



COLLEGE OF  
EDUCATION

CENTER FOR EDUCATIONAL  
INNOVATION AND IMPROVEMENT



# Leading for Equity and Improvement in Maryland TSI Schools

December 15, 2020

Segun Eubanks  
Jean Snell  
Iris Bond-Gill



COLLEGE OF  
EDUCATION



*This Webinar will be recorded.*



COLLEGE OF  
EDUCATION

CENTER FOR EDUCATIONAL  
INNOVATION AND IMPROVEMENT

# Introduction to Presenters



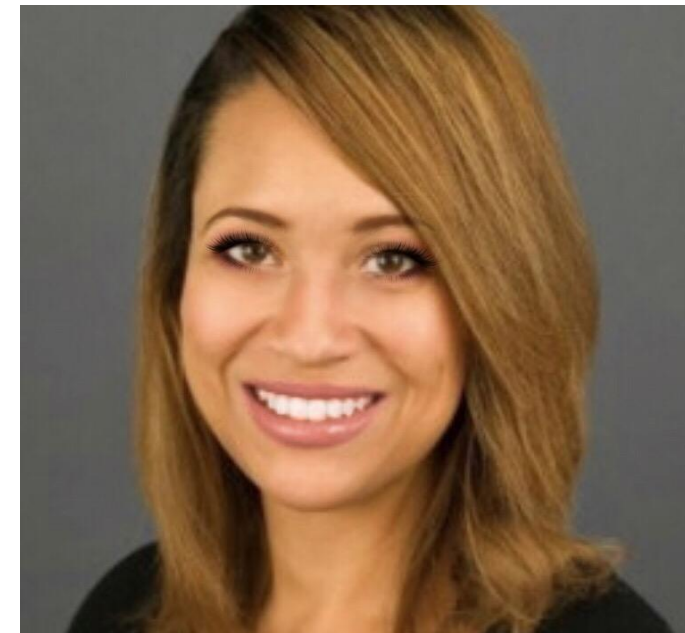
**Segun Eubanks, Ed.D.**

Director and Professor of Practice



**Jean Snell, Ph.D.**

Senior Faculty Specialist



**Iris Bond Gill**

Project Manager

# Center for Educational Innovation and Improvement





Invitation  
and Charge

(N)EVER(S)TOP  
LEARNING



# Introductions and Holiday Bucket List (In the Chat, please)

- Introduce yourself by “renaming” yourself with your name and district.
- Tell us one item on your Winter Holiday bucket list?



COLLEGE OF  
EDUCATION

CENTER FOR EDUCATIONAL  
INNOVATION AND IMPROVEMENT



# ZOOM TOGETHER



Our goal is to create a safe and collaborative space.



Camera is preferred, but optional.

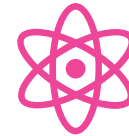


Mute unless talking.



Use the chat to surface comments or questions.

# CONSCIOUS AGREEMENTS



Make space, take space.



Show up and engage-  
you and your voice  
matters.



Consider the  
possibilities.



Pets, kids, humanity  
welcome.

