

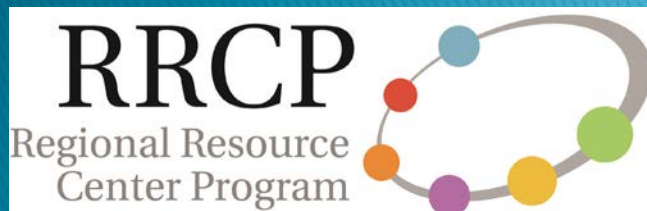
Equity, Inclusion & Opportunity:

Addressing Success Gaps

Presented by Tom Munk at STATS-DC 2014

Priority Teams

Disproportionality



Contributors

- ▶ Regional Resource Center Program
 - Nancy O'Hara, Lead, RRCP Disproportionality Priority Team
 - Cesar D'Agord, WRRC
 - John English, WRRC
 - Kristin Reedy, NERRC
 - Susan DuRant, SERRC
- ▶ Other TA Centers
 - Darren Woodruff , National RTI Center@AIR
 - Tom Munk, DAC/IDC
- ▶ US Ed, Office of Special Education Programs
 - Perry Williams, Grace Duran, Jennifer Finch, Dave Guardino

Success Gaps Definition

- ▶ *Differences or “gaps” in a variety of educational factors and outcomes that affect the likelihood of educational success for some groups of students compared to their peers.*

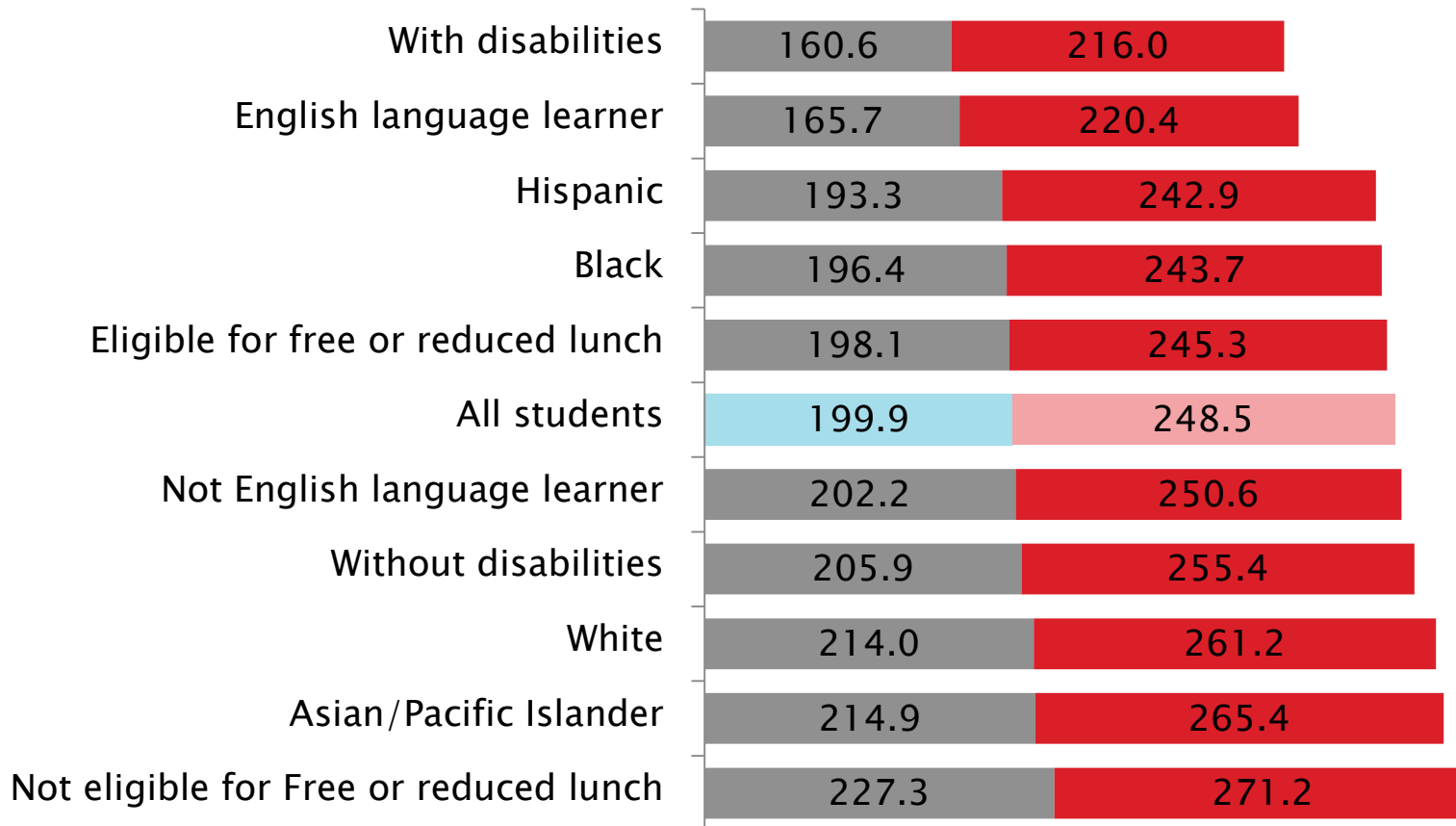
What is a success gap?

