

Equity of Access and Outcomes

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Agenda:

<https://tinyurl.com/equityofaccessoutcomes-agenda>



What this is and what this isn't:

This webinar is **the start of a conversation grounded in Equity.**

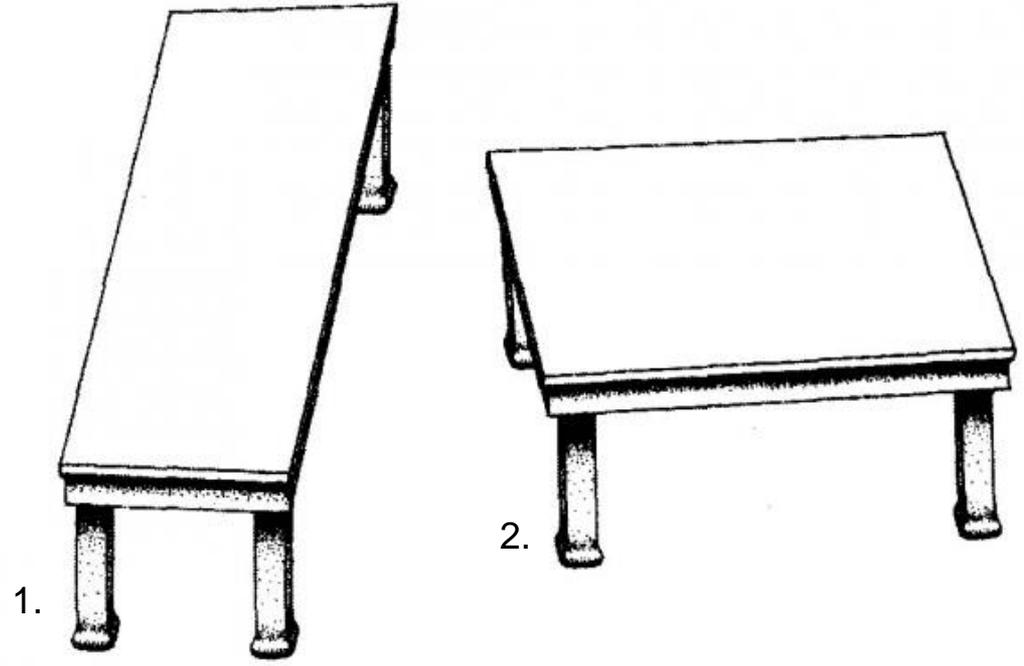
This webinar is not **the solution, a destination, or an end product because Equity has to be approached with a growth mindset.**

Disclaimer: We won't have time today to dive into your school-specific questions, but please follow up via email. I will call out specific times to use the chat feature in Zoom.

