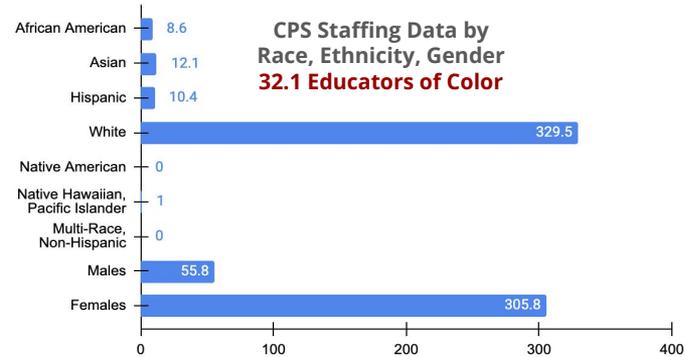
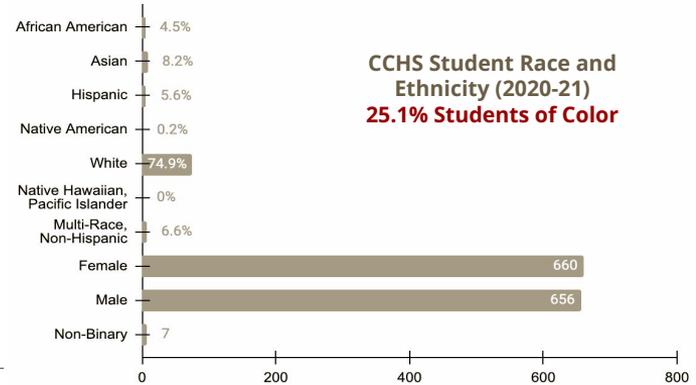
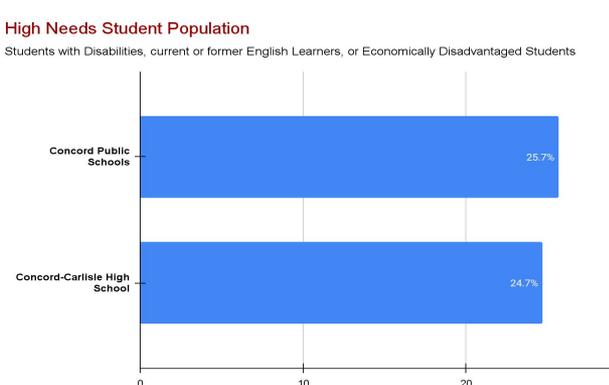
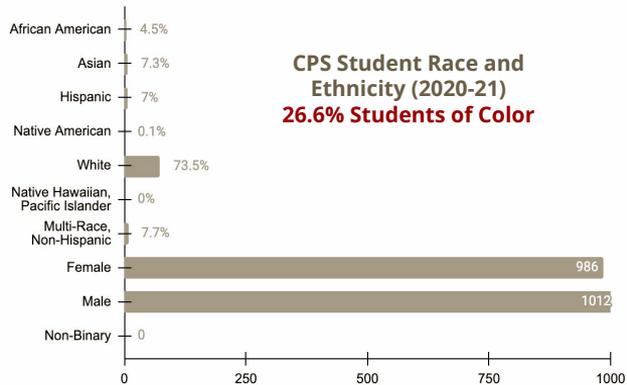


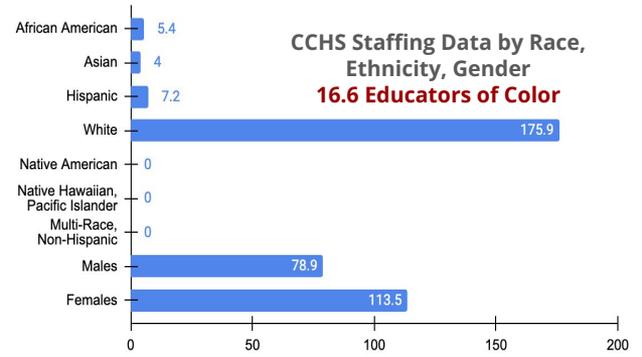
CONCORD PUBLIC SCHOOLS AND CONCORD-CARLISLE HIGH SCHOOL



Andrew K. Nyamekye
Director of Diversity, Equity, and Inclusion
Tuesday, March 8, 2022



