

# **Equity and Excellence: What's New? What's True?**

**Douglas Reeves, Ph.D.**

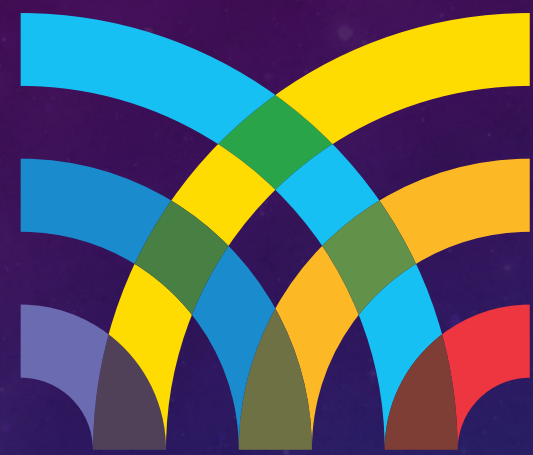
**Creative Leadership Solutions**

**@DouglasReeves**

**781-710-9633**

**[CreativeLeadership.net](http://CreativeLeadership.net)**

# My priorities:



- Practical application
- Short-term wins –100-day success
- Experiment – not major policy change
- 2019 Research - What's New? What's True?

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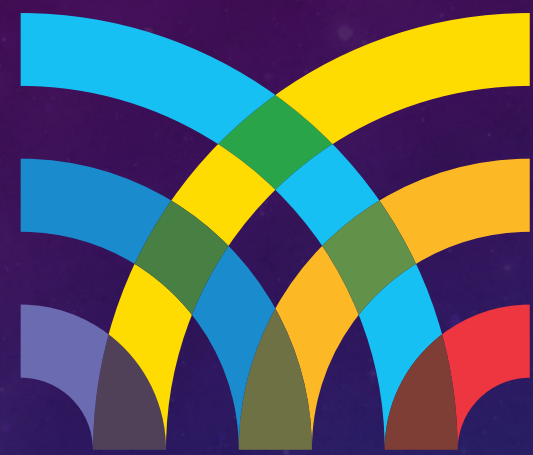
**Free Resources: Videos, Articles,  
Research, Tools, All of Today's Slides**



- **CreativeLeadership.net**
- **FinishTheDissertation.org**

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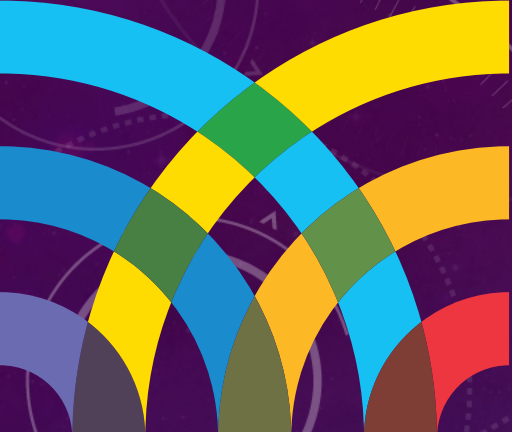
# LEARNING PROTOCOLS



- Stop any time with questions and challenges – OK to interrupt or text 781 710 9633
- Represent the people who are not in the room
- Consider taking notes by hand – “The Pen is Mightier Than the Keyboard”

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# RESEARCH UPDATE

# DECREASING THE D/F RATE IN ONE SEMESTER (2019)



- High-poverty diverse system with very high D/F rate.
- Latest and best evidence of learning.
- A, B, C, D, F grading with A=4 and F=0 – not 100-point scale.
- Zero weighting of homework.
- 80-100% reduction in Ds and Fs.
- Increased final exam scores.
- Improved discipline, culture, and focus on learning.

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# How Grading Reform Helps High Achieving Students



- More electives
- A's have more meaning
- Closer to college experience

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**\$5000 FUEL GIVEAWAY**  
**FILL UP ON US! ENTRY FORM PAGE 8**

THE VOICE OF TASMANIA



AUSTRALIAN OLYMPIC  
TEAM PARTNER

# MERCURY

www.themercury.com.au

TUESDAY, JULY 19, 2016

## Homework piles up for school kids

**ELISSA DOHERTY  
and ALEXANDRA HUMPHRIES**

AUSTRALIAN children are spending more time slugging away at their homeworks than students a decade ago — and girls are leading the way.

Schoolkids aged 10-13 are committing 40 more minutes a week to hitting the books than in 2007, toiling away for an average of four hours.

