# Additional Targeted Support and Improvement (ATSI) Virtual Convening

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Objectives

- Conduct a resource allocation review to determine inequities and chart next steps

- Deepen understanding of evidence-based practices and determine the best fit for our school

- Network with similarly identified schools through exploration of equity-centered tools and resources
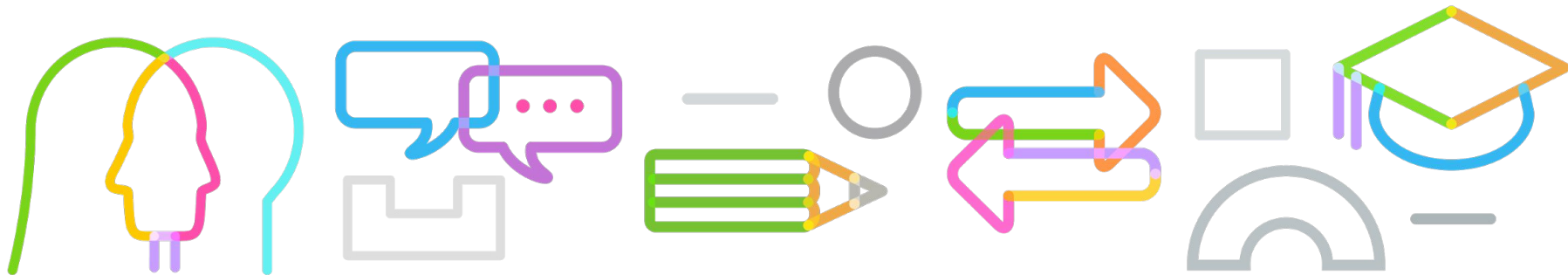
Setting the Purpose

Educational Equity

Educational equity means all students have meaningful access to the **educational resources** they need at the right moment, at the right level, and with the right intensity to not only reach **high expectations for learning**, but also to discover and explore their passions and make meaningful connections within the context of their postsecondary interests, careers, and civic lives.
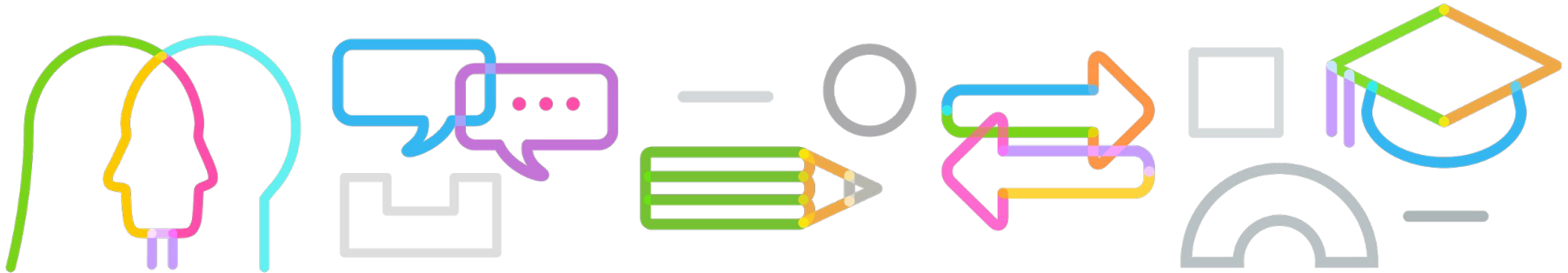
Opportunity Gaps vs. **Achievement Gaps**

Research informs us that **outcomes of educational policies have shorted historically marginalized students**, and as these inequities persist, so do the disparities in student performance. Therefore, we must move away from solely burdening outcome based performance on students and families, and **focus on creating equitable opportunities to learn**.

-Midwest and Plains Equity Center

While NDE values accountability, we also value support to help schools and districts make necessary improvements.

We believe:

- …in the value of work already taking place in schools.
- …all schools can improve.
- …demography is not destiny.
- …school improvement is fundamentally about equity.
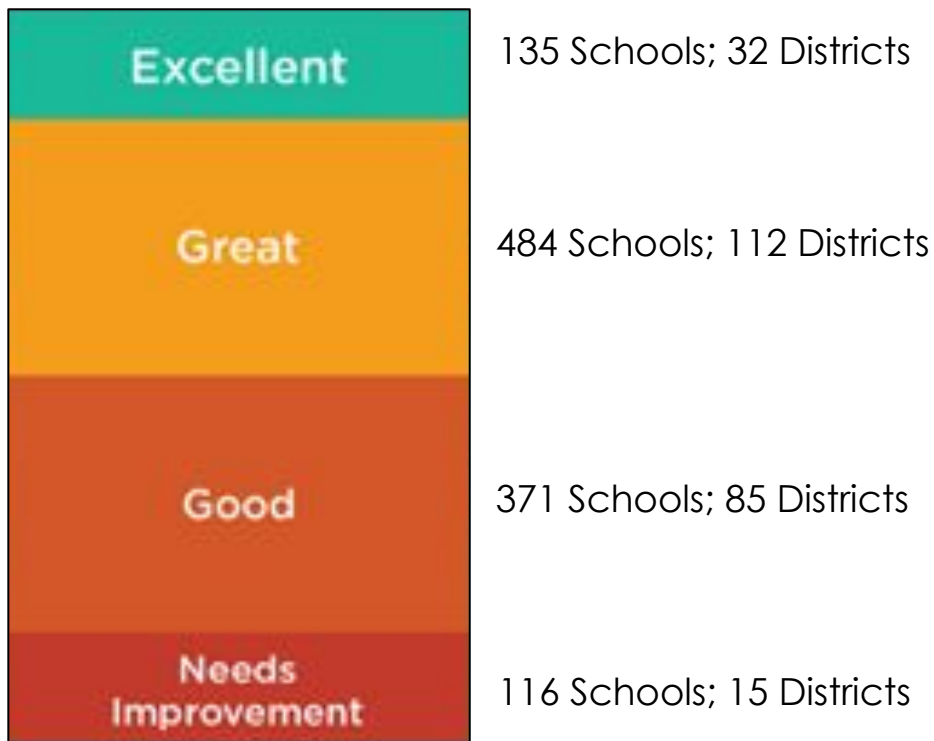
Virtual Learning Norms

- Be present

- Be engaged

- Be courageous

- Take and maintain an inquiry stance

- Remain student-focused

- Move beyond "I know that…" to "Now what?"

