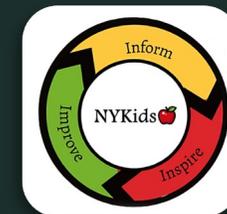
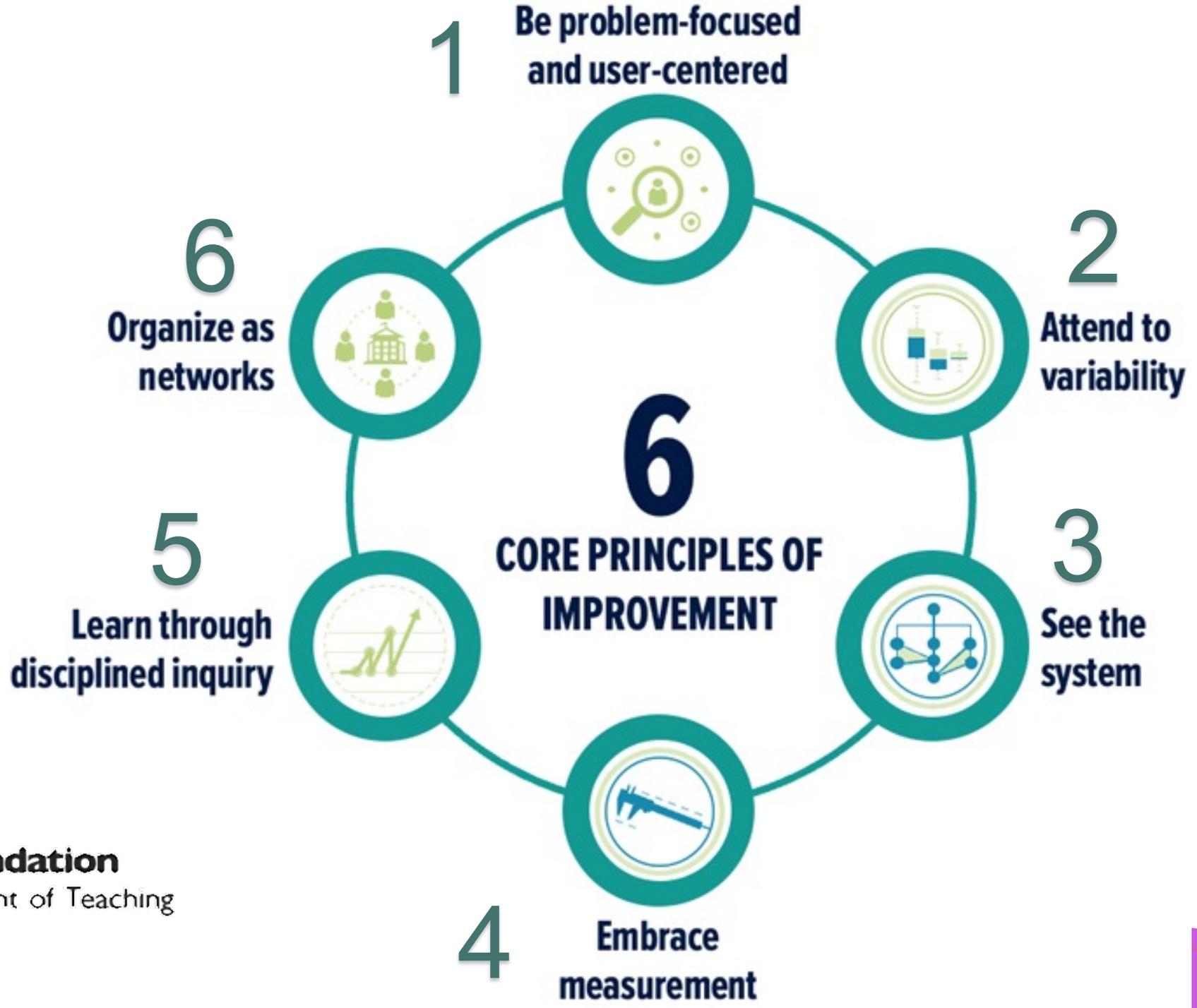


