African American Achievement Plan Evidence of Progress Monitoring

School District of Indian River County
#SDIRCStrongerTogether

Date: 10/21/2020

School/Department: Strategic Planning & Support Services

Action Step (number and description): 1.2 – Conduct multi-level analysis of root cause for barriers to academic achievement for African American students.

Evidence of Progress Monitoring (Please include narrative/description of the action taken. Where applicable, please include all measurable data.) The supporting evidence is the data and structure that was developed to conduct a continuation of a previous root cause analysis session. Data used as part of this session is incorporated and can be found within the document.

Results of Action Taken: Materials will be used in the root cause analysis session scheduled for 10/23/20.

Reflection: NA

INSTRUCTIONAL MODEL ENROLLMENT BY RACE/ETHNICITY

RETRIEVED: 10.05.20
Total Students: 15187

Race/Ethnicity	Option 1: Brick & Mortar		Option 2: Virtual		Option 3: Transitional		Grand Total
	Number	Percentage	Number	Percentage	Number	Percentage	Number
American Indian/ Alaskan Native	12	50%	9	38%	3	13%	24
Asian	148	55%	68	25%	52	19%	268
Black, Non-Hispanic	1326	45%	998	34%	596	20%	2920
Hispanic	2324	60%	965	25%	582	15%	3871
Other	394	61%	169	26%	78	12%	641
White, Non-Hispanic	5289	71%	1314	17%	860	12%	7463
Grand Total	9493	63%	3523	23%	2171	14%	15187