A Closer Look at Our Current Demographics



Our Current Efforts in Diversity, Equity, and Inclusion

- Adopted of a Strategic Objective on Inclusive Culture, 2018-2023; we are honing in on having all students and employees feel a sense of belonging in our district.
- Established a shared understanding and commitment to increasing the cultural competency of educators, staff and students, 2017-2018 school year.
- We are making a conscious effort to promote culturally responsive practices.
- Hiring a more diverse staff in various positions across our schools.
- Filtering every policy and practice decision through an equity lens
- Recognizing the need to redistribute access and opportunity to our historically marginalized students, employees and families.



DEI Strategic Planning Process



Priority Areas and Emerging Themes

A summary of qualitative findings from DEI Director's Roundtable Discussions.



Increase the cultural competency of every member in our school community

This work begins with ourselves, examining our own unconscious biases, identity, privilege and social position.

Emerging Themes

1. Increase the cultural competency of everyone in our schools, ensure PD opportunities are accessible to all.
2. Extend professional development opportunities to the parent community.
3. Build capacity by encouraging affinity groups, and professional learning communities (PLC's) to shape how we approach and lead this work in our schools, departments, and classrooms.

Direct Quotes

"Educate the school community about emerging definitions relevant to the LGBTQ+ community."

"Create a professional learning community of general education and special education teachers to better understand special education services."

"Training on microaggressions."

"There are lot of insensitive comments made toward students with disabilities. Learning disabilities for example, are not all the same. They manifest differently for other children. We have to require general education teachers to attend professional development training to better understand the disabilities of the students in their classrooms; what their services and accommodations are. A teacher told my daughter that she can't use a calculator, when the use of a calculator is an accommodation on of my daughter's IEP."

School Culture

Teachers experience of the school culture is different from that of a student or the Principal.

Emerging Themes

1. Create more opportunities for employees, students and families to build connections with each other.
2. Normalize conversations about Race/Racism, Microaggressions, acceptance of LGBTQ+ community.
3. Ensure disability (mental and or physical disability) is included in the same conversation as we do with race, gender, sexual orientation, etc.
4. Embed "Belonging" in DEI as the missing piece in the fight for inclusion.

Direct Quotes

"My child has dyslexia. She is a black student who always gets mistaken for a Boston student.."

"The level of assumptions that are made toward me simply because of my accent is traumatizing."

"We need to change the narrative that this district comprises of educators who do not care about social justice."

"If we felt safe to embrace ourselves publicly, then coming out will not be such a big deal in our school."

"Teachers need to recognize when they have very few students of color in their classrooms. Get to know those students and especially how to pronounce their names."

"Not closing schools during the Jewish high holidays feels anti-semetic."

"My child has dyslexia. Race, cultural differences do impact her daughter. The lack of understanding from teachers. Because my child is black she is always mistaken as a Boston."

Culturally Responsive and Inclusive Classrooms

Teachers, because of their role and authority, have considerable control over the curriculum and classroom culture.

Emerging Themes

1. Incorporate more windows and mirrors in the curriculum PreK-12 that validate and affirm the identities and cultures of students.
2. Teach about the historic realities of violence, racism, and oppression against marginalized groups.
3. Normalize conversations about race and social justice issues in the classroom, do not ignore or avoid these conversations.

Direct Quotes

"Some classrooms was welcoming, but others are not. The anticipation of which students or adults are genuinely respectful and welcoming ebbs and flows, depending on the classroom environment you're in."

