Building a System: Teams Driving Equity

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2023 OSEP Leadership and Project Directors' Conference

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Presenters

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"Every system is perfectly designed to get the results it gets."

—W. Edwards Deming

Participant Outcomes

Participants will increase their knowledge of how to

- Establish an infrastructure that links state coaching support to schools and districts by facilitating two-way communication

- Use data to drive decisionmaking and improvement cycles to identify and address significant disproportionality

- Implement structures designed to increase districts' capacity to conduct root cause analysis, draft improvement plans, create budgets, design improvements, and evaluate their work

Agenda

- Building and implementing a technical assistance model to
  - Link schools and districts to state support
  - Facilitate two-way communication between teams
  - Use improvement cycles to enable better data-based decisionmaking
  - Lead to improved outcomes, such as reducing disproportionality
- Explore the structures KY DOE designed to increase district capacity to
  - Identify data needed for decisionmaking
  - Conduct root cause analysis
  - Draft improvement plans
  - Implement improvements
  - Evaluate their work

National Identification Risk Ratios 2019–20

■ (dark blue) ↓ = risk ratios between 0.5 and 0.9, moderate underrepresentation
■ (navy) ↓↓ = risk ratios 0.4 and under, underrepresentation

■ (light pink) ↑ = risk ratios between 1.1 and 1.3, moderate overrepresentation
■ (magenta) ↑↑ = risk ratios 1.4 and higher, overrepresentation

Disability category	Hispanic/ Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races
All disabilities	1.0	1.3↑	0.5↓	1.2↑	0.8↓	1.0	1.0
Autism	0.8↓	0.8↓	1.1↑	1.0	0.7↓	1.1↑	1.1↑
Emotional disturbance	0.6↓	1.3↑	0.2↓↓	1.7↑↑	0.6↓	1.1↑	1.4↑↑
Intellectual disability	1.0	1.3↑	0.5↓	2.0↑↑	1.0	0.7↓	0.8↓
Other health impairment	0.7↓	1.0	0.3↓↓	1.3↑	0.6↓	1.3↑	1.1↑
Specific learning disability	1.3↑	1.5↑↑	0.3↓↓	1.3↑	0.9↓	0.8↓	0.9↓
Speech or language impairment	1.0	1.1↑	0.7↓	0.9↓	0.6↓	1.1↑	1.0

Percentage of all students

- Hispanic/Latino: 27.6%
- American Indian or Alaska Native: 0.9%
- Asian: 5.3%
- Black or African American: 15.0%
- Native Hawaiian or Other Pacific Islander: 0.4%
- White: 46.4%
- Two or more races: 4.3%

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National Discipline Risk Ratios 2018–19

↓ = risk ratios between 0.5 and 0.9, moderate underrepresentation

↓↓ = risk ratios 0.4 and under, underrepresentation

↑ = risk ratios between 1.1 and 1.3, moderate overrepresentation

↑↑ = risk ratios 1.4 and higher, overrepresentation

Disciplinary removals	Hispanic/ Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races
In-school suspension 10 days or less	0.7↓	0.8↓	0.2↓↓	2.1↑↑	0.7↓	0.8↓	1.2↑
In-school suspension more than 10 days	0.7↓	0.9↓	0.1↓↓	3.1↑↑	0.4↓↓	0.6↓	1.1↑
Out-of-school suspension 10 days or less	0.7↓	1.0	0.3↓↓	2.5↑↑	1.0	0.7↓	1.3↑
Out-of-school suspension more than 10 days	0.6↓	1.3↑	0.2↓↓	3.8↑↑	1.3↑	0.5↓	1.3↑
Total disciplinary removals	0.7↓	0.9↓	0.2↓↓	2.7↑↑	0.6↓	0.6↓	1.2↑

Percentage of students with disabilities, ages 3–21

- Hispanic/Latino: 26.1%
- American Indian or Alaska Native: 1.3%
- Asian: 2.7%
- Black or African American: 17.6%
- Native Hawaiian or Other Pacific Islander: 0.3%
- White: 48.0%
- Two or more races: 4.1%

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Districts Identified With Significant Disproportionality…

… must identify and address the factors contributing to the significant disproportionality.

IDC has developed the *Success Gaps Toolkit* to facilitate this work.

