

# **AUSD's Significant Disproportionality Process: Data Overview and Root Cause Analysis**

Kirsten Zazo, Chief Student Support Officer  
Special Education Team  
October 27, 2020

# Tonight's Objectives

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- Review the development process of the CCEIS plan
- Review purpose and membership of the stakeholder team
- Review high level Quantitative data
- Understand Qualitative data collection and Identified Proposed Root Causes by Ascendency Solutions
- Next steps of our Stakeholder team

# THE PROCESS

<https://www.spptap.org/>

## Programmatic Improvement Process

*Apply a Cultural Lens throughout the four phase process*

Phase I:  
Getting Started



Phase II:  
Data Discovery and  
Root Cause



Phase III:  
Planning for  
Improvement



Phase IV:  
Implementing,  
Evaluating, and  
Sustaining



# Phase 1: Getting Started

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- 1.1 Identify and Convene Leadership Team
- 1.2 Identify and Convene Stakeholder Team
- 1.3 Contact the SPP-TAP at Napa County Office of Education CDE FMTA Consultant (Barbara Gaskin)
- 1.4 Choose Technical Assistant Facilitators (TAFs)
- 1.5 Gather relevant data (disaggregated by race, ethnicity, and gender)

Dr. Mildred Browne (TAF), Steve Collins (PPP/Initiative, Inventory, Interviews), Suwinder Cooper (Focus Groups), Michael Giambona (File Reviewer), Dr. Laura Savage (Focus Groups)

# Phase 2: Data and Root Cause Analysis

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- 2.1 Complete the Local Education Initiative Matrix
- 2.2 Complete Programmatic Self Review (Conduct Focus Groups Using the Wisconsin Protocol, Conduct Interviews, Conduct File Reviews)
- 2.3 Conduct Reflective Data Analysis: Describe the process used to collect, analyze, and Interpret.
- 2.4 Determine Root Cause
  - 2.4a Name Identified Root Cause of Sig Dis
  - 2.4b Describe how data supports each determination

# Data and Root Cause Analysis, cont...

***Root causes of significant disproportionality include an intersection between beliefs and practices.***

## Quantitative

- Data Dive
  - Annual Discipline Data Analysis
  - Suspension Summary
  - California Dashboard:
  - Academic Achievement: ELA and Math
  - Special Education Eligibility by Race/Ethnicity
  - Chronic Absenteeism
  - Graduation Rate
- LCAP
- Annual Performance Report (PIR)
  - Achievement
  - Attendance

## Qualitative

- Wisconsin Survey/District Self Assessment
- Focus Groups (AA Parents, Teachers, Ed Specialists, APs/VPs, School Psychologists, Principals, Related Service Providers, BCBAs)
- Interviews (Teachers, Counselors, Administrators)
- Special Education File Review

# Phase 3 and Phase 4

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## 3.1 Complete Review of Policies, Practices and Procedures:

- Indicate if policies, practices and procedures related to root causes have been reviewed and revised.

## 3.2a Develop Program Improvement Action Plan

## 3.3b Complete Budget Process

## 4.1 Programmatic Improvement Action Plan Oversight

## 4.2 Evaluate Effectiveness

# AUSD Stakeholder Team

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- Stakeholder Team members are:
  - Parents, Students, AUSD staff, site admin, community members BOE members and Leadership Team
- Purpose:
  - Commit to a 27 month planning and monitoring process
  - Review quantitative and qualitative data... contributing to....
  - Determining and prioritizing root causes
  - Develop a CCEIS plan
  - Deliver plans to the state no later than 12/15/20
  - Meet at least quarterly thereafter to monitor the progress of the plan
  - Revise plans as needed to ensure success for African American students

