

# Building Evaluative Thinking Across an Urban School District

Finding Space Within ESSA for Continuous  
Improvement and Reframing Compliance

# Topics

Overview of ESSA and Minneapolis Public Schools

The Shifts

Process In Action

Q & A





# Overview of ESSA and Minneapolis Public Schools





# Overview of ESSA and MPS

## Minneapolis Public Schools

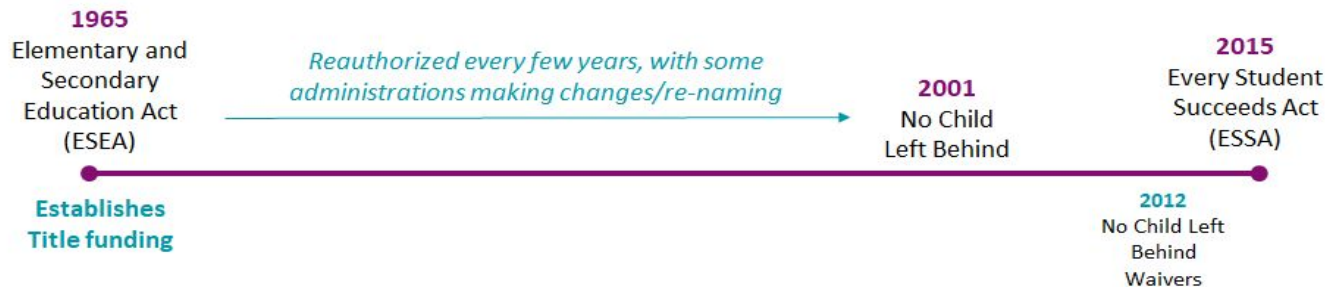
- 35,000 students
- 67 schools
- 46% receive educational benefits
- 63% students of color
- 20% of students receive English Learner services
- Almost 90 different languages spoken



# Overview of ESSA and MPS

## ESSA in Minnesota

- North Star Accountability system launched in August, 2018
- 44 schools identified for support & improvement



# Applicability in Other Contexts

Our experience can inform anyone interested in:

- Conducting a needs assessment, change management, and/or progress monitoring process with a diverse array of stakeholders
- Using implementation science principles to guide improvement
- Empowering individuals to develop evaluative thinking and skills





# The Shifts



# The Shifts

- 01 Overcoming History and Compliance-Driven Action
- 02 Authentic Buy-in for Data-Driven Strategic Planning and Implementation
- 03 Managing Change with Limited Time and Resources








# Overcoming History and Compliance-Driven Action

## The History

- Past iterations of federal and state accountability systems were punitive.
- The district action has been inconsistent with four superintendents in 10 years.
- Compliance overruled continuous improvement and advances in performance

## The Shift

- Supporting the journey
- Tasks to developing capacity and skills




# Authentic Buy-in for Data-Drive Strategic Planning and Implementation

## The History

- Schools independently created their own strategies not aligned to district
- Overcompensated to mandated work/low autonomy
- Heads spinning - wait it out until it disappears

## The Shift

- District-wide Four Strategic Priorities
- School Comprehensive Needs Assessments
- Support of Instructional Leadership Team capacity building
- District Program Facilitator hiring with new skillsets



# Managing Change with Limited Time and Resources

## The History

- There have always been limited resources
- Instructional Leadership Teams in buildings have served multiple purposes

## **The Shift**

- Building evaluation understanding in the buildings for data-driven implementation
- Progress monitoring conversations and tools
- Instructional Leadership Teams to Change Management bodies