- ▶ A gap in educational outcomes between different groups of students
 - Achievement
 - Identification and/or placement for special education
 - Suspension rates
 - College and Career Preparation
 - Graduation rates

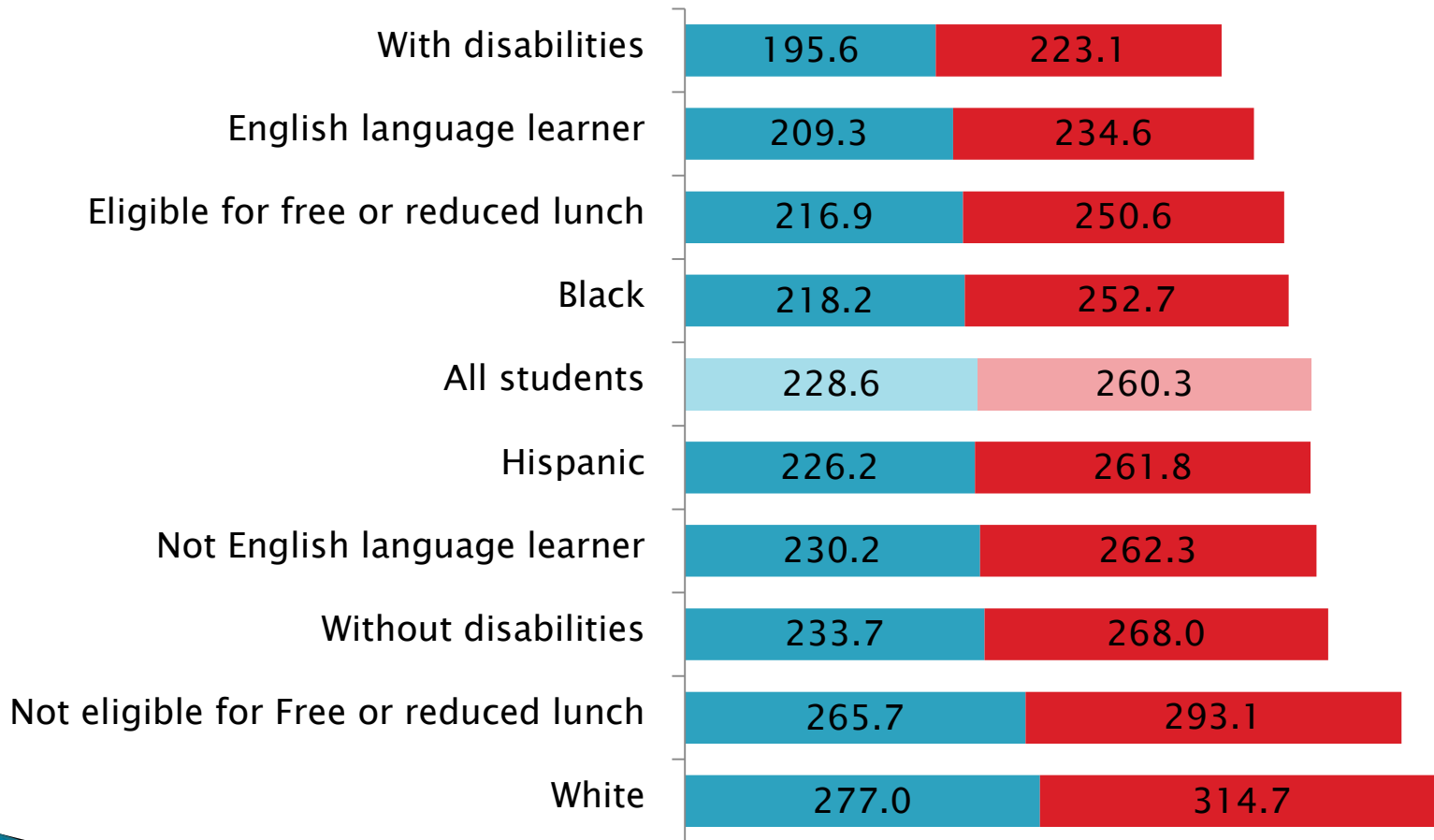
How to avoid success gaps

- ▶ Data-based decision making
