



## Annual Progress Report 524B Year Four Case Study Woodland School District 50 2019-R3-I-0023

### INTRODUCTION

The following case study provides a concise summary of a partnership which illustrates **observed tangible increases or improvements in knowledge and policy development**. This case study provides insight about quality and impact of technical assistance (TA) service provision, and describes 2019-2020 partnership activities between the Region III Midwest and Plains Equity Assistance Center (MAP Center) and Woodland School District 50 (WSD 50), a local education agency in Gurnee, Illinois. The fourteen-month systemic equity partnership began in July 25, 2019 and is scheduled to end September 30, 2020.

### DATA SOURCES AND COLLECTION

Data for this case study came from many sources including the MAP Center's internal documentation, partner feedback, and from artifacts generated over time with and for the partner. Specifically, the following archival data were used to produce this summary: TA Partnership Logs, TA Activity Logs, Monthly Metrics Summaries, Partnership Memorandum of Understanding (MOU), Partnership Technical Assistance Scope and Sequence (TASS), Partnership Artifacts (e.g., presentations, product deliverables, etc.), Annual Partner Interviews (API), Annual Partnership Questionnaires (APQ), and Post-Session Questionnaires (PSQ). These data inform the case study's description of services provided, and perspectives about the quality, usefulness, and impact of the MAP Center's partnership with WSD 50.

### WOODLAND SCHOOL DISTRICT 50 BACKGROUND

Systemic Equity Partnerships, also known as Intensive Technical Assistance in the EAC Network's shared three-tiered model, are initiated by a Request for Assistance (RFA) and result in the co-construction of a written service agreement (i.e. MOU) between the MAP Center and TA Partner. This section summarizes details about the RFA, MOU, and services provided to WSD 50.

### SUMMARY OF TA SERVICE PROVISION

#### The Problem to be Addressed by the Project

WSD 50 is an elementary school district located in northern Illinois. The district is composed of early childhood through eighth grade and is one of the largest elementary school districts in the state. The student population is over 57% students of Color, 36% of the student population is low income, and 20% English Language Learners. Approximately 87% of the teacher population is White. There are significant disparities in academic performance across racial groups, as well as for low income students and students with disabilities; there is a 40-point discrepancy between the highest performing student group and the lowest performing group, with significant disparities among student racial groups, low income students, and students with disabilities on state academic testing. Additionally, there are inequities in disciplinary actions toward historically marginalized students. Black, Latinx, and multiracial students comprise 7.5%, 30.3%, and 4.9%, respectively, of the student body. Each racial group comprises larger fractions of students receiving one or more in-school suspensions (ISS). Students with disabilities have a 3.3 risk ratio for receiving an out-of-school suspension (OSS). Black students are 12.4 times more likely to receive one or more OSS than the student body as a whole. Latinx and multiracial students are 1.5 and 1.4 times more likely to receive ISS than the student body as a whole.

#### The Request for Assistance and Recipients of Technical Assistance Services

Steven Thomas, Associate Superintendent of teaching and learning, submitted a RFA with concerns related to using data to drive equity-focused decision making. Dr. Joy Swoboda, Superintendent, signed the MOU on July 23, 2019, in which the MAP Center agreed to support the WSD 50 achieving goals and objectives to increase district leadership's capacity to engage in data-informed, equity-focused decision making and strategic action planning to address academic and discipline inequities (data retrieved from the Factfinder, Census.gov, Illinois Report Card, and Office For Civil Rights Data Collection, OCRdata.gov, and Woodland School District Website).

As part of a 14-month MOU, WSD 50 received assistance from the MAP Center to build the capacity of the district and school leaders described herein to make data-informed, equity-focused decisions to



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address academic and behavior inequities. The MAP Center's Technical Assistance Team (TAT) for WSD 50 included Dr. Seena Skelton, Director of Operations, Dr. Tiffany Kyser, Associate Director of Engagement and Partnerships; Dr. Cynthia Mruczek, TA Specialist, and Ms. Erin Sanborn, Research Assistant, and in coordination with Dr. Kathleen King Thorius, executive director. TA activities began summer 2019 and focused on the following goals and objectives:

<b>Partnership Goal 1:</b>	Develop school leaders' capacity to center, lead, and facilitate equity-focused initiatives.
<b>Objective 1.1</b>	Increase staff's understandings of foundational equity concepts.
<b>Objective 1.2</b>	Increase staff's critical language awareness.
<b>Objective 1.3</b>	Increase select staff's ability to engage in equity-oriented data dialogue
<b>Partnership Goal 2:</b>	Engage in an in-depth district-wide analysis of equitable practices.
<b>Objective 2.1</b>	Engage diverse stakeholders in requisite professional learning experiences in preparation for implementing the Equity Context Analysis Process (ECAP)
<b>Objective 2.2</b>	Utilize the ECAP data collection tools to collect classroom, school, and district level data, and engage in meaning-making of the data, to identify equity priorities

Partnership activities involved direct interactions with five district administrators, four school administrators, three school staff members, and four parent/caregiver and school community members. Partnership activities resulted in the development of district-wide equity strategies, as well as increased competencies among district and school level decision-makers, affecting their ability to make equity-focused policy and practice decisions. To this end, MAP Center TA has the potential to impact every student (approximately 5,600) and staff member (approximately 832) in the district. The following descriptions provide more detail about these services, by MOU goal.

**Goal 1:** Goal one is to advance district leaders' capacity to lead data-informed, equity-focused initiatives, district administrators participated in two MAP Center systemic equity partnership academies. Partnership academies bring together local and state education agency partners across the Center's region to engage in professional learning sessions designed exclusively for Tier Three partners. These experiences focus on a particular topic pertaining to the advancement of educational equity and are in alignment with partners' MOU goals and objectives. WSD 50 district administrators participated in the MAP Center's *Leading Equity Focused Initiative (LEFI)* and the *Equity-Oriented Strategic Planning (EOSP)* partnership academies. As a result of their participation in the LEFI partnership academy, the two participating district administrators assessed the extent to which diversity, equity, and inclusion are centered in systemic structures and processes, learned practices for mobilizing the school community toward equity-focused transformative change, and methods for self and community care when leading anti-oppression work. As a result of participating in the EOSP partnership academy, the WSD 50 team analyzed systemic and outcome data, generated theories of action, and drafted new SMART goals and equity strategies to add to their current district improvement plan focused on addressing access to and participation in enrichment support systems for higher performing 1st and 2nd grade students of Color; the recruitment and retention of educators of Color; and eliminating racial disproportionality in special education referrals.

**Goal 2:** Goal two is to enhance the district's ability to collect and leverage systemic and outcome data to assess the presence of equitable educational practices, select district and community leaders prepared to engage in the MAP Center's Equity Context Analysis Process (ECAP). The ECAP consists of a comprehensive survey of all district administrators, staff, and parents/caregivers. The process also involves classroom observations, teacher interviews, and school building walkthroughs. Data are collected by district members trained to use ECAP data collection tools and processes, data are summarized by MAP Center staff, and select district personnel and community members participate in a MAP Center-led data co-interpretation session in which data are analyzed and priorities are established



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by the team for strategic action. At the time of writing this case study, ECAP instrument training had been completed, and the district developed an evaluation plan.

### The Center's Intervention or Solution to Address or Resolve the Problem(s)

The MAP Center, through customized TA, has and will continue to:

1. Designate a highly skilled technical assistance team to support the district in meeting MOU goals and objectives.
2. Provide research and practice-based information via regularly schedule consultation sessions with a TA specialist.
3. Engage district leaders in MAP Center staff-led professional learning and facilitation experiences related to MOU goals and objectives.
4. Facilitate the MAP Center ECAP.
5. Provide thorough review and feedback of district policies and plans.
6. Provide a summary of all data collected as part of the Center's needs assessment and continuous improvement progress updates to designated personnel.
7. Provide Center-produced e-publications.

In accordance with the partnership's MOU and TASS, the following specific services were provided to WSD 50 during the course of this reporting period.

### Project Activities and Methods

#### **With regards to Partnership Goal 1, TA included:**

- Participation of the district's Associate Superintendent for Teaching and Learning and the Assistant Director of Language Acquisition in three full-day sessions in the *LEFI partnership academy*. Each session included participants from nine different LEAs or SEAs across the Center's region;
- Participation of the Associate Superintendent for Teaching and Learning, Associate Superintendent of Education, Assistant Director of Language Acquisition, Assistant Superintendent of Special Education, Director of Human Resources, and a school principal, in two full in-person and one half-day virtual session in the *EOSP partnership academy*. Each session included teams from seven districts across the Center's region;
- Two one-hour consultation sessions with the district core team via videoconference with the MAP Center TA specialist;
- Artifact review and feedback on three district policy documents and,
- Provision of six equity resources and research specifically developed or culled for the district and made available via a customized, password-protected electronic document sharing platform known as e-forum.

#### **With regards to Partnership Goal 2, TA included:**

- Facilitation of one two-day onsite ECAP instrument training and planning sessions;
- Consultation support for the development of a data evaluation plan;
- Three one-hour consultation sessions via videoconference with the district core team; and
- Provision of 17 resources related to the facilitation of the ECAP and made available via a customized, password-protected electronic document sharing platform known as e-forum.

