



# District Plans to Address Educational Equity: Findings from World's Best Workforce Summary Scan

Minnesota Department of Education

5/29/2019



# Meet the presenters



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Dominique Bradley

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*Researcher*



Raquel González

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*Associate*

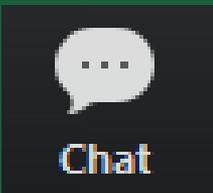
# Session logistics

- To reduce background noise, participants are muted upon entry.
- Use the Chat function to type any questions during the presentation.
- Remember to complete the session evaluation at the close of the webinar.

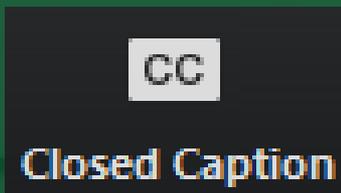
# Using the Zoom platform



- If you aren't already connected to audio, click Join Audio in the Zoom toolbar.
  - You can either dial into the phone line or listen through computer audio.



- Click on the Chat box to address questions to the presenters, or alert us to any technical issues.



- We have live closed captioning available during the webinar. To see the captions, click on Closed Caption.

# Agenda

- 1.** Welcome, context, and webinar goals
- 2.** Introduction to REL Midwest
- 3.** World's Best Workforce district summaries: Highlights
- 4.** Reflections from the Minnesota Department of Education
- 5.** Closing and next steps

# **Welcome, context & webinar goals**

# Icebreaker poll

# WBWF: A Brief Overview

- WBWF legislation passed into law in 2013, requiring school boards to adopt a long-term, comprehensive strategic plan to support and improve teaching and learning. This serves as the district multi-year strategic roadmap.
- Districts also develop a WBWF annual report and engage in an annual public meeting with stakeholders.
- Lastly, districts submit a short summary of the annual report to MDE by December 15 of each year.
  - This year, the summary report was combined with the Achievement & Integration program progress reporting.
  - Districts and charters recently received feedback from MDE staff on their WBWF summaries.

# 2017-18 WBWF Summary Review Context

- Requirements re: Equitable access to effective and diverse teachers added to WBWF in the 2016 legislative session.
- Summaries submitted by December 2018 were based on SY 2017-18 efforts.
- Between the 2016 change and SY 17-18, MDE provided minimal guidance, resources, training related to equitable access.

# What is “Equitable Access to Teachers”?

[Under WBWF & ESSA]

Districts must examine SOC/AIS and low-income student access to experienced, in-field, and effective teachers...

[Under WBWF]

...and to teachers who “reflect the diversity of enrolled students.”

[Under Achievement & Integration, districts can use resources to]

...reduce disparities in equitable access to effective and more diverse teachers.

## Definitions

Experienced = 3 or more years

In-field = working in licensed field

Effective = meeting standards based on local evaluation model

Low-income student = eligible for free/reduced price lunch

Student of color, American Indian Student (SOC/AIS) = non-white students

# Definition of “Educational Equity”

Educational equity is the condition of justice, fairness and inclusion in our systems of education so that **all students have access to the opportunities** to learn and develop to their fullest potential.

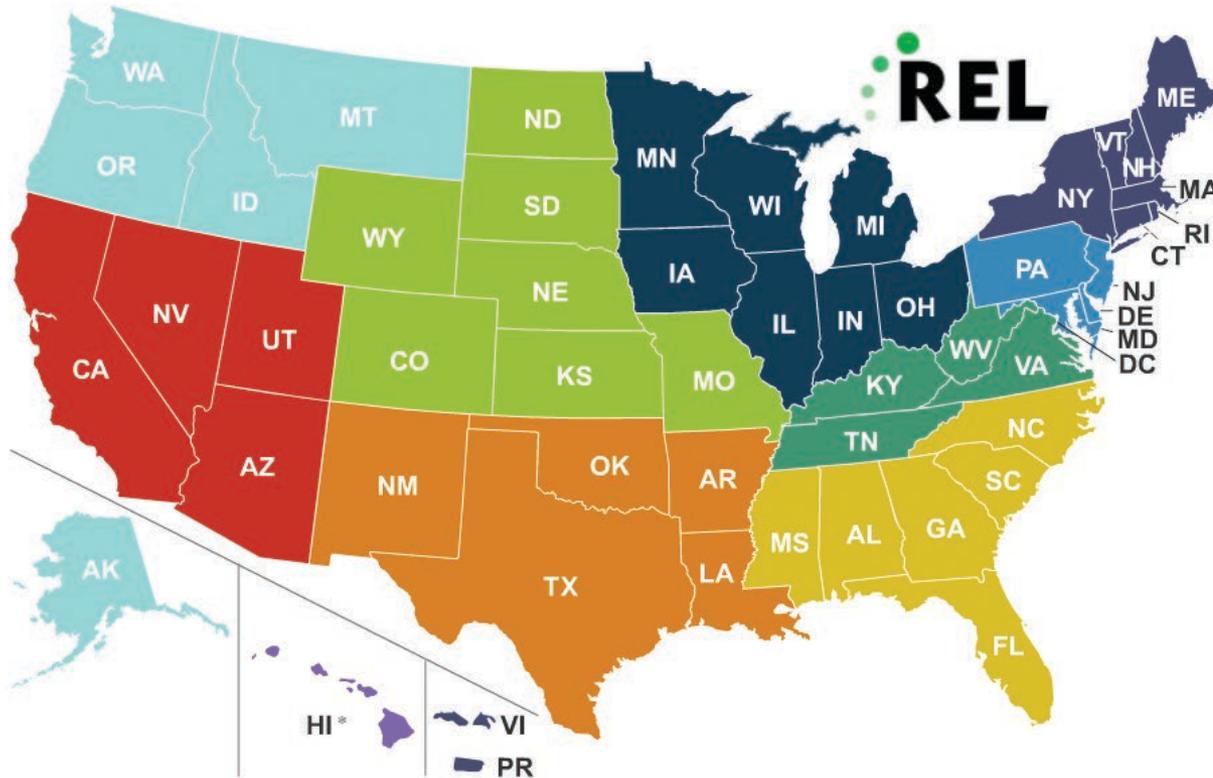
The pursuit of educational equity recognizes the **historical conditions and barriers that have prevented opportunity** and success in learning for students based on their races, incomes, and other social conditions.

Eliminating those **structural and institutional barriers to educational opportunities requires systemic change** that allows for the **distribution of resources, information and other support** depending on the student’s situation to ensure an equitable outcome.

# Webinar goals

- Provide an overview of the WBWF district summaries related to equity.
- Highlight approaches that other districts have taken to develop their equity plans.

# Regional educational laboratories



- |  |  |
|--|--|
| <span style="color: green;">■</span> Appalachia        | <span style="color: lightblue;">■</span> NW    |
| <span style="color: lightgreen;">■</span> Central      | <span style="color: purple;">■</span> Pacific* |
| <span style="color: blue;">■</span> Mid-Atlantic       | <span style="color: yellow;">■</span> SE       |
| <span style="color: darkblue;">■</span> Midwest        | <span style="color: orange;">■</span> SW       |
| <span style="color: darkpurple;">■</span> NE & Islands | <span style="color: red;">■</span> West        |

\* The Pacific Region contains Hawaii, pictured on the map, and American Samoa, the Commonwealth of the Northern Mariana Islands, the Federated States of Micronesia (Chuuk, Kosrae, Pohnpei, & Yap), Guam, the Republic of the Marshall Islands, & the Republic of Palau, not pictured on the map.

## Types of support REL Midwest offers



**Applied research studies** that address partnerships' research questions



**Events** that support the dissemination and understanding of existing research



**Workshops** that support the use of data and research



**Coaching** that supports the use of data and research



**Technical support** such as survey, interview or observation protocol development, literature reviews, or tool development



**Reviews of studies and interventions** to determine level of evidence to support ESSA implementation



**Ask-A-REL** annotated bibliographies produced in response to stakeholder questions

# REL Midwest states



**World's Best  
Workforce district  
summaries:  
Highlights**

# Previous scan versus current scan

- Previous scan (2015/16 plans) summarized district practices **across all five** goal areas.
- Current scan (2017/18 plans) summarizes district practices related specifically to **equity**.

# Focus areas

1. Equitable access to experienced, effective, and in-field teachers

2. Access to diverse teachers

3. Public reporting of teacher equity data

4. Closing student achievement gaps

# About the scan

**Scanned and reviewed district summaries and entered them into qualitative data software.**

- Coded for themes.
- Estimated counts of practices or mentions.

**200**

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district summaries

# District sample stratified by:



**Service Cooperative Region**



**District type (traditional or charter)**



**District enrollment size**



**Percentage of free or reduced-price lunch students**



**Percentage of special education students**



**District diversity**

# Scan limitations

**Variation in  
level of detail  
provided**

**Only captures  
*reported*  
practices**

# Focus area 1: Equitable access to experienced, effective, and in-field teachers



# Equitable access to experienced, effective, and in-field teachers

- Who is included in the conversations to review equitable access data, and when did those conversations occur?
- What gaps, if any, were identified?
- What data were used to identify the gaps?
- What were the root causes that contributed to the gaps in access?
- What strategies were districts using to address these gaps?



Who is included in the conversations to review equitable access data, and when did those conversations occur?

