



Tennessee Leaders for Equity Playbook

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Agenda

- Why equity? Why is equity important?
- Defining Equity in Tennessee
- Tennessee's Journey
- Tennessee Leaders for Equity Playbook
 - Purpose and Guiding Principles
 - Review One Commitment (Mindset shift and Leader Actions)
- What can you do next?

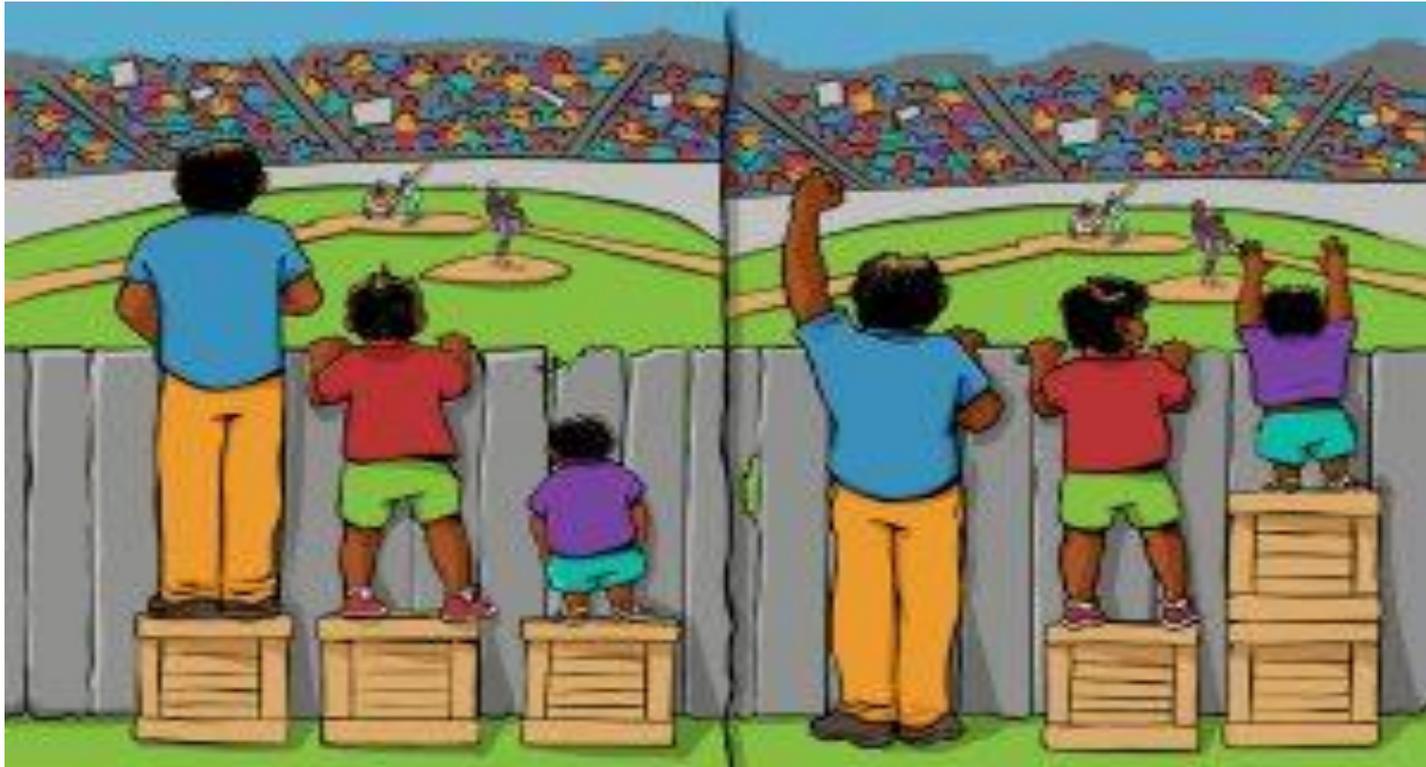
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**Why equity? Why is
equity important?**

