented in special education. These data come from one point in time, so we will only be able to measure progress in subsequent report cards.

What are some of the efforts under way to remedy gaps?

- Staff development in instructional and behavioral interventions as pre-referral strategies
- Staff development to understand racism and classism
- Building-based equity mentors and the Instructional Specialist for Educational Equity are supporting this work
- Focused review supported by our Special Education Training and Resource Center (SETRC) of TST BOCES
- Consultation by the Metro Center for Urban Education at New York University
- Pre-Kindergarten Education
- Staff development in inclusive classroom instruction and climate

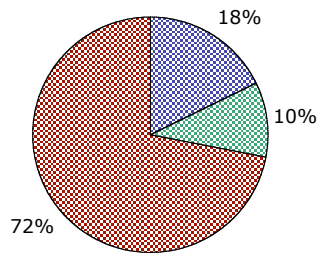
How can you help?

Contact the Village at Ithaca if you are interested in becoming a family advocate.

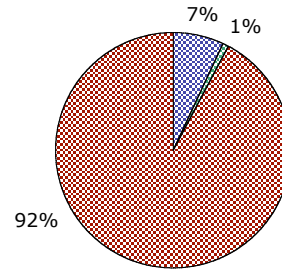
Racial and Ethnic Composition of Ithaca City School District Employees and Students September, 2005



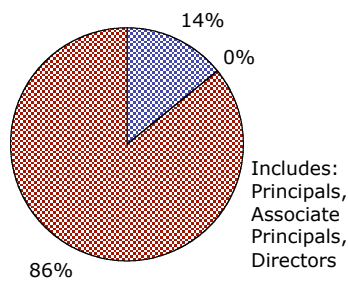
Students (5393)



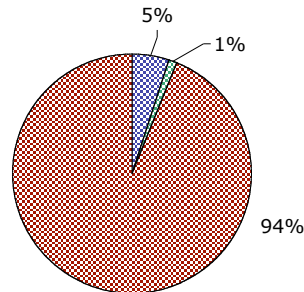
Employees (1173)



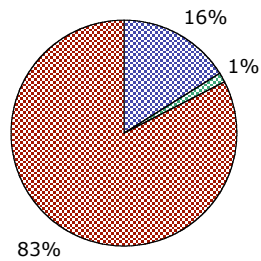
Administrators (28)



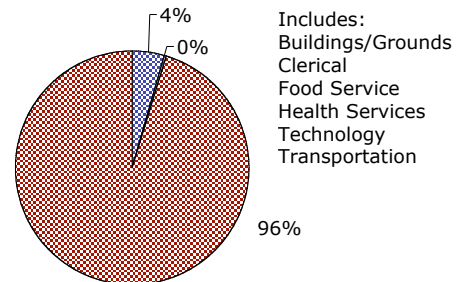
Teachers (582)



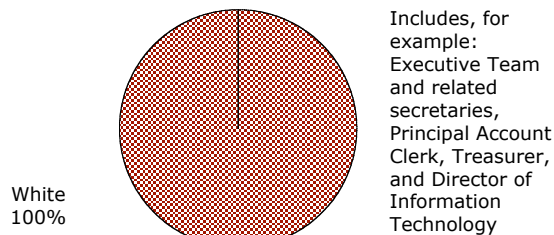
Paraprofessionals (206)



Service Employees (344)



Confidential-Managerial Employees
(18)



Source: ICSD Department of Human Resources

What do the employee graphs say?

No group of ICSD employees adequately represents the diversity of the student body. In addition to the teaching staff, the service and managerial/confidential employee groups are lacking in diversity.

What are some of the efforts under way to remedy these gaps?

- Support for *Be a Hero; Be a Teacher Club* at Beverly J. Martin Elementary School
- Support for the Careers in Education Program through TST BOCES
- Work to prepare a statement regarding affirmative development of staff and commitment to seeking a diverse workforce, which will be conveyed at the onset of each screening and interview committee
- Develop equity questions intended to draw out candidates' knowledge and commitment to supporting our equity goals
- Develop a welcome package for selected candidates including community resources specific to under-represented groups
- Participate in wide networks for recruitment including Internet Sourcing and Diversity Recruitment, community resources, diversity consortium, and relevant marketing such as WPHR radio station
- Provide orientation for interview committee members
- Develop a recruitment brochure emphasizing ICSD's commitment to recruiting and retaining a diverse staff

How can you help?