"In my 10 years at CPS, there were only a few times when LGBTQ+ was part of the classroom discussion: one time during health class when we went over LGBTQ definitions; a rape scene in Shawshank Redemption, and reading the book Raisin in the Sun by author Lorraine Hansberry who came out as a Lesbian."

"Teachers should introduce their pronouns with students, it will be helpful to build trust and inclusion in the classroom."

Equity in Student Achievement

Equity is about making sure every student is a powerful learner—that's the equity goal we should be shooting for.

Emerging Themes

1. Identify, disrupt and eliminate root causes of educational inequities in our schools.
2. Reallocate power and resources to make real progress toward equity.
3. Differentiate instruction across all classrooms to meet the needs of students.

Direct Quotes

"Differentiation is not happening across our classrooms. Some teachers think students need to have an Ed plan to differentiate and some think they need permission from admin in order to differentiate in their classroom."

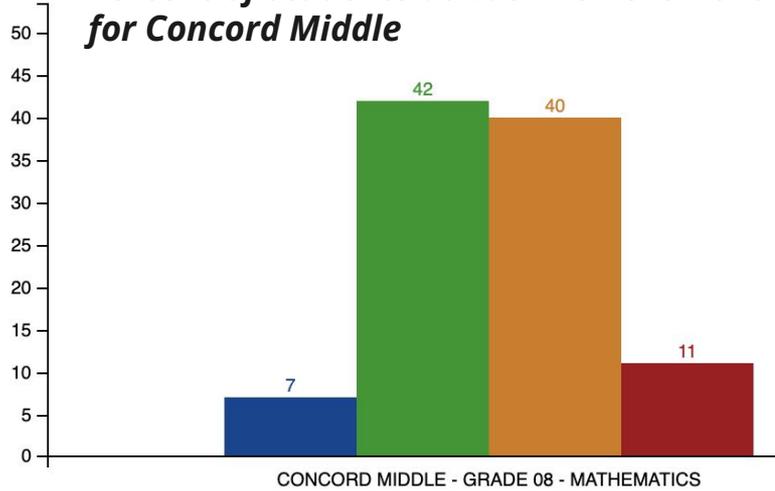
"We don't give enough time to Boston students, FEL/EL students to understand our school culture and academic expectations."

"The level of support and care we give to general education students feels less than the support we give to special education students."

2021 MCAS Data

Widening Racial Disparities in Student Achievement

Percent of Students at Each Achievement Level for Concord Middle



■ Exceeding Expectations
 ■ Meeting Expectations
■ Partially Meeting Expectations
 ■ Not Meeting Expectations

MCAS - 8th grade snapshot, based on DESE Accountability Report

Student Group	GRADE LEVEL 08 - MATHEMATICS									
	District									
	Students Included	Part. Rate	% at Each Level				SS	SGP	Incl. in SGP (#)	St In
#	%	E	M	PM	NM					
Accountability Subgroups										
Students w/ Disabilities	53	95	0	8	47	45	475.6	18.0	45	
EL and Former EL	8								5	
Economically Disadvantaged	22	100	5	9	64	23	486.1	25.4	20	
High Needs	72	96	1	10	50	39	478.5	19.2	61	
African Amer./Black	11	100	0	9	45	45	479.4		10	
Asian	25	100	20	48	28	4	511.5	27.3	25	
Hispanic/Latino	12	100	0	42	58	0	491.1		10	
Multi-Race, Non-Hisp./Lat.	12	100	8	50	33	8	509.4		11	
White	177	96	5	41	40	14	496.8	17.7	162	

***The Department of Elementary and Secondary Education defines High Needs Students as belonging to one or more of the following subgroups: students with disabilities, current or former English learners, and/or economically disadvantaged students.*

Advanced Placement (AP) Data

Highlighting achievement gaps in AP Math enrollment.

