



Transforming State Systems
to Improve Outcomes for
Children with Disabilities

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

Building Coherent Education Systems to Drive Equity for Black Students with Disabilities



Thank you for being here!
We will begin shortly. In the meantime, please reflect on this quote and provide your thoughts in the chat.

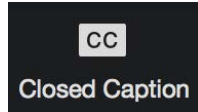
“Systems don’t change just because we identify them; they change because we disrupt them”

—Cornelius Minor

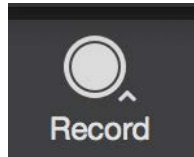
Zoom Housekeeping



- Microphones and videos have been disabled for this webinar.

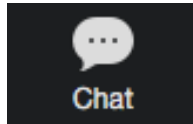
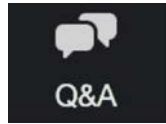


- Closed captioning is available by clicking on the CC button at the bottom of your Zoom screen.



- 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.

Twitter

Please feel free to Tweet @TheNCSI.



Session Agenda

Framing the TLC and Today's Session

Meet Our Thought Leaders

Equity-Driven Coherent Systems

Interrogating the Coherence of Organizational Systems

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 that 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)

Data Literacy Session
(held December 15, 2020)

Stakeholder and Family Engagement Session
(held February 16, 2021)

Research-Informed Practices
(held May 18, 2021)

Session recordings, webinar materials, and related resources are available at:

<https://ncsi.wested.org/resources/pursuing-equity/>

Framing Today's Session

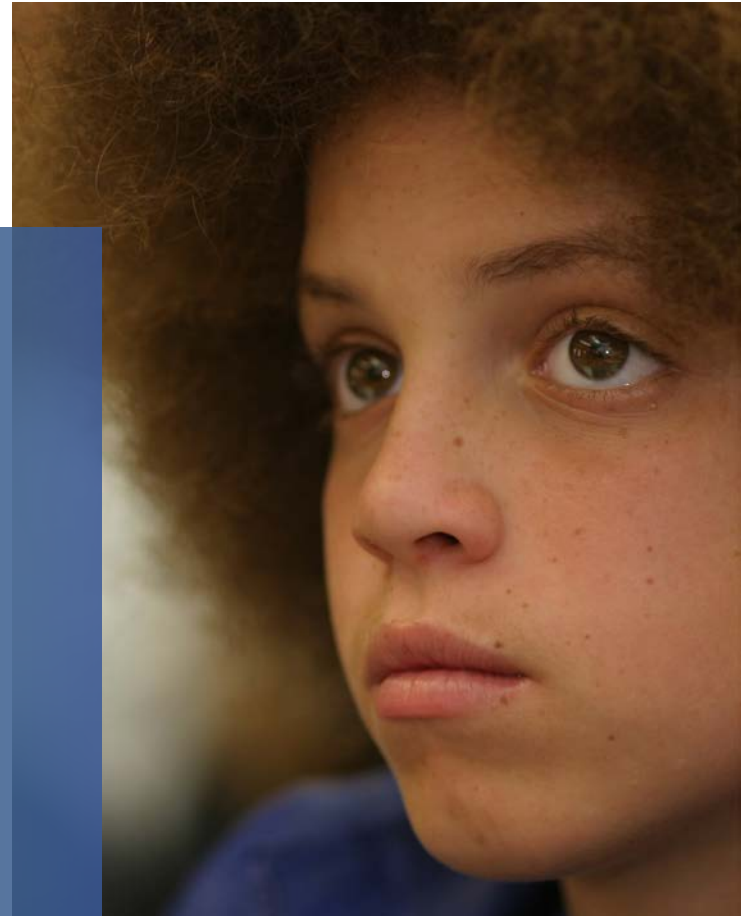


Frame for today:
Examining how states question and interrogate their system frameworks and culture to disrupt inequities

Today's Session Objectives

- Understand how coherent systems can support (and how lack of coherence can obstruct) equity efforts for Black students with disabilities or those who may be identified as needing special education services
- Recognize how policies directly or indirectly cause the inequitable conditions experienced by Black students with disabilities or those who may be identified as needing special education services
- Identify equitable practices that are a result of policies and procedures rooted in the belief that Black students with disabilities can achieve academic and social success within the educational environment

Please Meet Our Thought Leaders



2020-2021 Thought Leaders



Amanda Byrd
North Carolina Department
of Public Instruction



Dr. Eddie Fergus
Temple University



**Dr. Alexandria
Harvey**
WestEd



David Lopez
WestEd



Dr. Fatima Morrell
Buffalo Public Schools



Dr. Kent McIntosh
Positive Behavioral &
Interventions Support Center

2020-2021 Thought Leaders Cont.



