



Building Capacity for High-Quality *IDEA* Data

# Equity, Inclusion, & Opportunity: Addressing Success Gaps

Presented to School Districts in Arkansas





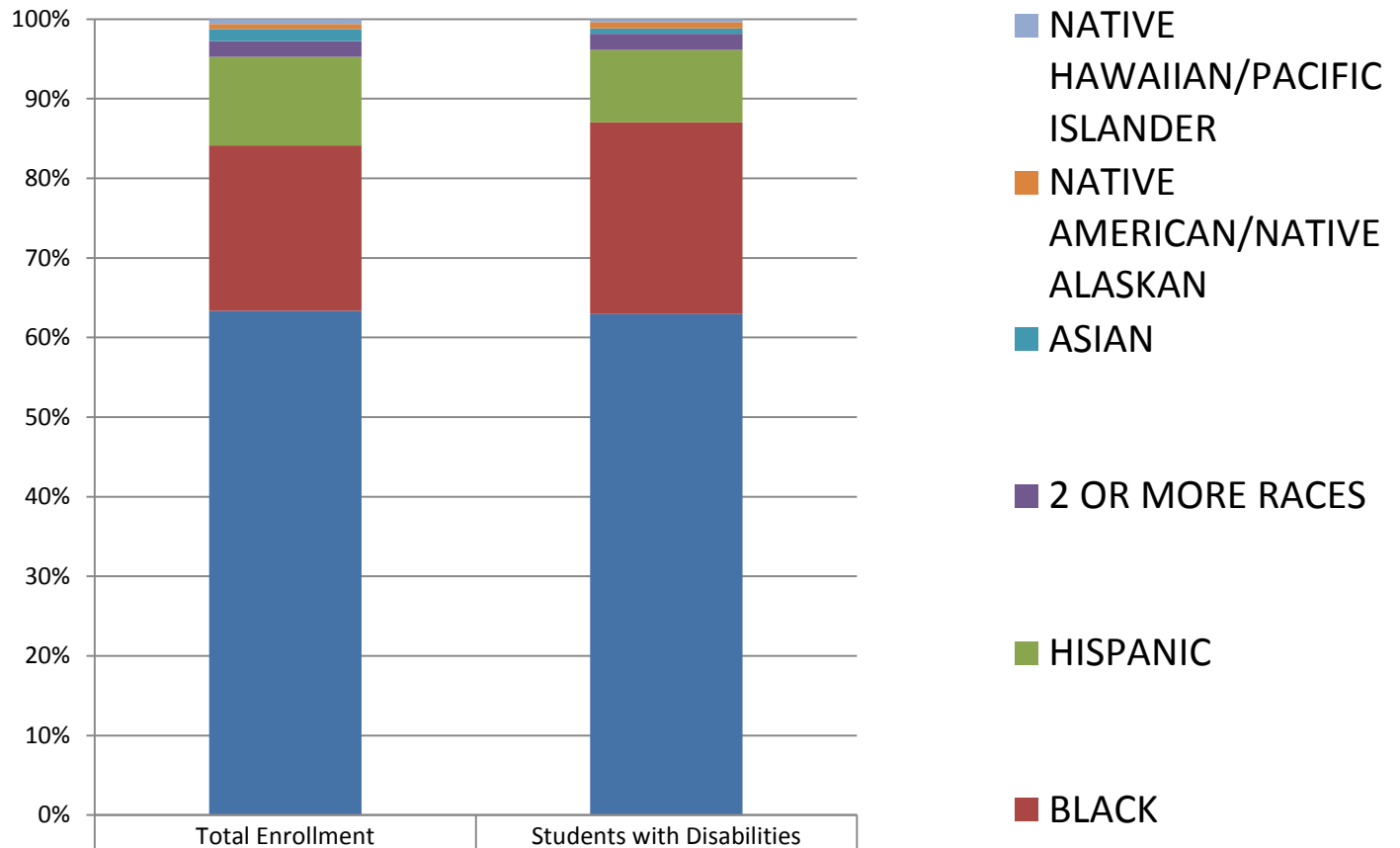
# *Is educational equity really an issue?*

- Nationally
  - Black children represent 18% of preschool enrollment, but 48% of preschool children who receive more than one out of school suspension
  - Annually about 5% of white students are suspended or expelled and 16% of black students.
  - Black students are 2.5 times more likely to be identified as a student with intellectual disability as any other student group.

# *Is educational equity really an issue?*

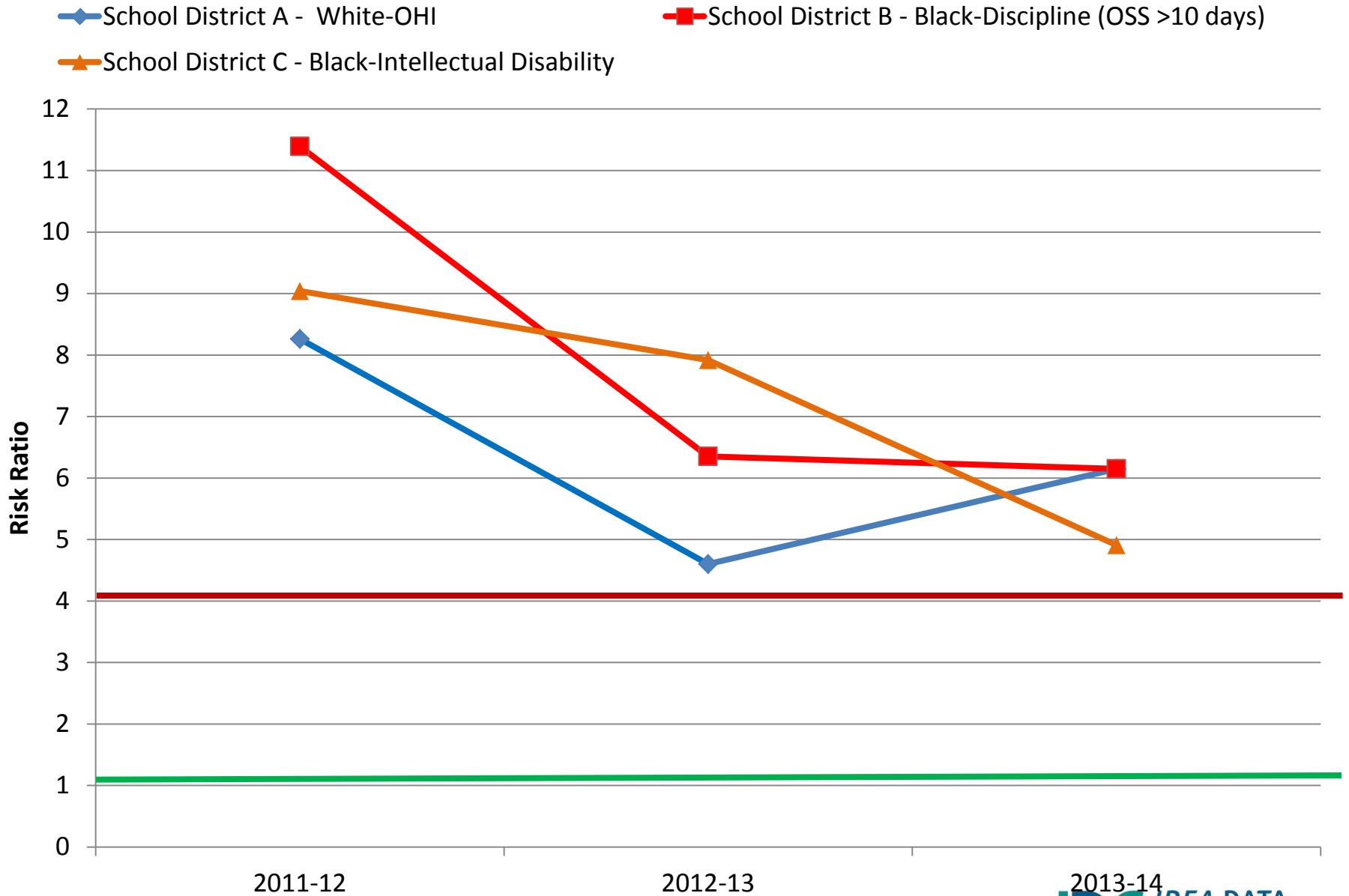
- In Arkansas
  - Annually, 7.5% of white students receive out of school suspensions of any length and 20.9% of black students receive out of school suspensions of any length
  - In one school district in Arkansas, Black students have been up to nine times as likely to be identified as a student with an intellectual disability as any other race/ethnicity. (has reduced over time to 8 and then 5 times as likely).