# Our Agenda



**Maryland TSI Profile**



**The Promise of Improvement Science**



**Centering the Work on Equity**



**Understanding and Identifying Problems of Practice**

---





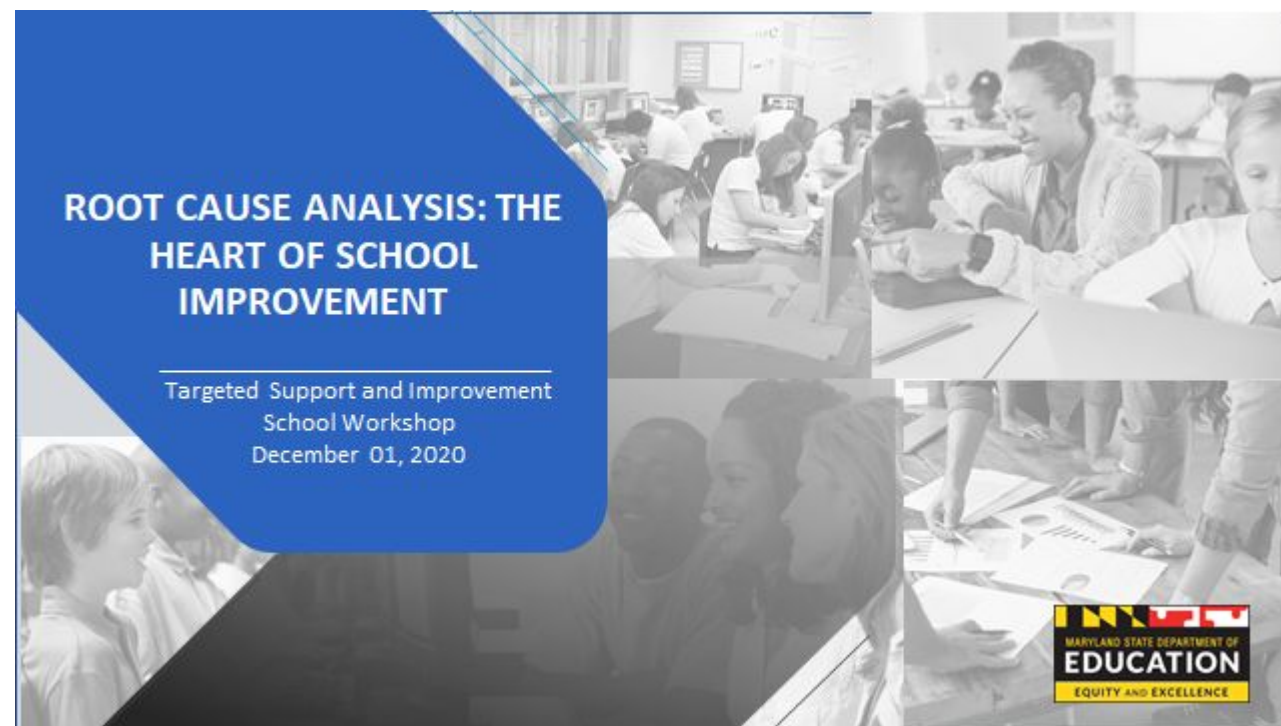
COLLEGE OF  
EDUCATION

CENTER FOR EDUCATIONAL  
INNOVATION AND IMPROVEMENT

# MSDE TSI Resources

<https://www.marylandresourcehub.com/tsi-schools>

<http://marylandpublicschools.org/Pages/default.aspx>







COLLEGE OF  
EDUCATION

CENTER FOR EDUCATIONAL  
INNOVATION AND IMPROVEMENT



# The Maryland TSI Profile

*What do we know about TSI schools across  
Maryland?*

---

# TSI IceBreaker Poll (Anonymous!)



COLLEGE OF  
EDUCATION

CENTER FOR EDUCATIONAL  
INNOVATION AND IMPROVEMENT

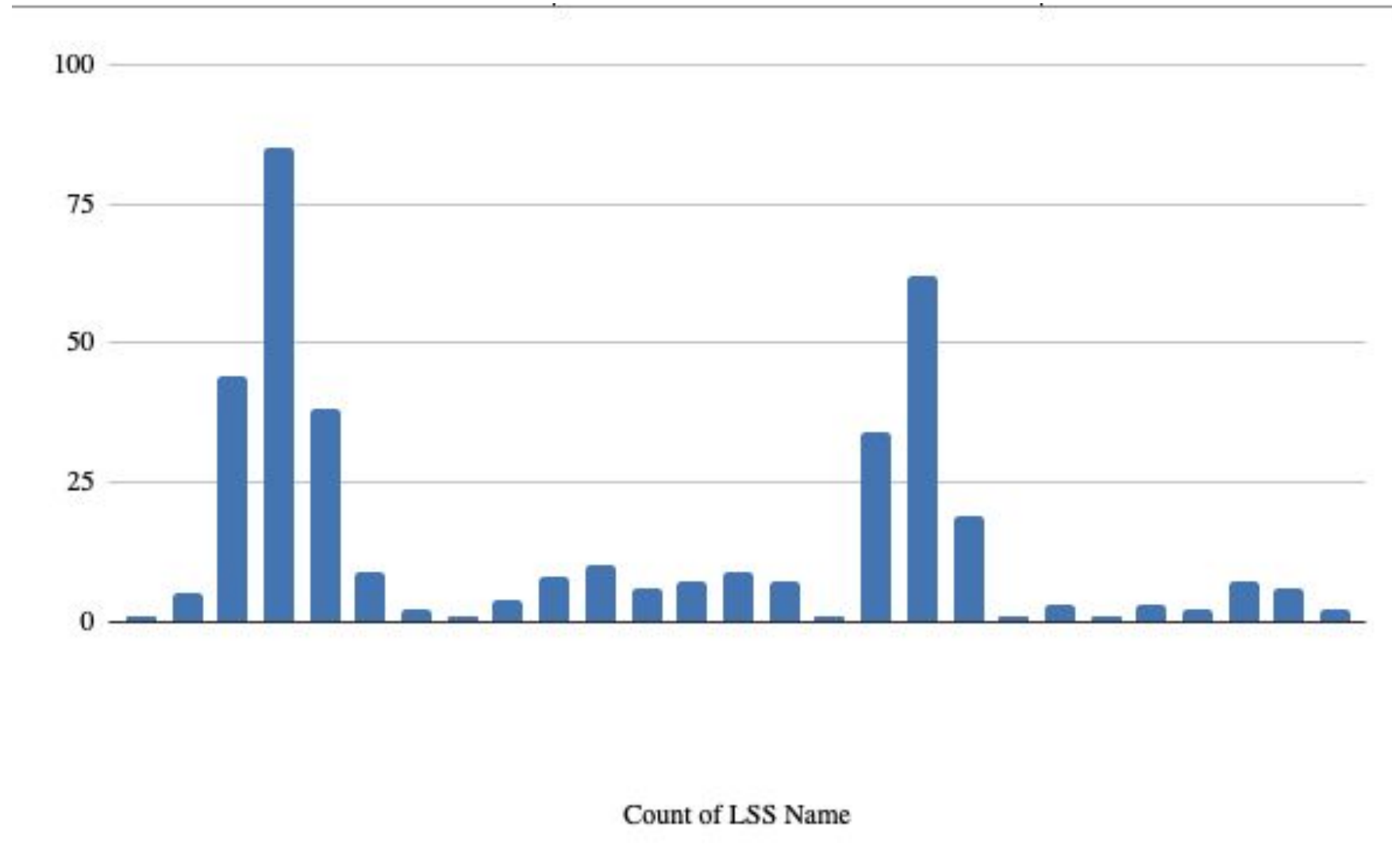


# TSI Schools Across Maryland



COLLEGE OF  