### Reported Quality, Satisfaction, and Impact of TA Services

Data related to quality and usefulness of the MAP Center's services were collected via the API, completed by the associate superintendent of teaching and learning, and PSQ from two onsite professional learning experiences completed by 16 district and school community members, along with TA Activity Logs. Recipients of MAP Center services reported an increase in awareness and/or knowledge, as well as an increase in their capacity to lead WSD 50's equity work as a result of the technical assistance provided (GPRA 1, GPRA 2). The partnership with the MAP Center has led to the expansion in district personnel involved in leading equity efforts moving away from a heavy reliance on



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the Associate Superintendent of teaching and learning as the only person addressing equity issues, to establishing leadership team structures, thus increasing the number of individuals directly engaged in leading equity work. This delegation of authority has impacted the district's capacity to leverage individuals internal and external to the central office to support equity-focused initiatives as this comment from the Associate Superintendent of Teaching and Learning (AS) illustrates: ***"One of the advantages, with the Center has recommendations (sic) for like what team structures would be in our MOU. We need to expand out the group about who's attending [leadership professional learning opportunities]. There is greater discussion about who needs to be included."*** As the district's primary contact to the MAP Center, the AS participated in the API and reported these district outcomes: an expanded team structure for leading equity efforts and increased capacity by leveraging personnel resources to advance equitable policies and practices (GPRA 3); advancement in district and building leaders' knowledge and use of practices to effectively engage in critical equity-focused conversations (GPRA 1, GPRA 2); and increased capacity in personal ability to consider equity implications in policy decision making (GPRA 3). The following quote from the Superintendent illustrates this:

***Personally, there has been a lot of growth with me. Each of the trainings, I think we need to look at that a different way [asked him to expand on his personal learning]. Yeah, so there's (sic) I go through each of the trainings and there might be something I get. I should really look at this in a different way. I think a lot of the work that we've done with our separate work about looking at specifically systems -- that is totally changed. It's shifted the way that I've looked at things, looked at problems taken away from that deficit thinking model that I think we've just kind of evolved over time in education.***

In addition, the AS reported that MAP Center staff has assisted in his and colleagues' shift away from deficit thinking related to students and communities experiencing academic and behavioral difficulties (GPRA 2). The following quote expresses this sentiment:

***I've been nothing but pleased [about the MAP Center services], I think where that relationship and (sic) I think that it's been exactly what we needed as a system. ... that comprehensive support really helping us shift our thinking from, more of a deficit model to really a systems thinking.***

The AS also voiced an appreciation of products provided by the MAP Center made available via various online platforms, and for planned opportunities where districts from across the region working on similar issues can network, share, and learn from one another, as his feedback illustrates:

***Do our kids see themselves in the books they see in the libraries? The Center has a great list of books and the Center has a great reserve. It's a resource of books to suggest to include into your libraries. And so we went through and we bought everything. Our librarians kind of look through books and see, yeah, this is something we want to add. So that resource has been very valuable, just kind of getting us at least a good great for step moving forward and getting our staff to start talking and thinking more in that fashion.***

***... Just recently, we connected with another district that's also been doing some work with the Center. And so that's also been helpful to really kind of channel with other districts and other people that are doing work to get some advice and have our own kind of support, you know, at a practitioner level.***

The Center's TAT conducted a two-day professional learning onsite visit to prepare district and community leaders for the ECAP. In terms of the quality of the onsite learning experiences, 95% of the questionnaire respondents (n=16) indicated a positive experience, with 69% of respondents rating the overall quality of the sessions "Excellent" and 25 % "Above Average." The positive assessment of the quality of the professional learning experiences is illustrated by the following statements from participants:

***"The presenters were genuine, they cared about and believed in their work, and were more than happy to validate, listen, be flexible, and work collaboratively. "***



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***“I can use it [information from the professional learning session] in every aspect. I can improve in how I communicate and help others through this process. I can also use it for my doctorate and with my parent committees.”***

In terms of impact, feedback was collected by the APQ, the questionnaire respondent indicated a positive change in either their knowledge or colleagues' knowledge and/or the district's policies and practices as a result of the MAP Center technical assistance during the 2018-19 academic year in the following areas:

	<b>Increased Knowledge/awareness</b>	<b>Changes in Policies and/or Practices</b>
Providing open, safe, welcoming and equally accessible spaces	X	X
Supporting strategic planning around equity issues	X	
Providing accessible and culturally responsive curriculum and instructional practices	X	
Engaging all parents, families, and/or community members	X	X
Critically reflecting on beliefs and attitudes including bias, stereotypes, and prejudices	X	
Addressing inequities in student participation in educational programs	X	X
Building inclusive leadership	X	
Increasing capacity to obtain and/or leverage tangible materials or systems	X	
Supporting higher student achievement for marginalized students	X	

Partnering Organizations

There were no other organizations involved in service provision to this partner.

Policies, Programs, or Services that are Continuing or Expanding as a Result of the TA and Tangible Supports Available to the Partner to Ensure Sustainability of the Programs or Services

Entering the remaining two quarters of service provision under the current MOU, WSD 50 will continue to receive TA via scheduled consultation calls with their assigned TA specialist, participate in the last *LEFI* partnership academy session, and work to complete ECAP activities. The MAP Center will continue to provide access to relevant information via scheduled uploading of educational equity research and resources to the customized district e-forum. Efforts to continue expanding the capacity of district leaders to support advancement of equitable practices will be sustained via implementation of the WSD 50's new equity strategies, with further development related to priorities identified during the ECAP.

Lessons Learned

The partnership with WSD 50 has increased the capacity of WSD 50 leaders to engage in data-informed, equity-focused systemic improvements by engage TA supports focused both on building the capacity of leaders' personal knowledge and skills to engage in critical equity-focused dialogue with colleagues and community members, as well as facilitating development of leadership structures to include more district and building leaders in systemic equity work. WSD 50 is on trajectory towards accomplishing all goals by the end of the current MOU (September 30, 2020). Lessons learned from this partnership that can inform future practice include the importance of an intentional focus on building both the personal capacity of district leaders, as well as extending systemic structures for effectively leading systemic equity work.

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### INTRODUCTION

The following case study provides a concise summary of a partnership which illustrates **some tangible improvements to the partner's policy and practice, yet has yielded mixed results overall**. This case study provides an overview of a 2019-2020 partnership between the MAP Center and Monroe County Community Schools Corporation (MCCSC) in Bloomington, IN within the context of a Tier III Systemic Equity Partnership that began November 12, 2018 and which will continue through September 30, 2020. Prior to this Tier III Systemic Equity Partnership, the district received Tier II supports from the MAP Center by participating in a series of virtual professional development sessions as part of a Learning Network Cohort with other districts and led by MAP Center staff and affiliates focused on the topic of Culturally Responsive and Sustaining Practices, along with other consultative services.

### DATA SOURCES AND COLLECTION

Data for this case study came from many sources including the MAP Center's internal documentation, partner feedback, and from artifacts generated over time with and for the partner. Specifically, the following archival data were used to produce this summary: TA Partnership Logs, TA Activity Logs, Monthly Metrics Summaries, Partnership Memorandum of Understanding (MOU), Partnership Technical Assistance Scope and Sequence (TASS), Partnership Artifacts (e.g., presentations, product deliverables, etc.), Annual Partner Interviews (API), Annual Partnership Questionnaires (APQ), and Post-Session Questionnaires (PSQ). These data inform the case study's description of services provided, and perspectives about the quality, usefulness, and impact of the MAP Center's partnership with MCCSC.

### MCCSC PARTNERSHIP BACKGROUND

Tier III Systemic Equity Partnerships are initiated by a Request for Assistance (RFA) and result in the co-construction of a written agreement for service (e.g., Memorandum of Understanding, or MOU) between the MAP Center and the TA Partner. This section summarizes details about the RFA, MOU, and services provided to MCCSC by the MAP Center.

### SUMMARY OF TA SERVICE PROVISION

#### The Problem to be Addressed by the Project

MCCSC, located in Bloomington, Indiana, about two hours southwest of Indianapolis, is comprised of 11,181 students: 76.2% are White, 7.4% are Multiracial, 5.5% are Black, 5.0% are Asian, and 5.5% are Hispanic (Indiana Department of Education, 2018). About 35% receive free and reduced meals. MCCSC has had a longstanding, though disjointed, partnership with the Great Lakes Equity Center, and now the MAP Center. Initially, MCCSC sought TA for "cultural competency" (Intake Interview, 2015). The resulting 2015 MOU focused on creating and sustaining safe and inclusive schools, capacity building to examine and redress classroom based policies and practices that perpetuate educational inequities, and addressing disproportionality. In May 2017, MCCSC hired a new diversity coordinator to develop curriculum and trainings on diversity issues. In February 2018, news broke that elementary curricular materials that encouraged a slave simulation activity, as well as materials entitled "Cotton-Pickin' Song" were sent home with students. The district cut ties with the curriculum developer, and re-engaged the MAP Center to support culturally responsive and asset-based instructional practices. MCCSC's Coordinator of Diversity Opportunities, alongside Associate Superintendent of Curriculum and Instruction and Director of Elementary Education, reached out the MAP Center and made a new Request for Assistance beyond previous Tier II supports.