## Arkansas 2013-2014 Proportion of Total Enrollment and Students with Disabilities by Race/Ethnicity

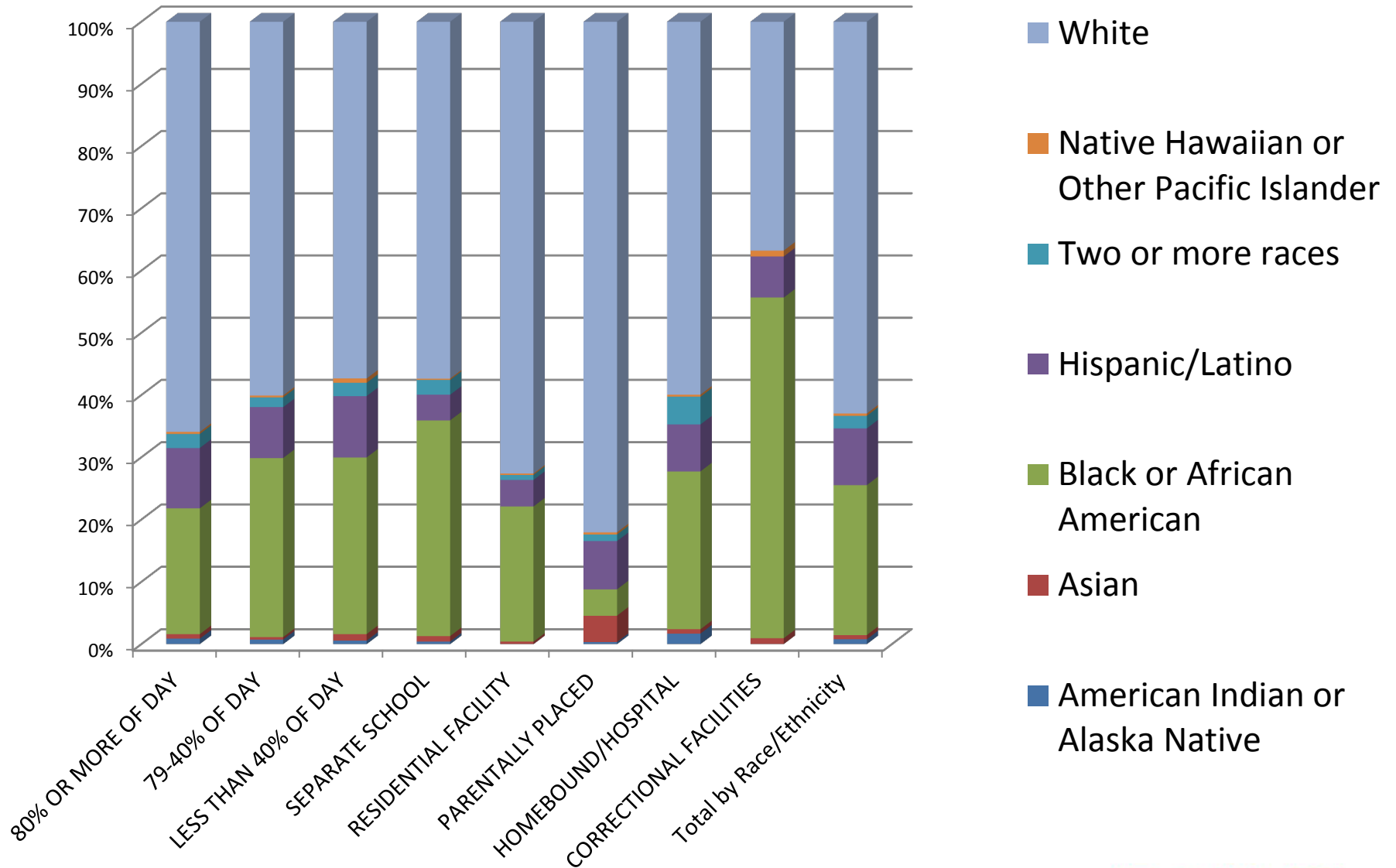


	Total Enrollment	Students with Disabilities
NATIVE HAWAIIAN/PACIFIC ISLANDER	2830	193
NATIVE AMERICAN/NATIVE ALASKAN	3078	413
ASIAN	7183	359
2 OR MORE RACES	9384	1062
HISPANIC	52835	4799
BLACK	98689	12665
WHITE	300996	33146