2020- 2021
STUDENT ATTENDANCE BY RACE/ETHNICITY
RETRIEVED: 10.20.20
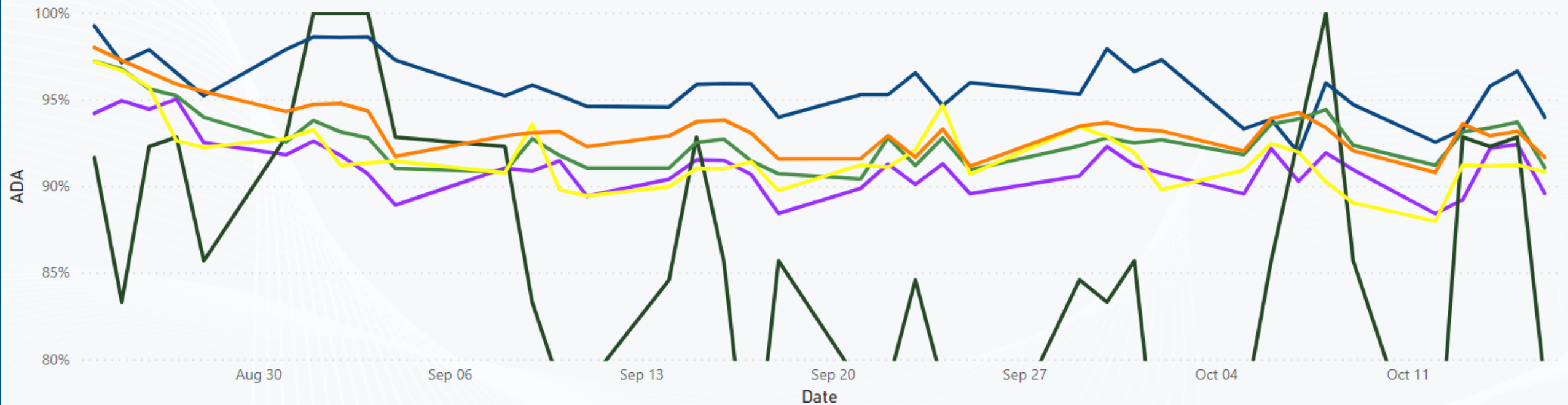