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Data for Equity & Disproportionality: Session 4

Dr. Jenna Mancini Rufo

Format

- Interactive
- Questions
- Tech
- www.jennarufo.com/data4equity

  Password: dispro

  Numbered activities

- Application - Work Session
- No reason to finish an activity early!
- Transitions

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Today's Objectives

- To apply our understanding of the bias-based beliefs and practices that contribute to disproportionality to root cause analysis and action planning

- To analyze data and organize for collaborative work

- To identify root cause, drivers that contribute to the problem, and develop an action plan

- To identify root cause, drivers that contribute to the problem, and develop change ideas

- To begin the development of an action plan so that you can lead for equity

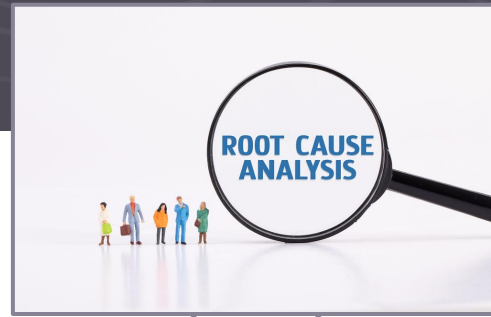Achieve. Include. Empower.

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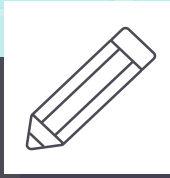
Root Cause Analysis

Thinking back to Session 2...

ROOT CAUSE ANALYSIS

Changing Culture

- Educating about bias
- Engaging in challenging conversations
- Changing mindsets
- Counteracting ableism
- Speaking truth without being misunderstood

Changing Practice

- Using data
- Improving identification process and lowering referrals
- Changing disciplinary practices
- Better equipping general education teachers

Uncovering the Bias-Based Beliefs in Your System

12:00

- Take a piece of chart paper and divide it into three columns.
- Label each column - Deficit Thinking, Colorblindess, Poverty Disciplining
- Each person places their post-its in the appropriate column.
- Once post-its are placed, discuss…
  - Are there any columns that have more post-its than others?
  - What themes are evident?
  - Now that you have uncovered some of the prevalent beliefs, what will you do?

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6

Five Keys to Challenging Implicit Bias

- Become aware of your biases and those your staff may hold in order to interrupt them.

- Study, teach, and provide training on bias-based beliefs and implicit bias.

- Pay attention to gap-closing teachers.

- Stop "tone policing" - pay attention to message content, not just tone.

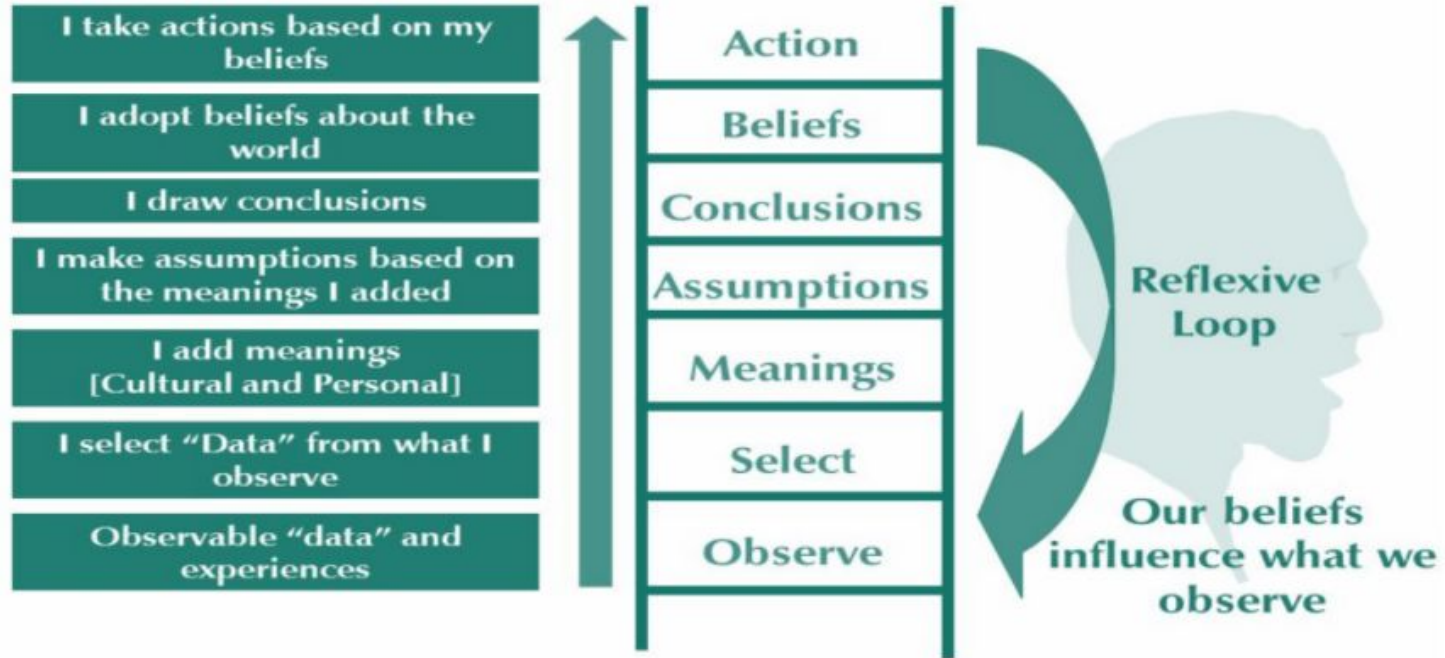- Be an ally and actively address.