#### The Request for Assistance and Recipients of Technical Assistance Services

As part of a 23 month MOU initiated to elevate the partnership from Tier II services to Tier III Systemic Equity Partnership, it was determined by both partners that the MAP Center would support MCCSC's familiarity with its *Anti-Bias in Curriculum and Standards Tool*, which in turn would be engaged by district leaders to review existing curriculum to revise existing and to adopt new curriculum, but also that the district required more in-depth professional development related to equity more broadly, and beyond to-date participation by a few administrators in the MAP Center's Culturally Responsive and Sustaining Practices Learning Network Cohort (an online series of professional development sessions). Moreover,



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MCCSC requested and it was agreed that MAP Center staff would join the district's newly formed Equity Access and Opportunity Steering Committee (EAO), and provide ongoing coaching to the district's new Equity and Inclusion Director within the context of monthly consultation calls between the MAP Center's TA specialist and select district administrators. The MAP Center's Technical Assistance Team (TAT) for WSD 50 included Dr. Seena Skelton, Director of Operations, Dr. Tiffany Kyser, Associate Director of Engagement and Partnerships; Dr. Ruthie Payno-Simmons, TA Specialist, and Mr. Kyle Huskins, Research Assistant, and in coordination with Dr. Kathleen King Thorius, executive director. This new MOU moving the partnership from Tier II to Tier III status was finalized on November 12, 2018. As articulated in the MOU, the partnership focused on the following activities, goals, and objectives:

<b>Partnership Goal 1:</b>	Support district staff in increasing their understanding and implementation of culturally responsive and sustaining pedagogy and culturally responsive Positive Behavior Interventions and Supports (PBIS)
<b>Objective 1.1</b>	Assist partner's development of a library of tools, publications, and electronic media of research-based resources related to culturally responsive/asset-based instructional practices, disproportionality, and CR-PBIS
<b>Objective 1.2</b>	Increase school leaders' and educators' awareness and application of fundamental concepts and practices regarding culturally responsive and sustaining pedagogy
<b>Objective 1.3</b>	Increase select staff's ability to engage in equity-oriented data dialogue
<b>Partnership Goal 2:</b>	Engage with district leadership as a member of the Equity, Access & Opportunity Steering Committee to assist the district in building its capacity to lead the advancement of equitable practices.
<b>Objective 2.1</b>	Engage in thought-partnership with Equity and Inclusion Steering Committee members.
<b>Objective 2.2</b>	Collaborate with the Equity and Inclusion Committee members to review documents, research, resources, and tools.
<b>Partnership Goal 3:</b>	With the Equity and Inclusion Coordinator, will mutually decide upon goal-setting and coaching provisions related to providing feedback to support self-monitoring, self-analysis, and self-evaluation as an equity-minded educational leader.
<b>Objective 3.1</b>	Mutually determine goals and coaching provisions related to providing feedback to support self-monitoring, -analysis, and -evaluation as an equity-minded educational leader.
<b>Objective 3.2</b>	Support the review of research, resources, policies, and practices to address equitable educational opportunities.
<b>Partnership Goal 4:</b>	Increase district and school leaders' understanding of culturally responsive/asset-based instructional practices
<b>Objective 4.1</b>	Increase district and school leaders' understanding of culturally responsive/asset-based instructional practices for dismantling barriers to access and meaningful participation in quality, robust learning opportunities for diverse students.
<b>Objective 4.2</b>	Increase partner's network of support among fellow education agencies working toward scaling up culturally responsive/asset-based instructional practices.

The Center's Intervention or Solution to Address or Resolve the Problem(s)

Broadly, the MAP Center - through customized TA related to increasing the capacity of district leaders to center, lead, and facilitate equity-focused district improvement efforts - has and will continue to:

1. Designate a highly skilled technical assistance team including a TA specialist, research assistant, and Center executive team members to support the district in meeting MOU goals and objectives.
2. Oversee, coordinate, lead and participate in regularly scheduled partnership planning and facilitation meetings.
3. Provide research and practice-based information via regularly scheduled consultation sessions with a TA specialist.

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4. Engage district leaders in MAP Center staff-led professional learning and facilitation experiences related to increasing the capacity of district leaders to center, lead, and facilitate equity-focused district improvement efforts.
5. Facilitate the MAP Center ECAP to assess the presence of equitable practices, and to establish district-wide equity priorities.
6. Provide thorough review and feedback on district policies and plans.
7. Provide a summary of all data collected as part of the Center's needs assessment and continuous improvement progress updates to designated personnel.
8. Provide Center-produced e-publications.

The remainder of this case study documents MAP Center services for the 2019-2020 reporting period. In sum, the MAP Center provided five project deliverables to the partner. TA activities included eight distance consultation calls, attended by between one and four administrators each time, one administrator's attendance at three face-to-face sessions of a face-to-face professional development series for select groups of Tier III partner agencies, and three administrators' attendance at an online professional development series. Finally, the MAP Center has developed content for two customized professional development sessions to be facilitated with the partner within the current grant cycle. The following descriptions provide more detail about these services, by MOU goal.

**Goal 1:** First, the MAP Center created an online "E-forum" populated with Center-developed and other high-quality research-based resources, customized to the focus of this goal. Second, two onsite professional development sessions had been scheduled with MCCSC to occur in June 2020, as a result of discussion during three monthly consultation calls about continued issues with implementation of Multi-tiered Systems of Supports, and specifically PBIS, and the impact on different student groups on the basis of race, in particular. The Associate Superintendent shared data from their sources such as School-Wide Evaluation Tool (SET) data, trend disaggregated discipline data, data on social emotional learning from a strength-based approach, etc. to set some priorities. The MAP Center used this information to plan and develop content for the two on-site sessions, which now will occur as online synchronous sessions, given the current restrictions on travel in the context of the COVID-19 pandemic.

**Goal 2:** There were a finite number of EAO Steering Committee sessions included in the MOU, which has been fulfilled. However, the MAP Center TA Specialist continued to support the EAO's progress by reviewing policy and practice artifacts produced by this group and through indirect support to the EAO facilitator—the MCCSC Equity and Inclusion Coordinator—during monthly MAP Center consultation calls.

**Goal 3:** Goal three is to increase the capacity of MCCSC's Equity and Inclusion Coordinator this district-level administrator participated in bi-monthly consultation and coaching calls with the MAP Center TA Specialist and the first two sessions of an ongoing MAP Center systemic equity partnership academy. Partnership academies bring together local and state education agency partners across the Center's region to engage in professional learning sessions designed exclusively for Tier III partners. The MCCSC Equity and Inclusion Coordinator participated in the first three sessions of the *Leading Equity Focused Initiative* (LEFI) partnership academy.

**Goal 4:** Goal four is to increase district and school leaders' understanding of culturally responsive/asset-based instructional practices for diverse learners, the MAP Center provided continued access to its Culturally Responsive and Sustaining Practices Learning Network Cohort, a Tier II professional development series for cohorts of educational agencies that are working through similar topics and concerns.

#### Reported Quality, Satisfaction and Impact of TA Services

Data about the quality and usefulness of the MAP Center's service provision to MCCSC was collected in the Annual Partner Interview (n=2), one Post Session Questionnaire data set for the on-site *LEFI* sessions, and the MAP Center's TA Activity Logs. Findings suggest that although the partner reported generally high levels of satisfaction with TA services, they also expressed desire for more timely availability for direct provision of professional development for larger groups of staff onsite. Also, the MAP Center TA Specialist, along with members of the TA Team, have mixed assessment of systematic and practical impact of services to date, contributing to the decision to designate this partnership as mixed-results for the purposes of this annual report. For example, through the equity and inclusion coordinator's



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(Coordinator) participation in bi-monthly coaching calls and the *LEFI* partnership academy, he reported learning specific practices for mobilizing the school community toward equity-focused transformative change. However, with regard to the *LEFI*, it is important to note that several other participating districts brought teams of three or more to these sessions. Contributing to the MAP Center's assessment of a mixed-results case study is MCCSC's decision to have the equity and inclusion coordinator be the primary participant in the bulk of TA services, rather than a coordinated team required to make systemic changes. The coordinator reported high satisfaction with MAP Center coaching and research-based resources during his Annual Partner Interview:

***Dr. Payno-Simmons has been nothing short of a god-send since I have been in this newly created role which came with a tremendous amount of expectations, (the Center has supported through) coaching calls, access to resources, videos, leading educational equity, culturally responsive and sustaining practices...(as) a novice to the work of educational equity, and having a resource of evidence-based practices from a perspective where the content was high-brow but things that we can operationalize in classrooms. I haven't felt like the concepts have been over my head. I am talking specifically about the resources...More specifically it has helped clarify my leadership, not only debrief many of the leadership institutes, as well as the LEFI partnerships with Dr. Payno-Simmons in a manner that helped me: facilitator vs. the constraining role, as an educator, an advocate vs. firefighter or being a representative for diversity, equity and inclusion. It also expanded my knowledge about educational equity as something that goes beyond fighting for inclusion – particularly of historically marginalized groups and minoritized groups – the responsibility to dismantle systems – influences community partnerships – not just about providing opportunity. [We] need to make sure that it's sustainable.***

Finally, the coordinator mentioned several beginning shifts in practice and policy, including the creation of and a new guide for building-based equity teams that was to be disseminated in fall 2020, and the facilitation of ongoing student focus groups, and the MAP Center's role in supporting those developments, referencing related Center tools.

MCCSC partners reflected on the quality and utility of the resources and tools provided by the MAP Center, providing insight on the impact of services to support areas of concern within the MCCSC school community. In her annual partner interview, the Associate Superintendent (AS) shared satisfaction with the focused nature of the partnership as it had evolved over time and recently into a Tier III partnership:

***In the past, the conversation was more general, whereas now the focused and targeted approach is looking at PBIS from CRT perspective and looking at how that plays out with our data. In the past, I think there was a focus on pl (professional learning), whereas now it's much more ongoing training and collaboration.***

She also noted the value of the MAP Center tools, and related consultation, in response to a prompt about any specific resources that have been useful to the partner: ***"All of them, most specifically, Assessing Bias in Curriculum in Materials Tools—one of the first tools that was very beneficial that got us through a crisis in our district in 2018. We still use it and incorporated it into our curriculum adoption protocols."***

The AS also noted the most valuable service as the coaching with the equity and inclusion coordinator, and least valuable the support for the EAO Committee. Respectively:

***"I would just briefly add that has been one of the greatest benefits we had. Mr. Hassan comes to us without an education background so I needed him to get up to speed quickly. Those coaching calls have empowered him and increased his capacity to be a valuable resource."***

***"There was some miscommunication on our end making sure that Dr. Payno-Simmons had information she needed. She's participated about twice and that's OK."***

With regard for overall satisfaction, the AS shared her wish for more direct and systemic supports, within the context of her assessment of a successful partnership: ***"I would say 8.5 to a 9. The only reason not***

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***a 10 is that the quality is absolutely there (but) accessibility and availability is a challenge. Limitations that you guys are a small Center and you have clients across the country. We have a bigger need that what you can fulfill. September and October discussions for a training at the end of the school year speaks to availability. When Dr. Payno-Simmons (TA Specialist) is available, the quality is very high. I want to have her, not someone else who is more available."***

Finally, the AS noted increased system-wide discussion and focus on equity, she reported that actual changes in policies and systemic practices are still in early stages. One area of impact with practice is with regard for curriculum adoption, and noting the potential of upcoming TA regarding Goal 1:

***[There are more] questions from teachers about how we make decisions before purchasing: the curriculum adoption committee. This has been the most sustainable piece. PBIS training has the potential to be very sustainable as we look at our discipline data. I'll be doing a report to the school board in the next few weeks about the progress we have or have not made in that regard.***

### Partnering Organizations

There were no other organizations involved in service provision to this partner.

