NCSI

Transforming State Systems
to Improve Outcomes for
Children with Disabilities

national center for systemic improvement

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

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."
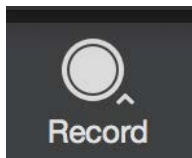
Dr. Russell Quaglia
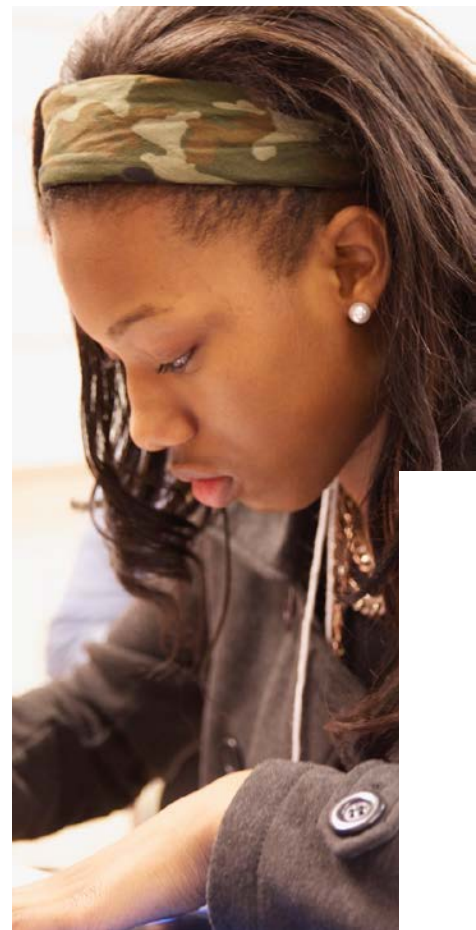
Zoom Housekeeping

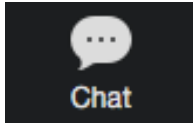- Microphones and videos have been disabled for this webinar.

- 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

Part B Indicators – Part C Indicators – School Report Cards – College Completion Data – Unemployment Data – Juvenile Justice System Data – Technology Access – News stories – Personal stories – Social Media posts – Parent Centers – Family stories – Advocacy organizations – OCR Civil Rights Data – Poverty Rates – ESSA Data – IDEA Data – School Climate Data – Community Voices – Accountability Data – Surveys – Focus Groups – Policy Centers
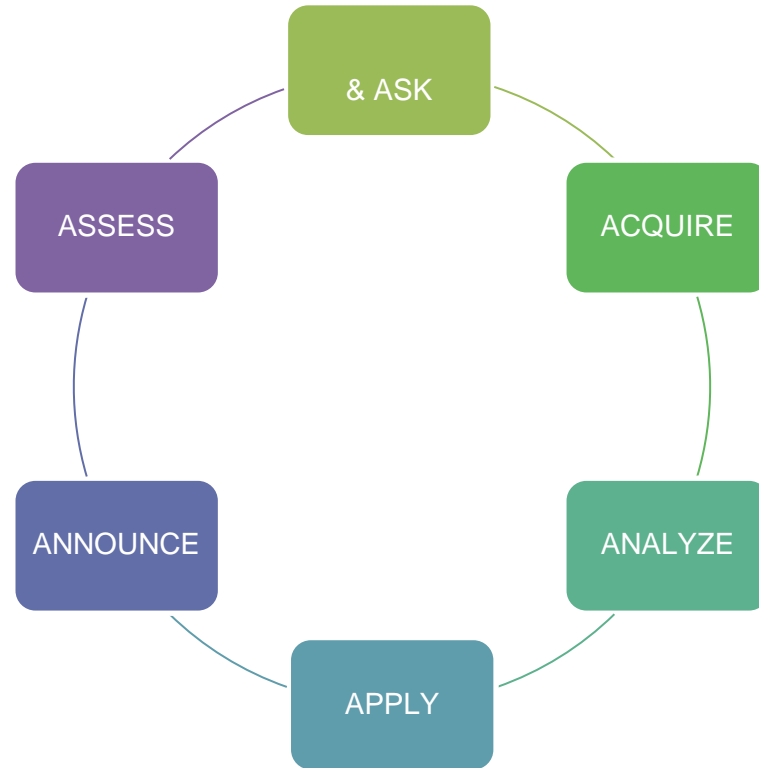
Models for Understanding and Using Data

- **A**sk & **A**sk

- **A**cquire

- **A**nalyze

- **A**pply

- **A**nnounce

- **A**ssess

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/hnz2rr5c8jhjcampccwymgq9c0ku39hl

ASK!

