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ADMINISTRATORS
CONFERENCE

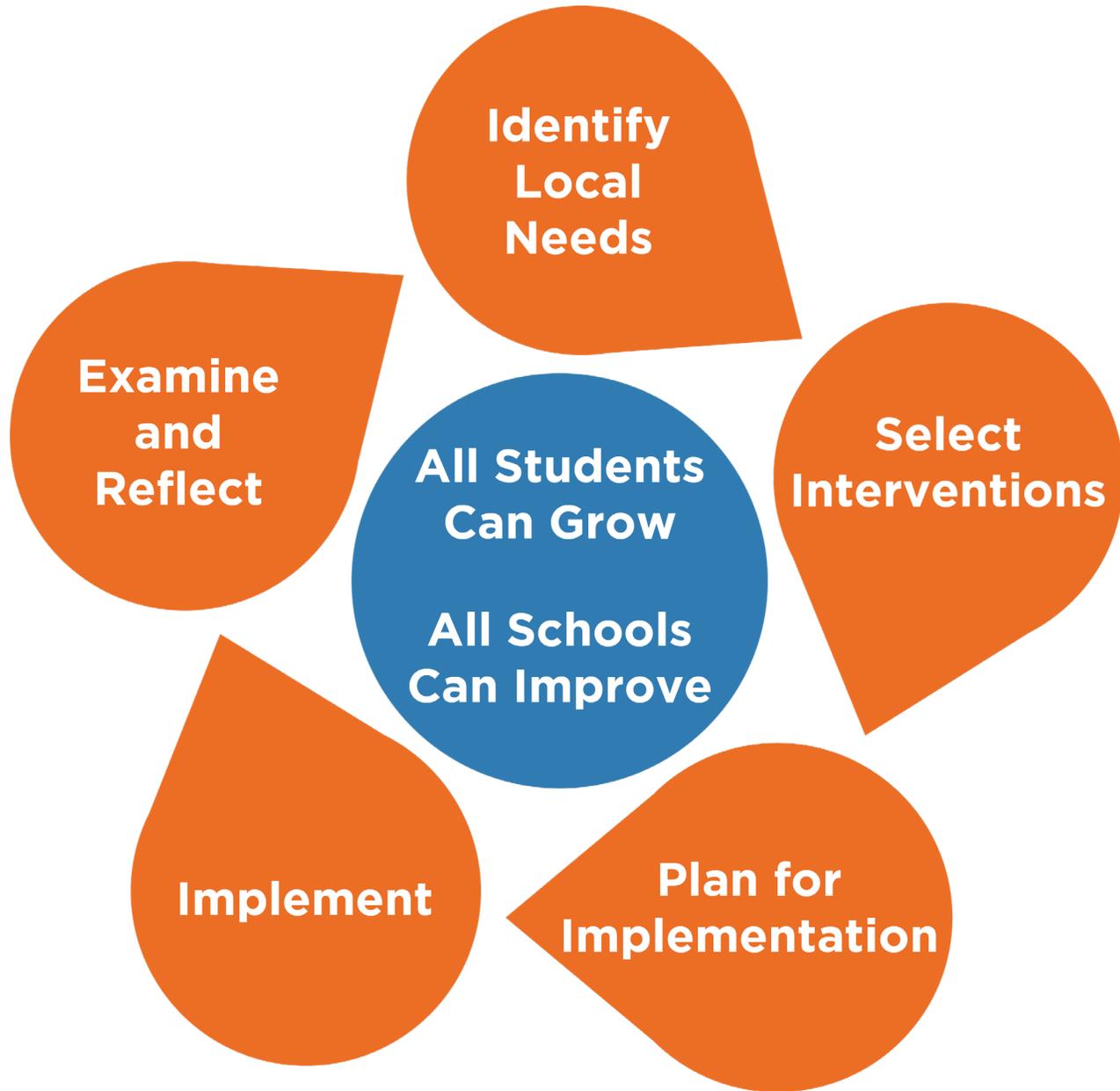
Achieving Equity Through a Continuous Improvement Cycle

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Goals for the Session

- **Overview** of Continuous Improvement Cycle
- Focus on **Nine Essential Elements** Through the Lens of Subgroups
- **Dimensions of Equity Review** Through the Eyes of Subgroups