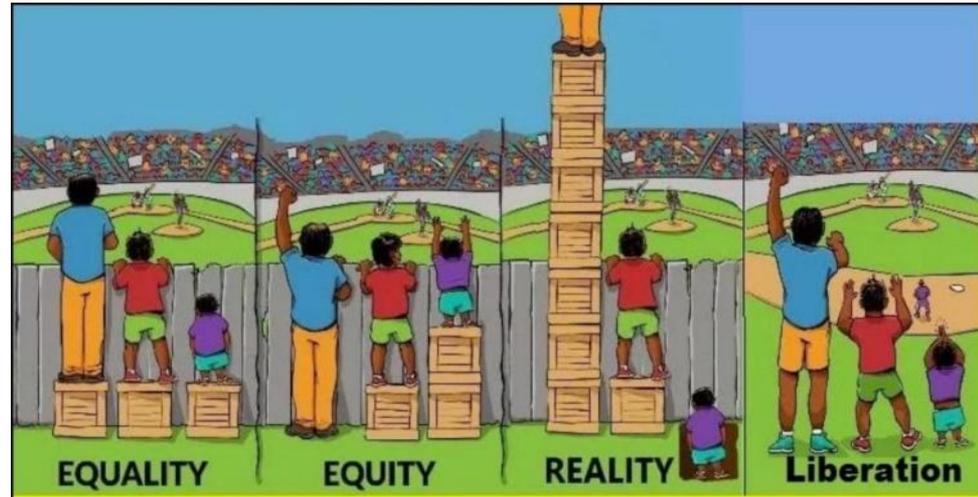
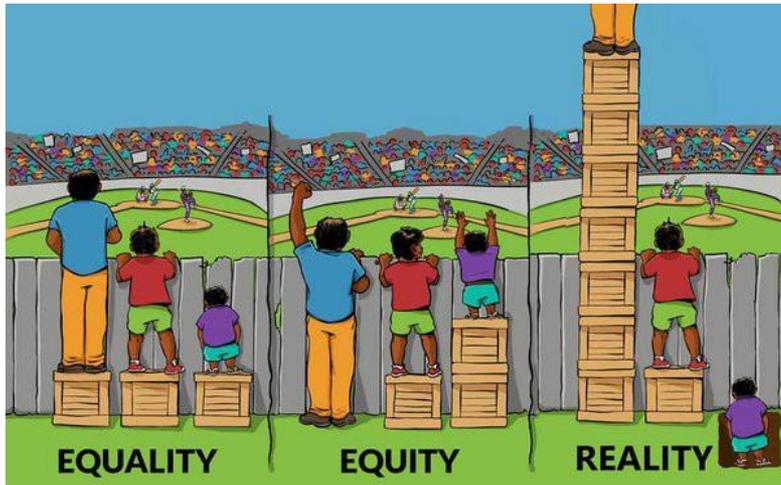
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Defining Equity



When you look at this image, what thoughts come to mind?

Defining Equity: Digging Deeper



- **EQUITY** in **REALITY** means that equity intentions often do not translate into culturally sustaining, equitable impact.

- **EQUITY** through **LIBERATION** means that systems are put in place that empower everyone, based on need, to thrive from a stance of self-empowerment.



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Defining Equity in Tennessee

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Tennessee's Definition of Equity

- In the field of education, equity means that every student has access to effective teachers and the resources, experiences, and rigor they need to be successful.

Tennessee Leader for Equity

- An educational **leader for equity** works to **eliminate achievement gaps** and ensure success for **ALL students** by identifying and addressing personal and institutional bias and barriers and providing strategies to ensure each student has equitable access to:
 - effective educators;
 - rigorous and engaging learning opportunities;
 - social, academic, and community supports; and
 - resources to ensure success for ALL students.