ATSI Designation in Context

2019 Classification

Excellent — 135 Schools; 32 Districts

Great — 484 Schools; 112 Districts

Good — 371 Schools; 85 Districts

Needs Improvement — 116 Schools; 15 Districts

27 schools

Comprehensive Support & Improvement (CSI)

- Lowest 5% of Title I schools
- High schools with grad rates below 67%
- Consistently low-performing student group

Excellent

Great

Good

Needs Improvement

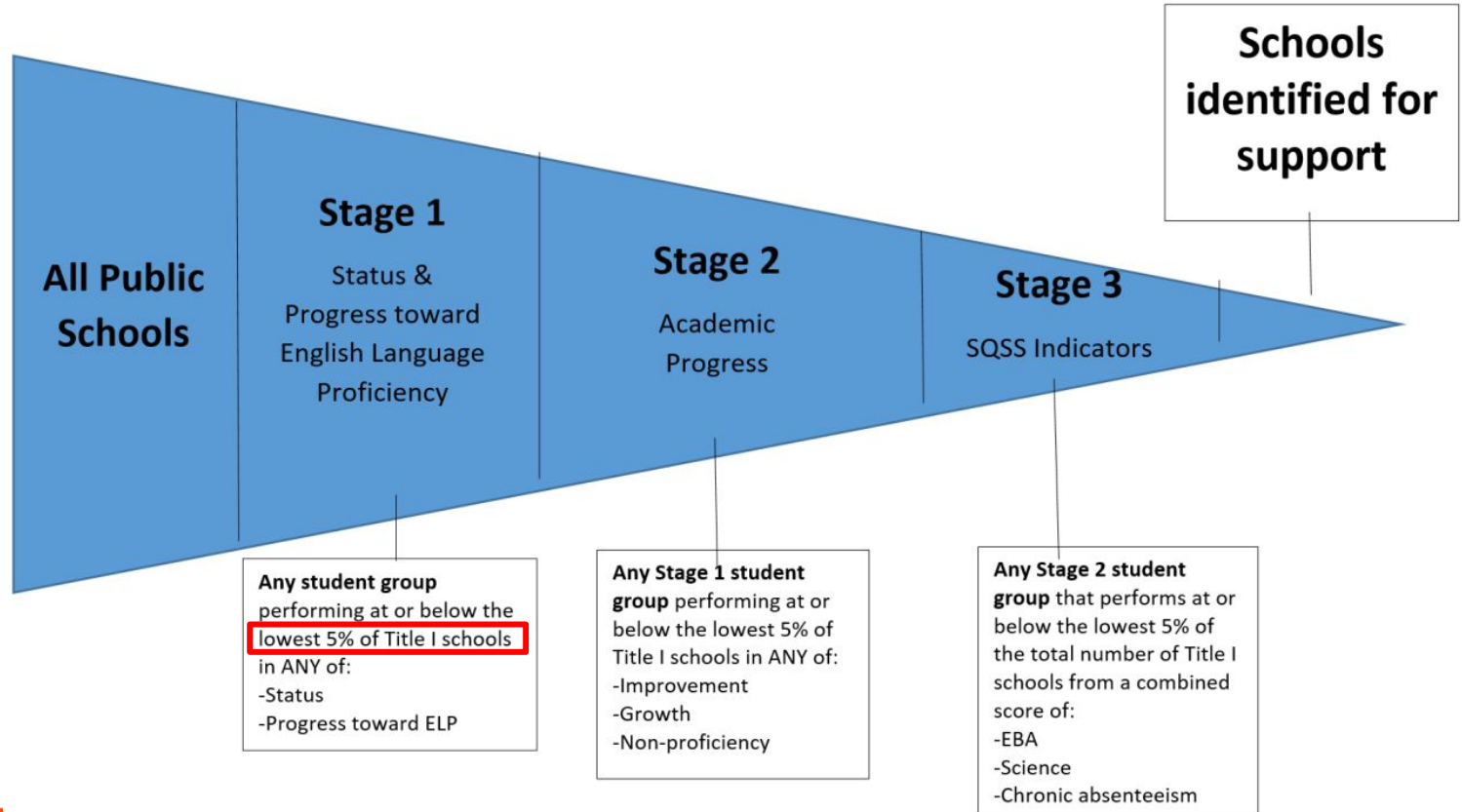## Targeted Support and Improvement (TSI)

