Advancing Equity for Students with Disabilities in Schools

A Community of Practice

Using Data to Dismantle Educational Inequalities

Remember to Sign- in

"Advancing Equity for Students with Disabilities in Schools"

24-25 Michael Ramirez Sign-in

Facilitator Information

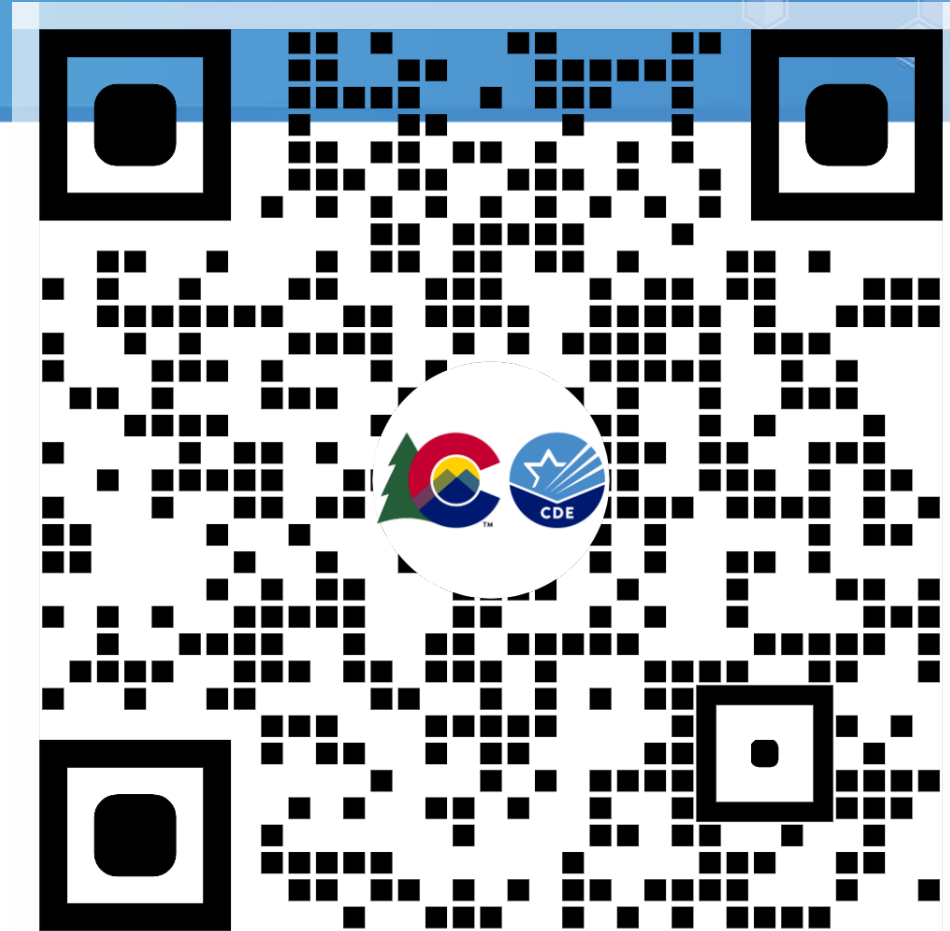- Michael Ramirez, Ed.D. (He/Him/His)
  - Exceptional Student Services Unit, Colorado Department of Education (CDE)
    - Supervisor, Equity Projects Specialist
    - Facilitative Leader and Coordinator for IHE CoP
  - Adjunct Faculty at Colorado Christian University
  - Background:
    - CDE Leadership (RtI, PBIS, Building Bridges MH Grant, Restraint / Seclusion Rules)
    - Supervised CDE's initial implementation of MTSS
    - Founder of a Facility School's flagship program (Shiloh House, Inc.)