The *Success Gaps Toolkit* Process

- Assemble an appropriate team

- Prepare and share data about success gaps

- Determine actionable root cause(s)

- Create an action plan

- Implement plan and monitor progress

A Model to Support Change

Design Elements and Considerations

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Active Implementation Frameworks

Effective Practice

Usable Innovations

X

Effective Implementation

Stages

Drivers

X

Enabling Context

Teams

Improvement Cycles

=

Socially Significant Outcomes

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Effective Practice: Usable Innovations

Effective Practice

Useable Innovations

SUCCESS GAP

Sources: https://implementation.fpg.unc.edu/implementation-practice/ and https://ideadata.org/toolkits/

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Success Gaps Toolkit

- Starts with a single data point: the risk of the group experiencing significant disproportionality (e.g., Hispanic students are 3 times as likely as all other students to be identified with autism)

- Shifts to a broad look at all the things a child needs from his or her educational system and asks
  - Do we consistently provide these things for this group of children?
  - Could any weaknesses we discover be part of the cause of the disproportionality?

Success Gaps Toolkit Essential Elements

- Data-based decisionmaking

- Cultural responsiveness

- Core instructional program

- Assessment—universal screening and progress monitoring

- Interventions and supports

- District/school leadership that facilitates improvement

- Parent/family engagement throughout the education process and system

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Enabling Context: Teams

Enabling Context
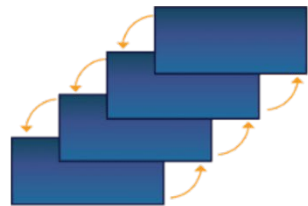
Teams

Considerations when building your equity team
Mission and goal
Roles and responsibilities
Effective group processes
Ground rules
Decisionmaking

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Improvement Cycles: Implementing Your Plan and Monitoring Progress

Enabling Context

Improvement Cycles

| Ongoing check-ins provide an opportunity to |
| --- |
| Monitor and report progress on specific action steps |
| Review the implementation and outcome data collected during the implementation |
| Consider new data collected or challenges that have arisen |
| Evaluate how the work is going |
| Determine when incremental changes or course corrections are needed |

Source: https://implementation.fpg.unc.edu/implementation-practice/

Source: https://ideadata.org/toolkits/implement-and-monitor-progress/

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Stages & Drivers: Using Data to Track Progress and Inform Support Needed

Effective Implementation
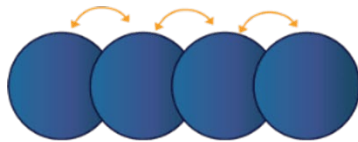
Stages

Drivers

What are your success gaps?

What do the data suggest when you aggregate them at the district or school level?

What are the gaps when you disaggregate the data?

What different ways can you group the data?

What are the other data related to the data about the success gaps?

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Socially Significant Outcomes: Reducing Disproportionality

There are three goals for engaging in the *Success Gaps Toolkit* process

- To discover the root cause of a success gap

- To fully understand how to address, compensate, or learn from any underlying issues within the root cause

- To apply what is learned from this analysis to systematically prevent future issues

Kentucky's Story

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Kentucky Significant Disproportionality Basics

- Definition

- Findings

- State data

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How Is Significant Disproportionality Defined in Kentucky?

- Under IDEA 34 CFR § 300.647(b), states are required to set definitions for determining significant disproportionality

- In Kentucky, a determination of significant disproportionality requires the following:
  - Minimum cell size of 10 (cell size refers to the number of students identified in the area examined)
  - Minimum n-size of 30 (n-size refers to the number of students who could have been identified in the area examined)
  - If the n-size in a district does not meet the minimum of 30 for any of the seven different racial or ethnic groups, then the state uses the statewide rate for comparative purposes. When a district meets the requirements using this methodology, it is known as the alternate risk ratio

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How Is Significant Disproportionality Defined in Kentucky? (cont.)

- Risk ratio threshold > 3.000 (the risk of the racial or ethnic group examined must be greater than 3.000 times as likely to be identified for a particular outcome than students in all other racial or ethnic subgroups)
  - In order to be identified for significant disproportionality, this ratio must be equal to or exceed the 3.000 threshold for a three-year time period
  - Once the state identifies a district, the district may be excluded from identification if, over the three-year period, data collected shows reasonable progress ≥ 0.050 year-over-year for all periods

Total Comprehensive Coordinated Early Intervening Services (CCEIS) Findings by Category for 2023–24 (Kentucky)