- Consistently low-performing student group

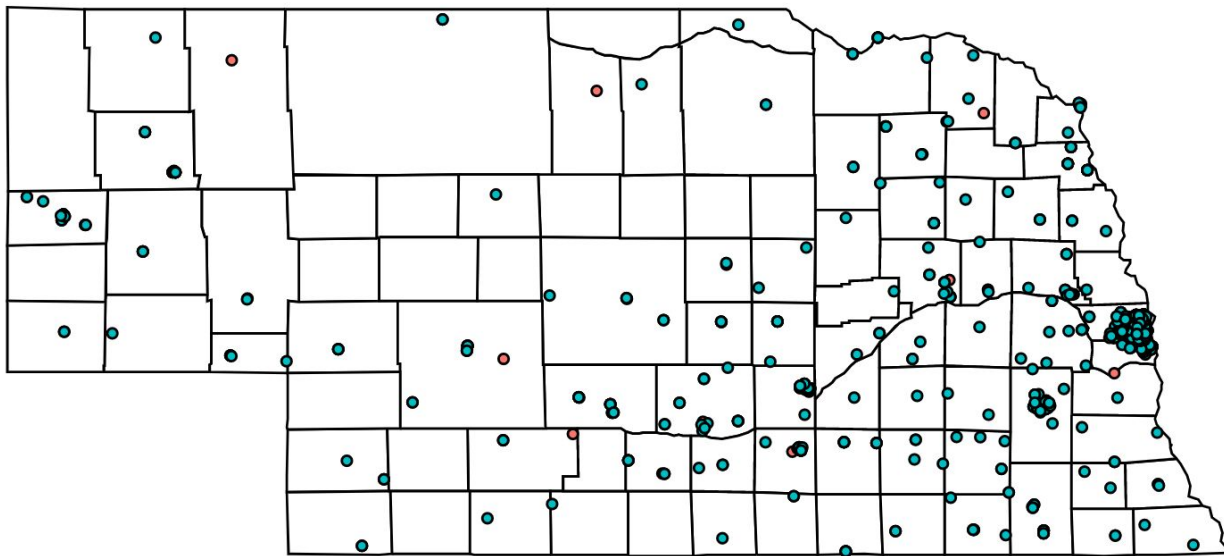*Beginning in 2019, any school with consistently low-performing subgroup may not be classified as Excellent*
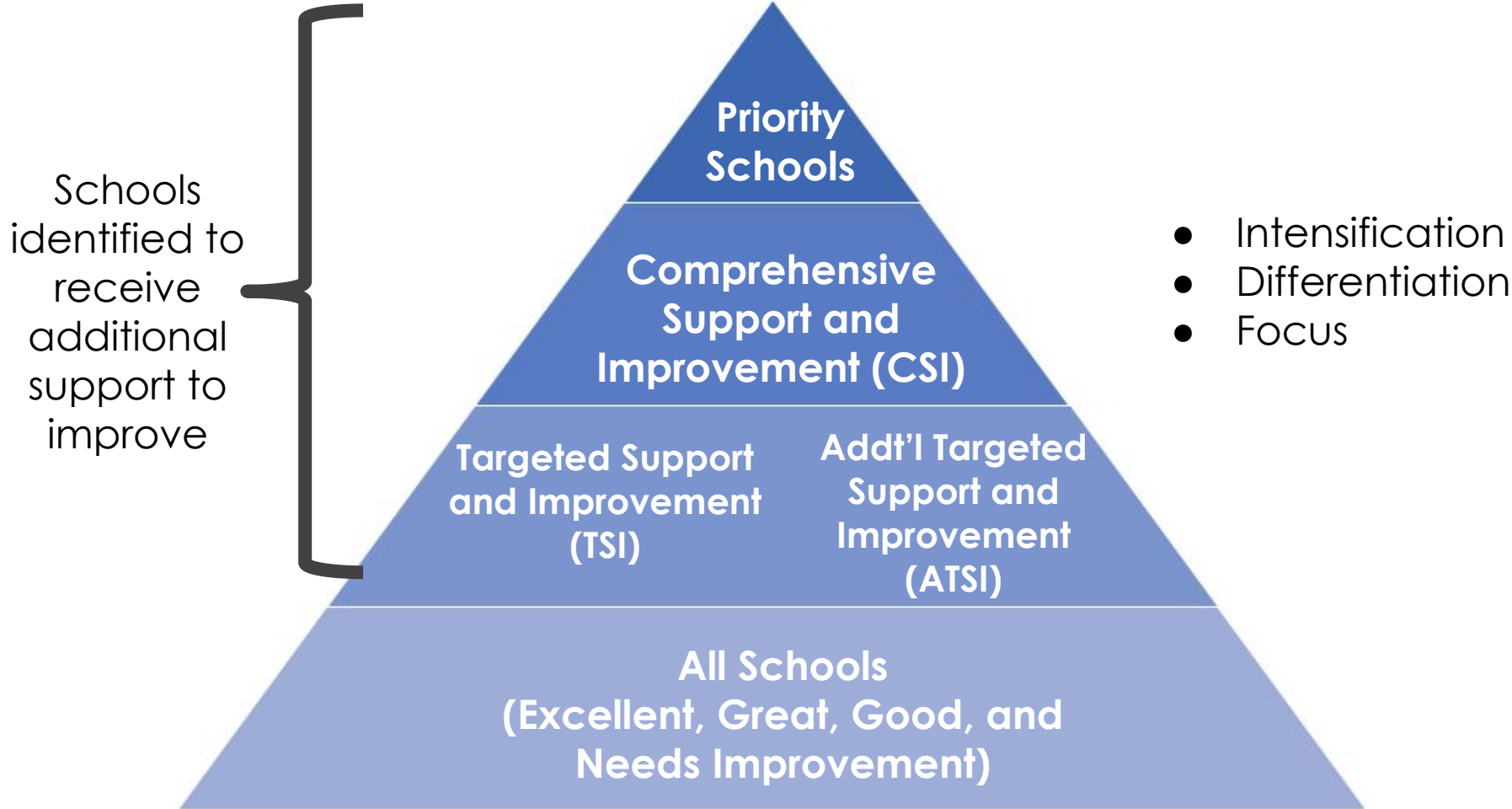
Priority Schools

Among the lowest performing schools AND demonstrate the greatest need to implement and sustain school improvement efforts

4 schools

363 schools

ATSI

Additional Targeted Support and Improvement - Elementary and Middle Schools

Schools identified for support

All Public Schools

Stage 1
Status & Progress toward English Language Proficiency

Stage 2
Academic Progress

Stage 3
SQSS Indicators

Any student group performing at or below the lowest 5% of Title I schools in ANY of:
-Status
-Progress toward ELP

Any Stage 1 student group performing at or below the lowest 5% of Title I schools in ANY of:
-Improvement
-Growth
-Non-proficiency

Any Stage 2 student group that performs at or below the lowest 5% of the total number of Title I schools from a combined score of:
-EBA
-Science
-Chronic absenteeism

TSI/ATSI Distribution

Map of TSI & ATSI Schools

Student Group	Number of Schools
American Indian or Alaska Native	16
Asian	12
Black or African American	65
Hispanic or Latinx	85
Multiple Races	25
White	36
Economically Disadvantaged	148
Students with Disabilities	274
English Learners	100

Schools identified to receive additional support to improve

Priority Schools

Comprehensive Support and Improvement (CSI)

Targeted Support and Improvement (TSI)

Addt'l Targeted Support and Improvement (ATSI)

All Schools
(Excellent, Great, Good, and Needs Improvement)

- Intensification
- Differentiation
- Focus

Your School's Context

Continuous Improvement Processes
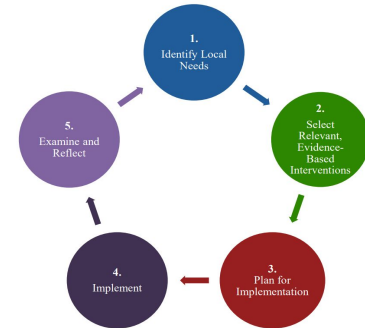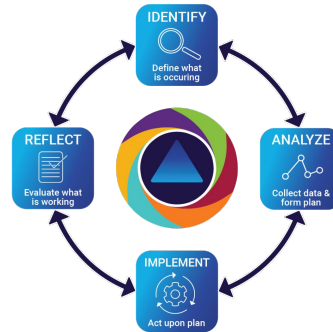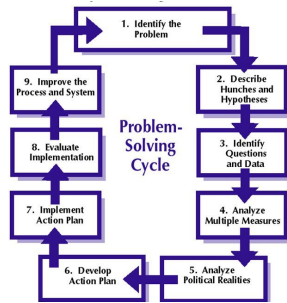
4 Types of Data

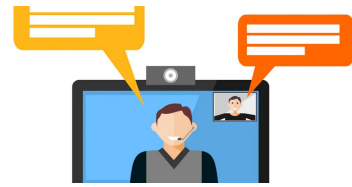Over time, **demographic data** indicates changes in the context of the school.