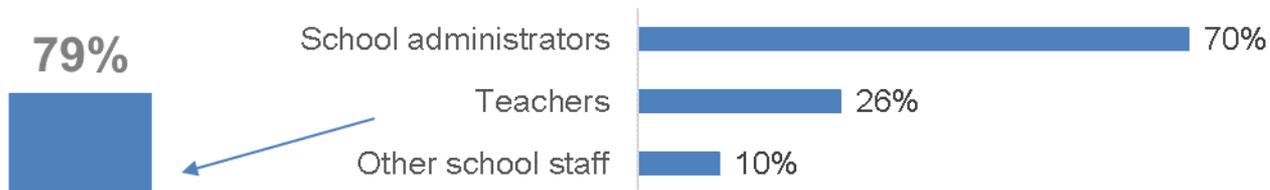
**School staff**

**District staff**

**School board**

**Parents and community members**

# Staff type involved in conversations on equitable access to teachers ( $n = 136$ )



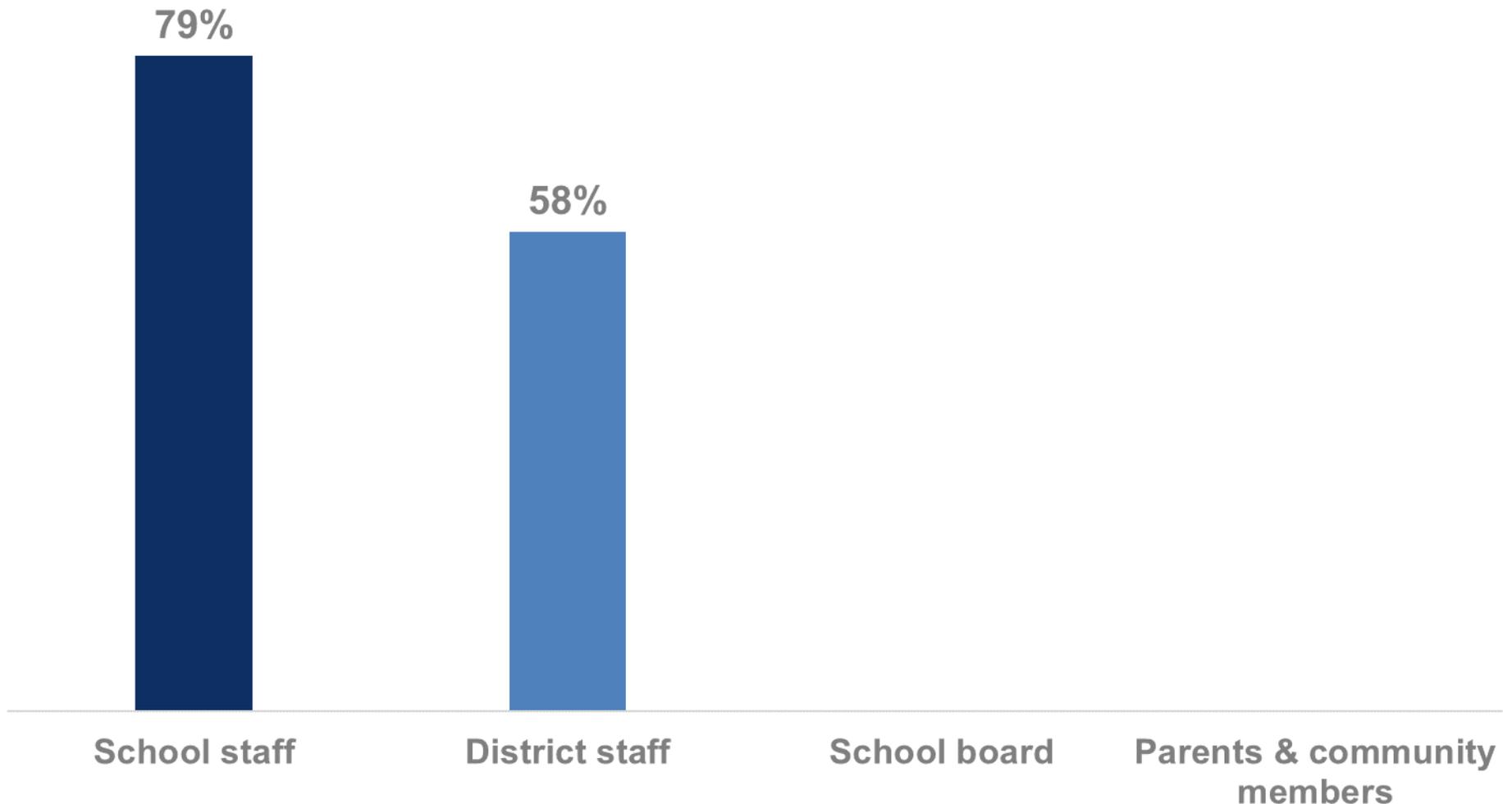
School staff

District staff

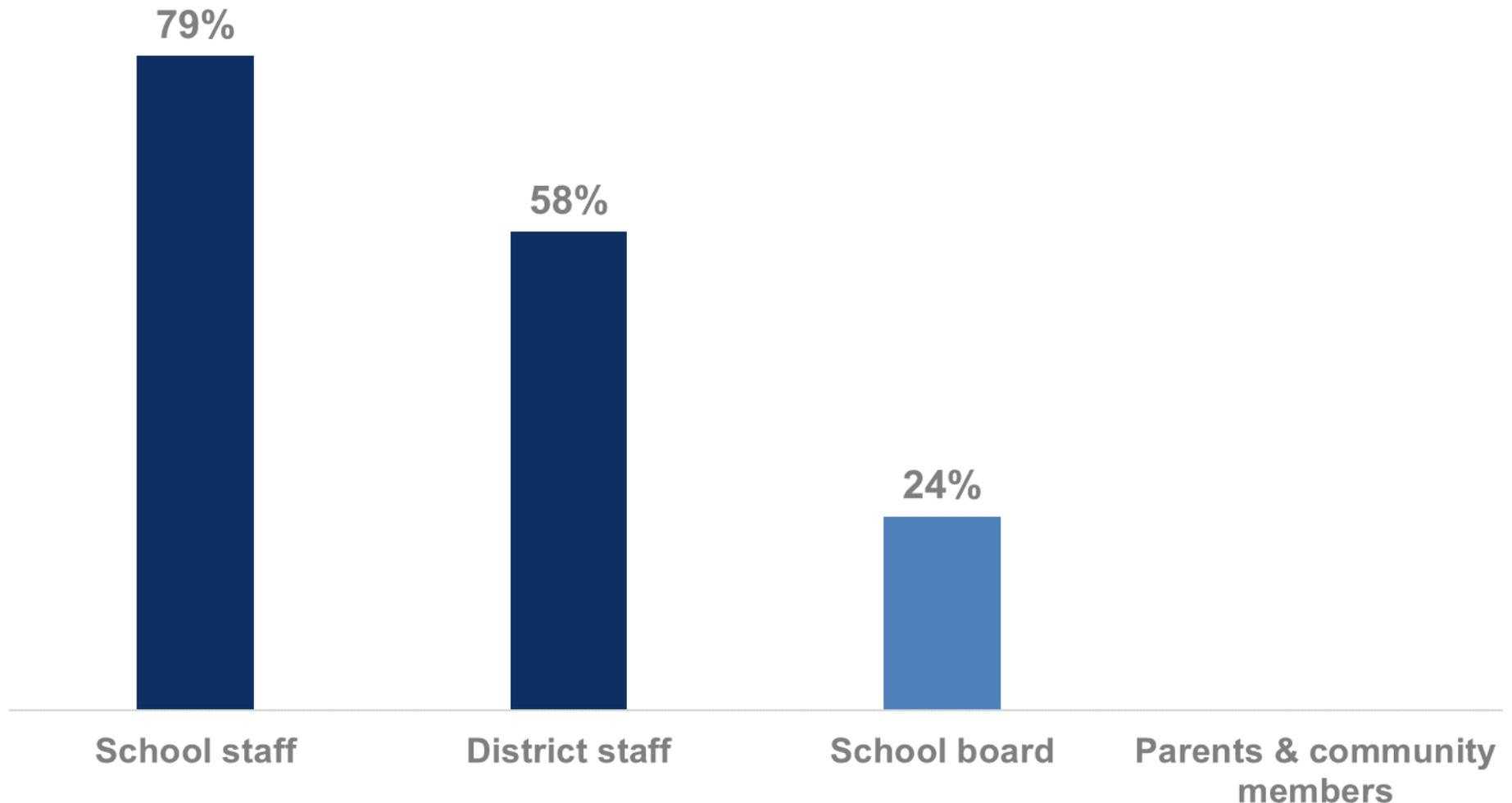
School board

Parents & community  
members

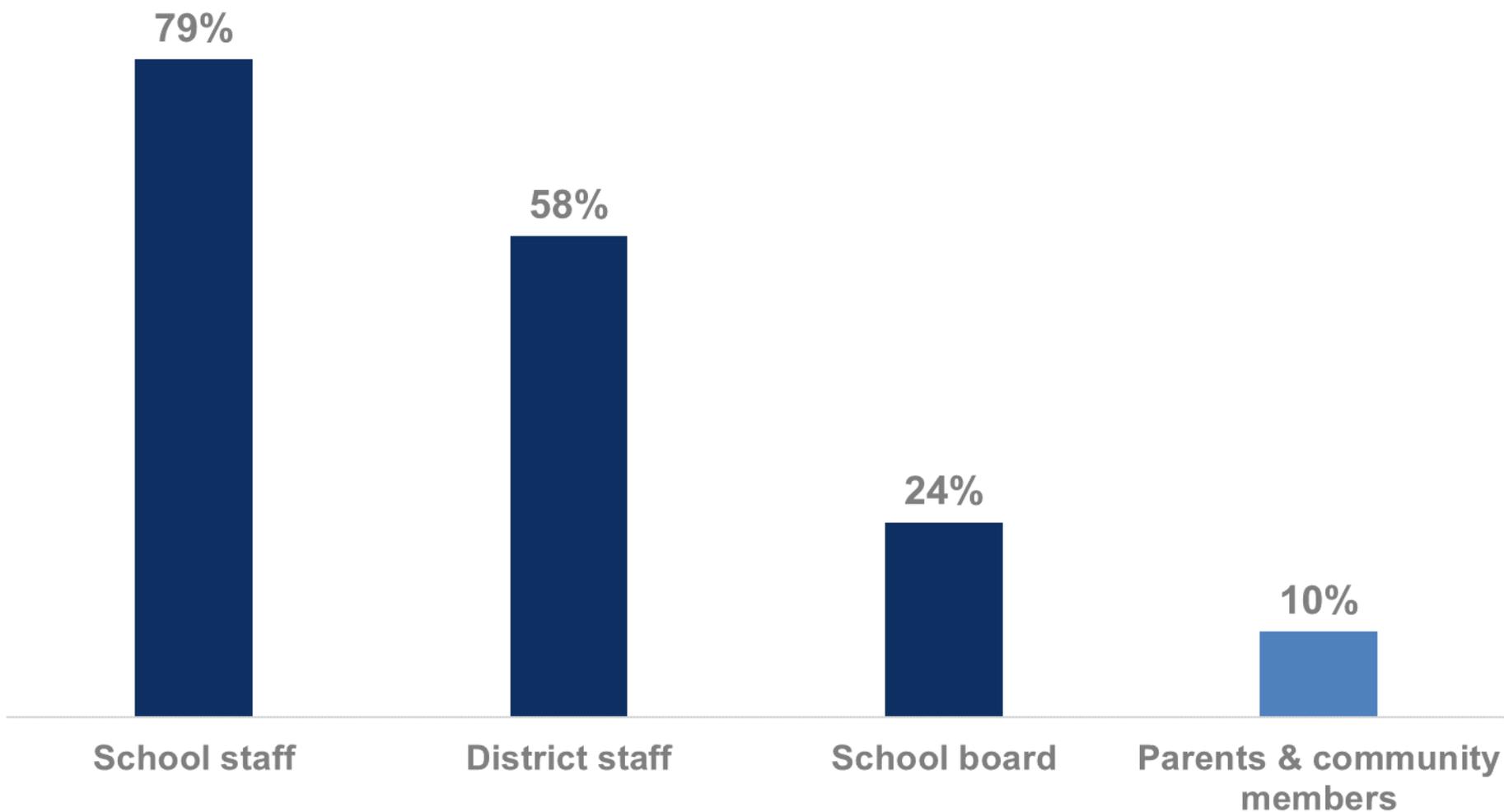
# Staff type involved in conversations on equitable access to teachers ( $n = 136$ )



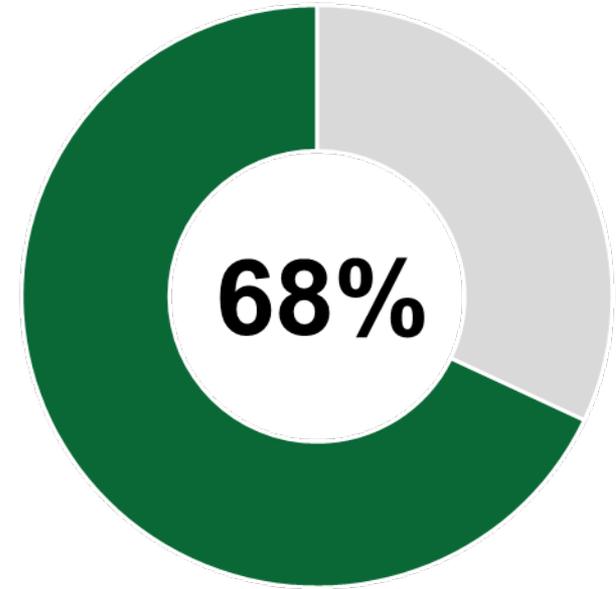
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# Staff type involved in conversations on equitable access to teachers ( $n = 136$ )

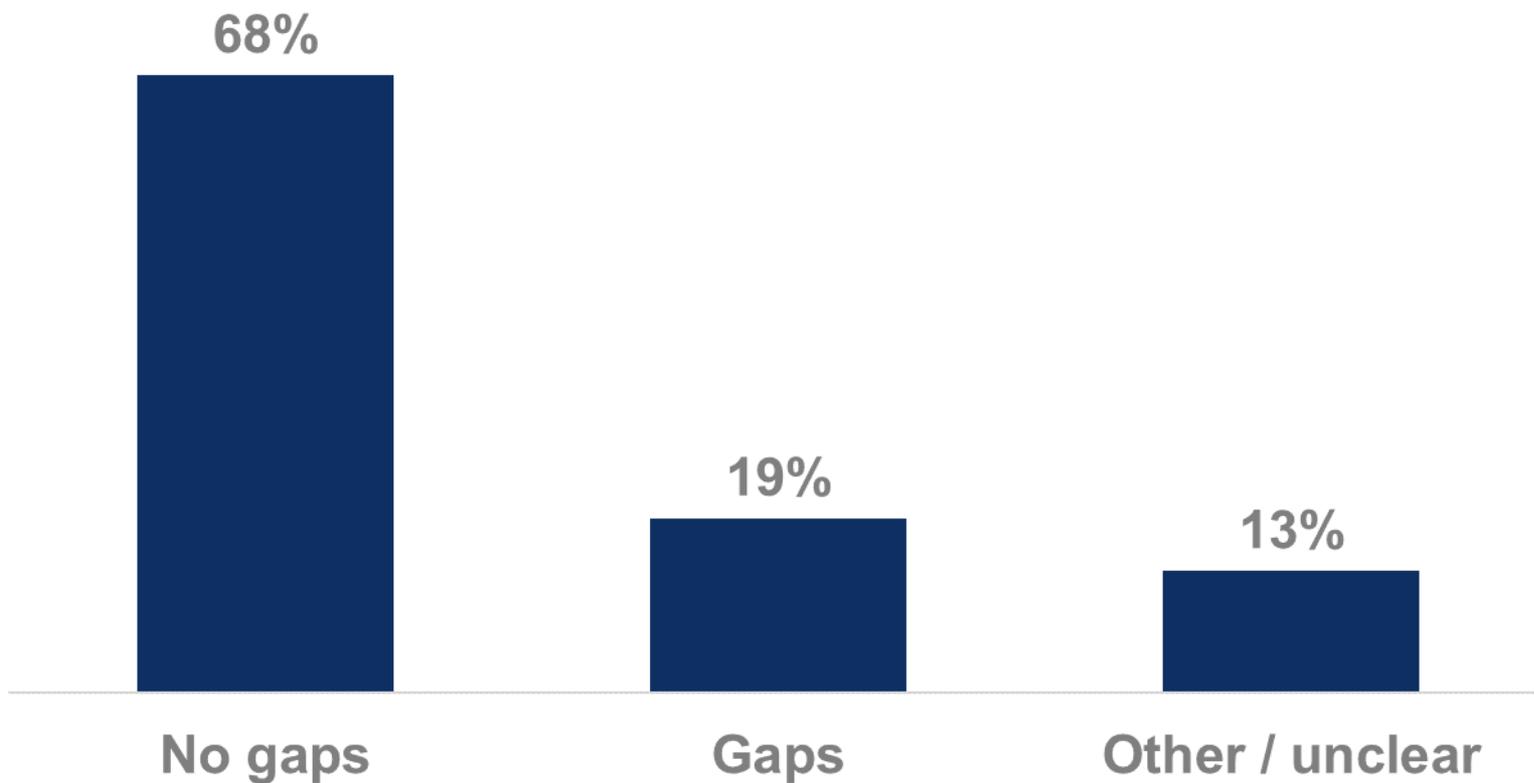


What gaps, if any, have districts found related to equitable access to experienced, effective and in-field teachers for low-income students, students of color, or American Indian students?