Hobart siblings Katia, 14, and Lucas Howell, 12, pictured, attend Sacred Heart College and regularly have homework assigned.

Katia completes about two hours of homework a week for her Year 9 classes, which she tries to fit in around school and club netball.

Lucas does slightly less homework than his sister and said it was primarily for work he had been assigned in class but had not completed.

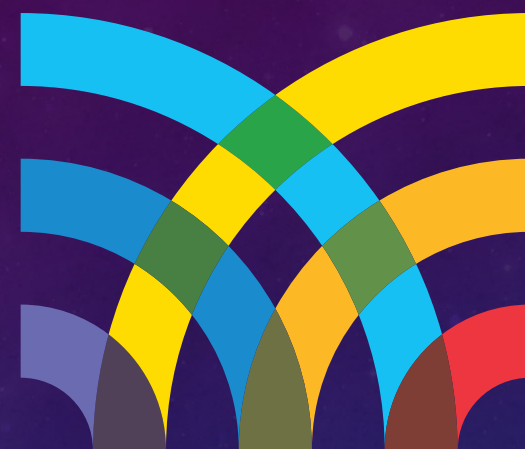
"I think sometimes it's a bit too much," Katia said.

The pair's mother, Teresa, said her children

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**WITNESSES TELL COURT**

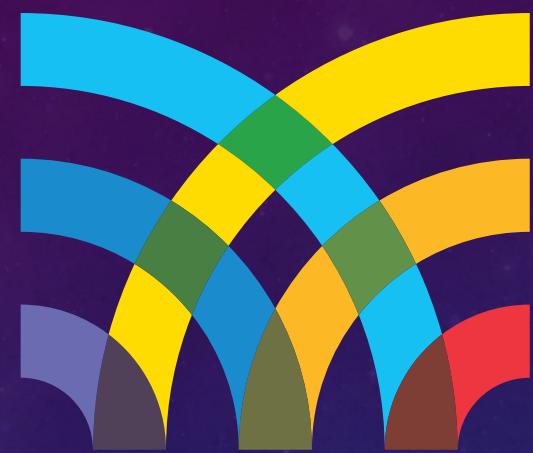




# HOMework AND PRACTICE

- Students DO need practice.
- What is “gold standard” practice?
  - Coaching
  - Feedback
  - Differentiation
- In-class practice promotes honest conversations
- Don't grade practice
- 37 studies: The impact of homework is zero

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# THE OPPORTUNITY MYTH - 2019

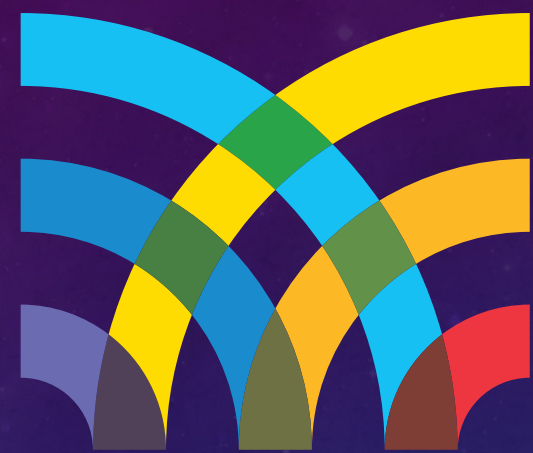
- 94% of high school students aspire to college.
- More than half earn As and Bs.
- 17% mastered grade-level content.
- 40% of classes with a majority of low-income and minority students never received a single grade-level assignment.

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# STAGGERING INCREASE IN TEEN DEPRESSION AND ANXIETY

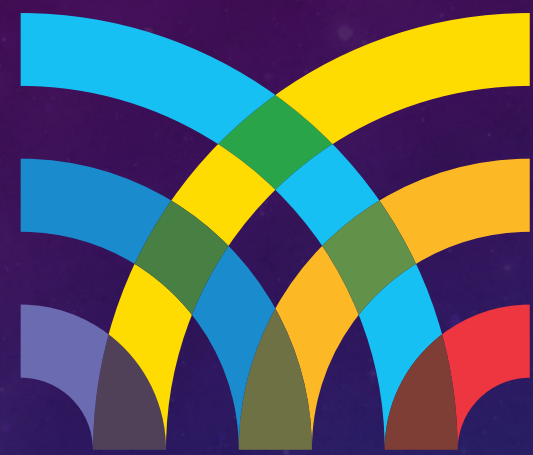


- 70% of teenagers saw mental health –anxiety and depression – as a big issue. Fewer teenagers cited bullying, drug addiction or gangs as major problems; those from low-income households were more likely to do so.