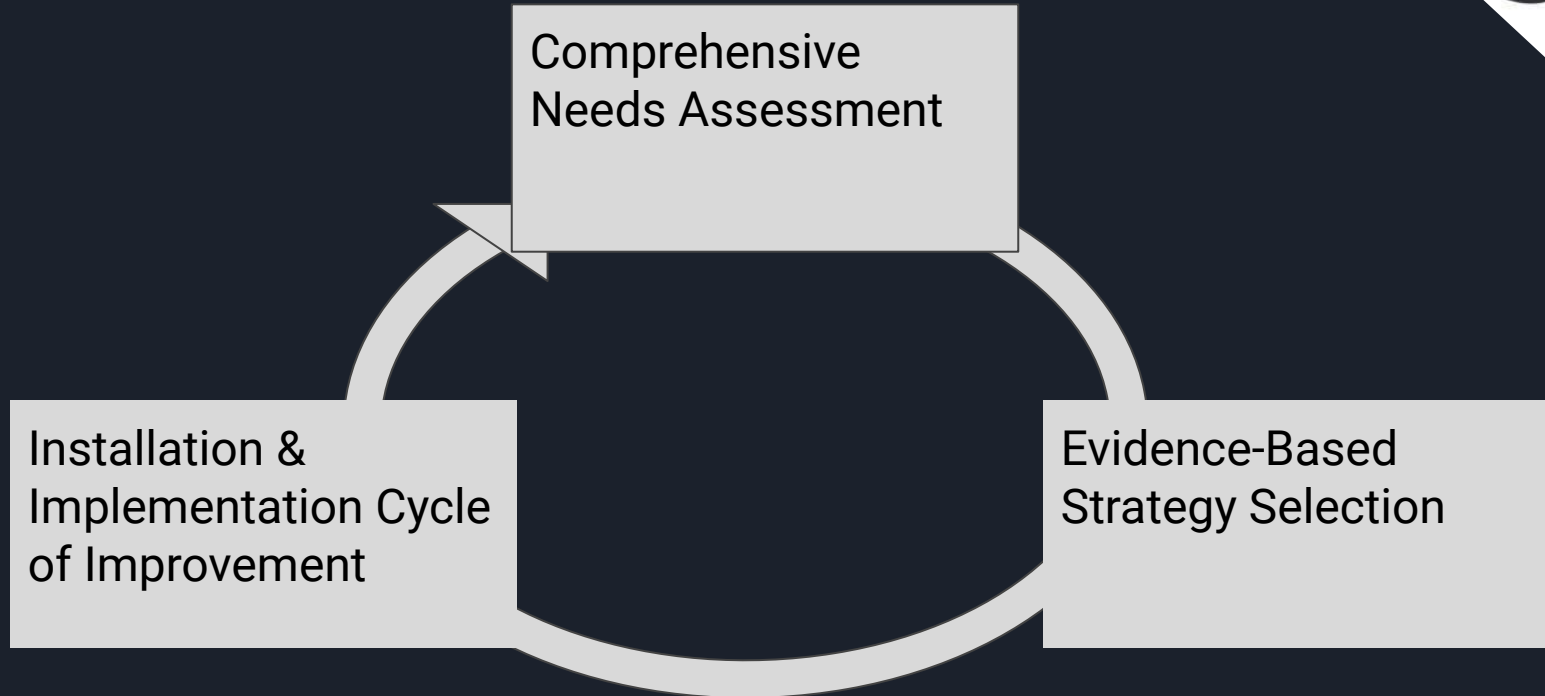


# Process in Action





Needs Assessment → Strategy  
Selection → Progress Monitoring



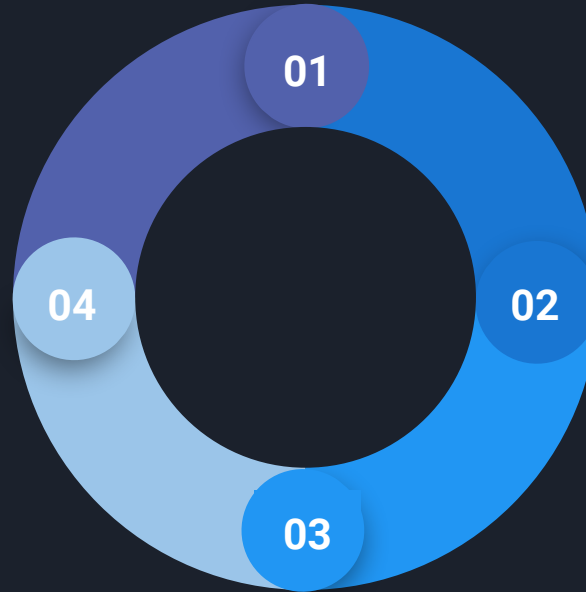
# Implementation Science Framework

## Exploration

Comprehensive Needs  
Assessment through  
focus groups and data

## Full Implementation

Enter into a continuous  
improvement process



## Installation

Choosing the strategies  
and training to build skills  
and capacity

## Initial Implementation

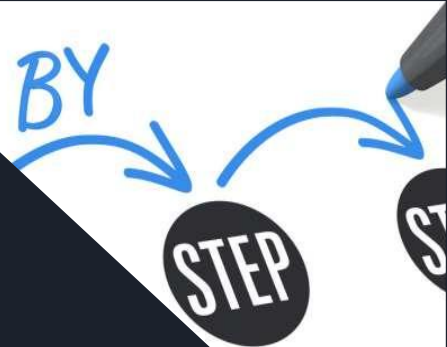
Shifting practice and  
then monitoring adult  
behavior



# Building Community Buy-In and Evaluation Capacity

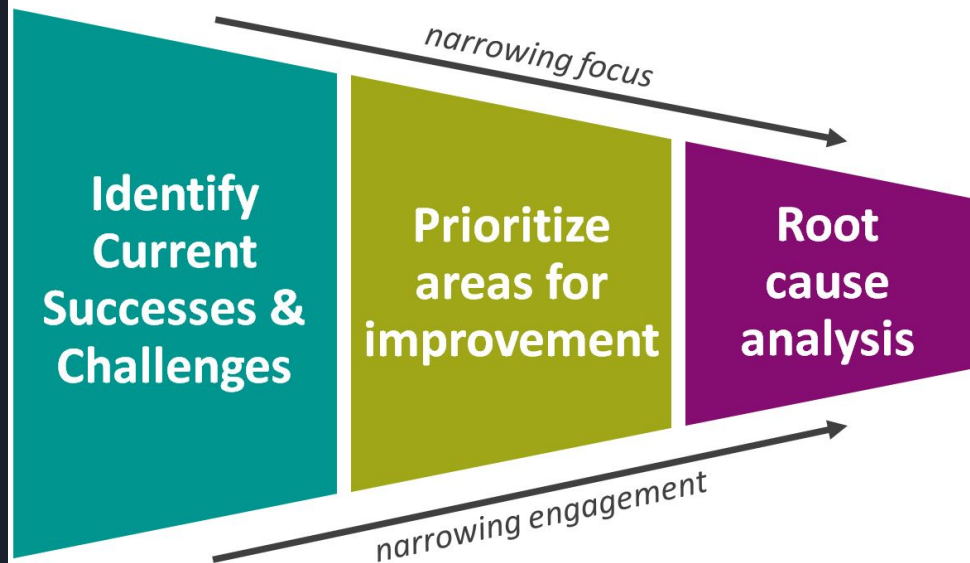
“Since we’ve done the CNA, people know what’s in our SIP now. They own the work and they were there... Our SIP is real and it’s not like ‘check the box.’” -School Leader

“The process was amazing, It was the deepest level of engagement with staff and parents that I’ve seen since I’ve been in the district.” - Senior District Leader



# CNA Process & Guide

- Created user-friendly guidebook, including tools & protocols
- Held training sessions for school leaders
- Created large-format data visualizations for gallery walk or world cafe facilitations at schools
- Asked schools to engage a range of stakeholders





# Example - Lakewood Elementary

Area(s) of Examination	Data Type(s) Reviewed	Priority Area for Improvement	Root Cause within School Control or Influence
• MCA Achievement	• Demographics	The percent of students receiving special education services who are proficient in math is 8%; in reading it is 18%.	With 11% of our student population receiving Special Education Services, the model is primarily pull-out. Our Federal Setting III SPED program is primarily self contained for grades 1-3. There is a very limited system of collaboration between Regular Education and Special Education Staff. There tends to be a reduction in grade level standards and expectations when students with IEPs are serviced separately from their General Education Peers. Regular Education Teachers may not have the needed training and expertise to scaffold the grade level standards so that they are accessible to all students.

