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Building Capacity for High-Quality *IDEA* Data

Early Childhood Conference:
Improving Data, Improving Outcomes
Big B Add-on Day
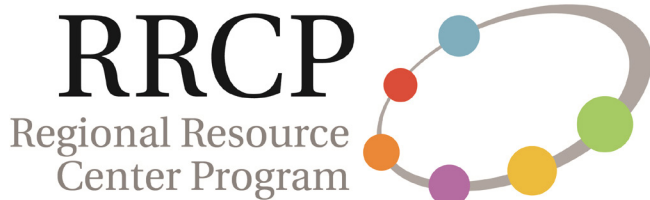September 10-11, 2014   New Orleans, LA

Equity, Inclusion, & Opportunity:

Addressing Success Gaps

Presented on September 11, 2014 by Tom Munk (IDC), Bonnie Dye (Georgia),
Cesar D'Agord (WRRC), and Nancy O'Hara (IDC, MSRRC)

Priority Teams

Disproportionality

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Regional Resource
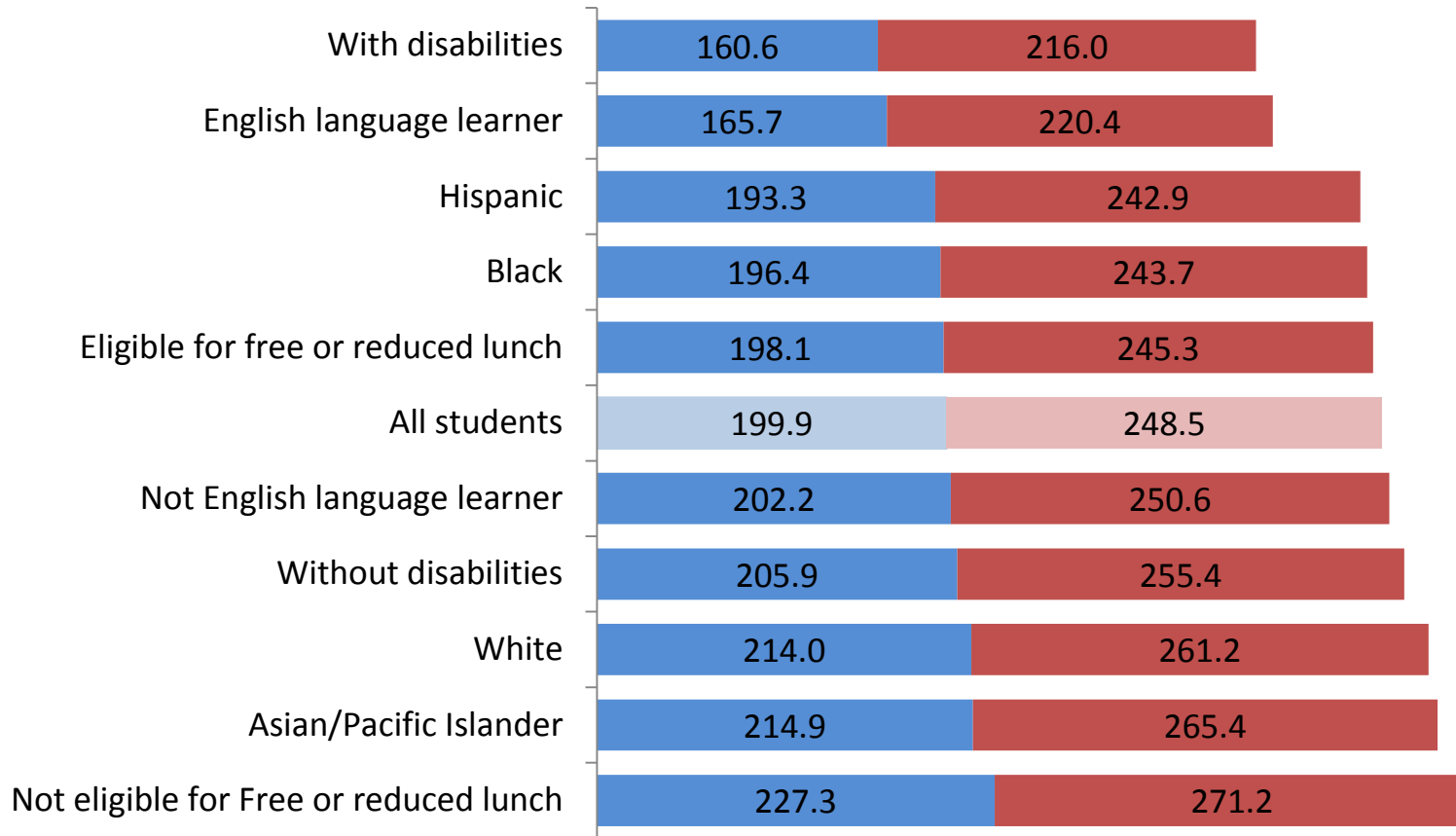Center Program

