

SCHOOLS TEAMS WORKING TO ADDRESS DISPROPORTIONLITY

On April 27, 2011, nearly 30 school teams came together in Green Bay as part of the CREATE Needs Assessment to review their local policies, practices and procedures. The majority of district teams attending were required to attend but several districts chose to learn about this process.

As part of the process adapted from the National Center on Culturally Responsive Educational Systems (NCCRESt) entitled [“Preventing DISPROPORTIONALITY by Strengthening District Policies and Procedures — An Assessment and Strategic Planning Process”](#), districts spent the day reviewing 23 Focus Areas using the adapted NCCRESt tool (CREATE Needs Assessment Tool). This process was designed to help State and Local Education Agencies address institutional and systems issues that may impact students from culturally and linguistically diverse populations who continue to experience a wide variety of achievement gaps.

The CREATE Needs Assessment Tool addresses four Standards:

- **CORE FUNCTIONS:** Educational systems are designed to ensure that equitable educational opportunities are available and accessed by all students, including those from diverse cultural, linguistic, or ability backgrounds.
- **INSTRUCTIONAL SERVICES:** Learning environments at all grade levels are designed to support and produce academic achievement for diverse learners
- **INDIVIDUALIZED EDUCATION:** Children with disabilities along with their general education peers are ensured access to, participation in, and progress in the general curriculum.
- **ACCOUNTABILITY:** Student Performance on state and district assessment is analyzed and used to guide instruction and school improvement.

Using the CREATE Needs Assessment Tool

Using the rubrics, focus areas and the CREATE website, district teams with broad membership were able to look at both general and special education practices and policies and understand that where disproportionality exists, it may be due a variety of institutional factors:

- organizational structures
- classroom processes
- curriculum implementation
- knowledge
- skills
- dispositions of practitioners, administrators, and other staff
- practices and procedures used to identify and place students in special education services

The tool creates a structure for states work to close the achievement gap and makes sure all students achieve academic proficiency. Because systems demonstrate their progress towards this goal by disaggregating student performance data by race, ethnicity, and disability, schools are better able to understand the ways in which their curriculum creates and limits access and opportunities to learn.

Assisting Districts in Their Efforts

The DPI and the CREATE project will provide the following professional development opportunities during the 2011-12 school year to continue their work:

1. CREATE technical assistance: Culturally Responsive Classroom Practices.

Brief description: Culture, diversity, power and privilege are the focus of this year-long training, designed specifically for classroom teachers and administrators. Graduate-level course credits are available.

- 2. CREATE technical assistance: Beyond Diversity Trainings**
Brief description: Two day workshop to consider the implications of racism, exclusion and prejudice on student learning; coordinated with the Pacific Educational Group.
- 3. CREATE technical assistance: WI Consortium for Racial Equity in PreK-12 Ed**
Brief description: Follow-up to the successful two-year consortium, a one-day summit on Critical Race Theory in Practice. Network with other continuing districts and continue your district equity leadership team commitment. Prior participation in Consortium is pre-requisite.
- 4. CREATE technical assistance: WI American Indian Student Achievement Network**
Brief description: The twenty-five districts with significant populations of American Indian students are teaming up to remove barriers to learning for their Native students.
- 5. CREATE technical assistance: Leadership for Educational Equity**
Brief description: Continued capacity-building of district leaders to provide leadership related to educational equity. Pre-requisite: previous participation in Leadership for Educational Equity.
- 6. CREATE technical assistance: Culturally Responsive Early Childhood Project**
Brief description: Increase capacity of early childhood providers/teachers in providing culturally relevant and responsive education and care to Native American children, ages birth to six. In partnership with Great Lakes Inter-Tribal Council Birth to Three program, the work focuses on building relationships and strengthening partnerships with tribes.
- 7. CREATE technical assistance: Rtl/Academic Professional Development Academies**
Brief description: Co-sponsored with the Rtl Center, a one-day institute focusing on culturally responsive universal and Tier 2 interventions.
- 8. CREATE technical assistance: Rtl/Behavior Professional Development Academies**
Brief description: Co-sponsored with the PBIS Center, a one-day institute focusing on culturally responsive universal and Tier 2 interventions.
- 9. Customized technical assistance: Culturally-responsive academic interventions for WI Native students**
Brief description: Participate in 3-year statewide study to identify and evaluate culturally responsive interventions to serve WI Native students. Results of the study will become evidence-based interventions for WI communities. This option is limited to districts over-identifying Native students in SLD or EBD.
- 10. Disproportionality Demonstration Grants**
Brief description: Competitive grant program for districts/consortia identified with disproportionate over-representation and/or significant disproportionality. The grant funds dissemination of a proven project, tool, program, etc. that addresses disproportionality in special education or related education outcomes.

If your district has any questions about the CREATE Needs Assessment process or tool, please contact Mary Kampa, CREATE H, Needs Assessment Coordinator. maryk@cesa11.k12.wi.us , 715-416-0609.