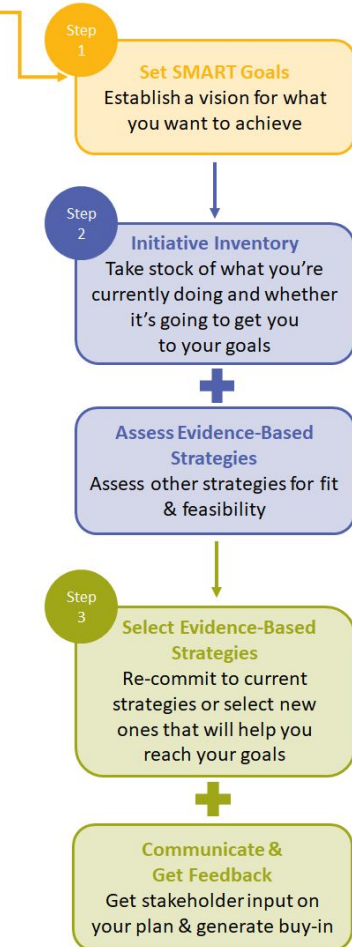
# Example - Lakewood Elementary

Area(s) of Examination	Data Type(s) Reviewed	Priority Area for Improvement	Root Cause within School Control or Influence
<ul style="list-style-type: none"><li>MCA Achievement</li></ul>	<ul style="list-style-type: none"><li>Demographics</li><li>Student Learning</li><li>FAST data</li><li>Engagement</li></ul>	Students of color who are proficient in math is 21%; reading is 25%. White Students: Math: 73%; Reading 75%. As a school we have structured our EL and SpEd programs to be pull out...EL students are 100% Students of color, SpEd students are 79% students of color. Reading Corp students are 75% students of color. Students who get removed from the classroom for behavior support are 70% students of color.	Systems: Reasons why students are removed from the classroom: academic support, behavior support. This prevents/ hinders positive student-student relationships as well as student-teacher relationships.

# School Improvement Plans

- Schools used the results from their CNA to choose aligned school improvement goals and strategies
- Required at least one evidence-based strategy
- Asked schools to complete an initiative inventory of current practices

In the Comprehensive Needs Assessment (CNA), you figured out **where you are now** and **what is most important** to your school community to address





# Example - Lakewood Elementary

## **School Improvement Goals**

As a result of our comprehensive needs assessment, our school is committed to working toward the following goals:

1. By 2021, the percent of students making positive progress from one proficiency category to another on the MCA Reading assessment will increase 5 percentage points over 2018 rates for each of the following groups: All students, African American/Black students, American Indian students, Asian/Pacific Islander students, Hispanic/Latinx students, Students who receive special education services
2. By 2021, the percent of students making positive progress from one proficiency category to another on the MCA Math assessment will increase 5 percentage points over 2018 rates for all students, Special Education Students and ELL Students.



# Example - Lakewood Elementary

## **School Improvement Strategies**

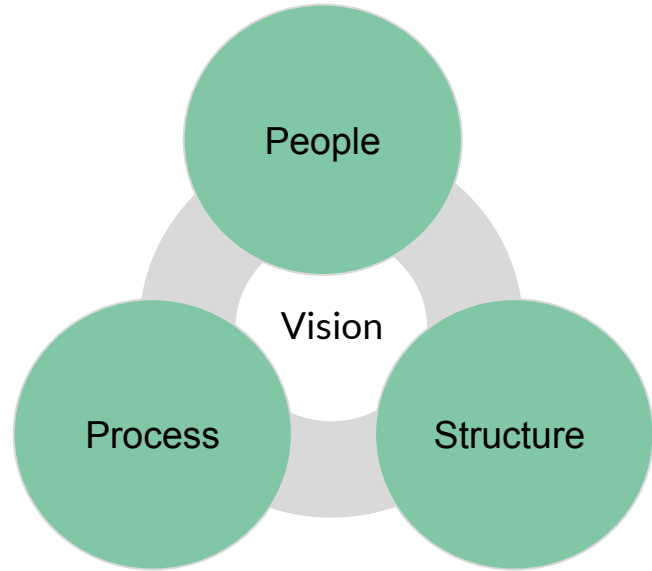
In order to achieve our school improvement goals, we will utilize the following evidence-based strategies:

1. Multi-Tiered System of Supports (MTSS)
2. Building Adult SEL Skill sets through Co-teaching with Special Education and English Learner staff

# Change Management

## Importance

- Common language and messages for progress
  - People: how do we know that their practices are changing?
  - Process: how has the focus and efficiency shifted?
  - Structure: what tools and data are being used, how have the responsibilities of the team changed?
- Evaluation considerations initiated during Exploration and Installation phases



...And how we measure the changes in the system



# Getting Ready for School Improvement

Guidance & Resources for Schools  
Spring 2018-19



This guidance was developed through collaboration between the Minneapolis Public Schools' Network Team and the Accountability, Research & Equity Division, in order to support schools, which have been identified by the Minnesota Department of Education for comprehensive or targeted support and improvement under the Every Student Succeeds act, move toward readiness for implementing their school improvement plan strategies.