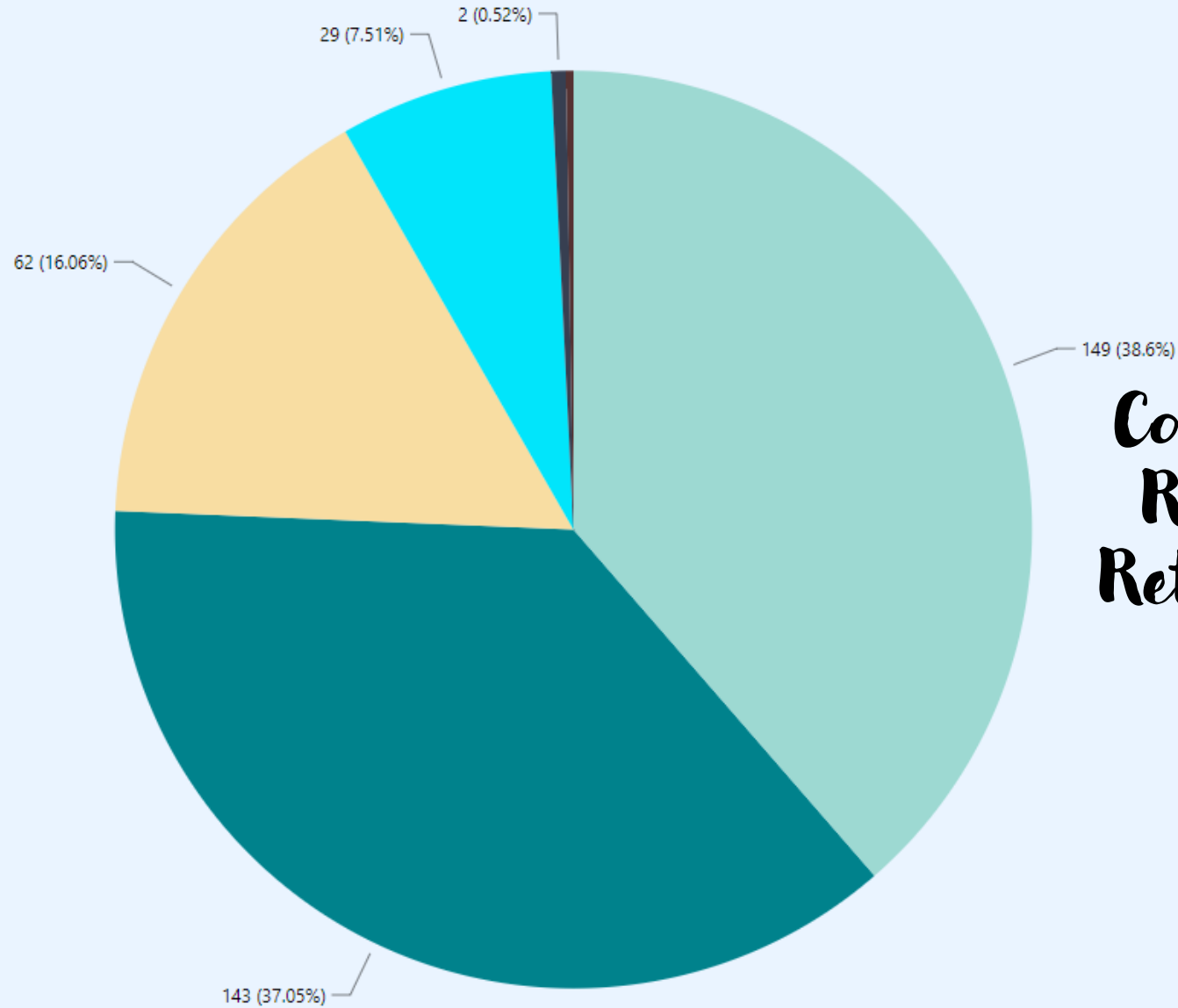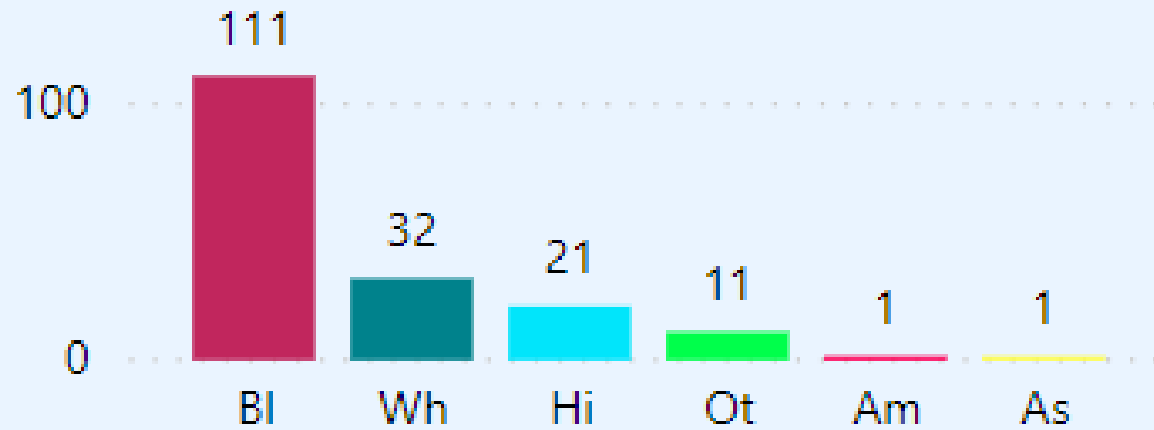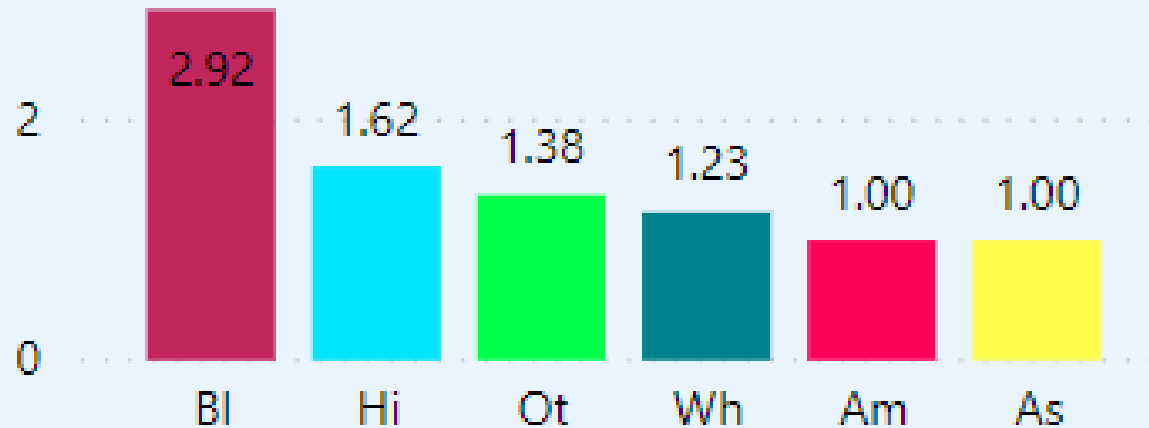
2020-2021

