

# Diversity, Equity, & Inclusion ELA Secondary Curriculum Audit

Board Presentation  
May 11, 2021



# Purpose of Audit

*To develop and implement an ELA curriculum that ensures all Bexley students consistently experience a sense of belonging.*



# Why a DEI-centered ELA Audit?

01

Part of 5 year quality curriculum review cycle

- 5 year cycle
- Began with vertical alignment
- First step of an ongoing process for all core content review

02

First Step in Asset Based Curriculum Development

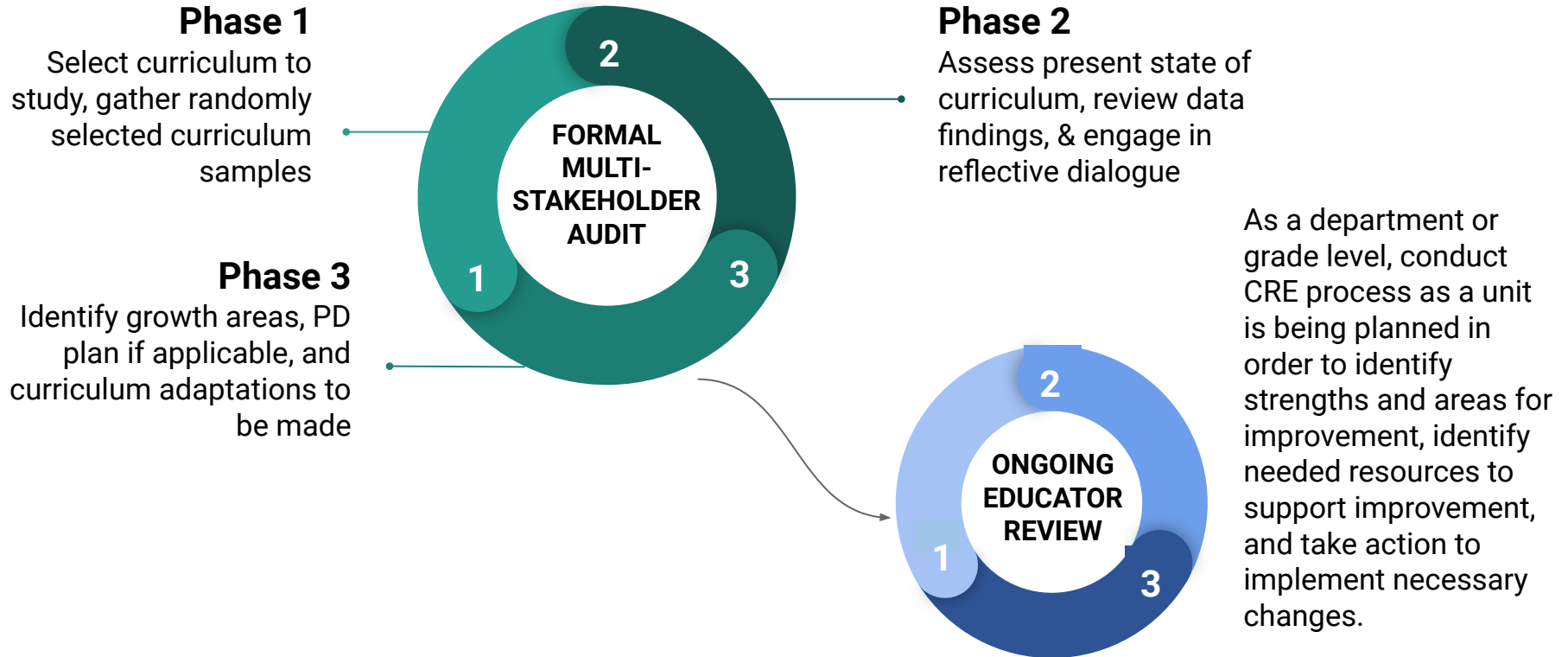
- Identify present state and degree of culturally revitalizing and sustaining curriculum