Policies, Programs or Services that are Continuing or Expanding as a Result of the TA and Tangible Supports Available to the Partner to ensure sustainability of the programs or services.

Going into the remaining two quarters of service provision under the current MOU, MCCSC will continue to receive TA via scheduled consultation calls with their assigned TA specialist, and Equity and Inclusion Coordinator's participation in the last LEFI partnership academy session. The MAP Center will continue to provide access to relevant information via scheduled uploading of educational equity research and resources to the customized district e-forum.

### Lessons Learned

The MCCSC partnership has increased the knowledge of district leaders regarding equity-driven leadership practices, along with deepened understanding of educational equity more broadly, leading to the application of this understanding to selection of curricular materials and analysis of student data on various forms of disproportionality. MCCSC is on a forward trajectory towards accomplishing MOU goals, but it is unlikely that increased understanding, particularly in relation to Goal One and culturally responsive PBIS, will lead to changes in policy and practice during the MOU period. Lessons learned that can inform future practice include the importance of an intentional focus on building both personal capacity of district leaders, as well as and extending systemic structures for effectively leading district equity work.

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### INTRODUCTION

The following case study provides a concise summary of a partnership which illustrates **positive results**. This case study provides insight about the quality and impact of service provision. This case study provides an overview of 2019-2020 partnership between the Midwest and Plains Equity Assistance Center (MAP Center) and Kansas City Public Schools (KCPS) in Kansas City, MO from July 2019 to September 2020.

### DATA SOURCES AND COLLECTION

Data for this case study came from many sources including the MAP Center's internal documentation, partner feedback, and from artifacts generated over time with and for the partner. Specifically, the following archival data were used to produce this summary: TA Partnership Logs, TA Activity Logs, Monthly Metrics Summaries, Partnership Memorandum of Understanding (MOU), Partnership Technical Assistance Scope and Sequence (TASS), Partnership Artifacts (e.g., presentations, product deliverables, etc.), Annual Partner Interviews (API), Annual Partnership Questionnaires (APQ), and Post-Session Questionnaires (PSQ). These data inform the case study's description of services provided, and perspectives about the quality, usefulness, and impact of the MAP Center's partnership with KCPS.

### KANSAS CITY PUBLIC SCHOOL PARTNERSHIP BACKGROUND

Systemic Equity Partnerships are initiated by a Request for Assistance (RFA) and result in the co-construction of a written agreement for service (e.g., MOU) between the MAP Center and the TA Partner. This section summarizes details about the RFA, MOU, and services provided to KCPS.

### SUMMARY OF TA SERVICE PROVISION

#### The Problem to be Addressed by the Project

Ms. Evelyn Hill, Assistant to the Superintendent, reached out to the MAP Center on the behalf of the KCPS Assistant Superintendent of Equity, Inclusion and Innovation (AS). The AS expressed concerns about disproportionalities in student discipline, academic achievement, and assignment to advanced placement courses. The demographics of the district are 57% Black, 28% Hispanic, 9% White, and 6% Other. Of the district's 15,568 students, 100% qualify for free meals, 1,200 students are homeless, and 20% are English Language Learners. The AS informed the MAP Center that the district was launching a new initiative around equity and sought a two-year partnership toward increasing collective knowledge around best practices and building internal capacity to effectively address equity issues. In the first year of the plan, the partnership would include support with developing an equity plan to guide schools' equity work. More specifically, KCPS sought support in forming an equity team of diverse stakeholders, crafting an equity statement, and designing policies to ensure equity. Dr. Mark Bedell, Superintendent, signed the current MOU on August 20, 2019 in which the MAP Center agreed to support KCPS in achieving goals and objectives related to the development/and or cultivation of capacities to lead for equity and equity-oriented strategic planning in order to address race-based academic and discipline disproportionalities.

#### The Request for Assistance and Recipients of Technical Assistance Services

As part of the 14-month MOU, the KCPS AS and a district leadership team received assistance from the MAP Center to build the capacity of KCPS district level and building level educators to make data-informed, equity-focused decisions and to engage in equity-oriented strategic planning. The MAP Center's Technical Assistance Team (TAT) for KCPS included: Dr. Seena Skelton, Director of Operations; Dr. Tiffany Kiser, Associate Director of Engagement and Partnerships; Dr. Cynthia Mruczek, Technical Assistance (TA) Specialist; and, Tammera Moore, Doctoral Research Assistant, and in coordination with executive director Dr. Kathleen King Thorius. The MAP Center TAT led TA activities that began summer, 2019. As articulated in the MOU, the partnership between KCPS and the MAP Center focused on the following activities, goals, and objectives.



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<b>Partnership Goal 1:</b>	<b>Develop designated administrator(s) capacity to center, lead, and facilitate equity-focused initiatives</b>
<b>Objective 1.1</b>	Increase select staff’s understandings of foundational equity-oriented concepts.
<b>Objective 1.2</b>	Increase staff’s critical language awareness.
<b>Objective 1.3</b>	Increase select staff’s ability to engage in equity-oriented data dialogue
<b>Partnership Goal 2:</b>	<b>Provide assistance in increasing the capacity of district and school leaders in equity-oriented data analysis and strategic planning and maintenance of equity efforts</b>
<b>Objective 2.1</b>	Increase select staff’s understandings of the extent to which district strategies and initiatives are equity-oriented and are being effectively implemented
<b>Objective 2.2</b>	Engage select district leaders in a strategic planning process to ensure the development/review of a coherent and comprehensive district-wide plan that aligns and integrates equity efforts.

The Center’s Intervention or Solution to Address or Resolve the Problem(s)

Through customized TA related to increasing the capacity of district leaders to center, lead, and facilitate equity-focused district improvement efforts, the MAP Center- has and will continue to:

1. Designate a highly skilled technical assistance team including a TA specialist, research assistant, and Center executive team members to support the district in meeting MOU goals and objectives.
2. Oversee, coordinate, lead, and participate in regularly scheduled partnership planning and facilitation meetings.
3. Provide research and practice-based information via regularly scheduled consultation sessions with a TA specialist.
4. Engage district leaders in MAP Center staff-led professional learning and facilitation experiences related to increasing the capacity of district leaders to center, lead, and facilitate equity-focused district improvement efforts.

The remainder of this case study documents services for the 2019-2020 reporting period. In summary, the MAP Center provided TA via three virtual consultation calls and two partnership academies attended by seven members of KCPS’s newly created Equity-Oriented Strategic Planning Steering Committee. The following descriptions provide more detail about these services, by MOU goal.

**Goal 1:** Dr. Derald Davis, AS, participated in three sessions for *Leading Equity-Focused Initiatives (LEFI)* Partnership Academy, where he learned about building capacity around leading equity-focused, systemic initiatives. In this Academy, Dr. Davis examined his specific role in facilitating KCPSD’s equity efforts. He discussed strategies for monitoring and evaluating the implementation and impact of district leadership practices. As a result of the district’s participation in the *LEFI* Partnership Academy, Dr. Davis learned about specific practices for mobilizing the school community toward equity-focused, transformative change, which he then shared with KCPS district leadership. As a result of participating in the *Equity Oriented Strategic Planning (EOSP) Partnership Academy*, a KCPS district team drafted new, district-wide equity strategies to add to their current district improvement plan. These strategies addressed goals in the areas of improving the access to and participation in advanced placement courses for students of Color, the recruitment and retention of educators of Color, and eliminating disproportionality in discipline referrals. In addition, the AS and team participated in monthly video conference consultation calls to support district equity goals with equity-focused language and equitable access standards proposed by the state of Missouri, as well as to support crafting district equity goals. The consultation calls also provided updates to the district with COVID-19 supports. Center staff provided the MAP Center’s tool, *Centering Equity Together in Critical Collaborative Partnership: School Boards and District Leadership*. The district used this tool to guide the drafting of an equity-oriented, strategic, new curricula assessment and adoption policy. We do expect that as administrators engage in more in-depth learning, this information will be shared with all teachers, to potentially affect all students by the end of this partnership.

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**Goal 2:** Seven members of the district's Equity-Oriented Strategic Planning Steering Committee participated in the MAP Center's *Equity-Oriented Strategic Planning Partnership Academy, Cohort One*. Participants in this academy examined their roles in the facilitation of their organizations' equity efforts, discussed practices for analyzing the extent to which equitable practices were currently in place in their system to inform their strategic actions, and explored strategies for leveraging internal (personal and organizational) assets to facilitate and sustain equity efforts. As a result, KCPS engaged in facilitated strategic planning sessions, specifically focused on defining and advancing systemic equity goals.

As part of the consultative TA services, the MAP Center developed a tool to support KCPS with their ongoing equity initiatives. The resources within this document assisted in building foundational concepts of educational equity and provided a strong rationale for the importance of ensuring equity is a consideration in every area of district and building level policies, practices, and procedures.