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Contributors

- Regional Resource Center Program
  - Nancy O'Hara, Lead, RRCP Disproportionality Priority Team
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  - John Inglish, 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
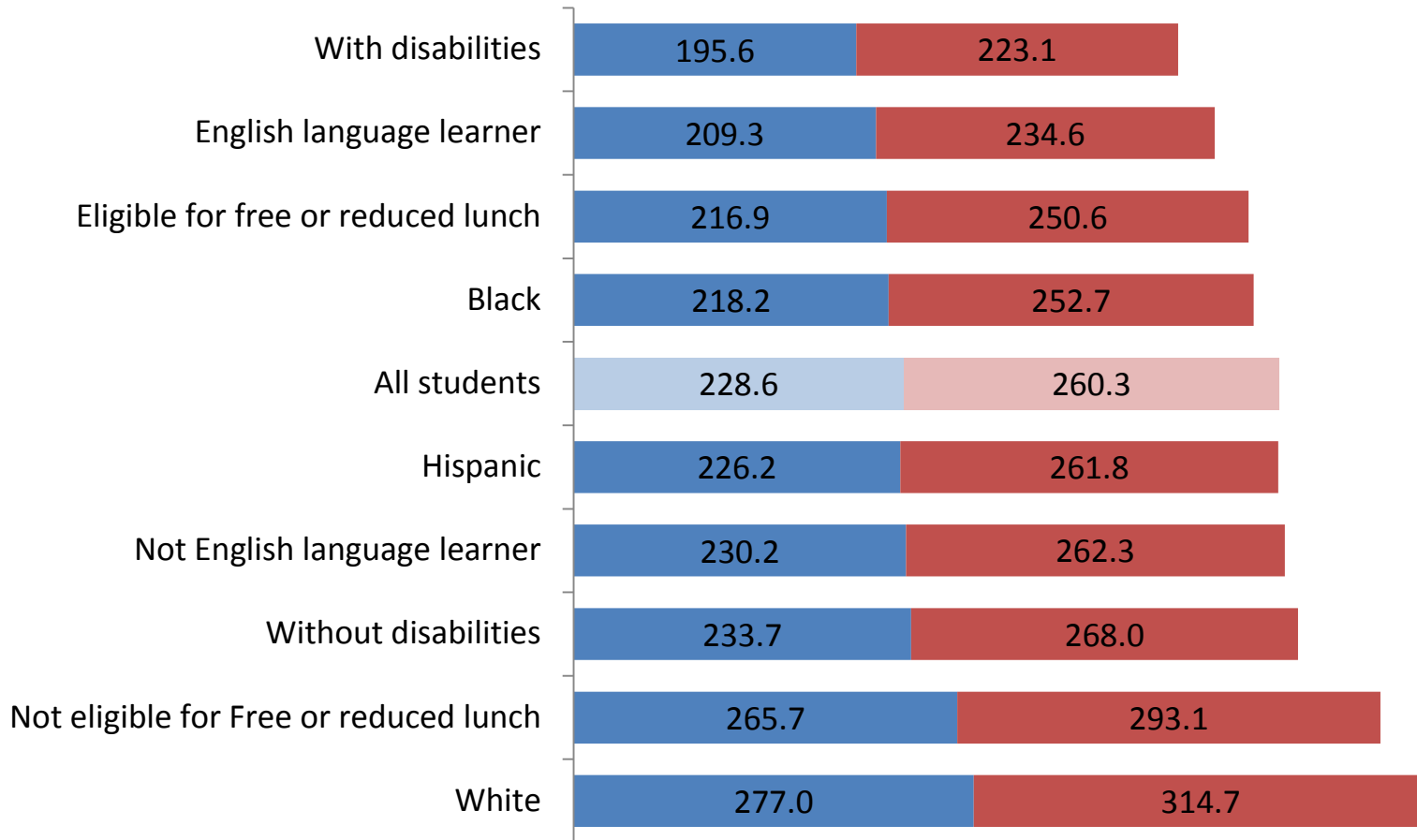 - Perry Williams, Grace Duran, Jennifer Finch, Dave Guardino

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What is a success gap?

- 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
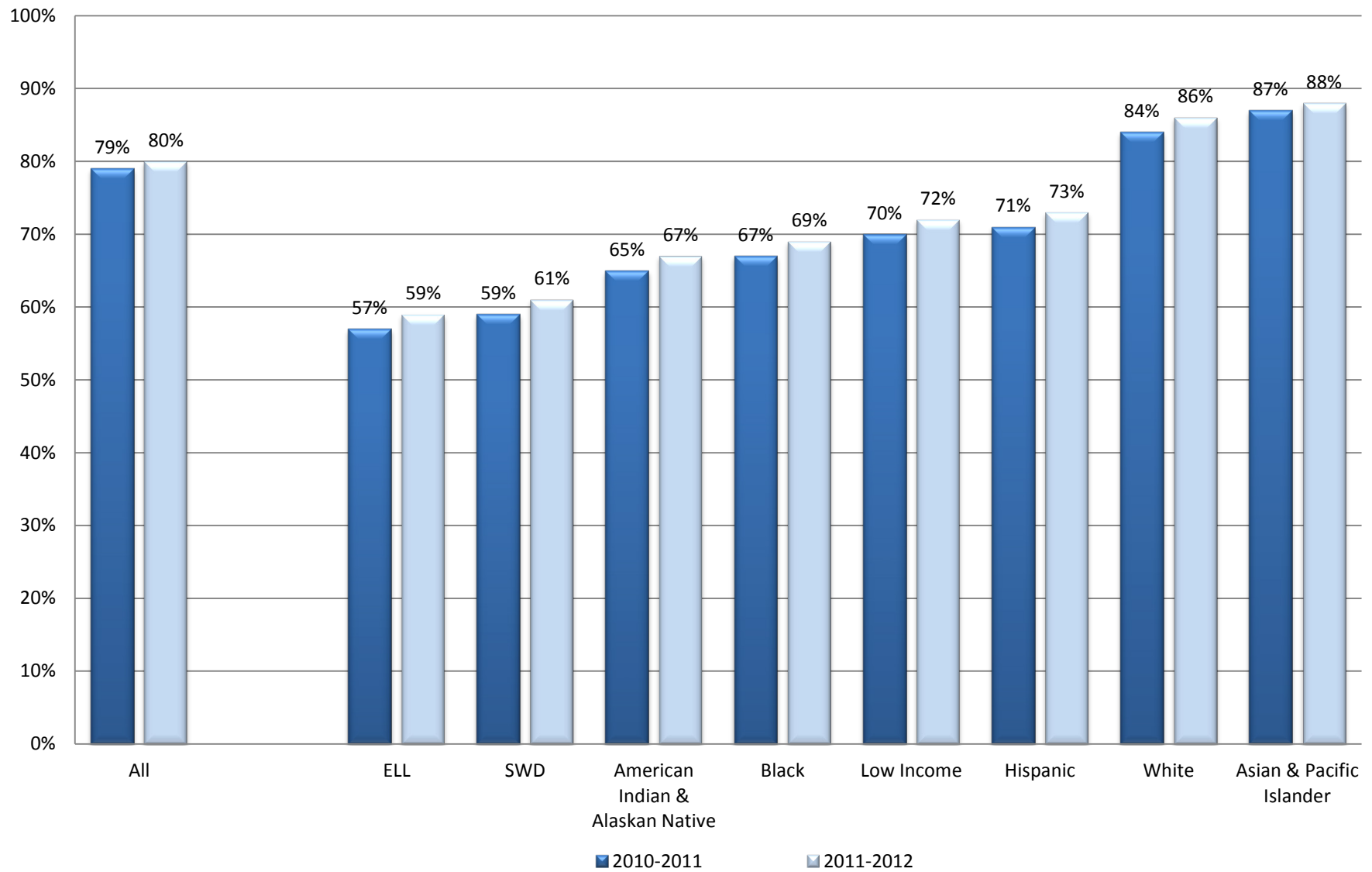 - Graduation rates

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

Category	Grade 4	Grade 8
With disabilities	160.6	216.0
English language learner	165.7	220.4
Hispanic	193.3	242.9
Black	196.4	243.7
Eligible for free or reduced lunch	198.1	245.3
All students	199.9	248.5
Not English language learner	202.2	250.6
Without disabilities	205.9	255.4
White	214.0	261.2
Asian/Pacific Islander	214.9	265.4
Not eligible for Free or reduced lunch	227.3	271.2

