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AND EDUCATIONAL IMPROVEMENT
UNIVERSITY OF MINNESOTA

Moving from ESSA Policy to Implementation: What Are the Gaps?

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ESSA: Its Big Idea

Equitably Design Education Systems to
Ensure that Students Who have
Historically been Underserved Receive
an Education that Prepares Them for
21st Century Demands.

Key Components

High-Quality Curriculum & Assessment

- ✓ Higher-Order Thinking
- ✓ Resources for PD

Evidence-Based Instruction

- ✓ Engaging
- ✓ Safe
- ✓ Culture of Collaboration



Multiple Measures to Assess Schools

- ✓ Dashboard of indicators
- ✓ Beyond test scores and graduation

Resource Equity

- ✓ Address resource inequities
- ✓ Incentives for strategies linked to student needs



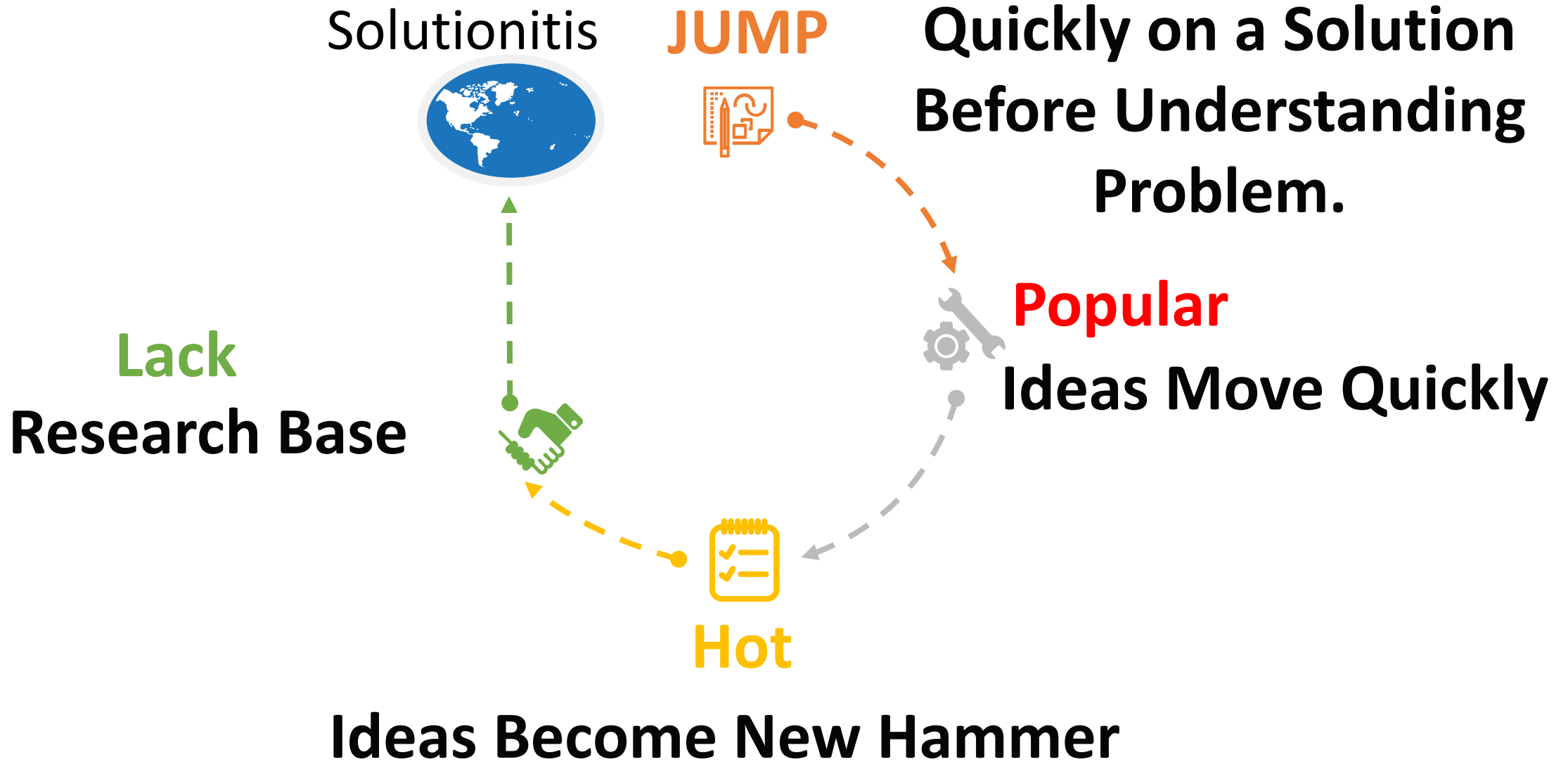
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ESSA - Road Map to Close the Achievement Gap.