*New York Times*, February 20, 2019

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# WHAT COLLEGES NEED NOW (2019)



- Take and seek critical feedback
- Advocate for yourself
- Nonfiction writing
- Close the computer and have human time
- Exploration and curiosity – not just passion

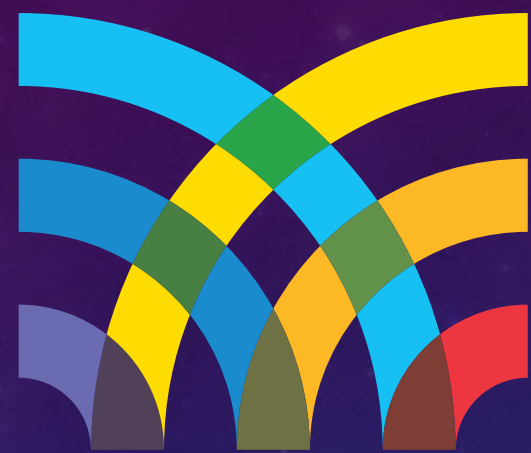
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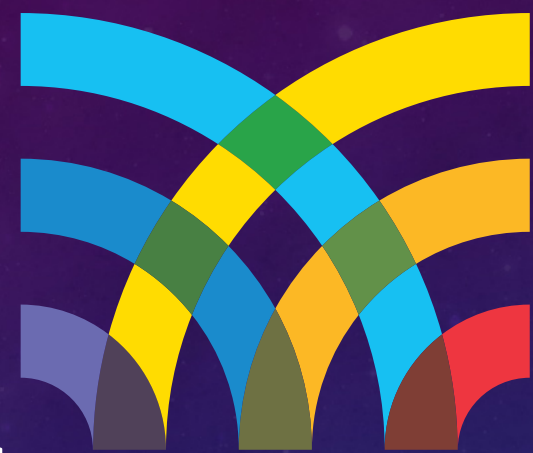
# **CHEATING OUR DAUGHTERS – FOUR TOXIC MESSAGES (2019)**

- **Good girls get it right the first time.**
- **Good girls know that if A is good, A+ is better.**
- **Good girls know that if you can't say anything nice, don't anything at all.**
- **Good girls know that you have to be better than a man to do the job.**

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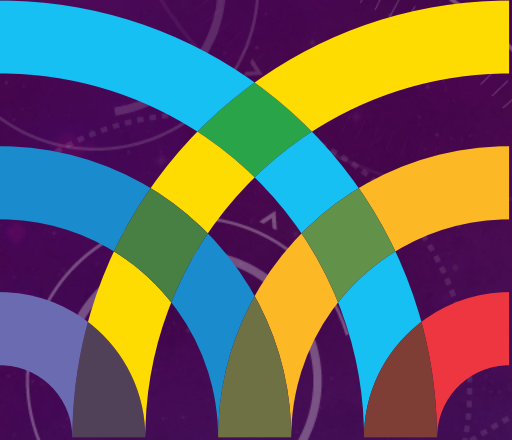


# The Reading Wars Continue – Back to the 1960's



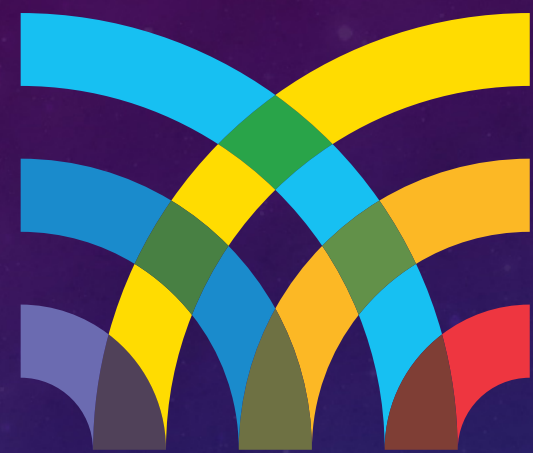
- Only 59% of reading teachers require students to sound out words - the best way proficient readers learn to read
- 22% of teachers use explicit systematic phonics instruction
- 50% of education professors believe that students can understand texts without an explicit grasp of phonics
- A word about civil discourse





