

Addressing Equity Through Alignment

2018 Learning Forward Annual Conference
December 3, 2018

Richard Armand, Director, Digital Learning and Publishing
Sharon Benson, Ed.D., Director, Mathematics and Advanced Academics
Jennifer Brock, Ed.D., Director, Reading, Language Arts, and Social Studies
Anne Douglas-Rowald, Director, Science
Kelly Ingram, Deputy Executive Director, Instructional Services
Ingrid Lee, Director, Accountability and Leadership

Region 4 Education Service Center
Houston, Texas

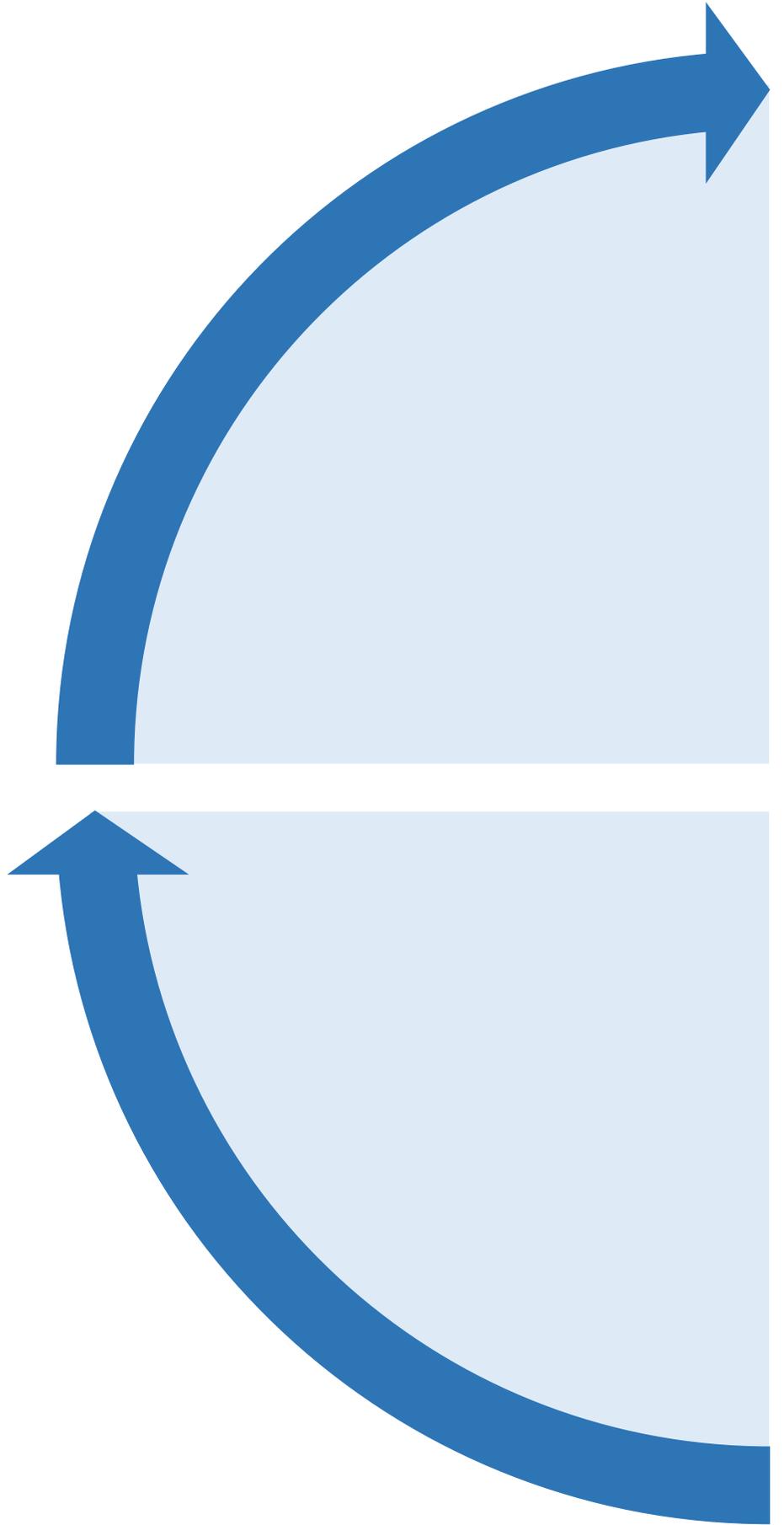
Learning Intentions

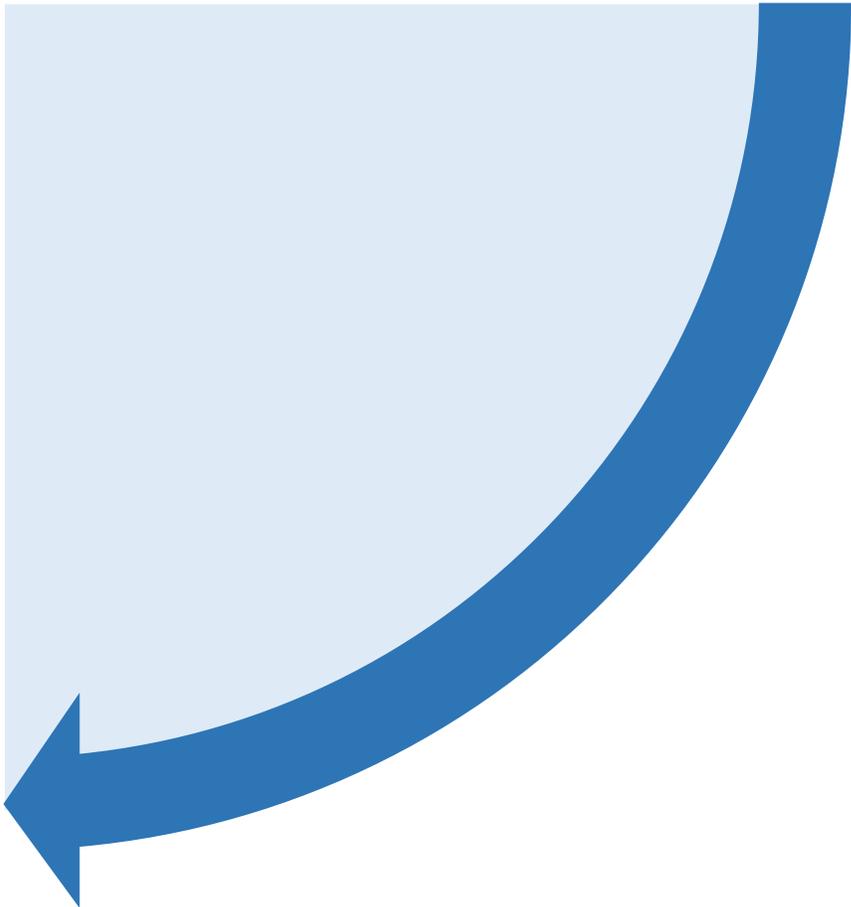
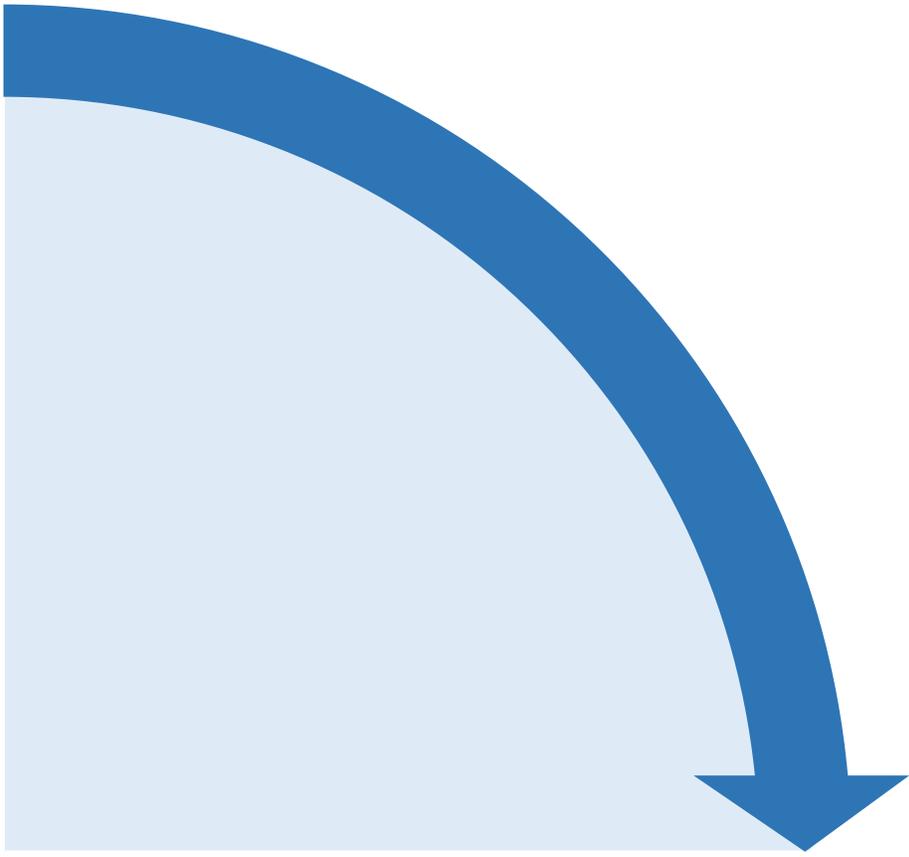
- Understand practices that align to continuous improvement.
- Align continuous improvement efforts to address access and equity.
- Apply the Plan-Do-Study-Act (PDSA) process to a problem of practice.