Improving Educational Equity through Research-Practice Partnerships & University-School Collaborations in the Post-Pandemic Era

Kristen C. Wilcox & Maria I. Khan

February 20, 2023





Carnegie Foundation
for the Advancement of Teaching

Key Definitions:

Research Practice Partnerships (RPPs)

“long-term mutualistic collaborations between practitioners and researchers intentionally organized to investigate problems of practice and solutions for improving outcomes”

(Coburn et al 2013)

Networked Improvement Communities (NICs)

“intentionally designed social organizations with shared aims and process for knowledge generation and utilization for continuous improvement”

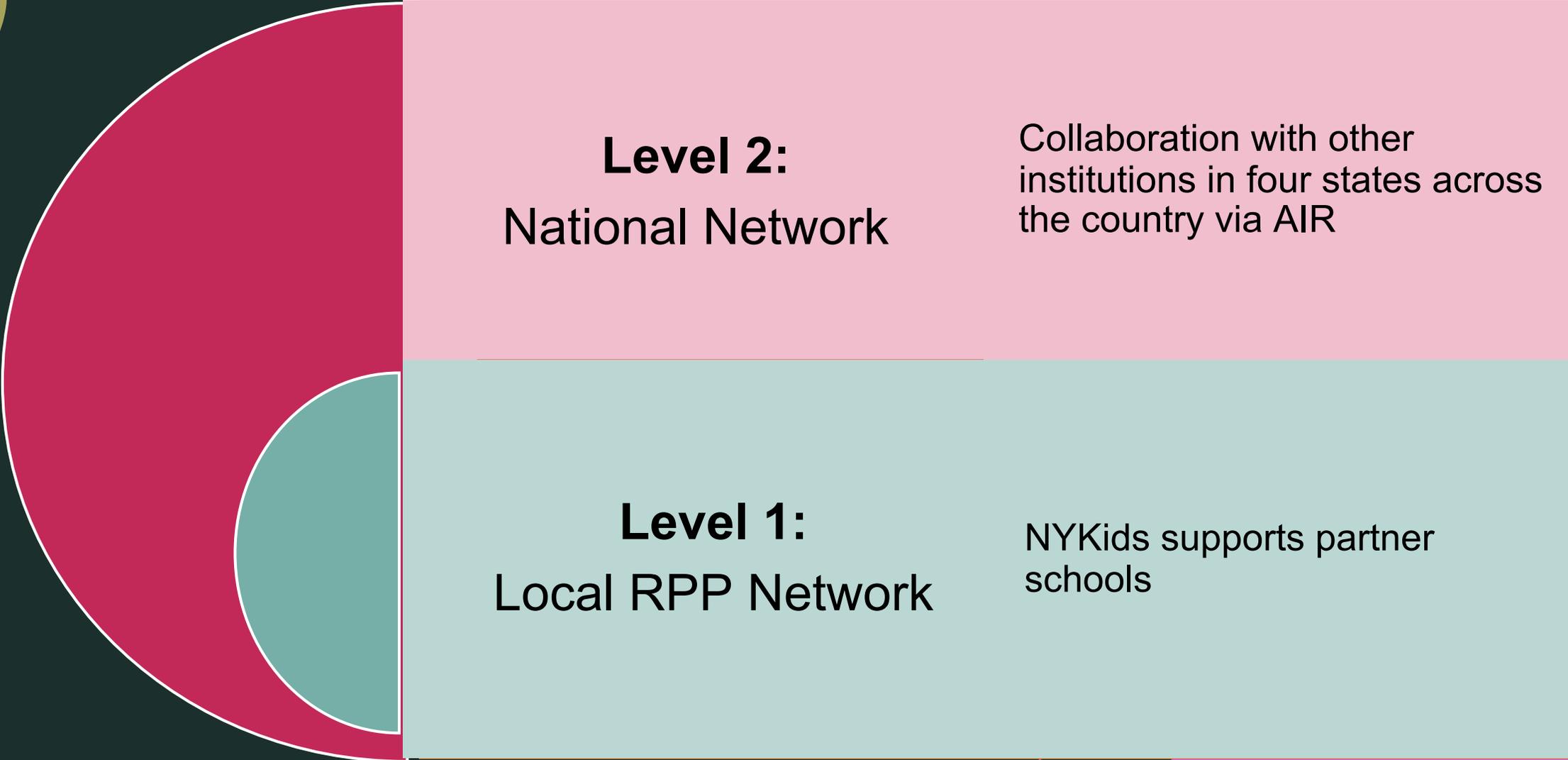
(LeMahieu et al 2017).