Discipline Code by Race/Ethnicity Retrieved 10.20.20

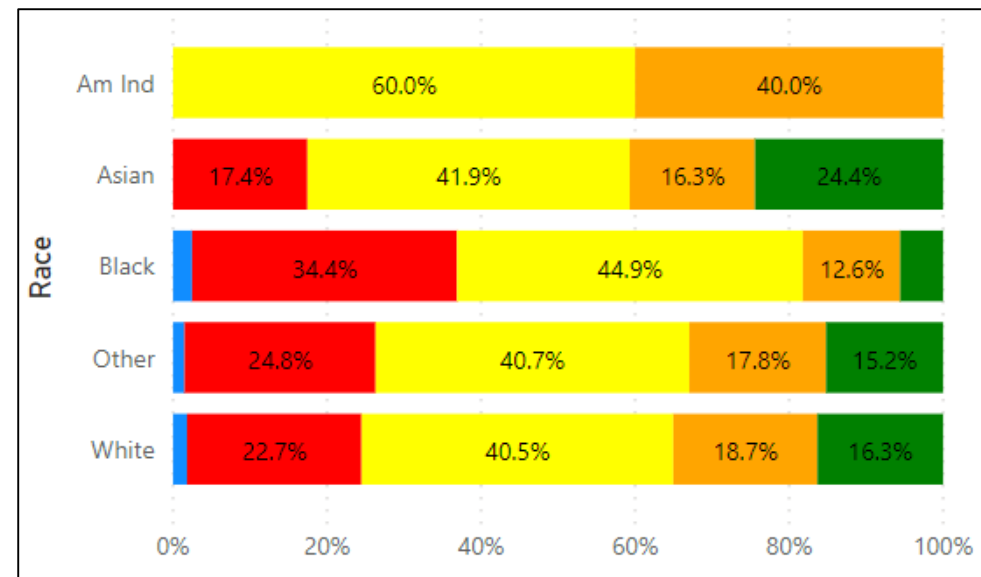| Discipline Code by Race/Ethnicity	Am	As	Bl	Hi	Ot	Wh
Battery*			1			
Bullying*			1			1
Bus safety Violations			9	1		5
Continuation of mid-range				1	2	2
Contraband						1
Disrespect/Noncompliance			10	7	4	26
Dress Code Violation			2	1		1
Dress Code Violation - Mask				4	3	8
Drug Possession and/or Use (excluding alcohol)*			1	1		
Failure to Serve			1	1		3
Fighting			13	6	5	10
Fighting (serious mutal combat or mutual altercation only)*			3			
Imminent Danger to self or others			12		3	7
Inappropriate Behavior/Disruption	1		23	7	3	24
Lying/Misrepresentation/Forgery						3
ODR - Requires Administration Review			19	18	3	30
Parking/Driving Offense			1			
Profanity			5	1		3
Skipping (cannot be given a suspension)			22	13	4	15
Tardy (cannot be given a suspension)			9	2		1
Tobacco Possession and/or Use		1	1		1	5
Tobacco Possession and/or Use - All Others*						1
Transportation Use Only			19	1	2	9
Use/Possession of Inappropriate Materials						1
Vaping - Tobacco (Other) Possession and/or Use*		1	1	2		1
Weapon Possession*						1
Total	**1**	**2**	**153**	**66**	**30**	**158**

