



**June 22, 2022**

## **Webinar Summary**

**Moderator:** Clarissa McKithen, National Comprehensive Center (NCC)

**Panelists:** Don Barfield, Senior Equity Advisor & Project Lead, NCC  
Sarah Glover, Policy Director, Education Commission of the States (ECS)  
Adrienne Fischer, Senior Policy Analyst, ECS  
Chris Dwyer, Equity & School Improvement Community of Practice Lead, NCC  
Nancy Hines, Superintendent, Penn Hills School District

### **Webinar Highlights**

- » Participants were introduced to the **National Academies of Sciences, Engineering and Medicine's (NAS's) *Monitoring Educational Equity* report**, which has been influential in the National Center's approach to equity and has helped frame equity-focused discussions and activities. The report identifies 16 research-based indicators, grouped into 7 domains, for measuring equity within the K-12 education system.
- » **How does NAS define equity?** According to Dr. Christopher Edley, Chair of the Committee on Developing Indicators on Educational Equity, the Committee's definition of equity "derives from a vision of equal opportunities for every child". Specifically, equity is the absence of disparities between groups of children and the equal distribution of opportunities.
- » **50-State Equity Policy Scan:** NCC and ECS are collaborating to complete the 50-state equity policy scan. Don Barfield, the project lead for the scan, explained the impetus for the scan is a lack of awareness of state-level equity policy and the need to know about specific legislative statutes around equity at the state level. This scan also represents an initial approach to assessing and describing equity policy at the national level.
  - › The NAS report does not directly address local and state level policy, but rather looks at indicator systems. Thus, the 50-state scan is complementary to and an extension of the work laid out in the report.
  - › Early findings from the scan show great variation among states in terms of how states approach policy that align with the equity indicators. Some states' policies address equity more directly than others do.
- » **The National Center's Equity and School Improvement Community of Practice (CoP):** Chris Dwyer, co-lead of the CoP, shared how states and districts within the CoP have used the NAS report to ground their efforts to strengthen school improvement processes and view their



work with an equity lens. State and district teams are moving towards a systems approach to identify improvements that need to occur at the system level.

- › Dr. Nancy Hines, Superintendent of the Penn Hills School District, described her district's reform efforts over the past 8 years and their participation in the CoP. Dr. Hines recounted the efforts to rebuild and reform the district against an \$8.9 million budget deficit, as well as some bold decision-making that narrowed disparities in educational outcomes and opportunities.

## Shared Resources

- » [Monitoring Educational Equity Report](#)
- » [Building Educational Equity Indicator Systems: A Guidebook for States and School Districts |The National Academies Press](#)
- » [NAS Alignment Table ECS for NCP.pdf](#)