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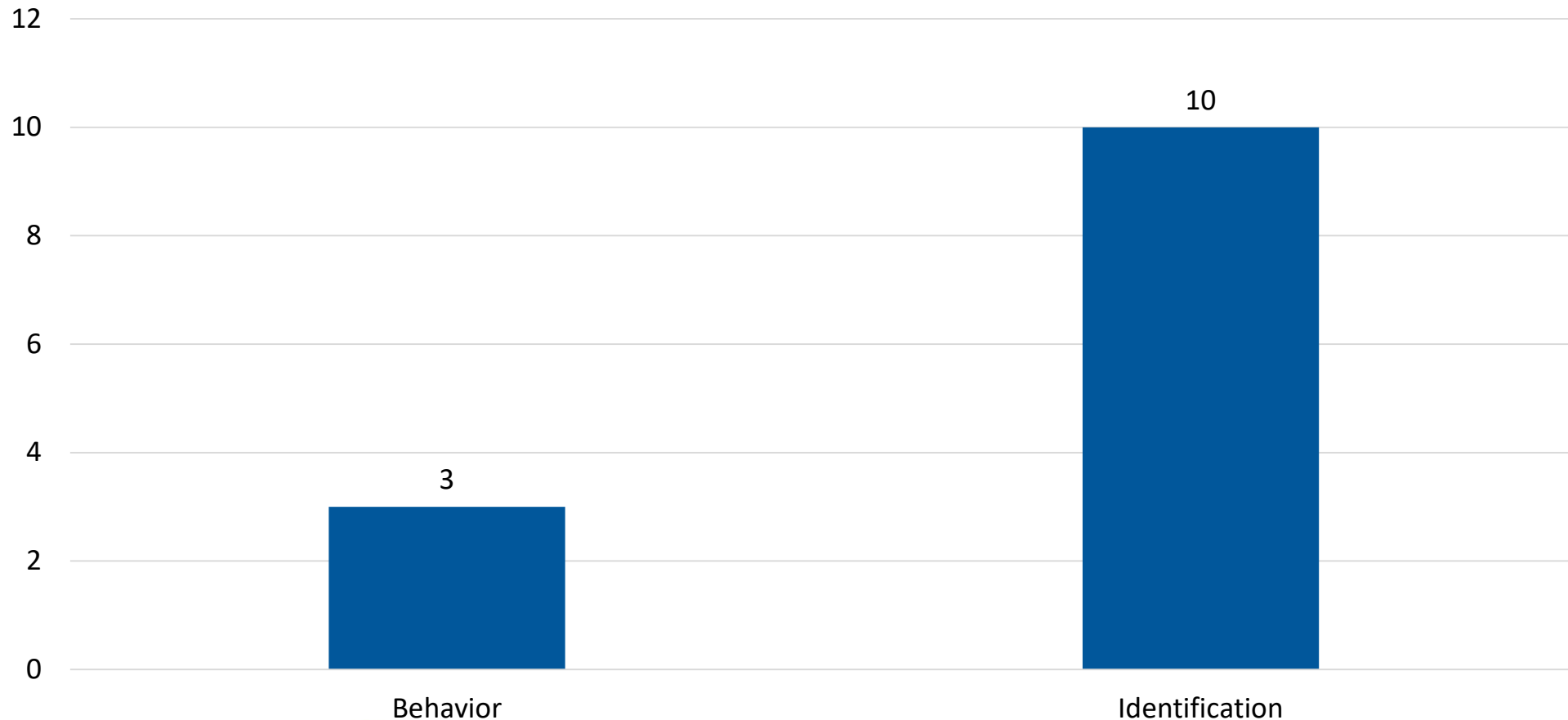
By the Numbers…

- 22% (37) of Kentucky districts show at least 1 year in excess of a 3.000 risk ratio of significant disproportionality for 2023–24

- 6% (12) of Kentucky districts show 3 or more years of significant disproportionality and are required to implement CCEIS
  - 13 findings total (one district has two findings)

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How KY's Support Is Designed to Address Infrastructure for Improvement

- Development of teams, linked from district to state

- Intentional use of data

- Use of root cause analysis to inform action plan

- Follow-up support after initial training to reinforce need to continue monitoring progress

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Teams to Address Findings

- Leadership team
  - District director of special education
  - District instructional supervisor (identification and placement) or
  - District director of pupil personnel/district behavior lead (behavior)
  - Other as chosen by the above team (examples include principals, superintendents, etc.)

- Stakeholder team
  - Leadership team members +
  - Grade-level special education and general education teachers
  - Community member(s)
  - Parent (diverse representation)
  - Superintendent or designee
  - Principal or building administrator
  - Finance officer (or designee)
  - CCEIS lead (if applicable)

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Thoughtful Data Use: Identifying Concern

- The state includes data in notification to districts

- The state provides districts with individual data sheets
  - Alternate risk ratio example (identification)
  - Risk ratio example (identification)
  - Risk ratio example (behavior)

Thoughtful Data Use: Root Cause Analysis

Onboarding

- Identifying the leadership team
- Securing LEA assurances for quality implementation

Planning

- Using the Five Whys approach to determine root cause
- Data-driven approach
- Tools for next steps
  - IDC's *Success Gaps Rubric*
  - WestEd's *Assessing Special Education Rubric*
- Engaging stakeholders
- CCEIS improvement plan