Fall 2020 i-Ready Reading Placement by Race Ethnicity
Retrieved 10.20.20

All Instructional Models

Race				
Am Ind	44.4%	55.6%		
Asian	14.2%	36.7%	15.4%	26.6%
Black	12.8%	29.9%	35.1%	11.7%	10.6%
Other	8.2%	22.7%	35.8%	15.2%	18.1%
White	21.7%	35.1%	18.0%	18.4%

Brick & Mortar

Race				
Am Ind	60.0%	40.0%		
Asian	17.4%	41.9%	16.3%	24.4%
Black	34.4%	44.9%	12.6%	
Other	24.8%	40.7%	17.8%	15.2%
White	22.7%	40.5%	18.7%	16.3%

Virtual

Race				
Am Ind	100.0%			
Asian	18.8%	14.6%	29.2%	10.4%	27.1%
Black	28.5%	23.4%	22.9%	8.8%	16.4%
Other	28.2%	11.7%	29.1%	9.7%	21.4%
White	26.4%	17.3%	21.8%	13.1%	21.4%

Transitional

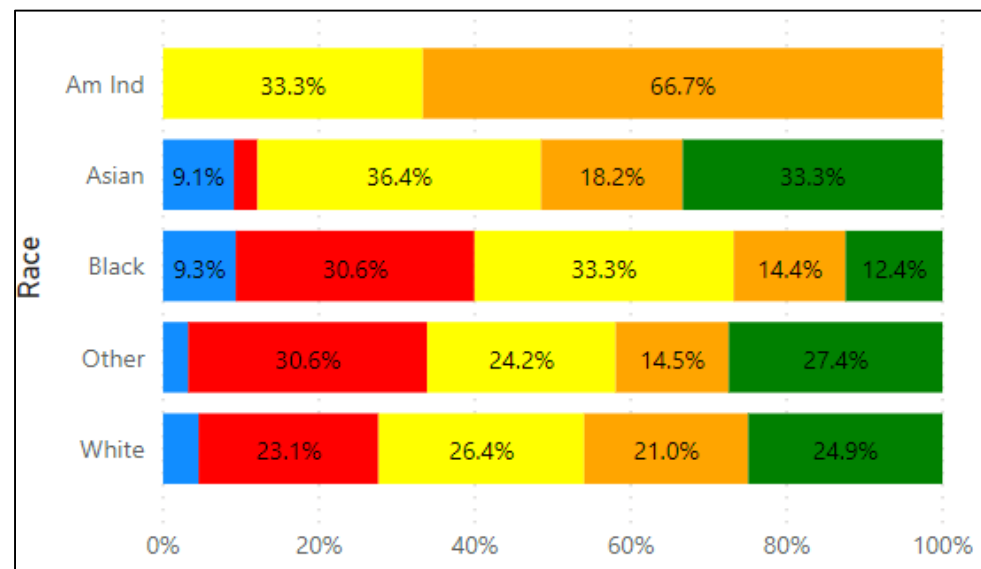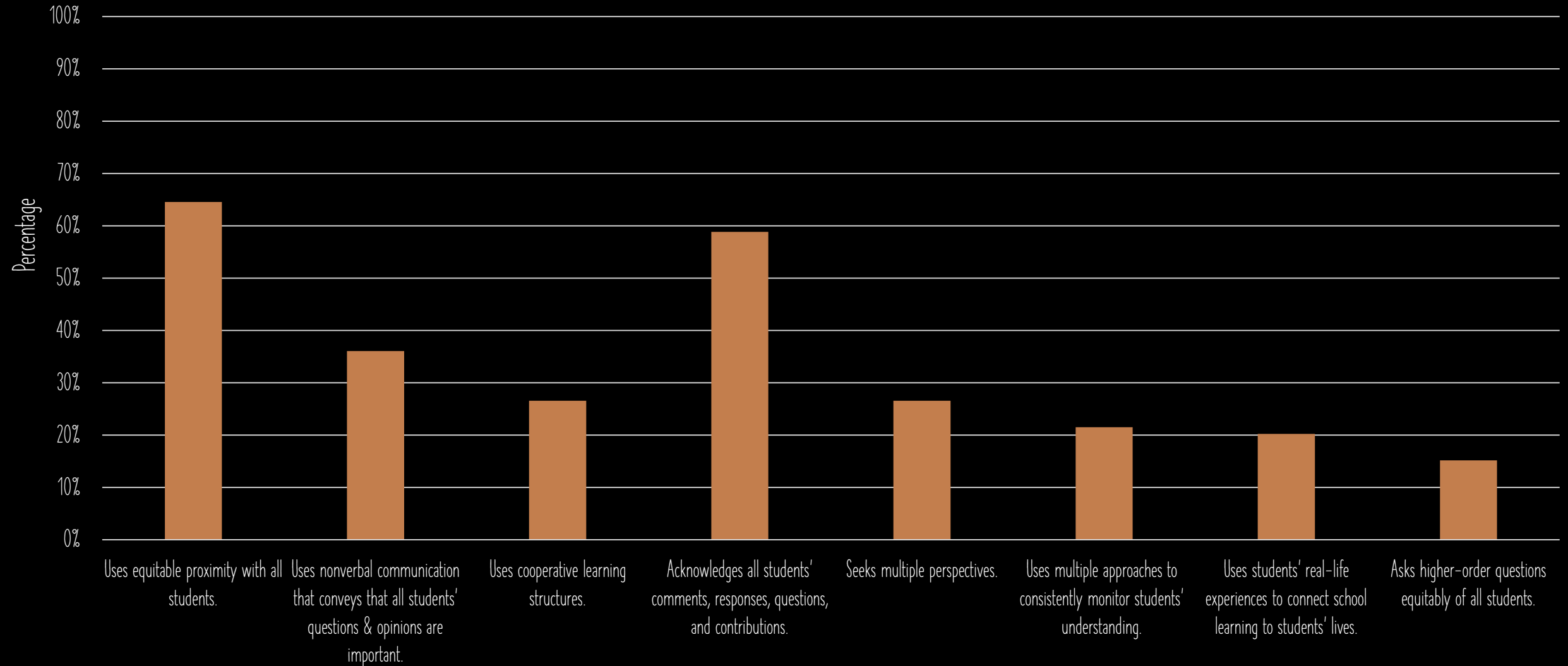| Race				
Am Ind	33.3%	66.7%		
Asian	9.1%	36.4%	18.2%	33.3%
Black	9.3%	30.6%	33.3%	14.4%	12.4%
Other	30.6%	24.2%	14.5%	27.4%
White	23.1%	26.4%	21.0%	24.9%