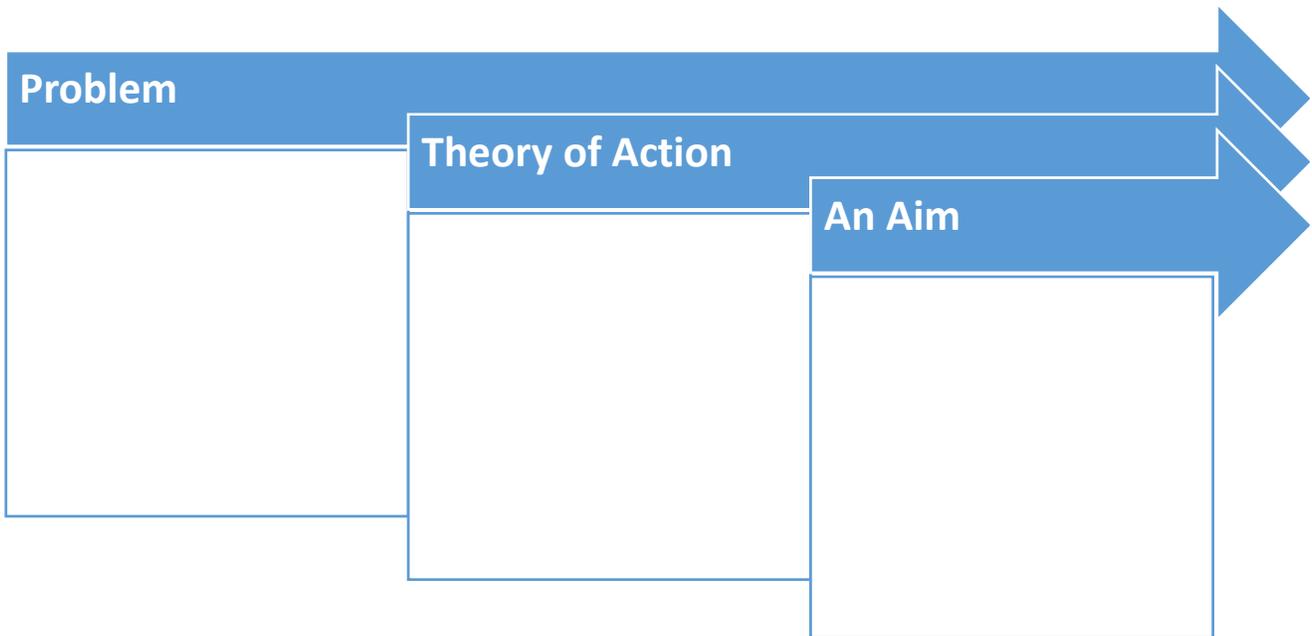
Success Criteria

- Explain the PDSA cycle and related components.
- Connect the iterative use of PDSA cycles to address disparities or areas of disproportionality.
- Draft a PDSA cycle.

A large, empty rectangular box with a thin black border, occupying the lower half of the page. It is likely intended for a student to draw a diagram or provide a visual representation related to the PDSA cycle or the success criteria listed above.







Why?

Why?

Why?

Why?

Why?

PDSA Form

Test Title	
Tester	
What Change Idea is being tested?	
What is the overall GOAL of the test?	

Date	
Cycle #	
Driver	

PLAN: Describe the who/what/where/when for the test. Include your data collection plan.	
Questions: Questions you have about what will happen. What do you want to learn?	Data: Data you'll collect to test predictions.
Prediction: Make a prediction for each question. Not optional.	