Dr. Tom Munk
IDEA Data Center



Esley Newton
OESE, US Department of
Education



Heath Peine
Wichita Public Schools



**Dr. Kathleen King
Thorius**
Great Lakes Equity Center



**Dr. Zephine
Smith-Dixon**
Georgia Department of
Education



Dr. Saroja Warner
WestEd

Today's Presenters



Heather Calomese
California Department of
Education



Natasha Capers
New York City
Coalition for Educational
Justice



Debra Jennings
National Center for
Systemic Improvement



Dr. Erica McCray
CEEDAR Center



Christine Pilgrim
OSEP, US Department
of Education



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

Equity-Driven Coherent Systems

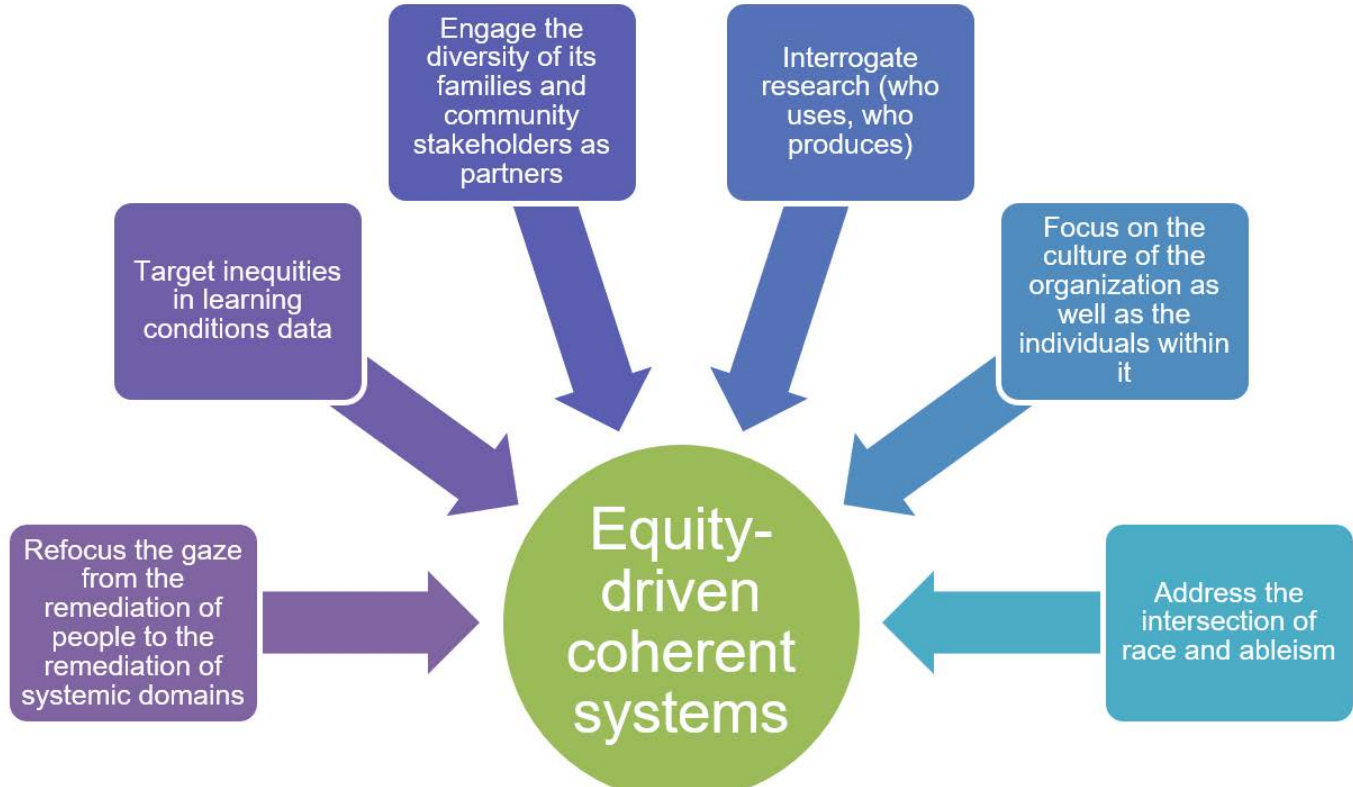


Systems Coherence

Creating consistency in beliefs, policies and procedures, and practices ensuring that there is a shared depth of understanding, both collectively and individually, about the purpose and nature of the work