2020-21 Advanced Placement Performance Report Afr. Amer./Black

Student Group: Afr. Amer./Black

* Click any column header to sort ascending (first click) or descending (second click).
NOTE: AP Performance is not reported for enrollments of fewer than 10. [More](#)

Subject	Tests Taken
Math and Computer Science	1
Statistics	1

2020-21 Advanced Placement Performance Report White

Student Group: White

* Click any column header to sort ascending (first click) or descending (second click).
NOTE: AP Performance is not reported for enrollments of fewer than 10. [More](#)

Subject	Tests Taken
Math and Computer Science	95
Calculus AB	28
Calculus BC	31
Computer Sci A	7
Statistics	29

2020-21 Advanced Placement Performance Report Hispanic/Latino

Student Group: Hispanic/Latino

* Click any column header to sort ascending (first click) or descending (second click).
NOTE: AP Performance is not reported for enrollments of fewer than 10. [More](#)

Subject	Tests Taken
Math and Computer Science	3
Calculus BC	2
Computer Sci A	1

2020-21 Advanced Placement Performance Report Asian

Student Group: Asian

* Click any column header to sort ascending (first click) or descending (second click).
NOTE: AP Performance is not reported for enrollments of fewer than 10. [More](#)

Subject	Tests Taken
Math and Computer Science	33
Calculus AB	4
Calculus BC	13

2020-21 Advanced Placement Performance Report High Needs

Student Group: High Needs

* Click any column header to sort ascending (first click) or descending (second click).
NOTE: AP Performance is not reported for enrollments of fewer than 10. [More](#)

Subject	Tests Taken
Math and Computer Science	9
Calculus AB	3
Calculus BC	1
Computer Sci A	2
Statistics	3

Belonging and Psychological Safety

Mental health and DEI are not mutually exclusive.

Emerging Themes

1. Make belonging a conscious effort, so that everyone can show up at their best and authentic self, and feel seen and heard.
2. Create opportunities for students to establish strong relationships with their peers through a Homebase initiative at CCHS.
3. Continue to leverage the PEAR Student Assessment data to provide supports to students so they have tangible strategies and resources to help regulate their emotions and improve social interactions.

Direct Quotes

"I feel there is no sense of safety at school for me. Students assume that if you know too much about queer issues, then you're gay or assumptions are placed on you and what your sexual orientation might be."

"Our educators are well-intentioned but some are perpetuating ableism all day long, and they don't know it. A teacher mocked my child's disability during a parent teacher conference on Zoom. Other parents laughed, and no one, said anything to address the teacher's behavior."

"I only feel connected to students who are of a similar racial identity as me."

"Bringing back out-of-district students on an IEP for inclusion purposes is great, but we need to also train general education teachers to meet the needs of those students so they feel a sense of inclusion and belonging in our classrooms."

"High school just feels transient- our students are here and then they're gone. We need to prioritize student connectedness and it needs to be organic."

"As we are working with our children, we have to think creatively about what's happening in their bodies, minds, and how to regulate emotions through Yoga, mindfulness."

Student Engagement

Student voice must be a priority, if we want them to feel like they matter.

Emerging Themes

1. Establish common spaces for students to come together, to lend their voice through advocacy, and make the changes they want to see in their schools.
2. Create cross-cultural and immersive learning opportunities for students.
3. Encourage students to form affinity groups is one effective way to foster a sense of belonging.

Direct Quotes

“Are there inclusive spaces for Muslim students to pray privately during school hours?”

“Are we safe to embrace our gender identity and sexuality publicly if/when we come out?”

“We need to learn about different cultures and ethnicities.”

“Don’t assume that a kid from Boston does not have involved and responsive parents who care as much about their child and their education as White or Asian families do in Concord and Carlisle.”

Family and Community Engagement

How can we ensure that we are learning from families in ways that support them to help shape the work and embrace it?

Emerging Themes

1. Offer PD opportunities to the parent community.
2. Create opportunities for Boston, Concord and Carlisle students and families to establish relationships.
3. Ensure all families, especially families of color and socioeconomically disadvantaged families are included—not as an afterthought, in all school/community-related events.