### Reported Quality, Satisfaction and Impact of TA Services

Data about the quality and usefulness of the MAP Center's service provision to KCPS came from an Annual Partner Interview (n=1), Post Session Questionnaires (PSQs) (n=3), and TA Activity Logs. Findings from those data sets suggests that KCPS was extremely satisfied with the MAP Center's technical assistance. In general, partners felt the partnership academies provided relevant, helpful information. The AS reported high satisfaction with the TA Specialist services. The AS also reported an increase in staff's critical language awareness and that fundamental, equity-oriented practices were influenced the by use of that language:

***Cynthia [TA Specialist] has been a big help as a thought partner. I have had at least two if not three conference calls. And on one, I let her know I was going to speak about equity on a panel – workforce development. I think they saw the panel as looking at it through an equity lens. They wanted to know how kids from the “urban core” could not be locked out of the job market – career and tech education. She said just leverage the MAP Center’s definition of equity. I used that to answer the question. Easy to answer any question thrown at me.***

The AS reflected on the quality and utility of the resources and tools provided by the MAP Center, including the provision of insight on the benefits of participating in the *Leading Equity-Focused Initiatives (LEFI) Partnership Academy* to leverage equity-oriented strategic planning within KCPS. Prior to partnering with the MAP Center, the district struggled with the development of an equity team. Dr. Davis credited the *LEFI Academy* with providing a tool to guide this team. Dr. Davis also attended the *EOSP Academy*. Dr. Davis spoke positively about this experience: ***The identity wheel activity at LEFI, I was able to use that with the equity-steering committee. Opened people up to think about privileges people had. Some tears were shed. I think I will want to use that. Looking at people-first [language], Cynthia sent some resources we can use in our discussion. Helpful to have as a tool.*** The AS discussed how ease of use and relevancy of MAP Center resources supported his equity-oriented strategic planning efforts.

***I would say that the services and the resources are great – everything is backed by research – we can read the materials on the site. Can tie it back to study – helps with the facts – for people that question, it’s right there. You have a great team there. It’s clear from interns to full time staff, everyone is passionate. That fuels our passion to do the work. It wouldn’t have the same impact. We can do better and be better school systems and as educational professionals . . . Your work you do to provide those free resources is great.***

Finally, the AS discussed, there was a major shift in district policy using MAP Center resources. During a virtual consultation, the AS and MAP Center staff developed resources to support continuing process and policy changes. Prior to working with the MAP Center, the district Human Resources department provided a series of monthly learning opportunities deemed by the principals as “boring and redundant.” The MAP



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Center staff provided an Equity Resource Tool to KCPS that the AS then used to develop a series of monthly professional learning opportunities centered on equity in order to build capacity of school leaders. The AS explained that he created these work sessions to “**explore what does content mean for our work and how to engage this in our leaders.**” Using resources from the *EOSP* Academy, the AS created equity-oriented committees across the district with people from varying levels and identities. The teams included individuals from Human Resources, the school board, and the superintendent’s office. The AS felt that the partnership academies, research articles, and webinars provided the tools for gaining district buy-in and building capacity for equity-oriented strategic planning.

***You have a great team there. It’s clear from interns to full time staff, everyone is passionate. That fuels our passion to do the work. It wouldn’t have the same impact. We can do better and be better school systems and as educational professionals. And so, I think you just got the right team of folks and your consultants, you know, like Cynthia. If it’s an indication of all the other consultants at working across the country, I think you’ve done a great job in providing the support for them as well so that they can continue to be a resource to the district. So, I think your staffing is great. Your work you do to provide those free resources is great. So, I can’t think of anything else you can do to enhance it.***

### Partnering Organizations

There were no other organizations involved in service provision to this partner.

### Policies, Programs or Services that are Continuing or Expanding as a Result of the TA and Tangible Supports Available to Ensure Sustainability of the Program or Services.

Going into the remaining two quarters of service provision under the current MOU, KCPS will continue to receive TA via scheduled consultation calls with their assigned TA Specialist, and the AS will participate in the last *LEFI Partnership Academy* session. The MAP Center will continue to provide access to relevant information via scheduled uploading of educational equity research and resources to the customized district e-forum.

### Lessons Learned

The KCPS partnership has increased the knowledge of district leaders regarding equity-oriented leadership practices, along with deepened understanding of educational equity, leading to the application of this understanding to selection of curricular materials and analysis of student data on various forms of disproportionality. KCPS is on a forward trajectory towards accomplishing MOU goals, as demonstrated by progress in their goal of having a complete Equity Plan by September 2020. Increased understanding of equity-oriented strategic planning by the district equity team during the reporting period will lead to changes in policy and practice. Lessons learned that can inform future practice include the importance of an intentional focus on building personal and organizational capacity of district leaders, as well as the value of extending systemic structures for effectively leading district equity work.

## Annual Progress Report 524B Year Four Case Study Nebraska Department of Education 2019-R3-I-0022

### INTRODUCTION

The following case study provides a concise summary of a partnership which illustrates **observed tangible increases and improvements**. This case study provides insights about the quality and impact of service provision by providing an overview of 2019-2020 partnership between the MAP Center and the Nebraska Department of Education (NDE) in Lincoln, Nebraska from April 1, 2019 to September 30, 2021.

### DATA SOURCES AND COLLECTION

Data for this case study came from many sources including the MAP Center's internal documentation, partner feedback, and from artifacts generated over time with and for the partner. Specifically, the following archival data were used to produce this summary: Technical Assistance Activity Logs, Monthly Metrics, Partnership Memorandum of Understanding (MOU), Partnership Technical Assistance Scope and Sequence (TASS), Partnership Artifacts (e.g., presentations, participant packets, standalone product deliverables, artifact reviews, etc.), Annual Partner Questionnaire (APQ), Annual Partner Interviews (API), and Post-Session Questionnaires (PSQ). What follows is a case study of the partnership for the 2019-2020 grant year, services provided, and perspectives about the quality, usefulness, and impact of the MAP Center's partnership with NDE.

### NEBRASKA DEPARTMENT OF EDUCATION PARTNERSHIP BACKGROUND

Tier III Systemic Equity Partnerships are initiated by a Request for Assistance (RFA) and result in the co-construction of a written agreement for service (e.g. Memorandum of Understanding) between the MAP Center and the TA Partner. This section summarizes details about the RFA, MOU, and services provided to the Nebraska Department of Education (NDE) by the MAP Center.

### SUMMARY OF TA SERVICE PROVISION

#### The Problem to be Addressed by the Project

The NDE is located in Lincoln, Nebraska, the state's capital, and is comprised of 16 divisions and offices<sup>1</sup>, 472 staff: 87% White, 0.4% Multiracial, 4.7% Black, 2.8% Asian, 3.4% Hispanic, 0.4% American Indian/Alaskan Native (NDE Staff Survey, 2020). NDE serves a teacher population comprised of 22,988 teachers: 95.95% White, 0.4% Multiracial, 0.97% Black, 0.39% Asian, 2.04% Hispanic, 0.16% American Indian/Alaskan Native, 0.6% Native Hawaiian or Other Pacific Islander. Fifty three percent of teachers have a Master's degree and taught an average of 14.15 years. NDE serves a student population comprised of 315,542 students: 66% White, 3.3% Multiracial, 6.3% Black, 2.2 % Asian, 16.8% Hispanic, 1.4% American Indian/Alaskan, 0.1% Native Hawaiian/Pacific Islander; 4% of students attend two or more schools during one year (high mobility), 6% are emerging English learners, 44.12% receive free/reduced lunch, and 14.7% receive special education services (Nebraska Education Profile, 2013-2016). In 2018, NDE announced a revised strategic vision and direction that elevated educational equity as a cross-cutting strategy to realize their Every Student Succeeds Act (ESSA) Plan and operationalize their focus on continuous improvement with local school and districts towards equity via the parallel launch of their Accountability for a Quality Education System, Today and Tomorrow (AQuESTT) system.

The NDE is a relatively new partner to the MAP Center and took some time to build internal consensus to move forward towards redressing inequities both within the Department and among schools and districts it serves (Annual Partner Interview, 2020). The NDE acknowledges a history of bias, bigotry, and racism resulting in societal disparities and inequities, and the effects of these disparities and inequities on Nebraskans today. The NDE commits to confronting this history and its negative impact by leading for educational equity. The estimated impact on SEA administrators, LEA administrators,

<sup>1</sup> Accountability, Accreditation & Program Approval; Career, Technical & Adult Education; Commissioner's Office; Coordinated School and District Support; Data, Research & Evaluation; Early Childhood Education; Federal Programs; Financial & Administrative Services; Human Resources; Legal Services; Nutrition Services; Public Information and Communications; Special Education; Teaching, Learning & Assessment; Technology Services; Vocational Rehabilitation.



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regional/intermediate administrators, and school administrators via NDE's equity efforts is that all students are known, perceived, and supported while having access to the opportunities and resources needed to be ready for success in their post-secondary learning experiences, careers, and civic lives.

