



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

Minnesota Department of Education

5/17/2019



# **MDE introduction and context**

# Agenda

1. Welcome and introductions
2. Overview of REL Midwest
3. Overview of WBWF scan
4. Data walks
5. Next steps/reflections
6. Survey and closing

# Meet the presenters



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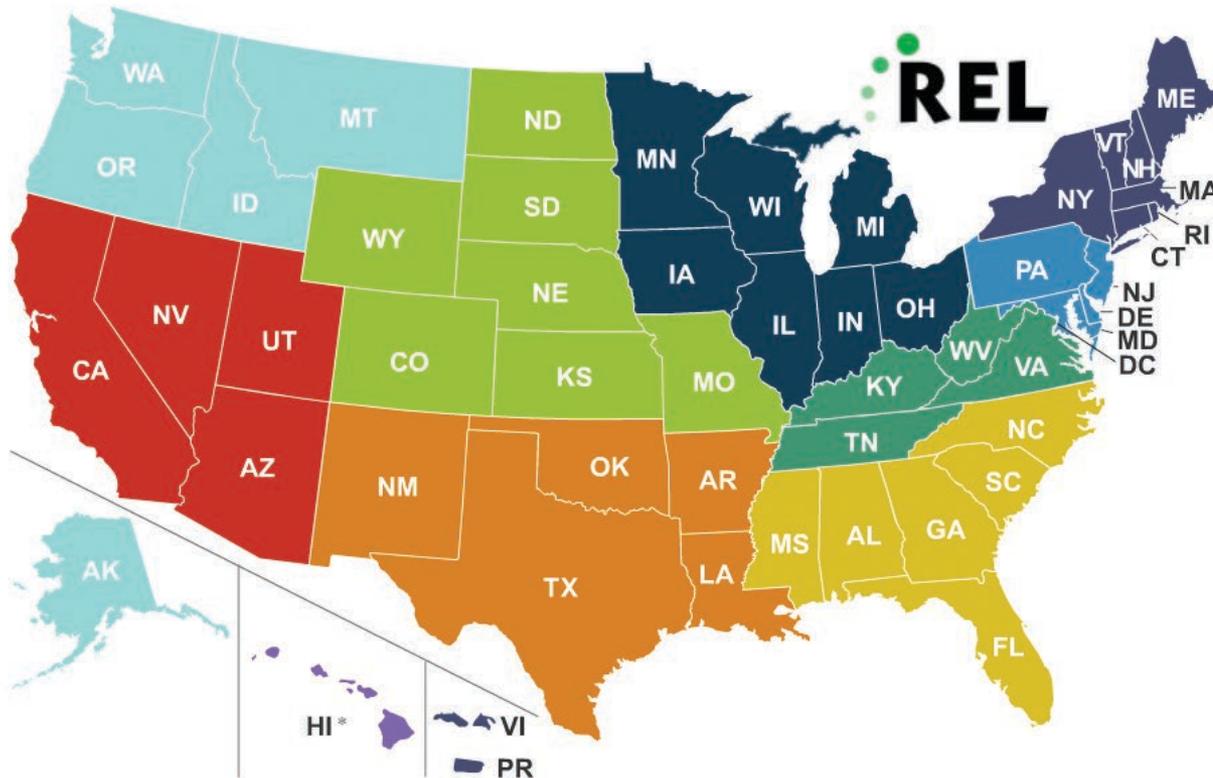


Jennifer Hogg

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*Associate*

# Regional Educational Laboratories



- |              |          |
|--------------|----------|
| Appalachia   | NW       |
| Central      | Pacific* |
| Mid-Atlantic | SE       |
| Midwest      | SW       |
| NE & Islands | 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





# Partnerships

## 4 research alliances

- Midwest Alliance to Improve Teacher Preparation
- Midwest Achievement Gap Research Alliance
- Midwest Career Readiness Research Alliance
- Midwest Early Childhood Education Research Alliance

## 1 networked improvement community

- Iowa Learning and Technology Networked Improvement Community

# **Findings from review of WBWF district summaries (Part I)**

# 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 excellent teachers

*Respond to the following questions. Limit response to 400 words. Bulleted points are welcome and appreciated.*

- *Equitable Access to Experienced, Effective, and In-Field Teachers*
  - *Who is included in the conversations to review equitable access data and when do these occur?*
  - *What gaps, if any, has the district found related to equitable access for low-income students, students of color or American Indian students? What data did the district use?*
  - *What are the root causes contributing to your gaps?*
  - *What strategies has the district put in place to improve access for low-income students, students of color, and American Indian students to experienced, effective, and in-field teachers?*