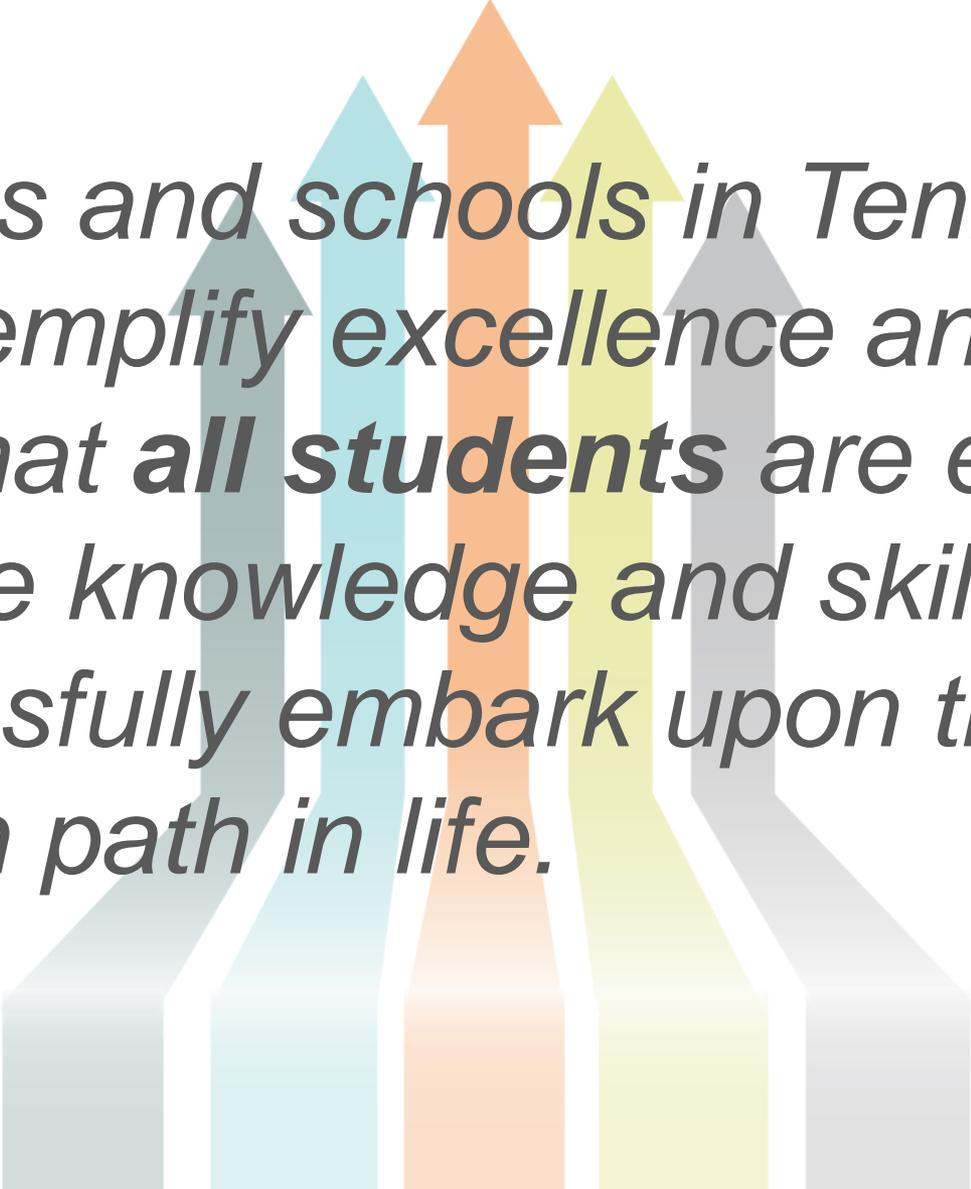
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Tennessee's Journey