Over time, **school processes** show how classrooms change.

Over time, **perceptions** can tell us about environmental improvements.

Over time, **student learning** data give information about student performance on different measures.

Breakout One

- Introduce yourself, your role, and school/organization.

- What are your students' needs?

- Are groups of students experiencing school differently?

- How are students participating in different programs and processes differently?

- What is the impact of student perception of the learning environment on student learning?

- Talk about a program that is making a difference in student learning.

Resource Allocation: The Why

Connect allocated resources to student achievement outcomes.

Connect resource allocation to student outcomes

Create **urgency** among school and LEA leaders for leveraging resources differently

Uncover **opportunities** and **obstacles** through high-quality discussions

Integrate the resource allocation review into existing practices

Federal, State, and Local Funding

Professional Development Focus

Time, Staff Allocation, Instructional Materials

What do your students need to be successful?

Resource Allocation Review

Evaluate and Adjust

Examine the moves you made for effect on student group outcomes

Identify Resources

Should include all resources that matter for student achievement

Move to Action and/or Reallocation

Take necessary steps to address inequities

Analyze Resources through an Equity Lens

Equitable is not the same as equal

Identify Resources

What resources will your resource allocation review include?
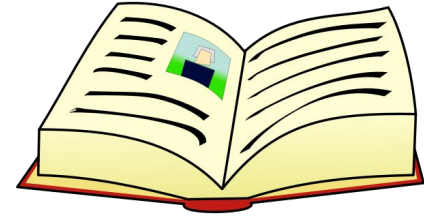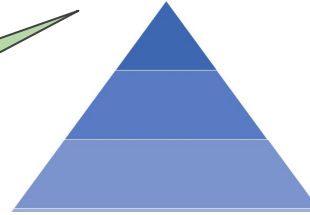
*What resources **impact student learning**?*

Analyze Resources through an Equity Lens

Should per student funding at every school be exactly the same?
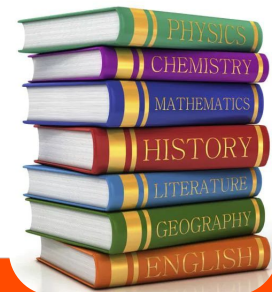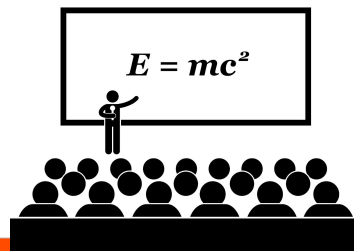*That's a question of **equality**.*

But should students who come from less get more in order to ensure that they can catch up?
*That's a question of **equity**.*

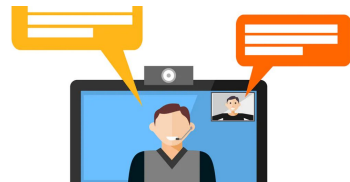**What is your goal when allocating resources?**

Equal is not equitable

How much is only part of the story—reviews should also capture teaching quality, curricular rigor, whole child supports, and other critical aspects of the student experience.

Opportunity and outcome gaps persist, even when funding increases.
How well those funds are used is critical to improving student outcomes.

How Much

How Well

Student Outcomes

Student Experience

$E = mc^2$

PHYSICS
CHEMISTRY
MATHEMATICS
HISTORY
LITERATURE
GEOGRAPHY
ENGLISH

Source: Leveraging Resource Allocation Reviews to Drive Meaningful Change for Students. (Oct. 2019)

Breakout Two

- Introduce yourself, your role, and your school/organization.

- What does your budget process look like? How do you choose priorities?

- What resources can you control that have been traditionally overlooked (e.g. bell schedules, distribution of teachers, etc.)?

- What is your goal when allocating resources?

- How do you evaluate the unique needs of schools in your district? How do you evaluate the unique needs of each student?

- How do you allocate funding differently to meet these unique needs?

- How do you know if the resources you have put in place are effective?

https://bit.ly/38kYvVc

Padlet Review

Moving to Action

Based on resources identified, their distribution, and level of effectiveness, it is important to address the inequities that surface.

Schools must

- Explicitly identify realistic strategies that promote cost-savings or new revenue
- Prioritize the largest/most important inequities identified
- Identify a specific timeline

Evaluate and Adjust

Examine the moves you made for effect on student group outcomes

Identify Resources

Should include all resources that matter for student achievement

Resource Allocation Review
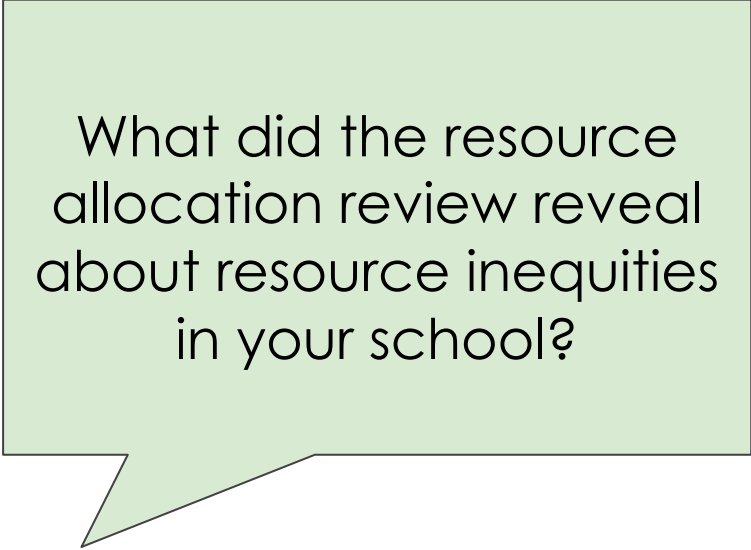
Move to Action and/or Reallocation

Take necessary steps to address inequities
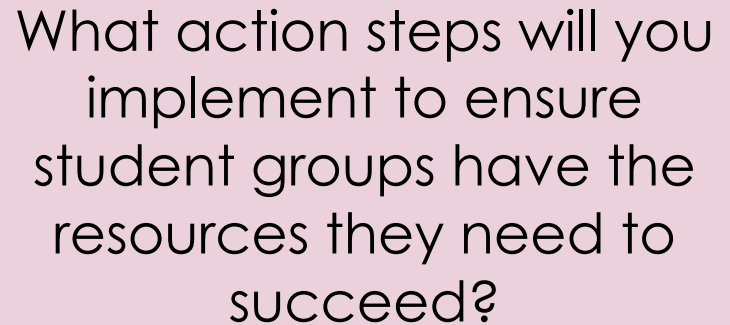
Analyze Resources through an Equity Lens

Equitable is not the same as equal

So You Know:

What did the resource allocation review reveal about resource inequities in your school?

