

A Focus on Equity

Progress Report



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Progress Report

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Preparing teachers and administrators to meet the needs of historically marginalized students is an urgent social justice issue.

We recognize that inequities in schools have not improved over the past 20 years (Garcia & Weiss, 2017), and these problems tend to compound with the “rich” getting richer while the poor continue to be marginalized. In an effort to redress equity issues in San Diego and Kern County schools, we developed the California Equity Performance and Improvement Program (CEPIP). CEPIP is designed to support challenging learning opportunities for students, ensure equitable school interactions, and improve access to rigorous coursework, while guaranteeing high achievement for all students. Based on our progress to date, we know that CEPIP (a) engages educators in the critical dialogue needed to start remedying equity issues, (b) builds educators’ knowledge, skills, and attitudes around equity-conscious teaching and leadership practices and continuous improvement, and (c) has the data infrastructure and appropriate measures in place to determine longer-term effects of the work. In the coming years, there is a great deal to be learned regarding how equity work shapes school culture and the long-term effects of this work on student learning. We must continue to gather evidence diligently and intentionally so that policy makers and educational leaders can make informed decision regarding one of the most pervasive social justice issues of our era.

INTRODUCTION

Understanding equity in education begins with understanding the system. A well-known Indian parable, “The Blind Men and the Elephant,” illustrates this idea. In the story, six blind travelers encounter an elephant and try to understand it by touching the ear (“It’s a fan!”), the tail (“It’s a rope!”) or the leg (It’s a tree trunk!”). Each man describes a different part of the elephant based on his limited experiences. Likewise, we often describe equity in parts. For example, some equate equity with academic achievement and gaps in student performance. Others associate equity with treatment, safeguarding that all students are treated fairly. And for many others, equity is about opportunity, guaranteeing that all students have access to the supports and resources they need. Like the blind men in the story, our perspectives of equity work in education often become fragmented, and we fail to see how our partial points of view impede our understanding.

The Case for Equity Work

Preparing teachers and administrators to meet the needs of historically marginalized students is an urgent social justice issue. Opportunity gaps between historically marginalized students and their peers are deeply rooted, pervasive, complex, and challenging. These challenges impact students in many different ways from academic outcomes to the resources available to students at schools. Bradley Scott’s Six Equity Goals provided the first comprehensive vision of the areas a system must address to ensure equity (Scott, 2006):

1. Comparably high achievement and other student outcomes
2. Equitable access and inclusion
3. Equitable treatment
4. Equitable opportunity to learn
5. Equitable resource distribution
6. School accountability

Across San Diego County, we can make a strong argument for equity-based work. For example, we know that African American (41%) and Latinx (44%) student are far more likely to perform below standards on Smarter Balanced English Language Assessments (ELA) compared to other student groups. On mathematics assessments, about three in 10 African American and Latinx students meet or exceed standards. Moreover, students who are low-income graduate high school on time (74%) and/or enroll in college (62%) at much lower rates than their peers. Yet, when enrolled, they perform equally as well as other groups in terms of completing college degrees. Large, persistent, and complex achievement gaps ripple throughout our K-12 system with far-reaching consequences on students' college and career outcomes.

Another rationale for a focus on equity includes inequitable interactions among and between students and educators. African American (6.9%), and American Indian (5.1%) students are suspended at much higher rates than other groups. Latinx (65%) and African American (18%) students comprise the vast majority of students in court schools. Many of our African American and Latinx students also self-report lower rates of school connectedness, academic motivation, and other measures of school engagement on the California Healthy Kids Survey (California Department of Education, 2019). As a direct result of feeling undervalued and/or unaccepted in our educational system, these student groups have less investment in the learning process.

Many historically underserved groups also lack unobstructed access to rigorous courses. African American (40%), Latinx (45%), English learner (30%), and students who are low-income (46%) have less access to and/or success in the rigorous coursework and are, therefore, less prepared for post-secondary work. Fewer African American (52%) and American Indian students (42%) complete high school meeting University of California/California State University (UC/CSU) subject matter entrance requirements. Furthermore, African American students have the lowest enrollment rate in AP/IB courses (17%) compared to all students (34%). As a result, African American, Latinx, English learner, Native American, and students who are low-income are less prepared on average for post-secondary work. Furthermore, historically marginalized students who enroll in college face a greater likelihood of dropping out.

Supporting student success in challenging learning opportunities strikes at the heart of instructional quality and may be the area of greatest need across the system. While there is little data regarding support and instructional quality, we know that across the 53 schools in San Diego County that underwent Federal Program Monitoring (FPM) review, failure to provide adequate integrated and designated English language development (ELD) support emerged as one of the most frequent findings (California Department of Education, 2019). ELD courses provide the necessary support and scaffolding English learners need to succeed in challenging learning environments. We also recognize

that reclassification rates, or the rates at which English learners have acquired the English language, vary dramatically across the county. Some districts have annual reclassification rates as low as 1% while others have rates as high as 53%. Currently 14.8% of our English learner population are Long-term English Learners (LTEL)—students who have been enrolled in American school for more than six years and have not yet reached proficiency in English—an outcome that results when conditions for these students are not supportive of their acquisition of the English language (California Department of Education, 2019).

In addition to academic support, many students lack the social and emotional support necessary to succeed in challenging environments. The Developmental Supports scale from the California Healthy Kids Survey measures positive academic, social, and emotional outcomes in schools including having a caring adult relationship, high expectation, and opportunities for meaningful participation. Only 29% of students rated these supports as high in 2017-18, and 9th grade students had the lowest rating at 28%, a time when many students are prone to falling “off-track” for meeting rigorous college and career readiness standards (California Department of Education, 2019). These findings regarding lack of support make a strong case for equity-focused work.

We have made some headway regarding two equity goals: resource distribution and school accountability. In 2012, California adopted the Local Control Funding Formula (LCFF), which replaced a categorical programs funding model. The purpose of the shift was to provide local control, funding equity, and support for the large number of students (63%) who are “high needs,” specifically students who are low-income, English Learner, and foster youth. LCFF, therefore, supports equity in terms of resource allocation to “high need” student groups. Additionally, the new California State Dashboard examines student performance outcomes using a gap-analysis protocol. Schools and districts are held accountable for both raising achievement and reducing gaps between student groups. This model, while still imperfect, drives the system to examine the root causes of those gaps and make changes to close them.

The California Equity Performance and Improvement Program (CEPIP) emerged in response to these issues of equity in place within our schools and districts in San Diego and Kern County. CEPIP is designed to support challenging learning opportunities for students, ensure equitable school interactions, improve access to rigorous coursework, while guaranteeing high achievement for all students. When school teams engage in the CEPIP theory of action, these goals become central to their mission and the expected outcomes they seek to accomplish. These goals also become central to our county offices’ response to the equity-related needs we currently have and to our role and purpose of producing long-term effects on students’ lives and careers.

Who is this report for and why?

Various initiatives and regulations have called educators to action around equity for decades (Shields, 2009). Today, we have school accountability in place that mandates the conversation of equity in schools, but these conversations too often lead to packaged solutions. Instead of focusing on an integrated, systems-based approach to addressing equity challenges, many schools opt for quick fixes. CEPIP requires school teams to investigate the causes of inequity in their schools. It encourages them to have deep conversations about race, implicit bias, gender discrimination, and other topics. These conversations lead to new learnings on power and privilege, the role they play in our educational

system, and to our responses to them. While any solution, such as implementing a positive behavioral interventions and supports (PBIS) model, may prove effective in addressing an equity issue, *we need more evidence on projects that seek to understand the root causes of school inequities and the conversations and actions that take place to address those causes.* This report provides evidence to address that need—and serves as a response to the “solutionitis” approach that permeates education today. We have a repository of evidence on programs that have shown to effectively address school inequities (*What Works Clearinghouse*), but little evidence on how schools examine their systems to understand how the causes of the inequitable outcomes are produced, the processes for taking collective action on those problems, and the results of the efforts. This report serves to provide school and district leaders, classroom teachers, and other educational stakeholders an in-depth picture of how CEPIP works and the progress CEPIP has made on the contexts of implementation, including participants, school culture, and students.

We structured the report in five sections. Section One describes the core beliefs and theory of action of the CEPIP model. Section Two outlines CEPIP’s actions and services, the contexts of the organizations currently served, and a progress report on the CEPIP model implementation. Section three presents the evaluation questions and the methods employed to answer those questions and is followed by a series of sections describing the impact of the CEPIP model on program participant’s knowledge (Section IV), school culture (Section V), student behavior, and student outcomes (Section VI). The conclusion explores current challenges moving forward and offers recommendations for change.

Available Data Elements

We compiled several data sources to conduct the analyses. The primary data source involves student-level data from each school site’s student information system (SIS). Schools provided student-level information on demographics, assessment information, discipline information, graduation, course-taking, grades, extracurricular activities, teacher demographic information, and information linking teachers and students. We merged these 40 data points across all sites to answer the research questions. We also collected pre-and-post survey data from participants regarding their perceived change in understanding around key equity topics. Additionally, CEPIPs improvement process generated evidence on the effectiveness of changes. Lead Improvement Teams (LIT) collected process improvement data during CEPIP, which served as crucial evidence on changes in participant behavior.

Another rich source of data compiled for this report is Dataquest. Dataquest provides in-depth information about school performance, test scores, student demographics, post-secondary enrollment, absenteeism, reports on California Healthy Kids Survey, and other important data elements. Dataquest is available at <https://data1.cde.ca.gov/dataquest/>.