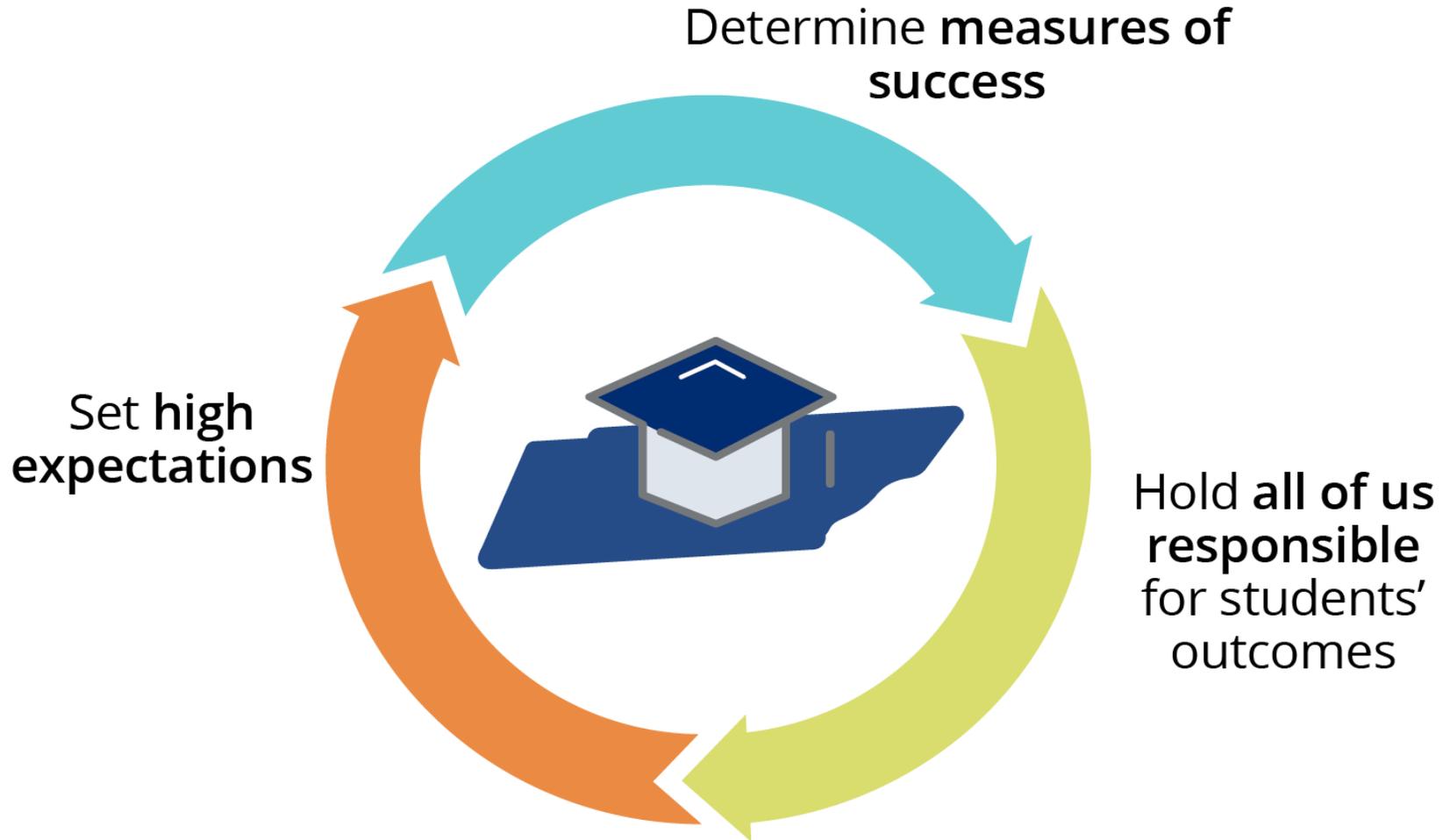
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Tennessee's Vision

The background features five vertical arrows pointing upwards. From left to right, the colors are light blue, orange, light green, and grey. The arrows are stylized with a slight gradient and are positioned behind the main text.

*Districts and schools in Tennessee will exemplify excellence and equity such that **all students** are equipped with the knowledge and skills to successfully embark upon their chosen path in life.*

Our Policy Foundation Makes This Possible



We must reinforce and build on this foundation to continue our momentum

Tennessee's Ambitious Goals

Goal 1

Tennessee will rank in the top half of states on NAEP by 2019

We've moved into the top half in both grade 4 and grade 8 science, and all other rankings are solidly in the 30s — up from a decade ago, when we were consistently a bottom 10 state.