EDUCATION

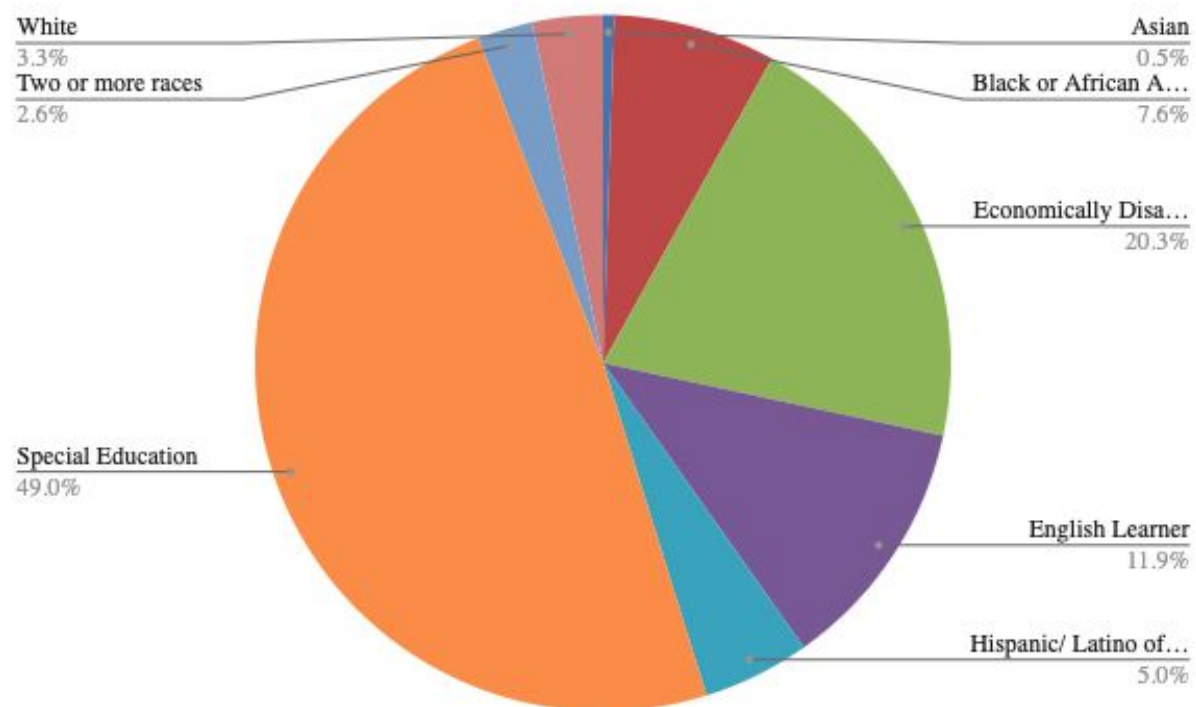
CENTER FOR EDUCATIONAL  
INNOVATION AND IMPROVEMENT



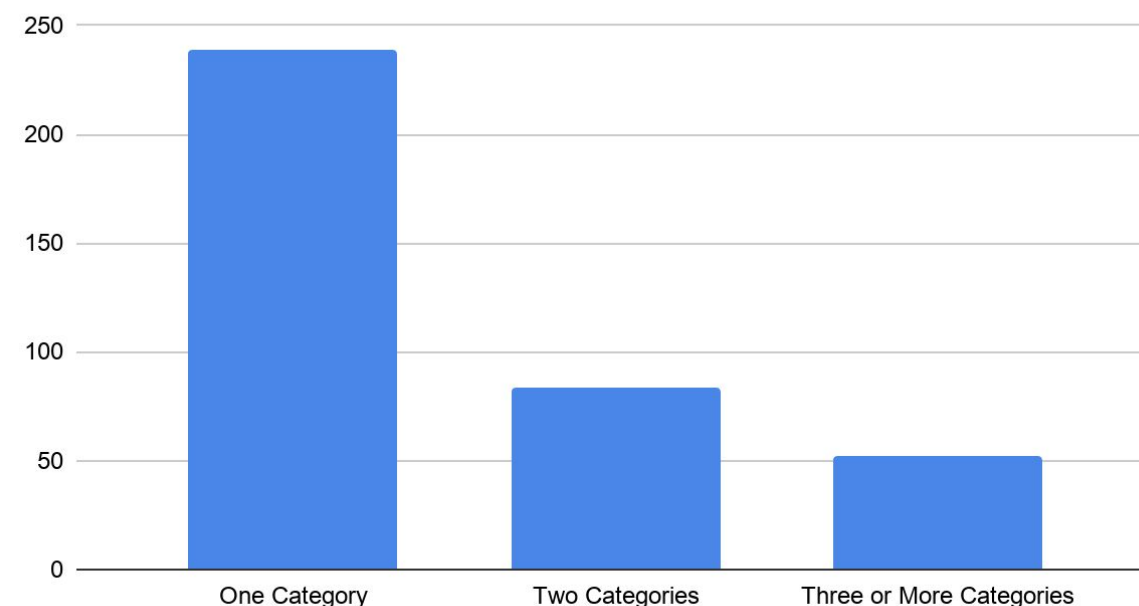


# 375 Maryland TSI Schools: Reason for Classification

Asian	Black or African American	Economically Disadvantaged	English Learner	Hispanic/Latino of any race	Special Education	Two or more races	White
3	44	118	69	29	285	15	19



Number of Student Group Classifications





# Maryland Targeted Support and Improvement Schools (TSI)

THE TOP FOUR STUDENT GROUPS IDENTIFIED FOR TSI SUPPORT ACROSS THE STATE:

- Students with Disabilities
  - Economically-Disadvantaged Students
  - English Learners
  - African American Students
-



# What is Required for TSI Schools?

- Each TSI School will develop a TSI Intervention Plan that is approved by their LSS, which includes a needs assessment, an action plan, and uses evidence-based strategies.
  - The LSS is expected to collect data regularly to evaluate the academic progress of the student groups that caused their schools to be identified as TSI schools.
  - LSSs are required to support TSI Schools to ensure effective instructional practices are used to improve student learning outcomes.
  - Title I TSI schools are required to participate in annual program reviews conducted by MSDE.
-



## *Quick Breakout Discussion*



*What is top-of-mind  
regarding the needs of  
your TSI schools?*

---



COLLEGE OF  
EDUCATION

CENTER FOR EDUCATIONAL  
INNOVATION AND IMPROVEMENT

# Improvement Science

*How can the tools of IS inform the alignment and selection of a school's action steps/strategies?*

