

# Black Excellence Resolution Student Data Audit Protocol

**THIS IS A DRAFT! THIS IS A DRAFT!**

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## PART I Purpose and Assumptions

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Achieving the outcomes outlined in the Black Excellence Resolution (BER) [Here](#), specifically related to student data audits, will require a new way of thinking, doing and believing what is possible- individually and collectively.

Our explicit commitment and allocation of resources to address issues plaguing African American/Black students and team members in DPS means we can no longer rely solely on our current base of knowledge, experiences and routine practices. It's an adaptive challenge that calls for collaborative teamwork to examine and address deeply rooted inequities to improve outcomes.

While we all play a part in improving the experiences of our African American/Black students in DPS, instructional leadership teams are key to engaging in these efforts and holding themselves and others accountable.

We must be relentless in our pursuit of Black Excellence, knowing that when we address issues facing those most marginalized, we improve outcomes for all.

### **Purpose of this Protocol**

This document is the result of an ask of leaders for support in guiding discussions with their teams around addressing inequities for our African American/Black students. This protocol intends to support your school's team in the process of reviewing the performance and referral data and creating individual student plans. It is recommended, not required. If you have other tools and resources to support this work, please feel free to use them. If you are interested in resources to support your disparity data analysis, root cause, or developing plans of action, then please begin working your way through this protocol. There are two main sections in this document:

1. [The Why and Debrief Protocol](#)

This section addresses why we are focusing so much on African American/Black students by giving examples, sharing reflection questions that examine the self as well as power structures and inclusive dynamics, and creating the conditions to have these discussions with your team.

2. [Student Data Audit Protocol](#)

This section outlines a protocol to aid in the review of performance and referral data (discipline and special education) of the African American/Black students in your school. The purpose is to understand how students are doing on an individual level and develop a plan of action to increase their success by leveraging students assets and dismantling barriers. Depending on the equity work teams have done in the past, and/or team members' current level of familiarity with the experiences of Black students, different ILTs will wish to enter into the work of this protocol at different points. Below is the 6-step process:

Step 1 - [Collect data and identify disparities](#) (Relating to the Data Narrative on the BER Plan)

- Step 2 - [Discuss the data](#)
- Step 3 - [Examine the Root Cause](#)
- Step 4 - [Linking Root Cause to Individual Students](#)
- Step 5 - [Aligning root cause to SSP and UIP](#)
- Step 6 - [Co-create individual student plans](#)
- [Ongoing support resources](#)

## Assumptions

- We know there are current efforts in place to address some of the disparities outlined in the BER
- This work will take time - we did not arrive in this place overnight
- We will use data as a tool to seek solutions

We recognize that these disparities are happening across the country, they have persisted over time. How to address these disparities in a sustainable way remains quite elusive. However, we believe that by getting more clear about the root cause then we will be able to shift the inequitable systems and processes within our schools.

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## PART II

# The Why and Creating the Conditions

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## The Why and Debrief Protocol

If you are asking yourself, why are we focusing so much on African American/Black students, here are some examples of why, as well as what is possible:

- [Black Brilliance](#)
- [Teach Us All - Trailer](#)
- [How to Be an Anti-racist Teacher](#) -NEW

There are two types of lenses we bring to this work:

(1) A window - looking outward and

- In looking outward, we practice self-awareness (own identity, values, emotions, bias, power, assumptions) and collectively build situational awareness (context, people, power, history, current state)

(2) A mirror (looking inward).

- Looking inward at ourselves, allows us to pause mid-stream to reflect on actions, impact, emotions, relationship and adjust our intentions, presence, direction as we engage in this work.



## Debrief Prompts

After viewing the resources above, you may want to take some time to debrief individually and with your team. Following are some prompting questions to engage in the conversation .

### Starting With The Self (Mirror-Looking In)

Start with an examination of the self, considering:

1. How have my identities shaped my lived experience and approach to this challenge?
2. What biases and hidden-spots might affect my perspective and behavior?
3. Share some of the progress you have made in your own learning about equity, being culturally responsive and challenging systemic racism and inequity- how have you applied your knowledge and skills?
4. How can I genuinely approach this challenge through listening and learning?
5. Have I reflected on how the layers of my identity are implicated in, contributing to, or experiencing the challenge?
6. How can I better understand and relate to the lived experiences of people facing this challenge?
7. What's one thing you will commit to as you engage in the Black Excellence work?

### Power Structures and Inclusive Dynamics (Window-Looking Out)

Clarify the underlying power structure and dynamics within the challenge definition.