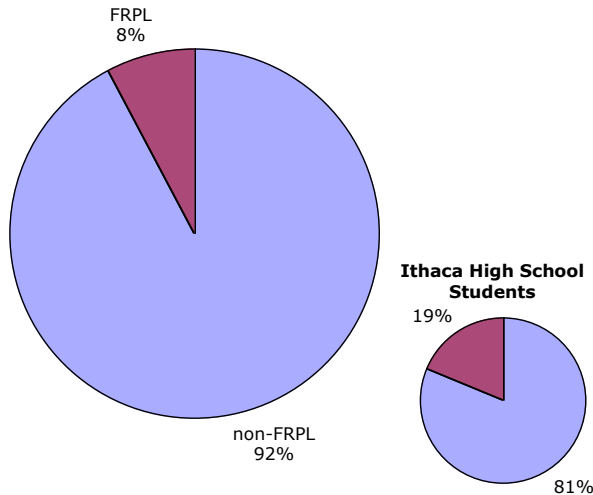
- Volunteer to serve on hiring committees
- Recruit educators of color from among your friends and colleagues to come to Ithaca
- Recommend our institutions for teacher education to students
- Encourage elementary, middle school, and high school students to consider and explore careers in education

"If we love the children, then we must do whatever it takes to provide them with the teachers and school leaders they deserve. We cannot tolerate or support ideologies and practices that cripple our children further—those that hold that our children are the problem or those that assume that our teachers and school leaders are not capable of becoming powerful factors in the lives of students. We need a valid vision. We need the will. With vision and will, everything is possible. Ronald Edmonds was right: 'We can, whenever and wherever we wish, teach successfully all children whose education is of interest to us. Whether we do or do not do it depends in the final analysis on how we feel about the fact that we have not done so thus far.' This says in the strongest way that it is a matter of will. Do we really want African children to be excellent? If so, there is no mystery about how to make that happen."

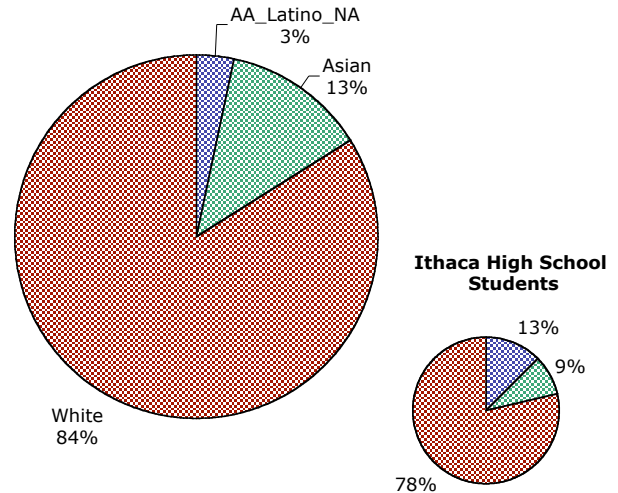
Asa Hilliard from *Young Gifted and Black*

Advanced Placement Courses (only offered at Ithaca High School)

**AP Courses by Economic Status
2005-2006**



**AP Courses by Race
2005-2006**



What do the graphs say?

Students from low income families as well as African American, Latino, and Native American students are not proportionately represented in the most rigorous courses.

What are some of the efforts under way to remedy these gaps?

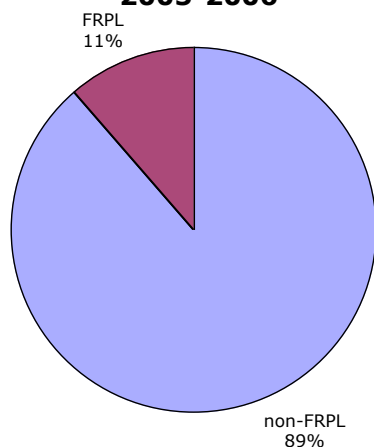
- All second year teachers undergo an extensive staff development course called Teacher Expectations Student Achievement, intended to raise expectations and supports for underserved students.
- The high school and its departments work in professional learning communities devoted to increasing student achievement and the capacity of the staff to ensure student learning.
- Ron Ferguson of the TRIPOD project has helped gather and engage the staff in analyzing students' perceptions of supports and expectations.
- AVID aims to support students to higher levels of learning and gain transferable study skills, habits and behaviors that will help them reach higher levels of high school and college success.
- Guidance counselors are working with the Assistant to the Superintendent to provide consistently high expectations and supports for under-represented students.

How can you help?