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

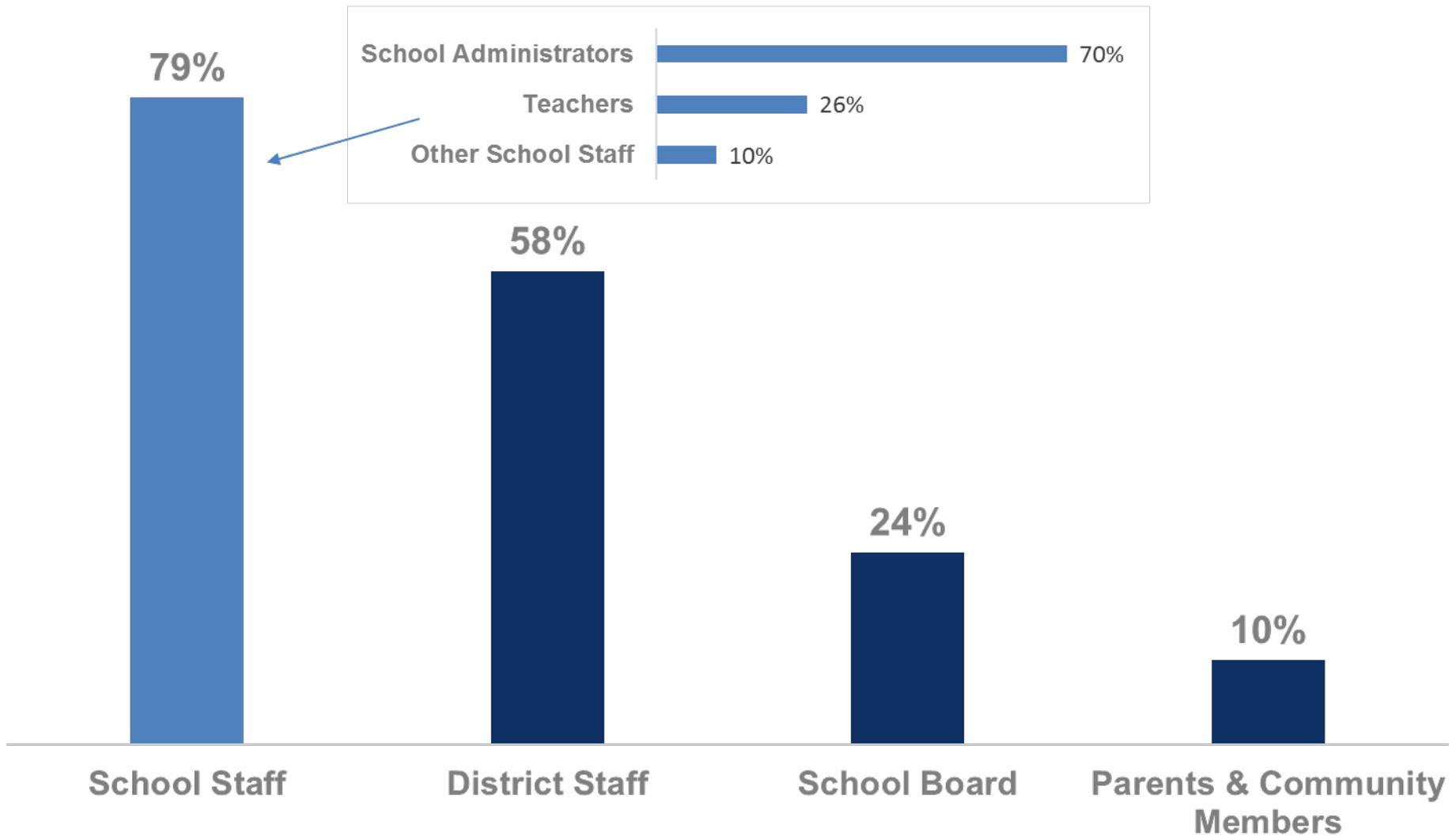
School staff

District staff

School board

Parents and community members

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



*What gaps, if any, have the district found related to equitable access to experienced, effective and infield teachers for low-income students, students of color, or American Indian students?*

**68% found  
no gaps**

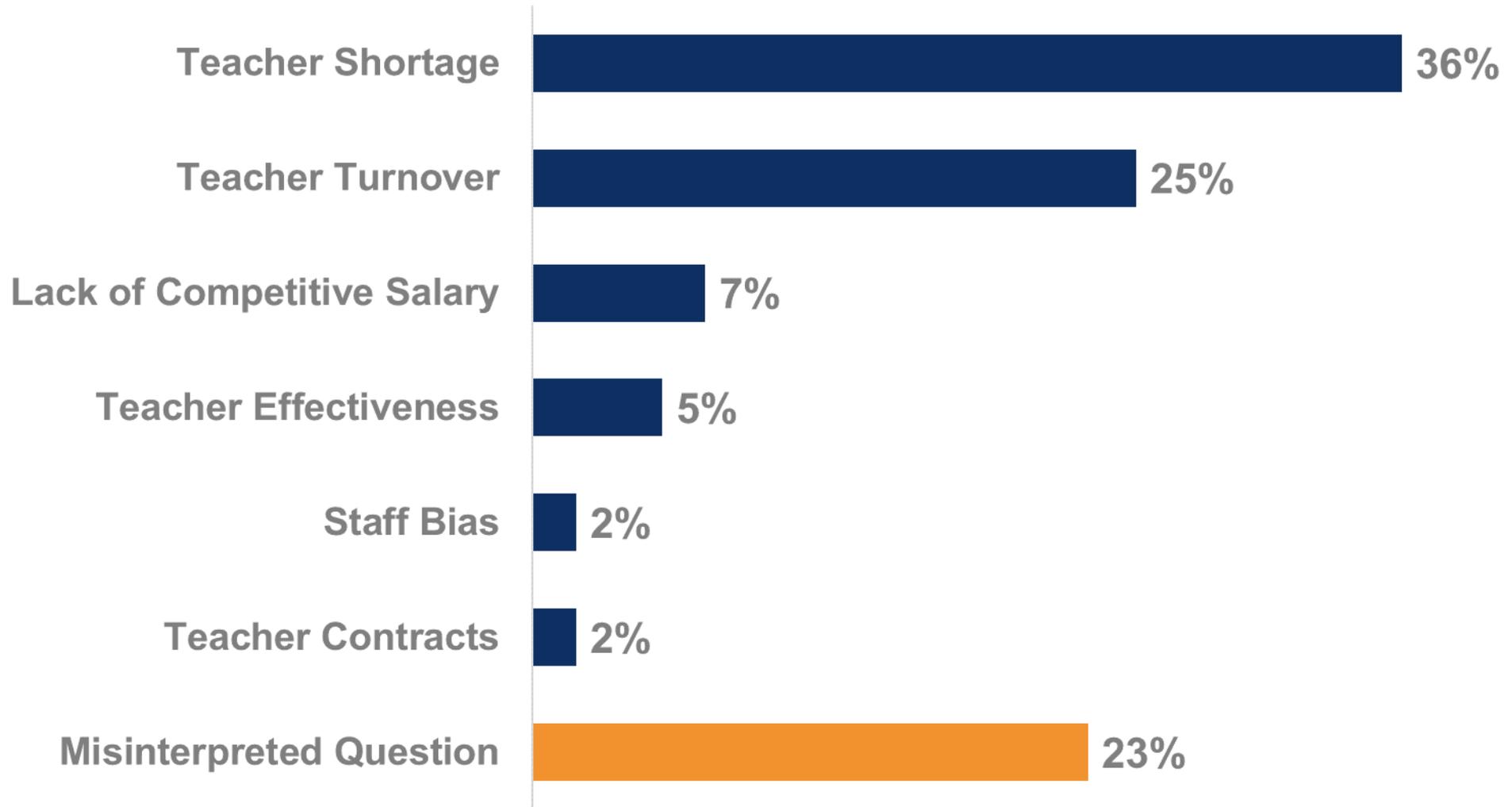
*What data were used to identify gaps in access?*