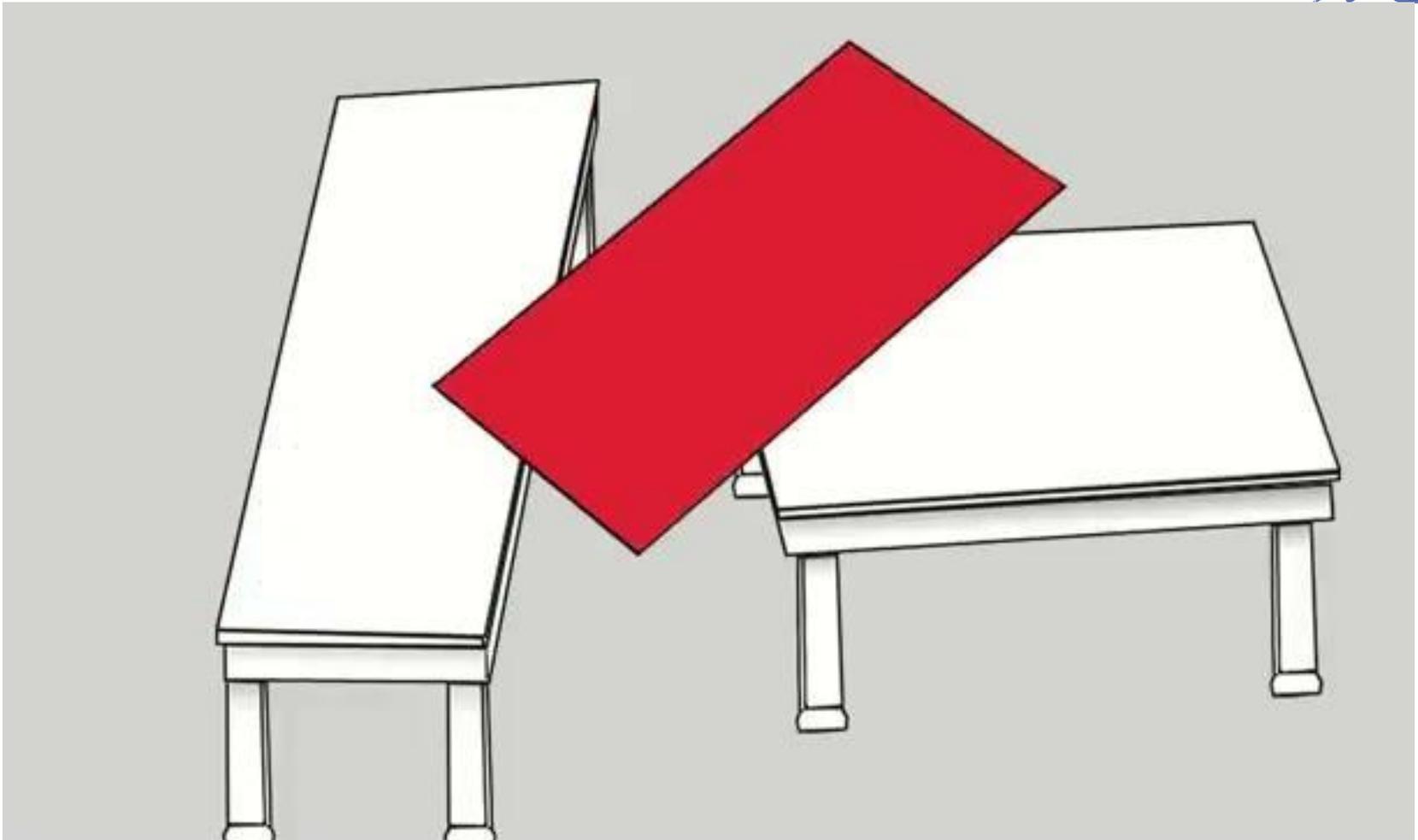


Grounding in Equity

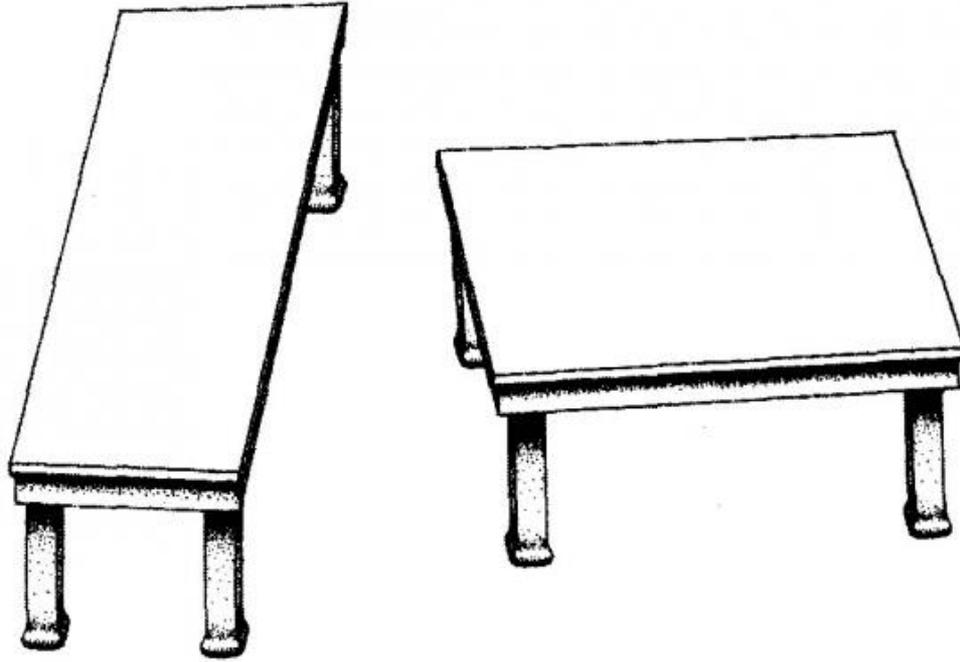




In chat: Which table is longer?



Adapted from Shepard (1990), animation from Dan Trommater



Our assumptions are not always correct.

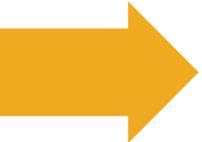


How can this happen?

Humans often rely on **heuristics** to make decisions. Heuristics are mental processes that attempt to simplify a problem to arrive at a quicker solution.

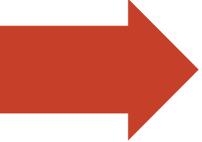
There are three main types:

1. Availability heuristic - when you rely on quickly available information
2. Representative heuristic - when you rely on representative stereotypes
3. Affect heuristic - when you're influenced by emotions



Why do we make assumptions?

Heuristics are not bad on their own. We would go crazy if we couldn't rely on heuristics to make decisions. However, we should try to understand our heuristics because failing to do so won't offer the most equitable, efficient, or effective approach to a problem.



How can the assumptions we make cause problems?

Assumptions can bias our decision making and prevent us from making improvements that may be needed. When we're always in survival mode, it prevents us from true reflection on the decisions we make.



What can we do?

We're going to focus on two things: (1) how we can question our assumptions and (2) how we can gather evidence.



3 Minute Reflection:

Silently reflect on a few examples where heuristics have shown up in a student/teacher or climate/culture experience in your school.

- 1** How was this navigated?
- 2** What were some outcomes of this?
- 3** Is there anything that might still need to be addressed?