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

Category	Grade 4	Grade 8
With disabilities	195.6	223.1
English language learner	209.3	234.6
Eligible for free or reduced lunch	216.9	250.6
Black	218.2	252.7
All students	228.6	260.3
Hispanic	226.2	261.8
Not English language learner	230.2	262.3
Without disabilities	233.7	268.0
Not eligible for Free or reduced lunch	265.7	293.1
White	277.0	314.7

Graduation Rates

	All	ELL	SWD	American Indian & Alaskan Native	Black	Low Income	Hispanic	White	Asian & Pacific Islander
2010-2011	79%	57%	59%	65%	67%	70%	71%	84%	87%
2011-2012	80%	59%	61%	67%	69%	72%	73%	86%	88%

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

Category	Percentage
Asian	46%
Native Hawaiian or Other Pacific Islander	45%
White	45%
American Indian or Alaskan Native	35%
Hispanic or Latino	35%
Two or More Races	34%
Black or African American	32%
Total	40%
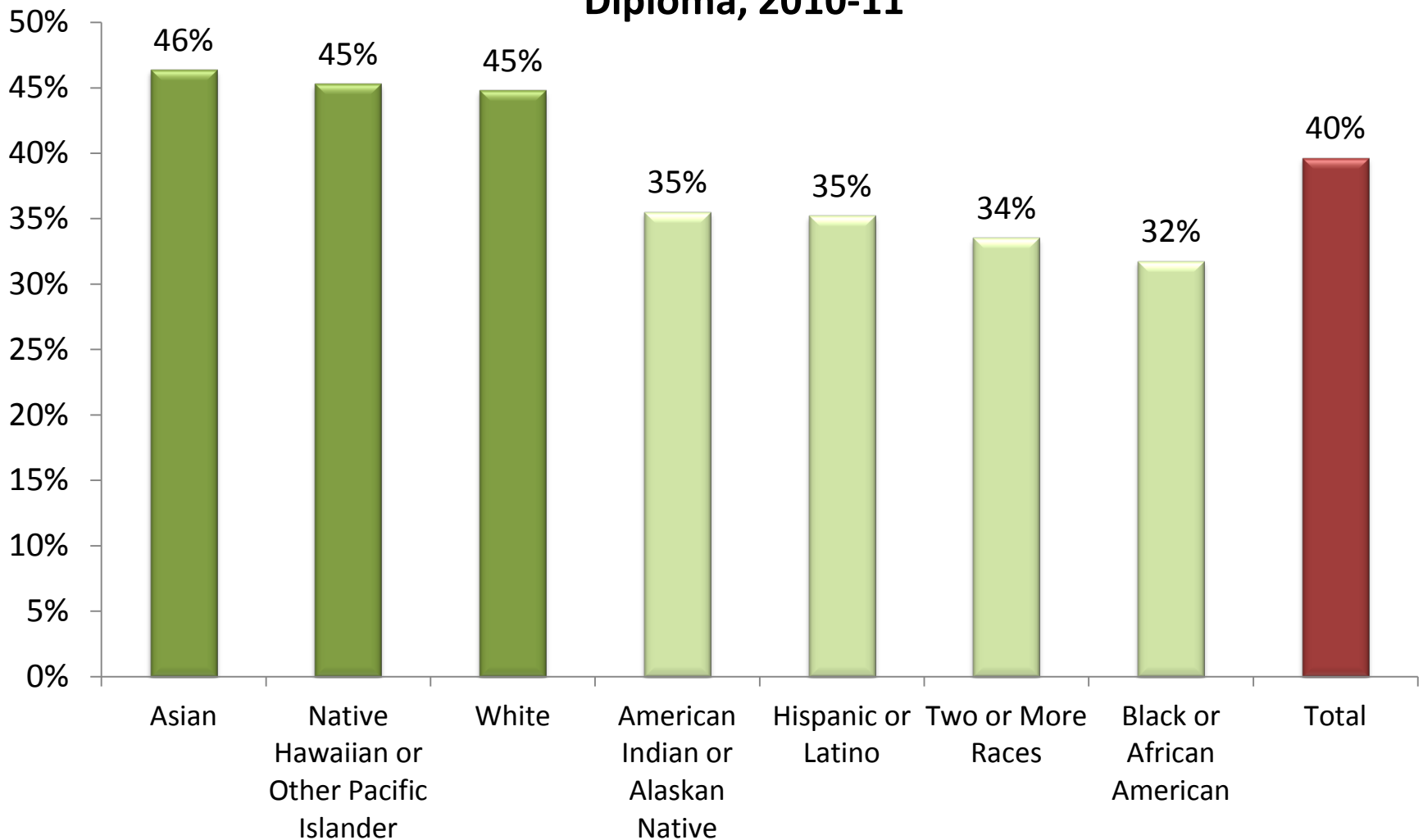
SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2010-11.

Students receiving suspensions and expulsions, by race and ethnicity
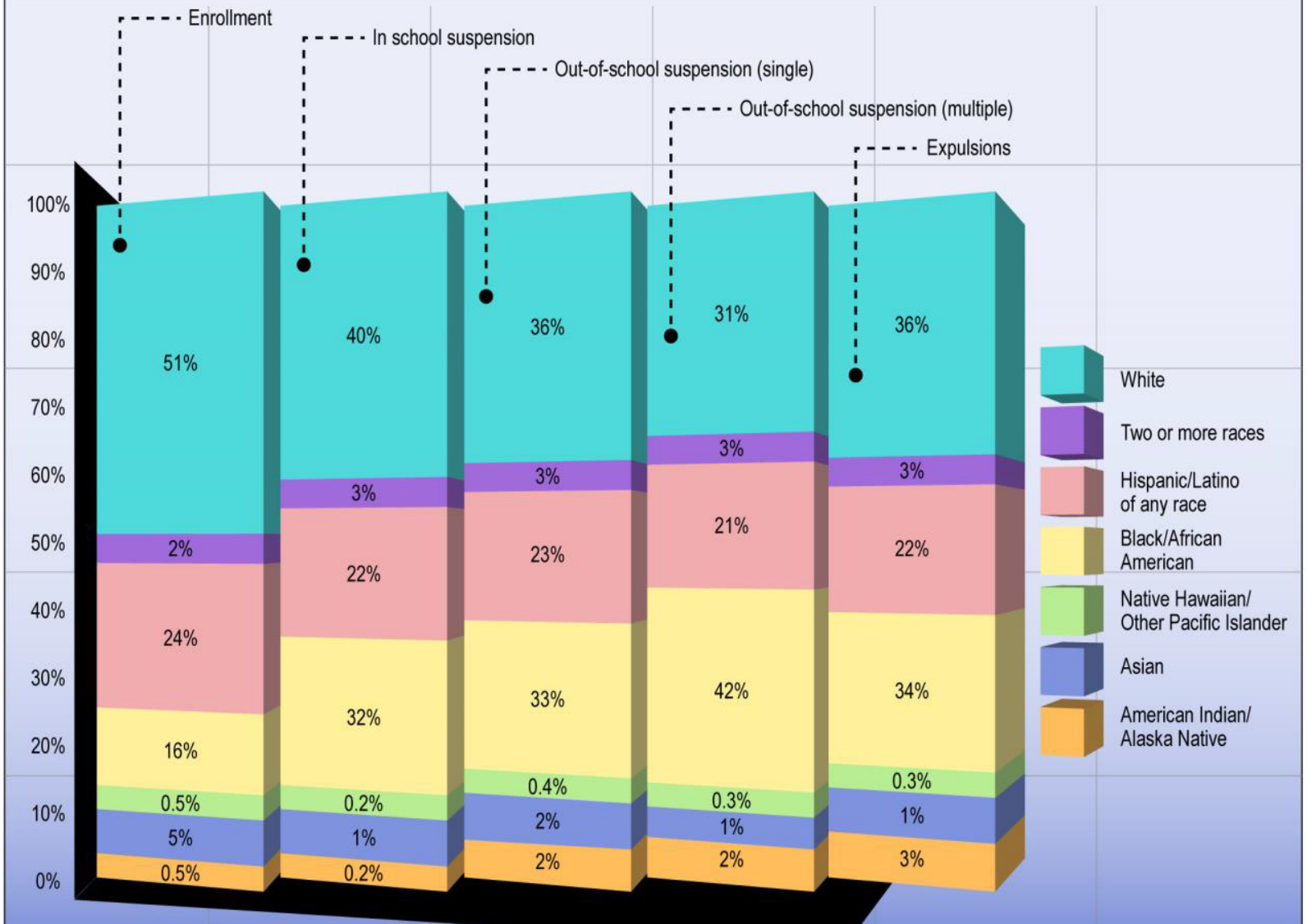
SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2011-12.