Facilitator Information, Continued

- Bryn Harris, PhD, NCSP (she/her/hers)
  - Professor - University of Colorado Denver
    - School of Education and Human Development & Department of Pediatrics (Developmental Pediatrics)
  - Background:
    - PhD - Indiana University
    - Licensed Psychologist (CO) and School Psychologist (CO)
    - Bilingual in Spanish
    - Practicing School Psychologist (part-time) - Denver Public Schools
    - Research focuses on identification of autism in culturally and linguistically minoritized populations

Grounding in Equity, Diversity, and Inclusion

- One person's idea about equity may not be the same as another's
- We encourage you to be courageous while remaining measured in your approach
- Lean into uncomfortability

- Every day is a new beginning on an uncharted journey toward equity

Today's Agenda

- This Community of Practice (CoP) is a forum to discuss research-based strategies to improve outcomes for students with disabilities.

- Introductions
- Community of Practice Introduction
- Discussion Regarding "*Using Data to Dismantle Educational Inequalities*."
- Reflective Activities
- Closing

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Setting the Context

During SY 2024-25, this CoP will explore strategies to address the question:

- What are the key problems of practice impacting equitable outcomes for students with disabilities?

- Topics:
  - 1st: Using Data to Dismantle Educational Inequalities
  - 2nd*:* MTSS to Advance Equity
  - 3rd: Advancing Equitable Evaluation Practices
  - 4th: Promoting Equitable Discipline Practices

Member Introductions

Introduce yourselves in the chat!

- Name, preferred pronouns, role, district/region/BOCES.
- Where are you joining from in Colorado?
- What is your favorite thing about Colorado?

Introduction to Communities of Practice

- Coined by Drs. Jean Lave and Etienne Wenger-Trayner, CoPs are groups of people who share a concern or a passion for something and learn how to do it better as they interact regularly. Three defining characteristics:

- Domain
- Community
- Practice

Introduction to Communities of Practice, Cont.

- **Domain**: CoP members share a commitment to the domain and a collective understanding of each other's competencies and basic understanding of their shared concern or passion.
- **Community**: CoP members engage in joint activities wherein they learn how to improve their similar programs, share best practices, and discuss areas of growth. These joint activities are foundational for building the "community" in a Community of Practice.
- **Practice**: CoP are practitioners; they develop a shared repertoire of resources: experiences, stories, tools, ways of addressing recurring problems—in short, a shared practice.

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Defining this Community of Practice

We share:

- Common purpose
- Technology
- Sharing of ideas
- Flexibility
- Support / Encouragement
- Common Students
- Interdependence
- Access for all

- Shared challenges
- Willingness to learn from each other
- Wanting what is best for our students
- Success for our students
- Advocating for systems change
- Equity, Diversity and Inclusion

Two Rounds of Breakout Discussions

- Both rounds will have 4 simultaneous breakout rooms.
- You will be randomly assigned to a breakout room.
- Questions will be placed in the chat, please copy and save for your breakout session.
- You may want to adopt and adapt the questions for your meetings.
- ~12-minute sessions
- Appoint a scribe and reporter

Reflective Activity #1

Describe the sources of data your school/district collects based on the prework you completed and discuss the following prompts:

1) Where are the gaps in your data collection? Where are the successes? How is data being disseminated to your teams? Is this being done in an asset-based framing or from a deficit-based lens?
2) Discuss the diversity of your data in terms of type (e.g. quantitative, qualitative, formative, summative etc.). Where are your gaps?
3) Do you think the frequency of data collection is responsive to timely intervention?
4) In its current form, what data sources do you have that may impact disproportionality and promote equitable outcomes among exceptional students? Where are your gaps and opportunities for growth?

Reflection Activity #2 – Addressing Gaps

Based on your identified knowledge gaps, please reflect on the types of questions you need to ask to obtain your equity-focused data.

1. For the first 5 minutes, independently create two questions that are needed to understand the student and family experience and impact equity for students with disabilities within your school/district. (You will share your questions with your colleagues in the chat).
2. Is new data collection warranted to address these questions? Or modification of current data collection practices?
3. Is there data available that has not yet been evaluated that may promote advancing equity in your school/district?
4. Who are your potential collaborators within your school/district to answer these questions?