Full article edut.to/3XUXCeI

(Safir, 2016)

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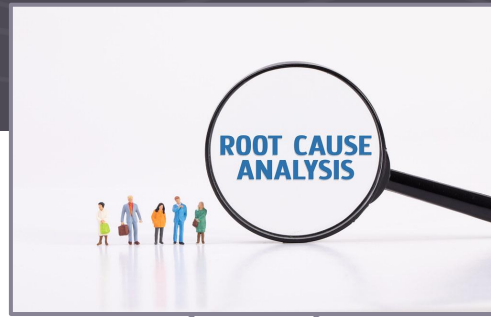
The Ladder of Inference

I take actions based on my beliefs	Action
I adopt beliefs about the world	Beliefs
I draw conclusions	Conclusions
I make assumptions based on the meanings I added	Assumptions
I add meanings [Cultural and Personal]	Meanings
I select "Data" from what I observe	Select
Observable "data" and experiences	Observe

Reflexive Loop

Our beliefs influence what we observe

Stay low on the ladder before take action.

Slide: Carnegie Foundation, 2018

ROOT CAUSE ANALYSIS

Changing Culture

- Educating about bias
- Engaging in challenging conversations
- Changing mindsets
- Counteracting ableism
- Speaking truth without being misunderstood

Changing Practice

- Using data
- Improving identification process and lowering referrals
- Changing disciplinary practices
- Better equipping general education teachers

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Comprehensive Coordinated Early Intervening Services (CCEIS) Tool

Arkansas CCEIS Tool

PURPOSE: The Arkansas CCEIS Tool is a systematic process to guide stakeholders in your school district through multiple steps to discover the root cause of and make a plan for addressing the area(s) of Significant Disproportionality for which your school district is identified.

INSTRUCTIONS

The tabs in this Excel workbook are set up in the suggested order for completing the steps in the Arkansas CCEIS Tool.

STEP 1 - Recruit and assign school district staff and other stakeholders to serve as members of the school district's Significant Disproportionality Review Team.

Considerations:
When assembling this team, the district should consider including regular and special educators and team members representing administration, professional learning, parents, curriculum and instruction, school psychology, student support services, and school improvement.

STEP 2 - Use the information on the "2-Min Sample" tab to determine the minimum number of student records that must be reviewed. Records selected must be from the racial/ethnic group(s) for areas identified as significantly disproportionate.

STEP 3 - Conduct record reviews. Use the colored coded tabs to guide school district staff through the steps for reviewing student records related to the school district's area(s) of Significant Disproportionality.

Considerations:

All school district CCEIS teams must complete the following tabs in this Excel workbook:
1 and 2 (**light blue tabs**), 6 through 6q (**green tabs**), and 11 (**yellow tab**).

Arkansas CCEIS Application

A school district must use fifteen percent of the local need, as defined in § 613(f) of the IDEA U.S.C. § 1413(f) and the regulations in 34 CFR § 300.226(b), to develop and implement Comprehensive Coordinated Early Intervening Services (CCEIS). CCEIS may be provided to students in prekindergarten through grade twelve who are *at risk for special education services* or are currently eligible for special education and related services pursuant to AR Regs 6.06.