<http://bit.ly/EquityReviewEngage>



Step 1: Identify Local Needs

Comprehensive Needs Assessment

- **Oklahoma's Nine Essential Elements**
- Stakeholder Surveys
- School wide Data Picture
- Multiple Measures of Data



Identify
Local
Needs



All Students
Can Grow



All Schools
Can Improve

9 Essential Elements Framework



Academic Performance

OEE
1 Curriculum

OEE
2 Classroom Evaluation/
Assessment

OEE
3 Instruction

Learning Environment

OEE
4 School Culture

OEE
5 Student, Family, and
Community Support

OEE
6 Professional Growth,
Development, and
Evaluation

Collaborative Leadership

OEE
7 Leadership

OEE
8 Organizational Structure
and Resources

OEE
9 Comprehensive and
Effective Planning

Academic Performance

OEE
1

Curriculum

The school faculty develops and implements a curriculum that is rigorous, intentional and aligned to state and local standards.

OEE
2

Classroom Evaluation/Assessment

The school faculty uses multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

OEE
3

Instruction

The school faculty provides an instructional program that actively engages all students by using effective, varied and research-based practices to improve student academic performance.

Learning Environment

OEE
4

School Culture

The school/district leadership team functions as an effective learning community and supports a climate conducive to performance excellence.

OEE
5

Student, Family, and Community Support

The school/district leadership team works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career and developmental needs of students.

OEE
6

Professional Growth, Development, and Evaluation

The school/district leadership team provides research-based, results-driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.

Leadership

OEE
7

Leadership

The school/district leadership team provides instructional decisions focusing on support for teaching and learning, organizational direction and high performance expectations. The school/district leadership team creates a learning culture and develops leadership capacity.

OEE
8

Organizational Structure and Resources

The school/district leadership team is organized to maximize use of all available resources to support high quality performance of students and staff.

OEE
9

Comprehensive and Effective Planning

The school/district leadership team develops, implements and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction and action plan focused on teaching and learning.

<https://sde.ok.gov/continuous-improvement>

Downloads

[Nine Essential Elements One Pager](#)

[Nine Essential Element Booklet](#)

[Nine Essential Elements Checklist](#)

[Dimensions of Resource Equity](#)

[Dimensions of Resource Equity Questions](#)

[External Provider Rubric](#)

<https://sde.ok.gov/continuous-improvement>

OKLAHOMA 9 ESSENTIAL ELEMENTS OF EFFECTIVE SCHOOLS
NEEDS ASSESSMENT CHECKLIST: OEE 1

**Oklahoma Essential Element 1:
Academic Performance - Curriculum**

The school faculty develops and implements a curriculum that is rigorous, intentional and aligned to state and local standards.

Performance Expectations:

The school leader recognizes and encourages implementation practices that motivate and increase student achievement.

Use the following rating scale descriptors for the below Needs Assessment

- 1 This element does NOT exist.
- 2 Some aspects of this element exist, but it is not systemic.
- 3 Our school has developed a strategy to address this element, and we have made substantial progress towards implementation.
- 4 This element is evident at our school, and we continually adjust the implementation plan to improve the element's impact on quality learning.

1.1

Academic expectations are aligned with the Oklahoma Academic Standards (OAS).

There is evidence that the curriculum is aligned with state academic content and process standards (OAS).



- 4.7 Teachers communicate student progress with parents.**
Teachers communicate regularly with families about individual student progress. 1 2 3 4
- 4.8 Teachers care about students and inspire best efforts.**
There is evidence that the teachers and staff care about students and inspire best efforts. 1 2 3 4
- 4.9 Multiple communication strategies are used to disseminate information.**
Multiple communication strategies are used for the dissemination of information to all stakeholders. 1 2 3 4
- 4.10 Student achievement is valued and publicly celebrated.**
There is evidence that student achievement is highly valued and publicly celebrated. 1 2 3 4
- 4.11 Equity and diversity are valued and supported.**
Leadership provides support for the physical, cultural, socioeconomic, and intellectual needs of all students, which reflects a commitment to equity and appreciation of diversity. 1 2 3 4

Step 1: Identify Local Needs

Comprehensive Needs Assessment

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**Identify
Local
Needs**



**All Students
Can Grow**

**All Schools
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SUBGROUPS

Needs Assessment Focused on Identified Subgroups:

OSTP Scores grades 3-8

ACT/SAT Scores grade 11

Discipline Referrals

Attendance

Participation in Rigorous Courses

Family Engagement

Dimensions of Equity Review:

It's all about
SUBGROUPS

**Identify
Local
Needs**

**All Students
Can Grow**

**All Schools
Can Improve**

EQUALITY VERSUS EQUITY



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.