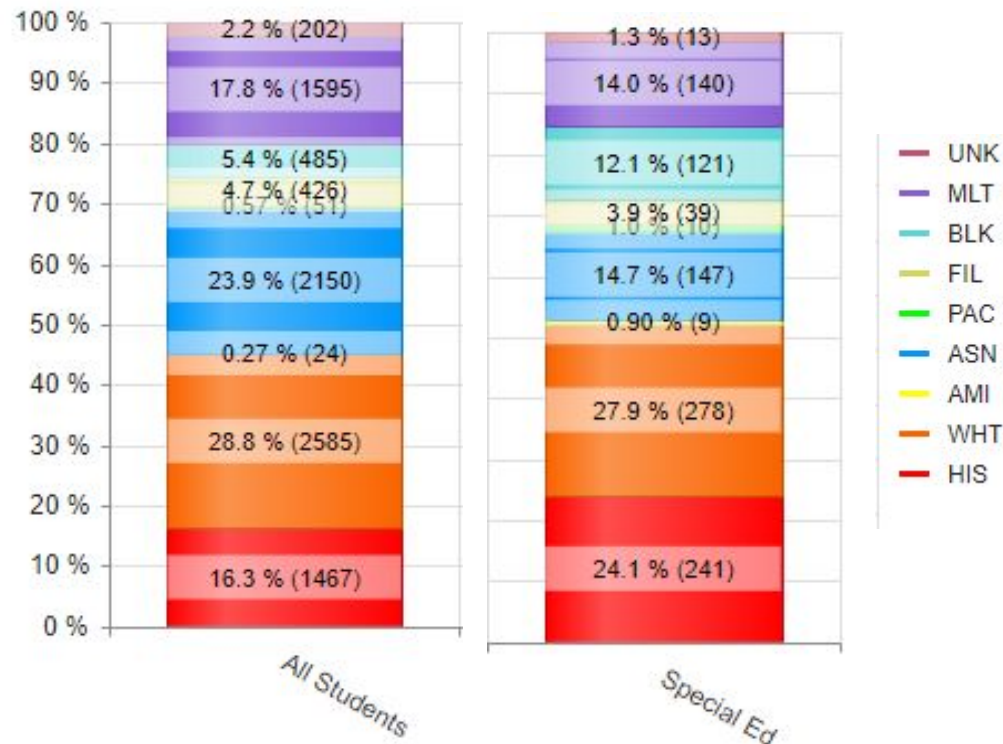


# Who's on the Team

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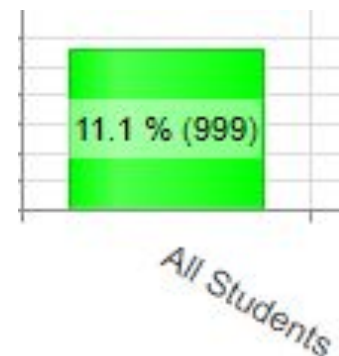
- Parents: 16 AA, 1 bi-racial, 16 other (Total 33)
- Students: 1
- Teachers: 7
- School Psychologists: 3
- BCBAs: 2
- Counselors/ILs: 3
- Site Administration: 2
- District Administration: 8
- Community Partners: 3

# Current Enrollment



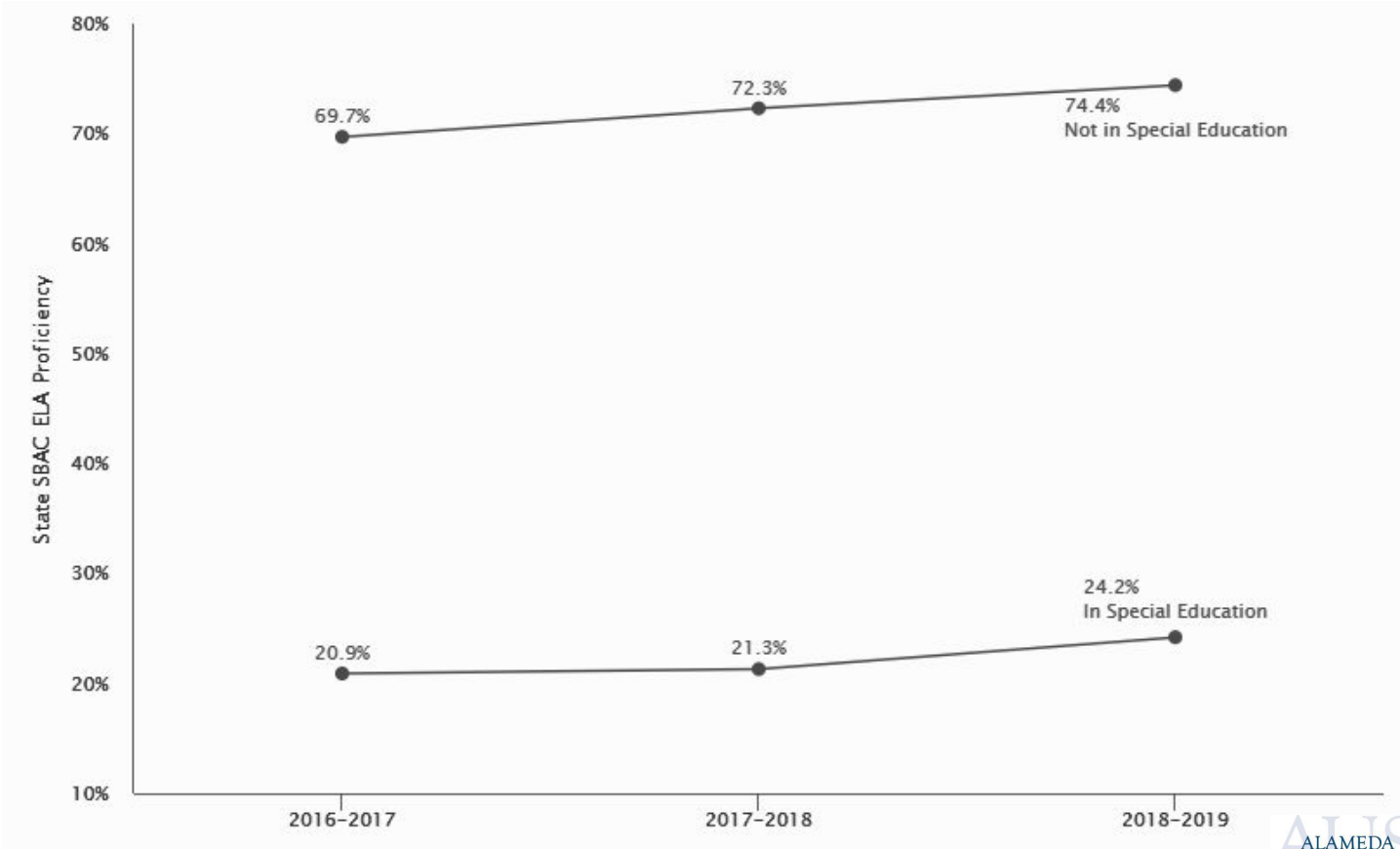
Black - 5.4% overall enrollment; 12.1% of Special Education Students