District Name / LEA # _____ Date Submitted _____

Contact Name _____

Contact Phone # _____ Contact email _____

Indicate the categories under which the district has been identified as having significant disproportionality: *(Click on all boxes that apply)*

☐ **Identification of children as children with disabilities**

☐ **Identification of children as children with disabilities in specific disability categories**
    ☐ Autism
    ☐ Emotional Disturbance
    ☐ Intellectual Disability
    ☐ Other Health Impairment
    ☐ Specific Learning Disability
    ☐ Speech Language Impairment

☐ **Educational environment**
    ☐ Less than 40% of the day in the regular classroom
    ☐ Day School

☐ **Disciplinary actions**
    ☐ ISS ≤ 10 days
    ☐ ISS > 10 days
    ☐ OSS ≤ 10 days
    ☐ OSS > 10 days
    ☐ Total Removals

Provide a summary of significant contributing factors and key root causes the LEA has identified as contributing to the significant disproportionality.
    This part of your application should align with the information you have ascertained in your root cause analysis. Your root cause analysis must include the information entered in the required Arkansas CCEIS Tool, other data and information you reviewed, and should look closely at **equity, inclusion, and opportunity** for children in each area indicated above.

Click or tap here to enter text.

CCEIS Application– Budget

The link to the chart with the required amounts to be budgeted in the application is located here.

LEA #	UEI	DISTRICT	FIN-23-003 PRELIMINARY IDEA 611	FIN-23-003 PRELIMINARY Preschool 619	TOTAL	PRELIMINARY 22-23 CCEIS 15% MAX

eSchool Requirements

▷ Required LEAs must mark the Disproportionality flag in eSchool

▷ The LEA must track ALL students who receive CCEIS services in eSchool.

▷ The Disproportionality flag allows for both sets of students (those without and with disabilities) to be entered into the system.

Common Errors in Applications

▷ Failure to address root cause

▷ Not spending money on non-disabled students

▷ Programs selected :

  ▸ must address root cause

  ▸ must align with the intended outcomes of the program

▷ Not being specific in the data requested on the application

▷ Focus on what you **CAN** fix.

Program Considerations

▷ Culturally responsive practices
▷ Universal Design for Learning
▷ Restorative Justice

Guidance on Funds

▷ All expenses must align to the root cause and support the approved program(s)/intervention(s).

▷ The cost should be reasonable and necessary for the program(s)/ intervention(s).

Guidance on Funds

▷ Funds used for CCEIS must comply with IDEA regulations around CCEIS, such as supplement vs. supplant.

▷ Set-aside funds for CCEIS may not be re-allocated at any time. They must be used for the sole purpose of programs/intervention(s) even if the LEA is no longer identified with significant disproportionality.
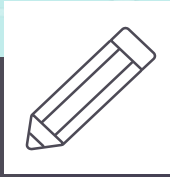
How To Conduct A Root Cause Analysis

Collect the data

- What data do you need to collect to uncover root cause?
- May take the form of…
  - Outcomes - Data in traditional sense (scores, attendance, enrollment, discipline, etc.)
  - Process - Policies and procedures
  - Qualitative - observational notes, surveys, feedback

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CCEIS Tool

Tab 6 of the CCEIS tool requires you to complete a self-assessment containing evidence related to disproportionality.

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1. Data-based Decision Making

Indicator 1 Rating Scale

1	**Planning:** Decisions about the school curriculum, instructional programs, academic and behavioral supports and school improvement initiatives are rarely based on systematic data.
2	**Partially Implemented:** Some teachers and programs consistently use systematic valid and reliable data to inform decisions about curriculum, instructional programs, academic and behavioral supports, and school improvement initiatives.
3	**Implemented:** The data used are valid and reliable. A school wide formalized and systematic process is in place to monitor and reinforce the continuous improvement of individual learners, subgroups of learners, initiatives, and programs within the school. It is implemented by some but not all staff.
4	**Exemplary:** The data used are valid and reliable. The school wide process for data-based decision making is implemented and evident for all students and subgroups of students, in all classrooms, and is used in decisions about school initiatives or programs, as well.