# Magnitude of Significant Disproportionality 2011-12 through 2013-14

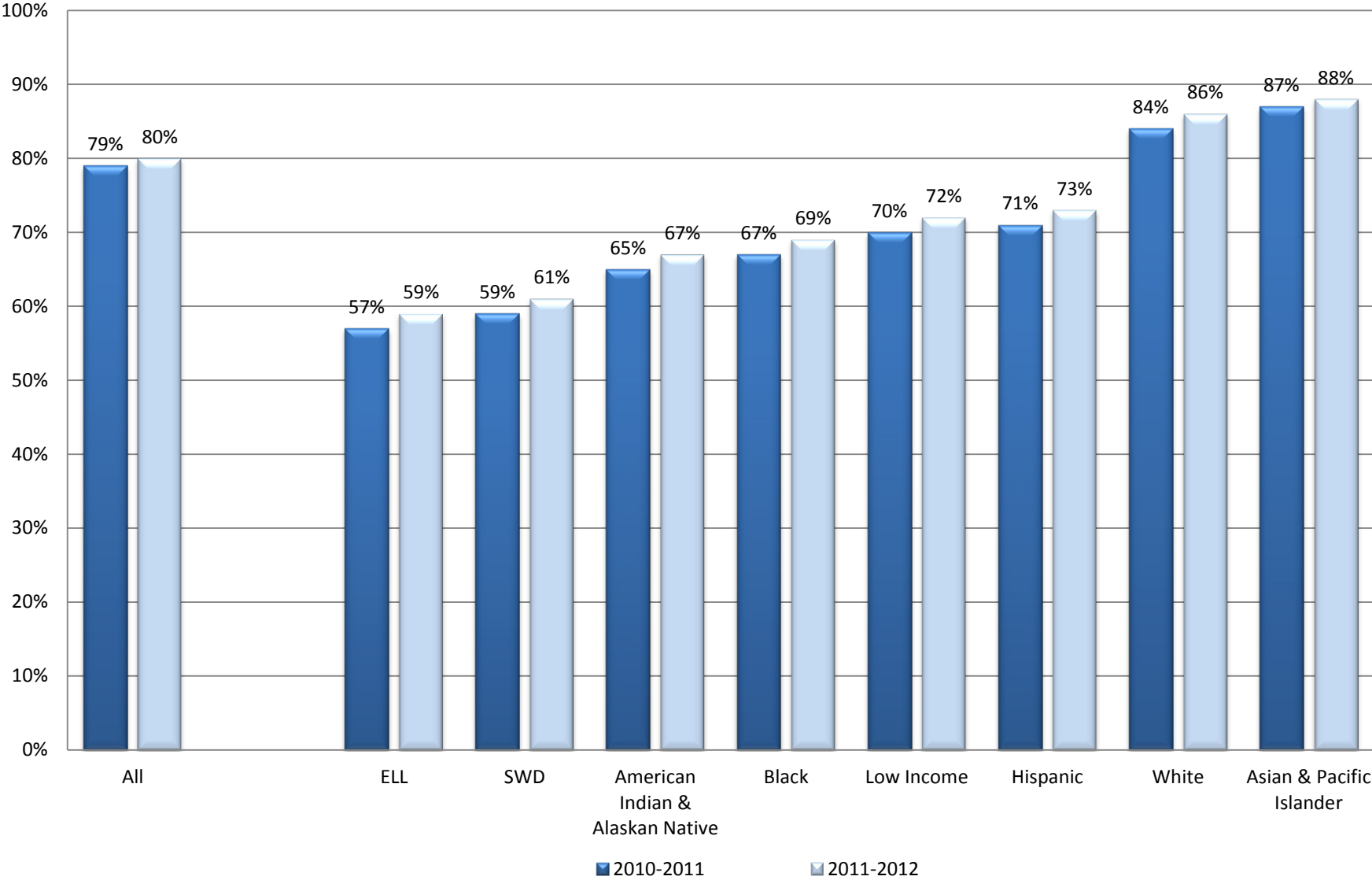


## Arkansas 2013-2014 Educational Environments for Students with Disabilities by Race/Ethnicity

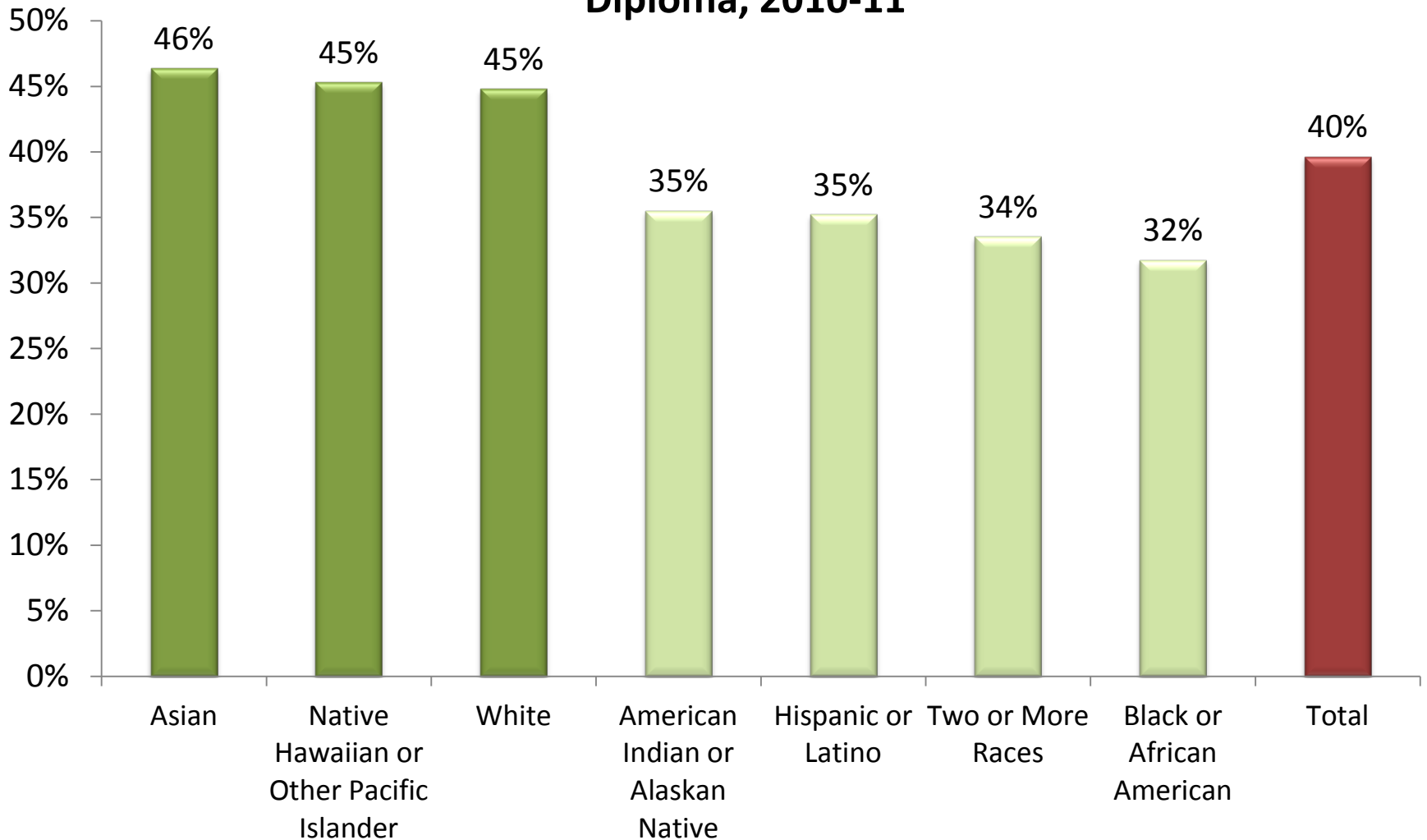