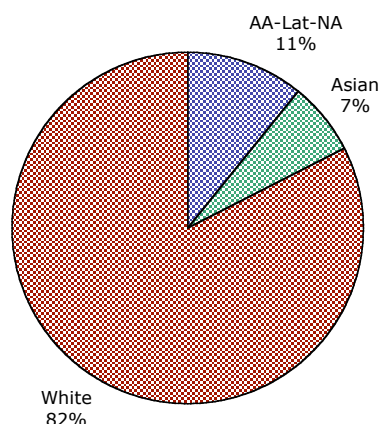
- Set and maintain high expectations and supports for children you know.
- Seek opportunities and resources in school and outside of school to support their learning, spark their curiosity and help them see themselves as learners.
- Help us develop and identify resources to ensure that all qualified students can attend a high quality institution of higher learning.

Participation in Athletics

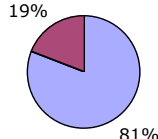
**Athletes by Economic Status
Grades 9-12
2005-2006**



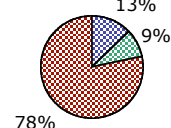
**Athletes by Race
Grades 9-12
2005-2006**



**ICSD
Grades 9-12**



**ICSD
Grades 9-12**



What do the graphs say?

Because these graphs represent one moment in time, we cannot determine whether we are making progress. Nevertheless, athletic participation reflects our racial composition more closely than our economic diversity with only 11% of low income students participating as opposed to 19% enrolled.

What are efforts under way to remedy the gaps?

- Athletes First is a program intended to support students academically so they can remain in athletics. A significant portion of students served are from low income families and/or are students of color.
- Transportation issues, especially for students in outlying areas, are under discussion.
- Coaches monitor students' academic progress, as well as initiate supports such as tutors, etc.
- A mentor program called Ithaca Athletes Care is in beginning phases - athletes serve as mentors, role models and outreach resources for all elementary students in district.

How can you help?

- Volunteer to coach youth sports and make sure that transportation is available for all who wish to play.
- Volunteer to be a tutor to increase the academic success of all students.
- Support student athletes in their effort to balance commitment.
- Support the Sports Boosters.
- Come out and watch our students play and recognize their efforts at home and in community organizations.

Your Feedback on the First Annual Equity Report Card

1. QUESTIONS: We feel that a significant value of presenting data is to generate questions. What are your questions about the data we have presented?
2. DATA: Which of these data sets strike you as the most important? Are there additional data sets you would like to see?
3. FORMAT: What about the format of the Equity Report Card? Could we change it to better convey the information?
4. VALUE: On a scale from 1-5, with 1 being of no value and 5 being of high value, how would you rate the usefulness of having an Equity Report Card?

You may complete this survey online at www.icsd.k12.ny.us/district/staffdev or you may mail your survey to

Office of Staff Development and Research
Ithaca City School District
400 Lake Street
Ithaca, NY 14850

Community Thoughts about Equity

*"Equality in schools is important because...
...then things are fair and equal for everyone;
...there's less fighting;
...people feel appreciated and not judged
...there are no excuses
...then things can't be blamed on racism
...the Constitution says so
...people should feel safe and welcome in school
...all students should succeed
...everyone deserves to have their opinions heard."*

SPIRIT at Ithaca High School

"In schools whose students have vastly different resources and experience, true equity does not mean budgeting equal amounts for each child."

Ben Nichols (former Mayor, city of Ithaca)

"I can't wait for the day when the earth moves just a little bit, because everyone in Ithaca, New York is jumping up and down for joy, celebrating the fact that the equity report has finally shown that race and class are no longer predictors of student success in our school system!"

Barry Derfel (ICSD teacher)

"I look forward to the time when equity in education is the norm, not something to work towards or fight for."

Marcia Fort (GIAC)

"The education gap is one of the major issues of our time. It significantly affects us all and requires and deserves our full attention and resources. Good people recognize that we can and must do better."

Jeff Claus (Ithaca College)

"For us, equity in education means not just equal opportunity and access but equality in educational outcomes. The challenge is to develop a holistic approach to each student's needs, experience, learning styles, and potentialities that will ensure that access and opportunity translate to her educational success as defined by high school graduation, entry to college or trade completion, and ability to think and act critically in the affairs of community, the nation and the world. This is crucial for African American, Latino, Asian American, particularly Southeast Asian, American Indian, low income and rural poor families and children. I am glad we, as a community, have developed a report card, which will assist to evaluate, with measurable outcomes, the extent of the local school district success in bringing equity to the educational experience of each and all students."

Leonardo and Cecilia Vargas (Cornell, Latino Civic Association)

"As a community activist and a parent of two young people, I am profoundly hopeful the district will shortly actualize its equity goal with the notion that education is a right not a privilege. It is so vital to a just world."

Amy Somchamavong (parent)

"Achieving 'equity' is not only about the education of black, brown, or poor students, it is about who we believe ourselves to be. It is a reflection of how a community gives life to democratic ideals."

Sean Eversley-Bradwell (Ithaca College)