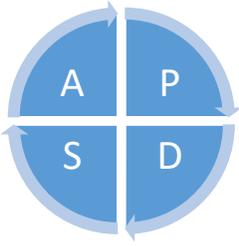
DO: Briefly describe what happened during the test (surprises, difficulty getting data, obstacles, successes, etc.)
What were your results? Comment on your predictors in the box below. Were they correct? Record any data summaries as well.

ACT: Describe modification and/or decisions for the next cycle. What will you do next?

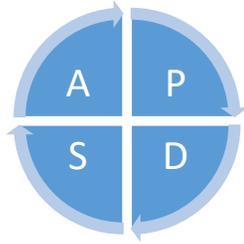
STUDY: What did you learn?



Develop a

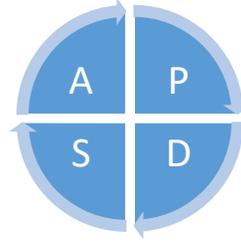


Test under
_____ conditions

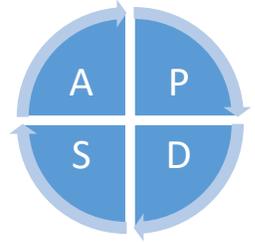


Test under

_____ conditions



Make the
change



What sounds familiar?

What offers an opportunity to refine my practice?

What do I need to know more about?

What questions does this foster?

PDSA Thinking Map

Aim – What question do you want to answer?

Plan (Plan a small test of change)

Single step. Short duration. Small sample size.

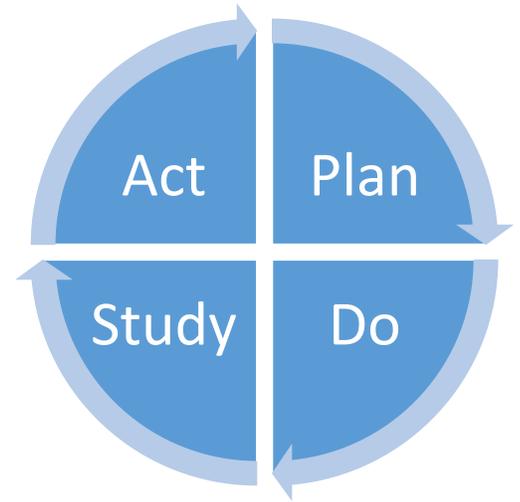
I plan to . . .

Objective

Predictions

Steps

Measures of success



Do (Carry out test on small scale)

What did you observe?

Study (Study and analyze the data)

What were the results?

Compare to your prediction.

What did you learn?

Did you meet the measurement goal?

Act (What modifications will be made for the next cycle?)

What can you conclude from this cycle?

Adapt, Adopt or Abandon?

Move on to plan the next cycle.

Protocols

Peeling An Onion	Consultancy
------------------	-------------

Coaching

--

PDSA Reflection

Cycle 1: November 2017 – February 2018

**please complete one reflection for each school team

System:	Region 4		School	
District Team Members			School Team Members and roles	
AIM:	Increase the % of Region 4 Education Service Center (ESC) students who meet the requirements for college-ready graduates* from 37% to 42% by 2020.	Measures:	Percent of districts with alignment documents in use: 4/50 = 8% Quality of cross-walk artifacts	
Problem:	Access to cross-walk documents to inform planning for instruction and assessment to ultimately support achievement on college-readiness assessments, such as ACT, SAT, and TSIA.			
Drivers:	Primary: District curriculum, instruction, and assessment Secondary: Alignment of assessments and instruction to college-ready measures, such as SAT, ACT, and/or the TSIA			
PDSA Cycle 1 and Reflection				
Test Title	Where do we begin?			
Tester				
What change is being tested	What needs to be in a cross-walk document to support alignment	Associated Driver	Secondary: Alignment of assessments and instruction to college-ready measures, such as SAT, ACT, and/or the TSIA	
What is the overall goal/hypothesis you are testing?	Overall goal: creation of cross-walk documents, planning protocols for instruction, planning protocols for assessment			
Describe the who/what/where/when for the test.	Who: District representatives from 5 districts (all large or mid) What: explore the why for the documents (equity), the need (state ESSA proposal for students taking Algebra I in grade 8), and the what (content) that needs to be included to inform teachers Where: Region 4 When: February 22, 2018			
How was data collected?	Small teams worked on identified components of high school geometry because the content on college-readiness assessments is significantly less than for numeracy and algebra.			
What were your results?:	Initial cross-walk artifacts Ahas: the information is dense in the aggregate when all assessments are considered			

