



# Identifying Root Causes of Disproportionality: Aligning and Using Data from Multiple Sources to Dig Deep

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# Goals: Identify root causes of disproportionality



Dig deeper into a variety of data sources including the Comprehensive Needs Assessment (CNA)



Determine improvement strategies (i.e., District Improvement Plan or School Improvement Plan) to develop a plan that will address equity gaps in student achievement.



Introduce Success Gaps Toolkit

# What Is Disproportionality?

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

- Achievement
- Identification and/or placement for special education
- Suspension rates
- College and career preparation
- Dropout rates
- Graduation rates

# Where Do You See Disproportionality in Your District?



# Which Groups of Students Experience Success Gaps?

- Students with disabilities
- Students who are English learners
- Students from low income families
- Students of specific races/ethnicities such as Black/African American, Native Alaskan or Native American, Hispanic
- Students from non-American cultures
- Students whose learning supports were not addressed
- Subsets of these groups



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# What Are the Results of Success Gaps?

Poor long-term outcomes for entire groups of students



# Why Focus on Success Gaps?



# Students With Disabilities (SWD) Experience Many Success Gaps

How many of these statements are true in your districts?

- Black SWD graduate at a lower rate than White SWD
- Hispanic SWD are suspended out of school at rates higher than SWD of all other races
- Black SWD drop out of school at higher rates than White and Asian SWD
- White SWD achieve in mathematics at higher rates than other SWD
- SWD have lower reading achievement in all grades and the gap grows larger beginning in 4<sup>th</sup> grade
- SWD are not taking college prep courses at the same rate as other students

# Discussion Question

- Your district has disproportionality for the overidentification of students who are black in the ID category?
- Have they been receiving an equitable education?
- What is the root cause? How do you know?

# What Constitutes “Equitable” Education for all Children?

What are the factors that contribute to success for all groups of children?



# Schools and Districts Use Data-Based Decision Making

- Use disaggregated data for decisions about
  - Curriculum and instructional programs
  - Academic and behavioral supports
  - Effectiveness of policies and procedures
- Make decisions about student interventions using multiple data sources, including
  - Screening
  - Progress monitoring
  - Formative and summative evaluation data



# Districts and Schools Are Responsive to the Culture of Their Community

- 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



# Strong Core Instructional Program

- Rigorous, consistent, and well-articulated K-12 instructional program, aligned with standards, delivered with fidelity
- Effective differentiation in the core curriculum
- Universal design for learning principles incorporated into instruction
- Informing parents in their native or home language about differentiation



# Use of a Variety of Assessment Tools for Multiple Purposes

- Valid universal screening for developmental, behavioral, or academic risks
- Progress monitoring for all students
- Informing parents in their native or home language about results and progress



# Evidence-Based Interventions and Supports



- Interventions and supports are part of a multi-tiered framework
- 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