**81% used  
teacher data**

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

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

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



# Root causes to gaps in access

## Teacher shortage

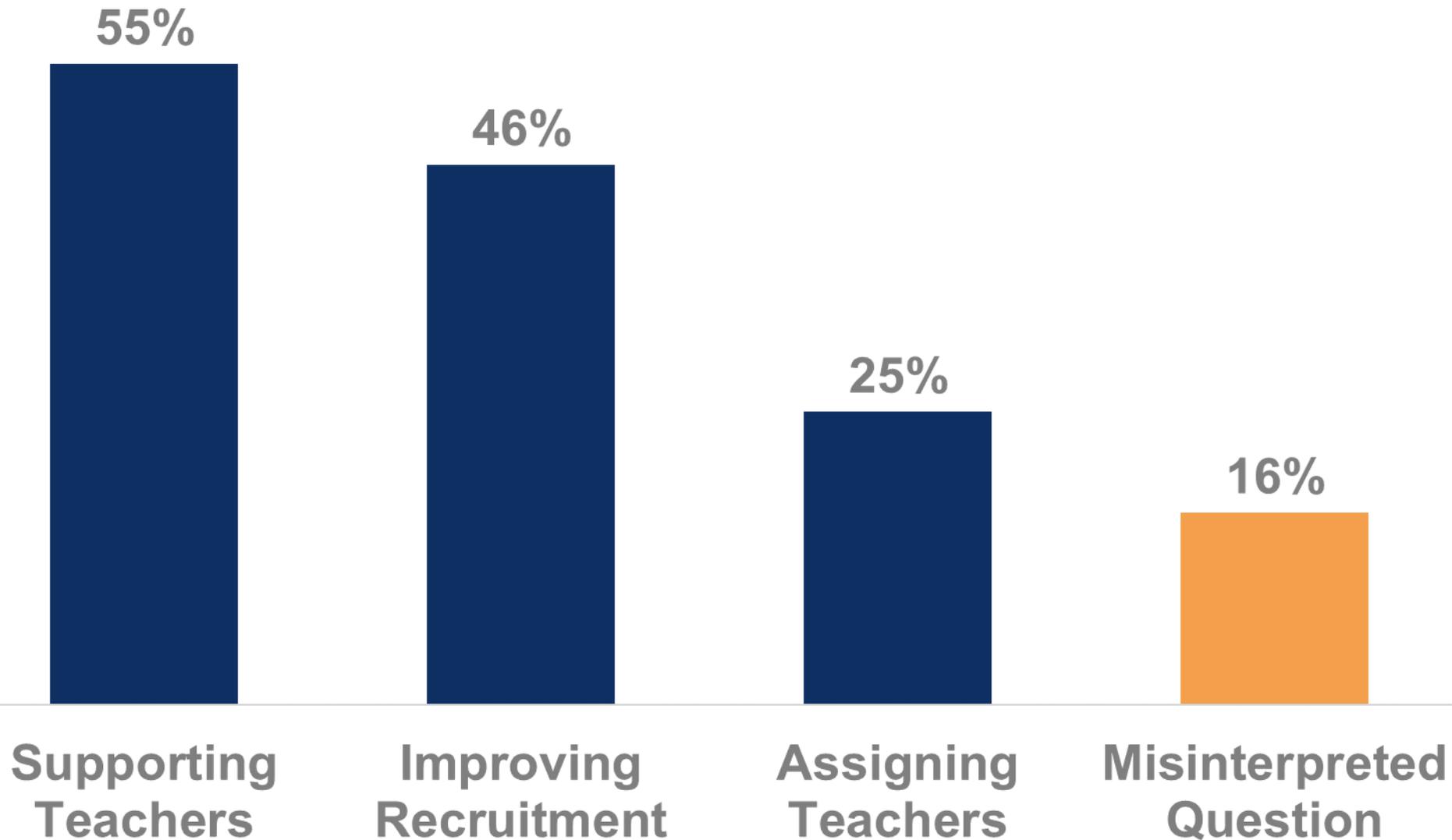
36% of districts

*“Depending on the position, we have challenges hiring qualified staff for SPED. Fifty percent of our SPED teachers are inexperienced.”*