Implementation

- CCEIS improvement planning (forward and backward planning)
- Planning implementation and fidelity evaluation
- Technical support from Kentucky Department of Education, Office of Special Education and Early Learning (KDE OSEEL) and technical assistance (TA) partners
- Quarterly professional learning communities (PLCs) and professional learning

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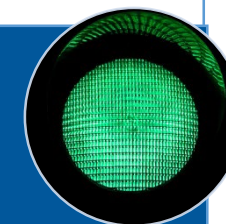
An Intentional Focus on Supporting Equity

KDE OSEEL

- Overall guidance and support for program quality and improvement
- Coordinates state and federal requirements and compliance for program, data, and finance
- Facilitates quarterly professional learning communities and trainings

Special Education Regional Technical Assistance Centers (SERTACs)

- Training and support in the area(s) of Local Education Agency (LEA) identification for significant disproportionality
- File and behavior incident reviews and training (if requested by the LEA)

Kentucky Academic and Behavior Response to Intervention (KY ABRI) Technical Assistance Center

- Direct logistic and LEA coordination and support
- Assists district in determining capacity and identifying strategic external supports
- Training as needed

Application: Implementation System Check-In

Applying This Approach to Your Identified Focus

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Activity: Implementation System Check-In

- Consider the project for which you are designing support. How many of the system elements outlined in the Padlet are in place?

- What has worked well in your area of work?

- What questions do you have for colleagues?

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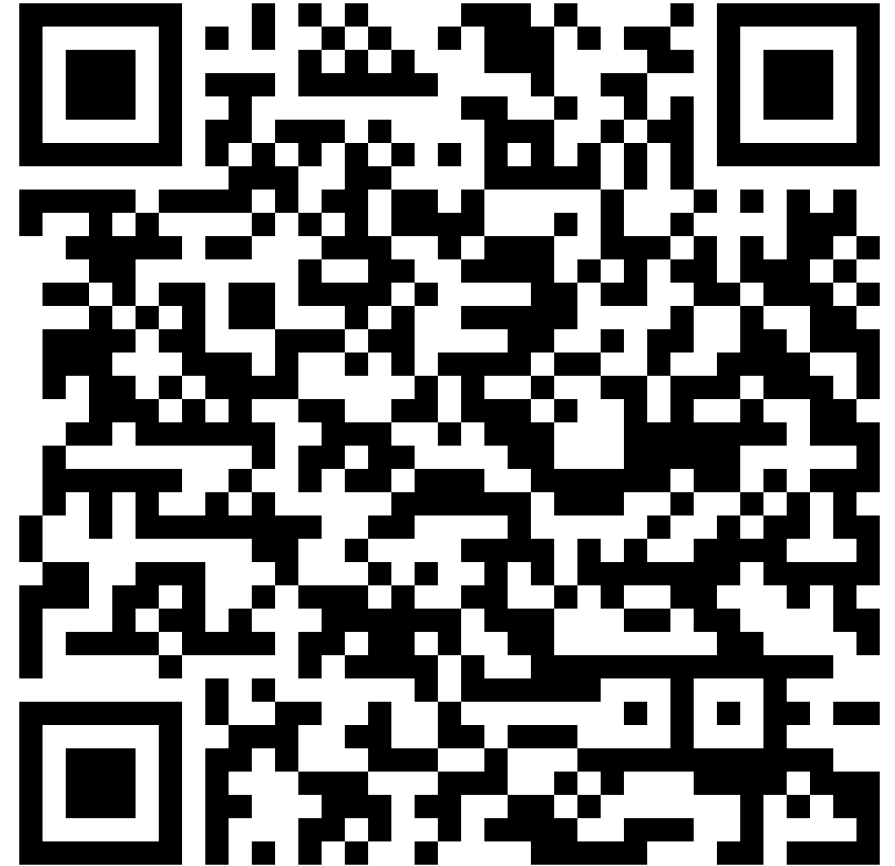
KY Lessons Learned

- Collect input from all partners on your leadership and stakeholder teams

- Include all sides in your planning and improvement
  - Regular education, multi-tiered systems of support, and special education

- Set up timelines to review all policies, practices, and procedures whether you are a current or exiting CCEIS district

- Leverage your technical assistance partners to lighten the load and provide "critical friend" recommendations

- Share ongoing support for sustainability—provide coaching support across areas of work

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Resource Spotlight

- O'Hara, N., Munk, T.E., Reynolds, H., and Collins, T. (2021, August). *Success Gaps Toolkit: Addressing Equity, Inclusion, and Opportunity.* IDEA Data Center. Rockville, MD: Westat. Retrieved June 20, 2023, from https://ideadata.org/toolkits.

- National Implementation Research Network. (2005). *Active Implementation Frameworks*. Retrieved June 20, 2023, from https://implementation.fpg.unc.edu/implementation-practice.

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