The final data source compiled for the report is the California Department of Education’s (CDE) downloadable data and research files. CDE makes a variety of data files available to educators and researchers. These files include school accountability and performance data, assessment information, student background data, including percent of English learners, high school graduates, students meeting UC and CSU college entrance subject requirements, post-secondary preparation, and others. See <https://www.cde.ca.gov/ds/dd/> for additional information.

Limitations

All school data are limited to the 2014-2019 school years and to students and teachers actively enrolled and employed in Mt. Miguel High School, Bancroft Elementary School, Orange Glen High School, and McFarland High School. Limited access to student-level data, therefore, serves as an important limitation in determining the effectiveness of the work. Furthermore, some data in this study rely on self-reports. Self-reported data are difficult to verify and, therefore, can be a source of bias. Finally, the fact that we are focusing on equity-based issues that present themselves in school data also presents a potential area of cultural bias. For example, students' performances on standardized tests or responses to school interventions may vary due to cultural biases embedded in these activities and within the measurement of them. For this reason, parsing the effects of CEPIP from the cultural bias within a standardized test score serves as another limitation of this work.

SECTION I: CEPIP CORE VALUES + THEORY OF ACTION

Core Values

CEPIP is built on three core values. First, CEPIP is grounded in theory and *scientifically-based research*. We believe issues of equity must be addressed through a critical race perspective. Critical Race Theory (CRT) emerged as a perspective to analyze the pervasiveness of racism in U.S. society (Crenshaw, 1995). The premise is to critically interrogate how the law reproduces, reifies, and normalizes racism in society (Lopez, 2003). CRT describes how racism is embedded in our organizations, practices, and structures (Scheurich & Young, 1997). Likewise, from a systems way of thinking and a critical race perspective, different facets of racism are hypothesized to operate interactively to reinforce a system that “racializes outcomes” (Powell, Heller, & Bundalli, 2011). Additionally, all CEPIP content and practices are based in empirical research, such as the work of Geneva Gay and Gloria Ladson-Billings, the most prevalent voices and cited sources in the national academic dialogue around culturally responsive instruction and leadership. While Gay (1975, 1980, 2002, 2010, 2013) has focused primarily on teacher practice, Ladson-Billings (1994, 1995, 2006, 2014) has mainly centered her work on teacher pedagogy. Gay (2010d) defined culturally responsive teaching “as using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them” (p.31). A synthesis of the literature around culturally responsive instruction and leadership highlights the need for educators to critically self-reflect, develop culturally responsive teachers, promote responsive school environments, and engage family and community (Khalifa, Gooden, & Davis, 2016). Specifically, teachers and administrators need the knowledge and skills to provide historically marginalized students with culturally responsive teaching and leadership approaches that reframe the dialogue about the opportunity gap in the “interest of society as a whole” (Sleeter, 2012). We recognize that high-quality research has turned schools around. These practices are well documented and serve us in our endeavors to support our schools.

Second, CEPIP is a *systems-focused* intervention. We recognize that systems produce outcomes – not individuals – so we seek to understand and redesign the system that produces the outcomes we expect. Systems are essentially a common set of objects or people interacting as part of a larger whole toward a common purpose (Checkland, 1999). By focusing on systems, rather than inputs, we are able to understand how different parts of the system interact and work to improve these relationships. While instructional practices may need work, we understand that it is often the relationships among parts of the system (e.g., instructional practice, human resources, and the decision making regarding a school’s master schedule) that must be transformed to address an equity challenge. This intersectionality among the parts of the system is where this equity work lives. We focus our efforts on processes that drive the outcomes, including instructional practice, discipline approaches, and decision-making processes. We seek to build our systems approach in similar ways to how a systems-based approach has transformed other industries and problems including healthcare, domestic violence prevention, and child protection services (Justin, Tonurist, & Daglio, 2017).

Finally, CEPIP engages participants using a *situated cognition approach*. Situated cognition posits that all learning is inherently social in nature. Situated cognition theory recognizes that the nature of the interactions among learners, the tools they use within these interactions, the activity itself, and the social context in which the activity takes place shape learning (Hansman, 2001). CEPIP uses situated cognition through the application of communities of practice (COPs), or groups of people who share a

sense of purpose around a mutual problem (Lave & Wenger, 1991). Additionally, CEPIP adheres to the situated cognition principle that social contexts shape the teaching and learning process. Teachers inherently shape learning environment based on their cultural referents, and these referents may or may not be relevant to all learners.

The CEPIP theory of action

CEPIP's expected outcomes align with Scott's first four goals: comparably high academic achievement, unobstructed access to rigorous coursework, support in challenging learning opportunities, and interactions among and between students and teachers built on respect. To achieve these outcomes, CEPIP invests the process and support to conduct a needs assessment and analyze the findings. Participants engage in activities to determine the root cause(s) of equity audit findings, prioritize a cause, and develop an equity challenge. CEPIP further invests curriculum content around (1) equity consciousness, (2) culturally responsive teaching and leadership practices, and (3) continuous improvement. The CEPIP equity-consciousness content focuses on leadership efficacy, strategies for galvanizing people into action, and an in-depth study of educational equity topics, including racialized outcomes, implicit bias, and systemic oppression. Likewise, the culturally responsive teaching and leadership practices component equips teachers and leaders with skills to address cultural differences; implement and monitor practices that nurture students intellectually, socially and emotionally; and improve school climates. To improve school climates, this model addresses the following factors that impact school climate: access and fairness, equity, harassment, safety, students' sense of belonging, and valuing diversity. Furthermore, the continuous improvement component provides teachers and leaders with tools and methods to understand the root cause of an equity challenge in schools and a robust method for making systematic improvements that yield consistent outcomes for all students. Finally, CEPIP invests in ongoing coaching support for site teams to implement equity content and continuous improvement. Site teams engage in 40 hours of coaching with equity experts to focus on an equity vision, change management, monitoring, and capacity building. See CEPIP logic model in Appendix A.

**EDUCATIONAL EQUITY MEANS STUDENTS
HAVE ACCESS, OPPORTUNITIES, AND
SUPPORTS TO THRIVE IN SCHOOL.**

SECTION II: MODEL + IMPLEMENTATION

Model

CEPIP is a two-year program that supports sites with a needs assessment and data analysis cycle, equity consciousness and continuous improvement professional learning, and coaching support during critical application period. Figure 1 illustrates the program design.

Figure 1. The CEPIP model



Equity Audit

CEPIP begins with a needs assessment or Equity Audit School Report. To conduct the equity audit, the National Center for Urban School Transformation (NCUST) and San Diego County Office of Education staff conduct observations of the school’s classrooms, hallways, social areas, and general school environment. Classroom visits last approximately 10-15 minutes. Observers use a classroom observation protocol to document the number and demographics of students, part of the lesson observed, and cognitive demand of the activity students were primarily engaged in during the course of the observation. In addition, they collect evidence of key practices that address classroom climate and culture, teacher clarity, and student engagement, understanding, and mastery.

In addition to the school and classroom observations, the team interviews the school principal, assistant principals, and conduct various focus groups, including staff, teachers, students, and parents. They use standard protocols and include open-ended questions relevant to the expertise of the participants. Generally, they ask participants about their roles and responsibilities, experiences at school, and their opinions about strengths and needs to improve teaching and learning.

Prior to the visit, the team examines school artifact such as master schedules, bell schedules, curriculum, school profiles, and reports (e.g., the School Accountability Report Card, California Dashboard data and other relevant publicly available data) to understand the current status of the school. They

endeavor to understand student achievement data for all groups of students attending the school over the past few years, as well as patterns in graduation, discipline rates, and college and career readiness.

Upon completion of the site visit, the team examines the data collected, identifies key themes, and benchmarks the school’s practices and systems against the NCUST high-performing school standard. The Equity Audit School Report findings reflect a triangulation of the multiple data sources. Participants use the equity report during the face-to-face professional learning sessions to determine the root cause of the findings and to plan specific changes to accomplish their aims and remedy their equity challenges.

Face-to-Face Professional Learning

In addition to the structured needs assessment process, CEPIP facilitates learning sessions organized around key equity concepts, including implicit bias, systemic oppression, and culturally responsive teaching practices, to guide school site teams along their equity journeys. The full list of topics are arrayed in Table 1.

Table 1. Core CEPIP components

CULTURALLY RESPONSIVE TEACHING & LEADERSHIP PRACTICES	
Core Components	Knowledge, skills, and attitudes addressed in CEPIP
Cultural Competence	Understand how student cultural traditions & beliefs (English learners and African American students) influence learning at site <hr/> Use reflective practices when working with students
Teaching Practice	Learn and use culturally responsive practices that improve success for English learners and African American students <hr/> Learn and use strategies and practices to promote academic discourse
Leadership Practice	Lead discussions and reflections on race, ethnicity, culture, and equity with peers <hr/> Incorporate constructivist listening technique as part of staff development <hr/> Examine site-based change ideas using the 6-circle model Present results of change ideas to stakeholders <hr/> Develop productive relationships among teams <hr/> Collaborate with school community to address equity challenge <hr/> Devise professional learning plan for site that builds staff equity consciousness <hr/> Model culturally responsive teaching practices <hr/> Implement aim statement, system of measures, PDSA cycles across school site

EQUITY CONSCIOUSNESS

Leadership Efficacy	Understand differences between technical and relational kinds of change Discuss and reflect on race, ethnicity, culture, and equity with peers Engage in constructivist listening techniques with peers Co-construct a definition of equity with peers. Prepare and present results of change from PDSA cycles
Communication	Develop a rationale for equity work Develop a communication plan that messages data findings and recommendations to stakeholders Respond to staff attitudes and beliefs about equity work
Equity Studies	Define race, ethnicity, culture, and equity Understand the intersection between education, race, ethnicity, culture, and equity Recognize the historical evolution of educational beliefs Understand how implicit bias, stereotype threat, systematic oppression, and privilege affect groups Understand the factors that affect student achievement and create variability across student groups Understand the Model for Improvement and the PDSA cycle

