GOING BEYOND THE 5ESSENTIALS TO ACHIEVE EQUITY: UTILIZING PERCEPTION DATA TO TARGET AREAS OF NEED

A COLLABORATIVE EFFORT BETWEEN ISBE, UCHICAGO IMPACT, AND WEST40 ISC

Presentation Facilitators

Illinois State Board of Education

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Today's Targets

EXPAND

EXAMINE

EXPLORE

UNDERST AND

- THINKING ABOUT THE USEFULNESS OF THE 5ESSENTIALS
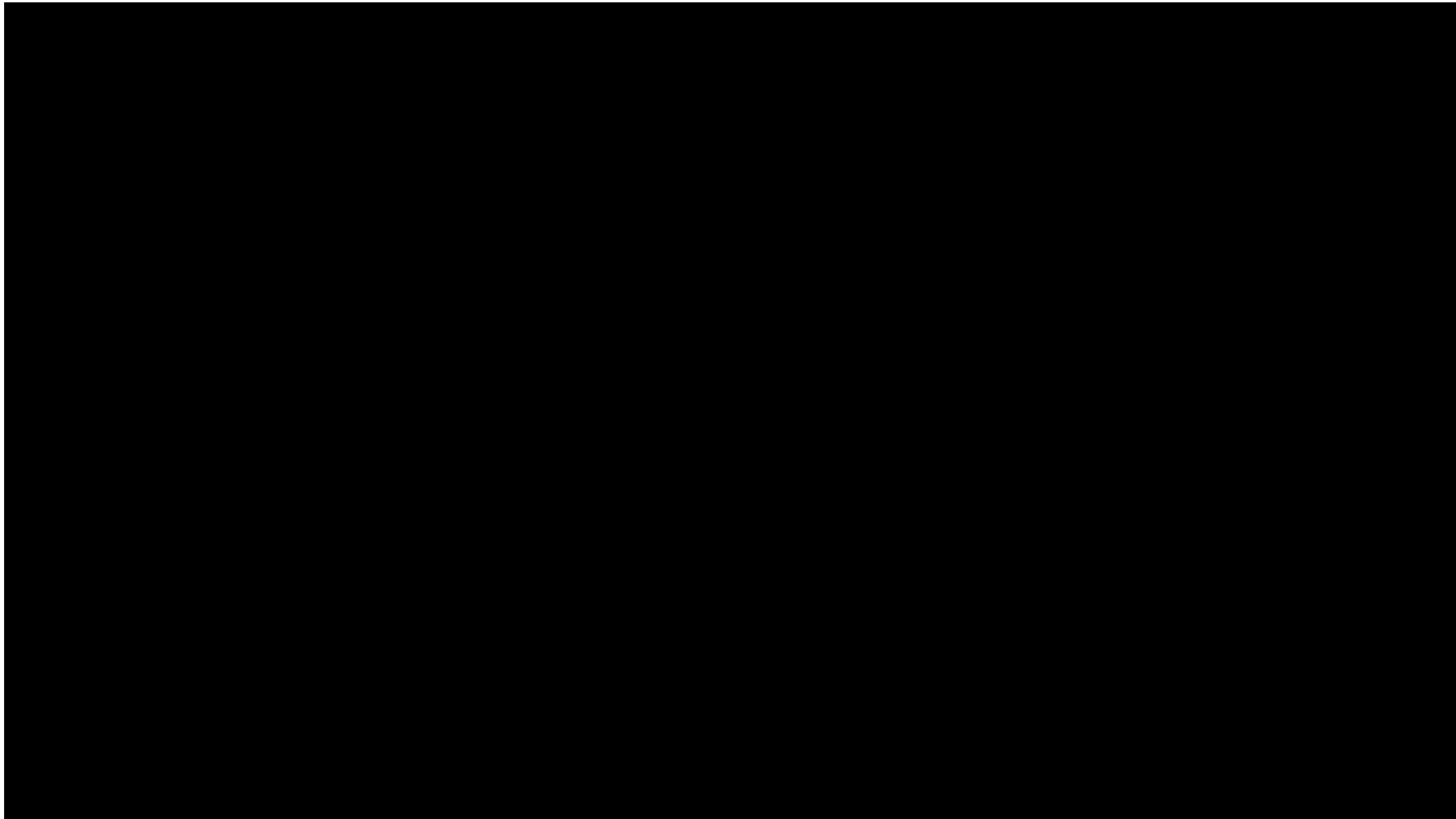- OTHER SOURCES DATA THAT ALIGN TO AN AREA OF FOCUS/SIP GOAL
- THE STORY BEHIND THE DATA TO HELP DRIVE MORE EQUITABLE SCHOOL IMPROVEMENT
- HOW TO BRAID AND BLEND FUNDING TO ADVANCE/IMPLEMENT THIS WORK

Educational Equity

- Individual and collective consciousness targeted at continuously improving academic, social and emotional outcomes for All Children.

