



An Equity-Focused Approach to TSI/ATSI School Improvement

Lunch and Learn Highlights – November 4, 2020

Each month, the Nebraska Department of Education (NDE) and the Region 11 Comprehensive Center are hosting interactive, 90-minute content-focused sessions as a part of the year-long “An Equity-Focused Approach to TSI/ATSI School Improvement” Virtual Learning Communities.

Following each session, a Lunch and Learn is hosted where colleagues participating in the Learning Communities network, continue the conversations from the previous content session, and reflect on the intersession activity. Following are discussion highlights from the Lunch and Learn held on November 4.

What pieces of information are missing from the [fictitious individual student profiles](#) (intersession activity) that are important in understanding the whole child? How could you use the information in the profiles to determine next steps for the child?

- The profiles provide a high-level snapshot of how individual students are performing on summative assessments at a point in time. Summative assessments are only the starting point to understanding what a student’s learning needs are and how to access available school and district systems to support the student.
- Using both the ELPA 21 scores and the achievement level descriptors can provide a teacher with information to plan the appropriate instruction for a student.
- The NDE website has a compendium of resources for [serving English learners](#) that are useful for educators in identifying, assessing, and delivering instruction to English learners.

How might you apply what you learned from the intersession activity in your work with TSI/ATSI schools (e.g., approach to understanding, collecting, and organizing data; understanding the implications for the intersectionality of student subgroups)?

- Recognize that students are multi-faceted, and it is important to examine all available student-level data when making decisions about a student’s needs (e.g., state, interim, and classroom assessments).
- Go beyond the focus on quantitative data (e.g., summative assessments). It is important to consider qualitative data that will add value to the holistic understanding of a child (e.g., parent and student interviews).
- Be deliberate in the use of data. Share student-level data with relevant educators and the student’s family so that decisions can be made collaboratively as to how to position the student for success.
- Shift educators’ mindsets so that they have high expectations for all students.
- Equip teachers and building leaders with the knowledge and skills to provide appropriate supports based on the identified student needs.
- Continuously engage in critical reflection on one’s own biases to make sure these do not influence how data are interpreted or decisions about student needs.