- ▶ Cultural responsiveness
- ▶ High-quality Core instructional program
- ▶ Universal screening and progress monitoring
- ▶ Evidence-based Interventions and supports

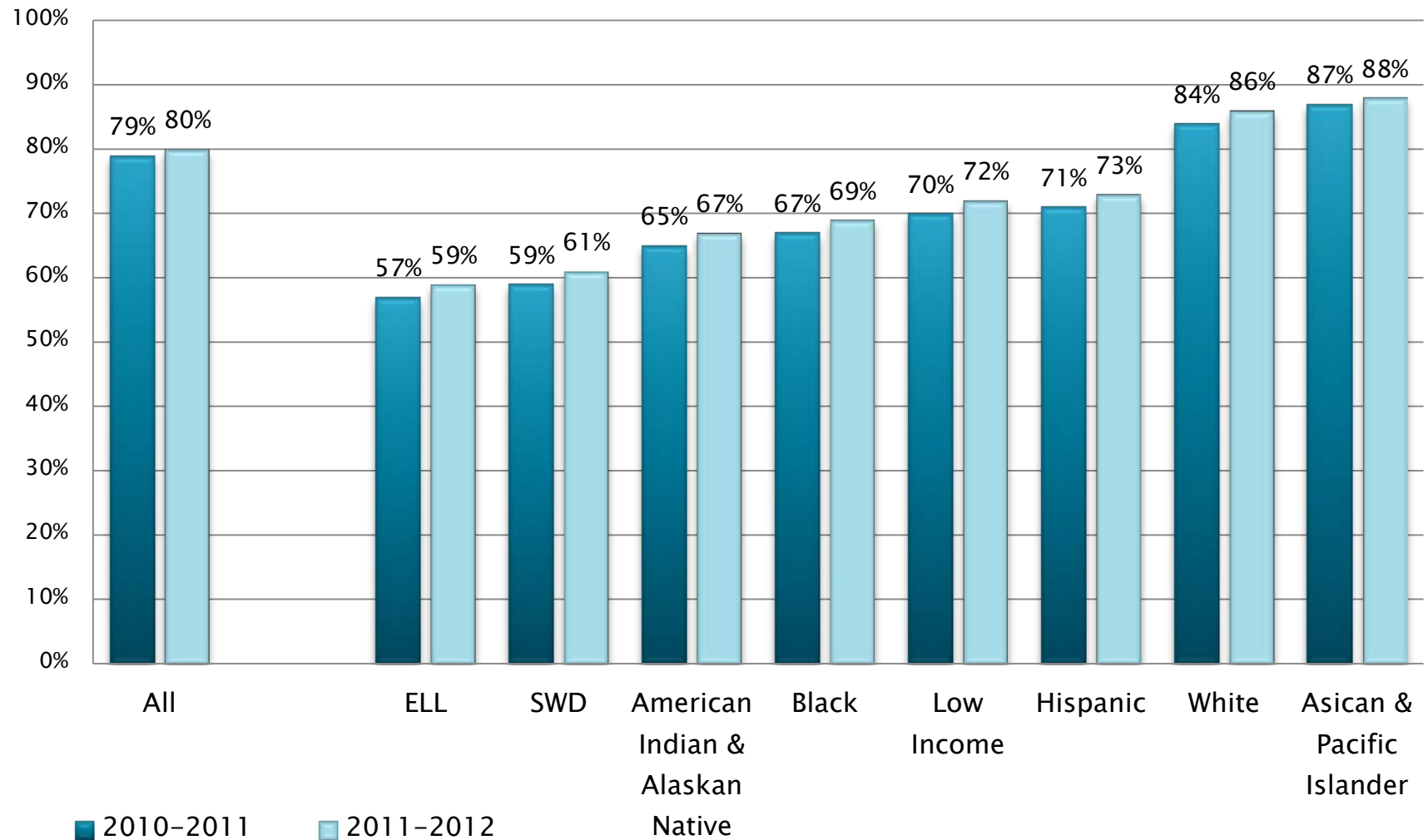
Achievement: Disaggregated Main NAEP Reading Scores, Grades 4 and 8, 2013, Philadelphia, Pennsylvania