Classroom Walk-Throughs - Fall 2020
Culturally Responsive (CR) Practices
Percentage of Classrooms Displaying CR Practice
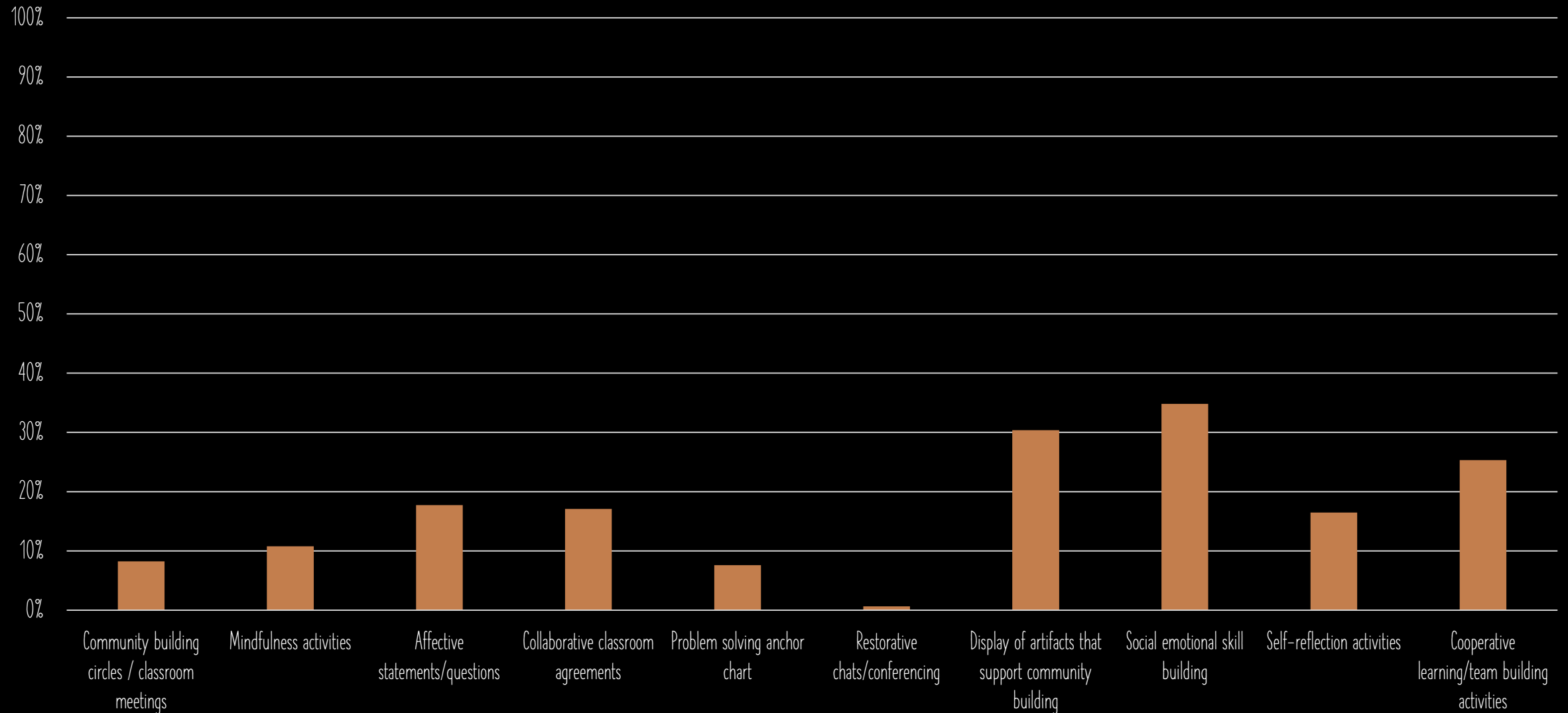
Retrieved 10.20.20

158 Classroom Walk-Throughs

Percentage

100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%

Uses equitable proximity with all students.

Uses nonverbal communication that conveys that all students' questions & opinions are important.

Uses cooperative learning structures.

Acknowledges all students' comments, responses, questions, and contributions.

Seeks multiple perspectives.

Uses multiple approaches to consistently monitor students' understanding.

Uses students' real-life experiences to connect school learning to students' lives.

Asks higher-order questions equitably of all students.

- Gather and analyze student performance data in areas of interest.

- Identify & prioritize performance gaps (e.g., racial/ethnic inequities) to provide focus for the root cause analysis.

- Why is the observed inequity occurring?

- What is holding us back from resolving the inequity?

- What processes, beliefs, attitudes, skills, or knowledge contribute to the observed inequities?

- Why do identified observed intermediate causes exist?