			Rating	Priority
Indicator 1: Decisions about the school curriculum, instructional programs, academic and behavioral supports, and school improvement initiatives are based on data				
1.1	The district identifies data elements/quality indicators that are tracked over time to measure school effectiveness.		Element Rating:	
Evidence	Policy			
	Procedure			
	Practice			
1.2	The district makes decisions about school curriculum based on data.		Element Rating:	
Evidence	Policy			
	Policy			
	Policy			
1.3	The district makes decisions about instructional programs based on data.		Element Rating:	
Evidence	Policy			
	Procedure			
	Practice			
1.4	The district makes decisions about behavioral supports based on data.		Element Rating:	
Evidence	Policy			
	Procedure			
	Practice			
1.5	The district makes decisions about school improvements initiatives based on data.		Element Rating:	
Evidence	Policy			
	Procedure			
	Practice			
1.6	Data are used to make policy decisions.		Element Rating:	
Evidence	Policy			
	Procedure			
	Practice			

11

03:00

At your table groups…

Each participant shares exit ticket/ homework from Session 3 - *Preparing to Uncover Root Cause in Policy and Practice*

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Preparing to Uncover Root Causes in Policy and Practice

	What data do I currently have related to this concern? *(Data may be data in the traditional sense of numbers. It may also be written policies and procedures.)*	What data do I need to collect related to this concern?
Segregated special education programming		
Weak core curriculum		
Ineffective systems of intervention		
Weak or inconsistent prereferral and referral processes		
Exclusionary discipline		

What data did you bring today?

11

15:00

Sort Your Data

- CCEIS Tab 6 requires you to classify data as "policy," "procedure," or "practice."
- Recorder for the group, complete the worksheet regarding data you have for each area.
- Later, you can come back to this worksheet as a team to guide your self-assessment decision-making
- Fast finishers - start planning when you will complete the assessment tool
- BREAK

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Review the Data

- Before you start…are you looking at the proper data set?
- Spend time organizing your data
- Complete an in-depth analysis of your data
- The ladder of inference
- Notice and wonder

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Your Turn

12

- As a team, review <u>one</u> set of data you brought related to your area of disproportionality. *(Make it a good one because this will guide future activities!)*

- Create a "notice" and "wonder" list. Participants share noticings and wonderings in round robin order without jumping to solutions or hypothesizing as to why this might be.

- Next, determine what information you need to answer your wonderings.

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Name the Problem

- What is the problem you are trying to solve?
- Use objective language and clear data and evidence.

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Example Problem Statements:

Problem:

Black students receive suspensions at 2.4 times the rate of the general population.

English Learners are overrepresented in special education with a risk ratio of 3 (three times more likely to be identified).

Hispanic students are 3.5 times more likely to be identified as "Other Health Impaired" than other students.

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Non-Example Problem Statements:

Problem:

Too broad

We are in significant disproportionality for discipline.

Teachers refer too many kids to special ed because they don't have training

High on the ladder of inference

We need more culturally-responsive teaching practices.

A potential solution - not a problem identified by data

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Name the Problem

Name the Problem

05:00

- What is the problem you are trying to solve?
- Use objective language and clear data and evidence.
  - Avoid overly broad statements
  - Stay low on the ladder of inference
  - Avoid jumping to solutions
- Get clear on the problem - important step.
- When you have consensus on your problem, write it on a post-it note and bring it to the front of the room.

Now what???

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Before we move on to identifying a remedy, we must be confident on the root cause.

Common possibilities we discussed in prior sessions:

- Lack of a clearly articulated curriculum or solid tier one instruction
- Ineffective systems of intervention or too many interventions
- Weak or inconsistent prereferral/ referral processes
- Exclusionary discipline

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w w w . j e n n a r u f o . c o m

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13

Return to the data you reviewed in Activity 12.

Which of these areas do you want to explore further as possible root cause of your problem?

- Lack of a clearly articulated curriculum or solid tier one instruction
- Ineffective systems of intervention or too many interventions
- Weak or inconsistent prereferral/ referral processes
- Exclusionary discipline

As a team, complete the corresponding chart to support a root cause determination.

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Quick fix without lasting results

You don't put a bandaid on a gaping wound
and expect it to hold.

14

Now that you have dug into these areas, complete the self-assessment on the CCEIS tool related to the area you chose.

- Lack of a clearly articulated curriculum or solid tier one instruction → Tab 6f-CIP-**3a**
- Ineffective systems of intervention or too many interventions → Tab 6m-Is-**5a**
- Weak or inconsistent prereferral/ referral processes → Tab 6m-Is-**5a**
- Exclusionary discipline → Tab 9

08:00

- What if all of these areas are root cause?
  - One or two highest leverage areas
  - Where will you get the most "bang for your buck?"
  - Capacity of system

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Identify root causes of the problem, based on data (qualitative counts!).