## Special Education



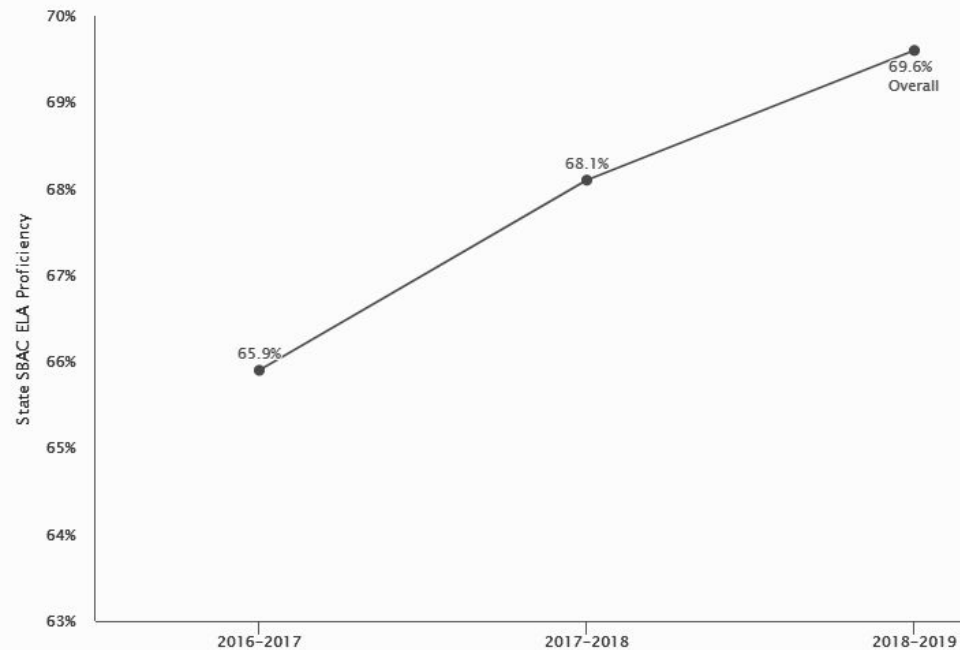
Special Education Students make up 11% of the overall enrollment