CONTINUOUS IMPROVEMENT

Understanding the problem	Analyze data on the problem using surveys, interviews, and other tools Organize and prioritizing information to determine root cause Examine racialized outcomes in data Explore an equity-based challenge
Change process	Identify an aim, or a goal that addresses an equity-based challenge Develop a system of measures around an equity-based challenge Collect data overtime and visualize it on a chart or graph Design and run multiple PDSA cycles
Convening	Present information on aim, measures, results Consolidate findings across all teams

Continuous Improvement Action Periods

The third domain involves the application of the continuous improvement process. Once participants understand the Model for Improvement, CEPIP facilitates three to six structured sessions using a disciplined methodology for testing out changes. Participants follow four steps described by Edwards Deming as the Plan Do Study Act Cycle (PDSA). The cycle involves (1) planning out the change by developing questions they seek to answer and making predictions around the results, (2) collecting data to answer the questions, (3) studying the results and comparing them to the predictions, and (4) making a decision about whether to adapt, adopt, or amend the change (Langley, et al., 2009). Essentially, participants carry out changes that address an equity challenge determined during the root cause analysis at the Data Institute. These changes serve as the major work for the action period, where groups engage in the PDSA cycles on site to test out changes and determine if those changes lead to improvements in their equity challenge. This structured approach avoids traditional ways of making changes in schools, specifically practices that lack a reliable feedback mechanism to know if the change made a difference or practices that require more capacity than what sites have to be implemented successfully.

Coaching

The three CEPIP domains – the equity audit, face-to-face professional learning, and continuous improvement action periods – include wrap around coaching, where equity leadership coaches provide direct support to implement the learning and concepts during the face to face sessions. During the Continuous Improvement Process (CIP) Action Periods, coaches model practices, facilitate data conversations, observe changes in practice, and provide leadership guidance and feedback to sites. Coaches ensure teams follow through with their equity plan and intentions and serve as a point of accountability for the project.

The coaching model focuses on six categories to support the Local Improvement Teams to implement the knowledge, skills, and attitudes from the face-to-face sessions. The categories include collective vision, change management, shaping the discourse around equity, school culture, systems analysis and monitoring, and capacity building. Coaches monitor their teams' progress regularly to keep teams on track to accomplish project objectives.

Context

CEPIP is a two-year program where participants spend a year examining their systems using an equity focused lens, equity based professional learning, and the continuous improvement process. Local Improvement Teams develop a plan for addressing an inequity and test out changes in their system to remedy their equity challenges. Year two is focused primarily on the PDSA process where coaches support sites to implement changes.

CEPIP recruited four sites for participation in the 2018-19 school year. The sites included Mt. Miguel High School in the Grossmont High School District, Orange Glen High School in the Escondido High School District, Bancroft Elementary School in the La Mesa-Spring Valley School District, and McFarland High School from the McFarland Unified School District (Kern County).

Mt. Miguel High School

Mt. Miguel High School is an urban high school located in Spring Valley, California. Mt. Miguel serves 1,245 students with 66 teachers and four administrators. The site's student population is predominately African American (18%), Latinx (60%), and white (10%). Most students are low-income (81%) and nearly 17% are English learners. CEPIP invited Mt. Miguel to send a Local Improvement Team as part of cohort 1 based on California Assessment of Student Performance and Progress (CAASPP) achievement results, where 42% of students met standard in English language arts and 11% met standard in mathematics. Mt. Miguel was also included in CEPIP due to a high suspension rate of African American students (45.8%) and a low percentage of students graduating college-ready (29%). Mt. Miguel's Local Improvement Team included three administrators, seven teachers, a counselor, and one support staff member. Teachers served approximately 696 students.

Orange Glen High School

Orange Glen High School is an urban high school located in Escondido, CA. Orange Glen serves 1,880 students with 82 teachers and four administrators. The site's student population is predominately Latinx (87%) and white (7%). Most students are low-income (89%) and 21% are English learners. CEPIP invited Orange Glen to send a Local Improvement Team as part of cohort 1 based on CAASPP achievement results, where 20% of English learner students met standard in English language arts. Orange Glen was also included in CEPIP due to a high suspension rate (5.9%) and low percentage of students graduating college-ready (41%). Orange Glen's Local Improvement Team included four administrators, five teachers, a counselor, and two support staff members. Teachers served approximately 325 students.

Bancroft Elementary School

Bancroft Elementary School is an urban elementary school located in Spring Valley, California. Bancroft serves 276 students with 18 teachers and two administrators. The site's student population is predominately African American (8%), Latinx (78%), and white (7%). Most students are low-income (92%) and 43% are English learners. CEPIP invited Bancroft to send a Local Improvement Team as part of cohort 1 based on CAASPP achievement results, where 8% of English learner students met standard in English language arts. Bancroft was also included in CEPIP due to a high suspension rate (8.7%). Bancroft's Local Improvement Team included four administrators and four teachers. Teachers served approximately 98 students.

McFarland High School

McFarland High School is a rural high school located in McFarland, California. McFarland serves 1,145 students with 49 teachers and three administrators. The site's student population is predominately Latinx (98%). Most students are low-income (92%) and nearly 18% are English learners. CEPIP invited McFarland to send a Local Improvement Team as part of cohort 1 based on CAASPP achievement results, where 7% of English learner students met standard in English language arts. McFarland was also included in CEPIP due to a high suspension rate (5.8%) and low percentage of English learners graduating college-ready (36%). McFarland's Local Improvement Team included three administrators and four teachers. Teachers served approximately 530 students.

SERVICES + ACTIONS

Implementation

The following table and narrative summarizes the CEPIP deliverables. CEPIP conducted three major activities including (1) supporting school sites to leverage Equity Audit Report findings, (2) providing professional learning in equity consciousness teaching and leaders practices and continuous improvement, (3) onsite coaching support during action periods to implement change ideas, measurement, and studying and acting on results.

Table 2. CEPIP Deliverables and Process Evaluation

CATEGORY	DELIVERABLE	REACH	DOSAGE	OBJECTIVE	MET?	NARRATIVE
Supporting school sites to leverage Equity Audit Report findings	Equity Audit Report & Root Cause Analysis	53% (21/40)	4 content hours delivered of 4.25 planned hours	Every team prioritizes a root cause from the equity audit findings and develops an equity challenge that serves as the focus of the continuous improvement work	Met	MET. Each local improvement team received a report, read and analyzed the report for root causes, and prioritized a cause as a challenge for the focus of their continuous improvement work. SDCOE/NCUST teams conducted equity audits at each site and created reports from the classroom observations, interviews, and document analysis. Each team articulated an equity challenge that served as the “aim” or goal for their change work.
Providing professional learning in equity conscious teaching and leadership practices, and continuous improvement	Participant & evaluator reflections on learning outcomes (aka. knowledge, skills, and attitudes)	60% (24/40)	39 content hours delivered of 40 planned hours	Note. Twenty-eight objectives across 9 professional learning events (see Appendix B for full set of learning objectives).	Partially Met	PARTIALLY MET. CEPIP delivered 18 of 28 course knowledge, skills, and attitudes (65%). CEPIP’s intent was to deliver 90% of the KSAs. In some instances, CEPIP missed the mark due to the complexity of the content. For example, some groups developed quality measures for change ideas while other groups struggled with it initially. In other instances, CEPIP missed the mark because facilitators were unable to deliver planned content. For example, facilitators skipped planned content on teaming because of time restrictions. In that instance, facilitators decided to address teaming content during coaching sessions.

Table continues on next page

A Focus on Equity

CATEGORY	DELIVERABLE	REACH	DOSAGE	OBJECTIVE	MET?	NARRATIVE
Supporting and managing change in continuous improvement action periods	1 completed plan, do, study, act (PDSA) template	62% (24/39)	3 hours delivered of 3.5 planned hours	Participants design a PDSA, implement change, collect data, study results, and act on findings.	Partially Met	PARTIALLY MET. Each school site designed and carried out a PDSA 'light,' or a practice version of a PDSA and one full PDSA. For the full version, we examined PDSA templates and convening presentations. Only one team completed part of the PDSA template, the planning section. The other sections of the PDSA were incomplete. Two other teams had no PDSA template artifacts in their team folders. Each team prepared a convening presentation that described their equity challenge, the change that was made, data collected, and key learnings.
	40 hours of coaching per site (120 total coaching hours)	62% (24/39)	28.5 delivered of 120 hours planned (24% of planned)	Provide direct support for equity vision, change management, shaping the discourse around equity, school culture, systems analysis and monitoring, and capacity building.	Missed	MISSED. Coaches provided approximately 29 total hours of support to all three sites, or nine hours of support respectively. CEPIP's intention was to provide 40 hours of coaching support per site. Additionally, coach provided feedback on presentations, co-planned staff professional learning, facilitated professional learning, analyzed data, set goals, and participated in learning walks.

SECTION III: EVALUATION METHODS + QUESTIONS

Methods

CEPIP engaged in various methods to answer the evaluation questions. We structured the methods section according to the evaluation question and outcome expected.

Short-term Outcomes

In the short term, we focused the evaluation efforts on (a) changes in participants' knowledge of equity conscious teaching and leadership practices and continuous improvement and (b) the extent to which sites were on track to accomplish program goals.