In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.



In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

Dimensions of Resource Equity

- Access to Teacher Quality
- Empowering, Rigorous Content
- Instructional Time
- Early Intervention
- Whole Child Approach
- Family Academic Engagement

Dimensions of Resource Equity

- Access to Teacher Quality
 - How are highly effective teachers **distributed** across schools and students of different subgroups?
 - How are novice teachers **distributed** across students of different subgroups?

Dimensions of Resource Equity

- Empowering, Rigorous Content
 - How are students in different subgroups **represented in high level courses?**
 - Is that representation **equal to their distribution** across demographics?

Dimensions of Resource Equity

- Instructional Time
 - How much instructional time do **students miss** during pull out programs during the school day?
 - Is there a **link** to student achievement?

Dimensions of Resource Equity

- Early Intervention
 - Do **interventionists and teachers collaborate** regularly to ensure intervention supports for students who fall behind academically are integrated into and aligned with core instruction?

Dimensions of Resource Equity

- Whole Child Approach
 - To what extent does each subgroup have **access to targeted social and emotional instructional practices**?
 - To what extent does each subgroup have **access to a consistent and fair disciplinary process** and positive school culture?

Dimensions of Resource Equity

- Family Academic Engagement
 - By subgroup, what percentage of **parents report feeling welcome** at their child's school?
 - By subgroup, what **percentage of parents report being consulted and informed about the academic** lives of their children?

Resources

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Dimensions of Resource Equity

Adapted from [What Is Resource Equity?](#) A working paper that explores the dimensions of resource equity that support academic excellence by Jonathan | Travers
<file:///I:/Users/234901/Downloads/4039-what-is-resource-equity-oct-2018.pdf>

Factors That **Directly** Impact the Student Experience

Teaching Quality	Research and experience tell us that consistent access to effective teaching has a dramatic effect on student achievement. However, too often districts have difficulty attracting and retaining their best teachers in high-need schools. Any definition of resource equity must ensure that students with greater needs have at least as much access to excellent teaching, if not more.
Empowering, Rigorous Content	Research has shown a relationship between the level of expectations that systems, schools, or teachers set for their students and their students' subsequent levels of achievement. Those expectations play out in richness and rigor of curriculum material, the way instruction is delivered, what assignments students receive and the rigor with which they are graded, and access to advanced course material. Though we typically find much lower rigor in high-need schools, high-performing schools and systems actively manage the level of intellectual rigor that teachers demand of all students.
Instructional Time and Attention	We typically see very little variation in total student instructional hours. Using time well means differentiating instruction to meet students and then accelerating progress to help students with diverse learning needs learn rigorous, grade-level content. In addition, when time is used effectively, adding instructional hours to the school year can be a powerful lever for improving student outcomes.



Dimensions of Resource Equity Focus Area Questions

Access to Teacher Quality

1. How are highly effective teachers distributed across schools and students of different subgroups?
2. How are novice teachers distributed across students of different subgroups?

Empowering, Rigorous Content

1. How are students in different subgroups represented in high level courses and is that representation equal to their distribution across demographics?

Whole Child Approach

1. To what extent does each subgroup have access to targeted social and emotional services, programs, and resources such as counselors, social workers, or other mental health resources?
2. To what extent does each subgroup have access to a consistent and fair disciplinary process and positive school culture?

Family/Academic Engagement

1. By subgroup, what percentage of **families** report feeling welcome at their child's school?
2. By subgroup, what percentage of **families** report being consulted and informed about the academic lives of their children?

Office of School Support: Focus on Subgroups

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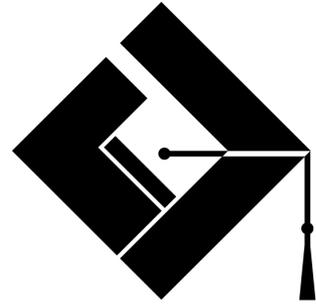
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