**Please stop and write two things  
you remember about new  
development in educational  
research**

# Hierarchy of Claims in Education



1. Belief
2. Personal experience
3. Group experience
4. Systematic comparison
5. Preponderance of evidence

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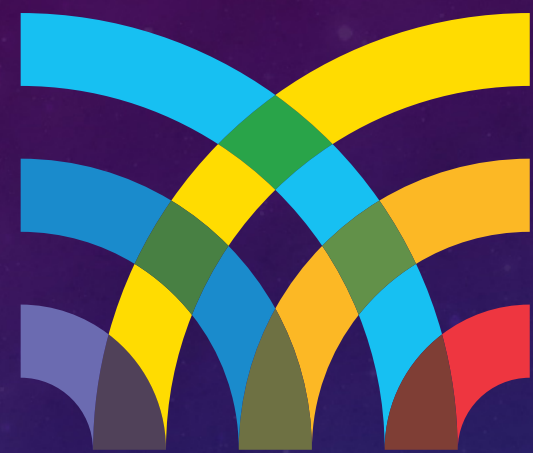
# 2019 Update to 90 90 90 Research



- Replicability over time
- Independent validation by other researchers
- Specific support in schools with high English Learner populations

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# The 90 90 90 Solutions



- Practices, not programs
- Laser-like focus on achievement – the “trophy case” effect
- Nonfiction writing – every subject, every grade
- Collaborative scoring
- Efficacy – “what causes student achievement?”

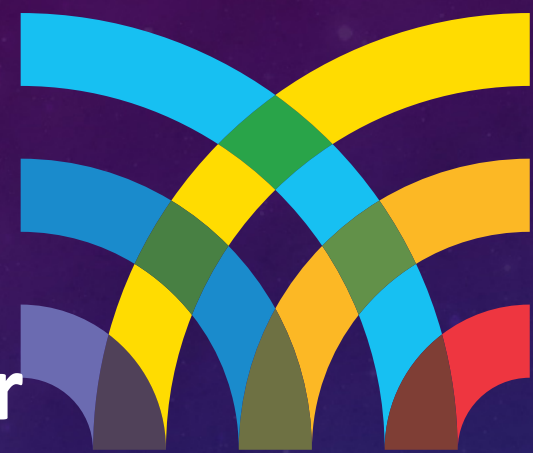
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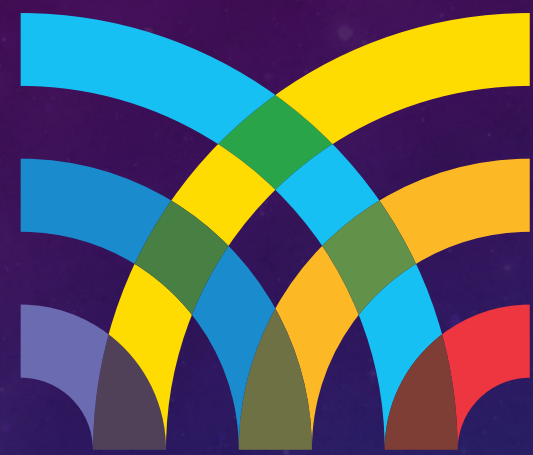
# Equity and Excellence Research

- Original research—90% poverty, 90% ethnic or linguistic minority, 90% meeting standards
- Top 7 of 135 schools
- Same per-pupil funding, same union contract, same teacher assignment policy
- Different practices

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# Can Equity and Excellence Practices be Replicated?



- Tripled the number of original schools
- Replication at school level—“It’s Being Done” series by Karin Chenoweth (Harvard Education, 2007)
- System-level replication—“Bringing School Reform to Scale” by Heather Zavadsky (Harvard Education, 2009)

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# If free and reduced lunch is not the most important variable, what is?

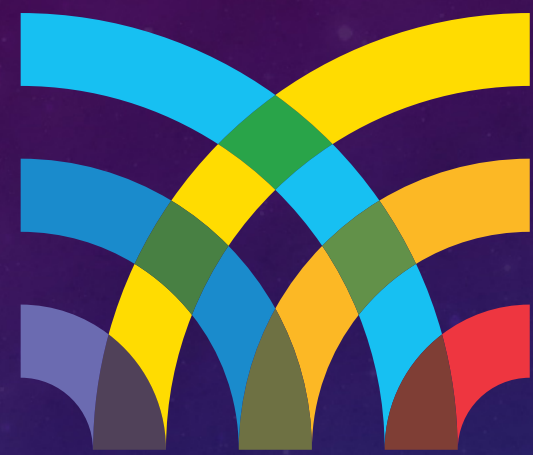


- Leadership practices:
  - Teacher turnover
  - Schedule
  - Priority standards
  - Data analysis
- Teaching practices—especially Equity and Excellence practices