Problem:

Black students receive suspensions at 2.4 times the rate of the general population.

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EXAMPLES

- There is a mismatch between the dominant race of teachers in the school versus students in the school which may create a mismatch in cultural norms and expectations.

- Students are disproportionately represented in MINOR infractions such as cell phone use and lateness to class which could be the result of unconscious bias.

- Teachers refer black students to the office more for minor infractions without implementing classroom interventions first.

NON-EXAMPLES

- Students do not care about school rules.

- Families do not teach students the importance of school and following the rules.

- Students cannot handle themselves during unstructured times.

- Teachers need classroom management training.

High on the ladder of inference

A change idea, not what is causing the problem

Problem: Black students receive suspensions at 2.4 times the rate of the general population -

Hypothesize WHY based on your data and stay low on the ladder.

Creating an Aim Statement

The aim statement answers the first essential question of improvement: What specifically are we trying to accomplish?

It is a succinct statement of what the improvement community has joined together to achieve.

(Carnegie Foundation, 2018)

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Aim Statements

Useful aim statements clearly define success for the improvement effort by specifying:

- What will be improved? (clear, operational definitions)
- How much? (measureable, specific numerical goals)
- By when? (time frame)
- For whom? (target population)

(Carnegie Foundation, 2018)

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Problem:

Black students receive suspensions at 2.4 times the rate of the general population.

What will be improved?

Aim Statement

By the end of the 2023-2024 school year, the risk ratio of suspension for Black students will be no greater than 1.5.

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Turning Lead Into Gold

Problem:

Black students receive suspensions at 2.4 times the rate of the general population.

How much?

Aim Statement

By the end of the 2023-2024 school year, the risk ratio of suspension for Black students will be no greater than 1.5.

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Problem:

Black students receive suspensions at 2.4 times the rate of the general population.

By when?

Aim Statement

By the end of the 2023-2024 school year, the risk ratio of suspension for Black students will be no greater than 1.5.

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Problem:

Black students receive suspensions at 2.4 times the rate of the general population.

For whom?

Aim Statement

By the end of the 2023-2024 school year, the risk ratio of suspension for Black students will be no greater than 1.5.

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15

Turn your problem

↓

Into an Aim Statement

Include: What will be improved?

How much?

By when?

For whom?

15

Visit [Activity 15](#) on the Resource Page.

Complete the Problem and Aim Statement Box.

05:00

Root Cause Analysis and Theory of Improvement
Turning Lead Into Gold

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PROBLEM AND AIM STATEMENT	
Problem Name the problem you want to solve. Be objective, specific, and use evidence.	**Aim Statement** Turn the problem into an aim statement. State what will be improved, how much, by when, and for whom.

Drivers

- What DRIVES, or contributes to, the achievement of the aim
- Shows the relationship between the aim statement (overall goal) and the drivers (things that relate to achieving the goal)
- It is important to know the drivers and root cause so you develop appropriate change ideas (potential solutions).

(Carnegie Foundation, 2018)

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There is a mismatch between the dominant race of teachers in the school versus students in the school which may create a mismatch in cultural norms and expectations.

Students are disproportionately represented in MINOR infractions such as cell phone use and lateness to class which could be the result of unconscious bias.

Teachers refer black students to the office more for minor infractions without implementing classroom interventions first.

By the end of the 2023-2024 school year, the risk ratio of suspension for Black students will be no greater than 1.5.

Misguided Solution…

An assembly will be held to review rules and expectations for behavior with all students.

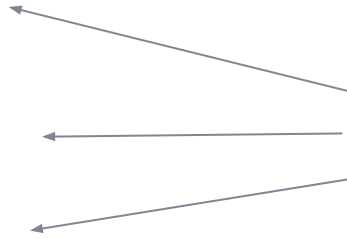*What are some problems with implementing this remedy before investigating root cause?*

Drivers

Aim Statement

By the end of the 2023-2024 school year, the risk ratio of suspension for Black students will be no greater than 1.5.

Drivers -

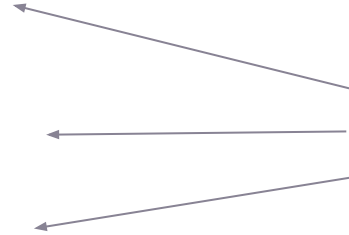things that will contribute to achieving the aim

Drivers

Aim Statement

By the end of the 2023-2024 school year, the risk ratio of suspension for Black students will be no greater than 1.5.