NYKids



Two Levels of Collaboration



Level 2:
National Network

Collaboration with other institutions in four states across the country via AIR

Level 1:
Local RPP Network

NYKids supports partner schools

Level 2: National Collaboration



COVID-19 AND EQUITY IN EDUCATION:
LONGITUDINAL DEEP DIVE



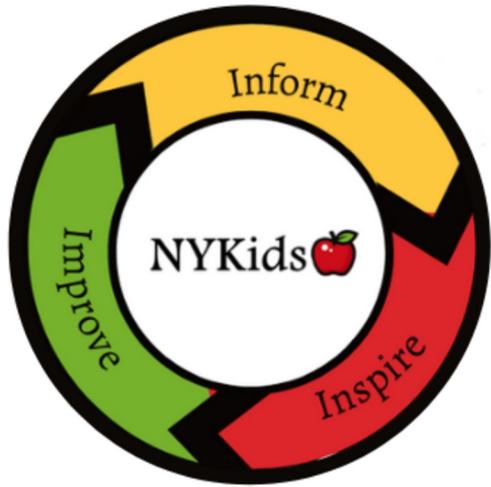
Purpose and Objective

Leveraging Partnerships to Support the Equ

The RPP Network States

CURRENTLY REPRESENTED
Washington, Texas, Florida, New York

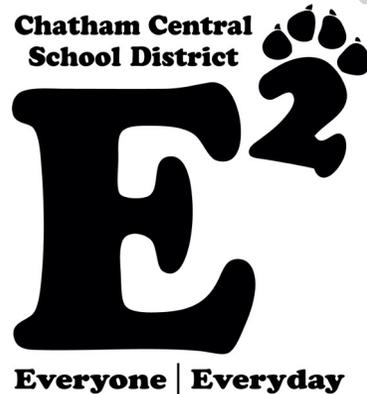
11 | AIR.ORG



Level 1: Partnership with American Institutes for Research (AIR), Tech Valley High School & Chatham Central School District

TEAM MEMBERS

- Kristen C. Wilcox, R&D Director NYKids and Associate Professor, Educational Policy and Leadership, the University at Albany-SUNY
- Maria I. Khan, Postdoctoral Associate, NYKids
- Jessie Tobin, Research Assistant, NYKids
- Lisa Ruud, Director of Academics, Chatham Central School District
- Kate Jarrard, Coordinator for Grant Funded Programming and Accountability, Chatham Central School District
- Amy Hawrylchak, Principal and Chief Academic Officer, Tech Valley High School
- Sara Fiess, Coordinator of School Outreach and Data Analysis, Tech Valley High School



Chatham Central School District, NY

- Chatham's district motto is Everyone, Everyday
- Small rural community with willing partners that work with students in and outside of school, but unsure about untapped resources to support the advancement of equity and inclusion.

Priority Equity Issue

- How to start and structure mediated, productive conversations that allow for community voice where there is a very vocal minority with polarizing viewpoints?



Tech Valley High School, NY

- Regional STEM-focused, PBL school with strong business partnerships
- Small school environment with established supportive environment for risk-taking and learning

Priority Equity Issue

- Why is attrition rate higher for students of color?





Pandemic Related Innovation and Priority

Overarching Goal: Generating equity-oriented aim statements and aligned improvement plans to improve diverse student and community belongingness and engagement.

Shared Aim: We will address the barriers to learning and engagement for children, staff, and community members through our diversity, equity and inclusion (DEI) and mental health initiatives.