Preschool students receiving suspensions, by race and ethnicity
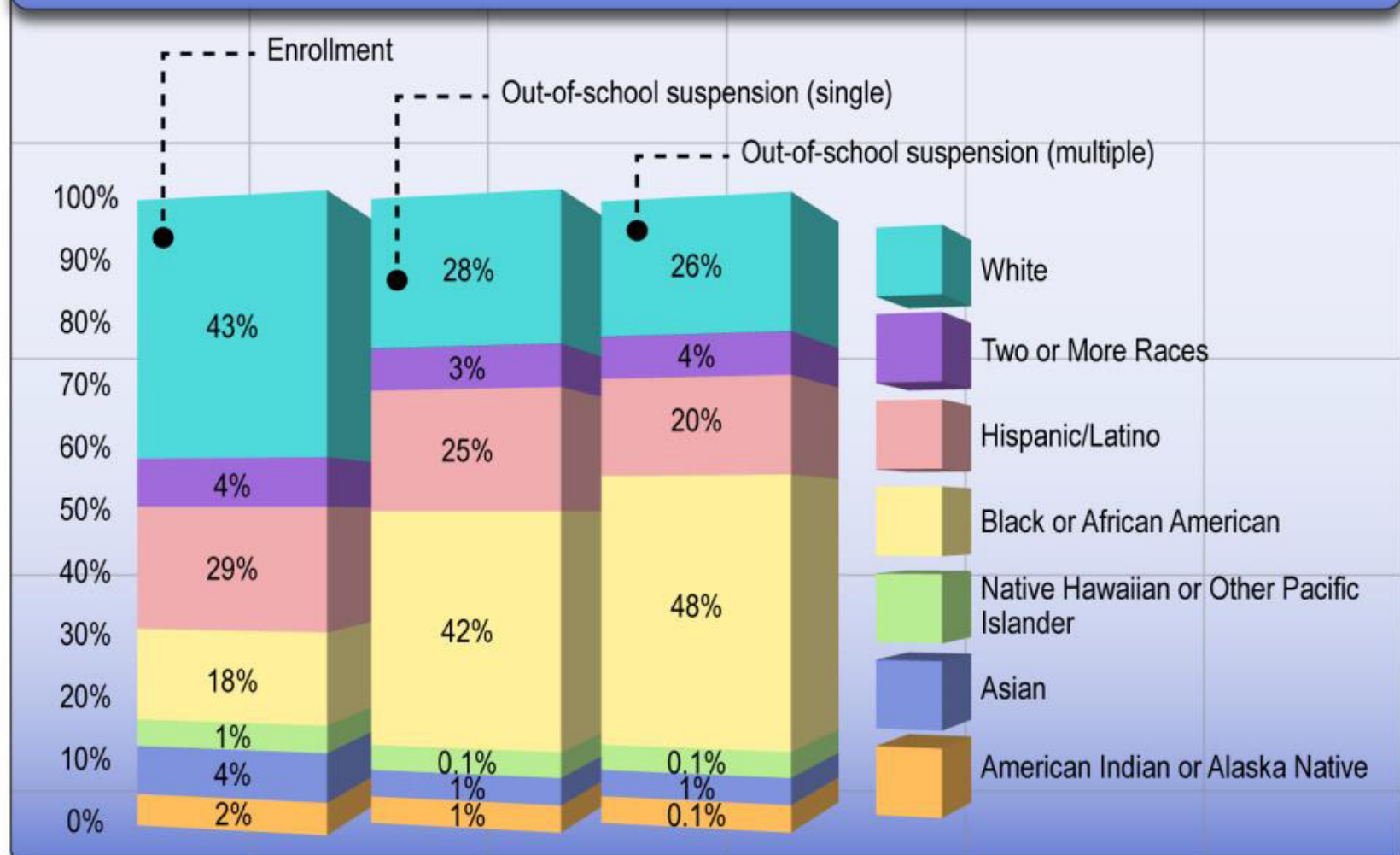
Enrollment
Out-of-school suspension (single)
Out-of-school suspension (multiple)

	Enrollment	OSS (single)	OSS (multiple)
White	43%	28%	26%
Two or More Races	4%	3%	4%
Hispanic/Latino	29%	25%	20%
Black or African American	18%	42%	48%
Native Hawaiian or Other Pacific Islander	1%	0.1%	0.1%
Asian	4%	1%	1%
American Indian or Alaska Native	2%	1%	0.1%

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

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Why focus on success gaps?

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

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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

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C E N T E R

Structure of the Document(s)

- Introductory research brief
- Self-assessment rubric

Investigate the root causes of your success gaps

Have you implemented these five elements?

- Data-based decision making

- Cultural responsiveness

- High-quality core instructional program

- Universal screening and progress monitoring

- Evidence-based interventions and supports

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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

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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

- Universal design for learning

- Informing parents in their native language about differentiation

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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

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Indicator	Planning	Partially implemented	Implemented	Exemplary
Data-based decision making				
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?				
Decisions about the school curriculum, instructional programs, academic and behavioral supports, and school improvement initiatives are based on data	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				
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 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?				