# SBAC ELA - Percent of Students Meeting the Standard

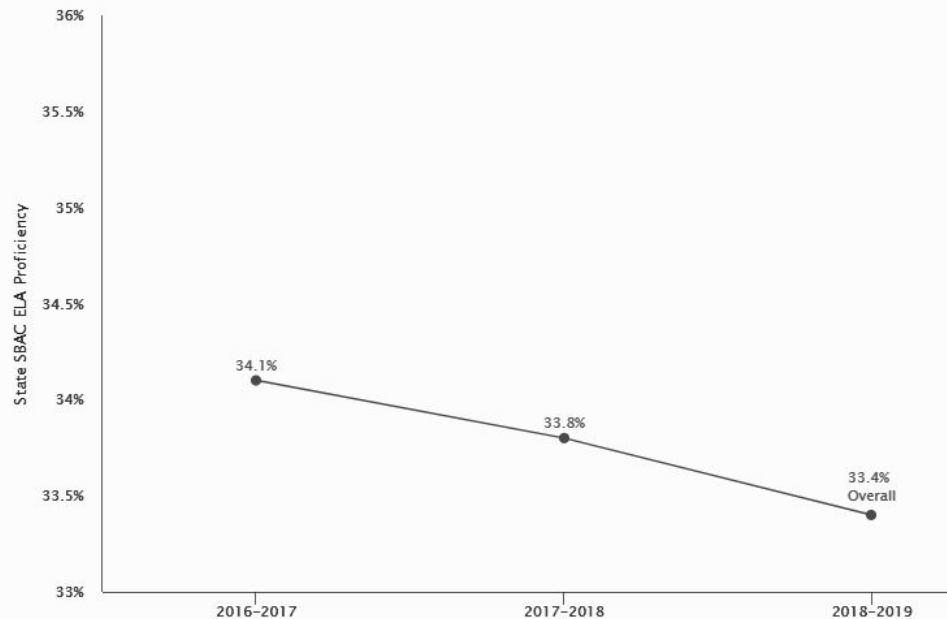


# SBAC ELA - Percent of Students Meeting the Standard