How has our RPP addressed educational equity issues in the wake of the COVID_19 pandemic?

01

What behaviors are exhibited by local network members showing indication of the building of improvement infrastructure ?

02

How does the collaboration with the larger national network foster the generation of change ideas and accelerate learning across educational institutions?

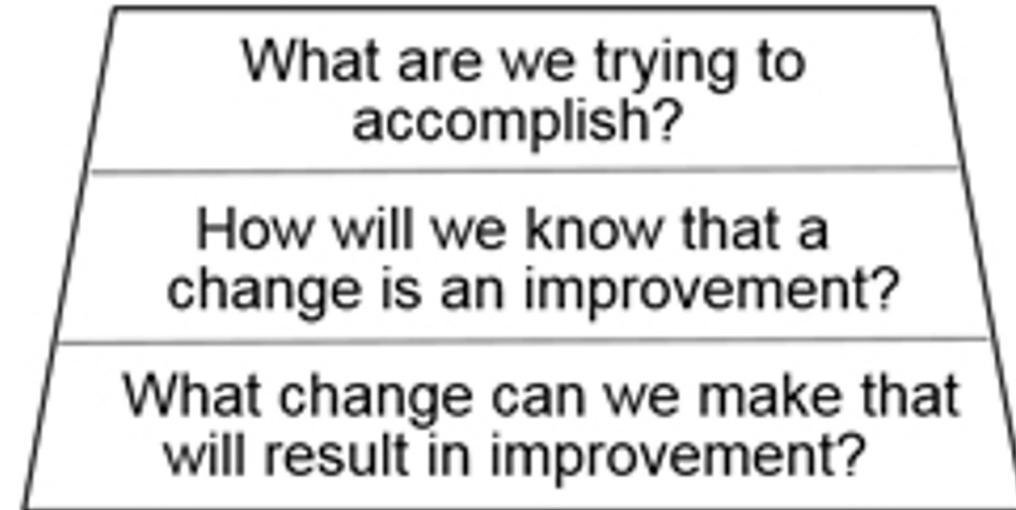
03

What are the consequent outcomes of this collaboration aiming to address educational equity issues in the post-pandemic?

Participatory Action Research

How do we work across a local and national level to build improvement infrastructure for equity?

Model for Improvement



Templates: Tools and Protocols



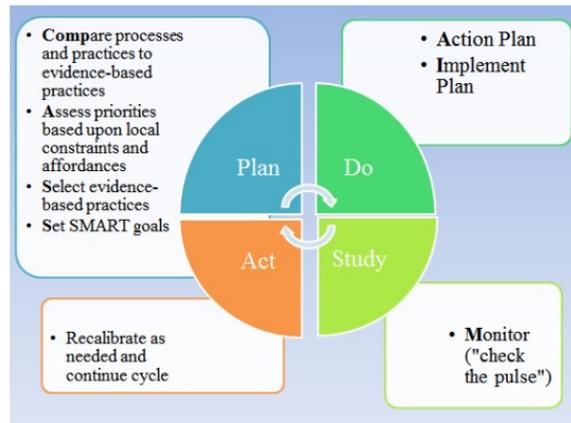
Using our Collective Capacity to Plan and Act
Strategically
AIR RPP Collaborative

Chatham Central School District, Tech Valley High &
NYKids

June 30th, 9-12 pm, 2022

Location: Tech Valley High School

Facilitators: Dr. Kristen C. Wilcox & Maria Khan, UAlbany



Problem Statement:	What is the problem you're experiencing?
<i>Please mark each task as completed when applicable.</i>	
Project Management	
Complete?	Project Step
Understanding the Problem	
	Define problem
	Map Causality
Building your Project	
	Identify aim
	Driver diagram
	Identify measures
Testing Changes	
	Conduct PDSA testing
	Analyze and adjust measurement plan
Taking Stock	
	Evaluate results

Problem:

Goal and

MEASUREMENT PLAN

Questions. What questions do you have about what will happen when you implement your change ideas?