Final Reflections and Commitments

In the chat,

1. Share relevant breakout notes in the Chat.

2. List your top takeaways from today's discussion.

3. Identify one commitment, goal, or next step, based on today's learning.

A Vision Toward the Future
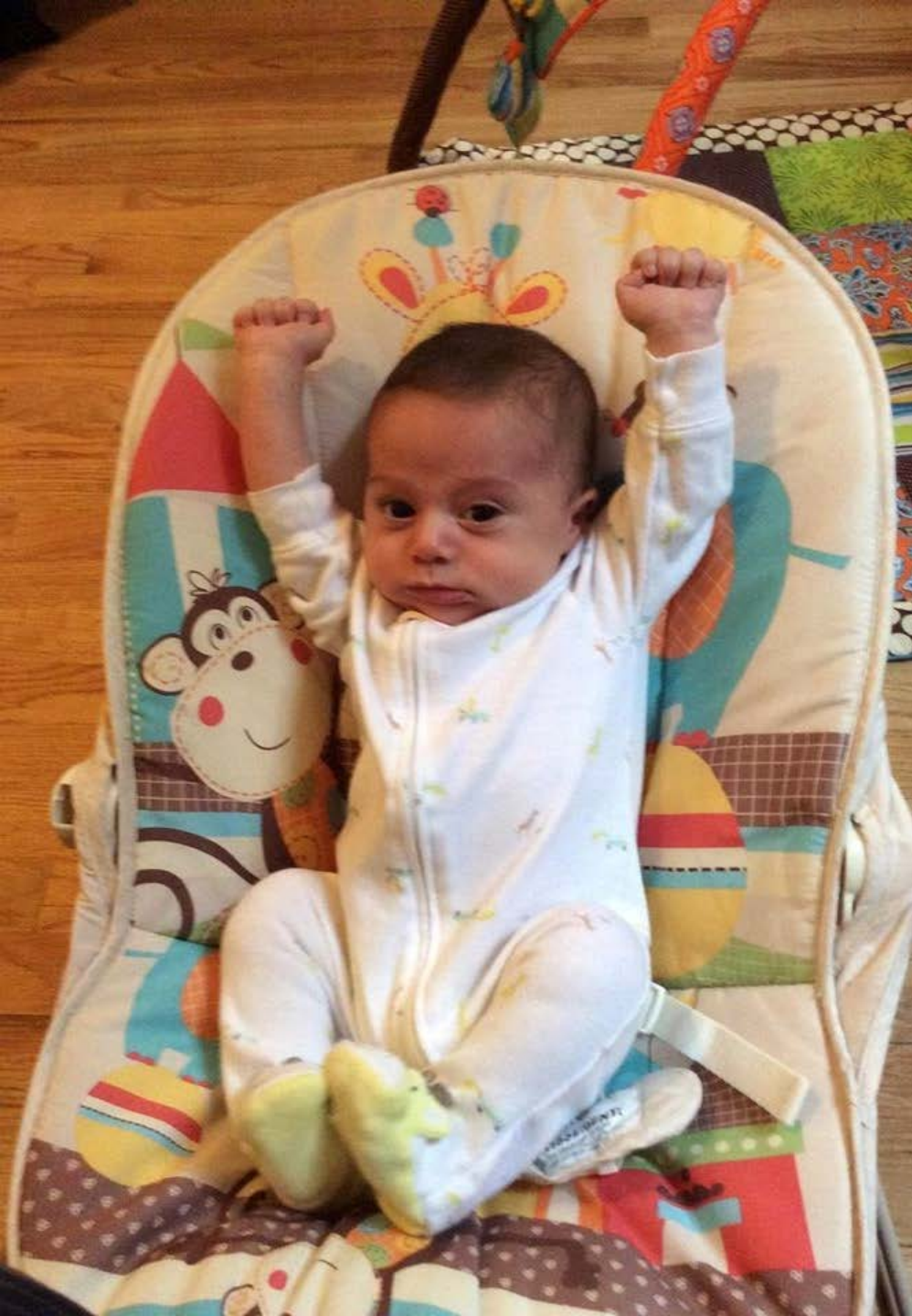
This session will be posted on the website.

Register for Future Sessions at:

Increasing Equity, Diversity and Inclusion for Students with Disabilities

(Two weeks before the Meeting)

- ✓ September 10, 2024
- November 12, 2024
- February 11, 2025
- May 13, 2025

Topic for next meeting:
MTSS to Advance Equity

Look for pre-reading assignments to be shared before the next meeting.

Contact Information

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