Direct Quotes

“Elementary students are identifying earlier with their gender identity and expression. We need more training. How do we alleviate the pressure from teachers so that the work of educating our kids and the community is a collaborative effort between teachers and parents?”

“The schools and PTG needs to consider needs of families of color in our towns when they plan events.”

“There needs to be more integration of the METCO program in our community.”

Diversity in Hiring

If we **SAY** we are committed to diversity, then representation of racially and ethnically diverse educators need to matter as well.

Emerging Themes

1. Hire ethnically diverse educators and staff for positions, particularly in leadership positions throughout the district; ensure their representation is always increasing.
2. Create hiring incentives for attracting more educators of color.
3. Actively support our tutors, and educators of color through affinity groups.

Direct Quotes

"There's a lack of diversity in the counseling department. Students of color need more counselors who look like them."

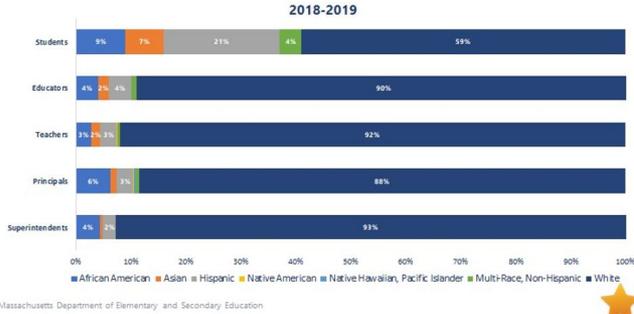
"Our tutors are subject matter experts and should be respected as much as our teachers."

"It feels like we work in silos. It is impacting our culture, and our Staff isn't diverse enough."

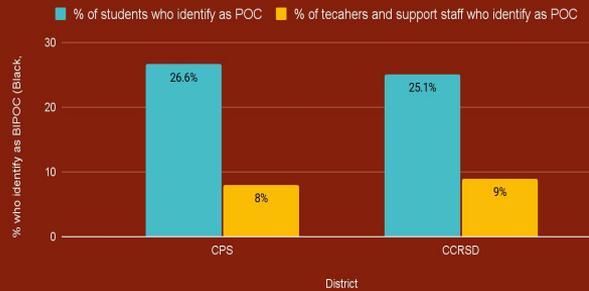
Impact on Hiring

Racial disparities between students of color and teachers of color is likely to keep growing.

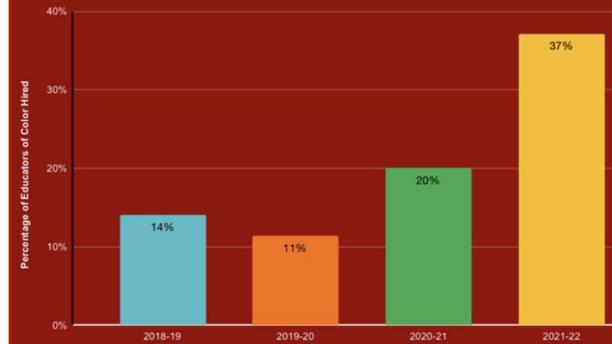
Massachusetts Public School Figures by Race/Ethnicity



Percentage of Students of Color Compared to Educators and Staff of Color (2021-22)



Percentage of Educators of Color Hired Compared to All New Hires



Here in Massachusetts, approximately 40% of public school students are students of color, while this is true for only 9.2% of public school educators and staff of color based on 2021 DESE data. Additionally, the Department of Elementary and Secondary Education aims to make 26% of teachers diverse by 2030.