Drivers -

If we know the root causes, we also know what will drive improvement

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There is a mismatch between the dominant race of teachers in the school versus students in the school which may create a mismatch in cultural norms and expectations.

Students are disproportionately represented in MINOR infractions such as cell phone use and lateness to class which could be the result of implicit bias.

Teachers refer black students to the office more for minor infractions without implementing classroom interventions first.

Change the root causes of the problem into broad drivers, or leverage points in the system that will help you achieve your aim.

Hiring practices

Belief systems

Implicit bias

Discipline code

Discipline code

Classroom management procedures

Student/teacher relationships

Cultural responsiveness

15:00

15B

Continue completing [Activity 15](#).

Identify the root causes of your problem based on your work this morning.

Then turn the root causes into drivers.

Complete first two columns only.

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ROOT CAUSE		
Root Cause Identify the root cause(s) of the problem based on data.	**Drivers** Turn the root causes into broad drivers - leverage points in the system that will help you achieve your goal.	**Change Idea** Create a change idea based on the drivers. A change idea is A small-scale, actionable task that can be easily tested and has the potential to lead to improvement.

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Need Identified By Data	Potential Root Cause	Remedies Aligned To Root Cause
Black students receive suspensions at 2.4 times the rate of the general population.	There is a mismatch between the dominant race of teachers in the school versus students in the school which may create a mismatch in cultural norms and expectations.	Strengthen hiring practices to recruit and retain a more diverse workforce.
	Students are disproportionately represented in MINOR infractions such as cell phone use and lateness to class which could be the result of unconscious bias.	Uncover the bias-based beliefs that may be leading to over-referral and engage in ongoing dialogue.
	Teachers refer black students to the office more for minor infractions without implementing classroom interventions first.	Provide professional development on disproportionality, bias-based beliefs and culturally-responsive teaching practices.

Example of Remedy Aligned to Root Cause

Change Ideas

Be the CHANGE

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Change Ideas

(or at least develop a change idea.)

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Identify A Remedy

- Once you have determined the cause, based on data, identify a remedy.

- Directly link to the cause

Change Concepts and Change Ideas

Change Concept

- A general notion or approach to change
- Can be helpful in developing more specific ideas

Have students co-develop behavioral expectations.

Change Idea

- A small-scale, actionable task that can be easily tested
- Has the potential to lead to improvement

Have students co-develop behavioral expectations, provide direct teaching of the behavioral expectations, AND track office referrals to monitor for reductions.

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Activities versus Indicators

ACTIVITY:

- Completion of a workshop

- Creating PBIS posters

- Talking to students about discipline

INDICATOR:

- 10% increase in scores on an assessment

- Reduction in office referrals by 20%

- Proactively teaching expected behaviors and monitoring implementation through walkthroughs

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There is a mismatch between the dominant race of teachers in the school versus students in the school which may create a mismatch in cultural norms and expectations.

Students are disproportionately represented in MINOR infractions such as cell phone use and lateness to class which could be the result of unconscious bias.

Teachers refer black students to the office more for minor infractions without implementing classroom interventions first.

Misguided Solution…

An assembly will be held to review rules and expectations for behavior with all students.

What are some problems with implementing this solution?

There is a mismatch between the dominant race of teachers in the school versus students in the school which may create a mismatch in cultural norms and expectations.

Students are disproportionately represented in MINOR infractions such as cell phone use and lateness to class which could be the result of implicit bias.

Teachers refer black students to the office more for minor infractions without implementing classroom interventions first.

Change the root causes of the problem into broad drivers, or leverage points in the system that will help you achieve your aim.

Hiring practices

Belief systems

Implicit bias

Discipline code

Discipline code

Classroom management procedures

Student/teacher relationships

Cultural responsiveness

Develop your change ideas based on the drivers.

Need Identified By Data	Potential Root Cause	Remedies Aligned To Root Cause
Black students receive suspensions at 2.4 times the rate of the general population.	There is a mismatch between the dominant race of teachers in the school versus students in the school which may create a mismatch in cultural norms and expectations.	Strengthen hiring practices to recruit and retain a more diverse workforce.
	Students are disproportionately represented in MINOR infractions such as cell phone use and lateness to class which could be the result of unconscious bias.	Uncover the bias-based beliefs that may be leading to over-referral and engage in ongoing dialogue.
	Teachers refer black students to the office more for minor infractions without implementing classroom interventions first.	Provide professional development on disproportionality, bias-based beliefs and culturally-responsive teaching practices.