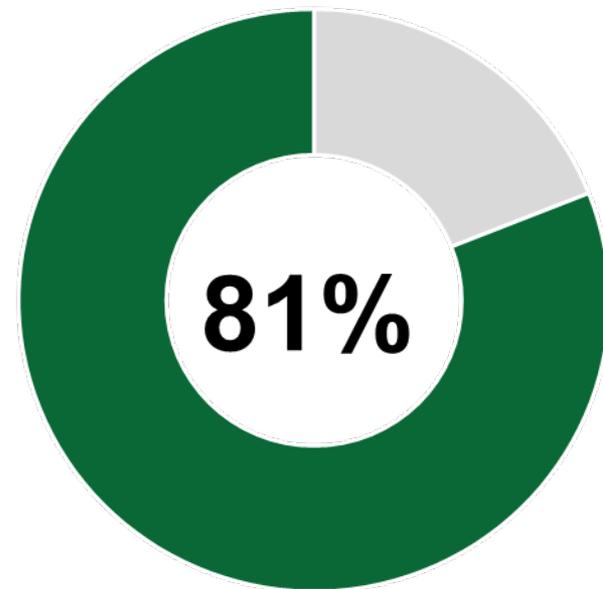


**found no gaps**

## Districts identifying gaps in equitable access to excellent teachers ( $n = 173$ )

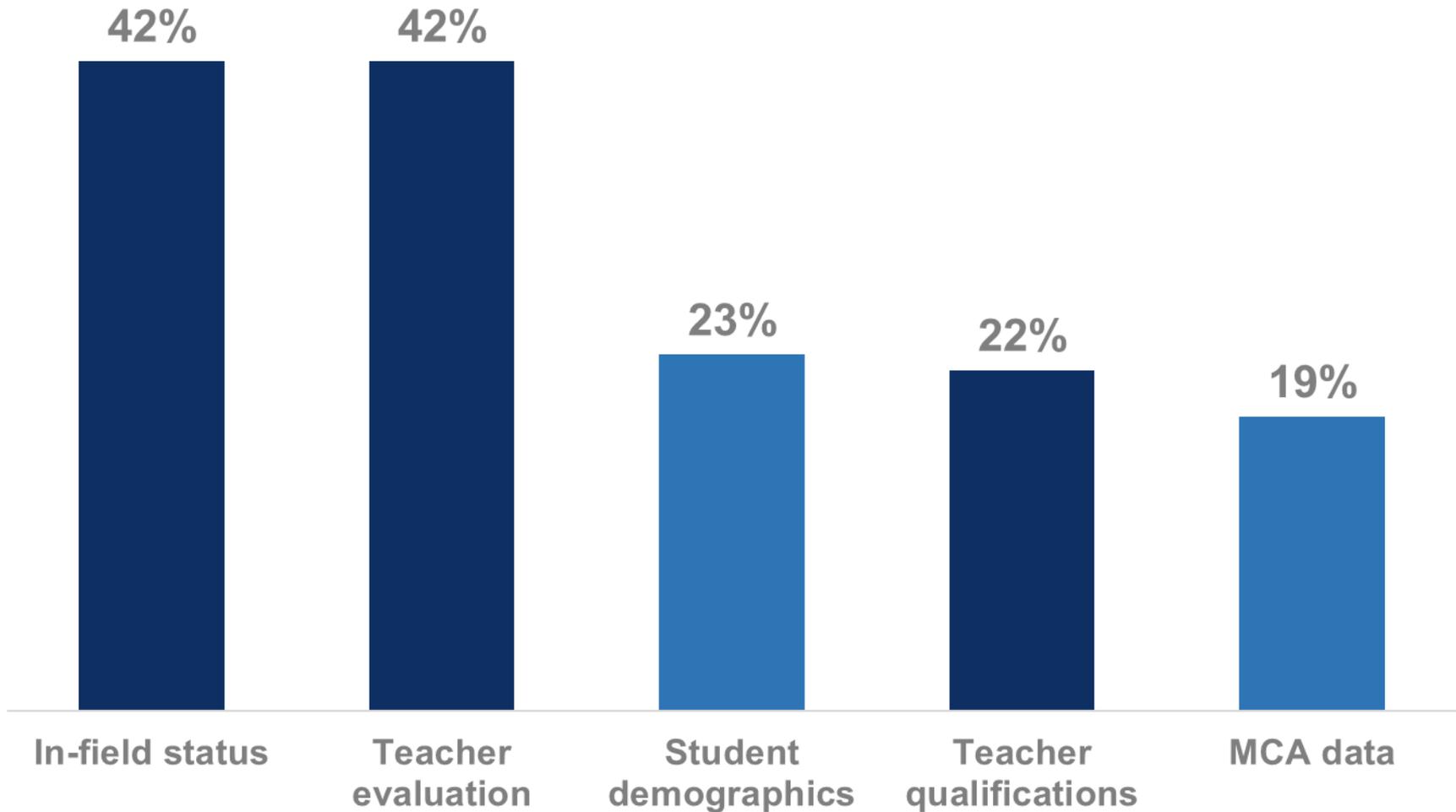


What data were used  
to identify gaps in  
access?



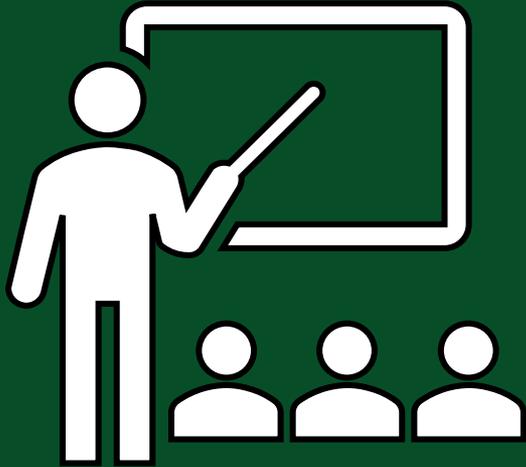
used teacher data

# Data used to identify gaps ( $n = 126$ )



# Pause point

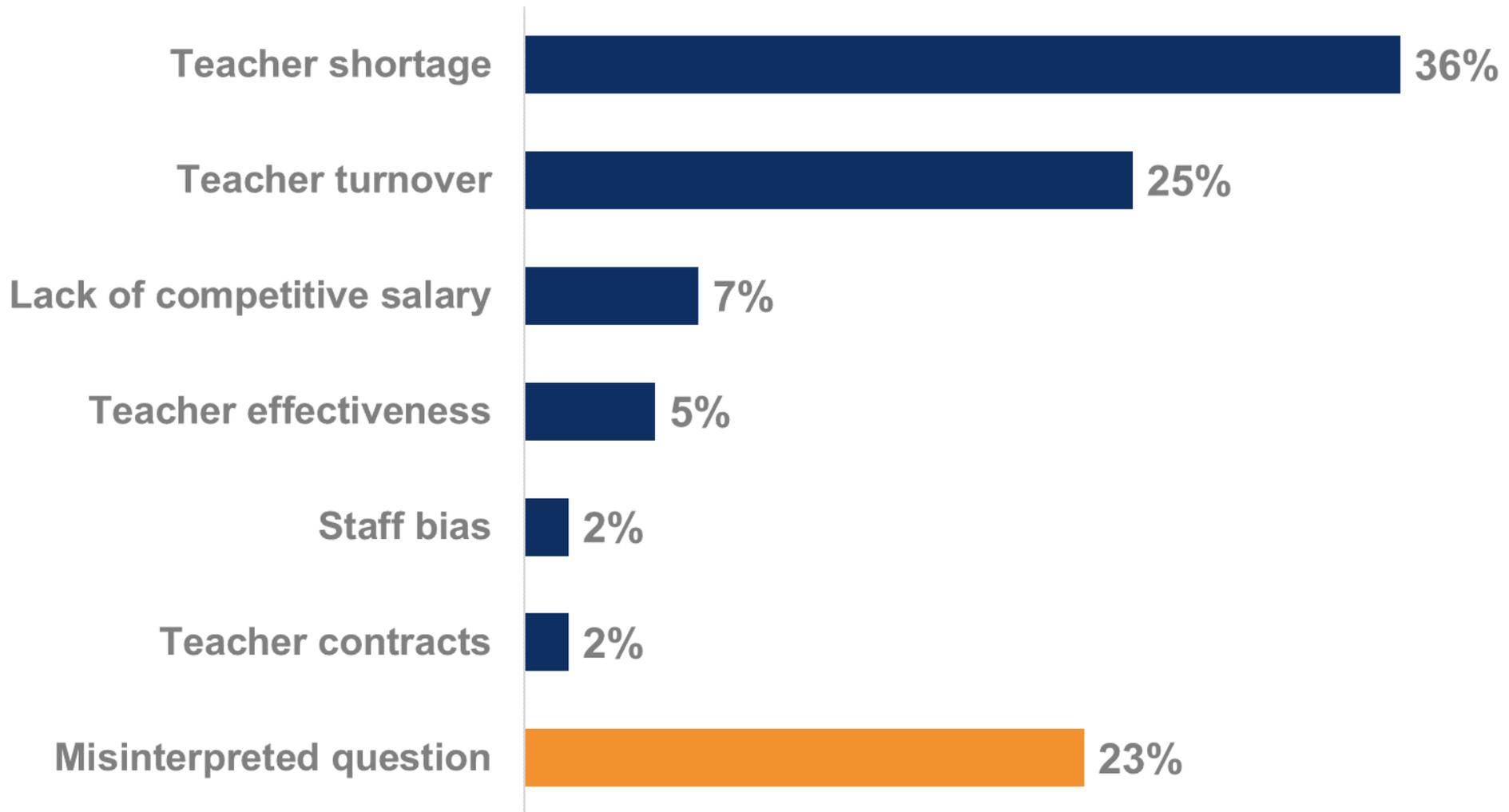
- What have you found surprising so far?



What root causes were identified as contributing to gaps in access?

Most districts reported ***teacher recruitment*** and ***retention*** as root causes