To build community requires vigilant awareness of the work we must continually do to undermine all the socialization that leads us to behave in ways that perpetuate domination.

bell hooks



Background





Today's Purpose

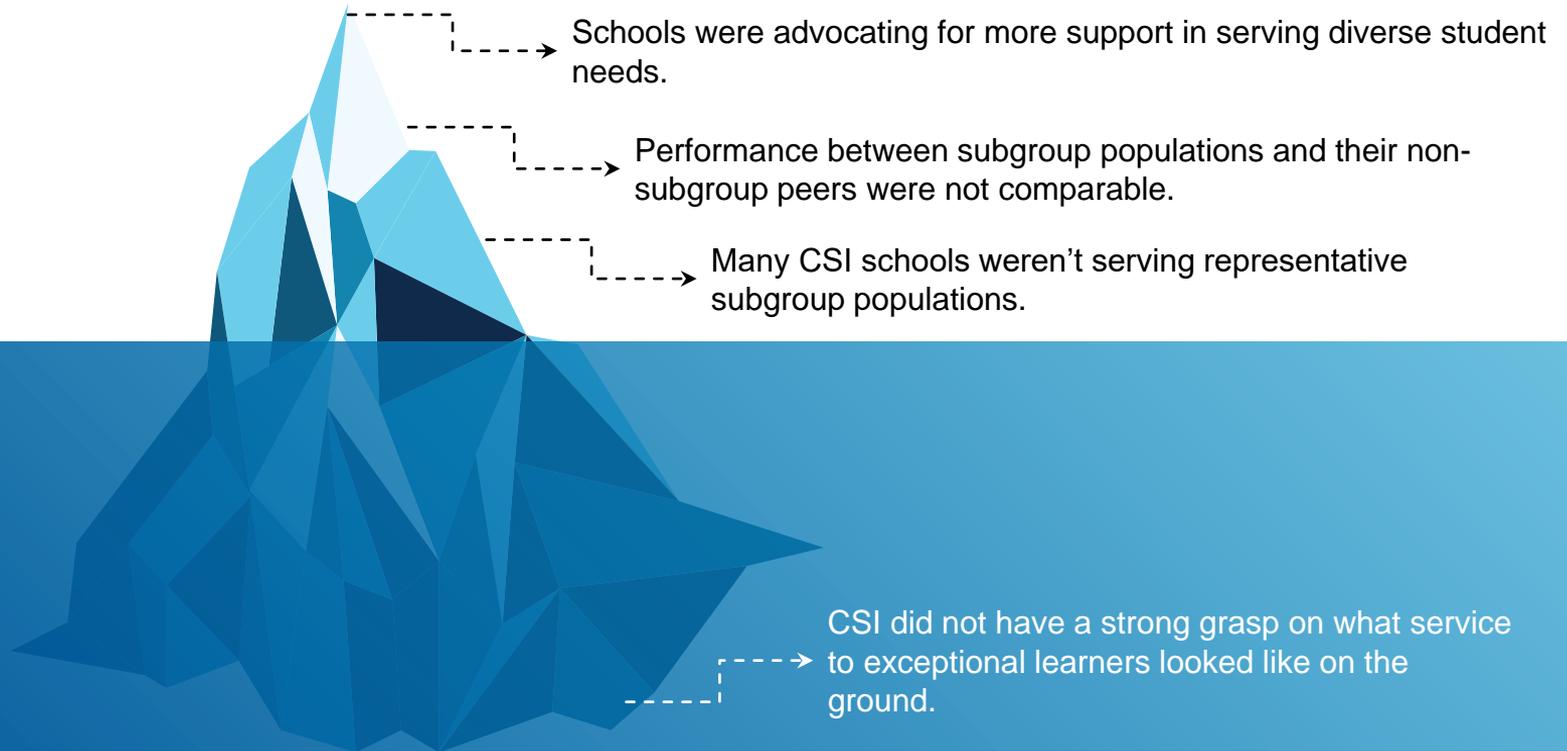
- What are some ways we can evaluate access & equity at our schools?
 - We will:
 - Review data
 - Reflect on unique school contexts
 - Begin to identify some specific target areas for the future