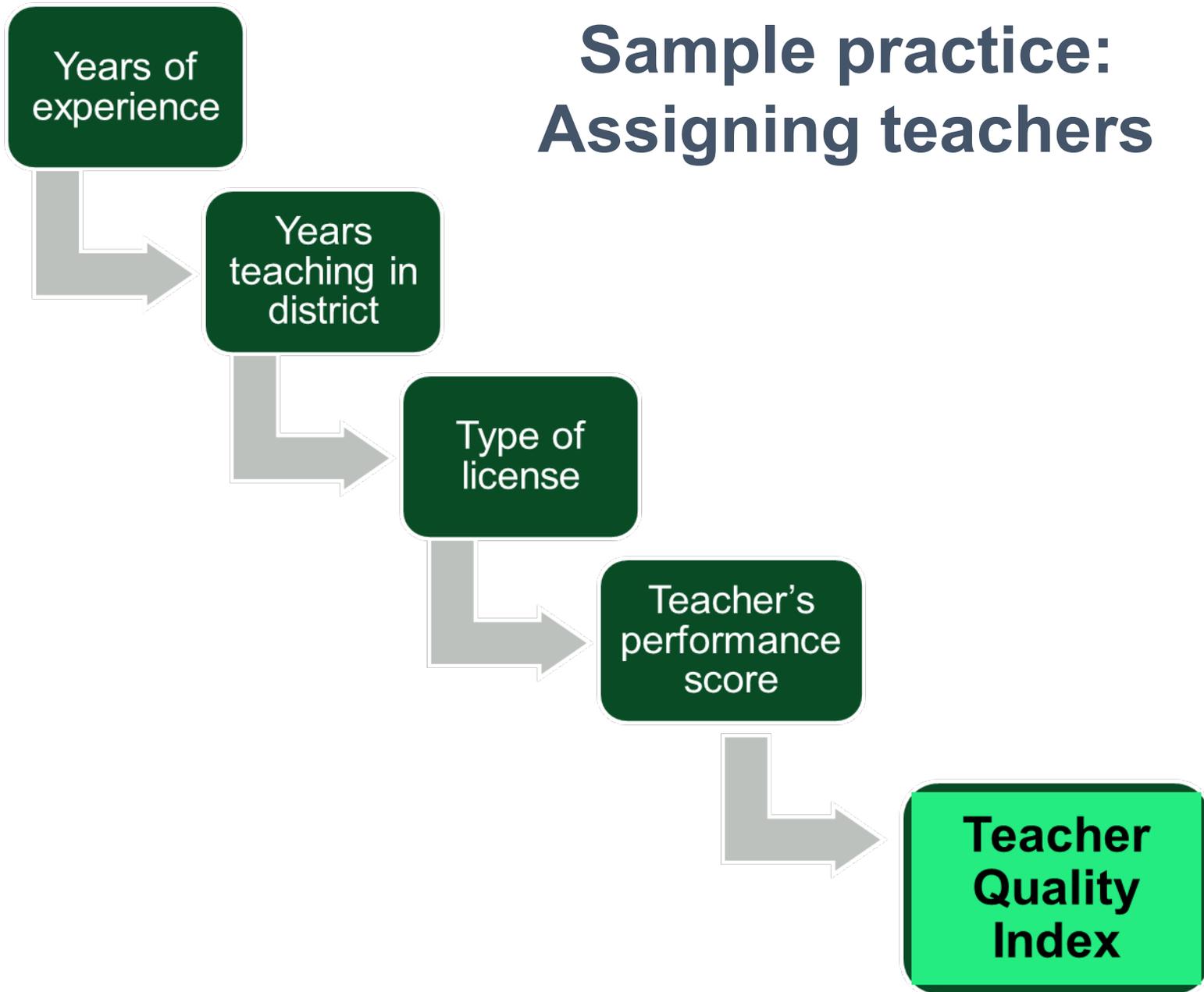
***What proposed strategies have the district put in place to improve access to effective and in-field teachers for low-income students, students of color, and American Indian students?***

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

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



# Sample practice: Assigning teachers



# Focus area 2: Access to diverse teachers



# Equitable access to excellent teachers

## ➤ Access to Diverse Teachers

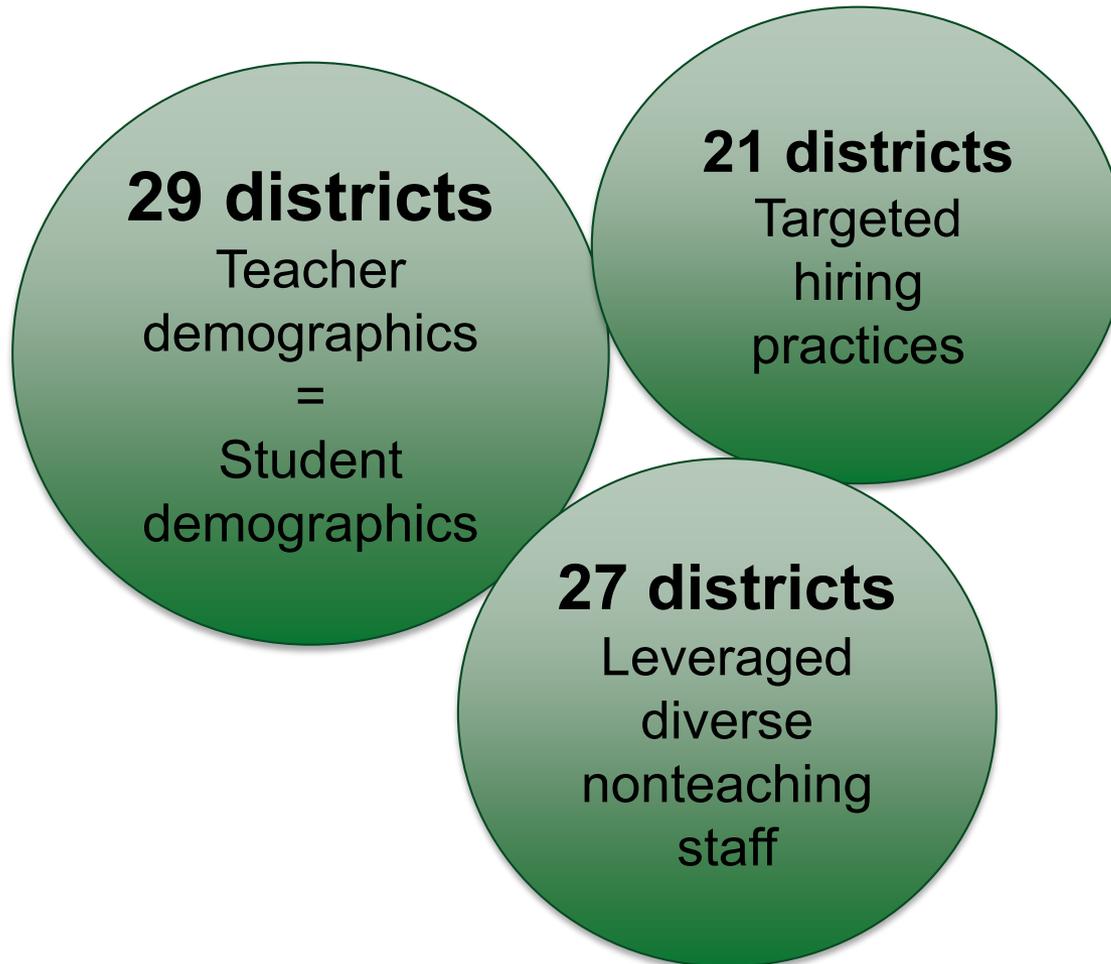
- *What has the district discovered related to student access to teachers who reflect the diversity of enrolled students in the district?*
- *What efforts are in place to increase the diversity of the teachers in the district?*