Predicted

(Q1)

(Q2)

(Q3)

(Q4)

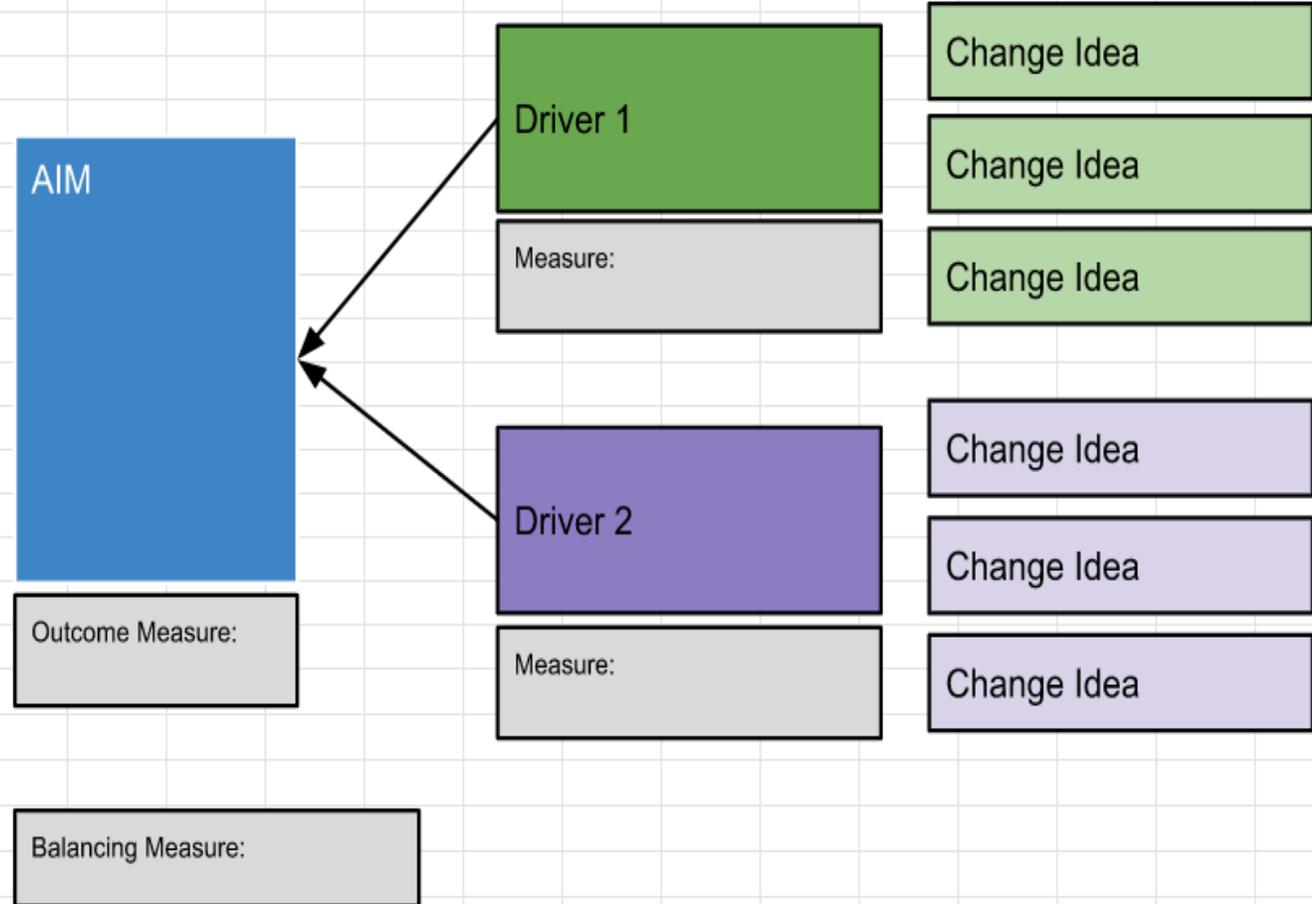
(Q5)

(Q6)

Details. Describe the who/what/when/where of what you plan

Driver Diagram:

Create a theory of action for addressing your aim by adapting the template below or pasting an image of a driver diagram you have created elsewhere.