PDSA Reflection

Cycle 1: November 2017 – February 2018

**please complete one reflection for each school team

	<p>Initial planning to simplify and streamline information</p> <p>There is a need for cross-walk documents and planning protocols.</p> <p>Interpretation of some TEKS varies across districts, so this will impact continued work.</p> <p>The districts in attendance shared that their upper-level mathematics teachers know what the assessments look like and may or may not mirror items on occasion. However, Algebra I and Geometry teachers are not aware, nor are middle school teachers.</p> <p>Continue work with geometry with group meeting in an online setting to discuss lessons learned and baseline needs for a meaningful document that can serve as a template.</p> <p>Identify next content pieces and try out the template.</p> <p>Then, try out the template in a planning setting with teachers.</p>
<p>What did you learn?</p>	
<p>What will you do next?</p>	

PDSA Reflection

Cycle 2: February 2018 – May 2018

**please complete one reflection for each school team

PDSA Cycle 2 and Reflection		
Test Title Tester	<p>Can we continue virtually?</p> <p>PDSA 2: Can we continue virtually?</p> <ul style="list-style-type: none"> Is there consistent interpretation of the rough draft process? To what extent is there a shared sense of urgency? <p>PDSA 1: <i>Where do we begin?</i></p> <ul style="list-style-type: none"> <i>What is happening in our system?</i> <i>What needs to happen?</i> 	<p>Secondary: Alignment of assessments and instruction to college-ready measures, such as SAT, ACT, and/or the TSIA</p>
What change is being tested	Shift to a virtual environment from a face-to-face environment	Associated Driver
What is the overall goal/hypothesis you are testing?	Overall goal: creation of cross-walk documents, planning protocols for instruction, planning protocols for assessment	
Describe the who/what/where/when for the test.	<p>PDSA Cycle 2: Establish a "rough draft" process for discussing and documenting this alignment work in a virtual environment.</p> <p>Who: District representatives from 4 districts (all large or mid)</p> <p>What: identify a theme/cluster of standards to continue the work with district teams</p> <p>Where: google docs</p> <p>When: March – May, 2018</p>	
How was data collected?	Google docs	
What were your results?	<p>Initial planning on how to work independently and collectively seems to be step in the right direction.</p> <p>1 district who organized assessment items to make connections rather than standard-to-standard connections appeared to make more progress.</p> <p>2 districts delayed the completion</p> <p>1 district has paused the work due to other priorities</p>	
What did you learn?	<p>Once the initial documents were reviewed for shared understanding of the process, the consensus was even greater that there is a need for cross-walk documents and planning protocols.</p> <p>Because interpretation of some TEKS varies across districts, the use of sample items helped focus conversations in a district where their team members may not have consistent interpretations of the depth of some TEKS.</p>	
What will you do next?	<p>It's challenging to "expect" work when this is a completely volunteer effort.</p> <p>Recruit additional teachers to participate.</p> <p><i>Try out the template in a planning setting with teachers.</i></p>	

References

Aguirre, J., Mayfield-Ingram, K., & Martin, D. B. (2013). *The impact of identity in K-8 mathematics: Rethinking equity-based practices*. Reston, VA: The National Council of Teachers of Mathematics.

Armand, R., Brock, J., Benson, S., Douglas-Rowald, A., Ingram, K., & Lee, I. (2018, May). *Region 4 2018*. Presentation at the convening of the Student Success Learning Network, Fort Worth, TX.

Bryk, A. S., Gomez, L. M., Grunow, A., & LeMahieu, P. G. (2015). *Learning to improve how America's schools can get better at getting better*. Cambridge, MA: Harvard Education Press.

Hansen, M. T. (2018). *Great at work: How top performers do less, work better, and achieve more*. New York, NY: Simon & Schuster.

Hirsh, S., Bowman, M., & Morgan, N. (2017, December). *Day 1*. Presentation at the convening of the Student Success Learning Network, Orlando, FL.

Hirsh, S., Bowman, M., & Morgan, N. (2017, December). *PDSA template (blank)*. Presentation at the convening of the Student Success Learning Network, Orlando, FL.

Hirsh, S., Bowman, M., & Morgan, N. (2018, May). *Day 1*. Presentation at the convening of the Student Success Learning Network, Fort Worth, TX.