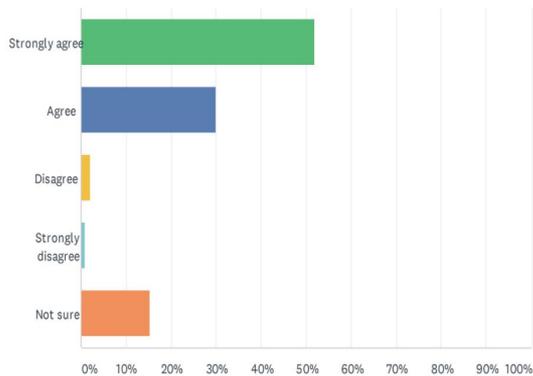
In comparison with CPS and CCHS, approximately 26% of students are students of color, while this is true for less than 9% of educators and staff of color in the district. Additionally, over 30% of all new hires this 2021-2022 school year were educators of color.

A snapshot from our Equity Survey Data

Copy of Concord Carlisle Public Schools Equity Audit
Class of 2021 Student Equity survey

Q53 My school should hire more faculty of color.

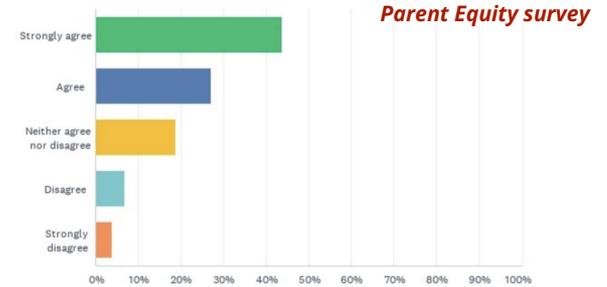
Answered: 241 Skipped: 1



ANSWER CHOICES	RESPONSES	
Strongly agree	51.87%	125
Agree	29.88%	72
Disagree	2.07%	5
Strongly disagree	0.83%	2
Not sure	15.35%	37
TOTAL		241

Q45: My child's school should hire more faculty of color.

Answered: 133 Skipped: 0



Q45: My child's school should hire more faculty of color.

Answered: 133 Skipped: 0

ANSWER CHOICES	RESPONSES	
Strongly agree	43.61%	58
Agree	27.07%	36
Neither agree nor disagree	18.80%	25
Disagree	6.77%	9
Strongly disagree	3.76%	5
TOTAL		133

Institutional Accountability

Accountability requires action and action requires leadership from all stakeholders.

Emerging Themes

1. Identify what our collective vision is in this work and what accountability we will measure to assess our DEI and anti-racism efforts.
2. Develop a plan to respond to hate and bias-motivated incidents equitably across all the schools.
3. Ensure timely and transparent communication for when hate and bias-motivated incidents occur.
4. Provide PD to teachers and administrators on how to implement a restorative justice framework.

Direct Quotes

"We need PD to learn more about a bias reporting. How would we use a bias-reporting tool? Who would fill it out? What would be the outcome of decisions/consequences? How will we measure its accuracy and effectiveness?"

"There is an insufficient amount of time spent addressing LGBTQ+ incidents compared to race-based incidents in school."

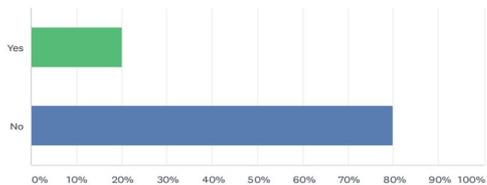
"Parents are only able to address hate and bias-motivated incidents with their children at home, if there is timely and transparent communication provided by school administrators."

"What is the goal of discipline if it is not reparative?"

Class of 2021 Student Equity survey

Q40 I know my school's formal procedures for handling incidents of racial/ethnic discrimination/bias.

Answered: 240 Skipped: 2



ANSWER CHOICES	RESPONSES	
Yes	20.00%	48
No	80.00%	192
TOTAL		240

Q28: I know the formal procedures at my child's school for handling incidents of racial/ethnic discrimination/bias.

Answered: 133 Skipped: 0

Parent Equity survey



Q28: I know the formal procedures at my child's school for handling incidents of racial/ethnic discrimination/bias.