The Why

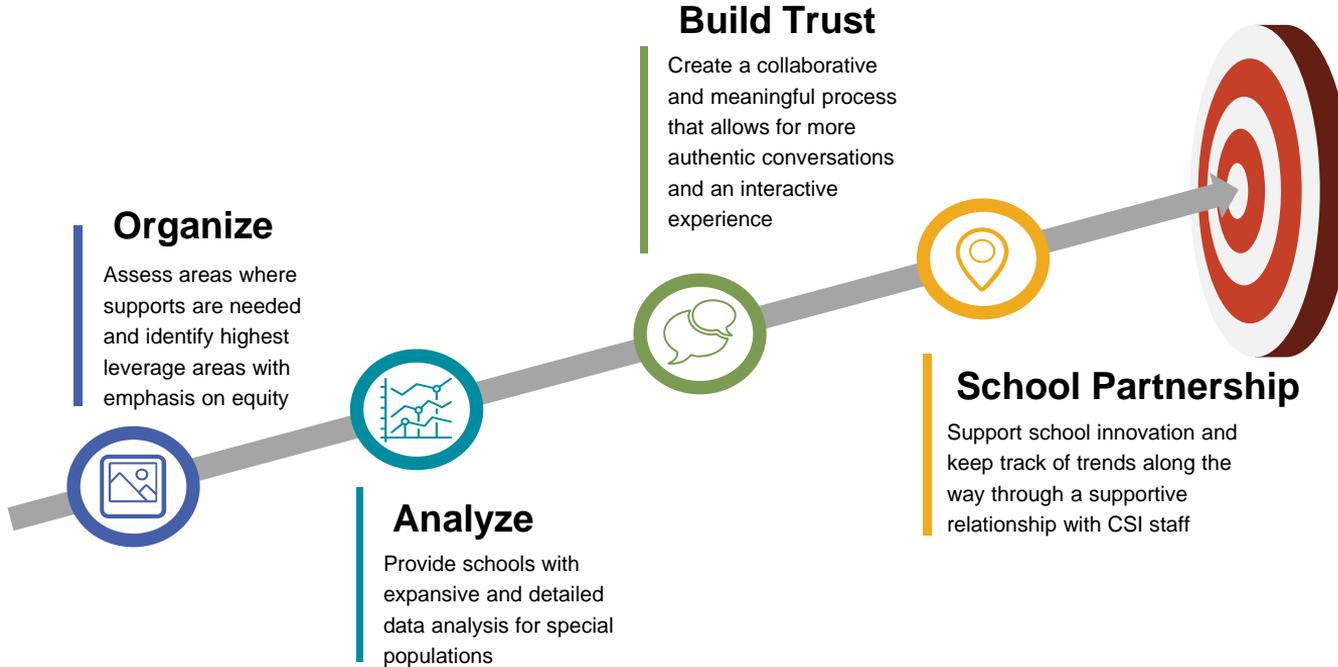
What was the impetus for developing the Screener?

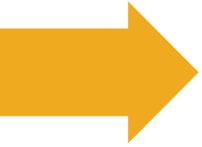




The Goals

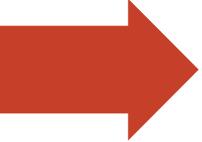
How can CSI improve Equity & Access for exceptional learners?





The Equity Dashboard provides a diagnostic to zoom out on what may be going on in a school.

Data is interactive, tailored to the school, and accessible.



Schools have the autonomy to set their own goals.

Schools can align their equity goals with other CSI processes.



CSI staff provide the expertise and resources to help schools reach their goals.

CSI staff guide schools through goal setting and are continuously engaged with school equity goals.





Equity Screener Tools





Using Inclusive Language

We talked today about pushing beyond heuristics. We tend to rely on heuristics in the language we use around education data.

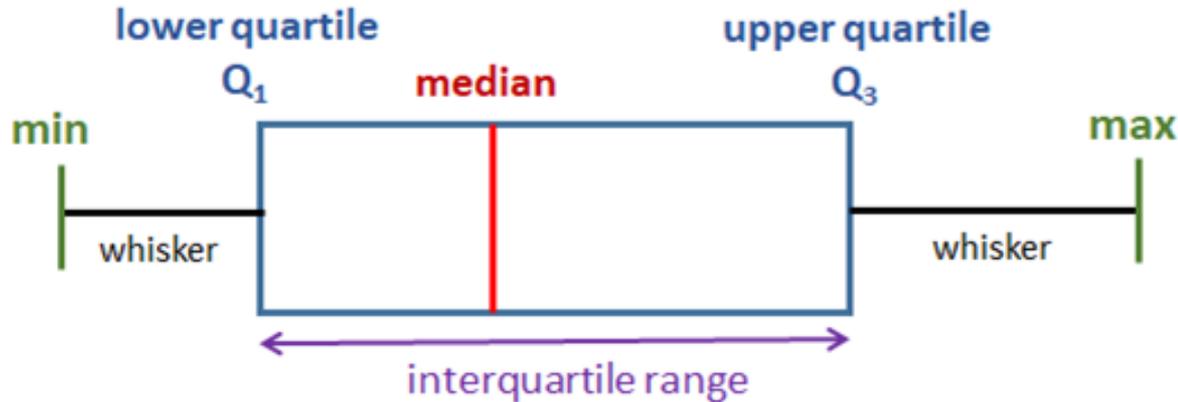
Instead, consider incorporating more inclusive language in your conversations. Inclusive language is people-first and empowering.

The agenda contains a resource on inclusive language, you are welcome to navigate this with your team.



Viz Guide: Box and Whisker Plot

A box and whisker plot (also called a box plot) shows the five-number summary of a set of data: **minimum**, **lower quartile**, **median**, **upper quartile**, and **maximum**.



Accessing the Dashboard:

<https://tinyurl.com/EquityScreenerDashboard>

Take a few minutes to review.