Example of Remedy Aligned to Root Cause

15C

Continue completing [Activity 15](#).

Develop a change idea based on the driver.

It should be small-scale, testable, actionable, and have the potential to lead to improvement.

25:00

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ROOT CAUSE		
Root Cause Identify the root cause(s) of the problem based on data.	**Drivers** Turn the root causes into broad drivers - leverage points in the system that will help you achieve your goal.	**Change Idea** Create a change idea based on the drivers. A change idea is A small-scale, actionable task that can be easily tested and has the potential to lead to improvement.

Create an action plan.

- Include your aim statements and change ideas (all aligned to root cause!)
- Identify timeline for implementation.
- Identify responsible individuals.
- Monitor progress and adjust as necessary.

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Goal 2:

Ensure proportionality of diverse student populations represented within gifted programming and reduce the number of Black, Hispanic, and Multiracial students who are disproportionately represented in special education programs and disproportionately suspended from school so that the risk ratio for these subgroups is no greater than 1.5 times more likely.

Action Item	Person(s) Responsible	Timeline	Measures of Implementation	Progress Notes
A. Communicate data trends in disproportionality to school psychologists, MTSS teams, and Child Study teams to increase awareness with referral patterns and over-identification.	Elementary, Middle School, and High School representatives	February- July 2019 Yearly Pull data in January 2019	Checklist that MTSS Core Team reviewed the data and further analyzed the data QFT protocol document responses	Met with the core team on 10/29/2018. Developed action plan around this item to begin to--compile the data for teams to review in buildings, use of the QFT protocol document was determined but working on developing this for teams and how it will be communicated. 11/14/2018--met as team and will revisit again in January

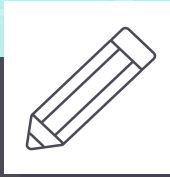|				
B. Analyze current testing procedures and protocols used to assess students for special education and determine if they are culturally and linguistically sensitive tools. Make recommendations for revisions if needed.	School Psychologist, Inclusion Facilitator, Speech Therapist, English Language Development representative	May 2019-November 2019 Yearly and ongoing	Checklist document which looks at-- data from action item A and look at the culturally diverse students tested;what tools they used to test, review of protocols administered to these subgroups and then determine if qualified or not and under what disability category. -Review of rating scales around culturally and linguistic sensitive tools.	Potential gifted screening tool to discuss with the psychs. Used in Lower Merion Psych team meeting occurred on May 29, 2019- Psychologists currently looking at three year trends for referrals of all students for their buildings at this time; will be able to narrow trends for race in the fall. -Psychologists and speech therapists will review rating scales and testing protocols in the fall.

Create an action plan.

- Include your aim statements and change ideas (all aligned to root cause!)
- Identify timeline for implementation.
- Identify responsible individuals.
- Monitor progress and adjust as necessary.

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Leading for Equity

Managing Complex Change

VISION +	CONSENSUS +	SKILLS +	INCENTIVES +	RESOURCES +	ACTION PLAN =	CHANGE
	CONSENSUS +	SKILLS +	INCENTIVES +	RESOURCES +	ACTION PLAN =	CONFUSION
VISION +		SKILLS +	INCENTIVES +	RESOURCES +	ACTION PLAN =	SABOTAGE
VISION +	CONSENSUS +		INCENTIVES +	RESOURCES +	ACTION PLAN =	ANXIETY
VISION +	CONSENSUS +	SKILLS +		RESOURCES +	ACTION PLAN =	RESISTANCE
VISION +	CONSENSUS +	SKILLS +	INCENTIVES +		ACTION PLAN =	FRUSTRATION
VISION +	CONSENSUS +	SKILLS +	INCENTIVES +	RESOURCES +	=	TREADMILL

Adapted from Knoster, T. (1991) Presentation at TASH Conference, Washington, DC.