Evaluation Questions:

1. Do teachers' understanding of equity-conscious teaching and leadership practices and continuous improvement increase following a nine day face-to-face professional learning series?
2. To what extent are program sites on track to meet CEPIP three-year goals?
 - a. Academic achievement in ELA and mathematics
 - b. Suspensions
 - c. Access and success in rigorous courses

To answer question one, we assessed a participants' levels of understanding regarding course objectives before and after the nine-day course using a survey. Participants rated their level of understanding on a six-point scale, where a score of "1" indicated "No Knowledge" of the course topic and a score of "6" indicates "Expert" knowledge. We subtracted the pre-workshop score from the post-workshop score to measure the change in participants' understanding and plot the changes across all course objectives.

For question two, we examined schools' three-year historical trends in academic achievement, suspensions, and access and success in rigorous courses. We compared predicted performance to targets to determine whether participating schools were on track to accomplish three-year goals.

Intermediate Outcomes

We are currently gathering evidence on intermediate outcomes, which focus primarily on the behavioral changes we expected in schools from both educators and students. In year one, all school teams focused on academic supports for their PDSA testing. As a result, we have some preliminary findings for question 3c that address the supports needed for students to achieve high standards. We report on those findings in Section VI, but we will provide a more comprehensive report on intermediate outcomes using the methodology below in our year two progress report.

Evaluation Questions:

3. How does the CEPIP model affect educator and student behavior as it relates to:
 - a. Teachers' interactions with students?
 - b. Student access and inclusion in rigorous courses or programs?
 - c. Supports needed for students to achieve high standards?
 - d. Distribution of school resources?

To answer these questions, we developed an interview protocol where teachers and administrators who participated in the CEPIP process identified significant changes associated with each of the four questions during their CEPIP participation timeframe. For each question (where participants indicated a significant change in practice), participants will provide a personal account of the change and

describe its significance. We will analyze the personal accounts by quantifying the changes within and across sites. We will also analyze how different types of changes are reported and by whom. These stories also provide a rich source of qualitative data for the CEPIP project.

Long-term Outcomes

Our final set of questions focused on the changes in school conditions and impact of the CEPIP model on student outcomes.

Evaluation Questions:

4. What is the effect of the CEPIP model on...
 - a. School culture?
 - b. D/F rates?
 - c. Suspension rates?

For school culture, we report on our efforts to develop a school wide equity survey that will assess school conditions prior to and following the nine-day CEPIP professional learning. When implemented, we will measure change in school culture by examining differences in post-CEPIP compared to pre-CEPIP school culture ratings. Additionally, we will compare these changes to a comparison group provided by our survey administrator.

For the remaining two questions, we were interested in student-level “effects.” To make claims regarding causation, we used a methodology that allowed us to estimate the effects of CEPIP on a group of “treated” students and compare that group to a comparison group trend. Our methodology, the Difference in Difference (DID) method, calculates the difference in outcomes across both a treated and untreated group and then subtracts the difference between those differences. A positive difference indicates a program effect, or it supports the conclusion that the CEPIP model “causes” changes in expected outcomes. This method allows us to know, not only if conditions change as expected, but also the magnitude of the change in relation to a similar group of untreated students.

Table 3. Summary table of grant objectives, extent accomplished, and narrative.

CATEGORY	SCHOOLS	PARTICIPANT REACH	STUDENT REACH	OBJECTIVE	MET?	NARRATIVE
1. Changes in participant knowledge	Mt. Miguel HS Orange Glen HS Bancroft ES McFarland HS	53% (21/40)	36% 1649/4546	Increased knowledge, skills, and attitudes regarding equity-conscious teaching and leadership practices and continuous improvement	Met	MET. Participants' knowledge, skills, and attitudes regarding equity conscious teaching and leadership practices and continuous improvement increased 1.38 points. CEPIP expected a one-point change (or an increase of one level on the expertise scale).
2. On track to meet program goals	Mt. Miguel HS Orange Glen HS Bancroft ES McFarland HS	53%* (21/40)	36% 1649/4546	a. School sites meet program goals related to achievement in mathematics	Off Track in Math	OFF TRACK IN MATH. Current math score performance for the network is projected to be well below program goals in 2020.
				School sites meet program goals related to achievement in ELA	On Track in ELA	ON TRACK IN ELA. Improvements in ELA scores across all grade levels are projected to be on track for 2020 program goals.
				b. School sites meet program goals related to suspensions	On Track in Suspensions	ON TRACK IN SUSPENSIONS. Reducing suspensions across the network appears to be on track to accomplish 2020 goals.
				c. School sites meet program goals related to access/success rates in rigorous courses.	Off Track in Math	OFF TRACK IN ACCESS. Current projects for increasing access to rigorous courses is off track while success in a rigorous curriculum is projected to achieve goals.
3. Changes in participant and student behavior	Mt. Miguel HS Orange Glen HS Bancroft ES McFarland HS*	NR	NR	a. Changes in participants interactions with students	NR	Results for this objective will be reported in 2020.
		NR	NR	b. Decisions-making process about who has access to rigorous courses	NR	Results for this objective will be reported in 2020.
		60%* (24/40)	12%* (204/1649) <i>*Participated in PDSA testing</i>	c. Supports needed to achieve high standards	Partially Met	PARTIALLY MET. Teachers designed and carried out improvement projects and collected data on the results. Most students responded positively to changes.
		NR	NR	d. Distribution of resources	NR	Results for this objective will be reported in 2020.
4. Changes in school conditions and student outcomes	Mt. Miguel HS Orange Glen HS Bancroft ES McFarland HS	NR	NR	a. Increased valuing, respect, sense of belonging; less gender discrimination, bullying, and harassment.	NR	Results for this objective will be reported in 2020.
		Treated 100% (20/20) Control 31% (27/88)	40% (6,555/16,512)	b. Decreased D/F rate	No or Negative Effect	NO EFFECT. There was no effect of CEPIP on student grades.
		Treated 100% (20/20) Control 31% (27/88)	12% (2,018/16,512)	c. Decreased suspension rate	Positive Effect	POSITIVE EFFECT. CEPIP had a relatively large, positive effect on suspensions. Eighty-eight fewer students were suspended by CEPIP teachers during the intervention.

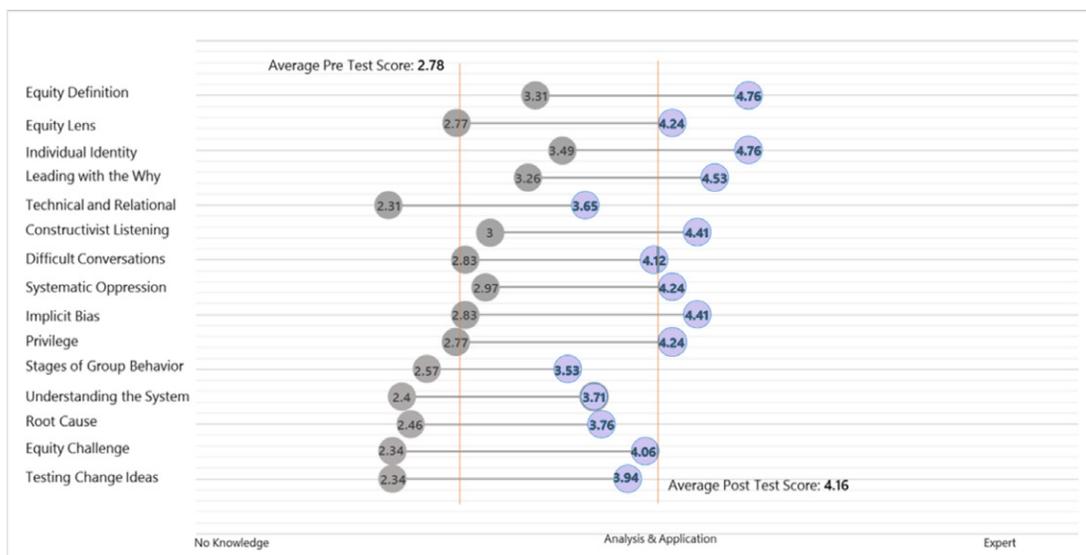
SECTION IV: CHANGES IN PARTICIPANTS' KNOWLEDGE

Change in Participants' Knowledge

In the short term, CEPIP was interested in knowing if educators' understanding of equity-conscious teaching and leadership practices and continuous improvement increased following a nine-day face-to-face professional learning series.

To answer the question about knowledge change from professional development, we used a survey to assess participants' levels of understanding regarding course objectives before and after the nine days of professional learning. Participants rated their levels of understanding on a six-point scale, where a score of "1" is "No Knowledge" of the course topic and a score of "6" is "Expert" level of the course topic. We subtracted the pre-workshop score from the post-workshop score to measure the change in participants' understanding and plot the changes across all course objectives.

Figure 2. Pre-and post-test results of course objectives.



On average, participants self-reported a 1.38-level change across all course objectives. The change amounts to a full point change on the expertise scale from an average pre-rating of "I can tell you what this is and given a defined situation, I can apply it with assistance" (rating of a 3) to "I have knowledge of this, and I can analyze a situation and determine if it is needed, and then independently and accurately apply it" (rating of a 4). The interval change from basic application (3) to analysis and application (4) is practically important. All the participants self-reporting a post-survey score of "4," now have the capacity to carry out course objectives independently.

It is important to note that the greatest self-reported changes occurred in implicit bias, equity challenge, and testing change ideas. While all course objectives are critical, confidently testing out change ideas is an important milestone that indicates participants understand how to plan and implement changes in their system to address an equity challenge. This is a key change management skill necessary for the integration of continuous improvement into a school-based process. This data point provides valuable feedback regarding teams' capacity to solve their own problems versus finding a solution that may or may not fit the problem.