*What have districts discovered related to student access to teachers who reflect the diversity of enrolled students in the district?*

**35%** reported successes

**44%** reported challenges

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



# Sample targeted hiring practice

Increased focus on increasing instructional staff who are people of color

Secured Minnesota Comeback grant to fund teacher recruitment efforts

Hired recruiting service that advertised to teacher preparation programs focusing on teachers of color

Percentage of teachers of color grew from 14 percent in 2017/18 SY to 40 percent in 2018/19 SY

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

Lack of Diverse Applicants

49%

Limited Applicants

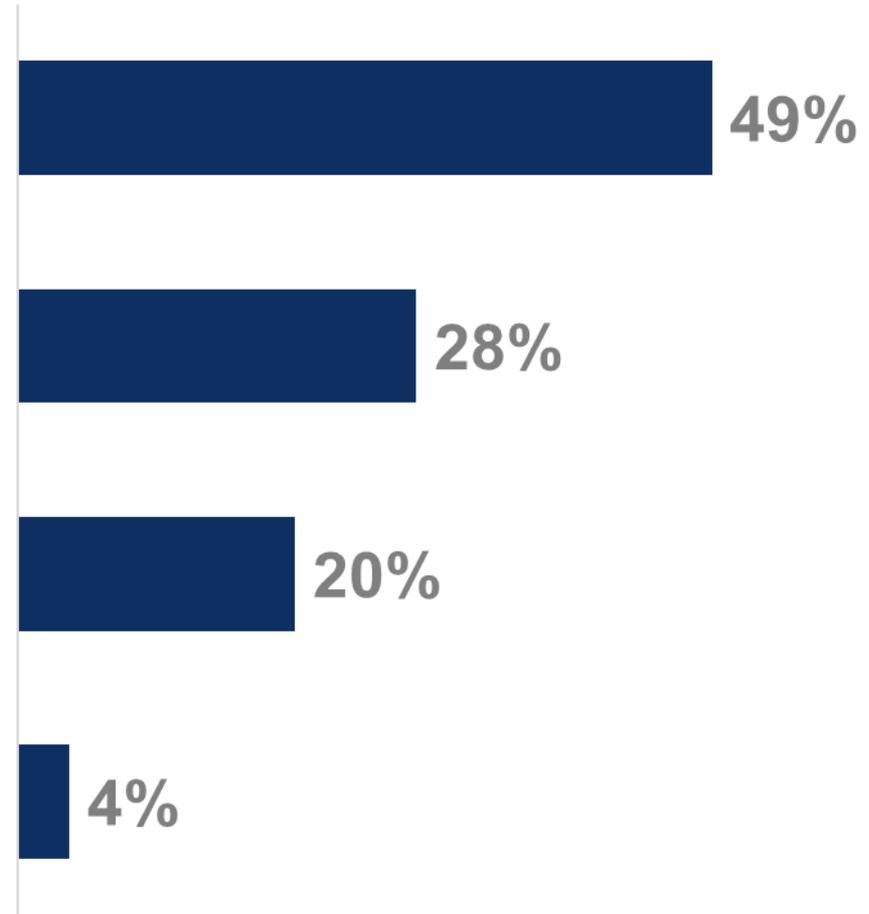
28%

Rural Location

20%

Non-Competitive Salary

4%





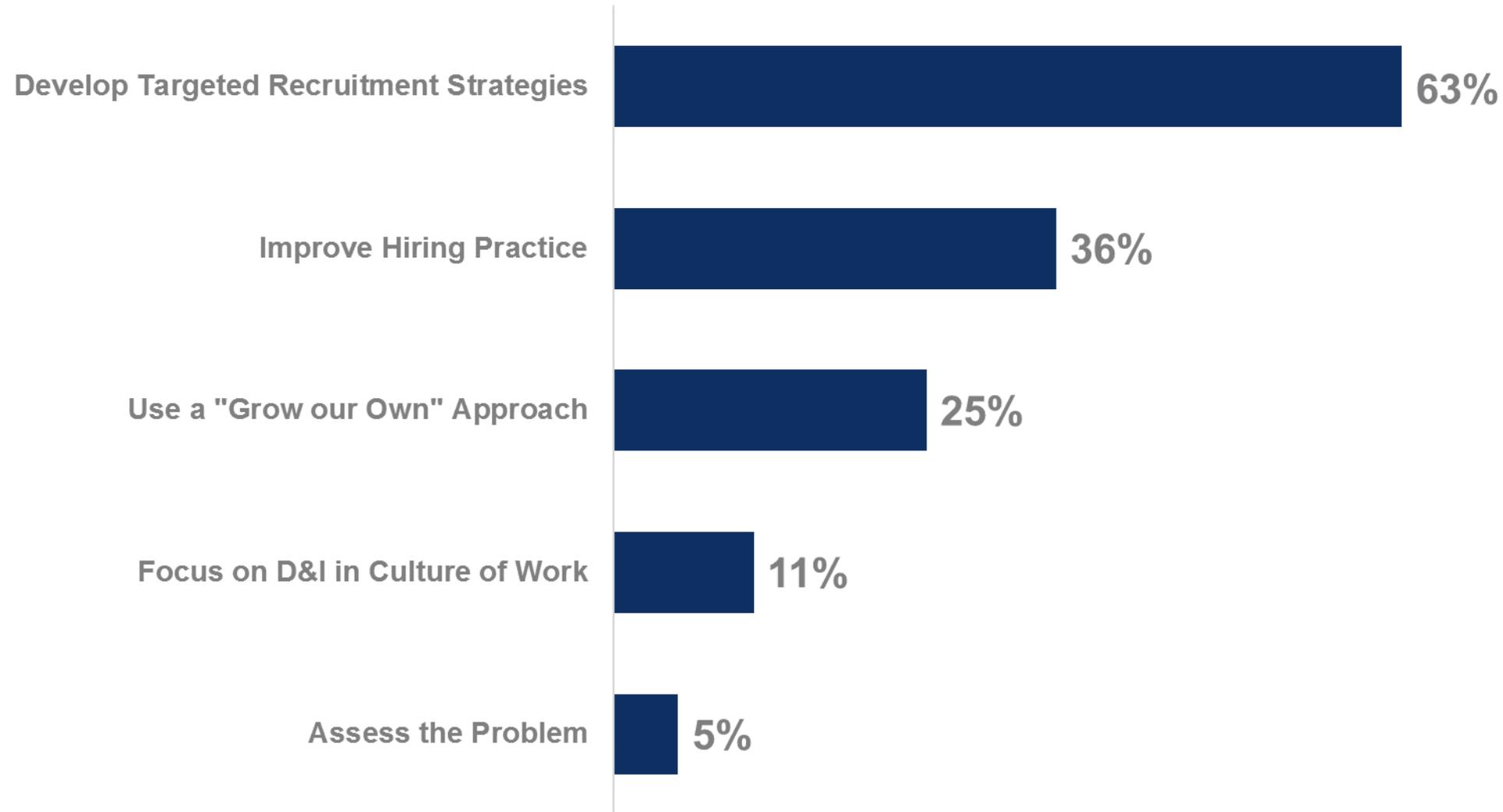
**We hire the best teachers that apply.  
We have an open application process.  