#### The Request for Assistance and Recipients of Technical Assistance Services

Ms. Lisa Fricke, State Board of Education member within Nebraska attended the 2018 *State Equity Leaders Summit Equity in Action: Authentically Engaging Stakeholders in Equity-Focused State Planning*. Off the heels of the *State Equity Leaders Summit*, Ms. Fricke submitted an RFA on September 28, 2018 to support her and her fellow board members on thinking through equity considerations for the state regarding Multi-Tiered Systems of Support (MTSS). An Intake Call occurred and Ms. Fricke was provided immediate resources. On October 10, 2018, Dr. Cory Epler, Chief Academic Officer, reached out the MAP Center with concerns about reviewing NDE's draft social studies standards for bias before submission to their state board. On October 26, 2018, an Intake Call took place with Dr. Epler, Dr. Shirley Vargas, Senior Administrator of the Office of Coordinated School and District Support, and Mr. Lane Carr, Director of Accountability and AQuESTT. During the Intake Call, the NDE team expounded on their request for support in response to fully understanding the scope of supports provided by the Center as a result of the Intake. The original Request for Assistance was to support the Department in preparing and planning to implement their Department Equity Plan (DEP). Specifically, the Department desired technical assistance designed to advance the capacity of NDE staff members to demonstrate equity-oriented leadership practices related to the continued refinement and dissemination of the Department's Equity Plan (DEP), including but not limited to engaging in continued capacity development of select Department staff on foundational equity concepts, equity-oriented strategic planning, and equity-focused assessment of current social studies state standards for any demonstrated bias related to race, sex, national origin, dis/ability or religion. On November 5, 2018, the partner was provided a proposed MOU and TASS. After collaborative communication on refinement of goals, objectives, and technical assistance activities, and speaking with two current, active SEA partners provided by the Center (Wisconsin Department of Public Instruction and Michigan Department of Education), the co-generated MOU and TASS was signed by the NDE on March 26, 2019. The MAP Center's Technical Assistance Team (TAT) for KCPS included: Dr. Seena Skelton, Director of Operations, Dr. Tiffany Kiser, Associate Director of Engagement and Partnerships, Dr. Angelina Castagno, Technical Assistance (TA) Specialist; and, Robin Jackson, Doctoral Research Assistant, and in coordination with executive director Dr. Kathleen King Thorius. The MAP Center TAT led TA activities that began summer, 2019. As articulated in the MOU, the partnership between NDE and MAP Center focused on the following partnership activities, goal, and objectives:

Partnership Goal 1:	Support partner in the development and refinement of a Department Equity Plan (DEP)
<b>Objective 1.1</b>	To assist partner in utilizing an equity-oriented standards review framework to identify possible bias in the state's social studies standards, and support needed revisions or refinement to ensure the development of anti-bias state social studies curriculum standards.
<b>Objective 1.2</b>	To support partner's efforts to increase staff's critical consciousness, understanding of equity-oriented leadership practices, and capacity to demonstrate equity-oriented leadership skills and decision-making.
<b>Objective 1.3</b>	To assist the department in identifying and engaging key staff across Department initiatives to collaborate in building awareness of pre-existing activities and artifacts created by the Department to contribute to the continued development and refinement of a Department Equity Plan (DEP) via consultation supports.

#### The Center's Intervention or Solution to Address or Resolve the Problem(s).

Broadly, the MAP Center -- through customized TA related to increasing the capacity of district leaders to center, lead, and facilitate equity-focused district improvement efforts -- has and will continue to:

1. Designate a highly skilled technical assistance team including a TA specialist, research assistant, and Center executive team members to support the district in meeting MOU goals and objectives.



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2. Oversee, coordinate, lead and participate in regularly scheduled partnership planning and facilitation meetings.
3. Provide research and practice-based information via regularly scheduled consultation sessions with a TA specialist.
4. Engage district leaders in MAP Center staff-led professional learning and facilitation experiences related to increasing the capacity of district leaders to center, lead, and facilitate equity-focused district improvement efforts.
5. Facilitate the MAP Center ECAP to assess the presence of equitable practices, and to establish district-wide equity priorities.
6. Provide thorough review and feedback on district policies and plans.
7. Provide a summary of all data collected as part of the Center's needs assessment and continuous improvement progress updates to designated personnel.
8. Provide Center-produced e-publications.

The remainder of this case study documents MAP Center services for the 2019-2020 reporting period. During this reporting period, the activities and deliverables related to this systemic TA partnership consisted of 32 outputs including a Memorandum of Understanding, Technical Assistance Scope and Sequence, Department staff's participation in the MAP Center-hosted Leading Equity Focused Initiatives Partnership Academy (three of four sessions completed) with session materials and customized e-forum, one data summary, four presentations, four participant packets, two guidance documents, four artifact review, nine distance consultations, two on-site professional learnings, one password protected e-forum. The following descriptions provide more detail about these services.

**Goal 1:** First, the MAP Center created an online, password protected electronic forum populated with Center-developed and other high-quality research-based resources, customized to the focus of this goal. Second, regularly scheduled consultation calls with NDE points of contact, including their Chief Academic Officer and newly appointed Equity Coordinator occurred. Third, the Equity Coordinator was invited to participate in the MAP Center-hosted *Leading Equity-Focused Initiatives Partnership Academy, Cohort One*—a four part series on leading equity initiatives for leaders in Region III entrusted to lead equity work in their respective organizations. Fourth, the MAP Center administered and analyzed an agency-wide, customized survey regarding equity efforts. Fifth, NDE administrators engaged in professional learning via the MAP Center's Learning Network Cohort. Sixth, the MAP Center staff assisted the Department in utilizing an equity-oriented standards review framework to identify possible bias in State social studies standards and support revisions or refinement to these standards. After this support, the Department requested additional assistant with supporting their capacities to lead their review of their health standards, of which the MAP Center responded with a suite of culled resources, and customized facilitation tools for the Department to seize the opportunity to leverage their own assets and capacities to review state standards moving forward. Finally, TA will continue to support NDE efforts to increase critical consciousness, understanding of equity-oriented leadership practices, and capacity to demonstrate equity-oriented leadership skills and decision making.

#### Reported Quality, Satisfaction and Impact of TA Services

Data about the quality and usefulness of the MAP Center's service provision to NDE was collected in the APQ (n= 6), PSQ data sets (n=24) for two on-site professional learnings, TA Activity Logs (n=9), and API (n=1). Findings from those data sets suggests observed tangible increases or improvements to the Department's capacities and structures to realize educational equity. Partners reflected on the quality and utility of the resources and tools provided by the MAP Center, providing insight on the impact of services to support cultivating the capacity of Department staff to understand foundational equity concepts and lead equity-oriented practices to refine and implement the Department's Equity Plan, including reviewing and revising the Department's social studies standards to eliminate bias for the benefit of students and families in Nebraska. APQ survey results noted that a majority (86%) of survey respondents were "Satisfied" and "Likely" (16.67%) or "Very Satisfied" or "Very Likely" (66.67%) with both services from the MAP Center and likelihood to recommend the MAP Center to others interested in pursuing educational equity. APQ survey results indicated that a majority (86%) of survey respondents felt the MAP Center's technical assistance have "Excellent" (66.67%) and "Very Good" (16.67%) overall quality, usefulness. A majority (83%) found services "Completely Accessible" (33.33%) and "Very Accessible" (50%).

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Additionally, 100% of respondents indicated both an increase to their own or colleague's knowledge and shifts to department policies and practices regarding their capacity to support strategic planning around equity issues. For example, when asked if the MAP Center supported them with the development of any new and/or refined tools on equity, one respondent noted:

***Yes! We were able to use the tools from MAP to create some protocols around the adoption of content area standards. Additionally, we've incorporated several resources into our trainings for TSI and ATSI schools, and use your one-pager "Reframing the Achievement Gap" often.***

Furthermore, consistently the majority of participants who engaged in on-site professional learnings found them to be relevant to their work, connected them with a community of equity-focused colleagues, increased knowledge and awareness of equity issues, re/inspired them to continue equity work, increased their understanding of centering equity in standards development and foundational constructs of equity, and provided them with tools, practices, and skills to engage with others in equity work.

One participant noted in response to the professional learning experience: ***"The experience allowed for the sharing of experience without distracting or detracting from the work. Conversation was appropriate, thoughtful, and drove the expectation of implementation, not just talk."***

#### Partnering Organizations

There were no other organizations involved in service provision to this partner. Beneficiaries of the partnership included all personnel and divisions of the Department, in addition to community representatives and school district representatives which contributed to the Department's standards review committees consisting of the following organizations: Lincoln Public Schools, University of Nebraska Omaha, Nebraska Centers for Economic Education, Nebraska State Council for Social Studies, Omaha Public Schools, Cooperative Educational Services Agency (CESA) #4, Educational Service Unit (ESU) #3, ESU #4, Ponca Tribe of Nebraska, UNO Service Learning Academy, and Millard Public Schools. NDE provided in-kind support for facilities charges, parking, and for MAP Center travel.

It is clear from all collected and reported data that the MAP Center's impact on NDE is present. Specifically, providing virtual consultation, on-site facilitation, customized resources and tools, engaging the Department's new Equity Coordinator with other role-alike colleagues across Region III via the *Leading Equity-Focused Initiatives Partnership Academy* and *Learning Network Cohort* to support NDE in realizing revised and state board approved social study standards, revisions of their state's health standards, working key constructs to expand their draft definition of educational equity, and a repository of materials on their customized e-forum to support ongoing work of realizing MOU goals and objectives.

#### Policies, Programs or services that are continuing or expanding as a result of the TA and Tangible Supports Available to the Partner to ensure sustainability of the programs or services.

Because the partnership is still relatively new, no shifts to policies or programs have been reported, however it is anticipated soon, based on NDE staff self-reported perspectives in the API. ***"We have not talked that in-depth about policies and procedures. But I am anticipating after the site visits. I hope the staff will have a more in-depth understanding of equity and go back to review their policies and procedures and try to implement."*** Additions to the repository of tools and resources to NDE's e-forum, coupled with the planned use of the MAP Center's *Anti-Bias in Standards and Curricular Materials Tool* by the health standards team (based on the favorable experience of the social studies standards team) demonstrates supports from the MAP Center have led to much sustainable structures and practices toward statewide educational equity.

#### Lessons Learned

As the MAP Center continues to engage in providing technical assistance services supports to NDE, lessons we have learned are that developing specific strategies to increase turnaround time on scheduling and completing additional paperwork NDE's internal processes require for travel reimbursement is needed. Furthermore, balancing the desire for NDE to spend greater time with us during on-sites and/or on virtual consultation in the face of ever increasing demands from other partners in our regions for supports, provides an opportunity to innovate further on the modalities, formats, and approaches to TA service.