How to Address Success Gaps

1. Form a team
2. Study the data
3. Conduct a self-assessment
4. Provide evidence
5. Consider the students first
6. Ensure equitable participation
7. Develop a plan of action

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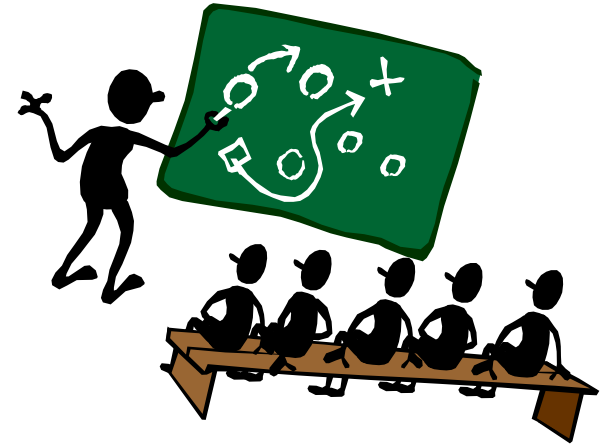
Georgia Department of Education
Division for Special Education Services

Deborah Gay, Director

State Performance Plan/Annual Performance Report Indicator B-17

- **INDICATOR**: The State's SPP/APR includes a State Systemic Improvement Plan that meets the requirements set forth for this indicator.

- Basis for this plan is a ***detailed data and infrastructure analysis*** that will guide the development of the strategies to increase the State's capacity to structure and lead meaningful change in LEAs.

Broad Data Analysis

SWD Enrollment Data
- Total SWD Enrollment
- Disability Categories
- Racial/Ethnic Groups
- Gender

Performance Data
- Reading Performance and Gap Data
- Math Performance and Gap Data
- Performance by Disability Categories
- Least Restrictive Environment
- Graduation and Dropout

SWD Discipline Data
- Racial/Ethnic Groups
- Gender

Georgia 'SIMRering'

Infrastructure Analysis

Broad Infrastructure Analysis

- Numerous activities and initiatives that support college and career readiness.

- Not all activities and initiatives are aligned.

- 'Opportunity gaps' may be negatively affecting graduation rates.