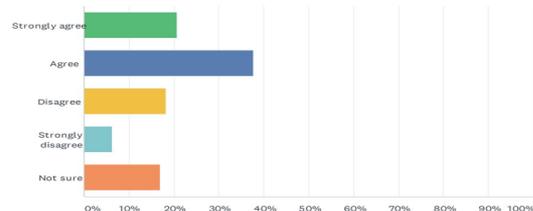
Answered: 133 Skipped: 0

ANSWER CHOICES	RESPONSES	
Yes	27.07%	36
No	72.93%	97
TOTAL		133

Class of 2021 Student Equity survey

Q47 If I were to report racial harassment or discrimination at my school, I am confident that my school would respond appropriately.

Answered: 241 Skipped: 1

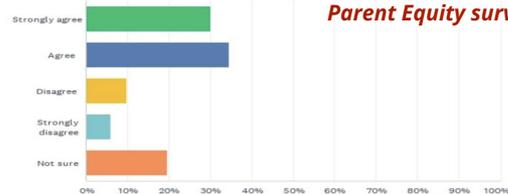


ANSWER CHOICES	RESPONSES	
Strongly agree	20.75%	50
Agree	37.76%	91
Disagree	18.26%	44
Strongly disagree	6.22%	15
Not sure	17.01%	41
TOTAL		241

Q35: If I were to report racial harassment or discrimination at my child's school, I am confident that my school would respond appropriately.

Answered: 133 Skipped: 0

Parent Equity survey



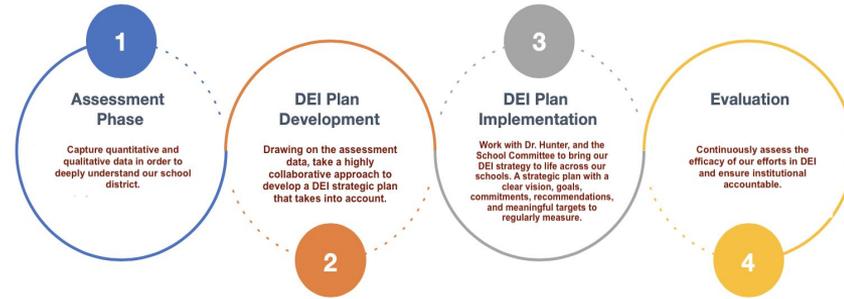
Q35: If I were to report racial harassment or discrimination at my child's school, I am confident that my school would respond appropriately.

Answered: 133 Skipped: 0

ANSWER CHOICES	RESPONSES	
Strongly agree	30.08%	40
Agree	34.59%	46
Disagree	9.77%	13
Strongly disagree	6.02%	8
Not sure	19.55%	26

What Are the Next Steps?

What are we going to do with this information?



1. Interpret then present qualitative data from the equity surveys to inform the development of our strategic plan on DEI.
2. Organize a DEI Strategic Planning Committee.
3. Support the School Committee's professional development on DEI and Anti-racism with M.A.S.S/IDEAS.
4. Organize a DEI Student Advisory Council.
5. Develop an anti-racism framework for district employees that is aligned with DESE's Anti-racist Leadership Competencies.
6. Empower the School Committee to draft and issue an Anti-racism Resolution.
7. Include "Belonging" in Diversity, Equity, and Inclusion.
8. Finalize DEI budget and personnel who will advance the work in our schools.
9. Submit a DEI strategic plan to Dr. Hunter and the School Committee.
10. Organize a DEI and Anti-Racism Summit.



Thank you for your undivided attention!

Any questions or comments?