Taking action to ensure that all parts of the system are functionally aligned so that people see their part in achieving the purpose of the organization

Equity-Driven Coherent Systems



Factors That Influence Inequities



Implications of Policies in Systems Coherence

Policies at the state and local levels affect Black students with disabilities in very specific ways

Maintaining beliefs without an equity mindset can result in policies and practices that shape the trajectories of Black students with disabilities



Examples of Policies That Affect Black Students with Disabilities

Written and unwritten

- Course offerings and course requirements
- Amount of time spent in general education
- Discipline infractions
- Policies as practices
- Access to resources, knowledge, and funding
- Lack of college access
- Teacher licensure and certification

Reflect and Share

In your organization, what policies or practices require a critical examination to ensure equitable outcomes for Black students with disabilities? Place your thoughts in the chat box.





Interrogating the Coherence of Organizational Systems

Organizational Coherence

An organization cannot create coherence if values and beliefs are NOT:



Addressed



Clearly stated in policy and guidance



Shared throughout the system



Operationalized in the daily work of the people, individually and collectively, throughout the system

Systems Frameworks

- Many states have implemented systems frameworks (often provided by TA centers).
- To examine and interrogate system frameworks, critical questions should be asked, reflecting the focus areas we have discussed in the series.



Questions to Interrogate Systems

Who is being advantaged and disadvantaged from the way the system is functioning?

- Where are inequities showing up in relation to the education and outcomes for Black students and for Black students with disabilities?
- What systemic factors/conditions (i.e., policies, people, practices, structures) are contributing to the identified inequities?

Questions to Interrogate Systems (cont.1)

How are systems analyzing and using data effectively and honestly?

- What are ways to create transparency about the inequities of inputs, outputs, and outcomes of the system for Black students with disabilities?
- How can we support equity in distribution of resources (teachers, PL, funding, administrators, programs, curricula, support systems, digital learning, enrichment opportunities)?
- What methods are in place to monitor progress of the system toward equitable distribution of resources, to support internal accountability and to make course corrections?

Fullan & Quinn, 2015

Questions to Interrogate Systems (cont.2)

How are systems meaningfully engaging a diversity of stakeholders with intention, innovation and persistence?

- What are ways to develop a sense of collective purpose that focuses on deep learning for all children regardless of background and circumstances?
- How do we engage in meaningful work in a collaborative and focused way to improve the learning for Black students with disabilities?
- What information is needed to identify the root causes of difficult and long neglected problems?
- Who should be involved to form partnerships and take action on issues that are of critical importance to the community?

Questions to Interrogate Systems (cont.3)

How are systems selecting and using research-informed practices effectively for the benefit of the diversity of its students?

- What values or lines of reasoning are centered and normalized?
- What types of practices are legitimated?
- What practices are reinforced by the research?
- Does the practice move students closer to or further away from authentic, quality academic and social learning opportunities?
- Does the research perpetuate a deficit model of education?

Questions to Interrogate Systems (cont.4)

How are systems leveraging critical structures for aligning the allocation of resources, supports, policies, and practices in order to scale and sustain systems functioning?

- How does leadership leverage their decision-making authority to critically examine multiple levels of the system to improve outcomes for Black students with disabilities?
- What opportunities exist for equitable professional learning structures, including information dissemination and coaching supports?
- What are specific methods of engagement and community communication structures?

Reflect and Share

How can you use the presentations and resources from this series to interrogate the systems you work in to improve the academic and social outcomes for Black students with disabilities?





Panel Discussion

Discussion Starters

- How do you work to promote equitable systems coherence within your organization?
- What are actionable steps that can be taken, based on this series, to improve systems for students who have been historically marginalized?
- How can states and districts use COVID funds to begin to address systemic inequities driven by a lack of systems coherence?

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/>

Next Steps

- While this is the end of this series, it is not the end of the work.
- We are in the process of resource development of a facilitation guide to accompany this series, to begin taking actionable steps.



Session Evaluation

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



Thanks to **each of you** for your commitment to creating inclusive, equitable systems that support all students to succeed and thrive.

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)



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