# National Graduation Rates

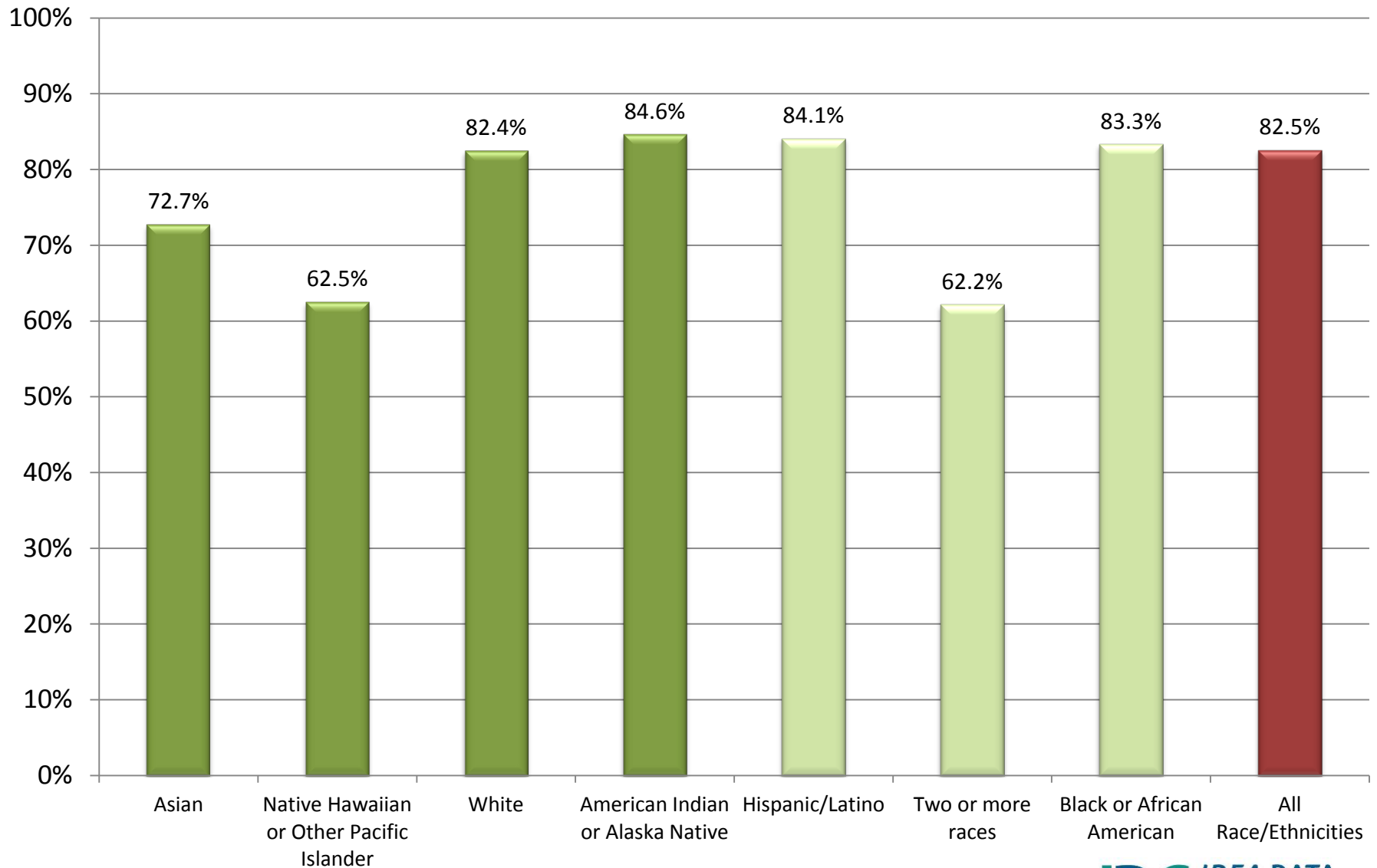


# The Graduation Gap: What the Data Tell Us: All States, % of SWDs Graduating With Regular Diploma, 2010-11



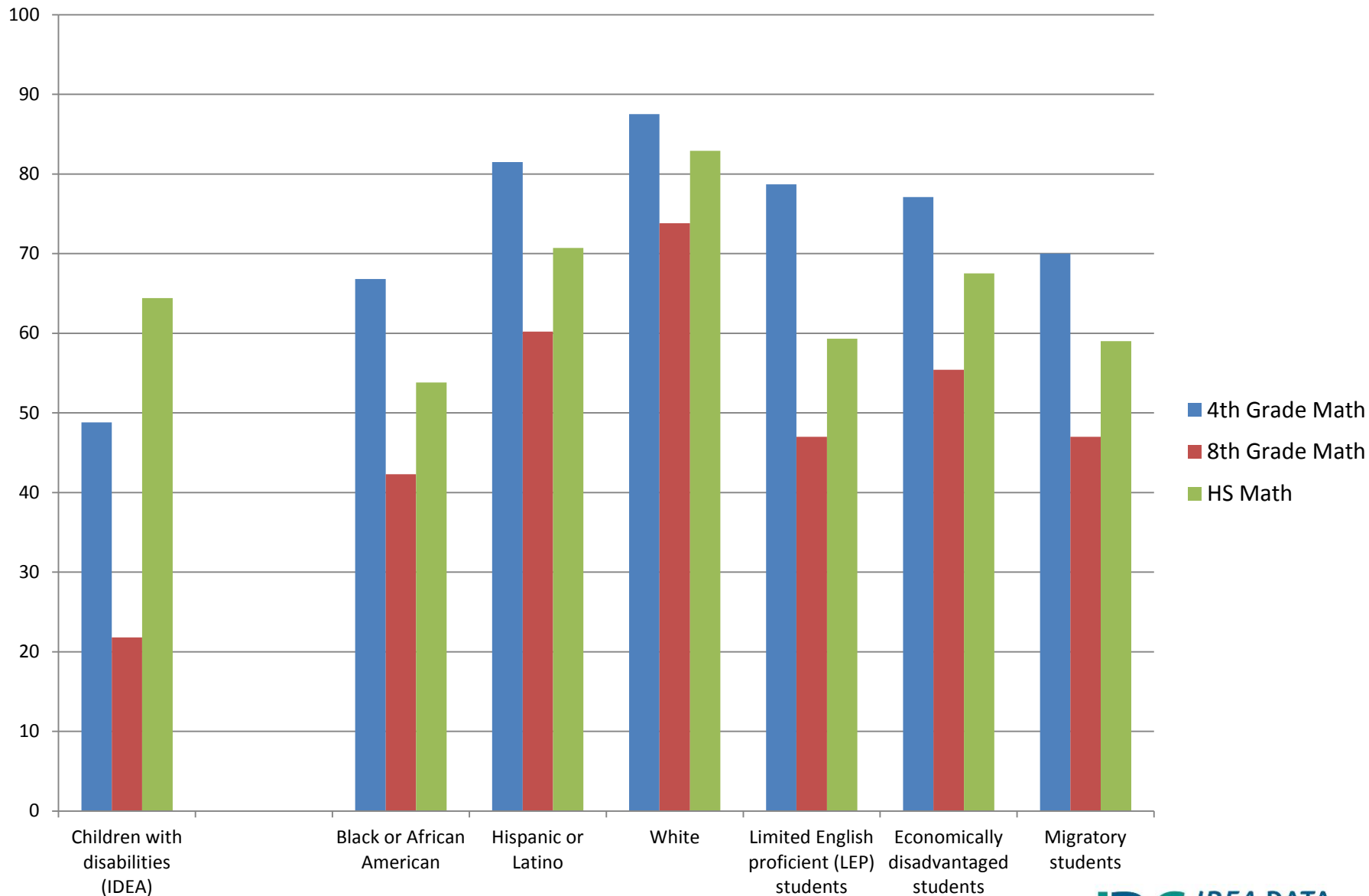
SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2010-11.