---

**Be problem-focused**  
and user-centered



**Attend** to  
variability

**6**

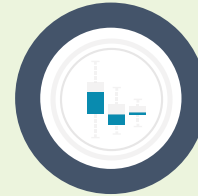
**CORE PRINCIPLES OF  
IMPROVEMENT**



**Be problem-focused**  
and user-centered



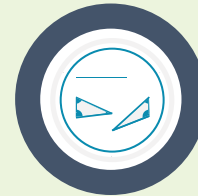
**Attend** to  
variability



# 6

**CORE PRINCIPLES OF  
IMPROVEMENT**

**See**  
the system



**Embrace**  
measurement

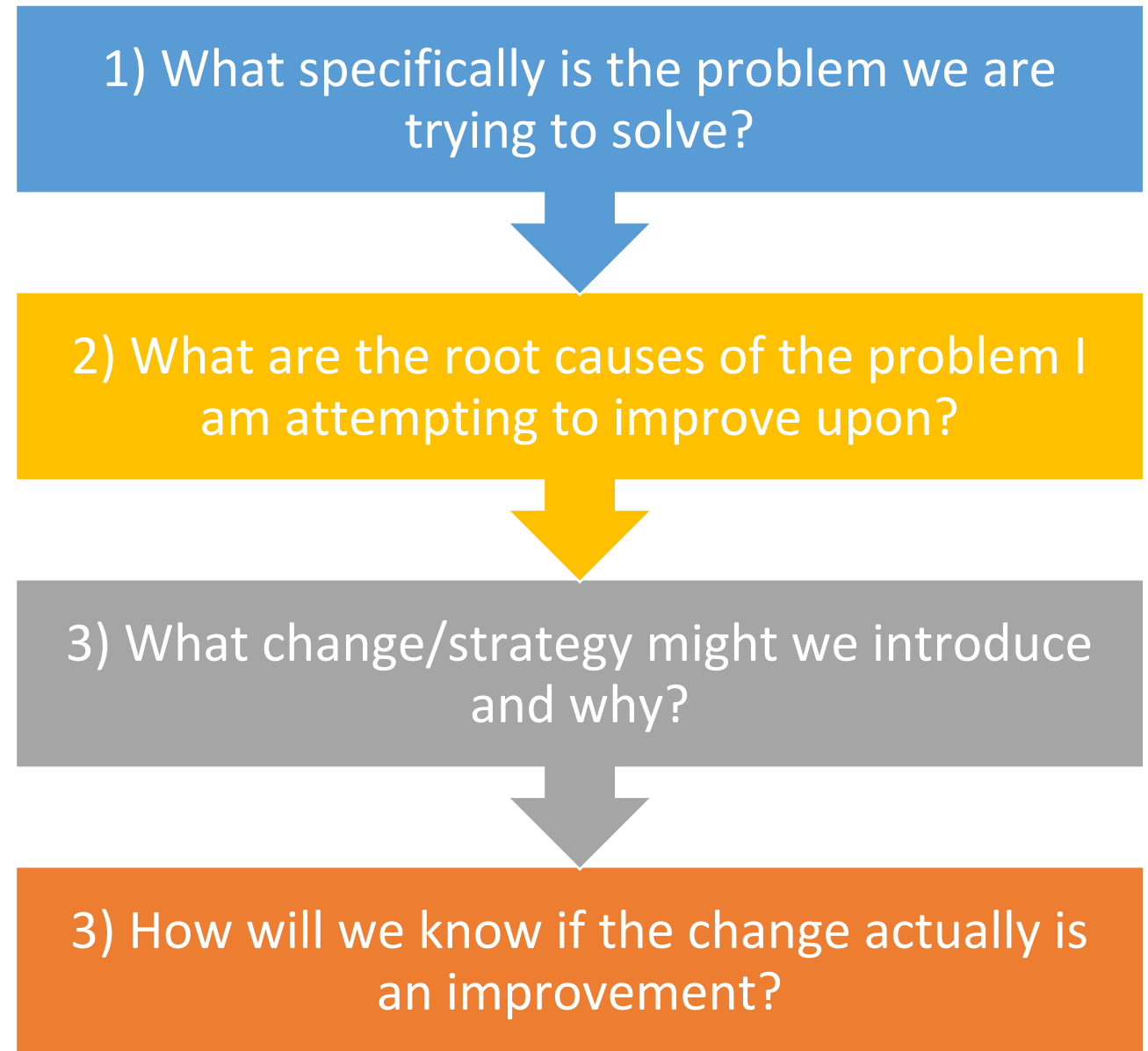








# Central Improvement Science Questions





*What thoughts, questions or wonderings do you have about how Improvement Science can help your TSI school(s)?*