The data also suggest areas of improvement, including individual identity, systemic oppression, and stages of group behavior. Some of these weaknesses can be easily traced back to the implementation evidence presented in Section II. Content objectives for individual identity and stages of group behavior were not accomplished during the face-to-face sessions, and CEPIP delivered only 75 minutes of content on systemic oppression. The lack of meeting the content objectives in these two sections and the limited amount of time dedicated to systemic oppression may have contributed to these course objectives having lower scores than others.

SECTION V: PARTICIPATING SITES ON TRACK TO MEET PROGRAM GOALS

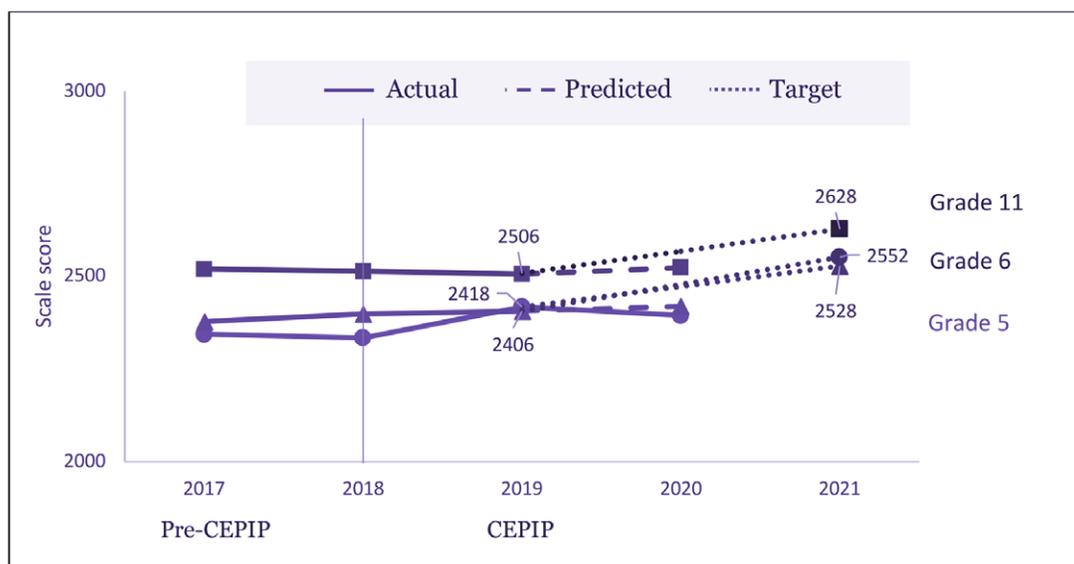
Academic Achievement, Suspension Rates, and Access to and Success in Rigorous Courses

The CEPIP program is also interested in historical trends and the extent to which participating sites deviate positively from those trends to accomplish program goals. CEPIP goal areas include ELA and mathematics achievement, suspension rates, and access to and success in rigorous courses.

Mathematics Achievement

We examined students’ achievement in mathematics across a three-year timeframe. Figure 3 illustrates the trend in mathematics achievement rates for students in participating CEPIP sites.

Figure 3. Actual, predicted, and target performance on CAASPP math assessments.

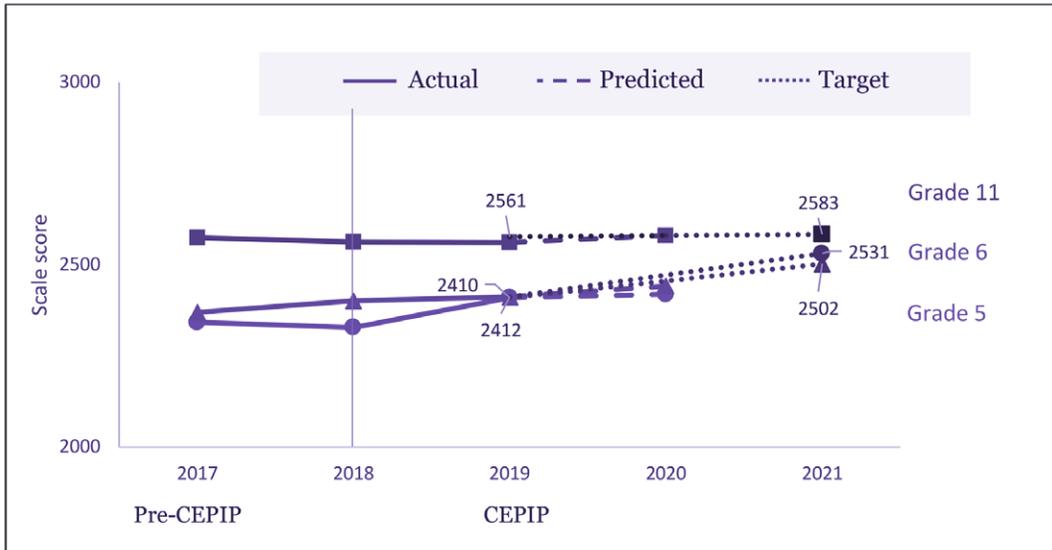


Scale scores for CEPIP students in grade 11 averaged 2508 – well below the program goal of 2583. We elected to set our targets at the lower band of a level 3 on the assessment, which represents “meeting standard.” Students in grade 11 are predicted to score slightly higher in 2020; however, they are not expected to be on track to meet program goals. Additionally, students in grades 5 and 6 are currently not on track to meet program expectations.

English Language Arts Achievement

Similar to mathematics, we examined students’ achievement in English language arts across a three-year timeframe.

Figure 4. Actual, predicted, and target performance on CAASPP ELA assessments.

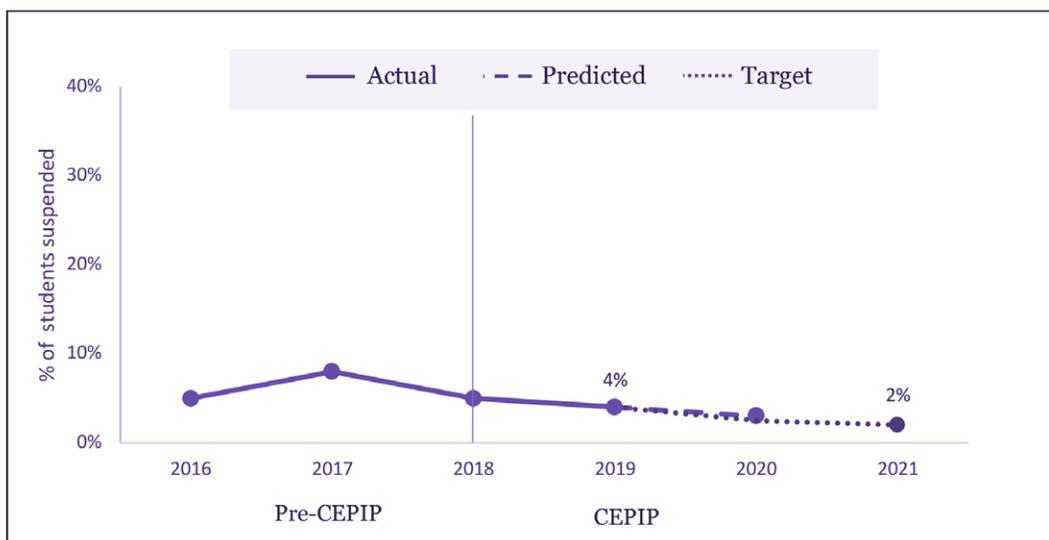


Students across all grade levels are expected to meet program targets in 2020 in ELA and are currently on track to accomplish our long-term targets. Trends in ELA achievement are less stable in grade 5, but students are predicted to perform within range of our 2020 targets.

Equitable Treatment

With regard to equitable treatment, we examined suspension rates across all institutions and a four-year timeframe. Figure 5 illustrates the trend in suspension rates for students across participating sites.

Figure 5. Actual, predicted, and target suspension rates.

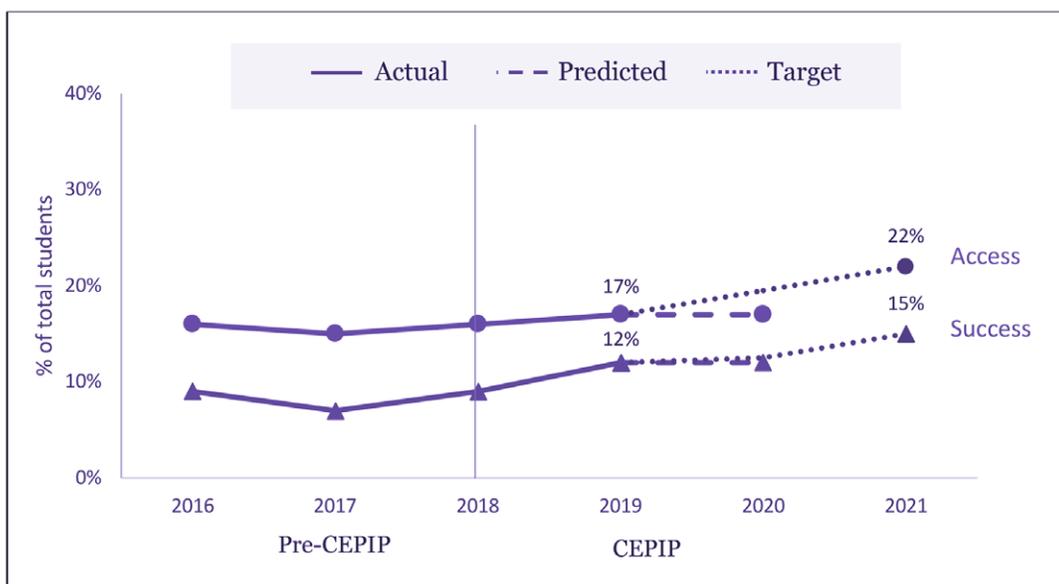


The trend in suspension rates declined the year prior to CEPIP and continued to decline during the CEPIP timeframe. Currently, all sites have an aggregate suspension rate of 3% and are on track to meet the 2% goal.

