

A Journey of Improvement: Evidence-based Strategies and Resource Inequities

Riverside County Office of Education

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Acronyms

CCI—Career and College Indicator

COE—County Office of Education

CSI—Comprehensive Support and Improvement

CTE—Career Technical Education

ELA—English Language Arts

ELAC—English Learner Advisory Council

LEA—Local Educational Agency

SPSA—School Plan for Student Achievement

SSC—School Site Council



First Things First: Context Matters

- Every CSI journey is different
- The improvement process is not linear
- During planning, it often feels like:
 - Two steps forward, one step backward
 - Teams feel stuck in assessing needs; system diagnosing
 - Teams tend to jump to solutionitis without fully understanding the problem(s)
- The ultimate goal is to develop a thorough understanding of why the system is producing the results that led to eligibility



Context of LEA's CSI Eligible School

Alvord Continuation High School

- Eligible for CSI 2019: Low Performance, Majority Red
 - CSI Plan Focus Area(s): CCI, ELA, Math
 - Problem: 0.9% of students are prepared for College and Career

Aim: Increase the number of students Approaching Prepared or Prepared as measured by the CCI indicator

Subaim: Provide ELA and Math support to all students



Agenda

Share how the Riverside COE, Alvord Unified School District, and Alvord Continuation High School worked together the last year to:

- Identify resource inequities
- Select and implement evidence-based strategies
- Develop relationships
- Improve student and school outcomes



Identify Resource Inequities

- Create a common definition and understanding of Resource Equity and Inequity
- Unless all students and every student group are achieving at a high status and demonstrating positive growth (change), it is likely there are resource inequities within the organization and school
- Identifying these inequities, representing them in the goal(s), and selecting evidence-based interventions/strategies/activities that address the identified inequities is essential



Tools to Identify Resource Inequities

- Empathy Interviews
- [The Education Combination: 10 Dimensions of Education Resource Equity to Unlock Opportunities for Every Student](#)
 - A toolkit designed to help leaders identify opportunities to improve equity and excellence by scoring the system across ten dimensions
- Deeper data analysis
 - Transcript analysis
 - Credit monitoring



Empathy Interviews

How might an empathy interview help us to better see our system?

- Provided mini professional development on empathy interviewing
- Developed questions related to the identified problem
- Structured and practiced empathy interviews that focused on listening and note-taking
- Reviewed responses
 - Identify common themes and outliers
 - Dig deeper or revise root causes



10 Dimensions of Resource Equity

Education resource equity is what we need to make sure that schools unlock every child's power to live a life of their choosing; and that race and family income no longer predict a student's life trajectory.

1. School Funding
2. Teaching Quality & Diversity
3. School Leadership Quality & Diversity
4. **Empowering, Rigorous Content**
5. Instructional Time & Attention
6. Positive & Inviting School Climate
7. **Student Supports & Intervention**
8. High Quality Early Learning
9. Learning Ready Facilities
10. Diverse Schools & Classrooms

10 Dimensions of Education Resource Equity to Unlock Opportunities for Every Student



Process for Identifying Resource Inequities (1)

1. Conduct a thorough data analysis (dashboard, classroom observations, surveys, stakeholder input, funding) of the identified focus area(s).
2. Determine which dimension(s) is/are most impacted and connected to this area.



Process for Identifying Resource Inequities (2)

3. Use the diagnostic tool with teams (staff, ELAC, SSC, Leadership, Improvement Team) to create a deeper understanding and to help determine the resource inequities within the system.
 - a. After discussion with varying teams, resource inequities will be determined and can be summarized in the SPSA.
 - b. Use the *[Resource Equity Guide Books](#)* that correspond with the dimensions you prioritized to dig deeper into your results and explore possible action steps.