What Drives Us Down the Road Is Our
Ability to:

- ✓ Use Data to Identify Student Needs,
- ✓ Implement Evidence-Based Instruction & Interventions, &
- ✓ Evaluate Impact.

Solutionitis as a Fundamental Problem



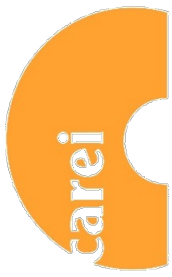


Road Blocks Preventing Us From Reaching the Destination

Key Findings:

- Respondents Believe Quality Data Can Improve Educational Decisions.
- 70% of Respondents Indicated Their Capacity to Effectively Use Data to Guide Educational Decisions was **Fair to Poor**.
- Schools are Data Rich but Information **Poor**.
- We Need to Understand How to Use Data for Various Decisions Re: Student Outcomes.

CAREI Statewide Needs Assessment (2015): <https://www.cehd.umn.edu/carei/>



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Needs for Data Use

- ✓ Point Person w/Expertise (Only 33% of Districts have Staff w/Advanced Training in Evaluation & Assessment)
- ✓ Customized Data Reports
- ✓ Timely Data
- ✓ Help w/Analyzing Existing Assessments
- ✓ Tools to Enhance Collaboration
- ✓ Professional Development around Data Literacy





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Data Literacy

- Ability to Consume Knowledge, Produce Coherently & Think Critically About **Data**.

Data Literate Educators:

- Know Different Kinds of Data Exist & Which Data to Use for Various Decisions,
- Evaluate Accuracy & Sufficiency of Each Data Used,
- Transform Data from Variety of Sources (classroom, school, district, state) into Actionable Information to Guide Decisions, &
- Hold Themselves Accountable for Ethical Generation, Interpretation, & Application of Data.