Goal 2

75 percent of third graders will be proficient in reading by 2025

We have a range of work underway through the Read to be Ready campaign and our aligned initiatives to strengthen early literacy.

Goal 3

The average ACT composite in Tennessee will be 21 by 2020

Our class of 2017 has already increased the average to 20.1, with more students taking the exam.

Goal 4

Most of the class of 2020 graduates will earn a postsecondary certificate, diploma, or degree

We've been nationally recognized for our work to increase access to postsecondary and strengthen career & technical education.

Urgency for Continuous Improvement

Many States with Low Grades in 2009 Make Dramatic Improvements by 2017 (Table 2)

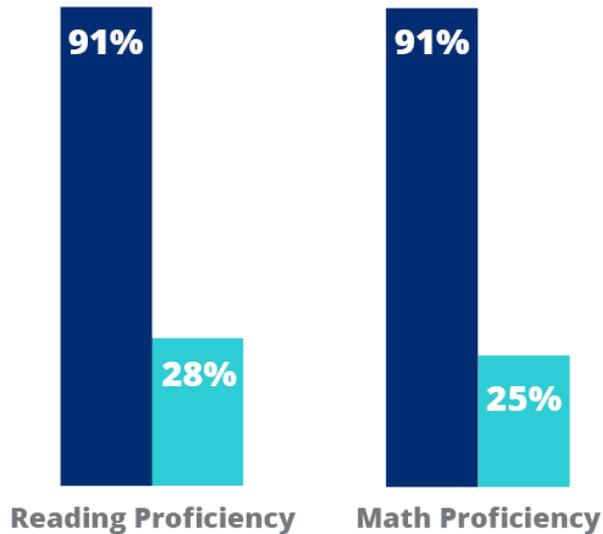
In total, four of five states with F grades in 2009 achieved a C+ or higher in 2017, and nine of 24 states with D- to D+ grades in 2009 received A grades in 2017. Minnesota, Iowa, and Missouri made the least amount of progress between 2009 and 2017—with the rigor of Missouri's standards actually declining.

IMPROVEMENT RANK	STATE	STATE GRADES BY YEAR			CHANGE IN DIFFERENCE BETWEEN STATE AND NAEP (2009 - 2017)
		2009	2015	2017	
1	Tennessee	F	B-	A	60.81
2	Georgia	F	B+	B+	48.95
3	Illinois	D-	A	A	48.49
4	Kansas	D	A	A	47.84
5	Maryland	D	A	A	45.73
6	Arkansas	D+	A	A	43.04
7	Florida	C-	A	A	42.25
8	Idaho	D-	B+	B+	41.01
9	Wisconsin	D	B+	A	40.29
10	Michigan	D-	B	B+	40.02

Closing the Honesty Gap

2007

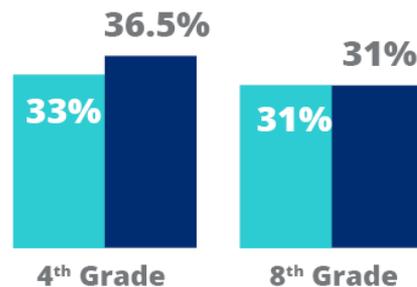
Grades 3-8 Achievement
On TCAP vs. NAEP



TCAP NAEP

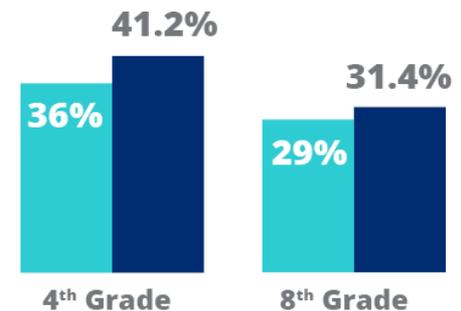
2017

Reading
Proficiency Results



2017 NAEP

Math
Proficiency Results



2017 TNReady

The world continues to change, and today's students need much more to be able to succeed.