Structuring:

How have we worked together since fall of 2021?



Relational

Team Development
Structuring of
Interactions over
time



Organizational

Mapping expertise

- Research
- Improvement
- Leadership



Conceptual

Mental level
explanation and
modeling of
improvement and
implementation work



Logistical

Time and space for
meeting
Agenda Setting
Record keeping



Practical

Fishbone Diagram
Driver Diagram
Empathy Interview
Measurement/Assessment

How does the RPP promote innovation and improvement?



Inviting flaring conversations

Generate lots of plausible explanations for problems and possible targets for change



Using data

Inform improvement process and decision-making



Having “focusing” conversations

Hone in on the best places to start addressing a problem and move toward an aim

1. What behaviors are exhibited by local network members showing indication of the building of improvement infrastructure ?

- Evidence of the development of appropriate metrics to judge early progress toward aims (e.g. student interviews, parent surveys)
- Individual and organizational changes such as research use in initiative development and implementation

Improvement Review - TVHS

Check the Pulse Mid-Year Report

Section	Guiding Questions
To diversify the student population who graduates	
Aim & Motivation	<i>Increase the number of diverse students attending TVHS and completing the program, in order to better represent our broader community and make our model more sustainable in the long term.</i>
Improve the onboarding process to include more student and caretaker voice and to improve understandings of the TVHS commitment prior to attendance	
Current Performance	
Current Focus	<i>We are in the process of transcribing the interviews. Once collected, we need to compare answers in order to determine the most effective engagement opportunities.</i> <i>We want to highlight our students in partnership with their local districts.</i> <i>We want 100 applications in the lottery this year.</i> <i>We want to gather parent feedback</i>

2. How does the collaboration with the larger national network foster the generation of change ideas and accelerate learning across educational institutions?