Access and Success

The final part of this section involves our program targets related to access to and success in rigorous coursework. We examined access and success rates over time and across the CEPIP timeframe. Figure 6 illustrates the trend over a four-year period with regard to access and success rates.

Figure 6. Actual, predicted, and target access and success rates in rigorous coursework.



The trend in access and success had been relatively stable for the three years prior to CEPIP. At the end of 2019, sites had a slight increase in access and success rates; however, based on current predictions, sites are not on track to accomplish program goals related to access. Both indicators are predicted to be flat in 2020, while the targets climb to 22% and 15% respectively. This trend may present challenges to achieving targets in both indicators.

SECTION VI: CHANGES IN PARTICIPANT AND STUDENT BEHAVIORS

Change in participant and student behavior

Constructing an accurate picture of how participants' behavior changed as they engaged in CEPIP is a complex and challenging task. We ambitiously designed four evaluation questions to address behavior change, and we are currently prepared to discuss efforts to answer question three which addresses how the CEPIP model affects the supports needed for students to achieve high standards.

Evaluation Questions:

- How does the CEPIP model affect teachers' interactions with students?
- How does the CEPIP model affect access and inclusion in rigorous courses or programs?
- How does the CEPIP model affect the supports needed for students to achieve high standards?
- How does the CEPIP model affect the distribution of school resources?

While the other questions are extremely important to our evaluation, we initially asked school-based team members to consider a goal he/she/they had for participating in CEPIP. More than half of the individual goals focused on supports students need in challenging learning opportunities, and through our continuous improvement process, all San Diego county teams eventually focused their efforts in this area. Mt. Miguel focused on relational dialogue with African American students, and Bancroft and Orange Glen focused on the language supports English learners need to access core content. Kern county used a slightly different improvement process. While educator and student behavior may have changed across other questions, intentional work by Local Improvement Teams directly focused on student supports along with the actual evidence of change we analyzed.

The evidence consisted of results from site-based PDSA testing that occurred during action periods, presentations of key findings during convenings, and key informant interviews. Our analysis involved a document review of the PDSAs where we examined the plan, do, study, and act cycles from the template. We know that participants had not engaged in a PDSA cycle prior to joining CEPIP. Therefore, evidence they were independently engaging in an improvement cycle is important information about behavior change. Secondly, we corroborated the PDSA document analysis with the presentations teams made during the convenings. Each team engaged in a 10-minute presentation of PDSA findings and discussed how they would address those findings as part of their next PDSA plan. We believe these presentations and next steps are concrete evidence that teams can engage in an improvement cycle, and potentially close the loop on their learning by beginning a new cycle based on prior learnings. Furthermore, the data collected on students in the process indicate the responsiveness to the changes, which also serves as evidence of behavioral change in this project. Finally, we asked key informants to describe the extent to which the sites were independently implementing CEPIP objectives. The purpose of this evidence is to document baseline information of what teams are implementing back at their sites. Even small, incremental implementation efforts at this stage signal basic behavioral changes in educators and students.

PDSAs, Convening Presentations, and Key Informant Interviews about Implementation

We scored each team's PDSA artifacts (PDSA template if available or the convening presentation) using a rubric. The rubric contains 11 criteria: six criteria for planning, two for carrying out the plan,

two for studying the results, and one for acting on the results (see APPENDIX for PDSA Rubric). We expected each team to meet all 11 rubric criteria. However, on average, teams met six of the 11 criteria. All teams had a basic plan, carried out the plan, and generated learnings from the experience. However, the plan may not have been as explicit as the rubric required. For example, most teams were not explicit about when and where the test was going to be carried out. Only one of the three San Diego teams predicted how the change would affect the target group. In each case, we had evidence of data collected, but it was unclear how the data were studied or what action the team took based on the data. In terms of participant behavior, we can claim that all teams were able to plan and carry out a change to address an equity challenge. Teams were also able to compile key learnings from the experience. Some key learnings were specific to the change at hand. For example, one participant noted, “They [students] know that contributing is more than just sharing their opinion...I know this because the data we collected in the form of student self-assessments.” Another key learning from a team was, “We learned that most students were able to meet the discussion norms.” Other learnings were more global in nature. For example, “My students learned that language is power.” Some additional support around the prescriptive PDSA process is necessary in order to ensure all teams meet the 11 rubric criteria.

We also observed changes in student behavior. For example, one team provided language supports in the form of language frames, or sentence starters that help students access key content language. Students engaged in the language frame during discussions about academic content in social studies, mathematics, and culinary arts. Teachers evaluated student work based on the introduction of the frames and compared the work to past work. Teachers reported on how students understanding improved as a result of the frames. While changes in teacher behavior is interesting, this data also shows how students responded to a change which resulted from teachers using an improvement cycle learned during the CEPIP institutes.

In addition to the artifact review, we interviewed a key informant from each team about the implementation of change ideas. We asked key informants to describe implementation around 18 key ideas from CEPIP. For example, key informants were asked about how they have engaged in a constructivist listening experience with other staff at the site, and how they have used the equity audit report findings with staff. Two implementation questions were specific to the continuous improvement process. The first asked whether the team had engaged in a PDSA cycle with other staff at the site. No key informant indicated they had, but was a next step starting year two. The second question asked about how the learning from a PDSA had been used with the staff. All three informants provided examples of the ways the learning had been shared. Two teams had made the convening presentation to the staff, while another had shared the results with a school leadership team.

Overall, the evidence of participant behavior change is nominal but promising, which is expected early on in this process. Participants are engaging in an integrated change process where they examined the results of changes they derived and carried out to an instructional strategy the team had in common. This result is different from the more common response of looking at the symptom of a problem, such as low test results and finding an “off the shelf” program or “solution” for that problem. In CEPIP, teams examine the symptoms, define their root causes, implement changes they derive and carry out, and analyze the results. While CEPIP clearly had room for improvement with regard to this process, the results suggest that local improvement teams are acquiring the behaviors necessary for change and reform around an equity challenge.

SECTION VII: CHANGE AND IMPACT ON SCHOOL CONDITIONS AND STUDENT OUTCOMES

Impact on School Culture

This series of questions focused on the impact CEPIP had on school culture and student access and success in rigorous courses. The first question focuses on the effect of the CEPIP model on school culture.

Current work with Western Education Equity Assistance Center (WEEAC)

Since January 2019, we have contracted the services of WEEAC, including a school culture survey they developed with the support of Metropolitan State University of Denver. WEEAC is one of four Equity Assistance Centers (EAC) funded by the U.S. Department of Education under Title IV of the 1964 Civil Rights Act. WEEAC provides assistance in the areas of race, gender, national origin, and relation to public school districts to promote equal educational opportunities. We have engaged in extensive statistical refinement of the survey in the past three months to ensure its validity and reliability as we administer it to students in Fall 2019. We have also developed the proper administration materials so that we meet all the requirements for work with human subjects including parent and student consent forms. Logistically, we developed schedules and timelines for survey deployment, data reporting, and built in additional content into CEPIP face-to-face workshops for Local Improvement Teams to analyze the data.

WEEAC's Compass Review survey, a questionnaire for students in the upper elementary grades through high school, covers a range of issues related to educational equity in schools. The full bank of survey items consists of 13 subscales: valuing diversity, diversity instruction, belonging, representation, expectations, access and fairness, support, respect, safety, harassment, religion, parent involvement, and gender equity. The survey represents a comprehensive set of environmental conditions necessary for achieving equity outcomes.

We surveyed approximately 3,600 students in Fall 2019. We are currently developing reports and protocols for how sites will use the survey data. Students will retake the survey in Spring 2020; both surveys will allow CEPIP to understand changes in school culture attributable to the CEPIP work.

Because we are interested in the "effects" of CEPIP on school culture, a methodology must allow us to estimate the effect CEPIP has on a group of "treated" students and compare the treated to a counterfactual. WEEAC has administered the Compass Review survey to more than one million students nationally. We will work with them to generate a control group so that we are able to compare the changes in CEPIP participants to a counterfactual. We expect students whose teachers engage in CEPIP to have higher post-test perceptions of school culture compared to a control group. Results are expected in late May and will be included in the 2020 progress report.

Impact on Students

The remaining questions focused on the impact CEPIP had on student grades and suspension rates.

