

Using Equity Data to Impact Regional, District, and School Improvement

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Agenda for Today

- Overview of P-20 Collaboratives
- How Equity Labs Were Developed
- Equity Lab Process
- Feedback from Process



Overview of P-20 Collaboratives

Angie Gant

P-20 Collaboratives

- **Vision:** *Communities united to empower educators to maximize student success.*
- **Mission Statement:** *Utilizing shared resources to provide ongoing and reciprocal learning opportunities for all stakeholders, guided by need.*

How Equity Labs Were Developed

Cindy Saxon

Equitable Access to Effective Educators



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gaDOE.org

- The foundation of ESSA is equitable access.
- This means we must ensure our students of poverty and minority students are not taught by inexperienced, out-of-field, or ineffective teachers at disproportionate rates when compared to non-poverty, non-minority students.
- The way to combat the performance gaps is through aligned preparation, support, and development to increase effectiveness of ALL teachers and principals.

Equity Lab Process

Georgia Evans

Story to Set the Stage



After listening to this parent's dilemma:

1. Review the data provided about the elementary school.
2. Discuss the concerns you have for the two children in this scenario.
3. What equity problems do you see?



Look at the information about the elementary school where Reggie and Nia are enrolled. What concerns do you have for these two children?

Demographics:

<u>Enrollment</u>	<u># of Students</u>	<u>Black (%)</u>	<u>Hispanic (%)</u>	<u>White (%)</u>	<u>Multiracial (%)</u>	<u>F/R %</u>
2015-16	274	60.1	19.5	7.5	9.7	75.0
2016-17	251	58.5	22.7	7.2	11.6	77.9
2017-18	239	55.9	26.8	6.9	10.4	81.4

Academics:

<u>CCRPI</u>	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>
	63.4	62.6	58.9

Teacher / Leader Data:

<u>System</u>	<u>School</u>	<u>Ineffective TE</u> (Levels 1 & 2)		<u>Emer. & Prov.</u>			<u>Out of Field</u> (All Courses)	<u>Inexperienced TE</u>		
		FY 17	FY 16	FY 18	FY 17	FY 16	FY 18	FY 18	FY 17	FY 16
Example Co.	Sample ES	2.76%	2.30%	11.2%	10.6%	9.4%	22.5%	36.5%	35.2%	30.7%

Data Analysis:

A fact finding event



Not a fault finding event

Equity Data

					Ineffective Teachers		Emergency & Provisionals			Out of Field Teachers	Inexperienced Teachers		
SYSTEM NAME	P-20 Collaborative	RESA	FTE FY18 Total Student Count	FY18 Total Teachers Count	FY17 % of Teachers at Level 1 and 2	FY16 % of Teachers at Level 1 and 2	FY18 %	FY17 %	FY16 %	FY18 % All Courses	FY18 %	FY17 %	FY16 %
Georgia					1.79	2.03	8%	8%	8%	19.9%	37%	37%	35%
Athens_Gwinnett			259083	17275	0.86	1.29	4.7%	5.8%	7.9%	12.9%	36.5%	38.1%	33.9%
Charter & State Schools			34956	2548	5.28	12.5	9.5%	11.8%	10.6%	41.6%	49.3%	42.0%	38.0%
East			77130	5020	1.88	2.00	8.4%	9.3%	8.3%	18.2%	34.6%	31.6%	30.7%
Metro			630415	43367	1.64	1.70	7.4%	7.5%	8.1%	16.3%	39.6%	36.3%	35.5%
Middle			86339	5800	3.30	2.76	9.2%	9.6%	9.4%	22.5%	38.1%	35.2%	34.1%
Northeast			76650	5223	0.73	0.84	4.4%	4.3%	6.3%	9.5%	31.1%	28.7%	28.3%
Northwest			194562	13029	0.65	1.07	4.3%	5.3%	6.1%	11.5%	28.6%	25.5%	24.6%
Southeast			186330	12779	1.01	1.66	7.1%	7.6%	7.4%	16.4%	31.6%	29.6%	28.9%
Southwest			126165	8654	3.42	4.74	6.9%	7.4%	8.1%	19.1%	36.0%	34.6%	33.4%
West			97011	6308	2.80	3.24	8.3%	6.9%	5.5%	17.6%	34.4%	30.3%	29.4%

Equity Data

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Why are Charter and State Schools so high?

Why is NW lower than the rest?

Equity Lab Process for the P-20:

Example from Recent Convening

- Examine regional data
- Determine common concerns, questions, and areas of focus (based on the data)
- Root cause analysis process
- Brainstorm solutions
- Districts and regional P-20 use equity lab
- Suggest they use this in their own context

Common Concerns from Data

- Ineffective teachers
- Inexperienced leaders
- Teaching out of field for special education, gifted, world language, and Pre-K

Identified Root Causes

Ineffective Teachers	Inexperienced Leaders
Preparation (university)	Experienced leaders move to other districts
School leadership	Varying leadership styles and capabilities
Support	Retirement

Brainstormed Solutions

Ineffective Teachers	Inexperienced Leaders
Preparation (university): <ul style="list-style-type: none">• Need to work with strong cooperating teachers	Experienced leaders move to other districts: <ul style="list-style-type: none">• Valuing each individual
School leadership: <ul style="list-style-type: none">• True professional learning based on teacher needs (not just perceived teacher needs)	Varying leadership styles and capabilities: <ul style="list-style-type: none">• Professional learning for leaders
Support: <ul style="list-style-type: none">• Need strong mentors and timely, authentic feedback	Retirement: <ul style="list-style-type: none">• Value and ability to do job well

Moving Forward with Equity Labs

District	P-20
Replicate the equity lab process in each district	Share what has been accomplished in each district
Look at school-level data	Build agendas with deeper conversations – root causes
Include these pieces in equity plan (and use that plan moving forward)	How to help each other (RESA, P-12, and IHE addressing root causes)

Feedback from Process

Angie Gant

- *What parts were worthwhile?* “Having real data to analyze with my colleagues.”
- *How can you use this information and/or process in your current role?* “This process will let me dig deeper into my district data and work on next steps.”
- *Other comments?* “The interactive style of the meeting was engaging, relevant, and effective.”

Questions?



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