8. Who defines the challenge?
9. Who determines when and how the challenge is solved?
10. What opportunities are present for those most impacted to define the challenge and lead change?
11. How are community strengths and assets viewed as opportunities to address and overcome the challenge?
12. What organizational structures and dynamics grant decision-makers their power?
13. How are local and historical contexts of the community taken into consideration in defining both the challenge and the goal?
14. How are those most impacted by the result engaged in determining the result?
15. If the team achieves a projected result, has the team considered the potential negative impacts to vulnerable populations that were not included in decision-making?

Source: [Considerations for Equity \(CI for Equity\)](#)

### Moving Beyond the Question of Why

Let's move beyond asking why African American/Black students, and focus instead on how each of our students will benefit from our efforts to improve Black excellence, which include:

- Deeper relationships with each student
- Strong and authentic relationships with students and families
- Increased trust and engagement

### Creating the Conditions

As you prepare to inform your team about the student data audits, it's important to create the right conditions to focus on the work, reduce chaos and collectively commit to improving outcomes for African American/Black students in your school.

- Set meeting norms. Below are some examples:
  - Keep students and schools at the center of the conversation
  - Get specific - use data and/or examples to support the conversation
  - Assume that barriers to equity and [white supremacy culture](#) exist in our district/systems - look for them and identify where we can apply antidotes
  - Acknowledge that each voice in the (virtual) room holds a perspective that is unique and needed
  - Focus on content and what we are trying to achieve together, rather than process
  - Share responsibility for the work of this group
- Prepare your heart and mind as you approach this work. [Here](#) are some things to think about as you prepare your team for this transformational change.
- Create a space of sharing and learning. Consider using a discussion protocol such as [Critical Friend Conversation Protocol](#) to promote equity of voice.
- This is not a time for judgment, shame or blame, but one of connectedness and teamwork.

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## **PART III**

### **Student Data Audit: Steps**

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#### **Objective**

Review the performance and referral data (discipline and special education) of the African American/Black students in your school to understand:

- How students are doing on an individual level
- Develop a plan of action to increase their success by leveraging students assets and dismantling barriers to their success.
- Set goals for supporting these students including prioritizing access to grade-level and more rigorous coursework.
- Clearly articulate how you will monitor their progress toward these goals and improve throughout the academic year

#### **Reflection Prompts**

- What are the skills or experiences that team members may already have, which are assets that they can lean on as they are going through this protocol?
- What are we doing differently here to disrupt the system (e.g., existing strategic planning processes)?

#### **Step 1 - Collect data and identify disparities**

Examine the data for AA/Black students in your school; This should include members of your ITL and well as teachers, family members, and anyone else who is close to and has developed a relationship with the students, including students themselves. Invite those who also bring an

additional objective, culturally competent and/or content-specific perspectives, i.e. SEO for conversations about over-referral to special education

## **A. Collect both academic and whole child data (e.g., social-emotional, perception/satisfaction) for AA/Black students, including:**

### Academic Data

- Results from locally administered interim assessments (if available and aligned with the Colorado Academic Standards). This can include finals, interim assessments, and unit assessments.
- Results of locally administered (state required) K-3 literacy assessments;
- English language proficiency growth from ACCESS for ELLs (this was given prior to school closure)
- CMAS or PSAT/SAT achievement results for science for the 2018-19 school year (elementary and middle)
- CMAS: English language arts and mathematics achievement results from the 2018-2019 school year
- Summary of 2019 SPF indicating patterns and themes in the results.
- Disparity and Rigorous Course Enrollment Data (see [Slide 8](#) for an inventory of data, policies, and practices)

### Whole Child Data

- Whole Child Data
- Observation Data
- Empathy Interviews
- Remote Learning Attendance and Engagement Data
- Lived Experiences of Your Students and Families
- Student Satisfaction Data

## Reflection Prompts

- How does your identity influence how you are interpreting the data?
- What data are used to identify and understand the challenge?
- What data beyond traditional school-based inputs and outcomes are considered (e.g., health, housing, employment, food and nutrition, social services)?
- How are qualitative data and lived experience data used and valued in addition to traditional quantitative data?
- What opportunities are present to examine predictive indicators, disproportionality, and trends?

Source: [Considerations for Equity \(CI for Equity\)](#)

## **B. Identify disparities or the lack thereof in GT, SPED, Behavior and rigorous course enrollment.**

A disparity is identified when the Relative Risk Ratio (RR) Is greater than 1.5 or less than .75. If

something is greater than 1.5 it means that group of students has a higher risk (or chance) of being identified/enrolled and if it is less than .75 then it highlights potential under-representation. It is important to consider population size, with smaller groups numbers may be misleading.