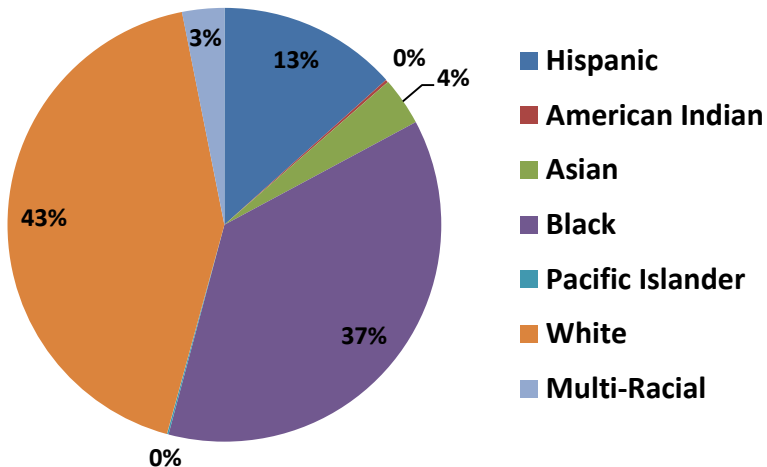- Rigorous standards are in place for all students.
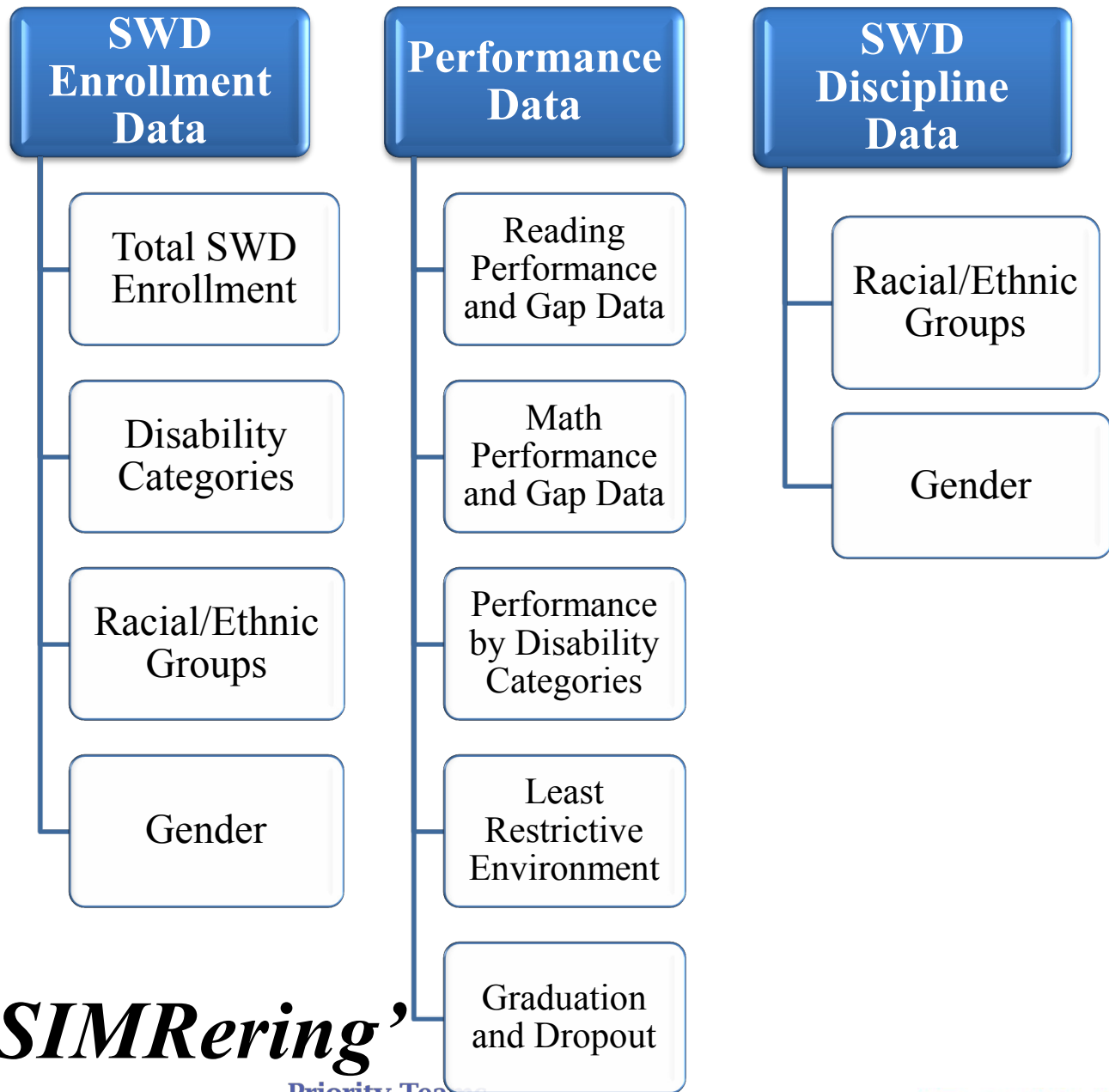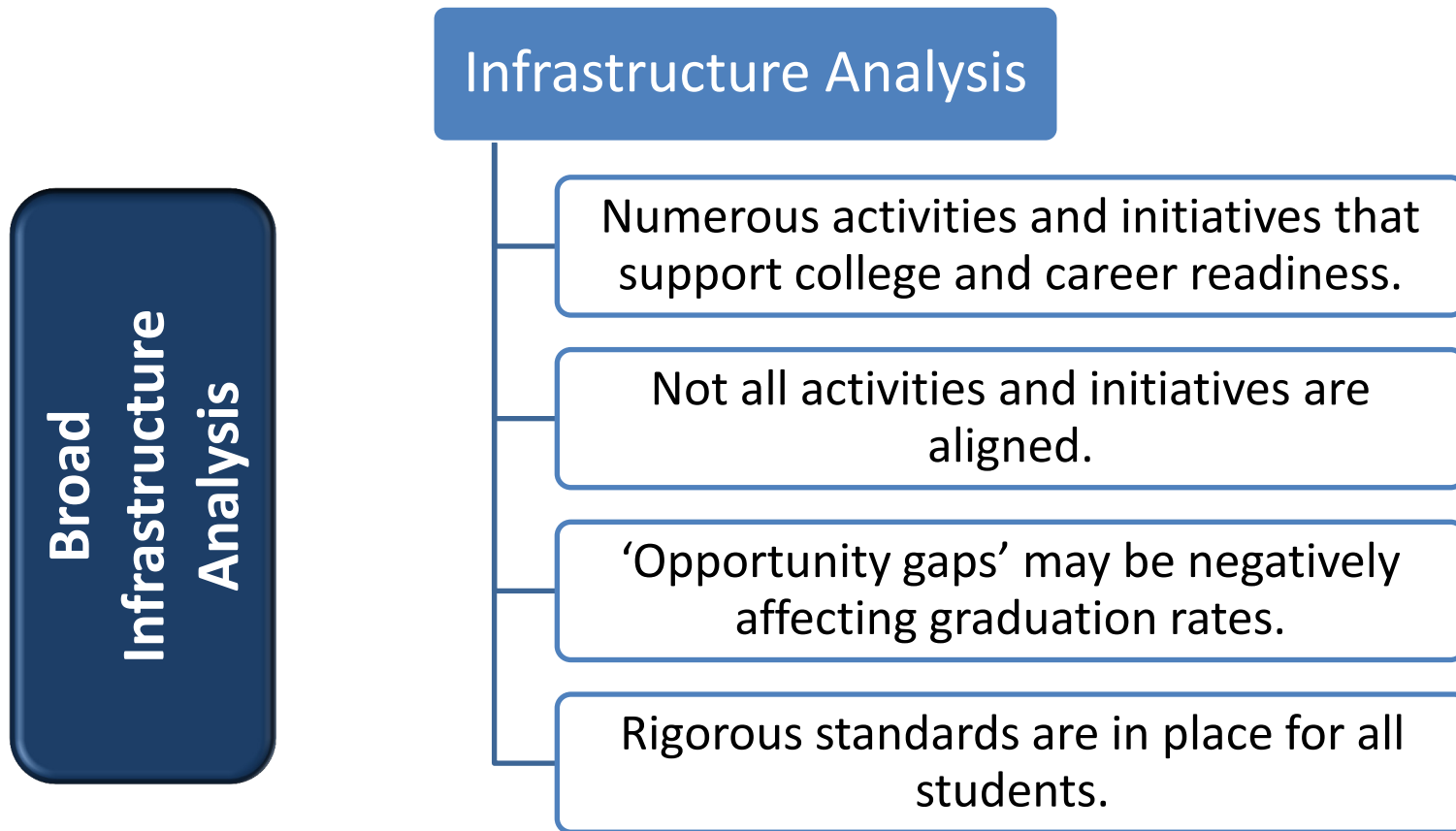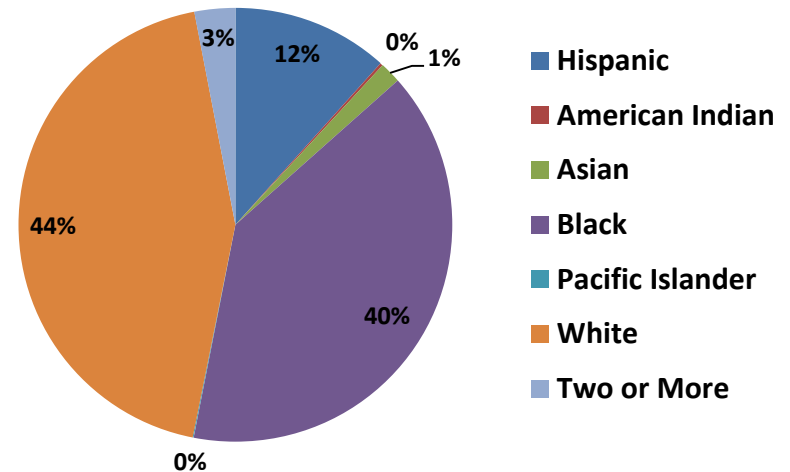
Georgia 'SIMRering'