# Root causes of gaps in access (*n* = 56)

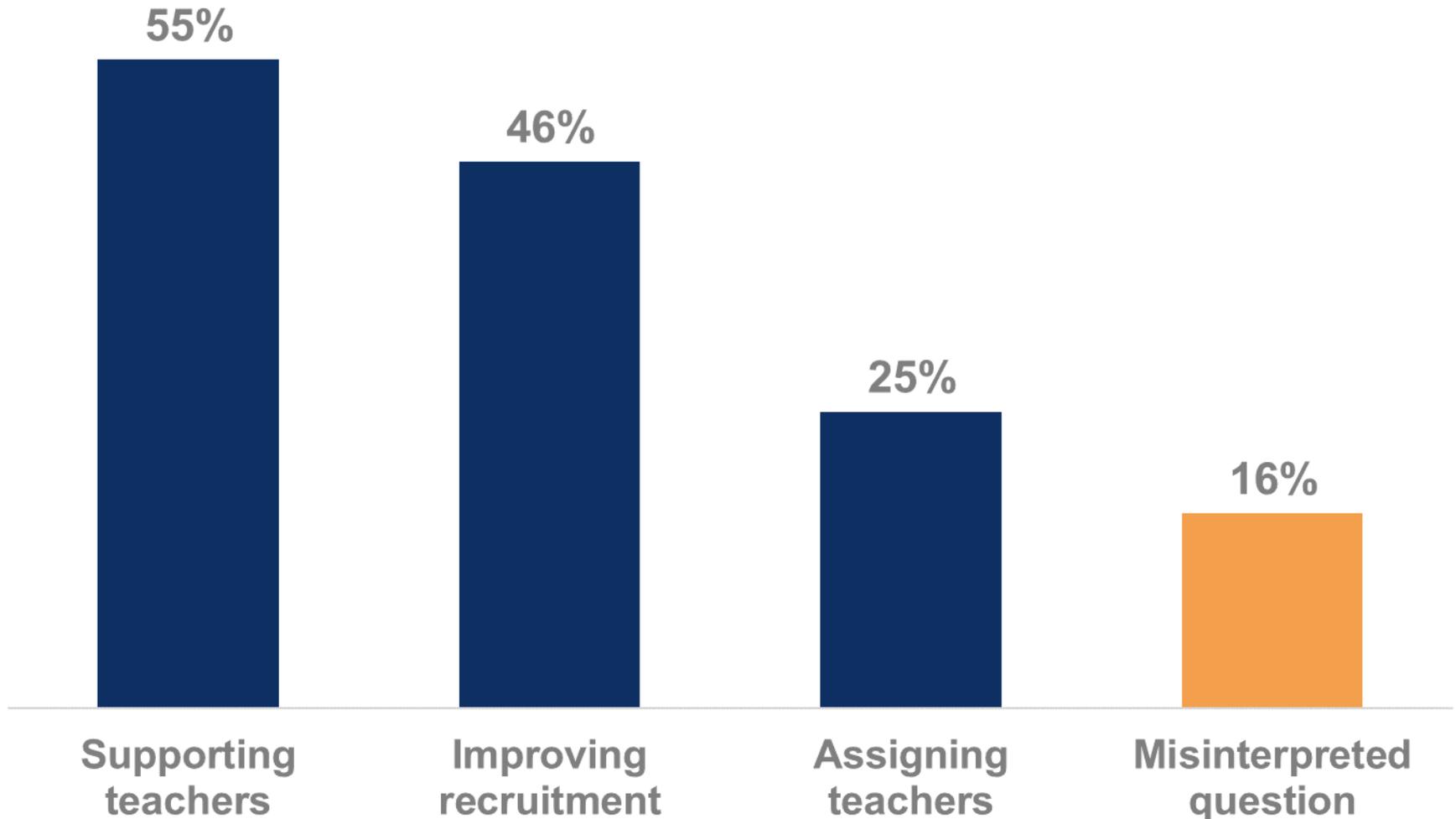




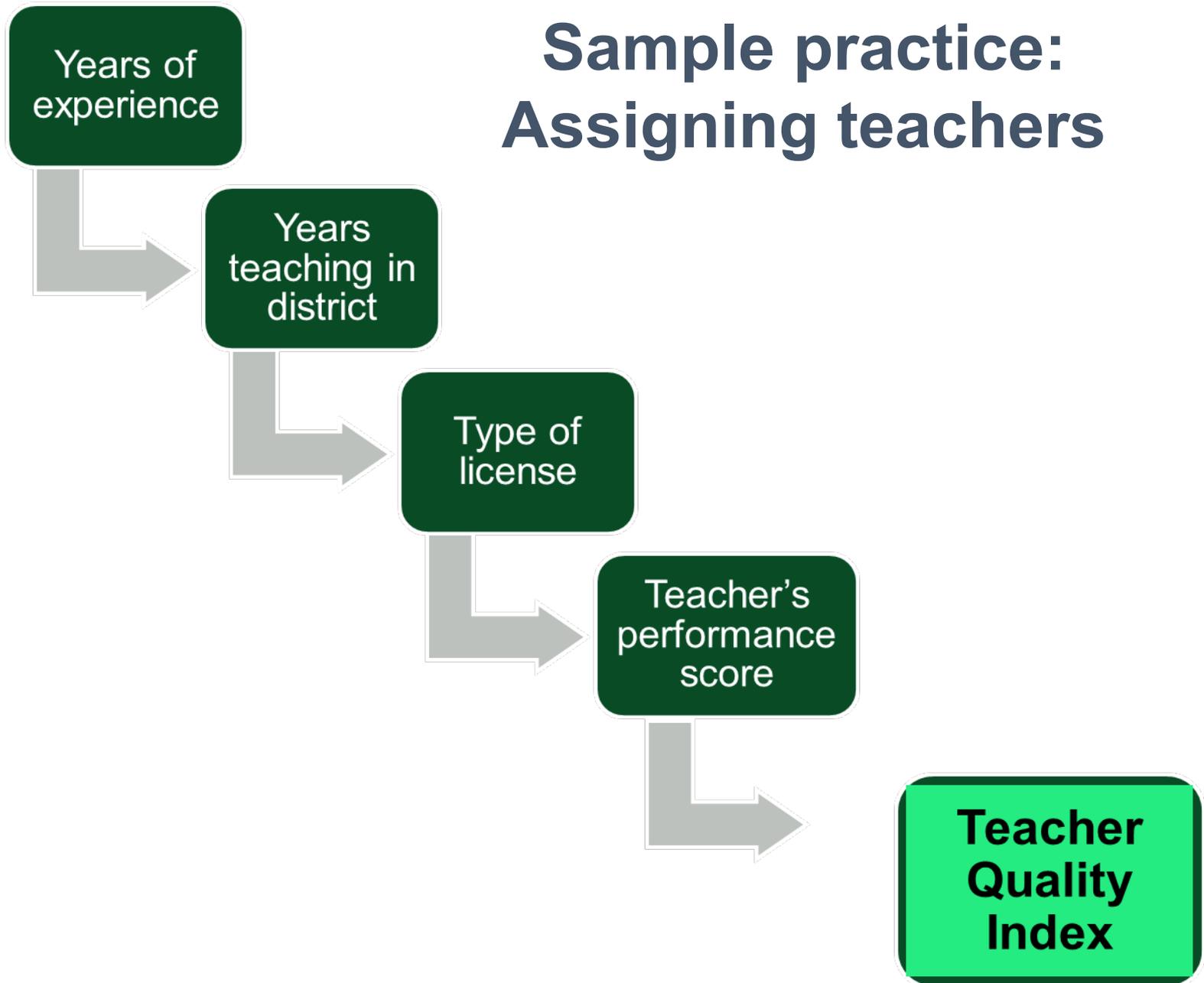
What are the proposed strategies that the district has put in place to improve access to effective and in-field teachers for low-income students, students of color, and American Indian students?

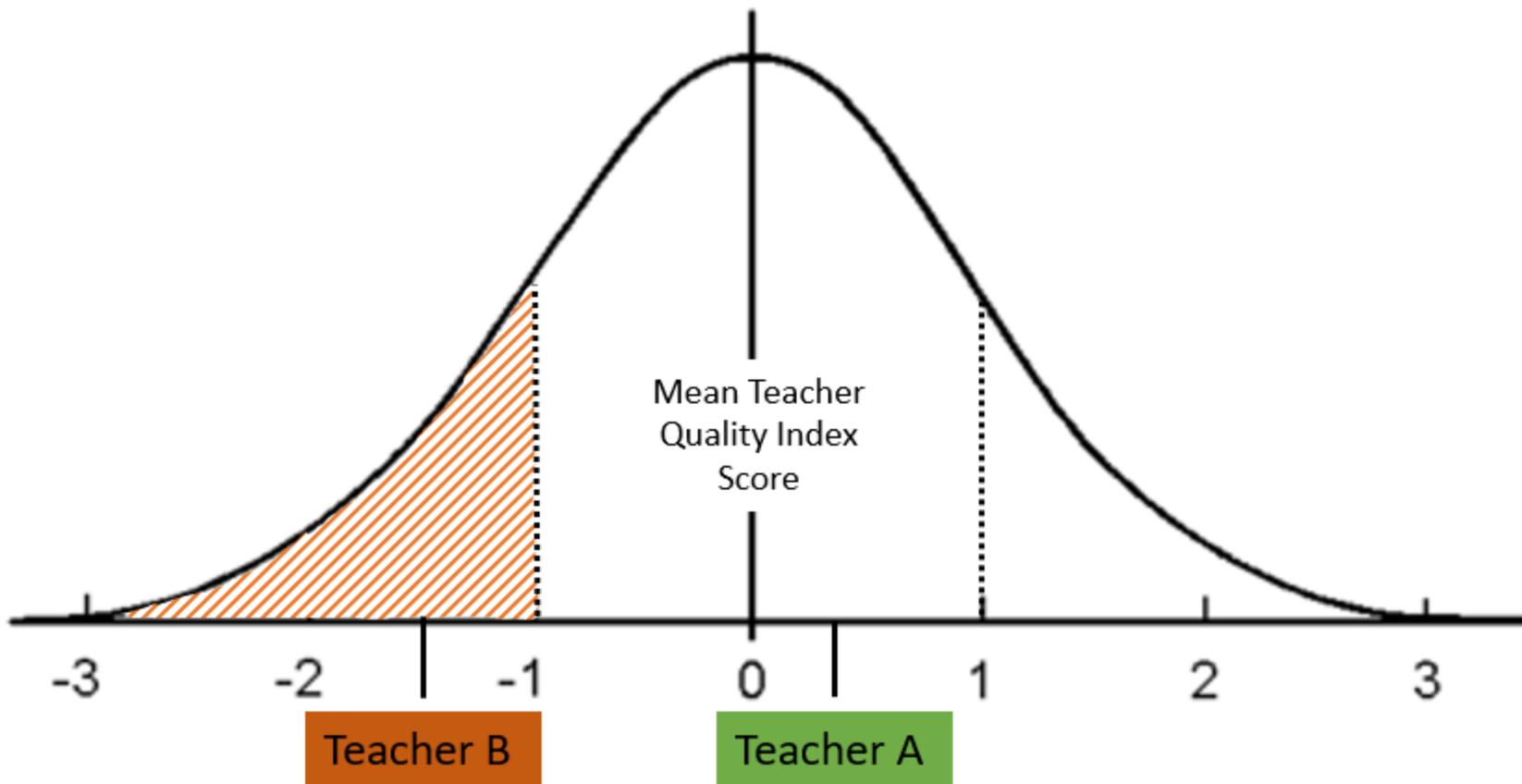
- 1) Supporting teachers
- 2) Improving recruitment
- 3) Assigning teachers

# Strategies for improving access to excellent teachers ( $n = 128$ )



# Sample practice: Assigning teachers





# Pause point: POLL

Which of these strategies to improve access to excellent teachers would you like your district to focus on more?

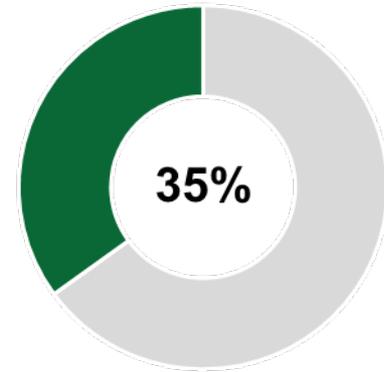
# Focus area 2: Access to diverse teachers



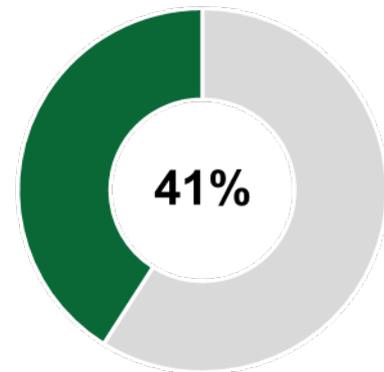
# Access to diverse teachers

- What has the district discovered regarding student access to teachers who reflect the diversity of students enrolled in the district?
- What efforts are in place to increase the diversity of the teachers in the district?

What challenges and successes did districts report in recruiting and supporting diverse teachers?

