Pursuing Equity for Black Students in K–12 Education: Exploring the Intersection of Race and Disability Thought Leader Conversation (TLC) Series

Focusing on Equity-Driven Culturally Responsive Data Literacy Session

Debra Jennings, Heath Peine, Dr. Zelphine Smith-Dixon, and Dr. Saroja Warner | December 15th, 2020
Thank you for being here!
We will begin shortly. In the meantime, please reflect on this quote and provide your thoughts in the chat.

“Good practice without data is an event. Good data without impacting practice is just a research article.”

Dr. Russell Quaglia
Zoom Housekeeping

- Microphones and videos have been disabled for this webinar.

- Closed-captioning is available by clicking on the CC button at the bottom of your Zoom screen.

- This Webinar is being recorded. The recording, presentation slides, and other materials will be made available on NCSI’s website, and a link will be sent to you directly in the next few days.
Webinar Cultural Norms

• We encourage you to use the chat box for conversation and collaboration. Direct chat any technical inquiries to Jessica Arnold. Use the Q&A Feature to ask specific questions of our presenters. Look for the flashing orange alert, which will take you to the chat box when it is active.

• We expect respectful engagement and thoughtful participation.
• Any attempts to dominate the chat box with personal agendas, and/or continuing behaviors that detract from the group’s learning are not acceptable and may result in a request to relevant individuals to cease such actions. At the extreme end, possible removal from the webinar may occur if necessary.
Session Agenda

- Framing the TLC and Today’s Session
- Introducing Our Thought Leaders
- Supporting Equity-Driven Data Literacy
- Culturally Responsive Data Literacy
- Future TLC Sessions
Welcome & Introduction to NCSI

• The National Center for Systemic Improvement (NCSI) supports states to transform systems to improve outcomes for students with disabilities.

• We are committed to helping state agencies and their stakeholders understand the intersection of race and disability in education in order to resolve inequities that disadvantage Black students with disabilities or those who may be identified as needing special education services.
Purpose of Thought Leader Conversation (TLC) Series

• A series of conversations with experts focused on the intersection of race and disability in K–12 education

• Exploring ways systems can improve teaching and learning conditions and outcomes for Black students with disabilities or those who may be identified as having a disability.
Series Recap

Foundational Session (held November 10, 2020)

- Examined the reasons for long-standing inequitable learning conditions and outcomes for Black K–12 students
- Identified systemic beliefs, policies, procedures, and practices that contribute to racial inequities for Black students in K–12 education
- The session recording, webinar materials, and related resources are available:

  https://ncsi.wested.org/resources/pursuing-equity/
Framing Today’s Session
Our Session Objectives

• Understand what **equity-driven, culturally responsive data literacy** looks like

• Think about the role of data from a different perspective, including **using data to meet the needs of Black students rather than traditional approaches which focus on stratifying their performance**

• **Exploring strategies and resources** for collecting, analyzing, **and making meaning of data to achieve equity** for Black students with disabilities or those who may be (mis)identified as having disabilities
Please meet our Thought Leaders...
Introducing Our Thought Leaders

Amanda Byrd
North Carolina Department of Public Instruction

Heather Calomese
California Department of Education

Dr. Eddie Fergus
Temple University

Alexandria Harvey
WestEd

David Lopez
WestEd

Dr. Erica McCray
CEEDAR Center
Introducing Our Thought Leaders

Dr. Kent McIntosh  
Positive Behavioral & Interventions Support Center

Dr. Tom Munk  
IDEA Data Center

Esley Newton  
OSEP, US Department of Education

Christine Pilgrim  
OSEP, US Department of Education

Dr. Seena M. Skelton  
Midwest and Plains Equity Assistance Center

Dr. Kathleen King Thorius  
Great Lakes Equity Center
Introducing Our Thought Leaders: Today’s Presenters

Debra Jennings
National Center for Systemic Improvement

Heath Peine
Wichita Public Schools

Dr. Zelphine Smith-Dixon
Georgia Department of Education

Dr. Saroja Warner
WestEd
Data, Data, Everywhere

Your Current Data Practices

Inclusive Transparent Vision-Driven Students at the Center

Let achieving equity in!
Models for Understanding and Using Data

- **Ask & Ask**
- **Acquire**
- **Analyze**
- **Apply**
- **Announce**
- **Assess**
ASK!