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### The Illinois Mathematics and Science Academy 2019-R3-I-0019

#### INTRODUCTION

The following case study provides a concise summary of a partnership which illustrates some tangible improvements to the partner's knowledge and awareness, yet has yielded mixed results overall. This case study provides insight about the quality and impact of service provision. This case study provides an overview of a 2019-2020 partnership between the MAP Center and the Illinois Mathematics and Science Academy (IMSA) in Aurora, IL within the context of a Tier III Systemic Equity Partnership that began August 17, 2018 and which was set to continue through October 31, 2020. An addendum was signed on November 18, 2018 to extend the partnership to September 30, 2021 to work on an additional goal focused on the MAP Center's extensive Equity Context Analysis Process (ECAP).

#### DATA SOURCES AND COLLECTION

Data for this case study came from many sources including the MAP Center's internal documentation, partner feedback, and from artifacts generated over time with and for the partner. Specifically, the following archival data were used to produce this summary: TA Partnership Logs, TA Activity Logs, Monthly Metrics Summaries, Partnership Memorandum of Understanding (MOU), Partnership Technical Assistance Scope and Sequence (TASS), Partnership Artifacts (e.g., presentations, product deliverables, etc.), Annual Partner Interviews (API), Annual Partnership Questionnaires (APQ), and Post-Session Questionnaires (PSQ). What follows is a case study of the partnership for the 2019-2020 grant year, services provided, and perspectives about the quality, usefulness, and impact of the MAP Center's partnership with IMSA.

#### ILLINOIS MATHEMATICS AND SCIENCE ACADEMY PARTNERSHIP BACKGROUND

Tier III Systemic Equity Partnerships are initiated by a Request for Assistance (RFA) and result in the co-construction of a written agreement for service (e.g., Memorandum of Understanding, or MOU) between the MAP Center and the TA Partner. This section summarizes details about the RFA, MOU, and services provided to IMSA by the MAP Center.

#### SUMMARY OF TA SERVICE PROVISION

##### The Problem to be Addressed by the Project

The Illinois Mathematics and Science Academy (IMSA) is a public, magnet, residential high school concentrating its curriculum on science, technology, engineering, and mathematics for students in grades 10-12. It was established by the Illinois General Assembly in 1985 and has since been considered the top standardized test performing secondary school in Illinois and one of the top nationally. Illinois students who meet the school's admissions policies can attend. The Illinois General Assembly authorized IMSA to accept tuition-paying, non-Illinois students beginning the 2022-2023 academic year, as well as 9<sup>th</sup> graders to increase the school's revenue and offset its reliance solely on state funding. IMSA, located in Aurora, Illinois about one hour southwest of Chicago, is comprised of 650 students: 35.6% are White, 5.7% are Multiracial, 8.2% are Black, 41.6% are Asian, 8.8% are Hispanic, and 0% are Native Hawaiian or Pacific Islander (School Data Summary, 2019). About 15% receive free and reduced meals, 0% students receiving special education services, 0% emergent English learners. IMSA has engaged for over one year in partnership with the MAP Center, though variables have occurred constraining partnership activities. IMSA sought TA for implementing the 2017 board approved *Equity and Excellence Policy* that signaled seven key mandates the school was to engage<sup>2</sup>. This policy in some ways was a culminating

<sup>2</sup> 1. Developing and using an equity lens when considering major policies, programs, practices, or decisions in order to realize more equitable outcomes. 2. Implementing strategies based on the Equity and Excellence Model to recruit, support and retain staff, including faculty, as well as board members and external partners. 3. Providing professional learning that continuously develops the cultural competence and equity awareness of staff, including faculty, as well as board members and external partners. 4. Supporting research, scholarship and innovative expression of staff, including faculty and external partners that either address or promote the Equity and Excellence Model. 5. Implementing strategies to recruit, support and retain culturally, linguistically and economically diverse groups and support and retain marginalized groups. 6. Differentiating resources to provide every student with access to culturally competent pedagogy, curriculum, co-curriculum, support, facilities and other educational resources with an ultimate goal of achieving excellence. 7. Addressing culturally, linguistically and economically diverse and gender-based STEM education/career gaps by developing student and professional programs and services, as well as conducting research, that will inform strengthening and diversifying the STEM education to career pipeline.



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moment of shifts in the school. In the previous two years leading up to the board approved *Equity and Excellence Policy*, the Black Caucus of the Illinois General Assembly expressed concerns and conditions for redressing the racial underrepresentation of students of Color enrolled at IMSA. This spurred shifts to the school’s admissions policy, inflaming deeply held racial beliefs between various constituent groups within the IMSA school community. These tensions, in part, contributed to the departure of the IMSA President, the appointment of the current IMSA President, the restructuring of the President’s cabinet to include the position of Chief Human Resources Officer and Chief Equity Officer, as well as elevating a previous staff member’s role who had been with the school for 20+ years from multicultural education specialist to Director of Equity and Inclusion. All three professionals have long-term and varied experiences in education as leaders, possess terminal degrees, and identify as individuals of Color.

Simultaneously, student climate survey results and a corresponding video noted experiences of students of Color self-reporting experiencing racial prejudice, feeling unacknowledged and supported by faculty and administration, and feeling blamed for shifts to the schools admissions policy. Students that identify as LGBTQ+ reported feeling unsafe in residence halls, censored for speaking up, and unsafe with non-gender confirming representations. Multiracial students reported feeling pressure to choose one racial identity and/or not acknowledge their multi-raced heritage. Students reported social media threads making racial slurs towards individuals of Middle-Eastern heritage and sexist comments condoning rape. Also, students who identify as female and of Color, feel silenced by male peers.

Survey results indicated 6.6% (n=43) of students reported feeling unsafe because of race or identity; 28% (n=181) reported they heard homophobic remarks used sometimes, frequently, or often; 4.6% (n=30) reported feeling unsafe because of their sexual orientation; 4.4% (n=29) reported feeling unsafe because of their gender expression; 33% (n=214) reported hearing racist remarks used sometimes, frequently, or often; 2.3% (n=15) reported skipping class at least once because they felt unsafe; 5.6% (n=37) reported feeling unsafe because of their gender. A qualitative theme from the student climate survey: historically marginalized students feel that when they spoke up to educators and administration, students felt ignored and/or negative repercussions resulting in feeling “powerlessness to speak out,” and being told responses are “overreacting.” Furthermore, on September 17, 2019, it was reported in the news that a student allegedly tied a brown doll to a board in the student lounge. IMSA administration found this incident to be a hate crime. The student was issued a five-day, out of school suspension. The student’s parents appealed and the appeal was denied. The parents filed a lawsuit against IMSA, IMSA’s new President, and six administrators who reviewed the appeal.

#### The Request for Assistance and Recipients of Technical Assistance Services

IMSA submitted a RFA on April 27, 2018. An Intake Call was conducted on May 15, 2018. During the Intake Call, the school expressed the desire to have supports for IMSA faculty and staff in developing action steps for each of the seven key mandates of the *Equity and Excellence Policy*, support IMSA leadership with the development of their plan to operationalize the *Policy*, and provide feedback and assessment thought partnership to their research department on creating “an equity scorecard” (Intake Call, 2018) to measure how well their plan was being implemented to realize the *Policy*. A Technical Assistance Scope and Sequence (TASS) Finalization Call occurred on August 1, 2018. After the signing of the MOU on August 17, 2018, an amendment was signed on November 18, 2018 to extend the MOU an additional year. This extension was to allow the school to focus much more intentionally on context analysis led by multiple and diverse IMSA stakeholders to position equity strategic priorities in more long-term, viable ways in the face of culminating tensions within the school community. As articulated in the MOU, the partnership focused on the following activities, goals, and objectives.

<b>Partnership Goal 1:</b>	Engage and support IMSA in developing an implementation plan from their Excellence and Equity Policy Implementation
<b>Objective 1.1</b>	Engage up to three key stakeholders from the Academy in an onsite/virtual professional learning experience related to essential practices for supporting implementation of equity-focused plans.

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<b>Objective 1.2</b>	Facilitate planning and collaborative development on communication and logistics structures aligned to the Excellence and Equity Policy.
<b>Partnership Goal 2:</b>	Support IMSA in building the capacity of leaders leading the implementation plan
<b>Objective 2.1</b>	Gather a team of Academy leaders and assess their capacities related to equity concepts related to the equity plan.
<b>Objective 2.2</b>	Engage selected leaders in virtual/onsite professional learning experiences based on leaders' assessed competencies related to supporting the implementation and assessment of the Academy's equity plan.
<b>Partnership Goal 3:</b>	Support IMSA in building the capacity of all staff members to demonstrate culturally responsive and equity-oriented practices
<b>Objective 3.1</b>	Provide tools and resources to promote the involvement of culturally, linguistically, and economically diverse students in STEM studies.
<b>Objective 3.2</b>	Provide tools and resources that are culturally responsive and sustaining in terms of curriculum and instruction.
<b>Partnership Goal 4:</b>	Support partner in engaging in an in-depth analysis of the extent to which equitable practices are demonstrated at the class, school and district levels via the implementation of the MAP Center's ECAP
<b>Objective 4.1</b>	Engage a team of multiple stakeholders selected to serve as the ECAP review team in requisite professional learning experiences
<b>Objective 4.2</b>	Utilize ECAP data collection tools, collect classroom, school and district level data and engage the ECAP review team in the interpretation of the data, as well as identifying planning priorities based on the data analysis.

The Center's Intervention or Solution to Address or Resolve the Problem(s).

Broadly, the MAP Center, through customized TA related to increasing the capacity of district leaders to center, lead, and facilitate equity-focused district improvement efforts, has and will continue to:

1. Designate a highly skilled technical assistance team including a TA specialist, research assistant, and Center executive team members to support the district in meeting MOU goals and objectives.
2. Oversee, coordinate, lead and participate in regularly scheduled partnership planning and facilitation meetings.
3. Provide research and practice-based information via regularly schedule consultation sessions with a TA specialist.
4. Engage district leaders in MAP Center staff-led professional learning and facilitation experiences related to increasing the capacity of district leaders to center, lead, and facilitate equity-focused district improvement efforts.
5. Facilitate the MAP Center ECAP to assess the presence of equitable practices and to establish district-wide equity priorities.
6. Provide thorough review and feedback on district policies and plans.
7. Provide a summary of all data collected as part of the Center's needs assessment and continuous improvement progress updates to designated personnel.
8. Provide Center-produced e-publications.