What action steps will you implement to ensure student groups have the resources they need to succeed?

Break time!

Back at 1:30pm
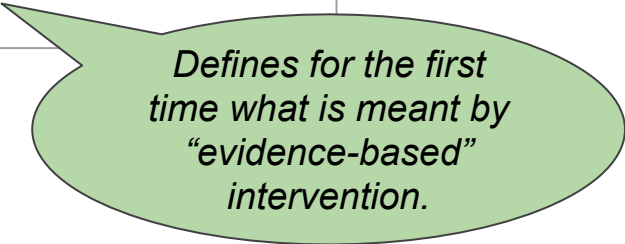
Evidence-Based Practices (EBP)

NCLB vs. ESSA

NCLB	ESSA
Everything was either required or forbidden.	*Extreme flexibility for LEAs and SEAs*
Research-based	Evidence-based

*A strategy that is evidence-based likely also is research based; however, the reverse is not always true.

Defines for the first time what is meant by "evidence-based" intervention.

Evidence-Based...

Program
A **packaged set** of lessons and additional academic content used to teach a subject at a particular grade level or a **branded intervention or product**.

Example: Core Knowledge Language Arts

Practice
A lesson or repeated instruction intended to **introduce, develop or improve a skill.** A practice is not a branded intervention or product, but rather a **method, approach or strategy** for teaching.

Example: Develop awareness of the segments of sounds in speech and how they link to letters

Activity
What **students are doing to learn and/or practice a skill**, from engaging with a teacher during modeling, to supported practice and ultimately independent practice.

Example: Students read a passage chorally, paying close attention to the phrasing and then provide feedback on how they read the phrases differently.

Misconceptions

I just need to pull out my Black or African American students for a special intervention.

Our ELs shouldn't learn science until they can read proficiently in English.

Our students with disabilities need additional time for interventions.

Our teachers need trauma-informed training because our students in poverty come with a lot of baggage.

A Conceptual Framework for NeMTSS

HIGH NEED

Increasingly Intensive Instructional Interventions

Level of support required for success in core instruction

Specially Designed Instruction

Core Instruction

LOW NEED

NeMTSS FRAMEWORK
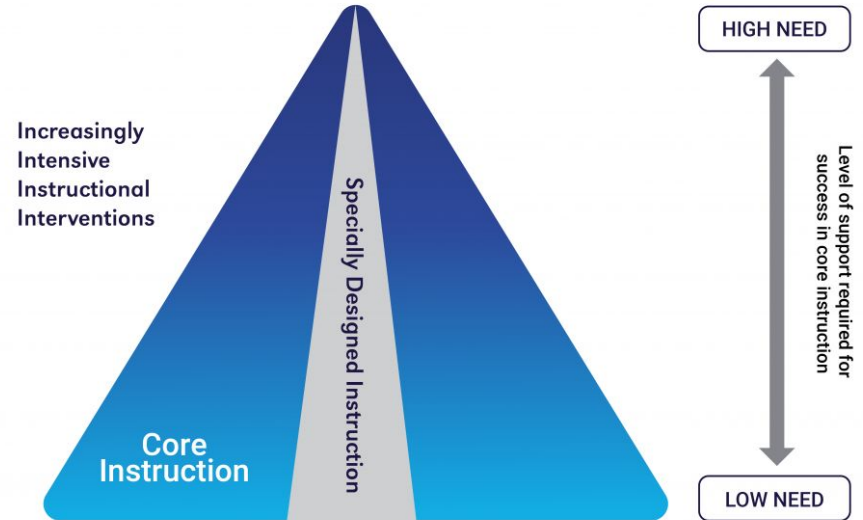
Students may receive services in all areas of the pyramid at any one point in time.
Adapted from the U.S. Department of Education

Why EBPs

*We strengthen the effectiveness of investments by selecting **relevant** evidence-based practices that **meet the needs of our students.***

Consider this Analogy

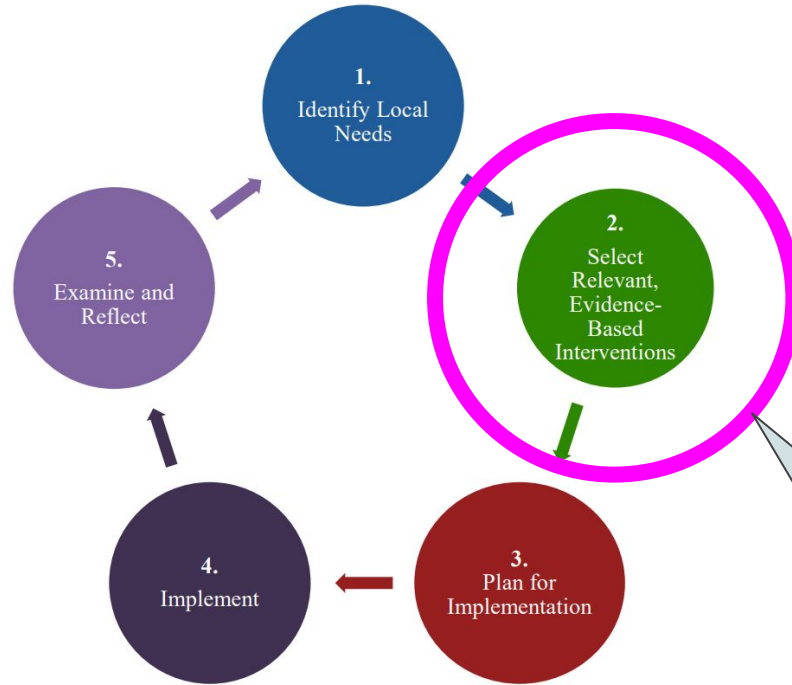Only given after clear diagnosis

Carefully selected

Prescription has been tested before and worked in similar cases

Must take as directed to be effective

Process for Selecting Evidence-Based Practices

Selecting evidence-based practices should only occur after developing a deep understanding of student needs.