## 2011-2012 Arkansas Students with Disabilities Who Graduated with High School Diploma



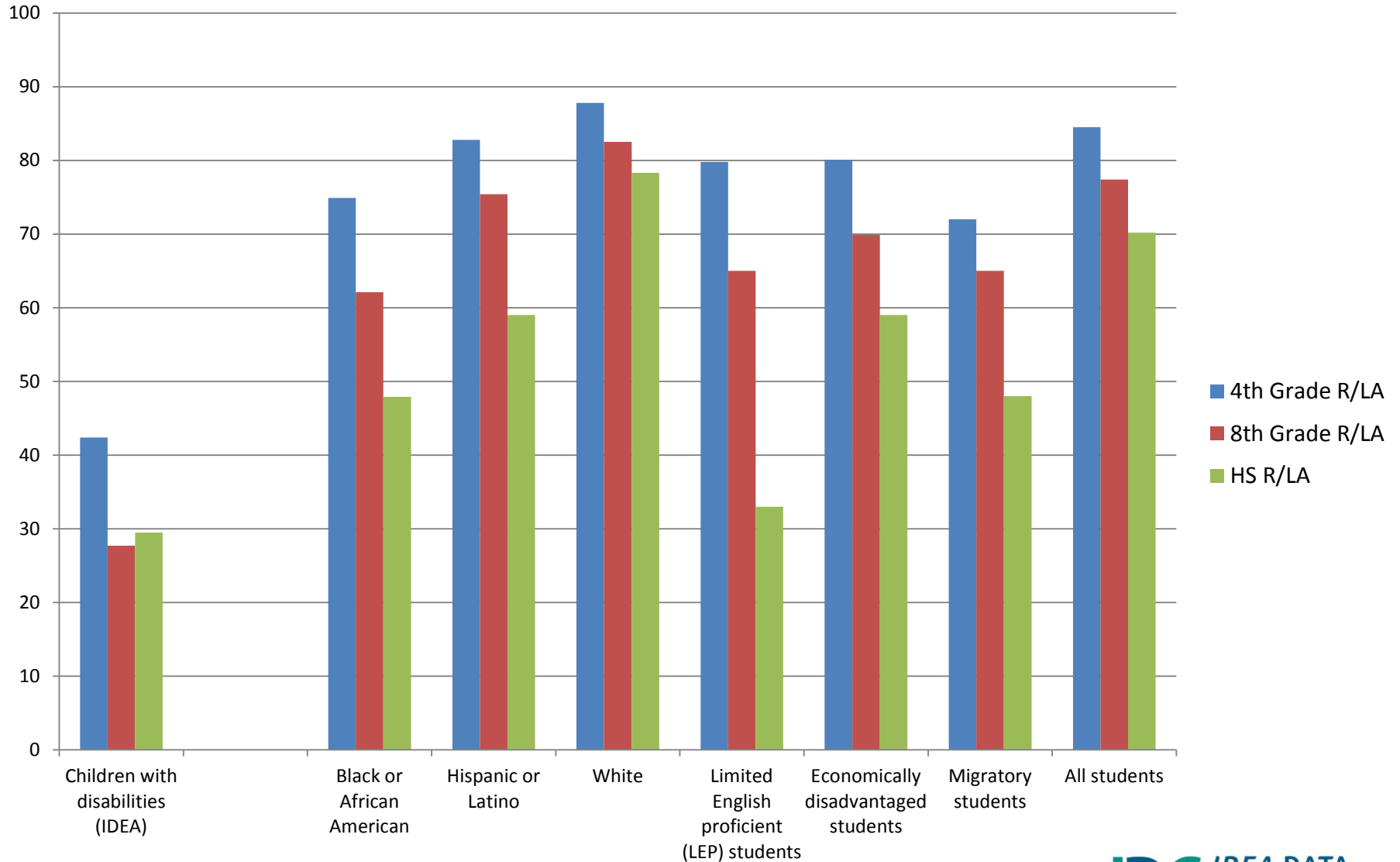
# 2012-2013 Proficient or Above in Math by Subgroup

(from Arkansas CSPR posted at <http://www2.ed.gov/admins/lead/account/consolidated/sy12-13part1/ar.pdf>)

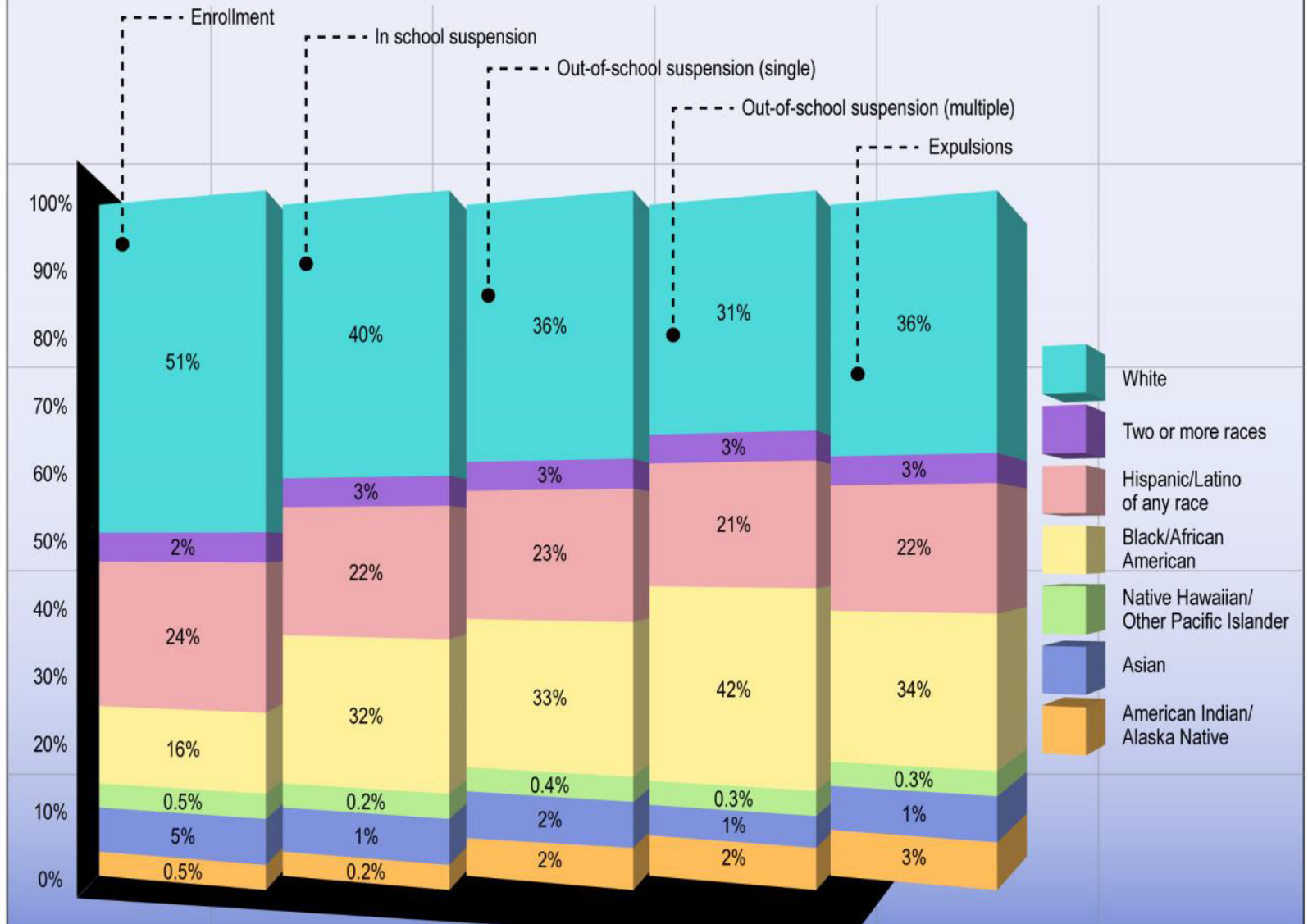


# 2012-2013 Proficient or Above in Reading/Language Arts by Subgroup

(from Arkansas CSPR posted at <http://www2.ed.gov/admins/lead/account/consolidated/sy12-13part1/ar.pdf>)