To address success gaps…

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

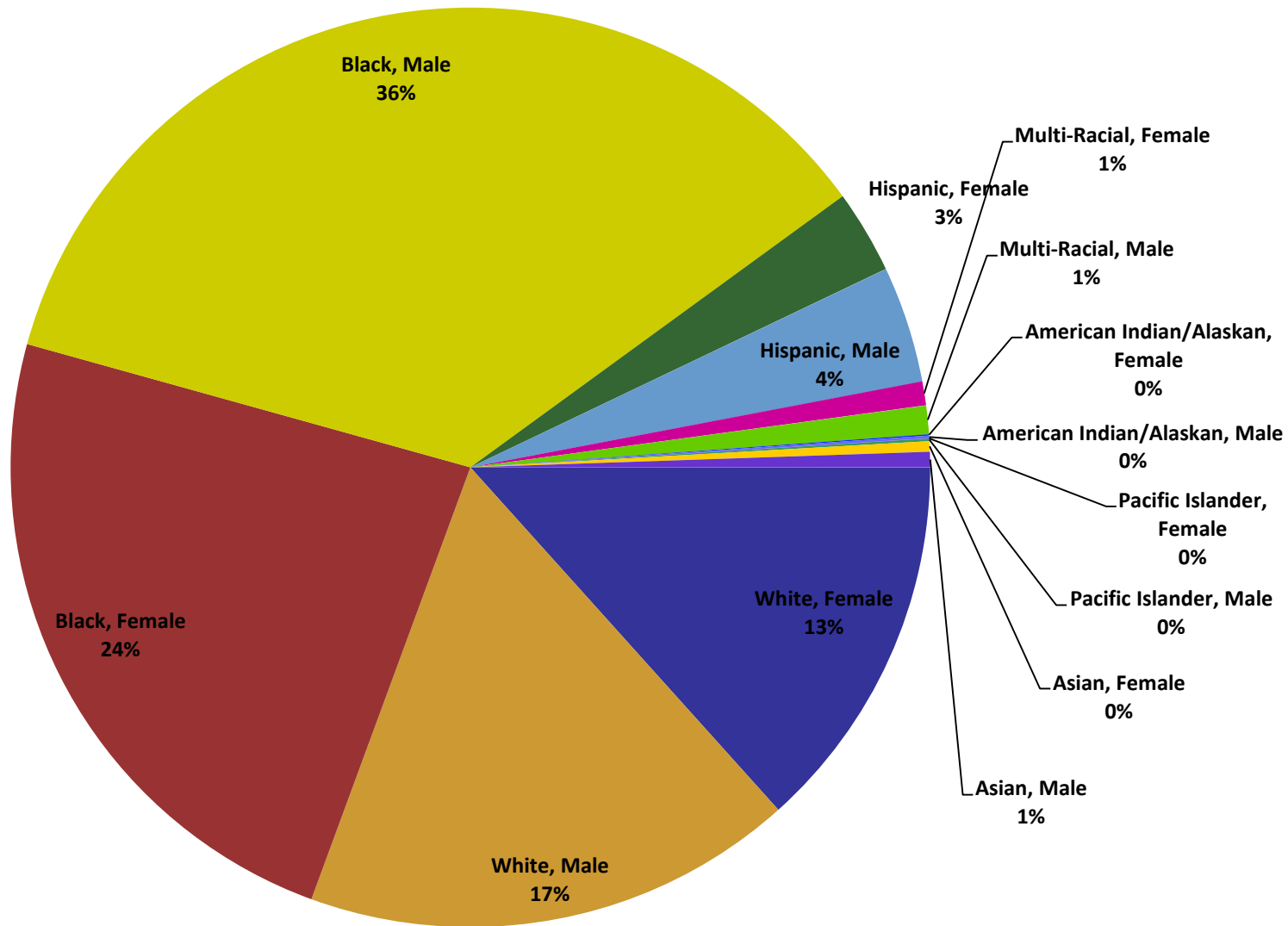# 2014 Total Student Enrollment and Special Education Enrollment

2014 Georgia Student Enrollment

Legend:
- Hispanic
- American Indian
- Asian
- Black
- Pacific Islander
- White
- Multi-Racial

Values: 13%, 0%, 4%, 37%, 0%, 43%, 3%

2014 Georgia Students With Disabilities Enrollment

Legend:
- Hispanic
- American Indian
- Asian
- Black
- Pacific Islander
- White
- Two or More

Values: 12%, 0%, 1%, 40%, 0%, 44%, 3%

Mild Intellectual Disability

Black, Male
36%

Multi-Racial, Female
1%

Hispanic, Female
3%

Multi-Racial, Male
1%

Hispanic, Male
4%

American Indian/Alaskan,
Female
0%

American Indian/Alaskan, Male
0%

Pacific Islander,
Female
0%

White, Female
13%

Pacific Islander, Male
0%

Black, Female
24%

Asian, Female
0%

Asian, Male
1%

White, Male
17%

Reading Meets/Exceeds Rate and General Education >80% Inclusion Rate*

Legend:
- Gen Ed >80% (purple)
- Grade 8 (green)
- Grade5 (red)
- Grade 3 (blue)

Categories (top to bottom):
- Other Health Impairments
- Emotional and Behavioral Disabilities
- Speech-Language Impairments
- Orthopedic Impairments
- Autism
- Mild Intellectual Disabilities
- Specific Learning Disabilities
- Deaf/Hard of Hearing
- Blind/Visual Impairments
- All Special Education Students

X-axis: 0, 10, 20, 30, 40, 50, 60, 70, 80, 90, 100

* Inclusion Rate is for all students in disability category not specific to Meets/Exceeds Rate

Four-Year Cohort Graduation Gap

Four-Year Cohort Graduation Rate			
	School Year 2012-13	School Year 2011-12	School Year 2010-11
All Students	71.50%	69.73%	67.50%
Students with Disabilities	35.00%	35.18%	29.80%
Gap	36.50%	34.55%	37.70%

Four-Year Cohort Graduation Rate
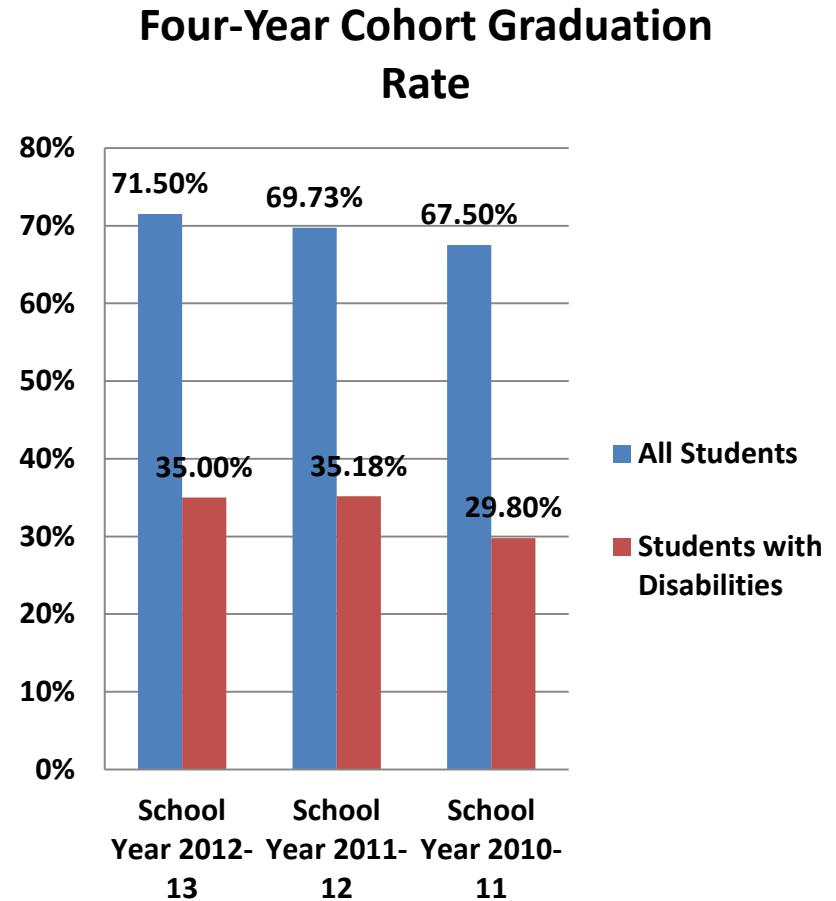
To address success gaps...

