

DELAWARE VALLEY CONSORTIUM EXCELLENCE THROUGH EQUITY QUALITY REVIEW

PROCESS OVERVIEW

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In 2018-19 we are initiating a new service to our member districts that is designed to support the ongoing refinement of their educational equity improvement efforts. The *DVCEE Excellence Through Equity Quality Review* provides a focused examination of equity in school and district opportunity and practice. At the invitation of a school district, a diverse and experienced external team of educators and specialists completes a thorough analysis of one or more of the Six Goals of Educational Equity*. The school district can use the outcomes of the process to reinforce and celebrate strengths, set priorities for future action, and determine procedures to accomplish recommendations.

Our Excellence Through Equity Quality Review uses a systems approach that recognizes that the whole is more than a sum of the parts. The Quality Review results in a written report to the school district based on interviews, observations, document reviews, triangulation of data, and external visiting team consensus.

External visiting team members will be identified from current DVCEE districts and other related partner organizations. Participating district team member representatives will benefit in terms of their own professional learning, as well as glean insights relative to their own districts needs and future directions.

School districts will be expected to release their participants from professional duties for three days to allow participation on the external team. Through observation and analysis of practices in another school district, and through three days of collaboration with other educational experts, external team members will return to their schools and school districts with new ideas, insights, strategies and practices.

Planning normally begins 4-6 months before the team's quality review visit. Planning includes:

- Meeting with an identified leadership team-steering committee of the school district to determine:
 - the desired results of the review
 - time frame of the review and dates for the three-day team visit
 - scope of the quality review
 - contractual and financial arrangements
 - format and intended audiences of the written report
 - deadline for delivery of the written report
- At least one subsequent meeting with a school district team-steering committee to agree on focus questions and probes, modes of data collection, logistics, and size and composition of the visiting team.

Preparation involves:

- Recruitment of a visiting team of 6-12 professionals with the required expertise, to include regular and special educators, education specialists, school and central office administrators, and possibly consultants, representatives of foundations, centers, or community organizations or university specialists with expertise in matters of educational excellence and equity.
- Development of a three-day schedule for the team visit.
- Preparation of faculty, staff, school board and community, with emphasis on the purpose, focus questions, and constructive nature of the quality review.
- Assembly of documents, reports, and data for the team's review and analysis
- Providing information to the visiting team in terms of expectations and norms.
- Hospitality arrangements for the visiting team.

The Three-Day Visit by the quality review team includes:

- Day 1: Welcome, orientation, data collection.
- Day 2: Data collection
- Day 3: Drafting and review of the report; exit report, if desired.

Report Finalization includes:

- Editing by the team leader(s)
- Confidential review of the edited draft report by all quality review team members
- Preparation of a revised draft by the team leader(s)
- Confidential review of the revised draft by the school district superintendent and/or designee
- Final editing and delivery of the final report
- Personal presentation of the final report, if desired.

For more information or to arrange for an Excellence Through Equity Quality Review, please contact:

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***SIX GOALS OF EDUCATIONAL EQUITY (Bradley Scott, 2008)**

Goal 1:

Comparably High Academic Achievement And Other Student Outcomes

As data on academic achievement and other student outcomes are disaggregated and analyzed, one sees high comparable performance for all identifiable groups of learners, and achievement and performance gaps are virtually non-existent.

Goal 2:

Equitable Access And Inclusion

The unobstructed entrance into, involvement of and full participation of learners in schools, programs and activities within those schools.

Goal 3:

Equitable Treatment

Patterns of interaction between individuals and within an environment characterized by acceptance, valuing, respect, support, safety and security such that students feel challenged to become invested in the pursuits of learning and excellence without fear of threat, humiliation, danger or disregard.

Goal 4:

Equitable Opportunity To Learn

At minimum, the creation of learning opportunities so that every child, regardless of characteristics and identified needs, is presented with the challenge to reach high standards and are given the requisite pedagogical, social, emotional and psychological supports to achieve the high standards of excellence that are established.

Goal 5:

Equitable Resources

Funding, staffing and other resources for equity-based excellence that are manifested in the existence of equitably assigned qualified staff, appropriate facilities, other environmental learning spaces, instructional hardware and software, instructional materials and equipment, and all other instructional supports, are distributed in an equitable and fair manner such that the notion that all diverse learners must achieve high academic standards and other school outcomes become possible.

Goal 6:

Accountability

The assurance that all education stakeholders accept responsibility and hold themselves and each other responsible for every learner having full access to quality education, qualified teachers, challenging curriculum, full opportunity to learn, and appropriate, sufficient support for learning so they can achieve at excellent levels in academic and other student outcomes.