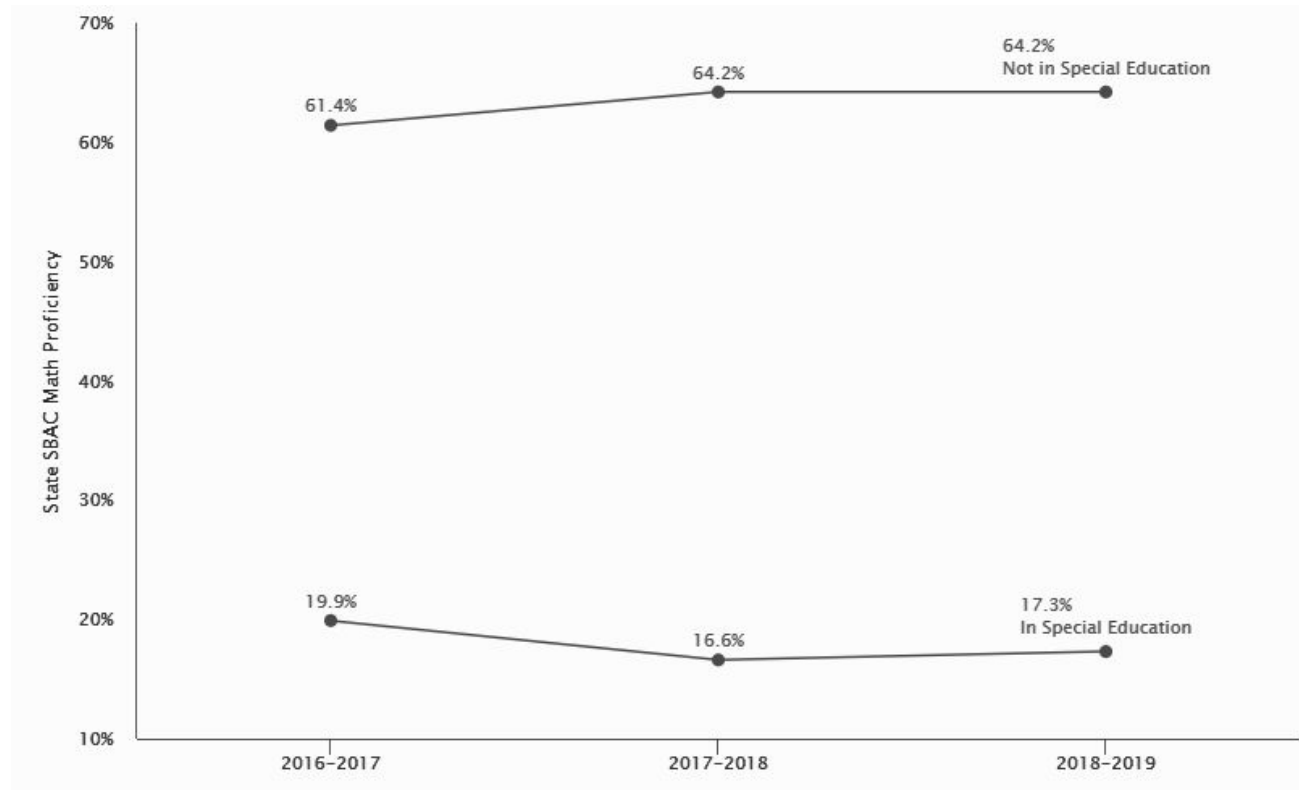
## Overall



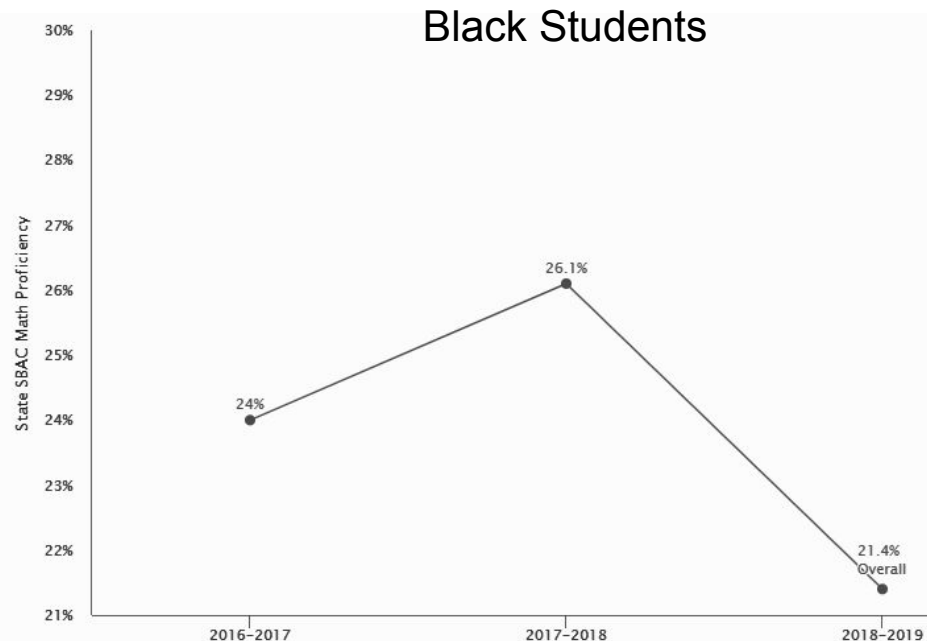
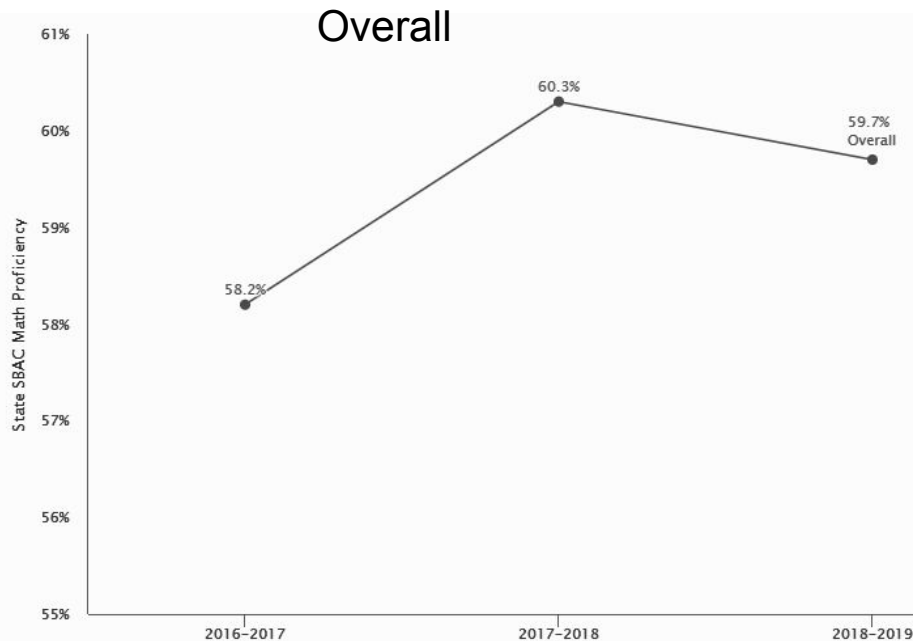
## Black Students