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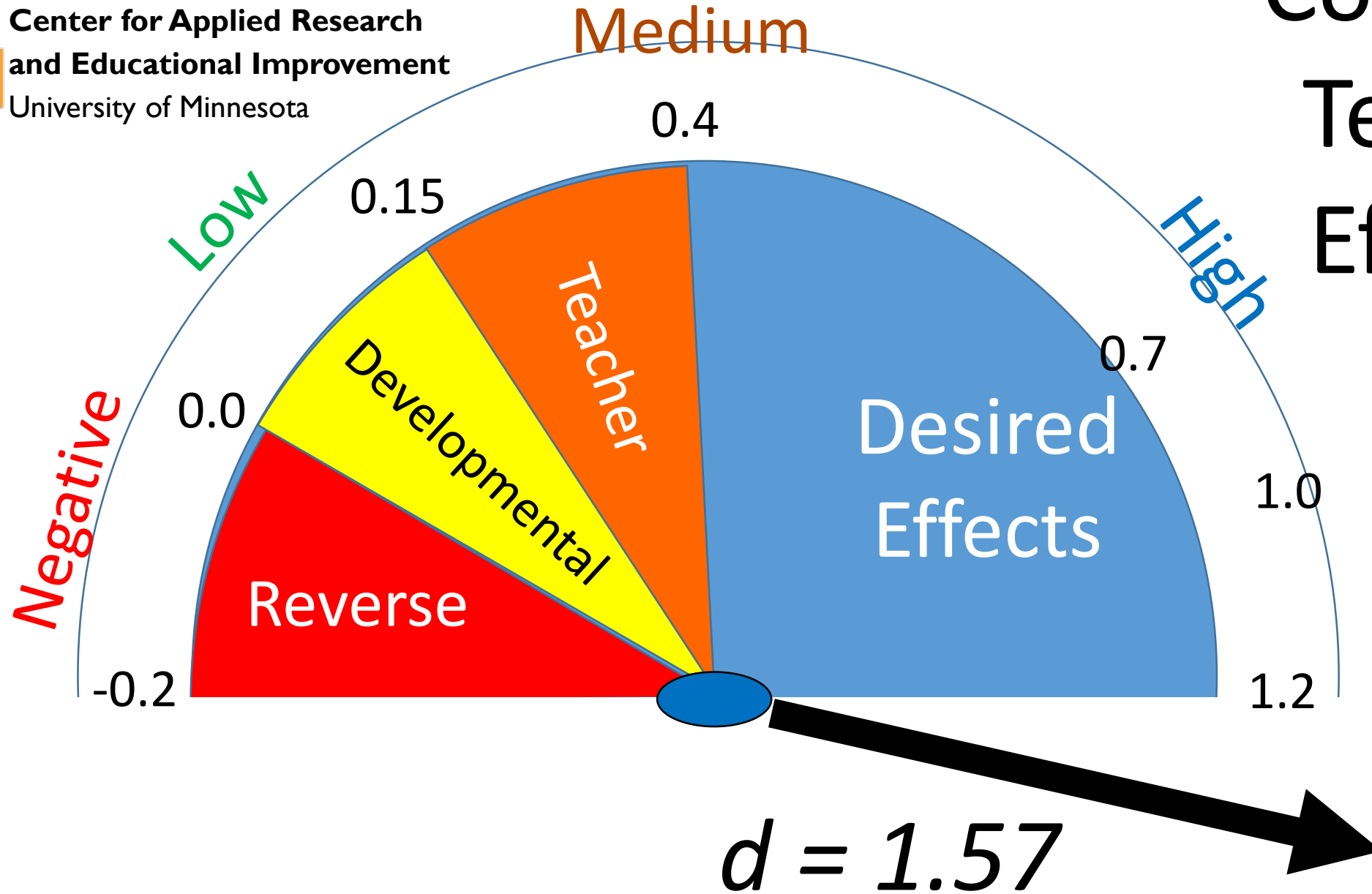
Data Literacy

Large Body of Evidence Asserts
When Schools Use Data
& Understand What Types of Data
Answer Various Questions,
Individual Teacher Efficacy Improves
Along w/Collective Efficacy.