# Leadership

- District and school leaders drive change and improvement



# Family Engagement



Family engagement in education increases achievement for all groups of students

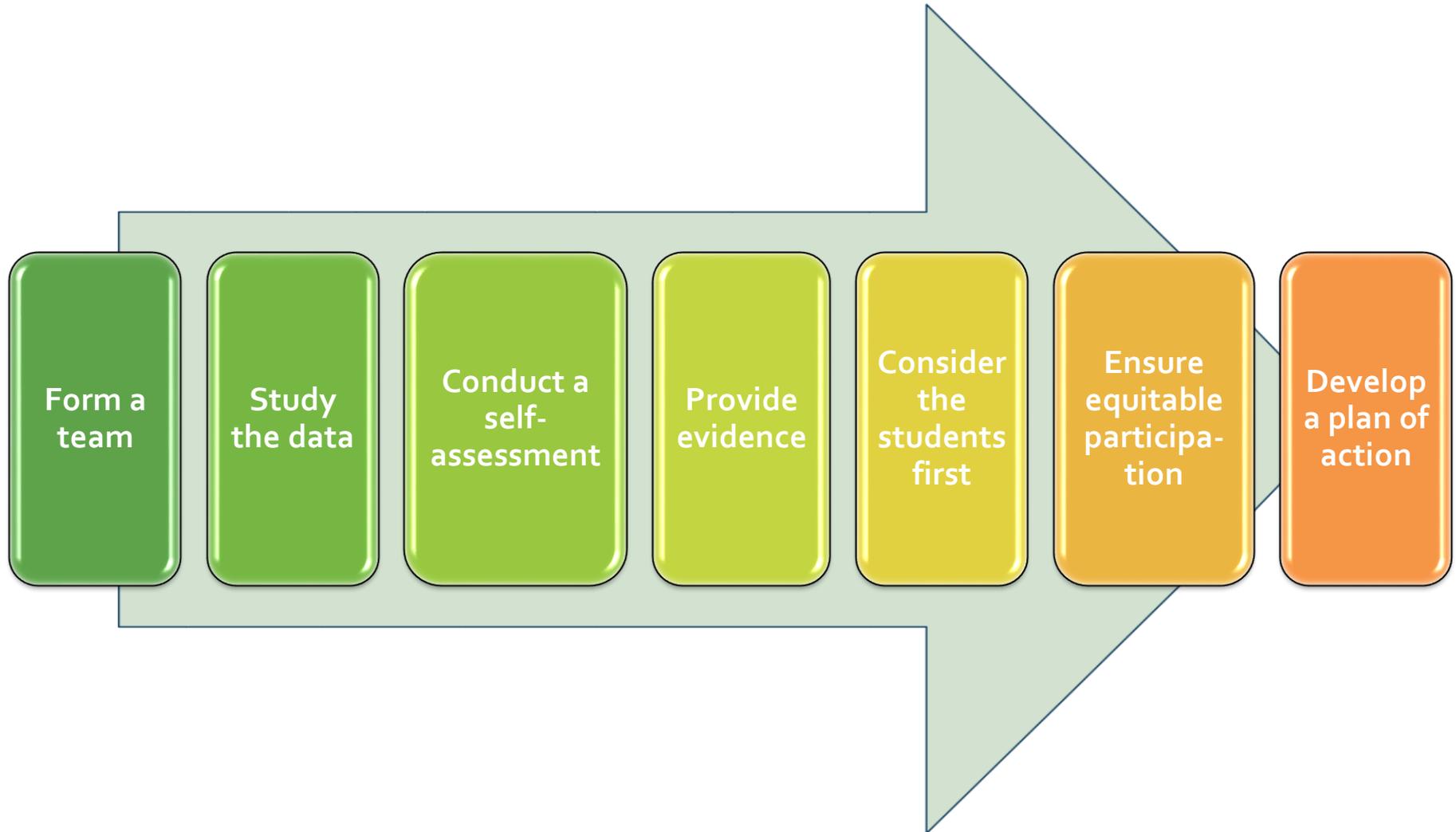


# What Do You Think?

In your district, are there schools with room for improvement in any of these areas?

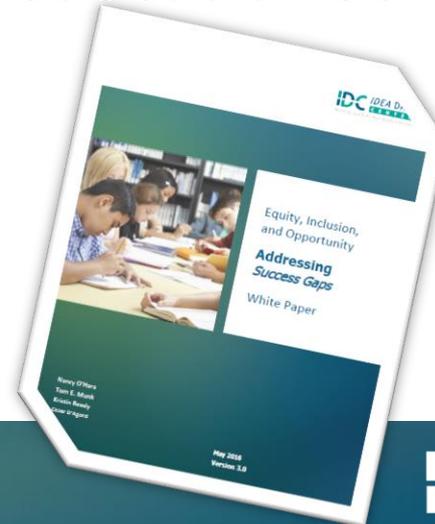
- Data-based decision making
- Cultural responsiveness
- Core instructional program
- Variety of assessments for screening, progress monitoring, etc.
- Evidence-based interventions and supports
- Family engagement
- Strong leadership for improvement