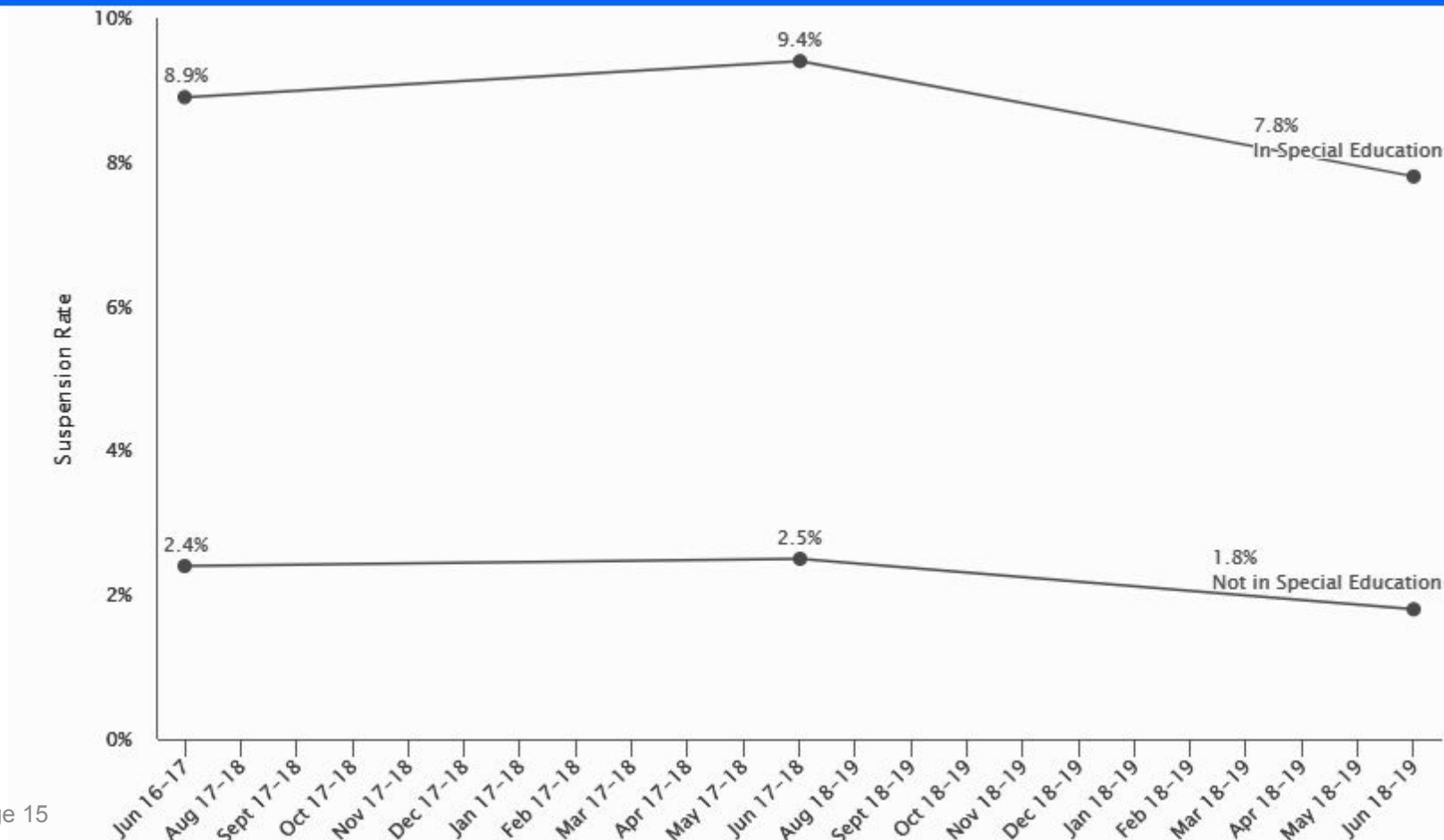
# SBAC Math - Percent of Students Meeting the Standard



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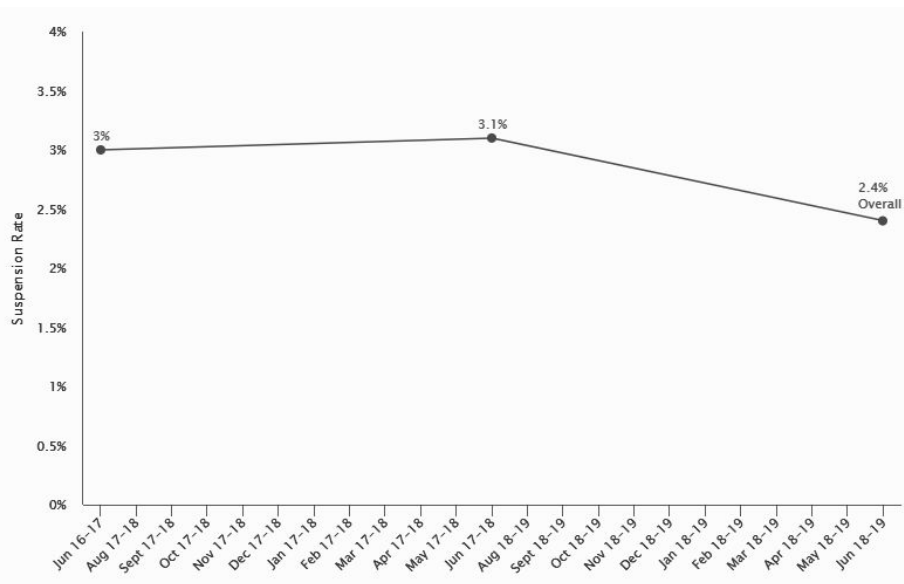