### Locating Disparity Data

Disparity data is available on the Principal Portal. Here is how you can access your data: <https://portal.dpsk12.org/group/principal-portal/see-all-reports> → Enrollment trends → Disparity Analysis (zip download) and Rigorous Course Enrollment 19-20 (zip download)].

### Interpreting Disparity Tables

[Slide 5](#) provides support for interpreting the disparity data tables. Relative Risk Ratio is an important data point to examine but it should be considered in conjunction with other data sources and lead to systems exploration.

## Step 2 - Discuss the data

Discuss what the data is revealing about the educational system. Focus your discussion on what is most significant given your disparity data.

- What policies, regulations, standards, and funding schemes differentiate access and opportunity by race, ethnicity, and other groups?
- How are racialized schemas (mental models, beliefs and associations held by society about particular racial groups) shared, reinforced, and perpetuated by media and culture?
- How do education policies and practices influence school-level actions and outcomes, including school choice, student attendance zones, grade-level and course assignments, teacher assignments, special education referrals, English language learner identification, gifted and talented programs, alternative pathways, etc.?
- Are there significant trends within certain subgroups of students? Such as certain racial groups, ELL designations, or students in center programs? How might educational policies and practices be influencing outcomes for these students?

Begin to think about how this high-level summary data impacts each individual student.

- How are students doing on an individual level?
- Who are the outliers?
  - Who has achieved success as defined and valued by the community?
  - What conditions contribute to their successes?
  - What can we learn from how they drive change?

### Tool: [The Ladder of Inference](#)

How we act depends on how we understand the situation we are in. Our understandings often seem obvious to us, as if they were given by the situation itself. But people can come to very different understandings, depending on what aspects of the situation they notice and how they interpret what is going on. The Ladder of Inference is a model of the steps we use to make sense of

situations in order to act. It helps us to think about our thinking and to coordinate our thinking with others.

## Reflection Prompt

What information are you missing in the disparity data and what else might you need to know that has not been included? How will you get this information to inform your root cause?

## Step 3 - Examine the Root Cause

The goal is to identify the underlying and specific reasons for the disparity in order to seek a solution. Below are some tools you can use to identify root causes. You can use these tools or another tool you are familiar with to identify root causes. You only need to use one of these methods.

It is important when doing root cause analysis to have a diversity of perspectives present. At minimum, you will want to do this root cause analysis with your SLT. Having a diversity of perspectives helps you generate new ideas or improve a process already in place.

Before you begin, review [this short overview](#) of how and when you would use the fishbone and 5 whys protocols from the Carnegie Foundation.

## Fishbone Diagram

Fishbone diagram, also called 'cause-and-effect' diagram, is a tool used to identify the root cause of challenges which represents the effect and the factors or causes influencing it. The tool is a template for brainstorming possible causes of an effect. You would use this tool to think broadly about the many systems affecting the challenge. Fishbone diagrams are used for solving large and complex challenges. Many of you are already familiar with this tool as you used it in your improvement cohort during the 19-20 SY!

[DPS protocol for developing a fishbone diagram](#)

[Alternative protocol \(one page\)](#)

[Link to a blank template](#)

[DPS example](#) (SPED Fishbone)

## Five Whys

Based on your disparity analysis, start with a challenge and ask why it is occurring. Make sure that your answer is grounded in fact, and then ask the question again. Continue the process until you reach the root cause of the challenge, and you can identify a countermeasure that will prevent it from recurring. You would use this protocol when you want to go deep in one specific area. It's good for small or moderate sized challenges.

[Link to protocol for doing 5 Whys](#)

[Link to a blank template](#)

[Example \(slide 12\)](#)

Using with the fishbone



- Use the five whys in pairs when generating potential causes. Record the root causes and then cluster those.
- Use the five whys after summarizing the analysis in a fishbone for causes that need to be investigated further.

#### Step 4 - Aligning Root Cause to your SSP-UIP

Now that you've identified the root cause, let's pause and think about how these root causes are showing up in our strategies and action steps in your SSP and UIP.

- How do your systems plans, strategies, and priorities address these systemic root causes?
  - Is it already included? Does it support addressing the root causes analysis?
  - If not, what adjustments/improvements need to be made to support your African American/Black students?