We cannot control the list of  
applicants, especially considering that  
we may only have 2 or 3 applicants for  
each position.**

**— Small charter school district**

*What strategies are districts using to diversify their teaching?*

Improve  
recruiting and  
hiring

## Strategies to diversify teaching workforce (*n* = 115)



# Focus area 3: Publicly sharing teacher equity data



## Local reporting of teacher equity data

Districts are required to publicly report data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers. Beginning with the December 2019 WBWF summary report submission, districts will be required to provide an assurance that this data is being publicly reported.

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

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

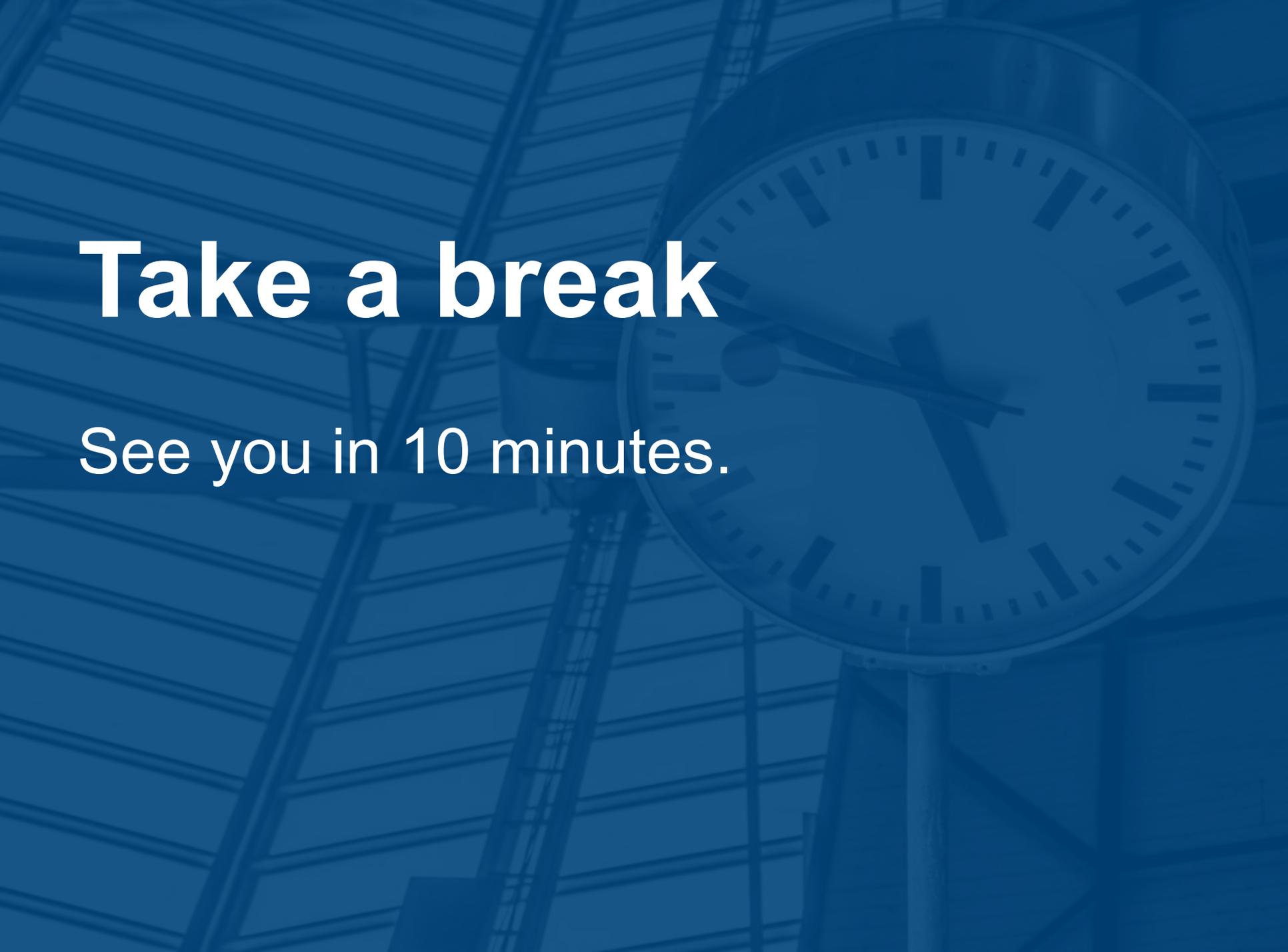
*What percentage of districts are reporting that they publicly share their teacher equity data?*