### 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.

# Do Black Students Misbehave More?

Of 32 infractions, only 8 significant differences:

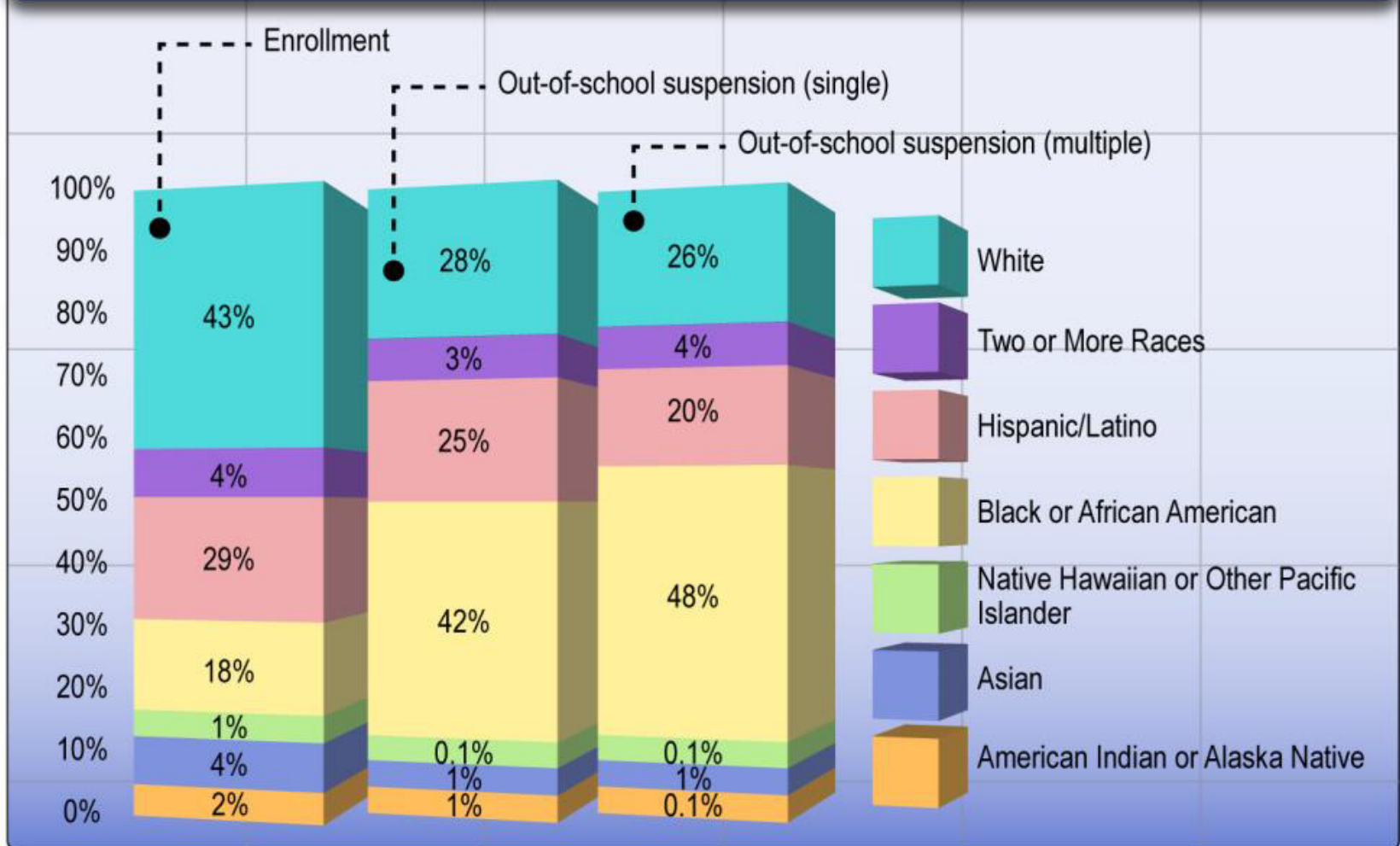
White students referred more for:

- Smoking
- Vandalism
- Leaving w/o permission
- Obscene Language

Black students referred more for:

- Disrespect
- Excessive Noise
- Threat
- Loitering

## Preschool students receiving suspensions, by race and ethnicity



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

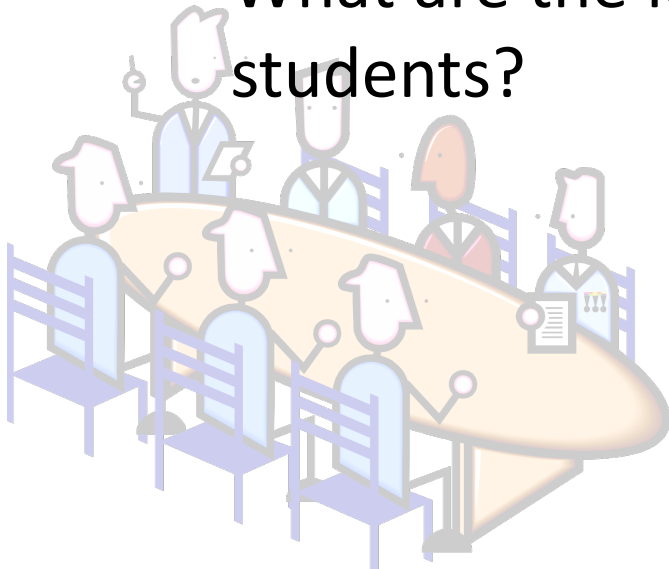


## 2013 – 2014 Arkansas Students with Disabilities Suspensions/Expulsions by Race/Ethnicity

Race/Ethnicity	Percent of Students with Disabilities by Race/Ethnicity	All Suspensions/Expulsions by Race/Ethnicity	In-school Suspensions/Expulsions by Race/Ethnicity	Out-of-School Suspensions/Expulsions by Race/Ethnicity	One to Ten Days of Suspension/Expulsion by Race/Ethnicity	Suspensions/Expulsions More Than 10 Days by Race/Ethnicity
American Indian or Alaska Native	0.8%	0.8%	0.9%	0.8%	0.9%	0.6%
Asian	0.7%	0.2%	0.2%	0.2%	0.2%	0.0%
Black or African American	24.1%	41.2%	36.1%	47.4%	39.8%	56.9%
Hispanic/Latino	9.1%	5.9%	6.9%	4.6%	5.9%	5.4%
Two or more races	2.0%	2.7%	3.0%	2.4%	2.8%	2.5%
Native Hawaiian or Other Pacific Islander	0.4%	0.3%	0.3%	0.2%	0.3%	0.4%
White	63.0%	48.9%	52.6%	44.3%	50.2%	34.2%
Total - All Races/Ethnicities	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

# Table Discussion

- Looking at the data on your table, discuss with others:
  - What do you see in the data?
  - What are the implications?
  - What are the long term expectations for those students?