Achievement: Disaggregated NAEP Math Scores, Grades 4 and 8, 2013, Washington, DC

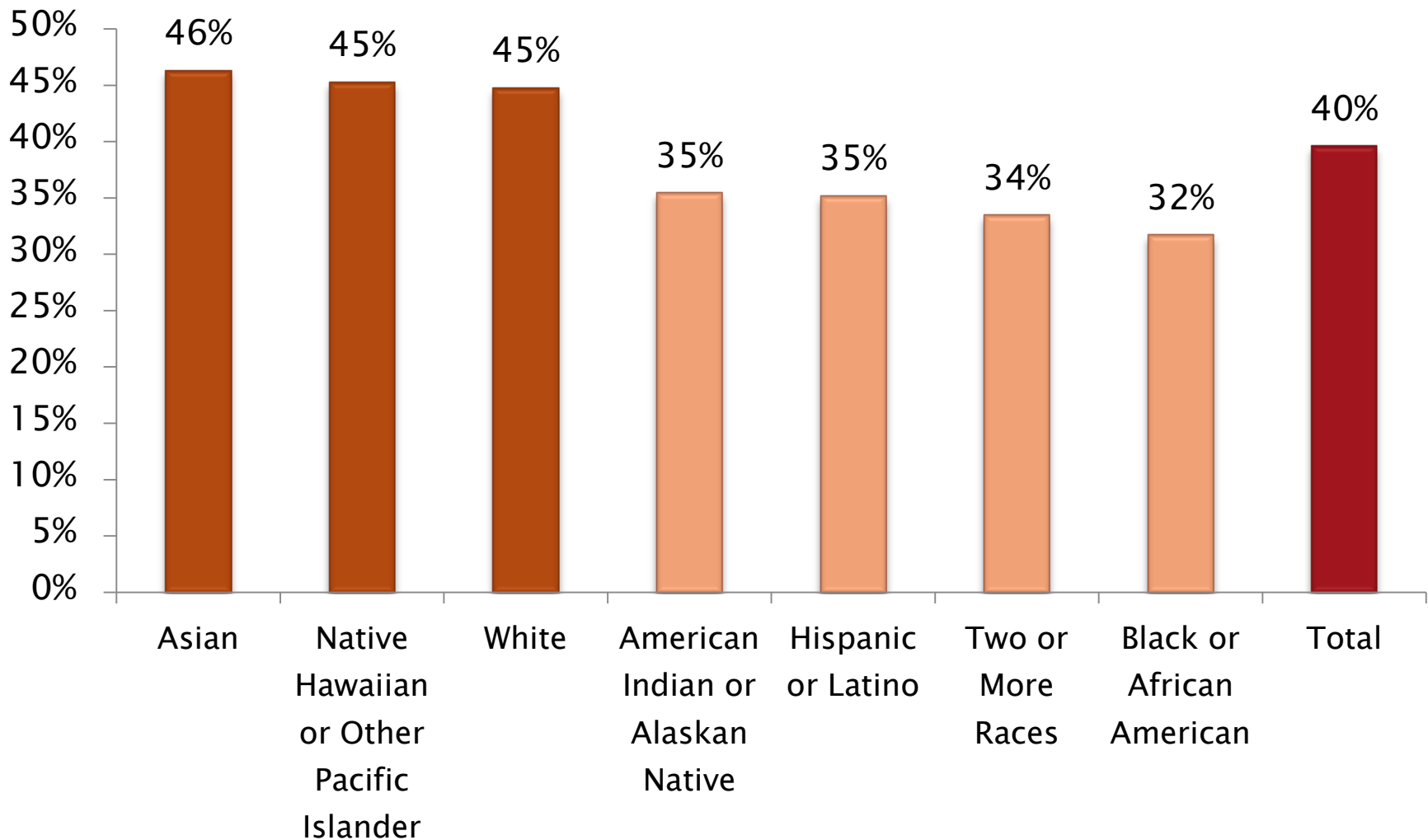


Graduation Rates 2011 and 2012