***Go to the link in the Chat box or use the QR code on your device to brainstorm responses to the question above.***

---



COLLEGE OF  
EDUCATION

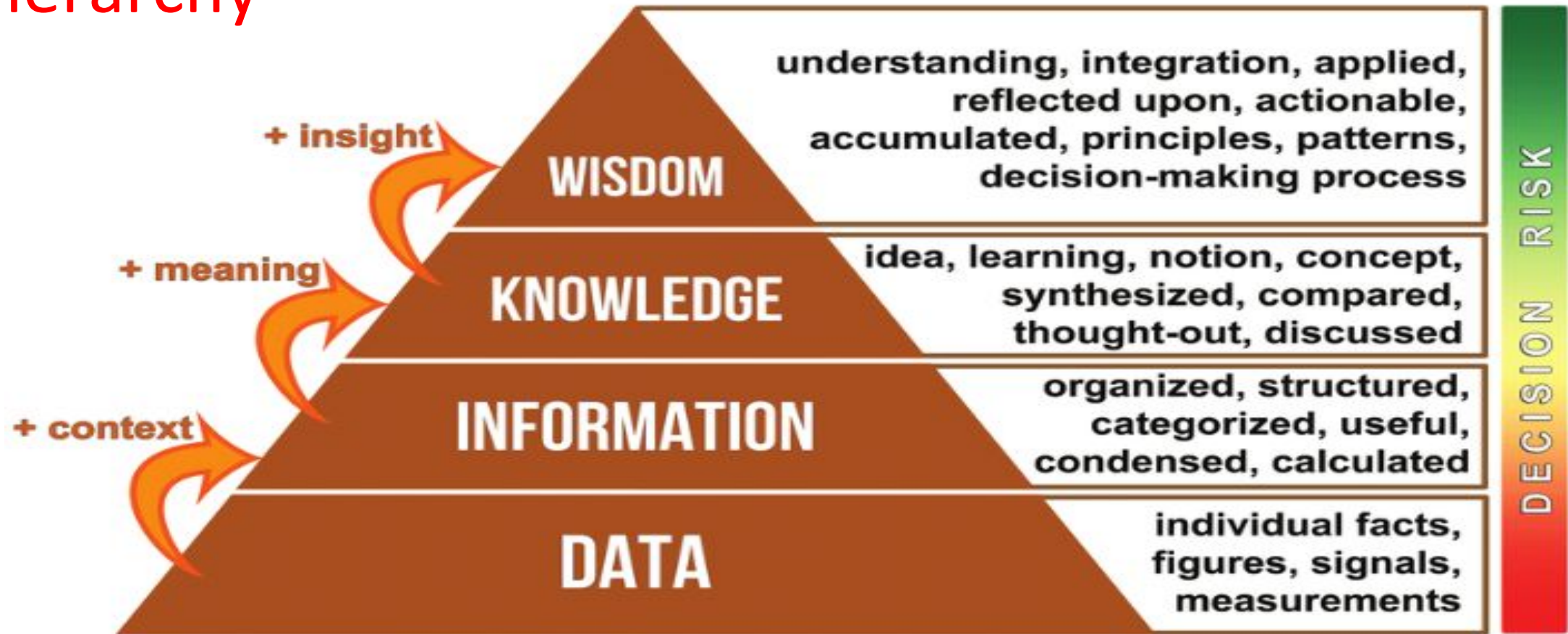
CENTER FOR EDUCATIONAL  
INNOVATION AND IMPROVEMENT

# Using Data to Focus on Equity

Use ALL your data to understand the equity challenges in your school.

---

# Data-Information-Knowledge-Wisdom Hierarchy



The data-information-knowledge-wisdom (DIKW) hierarchy as a pyramid to manage knowledge. Reproduced with permission from Tedeschi (2019).