Normally, this process should be part of a regular continuous improvement cycle.

Exploration of EBP Resource Sites

Thinking of your own context, choose a **focus area** and explore the sites to identify potential resources.

Clearinghouse Sites
- **Evidence for ESSA**
  - **www.evidenceforessa.org**
- **Social Programs that Work**
  - **https://evidencebasedprograms.org/**
- **National Center on Safe Supportive Learning Environment**
  - **https://safesupportivelearning.ed.gov/**
- **NeMTSS Program Comparison**
  - **http://nemtss.unl.edu/resources/program-comparison-chart/**

Focuses on the evaluation of an intervention, program, etc., designed specifically to determine its effect.

Tiers of Evidence

STRONG	Experimental Study (i.e., a randomized controlled trial)
MODERATE	Quasi-experimental Study
PROMISING	Correlational Study with statistical controls for selection bias
DEMONSTRATES A RATIONALE	Well-specified logic model informed by research or evaluation

TIER
1

Strong Evidence

Evidence from at least one well-designed and well-implemented experimental study.

Population of interest

Population is split into two groups by random assignment

Intervention

Outcome is measured and compared

Treatment group

Control group

= No improvement in their performance

= Improvement in their performance

TIER 2
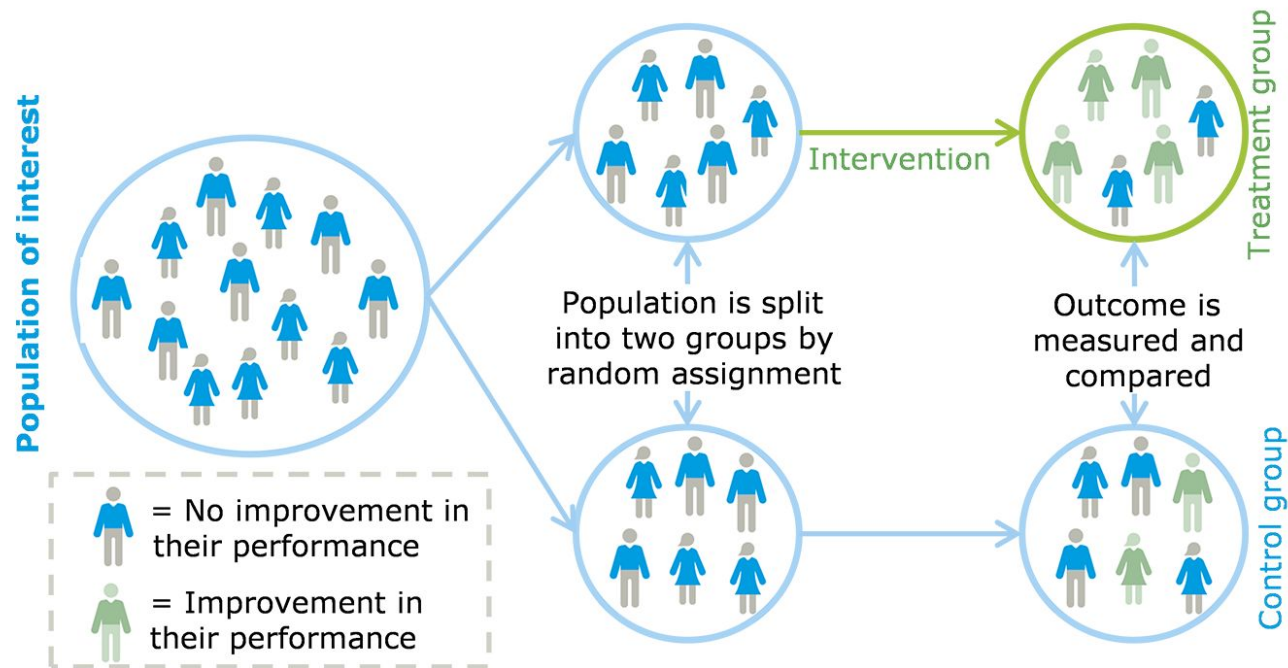
Moderate Evidence

Evidence from at least one well-designed and well-implemented quasi-experimental study.

NON-EXPERIMENTAL

Measure outcomes before and after program for participants only

No comparison group

QUASI-EXPERIMENTAL

Measure outcomes for program participants and non-participants without random assignment

"Control" for bias

Comparison group

EXPERIMENTAL/RCT

Randomized Control Trial (RCT)

Randomize participants to treatment or control group

Measure outcomes for both groups

Explicit comparison group

Increasing rigor*

While a well designed RCT is the most rigorous method, RCTs are not always well designed and they are not always feasible. In fact, a strong quasi-experimental design may produce the most rigorous evidence available for a given program and the greatest value for practitioners and policy makers. It is important to choose the right method of evaluation for the program and population of interest.