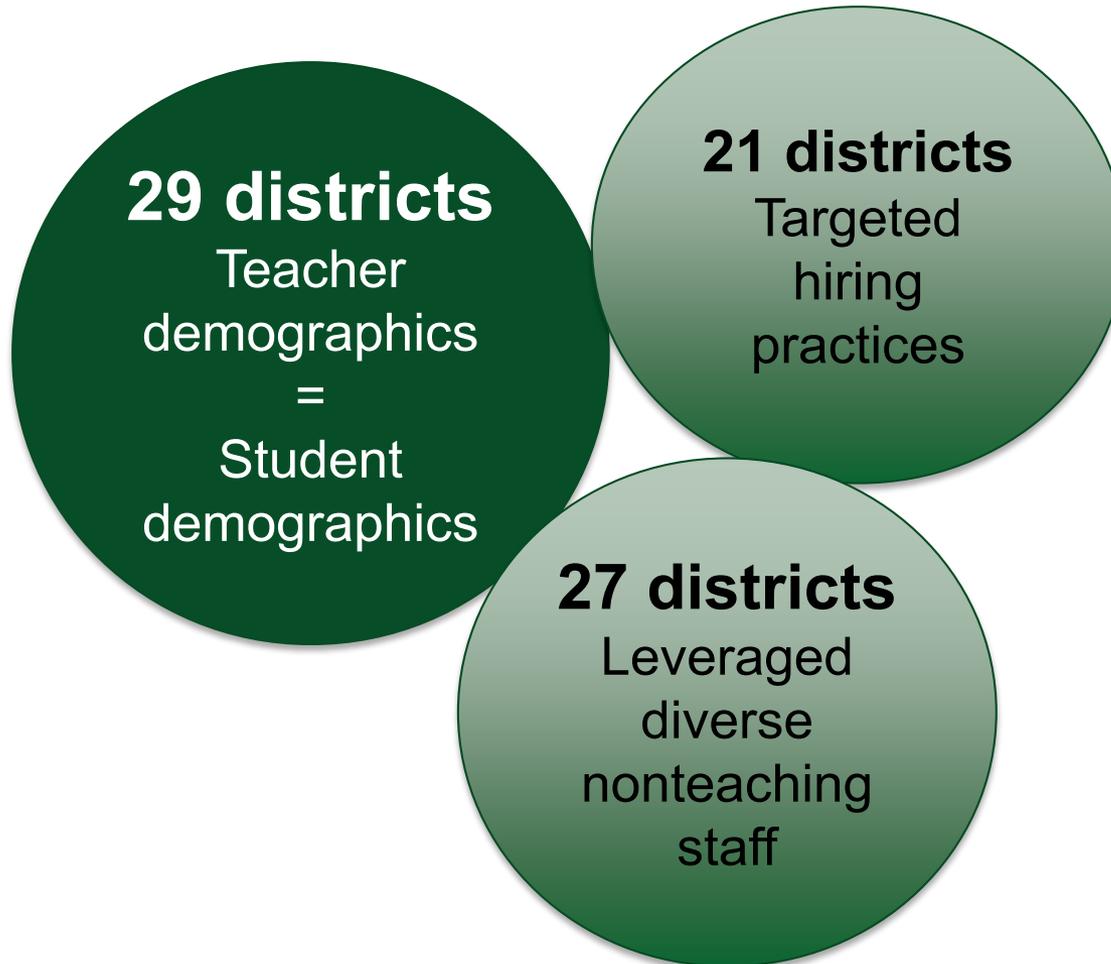


reported on **successes**

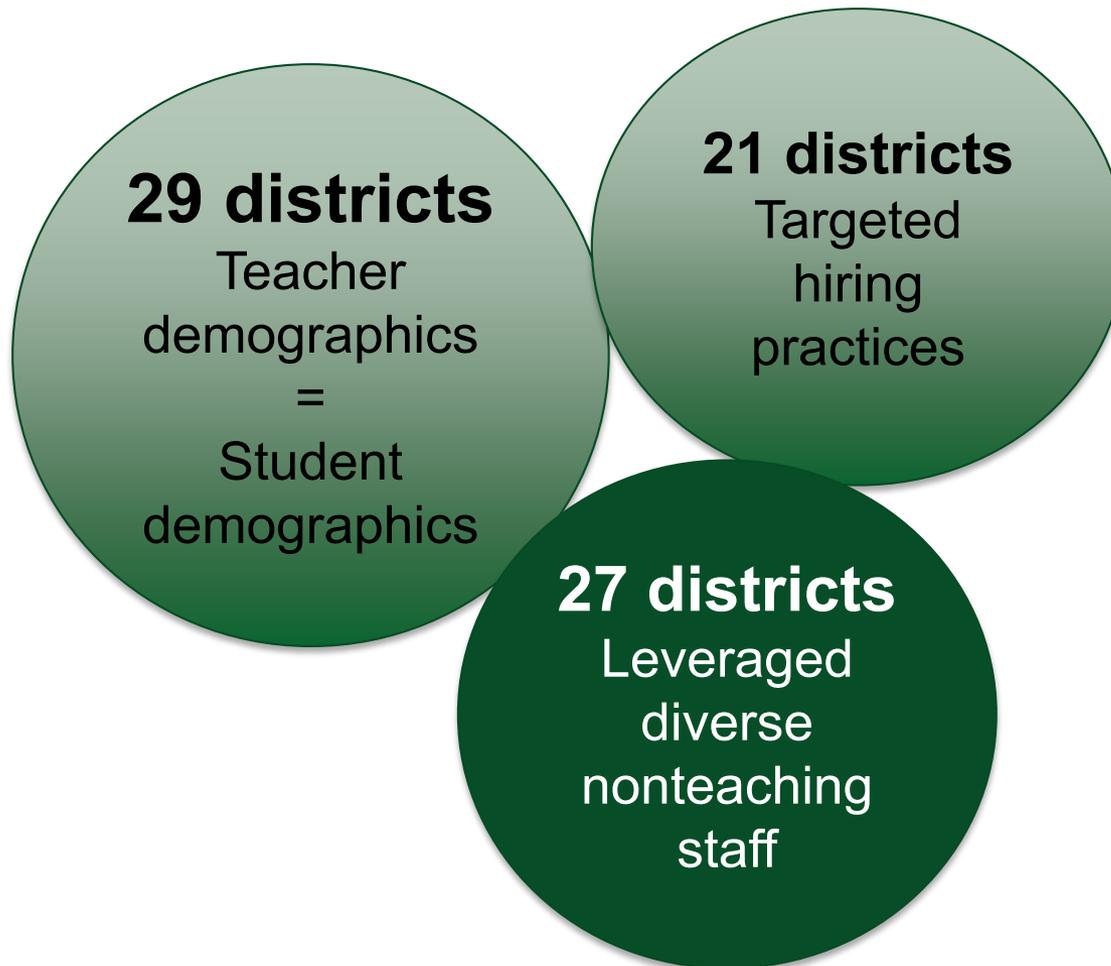


reported on **challenges**

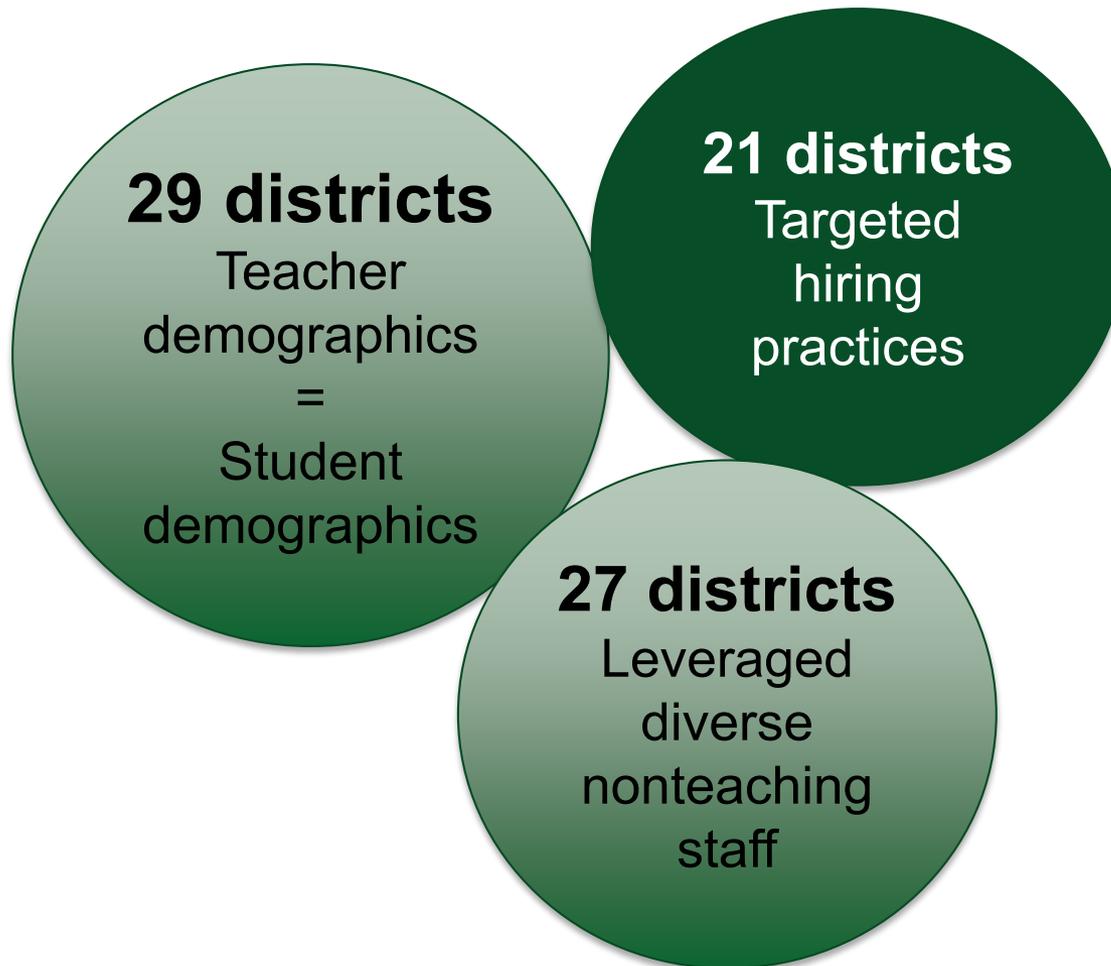
# Districts' successes with student access to diverse teachers ( $n = 70$ )



# Districts' successes with student access to diverse teachers ( $n = 70$ )



# Districts' successes with student access to diverse teachers ( $n = 70$ )



# Sample targeted hiring practice

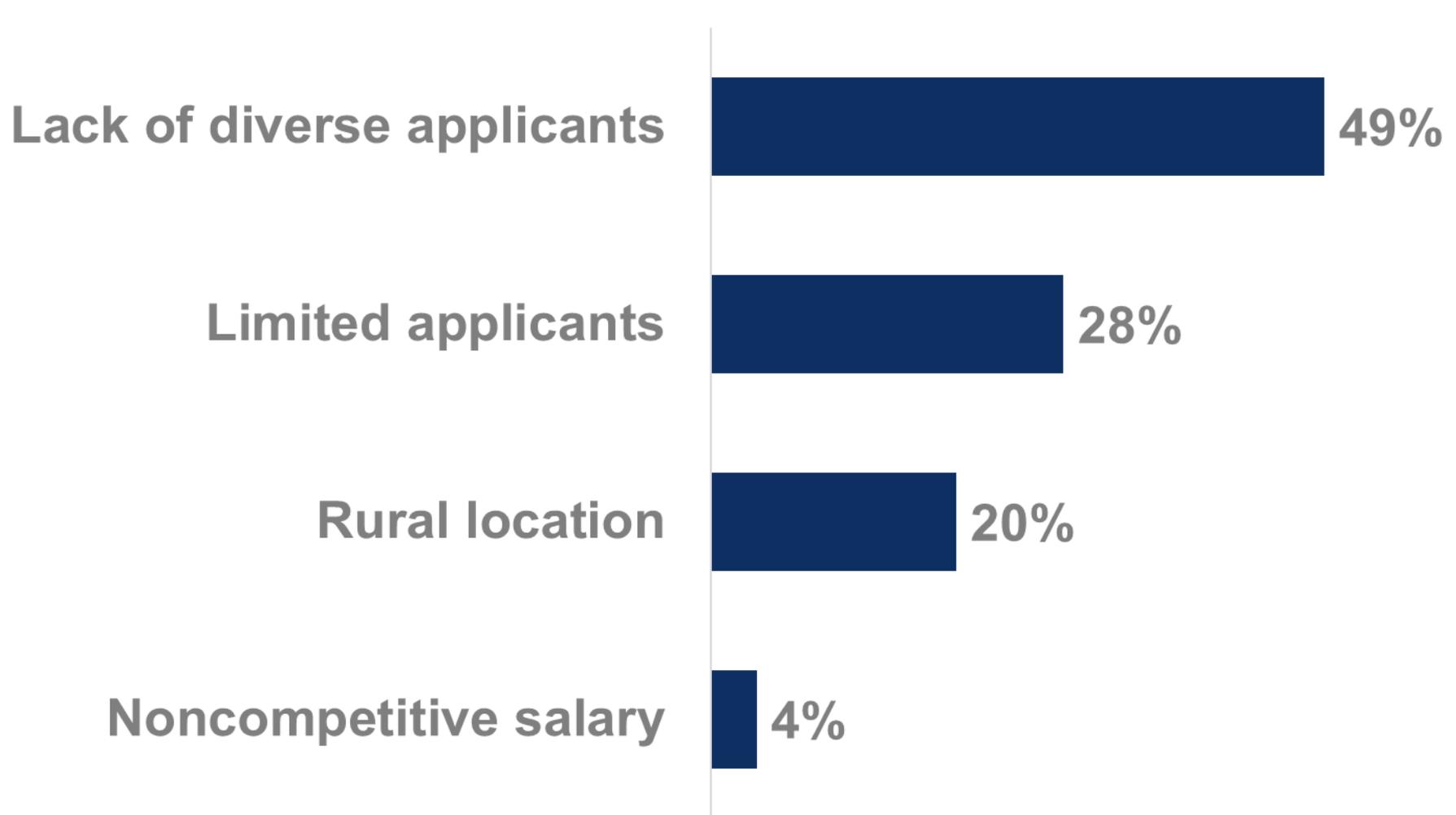
**Increased  
focus**

**Secured  
Minnesota  
Comeback  
grant**

**Hired  
recruiting  
service**

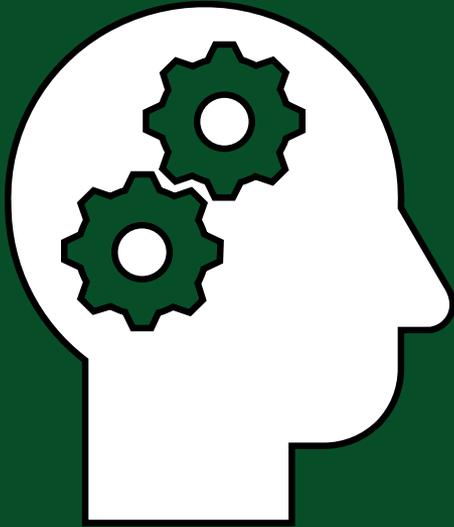
**Percentage  
of teachers  
of color  
grew**

# Districts' challenges with student access to diverse teachers ( $n = 82$ )



## Pause point

- How did findings on *successes and challenges in recruiting and supporting diverse teachers* resonate with your experience?



What strategies (recruiting, attracting, assigning, developing, and retaining) are districts using to diversify their teaching workforce?