COVID-19 AND EQUITY IN EDUCATION: LONGITUDINAL DEEP DIVE



DATA SOURCES
18



VARIABLES
34,588



DATA POINTS
364,030,593



TIME PERIOD
2016-2022



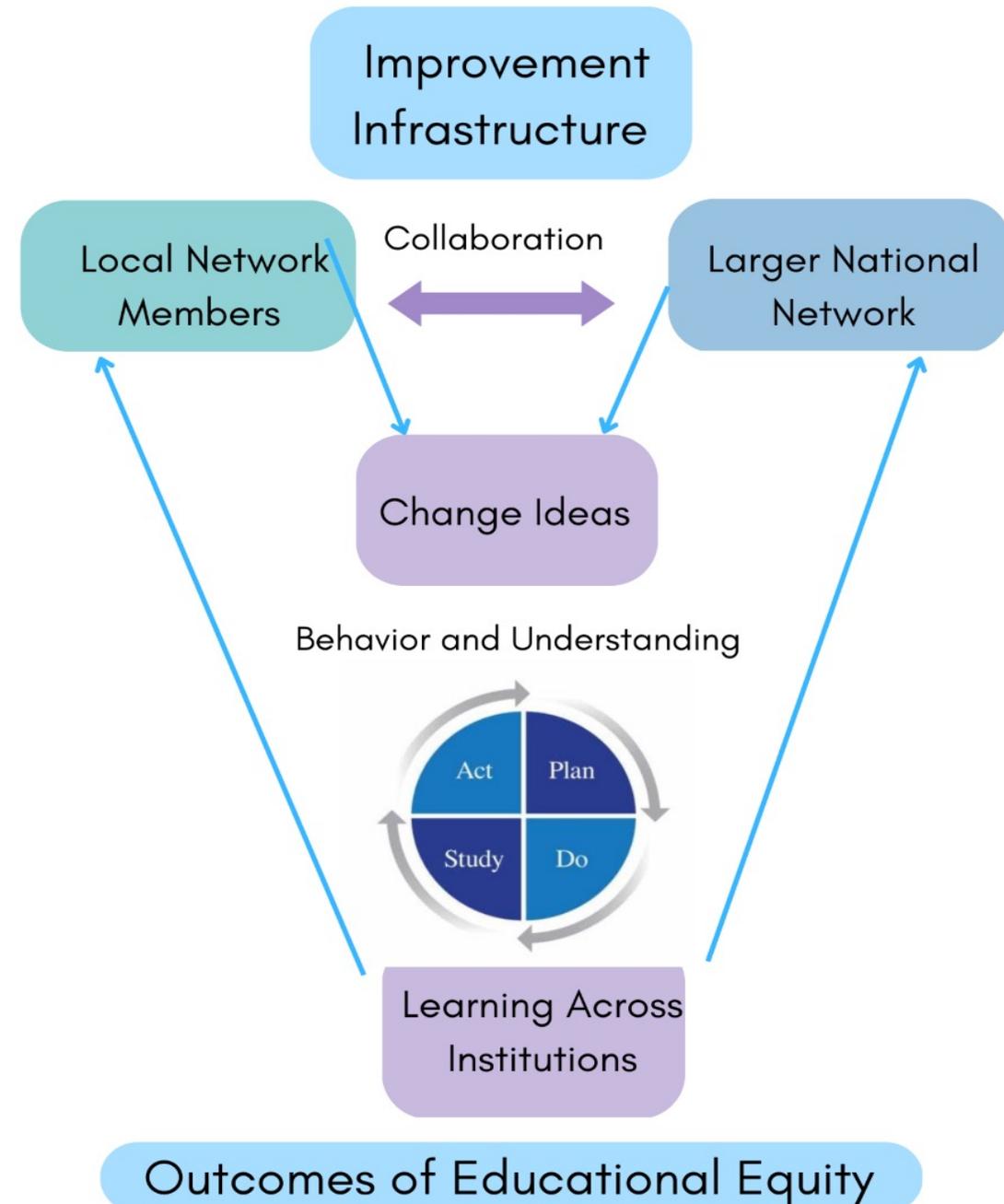
USER QUERIES
9,769



DATA POINTS QUERIED
324,680,096

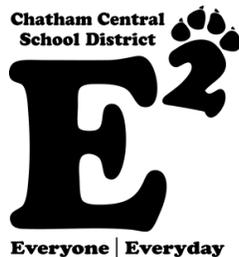
The COVID-19 longitudinal database provides a rich foundation for studying responses to the pandemic. It draws on datasets across the sectors of education, health, housing, social services, employment, and technology access. Researchers can explore the database through a search engine and a mapping/graphing interface. The database includes data for six focus states (*California, Florida, New York, Tennessee, Texas, and Washington*). It covers the 3 years prior to the COVID-19 outbreak (2016–17, 2017–18, and 2018–19) and the 4 years (2019–20, 2020–21, 2021–22, and 2022–23, as planned) after the pandemic began. The database includes data at state, county, census tract, district, and school levels.

- The database allows for cross state (and district, school, county, and census tract) comparisons.
- Researchers can search and download data elements in the database ([data tutorial](#)).
- The mapping/graphing interface also allows analysis of education indicators by other characteristics or over time (see [map tutorial](#) and [graph tutorial](#)).



3. What are the consequent student and family outcomes of this collaboration aiming to address educational equity issues in the post-pandemic?

The consequent outcomes will be examined at the end of the school year.



Systematizing opportunities for all levels to have voice and take action through improvement science.



Students feel comfortable with peers and staff members

Staff is invested in ensuring a positive learning environment for all

Implications within CIE

Inform

innovative change ideas
for equity in diverse
educational settings
through a grounded and
collaborative approach
to inquiry

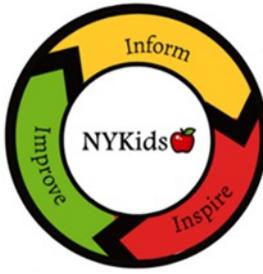
Improve

conversations
around systemic
issues

Inspire

collaborative
improvement research

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A graphic of a mailing list subscription form is shown, designed to look like an open envelope with a red, white, and blue striped border. The form contains the following text and elements:

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Your email here

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Select References

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