# The Value of Data

- Achievement Data tells the story of inequitable outcomes;
  - School/District Data tells the story of inequitable resources and inputs
  - Data is only valuable if it can be translated into knowledge and action
-



# Use Data as a Focus of Change

- Undesirable achievement data is a starting point for identifying one or more priority problems, but it is not the problem of focus for improvement planning.
  - The problem is the disparities in school or school system supports, resources, people, or practices that contribute to the undesirable outcomes.
  - School leaders must use outcomes data to identify problems of practice and choose change strategies to address them.
-



# Sources of Equity Data

- Standardized assessments and benchmarks
    - School Report Cards
  - Teacher and Classroom Assessments
    - End of grade tests; report cards
  - Experiential Knowledge of the School Community
    - Parent Surveys
    - Staff Feedback
  - Non-Academic Information
    - Staffing Analysis
  - Maryland School Report Card
  - USDOE Office of Civil Rights: Civil Rights Data Collection
  - System Annual Reports and Strategic Plans
-



# Conducting an Equity Profile Analysis

Compare your school to other schools, to the district, and/or to the state of Maryland.

- *Intra-District School Equity Analysis:* Compare key data across schools within your district.
  - *Inter-District School Equity Analysis:* Compare key data from your school with a school in a nearby district (of the same level).
-

# Resources for Equity Leadership and Improvement Planning

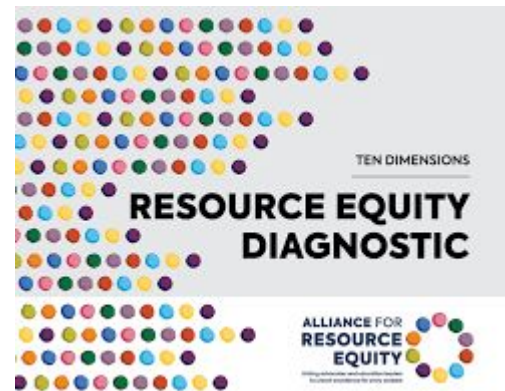


Identifying an Equity Challenge tool +  
Leading for Equity Framework



Continuous Improvement for  
Equity Project tools

Alliance for Resource  
Equity Toolkit



AIR/Center for Great Teachers & Leaders  
*Equitable Access Toolkit*

---

Chat: Share an equity resource or tool that you have found helpful to your leadership and improvement planning, or point to which resource you are eager to try after this workshop



# Identifying and Developing Problems of Practice (the Prerequisite to Root Cause Analysis)

The outcome that led to your TSI identification is  
NOT your problem. So, what is your problem?