#### Actions

- Are there actions that you can take at the school level to support your African American/Black Students? If so, put them in the Black Excellence Plan in your SSP.
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#### Step 5 - Linking Root Cause to Individual Students

Grounded in the root cause in step 3 you have completed, now think through each individual student.

- What focus areas are most relevant for this student?
- Assess what supports are already in place/you've tried or are trying at a high level.
  - How has the student validated that these supports are working?
  - What could be improved?

#### Step 6 - Co-create Individual Student Plans

5.1 Invite the student and their family to a conversation. Share the fishbone diagram and your team input.

- This may be by phone or in-person- accommodate the needs of the family. Here are some references for planning these meetings:
  - [Guide for planning a family meeting.](#)
  - [Stay Connected Liaisons](#)
- Acknowledge the data, the root causes that have tentatively been identified and ask for their input.
- Renew the partnership to support excellence by revising the fishbone/root causes into the student's personalized plan .

#### Opportunity to form a Black Family Advisory Committee (BFAC)

These family meetings are an opportunity for schools to create Black Family Advisory Committees, as a potential action. [Here](#) is more information about BFAC including an [example of a BFAC at Hamilton.](#)

- [Here](#) is an additional resource on how to build strong partnerships between community members and schools and





- [Meeting-in-a-Box Tool Kit](#) is another great resource for hosting community meetings at your school.

5.2 Together with the student and family, identify the priority areas for each student

- ICAP on file
- Wrap-around services - type, duration, impact
- Include questions such as what accomplishments has the student had
- Determine what is working and what is not for each student
- Identify the gap where needs have not been addressed
- Develop a plan of action to increase their success

5.3 Refer back to the root cause and prioritize the responses/action steps

5.4 Set goals for supporting students as a whole, as well as individually. Identify and clearly articulate how you will monitor individual and collective student progress toward these goals throughout the academic year- this information will cascade up through a public-facing accountability structure- example [Here](#)

## Ongoing Support

Prior to reaching out to your CRE regional specialists, please engage in the following steps::

1. Engage with the appropriate steps of this BER Protocol
2. Collaborate with your ILT and broader school community as you take steps in the BER Protocol
3. Reach out to your RIS/RAIS
4. Attend a BER open house (Week of July 27th)
5. If you still need additional support, then reach out to your CRE Regional Specialist

For additional support with...

... the [Black Excellence Resolution and Student Data Audit Protocol](#) overall please contact [Leslie\\_Juniel@dpsk12.org](mailto:Leslie_Juniel@dpsk12.org)

... [root cause](#) analysis please contact [Signe\\_Hawley@dpsk12.org](mailto:Signe_Hawley@dpsk12.org)

...unpacking disparity data and .aligning to your [SSP](#) please contact [Amanda\\_Withington@dpsk12.org](mailto:Amanda_Withington@dpsk12.org)

**Preparing Your Team for Transformational Change**

<p><b>Awareness</b></p>	<p>Why are we doing this</p>	<ul style="list-style-type: none"> <li>● Inform your ITL about the BER and the student data audits</li> <li>● Share the rationale for why all schools are required to engage in this effort</li> <li>● Provide a platform for your team to ask questions</li> <li>● Communicate plans for how results of audit will be addressed</li> </ul>
<p><b>Desire</b></p>	<p>Commitment to follow-through</p>	<ul style="list-style-type: none"> <li>● Assess mindsets/attitudes through reaction to the audit</li> <li>● Identify champions/advocates</li> <li>● Identify any resistance or indifference, address their concerns or show them how the audit will benefit them directly</li> </ul>
<p><b>Knowledge</b></p>	<p>Clarity about how to do this.</p>	<ul style="list-style-type: none"> <li>● Review the BER <a href="#">Here</a> and the African American Equity Task Force (AAETF) <a href="#">Here</a> with your team</li> <li>● Share how you plan to approach the ask, as well as your system of accountability</li> <li>● Provide space for your ITL to lend their voice to the plan</li> <li>● Request updates on past or current efforts to address disparities</li> </ul>
<p><b>Ability</b></p>	<p>New skills and behaviors</p>	<ul style="list-style-type: none"> <li>● Establish goals, metrics and accountability structures to track progress</li> <li>● Share examples of how the results of the audit are being implemented - strategies and action plans</li> <li>● Adjust as necessary</li> </ul>
<p><b>Reinforcement</b></p>	<p>How to make this work sustainable over time</p>	<ul style="list-style-type: none"> <li>● Monitor progress</li> <li>● Recognize and reward engagement in the work and sustainability over time</li> </ul>