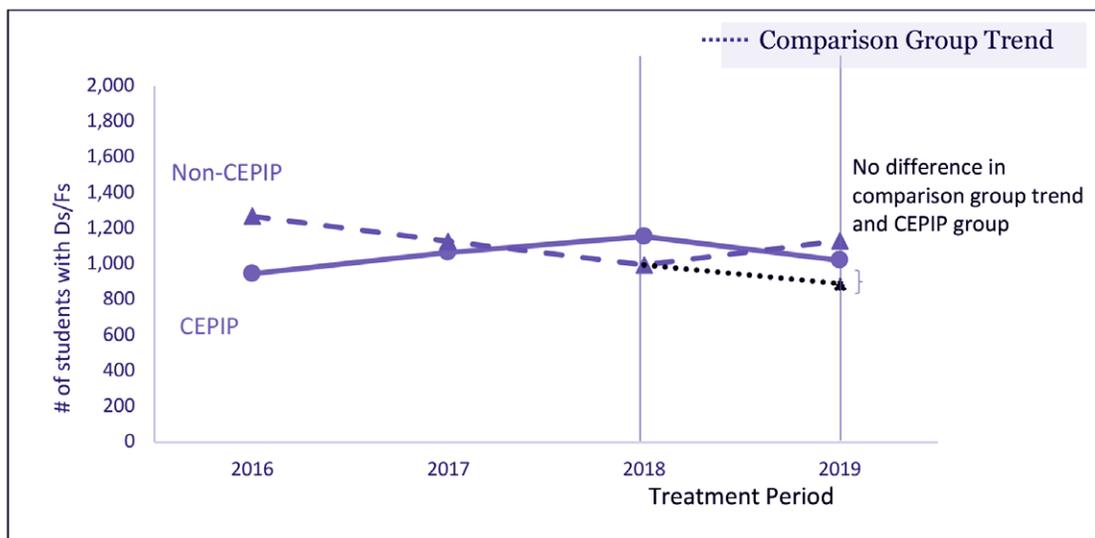
- What is the effect of the CEPIP model on D/F rates?
- What is the effect of the CEPIP model on suspension rates?

Questions about program effects are complex and require sophisticated methodologies in contexts where random selection and assignment are not possible. To make claims regarding causation, we used a methodology that allows us to estimate the effect of CEPIP on a group of “treated” students and compared that group to a counterfactual. This Difference in Differences (DID) methodology calculates the difference in outcomes across both a treated and untreated group and then subtracts the difference between those differences. A positive difference indicates a program effect, which supports the conclusion that the CEPIP model “causes” changes in expected outcomes.

Student Grades D/Fs

We believe the CEPIP equity work impacts student performance and behavior. Therefore, we examined the number of Ds and Fs assigned by teachers from 2016 to 2019 to understand whether fewer Ds and Fs resulted during the CEPIP timeframe. During this timeframe, teachers assigned over 8,708 D and F course grades. Figure 7 illustrates the number of Ds and Fs for both non-CEPIP and CEPIP teachers.

Figure 7. Difference in differences estimate for D/F rates.

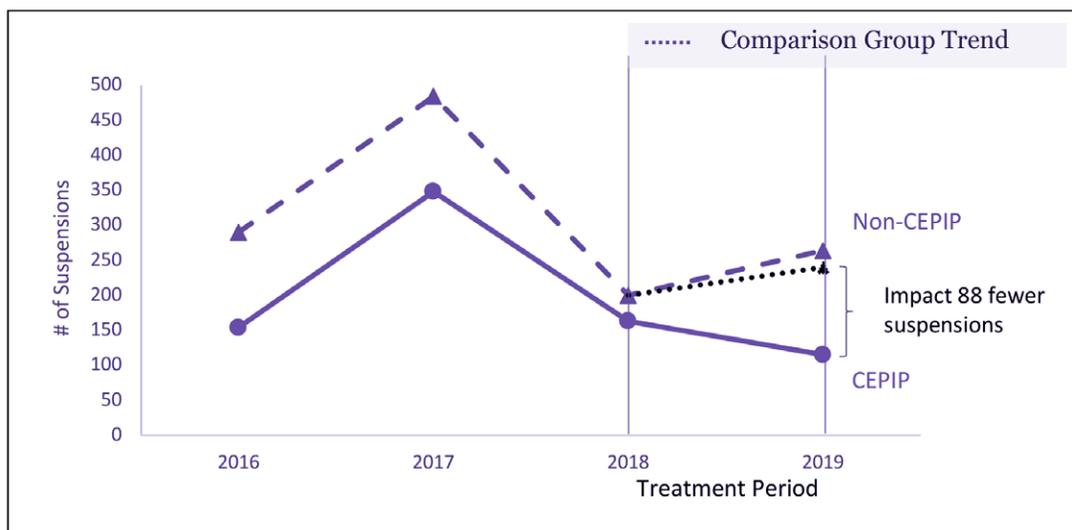


While we can observe slightly different trends in CEPIP and non-CEPIP teachers prior to the CEPIP treatment period, these were not significantly different trends. Both groups, however, showed different trends in their D and F rates during the treatment period. CEPIP teachers assigned 134 fewer Ds and Fs during the treatment period compared to non-CEPIP teachers who assigned 135 more. Non-CEPIP teachers were trending down (assigning fewer Ds and Fs over time) and were expected to have a lower D and F rate than what actually occurred during the treatment period. As a result of the changing trend, CEPIP teachers assigned 29 more Ds and Fs than the comparison group (i.e., the unobserved, predicted trend of Ds and Fs based on the non-CEPIP teachers' prior D and F history). Essentially, this finding suggests that the CEPIP program had no effect on student grades in 2018-2019. Nevertheless, we must be mindful of the potential of the trend in this data. D and F rates for CEPIP teachers are trending down. Although we are unable to claim any impact of the CEPIP work on grades at this point, another year of data may provide additional information and support our hypothesis that CEPIP actions and services positively impact student grades.

Suspensions

In addition to grades, we examined the effect of CEPIP on suspension rates. Figure 8 illustrates the effect of CEPIP on suspension rates.

Figure 8. Difference in differences estimate for suspension rates.



The difference in differences estimate shows a relatively large decrease in suspensions (88) during the CEPIP treatment period. We can observe similar trends in suspensions across both groups prior to the treatment period, which is a key assumption using the DID method. Additionally, we can observe the actual number of suspensions in the comparison group during the treatment period along with the trend in that group. Suspensions actually increased by 64 in the comparison group while decreasing in the treatment group (-48). The DID estimate therefore is 88 fewer students suspended in the CEPIP group. CEPIP appears to have a positive effect on student suspensions.

SECTION V: CONCLUSION AND RECOMMENDATIONS

Addressing issues of equity and its complexities is a daunting task. The primary goal of this progress report is to inform participating sites, CEPIP directors and coaches, San Diego and Kern County leadership, grant funders, and community members about the progress made to redress important inequities and ensure all students have opportunities to succeed in our K-12 school systems.

Promising findings:

- CEPIP is renewing a sense of urgency by calling attention to the role equity plays in San Diego and Kern County schools. CEPIP has created the space for the critical dialogue needed on how race, ethnicity, bias, and other characteristics intersect in K-12 education contexts.
- CEPIP is changing the way schools use data. CEPIP supports schools and districts to analyze qualitative and quantitative data for the purpose of making more informed decision about how to act on equity-related challenges.
- CEPIP is changing the way schools improve their systems. CEPIP focuses intentionally on building site-level understanding of the root causes of equity issues. Instead of focusing purely on the symptoms of inequity (disproportional suspension rates, racialized outcomes), schools articulate the reasons why these outcomes exist, how their system contributes to these outcomes, and what has to change to get different results.
- CEPIP is improving adult learning by broadening educators' understanding of equity and practices to counteract bias and systemic oppression. CEPIP has deepened the dialogue around historically marginalized students and the supports they need to succeed in challenging learning environments.

However, this work may fail if CEPIP does not find ways to address the weaknesses in its approach. As the key findings and subsequent analyses suggest:

- 1.** CEPIP developers must give more consideration to the spread and scale of the work. For a focus on equity to permeate San Diego, Kern County, and beyond, CEPIP must integrate practices and support that can be mainstreamed into educational systems and reach more teachers, school leaders, and policy makers. A greater reach requires increased financial resources and human capital.
- 2.** CEPIP must address both micro-and macro-level changes—classroom-based and district policy. In addition to changing educators' knowledge and practice, CEPIP must figure out how to change institutional barriers that prevent students from accessing rigorous courses and implement these changes across the larger system. Barriers to rigorous coursework are pervasive in the systems CEPIP supports and prevent many historically marginalized students from accomplishing the American Dream.

- 3.** CEPIP must figure out how to integrate equity content and improvement tools into the work place setting more effectively. CEPIP participants develop knowledge, skills, and attitudes during face-to-face sessions; however, applying these systematically in practice at a school site continues to be a significant challenge. CEPIP must determine what coaching and implementation supports are needed to close the knowing-doing gap, so CEPIP content infiltrates the workplace more broadly and impacts on school culture and student outcomes are more likely.
- 4.** CEPIP must continue to refine its actions and services to ensure it accomplishes longer term outcomes. Currently, the relationship between CEPIP activities and outcomes is mixed. CEPIP's impact on outcomes must be clear and its actions and services replicable in order to be seamlessly integrated across diverse settings.