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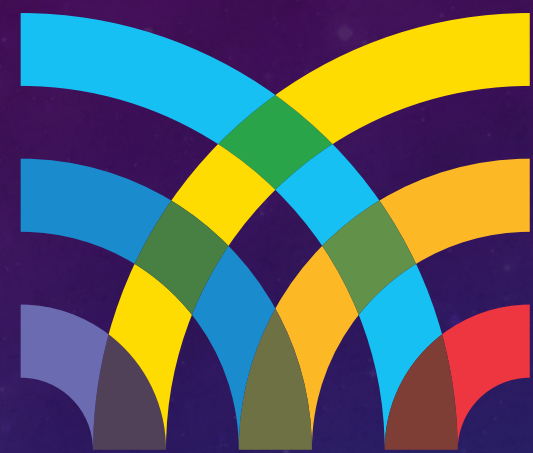
# Equity and Excellence Practices

- Laser-like focus on achievement
- Collaboration imperative – accurate and consistent feedback
- Nonfiction writing
- Frequent formative assessment
- Constructive data analysis
- Collaborative scoring
- Cross-disciplinary instruction
- Professional learning communities (PLCs)



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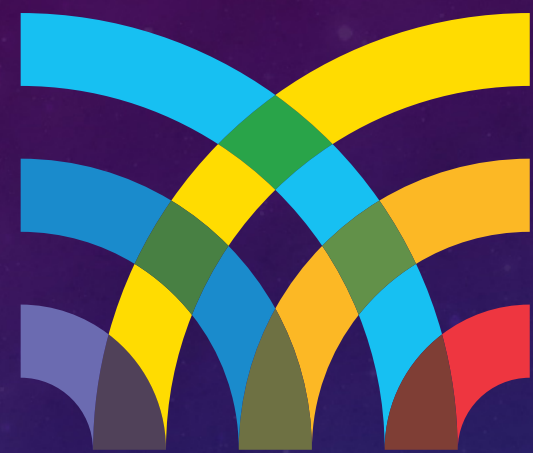


# Laser-Like Focus on Achievement

- The Essential Questions:
- What's in your trophy case?
- What are the topics of unscripted discussion?
- When you ask about the causes of student failure and success, what are the responses?

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# Collaboration Imperative



- Essential Questions:
- Will you share data, class by class, course by course, teacher by teacher?
- What could you learn if you did?
- What are the fears that prevent you from doing this?

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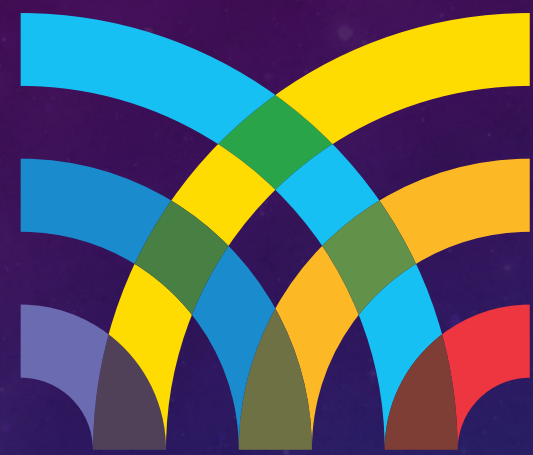
# Collaboration Requires FAST Feedback for Students and Teachers

- Fair
- Accurate
- Specific
- Timely

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# Nonfiction Writing

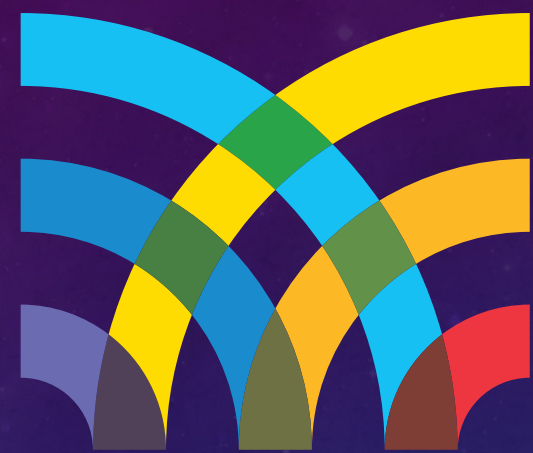


- “Thinking through the end of a pen.”
- We are ALL teachers of thinking.
- What are the barriers to teaching writing in every subject, every grade?