Deeper Data Analysis

- Transcript Analysis
- Credit Monitoring/Grade Analysis

Alternative Education

- Entry and Exit Triggers
- Graduation Rate Analysis
- Credit Acceleration
- Credit Recovery



Measuring Student Learning Project Modules

Module	Diagnostic Activity
#1	Grade Distribution, Access, and Success
#2	Analyze Teacher Perceptions on Grading
#3	Analyze Student Perceptions on Grading
#4	Analyze Essential Standards for Core Courses
#5	Analyze Course Syllabi for Essential Standards
#6	Analyze Gradebooks
#7	Analyze Grading Practices as evidenced in Grade Books



Transcript Analysis

High School

- College and Career Readiness
- A–G Completion
- Access to courses of rigor
- Student demographics

Alternative Education

- Credit analysis upon transfer
- Graduation credit analysis
- Tracking credit earning
- Student Performance measures
- Return on Investment



Transcript Analysis Process

1. Identify cohort of students to analyze
2. Gather student transcripts (pdf)
3. Gather student demographic information (Excel)
4. Create digital input tool (Survey Monkey)
5. Establish business rules for exercise
6. Train staff to input transcripts
7. Overlay imputed data with demographic data
8. Analyze data



Data Discussion

Findings	Comment / Question	Next Steps / Action
Tremendous variance in student total credits entering Alt Ed school	How do we measure student course credit status at the time of transfer?	Build credit monitoring system at the student and school levels to inform course offerings.
Credit earning by subject area and course has great variance.	What interventions did the student have access to at the comprehensive school? Did they work?	Collaborate with feeder comprehensive schools to analyze intervention offerings and success rates.



Reflective Questions

1. How does a school system (macro) shape the academic performance of individual students?
2. How does individual student academic performance (micro) combine to create a school system?
3. What does the research say about our findings, needs, and inequities?



Identify Resource Inequities: LEA and School Experience (1)

- Empathy Interviews
 - Derived from fishbone analysis, identified resource inequities (CCI), and aligned to the problem and aim
 - Benefited from COE guidance on developing open-questions to explore the problem
 - Support school staff in engaging in the interviews
 - Engaging empathy interviews increased staff awareness and empathy toward student and family experiences
 - Families have high hopes for their students
 - Students wanted more access (college and career)



Identify Resource Inequities: LEA and School Experience (2)

- 10 Dimensions of Resource Equity
 - Empowering, Rigorous Content: Meaningful discussion and analysis on course access and completion

Question: What courses do our students need access to?

Answer: Students need access to dual enrollment and a CTE pathway.

Question: What are the barriers to access?

Answer: Dual enrollment classes are available only at the comprehensive high schools. CTE pathways are also available only at the comprehensive high schools.



Identify Resource Inequities: LEA and School Experience (3)

- Student Supports & Intervention: Meaningful analysis of supports and interventions available in the area of ELA and Math
 - Re-evaluate our direct-instruction practices in ELA and Math
 - Existing supports and interventions were not producing intended results
 - Summer school
 - Web-based learning



Identify Resource Inequities: LEA and School Experience (4)

- Deeper Data Analysis: Transcript analysis and credit monitoring
 - Reveals the inequities by student, course, and student performance
 - Reveals what the school must do to ensure students successfully exit the system with options
 - Supports prioritization of improvement efforts
 - Increases staff ownership of student performance
 - Improves connection between the school, families and students
 - Regular monitoring of student progress ensures candid staff conversations on how to support students



Questions (1)

Please use the Zoom Question and Answer feature to post your questions.



Selecting Evidence-based Interventions

1. Create a common definition and understanding of the ESSA Tiers of Evidence
2. Conduct research around the identified problem to identify Tier 1, Tier 2, or Tier 3 interventions

Note: By considering target population and setting in vetting interventions, schools and districts will be ensuring that the interventions they select **will be the most effective** for their particular students or other stakeholders.



Connecting Evidence-based Interventions to Change Ideas

- Schools have been identified because they are in need of improving student and school outcomes
- Schools do not have the luxury of selecting interventions that **may** yield outcomes
- Interventions must have proven and definitive results
- Some evidence-based interventions may consist of several change ideas implemented simultaneously or in a step-by-step sequence to obtain the desired result
- It takes time to build capacity



Programs vs. Practices

Reflect on your Comprehensive Needs Assessment

1. Is Tier I instruction and/or school experience an identified root cause of the problem?
2. Do leaders in the organization need to develop their own practice in order to lead improvement?
3. When examining evidence-based practices, are we focusing on developing improvement capacity before expanding on a perceived evidence-based intervention?



