

# Addressing Success Gaps to Support Program Improvement

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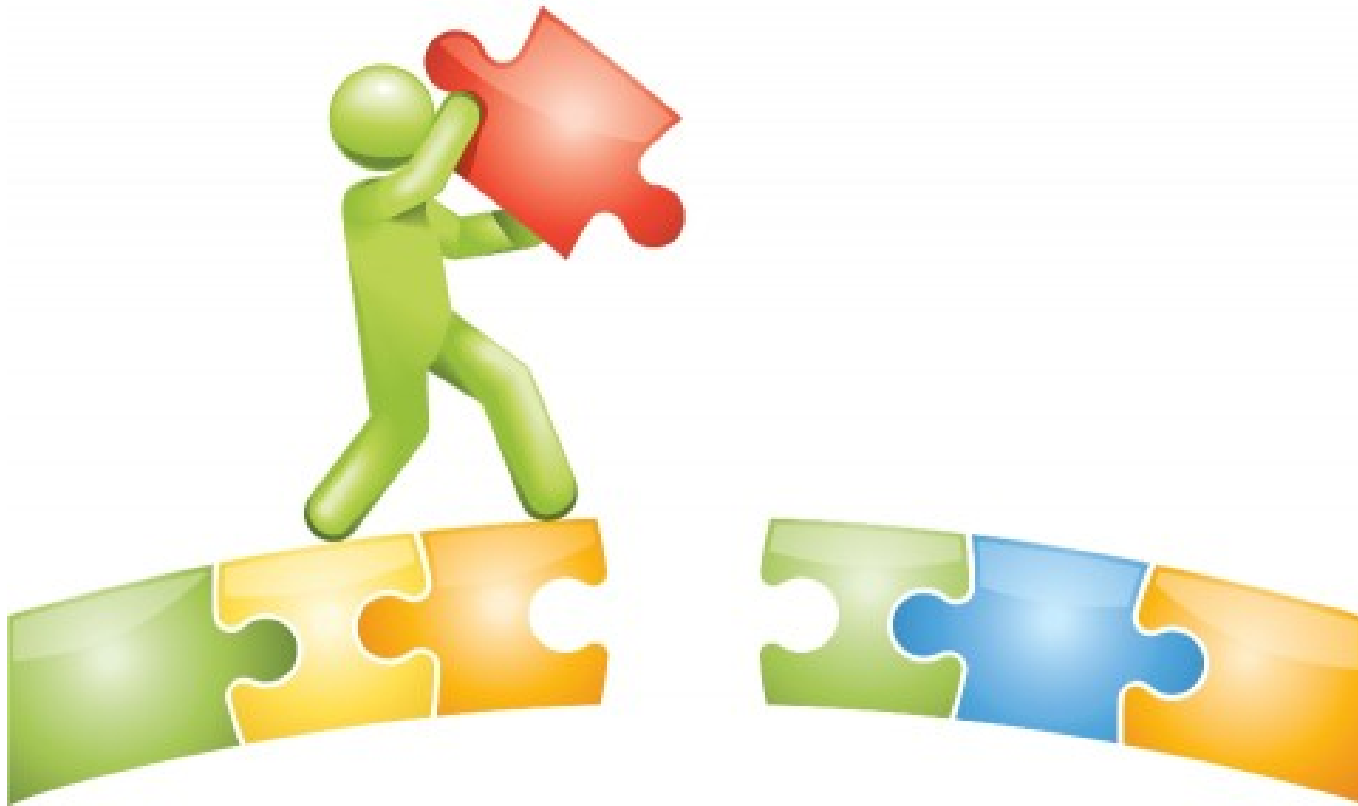
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# What Is a Success Gap?

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
- Dropout rates
- Graduation rates

# Where Do You See Success Gaps in Your State?



# 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 districts in your state?

- 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

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# What Constitutes “Quality” Education for All Children?

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



# Schools and Districts Use Data-Based Decisionmaking

- 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 Formats 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 state, are there schools or school districts with room for improvement in any of these areas?