- Equity work requires critical analysis of our current practices and beliefs around the conditions we create within our learning system(s).

- It goes beyond creating equal conditions within the system, instead focusing on meeting the needs of all students.

- Doing so seeks to remove the barriers some students face and creates equal opportunity for educational outcomes for All Students regardless of: gender, race, ethnicity, gender identity, disability, language, sexual orientation, and socio-economic status.

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Explore

Climate and Culture Impact: Five Essentials

Research shows that schools strong on the five essentials are ten times more likely to improve student learning than schools weak on the five essentials.

Legend:
- Most Implementation
- More Implementation
- Average Implementation
- Less Implementation
- Least Implementation ☐ No Data
- Low Response/Not Applicable

EFFECTIVE LEADERS

COLLABORATIVE TEACHERS

AMBITIOUS INSTRUCTION

SUPPORTIVE ENVIRONMENT

INVOLVED FAMILIES

Evidence Matters

- Recent research highlighted in *American Educator* (Spring 2018) by Ingersoll, R.M., Sirinides, P., & Doughrty, P. outline the following;
  - Schools with high levels of instructional leadership and teacher leadership have greater impact on student academic, social, and emotional outcomes
  - Areas within instructional leadership that tend to matter most are;
    - High professional standards for educators for teaching and learning,
    - Effective school improvement teams, &
    - Shared vision and mission for the school

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Expand

Evidence Matters, Cont.

- Ingersoll, P.M., Sirinides, P., & Doughrty, P. (2018), cont.;
  - Areas within teacher leadership that tend to matter most are;
    - Establishment of effective/inclusive student discipline polices and procedures, &
    - School improvement planning.
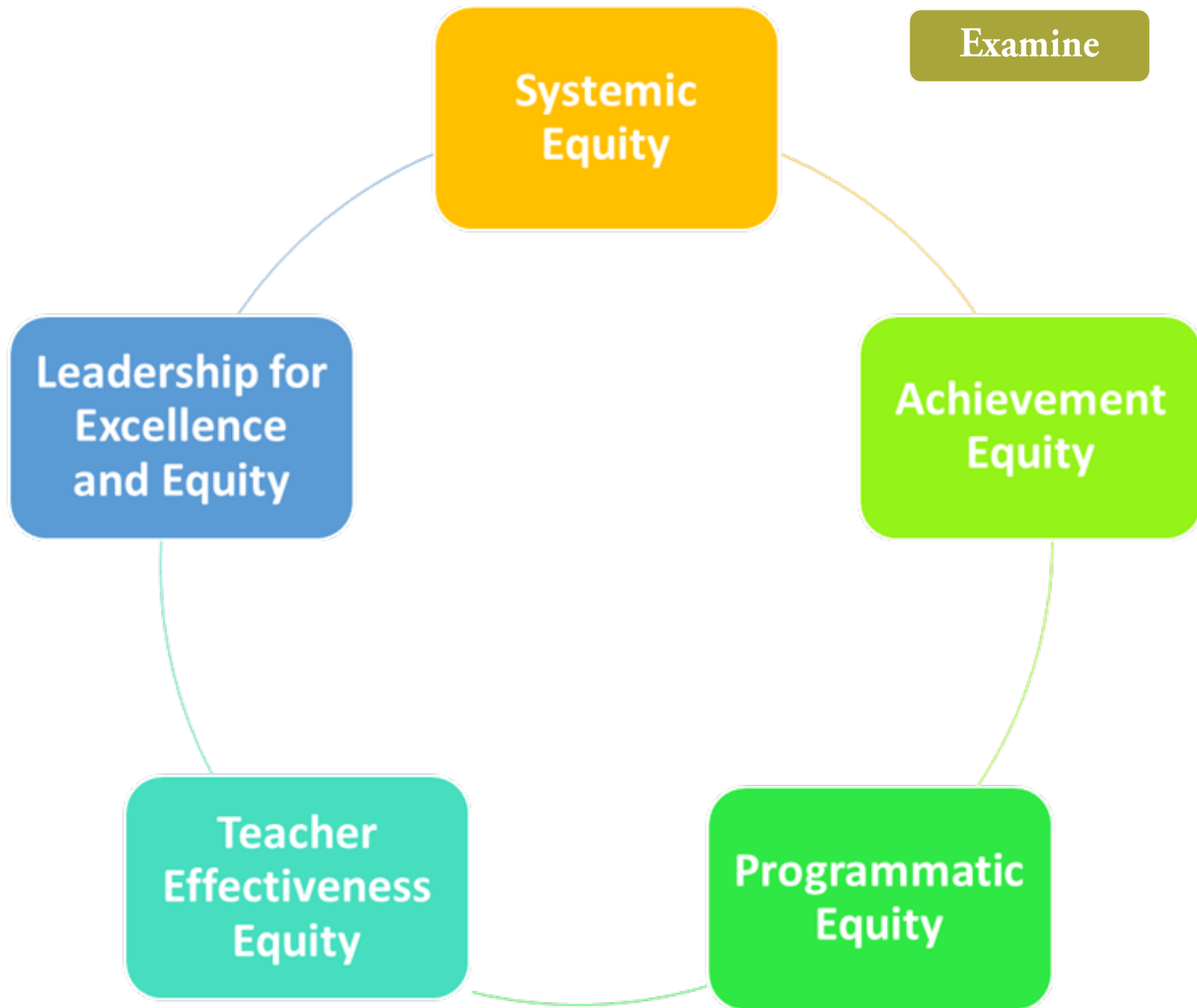
Expand