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

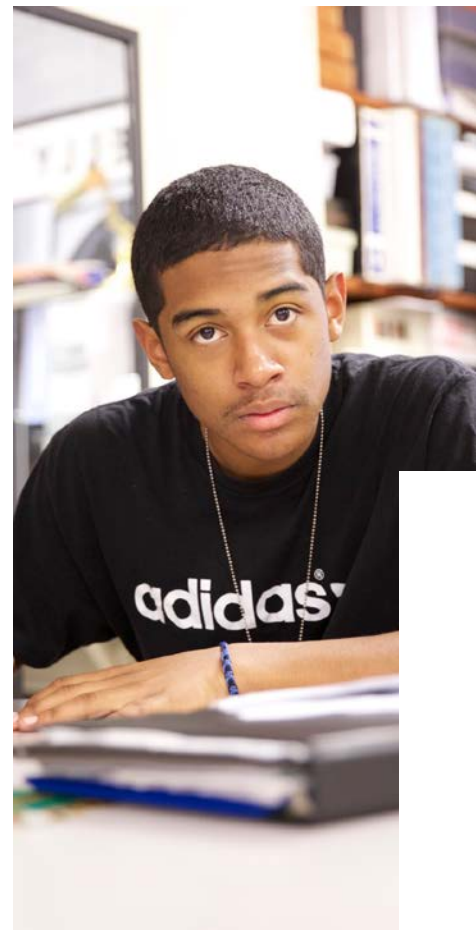**Not just the questions that folks inside the system are asking**

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
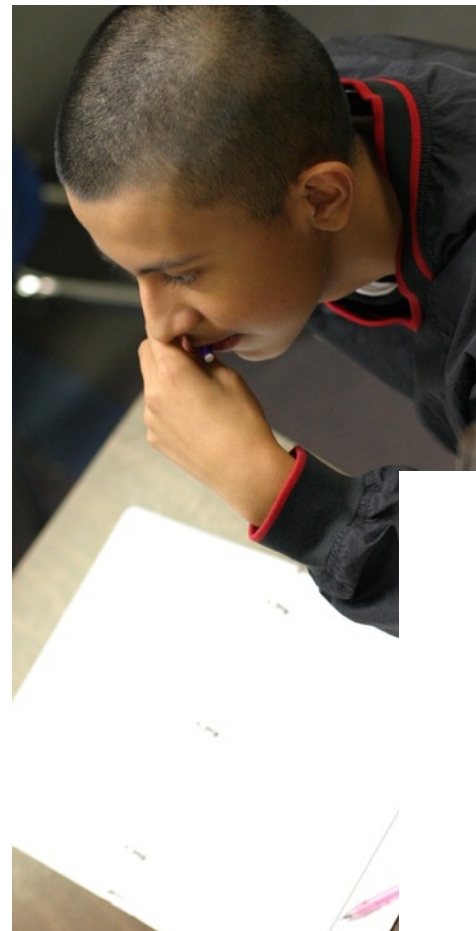
- With an awareness of implicit *and* explicit bias

- 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: https://sites.ed.gov/idea/osep-fast-facts-black-or-african-american-children-with-disabilities-20/