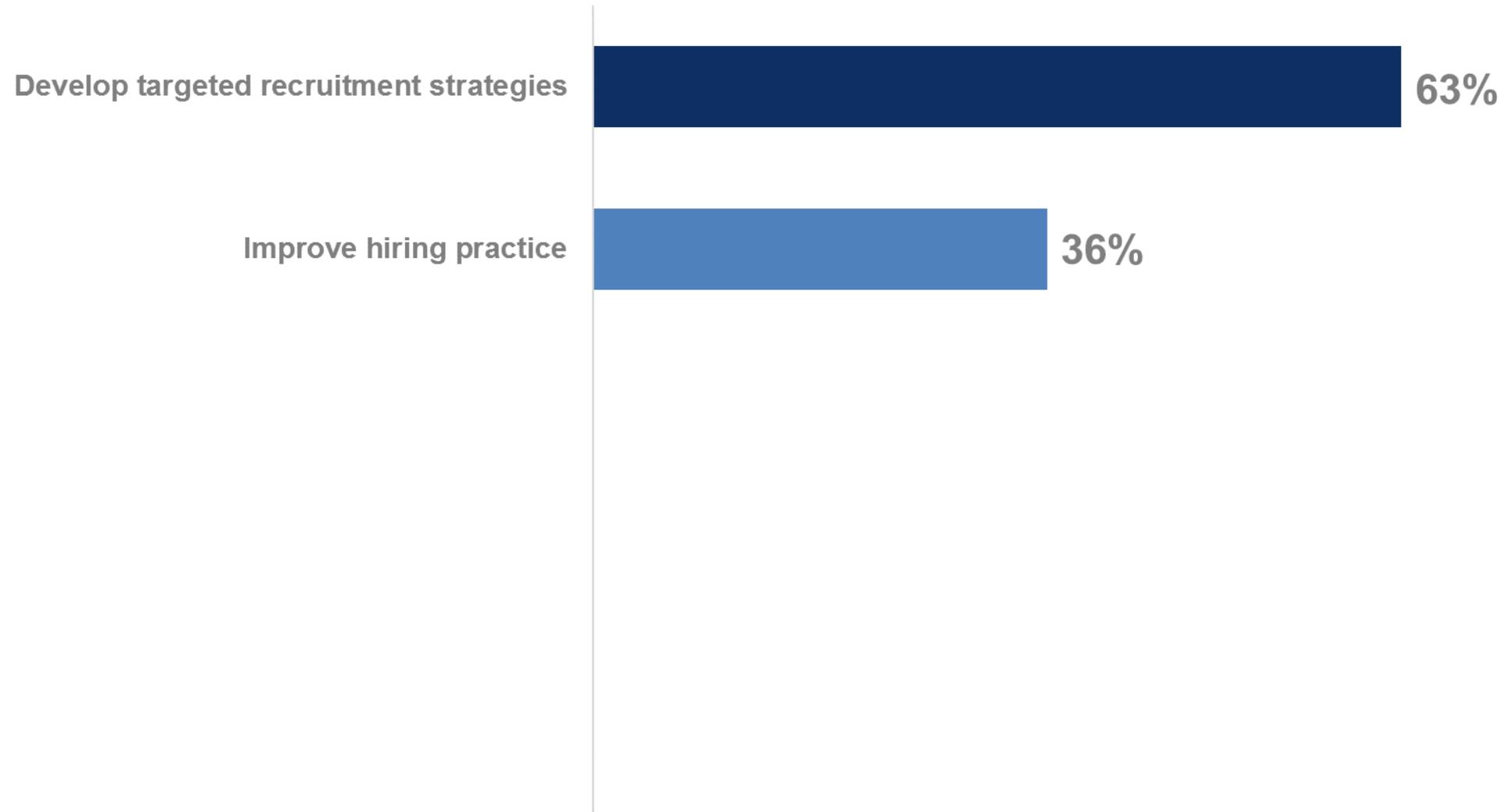
Improve  
recruiting  
and hiring

# Strategies to Diversify Teaching Workforce (n = 115)

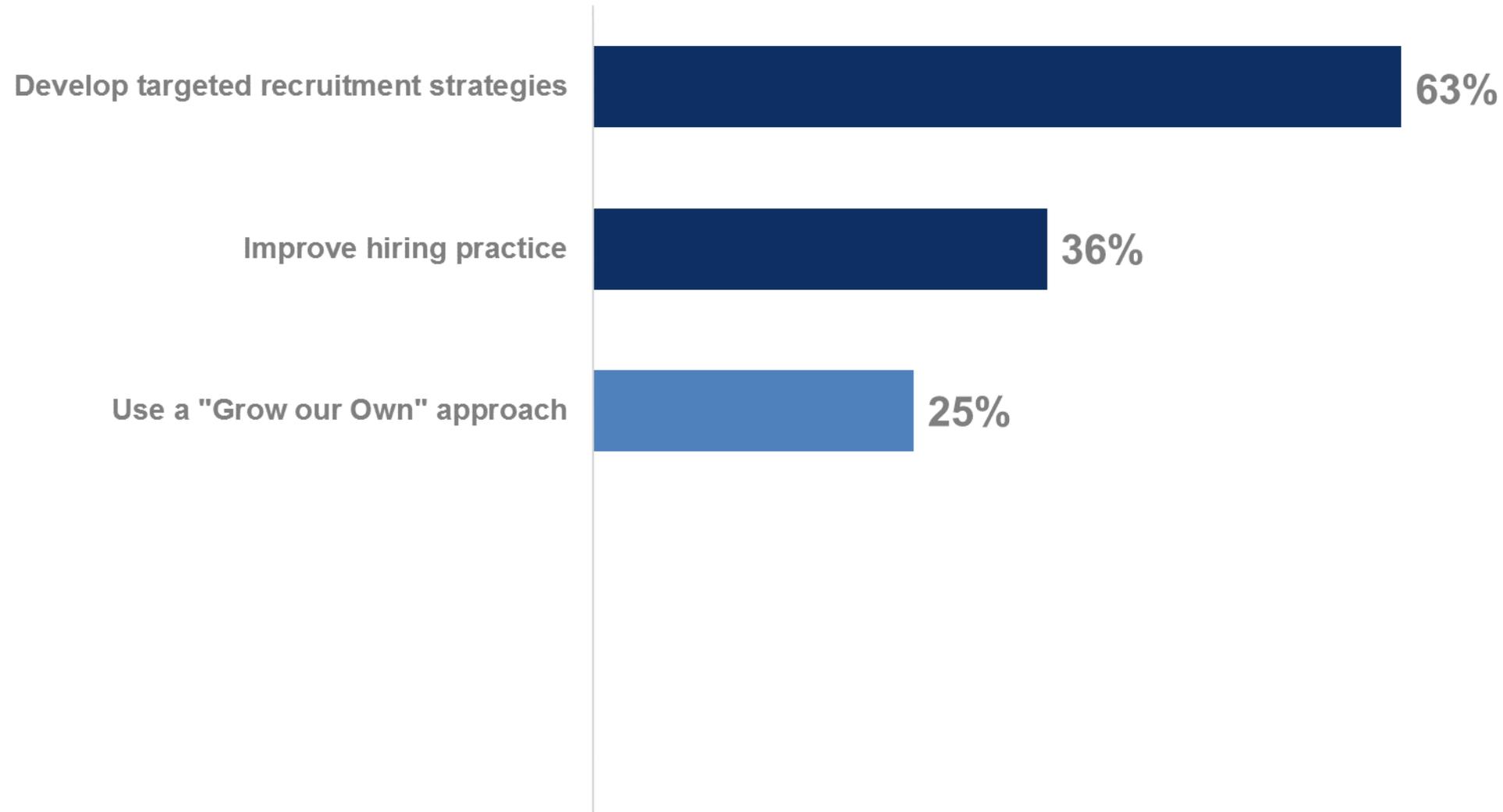
Develop targeted recruitment strategies



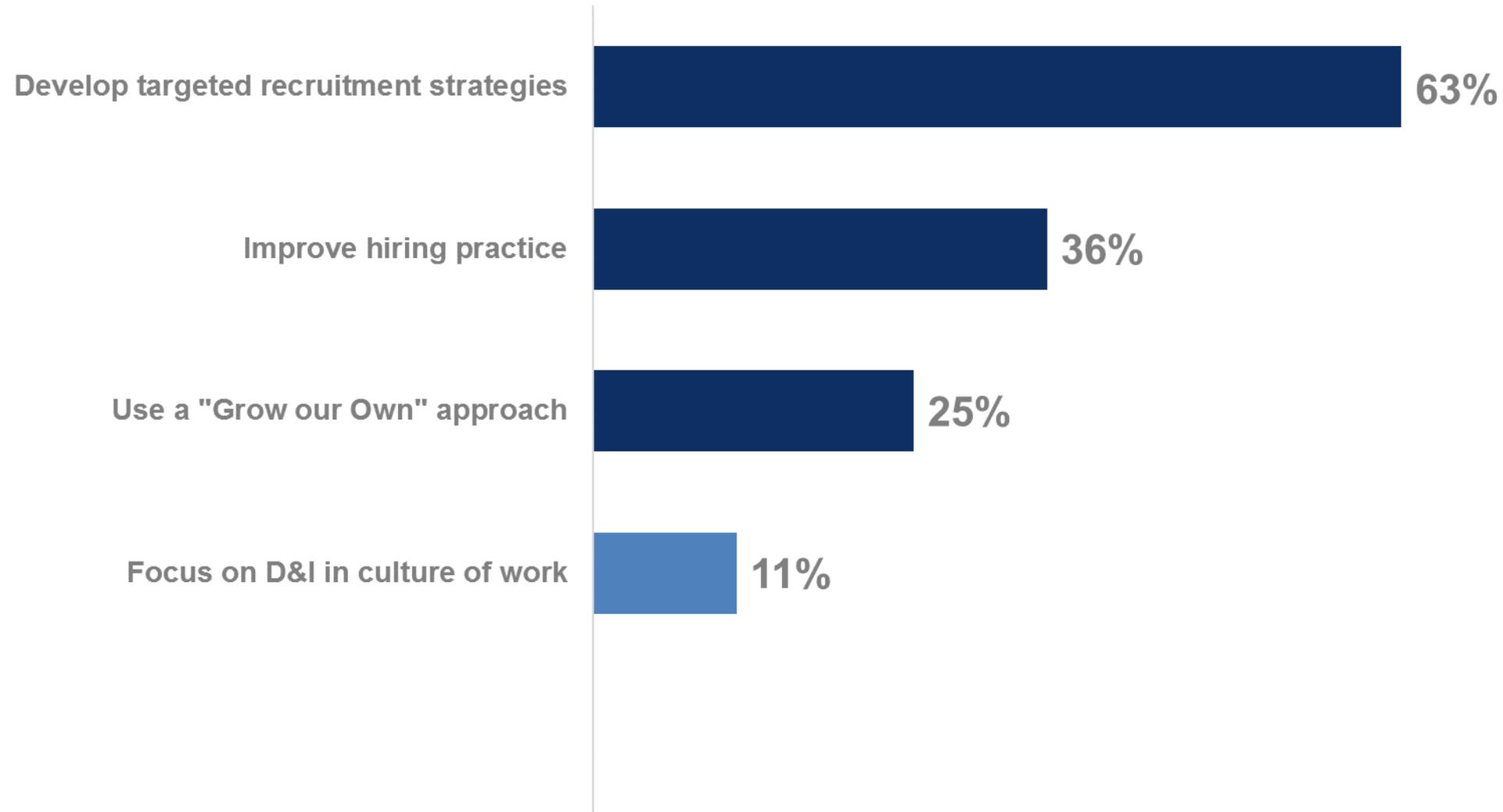
# Strategies to Diversify Teaching Workforce (n = 115)



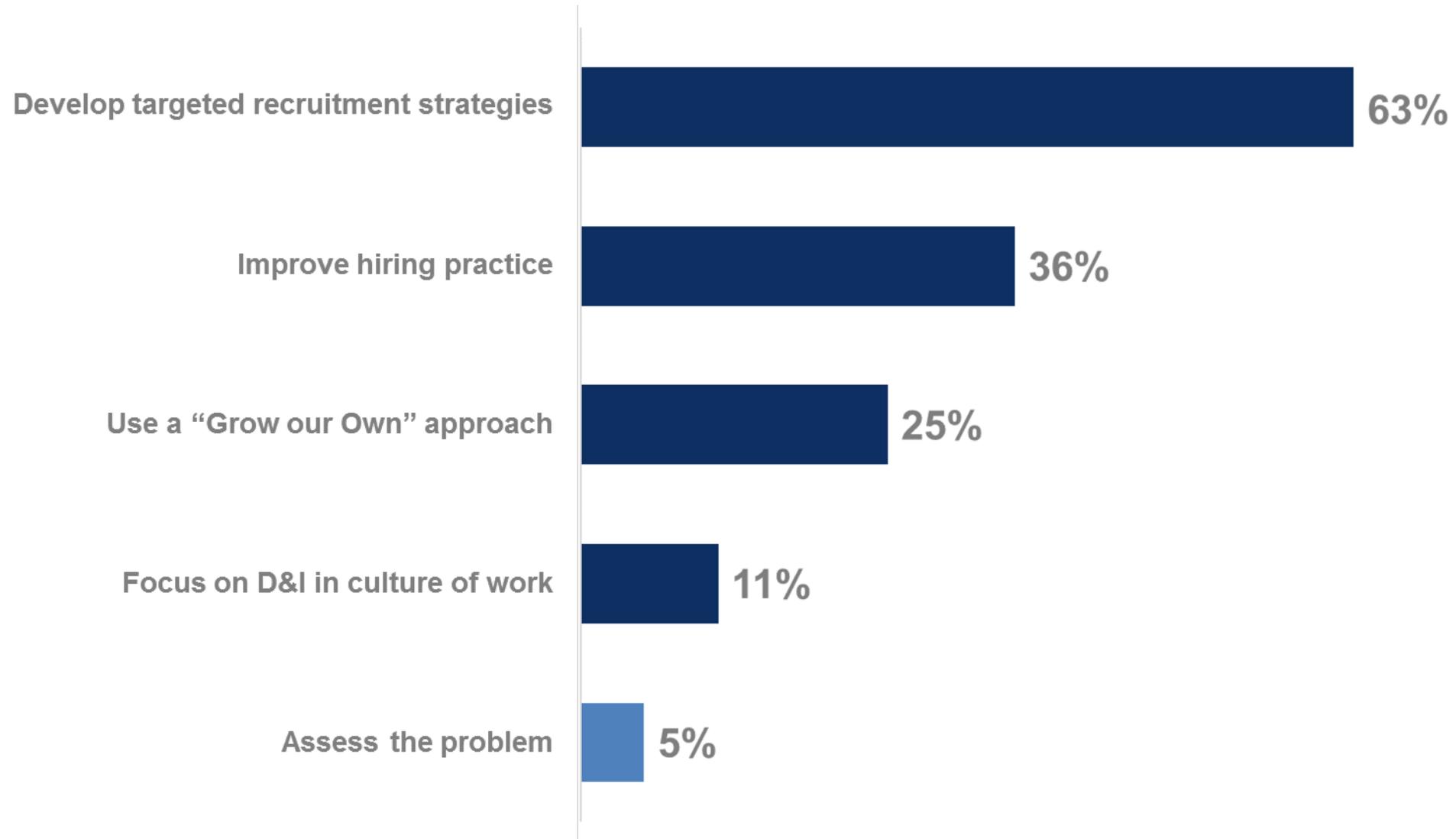
# Strategies to Diversify Teaching Workforce (n = 115)



# Strategies to Diversify Teaching Workforce (n = 115)



# Strategies to Diversify Teaching Workforce (n = 115)



# Strategies to diversify teaching workforce

## Improve hiring practice

36% of districts

*“We implemented a new Recruitment and Hiring Guide for Supervisors that includes:*

- a. Case for Racial Diversity and need recruit and select more staff of color.*
- b. The role of the HR Department in overseeing the process to increase diversity – monitoring results and having conversations with hiring managers.”*

# Strategies to diversify teaching workforce

## Focus on D&I in culture of work

11% of districts

*“Internally, we have formed affinity groups to support diverse staff in our system and worked with diverse staff to learn from their experiences about positives and areas for improvement in our district.”*

# Strategies to diversify teaching workforce

## Assess the problem

5% of districts

*“We are in the process of doing a comprehensive needs assessment, where we are going to examine teacher placement at all of our buildings, looking most closely at our teacher demographics in our schools that are the most diverse.”*

# Pause point: POLL

Which of these strategies to diversify the teaching workforce do you find most compelling for your district?

# Focus area 3: Publicly sharing teacher equity data

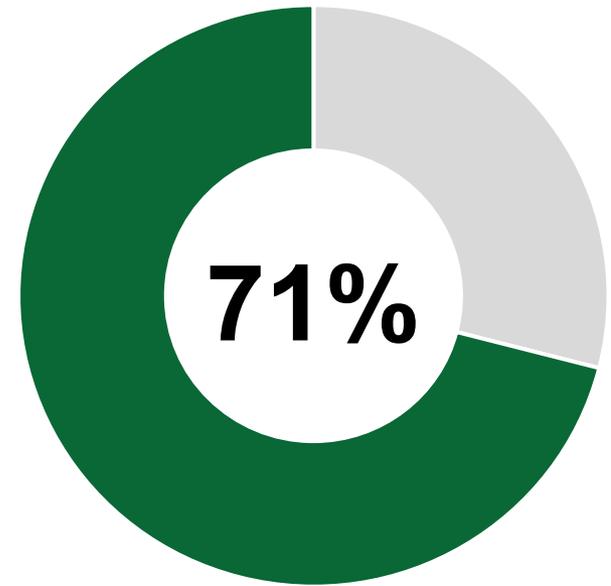


## Local reporting of teacher equity data

For this 2017/18 WBWF summary report submission, please check the box if your district publicly reported this data.