**71%**

publicly share  
teacher equity  
data

# Data walk activity (Part I)

1. Chose a station to start.
2. Use the notetaking tool to jot down reactions (*2 minutes*).
3. Each person shares one reaction with the group.
4. Write your major takeaways on sticky notes and post next to the figure.
5. Rotate right and repeat.

The background is a solid blue color with a faint, light-colored grid pattern. A large, semi-transparent clock face is visible on the right side of the image, showing the hands and hour markers. The text is overlaid on the left side of the image.

# Take a break

See you in 10 minutes.

# Findings from review of WBWF district summaries (Part II)

# 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.

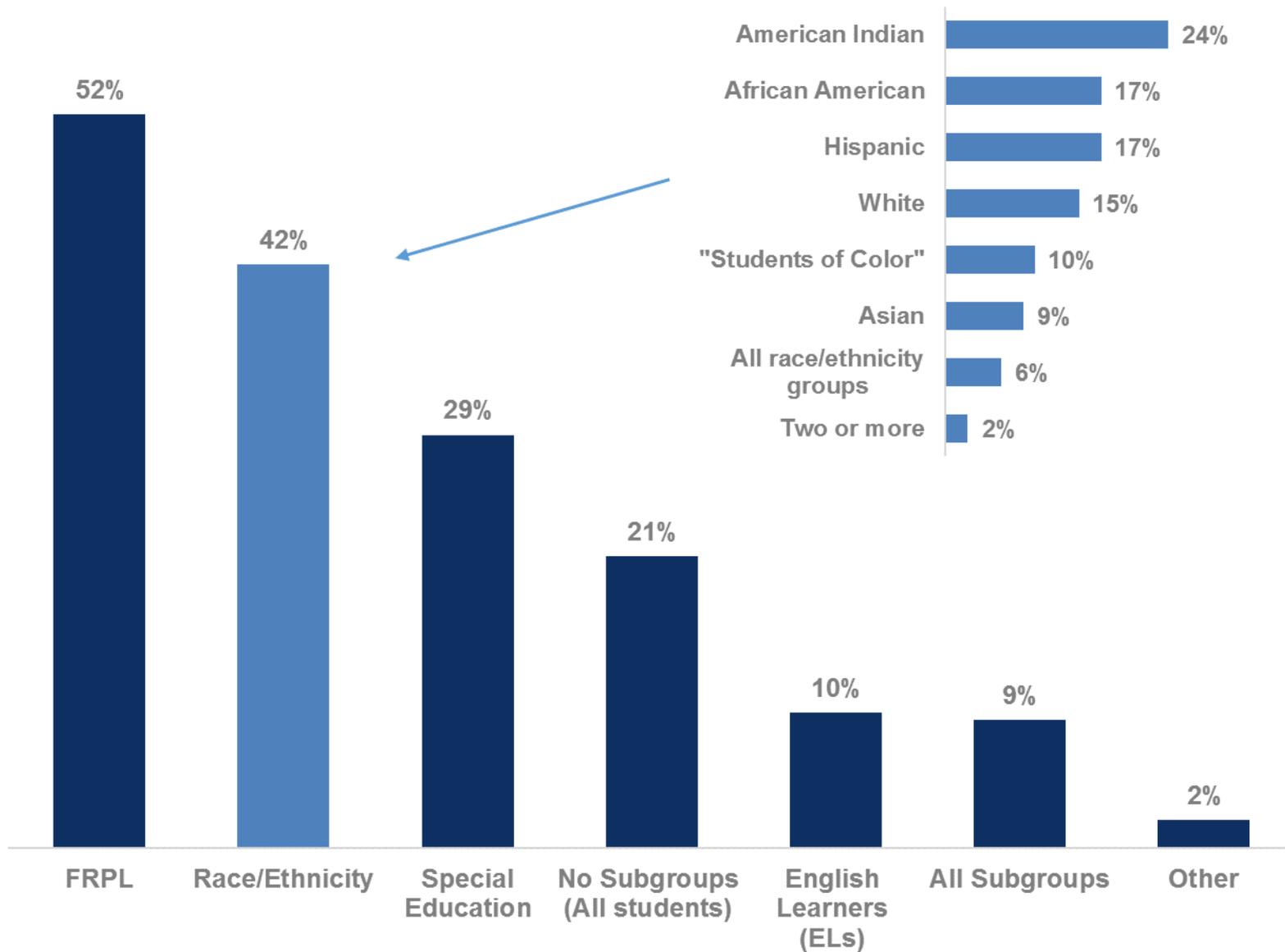
### Close the achievement gap(s) between student groups