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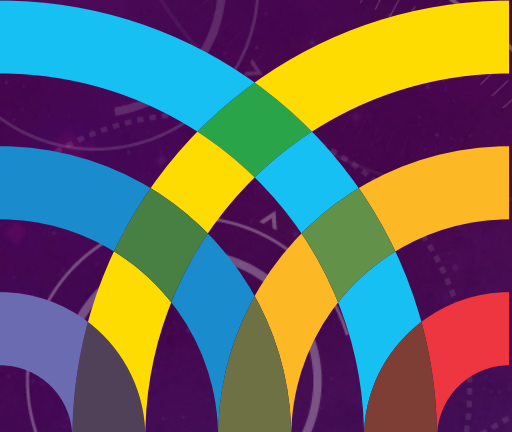


# Frequent Formative Assessment With Multiple Opportunities for Success



- Most “formative assessment” is really “uninformative assessment”
- Formative is only “formative” if it informs teaching and learning.
- The key is making them short – 6-8 items, with feedback the **SAME DAY** or **NEXT DAY**

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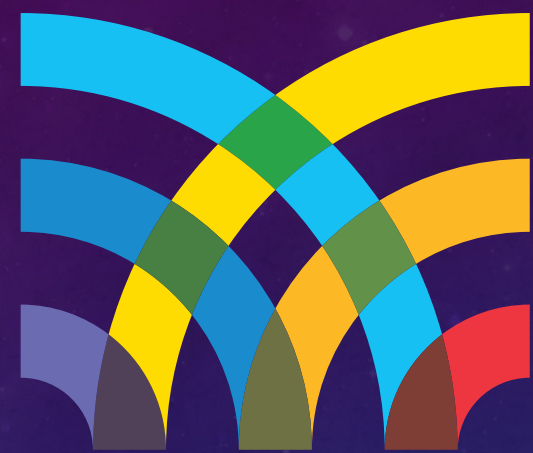


**But wait!**

**Formative assessments must sample every content domain, and if we have 8 domains and need five items per domain, our formative assessments must have at least 40 items!**



# Getting Real About Formative Assessments



- Formative means that the “inform” teaching and learning
- This requires immediate feedback – same day or net day
- 6-10 items is plenty
- Get it done, and get it done quickly
- If you are not using it, it’s not formative

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# Constructive Data Analysis



- Multiple data sources – last week is better than last year
- Balance quantitative with qualitative
- Class by class, teacher by teacher analysis is imperative
- Focus on adult actions – what do teachers and leaders do?

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# Collaborative Scoring



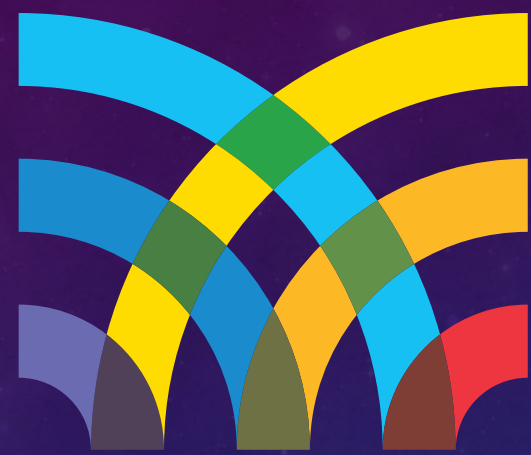
- Practice is essential
- Greater accuracy – from 20% to 92%
- Speed is the result – greater quality, faster speed – saves teacher time!
- If you don't agree on what “proficient” means, then it's not fair

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# Professional Learning Community

- Beware of "PLC lite."
- Four-line e-mails with phrases:
  - Learning
  - Assessment
  - Intervention
  - Enrichment

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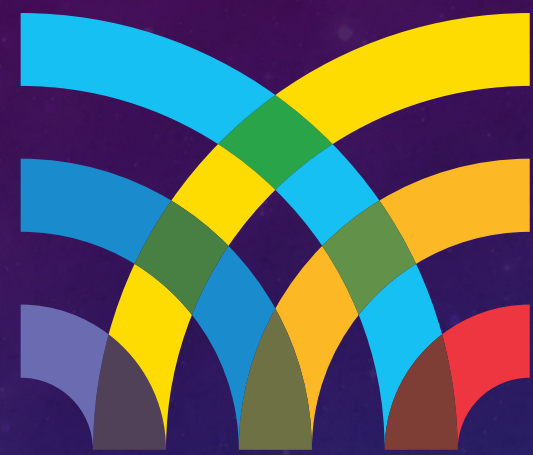