By 2025, 55% of all new jobs will require postsecondary education

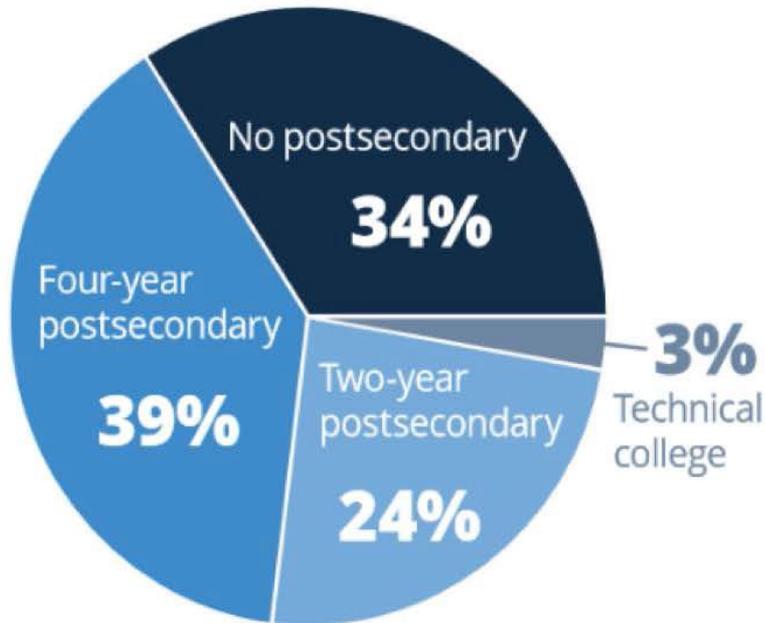


Postsecondary graduates are more likely to be employed and have higher earnings than high school graduates.

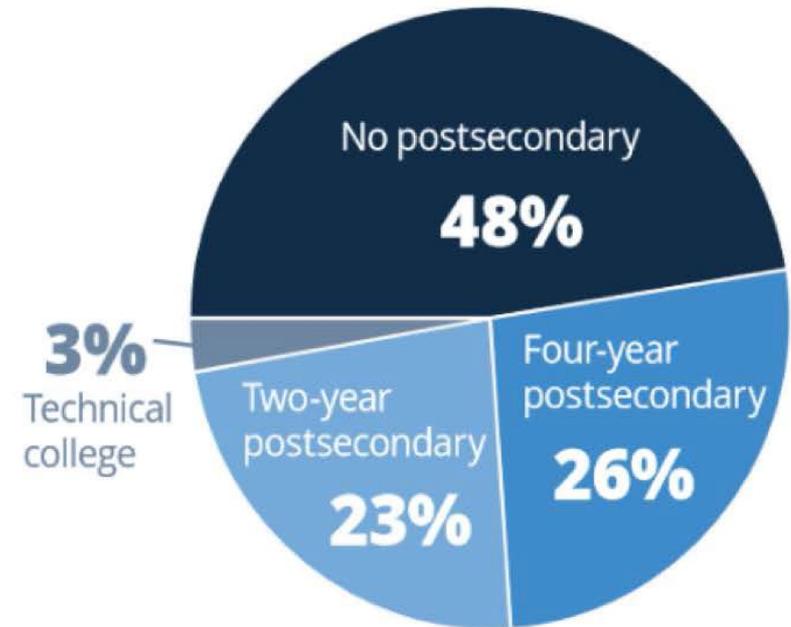
The gaps in employment and earnings between these groups have grown substantially over time.

2013-14 High School Graduates

ALL GRADUATES



ECONOMICALLY DISADVANTAGED



Students who graduated from high school and entered the workforce earned **an average salary of \$10,880 annually**, far below the poverty line

What is your journey?

- Where might there be an “honesty gap” or a disparity related to equity?
- What does your data tell you about your context?
 - Share the your data (state, district, school).
 - Be specific to your context.
 - Name the misconceptions. Say the thing.
- Where do you want to go?