- Child Trends | 5 Things to Know about Racial and Ethnic Disparities in Special Education: https://www.childtrends.org/publications/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
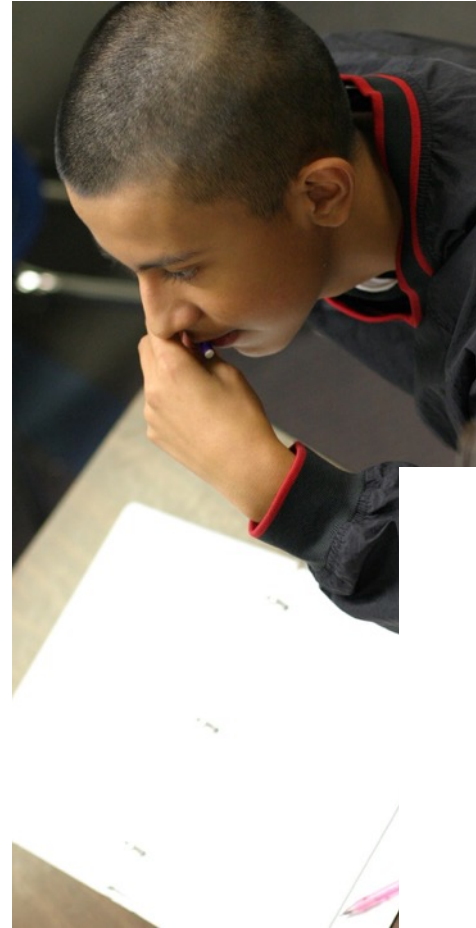
So... let's explore applications

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)

→
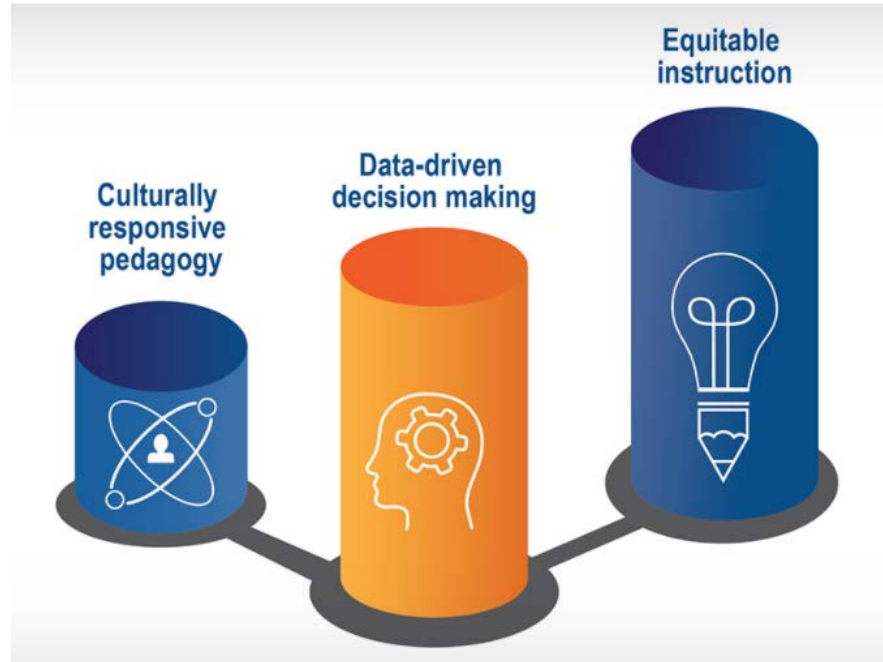
Culturally Responsive Data Literacy
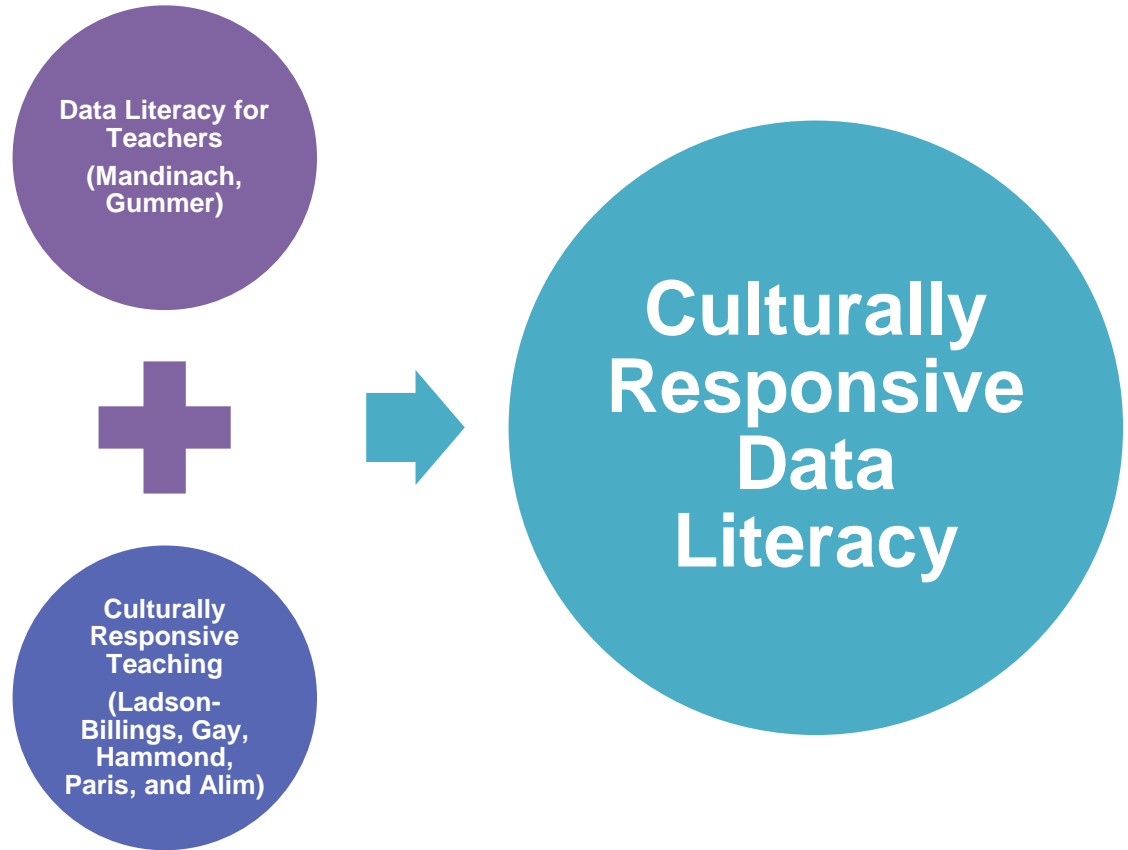
CRDL Requires a Culturally Responsive Inquiry Orientation