Evidence-based Interventions: LEA and School Experience (1)

- Developing a [CTE Pathway](#): Student Voice
 - Research
 - Economic forecast within the region
 - Industry sector demand
 - Capacity
 - Pathway access (compacting and completing)
 - Opportunity for work-based credit
 - Availability of staff (credential and master schedule)
 - Scaling opportunities
 - Actions
 - Pathway planned to launch in 2021–22
 - Monitor for scale up (2nd CTE Pathway)



Evidence-based Interventions: LEA and School Experience (2)

- Access to Dual Enrollment
 - Research
 - Local community college
 - Comprehensive school offerings
 - Capacity
 - Students eligible but not aware of offering
 - Students need additional on site support during enrollment
 - Actions
 - Advertise and counsel individual students
 - Two-way communication between school and community college



Evidence-based Interventions: LEA and School Experience (3)

- Team exploring interventions to address their identified inequities and root cause problems in the area of limited supports for English language arts and Math
 - Evident that first building capacity was essential
 - Team researching
 - ◆ Visible Learning, John Hattie
 - Team using iReady assessments to identify specific areas of student need
 - Teachers are providing extended instruction



Evidence-based Interventions: LEA and School Experience (4)

- Progress monitoring to measure
 - Staff capacity
 - Student performance



Questions (2)

Please use the Zoom Question and Answer feature to post your questions.



Developing Relationships through Improvement Partnerships: COE

- COE and LEA Partners
 - Increased collaboration between COE and LEA/school
 - Shoulder-to-shoulder improvement partners
 - Both COE and LEA develop capacity in continuous improvement
- Internal County Partners
 - Inter-unit collaboration to support the specific needs of the identified school(s)/LEAs
- External Partners
 - Collaboration with other COEs and LEAs



Relationships through Improvement Partnerships: LEA/School

Partnerships

- Within the school and LEA
- Between the LEA/school and community
- Between the LEA/school and COE



Improving School and Student Outcomes

Implementing the bundled change ideas of an evidence-based intervention is necessary. This allows for adapting, adopting, or abandoning the small changes that lead to intended outcomes.

- Ongoing empathy interviews
- Student intake surveys
- Credit monitoring through regular transcript analysis
- Reporting progress and seeking feedback from stakeholders (ELAC, SSC, school and district partners) has improved internal and external relationships and increased trust



Final Thoughts

“Thank you for allowing me to be involved in the school. In the past, I didn’t have this opportunity.” (Parent)

“I am so excited we are finally getting exactly what our students need as a result of this analysis.” (Teacher)

“Even though I am graduating, I am so glad future students are going to benefit from all this hard work.” (Student)

“I thought this place was just for credit recovery, now I see that it is so much more for our kids. I felt all along this place needed more and now we are getting there.” (Parent Liaison)



Resources (1)

- The Empathy Interview Task Card is designed to support individuals and teams in leading effective empathy interviews.
https://drive.google.com/file/d/1j26r8PTdVKEzvLjr_IbvPX_tp8jmGXV/view
- What is a Resource Equity? A working paper that explains the dimensions of a resource equity that support academic excellence can be found at
<https://www.erstrategies.org/cms/files/4039-what-is-resource-equity-oct-2018.pdf>



Resources (2)

- The 10 Dimensions of Education Resource Equity to Unlock Opportunities for Every Student can be found at
<https://drive.google.com/file/d/1dBk9oQ2NGxvQr9KAyPqopNxblXrOXduP/view>
- The Resource Equity Diagnostic can be found at
https://www.erstrategies.org/tap/the_resource_equity_diagnostic
- The CSI/ATSI Toolkit is located at
<https://drive.google.com/drive/u/1/my-drive>



Resources (3)

- The working paper that provides an overview of the Measuring Student Learning Project is located at
<https://docs.google.com/document/d/1GLgd9YZdAIApV6jepQ3XJorMyE5DTz5IhrWU3SRNOCl/edit?usp=sharing>
- The slide presentation for the Measuring Student Learning Project is located at
https://docs.google.com/presentation/d/17D7jfr-G2JhIzIKb2UgNjD7PhowyICOGTS47o_chpHE/edit?usp=sharing



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