# How to Address Success Gaps: Identify the target group (the success gap)



# Foundation for Success Gaps Work

- Defines five critical factors in PK–12 general education cited by research needed to close success gaps
- Outlines factors that contribute to appropriate identification for special education services
- Describes provision of special education services that support positive outcomes



# Getting Started With the Rubric

- Provides a systematic way to analyze root causes of success gaps
- Organized around five elements that lead to equity, inclusion, and opportunity
- Can be modified to meet specific needs



# Rubric Sections



Data-based decisionmaking



Cultural responsiveness



High-quality core instructional program

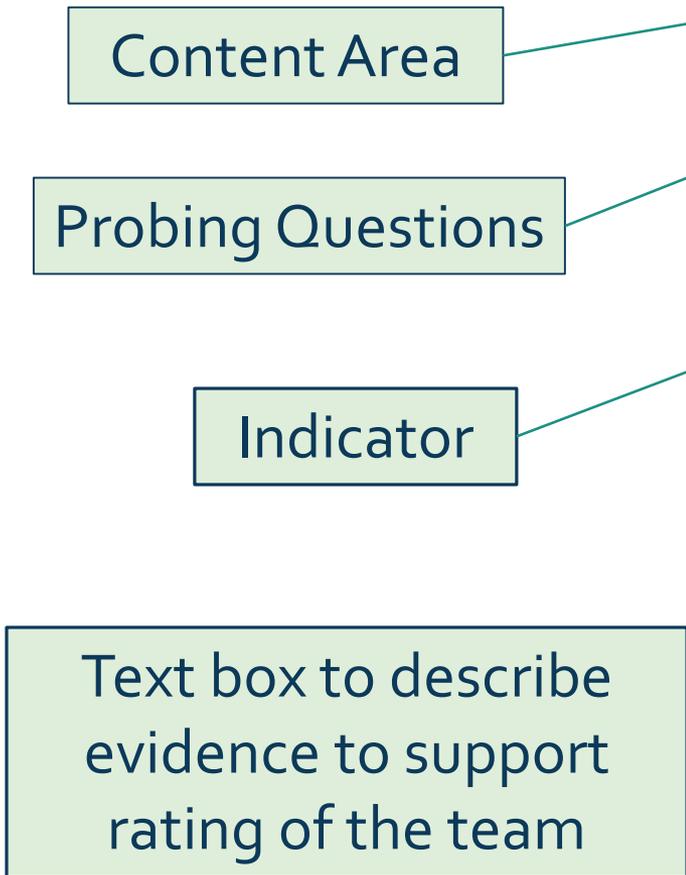


Assessment—universal screening and progress monitoring



Evidence-based instructional/behavioral interventions and supports

# Rubric Organization



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

## 1. Data-based Decision Making

**Probing Questions:**  
Does our school or district identify data elements to measure effectiveness? What are those data elements? Do we collect demographics such as race/ethnicity, gender, and language 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 our school? How regularly do we use these data to inform our decisions?

**Rubric rating scale**

Indicator 1	■ Planning	■ Partially Implemented	■ Implemented	■ Exemplary
<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 are 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. It is implemented by some but not all staff.	The data used are 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?

# Using the process and resources with what you have

## Do you have?

- Needs assessments
  - identifying root cause(s)
  - for the identified subgroups?
- Plans for improvement?
  - Addressing root cause(s)
  - For identified subgroup?

## Success gaps resources can:

- Assist you to focus on identified groups
- Identify roots causes
- Provide information to enhance your plan to specifically address

# The Success Gaps Toolkit



<https://ideadata.org/toolkits/>



Equity, inclusion, and opportunity for all students is an important goal, and requires conscious effort to be achieved.

# Questions and Comments



# Contact Us

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