- 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
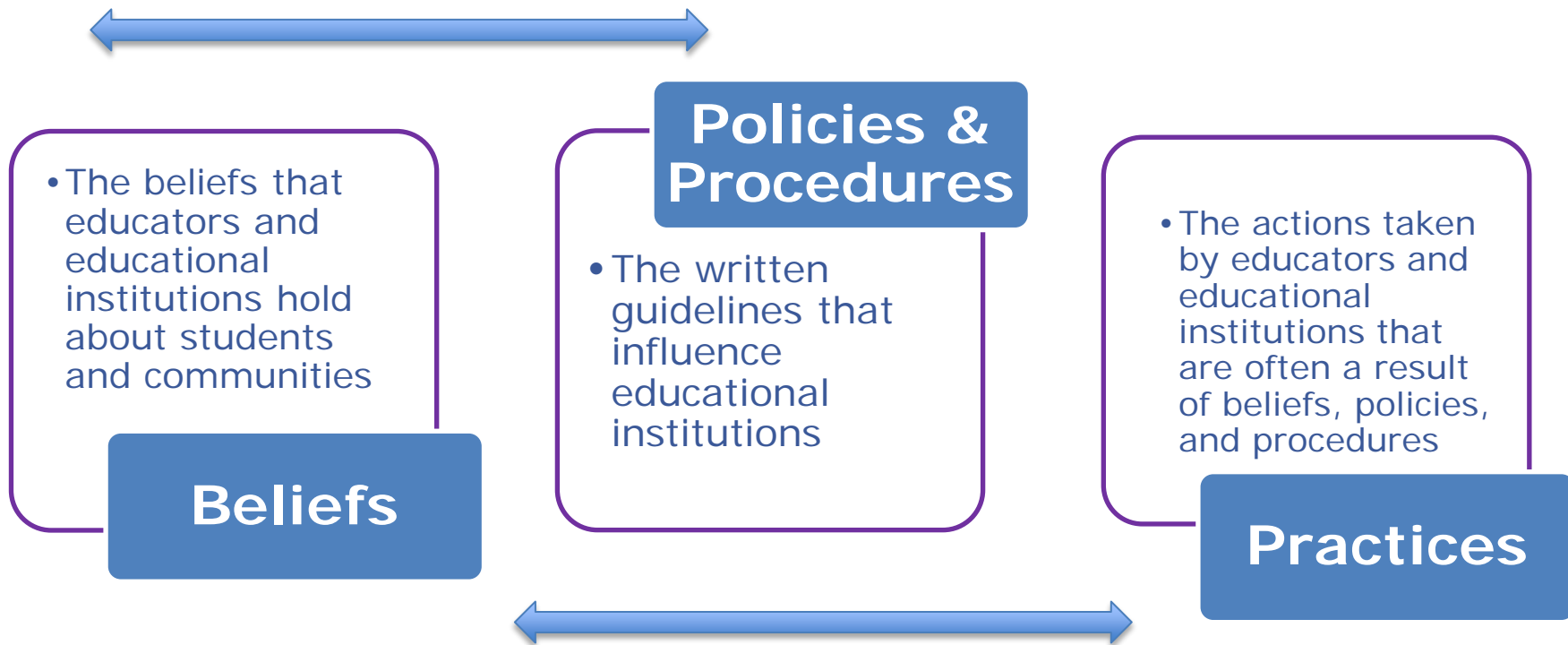
CRDL Key Information Domains