*If your enrollment data is not available, your data was hidden due to state privacy restrictions. Your stability data is not restricted, however.

Home | Enrollment Comparisons | Stability Comparisons

COLORADO CHARTER SCHOOL INSTITUTE

Equity Screener Data Dashboard

Directions: To use this dashboard, follow the steps below. At any time, select the home button at the top right of the screen to navigate back to this page. To save a PDF of any page on the dashboard, select the "Export to PDF" button at the bottom of the screen.

- 1. Select a Comparison District**
Select District
Adams 12 Five Star Schools
- 2. Select your School**
Select Charter School
Academy of Charter Schools
- 3. See Comparisons**
Enrollment Comparison
Select the button on the left to go to the Enrollment Comparison Dashboard. The Enrollment Comparison Dashboard uses district, state, and school-level October Count data. Use this dashboard to compare your school's demographics with local schools, your district, and the state.
Stability Comparison
Select the button on the left to go to the Stability Comparison Dashboard. The Stability Comparison Dashboard uses district, state, and school-level Stability Rate data. To calculate the stability rate, CDE uses the following formula:
Student Stability Rate = Unduplicated count of grade K-12 students who remained in the district in Year X DIVIDED BY Total number of students that were part of the same membership base at any time during Year X

Circle = school
Triangle = state
Square = district
Orange = your school



Equity of Access and Outcomes Toolkit

Take notes and access questions here:
<https://tinyurl.com/EquityScreenersNotes>





Enrollment





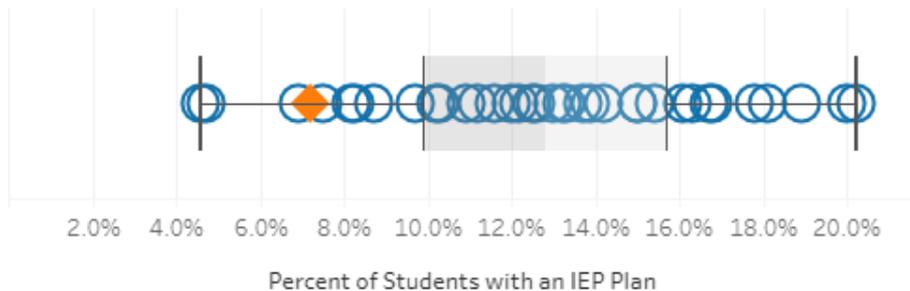
Enrollment Indicator

- The enrollment indicator looks at your most recent October Count data in comparison to local schools, your comparison district, and the state overall and by charter and non-charter.
 - **Is your school enrolling various student groups at a rate proportional to local schools, your comparison district, or the state?**

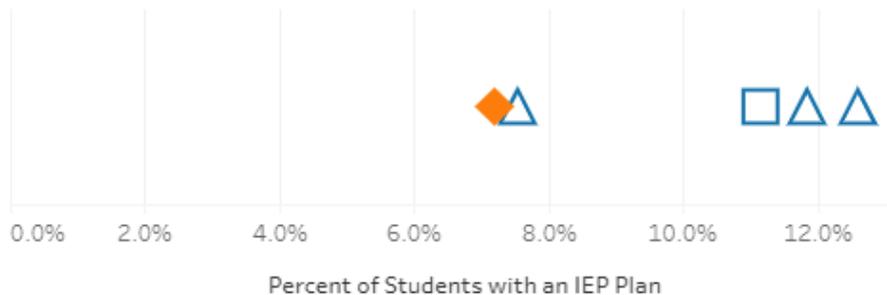


Example School

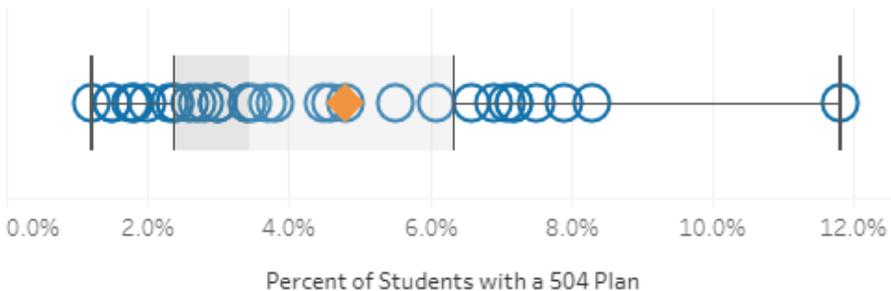
Students with an IEP Plan by School



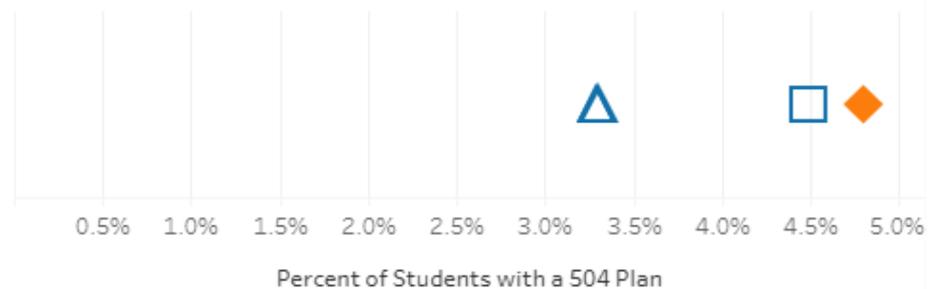
Students with an IEP Plan by District and State