- As outlined in Preuss, 2003, the following criteria are used to identify whether identified causes are intermediate or root causes (p.12):
  - Would the problem have occurred if the cause had not been present? (No=Root Cause)
  - Will the problem reoccur if the cause is corrected or dissolved? (No=Root Cause)
  - Will similar events occur if the caused is corrected or eliminated? (No=Root Cause)
  - Continue facilitated questioning until potential root causes for the observed inequities are identified.
  - Analyze identified root causes for recurring themes.
  - Use current and available sources of data to verify the existence of identified root causes.
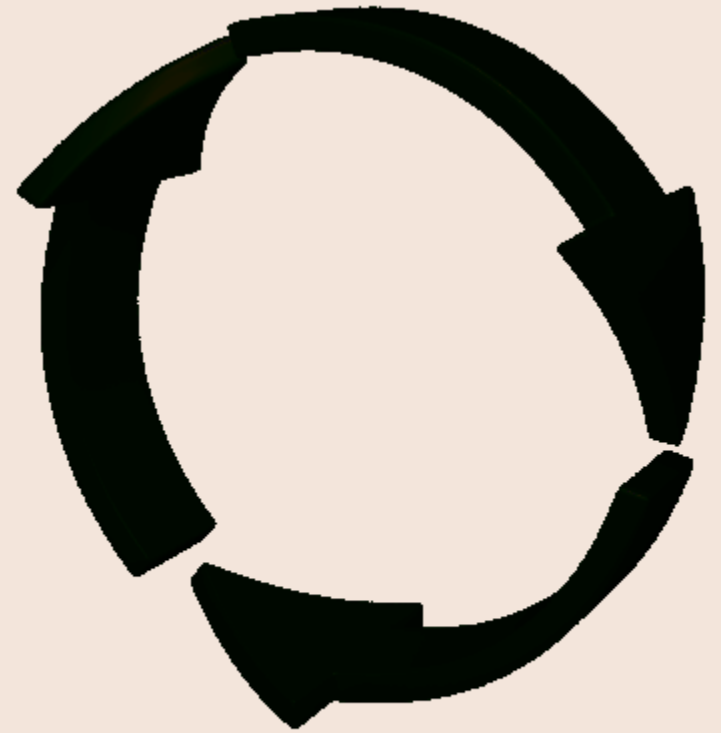
Steps for a Root Cause Analysis
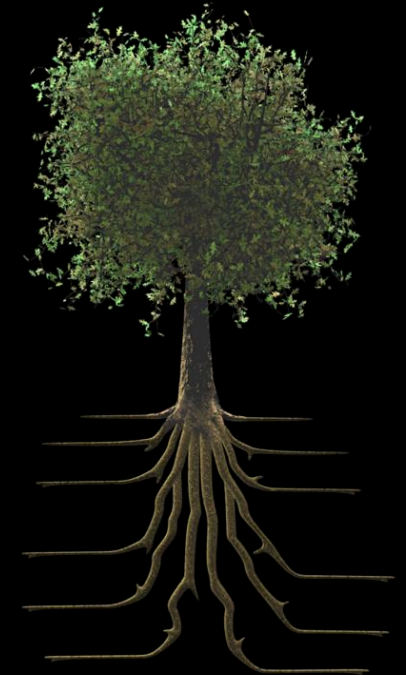
Root Causes: Themes Previously Identified

1 - Need for a diversified teaching staff

2 - Need to address mindsets/implicit biases/increase self-awareness

3 - Lack of preparation, skills, and comfort in addressing cultural issues and engaging in culturally responsive practices

4 - Need for improved systems and supports to build capacity for the implementation of culturally responsive practices

5 - Need for increased cultural self-awareness and student awareness

Root Cause Verification

	Would the achievement gap have occurred if this cause had not been present?	Will the achievement gap reoccur if this cause is corrected or dissolved?	Will issues similar to the achievement gap occur if this cause is corrected or eliminated?
Need for a diversified teaching staff			
Need to address mindsets/implicit biases/increase self-awareness			
Lack of preparation, skills, and comfort in addressing cultural issues and engaging in culturally responsive practices			
Need for improved systems and supports to build capacity for the implementation of culturally responsive practices			
Need for increased cultural self-awareness and student awareness			

Circling Back...

Based upon the themes identified and currently available data, are there any root causes we have missed?

Strategy Brainstorm

	What systems, supports, or PD is needed?
Need for a diversified teaching staff	
Need to address mindsets/implicit biases/increase self-awareness	
Lack of preparation, skills, and comfort in addressing cultural issues and engaging in culturally responsive practices	
Need for improved systems and supports to build capacity for the implementation of culturally responsive practices	
Need for increased cultural self-awareness and student awareness	