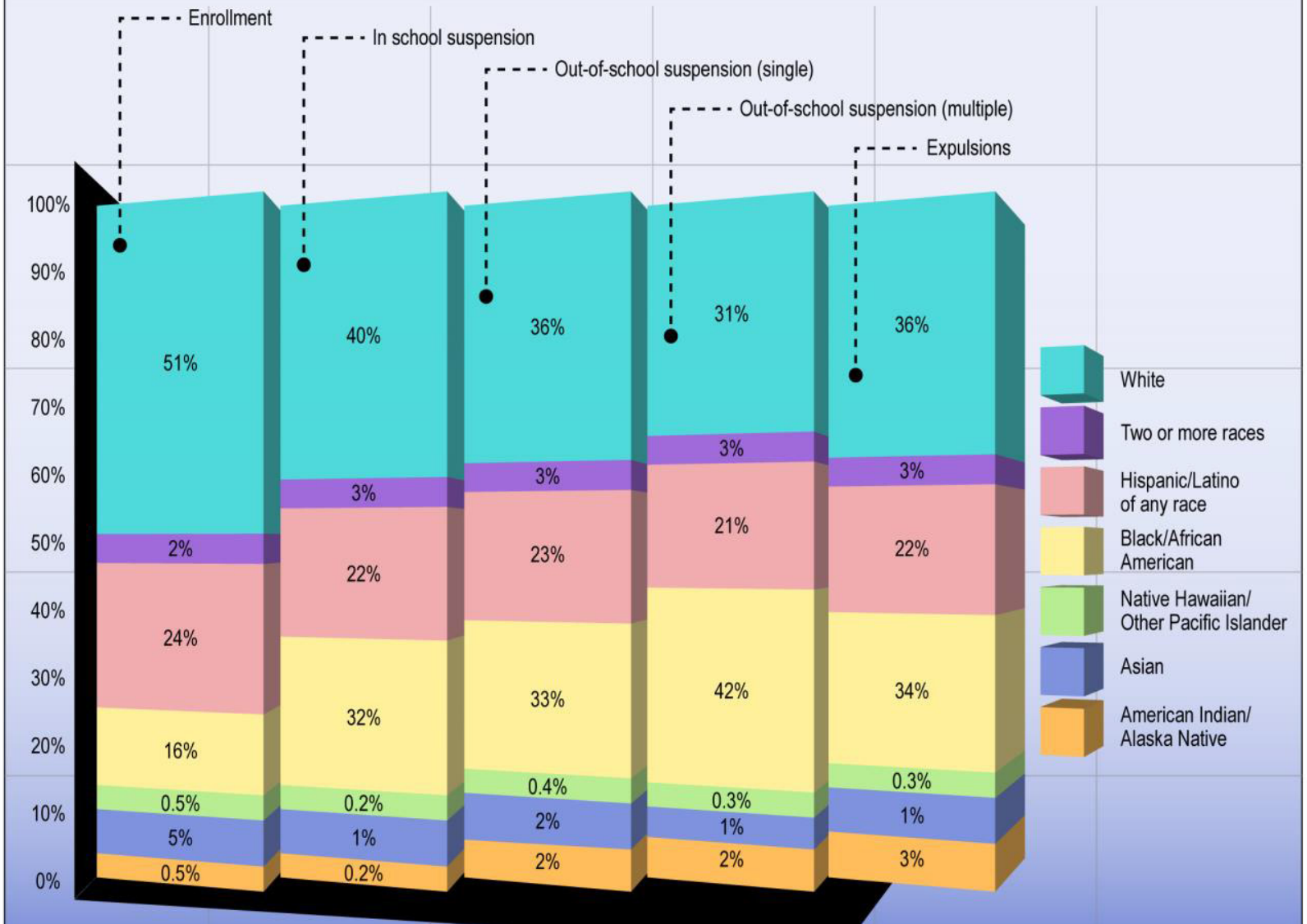
Source: <http://eddataexpress.ed.gov/>

The Graduation Gap: What the Data Tell Us: All States, % of