Students with a 504 Plan by School



Students with a 504 Plan by District and State





Reflect: Complete Part 1 of the Toolkit

- What are your initial reactions to your data?
- How does your school's demographic data compare to the typical distribution of schools in your comparison district?
 - How about to your district overall? To the statewide charter average? To the statewide non-charter average? To the state overall?
- What are the components/processes currently in place for enrollment of special populations?
- When creating the structure/process that is currently in place, what did you take into consideration when building it?



Enrollment Team Toolkit Preview

- What are some growth areas in enrolling various student groups at a rate proportional to district-run schools or other charter schools in the state?
- What are your initial reactions to this data?
- What student group do you have additional questions about?
- How are you tracking enrollment for various student groups?
- What are you doing to encourage enrollment for all students?
- Are there enrollment policies or practices currently in place that might be barriers for various student groups?





Where can I find this information?

Published publicly each year (usually in January) here:

- <http://www.cde.state.co.us/cdereval/pupilcurrent>



Stability



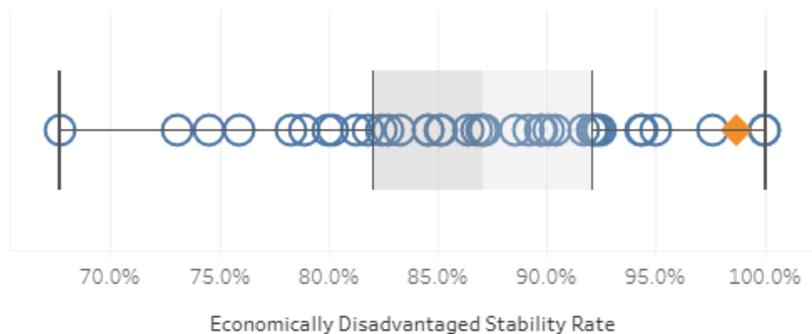
Stability Indicator

- The stability indicator looks at stability rates for your special populations (ie., whether a student was continuously enrolled at your school) using your school's End of Year submission.
 - **How stable is the enrollment of various student groups in your school?**

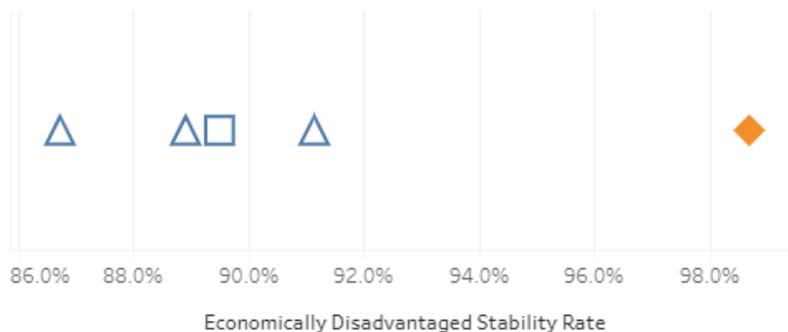


Example School

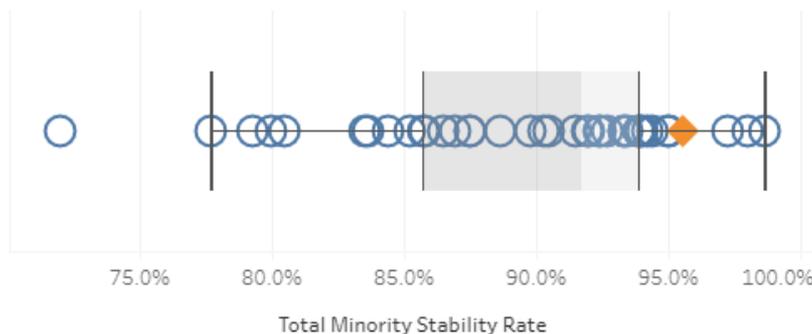
Economically Disadvantaged Stability



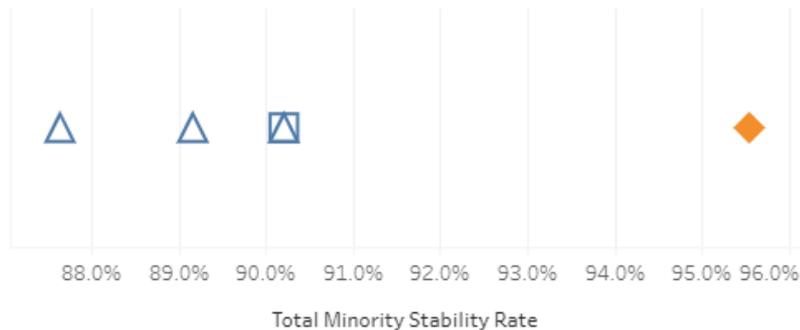
Economically Disadvantaged Students by District



Minority Student Stability by School



Minority Student Stability by District





Reflect: Complete Part 2 of the Toolkit

- What are your initial reactions to your data?
- How does your school's stability rates compare to the typical distribution of schools in your comparison district?
 - How about to your district overall? To the statewide charter average? To the statewide non-charter average? To the state overall?
- What are the components/processes currently in place that contribute to the stability of your school's population?
- When creating the structure/process that is currently in place, what did you take into consideration when building it?