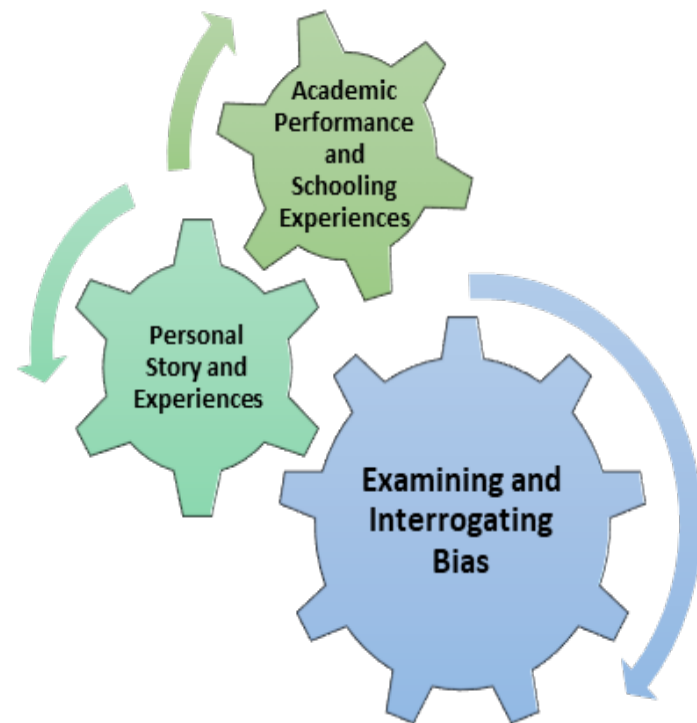**Academic Performance and Schooling Experiences**
Examples include information about students from formative and summative assessments, observations of performance in classrooms and schools, documented and informal records of student interactions with peers and adults in school, and student testimonies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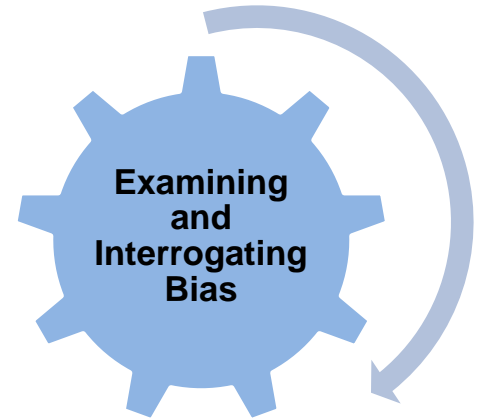
Example Guiding Questions: Academic Performance & Schooling Experiences

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?