SWDs Graduating with Regular Diploma, 2010-11



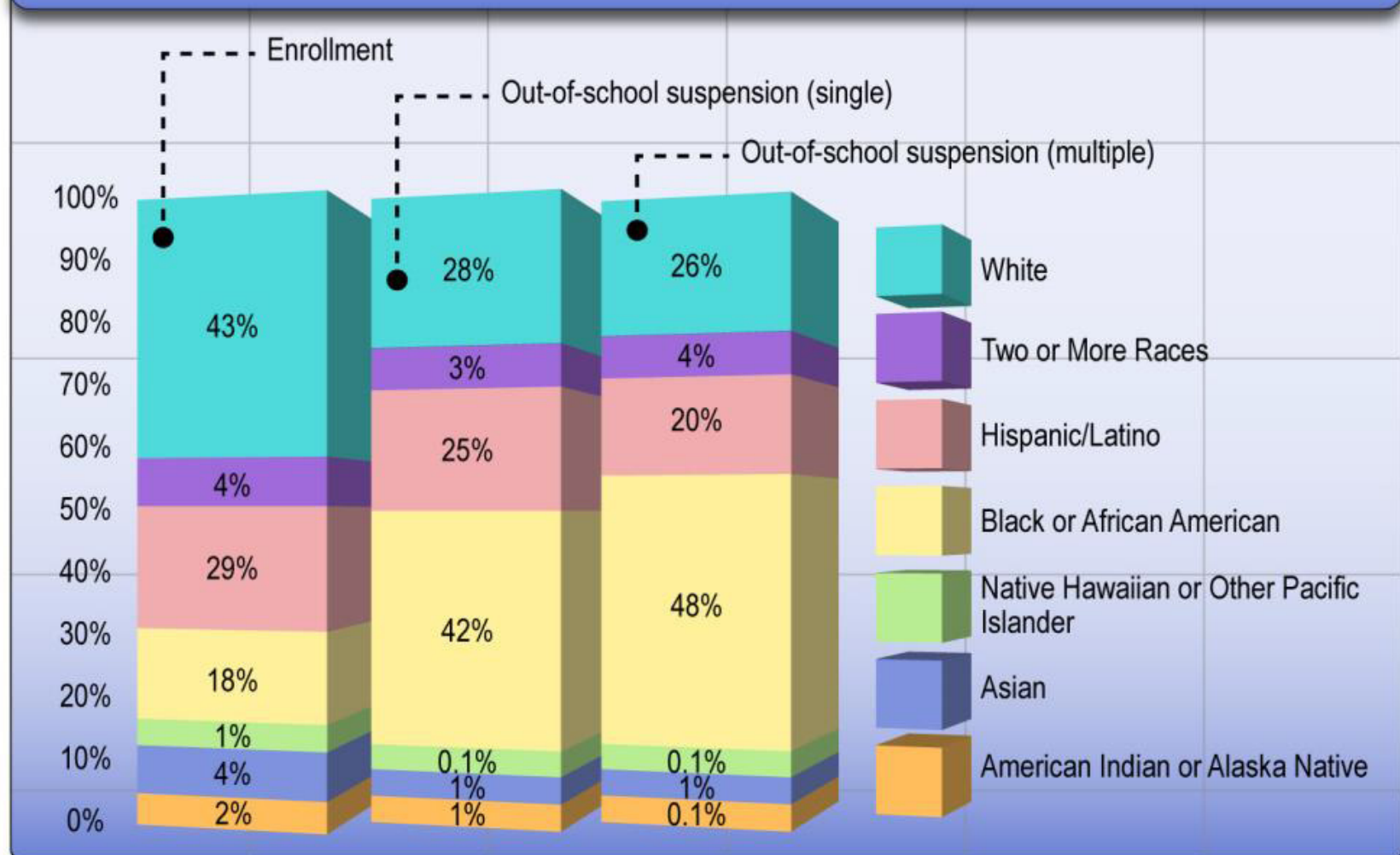
SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2010-11.