Stability Team Toolkit Preview

- Why do you think the stability rate for some various student groups differs from your overall stability rate or the stability rate for other various student groups?
- Were you surprised by the results you received?
- How are you tracking disenrollment for various student groups?
- Do you conduct exit interviews for students that leave your school?
- Are there policies or practices currently in place that might contribute to various student groups leaving your school more frequently?





Where can I find this information?

Published publicly each year (usually in January) here:

- <http://www.cde.state.co.us/cdereval/mobility-stabilitycurrent>

Using this link, you can also access mobility data for your school.





Enrollment & Stability





Looking at Both Indicators

Using your 2019-20 data for enrollment and stability:

Look at Enrollment

Let's say you have a lower percentage of multilingual learners than local schools, how does that compare with your multilingual learners' stability rate?

Look at Stability

How does the stability rate for your multilingual learners compare to your school's overall stability rate?

Are more multilingual learners leaving your school over the course of the year than is typical for local schools, the district, or statewide charters?

Reflect

Do you know who the students were who left over the course of the year?

What do you know about the reasons these students disenrolled?

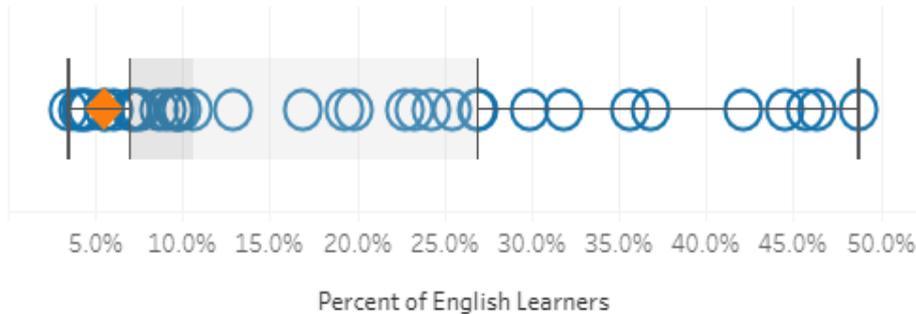
Could this be a contributing factor in the lower than typical enrollment of multilingual learners at your school?



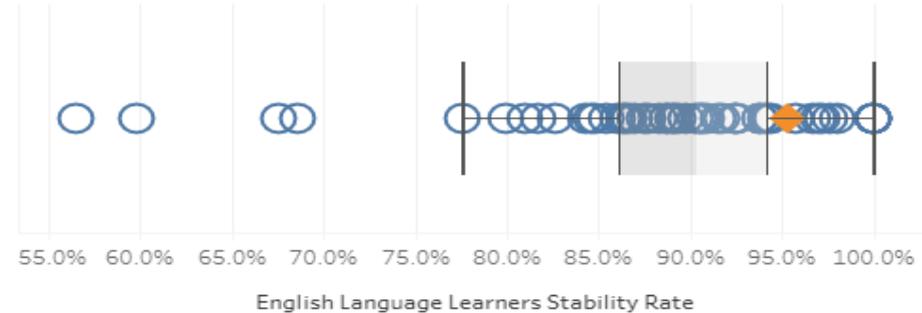
Example School

In 2019-20,

English Learners by School



English Learner Stability by School



Potential next steps...

Conduct a website audit, do an enrollment policy review, ensure marketing materials are translated in multiple languages, or evaluate student outreach. Check out the [Equity Focused Enrollment Policy and Procedures Audit](#) resource.



Reflect: Complete Part 3 of the Toolkit

- What are your initial reactions to your data?
- Do you have populations of students with particularly low enrollment compared to local schools, the district, or the state?
- How does the stability rate for those student groups compare to your school's overall stability rate?
- For those student groups, are more students leaving your school over the course of the year than is typical for local schools, the district, or statewide charters?



Next Steps

- Using your school data, what other overall trends can you see?
 - Examples:
 - SWDs are below the typical distribution of local schools, the state charter and non-charter average, and the geographic district for both indicators .
 - All student groups fall below the state charter average for both indicators.



