Leading for Equity and Improvement in Maryland TSI Schools

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This Webinar will be recorded.
Introduction to Presenters

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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?
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.

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
MSDE TSI Resources

https://www.marylandresourcehub.com/tsi-schools
http://marylandpublicschools.org/Pages/default.aspx
The Maryland TSI Profile

What do we know about TSI schools across Maryland?
TSI IceBreaker Poll (Anonymous!)
TSI Schools Across Maryland
375 Maryland TSI Schools: Reason for Classification

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>3</td>
</tr>
<tr>
<td>Black or African American</td>
<td>44</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>118</td>
</tr>
<tr>
<td>English Learner</td>
<td>69</td>
</tr>
<tr>
<td>Hispanic/ Latino of any race</td>
<td>29</td>
</tr>
<tr>
<td>Special Education</td>
<td>285</td>
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<tr>
<td>Two or more races</td>
<td>15</td>
</tr>
<tr>
<td>White</td>
<td>19</td>
</tr>
<tr>
<td>White</td>
<td>3.3%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>2.6%</td>
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<tr>
<td>Economically Disadvantaged</td>
<td>20.3%</td>
</tr>
<tr>
<td>English Learner</td>
<td>11.9%</td>
</tr>
<tr>
<td>Hispanic/ Latino of any race</td>
<td>5.8%</td>
</tr>
<tr>
<td>Special Education</td>
<td>49.0%</td>
</tr>
</tbody>
</table>

Number of Student Group Classifications

- One Category: 250
- Two Categories: 50
- Three or More Categories: 25
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?
Improvement Science

How can the tools of IS inform the alignment and selection of a school’s action steps/strategies?
CORE PRINCIPLES OF IMPROVEMENT

1. Be problem-focused and user-centered
2. Attend to variability

Source: Carnegie Foundation for the Advancement of Teaching
6
CORE PRINCIPLES OF IMPROVEMENT

Be problem-focused and user-centered

Embrace measurement

Attend to variability

See the system

Source: Carnegie Foundation for the Advancement of Teaching
CORE PRINCIPLES OF IMPROVEMENT

1. Be problem-focused and user-centered
2. Learn through disciplined inquiry
3. Attend to variability
4. See the system
5. Embrace measurement

Source: Carnegie Foundation for the Advancement of Teaching
CORE PRINCIPLES OF IMPROVEMENT

- Be problem-focused and user-centered
- Organize as networks
- Learn through disciplined inquiry
- Embrace measurement
- Attend to variability
- See the system

Source: Carnegie Foundation for the Advancement of Teaching
Central Improvement Science Questions

1) What specifically is the problem we are trying to solve?

2) What are the root causes of the problem I am attempting to improve upon?

3) What change/strategy might we introduce and why?

3) How will we know if the change actually is an improvement?
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.
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

| Goal: This is the target you've set to narrow the gap which is the focus of your improvement efforts |
| Change Strategy: This is the program, practice, or strategy you implement to reach your goal. |
| EOY Outcomes: These are the metrics that measure if the targeted gap has decreased, stayed the same, or widened |

TSI Achievement

**Causal Systems Analysis**

**Disciplined Inquiry**
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*

<table>
<thead>
<tr>
<th>TSI Designation = Problem of Outcome:</th>
<th>Problem of Practice:</th>
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<tbody>
<tr>
<td>This is the Indicator of student performance that represents the gaps in student learning and achievement that led to your TSI designation</td>
<td>This is the identification of some strand of classroom or school level practice(s) that are fundamentally contributing to the spotlighted outcome(s)</td>
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**PROBLEM TRANSFORMATION** (Pre-requisite to Root Cause Analysis)
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

**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?
What’s Next?

How might the UMD Center for Educational Innovation and Improvement facilitate support for TSI schools?
In Closing, One-Word Checkout

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