- District/charter publicly reports data annually related to equitable teacher distribution, including data on access to effective, experienced, and in-field teachers for low-income students, students of color, and American Indian students.

What percentage of districts are reporting that they publicly share their teacher equity data?



publicly share  
teacher equity data

# Focus area 4: Closing student achievement gaps



## Goals and Results

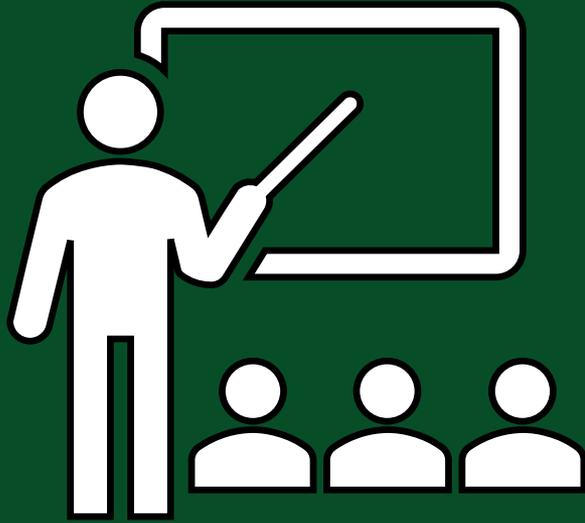
SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally determined measures.

### Close the Achievement Gap(s) Between Student Groups

<input type="checkbox"/> WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p>	<p><i>Check <b>one</b> of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p>

*Bulleted narrative is appreciated. 200-word limit.*

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- *What strategies are in place to support this goal area?*
- *How well are you implementing your strategies?*
- *How do you know whether it is or is not helping you make progress toward your goal?*

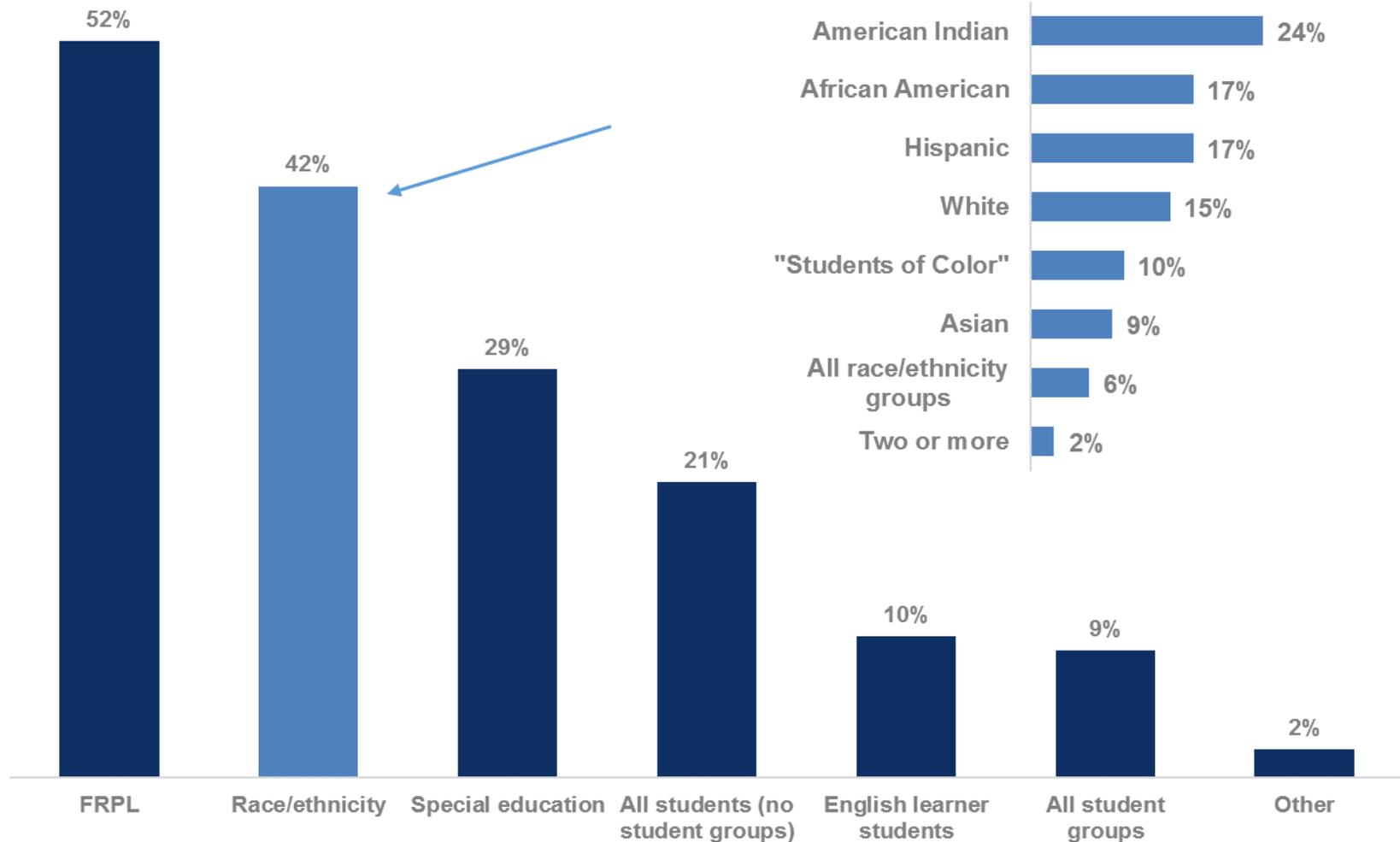


What student achievement gaps have districts identified in their goals?

1. **Income (free or reduced-price lunch [FRPL])**
2. Race/ethnicity
3. Special education
4. English learner

# Achievement gaps by student groups identified by districts in their goals (*n* = 197)

Breakdown of goals related to student race/ethnicity





79%

of districts identified goals  
for specific student groups

21%

of districts did not create  
goals for student groups

# Approaches to framing achievement gap goals

**Growth in  
percentage  
proficient for a  
group**

**Shrinking the  
gap between  
two groups**

**Exceeding the  
statewide  
average for a  
group**

# Approaches to framing achievement gap goals

**Growth in percentage proficient within a particular student group(s)**

*“Increase the percent(age) of Special Education students tested who are proficient as measured by the MCA III Reading Assessment in May to 20%.”*

# Approaches to framing achievement gap goals

**Shrinking the gap in percentage proficient between a student group and a higher achieving group**

*“The achievement gap between White students and American Indian students in grades 3–8 & 11 on all state accountability tests for math will decrease from 27.3% in 2017 to 24.57% in 2018.”*

# Approaches to framing achievement gap goals

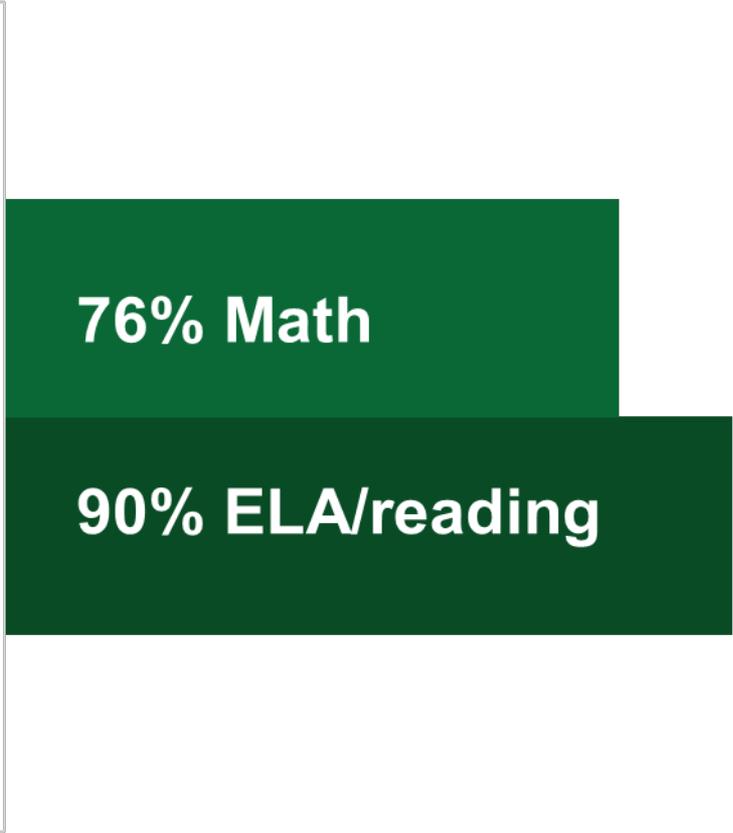
**Exceeding or catching up to the statewide average for that student group**

*“The school’s ELL proficiency rate is greater than 10 percentage points above the state average in math, reading, and science, as measured by the MCA, by 2021.”*

# Pause point: POLL

How does your district frame its achievement gap goals?

What subjects or content areas are the districts focusing on for achievement gap–related goals?



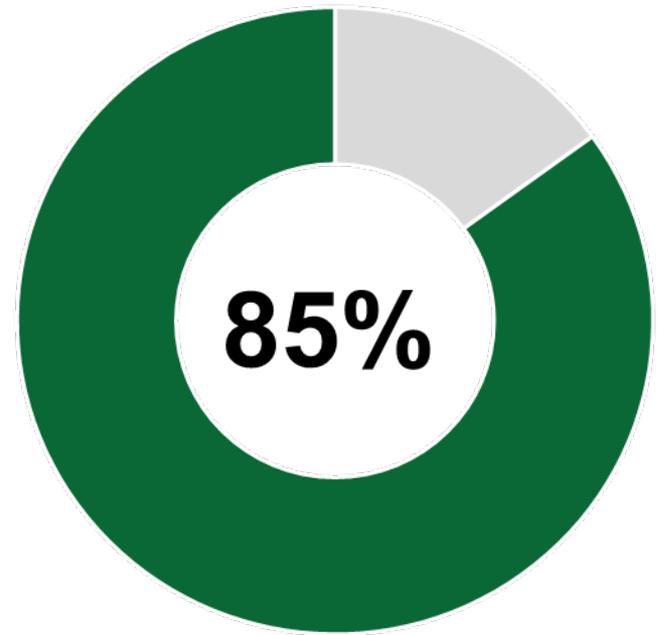
A horizontal bar chart with two bars. The top bar is dark green and contains the text '76% Math'. The bottom bar is a slightly lighter shade of green and contains the text '90% ELA/reading'. A thin vertical line is on the left side of the bars, and a white arrow points from the text on the left towards the bars.

Subject	Percentage
Math	76%
ELA/reading	90%

**76% Math**

**90% ELA/reading**

What data was used to identify gaps, and what is the related measurement tool?

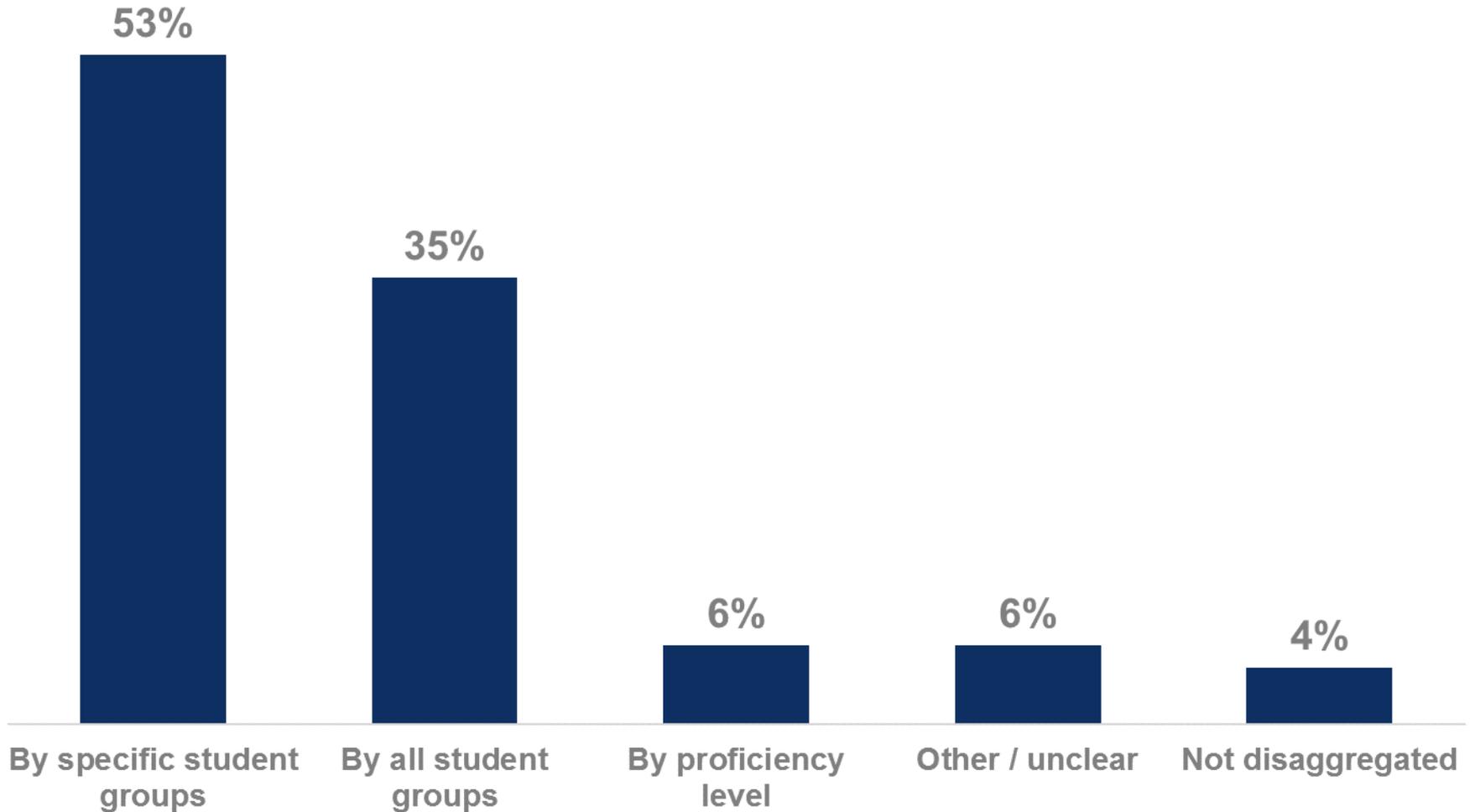


of districts are using the **MCA** to identify achievement gaps

How is data  
disaggregated by  
student groups?