---

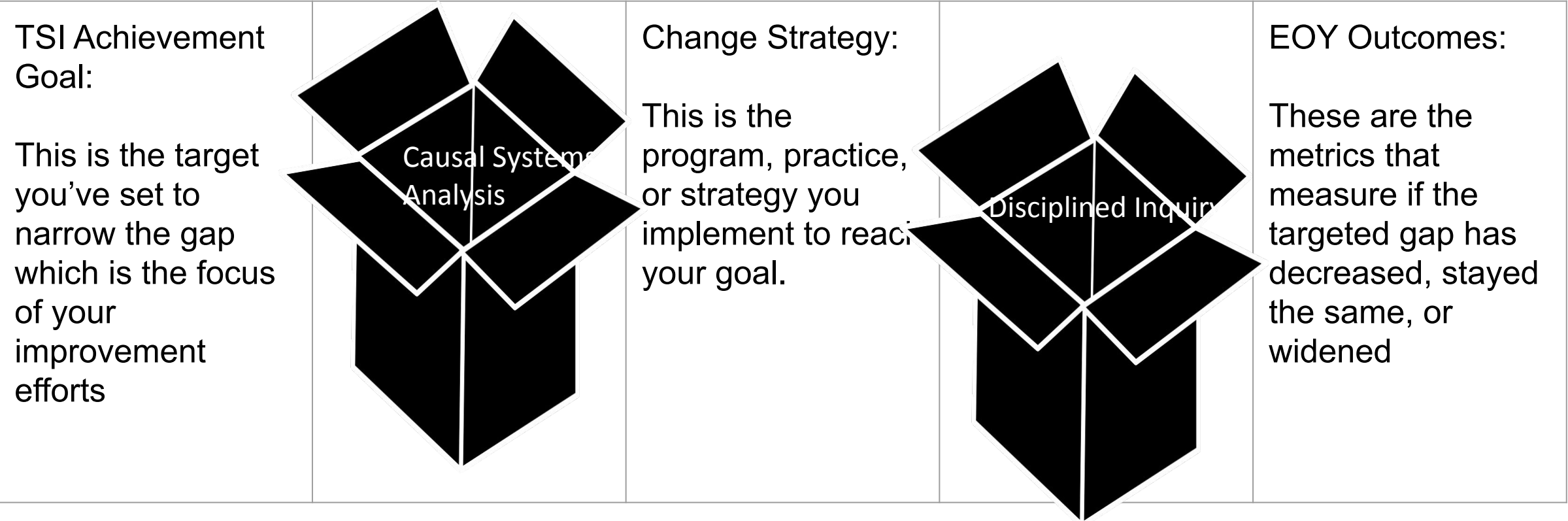


# The Typical Approach to School Improvement Planning



COLLEGE OF  
EDUCATION

CENTER FOR EDUCATIONAL  
INNOVATION AND IMPROVEMENT



# *Problem of Practice =* The Starting Point of Improvement

**A PoP represents the identification of a strategic leadership priority and is also . . .**

- Urgent
- Describes a compelling gap between current reality and desired performance
- Clearly connected to the goals of the larger organization
- Addresses an issue related to equity

# From Problem of Outcome to *Problem of Practice*



COLLEGE OF  
EDUCATION

CENTER FOR EDUCATIONAL  
INNOVATION AND IMPROVEMENT

## **TSI Designation = Problem of Outcome:**

This is the Indicator of student performance that represents the gaps in student learning and achievement that led to your TSI designation



**PROBLEM  
TRANSFORMATION**  
(Pre-requisite to Root  
Cause Analysis)

## **Problem of Practice:**

This is the identification of some strand of classroom or school level practice(s) that are fundamentally contributing to the spotlighted outcome(s)

# PoP = The Emphasis is on Educators' Practice

- How does our lens shift if we focus on the specific student learning we want more of, rather than achievement?
- Student Achievement outcomes are important, but they don't (automatically) reveal where the gaps in student learning are without deeper investigation.
- Student achievement outcomes also don't (automatically) reveal where the gaps in school/classroom/instructional practice are, which most significantly contribute to students' achievement gaps.
- The Problem of Practice signals a critical gap in learning *and* practice.

# 2 Examples: From Problem of Outcome to Problem of Practice



COLLEGE OF  
EDUCATION

CENTER FOR EDUCATIONAL  
INNOVATION AND IMPROVEMENT

## Problem of OUTCOME

50% of our students are not graduating on time.



## Problem of PRACTICE

40% of our recent immigrant students are failing Algebra I, causing them to fall off-track for graduation

## Problem of OUTCOME

22% of our 6th graders are not demonstrating proficiency on the state level math assessment



## Problem of PRACTICE

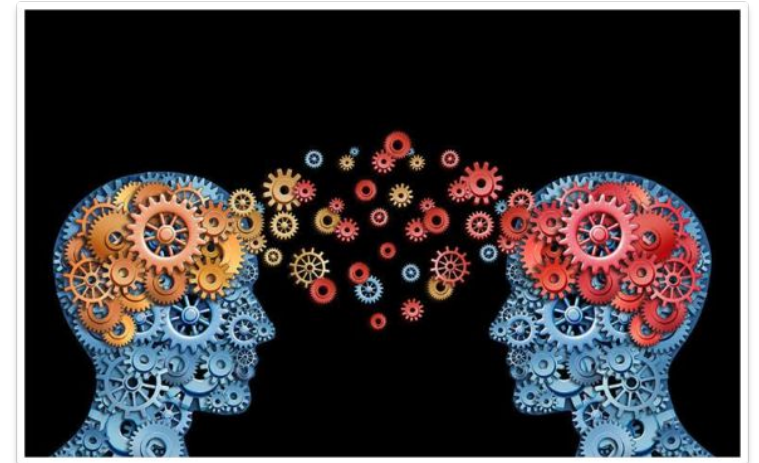
Our intermediate and middle school students are not developing adequate mathematical reasoning skills

---



# Breakout Session

*How can these new perspectives  
and tools on Equity Data and  
the Problem of Practice be  
useful to you in your TSI action  
planning?*





COLLEGE OF  
EDUCATION

CENTER FOR EDUCATIONAL  
INNOVATION AND IMPROVEMENT

# What's Next?

How might the UMD Center for Educational  
Innovation and Improvement facilitate support  
for TSI schools?



# In Closing, One-Word Checkout



COLLEGE OF  
EDUCATION

CENTER FOR EDUCATIONAL  
INNOVATION AND IMPROVEMENT



Using the chat box,  
tell us: **What are you  
taking away** as a  
result of today's  
discussion?