TIER
3

Promising Evidence

Evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias.
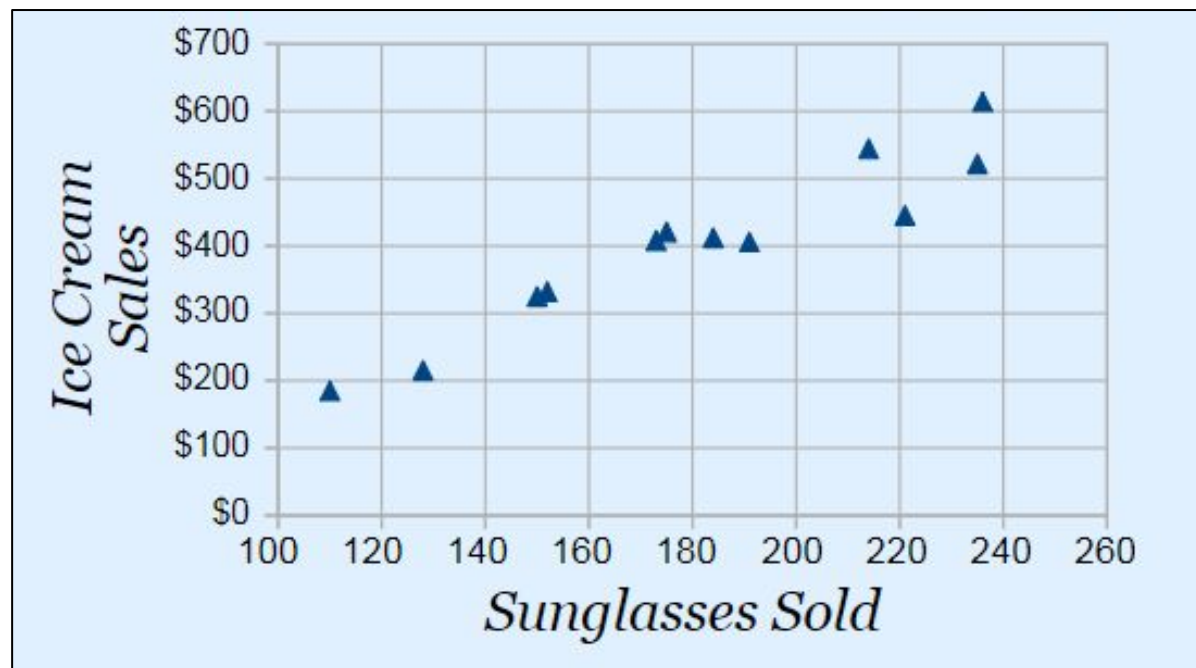
Tier 4

Demonstrates a Rationale
Point to a positive evaluation of some kind and/or identify a logic model

Program:
Situation Statement:

Inputs	Outputs		Outcomes - Impact		
What we will invest	Activities - What we will do	Participation – Who we will reach	Short Term Results	Medium Term Results	Long Term Results
			Learning	Behavioral Action	Ultimate Impact

Considerations for Selecting an EBP

- The study design
- Results of the study
- Findings from related studies
- Sample size and setting
- How the students and setting overlap with your school or district

Note: You may already be implementing an evidence-based practice! How can you refine or revisit its effectiveness?
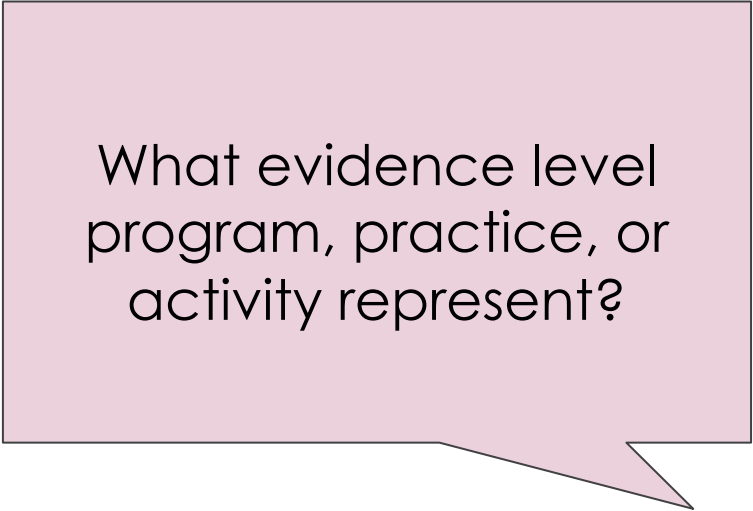
Breakout Three
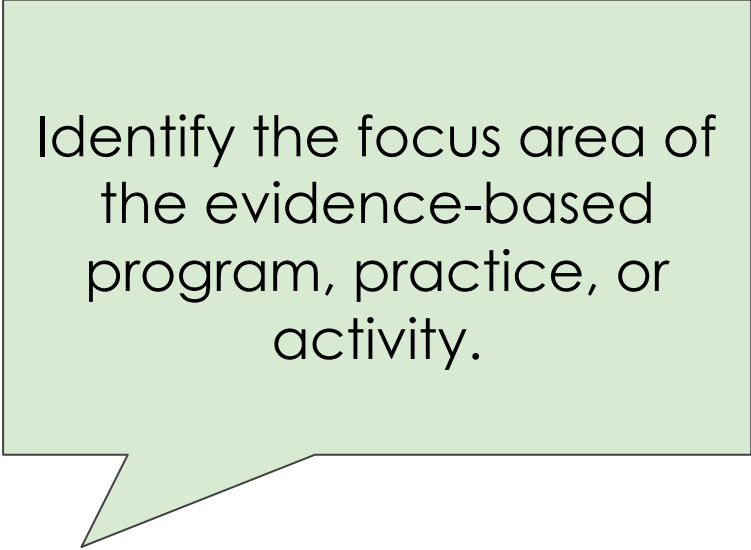
Discuss:
- How did exploring these sites expand your understanding of selecting EBPs?
- What practices do you have in place that may already meet the evidence guidelines?
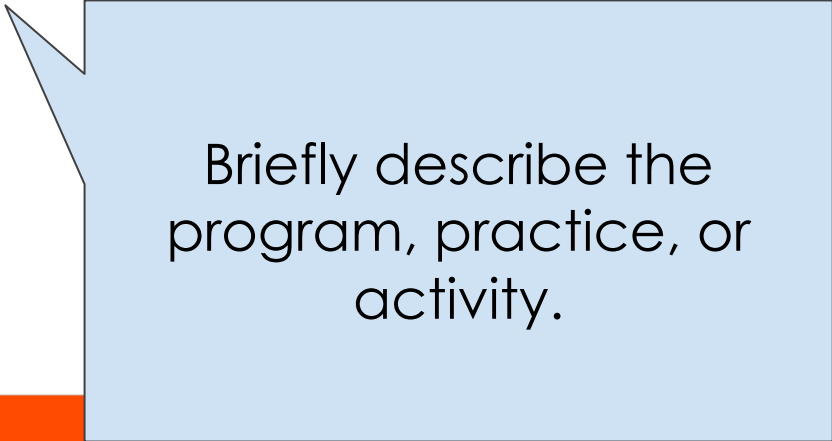- What other programs, practices, activities might you need to explore?

So You Know:

Identify the focus area of the evidence-based program, practice, or activity.

What evidence level program, practice, or activity represent?

Briefly describe the program, practice, or activity.

Networking & Exploration of Equity Tools

Cultural Proficiency Continuum

> Where would you place yourself?
>
> Your organization?