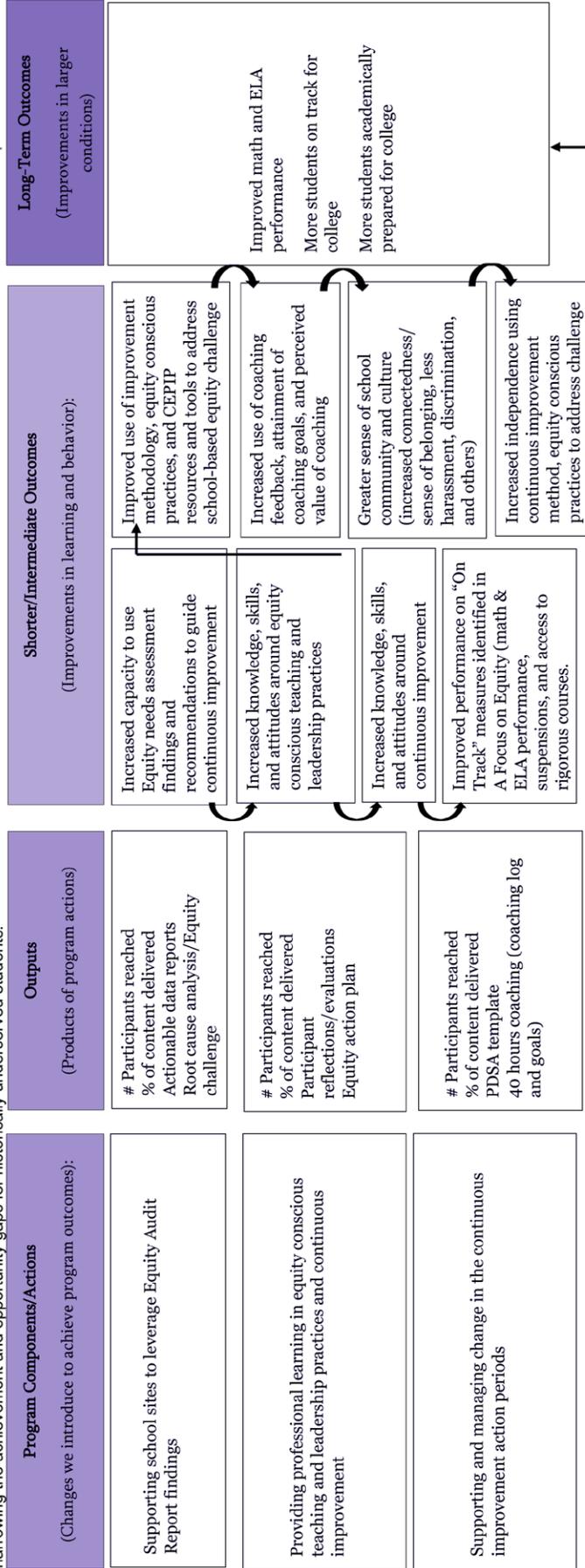
This progress report underscores the urgent nature of this work. We recognize that inequities in schools have not improved over the past 20 years (Garcia & Weiss, 2017), and these problems tend to compound with the “rich” getting richer while the poor continue to be marginalized. Much of the work necessary to redress these issues needs greater understanding. In the coming years, there is a great deal to be learned regarding how equity work shapes school culture and the long-term effects of this work on student learning. We must continue to gather evidence diligently and intentionally so that policy makers and educational leaders can make informed decision regarding one of the most pervasive social justice issues of our era.

Appendix A
CEPIP Equity Grant

Logic Model

Problem Statement: Schools have limited (a) access to and awareness of equity-focused data, (b) instructional and leadership practices for addressing equity-based problems, (c) processes for introducing and managing systemic changes, and as a result, disparities in educational outcome across a range of subgroups.

Project Goal: The CEPIP Equity Model will improve learning outcomes for ELs and African Americans at targeted sites, narrowing the achievement and opportunity gaps for historically underserved students.



Appendix B
CEPIP Equity Grant

High Level Planning Guide of Essential Components

Culturally Responsive Teaching & Leadership Practices				
<i>Core Components</i>	<i>Why these components are important</i>	<i>Knowledge, skills, and attitudes addressed in CEPIP</i>	<i>Examples of CEPIP activities</i>	<i>Where</i>
Cultural Competence	Teachers and administrators must be equipped with the skills to react to challenges that stem from cultural differences among each other and the students they serve.	Understand how student cultural traditions & beliefs (English learners and African American students) influence learning at site	<u>Empathy interviews</u> of students' learning experiences	Coaching
		Use reflective practices when working with students	<u>Reflective practice</u> <u>Giving and receiving feedback</u>	Coaching
Teaching Practice	Culturally responsive practices empower students intellectually, socially, emotionally, and politically.	Learn and use culturally responsive practices that improve success for English learners and African American students	<u>EL Roadmap</u> <u>Culturally relevant teaching and the brain</u> <u>5 Practices for Improving the Success of Latino Students</u> <u>World Café</u>	Day 6
		Learn and use strategies and practices to promote academic discourse	<u>Article</u> <u>S2SI framework</u>	Day 6
Leadership Practice	Culturally responsive leadership influences the school climate and addresses the cultural needs of students, parents, and teachers.	Leading discussions and reflections on race, ethnicity, culture, and equity with peers	<u>Coaching conversations</u> <u>role-play</u> <u>SCARF</u> <u>Lens of systematic oppression</u>	Day 3 & Coaching
		Incorporating constructivist listening technique as part of staff development	<u>Constructivist listening structures</u>	Coaching

		Examining site based change ideas using the 6-circle model	<u>Coaching Below the Green Line</u>	Coaching
		Presenting results of change ideas to stakeholders		Convening
		Developing productive relationships among teams	<u>Stages of team development</u> <u>Dysfunctions of a team</u> <u>6-Hats (problem solving & negotiating)</u>	Coaching
		Collaborating with school community to address equity challenge		Coaching
		Devising professional learning plan for site that builds staff equity consciousness		Coaching
		Modeling culturally responsive teaching practices		Coaching
		Implementing aim statement, system of measures, PDSA cycles across school site		Coaching

Equity Consciousness				
<i>Core Components</i>	<i>Why these are important</i>	<i>Knowledge, skills, and attitudes addressed in CEPIP</i>	<i>Examples of activities</i>	<i>Where</i>
Leadership Efficacy	Leaders need to practice leadership skills in a safe environment prior to going into their school communities	Understanding differences between technical and relational kinds of change	<u>6-circle model</u> Below/above green line	Day 3
		Discussing and reflecting on race, ethnicity, culture, and equity with peers	<u>Levels of listening</u> <u>Affinity groups</u> <u>Closing circle</u> Strategies for <u>interrupting bias</u>	Day 1
		Engaging in constructivist listening techniques with peers	<u>Dyads</u> <u>Personal experience panel</u>	Day 1
		Co-constructing a definition of equity with peers.	<u>Core beliefs</u>	Day 1
		Preparing and presenting results of change from PDSA cycles		Convening 1 & 2
Communication	Communicating clearly what equity means and why it is important is paramount to galvanizing people into action.	Developing a rationale for equity work	<u>Leading with the why</u>	Day 1
		Developing a communication plan that messages data findings and recommendations to stakeholders	<i>Communication planning</i>	Day 7
		Responding to staff attitudes and beliefs about equity work	<u>Responding to bias and deficit thinking</u>	Day 7
Equity Studies	Educators must understand educational equity and be equipped to work effectively with diverse colleagues and	Defining race, ethnicity, culture, and equity	<u>Equity versus equality</u>	Day 1
		Understanding the intersection between education, race, ethnicity, culture, and equity	<u>Cynefin Framework</u>	Day 4

	students to interrupt inequitable school practices	Recognizing the historical evolution of educational beliefs	<u>Historical timeline</u>	Day 4
		Understanding how implicit bias, stereotype threat, systematic oppression, and privilege affect groups	<u>Privilege walk</u> <u>Implicit bias self-assessment & video awareness test</u> <u>Cognitive bias codex</u> <u>Levels of oppression</u>	Day 2
		Understanding the factors that affect student achievement and create variability across student groups	<u>Outcome data analysis</u> <u>Equity audit analysis</u>	Day 5
		Understanding the Model for Improvement and the PDSA cycle	<u>Systems thinking</u> <u>Model for Improvement</u> <u>PDSA cycles</u>	Day 6

Continuous Improvement				
<i>Core Components</i>	<i>Why these are important</i>	<i>Knowledge, skills, and attitudes addressed in CEPIP</i>	<i>Examples of activities</i>	<i>Where</i>
Understanding the problem	Educators often confuse symptoms of a problem as the problem. Educators must uncover the root cause of the problem and address it.	Analyzing data on the problem using surveys, interviews, and other tools	<i>Outcome data analysis</i> <i>Survey data analysis</i>	Day 5
		Organizing and prioritizing information to determine root cause	<i>Equity data analysis (equity audit)</i>	Day 5
		Examining racialized outcomes in data	<i>Equity data analysis</i>	Day 5
		Exploring an equity-based challenge	<i>Safe to fail</i> <i>PDSA light</i> <i>PDSA Cycle</i>	Day 5
Change process	By eliminating equity-based weaknesses in school operations, educators can improve efficiency and quality, which yield more consistent outcomes for all students.	Identifying an aim, or a goal that addresses an equity-based challenge	<u>Model for Improvement</u> <i>Equity data analysis</i>	Day 6
		Developing a system of measures around an equity-based challenge	<i>Equity data analysis</i> <i>PDSA light</i>	Day 6
		Collect data overtime and visualize it on a chart or graph	<i>PDSA light</i>	Coaching
		Design and run multiple PDSA cycles	<i>PDSA light</i> <i>PDSA cycle</i>	Day 7
Convening	Teams must share and consolidate learnings across sites.	Present information on aim, measures, results	<i>Presentations</i>	Convening
		Consolidate findings across all teams		Convening

Appendix C
 PDSA Rubric

Change tested?			Cycle #: _____
Plan			Adaptations Needed?
a. Was a test planned?			
i. the who	Yes	No	
ii. what	Yes	No	
iii. when	Yes	No	
iv. where	Yes	No	
v. Data identified/collection source	Yes	No	
vi. Predictions made	Yes	No	
Do			
b. Was the plan carried out?	Yes	No	
c. Were data collected?	Yes	No	
Study			
d. Was time set aside to analyze the data?	Yes	No	
e. Were results compared to predictions?	Yes	No	
Act			
f. Did teams act on the results (e.g., adopt, amend, abandon)?	Yes	No	

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