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**Tennessee Leaders
for Equity Playbook**

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Tennessee LEADERS FOR EQUITY *Playbook*



Purpose

- If school, district, and community leaders believe in and take action to create equitable outcomes for all students as stated in the *Tennessee Succeeds* and ESSA strategic plans, then all districts and schools will experience significant, positive shifts for students related to the seven equity commitments.

Seven Equity Commitments

- Decrease chronic absenteeism.
- Reduce disproportionate suspension and expulsion rates.
- Increase early postsecondary opportunities.
- Provide equitable access to effective teachers.
- Recruit and retain a diverse teaching force.
- Embed cultural competence in school practices.
- Partner with community allies.

Structure

- An **action plan framework** to assist leaders in the selection, implementation, and monitoring of the most relevant equity commitments for their community
- An **equity shifts continuum** describing the common misconceptions that must be examined and discussed for each equity commitment before moving to an equity mindset
- **Key actions and resources** that can be taken and used by school, district, school board, and community leaders for each of the seven equity commitments

*Recognizes the importance of **making and supporting significant shifts in mindset and practice to provide and sustain equitable outcomes for all students.***

Tennessee Leaders for Equity Playbook (April 2018)

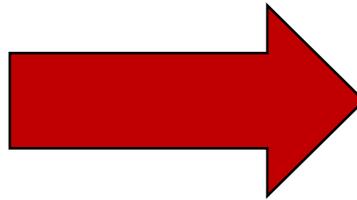
Guiding Principles

- The playbook is a **flexible support tool** for school, district, and community leaders.
- The playbook should be used to **address existing challenges and utilize current resources**.
- Committing to an equity mindset requires **important conversations about common misconceptions** before taking action toward creating equitable outcomes for all students.
- The seven equity commitments should be used selectively, chosen through a needs assessment using school, district, and community data, and **implemented using an equity action plan**.
- The actions for each equity commitment should be viewed as a **menu of possible strategies** to be carefully chosen, informed by school, district, and community data.

Paradigm Shift

From:

Students and families adjust to practices of school/district.



To:

School/district reshapes practices to best adjust to students and families.

Paradigm Shift Needed to Reach Students/Families

Building Equity: Policies and Practices to Empower All Learners (2017)

Example of an “Equity Shift”

Equity Commitment

Decrease
Chronic
Absenteeism

Common Misconception

At-risk families value school less and therefore do not believe in the importance of regular attendance.

Equity Mindset

As leaders, we must believe, individually and collectively, that all of our families value the importance of their children’s education and understand they can experience conditions that negatively impact regular attendance.

The research indicates...

When low income elementary students attend school regularly, they can see outsized literacy gains. They gained 8 percent more growth in kindergarten and 7 percent growth in first grade than their higher income peers.¹

Attending school more than 90 percent of the time in sixth grade significantly improves the chance for students to graduate high school on time.²

Example of Leader Actions

- **Commitment One:** Decrease Chronic Absenteeism
- **School Leader Action:** Establish a school-wide system for early identification and prevention of above average absenteeism
- **Community Action:** Provide teachers with tools and resources to support families with non-instructional needs such as laundry facilities and supplies, new or gently used clothing and uniforms
- ***Attending school more than 90 percent of the time in sixth grade significantly improves the chance for students to graduate high school on time (Balfanz, Herzog, & Maclver, 2007).***

Recipe for Tennessee's ELLC Accomplishment

- Alignment and shared vision (state, districts, IHEs, school board, community partners)
 - Readiness
- Shared ownership and collaboration
- Building together
- Willingness to be transparent
- Ask the hard questions
- Authentic engagement and feedback
- Perseverance
- **Tangible outcome/deliverable**

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**What can you do
next?**

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What can you do next?

- What is your organization's definition of equity?
- What data can you identify that demonstrates a need?
- What challenges are you trying to address?
- Who needs to be part of the conversation for moving equity strategies forward?
- What opportunities might you see for yourself to play a role in this work? What might be your next steps as an individual? As an organization?
- How might you use or customize the [Playbook](#) with your organization?



Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark on their chosen path in life.

Excellence | Optimism | Judgment | Courage | Teamwork