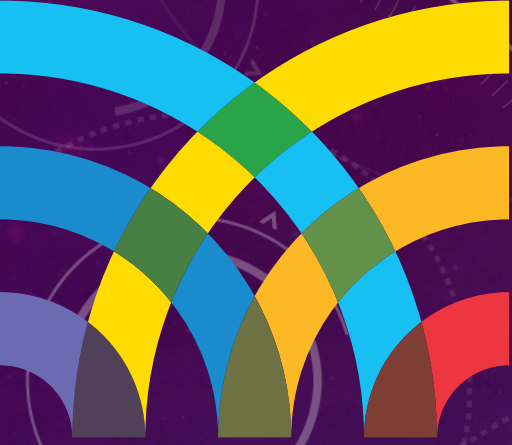
# Which practice can you start NOW?

## Which practice will be most challenging?

- Laser-like focus on achievement
- Collaboration imperative – accurate and consistent feedback
- Nonfiction writing
- Frequent formative assessment
- Constructive data analysis
- Collaborative scoring
- Cross-disciplinary instruction
- Professional learning communities (PLCs)



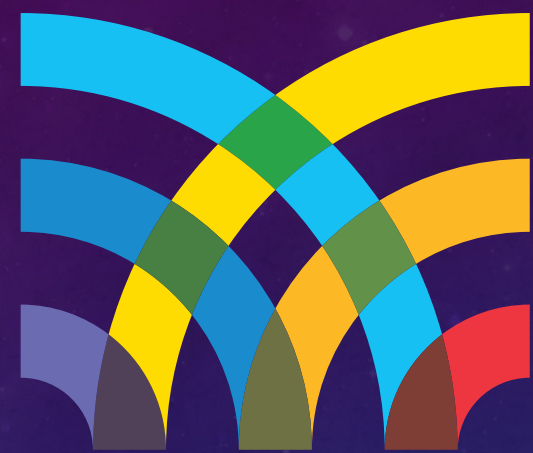
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**Which Equity and Excellence  
practices will be most challenging  
to implement in your schools?  
Please text 781.710.9633.**



# The Equity and Excellence Mindset



- Beyond “get your mind right”
- Behavior precedes belief – activity before mindset
- Actions, not rhetoric – what we DO matters:
  - Student Work – look at the “C” work
  - Visible exemplars
  - Clear evidence of collaboration
  - Student work, collaboratively scored

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# The New Model of Change

- From:
  - Buy-in
  - Coalition
  - Five-Year Plans
  - Monet
- To:
  - Short-cycle Experiments
  - Champions
  - 100-Day Plans
  - Wren





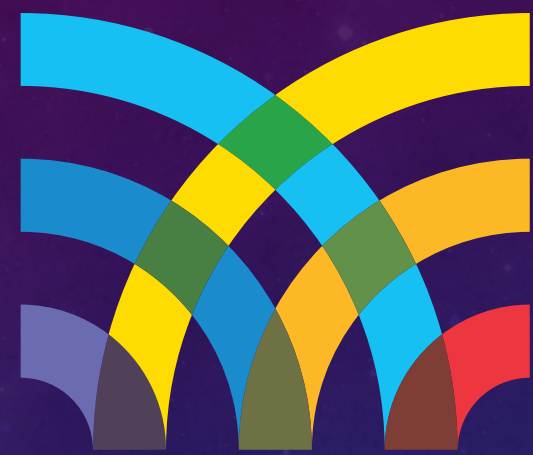




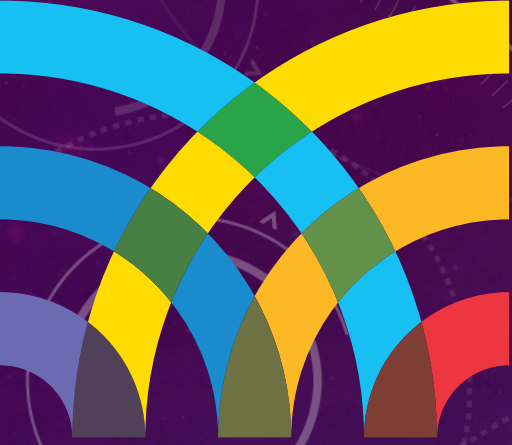


# Creating an Equity and Excellence System

- Accountability as a learning system
- System–level accountability
- School and department accountability
- The story behind the numbers

