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
What Drives Us Down the Road Is Our Ability to:

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

ESSA - Road Map to Close the Achievement Gap.
Solutionitis as a Fundamental Problem

Lack Research Base

JUMP

Quickly on a Solution Before Understanding Problem.

Popular Ideas Move Quickly

Hot

Ideas Become New Hammer
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.

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
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.
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.
Collective Teacher Efficacy

Desired Effects

Teacher

Developmental

Reverse

Low

Medium

High

d = 1.57
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%)

CAREI Statewide Needs Assessment: https://www.cehd.umn.edu/carei/
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.