Cultural Destructiveness	Cultural Incapacity	Cultural Blindness	Cultural Pre-Competence	Cultural Competence	Cultural Proficiency
Educating in ways that seek to eliminate vestiges of the culture of others	Educating in ways that seek to make the cultures of others appear to be wrong	Educating in ways that refuse to acknowledge the cultures of others	Educating with an increasing awareness that one doesn't know about working in diverse settings • Can move positively forward or regress	Educating with personal values and behaviors and the school's policies and practices being aligned in a manner that is inclusive of cultures that are new or different from the educator and others in the school.	Educating as an[d] learning for th[e] increasing[ly] educat[ing] yo[ur schoo]l and communi[ty] vision that the educator and t[hey] are instruments for creating a socia[lly just] society.
Eliminating the cultures and contributions of oppressed groups from school curricula	Lowered expectations for student groups, parents, and communities	Proclamations of not seeing color in children or "treating all children the same"	Quick fixes and short-term programs. Acknowledging culture superficially	Advocacy for others as equal participants and recognition of a need for equality	Adaptation of curricula and pedagogical practices. Questioning of practice and lesson to include: Who is being served well by this lesson? Who is at the center? What are ways to involve ALL students?
Sounds/Looks like… • "I won't focus on NA culture. No one teaches my culture." • "Our kids are too sensitive--if we coddle them too much, they won't grow into successful adults." • "Bullying is just teenage behavior." • Zero tolerance policies	**Sounds/Looks like…** • "That happened in the past. Get over it and move on." • "Everyone has the same opportunities. It just takes grit." • "I can't pronounce that name, I'll just call you Tommy." • "I am very successful working with normal kids."	**Sounds/Looks like…** • "I don't see color! I treat all students alike!" • "For you to be successful, you really need to adapt to mainstream culture." • "This isn't us, America!" • "I've done a lot for your community, how can you say I am insensitive?" • "Our students are disciplined equally, it doesn't matter their race or background."	**Sounds/Looks like…** • "Hey, we have a cultural night twice a year, we are recognizing diversity!" • "I knew we had issues around race in our school. But all of this makes me feel uncomfortable. I think we need to proceed with caution, or scrap it altogether." • "The survey data is alarming. But what do we do with it?" • "Wow, I didn't realize that Timmy had all of that going on. How can I help?"	**Sounds/Looks like…** • "Each one of my students have cultural experiences that add to the richness and diversity of my classroom." • "Ms. Circle Eagle ifs a guest *teacher partner*, not a guest presenter." • Students find themselves and people from culturally different backgrounds in formal and informal curricula and around the school.	**Sounds/Looks like…** • "It's been a while since we've reviewed our policies and procedures to ensure they are still equitable and effective AND that they are actually practiced." (an on-going process) • Recruitment and hiring policies to include representation of people of color. • "Nothing about us without us" decision making (students and community)
Unhealthy Practices			Healthy Practices		
Compliance-based Tolerances for Diversity			Transformation for Equity		

https://drive.google.com/file/d/1ZNMaGYrdMf6m2WjTII-IAy-4ZtqyBCds/view?usp=sharing

Supports for Equity-Centered School Improvement

Nebraska Department of Education
Digital Learning Center
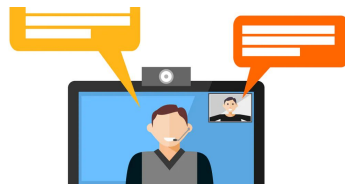
Leading for Equity in Our Schools

UnboundEd

GREAT LAKES EQUITY CENTER

*We could put all the EBPs in place, and allocate resources differently, and **still not effect change** without the proper <u>mindsets and dispositions</u> to meet our students' diverse needs.*

Breakout Four

- How can these tools help promote an equity-centered school improvement process that **problem solves for students**?

- Find one resource you wish to **explore personally**.

- Find one resource you plan <u>to bring to your team</u>, grade band, school, or staff to **explore collectively**.

Think and Write - Small Group Share Out

ATSI School Survey

Due: **Monday, February 24**

ATSI School to complete

One survey response per school

Respondents will share information about:

- Results from Resource Allocation Review

- Evidence-Based Practices

Additional Targeted Support and Improvement

* Required

Resource Allocation

What did the resource allocation review reveal about any resource inequities in your school? *

Your answer

What action steps will you implement to ensure student groups have the resources they need to succeed? (Ex. Change in schedule; Adjusting teacher assignments; Reallocation of funding) *

Your answer

Back   Next

Additional Targeted Support and Improvement
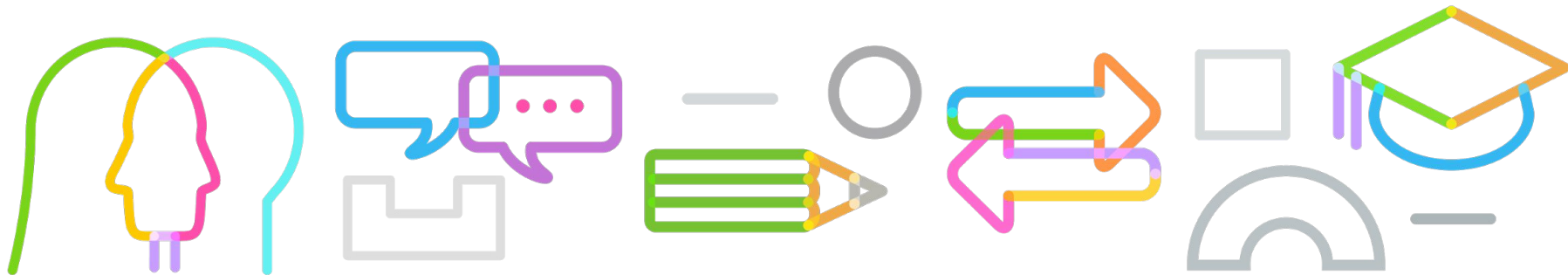
* Required

Evidence-Based Practices

Identify current and future evidence-based practices you are implementing that address the needs of identified student groups in your school. Note the evidence-level by selecting the appropriate option. *

	Tier 1 - Strong Evidence	Tier 2 - Moderate Evidence	Tier 3 - Promising Evidence	Tier 4 - Demonstrates a Rationale	Not Applicable
Instructional coaching	○	○	○	○	○
Instructional materials	○	○	○	○	○

Objectives

- Conduct a resource allocation review to determine inequities and chart next steps

- Deepen understanding of evidence-based practices and determine the best fit for our school

- Network with similarly identified schools through exploration of equity-centered tools and resources

Feedback Survey