Support

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Agenda

• Purpose
• Equity
• Data Collection
  • Systems
  • Outcome
• Data Analysis Rubric
Please reflect and rate your percent agreement with the statement -

We have a system that works really well for some but marginalizes others...
...and every student deserves the best possible education regardless of any possible difference/identifier.
• Increase racial and economic integration for students

• Decrease academic disparities
Educational equity involves eliminating practices that marginalize particular groups of students and create achievement disparities.

greatlakesequity.org
Equity Criteria

• Access
• Participation
• Representation
• Outcomes

Midwest & Plains Equity Center, Achievement and Integration Program, 2015
Why conduct a needs assessment?

Educational equity evident in your schools.

Opportunities to increase educational equity.

Monitor and assess strategies.

Report on progress toward goals.
Systems Data

- Building Walkthrough
- Classroom Visit
- School Staff Survey
- Parent-Caregiver Survey
Building Walkthrough

Prepare
- Contact principal
- 75% of buildings
- 1+ team members

Conduct
- Indicators
- Common areas
- 20 minutes
### Climate

#### Relationships, Rigor and Inclusion

<table>
<thead>
<tr>
<th>Q6</th>
<th>Not True</th>
<th>Somewhat True</th>
<th>True</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>There appears to be a positive rapport among all the adults in the building.</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
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</tr>
<tr>
<td>There appears to be a positive rapport between students and adults in the building.</td>
<td>〇</td>
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</tr>
<tr>
<td>Students are publicly recognized (e.g., in bulletin displays) for exhibiting desirable behaviors.</td>
<td>〇</td>
<td>〇</td>
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</tr>
<tr>
<td>School appears to be welcoming to all families.</td>
<td>〇</td>
<td>〇</td>
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<tr>
<td>There is adequate, clearly visible signage to assist visitors in finding their way around the building.</td>
<td>〇</td>
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</tr>
</tbody>
</table>

#### Behavior Expectations

<table>
<thead>
<tr>
<th>Q7</th>
<th>Not True</th>
<th>Somewhat True</th>
<th>True</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>The mission and/or vision of the school is posted prominently for all to see.</td>
<td>〇</td>
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</tr>
<tr>
<td>The mission and/or vision reflects a valuing of equity and appreciation of difference.</td>
<td>〇</td>
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<tr>
<td>School-wide rules, norms and expectations are clearly posted throughout the building.</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
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</tr>
<tr>
<td>School-wide rules, norms and expectations are available in multiple languages.</td>
<td>〇</td>
<td>〇</td>
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</tr>
</tbody>
</table>
Classroom Visits

Prepare
- Contact principal
- Same day as walkthrough
- Site visit checklist

Conduct
- Three grade levels
- Scan rooms
- 30 minutes per classroom
School Staff Survey

Prepare
- Anonymous
- 90% ideal
- 60% return rate

Conduct
- Multiple perspectives
- 10 minutes
Parent-Caregiver Survey

Prepare
- Anonymous
- Promote at events
- More is better

Conduct
- Purposeful contact
- Racial and economic demographics
- 10 minutes
Feedback from Districts

<table>
<thead>
<tr>
<th>The building walkthrough...</th>
<th>The questions around instructional practices...</th>
<th>The staff survey helped us...</th>
<th>This survey was a critical element of our A&amp;I goal development...</th>
</tr>
</thead>
</table>
The data is meant to assist districts participating in Minnesota’s Achievement and Integration program...
STEM course enrollment cont.
Outcome Data: Local Sources

School Enrollment Choices
Exclusionary Discipline
Attendance (Chronic Absenteeism)
Positive results of strong school climate work

1. Safety
2. Teaching and Learning
3. Institutional Environment
4. Interpersonal Relationships

-National School Climate Center
Data Analysis Rubric

**Step One**
Data summaries

**Step Two**
Review each of the indicators

**Step Three**
Significant inequities

**Step Four**
Select three areas to focus on
### STUDENT ENGAGEMENT AND OUTCOMES

<table>
<thead>
<tr>
<th>INDICATORS</th>
<th>RATING SCALE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACADEMIC GROWTH</strong></td>
<td></td>
</tr>
<tr>
<td>Participation in higher level Science and Mathematics coursework by student group is proportional to overall enrollment. <em>(Representation)</em></td>
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</tr>
<tr>
<td>All students appear to engage meaningfully in learning experiences and regularly participate in academic dialogue (i.e., adults do not dominate discussions). <em>(Meaningful Participation)</em></td>
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</tr>
<tr>
<td>All students appear to reach appropriate levels of conceptual development about subject matter content and make real-world applications. <em>(Positive Outcomes)</em></td>
<td></td>
</tr>
<tr>
<td>A majority of students (≥80%) meet or exceed minimum state achievement standards, such that there are no observable disparities between student groups. <em>(Positive Outcomes)</em></td>
<td></td>
</tr>
<tr>
<td>A majority of students (≥80%) graduate on time (i.e., within designated four-year term), such that there are no observable disparities between student groups. <em>(Positive Outcomes)</em></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Low Priority</th>
<th>Moderate Priority</th>
<th>High Priority</th>
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</table>
When analyzing student data disaggregated by student groups (e.g., race/ethnicity and socio-economic status), what can you infer about the following:

- Equity issues?
- Access?
- Support?
Guiding Question 2

What policies or practices are in place that may have generated the data you used to give indicators a low rating?
Guiding Question 3

How do policy, practices, and climate support or undermine expectations?