Students receiving suspensions and expulsions, by race and ethnicity



SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2011–12.

Preschool students receiving suspensions, by race and ethnicity



SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2011–12.

What are the results of success gaps?

Poor long-term outcomes for entire groups of students

Why focus on success gaps?

- ▶ Adult decisions about discipline early in school put children on non-successful paths.
- ▶ Allows us to focus on interventions, target resources
- ▶ Help identify areas where we need cultural responsiveness

Some Labels for Schools or Districts with Success Gaps

- ▶ Disproportionate Representation
- ▶ Significant Disproportionality
- ▶ Significant Discrepancy
- ▶ Not Making Adequate Yearly Progress under NCLB
- ▶ Focus School under NCLB waivers

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Equity, Inclusion and Opportunity: How to Address *Success Gaps* Indicators of Success Rubric



Intended Audiences

- ▶ State Departments of Education
- ▶ Local School Districts
- ▶ Schools
- ▶ TA Providers, professional developers, & consultants *working with* districts and schools
- ▶ Other stakeholders concerned about equity issues in schools
- ▶ General Ed. *and* Special Ed.

To address success gaps...

... look closely at equity,
inclusion, and opportunity for
children in the affected groups

Which are the affected subgroups?

- ▶ ELL
- ▶ Students with disabilities
- ▶ Migrant
- ▶ Low socio-economic status
- ▶ African American
- ▶ Foster children
- ▶ Hispanic
- ▶ American Indian

Structure of the Document(s)

- ▶ Introductory research brief
- ▶ Self-assessment rubric



Investigate the root causes of your success gaps

- ▶ Data-based decision making
- ▶ Cultural responsiveness
- ▶ High-quality Core instructional program
- ▶ Universal screening and progress monitoring
- ▶ Evidence-based Interventions and supports

Indicator	Planning	Partially implemented	Implemented	Exemplary
Data-based decision making				
<p>Probing Questions: Does our school or district identify data elements or quality indicators that are tracked over time to measure school effectiveness? What are those data elements? Are the data valid and reliable? Are data disaggregated by student demographics such as race/ethnicity, gender, disability etc. to identify gaps in achievement and performance and trends with over- or under- representation in identification, placement and discipline? Are data reviewed at regular intervals to determine progress or change? Are data used to make policy, procedure and practice decisions in your school? How regularly do we use this data to inform our decisions?</p>				
<i>Decisions about the school curriculum, instructional programs, academic and behavioral supports, and school improvement initiatives are based on data</i>	Decisions about the school curriculum, instructional programs, academic and behavioral supports and school improvement initiatives are rarely based on systematic data.	Some teachers and programs consistently use systematic valid and reliable data to inform decisions about curriculum, instructional programs, academic and behavioral supports, and school improvement initiatives.	The data used is valid and reliable. A schoolwide formalized and systematic process is in place to monitor and reinforce the continuous improvement of individual learners, subgroups of learners, initiatives and programs within the school, and it is implemented by some but not all staff.	The data used is valid and reliable. The schoolwide process for data based decision making is implemented and evident for all students and subgroups of students, in all classrooms, and is used in decisions about school initiatives or programs, as well.
What is the evidence to support your rating?				
Cultural Responsiveness				
<p>Probing Questions: Are school staff prepared to work with students from diverse cultural and linguistic backgrounds? Is our school culture responsive and welcoming to students and families from culturally/linguistically diverse groups? To what degree does our teaching staff reflect the cultural/linguistic make up of our school's population? Do school staff understand and value each individual child's and each group's unique cultural values and needs? Are teachers familiar with the beliefs, values, cultural practices, discourse styles, and other features of students' lives that may have an impact on classroom participation and success and are they prepared to use this information in designing instruction? Do research-based interventions account for the schools' cultural context as a part of implementation? Are screening, referral, and assessment practices, procedures and tools unbiased and nondiscriminatory? Does the staff at our school understand that it is our job to be culturally responsive to all their students? Are we linguistically competent to communicate with our students and their families? Do culturally responsive practices inform our outreach to the community including parents and community partners?</p>				