# Why Equity, Inclusion and Opportunity: Addressing Success Gaps?

- Significant Disproportionality (SD) or disproportionate representation (DR) is more than a special education issue.
  - Resolving SD/DR or improving SD/DR requires whole school/district approaches, not limited to special education
- SD for discipline or identification is often the first of disparate outcomes for youth with disabilities throughout their lives.

# 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

# What are the results of success gaps?



Poor long-term outcomes for entire groups of students



**Priority Teams**  
Disproportionality




Equity, Inclusion,  
and Opportunity  
**Addressing  
Success Gaps**  
White Paper

Nancy O'Hara  
Tom E. Munk  
Kristin Reedy  
Cesar D'Agord  
John Inglish  
Susan DuRant

October 2014  
Version 2.0

# 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



# Structure of the Document(s)

- White paper: 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

# Data-Based Decision Making

- Use disaggregated data for decisions about
  - Curriculum and instructional programs
  - Academic and behavioral supports
  - Are policies and procedures effective?
- 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
- Universal design for learning
- Informing parents in their native language about differentiation



# Assessment

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

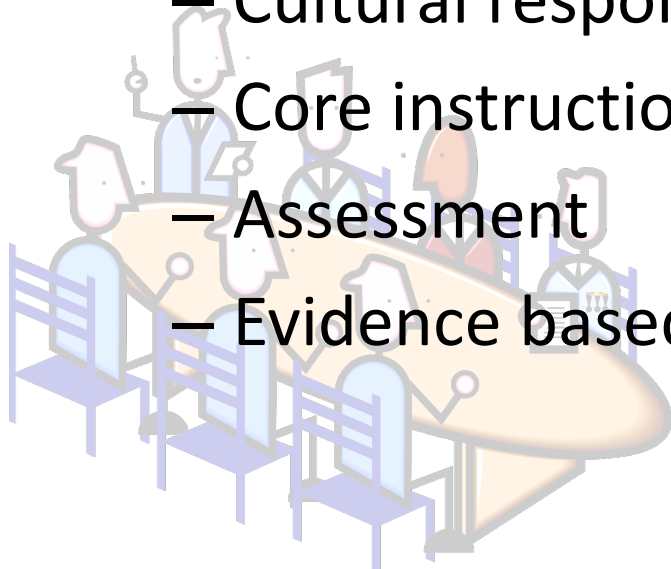


# Evidence-Based Interventions and Supports

- 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

# Table Discussion

- What do you think? In your school or district, there is room for improvement in:
  - Data based decision making
  - Cultural responsiveness
  - Core instructional program
  - Assessment
  - Evidence based interventions and support







**Priority Teams**  
Disproportionality

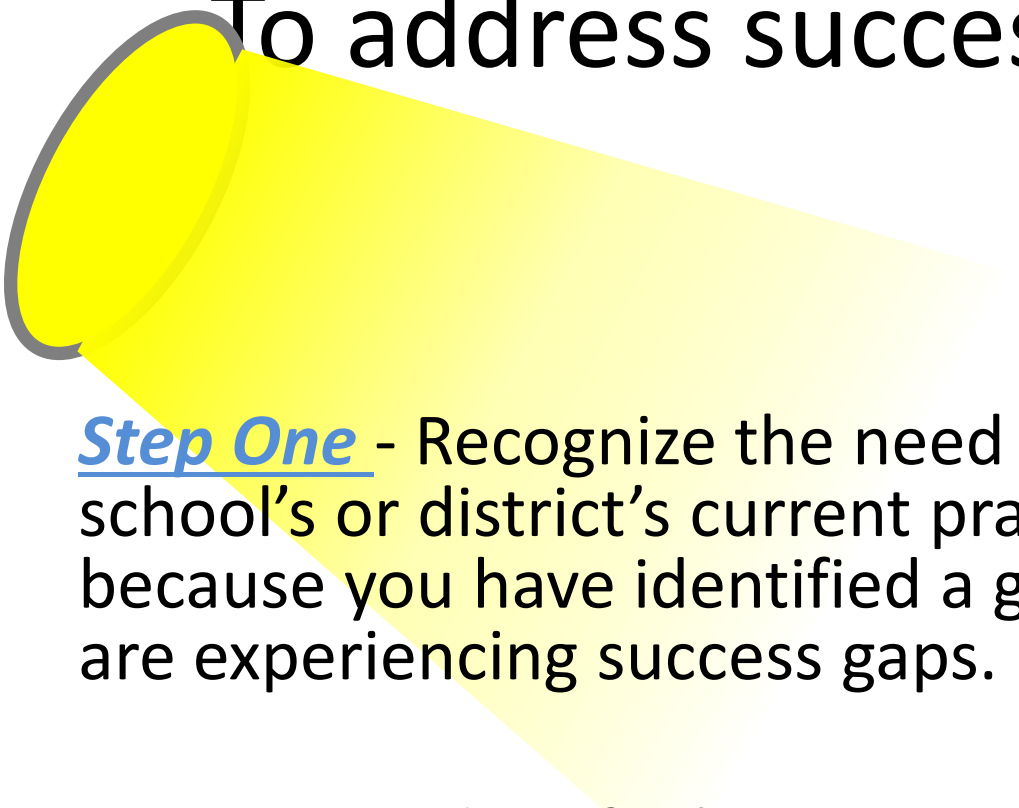


Equity, Inclusion,  
and Opportunity  
**Addressing  
Success Gaps**  
Rubric

Nancy O'Hara  
Tom E. Munk  
Kristin Reedy  
Cesar D'Agord  
John English  
Susan DuRant

October 2014  
Version 2.0





# To address success gaps...the plan of action

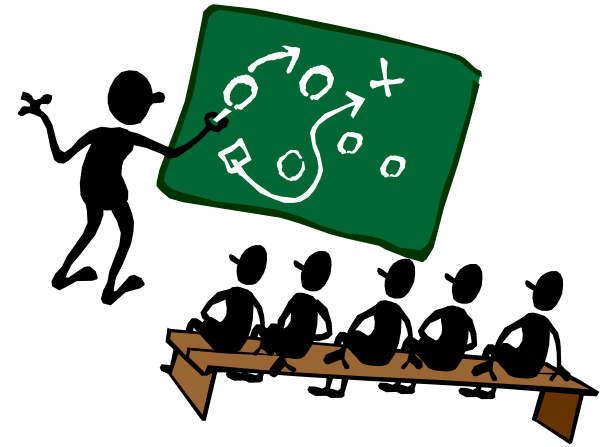
**Step One** - Recognize the need for change in your school's or district's current practices and policies because you have identified a group of students who are experiencing success gaps.

**Step Two** - Identify the root causes of the problem.

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

# 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



# 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  
Reading  
assessment

16% to 28%  
Gap on  
Math  
assessment

Data-based  
Decision  
Making?

Evidence-based  
Interventions?

Cultural  
Responsiveness?