For additional DEI resources visit:

concordps.org/diversity-equity-and-inclusion-cps-cchs/

[Equity Survey Presentation from Dr. Kalise Wornum and Dr. Carroll Blake](#)

verywellmind.com/what-is-anti-racism-5071426

CONCORD PUBLIC SCHOOLS CONCORD-CARLISLE REGIONAL SCHOOL DISTRICT

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Latest

- [IDEAS Padlet Wall](#)
- [Notice to Pre-K-5 educators on Eeny Meeny Miny Moe](#)
- Visit [RSVP to a DE&I Roundtable Discussions](#)
- Please [consider completing this short survey](#), so we can be effective at acknowledging ALL religious and cultural holidays that are observed by your family
- Take a moment to [review our districts' ACCOMMODATIONS FOR RELIGIOUS AND CULTURAL OBSERVANCES](#)
- Critical Race Theory (CRT) has become a contentious topic at the federal, state, and local levels Please take a moment to [read Concord Public Schools and Concord-Carlisle High School's stance on the CRT debate](#)
- [DE&I Director's Entry Plan](#)
- [DE&I District Webpage](#)
- [Opportunities to Help Families in Afghanistan](#) - Resources provided by Concord parent and immigration lawyer, Bee Mandell Chayrigues
- [DE&I Director Welcome Letter](#)
- [ADL DE&I-related Definitions](#)
- [Massachusetts Association of School Committees Response to Critical Race Theory](#)
- [Diversity, Equity, and Inclusion presentation to the School Committee](#)
- [A Joint Statement in Support of Asian American and Pacific Islander \(AAPI\) Students and Staff](#)

DE&I Monthly Newsletters

Each month during the academic year, I will publish a newsletter sharing information and events related to DE&I. [Read my most recent newsletter for students and families](#) and [use this google form to recommend de&i-related resources](#) or share a DE&I-related observation you experienced or an action you took by completing this google form, your submission may be featured on an upcoming de&i newsletter.

- [Click here to access Parent/Guardian DEI Newsletters](#)

District Effort on Cultural Competency and Anti-racism Education

- [Superintendent Newsletter January 2020](#)

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- [District Update on Cultural Competency and Anti-racism 2021-22 SY](#)
- [Curriculum](#)
- [Professional Development](#)
- [Hiring, Mentoring, and Retaining Educators of Color](#)
- [How to Talk to Your Child About Race Webinar](#)

Resources

(Inform the DE&I Director if there are more organizations you would like to highlight)

District-Level (Faculty and Staff)

- ADL Calendar of Cultural And Religious Observances and Celebrations ([2021](#) & [2022](#))
- [District Accommodations for Religious And Cultural Observances](#)
- [Professional Development](#)
- [Cultural Competency and Anti-Racist Learning & Action](#) Website
- [PreK-12 Cultural Competency and Anti-racism Steering Committee](#)
- [CMS Allies PLC](#)
- [CCHS Interdisciplinary Anti-racism Curriculum Work](#)
- [CCHS CHARGE](#)
- [BIPOC Affinity Group](#)

Student Engagement

- [CMS RISE \(Racial Identity Society Empowerment\)](#)
- [CMS LGBTQ+ and Allies](#)
- [CMS Student Council](#)
- [CMS Tenacity Club](#)
- [CMS Celtics Playbook Initiative](#)
- [Black Student Union](#)
- [CCHS Intersections Club](#)
- [CCHS CROSSROADS](#)
- [CCHS Bring Change to Mind](#)
- [CCHS Activism Club](#)
- [CCHS Spectrum](#)
- [CCHS Student Senate](#)
- [Far East Association](#)
- [Gender Equality Club](#)

In the Community and Beyond

- [METCO Family Friends Program](#)
- [Race Amity](#)

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- [Concord Museum](#)
- [Concord-Carlisle Human Rights Council](#)
- [Robbins House](#)
- [League of Women Voters of Concord-Carlisle](#)
- [Communities Organizing Against Racism](#)
- [Concord-Carlisle Human Rights Council](#)
- [Kerem Shalom's Racial Justice Task Force](#)
- [Special Education Parent Advisory Council \(SEPAC\)](#)
- [First Parish Social Action Programs](#)
- [West Concord Union Church Justice & Outreach](#)
- [The Massachusetts Nonprofit Network](#)

Contact the Director of Diversity, Equity & Inclusion

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[DE&I Feedback Form](#)

On Twitter: http://twitter.com/CPSCCHS_DEI