Examining and Interrogating Bias

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
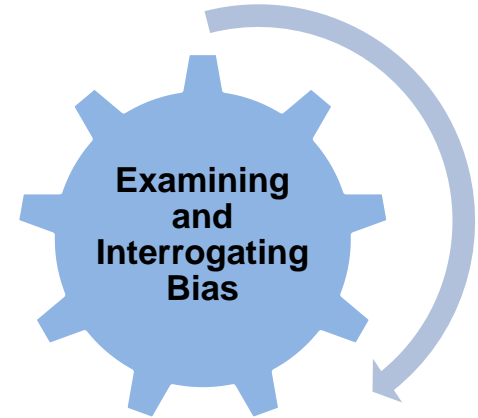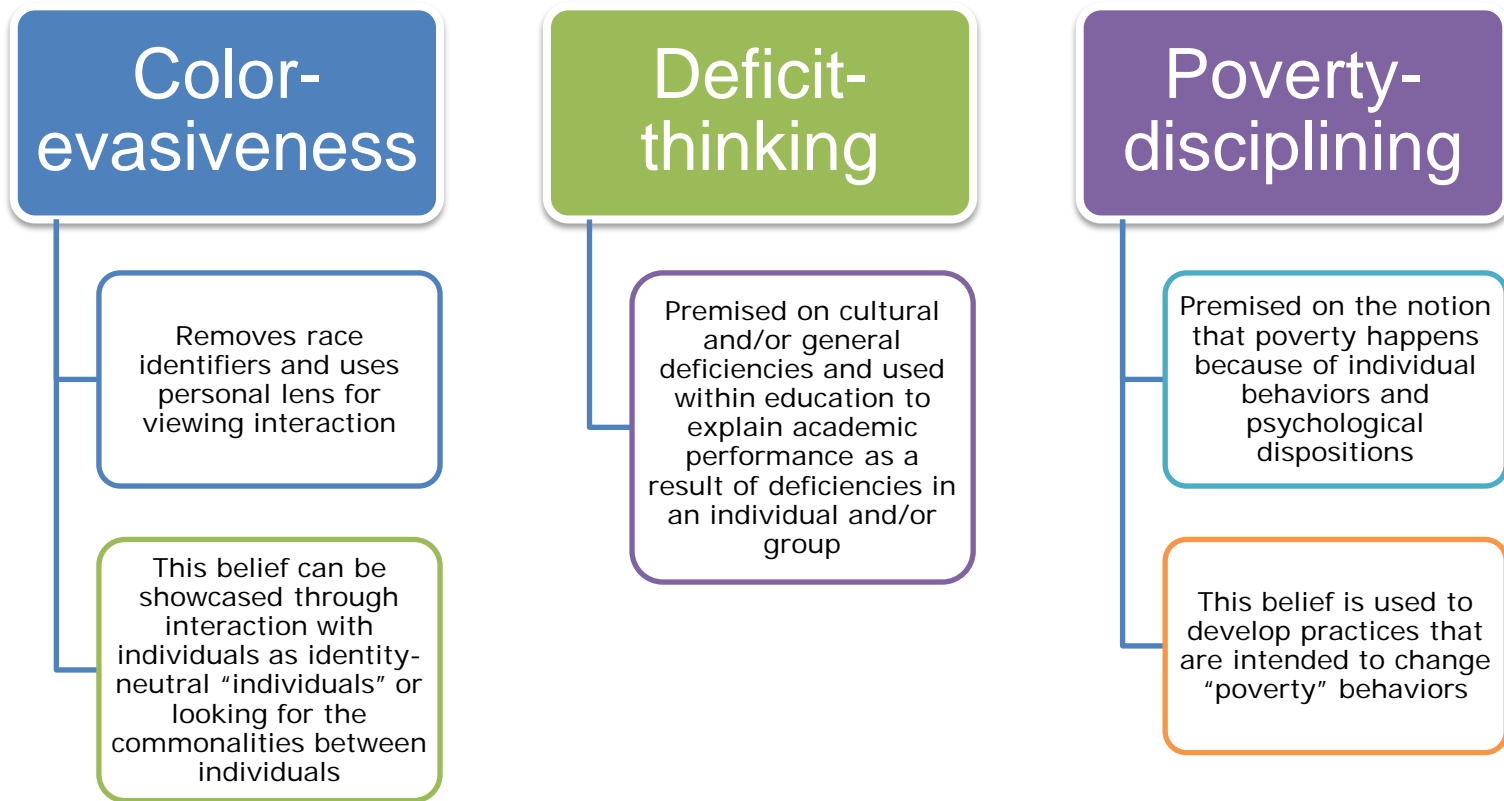
Example Guiding Questions: Personal Story & Experiences