Most districts  
**disaggregate by**  
**some or all student**  
**groups**

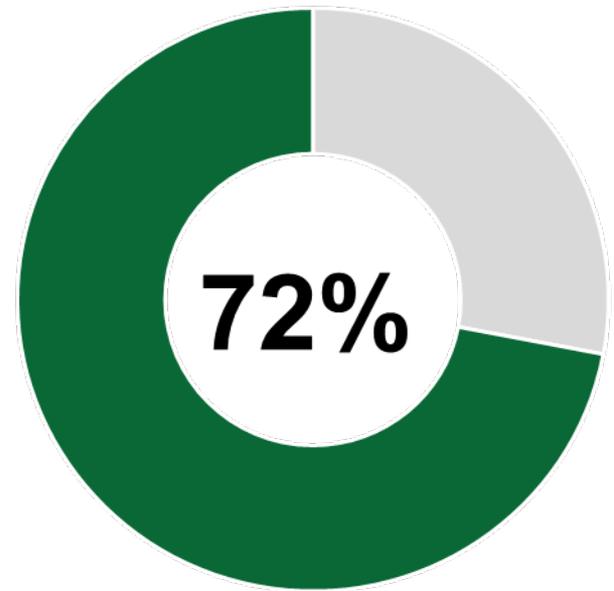
# How districts disaggregate data ( $n = 114$ )





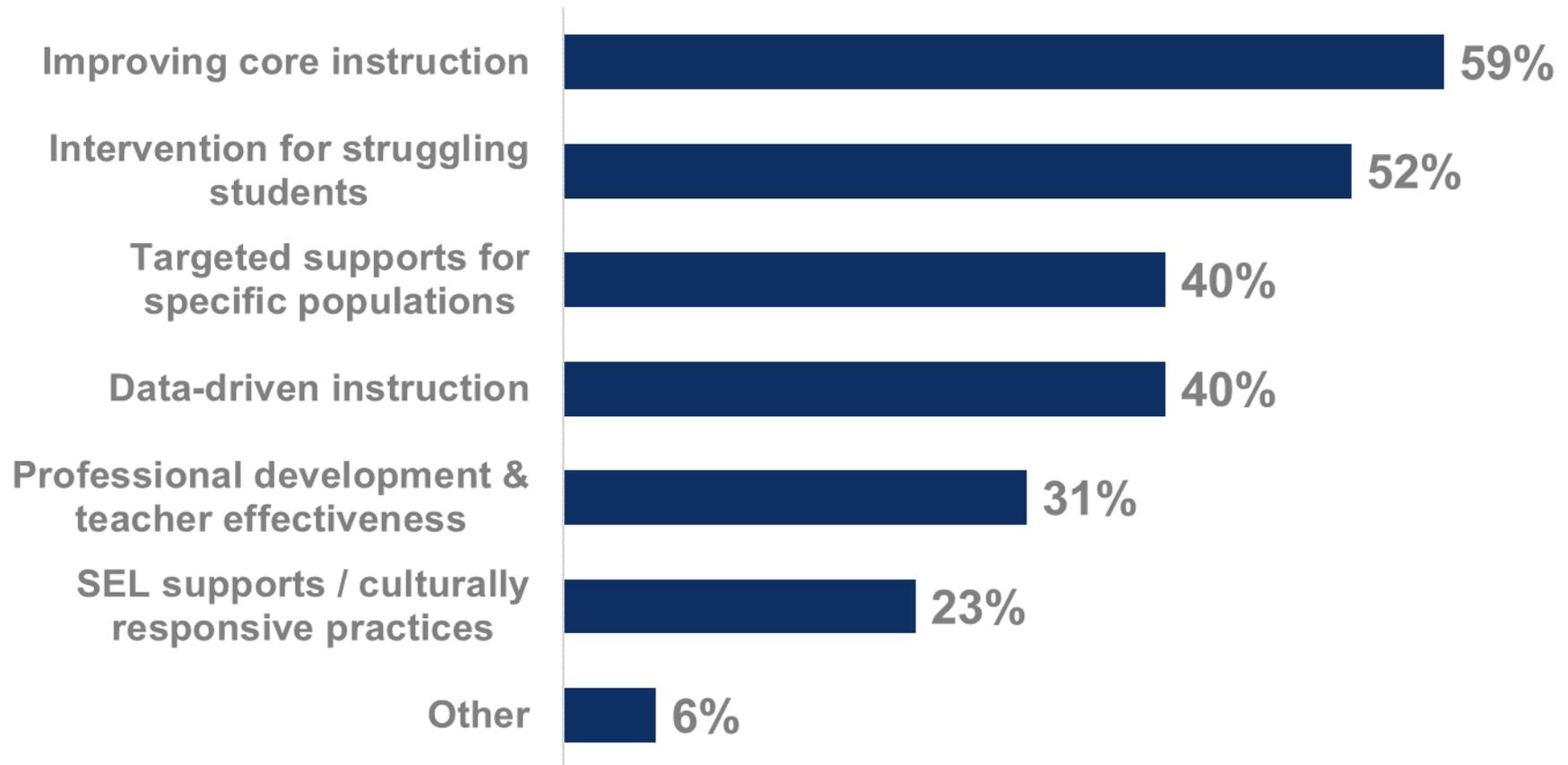
**We disaggregate data by using the student groups designated by the state: FRPL, non-FRPL students, and SPED. These are the only groups large enough for us to consider.**

What strategies has the district put in place to support reaching the district-identified goal(s)?



reported multiple strategies to close achievement gaps

# Strategies put in place to support goals to close achievement gaps ( $n = 163$ )



# Strategies to close achievement gaps

## Improving core instruction

59% of districts

*“The school has purchased an updated version of our math curriculum (Investigations) that provides better resources for both students and teachers. The new version will be implemented during the 2018–2019 school year.”*

# Strategies to close achievement gaps

## Intervention for struggling students

52% of districts

*“For our middle school and high school students there is an alternative learning center, which allows students to access a highly qualified teacher to provide aid on academic areas of weakness. Classroom interventions are also made, based individual needs of students struggling academically through our MTSS program.”*

# Strategies to close achievement gaps

## Targeted supports for specific populations

40% of districts

*“As a result of the increase in the proficiency gap, the district has convened a special education instructional task force to exam its model for delivery of service and identified research based interventions.”*

# Strategies to close achievement gaps

## Data-driven instruction

40% of districts

*“Data-driven assessments in both reading and math are administered to students in grades 2–8 a minimum of four times throughout the school year. After these assessments are administered, data results meetings are held with the teachers and the Academic Director. At these meetings, it is determined whether various concepts need to be retaught, which students may need remediation and which students may need more challenging material.”*

# Strategies to close achievement gaps

## Professional development and teacher effectiveness

31% of districts

*Provide professional development for...*

- Teacher leadership teams on analyzing all types of student data as part of a comprehensive needs assessment.*
- Secondary Tier II and special education teachers in the area of effective reading assessment and instruction for struggling adolescent readers.*

# Strategies to close achievement gaps

## Whole child/SEL/culturally relevant instruction

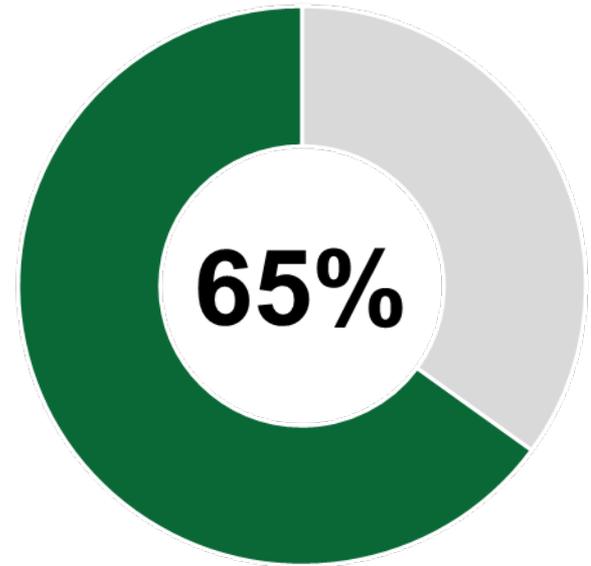
23% of districts

- *Elevating student voice.*
- *...have staff in grade level and content area teams review lessons through the lens of cultural relevance.*

# Pause point: POLL

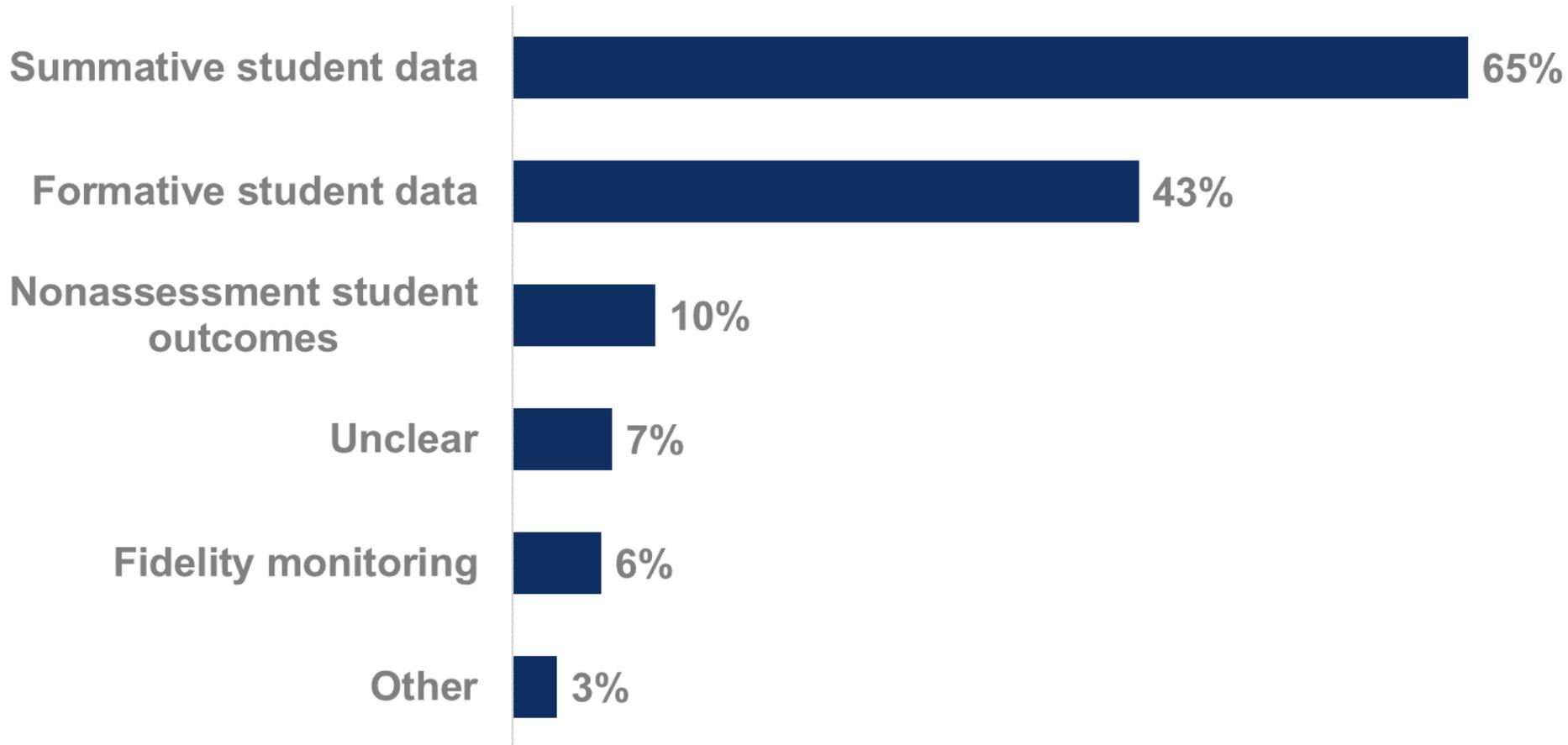
Which of the specific strategies seem particularly promising at closing student achievement gaps?

How are districts assessing the progress, implementation, and related outcomes of these strategies?



**used summative assessment data to assess progress**

# How districts measure progress of their strategies ( $n = 133$ )



# Reflections from MDE staff

## Next Steps for MDE

- Engage stakeholders to update and implement a *state* equitable access plan.
- Provide support for districts/charters to continue *local* equitable access efforts.
  - Communications & awareness-raising
  - Networks/communities of practice
  - Resources and examples of practice

# Thoughts and takeaways

Based on what we have discussed today:

- What additional information would you want from MDE?
- What additional supports might you need?



# Closing and next steps

Participants are encouraged to complete a brief survey (less than 5 minutes) immediately following this session.

<https://survey.airprojects.org/RELStakeholderFeedbackCSWebinar>



# Thank you!



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Jennifer Hogg

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@spra.com*