03

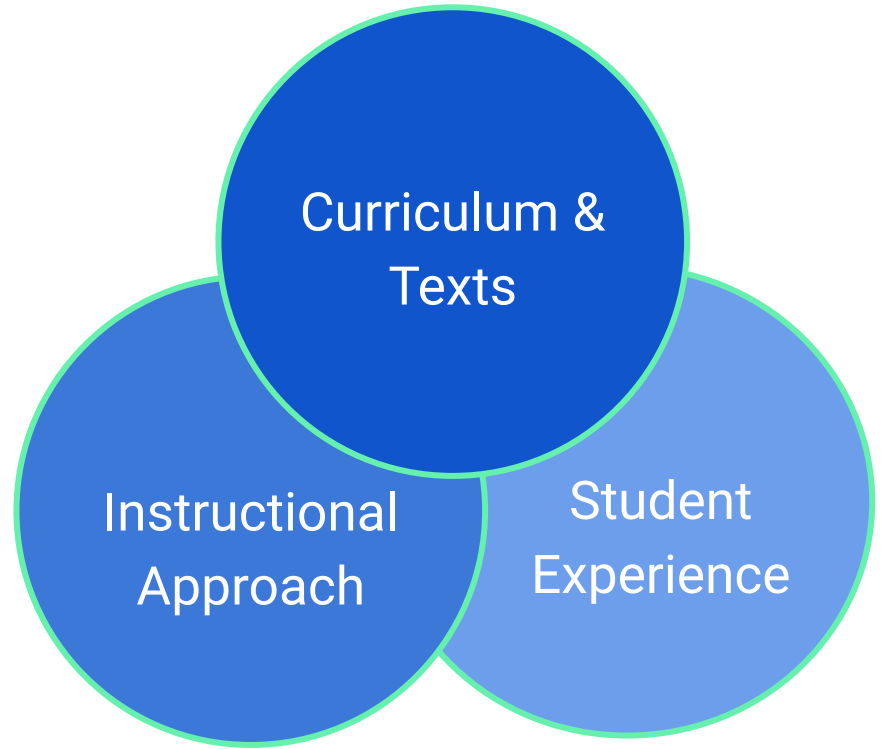
Diversify literature and teaching resources

- Provide comprehensive, inclusive curriculum which aptly prepares students for realities of race present both within and outside of the school district

# Bexley Curriculum Audit Process



# Areas of Focus



# Core Team

- Sharee Wells, ESC of Central Ohio
- Dr. Colleen Boyle, BCS Administrator
- Crystal Carley, BCS Teacher
- Dr. Michelle Rogers, BCS Teacher
- Rachel Riegler, BCS Librarian
- Ali Fleming, BCS Instructional Coach
- Ruby Holt, BCS Student
- Phillip Martin, BCS Student
- Jessica Willis, BCS Parent
- Julie Scordato, Bexley Public Library
- Whitney Carr, Bexley Public Library
- Dr. Christina Dorr, Consultant
- Dr. Binta Bah, Consultant
- Megan Johanson, ESC of Central Ohio

# ELA Staff Workgroup

- Diverse curriculum materials and text
- Widening choice and opportunity for all students
- Text that represent the lives of all students



# ELA Staff Findings

Working to bring in diverse voices and authors through texts chosen

Teacher plans include efforts to connect texts with current issues

Room to include more Asian, Latino, Middle Eastern, and LGBTQ+ voices

Value in documenting vertical assignment of texts



# Student Survey

- 85.63% reported they frequently or always *“have the opportunity to participate fully in the daily learning activities in English class.”*
- 62.41% of students reported they sometimes or rarely *“related to the books we read in English class.”*
- 81.97% indicated *“Activities in English class highlight minority (non-dominant) populations”* sometimes, frequently, or always. Within that group, 68.5% of students of color reported the same.

# Student Focus Groups

Middle School	High School
<i>“Some books I relate to more than others.”</i>	<i>“Sometimes but mostly no because it feels like most of the books are out of touch.”</i>
<i>“It's like the character's whole life is about racism versus the character and their story.”</i>	<i>“If diversity is presented it reinforces stereotypical views: sports, in trouble or “the issue”.”</i>
<i>“Yes, I don't really have a reason not to...” (feel like I belong in class)</i>	<i>“I notice the teachers are trying, particularly after what happened over the summer, they are trying to be more conscious and make me feel more welcome.”</i>

# Community Engagement & Communication



- Volunteer opportunities as part of working group
- Summary of process, meeting notes, recommendations, feedback form on district website
- Parent-Community Working Group

# Parent/Community Workgroup Findings

\*

## Strengths

- Variety of genres, assignments, applications, reading levels
- Thorough and thoughtful teacher materials
- Pairing of novels with some time periods

\*

## Areas for Growth

- Broader range of groups represented (Asian-American, Middle-Eastern, Female, LGBTQ+, Family Structure, Differently-abled, Socioeconomic status)
- Increase diversity of stories and portrayals within groups

\*

## Wishes

- Modern and non-fiction pieces to broaden perspectives
- Intentional connections between texts and current issues
- Represent multifaceted nature of individuals and intersectionality of various aspects of identity

# Core Team Recommendations

## **Recommendation #1**

Incorporate diverse materials, including contemporary works, and offering student choice, in various formats.

## **Recommendation #2**

Provide necessary resources, including time, budget, and community partner support, to enable teachers to do this work.

## **Recommendation #3**

Survey students again in future years to continue to gain their perspective and to monitor change over time.

# Staff Action Steps

## Unit Revision

- 1-2 units per grade or course
- Ongoing reflection and revision throughout the year
- Deliberate connections between older texts and modern issues

## Materials Selection

- Outline vertical assignment of key novels
- Seek and review titles of texts featuring diverse characters and written by diverse voices
- Anthology reviews

## Professional Development

- Ongoing district diversity professional development
- Opportunities to work with educators with experience doing this work in their ELA classrooms

Thank you  
Q&A