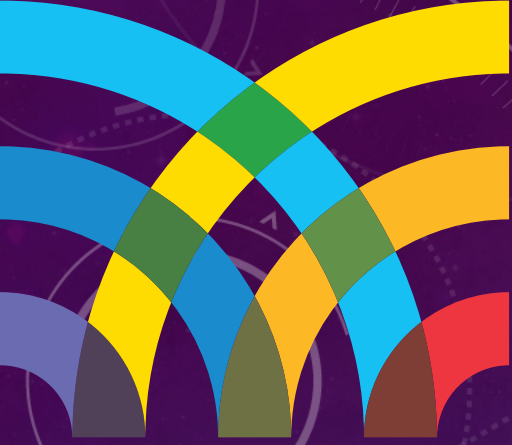


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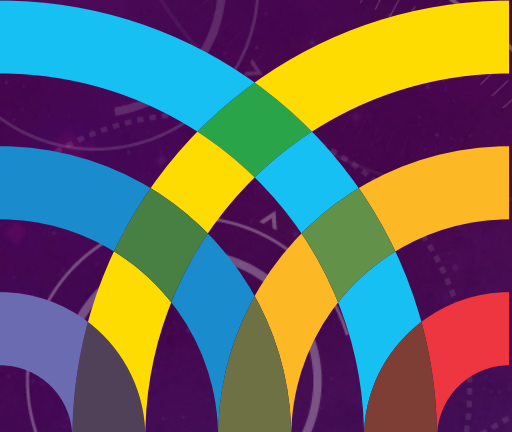


# Epilogue—Giant Leaps, Not Baby Steps



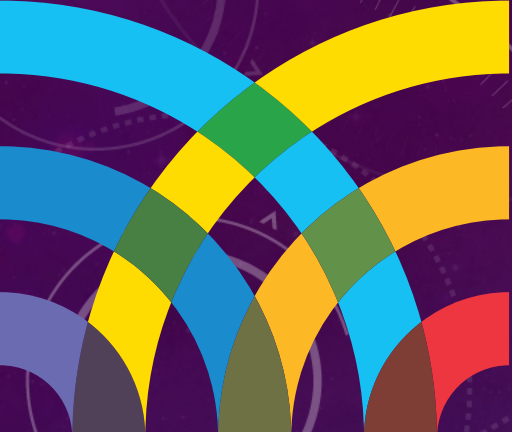


**Please stop and write  
two ways you can apply  
learning from today**



**Choose your risk:**  
**Type I**  
**Type II**





**65 YEARS AGO**

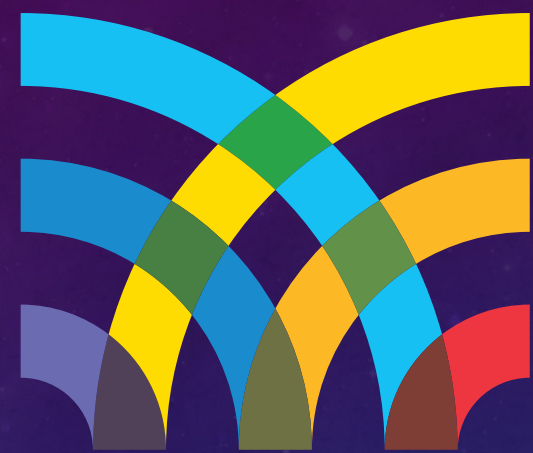
## THE ARGUMENTS AGAINST . . .

- *“It’s too fast. We should take a more gradual approach.”*
- *“You are taking away our local control.”*
- *“Things are just fine as they are. People are happy, so why change it?”*
- *“We’re not going to change, and you can’t make us.”*





# ***BROWN V. BOARD OF EDUCATION – ARGUMENT OF THE LOSERS***



- ***“If the appellants’ construction of the Fourteenth Amendment should prevail here, there is no doubt in my mind that it would catch the Indian within its grasp just as much as the Negro. If it should prevail, I am unable to see why a state would have any further right to segregate its pupils on the ground of sex or on the ground of age or on the ground of mental capacity.”***

# THE COURT'S RESPONSE

- *Attitudes in this world are not changed abstractly, as it were, by reading something. . . Attitudes are partly the result of working, attitudes are partly the result of action . . . You do not fold your hands and wait for attitude to change by itself.*

Justice Felix Frankfurter, responding to oral argument in *Brown v. Board of Education of Topeka*, December 9, 1952