Connecting the Evidence to Practice

- How could the findings from that research help schools and districts look at their 5Essentials data differently?

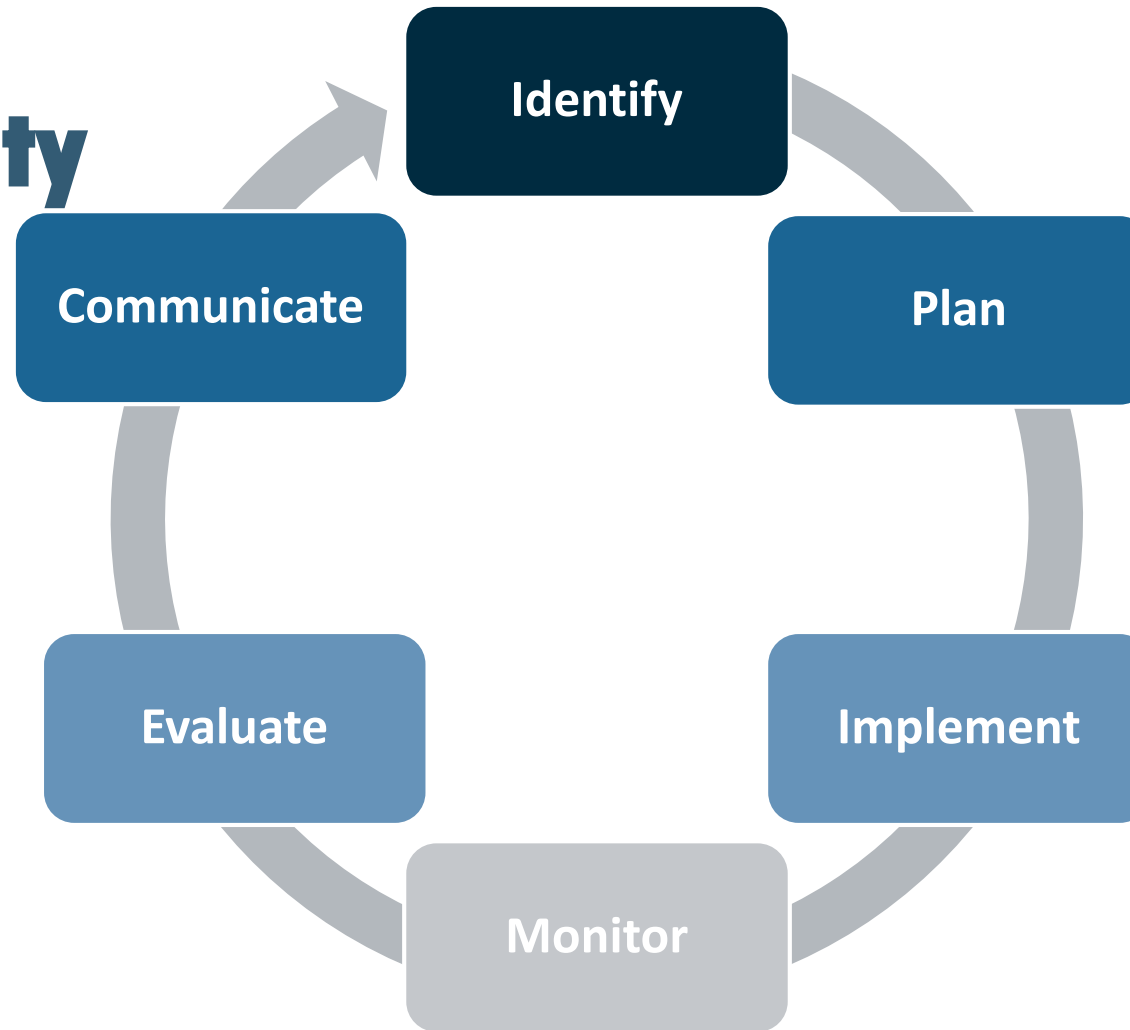- How could those findings assist in action planning?