Data-based decision making

- ▶ Use disaggregated data for decisions about
 - Curriculum and Instructional programs
 - Academic and behavioral supports
- ▶ Make decisions about student interventions using multiple data sources, including
 - Screening
 - Progress monitoring
 - Formative and summative evaluation data



Cultural Responsiveness

- ▶ Recognize diversity across student ethnicity, language, and socio-economic status
- ▶ Provide training and resources so teachers can meet the linguistic needs of all students
- ▶ Include parents from all backgrounds in discussions about the school and about their children's progress



Core Instructional Program

- ▶ Rigorous, consistent, and well-articulated K–12 instructional program, aligned with standards, delivered with fidelity
- ▶ Effective differentiation in the core curriculum
- ▶ Informing parents in their native or home language about differentiation



Assessment

- ▶ Valid universal screening
- ▶ Progress monitoring for all students
- ▶ Informing parents in their native or home language about results



Evidence-based interventions and supports

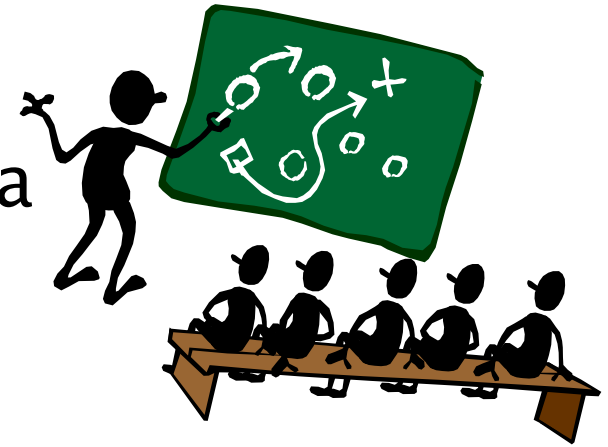
- ▶ Implemented with fidelity
- ▶ Instructional
- ▶ Behavioral
 - such as Positive Behavioral Supports or Restorative Justice
 - Tiered response protocols, not zero tolerance
- ▶ Informing parents in their native or home language about interventions and responses

What are we missing?

- ▶ Social/emotional learning
- ▶ Measurement tools, especially high school
- ▶ How do we measure fidelity?
- ▶ What's the right team?

How to address Success Gaps

1. Form a team
2. Disaggregate & study the data
3. Self-assess using the rubric
4. Provide evidence
5. Consider the students first
6. Ensure equitable participation
7. Develop a plan of action



How could you use this tool to improve results?

Priority Teams

Disproportionality

Would you need assistance to use this tool? What kind?

Priority Teams

Disproportionality

What adaptations would help you use this tool in your work?

Priority Teams

Disproportionality

Take a closer look....

- ▶ Equity
- ▶ Inclusion
- ▶ Opportunity



Further Resources

- ▶ Documents are found at:
 - <http://disprop.sites.tadnet.org/pages/115>
- ▶ Are you interested in piloting these tools?
- ▶ Please provide feedback about the tools if you use them
 - Contact Nancy O'Hara (nancy.ohara@uky.edu) or Tom Munk (TomMunk@westat.com) if you want assistance with piloting or to provide feedback for the tools.

Thank You!

- ▶ Visit the IDC website at:
<http://ideadata.org/>
- ▶ Follow us on Twitter:
[@IDEAdataCenter](https://twitter.com/IDEAdataCenter)

Disclaimer

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