References and resources that were used in the development of this guidance are cited throughout, and on the References & Resources page following the appendices.

If you have questions about this guide or need support, please reach out to [SchoolImprovement@mpls.k12.mn.us](mailto:SchoolImprovement@mpls.k12.mn.us)

Readiness of People,  
Systems, and  
Supports

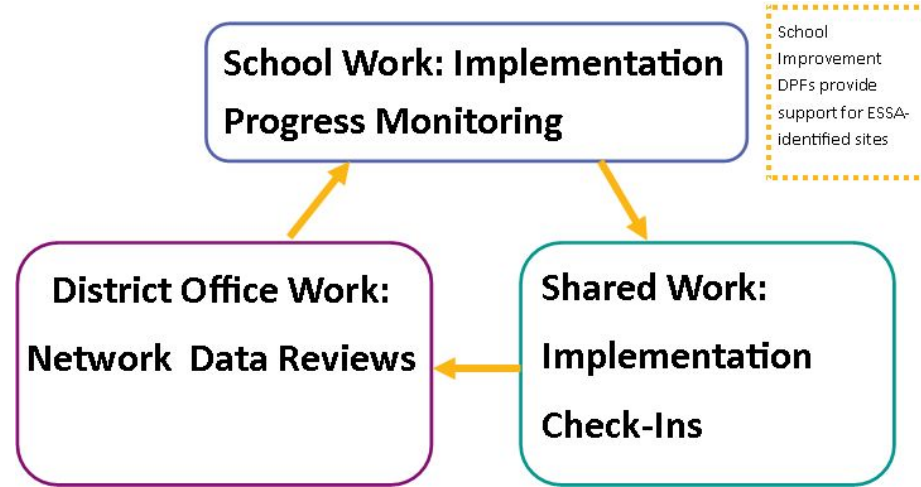
Leadership Moves &  
Actions to Increase  
Readiness

Rubric to Evaluate  
Instructional  
Leadership Team

Collaboration  
Purpose Planning

## Next Steps

- Focusing on implementing strategies using implementation science framework
- Meeting at least once per quarter with each school to support implementation progress monitoring
- Using implementation data and student outcome data to align and prioritize support for schools







# Example - Lakewood Elementary

		Installation Step One	Installation Step Two	Installation Step Three	Initial Implementation
Strategy	Key Component	Anticipate, communicate, elicit, and plan for needed supports, training and resources.	Deliver needed supports, training and resources.	Set a goal and make a plan for progress monitoring	Collect and use progress monitoring data to address needs.



# Example - Lakewood Elementary

		Installation Step One	Installation Step Two	Installation Step Three	Initial Implementation
Strategy: <i>MTSS</i>	Key Component: <i>Data Dives and Diagnostics</i>	Whole staff PD on data-driven instruction, gathered feedback on new skills sets; began with expectations and protocols. Whole staff in same room to monitor learning needs.	Two whole staff PDs on data-drives and data-driven instruction. Learned there's a wide variety of need, skill, and comfort level in this work.	Administrators will be reviewing progress on Protocol #1 and will share this work with the Instructional Leadership Team.	ILT will look at progress on Protocol #1 and devise a system for supporting teachers to complete data dive #1.



## Example - Lakewood Elementary

		Installation Step One	Installation Step Two	Installation Step Three	Initial Implementation
Strategy: <i>SEL</i>	Key Component: <i>Adult Discussions</i>	Significant staff request for supporting more productive and honest adult conversations as we move to become more inclusive and cooperative in planning and teaching.	Whole staff PD in August around Core Components 2 and 3: setting the stage for adult cooperative learning and healthy adult conversations	In-process	




## Q & A

What successes have you encountered in your improvement progress monitoring?

What have you bumped up against?





What will you share  
with your colleagues?

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