The remainder of this case study documents MAP Center services for the 2019-2020 reporting period. In sum, the MAP Center provided 12 project deliverables to the partner. TA activities included six distance consultation calls, attended by between one and three administrators each time, one administrator's attendance in a Learning Network Cohort event, an on-site ECAP training for school personnel and one administrator and one board member's attendance in the 2019 *Equity Leaders Institute*. Finally, the MAP Center has developed content for one customized professional development session. The following descriptions provide more detail about these services, by MOU goal.

**Goal 1:** First, the MAP Center created an online, password protected electronic forum (E-forum) populated with Center-developed and other high-quality research-based resources, customized to the

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focus of this goal. Second, the MAP Center engaged in multiple consultation calls with IMSA leadership to discuss their vision for readiness to implement their *Excellence and Equity Policy*.

**Goal 2:** The MAP Center ensured IMSA leaders were aware of their ability to self-enroll in the MAP Center's Learning Network Cohort focused on practices of safe and inclusive school and culturally responsive and sustaining teaching. Finally, the partner was provided a MAP Center Equity Tool entitled *An Equity Toolkit for Inclusive Schools: Centering Youth Voice in School Change* to leverage for ongoing planning.

**Goal 3:** On April 30<sup>th</sup>, 2019, the MAP Center provided resources on IMSA's e-forum, provided pre-work materials for IMSA's entire faculty and staff, and facilitated an on-site professional learning entitled, *Critical Reflection to Critical Action: Leadership Practices for Advancing Educational Equity* focusing on cultivating awareness of civil rights legislation, building awareness on the MAP Center's framework for educational equity, and engaging the IMSA on the construct of critical consciousness and its connection to realizing its mission and vision for all students.

**Goal 4:** The MAP Center provided resources on IMSA's e-forum regarding frequently asked questions and considerations for engaging in the ECAP, leveraged consultation calls to provide supports and thought partnership on diverse composition of IMSA's school community to adequately represent multiple and diverse perspectives in planning, messaging, data collection, data interpretation, and prioritization as a result of the ECAP. The MAP Center facilitated a two-part on-site professional learning entitled, *Understanding the Equity Context Analysis Process & Preparing for Data Collection*. The MAP Center will work to analyze data from IMSA, provide an outward facing data report of their findings, and facilitate one final planning session focused on meaning-making and prioritization of their equity priorities. This final session is being rescheduled in response to COVID-19 travel and safety guidance.

#### Reported Quality, Satisfaction and Impact of TA Services

Data about the quality and usefulness of the MAP Center's service provision to IMSA was collected in the API (n=1), APQ (n=21), PSQ (n=1), and Partnership Activity Logs. Findings suggest that although the partner reported generally high to moderate levels of satisfaction with TA services, they also expressed that there are tensions within their organization, feel as though IMSA staff are on a spectrum of understanding and alignment towards equity, and some feel directly opposed to and very critical of IMSA's new leadership and/or MAP Center's presence at the school. Also, the MAP Center TA Specialist, along with members of the TA Team, have mixed assessment of systematic and practical impact of services to date, contributing to the decision to designate this partnership as mixed-results for the purposes of this annual report. For example, though the two main points of contact for IMSA—the chief human resources officer and chief equity officer, as well as the Director of Equity and Inclusion— have been very involved in consultation calls and serve to connect all TA activities to the school's current contexts, IMSA faculty and staff as a whole have not fully leveraged participation in MAP Center resources. Attendance in Learning Network Cohort events have only had one IMSA staff attending one event, and full engagement in on-site professional learnings and facilitated planning can be halted and/or deterred by tensions among and between faculty, staff, and leadership. However, commitment from the school's leadership has been consistent and apparent. For example, the President and Board Chair attended the 2019 Equity Leaders Institute, *Moving Beyond Critical Reflection to Critical Action: Policy and School Governance*, and IMSA leadership has been receptive to MAP Center guidance to engage multiple perspectives in equity planning in the face of pressures to implement their equity plan at a much more aggressive pace. This is apparent in the API where the respondent reflected on their ratings of the MAP Center's quality of service and resources:

***The quality of the services are great. There is a lot of knowledge and tools that you have that are assisting us. There is a lot of resources online and professional learnings conducted. I would rate you as an 8. It's great. I understand you are limited. Your pace vs. our pace. You haven't had the capacity to move us along at the pace we wanted. We had a pl [professional learning] scheduled for Jan 19th. It took us several months to get that rescheduled. There were several months we were not able to do the work with the Center's consultation. We heard you about making it an inclusive process, so we waited. We are a whole year behind. We wanted this plan implemented this current academic year...***

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The variety of reported quality, satisfaction, and impact in TA services is apparent in responses across data sets in this reporting period. Annual Partner Questionnaire respondents noted 4.76% were “Very Dissatisfied,” 57.14% “Neither Satisfied nor Dissatisfied,” and 38.10% were “Satisfied” with TA services by the MAP Center. Ten percent of respondents found the overall quality “Poor,” 5% “Fair,” 35% “Good,” 25% “Very Good,” and 15% “Excellent”. Respondents noted changes to their knowledge or their colleagues’ knowledge in the following areas: 53.33% regarding providing open, safe, welcoming and equally accessible spaces, 60% regarding supporting strategic planning around equity issues, 40% in providing accessible and culturally responsive practices in curriculum development, 53.33% in critically reflecting on beliefs and attitudes including bias, stereotypes and prejudices about students and caregivers/families. Three respondents expounded on these varied interpretations of how shifts in knowledge have impacted IMSA stating: **“I honestly believe that you were brought to our school to show our board that our equity team was doing something tangible. Your talks reflect your opinion that you know what’s best for us, and that we need herding.”** Another stated, **“The MAP Center provided us with ongoing education and sessions on how to use ECAP tools and implement process. This will eventually inform the development of our plan.”** A community member that participated in IMSA planning sessions and trainings stated:

***I participated in face to face training and planning sessions as an external (community) member of the team. Though I am an IMSA retiree who worked throughout my career to support student learning and success for those from very diverse backgrounds, I am not currently part of the IMSA community. I have sensed that there were some intense feelings of distrust within the community (the faculty unionizing for the first time in 34 years is some indication). Yet in my work doing teacher observations and interviews, I observed that in the six years since I retired the curriculum has expanded incredibly. IMSA is no longer focusing solely on old white guy European and America literature, and social sciences have opened up as well, looking at cultural contributions from underrepresented populations. How much of this is since IMSA began its work on Equity and Excellence I don’t know. In the six years since I retired the staff has changed significantly, and though still all white, the English department has significantly broadened its curriculum in a very positive way.***

Finally, data regarding the on-site session which occurred during the reporting period (Goal 4) noted the following regarding the participants feeling and interpretations of the learning experience achieving its stated purpose. One-hundred percent of the respondents to the PSQ reported the facilitators made them feel welcome (n=13). Ninety-three percent of respondents agreed that their contributions were respected while 8% neither agreed nor disagreed. Importantly, no respondent disagreed or strongly agree with any of the indicators of feelings about the experience. Participants in majority felt the learning experience was clear, MAP Center staff were well prepared, involved and respected participants, and made them and their contributions feel respected and welcome. Participants varied in their view of the learning experience achieving stated purpose. Two respondents (8%) responded that the learning experience did not achieve its stated purpose, while 61% responded that the learning experience achieved its stated purpose. Importantly, no respondents reported that the session achieved its stated purpose to a “Very Little” extent, while two responded that the learning experience did “Not at All” achieve its stated purpose, reflecting polarized views. Qualitative statements reveal the different opinions of staff: **“It was evident that the majority of our audience was engaged and learning, especially with regard to comments from the students.”** Another respondent stated, **“Very little will get done with this data at IMSA, regardless of the importance of equity. The upper administration will use the data as a billy club to beat the faculty and cause more problems than they solve. Again, not the fault of the MAP center.”**

#### Partnering Organizations

There were no other organizations involved in service provision to this partner. Beneficiaries of partnership involved all IMSA faculty and staff, IMSA’s Board President, and community members, parents, and student leaders who serve on the ECAP teams, including organizations such as the City of Aurora, IMSA Parent Association, and School District U-46.

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Policies, Programs or services that are continuing or expanding as a result of the TA and Tangible Supports Available to the Partner to ensure sustainability of the programs or services.

The partner noted shifts to their discipline policy to add a “bias incidents” section in the student’s discipline policy, as well as the English Department moving towards expectations of “approaching teaching and learning through an equity lens” (Annual Partner Interview, 2020). Going into the final year of service provision under the current MOU, IMSA will continue to receive TA via scheduled consultation calls with their assigned TA Specialist, opportunities to leverage their enrollment in the Learning Network Cohort. Additionally, the MAP Center will continue to provide access to relevant information via scheduled uploading of educational equity research and resources to both of their customized, password district e-forum. One e-forum is tailored for all faculty and staff and one e-forum is tailored for all ECAP participants which also includes community members, parents/caregivers, and student.

#### Lessons Learned

The IMSA partnership has increased the knowledge of school members regarding equity-oriented strategic planning, critical consciousness, along with deepened understanding of educational equity more broadly, leading to the application of this understanding to selection of curricular materials, particularly in the English department, increased opportunities to engage in hard conversations about systemic oppression, and greater re-centering by administration of non-dominant student voices and perspectives in decision making. IMSA is on a forward trajectory towards accomplishing MOU goals, but it is unlikely that increased time and TA, particularly in relation to Goal 3, regarding building the capacity of all staff members to demonstrate culturally responsive and equity-oriented practices may be needed.