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

# To Address Success Gaps...

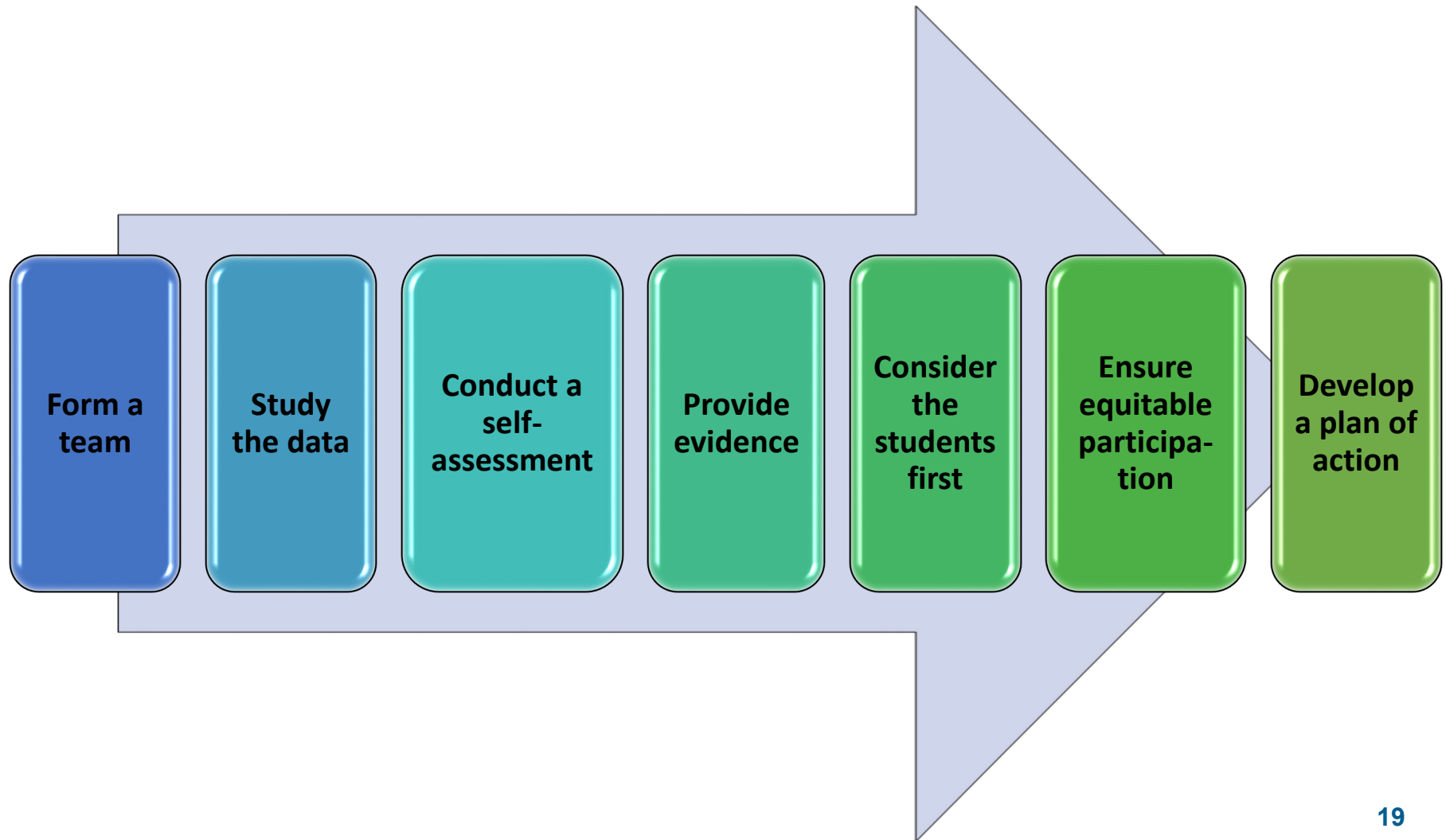
... look closely at **equity, inclusion, and opportunity** for children in the affected groups

# Investigate the Root Causes of Your Success Gaps

Have you implemented these elements?

- Data-based decisionmaking
- Cultural responsiveness
- High-quality core instructional program
- Universal screening and progress monitoring
- Evidence-based interventions and supports
- Family engagement practices
- Strong leadership at the district and school levels

# How to Address Success Gaps





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

# Questions and Comments



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# The Success Gaps Toolkit



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

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