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Collective Teacher Efficacy

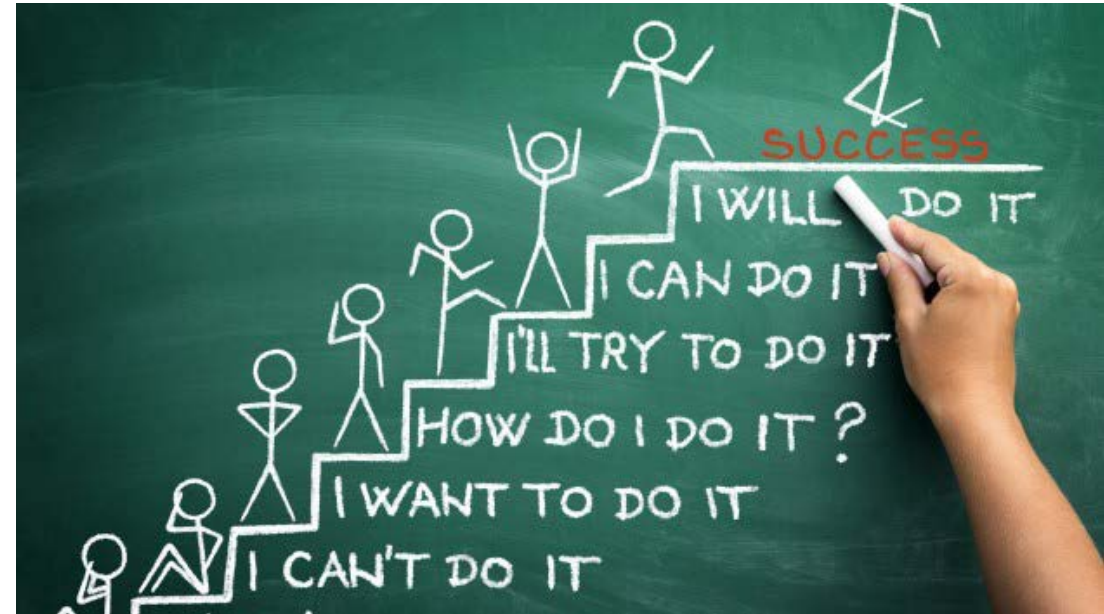




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Collective Teacher Efficacy

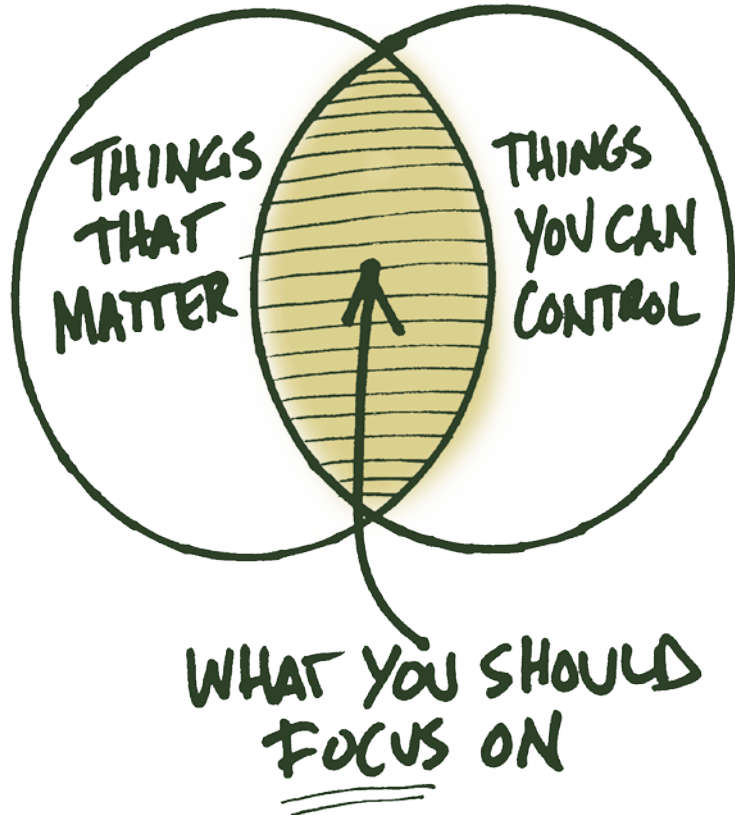
Helping Staff
Understand the Way
They Go about Work
has a Significant Impact
on Student Results –
for Better or Worse.



Improving Collective Teacher Efficacy

Requires:

- Effective leadership
- School Culture that Eliminates Using Non-Actionable Factors (e.g., home life, socioeconomic status, etc.) as Excuse for Poor Progress
- Infrastructure Supports Collaboration
- Tools, Resources, & Instructional Strategies
- Data
- Student Progress Data Evaluates Impact of Teacher Efforts
- Coaching & Support



Program Evaluation: How Often Does It Happen?

- 51% of administrators in MN rated their capacity to evaluate policies and programs as poor.
- High-quality program evaluation is infrequent due to :
 - Lack of time (78%)
 - Inadequate staffing/expertise (63%)
 - Cost (53%)

Program Evaluation

Potential Solutions

- Adoption of New Curriculum
- New Initiatives
- Professional Development on Instructional Strategies
- Supplemental & Intensive Interventions
- Instructional Coaching
- Professional Learning Communities
- Technology Initiatives
- What else?

Outcomes

- Is What We are Doing better, worse, or the same as before (summative)?
- How can implementation be improved (formative)?
- Are potential solutions being implemented with fidelity?
- Are we closing the gap fast enough?
- Are we leveraging our resources in an effective manner?

Final Thoughts

If ESSA is the Road Map to Close the Achievement Gap, Then



Data Literacy is the fuel that helps us drive the car. Without it, we have no grounding to guide our decisions toward the path to success.