- **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?*

Examining and Interrogating Bias

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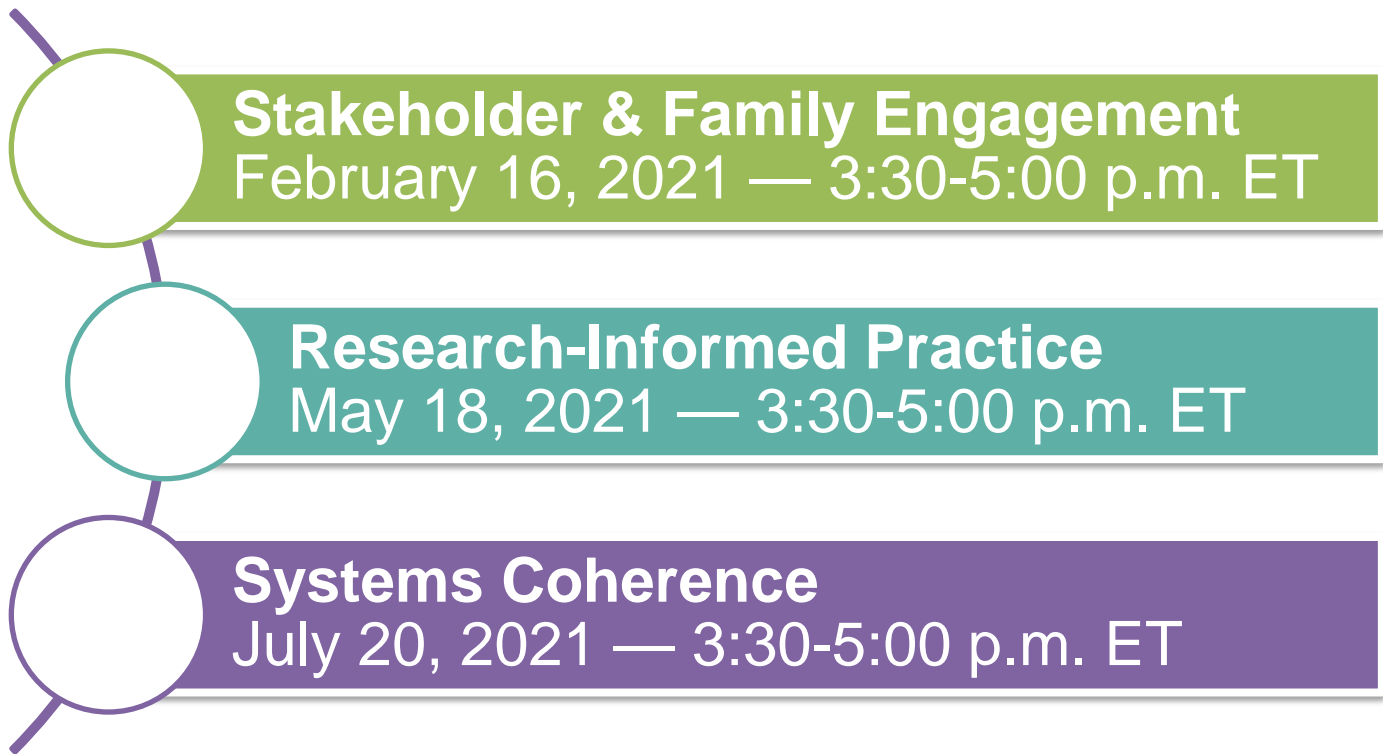
So… let's explore applications

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.