Step One - Recognize the need for change in your school's or district's current practices and policies because you have identified a group of students who are experiencing success gaps.

Step Two - Identify the root causes of the problem.

Step Three - Make the changes that address those root causes.

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Georgia's Success Gaps

OSS >10 Days Exclusion Rate Is 4 Times Greater for Black SWD Than White SWD

Identification Rate for Male Students is Twice the Rate for Female Students

36.50% Graduation Gap

MID Identification Rate for Black Students is Twice the Rate for White Students

4.3% Gap More than 15 days absent

8% to 14% Gap on CRCT Reading

16% to 28% Gap on CRCT Math

Data-based Decision Making?

Cultural Responsiveness?

Evidence –based Interventions?

Universal Screening?

Root Causes (EIO)
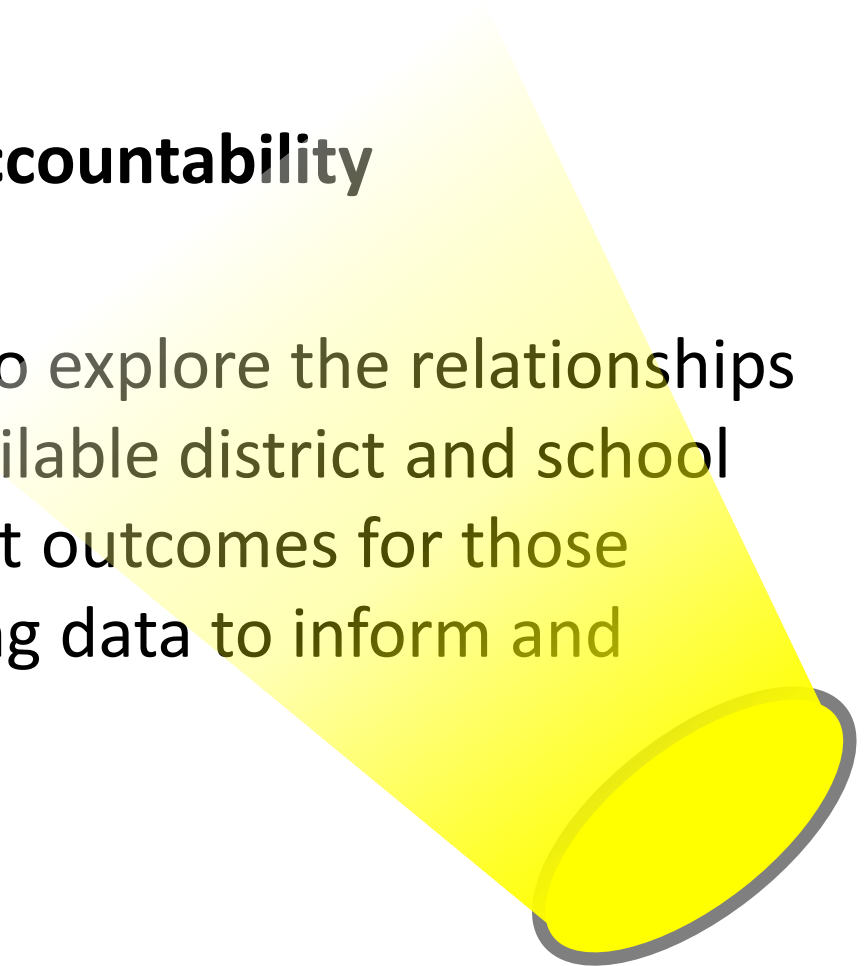
Progress Monitoring?

Instructional Program?

How to Address Success Gaps

1. Form a team—SEA, LEA, and School (General Education and Special Education)

2. Study the data

3. Conduct a self-assessment

4. Provide evidence

5. Consider the students first

6. Ensure equitable participation

7. Develop a plan of action

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Georgia's Collaborative Communities for 2014-15

Focus: Results-Driven Accountability

<u>Statement of Purpose</u>: To explore the relationships between existing and available district and school level data and the student outcomes for those districts and schools: using data to inform and improve practice.

Georgia's Collaborative Communities for 2014-15

Data Points for the ABC's of Results-Driven Accountability

A	Attendance Reporting Data

B	Behavior Data:
	Discipline events per student ratio. Comparison of district/school suspension data to state averages: consideration of discrepancy

C	Course Completion/Subject Area Achievement
	High Schools: Course Completion Data
	Elementary and Middle Schools: Gaps between SWDs and general education scores on state tests for math and reading

Organizational Outline

Conduct five structured collegial learning and sharing opportunities that encompass three identified areas in which current research literature supports casual connections between data and student achievement outcomes.

The three topic areas are (A) Attendance, (B) Behavior/Discipline, and (C) Course Credit/Subject Area Achievement.

The structure for collegial sharing will involve three general activities:
1) a brief review of current literature regarding the relationship between the topic area and student outcomes,
2) a discussion around where the most appropriate data about the topic can be located within each system,
3) an exercise in which each director reviews his/her own system data and shares conclusions, and
4) a discussion of what strategies and interventions are proving effective or hold promise and a sharing of ideas about possible new interventions.

"Equity, inclusion and opportunity for all students is an important goal, but one that is not easily achieved." (EIO)

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

Indicator	Planning	Partially implemented	Implemented	Exemplary
Data-based decision making				
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 these data to inform our decisions?				
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What is the evidence to support your rating?				

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The "what" and "how" are helpful!

At the end of the day, what is the "WHY" behind the work?

Dr. Zelphine Smith-Dixon, Assistant Director
Division for Special Education Services and Supports
Georgia Department of Education

Using the Success Gaps Documents

1. How could you use this tool to improve results?
2. In what components of Phase 1 of the SSIP will these documents be useful? How?
3. How could you use this in your state's work with identified LEAs?
4. Do you feel you would need assistance to use this tool? What kind?
5. What adaptions would be necessary to use this tool in your work?
6. What questions do you have?

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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 to assist with piloting or to provide feedback for the tools.

Thank You!

The contents of this presentation were developed under grants from the U.S. Department of Education. However, the contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

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U.S. Office of Special Education Programs

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