# Suspensions - Percent of Students Suspended at Least Once

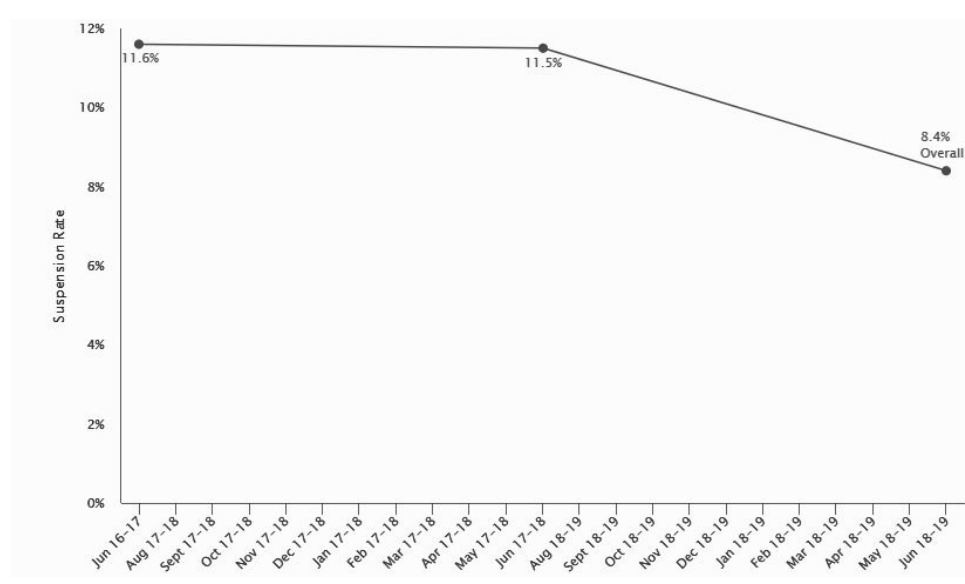


# Suspensions - Percent of Students Suspended at Least Once

## Overall



## Black Students





# Chronic Absence - Percent of Students Absent 18 days or More of the School Year

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
African American	661	629	158	25.1%
Students with Disabilities	1,491	1,432	291	20.3%
Alameda Unified	9,702	9,564	851	8.9%

*Note: Last reliable data is from 2018-2019*

# Focus Groups and Interviews

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Focus Groups and Interviews were conducted by *Ascendancy Solutions*. Participants responded to prompts from the Abbreviated Annotated Wisconsin Checklist, a district self-assessment tool. All participants were asked to read the article, [Identifying the Root Causes of Disproportionality](#).

- Interviews: Both general and special education key staff were interviewed - AUSD Leadership (6), Instructional Coaches (2), Psychologists (2), SPED TSAs (2), STEAM Coordinator (1)
- Focus Groups: Both general and special education groups were surveyed - Gen.Ed. teachers (11), Ed.Specialists (10), Principals/APs (23), Special Education Administrators (4), Board Certified Behavior Analysts (5), parents of African American students (8), Intervention Leads (4), related services providers (3)

# The Wisconsin Checklist

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CDE-approved self-assessment tool provides three checklists that address:

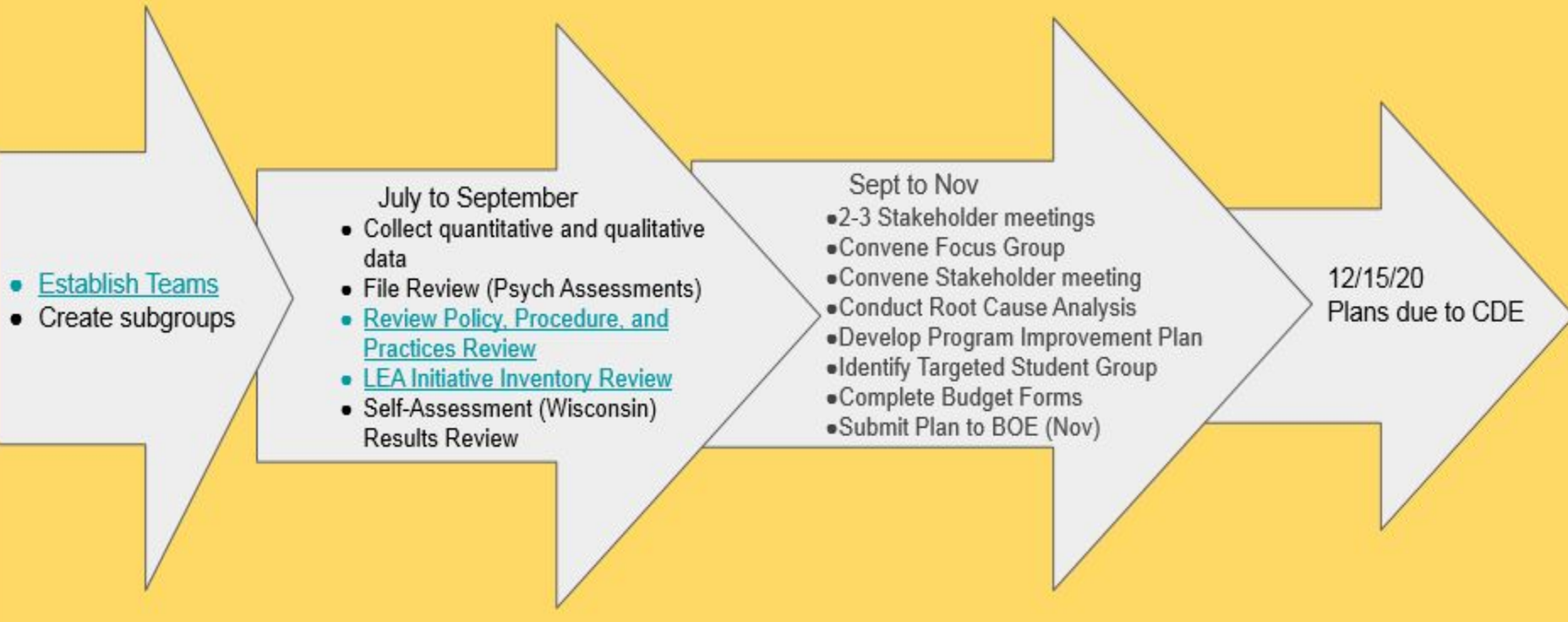
- 1) District and school resource issues
- 2) System policy, procedure, and practice issues at district, school, and classroom levels; and
- 3) Environmental factors, all designed to aid in efforts to identify possible root causes of disproportionality and to help districts develop hypotheses and action plans for more detailed explorations of racial disproportionality.

# Proposed Root Causes

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- Cultural Dissonance: Limited Beliefs of Ability
- Teacher Expectations & Misconception, and Bias
- Discipline & Differential Access to Educational Opportunity
- Family & Community/Relationships and Trust Require Repair and Development
- Pre-interventions strategies academic/SEL
- District Socio Demographics

# SEP and CCEIS Plan Timeline



# Special Education Plan Elements

Element	CDE Dashboard	APM Actual	APM Requirement
Graduation Rate	ORANGE	70%	90%
ELA Achievement	ORANGE	23.6%	> 15.9%
Math Achievement	RED	16.15%	> 13.6%
LRE (Separate School)	N/A	3.91%	< 3.8%
Pre-School	N/A	58.12% (LRE) 76% (SE Skills) 78.9% (Knowledge)	31% (LRE) 80.5% (SE Skills) 79.57% (Knowledge)
Rate of Eligibility	N/A	99%	100%
Transition Goals (optional)	N/A	99%	100%
Standardized Test Participation	N/A	90%	95%

# Upcoming Stakeholder Meetings

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- 10/28/20 Stakeholder Meeting: Understand data sources, trends and suspected root causes and review, discuss, expand on and decide on root causes, Understand selection criteria for target student group
- 10/29/20: SEP Plan Elements Data Review
- 11/9/20 Stakeholder Meeting: Review policies and practices against identified root causes
- 11/17/20 Stakeholder Meeting: Input on draft measurable outcomes, activities and profile of target student population
- 12/2/20: Stakeholder Meeting: Review Final CCEIS Plan

# Once Developed

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Task	Target Date
Submit Plans to North Region SELPA	12/3/20
Submit Plan to AUSD's Board of Education	12/4/20
Submit Approved plan to the State	12/15/20
Once approved, monitor, and evaluate progress on CCEIS Plan	Ongoing, following written approval
Complete Quarterly Progress and expenditure Reports (July 1, 2020 - March 31, 2021)	4/10/21
Complete Quarterly Progress and expenditure Reports (April 1, 2021 - June 30, 2021)	7/10/21
Complete Quarterly Progress and expenditure Reports (July 1, 2021 - September 31, 2021)	10/10/21
Complete Quarterly Progress and expenditure Reports (October 1, 2021 - December 31, 2021)	1/10/22
Complete Quarterly Progress and expenditure Reports (January 1, 2022 - March 31, 2022)	4/10/22
Complete Quarterly Progress and expenditure Reports (April 1, 2022 - June 31, 2022)	7/10/22
Complete Quarterly Progress and expenditure Reports (July 1, 2022 - September 30, 2022)	10/10/22



# AUSD's Significant Disproportionality Process

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## Questions