Four Simple Questions

1. Who cares about this issue and why?
2. What work is already underway separately?
3. What shared work could unite us?
4. How can we deepen our connections?
   a. How can we support and connect to this group’s work on this issue?
   b. How can this group support and connect to our work on this issue?

https://wested.ent.box.com/s/hnz2rr5c8jhcampccwymq9c0ku39hl
ASK!

The questions that, if answered, can transform education for Black students

Not just the questions that folks inside the system are asking
ASK!

Yourself: What additional questions—if routinely asked and answered—could transform education for Black students?

Please take a moment to think and reflect

Provide your suggestion in the chat box, as to a question that should be asked routinely
Questions to Consider

Examples of transformative questions have been crowdsourced by our Thought Leaders and are available here for your use:

https://docs.google.com/spreadsheets/d/1_aftYbVmH2j4GM96BsASNoRh7UOz0nLKNCUqecLXg8A/edit#gid=0
Acquire.

- Search for data that will help to examine your questions
- Focus on data that examines inputs, not just outcomes
- Understand and call out bias in data sources
- Our Thought Leaders have suggested some data sources
IDEA Data Center (IDC) Success Gaps Toolkit

https://ideadata.org/toolkits/
Analyze. Critically appraise the data

- With an awareness of implicit and explicit bias
- Include a diversity of perspectives
- Frame analysis around performance indicators
- Look for root causes
Apply.
Bring participant experiences to the data

- Challenge the data and look for information to confirm or disprove it
- Review with internal and external stakeholders
- Begin to identify possible solutions
Announce.
Make the data public

Strong examples you can adapt or adopt:

• OSEP Fast Facts | Black Children with Disabilities:

• Child Trends | 5 Things to Know about Racial and Ethnic Disparities in Special Education:
Assess.
Monitor the outcomes

• Set up a review mechanism to monitor the impacts

• Continuously improve data, measurement frameworks, accountability, and decisions
“Make every effort to change things you do not like. If you cannot make a change, change the way you have been thinking. You might find a new solution.”

~ Maya Angelou
So... let’s explore applications

Panel Discussion #1
Culturally Responsive Data Literacy

Dr. Saroja Warner
Series Thought Leader | NCSI
Talent Development and Diversity | WestEd
What does culturally responsive data literacy mean to you?

Please share your thoughts in the chat box.
What is Culturally Responsive Data Literacy (CRDL)?
Foundations for CRDL

Data Literacy for Teachers
(Mandinach, Gummer)

Culturally Responsive Teaching
(Ladson-Billings, Gay, Hammond, Paris, and Alim)

Culturally Responsive Data Literacy
CRDL Requires a Culturally Responsive Inquiry Orientation

• Broad range of data sources about students as:
  • Learners in schools
  • Humans with personal histories
  • Children with unique experiences and identities

• Transform data into actionable knowledge and practices

• Differs from DL → explicit focus on centering culture, race, and equity
Factors That Influence Inequities

Beliefs
- The beliefs that educators and educational institutions hold about students and communities

Policies & Procedures
- The written guidelines that influence educational institutions

Practices
- The actions taken by educators and educational institutions that are often a result of beliefs, policies, and procedures
CRDL Key Information Domains

**Academic Performance and Schooling Experiences**
Examples include information about students from formative and summative assessments, observations of performance in classrooms and schools, documented and informal records of student interactions with peers and adults in school, and student testimonies and perceptions.

**Personal Story and Experiences**
Examples include information about students’ life outside of school, living conditions, access to healthcare, food, and transportation, traumatic experiences, and their identities (i.e., race, culture, ability, sexual orientation).