Vision

- Involves a shared understanding
- Creates the big picture
- Shows where we want to go
- Must generate action
- Involves change
- Must involve shared ownership
- Describe what the vision looks like
- Connect the vision to the other work

Absence of Vision = Confusion

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Consensus

- A shared understanding and agreement based upon collaboration, collegiality, cooperation

Absence of Consensus = Sabotage

- The unwilling or unconvinced actively work against the willing
- Negativity drags everyone down

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Building consensus

- Find and grow your leaders

- Make friends and allies, including parents and the community

- Reach the tipping point

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Building skills

- Provide training to build skills and shift beliefs
- Ongoing, job-embedded professional development
- No magic fairy dust - accept and expect non-closure
- Start skill-building at the top

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Resources

- Items necessary to make the required change (human, physical or skills)

- Requires training, support, planning time, reflection

Absence of Resources = Frustration

  - Allocate resources wisely.
  - Beware of oversupporting.

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Incentives

- Reason for the change

- What's in it for me?

- Appeal to the Why

Absence of Incentives = Resistance

Incentives

- **What type of incentive might be appropriate…**

  - Data
  - Emotional appeal
  - Leadership in implementation
  - Voice in shaping the plan
  - More tangible - guaranteed planning time with co-teacher

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- *How is this all going to work?*

- Detailed

- Time-bound

- Responsibilities delineated

Absence of Incentives = Resistance

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**Task Force/
Steering
Committee
Structure**

- A large steering committee

- Subgroups underneath

Task Force/ Steering Committee Structure

- A large steering committee

- Subgroups underneath

- Example

Historical Amnesia

Omitting or forgetting events of the past that could help shape the future

- What goals or initiatives have been implemented in recent history? To what was their success or failure due?

- How were students with disabilities viewed in the context of these reforms?

- What attitudes and beliefs about special education are prevalent now or in the past?

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When you have attempted to implement equity work, what reaction in the far right column have you been met with? What was "missing" that caused this reaction? How can you work towards changing the culture?

VISION +	CONSENSUS +	SKILLS +	INCENTIVES +	RESOURCES +	ACTION PLAN =	CHANGE
	CONSENSUS +	SKILLS +	INCENTIVES +	RESOURCES +	ACTION PLAN =	CONFUSION
VISION +		SKILLS +	INCENTIVES +	RESOURCES +	ACTION PLAN =	SABOTAGE
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VISION +	CONSENSUS +	SKILLS +	INCENTIVES +	RESOURCES +	=	TREADMILL

Adapted from Knoster, T. (1991) Presentation at TASH Conference, Washington, DC.

Session 1 -

- Gained a foundational understanding of the concept of disproportionality
- Learned how to calculate risk and risk ratios
- Developed a common understanding and working definition of equity

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Session 2 -

- Learned about the bias-based beliefs contributing to disproportionate outcomes
  - Deficit thinking
  - Colorblindness
  - Poverty disciplining
- "Re-storied" a student
- Recognized that we cannot shift our practices without shifting our culture

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Session 3 -

- Learned about the practices that contribute to disproportionality
  - Weak core curriculum or instruction
  - Segregated special education programs (racism + ableism = transposition)
  - Ineffective systems of intervention
  - Inconsistent or weak pre-referral and referral systems
  - Exclusionary discipline and punitive behavior management

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Today...

Today we -

- Applied our understanding of the bias-based beliefs and the practices, policies, and procedures that lead to disproportionality
- Developed a problem statement, identified root cause, and began action planning

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On a post-it, write down your equity promise.
What will you commit to as a result of the knowledge you've gained?

Take it with you.
Post it in your workspace.
IMPACT not Intent.

But I'm only…

But I'm only…a teacher.

But I'm only…a psychologist.

But I'm only…a principal.
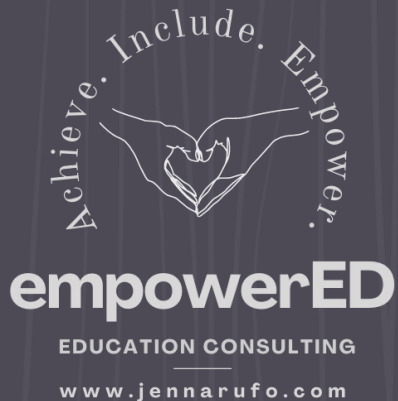
But I'm only…a special ed director.

But I'm only…a superintendent.

NO MORE BUTS!

You have the tools.
Go change the world.

Thank you!

Dr. Jenna Mancini Rufo

You can find me at www.jennarufo.com
or on Twitter @JennaMRufo .

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REIMAGINING
SPECIAL
EDUCATION

Using Inclusion as a Framework to
Build Equity and Support All Students

JENNA MANCINI RUFO
JULIE CAUSTON

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