Connecting the Evidence to Practice

- Key data points from the 5Essentials:

  - Collaborative Teachers - active partners in school improvement and committed to the school.

  - Effective Leaders – practice shared leadership, set high goals for quality instruction, teacher influence, instructional leadership, setting standards for student behavior, and implement a shared vision.

  - Ambitious Instruction – academic press

  - Supplemental measures – academic engagement, emotional health, grit, and school safety.

Pillars of Equity

Examine

Systemic Equity

Achievement Equity

Programmatic Equity

Teacher Effectiveness Equity

Leadership for Excellence and Equity

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Going Deeper with Evidence

- Say the 5Essentials data expresses that teachers have little to know influence on topics like setting standards for student behavior, school planning, or establishing curriculum/instructional programs…
  - How could you get more data and evidence?
  - How could you get to the root of the issue?

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A Practice to Support Improvement

- Gather a team; Peer Network, Networked Improvement Community, PLC, CoP, etc., to dive into that very issues.
  - Determine the purpose
  - Determine content to ask teachers
  - Develop, pilot, and adjust the survey/instrument
  - Collect the data
  - Analyze the results
  - Report the results
  - Share and review the results
  - Utilize the results

Brainstorm Session

- Who should be engaged in this effort?

- What sort of questions should be asked of educators?

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Understand

ESSA, Title IV — Part A

Student Support & Academic Enrichment Grants (§4101)

The purpose of this subpart is to improve student academic achievement by increasing the capacity of States, local education agencies, schools, and local communities to—

1) provide all students with access to a well-rounded education;

2) improve school conditions for student learning; and

3) improve the use of technology in order to improve the academic achievement and digital literacy of all students

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Understand

Activities to Support Safe and Healthy Students

- are coordinated with other schools and community-based services and programs
- foster safe, healthy, supportive, and drug-free environments that support student academic achievement
- promote the involvement of parents in the activity or program;
- may include programs and activities, such as…
  - drug and violence prevention
  - mental health services
  - programs or activities that integrate health and safety practices into school or athletic programs
  - bullying and harassment prevention
  - Suicide prevention
  - School Resource Officer

THANK YOU...for all you do in the name of children, families, and communities across Illinois!

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- UChicago Impact – 5Essentials@uchicago.edu

- Questions about Title Funds Use – Call (217) 785-1969

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Resources

- 5Essentials – www.5-essentials.org

- Illinois Report Card – www.illinoisreportcard.com

- Title IV Use of Funds – https://www.isbe.net/Documents/TITLE-IV-Uses-of-Funds.pdf

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References

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Fullan, Ml. (2016). Coherence: The Right Drivers in Action for Schools, Districts, and Systems. Thousand Oaks, California: Corwin.

Hattie, John and Timperley, Helen. "The power of feedback." Review of educational research 77, no. 1 (2007): 81-112.

Hooper, Mary A., and Victoria L. Bernhardt. Creating Capacity for Learning and Equity in Schools: Instructional, Adaptive, and Transformational Leadership. Routledge, 2016.

Marzano, Robert J., Timothy Waters, and Brian A. McNulty. School leadership that works: From research to results. ASCD, 2005.

McEntee, Grace Hall, ed. At the heart of teaching: A guide to reflective practice. Teachers College Press, 2003.