**Examining and Interrogating Bias**
The focus in this domain is on the adult with decision-making power and the continuous interrogation of their beliefs and practices, how they see students, and biases that influence their choices; what data to collect and how they interpret those data, including for teachers the instructional materials and activities they implement.
Example Guiding Questions: Academic Performance & Schooling Experiences

What do you know about the student’s academic outcomes in school?

• Is the student’s performance relatively consistent?
• Does the student seem to grasp the ideas and content presented in class on the first try? Second try? Multiple tries?
• What are the student’s favorite subjects? Least favorite?

What do you know about the student’s behavior in school?

• Does the student participate in class? During class discussion? Is the student reticent to engage verbally in class? Is the student prepared to respond to the teacher’s questions?
• Does the student show excitement and curiosity toward learning?
• How does the student handle frustration about low performance, failure, or negative feedback?
Three Forms of Bias-Based Beliefs

**Color-evasiveness**
- Removes race identifiers and uses personal lens for viewing interaction
- This belief can be showcased through interaction with individuals as identity-neutral “individuals” or looking for the commonalities between individuals

**Deficit-thinking**
- Premised on cultural and/or general deficiencies and used within education to explain academic performance as a result of deficiencies in an individual and/or group

**Poverty-disciplining**
- Premised on the notion that poverty happens because of individual behaviors and psychological dispositions
- This belief is used to develop practices that are intended to change “poverty” behaviors
Example Guiding Questions: Personal Story & Experiences

- **Family**: What do you know about the student’s family?
- **Living conditions**: What do you know about the student’s living conditions outside of the school?
- **Health**: What do you know about the student’s physical health?
- **Social and emotional**: What do you know about the student’s social and emotional health and well-being?
- **Interactions with justice system**: What do you know about the student’s interactions, either formal or informal, documented or undocumented, with the justice system?
- **Identity**: What do you know about the way the student identifies himself/herself?
Three Forms of Bias-Based Beliefs

**Color-evasiveness**
- Removes race identifiers and uses personal lens for viewing interaction
- This belief can be showcased through interaction with individuals as identity-neutral “individuals” or looking for the commonalities between individuals

**Deficit-thinking**
- Premised on cultural and/or general deficiencies and used within education to explain academic performance as a result of deficiencies in an individual and/or group

**Poverty-disciplining**
- Premised on the notion that poverty happens because of individual behaviors and psychological dispositions
- This belief is used to develop practices that are intended to change “poverty” behaviors
So... let’s explore applications

Panel Discussion #2
Looking Ahead

Upcoming Thought Leader Conversations
Future Thought Leader Conversation Sessions

- **Stakeholder & Family Engagement**
  - February 16, 2021 — 3:30-5:00 p.m. ET
- **Research-Informed Practice**
  - May 18, 2021 — 3:30-5:00 p.m. ET
- **Systems Coherence**
  - July 20, 2021 — 3:30-5:00 p.m. ET
Where to Find TLC Information

• Materials, including the PowerPoint and recording from today’s session, will be posted to the NCSI website under “Resources”: https://ncsi.wested.org/resources/pursuing-equity/

• Registration information for future sessions will be posted to our homepage at ncsi.wested.org

• Please sign up for our mailing list to receive emails about future TLC sessions and registration details: ncsi@wested.org
Session Evaluation

• We appreciate your feedback on our session today so we can continuously improve.

• Link to the evaluation is in the chat box and will also be emailed to today’s participants.
With Gratitude...

Thank you to our *Thought Leaders* for initiating and framing this important conversation.

Thank you to *all of you* for your commitment to creating inclusive, equitable systems that support all students to succeed and thrive.
Final Reflections – Waterfall Chat

Think

What is one word that captures your views on equity-driven, culturally responsive data literacy after our session today?

Wait

Type the word into chat but don’t hit enter (yet)

Go!

Push return so all our thoughts fall into the chat
Thank you for your commitment to making systemic change for equity. Questions can be sent to ncsi@wested.org.

The contents of this document were developed under a grant from the US Department of Education, #H326R190001. However, those contents do not necessarily represent the policy of the US Department of Education, and you should not assume endorsement by the Federal Government. Project Officer: Perry Williams (October 2019)