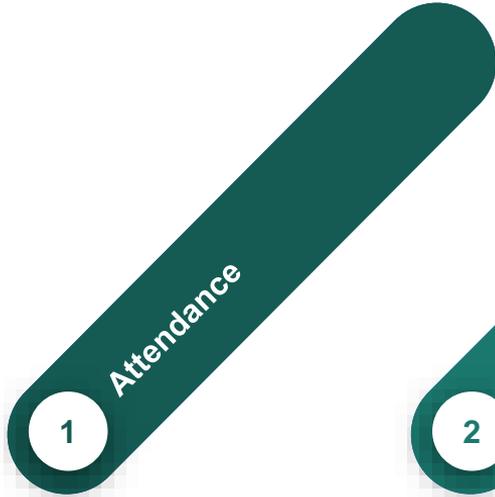


Additional Measures

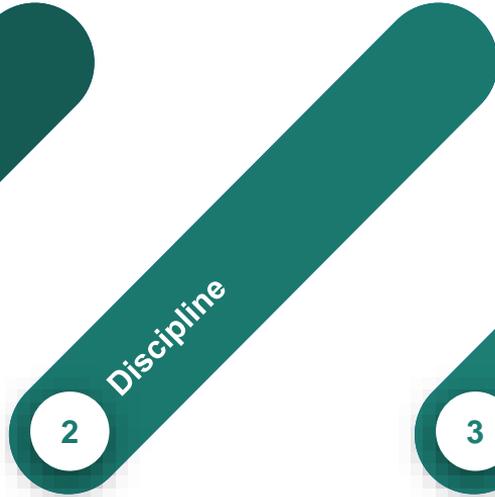




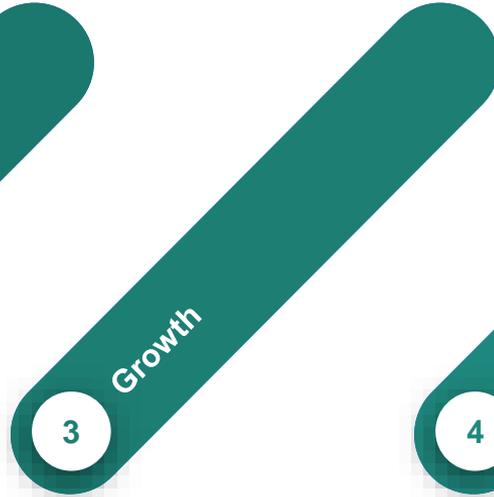
Measures CSI Uses



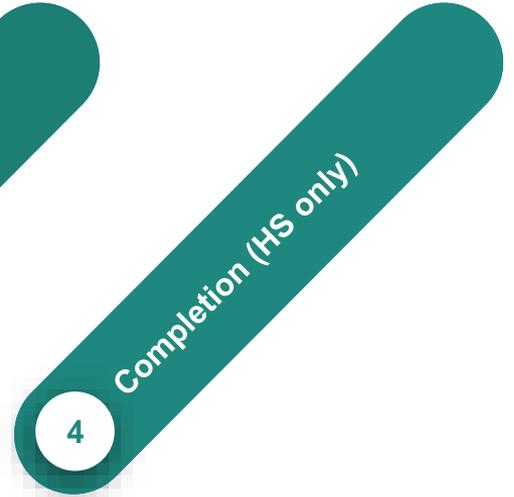
What is the average daily attendance for your school in comparison with other schools? Available here: <http://www.cde.state.co.us/cdereval/tuancystatistics>



How does your school discipline rates compare with the district and the state? Available here: <http://www.cde.state.co.us/cdereval/suspend-expelcurrent>



How does your school's student growth results compare to other schools? Available here: <http://www.cde.state.co.us/schoolvie/coloradogrowthmodel>



How does your school's completion rates compare with other schools? Available here: <http://www.cde.state.co.us/cdereval/gradratecurrent>





What other measures could you use?



Go to

[https://www.menti.com/
quvaas9g34](https://www.menti.com/quvaas9g34)

or go to

www.menti.com

and use the code 6877

0928



Equity of Access and Outcomes Toolkit

Access team questions here:

<https://tinyurl.com/EquityScreenerNotes>





General Considerations

How might or how does the policy, practice, and/or decision unintentionally reinforce and/or contribute to existing disparities?

What are current and/or future unintended consequences from this policy, practice, and/or decision?

Who are the people currently “at the table” to discuss and collaborate during this protocol?

Consider using this resource for policy reviews (available on the agenda): [Equitable Policy Review Protocol](#)



Equality

I believe that all students and families should be provided access to the same enrollment and recruitment process.

Social Justice

I believe schools should remove systemic barriers that have caused enrollment and recruitment inequities.

Diversity

I believe that our school should reach out to diverse families and schools and reflect the community we serve.

Equity

I believe that students and families should be provided the supports they need with the enrollment process.



Actionable Next Steps with your Team

Look at your school's data.

Use the questions from the Toolkit to review your outcomes.

Update the data when it becomes available.

Now you have tools to begin the conversation at your school.

- Check your assumptions!
 - Use other data to investigate!
 - Monitor all implementation!
 - Add other indicators that work for you!
- 



Thanks to all these folks!



Justo Yañez



Jessica Welch



Nick Stachokus



Kim Caplan



Matt Hudson



Greg Nusz



Clare Vickland



Ryan Marks



(formerly National Center for Special Education in Charter Schools)

Questions?

Contact Aislinn Walsh at aislinnwalsh@csi.state.co.us