Universal  
Screening?

## Root Causes (EIO)

Progress  
Monitoring?

Instructional  
Program?



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

# Blytheville Public Schools

Mrs. Jean Cole; Director of Support  
Services

# Discipline is a two edged sword, so we must wield it carefully

**When a student is suspended out of school**

- “Education is not preparation for life; education is life itself.”

John Dewey

**I can not teach, nor can I provide the conditions**

- “I never teach my pupils, I only provide the conditions in which they can learn”

Albert Einstein

# Intensive ISS Program

- Intensive ISS program was piloted in Blytheville Middle School
- Although piloted there, many of the attributes and strategies have been implemented in the Blytheville Public School District as a whole.
- Evidence to this fact are the following data slides



## Discipline Data for Blytheville Primary School

### 2013-2014

- 209.75 Student Days of Out-of-School Suspension

### 2014-2015

- 155.18 Student Days of Out-of-School Suspension

This is a 26% reduction

# Discipline Data for Blytheville Elementary School

## 2013-2014

- 813.5 Student Days of Out-of-School Suspension

## 2014-2015

- 468.75 Student Days of Out-of-School Suspension

This is a 42.37% reduction

## Discipline Data for Blytheville Middle School

### 2013-2014

- 2,045.5 Student Days of Out-of-School Suspension

### 2014-2015

- 1,249 Student Days of Out-of-School Suspension

This is a 38.94% Reduction

# Discipline Data for Blytheville High School New Tech

## 2013-2014

- 3,423.62 Student Days of Out-of-School Suspension

## 2014-2015

- 1,431 Student Days of Out-of-School Suspension

This is a 58.20% Reduction

# Closing Remarks

# Rubric Organization

Content Area

Probing Questions

Indicator

Text box to describe evidence to support rating of the team

## 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.

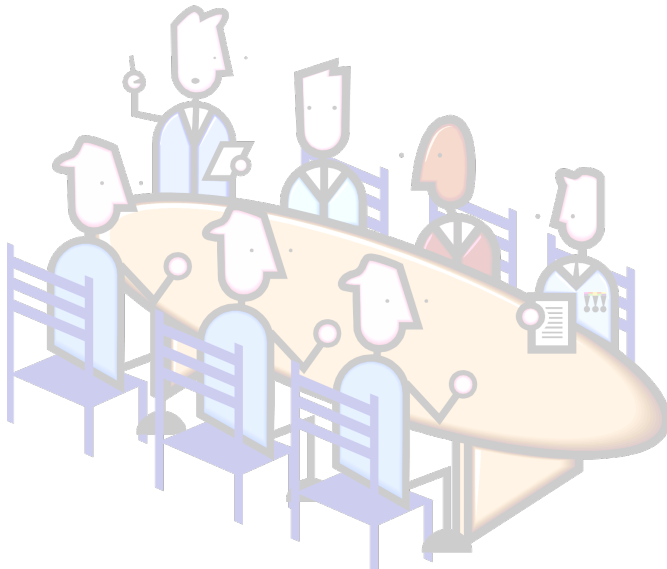
What is the evidence to support your rating?

# Data-based Decision Making

- **Indicator:** *Decisions about the school curriculum, instructional programs, academic and behavioral supports, and school improvement initiatives are based on data*
- Read the probing questions and the scale.
- *What data, based on your SD issue, would you disaggregate and pay particular attention to?*
- *Thinking about your self-assessment and your plan, are there still some gaps?*
- *How would you rate your district/schools?*
- *Do you need to amend your plan?*

# Table Discussion

- In your team, review the assigned section and discussion among yourselves.
  - How would you rate your district for this section?
  - Determine if there is more data you would want to review



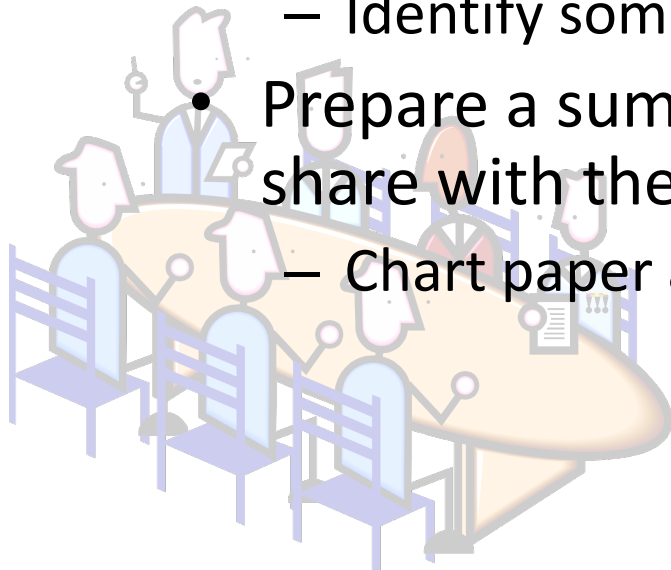


# Cultural Responsiveness

- **Indicators:** *Culturally responsive instructional interventions and teaching strategies; Preparation for linguistic diversity; Facilitating the participation of parents*
- **Questions:** Review the probing questions and consider your responses

# Team Discussion

- In your team, review the assigned section and discuss among yourselves.
  - How would you rate your district for this section now
  - Use your data, your self-assessments and your CEIS plan as resources.
  - Determine if there is more data you want to review
  - Determine if there are gaps in your current reviews (such as the self-assessment, etc)
  - Identify some next steps for enhancing this section
- Prepare a summary of your discussion and plan to share with the group
  - Chart paper and markers provided



# Other sections of the rubric

- Core Instructional Program
  - *Consistent, well-articulated curriculum implemented with fidelity*
  - *Scientificallly-based instructional program*
  - *Differentiated instruction*
  - *Informing parents and guardians about the core instructional program*

# Other sections of the rubric

- Assessment-universal screening and progress monitoring
  - *Universal screening*
  - *Progress monitoring*
  - *Informing parents and guardians about screening and progress monitoring results*

# Other sections of the rubric

- Interventions and Supports
  - *Evidence-based behavioral interventions and supports, in addition to core instruction, are embedded within a multi-tiered framework and implemented with fidelity*
  - *School-level practices use tiered response methods (MTSS) that include academic and behavioral interventions and supports*
  - *A comprehensive district-level school discipline policy*
  - *Parents and guardians are regularly informed, in their native or home language, of interventions provided to their children and their children's responses to those interventions for academic and behavioral skills*

# Table Discussion

- At your table, select one of the three remaining sections and discuss among yourselves.
  - How would you rate your district for this section now
  - Determine if there is more data you want to review
  - Determine if there are gaps in your current reviews (such as the self-assessment, etc)



# Planning the next steps

- Team discussion and planning to
  - Continue this conversation in the district with the full team
  - Consider if the right people are involved in the discussion

# Further Resources

- Please provide feedback about the tools if you use them
  - Contact Nancy O’Hara ([nancy.ohara@uky.edu](mailto:nancy.ohara@uky.edu)) or Terry Long ([terry.long@sped-data.com](mailto:terry.long@sped-data.com)) with the IDC for further information or assistance.
- The documents can be found at [www.ideadata.org](http://www.ideadata.org)

***Thank You!***

***Thank You!***

***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.