<input type="checkbox"/> WBWF goal only <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 one 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>
<p><i>Bulleted narrative is appreciated. 200-word limit.</i></p> <ul style="list-style-type: none"> <li><i>What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?</i></li> <li><i>What strategies are in place to support this goal area?</i></li> <li><i>How well are you implementing your strategies?</i></li> <li><i>How do you know whether it is or is not helping you make progress toward your goal?</i></li> </ul>		

*What student achievement gaps have districts identified in their goals?*

1. **Income (FRPL)**
2. Race/ethnicity
3. Special education
4. English learner (EL)

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





# 79%

of districts identified  
goals for specific  
student groups

# Approaches to framing achievement gap goals

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

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

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

# Approaches to framing achievement gap goals

## 1. Growth in percentage proficient within a particular student group(s)

*“Increase the percent 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

## 2. Shrinking the gap in percentage proficient between a student group and a higher achieving student 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

## 3. 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.”*

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

**ELA/reading  
and  
mathematics**

*What data were used to identify gaps and what is the related measurement tool?*

Most districts are using the **MCA**, either alone or in addition to other tools.

**50%** of districts are using **more than one tool**.

*How are data  
disaggregated by  
student groups?*

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

Others report their  
district is **too small  
or too  
homogenous.**



**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.**

**— Midsized traditional public school district**



**This is a very difficult portion of the report to complete... With only 100 students K–5, finding a group that has enough students to determine an achievement gap is quite challenging.**

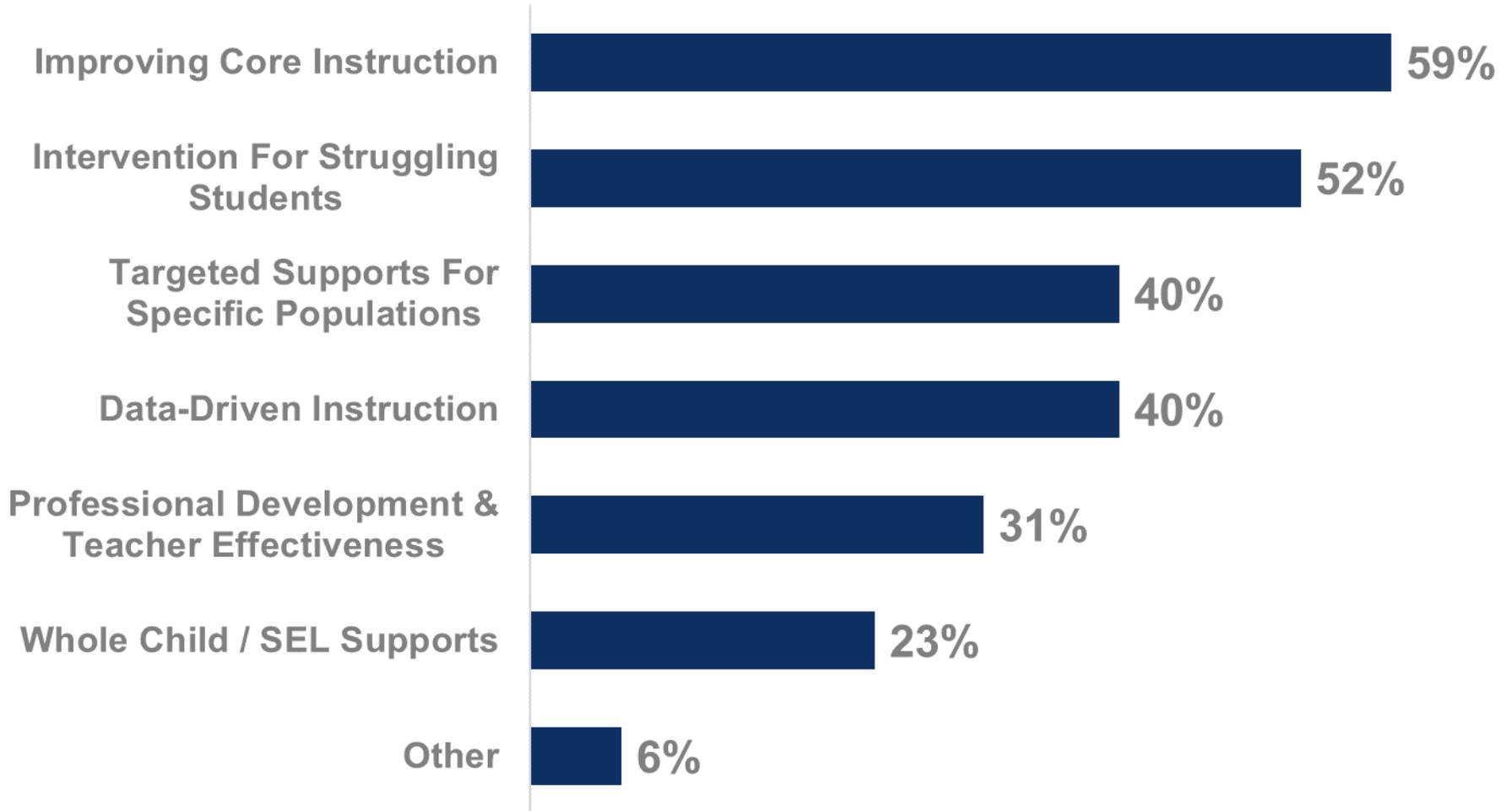
**— Small charter school district**

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

**72%** of districts reported multiple strategies to close achievement gaps

**Larger** districts and **traditional public** districts provided more strategies

## 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.*

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

Two thirds of districts (65%) are using **summative assessment data** to assess progress toward their goals

# Data walk activity (Part II)

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# Reflection and strategic planning

Write your reflections and next steps in the “Reflection and Strategic Planning” section of your notetaking tool.



# Survey and closing

# For more information



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