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Exit Slip

PLEASE TAKE A MOMENT AND, ON YOUR POST-IT NOTE, PLEASE GIVE US SOME FEEDBACK. YOU MAY ANSWER ONE OR ALL THREE OF THE FOLLOWING:

- WHAT WAS ONE POSITIVE IDEA YOU HEARD TODAY?
- WHAT WAS ONE PIECE OF THE PRESENTATION YOU WOULD ALTER/CHANGE?
- WHAT ELSE WOULD YOU LIKE US TO KNOW?

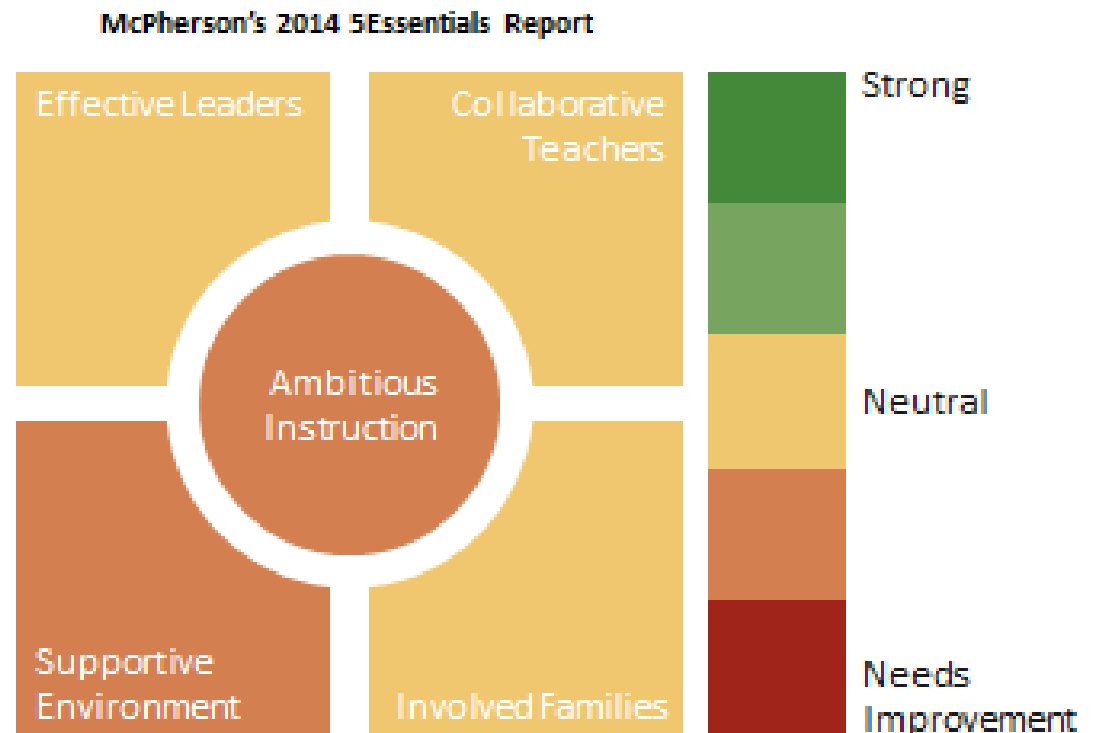# Case in Point: McPherson Works to Improve Student-Teacher Relationships

Insights:

- During the 2014-2015 school year, McPherson was "weak" in the area of Student-Teacher Trust, a component of the Supportive Environment essential.
- They scored a 27 on a 1-99 scale—23 points below the CPS average.

Strategies:

The school provided teachers with different strategies that could be used when interacting with students:

- Training on restorative conversations with students
- De-escalation techniques
- Strategies for more private, non-invasive redirections

McPherson's 2014 5Essentials Report

Effective Leaders	Collaborative Teachers
	Ambitious Instruction
Supportive Environment	Involved Families

Strong

Neutral

Needs Improvement

Discover

Case in Point: McPherson Works to Improve Student-Teacher Relationships

Results:

- From 2016 to 2017, the school's results for Student-Teacher Trust improved 12 points—outpacing the improvement of one point for Chicago Public Schools overall.

- In 2017, McPherson's results for the Supportive Environment essential improved by 12 points, outpacing the district's overall average growth in the same essential by 11 points.

McPherson's 2017 5Essentials Report

Effective Leaders	Collaborative Teachers
	Ambitious Instruction
Supportive Environment	Involved Families

Strong

Neutral

Needs Improvement